



WEEKLY UPDATE TO THE BOARD OF EDUCATION

January 13, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the next to last week of our second quarter, has certainly been eventful. As our state and nation grapple with the Omicron variant of COVID-19, our community is having conversations about how to best support the health, safety, social-emotional, and academic needs of our students, staff, and families. As we engage in co-creation around these difficult and important decisions, we are working to take equity considerations into account due to the ongoing pandemic of racial and social injustice.

As we address these twin pandemics, we have enlisted the participation of our business community, non-profit partners, organic scholars, college and universities, parents, policymakers, and other concerned community members. Their voices can help refine our decisions, and their participation can help to build the collective capacity needed to lean forward together during these unprecedented times. In particular, their partnership can augment the efforts being made by our dedicated staff, who continue to go above and beyond while we respond to immense challenges including staffing shortages, global supply chain constraints, and constantly evolving public health guidance.

During these challenging times, we continue to be inspired by living examples of how to lean forward together with humanity. Yesterday, Spectrum News released a story about the work Lincoln Elementary's registered nurse, Julie Sonnenberg, and nursing assistant, Erin Schommer, are doing to ensure their families have access to health and safety resources. The efforts of Julie and Erin are representative of the hard work and dedication of our staff members across our special district. In fact, their exploits model how to uplift human decency and infuse professional practice with an equity and anti-racist lens.

As we work together to uplift our students, staff, families, and community members in these difficult times, 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 next week.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS

- **UW-Madison Elementary Teacher Educator Program**
The attached report is being provided as a follow-up to the board's request for an update on how the program is doing.
- **Family Ombudsperson-Special Education**
Please note that Anna Moffit has accepted the position and will begin in early February 2022.
- **Dane County Youth Assessment for MMSD**
As a follow up to the December 6, 2021, Instruction Work Group meeting, attached is a PowerPoint presentation presented by K12 Associates, LLC highlighting 2021 Dane County Youth survey data. This is being shared for your information in response to a request for data that shows comparisons with other districts relative to students' mental health/behavior. This survey is given every three years and was started in 1980.

OTHER INFORMATION

- **Community metrics for the two-week window of (Nov 29 - Dec 12):**
PHMDC presented an abbreviated snapshot this week because they are experiencing a delay in processing positive test results in the Wisconsin Electronic Disease Surveillance System (WEDSS) due to last week's data processing delays from the Wisconsin Department of Health Services and a high number of positive tests. They are rapidly working to resolve this issue in order to present the most accurate, timely data. As a result, not all our metrics are available this week.
 1. Average daily case count is unavailable this week
 2. Average daily percent positivity is unavailable this week
 3. Percent with **at least one vaccine dose is 79.7%**
 4. Percent **fully vaccinated is 75.3%**

Couple notes on the data this week:

- 46.0% of children ages 5-11 in Dane County have received at least one dose of vaccine, and 33.8% have completed the series.
- 45.2% of fully vaccinated people in Dane County have gotten a booster or additional dose. This percentage is 49.7% for people ages 18+, and 77.5% for people ages 65+.

For more information, check out the [PHMDC Dec 16 Data Snapshot](#) and other associated resources on the PHMDC website.

This note was added by Dr. Thomas Friedrich: I would add that, as you all may already know, our sequencing has begun detecting Omicron in Dane County. It is still just a handful of sequences but given trends in other locations where

Omicron was introduced, I think we should expect a wave of new cases in the coming weeks.

Happy first Friday of 2022. As we discussed this week, PHMDC put a hold on reporting our metrics during the last couple weeks of December. My thanks to Kari for sharing out current numbers and rates during that meeting. PHMDC has now resumed their two-week reporting. Here are the most recent updates (12/20 - 1/2):

1. Average daily case count is 695, which is an upward trend
2. Average daily percent positivity is at 14.3%
3. Percent with at least one vaccine dose is 80.9%
4. Percent fully vaccinated is 76.1%
5. Percent fully vaccinated & with a booster/third dose is 55.2%

As always, we encourage folks to check out the further breakdowns provided in the [snapshot](#) or on PHMDC's fancy [dashboard](#).

➤ **MMSD Summer Semester 2021 Report**

Attached is a report summarizing the 2021 program implementation for your information.

➤ **Presentation to Chamber of Commerce**

Attached for your information is a PowerPoint presentation that the Superintendent did for the Greater Madison Chamber of Commerce on January 10, 2022. It contains great information on the MMSD with the purpose of discussing opportunities for collaboration and co-creation with valued stakeholders.

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

- 1.11.2022 Metrics Meeting [Agenda](#) & [Recording](#)
- 1.12.2022 Additional Metrics Meeting Follow up Discussion/Guidance re: Communication [Agenda](#) & [Recording](#)
- 1.11.2022 News Conference: [City of Madison and Public Health Madison Dane County News Conference: Update on Covid-19 Testing, Cases, The Omicron Variant](#)

➤ **Community Events:**

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

- ✓ **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

➤	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 open session WORKSHOP followed by closed session Doyle 103/Virtual
➤	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. UW-Madison Elementary Education Teacher Preparation Program report
2. Dane County Youth Assessment 2021 presentation
3. 2021 Summer Semester program implementation report
4. Presentation to Greater Madison Chamber of Commerce—1/10/22



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 Ghousseini]
- 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



Dane County Youth Assessment Highlights 2021 for Madison Metropolitan School District

NOVEMBER 2021

PRESENTED BY BRIAN KOENIG
K12 ASSOCIATES, LLC



DCYA in 2021

2

- 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

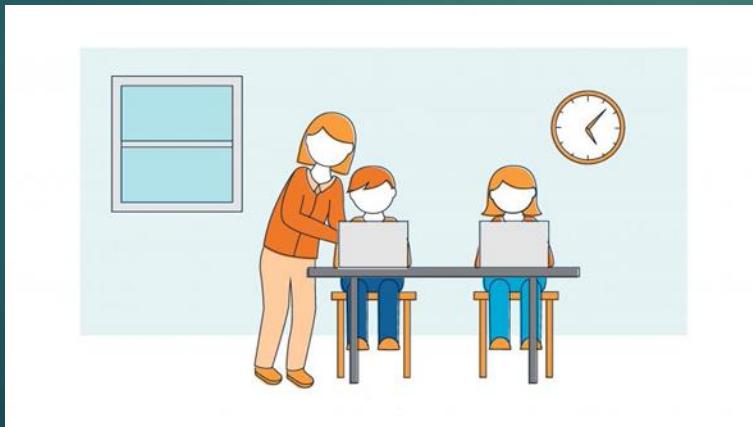
- In 2021, approximately 26,000 7th-12th student population completed the survey (weighted population)

How is it administered?

3

Dane County Youth Assessment 2021

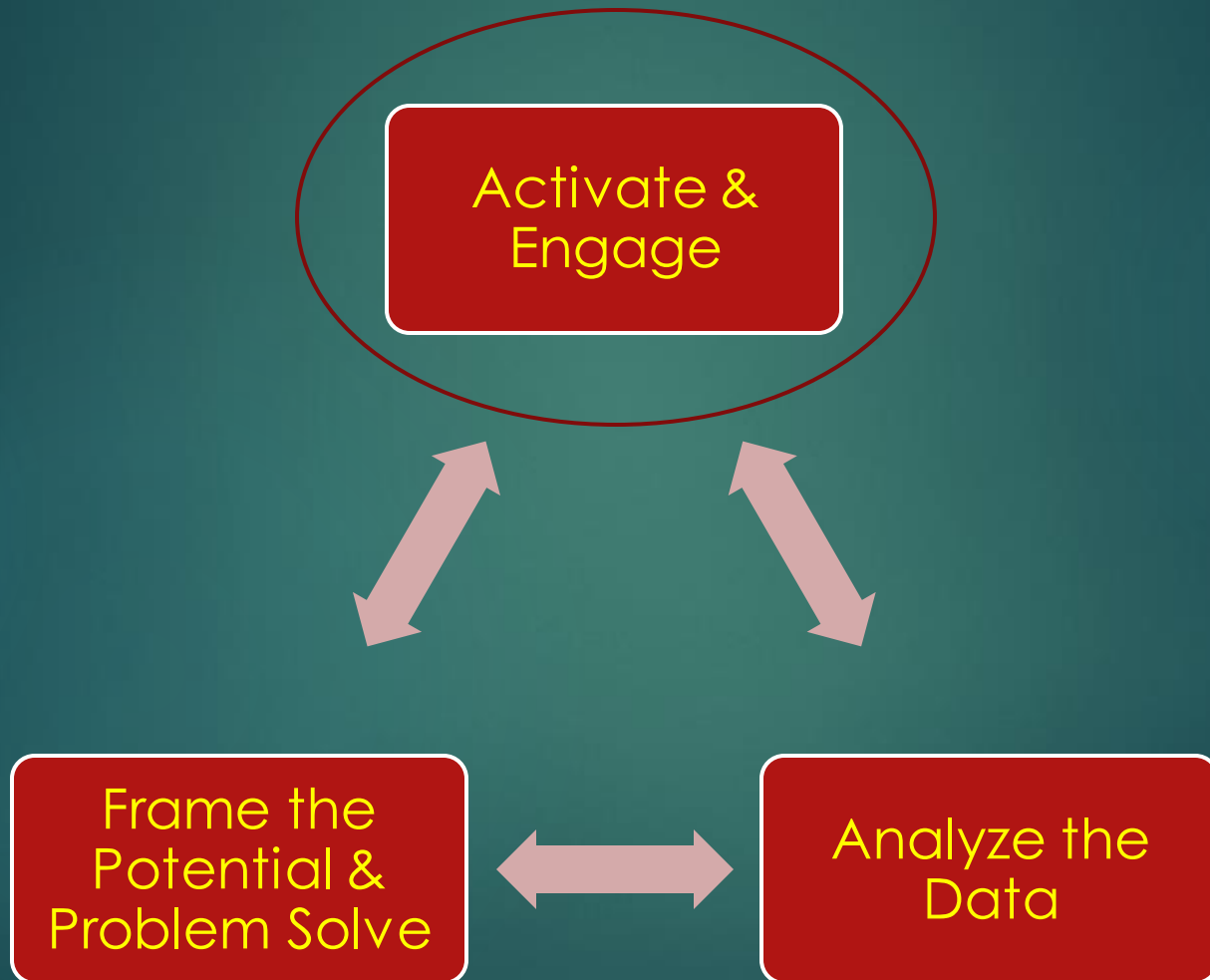
- ▶ School staff administer the online survey from late January to mid-April
- ▶ Students are assured their responses are confidential
- ▶ Survey topics & survey design is vetted by community partners, school districts and students
- ▶ Validity and consistency of administration reflected in DCYA data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

