



WEEKLY UPDATE TO THE BOARD OF EDUCATION

February 3, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the second week of our third quarter, has certainly been eventful. Despite the challenges associated with dealing with multiple pandemics, our students, families, staff, and community have tapped into a reservoir of resilience and humanity in order to lean forward together.

This week, our state and nation have been impacted by disturbing news of senseless violence and threats of violence, which has exacerbated the social-emotional impact of dealing with a global health pandemic. Despite these events, we are witnessing the fierce determination of our students, families, staff, and community to lean forward. Our students are leading efforts to combat violence by uplifting their voices to affect change. Our families are making daily sacrifices to ensure our students are supported as they pursue excellence in their academic and co-curricular endeavors. Our staff are working collaboratively to develop new ways to support in-person learning in the midst of ongoing staffing shortages. Our community is leveraging resources of commitment and compassion to bolster our students and staff during these unprecedented times.

Last week, during our instructional walkthroughs at Leopold Elementary, we witnessed many examples of staff leaning forward to support our students. In this spirit, Chief of Elementary Schools, Ennis Harvey, embodied our best efforts to uplift human decency by taking the time to reach out to a student struggling with a ukulele assignment during a music class. Mr. Harvey's willingness to take extra time with this student enhanced the social-emotional environment in the class, which is often a precondition for academic engagement. Many of our staff make similar contributions each day and exemplify the qualities which make MMSD special.

During our Regular school board meeting on Monday, discussions around academic acceleration, and social-emotional support provided evidence of our district's commitment to the goals and core values in our Strategic Framework. In fact, the spirited and informed dialogue connected to issues of educational equity illustrated clear efforts to interrogate and refine our policies and practices to benefit our entire community.

Thank you for this leadership as well as your ongoing support and partnership. We look forward to providing you with more updates on our district's progress next week. Please take a look at the photo below of Mr. Harvey and a Leopold scholar!

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.



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) went live on Jan. 10 and closed on Jan. 28. We received six vendor proposals from this nationwide RFP process and are now moving into the evaluation committee and selection committee stage of the RFP process.

- *Evaluation Committee:* MMSD elementary educators and administrators received an open invitation to apply to the Evaluation Committee; the membership roster will be finalized during the week of Jan. 31. The Evaluation Committee will engage in training allowing for the calibration of their review and scoring of vendor proposals and materials.
- *Selection Committee:* A subset of the Evaluation Committee membership will then form the Selection Committee, charged with making a recommendation to the Superintendent informed by data from the Evaluation Committee.
- *BOE Involvement:* The recommendation on the Materials Adoption will be brought to the board during the March 7 Instruction Work Group for final Board approval on March 28. Board members will have access to the materials for review in February (exact dates TBD).
- *Student Involvement:* MMSD K-5 student reactions to the material will be gathered in a TBD process.

➤ 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.

OUR UPCOMING BOARD CALENDAR

- Mon., Feb. 7, 5 p.m. Special meeting in closed session
Doyle 103/Virtual
- Mon., Feb. 7, 5:30 p.m. Instruction Work Group
Doyle 103/Virtual
- Wed., Feb. 9, 5:30 p.m. City Education Committee
Virtual
- Mon., Feb. 14, 9 a.m. Board Officers
Virtual
- Mon., Feb. 14, 5 p.m. Operations Work Group
Doyle 103/Virtual
- Tues., Feb. 15 Spring Primary Election
- Wed., Feb. 16, 5 p.m. Student Senate
Virtual
- Sat., Feb. 19, 8 a.m. BOE Retreat
Madison College—Goodman South Campus
- Week of February 21 BOE Member Briefings
Virtual
- Mon., Feb. 28, 9 a.m. Board Officers
Virtual
- Mon., Feb. 28, 6 p.m. Regular BOE meeting
Doyle Auditorium/Virtual

ITEMS ATTACHED FOR INFORMATION

1. Early College STEM Academy data
2. Referendum complementary fundraising campaigns update



Madison Area Technical College
End of Year Monitoring Report 2020-2021
(including COVID addendum)

Partnership Name: **Early College STEM Academy (ECSA)**
Partner Organization(s): **Madison Area Technical College**
Partner Contact Email: Kevin Mirus (kmirus@madisoncollege.edu)
 Schauna Rasmussen (SLRasmussen@madisoncollege.edu)
 Juanita Comeau (JComeau@madisoncollege.edu)

MMSD Department: Secondary Programs and Pathways
MMSD Partnership Owner: Cynthia Green
Partnership Intensity Level: High Intensity

Partnership Summary

MMSD and Madison College have developed a partnership to implement the Early College STEM Academy (ECSA), built on the framework from the partners experience with the Gateway to College initiative. This academy is focused on reaching our students of color, first generation college going and/or students of low income background. The academy highlights the work in our Strategic Framework to fully realize our goal of Black Excellence. In addition, the Academy offers high school junior and senior students, with a focus on students underrepresented in STEM or STEM related fields, who are appropriately prepared and express interest in STEM (science, technology, engineering and mathematics) related education or careers, the opportunity to take STEM courses on a Madison College campus. In addition to satisfying their high school graduation requirements, the students enrolled in ECSA will either earn a significant number of transfer credits at no cost or satisfy the requirements of a Madison College Associate Degree program. The classes will also help prepare students for entry into a four-year institution.

