

Executive Summary



MILWAUKEE
PUBLIC SCHOOLS

2021–22 Superintendent's Proposed Budget

***Fiscal Year:* July 1, 2021 – June 30, 2022**

Submitted to the Milwaukee Board of School Directors

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

Milwaukee Board of School Directors

Board members may be contacted at the
MPS Office of Board Governance, (414) 475-8284
Jacqueline M. Mann, Ph.D., Board Clerk/Chief

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Sue Saller, Manager III, Superintendent's Initiatives

Gail Davidson, Special Assistant to the Superintendent

**5225 W. Vliet St.
Milwaukee, WI 53208
(414) 475-8002
mps.milwaukee.k12.wi.us**

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For section 118.13, Wisconsin Statutes, federal Title X: 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

TTD: (888) 692-1408



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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 2021–22 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 71,325 students and 9,849 full-time equivalent (FTE) staff positions, MPS is a diverse community spread across 152 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 – Aisha Carr
District #5 – Jilly Gokalgandhi
District #6 – Marcela (Xela) Garcia
District #7 – Henry Leonard
District #8 – Megan O’Halloran
Member at Large – Bob Peterson

SENIOR TEAM

Calvin Fermin, Deputy Superintendent
Marla Bronaugh, Chief Communications & School Performance Officer
Katrice Cotton, Ed.D., Chief School Administration Officer
Jennifer Mims-Howell, Acting Chief Academic Officer
Martha Kreitzman, Chief Financial Officer
Adria Maddaleni, J.D., 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 and International Baccalaureate courses. Five MPS high schools were rated among the best in the state and nation by *U.S. News and World Report* in spring 2020. The Class of 2020 earned over \$85 million in scholarships and grants. MPS has eight authorized schools and eight Montessori schools. Nine MPS schools were honored as Wisconsin Title I Schools of Recognition for success in educating students.

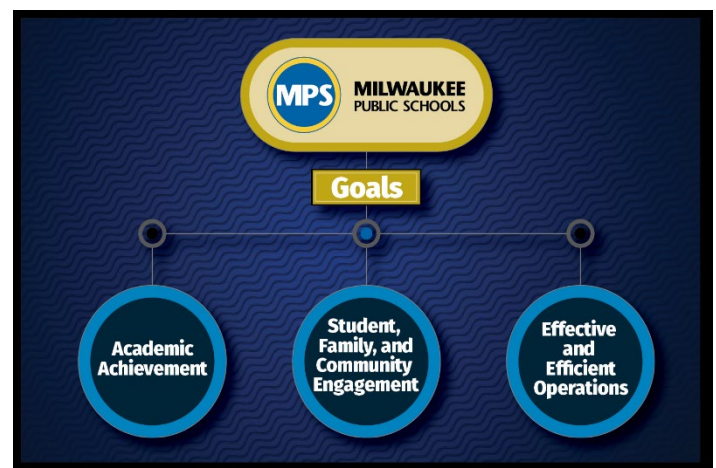
MPS offers an extensive variety of educational programs and activities for children from preschool through high school that occur in neighborhood schools, specialty schools, comprehensive middle and high schools, traditional schools, charter schools, alternative schools, and partnership schools. The 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 Advanced Placement and International Baccalaureate.

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.

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 as shown in Chart 1.2 throughout the 2021–22 school year. 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 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.



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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

- **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

- **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

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

The prioritization of the classroom created as part of the Five Priorities for Success has stayed in place; as a result, schools' budgets and funding for staff positions have increased. In 2021–22, the school per-pupil base allocation has increased by an average of \$228.

As part of the Five Priorities for Success, MPS is focusing on equity, culturally and linguistically responsive practices, Positive Behavioral Interventions and Supports (PBIS), and restorative practices. This includes offering equity, culturally and linguistically responsive practices, PBIS, and restorative practices professional development.

The Department of Black and Latino Male Achievement (BLMA) entered its fourth year with continued focus on several strategic priorities, including maintaining and monitoring a 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 and retain Black and Latino male teachers. Thus far, the average attendance rate for students enrolled in the BLMA Manhood Development Academy is 87 percent while the rate for the comparison group at three schools where the course is not implemented is only 82 percent. In addition, the average suspension rates are 2.6 percent and 14 percent, respectively, for the 2019–20 school year. The department has plans in place to expand its mentoring program and its Manhood Development Academy course. In addition funding has been added to develop and provides services for females.

Budget Process and Timeline

In January 2021, the administration proposed and the MBSD adopted parameters that guided the development of the 2021–22 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, including textbook adoption, to provide high-quality classroom instruction at the Tier 1 level
2. Prioritize school budgets by adjusting and repurposing educational programming and departmental budgets
3. Implement the salary schedules with 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. Provide flexibility to meet standards to safeguard health, safety, and educational needs during the COVID-19 pandemic
9. Restore revenue to the Construction Fund to address deferred maintenance
10. Prepare a balanced budget that is based on state law and maximizes the revenue limit

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 students while ensuring an equitable and 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 2021, the Department of Financial Planning and Budget Services, within the Office of Finance, will work with the superintendent's senior team and with school leaders and program coordinators to make any programmatic and budget changes necessitated by enrollment changes, final state budget, or other developments.

