



## Executive Summary



**MILWAUKEE**  
PUBLIC SCHOOLS

**2020–21 Superintendent's Proposed Budget**

**Fiscal Year: July 1, 2020 – June 30, 2021**

Submitted to the Milwaukee Board of School Directors

Office of Finance  
5225 W. Vliet St.  
Milwaukee, WI 53208  
[mpsmke.com](http://mpsmke.com)





**MILWAUKEE**  
PUBLIC SCHOOLS

# Milwaukee Board of School Directors

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Dr. Keith P. Posley, *Superintendent*



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## Senior Team

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*Christopher Hauser, Interim Deputy Superintendent*

*Marla Bronaugh, Chief Communications & School Performance Officer*

*Katrice Cotton, Ed.D., Chief School Administration Officer*

*Jeremiah Holiday, Ph.D., Interim Chief Academic Officer*

*Martha Kreitzman, Chief Financial Officer*

*Evangeline (Leia) Scoptur, J.D., Interim Chief Human Resources Officer*

*Sue Saller, Manager III, Superintendent's Initiatives*

*Gail Davidson, Special Assistant to the Superintendent*

## NONDISCRIMINATION NOTICE

It is the policy of Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability). The individuals named below have been designated to handle inquiries regarding the nondiscrimination policies.

For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI, 53201-2181

For section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: J. Andy Woyte, Interim Section 504/ADA Coordinator, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, WI, 53216, (414) 438-3677

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# Executive Summary

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

The Executive Summary of the 2020–21 Superintendent’s Proposed Budget provides summary information on the district’s overall budget. The topics are covered in more detail in the subsequent sections. The budget is posted on the district’s website with linked tables of contents that allow readers to locate descriptions by topic.

## Organizational Component

### About MPS

Milwaukee Public Schools (MPS) is the largest school district in the state of Wisconsin with a rich variety of educational programs and extracurricular activities for children from three-year-old kindergarten through high school. With enrollment of 74,966 students as young as age three through grade 12 and 9,650 full-time equivalent (FTE) staff positions, MPS is a diverse community spread across 158 schools.

MPS is governed by the nine-member Milwaukee Board of School Directors (MBSD) as detailed in Chart 1.1. One member is elected at large and eight are elected from geographic districts. Board members serve four-year terms. MBSD is the policy-making body for the school system, with a superintendent who is appointed by the MBSD to lead the district’s administration. The senior team supports the superintendent in turning the district’s strategic vision into action.

*Chart 1.1 Members of the School Board and First-Level Administrative Personnel*

#### MISSION STATEMENT

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

#### SUPERINTENDENT

Dr. Keith P. Posley

#### SCHOOL BOARD MEMBERS

District #1 – Marva Herndon  
District #2 – Erika Siemsen  
District #3 – Sequanna Taylor  
District #4 – Annie Woodward  
District #5 – Larry Miller  
District #6 – Luis A. (Tony) Báez, Ph.D.  
District #7 – Paula Phillips  
District #8 – Megan O’Halloran  
Member at Large – Bob Peterson

#### SENIOR TEAM

Calvin Fermin, Deputy Superintendent  
Christopher Hauser, Interim Deputy Superintendent  
Marla Bronaugh, Chief Communications & School Performance  
Officer Katrice Cotton, Ed.D., Chief School Administration Officer  
Jeremiah Holiday, Ph.D., Interim Chief Academic Officer  
Martha Kreitzman, Chief Financial Officer  
Evangeline (Leia) Scoptur, J.D., Interim Chief Human Resources  
Officer Sue Saller, Manager III, Superintendent’s Initiatives  
Gail Davidson, Special Assistant to the Superintendent

## Core Beliefs

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

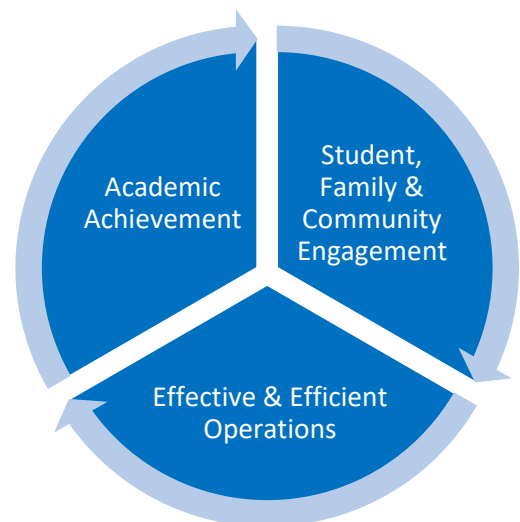
MPS is committed to accelerating student achievement, building positive relationships between youths and adults, and cultivating leadership at all levels. More MPS students are taking college-level Advanced Placement (AP) and International Baccalaureate (IB) courses. Five MPS high schools were rated among the best in the state and nation by *U.S. News and World Report* in spring 2019. Four additional schools were approved to pursue IB authorization. The Class of 2018 earned over \$86 million in scholarships and grants. Nine MPS schools were honored as Wisconsin Title I Schools of Recognition for success in educating students.

MPS offers an extensive variety of educational programs and activities for children from preschool through high school that occur in its neighborhood schools, specialty schools, comprehensive middle and high schools, traditional schools, charter schools, alternative schools, and partnership and contracted agency schools. The district's goal is for every child to graduate ready for success in college, career and life. MPS continues to offer and expand the high-performing programs that families desire, such as strong college preparatory courses in fine

arts, bilingual education, career and technical education, gifted and talented, language immersion and Montessori. MPS also offers other college and career preparatory programs, including AP and IB. MPS recently added a two-year world language high school graduation requirement.

MPS is proud of its many accomplishments and progress made but still faces challenges on many fronts. To tackle the challenges head-on and change the operating dynamics of Wisconsin's largest school district, MPS has established three system-wide goals that are essential to the accomplishment of MPS's vision and mission:

- Academic achievement
- Student, family and community engagement
- Effective and efficient operations





## Mission Statement

Milwaukee Public Schools is a diverse district that welcomes all students and prepares them for success in higher education, post-education opportunities, work and citizenship.

## Vision Statement

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



## Five Priorities for Success

The district is committed to the success of every child through the Five Priorities for Success. The priorities allow MPS to accomplish its overall goals of academic achievement; student, family and community engagement; and effective and efficient operations.

In an urban setting, neighborhoods are diverse, and a student’s life experiences encompass a wide spectrum. It is critical that the educational process considers the child as a whole and creates systems that are inclusive of social-emotional learning, wellness and opportunities that include community organizations that extend beyond the school walls. District staff will continue to follow the Five Priorities for Success throughout the 2020–21 school year as shown in Chart 1.2. MPS students deserve a comprehensive education that supports the well-being of the whole child and facilitates success in college, career and citizenship.

Chart 1.2 Five Priorities for Success



The proposed budget emphasizes student-centered alignment of resources and an organizational structure that supports schools and classrooms. Chart 1.3 outlines these priorities aligned to major objectives.

Chart 1.3 Five Priorities for Success Aligned to Major Objectives



### Increase Academic Achievement and Accountability

- Reading** - to prepare all students to read at grade level
- Writing** - to prepare all students for real writing opportunities across disciplines
- Mathematics** - to prepare all students starting in kindergarten for success in algebra

IMPROVE DISTRICT AND SCHOOL CULTURE



### Improve District and School Culture

- Decrease the number of office discipline referrals
- Decrease the district suspension rate
- Increase the number of schools using restorative practices



### Develop Our Staff

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

ENSURE FISCAL RESPONSIBILITY AND TRANSPARENCY



### Ensure Fiscal Responsibility and Transparency

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





## Strengthen Communication and Collaboration

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

The first step taken by the superintendent toward the Five Priorities for Success was to move funding from centralized accounts back to school site allocations. This prioritization has stayed in place and, as a result, schools' budgets and funding for staff positions have increased. For 2020–21, as in the prior year, schools have kept the same per-pupil base allocation. School positions have increased by 24.73 FTEs.

