



WEEKLY UPDATE TO THE BOARD OF EDUCATION

February 24, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the fifth week of our third quarter. During this week, our students, staff, families, and community have continued to lean forward together despite facing multiple pandemics. As our state and nation continue to feel the impact of social and racial injustice as well as staffing shortages, inflation, and supply chain disruptions, our community continues to demonstrate resilience and a commitment to equity and excellence.

Throughout this week, our district held virtual World Café community conversations. The purpose of these conversations was to get additional feedback on ways to utilize anticipated ESSER III funding from the American Rescue Plan Act. It was uplifting to hear key insights and robust dialogue from our students, families, staff, and community members relative to ways our district could utilize this one-time funding to address social-emotional needs, enhance COVID-19 mitigation, and disrupt learning loss. Moreover, these respectful conversations illuminated our community's desire to enhance both equity and excellence in an intentional manner which embraces human decency.

While we are encouraged by community conversations about ESSER III funding, we realize the need for continued advocacy around appropriate societal investment in public education. Receiving an infusion of one-time funds will not be a sufficient long-term solution to increasingly regressive legislative budgeting and policy development. Hence, the efforts of the Madison Public Schools Foundation and others in the ACT Now to Invest campaign are critically important in our efforts to accelerate learning for all students while eliminating disparities and addressing social-emotional needs. Public education has the potential to provide broad-based economic, civic, and social uplift. We applaud those who are on the front lines of ensuring it is appropriately supported.

Throughout our work in advocacy, planning, and implementation, we must remain mindful of the great potential of our students, families, staff, and community. During every classroom visit, community conversation, policy discussion, and school-wide celebration, I am heartened by continued evidence the Madison community is a special place. We have all the ingredients needed to be a model for transformation and uplift. Therefore, I continue to believe – if it can happen anywhere, it will happen in Madison!

Thank you for your leadership as well as 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



Follow Up from Operations Work Group—2/14/2022

- 1) In response to a board member about Kronos and overtime pay:
 - a. On February 7 all Kronos users were sent an email that walked them through the process again since the outage, nothing changed, but processes were updated. School secretaries and managers were included in that email chain. All Kronos users have been using the system since that time.
 - b. Managers and school secretaries were directed to keep track of all hours worked by staff. Payroll is currently in the process of uploading all information received from managers into Kronos. The target date to pay overtime is March 25, 2022.
- 2) In response to a board member request for a list of the current MMSD Title I/ Achievement Gap Reduction (AGR) schools for 2022/23, the list is attached to this *Weekly Update*.
- 3) In response to a board member question about how MMSD is connecting to community centers and libraries that benefit students and families over the summer, MMSD staff, including Madison Out-of-School Time (MOST), the partnerships team, and MSCR, meet at least monthly with Neighborhood Centers and other youth-serving organizations along with representatives from the City of Madison, and Public Health. In these convenings we frequently problem-solve issues together, share information, collaborate and coordinate services, and share ideas and resources to ensure all MMSD students are supported. The agenda for March includes specific conversations about summer. In addition to these monthly meetings, MMSD staff from MSCR, MOST, and partnerships are frequently in touch with youth-serving organizations to ensure sharing of resources, coordination, and collaboration. Much of the recent conversations (past 2 months) have been about how Omicron is impacting programs and staffing and the one-week school closure and preparing for potential longer closures (during the Omicron wave). We are now beginning to shift conversation to focus more on summer.



ACT Prep Course Research Plan

As discussed in the January Operations Work Group meeting, we foreshadowed that we would share our draft thinking of a plan to measure success of the ACT prep course opportunities. The attached draft plan shows our thinking on

collecting both qualitative and quantitative measures and across multiple phases of the plan as we learn about the scholar experience and continue to grow these opportunities.

OTHER INFORMATION

- **K-5 Core Instructional Resources Materials Adoption Process Update**
The K-5 Core Instructional Resources Materials Adoption for the teaching of literacy and biliteracy Request for Proposals (RFP) Evaluation Committee concluded their seventh meeting on Feb. 15. For each of the six vendors, the Evaluation Committee had subgroups craft executive summaries detailing strengths and weaknesses of each vendor proposal/materials. These executive summaries will inform the Selection Committee conversations from Feb. 21-25. Members of the Evaluation Committee nominated and decided on who from the Evaluation Committee serves as a member of the 13 member Selection Committee, which is the next step of the RFP process.

The Selection Committee is charged with making recommendations to the Superintendent that are informed by data from the Evaluation Committee. Committee members will meet with selected vendors this week, using information gathered in these vendor meetings to inform their final recommendations. All Selection Committee meetings were publicly noticed and meetings were virtually open to the public. We expect the Selection Committee to conclude their work on Feb. 25, sharing their recommendations with the Superintendent soon after.

