



WEEKLY UPDATE TO THE BOARD OF EDUCATION

February 25, 2021

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week has certainly been eventful, as MMSD continues addressing the ongoing pandemics of COVID-19 and racial injustice. As both pandemics continue to illuminate educational, economic and other disparities in our community and nation, we remain resolute in being guided by our core values and embracing the fight for human decency. This effort requires us to build a culture of discipline in order to increase the intentionality and innovativeness needed to ameliorate disparities and build learning environments where our students, staff and families can thrive.

During Monday's school board meeting, board members had vigorous dialogue with district students, staff and families around ensuring equity in our external fundraising policies and practices. This topic continues to challenge our capacity for finding innovative ways to implement our policies in alignment with the spirit of our Strategic Framework. While participating in this dialogue, it will be important to deeply reflect on the insights provided by disparate voices, while using our creativity to maximize resources for the benefit of different parts of our diverse community.

Throughout this week, we have continued engaging in collaborative and strategic conversations with MTI, APP and our other partners. These conversations, which reflect our desire to amplify the voices of our staff and families, are even more important during times when it is difficult to reach consensus. However, we remain inspired by the insights of Good to Great, which suggests engaging in rigorous, yet respectful debate, can spur greater organizational efficiency and effectiveness.

As we engage in the dialogue needed to enhance our district's upward trajectory, we must continue to listen to the voices of our students. Their perspectives are critical to refining our efforts to prepare students for college, careers and the community. As such, I am looking forward to engaging with our Student Senate in their Instagram Live event, tomorrow at 5 pm.

Thanks for your continued support and partnership. We look forward to providing you with more updates on our district's progress next week. During these challenging times, please stay encouraged about the potential of our community to reach unprecedented heights. Remember, everyone marvels at the beauty of the butterfly, but we often forget about the transformation process it must undergo. I remain convinced - "if it can happen anywhere, it can happen in Madison!"

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

PARTNERSHIPS AND GRANTS

- **Wisconsin Research Forward Idea to Classroom Action Network Grant**
A UW-Madison faculty member submitted a \$500K grant application to the Research Forward Idea to Classroom Action Network at the UW-Madison Office of the Vice Chancellor for Research and Graduate Education. The grant will provide an opportunity for teachers who are interested in improving their math teaching practices engaging with other interested educators both within MMSD and in other districts across the state and with researchers from UW-Madison. If awarded, funds would be available July 2021-July 2023.
- **City of Madison Community Food Access Grant**
1000 Friends of Madison submitted a \$25K grant application for the City of Madison's Community Food Access Grant Program opportunity. The grant will provide funds to update the Leopold Elementary School garden with raised beds and other features and to hire a part-time gardener, with an overall goal to supplement the food pantry with fresh produce weekly from June - October. If awarded, funds would be available in 2021.

BOARD OF EDUCATION QUESTIONS

- **Black Excellence vendors who did not need authorization**
As a follow-up from the Regular meeting on February 22, attached are the remaining vendors who will be working with MMSD on Black Excellence projects whose total dollar amount fell below the board policy threshold for consent items.
- **Letter re: Special Education reopening**
In response to a request from a board member during a Facebook Live session, attached is a copy of the letter that went to staff and families regarding special education reopening updates. The letter was shared with parents, principals, special education staff, and related services staff late last week and is being translated into Spanish and Hmong.
- **School Counselors**
Attached please find a response to a board member question asking about our school counselor allocations. This response includes a recommendation that will be submitted as part of the 2021/22 proposed budget.
- **ACT/SAT Testing Responses**
Below is some information we are sharing regarding testing in response to a few questions posed by a board member via email. Please keep in mind that we are

working to strike a balance between student and staff safety and the desire to test.

The National ACT testing program is a very separate thing from the state-mandated ACT testing for juniors. The national testing program essentially contracts with staff at the buildings to organize and provide these tests—they rent out space at each MMSD site for the tests. We expect to see the national ACT dates return as soon as possible. We are looking at how this can be done safely. If we can give the state-mandated ACT to juniors, we will likely be able to give a Saturday ACT to students who have signed up. Details to get this moving again are being worked on right now.

With respect to the ACT for all juniors, the expectation by the state is that we will conduct all state-mandated tests this year. As there are no virtual options for testing, each of the tests must be conducted in person. We are working to implement safe testing for the April 13 test date using a combination of pencil/paper tests and online tests [Note: online means face-to-face, computer-based testing, not virtual testing]. The protocols and processes are being worked on with staff at each of the schools to ensure that we can do this safely. We will be communicating details of this process to all families within the next week. This will likely include information on opting students out from the test.

The April 13 date is the last date to test using pencil and paper for the state-mandated ACT. This would be a one-day event, which is why it has typically been a "juniors only" day. That being said, there is a computer-based testing option. This is not the same as virtual—it requires students to be face-to-face for testing. The advantage to this is that we could offer this to smaller groups of students over several days. So, a group of 100 juniors could come in and test on April 13, another 100 on the 14th, etc. Again, we are working to ensure student and staff safety in conjunction with the high schools.

Finally, we are working on increasing our communication to families around all these important events.

OTHER INFORMATION



The MMSD Summer School program is pleased to provide a summary regarding its 2020 virtual program implementation (please note that there are two documents attached as background information in advance of the March Operations Work Group meeting)

Some key successes the program achieved include:

- Distributed over 11,000 books to 4K-4 students/families enrolled in summer programming and to all MSCR Cares Sites using 'Read Up' funds and included literacy and math activities that students and their families did together.

- Provided consistent digital programs that increased access and provided a variety of instruction to meet the needs of our students virtually.
- Engagement Teams met regularly to address student engagement concerns and included Summer School Principal, Instructional Coaches, Support Staff and MSCR coordinators.
- Hired 98% internal MMSD staff.
- Designed a four-week Strategic Summer Virtual Reading Program. The program served 152 students, resulted in strong attendance, and all students maintained and/or demonstrated growth in their foundational reading skills.

The following attachments provide a summary of the 2020 virtual session.

- Attachment A: 2020 Virtual Summer School Summary
- Attachment B: 2020 Summer School Report (this report is also available on the RAD Report website)

➤ **This Week's Recorded Meetings**

Please find the recording for the February 23, 2021 Reviewing Metrics: Return to In-person meeting here: [\(Recording\)](#).

Please find the recording for the February 25, 2021 District Operations meeting here: [Recording](#)

➤ **Vaccination update for the MMSD Board of Education**

Our district goal is to successfully immunize all staff as soon and efficiently as possible, and we are doing everything we can to expedite the process while prioritizing our staff who have been working in person throughout the pandemic.

