



**MADISON METROPOLITAN SCHOOL DISTRICT
COMMUNITY ENGAGEMENT POLLING REPORT
JULY 2026**

Submitted by:

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Introduction

Madison Metropolitan School District (MMSD) is conducting a review of attendance boundaries, school utilization, enrollment patterns, and future facility needs to help ensure students have access to high quality educational opportunities across the district. As enrollment patterns continue to change and community needs evolve, the district is evaluating how schools, attendance areas, and facilities can best support students today and in the future.

To help inform this work, MMSD partnered with MGT to conduct a community engagement process that gathered feedback from students, families, staff, and community members. The goal was to better understand the values, priorities, and concerns that participants believe should guide future planning. Community feedback is one of several sources of information that will be considered alongside enrollment projections, demographic analyses, operational needs, and facility planning.

Between May 4 and June 1, 2026, the district offered 22 community engagement opportunities, including in person meetings, virtual sessions, and an online survey. Participants first received information about current enrollment trends, facility utilization, demographic projections, and planning considerations before sharing feedback through interactive polling, surveys, and open ended comments.

This report summarizes the key themes that emerged during the engagement process. It highlights the priorities participants shared most consistently, identifies areas where perspectives differed, and provides additional context by participant group, school or building, and race and ethnicity. The findings are intended to inform the district's ongoing planning process and help ensure future decisions reflect both district needs and community priorities.

Executive Summary

More than 1,000 students, families, staff, and community members participated in the Madison Metropolitan School District's community engagement process to share their perspectives on future attendance boundaries, enrollment, school utilization, and facility planning. While participants expressed a range of opinions on specific approaches, the engagement revealed broad agreement on many of the priorities that should guide future planning. Respondents consistently emphasized the importance of providing high quality educational opportunities, preserving strong school communities, supporting equitable opportunities for students, and making planning decisions through a transparent and thoughtful process.

The findings presented in this report reflect feedback gathered through 22 community engagement opportunities held between May 4 and June 1, 2026, including 16 in person sessions, 6 virtual sessions, and an online survey. Participants first received information about enrollment trends, facility utilization, demographic projections, and planning considerations before sharing feedback through interactive polling, surveys, and open ended responses. This approach helped ensure participants had a common understanding of the planning process while providing multiple opportunities for community members to participate. The feedback summarized throughout this report represents one important source of information that will help inform future planning alongside enrollment projections, demographic analyses, operational considerations, and facility needs.

Rather than identifying a single preferred solution, the engagement process highlighted recurring themes that consistently emerged across stakeholder groups and engagement activities. To make these findings easier to understand, the 12 districtwide themes have been organized into three Strategic Findings that summarize the primary messages shared throughout the engagement process. These findings provide a high level overview of community feedback, while the remaining sections of the report explore the results in greater detail by topic, participant group, school or building, and race and ethnicity.

Strategic Finding	Related Overall Themes	Summary
1. Stakeholders want planning decisions that strengthen educational experiences while preserving stable school communities.	Theme 1: Neighborhood Schools and Walkability Remain the Top Priority	Participants consistently emphasized that attendance boundaries should support high quality educational experiences while preserving strong school communities. Feedback highlighted the importance of neighborhood schools, minimizing disruption for students, reducing transportation burdens, and ensuring every school provides meaningful educational opportunities. Many respondents also noted that the quality of a school has a greater influence on enrollment decisions than attendance boundaries alone.
	Theme 3: Preserve Student Stability Through Transition Provisions and Choice	
	Theme 4: Transportation and Commute Time Are Major Concerns	
	Theme 6: School Quality and Student Outcomes Drive Enrollment Decisions	

2. Stakeholders support equitable educational opportunities but expect balanced, transparent decision making.	Theme 2: Balance Neighborhood Schools with Diversity and Equity	Participants broadly supported equitable educational opportunities while recognizing that planning decisions require balancing multiple priorities. Feedback frequently connected neighborhood schools, diversity, specialized programming, and equitable access to resources. Respondents also emphasized the importance of clearly explaining planning decisions, tradeoffs, and how community feedback is incorporated into the process.
	Theme 5: Equity Requires Needs Based Resource Allocation	
	Theme 7: Strong Interest in Language Programs and Specialized Opportunities	
	Theme 8: Mixed Views on Paired Schools and K–2 / 3–5 Models	
3. Stakeholders expect future planning to be data informed, sustainable, and responsive to community input.	Theme 9: Better Planning Around Capacity, Growth, and Facilities	Participants recognized the need to address enrollment, facilities, and long term planning while ensuring decisions are guided by reliable data and continued community engagement. Respondents requested clearer information about enrollment projections, facility planning, implementation strategies, and financial considerations. Many also encouraged the district to give greater attention to middle and high school planning as future scenarios are developed.
	Theme 10: Greater Focus Needed on Middle and High Schools	
	Theme 11: Demand for Transparency, Communication, and Meaningful Engagement	
	Theme 12: Fiscal Responsibility and Sustainable Investment	

Methodology

Purpose of the Community Engagement Process

The Madison Metropolitan School District conducted this community engagement process to better understand the values, priorities, and perspectives of students, families, staff, and community members as the district evaluates future attendance boundaries, enrollment, school utilization, and facility planning. Community feedback represents one important source of information that will be considered alongside enrollment projections, demographic analyses, operational needs, and facility planning as future scenarios are developed.

The purpose of the engagement was not to identify a single preferred solution, but rather to understand the opportunities, concerns, and tradeoffs participants believe should guide future planning. Throughout the engagement process, participants shared feedback on topics including neighborhood schools, educational quality, diversity and equity, transportation, specialized programming, facility planning, and long term sustainability.

Community Engagement Overview

Community engagement was conducted between May 4 and June 1, 2026, through a combination of in person meetings, virtual sessions, and an online survey. Participants first received a presentation describing current enrollment trends, facility utilization, demographic projections, and planning considerations before sharing feedback through interactive polling, surveys, and open ended comments. Providing the same background information to all participants helped create a common understanding of the planning process before feedback was collected.

Activity	Description	Participation
Community Meetings	16 in person sessions	Included live interactive polling
Virtual Meetings	6 virtual sessions	Included live interactive polling
Online Survey	Available May 8 through June 1	744 responses
Total Participants	Across all engagement opportunities	1,067 responses

Participant Overview

A total of 1,067 participants contributed feedback during the engagement process. Participants represented parents and guardians, district staff, students, community members, and other stakeholders. Because participants could identify with more than one stakeholder group, the totals below exceed the total number of survey participants.

Participant Type	Count	Percent
Parent/Guardian of Student(s)	687	74%
Staff Member	266	29%
Student	9	1%
Community Member	346	37%
Other Stakeholder	70	8%
Total	924	100%

***Note:** Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.

How the Findings Were Developed

The findings presented throughout this report are based on both quantitative and qualitative feedback collected during the community engagement process. Combining these two types of information provides a more complete understanding of community perspectives by showing both what participants selected and why they selected it.

Quantitative data includes responses to polling and survey questions with predefined answer choices. These results were used to identify overall response patterns, measure the relative importance of planning priorities, and understand how participants responded to key questions throughout the engagement process.

Qualitative data includes the open ended comments participants shared during community meetings and through the online survey. These comments were reviewed to identify recurring ideas, priorities, concerns, and recommendations. Rather than focusing on individual responses, similar comments were grouped together to identify the common themes that appeared across the engagement process.

The findings presented throughout this report integrate both quantitative and qualitative results to provide a balanced summary of community feedback. The report is organized from districtwide findings to more detailed summaries by participant group, school or building, and race and ethnicity. Together, these analyses provide insight into both the priorities most frequently identified by participants and the perspectives that shaped those priorities.

Interpreting the Findings

The findings presented throughout this report are intended to help readers understand the perspectives shared during the community engagement process and the priorities that emerged most consistently across participants. Rather than identifying a single preferred solution, the report summarizes the values, concerns, and tradeoffs participants believe should inform future attendance boundary, enrollment, and facility planning.

The report is organized to move from broad districtwide findings to more detailed summaries by participant group, school or building, and race and ethnicity. This organization allows readers to first understand the themes shared across the community before exploring how different groups emphasized particular priorities or experiences.

While individual perspectives varied, many themes appeared consistently throughout the engagement process. The findings should be viewed collectively, recognizing that no single theme exists in isolation. Instead, they illustrate how participants balanced multiple priorities, including educational quality, neighborhood schools, diversity and equity, transportation, student stability, and long term planning. Together, these findings provide important context to help inform the district's continued planning efforts.

Limitations

As with any community engagement process, the findings presented in this report should be interpreted within the context of the engagement activities.

Participation was voluntary, and not every participant answered every survey question. As a result, response totals vary throughout the report, and some participant groups or school communities are represented by more responses than others. Sections with larger response totals provide

Methodology

greater confidence that the identified themes reflect recurring perspectives, while sections with fewer responses should be interpreted as directional.

The findings summarize the perspectives shared by participants during the engagement process and should not be interpreted as representing the views of every student, family, staff member, or community member within MMSD. Similarly, the themes presented throughout the report reflect recurring patterns across responses rather than the frequency or popularity of individual comments.

Community engagement is one important component of the district's planning process. The findings presented in this report are intended to inform future planning alongside enrollment projections, demographic analyses, operational considerations, facility planning, and other district data.

Overall Themes

Community feedback revealed 12 recurring themes that appeared consistently throughout the engagement process. While participants sometimes differed on specific strategies or solutions, many shared similar priorities regarding educational quality, neighborhood schools, student stability, equitable opportunities, transportation, and long term planning. Together, these themes provide an overview of the values, concerns, and tradeoffs participants believe should guide future attendance boundary, enrollment, and facility planning.