6

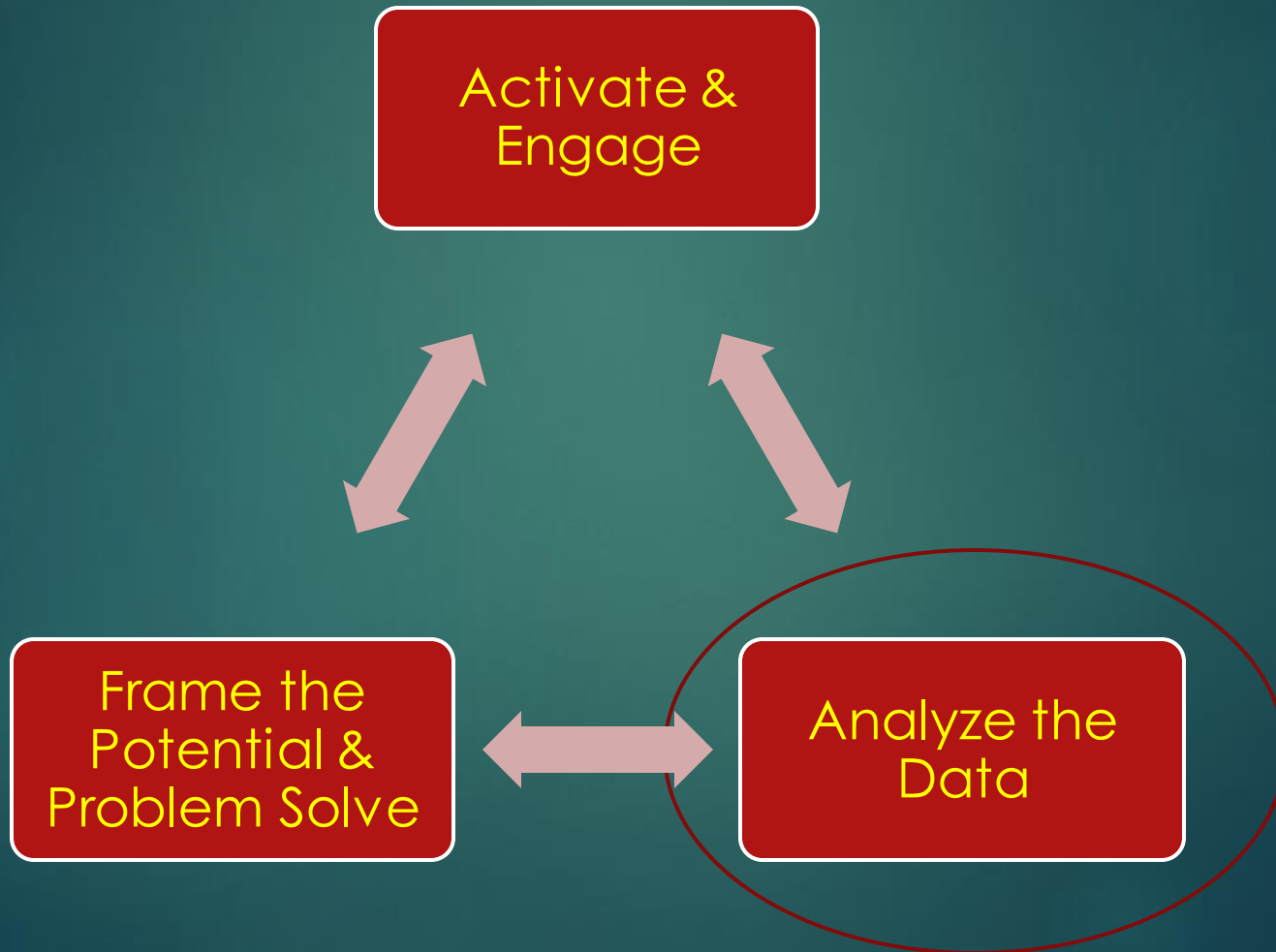
Before we dive into the data, what predictions might you make? What do you expect to see? Consider why might you expect to see that?

- ▶ 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

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Dane County Youth Assessment 2015



County-wide Summary

DCYA 2021

8

Dane County Youth Assessment 2021

- ▶ 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)

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Dane County Youth Assessment 2015

▶ 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

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MMSD Grades 9-12

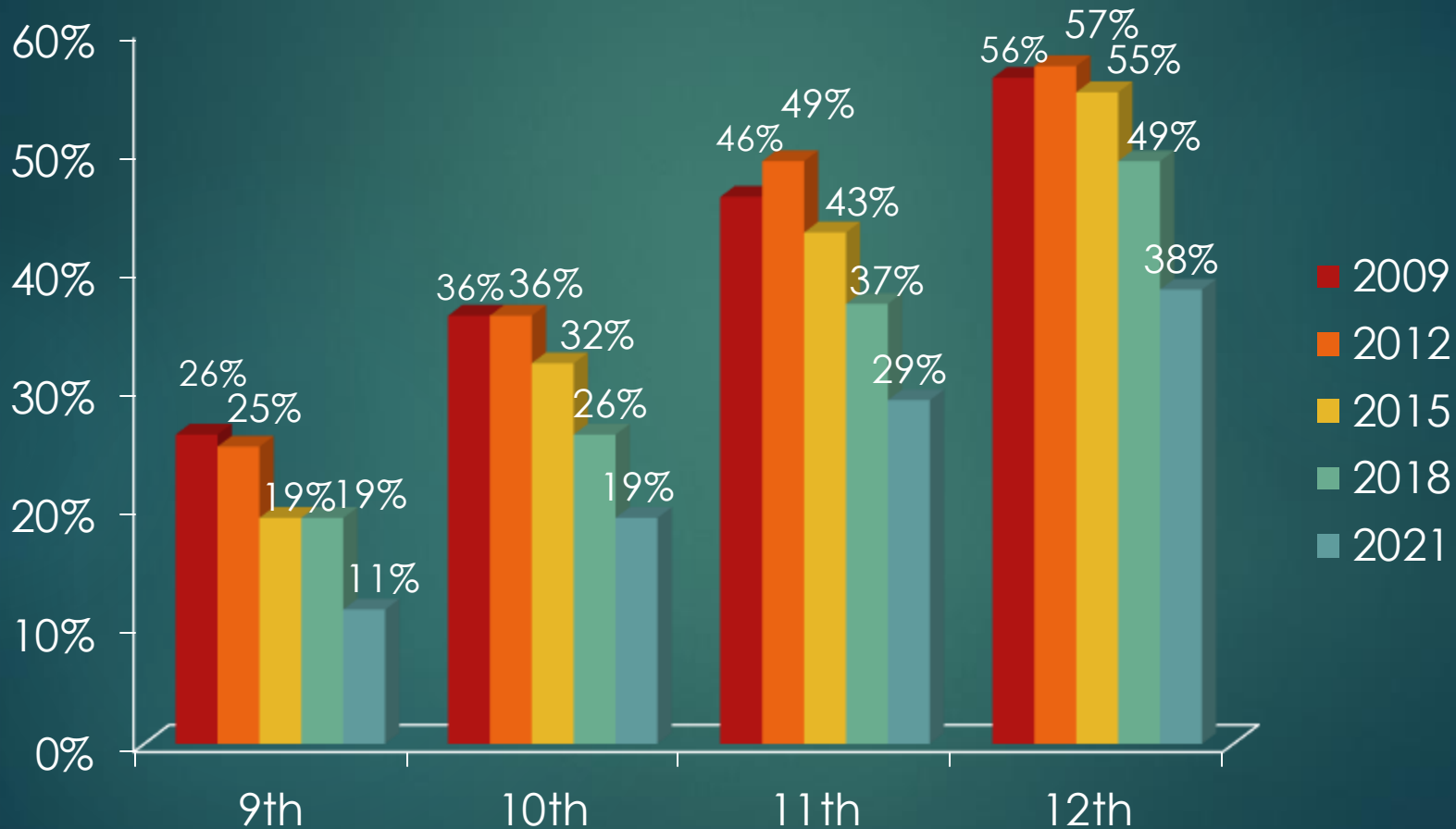
Dane County Youth Assessment 2021

- ▶ 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

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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

