



Organizational



MILWAUKEE
PUBLIC SCHOOLS

2019–20 Superintendent's Proposed Budget
Fiscal Year: July 1, 2019 – June 30, 2020
Submitted to the Milwaukee Board of School Directors

Office of Finance | 5225 W. Vliet St., Milwaukee, WI 53208 | mpsmke.com

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Organizational Section

The Milwaukee Public Schools budget is organized into four sections: Executive Summary; Organizational; Financial, including Schools, Central Services and Line Items; and Informational, including City Profile, MPS Profile and Glossary.

The Organizational Section of the 2019–20 Superintendent’s Proposed Budget includes information on the school district, the City of Milwaukee, the Milwaukee Board of School Directors, the superintendent and administrative offices. The district’s structure and organization, purpose, goals and strategic objectives are also described.

School District Structure and Organization

Milwaukee Public Schools (MPS) was established on February 3, 1846 and is operated pursuant to Chapter 119 of the Wisconsin Statutes. MPS is effectively treated by state statutes as a city department but is authorized by law to adopt its own budget. The city is required to levy and collect property taxes to support the MPS budget. The City of Milwaukee is the urban center of the metro region depicted in Chart 2.1.

All funds for MPS flow through the city treasurer who, by statute, disburses them at the direction of the Milwaukee Board of School Directors (MBSD). The city comptroller, city treasurer and city attorney perform their respective functions for MPS as well as the city.

MPS does not have authority to issue debt. The City of Milwaukee’s Common Council has authority under Chapters 67 and 119 of Wisconsin Statutes to issue municipal obligations for specific school purposes. When debt financing is contemplated, MPS enters into an intergovernmental cooperation agreement with the City of Milwaukee for any issuance. Bonded indebtedness issued by the city under Chapter 119 for school purposes is limited to two percent of the full value of taxable property in Milwaukee. Bonded indebtedness issued by the city under Chapter 67 for school purposes counts against the city’s debt limit of five percent of the full value of taxable property in the city.

Chart 2.1 Milwaukee Area



The district, governed by the nine-member elected MBSD, provides education services from pre-kindergarten through grade 12 to City of Milwaukee residents and participating transfer students residing outside of the city.

The purpose and responsibility of the district is to provide a quality educational system that prepares children for personal and professional success after graduation. In addition to regular educational programs, the district offers comprehensive programs in the areas of bilingual multicultural education, early childhood education, and special education. MPS has the greatest variety of high-performing programs in the city, from strong traditional

neighborhood schools to Advanced Placement, arts specialty, career and technical education, gifted and talented, International Baccalaureate, language immersion and Montessori. MPS also offers other college and career preparatory programs in areas including engineering, finance, culinary arts, hospitality and tourism, health sciences and information technology.

In 2019–20 the district is projected to serve 75,234 students. MPS operates 159 schools, which include 95 elementary and K–8 schools, two early childhood centers, five schools serving grades 6–12 or K–12, seven middle schools, 15 high schools, 16 non-instrumentality charter schools, six instrumentality charter schools, seven partnership schools and six alternative schools.

The students of MPS are racially and ethnically diverse: 54.1 percent African American, 27.1 percent Hispanic, 10.8 percent White, 7.4 percent Asian, 0.5 percent Native American, and 0.1 percent Hawaiian/Pacific Islander. MPS English learner students speak over 70 languages.

Schools in Milwaukee can be grouped either by their format as public schools, charter schools or private schools or by their governing authorities (MBSD, other public entities or private organizations). The options for education are extremely varied. The choices include MPS; private schools (on private-pay basis); parental choice program, which is state-sponsored vouchers accepted at private schools; charter schools, which are a form of experimental public school; computer-based virtual schools; other school districts through open enrollment; and home-based private education.

Milwaukee Board of School Directors

The MBSD serves as the district’s governing body in accordance with state and federal law. Board members are responsible for policy making, adopting the budget, approving personnel and curriculum, and conducting other district business matters. Elected by the voters of the district, board members work to advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.

The MBSD consists of nine members: one member elected at large, and eight members elected from numbered districts (for a term of four years) as determined by the MBSD and shown in Chart 2.2. The board is a nonpartisan elected body. Elections are held every two years with half of the members elected in alternating two-year cycles to ensure continuity.

Legally, school boards are agents of the state, created by the legislature and selected by the electors of the local school district to represent and act for the state in providing the district with educational programs and facilities. The MBSD is the policy-making body for the school system, serving within the framework provided by law, the will of the local citizenry, and the ethics of the education profession.

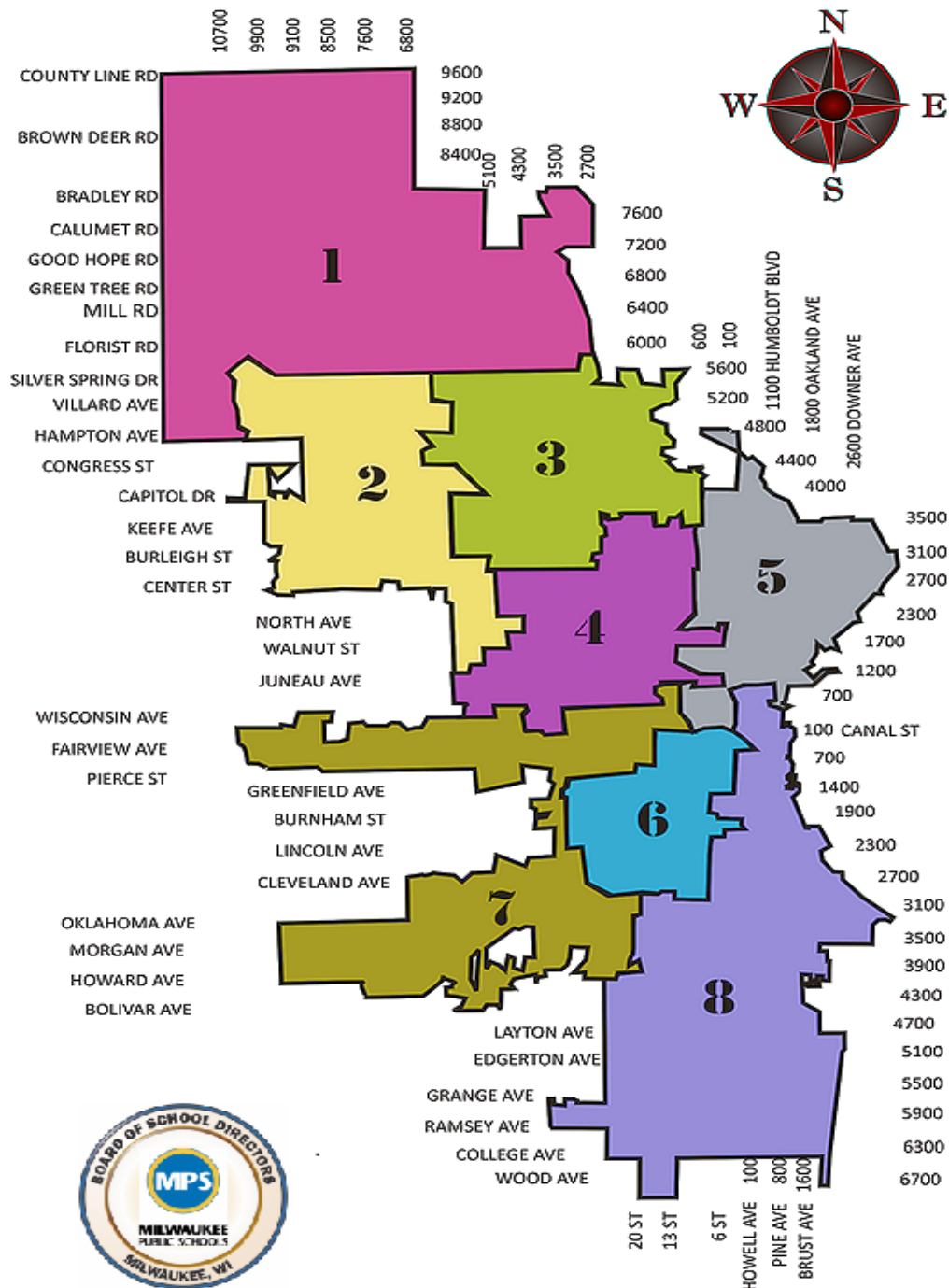
Beyond the Board Room is an initiative of the MBSD designed to increase two-way communication between the elected school board members and their constituencies, to keep their constituents informed and to create a medium for constituent input. The Beyond the Board Room initiative includes the following platforms.

- **Community Learning Opportunities** provide constituents with a better understanding of the role of the MBSD. Sessions are interactive and are facilitated by members of the MBSD. All participants in these learning opportunities receive certificates of participation.

- **Community Meetings** create an informal forum for communication with members of the MBSD. Community meetings may be offered in the form of open forums, town hall meetings, listening circles and more.
- **Newsletters** are electronic communication from members of the MBSD directly to their constituents. Newsletters include information specific to each board member's district.

Chart 2.2 depicts the eight numbered districts adopted on October 27, 2011. Individual board member snapshots follow the map and include member bios, a map displaying the specific district boundary with school locations, and a list of the schools in each district. There is also one at-large director, who is elected by a city-wide vote.

Chart 2.2 Milwaukee Board of School Directors Regions





Marva Herndon

District 1 Director
Term Expires: April 2023

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(414) 475-8284

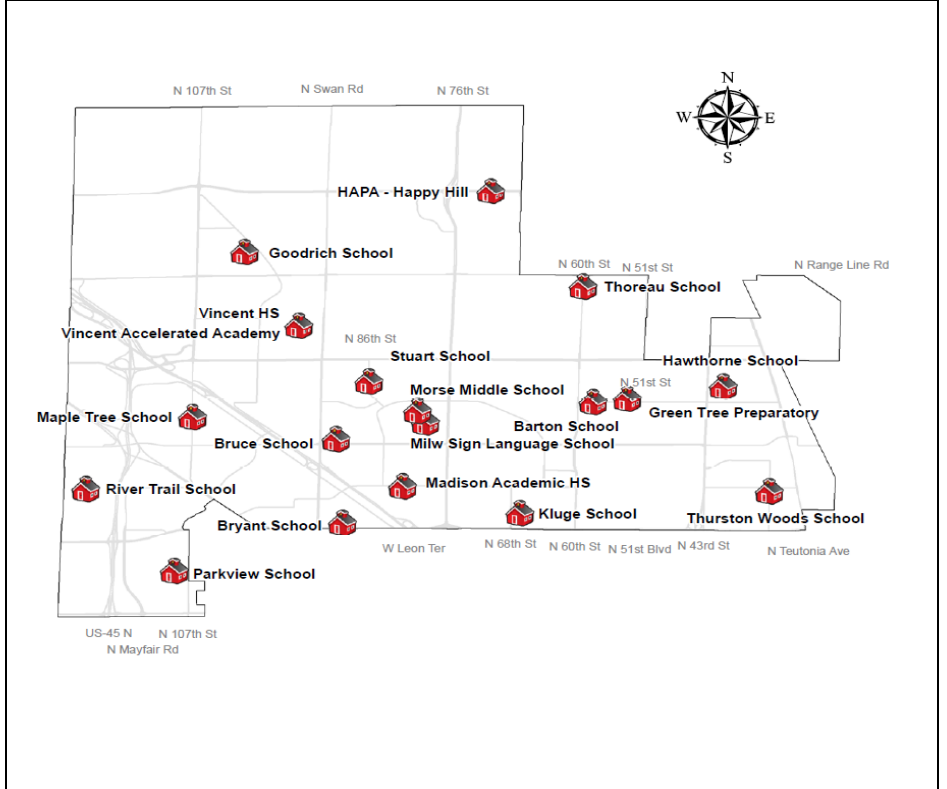


About Marva Herndon

Marva Herndon (District 1), who was first elected in April 2019, is a graduate of West Division High School (MHSA), enjoyed a 25-year career as a Computer Programmer, and changed careers after retiring from Harley Davidson in 2009. She and her husband Carl are parents of four daughters, all MPS graduates. Their grandchildren that reside in Milwaukee either are MPS graduates or are currently enrolled in MPS. A 40-year resident of District 1, Marva has served as a community advocate, founding the Bryant Heights Neighborhood in 2001 and remains President. Over the past 10 years, Marva became well known in the public education community throughout Wisconsin for her research, fierce commitment to public education, challenging the policies that defunded and cut services to public schools, and demanding the public schools all children deserve. In her quest for safe school facilities for children, she successfully got City of Milwaukee Ordinance 252-77 passed in September 2012 requiring all schools to have playgrounds or easy access to an existing playground. Marva has received numerous awards for her services. She is a two-time recipient of the City of Milwaukee "Unsung Hero Award," "Friend of Public Education" award from the MTEA, and "Outstanding Leadership" award from the Milwaukee Police Department, District 4. Marva is very active in numerous community organizations. She is currently a member of the NAACP (Education Committee), Women Informed, School & Communities United, Educators Amplified Radio Team, and Wisconsin Public Education Network.

