



WEEKLY UPDATE TO THE BOARD OF EDUCATION

January 12, 2023

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the next to last week of classes of our second quarter. Throughout this week, our students, staff, and families have remained diligent in their pursuit of transformative academic and co-curricular experiences. This pursuit is being demonstrated in many learning spaces, such as: classroom discussions; planning meetings for student organizations; arts performances; parent fundraisers; strategic planning forums; athletic competitions; and community celebrations. While our community presses towards embodying Abraham Lincoln's articulated quest "to form a more perfect union", our district contributes to this noble aim through our efforts to create learning spaces where all students, families, and staff can thrive.

This time of year, school districts across our nation reflect on the successes and challenges of the fall semester, while preparing for the upcoming spring semester. Many of us take this time to contemplate how we might work collaboratively to refine policies and practices which impact the acceleration of learning for all students. Our contemplation aligns with the concerns of Dr. Martin Luther King Jr. in his 1947 article in the Morehouse College school newspaper which cautioned against producing students who became "close minded, unscientific, illogical propagandists". As such, we must continue to embrace our district's core values in all of our actions: excellence, belonging, racial equity and social justice, voice, focus, and creativity. We live out these core values in our advocacy, interrogation of information, and respectful engagement of one another.

As we continue our journey towards equity and excellence, let's not forget what a privilege it is to serve our dynamic and diverse community. Together, we can achieve our goal of graduating all of our students ready for college, careers, and the community. We look forward to sharing more updates on our district's progress with you next week. Thank you for your ongoing support and partnership!

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS

- **How are we updating processes to prevent similar audit findings in the future?**
Please find attached the Madison Single Audit Report document that will show the corrective action plans put into place on pages 15-19.
- **Course Catalogs**
Standalone honors course information was included in the 9th grade course cards that were mailed out to scholars and families and is also included on Xello (an academic course planning app). The public-facing website catalog also included this information, however, staff needed to make minor adjustments late this morning in order to make the information easier to locate. Please find a copy of the course cards attached.

A QUESTION TO PONDER

- **How might our work as educators advance the cause of liberation?**
Please find the following article for review as we engage in this discussion:
 - [Carlton Jenkins: Schools should be the priority, not prisons](#)

OTHER INFORMATION

- **Weekly Metrics and Ops Recordings and Agendas:**
1.10.2023 Bi-Weekly Metrics Meeting this week—[Agenda](#) & [Recording](#)
- **Human Resource Update**
Please see the attached Human Resources update dated January 11, 2023, 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 updates for East High School. You can expect regular communications here about our progress with the referendum construction projects.
- **Update on Food and Nutrition**
Please see the attached memo for an update from the Food and Nutrition department.
- **Community Comments Relative to Jefferson Middle School Renaming**
Please see the attached document to review all the comments that were submitted relative to Jefferson Middle School renaming.

➤ **2022 Summer Semester Report**

As discussed, and a follow up from Monday's Instruction Work Group meeting, attached is the full Summer Semester report regarding its 2022 program implementation.

➤ **MMSD On-Track to Graduation Plan Report 2022**

As provided annually, attached is the On-Track to Graduation Plan Report. This report provides a summary of students who are included in this year's on-track to graduation plan (formerly known as DPI At Risk list) for the 2022-23 school year based on student data for the 2021-22 school year. We realized an exponential increase in numbers this year which we hypothesize may be due to an increase in test participation and in habitual truancy rates. While working on our annual evaluation, we discovered some data errors that may have impacted last year's report resulting in lower student numbers. We believe we have corrected these errors and will work to include additional analyses based on continued feedback from the Board of Education and improvements made to the plan.

➤ **Great Things Happening Around MMSD**

- [Gompers Elementary](#) celebrated the conclusion of their school-wide kindness retreat with a dance party!
- MMSD's Janet Dyer, Executive Director of MSCR, served as [Honorary Captain](#) at the Dec. 22 UW Women's Basketball game.
- This week, secondary students saw the return of lunchroom favorites, such as the [nacho bar](#) at East High School and [fresh fruit/veggie stands](#) at middle schools.
- Meet Madison [West's Alex Shaw](#) in this week's high school sports spotlight (WI State Journal).
- Two Memorial students are [finalists](#) for this year's WMSN Fox 47 News Madison MSG2Teens Safe Driving PSA contest.

OUR UPCOMING BOARD CALENDAR

- Wed., Jan. 18, 8 a.m. 2023 Joint State Education Convention
Wisconsin Center, Milwaukee
- Thurs., Jan. 19, 8 a.m. 2023 Joint State Education Convention
Wisconsin Center, Milwaukee
- Thurs., Jan 20, 5:15 p.m. Safety and Student Wellness Ad Hoc
Virtual
- Fri., Jan. 18, 8 a.m. 2023 Joint State Education Convention
Wisconsin Center, Milwaukee

- Mon., Jan. 23, 5 p.m. Operations Work Group
Virtual and in person for Board Members Only
- Wed., Jan. 25, 6 p.m. Student Senate
In Person
- Thurs., Jan 26, 5:15 p.m. Safety and Student Wellness Ad Hoc
Virtual
- Mon., Jan. 30, 6 p.m. Regular Board of Education Meeting
In person and virtual—Open to the public
- Tues., Jan. 31, 6 p.m. 2023 State of the District Address
East High School
- Fri., Feb. 3, 8 a.m. Board Retreat
TBD

ITEMS ATTACHED FOR INFORMATION

1. Madison Single Audit Report
2. 9th Course Req Card 23-24- West
3. 2023-24 Course Selection Card- 9th – Memorial
4. EHS 9th Grade Course Selection Card 2023-2024
5. Grade.09 (23-24)
6. Human Resources Update – January 11, 2023
7. Construction Update— East High School
8. Food and Nutrition Update
9. Jefferson Middle School Renaming Feedback
10. 2022 Summer Semester Report
11. MMSD On-Track Graduation Plan Report 2022

MADISON METROPOLITAN SCHOOL DISTRICT
Madison, Wisconsin

SINGLE AUDIT REPORT

June 30, 2022

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Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Education
Madison Metropolitan School District
Madison, Wisconsin

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Madison Metropolitan School District (the "District"), as of and for the year ended June 30, 2022 and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 14, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is reasonable possibility that a material misstatement of the District's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as items 2022-001 and 2022-002 that we consider to be significant deficiencies.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Madison Metropolitan School District's Responses to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The District's responses were not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the responses.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

The image shows a handwritten signature in black ink that reads "Wipfli LLP". The signature is written in a cursive, flowing style.

Wipfli LLP
December 14, 2022
Madison, Wisconsin

Independent Auditor's Report on Compliance for Each Major Federal and State Program and on Internal Control Over Compliance Required by Uniform Guidance and the State Single Audit Guidelines

To the Board of Education
Madison Metropolitan School District
Madison, Wisconsin

Report on Compliance for Each Major Federal and State Program

Qualified and Unmodified Opinions

We have audited Madison Metropolitan School District's (the "District"), compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* and the *State Single Audit Guidelines* that could have a direct and material effect on each of its major federal and state programs for the year ended June 30, 2022. The District's major federal and state programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Qualified Opinion on the Emergency Connectivity Fund (32.009)

In our opinion, except for the noncompliance described in the Basis for Qualified and Unmodified Opinions section of our report, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the Emergency Connectivity Fund (32.009) for the year ended June 30, 2022.

Unmodified Opinion on Each of the Other Major Federal and State Programs.

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its other major federal and state programs identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs for the year ended June 30, 2022.

Basis for Qualified and Unmodified Opinions

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the *State Single Audit Guidelines*, issued by the Wisconsin Department of Administration. Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal and state program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Matter Giving Rise to Qualified Opinion on the Emergency Connectivity Fund (32.009)

As described in the accompanying schedule of findings and questioned costs, the District did not comply with the requirements regarding Assistance Listing No. 32.009 Emergency Connectivity Fund as described in finding number 2022-004 for Activities Allowed or Unallowed.

Compliance with such requirements is necessary in our opinion, for the District to comply with the requirements applicable to that program.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal and state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, the *State Single Audit Guidelines*, issued by the Wisconsin Department of Administration, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal and state program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, *State Single Audit Guidelines* and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed other instances of noncompliance, which are required to be reported in accordance with the *State Single Audit* Guidelines and the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as items 2022-003 and 2022-005. Our opinion on the major federal and state program is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on the District's responses to the noncompliance findings identified in our compliance audit described in the accompanying schedule of findings and questioned costs. The District's responses were not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the responses.

Report on Internal Control Over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be material weaknesses and significant deficiencies.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or state program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2022-004 to be a material weakness.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal or state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2022-003 and 2022-005 to be significant deficiencies.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the District's responses to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. The District's responses were not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the responses.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and the *State Single Audit Guidelines*. Accordingly, this report is not suitable for any other purpose.

Wipfli LLP

Wipfli LLP
December 14, 2022
Madison, Wisconsin

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2022

Awarding Agency/ Pass-Through Agency/ Award Description	AL Number	Grant Identifying Number	Program or Award Amount	Passed through to Subrecipients	Receivable July 1, 2021	Adjustments	Receipts Grantor Reimbursements	Expenditures	Receivable June 30, 2022
U.S. Department of Agriculture									
Passed-through Wisconsin Department of Public Instruction									
Child Nutrition Cluster									
National School Breakfast Program 7/1/21 - 6/30/22	10.553	2022-133269-DPI-SB-546		N/A	\$ -	\$ -	\$ -	\$ 3,278,462	\$ 129,935
Total 10.553					-	-	3,278,462	3,408,397	129,935
National School Lunch Program - Donated Commodities 7/1/21 - 6/30/22	10.555	2022-133269-DPI-NSL-547		N/A	-	-	1,020,235	1,020,235	-
National School Lunch Program 7/1/20 - 6/30/21	10.555	2022-133269-DPI-NSL-547		N/A	8,639	-	8,639	-	-
7/1/21 - 6/30/22					-	-	8,720,862	9,006,109	285,247
Total 10.555					8,639	-	8,729,501	9,006,109	285,247
National School Lunch Area Eligible Snack Program 7/1/21 - 6/30/22	10.555	2022-133269-DPI-SK_NSLAE-561		N/A	-	-	126,967	126,967	-
Total 10.555					-	-	9,876,703	10,153,311	285,247
Summer Food Service Program for Children 7/1/20 - 6/30/21	10.559	2022-133269-DPI-SFSP-561		N/A	-	952,976	967,717	14,741	-
7/1/21 - 6/30/22					-	-	428,566	521,010	92,444
Total 10.559					-	952,976	1,396,283	535,751	92,444
Fresh Fruit and Vegetable Program 10/1/20 - 6/30/21	10.582	2021-133269-FFVP-376	38,199	-	38,199	-	38,199	-	-
7/1/21 - 9/30/21		2022-133269-DPI-FFVPJULPUB-594	38,375	-	-	-	30,191	30,191	-
10/1/21 - 6/30/22		2022-133269-DPI-FFVPOCTPUB-376	242,625	-	-	-	172,509	221,385	48,876
Total Fresh Fruit and Vegetable Program					-	-	240,899	251,576	48,876
Total Child Nutrition Cluster					-	999,814	14,792,347	14,349,035	556,502
Child and Adult Care Food Program 7/1/20 - 6/30/21	10.558	2022-133269-DPI-AR-566		N/A	-	131	131	-	-
7/1/21 - 6/30/22					-	-	29,267	31,347	2,081
Total Child and Adult Care Food Program					-	131	29,398	31,347	2,081
Total Passed-through Wisconsin Department of Public Instruction					-	999,945	14,821,744	14,380,382	558,583
Direct									
Farm to School Grant Program 7/1/20 - 6/30/21	10.575	CN-F2S-IMPL-20-WI	768		768		768		-
7/1/21 - 6/30/22			88,965		-		30,059	33,736	3,677
Total Farm to School Grant Program					-	768	30,827	33,736	3,677
Total U.S. Department of Agriculture					-	1,000,713	14,852,572	14,414,119	562,260

The accompanying note is an integral part of the schedule of expenditures of federal awards.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2022

Awarding Agency/ Pass-Through Agency/ Award Description	AL Number	Grant Identifying Number	Program or Award Amount	Passed through to Subrecipients	Receivable July 1, 2021	Adjustments	Receipts Grantor Reimbursements	Expenditures	Receivable June 30, 2022
U.S. Department of Education									
Passed-through Wisconsin Department of Public Instruction									
Title I Grants to LEA									
ESEA Title 1A Basic	84.010	2022-133269-DPI-TIA-141	\$ 2,329,390	-	\$ 2,329,390	\$ -	\$ 2,329,390	\$ -	\$ -
7/1/20 - 6/30/21			5,523,271	-	-	-	3,192,015	4,882,246	1,690,231
7/1/21 - 6/30/22				-	-	-			
Total ESEA Title 1A Basic				-	2,329,390	-	5,521,405	4,882,246	1,690,231
Title 1D Delinquent LEA									
7/1/20 - 6/30/21	84.010	2022-133269-DPI-TID-144	38,504	-	38,504	-	38,504	-	-
7/1/21 - 6/30/22			68,980	-	-	-	28,038	86,660	58,622
Total Title 1D Delinquent LEA				-	38,504	-	66,542	86,660	58,622
Total Title 1 Grants to LEA				-	2,367,894	-	5,587,947	4,968,906	1,748,854
Special Education Cluster									
Special Education Grants to States-IDEA Flow-through									
7/1/20 - 6/30/21	84.027	2022-133269-DPI-FLOW-341	945,253	-	945,253	-	945,253	-	-
7/1/21 - 6/30/22			10,384,591	-	-	-	4,031,128	4,901,805	870,677
Total IDEA Flow-through				-	945,253	-	4,976,381	4,901,805	870,677
Individuals with Disabilities Education Act/American Rescue Plan Act of 2021									
7/1/21 - 6/30/22	84.027X		1,330,566	-	-	-	-	1,330,566	1,330,566
Total IDEA Flow-through				-	-	-	-	1,330,566	1,330,566
Special Education Preschool Grants									
7/1/20 - 6/30/21	84.173	2022-133269-DPI-PRESCH-347	57,799	-	57,799	-	57,799	-	-
7/1/21 - 6/30/22			226,424	-	-	-	59,725	67,618	7,893
Total Special Education Preschool Grants				-	57,799	-	117,525	67,618	7,893
Individuals with Disabilities Education Act/American Rescue Plan Act of 2021									
7/1/21 - 6/30/22	84.173X		150,860	-	-	-	-	134,216	134,216
Total Special Education Preschool Grants				-	-	-	-	134,216	134,216
Total Special Education Cluster				-	1,003,052	-	5,093,905	6,434,205	2,343,352
Career and Technical Education-Basic Grants to States									
Basic Vocational Education Grant- Carl Perkins Formula Alloc									
7/1/20 - 6/30/21	84.048	2022-133269-DPI-CTE-400	104,345	-	104,345	-	104,345	-	-
7/1/21 - 6/30/22			216,966	-	-	-	69,567	216,636	147,069
Total Career and Technical Education-Basic Grants to States				-	104,345	-	173,912	216,636	147,069
Education for Homeless Children and Youth									
7/1/20 - 6/30/21	84.196A	2022-133269-DPI-EHCY-335	13,022	-	13,022	-	13,022	-	-
7/1/21 - 6/30/22			111,482	-	-	-	56,222	110,918	54,696
Total Education for Homeless Children and Youth				-	13,022	-	69,244	110,918	54,696

The accompanying note is an integral part of the schedule of expenditures of federal awards.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2022

