WEEKLY UPDATE TO THE BOARD OF EDUCATION

April 21, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the third week of our fourth quarter. Our community, state, and nation continue to wrestle with uncertainty due to staffing shortages, surges in COVID-19 cases due to new versions of the Omicron variant, price inflation, racial injustice, and social unrest. Despite the challenges of our times, we receive inspiration from the accomplishments of our students, families, staff, and community members as they exhibit resilience in pursuit of excellence and equity.

This week, we have witnessed new examples of our students and staff doggedly pursuing both excellence and equity. During this year's African American History Challenge Bowl, sponsored by Madison's chapter of the 100 Black Men, Wright Middle School won the junior division, while Memorial High School captured the senior division. Gordon Allen, President of East High School's student body, was profiled this week in a *Wisconsin State Journal* (WSJ) article which discussed his acceptance to Stanford University as well as his leadership and advocacy. Our district's work around antiracism was highlighted in a separate WSJ article, which complemented a powerful social media story about our district administration and Madison Teachers Incorporated (MTI) collaborating on a Big Ideas project to deliver joint antiracism professional development to hundreds of staff this year.

These stories are representative of the many examples of the efforts of our students and staff learning forward together with equity, excellence, and humanity. Their current accomplishments can be magnified by our intentional efforts to refine our policies and practices. Hence, I am delighted to see our draft preliminary budget book, which tells the story of how our core values are embodied by our planned strategic investments, being made ready for public input. Certainly, our ability to inspire efficacy and foster resilience is illustrated by our budgetary decision making. Our ongoing vigorous conversations in this area demonstrates our district's efforts to be good stewards of our supportive community's resources.

Thank you for your ongoing support and partnership. We look forward to providing you with more updates on our district's progress next week.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS

➤ **Response to Questions regarding Asynchronous Learning**

Nicki presented the following questions. Responses are in blue below them.

- What are the clear expectations behind the Monday asynchronous learning? Attached to this *Update* is a copy of the instructional minute guidance. Expectations are that teachers upload the lessons developed from central office to Google classroom and/or SeeSaw and that's that students complete the assignments/learning activities

- What happens if students just don't do it? We will respond to the individual needs of all students.

- Are teachers expected to plan the asynchronous instruction? Guidance and lessons are provided by central office. If teachers want to add to what we have provided they are more than welcome to but that is not an expectation.

- Will we get paid for the additional days? There are no additional days.

➤ **Staffing Analysis**
Please see the attached updated report dated April 18, 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.

This report contains additional information this week responding to a board member's questions specific to Doyle.

➤ **K-5 Core Instructional Resources Materials Adoption Process Update**
Please find attached responses to additional questions regarding the literacy adoptions that is slated for action on the April 25, 2022, Regular meeting agenda.

OTHER INFORMATION

➤ **Recording of Literacy Materials meeting from 4/18 (Kaylee)**
Below is the recording of the meeting that took place on April 18 with the Selection Committee to gather further information about the board recommendation that is on the April 25 Regular meeting agenda.

Meeting link (audio only)

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

4.19.2022   Weekly Metrics Meeting [Agenda](#)   & [Recording](#)
There was no Central Office/School Administrator Operations meeting this week

➤ **Articles of Interest**

[From Chicago's Southside to Stanford: East High senior Gordon Allen charts his path forward](#)

[MTI Big Ideas Project shares Antiracist Professional Development Courses for Staff](#)

[Social Media Story about African American History Challenge Bowl](#)

➤ **Great Things Happening Around MMSD**

- Congratulations to James C Wright Middle School and Memorial High School for winning the 100 Black Men - [2022 African American History Challenge Bowl](#)
- East High senior, [Gordon Allen](#) charts his path forward and reflects on his time at MMSD
- West High School senior, Amitabha Shatdal [leads charge to digitally preserve the school's history](#)
- Get ready to be entertained, [La Follette's Spring Musical "Emma"](#) starts Friday, April 22

OUR UPCOMING BOARD CALENDAR

➤   Mon., Apr. 25, 9 a.m.   Board Officers
                                          Virtual

