



WEEKLY UPDATE TO THE BOARD OF EDUCATION

December 2, 2021

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the fifth week of our second quarter. Recent news has reinforced our need to stay vigilant in the fight against multiple pandemics: COVID-19 and racial/social injustice. The increase in local and national COVID-19 cases, accompanied by the identification of the Omicron variant, has illustrated the persistence and uncertainty of the global health pandemic. Also, recent legal verdicts and senseless tragedies in Waukesha and the state of Michigan have reminded us about the need to fight for social justice and human decency. Against this backdrop, our students, staff, families, and community members continue to demonstrate resilience during a time of unprecedented social-emotional trauma. During these times, our district can be an important source of support by leaning forward together with excellence, equity, humanity, and intentionality.

As we strive to lean forward with excellence and equity, we must continue to highlight MMSD's unique story as a highly diverse district pursuing excellence with an equity and anti-racist lens. In this context, we celebrate our twenty-six National Merit Semifinalists alongside stories about Lake View's Hmong New Year celebration and East's Thursday morning jazz. The students, staff, families, and community members represented in these stories represent just a small slice of the high academic performance, cultural awareness, and creative expression which is occurring each day in our district.

Leaning forward with humanity and intentionality requires us to recognize the value in each person we encounter, while being willing to take appropriate action to address their needs. As such, we find inspiration in our visits to schools where, for example, we found the Gompers leadership team interrogating student data and refining individual plans for growth, while also finding time to give encouraging elbow bumps and critical attention to students' social-emotional needs. We also find inspiration in yesterday's meeting between district and MTI leaders where they jointly analyzed and discussed achievement and financial data in the effort to co-create new paths towards accelerating the learning of all students. When we embrace human decency and increase our intentionality around fine-tuning policies and practices, our leaning spaces can truly be places where all students, staff, and families thrive.

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

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

Dr. Jenkins visiting Gompers Elementary School



BOARD OF EDUCATION QUESTIONS

➤ Let's Talk - Safety Summary

November 15, 2021

Since the start of the school year, general themes in Let's Talk related to safety include:

- COVID-19 health/safety measures, concerns.
- Student/family specific safety concern/issue for school to address (request for assistance).
- Concerns around increases of fights/altercations at the high school level.
- Concerns around the absence of SROs in schools, which individuals have conflated with an increase in altercations. Feel police were an extra set of eyes/ears; there to de-escalate situations.
- Staffing and student supports: What supports/measures have been put into place since SROs have been removed? Promised additional staff, feel nothing has been added/changed.
- Student behavior and supports: What are you doing to hold students accountable for their actions? Feel the students there to learn aren't being supported/valued. What is the safety plan?
- Student supports: How are schools supporting students' mental health/ social-emotional due to increases in altercations?

- School resources: Perception of inadequate resources at some high schools, leading to increases in altercations.
- Enrollment: Perceptions that due to increases of school altercations, enrollment will decline.

OTHER INFORMATION

➤ **2021-22 Quarter 1 Behavior Education Plan Update**
Attached please find the report that provides a summary of each goal of the BEP and the metrics used to measure progress.

➤ **Documents Shared with MTI**
Please find attached a budget outlook PowerPoint presentation and data presentation that we shared with MTI leadership on December 1, 2021.

➤ **DPI Report Card Summary**
Attached is a DPI Report Card Briefing Sheet prepared by our Institutional Research & Evaluation and Assessment & Learning Supports folks. This briefing sheet includes background, limitations, and methods, as well as results for the 2020/21 school year. Overall, MMSD earned a Report Card Rating of Exceeds Expectations (4 stars) and a score of 70.2. The report includes school-by-school data and comparison data to the prior two years (2017-18 and 2018-19). Lastly, there are further resources and methods notes for your reference.

➤ **Community metrics for the most recent two-week window (Nov 1-14):**

1. Average **daily case count is 137.5** and is trending up
2. Average **daily percent positivity is 4.1%**

Again, this week, PHMDC had not received updated vaccination data since 11/5 from the WI Department of Health Services; therefore, PHMDC could not update vaccination numbers in this week's snapshot, nor add in data on boosters or the newly eligible 5–11-year-old population. They anticipate including this data in next week's snapshot. In the meantime, they again reported vaccination numbers from the 11/4 report:

- Percent with **at least one vaccine dose is 74.8%** - 86.4% of the eligible population (12+)
- Percent **fully vaccinated is 71.8%** - 83.0% of the eligible population (12+)

For more information, check out the [PHMDC Nov 18 Data Snapshot](#) and other associated resources on the PHMDC website.

➤ **Community metrics for the most recent two-week window (Nov 7-20):**

1. Average **daily case count is 155** and the trend is stable
2. Average **daily percent positivity is 4.6%**

3. Percent with at least one vaccine dose is 75.5%
4. Percent fully vaccinated is 72.4%

Couple notes on the data this week:

- Vaccination data is not yet available for ages 5-11 and was not included in the snapshot
- In total, 33% of Dane County residents who have completed the initial vaccine series have received their booster or third dose.
- During this two-week window, 18% of all cases were linked to school clusters or facility investigations, the highest we have seen yet in a two-week period (see p. 6).

This snapshot has lots of detailed information, so I'd encourage folks to check out the [PHMDC Nov 24 Data Snapshot](#) and other associated resources on the PHMDC website.

➤ **Articles of Interest**

“COVID Updates: South Africa Identifies New Variant”-- (the article is attached as a pdf to avoid setting up an account with the NYT).

“Parents are scrambling after schools suddenly cancel class over staffing and burnout”—11.23.2021

<https://www.npr.org/2021/11/23/1057979170/school-closures-mental-health-days-families-childcare-thanksgiving-break>

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

11.30.2021 Metrics Meeting [Agenda](#) & [Recording](#)
No Central Office Operations Meeting this week.

➤ **Proposed Consent Agenda**

Attached is a list of all the proposed consent items for the December 13, 2021, Regular meeting. All the supporting documents have been uploaded into BoardDocs, which you can view at any time. There may be some changes to these documents before the final versions are released in the Regular meeting packet on **Thursday, December 9**.

Please be sure to send any questions Richard in time for them to be answered either at your briefing or well before the Regular meeting. Thank you!

➤ **Community Events:**

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

- ✓ **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](#).

- ✓ **MSCR 2021 Pottery Sale - Thursday, December 16, 2021 - Sunday, December 19, from 10am-2pm**
Cost: Free
Where: MSCR Hoyt
What: The annual MSCR 2021 Pottery Sale is a great weekend event that allows shoppers to choose from hundreds of locally made pottery art. Proceeds benefit the MSCR pottery program. The full schedule and further info can be [found here](#).
- ✓ **National African American Parent Involvement Day/Read Your Heart Out Info Sessions - Thursday, January 6, from 3:40-4:30 p.m. and 4:45-5:45 p.m.**
Cost: Free
Where: RYHO - Virtual
What: Read Your Heart Out (RYHO) will take place in celebration of National African American Parent Involvement Day (NAAPID). RYHO will be a virtual celebration again for the 2022 event. The Core Central Office NAAPID/RYHO team will be hosting two information sessions for schools on Thursday, January 6, from 3:40-4:30 p.m. and 4:45-5:45 p.m.
- ✓ **Stand Up for Recovery Day - Wisconsin - Wednesday, January 19, from 9am-3pm**
Cost: Free
Where: Wisconsin State Capitol
What: Every year hundreds of recovery supporters gather around the US for Stand Up for Recovery Day. WI Voices Recovery is a statewide project with a goal of bringing people in recovery, their family members, and supporters together. More info on the event can be [found here](#).
- ✓ **2022 Urban League of Greater Madison MLK Outstanding Your Person Awards - date & location TBD**
Cost: TBD (if MLK Youth Breakfast takes place)
Where: Urban League of Greater Madison or virtually
What: Annually, the Urban League celebrates the achievements of outstanding young people from Dane County in honor of Dr. Martin Luther King Jr. It is still undetermined if the annual MLK Youth Recognition Breakfast will take place, but the award recipients will be honored equally. Nominations for these awards can be submitted until December 10, 2021. More info on this event can be [found here](#).

OUR UPCOMING BOARD CALENDAR

- Mon., Dec. 6, 5 p.m. Instruction Work Group
Board members in person at Doyle/Virtual
- Week of December 6 BOARD MEMBER BRIEFINGS
Virtual
- Wed., Dec. 8, 5 p.m. Student Senate
Virtual
- Wed., Dec. 8, 5:30 p.m. City Education Committee
Virtual
- Mon., Dec. 13, 9 a.m. Board Officers
Virtual
- Mon., Dec. 13, 6 p.m. Regular BOE Meeting
TBD
- Wed., Dec. 15, 5 p.m. Student Senate
Virtual
- Week of December 20 WINTER BREAK
- Week of December 27 WINTER BREAK

ITEMS ATTACHED FOR INFORMATION

1. 2021-22 BEP Quarter 1 Update
2. MTI MMSD 2022-2023 budget outlook presentation—12.1.2021
3. MTI MMSD Data presentation—12.1.2021
4. DPI Report Card briefing sheet
5. NYT article
6. Proposed consent agenda__12.13.2021

2021-22 Quarter 1 Behavior Education Plan Weekly Update

OVERVIEW

This *Weekly Update* provides a summary of each goal of the Behavior Education Plan (BEP) and the metrics used to measure progress.