Awarding Agency/ Pass-Through Agency/ Award Description	AL Number	Grant Identifying Number	Program or Award Amount	Passed through to Subrecipients	Receivable July 1, 2021	Adjustments	Receipts Grantor Reimbursements	Expenditures	Receivable June 30, 2022
U.S. Department of Education (Continued)									
Passed-through Wisconsin Department of Public Instruction (Continued)									
Twenty-First Century Community Learning Centers - (Title IV-B)	84.287	2022-133269-DPI-TIVB-367							
7/1/20 - 6/30/21			\$ 165,255	-	\$ 165,242	-	\$ 165,242	-	-
7/1/21 - 6/30/22			1,700,669	-	-	-	821,956	1,096,725	274,769
Total Twenty-First Century Community Learning Centers				-	165,242	-	987,199	1,096,725	274,769
English Language Acquisition State Grants - (Title IIIA)	84.365	2022-133269-DPI-TIIIA-391							
7/1/20 - 6/30/21			475,432	-	475,432	-	475,432	-	-
7/1/21 - 6/30/22			1,358,310	-	-	-	365,853	800,932	435,080
Total English Language Acquisition State Grants				-	475,432	-	841,285	800,932	435,080
Supporting Effective Instruction State Grants - (Title IIA)	84.367	2022-133269-DPI-TIIA-365							
7/1/20 - 6/30/21			389,180	-	389,180	-	389,180	-	-
7/1/21 - 6/30/22			1,255,052	-	-	-	536,695	790,663	253,968
Total Supporting Effective Instruction State Grants				-	389,180	-	925,876	790,663	253,968
Title IV-A Student Support and Academic Enrichment	84.424	2022-133269-DPI-TIVA-381							
7/1/19 - 6/30/20			122,139	-	122,139	-	122,139	-	-
7/1/20 - 6/30/21			788,610	-	-	-	264,868	394,205	129,338
Total Title IV-A Student Support and Academic Enrichment				-	122,139	-	387,007	394,205	129,338
Education Stabilization Fund									
COVID-19 Elementary and Secondary School Emergency Relief Fund	84.425D	2021-133269-DPI-ESSERF-160							
3/13/20 - 6/30/21			5,264,492	-	708,721	-	718,199	9,478	-
6/30/21 - 9/30/22				-	-	-	225,297	308,321	83,024
Total Elementary and Secondary School Emergency Relief Fund				-	708,721	-	943,496	317,799	83,024
COVID -19 Governors Emergency Education Relief Fund	84.425C	2021-133269-DPI-GEERF-162							
7/1/20 - 6/30/21			3,890,143	-	1,366,125	-	1,366,125	-	-
Total Governors Emergency Education Relief Fund				-	1,366,125	-	1,366,125	-	-
COVID-19 Elementary and Secondary School Emergency Relief II Fund	84.425D	2022-133269-DPI-ESSERFII-163							
7/1/2021- 9/30/24			18,922,920	-	-	-	3,493,536	7,065,818	3,572,282
Total Elementary and Secondary School Emergency Relief II Fund				-	-	-	3,493,536	7,065,818	3,572,282
Total Education Stabilization Fund				-	2,074,846	-	5,803,157	7,383,617	3,655,306
Total passed-through Wisconsin Department of Public Instruction				-	6,715,152	-	19,869,530	22,196,807	9,042,431
Direct									
Indian Education_Grants to Local Educational Agencies	84.060	S060A210704							
7/1/19 - 10/31/21			1,151	-	-	-	1,151	1,151	-
7/1/20 - 6/30/21			22,840	-	22,840	-	22,840	-	-
7/1/21 - 10/31/22			38,311	-	-	-	14,911	31,745	16,834
Total Indian Education				-	22,840	-	38,902	32,896	16,834
Total U.S. Department of Education				-	6,737,992	-	19,908,432	22,229,703	9,059,265

The accompanying note is an integral part of the schedule of expenditures of federal awards.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2022

Awarding Agency/ Pass-Through Agency/ Award Description	AL Number	Grant Identifying Number	Program or Award Amount	Passed through to Subrecipients	Receivable July 1, 2021	Adjustments	Receipts Grantor Reimbursements	Expenditures	Receivable June 30, 2022
U.S. Department of Energy									
Passed-through City of Madison									
Recovery Act - State Energy Program Formula Grant 7/1/21 - 6/30/22	81.041	DE-EE0000163	\$ 100,000	\$ -	-	\$ -	\$ -	\$ 75,000	\$ 75,000
Total Recovery Act - State Energy Program Formula Grant				-	-	-	-	75,000	75,000
Total U.S. Department of Energy				-	-	-	-	75,000	75,000
U.S. Department of Health and Human Services									
Passed-through Wisconsin Department of Health Services									
Medical Assistance Program 7/1/21 - 6/30/22	93.778	02-046-6561		-	-	-	5,763,543	5,763,543	-
Total Medicaid Cluster				-	-	-	5,763,543	5,763,543	-
Passed-through Wisconsin Department of Children and Families									
Refugee and Entrant Assistance_State Administered Programs 10/1/20 - 9/30/21	93.566	437004-G20-0001333-000-04	14,181	-	-	-	11,381	11,381	-
Total Refugee and Entrant Assistance_State Administered Programs				-	-	-	11,381	11,381	-
Passed-through Wisconsin Department of Public Instruction									
Pregnancy Assistance Fund Program - (InSPIRE) 7/1/20 - 6/30/21	93.500	2021-133269-Inspir-591	12,845	-	12,845	-	12,845	-	-
Total Pregnancy Assistance Fund Program				-	12,845	-	12,845	-	-
Total U.S. Department of Health and Human Services				-	12,845	-	5,787,768	5,774,923	-
U.S. Department of Homeland Security									
Direct									
COVID-19 Disaster Grants - Public Assistance 3/20/20 - 6/30/22	97.036	PO-05-WI-4520-PW-00105	1,228,180	-	-	-	1,228,180	1,228,180	-
Total COVID-19 Disaster Grants - Public Assistance				-	-	-	1,228,180	1,228,180	-
Total U.S. Department of Homeland Security				-	-	-	1,228,180	1,228,180	-
U.S. Department of Justice									
Passed-through City of Madison									
Bureau of Justice Assistance STOP School Violence Grant 10/1/18 - 9/30/21	16.839	2018-YS-BX-0099	62,337	-	24,611	-	24,611	-	-
10/1/21 - 6/30/22				-	-	-	26,143	26,143	-
Total Bureau of Justice Assistance STOP School Violence Grant				-	24,611	-	50,753	26,143	-
Direct									
Bureau of Justice Assistance STOP School Violence Grant 10/1/20 - 9/30/23	16.839	2020-YS-BX-0118	261,707	-	-	-	87,915	98,594	10,679
Total Bureau of Justice Assistance STOP School Violence Grant				-	-	-	87,915	98,594	10,679
Total U. S. Department of Justice				-	24,611	-	138,668	124,736	10,679

The accompanying note is an integral part of the schedule of expenditures of federal awards.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2022

Awarding Agency/ Pass-Through Agency/ Award Description	AL Number	Grant Identifying Number	Program or Award Amount	Passed through to Subrecipients	Receivable July 1, 2021	Adjustments	Receipts Grantor Reimbursements	Expenditures	Receivable June 30, 2022
Federal Communications Commission									
Direct									
Emergency Connectivity Fund	32.009	DE-EE0000163	\$ 1,541,226						
7/1/21 - 6/30/22				\$ -	-	\$ -	\$ 206,480	\$ 421,576	\$ 215,096
Total Emergency Connectivity Fund				-	-	-	206,480	421,576	215,096
Total Federal Communcations Commission				-	-	-	206,480	421,576	215,096
Corporation for National and Community Service									
Passed-through United Way of Dane County									
AmeriCorps	94.006								
8/15/20 - 8/14/21		AD179131	27,098	-	13,516	-	19,672	6,156	-
8/15/21 - 8/14/22		AD179131	64,043	-	-	-	29,600	43,983	14,383
Total AmeriCorps				-	13,516	-	49,273	50,139	14,383
Total Corporation for National and Community Service				-	13,516	-	49,273	50,139	14,383
Total Federal Awards				\$ -	\$ 7,789,676	\$ -	\$ 42,171,373	\$ 44,318,376	\$ 9,936,682

The accompanying note is an integral part of the schedule of expenditures of federal awards.

**MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF STATE AWARDS
For the Year Ended June 30, 2022**

Awarding Agency/ Pass-Through Agency/ Award Description	State I.D. Number	Grant Identifying Number	Award Amount	Passed through to Subrecipients	Receivable July 1, 2021	Adjustments	Receipts Grantor Reimbursements	Expenditures	Receivable June 30, 2022
Cost Reimbursement Programs									
Wisconsin Department of Public Instruction									
Alcohol & Other Drug Abuse (s.115.36(a))	255.306	133269-143							
7/1/20 - 6/30/21			16,381	\$ -	\$ 16,381	\$ -	\$ 16,381	\$ -	\$ -
7/1/21 - 6/30/22			25,000	-	-	-	-	22,160	22,160
Total Alcohol & Other Drug Abuse (s.115.36(a))			-	-	16,381	-	16,381	22,160	22,160
School Based Mental Health Services (s.115.367)	255.297	133269-177							
7/1/20 - 6/30/21			75,000	-	75,000	-	75,000	-	-
7/1/21 - 6/30/22			75,000	-	-	-	-	62,765	62,765
Total School Based Mental Health Services (s. 115.367)			-	-	75,000	-	75,000	62,765	62,765
Peer Review & Mentoring Grants (s.115.425)	255.301	133269-141							
7/1/20 - 6/30/21			10,535	-	10,535	-	10,535	-	-
Total Peer Review & Mentoring Grants (s. 115.425)			-	-	10,535	-	10,535	-	-
Gifted and Talented Education Grant	255.350	133269-139							
7/1/21 - 6/30/22			64,000	-	-	-	-	38,292	38,292
Total Gifted and Talented Grants (s. 118.35(4))			-	-	-	-	-	38,292	38,292
Assessments of Reading Readiness	255.956	133269-166							
7/1/21 - 6/30/22			52,543	-	-	-	52,543	52,543	-
Total Assessment of Reading Readiness			-	-	-	-	52,543	52,543	-
Educator Effective Eval Sys Grants Public	255.940	133269-154							
7/1/20 - 6/30/21			26,230	-	26,230	-	26,230	-	-
7/1/21 - 6/30/22			202,480	-	-	-	-	202,480	202,480
Total Educator Effective Eval Sys Grants Public			-	-	26,230	-	26,230	202,480	202,480
Achievement Gap Reduction (AGR)	255.504	133269-160							
7/1/21 - 6/30/22			N/A	-	-	-	6,439,433	6,439,433	-
Total Achievement Gap Reduction (AGR)			-	-	-	-	6,439,433	6,439,433	-
Total Wisconsin Department of Public Instruction			-	-	128,146	-	6,620,122	6,817,673	325,697

The accompanying notes are an integral part of the schedule of state awards

**MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF STATE AWARDS
For the Year Ended June 30, 2022**

Awarding Agency/ Pass-Through Agency/ Award Description	State I.D. Number	Grant Identifying Number	Award Amount	Passed through to Subrecipients	Receivable July 1, 2021	Adjustments	Receipts Grantor Reimbursements	Expenditures	Receivable June 30, 2022
Cost Reimbursement Programs (Continued)									
Wisconsin Department of Workforce Development									
WI Fast Forward									
7/1/20 - 6/30/21	445.109	EF184TD20007	77,746	\$ -	\$ 62,772	\$ -	\$ 62,772	\$ -	\$ -
7/1/21 - 12/31/21				-	-	-	7,744	7,744	-
Total WI Fast Forward				-	62,772	-	70,516	7,744	-
Total WI Dept of Workforce Development									
				-	62,772	-	70,516	7,744	-
Cost Reimbursements Programs									
				-	190,918	-	6,690,638	6,825,417	325,697
Entitlement Programs									
Wisconsin Department of Public Instruction									
Special Education and School Age Parents	255.101	133269-100		-	-	-	21,771,063	21,771,063	-
Equalization Aids	255.201	133269-116		-	730,295	-	40,922,753	40,192,458	-
Per Pupil Aid	255.945	133269-113		-	-	-	19,617,738	19,617,738	-
Common School Fund Library Aid	255.103	133269-104		-	-	-	951,494	951,494	-
Bilingual/Bicultural Aid (LEA)	255.106	133269-111		-	-	-	1,870,634	1,870,634	-
Gen Trans. Aid for Public & NP Sch Pupils	255.107	133269-102		-	-	-	186,150	186,150	-
Integration Transfer - Resident	255.205	133269-105		-	-	-	64,003	64,003	-
High Cost Special Education Aid	255.210	133269-119		-	-	-	1,003,047	1,003,047	-
Aid for School Mental Health Programs	255.227	133269-176		-	-	-	-	1,032,105	1,032,105
Tuition Payments by State (LEA)--Fund 10	255.401	133269-157		-	-	-	375,349	375,349	-
Tuition Payments by State (LEA)--Fund 27	255.401	133269-158		-	-	-	205,027	205,027	-
Early College Credit Program	255.445	133269-178		-	-	-	16,420	16,420	-
Aid for High Poverty School District	255.926	133269-121		-	-	-	1,443,569	1,443,569	-
Aid for Special Ed Transition Grant BBL	255.960	133269-168		-	-	-	173,113	173,113	-
Total Entitlement Programs				-	730,295	-	88,600,360	88,902,170	1,032,105
Total State Awards									
				\$ -	\$ 921,213	\$ -	\$ 95,290,998	\$ 95,727,587	\$ 1,357,802

The accompanying notes are an integral part of the schedule of state awards

MADISON METROPOLITAN SCHOOL DISTRICT
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
Year Ended June 30, 2022

NOTE 1— SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accompanying schedule of expenditures of federal and state awards (the Schedule) includes the federal and state grant activity of the District under programs of the federal government and state agencies for the year ended June 30, 2022. The information in this Schedule is presented in accordance with requirements of Title 2 U.S. *Code of Federal Regulations part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and *State Single Audit Guidelines*. Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position or changes in net position of the District. Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Uniform Guidance and *State of Wisconsin Single Audit Guidelines*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 2—INDIRECT COST RATE

The District has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

NOTE 3—FOOD DONATION

Nonmonetary assistance is reported in the schedule at the fair market value of the commodities received and disbursed. At June 30, 2022, there were no commodities in inventory at the District.

NOTE 4—OVERSIGHT AGENCIES

The District's federal oversight agency for audit is the U.S. Department of Education. The District's state cognizant agency is the Wisconsin Department of Public Instruction.

NOTE 5—ELIGIBLE COSTS FOR SPECIAL EDUCATION

Eligible costs for special education under project 011 were \$74,607,360 for the year ended June 30, 2022.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2022

Section I—Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? No
- Significant deficiency(ies) identified? Yes

Noncompliance material to financial statements noted? No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? Yes
- Significant deficiency(ies) identified? Yes

Type of auditor's report issued on compliance for major federal programs: Qualified and Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes

Identification of major federal programs:

Assistance Listing Number(s)	Name of Federal Program or Cluster
32.009	Emergency Connectivity Fund
84.010	Title I Grants
84.425	COVID-19 Education Stabilization Fund
93.778	Medicaid Cluster

Dollar threshold used to distinguish between type A and type B programs: \$ 1,329,550

Auditee qualified as low-risk auditee? Yes

State Awards

Internal control over major state programs:

- Material weakness(es) identified? No
- Significant deficiency(ies) identified? Yes

Type of auditor's report issued on compliance for major state programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with the *State Single Audit Guidelines* ? Yes

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2022

Identification of state major programs:

State Identifying Number	Name of State Program
255.101	Special Education and School Age Parents
255.201, 255.205, 255.926	General Aids Cluster

Section II—Financial Statement Findings

Finding 2022-001 - Internal Control Over Student Activity Fund Expenditures

Criteria: Internal controls over expenditures should be properly designed to provide assurance that all amounts are appropriately and timely expended for District purposes.

Condition: We tested a sample of student activity disbursements at thirteen schools. For two high schools in which we tested 25 disbursements at each location, 6 disbursements were missing a properly completed order for withdrawal, check, invoice or other documentation to support the amount. In addition, five amounts were paid more than 30 days after the order of withdrawal was created.

Cause: The District was unable to locate and retrieve documentation. The District did not consistently follow established policies and procedures.

Effect: The disbursement of expenditures without the required supporting expenditure documents could result in unauthorized payments.

Recommendation: We recommend that the District follow policies and procedures in regard to the acquisition of goods and services. The District should review their record keeping management system to ensure records and documents are secured, tracked, and retrieved in a timely manner.

Views of Responsible Officials and Planned Corrective Actions:

The District agrees with the finding. The District immediately implemented procedures to require building secretaries to attach a properly completed and approved order of withdrawal and original invoice into the accounting software, to allow for review, approval of support documentation prior to cutting the student activity fund check. The physical paper invoices and order for withdrawals are still maintained on site.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2022

Finding 2022-002 - Internal Control Over Student Activity Fund Receipts

Criteria: Internal controls over receipts should be properly designed to provide assurance that all amounts are appropriate and deposited timely to support District purposes.

Condition: We tested a sample of student activity receipts at thirteen schools. For one high school in which we tested 25 receipts, in addition to one middle school in which we tested the only receipt, ten amounts were deposited more than 30 days after the amount was received. In addition, at another high school in which we tested 25 receipts, they were unable to locate a deposit slip or receipt for 16 of the amounts.

Cause: The District was unable to locate and retrieve documentation. The District did not consistently follow established policies and procedures.

Effect: Without the proper support and timely deposit of receipts, there is an increased likelihood that amounts may be misappropriated.

Recommendation: We recommend that the District follow policies and procedures in regard to processing receipts. We also recommend that District staff be reminded that records and documents are stored and maintained in accordance with the District's 7 year record retention policy so that they can be tracked and retrieved when necessary.

Views of Responsible Officials and Planned Corrective Actions:

The District agrees with the finding. The District requires deposits to be completed weekly regardless of amount. The District has reiterated this requirement through District-wide communications and has focused additional training for the three school buildings responsible.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2022

Section III—Federal and State Award Findings and Questioned Costs

Finding 2022-003 - Davis-Bacon Prevailing Wage Requirement

Federal program information:

Funding agency:	U.S. Department of Education
Title:	COVID-19 Education Stabilization Fund
AL number:	84.425
Award year and number:	2022-133269-DPI-ESSERFII-163

Criteria: 2 CFR Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards requires all construction contracts in excess of \$2,000 awarded by a non-federal entity to include a provision for compliance with the Davis Bacon Act in the awarding contract. Contractors are required to pay laborers a wage rate not less than prevailing wage rates specified by the U.S. Department of Labor. The non-federal agency is required to obtain documentation, including certified payrolls, from the contractor, supporting weekly payrolls, in accordance with the Davis Bacon Act prior to payment of contractor invoices.