As part of the Five Priorities for Success, MPS is focusing on equity and culturally responsive practices. This includes offering professional development in equity and culturally responsive practices to staff and deploying culturally responsive teaching fellows to help school staff provide culturally responsive teaching to students. MPS also provides support through the Manhood Development Academy and restorative practices through the Violence Prevention Program.

The Department of Black and Latino Male Achievement (BLMA) continued focus on several strategic priorities, including maintaining and monitoring the Manhood Development Academy; supporting mentorship programs; continuing a positive narrative change campaign that reimagines Black and Latino boys; improving school culture through dignity, equitable practices and capacity building; and collaborating on workforce equity to improve district strategies to recruit Black and Latino male teachers. Data gleaned from hundreds of semi-structured student interviews and surveys indicate that students involved in BLMA programming have shown an increase in engagement, a sense of connectedness to their schools and a general increase in grade point average (GPA). Additionally, compared to 2017–18, the young men involved with BLMA have had a dramatic decrease in discipline referrals for violent incidents in 2018–19, a trend we expect to continue in 2019–20 data and beyond.

### *Budget Process and Timeline*

In December 2019, the administration proposed and the MBSD adopted parameters that guided the development of the 2020–21 budget. The parameters are necessarily modified by the resources available but help to guide the decisions made during the budget preparation process. MPS is committed to developing a budget that reflects a commitment to fair resources, quality and socially transformative learning, a supportive environment for employees and an equitable education system for all, with the following parameters as guidance:

1. Ensure that there are sufficient resources for high-quality classroom instruction at the Tier 1 level
2. Adjust and repurpose educational programming and departmental budgets to prioritize student achievement
3. Fully implement the salary phase-in schedules with a possible cost-of-living increase
4. Consider employee benefit modifications for eligible employees to identify cost savings and increase efficiencies
5. Explore operating efficiencies including those related to transportation

6. Implement a multi-tiered mental health approach to promote students' mental health and social-emotional learning
7. Strengthen a well-rounded educational experience by increasing the allocation in areas of school library, art, music and physical education
8. Restore revenue to the Construction Fund to address deferred maintenance
9. Prepare the budget, maximizing the revenue limit

In addition the MBSD developed a task force to conduct analysis and make recommendations relative to the MPS pension plan and retirement benefits.

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

The district-wide budget development process is a multi-year collaborative process involving many stakeholders, including students, School Engagement Councils, families, school leaders, learning teams, Central Services personnel, task forces, community stakeholders, the superintendent and the MBSD. The budget preparation process begins each year in August with the review of performance indicators and continues through the beginning of June with the adoption of the budget by the MBSD. In the fall of 2019, the Department of Financial Planning and Budget Services, within the Office of Finance, worked with the superintendent's senior team and with school leaders and program coordinators to make any programmatic and budget changes necessitated by enrollment changes or other developments.

Ambitious Instruction budget conversations were held with the leader and school team of each school that had a 2018–19 Wisconsin Department of Instruction (DPI) school report card designation of "fails to meet expectations." In addition, other schools had the opportunity to request an Ambitious Instruction budget conversation. These conversations were hosted by the superintendent and included the deputy superintendents, chiefs and regional superintendents. The purpose of the conversations was to make informed decisions about allocating resources that are focused on providing the best education for students. A letter served as a follow-up to each school leader that summarized the conversation and offered additional support.

Increased support and input were gathered for each school's budget through regional resolution debriefs. Regional resolution debriefs are a collaborative approach to forming the schools' budgets. Included on the regional resolution teams are the regional superintendents, Office of Academics staff, instructional leadership directors, Human Resources staff and Financial Planning and Budget Services staff. Each school received input on the school budget from staff and parents and their School Engagement Councils.

The district is using many different vehicles to solicit and act upon feedback from staff and the community. Some of these methods are staff open-office hours, principal collaboration and a student advisory group that works with the Office of the Superintendent. The District Advisory Council is made up of parent representatives from all schools and meets monthly with district staff. These sessions provide individuals with an opportunity to learn more about and give feedback on the progress toward district initiatives, as those efforts form the basis of budget recommendations.



Board meetings were used to gather input from community stakeholders. These board discussions included budget parameters, five-year forecast, budget timeline and strategic initiatives. Board meetings were well attended, and input was gathered through public testimony. Chart 1.4 outlines the budget development timetable.

*Chart 1.4 Budget Development Timetable*

2020–21 Budget Development Timetable	
<b>August–December</b>	<b>September–October</b>
<ul style="list-style-type: none"> <li>• Discuss the budget timetable, potential parameters, new programs, school changes and initiatives to be considered when preparing budget recommendations</li> <li>• Collect a variety of inputs, ideas and costs with analysis of their impact for budget planning</li> <li>• Collect stakeholder input into budget development</li> </ul>	<ul style="list-style-type: none"> <li>• Revise budgets for the current year based on actual enrollment and identify future funding needs</li> <li>• Hold school budget resolution debriefs</li> <li>• Discuss the district’s five-year financial forecast</li> </ul>
<b>October</b>	<b>November–December</b>
<ul style="list-style-type: none"> <li>• Hold community listening sessions</li> <li>• Strategic Planning and Budget Committee holds work session</li> <li>• Hold board meetings for possible action on amendments to the adopted budget for the current fiscal year based on updated enrollment and revenue data</li> <li>• Transmit the amended adopted budget to the Milwaukee Common Council</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize next year’s enrollment projections</li> <li>• Hold Student Achievement and School Innovation Committee meeting to discuss and take possible action on potential school changes</li> <li>• Recommend school funding priorities</li> <li>• Collect cost-to-continue information</li> </ul>
<b>December</b>	<b>January</b>
<ul style="list-style-type: none"> <li>• Review current programs and funding levels and the school allocations for establishing school-based budgets</li> <li>• Hold Strategic Planning and Budget Committee meeting for discussion and possible action on the proposed budget potential parameters and new programs and initiatives to be considered</li> </ul>	<ul style="list-style-type: none"> <li>• Hold Strategic Planning and Budget Committee meeting for discussion and possible action on the proposed budget timetable</li> <li>• Discuss budget process and preliminary allocations</li> <li>• Hold school Ambitious Instruction budget conversations</li> <li>• Prepare, with input from School Engagement Councils, proposed school budgets</li> </ul>
<b>February–March</b>	<b>April</b>
<ul style="list-style-type: none"> <li>• Hold school budget resolution debrief meetings</li> <li>• Prepare proposed office budgets</li> <li>• Hold office budget conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Hold office budget conversations</li> <li>• Compile the Superintendent’s Proposed Budget</li> </ul>
<b>May</b>	<b>June</b>
<ul style="list-style-type: none"> <li>• Release MPS Superintendent’s Proposed Budget</li> <li>• Hold public hearings on proposed budget</li> <li>• Publish statutory public hearing notice</li> <li>• Hold statutory hearing on proposed budget</li> <li>• Take possible action on amendments submitted by board members on the proposed budget</li> <li>• Hold board meetings for possible action on proposed budget</li> </ul>	<ul style="list-style-type: none"> <li>• Transmit adopted budget to the Milwaukee Common Council</li> </ul>
<p><b>Please note: The budget timeline is for all funds, including capital projects.</b></p>	

## *Significant Changes in the Budget*

Wisconsin's biennial budget began with the 2019–20 school year and has been enacted. The district's total projected revenue for 2020–21 is \$1.2 billion. The following significant budget changes will occur in 2020–21:

- School budgets
- School-based staff
- Educational programming such as Montessori and bilingual
- Employee salary schedules
- Maintenance of safe and conducive learning facilities
- Pursuit of accreditation for Recreation & Community Services

## *Allocation of Human and Financial Resources to Achieve Goals and Objectives*

Improving education outcomes for students means focusing the district's collective energy in one place: classrooms. The 2020–21 Superintendent's Proposed Budget reflects this commitment by directing resources to schools and increasing efficiency to expand the school-based focus at Central Services. One of the core beliefs of the district is that the classroom is the most important place in the district. The budget reflects the district's continuing commitment to the children whom the district is privileged to serve. Even in tight fiscal times, the 2020–21 budget reflects a commitment to maximizing available resources to provide support to students and schools.