Increased support and input needs 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, 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

| 2021–22 Budget Development Timetable | |
|--|---|
| August–December | September–October |
| <ul style="list-style-type: none"> • Discuss the budget timetable, potential parameters, new programs, school changes, and initiatives to be considered when preparing budget recommendations • Collect a variety of inputs, ideas, and costs with analysis of their impact for budget planning • Collect stakeholder input into budget development | <ul style="list-style-type: none"> • Revise budgets for the current year based on actual enrollment and identify future funding needs • Hold school budget resolution debriefs • Discuss the district’s five-year financial forecast |
| October | November–December |
| <ul style="list-style-type: none"> • Hold community listening sessions • Strategic Planning and Budget Committee holds work session • Hold board meetings for possible action on amendments to the adopted budget for the current fiscal year based on updated enrollment and revenue data • Transmit the Amended Adopted Budget to the Milwaukee Common Council | <ul style="list-style-type: none"> • Finalize next year’s enrollment projections • Hold Student Achievement and School Innovation Committee meeting to discuss and take possible action on potential school changes • Recommend school funding priorities • Collect cost-to-continue information |
| December | January |
| <ul style="list-style-type: none"> • Collect school changes and new initiative information to determine school allocations • Review current programs and funding levels and the school allocations for establishing school-based budgets | <ul style="list-style-type: none"> • Hold Strategic Planning and Budget Committee meeting for discussion and possible action on the proposed budget timetable and parameters • Discuss budget process and preliminary allocations • Prepare, with input from School Engagement Councils, proposed school budgets |
| February–March | April |
| <ul style="list-style-type: none"> • Hold school budget resolution debrief meetings • Hold school Ambitious Instruction budget conversations • Prepare proposed office budgets • Hold office budget conversations | <ul style="list-style-type: none"> • Compile the Superintendent’s Proposed Budget • Release MPS Superintendent’s Proposed Budget |
| May | June |
| <ul style="list-style-type: none"> • Hold public hearings on proposed budget • Publish statutory public hearing notice • Hold statutory hearing on proposed budget • Take possible action on amendments submitted by board members on the proposed budget • Hold board meetings for possible action on proposed budget | <ul style="list-style-type: none"> • Transmit adopted budget to the Milwaukee Common Council |
| <p>Please note: The budget timeline is for all funds, including capital projects.</p> | |



Significant Changes in the Budget

Wisconsin's biennial budget will begin in July of 2021–22; a budget has not yet been enacted for the upcoming year. The district's total projected revenue for 2021–22 is \$1.3 billion. The following significant budget changes will occur in 2021–22:

- Increase school-based funding by \$34.2 million
- Move MPSU program to Office of Human Resources to better offer opportunities to MPS staff
- Implement the second phase of the new music, art, and physical education policies
- Implement the second year of recurring referendum for an additional \$20 million, totaling \$77.0 million

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 2021–22 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. The 2021–22 Superintendent's Proposed 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 services 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 a regional superintendent who assumes general oversight of day-to-day operational activities and 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.

MPS is committed to providing all students with equitable access to high-quality, grade-appropriate instruction aligned to the Wisconsin State Standards. Through the MPS Ambitious Instruction Plan 4.0, MPS aims to close the opportunity gap in reading, writing, and mathematics through explicit instruction, deep engagement, and high expectations for all students regardless of race, ethnicity, or zip code. In addition, the Ambitious Instruction Plan 4.0 cultivates instructional practices that (1) focus on culturally responsive and relevant teaching and learning, (2) leverage technology to empower students to create, collaborate, communicate, and think critically, and (3) integrate reading, writing, and problem solving in all disciplines. MPS is home to the nation's largest

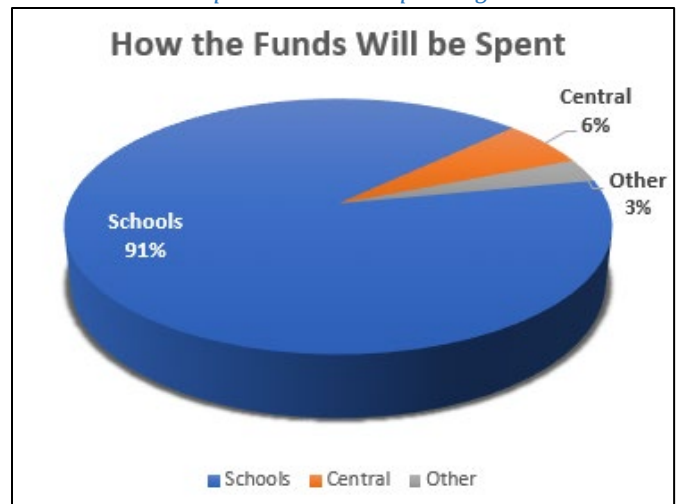


concentration of students participating in Project Lead the Way, which uses hands-on learning opportunities to expose students to engineering, math, science, and technology in middle and high school. MPS also boasts the nation's largest number of public Montessori schools.

MPS is purposefully ensuring that dollars reach the classroom. Great strides have been made to direct resources to classrooms and provide a standard of care for all students.

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 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 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 68.8 percent of funds budgeted. The School Operations Fund budget is 2.8 percent greater than the previous fiscal year. This increase is mainly due to \$20.0 million additional recurring referendum funds. Please note that charts in millions of dollars are identified by \$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

| 2021–22 District-Wide Expenditures (\$M) | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|
| Expenditure Type | 2017–18 | 2018–19 | 2019–20 | 2020–21 | 2021–22 |
| | Actuals | Actuals | Actuals | Budgeted | Budgeted |
| Salaries | \$505.0 | \$498.6 | \$510.0 | \$583.1 | \$596.4 |
| Employee Benefits | 257.6 | 268.3 | 271.8 | 292.3 | 302.5 |
| Purchased Services | 294.2 | 333.9 | 320.8 | 325.6 | 277.0 |
| Supplies | 64.1 | 57.8 | 50.0 | 93.1 | 77.6 |
| Debt Service | 34.0 | 37.2 | 37.1 | 35.4 | 37.2 |
| Capital Expenses | 39.9 | 4.4 | 5.8 | 5.1 | 4.7 |
| Other Expenditures | 5.3 | 2.4 | 14.9 | 8.7 | 10.3 |
| Total | \$1,211.1 | \$1,202.6 | \$1,210.5 | \$1,343.4 | \$1,305.7 |

The 2021–22 Superintendent’s Proposed Budget is balanced, where the authorized expenditures are equal to projected revenues. The budget projects \$1.3 billion in total revenues and expenditures, and the School Operations Fund totals \$1,034.7 million. Chart 1.7 provides a projected pro forma financial summary for 2021–22 revenues by fund.