Condition: We tested a sample of 40 disbursements for the grant program. Compliance with the Davis Bacon Act was required for 2 expenditures paid for the construction of playgrounds using federal COVID-19 Education Stabilization Funds. The District's Building Services department did not include the required Davis Bacon Act language in the construction contracts. Therefore, documentation supporting payment of prevailing wages was not obtained by Building Services prior to payment of the contractor's invoices. The District grant accounting manager followed up with Building Services and the vendor to obtain the required certified payrolls for auditor review.

Cause: District Building Services individuals responsible for overseeing the construction project did not follow District procedures and communications requiring inclusion of the Davis Bacon Act language in the contracts and the subsequent review of certified contractor payrolls.

Effect: Eligible costs may be disallowed by the Wisconsin Department of Public Instruction, or the U.S Department of Education.

Recommendation: Prevailing wage documents should be obtained and reviewed in a timely manner.

Views of Responsible Officials and Planned Corrective Actions:

The District agrees with this finding. Building Services has implemented procedures to improve the contracting process going forward. A letter will accompany any contract purchase order awarded to external vendors which lays out the requirement for compliance with Davis Bacon Act (DBA) and sets expectations upon issuing a purchase order. Building Services employees are now required to enter a signifier in the Work Order system under description starting with DBA, which will allow for approvers to pay specific attention to the purchase order and confirm receipt of DBA certified payroll documentation. Building Services will require all invoices following the DBA requirements to include certified payroll reports as an attachment to the invoice, prior to approval of the invoice for payment.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2022

Finding 2022-004 - Activities Allowed or Unallowed

Federal program information:

Funding agency:	Federal Communications Commission
Title:	Emergency Connectivity Fund
AL number:	32.009
Award year and number:	2022-NA

Criteria: ECF Program-funded devices and services must be used primarily for off-campus educational purposes and by students, school staff, and library patrons with otherwise unmet needs.

Condition: Out of the 890 Chromebooks that the District sought reimbursement for through the ECF, 258 Chromebooks were not assigned to students, school staff, or library patrons with otherwise unmet needs. The Chromebooks were kept in classrooms for primarily in school use.

Known Questioned Costs: \$59,856

Cause: The individuals overseeing the ECF program at the District did not follow up with the individual classrooms to ensure that the Chromes were being used primarily for off-campus educational purposes and by students, school staff, and library patrons with otherwise unmet needs.

Effect: The District may have to repay the funds received as reimbursement for the purchase of the Chromebooks in question.

Recommendation: District staff should review the program requirements to ensure that they only request reimbursement for items that meet the requirements of allowable activities.

Views of Responsible Officials and Planned Corrective Actions: Upon reviewing our inventory records, schools had 98 devices in students' hands but not documented properly. The students had possession of the device, but the device was not checked out in inventory to the students. This has been resolved. Each Kindergarten classroom had 3 to 4 devices as spares across the 52 buildings. These were put in place to cover the enrollment of new students. When new students enrolled, they would have a device to use the same day. As we have discovered in ECF guidance, we cannot keep spares when using ECF funds for devices; we will immediately relocate the spares to students in other grade levels in need of a device so that each device is in a student's hands for full use per ECF guidance.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2022

Finding 2022-005 - State Special Education

State program information:

Funding agency:	Wisconsin Department of Public Instruction
Title:	Special Education and School Age Parents
State I.D. number:	255.101
Award year and number:	2022-133269-100

Criteria: Per state statutes, the District must employ appropriately licensed staff, including special education staff. Staff must be appropriately licensed for a special education work assignment listed in state statute in order for their salary and benefits or contracted cost to be eligible for aid.

Condition: The District incurred salary and benefits for thirty-five employees as identified by the Wisconsin Department of Instruction (DPI) who were not properly licensed per DPI's special education licensing requirements.

Cause: The District's Human Resources department did not follow up on teacher, special education assistant, and paraprofessional licenses applied for, expired licenses, and one year stipulation licenses filed with DPI.

Effect: Eligible costs of \$666,249 have been disallowed by the Department of Public Instruction. Salaries and benefits for inappropriately licensed staff were moved from state and federal aidable projects to local funding. Identification of these costs affects the District's reimbursement from categorical aid programs for special education services provided by the District

Recommendation: The District should review DPI's report: *Valid Reporting and License Codes for Special Education Staff*.

Views of Responsible Officials and Planned Corrective Actions: The District's Human Resource department will implement procedures to identify special education staff pending license approval by DPI. The District's Human Resource team will work with DPI to resolve outstanding or delayed licensure issues.

MADISON METROPOLITAN SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2022

Section IV—Other Issues

Does the auditor's report or the notes to the financial statements include disclosure with regard to substantial doubt as to the auditee's ability to continue as a going concern? No

Does the audit report show audit issues (i.e., material non-compliance, non-material non-compliance, questioned costs, material weakness, significant deficiency, management letter comment, excess revenue, or excess reserve) related to grants/contracts with funding agencies that require audits to be in accordance with the State Single Audit Guidelines:

Department of Children and Families	No
Department of Health Services	No
Department of Public Instruction	Yes
Department of Workforce Development	No

Was a management letter or other document conveying audit comments issued as a result of this audit? Yes

Name and signature of partner



Rob Ganschow, CPA, CFE

Date of report

REPORT DATE

MADISON METROPOLITAN SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
Year Ended June 30, 2022

None

West High School Course Requests Card Grade 9 – 2023-2024

ID NUMBER	STUDENT LAST NAME	STUDENT FIRST NAME	CURRENT GRADE	CURRENT MIDDLE SCHOOL
Are you planning to apply to AVID? (yes or no): _____		Are you enrolling in Dual Language Immersion (DLI)? _____		Date Due: _____

SELECT YOUR REQUIRED COURSES

	Credits	Course #	Course Name
ENGLISH - pick one			
	1.0	ENG1010	English 1 <i>(Earned Honors option included)</i>
	1.0	ENG1020	English 1 Honors
SOCIAL STUDIES - pick one			
	1.0	SOC1010	US History <i>(Earned Honors option included)</i>
	1.0	SOC1030	US History Honors
	1.0	SOC6070	DLI: US History in Spanish <i>(Earned Honors option included)</i>
SCIENCE - pick one			
	1.0	SCI1020	Biology <i>(Earned Honors option included)</i>
	1.0	SCI1030	Biology Honors
MATH - pick one			
	1.0	MAT1010	Algebra 1 <i>(Earned Honors option included)</i>
	1.0	MAT2010	Geometry <i>(Earned Honors option included)</i>
	1.0	MAT2020	Geometry Honors
	1.0	MAT3010	Algebra 2/Trig. <i>(Earned Honors option included)</i>
	1.0	MAT3020	Algebra 2/Trigonometry Honors
	1.0		Other: _____
DUAL LANGUAGE IMMERSION (DLI)			
	1.0	FOR8050	Spanish Language Arts 1 - <i>required for DLI</i>
PHYSICAL EDUCATION - pick one			
	.5	PHY1015	PE1: Foundations of Physical Activity
	.5	PHYZ1015	Zero-Hour PE1: Foundations of Physical Activity. <i>(7:15 am)</i>

SELECT YOUR ELECTIVE COURSES/RESOURCE HALLS

(see reverse side for list of options)

Credits	Course Code	Course Name

CHECK YOUR CREDITS

Total Credits requested:		Students must request 6-7 credits total. If taking 1 semester of resource hall, sign up for 6.5 credits. If taking 2 semesters of resource hall, sign up for 6.0 credits.
---------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ALTERNATE ELECTIVE COURSES

Please select 2-3 alternate elective courses (in case your first choices are full)

Credit	Course Code	Course Name

NOTES:

- DLI students must sign up for DLI US History in Spanish and Spanish Language Arts 1
- If applying for **AVID**, choose electives you want to take if you are NOT accepted. Students will be placed in the AVID elective (1 credit) once accepted into the program.

**ALL COURSE OFFERINGS ARE DEPENDENT ON ENROLLMENT & AVAILABILITY.
COURSE REQUESTS ARE NOT GUARANTEED.**

WEST HIGH SCHOOL ELECTIVES– GRADE 9

For course descriptions, please refer to the West High School Curriculum Guide: <https://west.madison.k12.wi.us/students/west-high-school-course-catalog>

✓	Course #	ACADEMIC SKILLS	Cr
	STUDY1	Resource Hall (1 st semester)	0
	STUDY2	Resource Hall (2 nd semester)	0

✓	Course #	ALTERNATIVE CREDIT OPPORTUNITIES	Cr
	GEN1095	Peer Support	.5

✓	Course #	ART	Cr
	ART2125	Drawing 1	.5
	ART2085	Drawing 2	.5
	ART2035	2-D & 3-D Design	.5
	ART6015	Photography 1	.5
	ART6025	Photography 2	.5
	ART 6055	Graphic Design: Branding/Type*	.5
	ART 6095	Computer Art - Digital Imagery	.5

*Students must complete Computer Art-Digital Imagery before taking Graphic Design: Branding/Type

✓	Course #	BUSINESS & MARKETING	Cr
	BUS2065	Intro to Business & Marketing	.5
	MRK1015	Marketing & Sales	.5
	MRK1035	Advertising & Social Media	.5

✓	Course #	INFORMATION TECH & COMP SCIENCE	Cr
	BUS4015	Web Design	.5
	CMP1045	Bits & Bytes: Computer Media	.5
	CMP4035	Business Technologies	.5
	CMP2010	Intro to Computer Science	1
	CMP4010	AP Computer Sci Principles	1

✓	Course #	DUAL LANGUAGE IMMERSION (DLI)	Cr
	FOR8050	Spanish Language Arts 1	1

✓	Course #	FAMILY & CONSUMER SCI	Cr
	FCS1015	Culinary Arts 1: The Essentials	.5
	FCS4015	Health Science Exploration	.5

✓	Course #	PERFORMING ARTS	Cr
	MUS2010	Chorale	1
	MUS3030	Concert Orchestra	1
	MUS1040	Concert Band	1
	MUS4025	Hist of American Pop Music	.5
	MUS4045	Guitar 1	.5
	THR7015	Theatre 1	.5
	THR8025	Technical Theatre	.5

✓	Course #	PHYSICAL EDUCATION	Cr
	PHY3035	Learn to Swim / Swim for Fitness	.5

✓	Course #	TECHNOLOGY, ENGINEERING, CONSTRUCTION	Cr
	TEC3070	Engineering Essentials	1
	TEC1010	Engineering Design	1
	TEC2015	Consumer Auto	.5
	TEC3015	Wood Fabrication 1	.5
	TEC3045	Wood Fabrication 2	.5
	TEC3025	Home Maintenance & Improvement	.5
	TEC4015	Design & Drafting	.5

✓	Course #	WORLD LANGUAGES	Cr
	FOR1010	French 1	1
	FOR1020	French 2	1
	FOR3010	German 1	1
	FOR2010	Spanish 1	1
	FOR2030	Spanish 2	1
	FOR2040	Spanish 3	1

8 th Grade Transition Info	
Monday, Jan.30, 2023	8 th Grade Family Meeting - virtual presentation shared via email
Monday, May 8, 2023	Movin' West (Parents & Students) - 7 pm - West Auditorium

**MEMORIAL HIGH SCHOOL – 2023-24
COURSE SELECTIONS FOR THE 9th GRADE**

ART

ART 1025 Art Experiences (1/2)
ART 2075 Drawing 1 (1/2)
ART 2085 Drawing 2 (1/2)
ART 3015 Painting 1 (1/2)
ART 3035 Painting 2 (1/2)
ART 4015 Ceramics/Sculpture 1 (1/2)
ART 4025 Ceramics/Sculpture 2 (1/2)
ART 5055 Art Metals & Glass 1 (1/2)
ART 5065 Art Metals & Glass 2 (1/2)
ART 6015 Photography 1 (1/2)
ART 6025 Photography 2 (1/2)
ART 6085 Computer Art: Animation (1/2)
ART 6145 Computer Art: Video 1 (1/2)
ART 6315 Digital Art 1 (1/2)
ART 6325 Digital Art 2 (1/2)
ART 9075 Fashion Design (1/2)

BUSINESS & INFORMATION TECHNOLOGY

BUS 2065 Intro to Bus. & Marketing (1/2)
BUS 4095 Entrepreneurship (1/2)
CMP 1045 Bits & Bytes: Comp. Med (1/2)
CMP 2010 Intro to Computer Science
CMP 4035 Business Technologies (1/2)
MRK 1015 Marketing & Sales (1/2)
MRK 1035 Advertising & Social Media (1/2)

ENGLISH

ENG 1010 English 1
ENG 1020 English 1 Honors

FAMILY & CONSUMER SCIENCES

FCS 1015 Culinary Arts 1: The Essentials (1/2)
FCS 1025 Culinary Arts 2: Int'l Cuisine (1/2)
FCS 2035 Parenting and Children (1/2)
FCS 4015 Health Science Exploration (1/2)

MATHEMATICS

MAT 1010 Algebra 1
MAT 1020 Algebra 1 Honors
MAT 2010 Geometry
MAT 2020 Geometry Honors
MAT 3010 Algebra 2/ Trig
MAT 3020 Algebra 2/Trig Honors

MUSIC

MUS 1040 Concert Band 1
MUS 1050 Concert Band 2
MUS 2010 Chorale
MUS 3030 Concert Orchestra
MUS 4015 Beginning Instrumental Music (1/2)
MUS 4045 Guitar I (1/2)
MUS 5045 Music Production (1/2)

PHYSICAL EDUCATION

PHY 1015 Foundations of Physical Activity (1/2)
PHY 3035 Learn to Swim (1/2)

SCIENCE

SCI 6040 Integrated Science
SCI 6050 Integrated Science Honors
SCI 7010 Principles of Biomedical Sciences

SOCIAL STUDIES

SOC 1010 U.S. History
SOC 1030 U.S. History Honors
SOC 6070 U.S. History in Spanish (DLI)
SOC 4075 Ethnic Studies

STUDY HALL

STUDY 3 Study Hall

TECHNOLOGY AND ENGINEERING

TEC 4015 Design and Drafting (1/2)
TEC 3070 Engineering Essentials
TEC 2015 Consumer Auto (1/2)
TEC 2025 Outdoor Power Equipment (1/2)
TEC 2035 Auto Technology 1 (1/2)
TEC 3015 Wood Fabrication 1 (1/2)
TEC 3045 Wood Fabrication 2 (1/2)
TEC 3025 Home Maintenance (1/2)

THEATRE

THR 7015 Theatre Arts 1 (1/2)
THR 7025 Theatre Arts 2 (1/2)

WORLD LANGUAGE

FOR 1010 French 1
FOR 1020 French 2
FOR 1030 French 3
FOR 1040 French 4
FOR 1060 AP French language
FOR 2010 Spanish 1
FOR 2030 Spanish 2
FOR 2040 Spanish 3
FOR 2050 Spanish 4
FOR 2070 AP Spanish Language
FOR 8050 Spanish Language Arts 1 (DLI)
FOR 5010 Chinese 1
FOR 5020 Chinese 2
FOR 5030 Chinese 3
FOR 5050 AP Chinese Lang. and Culture

EAST COURSE SELECTION CARD 2023-2024 – GRADE 9

Use this card as a tool to guide your course selection process. Choose 7 total credits – 4.5 required credits (in blue box) and 2.5 elective credits.