14

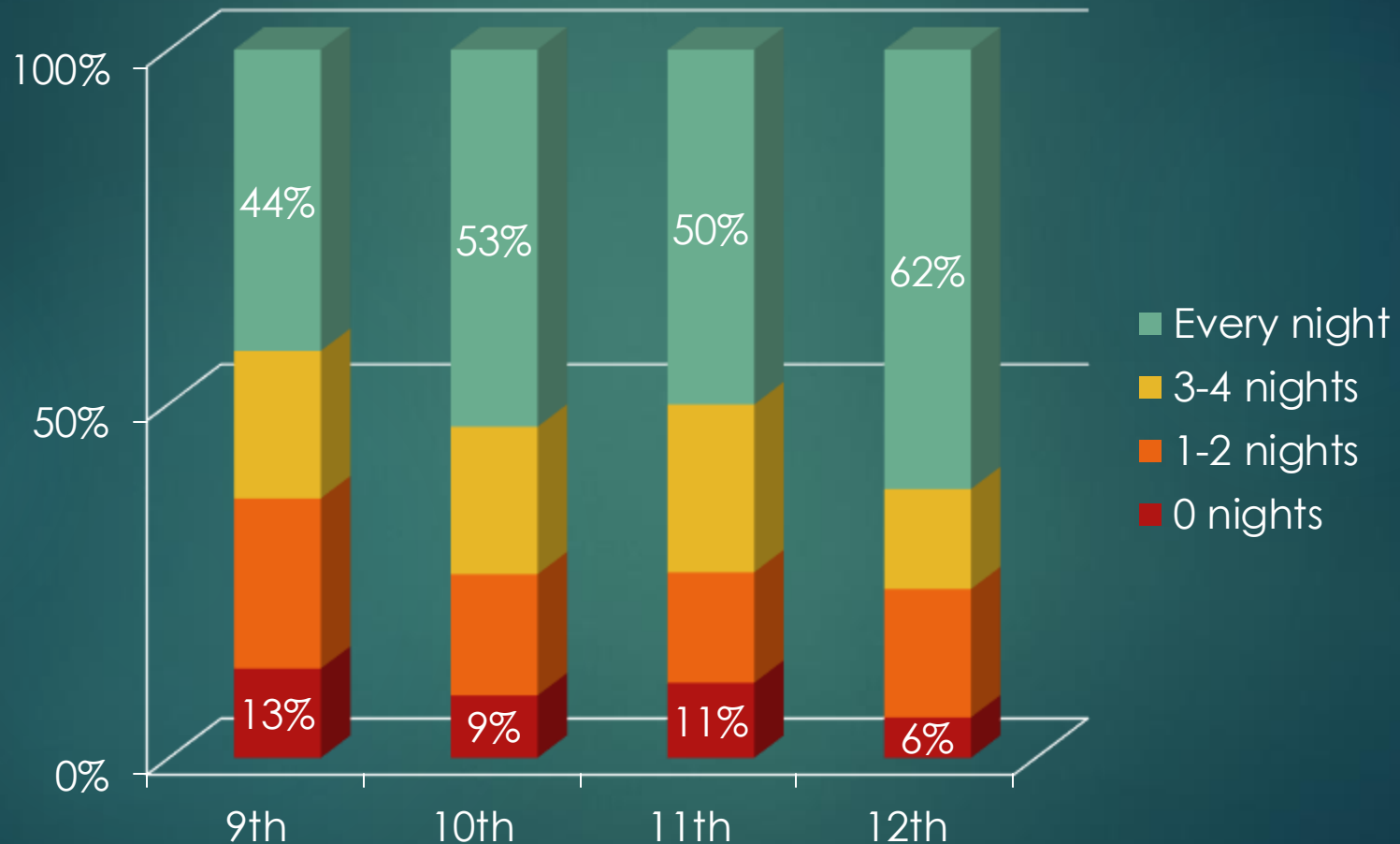
MMSD DCYA 9th-12th grade

- ▶ 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

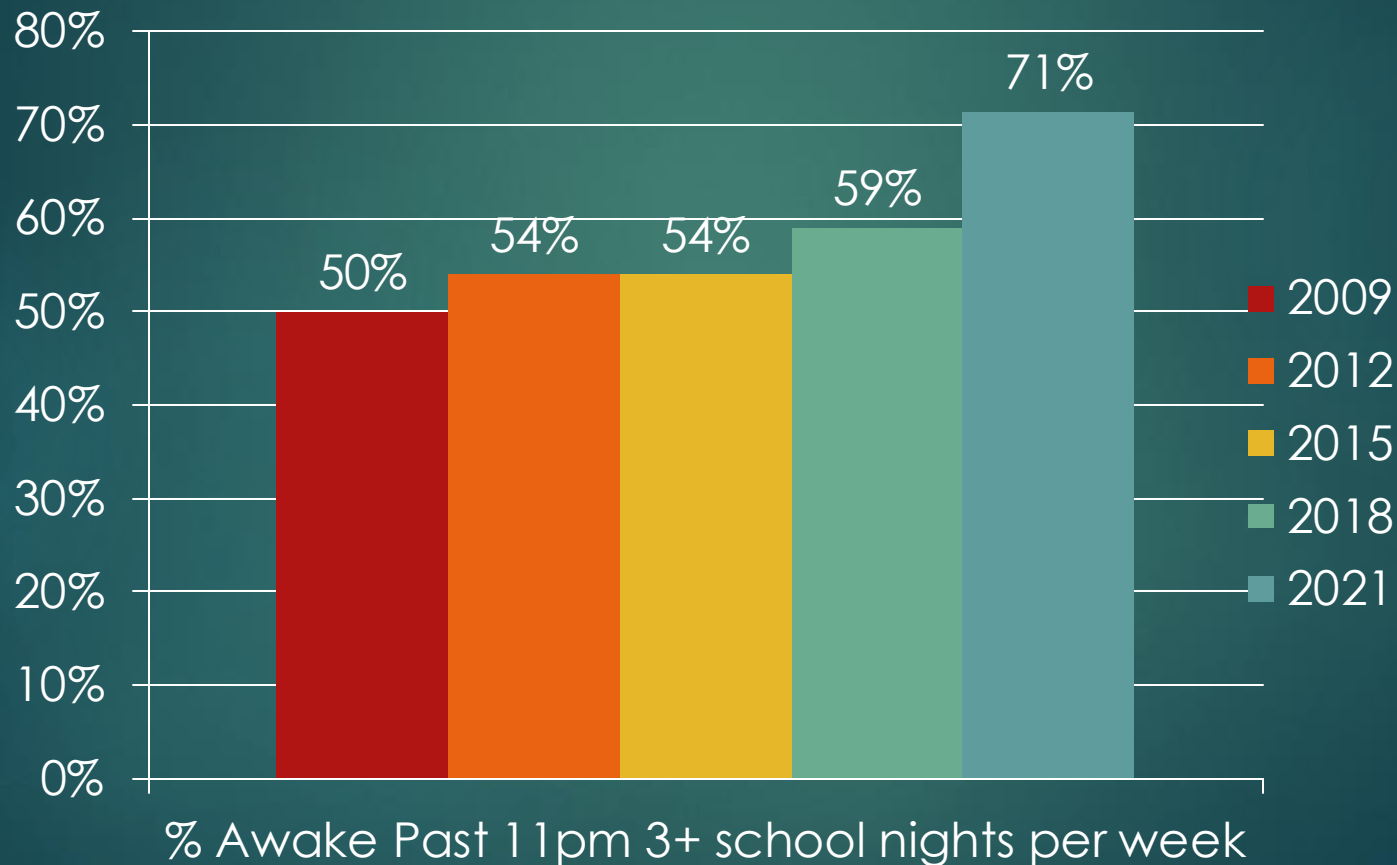
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Trends in Student Sleep

Dane County 9th-12th grade

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Anxiety and Sleep

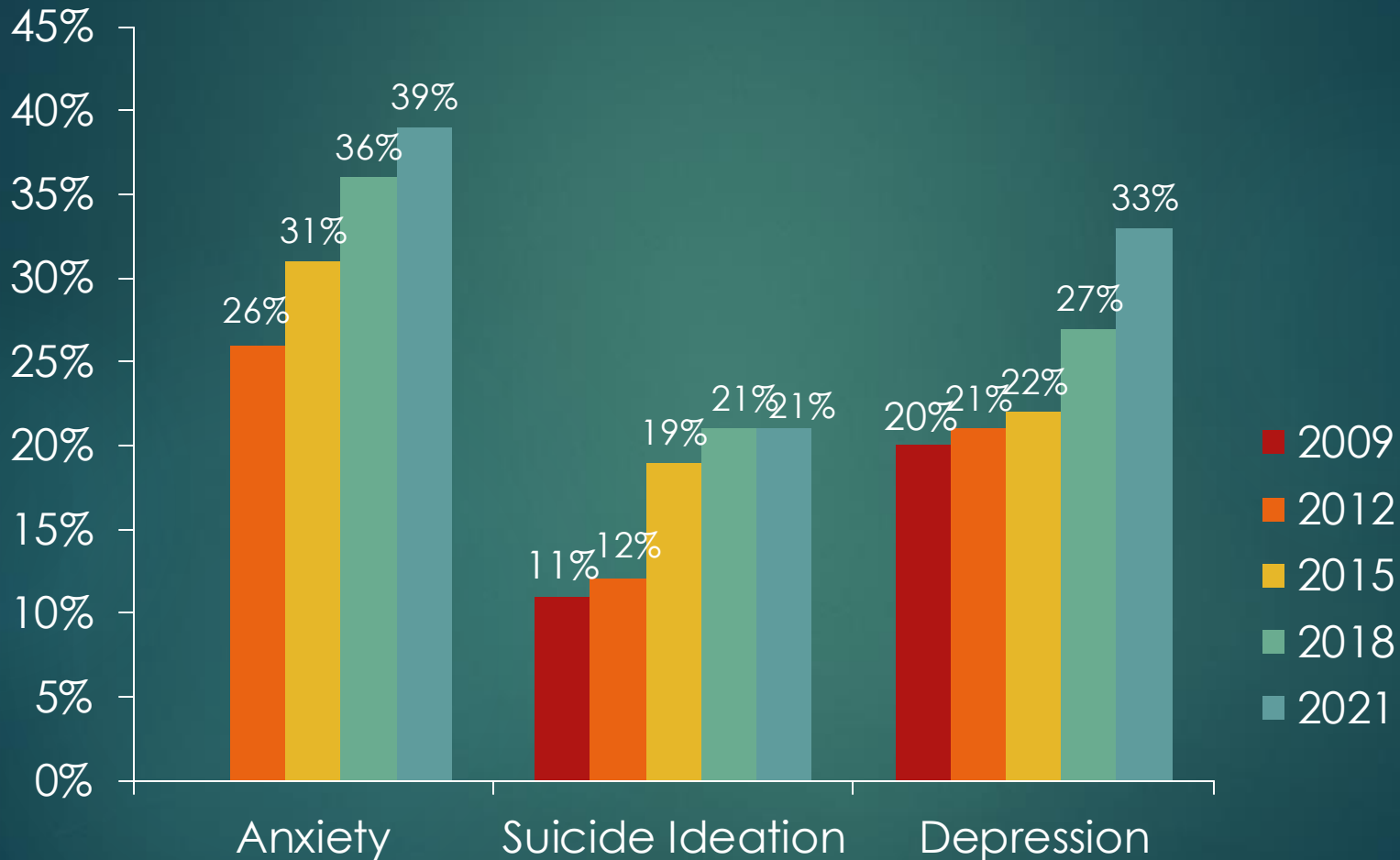
County 9th-12th grade – up 3+ nights per week

- ▶ 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

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County 9th-12th grade since 2009



Dane County Youth Assessment 2021

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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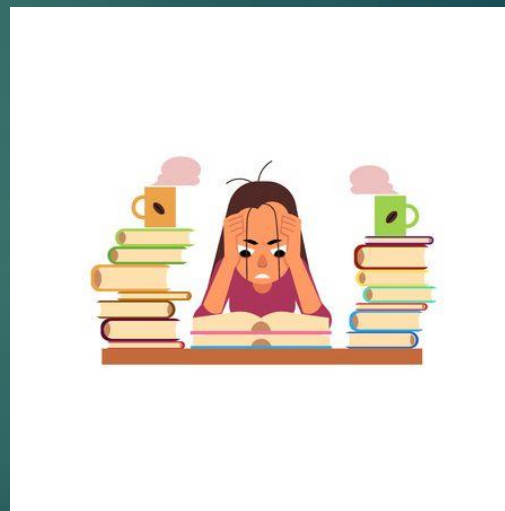
Dane County Youth Assessment 2021

- ▶ 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

- ▶ 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)

