



WEEKLY UPDATE TO THE BOARD OF EDUCATION

March 10, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the seventh week of our third quarter. As our nation continues to face multiple pandemics and political uncertainties, our students, staff, families, and community are leaning forward together. Their triumphs as well as every day strivings provide inspiration as we work to craft a new reality.

As our nation continues to struggle with COVID-19, racial injustice, staffing shortages, supply chain disruptions, and global political uncertainties, the particular challenges faced in our state and community have recently been highlighted. One of the things which make this moment in our community's history special is how our students, families, staff, and community members are embracing the opportunity to change this narrative by simultaneously pushing towards equity and excellence. An example of this push was evident during Monday's Instruction Work Group meeting where school board members and district leaders interrogated data, policies, and practices during a discussion about refining our district's academic plan.

As we refine our academic plan and engage in the work of recalibration our strategic plan, it is useful to reflect on where we are, where we are going, and how we can get there. This reflection is certainly illuminated by our current stories of success and daily resilience. Our students' co-curricular successes demonstrate the unlimited potential of our MMSD scholars: Samaria Ownby (La Follette High) winning the state title for floor exercise in Girls Gymnastics; Smith Connor (East High) being named Big 8 Boys Swimmer of the Year. Our staff's accomplishments, such as Jack Englehardt (West High) being named Big 8 Boys Swimming Co-Coach of the Year, provide evidence of our staff's ability to build nurturing relationships with our students, which can inspire them to new heights. Finally, our students' daily academic strivings demonstrate their dedication and resilience: 11th grade students throughout the district took the ACT exam on Tuesday; students at Cherokee Heights Middle School recently published student novels, which will be added to the Student Author section of the school library.

As we reflect on our challenges, strivings, and successes, it is important to acknowledge and celebrate 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 Instruction Work Group Meeting—3/7/2022

As requested by a board member, attached are the executive summaries for the adoption committee K-5 for Open Up and Benchmark.

OTHER INFORMATION

➤ COVID Community Metrics:

January 31- Feb 13:

1. Average daily case count is 359, trending down
2. Average daily percent positivity is 10.0%
3. Percent with at least one vaccine dose is 83.0%
4. Percent fully vaccinated is 78.6%
5. Percent fully vaccinated (age 12+) & with a booster/third dose is 68.9%

PHMDC is also now showing “up to date” vaccination rates. For this snapshot, 62.1% of Dane County residents ages 5+ are up to date on their COVID vaccines, while 20.9% are fully vaccinated but not up to date, 4.6% are partially vaccinated, and 12.4% are not vaccinated. “Up to date” means a person has received all recommended COVID vaccines, including any booster dose(s) when eligible, according to CDC’s recommendations.

If you are interested in more information, check out the further breakdowns provided in the [Feb 17 data snapshot](#) or on PHMDC’s [dashboard](#).

Feb 7 - Feb 20:

1. Average **daily case count is 215**, trending down
2. Average **daily percent positivity is 7.3%**
3. Percent with **at least one vaccine dose is 83.1%**
4. Percent **fully vaccinated is 78.7%**

5. Percent fully vaccinated (age 12+) & with a booster/third dose is 69.2%

For this snapshot, 62.2% of Dane County residents ages 5+ are up to date on their COVID vaccines, while 21% are fully vaccinated but not up to date, 4.6% are partially vaccinated, and 12.3% are not vaccinated. “Up to date” means a person has received all recommended COVID vaccines, including any booster dose(s) when eligible, according to CDC’s recommendations.

If you are interested in more information, check out the further breakdowns provided in the [Feb 24 data snapshot](#) or on PHMDC’s [dashboard](#).

Feb 14-27:

1. Average daily case count is 120, trending down
2. Average daily percent positivity is 5.0%
3. Percent with at least one vaccine dose is 83.2%
4. Percent fully vaccinated is 78.9%
5. Percent fully vaccinated (age 12+) & with a booster/third dose is 69.6%

For this snapshot, 62.4% of Dane County residents ages 5+ are up to date on their COVID vaccines, while 21.0% are fully vaccinated but not up to date, 4.5% are partially vaccinated, and 12.2% are not vaccinated. “Up to date” means a person has received all recommended COVID vaccines, including any booster dose(s) when eligible, according to CDC’s recommendations.

If you are interested in more information, check out the further breakdowns provided in the [Mar 3 data snapshot](#) or on PHMDC’s [dashboard](#).



