



WEEKLY UPDATE TO THE BOARD OF EDUCATION

October 21, 2021

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the next to last week of our first quarter. As we continue our journey of wrestling with a global health pandemic (19 months-long) and social justice pandemic (decades-long), we acknowledge the associated emotional and mental trauma faced by our students, staff, and families. As such, we look forward to the October 22, 2021 and March 18, 2022 mental health days recently added to our calendar based on discussion between school board members, district leadership, MTI, and APP. As we lean forward together with excellence, equity, humanity, and intentionality, it is critical to incorporate respites for our social-emotional and mental health in order to ensure all our learning spaces are places where our students, staff, and families can thrive.

Leaning forward together with intentionality requires the type of humility which comes from lifting up the voices of our students, staff, families, and community members to gain critical insights as we refine our policies and practices. Our ongoing conversations with student leaders, committed staff members, parental advocates, and community leaders are yielding nuggets of wisdom which shape our work to accelerate learning and address disparities, while paying close attention to social-emotional and mental health needs. These conversations are occurring in myriad spaces such as our school buildings; community gatherings; responses to phone, email, and Let's Talk inquiries; and informal conversations in the course of our professional duties and personal errands.

Humility also involves acknowledging the need to interrogate emerging data, frameworks, and concepts from scholars, practitioners, and thought leaders. This interrogation process involves connecting with experts in leadership summits, professional and leadership development spaces, strategic conversations, and other formal and informal "think tanks." As our district embraces being a learning organism, we cultivate the insights needed to develop, critically examine, and refine strategic alternatives as discussed by Peter Schwartz in [The Art of the Long View](#).

Thanks for your continued support and partnership. We look forward to providing you with more updates on our district's progress and planning next week.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

PARTNERSHIPS AND GRANTS

- **Evjue Foundation \$50K**
The Evjue Foundation, through the Madison Public Schools Foundation, awarded the Madison Metropolitan School District \$50,000, with \$25,000 to support Madison School & Community Recreation Cares childcare and \$25,000 to support Food & Nutrition Services needs due to the COVID-19 pandemic. Thank you Evjue Foundation and Madison Public Schools Foundation!

- **Federal Aviation Administration**
The Madison Metropolitan School District partnered with [WI Aviation](#) to write a \$92K grant to the Federal Aviation Administration's Aircraft Pilots Workforce Development Grant program. If awarded, the grant will allow for instruction by qualified personnel from WI Aviation on flight simulators and drone piloting at East, La Follette, Memorial, and West High Schools through Madison School & Community Recreation's (MSCR's) after school programming and for middle school students during summer semester.

- **Future Wisconsin Housing Fund**
The Future Wisconsin Housing Fund is providing a donation of \$17,160 to the Madison Metropolitan School District to offset the cost of bus passes for approximately 100 Black Hawk Middle School students who live just inside the 1.5 mile "walkable" distance and therefore do not qualify for transportation from MMSD, but their neighbors, sometimes in the same apartment complex, do qualify for transportation because they live just outside of the 1.5 mile "walkable" distance. This donation will help remove a barrier to attendance for students and concern and confusion among families.

OTHER INFORMATION

- **MMSD "Think Tank"**
Attached is a brochure describing the convening of the MMSD "Think Tank" on Friday, October 22, "Bringing great thinkers together in Madison, Wisconsin with the goal of developing a Justice Driven Framework for Lifting Black Scholars and Transforming School Communities." Gordon Allen, Savion Castro, Nama Pandey and Maia Pearson are among those participating. The agenda is on page 4.

- **Recruitment/Hiring Update—10.21.2021**
The Human Resources Department's work is aligned to our district vision. To realize our vision of every school being a thriving school that prepares every student for college, career, and community we must set ambitious goals,

embrace new approaches, and partner with others to attract and retain staff that reflects our schools and community and promotes an environment that values excellence with equity and professional growth. We continuously strive to enhance our talent management to attract, develop, engage, and retain a diverse workforce and to be a district that embodies the values of diversity, equity and inclusion that plays a key role in the success of our students.

The attached Human Resources report is meant to provide the Board with a comprehensive snapshot of the work, goals, and accomplishments of the department. This report includes highlights of recruitment and hiring efforts but also shows the following summaries: hiring trends, employee composition by unit, and demographics. Thanks to the HR staff for compiling this data and their continued hard work.

➤ **Here are the community metrics for the most recent two-week window (Sept 27 - Oct 10):**

1. Average daily case count is 138 and trending stable
2. Average daily percent positivity is 3.7%
3. Percent with at least one vaccine dose is 74.2% - 85.6% of the eligible population (12+)
4. Percent fully vaccinated is 71.5% - 82.6% of the eligible population (12+)

For more information and visual representations of these data, check out the [PHMDC Oct 14 Data Snapshot](#) and other resources on the PHMDC website

➤ **Articles to Share**
[“Supply chain woes hit school foodservice departments”](#)

Los Angeles Times: “Kids aren’t making progress on national tests—and that’s from before the pandemic_10.18.2021 (attached)

➤ **Weekly Metrics and Ops Recordings and Agendas:**

10.19.21 Meeting [Agenda](#) & [Recording](#)
No Operations meeting this week

➤ **Weekly News Report**

Attached is the weekly News Report which includes a curated list of local news stories directly related to MMSD over the course of the previous week with links provided.

➤ **Community Events:**

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

- ✓ **The Dia de los Muertos Story Sharing and Celebration - Monday, November 8 at 6pm**

Cost: Free (Rotunda Lobby)

Where: Overture Center

What: The Dia de los Muertos (Day of the Deceased) story sharing and celebration will be held at the Overture Center and the celebration will honor ancestors who have passed. Alters will be around the rotunda for public viewing. More info can be [found here](#).

✓ **Friday Night Lecture: Letting Go of Perfect - Friday, November 19, from 7pm-8:15pm**

Cost: Free

Where: Virtual Facebook event

What: Kadampa Meditation Center Madison is hosting a virtual event around mindfulness and living stress-free without having to feel “perfect” Gen Kelsang Gomlam, teacher of Kadam Dharma, will provide insights on ways to understand and alleviate stress. More info can be [found here](#).

✓ **Fair Trade Holiday Festival - Saturday, December 4, from 8am-3pm**

Cost: Free to attend

Where: Monona Terrace Community and Convention Center

What: Madison’s premier shopping/trade event for the holidays featuring many vendors. One featured item is the All-Kids 2022 International Calendar. More info can be [found here](#).

OUR UPCOMING BOARD CALENDAR

- Mon., Oct. 25, 9 a.m. Board Officers
Virtual
 - Mon., Oct. 25, 6 p.m. BOE REGULAR MEETING
Virtual
 - Wed., Oct. 27, 5 p.m. Student Senate
Virtual
- =====
- Mon., Nov. 1, 5 p.m. Instruction Work Group
Virtual
 - Wed., Nov. 3, 5:30 p.m. City Education Committee
Virtual
 - Mon., Nov. 8, 9 a.m. Board Officers
Virtual

