



WEEKLY UPDATE TO THE BOARD OF EDUCATION

December 16, 2021

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the last week before a much needed Winter Break, has certainly been eventful. Our community, state, and nation continue to grapple with the constantly changing COVID-19 global health pandemic, while the longstanding pandemic of racial and social injustice continues to present persistent challenges. Despite the issues we face, our students, staff, families, and community members in our district continue to demonstrate resiliency, while leaning forward together with humanity.

As a highly diverse district which is on a journey to become anti-racist, MMSD has an opportunity to model and uplift human decency. While we must address episodes of intolerance and incivility, we must never waver from taking the opportunity to interrogate our actions, words, and mindsets. This will involve avoiding the tendency to just call out injustice, but rather embrace the opportunity to call people in for gaining clarity, co-creating new ways of working, and collaborating on ways to incorporate restoration as well as accountability. Operating in this fashion will continue to stretch all of us in new, and sometimes uncomfortable directions. However, we will move closer to the elusive goal of liberation as we engage in this process with a mindset focused on elevating human decency.

In order to work towards true liberation, with the twin aims of addressing disparities and accelerating learning for all students, it is helpful to utilize the collective intelligence within our community. Thus, we continue to develop relationships with organic scholars and community partners. Also, we are enlisting the experience of our former State Superintendent of Public Instruction, Carolyn Stanford Taylor, to help us refine district efforts related to engagement, diversity, equity, and inclusion.

While we highlight the hard work and resilience of our students, staff, and families in the midst of unprecedented and uncertain times, we also recognize the need for all of us to incorporate wellness principles into our routines. As such, we look forward to the opportunity for each of us to take time for rest, reflection, and rejuvenation during our upcoming winter break. Our district will only be able to ensure our learning spaces are places where every student, staff member, and family can thrive if we utilize opportunities to recharge our batteries and reconnect with the people in our networks we hold dear.

As we continue our co-creative and collaborative work to uplift our students, staff, families, and community members, I would like to thank you for your ongoing support and partnership. We look forward to providing you with more updates on our district's progress when we return from a restful winter break.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS

- **Updated Class Size Report**
Attached is an updated Class Size report in response to a Board request to expand out a section bracket for the Middle and High section (page 2). We've done that by now including a bracket of 30-34 and 35-39. Please note that most of these courses are in the 30-34 range.
- **Academic Support Services Agreement**
Attached is a demographic and programmatic report on the program.
- **Full-Day 4K Update**
Please find attached an update that responds to questions from the August 2021 Instruction Work Group meeting relative to enrollment breakdowns.
- **Dane County Youth Assessment—11/2021**
Attached is a report highlighting 2021 MMSD student data compared to other school districts county-wide as requested at the Instruction Work Group meeting on December 6, 2021 during the restorative justice discussion. This survey covered 11 topics around anxiety, depression, family meals, social contact, etc.

OTHER INFORMATION

- **January Meeting Logistics**
The work group meetings will continue to be held in Doyle 103 with staff and the community attending virtually. We continue to work on a temporary solution for the audio in the auditorium. We are going to have to lease the equipment like we are doing for room 103 until we can get the plans and procurement finalized. The goal is to have the leased audio equipment in the auditorium ready in time for the Regular meeting on January 31. At this time, given the Omicron variant spread, we are not opening the Doyle Building to the general public as yet. We will continue to monitor this situation.



Jefferson Renaming

We are on a temporary hold with moving forward on this project until the board's Policy Review Team has had a chance to review Board Policy 6700—Proposal for Naming a MMSD Building or Facility.



Community metrics for the most recent two-week window (Nov 15-28):

1. Average **daily case count is 157.5** and trending down (*note: decrease may be due to fewer cases and tests reported during the Thanksgiving holiday weekend*)
2. Average **daily percent positivity is 5.0%**
3. Percent with **at least one vaccine dose is 75.8%**
4. Percent **fully vaccinated is 72.6%**

Couple notes on the data this week:

- Vaccination data is not yet available for ages 5-11 and was not included in the snapshot.
- 37% of fully vaccinated people in Dane County have gotten a booster or additional dose. This percentage is 39.9% for people ages 18+, and 72% for people ages 65+.

This snapshot has lots of detailed information, so I'd encourage folks to check out the [PHMDC Dec 2 Data Snapshot](#) and other associated resources on the PHMDC website.



Community metrics for the most recent two-week window (Nov 22 - Dec 5):

1. Average **daily case count is 188.5** and trending up
2. Average **daily percent positivity is 5.5%**
3. Percent with **at least one vaccine dose is 76.1%**
4. Percent **fully vaccinated is 72.8%**

Couple notes on the data this week:

- Roughly half of 5-11-year-olds in Dane County have received at least one dose of COVID-19 vaccine. Data are preliminary pending more info from the Wisconsin Department of Health Services (DHS), and 5-11 year olds are still not included in the vaccination data on pages 1 and 2 of this snapshot.
- 42.3% of fully vaccinated people in Dane County have gotten a booster or additional dose. This percentage is 45.6% for people ages 18+, and 75.7% for people ages 65+.

For more information, check out the [PHMDC Dec 9 Data Snapshot](#) and other associated resources on the PHMDC website.

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

12.14.2021 Metrics Meeting [Agenda](#) & [Recording](#)
No Central Office and School 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](#)

- ✓ **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.
- ✓ **36th Annual 2022 Dream Ball & Silent Auction - Saturday, January 15, 2022 (time TBD)**
Cost: Donations accepted, to attend - TBD
Where: TBD (in the past has been at Monona Terrace)
What: Hosted by Women in Focus Inc., the 36th annual Dream Ball and Silent Auction will take place on **Saturday, Jan. 15**, (time & location TBD). This event helps to commemorate the work and life of Dr. Martin Luther King, Jr. Further info can be found [here](#).
- ✓ **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

-
- Week of December 20 WINTER BREAK
 - Week of December 27 WINTER BREAK
-
- Mon., Jan. 10, 9 a.m. Board Officers
Virtual
 - Mon., Jan. 10, 5 p.m. Instruction Work Group
Doyle 103/Virtual
 - Wed., Jan. 12, 5:30 p.m. City Education Committee
Virtual
 - Fri., Jan. 14, 8 a.m. Restorative Justice Training
YWCA Empowerment Center
2040 South Park Street
 - Mon., Jan. 17 MMSD Holiday—Martin Luther King, Jr. Day
 - Tues., Jan. 18, 5 p.m. Operations Work Group
Doyle 103/Virtual
 - Jan. 19-21 2022 Joint State Education Convention
Milwaukee
 - Week of January 24 Board member briefings
 - Mon., Jan. 24, 5 p.m. Special meeting in closed session
(Doyle 103)

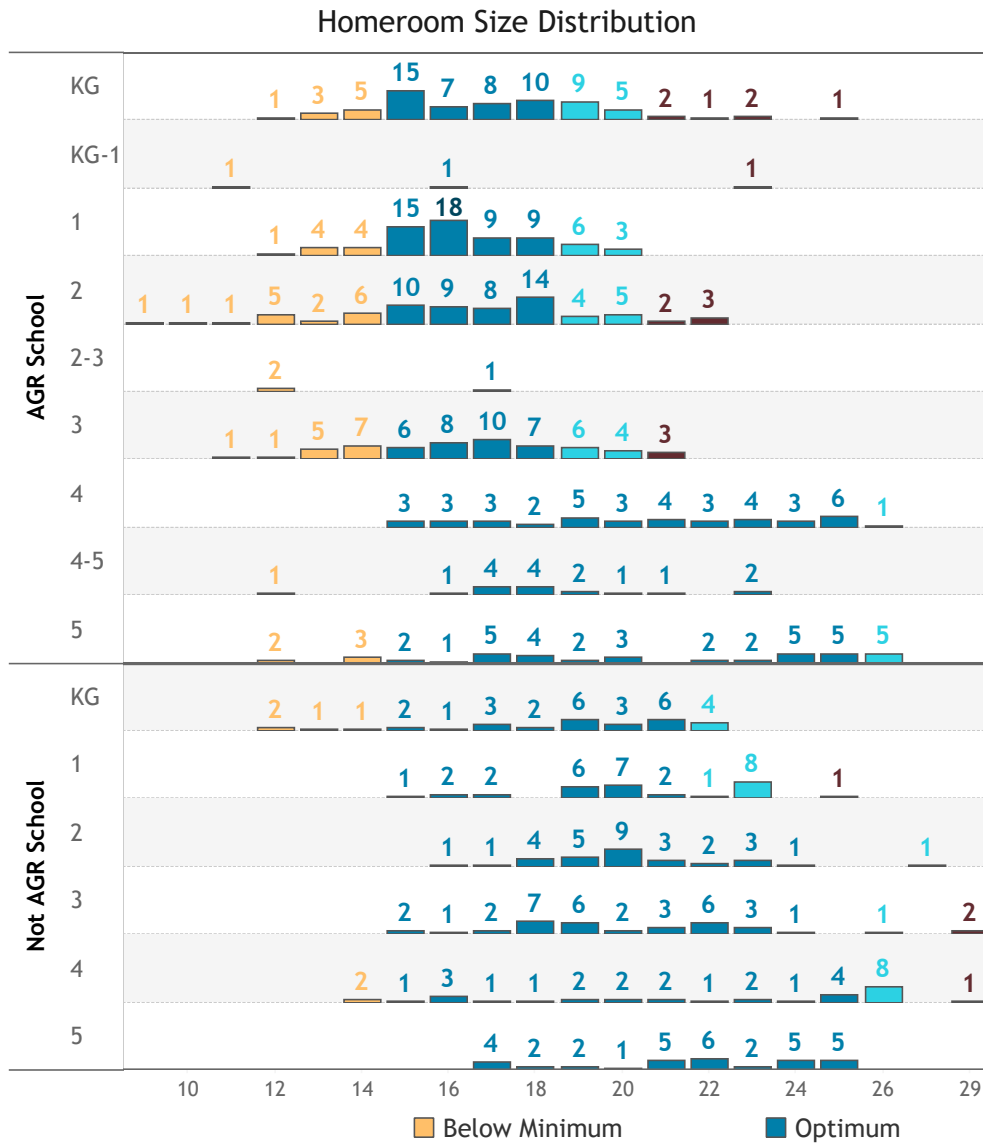
- Mon., Jan. 24, 5 p.m. Restorative Justice Training
YWCA Empowerment Center
2040 South Park Street
- Tues., Jan. 25, 4 p.m. Student Senate
Virtual
- Fri., Jan. 28, 8 a.m. Restorative Justice Training
YWCA Empowerment Center
2040 South Park Street
- Mon., Jan. 31, 9 a.m. Board Officers
Virtual
- Mon., Jan. 31, 6 p.m. Regular BOE meeting
Doyle auditorium/virtual

