



## Superintendent's Proposed Budget

Submitted to the Milwaukee Board of School Directors on April 26, 2017

Fiscal Year: July 1, 2017 – June 30, 2018

Informational



# Informational Section

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

The Informational section of the 2017–18 Superintendent’s Proposed Budget provides detailed information as a context for understanding the information presented in the previous sections. This information is supplemental and valuable to understanding the environment in which MPS operates as a school district.

The City Profile subsection of the 2017–18 Superintendent’s Proposed Budget describes Milwaukee’s government structure, industry, populations and financial information. This information offers demographic and economic trends and indicators to help the reader understand the environment within which the district’s financial activities take place.

The MPS Profile subsection of the 2017–18 Superintendent’s Proposed Budget describes student demographics, student achievement and strategies to address district improvement. This information contains information that will help the reader understand the population served by the district, student performance as it relates to MPS and state benchmarks, and about the district’s operations and financial reporting.

The glossary provides an alphabetical list of terms used throughout the budget document.

## Table of Contents – City Profile

City of Milwaukee.....	4A-3
Government Structure.....	4A-3
Healthcare .....	4A-4
Transportation.....	4A-4
Utilities.....	4A-4
Population .....	4A-4
Chart 4.1 Population – City of Milwaukee.....	4A-4
Chart 4.2 Census Trends – City of Milwaukee Children .....	4A-5
Chart 4.3 Race – City of Milwaukee 2015.....	4A-5
Education.....	4A-6
Non-MPS Schools .....	4A-6
Chart 4.4 Educational Attainment – by Race in Metro Milwaukee 1970–2010.....	4A-6
Higher Education.....	4A-7
Chart 4.5 Educational Attainment – City of Milwaukee.....	4A-7
Poverty and Homelessness.....	4A-8
Chart 4.6 10 Poorest U.S. Cities 2015.....	4A-8
Chart 4.7 Homeless Students Attending MPS.....	4A-9
Chart 4.8 Poverty Increase from 2011 to 2015 in Milwaukee and Surrounding Counties.....	4A-10
Chart 4.9 Poverty Rate in 2015 City of Milwaukee and State of Wisconsin.....	4A-10
Chart 4.10 Families Earning Less Than \$25,000 Annually .....	4A-11
Chart 4.11 Median Household Income.....	4A-11
Assessed and Equalized Valuation of Property .....	4A-12
Chart 4.12 Assessed and Equalized Valuation – City of Milwaukee.....	4A-12
Chart 4.13 Assessed and Equalized Valuation – City of Milwaukee.....	4A-13
Chart 4.14 Assessed and Equalized Valuation – City of Milwaukee.....	4A-13
Property Tax Rates.....	4A-14
Chart 4.15 Property Tax Rates – City of Milwaukee.....	4A-14
Property Tax Levies for School Purposes.....	4A-15
Chart 4.16 Property Tax Levies for School Purposes.....	4A-15
Property Tax Rates for School Purposes.....	4A-15
Chart 4.17 Tax Rates for School Purposes.....	4A-15
Alternative Tax Collections.....	4A-15

Chart 4.18 Excise Tax Collections and Percent Change FY12–FY16 ..... 4A-16

Chart 4.19 State and Local Tax Rates – 2016 ..... 4A-16

Chart 4.20 Single Taxpayers and Taxpayers Qualifying as Head of Household..... 4A-16

Chart 4.21 Married Taxpayers Filing a Joint Return ..... 4A-17

Chart 4.22 Married Taxpayers Filing Separate Returns..... 4A-17

Principal Employers – Milwaukee County 2015 ..... 4A-17

Chart 4.23 Principal Employers – Milwaukee County 2015 ..... 4A-17

## Table of Contents – MPS Profile

Student Enrollment ..... 4B-3

    Chart 4.24 Student Enrollment by District School Type ..... 4B-3

    Chart 4.25 Student Enrollment History and Projection..... 4B-4

Enrollment Forecasting Methodology and Techniques ..... 4B-4

    Chart 4.26 Enrollment by Grade Level ..... 4B-5

    Chart 4.27 Grade Level Enrollment ..... 4B-5

    Chart 4.28 Operating Statistics – Last Ten Years..... 4B-6

Student Demographics ..... 4B-6

    Race/Ethnicity..... 4B-6

        Chart 4.29 Student Demographics – Race/Ethnicity ..... 4B-6

    Economically Disadvantaged ..... 4B-7

    Socioeconomic Status..... 4B-7

        Chart 4.30 Low Income Rate History ..... 4B-7

        Chart 4.31 Dropout Rate Trends ..... 4B-8

        Chart 4.32 MPS Student Profile..... 4B-8

Students with Disabilities ..... 4B-8

Graduation Rates ..... 4B-9

    Chart 4.33 MPS High School Graduation Rate..... 4B-9

English Language Learners (ELL) ..... 4B-10

    Chart 4.34 MPS ELL Graduation Rate ..... 4B-10

Student Achievement and RTI Data..... 4B-11

    Chart 4.35 Approximate Time Students are Taking Standardized Test 2016–17..... 4B-11

    Chart 4.36 MPS District Report Card – Reading and Mathematics ..... 4B-12

    Chart 4.37 MPS 2015–16 Baseline Results of State Assessments ..... 4B-13

Interventions .....	4B-13
District Improvement and Transformation .....	4B-14
Chart 4.38 District Improvement Plan .....	4B-14
Chart 4.39 Framework for School Culture .....	4B-15
2017–18 Initiatives .....	4B-15
Reading Foundations: Grade K–3 .....	4B-15
Chart 4.40 Percent of Students Meeting Benchmark on PALS .....	4B-16
Chart 4.41 Percent of Students Meeting Benchmark on PALS Español .....	4B-17
Universal Screening: STAR .....	4B-17
Math .....	4B-17
Chart 4.42 STAR Math .....	4B-18
Reading .....	4B-18
Chart 4.43 STAR Reading .....	4B-18
Early Literacy .....	4B-18
Chart 4.44 STAR Early Literacy .....	4B-19
Advanced Studies Data .....	4B-19
Chart 4.45 Seniors Taking at Least One AP/IB Exam .....	4B-19
Chart 4.46 Seniors Earning at Least One 3+ on AP/IB Exam .....	4B-20
School Culture .....	4B-20
Chart 4.47 MPS Attendance Rate .....	4B-20
Chart 4.48 MPS Enrollment, ODRs, Suspensions and Attendance for Males in 2015–16 .....	4B-21
Chart 4.49 MPS Schools Recognized by the Wisconsin RtI Center .....	4B-21
Regional School Assignments .....	4B-22
Chart 4.50 2017-18 School regions .....	4B-22
MPS Staff .....	4B-23
Chart 4.51 MPS Staff Distribution .....	4B-23
Extension Fund .....	4B-24
Other Financial Information .....	4B-25
Chart of Accounts .....	4B-25
Fund Grouping for Reporting Purposes .....	4B-26
Chart 4.52 Fund Grouping for Reporting Purposes .....	4B-26
Outstanding Debt Service Requirement Schedules .....	4B-26
Chart 4.53 Outstanding Debt – Last 10 Years .....	4B-26

Chart 4.54 Changes in Fund Balance, Governmental Funds, and Debt Service Ratios ..... 4B-27  
Chart 4.55 Comparative Statement of Annual School Census ..... 4B-28

## Glossary

The glossary provides an alphabetical list of terms used throughout the budget document.

Glossary.....4C-1



## Superintendent's Proposed Budget

Submitted to the Milwaukee Board of School Directors on April 26, 2017

Fiscal Year: July 1, 2017 – June 30, 2018

### City Profile



## Table of Contents – City Profile

City of Milwaukee.....	4A-3
Government Structure.....	4A-3
Healthcare .....	4A-4
Transportation.....	4A-4
Utilities.....	4A-4
Population .....	4A-4
Chart 4.1 Population – City of Milwaukee.....	4A-4
Chart 4.2 Census Trends – City of Milwaukee Children .....	4A-5
Chart 4.3 Race – City of Milwaukee 2015.....	4A-5
Education.....	4A-6
Non-MPS Schools .....	4A-6
Chart 4.4 Educational Attainment – by Race in Metro Milwaukee 1970–2010.....	4A-6
Higher Education.....	4A-7
Chart 4.5 Educational Attainment – City of Milwaukee.....	4A-7
Poverty and Homelessness.....	4A-8
Chart 4.6 10 Poorest U.S. Cities 2015.....	4A-8
Chart 4.7 Homeless Students Attending MPS.....	4A-9
Chart 4.8 Poverty Increase from 2011 to 2015 in Milwaukee and Surrounding Counties.....	4A-10
Chart 4.9 Poverty Rate in 2015 City of Milwaukee and State of Wisconsin.....	4A-10
Chart 4.10 Families Earning Less Than \$25,000 Annually .....	4A-11
Chart 4.11 Median Household Income.....	4A-11
Assessed and Equalized Valuation of Property .....	4A-12
Chart 4.12 Assessed and Equalized Valuation – City of Milwaukee.....	4A-12
Chart 4.13 Assessed and Equalized Valuation – City of Milwaukee.....	4A-13
Chart 4.14 Assessed and Equalized Valuation – City of Milwaukee.....	4A-13
Property Tax Rates.....	4A-14
Chart 4.15 Property Tax Rates – City of Milwaukee.....	4A-14
Property Tax Levies for School Purposes.....	4A-15
Chart 4.16 Property Tax Levies for School Purposes.....	4A-15
Property Tax Rates for School Purposes.....	4A-15
Chart 4.17 Tax Rates for School Purposes.....	4A-15



Alternative Tax Collections ..... 4A-15

    Chart 4.18 Excise Tax Collections and Percent Change FY12–FY16 ..... 4A-16

    Chart 4.19 State and Local Tax Rates – 2016 ..... 4A-16

    Chart 4.20 Single Taxpayers and Taxpayers Qualifying as Head of Household..... 4A-16

    Chart 4.21 Married Taxpayers Filing a Joint Return ..... 4A-17

    Chart 4.22 Married Taxpayers Filing Separate Returns..... 4A-17

Principal Employers – Milwaukee County 2015 ..... 4A-17

    Chart 4.23 Principal Employers – Milwaukee County 2015 ..... 4A-17

# City Profile

The Milwaukee Public Schools budget is organized into four sections: Budget-in-Brief; Organizational; Financial, including Schools, Central Services and Line Items; and Informational, including City Profile, MPS Profile and Glossary. The City Profile subsection is contained within the Informational section.

The City Profile subsection of the 2017–18 Superintendent’s Proposed Budget describes Milwaukee’s government structure, industry, populations and financial information.

## City of Milwaukee

Milwaukee is the largest city in the state of Wisconsin, the 31st most populous city in the United States and the 39th most populous region. According to the 2016 population estimate by the State of Wisconsin Department of Administration, Milwaukee has a population of 594,667. Milwaukee is the main cultural and economic center of the Milwaukee-Racine-Waukesha metropolitan area with a regional population of 1,540,673. Milwaukee is located 70 miles north of Chicago and lies along the southwestern shore of Lake Michigan at the confluence of three rivers: the Menomonee, the Kinnickinnic and the Milwaukee. The City of Milwaukee has a total area of 96.8 square miles.

Milwaukee has a diversified economy with strong service and manufacturing sectors. Finance, insurance, entertainment, communication, healthcare and other personal and business service activities account for over half of all employment. MPS is one of the largest employers in Milwaukee.

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. Milwaukee continues to maintain high bond ratings from three major agencies with ratings of AA from Standard & Poor’s Corporation, AA from Fitch Ratings and Aa2 from Moody’s Investors Service, Inc. These ratings, along with favorable reviews of the district’s financial management, allow for borrowing at competitive rates which minimizes debt service costs.

Arts and cultural organizations contribute significantly to the quality of life and economic development in Milwaukee. The arts create jobs and generate local revenue. The economic impact of Milwaukee’s arts organizations is more than \$122 million. These include an internationally recognized symphony, ballet company and art museum. Other premier public and private institutions include natural history and science museums, zoo, botanical gardens, theater and opera companies. Four professional sports teams, which include baseball, basketball, ice hockey, and indoor soccer, are hosted by three major sports facilities.

## *Government Structure*

The City of Milwaukee is located in Milwaukee County in the State of Wisconsin. The governmental structure for the city includes an elected mayor and a 15-member common council. The county structure includes an elected county executive and 18-member board of supervisors.

## Healthcare

The metropolitan Milwaukee area has been a leader in developing managed care programs including medical centers, rehabilitation centers, mental health facilities and a Veterans Administration hospital. One of the city's largest facilities is the Milwaukee Regional Medical Center, which includes a campus of hospitals, outpatient clinics, health-related educational facilities and research centers. The center encompasses Children's Hospital of Wisconsin; the Curative Rehabilitation Center; Froedtert Memorial Lutheran Hospital, which includes a trauma center; and the Medical College of Wisconsin.

## Transportation

The City of Milwaukee is a transportation hub for the upper Midwest with a thriving shipping port, airport and freight and passenger rail service. A bus system provides service county-wide, and there are various private shuttle and cab services. Interstate 94 runs through Milwaukee, meshing with other major highways that link Milwaukee with other major cities including Chicago and Minneapolis. A network of bicycle commuter and recreational trails is also maintained by the city and county.

## Utilities

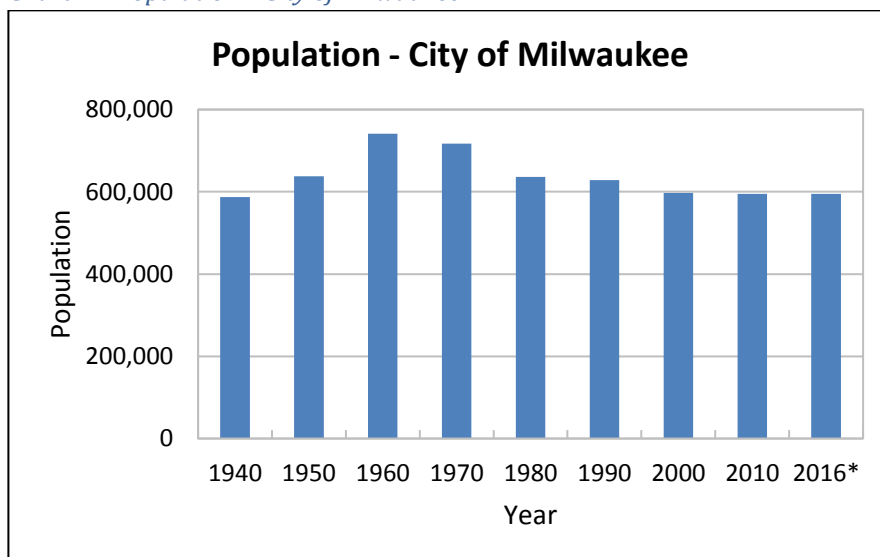
The City of Milwaukee provides water, waste removal and sewerage services for its citizens and businesses. There are numerous telecommunication options in the city with broad band, cable TV and telephone and data systems. A single utility provides electricity and natural gas for the region, maintaining a large infrastructure including coal- and gas-fired power plants and growing wind generation.

Milwaukee was among the first cities in the United States to provide wireless Internet access in public spaces. Pere Marquette Park and Cathedral Square Park have been "FreeSpots," or wireless access points for public use, since June 2003. The Milwaukee Public Library also provides Internet service around all its libraries throughout the city.

## Population

The population of the City of Milwaukee has stabilized following a decline from 1990 through 2009. Likewise, Chart 4.1 illustrates that this decline was part of a longer-term trend dating back to 1960.

Chart 4.1 Population – City of Milwaukee



Source: WI Dept. of Administration-Demographic Service Center

The population subset most important to MPS is school-age children. Chart 4.2 highlights a decline of 3,418 school age children from 2011 to 2015. The decline for MPS was largely driven by a decrease in the percentage of African American children, which fell 4.6 points between 2009–10 and 2014–15. Prior research has shown that growth in enrollments for the Milwaukee Parental Choice Program (MPCP), which provides public funds for low-income families to enroll in private schools, has also reduced the number of children enrolling in MPS and non-district charter schools, both of which enroll high numbers of African American students.

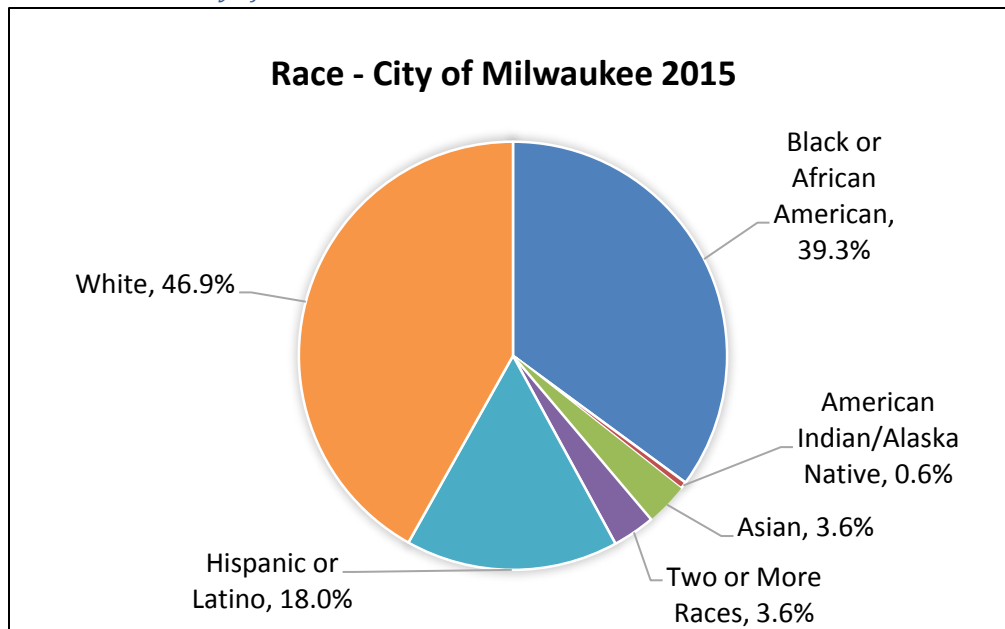
Chart 4.2 Census Trends – City of Milwaukee Children

Census Trends – City of Milwaukee Children						
Age Group	2011	2012	2013	2014	2015	2011 to 2015 Inc / (Dec)
Under 5 years	47,297	48,128	47,457	47,756	46,843	(454)
5 to 9 years	42,656	43,156	44,184	44,083	44,537	1,881
10 to 14 years	43,655	43,349	42,993	42,415	42,342	(1,313)
15 to 19 years	50,028	49,435	48,523	47,559	46,496	(3,532)
<b>Total All Ages</b>	<b>183,636</b>	<b>184,068</b>	<b>183,157</b>	<b>181,813</b>	<b>180,218</b>	<b>(3,418)</b>

Source: U.S. Census–American FactFinder

Milwaukee is a racially diverse city, and this diversity directly shapes how MPS meets all students’ needs. MPS uses an “equity lens” that acknowledges the disparities that impact historically marginalized groups and identifies areas of greatest need. These needs drive priorities for the most equitable distribution of resources, supports and opportunities for MPS students. Chart 4.3 depicts the diversity in Milwaukee as of 2015.

Chart 4.3 Race – City of Milwaukee 2015



Source: U.S. Census-American FactFinder

## Education

MPS operates 159 schools, which include 98 elementary and K–8 schools, six schools serving grades 6–12 or K–12, six middle schools, fifteen high schools, sixteen non-instrumentality charter schools, five instrumentality charter schools, seven partnership schools and six alternative schools.

### Non-MPS Schools

Other educational opportunities available for the children of Milwaukee which influence MPS school enrollment are 148 non-MPS schools. Of these, 121 are Milwaukee Parental Choice Program (MPCP) schools, 29 of which operate outside the City of Milwaukee. A total of 21 charter schools are operated by the City of Milwaukee and the University of Wisconsin–Milwaukee. Finally, there are six independent private schools operating in Milwaukee. A summary of the education options for MPS students includes the following:

- Milwaukee Parental Choice Program (MPCP) private school vouchers to low-income Milwaukee students; MPCP was the first school voucher program in the country providing public state aid for eligible students to attend private schools
- Independent charter schools authorized by other entities, such as the University of Wisconsin–Milwaukee or the City of Milwaukee Common Council
- Private schools not participating in MPCP
- Home-based education
- Suburban schools under open enrollment and the Chapter 220 integration program:
  - Public school open enrollment is a statewide program that allows students to attend public schools in districts other than their own, if seats are available. No transportation is provided unless the child has an individualized education program (IEP) that specifies transportation must be provided.
  - Chapter 220, the voluntary student transfer program, aims to racially integrate schools. Minority students, including African Americans, Asians, Hispanics and Native Americans, may attend any of the 22 surrounding suburban school districts. This is dependent upon where they live in Milwaukee and whether seats are available in the suburban district they wish to attend. Non-minority students from the suburbs are given the opportunity to attend racially diverse schools in MPS. Transportation is provided for Chapter 220 students within designated regions. The Chapter 220 program will be phased out throughout the state of Wisconsin with no students entering after the 2015–16 school year.

Among Milwaukee high school graduates, Chart 4.4 shows long-term gains across all race groups since 1970. However, this data also shows that more needs to be done to keep students in school through graduation.

*Chart 4.4 Educational Attainment – by Race in Metro Milwaukee 1970–2010*

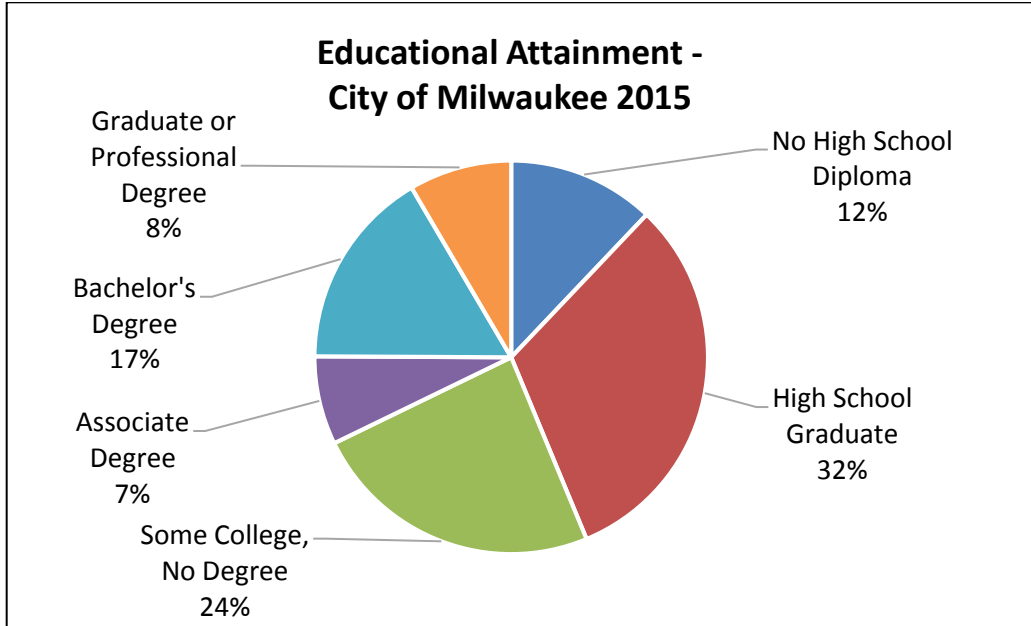
<b>Educational Attainment by Race in Metro Milwaukee: Percentage of Adults (25+) With High School Diplomas 1970-2010</b>					
<b>Group</b>	<b>1970</b>	<b>1980</b>	<b>1990</b>	<b>2000</b>	<b>2010</b>
Black	34.0%	53.4%	60.7%	68.3%	78.7%
White	58.4%	74.0%	82.5%	88.9%	93.3%
Hispanic	40.2%	44.9%	51.7%	52.4%	60.4%

Source: U.S. Census-American FactFinder

### Higher Education

Of Milwaukee’s adult population, 68 percent have less than an associate degree. This is an important indicator of the ability of the population to earn a living wage. Chart 4.5 further defines Milwaukee’s educational attainment and underscores the importance of preparing students for graduation and success beyond high school.

Chart 4.5 Educational Attainment – City of Milwaukee



Source: U.S. Census, American FactFinder

Milwaukee ranks in the middle of several studies in its concentration of college students. The metro area ranked sixteenth in a list of 30 U.S. mid-size metro areas in a 2013–14 study by the American Institute for Economic Research.

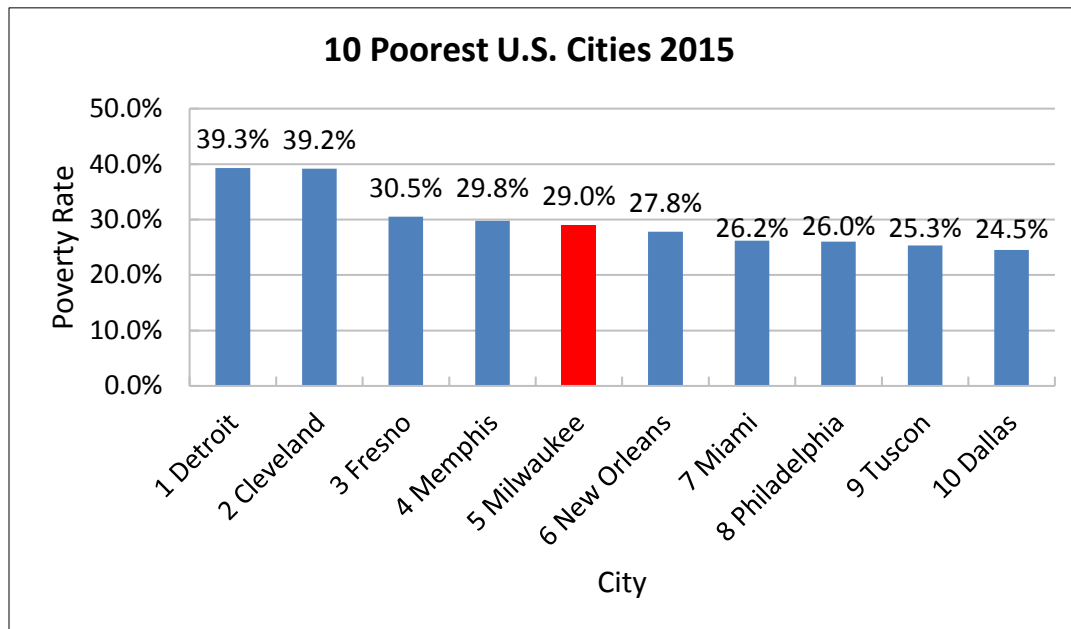
With 21 area colleges, higher education in Milwaukee is dominated by the University of Wisconsin–Milwaukee and Marquette University. The city is also served by major medical, engineering, art and design and liberal arts colleges. In addition to these, a comprehensive public technical college offers training for trades and associate degrees.



## Poverty and Homelessness

Poverty has grown steadily in the Milwaukee region over the past 30 years while virtually doubling in the City of Milwaukee since 1979. Chart 4.6 depicts that Milwaukee has the fifth highest poverty rate of any large city in the United States. Since the decline of family-supporting manufacturing jobs in Milwaukee, opportunities for those with a high school education are limited. This reality emphasizes the importance in MPS's role of preparing students for college and careers after high school.

Chart 4.6 10 Poorest U.S. Cities 2015



Source: U.S. Census Bureau 2015 estimates American Community Survey

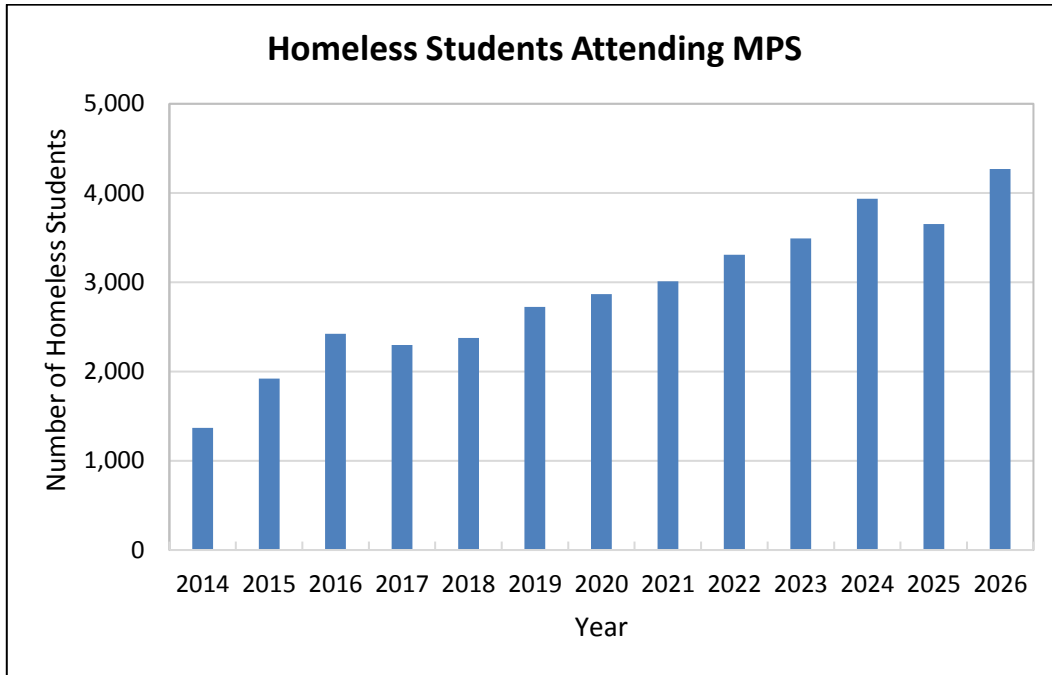
It is estimated by the Wisconsin Department of Housing that 6,600 homeless people live in Milwaukee County. Of those homeless individuals, 4,271 are MPS students. Just as poverty has increased in Milwaukee, so has homelessness. Accordingly, Milwaukee hosts a disproportionate number of the homeless population compared to the rest of the county.

Twenty-eight percent of all persons experiencing homelessness in Wisconsin as of 2014 were under age 18. According to Wisconsin DPI, the number of homeless students in Milwaukee has gone from 1,370 in 2003–04 to 4,271 in 2015–16, an increase of over 200 percent. Chronic illness and severe health problems are three times more likely among homeless children than children with homes, and they are at risk for premature mortality. Homeless children also suffer from poor development and low academic achievement. Additionally, homeless children have been found to exhibit poor academic performance, problems with speech development and decreased literacy due to absenteeism. This, in turn, may affect the future socioeconomic status of the child and lead to homelessness in adulthood.

African Americans are ten times as likely to be homeless than any other group. According to the Department of Housing's 2015–17 consolidated plan, African American households bear the most severe cost burden for housing. The report indicates that there are only 3,056 beds available in emergency shelters, supportive housing and transitional housing in Milwaukee County. Of 3,006 phone calls to county services requesting family shelter from October 2013 to March 2014, 2,339 families were unable to be placed in emergency housing due to lack of resources.

Chart 4.7 depicts the number of homeless students attending MPS over time.

Chart 4.7 Homeless Students Attending MPS



Source: Wisconsin DPI, FY16 not closed (as of 3.9.17)

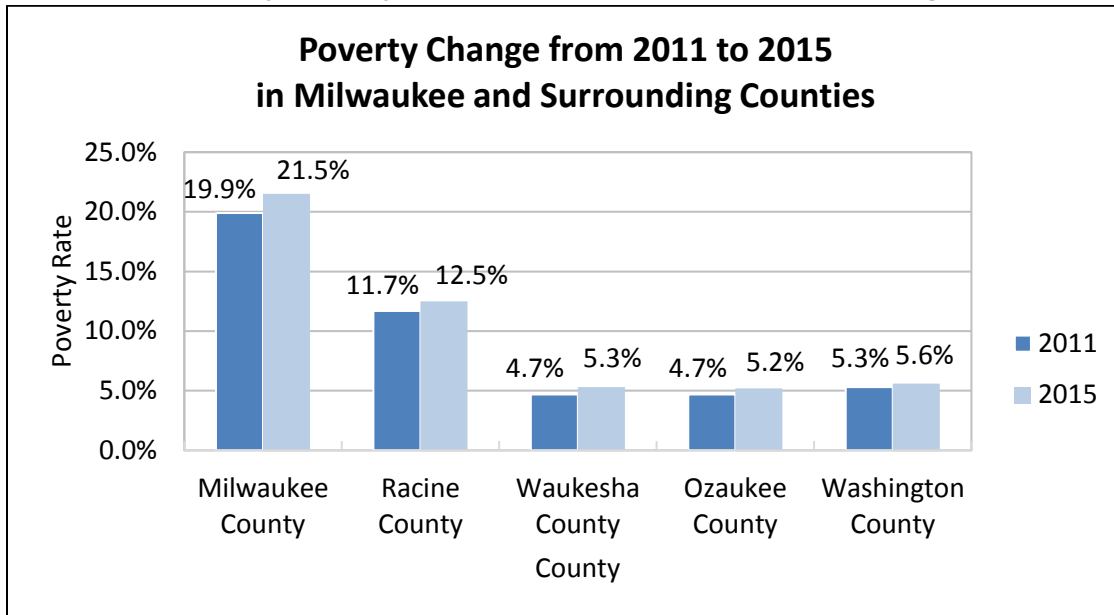
Milwaukee County, one of Wisconsin’s poorest counties, is also surrounded by some of the wealthiest counties in the country. Chart 4.8 reflects the income disparities between Milwaukee County and its neighbors. High poverty is a recent phenomenon in Milwaukee County, which had low poverty rates until the 1980s. While the state poverty rate declined in the years approaching 2000, poverty in Milwaukee County continued to grow. The increase in poverty reflected the decrease in manufacturing and the outmigration of the middle class population to adjoining counties.





Chart 4.8 highlight the change in poverty in Milwaukee and surrounding counties from 2011 to 2015.