Articles of Interest

[U.S. Travel Mask Mande Extended by One Month to April 18](#)



Please see the attached updated report dated March 7, 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:

- 3.8.2022 Weekly Metrics Meeting [Agenda](#) & [Recording](#)
- 3.10.2022 Special Central Office/School Administrator Ops Meeting w/MTI reps-Health Services Update ([slide deck](#), [recording](#))

Note: On February 23, we informed our community of the district's plan to take a phased approach to modifying our COVID-19 safety measures while continuing to monitor local conditions through spring break. Positive case counts are declining locally, and we remain optimistic the downward trend will continue. As such, we are moving forward with the district's phased approach to modifying our safety measures as conditions improve.

On Thursday, March 10, a special meeting was scheduled with Central Office/School Administrators along with building MTI representatives to foreshadow communication going to all staff and families later in the day and to provide leaders ample notice in order to begin to plan with department and school based staff. During this meeting, we shared additional modifications to our safety strategy, supported by local metrics and in alignment with the guidance of our [medical advisory team and experts](#).

➤ **Proposed Consent Agenda**

Attached is a list of all the proposed consent items for the March 22, 2022, Regular meeting. All the supporting documents have been uploaded into BoardDocs, which you can view at any time. There may be some changes to these documents before the final versions are released in the Regular meeting packet on **Thursday, March 17**.

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

➤ **Great Things Happening Around MMSD**

- Lincoln Elementary School [3rd Graders Make Piñatas](#) for Premier of "Calabazas Street"
- East High School's Smith Conner named [Big 8 Swimmer of the Year](#)
- Cherokee Heights [Middle Schoolers "publish" novels](#)
- West High School Boys Swimming Coach, Jack Englehardt, named [Big 8 Co-Coach of the Year](#)
- [Outstanding gymnastic performances](#) at State competition - including La Follette's Samaria Ownby who is state floor champion

➤ **Community Events:**

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

OUR UPCOMING BOARD CALENDAR

➤ 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
- Week of March 14 BOE Member Briefings
- Wed., Mar. 16, 5 p.m. Student Senate
- Virtual
- Virtual
- Tues., Mar. 22, 6 p.m. Regular BOE meeting
Doyle Auditorium/Virtual
- Wed., Mar. 23, 5 p.m. Student Senate
Virtual
- Week of March 28 SPRING BREAK

ITEMS ATTACHED FOR INFORMATION

2. Staffing Analysis—3/7/2022
3. Proposed consent agenda—3/22/2022

DRAFT Recommendation A: Executive Summary

*Respectfully submitted to MMSD Superintendent Dr. Carlton Jenkins
by the MMSD K-5 Core Instructional Materials Adoption for the teaching of literacy and biliteracy
Selection Committee*

February 28, 2022

Vendor Recommendation

Open Up and Benchmark

Scenario Recommendation

In determining what would best serve the students of MMSD, we looked to our district's core values and our three strategic framework goals. One of our primary goals is that "Every child is on track to graduate ready for college, career and community." Open Up met our criteria for a curricular resource that is aligned with the science of reading, meets the rigor of the Common Core State Standards, and provides access points for all English literacy learners as a core ELA resource. A glaring weakness of the Open Up curriculum is there is no Spanish Language Arts component. Given that Open Up has only ELA resources, it needs to be accompanied with a parallel second curriculum resource with Spanish. Therefore, our recommendation is Open Up be used for English Literacy Immersion (ELI) programs and that Benchmark Advance/Adelante be the core instructional resource for English literacy and Spanish literacy for Dual Language Immersion (DLI) and Developmental Bilingual Education (DBE) programs.

From an equity lens, this scenario has both benefits and burdens. The benefits of this scenario allow all students in ELI programs to access the Open Up curriculum. This scenario would burden students who transfer between DLI/DBE and ELI programs as the curriculum would be very different. In addition, there are concerns around the social emotional impacts of two parallel curriculums in one school. Similarly, when students transition into middle school, students will have different curricular experiences. Schools with a DLI/DBE strand would have two core curricular resources: Open Up for ELI classrooms, and Benchmark for DLI/DBE classrooms. This would have significant implications for designing and implementing professional development and considering literacy data within schools and across schools. Principals, coaches, special education (cross-categorical) teachers, Bilingual Resource Teachers (BRTs) and other support staff would need to absorb the content and practices from both resources, and there are little to no opportunities for teachers to collaborate around the literacy content across the strands.

Vendor Overview

Open Up

The Open Up curriculum was designed with the needs of elementary learners in mind. The curriculum centers rigor and cognitive challenge while utilizing a variety of instructional strategies and creating space for creative pursuits. Students develop as readers and writers while engaged with authentic, challenging texts, producing high-quality writing, and connecting learning to issues of social justice and community needs. Students engage with protocols that allow them to work together, co-construct meaning, and build positive attitudes toward learning daily. They are committed to active, engaged, and purposeful learning at all grade levels, anchored by building independence and cultural knowledge within compelling, content-based modules. Open Up curriculum builds in frequent opportunities for students to reflect on what and how they are learning, and connect their learning to real global issues in the world related to social justice, human rights, and protecting the Earth.