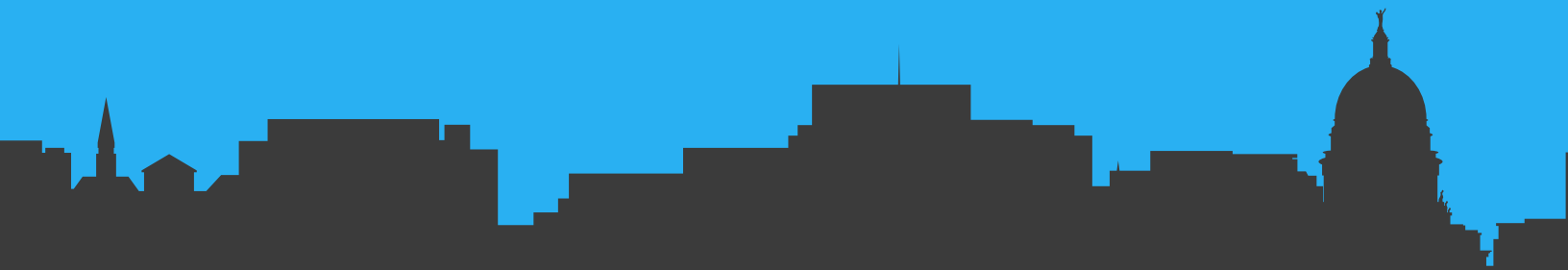
- Mon., Nov. 8, 5 p.m. Operations Work Group
Virtual
- Wed., Nov. 10, 5 p.m. Student Senate
Virtual
- Week of November 15 Board Member Briefings
Virtual
- Mon., Nov. 15, 6:30 p.m. Student Recognition Ceremony
(pre-recorded link)
- Mon., Nov. 22, 9 a.m. Board Officers
Virtual
- Mon., Nov. 22, 6 p.m. Regular BOE Meeting
TBD
- Nov. 25 and Nov. 26 THANKSGIVING HOLIDAY

ITEMS ATTACHED FOR INFORMATION

1. "Think Tank" brochure
2. 2021 HR Recruitment/Hiring Goals update
3. Article from *Los Angeles Times* re: NAEP Tests
4. Weekly News Report—edition 10/21/2021



MADISON METROPOLITAN
SCHOOL DISTRICT



MMSD “Think Tank” Convening



October 22, 2021
9 a.m. to 3 p.m.

**Developing a Justice Driven Framework:
Lifting Scholars & Transforming School Communities**



MMSD “Think Tank” Convening

Bringing great thinkers together in Madison, Wisconsin with the goal of developing a Justice Driven Framework for Lifting Black Scholars and Transforming School Communities

Education continues to be a tool with immense potential for elevating the human condition. Not only has education historically given individuals, communities, and societies the ability to enhance productivity and improve economic performance, it also has allowed many individuals to pursue endeavors which positively impact the human condition.

Despite the promise of education, many students and communities have been historically excluded from receiving its full benefits. School districts around the nation have struggled to eliminate the disparities faced by these groups as well as sustain progress on narrowing gaps over time. This struggle is also evident in the Madison Metropolitan School District (MMSD) as well, particularly for our Black students who face the largest disparities.

In order to improve outcomes for Black students, as well as marginalized students from other historically excluded groups, we must squarely address the root causes of the educational challenges they face.

To this end, we have convened educational researchers, community leaders, and educational practitioners to address these issues and to create a framework that will serve as a blueprint as we bring about change in the future outcomes of our students.





GROUP NORMS AND AGREEMENTS

In this space, we commit to Leaning Forward Together,
where...

- **Voice** and airtime is shared by all and not dominated by one
 - **Trust** is established
 - **Truth** is shared
 - **Pretense** is eliminated
 - New **meanings** are constructed
- New **relationships** are established so that we can collectively embrace a new vision of what is possible





AGENDA

9:00 Welcome and Charge

9:10 Meeting Outcomes and Group Connection

9:15 Statement of the Problem, Historical Context and Current Reality

9:35 Building a Framework, Focus Questions and Preparation

10:50 Work Groups, Discussion, and Recommendations

LUNCH

1:15 Sharing with the Large Group

2:30 Next Steps





Gordon Allen

Degrees

- Madison East High School, Senior

Affiliations

- MMSD BOE & Student Senate: Alternate Student Rep; President
- Madison East Student Congress: Senior Class President
- Youth Representative on the Dane County Board of Supervisors - Personnel & Finance Committee
- Madison East Investment Group, Managing Director
- Madison East Black Student Union, Executive Board Member
- Madison East Principal's Student Advisory
- Madison East Tower School Store Student Intern
- Fmr. Member of MMSD Superintendent's Student Advisory
- WI DECA Leadership Council and WI DECA Ambassador Program



Linda Anderson, Ph.D.

Degrees

- Truman University, B.S. Special Education
- University of Nebraska, M.Ed. Elementary and Secondary Education
- Nova Southeastern University - Educational Specialist, Curriculum, Instructional Management and Administration
- Mercer University - Ph.D. Educational Leadership

Publications

- "A Descriptive Study of District-Led Leadership Preparation Programs." *ProQuest*, 2009.

Affiliations

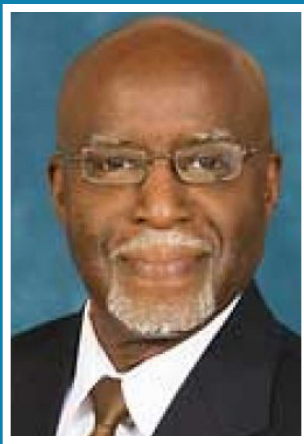
- Alpha Kappa Alpha, Incorporated
- Peach State Federal Credit Union Executive Board
- Collaborator - Coaching-Based Supervision for Principal Supervisors Resource, Wallace Foundation and New Teacher Center

Additional Information

Dr. Linda Anderson is an accomplished educational leader with school and district leadership experience and over 38 years of working in diverse leadership roles within the largest school systems in Georgia. She has served at the district level as a Human Resources and Talent Management Associate Superintendent, Assistant Superintendent for School Improvement & Operations, Assistant Superintendent for Teaching & Learning, and Deputy Superintendent. Additionally, she has been an elementary school principal, elementary and middle school assistant principal, and special education teacher at the elementary, middle, and high school levels.

Dr. Anderson currently supports school districts and serves as a leadership coach and facilitator/trainer. In this role, she is responsible for the executive coaching of educators in district leadership roles such as chief academic officers, assistant superintendents, principal supervisors, and executive directors.





Phillip J Bowman, Ph.D.

Degrees

- Northern Arizona University, B.S. Psychology/Industrial Technology
- University of Michigan, M.A. Counseling Psychology
- University of Michigan, Ph.D. in Social Psychology

Additional Information

Phillip J. Bowman is a Professor of Higher Education at the University of Michigan where he is also Director of the Diversity Research and Policy Program (DRPP) and Faculty Associate at the Institute for Social Research. DRPP was launched in 2008 with funding from the National Institutes of Health while Bowman was Founding Director of the National Center for Institutional Diversity (2006-2013), a national think-tank for bridging innovative scholarship with policy-relevant social change. As a theoretical and applied social psychologist, Bowman's scholarship focuses on higher education, racial/ethnic diversity, and related public policy issues (e.g. workforce inequalities, urban family poverty, health disparities and social justice); he has a growing interest in multilevel strengths-based intervention strategies to reduce inequalities, disparities and opportunity gaps. Professor Bowman teaches several related courses including Race, Ethnicity and Gender in Higher Education; Diversity, Merit and Higher Education; and Strengths-Based STEM Pipeline Interventions.

Prior to 2006, Bowman served as Director of the Institute for Research on Race and Public Policy with the University of Illinois at Chicago and also as a Professor in Psychology, African American Studies and Educational Policy Studies with the University of Illinois at Urbana-Champaign. At Northwestern University for a decade, Professor Bowman held numerous leadership roles. He has been a Rockefeller and Senior Ford Postdoctoral Fellow and serves as a national and international consultant on policy-relevant diversity issues. His research has been supported by the Robert Wood Johnson Foundation, Spencer Foundation, state agencies, and several federal agencies, including the National Institutes of Health and the National Science Foundation.



Savion Castro

Degrees

University of Wisconsin - Madison

Current Positions

- Vice President, MMSD School Board
- Teaching Instructor, OMAI/First Wave

Previous Positions

- Policy Advisor, Wisconsin State Legislature
- Legislative Aide
- Community Organizer
- Data Analyst

Affiliations

- University of Wisconsin - Madison Odyssey Project



Wanda Cook-Robinson, Ph.D.

Degrees

- Michigan State University, Bachelor’s Degree
- University of Michigan, Master’s Degree
- Wayne State University, Ph.D. and Ed.S.