ITEMS ATTACHED FOR INFORMATION

1. Updated class size report
2. Academic Support Services Agreement report
3. Full-day 4K update
4. Dane County Youth Assessment—Nov. 2021
5. Weekly News Report

Elementary Homeroom Sizes November 2021

This report summarizes *in-person* class sizes, as of November 2021, in accordance with Board Policy 3450: Class Size. The graphic on the left shows the distribution of homerooms sizes, color coded by their compliance with general guidelines, outlined in Board Policy 3450. The graphic in the middle shows average homeroom class sizes. The table on the right shows the total number of sections meeting each guideline.



| Average Homeroom Size | Below Minimum | Optimum | Below Maximum | Above Maximum |
|-----------------------|---------------|-----------|---------------|---------------|
| 17.1 | 9 (13%) | 40 (58%) | 14 (20%) | 6 (9%) |
| 16.7 | 1 (33%) | 1 (33%) | | 1 (33%) |
| 16.3 | 9 (13%) | 51 (74%) | 9 (13%) | |
| 16.4 | 16 (23%) | 41 (58%) | 9 (13%) | 5 (7%) |
| 13.7 | 2 (67%) | 1 (33%) | | |
| 16.5 | 14 (24%) | 31 (53%) | 10 (17%) | 3 (5%) |
| 20.6 | | 39 (98%) | 1 (3%) | |
| 18.3 | 1 (6%) | 15 (94%) | | |
| 20.3 | 5 (12%) | 31 (76%) | 5 (12%) | |
| 18.5 | 4 (13%) | 23 (74%) | 4 (13%) | |
| 20.3 | | 20 (67%) | 9 (30%) | 1 (3%) |
| 20.2 | | 29 (97%) | 1 (3%) | |
| 20.3 | | 33 (92%) | 1 (3%) | 2 (6%) |
| 21.8 | 2 (6%) | 20 (65%) | 8 (26%) | 1 (3%) |
| 21.6 | | 32 (100%) | | |

Below Maximum

Above Maximum

Middle/High Class Sizes

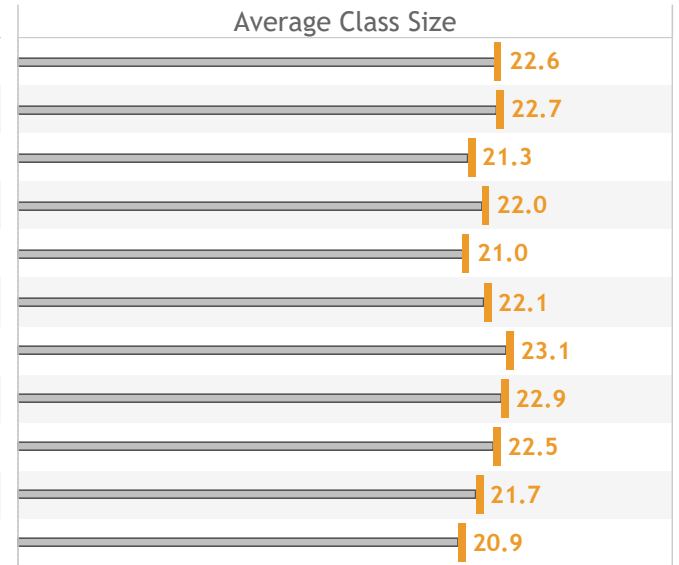
November 2021

This report summarizes *all* (virtual and in-person) class sizes, as of November 2021, in accordance with Board Policy 3450: Class Size. The table on the left shows the distribution of class sizes banded by cutoffs outlined within the policy. The graphic on the right shows average sizes.

Data note: Sections below 10 students are excluded as likely administrative errors. In addition, some percentages show as "0%" due to rounding.

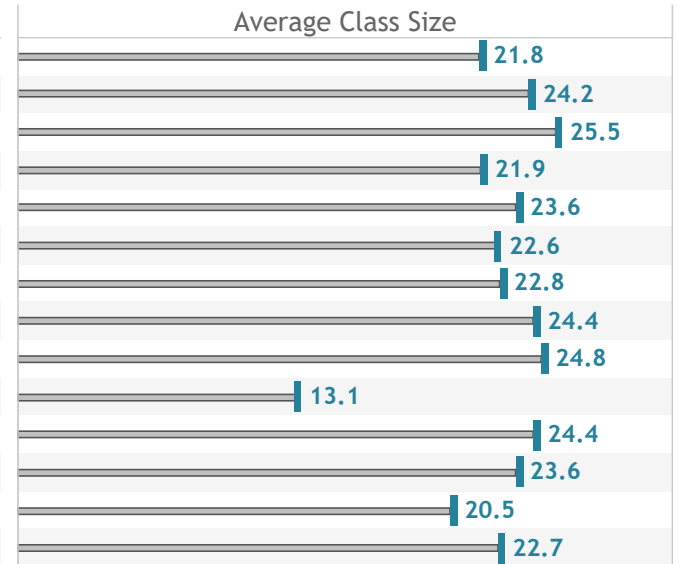
Middle School

| | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 34-39 | 40+ |
|------------------------|----------|----------|-----------|----------|----------|--------|--------|
| Art | 3 (3%) | 18 (20%) | 36 (40%) | 28 (31%) | 3 (3%) | | 1 (1%) |
| English | 4 (3%) | 17 (12%) | 76 (53%) | 42 (29%) | 4 (3%) | | |
| Family & Consumer Sci. | 7 (14%) | 7 (14%) | 21 (41%) | 15 (29%) | 1 (2%) | | |
| Math | 10 (4%) | 59 (23%) | 102 (39%) | 77 (30%) | 10 (4%) | 1 (0%) | |
| Music | 21 (10%) | 41 (20%) | 66 (32%) | 52 (25%) | 22 (11%) | 3 (1%) | |
| Physical Education | 12 (5%) | 44 (19%) | 102 (44%) | 60 (26%) | 14 (6%) | | 1 (0%) |
| Reading | | 4 (15%) | 11 (42%) | 10 (38%) | 1 (4%) | | |
| Science | 2 (1%) | 31 (14%) | 100 (45%) | 73 (33%) | 15 (7%) | | |
| Social Studies | 6 (3%) | 40 (17%) | 98 (42%) | 75 (32%) | 13 (6%) | | |
| Tech Ed. | 2 (7%) | 3 (10%) | 20 (67%) | 5 (17%) | | | |
| World Language | 16 (13%) | 29 (24%) | 37 (30%) | 37 (30%) | 3 (2%) | | |



High School

| | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 34-39 | 40+ |
|------------------------|----------|----------|----------|-----------|----------|---------|---------|
| Art | 10 (13%) | 13 (16%) | 27 (34%) | 29 (36%) | 1 (1%) | | |
| AVID | | 2 (5%) | 19 (48%) | 19 (48%) | | | |
| Business | 1 (3%) | 2 (6%) | 6 (17%) | 24 (69%) | 2 (6%) | | |
| Computer | 4 (11%) | 5 (14%) | 14 (39%) | 11 (31%) | 2 (6%) | | |
| English | 19 (7%) | 22 (8%) | 68 (24%) | 121 (42%) | 58 (20%) | | |
| Family & Consumer Sci. | 8 (14%) | 3 (5%) | 24 (41%) | 22 (38%) | 1 (2%) | | |
| Math | 28 (10%) | 28 (10%) | 58 (21%) | 122 (44%) | 41 (15%) | | |
| Music | 6 (14%) | 9 (21%) | 13 (30%) | 3 (7%) | 4 (9%) | 3 (7%) | 5 (12%) |
| Physical Education | 9 (7%) | 3 (2%) | 12 (9%) | 56 (44%) | 35 (27%) | 12 (9%) | 1 (1%) |
| Reading | 21 (81%) | 4 (15%) | 1 (4%) | | | | |
| Science | 15 (6%) | 18 (7%) | 58 (21%) | 151 (56%) | 28 (10%) | 1 (0%) | |
| Social Studies | 18 (7%) | 22 (8%) | 66 (24%) | 120 (44%) | 45 (17%) | | |
| Tech Ed. | 6 (14%) | 11 (26%) | 14 (33%) | 10 (24%) | 1 (2%) | | |
| World Language | 12 (7%) | 25 (14%) | 51 (29%) | 63 (36%) | 23 (13%) | | |





Date: Friday, October 15, 2021

To: Jorge Covarrubias, Chief of Leadership Development, MMSD Prof Learning & Leadership Dev

From: Mary Klehr, Hybrid MMSD/UW-Madison Elem Teacher Educator

Re: Klehr Hybrid MMSD/UW-Madison Elem Teacher Educator Role

UW-Madison Elementary Education Teacher Preparation Program:

- The undergraduate Elementary Education program is housed within the [Department of Curriculum & Instruction](#) and supported by the School of Education's [Teacher Education Center](#). The Elementary Education program is reconstructionist in nature, highlighting equity, access, democracy, and inclusion reform as the aim of education, and follows a **Social Justice Mission** and **Standards-Based program design**: [Elem Ed Mission and TE Standards](#)

Mission Statement of the **Elementary Education Program**

UW-Madison Dept of Curriculum & Instruction

Revised Feb 2015

To provide an intellectually challenging professional program that promotes social justice through multicultural education and critical reflection.

