



Facilities and Operating Revenue Referenda Community Engagement & Input Report

January 2020

MADISON METROPOLITAN
SCHOOL DISTRICT



Research & 
Program 
Evaluation 
Office 



EXECUTIVE SUMMARY

The Madison Metropolitan School District (MMSD) Board of Education (BOE) is considering two possible referenda questions for the community to vote on in 2020: **one referendum for facilities**, and **one recurring referendum to fund operating expenses**. Each possible referenda is discussed in more detail on [MMSD's Future Ready website](#).

1. The potential **facilities referendum** would address a series of high-priority items identified in the draft [Long-Range Facilities Plan \(LRFP\)](#), including: reinvestment in MMSD's four comprehensive high schools, building a new elementary school site in the Rimrock area, and relocating Capital High School to the Hoyt School site building.
2. The potential **recurring operating referendum** would provide the district with the authority to tax above the current revenue limits. Additional operating budget authority would allow the district to retain the current teacher and support staffing ratios as well as to continue to invest in the District's Strategic Framework goals, values, and outcomes in line with the Educational Equity Policy.

The Community Engagement and Input Process

To understand the perspectives of families, students, community members, and staff regarding the possible referenda, MMSD - supported by its Research and Program Evaluation Office (RPEO) - enacted an engagement and input process. This process included several key strategies for gathering feedback and input. First, MMSD conducted a series of 50 input sessions, sharing information with over 955 participants and soliciting questions and comments from a wide array of community groups. Sessions included:

- **Informational sessions** focused on a variety of community groups and stakeholders with an interest in the potential referenda, where feedback was collected.
- **Open community sessions** held at the four comprehensive high schools to inform the public at-large about the possible referenda in their entirety, and to provide opportunities for feedback.
- **Targeted sessions, including:** (1) location-focused sessions with family, staff, students, and community members impacted by specific components of the possible referenda, (2) sessions with existing, MMSD role-based advisory and equity-focused groups, and (3) equity-focused sessions with community members and families in partnership with Equity by Design, LLC., a Madison-based consulting firm.

In addition, MMSD launched a **community-wide survey** through which community members were asked to indicate their priorities for the possible referenda topics, and to share their feedback. There was a total of 4,318 respondents (non-students, over age 18) and 132 student responses. Survey distribution was primarily through MMSD and MSCR contact lists, resulting in a large percentage of survey participants who are parents or staff of MMSD - and therefore not fully indicative of the general population of the Madison area.

Summary of Findings

Research Question 1: What are the perspectives of families, students, community members, and staff regarding the possible referenda, in general?

- Participants indicated broad support for the possible referenda at the proposed cost.
- Participants less likely to have regular interaction the MMSD and participants age 55+ indicated less support for each referenda than others.
- Participants indicated concern regarding the size of the possible referenda and their impact on property taxes - particularly for community members on a fixed income.
- Participants indicated that addressing inequity should be a primary concern if the possible referenda move forward.
- Participants across the input process urged MMSD to continue striving for broad outreach.

**Focus on Community Voices: African American, Latinx, Asian/Hmong, and Student participants**

- African American participants expressed a desire for continued engagement and transparency regarding how feedback will be incorporated in referenda plans and questioned how the referenda will focus on addressing inequity and supporting Black Excellence efforts.
- Latinx participants emphasized the importance of pursuing greater equity for students, and highlighted external pressures facing their community.
- Asian/Hmong participants underscored the challenges raised by additional taxes for lower-income community members.
- Students emphasized that projects should prioritize sustainability and equal access, and expressed a desire for continued, focused, efforts to engage students moving forward.

Research Question 2: What are the perspectives of families, students, community members and staff regarding the potential operating fund referendum?

- Survey responses indicated majority support for the possible operating referendum at the proposed cost.
- Participants across the input process indicated concern regarding the impact the operating referendum has on the total cost of the possible referenda when both possible referendum are considered.
- Participants expressed a desire for transparency regarding the possible operating referendum.
- Participants indicated that funds should target priorities that directly impact students.

Research Question 3: What are the perspectives of families, students, community members and staff regarding potential renovations to the four comprehensive high schools?

- Participants indicated strong support for reinvesting in the comprehensive high schools at the proposed cost.
- Participants expressed a preference for investing in the high school renovations in a needs-based fashion.
- Participants urged MMSD to consider issues of equity (e.g., ensuring access and a welcoming environment for all students) during possible renovations.
- Participants indicated a few priorities for reinvestment, including sustainability, critical maintenance issues, and ongoing/preventative maintenance.

Research Question 4: What are the perspectives of families, students, community members and staff regarding acquiring a site and building a new elementary school in the Rimrock area?

- Participants indicated strong support for building an elementary school in the Rimrock area at the proposed cost.
- Participants did not indicate a clear consensus regarding programming for the possible Rimrock elementary school. However, relatively more participants spoke favorably of the choice to have Frank Allis attendance area students attend the new school.
- Rimrock area families expressed a desire for MMSD to continue working closely with the community to identify options for the new school.

Research Question 5: What are the perspectives of families, students, community members and staff regarding relocating Capital High School to the Hoyt School site (currently MSCR building)?

- Participants across the input process indicated overall support for relocating Capital High to Hoyt at the proposed cost, although the level of support was lower than other components of the possible facilities referendum.
- Participant responses indicated that lack of knowledge regarding Capital High may impact overall prioritization and support of this referendum item.
- Participants expressed concern regarding logistical challenges, such as transportation, raised by relocating Capital to the Hoyt building.
- Participants - particularly those age 55 and over and those living near the Hoyt School site - expressed concern regarding existing MSCR activity and programming at the Hoyt building.

INTRODUCTION / BACKGROUND OF POSSIBLE 2020 REFERENDA

The Madison Metropolitan School District (MMSD) Board of Education (BOE) is considering two referenda questions for the community to vote on in 2020: one for facilities, and one for a recurring revenue limit increase in order to fund ongoing operations. Each possible referenda is discussed in more detail in [Appendix A](#) and on [MMSD's Future Ready website](#).

Facilities Referendum. The possible facilities referendum is informed by the draft [Long-Range Facilities Plan \(LRFP\)](#), and addresses a series of high-priority items identified in the draft plan, including:

- **Reinvestment in MMSD's Four Comprehensive High Schools** - MMSD has identified priorities for renovation at each of the four comprehensive high schools (East, La Follette, Memorial, and West). The estimated cost for investment in these priorities is \$280 million in total, with \$70 million spent at each school.
- **Acquiring a site and building a new elementary school in the Rimrock area** - MMSD is exploring the idea of building a new elementary school in the Rimrock area to better serve students and families. The estimated cost to acquire a site and build an elementary school in the Rimrock area is \$30 million.
- **Relocating Capital High School to the Hoyt School site (currently MSCR building)** - MMSD is considering the possibility of a new home for Capital High at Hoyt School, which would include a renovation of Hoyt School to better meet the needs of Capital High students. The estimated cost for renovating Hoyt School and relocating Capital High is \$6 million.

Operating Fund Referendum. The BOE is also considering a recurring operating referendum requesting taxpayer authority to tax above the current revenue limits. The potential request to exceed the revenue limit is \$8 million beginning in the 2020-21 school year; an additional \$8 million beginning in the 2021-22 school year (for a total of \$16 million); an additional \$10 million beginning in the 2022-23 school year (for a total of \$26 million); and an additional \$10 million in 2023-24 school year (for a total of \$36 million) and thereafter.

REFERENDUM 2020 COMMUNITY ENGAGEMENT & INPUT PROCESS

Each potential 2020 referendum represents a significant investment on the part of the community, and will impact a variety of groups throughout the Madison area in important ways. Through its community engagement and input process, MMSD's referendum team - supported by the Research and Program Evaluation Office (RPEO) - has endeavored to provide the BOE with feedback regarding the possible referenda that is valid, actionable, representative, and aligned to the district's values: Excellence, Belonging, Creativity, Racial Equity, Social Justice, Voice, and Focus.

To accomplish this, MMSD began sharing information with and collecting feedback from the community on the possible 2020 referenda in the fall of 2019 (building on previous input processes that informed the draft LRFP and high school plans), guided by the following questions:

1. What are the perspectives of families, students, community members, and staff regarding the possible referenda in general?
2. What are the perspectives of families, students, community members and staff regarding the potential operating fund referendum?
3. What are the perspectives of families, students, community members and staff regarding potential renovations to the four comprehensive high schools?



4. What are the perspectives of families, students, community members and staff regarding acquiring a site and building a new elementary school in the Rimrock area?
5. What are the perspectives of families, students, community members and staff regarding relocating Capital High School to the Hoyt School site (currently Madison School & Community Recreation (MSCR) building)?

Keeping Equity at the Forefront

Across all sessions, MMSD aimed to reduce barriers to participation that can exclude families and result in gathering non-representative, inequitable feedback. At feedback sessions held in the evening, MMSD provided food, child care, and transportation options. In addition, MMSD provided interpretation services and materials in multiple languages for all feedback sessions focused on Spanish- and Hmong-speaking families and community members.

In addition, to ensure authentic, inclusive engagement and to center diverse voices throughout the input process, MMSD contracted with Equity by Design, LLC., a Madison-based consulting firm. Equity by Design is focused on designing and implementing engagement and inclusion activities to help organizations reach diverse communities and stakeholders. To this end, Equity by Design and its CEO and Owner, Annette Miller, provided MMSD with planning, design, consulting, and facilitation support for specific demographic and geographic community groups in the Madison Area.

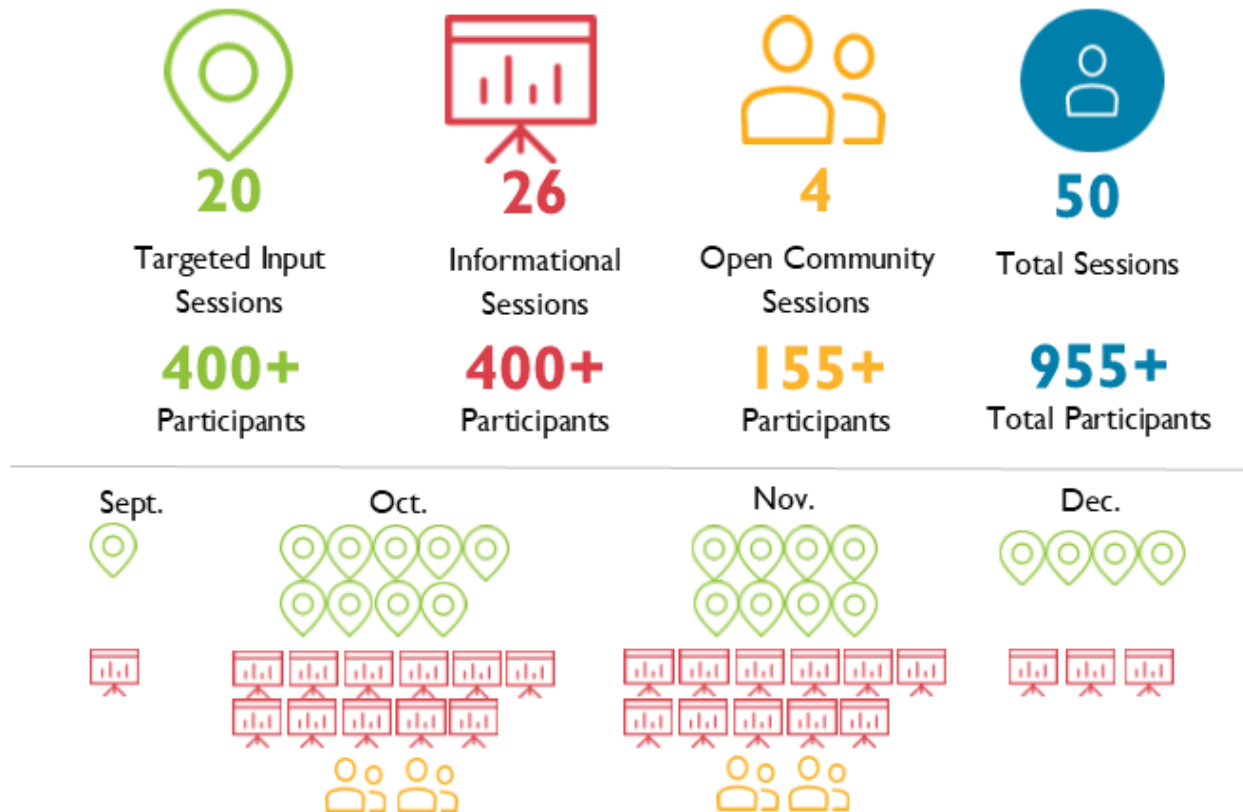
Community Input Process: Methods & Data

The community engagement and input process for the possible referendum in 2020 included several key strategies. Feedback from community members about the referendum was elicited through a series of input sessions, in which members of the MMSD referendum team shared information with participants and solicited questions and comments from participants from a wide array of community groups. MMSD also launched a community-wide survey through which community members were asked to indicate their priorities and support for the possible referenda, and to share their feedback and suggestions. Each of these engagement methods is described in more detail below. In addition, the MMSD team working on the referendum has been engaging a Referendum Community Advisory Group to provide content knowledge and community expertise around referenda topics. Further, dozens of discussions and meetings happened within MMSD Senior Leadership Team, the Board, and community members and parents for information sharing purposes only - outside of the research process described in this report - that are not included in this analysis.

The figure below provides a list of targeted, informational, and community input sessions (see [Appendix C](#) & [Appendix D](#) for a more comprehensive description and list of sessions). MMSD conducted a series of 50 input sessions, sharing information with over 955 participants. It is important to note that the list of sessions is limited to those where feedback was collected and/or there were multiple participants representing an organization or group, as opposed to a one-on-one discussion or interview.



Targeted, Informational, and Open Community Input Sessions



Informational Sessions. Informational sessions focused on a variety of community groups and stakeholders with an interest in the potential referenda to inform them about the plan and collect overall reactions and feedback. Informational sessions included a presentation of the plan by MMSD referendum leaders, followed by opportunity for attendees to ask clarifying questions and to provide feedback.