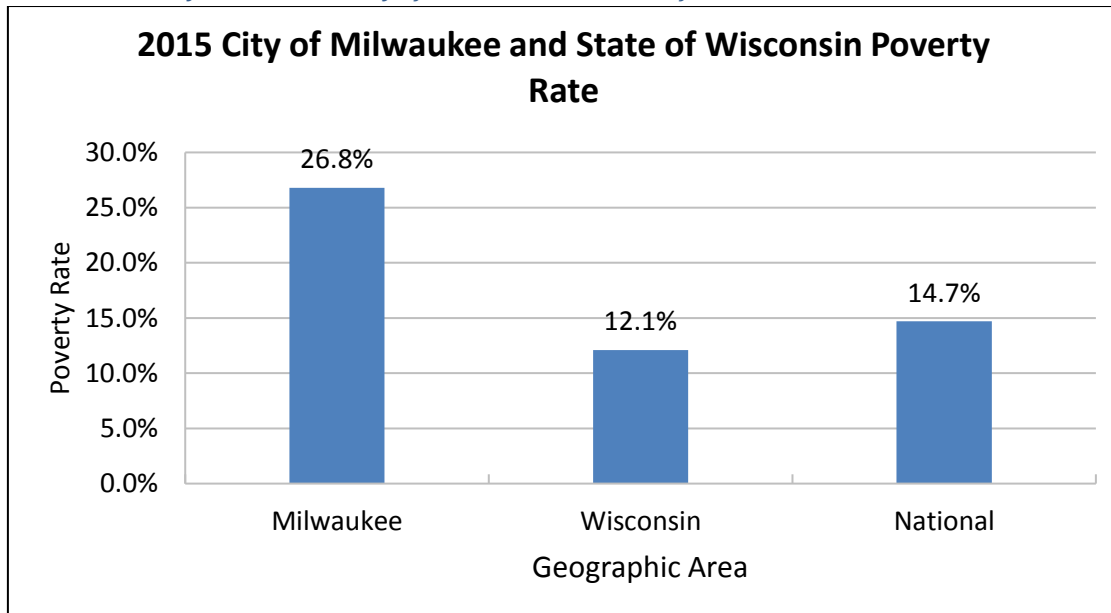
*Chart 4.8 Poverty Increase from 2011 to 2015 in Milwaukee and Surrounding Counties*



Source: U.S. Census, American Community Survey - 2015

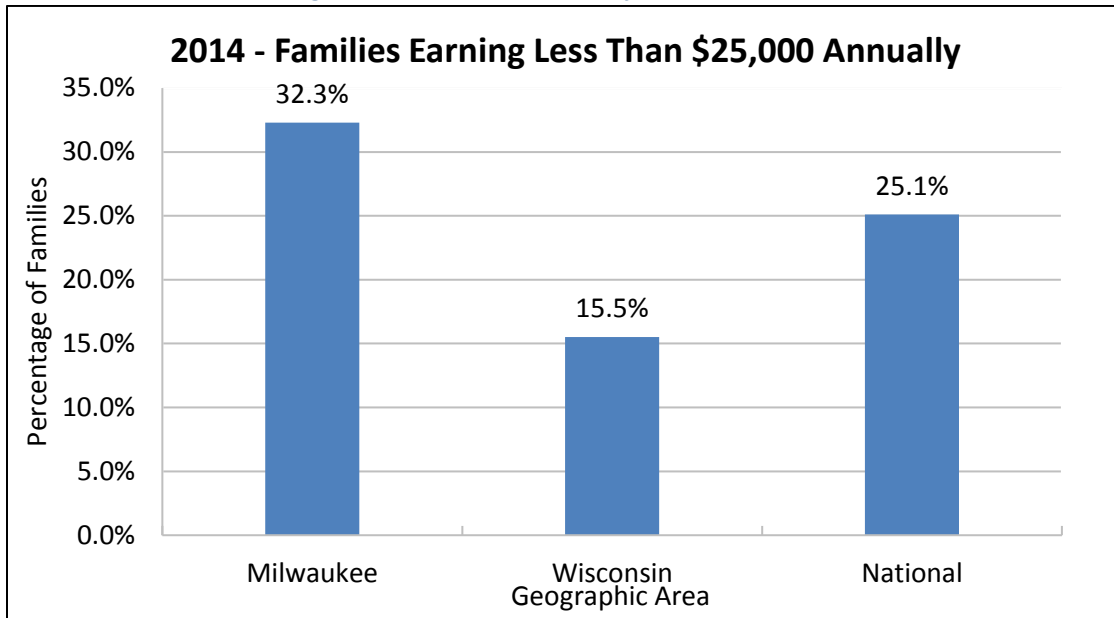
Charts 4.9 through 4.11 highlight the earnings disparity between Milwaukee residents and all of Wisconsin.

*Chart 4.9 Poverty Rate in 2015 City of Milwaukee and State of Wisconsin*



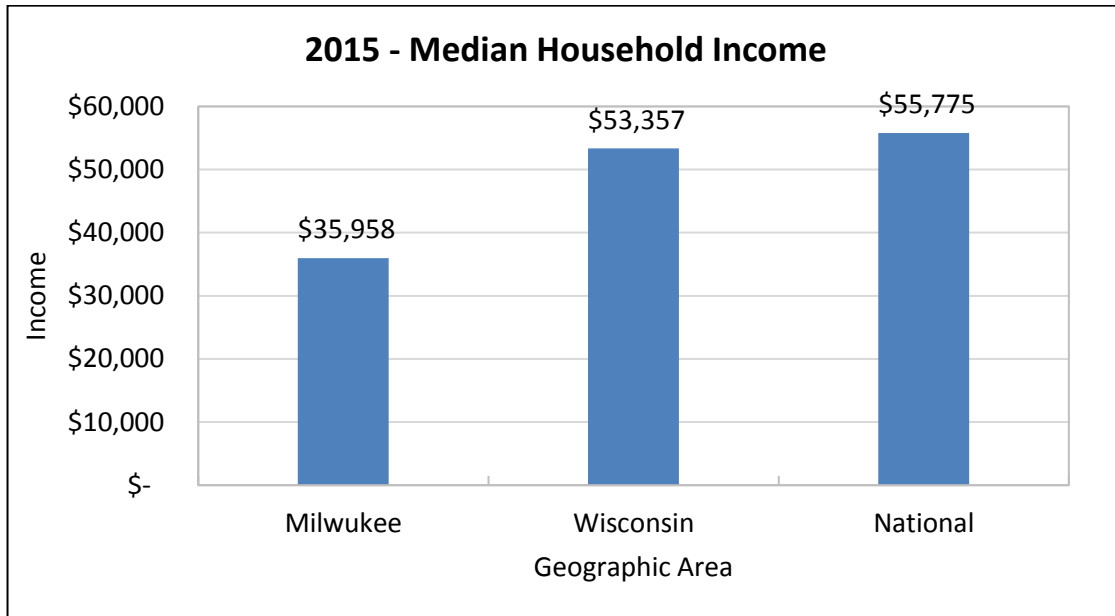
Source: U.S. Census, American Community Survey - 2015

Chart 4.10 Families Earning Less Than \$25,000 Annually



Source: American FactFinder – 2014 Census

Chart 4.11 Median Household Income



Source: U.S. Census, American Community Survey – 2015

**Consumer Price Index** – According to the U.S. Bureau of Labor Statistics, the Consumer Price Index for the Milwaukee-Racine Urban Consumers (CPI-U) increased 0.6 percent for 2016 after a decrease of 0.5 percent in 2014. The CPI-U is a leading economic indicator that measures inflation, which is central to assessing the cost of living and whether living standards are rising or falling.

### Assessed and Equalized Valuation of Property

Assessed valuation is determined by the City of Milwaukee Assessor’s Office. Equalized valuation is determined by the State of Wisconsin Department of Revenue. Both the assessed valuation and the equalized valuation include Tax Incremental Financing Districts. Assessed and equalized values are important measures of community wealth. MPS receives a higher-than-average percent of state aid for schools due to lower-than-average per capita wealth.

Chart 4.12 details the assessed and equalized valuation of taxable property in the City of Milwaukee and illustrates the sharp decline from 2011 to 2015 due to declining economic conditions.

Chart 4.12 Assessed and Equalized Valuation – City of Milwaukee

Assessed and Equalized Valuation - City of Milwaukee (\$M)			
Assessed Year	Assessed Valuation	Assessed Valuation Inc / (Dec)	Equalized Valuation
2011	\$27,918	(131)	\$27,955
2012	25,322	(2596)	26,422
2013	25,034	(288)	26,090
2014	25,024	(10)	26,138
2015	25,263	238	25,980
2016	25,121	(142)	27,027

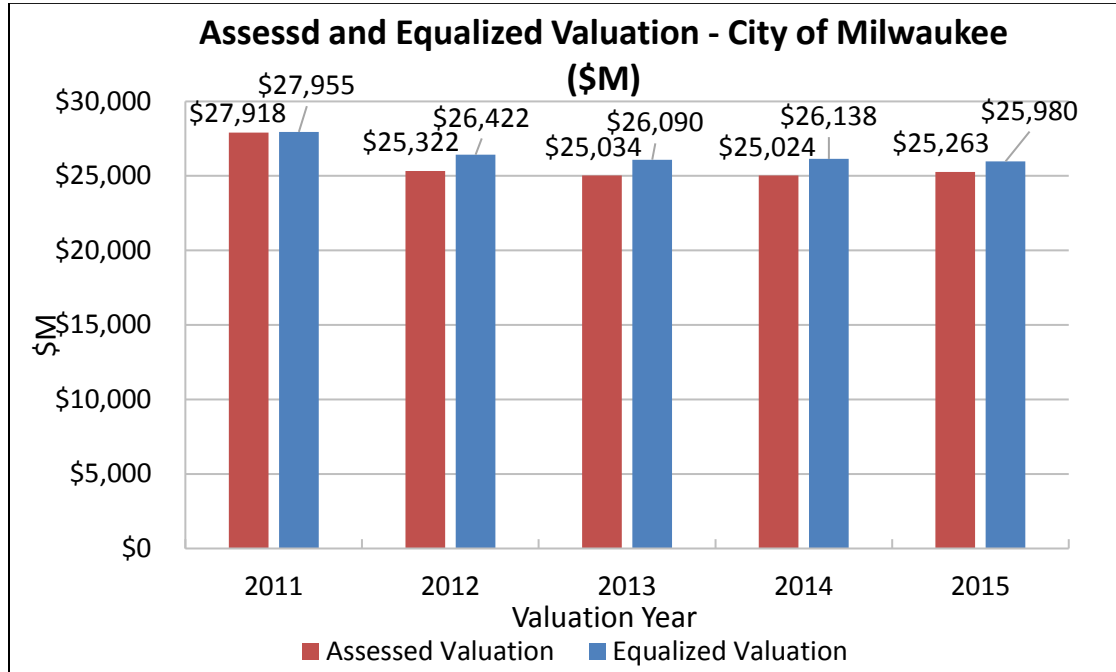
Source: City of Milwaukee Assessor’s Office

Wisconsin law requires property assessments to be based on fair market value. Estimating the market value of property is a matter of determining the price a typical buyer would pay in its present condition. Some factors the assessor considers includes what similar properties are selling for, what it would cost to replace the property, the rent it may earn and any other factors that affect value. The assessor does not create this value but, rather, interprets what is happening in the marketplace.

Charts 4.13 and 4.14 graphically display assessed and equalized valuation of taxable property in the City of Milwaukee, along with tax rates.

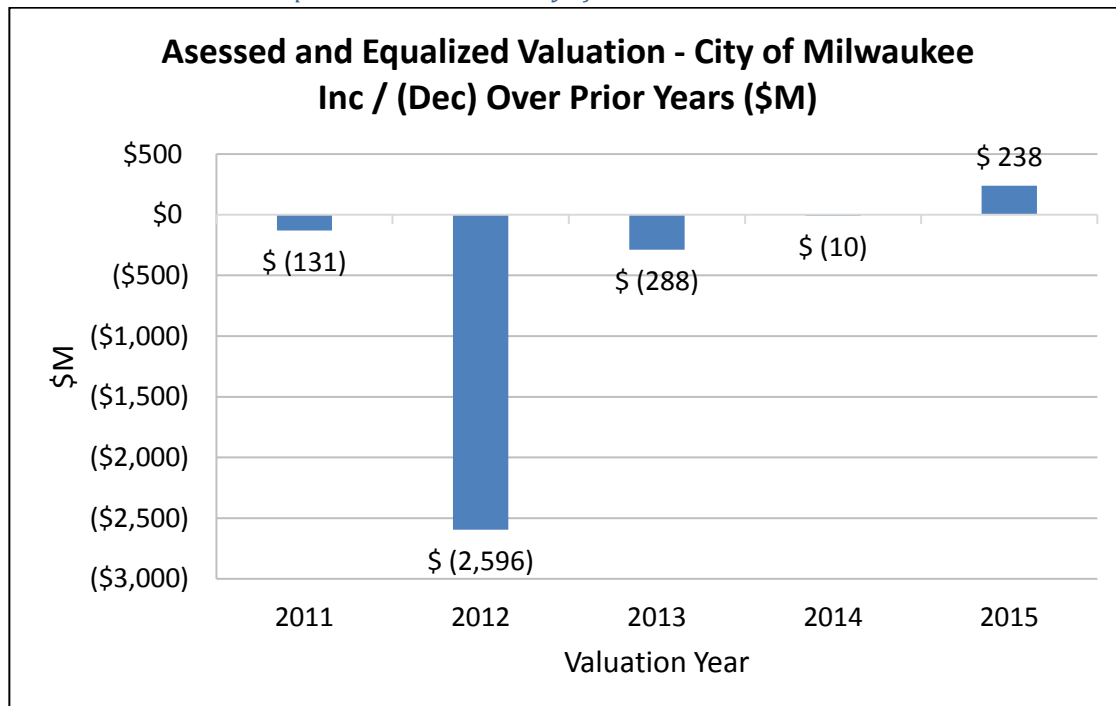


Chart 4.13 Assessed and Equalized Valuation – City of Milwaukee



Source: MPS 2016 CAFR and Milwaukee Assessor’s Office

Chart 4.14 Assessed and Equalized Valuation – City of Milwaukee



Source: MPS 2016 CAFR and Milwaukee Assessor’s Office

## Property Tax Rates

The aggregate amount of property taxes to be levied for school purposes, as shown in Charts 4.15 through 4.19, is determined according to provisions of Chapter 120 of the Wisconsin State Statutes. Property taxes for the district are adopted by the board by early November and are certified to the city for levy and collection.

The district's property taxes are levied annually prior to December 31, are administered by the city 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. The taxes are due January 31 but may be paid in 10 monthly installments to the city from January through October.

In fall 1993, the Wisconsin legislature (s. 120.90) instituted a limit or control on the revenue a school district is entitled to receive each year. The control applies to revenue received from two sources:

- General state aid (equalization, special adjustment and integration aids)
- Select local levies (General Operations, Capital Projects and Non-Referendum Debt)

Revenue limit increases from the state have not kept up with inflation. With each biennial budget, the Wisconsin legislature/governor set an amount that the revenue limit will change for school districts. MPS's per-student revenue limit for 2016–17 is \$10,122, just \$109 (or 1.0 percent) more than it was in 2010–11. From 2010 to 2016, the Consumer Price Index rose by 9.2 percent.

Chart 4.15 shows the various property tax rates for the City of Milwaukee homeowners.

*Chart 4.15 Property Tax Rates – City of Milwaukee*

City of Milwaukee Property Tax Rates Per \$1,000 of Assessed Value and Percent of Total															
Budget Year	Milwaukee School Board (B)		City of Milwaukee (A)		Milwaukee Area District Board of Vocational, Technical, and Adult Education		County of Milwaukee		State of Wisconsin		Milwaukee Metropolitan Sewage District		Total(C)		
	Rate per \$1,000	Percent	Rate per \$1,000	Percent	Rate per \$1,000	Percent	Rate per \$1,000	Percent	Rate per \$1,000	Percent	Rate per \$1,000	Percent	Rate per \$1,000	Percent	
2011	\$9.49	35.7%	\$8.67	32.6%	\$2.02	7.6%	\$4.69	17.7%	\$0.18	0.7%	\$1.52	5.7%	\$26.57	100.0%	
2012	9.69	36.0%	8.86	32.9%	1.95	7.3%	4.72	17.6%	0.17	0.6%	1.51	5.6%	26.90	100.0%	
2013	10.73	35.8%	9.87	33.0%	2.21	7.4%	5.26	17.5%	0.18	0.6%	1.70	5.7%	29.95	100.0%	
2014	10.86	35.5%	10.23	33.4%	2.22	7.2%	5.35	17.5%	0.18	0.6%	1.78	5.8%	30.62	100.0%	
2015	10.93	36.5%	10.42	34.7%	1.33	4.4%	5.33	17.8%	0.17	0.6%	1.79	6.0%	29.97	100.0%	

Source: 2015 CAFR City of Milwaukee

(A) State law prohibits the City from raising property taxes more than 2% plus 60% growth of new development

(B) Overlapping rates are those of local and county governments that apply to property owners within the City of Milwaukee.

(C) Tax rates were constructed considering the provision of the tax incremental district law. The application of these rates to the applicable assessed values will provide a tax yield higher than the levy.

Charts 4.16 and 4.17 show the property tax levies and property tax rates for school purposes.

### ***Property Tax Levies for School Purposes***

*Chart 4.16 Property Tax Levies for School Purposes*

<b>Property Tax Levies for School Purposes (\$M)</b>				
<b>School</b>				
<b>Budget Year</b>	<b>Operations</b>	<b>Construction</b>	<b>Extension</b>	<b>Total</b>
2011	\$265.4	\$14.7	\$13.3	\$293.5
2012	275.8	5.1	16.8	297.8
2013	274.9	8.6	17.1	300.6
2014	272.8	9.6	17.1	299.5
2015	275.6	9.6	17.1	302.3
2016	273.0	10.6	17.1	300.6
2017	260.1	1.1	20.0	281.2

Source: 2016 MPS CAFR, MPS Board materials October 2015

### ***Property Tax Rates for School Purposes***

School district property taxes include levies for general school operations, debt service, capital expansion and community services. Property values are equalized to reflect market value rather than local assessed value. The equalized levy rate is the total property tax levy divided by the current year equalized property value with tax incremental financing (TIF) values excluded. Levy rates are shown in “mills” or property tax dollars levied per \$1,000 of equalized property value.

*Chart 4.17 Tax Rates for School Purposes*

<b>Property Tax Rates for School Purposes (per \$1,000 of Assessed Value)</b>				
<b>School</b>				
<b>Budget Year</b>	<b>Operations</b>	<b>Construction</b>	<b>Extension</b>	<b>Total</b>
2011	\$8.18	\$0.28	\$0.31	\$9.05
2012	8.61	0.47	0.42	9.30
2013	9.47	0.30	0.59	10.35
2014	9.61	0.30	0.60	10.51
2015	9.71	0.34	0.61	10.66
2016	9.29	0.33	0.58	10.20

Source: 2016 MPS CAFR, City Assessors Office Tax Rates Table  
The tax rate results from dividing the levy by total taxable property value.

### ***Alternative Tax Collections***

The Wisconsin Department of Revenue administers the state’s major tax laws, including the collection of individual income taxes, sales tax, corporate income taxes and excise taxes. The Income, Sales and Excise Tax Division of the Wisconsin State Department of Revenue administers individual income, employee withholding, corporate franchise/income, state and county sales/use, estate, excise, recycling and other tax types. Chart 4.18 shows excise tax collections for the last five years.

Chart 4.18 Excise Tax Collections and Percent Change FY12–FY16

Excise Tax Collections And Percent Change FY12 - FY16 (\$M)							
Fiscal Year	Cigarettes	Tobacco Products	Distilled Wine and Spirits	Wine and Cider	Beer	Total Excise Tax	Total Excise Tax as % GPR
2012	\$587.8	\$65.5	\$43.5	\$3.5	\$9.2	\$709.5	5.3%
2013	569.2	63.0	44.6	3.6	9.0	689.5	5.0%
2014	573.0	67.7	45.3	3.6	9.0	698.6	5.1%
2015	569.5	71.9	45.0	3.8	8.8	699.1	4.9%
2016	573.4	76.1	46.0	4.0	9.0	708.5	4.7%
<b>Cumulative % Change</b>	<b>131.58%</b>	<b>638.83%</b>	<b>42.41%</b>	<b>81.82%</b>	<b>-4.26%</b>	<b>134.68%</b>	<b>NA</b>

Source: Wisconsin Department of Revenue—Division of Research and Policy

Chart 4.19 depicts state and local sales tax rates.

Chart 4.19 State and Local Tax Rates – 2016

State and Local Tax Rates - 2016	
Tax Jurisdiction	Sales Tax
Wisconsin Sales Tax	5.0%
Milwaukee County Sales Tax	0.5%
City Sales Tax	0.0%
Special Sales tax (Stadium)	0.1%
<b>Combined Sales Tax</b>	<b>5.6%</b>

Source: Wisconsin Department of Revenue—Division of Research and Policy

Wisconsin individual income tax rates vary from 4.0 percent to 7.65 percent, depending on marital status and income. Charts 4.20 through 4.22 show rates for single taxpayers and taxpayers qualified to file as head of household with taxable income and for married taxpayers filing a joint return.

Chart 4.20 Single Taxpayers and Taxpayers Qualifying as Head of Household

2016 - Single Taxpayers and Taxpayers Qualifying as Head of Household			
Over	But Not Over	2016 Tax is	Of the Amount Over
\$0	\$11,120	4.00%	\$0
11,120	22,230	\$444.80 + 5.84%	11,120
22,230	244,750	\$1,093.62 + 6.27%	22,230
244,750		\$15,045.63 + 7.65%	244,750

Source: Wisconsin Department of Revenue—Division of Research and Policy

Chart 4.21 Married Taxpayers Filing a Joint Return

2016 - Married Taxpayers Filing a Joint Return			
Over	But Not Over	2016 Tax is	Of the Amount Over
\$0	\$14,820	4.00%	\$0
14,820	29,640	\$592.80 + 5.84%	14,820
29,640	326,330	\$1,458.29 + 6.27%	29,640
326,330		\$20,060.75 + 7.65%	326,330

Source: Wisconsin Department of Revenue—Division of Research and Policy

Chart 4.22 Married Taxpayers Filing Separate Returns

2016 - Married Taxpayers Filing Separate Returns			
Over	But Not Over	2016 Tax is	Of the Amount Over
\$0	\$7,410	4.00%	\$0
7,410	14,820	\$296.40 + 5.84%	7,410
14,820	163,170	\$729.14 + 6.27%	14,820
163,170		\$10,030.69 + 7.65%	163,170

Source: Wisconsin Department of Revenue—Division of Research and Policy

### Principal Employers – Milwaukee County 2015

Principal employers in Milwaukee County over the past 10 years have shifted from insurance and financial institutions to medical, educational and government institutions. Most noteworthy in Chart 4.23 is the absence of manufacturing companies.

Chart 4.23 Principal Employers – Milwaukee County 2015

Principal Employers - Milwaukee County 2015 and 2006						
Employer	2015 Estimates*			2006		
	Employees	Rank	% of Total Employment	Employees	Rank	% of Total Employment
Aurora Health Care	24,509	1	5.5%	15,054	1	3.5%
Wheaton Franciscan Healthcare	11,281	2	2.5%	10,840	2	2.5%
Froedtert Memorial Lutheran Hospital and Community Health	9,800	3	2.2%			
Roundy's Supermarkets	8,260	4	1.8%	6,800	7	1.6%
GE Healthcare	6,000	5	1.3%			
Medical College of Wisconsin	5,170	6	1.2%			
Northwestern Mutual Life	5,100	7	1.1%			
ProHealth Care Inc.	4,729	8	1.1%			
Children's Hospital	4,530	9	1.0%			
Columbia St. Mary Health System	4,500	10	1.0%	5,749	9	1.3%
U.S. Government (Includes Zablocki V.A. Medical Center)				10,800	3	2.5%
Covenant Health Care				9,000	4	2.1%
City of Milwaukee				7,263	5	1.7%
Milwaukee Public Schools				7,137	6	1.7%
M&I Marshall & Ilsley				6,139	8	1.4%
Milwaukee County				5,568	10	1.3%
<b>Total</b>	<b>83,879</b>		<b>18.7%</b>	<b>84,350</b>		<b>19.7%</b>

Source: 2016 City of Milwaukee CAFR

\*Reflects full-time equivalent employees.

Note: Data includes all of Milwaukee County areas contiguous to Milwaukee County





**MILWAUKEE**  
PUBLIC SCHOOLS

## Superintendent's Proposed Budget

Submitted to the Milwaukee Board of School Directors on April 26, 2017

Fiscal Year: July 1, 2017 – June 30, 2018

**MPS Profile**



## Table of Contents – MPS Profile

Student Enrollment .....	4B-3
Chart 4.24 Student Enrollment by District School Type .....	4B-3
Chart 4.25 Student Enrollment History and Projection.....	4B-4
Enrollment Forecasting Methodology and Techniques .....	4B-4
Chart 4.26 Enrollment by Grade Level .....	4B-5
Chart 4.27 Grade Level Enrollment .....	4B-5
Chart 4.28 Operating Statistics – Last Ten Years.....	4B-6
Student Demographics .....	4B-6
Race/Ethnicity.....	4B-6
Chart 4.29 Student Demographics – Race/Ethnicity .....	4B-6
Economically Disadvantaged .....	4B-7
Socioeconomic Status.....	4B-7
Chart 4.30 Low Income Rate History .....	4B-7
Chart 4.31 Dropout Rate Trends .....	4B-8
Chart 4.32 MPS Student Profile.....	4B-8
Students with Disabilities .....	4B-8
Graduation Rates.....	4B-9
Chart 4.33 MPS High School Graduation Rate.....	4B-9
English Language Learners (ELL).....	4B-10
Chart 4.34 MPS ELL Graduation Rate .....	4B-10
Student Achievement and RTI Data.....	4B-11
Chart 4.35 Approximate Time Students are Taking Standardized Test 2016–17.....	4B-11
Chart 4.36 MPS District Report Card – Reading and Mathematics .....	4B-12
Chart 4.37 MPS 2015–16 Baseline Results of State Assessments.....	4B-13
Interventions .....	4B-13
District Improvement and Transformation .....	4B-14
Chart 4.38 District Improvement Plan.....	4B-14
Chart 4.39 Framework for School Culture.....	4B-15
2017–18 Initiatives .....	4B-15
Reading Foundations: Grade K–3 .....	4B-15
Chart 4.40 Percent of Students Meeting Benchmark on PALS.....	4B-16

Chart 4.41 Percent of Students Meeting Benchmark on PALS Español .....	4B-17
Universal Screening: STAR.....	4B-17
Math .....	4B-17
Chart 4.42 STAR Math .....	4B-18
Reading.....	4B-18
Chart 4.43 STAR Reading .....	4B-18
Early Literacy .....	4B-18
Chart 4.44 STAR Early Literacy.....	4B-19
Advanced Studies Data.....	4B-19
Chart 4.45 Seniors Taking at Least One AP/IB Exam .....	4B-19
Chart 4.46 Seniors Earning at Least One 3+ on AP/IB Exam.....	4B-20
School Culture .....	4B-20
Chart 4.47 MPS Attendance Rate .....	4B-20
Chart 4.48 MPS Enrollment, ODRs, Suspensions and Attendance for Males in 2015–16.....	4B-21
Chart 4.49 MPS Schools Recognized by the Wisconsin RtI Center.....	4B-21
Regional School Assignments .....	4B-22
Chart 4.50 2017-18 School regions .....	4B-22
MPS Staff .....	4B-23
Chart 4.51 MPS Staff Distribution .....	4B-23
Extension Fund .....	4B-24
Other Financial Information .....	4B-25
Chart of Accounts .....	4B-25
Fund Grouping for Reporting Purposes.....	4B-26
Chart 4.52 Fund Grouping for Reporting Purposes .....	4B-26
Outstanding Debt Service Requirement Schedules.....	4B-26
Chart 4.53 Outstanding Debt – Last 10 Years.....	4B-26
Chart 4.54 Changes in Fund Balance, Governmental Funds, and Debt Service Ratios .....	4B-27
Chart 4.55 Comparative Statement of Annual School Census .....	4B-28

# MPS Profile

The Milwaukee Public Schools budget is organized into four sections: Budget-in-Brief; Organizational; Financial, including Schools, Central Services and Line Items; and Informational, including City Profile, MPS Profile and Glossary. The MPS Profile subsection is contained within the Informational section.

The MPS Profile subsection of the 2017–18 Superintendent’s Proposed Budget describes student demographics, student achievement and strategies to address district improvement.

Delivering world-class education demands focus. The district continues to move forward together in a spirit of collaboration to create more ways to improve student achievement and achieve academic return on investment. Education priorities drive the budget. The MPS budget reflects the most current strategies for providing a world-class education to Milwaukee students. The budget is not just an incremental adjustment from what is currently being done.

## Student Enrollment

The district must work to reverse decades of declining enrollment during the 1990s and 2000s. The MPS administration uses demographic data and enrollment trends to develop a system-wide projection of pupil enrollment. Projecting enrollment, which provides information for decision making and budget planning, is a constantly evolving and dynamic process. Based on past experience, MPS expects enrollment decreases in the coming years.



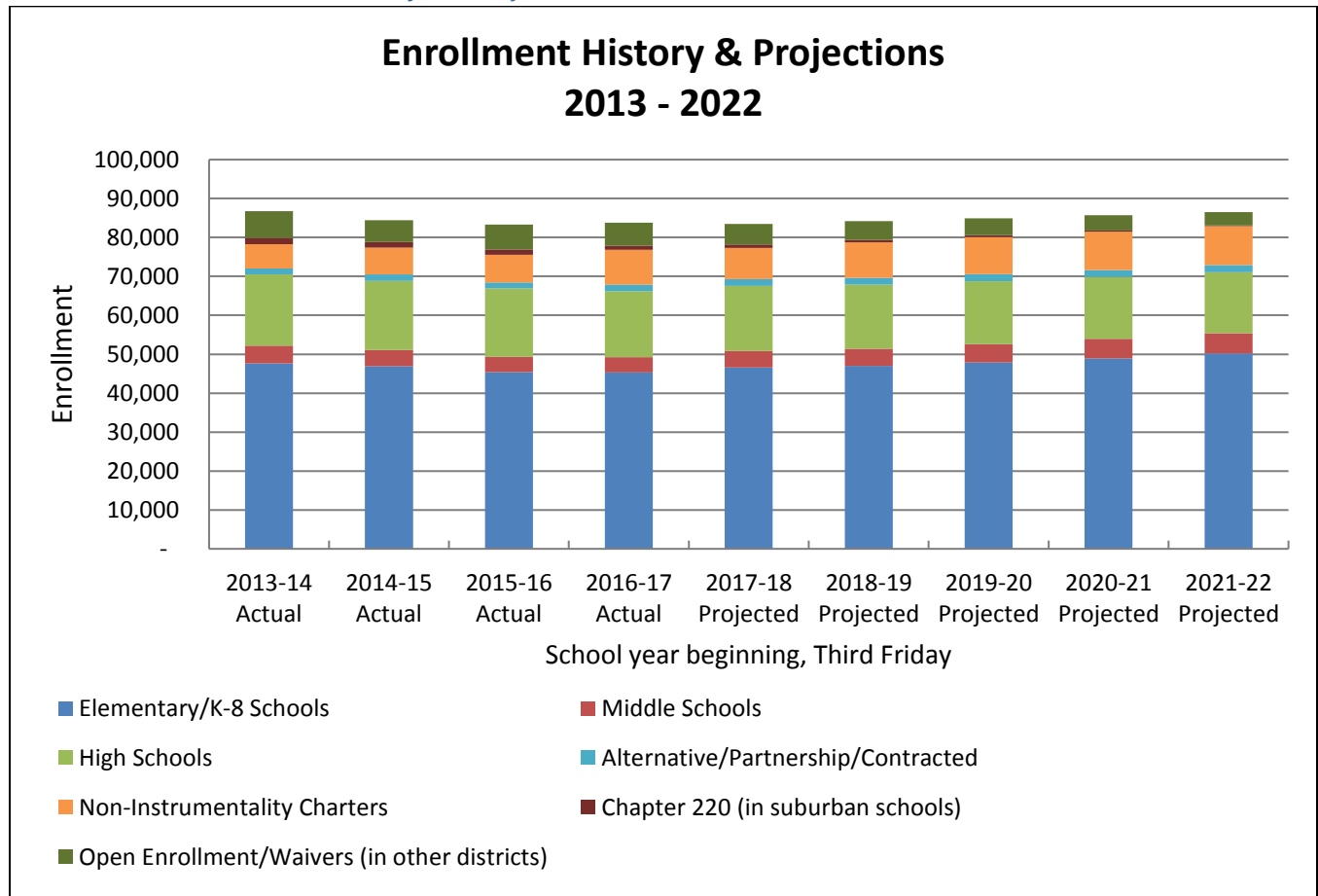
Chart 4.24 shows four years (2013–2016) of actual student enrollment, the 2016–17 current actual year of enrollment, the 2017–18 projected enrollment, and four years (2018–2022) of enrollment forecasts.

*Chart 4.24 Student Enrollment by District School Type*

Enrollment by District School Type									
School Type	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Projected	2018-19 Projected	2019-20 Projected	2020-21 Projected	2021-22 Projected
Elementary/K-8 Schools	47,605	46,944	45,376	45,361	46,576	46,980	47,903	48,947	50,163
Middle Schools	4,559	4,098	3,971	3,874	4,247	4,402	4,711	5,006	5,275
High Schools	18,344	17,793	17,573	16,951	16,707	16,480	16,148	15,912	15,678
<b>Sub-total</b>	<b>70,508</b>	<b>68,835</b>	<b>66,920</b>	<b>66,186</b>	<b>67,530</b>	<b>67,862</b>	<b>68,762</b>	<b>69,865</b>	<b>71,116</b>
Alternative/Partnership/Contracted	1,552	1,657	1,524	1,687	1,800	1,800	1,800	1,800	1,800
Non-Instrumentality Charters	6,194	6,899	7,124	8,983	8,000	9,117	9,571	9,827	9,991
<b>Subtotal</b>	<b>7,746</b>	<b>8,556</b>	<b>8,648</b>	<b>10,670</b>	<b>9,800</b>	<b>10,917</b>	<b>11,371</b>	<b>11,627</b>	<b>11,791</b>
Chapter 220 (in suburban schools)	1,611	1,476	1,313	1,040	856	650	482	323	192
Open Enrollment/Waivers (in other districts)	6,906	5,578	6,434	5,865	5,326	4,794	4,337	3,867	3,430
<b>Subtotal</b>	<b>8,517</b>	<b>7,054</b>	<b>7,747</b>	<b>6,905</b>	<b>6,182</b>	<b>5,444</b>	<b>4,819</b>	<b>4,190</b>	<b>3,622</b>
<b>Total</b>	<b>86,771</b>	<b>84,445</b>	<b>83,315</b>	<b>83,761</b>	<b>83,512</b>	<b>84,223</b>	<b>84,952</b>	<b>85,682</b>	<b>86,529</b>

The four years of actual student enrollment history is found in Chart 4.25 and is based on the audited Third Friday number reported to DPI. The Third Friday number reflects the students who began the school year enrolled in an MPS school and determines a school’s actual per-pupil allocation. The projected enrollment forecasts are determined by MPS administration using forecasting methodologies and techniques.

*Chart 4.25 Student Enrollment History and Projection*



***Enrollment Forecasting Methodology and Techniques***

The administration uses demographic data and enrollment trends to develop a system-wide projection of pupil counts. A grade-by-grade breakdown is determined, followed by expected enrollments in the Chapter 220 program, Open Enrollment program, alternative and partnership schools and non-instrumentality charter schools. The administration consults with DPI regarding projected enrollment of Milwaukee children in non-MPS schools.

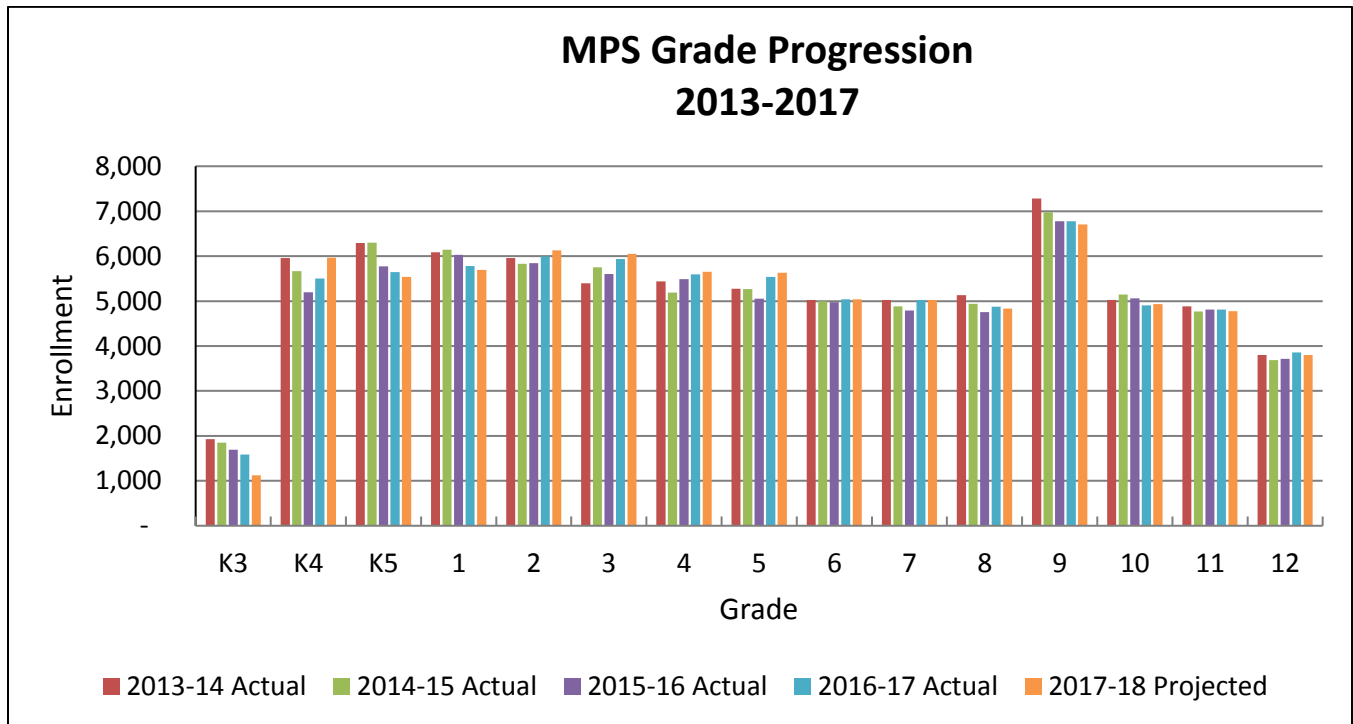
The remaining portion of the projected enrollment is divided into estimates for MPS elementary, K–8, middle and high schools. The administration reviews prior years’ enrollments for patterns and identifies proposed program changes that may affect school enrollments. State legislative changes, including changes to the MPCP, Open Enrollment and Chapter 220 programs, are also considered to have an impact on district and individual school enrollment. School leaders provide much of the information for the projections and are given the opportunity to request changes. Individual school enrollment calculations take all these factors into account.