The table below summarizes each theme, selected survey findings, and the recurring messages shared by participants. More detailed survey results are provided in the Appendix.

Overall Theme	Key Findings	Summary of Feedback
Theme 1: Neighborhood Schools and Walkability Remain the Top Priority	49% selected neighborhood schools as one of their top planning priorities.	Participants consistently emphasized the importance of neighborhood schools as the foundation of strong school communities. Feedback highlighted preserving community connections, reducing transportation burdens, and minimizing disruption for students while recognizing that neighborhood schools must be balanced with other district priorities.
	81% said keeping students in neighborhood schools or balancing neighborhood schools with enrollment and demographics was important.	
	85% said avoiding nonadjacent attendance boundaries was important.	
Theme 2: Balance Neighborhood Schools with Diversity and Equity	30% selected demographically diverse schools as a top priority.	Participants broadly supported diverse and equitable learning environments while recognizing the need to balance these goals with neighborhood schools, transportation, and community connections. Many requested greater transparency about how these tradeoffs will be considered during future planning.
	Equity was the most frequently mentioned one word response (15% of responses).	
Theme 3: Preserve Student Stability Through Transition Provisions and Choice	23% selected minimizing impacts on students and families as a top planning priority.	Participants consistently emphasized minimizing disruption for current students. Many supported transition provisions, stable feeder patterns, and implementation strategies that preserve relationships, school communities, and continuity whenever possible.

Overall Themes

Theme 4: Transportation and Commute Time Are Major Concerns	85% said avoiding nonadjacent attendance boundaries was important	Participants frequently connected transportation to educational access, family involvement, and student well being. Many supported attendance areas that reduce travel times and expand opportunities for students to walk or bike to school whenever possible.
	12% selected transportation as a top planning priority.	
Theme 5: Equity Requires Needs Based Resource Allocation	Equity was the most frequently mentioned one word response (15% of responses).	Participants emphasized that equitable outcomes require more than balanced enrollment. Many discussed aligning staffing, student supports, and resources with the unique needs of each school community.
	30% selected demographically diverse schools as a top planning priority	
Theme 6: School Quality and Student Outcomes Drive Enrollment Decisions	50% selected educational opportunities and outcomes as one of their top planning priorities, the highest ranked response.	Participants consistently stated that school quality plays a greater role in enrollment decisions than attendance boundaries alone. Many emphasized strong academics, student supports, school climate, and educational opportunities across all schools.
Theme 7: Strong Interest in Language Programs and Specialized Opportunities	78% supported using specialized programming to boost enrollment.	Participants supported expanding specialized programs that attract and retain families while encouraging equitable access across the district. Many expressed strong interest in language immersion and other unique educational opportunities.
	STEM (53%) and Language Programs (41%) were the highest ranked options.	
Theme 8: Mixed Views on Paired Schools and K - 2 / 3 - 5 Models	55% supported traditional 4K through 5 schools compared to 24% supporting paired schools.	Feedback reflected differing perspectives on paired school models. Participants discussed both the benefits of diverse learning environments and the challenges related to transportation, family logistics, and neighborhood identity.
Theme 9: Better Planning Around Capacity, Growth, and Facilities	51% supported adjusting attendance boundaries.	Participants encouraged long term planning that aligns enrollment, housing growth, facility utilization, and future investments. Many requested clearer information about enrollment projections and facility planning assumptions.
	49% supported expanding or renovating schools.	
	38% supported building new schools.	

Overall Themes

Theme 10: Greater Focus Needed on Middle and High Schools	Qualitative feedback consistently identified middle and high school planning as an area needing additional attention.	Many participants wanted future planning to better address middle and high school enrollment, feeder patterns, programming, and student transitions. Respondents encouraged a more connected K through 12 planning approach.
Theme 11: Demand for Transparency, Communication, and Meaningful Engagement	78% preferred receiving updates by email.	Participants requested clear communication throughout the planning process, including explanations of data, planning assumptions, and decision making. Many also encouraged continued opportunities for community engagement as planning progresses.
	About 28% also selected district websites and school newsletters.	
Theme 12: Fiscal Responsibility and Sustainable Investment	Fiscal responsibility emerged consistently throughout qualitative feedback.	Participants supported investments that improve educational opportunities while encouraging responsible stewardship of district resources. Many emphasized making strategic, sustainable investments that balance current needs with long term planning.

Table Category Overview

Overall Theme

Identifies 1 of the 12 recurring topics that emerged most consistently throughout the community engagement process. Each theme represents a broad area of discussion shared by participants and reflects the issues that were most frequently raised across community meetings, surveys, and open ended comments. Together, the themes provide a districtwide overview of the priorities, concerns, and values participants believe should guide future attendance boundary, enrollment, and facility planning.

Key Findings

Highlights selected quantitative survey results that help illustrate each theme. These findings summarize some of the most significant response patterns identified during the engagement process and provide measurable context for the broader feedback shared by participants. The statistics included are intended to represent key takeaways rather than every survey result collected during the engagement process. Additional survey results are included in the Appendix.

Summary of Feedback

Provides a concise overview of the recurring messages shared by participants related to each theme. These summaries combine perspectives from community meetings, online surveys, and open ended comments to describe the ideas, concerns, and priorities that emerged most consistently throughout the engagement process. Rather than summarizing individual comments, each narrative reflects the broader patterns identified across participants.

Note: The themes presented in this table are not intended to rank priorities or recommend specific planning decisions. Many participants discussed multiple themes when sharing feedback, illustrating how issues such as educational quality, neighborhood schools, transportation, diversity and equity, student stability, and long term planning are closely connected. Together, the themes provide a districtwide summary of the perspectives shared throughout the community engagement process.

Common Planning Themes

The community engagement process identified a consistent set of planning topics that appeared across participant groups, school communities, and demographic groups. These Common Planning Themes provide a standardized framework for describing the priorities, concerns, and values expressed throughout the engagement process. Rather than representing separate findings, they define the recurring concepts used throughout the remainder of this report to summarize community feedback in a consistent and comparable way.

The table below defines each Common Planning Theme and serves as a reference for interpreting the Participant Type, School/Building, and Race/Ethnicity analyses that follow.

Educational Experience

These themes focus on the educational opportunities, programs, and supports that shape students' learning experiences. Together, they reflect the community's emphasis on providing high quality instruction, meeting diverse student needs, and ensuring all students have access to meaningful educational opportunities.

Primary Theme	Description
Educational Quality	Maintaining strong academic programs, student supports, school climate, and educational opportunities that contribute to student success.
Student Support	Providing academic, behavioral, mental health, intervention, counseling, and other services that help students succeed and meet diverse learning needs.
Educational Opportunity	Expanding access to high quality learning experiences, academic pathways, and programs that prepare students for future success regardless of school assignment.

Overall Themes

Specialized Programming	Supporting language immersion, specialized academic programs, career pathways, and distinctive educational opportunities that meet diverse student interests and needs.
Specialized Services	Maintaining specialized educational services and supports designed to meet the needs of students receiving individualized or alternative educational programming.
Student Success	Supporting positive academic achievement, personal growth, and long term outcomes for all students.

Community & Student Experience

These themes reflect the importance of creating school communities where students and families feel connected, supported, and engaged. They highlight the role of neighborhood schools, community identity, student stability, and transportation in shaping students' daily experiences and strengthening relationships within school communities.

Primary Theme	Description
Neighborhood Schools	Preserving neighborhood connections, walkability, and the role schools play as community anchors.
Community Identity	Preserving the unique character, relationships, traditions, and sense of belonging that define individual school communities.
Student Stability	Minimizing disruption for students by maintaining continuity, supporting transitions, and preserving school relationships whenever possible.
Transportation	Reducing travel times, improving accessibility, and considering the impact of transportation on students and families.
Paired Schools	Considering the educational benefits, transportation implications, and community impacts of paired school models and alternative grade configurations.
Continuity	Maintaining consistent educational experiences, services, and supports for students throughout transitions and future implementation.

Planning & Operations

These themes relate to how the district plans for future enrollment, facilities, programming, and implementation. They reflect the community's interest in thoughtful, data informed planning that balances current needs with long term sustainability while minimizing disruption for students and families.

Primary Theme	Description
Capacity Planning	Balancing enrollment, facility utilization, and future growth through thoughtful long term planning.
Secondary Planning	Considering how elementary decisions influence middle school and high school pathways, enrollment, programming, and student transitions.
Long Term Planning	Making decisions that balance current needs with future enrollment trends, demographic changes, facility planning, and district sustainability.
Program Sustainability	Ensuring specialized programs and educational opportunities remain accessible, well supported, and sustainable over time.
Transparent Planning	Providing clear communication, explaining planning decisions, and ensuring stakeholders understand how community feedback informs future scenarios.
Implementation	Planning for the practical implementation of future decisions through thoughtful transitions, communication, and strategies that minimize disruption.

Equity & District Stewardship

These themes focus on ensuring that district decisions provide equitable opportunities for all students while making responsible use of available resources. They reflect the community's expectation that planning decisions consider diverse student needs, support strong partnerships, and balance educational investments with long term stewardship of district resources.

Primary Theme	Description
Diversity & Equity	Supporting diverse learning environments and ensuring equitable access to educational opportunities for all students.
Resource Allocation	Aligning staffing, services, and resources with student needs to support equitable educational experiences across schools.
Fiscal Stewardship	Making responsible financial decisions that balance educational investments with long term sustainability and effective use of district resources.
Community Partnerships	Supporting partnerships between schools, families, community organizations, and enrichment providers that expand opportunities for students.
Student Access	Ensuring students can access educational programs, enrichment opportunities, transportation, and community services regardless of school assignment.