This entails educating teacher leaders who:

- Are well educated in academic content and dedicated to continued learning;
- Recognize the powers, limits, and controversies of particular disciplines;
- Understand that schooling is fully integrated with the ways in which people conceive of themselves and others;
- Know that institutions like school have the potential to both perpetuate inequities and effect change in society;
- Work for social justice through research-based curricular planning and institutional practices that promote high achievement for all students, particularly those who have been historically underserved;
- Are responsive to their students' needs by learning from their teaching, collaborating with other professionals, and changing their practices;
- Welcome, recruit, and work as partners with families, caregivers, and community members;
- Contribute to and benefit from communities of professional practice; and
- Treat teaching as intellectual work that requires developing and refining beliefs, dispositions and specialized knowledge over time.

- The Elementary Education program is reconstructionist in nature, highlighting equity, access, democracy, and inclusion reform as the aim of education.

2019-2021 ASSA for Hybrid Teacher Educator position shared between MMSD and UW:

See: [KlehrASSA_UWandMMSD_Contract from Candl_2021-22.docx](#)

In agreement with the following and approved by MMSD BoE in 2019:

- Prof Leema Berland, UW Elem Ed Program Chair [2021 EI Ed Program Chair is Hala Ghouseini]
- Prof John Rudolph, UW Dept of Curric & Instr Chair [2021 C&I Chair is Erica Halverson]
- Sue Gorud, PLLD Director [2021 PLLD Chief is Jorge Covarrubias]
- Prof Kimber Wilkerson, SoE Teacher Ed Center Director
- Mary Klehr, MMSD/UW Hybrid Teacher Educator

Role Description:

The Hybrid Teacher Educator (Mary Klehr) will have the following responsibilities in the following 3 areas:

Lead two MCEA/ESL Elementary Education Cohorts in MMSD Elem and Middle Schools. This work includes:

- Collaborating across institutions (MMSD, UW-Madison Dept of Curric & Instr), and with cohort leaders for other elementary teacher education cohorts, to design and facilitate elementary practicum and student teaching field experiences within MMSD schools.
- Teaching seminars that support the elementary practicum and student teaching experiences (CURRIC 340 and 373 in fall semesters, and CURRIC 367, 454 and 464 in spring semesters)
- Consulting with school principals and School Based Coordinators regarding professional learning and leadership opportunities for teacher candidates and cooperating teachers
- Working with MMSD's Dept of Professional Learning and Leadership Development (PLLD) to promote the MMSD's Strategic Framework in teacher education field experiences
- Mentoring TA/Supervisors, including connecting them to MMSD school sites and staff
- Connecting teacher candidates and UW-Madison university supervisors with school and community leaders and events

MMSD Co-Lead for Forward Madison (FM)

- Represent MMSD on Forward Madison, a collaboration between UW-Madison's School of Education and MMSD to grow, induct, and support new educators, including advising the Cooperating Teacher Alliance and PAL/GOO teacher certification program.

Coordinate MMSD's Classroom Action Research Program

- Additionally: Collaborate with UW-Madison and MMSD faculty to support school-based researcher/teacher inquiry.

Historical background for MMSD/UW-Madison Hybrid Teacher Educator

Longstanding Partnership Between UW-Madison's School of Education and MMSD

The hybrid teacher education role that is shared between UW-Madison and MMSD has a long and successful history. It was started in 1988 as a result of discussions between the University Chancellor and MMSD Superintendent for the purpose of positively impacting minority student achievement and building teacher effectiveness for diverse populations. MTI has historically been included in discussions about this partnership and has given approval for the specialized roles played by the hybrid teacher educators.

This hybrid teacher educator component of the MMSD/UW-Madison Teacher Education partnership has evolved over the past three decades and serves as an example of MMSD's strategic initiative to cultivate opportunities for families, schools, businesses, organizations and communities to work as partners on behalf of MMSD children and families.

Shared Commitment, Shared Funding

As per longstanding agreement between the MMSD, UW-Madison, and MTI, a general funding formula of 50% university; 50% district for salaries is applied to the hybrid teacher ed positions.

In-Kind Benefits to the District and Participating Schools

All UW-Madison teacher education programs hold non-negotiable expectations about equity practices, and provide a strong university + school support system for preservice teachers at MMSD sites. This enables to UW-Madison student teachers to make meaningful in-kind contributions that directly impact students in classrooms and also address broader objectives of culturally relevant practices and community connections. Related specifically to the Elementary Education program:

- Each Elementary Education preservice teacher spends *nearly 1,000 unpaid hours* teaching in our classrooms, teaming with experienced MMSD teachers to provide knowledgeable instruction to children in bilingual, EL, and special education inclusive settings over the course of their teacher prep program.
- Elementary Education preservice teachers are guided to *learn core practices* taught in program methods courses and practiced in participating schools: research-based curriculum and instruction, culturally-relevant pedagogy, and instruction strategies that support multilingual learners and students with IEPs.
- Elementary Education preservice teachers receive *regular consultation* from UW-Madison university supervisors as well as MMSD cooperating teachers and school-based curriculum coaches; participate regularly in team and staff meetings; and attend school-based and district-based professional development sessions.
- Elementary Education preservice teachers spend time each semester in the larger school setting, learning about *school and district expectations* and building *relationships* with principals, support staff, specials teachers, and other district partners.

- Elementary Education preservice teachers engage with and/or provide *service to families and the community* outside of school time.
- Elementary Education preservice teachers must demonstrate commitment to *educational equity*, understanding and application of *cultural relevance and anti-racist teaching practices*, and the ability to effectively plan-teach-assess in diverse classrooms settings.
- Elementary Education graduates feel connected and valued by MMSD, and many *apply for MMDS jobs, teach summer school* for the district, and *pursue ESL or bilingual certification* within their first years of teaching.

Underlying ideas and Practices of Hybrid (shared) Teacher Educator Roles

1. **Knowledge.** Knowledge about good teaching is located in both university research and courses, and in the practices of expert teachers and leaders in schools. **A hybrid teacher educator selectively combines relevant academic and practitioner knowledge.**
2. **Mentoring.** The mentoring of preservice teachers is a critical element of a good teacher education program. Typically, university supervisors and school-based Cooperating Teachers rarely collaborate. University methods instructors and Cooperating Teachers typically never connect. **Hybrid teacher educators, who can operate within the culture and context of both school and university are able to provide a high level of mentoring and guidance to students, supervisors, and cooperating teachers, as well as to school principals and coaches.**
3. **Relationships.** By spanning boundaries and working closely in both the school and university setting, hybrid teacher educators who are skilled at building relationships gain the trust of people within both contexts. **Building strong relational trust and goodwill allows hybrid teacher educators to forge connections between people in each institution to support their shared goals around learning, achievement, justice, and change.**
4. **Representation.** In order to be relevant, teacher education programming must be responsive to the needs of real schools and classrooms. **Hybrid teacher educators bring a school and district perspective to faculty and program design meetings, and are able to weigh the effectiveness of program decisions as they play out in real time. Conversely, they are able to reliably share information about teacher education programming with district and school leaders.**
5. **Targeted Professional Development.** Teacher education/learning is a career-long process and it is important for related PD activities to address teachers' own questions, issues, etc, within the context of their own district and schools. **Hybrid teacher educators are attentive to the needs and interests of both university and schools, and are able to provide consultation and professional learning opportunities specially constructed for the people involved, e.g. Cooperating Teachers, Supervisors, Student Teachers.**

6. Equity and Collaboration. Education professional and research organizations are currently calling for more equitable, collaborative relationships between universities and schools. **One of the ways this goal is realized is through the existence of and work done by those in boundary-crossing roles.**

7. Partnership, Innovation, and Change: The teacher education division of the American Education Research Association claims that innovation in teacher education research (and therefore practice) today can only happen through **reciprocal, synergistic, mutually beneficial partnerships between university and schools, academics and practitioners, leading to more responsive, more relevant, and more effective teacher education programs.**

UW-Madison and MMSD's Cooperating Teacher (CT) selection process:

- MMSD CTs must be recommended and approved by MMSD principals and district HR each year.
- MMSD CTs must meet [UW Qualifications for Cooperating Teachers](#).
- The MMSD HR department maintains records of all approved CTs and teams with UW-Madison's Field Experience Office to follow an agreed-upon process for placing preservice teachers in MMSD sites. Employee Relations Specialist Najjah Thompson and HR Analyst Otis Harris Jr are the MMSD contact points for MMSD CT approval and school placements.
- The shared understanding of CT effectiveness developed through MMSD/UW-Madison's Forward Madison partnership can be found here: [FM CT Alliance Shared Understanding of Effective CTs \(1-17-2020\)](#)

