



## WEEKLY UPDATE TO THE BOARD OF EDUCATION

October 6, 2022

### A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the fifth week of our first quarter, has certainly been eventful. Throughout this week, we have witnessed MMSD students, families, staff, and community members forming relationships and making connections in all our learning spaces. During every instructional walkthrough, and in every environmental scan, we have seen illustrations of efforts to ensure all of our students, staff, and families are thriving. These efforts are particularly important as our district continues to wrestle with many of the societal impacts of emerging from a lingering global pandemic: social-emotional trauma; rampant inflation; staffing shortages; racial and social injustice; supply chain disruptions; and political partisanship.

MMSD reflects the nation in its service of an increasingly diverse student body and community, which is defined by multiple characteristics of identity such as race, ethnicity, disability status, sexual orientation, gender expression, immigrant status, home language, religious affiliation, and socioeconomic status. As we reflect on the dynamic opportunities represented by our diversity, we remain mindful of the need to accelerate the learning of all students while working to address the disparities experienced by students from historically excluded groups. As such, attending cultural events such as Tuesday's Latino Heritage Month cooking class at Badger Rock Middle School with Chef Shadaya Kilfoy-Flores takes on added significance. Moreover, the vigorous discussions during Monday's Instructional Work Group meeting also assist us in prioritizing our strategies for graduating all of our scholars ready for college, career, and community.

In order to build our capacity to pursue the challenging goals in our Strategic Framework, we must work to ensure our students can read at high levels. This work is buttressed by the investments our district has made in professional development aligned to the Science of Reading as well as in literacy curricular materials. As such, we are excited about the October 14<sup>th</sup> staff professional learning day where we will place great focus on refining the skills needed to help our scholars achieve early literacy and beyond. We look forward to the stories of connection, collegiality, and camaraderie which emerge from this day.

We look forward to sharing more updates on our district's progress in the coming weeks. Thank you for your ongoing support and partnership!

Sincerely,

*Carlton*

Carlton D. Jenkins, Ph.D.

## BOARD OF EDUCATION QUESTIONS



### Food Service Update

Please see the attached document for an update on Food Service and the beginning of the 2022-23 school year.



### Instructional Shift

Please see the table below for an update on which courses are being shifted to virtual learning and how many students are currently enrolled in those courses.

| School                          | Course Title                           | # of Students Enrolled |
|---------------------------------|----------------------------------------|------------------------|
| LaFollette                      | Algebra 1 A                            | 106                    |
| LaFollette                      | Algebra with Finance A                 | 35                     |
| LaFollette                      | AP Spanish Language and Culture A      | 70                     |
| LaFollette                      | Geometry A                             | 68                     |
| LaFollette                      | German II A                            | 9                      |
| LaFollette                      | German III A                           | 2                      |
| LaFollette                      | Health Science 1: The Whole Individual | 79                     |
| Sherman MS: 41<br>Wright MS: 44 | Spanish I A (MS)                       | 85                     |
| LaFollette                      | Spanish II A                           | 111                    |
| Sherman MS: 50                  | Spanish II A (MS)                      | 50                     |
| <b>Grand Total</b>              |                                        | <b>615</b>             |

## QUESTION TO PONDER



### How is our advocacy for funding in Wisconsin?

Please find this article for review as we engage in this discussion:

- [U.S. Public Education Systems Facing a Crisis Point](#)
- [The Wisconsin Idea](#)

## OTHER INFORMATION



### Weekly Metrics and Ops Recordings and Agendas:

10.4.2022 Bi-Weekly Metrics Meeting this week—[Agenda](#) & [Recording](#)



### Human Resource Update

Please see the attached Human Resources update dated October 5, 2022, for a snapshot of all the work that is being done for this week as well as movement on a number of programs and processes.



### **Construction Update**

Attached you can find construction update for West High School. You can expect regular communications here about our progress with the referendum construction projects.



### **ACT Update**

As promised, we are providing a report that provides our initial insights on the learnings and impact of our ACT preparatory course that was offered to students during the 21-22 school year and summer. We will use this data and information to reflect and adjust our ACT prep plan for this year and beyond. Please see the document below for more information on the initial insights.



### **Annual Seclusion and Restraint Update**

Please see the attached document below for an update on the annual seclusion and restraint data.



### **BEP Annual Program Monitoring Report**

Please see the below the attached Annual BEP Program monitoring Report for the 2021/2022 school year.



### **New MEP Executive Summary**

#### **[Empowering Educators to Combat Bias through Dialogue](#)**

Led by Stephanie Campbell and Stephen Quintana at UW-Madison and funded by Madison Education Partnership (MEP) initially in 2019, these researchers sought to increase students' belonging in school and reduce race- and weight-bias bullying through dialogue-based training for teachers. The training sought to (a) help teachers understand their self, privileges, and biases that impact students and (b) train teachers to facilitate critically conscious and appropriate dialogue with their students about race and weight bias. Thanks to all MMSD teachers who participated in this study! We will release the linked report on MEP's website the week of Oct. 10. If you have any questions about MEP, please reach out to Beth Vaade ([envaade@madison.k12.wi.us](mailto:envaade@madison.k12.wi.us)).



### **Great Things Happening Around MMSD**

- Oct. 2-8 is [Wisconsin School Board Week](#). We extend our sincere thanks and appreciation to the MMSD Board of Education members for their dedication, leadership, and service to our scholars, staff, families, and Madison community.
- Madison School Board praises Dr. Jenkins for [2022-23 budget, leadership](#).
- Marking National Hispanic and Latinx Heritage Month, yesterday afternoon students at Badger Rock Middle School were joined by MMSD Superintendent Dr. Carlton Jenkins and proud MMSD parent and community activist Shadayra Kilfoy-Flores for a [hands-on lesson](#) in traditional Mesoamerican cuisine.
- [School Spotlight](#): Visitors from Mexico explore Madison's schools
- Superintendent Dr. Jenkins continues his school visits around the district, including [Wright and Sennett Middle Schools](#), and [Blackhawk Middle School and Gompers Elementary](#).

## OUR UPCOMING BOARD CALENDAR

- Mon., Oct. 10, 5 p.m. Operations Work Group  
In person for Board and virtual for staff and public
- Wed., Oct. 12, 5:30 p.m. City Education Committee  
Virtual
- Tues., Oct. 18, 5:30 p.m. Jefferson Renaming Citizens' Ad Hoc  
Virtual
- Wed., Oct. 19, 6 p.m. Student Senate  
Virtual
- Fri., Oct 21, 9 a.m. Board of Education Retreat  
In person- TBD
- Week of October 24 Board Briefings  
Virtual
- Mon., Oct. 31, 8:15 a.m. Board Officers  
Virtual
- Mon., Oct. 31, 6 p.m. Regular Board of Education Meeting  
In person and virtual—open to the public

## ITEMS ATTACHED FOR INFORMATION

1. Food Service Update
2. Human Resources Update- October 5, 2022
3. Construction Update— West High School
4. ACT Data Update
5. Restraint and Seclusion Data
6. BEP Annual Program Monitoring Report

**TO:** Carlton D. Jenkins, Ph.D., Superintendent  
**FROM:** Cedric Hodo- Sr. Executive Director of Operations  
**DATE:** October 6, 2022  
**SUBJECT:** Food Service Updates Beginning School Year 2022-23

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- **Staffing Levels** – Food & Nutrition continues to experience operational challenges around staff shortages. Since September 15th, Food and Nutrition has been able to hire over 15 applicants with more interviewing daily. The \$5 wage increase has had a dramatic impact on morale of existing staff and interest from applicants.
- **Temp Labor** - temporary staff continue to be an important part of the FPC operation but are slowly being displaced by permanent staff, with several promising temporary staff having applied and been hired.
- **Staffing Shortage Impact-** continues to affect FPC, although improvements have been made and new menu options started September 20. Cooking staff have returned to the FPC and are executing scratch-cooked dishes such as pasta and meat sauce and teriyaki chicken over rice.
- **New Managers:**--Incoming Administrative Manager Jeff Orr joined us October 3rd, having accepted our letter of offer. Jeff will bring the skills of a former business owner, Executive Chef, and national-level culinary director experience to MMSD.

Tyrone Reese joined the Food and Nutrition team as Food Service Manager shortly after Jeff Orr, bringing his recent experience feeding Madison communities at the Goodman Center to us. Based on Tyrone's ability to expand their summer meal programs and integrate departments smoothly, we expect great benefit from adding Tyrone to the team.

Amy Townsend joins the department October 17th and brings high-level clerical expertise from previous MMSD experience, ensuring that the foundation of administrative processes will be well-tended and systems improved.

- **Supply Chain Issues** – We have worked with Sysco to identify key items that will be vulnerable to shortages in the coming weeks and planned around these. For the most part, supply chain issues were managed down in the summer months in forecasting for original menu plans - which are coming online now.
- **Meal Accountability-** We implemented a traveling trainer in the field, with another being hired shortly. These staff add a new layer of training support, site review, and accountability to our programs, protecting food quality and safety as well as the fiscal health of the department.

# Madison Metropolitan School District

## Human Resources Update

### October 5, 2022

This report is a snapshot of all the work that is being done for this week as well as focusing on process improvements within HR.

As HR continues to process hiring recommendations and extend offers, we are continuously collecting data to look at district hiring trends for the current school year.

**Current Updates:** The following information is related to a variety of questions that HR has received related to staffing. This report is a snapshot of all the work that is being done for this week.

