
	<p align="center">STATE OF WISCONSIN</p> <p>JIM DOYLE GOVERNOR</p>	<p align="center">CITY OF MILWAUKEE</p> <p>TOM BARRETT MAYOR</p>	
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“Keeping the status quo is the path of least resistance, but it is also the path that is failing our students. The stakes are too high and I am determined to do the right thing for our children and community”

– Mayor Tom Barrett

The Need for a Bold Change with in Milwaukee Public Schools (MPS)

Education is critical to economic development and job creation. Unfortunately, only 20% of Milwaukee’s workforce has a four year degree and the racial gap in education level is significant - 30% of the white workforce has a four year degree compared to only 10% of the African American workforce.¹

We need to turn around the achievement gap in our school system if we want to address the attainment gap in the workforce. Based on the most recently available national comparison, Wisconsin has the largest Black/White achievement gap of any state in the country.

The outcomes in MPS, the state’s largest district with a roughly 90% minority population, must improve in order to reduce that gap. Current educational outcomes in MPS are unacceptable:

- More than 70% of MPS 10th graders are not proficient in Math.
- More than 60% of MPS 10th graders are not proficient in Reading.
- Graduation rates are improving but still lag behind the statewide average.
- 4 of every 5 graduates who go on to UW-Milwaukee from MPS require remedial classes
- Of MPS graduates from 2005-2007, only 39% enrolled in a post-secondary program within a year of graduation, compared to 48% of Chicago Public School graduates in 2006.²
- The McKinsey Report highlights several examples of fiscal inefficiencies that keep vital resources from getting into the classroom where they belong.

Milwaukee has many great teachers and a committed community, and our students should be able to compete globally. Governor Doyle and Mayor Barrett are committed to seeing that every student that enters MPS reaches his or her full potential. The stakes have never been higher for the city and the state.

Mayor Barrett’s Priorities Under a Changed System

- To get the strongest superintendent possible to lead our schools into a more secure future – one who is empowered to make the changes necessary to improve classroom performance.
- To ensure accountability at all levels – the classroom, the schoolhouse and MPS Central Office.
- To close the racial achievement gap.
- To respond to parents’ needs and bring the entire spectrum of resources – public, private and non-profit – to Milwaukee families who want to achieve educational success.
- To attract and retain quality teachers and get teachers the support they need to succeed.
- To replicate what has been proven to work in urban educational reform – based on quality research

Benefits of Mayoral Governance Relative to the Current System:

The decision to move toward mayoral governance is not about the failure of any individual or program, but the failure of the system. Under the current system:

¹ <http://www.milwaukeeerotary.com/WorkArea/showcontent.aspx?id=3260>

² http://mpsportal.milwaukee.k12.wi.us/portal/server.pt/gateway/PTARGS_0_2_52905_0_0_18/PSReport_03252009.pdf

Parents, students and taxpayers have no one to hold accountable. The MPS Board and superintendent can point fingers at each other or among board members when initiatives are not implemented or difficult decisions are pushed into the future. No sustainable governing coalition – and no sustained commitment to change – can be maintained under the current system.

Instability of leadership leads to “policy churn”. MPS has had seven different school board presidents in less than a decade. New leaders implement new policy initiatives which often are dismissed or reversed when leader emerges. The system is unfair to our teachers and wastes their talent and time.

In contrast, mayoral governance will allow taxpayers and families to:

- 1) **Clearly Define Accountability.** Under a mayoral system, voters know who to hold accountable. It is more likely to lead to a sustainable governing coalition among board members, the superintendent and the community³.
- 2) **Attract the strongest possible change agent and leader as MPS Superintendent.** Superintendents driven to make significant change need to know that they will have the time and support necessary to implement a coherent strategy for success. A governance structure that provides stability and does not require constantly having to negotiate support for each policy initiative is critical to top candidates.
- 3) **Maximize federal resources necessary to drive reform.** President Obama has made it clear that federal education dollars will be tied to bold reforms linked to academic outcomes. US Secretary of Education Arne Duncan has stated clearly that he believes mayoral governance is essential to reform. This is not only true for the \$4 billion in Race to the Top funds, but the same reforms are required for other federal dollars such as the Title I School Improvement Funds.
- 4) **Attract State and Local dollars.** Mayors work closely with the State, private sector and local foundations on various issues and can use that experience to direct more funding into classrooms. Mayor Barrett was able to work with legislators to lower the property tax impact of the Milwaukee Parental Choice Program by over \$18 million annually.
- 5) **Ensure Diversity.** Mayor Barrett and Governor Doyle have demonstrated a commitment to diversity with their leadership selections. Both understand the strength that comes from ethnic and experiential diversity, and any appointed leaders will reflect their long-standing commitment to principles of equality and inclusiveness.