Fall 2021 UW-Madison Placement Numbers in MMSD & Mary Klehr's current cohort numbers:

- In Fall 2021, MMSD is hosting 372 (out of 502 total) clinical field placements across all of UW-Madison's educator preparation programs. See Table 1 below for details.
- In Fall 2021, in her role as MMSD/UW-Madison hybrid teacher educator, Mary Klehr
 - directly oversees 51 Elementary Education placements in MMSD (the entire MCEA/ESL certification strand, grades 1-8);
 - serves in collegial/advisory role for all Elementary Education named options ("strands"), impacting approximately 200 preservice teachers each year
 - collaborates with the other UW-Madison teacher education programs and the SoE Teacher Education Center.
- Mary Klehr's current numbers (Fall 2021):
 - Working directly with 51 students in the MCEA/ESL cohorts

- These 51 preservice teachers are placed in grades 1-8 classrooms, all in MMSD: Emerson, Hawthorne, Henderson, Huegel, Lincoln, Sandburg, Shorewood, Hamilton, Sennett, Toki, and Wright.
- 16 out of Mary's 51 current UW students (31%) identify as BIPOC = Latinx, APIDA, Hmong, Black

Teacher Education at UW-Madison

UW-Madison educator preparation programs are housed within the following six SoE departments: (1) [Art](#), (2) [Curriculum & Instruction](#), (3) [Education Leadership & Policy Analysis](#), (4) [Educational Psychology](#), (5) [Rehabilitation Psychology & Special Education](#), and (6) [Kinesiology](#). In addition, licensure programs are also housed within the [iSchool](#), the [School of Social Work](#), [Mead Witter School of Music](#), and the Department of [Communication Sciences & Disorders](#), which are all within the [College of Letters & Sciences](#), while the School Nurse licensure program is housed in the [School of Nursing](#). Together, UW-Madison currently offers nine programs that lead to teacher licensure, five that lead to administrator licensure, and four that lead to pupil services licensure. We also currently offer three supplementary teaching licensing programs. Our three largest teaching licensing programs (i.e., elementary education, secondary education, and special education) offer dual certification options as part of a concerted effort to ensure that our graduates are adequately prepared to meet the needs of all students while also addressing the areas of significant teacher shortages within our state.

Bachelor's programs

- [Art Education](#)
- [Elementary Education](#)
- [English as a Second Language](#)
- [Music Education](#)
- [Physical Education](#)
- [Special Education](#)
- [Speech Language Pathologist](#)

Master's programs

- [Secondary Education](#)
- [Special Education](#)
- [English as a Second Language](#)

Table 1: Fall 2021 UW-Madison School-based Field Experiences by District

| District | # of Placements |
|-----------------------|-----------------|
| Adams-Friendship Area | 1 |
| Albany | 1 |
| Belleville | 1 |
| Beloit | 8 |
| Burlington Area | 1 |
| DeForest | 4 |
| Evansville | 1 |
| Juda | 1 |
| Lodi | 1 |
| Madison Non-Public | 14 |
| McFarland | 2 |
| MCPSD | 29 |
| MMSD | 372 |
| Monona Grove | 8 |
| Monroe | 1 |
| Monticello | 1 |
| Mount Horeb | 4 |
| Oconomowoc | 2 |
| Oregon | 4 |
| Shullsburg | 1 |
| Stoughton Area | 6 |
| Sun Prairie | 8 |
| Verona Area | 29 |
| Waunakee Community | 2 |
| Wisconsin Heights | 1 |

Full-Day 4K Update

The 4K update will be provided to the Board of Education Instruction Work Group in the next few months. We will be providing initial data information that was collected from our evaluation with the Madison Education Partnership.

Enrollment Demographics Per Site (Race/Ethnicity):

| 4K Site | Total Number of Students | Asian | White | Black | 2 or More Races | Latinx |
|---------------|--|-------|-------|-------|-----------------|--------|
| Allis | 36 | 1 | 5 | 12 | 5 | 13 |
| Hawthorne | 17 English 8 Bilingual/ Spanish | 1 | 4 | 6 | 5 | 9 |
| Huegel | 17 | 0 | 12 | 3 | 2 | 0 |
| Leopold | 35 English 17 Bilingual/ Spanish | 0 | 8 | 11 | 9 | 24 |
| Lindbergh | 32 | 4 | 5 | 15 | 4 | 4 |
| Mendota | 34 | 3 | 6 | 22 | 2 | 2 |
| Orchard Ridge | 31 (4 from Leopold) | 2 | 8 | 11 | 1 | 7 |
| Sandburg | 19 English 18 Bilingual/ Spanish | 4 | 5 | 4 | 4 | 20 |

In line with the design and intent/goals of the program, full-day classrooms on average include more students of color and fewer children whose parents enrolled in college than do half-day classrooms.

Full-Day Site Overflow of Students

There is not a component of the enrollment process that tells us if families do not want full-day. The following numbers indicate how many families may have elected to go to the half-day program overflow sites, or they may have been sent there because the full-day site was full.

[Estimated 19 students enrolled in half-day 4K programming (school sites) and were not enrolled in full-day programming at their attendance school either because the full-day section was full, the family did not want full-day, or the half-day location suited the family better.]

**Students who are open enrolled out of the district are included in the total number of resident students on table below.

| 4K Site | Total Number of Resident Students | Number attending Full Day | Number attending half-day in other schools by choice or overflow | Number attending community partner sites |
|----------------------|--|------------------------------------|--|---|
| Allis | 74 | 36 | 19 | 18 |
| Hawthorne | 47 | 17 English 9 Bilingual/Spanish | 13 | 8 |
| Huegel | 50 | 19 | 3 in other schools 22 in half-day programs at Huegel (some of these students are not Huegel students; they are overflow from other schools) | 8 |
| Leopold | 89 | 34 English 17 Bilingual/Spanish | 14 | 20 |
| Lindbergh | 49 | 30 | 10 | 9 |
| Mendota | 46 | 34 | 3 | 9 |
| Orchard Ridge | 38 | 31 (4 from Leopold) | 1 | 9 |
| Sandburg | 46 | 38 | 6 | 5 |

*We chose our full-day 4K sites based on school and community needs to best serve our most marginalized students. The Majority of our full day 4K sites are at capacity or began at capacity. As students have left, spaces are available for new students moving into the area. This was created by design to support students who are moving throughout the district during the school year. Having room available at their attendance area school is important to best meet the needs of students.

Implementation Updates

Teacher Collaboration

- Full-day 4K teachers have the opportunity to meet monthly to collaborate and problem solve issues for full-day 4K programming.

Program Positives

- Full-day 4K is focused on closing achievement gaps for students of color, and the community is supporting early learning programs in MMSD. Two organizations made donations to support the full-day 4K program and early literacy initiatives.
 - \$100,000 donated by Roots and Wings for setting up full-day 4K classrooms
 - \$108,000 donated by AmFam to focus on early literacy interventions.

Program Problem Solving

- The Department of Early Learning will meet with principals and teachers to discuss problems occurring in full-day 4K classrooms in order to provide opportunities to problem solve issues that are occurring.
 - Intense behavior challenges have increased due to Covid related isolation and lack of socialization for students. Continue to work on self regulation skills in programs.

Proposed Changes for Next School Year

- Increase Huegel to 2 full-day sections to eliminate equity disparities in the enrollment between full and half day classes
- Review specialist allocations for 4K
- Review planning and prep time to see if we need to change prep time from one day per week to smaller time allotments each day to support curriculum and progress monitoring.
- Pilot contracts, 3 full-day 4K sections in our Early Care and Education sites: 2 Model 3 and 1 Model 2 Contract
- Implementation of Pyramid Model to focus on teaching social and emotional skills in 4K school sites



Dane County Youth Assessment

Highlights 2021

for Madison Metropolitan School District

NOVEMBER 2021

PRESENTED BY BRIAN KOENIG
K12 ASSOCIATES, LLC



DCYA in 2021

- The project is funded by:
 - Dane County Human Services,
 - United Way of Dane County,
 - Public Health Madison & Dane County
 - City of Madison
 - 20 school districts (2 new)

- A county-wide survey given to 7th-12th grades every 3 years, started in 1980

- In 2021, approximately 26,000 7th-12th student population completed the survey (weighted population)

How is it administered?