Considerations for Future Scenario Development

The community engagement process was designed to better understand the values, priorities, and tradeoffs participants believe should inform future attendance boundary, enrollment, and facility planning. While respondents expressed different opinions about specific strategies, the feedback revealed broad agreement on several principles that participants believe should be considered as future scenarios are developed.

The considerations below summarize the recurring messages shared throughout the engagement process. They are not recommendations or decisions, but rather a reflection of the priorities participants most consistently identified during community engagement. Together, they provide context for understanding how many participants said they would evaluate future planning scenarios.

Consideration for Future Scenario Development	Application During Scenario Development
Balanced Decision Making	Participants consistently emphasized that future planning should consider multiple priorities together, including educational quality, neighborhood schools, diversity and equity, transportation, student stability, facility utilization, and fiscal responsibility. Rather than focusing on a single objective, respondents encouraged the district to clearly explain how these priorities are balanced when evaluating future scenarios.
Transparent Communication	Respondents frequently requested clear, accessible information about enrollment projections, facility utilization, planning assumptions, implementation strategies, and the reasons behind proposed changes. Many emphasized that understanding the tradeoffs associated with different options is essential to maintaining trust throughout the planning process.
Implementation Readiness	Many participants emphasized that how changes are implemented is just as important as the decisions themselves. Respondents encouraged the district to consider transition provisions, phased implementation, transportation planning, and strategies that minimize disruption for students and families whenever possible.
Educational Impact	Participants consistently connected attendance boundary decisions with educational quality, staffing, student supports, specialized programming, and equitable access to opportunities. Many emphasized that future scenarios should demonstrate how proposed changes support positive educational experiences for all students, not simply address enrollment or facility needs.

Table Category Overview

Consideration for Future Scenario Development

Identifies one of the recurring principles participants believed should guide future attendance boundary, enrollment, and facility planning. These considerations reflect the broader themes that emerged throughout the engagement process and summarize how respondents said they would evaluate future planning scenarios.

Application During Scenario Development

Provides a concise overview of the recurring messages shared by participants related to each planning consideration. These summaries reflect the most common ideas expressed through community meetings, surveys, and open ended comments, highlighting the values and priorities participants consistently identified during the engagement process.

Note: The considerations presented in this section summarize community feedback and should not be interpreted as district recommendations or final decisions. Future planning will continue to consider community input alongside enrollment projections, demographic analyses, operational considerations, facility planning, and other district data

Themes by Participant Type

While participants shared many common priorities, different stakeholder groups often emphasized different aspects of the planning process based on their experiences and roles within the district. Parents and guardians generally focused on how potential changes would affect students' daily experiences, school stability, and access to high-quality neighborhood schools. Staff members more frequently discussed educational equity, student supports, and ensuring schools have the resources needed to meet varying student needs. Community members and other stakeholders tended to view the planning process through a broader districtwide lens, emphasizing long term enrollment trends, fiscal responsibility, facility planning, and transparent decision-making. Although student participation was limited, student responses reinforced the importance of maintaining friendships, minimizing unnecessary transitions, and ensuring access to engaging educational opportunities.

The chart below summarizes the primary themes that emerged most consistently within each participant group. These themes represent areas of emphasis rather than exclusive viewpoints, and there was substantial overlap across all groups. Across stakeholder types, participants consistently expressed support for strong educational opportunities, thoughtful long term planning, transparent communication, and decisions that balance educational quality with the needs of students, families, and the broader community. The differences shown below illustrate where each group placed greater emphasis, helping explain how various perspectives contributed to the overall findings of the engagement process.

Common Planning Themes by Participant Type

Participant Type	Responses	Common Planning Themes	Summary of Feedback
Parent / Guardian of Student(s)	687	Educational Quality	Parents and guardians emphasized maintaining high quality educational experiences while preserving neighborhood schools, minimizing disruption for students, and reducing transportation burdens for families.
		Neighborhood Schools	
		Student Stability	
		Transportation	
Staff Member	266	Diversity & Equity	Staff focused on ensuring planning decisions support equitable educational opportunities, align staffing and resources with student needs, and are guided by thoughtful, data informed decision making.
		Resource Allocation	
		Educational Quality	
		Transparent Planning	

Themes by Participant Type

Participant Type	Responses	Common Planning Themes	Summary of Feedback
Community Member	346	Long term Planning	Community members frequently viewed the planning process from a districtwide perspective, emphasizing responsible long term planning, facility utilization, financial sustainability, and transparent decision making.
		Capacity Planning	
		Fiscal Stewardship	
		Transparent Planning	
Student*	9	Student Stability	Although student participation was limited, feedback highlighted the importance of maintaining school connections, minimizing disruption, and ensuring access to strong educational opportunities and extracurricular experiences.
		Educational Quality	
		Transportation	
Other Stakeholder	70	Long term Planning	Other stakeholders emphasized balancing multiple district priorities, encouraging flexible long term planning, and considering how enrollment, specialized programming, and facility decisions work together.
		Diversity & Equity	
		Specialized Programming	
		Capacity Planning	

*Student participation was limited; findings should be interpreted with appropriate caution.

Table Category Overview

Participant Type

Identifies the stakeholder group represented during the engagement process.

- **Parent / Guardian of Student(s):** Individuals who identified themselves as a parent or guardian of one or more current MMSD students. This group primarily reflected the perspectives of families directly affected by attendance boundaries, school assignments, and educational opportunities.
- **Staff Member:** Employees of Madison Metropolitan School District, including teachers, administrators, and support staff, who shared perspectives based on their professional experiences working within the district.
- **Student:** Current MMSD students who participated in the engagement process and shared feedback based on their experiences attending district schools.

Themes by Participant Type

- **Community Member:** Individuals who identified themselves as members of the broader community but were not responding primarily as a parent, student, or staff member. This group often reflected districtwide perspectives and community interests.
- **Other Stakeholder:** Participants who identified another relationship with the district, such as business partners, community organizations, or other individuals with an interest in the district's future but who did not fit within the primary participant categories.

Responses

Indicates the number of respondents who identified with each participant group. Because participants could select more than one participant type, totals exceed the overall number of respondents.

Common Planning Themes

Highlights the recurring planning topics that emerged most consistently within each participant group. These themes are drawn from the Common Planning Themes glossary and are used consistently throughout the report to describe the priorities, concerns, and values emphasized across participant groups, school communities, and demographic groups. Because many participants discussed multiple topics, the themes represent areas of emphasis rather than exclusive viewpoints.

Summary of Feedback

Provides a concise overview of the key messages shared by each participant group. These summaries reflect the most common patterns observed throughout the engagement process and are intended to complement, rather than replace, the districtwide themes presented earlier in the report.

Note: The themes shown in the main table represent areas of emphasis rather than exclusive viewpoints. Many priorities, including educational quality, student success, and thoughtful long term planning, were shared across all participant groups.

Themes by School/Building

Community feedback reflected both districtwide priorities and school-specific perspectives. While every school community has unique characteristics, many of the same themes emerged repeatedly across the district, including educational quality, neighborhood schools, student stability, equitable access to resources, and the importance of transparent planning. Differences between schools were generally a matter of emphasis rather than fundamentally different priorities. For example, schools experiencing enrollment pressure more often discussed capacity and facility planning, while schools with specialized programming or paired-school models more frequently emphasized maintaining existing educational opportunities and school identity.

Participation also varied considerably across school communities. Schools with higher participation levels provided more detailed insight into local priorities, while schools with fewer responses offered more limited directional feedback. The matrix below summarizes the Common Planning Themes that emerged across participating school communities and should be interpreted as a reflection of emphasis rather than consensus. Together, these findings demonstrate that although local concerns varied, most school communities shared a common interest in providing high-quality educational experiences while minimizing unnecessary disruption for students and families.