Affiliations

- President of the Urban Superintendents Association of America
- President of the Association of Educational Service Agencies
- Michigan Association of African American Superintendents Board of Directors

Collaborations

- Wayne State University’s Education Advisory Board
- Board of Directors for the United Way of Southeastern Michigan
- K-12 Alliance of Michigan Executive Board

Additional Information

A long-time mentor, Dr. Cook-Robinson co-founded the Minority Women’s Network, which supports women and educators of color returning to school to complete their doctoral degrees. In 2021, she became the first African American President of the Association of Educational Service Agencies. She is also President of the Urban Superintendents Association of America.

She serves on the Board of Directors for the United Way of Southeastern Michigan, the Association of Educational Service Agencies, and the Oakland Schools Education Foundation. She also serves on Wayne State University’s Education Advisory Board, the K-12 Alliance of Michigan Executive Board, the Oakland County Library Board of Directors, the Michigan Association of African American Superintendents Board of Directors, the Accelerate for Kids Board, the Oakland County Superintendents Association Executive Leadership Board, the Michigan Association of Intermediate School Administrators Board, and the Galileo Leadership Consortium Board of Directors.

Dr. Cook-Robinson has received a number of accolades, both as a leader in education and as a dedicated community member, including being named to the Crain’s Detroit Business list of “Notable Women in Education Leadership.” She is also a recipient of the School Superintendents Association’s “Women in School Leadership Award” and many more.



Jorge Covarrubias

Degrees

- University of Wisconsin-Madison
- University of Wisconsin-Concordia

Affiliations

- Latino Professionals Association (LPA)

Collaborations

- Early Literacy and Beyond Task Force Member
- Wisconsin Urban Leadership Institute

Additional Information

I am a proud graduate of MMSD! I am also a proud parent of a 3rd and 6th grade scholar in MMSD.





Peter Demerath, Ed.D.

Degrees

- Haverford College, B.A. Political Science
- University of Pennsylvania, M.A. Anthropology
- University of Massachusetts - Amherst, Ed.D. Educational Policy, Research and Administration

Publications

- “Producing success: The culture of personal advancement in an American high school.” *University of Chicago Press*, 2009.
- “The emotional ecology of school improvement culture: Charged meanings and common moral purpose.” *Journal of Educational Administration*, 2018.
- “Decolonizing education: Roles for anthropology.” *Anthropology and Education Quarterly*, in press.
- “Here’s How Teachers Can Build Trust with Students as Schools Open Up.” *MinnPost*, March 2021.
- “The social cost of acting “extra:” Students’ moral judgments of self, social relations, and academic success in Papua New Guinea.” *American Journal of Education*, 2001, 108:3.

Affiliations

- University of Minnesota
- American Anthropological Association - Council on Anthropology and Education
- GenerationNext

Collaborations

- Turnaround Saint Paul - Saint Paul Public Schools
- Partnership for Excellent - Columbus Public Schools

Additional Information

Peter’s major research interests include the development of improvement culture in schools and other organizations; and student acquisition of psychological capital and other social and emotional learning factors. A former middle school social studies teacher, Peter now teaches courses in anthropology and education, school improvement, culture and leadership, and research methodology.



Adrienne Dixon, Ph.D.

Degrees

- Youngstown State University, B.A.
- University of Michigan, Ann Arbor, M.A.
- University of Wisconsin-Madison, Ph.D.

Publications

- “Handbook of Critical Race Theory.” *Routledge*, 2022.
- “A condition or a process?: Researching race in education.” *AERA Publications*, 2020.
- “Critical Race Theory and Education: All God’s children got a song.” *Routledge*, 2016.

Affiliations

- Professor of Critical Race Theory and Education, University of Illinois, Urbana-Champaign





Cortney Dunklin

Degrees

- Michigan State University, Psychology, Urban & Regional Planning
- University of Wisconsin - Milwaukee, Masters in Urban Studies

Additional Information

I am the Director of Education and Community Impact at the United Way of Dane County. Before this role I have worked at the City of Milwaukee, an educational nonprofit, and Milwaukee Public Schools.



Anu Ebbe, Ed.D.

Degrees

- University of Wisconsin - Madison, Medical Microbiology and Immunology
- University of Phoenix, Masters in Technology and Distance Learning
- Edgewood College, Doctorate in Leadership

Publications

- “PBIS in Secondary Schools,” dissertation Edgewood College

Affiliations

- Principal Advisory Board-Harvard University

Collaborations

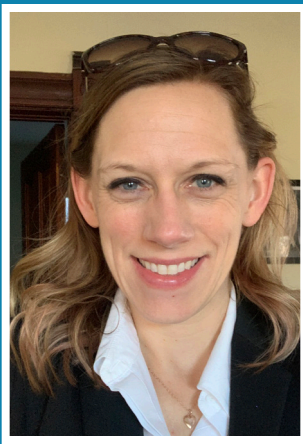
- Human Rights Campaign and Welcoming Schools

Additional Information

Anu Ebbe is an equity-focused principal, leading schools from good to great. She has a strong commitment to MMSD, and the goals in our Strategic Framework. She goes above and beyond to get to know her school community in a deep way. She works with her teams to do the same.

Over the years, Anu and her school teams have intentionally addressed the root cause of disparities and learning gaps, and has been recognized for this work with the National Blue Ribbon Award for Academic Achievement, the National Welcoming Schools Seal of Excellence, and an equity award from the United Nations.

Anu is excited to participate in the think tank to improve outcomes for our Black scholars, and other historically marginalized groups because this aligns with her life’s work and purpose.



Lachele Fisher

Degrees

- University of Wisconsin-Madison, B.S. Elementary Education
- University of Wisconsin-Madison, M.S. Educational Leadership and Policy Analysis, Social Justice

Affiliations

- New Teacher Center
- Out Professional Engagement Network (OPEN)
- Board Member - Dane County New Teacher Project

Additional Information

Lachele has a strong background in racial equity and social justice, is a trained racial justice facilitator, and has been an educator in the Madison Metropolitan School District since 2008, after serving her first few years of teaching in Baltimore, Maryland. In addition to racial justice, Lachele uses her expertise in coaching, mentoring, and adult learning to serve MMSD in her current role. Lachele is also the proud parent of two MMSD students, a 3rd grader and a Kindergartener.



Paul Gallaspy

Degrees

- Mississippi Valley State University, Bachelor Criminal Justice
- University of Oklahoma, Masters Human Relations

Additional Information

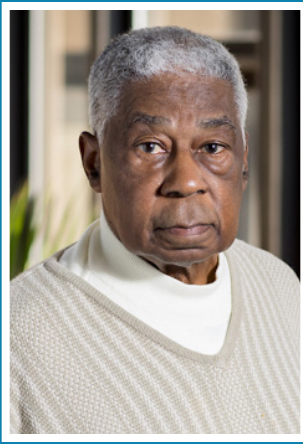
Currently, Mr. Gallaspy manages the Organization Inspection Program (OIP) for The Department of the Army Headquarters Army Contracting Command/Inspector General. He is responsible for orchestrating a very diverse team of professionals with various disciplines from Legal, Intelligence, Human Resources, Cyber, Budget Analyst, Equal Opportunity, Contract Specialist, Small Business and others. The primary mission is to ensure that the Army and other Special Agency are good stewards of roughly \$73 Billion annually of taxpayers’ dollars.

Prior to OIP, Mr. Gallaspy was appointed as the First Director of Emergency Services (DES) for the entire Southern Region of Afghanistan, where his primary job consisted of vetting for potential threats from entering the several military installations to include some of the 3 Letter Organizations. As DES, responsible for ensuring necessary “Life Support” requirements were met for the estimated 15-20 thousand personnel within our region.

As an educator, for over 19 years as an Officer in the US Army and Civilian Contractor, Mr. Gallaspy taught Patriot Missile to thousands of US Soldiers and allies around the world to include South Korea, Japan, Saudi Arabia, Kuwait and Germany. During these years, Mr. Gallaspy was selected as an instructor for Central Texas College for the South Korea Division where he taught many of the Humanity Courses to military and civilian personnel from 1998-2004 in Gunsan, South Korea.