Term expires: April 2023

Map of District 1



District 1 Schools

Elementary Schools

- Clara Barton School
- William Cullen Bryant School
- William George Bruce School
- Lowell P. Goodrich School
- Nathaniel Hawthorne School
- Richard Kluge School
- Maple Tree School
- Parkview School
- Gilbert Stuart School

Middle Schools

- Morse Middle School for the Gifted and Talented

High Schools

- James Madison Academic Campus
- Harold S. Vincent High School
- Vincent Accelerated Academy

Multi-Level Schools

- Green Tree Preparatory Academy

K-8 Schools

- Milwaukee Sign Language School
- River Trail School
- Henry David Thoreau School
- Thurston Woods Campus

Non-Instrumentality Charter Schools

- Hmong American Peace Academy



Erika Siemsen

District 2 Director
Term Expires: April 2023

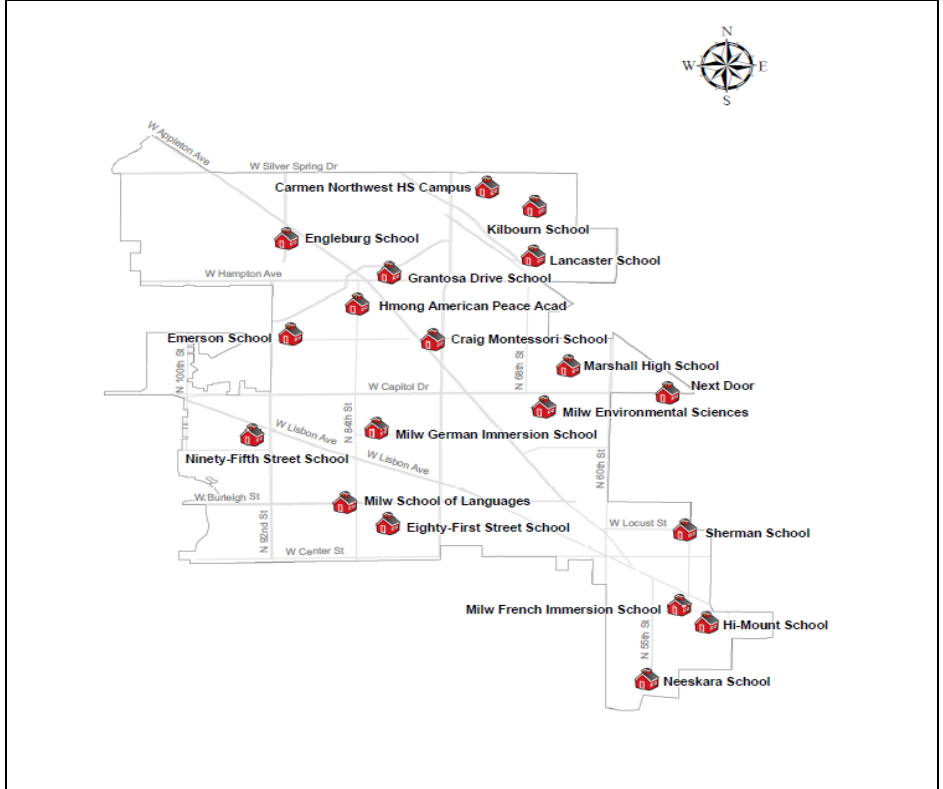
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About Erika Siemsen

Erika Siemsen (District 2), who was first elected to the Board in April 2019, previously served the district as an elementary educator for over 30 years. She had leadership roles as a member of the Governance Council, PBIS, teacher training, implementation of Mindfulness, and was a representative for the Milwaukee Teachers Education Association. Erika's years of service to the district were grounded in literacy education, restorative practices, and creating a learning environment that was welcoming to all. Erika graduated from UW-Milwaukee with a B.A. in Elementary Education and later received her Masters of Arts degree from Cardinal Stritch University in the area of literacy reform. Erika is from a family of three generations of MPS, and she is MPS proud! She lives in the Washington Heights area with her husband and two dogs. Term expires: April 2023

Map of District 2



District 2 Schools

- | | |
|---|--|
| <p>Elementary Schools</p> <ul style="list-style-type: none"> ● Eighty-First Street School ● Ralph Waldo Emerson School ● Engleburg School ● Byron Kilbourn School ● Milwaukee French Immersion School ● Milwaukee German Immersion School ● Neeskara School ● Ninety-Fifth Street School <p>K-8 Schools</p> <ul style="list-style-type: none"> ● Craig Montessori School ● Grantosa Drive School ● Hi-Mount Community School ● Lancaster School ● William T. Sherman Multicultural Arts School | <p>Multi-Level Schools</p> <ul style="list-style-type: none"> ● Milwaukee School of Languages <p>High Schools</p> <ul style="list-style-type: none"> ● Milwaukee Marshall High School <p>Non-Instrumentality Charter Schools</p> <ul style="list-style-type: none"> ● Carmen Middle/High School of Science and Technology - Northwest Campus ● Hmong American Peace Academy (HAPA) ● Milwaukee Environmental Sciences Academy ● Next Door |
|---|--|



Sequanna Taylor

District 3 Director
Term Expires: April 2023

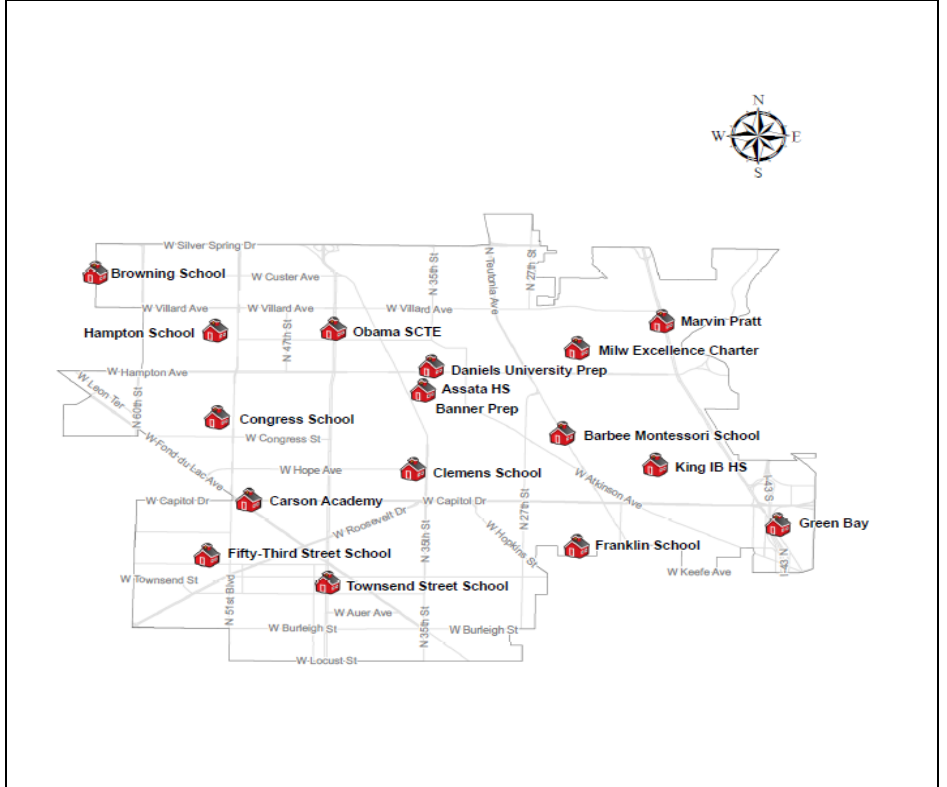
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(414) 530-8027



About Sequanna Taylor

Sequanna Taylor (District 3), who was first elected in April 2019, is a native of Milwaukee, a proud MPS graduate and a mother of four MPS students. Taylor has a vested interest in the present and future of Milwaukee Public Schools and is a strong advocate for public education on the Local, State, and National level. Taylor has served as president of the Milwaukee Education Assistant Association (MEAA), Executive Board Member of Milwaukee Teachers Education Association, Licensed Missionary with Church of God in Christ, a Milwaukee County Supervisor since 2016, on the leadership team of the Wisconsin Education Association Council (WEAC), a Board Director of the National Education Association (NEA) and has focused her public service on the education of Milwaukee’s youth. Most of her work and volunteer work focuses on properly educating Milwaukee’s children. Taylor, a former educational assistant, views the most important issue the Board has to address is making sure that MPS classrooms are fully funded. Throughout her career, Taylor has worked hard for positive change in MPS schools and the community. In short, Taylor’s personal and professional track record strongly indicates that she will be a powerful advocate for the educators, parents and children of MPS. Term expires: April 2023

Map of District 3



District 3 Schools

- | | |
|--|--|
| <p>Elementary Schools</p> <ul style="list-style-type: none"> ● Lloyd Barbee Montessori School ● Browning School ● Samuel Clemens School ● Hampton School ● Marlin Pratt Elementary School <p>High Schools</p> <ul style="list-style-type: none"> ● Rufus King International School - High School Campus <p>K-8 Schools</p> <ul style="list-style-type: none"> ● Dr. Benjamin Carson Academy of Science ● Congress School ● Fifty-Third Street School ● Benjamin Franklin School ● Townsend Street School | <p>Multi-Level Schools</p> <ul style="list-style-type: none"> ● Barack Obama School of Career and Technical Education <p>Non-Instrumentality Charter Schools</p> <ul style="list-style-type: none"> ● Kathryn T. Daniels University Preparatory Academy ● Milwaukee Excellence Charter School <p>Partnerships</p> <ul style="list-style-type: none"> ● Assata High School ● Banner Preparatory High School |
|--|--|



Annie Woodward

District 4 Director
Term Expires: April 2021

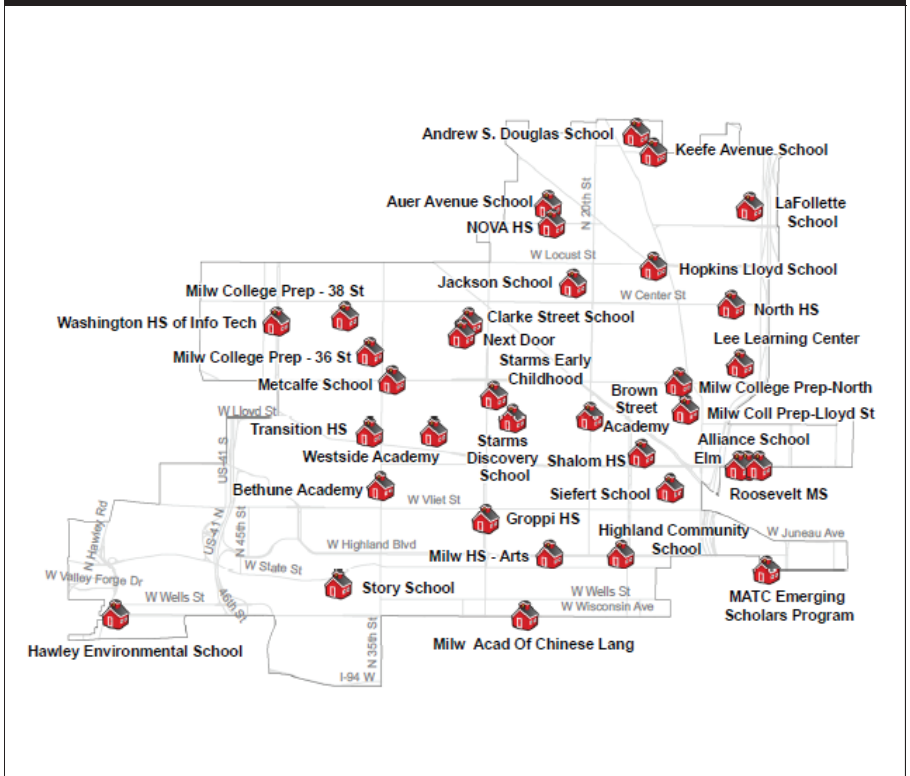
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About Annie Woodward