Benchmark Advance/Adelante

Benchmark Education Company is an educational publisher whose mission is to build literacy and language for life. Benchmark Education is committed to providing comprehensive language arts instruction that includes social emotional learning and culturally responsive texts while focusing on diverse student populations, including English Language Learners, emergent bilingual learners, and children with dyslexia. Benchmark Education provides instructional literacy resources that support the tenets of the science of reading, in both English and Spanish languages targeting key components of literacy. Benchmark Education provides districts

with core curriculum program resources, supplemental curriculum that supports instructional materials, and professional development services. Core curriculum program resources include teacher resource manuals, student consumable workbooks, decodable texts at primary levels, and leveled small group texts available both digitally and in print.

Vendor's Ability to Meet Service and Support Requirements: Strengths and Weaknesses for ELA, SLA, and ELD

The Evaluation Committee found multiple strengths of the Open Up curriculum. Within the resources there is explicit and implicit learning that is content-based, including robust foundational skills, comprehension, writing and English Language Development; all embedded through guiding questions and big ideas. Scholars are offered opportunities to extend learning through performance tasks. The science of reading is an integral part of the hour-long foundational skills block and embedded through language and vocabulary acquisition and the scope and sequence is aligned to LETRS professional development. The curriculum allows for purposeful play-based labs focused on engineering, exploring, creating and research in grades K-2. There are multiple opportunities for speaking, writing, and listening, in order for scholars to engage with grade level texts via multiple entry points. Building background knowledge is intentionally taught with paired and content driven texts throughout each module. Lastly, social emotional learning is embedded into every lesson allowing scholars to authentically practice these skills. The values of social justice, anti-racism and black excellence are a core strength of this curriculum. Implications for Professional Development include a renewed commitment to anti-bias training, culturally responsive practices and social justice work. Without this professional development we would risk a missed opportunity and could cause harm through tokenization and other microaggressions.

In spite of its many advantages, Open Up does not incorporate WIDA's 2020 standards. This deficiency will need to be addressed during implementation and training. Finally, the intricacies in navigation of materials is a skill that will need to be highly supported by the vendor, building level supports and central office staff through professional development.

The Benchmark curriculum includes foundational skills for each grade level and uses fiction and nonfiction anchor texts for close reading and comprehension for each unit. Additional texts are provided and come from a range of genres. Writing instruction includes support for process writing and opportunities for on-demand writing. Lessons provide support for English and Spanish language development with entry points at three different levels of proficiency. Recommendations to differentiate for a range of student abilities are included. Intervention instructional materials are provided to support MTSS. Materials and assessments are available both in print and digital formats; a digital suite to analyze data is also provided. There are provisions for a smooth transition to virtual learning. The Benchmark curriculum includes some characters and voices from LatinX and BIPOC authors.

Based on our high standards, shortcomings were noted. While the Benchmark curriculum includes a specific English Language Development component, it is not updated for the 2020 WIDA Language Development Standards and has only minimal attempts to provide language support for multilingual learners. For example, the support for developing background knowledge, vocabulary instruction, comprehension activities and oral language was substandard. Support for language conventions also lacked depth.

The instruction for on-demand writing was minimal. Some foundational skills components as defined by the science of reading were missing. For example, K-1 is missing some aspects of the reading rope in word recognition practices and the scope and sequence for fifth grade is missing key morphological practices with prefixes and suffixes. Small group resources were designed for guided reading instruction, and did not include materials to support a flexible skills model to small group instruction. The foundational skills blocks at each grade level do not meet the district requirements for daily minutes and the rigor of assessments were

questioned. Concerns that student tasks were not consistently aligned to the rigor of the Common Core State Standards were voiced. Despite attempts to include a range of perspectives, deficiencies in the representation of Black, Asian, and LGBTQIA+ voices, and representations of people with disabilities existed. There were many missed opportunities to include a more active anti-racist stance in alignment with MMSD’s stance in content relating to the role of police, patriotism, rules, and representation of Black voices.

Evaluation of the Spanish Language components mirrors the English Language Components. In comparison with other vendors, Benchmark allows for instruction around linguistic transfer between the English and Spanish languages removing redundancy for transferable skills. There were concerns, however, about the rigor of the tasks and the support for language development, particularly at the early grade levels. The opportunity to include authentic voices in the literature of the Spanish speaking world was not robust. Texts also suffered from deficiencies in diverse perspectives.

