



Every school
will be a thriving
school that
prepares
every student
to graduate
ready for
college, career
and community

Goal 1

Every child is on track to graduate ready for college, career and community.

Goal 2

The district and every school in it is a place where children, staff and families thrive.

Goal 3

African American children and youth excel in school.



EOY Reporting on the MMSD Strategic Framework 2021-22

BOE Retreat 8/27/2022

Prepared by:



research & innovation

Who are we? Research & Innovation (R&I)

Helping others know more to improve

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Katie Mae Imhoff-Bebeau



2022-2023

How will we spend our next 90 minutes together?

1. Set our purpose and framing (10)
2. Learn what 2021-22 EOY data resources are available and how to access them (15)
3. Participate in two abbreviated data dances using 2021-22 EOY data resources (40)
4. Discuss the implications for our work together in 2022-23 (25)



Setting the Purpose

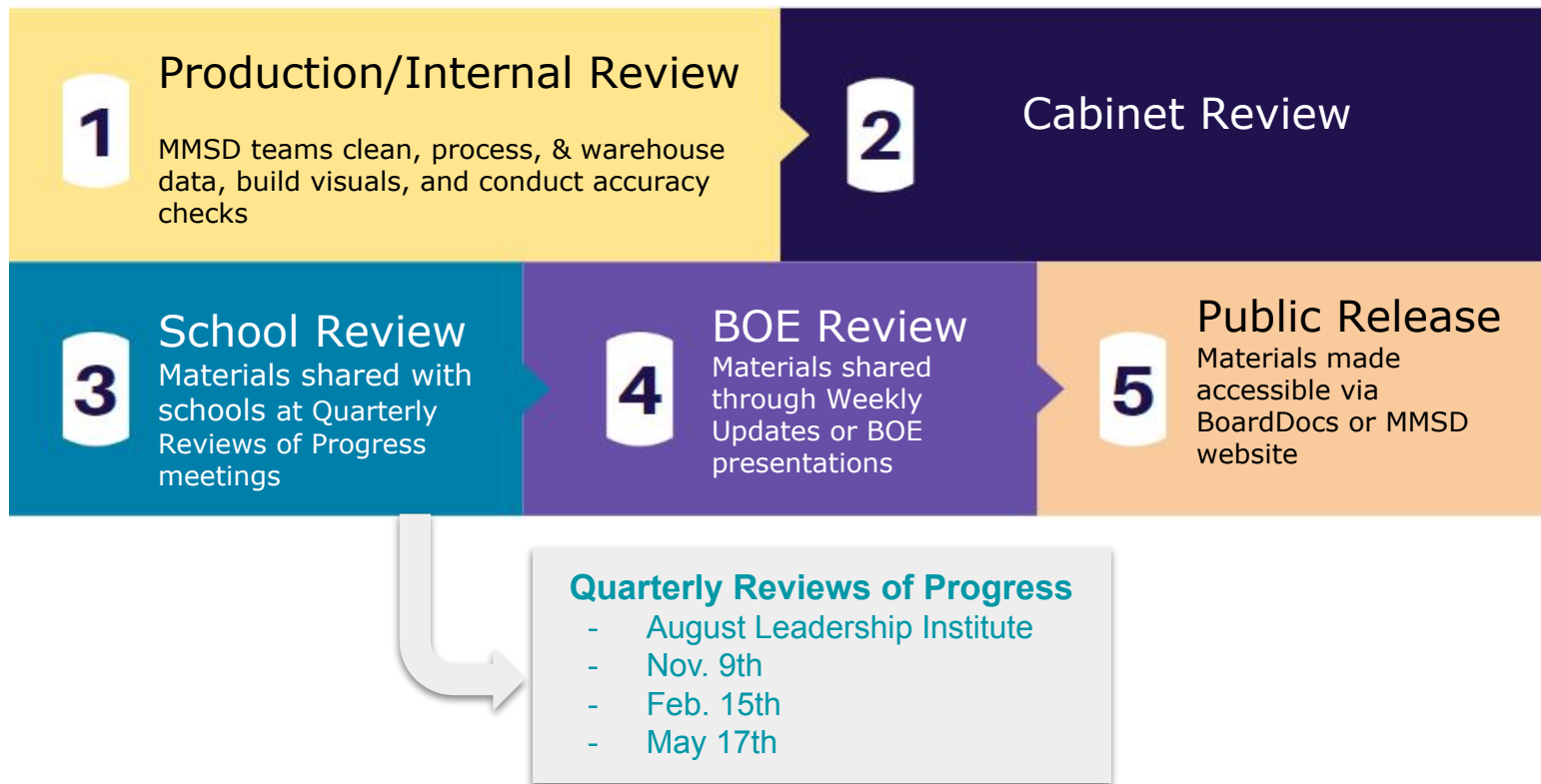


Today we will...