The BOE will hear a presentation on the recommendations at the March 7 Instruction Work Group meeting. A [website page](https://www.madison.k12.wi.us/curriculum-instruction/k-5-literacy-materials-adoption) (<https://www.madison.k12.wi.us/curriculum-instruction/k-5-literacy-materials-adoption>) has been added to the MMSD website to share the RFP timeline and process with the public, provide electronic access to vendor materials, and collect public feedback on the materials (with English and Spanish feedback forms).

- **Staffing Analysis**
Please see the attached updated report dated February 21, 2022, detailing our efforts to make sure our schools are staffed and remain open for student learning. This report also includes movement on a number of programs and processes.

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

2.22.2022 Weekly Metrics Meeting [Agenda](#) and [Recording](#)
No operations meeting this week

➤ Articles of Interest

The following article was shared recently via email: [OSEP \(Office of Special Education Programs\) Fast Facts: Race and Ethnicity of Children with Disabilities Served under IDEA Part B.](#)

Current MMSD special education numbers are attached to this *Weekly Update*, and these [Slides](#) provide the connection to the MMSD Anti-Racist IEP work.

FYI

[The Worst States for Black Americans](#)

➤ Weekly News Report

We are temporarily suspending this part of the *Weekly Update* until we can get our staffing capacity stabilized in this area.

➤ Community Events:

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

We are temporarily suspending this part of the *Weekly Update* until we can get our staffing capacity stabilized in this area.

➤ Student Teacher Signing Day Event

Please see the attached flyer for this awesome event tonight (Thursday, February 24) at 5 p.m. at the Holtzman building. We are asking that President Muldrow attend in person. If others are interested, we included it on the legal notice so that all board members may attend. We will be giving contracts to all our highly recommended student teachers that's 111 registered attendees! We hope that you can attend this momentous event! Thank you and hope to see you there!

OUR UPCOMING BOARD CALENDAR

- | | | |
|-------|-----------------------|--|
| ➤ | Mon., Feb. 28, 9 a.m. | Board Officers
Virtual |
| ➤ | Mon., Feb. 28, 5 p.m. | Special meeting in closed session
Doyle 103/Virtual |
| ➤ | Mon., Feb. 28, 6 p.m. | Regular BOE meeting
Doyle 103/Virtual |
| ===== | | |
| ➤ | Mon., Mar. 2, 5 p.m. | Student Senate
Virtual |

- Mon., Mar. 7, 5 p.m. Instruction Work Group
Doyle 103/Virtual
- Wed., Mar. 9, 5:30 p.m. City Education Committee
Virtual
- Mon., Mar. 14, 9 a.m. Board Officers
Virtual
- Mon., Mar. 14, 5 p.m. Operations Work Group
Doyle 103/Virtual
- Mon., Mar. 14, 6 p.m. Special meeting in open session WORKSHOP
Doyle 103/Virtual
- Week of March 14 BOE Member Briefings
- Wed., Mar. 16, 5 p.m. Student Senate
Virtual
- Tues., Mar. 22, 6 p.m. Regular BOE meeting
Doyle Auditorium/Virtual

ITEMS ATTACHED FOR INFORMATION

1. MMSD Title I/AGR Schools 2022-23
2. Draft plan to measure success of the ACT prep course opportunities
3. Weekly Staffing Analysis Report—2.21.2022
4. Current Special Education numbers by area/level
5. Student Teacher Signing Day Event flyer

Title I / AGR Schools 2022-23

Elementary School	Number	Title I	AGR
Allis Elementary	001	X	X
Anana Elementary	011	X	X
Emerson Elementary	007	X	X
Gompers Elementary	010	X	X
Hawthorne Elementary	012	X	X
Henderson Elementary	009	X	X
Lake View Elementary	014	X	X
Leopold Elementary	072	X	X
Lincoln Elementary	037	X	
Lindbergh Elementary	071	X	X
Mendota Elementary	021	X	X
Midvale Elementary	022		X
Nuestro Mundo Elementary	065	X	X
Orchard Ridge Elementary	025	X	X
Sandburg Elementary	053	X	X
Schenk Elementary	027	X	X
Chavez Elementary	052		
Crestwood Elementary	004		
Elvehjem Elementary	006		
Franklin Elementary	011		
Huegel Elementary	038	X	X
Kennedy Elementary	036	X	X
Lapham Elementary	016		
Lowell Elementary	019		X
Marquette Elementary	020		
Muir Elementary	017	X	X
Olson Elementary	062		
Randall Elementary	026		
Shorewood Elementary	029		
Stephens Elementary	032		
Thoreau Elementary	023		X
Van Hise Elementary	034		