Chart 1.7 Summary of All Funds – Revenues

| Summary of All Funds – Revenues by Source (\$M) | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|-----------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Inc/(Dec) |
| | Actuals | Actuals | Actuals | F.A. | P.B. | |
| School Operations Fund | | | | | | |
| Property Tax Levy/Equalization Aids | \$816.0 | \$805.5 | \$800.6 | \$856.5 | \$880.3 | \$23.8 |
| State Handicapped Aids | 46.1 | 45.1 | 45.5 | 48.4 | 51.0 | 2.6 |
| Other State Aids | 44.2 | 60.2 | 74.0 | 67.9 | 63.7 | (4.2) |
| Federal Aids | 15.1 | 14.7 | 14.4 | 16.6 | 16.6 | - |
| Local Revenues (Non-Property Tax) | 24.5 | 31.8 | 31.2 | 17.5 | 23.0 | 5.6 |
| Subtotal | \$945.9 | \$957.3 | \$965.8 | \$1,006.9 | \$1,034.7 | \$27.7 |
| School Nutrition Services Fund | | | | | | |
| Federal Aids, Commodities | \$49.0 | \$49.2 | \$42.5 | \$44.4 | \$48.9 | \$4.5 |
| State, Sales and Other Aid | 1.7 | 1.7 | 1.5 | 11.3 | 7.6 | (3.6) |
| Subtotal | \$50.8 | \$50.9 | \$44.0 | \$55.6 | \$56.5 | \$0.9 |
| Extension Fund | | | | | | |
| Property Tax Levy | \$20.0 | \$20.0 | \$25.2 | \$27.2 | \$27.2 | \$0.0 |
| Applied Surplus | - | - | - | 5.5 | 5.6 | 0.1 |
| Other | 2.0 | 1.8 | 1.1 | 2.0 | 2.0 | - |
| Subtotal | \$22.0 | \$21.8 | \$26.3 | \$34.7 | \$34.8 | \$0.1 |
| Construction Fund | | | | | | |
| Property Tax Levy | \$3.9 | \$1.5 | \$1.5 | \$4.6 | \$2.9 | (\$1.7) |
| Other | 37.9 | 3.0 | 1.6 | 1.1 | 1.1 | - |
| Subtotal | \$41.8 | \$4.5 | \$3.1 | \$5.8 | \$4.0 | (\$1.7) |
| Categorical Fund | | | | | | |
| Federal | \$120.5 | \$116.8 | \$116.9 | \$207.8 | \$151.5 | (\$56.3) |
| State | 28.5 | 34.6 | 40.5 | 38.2 | 29.4 | (8.8) |
| Private | 3.2 | 2.4 | 3.2 | 1.2 | 0.5 | (0.7) |
| Subtotal | \$152.2 | \$153.8 | \$160.6 | \$247.1 | \$181.4 | (\$65.8) |
| Less Indirect | (5.1) | (4.8) | (6.6) | (6.8) | (5.7) | 1.1 |
| Subtotal | \$147.1 | \$149.0 | \$154.0 | \$240.3 | \$175.7 | (\$64.7) |
| Total | \$1,207.5 | \$1,183.4 | \$1,193.2 | \$1,343.4 | \$1,305.7 | (\$37.6) |



Budget Comparisons for All Funds

Chart 1.8 shows that schools and school accounts are budgeted at \$919.1 million of the School Operations Fund budget. School accounts include support of programs 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.

Chart 1.8 Use of School Operations Fund Summary

| District Use of School Operations (General and Debt) Fund Summary (\$M) | |
|--|------------------|
| Office | Amount |
| Board/Board Governance | \$2.2 |
| Accountability & Efficiency | 1.0 |
| Superintendent | 2.1 |
| Communications & School Performance | 15.1 |
| Academics | 7.2 |
| School Administration | 34.1 |
| Finance | 5.6 |
| Human Resources | 6.0 |
| Schools and School Accounts | 919.1 |
| Other Accounts | 52.8 |
| Inter-department & Inter-fund | -10.5 |
| Total | \$1,034.7 |

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 1.9 Where Do the Funds Come From?

| 2020–21 Revenue Sources | |
|---|---------|
| Source | Percent |
| Property Tax Levy/State Equalization/Integration Aids | 85.1% |
| Other State Aids | 11.1% |
| Federal Aids | 1.6% |
| Local Non-Property Tax Revenues | 2.2% |

Chart 1.10 shows a revenue comparison between the 2021–22 Superintendent's Proposed Budget and the 2020–21 Amended Adopted Budget for the district's five funds. The budget has total projected revenues of about \$1.3 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 Amended Adopted Budget Compared to 2021–22 Proposed Budget(\$M) | | | | | | |
|--|---------------|--------------|--------------|----------------|-----------------|-----------------|
| | Operations | Nutrition | Extension | Construction | Categorical | Total |
| 2020–21 Amended Adopted Budget | \$1,006.9 | \$55.6 | \$34.7 | \$5.8 | \$240.3 | \$1,343.4 |
| 2021–22 Proposed Budget | 1,034.7 | 56.5 | 34.8 | 4.0 | 175.7 | 1,305.7 |
| Year-to-Year Increase/(Decrease) | \$27.7 | \$0.9 | \$0.1 | (\$1.7) | (\$64.7) | (\$37.6) |
| | 2.8% | 1.6% | 0.4% | (29.7%) | (26.9%) | (2.8%) |



The majority of district revenues are capped by the state's revenue limit regulations in place since 1993. For MPS, the projected operations portion of the revenue limit for 2021–22 is \$880.3 million, which is \$23.8 million greater than 2020–21. This includes the \$20.0 million referendum fund increase for the year.