Common Planning Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Stephens Elementary	82	High	Educational Quality	Feedback centered on preserving Stephens' strong educational experience while thoughtfully addressing future enrollment and facility needs. Participants also emphasized minimizing disruption for students and maintaining stability within the school community as planning moves forward.
			Student Stability	
			Capacity Planning	
Lincoln Elementary	71	High	Diversity & Equity	Participants emphasized preserving Lincoln's role in supporting diverse and integrated learning environments while recognizing the value of the paired school model. Feedback also highlighted maintaining continuity for students and families if future changes are considered.
			Student Stability	
			Paired Schools	
West High	60	High	Educational Quality	Respondents focused on sustaining strong academic opportunities, student supports, and a high quality secondary school experience. They also encouraged proactive planning for enrollment, facility capacity, and the effects that elementary and middle school changes may have on future high school pathways.
			Secondary Planning	
			Capacity Planning	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Memorial High	59	High	Educational Quality	Feedback emphasized maintaining strong academic programs and educational opportunities for students. Participants also encouraged long term planning that aligns future investments with enrollment needs and demonstrates responsible stewardship of district resources.
			Long term Planning	
			Fiscal Stewardship	
Chavez Elementary	58	High	Diversity & Equity	Participants highlighted Chavez's diverse school community and the importance of preserving equitable access to high quality educational opportunities. Feedback also emphasized aligning staffing, student supports, and other resources with the needs of the students served by the school.
			Resource Allocation	
			Educational Quality	
Kennedy Elementary	56	High	Diversity & Equity	Feedback reflected a desire to provide equitable educational opportunities while sustaining a strong and supportive learning environment. Participants also emphasized minimizing disruption and protecting established student relationships and school community connections during future planning.
			Student Stability	
			Educational Quality	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Olson Elementary	51	High	Neighborhood Schools	Participants emphasized maintaining neighborhood school access while minimizing disruption for students and families. Feedback also highlighted reducing transportation burdens and preserving the relationships and routines that support a stable school experience.
			Transportation	
			Student Stability	
Midvale Elementary	48	High	Paired Schools	Respondents discussed the paired school model as an important contributor to diverse and integrated learning environments. At the same time, feedback raised practical concerns about transportation, walkability, sibling logistics, and the daily burden the model may place on some families.
			Diversity & Equity	
			Transportation	
Franklin Elementary	40	High	Paired Schools	Feedback emphasized preserving the educational and community strengths associated with the paired school model. Participants also highlighted maintaining strong academic experiences and minimizing disruption to the relationships, routines, and continuity students currently experience.
			Educational Quality	
			Student Stability	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Hamilton Middle	38	High	Secondary Planning	Participants encouraged greater attention to middle school pathways, feeder patterns, and the effects of elementary boundary decisions on future enrollment. Feedback also emphasized maintaining strong academic opportunities and supporting stable transitions as students move through the secondary grades.
			Educational Quality	
			Student Stability	
La Follette High	36	High	Secondary Planning	Feedback focused on sustaining strong high school programming, student supports, and educational opportunities. Participants also encouraged proactive planning for enrollment, facility capacity, and the downstream effects of attendance area decisions across the K through 12 system.
			Educational Quality	
			Capacity Planning	
East High	33	High	Diversity & Equity	Participants emphasized equitable access to rigorous academic opportunities and a high quality student experience. Feedback also called for staffing, services, and resources that respond to the needs of East's diverse student population.
			Educational Quality	
			Resource Allocation	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Van Hise Elementary	33	High	Neighborhood Schools	Respondents valued Van Hise's role as a neighborhood school and the connections it supports among students, families, and the surrounding community. Feedback also emphasized minimizing disruption and avoiding attendance assignments that create unnecessary transportation burdens.
			Student Stability	
			Transportation	
Toki Middle	29	High	Secondary Planning	Feedback emphasized the importance of strong middle school pathways, academic opportunities, and student supports. Participants also highlighted preserving peer relationships and providing stable transitions as future attendance and enrollment decisions are considered.
			Student Stability	
			Educational Quality	
Gillespie Middle	29	High	Educational Quality	Participants focused on maintaining strong academic experiences and supportive learning conditions during the middle school years. Feedback also encouraged greater attention to feeder pathways and ensuring students have access to the academic, behavioral, and social supports needed during key transitions.
			Secondary Planning	
			Student Support	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Randall Elementary	26	High	Paired Schools	Respondents emphasized the role of the paired school model in supporting diverse and integrated learning experiences. They also highlighted protecting established relationships and maintaining continuity for students and families if future changes affect the current structure.
			Diversity & Equity	
			Student Stability	
Emerson Elementary	26	High	Neighborhood Schools	Feedback reflected a strong desire to preserve Emerson's neighborhood connections and supportive school community. Participants also emphasized minimizing disruption while continuing to provide strong academic opportunities and a positive educational experience.
			Student Stability	
			Educational Quality	
Nuestro Mundo Elementary	25	High	Specialized Programming	Participants emphasized the educational and cultural value of high quality language immersion programming. Feedback also highlighted the importance of maintaining adequate staffing, access, transportation, and long term support so the program remains viable and available to families.
			Educational Quality	
			Program Sustainability	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Elvehjem Elementary	24	Moderate	Neighborhood Schools	Feedback emphasized maintaining a strong neighborhood school that provides a positive and high quality elementary experience. Participants also highlighted minimizing disruption to student relationships, family routines, and the stability of the school community.
			Student Stability	
			Educational Quality	
O'Keeffe Middle	23	Moderate	Secondary Planning	Participants encouraged continued attention to middle school programming, feeder pathways, and the overall quality of the student experience. Feedback also emphasized preserving peer connections and reducing unnecessary disruption as students transition between school levels.
			Educational Quality	
			Student Stability	
Marquette Elementary	23	Moderate	Educational Quality	Feedback reflected a desire to maintain strong educational opportunities within a supportive and recognizable school community. Participants also emphasized preserving relationships, routines, and the sense of belonging that contribute to stability for students and families.
			Student Stability	
			Community Identity	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Crestwood Elementary	22	Moderate	Neighborhood Schools	Participants emphasized protecting Crestwood's neighborhood connections while maintaining a strong educational experience. Feedback also highlighted minimizing disruption to students, families, and the relationships that support the school community.
			Student Stability	
			Educational Quality	
Huegel Elementary	21	Moderate	Neighborhood Schools	Feedback focused on maintaining a stable neighborhood elementary experience for students and families. Participants also emphasized the need for clear, timely communication about potential changes, implementation timelines, and how community feedback will inform future planning.
			Student Stability	
			Transparent Planning	
Cherokee Middle	19	Moderate	Secondary Planning	Respondents emphasized strong academic opportunities and supportive learning conditions during the middle school years. Feedback also highlighted stable feeder pathways and minimizing disruption as students move between elementary, middle, and high school.
			Educational Quality	
			Student Stability	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Lapham Elementary	19	Moderate	Neighborhood Schools Community Identity Student Stability	Participants highlighted the importance of Lapham's neighborhood connections, walkability, and role within the surrounding community. Feedback also emphasized preserving the relationships, routines, and sense of belonging that support stability for students and families.
Sennett Middle	19	Moderate	Secondary Planning Educational Quality Student Stability	Feedback focused on maintaining strong academic experiences and equitable access to opportunities during the middle school years. Participants also emphasized smooth transitions, stable peer relationships, and thoughtful alignment between elementary, middle, and high school pathways.
Whitehorse Middle	18	Moderate	Educational Quality Secondary Planning Student Stability	Participants emphasized maintaining strong educational opportunities and supportive learning environments at Whitehorse. Feedback also highlighted the need for thoughtful feeder planning and continuity as students progress through the secondary grades.

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Thoreau Elementary	18	Moderate	Educational Quality	Feedback highlighted maintaining a strong learning environment supported by appropriate academic, behavioral, and student services. Participants also emphasized carefully implementing future changes to preserve continuity and minimize disruption for students.
			Student Support	
			Student Stability	
Leopold Elementary	17	Moderate	Neighborhood Schools	Participants emphasized maintaining Leopold's neighborhood connections alongside strong academic opportunities and student supports. Feedback also highlighted protecting established relationships and providing stability if future attendance area changes affect the school community.
			Educational Quality	
			Student Stability	
Henderson Elementary	16	Moderate	Educational Quality	Feedback reflected a desire to preserve a supportive school community while maintaining high quality educational experiences. Participants also emphasized protecting Henderson's sense of belonging and minimizing disruption to students, families, and existing relationships.
			Community Identity	
			Student Stability	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Orchard Ridge Elementary	15	Moderate	Educational Quality	Participants emphasized maintaining strong educational opportunities while protecting stability for current students and families. Feedback also encouraged long term planning that considers enrollment, implementation, and the future needs of the school community.
			Student Stability	
			Long term Planning	
Spring Harbor Middle	14	Limited	Secondary Planning	Feedback reinforced the importance of strong middle school programming and a positive educational experience. Participants also emphasized thoughtful secondary pathways and maintaining continuity for students as future enrollment and attendance decisions are considered.
			Educational Quality	
			Student Stability	
Hawthorne Elementary	14	Limited	Neighborhood Schools	Participants emphasized Hawthorne's neighborhood connections and the importance of maintaining a positive learning environment. Feedback also highlighted minimizing disruption and preserving stable relationships for students and families.
			Educational Quality	
			Student Stability	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Lake View Elementary	13	Limited	Educational Quality	Feedback focused on sustaining effective instructional environments and ensuring students receive the supports needed for success. Participants also emphasized implementing future changes carefully so daily learning conditions and school operations are not unnecessarily disrupted.
			Student Support	
			Implementation	
Anana Elementary	11	Limited	Educational Quality	Participants emphasized maintaining a supportive neighborhood school with strong educational opportunities. Feedback also highlighted protecting existing relationships and minimizing disruption for students and families during future planning.
			Neighborhood Schools	
			Student Stability	
Mendota Elementary	12	Limited	Educational Quality	Feedback reinforced the importance of strong educational opportunities and stable learning experiences for students. Participants also encouraged thoughtful long term planning that considers the future needs of the school community and minimizes unnecessary disruption.
			Student Stability	
			Long term Planning	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Lowell Elementary	10	Limited	Educational Quality	Participants emphasized preserving a positive educational environment and Lowell's sense of school community. Feedback also highlighted maintaining continuity and the relationships that help students and families feel connected and supported.
			Community Identity	
			Student Stability	
Schenk Elementary	10	Limited	Educational Quality	Feedback generally reflected priorities related to strong instruction, appropriate student supports, and positive learning conditions. Participants also emphasized maintaining continuity and minimizing disruption to students' educational experiences.
			Student Support	
			Student Stability	
Sherman Middle	10	Limited	Secondary Planning	Participants emphasized maintaining a positive middle school experience supported by strong academic opportunities. Feedback also highlighted stable transitions and thoughtful alignment of feeder pathways as students progress through the district.
			Educational Quality	
			Student Stability	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Shorewood Elementary	10	Limited	Neighborhood Schools	Feedback reflected the importance of Shorewood's neighborhood connections and strong relationships among families and the school. Participants also emphasized preserving the school's identity while sustaining a high quality educational experience.
			Community Identity	
			Educational Quality	
Sandburg Elementary	9	Limited	Educational Quality	Participants emphasized maintaining learning environments that support academic achievement and respond to varied student needs. Feedback also encouraged long term planning that protects educational quality and ensures appropriate services remain available.
			Student Support	
			Long term Planning	
Badger Rock Middle	8	Limited	Educational Quality	Feedback reinforced the importance of strong educational opportunities and responsive supports for students. Participants also emphasized preserving continuity and maintaining stable learning conditions during future planning.
			Student Support	
			Student Stability	
Gompers Elementary	8	Limited	Educational Quality	Participants emphasized keeping strong educational experiences and student needs at the center of future decisions. Feedback also highlighted preserving continuity and the relationships that contribute to Gompers' sense of school community.
			Student Stability	
			Community Identity	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Lindbergh Elementary	7	Limited	Educational Quality	Feedback reflected the importance of maintaining positive educational experiences and stability for students. Participants also emphasized clear communication about potential changes, implementation expectations, and how future decisions may affect the school community.
			Transparent Planning	
			Student Stability	
Capital High	6	Limited	Educational Quality	Participants emphasized maintaining meaningful and flexible educational pathways for students whose needs may not be met in traditional settings. Feedback also highlighted preserving specialized programming and individualized supports that help students remain engaged and successful.
			Specialized Programming	
			Student Support	
Muir Elementary	6	Limited	Educational Quality	Feedback emphasized maintaining positive educational experiences and a supportive school environment. Participants also highlighted preserving continuity and the sense of connection students and families have developed within the Muir community.
			Student Stability	
			Community Identity	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Black Hawk Middle	5	Limited	Educational Quality	Participants reinforced the importance of strong learning environments and responsive supports for middle school students. Feedback also emphasized maintaining continuity and avoiding changes that unnecessarily disrupt students' educational experiences.
			Student Support	
			Student Stability	
Lori Mann Carey Elementary	5	Limited	Educational Quality	Feedback emphasized maintaining positive learning conditions and appropriate supports for students. Participants also highlighted minimizing disruption and preserving continuity throughout any future changes.
			Student Stability	
			Student Support	
Wright Middle	5	Limited	Secondary Planning	Participants emphasized supporting students through important middle school transitions while maintaining strong learning opportunities. Feedback also highlighted stable pathways and continuity as students move between elementary, middle, and high school.
			Educational Quality	
			Student Stability	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Holtzman Learning Center	2	Limited	Student Support	Feedback focused on maintaining specialized services and individualized supports for students with distinct educational needs. Participants also emphasized continuity so students remain connected to the programs, staff, and services on which they rely.
			Specialized Services	
			Continuity	
Innovative High	2	Limited	Specialized Programming	Participants emphasized maintaining flexible learning pathways that respond to diverse academic and personal needs. Feedback also highlighted equitable access to meaningful educational opportunities and supports that help students remain engaged in school.
			Educational Opportunity	
			Student Support	
Shabazz High	2	Limited	Educational Opportunity	Feedback reflected the importance of maintaining meaningful educational pathways and supportive learning environments. Participants emphasized services and opportunities that help students remain engaged, make academic progress, and prepare for long term success.
			Student Support	
			Student Success	