We typically report on these metrics using climate survey data regarding belonging and safety, school-reported data on systems development and implementation, and data on use of in- and out-of-school suspensions. Quarter 1 of 2021-22 is the first full quarter that students have been in school in-person since 2nd quarter of 2019-20, given the switch to virtual learning on March 16, 2020 because of the global COVID-19 pandemic.

GOAL ONE: INCREASE BELONGING AND SAFETY

Typically, this goal is measured using data from the **annual MMSD Climate Survey**, which asks students about feelings of safety and sense of belonging. Due to the shift to virtual learning in March 2020, the annual MMSD Climate Survey was not conducted in Spring of the 2019-20 school year. It was also not conducted during the 2020-21 school year since the majority of the school year was virtual instruction. Nonetheless, during virtual learning, schools sought the voices of our students, families and staff through surveys and other outreach and input strategies.

With the return to in-person instruction for the 2021-22 school year, the Department of Student and Staff Support and RPEO are partnering on a Culture & Climate Survey that will be administered twice. The Fall survey will be optional for schools and include a shorter list of questions that focus on belonging and connection. The Spring survey will include the Fall questions as well as additional inquiry related to school culture, drawing from MEP and University of Chicago's 5Essentials research.

GOAL TWO: IMPROVE SYSTEMS AND IMPLEMENTATION

We report on progress related to this goal using school team reflection data gathered through **Culture and Climate visits**. These visits are facilitated by Universal Systems Coaches; members of the Department of Student and Staff Support who support systems development, mindset work, and foundational practices in schools. Universal Coaches use a teaming structure by feeder pattern and level to provide cohesion and consistency.

The purpose of Culture and Climate visits is to reflect and plan related to the foundational practices, with a particular focus on Restorative Justice and Social-Emotional Learning. These visits are individualized to the needs of each school and include school-based data. The visits include staff in buildings that lead the school's culture and climate work. This may include an administrator and PBIS Coach/Dean/Engagement Coach. Additional members may include student service staff, Instructional Coaches, BEAs, teachers, SEAs, SSAs, Restorative Justice Coordinators, and any other staff connected to this work.

Our Universal System Coaches review the data gained from these discussions and analyze it for themes. From these themes, action steps are identified regarding further guidance and support needed for schools.

2021-22 Quarter 1 Behavior Education Plan Weekly Update

With respect to the Restorative Justice and SEL work in particular, further information will be provided to the Board in a forthcoming memo on *Culture and Climate in MMSD: Social Emotional Learning & Restorative Justice*, and a presentation to the Board on this topic on December 6, 2021.

We also continue to refine our ability to **measure interventions**. We have been using eduClimber, a data system, to track behavior and response data since 2018. The Out-of-School Suspension (OSS) and In-School Suspension (ISS) data for Quarter 1 of the 2020-21 school year is provided in the next section, under Goal Three.

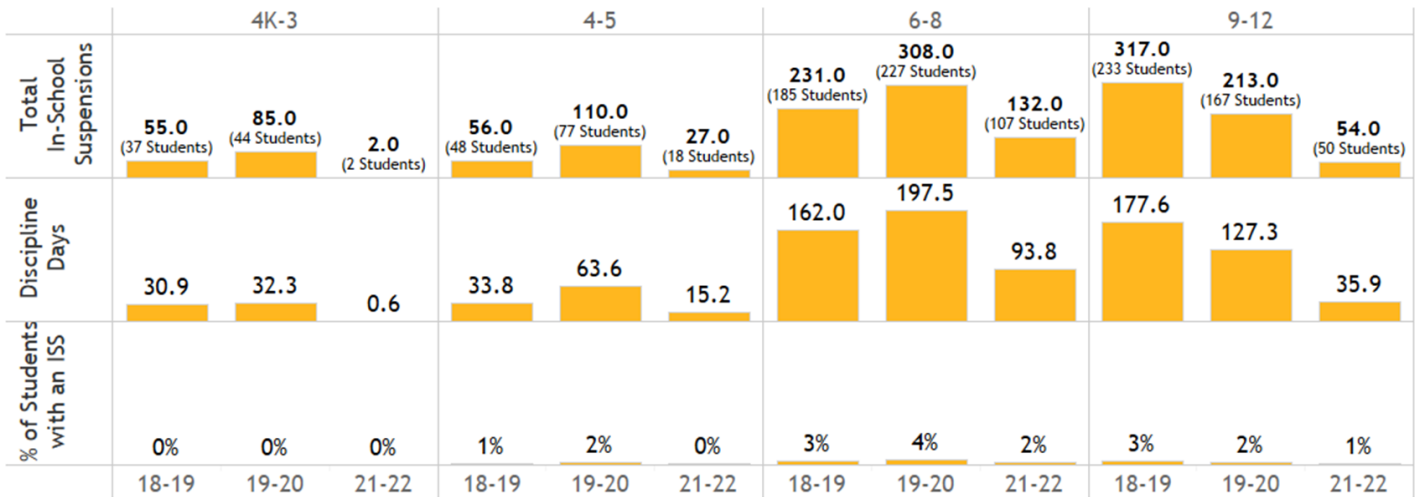
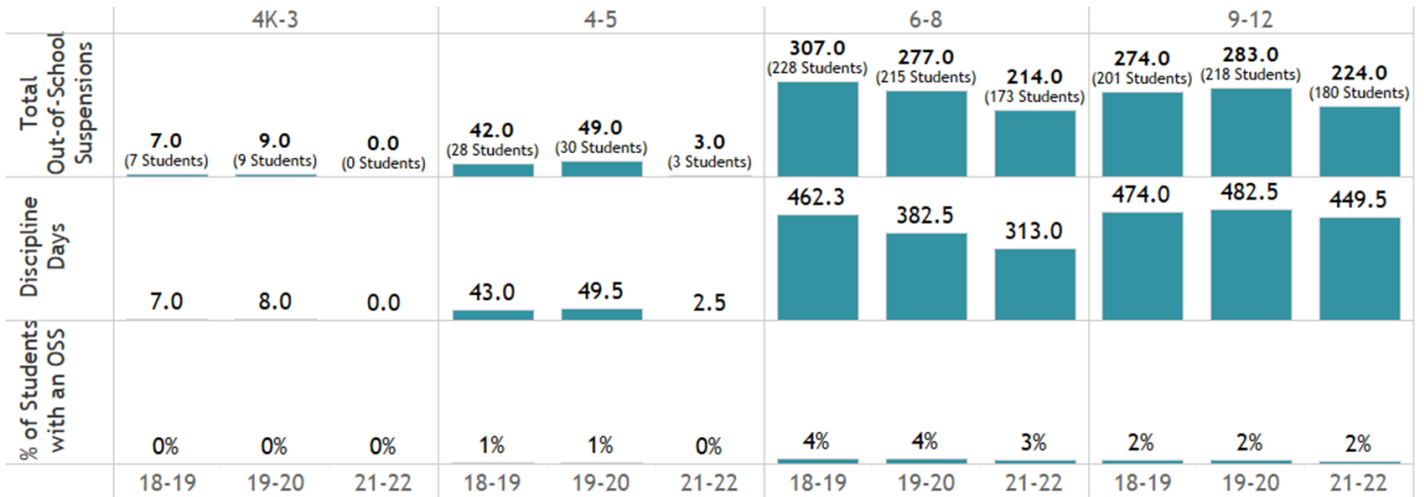
We use eduClimber to track a range of responses to behavior that do not involve exclusion. Since 2019-20, we have been collecting district-wide data and reporting to the Board on the use of **Alternatives to Suspension**, an option that was introduced in the 2019-20 BEP for Level 3 behaviors. The Board expanded permissible use of this approach in revisions to the BEP for 20-21. Schools must adopt plans for certain behaviors, and may adopt plans for others (see p.17 of the BEP).

As of November 19, 2021, there have been 94 documented uses of **Alternatives to Suspension**, for 87 different students. This is on pace with the use of Alternatives to Suspension at this time for the 19-20 school year (there were 108 uses for 85 different students as of 11-25-19). This approach has been used primarily for swearing at staff (50 uses), and also for excessive physical aggression/fighting (22 uses, all at the middle school level). We monitor this data closely to be sure that this response is being offered equitably. It was for the 19-20 school year, and continues to be thus far for the 21-22 school year. For example, Black/African-American students have received 51% of OSS, and 54% of Alternatives to Suspension thus far in the 21-22 school year. Students with disabilities have received 47% of OSS and 47% of Alternatives to Suspension.