On April 7, 2020, citizens of the city of Milwaukee overwhelmingly voted in support of an operational referendum that will increase funding received by MPS over the next three years and beyond. With the \$57.0 million first year and the additional \$20.0 million for year two of the recurring referendum that helped to increase support staff for schools, the outlook is more promising. The overall initiatives being addressed through referendum funds are providing high-quality early childhood education and reducing class size, attracting and retaining staff, providing professional support staff including psychologists, social workers, nurses and counselors, meeting educational standards for programming in library, art, music and physical education, expanding access to advanced educational programming opportunities, and enhancing comprehensive career and technical education. Until now the School Operations Fund balance had been decreasing significantly in previous years.

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 \$56.5 million in revenue is an increase of \$0.9 million. This includes a use of fund balance in the amount of \$5.7 million. Total fund balance at the end of FY20 was \$11.0 million.

The 2021–22 budget for the Extension Fund anticipates revenues and authorizes expenditures totaling \$34.8 million, which is an increase of \$0.1 million. 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 budget for the Construction Fund anticipates revenues and authorizes expenditures of only \$4.0 million, a decrease of \$1.7 million. Notably, the district's use of local tax levy for the Construction Fund will decrease this year. However, much work will be done due to the pandemic using monies from the Elementary and Secondary School Emergency Relief Fund (ESSER), to upgrade water fountains, to test and modify air quality systems, and to make other needed renovations.

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 2021–22 Superintendent's Proposed Budget for the Categorically Aided Programs Fund assumes total revenue and expenditures of \$175.7 million, which is a decrease of \$64.7 million compared to 2020–21 primarily due to Coronavirus Aid, Relief, and Economic Security (CARES) Act funds.
















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

-  Delivered Summer Academy 2020 via a virtual format.
-  Head Start program offered summer activities during July. Families were able to help their children learn through Google Classroom.
-  MPS had 22 students across elementary, middle and high school among contest winners at the César E. Chávez Birthday Celebration.
-  Continued implementation of the MPS Montessori Strategic and the Bilingual Strategic Plans.
-  Seven students participated in the August Wilson Monologue Competition and gained knowledge about the impact of Wilson's work, learned performing skills, and built essential skills to prepare for their careers.
-  The MPS fifth annual Celebrating Abilities Family Forum was held virtually in March 2021.
-  Awarded honors and scholarship money from the Kohl Foundation for eleven teachers and thirteen students.
-  Offering a new Seal of Biliteracy for high school students who demonstrate proficiency in English and a second language.
-  MPS is first district in the Midwest to impact students through TeachRock and will use the lessons to integrate arts throughout social studies, language arts, science, math, and general music.
-  Casimir Pulaski High School is in its second year offering the International Baccalaureate (IB) Middle Years Programme and added the IB Diploma Programme and Career-Related Programme.
-  Two teachers were recognized by the Department of Public Instruction as Teachers of the Year.
-  Provided a virtual winter camp to students over their winter break as an extended learning opportunity through the support of community partners.
-  MPS sophomores spent time with MATC educators to learn about career paths in engineering and manufacturing as part of a new Lunch and Learn series.
















GOAL 2: Student, Family and Community Engagement

-  Collected feedback and input regarding the district's reopening plan.
-  Hosted virtual family engagement sessions to help parents and guardians throughout the school year.
-  Provided helplines and district updates to keep families informed and to provide assistance.
-  Families were able to see important updates and access Frog Street for Young Learners, an award-winning curriculum for use at home.
-  Children read online books in English and Spanish and took part in a wide range of learning activities.
-  Drop-in mobile recreation program provided 20-30 minutes of structured play opportunities, the equipment used during the activities were free to take home.
-  Developed a school reopening website where families can find everything they need for successful learning.
-  Over 4,000 toys and games distributed to youth via the Mobile Recreation program
-  Created Bilingual Task Force and developed pathways to a Wisconsin teaching license and bilingual certification to fill MPS's need for more bilingual educators.
-  Provided produce bags, recipes and online videos featuring cooking instructions and information about the foods provided each week through the Fresh Fruit and Vegetable Program.
-  Reopened four renovated sites as part of Milwaukee Recreation's citywide playfield revitalization project: Columbia, Custer, Southgate, and Clovernook.
-  Received devices, curriculum, and support to accelerate digital learning at five MPS middle schools through the Verizon Innovative Learning Program. Technology coaches have also been provided at each school to offer additional support to students and staff.
-  Provided childcare programs that supported students' virtual learning at about 50 locations for children in K5 and up by Milwaukee Recreation during closure of in-person learning.
-  The Arts Internship Program provided a paid summer internship program for high school students with practical job experience in arts-related positions. The program and host organizations created a hybrid curriculum that combined virtual and in-person work during the pandemic.
-  310 care packages of enrichment and sports activities were delivered to Adaptive Athletics participants.



GOAL 3: Effective and Efficient Operations

-  New school year began with virtual learning.
-  Annual New Educator Institute helped launched the school year through virtual professional development.
-  Educators took part in extensive professional development to facilitate online learning and shared creative ideas to keep students engaged.
-  Developed an in-person learning reopening plan and a phased-in reopening recommendation for consideration by the Milwaukee Board of School Directors.
-  MPS offered weekend meal bundles for children.
-  Expanded times and added meal sites for the Stop, Grab, & Go program.
-  Expanded onboarding protocols and professional learning with supports to help retain new staff.
-  Students were provided chromebooks to use at home for online learning along with hotspots if needed.
-  Used a drive-through model for activities such as: handing out instructional materials for early childhood and summer learning, recruiting staff, providing flu vaccinations, distributing COVID-19 sanitation, masks and other supplies to Milwaukee day cares, and providing race packet pickup for the Virtual Run Back to School.
-  Replaced 8 aquatic controllers throughout the District to improve chemical use efficiency and communication regarding swimming pool operations.
-  Installed high-efficiency particulate air (HEPA) fan/ filtration systems in all classrooms and shared spaces
-  Implemented a paperless, online student-athlete eligibility registration system replacing the need for 10 paper forms per athlete.
-  Received the Certificate of Achievement in Excellence in Financial Reporting from the Government Finance Officers Association and the Meritorious Budget Award by the Association of School Business Officials International.