Open Community Input Sessions. The purpose of open community sessions was to inform the public at-large about the possible referenda in their entirety and to provide opportunities for feedback on the possible referenda. Open community input sessions were held at all four comprehensive high schools. MMSD invited families and community members at the elementary and middle schools in the hosting high school's feeder pattern and advertised these sessions to the broader community through newspapers and social media announcements.

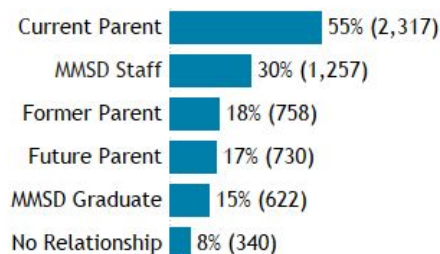
Targeted Community Input Sessions. Targeted community input sessions aimed to ensure representation of specific groups, and to elevate their voices through opportunities for in-depth discussion on the possible referenda. These targeted sessions included: (1) location-focused sessions with family, staff, students, and community members impacted by specific components of the possible referenda, (2) sessions with existing, MMSD role-based advisory and equity-focused groups, and (3) equity-focused sessions with community members and families in partnership with Equity by Design. All targeted input sessions included a presentation or informal overview of the referenda, an opportunity for participants to pose clarifying questions, and, in most cases, facilitated small group breakout sessions in which participants had the opportunity to have in-depth discussions about their opinions on the plan.

Referendum Input Survey. In order to give voice to as much of the Madison community as possible, MMSD conducted a referendum survey of MMSD families, students, staff, and community members. The survey was distributed from October 22, 2019 - December 5, 2019. The survey instrument asks for feedback from participants regarding the entirety of both possible referenda. Defined response items asked survey participants to indicate the extent to which they prioritize and support the cost/funding for each portion of the facilities and operating referenda. In addition, open response items asked for more detailed qualitative feedback regarding each referendum. A copy of the paper format of the survey is provided in [Appendix E](#).

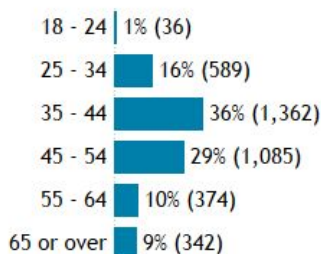
The survey was developed by RPEO, with consultation with the University of Wisconsin Survey Center. The survey was distributed in several ways, including: a “soft-launch” on October 22 for session participants, a broad email campaign targeting all MMSD parents who shared an email address with MMSD (27,000+), MMSD staff (4,000+), and MSCR participants (23,000+), various community groups, and an anonymous survey link made available through the district’s Future-Ready website. E-mail surveys were sent out starting on November 4th and continued through December 5th. Paper copies were mailed in English, Spanish, and Hmong to identified families, in alignment with RPEO’s approach to survey deployment for the annual climate survey. There was a total of 4,318 respondents included in the primary survey analysis (non-students, over age 18) and 132 student responses that were analyzed separately. A large majority of respondents were white, homeowners, and registered to vote. In addition, 85% of survey respondents were either current parents (55%) or MMSD staff (30%). Additional information regarding survey respondents’ relationship with the district, race/ethnicity, and age are provided in [Appendix F](#).

Demographics of Survey Respondents

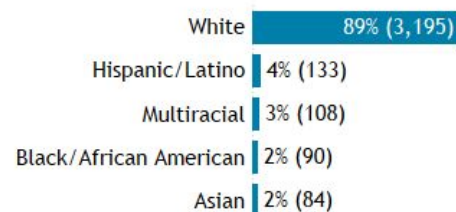
Summary by Relationship to District



Summary by Age



Summary by Race/Ethnicity



Data and Analysis

Analysis of Qualitative Input Session and Survey Data. RPEO took detailed field notes during each of the above *input sessions*, described the events and interactions that occurred and captured the questions, feedback, and comments offered by participants. In addition, feedback forms were collected from participants at most sessions. After each session, RPEO analysts gathered field notes and transcribed comments provided through feedback forms, inputting those data into NVivo qualitative data software for analysis. Qualitative data from *open response survey items* were exported from the Qualtrics survey platform and were also analyzed using NVivo qualitative analysis software.

Analysts used a methodical and iterative process of qualitative coding to categorize the data and identify themes. Throughout the analysis process, multiple analysts coded data in tandem, meeting regularly to discuss questions, calibrate their understanding of themes, and to refine the framework of codes and their definitions.



This iterative process of coding resulted in the identification of many *themes* rising from the data. These themes serve as the foundation of the findings shared below. Inclusion as a finding may indicate that a theme was present among numerous participants in several settings - in other words, emerging from a preponderance of data. Findings also emerged from themes that were particularly salient for particular groups of participants. For example, when African American participants emphasized a key theme as a group within survey responses or feedback sessions.

Analysis of Quantitative Survey Responses. Responses to *defined response* items were analyzed using descriptive statistics. These findings are reported throughout the report, using figures to share the percentage of respondents indicating positive, neutral, or negative responses to questions regarding the possible referenda. In general, **blue bars and text indicate positive responses**, **gray bars and text indicate neutral or undecided responses**, and **orange bars and text indicate negative responses**. Students were given a modified version of the survey that did not include questions regarding support for funding. Therefore, student responses and responses from individuals identifying as “under 18” on the survey are reported separately.

Limitations

Although the findings in this report emerge from an extensive effort to gather feedback and input from a broad and diverse segment of Madison’s community, they are limited in a few key ways. The majority of input sessions were designed to gather feedback from particular community groups or focal populations. As such, this input process and analysis is intended to address the specific research questions regarding the perspectives of families, students, community members, and staff, and is not intended to be a process that captures political information or the perspectives of Madison area voters. In addition, although district staff and Equity by Design made multiple attempts to engage a diverse array of stakeholders, continued work is required to reach a broader number of African American and Hmong participants. While numerous participants responded to the referendum input survey, they may not be representative of the overall community who will vote on any possible referendum. In particular, it should be noted that the pool of participants taking the survey was predominantly comprised of white homeowners who are registered to vote and parents or staff of MMSD, with other groups being under-represented relative to the overall population of Madison.

Overall, while our findings highlight themes that describe the perceptions of the subset of the community who participated in the referendum input process, they may not be broadly generalizable to the entire community of Madison or represent an exhaustive list of perspectives surrounding the possible referenda. To that end, the Board of Education completed its own external poll to gain more information. That polling data is not included in this report and is attached to the January 13, 2020 Operation Work Group materials.



FINDINGS

Analysis of both input session and survey data revealed a number of important findings regarding community perspectives on the possible referenda. Findings for each research question are discussed, in turn, below.

Research Question 1: What are the perspectives of families, students, community members, and staff regarding the possible referenda, in general?

Research Question 1: Qualitative Themes from Survey and Input Sessions

While overall support for the possible referenda at the proposed cost was evident, participants did indicate a few points of general concern through their comments. First, participants acknowledged that the total cost of the possible referenda, and their impact on property taxes, was a key concern. Second, participants expressed a perception that the possible referenda were not firmly grounded in pursuing equity - in particular, critiquing the focus on high schools and the connection between the referenda and addressing inequitable outcomes for students. Finally, participants indicated that MMSD should continue to strive for broad outreach if the referenda move forward. Each of these concerns is discussed below.

Concern Regarding the Total Cost of the Possible Referenda. Of those expressing concern regarding the possible referenda, most comments centered on the impact of the possible referenda on property taxes, indicating that added financial strain might limit their willingness to support the proposal at the level of funding indicated. In particular, participants noted that increased property taxes would have a disparate impact on community members living on a fixed income – for example, retired seniors. As they expressed these financial concerns, many participants also pointed to other recent tax increases, like the city’s new wheel tax, and expressed frustration regarding the compounding financial burden.

Linked to concerns regarding the size of the referenda, participants raised common questions about alternate ways the district might fund its needs. Participants asked questions, for example, about the extent to which the Board and district had considered alternative funding opportunities prior to consideration of a tax levy – including seeking organizational efficiencies and cost-cutting measures. In addition, participants questioned whether the cost of the possible referenda could be spread out, increasing taxes in a more gradual fashion.

Finally, some participants indicated concern that the size of the possible referenda might *not be large enough* to meet the district’s needs and compete with surrounding communities, and advocated that the Board be assertive in its request to the public. In particular, these participants indicated that the BOE should ensure that plans emerging from the possible referenda were forward-looking, taking into account future needs and the need to better maintain facilities over time.

Addressing Inequity is a Primary Concern. Participants - particularly African American and Latinx participants - indicated that addressing inequity was a primary concern, and that any possible referenda should explicitly address how funds would contribute to that goal. Linked to this concern was a perception that the possible referenda’s emphasis on facilities might be more productively redirected toward support for programs and resources, particularly in ways that targeted achievement gaps and traditionally underserved communities. Examples raised included support for maintaining smaller class sizes, supporting instructional staff and teachers, and providing resources for instructional improvement.

In addition, participants indicated a preference that the Board and district prioritize facility spending based upon need, rather than focusing exclusively on the comprehensive high schools, citing their perception that there were critical

maintenance needs across elementary, middle, and high schools, as well. In particular, participants highlighted Leopold, Shabazz, and Toki as schools in need of consideration and support.

Continue to Strive for Broad Outreach. Finally, participants asserted that MMSD and the BOE should continue to make a concerted effort to engage the community should the possible referenda move forward. In particular, participants expressed concern regarding members of the community who might not regularly interact with MMSD as a system - for example, older community members without school-age family members - and encouraged the district to reach out to them.

In addition, participants underscored their desire for the Board and district to be as transparent as possible regarding the possible referenda, and to clearly indicate to the public how money would be spent. Participants noted that the significant cost of the possible referenda, in particular, demanded additional transparency. Moreover, several participants linked their emphasis on transparency to a concern that resources might be managed inefficiently by the district, underscoring the importance of building trust with the community if the possible referenda move forward.

Research Question 1: Focused Community Voices

Gathering equitable feedback is a guiding design principle of the community input process. These findings reflect themes found in the comments of focal community groups who might face barriers to making their voices fully heard. This includes African American participants, Latinx participants, Asian/Hmong participants, and MMSD students. These comments were offered both through targeted input sessions and the referendum input survey.

Focused Community Voice - African American Participants. *While African American community members indicated their general support in the survey, comments raised by participants during targeted feedback sessions highlighted two key areas of concern (as indicated throughout subsequent sections). First, participants expressed a desire for continued engagement and transparency regarding how MMSD and the BOE will incorporate feedback into their plans as the process moves forward.*

Second, African American participants echoed more general concerns regarding the extent to which the possible referenda were grounded in pursuing equity. In particular, African American participants emphasized that the BOE should clearly articulate how additional funds would be used to support Black Excellence efforts and strategies for addressing inequities - such as recruiting and retaining teachers of color.

Focused Community Voice - Latinx Participants. *Survey respondents who identified as Latinx were also generally supportive of the possible referenda (as indicated throughout subsequent sections), with a majority indicating that they would likely or definitely support the possible referenda at the costs shared by the school district.*

Latinx participants in targeted feedback sessions - like African American participants - emphasized that pursuing greater equity for students was a primary concern and that they supported the possible referenda as a means for achieving that goal. In addition, participants highlighted other external pressures faced by the Latinx community - for example, the upcoming census - that the district should be mindful of as it continued to engage the community and request its support.

Focused Community Voice - Asian/Hmong Participants. *Survey respondents who identified as Asian were supportive of the possible referenda, with a majority indicating that they would likely support or definitely support the possible referenda (as indicated throughout subsequent sections). Asian respondents were particularly supportive of reinvesting in MMSD's high schools, reacting positively to that component of the possible facilities referendum by a*



wider margin than any other group. Asian/Hmong participants in targeted feedback sessions expressed their support for the possible referenda - but also emphasized the challenge that additional taxes might raise for lower-income community members.

Focused Community Voice - MMSD Students. Students are at the heart of MMSD's work. To that end, student feedback has played an important role throughout MMSD's long-range planning process. Student voice played a major role, for instance, in developing the high school reinvestment proposal. Results of that prior student input process are shared in the [Long-Range Facilities Plan High School Input Report](#). In the current phase of the input process, student feedback was sought through the referendum input survey, in addition to direct engagement with the MMSD Student Senate and the Student Advisory Council.

Analysis of students' survey responses indicated that a majority of student participants view reinvestment in the district's high schools, and maintaining MMSD's operating budget, to be of high priority. Noticeably fewer students indicated that relocating Capital High to Hoyt was a priority, that appears to be partly driven by "undecided" responses. Analysis of student comments indicated a few key themes. First, students reiterated priorities shared by other participants in the input process. In particular, students emphasized the importance of ensuring that high school reinvestment projects prioritize sustainability and ensure equal access for students with special needs. In addition, several students expressed concern that Malcolm Shabazz City High School was not included in the possible referendum plan, and questioned why it was not considered as part of the possible referendum proposal. Finally, students expressed a desire for continued, and more focused, efforts to engage student voice as the referendum process moves forward.

Synthesis of primary themes from Equity by Design, based on their collaboration with MMSD to elevate voices diverse stakeholder groups - including African American, Latinx, and Hmong. Equity by Design noted that there was "soft support" overall for the referenda and potentially fractured support by diverse stakeholders. They also shared that there was a desire from the community for the MMSD Board of Education to be upfront and engage with diverse stakeholders, and that there was a call for the Board of Education to keep doing engagement - especially for diverse stakeholders along race/culture/class/identity groups who are just starting to be aware with this first push about the possible referenda. Some session participants expressed a lack of confidence in how funds will be used. Participants suggested that MMSD should address how it is investing in students to combat inequity and reaffirm its commitment to diverse stakeholder needs. They shared the sentiment that MMSD can be the pathway to broader social, equitable, multicultural inclusion and solutions given the willingness of adults and society to support the best interest of youth and education.