GOAL THREE: REDUCE DISPROPORTIONALITY

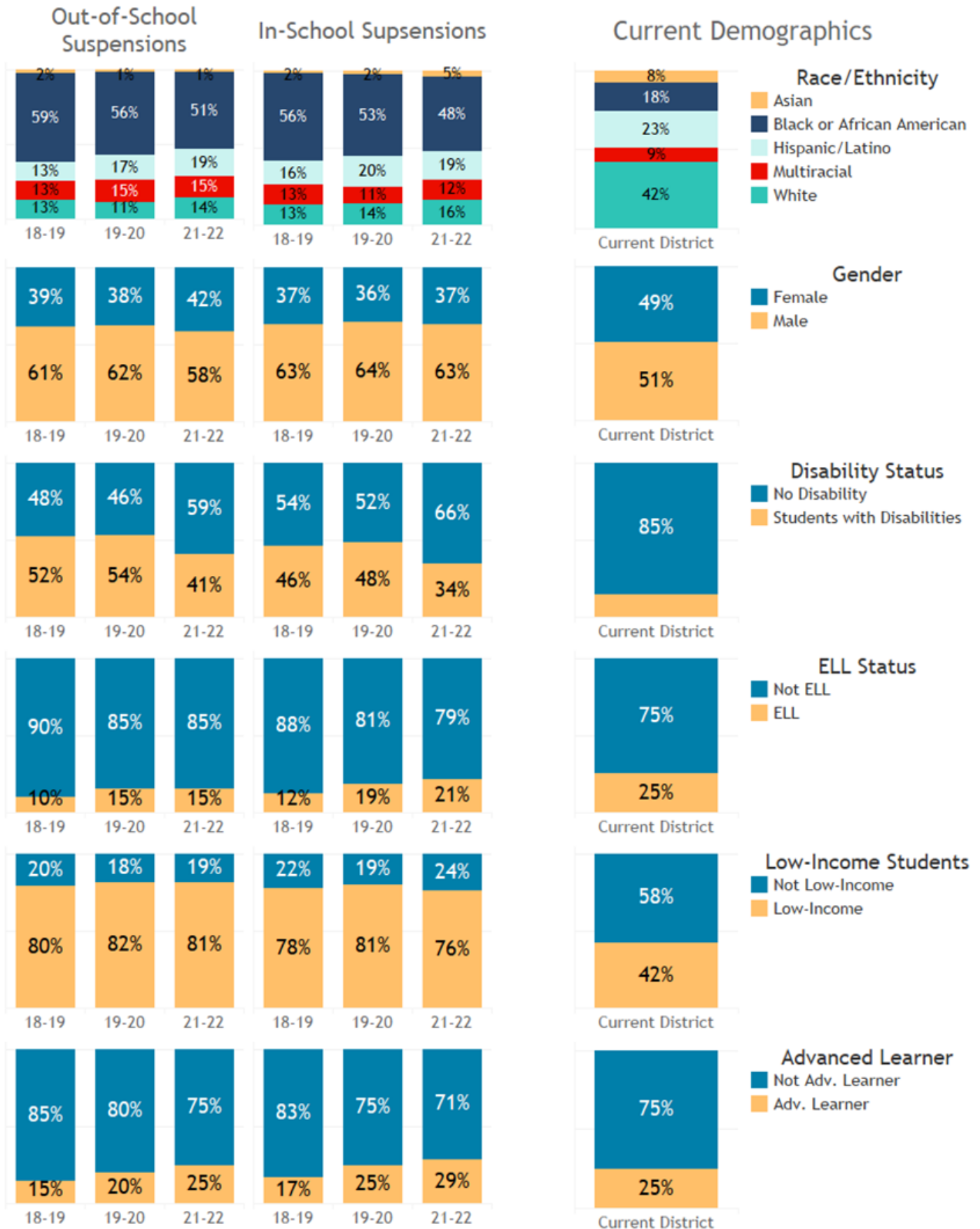
The first set of graphics below show Out-of-School Suspension (OSS) and In-School Suspension (ISS) data for Quarter 1 of the 2020-21 school year, as compared to Quarter 1 for prior years. The first chart, showing OSS data, also includes overall rates of OSS for the past three years (the percentage of students who received one or more OSS during the school year). The overall rate of OSS for all grades combined was 3.4% in 2017-18, 3.9% in 2018-19, and 4.0% in 2019-20, and 1.3% thus far in 2020-21. The second set of graphics show disproportionately with respect to overall incidents, OSS, and ISS, by race/ethnicity, gender, disability status, ELL status, low-income status, and advanced learner status.

2021-22 Quarter 1 Behavior Education Plan Weekly Update



2021-22 Quarter 1 Behavior Education Plan Weekly Update

Behavior Education Plan Update: Disproportionality (Q1 Comparison)



2021-22 Quarter 1 Behavior Education Plan Weekly Update

We remain deeply committed to the BEP goal of reducing disproportionality in the use of exclusionary practices, including for African-American students and students with disabilities. Addressing goals one and two of the BEP will serve this third goal. We are also deeply committed to further examination of data, policy, and practice around exclusionary practices, recognizing the urgency of this issue.

Overview of Key Elements of the Work:

- Multiple **training opportunities for schools on developing Alternative to Suspension plans**. We offered a session prior to school reopening in March 2021 that was attended by the vast majority of secondary schools. We offered additional training over the summer, and ongoing technical support.
- Connection to **Restorative Justice work**, including developing model approaches to student-staff conflict, and sharing resources that support adult examination of mindsets around punishment and accountability. More detail on this work is shared in the December 2021 Board memo regarding Restorative Justice & SEL work in general.
- **Mobile Response/School-Wide Behavior Support Training** for all school teams in August 2021, leading with the overarching values of keeping students in class at the center (relationships between adults and adult mindsets are key); breaking down the barriers between reactive and proactive work and the importance of all roles working together; and increased support and focus on meaningful responses to higher level behaviors.
- Ongoing **technical support** for mobile response/school-wide behavior support school teams at all levels, building on the guidance offered at Mobile Response Training.
- Enhancing guidance for **readmit meetings** (from OSS) with input from schools, students, and families. Deepening the commitment to using these meetings as an opportunity to support restorative work and connect students to supports to address root causes of behavior.
- As of October 26, 2021, the **Moratorium on Elementary OSS** has been in effect. This will eliminate the disparities in use of exclusionary discipline for grades 4K-5 from this point forward. The district will continue to monitor data on use of in-school suspension and other responses to behavior. Most importantly, the district will also continue to support schools in their use of supportive and restorative approaches to elementary behavior. For more information, see the memo provided to the Board on October 25, 2021, with an overview of the ongoing support being provided to schools.

2021-22 Quarter 1 Behavior Education Plan Weekly Update

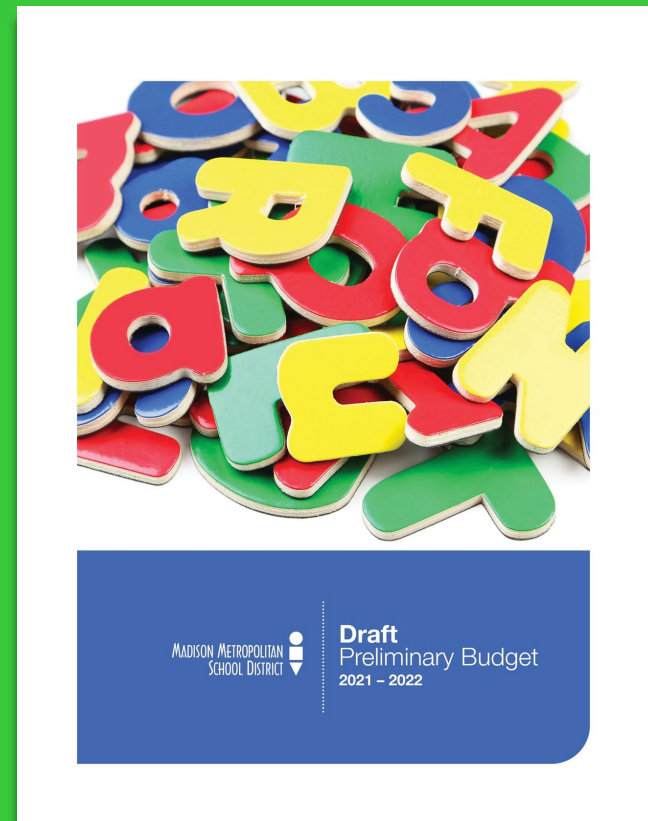
ADDENDUM - BRIEF END OF YEAR BEHAVIOR (BEP) REPORT FOR 2020-21

The majority of the 2020-21 school year was spent in virtual learning due to the global COVID-19 pandemic. A phased reopening for in-person instruction began on March 9, 2021, with kindergarten only. All grades had returned by April 27, 2021. Students also had the option to finish the year in virtual learning.

Given this, the typical metrics were not available for a typical BEP End of Year report. However, we are including this addendum so the Board has the behavior data from the 2020-21 school year.

- There were no uses of suspension from virtual learning.
 - District guidance on responding to behaviors during virtual learning emphasized restorative and supportive approaches. We offered consultation and support for schools, as we do during in-person instruction.
- There were 16 uses of OSS, and 15 uses of ISS when we returned to in-person instruction in the Spring of 2021.
 - None of the uses of OSS were for students in grades 4K-3. At the time, the BEP provided strict parameters around the use of OSS for grades 4K-3: "The school administrator must consult with District personnel before finalizing a suspension decision for students in grades 4K through 3rd grade." As of October 25, 2021, there is a moratorium on the use of elementary OSS.
 - There were no expulsions from the 20-21 school year.
 - Given the low number of OSS, we cannot provide further breakdowns.