MPS at a Glance 2020-21

FIVE PRIORITIES FOR SUCCESS



HOME TO
5
OF THE
STATE'S
TOP HIGH
SCHOOLS
*According to U.S. News
& World Report 2020*

\$85+
MILLION
in college scholarships and grant offers
Class of 2020

Offering
158
SCHOOL OPTIONS



8 IB-authorized schools across the district



Montessori schools, including the only public **K-12** Montessori school in the nation

91%
of budget dollars
go directly to
classrooms
2020-21

Educating
71,867
2020-21 STUDENTS
90.1% students of color
84.1% economically disadvantaged
20.2% special needs

\$10,476
PER STUDENT
SPENDING
2020-21

21
BILINGUAL
SCHOOLS
4 LANGUAGE IMMERSION SCHOOLS

Dr. Keith P. Posley
Superintendent of Schools

mpsmke.com

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2021-22 Superintendent's Proposed Budget
Fiscal Year: July 1, 2021 – June 30, 2022

Submitted to the Milwaukee Board of School Directors

2020–21 Highlights

This has been a year of much change for MPS; a year like no other. It is the first year that MPS opened to districtwide virtual learning. To help mitigate COVID-19 transmission during the pandemic the decision was made to continue to provide learning virtually to students at home. Milwaukee Public Schools (MPS) has put in great effort to ensure Milwaukee children maintain access to high quality learning during this time. Educators have taken part in extensive professional development to facilitate online learning and have shared creative ideas to keep students engaged. School staff have worked diligently to ensure that every student has access to education and can participate fully even starting the year with a Back-to-School Connection Day.

This is the first year to implement the strategies approved for the use of the recurring referendum that was overwhelmingly approved last spring. While MPS did not imagine implementing the strategies as people stayed at home the funding came at a perfect time to provide extra support for students such as:

- Providing social emotional learning and supportive services
- Engaging students with library media, art, music and physical education
- Providing culturally relevant curriculum, materials and professional development
- Expanding advanced academic opportunities including ethnic studies and gifted and talented
- Enhancing career and technical education opportunities.

Chart 1.11, *MPS at a Glance*, on the previous page, provides a 2020–21 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.

The DMMAC includes educators, families, community members, and district leaders that collaborate to ensure bilingual expansion stays on track, that families are engaged in the process and provided training to advocated for the needs of the bilingual program, that the Seal of Biliteracy would come to fruition and grow in the number of students participating, and that professional development would continue to be provided to schools to meet their needs concerning the bilingual programming and expansion.

The Montessori Advisory Committee (MAC) began early 2018 as a working group of MPS Montessori parents and now includes teachers, paraprofessionals, principals, district administrators, and community partners. In March 2019, the board unanimously approved the Montessori Strategic Plan, designed to protect, enhance, and expand Montessori public education within MPS. The five-year Montessori Strategic Plan is a framework for structural supports for the seven public and one charter MPS Montessori schools that educate more than 4,000 students. The Montessori Strategic Plan supports the fortification of existing Montessori programs and expansion to underserved communities.

The district has developed, implemented, and supported the Ambitious Instruction Plan 3.0 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 have aligned their school improvement plan with the goals and strategies of the Ambitious Instruction Plan 3.0. Each month ambitious instruction professional development is provided to principals and school support teachers who then facilitate professional development at the school level.



In other highlights, MPS hosted its fifth annual Celebrating Abilities Family Forum, which helps families learn more about special education services, programs, and community resources for children. MPS has offered free daily meals including a fresh fruit and vegetables program, books for students to read at home and other academic materials and donations at fifty Stop, Grab & Go locations for families in the city of Milwaukee since the COVID-19 pandemic closed schools in March of 2020. MPS high school students can now earn the Seal of Biliteracy by successfully completing criteria related to English language proficiency and showing a high degree of proficiency in a second language. Pulaski has added an IB Diploma Programme and IB Career Programme. In addition to the virtual instruction provided throughout the school year, virtual enrichment programs were made available during winter break for MPS students through the Wisconsin Humane Society and the Wisconsin Conservatory of Music.

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 2024–25. Information includes the actual costs for 2017–18, 2018–19, and 2019–20; the Amended Adopted Budget for 2020–21; the proposed budget for 2021–22; an estimate of revenues and expenditures for 2022–23, 2023–24, 2024–25; and changes from the proposed 2021–22 budget to the estimated 2024–25 budget.