Annie Woodward (District 4), who was elected in April 2009, is a community advocate with a passion for seeking higher academic standards for every child. She is a retiree from the Milwaukee County Department of Health and Human Services, having worked in the areas of mental health and social services from 1967 until 2001. From 1993 until 2000, Ms. Woodward served on the Board of the Milwaukee Inner City Congregations Allied for Hope (MICAH) and on that organization's Economic Development Task Force and Health and Welfare Committee. Ms. Woodward served as Chair of Parkview South Neighborhood and as treasurer of the Mary Church Terrell Club, Inc. As a member of Calvary Baptist Church, she serves as a deaconess and as a women's' class Sunday school teacher. Ms. Woodward did her undergraduate studies in business management and communications at MATC, Alverno College, and Concordia University. Term expires: April 2021

Map of District 4



District 4 Schools

- | | |
|--|---|
| <p>Elementary Schools</p> <ul style="list-style-type: none"> ● Auer Avenue School ● Brown Street Academy ● Elm Creative Arts School ● Hawley Environmental School ● Hopkins-Lloyd Community School ● Keefe Avenue School ● Lee Learning Center ● Gwen T. Jackson Early Childhood and Elementary School ● Siefert School ● Frances Brock Starns Early Childhood Center ● Westside Academy <p>Middle Schools</p> <ul style="list-style-type: none"> ● Andrew S. Douglas School ● Roosevelt Creative Arts Middle School <p>High Schools</p> <ul style="list-style-type: none"> ● Milwaukee High School of the Arts ● North Division High School ● Washington High School of Information Technology <p>K-8 Schools</p> <ul style="list-style-type: none"> ● Mary Mcleod Bethune Academy ● Clarke Street School | <p>K-8 Schools con't</p> <ul style="list-style-type: none"> ● Robert M. LaFollette School ● Ralph H. Metcalfe School ● Milwaukee Academy of Chinese Language ● Frances Brock Starns Discovery Learning Center ● Albert Story School <p>Instrumentality Charter Schools</p> <ul style="list-style-type: none"> ● The Alliance School of Milwaukee <p>MPS Altern Schools/Programs</p> <ul style="list-style-type: none"> ● James E. Groppi High School ● Transition High School <p>Non-Instrumentality Charters Schools</p> <ul style="list-style-type: none"> ● Highland ● Milwaukee College Preparatory - 36th Street ● Milwaukee College Preparatory - 38th Street ● Milwaukee College Preparatory - Lloyd St Campus ● Milwaukee College Preparatory - North ● Next Door <p>Partnerships</p> <ul style="list-style-type: none"> ● MATC Emerging Scholars Program ● Shalom High School |
|--|---|



Larry Miller

District 5 Director, President
Term Expires: April 2021

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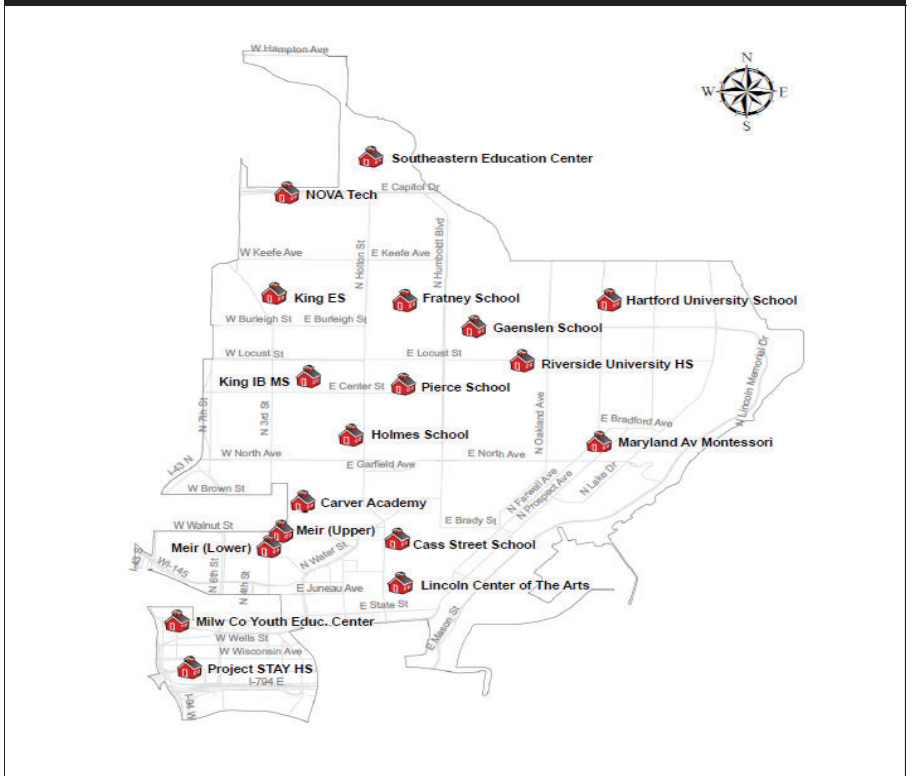


About Larry Miller

Larry Miller (District 5), who was elected in April 2009, is a graduate of the University of Wisconsin and National Louis University. He has an undergraduate degree in education, history and political science and a masters' degree is in education leadership. Larry was a teacher in MPS for 16 years, having taught high-school U.S. history, citizenship, world geography, world history, economics, political science, photography, video production and physical science. He also was an administrator for two years. Larry is an adjunct professor for the Marquette College of Education, teaching Schooling in a Diverse Society. Larry Miller is an editor of Rethinking Schools, a nationally prominent publisher of educational materials that remains firmly committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy. While writing for a broad audience, Rethinking Schools emphasizes problems facing urban schools, particularly issues of race. Both of Larry's children, Nathaniel and Craig Miller, are MPS graduates. His wife of 38 years is Ellen Bravo.

Term expires: April 2021

Map of District 5



District 5 Schools

Elementary Schools

- La Escuela Fratney
- Riverwest Elementary School

Middle Schools

- Rufus King International Middle School
- Lincoln Center of The Arts

High Schools

- Riverside University High School

K-8 Schools

- Dr. George Washington Carver Academy of Mathematics and Science
- Cass Street School
- Frederick J. Gaenslen School
- Hartford Avenue University School
- Oliver Wendell Holmes School
- Dr. Martin Luther King Jr. School
- Maryland Avenue Montessori School

MPS Altern Schools/Programs

- Milwaukee County Youth Education Center
- Project Stay High School

Multi-Level Schools

- Golda Meir School

Partnerships

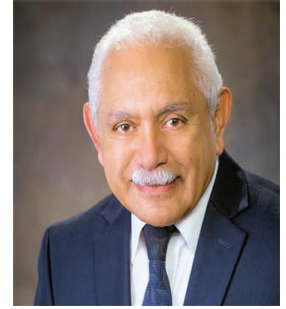
- Southeastern Youth and Family



Dr. Tony Baez

District 6 Director, Vice President
Term Expires: April 2021

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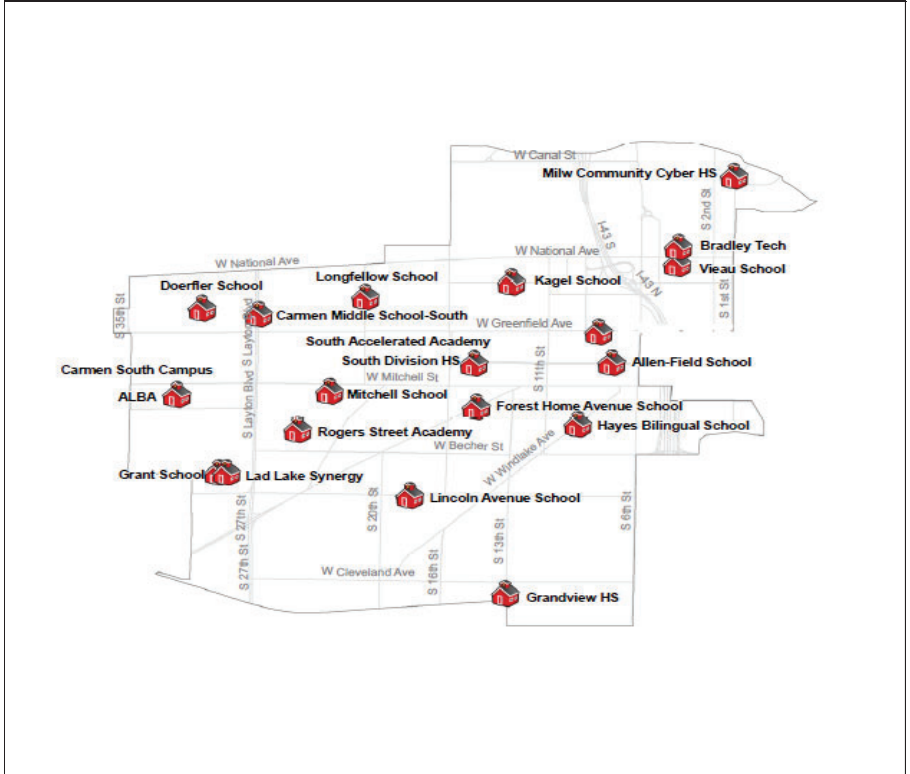


About Dr. Tony Baez

Dr. Luis Antonio (Tony) Báez (District 6), who was elected as the director of District 6 of the Milwaukee Board of School Directors in April 2017, has been extensively involved in public education. He has been a dean and vice-president/provost in two-year colleges; a staff and faculty member in a major research university (UW-Milwaukee); the administrator of two at-risk high schools; and the executive director of community-based organizations. Dr. Baez has trained educators, school principals, teachers, community members and parents. Dr. Báez has been involved locally and nationally in bilingualism, multicultural education, diversity, dual-language education, adult learning and ESL. Dr. Báez has also been involved in major bilingual and desegregation litigation as a resource to community groups and plaintiffs. For the past 40+ years, he has vigorously championed the equity and civil rights of Latinos and others locally and nationally, especially in areas of educational transformation, immigration, health, police-community relations, diversity and civil rights. Dr. Báez received the YWCA's Racial Justice Award (1990, the A Choice Commitment to Justice Award (1995), the Excellence in Education Award from the Milwaukee Board of School Directors (1995), the State Superintendent's Friend of Education Award (2013); the state's Martin Luther King Heritage Award for Social Justice (2014); and the City of Milwaukee's Frank P. Zeidler Lifetime Public Service Award (2015). In 2010, the Wisconsin Association for Bilingual Education (WIABE) created the annual Tony Báez Leadership and Advocacy Award.

Term expires: April 2021

Map of District 6



District 6 Schools

Elementary Schools

- Allen-Field School
- Forest Home Avenue School
- Albert E. Kagel School
- Lincoln Avenue School

High Schools

- Lynde and Harry Bradley Technology and Trade School
- South Accelerated Academy
- South Division High School

K-8 Schools

- Anna F. Doerfler School
- U.S. Grant School
- Hayes Bilingual School
- H. W. Longfellow School
- Alexander Mitchell Integrated Arts School
- Rogers Street Academy
- Escuela Vieau

Instrumentality Charter Schools

- Academia De Lenguaje y Bellas Artes

Non-Instrumentality Charter Schools

- Carmen High School of Science and Technology - South Campus
- Carmen Middle School of Science and Technology - South Campus
- Milwaukee Community Cyber High School

Partnerships

- Grandview High School
- Lad Lake Milwaukee - Synergy



Paula Phillips

District 7 Director
Term Expires: April 2021

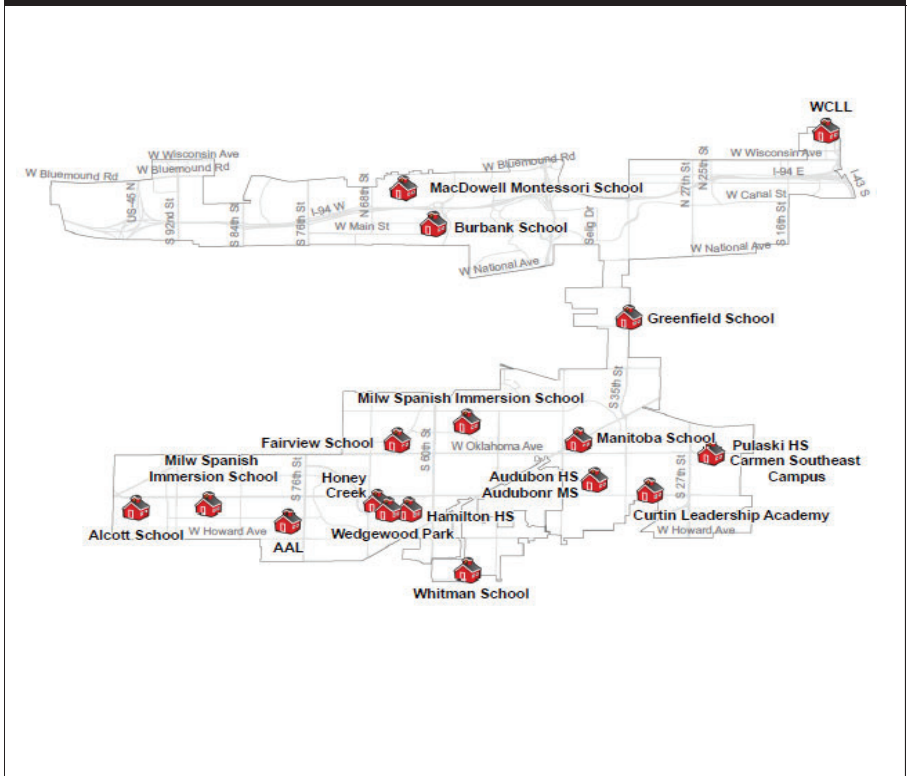
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About Paula Phillips