➤   Mon., Apr. 25, 5:15 p.m.   Board photos
                                          In person

➤   Mon., Apr. 25, 6 p.m.   Regular Meeting
                                          Doyle Auditorium in person and Virtual

➤   Wed., Apr. 27, 5 p.m.   Student Senate
                                          Virtual

➤   Thurs., Apr. 28, 5:15 p.m. Safety & Student Wellness Ad Hoc
                                          Virtual

ITEMS ATTACHED FOR INFORMATION

1. Instructional Minutes make-up guidelines
2. Staffing Analysis—4/18/22
3. Additional responses to questions regarding K-5 Core Instructional Resources Materials Adoptions

Make-Up Instructional Minutes
Spring 2022

To continue to realize our district goals and achieve our vision of every student being prepared for college, career and community, as well as make Early Literacy and Beyond a realized priority, the following expectations for all students can be found below:

Guidance/Directions:
- EL/MS- Please review this content with your teachers and staff. Have teachers upload this asynchronous work to their Seesaw/Google Classrooms.
- HS- Please review this content with your teachers and staff. Please ensure English teachers upload this asynchronous work to their Google Classrooms. Please also consider having ACP coordinators and/or Counselors add to their College and Career Google Classroom.

The following days and times will be asynchronous learning for students:
   Mondays: April 25 -June 6
           90 minutes (grades K-5 and 9-12)
           120 minutes (grades 6-8)
   May 27th: 5.5 hours (K-5 and 9-12) and 7 hours (grades 6-8)

 Scholars who may need additional support:
- Public libraries will be available for students in need of internet access/support:https://www.madisonpubliclibrary.org/resources/services/internet-and-computer-access.
- We're working with our community partners to identify in-person community learning hubs for May 27 and will also follow up with information on access to transportation.
- We are working with after-school and other youth programs to ensure they are able to support students during Mondays.

Elementary School Instructional Resources for Make Up Minutes
Staff will use the following guidance and resources to plan 90 minutes of asynchronous learning activities on Mondays.

Grade Level	Content
Kinder-Gr. 2	Options for Language Arts (English and Spanish resources): ● **Online options**: 　○ Language Arts English: Lexia Core 5

	○ Language Arts Spanish: Smarty Ants ○ AL Literacy Extensions ● **For students who need a paper option:** ○ Teachers must support students in selecting a choice text for independent reading and assign application work.
	Options for <u>Mathematics</u> (English and Spanish resources): ● **Online option**: ○ DreamBox Lessons ○ AL Math Extensions ● **For students who need a paper option:** ○ Teachers must identify Bridges Math At Home activities (Paper option: print copies for students) ○ Bridges Home Connections pages (Paper option: print copies from the Bridges Educator website)
Gr. 3 - Gr. 5	Options for <u>Language Arts</u> (English and Spanish resources): ● **Online options**: ○ Language Arts English: Lexia Core 5 ○ Language Arts Spanish: Achieve 3000 ○ AL Literacy Extensions ● **For students who need a paper option:** ○ Teachers must support students in selecting a choice text for independent reading and assign application work.
	Options for <u>Mathematics</u> (English and Spanish resources): ● **Online options**: ○ DreamBox Lessons ○ AL Math Extensions ● **For students who need a paper option** ○ Teachers must identify Bridges Math At Home activities (print copies for students) ○ Bridges Home Connections pages (print copies from the Bridges Educator website)

Middle School Instructional Resources for Make Up Minutes	
Staff will use the following guidance and resources to plan 120 minutes of asynchronous learning activities on Mondays.	
Grade Level	**Content**
6th-8th Grade	Options for <u>Language Arts</u> (English and Spanish resources) ● **Online options**: ○ Language Arts English: Lexia Core 5 ○ Language Arts Spanish: Achieve 3000 ○ AL Extensions ● **For students who need a paper option:** ○ Teachers must support students in selecting a choice text for independent reading and assign application work.
	Options for <u>Mathematics</u> (English and Spanish resources) ● **Online options**: ○ iReady Lessons ○ AL Extensions

	● **For students who need a paper option:** ○ Teachers must print iReady Teacher Toolbox activities for students - see suggestions for activities in course quarter plans from C&I Repository

High School Structure of Instructional Make Up Minutes

Staff will use the following guidance and resources to plan 90 minutes of asynchronous learning activities on Mondays.