Public Health Madison & Dane County released their [Vaccination Plan for all Dane County Schools](#) on Friday, February 19, indicating that vaccinators across Dane County are working together to prioritize all educators and child care staff. They planned to hold mass vaccination clinics over the weekends of March 5-7 and 12-14.

Given the continued vaccine shortage, the Wisconsin Department of Health Services messaged all state vaccinators on Wednesday, February 24, that they would not be distributing vaccines for educators and child care staff until the week of March 15, and Public Health followed to clarify their process would subsequently be delayed by two weeks.

We had also made arrangements with other vaccinators for additional doses. However, we learned on Wednesday that they would be unable to honor our arrangements due to vaccine shortages as well.

On Monday morning, March 1, all MMSD staff not already vaccinated will receive an email from MMSD to formally register with Public Health for their vaccination lottery process.

Pending vaccine supply, the PHMDC lottery process will begin during the week of March 15. We will continue to seek opportunities to prioritize our staff who have been in person through any additional vaccine opportunities that emerge.

We are joined by our neighboring school districts in frustration regarding the delay, though we recognize this is a result of challenges with the national vaccine supply chain. We are hopeful that this delay will help accelerate the process of getting all staff vaccinated once Public Health acquires their requested doses.

➤ **School Walk-Throughs**

As you know we are currently conducting school walk-throughs. If you want to join us, please let Barb know. We will have to schedule them carefully so we don't violate open meetings.

➤ **Budget Process Feedback from Staff**

Based on the conversation with the Board in the January Operations Work Group meeting, we are trying a new way of getting feedback from staff on the budget this year. First, we are starting earlier. We normally do this in May, but we are starting now before the April budget is in draft. Next, we are aiming to generate some new ways of asking old questions in hopes of getting better responses! The themes generated out of this work will be shared in the April and May OWG presentations.

Inspire the 2021-22 MMSD Budget!

Calling all MMSD Staff--we want your ideas! Every year the district aims to increase revenues and reviews our expenditures plan in order to provide additional resources to students and staff. With the 2021-22 budget season upon us we want to harness bold, fresh, and creative budget ideas from our staff to support 2021-22 budget decisions. Please follow [this link](#) to find the questions and submit any rockin' ideas by March 19, 2021.

If you are needing more information regarding MMSD's 2021-22 budget, please check out the October 2020-21 [budget book](#) or watch [the January 19, 2021 Operations Work Group Meeting](#) (budget presentation between at 5:24-15:35 with Q+A after).

➤ **Community Events:**

All dates for community announcements are posted on the [Board Community Activities Calendar](#)

- The **Unapologetically Black BSU Panel** virtual Facebook live event, hosted by MMSD Black Student Leaders, will take place tomorrow, **February 25**, beginning at 11:30 a.m. Several student leaders will lead a discussion and share their thoughts about Black Excellence. More info. can be [found here](#).
- MMSD is also hosting **Explore the History of MMSD Schools Named After Local Black Leaders** virtual Facebook live event tomorrow, **February 25**, from 6-7 p.m. The panel will discuss and explore the history of Dr. Virginia

Henderson, Velma Hamilton, James C. Wright, and Milele Chikasa Anana. More info. can be [found here](#).

- UW PLACE (Professional Learning and Community Education) is hosting **The Power of Real Talk to Make Real Change** virtual event on **Thursday, February 25**, from 3-5 p.m. The main topics will branch off of race and equity. More info. can be [found here](#). This event is free to register.
- Our MMSD FYCE department along with several school BRS will be hosting another event in our ongoing Spanish speaking discussion series **Transición del regreso a las escuelas: ¿Qué significa para las familias?** (Transition to returning to school: What does this mean for our families?) on Wednesday, **March 3**, from 6-7 p.m. on Facebook Live. BRS staff will be answering community questions after relaying the returning updates to our families. More info. can be [found here](#).
- This year's **Latino Youth Summit**, co-hosted by UW Badger Precollege and Centro Hispano, will be held virtually from 10 a.m.-1 p.m. on Monday, **March 29, and Tuesday, March 30** (the Monday and Tuesday of Spring Break). This is an opportunity for Latinx students and families to connect across schools and engage in culturally and linguistically relevant pre-college workshops and experiences. Centro Hispano is reaching out to [point people](#) at each of your schools in the coming days to support recruitment. Check out the [flyer](#), [website](#), and [application form](#) for more info. For further questions, contact FYCE Coordinator Hannah Nerenhausen (hnerenhausen@) or La Follette Escalera Coordinator Yari Hernandez (yhernandez4@).

OUR UPCOMING BOARD CALENDAR

- Mon., Mar. 1, 5 p.m. Instruction Work Group
Doyle, Rm. 103
- Tues., Mar. 2, 4 p.m. Student Senate
Virtual
- Mon., Mar. 8, 9 a.m. Board Officers
Virtual
- Mon., Mar. 8, 5 p.m. Operations Work Group
Doyle, Rm. 103
- Mon., Mar. 8, 6:30 p.m. Special Open Meeting—WORKSHOP
Doyle, Rm. 103
- Wed., Mar. 10, 5:30 p.m. City Education Committee
Virtual
- **Week of March 15** **BOE Briefings**

- Tues., Mar. 16, 4 p.m. Student Senate
Virtual
- Mon., Mar. 22, 5 p.m. Special meeting in Open Session—WORKSHOP
Doyle, Rm. 103
- Mon., Mar. 22, 6 p.m. Regular BOE Meeting
Doyle, Auditorium
- **Week of March 29 SPRING BREAK**

ITEMS ATTACHED FOR INFORMATION

1. Response re: Black Excellence vendors
2. Letter regarding special education reopening
3. Response re: school counselors
4. Summer School attachments:
 - a. Attachment A: 2020 Virtual Summer School Summary
 - b. Attachment B: 2020 Summer School Report (this report is also available on the RAD Report website)

Response to Question Raised during Regular BOE meeting – February 22, 2022

Black Excellence Awards -- MMSD RFP #4078 Weekly Update February 25, 2021

As a follow-up to the Regular BOE meeting on Monday, February 22, below are the organizations who responded to the RFP whose total dollar amounts fell below the Board policy threshold. These organizations will be working with MMSD from now through the 2021/2022 school year.