REQUIRED CORE COURSES

4.5 REQUIRED CREDITS

ENGLISH – Select ONE	CRED
ENG1011/1012 English 1 (Earned Honors)	1
ENG1021/1022 English 1 Honors	1
SOCIAL STUDIES – Select ONE	CRED
SOC1011/1012 US History (Earned Honors)	1
SOC1031/1032 US History Honors	1
SOC6071/6072 US History – Spanish (DLI) (*RA)	1
SCIENCE – Select ONE	CRED
SCI1021/1022 Biology (Earned Honors)	1
SCI1031/1032 Biology Honors	1
MATH – Select ONE	CRED
MAT1011/1012 Algebra 1 (Earned Honors)	1
MAT2011/2012 Geometry	1
MAT2021/2022 Geometry Honors	1
MAT3011/3012 Algebra 2/Trigonometry	1
PHYSICAL EDUCATION	CRED
PHY1015 Foundations of Physical Activity	0.5

ELECTIVE COURSES

SELECT 2.5 ELECTIVE CREDITS

ART (ART)	
ART2015 2-D Design	0.5
ART2025 3-D Design	0.5
ART2125 Drawing 1	0.5
ART2085 Drawing 2	0.5
ART3015 Painting 1	0.5
ART4011 Ceramics & Sculpture 1 (Sem 1)	0.5
ART4012 Ceramics & Sculpture 1 (Sem 2)	0.5
ART5011 Art Metals 1 (Sem 1)	0.5
ART5012 Art Metals 1 (Sem 2)	0.5
ART6015 Photography 1	0.5

AVID (AVD)	
AVD1011/1012 AVID 1 (*RA)	1

For the full Course Catalog with course descriptions, go to east.madison.k12.wi.us/students/east-high-school-course-catalog

ELECTIVE CREDITS CONTINUED

BUSINESS (BUS), MARKETING (MRK) & IT EDUCATION (CMP)	
Business:	
BUS2065 Intro to Business & Marketing	0.5
BUS4015 Web Design	0.5
BUS4095 Entrepreneurship	0.5
IT Education:	
CMP1045 Bits & Bytes: Comp. Media	0.5
CMP2011/2012 Intro to Computer Science	1
CMP1055 Graphic Design & Publishing	0.5
Marketing:	
MRK1015 Marketing & Sales	0.5
MRK1035 Advertising & Social Media	0.5

FAMILY & CONSUMER SCIENCES/ HEALTH SCIENCES (FCS)	
Culinary:	
FCS1015 Culinary Arts 1: The Essentials (Sem 2)	0.5
FCS5030 Farm to Table: Culinary Survey (Sem1)	0.5
Health Science:	
FCS4015 Health Science Exploration	0.5
Human Services:	
FCS1051/1052 Barbering I	0.5
FCS3081/3082 Barbering II	0.5
FCS2035 Parenting & Children	0.5
Design:	
FCS3015 Fashion & Sewing	0.5

Placement of students in Pathways, English as a Second Language (ESL), Reading/Math Interventions and Special Education Courses will be determined based on identified student need.

ELECTIVE CREDITS CONTINUED

MUSIC (MUS)	
MUS3031/3032 Concert Orchestra	1
MUS2011/2012 Chorale	1
MUS5031/5032 Concert Band	1
MUS4015 Beginning Inst. Music (piano)	0.5
MUS4035 Hand Drumming	0.5
MUS4045 Guitar 1	0.5
MUS4055 Guitar 2 (After completion of Guitar 1)	0.5
MUS4075 Hip Hop Studies	0.5

TECHNOLOGY & ENGINEERING (TEC)	
Project Lead the Way:	
TEC1011/1012 Engineering Design	1
TEC3071/3071 Engineering Essentials (PLTW)	1
Transportation:	
TEC2015 Consumer Auto	0.5
TEC2035 Automotive Tech 1	0.5
Construction & Manufacturing:	
TEC4015 Design & Drafting	0.5
TEC3015 Wood Fabrication 1	0.5
TEC3045 Wood Fabrication 2	0.5
TEC4035 Metals Manufacturing 1	0.5

THEATER ARTS (THR)	
THR7015 Theatre 1	0.5
THR7025 Theatre 2: Stagecraft	0.5

WORLD LANGUAGES (FOR)	
FOR1011/1012 French 1	1
FOR1021/1022 French 2	1
FOR2011/2012 Spanish 1	1
FOR2031/2032 Spanish 2	1
FOR8051/8052 Spanish Lang. & Culture I (DLI) (*RA)	1
A-FOR2091/2092 SE Asian Lang for Native Sp 1	1

*RA – Requires approval and admittance to specific program

2023-2024 COURSE REQUESTS CARD – GRADE 09

ID NUMBER	LAST NAME	FIRST NAME	CURRENT GRADE	CURRENT MIDDLE SCHOOL

PLEASE COMPLETE: REQUIRED COURSE SELECTIONS

	Credit	Course Name	Course Code
ENGLISH – Please check one:			
	1.0	English 1 (Earned Honors)	ENG1010
	1.0	English Honors	ENG1020
SOCIAL STUDIES– Please check one:			
	1.0	US History (Earned Honors)	SOC1010
	1.0	DLI US History in Spanish (Earned Honors)	SOC6070
	1.0	US History Honors	SOC1030
SCIENCE – Please check one:			
	1.0	Biology (Earned Honors)	SCI1020
	1.0	Biology Honors	SCI1030
MATH – Please check one:			
	1.0	Algebra 1 (Earned Honors)	MAT1010
	1.0	Geometry (Earned Honors)	MAT2010
	1.0	Geometry Honors	MAT2020
	1.0	Algebra 2/Trig Honors	MAT3020
PHY ED			
	0.5	Physical Education 1	PHY1015
	4.5	TOTAL CREDITS	

PLEASE SELECT YOUR ELECTIVE COURSE SELECTIONS

Course Name	Course Code	Credit
1 st Choice:		
2 nd Choice:		
3 rd Choice:		
4 th Choice:		
5 th Choice:		
6 th Choice:		
TOTAL		2.5 CREDITS

PLEASE SELECT ALTERNATE COURSE SELECTIONS:

Course Name	Course Code	Credit
TOTAL		2.0 CREDITS

Have you???

- Selected courses from the Required course section
- Signed up for 7 credits
- Selected Electives and Alternates
- Obtained a parent/guardian and case manager signature (if applicable)

I understand that I am requesting courses for next year and LHS will do their very best to fulfill my requests, however, I may not receive every elective that I have requested.

I understand that the courses I request are my final selections. I understand that no schedule changes will be made at registration unless there is a scheduling conflict.

**Freshman Preview Night at La Follette
Tuesday, January 10, 2023, 6:00-8:00**

Return this card to: _____

by: _____

Middle School Home Room _____

Student Signature

Parent/Guardian Signature

Case Manager Signature (if applicable)

Electives: Please **CIRCLE** the courses selected and write the course information on the table on the other side. All courses listed below will be offered dependent upon student interest and/or teacher allocation.

ART	CREDIT	FAMILY & CONSUMER SCIENCE	CREDIT	TECHNOLOGY & ENGINEERING	CREDIT
ART2075 Drawing 1	0.5	FCS1015 Culinary Arts 1: The Essentials	0.5	TEC1010 Engineering Essentials (PLTW)	1.0
ART3015 Painting 1	0.5	FCS1025 Culinary Arts 2: International Cuisine	0.5	TEC4015 Design and Drafting	0.5
ART5015 Art Metals 1	0.5	FCS2035 Parenting & Children	0.5		
ART4015 Ceramics & Sculpture 1	0.5	FCS3015 Fashion & Sewing	0.5	THEATRE	CREDIT
				THR7015 Theatre 1	0.5
BUSINESS/MARKETING	CREDIT	HEALTH SCIENCE	CREDIT	TRANSPORTATION	CREDIT
BUS2065 Intro to Business & Marketing	0.5	FCS4015 Health Science Exploration	0.5	TEC2015 Consumer Auto	0.5
MRK1015 Marketing and Sales	0.5			TEC2025 Outdoor Power Equipment Tech.	0.5
BUS9015 Career Exploration	0.5	MUSIC	CREDIT	TEC2035 Automotive Technology 1	0.5
BUS4095 Entrepreneurship	0.5	MUS3030 Concert Orchestra	1.0		
		MUS1040 Concert Band 1	1.0	CONSTRUCTION & MANUFACTURING	CREDIT
ENGLISH	CREDIT	MUS2010 Chorale	1.0	TEC4015 Design & Drafting	0.5
ENG2050 Writing for the Media & Publication	1.0	MUS2070 Concert Choir	1.0	TEC3015 Wood Fabrication 1	0.5
		MUS1080 Jazz Ensemble	1.0	TEC3045 Wood Fabrication 2	0.5
INFORMATION TECHNOLOGY	CREDIT	MUS4075 Hip Hop Studies	0.5	TEC3025 Home Maintenance & Improvement	0.5
CMP1060 Yearbook Design	1.0	PHYSICAL EDUCATION	CREDIT		
CMP1045 Bits and Bytes: Computer Media	0.5	PHY3035 Learn to Swim for Fitness	0.5	WORLD LANGUAGES	CREDIT
CMP4035 Business Technologies 1	0.5			FOR4010 American Sign Language 1	1.0
BUS4015 Web Design	0.5	DUAL LANGUAGE IMMERSION	CREDIT	FOR4020 American Sign Language 2	1.0
CMP1050 Graphic Design and Desktop Publish	0.5	FOR8050 Spanish Language Arts	1.0	FOR1010 French 1	1.0
CMP2010 Intro to Computer Science	1.0	SOC6070 US History in Spanish	1.0	FOR1020 French 2	1.0
				FOR1030 French 3	1.0
				FOR2011 Spanish 1	1.0
				FOR2030 Spanish 2	1.0
				FOR2040 Spanish 3	1.0

***Course fees may apply. If you qualify for Free or Reduced Lunch, most fees are waived.

Invest in People

Culturally Responsive Teaching. Continue to increase diversity, with a focus on Black Excellence and recruiting male teachers of color

Building Collective Efficacy. Implement a fully developed on-boarding process that includes standard start dates throughout the district and a new employee orientation that includes all Central Office departments

Talent Development. Forge strong relationships with local and national organizations and universities, including historically black colleges and universities, that can support our teacher – staff pipelines for top talent

Strategic school support, improved outcomes for our students.

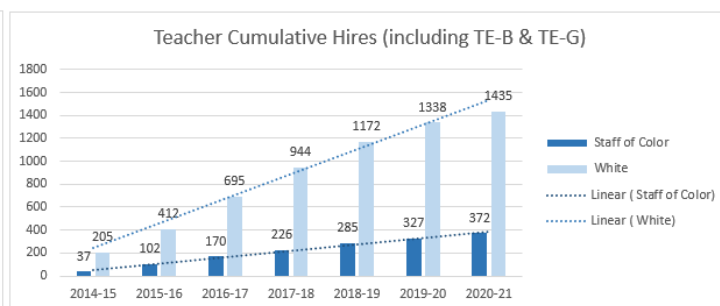
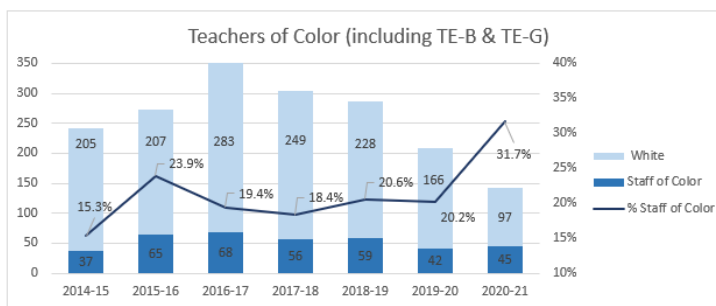
As a school district, we are on a mission to close the gaps in opportunity that lead to disparities in achievement and to ensure every child is academically challenged in a safe and supportive environment. Together with our teachers, families, staff, and community, we want to be the model of a successful public school district. We will **invest in people** – We will commit to investing in and fully supporting our staff, with a focus on anti-racist, culturally responsive, and inclusive teaching and **powerfully aligned hiring**, placement, induction, professional growth, coaching, and evaluation practices. Below you will find an update on the teacher hiring progress, in alignment with the district.

2023 Recruitment and Hiring Goals - Current Statistics – January 11, 2023

	Goals	Stats	
25% Increase in teacher applicants of color	175	611	307%
25% Increase of new teachers hires of color	70	67	87%
8% Increase in new male/non-binary teachers of color	23	43	186%
30% Increase in new male/non-binary teachers	72	13	18%
100% Total of positions posted since April (Mega Post)	100%	805	75%
Number of Teacher positions filled		714	87%
Number of Teacher positions open		91	13%
# of External Bilingual Teachers positions filled		33	5%
# of External Cross Categorical Teacher External filled		52	4%
# of Total teacher positions filled by external candidates		389	53%
# of Total teacher positions filled by internal candidates		325	47%
Total Number of teacher positions		805	
Number of non-teacher positions open		100	
Number of non-teacher positions filled		469	
Total of non-teacher positions posted since Mega-Post		569	

Year over Year Comparison

	2020-21	2021-22	2022-23
New hires (Teacher Unit)	263	445	374
New hires of color (Teacher Unit)	56	58	67



To Meet These Goals, Human Resources is Committed to:

- Intentionally recruit for highly qualified candidates nationally, including creating strong relationships with HBCU's.
- Focus on high-priority candidates, those who are licensed for the position and score highest in the interview process – ensuring these candidates are screened and sent to Principals first. Following up with high-priority candidates on principal interview feedback to ensure their success.
- Sending periodic emails to all candidates throughout the hiring process on where they are within the process.
- In collaboration with communications, share good and exciting news and updates happening within the district.

2023 Vacancies – January 11, 2023

Elementary School	Open
Allis	2
Chavez	0
Crestwood	1
Elvehjem	0
Emerson	1
Anana	0
Franklin	0
Gompers	3
Hawthorne	2
Henderson	1
Huegel	1
Kennedy	3
Lake View	4
Lapham	0
Leopold	1
Lincoln	1
Lindbergh	1
Lowell	0
Marquette	1
Mendota	4
Midvale	2
Muir	0
Nuestro Mundo	1
Olson	0
Orchard Ridge	2
Randall	1
Sandburg	4
Schenk	1
Shorewood	0
Stephens	2
Thoreau	1
Van Hise	0
TOTAL	40

Units As of 1-11-2023	Filled	Vacancies	Posted (As of 4-2022)	Percentage
Teacher	714	91	805	88.69%
EA	216	48	264	81.81%
Custodian	97	19	116	83.62%
Food Service	102	22	124	82.25%
SEE	31	5	36	86.11%
Trades	2	2	4	100%
Professional	21	4	25	84%
Total	1183	191	1374	86.09%

Middle School	Open
Cherokee	2
Black Hawk	0
O'Keeffe	1
Toki	1
Whitehorse	1
Sherman	2
Spring Harbor	4
Hamilton	3
Wright	2
Sennett	1
Jefferson	1
Badger Rock	3
Total	21

High School	Open
East	3
La Follette	6
Memorial	4
Shabazz	1
West	5
Metro	1
Capital/Alt	5
Total	25

District Wide	Open
District Wide	5
Total	5

TE Vacancies Breakdown	
Teacher Levels	# of Positions
4K-K	1
Grade 1-5	14
CC Teacher	11
CTE	0
LMTS	0
Bilingual	12
Fine Arts	7
Grade 6-8	9
HS Core Content	12
Physical Educator	5
ESL	1
Student & Staff Supports	15
World Language	4
Grand Total	91

Row Labels	Count of Emp #	Sum of FTE	Open Vacancies	Total Count of Emp	Percentage
ALLIS ELEMENTARY	52	44.4	2	55	95%
ANANA ELEMENTARY	57	47.3	0	58	98%
BADGER ROCK MIDDLE	25	11.85	3	29	86%
BLACK HAWK MIDDLE	72	41.7	0	73	99%
CHAVEZ ELEMENTARY	65	56.35	0	65	100%
CHEROKEE MIDDLE	77	54.43	2	79	97%
CRESTWOOD ELEMENTARY	38	27.1	1	39	97%
DISTRICT WIDE*	12	6.65	5	17	71%
EAST HIGH	158	129.3	3	164	96%
ELVEHJEM ELEMENTARY	43	34.55	0	44	98%
EMERSON ELEMENTARY	45	34.15	1	47	96%
FRANKLIN ELEMENTARY	34	25.2	0	34	100%
GOMPERS ELEMENTARY	37	26.2	3	40	93%
HAMILTON MIDDLE	83	60.45	3	86	97%
HAWTHORNE ELEMENTARY	54	37.95	2	54	100%
HENDERSON ELEMENTARY	74	54.38	1	75	99%
HUEGEL ELEMENTARY	55	44.43	1	56	98%
JEFFERSON MIDDLE	80	45.81	1	80	100%
KENNEDY ELEMENTARY	57	47.6	3	60	95%
LA FOLLETTE HIGH	148	116.58	6	154	96%
LAKE VIEW ELEMENTARY	49	34	4	53	92%
LAPHAM ELEMENTARY	42	30.55	0	42	100%
LEOPOLD ELEMENTARY	83	70.6	1	86	97%
LINCOLN ELEMENTARY	58	42.5	1	59	98%
LINDBERGH ELEMENTARY	37	23.33	1	39	95%
LOWELL ELEMENTARY	44	33.95	0	44	100%
MARQUETTE ELEMENTARY	29	17.56	1	31	94%
MEMORIAL HIGH	186	147.4	4	191	97%
MENDOTA ELEMENTARY	44	34.55	4	47	94%
MIDVALE ELEMENTARY	50	42.3	2	52	96%
MUIR ELEMENTARY	61	47.24	0	61	100%
NUESTRO MUNDO ELEMENTARY	44	31.5	1	45	98%
O'KEEFFE MIDDLE	77	44.97	1	78	99%
OLSON ELEMENTARY	66	50.4	0	66	100%
ORCHARD RIDGE ELEMENTARY	39	30.4	2	41	95%
RANDALL ELEMENTARY	38	25.7	1	39	97%
SANDBURG ELEMENTARY	66	50.18	4	70	94%
SCHENK ELEMENTARY	61	47.15	1	62	98%
SENNETT MIDDLE	95	62.04	1	96	99%
SHABAZZ HIGH	23	16.8	1	24	96%
SHERMAN MIDDLE	74	43.11	2	77	96%
SHOREWOOD ELEMENTARY	44	32	0	44	100%
SPRING HARBOR MIDDLE	47	26.95	4	51	92%
STEPHENS ELEMENTARY	57	48.7	2	59	97%
THOREAU ELEMENTARY	50	41.1	1	51	98%
TOKI MIDDLE	77	55.33	1	80	96%
VAN HISE ELEMENTARY	48	33.05	0	48	100%
WEST HIGH	181	150.05	5	186	97%
WHITEHORSE MIDDLE	76	45.02	1	77	99%
WRIGHT MIDDLE	55	30.71	2	58	95%
CAPITAL/ALT	65	59.8	6	71	92%
Grand Total	3426	2519.45	91		

*District wide positions include the following positions: Madison Promise positions – 5th Grade, Fine Arts(2), HS Core Content and Middle School Math Teacher Leader – Grades 5-8



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// 01.13.2023



This week's update: East High School

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

New phases of construction started in the new year

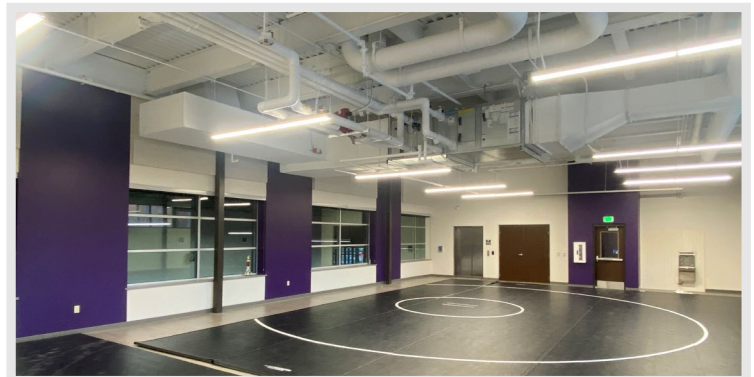
The end of 2022 signaled the end of several phases of construction at East High School. At the start of the new year, the new multipurpose room addition connected to the courtyard was completed. This addition will provide students with a new, flexible space for a variety of activities, including athletics. The world language and computer lab renovations were also recently completed and are ready for instruction. Construction crews have moved back up to the third floor to begin the next phase of science lab renovations.