The years of travel and ability to adapt to some of the most diverse environments was cultivated at Mississippi Valley State University where it was instilled in us that our determination to “Make a Positive Difference” had no boundaries.





Carl Grant, Ph.D.

Degrees

- Tennessee State, B.S. Biology
- Loyola University, M.Ed. Curriculum and Supervision
- University of Wisconsin - Madison, Ph.D. Curriculum and Instruction

Publications

- "James Baldwin and The American School House." *Routledge*, 2021.
- "The Future is Black" (Editor). *Routledge*, 2020.
- "Du Bois and Education." *Routledge*, 2018.
- "Black Intellectual Thought in Education." *Routledge*, 2016.
- "Doing Multicultural Education for Achievement and Equity." *Routledge*, 2007.

Affiliations

- National Association for Multicultural Education
- American Education Research Association
- Kappa Delta Psi



Ennis Harvey

Degrees

- Morris Brown College, B.A.
- Jacksonville State University, M.A.
- Cambridge College, Ed.S.

Additional Information

Ennis Harvey currently serves as the Chief of Transformation for the Madison Metropolitan School District. Harvey is an accomplished instructional leader with proven abilities in district leadership, school leadership, instructional programs, and operational functions; as well as a visionary, goal-oriented leader, and team builder able to develop, motivate and direct the total environment, whether it is district or school level. He possesses a strong background in the development and delivery of high-impact presentations utilizing verbal and technical proficiencies.





Hicks, Angie, Ed.D.

Degrees

- University of Wisconsin - Madison, B.S. Elementary Education
- Edgewood College, M.A. Education
- Edgewood College, Ed.D. Educational Leadership

Publications

- "A Qualitative Study Examining the Best Practices of Effective Teachers of African American Elementary School Students in a Midwestern Urban District." (Dissertation) *ProQuest/UMI*.



Jerlando F L Jackson, Ph.D.

Degrees

- University of Southern Mississippi - B. M. Ed.
- Auburn University - M.Ed.
- Iowa State University - Ph.D.

Publications

- "Strengthening the African American Educational Pipeline: Informing Research, Policy, and Practice for SUNY." *Albany Press, 2007.*
- "Ethnic and Racial Administrative Diversity: Understanding Work Life Realities and Experiences in Higher Education." *Jossey Bass, 2009.*
- "Advancing Equity and Diversity in Student Affairs: A Festschrift in Honor of Melvin C. Terrell!" *Information Age Publishing, 2017.*
- "Measuring Glass Ceiling Effects: Opportunities and Challenges." *Jossey Bass, 2014.*

Affiliations

- Ruppel-Bascom Professor of Education and Vilas Distinguished Professor of Higher Education, School of Education, University of Wisconsin-Madison
- Department Chair, Educational Leadership & Policy Analysis
- Director & Chief Research Scientist, Wisconsin's Equity & Inclusion Laboratory





Carlton D. Jenkins, Ph.D.

Degrees

- Mississippi Valley State University, B.S. in Physical Education
- University of Wisconsin-Madison, M.S. in Educational Administration
- University of Wisconsin-Madison, Ph.D. in Educational Leadership and Policy Analysis

Additional Information

Carlton D. Jenkins, Ph.D., has served as Superintendent of the Madison Metropolitan School District since August 2020. Dr. Jenkins also serves as a Clinical Faculty Member in the Educational Leadership and Policy Analysis Department at the University of Wisconsin-Madison.

Previously, Dr. Jenkins held the following senior-level positions: Superintendent, Robbinsdale Area Schools (Minnesota), 2015-2020; Chief Academic Officer, Atlanta Public Schools (Georgia), 2014-2015; Superintendent, Saginaw Public Schools (Michigan), 2010-2014.

Dr. Jenkins served successfully in a variety of teaching, administrative and leadership roles: Executive Director of Secondary Leaders (6-12) and High School Principal, in the Beloit Public Schools; High School Principal, Columbus Public Schools (Ohio); Middle School Principal, Associate High School Principal, Physical Education Teacher in the Beloit Public Schools; and Associate High School Principal in the Madison Metropolitan School District.

Throughout his career, Dr. Jenkins has impacted policy and practice as an educational and business consultant as well as leadership mentor. Some of his work has included: consulting on turnaround school transformation; consulting on leadership strategies for Fortune Fifty companies; serving as National Executive Direct for Project Grad's Secondary Schools Transformation Model; serving as a mentor for the AASA Urban Superintendents Academy.



Michael Jones

Degrees

- University of Wisconsin-Madison, B.A.
- Edgewood College, M.A.

Affiliations

- Madison Teachers, Inc.
- Black Educators Network

Collaborations

- Root 2 Rise
- Voces De La Frontera
- Black Lives Matter in Schools

Awards

- Recipient of 100 Black Men of Madison's Excellent in Education Award



Gloria Ladson-Billings, Ph.D.

Degrees

- Morgan State University, B.S. in Education
- University of Washington, M.Ed. Curriculum & Instruction
- Stanford University, Ph.D. Curriculum and Teacher Education

Publications

- “The Dreamkeepers: Successful Teachers of African American Children, 2nd edition.” *Jossey Bass Publishers*, 2009.
- “Crossing Over to Canaan.” *Jossey Bass Publishers*, 2001.
- “Culturally Relevant Pedagogy: Asking a Different Question.” *Teachers College Press*, 2021.
- “Critical Race Theory, A Scholar’s Journey.” *Teachers College Press*, 2021.

Affiliations

- President, National Academy of Education (2017-2021)
- Madison Metropolitan School District, Consultant
- Texas A&M University, Department of Teaching and Learning, Hagler Fellow



Chance Lewis, Ph.D.

Degrees

- Southern University, B.S.
- Southern University, M.Ed.
- Colorado State University, Ph.D.

Publications

- “Can Assistant Principals’ Years of Experience Make a Difference in School Suspensions? A State-Wide Analysis of North Carolina Assistant Principals.” *Journal of School Leadership*, 2021.
- “Purposeful Teaching and Learning in Diverse Contexts: Implications for Access, Equity & Achievement.” *Information Age Publishing*, 2021.
- “Reimagining School Discipline for the 21st Century Student: Engaging Students, Practitioners and Community Members.” *Information Age Publishing*, 2021.
- “White Teachers/Diverse Classrooms: Creating Inclusive Schools, Building on Students’ Diversity and Providing True Educational Equity (2nd Edition).” *Stylus Publishing*, 2011.
- “African Americans in Urban Schools: Critical Issues and Solutions for Achievement.” *Emerald Publishing*, 2012.

Affiliations

- Carol Grotnes Belk Distinguished Professor of Urban Education and Director of The Urban Education Collaborative, University of North Carolina at Charlotte

Additional Information

Dr. Chance W. Lewis is the Carol Grotnes Belk Distinguished Professor of Urban Education and Director of the Urban Education Collaborative at the University of North Carolina at Charlotte. Dr. Lewis has over 100 publications including 25 books in some of the leading academic journals and academic publishers. Dr. Lewis has provided consultative services in all 50 states and several international countries. Dr. Lewis can be reached on the web at <http://www.chancewlewis.com>





Larry Love

Degrees

- University of Wisconsin - Madison, Bachelors in Rehabilitation Psychology
- University of Wisconsin - Madison, Masters in Special Education
- University of Wisconsin - Madison, Ph.D. in Special Education (ABD)

Publications

- "Equity by Design: Youth Rising: Centering Youth Voice in the Quest for Equitable and Inclusive Schools." *Midwest & Plains Equity Assistance Center*, 2017.
- "Literacy, Culture & Language: A Vision for Cultural Literacy Practices Through Black American Sign Language." *Wisconsin English Journal*, 2017.
- "Black Exceptionality in Academia: A Cultural-Historical Re-Conceptualization of Black Male Students Identified With Learning Disabilities in Higher Education." *Journal of Research Initiatives*, 2018.
- "Collaborative research: A new paradigm for systemic change in inclusive education for students with disabilities." *International Journal of Special Education*, 2018.