Charts 4.26 and 4.27 illustrate the enrollment history by grade level.

Chart 4.26 Enrollment by Grade Level

MPS Enrollment by Grade Level					
Grade Level	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Projected
K3	1,929	1,846	1,692	1,584	1112
K4	5,959	5,667	5,198	5,500	5967
K5	6,293	6,301	5,770	5,642	5538
GRADE 1	6,088	6,140	6,031	5,778	5,695
GRADE 2	5,956	5,827	5,844	5,991	6,127
GRADE 3	5,393	5,751	5,605	5,938	6,052
GRADE 4	5,441	5,190	5,488	5,597	5,650
GRADE 5	5,274	5,268	5,056	5,536	5,613
GRADE 6	5,026	4,999	4,975	5,040	5,041
GRADE 7	5,026	4,885	4,788	5,028	4,821
GRADE 8	5,133	4,936	4,754	4,874	4,720
GRADE 9	7,279	6,978	6,778	6,779	6,706
GRADE 10	5,026	5,145	5,064	4,905	4,914
GRADE 11	4,882	4,770	4,811	4,810	4,779
GRADE 12	3,797	3,688	3,714	3,854	3,799
<b>Total</b>	<b>78,502</b>	<b>77,391</b>	<b>75,568</b>	<b>76,856</b>	<b>76,534</b>

Chart 4.27 Grade Level Enrollment



Student enrollment is a major factor in determining state revenue. Lower school enrollment, along with legislative action regarding revenue limits, leads to lower state revenues. Chart 4.28 shows the enrollment with summary information on district operating information.

Chart 4.28 Operating Statistics – Last Ten Years

Milwaukee Public Schools Operating Statistics Last Ten Years					
Fiscal Year	Enrollment For State Aid	Operating Expenses	Teaching Staff	Pupil/Teacher Ratio	
2007	95,661	\$ 1,146,712,330	6,780	14.11:1	
2008	92,375	1,329,109,069	6,944	13.30:1	
2009	90,483	1,365,470,988	6,819	13.37:1	
2010	88,288	1,406,462,957	6,602	13.37:1	
2011	87,539	1,401,309,100	6,134	14.27:1	
2012	86,001	1,182,279,602	5,505	15.62:1	
2013	84,832	1,189,071,574	5,591	15.17:1	
2014	84,760	1,154,653,111	5,545	15.29:1	
2015	83,281	1,130,844,555	5,649	14.74:1	
2016	80,740	1,187,998,083	5,687	14.20:1	

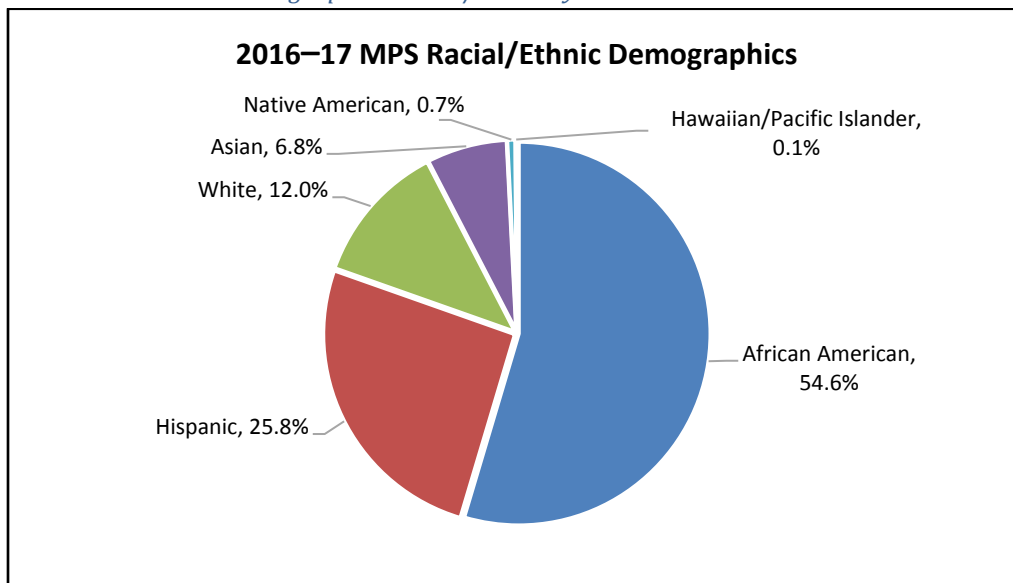
Source: 2016 MPS CAFR

## Student Demographics

### Race/Ethnicity

Chart 4.29 illustrates the racial diversity of MPS students for the 2016–17 school year.

Chart 4.29 Student Demographics – Race/Ethnicity



## *Economically Disadvantaged*

Milwaukee Public Schools is a high-poverty district and follows the USDA guidelines set for families living in poverty. Since 80 percent of the students in MPS are economically disadvantaged, the district participates in the Community Eligibility Provision (CEP), which offers free meals to all students through the National School Lunch and Breakfast (NSLB) program. The CEP allows the nation's highest poverty schools to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications.

## *Socioeconomic Status*

Charts 4.30 shows the changing socioeconomic composition of MPS students.

*Chart 4.30 Low Income Rate History*

<b>Low Income MPS Students - History</b>	
<b>Fiscal Year</b>	<b>Low Income Students</b>
1990	56%
2000	66%
2013	83%
2014	83%
2015	80%
2016	79%
2017	80%

Source: MPS Data Dashboard  
Third Friday Report

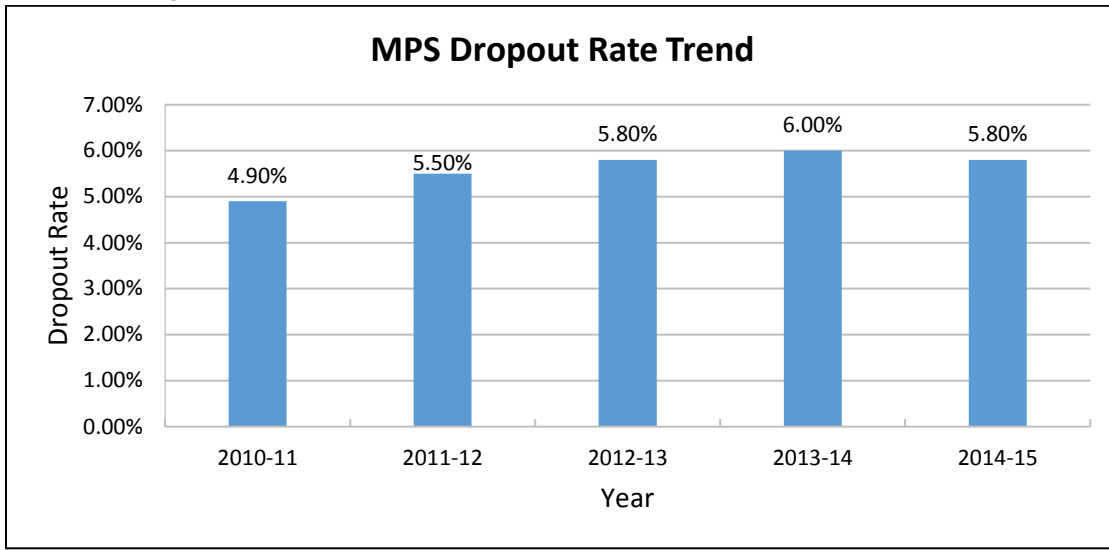
There is a strong correlation between poverty and the educational level of parents. The U.S. Census Bureau 2011–2015 American Community Survey Five-Year Estimates reports that the poverty rate for people 25 years and older in Milwaukee who have not graduated from high school is 37.4 percent versus 23.3 percent for those who do graduate from high school. The poverty rate decreases even more as education increases, from 19.1 percent for those with some college or an associate degree and 7.3 percent for those with a bachelor's degree or higher. However, only 23.3 percent of people 25 years and older in Milwaukee have a bachelor's degree or higher.

Students who come from families in poverty are more likely to drop out of school. Chart 4.32 shows the growing dropout out trend in Milwaukee. Dropping out of school affects future earning potential. The median earnings in Milwaukee the past 12 months for people 25 years and older who did not graduate from high school is \$19,135 compared to \$42,340 for college graduates. High school dropouts contribute disproportionately to the unemployment rate and are more likely than graduates to be incarcerated. In order to end the cycle of poverty, students need to see the link between academic preparation, college success and career aspirations. MPS, community partners and families need to work together to help students, especially those experiencing poverty, to successfully graduate from high school and persist to reach their postsecondary goals.



Chart 4.31 shows the dropout rate trend for MPS students.

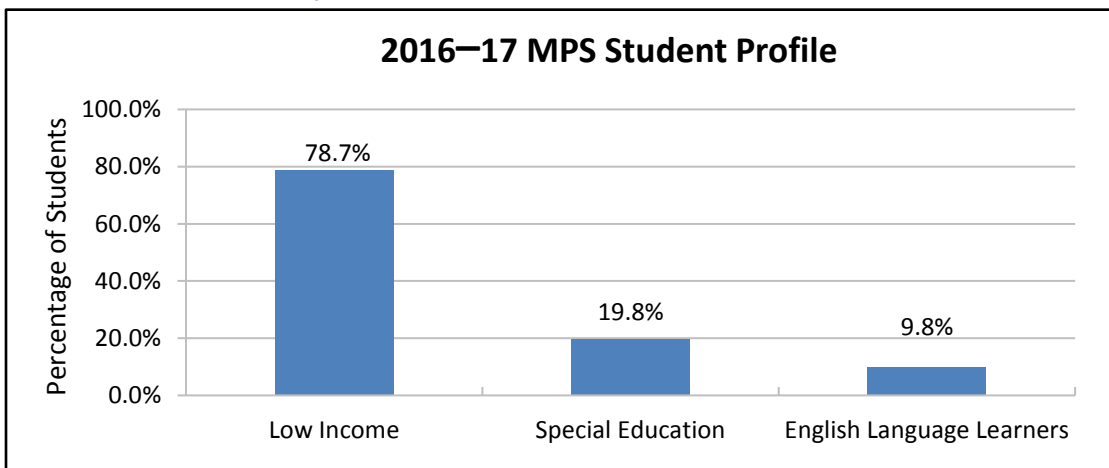
*Chart 4.31 Dropout Rate Trends*



Source: WI DPI WISEdash

Chart 4.32 shows the percentage of low-income, special education and English language learners in the district for the 2016–17 school year.

*Chart 4.32 MPS Student Profile*



Source: WI DPI WISEdash

### ***Students with Disabilities***

Almost 20 percent of MPS students have a disability, which is the highest of all major Wisconsin cities or school districts. In general, most students with disabilities are capable of learning the content, scope and sequence of the general education curriculum when the necessary modifications and adaptations in content and instructional strategies are made.

The majority of students with disabilities are instructed along with their regular education peers. When the student's individualized education program (IEP) team determines that a student's needs cannot be met through

the regular education program as structured, the requirement for specially designed instruction in specific curricular areas is considered. Specially designed instruction means adapting the content, method or delivery of instruction to address the unique needs of each student.

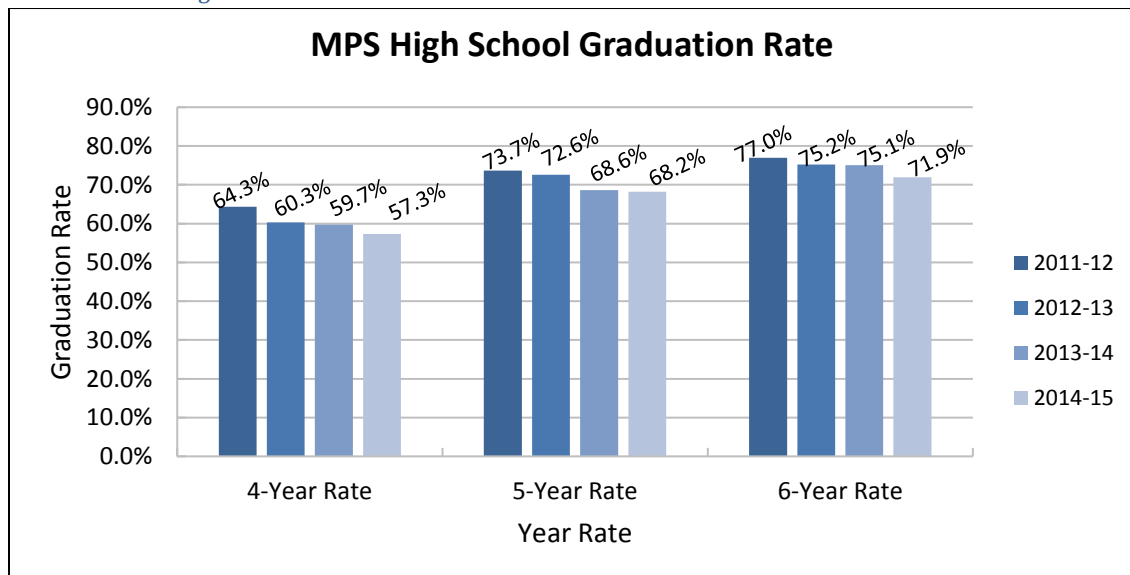
### Graduation Rates

The average four-year high school graduation rate for the State of Wisconsin is near the top nationally at fourth highest in the nation. Overall, Wisconsin’s graduation rate improved from the previous year across almost all racial and economic groups, including economically disadvantaged students. However, Chart 4.33 shows that in 2014–15, the average four- and five-year graduation rates for seniors in MPS schools declined slightly. On average, an additional fifteen percent MPS students go on to graduate by the sixth year of high school.



One of the reasons for the fall in the average four-year graduation rate for MPS students is reduced graduation rates for students with disabilities. Four-year graduation rates for this group fell from 43.8 percent in the 2011–12 cohort to 36.0 percent in the 2014–15 cohort. By the sixth year, however, 38.9 percent of students with disabilities in the total 2014–15 cohort had graduated, putting them on par with Wisconsin’s large cities but still lower than the state average of 82.0 percent.

Chart 4.33 MPS High School Graduation Rate



Source: WI DPI WISEdash



### English Language Learners (ELL)

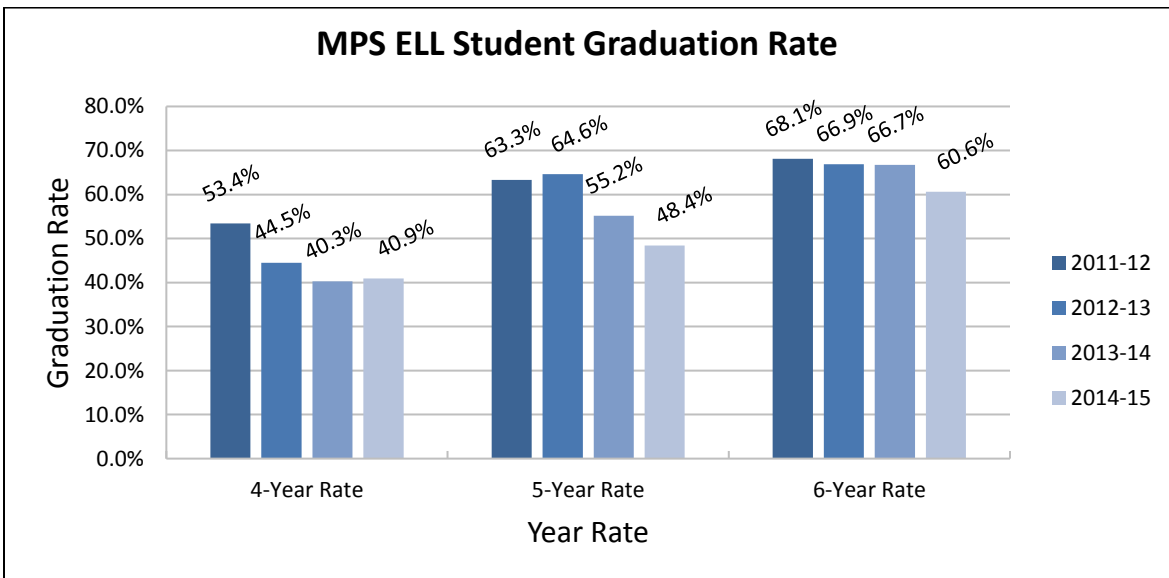
MPS ELL students have comprised between 9.8 and 10 percent of the district’s enrollment for the past three years. These students may struggle academically and often require additional time to graduate. MPS, through its Bilingual and Multicultural Education Program, offers Spanish/English bilingual education and dual language education. Pupils are taught subjects in both English and their first language, helping the children maintain their first language while learning English.

Two bilingual schools in MPS house Dual Immersion Programs, also known as Two-Way Immersion Programs (Spanish and English). This particular program serves English native speakers (beginning in the early childhood grades K3-K5) as well as English Language Learners from Spanish speaking homes. This program promotes bilingualism, bi-literacy, and cross cultural competence. Both language groups share a common trait of learning core content in two languages.

MPS also has an English as a second language (ESL) program which is a system of techniques, methodology and special curriculum designed to teach English language learners (ELL) students English language skills. These skills may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

Chart 4.34 shows the ELL graduation rate trends.

Chart 4.34 MPS ELL Graduation Rate



Source: WI DPI WISEdash

## Student Achievement and RTI Data

In order for students to develop the knowledge, skills and dispositions to be college and career ready, they require rigorous personalized learning experiences to ensure their academic achievement. The MPS District Improvement Plan (DIP) for 2016–17 continues to focus on closing achievement gaps in reading and math as well as increasing the percentage of students who meet college and career readiness standards. Every MPS school develops a School Improvement Plan aligned to the district’s goals and based on school data. Each school is expected to monitor a wide range of student data to meet the individual needs of students through personalized learning, culturally responsive practices, differentiation and response to intervention. Formative assessments and progress monitoring assessments are used to show students’ achievement between universal screening and state assessments.

Chart 4.35 depicts the approximate time students are taking a standardized test. In the 2016–17 school year the total hours of testing remained substantially the same from 2015–16.

Chart 4.35 Approximate Time Students are Taking Standardized Test 2016–17

Approximate Time Students are Taking Standardized Test (Does not include prep time, breaks, or travel to test site)														
Grade	PALS or PALS Español	STAR	PSAT	CogAT	ACCESS for ELLs**	Forward Exam for Grades 3 - 8 & 10 OR DLM	ACT Suite or DLM	Civics Exam	Total Minutes	Total Hours 2015-16	Hours in 2014-15	Difference from 2014-15	Percentage of Time Based on Minimum Hours (1137)	Percentage of Time Based on Planned Hours (1160)
K4	50								50	0.8	0.8	0	0.07%	0.07%
K5	60	90			150				300	5.0	6.5	-1.5	0.44%	0.43%
1	70	90			150				310	5.2	6.5	-1.3	0.45%	0.45%
2	70	90		125	150				435	7.3	10.6	-3.4	0.64%	0.63%
3		90			150	235			475	7.9	14.5	-6.6	0.70%	0.68%
4		90			150	435			675	11.3	15.8	-4.6	0.99%	0.97%
5		90			150	250			490	8.2	14.5	-6.3	0.72%	0.70%
6		90			150	250			490	8.2	15.0	-6.8	0.72%	0.70%
7		90			150	250			490	8.2	15.0	-6.8	0.72%	0.70%
8		90			150	440			680	11.3	16.3	-5.0	1.00%	0.98%
9		90*			150		250		740	12.3	15.8	-3.5	1.08%	1.06%
10		90*	180		150	100	250	60	770	12.8	16.3	-3.5	1.13%	1.11%
11		90*			150		370		610	10.2	13.7	-3.5	0.89%	0.88%
12					150				150	2.5	3.3	-0.8	0.22%	0.22%

Source: Office of Chief Academic Officer

\*STAR is required at HS for students in Tier 2 and 3 interventions. STAR includes literacy, math, and Spanish literacy.

\*\*ACCESS for ELLs is only for English language learners with an English Proficiency Level of 1 to 5.

\*\*\*ACT Aspire and DLM may not be given in the fall (bill pending in state legislature).

Dynamic Learning Maps is the alternate assessment for literacy and math in grades 3–11.

Students enrolled in IB or AP classes may also take exams in the spring.

District and School Report Cards are at the core of Wisconsin’s accountability system. Beginning in 2011–12, a comprehensive accountability index replaced the Adequate Yearly Progress (AYP) system. The index approach uses multiple measures and classifies schools along a rating continuum. The ratings determine the level of support a school receives. Accountability Report Cards include outcomes in four priority areas:

- **Student Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of reading and mathematics performance by the

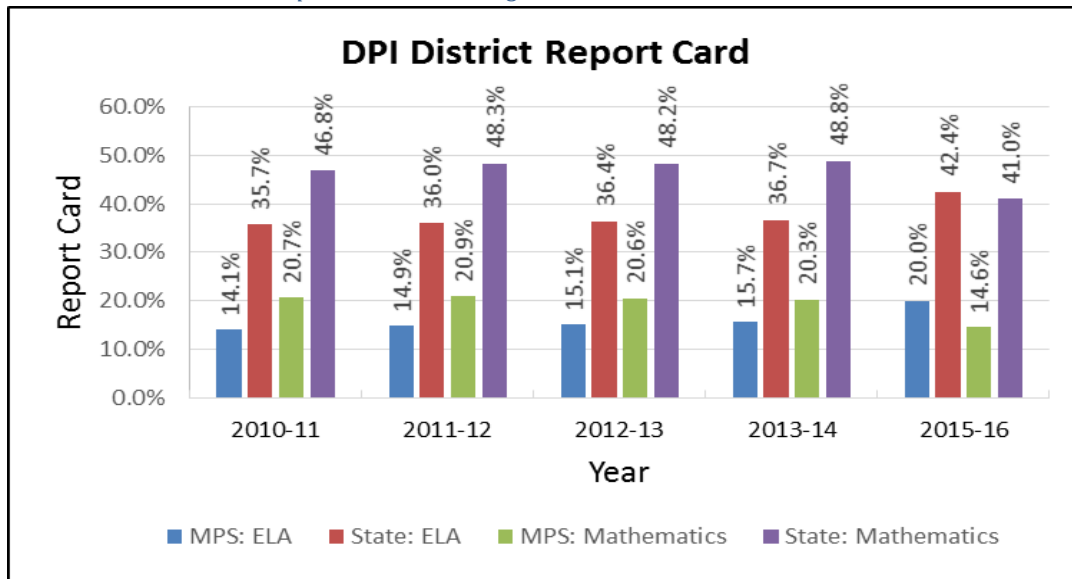
“all students” group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.

- **Student Growth** describes how much student knowledge of reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency. This area focuses not on attainment but the pace of improvement in student performance, no matter where students begin. All improvement is treated as a positive. Schools with high performance and little room to grow are not penalized.
- **Closing Gaps** shows how the performance of student groups experiencing statewide gaps in achievement and graduation is improving in the school. It recognizes the importance of having all students improve, while focusing on the need to close gaps by lifting lower-performing groups. Specific race/ethnicity groups, students with disabilities, economically disadvantaged students and English language learners are compared against their complementary groups.
- **On-Track to Graduation and Postsecondary Readiness** indicates the success of students in the school in achieving educational milestones that predict postsecondary success. It includes the graduation rate for schools that graduate students, or the attendance rate for other schools. It also includes measures of third grade reading and eighth grade mathematics achievement and ACT participation and performance, as applicable to the school.

Results shown on the MPS District Report Card from the Department of Public Instruction (DPI) indicate MPS has gained ground in reading over the past several years, making strides in closing the achievement gap. However, math proficiency has fluctuated. School level information from the MPS District Report Card from the DPI may be found in individual school snapshots in the Schools subsection of this budget.

Chart 4.36 highlights that we still have much work to do to close achievement gaps between current performance and the state average.

Chart 4.36 MPS District Report Card – Reading and Mathematics



Source: WI DPI WISEdash

Note: No report cards were produced in 2014-15

During the 2015–16 school year, statewide assessments underwent dramatic changes. The Wisconsin Knowledge and Concepts Exam (WKCE) was replaced by the Forward Exam and the ACT suite of assessments for high school students. Additionally, the alternate assessment for select students with special education needs was changed to the Dynamic Learning Maps. Results have provided us with new academic baselines for performance outlined below in Chart 4.37.

Chart 4.37 MPS 2015–16 Baseline Results of State Assessments

MPS 2015-16 Baseline Results of State Assessments			
Grade Level	Assessment	English/Language Arts	Math
3-8	Forward with DLM	20.1%	14.8%
9	ACT Aspire	29.9% (English only)	11%
10	ACT Aspire	35.9% (English only)	10.2%
11	ACT with DLM	17.7%	9.4%
11	ACT WorkKeys	0% earned Platinum Level NCRC 8.5% earned Gold Level NCRC 43.5% earned Silver Level NCRC 26.8% earned Bronze Level NCRC 21.1% earned No Certificate *NCRC = National Career Readiness Certificate	

Source: MPS Office of the Chief Academic Officer

### Interventions

All schools screen students three times a year to determine which students are in need of additional supports. Schools use data from STAR, a universal screening standardized test, and additional data points including Classroom Assessments Based on Standards (CABS) and classroom observation (high schools can choose to use STAR with all students or a combination of other data to identify students in need). Once students are screened, schools determine the lowest 20 percent performing students in literacy and math as well as any students who are performing above the 75 national percentile. All K–8 schools have an “intervention” or “What I Need” time in which all students are engaged in activities supporting their individualized educational needs. Those students who were identified in the lowest 20 percent receive *intervention*, those students identified in the top 75 national percentile receive *additional challenges*, and all other students receive *enrichment*. Students are grouped according to need during this intervention time, and all staff members are engaged with a particular group, depending on the strengths of the staff member (interventions must be provided by an appropriately licensed teacher). Students identified for intervention are progress monitored using STAR every other week, or every ten school days with teachers using the 3-Point Rule to monitor student growth. Students who are identified for additional challenges are progress monitored on STAR once a month. Those students who are receiving enrichment are monitored with formative assessments within Tier 1 and with STAR during the next STAR window.

All traditional middle and high schools offer intervention courses in reading and math. Schools identify students for these courses using STAR data and any other available data. These courses meet daily on the student’s schedule with the student receiving pass/fail elective credit. In these courses, students are engaged in various activities and support for their individualized needs. All students in an intervention course are progress monitored with STAR every other school week.

To further help support teachers, evidence-based computer interventions are available for all areas of intervention in 2016–17. This will provide teachers easily accessible interventions with formative assessment to

help guide instruction. Computer-based interventions will also provide the district with methods to monitor student usage, success and fidelity to the intervention. Children will still be progress monitored using STAR.

***District Improvement and Transformation***

The Panasonic Foundation and its Leadership Associates Program (LAP) are dedicated to promoting educational transformation based on long-term partnerships with public school districts in the United States. Milwaukee Public Schools has entered into a partnership with Panasonic and has begun the process of deliberate and systemic reform aimed at “breaking the links” between race, poverty and educational outcomes. Two of the components of this work include the District Improvement Plan (DIP) and the development of methods of School Walk-Throughs and Instructional Rounds. The DIP in 2016–17 will continue the focus of improved student performance through three major strategies: teaching and learning, a professional development system, and a continuous improvement system, as shown in Chart 4.38. The educator effectiveness system is integrated throughout the plan.

Teaching and learning will include the comprehensive support through the enhancement of curriculum aligned to the Framework for Teaching and Common Core State Standards (CCSS) with a focus on foundational literacy, disciplinary literacy and instructional math shifts. These units will incorporate equity, access and opportunity for all students and address disproportionality issues. College and career readiness, fine arts integration and Learning Journey expansion will also be included in the planning. The following outlines the four major foci.

*Chart 4.38 District Improvement Plan*

**2016–17 District Improvement Plan Goal**

In year four of the five-year Milwaukee Public Schools District Improvement Plan, the district will demonstrate academic growth and increased proficiency scores as evidenced by the following:

- A minimum of a **10% reduction** in the average achievement gap of MPS students at all grade levels in both math and literacy, and a **10% increase** in student on-target/proficient scores
- A **10% increase** in students meeting readiness on the ACT by providing support to all teachers and leaders to ensure that high-quality instruction occurs in every classroom

**Teaching and Learning**

**Strategic Priorities:**

1. Pre-K to 5th grade literacy foundations
2. 6th to 12th grade disciplinary literacy
3. Pre-K to 8th grade algebra readiness
4. School culture and climate

This focus will incorporate equity, access and opportunity for all students with a special emphasis placed on male students of color to address disproportionality issues.

**Professional Development System**

The district will provide a professional development (PD) system, including six-week PD cycles, district PD days and institutes, aligned to the Teaching and Learning Strategy of the District Improvement Plan. Professional learning and coaching will ensure that high-quality instruction occurs in every classroom.

**Continuous Improvement System**

The district will maintain a continuous improvement system to include district- and school-level plans that support, measure and ensure the quality implementation of the District Improvement Plan.

**Educator Effectiveness**

Development of teacher and leader practices that positively impact student performance.

Note: DPI will not approve the 2017–18 updated plan until the end of the school year.

## 2017–18 Initiatives

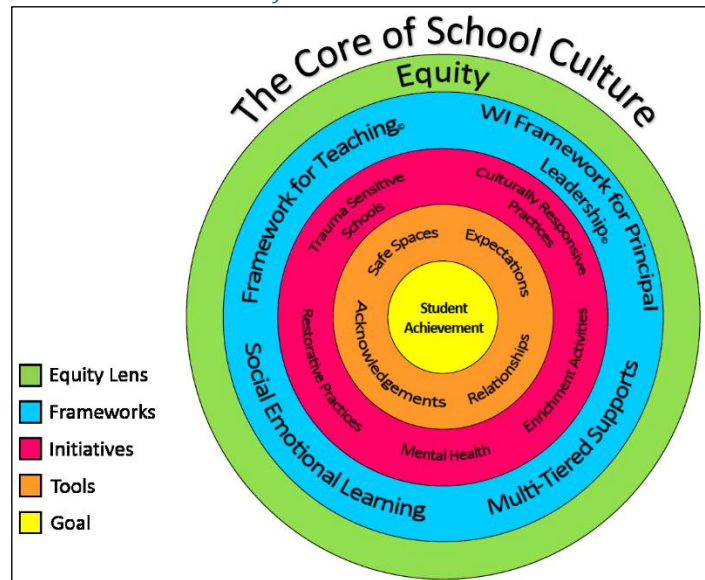
To achieve the outcomes of the Eight Big Ideas, the administration will implement significant programs during the 2017–18 school year with equity embedded throughout all lines of effort. The Transformation Network Strategy, based on research, will be used to reform schools and significantly improve student achievement. There are 42 schools that fail to meet expectations on the Wisconsin Department of Public Instruction 2015–16 State Report Cards. The district's vision is to transform the persistently low performing schools into high performing schools by implementing rigorous academic and behavioral interventions as well as focused support for school leaders and staff. The following are other 2017–18 programs/projects/strategies:

- A strong emphasis on ensuring equity and diversity, Chart 4.39, increasing community and business partnerships, and offering more opportunities for student voice and participation in district planning such as the Superintendent's Student Advisory Committee
- Alignment of the four strategic academic priorities, including literacy foundations (pre-K to grade 5), algebra readiness (pre-K to grade 8), disciplinary literacy (grades 6 to 12), and climate, culture and equity (kindergarten to grade 12)
- System-wide instructional walks with feedback and guaranteed academic supports

## Reading Foundations: Grade K–3

The STAR and PALS assessment scores show a strong need for foundational literacy skills in our younger grades as seen in Chart 4.40. The five areas of foundational literacy skills are phonological awareness, phonics, print concepts/alphabetic principle, fluency and vocabulary. Teachers in K, 1, 2 and 3 will receive a new curriculum aligned to the Common Core State Standards and the Comprehensive Literacy Plan that focuses on reading foundations. Principals will receive a curriculum with all the grades included.

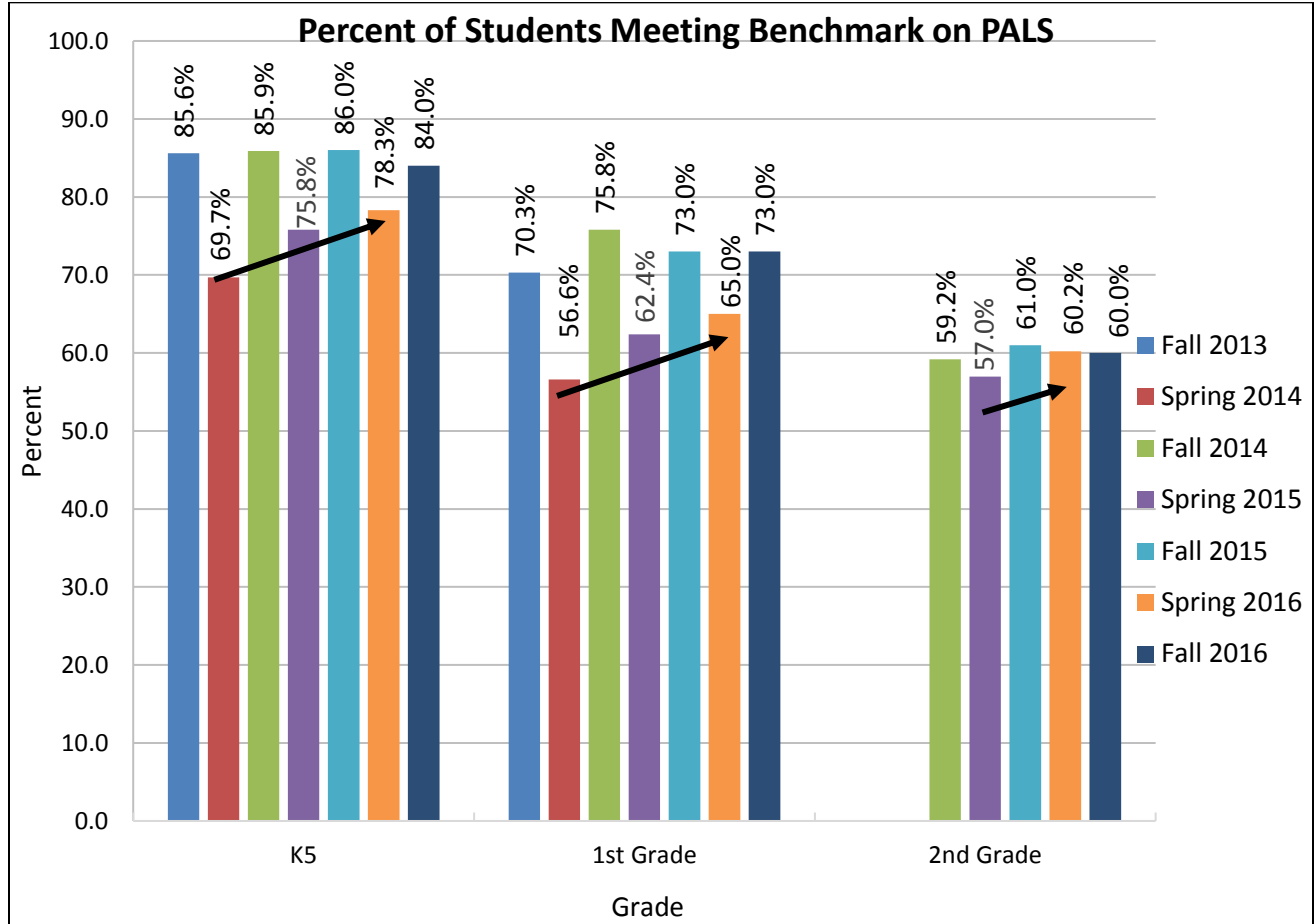
Chart 4.39 Framework for School Culture





PALS data is a basic screener of foundational reading skills. As shown in Chart 4.40, the district still has fewer students meeting the spring benchmark on PALS, indicating students are not making a full year’s growth in these foundational reading skills in kindergarten, first or second grade. From spring to fall the district decreases 0.5-5 percent on the spring benchmark.