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. Work across the Office of Academics and the Office of School Administration is aligned to support each school community in improved service to students and families. Other offices and departments have adjusted their practices to assist schools with problem solving and improvement efforts.

The Office of School Administration works with school leaders to support the implementation of best practices in teaching and learning. While district and school reform continues to be a vital component of the overall strategic plan, the Office of School Administration provides specific supports to the district's continuous improvement efforts as well as instructional implementation supports and strategies through four geographical regions, a high school region and a citywide region. Each region is supported by a team that includes an instructional leadership director who is accountable for supporting the overall instructional focus of each school by providing coaching and guidance in executing research-based methods to improve achievement.

Each regional superintendent leads a team that is accountable for supporting operational effectiveness. Regional superintendents assume general oversight of the day-to-day operational activities of school leaders related to culture and climate and help ensure compliance with the district's administrative requirements and deadlines.

MPS schools feature strong curriculum tied to the rigorous Common Core State Standards that prepares students to succeed in college and careers. The strong curriculum is being implemented through the Ambitious Instruction Plan 2.0, which has high expectations, develops cultural competence (with a focus on language acquisition based on context) and connects student learning to lived experiences while maintaining an intentional and consistent

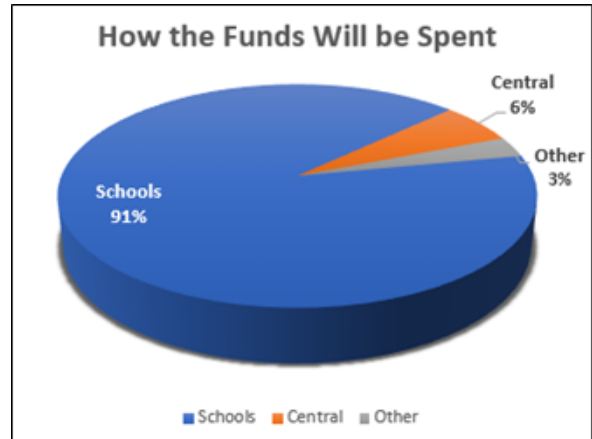


focus on the cultural identities and linguistic needs of students in reading, writing and math. MPS is home to the nation’s largest concentration of students participating in Project Lead the Way, which uses hands-on learning opportunities to expose students to engineering, math, science and technology in middle and high school. MPS also boasts the nation’s largest number of public Montessori schools.

Ensuring that dollars reach the classroom can be challenging. While great strides have been made to direct resources to classrooms, the district’s best efforts to create a standard of care for all students are greatly influenced by funding decisions at the state and federal levels.

For every dollar budgeted in the MPS School Operations Fund, ninety-one cents is used to educate and support children in Milwaukee, as shown in Chart 1.5. This includes both supplies and personnel but especially the district’s largest group of employees: teachers. Six cents of every dollar in the fund is used to support non-school-based staff and services, while the remaining three cents supports necessary operations expenses such as insurance, utilities and debt repayment.

*Chart 1.5 School Operations Fund Spending*



## Financial Component

### *Revenues and Expenditures for All Funds*

Specific financial strategies and plans to support the MBSD’s goals are described in the budget. The district, as required under Governmental Accounting Standards Board (GASB) pronouncements, uses various fund types to report financial activity for its operating units. MPS administers the following funds: School Operations, School Nutrition Services, Construction, Extension and Categorically Aided Programs funds. Within these funds, expenses are budgeted and recorded in schools, departments and other MPS entities.

Chart 1.6 shows a summary of expenditures spent in previous years and budgeted district-wide. Salaries and benefits are 66.7 percent of funds budgeted. The School Operations Fund budget is only 0.1 percent less than the previous fiscal year, which creates difficult decisions as the district continues its commitment to invest more resources in the classroom and develop a well-qualified workforce. Please note that charts in millions of dollars are noted (\$M) throughout the budget. In addition, the sums of figures do not always equal the total displayed due to rounding.

Chart 1.6 District-Wide Expenditures

2020–21 District-Wide Expenditures (\$M)					
Expenditure Type	2016–17 Actuals	2017–18 Actuals	2018–19 Actuals	2019–20 Budgeted	2020–21 Budgeted
Salaries	\$514.0	\$505.0	\$498.8	\$522.9	\$526.9
Employee Benefits	230.4	264.2	267.9	284.1	283.6
Purchased Services	309.4	294.2	345.3	296.7	298.3
Supplies	89.5	64.1	57.8	65.2	61.8
Debt Service	49.1	34.0	37.2	36.9	35.4
Capital Expenses	27.3	44.3	4.4	3.8	4.2
Other Expenditures	22.3	5.3	1.4	6.6	8.9
<b>Total</b>	<b>\$1,242.0</b>	<b>\$1,211.1</b>	<b>\$1,212.9</b>	<b>\$1,216.2</b>	<b>\$1,219.0</b>

The 2020–21 Superintendent’s Proposed Budget is balanced, where the authorized expenditures are equal to projected revenues. The budget projects \$1.2 billion in total revenues and expenditures, and the School Operations Fund totals \$947.2 million. Chart 1.7 provides a projected pro forma financial summary for 2020–21 revenues by fund.



Chart 1.7 Summary of All Funds – Revenues

Summary of All Funds – Revenues by Source (\$M)						
	2016-17	2017-18	2018-19	2019-20	2020-21	Inc/(Dec)
	Actuals	Actuals	Actuals	F.A.	P.B.	
<b>School Operations Fund</b>						
Property Tax Levy/Equalization Aids	\$822.4	\$816.0	\$805.5	\$800.6	\$797.1	(\$3.5)
State Handicapped Aids	48.3	46.1	45.1	45.8	48.0	2.2
Other State Aids	28.3	44.2	60.2	68.9	68.3	(0.7)
Federal Aids	15.5	15.1	14.7	15.8	16.4	0.6
Local Revenues (Non-Property Tax)	53.5	24.5	31.8	16.8	17.5	0.6
<b>Subtotal</b>	<b>\$968.0</b>	<b>\$945.9</b>	<b>\$957.3</b>	<b>\$947.9</b>	<b>\$947.3</b>	<b>(\$0.8)</b>
<b>School Nutrition Services Fund</b>						
Federal Aids, Commodities	\$49.3	\$49.0	\$49.2	\$53.3	\$53.6	\$0.3
State, Sales and Other Aid	1.7	1.7	1.7	1.6	1.6	(0.1)
<b>Subtotal</b>	<b>\$51.0</b>	<b>\$50.7</b>	<b>\$50.9</b>	<b>\$54.9</b>	<b>\$55.2</b>	<b>\$0.2</b>
<b>Extension Fund</b>						
Property Tax Levy	\$20.0	\$20.0	\$20.0	\$25.2	\$25.2	-
Applied Surplus	-	-	-	5.5	5.5	-
Other	2.3	2.0	1.8	2.0	2.0	-
<b>Subtotal</b>	<b>\$22.3</b>	<b>\$22.0</b>	<b>\$21.8</b>	<b>\$32.7</b>	<b>\$32.7</b>	<b>\$0.0</b>
<b>Construction Fund</b>						
Property Tax Levy	\$1.1	\$3.9	\$1.5	\$1.5	\$5.5	\$4.0
Other	68.6	37.9	3.0	1.1	1.1	-
<b>Subtotal</b>	<b>\$69.7</b>	<b>\$41.8</b>	<b>\$4.5</b>	<b>\$2.6</b>	<b>\$6.6</b>	<b>\$4.0</b>
<b>Categorical Fund</b>						
Federal	\$125.6	\$120.5	\$116.8	\$147.5	\$148.9	\$1.4
State	28.0	28.5	34.6	33.2	34.3	1.1
Private	2.5	3.2	2.4	3.2	0.8	(2.4)
<b>Subtotal</b>	<b>\$156.1</b>	<b>\$152.2</b>	<b>\$153.8</b>	<b>\$184.0</b>	<b>\$184.0</b>	<b>\$0.1</b>
Less Indirect	(5.0)	(5.1)	(4.8)	(5.9)	(6.7)	(0.8)
<b>Subtotal</b>	<b>\$151.1</b>	<b>\$147.1</b>	<b>\$149.0</b>	<b>\$178.1</b>	<b>\$177.3</b>	<b>(\$0.7)</b>
<b>Total</b>	<b>\$1,262.1</b>	<b>\$1,207.5</b>	<b>\$1,183.5</b>	<b>\$1,216.2</b>	<b>\$1,219.0</b>	<b>\$2.8</b>