Middle School	Number	Title I
Badger Rock Middle	246	X
Black Hawk Middle	210	X
Cherokee Heights Middle	203	X
Jefferson Middle	235	X
O'Keeffe Middle	220	X
Sennett Middle	242	X
Sherman Middle	228	X
Whitehorse Middle	227	X
Wright Middle	239	X
Toki Middle	225	X
Hamilton Middle	234	
Spring Harbor Middle	231	

Middle School	Number	Title I
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ACT Prep Course Research Plan Overview

Draft 2.23.2

Background

MMSD is offering a targeted ACT Preparatory Course for 200 11th grade students from our six + IAE high schools from February 2022 through March 2022. The initial cohort placed emphasis on engaging students from low-income and historically excluded backgrounds. The Board approved a plan for the initial cohort and expanding the program to more students and grade levels.

Overall Purpose/Goals

R&I will assist with the proposed project to achieve the following goals:

1. Examine the implementation of the program rollout for the initial cohort(s) to inform expansion of opportunities in the spring/summer of 2022 and beyond.
2. Examine the effectiveness of the MMSD ACT Prep program in the initial cohort(s) to inform program expansion to succeeding cohorts.
3. Obtain non-traditional metrics (i.e. attitudes, perception, disposition) to ascertain impact and interest from the student perspective (of the initial cohorts) during the prep program.
4. Work with research experts to support MMSD and the Secondary Team in identifying evidence for iterative program improvements and a plan for evaluating the program expansion beyond the first cohort

Initial Research/Evaluation Question(s):

1. Was the MMSD ACT Prep program implemented with fidelity in the first cohort(s)?
This was a targeted initial cohort. Program participation and attendance data provide initial insight into the fidelity of program implementation.
2. How did students' experiences in the ACT Prep program's initial cohort(s) influence non-standardized outcomes, such as student confidence and self-efficacy with standardized testing?
 - *Often, when attempting to determine effectiveness of a program aimed at increasing standardized measures, traditional modeling is utilized. However, this program wants to examine further contextualization about students' experiences and their perceptions of the program.*
3. What is the impact of the virtual MMSD ACT Prep program on the initial cohort(s) students' ACT scores and postsecondary outcomes (e.g. enrollment, scholarship attainment)?
 - *Given the many disruptions and challenges of the past two school years due to COVID-19, and the contention around the potential "need" for standardized testing college admission, can this virtual program for the initial cohorts equip MMSD students with the necessary knowledge and tools to increase their ACT scores?*

Overall Project Outline

To address the various goals and research questions laid out above, R&I recommends approaching the project in distinct phases, described as follows:

PART I: Evaluating the First Cohort(s)

Phase 1 (Semester 2, 2021-2022 SY - Summer 2022)

Goal:

- Understand program implementation and early indicators of success for the initial cohort(s) to inform planning for expansion
- Begin to address Research Question 1 and Research Question 2.

Actions:

- R&I will review, code, and tabulate pre-test data provided by the Secondary Team in preparation for comparison when post-test data is received
- R&I will calculate descriptive statistics (i.e. participants, attendance)
- R&I will work with experts at the UW and review current scholarly inquiry as a conceptual framework to ground this program in reasonable expectations of outcomes
- Focus groups and/or semi-structured interviews will be conducted to understand the experience of student participants

Deliverables:

R&I will prepare the following deliverables:

- Summary of findings—both quantitative and qualitative
- Literature review highlighting the current (last five years) scholarship related ACT Preparation
- Action items to inform continued rollout and expansion of the program
- Final report with PPT slides that compiles the findings and literature review

Phase 2 (Semester 1, 2022-2023 SY)

Goal:

- Analyze ACT results for the initial cohort(s)
- Begin to address Research Question 3

Actions:

- IRE will tabulate and provide descriptive statistics on student participants' ACT results
- IRE will determine and implement a method to analyze how participation in the prep program influences results on student ACT test scores (e.g. pre-post, identification of quasi-experimental control group)

Deliverables:

R&I will prepare the following deliverable:

- Updated report with PPT slides describing findings related to program participation on ACT results

Phase 3 (Semester 1, 2023-24 SY)

Goal:

- Analyze longer-term outcomes for students in the initial cohort(s) (e.g. postsecondary enrollment, scholarship attainment)
- Continue to address Research Question 3

Actions:

- IRE will tabulate and provide descriptive statistics on student postsecondary enrollment and scholarship attainment
- IRE will determine and implement a method to analyze how participation in the prep program influences results on student postsecondary enrollment and scholarship attainment.