Chart 4.40 Percent of Students Meeting Benchmark on PALS

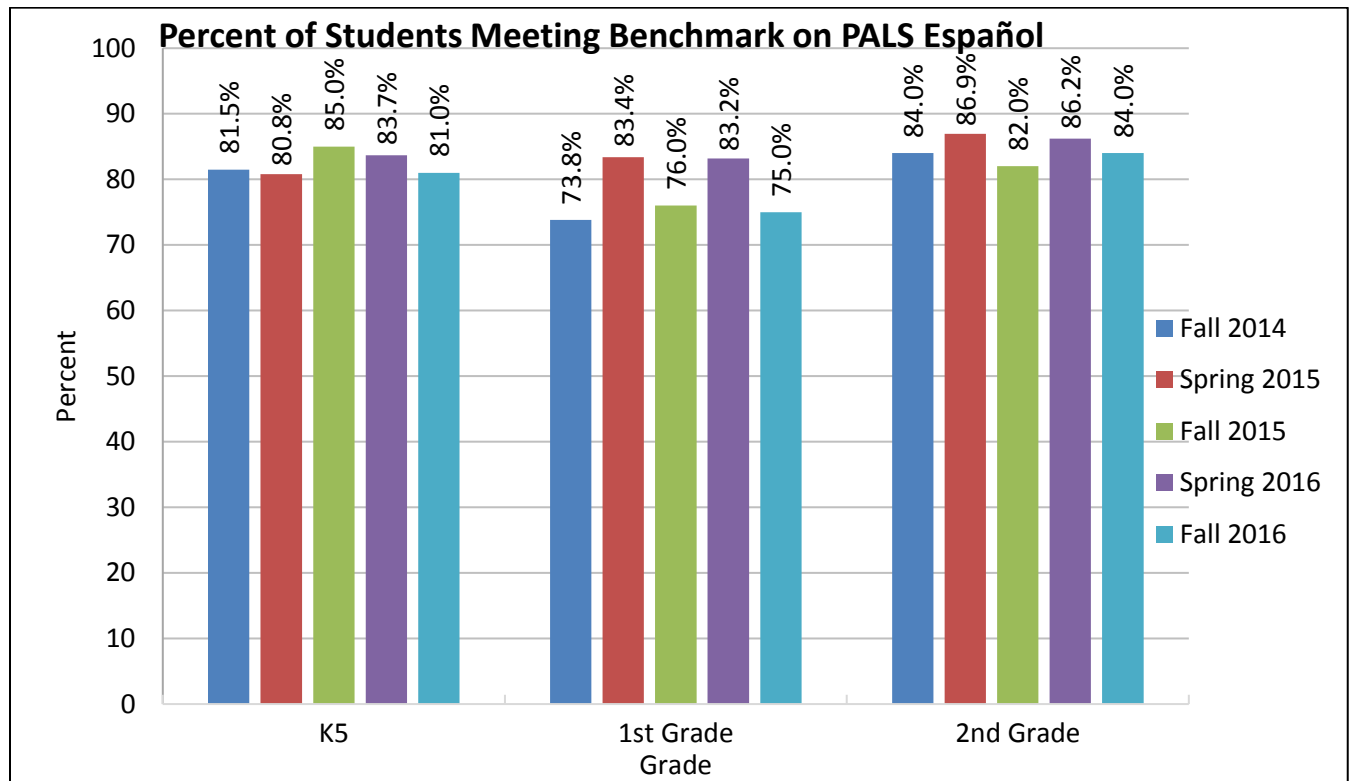


Source: MPS Office of the Chief Academic Officer  
 2014-15, 2015-16 results does not include PALS Español



As shown in Chart 4.41, students in the district’s bilingual program show growth and actual gap closure in 1st and 2nd grades, with more students meeting the spring benchmark than meet the benchmark in fall. From spring to fall the district decreases 0.5 – five percent on the spring benchmark.

Chart 4.41 Percent of Students Meeting Benchmark on PALS Español



Source: MPS Office of the Chief Academic Officer

**Universal Screening: STAR**

As part of Response to Intervention, MPS assesses our students in K5 through grade 10 three times a year in math, early literacy and/or reading. This data helps us track student progress, impact instruction, and predict performance on other state assessments. Both K5 and grade 1 students made strong progress in early literacy from fall to winter.

While all grade levels made progress in reading from fall to winter, the higher the grade level, the fewer students that are on target. First grade students are making strong progress in math, with 26 percent of students on target in fall and 57 percent on-target in winter. Increases in the percentage of students on target in math are more modest as the grades increase.

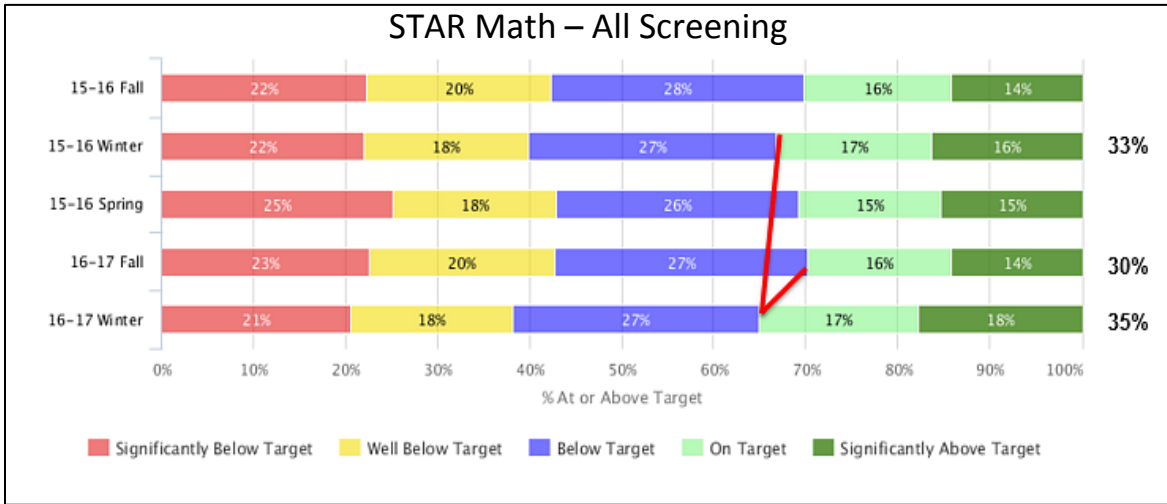
**Math**

Math scores on STAR and the Wisconsin Forward exam are low, not to mention the low passing rate of grade 9 students in algebra. To increase these scores and the passing rate, our focus must be on algebra readiness and the Standards for Mathematical Practice, which include perseverance, abstract reasoning, viable arguments, modeling with math, appropriate tools, precision, using structure and repeated reasoning.

Student Performance in math improved with the number of students “on-target” increasing by five percent from fall to winter – 2,350 more students were on target. This is shown by the percentages on the right side of the chart.

Chart 4.42 shows the percent of students below the target to significantly above the target set for math performance from fall 2015–16 to winter 2016–17.

Chart 4.42 STAR Math

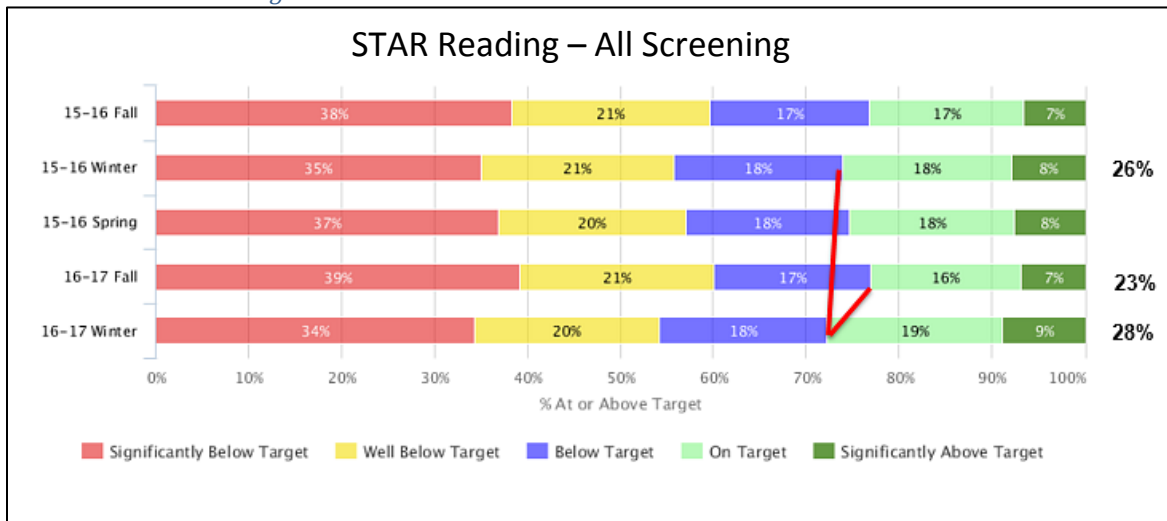


**Reading**

Reading scores on STAR improved with the number of students “on target” increasing by five percent from fall to winter – 1,844 more students were on target. This is shown by the percentages on the right side of the chart.

Chart 4.43 shows the percent of students below the target to significantly above the target set for reading performance from fall 2015–16 to winter 2016–17.

Chart 4.43 STAR Reading

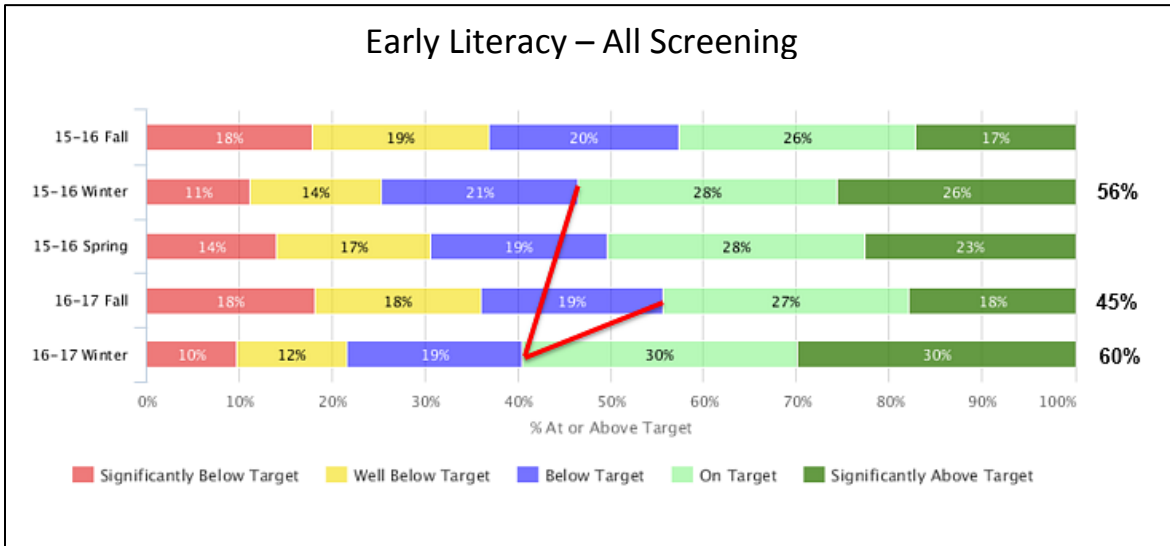


**Early Literacy**

Student performance in early literacy improved with the number of students “on-target” increasing by 15 percent from fall to winter – 1,306 more students were on target. This is shown by the percentages on the right side of the chart.

Chart 4.44 shows the percent of students below the target to significantly above the target set for early literacy performance from fall 2015–16 to winter 2016–17.

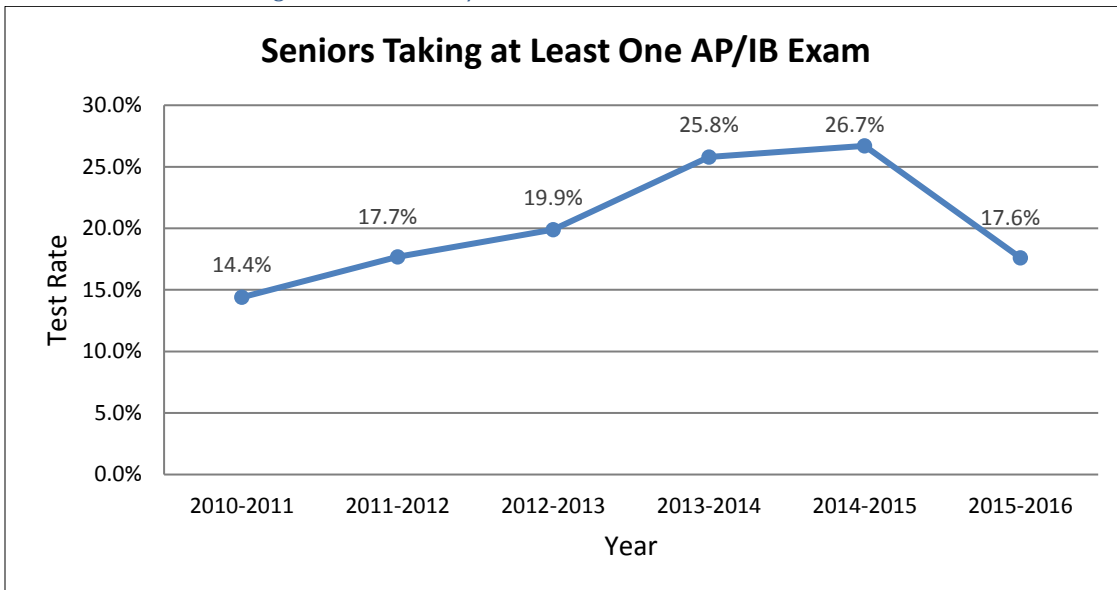
Chart 4.44 STAR Early Literacy



**Advanced Studies Data**

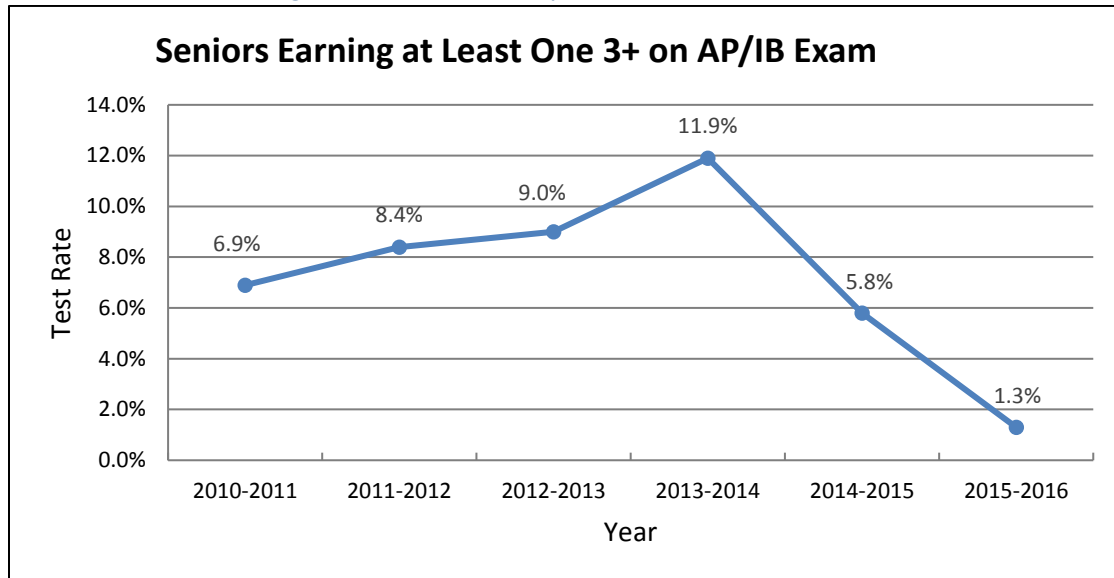
Students have the opportunity to take a wide range of Advanced Placement (AP) and International Baccalaureate (IB) courses. Students in these classes may take AP or IB tests in the spring. Additional students, proficient in areas such as a world language or music, also take AP or IB tests. MPS students participated in 24 different AP tests. Charts 4.45 and 4.46 show that there was a decline in the number of students taking AP and IB exams.

Chart 4.45 Seniors Taking at Least One AP/IB Exam



Source: MPS Office of the Chief Academic Officer

Chart 4.46 Seniors Earning at Least One 3+ on AP/IB Exam



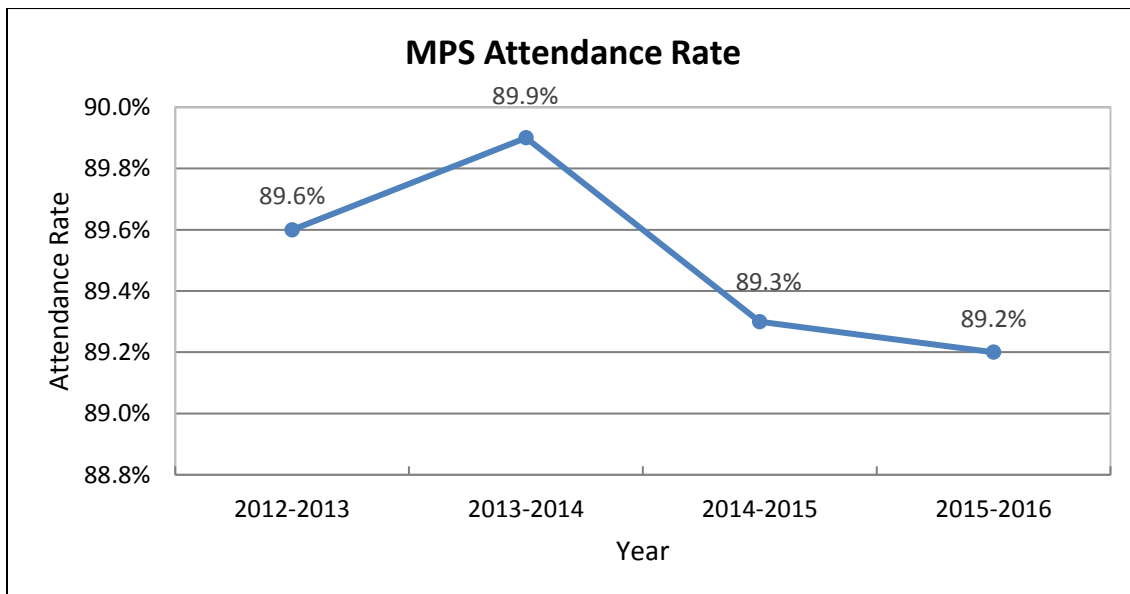
Source: MPS Office of the Chief Academic Officer

### School Culture

Student attendance is low and suspension rates are high and disproportionate for African American and Hispanic males. How do we begin conversations about student engagement and equity in our schools? These conversations have begun with MPS principals in addition to sharing ways to transform school culture which include developing a systematic and school-wide focus on learning, celebrating the success of all stakeholders and creating systems of support for new teachers to the building. Work is also under way to create a plan that focuses on school culture, social justice and equity in our schools. This goal is woven into each of the goals as well as one that is a stand-alone.

Attendance was increasing over a five-year period but has seen a decline in the last two years as shown in Chart 4.47.

Chart 4.47 MPS Attendance Rate



Source: MPS Office of the Chief Academic Officer

Chart 4.48 indicates the percentage of all male students that represent a particular race/ethnicity. We would anticipate that when we look at office discipline referrals (ODRs) or suspensions, there would be a similar percentage of students by race/ethnicity. What we find is that our African-American males have disproportionately high office referrals and suspensions compared to other male students. African American male students also have a lower average attendance rate.

Chart 4.48 MPS Enrollment, ODRs, Suspensions and Attendance for Males in 2015–16

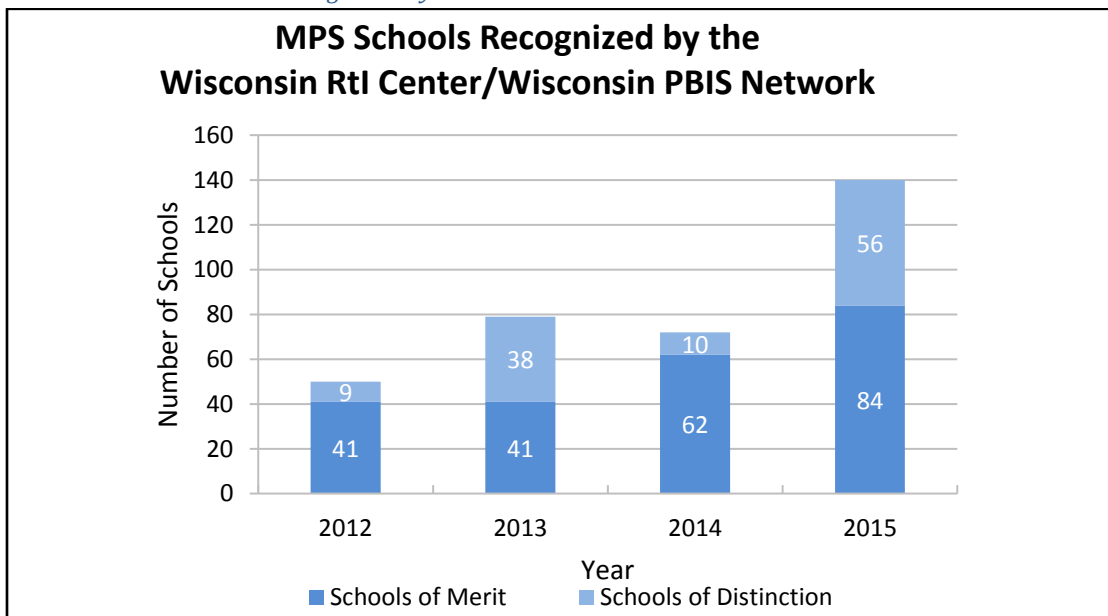
Male Demographics				
	Enrollment	ODRs	Suspensions	Attendance
Asian Males	3.5%	0.4%	2.4%	94.3%
African American Males	27.2%	52.3%	20.4%	86.7%
Hispanic Males	13.4%	9.3%	7.9%	90.3%
White Males	6%	3%	5.6%	92.6%

Source: MPS Office of the Chief Academic Officer

As part of preparing students for college and career readiness, MPS monitors dispositions that support academic success and future readiness through Positive Behavioral Interventions and Supports (PBIS). Data is collected and analyzed to determine the number and types of behavioral referrals that occur. The data also reflect the impact of the implementation of various PBIS strategies.

As a result of professional learning and implementation of PBIS strategies, there has been a significant increase in the number of Milwaukee Public Schools recognized as schools of distinction and an increase in those recognized as schools of merit by the Wisconsin RtI (Response to Intervention) Center and the Wisconsin PBIS Network as shown in Chart 4.49.

Chart 4.49 MPS Schools Recognized by the Wisconsin RtI Center



Source: MPS Data Dashboard

### Regional School Assignments

In the 2017–18 school year school regions will be reduced from five regions to four regions. This revised alignment reflects a distributive leadership model and the realignment of roles and responsibilities related to performance objectives by improving organizational processes.

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. Regional superintendents support four geographic regions: Northwest, Central, Southwest, and East, depicted on Chart 4.50 shows the school assignments to each region. Each regional superintendent leads a regional cross-functional team accountable for supporting operational effectiveness which includes representatives from the Office of the Chief of Staff along with Finance, Human Resources and Operations.

Chart 4.50 2017-18 School Regions

NORTHWEST REGION	SOUTHWEST REGION	CENTRAL REGION	EAST REGION	CONTRACTED SCHOOL SERVICES
Barton	A.L.B.A.	Auer	Alliance	<b>Partnership</b>
Browning	Accelerated Learning	Barbee Montessori	Bay View	Assata
Bruce	Alcott	Bethune	Burdick	Banner Prep
Bryant	Allen-Field	Brown	Carver	Grandview/Seeds of Health
Carson	Audubon High	Burbank	Cass	Lad Lake Synergy
Congress	Audubon Middle	Chinese Language	Clement	NOVA
Craig	Bradley Tech. & Trade	Clarke	Cooper	Shalom
Eighty-first	Cooper	Clemens	Elm	Southeastern
Emerson	Curtin	Douglas	Fernwood	
Engleburg	Doerfler	Fifty-third	Fratney	<b>Contracted Sites/Programs</b>
German Immersion	Fairview	Franklin	Gaenslen	MATC Emerging Scholars
Goodrich	Forest Home	French Immersion	Garland	St. Charles Education Ctr
Grantosa	Grant	Groppi	Green Bay Ave.	
Hampton	Greenfield	Hawley	Hartford	<b>Non-Instrumentality Charter</b>
Hawthorne	Hamilton	Hi-Mount	Holmes	Carmen Northwest
Kilbourn	Hayes	Hopkins-Lloyd	Howard	Carmen Southwest
Kluge	Honey Creek	Jackson	Humboldt Park	Highland Community School
Lancaster	Kagel	Keefe	I.D.E.A.L.	Kathryn T. Daniels
Languages	Lincoln Avenue	King High	King Middle	La Causa
Madison	Longfellow	LaFollette	King, M. L.	Milwaukee College Prep 38th
Maple Tree	Lowell	Lee Early Childhood Center	Lincoln Center	Milwaukee College Prep Lloyd
Marshall	Manitoba	MacDowell	Maryland	Milwaukee College Prep Lola Rowe
Morse	Mitchell	Marvin Pratt	Meir	Milwaukee College Prep 36th
Ninety-fifth	Morgandale	Metcalfe	Milw Co Yth Ed Ctr	Milwaukee Community Cyber
Obama S.C.T.E	Pulaski	Milwaukee HS of Arts	Parkside	Milwaukee Environmental Sciences
Parkview	Reagan	Neeskara	Pierce	Milwaukee Excellence
River Trail	Riley	North	Project STAY	Next Door Foundation
Sign Language	Rogers	Sherman	Roosevelt	NOVA Tech
Stuart	South	Starms Discovery	Riverside	HAPA
Thoreau	South Acceleration	Starms EC	Siefert	
Thurston Woods	Spanish Immersion	Story	Trowbridge	
Vincent	Vieau	Townsend	Victory	
Vincent Acceleration	Wedgewood	Transition	WCLL	
Webster	Whitman	Washington IT	Whittier	
	Zablocki	Westside		

## MPS Staff

MPS will employ over 9,700 certificated and support staff, making it one of the largest employers in the City of Milwaukee. Chart 4.51 shows the number of FTEs by category budgeted by MPS.

Chart 4.51 MPS Staff Distribution

MPS Staff Distribution 2017-2018 PB Budget							
Position Type	Amended Adopted Budget			Changes 2016-2017 to 2017-18			
	2014-15	2015-16	2016-17 F.A.	2017-18 P.B.	School	Non School	Total
Certificated Administrators	239	232	235	240	0	5	5
Principals	122	125	126	125	(1)	0	(1)
Assistant Principals	119	128	137	133	(10)	5	(5)
Teachers	4,971	4,987	4,952	4,856	(81)	(16)	(96)
Therapists	43	43	45	45	0	0	0
Social Workers	156	157	163	161	(3)	1	(2)
Psychologists	157	154	153	152	(1)	(0)	(1)
School Nurses	67	67	64	64	0	0	0
Classified Technical & Administrative	323	357	387	404	10	7	17
Trades Workers & Foremen	137	139	147	150	0	3	3
Clerical/Secretaries	403	399	418	400	(8)	(9)	(17)
School Bookkeepers	30	32	33	33	0	0	0
Children's Health Assistant/Nursing Associate	281	276	285	278	(7)	0	(7)
Educational Assistants	1,166	1,178	1,383	1,286	(97)	(1)	(98)
Safety Aides	241	250	260	270	12	(2)	10
Social Worker Assistants	32	32	32	31	(1)	(0)	(1)
Building Services Helpers	361	370	377	379	0	1	1
Engineers/Boiler Attendants	252	247	249	247	0	(2)	(2)
Food Service Manager/Trainee	81	81	87	91	4	0	4
Food Service Assistant/Assistant- in-Charge	382	382	379	375	(4)	(0)	(4)
<b>Totals</b>	<b>9,563</b>	<b>9,636</b>	<b>9,911</b>	<b>9,718</b>	<b>(187)</b>	<b>(7)</b>	<b>(194)</b>

Source: MPS IFAS Report

\*For presentation purpose, FTE data is rounded to the whole FTE.

As MPS works to align its organizational structure to best serve the needs of its students and community, consistent alignment of job titles within central services will continue. The purpose of the job titling convention is to make our MPS organizational structure more transparent to both internal and external stakeholders. The job titling convention will align with current salary grades. Job titles, like salary grades, reflect increasing scope of responsibility, job complexity and authority. For many job titles, there are multiple levels (I, II, III), to reflect increasing levels of required skills, responsibilities and autonomy. These levels create potential pathways to allow for future growth and development.



## Extension Fund

The Extension Fund supports the City of Milwaukee playgrounds and community center programming, youth and adult sports programs, aquatics, outdoor education, senior adult and therapeutic recreation activities. The MPS Department of Recreation and Community Services employs full-time program and clerical staff and approximately 2,500 part-time employees to provide programs year round in more than 100 schools and community locations throughout the city of Milwaukee.

**Driver Education** funds classroom and behind-the-wheel instruction and is open to all City of Milwaukee residents ages 16–18. Approximately 300 students are served each session.

The **Summer Reading Program** supports after-school and summer enrichment opportunities for over 10,000 children in Community Learning Center (CLC) programs. Funds are used to provide district-approved STEM and literacy enrichment materials and resource staff who offer technical assistance to support quality academic instruction.

In partnership with local arts organizations, the **Earn-to-Learn** program provides students between the ages of 16–18 with paid internship opportunities. They explore careers in the arts while also gaining practical and applicable job skills and work experience.

A notable Extension Fund sponsored event is the **Biennial Music Festival**; this festival has been in existence since 1924. Every two years, this event brings together approximately 2,500 students from music programs throughout the city of Milwaukee. The festival last occurred during 2015–16 and will take place again in 2017–18.

The **Wraparound** project supports the operation of summer CLC programming, after-school health and wellness programs and gap funding for the school year CLC program. The summer CLCs offer a broad array of enrichment activities that expose youth to arts, music, sports and cultural programs.

The **Partnership for the Arts and Humanities** is a unique resource for local arts and humanities organizations that provide after-school programs in arts and humanities. Since its inception in 2006, over 63 different arts- and humanities-based organizations have partnered with approximately 200 schools and youth-serving organizations to provide arts and humanities programs for an average of 28,000 youth annually.

The Extension Fund supports the **maintenance of the outdoor recreation facilities** including but not limited to baseball fields, tennis courts, wading pools, tot lots and field houses as well as the benefits, insurance, unemployment and utilities associated with all of the recreation sites.





The **MPS-managed outdoor recreation system** comprises 52 active-use playfields and three service centers encompassing more than 300 acres of programmed space. A majority of these sites serve as neighborhood-scale parks with traditional recreational facilities such as ballfields, tot lots, tennis courts, field houses and general open space. A multitude of programming options have historically been offered throughout the district, and current programs such as Free Summer Playgrounds, in concert with summer meals, draw large groups of children each year. Many of these programs are held in neighborhoods with low household income levels and provide a much-needed resource.

A **Recreation Facilities Master Plan** has been developed and outlines a set of city-wide projects to be undertaken over the next ten years. The purpose of the planned projects is to address the community's current and future recreational needs by upgrading 52 playfields and field houses maintained by the district. These efforts will ensure the highest level of service and safe utilization to users.

**MPS C.A.R.E.S.** is a community outreach and programming initiative with multiple components aimed at improving community conditions for Milwaukee's children and young adults. This collaborative initiative is purposed to meet Milwaukee's emerging community needs. Initial components include Twilight Centers and Wellness Days. The district is working with community partners, including the City of Milwaukee Office of Violence Prevention, Boys and Girls Clubs of Greater Milwaukee and Safe & Sound, Inc. to identify and implement additional programming.



## Other Financial Information

MPS conforms to all state and local statutes governing the investment of public funds as well as applicable federal and state regulatory requirements. All issuance of debt, whether short-term or long-term, is approved by the board and the Common Council of the City of Milwaukee.

The 2016–17 amended adopted budget estimates that the City of Milwaukee will issue \$28.5 million of new debt on behalf of the district, \$27 million of which is for energy conservation projects at three schools. An additional \$1.5 million is to fund building improvements as needed to accommodate programs for culinary training, arts and health education. District partners are also raising funds for program-related building improvements for these programs. Debt service cost is budgeted and managed in the School Operations Fund and recorded as a non-major fund in the district's annual financial report. The related debt service costs will begin in 2017–18.

### *Chart of Accounts*

MPS is required by state law to comply with the Wisconsin Uniform Financial Accounting Requirements (WUFAR). WUFAR is designed to create uniformity in financial reporting, auditing and data processing, and enhance inter-district comparability among districts, federal and state governing bodies and the general public. MPS utilizes an automated financial system, Integrated Financial and Accounting System (IFAS), for district accounting, budgeting

and financial reporting. While MPS ultimately reports to the Department of Public Instruction (DPI) using the WUFAR standards, the district's chart of accounts differs from the WUFAR chart of accounts due to the size, complexity and uniqueness of the district and its operations. The MPS line item budget organizes the individual financial statement items by cost centers.

### ***Fund Grouping for Reporting Purposes***

Fund groupings used for the MPS budget process and the MPS Comprehensive Annual Financial Report (CAFR) vary from one another in several ways. This is the result of the different goals of the two documents. In Chart 4.52, these differences are shown in table format.

*Chart 4.52 Fund Grouping for Reporting Purposes*

<b>Fund Grouping for Reporting Purposes</b>		
	<b>Budget</b>	<b>CAFR</b>
<b>School Operations - General</b>	Operations	General
<b>School Operations - Debt</b>	Operations	Debt
<b>School Operations - Nutrition</b>	Operations	Nutrition
<b>Construction</b>	Construction	Construction
<b>Extension</b>	Extension	General
<b>Categorical Grants</b>	Categorical	General (majority) Categorical Programs
<b>OPEB</b>	Annual Contributions Operations	OPEB
<b>Trust and Agency</b>	N/A	Trust and Agency
<b>Camps</b>	N/A	General

### ***Outstanding Debt Service Requirement Schedules***

MPS does not have authority to issue debt. The City of Milwaukee has authority under Chapters 67 and 119 of Wisconsin Statutes to issue municipal obligations for specific school purposes. 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 4.53 is a table of MPS's existing debt service requirements, assuming no IRS subsidy rebate and no interest earnings on the sinking fund payments.