### Budget Comparisons for All Funds

Chart 1.8 shows that schools and school accounts are budgeted at \$835.3 million of the School Operations Fund budget. School accounts include support such as art, music, physical education, librarians, guidance counselors, school nurses, school safety, interscholastic athletics and academics. School Nutrition also provides direct support to schools.



Annual budgetary decisions are focused on general operating funds received from state aid, property taxes, federal aid and local sources. Chart 1.9 shows that the majority of general operations funding is from state aids and the local property tax levy, which are capped by the state’s revenue limit.

*Chart 1.8 Use of School Operations Fund Summary*

District Use of School Operations (General & Debt) Fund Summary (\$M)	
Office	Amount
Board/Board Governance	\$2.2
Accountability & Efficiency	1.0
Superintendent	2.1
Communications & School Performance	12.5
Academics	7.6
School Administration	31.3
Finance	5.3
Human Resources	5.6
Schools and School Accounts	837.1
Other Accounts	53.2
Inter-department & Inter-fund	-10.7
<b>Total</b>	<b>\$947.2</b>

*Chart 1.9 Where Do the Funds Come From?*

2020–21 Revenue Sources	
Source	Percent
Property Tax Levy/State Equalization/Integration Aids	84.2%
Other State Aids	12.3%
Federal Aids	1.7%
Local Non-Property Tax Revenues	1.8%

Chart 1.10 shows a revenue comparison between the 2020–21 Superintendent’s Proposed Budget and the 2019–20 Amended Adopted Budget for the district’s five funds. The budget has total projected revenues of about \$1.2 billion. Summary notes for each fund follow the chart, and more information for each fund is detailed in the financial section.

*Chart 1.10 District Revenue Overview*

District Revenue Overview: 2020–21 Superintendent’s Proposed Budget Compared to 2019–20 Amended Adopted Budget (\$M)						
	Operations	Nutrition	Extension	Construction	Categorical	Total
2019–20 Amended Adopted Budget	\$947.9	\$54.9	\$32.7	\$2.6	\$178.1	\$1,216.2
2020–21 Superintendent’s Proposed Budget	947.2	55.2	32.7	6.6	177.3	1,219.0
<b>Year-to-Year Increase/(Decrease)</b>	<b>(\$0.7)</b>	<b>\$0.3</b>	<b>\$0.0</b>	<b>\$4.0</b>	<b>(\$0.8)</b>	<b>\$2.8</b>
	<b>-0.1%</b>	<b>0.5%</b>	<b>0.0%</b>	<b>151.7%</b>	<b>-0.5%</b>	<b>0.2%</b>

The majority of district revenues are capped by the state's revenue limit regulations in place since 1993. For MPS, the projected operations revenue limit for 2020–21 is \$797.1 million, which is \$3.5 million less than 2019–20. The reduction is due to moving \$4 million in funding to the Construction Fund.

Due to a small decrease in the district's operations fund coupled with rising costs, difficult choices have been made to ensure quality services for children without eroding the district's limited fund balance. Initiatives that show promise for moving the district forward can be funded only with reductions in other areas. The operations fund balance has been decreasing significantly in previous years. The district has implemented strategies to reverse the trend. On April 7, 2020, citizens of the City of Milwaukee overwhelmingly voted in support of an operational referendum that will increase funding received by Milwaukee Public Schools (MPS) over the next four years and beyond. The Milwaukee Board of School Directors and MPS administration will collaborate over the summer months to address these priorities and finalize the 2020–21 budget with the increased revenue from the referendum.

The School Nutrition Services Fund is an enterprise fund. The fund is managed by the Department of Nutrition Services, which administers the National School Lunch and School Breakfast Programs in all MPS schools as well as the Afterschool Snack Service, Child and Adult Care Food Program, Summer Food Service Program and the Fresh Fruit and Vegetable Program. As an enterprise fund, operations are expected to generate sufficient revenue to cover costs. Revenues include federal and state meal reimbursements and revenue earned from cafeteria sales. The budgeted \$55.2 million in revenue is an increase of \$0.3 million. This includes a use of fund balance in the amount of \$4.0 million.

The 2020–21 budget for the Extension Fund anticipates revenues and authorizes expenditures totaling \$32.7 million, which has not changed. The revenues include property tax levy and local revenues (including fees for recreation programs) that are intended to support community programs and services outside of regular curricular and extracurricular programs. Increased funding will support updating a number of playfields, improving access and expanding services.

The Construction Fund is used to account for and report financial resources that are restricted, committed or assigned to expenditures for the acquisition or construction of capital facilities. It is also used to fund additions to, and/or remodeling of, existing buildings. The proposed budget for the Construction Fund anticipates revenues and authorizes expenditures of only \$6.6 million, an increase of \$4 million. Notably, the district's use of local tax levy for the Construction Fund will increase this year.

The Categorically Aided Programs Fund is used to account for proceeds from federal, state and private grants that fund special projects based on need. These funds must be used according to the funder's timeline, purpose and rules. The 2020–21 Superintendent's Proposed Budget for the categorical fund assumes total revenue and expenditures of \$177.3 million, which is a decrease of \$0.8 million compared to 2019–20.

## Trends, Events and Initiatives

### Achievements

The district's commitment to improvement and the MBSD's goals are evident through the following achievements.