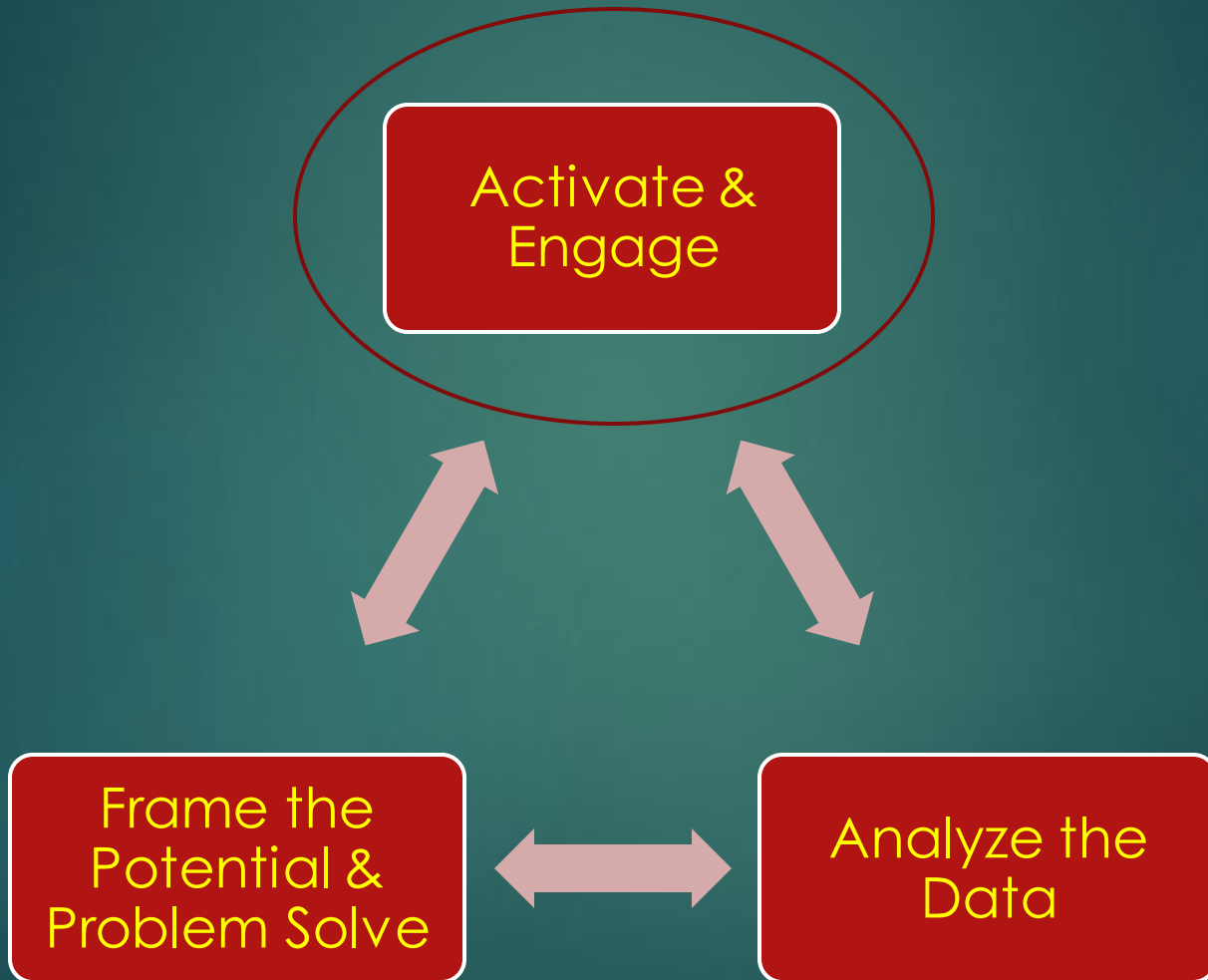
- ▶ School staff administer the online survey from late January to mid-April
- ▶ Students are assured their responses are confidential
- ▶ Survey topics & survey design is vetted by community partners, school districts and students
- ▶ Validity and consistency of administration reflected in DCYA data matching national & state trends



Topics Covered

- ▶ Alcohol, drugs and tobacco
- ▶ Nutrition, exercise and health
- ▶ Home life
- ▶ Community Involvement
- ▶ Sexual behavior
- ▶ Working and volunteering
- ▶ Extra-curricular activities
- ▶ Life at school
- ▶ Future plans
- ▶ Emotional/mental health
- ▶ COVID impact

Data Inquiry Cycle

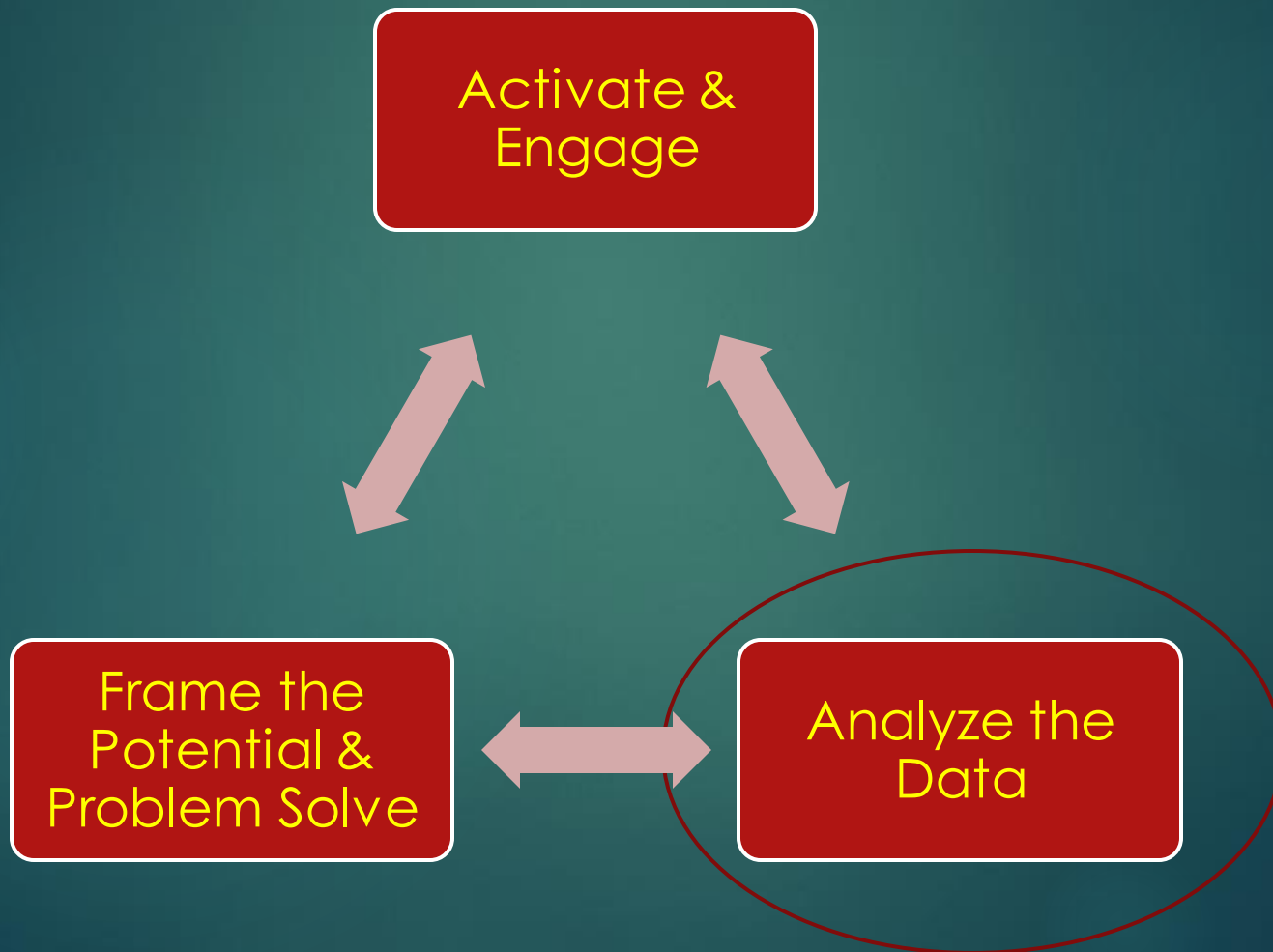


Surfacing Assumptions

Before we dive into the data, what predictions might you make? What do you expect to see? Consider why might you expect to see that?

- ▶ Alcohol, drugs and tobacco
- ▶ Nutrition, exercise and health
- ▶ Home life
- ▶ Community Involvement
- ▶ Sexual behavior
- ▶ Working and volunteering
- ▶ Extra-curricular activities
- ▶ Life at school
- ▶ Future plans
- ▶ Emotional/mental health
- ▶ COVID impact

Data Inquiry Cycle



County-wide Summary

DCYA 2021

8

- ▶ Consistent patterns across the county
 - ▶ Higher levels of anxiety
 - ▶ Much higher levels of depression
 - ▶ More students staying up late, missing breakfast
 - ▶ More family meals
 - ▶ Lower AOTD. Less social contact.
 - ▶ Students falling behind in school, more anxiety about school
 - ▶ Perhaps lower food insecurity

Demographic Summary

High School Combined
MMSD Weighted Population (Wisc DPI % 2020-21)

- ▶ Race/Ethnic Background
 - ▶ Asian (including Hmong) 8.9% (8.1%)
 - ▶ African-American 17.5 (17.7)
 - ▶ Hispanic 23.0 (23.2)
 - ▶ White 41.8 (42.1)
 - ▶ Two or more 8.6 (8.4)
- ▶ Assigned Sex
 - ▶ Female 49.8% (48.9%)
 - ▶ Male 50.2 (51.1)
- ▶ Free reduced
 - ▶ Yes/Don't know 47.7% (49.0%)
 - ▶ No 52.3 (51.0)

Demographic Summary

7th-8th Grade Combined

MMSD Weighted Population (Wisc DPI % 2020-21)

- ▶ Race/Ethnic Background
 - ▶ Asian (including Hmong) 7.8% (7.9%)
 - ▶ African-American 18.2 (18.3)
 - ▶ Hispanic 25.3 (25.5)
 - ▶ White 38.4 (38.7)
 - ▶ Two or more 9.3 (9.4)
- ▶ Assigned Sex
 - ▶ Female 48.7% (48.0%)
 - ▶ Male 51.3 (52.0)
- ▶ Free reduced
 - ▶ Yes/Don't know 64.8% (55.2%)
 - ▶ No 35.2 (44.8)