Schools served (if applicable): Capitol, LaFollette, East, Shabazz, West, Memorial,

Annual Monitoring Outcomes:

| Intended Outcome | Result | Met Outcome (Y/N) | | | | | | | | | | | | |
|--|--|-----------------------|----------------------|-----------------------|--------------------|--------|-----------|----------|-----------|------|----------|----------|----------|-------------------|
| <p>By fall 2020, up to 200 students will be enrolled in the Early College STEM Academy.</p> <p>Metric: Enrollment records</p> | <p>Fall 2020: 190 Enrollees Total (90 + 100) Spring 2021: 184 Enrollees Total (87 +97)</p> <p align="center">Fall 2020: Student Demographics</p> <table border="1"> <thead> <tr> <th>Demographic</th> <th>Cohort 2 90 Stus.</th> <th>Cohort 3 100 Stus.</th> <th>Total 190 Stus.</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>101 (55%)</td> <td>58 (58%)</td> <td>104 (55%)</td> </tr> <tr> <td>Male</td> <td>83 (45%)</td> <td>42 (42%)</td> <td>86 (45%)</td> </tr> </tbody> </table> | Demographic | Cohort 2 90 Stus. | Cohort 3 100 Stus. | Total 190 Stus. | Female | 101 (55%) | 58 (58%) | 104 (55%) | Male | 83 (45%) | 42 (42%) | 86 (45%) | <p>Yes</p> |
| Demographic | Cohort 2 90 Stus. | Cohort 3 100 Stus. | Total 190 Stus. | | | | | | | | | | | |
| Female | 101 (55%) | 58 (58%) | 104 (55%) | | | | | | | | | | | |
| Male | 83 (45%) | 42 (42%) | 86 (45%) | | | | | | | | | | | |