1. Provide you with a suite of resources to dig into results from 2021-22 & demonstrate how to use them
2. See how data can tell a story - and many stories - when we use it together
3. Brainstorm where you want to go next with this data and using data in 2022-23



Routines for Sharing Data



How do we think about data to drive improvement?

Grounding in 6 core principles of **improvement science**:

1. Make the work **problem-specific** and **user-centered**
2. **See the system** that produces the current outcomes
3. We **cannot improve** at scale **what we cannot measure**
4. Anchor practice improvement in **disciplined inquiry**
5. **Accelerate** improvements **through networks**
6. **Variation** in performance is the **core problem** to address



Carnegie Foundation
for the Advancement of Teaching

*Adapted from the Carnegie Foundation's
["The Six Core Principles of Improvement"](#)*

Seeing a story:

What did R&I learn about MMSD in 2021-22?

Taken from [What End of Year Data Tells Us About MMSD in 2021-22](#)

1. District-level trends obscure important variation
2. Quality and reliability of data reflects the pandemic challenges
3. Focus on literacy buoyed results, while math has lagged
4. Students reported positive, but nuanced, feelings of belonging and safety at school
5. The 2021-22 school year stressed staff in MMSD & nationwide
6. Post-pandemic, MMSD's equity imperative persists



Seeing a story:

What did others learn about MMSD in 2021-22?



Beauty of working with data & evidence in complex systems is that there are many stories

- Just need to change the who, how and what to see something new
- Be cognizant of the potential uses and limitations

What resources do we have for you?

1. District-level “Placemat”
2. School-level “Placemat”
3. R&I Summary Report
4. Data Resources Memo

Strategic Framework Metrics 2021-2022

Because of COVID-19, not all metrics were available in 2019-20 and participation rates in assessments were much lower in 2020-21. Lower participation rates meant non-representative sampling, so comparison across years requires caution.

The following data uses are called live accessibility by population, which is the group of students who were enrolled in MMSD for a full academic year. This data therefore might be different from other public reports. Data is also released, which can cause missing values.

To change the view by School or Demographic, use the School or Demographic dropdown below.

School Name	Demographic
District	All

Goal 1: Every child is on track to graduate college, career, and community ready.

	17-18	18-19	19-20	20-21	21-22
Percent Meeting PALS Opposite Letter Identification Threshold (Grade K-1)	68%	66%	66%	66%	64%
Not Fathbridge Early Reading Benchmark (Grade K-1)					20%
Not Fathbridge CDE Reading Benchmark (Grade K-1)					45%
Proficient or Advanced on Forward ELA (Grades 3-5)	40%	38%	43%	40%	40%
Proficient or Advanced on Forward Math (Grades 3-5)	43%	41%	42%	41%	40%
Proficient or Advanced on Forward ELA (Grades 6-8)	35%	34%	39%	36%	36%
Proficient or Advanced on Forward Math (Grades 6-8)	35%	34%	31%	31%	31%
Not ACT/Apex Reading College Readiness Benchmark (Grades 9-11)	44%	42%	47%	41%	41%
Not ACT/Apex Math College Readiness Benchmark (Grades 9-11)	43%	41%	41%	34%	34%
4 Year High School Completion (One year lag)	85%	84%	84%	86%	87%
Percent ELA Meeting Proficiency Level Growth (Grade K-12)	35%	31%	35%	36%	21%

Goal 2: The district and every school is a place where children, staff, and families thrive.