Affiliations

- University of Wisconsin-Madison
- Madison Metropolitan School District



Richard C. McGregory Jr., Ph.D.

Degrees

- University of Wisconsin-Milwaukee, Ph.D. Economics
- University of Wisconsin-Whitewater, M.B.A. Management/Marketing
- University of Wisconsin-Oshkosh, B.B.A. Marketing

Publications

- Robinson, S.; McGregory, R. "Introduction to the Special Issue: Economic and Policy Implications in K-12 African American Education." *Journal of Economics, Race and Policy*, 2020, Volume 3(3), pg. 179, DOI: 10.1007/s41996-020-00058-x.
- Wilson, D.; Dantzler, D.; Evans, D.; McGregory, R. "Do Racial Disparities Exist in the Labor Market for Educators?" *Journal of Economics, Race and Policy*, 2020, Volume 3(3), pp. 195-204, DOI: 10.1007/s41996-020-00055-0.
- Kashian, R., McGregory Jr., R., Griffith, T. "Black-Owned Banks: Continuing the Legacy of the African American Struggle for Meaningful Participation in U.S. Life." *Black Families: A Systems Approach*, James, A., ed., Cognella, Inc., 2020, pp. 248-256.
- Hill, N.; McGregory Jr.; R.; Peoples, J. "Non-Citizen Employment and the Wages of Healthcare Support Workers in the US." *Journal of Labor Research*, 2018, Volume 39(4), pp. 433-461, DOI: 10.1007/s12122-018-9276-9.

Affiliations

- Office of National Black Student Union, Board Member; Faculty Advisory Committee and Director, Center for the Study of Black Students

Additional Information

Dr. Richard McGregory Jr. has served as the Chief of Staff for the Madison Metropolitan School District since September 2020. Previously, he served as the Executive Director of Strategic Communication and Accountability for Robbinsdale Area Schools (2016–2020). Prior to these positions in K-12 public education, McGregory provided leadership, planning and evaluation for programs and initiatives aimed at enhancing the achievement of underrepresented multicultural and first-generation students at the University of Wisconsin-Whitewater (1992-2015).



Maxine McKinney de Royston, Ph.D.

Degrees

- Smith College, B.A.
- University of California, Berkeley, M.A.
- University of California, Berkeley, Ph.D.

Publications

- McKinney de Royston, M., Lee, C., Nasir, N., and Pea, R. "Rethinking Schooling, Rethinking Learning." *Phi Delta Kappan*, November 2020.
- McKinney de Royston, M., Givens, J., Madkins, T., & Nasir, N. "I'm a teacher, I'm gonna always protect you: Understanding Black Teachers' Protection of Black Children." *American Education Research Journal*, 2020, p. 58(1), 68-106.
- Posey-Maddox, L., McKinney de Royston, M., Rall, R., Holman, A., & Johnson, R. "No Choice is the "Right" Choice: Black Parents' Educational Decision-making in their Search for a "Good" School." *Harvard Educational Review*, 2021.
- McKinney de Royston, M. & Madkins, T. "A Question of Necessity or of Equity?: Full Service Community Schools and the (Mis)education of Black Youth." *Journal of Education for Students at Placed at Risk*, 2019.
- McKinney de Royston, M. & Vossoughi, S. "Fixating on Pandemic "Learning Loss" Undermines the Need to Transform Education." *Truthout*, January 2021.

Affiliations

- University of Wisconsin - Madison, Department of Curriculum & Instruction

Additional Information

Dr. Maxine McKinney de Royston is an Assistant Professor of Curriculum & Instruction at the University of Wisconsin - Madison. Her research and teaching focus on how learning spaces (such as STEM classrooms) can be designed to support the intellectual thriving and holistic well-being of racially and economically minoritized learners, especially Black children. Dr. McKinney de Royston studies how pedagogical approaches and interpersonal interactions and relationships support learners' positive racial and academic identities and learning opportunities.



Renee Moe

Degrees

- University of Wisconsin-Madison, J.B.A.
- University of Wisconsin-Madison, M.B.A.

Affiliations

- United Way of Dane County, President & CEO

Collaborations

- Schools of Hope
- Achievement Connections
- Early Childhood Zones

Additional Information

Ms. Moe's children attend Mendota Elementary and Blackhawk Middle School.





James H. Moore, Jr., Ph.D.

Degrees

- Mississippi Valley State University, B.S. business administration
- Virginia State University, M.A. Economics
- Howard University, Ph.D. Economics

Additional Information

Dr. Moore is a Principal in KPMG’s Tysons Corner office. He is an accomplished and results-oriented Labor Economist with a strong record of overseeing and improving federal and state unemployment insurance, and workforce development programs. James has more than 25 years of proven skills in project management, labor economics, research and survey methodology, and analysis of labor-related regulations. He also has expertise in conducting randomized control trials, employing diverse advanced econometric techniques for data analysis, and managing large databases.

Prior to KPMG, Dr. Moore was the Senior Vice President for IMPAQ International where he worked on evaluating and providing technical assistance to unemployment insurance and workforce development programs in several states across the nation. He is the former the Deputy Assistant Secretary in the US Department of Labor’s Office of the Assistance Secretary for Policy. As the Deputy Assistance Secretary, Dr. Moore provided advice and assistance to the Secretary, Deputy Secretary, and departmental leadership on matters of policy development, regulations, and legislation focused on improving the lives of workers, retirees and their families. Dr. Moore is the former Deputy Commissioner for New Jersey Department of Labor and the former Deputy Director and Chief Economist for the District of Columbia Department of Employment Services. In these roles, Dr. Moore provided oversight for the state’s unemployment insurance and workforce development programs. He has served on numerous boards and commissions and initiated several innovative workforce development programs to advance training and re-employment services and improve responsiveness to the business community.



James L. Moore III, Ph.D.

Degrees

- Delaware State University, B.A. English Education
- Virginia Tech, M.A.Ed., Counselor Education (Emphasis: School Counseling)
- Virginia Tech, Ph.D., Counselor Education (Emphasis: School Counseling)

Publications

- “Recruitment Is Not Enough: Retaining African American Students in Gifted Education.” *Gifted Child Quarterly*, 2005.
- “College Readiness and Academic Preparation for Postsecondary Education: Oral Histories of First-Generation Urban College Students.” *Urban Education*, 2008.
- “African American Males in Special Education: Their Attitudes and Perceptions Toward High School Counselors and School Counseling Services.” *American Behavioral Scientist*, 2008.
- “Equity-Based Gifted and Talented Education to Increase the Recruitment and Retention of Black and Other Underrepresented Students.” *Conceptions of Giftedness and Talent*, 2020.
- “An Examination of Microaggressions Encountered by African American STEAM Academy High-School Students.” *Global Perspectives on Microaggressions in Schools*, 2021.

Affiliations

- The Ohio State University

Additional Information

- Website: u.osu.edu/moore.1408/professional-info/biography/
- Twitter: @DrJLMooreIII





Alisia Moutry, Ph.D.

Degrees

- University of Wisconsin-Whitewater, Bachelor of Science and Education Special Education (LD K-9)
- National Louis University, Curriculum and Instruction & Educational Leadership
- Capella University, Ph.D., Philosophy in Education Leadership in Education Administration

Publications

- “Reaching to the Next Level: A Study of Response to Intervention.” *Proquest*, May 2011.
- “All Children are Special: Response to Intervention for African American Students.” *Nova Science Publishers*, November 2012.

