

**(ATTACHMENT 1) REPORT AND POSSIBLE ACTION ON PERSISTENTLY LOW PERFORMING SCHOOLS PROPOSAL**

*This item initiated by the Administration.*

**ADMINISTRATION'S REPORT**

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1. As a *District Identified for Improvement*, Milwaukee Public Schools (MPS) is charged with accelerating achievement for all schools across the district. Some 48 schools have been identified by the state as *Fails to Meet Expectations*.
2. The vision is to transform the lowest-performing schools into high-performing schools by working with staff, parents, students, neighborhood and community partners to create school communities that have the capacity to implement rigorous academic and behavioral programs and interventions and by dramatically increasing the resources so students are successful in their goals of being college- and career-ready and well-rounded citizens.
3. This vision behind the *Commitment Schools* designation will become a reality with the implementation of a theory of action around recalibrating low-performing schools (LPS). If the identified low-performing schools are reorganized into *Commitment Schools*, which will receive supports beyond the standard of care within MPS and these supports are implemented with fidelity through one of the designated programmatic models, then students will be engaged in a rigorous instructional program that fosters a safe and supportive culture and prepares them to be successful in college and career.
4. In response to the number of schools that were identified as persistently low performing and in support of all schools, the Administration has designed a tiered system of support for all schools.
5. This tiered system provides a continuum of instructional support to all schools based on need. All schools receive support, but the level of support is determined through the MStat process in which Regional teams assess the current achievement levels for each school.
6. The eligibility criteria used to identify the persistently low-performing schools will be the overall State Report Card rating and the academic achievement index rating. The schools will then be ranked by the individual performance measures used in the State Report Card. The Administration, in cooperation with the MTEA, will identify a group of low-performing schools, tentatively called *Commitment Schools*, for intensive intervention and supports.
7. The *Commitment Schools* will implement innovative and rigorous educational programs by employing one of the models described below. Each school will have a plan that meets the needs of that school, the students, families and community.
  - a. *Innovative Commitment Schools* embrace approaches that are developed by educators, parents, students and neighborhood and community partners in collaboration with central services administrators. These schools will be provided with additional and focused support from the district as they implement a learning environment where students, teachers and leaders are successful.

- b. *Strategic Partner Commitment Schools* also embrace innovative approaches with additional and focused supports provided by the district; however, a service provider will lead the implementation and also be held accountable for the outcomes.
  - c. *Charter Commitment Schools* make deep and fundamental changes by converting to non-instrumentality charter schools that enroll all currently enrolled students who choose to attend. These schools are autonomous and held accountable by the district through the terms of their charters.
8. MPS has many successful schools and programs. To the degree possible, *Commitment Schools* will replicate such programs including, but not limited to, IB/Advanced Placement, CTE/STEM, the Arts, Montessori and language schools, Blended Learning, Personalized Learning, and Systems Thinking models.
  9. All *Commitment Schools* will be designed with the following guiding principles in mind:
    - a. Collective trust, action and impact
    - b. Common pedagogical vision and purpose
    - c. School-based faculty and staff ownership
    - d. Community, parent, and staff engagement in design and implementation
    - e. Flexibility within the work day and work calendar for collaboration, professional development and instruction
    - f. Focus on cultural competence
  10. To ensure the fidelity of the educational program and its implementation, approximately eight schools will become *Commitment Schools* each year over a three-year period for a total of 25 schools by 2016-2017.
  11. In November 2013, an internal planning committee began working to develop the *Commitment Schools'* model and program design. The work of this committee is focused on three areas: Student Achievement, Effective and Efficient Operations and Family and Community Engagement.
  12. The table below outline immediate action steps and approximate timeline from November 2013 to July 2014 for the implementation of the Commitment Schools:

Tentative Timeline	Action Steps
<b>November - June</b>	Conduct Planning Committee Meetings
<b>December – June</b>	Study and Identify Potential Instructional Program Models
<b>January</b>	Present Initial Plan to SASI Committee
<b>February</b>	Post a Request for Proposals (RFP) for Strategic Partner and Charter Commitment Schools only
<b>February</b>	Pre-Bid Conference for RFP Applicants
<b>February</b>	Community Listening Sessions Begin

<b>February</b>	Announcement of the Commitment Schools
<b>February-April</b>	School Visits and Leadership Team Meetings
<b>February- April</b>	Determine Recruitment and Hiring Processes
<b>March - June</b>	Determine Operational Changes
<b>March/April</b>	RFP Selection/ Matching Process Begins
<b>April</b>	Announcement of Strategic Partner and Charter Commitment Schools
<b>May &amp; June</b>	Planning and Professional Development for Commitment Schools
<b>July</b>	Commitment Schools Officially Launch

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