| | <table border="1"> <tr><td>First Gen</td><td>106 (58%)</td><td>58 (58%)</td><td>111 (58%)</td></tr> <tr><td>Low SES</td><td>91 (49%)</td><td>51 (51%)</td><td>97 (51%)</td></tr> <tr><td>Asian</td><td>30 (16%)</td><td>14 (14%)</td><td>30 (16%)</td></tr> <tr><td>Black</td><td>36 (20%)</td><td>21 (21%)</td><td>38 (20%)</td></tr> <tr><td>Hispanic</td><td>50 (27%)</td><td>29 (29%)</td><td>52 (27%)</td></tr> <tr><td>Two or More</td><td>28 (15%)</td><td>16 (16%)</td><td>29 (15%)</td></tr> <tr><td>White</td><td>38 (21%)</td><td>20 (20%)</td><td>39 (21%)</td></tr> <tr><td>Capital</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>East</td><td>55 (30%)</td><td>25 (25%)</td><td>56 (29%)</td></tr> <tr><td>LaFoll.</td><td>53 (29%)</td><td>33 (33%)</td><td>56 (29%)</td></tr> <tr><td>Memorial</td><td>34 (18%)</td><td>19 (19%)</td><td>36 (19%)</td></tr> <tr><td>Shabazz</td><td>0 (0%)</td><td>0 (0%)</td><td>0 (0%)</td></tr> <tr><td>West</td><td>41 (22%)</td><td>22 (22%)</td><td>41 (22%)</td></tr> </table> | First Gen | 106 (58%) | 58 (58%) | 111 (58%) | Low SES | 91 (49%) | 51 (51%) | 97 (51%) | Asian | 30 (16%) | 14 (14%) | 30 (16%) | Black | 36 (20%) | 21 (21%) | 38 (20%) | Hispanic | 50 (27%) | 29 (29%) | 52 (27%) | Two or More | 28 (15%) | 16 (16%) | 29 (15%) | White | 38 (21%) | 20 (20%) | 39 (21%) | Capital | N/A | N/A | N/A | East | 55 (30%) | 25 (25%) | 56 (29%) | LaFoll. | 53 (29%) | 33 (33%) | 56 (29%) | Memorial | 34 (18%) | 19 (19%) | 36 (19%) | Shabazz | 0 (0%) | 0 (0%) | 0 (0%) | West | 41 (22%) | 22 (22%) | 41 (22%) | | | | | | | | | | | | | |
|--|---|--------------------------|--------------------------|----------------------|--------------------|---------|----------|-----------|-----------|---------|----------|------------|----------|-----------|----------|----------|-----------|----------|----------|----------|----------|-------------|----------|----------|----------|-------|----------|----------|----------|----------|----------|----------|----------|-------------|----------|----------|----------|---------|----------|----------|----------|----------|----------|----------|----------|---------|----------|----------|----------|---------|----------|----------|----------|----------|----------|----------|----------|---------|--------|--------|--------|------|----------|----------|----------|------------|
| First Gen | 106 (58%) | 58 (58%) | 111 (58%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low SES | 91 (49%) | 51 (51%) | 97 (51%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 30 (16%) | 14 (14%) | 30 (16%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 36 (20%) | 21 (21%) | 38 (20%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 50 (27%) | 29 (29%) | 52 (27%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two or More | 28 (15%) | 16 (16%) | 29 (15%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 38 (21%) | 20 (20%) | 39 (21%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capital | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| East | 55 (30%) | 25 (25%) | 56 (29%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LaFoll. | 53 (29%) | 33 (33%) | 56 (29%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Memorial | 34 (18%) | 19 (19%) | 36 (19%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shabazz | 0 (0%) | 0 (0%) | 0 (0%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| West | 41 (22%) | 22 (22%) | 41 (22%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intended Outcome | Result | Met Outcome (Y/N) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| By fall 2020, up to 200 students will be enrolled in the Early College STEM Academy. Metric: Enrollment records | <p align="center">Spring 2021: Student Demographics</p> <table border="1"> <thead> <tr> <th>Demographic</th> <th>Cohort 2 87 Stus.</th> <th>Cohort 3 97 Stus.</th> <th>Total 184 Stus.</th> </tr> </thead> <tbody> <tr><td>Female</td><td>45 (52%)</td><td>56 (58%)</td><td>101 (55%)</td></tr> <tr><td>Male</td><td>42 (48%)</td><td>41 (42%)</td><td>83 (45%)</td></tr> <tr><td>First Gen</td><td>51 (59%)</td><td>55 (57%)</td><td>106 (58%)</td></tr> <tr><td>Low SES</td><td>43 (49%)</td><td>48 (49%)</td><td>91 (49%)</td></tr> <tr><td>Asian</td><td>16 (18%)</td><td>14 (14%)</td><td>30 (16%)</td></tr> <tr><td>Black</td><td>16 (18%)</td><td>20 (21%)</td><td>36 (20%)</td></tr> <tr><td>Hispanic</td><td>22 (25%)</td><td>28 (29%)</td><td>50 (27%)</td></tr> <tr><td>Two or More</td><td>12 (14%)</td><td>16 (16%)</td><td>28 (15%)</td></tr> <tr><td>White</td><td>19 (22%)</td><td>19 (20%)</td><td>38 (21%)</td></tr> <tr><td>Capitol</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr><td>East</td><td>30 (34%)</td><td>25 (26%)</td><td>55 (30%)</td></tr> <tr><td>LaFoll.</td><td>22 (25%)</td><td>31 (32%)</td><td>53 (29%)</td></tr> <tr><td>Memorial</td><td>16 (18%)</td><td>18 (19%)</td><td>34 (18%)</td></tr> <tr><td>Shabazz</td><td>0 (0%)</td><td>0 (0%)</td><td>0 (0%)</td></tr> <tr><td>West</td><td>19 (22%)</td><td>22 (23%)</td><td>41 (22%)</td></tr> </tbody> </table> | Demographic | Cohort 2 87 Stus. | Cohort 3 97 Stus. | Total 184 Stus. | Female | 45 (52%) | 56 (58%) | 101 (55%) | Male | 42 (48%) | 41 (42%) | 83 (45%) | First Gen | 51 (59%) | 55 (57%) | 106 (58%) | Low SES | 43 (49%) | 48 (49%) | 91 (49%) | Asian | 16 (18%) | 14 (14%) | 30 (16%) | Black | 16 (18%) | 20 (21%) | 36 (20%) | Hispanic | 22 (25%) | 28 (29%) | 50 (27%) | Two or More | 12 (14%) | 16 (16%) | 28 (15%) | White | 19 (22%) | 19 (20%) | 38 (21%) | Capitol | N/A | N/A | N/A | East | 30 (34%) | 25 (26%) | 55 (30%) | LaFoll. | 22 (25%) | 31 (32%) | 53 (29%) | Memorial | 16 (18%) | 18 (19%) | 34 (18%) | Shabazz | 0 (0%) | 0 (0%) | 0 (0%) | West | 19 (22%) | 22 (23%) | 41 (22%) | Yes |
| | Demographic | Cohort 2 87 Stus. | Cohort 3 97 Stus. | Total 184 Stus. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 45 (52%) | 56 (58%) | 101 (55%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 42 (48%) | 41 (42%) | 83 (45%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Gen | 51 (59%) | 55 (57%) | 106 (58%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low SES | 43 (49%) | 48 (49%) | 91 (49%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 16 (18%) | 14 (14%) | 30 (16%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 16 (18%) | 20 (21%) | 36 (20%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 22 (25%) | 28 (29%) | 50 (27%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two or More | 12 (14%) | 16 (16%) | 28 (15%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 19 (22%) | 19 (20%) | 38 (21%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capitol | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| East | 30 (34%) | 25 (26%) | 55 (30%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LaFoll. | 22 (25%) | 31 (32%) | 53 (29%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Memorial | 16 (18%) | 18 (19%) | 34 (18%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shabazz | 0 (0%) | 0 (0%) | 0 (0%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| West | 19 (22%) | 22 (23%) | 41 (22%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p align="center">Fall 2022: Incoming Student Demographics (as of 6/17/2021)</p> <table border="1"> <thead> <tr> <th>Demographic</th> <th>Cohort 4 100 Students</th> </tr> </thead> <tbody> <tr><td>Female</td><td>62 (62%)</td></tr> <tr><td>Male</td><td>38 (38%)</td></tr> <tr><td>First Gen</td><td>66 (66%)</td></tr> <tr><td>Low SES</td><td>61 (61%)</td></tr> </tbody> </table> | Demographic | Cohort 4 100 Students | Female | 62 (62%) | Male | 38 (38%) | First Gen | 66 (66%) | Low SES | 61 (61%) | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Demographic | Cohort 4 100 Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 62 (62%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 38 (38%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Gen | 66 (66%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low SES | 61 (61%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|-------------|----------|
| Asian | 10 (10%) |
| Black | 17 (17%) |
| Hispanic | 37 (37%) |
| Two or More | 11 (11%) |
| White | 25 (25%) |
| Capitol | 0 (0%) |
| East | 27 (27%) |
| LaFollette | 36 (36%) |
| Memorial | 20 (20%) |
| Shabazz | 0 (0%) |
| West | 17 (17%) |