**The numbers are still fluid as we continue to hire.** These numbers are as of October 5, 2022:

| As of October 5, 2022               |                |
|-------------------------------------|----------------|
| Teacher Vacancies Breakdown - 125   |                |
| Teacher Levels                      | # of Positions |
| 4K-K                                | 3              |
| Grades 1-5                          | 11             |
| Cross Categorical                   | 20             |
| Career & Tech Education (CTE)       | 1              |
| LMTS                                | 2              |
| Bilingual (BRT, DLI, ESL, BRS. ELL) | 24             |
| Fine Arts (Music, Art, Band, etc)   | 8              |
| Grades 6-8                          | 10             |
| HS - Core Content                   | 11             |
| Physical Education                  | 6              |
| Student & Staff Support             | 24             |
| World Language                      | 5              |
| <b>TOTAL</b>                        | <b>125</b>     |

| Unit         | Fill Rate | # of Positions | # Hired | Vacancies |
|--------------|-----------|----------------|---------|-----------|
| Teacher      | 83%       | 722            | 597     | 125       |
| EA           | 67%       | 227            | 152     | 75        |
| Custodian    | 72%       | 71             | 51      | 20        |
| Food Service | 47%       | 76             | 36      | 40        |

A snapshot was taken of the separations or turnovers for the months of July, August, and September to get an understanding of vacancy forecasting and trends within the various district hiring units. There were less than ten (10) resignation date that were after the \$5.00 increase was approved in September. Overall, there was a total of 150 for the three months.

| Resignations submitted in July, 2022 |           |
|--------------------------------------|-----------|
| Category                             | Total     |
| Teachers                             | 36        |
| SEE                                  | 4         |
| Professional                         | 3         |
| ED Assistant                         | 11        |
| Custodian                            | 3         |
| Food Service                         | 1         |
| Administration                       | 2         |
| <b>TOTAL</b>                         | <b>60</b> |

| Resignations submitted in August, 2022 |           |
|----------------------------------------|-----------|
| Category                               | Total     |
| Teachers                               | 39        |
| SEE                                    | 2         |
| Professional                           | 2         |
| ED Assistant                           | 7         |
| Custodian                              | 1         |
| Food Service                           | 3         |
| Administration                         | 2         |
| <b>TOTAL</b>                           | <b>56</b> |

| Resignations submitted in September, 2022 |           |
|-------------------------------------------|-----------|
| Category                                  | Total     |
| Teachers                                  | 11        |
| SEE                                       | 4         |
| Professional                              | 1         |
| ED Assistant                              | 11        |
| Custodian                                 | 0         |
| Food Service                              | 5         |
| Administration                            | 1         |
| Security Assts.                           | 1         |
| <b>TOTAL</b>                              | <b>34</b> |





# Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// 10.07.2022



## This week's update: West High School

We are committed to keeping you informed as we complete construction for the MMSD 2020 facilities referendum.

### Renovations are taking shape

Construction renovations at West High School are starting to take shape! Inside the building for this phase of construction, demolition work is complete, and mechanical, electrical, plumbing, and fire protection (MEPF) work is wrapping up soon. Crews are working on building, patching, and painting walls throughout the renovated spaces.

Next week, workers will begin working on interior finishes, including installing lab casework, flooring, drywall, painting, ceramic tiling, and much more!

### Making progress on the additions

Construction crews have been putting in many hours working on the new pool and gym additions. Since last month, over 20,000 square feet of concrete slab was poured. Next, workers will begin building the concrete masonry unit (CMU) walls. In addition, thousands of pounds of structural steel are being installed, which will support the second floor of the addition. This rapid progress requires massive coordination between all the trades on this project, especially the steel, masonry, and concrete contractors.

On the horizon are the precast concrete slabs, which are scheduled to arrive in late October. These slabs will support the floor of the new gym and the pool balcony.



*New bleachers in Stevens Gym are now installed*



*Work continues in renovated science lab spaces where walls are being prepped for new casework*

### DID YOU KNOW?

The bleachers in Stevens Gym were long overdue for an upgrade! In the last month, crews installed fresh, new bleachers in Stevens Gym, which will serve as seating space for up to 1,577 people during various sports practices and games at West High School.

For additional information or questions,  
scan the **QR CODE** to be directed to the MMSD construction page.



**Findorff**  
BUILDING & BEYOND

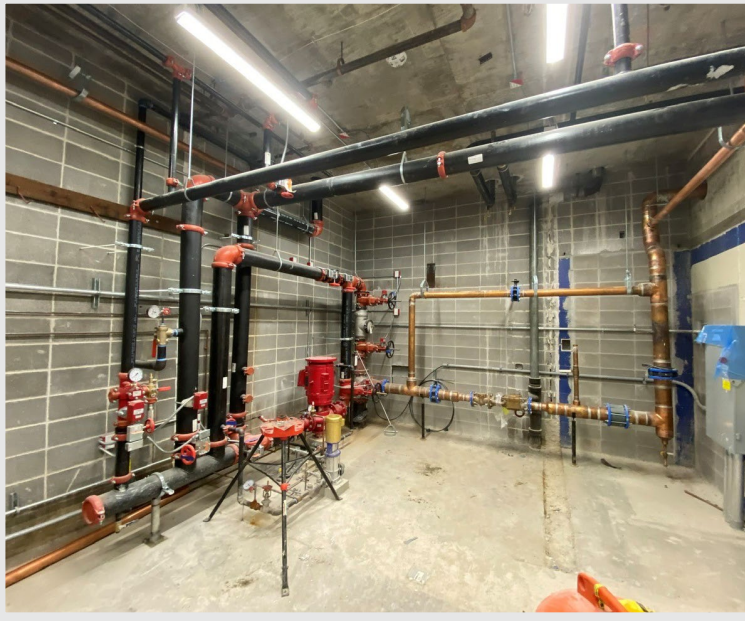




# Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// PAGE 2



*In the mechanical room, the new water main will feed to the upgraded water supply and fire protection system*



*Structural steel was recently installed in the future weight room area, which will support the second floor of this new addition*



*In the new pool and gym addition, CMU walls and structural steel are installed in preparation for concrete slabs coming later this month*

For additional information or questions,  
scan the QR CODE to be directed to the MMSD construction page.



**Findorff**  
BUILDING & BEYOND

# Phase 1 - Initial Insights into the Implementation of the MMSD ACT Preparatory Course

Prepared by Donald Dantzler, Grady Brown, & Bri Monahan

Institutional Research & Evaluation (R&I), MMSD

Updated 8/23/2022

## Background

MMSD implemented a new ACT Preparatory program, in partnership with Cambridge Education Services, throughout the 2nd semester of the 2021-22 school year. At the outset of this program, the Research & Innovation team (R&I) worked with district staff in Secondary Programs and Teaching & Learning to develop a plan to collect and analyze data to understand participant experiences and outcomes. The plan is driven by three primary guiding questions (Table 1).

This initial analysis limits its investigation to participants in the first three cohorts of the course and focuses primarily on the *first research question* (around implementation), while also providing some initial analysis related to the second and third questions. The table below summarizes this project's three guiding research questions, our initial insights from data available on the first three cohorts in the Spring and Summer of 2022, and suggested action steps based on the evidence collected. **Note: ACT scores were not available to the district until late July, 2022. The next phase (completed in fall of 2022) of this evaluation plan will include a thorough analysis of ACT scores for participants and non-participants.**

**Table 1:** Overview of ACT Preparatory Course Questions, Insights, and Next Steps

| Guiding Questions, Initial Insights, and Actions Steps                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spring/Summer 2022 Initial Insight                                                                                                                                                                                                                                                                                                                                    | Suggested Action Step                                                                                                                                                                                                                                                                           |
| <b>Guiding Question 1. Was the MMSD ACT Prep program implemented in alignment with its recruitment goals in the first cohort(s)?</b>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                 |
| Cohort 1 was somewhat <b>successful</b> in meeting its goal of recruiting students from underrepresented backgrounds, as participants represented a greater percentage of students of color, particularly Black and Multiracial students, than the district overall, and a lower but approximately representative percentage of students from low income backgrounds. | Continue developing student outreach plans, particularly for students from low-income backgrounds. Identify strategies to collect additional data about barriers to participation that remain for low-income students.<br><br>In addition, MMSD should consider looking at course enrollment to |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>However, the second and third cohorts appeared to be <b>unsuccessful</b> at targeting underrepresented backgrounds and had smaller proportions of students of color and students from low-income backgrounds than the district average.</p> <p>Overall, students participating in the ACT prep course were more likely to be enrolled in a higher level English or Math course than non-participants.</p>                                                                                                                                                                                                                                           | <p>specifically target students who may be in need of higher test support than others.</p> <p>Finally, MMSD should work to identify measures to accurately capture attendance to best understand the potential impact of participation on academic and non-academic outcomes.</p>                                                                                                                       |
| <p><b>Guiding Question 2. How did students' experiences in the ACT Prep program's initial cohort(s) influence non-test outcomes, such as student confidence and self-efficacy with standardized testing?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Although the survey response rate was low, <b>students who did respond reported high rates of positivity</b> regarding the course preparing them for the actual ACT assessment, as well as high levels of parental engagement</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Investigate ways to increase survey responses to yield more representative and trustworthy data, and explore additional methods to gather student feedback, such as focus groups.</p>                                                                                                                                                                                                                |
| <p><b>Guiding Question 3. What is the impact of the virtual MMSD ACT Prep program on the initial cohort(s) students' ACT scores and postsecondary outcomes (e.g. enrollment, scholarship attainment)?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Results from cohorts 1-3 suggest that, of the students who took both the pre-and post-70-minute Accelerated Skills Recovery Assessment, <b>about 60% saw gains in their scores.</b></p> <p>The <b>Appendix</b> section highlights summary statistics of cohorts 1 &amp; 2 participants who took the ACT in 2021-22. It is important to note that these summaries do <b>not</b> constitute a statistical analysis to examine actual treatment effects of the ACT prep course. Furthermore, with the exclusion of cohort 1, targeted sampling was not employed and the change in participant demographics could explain the observed differences.</p> | <p>Treatment effects of the ACT prep course are not addressed in this report. However, Phase 2 of the project plan will be implemented in Fall 2022. This will include an in depth and rigorous analysis of the impact of the ACT prep course on ACT scores and postsecondary outcomes. The R&amp;I and Secondary teams are working to craft a model that aims to provide the most robust outcomes.</p> |

## About the ACT Prep Course in MMSD

MMSD entered into partnership with Cambridge Education Services to offer the ACT Prep Course to students in the spring of 2022. For Cohort 1, MMSD focused specifically on the recruitment of 11th grade students from low-income and historically underrepresented backgrounds. However, the subsequent cohorts expanded to also include 9th and 10th grade students. Sessions were held synchronously (virtually and in-person) and asynchronously if students could not attend live sessions. The timing of Cohort 1 was structured so that students would conclude their participation before the ACT State Testing Day for 11th grade students - March 8th - while later cohorts occurred after the testing date. Table 2 shows the participant count breakdown by cohort and grade level.