Grade Level	Content
9th Grade	**Online options:** ● Method Test Prep (ACT Test Preparation). Log in Instructions/ Student User Guide ● Post High School Planning Research (Xello log in instructions) **For students who need a paper option:** ● Teachers must print assessments from Method Test Prep
10th Grade	**Online options:** ● Method Test Prep (ACT Test Preparation). Log in Instructions/Student User Guide ● Post High School Planning Research (Xello log in instructions) ● Review Early College Opportunities Website - complete application if interested in Spring 2023 classes. **For students who need a paper option:** ● Teachers must print assessments from Method Test Prep
11th Grade	**Online options:** ● Method Test Prep (ACT Test Preparation). Log in Instructions/Student User Guide ● Post High School Planning Research (Xello log in instructions) ● Review Early College Opportunities Website - complete application if interested **For students who need a paper option:** ● Teachers must print assessments from Method Test Prep

12th Grade	**Online options:**
	● Financial Plan (link here)
	● Senior Post High School Survey (Log in instructions - Classlink)
	● Post High School Planning Research (Xello log in instructions)
	● FAFSA Completion
	● Scholarship Applications (Xello - College Planning Tools)
	  ○ Go Merry
	  ○ Unigo
	
	For students who need a paper option:
	● Teachers must create print opportunities for students to work on their post high school planning: career planning, resume building, college essays, job applications, etc.

Madison Metropolitan School District
Staffing Analysis - April 18, 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 April 11, 2022.

The substitute office is working in tandem with the Chiefs to make sure that all schools are staffed with the usage of 40+ central office staff to supplement needs within the schools. Since there has been a moderate increase in positive COVID-19 case numbers, with Dane County daily positivity rates exceeding 100 cases. Central office will increase their support during the weeks of April 18 and April 29.

During this time, central office staff will select two days to provide sub support each week.
For the first two weeks of April, central office staff must select TWO days they will sub each week:
- 4/18 - 4/22: Monday or Friday and one additional day as their subbing day.
- 4/25 - 4/29: Monday or Friday and one additional day as their subbing day.
Also, please note that Absence Management does not necessarily indicate why staff is out of the building; rather, Absence Management depicts who needs a substitute for a particular date.

The deployment of central office personnel has to pick either Monday or Friday and one other day. For the weeks of April 18 – April 22, they are asked to pick two days to sub per each week.

- Looking at Absence Management for week of April 18, 2022:
  - **The week of April 18, 2022 – This is an overall look at absences**:
    - Absences – **1297 (530 Unfilled)**
    - Percent Filled – **58.98**
    - Percent Unfilled – **41.02**
  - Monday – April 18, 2022
    - Absences – **332 (168 Unfilled)**
    - Percent Filled – **57.80**
    - Percent Unfilled – **42.20**
    - Percent with Central Office Usage – **64.40**
    - Number of Central Office Personnel – **15**
  - Tuesday – April 19, 2022
    - Absences – **305 (138 Unfilled)**
    - Percent Filled – **58.30**
    - Percent Unfilled –**41.70**
    - Percent with Central Office Usage – **60.60**
    - Number of Central Office Personnel – **5**
  - Wednesday – April 20, 2022
    - Absences - **325 (153 Unfilled)**
    - Percent Filled – **57.50**
    - Percent Unfilled – **42.50**
    - Percent with Central Office Usage – **62.30**
    - Number of Central Office Personnel **– 11 (4 working half day only)**
  - Thursday – April 21, 2022
    - Absences - **358 (177 Unfilled)**
    - Percent Filled **– 53.82**
    - Percent Unfilled – **46.18**
    - Percent with Central Office Usage – **57.43**
    - Number of Central Office Personnel – **9 (1 working half day only)**

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 43 leave requests bringing the overall total to 892.**