Mt. Zion Baptist Church - The "School Without Walls" Initiative is a virtual learning support program that offers tutoring and academic support during asynchronous virtual learning days, classroom support, and free meals, all in a safe and social distant environment. The Academic Learning Center has become more flexible to the immediate educational needs of primarily elementary age students and would like to continue supporting students in South Madison by offering academic advancement, empowerment and social emotional support. At the time that MMSD goes back to face-to-face instruction, the program will switch back to after school program and give academic support in the Academic Learning Center located at Mt. Zion Baptist Church. Over the summer they will host S²MARTLY in the Park program at Penn Park.

Carter G Woodson Scholarship and Community Service Foundation, Inc. - The Woodson Boys Club consists of 4 primary components: (1) Academic/Career Development, (2) Cultural Enrichment, Enhancement and Education, (3) Mentoring Towards Manhood, and (4) Community Service Contributions. Sessions of the Woodson Boys Club will include presentations, speakers, watching movies related to discussion topics, homework assistance, trip planning, sports activities, other fun activities, community service projects and mentoring. They will serve middle school aged boys (ages 10-13).

CEOs of Tomorrow, Inc. - *These Teens Mean Busine\$\$ Innovation Studio (IS)* targets students in 9th-12th grades, with a focus on low-income and 1st generation college students. The proposed Innovation Studio is an intensive and rigorous year-long Design Thinking (DT) focused program serving the same cohort of students throughout the year. Students will be recruited Spring 2021 and work for a full year designing a business and creating prototypes two business-in-a-box kits during the CEO summer camp. In partnership with experiential learning, the students will be eligible to earn Independent Study credit.

Mad Local Food Group, LLC Db a Pasture and Plenty - The "Life Readiness Meal Kit and Cooking Class" delivers a fun environment for students to connect with their families, learn from non-traditional instructors, enrich their understanding of their world through food culture, history and science, and create meaningful links between traditional classroom instruction and life readiness skills through cooking. The meal kit and cooking class format allows students to learn in a new way, to build confidence and connection, and provides families some respite from the challenges of busy schedules and especially with new challenges the pandemic presents. There is a core mission to source from local farms and producers and educate our meal kit community not only on the recipes and meal planning, but also on basic techniques.

February 2021

Dear Parents, Guardians, and Caregivers,

With the District decision to [return to school](#) through a phased in approach, I wish to share several important updates unique to students with disabilities. First, let me say, we are so excited for this return to in-person learning and at the same time we are proceeding with due caution and thoughtfulness. The above link provides a comprehensive description of our District reopening plans, educational model, health and safety procedures and a listing of helpful resources.

The Department of Student Services has provided guidance for school-based staff in a number of areas regarding the unique needs of students with disabilities. The following is a summary of that guidance. To create the safest circumstances we can, staff and students will be limited in the number of cohorts and/or classrooms they support. Doing so will greatly reduce the risk of COVID-19 spread. While we are returning to in-person instruction, there may continue to be situations where virtual special education or related services at the elementary level will be provided. Virtual services will continue to minimize instructional environments and maintain highly effective service arrangements. To the greatest possible extent, students with disabilities will be scheduled into classrooms within natural proportions. District office staff will work with the school principal in situations where this may not be possible to understand the circumstances and develop solutions.

As we begin the reopening process in early elementary grades, I would like to share what special education and related services staff will be doing in preparation. This is followed by updates on IEP meetings, mask wearing, specialized transportation and early childhood special education services.

- To begin, special education casemanagers will be reviewing Individualized Education Programs (IEPs) and if applicable Prior Written Notice forms (PWN) for their students. If the IEP or PWN can be implemented as written given the reopening instructional model - no changes to the documents will be necessary. However, if that is not the case, staff will identify areas for potential revision (e.g., adjusting 5 direct service days to 4 plus an asynchronous day). They will then communicate the proposed changes with you, then finalize after a brief conversation. Any revised PWNs will be sent to you in the coming weeks. If there are substantial concerns about the proposed changes, staff will reconvene an IEP team meeting to discuss your concerns and ultimately develop an appropriate educational program.
- If there are concerns about students returning to the reopening instructional model (either from virtual or individualized in-person services), the special education casemanager will convene an IEP team meeting to determine the most appropriate services/environments based on the student's disability related needs.
- For all grades, special education case managers will continue to review student progress for those still participating in virtual education using all relevant sources of data to assess the effectiveness of their program. In circumstances where a student is not making expected progress, special education teachers will communicate with relevant IEP team members, including you, in an effort to problem solve. Simple adjustments will be made through revisions to the Prior Written Notice. For more substantial concerns, we will convene an IEP

meeting and continue problem solving adjustments to the student's program including the potential need for in-person services.

- Special Education teachers are asked to maintain well developed and differentiated substitute teacher lesson/activity plans in the event they become ill or exhibit symptoms which preclude them from coming to school.
- Similar to above, if and when your child is unable to come to school due to illness, COVID-19 or close contact quarantining, please contact your child's special education casemanager to determine alternate learning activities.
- While beginning with early elementary grades, our team is actively planning for the return of additional grade levels after Spring Break.

IEP Meetings. To assist schools in maintaining required physical distancing requirements and decrease the risk of viral spread, we will continue with virtual IEP meetings. Once we feel in-person IEP meetings can be conducted safely across the District, we will transition to in-person meetings. If there are extenuating circumstances where an in-person IEP meeting is the only viable option, please coordinate this with your child's casemanager or principal.

Mask Wearing. The Board of Education recently addressed mask wearing as part of District policy (The Protective Measure policy approved by the [BOE on 1-25 is linked here](#)). Students with disabilities like everyone else in the school are expected to properly wear a mask. While this is the expectation, we acknowledge this may not be possible for some students. School staff and the IEP team will explore all possible accommodations (e.g. distancing, different student personal protective equipment options, etc.) based on the student's individual needs, prior to considering an alternative environment. The IEP team will carefully balance the health and safety of the student/others with their Least Restrictive Environment (LRE) as part of any consideration of a separate educational environment.

Specialized Transportation. Our goal is to provide uninterrupted specialized transportation services during the initial reopening transition. We are collaborating with our carrier to analyze the highly complex logistics of rerouting nearly 350 daily routes to ensure all students get to and from school safely. Please know we are doing our very best to limit any interruptions.

Early Childhood Special Education Services. The Early Learning Sessions (ELS) will begin when 4K school site classes start on 3/23/21. In-Person Hybrid format for ELS, students with disabilities, as well as peer models, would be provided in the ELS classrooms, students could attend up to 2 half days per week using an A/B model.