MMSD
2022-2023
Budget Outlook
December 1, 2021



Our Budget Planning Approach

The MMSD Budget Development process typically follows the following sequence:

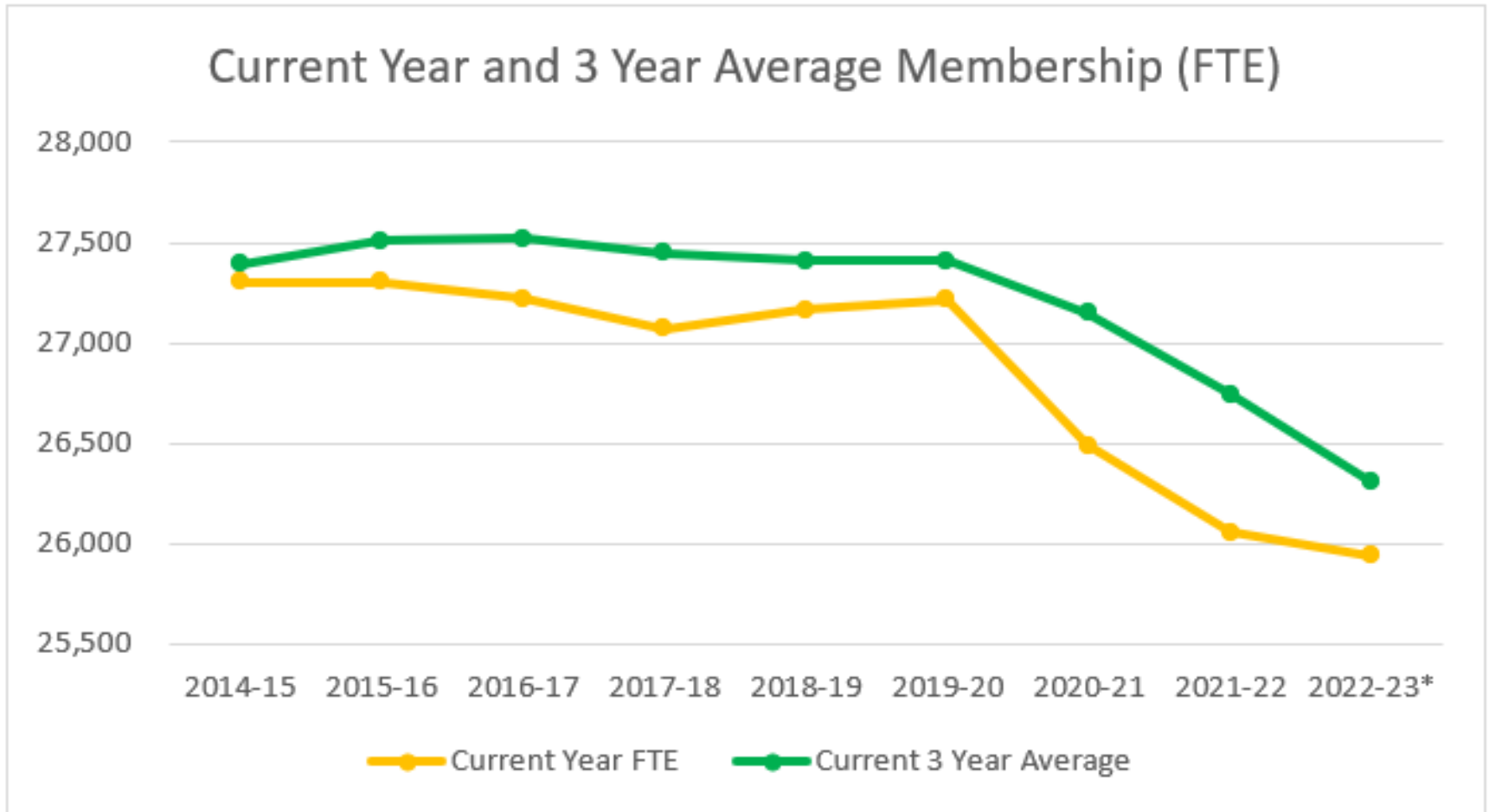
- Establish budget goals and guiding principles with Admin Team and Board
- Create revenue forecast, assumptions and projected enrollment
- Develop baseline staffing plan needed
- Determine compensation strategy
- Fund District Excellence & Equity Projects
- Finalize health care and benefit negotiations



2022-23 Budget Factors

- State Budget / Revenue Limit Outlook
 - \$0 per pupil in 2021-22 and 2022-23
 - Significant Declining Enrollment
 - ~\$12 in emergency “non-recurring” exemptions
- Other Local / State Factors
 - System-wide Staff Shortages
 - Transportation challenges (drivers)
 - Increased need for technology / instructional solutions

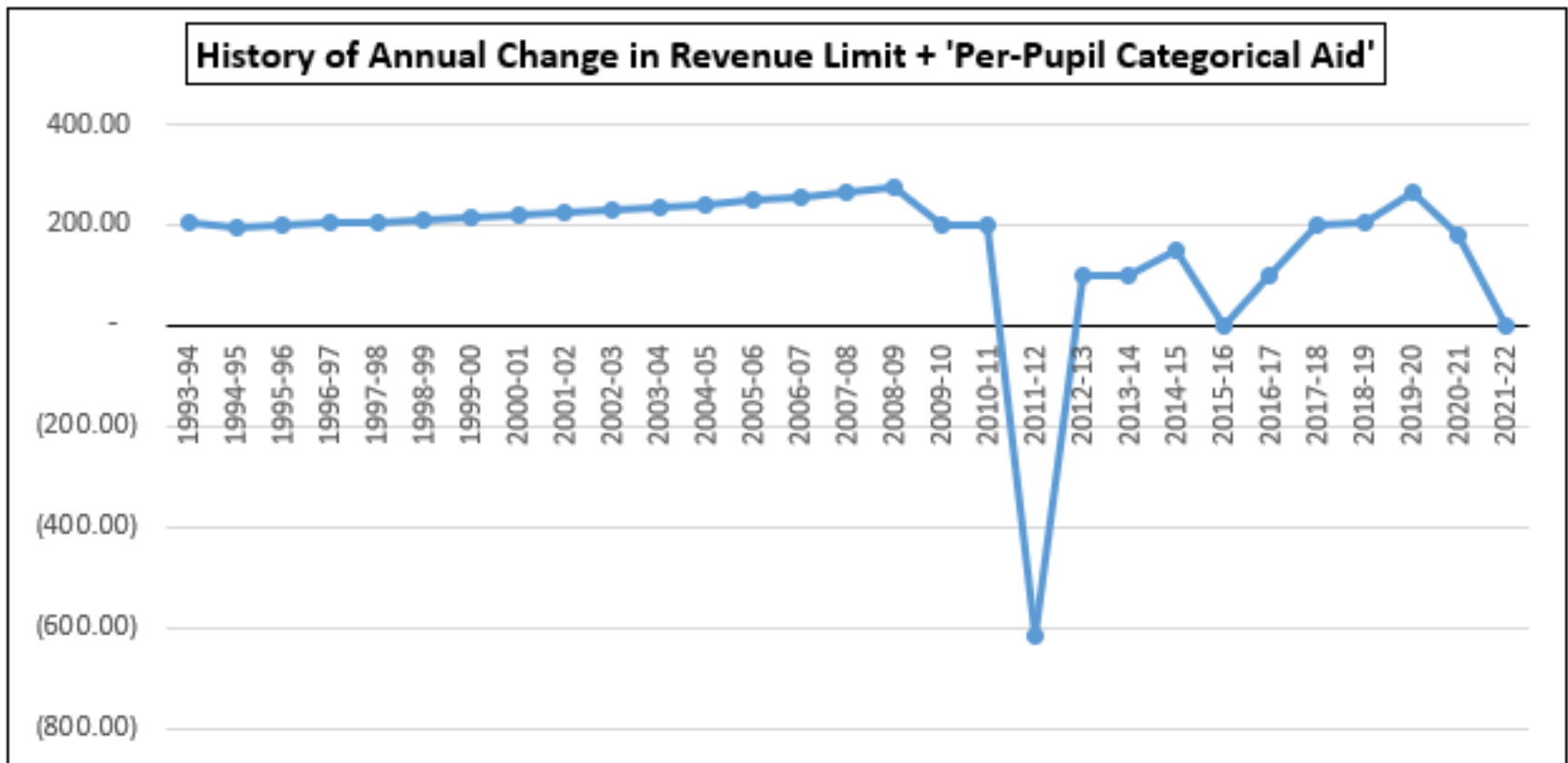
Enrollment History / Outlook



Revenue Limit State Budget Impacts

Funding remains unstable under the new state biennium budget

- No increase in revenue limit per pupil or per-pupil categorical aid during 21-23 biennium



The State Funding Paradox

In a declining enrollment scenario and \$0 / pupil,
less students means... more money?

- Downward trend in enrollment and three year averages means an increase in our declining enrollment and hold harmless exemptions.
- These exemptions are directly tied to the changes in our three year rolling averages and lack of a per-pupil increase in the state budget. The state formula was designed to insulate districts from significant one year impacts (like we just experienced). It was NOT designed to trigger both of these exemptions at the same time!
- These exemptions only exist for one year. Exemptions taken are subtracted from our base revenue limit calculation in the following year. Since these are non-recurring exemptions, our base revenue limit will be smaller for 2022-23 budget planning.
- It will take at least 3-4 years to equalize the adjustments we are seeing in our student enrollment. That's assuming the current declining enrollment trend does not continue.