**Table 2:** Count of Participants by Cohort and Grade Level *(Based on starting roster files provided by vendors)*

| Cohort      | 8th | 9th | 10th | 11th | 12th | Total |
|-------------|-----|-----|------|------|------|-------|
| Cohort 1    |     |     | 1    | 190  | 4    | 195   |
| Cohort 2    | 1   | 62  | 133  | 89   | 5    | 290   |
| Cohort 3    | 2   | 22  | 69   | 23   | 1    | 117   |
| All Cohorts | 3   | 84  | 203  | 302  | 10   | 602   |

## Question 1: Was the MMSD ACT Prep program implemented in alignment with its recruitment goals in the first cohorts?

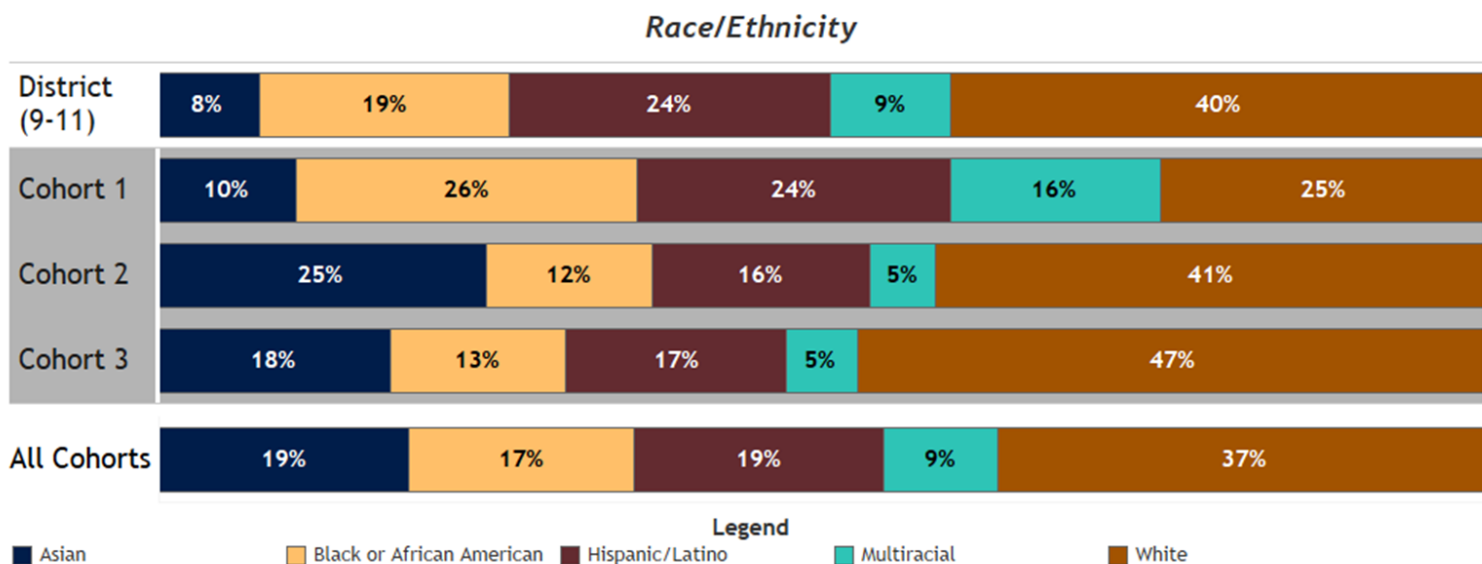
This snapshot looks at demographic breakdowns of participants from the first three cohorts to understand implementation and inform action steps for continued rollout of the ACT preparatory program.

The ACT preparatory program intended to focus recruitment on students from historically disadvantaged backgrounds, including students of color, students from low income backgrounds, and first generation college students. Cohort 1 represented a substantially greater percentage of Black and Multiracial students than enrolled in MMSD (grades 9-11) overall. The percentage of Cohort 1 students from low-income households was approximately equivalent to the MMSD rate, while English Language Learners were overrepresented and students receiving special education services were underrepresented in the participant pool.

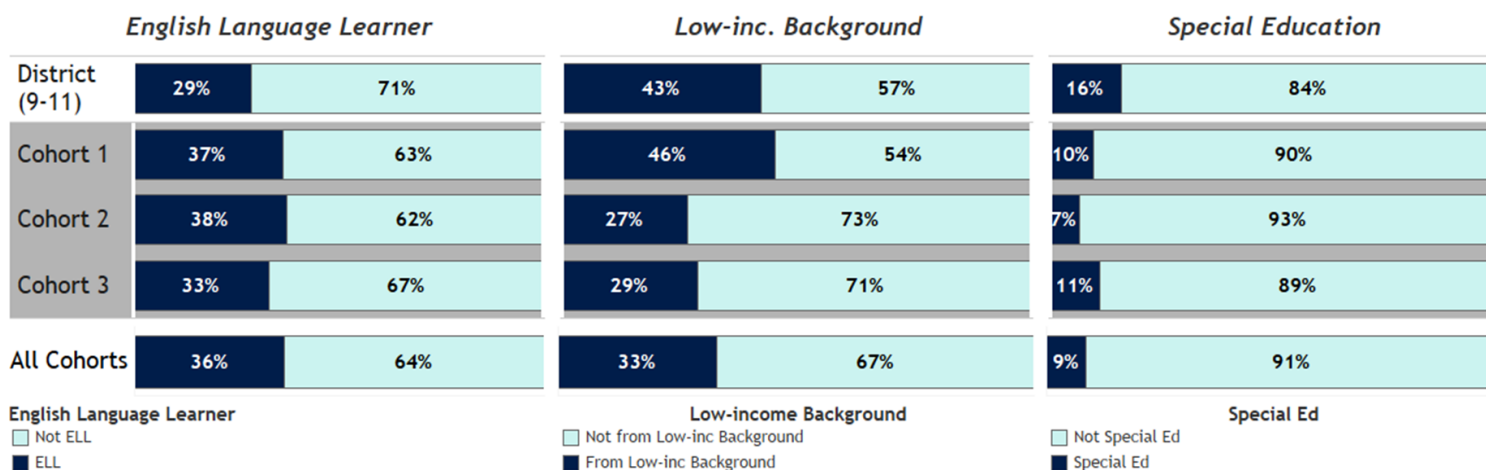
Later cohorts (2 & 3) did not have similar representation as Cohort 1. Students from historically disadvantaged backgrounds were, in many cases, *underrepresented* in the program - a smaller percentage of students identifying as

Black, Hispanic/Latino, Multiracial, and students from low-income backgrounds made up a smaller proportion of Cohort 2 & 3 participants than the district. Figures 1 & 2 on the next page visualize the proportional breakdown of the district (limited to 9th-11th grade students to match the overwhelming majority of ACT cohort participants), as well as the first three cohorts.

**Figure 1:** ACT Prep Cohorts 1-3, by Race/Ethnicity and All 9-11 Students



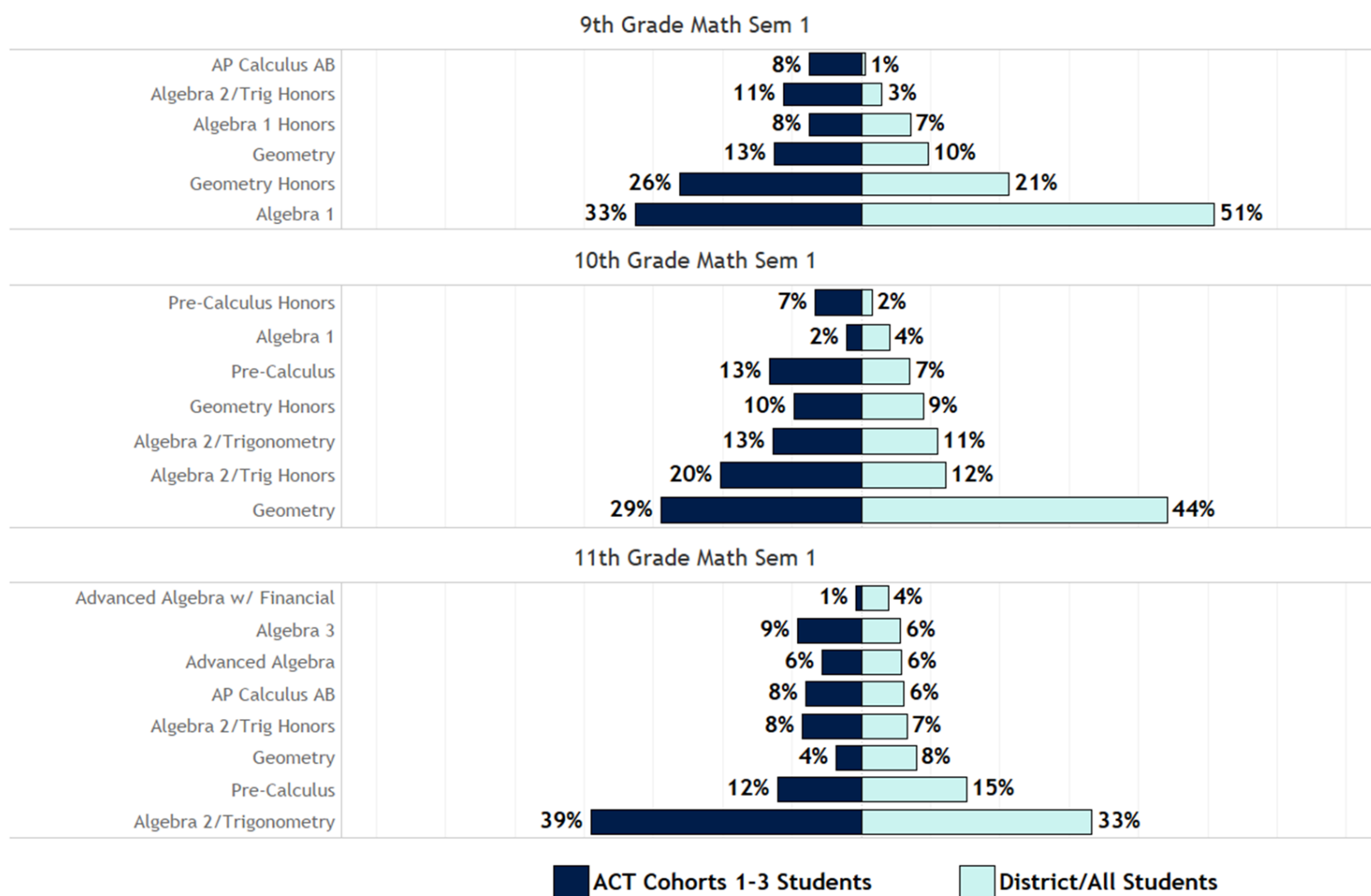
**Figure 2:** ACT Prep Cohorts 1-3, by ELL, SES, SPED and All 9-11 Students



In addition to analyzing student demographics of course participants, this initial analysis also reports on student participation in the ACT prep course by Semester 1 course enrollments. Figures 3 & 4 show course enrollments for Math and English courses for both the district, overall (on the right), and only ACT prep course participants (on the left). Courses are sorted by the percent of *district* students enrolled and all courses with fewer than 3% of students do not appear in the figure.