Affiliations

- Delta Sigma Theta Sorority, Incorporated
- Milwaukee Metropolitan Alliance of Black School Educators
- Wisconsin-Minnesota Comprehensive Center Region 10

Collaborations

- Wisconsin Urban Leadership Institute
- Blaquesmith LLC
- Wells Agency

Awards

- Greendale Schools Advocate for Education Award 2019
- Distinguished Alumnus of Rufus King High School 2013
- Milwaukee Community Journal Award 2013
- Holy Redeemer Women of Honor Award 2009



B. D’Andra Orey, Ph.D.

Degrees

- Mississippi Valley State University, B.S. Business Administration;
- University of Mississippi, Master Public Administration
- State University of New York, Stony Brook, M.A. Political Science
- University of New Orleans, Ph.D. Political Science

Publications

- “Racial Identity and Emotional Responses to Confederate Symbols.” *Social Science Quarterly*, 2021.
- “Melanated Millennials and the Politics of Black Hair.” *Social Science Quarterly*, 2019.
- “Race and Wellbeing in the US: The Psychological Toll of a Broken System.” *Byron D’Andra Orey Scientia*, January 2019.
- “Implicit Black Identification and Stereotype Threat Among African American Students.” *Social Science Research*, 2017.
- “Mississippi and the Great White Switheroo.” *PS Political Science and Politics*, April 2016.

Affiliations

- W.K. Kellogg Fellow
- National Science Foundation Grantee
- Robert Woods Johnson Grant (Consultant)

Collaborations

- University of Michigan, Political Science Department and Rackham Graduate School





Nama Pandey

Degrees

- West High School, senior

Affiliations

- MMSD Board of Education Student Representative

Additional Information

I'm extremely interested in civic engagement and getting the youth involved in local politics. I especially love to hear from voices from all different backgrounds.



Maia Pearson

Degrees

- University of Wisconsin - Madison

Current Positions

- MMSD School Board Member
- Rise, Director
- Sweet Sorrell, LLC, Owner and Illustrator

Previous Positions

- Revenue Agenda, Wisconsin Department of Revenue
- Boys & Girls Club of Dane County

Affiliations

- Certified Lean Six Sigma Yellow Belt
- South Madison Unite!
- South Metropolitan Planning Council
- Vilas Park Master Plan Resident Resource Group
- Civilian Oversight Board Executive Committee Member





Marvin A. Pryor, Ed.D.

Degrees

- Berklee College of Music, B.A. Music Education
- Jacksonville State University, M.S. Education, Music Education
- University of Sarasota, Ed.D. Educational Leadership & Specialist in Education, Educational Leadership

Publications

- “Baby Steps (Habits of Completion).” *Outskirts Press, Inc.*, 2016.
- “Everything Your Eyes See Your Mouth Say You Want It (Everyone Has A Story).” *AuthorHouse*, 2013.

Affiliations

- Omega Psi Phi Fraternity, Inc.
- DeKalb Association of Realtors

Additional Information

- Owner and Founder of The Pryor Knowledge Group (PKG)
- Co-Founder of the award winning jazz group, The PR Experience
- Co-Founder of The PR Experience Pandora Radio Station



Barbara Pulliam, Ed.D.

Degrees

- Vanderbilt University, Ed.D.
- Eastern Michigan University, M.S.
- Western Michigan University, B.S.

Publications

- “The Promise of Charters.” *Kennesaw State University*, October 2011.
- “Developing the Vision.” *Harvard University Graduate School of Education*, Spring 1993.
- “Focusing on Today, Preparing for Tomorrow.” *Harvard Graduate School of Education Alumni Bulletin*, Spring 1992.
- “Entry: A Plan for New Superintendents.” *Minnesota Association of School Administrators*, Fall 2002.

Affiliations

- AASA; NABSE; Department of Family and Children Services, State Board Member
- Delta Sigma Theta National Service Sorority/Magnolia Chapter of the Links, Incorporated/Founding Member of the Women of Clayton County
- Shiloh Baptist Church/Usher Board

Collaborations

- Sara Lee Corporation (Chicago) - Partnership from 1988-1993; “A Lesson for Life,” Co-Produced Movie on Diversity and preparing AA students for work in the 21st Century; supported by funding from NABISCO Corp, 1992
- Chicago State University, with state funding an support from Governor of Illinois and State Senator Emil Jones; Program developed to prepare high school students and their families for college/university entry

Additional Information

Dr. Barbara Pulliam served for more than 17 years as Superintendent of Schools in three school districts (one in Minnesota and two in Georgia) prior to retiring. Today, she works as Managing Partner of BRP Associates providing support to Aspiring Superintendents and coaching new superintendents.





Nelson Render

Degrees

Delaware State University, Bachelor’s Degree
Jacksonville State University, Master’s Degree

Current Position

• Chief of Secondary Schools, Madison Metropolitan School District

Previous Positions

- Principal, Lovejoy High School
- Assistant Principal, New Schools at Carver, Atlanta Public Schools, and DeKalb County Schools
- Implementation Specialist for Advisory, Atlanta Public Schools



Mary Rice-Boothe, Ed.D.

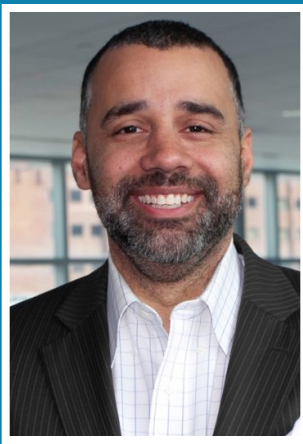
Degrees

- New York University, B.A.
- City College of New York, M.A.
- University of Southern California, Ed.D.

Publications

- “Heroes Amongst Us.” *Black History Bulletin*, 2020.
- “I’m My Ancestors’ Wildest Dreams: Leading Within and Dismantling White Spaces.” *ASCD*, 2022.





Shawn Robinson, Ph.D.

Degrees

- University of Wisconsin Oshkosh, B.S. Human Services
- DePaul University, M.Ed.
- Cardinal Stritch University, Ph.D. in Language and Literacy

Affiliations

- Madison College
- University of Wisconsin - Madison (Wei Lab)

Additional Information

Dr. Shawn Anthony Robinson currently teaches at Madison College and is a former Senior Research Associate in Wisconsin's Equity and Inclusion Laboratory (Wei LAB) at the University of Wisconsin-Madison. He is an author, a dyslexia consultant, and has served on the Board of Directors with the International Dyslexia Association.

Robinson has received several distinguished honors throughout his early career. He is also a Life Member of Alpha Phi Alpha Fraternity, Inc.



R. Kweku Smith, Ph.D.

Degrees

University of Wisconsin-Whitewater, Undergraduate
University of Wisconsin-Milwaukee, Master's and Doctoral

Affiliations

- Blaquesmith Consulting, president

Additional Information

Dr. Ramel "Kweku" Smith, PhD, LP was hired as Senior Psychologist in the Clinical and Sport Psychology Services in September of 2019. In this role he provides individual psychological sessions, team trainings, consulting and educational workshops for staff, coaches and athletes.

Dr. Smith is a licensed psychologist in the state of Wisconsin and has worked in schools, correctional facilities, military and hospital milieus. He has taught at both the graduate and undergraduate level at multiple universities in the state of Wisconsin.

R. Kweku is an author of multiple books and is a sought out international speaker. He has been featured as a speaker and/or writer on ESPN, CNN, The Milwaukee Journal, Leaders in Sport, The New York Times and Time.org.

From 2014-2016, he served as the Team Psychologist for the Milwaukee Bucks. He served on the Clinical Advisory team for the National Football League and worked with multiple NFL teams from 2016-2019. In addition, he has worked Nike's EYBL and served as a consultant for The Sports & Entertainment Group.





Rosa A. Smith, Ph.D.

Degrees

- Indiana State University B.A. and M.S.
- University of Minnesota, Ph.D.
- Ohio Dominican University, Honorary Doctorate

Additional Information

Dr. Rosa A. Smith is a career educator and nationally noted for her courageous efforts to address the plight, challenges and opportunities available to change the education trajectory of black male students. Smith, who is retired, currently consults as an Executive Leadership Consultant. She formally was a mentor for Howard University/AASA Urban Superintendents' Academy participants, Consulting Partner for The Urban School Human Capital Academy and Regional Education Director for New Leaders for New Schools (NLNS) where she supported NLNS partnerships in Memphis, Greater New Orleans and Milwaukee.