ESSER III Planning

- ESSER III Requirements
 - Safe return to school plan
 - Stakeholder input
 - Minimum 20% to implement evidence-based interventions to address learning loss
 - Maintenance of Equity – new ARP requirement that protects funding for top quarter of high poverty schools

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ESSER III Planning

- Preparedness & Response (PPE, Sanitation, IAQ)
- Addressing Long-term School Closure (LTEs, Food Service, Software)
- Outreach & Services for Special Populations (ELLs, IEPs, Learning Loss)
- Mental Health Services & Supports
- Education Technology (Devices, software, infrastructure, cybersecurity)

ESSER III Use

The district must ensure that interventions, activities, or strategies respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

Budget Discussion



Are there any questions or concerns for the budgeting work moving forward?



Data Presentation for MTI/MMSD Joint Leadership Meeting

December 1, 2021



Purpose of the Presentation

To share data which shapes our Moral Imperative to refine policies and practices in order to eliminate disparities and accelerate learning for all students.

Statement of the Problem

- Despite a long history of Madison's residents having strong support for public education, many of our students have been historically excluded from receiving its full benefits.
- Madison has struggled to eliminate disparities as the representation of students from historically excluded groups has grown.
- Historically, the demographic composition of the staff has remained relatively stagnant as the student body and community have grown more diverse.
- Many of our current policies and practices need to be continually refined to reflect our journey of becoming anti-racist and leading with a social justice and equity lens.

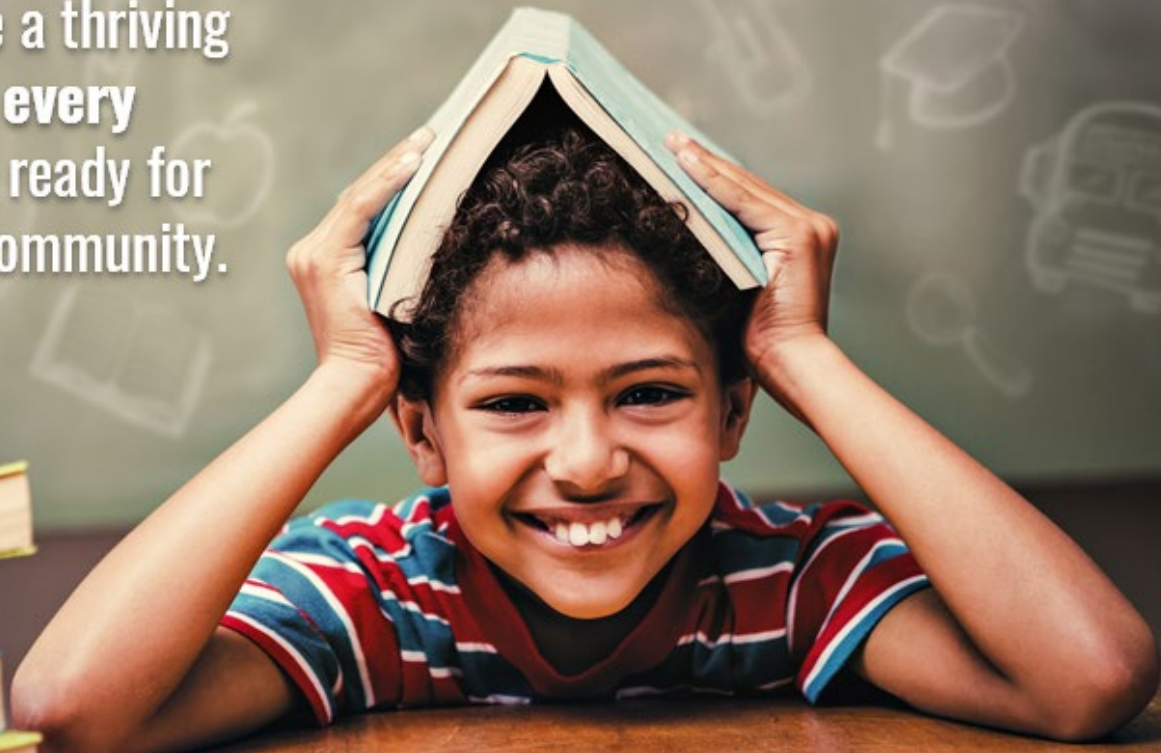
“I think we’ve been asking some of the same old questions, and they haven’t been yielding much.

We’ve been asking what’s wrong with these kids, what’s wrong with their parents, what’s wrong with their culture . . . I think these are not the right questions. I think we have to begin to ask questions about how might school be very different.”



MMSD Vision

Every school will be a thriving school that prepares **every student** to graduate ready for college, career and community.



Strategic Framework Goals

- **Every child** is on track to graduate ready for college, career and community.
- The district and **every school** in it is a place where children, staff, and families thrive.
- **African-American children** and youth excel in school.

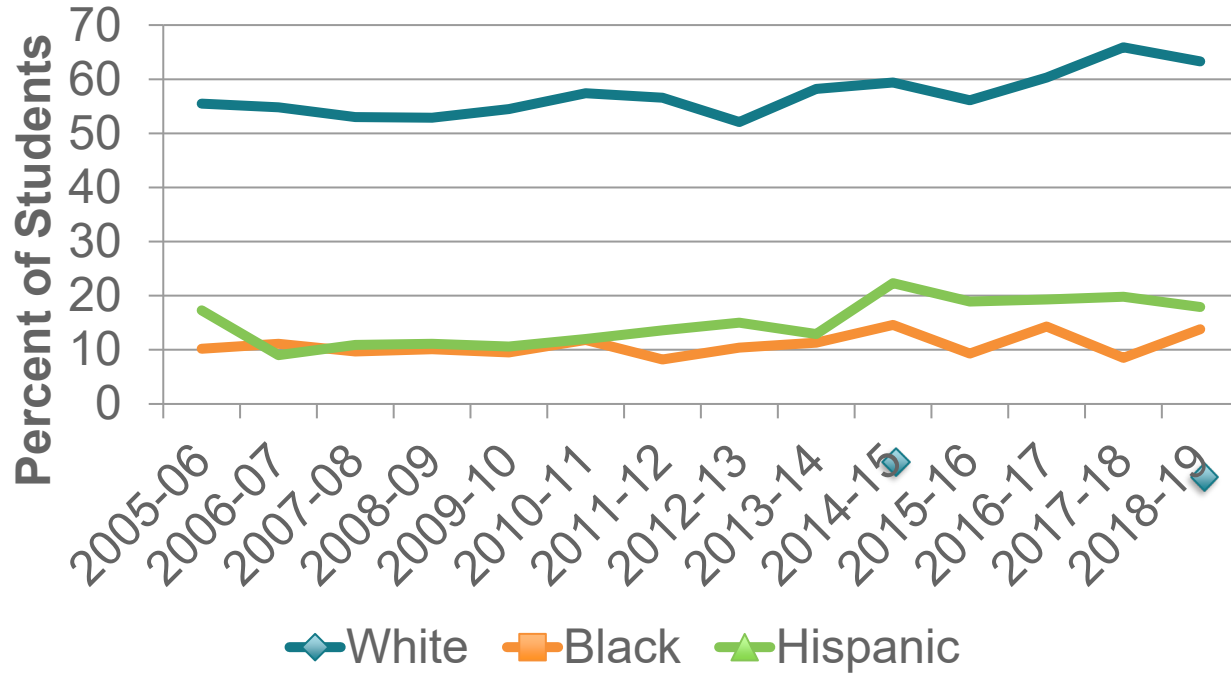
MMSD Core Values

- Excellence
- Belonging
- Racial Equity and Social Justice
- Voice
- Focus
- Creativity

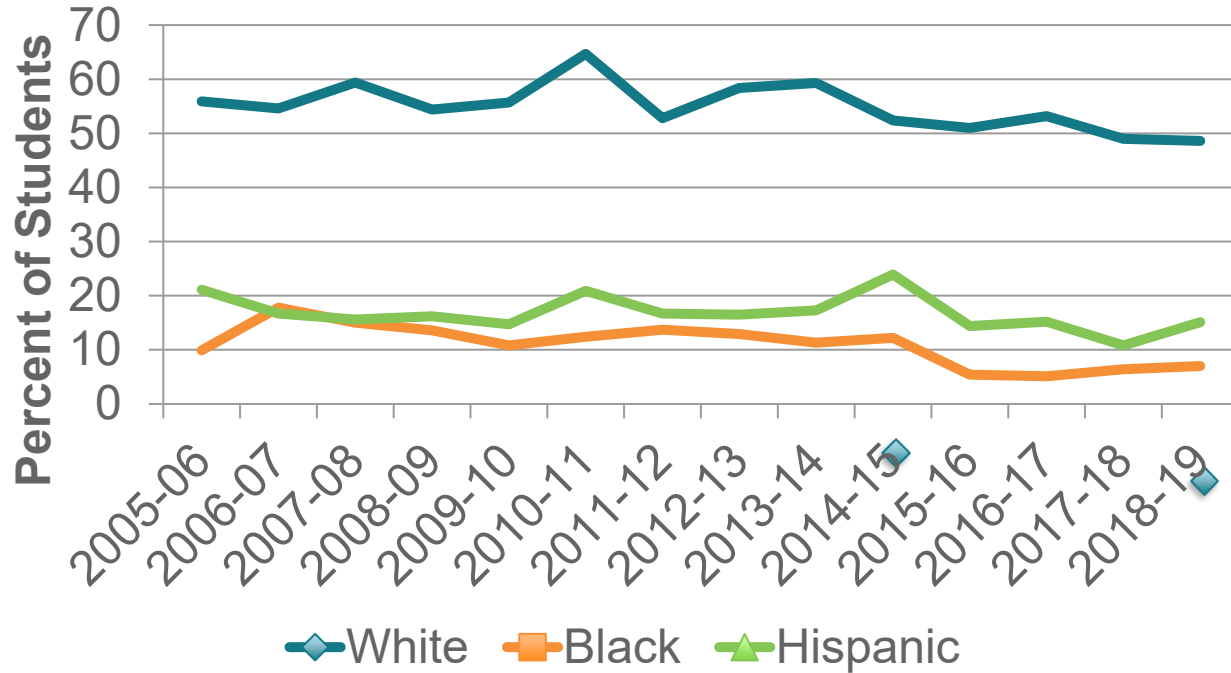
Dr. Martin Luther King Jr. (1967)