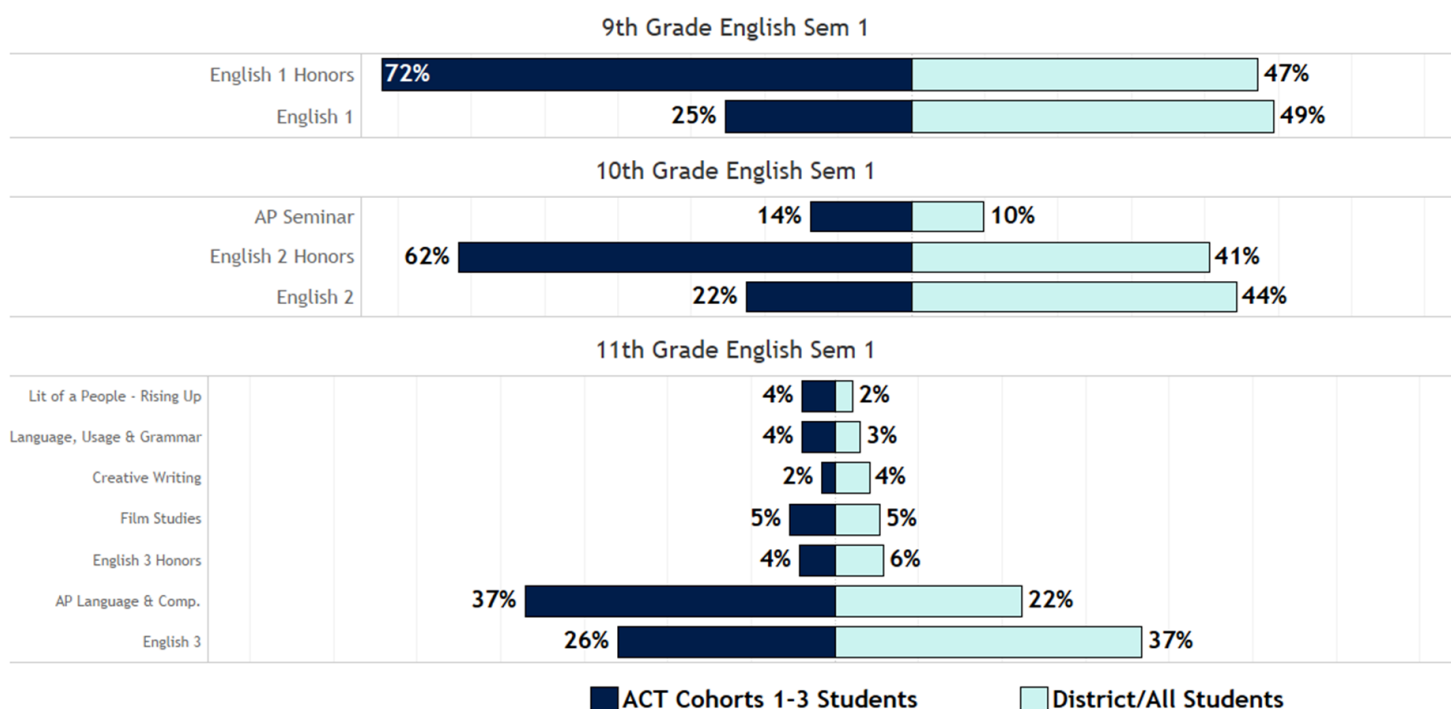
Overall, ACT cohort participants were more likely to have taken higher level courses, compared to the overall district enrollments, particularly in grades 9 and 10 (who made up the bulk of Cohorts 2 & 3).

**Figure 3: 9-11 Semester 1 Math Course Enrollment by Grade and Student Type**  
*Each bar shows the percent of all course enrollments were in the denoted course - for example, 8% of 9th grade ACT Cohorts 1-3 students were enrolled in AP Calculus AB in semester 1 of 21-22.*





**Figure 4: 9-11 Semester 1 English Course Enrollment by Grade and Student Type**  
Each bar shows the percent of all course enrollments were in the denoted course - for example, 72% of 9th grade ACT Cohorts 1-3 students were enrolled in English 1 - Honors in semester 1 of 21-22.



Based on these demographic and course breakdowns, MMSD's preparatory course Cohort 1 appeared to succeed at recruiting a higher proportion of targeted groups of historically disadvantaged students (namely students of color and English Language Learners), while cohorts 2 & 3 appeared to be less successful at recruiting higher proportions of students from historically-excluded backgrounds. This could be attributed to a shift in practice when MMSD expanded to larger grades and potentially eased some expectations aimed at recruiting particular demographics groups.

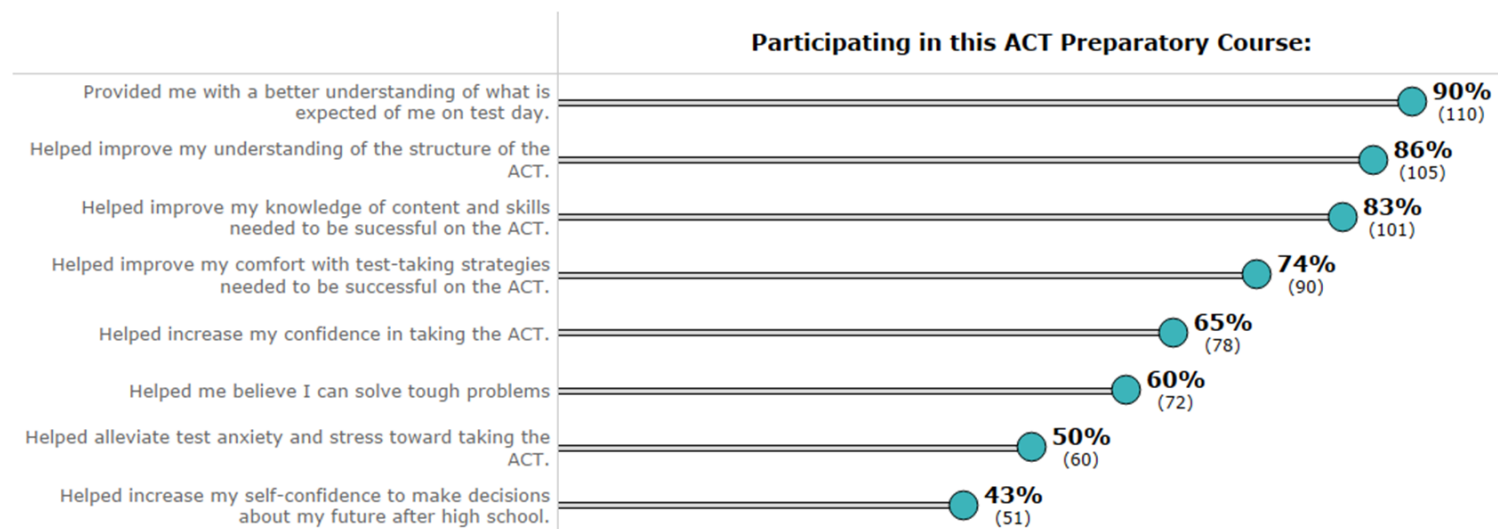
While these data represent the proportions of students electing to *participate* in the course, they do not represent *actual attendance* or *dosage of participation* in the preparatory course. Participating students were able to attend the course during live sessions or watch a recorded version; because the sessions were held live on Saturdays, anecdotal evidence suggests that many students were unable to attend synchronously due to work and/or other conflicts. Therefore, the actual attendance rate of participants, and therefore their dosage of preparatory material received, is unknown.

**Question 2: How did students' experiences in the ACT Prep program's initial cohort(s) influence non-standardized outcomes, such as student confidence and self-efficacy with standardized testing?**