## Goal 1: Academic Achievement











-  Developed and began implementation of a five-year music policy
-  Received approval for four additional schools (ALBA, Marvin Pratt, Stuart and Morse Middle School) to pursue IB authorization
-  Celebrated state recognition of 100 MPS schools for behavior, reading and/or mathematics
-  Increased graduation rate in 2019 by 2.4%
-  Received board-certified honor through the National Board for Professional Teaching Standards (NBPTS) for five teachers
-  Continued implementation of the MPS Montessori Strategic Plan
-  Advanced the objectives of the 53206 Initiative
-  Was honored by the Kohl Foundation for seven teachers for excellence in education
-  Was awarded Initiative Scholarships for academic achievement by Kohl Foundation for seven MPS students
-  Earned 142 scholarships valued at \$5,294,800 during the fall 2019 Empower Me Tour (EMT) hosted by the United Negro College Fund (UNCF)
-  Implemented district-wide restorative practices professional learning
-  Installed a new computer room and STEM center at Cass Street School thanks to a gift from Rockwell Automation
-  Conducted the MPS 17th Annual Foro Latino Resource Fair to improve access to support for children with special needs
-  Hosted the MPS Health Career Expo at North Division High School to expose students to career opportunities
-  Expanded college and career readiness opportunities for students
-  Refined implementation of Ambitious Instruction Plan 2.0



## Goal 2: Student, Family and Community Engagement

-  Conducted public listening sessions to help guide Milwaukee Public Schools to provide an equitable educational environment that is child-centered
-  Redeveloped a cohort of green schoolyards as part of a Greener Healthier Schools Program
-  Increased opportunities for student voice
-  Renovated several playfields including Columbia, Custer, Franklin Square, Clovernook and Southgate Playfields
-  Hosted Third Annual Student Job Fair to support young people seeking summer employment
-  Updated the Pulaski and Vincent stadiums
-  Held the Second Annual MPS Language Summit to showcase language and culture programs
-  Opened Twilight Center at Douglas Middle School
-  Recruited students for ambassador internships in Marcus hotels during the Democratic National Convention
-  Launched new app to help families connect and stay up to date about MPS events and news
-  Created resources to support family involvement including Parent Guides in reading, writing, and mathematics; A Parent's Guide to Assessment; and MPS Reads monthly reading lists
-  Convened Fall Student Leadership Summit
-  Provided monthly mentoring sessions and programs to support MPS black and Latino youth through the district's Black & Latino Male Achievement (BLMA) Department
-  Featured eight students from Pulaski High school in the new Green Card Youth Voices book
-  Conducted community survey and public listening sessions to gather input about important education topics from students, families, educators, staff and community members to determine how MPS can strengthen and enrich students' academic experiences and opportunities

## Goal 3: Effective and Efficient Operations

-  Established a task force with 32 local business, education, nonprofit and civic leaders to identify solutions leading to higher achievement for MPS students
-  Provided a pay raise to most employees as part of an overall compensation and retention strategy
-  Passed intent to bring forward a referendum by the MBSD for additional funding to help MPS attract and retain high-quality certified teachers; offer more career and technical education programs and expand art, music, physical education and language programs
-  Implemented four job fairs to better fill open positions
-  Joined the City and County in identifying resource-leveraging opportunities through the One Milwaukee Initiative and Taskforce
-  Developed a three-year plan to enhance human resources operations
-  Expanded New Educator Institute
-  Focused on increasing healthy food options for students through a partnership between the MPS Department of School Nutrition Services and the Life Time Foundation
-  Developed and began implementation of a district-wide plan to recruit, onboard, and retain highly qualified staff with an emphasis on teachers of color
-  Implemented and tracked district-wide professional learning through the Learning Management System





# MPS at a Glance 2019-20

## FIVE PRIORITIES FOR SUCCESS



HOME TO  
**5** OF THE STATE'S TOP HIGH SCHOOLS  
According to *U.S. News & World Report* 2019

**\$78+**  
**MILLION**  
in college scholarships and grant offers  
Class of 2018

Offering  
**159**  
School Options



**4 more schools**  
approved to pursue  
IB authorization

## Signs of Success

**7** more schools  
in the **TOP 3**  
WI State Report Card  
categories 2018-19

**90%**  
of budget dollars  
go directly to  
classrooms  
2019-20

Educating  
**74,633**  
2019-20 STUDENTS  
89.9% students of color  
82.6% economically disadvantaged  
20.1% special needs

**\$10,297**  
PER STUDENT SPENDING  
2019-20

**41**  
SCHOOLS  
improving at least one  
category level on the WI  
State Report Card 2018-19

Dr. Keith P. Posley  
Superintendent of Schools

[mpsmke.com](http://mpsmke.com)

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## 2019–20 Highlights

Chart 1.11 *MPS at a Glance*, on the previous page, provides a 2019–20 district overview. MPS has worked to refine a comprehensive plan to improve student outcomes. This plan includes a regional development effort to increase the number of high-performing seats throughout the district while creating learning pathways for students and improving the capacity of quality community support activities. Regional development takes into consideration community feedback to provide high-quality programs throughout the city. Repurposing space allocation was considered in order to ensure that education options will meet the needs of students. Through the regional development work and the recommendations of the Long-Range Facility Master Plan, the 53206 Initiative was developed. Andrew S. Douglas has been remodeled to be a state-of-the-art middle school. Elementary schools will serve as feeder schools to Andrew S. Douglas Middle School with North Division as the high school of choice. Vertical alignment of the curriculum will ensure that students are prepared to attend the middle school and high school focused on science, technology, engineering and mathematics (STEM).

The district has developed, implemented and supported the Ambitious Instruction Plan 2.0 for reading, writing and math to provide an explicit framework for teaching and learning. The plan lays out the goals, visions, essential skills, strategies and professional development needed to ensure that differentiated tiered support is provided to students. Schools aligned their school improvement plan with the goals and strategies of the Ambitious Instruction Plan 2.0. Each month ambitious instruction professional development is provided to principals and school support teachers who then facilitate professional development at the school level.

MPS, the City of Milwaukee and other public and private partners have come together to improve early childhood education across the city. The district is committed to strengthening the foundation of our youngest learners by creating the conditions and opportunities that promote early literacy development.

MPS conducted its second annual Language Summit, which included student performances and sessions about bilingual education, English as a second language, immersion education, world language and First Nations studies. The summit provided an opportunity to showcase language and culture in MPS. Black Lives Matter Week of Action events hosted by MPS and its partners had widespread participation and included families, staff, students, board members and the community. This week-long event was designed to engage the community in topics that address four national demands (end zero tolerance, mandate black history and ethnic studies courses, hire more black teachers, and fund counselors not cops) and foster discussions and solutions to current issues.



## Financial and Demographic Changes

The population of the city of Milwaukee has been stable for the past couple of decades. However, there has been a decline in the number of school-age children. MPS's revenues are tied directly to its enrollment. The highly competitive nature of the K–12 education landscape in Milwaukee along with the decline in the number of school-age children impacts MPS enrollment. Families living in the city of Milwaukee can choose MPS neighborhood schools, specialty schools, MPS charter schools or MPS partnership schools, but they can also choose non-MPS



charter schools, suburban district schools through open enrollment or private schools that are bolstered by the voucher/choice program.

With all this in mind, this budget is designed to uphold commitments to the district’s goals while responsibly preparing for the years to follow. MPS must ensure the use of best practices in delivery of efficient and highly effective services that maximize support for students and improve student achievement.

## Informational Component

### Budget Forecast

The district prepares five-year projections by statutory fund as part of the spring budget process for the upcoming fiscal years. This chart does not include our categorical funding. Chart 1.12 shows an estimate of revenues and expenditures in all funds for each year through 2023–24. Information includes the actual costs for 2015–16, 2016–17, 2017–18 and 2018–19; the amended adopted budget for 2019–20; the proposed budget for 2020–21; an early estimate of revenues and expenditures for 2021–22, 2022–23, 2023–24; and changes from the proposed 2020–21 budget to the estimated 2023–24 budget.