Paula Phillips (District 7), who was first elected to represent the 7th District of the Milwaukee Board of School Directors in April 2017, developed a lifelong passion for education after seeing the tremendous impact it had on her own life and the stabilizing influence it can have on those who have difficult lives at home. She first came to Milwaukee to serve as an AmeriCorps volunteer with Public Allies, then continued to build her career in the nonprofit sector at City Year Milwaukee. Prior to her nonprofit work, Ms. Phillips worked at a local church, organizing domestic and international volunteer trips. She currently works to empower women and promote diverse leadership at the Medical College of Wisconsin. Her roles have included organizational change management, budget development/management, government relations, board development, staff development, office management, volunteer recruitment and management, talent acquisition and strategic planning. Paula is a first-generation college graduate who attended Milwaukee Area Technical College and received her B.S. in Agricultural and Applied Economics with a certificate in Global Health from the University of Wisconsin-Madison. She lives on Milwaukee's southwest side with her partner, Daniel. Term expires: April 2021

Map of District 7



District 7 Schools

Elementary Schools

- Academy of Accelerated Learning
- Milwaukee Spanish Immersion School

Middle Schools

- Audubon Technology and Communication Middle School
- Wedgewood Park International School

High Schools

- Audubon Technology and Communication High School
- Alexander Hamilton High School
- Casimir Pulaski High School

K-8 Schools

- Louisa May Alcott School
- Luther Burbank School
- Jeremiah Curtin Leadership Academy
- Fairview School
- Greenfield Bilingual School
- Manitoba School
- Walt Whitman School

Instrumentality Charter Schools

- Honey Creek Continuous Progress Charter School

Non-Instrumentality Charter Schools

- Carmen High School of Science and Technology - Southeast Campus

Mult-Level Schools

- Edward A. MacDowell Montessori School
- Wisconsin Conservatory of Lifelong Learning



Megan O'Halloran

District 8 Director
Term Expires: April 2023

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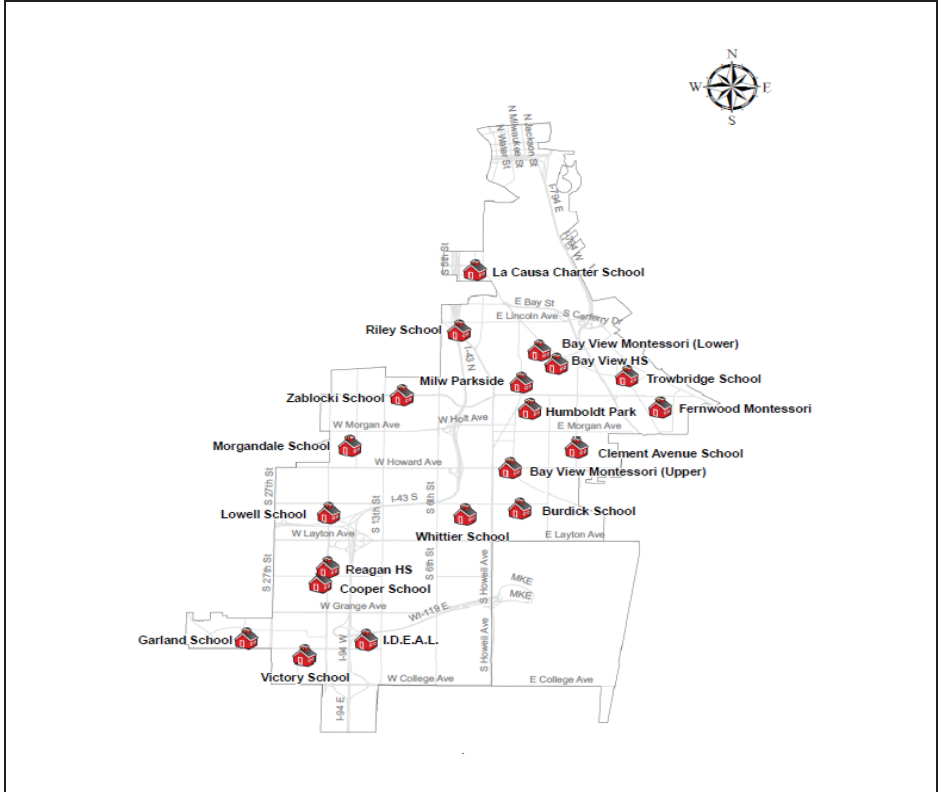


About Megan O'Halloran

Megan O'Halloran (District 8), who was first elected to the Board in April 2019, is a lifelong resident of the Milwaukee area and has called Milwaukee's south side home for over 15 years. She is a proud UWM Panther with Bachelors of Arts in History & Spanish and a Master of Business Administration. Megan has a background in financial compliance, contract analysis, and non-profit resource development. Guided by the statement of Pope Paul VI, "if you want peace, work for justice," she is a member of a number of community groups, including Voces De La Frontera, SURJ-MKE (Showing Up for Racial Justice), and is proud to be second generation AFSCME. She and her husband, Corey, are the proud parents of two MPS students who attend Cooper Public School.

Term expires: April 2023

Map of District 8



District 8 Schools

Elementary Schools

- Bay View Montessori School
- Lowell International Elementary School
- James Whitcomb Riley School
- Clement J. Zablocki School

High Schools

- Bay View High School
- Ronald Wilson Reagan College Preparatory High School

K-8 Schools

- A.E. Burdick School
- Clement Avenue School
- James Fenimore Cooper School
- Fernwood Montessori School
- Hamlin Garland School
- Humboldt Park School
- Morgandale School
- Milwaukee Parkside School for the Arts
- Trowbridge Street School of Great Lakes Studies
- Victory K-8 & Milwaukee Italian Immersion School

Instrumentality Charter Schools

- Individualized Developmental Educational Approaches to Learning School
- John Greenleaf Whittier School

Non-Instrumentality Charter Schools

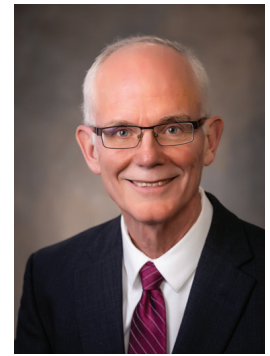
- La Causa School



Bob Peterson

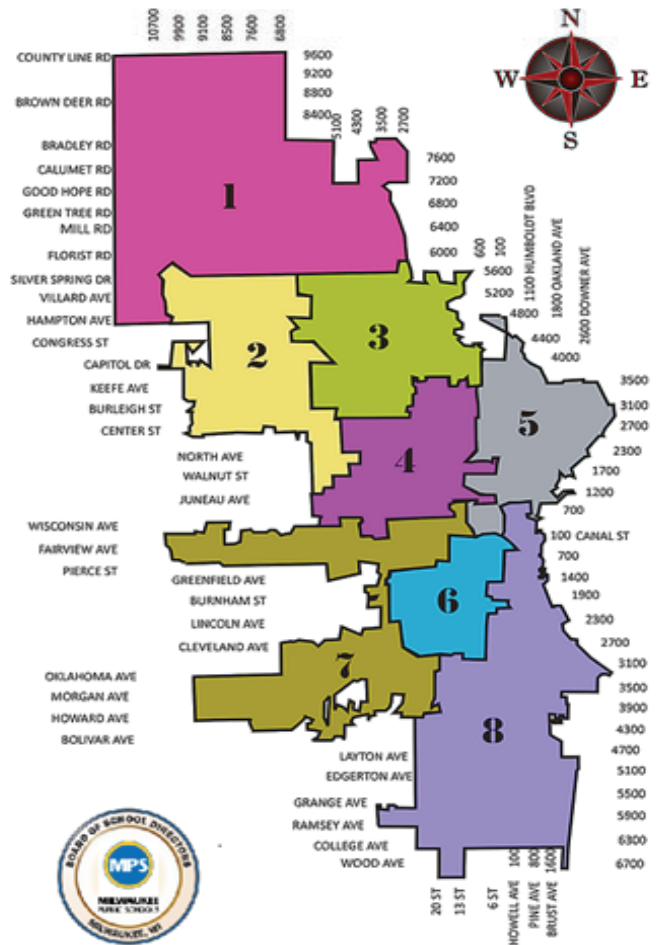
Member at Large
Term Expires: April 2023

(414) 475-8284
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About Bob Peterson

Bob Peterson (At-Large), who was first elected to the Board in 2019, started working in Milwaukee Public Schools as a paraprofessional in 1977. He received his teaching degree from UWM in 1980 and his Masters Degree in Curriculum Instruction with an emphasis on bilingual education in 1985. He earned his Doctorate (Ed.D) in Leadership for the Advancement of Learning and Service, at Cardinal Stritch University in 2001. His dissertation was titled "Anti-prejudice, Anti-racist Teaching in a 5th grade classroom: Examining Children's Understanding and a Classroom Teacher's Curriculum." He became a teacher in 1980 and taught fifth grade at 38th St. Open Education School, Escuela Vieau, and Escuela Fratney for 30 years. In 1988, he co-founded La Escuela Fratney, Wisconsin's first two-way bilingual school. He was Wisconsin's Elementary Teacher of the Year in 1995. Bob was a founding editor of the award-winning national publication, "Rethinking Schools" in 1986. He has written dozens of articles and co-edited several books including "Rethinking Columbus", "Rethinking Elementary Education", "Rethinking Mathematics", and "Transforming Teacher Unions". He has given dozens of workshops and keynote presentations at educational conferences throughout the United States and around the world. In 2009, Bob was co-chair of the Coalition to Stop the MPS Takeover that successfully helped to stop a mayoral takeover of MPS. Later he helped found Schools and Communities United. In 2011, he was elected President of the Milwaukee Teachers' Education Association and served until 2015. Both of Bob's daughters are MPS graduates. He is married to Barbara Miner.
Term expires: April 2023

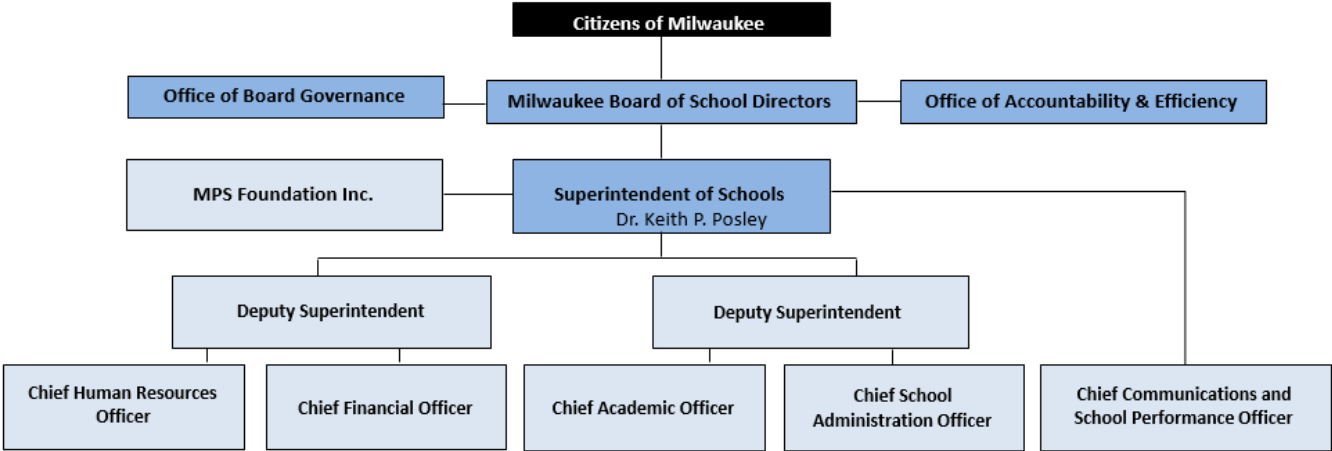


Member at Large

The Member at Large Board position represents all schools throughout the district.