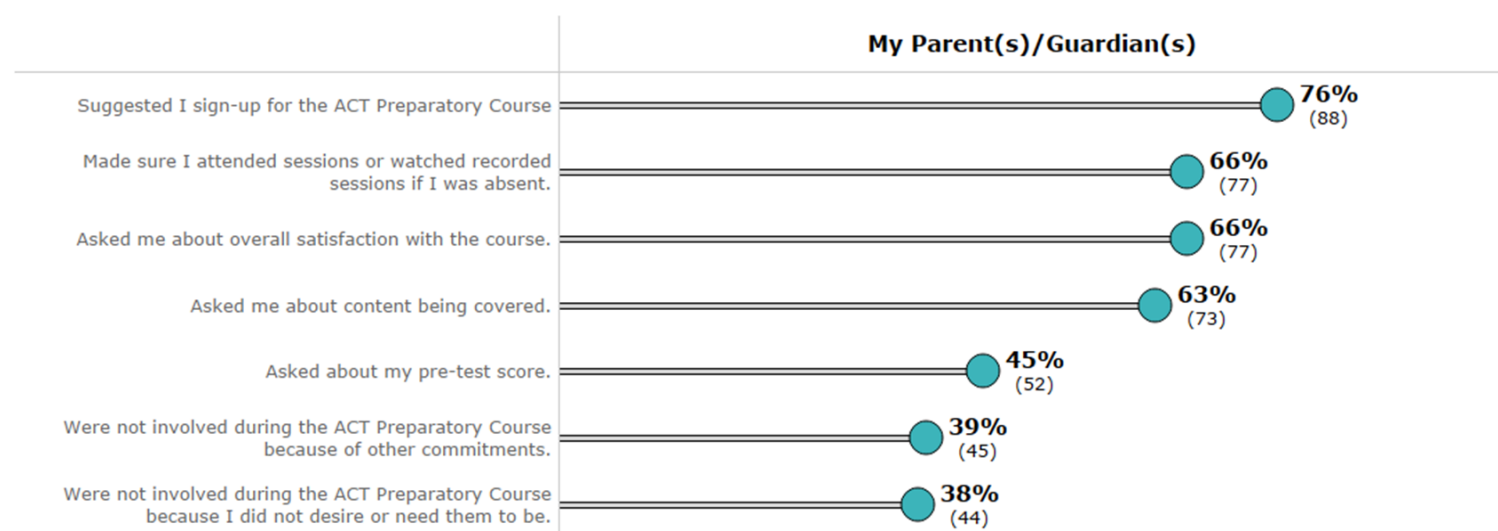
R&I administered a survey to all three cohorts upon completion of the preparatory course. The survey was administered via email and only a relatively small number of students responded to the survey (n= 156, or around 26% of all cohort students). The demographic makeup of respondents mostly mirrored cohort participants, but Asian and ELL students were disproportionately overrepresented in surveys, while Black students were disproportionately underrepresented. Response rates were low but increased slightly for the later cohorts. It is possible that the timing of some of the survey administrations limited response rates. Nonetheless, responses to the survey may be investigated to glean limited understanding of and improve upon student experiences, while recognizing that they may not be representative of the entire population of student participants.

Among respondents to the survey, the most positive responses pertained to students' belief that the course helped prepare them for the content, structure, expectations, and test-taking strategies for the ACT assessment. Student responses were less positive in terms of whether participating in the course helped their belief in their ability to solve tough problems, test-taking anxiety, and their confidence regarding their post-secondary plans. Also, we were interested in the role of parent/guardian involvement to begin to understand familial influence. Participants showed a very positive response to having a parent/guardian encouraging participation in the ACT prep course. Figures 5 & 6 on the following page display the percent of cohort 1-3 survey respondents agreeing or strongly agreeing with the statements below.

**Figure 5:** Closed-ended Survey Responses, ACT Preparatory Course



**Figure 6:** Closed-ended Survey Responses, Parent/Guardian Involvement



The survey also asked students about the role that their parent(s)/guardian(s) played in their participation in the ACT course, with the majority of student responses suggesting a high level of parental engagement. Most respondents indicated that their family members suggested they sign up for the course (76%), attend sessions (66%), and asked about the overall course and content being covered (66% & 63%). About half of respondents agreed that their parents asked about the course content and overall student satisfaction. Forty-one percent of students said their parents/guardians were not involved. The graph below displays the percent of survey respondents agreeing with the statements about their parent/guardian involvement.

### Question 3: What is the impact of the virtual MMSD ACT Prep program on the initial cohort(s) students' ACT scores and postsecondary outcomes (e.g. enrollment, scholarship attainment)?

The first phase of this evaluation and this document, in particular, focuses on the first two research questions. However, this snapshot provides some brief, initial insights into early analysis of this third research question by displaying pre- and post-results on the vendor administered assessment and early descriptive results on the ACT for prep course participants (see **Appendix**).

Firstly, Cambridge Education Services has released results of the pre- and post-skills tests administered to participants that enable an early look at students' growth. In the first three cohorts, approximately a quarter of participants (154 out of the 602 students) took the pre and post 70-minute Accelerated Skills Recovery Assessment to allow for a comparison of their scores, around 60% of whom showed growth in their scores.

Of those students who showed gains in their scores, their average gain was 2.1 ACT Predictive Points. To provide context, the ACT released a research memo indicating expected changes in ACT composite scores based on hours completed in the ACT online preparatory course. The memo stated, "The ACT online preparatory course found a 1-point composite score increase per 120 hours completed." The T-Test results revealed a **p-value of 0.5541**, which indicated the difference in pre and post scores are not statistically significant. However, it is important to note, these assessments do differ from the actual ACT, only focus on English and Math, and scores are only reflective of students who completed both assessments. Additionally, these data help MMSD understand and make decisions about who is best suited to participate and receive the maximum value-added, how students participate, and the minimum number of hours of participation. While these data assist with the organizational conceptualization, the lack of statistical significance does not infer conclusions about the effectiveness of the course.

In addition to data provided by the program's vendors, this document provides a brief overview of ACT scores for 11th grade students *on or after* March 1st. Tables 3 & 4 **in the Appendix** show average ACT 11 scores for 11th grade students in Cohorts 1 & 2 (who took the prep course *before* taking the ACT 11).

Looking ahead, R&I will continue to analyze *all* ACT and Pre-ACT scores to explore and answer the third research question in an attempt to evaluate the impact of the ACT prep course on assessment outcomes. R&I will utilize more sophisticated models to hone in on impact (or lack thereof) of the ACT prep score on assessment scores.

Additionally, it may be helpful to examine the value-added of this preparatory course and pose the question, "**Which students benefit most from this ACT preparatory course?**" to understand the extent to which participation is a good use of time and resources for students in certain score ranges, or whether efforts should be more focused on understanding academic concepts that may be included

on ACT. Based on contemporary literature, it appears that students who are between the composite score range of 24 - 30 receive the most value-added for a 1-point increase.

## **Question 2: Other Student Feedback Around the Student Experience**

The surveys from cohorts 1-3 also elicited qualitative responses from student participants. The questions that were asked were:

1. What about this course could be improved?
2. What about this course was most helpful to you?
3. Would you recommend this course to your peers? Why or why not?

As previously mentioned with the close-ended responses, the response rate was low; however, responses that were captured may serve as a guide for areas of improvement and what worked well for the students. The R&I team examined the qualitative responses for common themes.

### **Question 1 - *What about this course could be improved?***

When asked about improvements to this course, two themes emerged: Pace and Engagement

#### **Pace**

Several students mentioned that the pace of the course was too fast and was difficult for them to learn that quickly. Conversely, other students mentioned the pace being too slow and wanting to move through content more expeditiously and with peers of their same level (i.e. advanced learners with only other advanced learners).

#### **Engagement**

A majority of the student respondents were unsatisfied with the level engagement from their instructor. Many felt the sessions were structured in a manner that limited peer-to-peer interaction and didn't include various learning modalities. The virtual student participants highlighted the need for more breakout rooms and the in-person students wanted to engage with material that wasn't always presented "at" them.



## **Question 2 - *What about this course was most helpful to you?***

When asked about what was helpful about this course, two themes emerged: Test Taking Strategies and Test Structure.

### **Test Taking Strategies**

Students really appreciated the robustness of strategies that were covered to help navigate various issues they may encounter. Prior to taking the course, several students felt uneasy about the ACT because they weren't good test takers, but the uneasiness was minimized after they learned numerous tools and strategies.

### **Test Structure**

Perhaps the biggest and most prevalent hurdles for students were "what does the actual test look like?" and "what is on it?". By participating in this course, students were exposed to the test structure and the test sections. Respondents highlighted how they appreciated being privy to such information and how more prepared they felt as such. Time management was mentioned a few times; yet, in the context of having an increased understanding of the standardized test.

## **Question 3 - *Would you recommend this course to your peers? Why or why not?***

When asked if they would recommend this course to their peers, one theme emerged: Preparation

Just about all students responded "Yes" to this question. Though the ubiquitous phrase used by students to provide further context was "It was helpful," it is clear that students found the course helpful because they felt better prepared.

## **Next Steps in Analyzing the MMSD ACT Preparatory Course**

The R&I team will continue to work with district leaders to utilize these data and results to understand improvement to this and other programs to support students' transition to post-secondary. This work is particularly important for those students from backgrounds underrepresented in post-secondary institutions, and particularly at institutions such as Madison College, which enrolls the majority of MMSD graduates who go on to pursue higher education.

In addition, R&I will continue its analysis of the ACT preparatory course in the next phase of the analysis by providing more detailed analysis of ACT and Aspire scores from the 2021-22 school year.

## Appendix

### Average ACT scores for Cohorts 1 & 2 Participants

**Please note:** These summary data do ***not*** answer the third research question but simply provide quick summary statistics on participants from the first two cohorts (cohorts that would have occurred *before* the state testing date). Participants from the third cohort are not represented in the data below, as these students took the course *after* the state testing day. The purpose of the tables below is to provide an initial look at how MMSD 11th grade students performed on the ACT 11 in 2021-22.

The tables below show the average ACT Composite scores, as well as average subtest scores in English, Math, and Reading. The tables only show assessment data from ACT tests taken after March 1, 2022 (to only show scores that occurred after Cohorts 1&2).