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
Innovative & Alternative Middle	1	Limited	Specialized Programming Student Support Educational Opportunity	Feedback emphasized preserving alternative learning pathways and individualized approaches for students with varied needs. Participants also highlighted access to appropriate supports and meaningful educational opportunities outside traditional school models.
Metro School Middle & High	1	Limited	Specialized Programming Student Support Educational Opportunity	Participants highlighted the importance of flexible educational programming that serves students with diverse learning styles, circumstances, and goals. Feedback also emphasized maintaining individualized supports and access to meaningful educational pathways.
Doyle Administration Building	29	Staff Facility	Capacity Planning Resource Allocation Long term Planning	Staff emphasized districtwide planning that aligns enrollment, facility utilization, and future growth. Feedback also highlighted allocating resources according to student and school needs while using reliable data to support sustainable long term decisions.

Themes by School/Building

School / Building	Total Associated Responses	Participation Tier	Common Planning Themes	Summary of Feedback
MSCR	7	Staff Facility	Transportation	Feedback emphasized how transportation and school assignment decisions affect access to enrichment, recreation, and community based services. Participants also highlighted the importance of partnerships that keep students and families connected to opportunities beyond the traditional school day.
			Community Partnerships	
			Student Access	
Pflaum Administration Building	6	Staff Facility	Educational Quality	Staff emphasized aligning attendance, facility, and operational decisions with strong educational outcomes. Feedback also highlighted distributing resources according to student needs and using long term planning to support equitable opportunities across the district.
			Resource Allocation	
			Long term Planning	

Table Category Overview

School / Building

Identifies the school or district facility associated with the feedback. School summaries reflect comments from parents, students, and staff connected to each school, while district facilities represent perspectives shared by staff working in those locations.

Participation Tier

Indicates the relative level of participation from each school community. Schools with higher participation provide greater confidence that the summarized themes reflect the perspectives shared during the engagement process, while schools with fewer responses should be interpreted more cautiously. Total participation per school can be found in the Appendix.

Participation Tier	Description
High	25 or more associated responses.
Moderate	15–24 associated responses.
Limited	Fewer than 15 associated responses.
District Staff	Feedback provided by staff associated with district administrative facilities rather than a single school community.

Common Planning Themes

Highlights the recurring planning topics that emerged most consistently within each school community. These standardized themes are used throughout the report to summarize the priorities, concerns, and values expressed by participants, providing a consistent framework for comparing findings across participant groups, school communities, and demographic groups. Because many participants discussed multiple topics, the themes represent areas of emphasis rather than exclusive viewpoints and illustrate how each school community contributed to the broader districtwide findings.

Summary of Feedback

Provides a concise overview of the key messages shared by participants associated with each school or district facility. These summaries reflect the most common patterns identified through the engagement process and are intended to provide an overview of local perspectives rather than capture every individual comment.

Note: Schools with higher participation levels supported more detailed observations, while schools with fewer responses generally reinforced districtwide themes and should be interpreted as directional rather than representative of every individual connected to that school.

Themes by Race/Ethnicity

Participants from many racial and ethnic groups shared common priorities throughout the engagement process, reinforcing that concerns about educational quality, student success, and thoughtful long term planning were widely held across the community. Some groups placed greater emphasis on particular aspects of the planning process based on their experiences and perspectives. Reviewing feedback by race and ethnicity provides additional context for understanding where priorities aligned and where different communities highlighted specific considerations for future planning.

Race and ethnicity information was provided voluntarily, and participation levels varied across respondent groups. As a result, the depth of insight differs among the summaries presented below. Larger response groups provide greater confidence that the identified themes reflect recurring perspectives, while findings from smaller respondent groups should be interpreted as directional rather than representative of all individuals within that demographic. Collectively, however, the feedback demonstrates substantial agreement around many of the district's key planning priorities while also illustrating the unique perspectives contributed by different communities.

Common Planning Themes by Race/Ethnicity

Race / Ethnicity	Responses	Common Planning Themes	Summary of Feedback
White	660	Neighborhood Schools	Respondents emphasized balancing neighborhood schools with educational quality while encouraging transparent, data informed planning and minimizing disruption for students and families.
		Educational Quality	
		Long term Planning	
		Transparent Planning	
Prefer Not to Respond	97	Educational Quality	Feedback focused on maintaining strong educational opportunities while encouraging clear communication, thoughtful implementation, and continued community engagement.
		Student Stability	
		Transparent Planning	
Hispanic / Latinx	49	Diversity & Equity	Participants emphasized equitable access to high-quality educational opportunities, multilingual supports, and inclusive learning environments that reflect the district's diverse communities.
		Educational Quality	
		Specialized Programming	

Themes by Race/Ethnicity

Race / Ethnicity	Responses	Common Planning Themes	Summary of Feedback
Black or African American	39	Diversity & Equity	Feedback emphasized pairing boundary decisions with equitable investments in staffing, student supports, and resources to expand opportunities and strengthen outcomes for all students.
		Resource Allocation	
		Educational Quality	
Multiracial	32	Diversity & Equity	Participants highlighted the importance of maintaining diverse school communities while protecting educational quality and minimizing disruption for students and families.
		Student Stability	
		Educational Quality	
Asian	28	Educational Quality	Feedback emphasized maintaining rigorous educational opportunities while encouraging clear communication, responsible planning, and equitable access across the district.
		Long term Planning	
		Transparent Planning	

Table Category Overview

Race / Ethnicity

Identifies the race or ethnicity of respondents completing the survey. Demographic information was collected to better understand whether planning priorities varied across different communities and to ensure the findings reflect the perspectives of a broad range of participants. Race and ethnicity categories are based on respondents' self identification, and providing this information was voluntary.

Responses

Indicates the number of participants who identified with each racial or ethnic group. Larger response groups provide greater confidence that the summarized themes reflect recurring perspectives within that group.

Common Planning Themes

Highlights the recurring planning topics that emerged most consistently within each racial or ethnic group. These themes are drawn from the Common Planning Themes glossary and are used consistently throughout the report to describe the priorities, concerns, and values emphasized across participant groups, school communities, and demographic groups. The themes represent

Themes by Race/Ethnicity

areas of emphasis rather than exclusive viewpoints and help illustrate how different communities contributed to the broader districtwide findings.

Summary of Feedback

Provides a concise overview of the key messages shared by respondents within each racial or ethnic group. These summaries reflect the most common patterns identified during the engagement process and are intended to provide an overview of perspectives rather than capture every individual comment.