Deliverables:

R&I will prepare the following deliverable:

- Updated report with PPT slides

PART II: Planning Expansion & Evaluation Activities

Phase 1 (Semester 2, 2021-22 SY through Summer, 2022)

Goal:

- Understand MMSD plans for program expansion into additional cohorts of student participants, in light of early learnings from the initial cohort(s)
- Identify an approach for evaluating program scale up

Actions:

- R&I will work with the MMSD Secondary Team and research experts at the UW to understand current plans for program expansion and design a best-fit approach to evaluation of the expansion

Deliverables

R&I will prepare the following deliverable:

- Working plan for implementing and evaluating ACT Prep Program expansion

Overall Project Timeline

The timeline below maps out the phases of work described in this document (Part 1 in blue, Part II in maroon) along with general program activities (in yellow).

	S2 21-22	Summer 22	S1 22-23	S2 22-23	Summer 23	S1 23-24
<i>Implementing the Program</i>						
Part I, Phase 1: Understanding Experiences among the initial cohort(s)						

Part II, Phase 2: Planning Expansion & Evaluation Activities						
Part I, Phase 3: Understanding impacts on ACT results from the initial cohort(s)						
<i>Implementing Expansion</i>						
Part I, Phase 4: Understanding longer-term outcomes from the initial cohort(s)						

Staffing Analysis
Madison Metropolitan School District
February 21, 2022

This report is a snapshot of all the work that is being done for this week as well as movement on a number of programs and processes. We still anticipate this challenge will be exacerbated by additional absences during the week of February 21 – 25, 2022.

The substitute office is working in tandem with the Chiefs to make sure that all schools are staffed with the usage of 60+ central office staff to supplement needs within the schools. Also, please note that Absence Management does not necessarily indicate why staff are out of the building; rather, Absence Management depicts who needs a substitute for a particular date.

The deployment of central office personnel has switched usage to Mondays and Fridays only.

- Looking at Absence Management for week of February 21, 2022:
 - **The week of February 21, 2022 – This is an overall look at absences:**
 - Absences – **1196 (633 Unfilled)**
 - Percent Filled – **52.93**
 - Percent Unfilled – **47.07**
 - Monday – February 21, 2022
 - Absences – **297 (150 Unfilled)**
 - Percent Filled – **53.70**
 - Percent Unfilled – **46.30**
 - Percent with Central Office Usage – **68.62**
 - Number of Central Office Personnel – **30**
 - Tuesday – February 22, 2022
 - Absences – **No School**
 - Percent Filled – **0**
 - Percent Unfilled – **0**
 - Percent with Central Office Usage – **No Deployment**
 - Number of Central Office Personnel – **No Deployment**
 - Wednesday - February 23, 2022
 - Absences - **289 (148 Unfilled)**
 - Percent Filled – **56.02**
 - Percent Unfilled – **43.98**
 - Percent with Central Office Usage – **No Deployment**
 - Number of Central Office Personnel – **No Deployment**
 - Thursday – February 24, 2022
 - Absences - **289 (148 Unfilled)**
 - Percent Filled – **55.50**
 - Percent Unfilled – **44.50**
 - Percent with Central Office Usage – **No Deployment**
 - Number of Central Office Personnel – **No Deployment**

Bonuses:

The bonuses are being paid as described in the memo from the November 22, 2021, board meeting. They are adhering to the 85% attendance and paid following the month earned.

Kronos:

Payroll is currently working with building secretaries and supervisors to prepare the external lists that were used to track overtime and other pay to be uploaded into Kronos. The overtime pay will be included on the

March 25, 2022, paycheck. To date, 80 employees utilized the \$600 Salary Advance Request.

COVID Leave:

Covid Relief was approved for five (5) days on January 10, 2022, for benefit eligible employees. The leave is available from January 11, 2022, through June 30, 2022.

To date, we have had an additional 31 leave requests bringing the total to 637.

Mental Health Days:

A Mental Health Days FAQ was sent to the building secretaries and supervisors to help input the requests so that payroll can keep track of the request.

Requests are being made to building principals and supervisors.

Recruitment:

The Substitute office is actively recruiting and onboarding new hires, to date we have 27 applicants who have completed the onboarding process.

Human Resources will be holding another targeted student teacher career fair on February 24, 2022, with 111 registered attendees. The February event will be issuing teacher contracts to our stellar student teachers. An all-position career fair will be held on March 10, 2022, with a focus on recruiting teachers, and support staff.