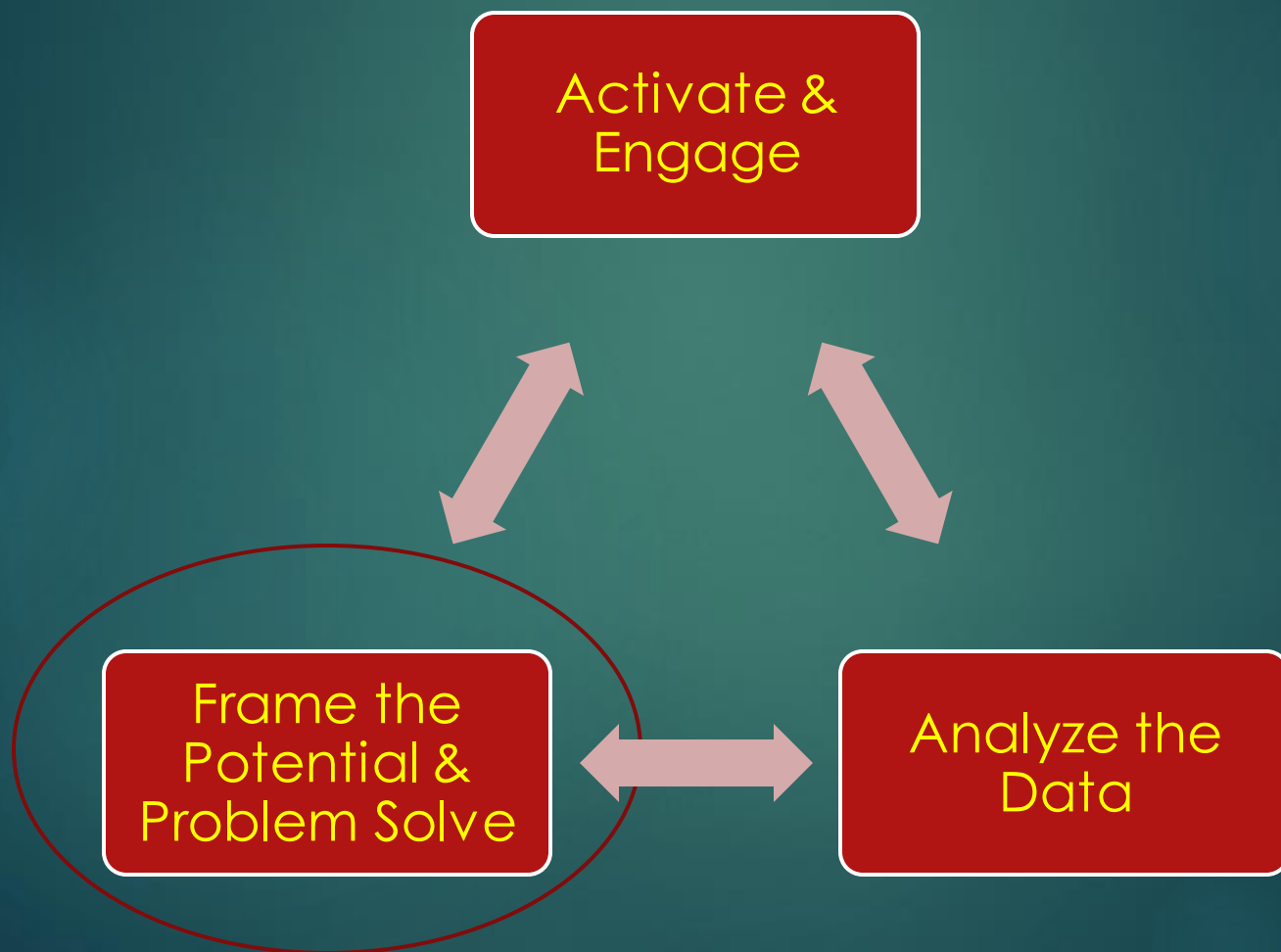
Community Involvement

MMSD 9th-12th grade

26

- ▶ 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



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?

TO: Members of the Board of Education

FROM: Nicole Schaefer, Director of Summer Learning and Data Strategist
Caroline Racine Gilles, Executive Director, Assessment & Learning Supports
Marvin Pryor, Chief Academic Officer

DATE: January 12, 2022

SUBJECT: MMSD Summer Semester 2021 Report

Thank you for your time, attention and feedback on our 2022 Summer Programming Plan shared at the Instruction Work Group meeting. We look forward to our budget conversation in February in order to ensure we can implement a high quality, robust, arts-infused program for our scholars.

The MMSD Summer Semester program is pleased to provide a summary regarding its 2021 program implementation.

2021 Program Implementation Summary

Some key successes the program achieved include:

- Safely offered a summer program to more than 4,000 students.
- Introduced more sensitive measures to assess student growth.
- In elementary and middle school, mathematics and literacy programming tended to have positive outcomes for most summer semester learners.
- High school students succeeded in the majority of attempts at credit recovery.
- In collaboration with Madison Foundation for Public Schools (Read Up Funds) and our Library Media Team, summer semester was able to distribute over 3000 Social Justice books to nearly 2000 4K-4 grade students to take home.
- Hired more than 97% internal MMSD staff.

The following attachments provide a summary of the 2021 session.

- Attachment A: 2021 Summer Semester Summary
- Attachment B: 2021 Summer Semester Report (this report is also available on the R&I Report website)

The Proposed FY 2022-23 Summer Semester Budget will be presented at the OWG in February.



2021 Summer Semester Update to the Board of Education

Our mission is that Summer Semester is part of a year-long strategy that provides critical additional learning time to support students on their pathway to college, career and community readiness. In support of our mission, our program is focused on:

- *engaging students in high quality instruction that is targeted to accelerate growth in key skills so that students finish Summer Semester better prepared for the upcoming school year;*
- *providing students the opportunity for credit recovery to stay on track for graduation;*
- *supporting the transition from 4K to 5K, 5th to 6th, and 8th to 9th.*

Elementary and Middle Summer Programming

2021 Goals: Every child is on track to graduate ready for college, career and community ready. We will know students are successful when...

- Based on students' baseline performance on measures of **reading**, the majority of students will experience growth in skills
- Based on students' baseline performance on measures of **math**, the majority of students will experience growth in skills
- ES/MS students will maintain a 90% attendance rate (26/29 days attended)
- Keep a focus on students in critical transitions
- Hire high quality staff and provide professional learning for our staff

4K-8th grade programming provided students with support in the core academic areas of (bi)literacy and math and all students were provided access to our movement and fine arts curriculum. The following provides an overview of specific areas of our Summer Semester Strategy for 2021.

Focus	Notes/Data		
Transition 4K to 5K	Approximately 180 4K students attended summer programming. Below is a summary of their progress as measured by our 4K Summer Progress Report. Growth is noted in all six items from the beginning to end of summer.		
	Item	Beg of Summer - % meeting benchmark	End of Summer-% meeting benchmark
	Letter Identification	66%	75%
	Letter Sounds	32%	54%
	Writes Name	67%	89%
	Numerical Identification	43%	57%
	Rote Count	29%	44%

	<table><tr><td>Counting Objects</td><td>72%</td><td>86%</td></tr></table>	Counting Objects	72%	86%
Counting Objects	72%	86%		
Transition 5th to 6th	Approximately 220 5th grade students attended summer programming and engaged in our Middle School 101 Curriculum where school support staff deliver lessons supporting social/emotional learning and goal setting for their transition to middle school.			
Transition 8th to 9th	<p>Approximately 110 8th grade students participated in a “Building Skills for School Success” training program offered by the University of Wisconsin School Psychology Training Clinic two times/week. This program is designed to provide rising 9th graders with evidence-based strategies to promote positive long-term success in school and overall wellness. Through participating in the program, students will develop the skills necessary to implement and maintain the use of these strategies in their daily lives.</p> <p>As evidenced by the post survey completed by the clinicians & 8th grade teaching staff as well as the summary student reports, students who attended the majority of the sessions benefitted from the training. The majority of 8th grade staff surveyed, responded that the program was helpful, the UW graduate students were effective at providing a service, and it is recommended to continue. Based on survey feedback and overall student engagement, we will review and revise the curriculum and focus on cognitive behavioral strategies.</p>			
Read Up Books	In collaboration with Madison Foundation for Public Schools (Read Up Funds) and our Library Media Team, summer semester was able to distribute over 3000 Social Justice books to nearly 2000 4K-4 grade students to take home a total of approximately \$30,000.			
Staffing	Of 644 certified staff hired this summer, 624 were internal MMSD staff and 20 external staff.			
Attendance	On average, students in grades 9-12 attended below the MMSD summer goal rate of 90%. See Institutional & Evaluation 2021 Summer Report for more details.			
Reading	Based on students’ baseline performance on measures of reading , the majority of students experienced growth in skills. See Institutional & Evaluation 2021 Summer Report for more details.			
Math	Based on students’ baseline performance on measures of math , the majority of students experienced growth in skills. See Institutional & Evaluation 2021 Summer Report for more details.			

High School

Goals: Every child is on track to graduate ready for college, career and community ready. We will know students are successful when we...

- HS student will maintain a 90% attendance rate (21/23 days attended)
- 90% of Credit Recovery attempts are successful.
- Hire high quality staff and provide professional learning and support for them.

High School Summer Semester focused on credit recovery, grade replacement, first-time credit, and elective credit. It took place virtually for the majority of our students and there were small in person programs at East High School and Jefferson Middle school. Capital High offered a credit recovery program for students attending Capital as well as those pointed to attend in the fall. In addition, we also offered programming for students in alternative programs.

Focus	Notes/Data
Engagement Teams	Continued the work of schools during the school year to meet regularly to address student engagement concerns. The teams included SS Principal, Instructional Coaches and Support Staff.
School Counselors	The Summer Semester high school counselor supported MMSD rising 10th-12th graders throughout the summer. They ensure that students are enrolled in the appropriate course(s) and on track to complete with success. The counselor also communicates with the student's school year counselor before and after summer semester to ensure they are on the same page with support.
HS Schedule	Providing virtual and in person courses meet the needs of most of our high school learners. The virtual schedule allowed students the flexibility to take more courses and complete them at their own pace.
Staffing	Of 644 certified staff hired this summer, 624 were internal MMSD staff and 20 external staff.
Attendance	On average, students in grades 9-12 attended below the MMSD summer goal rate of 90%. See Institutional & Evaluation 2021 Summer Report for more details.
Credit Recovery	There were 581 incidences of credit recovery, attempted by 448 students. The most common course subject for credit recovery was English. The rates of success for credit recovery were 82% or higher across all subjects, with an overall success rate of 93%. See Institutional & Evaluation 2021 Summer Report for more details.

[2021 Summer Semester Report](#)



Summer Semester 2021 Outcomes

Key Findings

1. MMSD invited more students to attend summer school in 2021 than 2020, and a greater number and proportion of those invited enrolled.
2. Students identified as English language learners, students receiving special education services, and students who qualify for free and reduced-price meals are overrepresented in summer semester compared to all MMSD students; Black and/or African American students and Hispanic and/or Latinx students are also overrepresented in summer semester, while White students are underrepresented.
3. In elementary and middle school, mathematics and literacy programming tended to have positive outcomes for most summer semester learners.
4. High school students succeeded in the majority of attempts at credit recovery.
5. On average, students in grades 4K-12 attended below the MMSD summer goal rate of 90%.

Background & Data Note

This report provides data and analyses on students participating in the 2021 summer semester at MMSD. While there are a small number of non-MMSD students who are invited to and attend summer semester, these students are not represented by any graphics or data in this report. The report uses several data points to address two primary questions:

1. *Who enrolled in summer semester?*
2. *Do students enrolled in summer semester attend and achieve academically during their time in the program?*

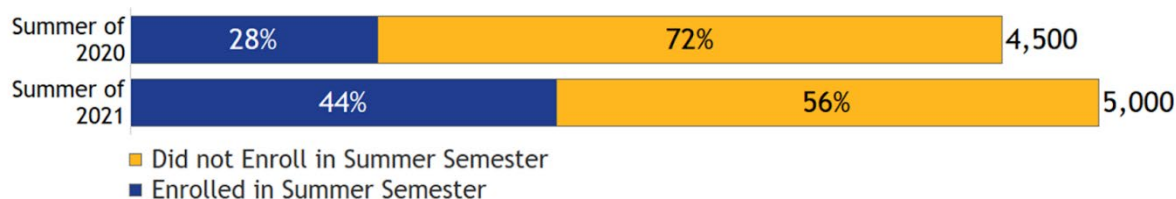
Typically, Institutional Research and Evaluation (IRE) provides three-year trends to show shifts in summer semester outcomes over time. The COVID-19 pandemic forced MMSD to make changes to summer semester programming and as a result, in 2020, students participated in an all-virtual summer semester; in 2021, MMSD offered both virtual and in-person options for summer semester attendance. This report only provides data for summer 2020 and 2021, the two summer semester terms impacted by COVID-19, with a primary focus on describing data from 2021. Please note, the instructional models differ between the two comparison years.



Question 1: Who enrolled in summer semester?