Research Question 1: Quantitative Survey Results

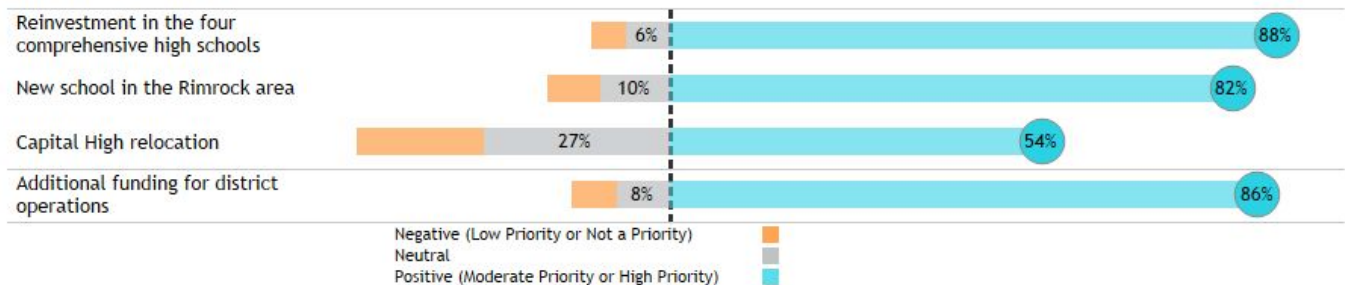
Broad Support for the Possible Referenda at the Proposed Cost. In general, community members across the referendum survey expressed that each component of the proposed referenda was a priority for the district, and indicated broad support for the possible referenda at the costs shared by MMSD.

When asked to evaluate the degree to which each element of the possible referenda should be considered a priority for the district, for example, survey respondents indicated that they perceived reinvestment in the district's high schools, constructing an elementary school in the Rimrock area, and supporting the district's operating budget to be priorities for the district. Significantly fewer - but still a majority - indicated that relocating Capital High and renovating the Hoyt building was a priority. Here, the large percentage of "neutral/undecided" responses is notable. In open response items,



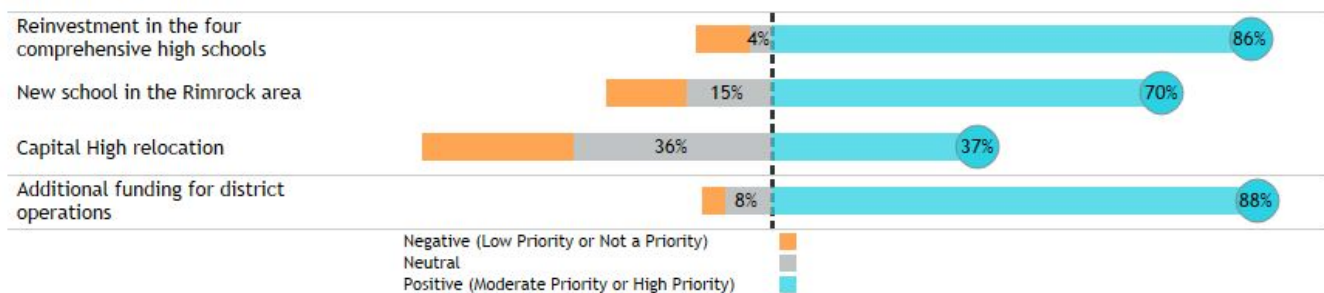
survey participants indicated that a lack of knowledge regarding Capital High and its work impacted the degree to which they saw investing in it as a priority. These findings are summarized in the figure below.

Overall Level of Priority by Possible Referendum Component



There were 132 students who responded to questions on the referenda survey. The trend in student responses is similar to non-student survey participants. Students placed less priority on the new school in the Rimrock area and Capital High relocation in comparison to other respondents.

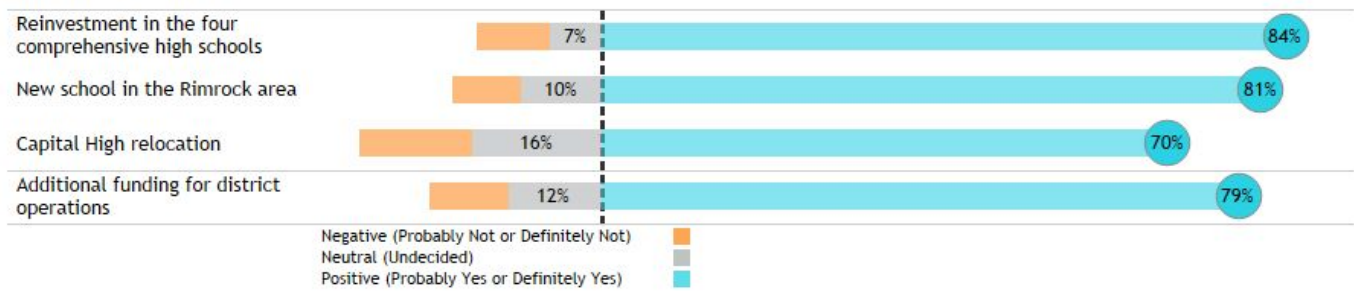
Student Level of Priority by Possible Referendum Component



Similarly, respondents indicated particularly strong support for reinvesting in the district's high schools at the proposed funding level, with nearly 85% of survey participants indicating likely or definite support for the referendum item at the cost proposed. There was also general support for the costs associated with constructing a new elementary school in the Rimrock area and for a referendum to increase the district's operating budget. There was less support overall to relocate Capital High to a renovated Hoyt MSCR building at the proposed cost. The figure below summarizes these results.



Overall Level of Support for Funding by Possible Referendum Component



While the majority of support for the possible referenda at the proposed cost is evident across a variety of participant groupings, including by race and ethnicity, a pattern of lower support emerged when responses were categorized using two groupings: by relationship with MMSD and by age of participants. Support for the possible referenda at the proposed funding level was strongest among participants who are more likely to interact regularly with MMSD as a system - including current parents, MMSD staff, and respondents who indicated that they will be MMSD parents in the future. Participants who are less likely to interact regularly with the MMSD, however, indicated less support for the referenda at the proposed cost. These respondents included past MMSD parents, graduates of MMSD (who did not identify themselves as current or future parents), and those who did not fall into any of the relationship categories provided in the survey. Similarly, analysis of survey data by age of participants revealed that those participants identifying themselves as being 55 and older indicated less support for the costs associated with the referenda in comparison to other age groups. This trend is noted in each section reporting results for each component of the possible referenda throughout the report.



Research Question 2: What are the perspectives of families, students, community members and staff regarding the potential operating fund referendum?

Research Question 2: Qualitative Themes from Survey and Input Sessions

Open-ended survey comments, in addition to feedback offered through both targeted and informational input sessions, indicated two key themes regarding the possible operating referendum. First, participants asked for greater clarity and transparency regarding the operating fund plan. Second, participants indicated a desire for reassurance that - should the possible operating referendum move forward - the district would use additional resources to fund priorities that directly impact students. Examples shared included AVID, mentoring, and other student level programming. It is important to note that much of the feedback regarding the financial impact of the operating fund referendum is addressed in the findings for Question 1 - which focuses on general feedback about both referenda.

Concern Regarding the Cost of the Referenda. Overall, participants expressed concern regarding the size and cost of the possible referenda, and the impact on property taxes - particularly for community members on a fixed income. In general, however, participants discussed the issue of cost in a broadly inclusive way, commenting on the combined cost of both the possible facilities and operating referenda. When participants touched on the cost of the possible operating referendum, in particular, they tended to do so while questioning why the district faces a shortfall in operating funds.

Need for Clarity and Transparency Regarding the Operating Fund. In their comments - particularly through open-ended items on the referendum input survey - participants expressed their desire for more specific information regarding how funds would be used to sustain and expand programs that benefit students. Participants who indicated less support or lack of support for the referendum, in particular, expressed that transparency would be a necessary step toward building trust with the community, and a belief that shortfalls in funding were an indicator of organizational inefficiency within the district.

Fund Priorities that Directly Impact Students. Participants, including those who indicated their support for the possible operating referendum, suggested that the district should spell out a clear case for how the possible referendum will improve rather than sustain the status quo - especially related to the district's race and equity work. As they did so, participants expressed preferences for spending on strategies they viewed as high-leverage. For example, several respondents discussed additional special education supports as being critical.

In addition, several participants noted their preference for additional operating funding to be linked to efforts to support the district's instructional staff. Participants expressed concern, for example, that if the district is unable to offer competitive wages, it will lose the ability to attract and retain high-quality staff, including classroom teachers and student support roles.

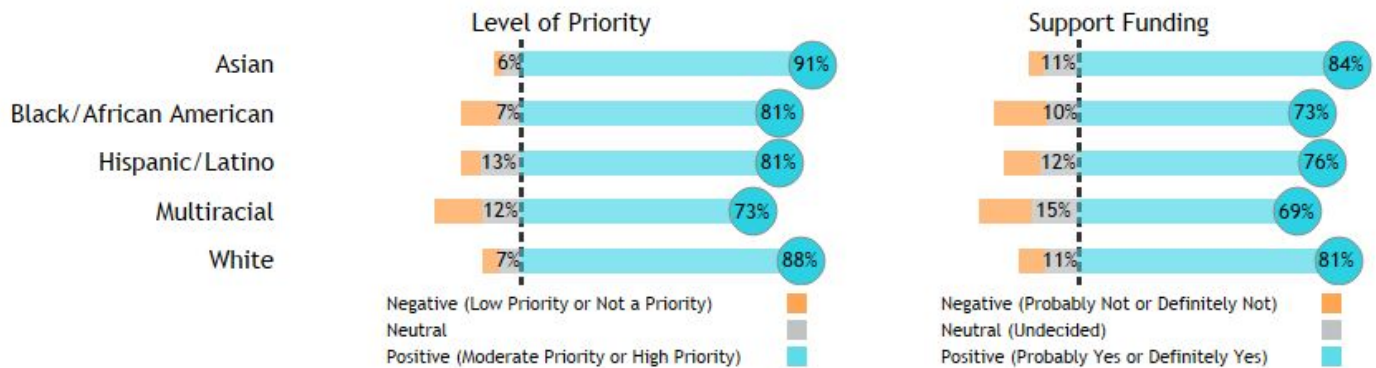
Research Question 2: Quantitative Survey Results

Majority Support for the Possible Operating Referendum at the Proposed Cost. Overall, a majority of survey respondents indicated that they support the possible operating referendum at the proposed cost, and that is a priority



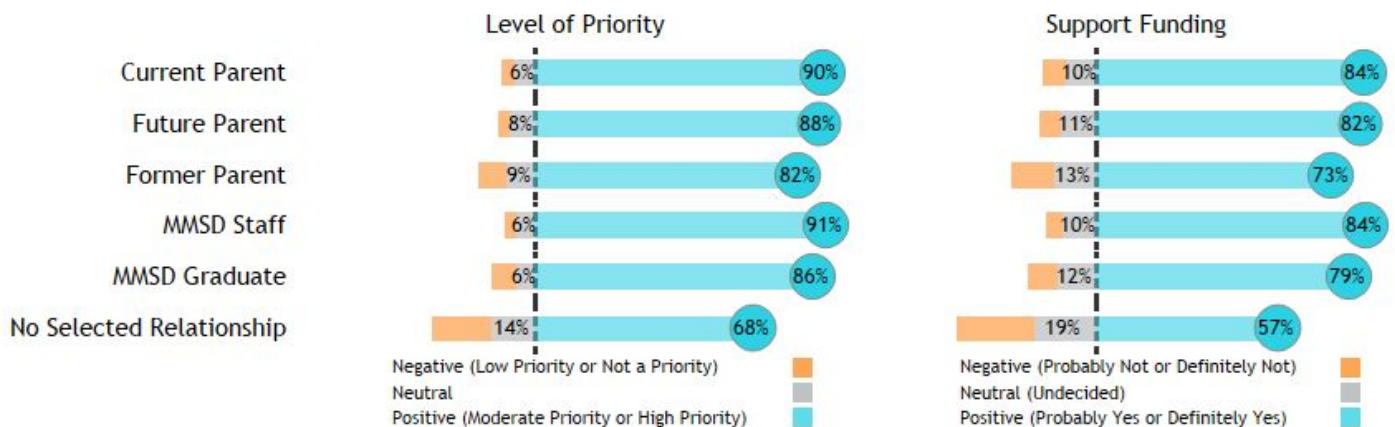
for the district. This finding held across varying analyses of survey responses - including by race and ethnicity, as indicated in the figures below.

Operating Referendum: Level of Priority and Support for Funding by Race/Ethnicity



However, the support for funding by relationship to MMSD survey results showed that only 57% of individuals who had no identified relationship with the district supported the possible operating referendum at the proposed cost.

Operating Referendum: Level of Priority and Support for Funding by Relationship to MMSD



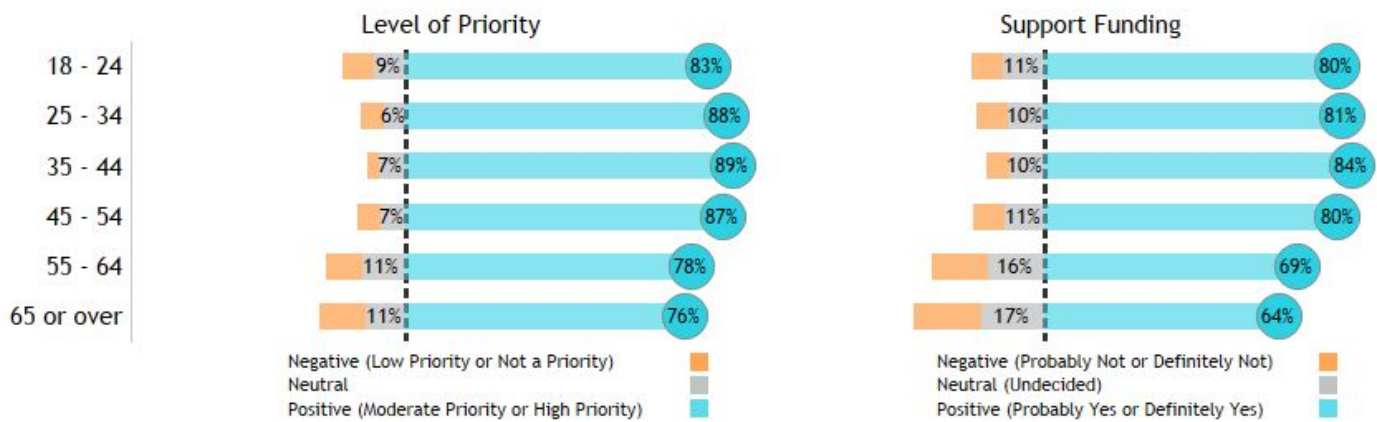
Operating Referendum: Student Level of Priority





Examination of survey responses also indicated that prioritization of and support for the possible operating referendum at the proposed cost was lower among survey respondents who identified themselves as being 55 or older. These patterns are reported the figures below.