Vendor Qualifications/Experience

Vendors were asked to provide evidence of qualifications and experience in proposals, describing the vendor's experiences and capacities in providing similar services to those required. They were asked to be specific, identify projects, dates, and results. Firms were asked to identify key staff educational and work experiences, including practitioner experience in ELA and SLA for at least ten years, researcher educational experience (Ph.D.) in the area of literacy- explicitly science of reading- in ELA and SLA, and researcher experience (Ph.D.) in the area of MTSS, assessment, statistics, or psychometry.

Open Up

Open Up demonstrated evidence of successfully delivery of products to school districts with over 25,000 students, of organizational capacity to hold professional development for school districts the size of MMSD, ability to meet data management and analysis and district determined timelines for school districts the size of MMSD, and of vendor’s ability to support coherent implementation aligned with district vision and goals. In Open Up’s identification of key staff educational and work experiences, the vendor was lacking in practitioner experience and a researcher in SLA, but did have practitioner experience and a researcher in ELA. Open Up did demonstrate researcher experience in the area of MTSS, assessment, statistics, or psychometry.

Benchmark

Benchmark demonstrated evidence of successfully delivery of products to school districts with over 25,000 students, of organizational capacity to hold professional development for school districts the size of MMSD, ability to meet data management and analysis and district determined timelines for school districts the size of MMSD, and of vendor’s ability to support coherent implementation aligned with district vision and goals. In Benchmark’s identification of key staff educational and work experiences, the vendor was lacking in practitioner experience and a researcher in SLA, researcher experience in ELA, and researcher experience in the area of MTSS, assessment, statistics, or psychometry. The vendors did have practitioner experience in ELA.

Cost Proposal

Please note that this cost is an estimate, and does not currently include professional development.

	Open Up			Benchmark						
Grade Level	Number of ELA Sections in 2021-22 K-5	Average cost per section, per grade	Cost for ELA Program	Number of ELA Sections in DLI-DBE 2021-22	Average cost per section, per grade	Cost for ELA Program	Number of SLA Sections in DLI-DBE 2021-22	Average cost per section, per grade	Cost for SLA Program	Total Cost for ELA and DLI-DBE FY22

				K-5			K-5			
Total (FY22)	475	\$5,917.09	\$2,810,617.75	137	\$4,166.66	\$570,832.42	137	\$4,583.33	\$627,916.21	\$4,009,366.38

Documentation Qualifying Vendor as a Diverse-owned Business Firm

Diverse-owned businesses were encouraged to participate in this solicitation and may receive a 5% preference. To qualify, vendors must be certified by the Wisconsin Supplier Diversity Program or participate in the Wisconsin Diversity Procurement Network. Open Up and Benchmark did not meet either of these criteria.

Vendor References

Proposers were required to include in their RFPs a list of organizations, including points of contact (name, address, and telephone number), which can be used as references for work performed in the area of product(s) or service(s) required.

Open Up

Open Up provided 4 references, of which 4 were contacted by MMSD on behalf of the Selection Committee. Three references returned the solicitation for comments on the quality of work performed and personnel assigned to the project. All references came back with positive feedback, citing the ways in which Open Up has been supportive to them and improved student achievement in literacy since beginning to use their materials.

Benchmark

Benchmark provided 3 references, of which 3 were contacted by MMSD on behalf of the Selection Committee. Three references returned the solicitation for comments on the quality of work performed and personnel assigned to the project. All references came back with positive feedback, citing the ways in which Benchmark has been supportive to them and improved student achievement in literacy since beginning to use their materials.

Selection Committee Concluding Thoughts

In determining what would best serve the students of MMSD, we looked to our district’s core values and our three strategic framework goals. Due to the different complexities of ELI and DLI/DBE programs, in order to ensure that **every child is on track to graduate ready for college, career and community**, different curriculums are necessary. For students in ELI classrooms, which serve 98% of our black students, Open Up curriculum is the clear choice as it provides the closest alignment to the science of reading, the rigor of the CCSS, and access points for students with different needs. For students in DLI programs, we found that Benchmark most closely aligns with the science of reading, the rigor of the CCSS and CCSS español, and access points for students with different needs for SLA and ELA in a dual language setting. The embedded social justice, anti-racism, and Black excellence within the Open Up curriculum ensures **the district and every school in it is a place where children, staff, and families thrive** by decentering whiteness. We face the twin pandemics of COVID and racism in our community and as a nation. As a committee, we found evidence that Open Up is a rigorous curriculum that centers and interrogates the true lived experiences and voices of black and brown people and includes a robust virtual component. It could be a first step towards gap closing work. MMSD’s core value of making space for new ideas, embracing creativity of educators and grassroots innovation in and beyond the classroom would be viable with the Open Up curriculum.. Student’s daily learning experiences include performance tasks that incorporate reading, writing and components of *Universal Designs for Learning*, and there is project-based group learning at the end of every unit, which is where student voice is further elevated in their connection to the themes. In a DLI/DBE program, teachers could use the materials from Benchmark to uplift social justice, anti-racism, and Black excellence with heavy supplementation. In schools with both DLI/DBE and ELI programs staff can collaborate to best utilize both resources.