Chart 1.12 All Statutory Funds—Five-Year Projection

All Statutory Funds – Five-Year Projection (\$M)									
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	FY24 vs. FY21
	Actuals	Actuals	Actuals	F.A.	P.B.	Estimated	Estimated	Estimated	Inc / (Dec)
Federal Revenues	\$64.8	\$64.1	\$63.9	\$69.1	\$70.0	\$70.4	\$70.9	\$71.8	\$1.7
State Revenues	934.8	907.3	911.8	915.3	917.4	911.7	893.4	894.9	(22.5)
Local Revenues	146.1	89.0	58.7	53.8	54.4	55.9	56.1	56.7	2.3
<b>Total Revenues</b>	<b>\$1,145.7</b>	<b>\$1,060.4</b>	<b>\$1,034.4</b>	<b>\$1,038.1</b>	<b>\$1,041.7</b>	<b>\$1,038.1</b>	<b>\$1,020.4</b>	<b>\$1,023.3</b>	<b>(\$18.5)</b>
Salaries/Other Wages	\$440.6	\$432.0	\$426.3	\$443.2	\$441.2	\$482.5	\$500.1	\$517.6	\$76.4
Position Benefits	197.1	227.7	230.5	241.0	238.3	254.1	262.7	272.1	33.8
Purchased Services	272.8	259.1	264.8	253.9	260.4	274.7	275.3	276.1	15.6
Supplies	76.2	56.6	47.9	53.9	53.4	56.9	58.6	60.1	6.6
Capital Expenses	27.3	44.2	37.0	3.2	4.1	3.8	3.9	4.1	0.0
Other Objects	65.9	33.9	37.2	43.0	44.3	47.3	49.5	50.0	5.8
<b>Total Expenditures</b>	<b>\$1,079.9</b>	<b>\$1,053.6</b>	<b>\$1,043.6</b>	<b>\$1,038.1</b>	<b>\$1,041.7</b>	<b>\$1,119.2</b>	<b>\$1,150.1</b>	<b>\$1,179.9</b>	<b>\$138.2</b>
<b>Balance (before use of prior-year funds)</b>	<b>\$65.8</b>	<b>\$6.8</b>	<b>(\$9.3)</b>	<b>\$0.0</b>	<b>\$0.0</b>	<b>(\$81.1)</b>	<b>(\$129.7)</b>	<b>(\$156.6)</b>	<b>(\$156.6)</b>
Use of Prior-Year funds for Legacy Costs	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Surplus/(Deficit)</b>	<b>\$65.8</b>	<b>\$6.8</b>	<b>(\$9.3)</b>	<b>\$0.0</b>	<b>\$0.0</b>	<b>(\$81.1)</b>	<b>(\$129.7)</b>	<b>(\$156.6)</b>	
<b>Cumulative Surplus/(Deficit)</b>	<b>\$122.2</b>	<b>\$129.0</b>	<b>\$119.8</b>	<b>\$119.8</b>	<b>\$119.8</b>	<b>\$38.6</b>	<b>(\$91.1)</b>	<b>(\$247.7)</b>	

The revenues are projected to remain largely the same while expenditures are expected to increase by \$156.6 million between 2020–21 and 2023–24. This information does not include the referendum which passed on April 7, 2020. The primary drivers of the increases are salaries and medical inflation. Medical costs are projected to increase over five percent, compounded annually, over the next five years. The administration is pursuing options and alternatives to stabilize enrollment and contain costs to ensure that MPS avoids the projected deficits if the status quo is maintained.

### Student Enrollment Trends and Forecast

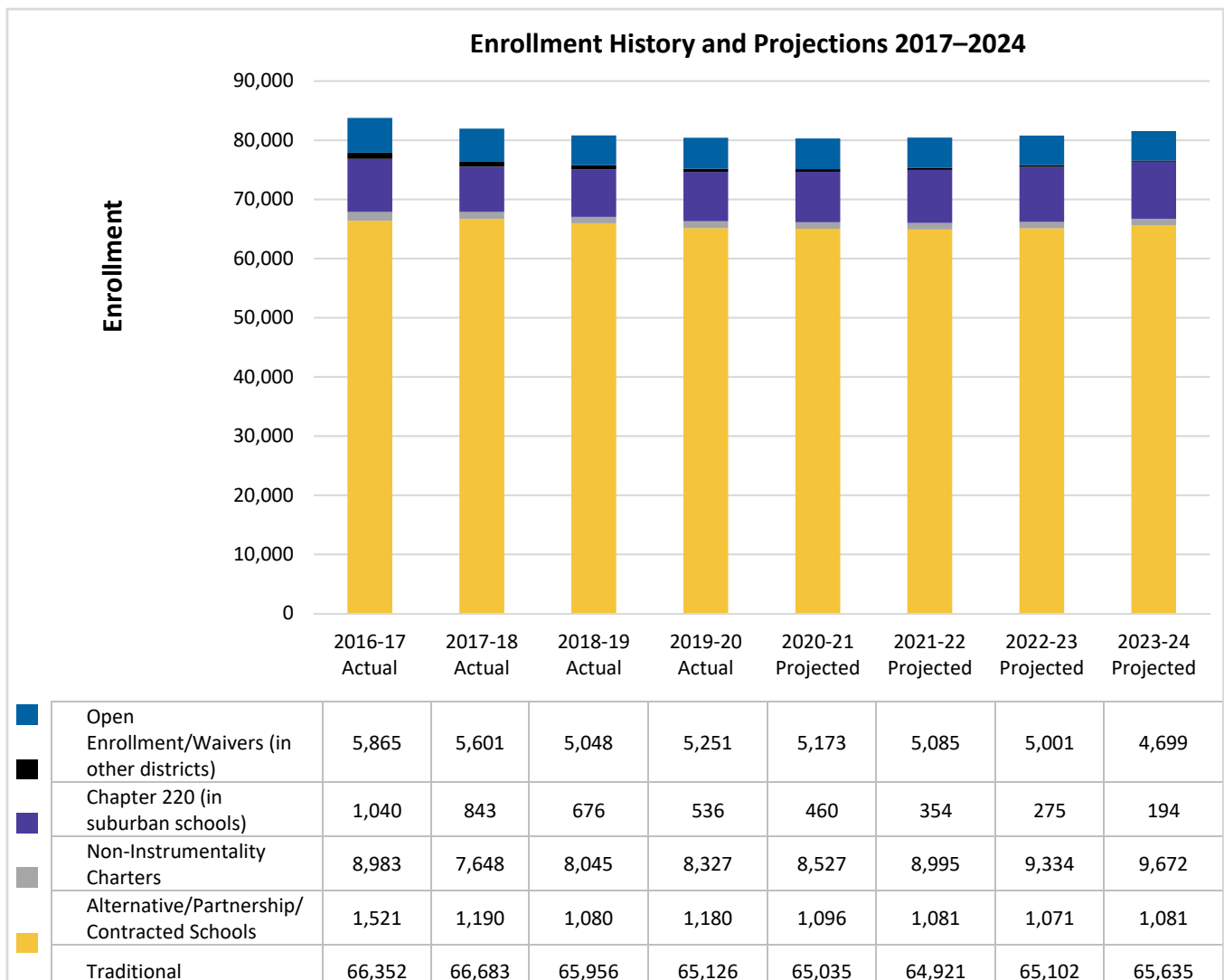
Student enrollment is a major factor in determining state revenue. Lower enrollment, along with legislative action regarding the revenue limits, can lead to lower state revenues for the district. In 2020–21, the district is projected to serve 74,966 students in 158 schools. The students are served throughout 95 elementary and K–8 schools, two

early childhood centers, five schools serving grades 6–12 or K–12, seven middle schools, 15 high schools, 15 non-instrumentality charter schools, six instrumentality charter schools, seven partnership schools and six alternative schools.

Enrollment is projected to decrease slightly, by 91 students, in 2020–21. Open enrollment will decrease by 3.3 percent, and Chapter 220 will decrease by 14.2 percent. Both the open enrollment and the Chapter 220 program allow students to reside in one district and attend school in another. Due to a change in law, no new students have been enrolled in the Chapter 220 program since 2015–16.

Four years of actual student enrollment history and projections for the next four years are found in Chart 1.13 and are based on the third Friday of September enrollment. The third Friday number reflects the students who began the school year enrolled in an MPS school and determines a school’s per-pupil allocation. The administration uses demographic data and enrollment trends to develop a system-wide projection of pupil counts.