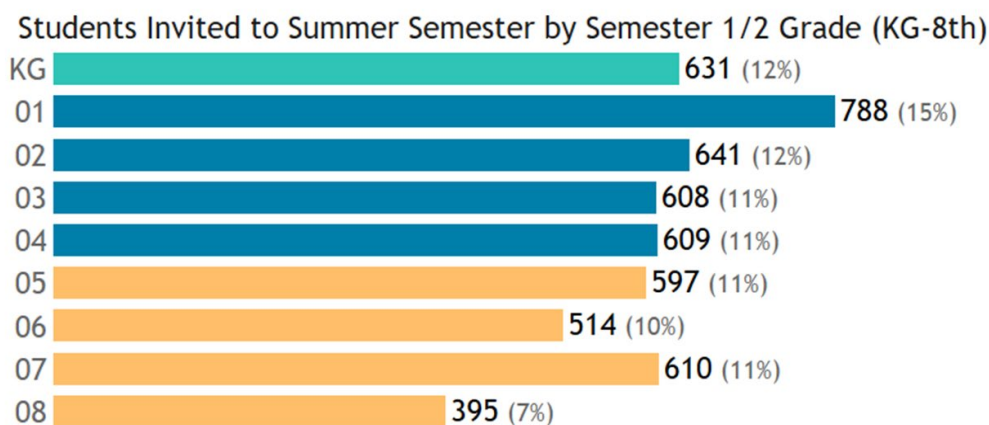
Invited & Enrolled Summer Semester Students

4,273 MMSD students enrolled in summer semester in 2021, compared to 3,559 students in 2020. In March of 2021, MMSD sent formal invitations to 5,000 students in grades K-8 recommended to enroll in summer semester. These invitations for summer semester were based on their attendance, grades and school recommendation. Over 40% of students invited to summer semester enrolled in summer semester in 2021, compared to 28% in 2020.



Students in grades 9-12 take summer semester courses for reasons that include credit recovery, grade replacement, and first-time credit. Students work with their school counselor to sign up for summer semester, if appropriate.

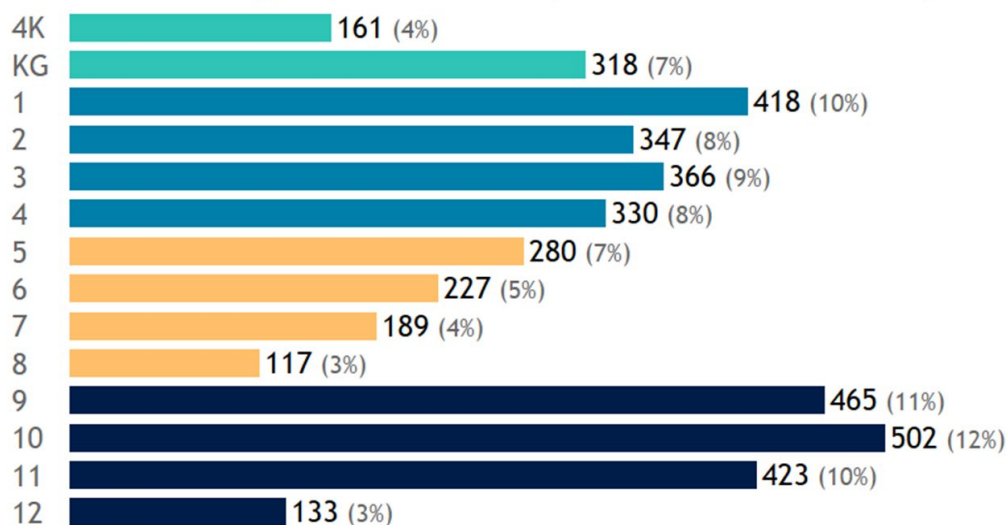
The graphic below shows the number of MMSD students invited to summer semester by their **grade level during the preceding school year**. The number for each bar indicates the number of students invited to summer semester by grade, while the percentage indicates the percent of *all invited* students represented by students in the indicated grade level. For example, 15% of all students invited to summer semester enrolled in grade 1 during the 2020-2021 school year. In general, among students invited to summer semester, students in lower grades received more invitations than students in higher grades.





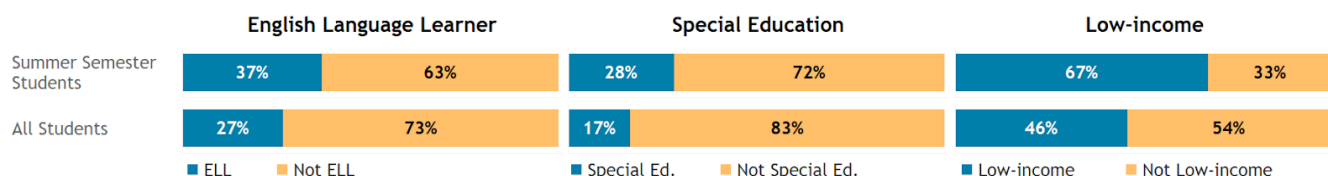
The next graphic below shows the number of students enrolled in summer semester by their **summer semester grade level**. The number for each bar indicates the number of students enrolled by summer semester grade, while the percentage indicates the percent of all summer semester-enrolled students at the indicated grade level. Middle school students represent the smallest proportion of summer semester students (19%), while high school students represent the greatest proportion (36%).

Students Attending Summer Semester by Summer Semester Grade (4K-12th)



Proportional Breakdown of Students Enrolled in Summer Semester

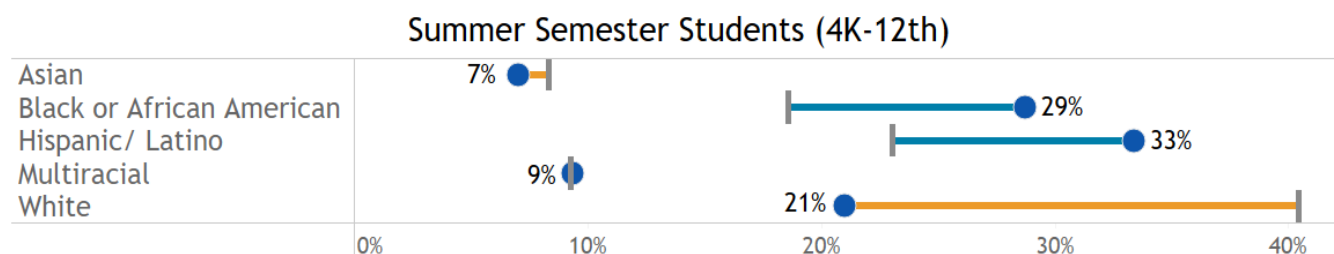
The graphic below shows the breakdown of summer semester students and *all* MMSD students based on their language learning status, receipt of special education services, and qualification for free and reduced-price meals. The top graphics show proportions of students attending summer semester, while the bottom graphic show proportions of all students in the district.



These data show that students identified as English language learners, students receiving special education services, and students who qualify for free and reduced-price meals were overrepresented in summer semester when to all students in MMSD. Students who qualify for free and reduced-price meals were most overrepresented during summer semester, representing 67% of summer semester students compared to 46% of all MMSD students.



The next graphic shows the proportion of students who attend summer semester, broken down by race and ethnicity, compared to the proportion of all MMSD students in each racial and/or ethnic category.¹ The **dark blue** dots represent the proportion of invited or summer semester students that identify as the corresponding racial and/or ethnic group, while the **gray** bars at the end of each line represent the proportion of all MMSD students that identify as the denoted group. Dark blue dots to the left of the gray bars (denoted by **orange** lines) show a smaller proportion of a racial and/or ethnic category represented in summer semester. Dots to the right of the gray bars (denoted by **turquoise** lines) show a larger proportion of a particular racial and/or ethnic group represented in summer semester. For example, in 2021, about 40% of all MMSD students identified as White, but only 21% of students enrolled in summer semester identified as White.



These data show that students identified as Black and/or African American and Hispanic and/or Latino enroll in summer semester in higher proportions, while students identified as White enroll in summer semester in smaller proportions. Students identified as Black and/or African American accounted for about 29% of all students enrolled in summer semester in 2021, but only represent about 18% of all MMSD students, and students identified as Hispanic and/or Latino accounted for approximately 33% of all students enrolled in summer semester but only make up about 24% of all MMSD students. Conversely, 21% of students enrolled in summer semester identified as White, compared to 40% of all MMSD students.

¹ Note: To preserve student privacy, some students and some racial and ethnic identity groups may not appear in this graphic due to low student counts.



Question 2: Do students enrolled in summer semester attend and achieve academically during their time in the program?

Data Note

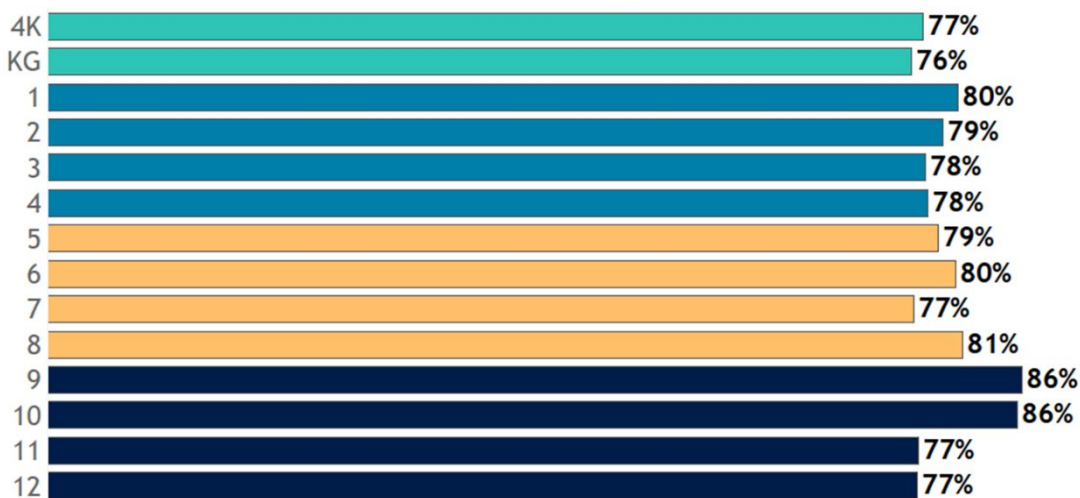
The COVID-19 pandemic impacted summer semesters in both 2020 and 2021; in the case of 2021, MMSD responded to current pandemic conditions by offering both in-person and virtual participation options for the summer semester. This report treats the following data without differentiating between students learning in-person and students learning virtually.

Attendance Rates and Impacts

MMSD sets a goal of 90% summer semester attendance - despite voluntary participation - for academic programming to meaningfully impact student achievement.² In 2021, summer semester enrolled students in grades 4K-12 attended at a rate of 81.6%.

The graphic below shows average attendance rates by grade level. Overall, students at all grades attended summer semester consistently between 76% and 86% attendance. Students in grades nine and ten outperformed the district average rate of 81.6% attendance.