Operating Referendum: Level of Priority and Support for Funding by Age





Research Question 3: What are the perspectives of families, students, community members and staff regarding potential renovations to the four comprehensive high schools?

The findings presented below build on efforts to engage community members regarding their input for developing a high school reinvestment proposal. This builds on results from prior work that is available in the [Long-Range Facilities Plan High School Input Report](#).

Research Question 3: Qualitative Themes from Survey and Input Sessions

Overall, comments from participants underscored the survey data listed earlier, indicating that they believe there is a clear need for reinvestment in MMSD's comprehensive high schools. Survey respondents and participants in open, targeted, and informational input sessions shared a few key suggestions for the BOE to consider. First, participants shared a preference for a needs-based approach to investing in each high school. Second, participants urged MMSD to consider issues of equity if they move forward with reinvestment in the district's high schools. Finally, participants offered a few general areas of priority for reinvestment. However, it is important to note that within each feedback session, some individuals suggested that their high school of interest was the one with the greatest need. There was no consensus amongst groups that one high school needed or deserved more than another.

Clear Need for Reinvestment in Comprehensive High Schools. Overall, participants expressed that they perceived there to be a clear need to reinvest in the district's comprehensive high schools. In particular, they cited the age of the physical plant and their understanding that there were significant maintenance needs across the four sites as key rationale. Moreover, participants agreed with the decision to make the comprehensive high schools a priority, based upon the rationale that doing so would have a broad impact across a large number of students in the district. Finally, several participants expressed a belief that high school reinvestment is a necessary step for MMSD to compete with suburban communities surrounding Madison, like Verona and Sun Prairie.

Preference for Investing in a Needs-Based Fashion. While participants indicated broad support for the high school portion of the possible facilities referendum, they also expressed some concern regarding the proposal to allocate \$70M to each high school. Instead, participants indicated a preference for investing funds in a more needs-based way. While participants who indicated this concern were clear that they understood there to be differing needs across the high schools, there was not a clear pattern regarding their perception of which schools would need more investment than others. In fact, in each meeting, those that gave the feedback suggested various strategies for identifying needs such as the age of the school, square footage of the school, size of the school's enrollment, percentage of students of color served by the school, or percentage of students and families from low-income households served by the school.

Consider Issues of Equity. As they discussed the possible high school reinvestment proposal, participants highlighted two key issues of equity for the district to consider. First, participants indicated that the district should carefully consider issues of access as they planned for each high school's renovation. In particular, participants placed a priority on ensuring that students and community members who are non-ambulatory, or have other special needs, have full access to each site. Second, participants underscored the need for each high school to be safe and welcoming for all students, with particular emphasis on ensuring that gender-neutral bathroom and changing facilities be part of each high school's renovation plan.

Priorities for Reinvestment. Finally, in addition to the general concerns above, a few themes rose from participants' comments regarding priorities for the reinvestment process, should it move forward. Participants expressed, for example, that it should be a priority for the district to invest in ecological sustainability and conservation as it engaged in any renovation, including through the use of alternative energy sources (e.g., solar power) and "green" building materials.

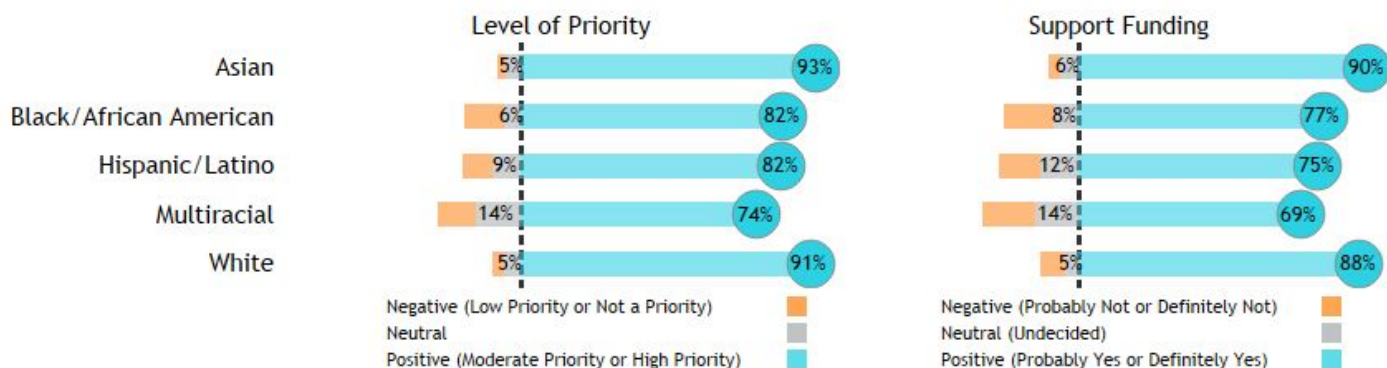
Participants also indicated a preference that MMSD ensure that reinvestment target critical maintenance issues - including HVAC/climate control and the maintenance of common areas like bathrooms - before tackling projects that weren't "necessary", or considered to be aesthetic. Finally, participants expressed concern regarding the district's past procedures for ongoing and continued maintenance of the high schools, and emphasized the need for a clear plan for ongoing and preventative maintenance to prevent the need for substantial renovations to the high schools in the future.

Research Question 3: Quantitative Survey Results

Strong Support for Reinvesting in the Comprehensive High Schools at the Proposed Cost. Analysis of survey responses indicated strong support for reinvesting in MMSD's four comprehensive high schools at the proposed cost. In addition, participants expressed that they believed reinvestment in MMSD's comprehensive high schools was a prioritization for the district. This support held across participant groups, with a few exceptions.

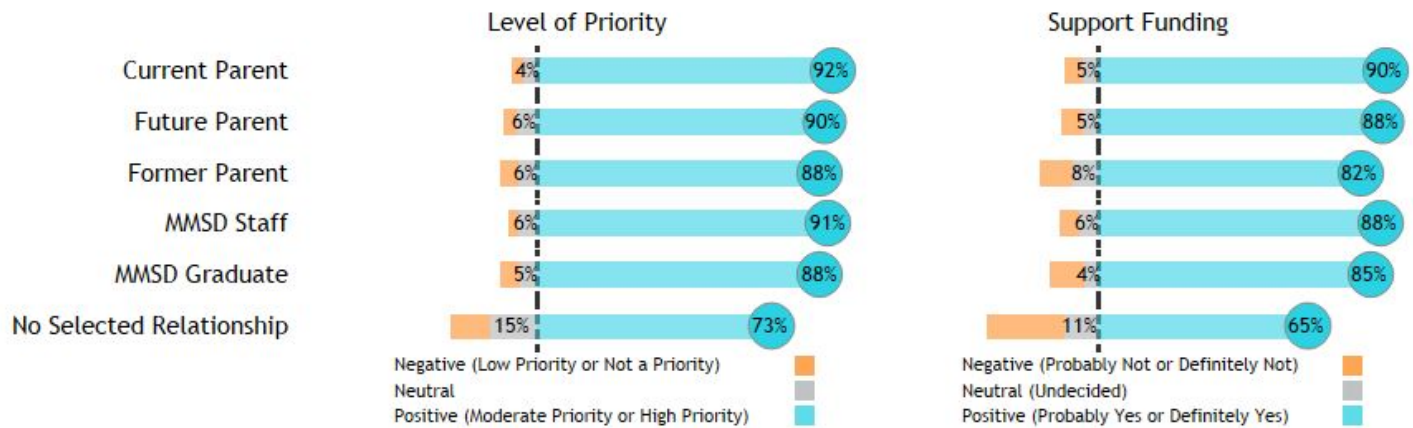
As the figure below indicates, participants identifying themselves as being multiracial indicated less support for high school reinvestment at the proposed cost than other racial or ethnic groups. Analysis of open-response data did not, however, indicate a clear pattern or theme that might explain this variation in response.

High School Reinvestment: Level of Priority and Support for Funding by Race/Ethnicity



Analysis of survey data by participant age and relationship to the district indicated a general repetition of the pattern of less support and prioritization among participants less likely to interact regularly with MMSD. Past parents and graduates indicated less - but still strong - support for high school reinvestment at the proposed cost. Participants claiming no relationship to the district, however, remained less likely to support high school reinvestment at the proposed cost than any other group, as shown in the figure below. Participants identifying themselves as being 55 and older indicated less support than other groups - although they still, on the whole, supported high school reinvestment at the proposed cost.

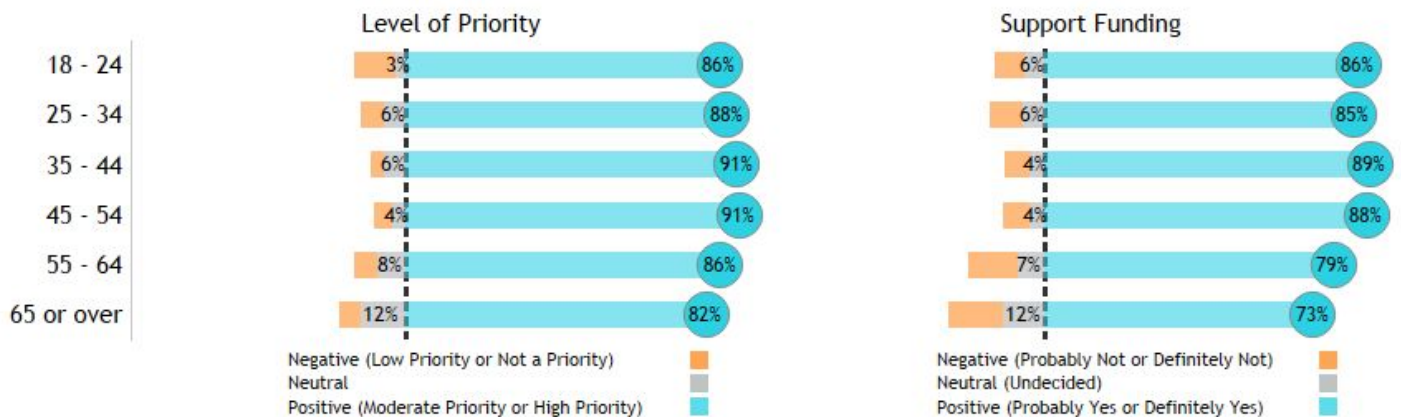
High School Reinvestment: Level of Priority and Support for Funding by Relationship to MMSD



High School Reinvestment: Student Level of Priority



High School Reinvestment: Level of Priority and Support for Funding by Age





Research Question 4: What are the perspectives of families, students, community members and staff regarding acquiring a site and building a new elementary school in the Rimrock area?

Research Question 4: Qualitative Themes from Survey and Input Sessions

Overall, participant comments throughout the referendum input process indicated their belief that building a new elementary school would meet a critical need in the Rimrock area.

Participants in targeted input sessions regarding the possible Rimrock elementary were also asked to evaluate programming options for the site, including: moving Frank Allis Elementary students and staff to the Rimrock area school and Nuestro Mundo Community School (NMCS) to the Frank Allis Elementary building; moving NMCS to the new Rimrock area elementary school; and other possible options that they might suggest. In general, relatively more participants spoke in favor of moving Frank Allis students and staff to the possible Rimrock area school. However, there was not a clear consensus regarding programming for the new school, and several community members indicated a desire for the district to continue working with the community to identify other options for the type of elementary school possible in the Rimrock area.

Meeting a Critical Need in the Rimrock Area. Participants indicated a strong belief that building a new elementary school to serve the Rimrock neighborhood would help to meet critical needs for students, families, and community members in the Rimrock area.

In particular, most participants expressed a belief that building a new school in the Rimrock area would solve significant issues of accessibility by eliminating long commutes/bus rides for students and families. Participants also expressed a belief that building a new school in the Rimrock area would address serious and long-standing inequities faced by students and families of color.

Some participants expressed concern that the new school could contribute to greater racial and economic segregation by concentrating students of color and economically distressed students within the new school. These participants also expressed concern that building the new school in the Rimrock area could have spill-over effects – for example, contributing to gentrification and increasing the costs of housing and rent in the area.

Option: Moving Allis to Rimrock, NMCS to Allis. Of those participants who commented on the possibilities put forward for the Rimrock school, more spoke favorably of the choice to move Frank Allis to the new school site. These participants indicated that they believed doing so would ease barriers to access for the greatest number of Rimrock area students and families. In addition, they indicated their perception that having the new school operate as a neighborhood school would have a greater impact on students and families in the Rimrock area.

Some participants did express concern that moving Allis to the new Rimrock school would leave the community surrounding Frank Allis without a neighborhood school, negatively impacting some students – in particular, those that currently walk to Allis.

Option: Moving Nuestro Mundo Community School (NMCS) to Rimrock. Of those participants commenting on the two choices put forward for the Rimrock school, relatively fewer spoke favorably of the option to move NMCS to the new Rimrock site. Of those that did, several expressed support for providing NMCS with a new, permanent, and



expanded space. In addition, these participants indicated that they favored embedding NMCS in the Rimrock community, where it would be more accessible to the Spanish-speaking/Latinx students and families that propelled its immersion program.

Some participants expressed concern that NMCS – if it maintained its current structure and programming – would not meet the needs of Rimrock area students and families. These participants expressed concern, in particular, that the school’s lottery-based enrollment system and 90-10 model would exclude many Rimrock area students, and potentially impact students of color in disproportionate ways. As a result, they advocated for identifying ways that NMCS could expand access to its immersion programming (e.g., changing the lottery system, adding students after a certain grade, etc.) to a larger number of students in the Rimrock area – particularly African American students – should the school move to the neighborhood.