Note: The themes shown in this table represent areas of emphasis rather than exclusive viewpoints. Many priorities, including educational quality, equitable opportunities, student success, and thoughtful long term planning, were shared across all racial and ethnic groups. Differences generally reflect variations in emphasis rather than fundamentally different perspectives.

Conclusion

The community engagement process provided an opportunity for students, families, staff, and community members to share their perspectives on the future of Madison Metropolitan School District as it continues evaluating attendance boundaries, enrollment, school utilization, and facility planning. While participants often expressed different opinions about specific approaches, the engagement revealed substantial agreement on the values that many believe should guide future planning. Throughout the report, recurring themes consistently emphasized educational quality, strong school communities, equitable opportunities, thoughtful planning, and minimizing unnecessary disruption for students and families.

One of the clearest findings from the engagement process is that participants viewed attendance boundaries as only one part of a much broader conversation about the future of MMSD. Community members regularly connected boundary decisions to educational quality, transportation, school facilities, student supports, specialized programming, diversity and equity, neighborhood schools, and long term sustainability. Rather than treating these issues independently, participants frequently discussed how decisions in one area could influence many others. This reinforces that future planning involves balancing multiple priorities rather than optimizing a single objective.

The report also highlights both the diversity of perspectives across the district and the significant areas of common ground that emerged throughout the engagement process. Different participant groups, school communities, and demographic groups often emphasized different aspects of future planning based on their experiences and roles within the district. Parents and guardians frequently focused on neighborhood schools, transportation, and student stability, while staff more often emphasized equitable resources and student supports. Community members and other stakeholders tended to discuss long term planning, fiscal responsibility, and districtwide sustainability. Although these groups approached the planning process from different perspectives, they consistently returned to many of the same overarching priorities, illustrating that differences were often matters of emphasis rather than fundamentally different goals.

The findings presented throughout this report are intended to provide context for future planning rather than identify a single preferred solution or measure community consensus. Instead, they summarize the recurring priorities, concerns, and tradeoffs shared by participants and illustrate how community members believe future scenarios should be evaluated. When considered alongside enrollment projections, demographic analyses, operational considerations, facility planning, and other district data, these findings provide valuable insight into the perspectives the community believes should help inform future decisions.

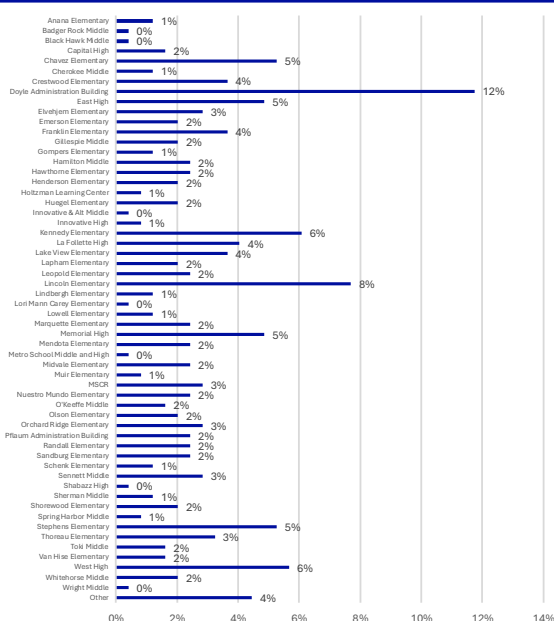
As MMSD continues into the next phase of its planning process, the community feedback summarized in this report provides an important foundation for continued discussion and decision making. The engagement process demonstrated a strong interest in remaining involved, understanding how decisions are made, and ensuring that future planning reflects both district needs and community priorities. By considering these perspectives alongside other planning information, the district can continue developing future scenarios that are informed by data, responsive to community input, and focused on providing high quality educational opportunities for all students.

Response options	Count	Percent
Parent/Guardian of Student(s)	687	74%
Staff Member	266	29%
Student	9	1%
Community Member	346	37%
Other Stakeholder	70	8%
Total	924	100%

Stakeholder Group	Percentage
Parent/Guardian of Student(s)	74%
Staff Member	29%
Student	1%
Community Member	37%
Other Stakeholder	8%

Response options	Count	Percent
Anana Elementary	3	1%
Badger Rock Middle	1	0%
Black Hawk Middle	1	0%
Capital High	4	2%
Chavez Elementary	13	5%
Cherokee Middle	3	1%
Crestwood Elementary	9	4%
Doyle Administration Building	29	12%
East High	12	5%
Elvehjem Elementary	7	3%
Emerson Elementary	5	2%
Franklin Elementary	9	4%
Gillespie Middle	5	2%
Gompers Elementary	3	1%
Hamilton Middle	6	2%
Hawthorne Elementary	6	2%
Henderson Elementary	5	2%
Holtzman Learning Center	2	1%
Huegel Elementary	5	2%
Innovative & Alt Middle	1	0%
Innovative High	2	1%
Kennedy Elementary	15	6%
La Follette High	10	4%
Lake View Elementary	9	4%
Lapham Elementary	5	2%
Leopold Elementary	6	2%
Lincoln Elementary	19	8%
Lindbergh Elementary	3	1%
Lori Mann Carey Elementary	1	0%
Lowell Elementary	3	1%

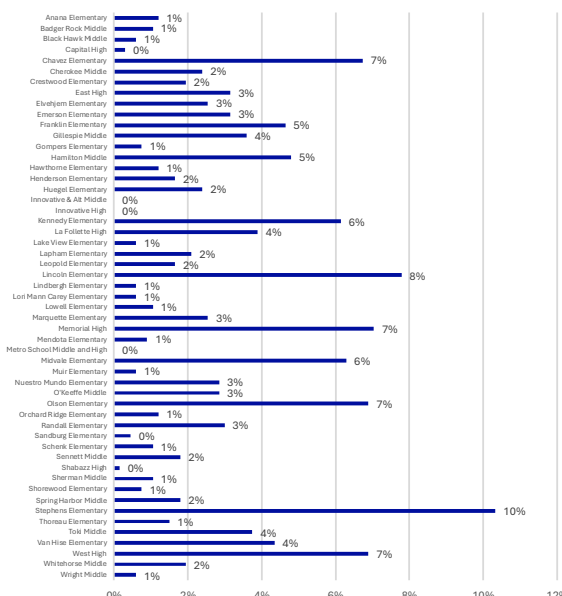
Marquette Elementary	6	2%
Memorial High	12	5%
Mendota Elementary	6	2%
Metro School Middle and High	1	0%
Midvale Elementary	6	2%
Muir Elementary	2	1%
MSCR	7	3%
Nuestro Mundo Elementary	6	2%
O'Keeffe Middle	4	2%
Olson Elementary	5	2%
Orchard Ridge Elementary	7	3%
Ptlaum Administration Building	6	2%
Randall Elementary	6	2%
Sandburg Elementary	6	2%
Schenk Elementary	3	1%
Sennett Middle	7	3%
Shabazz High	1	0%
Sherman Middle	3	1%
Shorewood Elementary	5	2%
Spring Harbor Middle	2	1%
Stephens Elementary	13	5%
Thoreau Elementary	8	3%
Toki Middle	4	2%
Van Hise Elementary	4	2%
West High	14	6%
Whitehorse Middle	5	2%
Wright Middle	1	0%
Other	11	4%
Total	247	100%



3. If you are a parent/guardian of an MMSD student, or if you are a student, what school(s) does your child/ you attend? Check all that apply

Response options	Count	Percent
Anana Elementary	8	1%
Badger Rock Middle	7	1%
Black Hawk Middle	4	1%
Capital High	2	0%
Chavez Elementary	45	7%
Cherokee Middle	16	2%
Crestwood Elementary	13	2%
East High	21	3%
Elvehjem Elementary	17	3%
Emerson Elementary	21	3%
Franklin Elementary	31	5%
Gillespie Middle	24	4%
Gompers Elementary	5	1%
Hamilton Middle	32	5%
Hawthorne Elementary	8	1%
Henderson Elementary	11	2%
Huegel Elementary	16	2%
Innovative & Alt Middle	0	0%
Innovative High	0	0%
Kennedy Elementary	41	6%
La Follette High	26	4%
Lake View Elementary	4	1%
Lapham Elementary	14	2%
Leopold Elementary	11	2%
Lincoln Elementary	52	8%
Lindbergh Elementary	4	1%
Lori Mann Carey Elementary	4	1%
Lowell Elementary	7	1%

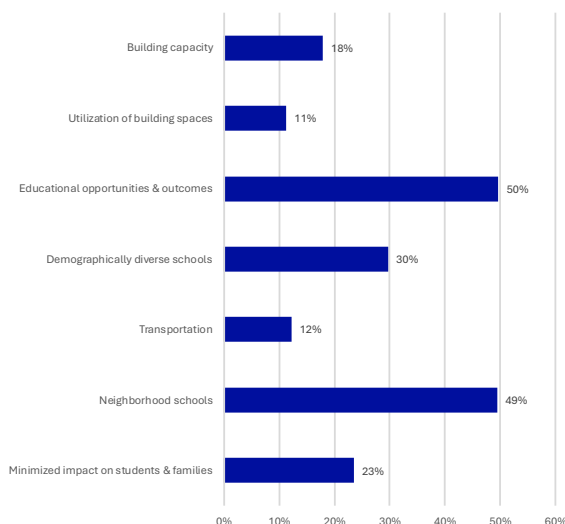
Marquette Elementary	17	3%
Memorial High	47	7%
Mendota Elementary	6	1%
Metro School Middle and High	0	0%
Midvale Elementary	42	6%
Muir Elementary	4	1%
Nuestro Mundo Elementary	19	3%
O'Keeffe Middle	19	3%
Olson Elementary	46	7%
Orchard Ridge Elementary	8	1%
Randall Elementary	20	3%
Sandburg Elementary	3	0%
Schenk Elementary	7	1%
Sennett Middle	12	2%
Shabazz High	1	0%
Sherman Middle	7	1%
Shorewood Elementary	5	1%
Spring Harbor Middle	12	2%
Stephens Elementary	69	10%
Thoreau Elementary	10	1%
Toki Middle	25	4%
Van Hise Elementary	29	4%
West High	46	7%
Whitehorse Middle	13	2%
Wright Middle	4	1%
Total	668	100%



*Note: Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.