- Group A attending Tuesday and Wednesday half day (PM)
- Group B attending Thursday and Friday half day (AM)
- Transportation can be provided when documented in the IEP. Program times may vary (see below for estimated start/end times).
- Program times:
 - AM 7:40-10:52 (Early Start); 8:30-11:42 (Late Start)
 - PM 11:33-2:47 (Early Start); 12:23-3:37 (Late Start)

Virtual Instruction: Will be provided as specified in the child's Prior Written Notice. Formats may include a combination of synchronous and/or asynchronous instruction.

Itinerant Home Services: Due to the COVID-19 pandemic, our obligation to limit community spread and maintain staff/child/family safety, there will be no provision of special education services in a family home or home daycare. The district will closely monitor the situation and

in collaboration with community public health/medical experts will return to itinerant services when deemed safe and appropriate.

While acknowledging the many challenges we're all facing at this time, your child's academic and social-emotional wellbeing continue to be our highest priority. We remain steadfast in our commitment to providing your child with an excellent education irrespective of the circumstances. Please do not hesitate to reach out to your child's casemanager or member of our [administrative team](#) if there is any way that we can provide additional support to you or your child.

Sincerely,

John Harper

John Harper, Ph.D. Executive Director, Department of Student Services

TO: Carlton J. Jenkins, Superintendent

FROM: Jay Affeldt, Executive Director, Student & Staff Support

DATE: February 25, 2021

RE: **Equity and Excellence Request for 6 Additional Middle School Counselors**

Our MMSD school counselors provide essential academic, social-emotional and college and career support and programming for every student across grades six through twelve. They are instrumental in addressing all three goals of our Strategic Framework and are never more critical than now during COVID-19 and in our post COVID-19 recovery period. They help to create a school culture where every student thrives and are unique within the MMSD student support team in that a key focus of their role is to support universal, comprehensive programming that is available for all students. They bring expertise in mental health as well as deep knowledge of the college and career development process, to each of their students. They have strong relationships with staff and students, as well as with our families and community members. School counselors lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic vision and school improvement plan. They hold high academic expectations for every student, and help make our schools more equitable places, focused on growth and success.

Counselors are critical in:

- helping students stay on track for success by reviewing academic, attendance and discipline data and working collaboratively with other staff in their building to develop the supports necessary to close opportunity gaps identified through this data.
- are uniquely trained to support students during key transition years. They work closely with feeder elementary schools to facilitate the transition into middle school for 6th grade students and also provide essential coordination, with their high school counseling colleagues, to prepare their 8th graders for the transition into high school.
- our middle school counselors facilitate 8th grade recruitment and application support for key pre-college programs, (e.g., UW-Madison's PEOPLE and Information Technology Academy), as well as community-based experiential learning opportunities, (e.g., summer programs, community service opportunities, academic and social enrichment programs, and celebrations of scholarship and service).
- additionally, our middle school counselors - in collaboration with other members of their student support teams - provide individual and small group supports focused on social connection, healthy coping skills, and strengthening mental and social wellness.

We are currently able to allocate our high schools to have an average ratio of approximately 288:1. Our middle school allocation model, however, needs to take into account each school's enrollment numbers. Therefore, we are recommending an additional six counselor FTE at the middle school level. Four schools (Sennett, Toki, Cherokee, and Hamilton) would receive allocation for a second full-time counselor, and four schools (O'Keeffe/Sherman and Jefferson/Whitehorse) would have an additional half-time counselor, with the positions covered by two new full-time school counselors with 0.5 allocation at each of the schools. This would collectively bring our overall middle school student-to-counselor ratio more in line with the American School Counselor recommendation. The goal over time would be to continue to drive down these ratios over the next two budget cycles.

Every student in MMSD deserves equitable access to high quality comprehensive school counseling programming and support. By hiring six more school counselors we are ensuring that our middle schools are thriving schools where each student is on track to being college, career and community ready.

2020 Summer School Update to the Board of Education

Summer School is a year-long strategy that provides critical additional learning time to support students on their path to college, career and community readiness.

Goals:

- Engage students in **high- quality instruction** that is targeted to accelerate growth in key skills so that students finish Summer School **better prepared** for the upcoming school year
- Provide students the opportunity for credit recovery and initial credit courses to **stay on track** for graduation
- **Support the 5th-to-6th and 8th-to-9th transition.**

In January of 2020 we were planning for an in-person summer school program for grades 4K-12 and by March of 2020 we had enrolled over 3,500 elementary and middle school students. With school closures and the pandemic on May 15, 2020, MMSD announced that we would be offering a virtual summer school for grades 3-12 and a Summer Virtual Reading Program for students in a Reading Intervention in Grades 1 and 2. Below is a summary of our 2020 Virtual Summer Strategy, some highlights.

[2020 Virtual Summer School Strategy](#)

The 3rd - 7th grade programming provided students with support in the core academic areas of literacy and math. There was also programming for Bilingual education students. The following provides an overview of specific areas of our Virtual Learning Strategy for 2020.

Focus	Notes/Data
Transition 5th to 6th	Nearly 175 rising 6th grade students participated in virtual Middle School 101 was designed with weekly themes and goals for virtual learning with a pre and post assessment.
Consistent Digital Platforms	Strengthened both Literacy and Math curriculum to increase digital access and provide a variety of instruction to meet the needs of our students virtually.
Engagement Teams	Continued the work of schools during the school year to meet regularly to address student engagement concerns. The teams included SS Principal, Instructional Coaches, Support Staff and MSCR coordinators.
Universal 4K-4 Strategy	Distributed over 11,000 books to 4K-4 students/families enrolled in summer programming and to all MSCR Cares Sites using Read Up funds Along with ReadUp books we will include literacy and math activities that students and their families can do together. Access to Lexia Core5 will be extended over the summer for K-4 students
Collaboration	Increased the collaboration among grade level teams and Instructional coaches, strengthening the use of our digital platforms and meeting the needs of our students through weekly meetings.

ES/MS Schedule	Dedicated outreach time to connect with students and families on Fridays.
Early Hires	Working closely with HR and SS Principals we were able to hire 98% of MMSD teachers during Summer Virtual Learning
Summer Virtual Reading Program	Designed a 4 week Strategic Summer Virtual Reading Program for students currently participating in literacy intervention in Grades 1 and 2 employing current, trained interventionists. The program served 152 students, resulted in strong attendance and all students maintained and/or demonstrated growth in their foundational reading skills.

High School Summer School took place virtually at the four comprehensive high schools in the areas of credit recovery, grade replacement, first-time credit, and elective credit. Capital offered a credit recovery program for students attending Capital as well as those pointed to attend in the fall. In addition, we also offered programming for students in alternative programs.