No Clear Consensus for the Possible Rimrock Elementary School. Relatively more participants spoke favorably of the choice to have Frank Allis attendance area students attend the new school, but there was no clear consensus. While a clear theme did not emerge from the data regarding other options for the possible Rimrock area elementary school, participants in the referendum input process did indicate that they felt that further engagement with the community around alternatives would be necessary. This was the case within targeted input sessions focused on Rimrock neighborhood community members, but also among survey respondents and participants in other forums.

These participants indicated that they perceived the choice between moving Frank Allis or NMCS to the new site to be bringing the interests of different groups in the Rimrock area into conflict, rather than creating an opportunity to equitably serve communities of color as a whole. They expressed a desire for MMSD, should it move forward, to work more closely with the community to identify options for the new school that could meet the needs of both communities – examples raised included some combination of NMCS and a neighborhood school, or a community school model.

Research Question 4: Focused Community and Stakeholder Voices

A key goal of the referendum input process has been to uplift the voices of community members most likely to be directly impacted by components of the possible referenda. The findings below reflect themes emerging from comments offered by Rimrock community members, Frank Allis Elementary staff and families, and Nuestro Mundo staff and families. Input from these groups was primarily gathered through a series of targeted input sessions, held within the Rimrock area and at each respective school.

Focused Community Voice - Rimrock Community Members. During the targeted input session for Rimrock area families, several participants affirmed their belief that building the new school would fill a critical need for the community, and better serve students and families from the surrounding neighborhood. They expressed a desire for MMSD to work more closely with the community, should the proposal move forward, to identify options for the new school – examples raised included some combination of NMCS and a neighborhood school, or a community school model.

Focused Community Voice - Frank Allis Elementary Staff and Families. Participants in targeted input sessions for Frank Allis Elementary staff and families clearly voiced their support for the possible Rimrock area elementary school site. Several shared that constructing a neighborhood school would fill a critical need for the Rimrock area, and represented an opportunity to advance equity by enabling greater access for students and families, particularly students and families of color.



Most participants indicated that they favored moving Frank Allis Elementary students to the new Rimrock area site, rather than NMCS students. They reasoned that doing so would yield greater benefit by limiting long bus rides for the greatest number of students. Moreover, participants in the Frank Allis Elementary targeted input sessions expressed their perception that the lottery-based enrollment system for NMCS might exclude Rimrock Area students - in particular, students of color.

Focused Community Voice - Nuestro Mundo Community School (NMCS) Staff and Families. *Participants in targeted input sessions focused on NMCS staff and families were clear in their support for building a new elementary school in the Rimrock area. Relatively more participants spoke in favor of making that school a neighborhood school than moving NMCS to the new site - although some did express excitement at the idea of providing NMCS with a brand new building.*

For the most part, NMCS staff and families indicated that they felt a neighborhood school might better serve a majority of Rimrock area students. They expressed support, however, for NMCS being moved to a permanent building as a result of the proposal, and excitement at the possibility of expanding the school if that happened. In particular, participants reflected favorably on NMCS shifting toward a K-8 model should the school move to the current Frank Allis Elementary building.

Participants also expressed concern that moving NMCS to the Rimrock site might require changes to the school's programming, or impact its charter (for example, by converting it into a strand model within another school). Several indicated that the school's current programming and the 90-10 Dual Language Immersion (DLI) model were core to their experience, and that changing its current programming would be detrimental to NMCS students and families.

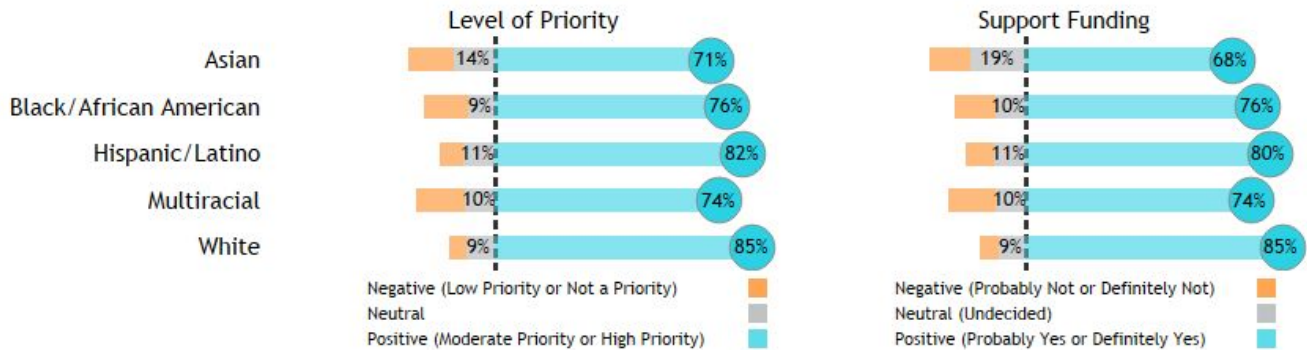
Finally, some participants indicated concern that a new Rimrock school, if it included a DLI strand, could compete with NMCS for native Spanish-speaking students, negatively impacting NMCS's ability to maintain its immersion program.

Research Question 4: Quantitative Survey Results

Strong Support for Building an Elementary School in the Rimrock Area at the Proposed Cost. Analysis of survey responses regarding the possible construction of a new elementary school in the Rimrock area indicated that a majority of respondents support the proposal at the proposed funding level. Examining responses by race/ethnicity, for example, indicates strong support for building the new elementary school, at the proposed cost, across groups. Respondents who identified themselves as Asian indicated slightly less support at the proposed cost - although this appears to be driven more by "undecided" responses, rather than overtly negative ones.

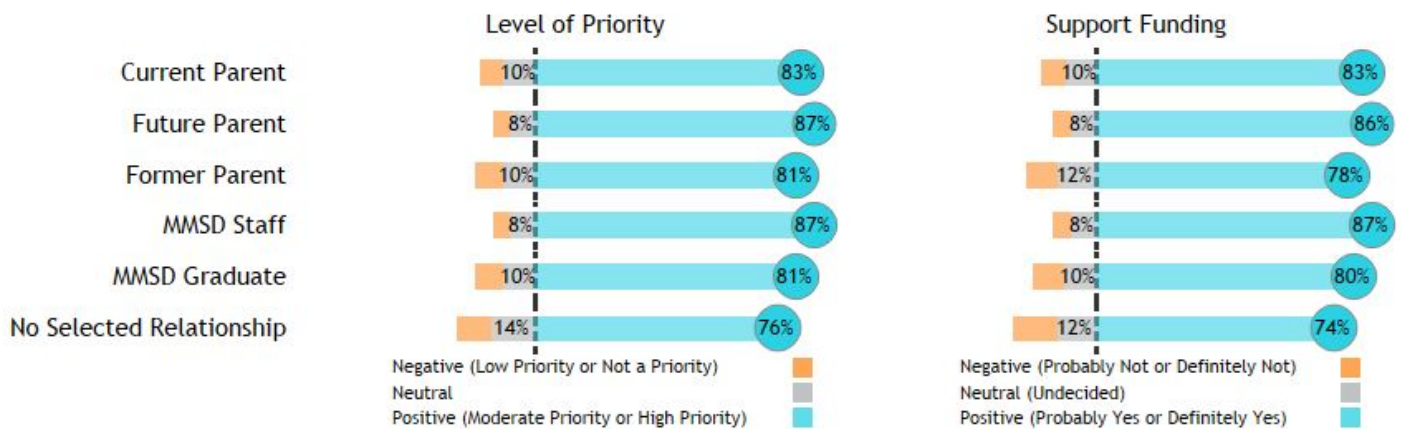


New Rimrock Area School: Level of Priority and Support for Funding by Race/Ethnicity

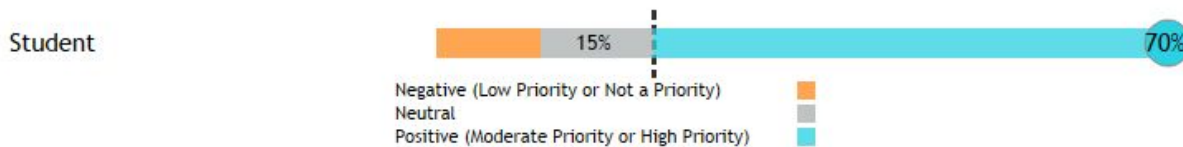


When survey responses were analyzed by relationship to MMSD and age, the same trend toward less support noted in previous sections of this report recurred. Participants who are less likely to have regular interaction with the district indicated less support than other groups. This included former parents, MMSD graduates (who did not report being current or future parents), and those who claimed no relationship to the district. As the figure below indicates, however, a majority of these participants still supported the proposal to construct a new elementary school in the Rimrock area at the proposed cost.

New Rimrock Area School: Level of Priority and Support for Funding by Relationship to MMSD



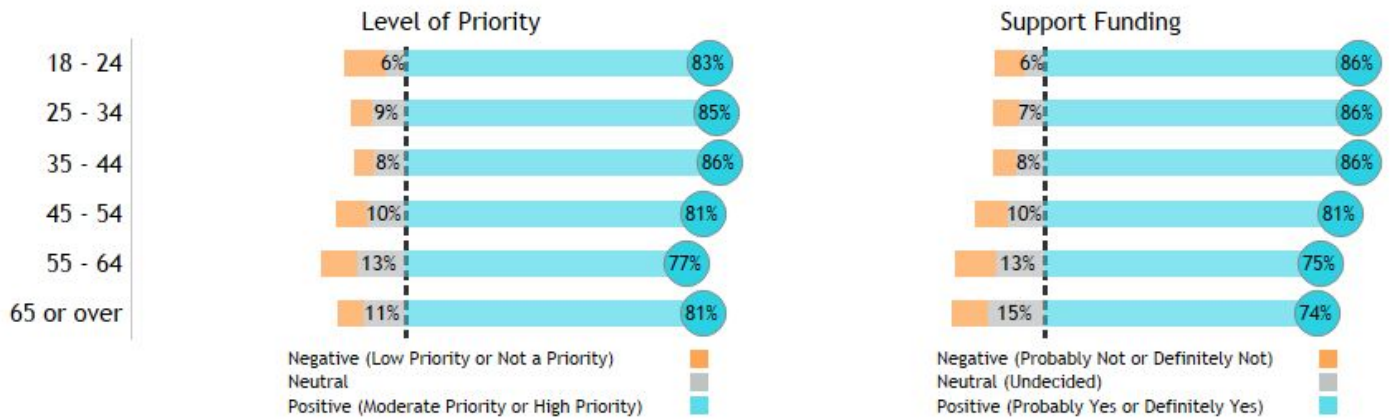
New Rimrock Area School: Student Level of Priority





Similarly, respondents who reported their age as being 55 or older indicated less support for the possible Rimrock elementary at the proposed funding level than other age groups. Again, however, a majority of respondents in this category indicated their support for building an elementary school in the Rimrock area.

New Rimrock Area School: Level of Priority and Support for Funding by Age





Research Question 5: What are the perspectives of families, students, community members and staff regarding relocating Capital High School to the Hoyt School site (Madison School & Community Recreation (MSCR) building)?

Research Question 5: Qualitative Themes from Survey and Input Sessions

Through responses to open-ended survey items and comments during input sessions, participants highlighted a few key themes regarding the possible relocation of Capital High to the Hoyt building. First, participants indicated that they were not familiar with Capital High, and that this may have impacted their reaction to the proposal. Those participants who did weigh in indicated general support for unifying Capital High East and West. Participants also, however, indicated that relocating Capital High to the Hoyt building might present logistical challenges. Finally, participants expressed concern regarding disruption of existing activity housed at the Hoyt building - in particular, access to Madison School & Community Recreation (MSCR) programming.

Lack of Knowledge Regarding Capital High. Many participants - in particular, survey respondents - indicated that their lack of knowledge regarding Capital High was a barrier to fully supporting its portion of the possible facilities referendum. Participants expressed, for example, confusion regarding which student population Capital High was intended to serve. Others indicated confusion regarding Capital High's programming, and how it differed from other schools in the district, like Malcolm Shabazz City High School.

Support for Unifying Capital High East and West. Participants willing to comment generally shared their support for unifying Capital High East and West, and their belief that doing so would improve the school's ability to serve its students. In particular, participants expressed support for providing an expanded physical space for Capital High that would allow the school to offer new programming options for students, including physical education, science labs, and a culinary arts program. They also noted their belief that uniting Capital East and Capital West into one space would produce a more cohesive campus culture and make Capital High feel more like "a real school."

Concern Regarding Logistical Challenges. Participants also expressed their concern that the possible relocation of Capital High to Hoyt might present logistical challenges - in particular, with regard to issues of transportation to and around the Hoyt building. Participants expressed a belief, for example, that Hoyt is not centrally located enough, and concern that relocating Capital High to the site would impose long commutes for some students. In particular, participants expressed concern that a lengthened commute would disproportionately impact Capital High students residing or working on the East and North sides of Madison.

In addition, participants - particularly at the Hoyt community input meetings - shared their concern that the neighborhood surrounding Hoyt is difficult to navigate, with limited parking and narrow streets. As such, they believed that an increase in bus and car traffic could impact neighborhood residents.

Finally, some participants questioned whether or not the Hoyt building was suited for Capital High's needs. They noted that the site was relatively small, for example, and wondered whether it might be more efficient and beneficial to identify or construct a larger site, tailored to Capital High's mission.

Concern Regarding Existing Activity and Programming at the Hoyt Building. Finally, several participants indicated that their support for the possible facilities referendum - should it include the Capital High relocation to Hoyt - would depend on MMSD's plans for relocating Madison School & Community Recreation (MSCR). As noted below, this



was a focal concern for participants within the Hoyt neighborhood and for older participants in the input process. More generally, however, participants from across the referendum input process highlighted MSCR as a valuable community program, and underscored their interest in its future.

In addition, participants raised questions regarding the continuation of alternative programming being offered at the Hoyt building.