Chart 1.12 All Statutory Funds – Five-Year Projection

| All Statutory Funds - Five Year Projection (\$M) | | | | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | FY25 vs. FY22 |
| | Actuals | Actuals | Actuals | F.A. | P.B. | Estimated | Estimated | Estimated | Inc / (Dec) |
| Federal Revenues | \$64.1 | \$63.9 | \$56.9 | \$61.0 | \$71.2 | \$72.5 | \$73.4 | \$74.4 | \$3.2 |
| State Revenues | 659.1 | 682.9 | 685.5 | 708.0 | 696.0 | 714.0 | 697.1 | 701.5 | 5.6 |
| Local Revenues | 337.2 | 287.5 | 296.8 | 334.0 | 362.9 | 340.1 | 361.4 | 363.2 | 0.3 |
| Total Revenues | \$1,060.4 | \$1,034.4 | \$1,039.3 | \$1,103.0 | \$1,130.1 | \$1,126.6 | \$1,132.0 | \$1,139.2 | \$9.1 |
| Salaries/Other Wages | \$432.0 | \$426.3 | \$434.1 | \$493.2 | \$511.7 | \$514.1 | \$533.6 | \$551.5 | \$39.8 |
| Position Benefits | 227.7 | 230.5 | 237.0 | 244.8 | 257.6 | 296.0 | 304.6 | 314.0 | 56.4 |
| Purchased Services | 259.1 | 264.8 | 281.9 | 260.7 | 238.4 | 284.4 | 288.2 | 292.7 | 54.3 |
| Supplies | 56.6 | 47.9 | 48.5 | 55.3 | 70.1 | 57.8 | 58.9 | 60.5 | (9.6) |
| Capital Expenses | 44.2 | 37.0 | 3.3 | 5.0 | 4.7 | 5.3 | 5.6 | 5.9 | 1.3 |
| Other Objects | 33.9 | 37.2 | 51.8 | 44.1 | 47.5 | 47.8 | 40.7 | 48.7 | 1.2 |
| Total Expenditures | \$1,053.6 | \$1,043.6 | \$1,056.5 | \$1,103.0 | \$1,130.1 | \$1,205.4 | \$1,231.6 | \$1,273.5 | \$143.4 |
| Balance (before use of prior-year funds) | \$6.8 | (\$9.3) | (\$17.2) | \$0.0 | \$0.0 | (\$78.8) | (\$99.6) | (\$134.3) | (\$134.3) |
| Use of Prior-Year Funds for Legacy Costs | - | - | - | - | - | - | - | - | - |
| Surplus/(Deficit) | \$6.8 | (\$9.3) | (\$17.2) | \$0.0 | \$0.0 | (\$78.8) | (\$99.6) | (\$134.3) | |
| Cumulative Surplus/(Deficit) | \$129.0 | \$119.8 | \$102.5 | \$102.5 | \$102.5 | \$23.8 | (\$75.8) | (\$210.1) | |

The revenues are projected to increase by \$9.1 million while expenditures are expected to increase by \$143.4 million between 2021–22 and 2024–25. The primary drivers of the increases are salaries, increasing supports for schools, 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

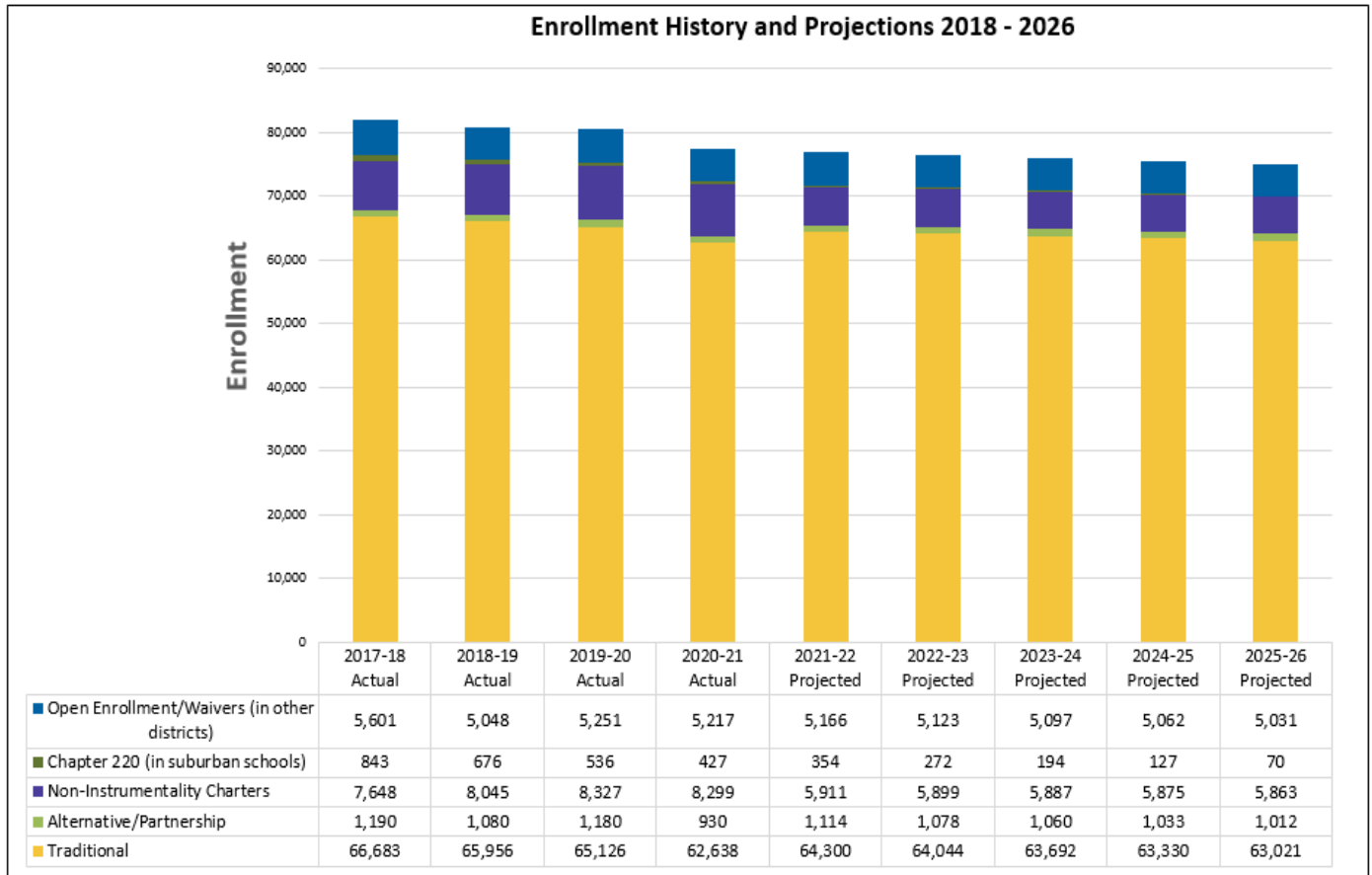
Student enrollment is a major factor in determining state revenue. Lower enrollment, along with legislative action regarding the revenue limits, can lead to lower state revenues for the district. In 2021–22, the district is projected to serve 71,325 students in 152 schools. The students are served throughout 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, nine non-instrumentality charter schools, six instrumentality charter schools, seven partnership schools, and six alternative schools.