Focus	Notes/Data
Consistent Digital Platforms	We used MMSD's online digital curriculum, APEX and Edgenuity to offer a consistent curriculum across the district, maximize our resources and provide a variety of instructional strategies to meet the needs of our students virtually.
Engagement Teams	Continued the work of schools during the school year to meet regularly to address student engagement concerns. The teams included SS Principal, Instructional Coaches, Support Staff and MSCR coordinators where appropriate.
Collaboration	Increased the collaboration among content teams and Instructional coaches, strengthening the use of our digital platforms and meeting the needs of our students through weekly meetings.
HS Schedule	Having a virtual schedule allowed students the flexibility to take more courses and complete them at their own pace. What was previously referred to as Night School, was integrated into the Virtual Learning Credit Recovery Model. We had 364 high school students attempt credit recovery. Nearly 85% of the 445 attempts at credit recovery were successful.
First Time Credit	We had an unusually high demand for Virtual First Time Credit courses; Physical Education, Health, Personal Finance, ACT Prep, and ESL Literacy skills. There were over 1,200 incidences of first-time credit in summer 2020. A majority of these first-time credit attempts were in Health and Personal Finance.
Early Hires	Working closely with HR and SS Principals we were able to hire 98% of MMSD teachers during Summer Virtual Learning
Data Tools for Student Identification	With school closures in March, we had to further refine the program to pull data on high school students who need credit recovery and enroll students virtually for summer school.

2020 Summer School Data Report (Attached)

2021 Summer Semester Budget (Attached)

Summer School 2020 Outcomes

Key Findings

1. There were 3,559 MMSD students (grades 1st – 12th) enrolled in summer school in 2020. 28% of students invited to attend summer school had an enrollment in summer school.
2. Low-income, ELL, Hispanic/Latino, and Black or African American students were more likely to attend summer school than other demographic groups.
3. More than 60% of middle school students maintained or improved their math score on the i-Ready assessment. Elementary students, on average, increased their Grade Level Material score using Lexia’s literacy program.
4. 364 high school students attempted credit recovery. Nearly 85% of the 445 attempts at credit recovery were successful.
5. There were over 1,200 incidences of first-time credit in summer 2020. A majority of these first-time credit attempts were in Health and Personal Finance.

Background

This report examines and describes patterns in student enrollments, engagement, and academic outcomes related to MMSD’s 2020 summer school program. The report uses several data points to address two primary questions:

1. What is the demographic breakdown of students attending summer school?
2. Are summer school students engaged in academic learning during summer school programming?

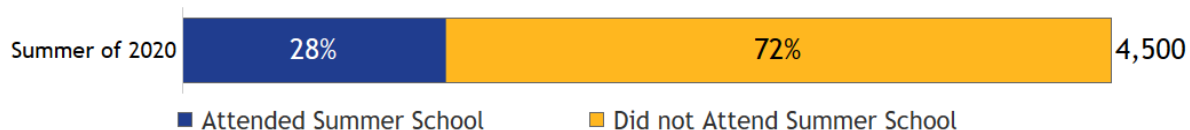
Two notes provide context for the findings below. First, while there are a small number of non-MMSD students who are invited and attend summer school, these students are not included in our analyses. Second, the onset of the COVID-19 pandemic forced MMSD to make substantial changes to its instructional programming – including during summer school. To account for these changes, and their impact on any multi-year analysis, this report only provides data for summer 2020 and does not examine longitudinal trends.

Question 1: What is the demographic breakdown of students attending summer school?

Invited & Enrolled Summer School Students

Overall, 3,559 MMSD students enrolled in summer school in 2020. Before the transition to virtual learning in March, MMSD sent 4,500 students in grades 1-7 formal invitations to attend summer school. Students were selected to receive an invitation based on their assessments and grades. As Figure 1 indicates, nearly 30% of students invited to summer school in 2020 attended.

Figure 1. Proportion of Invited Students Attending Summer School.

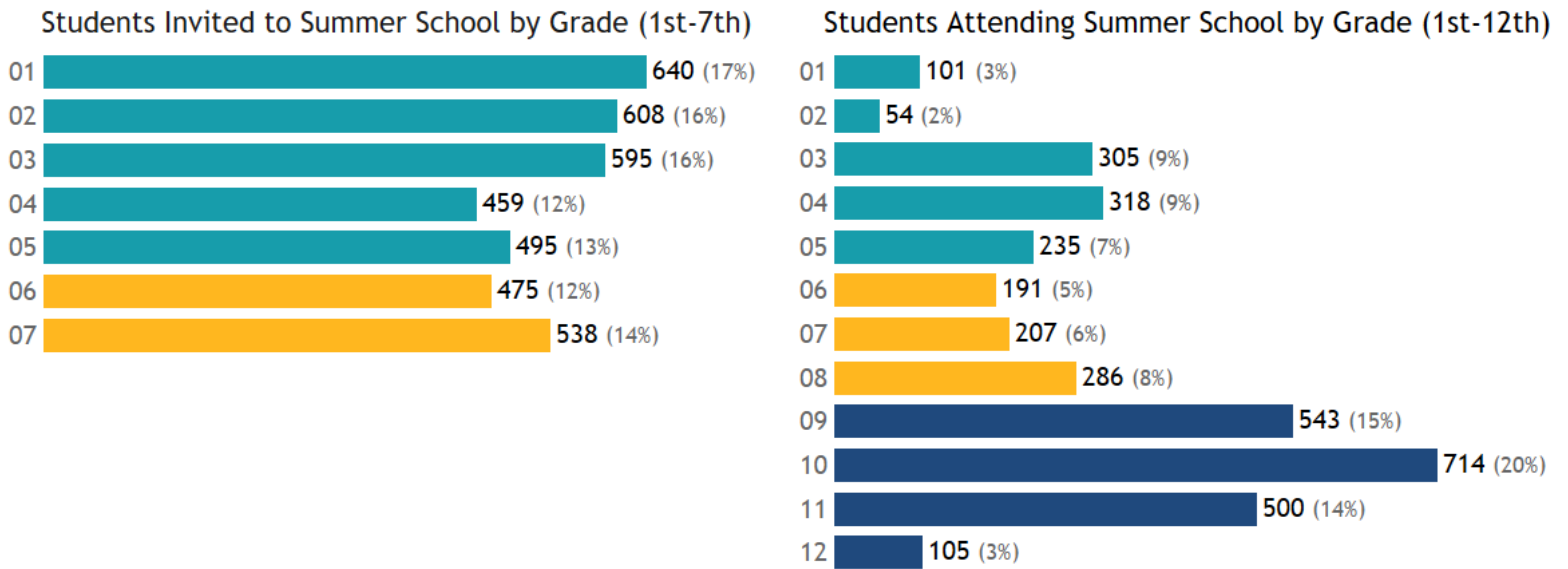


Students in grades 9-12 take summer school for a variety of reasons, including credit recovery, grade replacement, and first-time credit. As a result, students in these grades do not receive a formal invitation, instead working with their school counselor to sign up for summer school, if appropriate.