Updates on current work

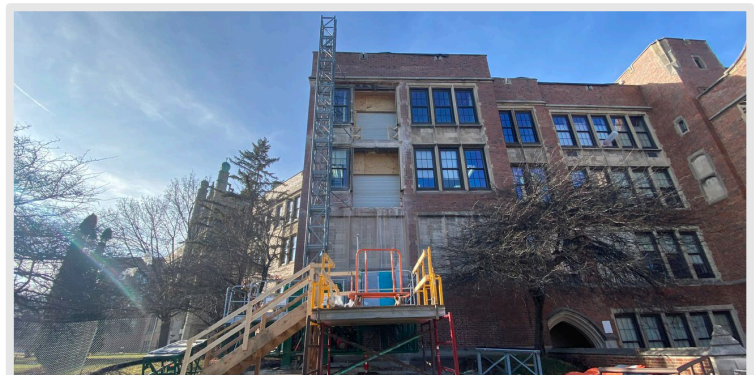
- Continuing work on the welcome center lobby elevator addition, where the elevator cab installation and finishes are nearly complete
- Wrapping up some exterior work on the cafeteria addition, with masonry crews installing new masonry walls and ironworkers setting the steel roof joists to enclose the space
- Continuing mechanical, electrical, plumbing, and fire protection (MEPF) work in the lower-level locker room renovations
- Finishing underground plumbing and pouring the concrete floor in the new locker rooms



Following the completion of the first-floor masonry walls, steel roof joists have been set to begin enclosing the space



The new multipurpose room addition in the courtyard area is complete



The next temporary access points were created for the remaining upper-level classroom renovation phases

DID YOU KNOW?

The new roof structure for the cafeteria and music addition is comprised of 25 steel joists. These joists are over 50 feet long and weigh over 15,000 pounds in total!



Future Ready Construction Update

PROVIDED BY FINDORFF



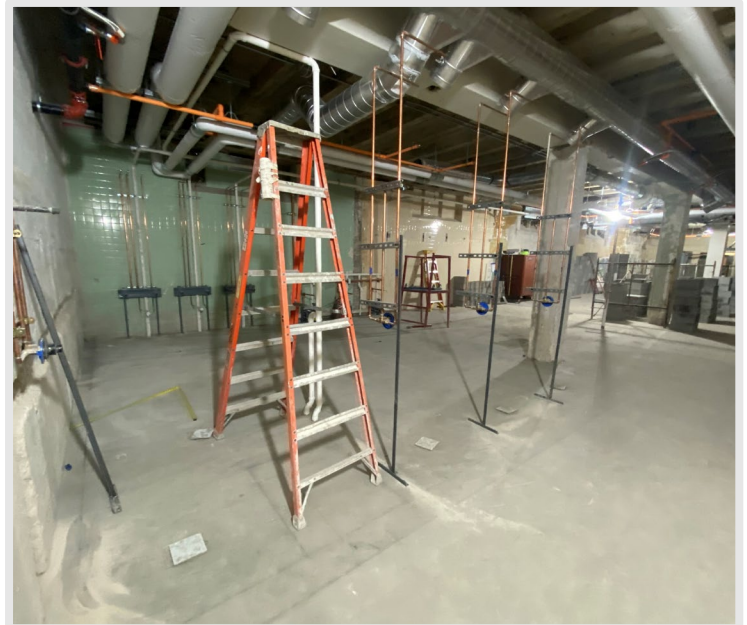
The new welcome center lobby elevator is scheduled to be completed this winter



Findorff is diligent about protecting and preserving significant historical items on-site, such as memorial trees planted at East High School



In the lower-level locker room renovations, underground plumbing was installed, and the new concrete floor was poured



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



Findorff
BUILDING & BEYOND

TO: Members of the Board of Education

FROM: Joshua Perkins, Director of Food & Nutrition

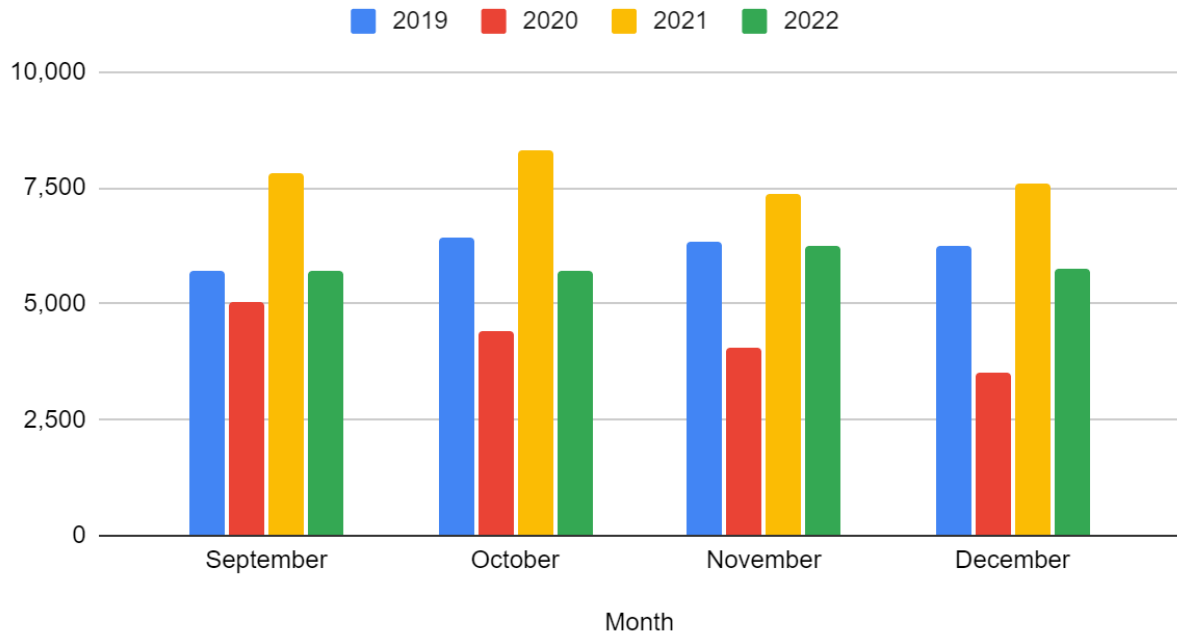
DATE: January 5th, 2023

SUBJECT: Update on Food and Nutrition

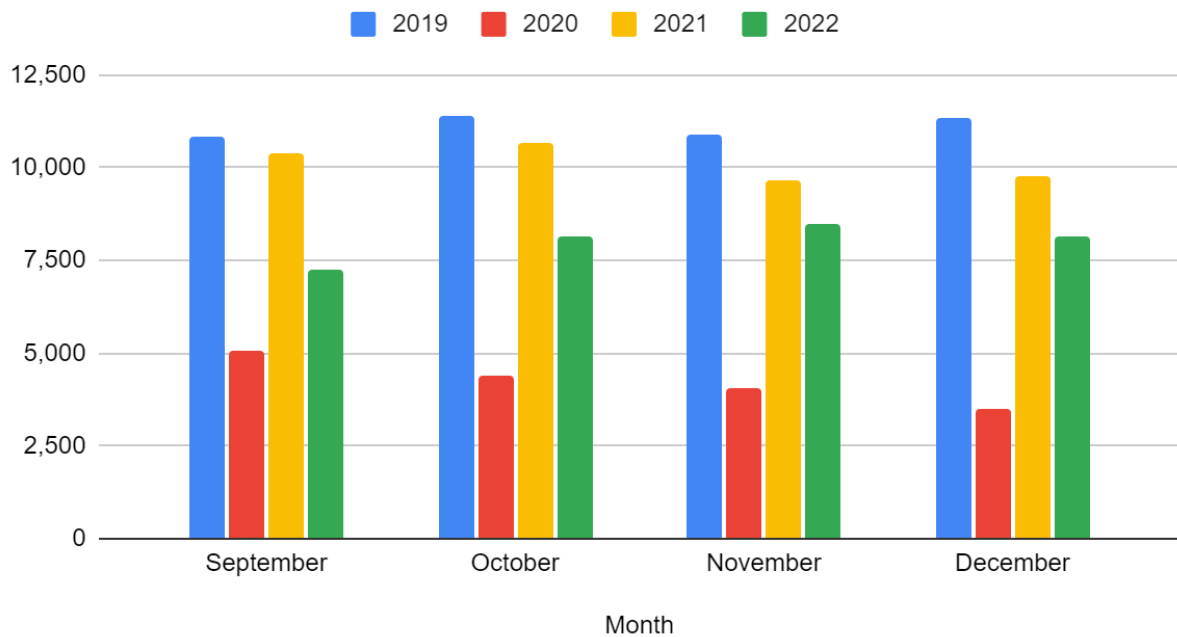
Food and Nutrition has made important headway in the areas of recruiting and menu development, with staffing challenges remaining before us. The department has recruited a number of strong employees following the wage increase, with approximately 20 positions still open. We are making slow, but steady progress in filling these openings.

As noted in recent communications, schools nationwide are grappling with decreased participation and high unpaid balances. MMSD is, unfortunately, not immune. Our total unpaid balance YTD is \$171,484.12. Below, you will find our year-over-year meal counts:

Avg. Breakfast Claims



Avg. Lunch Claims



Menu development has been a primary focus of the winter months. We have added dishes such as chicken and broccoli alfredo, beef and vegetarian chilaquiles (inspired by our discussion with REAP on La Movida and will be announced on the show soon,) and breakfast tacos to our menus along with celebratory offerings such as chicken pot pie with Wisconsin organic squash and Hot Honey Thai Pasta, inspired by traditional Hmong cuisine.

In January, we reopened garden bars in middle schools with plans to expand as staffing improves further. We are piloting the return of build-your-own bars featuring nachos/tacos, pasta, and chicken wings at East High School, to expand to other high schools with staff improvements. We will also turn our focus to meal access improvements through Second Chance breakfast programs, and add scratch-baked breakfast items back to our menus, which have been shown to increase breakfast participation.

Lastly, we will be putting a focus on improving training programs to better prepare staff for success and retain great employees in 2023.



Jefferson Middle School Renaming Feedback

Feedback received March 7, 2022 through December 6, 2022 (23 Submissions)

1.

Date: 3/7/2022 17:02

Name: James Baker

Comment:

Committee,

While there are many facets to a request such as this, perhaps we should look to something that's less of a distraction and devote more time and resources into what's really needed in the educational system such as resources for our educators and students. Something more general such as Madison Middle School West, or Midtown, etc... would be less of a lightning rod for controversy and generate less potential discomfort to anyone. It's possible renaming to something such as the above may elicit less ""pride"" in the short term but I tend to think that people have positive feeling about a place more so because of the people that populate it and not because of the name of the structure. Not that this isn't important, but there are much larger issues at hand, many of which don't stem from the place of learning but more so from the home. Finally to try and please everyone is folly so I believe something as neutral as possible is best if we're going to go down this path.

With respect,

Jim

2.

Date: 3/8/22 at 13:17

Name: Community Member

Comment:

This feedback was originally submitted under the proposal submission form

You have more important issues to address. This IS a respected community value - value of teachers and staff. Respect the handbook process, respect the people who serve the community.

3.

Date: 3/9/2022 7:51

Name: Geri Gerold

Comment:

Please keep the current name to honor on of our greatest presidents. It would be a mistake to change it.

4.

Date: 3/9/2022 20:14

Name: Elizabeth Kerwin

Comment:

As a graduate of both Jefferson and Memorial, and as the mother of two current and one graduate of the MMSD, I am not at all in favor of this name change. While I understand and agree with the motivation and am pleased by the choice for JMM, there's got to be a line unless we're prepared to go all the way and rename our city.

To judge historical figures through today's lens is inappropriate and not intellectually honest. This is our history - warts and all. The desire to increase reflected representation is a good one that does our community proud. While renaming made sense when OR/VH etc were renamed in the 90's, unless we're prepared to rename our city this whole process is performative theater and very short-sighted. For instance, how will the future judge us for our use of fossil fuels or our overpopulation of the planet? Unless we face this question and that of the name of our city, I believe this exercise to be hypocritical and politically expedient.

A bigger issue for me would be the missed opportunities - which here would be legion - to use the name of the school to anchor lessons in all grades each year, of increasing complexity between 6th and 8th grades. These lessons could include the origins of the school name (which seems obvious to us as adults but not necessarily to 6th graders) and why it's so problematic, while giving us an opportunity to discuss our nation's foundational sin and all of the issues flowing from that including the structural racism implicit at the time (and I believe now) and how that has filtered down through our history to today. The reckoning at play here raises issues of representation, reparations, and the recent re-emergence of open hatred based on race (ie: the Asian American hate brought out into the open during the pandemic, or the recent antisemitic graffiti on our own UW campus) could be discussed in this context regardless of whatever CRT fever dream inspired muck our state houses pass to restrict free thought and the education of our kids.

Thomas Jefferson, for all his faults, is a towering figure in American history. We can make educated assumptions regarding his relationship with Sarah (Sally) Hemings that are horrific, and teach why their relationship is so hard to talk about even today. It could also be an opportunity to address agency and Jefferson's use of power over someone who arguably didn't have the benefit of free will (although she was not an enslaved woman in France, where they lived when their sexual relationship is thought to have started - which she was demonstrably aware of). Sally herself was the product of at least three

previous generations of men who had had children with those they enslaved, and was the sister/cousin of Jefferson's wife, Martha. There's also the Madison WI connection - Jefferson's two surviving sons with Hemings lived here, passing (easily) as white. Their lives in this city (her son Estlin is or was buried at Forest Hill Cemetery-his marker is at least still there) could anchor a whole other area of the history of place - in this case our fair city. It also raises another complex issue, passing, that could be openly discussed within it's historical context as well as in today's society and why someone might consider living in this way.

There are so many possibilities and teaching opportunities around this - instead of just changing the name and feeling smug, we could actually use this as a chance to broach some incredibly important subjects with kids as they're reaching an age where those lessons are all the more important. These lessons could be taught district-wide and encompass James Madison as well.

Jefferson was a very flawed man who enslaved his fellow human beings. He was a part of a class and economic system that was dependent on enslavement to be able to function and his huge debts made the release of all the enslaved under his purview impossible upon his death since, by law, they were considered assets of the estate. All of Sally Hemings children were "freed" either by Jefferson personally or at his death, as was Sally herself (although by Martha Jefferson, his daughter). Jefferson ended the transatlantic slave trade as President and was extraordinarily vocal in his opposition to slavery for the time and as a concept, all the while remaining a very large slave-holder. There is much scholarship on these inconsistencies - providing even more potential source material.

Our community values can be taught within such a context in a way that would validate and affirm the life experiences of today - for every student, no matter their race or family history.