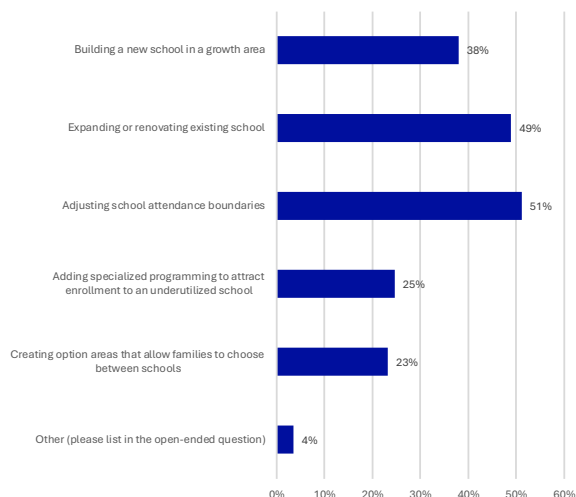
4. What boundary and attendance area review priorities are MOST important to you? (Choose 2)

Response options	Count	Percent
Building capacity	167	18%
Utilization of building spaces	105	11%
Educational opportunities & outcomes	463	50%
Demographically diverse schools	277	30%
Transportation	114	12%
Neighborhood schools	461	49%
Minimized impact on students & families	219	23%
Total	932	100%



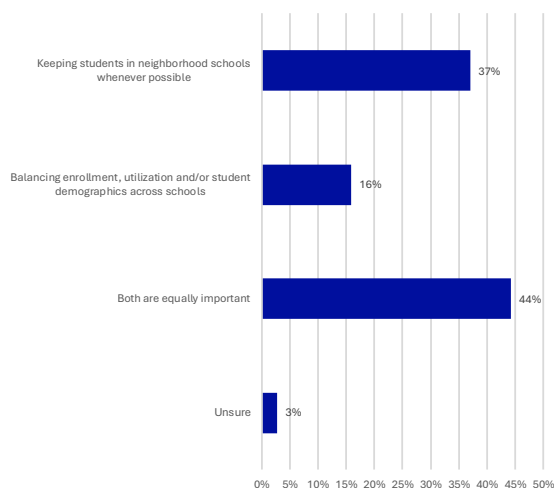
5. Which approach would you most support for addressing future enrollment growth and school utilization needs? (Choose up to 2)

Response options	Count	Percent
Building a new school in a growth area	351	38%
Expanding or renovating existing school	453	49%
Adjusting school attendance boundaries	473	51%
Adding specialized programming to attract enrollment to an underutilized school	228	25%
Creating option areas that allow families to choose between schools	215	23%
Other (please list in the open-ended question)	33	4%
Total	925	100%



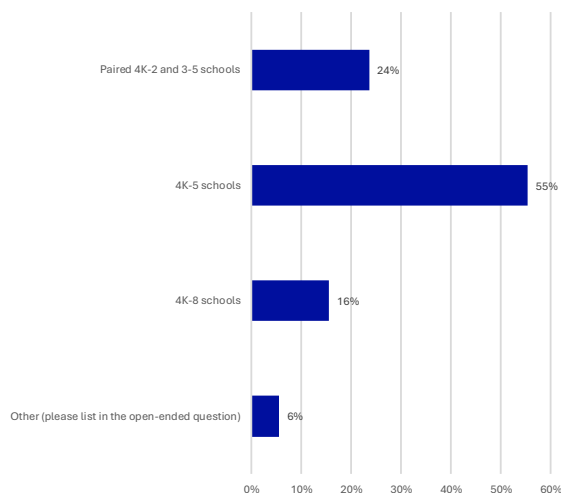
6. When considering school boundary changes or changes to school buildings, which would be more important to you?

Response options	Count	Percent
Keeping students in neighborhood schools whenever possible	344	37%
Balancing enrollment, utilization and/or student demographics across schools	148	16%
Both are equally important	411	44%
Unsure	26	3%
Total	929	100%



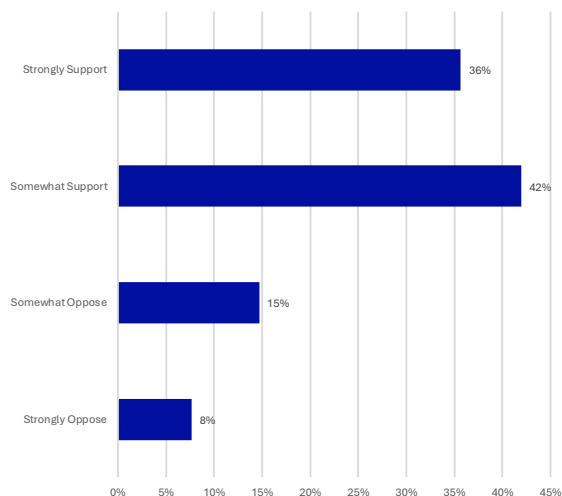
7. What type of grade configurations for schools would you want MMSD to explore during this boundary review?

Response options	Count	Percent
Paired 4K-2 and 3-5 schools	212	24%
4K-5 schools	498	55%
4K-8 schools	140	16%
Other (please list in the open-ended question)	50	6%
Total	900	100%



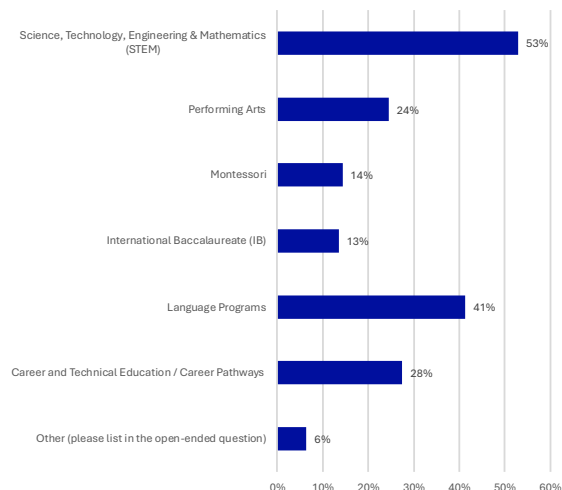
8. How supportive would you be of using specialized programming (such as Science, Technology, Engineering & Math or performing arts focus) at an underutilized school as a way to boost enrollment?

Response options	Count	Percent
Strongly Support	330	36%
Somewhat Support	388	42%
Somewhat Oppose	136	15%
Strongly Oppose	71	8%
Total	925	100%



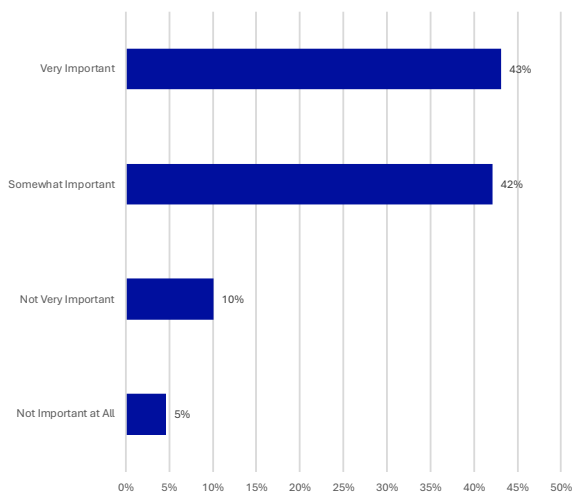
9. What types of specialized programming would be most valuable to consider at an underutilized school? (Choose up to 2)

Response options	Count	Percent
Science, Technology, Engineering & Mathematics (STEM)	487	53%
Performing Arts	225	24%
Montessori	132	14%
International Baccalaureate (IB)	124	13%
Language Programs	380	41%
Career and Technical Education / Career Pathways	253	28%
Other (please list in the open-ended question)	59	6%
Total	920	100%



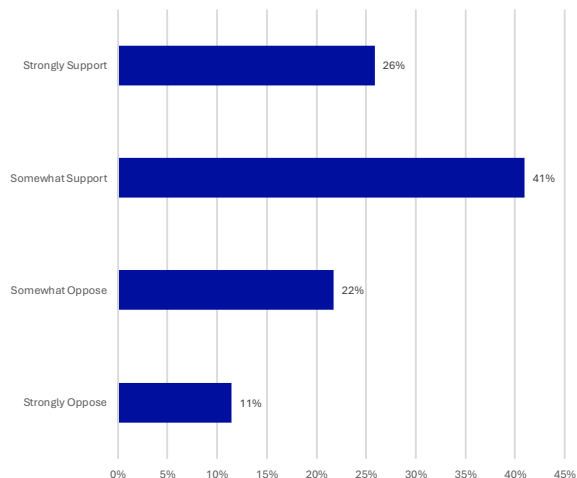
10. How important is it to avoid non-adjacent attendance boundaries, including "island zones" (e.g., specific neighborhoods that are reassigned to a school for capacity or desegregation reasons) when developing future boundary scenarios?