Figure 2, below, indicates the number of MMSD students invited to and attending summer school by grade level. Each row denotes the number of students invited or attending in each grade, in addition each grade level's proportion of the whole 2020 summer cohort. For example, 17% of all students invited to summer school were in grade 1 during the 2019-20 school year. It is important to note that students were invited to attend summer school in *March 2020*, before MMSD responded to the COVID-19 pandemic by initiating Virtual Learning. The pandemic, and associated shift in instructional paradigm, may partially explain the greater difference between the number of students invited to and attending summer school in 2020, compared to previous years.

Figure 2. Summer School Invitations and Attendance by Grade Level

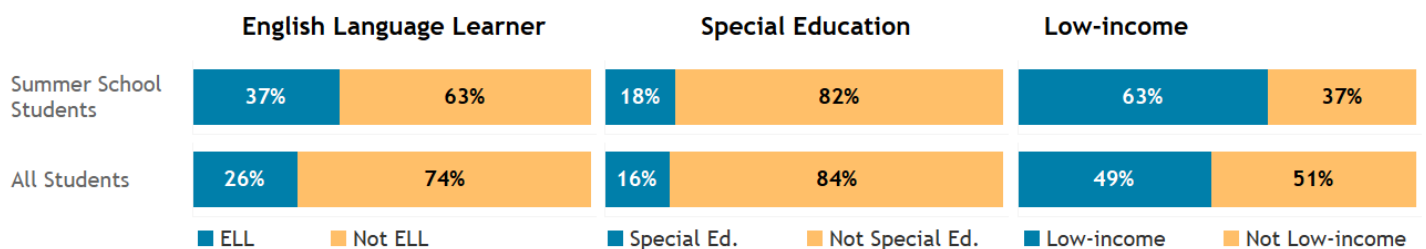


Invitations to summer school in 2020 were smoothly distributed across grades 1- 7, with students in each grade level accounting for 12%-17% of all invitees. High school students made up the largest percent of students who attended summer school. Students in grades 3-6 each made up between 5%-9% of attending students, while grades 1 and 2 had the lowest overall enrollment.

Demographic Analysis of 2020 Summer School Enrollment

Figures 3 and 4 disaggregate 2020 school enrollments by demographic groups, comparing the composition of summer 2020's enrollment to MMSD's total student population. Figure 3 begins by examining the proportion of students enrolled in summer 2020 categorized as English Language Learner, Special Education, or Low-income by the district. The first row examines 2020 summer school enrollment, while the bottom row displays proportions for MMSD's total enrollment for comparison.

Figure 3. Enrollment Analysis – ELL, Special Education, and Low-income

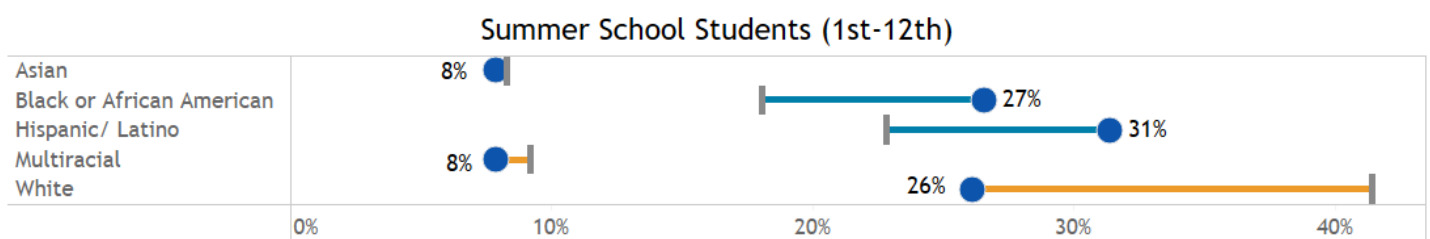




Compared to MMSD’s total enrollment, ELL and low-income students accounted for a greater proportion of summer school students in 2020. The proportion of special education students attending summer school, however, was similar to MMSD’s total enrollment.

Figure 4 indicates the proportion of students who attended summer school, disaggregated by race/ethnicity, compared to each group’s proportion of MMSD’s year-end total enrollment. The **dark blue** dots represent the proportion of invited or summer school students that identify as each racial/ethnic category, while the **gray** bars at the end of each line represent the proportion of year-end students that identify as the denoted racial/ethnic category. Dark blue dots to the left of the gray bars (denoted by **orange** lines) indicate that a group represented a smaller proportion of enrollment in the summer, compared to MMSD’s total year-end enrollment. Dots to the right of the gray bars (denoted by **turquoise** lines) indicate the opposite.

Figure 4. Enrollment Analysis – Race/Ethnicity



These data show that Black/African American and Hispanic students are more likely to attend summer school, while White students are less likely to attend summer school. Black students, for example – who account for about 18% of all MMSD students – represented about 27% of summer school students in 2020. In comparison, about 45% of year-end students identified as White but comprised only 26% of enrolled summer school students.

Question 2: Are summer school students engaged in academic learning during summer school programming?

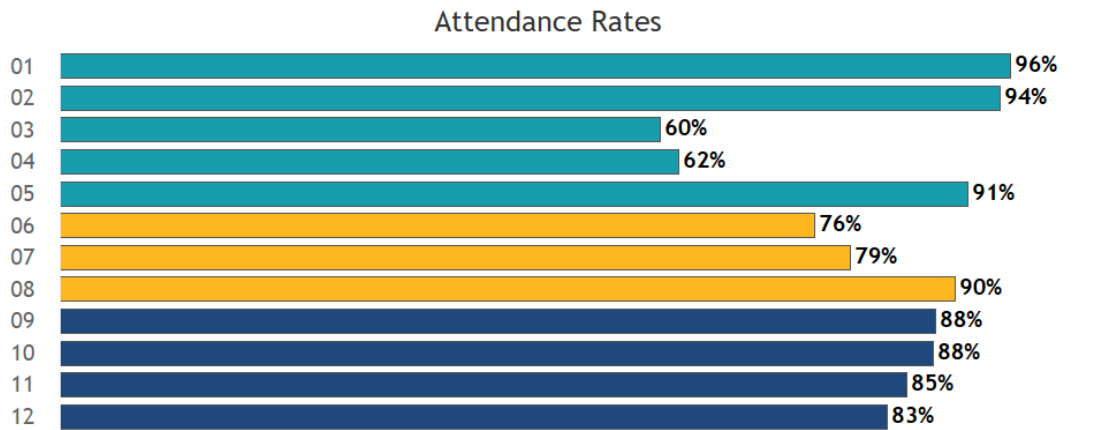
Data Note

The COVID-19 pandemic disrupted many of MMSD’s traditional measures of academic achievement in 2020. As a result, this report has limited data on academic outcomes. To attempt to examine student engagement and other outcomes related to summer school, this report looks at a few available metrics, including attendance rates, middle school math assessment data, and Lexia outcomes for elementary students.