Changing the name, while in its own way incredibly satisfying, would only continue to allow the stain of slavery and it's very real historical implications for the students of what is now called TJMS, to remain unacknowledged and unexamined.

Please reconsider changing the name of this school. Thank you.

5.

Date: 3/10/2022 9:33

Name: Amelia McConnell

Comment:

THANK YOU for moving forward on renaming Madison Memorial and Jefferson Middle schools. I am proud to be a Madison "kid at heart" and aware of how lucky we are to begin these conversations with an awareness of actual, factual history. I am grateful that we try to show sensitivity and care to our students of color, and as a would-be white ally, I am entirely behind the purposeful choice and message that all our students SHOULD matter. (Should matter, in this regard, by our removal of these archaic white men off the exterior of our spaces and embrace the new power that comes from acknowledging our Black students in power, whatever name we end up choosing!) This name change is a gift to our Madison community, especially within our sacred school communities where students should feel safe and thrive as soon as they walk through our doors. Cheers to all of you for moving ahead with this necessary mission! Amelia McConnell, LaFollette Class of '99

6.

Date: 4/7/2022 11:32

Name: Sam Lewis

Comment:

(No comment left)

7.

Date: 4/11/2022 8:16

Name: John Christopherson

Comment:

“Freedom of Speech cannot be limited without being lost.” This quote from Thomas Jefferson may be the most important of any from the founding of this great country of ours. So if the school will no longer bear his name, it would probably be fitting to choose an angry anti-American name which matches the intent of those wishing to change it. Perhaps the haters would like Osama Bin Laden middle school.

May reason reign and pride in our nation's history once again be considered appropriate.

8.

Date: 4/28/2022 15:19

Name: David Smidt

Comment: Dear Board Members:

In case you didn't see the OP-ED in last Sunday's Wisconsin State Journal, I have attached a copy. I agree with the writer that, if we denigrate the authors of the Constitution and the Declaration of Independence, their words will be forgotten. If Martin Luther King and Frederick Douglas can look past our founders' flaws and believe and praise the words that they wrote, why can't our society do as well. As the author wrote, let's better use our time and limited resources to create an environment for students that is conducive to teaching and learning.

I have also attached a letter to the editor by an African-American who grew up in the "ghetto" on the east side of Milwaukee. He also provides a perspective that you may find informative.

I hope you will provide the op-ed and letter to the editor to the renaming committee as input from the community regarding the renaming of Jefferson Middle School.

Best regards,

David Smidt



9.

Date: 5/4/2022 20:18

Name: Joyce Johnson

Comment:

Eston Hemings Jefferson would be my choice. I had no idea of this past history-how very fascinating!
Most easy to update signage too.

10.

Date: 5/5/2022 9:04

Name: David Bizot

Comment:

Memorial High School was recently renamed to honor a distinguished black female jurist. With that mind, should the committee rename Jefferson for another individual, to reflect the diversity of the student body and community, it should strongly consider selecting a person with a different background, ethnicity, etc.

11.

Date: 5/5/2022 10:58

Name: hannah mlsna

Comment:

I love hugo blue middle school, he is a historic icon that inspires me everyday, he is very smart and i think everyone can learn after him, he is a very neutral person and is very kind to everyone. I think he would be an amazing pick

12.

Date: 5/16/2022 13:31

Name: Thomas Raschke

Comment:

The attached was published by [Madison.com](https://www.madison.com) April 17th.

Heading: Jefferson was not a fan of slavery

Will the current effort to rename Thomas Jefferson Middle School in Madison address anything of substance about Jefferson?

Economist and historian Thomas Sowell and others have pointed out many examples of Jefferson's initiatives to eliminate slavery. For example, he drafted a Virginia law that prohibited the importation of enslaved Africans and publicly called it a "moral depravity" and a "hideous blot." Yet he continued to own enslaved people and considered them inferior to whites.

He stated his ambivalence best when he wrote about slavery: "As it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other."

Jefferson also wrote the immortal political statement in the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness"

It is ridiculously simplistic to reduce Jefferson's lifetime to, "He owned slaves, so his name has to go." Like moving a 70-ton boulder, this renaming may allow administrators to signal their anti-racist bona fides, but it contributes nothing toward understanding him or slavery.

-- Thomas Raschke, Madison

13.

Date: 5/28/2022 9:15

Name: David Smidt

Comment:

Dear Committee Members,

There was a recent OP-ED in the WSJ by Harry Peterson who stated that, if we denigrate the authors of the Constitution and the Declaration of Independence, their words will be forgotten. If Martin Luther King and Frederick Douglas can look past our founders' flaws and believe and praise the words that they wrote, why can't our society do as well. As the author wrote, let's better use our time and limited resources to create an environment for students that is conducive to teaching and learning.

There was also a letter to the editor by Joshua Hargrove, an African American who grew up on the east side of Milwaukee and graduated from UW Law School. He states that renaming buildings after a man who owned slaves 100's of years ago or walking past a rock suggests that African Americans are so sensitive that it impedes their ability to compete and excel. When you look at Mr. Hargroves's achievements and that of so many African Americans, I believe he makes an excellent point. I sincerely hope that going forward, the school district will use its time and resources on ways to truly help our students succeed.

Thank you,

David and Diane Smidt

14.

Date: 6/8/2022 11:54

Name: Naser Edreis

Comment:

Hello MMSD School Board, I wanted to send you this email regarding the process with the Thomas Jefferson Middle School name change. As a student who attended Jefferson I know what experiences I had, my friends had, my peers had, and more, that reflect upon racism. I believe Gwen Moore would be

a great replacement for the name of the school. Born in Racine, WI, Gwen Moore was elected to represent Wisconsin's 4th Congressional District in 2004. This election made her the first African American elected to Congress from the state of Wisconsin. She aims on improving economic and employment conditions while fighting to restrain predatory lending in minority neighborhoods, led efforts to help small businesses grow and spread the creation of new jobs, fighting for affordable housing, and more. I hope you take into consideration my view of the situation and my proposal for the solution.

15.

Date: 7/11/2022 3:31 p.m.

Name: Bill Holloway

Comment:

I support maintaining the school's current name. He helped ingrain enlightenment ideals in our government, voicing timeless ideals that continue to inspire our nation towards greater equality. His status as a slave owner is nothing to celebrate but I believe his many contributions to our nation's birth and character make him a good namesake for the school.

16.

Date: 10/18/2022 3:59 p.m.

Name: Steve Books

Comment:

I would submit Eston Hemings Jefferson Middle School due to that he's buried at Forest Hill Cemetery with a lot of history. It would bring out many historical facts that our Nation currently needs. Thanks!

17.

Date: 10/27/2022 9:39 a.m.

Name: William Holloway

Comment:

While I would support maintaining the current name of Thomas Jefferson Middle School, if it is to be changed I urge the Board to choose a name other than Eston Hemmings or Sally Hemmings. I feel that it is inappropriate to select a name for a public school as a way to highlight the hypocrisy of a historic figure. It also seems unnecessarily divisive. If the school is to be renamed, I hope the Board will choose a widely respected non-controversial historical figure (hopefully with a local connection) or decide not to name the school after a person at all.

18.

Date: 11/3/2022 8:58 a.m.

Name: Lori Mooney

Comment:

Hello,

I am a former Madison resident and hope to chime in on the ongoing re naming discussion. I think Eston Hemings Jefferson Middle School would be very appropriate as he was the mixed race son of President Thomas and his slave mistress Sally Hemings who was the half sister of his deceased wife. 38 yrs together as common law union.

Eston fled Virginia where it was illegal to teach slaves to read and write and Jefferson had done all these things for his offspring, including violin and harpsichord lessons. To remain there would have put his biological father Jefferson at considerable risk of arrest and trial for violating an abhorrent law that he deliberately disobeyed. Eston and his brother went first to Ohio, safer across the Ohio River but it too proved contentious.

He moved one last time to the free state of Wisconsin and the progressive and welcoming city of Madison where they thrived, running a boarding house and livery for visiting travelers. He is of course buried locally right there in Madison as a famous resident of the Forest Hill cemetery and readily able to receive generations of school children on field trip adventures. Or plant Arbor Day trees at the Arboretum with Jefferson's Monticello nursery plants and begin a Hemings Garden.

<https://www.findagrave.com/memorial/10606815/eston-hemings-jefferson#:~:text=%29%2C%20p%C3%A1gina%20do%20memorial%20para%20Eston%20Hemings%20Jefferson,10606815%2C%20citando%20Forest%20Hill%20Cemetery%2C%20Madison%2C%20Dane%20County%2C>

Madison is an oasis of tolerance and inclusivity and can set an example nationwide by honoring this educated son of a President whose mother Sally was so badly treated by the Randolph family of Virginia after Thomas died. Her burial spot is now an asphalted parking lot of a hotel and should be properly excavated, DNA certified and re interred formally and respectfully with her Hemings and Wayles ancestors at Monticello.

We can do better!

Good luck with your re naming process.

sincerely, Lori Mooney

19.

Date: 11/29/2022 5:17 .m.

Comment:

eston hemings Jefferson

20.

Date: 11/30/2022 8:27 a.m.

Name: Rachelle Crabtree

Comment:

I'd like to see a public school not named after a person. People are flawed and everyone has a different opinion on whether they are appropriate to be named after or not. It feels like a never-ending cycle of re-naming when it's decided at some point that the person who the school was named after is no longer appropriate. What about naming schools after nature? 50 years down the road, there will not likely be an uproar against the school named Woodside for example!

But since the choices of names are after people, my vote would be for Eston Hemings Jefferson, to keep the Jefferson part consistent.

21.

Date: 12/1/2022 12:18 a.m.

Name: Stacey Schaefer

Comment:

Hello, I am submitting a comment as a mother of a Jefferson Middle School student. I wish to throw my support for changing the name to Maya Angelou.

Thank you.

Stacey Schaefer

22.

Date: 12/1/2022 10:13 p.m.

Name: Megan Syverson

Comment:

I would like to support the proposal for Ezekiel Gillespie Middle School. This name would be a direct tie to an important part of Wisconsin history and initiate conversations for generations of students about the critical role that voting rights play in a democracy and why it is so important to ensure that all Wisconsin citizens have the ability to exercise this right.

23.

Date: 12/6/2022 2:19 p.m.

Name: alexandra wilburn

Comment:

I vote for Maya Angelou. I think it's important to uplift her name. I think it would be positive to rebuke the patriarchy by naming an institution the name of a Black woman activist, author, etc, etc.

On-Track to Graduation Plan: Student Update

Reflects At Risk data from January 7, 2023

The summary of students who are included in this year's on-track to graduation plan (formerly known as DPI At Risk list) for the 2022-23 school year is based on student data for the 2021-22 school year. We realized an exponential increase in numbers this year which we hypothesize may be due to an increase in test participation and in habitual truancy rates. While working on our annual evaluation, we discovered some data errors that may have impacted last year's report resulting in lower student numbers. We believe we have corrected these errors and will work to include additional analyses based on continued feedback from the Board of Education and improvements made to the plan.

Schools, By Grade

	05	06	07	08	09	10	11	12	Total
Allis	8								8
Anana	*								*
Chavez	8								8
Crestwood	8								8
Emerson	10								10
Hawthorne	9								9
Henderson	9								9
Huegel	11								11
Kennedy	20								20
Lake View	10								10
Leopold	21								21
Lincoln	9								9
Lindbergh	*								*
Lowell	8								8
Marquette	*								*
Mendota	16								16
Muir	8								8
Nuestro Mundo	*								*
Olson	*								*
Orchard Ridge	*								*
Randall	*								*
Sandburg	15								15
Schenk	10								10
Stephens	8								8
Thoreau	*								*
Grade Group Total	221								221
Badger Rock		*	*	*					*
Black Hawk		34	43	41					118
Cherokee		17	36	44					97
Hamilton		15	16	15					46
Jefferson		35	36	39					110
O'Keefe		25	25	39					89
Sennett		46	53	72					171
Sherman		40	32	32					104
Spring Harbor		*		*					8
Toki		36	54	60					150
Whitehorse		39	45	46					130
Wright		9	16	10					35
Grade Group Total		300	359	404					1063
Capital					14	18	44	10	86
East					77	65	62	42	246
Innovative & Alt						*	*	38	45
La Follette					63	74	47	27	211
Memorial					46	61	70	31	208
Metro School			*	*		*	*	*	12
Shabazz					*	*	*	*	17
West					34	38	39	18	129
Grade Group Total			*	*	239	263	275	175	954
All Grades	221	300	360	405	239	263	275	175	2238



Race/Ethnicity, By Grade

	05	06	07	08	09	10	11	12	Total
American Indian/Alaska Native		*	*	*		*		*	9 (0%)
Asian	8 (4%)	10 (3%)	12 (3%)	16 (4%)	* *	8 (3%)	8 (3%)	* *	69 (3%)
Black or African American	111 (50%)	135 (45%)	163 (45%)	163 (40%)	100 (42%)	107 (41%)	111 (40%)	74 (42%)	964 (43%)
Hispanic/Latino	72 (33%)	88 (29%)	115 (32%)	135 (33%)	79 (33%)	99 (38%)	96 (35%)	60 (34%)	744 (33%)
Multiracial	16 (7%)	33 (11%)	34 (9%)	40 (10%)	33 (14%)	27 (10%)	28 (10%)	16 (9%)	227 (10%)
Native Hawaiian/Pacific Island				*		*			* *
White	14 (6%)	32 (11%)	35 (10%)	49 (12%)	21 (9%)	18 (7%)	32 (12%)	22 (13%)	223 (10%)

Race/Ethnicity, By Grade

Female	110 (50%)	143 (48%)	186 (52%)	173 (43%)	115 (48%)	111 (42%)	134 (49%)	60 (34%)	1032 (46%)
Male	111 (50%)	154 (52%)	174 (48%)	231 (57%)	124 (52%)	152 (58%)	139 (51%)	115 (66%)	1200 (54%)

Income Status, By Grade

Low Income	187 (85%)	255 (85%)	315 (88%)	342 (84%)	171 (72%)	190 (72%)	199 (72%)	77 (44%)	1736 (78%)
Not Low Income	34 (15%)	45 (15%)	45 (13%)	63 (16%)	68 (28%)	73 (28%)	76 (28%)	98 (56%)	502 (22%)

ELL Status, By Grade

ELL	69 (31%)	83 (28%)	104 (29%)	131 (32%)	77 (32%)	99 (38%)	91 (33%)	51 (29%)	705 (32%)
Not ELL	152 (69%)	217 (72%)	256 (71%)	274 (68%)	162 (68%)	164 (62%)	184 (67%)	124 (71%)	1533 (68%)

Disability Status, By Grade

Not Special Ed	163 (74%)	218 (73%)	261 (73%)	303 (75%)	164 (69%)	177 (67%)	202 (73%)	105 (60%)	1593 (71%)
Special Ed	58 (26%)	82 (27%)	99 (28%)	102 (25%)	75 (31%)	86 (33%)	73 (27%)	70 (40%)	645 (29%)

New and Total At Risk Student Count

The following two tables refer to the years the student's data was used to identify them as off-track towards graduation based on DPI criteria. New students are students who have never been considered for inclusion in this plan. The percentage under each number is the percent of "new to the list" over the total. For example, in 2021-2022, 339 of the 405 8th graders were new to the list, or 84%.

There were students in 2020-2021 who were not considered new to this list because they had been identified in 2018-2019, yet they were not included in 2019-2020 due to COVID-19 data interruption.

Total Students who met plan criteria, by Grade

	05	06	07	08	09	10	11	12	Overall
2019-2020				76	24	127	171	161	559
2020-2021	25	22	42	108	20	92	85	158	552
2021-2022	221	300	360	405	242	268	278	176	2250

New Students who met plan criteria this year, by Grade

	05	06	07	08	09	10	11	12	Overall
2019-2020				24	13	50	61	41	189
				(32%)	(54%)	(39%)	(36%)	(25%)	(34%)
2020-2021	25	22	32	64	8	46	23	22	242
	(100%)	(100%)	(76%)	(59%)	(40%)	(50%)	(27%)	(14%)	(44%)
2021-2022	221	284	346	339	173	172	157	69	1761
	(100%)	(95%)	(96%)	(84%)	(71%)	(64%)	(56%)	(39%)	(78%)

Percent of Students No Longer Considered At Risk (Off List)

The data below is for the report school year, 2021-2022, the first year these students are considered On-track to graduation after being subsequently identified.

To read these tables, consider the top table, where 108 8th graders were identified in 20-21. In the table below, "Overall, by Grade", we see that 88 of these 108 8th graders were no longer considered off track. The table above, "New Students", shows that, in 9th grade of 21-22 8 additional students were added to this group. These numbers may not add up due to some students being "off track" one year and back the following, but not be considered new again.