*Chart 4.53 Outstanding Debt - Last 10 Years*

<b>Fiscal Year</b>	<b>Debt Outstanding* (\$M)</b>
2007	\$328.0
2008	317.4
2009	320.0
2010	365.0
2011	347.0
2012	336.4
2013	335.4
2014	327.4
2015	351.0
2016	345.0

Source: 2016 MPS CAFR  
\*Net of refunding

Chart 4.54 is excerpted from the 2016 MPS CAFR to show the district's fund balance and debt ratio is similar at June 30, 2016 to the comparative data on June 30, 2011. The district's fund balance changed only three percent, from \$133,954,214 to \$129,381,563. Debt Service as a percentage of noncapital expenditures increased by less than one half of a one percent, from 2.3 percent to 2.6 percent.

Chart 4.54 Changes in Fund Balance, Governmental Funds, and Debt Service Ratios



**MILWAUKEE PUBLIC SCHOOLS**  
Changes in Fund Balance, Governmental Funds, and Debt Service Ratios  
(modified accrual basis of accounting)

	2016	2015	2014	2013	2012	2011
<b>Revenues:</b>						
Property tax levy	\$ 300,634,166	\$ 302,278,545	\$ 299,450,235	\$ 300,605,082	\$ 297,786,794	\$ 293,507,008
Other taxes	810,337	72,837	79,171	75,084	104,824	108,820
Lunchroom sales	1,164,437	802,753	3,112,692	2,924,898	2,943,482	3,226,519
Other local sources	24,708,014	20,881,176	17,998,591	15,033,619	11,680,793	11,836,869
Microsoft Settlement Refunds	5,918,672	—	1,557,605	4,492,796	278,642	6,706,515
State aid:						
Equalization aid	509,173,092	505,323,745	500,659,964	494,557,826	496,690,640	544,914,729
Special classes	50,423,437	53,338,018	53,565,720	51,792,301	54,013,275	49,429,225
Integration	31,692,817	32,247,348	33,522,834	34,178,357	35,235,721	39,158,028
Other state aid	59,234,848	60,425,803	52,813,148	51,039,137	48,365,268	72,947,102
Federal aid:						
Education Consolidation Improvement Act	68,908,095	77,649,649	89,387,237	96,038,429	106,765,706	121,910,586
School nutrition services	49,598,103	46,739,199	40,115,810	38,289,523	37,629,945	38,163,553
Erate refunds	9,682,625	—	—	52,666	2,753,269	3,346,923
Other federal aid	61,369,218	69,073,018	69,125,693	70,965,810	82,063,530	102,780,085
Miscellaneous	1,284,082	1,231,850	567,085	3,190,257	3,346,721	4,533,161
Interest and investment earnings	4,349,251	2,913,071	2,541,815	218,550	224,215	289,981
<b>Total revenues</b>	<b>\$ 1,178,951,194</b>	<b>\$ 1,172,977,012</b>	<b>\$ 1,164,497,600</b>	<b>\$ 1,163,454,335</b>	<b>\$ 1,179,882,825</b>	<b>\$ 1,292,859,104</b>
<b>Expenditures:</b>						
Instructional services:						
Undifferentiated curriculum	339,332,220	346,521,378	350,611,296	364,488,175	379,231,430	408,281,267
Regular and other curriculum	136,707,351	137,364,946	140,829,291	147,099,479	129,989,610	153,723,073
Special curriculum	152,478,100	162,957,532	167,157,217	170,451,744	158,713,453	169,704,527
<b>Total instructional services</b>	<b>\$ 628,517,671</b>	<b>\$ 646,843,856</b>	<b>\$ 658,597,804</b>	<b>\$ 682,039,398</b>	<b>\$ 667,934,493</b>	<b>\$ 731,708,867</b>
Community services	27,347,401	29,162,858	26,962,332	29,146,352	24,841,805	23,467,701
Pupil and staff services	126,867,497	132,154,096	126,212,196	127,419,348	132,786,434	158,034,350
General and school building administration	111,159,224	99,027,539	99,204,832	101,012,616	111,351,669	118,430,195
Business services	169,127,014	160,159,754	163,583,290	161,469,675	155,497,490	170,709,794
School nutrition services	48,841,829	46,653,985	42,699,913	43,938,860	43,525,912	43,247,754
Capital Outlay	38,460,201	39,116,285	14,690,949	21,948,535	34,504,618	21,847,799
Debt service:						
Principal	14,648,669	21,671,993	12,955,845	67,860,692	11,374,372	14,099,135
Interest	14,797,376	13,523,580	13,963,568	14,312,624	14,528,046	14,176,335
Bond issuance cost	8,762	61,999	36,434	528,668	34,769	111,525
Other	—	—	—	—	—	—
<b>Total expenditures</b>	<b>\$ 1,179,775,644</b>	<b>\$ 1,188,375,945</b>	<b>\$ 1,158,907,163</b>	<b>\$ 1,249,676,768</b>	<b>\$ 1,196,379,608</b>	<b>\$ 1,295,833,455</b>
<b>Excess of revenues over (under)</b>	<b>\$ (824,450)</b>	<b>\$ (15,398,933)</b>	<b>\$ 5,590,437</b>	<b>\$ (86,222,433)</b>	<b>\$ (16,496,783)</b>	<b>\$ (2,974,351)</b>
<b>Expenditures</b>	<b>\$ (824,450)</b>	<b>\$ (15,398,933)</b>	<b>\$ 5,590,437</b>	<b>\$ (86,222,433)</b>	<b>\$ (16,496,783)</b>	<b>\$ (2,974,351)</b>
<b>Other financing sources (uses):</b>						
Proceeds from Sale of Assets	120,245	1,406,273	122,538	183,585	3,059,985	38,777
Premium on debt issued	—	387,058	—	7,415,704	—	—
Proceeds from capital leases	—	38,000,000	—	—	—	—
Insurance proceeds	223,962	843,560	—	—	—	—
Refunding bond debt issued	—	6,907,791	—	50,108,810	—	—
<b>Total other financing sources (uses), net</b>	<b>\$ 344,207</b>	<b>\$ 47,544,682</b>	<b>\$ 122,538</b>	<b>\$ 57,708,099</b>	<b>\$ 3,059,985</b>	<b>\$ 38,777</b>
<b>Net change in fund balance</b>	<b>\$ (480,243)</b>	<b>\$ 32,145,749</b>	<b>\$ 5,712,975</b>	<b>\$ (28,514,334)</b>	<b>\$ (13,436,798)</b>	<b>\$ (2,935,574)</b>
<b>Debt service as a percentage of noncapital expenditures</b>	<b>2.6%</b>	<b>3.2%</b>	<b>2.4%</b>	<b>7.2%</b>	<b>2.3%</b>	<b>2.3%</b>

Student enrollment is a major factor in determining the state revenue. Lower enrollment, along with legislative action regarding the revenue limits, leads to lower state revenues for the district. Chart 4.55 is excerpted from the 2016 MPS CAFR to show children between four and 19 years of age residing in the City of Milwaukee and attending schools.

Chart 4.55 Comparative Statement of Annual School Census



MILWAUKEE  
PUBLIC SCHOOLS

MILWAUKEE PUBLIC SCHOOLS  
Comparative Statement of Annual School Census  
Children Between 4 and 19 Years of Age  
Residing in the City of Milwaukee

Fiscal year	Total number of children	Increase or (decrease) over prior year	Males	Increase or (decrease) over prior year	Females	Increase or (decrease) over prior year	Attending public school	Attending private school	Total attending schools	Percent attending schools
1981	130,215	(3,424)	66,550	(1,695)	63,665	(1,729)	82,520	31,238	113,758	87.4
1982	131,748	1,533	67,085	535	64,663	998	80,683	29,623	110,306	83.7
1983	134,734	2,986	68,642	1,557	66,092	1,429	83,148	31,149	114,297	84.8
1984	140,729	5,995	71,689	3,047	69,040	2,948	87,243	31,601	118,844	84.4
1985	147,347	6,618	75,066	3,377	72,281	3,241	93,406	31,464	124,870	84.7
1986	148,768	1,421	75,391	325	73,377	1,096	96,520	30,961	127,481	85.7
1987	145,593	(3,175)	73,844	(1,547)	71,749	(1,628)	94,744	30,997	125,741	86.4
1988	148,416	2,823	75,196	1,352	73,220	1,471	98,438	31,140	129,578	87.3
1989	150,714	2,298	76,520	1,324	74,194	974	99,988	29,988	129,976	86.2
1990	150,723	9	76,382	(138)	74,341	147	99,079	29,346	128,425	85.2
*1991	128,540	(22,183)	65,230	(11,152)	63,310	(11,031)	86,407	27,012	113,419	88.2
1992	144,452	15,912	73,180	7,950	71,272	7,962	100,017	28,346	128,363	88.9
1993	145,499	1,047	73,772	592	71,727	455	100,728	27,956	128,684	88.4
1994	149,545	4,046	75,893	2,121	73,652	1,925	103,452	28,196	131,648	88.0
1995	151,541	1,996	76,471	578	75,070	1,418	106,886	27,816	134,702	88.8
1996	151,710	169	76,778	307	74,932	(138)	106,910	27,931	134,841	88.9
1997	151,027	(683)	76,429	(349)	74,598	(334)	107,121	27,455	134,576	89.1
1998	153,227	2,200	77,533	1,104	75,694	1,096	108,786	27,723	136,509	89.1
1999	154,328	1,101	78,141	608	76,187	493	111,712	27,207	138,919	90.0
2000	154,977	649	78,599	458	76,378	191	110,397	28,342	138,739	89.5
2001	150,256	(4,721)	76,048	(2,551)	74,208	(2,170)	107,905	26,479	134,384	89.4
2002	149,992	(264)	76,142	94	73,850	(358)	109,852	25,066	134,918	90.0
2003	162,011	12,019	82,187	6,045	79,824	5,974	122,631	23,760	146,391	90.4
2004	164,641	2,630	83,399	1,212	81,242	1,418	128,862	21,829	150,691	91.5
2005	165,279	638	85,193	1,794	82,596	1,354	130,664	22,879	153,543	92.9
2006	159,414	(5,865)	81,024	(4,169)	78,390	(4,206)	111,685	27,171	138,856	87.1
2007	153,233	(6,181)	77,570	(3,454)	75,663	(2,727)	107,950	26,507	134,457	87.7
2008	152,244	(989)	75,897	(1,673)	76,347	684	102,648	27,847	130,495	85.7
2009	152,323	79	75,840	(57)	76,483	136	104,316	28,010	132,326	86.9
2010	151,232	(1,091)	74,710	(1,130)	76,522	39	102,707	28,398	131,105	86.7
2011	148,293	(2,939)	74,624	(86)	73,669	(2,853)	100,101	27,395	127,496	86.0
2012	146,741	(1,552)	74,476	(148)	72,265	(1,404)	97,900	27,065	124,965	85.2
2013	144,870	(1,871)	74,017	(459)	70,853	(1,412)	95,602	26,799	122,401	84.5
**2014	146,929	2,059	74,075	58	72,854	2,001	103,291	27,350	130,641	88.9
**2015	146,940	11	73,852	(223)	73,088	234	103,399	31,228	134,627	91.6
**2016	138,550	(8,390)	69,981	(3,871)	68,569	(4,519)	95,210	27,788	122,998	88.8

\* Data collection method was not consistent with prior years and may not have produced accurate data.

\*\* The U.S. Census Bureau methodology was used to estimate student population residing in the City of Milwaukee. The 2016 estimate uses a historically reliable method, but is otherwise unverified.



**MILWAUKEE  
PUBLIC SCHOOLS**

## Superintendent's Proposed Budget

Submitted to the Milwaukee Board of School Directors on April 26, 2017

Fiscal Year: July 1, 2017 – June 30, 2018

**Glossary**



# Glossary

The Milwaukee Public Schools budget is organized into four sections: Budget-in-Brief; Organizational; Financial, including Schools, Central Services and Line Items; and Informational, including City Profile, MPS Profile and Glossary. The Glossary subsection is contained within the Informational section.

The glossary provides an alphabetical list of terms used throughout the budget development process during stakeholder meetings and may be referenced directly or indirectly in the budget document.

Term	Definition
<b>1202 Report</b>	The annual administrative salary report for DPI that is generated from data collected as of the Third Friday in September. The data reported includes name, race, gender, date of birth and position for every employee of the district.
<b>403(b)</b>	Tax Shelter Annuity Program
<b>411</b>	MPS Telephone Directory to search staff, schools and departments.
<b>457</b>	Wisconsin Deferred Compensation Program
<b>504</b>	"Section 504" - a portion of the IDEA regulations regarding the rights of children not diagnosed with a disability, but require accommodations, to a free, appropriate, public education in the least-restrictive environment possible.
<b>Absent without Approved Leave (AWOL)</b>	Absent without Approved Leave; unauthorized absences. Employees who fail to return from a leave of absence and fail to obtain a leave extension may be declared AWOL by Human Resources.
<b>Academic and Career Planning (ACP)</b>	Academic and Career Planning is both a process that helps students engage in academic and career development activities and an e-portfolio product that is created and maintained for the student's academic, career and personal advancement. These student-owned planning and monitoring tools help students create personalized programs of study that are aligned with high school graduation requirements, personal interests and individually-defined career goals.
<b>Acceptable Use Policy (AUP)</b>	MPS Acceptable Use Policy Form; Administrative Policy that each staff member must accept for network access.
<b>ACCESS for ELLs</b>	ACCESS for ELLs is designed to measure English language proficiency. Federal and state laws require that students identified as English Learners be assessed annually to determine their level of English language proficiency and ensure that they are progressing in achieving full English proficiency.
<b>Accommodations (Disability)</b>	A reasonable adjustment to a job or work environment that makes it possible for an individual with a disability to perform job duties.
<b>Accommodations (Religious)</b>	A reasonable adjustment to a job or work environment that makes allowances out of respect for religious beliefs or practices.
<b>Accrual Basis of Accounting</b>	A method of recording accounting transaction for revenue when earned and expenses when incurred.
<b>Achieve 3000 Boost</b>	Online reading comprehension software for high school students participating in a reading intervention.
<b>Achievement Gap Reduction (AGR) Program</b>	A new program taking the place of the Student Achievement Guarantee in Education (SAGE) program, which is scheduled to sunset when the current SAGE contracts come to an end. The new program is similar in some aspects to the SAGE program while offering

Term	Definition
	additional options for schools to promote student achievement with students who are struggling in reading and mathematics.
<b>ACT® High School Assessments</b>	The Wisconsin ACT High School Assessments are comprised of the ACT Aspire™ Early high school assessment for grades 9 and 10 students, the ACT® Plus writing for grade 11 students, and the ACT® WorkKeys® also for grade 11 students. The ACT High School Assessments are now used as the state assessments in these grade levels.
<b>ACT® Plus Writing</b>	See ACT High School Assessments
<b>ACT® WorkKeys</b>	ACT WorkKeys is a series of tests that measure foundational and soft skills and offers specialized assessments to target institutional needs. It is part of the ACT's Work Readiness System.
<b>Actuals</b>	Actual expenditures and revenues in the fiscal year indicated.
<b>Administrative Leave</b>	An involuntary leave that may be imposed by Human Resources if the employee is disrupting operations or if the district has reason to believe that the employee may be: (1) potentially injurious to self or others; or (2) medically unfit to perform the core duties of the job, notwithstanding reasonable accommodations.
<b>Administrative Policy</b>	The set of governing rules passed by the Milwaukee Board of School Directors. Administrative Policy covers all employees of MPS.
<b>Administrative Reviewer</b>	The individual who reviews the hearing officer's decision before it can be implemented. The administrative reviewer is usually the department head, supervisor of the hearing officer, director of school support, or regional superintendent.
<b>Administrator on Special Assignment (ASA)</b>	Administrator on Special Assignment. Person serving in an administrative capacity within the district.
<b>Adopt-A-School</b>	A partnership model that encourages businesses and community organizations to work with a schools or multiple schools to build an on-going, personal relationship with the school community to meet the needs of the school and improve outcomes.
<b>Advanced Manufacturing</b>	Advanced manufacturing is the integration of technology-based systems and processes in the production of products. Advanced manufacturing involves the use of innovative technology to improve both products and processes.
<b>Advanced Placement (AP)</b>	A program developed by the College Board that provides 30 college-level courses in multiple subject areas taught in high schools by high school teachers. Each course is developed by a committee composed of college faculty and AP teachers and covers the breadth of information, skills and assignments found in the corresponding college course. Students who take AP exams can potentially earn college credit. All teachers must successfully complete the AP audit process and be authorized to teach by the College Board.
<b>Advanced Placement (AP) Capstone Diploma</b>	The program includes two supplemental courses, AP Seminar and AP Research, which are courses that allow students to explore topics they are interested in while developing college-level analytic, research, problem-solving and communication. To earn a Capstone diploma, students must earn a score of "3" or higher on these two AP exams, as well as on four other AP exams.
<b>Advancing Wellness and Resilience Education (Project AWARE)</b>	The three primary goals of Project AWARE are to increase awareness of mental health issues among school-age youth; train school personnel and other adults who interact with school-age youth so that they can detect and respond to mental health issues; and, connect children, youth, and families who may experience behavioral health issues with appropriate services.



Term	Definition
<b>After-School Athletics / Intramurals</b>	After-school recreational sports that are organized within a particular school that could provide lessons in sportsmanship and teamwork.
<b>After-School Clubs and Associations</b>	These are student groups and clubs that are generally located within the school. These clubs often cover academics, special interests, enrichment opportunities, and others.
<b>After-School Snack Program</b>	The National School Lunch Program (NSLP) offers reimbursement to help schools serve snacks to children after their regular school day ends. Afterschool snacks give children a nutritional boost and draw them into supervised activities that are safe, fun and filled with learning opportunities. All snacks served must meet federal requirements.
<b>AiM</b>	AiM the on-line repair request system.
<b>AirMPS</b>	The MPS district-wide wireless network.
<b>Aisles and passageways</b>	The Code of Federal Regulations requires that aisles and passageways be kept clear and in good repair, with no obstructions across or in aisles that could create a hazard (CFR 1910.22).
<b>Alcohol and Other Drug Abuse (AODA) Programs</b>	Alcohol and Other Drug Abuse programming not only includes prevention programming for students to avoid the use of alcohol and other drugs, it also includes bullying and violence prevention programming. This broad category of prevention and supports for students includes local school initiatives as well as district-wide initiatives to create a safe and healthy learning environment for students. Programming can be implemented by a wide variety of school staff and community partners based on the needs and student wellness plans of each school.
<b>Allocation</b>	The systematic distribution of limited financial resources over various time periods, schools, operations and administrations.
<b>Alternative Certification Program</b>	An accelerated program in which an individual interested in teaching who holds a bachelor's degree but lacks the necessary education training has the opportunity to become a licensed teacher. While participating in the program the individual is allowed to teach.
<b>Alternative Schools</b>	Alternative schools are mainly for at-risk students. They vary by program and include students such as those considered at risk of not graduating from high school, those who are incarcerated or transitioning from incarceration or expulsions into a district school setting and those who have more than 15 credits and have dropped out or have attendance patterns that indicate a risk of dropping out and other risk factors.
<b>Amended Adopted Budget</b>	Budget adopted by the Milwaukee Board of School Directors annually in the fall, pursuant to Wis. Stat. § 119.16(8). Also referred to as the final adopted (FA) budget in the line item.
<b>American College Testing Program (ACT)</b>	A college entrance exam. The assessment yields an overall composite score as well as skill area scores for English, mathematics, reading and science. In February 2005, an optional writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year. The assessment assists teachers and students in understanding the level of students' college or workforce readiness.
<b>Announced Observation</b>	A formal, scheduled observation preceded or by a pre-observation conference and followed by a post-observation conference with verbal and/or written feedback.
<b>Annual Measurable Objectives (AMO)</b>	The U.S. Department of Education (USDE) requires states to establish ambitious but achievable AMOs in reading and mathematics proficiency and in graduation and attendance rates, and to publicly report performance on the AMOs.
<b>Applied Surplus</b>	Use of a fund balance for a specified purpose.
<b>Appropriation</b>	Setting aside, by resolution, a specified amount of money with an authorization to make expenditures and incur obligations.

Term	Definition
<b>Approved External Evaluators</b>	MPS may request services from external partners for program evaluations or research projects. External researchers who are interested in providing these services can complete a brief survey which asks for background information of the organization, qualifications and training of staff, experience and references. The survey/application is submitted to the Department of Research and Evaluation. Approved evaluators are placed on a list that is posted on the R&E web page in mConnect.
<b>Architect &amp; Engineering Fees</b>	Costs for Architect/Engineer services as required for code compliance review, construction documents and bidding assistance related to projects.
<b>Art Specialty</b>	Schools with an art specialty focus have curriculum, partnerships and practices founded in the arts. In these schools there are certified art teachers who work consistently with students and teachers to further develop skills in the arts as well as their integration in other content areas. These schools also use community arts partners to help deepen this connection. These schools are approved as arts specialty schools by the Milwaukee Board of School Directors.
<b>Artifacts</b>	A tangible document or media sample that is uploaded into the Artifact Portfolio in MyLearningPlan OASYS. Examples may include lesson plans, examples of student work with teacher feedback, professional development activities, logs of contacts with families and others. Artifacts represent current professional practices and/or progress toward a Student Learning Objective (SLO).
<b>Arts @ Large</b>	Comprehensive third-party services that include teacher and artist training, as well as, research excursions to the multitude of museums, organizations and higher education partners. Hundreds of artist residencies are scheduled each school year and summer that integrate the arts across all content areas and grade levels and we provide supplies and equipment to implement innovative student-driven projects.
<b>Arts, Music &amp; Physical (AMP)</b>	Arts, music & physical education. Budget allocation also includes school librarians and is sometimes referred to as LAMP, library, arts, music & physical education.
<b>Asbestos Surveillance Inspection</b>	School engineers, boiler attendants, and boiler attendant trainees are to perform the required six-month asbestos check in their buildings. All areas must be inspected. This includes but is not limited to attics, tunnels, above false ceilings, etc. The evaluation form is to be completed every December and June and submitted to the Environmental Shop.
<b>Aspiring Leaders Pathway Program</b>	The Aspiring Leaders Pathway Program began in 2016-17 is committed to developing an internal candidate pool of trained and qualified high-potential candidates for future assistant principal vacancies. The pathway program includes an application and selection process with established criteria to select high-potential proficient teachers interested in pursuing an assistant principal position in MPS. All participants who successfully complete the Aspiring Leaders Pathway for Teachers will be placed in the candidate pool for assistant principals.
<b>Assessed Valuation</b>	The valuation set on real estate or other property by a government as a basis of levying taxes. Assessed valuation for MPS taxing purposes is determined by the City of Milwaukee.
<b>Assigned Resources</b>	Resources that are determined by the administration to be preserved by intent for a specific purpose, even if formal action has not restricted their use.
<b>Assistant Principal (AP)</b>	Assistant principals assist the school leader with day-to-day operations of the school.
<b>Assistant Principal in Charge (APIC)</b>	Person designated to serve as the leader of the school in the absence of a building principal.

Term	Definition
<b>Association of School Business Officials (ASBO)</b>	Founded in 1910, the Association of School Business Officials International (ASBO) is an educational association that supports school business professionals. ASBO provides programs and services that promote the highest standards of school business management, professional growth, and the effective use of educational resources.
<b>Badger Exam</b>	The Badger Exam 3-8 was Wisconsin's Smarter Balanced Assessment. In 2010, Wisconsin elected to join the Smarter Balanced Assessment Consortium, one of the two national consortia that were formed to help establish a series of "next generation assessments" to measure students' career and college readiness for students in grade 3 through grade 8.
<b>Balanced Budget</b>	A budget in which current revenues equal current expenditures.
<b>Ballpark Estimate</b>	The comparative cost estimate prepared by FMS for school or department requested projects. The estimates provided are based on similar projects to what is being requested and does not include a complete investigation into existing building conditions.
<b>Band</b>	Provides an opportunity for wind and percussion students to develop skills necessary for improving individual and group performance. Band members participate in music festivals, field trips and concerts. Music performed is selected to ensure steady progress in music concept as well as to improve musicianship and performance skills.
<b>Before &amp; After School Care</b>	Activities vary by school, but generally include homework assistance, academic enrichment, art and music, technology education, sports and fitness, and activities to develop a young person's leadership and social skills.
<b>Behavioral Intervention Plan (BIP)</b>	A behavior plan included in an IEP that supports a student in order to help him or her change problem behaviors.
<b>Behavior Intervention Team (BIT) Coordinator</b>	Identified staff member who coordinates monthly BIT meetings ensuring all BIT team members are active team members and ensures all staff members are aware of their role in the school's RtI framework. A school may have a separate academic BIT coordinator and behavior BIT coordinator, or the same staff member can function as both.
<b>Benchmarks of Advanced Tiers (BAT)</b>	Tier 2/ 3 fidelity of implementation survey for Behavior, taken in Semester 2 by all members of the Building Intervention Team (BIT) online. One BAT is taken per school.
<b>Benchmarks of Quality (BoQ)</b>	Tier 1 fidelity of implementation survey for Behavior, taken in Semester 2 by all members of the PBIS Tier 1 Team. One BoQ is taken per school
<b>Benefit Eligible</b>	An employee who is regularly scheduled to work 30 hours per week or more and is part of a benefit-eligible employee unit.
<b>Bidding and Advertising</b>	MPS Board Policy requires maintenance, remodeling and new construction projects that have an estimated cost in excess of \$25,000 to be publicly advertised for bidding.
<b>Biennial Budget Planning</b>	Planning for a budget that covers the span of two years. A biennial budget planning consists of annual spending tied to a two-year operational plan.
<b>Bilingual &amp; Multicultural Education</b>	MPS offers Spanish/English bilingual education, bilingual education for students of Asian descent and two-way bilingual education. Pupils are taught subjects in both English and their first language, helping the child maintain his or her first language while learning English. Two-way bilingual offers the English speaker an opportunity to learn Spanish. Both languages are used in the classroom.
<b>Bilingual Education Aid</b>	Bilingual Education Aid supports programs, such as the Bilingual Education and English as a Second Language programs, for pupils with limited English proficiency. Similar in approach to Handicapped Aid, school districts are reimbursed a percentage of the salaries and benefits of eligible teachers and paraprofessionals and also for certain related purchases.

Term	Definition
<b>Budget</b>	A comprehensive financial plan expressed in quantitative terms. A forecast of future events including anticipated revenue and expenditures and the financial position of a district at some future point in time.
<b>Budget Accountability</b>	The degree to which it is ensured that MPS monies are collected and disbursed properly, and that an auditable record is kept of all transactions. Every budgeted dollar is associated with a responsibility center and a designated Office accountable for the monitoring of expenditures and revenues.
<b>Budget Code</b>	The general ledger account number assigned from the Office of Finance that uniquely describes a group of budget schedule lines. Budget codes are assigned to each responsibility center and control category.
<b>Budget Modification</b>	Any change to the approved budget during the fiscal year.
<b>Building Intervention Team (BIT)</b>	Building Intervention Team (BIT) is Tier 2 and Tier 3 team which discusses academics and behavior interventions and systems. Team should meet twice a month with the four main functions being: look at intervention systems, screen for behavior, discuss individual students on an intervention (using data), and discuss overall system fidelity of various interventions.
<b>Building SITE Numbers</b>	Three-digit (###) number assigned to each MPS owned building, which differs from the three-digit program number that is assigned for the individual programs at the site.
<b>Bullying</b>	Deliberate or intentional behavior using words or actions intended to cause fear, humiliation, intimidation, harm or social exclusion. Bullying often involves repeated behavior and an imbalance of power.
<b>Business Partner</b>	A for-profit organization that has an ongoing relationship with a school that provides resources and assistance at no cost to the school or district.
<b>Calibration Assessment</b>	An assessment to facilitate inter-rater reliability when scoring teacher practices. The calibration assessment is completed every semester after an evaluator's initial certification.
<b>Capital Object</b>	A non-consumable item that is valued at \$5,000 or greater and has an expected useful life of two years or greater.
<b>Career and Technical Education (CTE)</b>	CTE implements a project-based problem-solving teaching and learning model using 21st century technology in classrooms; programs of study in high-wage, high-demand or high-skill fields; workforce, community and post-secondary collaborations; workplace learning connected to classroom instruction; and, continual professional development for teacher effectiveness and content expertise.
<b>Carl D. Perkins Vocational and Technical Education Act</b>	Federal funding originally authorized in 1984, and most recently reauthorized in 2006. The purpose of this Act is to provide secondary school students with the academic and technical skills needed for our information and technical-based economy. The act supports career and technical education programming that brings contextual learning with work-based curriculum and activities to the classroom. Career exploration and understanding that leads the student to 21st-century skill development is the primary focus of this federal legislation.
<b>Cash Flow</b>	A schedule reflecting projected cash receipts and payments for payroll costs and other obligations to aid in determining seasonal and long-term borrowing needs.
<b>Categorically Aided Program Funds</b>	Includes a number of program grants from federal, state and private sources. The largest by source are the Elementary and Secondary Education Act (ESEA) – Title I, Achievement Gap Reduction (AGR), IDEA and the GE Foundation Developing Futures grant (GEF).

Term	Definition
<b>Certificated Employee</b>	An employee who is in a position that requires licensure from the Department of Public Instruction (DPI).
<b>Certified Observer</b>	An individual who has passed the MyLearningPlan OASYS proficiency test. To conduct observations/ evaluations a person must hold a valid Wisconsin administrative license and be MyLearningPlan OASYS certified. Once certified, recertification occurs every four years.
<b>Charlotte Danielson’s 2013 Framework for Teaching® (FFT)</b>	A research-based model designed to assess and support effective instructional practice.
<b>Chart of Accounts</b>	A set of accounting codes established by DPI characterizing transactions throughout the district’s financial systems. It facilitates the consistent coding of transactions for entry into the systems as well as computer manipulation of transaction data.
<b>Check-In/Check-Out (CICO)</b>	Check-In/Check-Out (CICO) is a Tier 2 behavior intervention in which a student connects with an adult each day in school to discuss challenges they will face and review positive growth the student has made.
<b>Child and Adult Care Food Program (CACFP)</b>	The Child and Adult Care Food Program (CACFP) helps provide funding for nutritious meals and snacks served to children. The CACFP also provides funding for meals served to children and youths residing in homeless shelters, and for snacks and dinners provided to youths participating in eligible after school programs.
<b>Choir/Chorus</b>	In this course, students will sing choral literature in two- and three-part harmony. They will also study vocal techniques and basic music theory. The students will perform in the winter and spring concerts as well as other sponsored events. After-school and outside-of school performance attendance is required as part of this class and will form a major portion of the student’s grade.
<b>Church/Faith Congregation Partnerships</b>	A relationship with a church or faith congregation that benefits the students, families or staff. This could include volunteers, donations (monetary or in-kind) or providing resources to families (tutoring, food pantry, etc).
<b>City Attorney</b>	The city attorney is elected to serve a four-year term, representing the city, its officials, departments, boards, commissions and other agencies include the Milwaukee Board of School Directors, the Redevelopment Authority of the City of Milwaukee, the Housing Authority of the City of Milwaukee, and the Neighborhood Improvement Development Corporation. The Office of the City Attorney functions as a full service law firm for the city.
<b>City Comptroller</b>	The comptroller is the city’s chief financial officer and serves a four-year term. Under state statute and city charter, the comptroller is empowered to administer the city’s financial affairs, exercises fiscal control over the activities of approximately 40 city departments and agencies and serves on the board of directors for: The Wisconsin Center District and the Milwaukee World Festivals, Inc., and is a member of the city’s Deferred Compensation Board and the secretary to the Public Debt Commission and the Annuity and Pension Board.
<b>City Treasurer</b>	The city treasurer serves as the chief revenue collection and investment officer of the City of Milwaukee, as set forth in Wisconsin State Statutes, the City of Milwaukee Charter and Code of Ordinances, and Common Council Resolutions. The city treasurer is in charge of receiving and accounting for all monies paid to the city, making disbursements that have been vouchered for payment by the city comptroller, and managing and investing city funds not needed to meet current expenditures. The treasurer collects all property taxes

Term	Definition
	levied and delinquent property taxes of all taxing jurisdictions within the City of Milwaukee, and settling property tax levy collections on a pro-rata basis with other taxing jurisdictions within the City of Milwaukee and remitting to each their share of the monies collected.
<b>City Year</b>	City Year is a national nonprofit service organization that places young adults in low-income schools for a year to tutor and mentor students. City Year, part of AmeriCorps services, started in Boston and now operates in 20 domestic and two international sites. City Year members are especially focused in helping students who exhibit risk factors associated with dropping out. City Year is partly funded by MPS.
<b>Citywide Specialty Schools</b>	Schools that accept children from all over the city and offer special programs or areas of study, such as the arts. In most citywide specialty schools, 55 percent of the students in entry-level grades come from the school's walk zone; a one-mile radius for elementary and a two-mile radius for middle and high schools. Exceptions to this appear in the individual school's listings (e.g., Fernwood or Spanish Immersion).
<b>Civics Exam</b>	Starting with the class of 2017, students graduating from a Wisconsin high school must take a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. Citizenship by the United States Citizenship and Immigration Services. Students will meet the graduation requirement by correctly answering at least 60 of the 100 questions. This test is conducted in accordance to Wisconsin Act 55.
<b>Classified Employee</b>	A non-administrative employee who is a member of the classified service and subject to civil service statutes and rules.
<b>Classroom Assessments Based on Standards (CABS)</b>	Assessments that are aligned to learning standards that are developed, administered and scored by teachers with the purpose of providing specific, meaningful and timely feedback designed to improve student performance.
<b>Cognitive Abilities Test (CogAT)</b>	The CogAT (Cognitive Abilities Test) assesses students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. It is used to help identify students for possible eligibility for Gifted & Talented programs and is used as a screener for all 2nd grade students.
<b>Co-Insurance</b>	A cost-sharing requirement under a health, dental or vision insurance policy. It provides that the insured party will assume a portion or percentage of the costs of covered services.
<b>Collective Impact</b>	Collaborations between partnering organizations to increase their collective impact in addressing complex issues. The concept of collective impact hinges on the idea that in order for organizations to create lasting solutions to social problems on a large-scale, they need to coordinate their efforts and work together around a clearly defined goal.
<b>College Access Center (CAC)</b>	MPS College Access Centers offer free resources and services at every high school to prepare students for college and career readiness by assisting with applications, admissions, financial aid and scholarships.
<b>Commitment Schools</b>	An innovative pilot project to collaborate and implement innovative practices for school improvement. Fourteen schools received a three-year grant to fund professional development, additional instructional materials and technology to implement reforms.
<b>Committed Resources</b>	Resources that have been assigned or obligated to a task or project, by the Milwaukee Board of School Directors.
<b>Common Core Essential Elements (CCEE)</b>	These alternate achievement standards are aligned to the CCSS in English language arts and mathematics for students with significant cognitive disabilities.