Human Resources participated in a virtual information session regarding recruitment and the introduction of MMSD to our HBCU partner. There were 91 students in attendance at the event.



Madison Metropolitan
School District

Disproportionality In MMSD Special Education

February 2022





**It's about today -
and tomorrow
for our scholars**

Why is Disproportionality a Problem?

1. Disproportionality means we are identifying scholars as having a disability when they do not.
2. Being identified as a person with a disability can lead to lowered expectations (by self and others).
3. Scholars with an IEP are less likely to graduate with a standard diploma than their peers who do not have an IEP.



Our Numbers

White	Latino	Black	More than 1 Race
<p>There are approximately 10,300 scholars in MMSD who identify as White</p> <p>(out of approximately 25,500 total with about 5300 who have an IEP)</p>	<p>There are approximately 6000 scholars in MMSD who identify as Latino</p>	<p>There are approximately 4700 scholars in MMSD who identify as Black</p>	<p>There are approximately 2400 scholars in MMSD who identify as having multiple races</p>





More Numbers

White	Latino	Black	More than 1 Race
<p>There are approximately 1550 scholars who are White with an IEP</p> <p>That is 15% of White scholars (what we would expect)</p>	<p>There are approximately 1360 scholars who are Latino with an IEP</p> <p>That is 22% of Latino scholars (higher than we would expect)</p>	<p>There are approximately 1495 scholars who are Black with an IEP</p> <p>That is 32% of Black scholars (significantly higher than we would expect and more than twice the rate of White scholars)</p>	<p>There are approximately 560 scholars who identify as having more than one race with an IEP</p> <p>That is 23% of scholars who have more than one race (higher than we would expect)</p>

Next Steps

What are we doing about
disparate outcomes and
disproportionality?

**Continue to
provide
professional
learning (Dr.
Ashley White,
Nakia Wiley,
Saundra
Brown)**

**Continue and
expand use of
the
Anti-Racist
IEP Tools
(Criteria and
Rubric and
Reflection
form)**

**Study and
Redefine the
practices
used to
evaluate and
reevaluate
scholars for
special
education
services**



Disproportionality in Special Education Reports by School/Level														
Count of Disability Code		Disability Code												
AD Responsibility	Ethnicity	A	DB	EBD	H	ID	OHI	OI	SDD	SL	SLD	TBI	V	Grand Total
Eastside	American Indian/Alaska Native	1					1		1	1	1			5
	Asian	14			2	1	7		6	30	1			61
	Black or African American	52		14		5	60	1	39	109	22	2		304
	Hispanic/Latino	37		6	4	4	42	1	22	126	24	1		267
	Multiracial	22		9	3	1	27		7	53	13			135
	White	55		16	2	4	61	1	25	121	6	1	2	294
Eastside Total		181		45	11	15	198	3	100	440	67	4	2	1066
High	American Indian/Alaska Native						3							3
	Asian	22		6	1	3	16	1		26	15			90
	Black or African American	25		120	3	42	164	2		89	126	3	2	576
	Hispanic/Latino	38		43	8	34	95	4		100	105	2	4	433
	Multiracial	14		42	1	12	56	3		26	27	1	3	185
	White	112		65	5	32	157	11		82	65	1	6	536
High Total		211		276	18	123	491	21		323	338	7	15	1823
Middle	American Indian/Alaska Native						1							1
	Asian	13		2	3	2	11			26	13		1	71
	Black or African American	22		51	1	19	102	2	1	63	78		1	340
	Hispanic/Latino	31		29	1	12	79	4		111	98	1		366
	Multiracial	10		24		5	46	1		31	22		1	140
	White	69		35	2	8	92	4		74	41		3	328
Middle Total		145		141	7	46	331	11	1	305	252	1	6	1246
Westside	American Indian/Alaska Native	1					1	1	1	1				5
	Asian	29	1			1	9	1	6	35	1		1	84
	Black or African American	40		23	1	5	60	1	21	102	19		2	274
	Hispanic/Latino	40		6	1	3	39	3	26	144	32			294
	Multiracial	13		8		1	19	1	6	40	8		1	97
	White	75		15	1	3	62	7	17	194	17		1	392
Westside Total		198	1	52	3	13	190	14	77	516	77		5	1146
Grand Total		735	1	514	39	197	1210	49	178	1584	734	12	28	5281



SAVE
the **DATE**



Student Teacher Signing Day Event

Date: Thursday, February 24, 2022

Time: 5-7:00 p.m.

Location: 333 Holtzman Road,
Madison WI, 53713

Enjoy: Opportunity to express your intentions to becoming a full time member of the MMSD Family. The event will include a short program, performances, entertainment, light refreshments.