Attendance

Figure 5, below, shows average attendance rates during summer 2020 by grade level. Excluding 3rd and 4th grade rates, elementary students had the highest attendance – above 90% for all grade levels. High school students had average attendance rates between 83% and 88%. One potential explanation for some of the variability in attendance may be instructional model. Students in 1st and 2nd grade received a targeted approach with foundational reading skills, led by interventionists. High attendance in those grades suggest this approach may have had a positive impact on engagement, though definitive statements require further study.

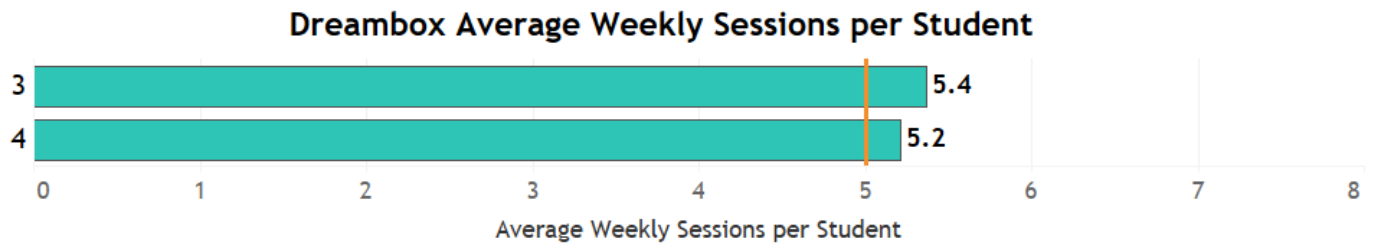
Figure 5. Summer School Attendance Rates



Academic Metrics: Mathematics

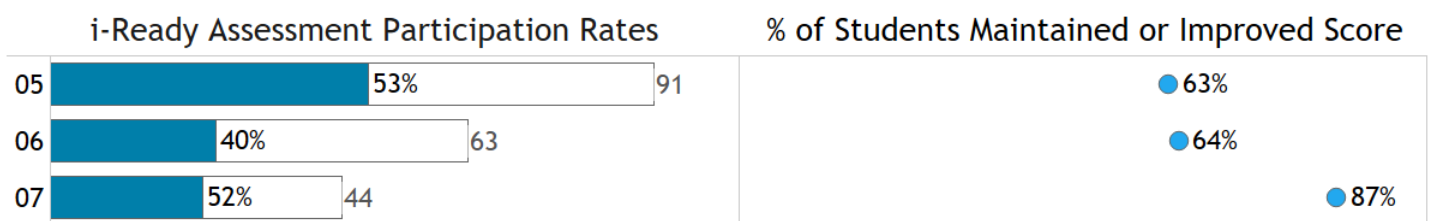
3rd and 4th grade students in summer school 2020 used DreamBox Learning, an online software focused on elementary mathematics education. Figure 6 shows the average number of weekly sessions elementary students completed in summer. The recommended rate is five sessions per week, denoted by the orange line. Students in both grades were within an average of 0.1 sessions of or above the recommended number of weekly sessions.

Figure 6. Dreambox Completion Rates



MMSD assessed middle school students using a traditional pre- and post-summer school assessment. The figure below shows both the number of students assessed and the percent of students maintaining or improving their score on the i-Ready assessment. The left side of the figure shows the overall number of students who took at least one (pre- or post-) assessment with a bar graph. The colored section and corresponding percent value indicate the percent of students who completed *both* pre and post assessment. The right side of the figure shows the percent of students who maintained or increased their score on the i-Ready assessment.

Figure 7. i-Ready Assessment Metrics



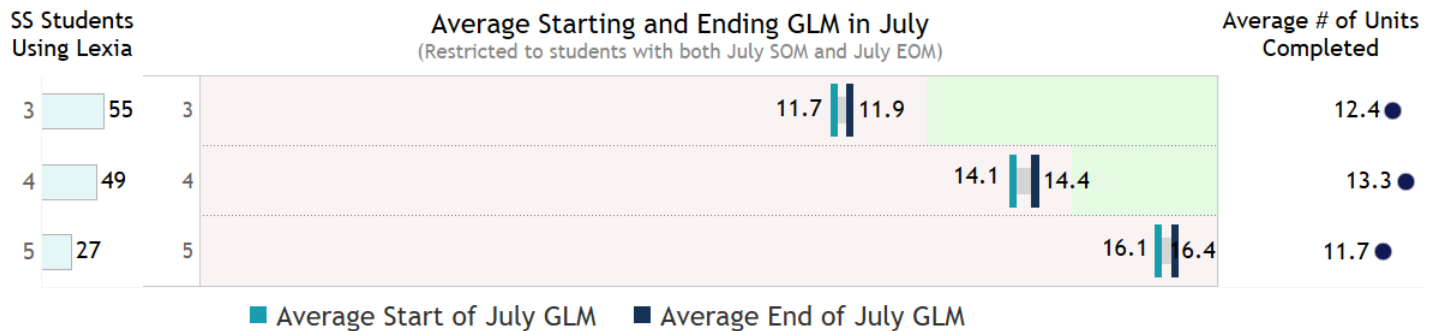
About half of students in grades 5 and 7 took both the pre and post assessment in summer 2020 – 53% and 52%, respectively. Fewer students (40%) did so in grade 6, however. Across all tested grade levels, more than 60% of students maintained or improved upon their pre-test score over the course of the summer, with 7th grade students exhibiting the highest rate of improvement (87%).

Academic Metrics: Literacy

Lexia results were the primary tool for measuring academic progress in literacy throughout summer school 2020. Lexia is an adaptive, computer-based literacy program that outlines student progress through a series of modules. Lexia’s Grade Level of Material (GLM) is a scale from 1-18 and provides a range of scale scores for each grade measuring progress through the Lexia learning modules. During the full academic year, students are expected to make a three-level GLM gain. This report examines the average number of Lexia units completed by students, and the growth they experienced, during a much shorter period - the summer school month of July. In 2020, all Lexia units were completed independent of summer school curriculum.