COVID Hardship Leave Launch:

Covid Hardship Leave was approved for fifteen (15) days which are available from September 23, 2021, to June 20, 2022. A communication was sent on March 15th announcing the application was now available. **To date, we have received 60 requests bringing the overall total to 498.**
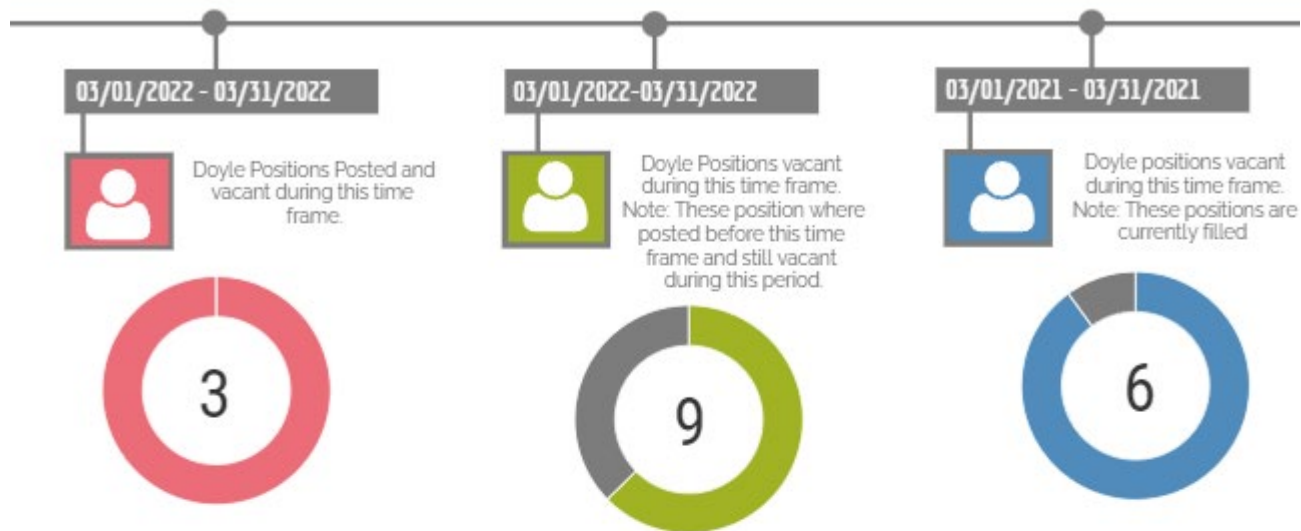
Current Updates:

Recruitment and Retention:

The following statistical report is a snapshot of the hiring trend for the period of April 1, 2021 to March 31, 2022. This report also shows the vacancies, retention by units and turnover rates of those hired during this timeframe.