Overall, by Grade

	05	06	07	08	09	10	11	12	Overall
	9	8	18	88	17	56	43	130	369
	(36%)	(36%)	(43%)	(81%)	(85%)	(61%)	(51%)	(82%)	(67%)

Race/Ethnicity, by Grade

	05	06	07	08	09	10	11	12	Overall
American Indian/Alaska Native				*		*			*
Asian		*	*	*		*	*	*	11
									(85%)
Black or African American	*	*	12	46	11	24	18	58	179
	(39%)	(30%)	(50%)	(79%)	(85%)	(71%)	(49%)	(78%)	(67%)
Hispanic/ Latino	*	*	*	17	*	20	12	33	91
			(18%)	(85%)	*	(57%)	(46%)	(79%)	(61%)
Multiracial	*	*	*	11	*	*	*	14	40
				(79%)	*	(67%)	(56%)	(100%)	(71%)
White	*	*	*	12	*	*	*	19	47
				(86%)	*	(55%)	(55%)	(86%)	(73%)

Percent of Students No Longer Considered At Risk, Continued

ELL Status, by Grade

	05	06	07	08	09	10	11	12	Overall
Not ELL	9 (43%)	* (28%)	16 (47%)	78 (82%)	13 (87%)	37 (63%)	31 (48%)	94 (82%)	283 (67%)
ELL	*	*	* (25%)	10 (77%)	*	19 (58%)	12 (57%)	36 (84%)	86 (66%)

Gender, by Grade

Female	* (33%)	* (33%)	9 (41%)	38 (84%)	10 (100%)	25 (60%)	16 (55%)	42 (89%)	148 (68%)
Male	* (38%)	* (40%)	9 (45%)	50 (79%)	* (70%)	31 (62%)	27 (48%)	88 (79%)	221 (66%)

Income Status, by Grade

Not Low Income	* *	* *	* *	13 (68%)	* *	17 (85%)	14 (67%)	67 (97%)	115 (85%)
Low Income	9 (38%)	* (33%)	17 (41%)	75 (84%)	15 (88%)	39 (54%)	29 (45%)	63 (71%)	254 (61%)

Disability Status, by Grade

Not Special Ed	* (27%)	* (38%)	9 (35%)	67 (81%)	* *	35 (53%)	27 (52%)	86 (86%)	243 (65%)
Special Ed	* *	* *	9 (56%)	21 (84%)	10 (77%)	21 (81%)	16 (48%)	44 (76%)	126 (70%)

Summer Semester 2022 Outcomes

Key Findings

1. MMSD invited more students to attend summer semester in 2022 than 2021, but both a smaller number and smaller proportion of invited students were ultimately enrolled in summer semester programming.
2. Students identified as English language learners, students receiving special education services, and students who qualify for free and reduced-price meals are overrepresented in summer semester compared to all MMSD students; Black and/or African American students and Hispanic and/or Latinx students are also overrepresented in summer semester, while White students are underrepresented.
3. On average, students in grades 4K-12 attended below the MMSD summer goal rate of 90%.

Background & Data Note

This report provides data and analyses on students participating in the 2022 summer semester at MMSD. While there are a small number of non-MMSD students who are invited to and attend summer semester, these students are not represented by any graphics or data in this report. The report uses several data points to address two primary questions:

1. *Who enrolled in the summer semester?*
2. *What were the attendance and academic outcomes of students who attended summer semester?*

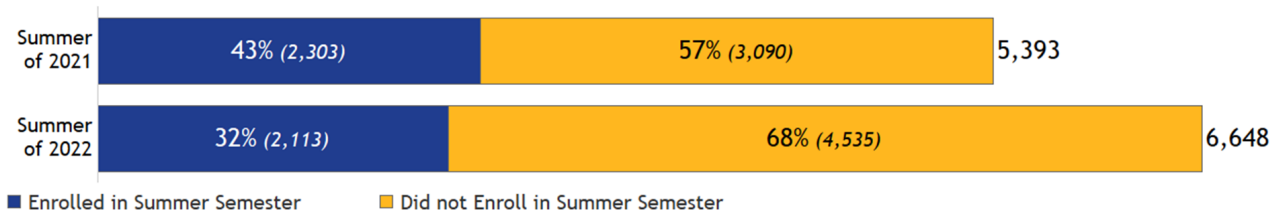
The COVID-19 pandemic forced MMSD to make changes to summer semester programming and as a result, in 2020, students participated in an all-virtual summer semester; in 2021, MMSD offered both virtual and in-person options for summer semester attendance and saw an increase in attendance rates compared to the all-virtual summer semester programming offered in 2020. In 2022, interest in summer semester programming remained high but a variety of factors impacted summer semester programming, including an expansion of alternative summer programming paid for by time-limited pandemic aid funding, a return to pre-pandemic compensation rates for summer semester staff, and ongoing staffing shortages; furthermore, high drop rates and volatile attendance rates posed challenges for identifying trends in outcome data.

The outcomes and data for this report come from the morning summer semester program, and do not include students who participated in other summer experiences such as MSCR and the MMSD pilot arts enrichment programming.

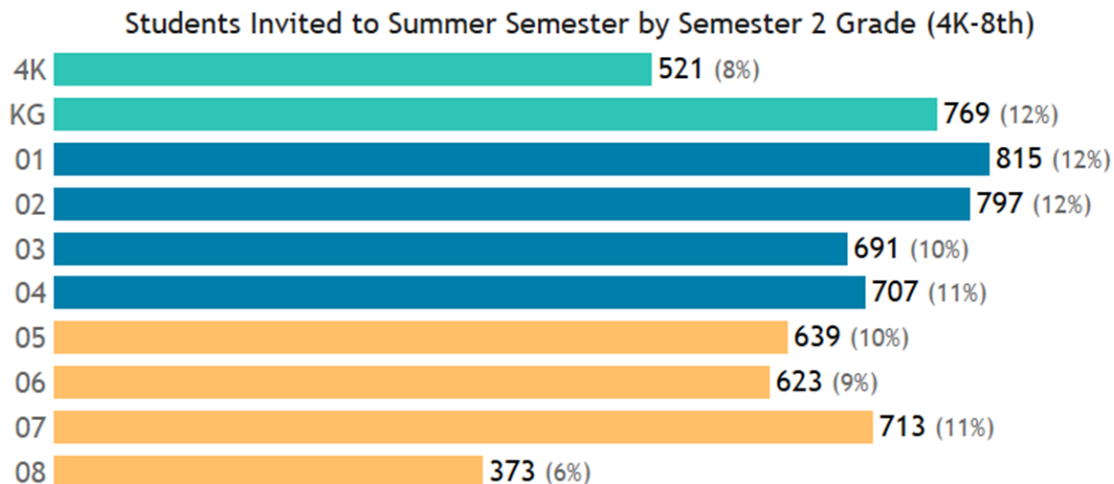
Question 1: Who enrolled in the summer semester?

Invited & Enrolled Summer Semester Students

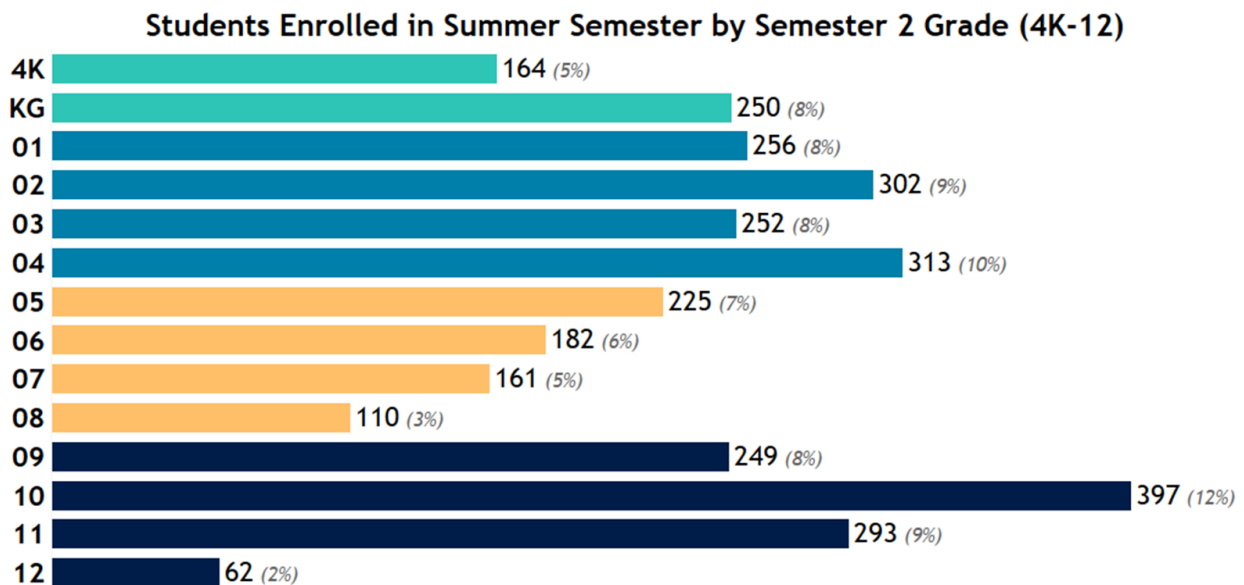
3,217 MMSD students in 4K-12 enrolled in summer semester in 2022, compared to 4,273 students in 2021. In March of 2022, MMSD sent formal invitations to 6,648 students in grades 4K-8 who met criteria and were recommended to enroll in the summer semester. Students in grades 9-12 do not receive invitations, and instead take summer semester courses for reasons that include credit recovery, experiential learning/work experience, grade replacement, and first-time credit; students work with their school counselor to sign up for summer semester, if appropriate. The 4K-8 invitations for summer semester were based on their attendance, grades, and school recommendation. In 2022, about 30% of students invited to summer semester ultimately enrolled, compared to 43% in 2021. Staffing shortages contributed to this decline; in late spring, approximately 700 students were unenrolled from summer semester because staffing levels could not support anticipated enrollment.



The graphic below shows the number of 4K-8 MMSD students **invited to** summer semester by their **grade level during the preceding school year**. The number for each bar indicates the number of students invited to summer semester by grade, while the percentage indicates the percent of *all invited students* represented by students in the indicated grade level. For example, 12% of all students invited to summer semester were enrolled in grade 1 during the 2021-2022 school year. In general, among students invited to summer semester, students in lower grades received more invitations than students in higher grades, and this trend persisted in the summer of 2022. Note that MMSD 8th grade students have access to two summer semester programs, one invitation-based (for 8th grade promotion) and the other for first-time high school credit.

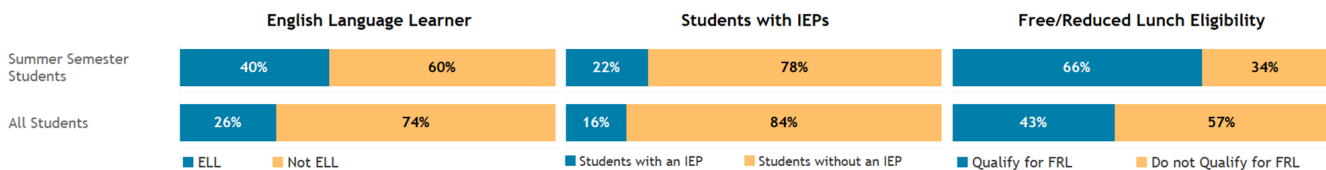


The next graphic shows the number of students **ever enrolled in** summer semester. The number for each bar indicates the number of students enrolled by summer semester grade, while the percentage indicates the percent of *all summer semester-enrolled students* at the indicated grade level. Middle school students represent the smallest proportion of summer semester students (21%), while elementary school students represent the greatest proportion (35% in grades 1-4). Please note that these numbers are higher than experienced in summer semester, as they account for students who were ever enrolled, including students who dropped early or attended at low or zero rates.



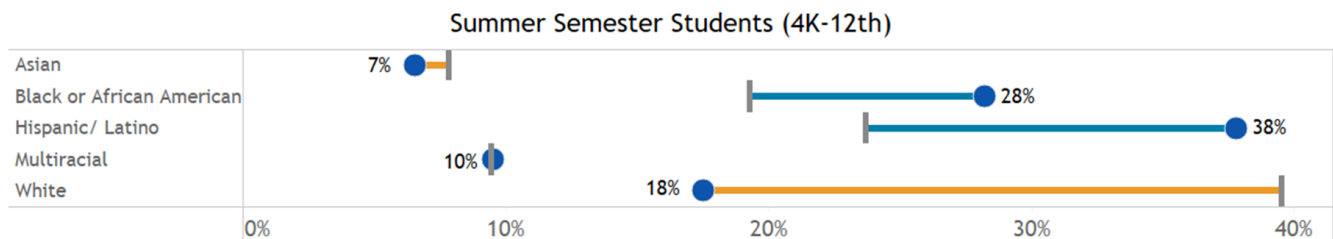
Proportional Breakdown of Students Enrolled in Summer Semester

The graphic below shows the breakdown of summer semester students and *all* MMSD students based on their language learning status, designation as having an IEP, and qualification for free and reduced-price meals. The top graphics show proportions of students attending summer semester, while the bottom graphic show proportions of all students in the district.



These data show that students identified as English language learners, students with IEPs, and students who qualify for free and reduced-price meals were overrepresented in summer semester when compared to all students in MMSD. Students who qualify for free and reduced-price meals were most overrepresented during summer semester, representing 66% of summer semester students compared to 43% of all MMSD students. This overrepresentation remains largely unchanged from summer semester 2021, where ELLs, students with IEPs, and students eligible for free or reduced-price meals were overrepresented by 10%, 11%, and 21% respectively.

The next graphic shows the proportion of students who attend summer semester, broken down by race and ethnicity, compared to the proportion of all MMSD students in each racial and/or ethnic category.¹ The **dark blue** dots represent the proportion of invited or summer semester students that identify as the corresponding racial and/or ethnic group, while the **gray** bars at the end of each line represent the proportion of all MMSD students that identify as the denoted group. Dark blue dots to the left of the gray bars (denoted by **orange** lines) show a smaller proportion of a racial and/or ethnic category represented in summer semester. Dots to the right of the gray bars (denoted by **turquoise** lines) show a larger proportion of a particular racial and/or ethnic group represented in summer semester. For example, in 2022, about 40% of all MMSD students identified as White, but only 18% of students enrolled in summer semester identified as White.



These data show that students identified as Black and/or African American and Hispanic and/or Latino enroll in summer semester in higher proportions, while students identified as White enroll in summer semester in smaller proportions compared to the first and second semesters of the school year. Students identified as Black and/or African American accounted for 28% of all students enrolled in summer semester in 2022, but only represent about 19% of all MMSD students, and students identified as Hispanic and/or Latino accounted for 38% of all students enrolled in summer semester but only make up about 24% of all MMSD students. Conversely, 18% of students enrolled in summer semester identified as White, compared to nearly 40% of all MMSD students. Once again, these trends in overrepresentation persist when compared to summer semester 2021.

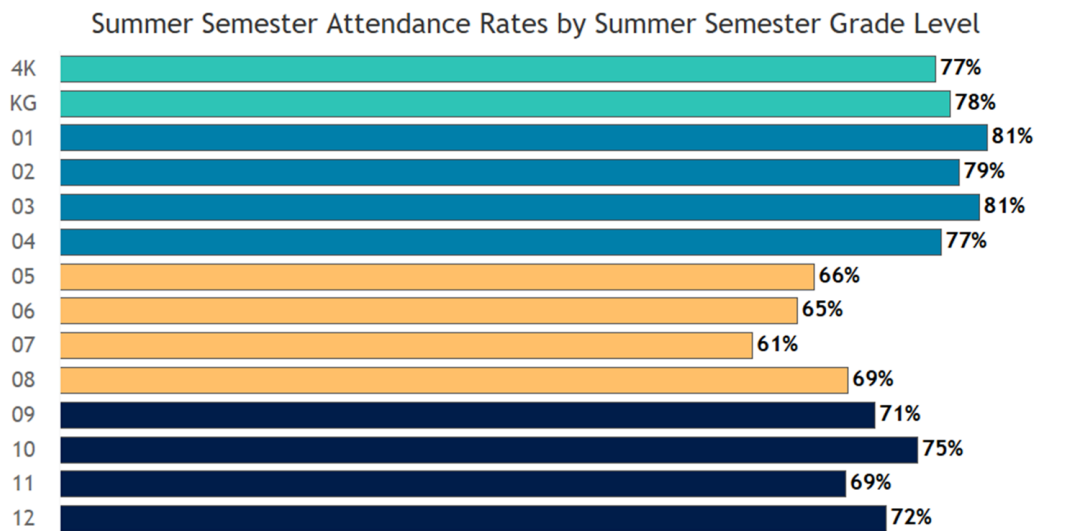
¹ Note: Some students and some racial and ethnic identity groups may not appear in this graphic due to low student counts, in order to preserve student privacy.

Question 2: What were the attendance and academic outcomes of students who attended summer semester?

Attendance Rates and Impacts

MMSD sets a goal of 90% summer semester attendance - despite voluntary participation - for academic programming to meaningfully impact student achievement.² In 2022, summer semester enrolled students in grades 4K-12 attended at a rate of 74%, compared to 82% in the summer of 2021.