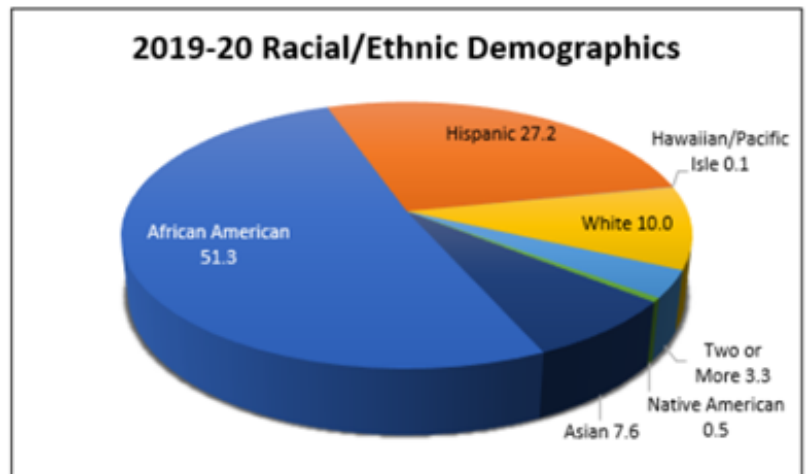
*Chart 1.13 Student Enrollment History and Projections*



The students of MPS are racially and ethnically diverse as displayed in Chart 1.14. The majority of these students are African American or Hispanic.

English learners have comprised between 9.8 and 12.2 percent of the district’s enrollment for the past three years. Of all students enrolled in MPS, 20.1 percent are students with special needs, and 82.6 percent come from economically disadvantaged households.

Chart 1.14 Racial/Ethnic Demographics



### Tax Base and Rate Trends

The city is required to levy and collect property taxes to support the MPS budget. The property tax levy is the amount of money that will be raised from taxes on city of Milwaukee homes and businesses. The tax bill received by owners of non-tax exempt real estate in the city contains the property tax for six units of government: City of Milwaukee, Milwaukee County, Milwaukee Public Schools, Milwaukee Area Technical College, Milwaukee Metropolitan Sewerage District and the State Forest Fund.

Property tax is calculated by multiplying the property’s assessed value by the property tax rate. Assessed valuation is determined by the City of Milwaukee Assessor’s Office. Equalized valuation is determined by the State of Wisconsin Department of Revenue. Chart 1.15 details the assessed valuation of taxable property in Milwaukee.

Chart 1.15 Milwaukee Assessed and Equalized Valuation

Assessed and Equalized Valuation— City of Milwaukee (\$M)			
Assessed Year	Assessed Valuation	Assessed Valuation Increase/(Decrease)	Equalized Valuation
2013	\$25,034	\$(288)	\$26,090
2014	25,025	(10)	26,138
2015	25,263	238	25,980
2016	25,974	711	27,042
2017	26,937	963	26,904
2018	28,349	1,411	28,340

Source: City of Milwaukee Assessor’s Office, 2019 MPS CAFR

The aggregate amount of property taxes to be levied for school purposes is determined according to provisions of Chapter 120 of the Wisconsin state statutes. Property taxes for the district will be adopted by the MBSD in October 2020 and have been certified to the city for levy and collection. The Wisconsin Department of Public Instruction provides districts with final general school aids and tax levy in October of each year. The district’s property taxes are levied annually prior to December 31, are administered by the city and are recognized as district revenue in the fiscal year levied.

Chart 1.16 Tax Levies and Rates for School Purposes

Tax Levies (\$M) and Rates for School Purposes					
Budget Year	School Operations	Construction	Extension	Total	Tax Rates per Thousand
2014	\$272.8	\$9.6	\$17.1	\$299.5	\$10.51
2015	275.6	9.6	17.1	302.3	10.66
2016	273.0	10.6	17.1	300.6	10.20
2017	260.1	1.1	20.0	281.2	9.33
2018	248.2	3.9	20.0	272.1	8.52
2019	228.9	1.5	20.0	250.4	7.47
2020	267.9	1.5	25.2	294.6	7.81

Source: 2018 MPS Comprehensive Annual Financial Report (CAFR), MBSD materials October 2019 and City of Milwaukee Assessor's Office. The tax rate results from dividing the levy by total taxable property value.

Chart 1.16 above shows a six-year history of the tax levy amounts adopted by the MBSD and six years of the related tax rate. As explained above, the city determines the tax rate—the amount per thousand dollars of assessed property value—that Milwaukee taxpayers will pay toward the MPS budget. The rate amount varies in part because of the changing citywide assessment, a \$28 billion figure (see Chart 1.15).

### Personnel Resources Changes

District-wide personnel costs are projected to be \$810.5 million, which at 66.5 percent of the proposed budget is the district's largest expense. The district distributes employee benefit costs to school and department budgets by charging a set-rate benefit cost. The fringe benefit rate used for school and department budgets decreased from 54.8 percent in 2019–20 to 53.3 percent in 2020–21.

The district is committed to maximizing classroom resources and continues to explore all options when it comes to enhancing student instructional support. The largest job categories are teachers and educational assistants who work directly with students. The proposed budget provides for an increase of 24.7 school-based FTEs and a reduction of 42.0 non-school-based FTEs; the majority of the non-school positions are support staff for schools. The FTEs show how many employees would be required if all employees worked a full-time schedule. Of the 9,650.37 staff in MPS, 8,637.22 or 89.5 percent are school-level positions. Certificated administrators will decrease by 33.00 FTEs. Chart 1.17 provides budgetary changes in staff from the 2019–20 Amended Adopted Budget to the 2020–21 Superintendent's Proposed Budget.





Chart 1.17 MPS Staff Distribution

MPS Staff Distribution 2020–21 Superintendent’s Proposed Budget							
Position Type	2019–20 F.A.	2020–21 P.B.	School Position Change	Non- School Change	Total Change	School Positions FY21	Non-School Positions FY21
Certificated Administrators	285.75	225.75	11.30	-44.30	-33.00	62.30	163.45
Principals	125.00	125.00	0.00	0.00	0.00	125.00	0.00
Assistant Principals	127.00	129.00	2.00	0.00	2.00	129.00	0.00
Teachers	4,739.28	4,751.93	1.25	11.40	12.65	4,646.61	105.32
Therapists	47.00	48.00	0.00	1.00	1.00	32.00	16.00
Social Workers	169.92	172.00	3.08	-1.00	2.08	149.50	22.50
Psychologists	153.90	155.30	1.50	-0.10	1.40	146.30	9.00
School Nurses	68.00	66.50	-1.00	-0.50	-1.50	56.00	10.50
Classified Technical & Administrative	401.53	423.53	4.00	18.00	22.00	48.25	375.28
Trades Workers & Foremen	145.00	138.00	0.00	-7.00	-7.00	0.00	138.00
Clerical/Secretaries	366.75	364.75	2.10	-4.10	-2.00	274.35	90.40
School Bookkeepers	32.00	32.00	0.00	0.00	0.00	32.00	0.00
Children’s Health Assist./Nurse Assoc.	290.70	286.40	-4.30	0.00	-4.30	283.59	2.81
Educational Assistants	1,324.87	1,320.10	-2.84	-1.93	-4.77	1,304.85	15.25
Safety Aides	282.00	281.50	2.50	-3.00	-0.50	281.50	0.00
Social Worker Assistants	26.58	27.44	0.85	0.01	0.86	19.60	7.84
Building Services Helpers	354.80	343.80	-10.46	-0.54	-11.00	317.05	26.75
Engineers/Boiler Attendants	252.78	240.67	-2.11	-10.00	-12.11	210.62	30.05
Food Service Managers/Trainees	101.00	95.06	-5.94	0.00	-5.94	95.06	0.00
Food Service Assist./Assist.-in- Charge	400.84	423.64	22.80	0.00	22.80	423.64	0.00
<b>Totals</b>	<b>9,667.70</b>	<b>9,650.37</b>	<b>24.73</b>	<b>-42.06</b>	<b>-17.33</b>	<b>8,637.22</b>	<b>1,013.15</b>