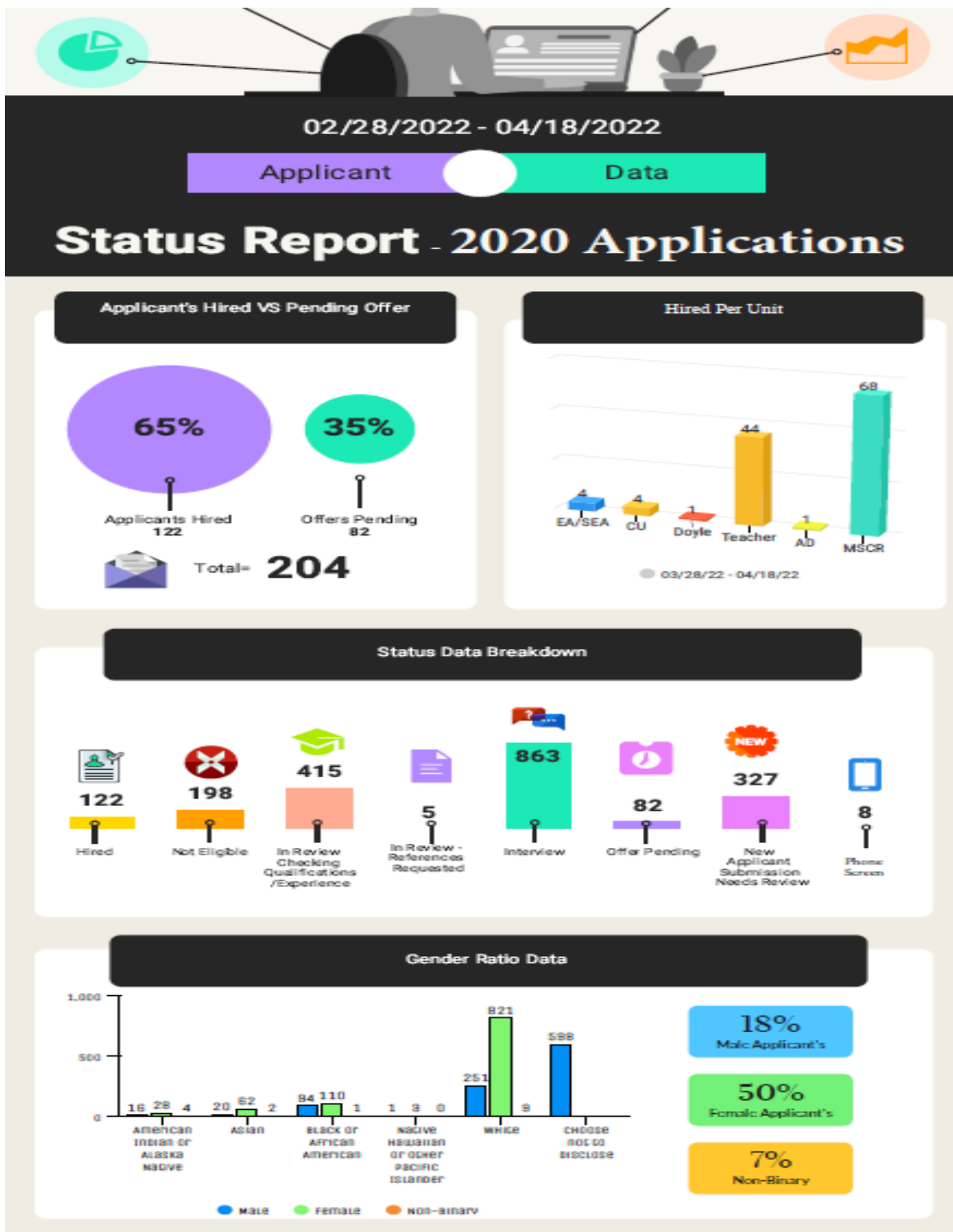Here is a snapshot of the breakdown of hires for the month of March 1 – 31, 2022 and March 1 – 31, 2021.

Doyle Positions

03/01/2022 – 03/31/2022	03/01/2022-03/31/2022	03/01/2021 – 03/31/2021
Doyle Positions Posted and vacant during this time frame.	Doyle Positions vacant during this time frame. Note: These position where posted before this time frame and still vacant during this period.	Doyle positions vacant during this time frame. Note: These positions are currently filled
3	9	6

The Breakdown

Positions Posted between 03/01/2022	Positions Vacant In March between 03/01/2022 -03/31/2022	Position Vacant 03/2021 - 03/31/2021
Doyle - HR Employee Relations Analyst - 1.0 FTE or 40 hpw	Doyle - Grants Development Analyst	DLI-ESL C&I Teacher Leader
Doyle - Enrollment Office Support Assistant - Bilingual - 1.0	Doyle - Employee Relations Specialist – Senior (Recruiter)	LGBTQIA+ Lead
Doyle - Administrative Clerk Senior - 1.0	Doyle - Early Learning Liaison - 1.0 FTE	Play and Learn Group Leader
	Doyle - Administrative Clerk Senior - 1.0	Programmer II
	Doyle - Benefits Helpdesk Coordinator - 1.0	Early Learning Liaison
	Doyle - Director of HR Operations - 1.0	Admin Clerk Intermediate
	Doyle - Payroll Specialist II - 1.0	
	Budget Manager- 1.0	
	High School Data/Multi-Tiered Systems Support Strategist	

This statistical report depicts the current hiring for the time period of February 28, 2022, to April 18, 2022. This report shows that there were 2020 applications received and in various stages of processing. The chart also includes the gender and racial breakdown of the applications received.