Enrollment decreased by approximately 3,000 students in 2020–21; the decrease was mostly in enrollment in the early childhood grades due to the COVID-19 pandemic. However, in 2021–22, despite losing almost 2,500 students due to the contract term endings of six non-instrumental charter schools, the projection only estimates a loss of 457 in enrollment or a 0.59 percent decrease. The Chapter 220 program allows 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, and enrollment decreases every year as students graduate out of the program.

Four years of actual student enrollment history and projections for the next five 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.



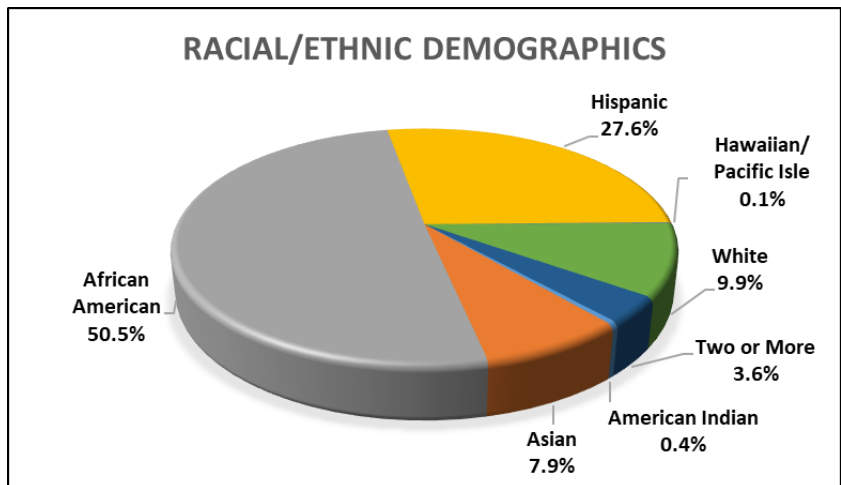
Chart 1.13 Student Enrollment History and Projections



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 12.8 percent of the district’s enrollment for the past four years. Of all students enrolled in MPS, 20.2 percent are students with special needs, and 84.1 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, and the Milwaukee Metropolitan Sewerage District.

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 |
| 2019 | 29,490 | 1,141 | 29,746 |

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 2021 and will be certified to the city for levy and collection. The Wisconsin Department of Public Instruction provides districts with final general school aid allocations and maximum tax levy amounts 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 | 236.2 | 1.5 | 25.2 | 262.9 | 7.81 |

Source: 2020 MPS Comprehensive Annual Financial Report (CAFR), 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 seven-year history of the tax levy amounts adopted by the MBSD and seven 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 \$29 billion figure (see Chart 1.15).

Personnel Resources Changes

Districtwide personnel costs are projected to be \$898.9 million, which at 68.8 percent of the 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 increased from 53.3 percent in 2020–21 to 53.6 percent in 2021–22.

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 budget provides for an increase of 38.80 teacher FTEs; other positions had only minor changes. Of the 9,848.52 full time equivalent (FTE) positions in MPS, 8,789.46 or 89.2 percent are school-level positions. Chart 1.17 provides budgetary changes in FTE positions from the 2020–21 Amended Adopted Budget to the 2021–22 Superintendent’s Proposed Budget.



Chart 1.17 MPS Staff Distribution

| MPS Staff Distribution 2021–22 Superintendent’s Proposed Budget | | | | | | | |
|---|-----------------|-----------------|------------------------------|--------------------------|-----------------|-----------------------------|---------------------------------|
| Position Type | 2020–21 F.A. | 2021–22 P.B. | School Position Change | Non- School Change | Total Change | School Positions FY22 | Non-School Positions FY22 |
| Certificated Administrators | 243.75 | 246.75 | -13.00 | 16.00 | 3.00 | 76.00 | 170.75 |
| Principals | 125.00 | 125.00 | 0.00 | 0.00 | 0.00 | 125.00 | 0.00 |
| Assistant Principals | 128.62 | 130.74 | 2.24 | -0.12 | 2.12 | 130.74 | 0.00 |
| Teachers | 4,822.63 | 4,861.43 | 41.91 | -3.11 | 38.80 | 4,745.42 | 116.01 |
| Therapists | 48.00 | 48.00 | 0.00 | 0.00 | 0.00 | 32.00 | 16.00 |
| Social Workers | 184.90 | 182.45 | -0.20 | -2.25 | -2.45 | 164.20 | 18.25 |
| Psychologists | 166.4 | 169.10 | 2.70 | 0.00 | 2.70 | 160.10 | 9.00 |
| School Nurses | 81.50 | 81.50 | 0.00 | 0.00 | 0.00 | 71.00 | 10.50 |
| Classified Technical and Administrative | 451.13 | 450.53 | -18.00 | 17.40 | -0.60 | 56.25 | 394.28 |
| Trades Workers and Foremen | 138.00 | 143.04 | 0.00 | 5.04 | 5.04 | 0.00 | 143.04 |
| Clerical/Secretaries | 362.25 | 363.28 | 2.03 | -1.00 | 1.03 | 275.88 | 87.40 |
| School Bookkeepers | 33.00 | 33.00 | 0.00 | 0.00 | 0.00 | 32.00 | 1.00 |
| Children’s Health Assist./Nurse Assoc. | 277.78 | 273.34 | -3.88 | -0.56 | -4.44 | 271.09 | 2.25 |
| Educational Assistants | 1,314.75 | 1,318.25 | -0.88 | 4.38 | 3.50 | 1,303.12 | 15.13 |
| Safety Aides | 274.00 | 274.00 | 0.00 | 0.00 | 0.00 | 274.00 | 0.00 |
| Social Worker Assistants | 26.69 | 27.44 | 0.00 | 0.75 | 0.75 | 18.85 | 8.59 |
| Building Services Helpers | 343.80 | 345.80 | 1.33 | 0.67 | 2.00 | 318.38 | 27.42 |
| Engineers/Boiler Attendants | 250.67 | 248.94 | -1.12 | -0.61 | -1.73 | 209.50 | 39.44 |
| Food Service Managers/Trainees | 95.06 | 104.25 | 9.19 | 0.00 | 9.19 | 104.25 | 0.00 |
| Food Service Assist./Assist.-in- Charge | 423.64 | 421.68 | -1.96 | 0.00 | -1.96 | 421.68 | 0.00 |
| Totals | 9,791.57 | 9,848.52 | 20.36 | 36.59 | 56.95 | 8,789.46 | 1,059.06 |