DRAFT Recommendation B: Executive Summary

*Respectfully submitted to MMSD Superintendent Dr. Carlton Jenkins
by the MMSD K-5 Core Instructional Materials Adoption for the teaching of literacy and biliteracy
Selection Committee*

February 28, 2022

Vendor Recommendation

Benchmark

Scenario Recommendation

In considering what would benefit or burden our students we looked to the district's vision that every student will graduate ready for college, career, and community. A benefit of having one vendor is that it would provide all students consistency across the district, particularly students with high mobility. Students entering middle school would have a similar knowledge base and more consistent classroom practices across the district. Outcomes between schools would not vary based on curriculum between schools with a DLI strand and schools that are ELI only. Supplemental staff—coaches, reading interventionists, BRTs and ESL teachers—would not be burdened with implementing multiple programs. Collaboration would be possible between teachers in DLI and ELI strands. Likewise, professional development would be wrapped around a single literacy component.

The burden of a single vendor scenario includes individual schools not having access to a program that would best fit their students' diverse and unique learning needs. MMSD would need to supplement social-justice, black excellence and LGBTQIA curricular themes, as well as monitor rigor were the Benchmark program be chosen, as either a stand-alone or the DLI buildings' curricular strand. In particular, the foundational skills for ELA were missing important strands of word recognition instruction in grades K-1; in fifth grade was missing key morphological aspects in foundational skills.

Vendor Overview

Benchmark Education Company is an educational publisher whose mission is to build literacy and language for life. Benchmark Education is committed to providing comprehensive language arts instruction that includes social emotional learning and culturally responsive texts while focusing on diverse student populations, including English Language Learners, emergent bilingual learners, and children with dyslexia. Benchmark Education provides instructional literacy resources that support the tenets of the *Science of Reading*, in both English and Spanish languages targeting key components of literacy. Benchmark Education provides districts with core curriculum program resources, supplemental curriculum supports instructional materials, and professional development services. Core curriculum program resources include teacher resource manuals, student consumable workbooks, decodable texts at primary levels, and leveled small group texts available both digitally and in print.

Vendor's Ability to Meet Service and Support Requirements: Strengths and Weaknesses for ELA, SLA, and ELD

The Benchmark curriculum includes foundational skills for each grade level and uses fiction and nonfiction anchor texts for close reading and comprehension for each unit. Additional texts are provided and come from a range of genres. Writing instruction includes support for process writing and opportunities for on-demand writing. Lessons provide support for English and Spanish language development with entry points at three different levels of proficiency. Recommendations to differentiate for a range of student abilities are included. Intervention instructional materials are provided to support MTSS. Materials and assessments are available both in print and digital formats; a digital suite to analyze data is also provided. There are provisions for a smooth transition to virtual learning. The Benchmark curriculum includes some characters and voices from LatinX and BIPOC authors.

Based on our high standards, shortcomings were noted. While the Benchmark curriculum includes a specific English Language Development component, it is not updated for the 2020 WIDA Language Development Standards and has only minimal attempts to provide language support for multilingual learners. For example, the support for developing background knowledge, vocabulary instruction, comprehension activities and oral language was substandard. Support for language conventions also lacked depth.

The instruction for on-demand writing was minimal. Some foundational skills components as defined by the science of reading were missing. For example, K-1 is missing some aspects of the reading rope in word recognition practices and the scope and sequence for fifth grade is missing key morphological practices with prefixes and suffixes. Small group resources were designed for guided reading instruction, and did not include materials to support a flexible skills model to small group instruction. The foundational skills blocks at each grade level do not meet the district requirements for daily minutes and the rigor of assessments were questioned. Concerns that student tasks were not consistently aligned to the rigor of the Common Core State Standards were voiced. Despite attempts to include a range of perspectives, deficiencies in the representation of Black, Asian, and LGBTQIA+ voices, and representations of people with disabilities existed. There were many missed opportunities to include a more active anti-racist stance in alignment with MMSD’s stance in content relating to the role of police, patriotism, rules, and representation of Black voices.