Chart 2.3 shows the district organizational chart. The superintendent of schools, the board clerk, who also serves as the Chief of the Office of Board Governance, and the co-managers of the Office of Accountability and Efficiency report directly to the MBSD. All other district positions report to the superintendent of schools.

Chart 2.3 MPS Organizational Chart



The **Office of Board Governance** provides support to the MBSD in cooperation with but independent of the superintendent in effectively and efficiently governing the district. This support includes but is not limited to reviewing and proposing policy; conducting fiscal analyses; preparing communications for the board and public; fulfilling statutory or other legal requirements; preparing meeting notices and agendas for the meetings of the board and its committees; serving as the board's secretary, clerk and parliamentarian; and maintaining records of the board's actions.

The MBSD established the **Office of Accountability and Efficiency** in 2010 to enhance transparency, oversight and accountability to the financial operations; to evaluate fiscal performance and to recommend solutions in furtherance of fiscal stewardship of MPS.

Superintendent of Schools works with the district's major offices, the MBSD and MPS school communities to put systems in place to prepare students for success in higher education, post-educational opportunities, work and citizenship.

Dr. Keith P. Posley, Superintendent of Schools



Dr. Keith P. Posley is superintendent of MPS. As superintendent, Dr. Posley works with the MBSD and district leadership to improve student achievement, engage in effective and efficient operations that make the best use of district resources, and develop opportunities to increase parent and community involvement.

Dr. Posley was previously the chief school administration officer for MPS and has served as a district administrator in several capacities. He first joined the Office of School Administration in 2003 as a leadership specialist for the MPS northwest region. His primary responsibilities included overseeing the day-to-day operations of more than 35 schools, providing support, guidance, advisement, and direction to school leaders. Dr. Posley was also responsible for recruiting and hiring highly qualified, strong, effective school principals and education leaders in schools under his purview.

Dr. Posley started his career as an elementary school teacher at Benjamin Franklin School in 1990. He later served as assistant principal at Forest Home Avenue Elementary School and, in 1999, was named principal of Clarke Street Elementary School. During his tenure at Clarke Street, the school received a visit from President George W. Bush after Dr. Posley was named one of eight exemplary principals selected by the president that year.

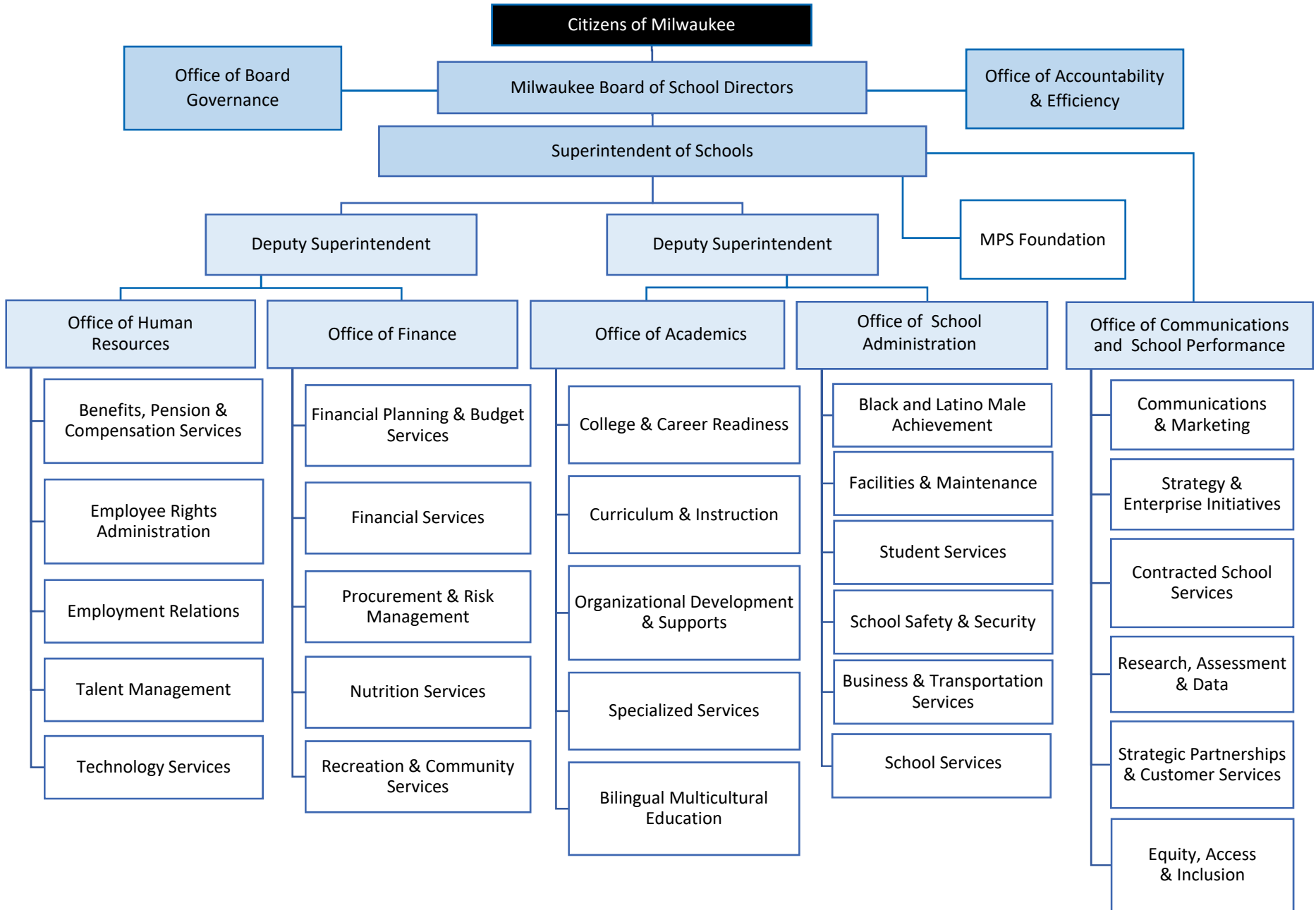
Originally from Mantee, Mississippi, Dr. Posley received his bachelor's degree from Tougaloo College in Mississippi and his master's degree in curriculum and instruction from the University of Wisconsin-Milwaukee. He holds a certificate of advanced studies in administrative leadership and a doctorate in education leadership from National Louis University.

He believes that reading, math, and writing need the intense focus of the entire MPS system. Dr. Posley states, "I firmly believe each child must possess a strong knowledge base in these critical areas."

Growing up, Dr. Posley felt that strong family support was critical to his development. Older brothers, uncles, his church and community members saw something good within him and encouraged him to pursue his education. In reflection of the support afforded to him, Dr. Posley never misses an opportunity to mentor young men and encourage them to pursue their academic goals.

Dr. Posley is married to Shiron and has three daughters, Shawanda, Shana and Praneshia, along with five wonderful grandchildren, Makayla, Jordan, Haleigh, Mariah and Hannah.

Chart 2.4 MPS Offices and Departments Organizational Chart



Regional System of Support

Through an integrated system of school support, supervision and accountability, MPS promotes academic achievement; meaningful student, family and community engagement; and effective and efficient operations.

The Office of School Administration provides support, supervision, intervention strategies and accountability systems to schools and school leaders so students in all MPS schools have a safe, supportive learning environment and receive effective instruction that supports high student achievement. The work done by



this office focuses on four critical areas: culture and climate, effective and efficient school operations, leadership development, and community engagement. The Department of School Services provides a regional system of support that adequately prepares leaders to serve at the school level. Regional superintendents and instructional leadership directors provide oversight, performance evaluation, support and accountability of school leaders, while supporting the implementation of high-quality teaching and learning. The department is also responsible for grooming future school-based leaders and building leadership capacity among current leaders.

The Office of Academics oversees the district's academic agenda to provide world-class education for all MPS students. The Office of Academics staff works closely with schools and other departments at MPS to ensure consistent focus on the following areas: accelerated academic achievement for all students, shared accountability for student learning, professional development on culturally responsive teacher and trauma-informed care, and respectful and welcoming school environments.

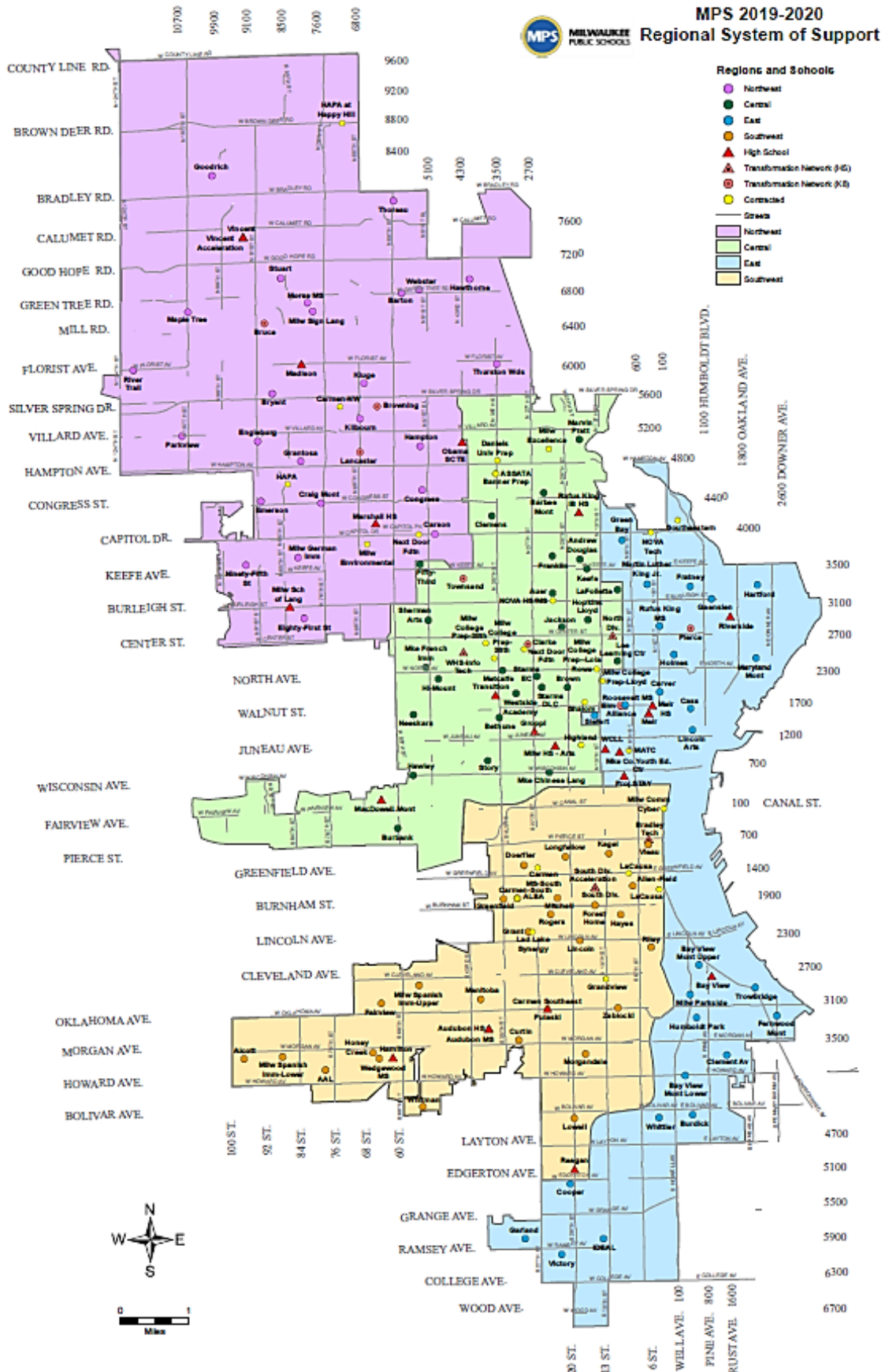


Each regional superintendent leads a regional cross-functional team accountable for supporting operational effectiveness, which includes representatives from the Office of Academics and the Office of School Administration. Regional superintendents assume general oversight of the day-to-day operational activities of school leaders related to culture and climate and help ensure compliance with the district's administrative requirements and deadlines. Each region or network is supported by an instructional leadership director accountable for supporting the overall instructional focus of each school by providing

coaching and guidance in executing research-based methods to improve student achievement.