	17-18	18-19	19-20	20-21	21-22																																																																															
Parent																																																																																				
I feel like I am part of the school community. (All grades)																																																																																				
My child feels safe at their building. (All Grades)																																																																																				
I enjoy going to work. (All grades)																																																																																				
I feel safe at my building. (All Grades)																																																																																				
Staff																																																																																				
Percent of Staff Retained. (All grades)																																																																																				
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Aug 27 BOE Retreat Data Resources Memo

Compiled by MMSD Research & Innovation (R&I)

Aug 27

ation for 8/27/2022 Board Retreat
level 2021-22 EOY results placemat (in process)
level 2021-22 EOY results placemat
of year data tells us about MMSD in 2021-22
BOE (EOY) 2021-22 Data Summaries - prepared by R&I
includes analysis findings and associated data visualizations for 12
Strategic Framework metrics in literacy, culture & climate and staff:

- PALS K-12
- Forward 3-8
- ACT/Apex 9-11
- HS Completion
- PSE Enrollment
- ACCESS K-12
- Co-Curricular Participation 6-12
- Behavior K-12
- Student Climate Survey 3-12
- Staff Climate Survey
- Family Climate Survey 4K-12

memo written by
red by Donald

What End of Year Data Tells Us About MMSD in 2021-22

Prepared by Brianne Monahan, MMSD Research & Innovation, August 2022

Summary of Findings

1. District-level trends obscure important variation in results at particular schools
2. The quality and reliability of the data collected reflects the challenges of the pandemic
3. The focus on literacy may have helped buoy proficiency results amid pandemic challenges, while mathematics has lagged
4. In the first fully reopened school year since COVID-19, students reported positive, but somewhat nuanced, feelings of belonging and safety at school
5. The 2021-22 school year stressed MMSD staff, particularly teachers.
6. Post-pandemic, MMSD's equity imperative persists

Context & Purpose

The 2021-22 school year marked a return for all MMSD schools to full-year, in-person learning after two school years disrupted by the COVID-19 pandemic. With the onset of COVID-19 in March 2020, schools around the country including MMSD closed their doors and pivoted to virtual instruction. The unprecedented shift to virtual classrooms was not the only challenge faced by students, families, and staff during this period: many got ill, faced financial hardship, lost childcare, and grieved loved ones, and found scarcity in the resources needed to thrive during the pandemic. We know that these hardships were not distributed equally, but rather were concentrated most heavily on the individuals underprivileged by existing systems. In 2021-22, the MMSD community came together to return to in-person schooling, face new challenges and work towards our vision for all scholars.

This report summarizes learnings gleaned from analyses of 2021-22 end-of-year data led by the MMSD Research & Innovation (R&I) department. We recognize that there are many possible, valid interpretations and stories of the 2021-22 school year, of which this analysis is merely one. The findings contained in this report reflect the perspective of the R&I team and those with whom the team worked to analyze data throughout the spring of 2021-22.



2022-2023

Time to dance with the data!



Our process today:

1. Working in small groups
2. Reviewing specific datasets to see stories
3. Capturing what we find

We will start with PSE preview, then explore data around Goal 1 & 3, then talk about student climate

Round 1: Preview of PSE

1. In large group, learn about what information we know now about postsecondary outcomes
2. Individually brainstorm on post-it notes
 - a. *What am I excited to learn more about?*
 - b. *What would I love to see this year on this topic?*
3. Share out 1 highlight



Postsecondary Enrollment for 1st Fall – MMSD vs WI

	16-17 MMSD	16-17 WI	17-18 MMSD	17-18 WI	18-19 MMSD	18-19 WI	19-20 MMSD	19-20 WI	20-21 MMSD	20-21 WI
All	64.3	60.6	65.0	59.4	65.7	58.4	54.4	48.2	53.4	45.2
Am In	42.9	39.1	n/a	36.5	n/a	36.7	n/a	27.5	n/a	25.8
Asian	71.2	65.2	79.5	65.8	73.8	64.7	n/a	54.4	65.3	52.7
Black	49.2	40.4	47.2	40.6	46.7	38.0	40.3	31.5	30.9	28.0
Hispanic	55.8	45.5	51.9	43.7	58.3	44.7	40.4	33.4	41.6	32.8
White	72.2	64.8	75.1	63.6	73.8	62.5	65.7	52.2	64.2	48.8
2+ Races	61.3	53.8	n/a	54.1	n/a	55.8	48.3	44.7	49.3	43.2
SWD	40.2	28.4	28.9	25.8	49.0	25.7	20.6	20.2	22.0	19.3
SWOD	68.0	54.2	70.7	63.0	71.1	62.2	59.7	51.4	58.4	48.4
Ec Dis	53.3	41.5	52.1	40.7	53.5	40.1	42.9	32.3	38.1	30.1
Non Ec Dis	70.2	68.2	73.1	67.8	73.1	66.6	60.6	55.7	61.4	51.8
Female	68.4	66.8	70.8	66.0	70.5	65.3	58.5	55.3	58.6	51.9
Male	60.2	54.5	59.9	53.1	60.8	51.6	50.6	41.2	48.5	38.8