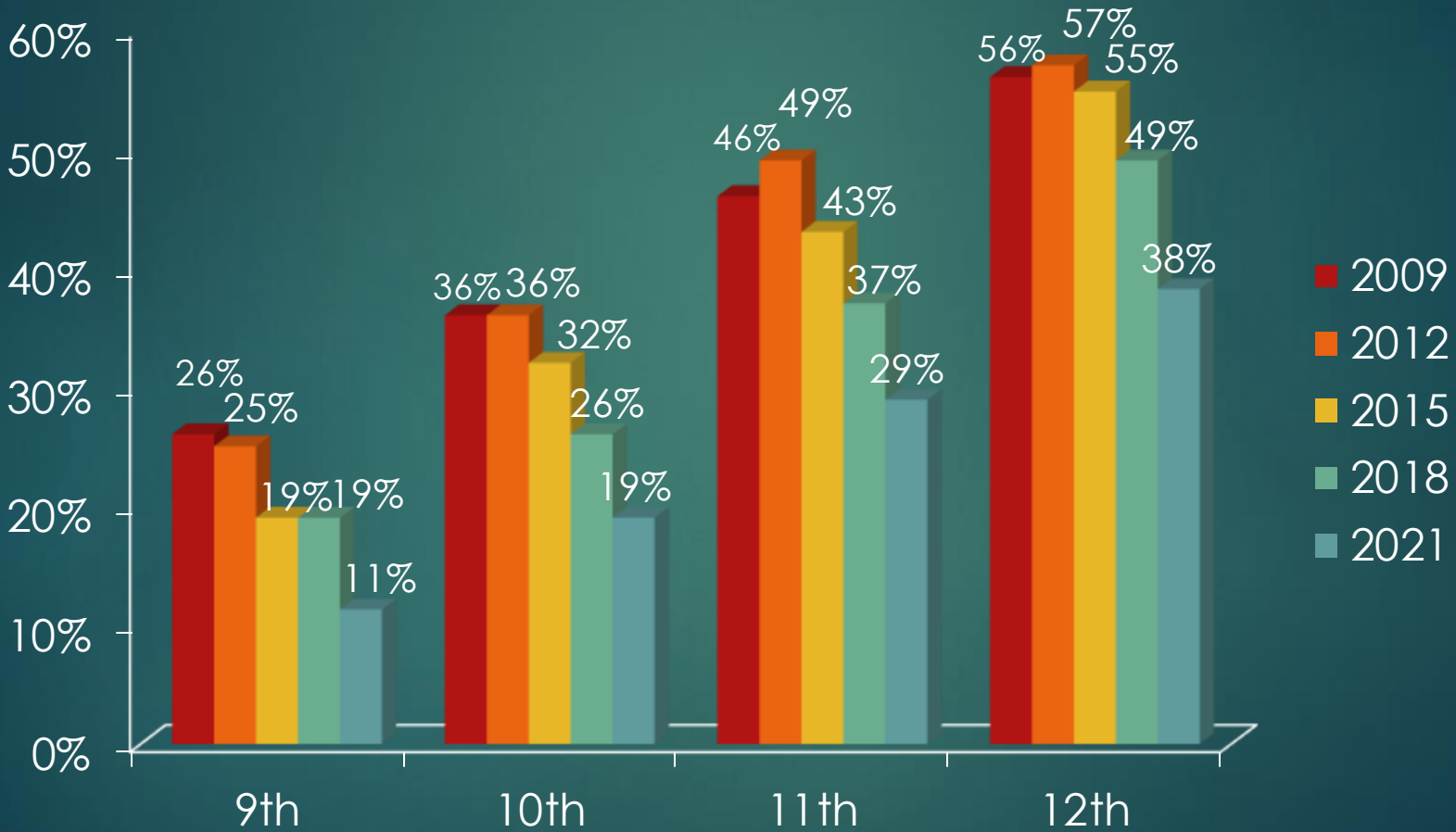
Other Characteristics

MMSD Grades 9-12

- ▶ 3.8% of HS students say they are either non-binary, gender fluid or other for gender identity (3.1% in 2018)
- ▶ 2.0% say they are transgender and 2.3% were not sure (about 290 students)
- ▶ 26.4% say they are not straight/heterosexual for sexual orientation (it was 18.5% in 2018)
- ▶ Biggest change from 2018, females saying they are bisexual

Alcohol Consumption by Grade

Any Alcohol Last 12 mos. (9th-12th) all Dane County



Alcohol Consumption by Grade

Any Alcohol Last 12 mos. (9th-12th) MMSD

- ▶ All high schools MMSD: 17.1%
 - ▶ 9th grade: 7.2%
 - ▶ 10th grade: 15.5
 - ▶ 11th grade: 19.6
 - ▶ 12th grade: 31.9

- ▶ Sources of alcohol for drinkers
 - ▶ Parents: 33.7%
 - ▶ Parties with friends: 15.2
 - ▶ Sneak it from home: 12.7

Alcohol and Addiction

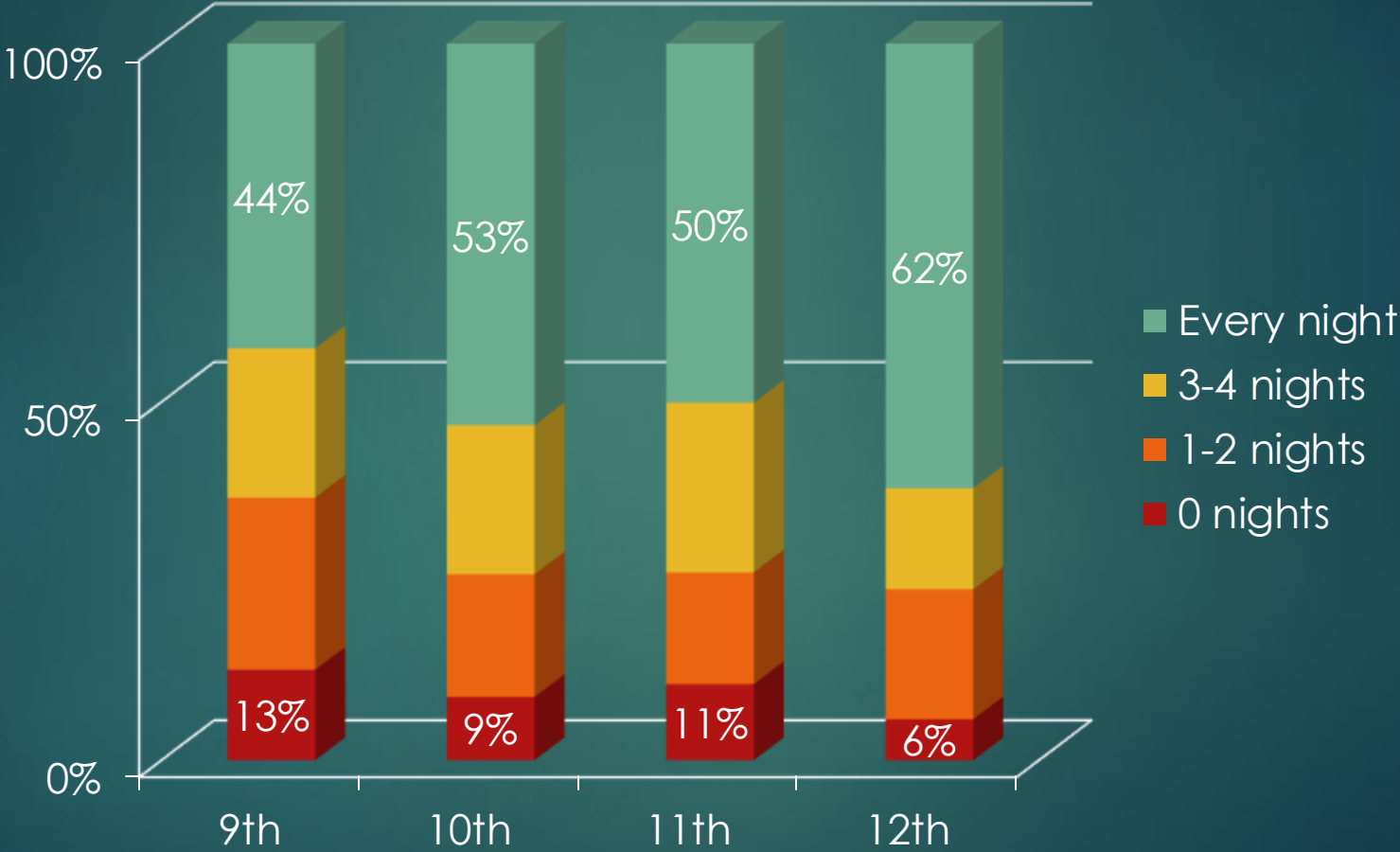
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MMSD DCYA 9th-12th grade

- ▶ On CRAFFT addiction screener 7.4% of HS students were at risk of addiction (13.4% 2018)
- ▶ However, nearly 30% of HS drinkers were at risk of addiction (3 or more on CRAFFT)
- ▶ Also, 52.0% of drinkers are using marijuana (last 12 months)
- ▶ Of drinkers, about 60% are girls and 40% are boys. (55% of girls and 45% of boys 2018)
- ▶ County wide HS girls binge drinking more than HS boys (first time)