Work across the Offices of Academics and School Administration is aligned to support each school community in improved service to students and families. Other offices and departments have changed their practices to assist schools with problem solving and their individual improvement efforts. Below is a map, Chart 2.5, representing the geographical and instructional regions within MPS.

Chart 2.5 Regional and Instructional Map



Mission, Vision and Goals

Mission

MPS is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work, and citizenship.

Vision

MPS will be among the highest-student-growth school systems in the country. All district staff will be committed to providing an educational environment that is child-centered, supports achievement, and respects and embraces diversity. Schools will be safe, welcoming, well-maintained and accessible community centers meeting the needs of all. Relevant, rigorous and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.

Goals

1. Academic Achievement
2. Student, Family and Community Engagement
3. Effective and Efficient Operations

Five Priorities for Success

The superintendent has further refined the method of implementing the strategic plan that commits the district to the success of every child through the Five Priorities for Success, Chart 2.6. In 2018–19, the board approved a reorganization to the structure of Central Services aligned to the superintendent’s Five Priorities for Success. The new structure will improve student outcomes by prioritizing the needs of schools, utilizing data to improve practices, ensuring a consistent system of support for schools, and building on strengths and successes while increasing operational efficiencies.

Chart 2.6 Five Priorities for Success



Core Beliefs

- 1 Students come first.
- 2 Wherever students are learning is the most important place in the district.
- 3 Educators and school staffs have high expectations for all students and provide the foundation for their academic success.
- 4 Leadership, educator development, and child-driven, data-informed decision making are keys to student achievement.
- 5 Equity drives all district decision making.
- 6 Involved families are integral to increasing student achievement.
- 7 Student voice is encouraged and respected.
- 8 Quality community partnerships add value.
- 9 Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
- 10 Central Services supports student achievement, efficient and effective operations, and student, family, and community engagement.
- 11 Public education provides the cornerstone of American democracy.

MPS is committed to maximizing resources directly allocated to schools to meet these priorities. In 2019–20, ninety cents of every dollar budgeted in the School Operations Fund is used to educate and support the children of Milwaukee. This includes all school-based staff and services.

Priority 1: Increasing Academic Achievement and Accountability

The district’s priority is to provide high-quality instruction to all students. Teachers will use rigorous K-12 instructional materials, engaging strategies and a variety of resources to ensure that all students are achieving. Schools will be provided with supports, professional development and resources to monitor student progress and meet the needs of all learners.

The **Ambitious Instruction Plan** sets high expectations for students and develops cultural competence with a focus on language acquisition based on context, and it connects student learning to lived experiences. The plan promotes the use of differentiated formative and summative data to inform instruction.



Increase Academic Achievement and Accountability	
	Reading – to prepare all students to read at grade level
	Writing – to prepare all students for authentic writing opportunities across disciplines
	Mathematics – to prepare all students starting in kindergarten for success in algebra

Priority 2: Improving District and School Culture

School climate is more than a buzzword; it is the feeling of school environment that results from school cultural practices. School culture, which works in tandem with school climate, is the practices and norms a school employs that are based on staff member beliefs about what is and is not acceptable or expected. School climate shapes the experience students, staff, families, and the community have in school every day. Creating and keeping a positive school climate is critical to school improvement efforts. It encourages engagement and collaboration between staff and students and leads to mutual respect and a spirit of working together.

The **MPS Climate Improvement Plan** creates a framework to ensure that school leaders are supported in efforts to build the capacity of staff members, utilize alternatives to suspension, create school environments that allow for high-quality teaching and learning, and improve school climate.

IMPROVE DISTRICT AND SCHOOL CULTURE



Improve District and School Culture	
	Decrease the number of office discipline referrals
	Decrease the district suspension rate
	Increase the number of schools implementing restorative practices




Priority 3: Developing Our Staff

Staff are at the center of the organization. It is the goal of the Office of Human Resources to provide staff with the best opportunities to utilize and improve the skills they bring to the district. Data shows that the number of teachers graduating from college is decreasing and the opportunities presented to each of them is vast. MPS must dedicate efforts to be the employer of choice and remain competitive.



DEVELOP OUR STAFF

Develop Our Staff

-  Fully staff all positions with qualified professionals
-  Provide comprehensive pay and benefits packages
-  Utilize state-of-the-art systems to process information efficiently and transparently




Priority 4: Ensuring Fiscal Responsibility and Transparency

As the district strives to provide quality resources and services for Milwaukee families, fiscal responsibility and transparency belong to each employee. Fiscal responsibility ranges from using resources and time wisely, to monitoring large budgets and ensuring that spending is aligned to school improvement and district strategic plans. Collecting data, including budget information, helps leaders ensure that district resources are aligned with the goals and priorities of the school and district. The district must continue to find new and innovate ways to realize savings and stretch every dollar received, while implementing high-impact strategies to ensure student success.

**ENSURE FISCAL
RESPONSIBILITY
AND TRANSPARENCY**



Ensure Fiscal Responsibility and Transparency

-  Increase operational efficiency through implementation of systems and standard operating procedures
-  Prioritize student success through enhanced student-focused budgeting processes
-  Attain fiscal savings for the district through strategic planning and continuously analyzing and implementing best practices in the area of financial management

Priority 5: Strengthening Communication and Collaboration

Effective communication is the key to any collaborative venture, whether it is a project between two students or the relationship between a school district and the community it serves. Communication efforts cannot be maximized without collaborative relationships, and collaboration is limited without effective communication. Strengthening communication and collaboration will help schools take advantage of formal and informal opportunities to connect with families and the community, helping schools create allies to increase student success.



Strengthen Communication and Collaboration

- Increase positive impressions of the MPS brand by using effective marketing techniques at the district and school level
- Create strategic partnerships that meet the needs of schools, the district and community partners
- Develop collaborative relationships with families that result in improved communication and increased student achievement

MPS is fortunate to partner with many dynamic businesses, organizations and foundations that help improve student achievement, engage families and help develop staff. The district continues to pursue partnerships to positively affect learning outcomes in schools. **M³** is a partnership among Milwaukee's three largest public educators, **Milwaukee Public Schools**, **Milwaukee Area Technical College** and the **University of Wisconsin–Milwaukee**, which seeks to ensure student success within these institutions to meet the workforce needs of business and industry in the region and improve the well-being of Wisconsin citizens. **M³** will create a roadmap that leads to a seamless transition from high school to higher education and careers by marshalling the resources of the three largest education entities to positively impact Milwaukee.

The **District Multilingual Multicultural Advisory Committee (DMMAC)** was created as a result of the Bilingual Resolution adopted by the MBSD in June 2014. The group works to advance multicultural and multilingual education in MPS and includes educators, families, community members and district leaders who share the goal of improving and expanding bilingual and dual-language programs across the district. The Bilingual Resolution tasks MPS with a continuation of its commitment to bilingualism as well as the promotion and maintenance of language immersion, dual language and heritage programs.

The national **Campaign for Black Male Achievement (CBMA)** will support the **Department of Black and Latino Male Achievement** through a strong partnership. CBMA has selected Milwaukee as one of five priority cities and has worked closely with district and community leaders to identify proven strategies and to coordinate resources to improve academic and life outcomes for boys and men of color. Further support for the department comes from a partnership with the Milwaukee County Office on African-American Affairs.

In an urban setting, neighborhoods are diverse, and a student's life experiences encompass a wide-spectrum. It is critical that the educational process considers the child as a whole and creates systems that are inclusive of social-emotional learning, wellness and opportunities that include community organizations that extend beyond the school walls. MPS students deserve a comprehensive education that supports the well-being of the whole child and facilitates success in college, career and citizenship. District staff will maintain a forward focus driven by the district's strategic plan and the Five Priorities for Success throughout the 2019–20 school year. This will require flexibility and the ability to adapt along the way.

Examples of Strategic Progress in School Year 2018–19

With the implementation of the Five Priorities for Success, MPS pursues progress and achievement of the MBSD's goals.

Goal 1: Academic Achievement

- MPS Developed, implemented and supported an Ambitious Instruction Plan in the areas of reading, writing and math
- MPS Developed, implemented and supported a professional development roadmap for the 2018–19 school year
- MPS Collaborated with city and community partners to plan an early childhood initiative
- MPS Developed a five-year implementation plan for the bilingual resolution and expanded language opportunities
- MPS Developed and implemented a Language Summit for the 2018–19 school year
- MPS Developed a five-year Montessori Strategic Plan in collaboration with parents, school and district staff and community members
- MPS Developed and implemented the Regional Support Systems for the schools
- MPS Developed and implemented the “Attend Today, Achieve Tomorrow” district attendance campaign to provide strategies to all schools for promoting and improving student attendance
- MPS Developed the 53206 Initiative and provided additional supports, such as additional substitute teachers, paraprofessionals and trauma support specialists, to improve student achievement outcomes in Milwaukee’s most disadvantaged zip code
- MPS Opened a Virtual Education Program in January 2019 to provide an additional educational opportunity for students and families seeking unique programming
- Infused culturally responsive teaching and restorative practices to strengthen student-teacher relationships
- MPS Developed, implemented and supported the Student 8th Grade Transition Initiative
- MPS Chartered an instrumentality charter school at the Webster campus
- MPS Supported three schools that were accepted as International Baccalaureate candidate schools
- MPS Received awards for eight MPS schools for Wisconsin Department of Instruction Title I Schools of Recognition
- MPS Received a five star rating of “significantly exceed expectations” for five MPS schools, and the top score in the city of Milwaukee for one MPS school on the Wisconsin Department of Public Instruction 2017–18 School Report Card. In addition, nine schools moved into the top three categories on the school report card, meeting, exceeding or significantly exceeding expectations. Altogether, seventy-nine schools improved their report card score.

FIVE PRIORITIES FOR SUCCESS



Goal 2: Student, Family and Community Engagement

- MPS Convened the Youth Leadership Summit hosting students and staff from 34 middle and high schools
- MPS Expanded locally sourced food items and expanded communication opportunities from stakeholders through School Nutrition Services
- MPS Expanded Midnight League through MPS CARES to include a Northside basketball location and coed soccer
- MPS Convened the student advisory group to work with the Office of the Superintendent and provide regular updates to the Milwaukee Board of School Directors
- MPS Promoted Black Lives Matter at School Week of Action and facilitated week-long activities focused on equity, to draw attention to issues that impact African American lives today and to improve outcomes for students
- MPS Renovating and updated playfields throughout the city
- MPS Held eight Community Conversations to discuss solutions that create the best possible learning environment in every school
- MPS Hosted enrollment fairs that included eighth-grade student school selection and kindergarten school selection
- MPS Continued to reconfigure schools, as part of the Regional Development Plan, to better serve families and students, including changing Andrew S. Douglas to a state-of-the art middle school, improving programs and offerings to re-envision North Division as a flagship high school and creating a feeder pattern within the 53206 zip code
- MPS Instituted the Equity-Education-Empowerment series, which seeks to engage students, families and the community as partners in education
- MPS Increased web story frequency from three times per week to four times per week in order to showcase students, staff and schools
- MPS Increased the district's social media presence to communicate and engage with students, families and community stakeholders
- MPS Expanded use of "Where's the Bus?" parent smartphone application for school transportation
- MPS Facilitated student focus groups in high schools
- MPS Conducted weekly school visits to engage with students and school staff
- MPS Conducted weekly radio and television sessions to discuss and highlight current district events and initiatives

FIVE PRIORITIES FOR SUCCESS



Goal 3: Effective and Efficient Operations

- Restructured Central Services to better serve students, families and schools
- Piloted an evaluation system for senior staff
- Developed health management programs through quarterly communication campaigns that educate employees about available resources
- Provided employee benefits to substitute teachers on special assignment and supplemental teachers
- Increased the number of benefit-eligible positions in School Nutrition Services
- Increased the number of courses offered through Milwaukee Public School University (MPSU)
- Held three district recruitment fairs for certificated and classified staff
- Increased funding to schools in the spring of 2018 and maintained the increased per-pupil allocation for spring 2019
- Improved safety in schools through the Wisconsin Department of Justice School Safety Grant to fund professional development, equipment and security cameras in all schools
- Increased the number of safety assistants in schools so that all schools, including elementary schools, could be assigned safety personnel
- Provided a pay raise to employees as part of an overall compensation and retention strategy, implemented the educational assistant salary structure and completed the third year of the Road to \$15 plan to increase the district's lowest-paid employees' hourly wages to \$15 an hour
- Implemented all budget conversations aligned to resource allocation to maximize learning for all students



District Budget Development

Budgeting is the process of setting financial and enrollment goals, forecasting future financial resources and needs, monitoring and controlling income and expenditures, and evaluating progress toward achieving the district's goals. Detailed budget planning allows MPS to maximize instructional opportunities for children while ensuring prudent use of resources.