**Table 3:** Average ACT 11 Composite & English Scores by ACT Course Participation (Cohorts 1 & 2)

|                                  | <b><i>Average Composite Score</i></b> | <b><i>Average English Score</i></b> |
|----------------------------------|---------------------------------------|-------------------------------------|
| <b>Demographic Group</b>         | <b>Cohort 1/2 Participant</b>         | <b>Cohort 1/2 Participant</b>       |
| <i>Asian</i>                     | <b>20.6</b>                           | <b>19.4</b>                         |
| <i>Black or African American</i> | <b>16.7</b>                           | <b>15.5</b>                         |
| <i>Hispanic/Latino</i>           | <b>20.6</b>                           | <b>19.4</b>                         |
| <i>Multiracial</i>               | <b>21.0</b>                           | <b>19.7</b>                         |
| <i>White</i>                     | <b>23.2</b>                           | <b>22.6</b>                         |
| <i>Low-income Background</i>     | <b>18.4</b>                           | <b>17.2</b>                         |
| <i>Special Education</i>         | <b>15.4</b>                           | <b>13.8</b>                         |
| <i>English Language Learner</i>  | <b>19.9</b>                           | <b>18.5</b>                         |

**Table 4:** Average ACT 11 Math & Reading Scores by ACT Course Participation

|                                  | <b><i>Average Math Score</i></b> | <b><i>Average Reading Score</i></b> |
|----------------------------------|----------------------------------|-------------------------------------|
| <b>Demographic Group</b>         | <b>Cohort 1/2 Participant</b>    | <b>Cohort 1/2 Participant</b>       |
| <i>Asian</i>                     | <b>20.7</b>                      | <b>21.4</b>                         |
| <i>Black or African American</i> | <b>16.2</b>                      | <b>18.1</b>                         |
| <i>Hispanic/Latino</i>           | <b>19.4</b>                      | <b>21.9</b>                         |
| <i>Multiracial</i>               | <b>20.3</b>                      | <b>22.1</b>                         |
| <i>White</i>                     | <b>22.0</b>                      | <b>24.7</b>                         |
| <i>Low-income Background</i>     | <b>18.0</b>                      | <b>19.1</b>                         |
| <i>Special Education</i>         | <b>16.1</b>                      | <b>15.7</b>                         |
| <i>English Language Learner</i>  | <b>19.4</b>                      | <b>20.5</b>                         |

## Restraint and Seclusion: Data Report for 2021-2022 School Year

[Wisconsin State Statute 118.305](#) regulates the use of restraint and seclusion in the school setting and also establishes reporting requirements related to individual incidents of restraint and seclusion ([DPI Link](#)). Annually by October 1st, the Principal of each school or their designee are required to submit the following to the Board of Education; this report is also completed annually by December 1st and submitted to the state superintendent:

- The number of incidents of physical restraint and seclusion
- Total number of pupils involved in the incidents
- The number of children with disabilities involved in the incidents

| Level                            | Number of Students Involved | Number of Students with Disabilities Involved | Incidents of Restraint | Incidents of Seclusion | Incidents of Seclusion and Restraint | Total*      |
|----------------------------------|-----------------------------|-----------------------------------------------|------------------------|------------------------|--------------------------------------|-------------|
| <b>Elementary School</b>         | 104                         | 78                                            | 154                    | 78                     | 190                                  | <b>422</b>  |
| <i>Full Prior Year (2020-21)</i> | 43                          | 31                                            | 72                     | 22                     | 66                                   | 161         |
| <b>2018-19</b>                   | 269                         | 181                                           | 813                    | 918                    | -                                    | <b>1261</b> |
| <b>Middle School</b>             | 22                          | 21                                            | 22                     | 7                      | 24                                   | <b>53</b>   |
| <i>Full Prior Year (2020-21)</i> | 2                           | 2                                             | 2                      | -                      | -                                    | 2           |
| <b>2018-19</b>                   | 40                          | 33                                            | 86                     | 61                     | -                                    | <b>106</b>  |
| <b>High School</b>               | 5                           | 4                                             | 9                      | 1                      | 1                                    | <b>11</b>   |
| <i>Full Prior Year (2020-21)</i> | -                           | -                                             | -                      | -                      | -                                    | 0           |
| <b>2018-19</b>                   | 15                          | 14                                            | 39                     | 36                     | -                                    | <b>53</b>   |
| <b>Total</b>                     | <b>131</b>                  | <b>103</b>                                    | <b>185</b>             | <b>86</b>              | <b>215</b>                           | <b>486</b>  |
| <i>Full Prior Year (2020-21)</i> | 45                          | 33                                            | 74                     | 22                     | 66                                   | 163         |
| <b>2018-19</b>                   | <b>324</b>                  | <b>228</b>                                    | <b>938</b>             | <b>1015</b>            | -                                    | <b>1420</b> |

\*Total is number of incidents = (# of Restraints + # of Seclusions) - Incidents that involve Restraint AND Seclusion

## District-Wide Data

- o **0.005%** (131 students out of 25432) of the MMSD student population experienced restraint and/or seclusion during the 2021-22 school year.
- o **0.02%** (103 out of 4802) of students with disabilities experienced restraint and/or seclusion.
- o Elementary schools reported more incidents of restraint (154), seclusion (78) seclusion & restraint (190) than either middle schools (22 incidents of restraint, 7 incidents seclusion, 24 incidents of seclusion and restraint) or high schools (9 incidents of restraint, 1 incidents of seclusion and 1 incident of seclusion and restraint).
- o The percentage of all students who were physically restrained or secluded was highest at the elementary level (0.009% of all students). The percentage of students who were physically restrained or secluded was lower at the middle level (0.004% of all students) and at the high school level the number was the lowest (0.0007% of all students).
- o The percentage of all students with disabilities who were physically restrained or secluded was also highest at the elementary level was 0.04% or 78 students. The percentage of students with disabilities who were physically restrained or secluded at the middle school level was 0.02% or 21 students, and the percentage at the high school levels was 0.003% or 4 students.

## Conclusions and Interpretation of the Data

When reviewing restraint and seclusion data for the 2021-22 school year, the district must compare totals to the 2018-19 school year, rather than the prior year data reported in the table above. This is because the district was in Phase one of our pandemic response for the majority of that prior year, which was 2020-21. Phase I of the pandemic response consisted of primarily virtual educational services for the majority of scholars. Therefore, 2020-21 does not represent a comparison year.

The last school year representing a true comparison year was 2018-19. This is because the last quarter of the 2019-20 school year was virtual for all scholars. The 2018-19 school year numbers are included in the table above, with the exception of the number of incidents in which scholars were both restrained and secluded. For the 2018-19 school year, data were not disaggregated with the particular information, so the numbers are not available to provide. We can, however, analyze the other data points in **comparing the 2018-19 and 2021-22** school year in terms of our staff training and responses to scholars who are having challenges meeting the behavior expectations in our schools.

***\*Total incidents of restraint and seclusion reduced by 65.8% (down from 1420 in 2018-19 to 486 in 2021-22), which is a reduction of 934 incidents) overall. Total incidents were reduced at the elementary level by 66.6% (down from 1261 to 422), which is a reduction by 839 incidents. Incidents at the middle school level were reduced by 50% (down from 106 to 53). At the high school level, there were nearly 80% fewer incidents ( down from 53 to 11).***

***The significant reduction of incidents from 2018-19 to the 2021-22 school year is highly encouraging. As in the past, the majority of restraints and seclusions occurred at the elementary level.***



## **Current Efforts to Ensure Appropriate Use of Restraint and Seclusion**

1. The District transitioned from its Crisis Management Intervention (CMI) training program to Nonviolent Crisis Intervention (NVCI) training program (second semester of 2017-18 school year). The transition was an effort to provide staff with the highest quality and nationally recognized strategies/procedures. NVCI also significantly improves the accessibility of our training to reach more staff who can benefit from proactive, prosocial and trauma-informed intervention strategies and techniques. All newly hired special education teachers and student services professionals are required to successfully complete Nonviolent Crisis Intervention training prior to using restraint or seclusion.
2. All special education teachers and student services professionals are required to recertify in Nonviolent Crisis Intervention every two years.
3. Additional consultation has been provided to schools and programs with the highest use of restraint and seclusion. Follow-up training focusing on individual students and school practices has been provided as necessary.
4. Additional data reports have been developed to aid school Principals with data reviews regarding restraint and seclusion (including risk ratios, weekly and monthly incidents/counts)
5. The Special Education Administration Team reviews restraint and seclusion data monthly to assess school trends; identifying schools with higher or lower/no incidents. This forms the basis for their monthly or bi-weekly School Principal meetings.
6. Assistant Directors for Special Education and 504 will review data with each of the Principals in their respective area of responsibility and discuss means by which restraints and seclusion can be reduced through greater emphasis on preventative practices and/or programming changes.
7. If/when Student Services personnel suspect potentially inappropriate usage of restraint and/or seclusion or when there are zero instances, the District will conduct investigations and, where appropriate, require corrective action to ensure the inappropriate practice(s) do not recur. The District will continue that practice to ensure appropriate use of restraint and seclusion.

## **Purpose of NVCI Training**

Wisconsin statute 118.305 mandates that training in the use of restraint and seclusion is required for any school staff member prior to using physical restraint or seclusion. MMSD's Nonviolent Crisis Intervention (NVCI) training is designed to assist staff in learning how to effectively prevent emotional and behavioral escalation as well as assist a person who has already escalated. Stages of emotional and behavioral escalation are described, and each stage is paired with a positive action plan for educators and teams to prevent escalation or support an already escalated individual to de-escalate. The content emphasizes proactive interventions and supports State of Wisconsin legal requirements, MMSD guidelines, and appropriate restraint and seclusion techniques.

## **Mandated Staff for NVCI Training**

*Employees in the following job categories MUST complete the NVCI training prior to employment, or at the earliest possible time after employment begins.*

- Building Administrator
- Behavior Interventionist or Behavioral Education Assistant (BEA)
- Psychologist
- Social Worker
- Speech/Language Clinician
- Occupational & Physical Therapist
- VI and DHH Teacher and staff
- Special Education Teacher
- Special Education Assistant
- Substitute Special Education Assistant
- Professional-Instructional (PR-Is) Instructional Coach
- Security Assistant
- Nurse and Nurse's Assistant

### **Initial NVCI Training**

This training is designed for staff who have not had prior training in NVCI or their training has expired. The course is a blended training, consisting of three components: Online Modules, facilitated/zoom mtg and the in person physicals training. The online modules are self-paced and take about 2-3 hours to complete. The facilitated/zoom portion is scheduled for 1.5 hours. The in person physical skills instruction and practice portion is scheduled for 2 hours.

| Components           | Format                  | Time Commitment |
|----------------------|-------------------------|-----------------|
| Modules              | Self paced-asynchronous | 2-3 hours       |
| Facilitated Learning | Synchronous-Zoom        | 1.5 hours       |
| Physicals Skills     | Synchronous-In Person   | 2 hours         |

### **Recertification Training**

This training is designed for staff who are current and set to expire with NVCI training. The course is a blended training, consisting of three components: Online Modules, facilitated/zoom mtg and the in person physicals training. The online modules that are self-paced take about 2-3 hours to complete. The facilitated/zoom portion is scheduled for 1 hour. The in person physical skills instruction and practice portion is scheduled for 2 hours. In MMSD staff are required to be recertified every 2 years.

| Components           | Format                  | Time Commitment |
|----------------------|-------------------------|-----------------|
| Modules              | Self paced-asynchronous | 2-3 hours       |
| Facilitated Learning | Synchronous-Zoom        | 1 hours         |
| Physicals Skills     | Synchronous-In Person   | 2 hours         |

## Current Data

|                                                                            |     |
|----------------------------------------------------------------------------|-----|
| Staff who are currently Active and will not need training this school year | 662 |
| Staff needing recert in the 22-23 SY                                       | 358 |
| Staff needing initial training in the 22-23 SY                             | 273 |

\*90% of staff who need training are in progress - data as of 9/28/22

## Training Management and documentation

- Utilizing Talent portal to manage training documentation and completion. This system is updated by HR to ensure our most up to date information on new hires and transfers.
- Working with individual school administrators getting updates on hirings/vacancies that may not have been completely processed through HR.
- Administrators and/or individuals tasked by schools to schedule NVCI training, are given access to individual school lists that outline staff status and expiration dates. This ensures that all schools know who their trained staff are and who are available to respond to student needs.