Evidence of Success in Cities where Mayor Appoints Board and Superintendent:

Boston – Reforms instituted in 1993:

- Steady gains in achievement since transformation to mayoral control.
- Won Broad Prize for Urban Education in 2006 - a prestigious award honoring large urban districts that demonstrate the greatest overall achievement and improvement while reducing achievement gaps for poor and minority students.
- **Has shown particular improvement for high school students & low income students**
 - In reading, 15 percentage point increase in high school students proficient between 2003-2006.
 - In math, 11 percentage point increase in proficiency for 4th grade, 16 percentage point increase for 10th grade between 2003-2006.
 - **Low income students displayed the most growth** in math proficiency – 20 percentage point gain between 2003-2006.

³ “Mayoral Intervention: Right for Seattle Schools? Ashley E. Watson, Paul T. Hill. Center on Reinventing Public Education, University of Washington. February, 2008

Chicago – Reforms instituted in 1995:

- 15 percentage point increase in proficiency between 2003-2006 in elementary, 14% point increase in middle school.
- In math, 18 percentage point increase in elementary school proficiency between 2003-2006

Cleveland – Reforms instituted in 1997:

- Large gains for high school students between 2004-2006:
 - In reading, 29 percentage point increase in proficiency for 10th grade students
 - In math, 38 percentage point increase in proficiency for 10th grade students

New York – Reforms instituted in July, 2002 – Mayor’s “Children First” plan unveiled Jan. 2003:

- Won Broad Prize for Urban Education in 2007 based on educational improvement between 2003-2006.
- In math, narrowed achievement gap by 12.5 percentage points/In reading, 6.4 points since 2002.
- Graduation rates increased 9 percentage points between 2002-2006.
- Increased teacher salaries 43% since 2002.
- In math, percentage of 3rd-8th graders meeting standards increased 37 percentage points, in reading, percentage increased 18.3 points
- On 2005 NAEP reading test – just a few years after the change – 57% of students achieved at or above basic level – 8 percentage points higher than peers in other large cities, and a 4% gain since 2003, the highest gain of any participating urban school district and higher than the national gain.
- On 2005 NAEP math test – 73% of 4th graders achieved at or above the basic level on the NAEP test – 5 percentage points higher than other large cities.

It should be noted that there is less evidence of success in cities where a “hybrid” (joint appointment or partially elected board) system was put in place, such as Detroit and Baltimore. Research suggests that this is because accountability remains disperse under these approaches⁴.

Recent MPS Board decisions place politics in front of kids:

- MPS Board voted to consider dissolution of the District.
- MPS Board initially **voted to redirect a half million dollars** for the Superintendent Search and then settled on \$250,000.

In just the past few weeks:

- MPS Board voted to redirect **another quarter million dollars** to hire private lawyers to fight any discussion of mayoral governance.
- The current Board president barred MPS staff from participating in and using MPS resources for the MPS Innovation and Improvement Advisory Council convened by the Mayor, Superintendent Evers, and Governor Doyle to help improve MPS outcomes, in response to the McKinsey Report and the District’s continued federal status as a district in need of Improvement.
- MPS Board voted to **redirect another \$300,000 from the classroom** for start up costs associated with establishing a new office in Board Governance that will shift key powers from the administration to the board. The decision was made with virtually no public debate – in fact, the notice was changed just one hour ahead of the vote to allow for public comment. The vote was criticized by both the current Superintendent and other Board members, who noted that the action will make the search for a reform-minded Superintendent only more difficult.

⁴ Mayoral Intervention: Right for Seattle Schools? pp. 21-24.