In June 2013, the MBSD adopted a resolution encouraging long-range financial planning for departments and schools, coinciding with the state's biennial budget beginning in fiscal year 2015–16. Wisconsin state statutes require the board to adopt an annual budget.

The districtwide budget development process is a multi-year collaborative process involving many stakeholders including students, school engagement councils, families, school leaders, learning teams, Central Services personnel and chiefs of every office, task forces, community stakeholders, the superintendent and the MBSD.

While some of the details vary for the adoption of each district budget, Chart 2.7 depicts the general budget timetable.

Chart 2.7 Budget Development Timetable

2019–20 Budget Development Timetable	
August–December	September–October
<ul style="list-style-type: none"> • Discuss the budget timetable, potential parameters, new programs, school changes and initiatives to be considered when preparing budget recommendations • Collect a variety of inputs, ideas, and costs with analysis of their impact for budget planning • Collect stakeholder input into budget development 	<ul style="list-style-type: none"> • Revise budgets for the current year based on actual enrollment and identify future funding needs • Hold school budget resolution debriefs
October	November–December
<ul style="list-style-type: none"> • Hold community listening sessions • Strategic Planning and Budget Committee holds work session • Hold Board meetings for possible action on amendments to the adopted budget for the current fiscal year based on updated enrollment and revenue data • Transmit the amended adopted budget to the Milwaukee Common Council 	<ul style="list-style-type: none"> • Finalize next year’s enrollment projections • Hold Student Achievement and School Innovation Committee meeting to discuss and take possible action on potential school changes • Recommend school funding priorities • Collect cost-to-continue information
December	January
<ul style="list-style-type: none"> • Review current programs and funding levels and the school allocations for establishing school-based budgets 	<ul style="list-style-type: none"> • Discuss the district’s five-year financial forecast and strategic plan progress • Hold Strategic Planning and Budget Committee meeting for discussion and possible action on the proposed budget timetable, potential parameters, and new programs and initiatives to be considered • Publish approved budget development timetable • Discuss budget process and preliminary allocations • Hold school Ambitious Instruction Budget Conversations • Prepare, with input from School Engagement Councils, proposed school budgets
February–March	April
<ul style="list-style-type: none"> • Hold school budget resolution debrief meetings • Prepare proposed office budgets • Hold office budget conversations 	<ul style="list-style-type: none"> • Hold office budget conversations • Compile the Superintendent’s Proposed Budget
May	June
<ul style="list-style-type: none"> • Release MPS Superintendent’s Proposed Budget • Hold public hearings on proposed budget • Publish statutory public hearing notice • Hold statutory hearing on proposed budget • Board members submit and take possible action on amendments to the proposed budget • Hold Board meetings for possible action on proposed budget 	<ul style="list-style-type: none"> • Transmit adopted budget to the Milwaukee Common Council
August	Ongoing
<ul style="list-style-type: none"> • Review performance indicators and use the results to inform operational performance 	<ul style="list-style-type: none"> • Plan, organize and coordinate the development, preparation, presentation, implementation and evaluation of the district’s budget • Facilitate listening sessions and public input • Collect online stakeholder feedback on the budget and budget process



This winter, Ambitious Instruction Budget Conversations were held with staff from the schools that received the rating “Fails to Meet Expectations” on the 2017–18 state report card, as well as other schools that requested a conversation. These conversations were hosted by the superintendent and included the deputy superintendents, chiefs from each office and the regional superintendent. Schools were asked to share strategies to accelerate academic achievement outlining specific plans to improve reading, writing and math, and they were asked to summarize strategies to strengthen a positive and productive learning environment, and improve attendance. The meetings allowed open dialogue so that the district can make equitable decisions about the allocation of resources that focus on providing the best education for students.

From these discussions, along with feedback and community surveys, recommendations for infrastructure changes and the need to repurpose existing resources, roles and activities emerged to improve centralized support to schools. Office budget conversations were also held with each office chief with the superintendent, Office of Finance and deputy superintendent to review their budgets and changes and the impact those changes would have on school supports.

In addition to the Ambitious Instruction Budget Conversation process, the district website provides an ongoing opportunity for the community to solicit information and provide feedback on the budget and budget process. A property tax insert provides a call-in number and email address for Milwaukee residents to ask questions and provide feedback on the MPS budget.

The superintendent uses many different vehicles to solicit and act upon feedback from staff and the community. Some of these methods are principal, teacher and student advisory groups that work directly with the superintendent’s office. The District Advisory Council is made up of parent representatives from all the schools

and meets monthly with district staff. These sessions provide individuals with an opportunity to learn more about and provide feedback on the progress toward the Five Priorities for Success, as those efforts form the basis of the superintendent's budget recommendations. This work provides input into the district's continuous improvement efforts and continue to inform budget priorities. The superintendent is also offering open office hours to all staff to hear feedback and suggestions for improvement.

A shared goal of the MBSD and the administration is providing increased opportunities for student voice throughout the district and at monthly board meetings. The Superintendent's Student Advisory Committee is a body of high school representatives from across the district and is a forum for students to voice their ideas, thoughts and concerns.

Community feedback is a critical piece needed to help further refine major initiatives that the 2019–20 budget highlights. The district began soliciting input via a survey that was distributed in hard copy and pushed out electronically to the community. Staff also canvassed the neighborhoods and district events/locations where there are high numbers of individuals and families in attendance. A Community Conversations model was launched in the fall of 2018 to engage the community in ways to strengthen school culture. All members of the community were encouraged to attend to hear all voices including families, students, staff, business partners and city leaders. Input from the community is critical as MPS works to develop solutions that create the best possible learning environment in every school. Topics of conversation included developing a welcoming environment, safety and discipline and leveraging resources.

Budget Constraints

All activities are influenced by the federal and state budget process, budget constraints that may vary from year to year, and changes in employee compensation. The Department of Financial Planning and Budget Services has the primary responsibility for planning, organizing and coordinating the development, preparation, presentation and evaluation of the district's budget planning process and execution.

Revenue is not keeping pace with inflation, leaving the district with a limited ability to cover increased costs and meet the MPS vision. Meeting the vision is challenging within an environment of stagnant revenues, growing educational options and increased need for quality programming aimed at serving Milwaukee's diverse student population.



The proposed budget for 2019–20 is balanced. A balanced budget is one in which authorized expenditures for each fund match the projected revenues. The total budget—which includes grant funding and funding for Milwaukee Recreation—is up from \$1,188,331,611 in 2018–19 to \$1,199,996,392 in 2019–20. The proposed budget reflects an overall increase in budgeted expenditures of \$11.7 million from the 2018–19 budget. The increase is related to an increase in federal categorical revenue, as well as increased revenue for the Extension Fund in Recreation and Community Services. Revenues in the School Operations Fund are slightly higher at a 0.2 percent increase over 2018–19.

Stable revenues are not enough to sustain the district's operations as they are today. Modest inflationary pressures require growing revenues. The district also faces more significant inflationary pressure in medical costs and other employee benefits. Planning for 2019–20 required careful reductions to effectively support schools while maintaining the fiscal health of the district.

It is more important than ever for MPS to prioritize spending toward the outcomes that have been collectively identified as critical, using the voices of stakeholders and the strategic roadmap to determine where and how the district will spend public dollars in service of students.

As with other Wisconsin public school districts, MPS receives revenue from four major sources:

- **State aid**—State aid is funding that MPS receives from the state and is paid directly to the district. The amount of state aid is estimated by the Department of Public Instruction (DPI) in July, and the amount is certified in October.
- **Property taxes**—The portion of total revenue that comes from local property taxes varies widely across Wisconsin's school districts, due largely to the way the equalization aid is distributed. MPS does not estimate the local property taxes until DPI provides an estimate of the district's equalization and other aids that impact the tax levy.
- **Federal aid**—Most federal aid to schools comes through three channels: Individuals with Disabilities Education Act (IDEA), Elementary and Secondary Education Act (ESEA) or through distribution formulas and competitive grants. MPS's federal aid will be approximately 17.2 percent of its total 2019–20 revenue.
- **Local sources**—Another source of school funding comes from grants, borrowing, local fees, interest earnings and gifts. Additional sources of local non-property tax revenue include tuition from student learning options (open enrollment tuition, intergovernmental agreements and rental revenues for the use of school facilities).

Public funding is the primary financial resource for the district, but private funding is necessary to provide quality supports for Milwaukee's children. The district is dedicating increased time and energy to cultivating partnerships and participating in a funder's collaborative to identify ways to match interested community investors with MPS student needs.

Student enrollment is a major factor in determining the revenue from the state. Lower enrollment, along with legislative action regarding the revenue limits, leads to lower state revenues for the district as compared to prior years.

Competition from private schools and non-MPS charter schools contributes heavily to the district's enrollment challenges. The number of students enrolled in the Milwaukee Parental Choice Program grew from 15,035 students in 2004 to 30,643 students in 2018–2019. Non-MPS charter schools have also played a role in enrollment competition.

Revenue limits are a key issue for MPS. The purpose of Wisconsin's revenue limit is to restrict the amount of revenue a school board can raise annually from local property taxes and state general school aids.

On October 15 of each year, DPI certifies MPS's general school aid amount for the current school year. The difference between MPS's revenue limit and the October 15 general aid figure, less MPS's computer aid eligibility, determines the maximum amount of revenue that MPS is allowed to raise through the property tax levy. Under revenue limits, resources come from either general aid or the property tax levy to fund MPS spending. If additional

general aid funding is provided, the property tax levy can be reduced by a corresponding amount. If general aid funding is reduced, school boards have the authority to “backfill” the aid reduction by increasing the property tax levy up to the revenue limit.

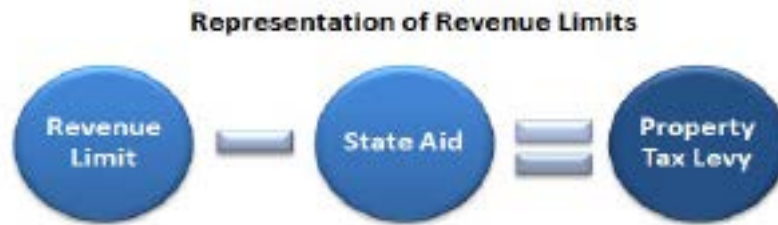
Chart 2.8 shows other local sources of revenue received by the district over time.

Chart 2.8 School Operations Fund – Revenues by Source

School Operations Fund - Revenues by Source (\$M)						
Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 F.A.	2019-20 P.B.	Inc / (Dec)
Property Tax Levy, Equalization and Integration Aids						
Property Tax Levy	\$273.0	\$260.1	\$248.2	\$228.9	\$228.9	\$0.0
General Equalization Aid	570.7	577.2	580.4	579.5	577.5	(2.0)
Integration Aid	36.4	33.1	30.4	35.5	35.5	-
Poverty Aid	5.3	5.3	6.3	6.3	6.3	-
Computer Aid	6.6	7.1	7.2	7.4	7.4	-
Deduction for Choice/Charter	(66.2)	(60.4)	(56.6)	(52.0)	(52.0)	-
Subtotal	\$825.8	\$822.4	\$816.0	\$805.5	\$803.5	(\$2.0)
State Handicapped Aids						
Handicapped Aids	\$50.4	\$48.3	\$46.1	\$46.5	\$48.5	\$2.0
Subtotal	\$50.4	\$48.3	\$46.1	\$46.5	\$48.5	\$2.0
Other State Aids						
Transportation Aid	\$2.0	\$2.3	\$2.5	\$2.7	\$2.7	\$0.0
Library Aid	5.0	4.0	4.7	4.1	4.1	-
Bilingual Aid	1.7	1.7	1.6	1.7	1.7	-
Summer School Aid	-	-	-	1.4	1.4	-
Tuition from State	0.7	0.4	0.3	0.5	0.5	-
General State Aid	12.0	19.7	35.0	50.6	50.6	-
Other State Aids	0.1	0.1	0.1	0.1	0.1	-
Subtotal	\$21.5	\$28.3	\$44.2	\$61.0	\$61.0	\$0.0
Federal Aids						
Other Federal Aids	\$0.1	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Federal Reimbursement - QSCB	3.3	3.5	3.8	3.8	4.3	0.6
Indirect Cost Aids	4.9	5.4	5.4	6.0	6.0	-
Medicaid Reimbursements	6.2	6.5	5.9	5.5	5.5	-
Subtotal	\$14.5	\$15.5	\$15.1	\$15.3	\$15.9	\$0.6
Local Revenues						
TIF and Other City Related	\$0.8	\$1.8	\$0.6	\$0.5	\$0.3	(\$0.2)
Student Programs Reimbursement	-	0.3	0.2	0.3	0.3	-
Student Fees / Admissions	0.1	0.7	1.8	0.0	0.0	-
Tuition	7.2	10.3	12.5	12.0	12.0	-
Interest Earned	0.4	0.2	0.7	0.2	0.2	-
Debt Proceeds	-	32.3	-	0.0	0.0	-
Rental	4.1	3.3	2.0	1.1	2.3	1.2
Refunds/Ins. Proceeds	15.6	4.2	5.9	0.5	0.5	-
Miscellaneous	0.6	0.4	0.8	0.3	0.3	-
Subtotal	\$28.7	\$53.5	\$24.5	\$14.9	\$15.8	\$1.0
Total without Carryover	\$941.0	\$968.0	\$945.9	\$943.2	\$944.7	\$1.5
Carryover	34.8	34.8	-	-	-	-
Total with Carryover	\$975.8	\$1,002.8	\$945.9	\$943.2	\$944.7	\$1.5

Chart 2.9 is a visual representation of the method for determining a Wisconsin school district property tax levy.