02/28/2022 - 04/18/2022

Applicant — Data

Status Report - 2020 Applications

Applicant's Hired VS Pending Offer

65% Applicants Hired 122

35% Offers Pending 82

Total= **204**

Hired Per Unit

68

44

4 EA/SEA   4 CU   1 Doyle   Teacher   1 AD   MSCR

● 03/28/22 - 04/18/22

Status Data Breakdown

122 Hired

198 Not Eligible

415 In Review Checking Qualifications /Experience

5 In Review - References Requested

863 Interview

82 Offer Pending

327 New Applicant Submission Needs Review

8 Phone Screen

Gender Ratio Data

1,000

500

0

	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or other Pacific Islander	White	Choose not to Disclose
	16 28 4	20 62 2	94 110 1	1 3 0	251 821 9	598

● Male   ● Female   ● Non-Binary

18% Male Applicant's

50% Female Applicant's

7% Non-Binary

BOE Update for Week of April 18th, 2022

Title: K-5 Core Instructional Resources Materials Adoption Process Update
Department: Teaching and Learning:Curriculum and Instruction
Author: Kaylee Jackson (knjackson@madison.k12.wi.us)
Content: Follow-up to submitted Board member questions

The K-5 Core Instructional Resources Materials Adoption for the teaching of literacy and biliteracy is scheduled for BOE vote on Monday, April 25th. This decision is a critical next step in working towards our goal of Early Literacy and Beyond. The current curricular resources used in MMSD elementary schools are 12 years old as the last purchase of materials approximately occurred in 2011. Providing our schools with a core resource will have a significant impact on the level of high quality instruction teachers will deliver and students will engage in. Once the vote is made, the district will work with our schools and staff to provide immediate professional learning with our school staff in order to ensure a successful launch of these materials in SY2022-23.

Since the April 4th BOE IWG meeting, several questions about the K-5 Core Instructional Resources Materials Adoption process have been submitted from Board members. Below are the submitted questions and responses:

1. **Where can BOE members find the input/feedback from the community via the survey and how many respondents?**
   Community, students, and staff were invited to review vendor materials online and submit their feedback of the materials via google forms posted on the [K-5 Literacy Materials Adoption K-5 Core Instructional Materials Adoption for Literacy and Biliteracy in MMSD](#) website. Feedback forms were provided in English and Spanish for community members and students, and in English for staff. Individuals were asked to submit a separate survey form for each vendor material reviewed and that feedback would remain anonymous.

   We did not receive any feedback from community members for the Spanish survey, nor from students for both the English and Spanish surveys. Below is a summary of the feedback we received from community members and from staff, both via the survey written in English.

   A summary of community, staff, and student feedback can be found in [this document](#).

2. **In the write up- it is mentioned that Open up/EL is more rigorous and Benchmark is less rigorous. What do we mean by this and how will we supplement it?**
   The two recommendations presented to BOE members were drafted by the members of the Selection Committee. The Selection Committee members each had varying degrees of review with the materials; members did deep dives into the evaluation of the materials during the Evaluation Committee stage of the RFP process for their assigned vendor and grade level. This means that some Selection Committee members may have reviewed a different vendor than the vendors noted in the recommendations.