Term	Definition
<b>Common Core State Standards (CCSS)</b>	The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators and other education experts. The standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.
<b>Common School Fund (CSF)</b>	State statutes provide that money generated by the Common School Fund be used for the purchase of library books and other instructional materials for school libraries and for the purchase of instructional materials from the state historical society for use in teaching Wisconsin history. In addition, schools may use CSF funds to provide other school library resources such as newspapers, periodicals, library automation software and related software components or licenses.
<b>Community Circles</b>	A process of authentic dialogue that offers participants the opportunity to share thoughts, feelings, insights and concerns, and to deeply listen to others without judgement in a supportive atmosphere.
<b>Community Eligibility Provision (CEP)</b>	The Community Eligibility Provision (CEP) is a four-year reimbursement option for eligible local educational agencies (LEAs) and schools participating in both the National School Lunch Program (NSLP) and School Breakfast Program (SBP) that wish to offer free school meals to all children in high poverty schools without collecting household meal benefit applications.
<b>Community Learning Centers (CLC)</b>	The focus of the CLCs is to provide expanded academic enrichment opportunities to help students meet local and state academic standards in subject areas such as reading and math. In addition, CLC programs provide youth development activities, technology education, art, music, recreation activities and family programs. Milwaukee-area community-based organizations work collaboratively with MPS to operate this program.
<b>Community Stakeholders</b>	Community stakeholders include the people working and living in the school communities, the parents of the students at the schools, and the employees of MPS.
<b>Compass Odyssey</b>	A full suite of online software geared toward individual student needs. Every student in the district has a license to use as an additional support at Tier 1 or Tier 2. Odyssey content is updated by STAR with the student's most current STAR results.
<b>Compensation</b>	Hourly, daily, weekly, annual - Period of time to which earnings figures, as stated or computed, relate.
<b>Competitive Athletics/Sports (Interscholastic Athletics)</b>	Student athletes learn a great deal from participating in interscholastic athletics. Lessons in sportsmanship, teamwork, competition, and how to win and lose gracefully are all integral parts of team goals. Athletic competition adds to school spirit and helps students, participants, and community members take pride in their school. These activities occur after the school day and on weekends.
<b>Complaint</b>	A formal expression of concern/discontent about a school or workplace issue. A complaint should not personally impact the person filing the complaint.
<b>Components</b>	The descriptions of the aspects of a domain. There are 22 components in The Framework for Teaching (Danielson, 2013).
<b>Comprehensive Annual Financial Report (CAFR)</b>	Report similar in content to an annual report issued by a private sector company to its shareholders, but issued by government entities such as cities, counties and school districts. The MPS CAFR provides accounting and budgetary data showing the financial position of the district at the end of a fiscal year. MPS's fiscal year runs from July 1 of one

Term	Definition
	year to June 30 of the following year. The CAFR is made available to the public on the MPS website approximately six months following the end of a fiscal year.
<b>Comprehensive Literacy Plan (CLP)</b>	Designed to be a plan of action to increase pre-K to grade 12 reading and English language arts achievement. The implementation of the CLP guides the development of consistent and quality literacy instruction, assessment and professional development across the district.
<b>Comprehensive Mathematics and Science Plan (CMSP)</b>	Designed to be a plan of action to increase pre-K to grade 12 math and science achievement. The implementation of the CMSP guides the development of consistent and quality math and science instruction, assessment and professional development across the district. This work is supported, in part, by the GE Foundation Developing Futures in Education grant.
<b>Comprehensive Placement (COMP)</b>	Formerly MRP- Most Restrictive Placement: This placement is not a physical location but rather a set of comprehensive special education services and/or type of environment in which an IEP can be implemented. Special education services can range from least restrictive (all regular education with resource special education supports), to more restrictive (all special education with regular education supports), or somewhere in between.
<b>Computer Aid</b>	Aid replacing, and equal to, property taxes on computer equipment to which the state gave tax-exempt status in 1999.
<b>Community Schools</b>	A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities.
<b>Concentra</b>	A vendor that provides, among other things, onsite drug and alcohol screening for employees suspected of being under the influence while at work.
<b>Confirmation Sheet</b>	The form included with the Ballpark Estimate provided by FMS that the school or department must complete and return with a budget code and identified funding amount for a project.
<b>Connected Math Program (CMP)</b>	Connected Math Program - New textbook adoption
<b>Consolidated Omnibus Budget Reconciliation Act (COBRA)</b>	This federal law allows employees (and their dependents) who had health or dental insurance coverage through their employer to purchase and continue the coverage under certain circumstances for a limited period of time after their employment ends or with a qualifying event.
<b>Construction Administration and Inspection</b>	The services provided by FMS for overseeing all aspects of a maintenance, remodeling or new construction project, including scheduling, coordination with school or department activities, and inspection of work from start through contract closeout.
<b>Construction Bid</b>	Actual cost of a project as submitted by a contractor.
<b>Construction Contingency</b>	A percentage of the estimated project cost for any unforeseen conditions that may arise during construction.
<b>Construction Fund</b>	Used to fund the repair, remodeling and maintenance of school buildings, recreation sites and buildings, and administrative buildings.
<b>Contact Person (CP)</b>	A contact person provides a link for information or representation between two parties.
<b>Contracted Schools</b>	MPS has contracts with community agencies to provide limited elementary education services. Contracted schools set their own enrollment procedures. A list of contracted schools is available online on the MPS website.



Term	Definition
<b>Control</b>	The degree to which it is assured that operations take place in conformance with the budget and that funds are not expended in excess of available revenues.
<b>Coordinated School Health (CSH)</b>	The Coordinated School Health model was created by the Centers for Disease Control and Prevention. CSH empowers students with knowledge, skills and judgment essential to help them make healthy and responsible choices in life. A CSH team is identified by each school that includes staff from several different areas. Each year, every school is required to complete an annual needs assessment to review the specific needs of their school. From the needs assessment, goals and interventions are identified for schools to work on to help improve their school community.
<b>Co-Pay</b>	A form of cost sharing in which a fixed amount of money is paid by the insured for each health care service provided.
<b>Core Knowledge Language Arts (CKLA)</b>	Core Knowledge Language Arts is a reading foundation skills program.
<b>Corrective Action Requirements (CAR)</b>	The Department of Public Instruction (DPI), under federal and state legislative authority, provides funding to support District Improvement Plan of realizing a minimum of a five-percentage-point reduction in the achievement gap of MPS students at all grade levels in both math and reading; and a ten percentage-point increase in students meeting readiness on the ACT by providing support to all teachers and leaders aligned to the Framework for Teaching (FfT) and Framework for Leadership (FfL), to ensure that high-quality instruction occurs in every classroom.
<b>Cost Centers</b>	A cost center is an accounting entity consisting of a self-balancing set of asset, liability and equity accounts used to account for all of MPS's financial transactions in accordance with laws, regulations, or restrictions.
<b>Criminal Background Check</b>	A background check or background investigation is the process of looking up and the compiling criminal records of an individual or an organization.
<b>Cross-Validation</b>	Second-level edit on budget modifications performed by systems to ensure that critical budgeting relationships are maintained.
<b>Culturally Responsive Practices</b>	Adopted educational systems, processes, and habits based on the belief that all students should be supported socially, emotionally, intellectually and civically by leveraging students' lived experiences and learning styles to empower student achievement. (Based on and adapted from Dr. Gloria Ladson-Billings, 1994)
<b>Customer Intimacy Traits of a Market Strategy</b>	The customer intimacy traits of a market strategy involve the significant knowledge of customer needs, bias towards customized products and services, regular adopting of customer perspectives, local authority and empowerment, information sharing to improve customer service, positive team working relationships, and strong customer orientation.
<b>Customer Service Advisory Committee</b>	Formerly the Customer Service Bureau. A team of twelve individuals who serve as a help and a resource to the Division of Customer Service.
<b>Customer Service Training Level I</b>	Level I training covers the MPS Service Philosophy, the MPS Customer Service Standards, a discussion around who our customers are (internal versus external), what customers expect, how to meet those expectations in face-to-face, telephone and email interactions. Proper word choice and personality types are also covered.
<b>Customer Service Training Level II</b>	The Level II training provides strategies for handling difficult, angry and even verbally abusive customers. The focus is on the external customer, however the strategies can be applied in difficult internal customer interactions as well. A review of what customers'

Term	Definition
	need, the importance of dealing with their feelings before trying to provide assistance and the "SLURP" method are covered in this module.
<b>Customer Service Training Level III</b>	This session offers an overview in cultural awareness, highlighting the changing demographics in both the city of Milwaukee and within MPS. Level III provides pertinent information that will help MPS employees to better serve our families whose first language is other than English. The course also offers an introduction to district translation/interpretation services, a demonstration of Language Line, and a lesson in key Spanish phrases.
<b>Daily Cleaning Procedures</b>	Every Room swept, vacuumed, trash and recycling removed, etc. All hallways, stairs, and entrances are swept and entrance glass cleaned. All restrooms, sinks, and drinking fountains are cleaned and disinfected. See the Building Operations Work Schedule for details and frequency.
<b>Data Codebook</b>	Document for researchers who are requesting data. The codebook has been designed to provide general guidance as to the interpretation of data received from MPS.
<b>Data Dashboard</b>	MPS Data Warehouse link on the MPS Apps page. Principals can find overall district or school level performance, attendance rates, test scores, behavior, enrollment (3rd Friday) counts.
<b>Data Visualization</b>	Data visualization refers to the techniques used to communicate data or information by encoding it as visual objects (e.g., points, lines or bars) contained in graphics. The goal is to communicate information clearly and efficiently to users.
<b>Data Warehouse</b>	A database of integrated MPS information from multiple in-house software programs/sources available for electronic queries, analyses and reports.
<b>Debt Service Fund</b>	Used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest and related costs. This fund is reflected as part of the School Operations Fund.
<b>Department of Public Instruction (DPI)</b>	The Wisconsin Department of Public Instruction, under the leadership and direction of the elected state superintendent, advances the cause of public education and public libraries, and supervises the public schools so that all school-age children have access to high-quality educational programs that meet high standards of excellence and all citizens have access to comprehensive public library resources and services. The agency was created in 1848 when the State Constitution provided for the establishment of local school districts and a free education for all children in the state.
<b>Director of School Support (DSS)</b>	Short term used for Director of School Support. Directors will focus on bolstering principal's ability to strengthen classroom instruction.
<b>Discrimination</b>	Treating someone (an applicant or employee) less favorably because of his or her legally protected class (race, color, ancestry, religion, gender, sex, national origin, disability, age, creed, sexual orientation, marital status, veteran status, or any other statutorily protected class or protected activity). Discrimination can occur when the victim and the person who inflicted the discrimination are both in a protected class.
<b>Disposition Letter</b>	The final letter in a disciplinary proceeding. This letter restates the issue, summarizes the employee's response, details the administrator or hearing officer's decision, and issues the appropriate discipline. Disposition letters may issue discipline from a letter in the school/department file up to a recommendation for termination based on the incident and progression where applicable.
<b>District and School Improvement</b>	The District and School Improvement team provides schools with unparalleled levels of service to ensure that the district effectively and efficiently implements continuous

Term	Definition
	improvement systems that support, measure, and inform the district's work in the areas of teaching and learning, professional development and educator effectiveness.
<b>District Improvement Plan (DIP)</b>	In collaboration with the Wisconsin Department of Public Instruction and WestED, MPS has developed a District Improvement Plan (DIP) for the 2017-18 school year which aims to accelerate academic growth, increase proficiency rates, reduce achievement gaps and increase students' college and career readiness. This plan includes three strategies to achieve the goal identified within the DIP - Strategy 1 Teaching and Learning, Strategy 2 Professional Development and Strategy 3 Continuous Improvement.
<b>District Professional Development (PD) Day</b>	During the 2017-18 school year, every teacher in the district will be provided professional learning opportunities on the seven District PD Days, focused on Strategy 1 within the District Improvement Plan, as outlined in the School-Based Professional Learning System Roadmap.
<b>District-level Grants</b>	These grant proposals are at least \$5,000 and align with the district strategic plan and 8 Big Ideas. A district content administrator acts as the lead overseeing these application and implementation projects.
<b>Diversity</b>	The mosaic of people who bring a variety of backgrounds, styles, perspectives, values and beliefs as assets to the groups and organizations with which they interact, the quality of being different or varied.
<b>Domains</b>	There are four domains, or broad areas of teaching responsibility, included in the 2013 Framework for Teaching: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Under each domain, five or six components describe the distinct aspects of a domain.
<b>Dual Enrollment</b>	Dual enrollment programs allow students to be enrolled in two separate, academically related institutions. Generally, it refers to high school students taking college or university courses while in high school. Less commonly, it may refer to any individual who is participating in two related programs.
<b>Dual Language</b>	Dual language is a form of education in which students are taught literacy and content in two languages.
<b>Dynamic Learning Maps (DLM)</b>	Integration of assessment with instruction allowing students with significant cognitive disabilities to demonstrate their knowledge in English language arts and mathematics. This is an alternate assessment tool for students who are educated with Common Core Essential Elements. DLM measures the academic progress of students with significant cognitive disabilities in the subject areas of ELA and mathematics at grades 3-11, science at grades 4 and 8-11, and in social studies at grades 4, 8, and 10.
<b>Early Childhood Education</b>	Early childhood education is critical to students' future academic success. We offer Head Start and state-licensed early childhood centers in addition to kindergarten programming that begins at age four in most schools, with some offering kindergarten at age three. Many early childhood classrooms feature small classrooms thanks to AGR (formerly SAGE) funding.
<b>Early Retirement Supplement and Benefit Improvement Plan (ERSBIP)</b>	Early Retirement Supplement and Benefit Improvement Plan for Administrators (frozen as of July 1, 2013)
<b>Earn and Learn</b>	Earn and Learn is a summer youth employment program initiated by Mayor Tom Barrett in partnership with local businesses, non-profit, and community- and faith-based organizations. Earn and Learn assists young people from Milwaukee in making a

Term	Definition
	successful transition from adolescence into adulthood through job skills and work experience.
<b>Educator Effectiveness (EE) System</b>	The Wisconsin state model for teacher and principal evaluation, built by and for Wisconsin educators. Its primary purpose is to support a system of continuous improvement of educator practice, from pre-service to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by The 2011 Wisconsin Act 166. The district has implemented the Educator Effectiveness System for teachers anchored in common language to define high-quality, standards-based instruction.
<b>Educator Effectiveness Plan (EEP)</b>	A document that lists the School/Student Learning Objectives (SLOs), Professional Practice Goals (PPGs), professional growth strategies and support for an educator, along with the activities required to attain these goals and the measures necessary to evaluate the progress made toward achieving the goal.
<b>Educator Licensing Online (ELO)</b>	Online system that the Department of Public Instruction uses. This system has replaced the old system of paper applications. All licenses will be issued through this system.
<b>Effectiveness Cycle</b>	A cycle of either one or multiple years that culminates with a summary of effectiveness and a rating of both professional practices and student outcomes.
<b>Electrical Panel and Accessibility and Enclosure of Live Parts</b>	The OSHA standard (29 CFR 1910.303 (g)) requires sufficient access and working space around all equipment serving 600 volts or less. For equipment serving between 120 volts and 250 volts, the regulations require a minimum of three feet clearance. The width of the working space in front shall be 30 inches minimum or width of equipment. The National Electrical Code (NFPA 70 110.26) requires a minimum of three feet clearance for all electrical equipment serving 600 volts or less.
<b>Elementary and Secondary Education Act (ESEA)</b>	Originally authorized in 1965, the Elementary and Secondary Education Act is a federal program primarily designed to provide funding to supplement educational opportunities for students in situations of high poverty.
<b>Elements</b>	Particular aspects of each Component in the Framework for Teaching. Elements are used for precise conversations when discussing professional practices.
<b>Emergency Lighting</b>	School engineers are to test all emergency lights and service the batteries on a monthly basis.
<b>Emergency Misconduct</b>	A disciplinary proceeding that takes place at the Central Services level. When a serious violation that directly impacts the safety of students, staff, district resources, or the employee occurs. The employee is placed on paid suspension while an investigation is completed. A disciplinary hearing takes place on the third day of the paid suspension. The Employment Relations Department creates the evidence packet and provides a hearing officer to conduct the meeting and issue the final disposition letter. The administrator is required to present the evidence packet at the disciplinary meeting.
<b>Employee Benefits</b>	Amounts paid by the district on behalf of employees over and above gross salaries; often expressed as a percentage of salaries. Employee benefits include: accounts for Social Security and retirement programs; medical, dental and life insurances; sabbatical leave and tuition reimbursement; severance pay to retirees; sick-leave; and, reimbursement to employees for loss of personal property used in the course of employment.
<b>Employee Handbook</b>	The policy manual that covers all MPS employees.
<b>Employee Legal Fees</b>	Account to cover litigation costs incurred by staff in the course of conducting MPS business.

Term	Definition
<b>Employee Premium</b>	The amount employee pays for health or dental insurance every month that is only a portion of the total cost of the monthly premium for the plan in which employee is enrolled.
<b>Employee Resource Group</b>	Employee Resource Groups (ERGs) are employee-led groups formed around common interests, issues and/or a common bond or background.
<b>Employees' Retirement System (ERS)</b>	City of Milwaukee - Employees' Retirement System for Classified Employees
<b>Encumbrance</b>	The setting aside of funds, pending receipt of goods or services. This represents a legal obligation to pay, as evidenced by a Purchase Order or contract.
<b>End of Cycle Summary</b>	The teacher and his/her evaluator meet to discuss achievement of the Professional Practice and SLO goals, review collected evidence, and discuss results and scores for the Components included in the Framework for Teaching and the SLO(s).
<b>English as a Second Language (ESL)</b>	English as a second language services are offered throughout the district as both a component of the bilingual (Spanish/English) program as well as to other language-minority students who attend ESL stand-alone schools. For both programs, classes are taught by certified ESL teachers at various schools in MPS at the K-12 level.
<b>English Language Learner (ELL)</b>	English Language Learners (ELL) are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.
<b>Enrichment Activities</b>	MPS before and after school programs provide a safe haven for youth in grades K5-12 at over 100 locations during non-school hours. Activities vary by school, but generally include homework assistance, academic enrichment, art and music, technology education, sports and fitness, and activities to develop a young person's leadership and social skills.
<b>Enrollment Count Day (Third Friday)</b>	Enrollment is a headcount of students receiving primary educational services from a school district as of the 3rd Friday in September.
<b>Equal Employment Opportunity</b>	The right of all persons to be considered based on their ability to meet the requirements of the job. Freedom from discrimination on the basis of protected classes and protected activity.
<b>Equalization Aid</b>	State aid paid to school districts based on a formula intended to compensate for differences in property values among Wisconsin school districts. The district receives the majority of its revenues from state Equalization Aid. The intended effect is to equalize the revenue produced by unequal levels of property wealth. The formula takes into account the district's enrollment, a guaranteed valuation per pupil and the ratio of the district's equalized valuation to the guaranteed valuation. The lower this ratio is, the greater the Equalization Aid.
<b>Equity</b>	Allocating district resources, supports, and opportunities based on the needs of students and staff.
<b>Equity Lens</b>	Acknowledging the disparities that impact historically marginalized groups and identify priorities based on areas of greatest needs. These needs will drive our priorities for the most equitable distribution of resources, supports and opportunities.
<b>Enterprise resource planning (ERP) System</b>	Enterprise resource planning (ERP) is business process management software that allows an organization to use a system of integrated applications to manage the business and automate many back office functions related to technology, services, finance and human resources.

Term	Definition
<b>Essentials of School Culture and Climate (ESSC) Toolkit</b>	Because relational trust is crucial to school improvement, we suggest starting an analysis of the ESSC Survey results with a critical look at the relational trust questions on the survey. To assist with the process, we have developed a toolkit. The toolkit contains helpful information as results are disseminated, including a worksheet that users can complete as they analyze the data related to the relational trust questions, and a facilitator's guide to help facilitate the conversation as results are shared.
<b>Essentials of School Culture and Climate Survey (ESSC)</b>	A survey modeled after the 5Essentials survey created by the University of Chicago Consortium on School Research (CCSR) and used in urban school districts across the country. The 5Essentials survey was created based on research found that schools closed the achievement gap when they develop strengths in the five areas, or essentials, which are effective leadership, involved families, supportive environment, collaborative teachers, and ambitious instruction.
<b>ESY-Extended School Year</b>	An IEP team decision to allow students an opportunity to extend the school year to reduce a significant academic regression.
<b>Evaluation Planning Session</b>	A conference (in the fall of a Summary Year) during which the teacher and his or her primary evaluator discuss the teacher's Self-Assessment and Educator Effectiveness Plan. The identified Student or School Learning Objective, Professional Practice Goal and actions needed to meet goals are discussed. In a Supporting Year, this session is completed with a colleague.
<b>Every Student Succeeds Act (ESSA)</b>	The Every Student Succeeds Act, reauthorizes the Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. The new ESSA builds on key areas of progress in recent years. It reaffirms that every child, regardless of race, income, background, the zip code where they live, deserves the chance to succeed.
<b>Evidence Statements</b>	Statements that document data related to, or describing professional practices and/ or progress toward goals included as a part of the Educator Effectiveness Plan (EEP).
<b>Evidence Collection</b>	The systematic gathering of evidence that informs the assessment of an educator's practice. In the Educator Effectiveness System, multiple forms of evidence are required.
<b>Evidence Packet</b>	The collection of documents supporting an alleged policy violation. The evidence packet is presented at a disciplinary hearing by the employee's administrator. Documents in the packet could include any of the following: witness statements, absence records, photographs, financial records, doctor's notes, policy violations, policy receipts, prior disciplinary letters, etc.
<b>Exception Report</b>	Reports that supplement information already available on regular reports by highlighting unusual situations which require the attention of management.
<b>Excessed Employee</b>	An employee who has lost his/her school-based assignment for budgetary reasons. The employee remains employed with the district and will be given a new assignment through the reassignment process.
<b>Excise Tax</b>	An excise tax is a tax directly levied on certain goods by a state or federal government. The most prominent excise taxes collected by the Wisconsin state government are the fuel tax on gasoline and the so-called "sin tax" collected on cigarettes and alcoholic beverages.
<b>Exclusive Provider Organization (EPO)</b>	Similar to an HMO, insurance subscribers in an EPO must use network providers—doctors, hospitals and other health-care providers—that participate in the plan.
<b>Expenditure</b>	The payment of funds appropriated in the expense budget for a particular business unit, program, activity, or purpose.

Term	Definition
<b>Extension Fund</b>	A fund used to record financial transactions related to extension (i.e., recreational activities that are open to all City of Milwaukee residents including social centers, playgrounds, community, recreational and adult educational programs).
<b>Facilitators Guide</b>	Template used by facilitators outlining content of professional development session, including talking notes, materials needed, engaging activities and PowerPoint slides.
<b>Facility Planning Analyst</b>	The individual person responsible for assisting schools and departments with requests for maintenance, remodeling and new construction projects. They also provide planning assistance for projects that require moving services and equipment purchases, such as furniture. Each school and department building is assigned one of the two current facility planning analysts.
<b>Family and Medical Leave Act (FMLA) Leave</b>	Protected leave available to eligible employees for statutorily prescribed purposes (e.g., serious health condition of self or family member; birth of a child).
<b>Family Educational Rights and Privacy Act (FERPA)</b>	The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."
<b>Family Empowerment University</b>	A collection of workshops and development opportunities designed to support MPS families and schools working as equal partners in student success.
<b>Family Engagement</b>	The MPS engagement framework builds from well-established practices across the country, including the community schools model, collective impact theory, and the dual capacity-building framework. Starting from a strengths-based perspective for both families and staff, MPS will work to build three core values at all schools within the district: 1. Shared Leadership – MPS provides avenues for family leadership and increases two-way communication. 2. Equity – MPS meets families where they are at and accesses community assets to equip families and staff with the tools needed to partner to support student success. 3. Cultural Relevance – MPS creates a welcoming environment that recognizes the backgrounds, knowledge and experiences of all families.
<b>Family Resource Center</b>	A room or space in the school dedicated to welcoming families that includes resources for families and opportunities for volunteerism or other involvement.
<b>Farm to School (F2S)</b>	The term farm to school encompasses efforts that bring local or regionally produced foods into school cafeterias and classrooms; hands on learning activities such as school gardening, farm visits, and culinary classes; and, the integration of food-related education into classroom curriculum. Farm to school promotes the health of children, farms and communities by connecting schools to local farms that supply nutritious, fresh and minimally processed foods.
<b>Federal Aids</b>	Funds received by a school district directly from the U.S. government or routed through the state. Includes Food Service Aids and Indirect Aid. Relates to ongoing activities of the school district, whereas, "categorical funds" relate to supplemental activities.
<b>Federal Reimbursements</b>	Funds provided by the federal government to repay a specified program expense incurred by an agency or government such as qualified school construction bonds (QSCB).
<b>Fiduciary Funds</b>	An account with funds from assets that the government holds as a trustee and that it cannot use to fund its own programs. Fiduciary funds include pension and employee

Term	Definition
	benefit trust funds, agency funds, external investment trust funds and private-purpose trust funds.
<b>Fill the Gaps Initiative</b>	Partnership between MPS and Milwaukee community partners as an initiative to expand the arts programs in MPS schools, especially in schools that lack a licensed teacher. The partnership ensures that children at every MPS school has access to the arts.
<b>Financial Literacy Program</b>	Financial literacy program begins in grade five and excels through high school through various means. These include classroom instruction involving budgeting, banking, sound financial decision-making and careers, along with outside programs such as Junior Achievement and Make a Difference.
<b>Fire Alarm Testing</b>	In accordance with State law, school engineers are to test and record all fire alarm systems weekly.
<b>Fire Doors</b>	OSHA regulations require that fire doors not be obstructed, locked or held open unless equipped with a device that releases the door, such as an electromagnetic hold-open device, upon activation of a fire alarm panel. (29 CFR 1910.36 (d))
<b>Fire Extinguisher Services</b>	School engineers are to check fire extinguishers monthly in accordance with NFPA 10 Chapter 7. Inspections are recorded on the fire extinguisher tag that is affixed to each fire extinguisher.
<b>Fire Safety Survey</b>	School engineers, boiler attendants, and boiler attendant trainees are to perform the Fire Prevention and Building Safety Self-Inspection Report annually. The completed report is submitted to the Department of Procurement and Risk Management.
<b>Fiscal Year (FY)</b>	A twelve-month accounting period that begins July 1 and ends June 30 of the following year; e.g., FY18 is the fiscal year of July 1, 2017, through June 30, 2018.
<b>Fixed Asset Transaction Entry (F.A.T.E) System</b>	All fixed assets are recorded in the Fixed Asset Transaction Entry system (part of the Integrated Financial Accounting System, IFAS). Fixed assets are defined for external reporting purposes as furniture and equipment with a useful life greater than one-year and an initial cost of \$5,000 or more.
<b>Flexible Spending Account (FSA)</b>	(Flexible Spending Account) An arrangement employee set up through MPS to pay for many out-of-pocket medical expenses with tax-free dollars. These expenses include insurance co-payments and deductibles, and qualified prescription drugs, insulin and medical devices. Employee decides how much of pre-tax wages you want taken out of their paycheck and put into a FSA. Employee doesn't have to pay taxes on this money. Employee must be enrolled in an MPS health plan to participate.
<b>FOCUS</b>	FOCUS is the observation training and assessment system for teacher evaluators.
<b>Food Service Aid, Food Nutrition Aid</b>	Federal and state aid distributed through the state as partial reimbursement for food service programs operated by the district. Also see School Nutrition Services Fund.
<b>Forecast</b>	A projection of either obligation, revenue recognition, or cash collection that considers actuals-to-date and provides the most current estimates for the balance of the year or future years.
<b>Forward</b>	Wisconsin students take the Forward Exam. The new custom assessment will be administered in English language arts and mathematics in grades 3 through 8, in science in grades 4 and 8, and in social studies in grades 4, 8, and 10.
<b>Framework for Teaching</b>	Part of the educator effectiveness training that involves four domains of planning and preparation, the classroom environment, instruction, and professional responsibilities. All domains are expected to provide a better learning environment for the students of MPS.
<b>Free and Appropriate Public Education (FAPE)</b>	A school must offer programming that includes specialized instruction and related services to prepare the child for further education, employment, and independent living



Term	Definition
	until the student with a disability reaches age 21. It is one of the provisions of IDEA that ensures that children with disabilities receive necessary education and services without cost to the child and the family.
<b>Free Application for Federal Student Aid (FAFSA)</b>	Free Application for Federal Student Aid (FAFSA). This must be completed by the student and their parent/guardian to qualify for financial aid and acceptance into most colleges and universities.
<b>Fresh Fruits and Vegetables Program (FFVP)</b>	The Fresh Fruit and Vegetable Program (FFVP) provides children in participating elementary schools with a variety of free fresh fruits and vegetables. This grant opportunity must be applied for annually. The level of funds provided to any one school depends on the school's enrollment and the available funding provided by the USDA. The purpose of the program is to expand and increase the variety and amount of fruits and vegetables children experience and consume. Combined with nutrition education, and a reinforcement of healthful eating habits, the program emphasizes the long-term goals of positively influencing children's life-long eating habits and combating childhood obesity.
<b>Fringe Benefits</b>	Also referred to as employee benefits which are amounts paid by the district on behalf of employees over and above gross salaries; often expressed as a percentage of salaries. Employee benefits include: accounts for Social Security and retirement programs; medical, dental and life insurances; sabbatical leave and tuition reimbursement; severance pay to retirees; sick-leave; and reimbursement to employees for loss of personal property used in the course of employment.
<b>Full-Time Equivalent (FTE)</b>	When used in reference to the number of positions, 1 FTE equals 40 hours per week. When used in reference to student enrollment, 1 FTE is the equivalent of full-day enrollment for a full school year for a K5-12 student.
<b>Fund Balance</b>	Excess of fund assets over liabilities. A negative fund balance is sometimes referred to as a deficit.
<b>Fund Carryover</b>	Funds unused during a financial year which are transferred to the budget for the following year upon approval by the Milwaukee Board of School Directors or the grant funder.
<b>GE Foundation</b>	The GE Foundation is the philanthropic organization of General Electric. It works to solve some of the world's most difficult problems, focusing its efforts in the areas of health, education, the environment and disaster relief. The foundation provides grant funding to non-profit organizations for charitable, scientific, literacy and educational purposes.
<b>GE Schools Grant</b>	The GE Schools Grant supports MPS to implement college and career readiness and help students in achieving educational best practices.
<b>GEDO #2</b>	Wisconsin school districts can apply for permission to prepare students for the high school equivalency diploma (HSED) through their alternative education programs provided the student will be awarded the traditional high school diploma. The school district will the HSED to measure proficiency in lieu of credits and students are required to meet other graduation requirements in school policy such as community service, high school graduation test, teacher recommendation, and academic preparedness.
<b>Gender Expression</b>	How a person expresses their gender through outward presentation and behavior. This includes, for example, a person's name, clothing, hairstyle, body language and mannerisms.
<b>Gender Identity</b>	A personal deeply-felt sense of being male, female, both, or neither. Everyone has a gender identity.
<b>Gender Non-conforming</b>	Describes a person whose behaviors or gender expression fall outside what is generally considered typical for their assigned sex at birth.

Term	Definition
<b>General Fund</b>	The General Fund is an alternative name for the School Operations Fund.
<b>General State Aid</b>	General Aid is state aid which is not limited to any specific program, purpose or target population but which may be used in financing the general educational program as seen fit by the recipient district.
<b>Generally Accepted Accounting Principles (GAAP)</b>	Recognized standards for accounting practices promulgated by the American Institute of Certified Public Accountants (AICPA), Financial Accounting Standards Board (FASB) and Government Accounting Standards Board (GASB).
<b>Gifted &amp; Talented (G&amp;T)</b>	The MPS G&T development program comprises a continuum of services for students needing acceleration and/or enrichment embedded in the Responses to Intervention (RtI) framework. State law requires that the district provide systematic and continuous instructional activities and learning experiences appropriate to the developmental needs of students from K-12 who are identified as gifted or talented in one or more categories.
<b>Google Apps for Education (GAFE)</b>	Google Apps for Education is a core suite of productivity applications that Google offers to schools and educational institutions for free. All MPS staff and students have Google accounts.
<b>Government Finance Officers Association (GFOA)</b>	An entity devoted to the strengthening of financial reserves, increased transparency and an expanded focus on long-term planning.
<b>Government Fund</b>	Term used in government accounting to apply to all funds except for the profit and loss funds (e.g., enterprise fund, internal service fund, and trust and agency fund). Examples of government funds are the general fund, special assessment fund, and capital projects fund.
<b>Governmental Accounting Standards Board (GASB) Statement Number 45</b>	An accounting standard that requires public agencies to conduct regular actuarial studies to determine the actuarial accrued liability for retiree health benefits, to determine the annual cost to the district to fund this liability and to report the progress made in funding the liability.
<b>Governmental Accounting Standards Board (GASB) Statement Number 34</b>	Governmental accounting and financial reporting model regarding basic financial statements and management discussion and analysis for school districts, state and local governments.
<b>Grant Funding</b>	Contribution, gift, or subsidy, (in cash or in kind), bestowed by a government or other organization (called the grantor) for specified purposes to an eligible recipient (called the grantee). Grants are usually conditional upon certain qualifications as to the use, maintenance of specified standards, or a proportional contribution by the grantee or other grantor(s). Most grants that the district receives are awarded for specific purposes. Continued funding is frequently tied to the ability of the district to meet quantifiable outcomes defined by the grantor.
<b>Grievance</b>	A complaint against an action of discipline, termination, or a concern for workplace safety.
<b>Guaranteed Support</b>	Guaranteed Supports can include, but are not limited to, transformational coaching through the Mentor Coaches and/or content teacher leaders, additional professional development, transformational coaching support from the RtI/PBIS coaches, student services support, additional equity support, walk-throughs and learning team support from student performance coordinators.
<b>Guided Problem Solving (GPS)</b>	A voluntary workplace dispute resolution option for MPS employees hosted by the Office of Human Resources (OHR) to resolve employment conflicts. The program is open to all employees as of July 1, 2014. The option is also available specifically to applicants and employees who have filed an internal complaint concerning harassment, bullying or discrimination. District administrators and supervisors who have successfully completed

Term	Definition
	training in dispute resolution skills will be assigned to the case and will coordinate a confidential Guided Problem Solving session between the complainant and the accused. District administrators and supervisors may refer employees to the GPS process. Employees may also submit a joint request for Guided Problem Solving. The goal of the Guided Problem Solving program is to reach agreement about how the parties will interact going forward.
<b>H: Drive</b>	A server based location staff can save files (accessible from any PC).
<b>Handicapped Aid</b>	State aid paid to assist districts with the education and transportation of children with special educational needs. Paid through the Department of Public Instruction, the aid is calculated as a percentage of prior years' exceptional special needs transportation, salary and benefit costs.
<b>Harassment</b>	Unwelcome verbal or physical conduct based on race, color, sex (regardless of whether it is sexual in nature), sexual orientation, national origin, age, disability, or other protected class that is so offensive that it alters the condition of the victim's employment. Harassment based on race or any other statutorily protected class or protected activity (e.g., religion, age, sex, sexual orientation, or complaint reporting) is unlawful. Harassment or bullying based on gender identity, expression, or nonconformity is specifically prohibited.
<b>Health Initiative</b>	The school Health Initiative mission is to increase students' ability to become healthy, resilient learners by providing additional support services and resources in the areas of physical and mental health to school communities. Nurses, in particular, emphasize health education and wellness of students, school personnel and the community. They also utilize all available community resources and services to ensure that all students will be able to achieve their maximum learning potential and well-being. The overall goal for school nurses is to eliminate health barriers to learning.
<b>Health Savings Account (HSA)</b>	A type of savings account that allows employee to set aside money on a pre-tax basis to pay for qualified medical expenses if employee have a "high deductible" health insurance plan. Combining a High Deductible Health Plan with a Health Savings Account (HSA) allows the employee to pay for certain medical expenses, like deductible and co-payments, with untaxed dollars. High deductible plans usually have lower monthly premiums than plans with lower deductibles. HSA funds roll over year to year if not spent. Employee can take the funds if they change jobs or leave the work force. Employee HSA may also earn interest.
<b>Healthy Contributions</b>	A gym reimbursement program.
<b>Healthy Hunger-Free Kids Act</b>	The Healthy, Hunger-Free Kids Act of 2010 authorizes funding for federal school meal and child nutrition programs and increases access to healthy food for low-income children.
<b>Hearing Officer</b>	The person conducting the disciplinary meeting. At a regular misconduct meeting or session the hearing officer is the immediate supervisor conducting the meeting. At an emergency misconduct the hearing officer is an Employment Relations Specialist.
<b>HEAT</b>	The HEAT Service Request System is a fast and easy way to get technology support requests, telephone service, computer repair and obsolete computer equipment removal needs met.
<b>High Deductible Health Plan (HDHP)</b>	A plan with a higher deductible than a traditional insurance plan. Usually the monthly premium is lower, but the employee has to pay more health care costs deductible before the insurance company starts to pay its share. The MPS high deductible plan is combined