| Intended Outcome | Result | Met Outcome (Y/N) |
|---|---|----------------------------|
| <p>100% of enrolled students will graduate from high school.</p> <p>Metric: Graduation records</p> | <p><u>Cohort 2:</u></p> <ul style="list-style-type: none"> ● 85 of 87 enrollees met high school graduation requirements by end of Madison College Spring 2021 semester. <p><u>Cohort 3:</u></p> <ul style="list-style-type: none"> ● The 97 enrollees have completed two semesters through Spring 2021 ● They attempted 28.30 credits apiece on average ● They successfully completed 23.02 M.C, credits (8.07 HS creds) apiece on average ● They have 28.12 cumulative credits apiece on average (the additional credits come from AP scores and World Language retro credits) ● Their average GPA is 3.342 <p style="text-align: center;">○</p> | <p>Cohort 2: No</p> |

| Intended Outcome | Result | Met Outcome (Y/N) |
|--|--|--|
| <p>1. 100% of students will successfully complete 30 college (transcripted) credits or more;</p> <p>2. 50% of students will successfully complete 48 college (transcripted) credits or more;</p> <p>3. 25% of students will successfully complete 60 college (transcripted) credits or more and/or earn an Associate degree.</p> <p>Metric: Credits earned, as reflected on Madison College transcript</p> | <p>1. 48 of 87 (55%) students completed 48 or more credits</p> <p>2. Three measures:</p> <ul style="list-style-type: none"> a. 18 of 87 (21%) students successfully completed 60 or more credits b. 55 of 87 (63%) students have 60 or more cumulative credits, including retro-credits c. 19 of 87 (22%) students earned the AS degree d. In total, 22 of 87 (25%) students successfully completed 60+ credits OR earned the Associate degree e. Students also earned these credentials: f. Demographics: <p>Cohort 3:</p> <p>1. 15 of 97 (15%) students have not successfully completed at least 15 credits</p> <p>2. 53 of 97 (55%) students have successfully completed 24 or more credits</p> | <p>Cohort 2: 1. No</p> <p>Cohort 2: 2. Yes</p> <p>Cohort 2: 3. Yes</p> |

Credit Completion Continued...

3. 11 of 97 (11%) students have successfully completed 30 or more credits, but many of those students are taking summer school classes to catch up.

1. 100% of students will successfully complete 30 college (transcripted) credits or more;
2. 50% of students will successfully complete 48 college (transcripted) credits or more;
3. 25% of students will successfully complete

1. Yes

**60 college (transcribed)
credits or more and/or
earn an Associate
degree.**

| Intended Outcome | Result | Met Outcome (Y/N) |
|--|--|---|
| <p>College Readiness</p> <p>Metrics: ACT Math and Reading Grade 11 and 12 GPA High School Completion</p> | <p>ACT Math and Reading: For MMSD to complete- N/A pending receipt of scores in MMSD- late July</p> <p>Cohort 2:</p> <ul style="list-style-type: none"> • 87 students enrolled in Spring 2021 • They attempted 59.38 credits apiece on average • They successfully completed 49.14 M.C. credits (16.63 HS creds) apiece on average • They have 62.77 cumulative credits apiece on average (the additional credits come from AP scores and World Language retro credits) • On average, students have more than half of a 120 credit four-year undergraduate degree completed. • Their average M.C. GPA was 3.347 <p>Cohort 3:</p> <ul style="list-style-type: none"> • The 97 enrollees have completed two semesters through Spring 2021 • They attempted 28.30 credits apiece on average • They successfully completed 23.02 M.C, credits (8.07 HS creds) apiece on average • They have 28.12 cumulative credits apiece on average (the additional credits come form AP scores and World Language retro credits) • On average, students have nearly one-fourth of a 120 credit four-year undergraduate degree completed, and that is before summer school credits are completed • Their average M.C. GPA is 3.342 (note: their average mid-10th graded GPA was 3.391 on average) | <p>Cohort 2: Yes</p> <p>Cohort 3: Yes</p> |

| | | |
|--|--|--|
| | | |
|--|--|--|

| | | |
|--|--|---|
| <p>3. Percent persisting to the following term</p> <p>4. Percent retained fall-to-fall</p> <p>5. Number of college credits earned</p> <p>6. Percent earning Associate Degree</p> | <p>a. Students averaged 1.67 H.S. Math credits apiece</p> <p>b. Students averaged 0.62 H.S. Science credits apiece</p> <p>3. 97 out of 100 (97%) students persisted fall 2020 to spring 2021</p> <p>4. 100% are set to return fall 2021</p> <p>5. Students have successfully completed 23.02 M.C, credits (8.07 HS creds) apiece on average, with 28.12 total cumulative credits apiece on average</p> <p>6. N/A</p> | <p>3. Yes</p> <p>4. Yes</p> <p>5. Yes</p> <p>6. N/A</p> |
|--|--|---|

COVID Amended Outcomes:

Due to the challenges posed by COVID, the outcomes and associated metrics were amended to the following (these should match your COVID MOA/contract amendment):

| Intended Outcome | Result | Met Outcome (Y/N) |
|---|--------|-------------------|
| There were no contract amendments for COVID | | |
| | | |

What were the innovative programmatic adaptations that you made due to MMSD’s shift to virtual learning? How have they been working? What have you had to change and adapt?