## Scheduling

- Administrators were offered times this summer to meet and schedule their schools. This allowed for NVCI training to be built into their PD plans- and school calendar.
- Schools are being offered a variety of training options for staff who have flexibility in their schedules. i.e. before school trainings, during the school day trainings, after school trainings, and PD days.
- All remaining schools were contacted this Fall to meet with Bre and Greg and schedule their school teams and most are in process to get their teams scheduled.
- School based team training allows for working together as the cohort that would respond to escalating behavior.
- Training as a school team also removes the barriers of transportation needs and differing school start and end times
- After school options are currently offered to schools with minimal amounts of staff needing training. In addition, those staff also have the option to join training in other school buildings during contract time. Hourly Staff are paid their hourly rate and contract staff are paid at the professional development rate of \$25/hr. Funding is provided through Student Services.
- Last year staff were offered weekend training and staff did not utilize that offering.
- This comprehensive list outlines schools status in regards to scheduling, current number of staff who are active and staff who require training this year.

[NVCI Staff](#)

[Status/scheduling list by school](#)

## Recommendations for training all staff in the verbal de escalation modules

- Look at data to prioritize struggling schools and have the entire staff complete the online modules as well as facilitated training. This will ground schools in work around verbal de escalation.
- Train new trainers whose role would focus solely on the verbal de escalation components of the training.
- Offer summer time to complete the training, Welcome Back, etc.
- Components would include Modules and Facilitated component

### **Critical consideration**

- High incidence of restraint at elementary level
- Some buildings have a large number of new staff

### **Barriers to implementation**

- There are limited available times that staff are available to be trained which include PCT Mondays and limited PD days.
- Staff are assigned to take part in other district initiatives that also take place on PCT Mondays, PD days, etc. This creates a conflict and makes fewer opportunities to train.
- Staff not completing required online modules due to time constraints which then makes them unable to attend the zoom portion of training.
- Staff burnout of professional development
- Lack of subs limiting options for staff to train during the day. In previous years staff were able to sign up for training on a given day and subs were allocated. This allowed for more options as it could occur outside of the structured PD/PCT times.



# Behavior Education Plan

Annual Data Summary ~ 2021-2022



## Overview

The Behavior Education Plan (BEP), a restorative and progressive approach to school discipline has three goals; this Weekly Update provides a summary of our progress toward those goals in 2021-2022 school year.

### Goal #1

Increase the number of students, families, and staff who feel safe and a sense of belonging

As measured by:

- The annual climate survey

### Goal #2

Improve the successful development of:

- Foundational practices and integration into school-wide systems
- Effective use of intervention

As measured by:

- Self-assessment data
- Intervention documentation

### Goal #3

Reduce the disproportionality in use of exclusionary practices, including suspensions for African-American students and students with disabilities

As measured by:

- Suspension data

## Goal #1: Safety & Belonging

With the return to in-person instruction for the 2021-22 school year, the Department of Student and Staff Support and Research and Innovation partnered on a student culture and climate survey for students in grades 3-12. The fall survey was truncated and optional for schools; the spring administration probed further into student perceptions of culture and climate.

Though nearly twice as many students completed the survey in the spring, our sample was not representative of our student population. Regardless, we must recognize that in all demographic groups and at all grade levels we have scholars who do not feel they belong at school. Below we report on the climate survey metrics, specific to the student groups identified as a focus of the BEP: Black students and students with disabilities.

| Student Group                                             | Spring % | <div><div>Strongly agree</div><div>Agree</div><div>Disagree</div><div>Strongly disagree</div></div> |             |             |             |
|-----------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
|                                                           |          | <div></div>                                                                                         | <div></div> | <div></div> | <div></div> |
| Students Feel they Belong at School - Data by Grade Level |          |                                                                                                     |             |             |             |
| All scholars; grades 3-12                                 | 74%      | <div><div>20%</div><div>54%</div><div>18%</div><div>8%</div></div>                                  |             |             |             |
| Elementary school scholars; grades 3-5                    | 80%      | <div><div>35%</div><div>45%</div><div>13%</div><div>6%</div></div>                                  |             |             |             |
| Middle school scholars; grades 6-8                        | 69%      | <div><div>11%</div><div>58%</div><div>22%</div><div>10%</div></div>                                 |             |             |             |
| High school scholars; grades 9-12                         | 72%      | <div><div>11%</div><div>61%</div><div>21%</div><div>6%</div></div>                                  |             |             |             |

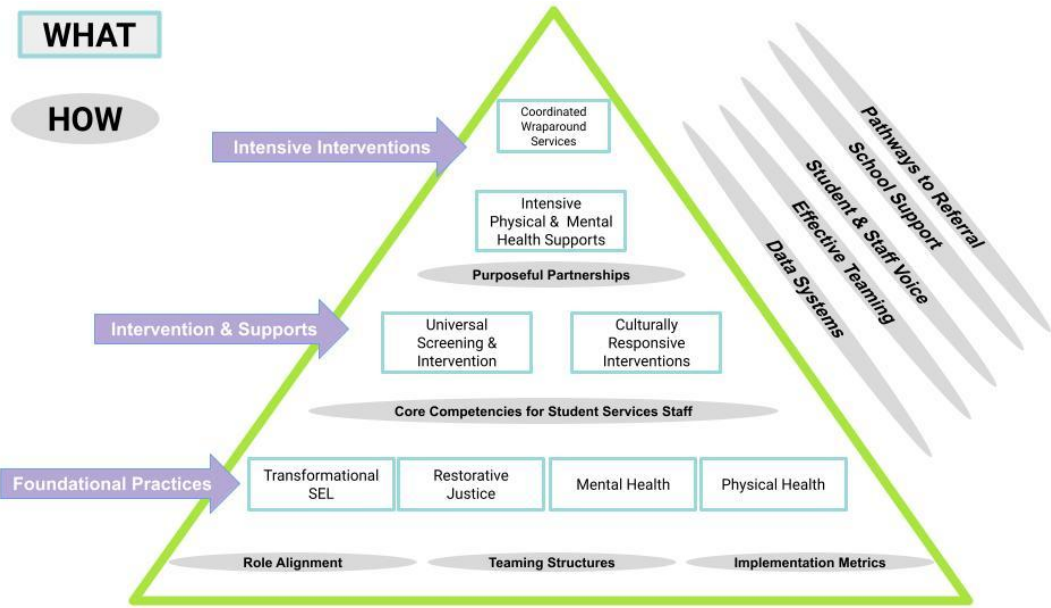
| Students Feel they Belong at School - Centering our Black Scholars       |     |                                                                     |  |
|--------------------------------------------------------------------------|-----|---------------------------------------------------------------------|--|
| Black scholars; grades 3-12                                              | 62% | <div><div>18%</div><div>44%</div><div>22%</div><div>15%</div></div> |  |
| White scholars; grades 3-12                                              | 77% | <div><div>22%</div><div>55%</div><div>17%</div><div>6%</div></div>  |  |
| Students Feel they Belong at School - Centering our Scholars with an IEP |     |                                                                     |  |
| Scholars with an IEP; grades 3-12                                        | 72% | <div><div>23%</div><div>49%</div><div>16%</div><div>12%</div></div> |  |
| Scholars with no IEP; grades 3-12                                        | 75% | <div><div>20%</div><div>54%</div><div>18%</div><div>7%</div></div>  |  |

**Goal #2: Improve Development of Foundational Practices & Intervention Systems**

Implementation Data & Intervention Systems

In our last report to the Board of Education, we reported on our progress and themes using the data gathered through culture and climate visits. Consistently, schools reported that pandemic-related challenges impacted their ability to develop and sustain systems (e.g. teaming, data use) and implement foundation practices (e.g. restorative justice, transformational social emotional learning).

In 2022-2023, we are placing a greater emphasis on sustaining our focus: systems development (how), foundational practices (what), and collection and understanding of implementation data. With an intentional focus on disrupting disparities and building sustainable systems, School Improvement Plans clearly articulate a school's approach to culture and climate and provide an opportunity for reflection, collaboration, and future planning. The following visual summarizes the critical systems and foundational practices we are prioritizing this year.