Before NLNS, Dr. Smith was President/CEO of the Schott Foundation for Public Education for six years. During her tenure, the Fair Funding Act policy was funded in NY, early childhood policies were enacted in MA and the foundation initiated the Black Boys Initiative.

Smith served in the roles of high school principal, Assistant Director of Curriculum and Assistant Superintendent of Planning and Support Services. Smith served as Superintendent of the School District of Beloit (WI) and the Columbus (OH) Public School District.

Smith has earned numerous awards, including the Wisconsin Superintendent of the Year, HOSTS Champion for Children Award, Fred Rogers Leadership Award in Philanthropy and the COSEBOC Living Legend Award. Smith served on many boards and advisory groups including the American Association of School Administrators' Executive Committee, the Harvard University Urban Superintendent Program, the Alliance for Education advisory committee and the National Center for Family Homelessness board of directors.



Carletta Stanford

Degrees

- Spelman College, B.A. Psychology
- University of Wisconsin - Madison, M.S. Education

Additional Information

Carletta Stanford serves as the Chief of Elementary Schools for the Madison Metropolitan School District. In this role, she oversees the district's thirty-two elementary schools, and works to create and sustain quality school leadership, quality teaching, and high levels of student performance in the district's elementary schools.



Ron Walker

Degrees

- Lincoln University, Pa., Bachelors
- Temple University, Pa., Masters

Publications

- "Education for All People: A Grassroots Primer." *Institute for Responsive Education*, 1979.
- "Solomon's Plan: A Gift Of Education from a Father to His Son." *American Reading Company*, 2019.
- "Delores's Dream; Education Delayed but Not Denied." *American Reading Company*, scheduled for November 2021.

Affiliations

- Coalition of Schools Educating Boys of Color
- Kappa Alpha Psi Fraternity Inc
- Boys and Men of Color Executive Committee - hosted by the Moriah Group

Collaborations

- Equal Opportunity Schools
- Cities United
- The Corporation for Black Male Achievement, formerly the Campaign for Black Male Achievement

Additional Information

The personal statement that I regularly make which drives me and my work. "There is a difference between being schooled and being educated. Schooling by design, fosters compliant thinking. Education is the required step for liberation. I am an Educational Liberator!"



Debra Watkins

Degrees

- Pitzer College, B.A.
- Stanford University, M.A.
- San Jose State University, M.A.

Publications

- "Thoughts Held Hostage: A Black Teacher's Journey of Unlocking Young Minds." *ABEN*, 2016.

Affiliations

- A Black Education Network (ABEN)
- Black Students of California United (BSCU)
- Dr. Frank S. Greene Scholars (STEM) Program

Collaborations

- IKG Cultural Circles
- Liberated Minds Black Homeschool Collective
- Sankofa Homeschool Community and Collective





Anjale Welton, Ph.D.

Degrees

- Southern Methodist University, B.A. Psychology
- University of Maryland, College Park, M.A. Educational Policy and Leadership
- George Washington University, M.A. Special Education
- University of Texas at Austin, Ph.D. in Educational Policy and Planning

Publications

- Swanson, J.A. & Welton, A.D. "When good intentions only go so far: White principals leading discussions about race." *Urban Education*, 2019, 54(5), 732-755.
- Welton, A. & Freelon, R. "Community organizing as educational leadership: Lessons from Chicago on the politics of racial justice." *Journal of Research on Leadership Education*, 2018, 13(1), 79-104.
- Welton, A., Diem, S., & Carpenter, B.W. "Introduction to the special issue: Negotiating the politics of antiracist leadership: The challenges of leading under the predominance of whiteness." *Urban Education*, 2019, 54(5), 627-630.
- Welton, A., Owens, D., & Zamani-Gallaher, E. "Anti-racist change: A conceptual framework for educational institutions to take systemic action." *Teachers College Record*, 2018, 120 (14).
- Diem, S. & Welton, A. "Anti-racist Educational Leadership and Policy: Addressing Racism in Public Education." *Routledge*, 2021.

Affiliations

- University of Wisconsin-Madison, School of Education
- Department of Educational Leadership and Policy Analysis
- Coalition for Leading Anti-racist Schools
- Forward Madison - Principal Induction



Invest in People

Culturally Responsive Teaching. Continue to increase diversity, with a focus on Black Excellence and recruiting male teachers of color

Building Collective Efficacy. Implement a fully developed on-boarding process that includes standard start dates throughout the district and a new employee orientation that includes all Central Office departments

Talent Development. Forge strong relationships with local and national organizations and universities, including historically black colleges and universities, that can support our teacher – staff pipelines for top talent

Strategic school support, improved outcomes for our students.

As a school district, we are on a mission to close the gaps in opportunity that lead to disparities in achievement, and to ensure every child is academically challenged in a safe and supportive environment. Together with our teachers, families, staff and community, we want to be the model of a successful public school district. We will **invest in people** – We will commit to investing in and fully supporting our staff, with a focus on anti-racist, culturally responsive and inclusive teaching and **powerfully aligned hiring**, placement, induction, professional growth, coaching and evaluation practices. Below you will find an update to the teacher hiring progress, in alignment with our hiring goals, for the 2021-22 school year.

2021 Recruitment and Hiring Goals and Current Statistics – October 14, 2021

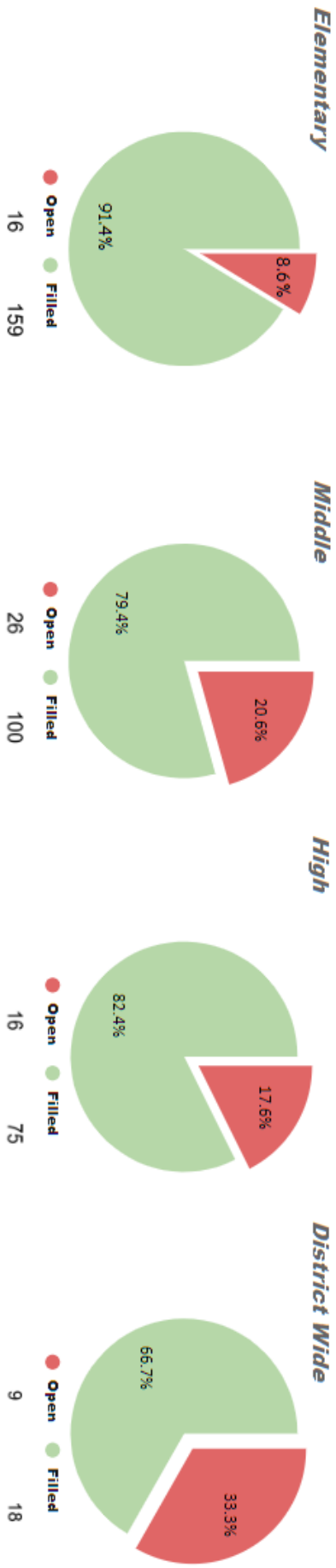
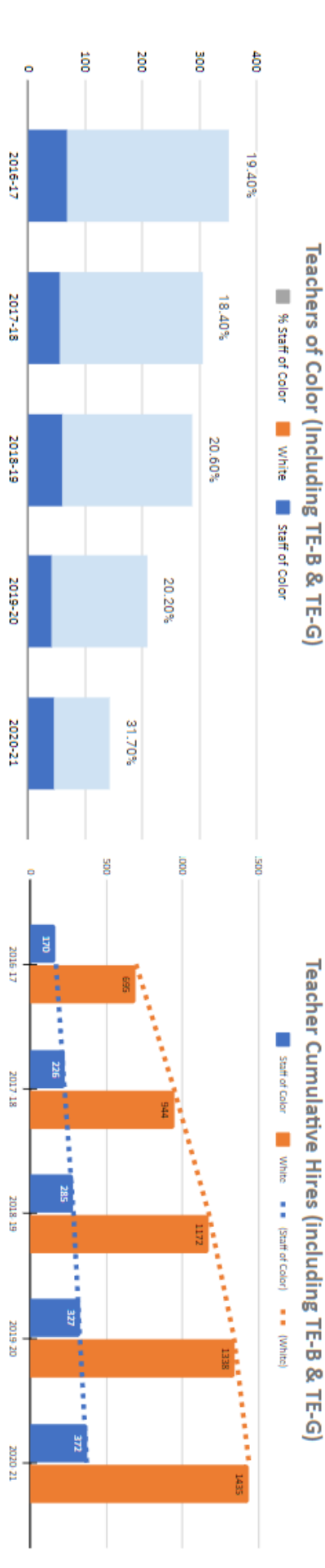
	<i>Goal</i>	<i>Stats</i>	
25% increase in teacher applicants of color	175	93	53%
25% increase of new teachers hires of color	70	58	83%
8% increase in new male/non-binary teachers of color	23	18	78%
30% increase in new male/non-binary teachers	72	62	86%
100% Mega post positions filled by July 1	100%	84	84%
Number of Teacher positions filled		352	84%
Number of Teacher positions open		67	16%
Total Number of Teacher Positions		385	100%
Number of teacher positions filled internal candidates		113	32%
Number of teacher positions filled external candidates		239	68%
Number of Total positions filled		655	82%
Number of Total positions open		146	18%
Number of Total positions filled by internal candidates		210	32%
Number of Total positions filled by external candidates		445	68%
Total Number of positions		801	