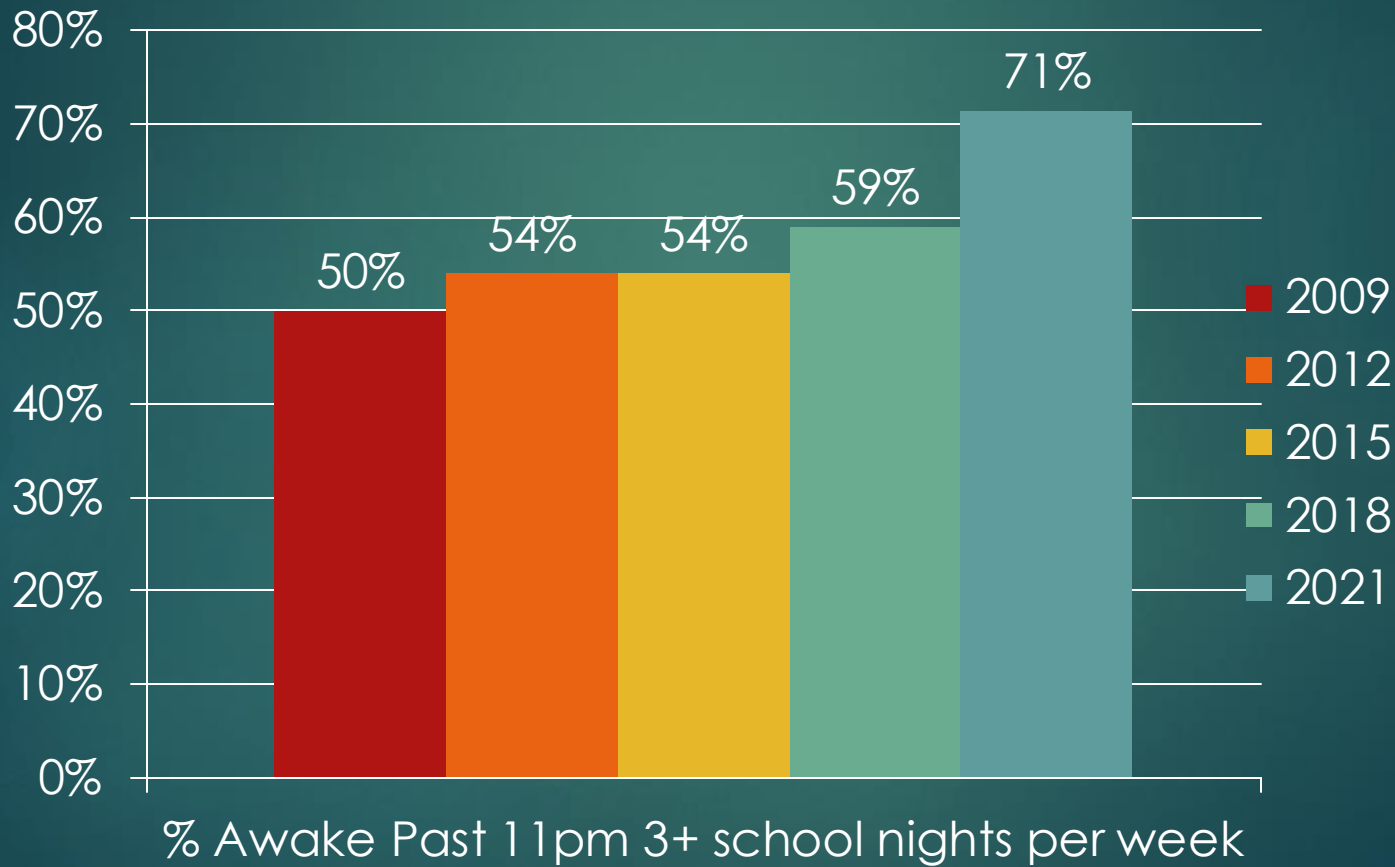
Up Past 11pm School Nights

MMSD Grades 9-12



Trends in Student Sleep

Dane County 9th-12th grade



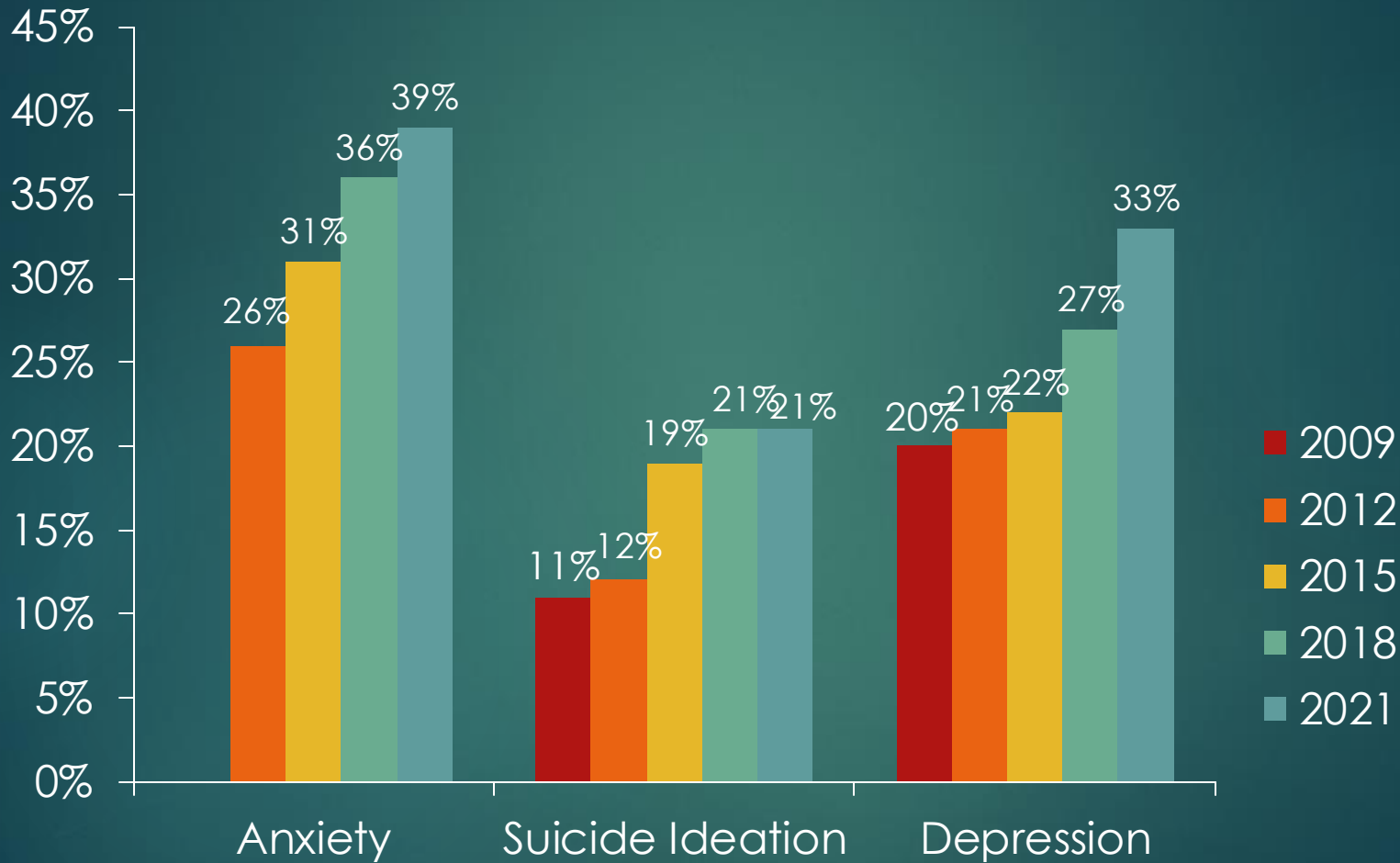
Anxiety and Sleep

County 9th-12th grade – up 3+ nights per week

- ▶ Higher correlation between lack of sleep and anxiety (less so with depression)
- ▶ Students up past 11pm 3+ nights per week, 45% report higher anxiety (23% for all others)
- ▶ 60% of students up late say they struggle getting homework done (53% others)
- ▶ Main reasons they struggle: 76% too much homework and 72% too tired

Emotional Health Trends

County 9th-12th grade since 2009



Emotional Health

MMSD 9th-12th 2021

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Dane County Youth Assessment 2015

- ▶ 35.9% anxious often or always (Using DCYA 3-item anxiety scale)
- ▶ 33.4% report depression
- ▶ 18.4% have some suicide ideation
- ▶ 19.3% of students are receiving some kind mental health services outside of school
- ▶ 4.3% are receiving services within school

Who are the anxious students?

MMSD Grades 9th-12th

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Dane County Youth Assessment 2021

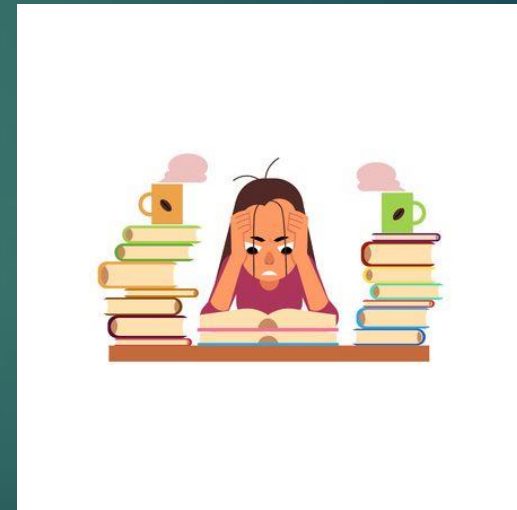
- ▶ Using DCYA 3-item anxiety scale saying always or often
- ▶ 71.3% are females (61.7% in 2018)
- ▶ Racial distribution for anxious kids nearly identical to distribution for all kids
- ▶ 70.0% are kids who struggle with homework (55.1% for all MMSD HS)
- ▶ Slightly more anxiety for lower income students
- ▶ 44.5% of highly anxious kids are LGBTQ compared to 26.4% for all MMSD HS.