Summer Semester Attendance Rates by Summer Semester Grade Level



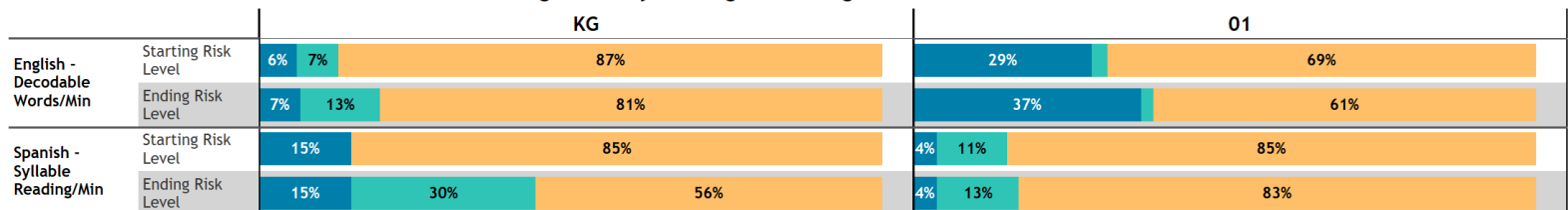
² *Every Summer Counts*, A longitudinal Analysis from National Summer Learning Project by Jennifer Sloan McCombs, Catherine H. Augustine, John F. Pane, Jonathan Schweig, 2020

Summer Semester Literacy Academic Gains: Elementary and Middle School

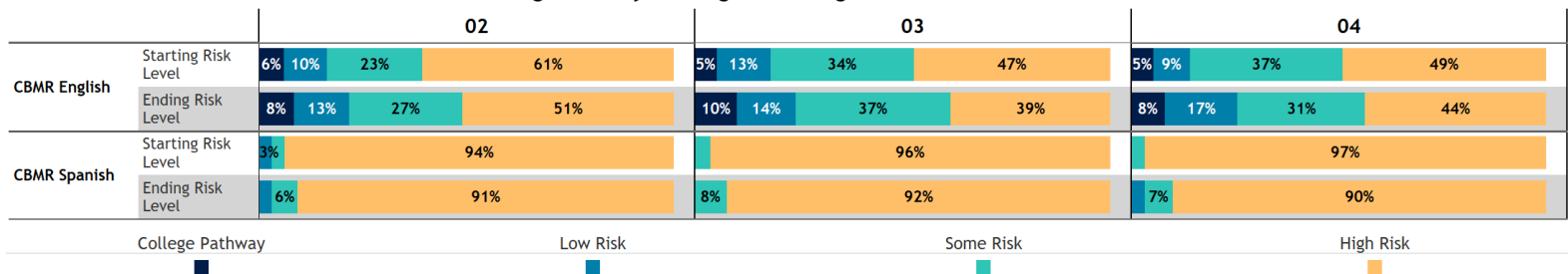
MMSD measured elementary student growth in literacy using assessments from FastBridge. For students in kindergarten and first grade summer semester programming, students received a subtest of the English earlyReading assessment, as well as a subtest of the Spanish earlyReading assessment for those students enrolled in the dual-language immersion (DLI) program. Students in grades two, three, and four received the Curriculum-Based Measurement reading (CBMreading) assessment, in addition to the Spanish CMBreading assessment for those students enrolled in the DLI program. Non-teaching staff administered start-of-term and end-of-term assessments to measure student growth over the course of the summer semester.

The next graphic displays the proportion of students at each “risk level” as determined in FastBridge.³ The top two graphs present data for kindergarten and first grade, while the bottom three graphs present data for second, third, and fourth grades. The graphs display major divisions on the left for the assessed language (English or Spanish), and minor divisions for the timing of the administration (Starting or Ending). The graphs then display the percentages of students attending summer semester within each grade who fall into each “risk level” category, progressing from on track (“CP” or “College Pathway”) to “low risk,” to “some risk,” then “high risk.”

FastBridge Literacy Starting and Ending Summer Risk Level KG-1st



FastBridge Literacy Starting and Ending Summer Risk Level 2nd-4th

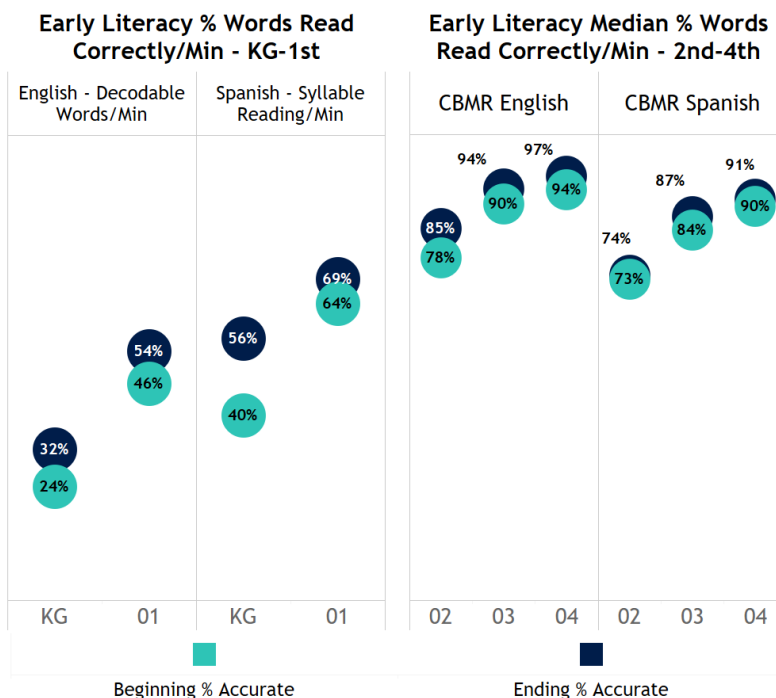


These data indicate that scores on the FastBridge literacy assessments improved at all elementary grade levels between the initial and final administrations of the assessments, as movement out of the “high risk” category of scores into other, “lower risk” categories. Within those improvements, the “low risk” category of student scores increased the most over summer semester in first grade tested in English and students in fourth grade tested in English (+8%), and that the “high risk” category of student scores decreased the most in kindergarten students tested in Spanish (-29%).

³ The categories of risk refer to the risk of students not meeting end of year performance goals as [benchmarked by FastBridge](#). These benchmark percentiles are highly correlated with year end state tests. The “College Pathway” benchmarks, also [defined by FastBridge](#), apply to score percentiles correlated with outcomes on college entrance exams (ACT, SAT, etc.)



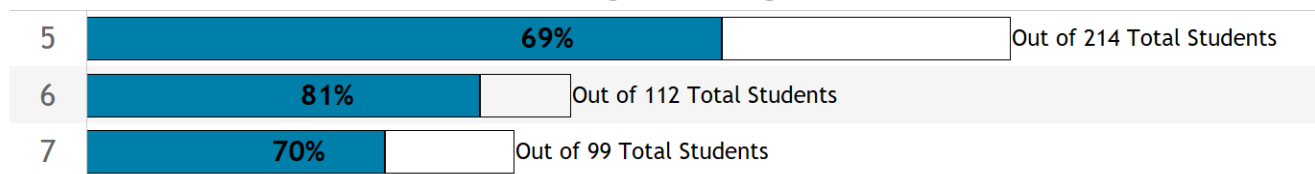
The graphic at right displays the change over time of specific measures within the elementary literacy assessment, focused principally on accuracy. In these cases, FastBridge measures fluency, in the earlyReading assessment, as *correct words per minute* (in English) or *correct syllables per minute* (in Spanish); in the CBMreading assessment, as *correct words per minute* (in English and in Spanish). Within fluency, these graphs show the percent accuracy of students' words or syllables per minute. The left graph presents data from kindergarten and first grade earlyReading assessments in Spanish and English, and the right graph presents data from second through fourth grade CBMreading assessments in Spanish and English. The **turquoise circles** represent average start-of-term accuracy, and the **dark blue circles** represent average end-of-term accuracy.



These data indicate that summer semester elementary literacy programming had a positive impact on elementary student reading fluency. This tool measured the greatest gains in kindergarten Spanish fluency (+16%), the smallest gains in second grade and fourth grade Spanish fluency (+1% each), and that average fluency gains decreased as grade levels increased.

The next graphic presents summer semester literacy data for middle school students. MMSD measured its impact on middle school student growth in literacy using LevelSet assessments from Achieve3000. These assessments attribute to students a Lexile measure based on their answers to comprehension questions for leveled reading passages. MMSD considers maintenance of student scores positive in that stable scores indicate an offset of summer learning loss.

% of Students Maintaining or Growing Achieve 3000 Scores



These data indicate that summer semester programming positively impacted many middle school students' literacy assessment scores. This programming had the greatest impact among sixth grade students, 81% of whom experienced maintenance or growth of their Lexile score, while 70% of seventh graders and 69% of fifth graders experienced maintenance or growth of their Lexile score. Note that assessed totals differ from enrolled totals of students in these grades because comparison requires both initial and final assessment administrations. Students may have missed administrations for various reasons including absences, late enrollment, and early disenrollment.



The tables below show the demographic makeup of students who enrolled in an 8th grade Reading promotion class during summer semester. In total, 91 students enrolled in this course and 96% received a passing grade.

Demographics of 8th Promotion - Reading

Course	All Students	Asian	Black or African American	Hispanic/Latino	Multiracial	White	Female	Male
8th Promotion - Reading	91	---	27	38	---	16	38	53

Student demographic groups with fewer than seven students are suppressed – denoted by “—”

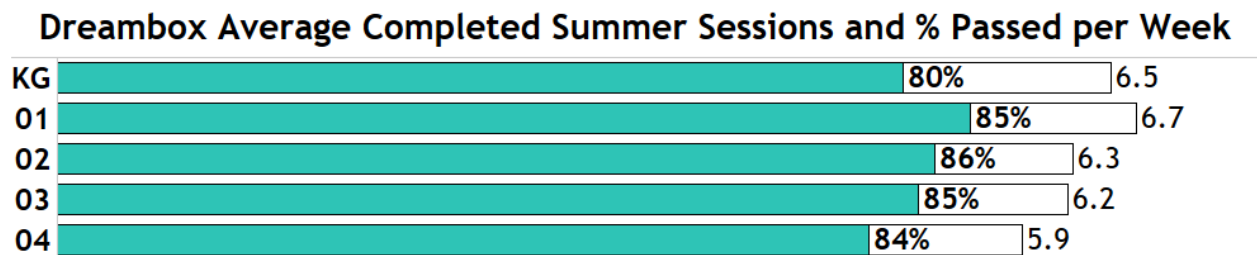
Course	Not ELL	ELL	Student w/o a Disability	Student w/ a Disability	Not Low-income	Low-income
8th Promotion - Reading	52	39	59	32	22	69

% of Students Receiving a Passing Grade in 8th Promotion - Reading

Grade Score	8th Promotion - Reading
Fail	4%
Pass	96%

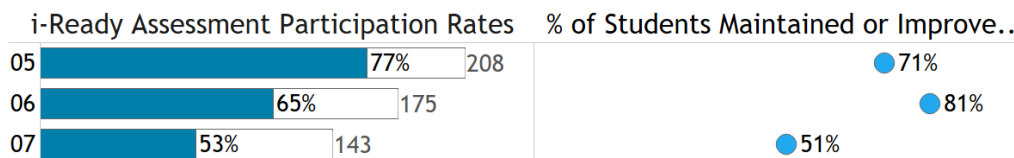
Summer Semester Mathematics Academic Gains: Elementary and Middle School

In 2021, elementary students in summer semester utilized DreamBox Learning, an online software that focuses on elementary mathematics education. The graphic below shows the average number of total sessions elementary students completed over the summer semester term and the average percentage of passed sessions per student by summer semester grade level. DreamBox recommends students complete at least five sessions per week.