## Changes in Debt

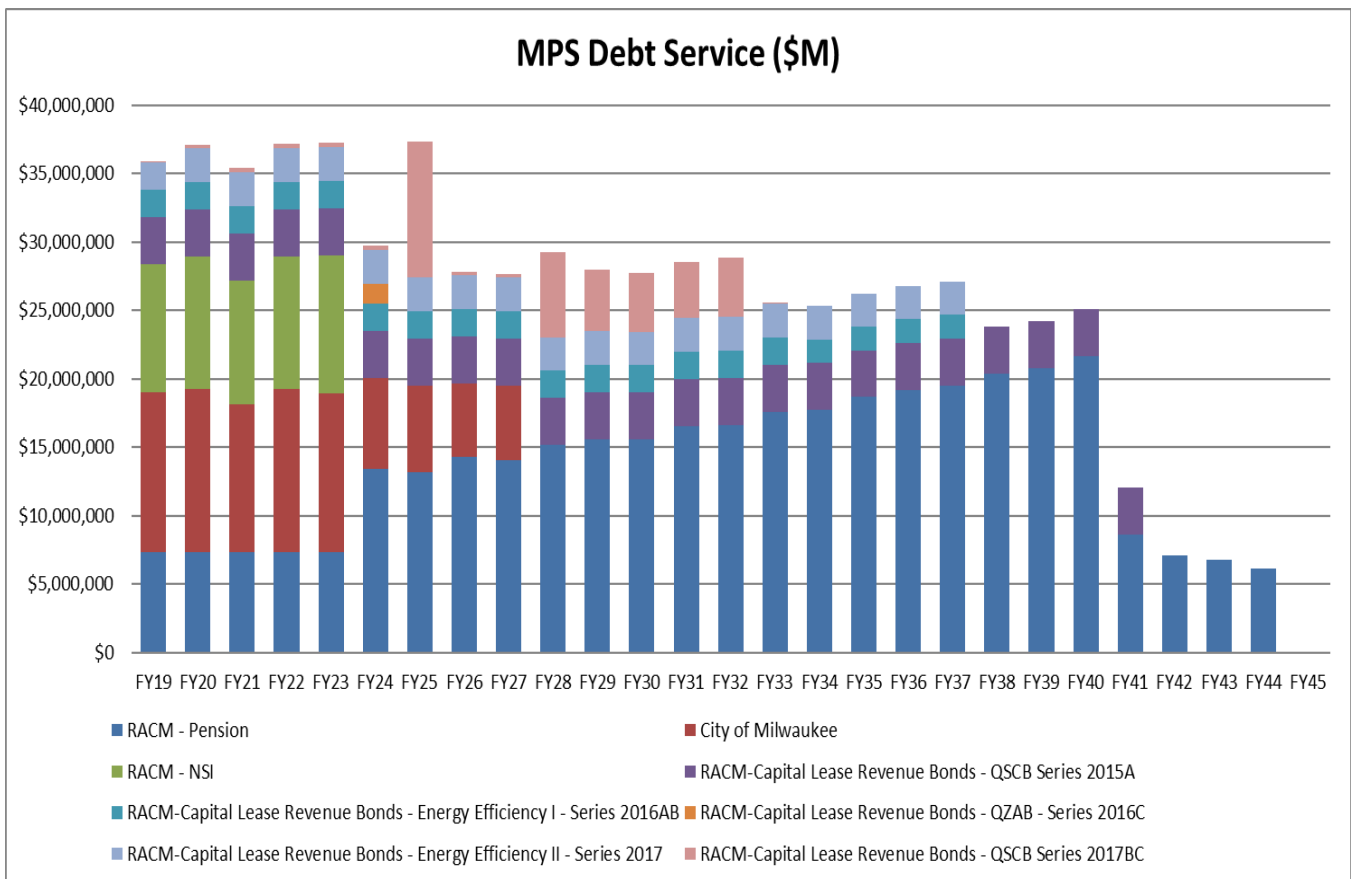
The City of Milwaukee has authority under Chapters 67 and 119 of Wisconsin Statutes to issue municipal obligations for specific school purposes. All issuance of debt, whether short-term or long-term, is approved by the MBSD. The City of Milwaukee continues to maintain high bond ratings from three major agencies. This, along with favorable reviews of the district’s financial management, allows for borrowing at competitive rates that minimize costs.

Projects chosen to be financed with debt are considered in light of the MPS Strategic Plan. Chart 1.18 provides a summary for the past eleven fiscal years of MPS’s outstanding debt. Chart 1.19 shows how various existing debt obligations will grow or shrink in future years. For example, 2023–24 is the year MPS is scheduled to retire the Redevelopment Authority of the City of Milwaukee Neighborhood Schools Initiative (RACM-NSI) debt, have lower obligations for funds borrowed directly from the City of Milwaukee and face a significant increase in payments due for pension financing.

Chart 1.18 Outstanding Debt

Outstanding Debt (\$M)	
Fiscal Year	Debt Outstanding
2009	\$328.3
2010	369.3
2011	358.1
2012	349.8
2013	342.2
2014	337.3
2015	367.2
2016	359.3
2017	382.8
2018	402.8
2019	385.2

Chart 1.19 MPS Debt Service—Cash Flow



# Financial Management

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

## Summary

Stable revenues are not enough to sustain the district's operations as they are today. Modest inflationary pressures require growing revenues. The district also faces more significant inflationary pressure in medical costs and other employee benefits. Planning for 2020–21 has required careful reduction efforts to effectively support the strategic plan while maintaining the fiscal health of the district.

The 2020–21 Superintendent's Proposed Budget reflects an overall increase in spending of \$2.8 million, or 0.2 percent, from the 2019–20 Amended Adopted Budget. Projected revenues in the general operations budget are increased 0.3 percent compared to 2019–20. Much of the overall increase stems from changes in the Operations Fund and categorical funds.

The total 2020–21 Superintendent's Proposed Budget—which includes grant funding and funding for Milwaukee Recreation—is \$1,219,023,008, up from \$1,216,222,704 in 2019–20.

MPS is proud that the 2020–21 Superintendent's Proposed Budget continues to support efforts that further sharpen the district's focus on the classroom while moving forward with the strategic plan that will improve student outcomes. The 2020–21 budget focuses resources to support MPS students. In doing so, MPS places significant emphasis on supporting staff to support students and providing resources for professional development, opportunities for increased collaboration and access to real-time, actionable data.

Despite continued budget challenges, the budget provides staff and students with every opportunity possible and within the current means to achieve success in their MPS journey. This budget is a plan to win—in partnerships, in operations and, most importantly, in academic achievement.

## Accessing the Budget

Feedback to support the development of the annual budget is gathered throughout the year from School Engagement Councils, district work groups, social media, community meetings, community listening sessions and online surveys.

Online versions of the 2020–21 Superintendent's Proposed Budget are posted at [www.mpsmke.com/budget](http://www.mpsmke.com/budget) or via the district's website under *MPS > District > About MPS > Offices & Departments > Office of Finance > Financial Planning and Budget Services*. For more information about the 2020–21 Superintendent's Proposed Budget, please contact the MPS Office of Finance at (414) 475-8851 or via email at [budget@milwaukee.k12.wi.us](mailto:budget@milwaukee.k12.wi.us).