We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history there is such a thing as being too late. Procrastination is still the thief of time. Life often leaves us standing bare, naked and dejected with a lost opportunity.

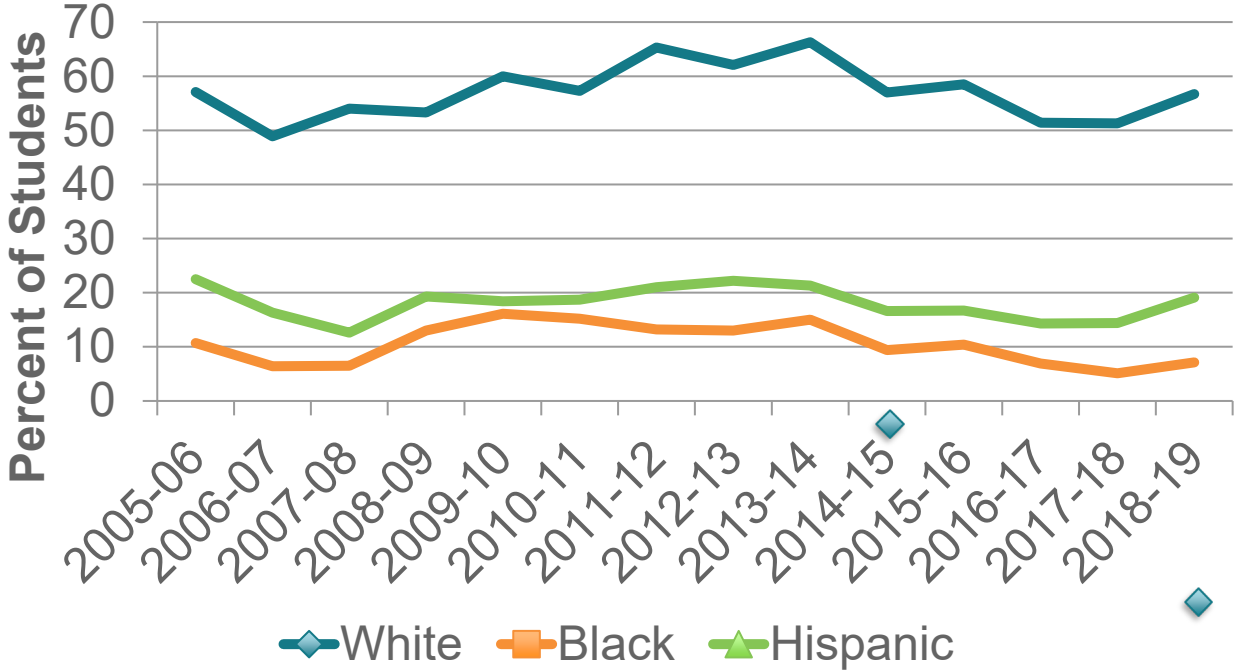
4th Grade Reading (Proficient/Advanced)



8th Grade Reading (Proficient/Advanced)



10th Grade Reading (Proficient/Advanced)



ACT Scores by Race/Ethnicity – Source: DPI WiseDash

Race/Ethnicity	MMSD 2018-19	Wisconsin 2018-19	MMSD 2019-20	Wisconsin 2019-20
ALL	20.4	19.6	21.1	19.8
American Indian	n/a	n/a	16.5	17.0
Asian	n/a	n/a	22.8	20.1
Black	14.9	14.8	14.8	15.1
Hispanic	17.1	16.7	17.2	17.1
White	24.1	20.5	24.0	20.7
Two or More Races	19.6	19.0	n/a	19.2

Graduation Rates by Race/Ethnicity – Source: DPI WiseDash

Race/Ethnicity	MMSD 2018-19	Wisconsin 2018-19	MMSD 2019-20	Wisconsin 2019-20
ALL	82.1	90.0	84.4	90.4
American Indian	n/a	78.7	57.1	84.9
Asian	91.9	92.0	90.6	92.6
Black	66.1	71.3	67.3	70.8
Hispanic	76.4	82.8	81.0	83.7
White	90.5	93.8	92.8	94.2
Two or More Races	n/a	86.1	84.4	86.8

Postsecondary Enrollment – Class of 2019-2020 – Source: DPI Wisedash

	MMSD	WI
All	54.8	48.1
Black	40.3	31.5
Asian	n/a	54.5
Pacific Islander	n/a	35.1
Hispanic	40.4	33.4
American Indian	n/a	27.3
White	66.3	52.1
Two or More Races	48.8	44.5
Econ Disadv	43.0	32.2
Not Econ Disadv	61.0	55.6
SWD	21.0	20.2
SWOD	60.1	51.4
ELL	36.4	25.8
Eng Prof	56.8	48.9
Female	58.7	55.2
Male	51.0	41.1
Migrant	n/a	23.1
Non Migrant	n/a	48.1

	2 Year MMSD	4 Year MMSD	2 Year WI	4 Year WI
All	32.7	65.6	29.1	68.1
Black	50.8	45.8	42.4	54.3
Asian	32.6	67.4	24.1	73.9
Pacific Islander	n/a	n/a	46.2	53.8
Hispanic	51.9	46.3	43.7	54.0
American Indian	n/a	n/a	45.3	49.3
White	22.4	75.8	26.9	70.2
Two or More Races	n/a	n/a	29.1	68.4
Econ Disadv	49.8	48.4	43.3	54.2
Not Econ Disadv	26.2	72.1	25.0	72.1
SWD	56.4	40.0	27.4	69.7
SWOD	31.3	67.0	34.9	63.4
ELL	68.1	30.4	64.3	33.1
Eng Prof	30.1	68.1	28.4	68.8
Female	33.7	64.8	26.5	70.0
Male	31.6	66.4	32.4	65.6

Discussion

DPI Report Card Briefing Sheet

11.12.21

Prepared by Institutional Research & Evaluation (IRE) and Assessment & Learning Supports

BACKGROUND

The Wisconsin Department of Public Instruction (DPI) released embargoed 2020-21 State Report Cards to school district officials on Nov. 11, 2021, in advance of a public release on Nov. 16. This brief draws on the [summarized State Report Card](#) spreadsheet to describe the methods and embargoed results for MMSD in 2020-21.

LIMITATIONS & METHODS

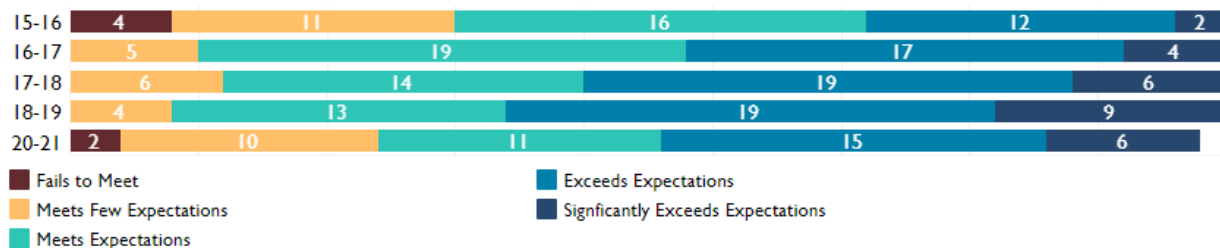
Since the last round of Report Cards in 2018-19, major changes have limited the ability to conduct in-depth, longitudinal analyses of the Report Cards: the COVID-19 pandemic, testing opt-outs, and DPI's revised Report Card rating system, described below:

- **COVID-19 Impact on Report Cards:** State Report Cards draw heavily on data that was impacted by the COVID-19 pandemic. On each Report Card, DPI has cautioned against over-interpreting results, saying “Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data is encouraged.”
- **Assessment Opt-Outs:** MMSD had a large proportion of students opt-out from state assessments that make up Report Card scoring (about 50% in 2020-21, compared to less than 3% in 2018-19). This contributed to many schools having missing data and/or priority area scores on their Report Cards (n=19, around 37% of MMSD schools).
- **DPI's Revised Report Card Methodology for 2020-21:** DPI's methodology has changed substantially since 2018-19.
 - The “Closing Gaps” priority area changed to “Target Group Outcomes” (TGO), which focuses on the lowest-performing 25% of all students at a school, regardless of demographic or service provision status.
 - DPI revisited “cut scores” for rating levels across the state for the first time to reflect a statistical “better fit” to state numbers, which means a score in 2018-19 may represent one rating, while the same score in 2020-21 represents another.