Evaluation of the Spanish Language components mirrors the English Language Components. In comparison with other vendors, Benchmark allows for instruction around linguistic transfer between the English and Spanish languages removing redundancy for transferable skills. There were concerns, however, about the rigor of the tasks and the support for language development, particularly at the early grade levels. The opportunity to include authentic voices in the literature of the Spanish speaking world was not robust. Texts also suffered from deficiencies in diverse perspectives.

Vendor Qualifications/Experience

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Benchmark demonstrated evidence of successfully delivery of products to school districts with over 25,000 students, of organizational capacity to hold professional development for school districts the size of MMSD, ability to meet data management and analysis and district determined timelines for school districts the size of MMSD, and of vendor’s ability to support coherent implementation aligned with district vision and goals. In Benchmark’s identification of key staff educational and work experiences, the firm was lacking in practitioner experience and a researcher in SLA, researcher experience in ELA, and researcher experience in the area of MTSS, assessment, statistics, or psychometry. The firm did have practitioner experience in ELA.

Cost Proposal

Please note that this cost is an estimate, and does not currently include professional development.

Benchmark							
Grade Level	Number of ELA Sections in 2021-22 K-5	Average cost per section, per grade	Cost for ELA Program	Number of SLA Sections in 2021-22 K-5	Average cost per section, per grade	Cost for SLA Program	Total Cost for ELA and DLI-DBE FY22

Total (FY22)	612	\$4,166.66	\$2,550,000.00	137	\$4,583.33	\$627,916.21	\$3,177,916.21
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Documentation Qualifying Vendor as a Diverse-owned Business Firm

Diverse-owned businesses were encouraged to participate in this solicitation and may receive a 5% preference. To qualify, vendors must be certified by the Wisconsin Supplier Diversity Program or participate in the Wisconsin Diversity Procurement Network. Benchmark did not meet either of these criteria.

Vendor References

Proposers were required to include in their RFPs a list of organizations, including points of contact (name, address, and telephone number), which can be used as references for work performed in the area of product(s) or service(s) required. Benchmark provided 3 references, of which 3 were contacted by MMSD on behalf of the Selection Committee. Three references returned the solicitation for comments on the quality of work performed and personnel assigned to the project. All references came back with positive feedback, citing the ways in which Benchmark has been supportive to them and improved student achievement in literacy since beginning to use their materials.

Selection Committee Concluding Thoughts

In determining what would best serve the students of MMSD, we looked to our district’s core values and our three strategic framework goals. A benefit of a single scenario—one vendor for the entire district is a consistent curriculum that will not create different outcomes between strands. Highly mobile students will find the same curriculum throughout the district. Students entering middle school from a variety of elementary schools would have a similar knowledge base and more consistent classroom practices throughout the district. Collaboration would be possible between teachers in DLI and ELI strands, while professional development would be wrapped around a single literacy component. Supplemental staff would not be burdened with implementing multiple programs.

The burden of a single vendor scenario includes individual schools not having access to a program that would best fit their students’ diverse and unique learning needs. MMSD would need to supplement social-justice, black excellence and LGBTQIA curricular themes, as well as monitor rigor were the Benchmark program be chosen, as either a stand-alone or the DLI buildings’ curricular strand. In particular, the foundational skills for ELA were missing important strands of word recognition instruction in grades K-1; in fifth grade was missing key morphological aspects in foundational skills.

Madison Metropolitan School District Staffing Analysis March 7, 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 March 7, 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 March 7, 2022:
 - **The week of March 7, 2022 – This is an overall look at absences:**
 - Absences – **1162 (518 Unfilled)**
 - Percent Filled – **55.23**
 - Percent Unfilled – **44.77**
 - Monday – March 7, 2022
 - Absences – **330 (174 Unfilled)**
 - Percent Filled – **51.60**
 - Percent Unfilled – **48.40**
 - Percent with Central Office Usage – **64.70**
 - Number of Central Office Personnel – **29**
 - Tuesday – March 8, 2022
 - Absences – **234 (106 Unfilled)**
 - Percent Filled – **61.00**
 - Percent Unfilled – **39.00**
 - Percent with Central Office Usage – **No Deployment**
 - Number of Central Office Personnel – **No Deployment**
 - Wednesday - March 9, 2022
 - Absences - **290 (131 Unfilled)**
 - Percent Filled – **61.20**
 - Percent Unfilled – **38.80**
 - Percent with Central Office Usage – **No Deployment**
 - Number of Central Office Personnel – **No Deployment**
 - Thursday – March 10, 2022
 - Absences - **307 (147 Unfilled)**
 - Percent Filled – **57.70**
 - Percent Unfilled – **42.30**
 - Percent with Central Office Usage – **No Deployment**
 - Number of Central Office Personnel – **No Deployment**