The graphic below shows average attendance rates by grade level. Overall, students at all grades attended summer semester consistently between 61-81%. Students in the middle grades school grades had the lowest attendance rates, between 61-69%; students in the high school grades attended at rates between 69-75%, and students in 4K and elementary grades attended at rates between 77-81%. Students in grades 4K-4 and high school students in grade 10 outperformed the district average summer attendance rate of 74%. Summer attendance rates were similar between 2021 and 2022 in 4K and elementary grades, while middle and high school attendance rates dropped in 2022.



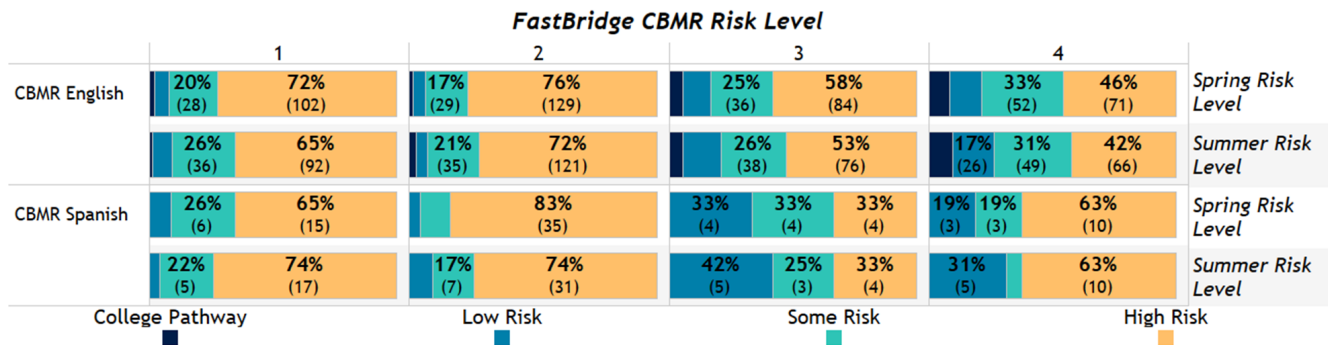
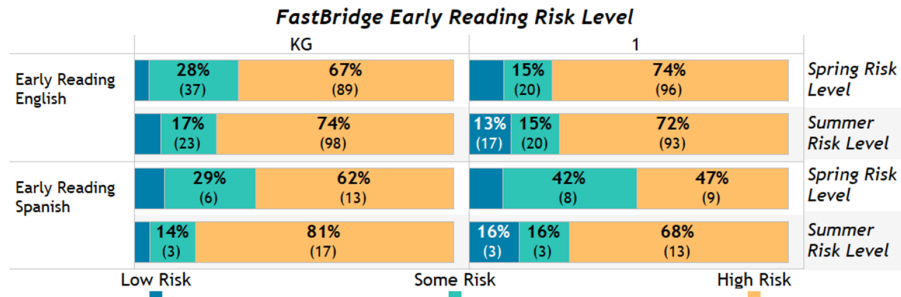
These attendance data highlight some of the challenges faced in meeting district academic goals for summer semester programming; low attendance rates will limit the extent to which summer semester programming can impact student growth targets.

² *Every Summer Counts*, A longitudinal Analysis from National Summer Learning Project by Jennifer Sloan McCombs, Catherine H. Augustine, John F. Pane, Jonathan Schweig, 2020

Summer Semester Literacy Academic Outcomes: Elementary and Middle School

In order to minimize the amount of time students and staff were engaged in assessment, MMSD used spring reading screening scores as the baseline score and then collected the same data the last week of summer semester. For grades K and 1, students took the 4 minute FastBridge earlyReading Composite in English and Spanish (if enrolled in DLI program). For grades 1 through 4, students engaged in a 3-minute oral reading fluency test, FastBridge CBM Reading (CBMR).

The graphic below displays the proportion of students at each “risk level” as determined in FastBridge.³ The top two graphs present data for kindergarten and first grade, while the bottom three graphs present data for second, third, and fourth grades. The graphs display major divisions on the left for the assessed language (English or Spanish), and minor divisions for the timing of the administration (Starting or Ending). The graphs then display the percentages of students attending summer semester within each grade who fall into each “risk level” category, progressing from on track (“CP” or “College Pathway”) to “low risk,” to “some risk,” then “high risk.”

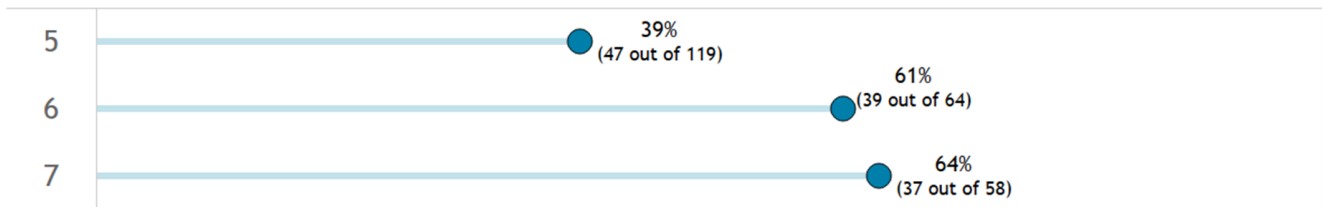


Scores on the FastBridge English literacy assessments improved at all elementary grade levels except kindergarten between the initial and final administrations of the assessments when measured as a decrease in the number of students in the “high risk” category. However, FastBridge Spanish assessment data show negative, minimal, and/or zero decrease in the “high risk” population in all grades except second grade. Neither of these generalizations account for how students move within these categories, but rather serve as point-in-time snapshots.

³ The categories of risk refer to the risk of students not meeting end of year performance goals as [benchmarked by FastBridge](#). These benchmark percentiles are highly correlated with year end state tests. The “College Pathway” benchmarks, also [defined by FastBridge](#), apply to score percentiles correlated with outcomes on college entrance exams (ACT, SAT, etc.)

The next graphic presents summer semester literacy data for middle school students. MMSD measured its impact on middle school student growth in literacy using LevelSet assessments from Achieve3000. These assessments assign students a Lexile measure based on their answers to comprehension questions for reading passages. MMSD considers maintenance of student scores positive in that stable scores indicate an offset of summer learning loss.

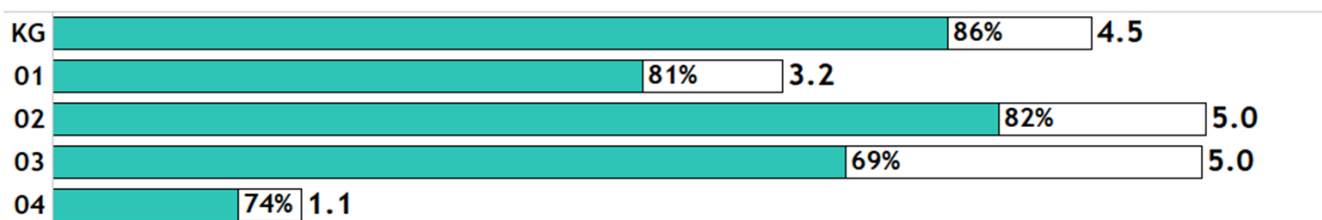
% of Students Maintaining or Improving Achieve 3000 Scores



Summer Semester Mathematics Academic Outcomes: Elementary and Middle School

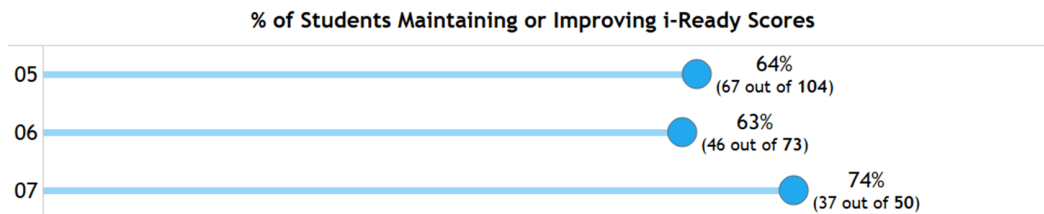
In 2022, elementary students in the summer semester utilized DreamBox Learning, an online software that focuses on elementary mathematics education. The graphic below shows the average number of total sessions elementary students completed over the summer semester term and the average percentage of passed sessions per student by summer semester grade level. DreamBox recommends students complete at least five sessions per week.

Dreambox Average Completed Summer Sessions and % Passed per Week



Elementary students in kindergarten through the fourth grade completed and passed sessions of DreamBox Learning mathematics at highly variable rates, completing an average of between 1.1 and 5.0 sessions per week over the summer term and passing between 69% and 86% of those sessions.

To reduce the amount of test administration, MMSD assessed middle school students only at the end of summer semester, and compared those assessment scores to spring assessment data. The graphic below shows the percent of students maintaining or improving their score on the i-Ready assessment for all of those students at the indicated grade level for whom we have **both** beginning (spring) and ending (end of summer semester) assessment data. Maintenance and improvement rates were relatively similar across the three grades, ranging from 64-74%.



Math Bridge Data: Middle School

Currently, students are placed in one of two paths for mathematics in middle school: a traditional path (Math 6, Math 7, and then Math 8) and an accelerated track (Math 6/7a, Math 7b/8, and Algebra I). The Summer Math Bridge courses were designed to provide students with access to move from the traditional path to the accelerated path between grade levels. There are two Summer Bridge Courses:

- **Math 7a Summer Bridge Course:** Students who successfully completed Math 6 in 6th grade and would like to move to the accelerated path in their 7th grade year. Students complete the Summer 7a Bridge course in the summer and will then enroll in Math 7b/8 in the fall for 7th grade and progress to Algebra I in 8th grade.
- **Math 8 Summer Bridge Course:** Students who successfully completed Math 7 in 7th grade and would like to move to the accelerated path in their 8th grade year. Students complete the Summer 8 Bridge course in the summer and will then enroll in Algebra I in 8th grade.

54 students enrolled in these two courses, of whom 33 received a transcribed grade and all of whom received passing grades. The remaining 21 students either dropped from the course, or did not receive a transcribed grade. The following tables present demographic data on 6th and 7th grade students enrolled in the two Bridge courses during the 2022 summer semester. Some numbers have been redacted to protect student privacy.

Course	Not ELL	ELL	Students w/o an IEP	Students w/ an IEP	Not Low-income	Low-income
Math Bridge (Grades 6-7)	23	31	---	---	24	30

Course	All Students	Asian	Black or African American	Hispanic/Latino	Multiracial	White	Female	Male
Math Bridge (Grades 6-7)	54	---	9	20	---	16	25	24

8th Grade Promotion Data: Middle School

For students in 8th grade summer semester programming prior to their first year in high school, summer semester can serve two functions. It can be a requirement for the completion of their 8th grade year (promotion in math & reading) or it can serve as an opportunity to take high school courses for early credit. The following tables present data on students in 8th grade promotion courses during the 2022 summer semester. Some numbers have been redacted to protect student privacy.

Course	All Students	Asian	Black or African American	Hispanic/Latino	Multiracial	White	Female	Male
8th Promotion - Math	56	---	17	27	---	8	26	30
8th Promotion - Reading	56	---	17	27	---	9	26	30

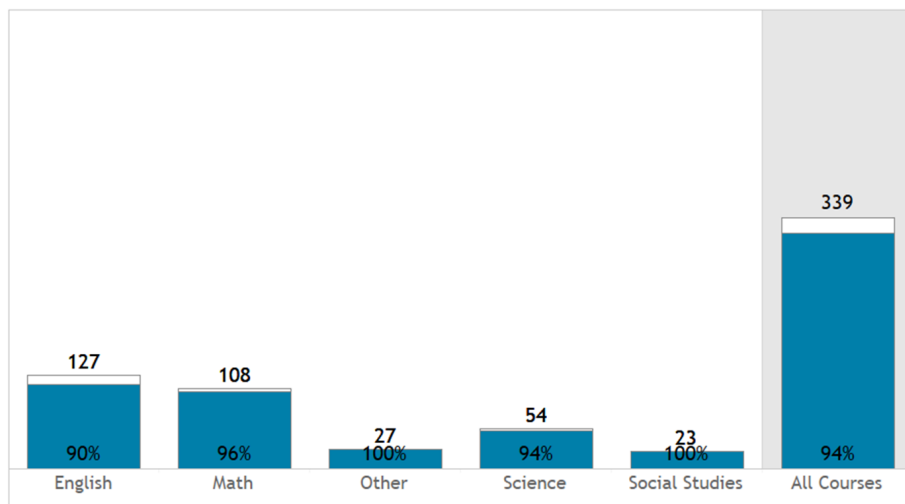
Course	Not ELL	ELL	Student w/o an IEP	Student w/ an IEP	Not Low-income	Low-income
8th Promotion - Math	31	25	36	20	11	45
8th Promotion - Reading	31	25	36	20	11	45

Grade Score	Math Promotion 8 - Summer	Reading Promotion 8 - Summer	Both
Pass	63%	96%	78%

Credit Recovery: High School

This report defines credit recovery as instances where students took a course in summer semester that they also took *prior to* summer semester, but received a failing grade. To measure credit recovery, this report identifies all the instances of a transcribed course appearing on a student’s transcript before July 2022 and during summer semester. This methodology matches courses on either course name or MMSD’s course codes, but excludes course codes and names that are likely to appear multiple times but do not represent a repeated course. For instance, work experience, internship, and independent study courses may be coded with the same course code but are new courses and should not be considered as an attempt at credit recovery and replacement.

Credit Recovery Attempts and Success Rate



Using this approach, R&I identified 339 incidences of credit recovery, attempted by 277 students. The table below shows the *number of incidences* and success rate of credit recovery and grade replacement by course subject area.

The most common course subject for credit recovery was English. The rates of success for credit recovery were 90% or higher across all subjects, with an overall success rate of 94%.



Grade Replacement: High School

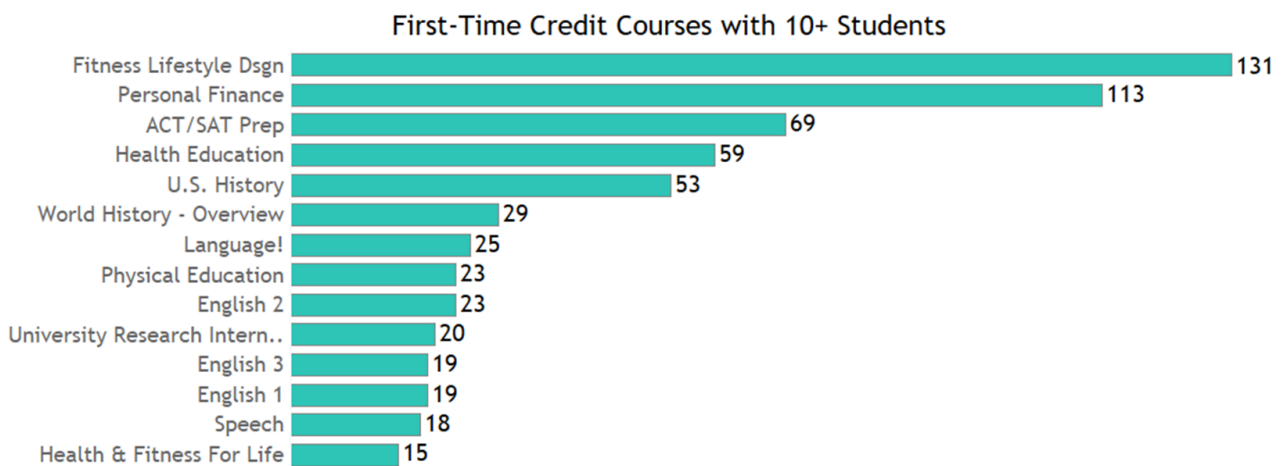
This report defines grade replacement as instances where students took a course in summer semester that they took *prior to* summer semester and did *not* receive any failing grade. Students take these courses to get a higher grade than previously received.

Students take courses for grade replacement at a lower rate than for coursework for credit recovery and first-time credit. Overall, there were 56 attempts at grade replacement by 53 students.

First-Time Credit: High School

This report defines first-time credit as any courses taken in the summer semester that did *not* appear on any prior transcripts. R&I used a similar matching process as used to identify credit recovery. This process may overestimate the number of courses taken for first-time credit.

Overall, there were 782 incidences of identified first-time credit attempts by 673 students. The graphic below shows first-time credit counts by course name (with 10 or more students). Fitness Lifestyle Design and Personal Finance were the courses most frequently taken for first-time credit during the 2022 summer semester, and represent over a third of all first-time credit course attempts. This includes rising 9th grade students.



Work Experience

MMSD provides high school students with the opportunity to earn elective credits for hours worked at a paid job or through volunteering throughout the year. In the summer months, many students earn these credits while participating in programming and paid work through area nonprofits that belong to the Youth Employment Network (YEN). In 2022, 181 students received elective credits through this program, 91% (165) of those through YEN organizations. The remaining students were not associated with any formal programming. 66% (119/181) of students earned a DPI certification, all coming from YEN participants. A total of 227.75 elective credits were earned.