The **turquoise bars** in Figure 8, below, represent the average GLM for students at the start of July. The **dark blue** bar represents the average ending GLM. The **dark blue** circles on the far right represent the average number of Lexia units students completed in July. The **green shaded** sections indicate the GLM range that meet grade-level benchmarks, while the **red shaded** sections indicate the GLM range that do not meet grade level benchmarks. Overall, 131 elementary school students had at least one GLM score (at the start or end of July). Students in all tested grades had gains in average GLM scores, and averaged around 12 completed units.

Figure 8. Lexia Completion Rates and Growth

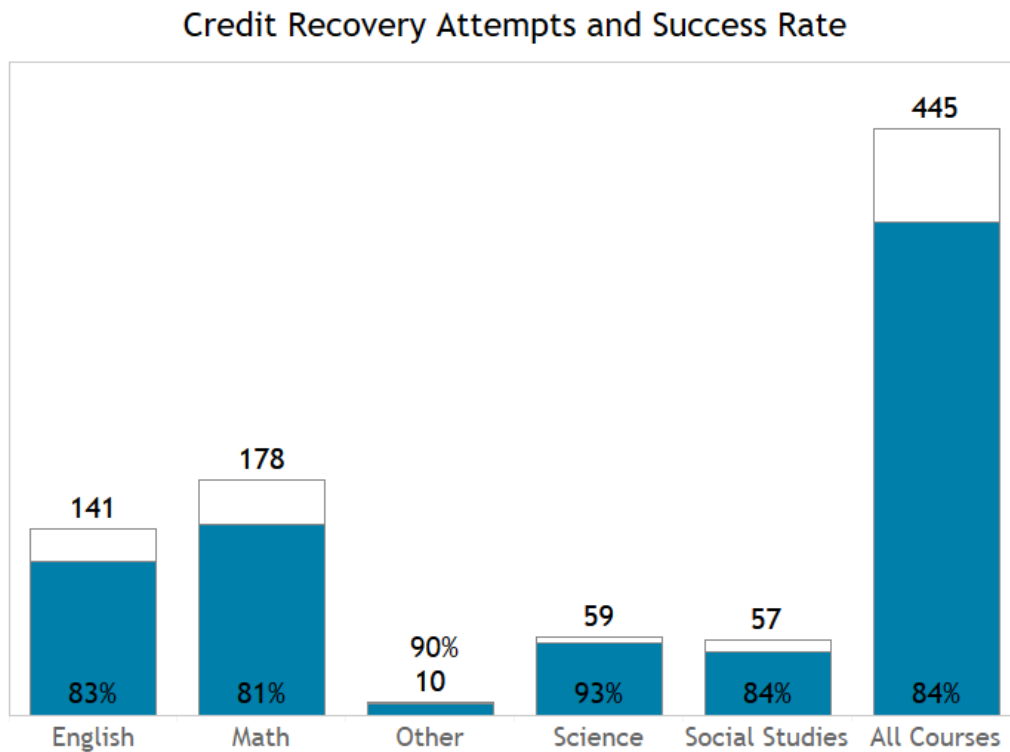


Credit Recovery

This report defines credit recovery as instances where students took a course in summer school that they also took *prior* to summer school, but received a failing grade in their initial attempt. To measure credit recovery, this report identifies all the instances of a transcribed course appearing on a student’s transcript before July 2020 and during summer school. This methodology matches courses on either course name or MMSD’s course codes, but excludes course codes and names that are likely to appear multiple times without indicating a repeated course. For instance, work experience, internship, and independent study courses may be coded with the same course code, but are new courses and should not be considered as an attempt at credit recovery and replacement.

Using this approach, this report identified 445 incidences of credit recovery, attempted by 364 students. Table I shows the *number of incidences* and success rate of credit recovery and grade replacement by course subject area.

Table I. Credit Recovery Attempts and Success Rate



The most common course subjects for credit recovery were English and Math. The rates of success for credit recovery were 80% or higher across all subjects, with an overall success rate of 84%.

Grade Replacement

This report defines grade replacement as instances where students took a course during summer school that they took previously without receiving a failing grade in the initial attempt. In general, students repeat previously attempted and passed courses to get a higher grade than received in the initial attempt. Overall, there were 48 incidences of identified grade replacement, attempted by 45 students. The success rate – incidences when students received a higher grade than previously recorded – was around 50%.

First-Time Credit

This report defines first-time credit as any courses taken in summer school that did *not* appear prior to the summer on a student’s transcript. To identify incidences of first-time credit, RPEO used a matching process similar to the one described above, under credit recovery. It should be noted that this process may overestimate the number of courses taken for first-time credit.

Figure 9 (right) shows first-time credit counts by course subject. Overall, RPEO identified 1,270 incidences of first-time credit in summer 2020, attempted by 1,045 students.

Non-core, “Other” courses were the most frequent type of course taken for first-time credit. Figure 10, below, shows the most frequent courses taken for first-time credit. Personal Finance and Health Education were the courses most frequently taken for first-time credit in summer 2020.

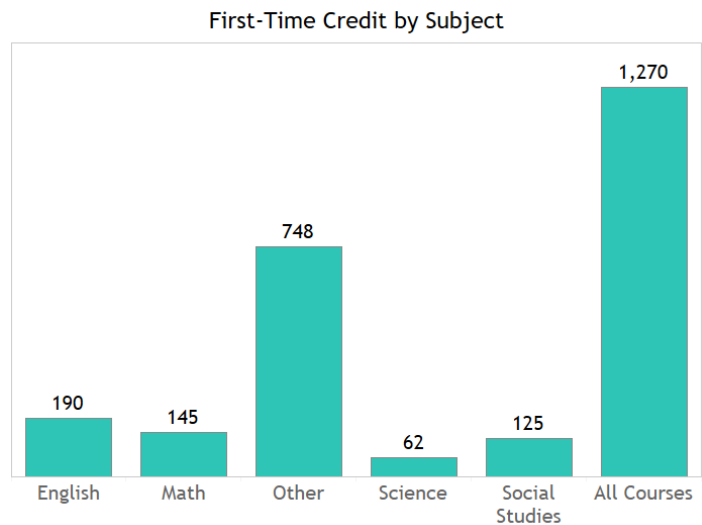


Figure 10. First Time Credit Courses