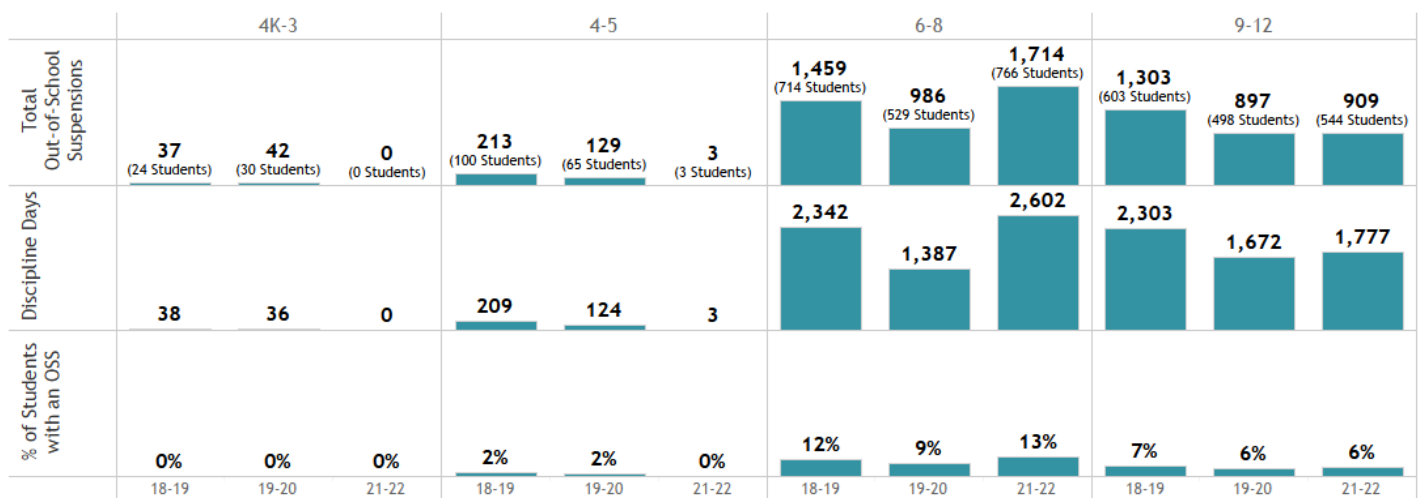
## Alternatives to Suspension

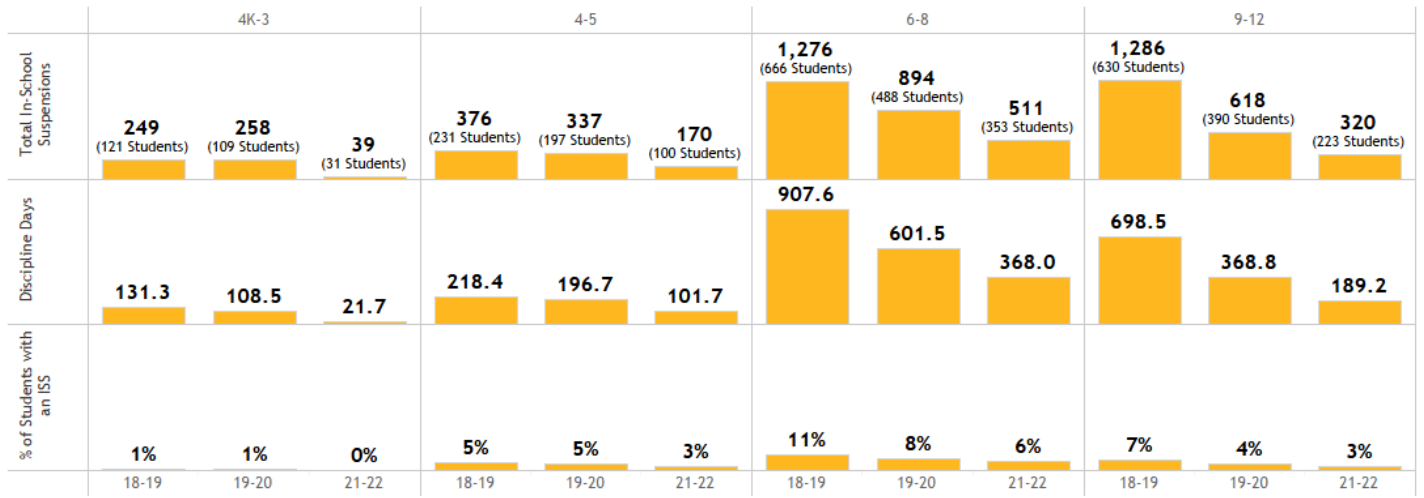
We use eduClimber to track a range of responses to behavior that do not involve exclusion. Since 2019-20, we have been collecting district-wide data and reporting to the Board on the use of Alternatives to Suspension, an option that was introduced in the 2019-20 BEP for Level 3 behaviors; in 20-21, the Board expanded the permissible use of this approach. Schools must adopt plans for certain behaviors, and may adopt plans for others.

Over the course of the 21-22 school year, there were 225 documented uses of Alternatives to Suspension, for 183 different students. Alternatives to suspension have been used primarily for swearing at staff (125 uses), and also for excessive physical aggression/fighting (46 uses). We monitor this data closely to be sure that this response is being offered equitably; in the 21-22 school year, Black/African-American students received 48% of OSS and 52% of Alternatives to Suspension; students with disabilities received 34% of OSS and 49% of Alternatives to Suspension.

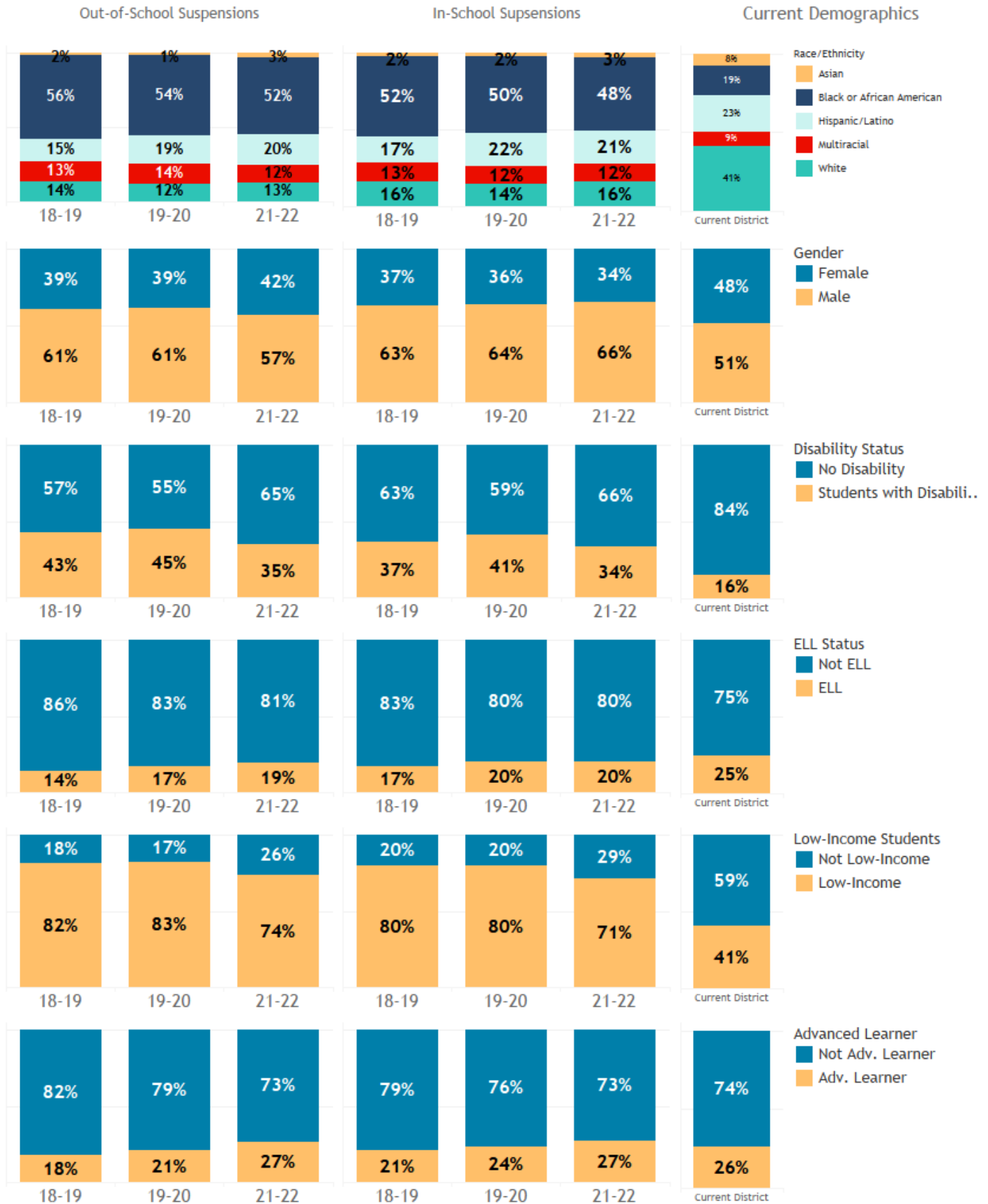
## GOAL THREE: REDUCE DISPROPORTIONALITY

The first set of graphics below show Out-of-School Suspension (OSS) and In-School Suspension (ISS) data for all of the 2021-22 school year, as compared to prior years. The first and second charts, showing OSS and ISS data, also includes overall rates of OSS and ISS for the past three years (the percentage of students who received one or more OSS and ISS during the school year). The third set of graphics on the next page shows disproportionately with respect to overall incidents, OSS, and ISS, by race/ethnicity, gender, disability status, ELL status, low-income status, and advanced learner status.





## Behavior Education Plan Update: Disproportionality (Full Year Comparison)



## Critical Actions in 2022-2023

- Convene a cross-functional team responsible for **(re)defining our vision for culture and climate** in MMSD and identifying a 3-5 year intentional implementation plan including our approach to restorative justice
- Codify, articulate, and promote the **foundational practices and core competencies** critical in developing and maintaining a multi-tiered system of support for social emotional learning and mental health supports; align resources, professional development, school support, and data systems
- Collaborate with researchers to **study the impact of our foundational practices & core competencies** in disrupting disciplinary outcomes for our Black students and students with disabilities
- Target schools and staff for **Developmental Designs training** to promote cultural equity, social and emotional competencies, and academic excellence; revise approach to ensuring district-wide training for school-based staff across the district
- Develop and implement a plan to **train school staff in the Nonviolent Crisis Intervention** modules focused on prevention and de-escalation
- Pilot a new **elementary social emotional learning curriculum** focused on authentic relationships, student identity and voice, emotional regulation, empathy development, and the promotion of racial and social justice; begin curriculum adoption and/or development process for middle and high schools
- Select **tier two social emotional learning interventions**; purchase materials, train staff, refine documentation, data practices, plan for 2023 implementation
- In partnership with the culture and climate vision cross-functional team, make recommendations for changes to the Behavior Education Plan further **aligning our approach to discipline with our District values and evidence-based best practice**
- Continue to **implement targeted mental health supports and interventions** including Motivational Interviewing, universal screening & intervention, mental health navigation, Behavioral Health in Schools and School-based Wellness Centers