Round 2: Focus on Goal 1 and Goal 3

1. In small groups, dig into the [district-level placemat](#) for 10 minutes
2. Use post-it notes to capture:
 - a. *What story do you see in this data?*
 - b. *Where do you see breakthrough?*
 - c. *Where do you think we have opportunities to grow?*
3. In large group, share out 1-2 highlights from conversation



Round 3: Focus on Climate

1. In small groups, dig into the [student climate survey results](#) for 10 minutes
2. Use post-it notes to capture:
 - a. What story do you see in this data?*
 - b. Where do you see breakthrough?*
 - c. Where do you think we have opportunities to grow?*
3. In large group, share out 1-2 highlights from conversation



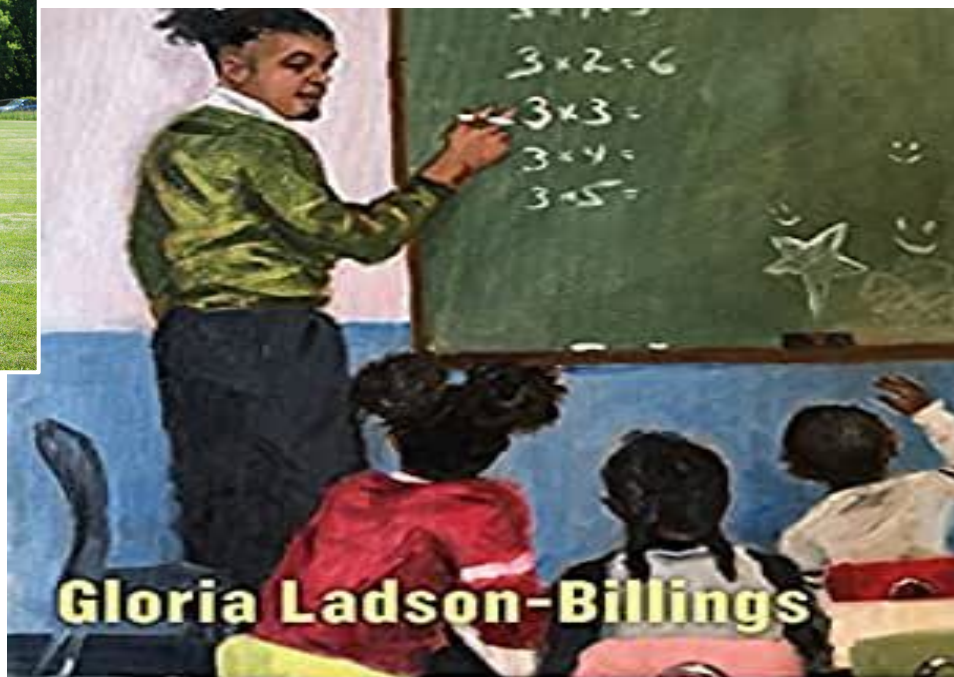
Where We Go in 2022-23:

How Do 2021-22 Results Inform Our Planning?



What are we doing now to respond to what we learned from the 2021-22 EOY data?

Where have we already started to target efforts and improve outcomes?