RESULTS

How did MMSD rate on the 2020-21 DPI report cards?

Overall, **MMSD earned a Report Card Rating of Exceeds Expectations (4 stars)** and a score of 70.2. By school, 6 schools scored *Significantly Exceeds Expectations*, 15 schools scored *Exceeds Expectations*, 11 schools scored *Meets Expectations*, 10 schools scored *Meets Few Expectations*, and 2 schools scored *Fails to Meet Expectations*. Eight schools participated in the Alternate Rating process; of these schools, 3 scored *Satisfactory* progress while 5 rated *Needs Improvement*.



How do our 2020-21 report cards compare to prior two years (2017-18 and 2018-19)?

MMSD's rating for the 2020-2021 school year of **Exceeds Expectations** marks an improvement

from the 2017-2018 and 2018-19 school years, when MMSD earned a rating of **Meets Expectations**. It is important to note that there were no state report cards during the 2019-2020 school year.

The following table outlines the change in rating from the 2018-2019 school year to the 2020-2021 school year. Schools maintained, increased, or decreased in ratings across these two school years.

2018-2019 to 2020-2021 Change in Rating

Level	Stable	Increased	Decreased
Elementary	16	0	13
Middle	6	0	6
High	2	2	0

Note: The following schools are AR/Needs Improvement (not all need improvement):
 (K-2) Schools - Franklin, Lapham, Midvale
 (High School) Capital High, IAE, Metro, Shabazz

What does it mean to receive an Alternate Rating (AR)?

Due to low participation numbers on the Forward exam, schools receiving an AR rating completed the Alternate Accountability process. The Alternate Accountability requires measurement of 3 goals: ELA, Mathematics, and Attendance/Graduation rates. These are measured within the school and progress is determined locally by schools. 2 of the 13 elementary schools (Sandberg and NMCS) used a different assessment to determine their school report card rating in the 2020-2021 school year. Therefore, additional extreme caution should be taken when interpreting the decrease in ratings.

How do our 2020-21 report cards compare to our federal designations?

For the past two years, there has been a waiver from Federal requirements. ESSA Identifications are based on 2018-19 data. The next year to expect a change in ESSA Identification will be in 2022-23, based on 2021-22 data. The federal system is a *ranking* system while the state system is a *rating* system. While the data is from the same sources, it is used differently.

FURTHER RESOURCES & METHODS NOTES

Where can I go to understand more about the State Report Cards?

- DPI's [Report Cards At-A-Glance](#) (2 pages)
- DPI's [Report Card Guide](#) (21 pages)
- [Value added Model Considerations](#)
- DPI's [Weighting calculator](#) on DPI's resource web page.
- More Information on [Target Group](#) Identification.
- Summary [table of district results](#).

What questions might be explored further?

- How does MMSD compare to the state/other districts/similar districts? *Statewide data is still unavailable until after public release later next week*
- Are there specific priority areas that are heavily influencing our district and/or school scores?

Covid Updates: South Africa Identifies New Variant

Britain, Israel and Singapore have restricted travel from the region. South African scientists will meet with W.H.O. experts on Friday.

Published Nov. 25, 2021 Updated Dec. 1, 2021, 5:06 a.m. ET

Follow our live coverage of the coronavirus pandemic and the Omicron variant.

Here's what you need to know:

- [South Africa detects a new variant, prompting new international travel restrictions.](#)
- [Hong Kong records two cases of the new variant detected in South Africa.](#)
- [Thousands gathered to view Macy's 95th Thanksgiving Day Parade.](#)
- [The French rush to get booster shots as the government eyes more restrictions.](#)
- [Thanksgiving air travel rebounds, nearly hitting 2019 levels.](#)
- [A native New Yorker wrangles a balloon in the Thanksgiving parade.](#)
- [The Macy's parade brings customers back for turkey hats and coffee.](#)

South Africa detects a new variant, prompting new international travel restrictions.



Vaccination rates in South Africa are falling far short of the nation's goal, administering only 130,000 out of a daily goal of 300,000. Siphwe Sibeko/Reuters

Scientists in South Africa on Thursday identified a concerning new coronavirus variant with mutations that one scientist said marked a "big jump in evolution," prompting several countries to quickly limit travel from the region.

Within hours, Britain, Israel and Singapore had restricted travel from South Africa and some neighboring countries, citing the threat of the new variant. By Friday, markets were down in Japan in response to the discovery, and officials in Australia and in New Zealand said that they were monitoring the new variant closely.

The European Commission will also propose restricting air travel to the bloc from southern Africa based on concerns over the variant, Ursula von der Leyen, the commission's president, said in a Twitter post on Friday. She referred to it by its scientific name, B.1.1.529.

In the past two days, scientists detected the variant after observing an increase in infections in South Africa's economic hub surrounding Johannesburg. So far, 22 positive cases have been identified in the country, according to South Africa's National Institute for Communicable Diseases. Two cases were detected in Hong Kong, both apparently linked to someone who had traveled from South Africa. No cases have been detected yet in Britain.

A number of variants have emerged since the onset of the pandemic. One underlying concern about them is whether they will stymie the fight against the virus or limit the effectiveness of vaccines. South African scientists will meet with the World Health Organization technical team on Friday to discuss the new variant, and the authorities will assign it a letter of the Greek alphabet.

But governments are not waiting to impose restrictions. By Thursday evening, Britain had banned flights from South Africa, Botswana, Eswatini, Lesotho, Namibia and Zimbabwe, starting at noon local time on Friday. The six nations will be added to the country's red list, which would require British travelers coming from those nations to quarantine on arrival.

"More data is needed but we're taking precautions now," Sajid Javid, the health secretary, said on Twitter.

In a statement posted Friday on a government website, South Africa said it would urge Britain to reconsider the measure, saying: "The U.K.'s decision to temporarily ban South Africans from entering the U.K. seems to have been rushed, as even the World Health Organization is yet to advise on the next steps."

Within a few hours, officials from Israel and Singapore had announced that they, too, would add the same countries to their red lists, along with Mozambique.

In December 2020, South Africa was the first nation to report the appearance of the Beta variant, which has now spread to nearly 70 countries. Scientists have been concerned that some clinical trials have shown that vaccines offer less protection against the Beta variant. Since then, the more virulent and aggressive Delta variant has spread all over the world and is believed to be fueling the latest surge in cases.

The variant has also been identified in Botswana. The country's health ministry confirmed in a statement that four cases of the new variant were detected in people who were all fully vaccinated. All four were tested before their planned travel.

With over 1,200 new infections, South Africa's daily infection rate is much lower than in Germany, where new cases are driving a wave. However, the density of mutations on this new variant raises fears that it could be highly contagious, leading scientists to sound the alarm early.

"This variant did surprise us, it has a big jump in evolution, many more mutations than we expected, especially after a very severe third wave of Delta," said Tulio de Oliveira, director of the KwaZulu-Natal Research and Innovation Sequencing Platform.

The B.1.1.529 variant has a "very unusual constellation of mutations," with more than 30 mutations in the spike protein alone, Mr. de Oliveira said. The spike protein is the chief target of antibodies that the immune system produces to fight a coronavirus infection. So many mutations raised concerns that Omicron's spike might be able to evade antibodies produced by either a previous infection or a vaccine.

Scientists are still unclear on how effective existing vaccines will be against the new variant, which displays mutations that might resist neutralization.

The variant shares similarities with the Lambda and Beta variants, which are associated with an innate evasion of immunity, said Richard Lessells, an infectious diseases specialist at the KwaZulu-Natal Research and Innovation Sequencing Platform.

“All these things are what give us some concern that this variant might have not just enhanced transmissibility, so spread more efficiently, but might also be able to get around parts of the immune system and the protection we have in our immune system,” Mr. Lessells said.

The new variant has largely been detected among young people, the cohort that also has the lowest vaccination rate in South Africa. Just over a quarter of those ages between 18 and 34 in South Africa are vaccinated, said Dr. Joe Phaahla, the country’s minister of health.

While cases of the new variant are mainly concentrated in the country’s economic hub, particularly in the capital, Pretoria, it is “only a matter of time” before the virus spreads across the country as schools close and families prepare to travel for the holiday season, Mr. Phaahla said.

Alexandra E. Petri contributed reporting.