Chart 2.9 Representation of Revenue Limits



Districtwide personnel costs are projected to be \$802.1 million, which is 66.8 percent of the total proposed budget and is the district’s largest expense. The fringe benefit rate used for school and department budgets increases from 53.8 percent in 2018–19 to 54.8 percent in 2019–20. The benefit percentage increase is due mainly to increases in the medical costs for employees. School-based budgeted staff is increasing by 99.0 FTEs, and non-school-based budgeted staff is increasing by 7.9 FTEs.

Statutory Budget Requirements

Wisconsin Statute § 65.90 sets forth the following requirements for formulating an annual budget.

1. Publish a notice with the location, date and time for the public hearing.
2. Hold a public hearing at which time residents of the district have an opportunity to comment on the proposed budget.
3. Certify and adopt the budget after the public hearing and no later than the meeting in which the district sets the annual tax levy amount.

Basis of Budgeting/Budgetary Control

The district’s annual budget is prepared and adopted on a modified accrual basis of accounting consistent with generally accepted accounting principles in the United States of America, except for the treatment of encumbrances and property tax revenues. Annual unencumbered appropriations lapse at fiscal year-end, while property tax revenues are budgeted based on the amount levied.

In accordance with DPI’s reporting requirements, the board exercises control over budgeted amounts at the responsibility center level within the School Operations, School Nutrition Services, Extension and Categorical Funds. The capital projects funding is controlled at the project level. Additional budgetary control is maintained through the encumbrance of estimated purchase amounts prior to the release of purchase orders to vendors. Purchase orders exceeding available budgetary balances are not released until additional funds are identified to cover any deficit.

During the year, the budget can be amended only by approval of a majority of the members of the board. As a management practice, the superintendent, or his/her designee, may transfer funds between functions at the department, school or program level, subject to the following criteria:

- The transaction does not exceed an annual accumulated amount of \$100,000
- It is not initiated by a board member
- It will not effectuate a change in policy
- The transaction will not create a new area of activity for the district
- It does not increase authorized staffing levels
- The change does not move monies between statutory funds

Department-, school- and program-level budgets are considered a management control and planning tool and, as such, are incorporated into the accounting system of the district. Administrative policy requires all annual appropriations lapse at year end, except for the following:

- Excess budgetary authority for capital projects funds lapse when a specific project is completed
- Schools may be allowed to automatically carry over a maximum of 1.0 percent of the total revised school budget
- Year-end deficits incurred by schools shall be carried over into the next year
- Special projects or planned purchases can be carried into the subsequent year with board approval

Additionally, at year-end, both encumbrance and budgetary authority necessary to offset the encumbrance may be automatically carried over to the next year. Annual board approval for carryover of encumbrances is not required.



Consolidated Fund Summary

The MPS budget is composed of revenues and expenditures in five different funds. Chart 2.10 shows the description of district funds.

Chart 2.10 District Fund Descriptions

District Fund Descriptions	
Statutory Funds	<p>School Operations (General) Fund The School Operations Fund is the general operating fund for MPS. The fund is used to report all financial resources not accounted for and reported in another fund. It is composed of two taxing entities: general and debt.</p> <p>School Nutrition Services Fund The School Nutrition Services Fund is an enterprise fund, used to account for the breakfast, lunch, and other meal programs operated by the district for students.</p> <p>Construction Fund The Construction Fund is used to account for and report financial resources that are restricted, committed or assigned to expenditures for the acquisition or construction of capital facilities and the additions to and remodeling of existing buildings.</p> <p>Extension Fund The Extension Fund is used to record financial transactions related to recreational activities and is jointly managed by the Office of Finance, Office of Communications and School Performance and Office of Academics.</p>
Non-Statutory	<p>Categorically Aided Programs Fund The Categorically Aided Programs Fund is used to account for proceeds from federal, state and private grants that fund social and curriculum needs of special populations within the district. MPS uses the term “Categorical” funding to refer to all grant resources, and these terms are used interchangeably.</p>
Fiduciary Funds	<p>Employee Pension Plans MPS is the trustee, or fiduciary, for its employees' pension plans. As such, the district is responsible for ensuring that the assets reported in these funds are used for their intended purpose.</p> <p>Other Assets MPS is the trustee, or fiduciary, for other assets that—because of a trust arrangement—can be used only for their intended purpose.</p>

Governmental Fund Types

Chart 2.11 shows district fund and reporting entity structure.

Chart 2.11 District Fund and Reporting Entity Structure

District Fund and Reporting Entity Structure						
✓ indicates a reporting entity has spending in a certain fund type		Fund Type				
		School Operations	Nutrition Services	Extension	Construction	Categorical
Reporting Entity	Schools	✓				✓
	Other School Accounts	✓		✓		✓
	Offices:					
	<i>Board Governance</i>	✓				✓
	<i>Board of School Directors</i>	✓				
	<i>Accountability and Efficiency</i>	✓				
	<i>Superintendent</i>	✓				✓
	<i>Communications and School Performance</i>	✓		✓		✓
	<i>Academics</i>	✓		✓		✓
	<i>School Administration</i>	✓			✓	✓
	<i>Finance</i>	✓	✓	✓		✓
	<i>Human Resources</i>	✓				✓
	Other Accounts	✓	✓	✓	✓	

Fund Balance

Governmental fund equity, or fund balance, refers to the difference between assets and liabilities under the modified accrual basis of accounting for governmental funds. MPS has implemented Governmental Accounting Standards Board (GASB) Statement Number 54 employing terminology and classifications for fund balance items according to the following classifications: non-spendable, restricted, committed, assigned or unassigned.

Non-spendable fund balances include amounts that cannot be spent because they are either not in spendable form or must be kept intact for legal or contractual reasons. This classification includes inventories, prepaid amounts, assets held for sale and long-term receivables.

Restricted fund balances limit the use of these resources and are either externally imposed by creditors (such as through debt covenants), grantors, contributors or other governments or are imposed by law (through constitutional provisions or enabling legislation).

Committed fund balances are amounts that can be used only for specific purposes because of a formal action (resolution) by the government's highest level of decision-making authority. Fund balance amounts are committed through a formal action of the district. The formal action must occur prior to the end of the reporting period, but the amount of commitment, which will be subject to the constraints, may be determined in the subsequent period. Any changes to the constraints imposed require the same formal action of the district that originally created the commitment.

Assigned fund balances are amounts that are constrained by MPS’s intent to be used for specific purposes but that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body, another body or by an official to whom that authority has been given.

The district, by resolution, has given authority to the district’s chief financial officer to determine which of the fund balances are intended to be restricted even if conventional criteria would not apply. With the exception of the School Operations Fund, this is the residual fund balance classification for all governmental funds with positive balances.

Unassigned fund balance is the residual classification of the School Operations Fund. Only the School Operations Fund reports a positive unassigned fund balance. Other government funds might report a negative balance in this classification as the result of overspending for specific purposes for which amounts had been restricted, committed or assigned. The district considers restricted amounts to be spent first when both restricted and unrestricted fund balance is available, unless there are legal documents/contracts that prohibit doing this, such as in grant agreements requiring dollar-for-dollar spending. Additionally, the district would first use committed, then assigned and, last, unassigned amounts of unrestricted fund balance when expenditures are made. Fiduciary fund equity is classified as held-in-trust for employee benefits.

Board policy 3.03 (Operating Reserve) regarding use of unassigned (unreserved) fund balance is as follows:

Use of the unreserved fund balance shall require a two-thirds majority vote of the board and shall not impair interim financing (cash-flow borrowing) arrangements.

Financial Management

The board and administration have adopted policies and procedures that ensure effective and efficient use of the district’s financial resources. Authorization, recording and custodial activities are performed in accordance with legal and regulatory requirements and are annually reviewed by an external auditor. MPS also maintains a robust internal audit function that reports directly to the MBSD and is dedicated to performance and financial auditing activities in the district.

Basis of Accounting

The district’s financial records are maintained on a modified accrual basis of accounting, except for the fiduciary funds (private-purpose trust and pension trust funds). Accordingly, revenues are recognized when measurable and available, expenditures when goods or services are received, liabilities when incurred and receivables when a legal right to receive exists.

Basis of Fund Accounting

The diverse nature of governmental operations and the necessity of ensuring legal compliance preclude recording and summarizing all governmental financial transactions in a single accounting entity. Therefore, from a financial management viewpoint, a governmental unit is a combination of several distinctly different accounting entities, each having a separate set of accounts and functioning independently of each other. Each accounting entity is assigned to a separate “fund.” A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual balances,

and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations.

The fiduciary funds, wherein MPS has responsibility for private or employee pension assets, can be used only for the trust beneficiaries. These activities are excluded from government-wide statements because MPS cannot use these assets to finance its operations. They are not part of the annual budget for the same reason.

Encumbrance Method of Accounting

The board's School Operations (General) Fund also uses the encumbrance method of accounting. Under this method, the district commits funds to an unperformed contract, such as purchase orders, and records the expenditure when a liability is incurred for goods received or services rendered. When the actual expenditure takes place, the accounts are adjusted for any difference between the actual expenditure and the commitment previously recorded. Any outstanding commitments at the end of the fiscal year are reserved in the School Operations Fund balance. Generally unexpended or unencumbered appropriations terminate at year end and are not available for use in subsequent periods.

Summary of Other Significant Accounting Policies

The financial statements of MPS are prepared in conformity with accounting principles generally accepted in the United States of America as applied to government units. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The significant accounting principles and policies used by the district are described in the following paragraphs.

Reporting Entity

The reporting entity for the district is based upon criteria set forth by GASB Statement Number 14, *The Financial Reporting Entity*. Under this pronouncement, the financial reporting entity consists of (a) the primary government, which is controlled by a separately elected governing body, is legally separate and is fiscally independent; and (b) organizations for which the primary government is financially accountable. All the accounts of the district comprise the primary government.

Basis of Presentation Government-wide and Fund Financial Statements

The statement of net position and the statement of activities present financial information about MPS as a whole. The statements include all funds of the district, except that the fiduciary fund and the effect of inter-fund activity have been eliminated from the government-wide financial statements. The fund financial statements provide information about the district's major governmental funds, including fiduciary funds, on a separate reporting basis. All remaining governmental funds are aggregated and reported as non-major governmental funds.

Property Taxes

The aggregate amount of property taxes to be levied for school purposes is determined according to Chapter 120 of the Wisconsin Statutes. Property taxes for the district are adopted by the board by early November and are certified to the City of Milwaukee for levy and collection. The district's property taxes are levied annually prior to December 31 of the calendar year. They are administered by the City of Milwaukee for the district based on the assessed (taxable) values as of January 1 of that calendar year and are recognized as district revenue in the fiscal year they are levied. The levy becomes a lien against property on January 1 of the calendar year.

Financial Policies

The policies and procedures listed on the website are provided to demonstrate the district's commitment to careful use of the funds in meeting its mission. MPS policies can be found on the district's website under [MPS > District > School Board > Policies & Procedures > Administrative Policies > Fiscal Management](#).