Research Question 5: Focused Community and Stakeholder Voices

A key goal of the referendum input process has been to uplift the voices of community members most likely to be directly impacted by components of the possible referenda. The findings below highlight themes drawn from comments offered by Capital High students, families, and staff, as well as members of the community surrounding Hoyt Park. These comments were gathered through a series of targeted input sessions held at Capital High (East and West), as well as within the Hoyt community.

Focused Community Voice - Capital High Students, Families, and Staff. *In targeted input sessions focused on Capital High students, families, and staff, participants shared their support for unifying Capital High East and West. These participants expressed excitement regarding the opportunity to create a more cohesive campus culture by uniting Capital High's students and staff, and the benefits that a larger physical space might offer. Participants highlighted expanded science and art spaces, physical education spaces, and a culinary lab as particularly exciting possibilities. Some participants in these sessions - including students - expressed concern that relocating Capital High to Hoyt might compromise the program's ability to meet its students' needs. They indicated a belief, for example, that Capital High's small classes and intimate school culture are strengths, and voiced concern that increasing the school's size and/or expanding its enrollment could diminish the school's effectiveness. In addition, some Capital High staff echoed more general concerns regarding the logistics of the Hoyt move, noting the possibility that some students might be faced with longer bus rides and commutes should the plan move forward.*

Focused Community Voice - Hoyt Community Members. *Comments from input sessions that were focused on Hoyt neighborhood residents indicated a few key themes. First, participants did speak in support of the proposal, and indicated their belief that relocating Capital High to the Hoyt building might allow for new community partnership opportunities, and an expansion of the Hoyt school's role as a community center.*

Other participants, however, voiced concern about the potential for disruption of Hoyt Park and surrounding neighborhoods. Some of these concerns were ecological, including worries that the renovation would result in increased stormwater runoff, light pollution, excessive noise, and overuse of the park grounds. Others echoed concerns regarding logistics and transportation - in particular, that relocating Capital High to Hoyt would significantly increase vehicle traffic within the surrounding neighborhood. Finally, some participants expressed concern that relocation of Capital High to Hoyt would diminish the safety and security of the neighborhood.

Focused Community Voice - Community Members Aged 55 and Older. *Survey respondents who identified themselves as being age 55 and older indicated less support for the proposal to relocate Capital High School to the Hoyt building than other age groups. In part, this reflected the trend toward a large number of "undecided" responses to the question about relocating Capital High.*

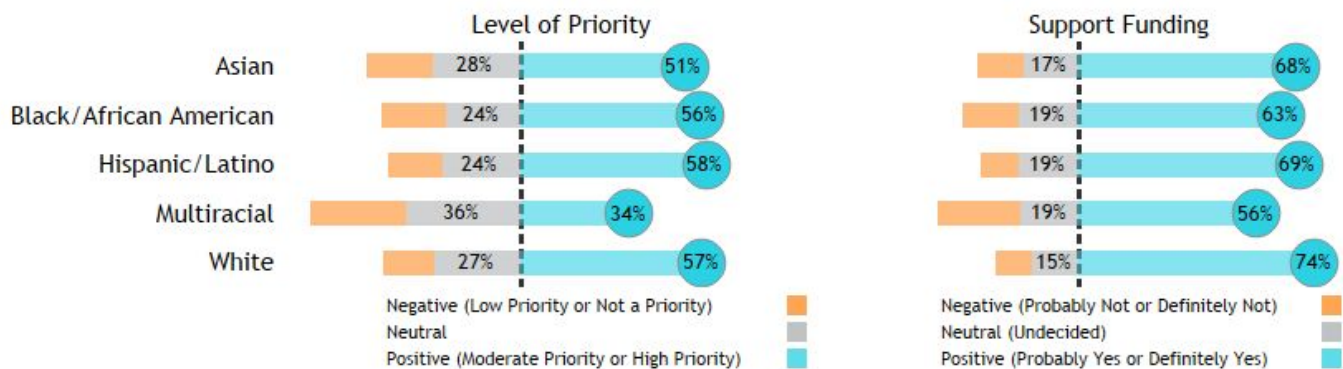


Through their comments, however, these participants also expressed concerns regarding the impact of relocating Capital High on access to adult programming hosted at Hoyt. In particular, they noted that relocating MSCR would disproportionately impact senior community members living in the nearby area, who depended on easy access to classes at the Hoyt building, and expressed concern that they would lose a community resource that they considered to be vital to their quality of life.

Research Question 5: Quantitative Survey Results

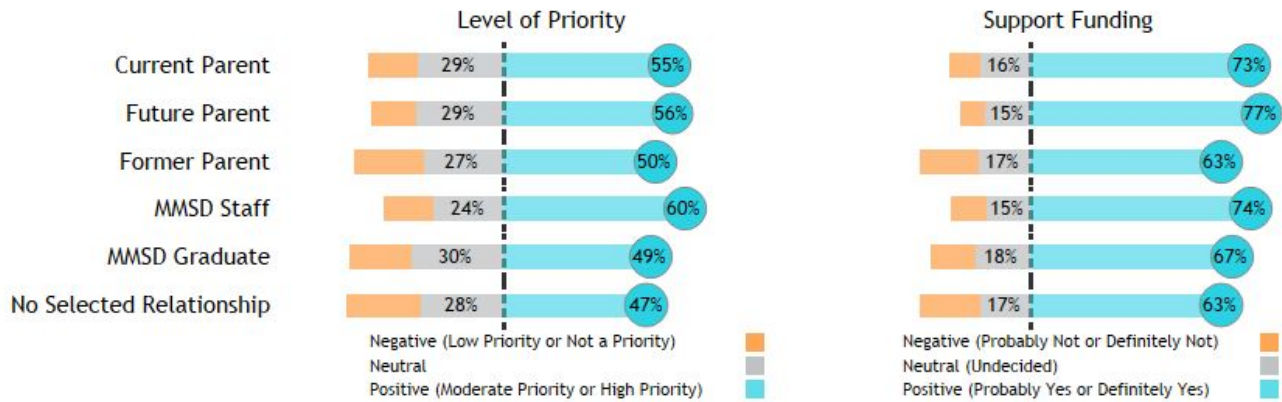
Overall Support for Relocating Capital High to Hoyt at the Proposed Cost. Analysis of survey responses regarding the possible relocation of Capital High School to a renovated Hoyt building indicated support at the proposed funding level by the majority of respondents. It should be noted, however, that the percent of positive responses was lower than any other component of the possible facilities referendum. Lower overall support for the Capital High at the proposed funding level among respondents appeared to be, in part, connected to higher degrees of “undecided” responses. According to the analysis of open response survey items, this pattern of “neutral/undecided” responses may be related to lack of knowledge among respondents regarding Capital High and its work.

Relocating Capital High to Hoyt Building: Level of Priority and Support for Funding by Race/Ethnicity

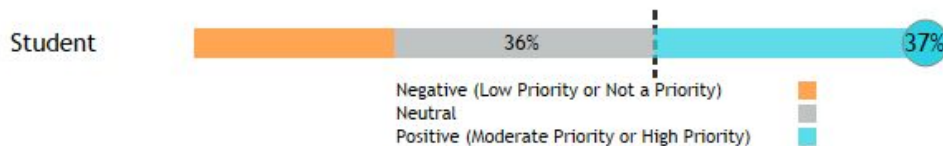


Similarly, analysis of responses by relationship to MMSD indicated lower overall support at the proposed cost than the other possible referendum elements, as indicated by the figure below. Those individuals who are less likely to regularly interact with MMSD (e.g., former parents, MMSD graduates, and those who claimed no relationship with the district) indicated less support at the proposed funding level than other groups.

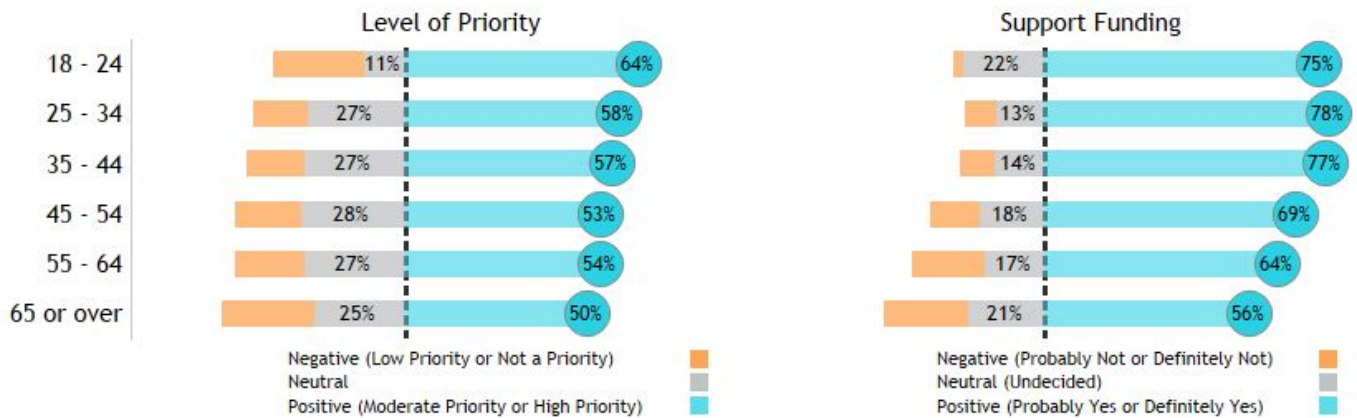
Relocating Capital High to Hoyt Building: Level of Priority and Support for Funding by Relationship with MMSD



Relocating Capital High to Hoyt Building: Student Level of Priority



Relocating Capital High to Hoyt Building: Level of Priority and Support for Funding by Age





CONCLUSION

In summary, analysis of feedback gathered from MMSD families, students, community members and staff through the community engagement and input process revealed five key findings regarding their perception of the possible facilities and operating referenda. First, across the referendum input process, a majority of participants indicate support for both possible referenda, at the proposed cost. However, while the majority of support for the possible referenda is sustained across various participant groups, support for the possible referenda is lower among participants less likely to have regular interaction with MMSD as a system. Examination of feedback regarding the components of the possible referenda indicates that the majority support each component, with particularly strong support for reinvesting in MMSD's high schools. Similarly, a majority of participants support building a new elementary school in the Rimrock area at the proposed cost. There is not yet, however, a shared consensus regarding how that school should be programmed. Finally, the overall support for relocating Capital High to Hoyt appears to be lower than other components of the possible facilities referendum, which may be tied to a lack of knowledge regarding the Capital High and its mission.

These findings point to three potential next steps that MMSD's referendum team - and the BOE - might consider as the process surrounding the possible referenda moves forward. First, these findings indicate that continued efforts to engage community members who are less likely to regularly interact with MMSD as a system may be beneficial for building awareness and support for the possible referenda. Second, these findings suggest that continued engagement with stakeholders surrounding the possible Rimrock elementary may be necessary to develop a consensus for how the new site should be programmed, if it moves forward. Finally, while the community engagement and input process has made progress in connecting with several communities within Madison, further work - in particular, to reach communities of color - may be required as MMSD and the BOE continue to consider the possible referenda.

APPENDIX A. DESCRIPTION OF POSSIBLE REFERENDA

The Madison Metropolitan School District (MMSD) Board of Education (BOE) is considering two referenda questions for the community to vote on in 2020: one for facilities, and one for recurring revenue limit increase in order to fund ongoing operations.

The facilities referendum is informed by the draft [Long-Range Facilities Plan \(LRFP\)](#). The long range facilities planning that the district developed involved a multi-year effort to gather community feedback, with particular attention paid to elevating a diverse array of voices and perspectives. MMSD's draft plan leverages numerous sources of data and community feedback to articulate a long-term plan for capital investment in the district. In each phase of the development of the draft plan, MMSD drew on a number of methods - including focus groups, surveys, and interviews - to gather feedback from a diverse array of constituents. Ultimately, this process led to the potential areas of focus for a facilities referendum in the near future.

The potential facilities referendum will address a series of high-priority items identified in the draft plan, including:

Reinvestment in MMSD's Four Comprehensive High Schools

Through site visits, a review of each building's age and condition, input from our instructional team, and feedback from students and staff, MMSD has identified the priorities at each of the four comprehensive high schools that could be addressed with a 2020 referendum.

Priority investments would include:

- Enhancing educational spaces for art, music, science, technology, and engineering
- Mechanical updates and improving each building's energy efficiency
- Improving each building's community and athletic spaces

The estimated cost for high school reinvestment is \$280 million, with \$70 million spent at each of MMSD's four main high schools (East, La Follette, Memorial, and West). This total represents an estimated annual tax increase of \$61 for each \$100,000 of property value.

A New Elementary Site in the Rimrock Area

There are approximately 450 kindergarten through grade 5 students living in the Rimrock area, which is south of the beltline and east of South Park St./Highway 14. However, there is currently no elementary school in that area. Approximately 260 of these students attend Frank Allis Elementary School on the east side of Madison and approximately 150 students attend Nuestro Mundo Community School (which is currently housed in a leased school space in the Monona Grove School District). Since there is no elementary school in the Rimrock area, students often have long bus rides and families have challenges traveling to and having access to school. MMSD is exploring the idea of building a new elementary school in the Rimrock area to better serve students and families.

The estimated cost to acquire a site and build an elementary school in the Rimrock area is \$30 million, representing an estimated annual tax increase of \$7 for each \$100,000 of property value.



A Possible Site for Capital High School

Capital High serves 172 9th through 12th grade students at two campuses. They provide personalized learning that is guided by each student's learning plan. The school is currently split between two buildings: a leased strip mall on the far west side and the second floor of Lapham Elementary on the east side. MMSD is considering the possibility of a new home for Capital High at Hoyt School, which is currently Madison School & Community Recreation's (MSCR) central location (which would be relocated). This would also include a renovation of Hoyt School to better meet the needs of Capital High students.

The estimated cost for renovating Hoyt School and relocating Capital High is \$6 million, representing an estimated annual tax increase of \$1 for each \$100,000 of property value.