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 46 leave requests bringing the overall total to 716.**

COVID Hardship Leave Launch:

A motion was made to the board on February 28, 2022, to extend the current COVID Leave as follows:

It is recommended to approve ten (10) additional COVID-19 hardship leave days to full-time and part-time benefit earning employees who are unable to work because of one of the following factors:

- *The employee has tested positive for COVID and is subject to a federal, state, or local isolation order related to COVID-19;*
- *The employee is unvaccinated, has an exemption, and is ordered to quarantine.*

This leave will expire when an employee has either exhausted all of their allotted CHL or June 30, 2022, whichever is later, with a retroactive usage date of September 23, 2021.

This additional leave initiative is in addition to the current five (5) days and two (2) mental health days approved by the board on January 10, 2022.

HR is currently working collaboratively with IT and communications on the application that is being created to allow employees to apply for the COVID HARSHIP LEAVE. The launch date of the application is March 14th.

Workbooks:

To date all workbooks have been submitted with HR working collaboratively with Ross' team to check data and once that was done, HR has uploaded the information into Munis to verify allocations and look at schools surplus staff and vacancies.

Surplus: The surplus statistics for the Teachers and EA units are unknown until all workbooks have been completed and approved. Once workbooks have been approved, those are in we will have a definitive number for teachers and the EA unit will start looking at surplus in July or August.

HR will be sending an informational email to building principals and surplus staff will be notified on Monday. The email will outline next steps and deadlines for all surplus staff to be placed.

Recruitment:

The Substitute office is actively recruiting and onboarding new hires, to date we have 56 new hires.

Human Resources in collaboration with the Chiefs and Communications held a targeted student teacher career fair on February 24, 2022, with the moniker – MMSD SIGNING DAY. To date we have 32 signed contracts. We are currently we are holding office hours for the other contract holders to help with any questions as well as navigate the application process.

There will be an all-position career fair on March 10, 2022, with a focus on recruiting teachers, and all support staff positions. There were 20 that signed up with 5 walk-ins.

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.

Proposed Consent Agenda Items (still in workflow) for 3/22/2022 Regular BOE meeting

10. Consent Agenda

10.1 Main Motion

10.2 Requests for Shortened Day Agreement

10.3 Contract Compliance

10.4 Interim Bills

In Workflow

Step: 1 of 1

Submitted by: Natalie P Rew

Waiting for: Barbara Osborn

10.5 Referendum Construction Bills

10.6 Dear Diary HER Space Program for Middle Schools

In Workflow

Step: 6 of 7

Submitted by: Roxanne Amundson

Waiting for: Angie Hicks

10.7 Recommendation for Core Instructional Materials for Algebra 1, Geometry and Algebra 2 Courses

In Workflow

Step: 5 of 7

Submitted by: Kate A Kloetty

Waiting for: Natalie P Rew

10.8 Recommendation for Core Instructional Materials for High School Chemistry

In Workflow

Step: 5 of 7

Submitted by: Kate A Kloetty

Waiting for: Natalie P Rew

10.9 General Music Classroom Equipment Purchase for Grades K-12

In Workflow

Step: 3 of 7

Submitted by: Kate A Kloetty

Waiting for: Mankah Z Mitchell

10.10 Request BOE Approval for District Internet Access Contract

In Workflow

Step: 8 of 8

Submitted by: Staci A Jansen

Waiting for: Barbara Osborn

10.11 Request BOE Approval of Annual Metropolitan Unified Fiber Network (MUFN) User Fees

In Workflow

Step: 8 of 8

Submitted by: Staci A Jansen

Waiting for: Barbara Osborn

10.12 Request BOE Approval for required Chrome for Education Licenses for use with the new 7200 Chromebooks for Student 1:1 use

In Workflow

Step: 8 of 8

Submitted by: Staci A Jansen

Waiting for: Barbara Osborn

10.13 Request BOE Approval for normal refresh cycle for Chromebooks Student 1:1 Learning in grades Four, Five and Nine

In Workflow

Step: 8 of 8

Submitted by: Staci A Jansen

Waiting for: Barbara Osborn

10.14 Request BOE Approval of Accidental Damage and Warranty Coverage on New Chromebooks for Student 1:1 Use

In Workflow

Step: 8 of 8

Submitted by: Staci A Jansen

Waiting for: Barbara Osborn

Proposed Consent Agenda Items (still in workflow) for 3/22/2022 Regular BOE meeting