- Advisors held on-campus “study labs”
- STEM Center provided open access to computers, wifi, and study space

2020-2021 End of Year Successes

- Phi Theta Kappa Honor Society
 - 3 students from Cohort 2 made PTK in spring 2021
 - 60 students (68%) from cohort 2 made PTK during their time in the STEM Academy
 - 51 students from Cohort 3 made PTK in spring 2021

2020-2021 End of Year Successes, continued

- Next Steps for Spring 2021 Graduates
 - 91% intend to continue their education; 7% will enter workforce and 1% is undecided
 - 49% intend to attend an in-state public school; 38% will be at UW-Madison
 - 28% intend to continue their studies at Madison College

| Next Step: Primary Education Institution | Student Count | Percentage |
|--|---------------|------------|
| UW Eau Claire | 1 | 1% |
| UW Madison | 33 | 38% |
| UW Milwaukee | 2 | 2% |
| UW Platteville | 1 | 1% |
| UW Stevens Point | 5 | 6% |
| UW Whitewater | 1 | 1% |
| Madison College | 24 | 28% |
| Marquette | 1 | 1% |
| Out of State | 6 | 7% |
| Out of Country | 2 | 2% |
| Military | 2 | 2% |
| Undecided | 2 | 2% |
| Gap Year | 1 | 1% |
| Workforce | 6 | 7% |

- 64% intend to continue to study in a STEM or healthcare field
- A table with details for each student is at the end of this report

| Next Step: Primary Area of Study | Count | Percentage |
|----------------------------------|-------|------------|
| STEM | 49 | 56% |
| Healthcare | 7 | 8% |
| Social Sciences | 9 | 10% |
| Undecided | 6 | 7% |
| Workforce | 6 | 7% |
| Business | 5 | 6% |
| Music | 1 | 1% |
| Communications | 1 | 1% |
| Military | 1 | 1% |
| Law | 1 | 1% |
| Education | 1 | 1% |

2020-21 End of Year Challenges

- 12 students left the STEM Academy this past year
 - Over-represented demographics:
 - East & LaFollette students
 - Students with a mid 10th grade GPA below 3.00
 - Students who come from both a low SES and 1st Gen background

| Stu | HS | HS GPA | ELL | Gender | Race | SES | 1 st Gen |
|-----|-----|--------|-----|--------|------|-----|---------------------|
| HB | LaF | 3.00 | 3 | M | Bl | | Y |
| TC | Eas | 2.90 | | F | Wh | LO | N |
| QJ | LaF | 2.38 | | M | Bl | U | Y |
| SK | Eas | 3.55 | | F | Bl | LO | Y |
| KK | LaF | 3.24 | | M | WH | | Y |
| CL | Eas | 3.11 | | M | LA | LO | Y |
| VM | Sha | 2.78 | | F | WH | LO | Y |
| EO | Eas | 3.38 | | M | WH | LO | Y |
| AP | Mem | 3.11 | | M | LA | LO | Y |
| SQ | LaF | 2.81 | | F | LA | LO | Y |
| CV | Eas | 2.56 | 2 | M | AS | LO | Y |
| DY | Eas | 2.70 | | M | AS | LO | Y |

- Students who need language supports (i.e., ELL 4 or below) have challenges

Improvement Actions and Next Steps

- Look more closely when deciding to admit students needing language supports
- MMSD is hiring someone to support early college students with an IEP or 504 plan.

Voice of Student participants (if available)

Student exit interviews concluded week of 5/24/2021. Advisors were able to interview 84 of the 87 students. Here is a summary of students answers, along with notes on each of their answers at the end.

1. What has been your experience with ECSA?
 - a. Really only positive comments; students appreciated the difference from high school, making new friends, and earning a large number of college credits in a way that seemed easier than AP classes.
2. How has your view/perception of going to college changed during your time with ECSA? Speak to internal/external factors. Describe barriers prior to ECSA.
 - a. Many students were fearful of going to college and thought it would be too hard, and now they see college as something that is do-able.
3. Describe your relationship with your high school peers and resources in your time through ECSA.
 - a. Most students talked about the new friends they made in ECSA. A few mentioned they did not feel very connected to high school, and that COVID led to some isolation.
4. Describe your connection to your home high school (e.g. peers, supports, activities); are there aspects that you missed?
 - a. Most students described a weak connection to their home high schools, and they did not mind that. Variable communication and email perceptions from counselors and high school.
5. How has your view of yourself as a college student changed as a result of your time with ECSA?
 - a. Many students described how they found out they were more capable than they thought they would be, and how they had to take responsibility, manage time, and seek resources.
 - b. They feel more confident now.
 - c. One student said she was “very proud of herself for taking advantage of the STEM opportunity at the college.”
6. How has your view/perception of going into a STEM field changed during your time with ECSA?
 - a. The main theme of the answers here is that ECSA really helped students refine their understanding of and interest in STEM and its various fields. About 40% had views that were unchanged, about 40% changed their interest within STEM, and about 20% decided STEM was not for them..
7. How has this program helped you prepare to enter your post-secondary plans (both academically and the process of applying to college, workforce, etc)?
 - a. Key opening quote: ECSA “Drastically made her want to go to college”