Elementary students in kindergarten through the fourth grade completed and passed sessions of DreamBox Learning mathematics similarly, completing an average of between 5.9 and 6.7 sessions per week over the summer term and passing between 80% and 86% of those sessions.

MMSD assessed middle school students using start-of-term and end-of-term assessments for the summer semester. The graphic below shows both the number of students assessed and the percent of students maintaining or improving their score on the i-Ready assessment. The left side of the graphic shows the overall number of students who took at least one of the initial or final assessments with a bar graph. The shaded section and corresponding percent value indicate the percent of students who completed *both* assessments. The right side of the graphic shows the percent of student who experienced maintenance or growth on the i-Ready assessment between the initial and final administrations.



Complete participation rates (taking both beginning and ending assessment) among students who took at least one i-Ready assessment were between 53% and 77%, and participation rates decreased from fifth through seventh grades. These assessments measured the highest rates of maintenance or improvement on said assessments among sixth grade students.



The tables below show the demographics of 7th and 8th grade students enrolling in a mathematics course during summer semester – Math Bridge and 8th grade Promotion – Math. 98% of students who enrolled in 8th grade Promotion – Math received a passing grade.

Demographics of Math Bridge

Course	All Students	Black or African American					Female	Male
		Asian	American	Hispanic/Latino	Multiracial	White		
7A Bridge Math	19	---		---		12	8	11
8 Bridge Math	33	---	---	9	---	12	20	13

Student demographic groups with fewer than seven students are suppressed – denoted by “—”

Course	Not ELL	ELL	Student w/o a Disability	Student w/ a Disability	Not Low-income	Low-income
7A Bridge Math	---	---	---	---	---	---
8 Bridge Math	21	12	30	3	21	12

Demographics of 8th Promotion - Math

Course	All Students	Black or African American					Female	Male
		Asian	American	Hispanic/Latino	Multiracial	White		
8th Promotion - Math	92	---	27	38	---	17	39	53

Course	Not ELL	ELL	Student w/o a Disability	Student w/ a Disability	Not Low-income	Low-income
8th Promotion - Math	52	40	60	32	23	69

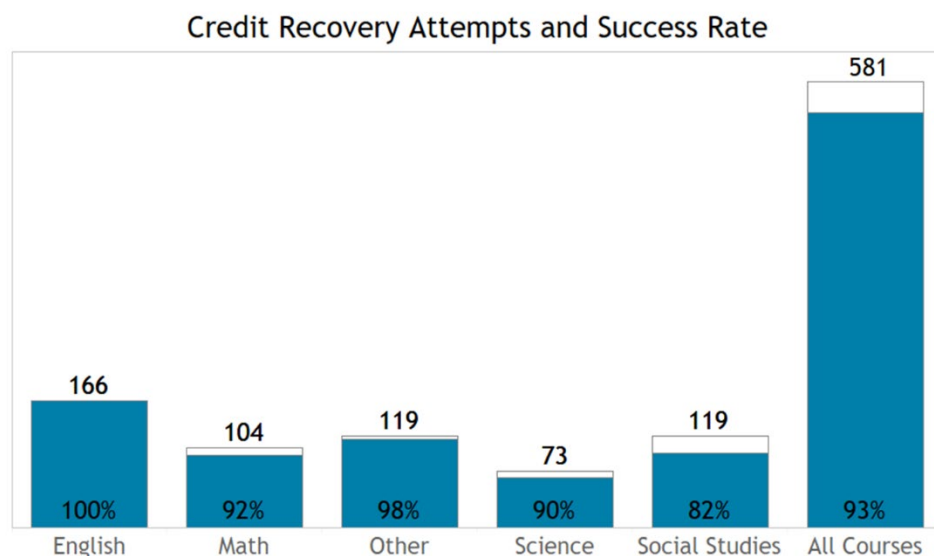
% of Students Receiving a Passing Grade in 8th Promotion - Math

Grade Score	8th Promotion - Math
Fail	2%
Pass	98%

Credit Recovery: High School

This report defines credit recovery as instances where students took a course in summer semester that they also took *prior* to summer semester, but received a failing grade. To measure credit recovery, this report identifies all the instances of a transcribed course appearing on a student's transcript before July 2021 and during summer semester. This methodology matches courses on either course name or MMSD's course codes, but excludes course codes and names that are likely to appear multiple times but do not represent a repeated course. For instance, work experience, internship, and independent study courses may be coded with the same course code but are new courses and should not be considered as an attempt at credit recovery and replacement.

Using this approach, this report identified 581 incidences of credit recovery, attempted by 448 students. The table below shows the *number of incidences* and success rate of credit recovery and grade replacement by course subject area.



The most common course subjects for credit recovery was English. The rates of success for credit recovery were 82% or higher across all subjects, with an overall success rate of 93%.

Grade Replacement: High School

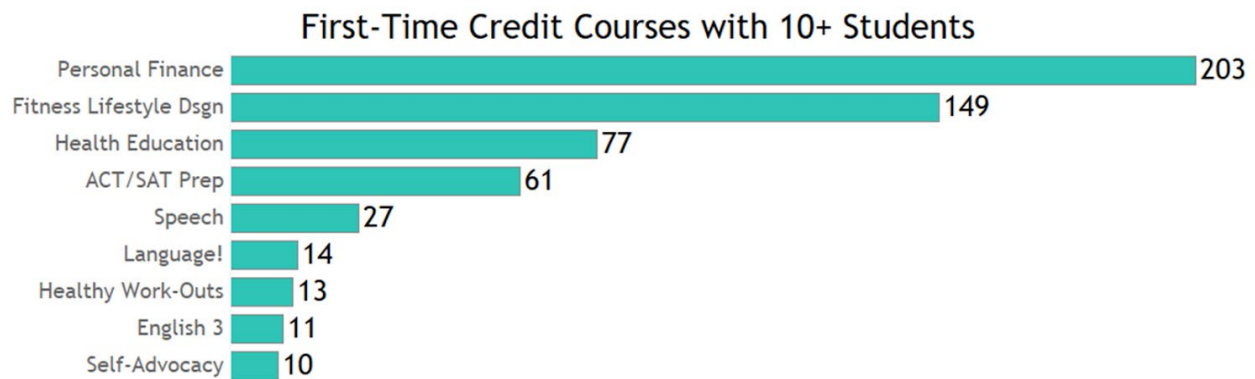
This report defines grade replacement as instances where students took a course in summer semester that they took prior to summer semester and did *not* receive any failing grade. Students take these courses to get a higher grade than previously received.

IRE also identified students who were taking a course for grade replacement, but at a lower rate. Overall, there were 180 incidences of identified grade replacement, attempted by 144 students.

**First-Time Credit: High School**

This report defines first-time credit as any courses taken in summer semester that did *not* appear on any prior transcripts. IRE used a similar matching process as used to identify credit recovery. This process may overestimate the number of courses taken for first-time credit.

Overall, IRE identified 740 incidences of first-time credit in summer 2021 by 650 students. The graphic below shows first-time credit counts by course name (with 10 or more students). Personal Finance and Fitness Lifestyle Design were the courses most frequently taken for first-time credit during the 2021 summer semester.





Presentation to the Greater Madison Chamber of Commerce

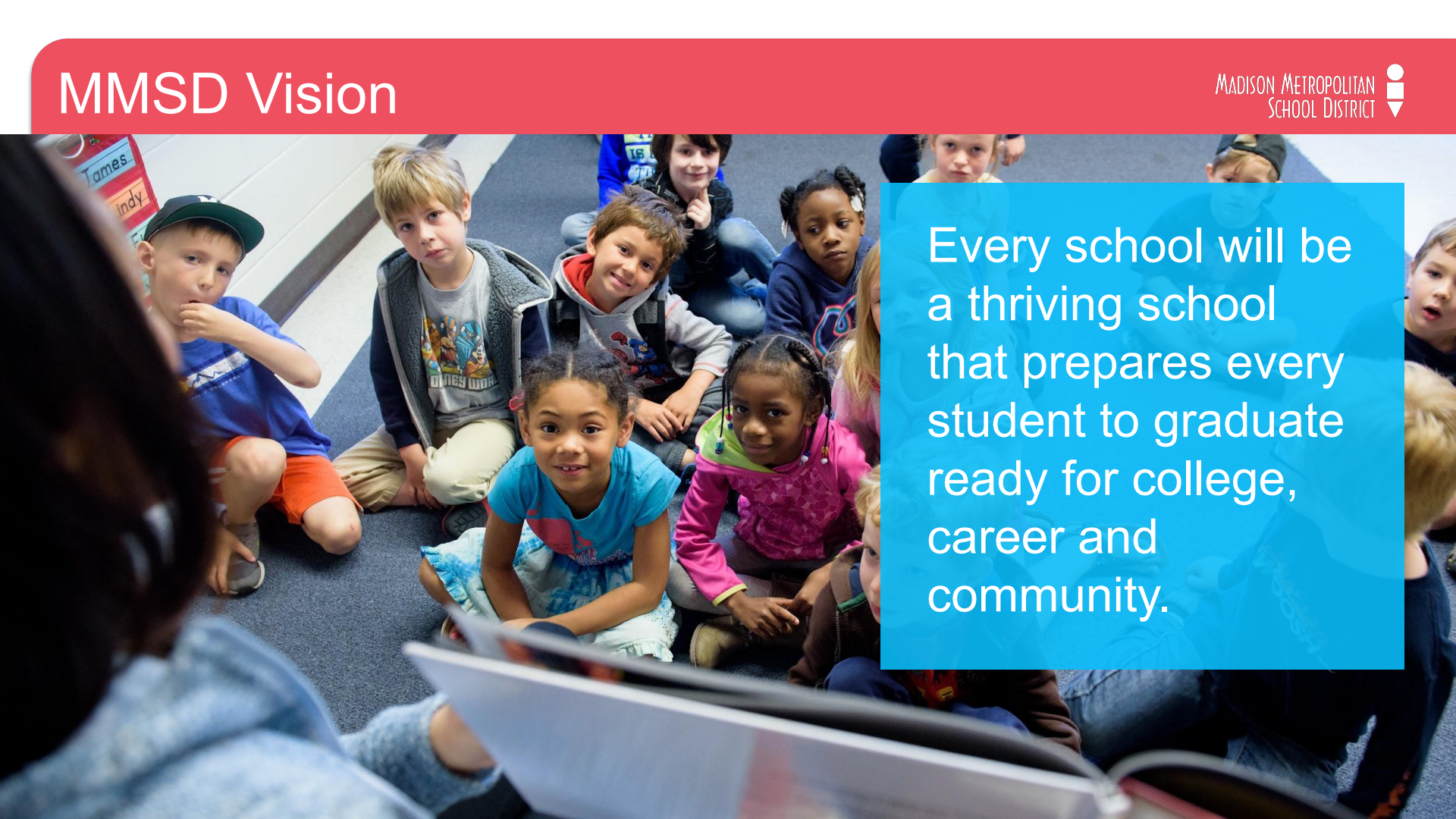
January 10, 2022



Purpose of the Presentation

To provide an update on the Madison Metropolitan School District and discuss opportunities for collaboration and co-creation with valued stakeholders.