Changes in Debt

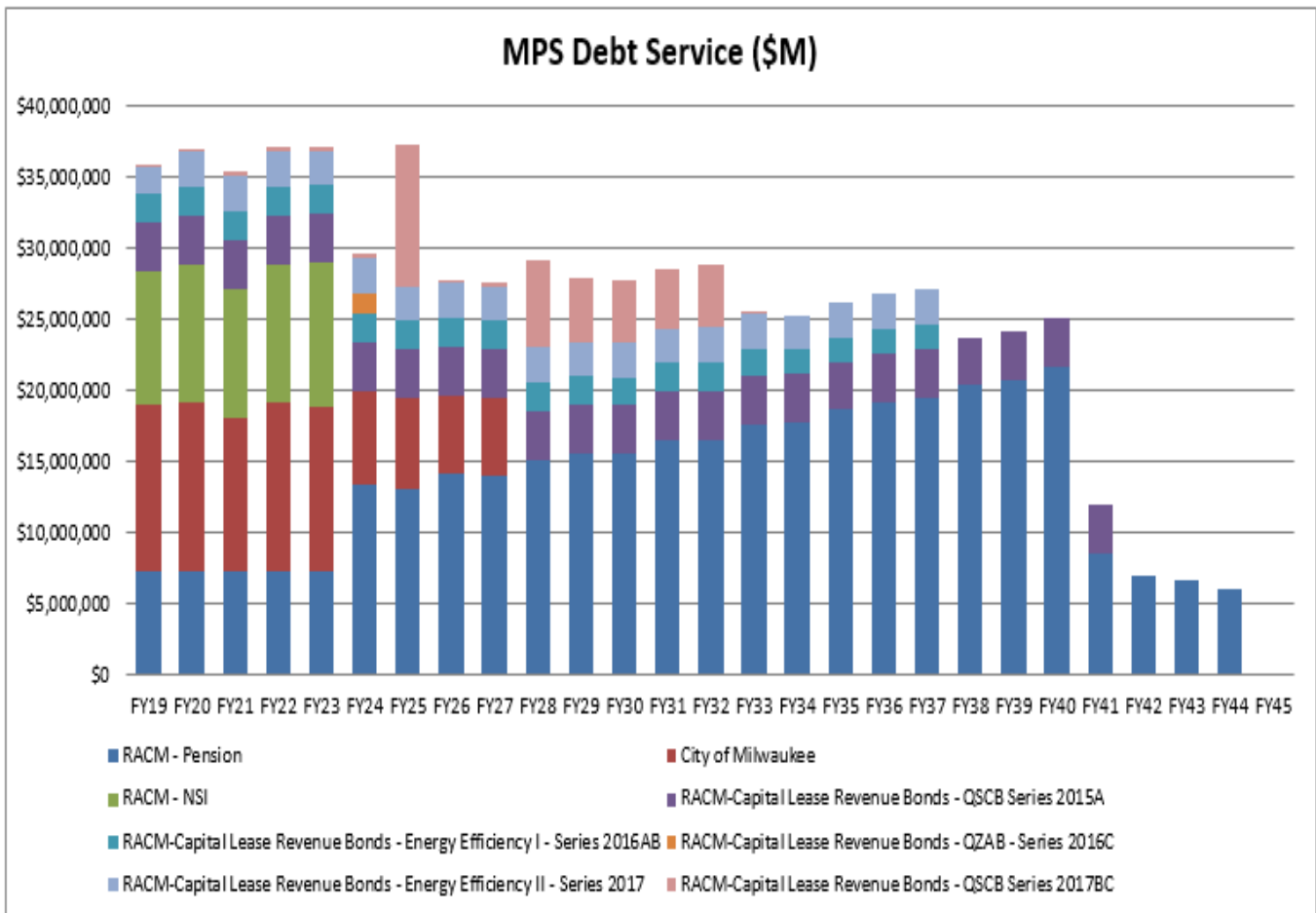
The City of Milwaukee has authority under Chapters 67 and 119 of Wisconsin Statutes to issue municipal obligations for specific school purposes. All issuance of debt, whether short-term or long-term, is approved by the MBSD. The City of Milwaukee continues to maintain high bond ratings from three major 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 that 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 |
| 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 |
| 2020 | 366.0 |

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 2021–22 has required strategic decisions to effectively support the Five Priorities for Success while maintaining the fiscal health of the district.

The 2021–22 Superintendent's Proposed Budget reflects an overall decrease in spending of \$37.6 million, or a 3.0 percent reduction, from the 2020–21 Amended Adopted Budget. Revenues in the general operations budget are projected to increase by 3.0 percent compared to 2020–21. Much of the overall decline in funding stems from a decrease of \$64.7 million in categorical funds mainly from the CARES Act offset by changes in the School Operations Fund—a \$27.7 million increase due to a recurring referendum.

The total 2021–22 Superintendent's Proposed Budget—which includes grant funding and funding for Milwaukee Recreation—is \$1,305,733,833, down from \$1,343,360,782 in 2020–21.

MPS is proud that the 2021–22 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 2021–22 budget focuses resources to support MPS students. In doing so, MPS places significant emphasis on supporting staff to support students by 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 2021–22 Superintendent's Proposed Budget are posted at 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 2021–22 Proposed Budget, please contact the MPS Office of Finance at (414) 475-8851 or via email at budget@milwaukee.k12.wi.us.