- b. Students talked about the large number of credits they will transfer, the study skills they learned, and how knowing more about college itself and getting guidance with the college application process were very helpful.
 - c. One student remarked how applying and interviewing for ECSA itself was a valuable lesson.
8. What recommendations would you make to improve ECSA?
- a. There were surprisingly few suggestions; most students liked it and could not think of much to say.
 - b. However, there were repeated suggestions to improve the Learning to Learn Camp, the crowdedness at Goodman South Campus, and the required hours in the Student Achievement Center.
9. What advice would you give to an incoming ECSA student?
- a. Use the resources; do your work, don't procrastinate, manage your time.
 - b. Stick with it; don't lose confidence.
 - c. Make friends
10. What are your plans for after the program?
- a. See "Next Steps for Spring 2021 Graduates" above
 - b. The table answers to Question 10 below have all the details.

| Post High School Plans for MMSD ECSA Cohort #2 (Started Fall 2019, Graduated Spring 2021) | | | | | |
|---|-------------|---------------------|---|----------------------|-----------------------------------|
| Last Name | First Name | University or Other | Major | Major Classification | Primary University Classification |
| Claudio de Los Santos | Azeneth | Gap Year | Business/HR | Business | Gap Year |
| Alston | Aaron | Madison College | Econ & prebusiness | Business | Madison College |
| Barrett | Keelyan | Madison College | Engineering Tech - Electrical | STEM | Madison College |
| Charles | McClain | Madison College | Finish AS | STEM | Madison College |
| Corona | Ashley | Madison College | Criminal Justice | Social Sciences | Madison College |
| DeLoach | Ian | Madison College | Finish AS | STEM | Madison College |
| Edwards Jr. | Shaun Emile | Madison College | Vet Tech | Health | Madison College |
| Estella | Waul | Madison College | Finish AS (take more biology/science courses before transferring) | STEM | Madison College |
| Gholson | Daniel | Madison College | Finish AS | STEM | Madison College |
| Harris | Jaelynn | Madison College | Nursing | Health | Madison College |
| Humberto | Zarate | Madison College | Finish AS | STEM | Madison College |
| John | Aleman-Mora | Madison College | Finish AS | STEM | Madison College |
| Lababidi | Latif | Madison College | Finish AS | STEM | Madison College |
| Lincoln | Angus | Madison College | Finish AS | STEM | Madison College |
| Mai Zoua | Her | Madison College | Finish AS | STEM | Madison College |
| Mareme | Ndiaye | Madison College | Finish AS | STEM | Madison College |
| Noelle | Leeder | Madison College | Finish AS | STEM | Madison College |

| | | | | | |
|------------------|-------------------|---|------------------------------|----------------|-----------------|
| Ocampo | Lisbet | Madison College | Medical Assistant | Health | Madison College |
| Ramirez, Jr. | Ricardo | Madison College | Finish AS | STEM | Madison College |
| Rosario-Weezorak | Jason | Madison College | Finish AS | STEM | Madison College |
| Saddiq | Samer | Madison College | Finish AS (Computer Science) | STEM | Madison College |
| Soren | Scholz | Madison College | Finish AS | STEM | Madison College |
| Valdes | Isaiah | Madison College | Finish AS (Pre-Med) | STEM | Madison College |
| Woser | Tenzin | Madison College | Finish AS | STEM | Madison College |
| Adani | Pradiptya (Fasha) | Madison College or Edgewood | Finish AS (Undecided) | STEM | Madison College |
| Jordan | Travona | Marquette | Communications | Communications | Marquette |
| Pacheco | Lizabeth | Military | Military | Military | Military |
| Brendemuehl | Kat | Military - Airforce | Meteorology | STEM | Military |
| Hetvi | Shah | University of New Brunswick | Chemistry | STEM | Out of Country |
| Raia | Ottenheimer | University of Toronto/Oberlin/Macalester | Undecided Science/Music | STEM | Out of Country |
| Alisa | Bilyk | A California State school (undecided which) | Mathematics | STEM | Out of State |
| Kimberly | Brown | Colorado State University/UW Madison | Biology/Veterinary Science | STEM | Out of State |
| Dexter | Mott | Columbus University - Georgia | Violin Performance | Music | Out of State |
| Alyssa | Harris | Hawaii Pacific University | Nursing/Health | Health | Out of State |