Term	Definition
	with a health savings account (HSA). This allows the employee to pay for certain medical expenses with untaxed dollars.
<b>High Poverty Aid</b>	A categorical aid enacted into law by 2007 Wisconsin Act 20. This aid program provides a payment to districts with at least 50 percent of their student enrollments eligible for free or reduced-priced lunch as defined by the federal school lunch program. The intent of the high poverty aid program is to reduce the maximum allowable tax levy under revenue limits. For Milwaukee, the district is required to report this aid as an offset to the levy attributable to the MPCP.
<b>Homeless Education Program</b>	The Homeless Education Program assist homeless children and families. The McKinney-Vento Homeless Assistance Act defines the homeless as “individuals who lack a fixed, regular and adequate nighttime residence.” This definition includes children and youth whose family has lost housing due to economic difficulties and is sharing housing with others (doubled-up); who are living in motels, hotels, transitional or emergency shelters; or, whose nighttime residence is a place not normally used for housing. Unaccompanied youth and migratory children who qualify as homeless because they are living in the circumstances described above, have the same rights.
<b>Honors Courses</b>	A course carrying an honors status typically includes additional content and/or a higher level of rigor than that found in general courses. These courses prepare students for the rigor of college coursework.
<b>I Got Caught (IGC) Providing Excellent Customer Service Program</b>	Often referred to as the IGC Program. The I Got Caught Program is the MPS employee recognition program. MPS staff can be nominated by any individual within or outside of the organization for going “above and beyond.” Individuals nominated must meet one of four criteria: (1) Taking initiative to improve the customer’s experience; (2) Exhibiting unusual composure in a high-stress situation; (3) Using creativity to address and/or resolve a customer’s issue(s) or (4) Going out of their way to make a customer feel important.
<b>Immersion Program</b>	A method of teaching a second language in which the student’s second language, such as French, is the medium of classroom instruction. Through this method, students study school subjects, such as math, science and social studies, in their second language. The main purpose of this method is to foster bilingualism.
<b>Incumbent</b>	Person who holds or is entitled to a position.
<b>Indicators</b>	Observable pieces of information for observers or evaluators to identify a “look-for” during an observation or other evidence gathering. Indicators for each of the 22 components of The Framework for Teaching (Danielson, 2013) are included in The Framework for Teaching Evaluation Instrument (Danielson, 2013).
<b>Indirect Aid</b>	Reimbursement for indirect costs, such as purchasing and building operations, which are required to operate a program but are not directly identifiable to a specific program. This aid is calculated as a percentage of grant costs (excluding contracted service and equipment costs).
<b>Individualized Educational Plan (IEP)</b>	The legally binding annual document that describes what special education and related services a child is to receive. Each IEP team meeting must include the presence and participation of an LEA representative who is qualified to provide or supervise the provision of special education services, knowledgeable about the general education curriculum and authorized by the district to commit the district resources.
<b>Individuals with Disabilities Education Act (IDEA)</b>	The federal regulation regarding the rights of children with disabilities to a free appropriate public education in the least-restrictive environment possible. IDEA governs

Term	Definition
	how states and public agencies provide early intervention, special education, and related services to eligible students.
<b>Induction Specialist (IS)</b>	The induction specialists are Limited Term Employees (LTE) who are assigned to regions and in some cases specific schools, to work collaboratively with the assigned lead induction specialist and site-based induction teams as a system of support at the school level.
<b>Infinite Campus (IC)</b>	Milwaukee Public Schools' student information system.
<b>Initial Educator</b>	Anyone who completes an educator preparation program for the first time in a particular license category (i.e., teacher, pupil services, or administrator) after August 31, 2004, receives an Initial Educator license in that license category.
<b>Innovation Development</b>	The process of securing additional resources, collecting and using data to developing innovative practices that better meet the needs of individual students.
<b>Institute</b>	Institutes are designed for particular stakeholder groups with professional development content aligned to the District Improvement Plan and key district initiatives. Professional learning is aligned in all Institutes to provide consistent content and learning, customized to the role of the group. Most Institutes are monthly.
<b>Instructional Rounds</b>	Instructional Rounds in MPS are designed to support schools, devoid of judgment, in responding to a defined problem of practice (PoP). The instructional rounds will address the continuous improvement of the instructional core through a lens of equity, inquiry and collaboration.
<b>Instrumentality Charter School</b>	A school chartered with the Milwaukee Board of School Directors that employs MPS staff and is in a facility owned or leased by MPS.
<b>Insurance and Judgments</b>	Includes district liability and property insurances, including liability coverage for employees, workers and unemployment compensation, and funds to reimburse employees for damage to the glass of their motor vehicles while at their worksite or on school system business.
<b>Intangible Asset</b>	An asset that lacks physical substance and usually is very hard to evaluate. It includes patents, copyrights, franchises, goodwill, trademarks, and trade names. The general interpretation also includes software and other intangible computer-based assets.
<b>Integrated Financial Accounting System (IFAS)</b>	MPS's financial services system. The district's adopted accounting system in accordance with Wisconsin DPI's WUFAR (Wisconsin Uniform Financial Accounting) system. Principals can use IFAS for budget creation, purchasing goods, payment approval and more.
<b>Integrated Pest Management (IPM)</b>	Integrated Pest Management, is employed which incorporates safety and environmental awareness for the control of pests in MPS, in accordance with state laws. Non-chemical methods are the primary intervention with chemicals applied only where necessary as a last measure. Only state-certified building operations personnel will apply structural pesticides. Schools will be notified and the room/area where the application was made will be posted. State certified Seventh Street Grounds Shop or contractors, will treat cracks and crevices of hard surfaces for weed control.
<b>Integration Aid</b>	The state makes payments to school districts to encourage racial and cultural balance by means of intra- and inter-district transfers. MPS operates an intra-district program, making it legally responsible for transporting both city and suburban pupils in the inter-district program.
<b>Interest Earned</b>	These revenues reflect interest earned on the district's checking accounts, life insurance and other reserves.

Term	Definition
<b>Intern teacher</b>	A teacher working for the district who is a participant in one of the following alternative certification programs: Milwaukee Teacher Education Center (MTEC), Teach for America (TFA), or University of Wisconsin - Milwaukee.
<b>Internal Income</b>	Revenue available to central departments that originates from schools or other MPS departments. The designation of internal income is used to prevent double counting of funds that might otherwise occur when one unit of the district incurs a cost as the result of providing a service to another unit of the district.
<b>International Baccalaureate (IB)</b>	The International Baccalaureate Diploma Programme provides college-level courses taught in high schools by high school teachers. Students who take IB exams can potentially earn college credit. The IB Primary and Middle Years Programme is also available in MPS. Schools go through a rigorous application and authorization process to offer the IB programme.
<b>Internship</b>	Internships are temporary work experiences for high school students, preferably related to the program of study in which they participate. They are a key component in a student's employability skill development and preparation for career readiness, and are completed in cooperation with MPS' numerous business partners. An internship is a valuable piece of a student's academic and career plan, which may include additional work-based learning components that precede the internship, such as resume building, mock interviews, career fairs and job shadows.
<b>J-Term</b>	J-Term is a proposed four-week session held between spring and summer that will allow students in grades 6-12 to complete or take condensed course(s) that didn't fit into their schedule, participate in internship opportunities, build proficiency in key skill areas, and get ahead or stay on track for graduation. Students taking J-Term classes have the benefits of small class sizes, more interaction with teachers, and the ability to complete a course or courses in a shorter time with fewer distractions. In condensed classes, students will be able to explore a variety of subjects, discover new interests, and test their creativity through classes held at various school campuses across the district.
<b>Key Performance Indicators (KPI)</b>	Key Performance Indicators, or KPIs, are a tool businesses use to measure just how effectively they are achieving their goals.
<b>Lawn/Grounds Care</b>	Sidewalks, parking lots, and playgrounds are to be kept clean daily. All paper and trash is to be picked up and disposed of. Lawns should be kept at a length of two and one-half inches. Shrub beds should be cultivated, weeds removed and shrubs cut back as needed.
<b>Lead Induction Specialist (LIS)</b>	Collaborates on district induction initiatives inclusive of the educator and school leader on preparation/induction, each aligned to the geographic regions.
<b>LEARN</b>	Learn — Professional Learning System that features a video library and training modules. Teacher training modules are located here.
<b>Learning Designs</b>	How professional learning is designed and executed to result in effective, high quality professional growth.
<b>Learning Focused Conversations</b>	The coaching model developed by Laura Lipton and Bruce Wellman and adopted at the local level for implementation in the Educator Effectiveness system.
<b>Learning Journeys</b>	Learning Journeys are highly-developed, beyond-the-classroom, learning experiences that connect standards-based classroom instruction for MPS students.
<b>Learning Teams</b>	Learning teams are at the school level representing all grade levels, special education and administration. The learning team studies school data, plans professional development, and communicates progress toward school improvement plan goals to all stakeholders.

Term	Definition
<b>Least-Restrictive Environment (LRE)</b>	Greatest possible extent to which students with disabilities are educated in classrooms with their non-disabled peers, using supplemental aids and services.
<b>Levels of Performance</b>	The level of educator performance based on the rubric descriptions included in The Framework for Teaching (Danielson, 2013). The four levels are: Unsatisfactory, Basic, Proficient, and Distinguished.
<b>Library Aid</b>	School library aid is paid by the state from the Common School Fund and is distributed to districts on the basis of the total number of children between the ages of 4 and 20 years residing in the school district.
<b>Limited Term Employment (LTE) Position</b>	A temporary position meant to fill a short-term area of need. An LTE employee is not eligible for health benefits, sick leave, or vacation.
<b>Line-of-Effort (LOE)</b>	The pathway by which a group of related projects works toward the objective's defined outcome and related success indicators.
<b>Line-of-Effort Lead</b>	The lead coordinates projects within the line-of-effort and ensures progress is being made on projects moving toward outcomes.
<b>Local 420</b>	International Union of Operating Engineers - Local 420 (Union)
<b>Local Educational Agency (LEA)</b>	Public school district or, in rural areas, a body that oversees multiple schools. The responsibilities of an LEA may include operating the public school system, distributing grant money to school projects and contracting for educational services. The LEA system provides this service. It is important for communities to have an agency that responds to local educational issues.
<b>Local Revenue</b>	Revenues that include property taxes, food sales, and interest earned on the district's checking accounts, life insurance and debt service reserve funds, bond sales, mobile home fees, student fees, tuition, rental income and other miscellaneous income.
<b>Logic Model</b>	A logic model (also known as a logical framework, theory of change, or program matrix) is a tool used by funders, managers, and evaluators of programs to evaluate the effectiveness of a program. They can also be used during planning and implementation. Logic models are usually a graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program.
<b>Long-Range Facilities Master Plan</b>	A plan developed with extensive community input in 2011 that includes detailed analysis of MPS facilities, school capacity and the reasoning behind various recommendations for facility use and development.
<b>Long-Term Capital Improvement Trust Fund (Fund 46)</b>	Fund 46 is recorded as an expenditure for shared costs and equalization aid purposes. Future expenditures from Fund 46 are not part of shared costs. MPS is prohibited from removing money deposited into Fund 46 for a period of five years after the fund is created. After the initial five-year wait period is over, funds may only be used for the purposes identified in the Board's approved long-term capital improvement plan. Fund 46 assets may not be transferred to any other school district fund.
<b>M<sup>3</sup></b>	<b>M<sup>3</sup></b> a partnership among Milwaukee's three largest public educators, Milwaukee Public Schools, Milwaukee Area Technical College and the University of Wisconsin–Milwaukee, that work together to increase the retention, graduation and career success of all students from K–12 through postsecondary education.
<b>Major Fund</b>	Total assets, liabilities, revenues, or expenditures/expenses of the individual governmental or enterprise fund are at least ten percent of the corresponding total (assets, liabilities, and so forth) for all funds of that category (governmental funds) or type (enterprise funds).

Term	Definition
<b>Mandatory Reporting</b>	The term for the legal requirement to report all suspected cases of child abuse and neglect. For incidents at a school where a student reports being hit or abused by a staff member mandatory reporting includes contacting both CPS and the MPD School Squad. 911 should only be used for ongoing emergencies where immediate police response is required.
<b>mConnect</b>	mConnect is Milwaukee Public Schools' employee intranet, full of resources and information for MPS employees.
<b>Media Protocol</b>	The media protocol is an essential MPS document that outlines best practices on how to communicate with internal and external partners. The protocol is an essential document designed to protect the privacy and rights of our tens of thousands of students and their families. The policy helps ensure that any response we provide to the media is in accordance with maintaining those protections.
<b>Medicaid Billing Aid</b>	Reimbursement through federal Title XIX funds for health-related services being provided by schools to Medicaid-eligible special education students.
<b>Mental Health</b>	Collaboration with community mental health providers, co-planning with families, and the creation of school improvement initiatives that focus on wellness and mental health. The goal is to make schools better equipped to promote social and emotional learning for all students, respond to student needs through effective interventions, and deepen collaborative relationships with families and community agencies.
<b>Mid-Interval Review</b>	A formal meeting scheduled by the evaluator (in a teacher's Summary Year) at the mid-point of the Student Learning Objective (SLO) interval. During this meeting the evaluator and teacher may discuss adjustments of the expected growth specified in an SLO based upon clear rationale and evidence of need. Additionally, progress on a teacher's Professional Practice Goal (PPG) and the impact the PPG has on their professional growth.
<b>Mill Rate</b>	The amount of tax payable per dollar on the assessed value of a property. The mill rate is based on "mills"; as each mill is one-thousandth of a currency unit, one mill is equivalent to one-tenth of a cent or \$0.001. Property tax in dollar terms is calculated by multiplying the assessed property value and the mill rate and dividing by 1,000. As a property may be subject to tax by a number of different authorities, mill rates are set by each taxing authority so as to meet the revenue projections in their budgets.
<b>Milwaukee Board of School Directors (Board)</b>	Each school district in Wisconsin is governed by a Board of School Directors consisting of a number of school directors prescribed by law. The Board possesses all powers delegated to Board of Directors or to a school district by law, and performs all duties required by law. The Milwaukee Board of School Directors consists of nine members: one member elected at large and eight members elected from numbered districts as determined by the Board pursuant to Chapter 119 of the Wisconsin Statutes.
<b>Milwaukee Community Schools Initiative Partnerships (MCSP)</b>	MCSP is a strategy implemented by MPS and the United Way to transform schools into places where students, families, staff and the surrounding community can work together to ensure that every student is successful. Community Schools is a proven model to increase a school's capacity to better engage and align partnerships centered on the self-identified, real-time priorities of schools and communities.
<b>Milwaukee Education Partners (MEP)</b>	MEP is a pre-K – 16, (pre-kindergarten through college), council of education, labor, business, government, university, foundation, parent and community groups whose purpose is to enhance the quality of teaching and learning in MPS. The broad initiative of the MEP is to ensure that every child in MPS is performing at or above grade level in reading, writing, and mathematics through shared responsibility for student success.



Term	Definition
<b>Milwaukee Parental Choice Program (MPCP)</b>	This program began in the 1990-91 school year and provides for City of Milwaukee students, under specific circumstances, to attend private sectarian and nonsectarian schools at no charge.
<b>Milwaukee Public Schools University (MPSU)</b>	Milwaukee Public Schools University is a partnership with area universities that brings credit level certifications, licensures and programs to MPS staff (certified and classified) at a reduced cost. Courses are taught by MPS staff and held at MPS locations throughout the district.
<b>Milwaukee Teachers' Education Association (MTEA)</b>	Labor bargaining unit that represents several employee groups in MPS. These labor agreements ended July 1, 2013.
<b>Mindfulness Training</b>	Mindfulness has the potential to be a very useful component in prevention and treatment efforts because of its effectiveness in reducing emotional distress and promoting emotional balance, improving attention, and contributing to motivated learning. Mindfulness training for students is enjoyable and creative as well as productive - helping you to stay calm, focused and better manage the pressures of student life. In turn, such benefits may lead to long-term improvements in life.
<b>Mini Observation</b>	An observation that is not scheduled in advance. No pre-conference is held prior to a Mini Observation, but written or verbal feedback is expected within one week.
<b>Montessori</b>	A child-centered method of teaching, originated by Italian educator Maria Montessori. Montessori curriculum focuses on five areas: practical life, sensory awareness education, language arts, mathematics and geometry, and cultural subjects. Children are encouraged by their teachers to choose their own activities and self-direct their own discovery and interaction. In Montessori schools, children are in classrooms of mixed ages and encouraged to work independently. Because children must be taught the Montessori method, they are not accepted in the program beyond K4 unless they have had previous Montessori experience.
<b>Most-Restrictive Placement (MRP)</b>	Placement based upon a decision by an individualized educational program team for students with disabilities who require more comprehensive services.
<b>MPS DRIVES</b>	MPS DRIVES is a universal driver education program which provides free driver education to any MPS student between the ages of 15 ½ and 17 ¾. This initiative is designed to eliminate potential barriers preventing a young person from obtaining a driver's license and works to close the gap between Milwaukee youth and their suburban counterparts as it relates to possession of a driver's license. The program also contains a restorative track so that young people with suspended driving privileges can restore their ability to obtain a driver's license prior to participating in driver education classes.
<b>MPS Gives Back</b>	As a part of the MPS C.A.R.E.S. Initiative, we have developed the Gives Back program to provide an avenue for our employees to be able to serve as volunteers in the community to make a difference on behalf of the district.
<b>MPS OnDemand</b>	MPS video library located on the MPS application page ( <a href="http://mslweb.milwaukee.k12.wi.us/Mediasite/Showcase">http://mslweb.milwaukee.k12.wi.us/Mediasite/Showcase</a> )
<b>MPS Regional System of Support</b>	All MPS schools are assigned to a region led by a regional superintendent. The services of additional district personnel are aligned to the Regional System of Support to ensure coordinated academic, technical, financial and community support for schools and school leaders.
<b>MPSGuest</b>	The MPSGuest Wi-Fi access is a service used to allow guest access only to the Internet from within MPS. The guest access is not intended for general use of the MPS internet or

Term	Definition
	to circumvent the proxy. It should not be used by students. The guest access only allows outbound access to the Internet from MPS. It does not allow you to access internal applications such as those from the <a href="http://apps.page">http://apps page</a> . The guest access is intended to be used to allow external access to MPS guests for demos, training or a video conference that a guest is initiating, access to a vendors corporate email, Intranet, ftp site, etc. Guest users must enter a valid email address and password to gain access to the Internet.
<b>Multi-Tiered Supports</b>	The practice of systematically providing differing levels of intensity of supports (interventions/additional challenges, collaborative structures, monitoring of student progress) based upon student responsiveness to instruction and intervention.
<b>MyLearningPlan OASYS</b>	The online evaluation/observation management tool used by the Educator Effectiveness System. It is aligned with the Danielson Framework for Teaching and is comprised of three different platforms:
<b>NAF</b>	NAF, formerly known as National Academy Foundation, is a national network of education, business and community leaders who work together to ensure that high school students are college, career, and future ready. NAF provides expertise and resources for high schools to implement career-focused academics in the high-demand areas of engineering, finance, hospitality and tourism, health sciences, and information technology.
<b>National School Lunch and Breakfast Program (NSLB)</b>	Also known as the Community Eligibility Provision under the Universal Free Meals Program, the NSLB provides free meals to all participating students regardless of their household income.
<b>National School Lunch Program (NSLP)</b>	The National School Lunch Program is a federally assisted meal program operating in more than 94,000 public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to more than 30 million children each school day. It was established under the National School Lunch Act and signed by President Harry Truman in 1946.
<b>National Society of High School Scholars (NSHSS)</b>	The mission of the National Society of High School Scholars (NSHSS) is to recognize academic excellence among high-achieving students from around the world and inspire them to reach their full potential. NSHSS helps them advance the goals and aspirations of high-achieving students through unique learning experiences, scholarships, internships, international study and peer networks. At each step along the way—from high school to college to career—NSHSS connects outstanding young scholars with the resources they need to develop their strengths and pursue their passions.
<b>Neighborhood Association Partnerships</b>	A relationship with a neighborhood association where that group regularly communicates with the school. School events are regularly included in their communications and neighborhood events are included in the school newsletter. Often a school representative will attend the neighborhood association meetings to give a school report.
<b>Neighborhood Schools</b>	Accept children from the neighborhood before enrolling children from other areas but will take students from its region, if seats are available.
<b>Neighborhood Schools Initiative</b>	The Neighborhood Schools Initiative was a school renovation project to improve neighborhood schools and encourage students to attend schools close to their homes. The district continues to pay the debt service for the construction funding borrowed to support this initiative.
<b>Net Promoter Score (NPS)</b>	NPS is a management tool that can be used to gauge the loyalty of a firm's customer relationships. It serves as an alternative to traditional customer satisfaction research and claims to be correlated with revenue growth.

Term	Definition
<b>New Educator Seminars (NES)</b>	New Educator Seminars are a year-long series of professional development experiences designed for novice teachers to acquire effective instructional strategies, reflect on their practice, and network and collaborate with colleagues.
<b>Newcomer Programs</b>	Newcomer programs are specifically designed for recent immigrant students with limited English-language proficiency. They provide intensive instruction in a special academic environment.
<b>Non-Capital Objects</b>	Supplies, food, instructional materials, textbooks and other materials/media that do not meet the criteria for capital objects.
<b>Non-Disclosure Agreement</b>	Form used in the research application process which must be signed by all members of the research team who will have access to the data.
<b>Non-Instrumentality Charter School</b>	A school chartered with the Milwaukee Board of School Directors that does not have MPS employees on staff.
<b>Non-Public Schools</b>	Private elementary and secondary schools, including religiously affiliated schools.
<b>Non-Statutory Funds</b>	Funds that are not mandated or related to the statutes passed by the legislature.
<b>Nutrition Education</b>	Nutrition education is fundamental to promoting lifelong healthful eating habits. Students in prekindergarten through grade twelve will receive nutrition education that teaches the skills they need to adopt healthy eating behaviors as referenced in Administrative Policy 7.06.
<b>Nutrition Fund</b>	The School Nutrition Services Fund is an enterprise fund (a fund used to account for services supported primarily through service reimbursements), which accounts for the breakfast, lunch and other meal programs operated by the district for students. Revenues for the fund include federal and state aids and revenue earned from cafeteria sales.
<b>Object</b>	A category of goods or services purchased, or a specific type of wage or benefit, such as salaries or purchased services.
<b>Objective Coordinator</b>	Oversees the line-of-effort leads and ensures progress is being made and the projects are moving toward the objective outcome.
<b>Odyssey</b>	Intervention tool in which assignments in both math and reading are customized for each individual student based on his or her STAR score. Students are able to work independently to practice on specific areas that are needed to reach their targeted goals.
<b>Off Duty Misconduct</b>	Unacceptable conduct that does not occur within the employee's scope of employment yet is substantially related to their position with the district.
<b>Office365</b>	Online access for email, cloud storage and the MS Office suite (Word, Excel, Power Point, etc.).
<b>Ombudsman</b>	ESSA requires each state to designate an Ombudsman, who will ensure equitable participation for private schools. Additionally, the Ombudsman will be responsible for notifying each private school of their equitable share.
<b>Open Enrollment</b>	The yearly period when employees can enroll in a health, dental, FSA or HSA plan. At MPS Open Enrollment takes place three weeks in the fall with changes/enrollments effective January 1st.
<b>Operational Effectiveness</b>	Operational effectiveness involves any number of practices that enables an organization to better utilize its resources, implement its processes and continuously improve functional performance.
<b>Optional Services</b>	Activities or services provided by central departments to schools. Annual service needs by schools can affect Central Services staffing decisions, contracts with outside vendors or represent the kind of "big ticket" items that can result in a school deficit if not

Term	Definition
	anticipated in the annual budget process. An example of optional services is high school bus passes.
<b>Orchestra</b>	This course provides an opportunity for string students to develop skills necessary for improving individual and group performance. Orchestra members participate in music festivals, field trips and concerts. Music performed is selected to ensure steady progress in music concerts, as well as to improve performance skills.
<b>Other Postemployment Benefits (OPEB)</b>	OPEB are benefits, other than pensions, that state and local governments provide to their retired employees. These benefits principally involve health care benefits.
<b>PALS</b>	Phonological Awareness Literacy Screening, which is a screening tool for developmental milestones in literacy acquisition for students in K4 -2.
<b>Parent Teacher Organizations and Associations (PTO/PTA/PTOA)</b>	A parent group that is run by parents with some support from school staff, usually the parent coordinator. This group has regular meetings and plans events for families and supports the school.
<b>Partnership</b>	A mutually beneficial, collaborative relationship between MPS and a business or community organization that seeks to engage students, families and schools in activities that meet the needs and goals of the school or district.
<b>Partnership for the Arts and Humanities</b>	The MPS Partnership for the Arts and Humanities is a grant program created by the Milwaukee Board of School Directors to support afterschool and summer arts and humanities-related opportunities for children, youth and families. The program has a dollar-for-dollar match requirement to encourage new partnerships among community-based organizations, schools and youth-serving agencies.
<b>Partnership Grants</b>	These grants are led by an external organization and is supported by MPS staff members who may work with the applicant organization to develop the grant.
<b>Partnership Schools</b>	MPS offers a wide array of partnership schools for students who are identified as being at-risk of dropping out or who are experiencing difficulty in the traditional school setting.
<b>PBIS Classroom Best Practices</b>	All staff members should engage in the 5 best practices of: setting expectations and rules, teaching expectations and rules, re-direction of students not meeting expectations, building relationships, and verbal acknowledgement of positive behaviors.
<b>PBIS Coordinator</b>	Identified staff member who coordinates monthly PBIS meetings ensuring all PBIS team members are active team members and ensures all staff members are aware of their role in the school's PBIS framework. A school can choose to have co-coordinators.
<b>PeopleSoft</b>	Human Resources Management System
<b>Performance Improvement Plan (PIP)</b>	A set of goals and objectives to bring an employee's performance up to an acceptable level. Failure to meet the goals and objectives could result in termination of employment.
<b>Permit Teacher</b>	A teacher working under an emergency permit from DPI. The teacher has a bachelor's degree but has not completed an approved education preparation program. As a condition of the permit, the teacher must agree to enroll in an education preparation program and work towards becoming fully licensed.
<b>Personalized Blended Learning</b>	Personalized blended learning is differentiated instruction that focuses individual student needs utilizing a combination of traditional instruction while leveraging technology through online learning.
<b>Personalized Learning</b>	A personalized learning environment enables students to choose their own learning path based on their individualized learner profile, which is reflective of their current academic performance and their unique gifts, skills, passions and attributes. Students are

Term	Definition
	empowered to monitor and assess their own progress based on standards and use the various technological tools to engage in purposeful learning.
<b>Phonological Awareness Literacy Screening (PALS)</b>	Phonological Awareness Literacy Screening (PALS) is used to identify students at risk of developing reading difficulties, diagnose students' knowledge of literacy fundamentals, monitor progress, and plan instruction that targets students' needs. It meets the state requirements for assessing the reading readiness of all children enrolled in K4 - 2nd grade.
<b>Positive Behavioral Interventions and Supports (PBIS)</b>	Positive Behavioral Interventions and Supports (PBIS) is a framework that effectively reduces classroom disruptions and student suspension through a pro-active school wide, systematic, tiered-intervention approach. The focus on PBIS is around setting expectations and rules, teaching expectations and rules, and building relationships with all students. The PBIS framework is used to support other initiative such as Trauma Informed Schools, Restorative Practices, Social-Emotional Learning, Mental Health, and other tiered supports.
<b>Post-Observation Conference</b>	A conference that takes place after a formal observation during which the evaluator or observer provides feedback verbally and in writing to the teacher.
<b>Power Strips and Dangerous Daisy Chains</b>	Interconnecting power strips and extension cords (daisy chain), is a violation of OSHA regulations (29 CFR 1910.303 (a)) and the National Electric Code because doing so can cause them to become overloaded, leading to their failure and possible fire.
<b>Pregnant &amp; Parenting Youth Program (PPYP)</b>	The PPYP services are available to school-aged parents (young fathers and mothers) to improve their educational wellness and social/emotional outcomes for them and their children. The goals of the program are to increase attendance and graduation rates, increase teen enrollment in higher education, increase parent knowledge of effective parenting practices, increase knowledge and practices around healthy relationships and enhance coordination of school and community services.
<b>Preliminary SAT/National Merit Scholarship Qualifying Test® (PSAT)</b>	The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation (NMSC) in the United States. Approximately 3.5 million students take the PSAT/NMSQT each year.
<b>Pre-Observation Conference</b>	A conference that takes place before a formal observation during which the evaluator or observer and teacher discuss important elements of the lesson or class that might be relevant to the observation.
<b>Principal (P)</b>	A principal serves as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
<b>Principal on Special Assignment (PSA)</b>	Person serving in a principal capacity within the district for a designated period of time.
<b>Pro Forma</b>	Pro forma is a Latin term meaning “for the sake of form” and is most often used to describe a practice or document that is provided as a courtesy and/or satisfies minimum requirements, conforms to a norm or doctrine, and is considered a formality.
<b>Probationary Period</b>	The initial period of employment in which the employee is evaluated to see if he/she meets the standards to become a "regular" employee of the district.
<b>Probationary Service Form</b>	The form used to evaluate whether a new classified employee's performance is acceptable prior to completion of their initial probationary period. Classified employees have a probationary period of six months.

Term	Definition
<b>Professional Development</b>	Opportunities for staff to engage in continuous professional growth leading to improved job performance, overall satisfaction, and practice.
<b>Professional Development Assistant (PDA)</b>	MPS uses Professional Development Assistant (PDA) as an online application for enrolling in district professional learning offerings. Professional development courses and sessions are entered into PDA, and district staff are able to enroll through PDA. This tool is used to plan, track, capture and report professional learning opportunities that occur within the district. A calendar of upcoming professional development sessions is available on the <a href="#">MPS Apps page</a> and on <a href="#">PDA</a> .
<b>Professional Development Cycle</b>	School-based PD focus on continuous improvement cycles to improve teaching and learning within the district. School staff problem solve collectively, share expertise and develop a sense of mutual responsibility and accountability around a common focus. The PD cycle is a process in which staff collaboratively plan and implement high-quality instruction, building capacity to increase student achievement. During each PD cycle schools engage in a six-week process that promotes school improvement by cultivating professional growth and collaboration among staff. Each cycle has a focus that is aligned to the district strategic priorities as well as the Framework for Teaching.
<b>Professional Development Design Team</b>	Team, including representatives from various stakeholders, who is responsible for designing and implementing professional development sessions. PD Design teams ensure that high quality professional development is provided throughout the district.
<b>Professional Development Plan - Organization Level</b>	Document that outlines the process used to strengthen MPS as an organization of learning, providing a wide range of opportunities for growth and development for every employee, while moving district initiatives forward.
<b>Professional Development Plan (PDP) - Individual Level</b>	The Professional Development Plan (PDP) is a process for the renewal of an educator's license based on planned professional growth and evidence of the impact of that growth on student learning.
<b>Professional Development Roadmap</b>	The Professional Development System is aligned to Roadmaps designed to outline the professional learning content across the 2017-18 school year. The content in the Roadmaps is focused on the district's key initiatives.
<b>Professional Practice Goal (PPG)</b>	Establishing practice related goals is an important part of professional practice. Goals are monitored by the educator throughout the year.
<b>Professional Training Program</b>	Professional development opportunities for MPS classified staff.
<b>Program Evaluation</b>	Program evaluation is the systematic assessment of the operations and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, with a purpose of contributing to the improvement of the program or policy, and/or informing decisions about the program or policy (Weiss, 1998).
<b>Progress Monitoring</b>	A process used to assess a student's academic and behavioral performance, to measure a student improvement or responsiveness to an intervention, and to evaluate the effectiveness of an intervention. For academics STAR is the progress monitoring tool for all students at Tier 2. For behavior the most common progress monitoring tool is a daily progress report (DPR).
<b>Progressive Discipline</b>	The practice of incrementally increasing discipline for repeated violations of a similar nature.
<b>Project Cleaning Procedures</b>	All areas/rooms of the building are completely cleaned and washed once each year; walls washed and/or dusted, furniture washed, light fixtures wiped/dusted, floors scrubbed

Term	Definition
	and refinished, carpets cleaned etc. See the Summer/Project Cleaning document for detailed procedures.
<b>Project Lead the Way (PLTW)</b>	PLTW is a nationally established program focused on preparing the future technical and engineering workforce. PLTW offers a middle school “Gateway to Technology” curriculum and a five-course “Pathway to Engineering” high school curriculum. Through PLTW, MPS students have the opportunity to explore science, technology, engineering and mathematics (STEM) education through a fully developed curriculum intended to stimulate interest in various fields of technology.
<b>Project Metro Alternative Certification Program (PMAC)</b>	PMAC is a post baccalaureate alternative certification program designed by MPS. This program is designed to certify teachers in high need areas in hard to fill schools.
<b>Project Tracking Notes</b>	Questions the Department of Research and Evaluation will ask about the services requested on the Research Request Form.
<b>Property Taxes, Property Tax Levy, Adopted Tax Levy</b>	The aggregate amount of property taxes to be levied for school purposes is determined according to Chapter 120 of the Wisconsin Statutes. The district’s property taxes are levied annually prior to December 31, by the City of Milwaukee for the district 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.
<b>Proposed Budget (PB)</b>	Forecast of expenditures and revenues for all school district funds prepared by the superintendent and presented to the Board’s Strategic Planning and Budget Committee for consideration and recommendations annually in the spring.
<b>PSAT</b>	All eleventh graders and select tenth graders take the PSAT. Scores on the PSAT in grades 10 and 11 are used to qualify students for scholarships, including National Merit Scholarships. The test results match students to potential Advanced Placement courses.
<b>Psychologists Association in Milwaukee Public Schools (PAMPS)</b>	Psychologists Association in Milwaukee Public Schools (union)
<b>Qualified School Construction Bonds (QSCB)</b>	The American Recovery and Reinvestment Act of 2009 allows public schools to issue QSCB for the construction, rehabilitation or repair of a public school facility or the acquisition of land on which such a facility is to be constructed at little or no interest cost. ARRA borrowing authority is allocated to MPS by the Department of the Treasury. Interest for QSCB is absorbed by the federal government either through interest expense reimbursement to the school district or a tax credit to the purchaser. The result is favorable interest costs for school districts. All school districts and school buildings were eligible, regardless of size or income level.
<b>Qualified Zone Academy Bonds (QZAB)</b>	Provides a source of revenue at zero percent interest to qualified public schools for renovation, remodeling or equipment purchases. Borrowing authority is allocated to each state by the Internal Revenue Service. To be eligible, schools must meet certain poverty thresholds, must enter into academic partnerships and have a ten percent project match (cash or in-kind service), provided by a non-public entity.
<b>Quality Management Traits of a Market Strategy</b>	The focus on processes to ensure superior products/services; effective exchange of best practices; empowerment of people to correct/improve work processes; disciplined use of data based on feedback on product/service performance, focus on advanced training for superior products/services, and disciplined focus on long-term objectives.
<b>Qualtrics Survey</b>	The Qualtrics Survey Hosting Service allows the MPS community to easily create surveys, collect and store data, and produce reports.