What are students anxious about?

MMSD 9th-12th grade

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- ▶ When asked if they experience any anxiety, 80.6% said yes, some.
- ▶ Reasons for anxiety (chose 3 most important reasons):
 - ▶ Pressure to perform in school – 58.0%
 - ▶ Too much homework – 53.2%
 - ▶ Problems in the US/world – 31.9%
 - ▶ Concerns about COVID -31.4%
 - ▶ Social pressure to be popular, look good – 12.8%
 - ▶ Pressure to have money, things (phone, clothes) – 13.3%



National College Health Assessment 2020

- ▶ The National College Health Assessment, fall 2020. 40 US campuses (including UW System schools)
- ▶ Top impediments to academic performance (undergrads)
 - ▶ Stress 45%
 - ▶ Anxiety 35%
 - ▶ Depression 26%
 - ▶ Sleep difficulties 26%
- ▶ Females equal to males on marijuana, but more likely to consume alcohol and far more likely to binge drink.
- ▶ 75% feel sleepy 3 or more days per week

Mental Health Services

9th-12th grade

23

Dane County Youth Assessment 2021

- ▶ Dane County 83% says it's OK to get professional mental health services (50% of students in 2012)
- ▶ In Dane County 22% of students say are receiving mental health services (17% in 2018 and 12% 2015)
- ▶ MMSD long-term (6 months+) emotional or mental health issues:
 - ▶ 41.4% say they have some kind of issue (44.2% county wide)
 - ▶ Anxiety 31.2%
 - ▶ Depression 20.0%
 - ▶ ADD/ADHD 10.2%
 - ▶ Trauma 6.2%
 - ▶ Eating disorder 4.3%

Mental Health Services

MMSD 9th-12th grade
(continued)

24

Dane County Youth Assessment 2021

- ▶ 56.0% of students who say they have long-term, emotional or mental health issues are not getting services.
- ▶ 53.2% of students who describe more frequent suicide ideation are not getting mental health services
- ▶ Among higher anxiety students LGBTQ kids less likely to be getting mental health services.
- ▶ Some differences by race (White students more likely to be receiving services)

School and academics

MMSD 9th-12th grade

25

Dane County Youth Assessment 2021

- ▶ 49.5% students said they fell behind in school during COVID (51% County)
- ▶ 55.1% said they struggle getting homework done (54% County)
- ▶ 40.3% of students missed or cut a scheduled class (33% County)

Community Involvement

MMSD 9th-12th grade

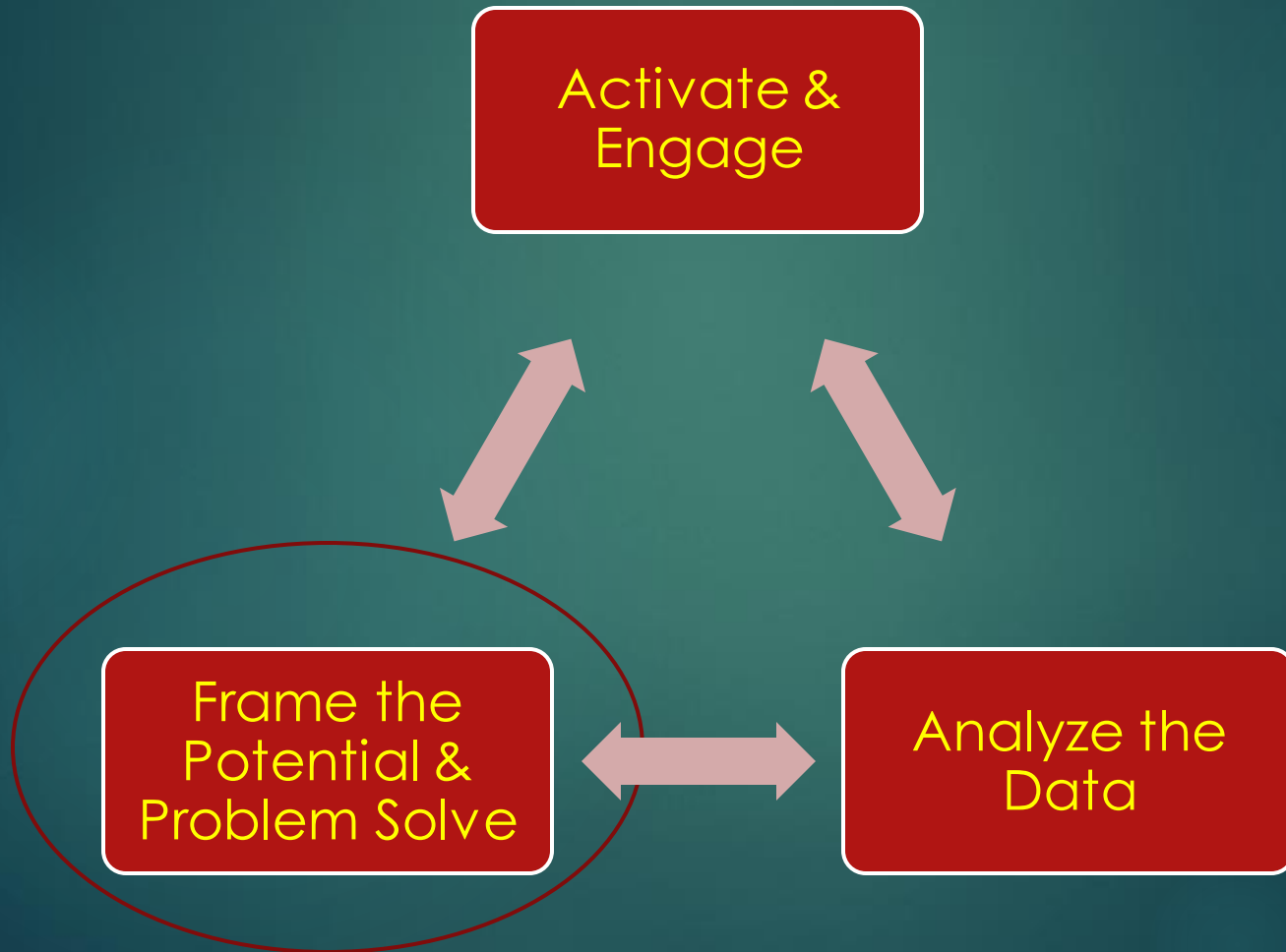
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- ▶ Have you been involved in any social activism, like marches or protests? 34.6% said yes (25% County)
- ▶ My voice makes a difference: All MMSD HS 77.3% agree
 - ▶ Black/African-American students: 77.8% agree
 - ▶ Hispanic or Latino students: 81.4% agree
 - ▶ White students: 76.1% agree
 - ▶ Biracial or multiracial students: 77.6% agree
- ▶ Conversations about racial injustice or inequality
 - ▶ 36.0% have talked a lot with friends or family about it
 - ▶ 15.6% have not talked about it at all.

Data Inquiry Cycle

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Dane County Youth Assessment 2015



Journal Reflection

28

- ▶ What did you notice?
- ▶ What surprised you?
- ▶ What might be some of the root causes of this data?
- ▶ What might be some potential next steps?
 - ▶ *Consider Tips for Success reading*

Trio Share

29

- ▶ Share some of your journal reflections.
 - ▶ What did you notice?
 - ▶ What surprised you?
 - ▶ What might be some of the root causes of this data?
 - ▶ What might be some potential next steps?

Large Group Circle

30

- ▶ What did you notice?
- ▶ What surprised you?
- ▶ What might be some of the root causes of this data?
- ▶ What might be some potential next steps?



WEEKLY NEWS REPORT

Edition: 12/16/21

| NEWS ORG | NEWS HEADLINE/LINK |
|------------------|--|
| NBC-15 | Bilingual volunteers connect Spanish speakers with food assistance |
| Madison365 | Madison East alumni and UW-Madison senior Lydia Nyachieo is the winner of a prestigious Marshall Scholarship |
| Cap Times | Former state superintendent joins MMSD administration |
| WI State Journal | Madison School District extends religious exemption appeal deadline for staff vaccine requirement |
| Cap Times | MMSD, Rape Crisis Center look to expand student services |
| CBS-3 | Schools, police warn of TikTok trend of videos... |
| Cap Times | Lancer Secret Santa' provides gifts for 150 students, families |
| Cap Times | Van Hise Elementary food drive collects more than 3,000 items |
| NBC-15 | SSM Health, MMSD will offer COVID-19 vaccines to those ages 5-11 |
| CBS-3 | MMSD board discusses possible changes to COVID-19 leave policy |
| Cap Times | Opinion Ex-police Chief Noble Wray suggests summit on police in schools |
| Cap Times | MMSD board members support COVID leave policy for staff |
| CBS-3 | Jefferson Middle School teacher placed on leave after offensive assignment |
| NBC-15 | Mattresses donated to Madison students in need |
| Madison365 | Former MMSD administrator announces bid for school board |
| WI State Journal | Covid quarantines rise in MMSD |