Gloria Ladson-Billings

CULTURALLY RELEVANT PEDAGOGY

ASKING A DIFFERENT QUESTION

Culturally Sustaining Pedagogies Series

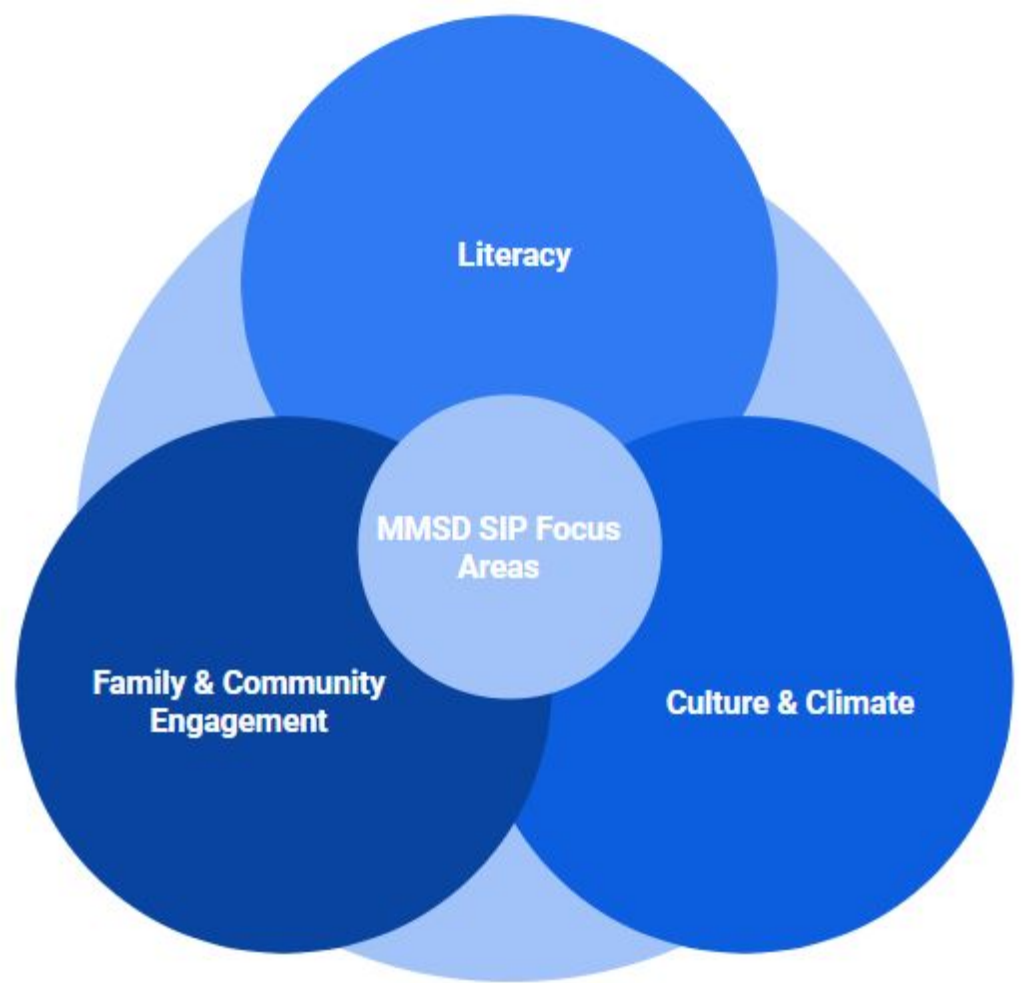


Priority Investments

- Full Day 4k
- SEL and Mental Health
- Early Literacy and Beyond
- Equity PD
- Recalibration of the Strategic Framework
- Post High School Planning
- Historically Accurate Curriculum and Materials