| | | | | | |
|----------------|---------------|-------------------------------------|--------------------------|-----------------|---------------|
| Miranda-Naxi | Esmeralda | San Francisco or MSOE or UW Madison | Architecture | STEM | Out of State |
| Mahnaaz | Qaderi | University of Maryland | Biology | STEM | Out of State |
| Adams | Jeniya | TBD | Undecided | Undecided | Undecided |
| Walker | Tyrese | Undecided | Undecided | Undecided | Undecided |
| Khedive Miguel | Konde Gwo | UW Eau Claire | Criminal Justice | Social Sciences | UW Eau Claire |
| Abdul | Mohammed Saed | UW Madison | Nursing | Health | UW Madison |
| Amina | Chadli | UW Madison | Psychology/Social work | Social Sciences | UW Madison |
| Athea | Bakken | UW Madison | Engineering - Civil | STEM | UW Madison |
| Birkleigh | Olstad | UW Madison | Business | Business | UW Madison |
| Brianna | Jones | UW Madison | Psychology | Social Sciences | UW Madison |
| Chungyi | Law | UW Madison | Undecided | Undecided | UW Madison |
| Conerly | Serrae | UW Madison | History/Education | Social Sciences | UW Madison |
| Emmanuel | Abrajan Rojas | UW Madison | Engineering - Mechanical | STEM | UW Madison |
| Estrada-Olivas | Sarahy | UW Madison | Nursing/Biology | STEM | UW Madison |
| Jameson | Dillman | UW Madison | Undecided | Undecided | UW Madison |
| Jaspreet | Chahal | UW Madison | Legal studies/Theatre | Law | UW Madison |
| Josh | Porter | UW Madison | Computer Science | STEM | UW Madison |
| Julian | Jaimes | UW Madison | Engineering | STEM | UW Madison |
| Kekeli | Yawo | UW Madison | Biology (Pre-Med) | STEM | UW Madison |
| Louis | Siahaan | UW Madison | Nursing/Health | Health | UW Madison |
| Mengmor | Xiong | UW Madison | Engineering - Mechanical | STEM | UW Madison |
| Michael | Flores | UW Madison | Computer Science | STEM | UW Madison |

| | | | | | |
|-------------------|------------------|------------------------------|--------------------------|-----------------|------------------|
| Miguel | Abrajan Gonzalez | UW Madison | Business | Business | UW Madison |
| Nabil | Hamdan | UW Madison | Business | Business | UW Madison |
| Nataly | Flores Macias | UW Madison | Psychology/Business | Social Sciences | UW Madison |
| Sadiq | Wanyaka | UW Madison | Computer Science | STEM | UW Madison |
| Savanah | Shadof | UW Madison | Chemistry | STEM | UW Madison |
| Tawanrat | Supatchaisit | UW Madison | Architecture - Interior | STEM | UW Madison |
| Madelyn | Weihert | UW Madison / Madison College | Psychology | Social Sciences | UW Madison |
| Wang | Ethan | UW Madison / UW Whitewater | Computer Science | STEM | UW Madison |
| Diaz | Saul | UW Madison L&S | Neurobiology | STEM | UW Madison |
| Krause | Claire | UW Madison L&S | Biology/Psychology | STEM | UW Madison |
| Miranda | Adela | UW Madison L&S | Biology (Pre-Med) | STEM | UW Madison |
| Ronaghy | Raya | UW Madison L&S | Computer Science | STEM | UW Madison |
| Edreis | Rawan | UW Madison School of Nursing | Nursing | Health | UW Madison |
| Gandjui | Khatib (David) | UW Madison SOE | Engineering - Mechanical | STEM | UW Madison |
| Stanley | Amaya | UW Madison SOE | Engineering - biomedical | STEM | UW Madison |
| Vu | Minh | UW Madison SOE | Engineering - Civil | STEM | UW Madison |
| Angeles | Isiah | UW Milwaukee | Social Work | Social Sciences | UW Milwaukee |
| Stanikzai (Ameen) | Murtaza | UW Milwaukee | Engineering - Civil | STEM | UW Milwaukee |
| Ubach | Dimitri | UW Platteville L&S | undecided | Undecided | UW Platteville |
| Hannah | Anderson | UW Stevens Point | Biology | STEM | UW Stevens Point |

| | | | | | |
|--------------|-------------|------------------------------------|---------------------|-----------------|------------------|
| Kelli | Schlesinger | UW Stevens Point | Computer Science | STEM | UW Stevens Point |
| Seymour | Sarah | UW Stevens Point | Psychology | Social Sciences | UW Stevens Point |
| Thao | Annie | UW Stevens Point | Undecided | Undecided | UW Stevens Point |
| Cole | Walker | UW Stevens Point / Madison College | Physics/Engineering | STEM | UW Stevens Point |
| Valle-Lenoir | Ethan | UW Whitewater | Education | Education | UW Whitewater |
| Anderson | Alexis | Workforce | Workforce | Workforce | Workforce |
| Champion | Malek | Workforce | Workforce | Workforce | Workforce |
| Flores | Jennifer | Workforce | Workforce | Workforce | Workforce |
| Kai | Dinkel | Workforce | Workforce | Workforce | Workforce |
| Nelson | Harry | Workforce | Workforce | Workforce | Workforce |
| Washington | Danica | Workforce | Workforce | Workforce | Workforce |

Update on Fundraising Campaigns

To: Members of the Board of Education
From: Ross MacPherson, Chief Financial Officer
Re: Referendum Complementary Fundraising Campaigns Update
Date: February 3, 2022

The Board of Education previously approved fundraising campaigns for Capital, La Follette, and Memorial High Schools and a Turf Buy Up joint project for East, La Follette, Memorial, and West. The Fundraising Teams have provided the exciting updates below on their fundraising efforts.