1

From BOE meetings, most of the conversation has focused on the foundational skills aspects between Open Up and Benchmark. To that point, below is a description of how each recommendation supports students' growth in foundational skills to be successful readers (material copied from April 11 BOE Weekly Updates):

Background
As noted in the Early Literacy and Beyond Task Force report, "*Reading begins with the acquisition of foundational reading skills. These skills are critical in order to engage with text in more advanced ways. Benefiting from more advanced instruction is predicated on having acquired foundational skills*" ([Early Literacy and Beyond Task Force Report](#), 2021, p. 3). The report goes on to discuss the growth period in children's literacy development coined as the 'learning to read' and 'reading to learn' phases as well as discussing foundational reading skills in more depth:

*"**Kindergarten to Grade 5**
The period between kindergarten and Grade 3 represents a time of great growth in children's literacy skills. It has been coined the "learning to read" phase of development and emphasizes developing foundational skills that enable children to transition to the "reading to learn" phase later in elementary school (Chall, 1983). Charged with reviewing the research evidence to identify components of effective reading instruction, the NRP (2000) focused on this developmental phase and identified five essential elements of instruction: (1) phonemic awareness, or the ability to detect and manipulate individual sounds in spoken words; (2) phonics, described as instruction that teaches children the relationship between letters and sounds and how to apply this knowledge to read and spell words; (3) fluency, or the ability to read text accurately, quickly, and with proper expression; (4) vocabulary instruction, including listening, speaking, reading, and writing vocabulary; and (5) text-comprehension instruction, focusing on teaching children strategies to be active and purposeful readers. Recommendations summarized in two IES practice guides reinforce and extend the NRP findings related to children in kindergarten through Grade 3, with one guide focusing on foundational reading skills (Foorman et al., 2016) and the other on reading comprehension abilities (Shanahan et al., 2010).*

*Foundational Reading Skills
The recommendations summarized in the first practice guide lend additional research support for the areas of instruction identified by the NRP (2000). Notable additions in the guide include an expanded view of vocabulary instruction and a recommendation to provide MMSD/UW-SoE Early Literacy and Beyond Task Force—15 integrated reading instruction. The authors recommend that children receive instruction that allows them to understand and use academic language, defined as "the formal communication structure and words that are common in books and at school" (Foorman et al., 2016, p. 7). They suggest that this instruction involve direct teaching of academic vocabulary and explicitly focus on developing inferential and narrative language skills. Recommendations to develop academic vocabulary through explicit instruction were also included in the guides summarizing effective practices for English learners (Baker et al., 2014; Gersten et al., 2007).*

Furthermore, the authors suggest that the various foundational skills be taught in an integrated fashion. For example, instruction should be designed to create strong connections between the awareness of speech sounds (phonemic awareness) and the relationship of sounds to letters (phonics), and also include opportunities for children to apply these skills when reading connected text (fluency). Recommendations in the reading skills practice guide reflect an expanded discussion of phonics instruction, with a greater emphasis placed on teaching children to blend sounds to form words, recognize and use common sound spelling patterns, and apply morphemic analysis (i.e., meaningful word parts such as prefixes, suffixes, base words, and roots) to read, spell, and comprehend words in both isolation and within sentences and passages (Foorman et al., 2016).

These recommended instructional practices align with end-of-grade expectations documented in the Wisconsin Standards for English Language Arts (DPI, 2020). For example, the importance of developing children's academic language is reflected in the K-5 Speaking and Listening and K-5 Language strands of the standards. Within the Reading Foundational Skills strand, which spans kindergarten through Grade 5, standards addressing the development of phonological and phonemic awareness skills appear in kindergarten through Grade 2, and the development of increasingly difficult skills within the domains of phonics/word recognition and fluency are included across the grade levels" (p. 14-15).

The table below outlines how each vendor addresses foundational reading skills:

Vendor	Vendor Foundational Skills Component Which Addresses Foundational Reading Skills as Described in the Early Literacy and Beyond Task Force Report[1]

Open Up	**Foundational Skills Block (ELA):**
	● Provided for grades K-2
	    ○ One hour skills block
	    ○ Takes a microphase approach with benchmarks in:
	        ■ Pre-alphabetic
	        ■ Partial Alphabetic
	        ■ Full Alphabetic
	        ■ Consolidated Alphabetic
	    ○ Utilizes multisensory techniques (including movement and music)
	    ○ Letter sounds and spelling patterns are taught in a logical sequence
	ALL Block

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[1] Various Foundational Reading Skills should be taught in an integrated fashion. Foundational Reading Skills include: 1) Phonemic Awareness *(e.g., the ability to detect and manipulate individual sounds in spoken words)*; 2) Phonics *(e.g., instruction that teaches children the relationship between letters and sounds and how to apply this knowledge to read and spell words)*; and 3) Fluency *(e.g., the ability to read text accurately, quickly, and with proper expression)*.