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



Some MMSD Highlights - 1

- Madison says “yes to invest” by passing the largest referendum in district history by an unprecedented margin in November 2020.
- MMSD is partnering with the UW Madison School of Education to collaborate on early literacy and beyond.
 - Taskforce Report was released December 6, 2021
- MMSD offered its first full day 4K for the 2021-22 school year in eight of our lowest income schools.

Some MMSD Highlights - 2

- East High School Seniors Gordon Allen and Brandon Anderson received 4 year academic scholarships through the QuestBridge National College Program Match for Stanford University and Carleton College, respectively, which they will attend in Fall 2022.
- Capital High School's Marianne Matt was named the 2021 Wisconsin School Counselor of the Year, and is one of five finalists for this year's American School Counseling Association's School Counselor of the Year.
- MMSD was rated as "Exceeds Expectations" according to the latest School Report Card from the Wisconsin Department of Public Instruction.
- This year, 25 of our scholars earned the distinction of being named National Merit Semifinalists, scoring in the top 1% of all national test takers on the PSAT.

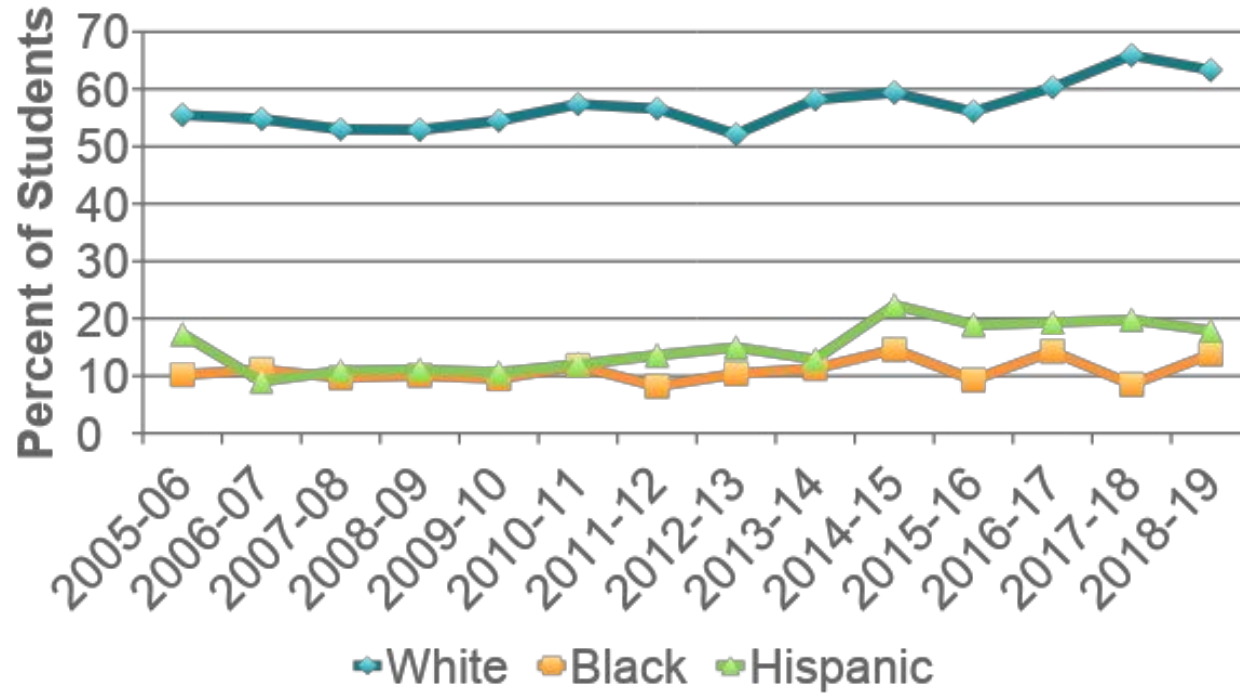
“I think we’ve been asking some of the same old questions, and they haven’t been yielding much.

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.”

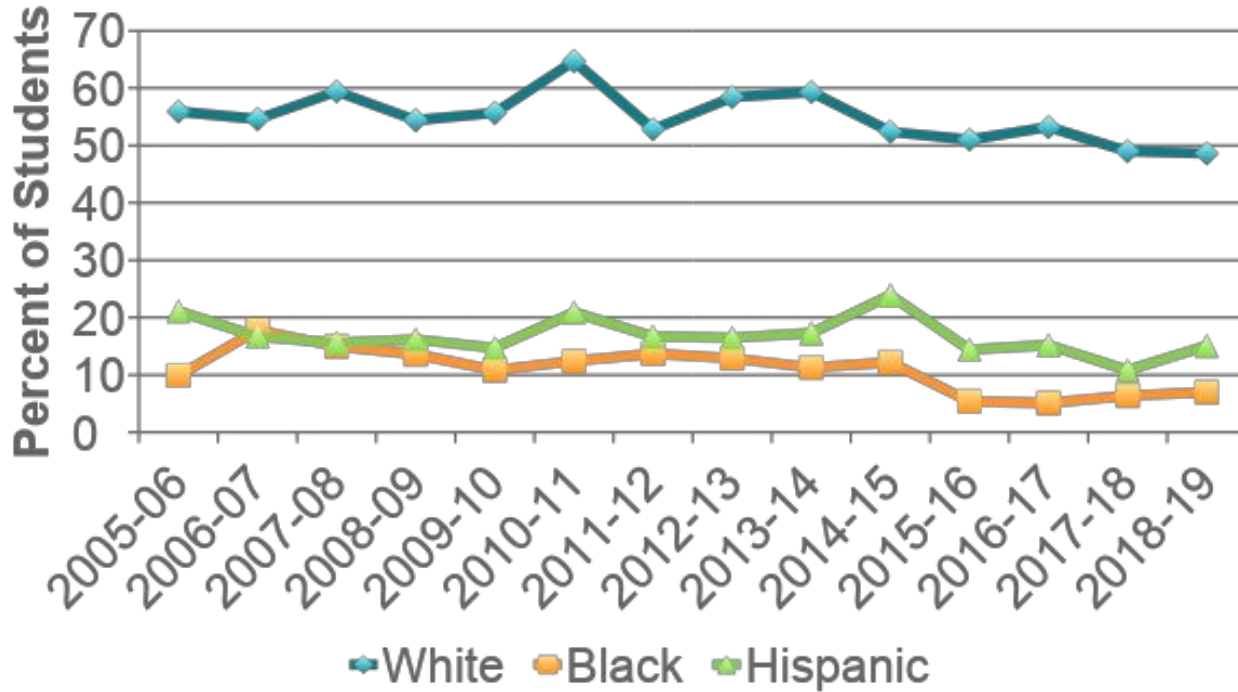
Statement of the Problem

- Madison's residents have a long history of supporting public education; however, many of our students have been historically excluded from receiving its full benefits.
- Madison has struggled to eliminate disparities as representation of students from historically excluded groups has grown.
- Historically, the demographic composition of our staff has remained relatively stagnant as our 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 lens.

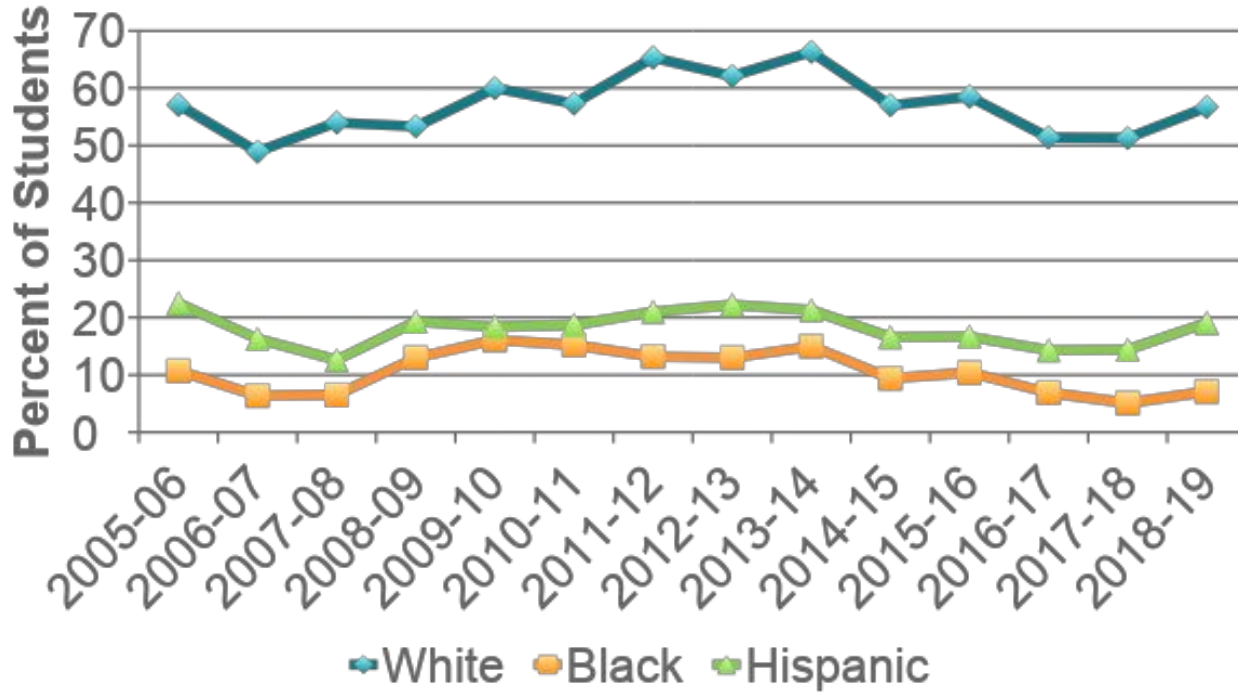
4th Grade Reading (Proficient/Advanced on State Assessment)



8th Grade Reading (Proficient/Advanced on State Assessment)



10th Grade Reading (Proficient/Advanced on State Assessment)



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
Am. 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
2+ Races	19.6	19.0	n/a	19.2

Graduation Rates by Race/Ethnicity – Source: DPI WiseDash

Race/Ethnicity	MMSD	Wisconsin	MMSD	Wisconsin
	2018-19	2018-19	2019-20	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
2+ 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

Postsecondary Enrollment Choices for Class of 2019-2020

(Source: DPI Wisedash)

	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

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.



Expanding Opportunities for Acceleration

- Expanding Full Day 4K
- Increasing Access to DLI, AL, Arts
- Strategically focusing on Early Literacy and Beyond

Increasing Social-Emotional and Mental Health Supports

- Engaging with Community Partners and Organic Scholars
- Enhancing resources for Restorative Practices

Where Are We Going - 2



- Expanding Support for Special Education
- Being unapologetic in our journey towards becoming an Anti-Racist district
- Engaging in the struggle for Human Decency



Collaboration and Co-Creation - 1

Convening Key Stakeholders to Enhance Engagement

- Students
- Parents
- Non-Profit Partners
- Business Community
- Scholars

Community in the Schools and Schools in the Community



Collaboration and Co-Creation -2

- Articulated Skilled Trades/Careers
- Internships and Mentoring Relationships
- Encouraging “All Hands on Deck” in response to COVID-19





Discussion