<i>Year over Year Comparison</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
New Total hires	305	263	445
New Teacher hires of color	50	56	58

To Meet These Goals, Human Resources is Committed to:

- Intentionally recruit for highly qualified candidates nationally, including creating strong relationships with HBCU's.
- Focus on high-priority candidates, those who are licensed for the position and score highest in the interview process – ensuring these candidates are screened and sent to Principals first.
- Following up with high-priority candidates on principal interview feedback to ensure their success.
- Sending periodic emails to all candidates throughout the hiring process on where they are within the process along with sharing good and exciting news happening within the district.

<p>Teacher Applicants of Color</p> <p>53%</p>	<p>New Teachers Hires of Color</p> <p>83%</p>	<p>New Male/Non-Binary Teachers of Color</p> <p>78%</p>	<p>New Male/Non-Binary Teachers</p> <p>86%</p>	<p>Mega Post Positions Filled By July 1</p> <p>84%</p>	<p>All Staff Vacancies Summary</p> <p>Filled 655</p> <p>Open 146</p> <p>Internal 210</p> <p>External 445</p>	<p>Total Positions</p> <p>801</p>	<p>Year Over Year Comparison</p> <table border="1"> <tr> <th>Year</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> </tr> <tr> <td>New Hires</td> <td>305</td> <td>263</td> <td>445</td> </tr> <tr> <td>New Hires of Color</td> <td>50</td> <td>56</td> <td>58</td> </tr> </table>	Year	2019-20	2020-21	2021-22	New Hires	305	263	445	New Hires of Color	50	56	58
Year	2019-20	2020-21	2021-22																
New Hires	305	263	445																
New Hires of Color	50	56	58																
<p>Actual</p> <p>93</p>	<p>58</p>	<p>18</p>	<p>62</p>	<p>84</p>	<p>82%</p>	<p>801</p>	<p>305</p>												
<p>Goal</p> <p>175</p>	<p>70</p>	<p>23</p>	<p>72</p>	<p>100%</p>	<p>18%</p>	<p>801</p>	<p>50</p>												



- **Mega Post:** Dates for a "The Megapost" is the first Friday in April through the last Friday in June.
- **No Post period:** Vacancies occurring after the last Friday in June through the first four (4) weeks of school will not be posted. Teachers shall not be permitted to voluntarily transfer during this time.
- Vacancies occurring after the last Friday in July through the first four (4) weeks of school will not be posted. EA Unit staff shall not be permitted to voluntarily transfer during this time.

The results from the latest nationwide tests of student proficiency are grim. Downright depressing. For the first time in the 50-year history of these tests, the scores of 13-year-olds fell in both reading and math. Scores for 9-year-olds showed no improvement compared with 2012.

The gap in scores between white students and Black and Latino students grew.

Nor can anyone blame the pandemic for this. The tests were administered in very early 2020, before the pandemic shut down most in-person schooling.

The results come from the National Assessment of Educational Progress, well known for its biennial tests called “the nation’s report card.” But this is a different iteration of NAEP tests given to students ages 9, 13 and 17, and less frequently. The Long-Term Trend Assessment looks at progress — or lack of it — over stretches of time. Scores were last reported for the 2012 tests. (The 17-year-olds weren’t tested in this latest round because the pandemic struck before their exams were scheduled to take place.)

No single test tells the whole story of what students are learning or achieving (and these scores are not broken down by state or school district). But the long-term results shouldn’t shock anyone. They’re pretty much in keeping with what the biennial NAEP tests have found: Many students are significantly below grade level on the basics. If students had been making even incremental progress over the previous eight years, that should have added up to at least a significant improvement.

If anything, scores should have been depressed in 2012 because for the previous few years, school budgets had been squeezed to the breaking

point by the Great Recession. From that point until the pandemic, more money was available for education.

Still, many factors could have contributed to the fall-off. The No Child Left Behind Act ended in 2015, and though it was a crazily rigid, narrow and punitive law, its replacement essentially allowed states to eliminate any real consequences for schools when students were doing poorly. Once schools ended programs and laid off large numbers of teachers during the recession, it could have taken some years to rebuild. The improved economy meant that teachers often could find more lucrative work outside the public education system.

The nation can't afford to play guesswork with this. It's quite possible that President Biden's proposal for universal preschool will make a real difference down the road. There's evidence that high-quality preschool helps disadvantaged students significantly. But lack of such preschool isn't an excuse for the backward slide we're seeing.

The U.S. Department of Education should be putting its research muscle behind an effort to figure out what happened to the nation's students over those eight years. There's still a problem, for example, with schools not using the reading curriculums that have been proven to improve literacy. Or perhaps more money needs to go toward reducing the attrition rate among teachers. Somewhere between 30% to 50% of them leave within their first five years.

The test results show that going "back to normal" after the pandemic isn't going to cut it. Schools need the extra funding the American Rescue Plan is bringing in, but that funding has to be targeted in ways that work.



WEEKLY NEWS REPORT

Edition: 10/21/21

NEWS ORG	NEWS HEADLINE & LINK
MMSD	Memorial teacher promotes reading through Tik Tok
WI State Journal	Darlene M. Hancock Memorial High School favored for renaming
WI State Journal - Op-Ed	We need more data on covid in schools
WI State Journal	Donors support effort to buy school supplies for Madison students
WI State Journal	More than half of Madison students opted out of forward exam
UW Madison - Ed	MEP research on students sense of belonging
WI State Journal	Capital High opens its doors to community
UW Madison	UW Madison's Halverson reveals how the arts can save education
Wausau Pilot	Wisconsin school based mental health initiative gets boost
Cap Times	COVID continues trending downward in Madison schools
Madison365	Inaugural state of black madison summit (David Hart)
Cap Times	2020-21 Wisconsin student assessments featured high opt-out rate
Cap Times	UW-Madison launches Center for DREAMers to support state's undocumented young adults
WI State Journal	Second East High walkout goes districtwide, draws attention of parents and lawmakers
WISC News 3	State Officials share insight into MMSD's limitations when addressing rape allegations
WI State Journal	MMSD students scored below average on standardized tests last year - Channel3000.com
WI State Journal	Fights break out in large crowd outside of Madison East High School, police say
Cap Times	MMSD see's a drop in enrollment