SIP Priority Areas for 22-23

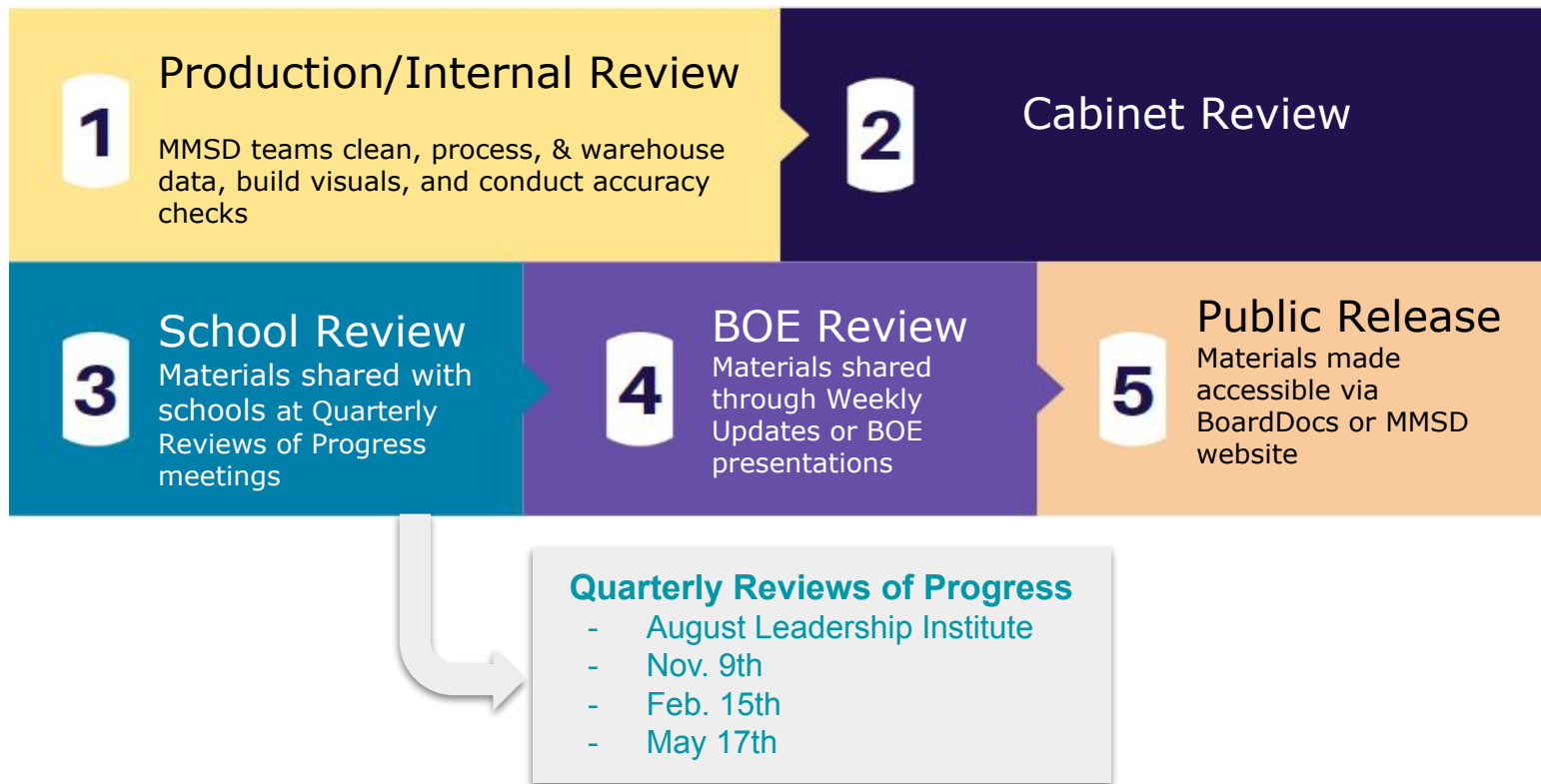


“Teachers cultivate the genius within students and within themselves and teach in ways that create spaces for mutual empowerment, confidence and reliance.”



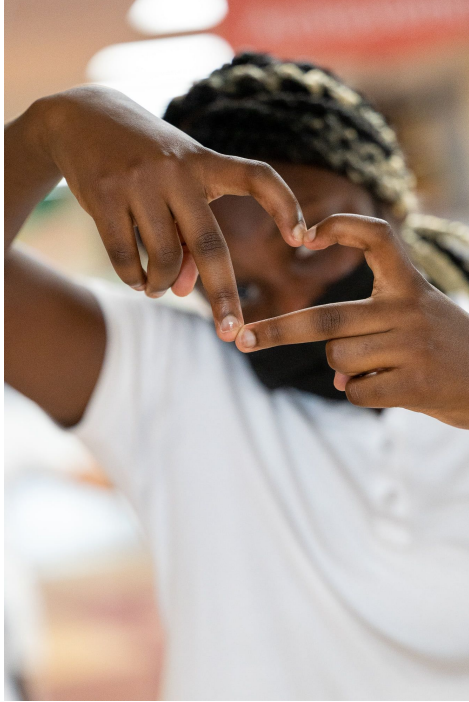
- Gholdy
Muhammad

Routines for Sharing Data



Where do we go next?:

Implications for the Board's work



1. For 2 minutes, individually brainstorm on post-it notes:
 - a. *What do you want to discuss and learn about from the 2021-22 results?*
 - b. *What do you want to know more about as we move through 2022-23?*
 - c. *How can we support you with data to inform our decision-making this year?*
2. In large group, share one thought to kick us off then open up discussion





EDUCATE ^{to} DIVERSIFY