Reoccurring Operating Referendum

Finally, in response to a pattern of the state underfunding K-12 education over the last 10 years, the BOE is also considering an operating referendum requesting taxpayer authority to tax above the current revenue limits. Without additional taxing authority, the BOE will not be able to continue current investments including staffing ratios, staff salary, and/or the variety of student supports and programming currently available. An operating referendum would allow the district to retain the current teacher and support staffing ratios and continue to invest in the District's Strategic Framework goals, values, and outcomes.

The estimated cost of the request to exceed the revenue limit is \$8 million beginning in the 2020-21 school year; an additional \$8 million beginning in the 2021-22 school year (for a total of \$16 million); an additional \$10 million beginning in the 2022-23 school year (for a total of \$26 million); and an additional \$10 million in 2023-24 school year (for a total of \$36 million) and thereafter. This total cost represents an estimated an average annual tax increase of \$66 for each \$100,000 of property value.

APPENDIX B. COMMUNITY INPUT PLAN PROPOSAL

MMSD Referendum Input: Facilities and Operating Revenue Detailed Project Plan Community Engagement & Input Plan

8.22.19

Purpose

MMSD is preparing for a possible referendum in November 2020 as informed by the long-range facilities plan and Board discussions on a potential referendum to exceed revenue limits for operating budgets. Engaging the Madison community in information and feedback around this plan is critical for a number of reasons. First, it builds awareness and knowledge of MMSD's current thinking regarding future facilities investments, operating budgets and the 2020 referendum. It also provides an opportunity for MMSD to get feedback on elements of the referendum plan from the community and the voting public, to ensure that final decisions reflect the community's priorities and values, and that the referendum plan will be met with strong support.

MMSD will provide information to the public about the referendum plan and elicit general feedback. In addition, specific attention will be focused on elements of the current referendum plan, including (1) plans for high school reinvestment at the four major high schools, (2) a possible new elementary site in South Allis area, (3) a possible site for Capital High Alternative High School, and (4) requesting taxpayer authority to tax above the current state revenue limits.

Design Principles

MMSD's Research & Program Evaluation Office (RPEO) has developed a community engagement plan based on a set of guiding principles, including:

- **Using a process grounded in qualitative research design** - The qualitative research process provides a rigorous way to decipher trends to ensure that the data drive the findings. We will use qualitative research methods and ground all engagement in guiding questions, ensuring data that can be analyzed in the most rigorous way possible.
- **Increasing ownership and commitment to district strategy** – By engaging our community early in the process, we affirm that resulting plans are poised for success.
- **Asking questions that will lead to actionable answers** – Input only matters if we use it; as such, we want to be sure the questions we ask will lead to actionable information in time for decisions and products.
- **Obtaining equitable, representative feedback** – As a core value for MMSD, equity with excellence undergirds every decision we make, including those around facilities. We are always looking to create input processes where the resulting information represents the entire community we serve; therefore, we offer opportunities for engagement in a variety of venues and target our outreach as needed.
- **Giving voice to those most affected by decisions** – While we welcome input from all stakeholders, we also know that certain groups will experience our facilities most directly; as such, we want to be sure their voices are included and elevated.

Project Design

The engagement and input process for the referendum in 2020 includes several key strategies. Community member feedback on the referendum will be elicited through two types of **community input sessions**, several **focus groups**, and a community-wide **survey**. Where possible, the targeted community input sessions will be embedded in existing group meeting structures.

Informational sessions and outreach will be held with various constituencies to inform them about the referendum plan.

Details of community input sessions, focus groups, and informational sessions follow.



Input Strategy	Feedback Structure	Group Composition	Purpose	Structure and Estimated # of Sessions
Open Community Input Sessions	One-time opportunities for community input from the general public	Community members, staff, families, and students throughout MMSD	Provide additional opportunities for community input on the referendum plan through open forums held throughout the community	Lead: Communications When: 10/2019 Six open community sessions in various areas of the district
Informational Sessions and Outreach	Sessions are primarily informational with a simple feedback structure	Varies by audience; some examples may include City of Madison Common Council, Madison Downtown Rotary, GRUMPS	Inform various constituencies of the referendum plan	Lead: MMSD referendum team When: 8/2019-11/2019
Targeted Community Input Sessions	Opportunity for participants to receive information about the referendum and provide feedback	Community members, alders, MMSD staff, families, and students potentially most affected by the referendum plan (e.g., neighborhoods/groups in areas highlighted in the referendum)	Ensure representation of voices of families, community members, and additional groups through opportunities to learn and to provide feedback	Lead: RPEO When: 9/2019-11/2019
Referendum Focus Groups	A polling-type of focus group to assess the support for the referendum after modifications have been made based on the input sessions	A diverse cross-section of community members who will be voting on the referendum	A “pulse-check” on the support for the referendum	Lead: RPEO When: late 11/2019-12/2019 (will take place after the referendum team has integrated some of the feedback from the previous input sessions)



The MMSD team working on the referendum will engage two different advisory groups to provide insight and feedback along the way. Both advisory groups will serve as “thought partners” to provide MMSD with various perspectives throughout the referendum input and refinement process. They will also help MMSD ensure that we are hearing from a wide range of stakeholders and experts. Each advisory group will be approximately 6-10 people, and the MMSD team working on the referendum will meet with them collectively, individually, and in small groups throughout the process.

A **Community Advisory Group** will lend its insights regarding community sentiment, assess how the referendum plan impacts the community, and ensure that multiple voices are heard. In particular, the Community Advisory Group will respond to what is learned during input sessions and informational sessions.

A **Technical Advisory Group** will provide content knowledge and community expertise. Areas of focus include referendum processes, city planning, institutional construction, and renewable energy/sustainability.

In addition to the in-person feedback outlined above, we will be informing, engaging with and soliciting feedback from the community through a variety of other communication channels, such as: web content, a social media campaign, our district e-newsletter, videos, an online web form, and potentially a telephone town hall meeting or similar.

A survey will be posted on the MMSD Building Excellence webpage and promoted to members of the Madison Metropolitan Area community through various communication channels.

Program Staff

Research design and analysis will be led by RPEO. The Research Director, RPEO Analytics Supervisor, and RPEO Researcher (expected to start in mid-October) will conduct this work, and additional support will be provided by third party companies and an additional Limited Term Employee (LTE) to help collect data at various input sessions, conduct analysis, and develop reports.

The MMSD team working on the referendum and RPEO will lead execution and facilitation of the public input strategies. Other Central Office departments, such as Equity, Partnerships & Engagement and Communications, will participate as necessary to forge connections with community.

Timeline

The following table provides a timeline of major project activities, leading up to delivery of findings to the Board in January 2020 for the referendum planned for the November 2020 ballot.

Activity	July 2019	Aug. 2019	Sept. 2019	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020
Planning									
Informational Sessions									
Targeted Community Input Sessions									
Open Community Input Sessions									
Referendum Survey									
Referendum Focus Groups									
Ongoing Analysis & Draft Reporting									
Final Report on Findings to Board									
Response to Clarifying Questions									
Approve Referendum Language									



APPENDIX C. DETAILED DESCRIPTION OF INPUT SESSIONS

Community Input Process: Methods & Data

The community engagement and input process for the possible referendum in 2020 included several key strategies, informed by a Community and Technical Advisory group who provided content knowledge and community expertise around referenda topics. First, feedback from community members on the referendum was elicited through a series of feedback sessions, in which members of the MMSD referendum team shared information with participants, and solicited questions and comments from participants from a wide array of community groups. In addition, MMSD launched a community-wide survey through which community members were asked to indicate their priorities and support for the possible referenda, and to share their feedback and suggestions. Each of these engagement methods is described in more detail, below.

Informational Sessions

Purpose: Informational sessions focus on various community stakeholders with an interest in the potential referenda to inform them about the plan and collect overall reactions and feedback.

Session Structure: Individuals who are leading the MMSD referendum process (hereafter referred to as MMSD referendum leaders) initiated meetings with community stakeholders to discuss the possible referenda, which occurred through informal conversations or in the course of stakeholders' standing meeting times. Informational sessions included a presentation of the plan by MMSD referendum leaders, followed by opportunity for attendees to ask clarifying questions and to provide feedback. In most informational sessions, notes were taken on topics as they emerged. Some sessions also included opportunities for attendees to provide their opinions on paper feedback forms distributed at the session. In informational sessions held after October 22nd, attendees were encouraged to complete the referendum input survey.

Open Community Input Sessions

Purpose: The purpose of open community sessions is to inform the public at-large about the possible referenda in their entirety and to provide opportunities for feedback on the possible referenda.

Session Structure: To date, MMSD has hosted open community input sessions at all four comprehensive high schools. MMSD invited families and community members at the elementary and middle schools in the hosting high school's feeder pattern and advertised these sessions to the broader community through newspapers and social media announcements.

Like informational sessions, community input sessions began with a presentation from MMSD referendum leaders on the possible referenda and an opportunity for participants to ask clarifying questions in a large group format. To learn more detailed information, participants had the opportunity to visit stations staffed by members of MMSD referendum leaders, architects, and district leaders focused on specific aspects of the plan (e.g. renovations to Arts facilities). MMSD also distributed paper feedback forms for participants to complete as they walked through the stations, as well as a postcard with a link to the referendum survey. Staff from RPEO captured notes from the large group question-and-answer time and collected completed feedback forms.



Targeted Community Input Sessions

Purpose: Targeted community input sessions aim to ensure representation of specific groups, and to elevate their voices through opportunities for in-depth discussion on the possible referenda. These targeted sessions include: (1) location-focused sessions with family, staff, students, and community members impacted by specific components of the possible referenda, (2) sessions with existing, MMSD role-based advisory and equity-focused groups, and (3) equity-focused sessions with community members and families in partnership with Equity by Design.

Session Structure: Targeted sessions focusing on role-based groups were often incorporated into existing group meetings. For most location-based targeted sessions, MMSD referendum leaders worked with school principals to identify opportunities to meet with staff, students, families, and community members.

All targeted input sessions included a presentation or informal overview of the referenda from the MMSD referendum leaders and an opportunity for participants to pose clarifying questions in a large group format. In most cases, after the presentation, RPEO staff members facilitated small group breakout sessions in which participants had the opportunity to have in-depth discussions about their opinions on the plan, and note takers were assigned to each group to take detailed notes of the discussion for analysis. MMSD referendum leaders served as “referendum experts,” answering questions about plan logistics that arose throughout the group discussion.

In sessions that included families and community members, MMSD provided options for participants to receive information and provide feedback in Spanish and Hmong languages. Slide projections used during the large group presentations of the referendum plan displayed both English and Spanish language, and MMSD Office of Multilingual & Global Education (OMGE) staff offered participants headsets to use for simultaneous translation of presentation remarks. MMSD offered small group breakout discussions in both English and Spanish and directed participants to attend a breakout session facilitated in the language of their choice. Participants had an additional, optional opportunity to share their opinions through Feedback Forms. Feedback Forms in English and Spanish were distributed at the beginning of the session and collected at the end of the session.



APPENDIX D. DETAILED LIST OF INPUT SESSIONS

TARGETED INPUT SESSIONS (Organized by RPEO and Referendum Leadership Team)	
Session or Group Name	Completed
Allis Elementary School Families	X
Allis Elementary School Staff	X
Capital High Families	X
Capital High Staff - East	X
Capital High Staff - West	X
Capital High Students - East	X
Capital High Students - West	X
Hoyt Neighborhood (Note: 2 total, organized by the alderperson in this area)	XX
MMSD Parent Advisory, Student Advisory, Teacher Advisory, and Teachers of Color Advisory Groups	X
Nuestro Mundo Community School Families	X
Nuestro Mundo Community School Staff	X
Rimrock Area Families (Allis, NMI, etc.) / Center for Resilient Cities (CRC)	X
Superintendent's Human Relations Advisory Council (SHRAC)	X
TOTAL	14
TARGETED INPUT SESSIONS (In Partnership with or Facilitated by Equity by Design)	
Session or Group Name	Completed
African American Focus Group (in partnership with the Urban League)	X
Allied Learning Center Community	X
Goodman Community Center	X
Hmong Focus Group (in partnership with Bayview Foundation)	X
Hmong PEG session at Bayview Foundation	X
Latinx Focus Group (in partnership with the Latino Chamber of Commerce)	X
TOTAL	6



OPEN COMMUNITY INPUT SESSIONS	
Session or Group Name	Completed
East High School Community Input	X
La Follette High School Community Input	X
Memorial High School Community Input	X
West High School Community Input	X
TOTAL	4
INFORMATIONAL SESSIONS	
Session or Group Name	Completed
Badger Rock Middle School Governing Board	X
Black Educators Network	X
Black Excellence Coalition	X
Chamber of Commerce Policy Committee	X
Community and Neighborhood Center Directors	X
Downtown Madison, Inc.	X
Eastside Progressives	X
Elementary and Middle School Principals	X
Fitchburg City Plan Commission	X
Foundation for Madison's Public School Board	X
Goodman 50+ Group @ Madison School & Community Recreation	X
La Follette High School Boosters	X
Lapham Parent Teacher Group	X
Mad City Grandparents United for Madison's Public Schools (GRUMPS)	X
Madison Area Sports Commission	X
Madison City Plan Commission	X



APPENDIX E. REFERENDUM INPUT SURVEY

MMSD Future-Ready Facilities and Funding Survey

Investing in the future: transforming space, transforming student experience



The Madison Metropolitan Board of Education is considering two referenda questions for the community to vote on in 2020 - one for facilities and one for operating expenses - that would further our academic vision for the future, our position as an employer of choice that attracts high-quality staff, and our impact on students for generations to come. MMSD has identified a need to invest in innovative, flexible, and modern instructional spaces. Transforming our physical spaces in this way would allow students to learn, lead, and create change for the future.

We know how important your voice is! MMSD is committed to getting community input on these possible referenda. Your input on this survey helps us understand the needs and priorities of the community. This survey is designed to gather feedback on the two possible referenda and help us make sure that we are moving in the right direction. Following are the key parts of the referenda for consideration and input.

Facilities referendum:

- High school reinvestment priorities and funding levels (East, La Follette, Memorial, West)
- Capital High relocation to Hoyt School (currently Madison School & Community Recreation)
- Acquire site and build an elementary school in the Rimrock area

Operational referendum: District operating funds

Each part of the facilities plan and the district operating funds is described throughout the survey, along with questions about these plans. The final section of the survey seeks demographic information as a way to better understand our community's responses.