	● Provided for grades 3-5 　○ One of two hours of literacy instruction 　○ Supports and extends student learning to module lessons 　○ Provides students with extra support and practice with 　　■ Independent Reading 　　■ Additional Work with Complex Text 　　■ Reading and Speaking Fluency/ Grammar, Usage, Mechanics 　　■ Writing Practice 　　■ Word Study and Vocabulary

Benchmark	**Phonics and Word Study Lessons (ELA/SLA):**
	● Provided for grades K-5
	● Included in every five-day lesson cycle using a gradual-release design
	● Explicit, systematic, multimodal and cumulative
	● Diagnostic and responsive
	● Follows a sequential and systematic research-based scope and sequence
	○ K-2: Instructional Framework
	■ Phonological Awareness/Phonemic Awareness
	■ Sound-Spelling Correspondences
	■ Blending/Building Words
	■ Spelling
	■ High-Frequency Words
	■ Word Automaticity
	○ 3-5: Instrucional Framework
	■ Word study
	■ Advanced Phonics: Explicit instruction in decoding multisyllabic words, prefixes and suffixes, Greek and Latin roots, the six syllable types to build new words and increase students' morphological knowledge
	SLA Specific:
	● Biliteracy Instructional Guide
	● Traditional phonics scope and sequence
	● Addresses cross linguistic transfer
	Phonics Materials follow the following four guideposts:
	1. **Clearly defined scope and sequence** that goes from easier to more complex skills with an emphasis on review and repetition activities to ensure mastery.
	2. **Instruction is systematic and explicit** Phonics skills are taught as a system and include rich, impactful conversation about how the system of language works.
	3. **Daily Application to reading and writing** In K-1, explicit phonics instruction is applied in authentic reading and writing tasks as students read connected text, annotate for foundational skills and write using phonics skills in the student write-in consumable text called "My Reading and Writing"/"Mi libro de lectura y escritura". In grades 2 and beyond, students apply the phonics and word study skills in authentic reading experiences with a similar gradual release of responsibility as they are applied in decodable passages called a "Word Study Read"/"Texto para practicar el vocabulario", an "Accountable Text"/"Texto al alcance", and an "Interactive Text"/"Texto interactivo".
	4. **Comprehensive and cumulative phonics assessment** The comprehensive assessment is a survey of all the skills that a student would learn in a phonics continuum, starting with identifying letter sounds. The cumulative phonics assessment assesses the current target skill, but also progress monitors students' maintenance of previously learned skills and goes back at least five to six weeks.

3. Can we see the scoring tool used to evaluate materials?

The Request for Proposals (RFP) included an overall rubric with overall evaluation categories, which guided our evaluation processes for the K-5 Core Instructional Resources Materials Adoption:

CRITERIA	Weight (%)
Cost	5
Organization's Ability to Meet Service and Support Requirements	55
Organization Qualifications/Experience	30
Documentation Qualifying Vendor as a Diverse-owned Business Firm	5
References	5
TOTAL	**100%**

The Evaluation and Selection used the following rubrics to evaluate the vendor materials based on the overall categories noted in the RFP:
- Full Rubric
- Organizational Qualifications and Experience
- Reference per Vendor Matrix

4. **Mobility rate between ELI/DLI schools**

The data below depicts "transfer" counts of current K-5 grade students who are enrolled in both DLI and non-DLI schools (based on a list of *current* DLI schools). While some of our students experience multiple transfers in a school year, this data examines all students who had a non-summer enrollment at a DLI *and* a non-DLI school (e.g., the student transferred to or from a DLI school within the district during the denoted year. These transfers account for approximately 1% of all K-5 students.

	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21*
All K-5 Students	13,082	12,846	12,646	12,482	12,370	11,381
K-5 in both DLI and non-DLI	177	121	119	105	97	115

*2021-22 data show year-to-date "transfers."