Term	Definition
<b>Reasonable Suspicion</b>	The name for the process that must take place when an employee is suspected of being under the influence of drugs or alcohol while on duty. Two administrators must independently observe the employee, find more than one indicator of being under the influence, and complete a checklist. Only when both administrators find reasonable cause is the employee subject to onsite drug and alcohol testing.
<b>Reassignment Process</b>	The process implemented by Talent Management to reassign staff that were excessed. This process takes place in the fall after budget adjustments due to Third Friday enrollment counts, and then in the Spring as budgets are approved for the upcoming school year.
<b>Recreation Enrichment</b>	The MPS Department of Recreation and Community Services offers enrichment programs to Milwaukee's youth, adults, and families on a year-round basis. Programs are designed to improve the academic achievement of all students during non-school hours, strengthen families, reduce crime in neighborhoods, and enhance the well-being of all residents. Activities include swim lessons, fine arts, fitness classes, sports leagues, outdoor education activities, programs for individuals with disabilities, cooking classes, music lessons, language classes, and much more. Many of these activities continue throughout the summer when additional opportunities are available including summer playgrounds, Summer Starts teen programming, and full-day camps.
<b>Recreation Facility Master Plan</b>	A detailed and extensive ten year planning document that sets forth a vision and development guide for 52 active use playfields and three service centers that will assure the highest level of service and safe utilization to users.
<b>Reflection Process</b>	The Reflection Process is based on the Focused Conversation model that was developed by the Canadian Institute of Cultural Affairs. It is a series of questions that serves as the process for a school team (e.g. learning team) to discuss a school's strategic plan and progress towards goals in a systematic and sustainable way. The process facilitates a conversation between all participating members to get an overview of the progress and consider next steps. It is important that these conversations are held around data that can lead to meaningful reflection on school-based norms and practices.
<b>Regional Coordinator of Specialized Services (RCSS)</b>	Individual from the Regional System of Support Team that assists with all incidents involving students with special educational needs.
<b>Regional Development Plan</b>	This is a multi-year plan designed to increase the number of high-quality school seats available to MPS families and to continue to improve the district's capacity to provide quality community-support activities.
<b>Regional Superintendent (Regional)</b>	Regional Superintendents supervise and evaluate principals/school leaders and perform a variety of strategic and administrative tasks in directing the operation of their assigned schools.
<b>Regional Walk-Throughs</b>	Regional walk-throughs will identify visible elements of the instructional core in classrooms, which will result in improved student achievement. This non-judgmental collection of data will be defined through focus components (2a, 2b, 3a and 3c) in the Framework for Teaching. The process will be accomplished by: <ul style="list-style-type: none"> <li>• gathering data on the selected focus components</li> <li>• providing meaningful, positive mindset feedback to school leaders and teachers</li> <li>• building and implementing a follow-up loop to ensure that schools have the needed supports to move forward as evidenced by the data</li> </ul>



Term	Definition
<b>Regular Misconduct</b>	A disciplinary proceeding that takes place at the school/department level. The administrator creates the evidence packet, conducts the disciplinary meeting, and writes/issues the final disposition letter.
<b>Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW)</b>	RENEW is a Tier 3 structured school-to-career transition planning and individualized wraparound process for youth in grades 9-12 with emotional and behavioral challenges that supports the youth in designing and pursuing a plan to transition from school to adult life.
<b>Request to Fill (RTF)</b>	A form that is completed by an administrator requesting that a vacant position within their school or department be recruited for and filled.
<b>Research</b>	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
<b>Research Application Process</b>	Any individual or organization interested in conducting a research study or evaluation in MPS, or receiving data from MPS, must apply to conduct research prior to beginning data collection. In order to best assist researchers through the MPS research application process, multiple documents are available for download. Under the auspices of the Division of Research and Evaluation, all research applications are reviewed by the Research Review Committee.
<b>Research Request Form</b>	Internal form to be filled out when requesting services from the Department of Research and Evaluation.
<b>Research Review Committee</b>	The Research Review Committee serves as the decision-making body and issues final, written approval or denial of a research application. The committee is comprised of staff from Research and Evaluation, the Chief Academic Office, and other departments as necessary.
<b>Research Review Series</b>	The Department of Research and Evaluation established the monthly Research Review Series in which district staff or the district's external research partners present on relevant research topics. The Research Reviews are held prior to the monthly full board meetings at Central Services.
<b>Response to Intervention (Rti)</b>	A multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, special education or both. All students in Tier 1 receive high-quality, scientifically-based core instruction, targeted to meet their needs and are screened on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of performance and rates of progress. In Tier 3, students receive individualized, intensive interventions that target the students' skill deficits for remediation of existing problems and the prevention of more severe problems.
<b>Restart Model</b>	One of four intervention models related to federal education grants that focus on providing state and local education agencies with funds for school improvement. Requires converting a school or closing and reopening it under the management of a charter school operator, a charter management organization or an educational management organization selected through a rigorous review process. A restart school is required to admit, within the grades it serves, any former student who wishes to attend the school.
<b>Restorative Practices</b>	A social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. The use of restorative practices helps

Term	Definition
	to: reduce crime, violence, and bullying; Improve human behavior; strengthen civil society; provide effective leadership; restore relationships; and repair harm.
<b>Restricted Resources</b>	A resource, generally grant funds, that is designated for a specific purpose by an external entity that comes with certain restrictions. It is common for grant funds received by an agency to come with certain preferences as to how the resource is used.
<b>Retaliation</b>	Taking adverse action or treating someone adversely because of protected activity. Protected activity may include: filing an EEO complaint, opposing discrimination, requesting job accommodations.
<b>Retro-pay</b>	Wages due for past services, frequently required when wage increases are made effective as of an earlier date.
<b>Revenue</b>	Either an increase of assets that does not represent recovery of an expenditure and which does not increase liabilities by an identical amount or a decrease in liabilities that does not cause an increase in other liabilities or a decrease in assets. Revenues increase both the assets and the equity of the district as a whole. In common terms, revenue is the money that is available for the district to spend.
<b>Revenue Limit</b>	The maximum revenue a district may raise through state general aid and property tax. The limit is based upon enrollment changes and the district's prior year controlled revenue and other factors determined by the biennial state budget process.
<b>Robotics</b>	Robotics introduces students to the principles of engineering, automation and programming. High school and middle school students participate in robotics as a co-curricular activity, in conjunction with teachers and local STEM professionals who act as coaches and mentors. Students participate in competitions to test their robotics skills against other schools from around the state and country.
<b>Roof Inspections</b>	The school engineer shall thoroughly inspect the roof at least twice a year, preferably during the spring and fall and after any severe storms. It is important that all roof drains are kept free of debris. Any problems with the roof shall be reported through AiM, the on-line repair request system.
<b>Root Cause Analysis</b>	Root cause analysis is an analytical problem solving technique that helps organizations solve complex problems. Originally developed in the medical field, root cause analysis helps problem solvers go beyond attacking symptoms to focus on deeper causes that may be the source of many issues.
<b>Salaries</b>	Gross amounts paid to employees who are on the district payroll for services rendered to the district and for time spent on medical leave, holidays, sabbaticals, etc.
<b>Scheduling Letter</b>	A letter to an employee outlining alleged policy violations and scheduling a disciplinary meeting.
<b>School Breakfast Program (SBP)</b>	More than 8.1 million children across the United States start their day with the School Breakfast Program, a Federal program that provides States with cash assistance for non-profit breakfast programs in schools and residential child care institutions.
<b>School Closure Model</b>	One of four intervention models related to federal education grants that focus on providing state and local education agencies with funds for school improvement. Requires closing a school and enrolling the students who attended the school in other, higher-achieving schools within reasonable proximity to the closed school. These may include new schools as well as charter schools.
<b>School Engineers Minor and Preventative Maintenance</b>	School engineer and boiler attendants are expected to perform a list of minor repairs and preventative maintenance. School engineers are considered the first-line maintenance

Term	Definition
	personnel and their performance of this work will help in reducing maintenance costs to the district.
<b>School Food Authority (SFA)</b>	The governing body that is responsible for the administration of one or more schools and has the legal authority to operate the National School Lunch Program therein or is otherwise approved by Food and Nutrition Service (FNS) to operate the program
<b>School Governance Council (SGC)</b>	Each traditional school has a School Governance Council. It comprises at least 51 percent parents and includes the principal, teachers and other school staff and community representatives. The composition of a charter school's School Governance Council is specified in the charter contract. The council participates in the development of the school's needs assessment, school improvement plan and school budget.
<b>School Implementation Review (SIR)</b>	Fidelity of implementation survey completed by each school to assess their implementation of all Tiers of Academic Rtl. Taken by learning team in collaboration with building intervention team (BIT).
<b>School Improvement Grant (SIG)</b>	Federal education grants that provide funds for school improvement in designated underperforming schools. The SIG grant fosters improvement through multiple departments in the district and provides resources through implementation of an approved plan to achieve sufficient academics and climate gains. The SIG program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1963 (ESEA). SIG provides a structural vision and mission for persistently low performing schools in partnership with the Department of Public instruction (DPI) to achieve federally mandated requirements on a yearly basis working with students, parents and the school community.
<b>School Improvement Plan (SIP)</b>	A plan designed by schools in consultation with staff, parents and other key stakeholders that focuses on the school's efforts to improve student achievement for all students. Goals and measurable objectives are aligned to the district's strategic plan. Instructional strategies and interventions are based on a comprehensive, data-driven needs assessment.
<b>School Nutrition Aid</b>	This aid is distributed through the state as partial reimbursement for food service programs operated by the district, such as lunch and breakfast programs. It also includes U.S. Department of Agriculture—donated commodities.
<b>School Nutrition Services Fund</b>	A type of enterprise fund used to record financial transactions related to meal programs operated by the district primarily for the benefit of the students. This includes various USDA funded programs such as breakfast, lunch, snack, summer school, dinner, and fresh fruit and vegetable program. This fund may also include non-federal program transactions such as catering and ala carte food items.
<b>School Operations Fund</b>	Activities include the general school and administrative functions of the district and consist of the major portion of the district's operating revenue and expenditures. Also includes school nutrition fund and debt service fund.
<b>School Special Fund</b>	This fund primarily supports open enrollment payments to other districts. The fund will also include a reserve for English as a second language classroom expansions, translation services, and funding for other district initiatives, including funding for instructional program support, attendance and trauma-informed care.
<b>School Special Services</b>	This central budget account provides special education classroom and special education-related services for traditional and instrumentality charter schools. Included in this account are classroom-based staff, (teachers, paraprofessional assistants and children's

Term	Definition
	health assistants), and also speech pathologists, psychologists, social workers and social worker aides for each school.
<b>School Staff Manual</b>	The policy manual that covers school-based staff.
<b>School Support Teacher (SST)</b>	A classroom released teacher who assists with the implementation of Educator Effectiveness at the building level.
<b>School to Work Transition Program</b>	The School to Work Transition Program comprises three separate but highly related programs devoted to the development of federally mandated employment readiness for our students with special needs. These are the Community Assessment Training Program (CATP), On the Job Training/Education (OJT/E), and Employment Training Program (ETP).
<b>School-Based Mentor</b>	The primary role of the school-based mentor is to help build capacity by assisting the new educators with negotiating school policies and procedures.
<b>School-Based Small Grants</b>	These grants are less than \$5,000 and are aligned to the goals and objectives of the school improvement plan.
<b>School Transformation Network</b>	The network is a commitment to accelerate student achievement of some of the district's highest need schools through a tiered and targeted support, resources and flexibility. The goal of the network is to show evidence of strategies that yield rapid turnaround results and from which other schools can learn.
<b>School Turnaround</b>	A multi-step approach to support under-performing schools that includes: leadership development, differentiated support and accountability, talent management and improved instructional infrastructure in order to improve student performance.
<b>School Walkthroughs</b>	In depth observation at a particular school looking at instruction, student engagement and teaching and learning going on in classroom. Focus can vary depending on school and particular area of opportunity with small teams looking at certain instructional strategies or learning environments at the school.
<b>Science, Technology, Engineering, and Mathematics (STEM)</b>	STEM education is an interdisciplinary approach to learning that removes the traditional barriers separating the four disciplines of science, technology, engineering and mathematics.
<b>Science, Technology, Engineering, Arts, and Mathematics (STEAM)</b>	STEAM education is similar to STEM but includes an art program. An interdisciplinary approach to learning that includes art and removes the traditional barriers separating the four disciplines of science, technology, engineering and mathematics.
<b>Secret Shopper</b>	An MPS volunteer or employee who will serve as an actor when making calls or visits to MPS schools and departments. Their primary purpose is to assess the level of service being provided.
<b>Self-Review</b>	Teachers will complete a self-review at the beginning of the year. This self-review will ask educators to reflect on their past performance, using The Framework for Teaching (Danielson, 2013).
<b>Senior Exit Survey (SES)</b>	MPS has been administering the Senior Exit Survey (SES) to graduating seniors every spring since the 2010-11 school year. The survey was modeled after a similar tool used by Chicago Public Schools. The SES provides a rich source of information on students' future goals, aspirations, and perceptions of their experience as MPS students specific to college and career readiness.
<b>Sequester/Sequestration</b>	Sequestration is a budget procedure in the United States law that limits the size of the federal budget. Sequestration involves setting a hard cap on the amount of government spending within broadly-defined categories; if Congress enacts annual appropriations legislation that exceeds these caps, an across-the-board spending cut is automatically imposed on these categories, affecting all departments and programs by an equal

Term	Definition
	percentage. The amount exceeding the budget limit is held back by the U.S. Treasury and not transferred to the agencies specified in the appropriation bills. The word sequestration was derived from a legal term referring to the seizing of property by an agent of the court, to prevent destruction or harm, while any dispute over said property is resolved in court.
<b>Sexual Harassment</b>	Unwelcome verbal or physical conduct of a sexual nature, including, but is not limited to, the repeated making of unsolicited, inappropriate gestures or comments and the display of sexually graphic materials not necessary to the work of MPS.
<b>Shop 901</b>	Carpentry = Floors, Ceilings, Windows, Doors, etc.
<b>Shop 902</b>	Electrical = Generator Switches, Fire Alarms, Outlets, Lighting, etc.
<b>Shop 903</b>	Garage = Generator Engines, Auto Repairs
<b>Shop 904</b>	Locks = Door Hardware, Keys, etc.
<b>Shop 905</b>	Machine = Pumps, Elevators, Air Compressors, etc.
<b>Shop 907</b>	Sheet metal = Toilet Partitions, Lockers, Grilles, Diffusers, Metal Windows, etc.
<b>Shop 909</b>	Paint = Painting, Paint, Paint Supplies
<b>Shop 910</b>	Steam Fitters = Boilers, Controls, Radiators, etc.
<b>Shop 911</b>	Plasters = Plastering, Wall Repair, etc.
<b>Shop 912</b>	Grounds = Tree Trimming, Herbicide Treatment, Fences, Mulch, Wood Chips, etc.
<b>Shop 913</b>	Plumbing = Toilets, Sinks, Lavatories, Urinals, etc.
<b>Shop 916</b>	Insulation = Insulation, Fire Stopping, etc.
<b>Shop 918</b>	Recreation
<b>Shop 923</b>	Pesticide = Insect Control
<b>Shop 924</b>	Accounting
<b>Shop 925</b>	Roofing
<b>Shop 926</b>	Environmental = IAQ, ACM, Lead, Mercury, etc.
<b>Shop 928</b>	Design and Construction
<b>Shop 906</b>	Masons = Brick, Block, Ceramic Tile, etc.
<b>Short-term Note</b>	A financial obligation that runs for less than two years.
<b>Sinking Fund Payments</b>	Certain debt covenants require annual sinking fund payments to a trustee in order to set aside money for the payment of the principal of the bonds due upon their maturity.
<b>Six Sigma</b>	A management philosophy developed by Motorola that emphasizes setting extremely high objectives, collecting data, and analyzing results to a fine degree as a way to reduce defects in products and services.
<b>SmartSheet</b>	A work management tool in a familiar spreadsheet layout.
<b>Smart Snacks in School: USDA's "All Foods Sold in Schools" Standards</b>	The USDA Smart Snacks in School Standards, established by the Healthy, Hunger-Free Kids Act of 2010, requires that schools offer only nutritious foods and beverages to students before, during and up to one-half hour after the school day* ends. This includes all school meals, ala carte items, snacks sold in school bookstores, school operated snack or coffee shops, as well as foods and beverages used for fundraising purposes. Smart Snacks Standards also support student's efforts to establish healthy eating habits for a lifetime. *Note: The school day is defined as beginning at midnight the night before, up to one-half hour after the end of the school day.
<b>Snow Removal</b>	The school engineer is responsible for keeping the school grounds and walks, including public walks, free of snow and ice, and keeping all stairs and walks sprinkled with salt when slippery. Employees from the 7th Street Grounds Shop assists in snow removal and

Term	Definition
	ice control. Snow must be removed from public walks within 24 hours of the end of the snow fall per the City of Milwaukee Snow Ordinance.
<b>Social Academic Instructional Group (SAIG)</b>	Social Academic Instructional Group (SAIG) is a Tier 2 intervention in which students meet with an adult to learn and practice positive behavior skills that can be used in the classroom setting to increase positive behaviors.
<b>Social Emotional Learning (SEL)</b>	The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
<b>Spark Early Literacy Program</b>	Students in grades K-5 use Spark! to learn more about themselves and to develop their academic and career plan (ACP). Spark! is a comprehensive learning game that introduces elementary students to age-appropriate life skills and career guidance information. Spark! offers a learning styles assessment in grade four.
<b>Special Education Programs</b>	MPS offers a variety of early childhood special education programs for children three to six years of age who have been identified with a disability. In general, most students with disabilities are capable of learning the content, scope and sequence of the general education curriculum when the necessary modifications and adaptations in content and instructional strategies are made. The majority of students with disabilities are instructed along with their regular education peers using the Common Core State Standards. At times, the IEP team may determine that a student requires a replacement reading curriculum. MPS is dedicated to identifying, locating and evaluating students with suspected special education needs from the ages of 3-21. Eligible students with disabilities will be provided a free and appropriate public education consistent with the Individual with Disabilities Education Act (IDEA).
<b>Special Services Information Management System (SSIMS)</b>	A comprehensive database within Infinite Campus used for the management of special education Individual Education Programs (IEP) and related services delivery. It is a web-based IEP application that promotes high-quality IEPs with built-in accountability measures. SSIMS also includes a comprehensive program of needs assessments, ongoing training and an operating support system.
<b>Sports, Play and Active Recreation for Kids (SPARK)</b>	SPARK is a K-8 wellness and physical education curriculum used in the district.
<b>Specialty Schools</b>	Schools identified and approved by the Milwaukee Board of School Directors as implementing a special learning program including language immersion, Montessori and International Baccalaureate schools.
<b>SpringBoard</b>	A foundational component for the College Board's College Readiness System. It is aligned to the Common Core State Standards and offers integrated college readiness solutions that include a rigorous curriculum, formative assessments and sustainable professional development.
<b>ST Math</b>	ST Math is game-based instructional software designed to boost math comprehension and proficiency through visual learning for students in grades K-10 participating in a math intervention.
<b>Stakeholder</b>	External or internal dignitaries, elected officials, funders, philanthropic groups, conference participants and other groups or individuals with interest in supporting and visiting MPS.
<b>Standard of Care</b>	MPS views standard of care to mean a set of standards that are uniformly applied across the district to provide students with the best educational opportunities.

Term	Definition
<b>Standards for Professional Learning</b>	Standards for Professional Learning ( <a href="http://www.learningforward.org">www.learningforward.org</a> ) outline the characteristics of professional learning that leads to effective teaching practices supportive leadership and improved student results. By providing professional development that is aligned to the standards, MPS provides support to educators to develop the knowledge, skills and abilities needed to help students perform at higher levels.
<b>STAR</b>	STAR is a district assessment used to screen and progress monitor students in grades K-12 in the areas of early literacy, reading, and mathematics
<b>State Aids</b>	Funds received by the district from the State of Wisconsin including: general state aids (equalization, integration, special adjustment, computers, supplemental and other general aid), state categorical aids (handicapped, transportation, library, food service and other aids) and special project grants.
<b>State of Wisconsin Investment Board (SWIB)</b>	State of Wisconsin Investment Board
<b>Statutory Funds</b>	Funds that are mandated or related to the statutes passed by the legislature.
<b>Stereotype</b>	A rigid, oversimplified, often exaggerated belief that is applied both to an entire social category of people and to each individual within it. Stereotypes form the basis for prejudice, which in turn is used to justify discrimination and attitudes. They can be positive as well as negative.
<b>Storage in Corridors and Exit Pathways</b>	Any portion of a building that is open to the public or has employees who are protected by the Americans with Disabilities Act (ADA) is required to have exit access of at least 36 inches; the minimum clear width for doors is 32 inches (28 CFR Part 36 secs. 4.3.3 and 4.13.5). Both OSHA and NFPA, the Life Safety Code, require that exit routes not decrease in width going toward the exit.
<b>Strategic Plan</b>	Comprehensive plan developed by MPS to improve student outcomes. These include 8 Big Ideas or strategic objectives that are linked together to create a cohesive, interdependent plan, supported by the district's budget process, that helps refocus and realign key efforts and initiatives.
<b>Student Activity Module</b>	Effective in the 2015-16 school year, the "CASH System" (also formally known as the S.A.F.E System) was replaced with the new Student Activity module in the IFAS system. The module allows schools to monitor their checking account balance along with the individual balances of each of the accounts in the school's checking account.
<b>Student Engagement</b>	The two student engagement components relative to contracts with MPS are: 1) Student employment—a requirement placed on an MPS contractor to employ MPS students in a meaningful work experience during its project and 2) student education— a requirement placed on an MPS contractor to engage in a meaningful career-awareness activity that involves MPS students.
<b>Student Learning Objective (SLO)</b>	Rigorous, yet attainable, goal for student learning growth aligned to appropriate standards set by individual educators. Educators must develop an SLO based on a thorough review of needs, identification of the targeted population, clear rationale for the amount of expected growth, and the identification of specific instructional strategies or supports that will allow the attainment of the growth goal. The ultimate goal of SLO is to promote student learning and achievement while providing for pedagogical growth, reflection and innovation.
<b>Student Retention Programs</b>	MPS programs that provide students with an alternative pathway toward graduation with a high school diploma. Students are directed to a particular pathway depending on the

Term	Definition
	amount of credits they have currently earned. These programs, GED02, AGP, Competency-Based Curriculum, and Credit Recovery, are offered during or after school.
<b>Subscriber</b>	The person responsible for payment of premiums or whose employment is the basis for eligibility for membership in a health plan.
<b>Summary Year</b>	A year in which all aspects of the educator's workflow are completed with the evaluator resulting in summary scores for both professional practices and the SLO.
<b>Summer Academy</b>	The MPS Summer Academy is an innovative approach to extending the learning opportunities for students. There is a strategic focus on teaching explicit literacy skills by engaging students in hands-on science concepts. The Summer Academy program has been developed to build on this foundation while preparing students for the next grade level's standards. This rigorous approach emphasizes the idea of preparation for the upcoming grade level by organizing meaningful experiences during Summer Academy. MPS academic programs are supported by afternoon recreation classes, social activities, healthy meals, and even childcare options.
<b>Summer Food Service Program (SFSP)</b>	The Summer Food Service Program provides free meals to low-income children during school vacations. More than 26 million children eat school lunch every day when school is in session, and about half of them receive their meals free or at a reduced price due to low household income. The summer program offers those children nutritious food when school is not in session.
<b>Summer School</b>	Summer opportunity for high school students for credit recovery and credit acceleration.
<b>Superintendent Student Advisory Council</b>	A body of high school student representatives that meets with the superintendent and uses a capstone model to engage, organize and advance students and their voice.
<b>Superintendent's Summary Report</b>	Daily summary report that highlights prior day enrollment, attendance, absenteeism, and suspension data for every school in Milwaukee Public Schools for MPS school and district leaders. Data in the report comes from the district's student information system, Infinite Campus.
<b>Supervisory Meeting</b>	A non-disciplinary meeting with an employee to address a concern/violation. Supervisory meetings are used for incidents that do not rise to the level of a misconduct, however must still be addressed with the employee. These meetings are informal and do not require a formal scheduling letter or a union rep, though one may be allowed if requested.
<b>Supervisory Memo</b>	A non-disciplinary letter given to an employee and retained in their department/school file. This letter is given as a summary of a supervisory meeting and should include the issue, what was discussed at the meeting, as well as expectations moving forward.
<b>Supplemental Early Retirement Plan (SERP) for Teachers</b>	Supplemental Early Retirement Plan for Teachers (frozen as of July 1, 2013)
<b>Supporting Year</b>	A year in which all aspects of the educator's workflow are completed with an educator's colleague resulting in a self-assessment of their professional practices and their SLO(s).
<b>System Center End Point Protection (SCEP)</b>	System Center End Point Protection; the anti-virus software used on all district PC's
<b>Systems Thinking</b>	Systems thinking utilizes habits, tools and concepts to develop an understanding of the interdependent structures of dynamic systems.
<b>Teacher Leader (TL)</b>	Teacher leader is a term used in K-12 schools for classroom educators who simultaneously take on leadership roles outside of their classrooms to assist in functions of the school.
<b>Technology Support Center (TSC)</b>	Location of Tech Support Staff who answer calls and manage helpdesk support requests.



Term	Definition
<b>Termination Letter</b>	A letter from Human Resources informing an employee that their employment with the district is being terminated.
<b>The Learning Community (TLC)</b>	The online Learning Management System (LMS) used by schools and Central Services departments to bring online and blended learning to MPS employees. This system is powered by Moodle.
<b>The National Assessment of Educational Progress (NAEP)</b>	The National Assessment of Educational Progress, also known as the Nation's Report Card, is the only nationally representative and continuing assessment of what America's students know and can do in school. The National Center for Education Statistics in the U.S. Department of Education, is responsible by law for carrying out the NAEP project. It yields public school State results for grades 4 and 8, and public/nonpublic National results for grades 4, 8, and sometimes grade 12. As a part of NAEP, MPS also participates in the Trial Urban District Assessment (TUDA) during the 2018 NAEP assessment, which is used to report on the performance of public school students at the district level. Only randomly selected schools participate annually.
<b>Theory of Action</b>	A set of underlying assumptions about how we will move our organization from its current state to its desired future. The MPS theory of action maps out the district's plans with respect to implementing strategies and assessments selected to add the most value while achieving desired outcomes in schools.
<b>Third Friday</b>	A school's official enrollment for state aid purposes is the number of students enrolled on the third Friday in September. <i>See Enrollment</i>
<b>Title IA</b>	The primary source of funding and regulation under the ESEA. The federal government provides funds for states to distribute to schools and districts with high percentages of economically disadvantaged children in order to support services that improve student outcomes. Title I, Part A funds ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and graduate from college career ready.
<b>Title ID</b>	Federal Neglected and Delinquent funds are provided to enable failing and at-risk neglected, delinquent, and incarcerated youth to have the same opportunity as students in other Title I instructional programs.
<b>Title IIA</b>	Title II, Part A funds are for training, hiring and retaining skilled educators. The funds are distributed by formula based on enrollment (20 percent) and the number of students below the poverty line (80 percent). The law requires local educational agencies (LEAs) to target funds to schools that have the lowest proportion of highly qualified teachers, the largest average class size or are identified for improvement.
<b>Title IIIA</b>	Title III, Part A of the Elementary and Secondary Education Act (ESEA), aims to ensure that English language learners (ELL) and immigrant students attain English language proficiency and meet the state's challenging academic achievement standards.
<b>Tot Lot Inspections</b>	Tot lot equipment is to be inspected by the school engineer. It is extremely important to inspect the equipment for safety purposes on a daily basis. The grounds within the tot lot area are also the responsibility of the school engineer. Weekly Tot Lot inspection forms must be maintained at the school site by the school engineer.
<b>Trades</b>	Labor bargaining unit for the Milwaukee Building and Construction Trades Council, AFL-CIO. This unit represents boilermakers, carpenters, electricians, elevator mechanics, heating and cooling, laborers, painters, plasterers, plumbers, roofers, sheet metal workers and steamfitters.
<b>Transformational Coaching</b>	Transformational coaching is directed at three domains and intends to affect all three areas: (1) The individual client and his behaviors, beliefs and being; (2) The institutions

Term	Definition
	and systems (departments, teams and schools) in which the client works - and the people who work within those systems (students, teacher, and administrators); and (3) The broader educational and social systems in which we live. Transformational coaching works to surface the connections between these three domains, to leverage change between them, and to intentionally direct our efforts so that the impact we have on an individual will reverberate on other levels.
<b>Transformative Reading Instruction (TRI)</b>	Transformative Reading Instruction is a reading foundation program supported by Milwaukee Succeeds at seven schools.
<b>Transportation Aid</b>	Aid for distance and hazard-related transportation of both public and non-public school students based on the number of miles transported. This aid excludes amounts paid for special transportation provided to handicapped children.
<b>Trauma Sensitive Schools</b>	Schools where staff realize the prevalence of trauma in students' lives, recognize the impact of trauma on academic and behavioral functioning, respond by providing universal and multi-tiered supports that are sensitive to each student's unique needs, and are mindful of creating policies, procedures and practices that avoid re-traumatization.
<b>Truancy Abatement and Burglary Suppression (TABS)</b>	A program that intervenes with students who are truant, deterring them from involvement in the criminal justice system. This is accomplished by promoting school attendance through a collaborative team approach involving students, parents, schools, law enforcement and the Boys and Girls Clubs of Greater Milwaukee.
<b>Tuition Reimbursement</b>	Reimbursement provided for course work successfully completed by employees. Courses approved for reimbursement are expected to contribute to employee development. In some cases, labor agreements provide for specific types and amounts of reimbursement.
<b>Turnaround Model</b>	One of four intervention models related to federal education grants that focus on providing state and local education agencies with funds for school improvement. Requires replacing the principal, excising all instructional staff, rehiring no more than 50 percent of the school's staff and granting the principal sufficient operational flexibility (including staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.
<b>Twilight Centers</b>	MPS Twilight Centers offer programming and extended hours at selected schools so young people (ages 12-18) in the city have a safe place to go.
<b>Underfill</b>	A person serving in an administrative capacity but has not been appointed by the Board of School Directors.
<b>Unions</b>	MPS certified and non-certified labor units include ASC, Building and Construction Trades, Milwaukee Teachers' Education Association, PAMPS, Local 150, Local 420, Local 1053 and Local 1616.
<b>Universal Free Meal Program</b>	Some schools and districts have chosen to provide universal free meals to all participating students regardless of their household income under two alternative special assistance provisions of the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), known as Provision 2 and Provision 3.
<b>Universal Screener</b>	The Educator Effectiveness System in MPS includes the system of growth and development, as well as evaluation, for teachers in the district based on the Danielson Framework for Teaching. The system also includes the principal system of growth, development and evaluation for all principals and assistant principals, based on the Wisconsin Framework for Principal Leadership.

Term	Definition
<b>Universal Screening</b>	Within the RtI Framework, a universal screening process is used to determine whether each student is likely to meet, not meet, or exceed academic benchmarks or behavioral expectations through the analysis of data from multiple measures.
<b>Urban Agriculture/Aquaponics</b>	Urban farming is the production, processing and distribution of food within the bounds of cities and towns. Urban agriculture can include subjects as diverse as vegetable, nut and fruit production, beekeeping for pollination and honey; animal husbandry for milk, eggs and meat; small-scale agro-forestry, ornamental horticulture and aquaculture. Aquaculture is a system in which the waste produced by farmed fish or other aquatic animals supplies nutrients for plants grown hydroponically which in turn purify the water.
<b>Violence Prevention Program (VPP)/Violence Free Zone (VFZ)</b>	The Violence Prevention Program is a system-wide program that provides training and support to schools designed to reduce incidents in schools. Established in 1988, it is a team of school psychologists, school social workers, school counselors, and teachers who support the students and staff within the schools. The VFZ is a youth-mentoring program that addresses behaviors resulting in truancy, suspension and other circumstances including low student performances. VFZ youth advisors work with students and school staff to promote a positive climate.
<b>Virtual Private Network (VPN)</b>	Application needed by staff to access several internal MPS applications.
<b>Wage Compression</b>	A situation where employees with fewer years of experience and possibly less education, are hired at wage rates close to, or higher than, other employees in the same job with more experience.
<b>Welcome Center</b>	A place where families can receive key MPS services such as enrollment, transfer requests, dispute resolution. Centers are located at Central Services, South High School and Obama S.C.T.E.
<b>Wellness Wednesdays</b>	Wellness Days offer programming and resources at different sites across the city every other week. These resources are free and available to everyone ages 6 and older. Children ages 6-11 must be accompanied by an adult.
<b>WI Framework for Principal Leadership</b>	A framework developed by a group of Wisconsin educators that organizes school leadership into two domains: (1) The Effective Educators Domain emphasizes the important influence effective leaders have on educator, student, and organizational learning, and (2) The Leadership Actions Domain focuses on leadership behaviors that help shape school working conditions.
<b>Wisconsin Center for Education Research (WCER)</b>	Center in Wisconsin that conducts basic and applied education research.
<b>Wisconsin Forward Exam</b>	The Wisconsin Forward exam is the state assessment for students administered in the subject areas of English language arts and mathematics in grades 3 through 8, in science in grades 4 and 8, and in social studies in grades 4, 8, and 10.
<b>Wisconsin Information Network for Successful Schools (WINSS)</b>	A section of the Wisconsin Department of Public Instruction's website that offers a variety of data about schools in the state, including demographics and performance data as well as teacher qualifications.
<b>Wisconsin Interscholastic Athletic Association (WIAA)</b>	The Wisconsin Interscholastic Athletic Association is a voluntary, unincorporated, and nonprofit organization. The Association promotes uniformity of standards in interscholastic athletic competition, and prevent exploitation by special interest groups of the school program and the individual's ability.

Term	Definition
<b>Wisconsin Knowledge and Concepts Examinations Criterion-Referenced Test (WKCE-CRT)</b>	An annually administered student assessment used for school and district accountability under No Child Left Behind. Developed by the Wisconsin Department of Public Instruction, it consists of reading and math assessments in grades 3-8 and 10 as well as science, English language arts, writing and social studies in grades 4, 8 and 10.
<b>Wisconsin Retirement System (WRS)</b>	Employee Trust Funds - Wisconsin Retirement System for Certificated Employees.
<b>Wisconsin Student Assessment System (WSAS)</b>	WSAS is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The assessments that make up the WSAS include: Wisconsin Forward Exam, Dynamic Learning Maps, ACT Aspire, ACT Plus Writing, and ACT WorkKeys.
<b>Wisconsin Uniform Financial Accounting Requirements (WUFAR)</b>	The uniform financial and accounting structure for reporting for public elementary and secondary schools in the State of Wisconsin. It replaced the Wisconsin Elementary and Secondary Accounting System Handbook.
<b>WISEdash</b>	WISEdash is the Wisconsin Information System for Education data dashboard, located at <a href="http://www.wisedash.dpi.wi.gov/Dashboard/portalHome.jsp">http://www.wisedash.dpi.wi.gov/Dashboard/portalHome.jsp</a> .
<b>Witness Statement</b>	A handwritten or typed statement from a first-hand witness of an incident that is both dated and signed. In certain circumstances, where a student is unable to write their own statement, administrators may dictate statements verbatim for the student.
<b>Work Order</b>	The online form submitted by building engineers into the Facilities and Maintenance Services (FMS) Computerized Maintenance Management System (CMMS) requesting work or services.
<b>Workday/Building Operations</b>	All Building employees shall receive a 30-minute, unpaid duty-free lunch period. During the school year, an 11:00 a.m. to 1:00 p.m. window has been established as the span of time in which the 30-minute, unpaid duty-free lunch period must be scheduled for the first shift. Engineers should discuss the establishment of the regularly scheduled lunch period with their respective school principals.
<b>Workflow</b>	The sequence of administrative or other processes through which a piece of work passes from initiation to completion.
<b>World Languages</b>	In MPS, there are three types of elementary program models for world languages: foreign languages in the classroom, full immersion and partial immersion. All high school students starting with the class of 2021 must complete 2.0 credits in world language to graduate.
<b>Youth Mobilization</b>	One component of MPS C.A.R.E.S that focuses on the civic engagement of all Milwaukee youth.
<b>Youth Risk Behavior Survey (YRBS)</b>	The Youth Risk Behavior Survey (YRBS) asks students about health behaviors of students in grades 6 through 12. The survey has specific questions related to nutrition, physical activity, tobacco, alcohol, and other drug use. Results from the survey are used by MPS to plan risk reduction efforts and for the Project AWARE grants.