After obtaining community input, we will bring the facilities plan and the full community feedback report to the school board for consideration in January 2020. The board plans to make a decision whether to go to referendum in early 2020.

Thank you for your voice and input, and sharing with us what we need to consider as we make our schools innovative and interactive with our visionaries of the future! More information on the MMSD facilities planning and referendum can be found at mmsd.org/future-ready.

High School Reinvestment Priorities and Funding Levels

1.0 Updated learning environments that transform instruction and boost school climate

Through site visits, a review of each building's age and condition, input from our instructional team, and feedback from students and staff, MMSD has identified the priorities at each of the four comprehensive high schools that could be addressed with a 2020 referendum.

Priority investments would include:

- Enhancing educational spaces for art, music, science, technology, and engineering
- Mechanical updates and improving each building's energy efficiency
- Improving each building's community and athletic spaces

1.1 In your opinion, what is the level of priority for investing in facilities improvements at East, LaFollette, Memorial, and West High Schools as described above?

- ☐ High priority ☐ Neutral ☐ Not a priority
☐ Moderate priority ☐ Low priority

1.2 The estimated cost for the high school reinvestment priorities (East, La Follette, Memorial, West) is \$280 million.*Representing an estimated annual tax increase of \$61 for each \$100,000 of property value.

Would you support a referendum that invests in facilities improvements for East, LaFollette, Memorial, and West High Schools at this estimated cost?

- ☐ Definitely yes ☐ Undecided ☐ Definitely not
☐ Probably yes ☐ Probably not



Capital High Relocation to Hoyt School

2.0 Vision for the future for Capital High

Capital High serves 172 9th through 12th grade students at two campuses. They provide personalized learning that is guided by each student's learning plan. The school is currently split between two buildings: a leased strip mall on the far west side and the second floor of Lapham Elementary on the east side. MMSD is considering the possibility of a new home for Capital High at Hoyt School, which is currently Madison School & Community Recreation's (MSCR) central location (which would be relocated). This would also include a renovation of Hoyt School to better meet the needs of Capital High students.

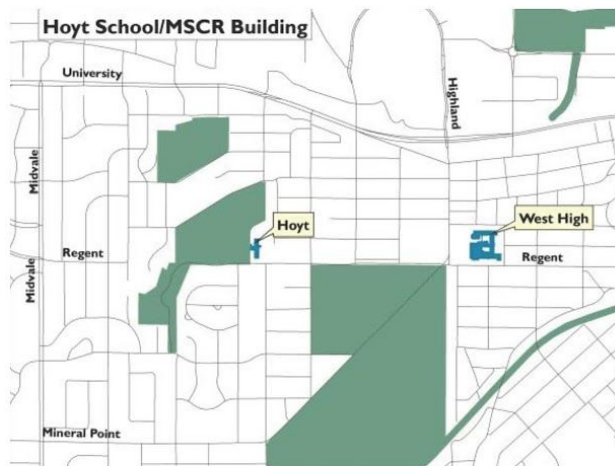
2.1 In your opinion, what is the level of priority for renovating Hoyt School and relocating Capital High to this school site?

- ☐ High priority
☐ Moderate priority
☐ Neutral
☐ Low priority
☐ Not a priority

2.2 The estimated cost for renovating Hoyt School and relocating Capital High to this school site is \$6 million. *Representing an estimated annual tax increase of \$1 for each \$100,000 of property value.

Would you support a referendum to renovate Hoyt School and relocate Capital High to this school site at this estimated cost?

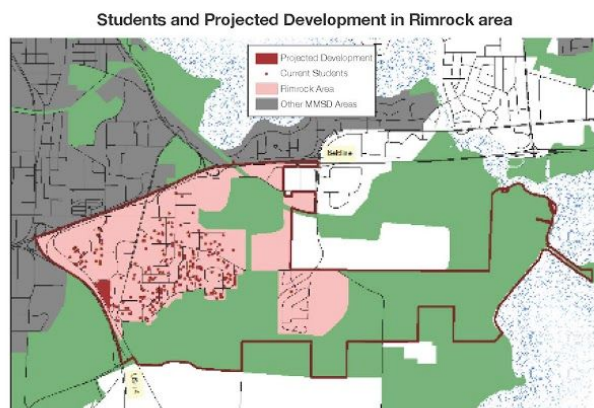
- ☐ Definitely yes
☐ Probably yes
☐ Undecided
☐ Probably not
☐ Definitely not



Acquire Site and Build an Elementary School in the Rimrock Area

3.0 A new elementary school

There are approximately 450 kindergarten through grade 5 students living in the Rimrock area, which is south of the beltline and east of South Park St./Highway 14. However, there is currently no elementary school in that area. Approximately 260 of these students attend Frank Allis Elementary School on the east side of Madison and approximately 150 students attend Nuestro Mundo Community School (which is currently housed in a leased school space in the Monona Grove School District). Since there is no elementary school in the Rimrock area, students often have long bus rides and families have challenges traveling to and having access to school. MMSD is exploring the idea of building a new elementary school in the Rimrock area to better serve students and families.



3.1 In your opinion, what is the level of priority for acquiring a site and building an elementary school in the Rimrock area?

- ☐ High priority ☐ Neutral ☐ Not a priority
☐ Moderate priority ☐ Low priority



3.2 The estimated cost to acquire a site and build an elementary school in the Rimrock area is \$30 million.

***Representing an estimated annual tax increase of \$7 for each \$100,000 of property value.**

Would you support a referendum that provides funding for acquiring a site and building an elementary school in the Rimrock area at this estimated cost?

- ☐ Definitely yes ☐ Undecided ☐ Definitely not
☐ Probably yes ☐ Probably not

4.1 What can we do to improve the current plan for the facilities referendum? This includes the possible high school facilities improvements, Capital High relocation to Hoyt School, and acquiring a site and building a new school in the Rimrock area.

4.2 What additional suggestions and feedback do you have for the possible facilities referendum?

5.0 District Operating Funds

While 2019-20 saw a slight increase in funding from the State for the first time in four years, the State largely continues a ten year pattern of underfunding K-12 education. The state per-pupil aid and funding caps will not keep pace with maintaining the current level of academic offerings, student support services, and class size.

MMSD is in the final year of a four-year reoccurring operating referendum that has previously stabilized our budget. A new four-year reoccurring operating referendum, along with resource reallocation and additional strategies to increase revenue, will allow us to maintain a stable budget. Without new operating funding, the district projects \$30 million in reductions to staffing, salaries, or student programming would be needed over the next three years.

MMSD has a budget-conscious way of working, where every year the resources are evaluated for highest and best use and are reallocated as appropriate. This process would continue after the referendum to ensure taxpayer resources are being spent on what we know works for our students.

A referendum for additional funding for district operations would allow MMSD to continue to:

- Provide a variety of student programming in arts, music, science/technology, athletics, and more
- Invest in the district's strategic equity projects that are aligned to the MMSD Strategic Framework
- Adhere to the local class size policy
- Attract and retain-high quality teachers

5.1 In your opinion, what is the level of priority for additional funding for district operations?

- ☐ High priority
☐ Moderate priority
☐ Neutral
☐ Low priority
☐ Not a priority

5.2 The estimated cost of the operating revenue to exceed the revenue limit is \$8 million beginning in the 2020-21 school year; an additional \$8 million beginning in the 2021-22 school year (for a total of \$16 million); an additional \$10 million beginning in the 2022-23 school year (for a total of \$26 million); and an additional \$10 million in 2023-24 school year (for a total of \$36 million) and thereafter. *Representing an estimated annual tax increase of \$66 for each \$100,000 of property value.

Would you support a referendum that provides this level of financial operating support to the district's ongoing revenue at this estimated cost?

- ☐ Definitely yes
☐ Probably yes
☐ Undecided
☐ Probably not
☐ Definitely not



6.1 What can we do to improve the current plan for the possible operating fund referendum?

6.2 What additional suggestions and feedback do you have for the possible operating fund referendum?

7.0 Respondent Information – May we have some information about you?

7.1 Do you live in the Madison Metropolitan School District?

- ☐ Yes
☐ No
☐ Do not know

7.2 In which municipality do you reside?

- ☐ City of Madison
☐ City of Fitchburg
☐ Town of Madison
☐ Town of Blooming Grove
☐ Village of Maple Bluff
☐ Village of Shorewood Hills
☐ City of Middleton
☐ Town of Middleton
☐ City of Monona
☐ City of Verona
☐ Town of Verona
☐ Other

7.3 What is your zip code? _____

7.4 Do you own or rent your current residence?

- ☐ Own
☐ Rent
☐ Other

7.5 Are you registered to vote?

- ☐ Yes
☐ No

7.6 Please mark ALL relationships you have with the Madison Metropolitan School District (MMSD):

- ☐ Parent/guardian of child(ren) younger than elementary school age
☐ Have child(ren) attending school in MMSD
☐ Have child(ren) who have attended MMSD schools but no longer attend/graduated
☐ Graduate of MMSD
☐ Current or former employee of MMSD
☐ Volunteer with MMSD
☐ None



7.7 If you have children, please select the school(s) your children will attend, or currently attend, or have attended. (Check all that apply)

- | | | |
|--|---|--|
| <input type="radio"/> Allis Elementary | <input type="radio"/> Innovative & Alternative Programs | <input type="radio"/> Olson Elementary |
| <input type="radio"/> Badger Rock Middle | <input type="radio"/> Jefferson Middle | <input type="radio"/> Orchard Ridge Elementary |
| <input type="radio"/> Black Hawk Middle | <input type="radio"/> Kennedy Elementary | <input type="radio"/> Randall Elementary |
| <input type="radio"/> Chavez Elementary | <input type="radio"/> La Follette High | <input type="radio"/> Sandburg Elementary |
| <input type="radio"/> Cherokee Middle | <input type="radio"/> Lake View Elementary | <input type="radio"/> Schenk Elementary |
| <input type="radio"/> Crestwood Elementary | <input type="radio"/> Lapham Elementary | <input type="radio"/> Sennett Middle |
| <input type="radio"/> East High | <input type="radio"/> Leopold Elementary | <input type="radio"/> Shabazz High |
| <input type="radio"/> Elvehjem Elementary | <input type="radio"/> Lincoln Elementary | <input type="radio"/> Sherman Middle |
| <input type="radio"/> Emerson Elementary | <input type="radio"/> Lindbergh Elementary | <input type="radio"/> Shorewood Elementary |
| <input type="radio"/> Falk Elementary | <input type="radio"/> Lowell Elementary | <input type="radio"/> Spring Harbor Middle |
| <input type="radio"/> Franklin Elementary | <input type="radio"/> Marquette Elementary | <input type="radio"/> Stephens Elementary |
| <input type="radio"/> Capital High | <input type="radio"/> Memorial High | <input type="radio"/> Thoreau Elementary |
| <input type="radio"/> Glendale Elementary | <input type="radio"/> Mendota Elementary | <input type="radio"/> Toki Middle |
| <input type="radio"/> Gompers Elementary | <input type="radio"/> Midvale Elementary | <input type="radio"/> Van Hise Elementary |
| <input type="radio"/> Hamilton Middle | <input type="radio"/> Muir Elementary | <input type="radio"/> West High |
| <input type="radio"/> Hawthorne Elementary | <input type="radio"/> Nuestro Mundo Elementary | <input type="radio"/> Whitehorse Middle |
| <input type="radio"/> Huegel Elementary | <input type="radio"/> O'Keeffe Middle | <input type="radio"/> Wright Middle |

7.8 What is your age?

- ☐ Under 18
☐ 18 - 24
☐ 25 - 34
☐ 35 - 44
☐ 45 - 54
☐ 55 - 64
☐ 65 or over

7.9 What is your race/ethnicity?

- ☐ African American
☐ American Indian
☐ Asian
☐ Hispanic/Latino
☐ Multiracial
☐ Pacific Islander
☐ White

Thank you for completing the MMSD Future-Ready Facilities and Funding Survey. We appreciate your feedback.

Please return this survey in the enclosed, postage-paid envelope by December 5, 2019.

Madison Metropolitan School District

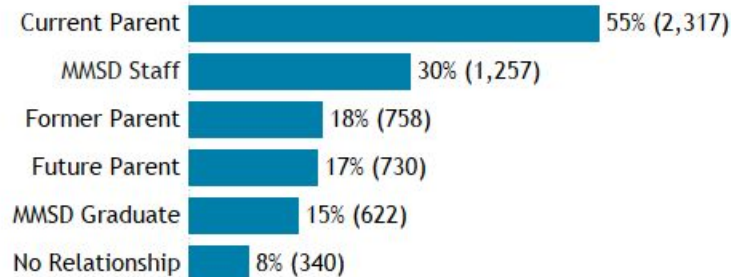
Registrar's Office
 545 W. Dayton St.
 Madison WI 53791-8751



APPENDIX F. REFERENDUM INPUT SURVEY DETAILED RESPONDENT INFORMATION

Overall, there were 4,318 respondents who answered questions on the Referendum Input Survey. The graphics below show a further breakdown of the number of respondents by different demographic groups. The first graphic, showing relationship to the district, is the only graphic where respondents can fall under multiple groups. For instance, a respondent could identify as a current parent *and* a former parent. The percentages for the Relationship graphic will *not* add up to 100%.

Summary by Relationship to District



Summary by Where Respondent Lives



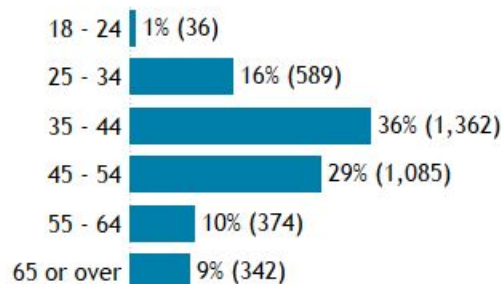
Summary by Own/Rent



Summary by Voter Registration



Summary by Age



Summary by Race/Ethnicity