TURF BUY UP

The Turf Buy Up Project and Fundraising Plan and Equity Response was shared with the Board of Education on November 11, 2021 and discussed during Board Briefings the week of November 15, 2021. On November 22, 2021, the Board of Education voted to approve a The Turf Buy Up Project and Fundraising Plan and related fundraising efforts. The approved Project and Fundraising Plan provides for a turf upgrade at all four large high schools across MMSD. Funds will be raised cooperatively across all four schools with the understanding that this is a project for all schools and none will be excluded due to lack of funds raised by an individual school. The surfaces will be the same at all four high schools, meaning they will all be base scope referendum surfaces or they will all be Turf Buy Up surfaces. The fundraising goal is \$120,000 by March 21, 2022. Currently, \$70,000 is verbally committed toward the fundraising goal with formal agreements pending.

WEST HIGH SCHOOL

In March 2021, the Board passed a motion to accept funds raised by the West Fundraising Committee no later than September 6th 2021 with the action taken based on the understanding that fundraisers must meet the fundraising deadline with cash in hand in order for the base scope referendum projects to continue by the deadlines promised to the Madison community and noted in materials presented to the Board.

In late June 2021, the Fundraising Committee prioritized fundraising for the pool expansion beyond the new pool provided through the base scope of the referendum because this project must occur at the same time as the base scope construction. The West fundraising committee, with strong support from the Madison Public Schools Foundation, successfully raised the funds necessary to expand the pool. In fall, the Board of Education approved naming the pool the Ragatz Family Pool in recognition of a \$1.5mm donation by the Ragatz family. Congratulations to the West community!

The fundraising committee is developing a Project and Fundraising Plan and Equity Response related to two projects, a Students Commons and a Digital Design Studio, to bring to the Operations Work Group on February 14, 2022 for your information and consideration of a future vote.

MEMORIAL HIGH SCHOOL

In May 2021, the Board approved the Fundraising Committee's request to maintain the theater/music renovations included in the referendum base scope funding with some modifications to set the stage for a Phase II project that would bring the Performing Arts Center to fruition with a stage, fly loft, and other features for a 2024 or later build out. This allows for the referendum base scope projects to be finished on time and will allow the Fundraising Committee to take on a separate, new fundraising campaign in the future. The Memorial Fundraising Committee is currently reviewing and reconsidering the scope of the project, timeline, and next steps.

LA FOLLETTE HIGH SCHOOL

The Long Range Facilities Team recently met with La Follette's Interim Principal to provide background information on TID funding and the Board-approved Project and Fundraising Plan and Equity Response for La Follette's \$1.25M goal. As the transition to new leadership settles, La Follette will have the opportunity to turn their attention back to these fundraising efforts.

CAPITAL HIGH SCHOOL

Capital High's staff and supporters appreciate the approval of Capital High's Project and Fundraising Plan in June 2021. To date, the group has raised \$10,000 and are nearly 10% of the way to their goal! Together, staff and supporters will work to raise \$112,000 toward interior projects. The Madison Public Schools Foundation will provide significant support as Capital High's and MMSD's fundraising partner.

Appendix

Background Information

Starting in January 2021, the Board of Education reviewed and approved a series of Project and Fundraising Plans to provide schools with the opportunity to engage in campaigns to raise funds to supplement the upgrades provided through the base scope 2020 facilities referendum.

Project and Fundraising Plan and TID approvals took place as follows:

- November 2021 Regular Board meeting, the Board passed a motion to
 - approve the Turf Buy Up Project and Fundraising Plan and Equity Response shared with the Board of Education on November 11, 2021 and discussed during Board Briefings the week of November 15, 2021.
- June 2021 Regular Board meeting, the Board passed motions to
 - approve two Project and Fundraising Plans, one for Capital High School and one for La Follette High School beyond the investments and commitments approved through the 2020 facility referendum proposal
 - approve setting aside one time TID #25 funds for additional facility project scope in the amounts of \$5M for La Follette and \$800K for Capital. In keeping with MMSD's focus on equity, the Board voted to provide TID funds to Capital High School and La Follette High School in recognition that these schools are located in high need communities or serve a high percentage of economically disadvantaged students and families and therefore may have less capacity to raise funds through fundraising.
- May 2021 via consent memo, the Board approved the Memorial Fundraising Committee's request to maintain the theater/music renovations included in the referendum base scope funding with some modifications to set the stage for a Phase II project that would bring the Performing Arts Center to fruition with a stage, fly loft, and other features for a 2024 build out.
- March 2021 Regular Board meeting, the Board passed a motion to accept funds raised by the West Fundraising Committee no later than September 6th 2021 with the action taken based on the understanding that fundraisers must meet the fundraising milestone with cash in hand in order for the projects to continue by the deadlines noted in materials presented to the Board.
- February and March 2021 Regular Board meetings, the Board approved West undertaking a fundraising campaign for projects to complement referendum base scope projects to advance access and enhance a positive culture and climate.
- January 2021 Regular Board meeting, the Board approved a fundraising project at Memorial High School in support of an expanded theater as part of the overall referendum projects.