Correction: Nov. 26, 2021

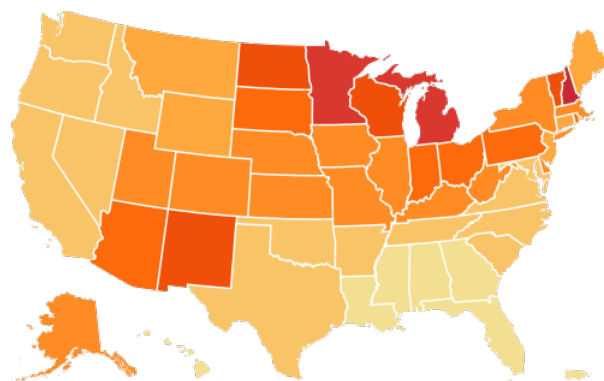
An earlier version of this article incorrectly referred to a receptor found on some human cells known as ACE2, an abbreviation for angiotensin-converting enzyme 2. The ACE2 is part of a human cell, not part of the spike protein on the surface of the coronavirus.

— Lynsey Chutel, Andrés R. Martínez and Mike Ives

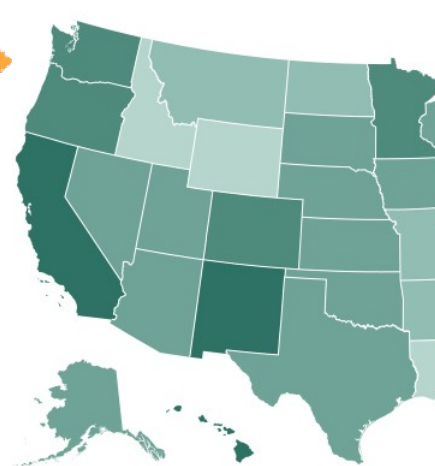
Tracking the Coronavirus >

	United States Avg. on Nov. 30	14-day change
New cases	83,120	-2%
New deaths	893	-16%
	World Avg. on Nov. 30	14-day change
	573,442	+13%
	7,046	-1%

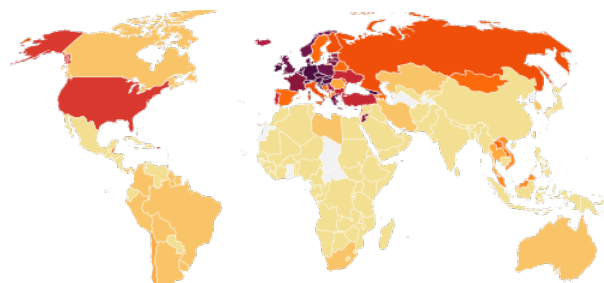
U.S. hot spots >



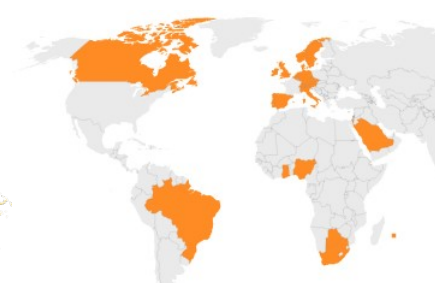
Vaccinations >

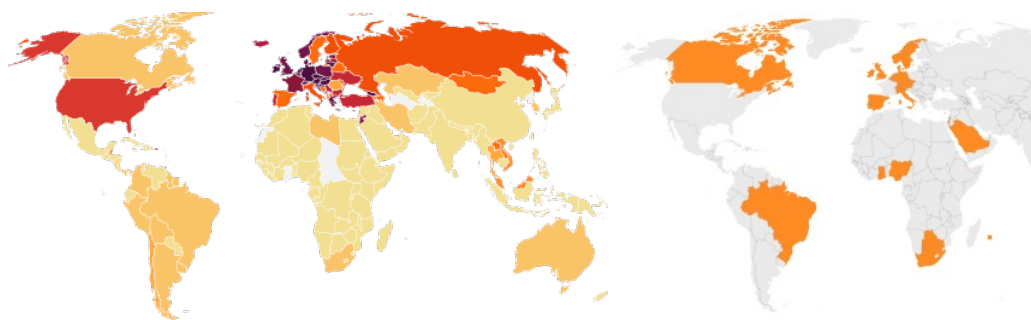


Global hot spots >



Tracking Omicron >





Other trackers: [Look up your county](#)

[U.S. vaccinations](#) [Global vaccinations](#) [U.K.](#) [Mich.](#) [Minn.](#) [N.M.](#)

Hong Kong records two cases of the new variant detected in South Africa.

Pedestrians wearing face masks in Hong Kong. Jerome Favre/EPA, via Shutterstock

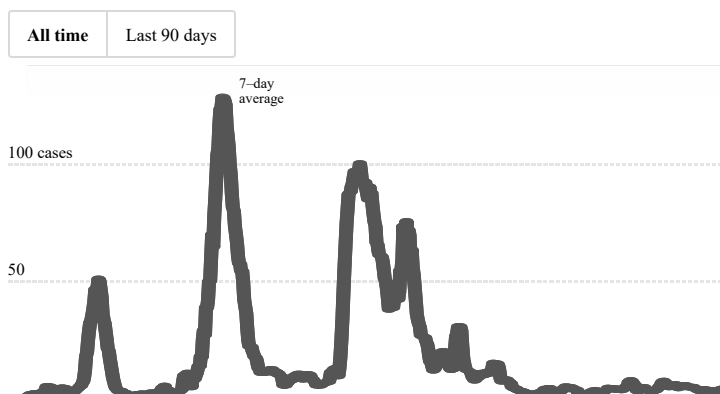
The Hong Kong government said on Thursday that it had detected two cases of a new variant identified in South Africa, which scientists have warned shows a “big jump in evolution” and could limit the effectiveness of vaccines.

The infections were detected in a man who had returned to Hong Kong from South Africa this month, and later in another man staying across the hall in the same quarantine hotel. (Hong Kong requires almost all overseas arrivals to quarantine in hotels for two to three weeks.) The virus’s genetic sequence was identical in both men, suggesting airborne transmission, according to the city’s Center for Health Protection. Both men were vaccinated.

Further sequencing by the University of Hong Kong confirmed that the viruses belonged to the new variant from South Africa, officials said, though they acknowledged that information about the variant’s public health impact was “lacking at the moment.”

Some Hong Kong experts have questioned the length and efficacy of Hong Kong’s quarantines, noting that officials have recorded several cases of residents in quarantine hotels apparently infecting people who were staying in other rooms.

Hong Kong Coronavirus Cases >



Feb. 2020 Jun. Oct. Feb. 2021 Jun. Oct.

Source: Center for Systems Science and Engineering (CSSE) at Johns Hopkins University. The daily average is calculated with data that was reported in the last seven days.

In the case of the latest variant infections, the government has blamed the first man for not wearing a surgical mask when opening his hotel room door, as well as “unsatisfactory air flow” in the hotel. As of Friday afternoon there had been no reports of infections in nearby rooms.

The presence of the new variant may complicate efforts to reopen the border between Hong Kong and mainland China. For months, Hong Kong officials have said that resuming quarantine-free travel between the Chinese territory and the mainland — virtually the only places in the world still pursuing a containment strategy that seeks full eradication of the virus — is their top priority, even though the strategy has damaged the city’s reputation as a global finance hub.

Mainland officials have said that Hong Kong is not doing enough to control the virus, even though the city has recorded just two locally transmitted cases in the last six months. The mainland has recently faced new domestic outbreaks; on Thursday, the National Health Commission there reported four new local cases.

On Thursday evening, Hong Kong’s No. 2 official, John Lee, said mainland officials had told him earlier in the day that Hong Kong had “basically fulfilled” the conditions to reopen the border. He said details would still need to be worked out, including the introduction of a mainland-style “health code” app that has raised privacy concerns.

Asked by a reporter whether the new variant would delay reopening with the mainland, Mr. Lee said only that the Hong Kong authorities would “ensure that adequate research and tracking are done in this regard.”

“Of course, we must manage and control any new risks,” he said.

— *Vivian Wang*

PROPOSED CONSENT AGENDA—December 13, 2021

10. Consent Agenda

10.1 Main Motion

10.2 Contract Compliance

10.3 Request for Shortened Day Agreement

10.4 Students Seeking Approval to Work on High School Equivalency Diplomas

10.5 Interim Bills

10.6 Referendum Construction Bills

10.7 PLACEHOLDER: Referendum 2020 Capital HS Final Bids

10.8 Recommendation for Core Instructional Materials for Elementary Science

In Workflow

Step: 5 of 7

Submitted by: Kate A Kloetty

Waiting for: Natalie P Rew

10.9 Additional Edgenuity Licenses

In Workflow

Step: 7 of 7

Submitted by: Tim K Hernandez

Waiting for: Barbara Osborn

10.10 Purchase of the ACTFL Assessment of Performance towards Proficiency in other Languages (AAPPL) and ALIRA licenses for 2021-22 academic year

In Workflow

Step: 7 of 7

Submitted by: Celina E Chesney

Waiting for: Barbara Osborn

10.11 Educator Effectiveness System Fees 21-22

In Workflow

Step: 6 of 7

Submitted by: Jessica Gagan

Waiting for: Jorge Covarrubias

10.12 Comprehensive Energy Planning

In Workflow

Step: 2 of 7

Submitted by: Mike M Starr

Waiting for: Haley Gausmann

10.13 Capital/Hoyt Referendum Fall Asbestos Abatement/Demolition

In Workflow

Step: 7 of 7

Submitted by: Mike M Starr

Waiting for: Barbara Osborn

10.14 Grants and Donations under \$10,000.00

10.15 Human Resources Transactions Report