10.15 Audio Video Technology Upgrade and Student Podcast/Livestream/ Production Studio Technology

In Workflow

Step: 4 of 7

Submitted by: Jodi R Fiedler

Waiting for: Dana Scheel

10.16 Emergency Contract for Food Purchases for the 2022-2023 school year

In Workflow

Step: 5 of 8

Submitted by: Nichele P Smith

Waiting for: Natalie P Rew

10.17 West High School Walk-in Cooler and Freezer Replacement

In Workflow

Step: 6 of 8

Submitted by: Nichele P Smith

Waiting for: Nichele P Smith

10.18 Purchase of furniture for Toki Middle School classrooms, pursuant to BOE Policy #6177

In Workflow

Step: 7 of 7

Submitted by: Roxanne Amundson

Waiting for: Barbara Osborn

10.19 Wright Middle School Library Furniture Project

In Workflow

Step: 7 of 7

Submitted by: Roxanne Amundson

Waiting for: Barbara Osborn

10.20 Orchard Ridge Elementary Classroom Furniture Purchase

In Workflow

Step: 6 of 7

Submitted by: Barbara Osborn

Waiting for: Carlettra Stanford

10.21 Classroom Furniture – Memorial, East, & West High Schools

In Workflow

Step: 3 of 7

Submitted by: Svetlin B Borisov

Waiting for: Mankah Z Mitchell

10.22 Reimagine Classrooms & Schools – Playground Equipment Phase 3 – Gerber Leisure Products, Lee Recreation, & MN/WI Playground

In Workflow

Step: 7 of 7

Submitted by: Svetlin B Borisov

Waiting for: Barbara Osborn

10.23 Board of Education Consent Item – Design Services for Sherman/Shabazz Building Renovation

In Workflow

Step: 3 of 7

Submitted by: Mike MacDonald

Waiting for: Mankah Z Mitchell

10.24 Board of Education Consent Item – Design Services for Miele Chikasa Anana;Crestwood;Blackhawk - Gompers Buildings HVAC Renovation

In Workflow

Step: 3 of 7

Submitted by: Svetlin B Borisov

Waiting for: Mankah Z Mitchell

10.25 Board of Education Consent Item – Lowell Elementary School Building tuckpointing and lintel repair

In Workflow

Step: 7 of 7

Submitted by: Svetlin B Borisov

Waiting for: Barbara Osborn

10.26 Board of Education Consent Item –Districtwide Concrete Repairs

In Workflow

Step: 7 of 7

Submitted by: Svetlin B Borisov

Waiting for: Barbara Osborn

Proposed Consent Agenda Items (still in workflow) for 3/22/2022 Regular BOE meeting

10.27 Board of Education Consent Item - Madison Metropolitan School District electronic lock Salto conversion for Middle and Elementary Schools

In Workflow

Step: 2 of 7

Submitted by: Svetlin B Borisov

Waiting for: Haley Gausmann

10.28 Board of Education Consent Item –Madison Metropolitan School District - KeyWatcher key management system Implementation

In Workflow

Step: 3 of 7

Submitted by: Svetlin B Borisov

Waiting for: Mankah Z Mitchell

10.29 James Madison Memorial High School Referendum Asbestos Abatement/Demolition

In Workflow

Step: 3 of 7

Submitted by: Svetlin B Borisov

Waiting for: Mankah Z Mitchell

10.30 Referendum 2020 Value Engineered Memorial High School Guaranteed Maximum Price

In Workflow

Step: 1 of 7

Submitted by: Svetlin B Borisov

Waiting for: Kelly E Cook

10.31 Board of Education Consent Item –Referendum 2020 Owner’s Representative

In Workflow

Step: 1 of 7

Submitted by: Svetlin B Borisov

Waiting for: Kelly E Cook

10.32 Purchase of three (3) Ford 2022 E-Transit-350 Cargo vans, one (1) Ford 2022 Transit-350 Cargo Van, one (1) 2022 Ford F-250 with BOSS snowplow Package, three (3) 2022 Ford Mavericks, two (2) 2022 Isuzu SD N PR HD 14’ Van Bodies, one (1) 2022 Ford F-550 with flatbed, and two (2) Ford F-650 Regular Cab Base

In Workflow

Step: 7 of 7

Submitted by: Angela D Maas

Waiting for: Barbara Osborn

10.33 Grants and Donations under \$10,000.00

In Workflow

Step: 1 of 1

Submitted by: Julie Pophal

Waiting for: Barbara Osborn

10.34 Human Resources Transactions Report

In Workflow

Step: 1 of 2

Submitted by: Tina Updike

Waiting for: Tracey A Caradine