Response options	Count	Percent
Very Important	389	43%
Somewhat Important	380	42%
Not Very Important	91	10%
Not Important at All	42	5%
Total	902	100%



11. How supportive would you be of keeping current and/or creating new option areas where families may have a choice between two schools?

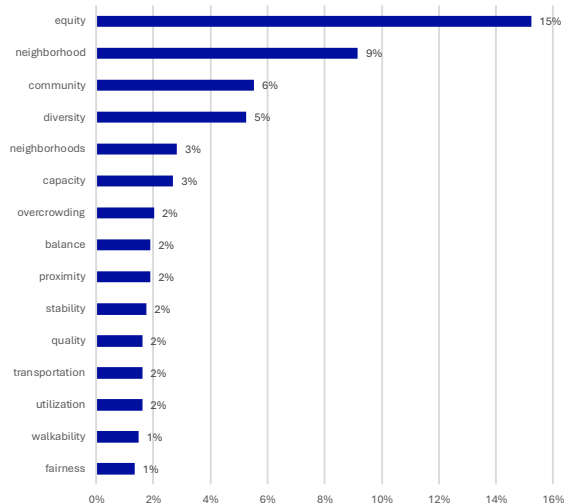
Response options	Count	Percent
Strongly Support	237	26%
Somewhat Support	375	41%
Somewhat Oppose	199	22%
Strongly Oppose	105	11%
Total	916	100%



12. In one word, please describe what you feel is the most critical issue to be addressed in the development of this boundary and attendance area plan.

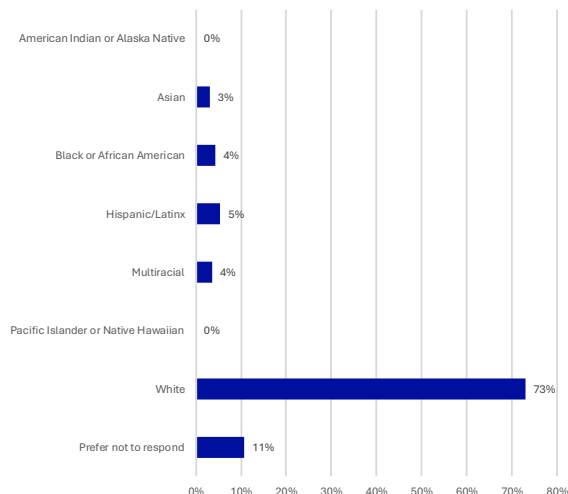
Top 15 Responses

Responses	Count	Percent
equity	113	15%
neighborhood	68	9%
community	41	6%
diversity	39	5%
neighborhoods	21	3%
capacity	20	3%
overcrowding	15	2%
balance	14	2%
proximity	14	2%
stability	13	2%
quality	12	2%
transportation	12	2%
utilization	12	2%
walkability	11	1%
fairness	10	1%



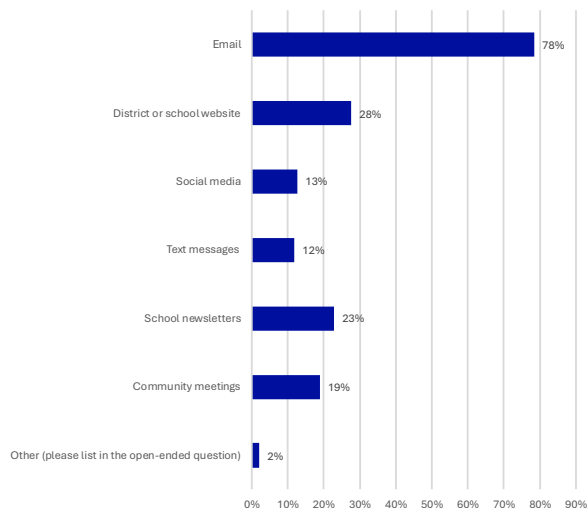
13. What is your race/ethnicity?

Response options	Count	Percent
American Indian or Alaska Native	0	0%
Asian	28	3%
Black or African American	39	4%
Hispanic/Latinx	49	5%
Multiracial	32	4%
Pacific Islander or Native Hawaiian	0	0%
White	660	73%
Prefer not to respond	97	11%
Total	905	100%



14. What is the best way for the District to share updates and information about this planning process? (Choose up to 2)

Response options	Count	Percent
Email	695	78%
District or school website	245	28%
Social media	112	13%
Text messages	105	12%
School newsletters	203	23%
Community meetings	168	19%
Other (please list in the open-ended question)	19	2%
Total	887	100%



15. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

1. Neighborhood Schools and Walkability Remain the Top Priority	2. Balance Neighborhood Schools with Diversity and Equity	3. Preserve Student Stability Through Grandfathering and Choice	4. Transportation and Commute Time Are Major Concerns
Key Theme: Families strongly favor neighborhood-based school assignments that allow students to attend schools close to home and reduce transportation burdens. - Respondents consistently emphasized walkable, bikeable schools and attendance areas that keep neighborhoods together. - Many comments highlighted frustrations with island zones, non-contiguous attendance areas, and students passing closer schools to attend more distant ones. - Neighborhood schools were viewed as critical for community building, family engagement, and student belonging.	Key Theme: Stakeholders broadly support diversity goals but want them balanced with practical considerations around transportation and community connection. - Many respondents acknowledged the value of racially, linguistically, and socioeconomically diverse schools. - Participants repeatedly questioned how MMSD will balance neighborhood schools with desegregation efforts. - Several comments emphasized that attendance boundaries should not unintentionally increase segregation or concentrate poverty.	Key Theme: Families strongly prefer boundary changes that minimize disruption for current students. - Grandfathering current students emerged as one of the most consistent requests across responses. - Families expressed concerns about losing friendships, school communities, support systems, and educational continuity. - Many advocated for allowing current students to remain in their schools or providing choice during transitions.	Key Theme: Long travel times are influencing family satisfaction, enrollment decisions, and perceptions of equity. - Respondents frequently cited long bus rides, inconvenient school assignments, and transportation challenges for working families. - Many viewed transportation as a core component of educational access and community participation. - Safe walking and biking routes were often identified as preferable alternatives to extended bus transportation.

15. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

5. Equity Requires Needs-Based Resource Allocation	6. School Quality and Student Outcomes Drive Enrollment Decisions	7. Strong Interest in Language Programs and Specialized Opportunities	8. Mixed Views on Paired Schools and K-2 / 3-5 Models
Key Theme: Families believe school needs extend beyond enrollment counts and should drive staffing and resource decisions. - Respondents called for consideration of poverty, multilingual learners, special education needs, behavioral supports, and mental health challenges. - Many advocated for smaller class sizes, additional intervention staff, counselors, and support personnel. - There was strong concern that capacity balancing alone does not address underlying inequities between schools.	Key Theme: Respondents repeatedly stated that educational quality matters more than attendance boundaries alone. - Families identified academic rigor, student support, staffing quality, and school climate as key factors influencing enrollment choices. - Many noted that boundary changes will not increase enrollment if families continue to perceive significant differences between schools. - Student achievement, literacy, advanced learning opportunities, and middle school quality were frequently cited concerns.	Key Theme: Stakeholders support expanding access to specialized programs but are divided on whether they should be concentrated or distributed. - Dual Language Immersion (DLI), Montessori, Hmong bilingual programming, advanced learning, and world language opportunities were commonly requested. - Some respondents advocated for expanding successful programs to attract and retain families. - Others cautioned that specialized schools can create inequities if opportunities are not broadly available.	Key Theme: The paired-school model generated some of the strongest disagreement in the feedback. - Supporters cited diversity benefits, successful integration efforts, and strong community experiences at Midvale-Lincoln and Franklin-Randall. - Opponents highlighted transportation burdens, sibling separation, and reduced neighborhood cohesion. - Many respondents requested more analysis of the tradeoffs between paired schools and traditional K-5 neighborhood schools.

15. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

9. Better Planning Around Capacity, Growth, and Facilities	10. Greater Focus Needed on Middle and High Schools	11. Demand for Transparency, Communication, and Meaningful Engagement	12. Fiscal Responsibility and Sustainable Investment
• Key Theme: Community members want transparent, data-driven planning that aligns enrollment forecasts, housing growth, and facility investments. • Respondents questioned whether new schools are needed while some existing schools remain underutilized. • Many comments focused on balancing overcrowded and under-capacity schools more effectively. • Stakeholders requested clearer explanations of enrollment projections, utilization metrics, development assumptions, and long-term planning scenarios.	• Key Theme: Many participants felt the process focuses too heavily on elementary schools while overlooking secondary school concerns. • Respondents frequently requested discussion of middle school boundaries, feeder patterns, and capacity issues. • Several comments identified middle school experiences as a major reason families leave MMSD. • New middle schools, especially in growth areas, were commonly suggested.	• Key Theme: Stakeholders want more accessible information, clearer communication, and stronger opportunities for input. • Many respondents criticized survey design, meeting formats, and lack of context for complex decisions. • Participants requested better maps, demographic overlays, clearer explanations of tradeoffs, and more opportunities for discussion. • There was strong concern that underrepresented communities were not adequately engaged in the process.	• Key Theme: Community members want solutions that balance educational improvements with long-term financial sustainability. • Respondents frequently referenced property taxes, referendum fatigue, and concerns about building new facilities. • Many advocated maximizing existing buildings and resources before pursuing major expansions. • At the same time, stakeholders emphasized that investments in teachers, staffing, facilities, and student supports remain essential for district success.