



WEEKLY UPDATE TO THE BOARD OF EDUCATION

September 28, 2023

A MESSAGE FROM INTERIM SUPERINTENDENT LISA KVISTAD

Dear Board Members,

It is an exciting week as we celebrate the renaming of Ezekiel Gillespie Middle School tomorrow and also have a ribbon cutting ceremony at Mansfield Stadium. We have so much to be proud of in MMSD as we honor our work around equity and celebrate the accomplishments of our efforts over time. This morning I had the pleasure of speaking on a panel at the Partners for Progress Breakfast where we discussed the importance of partnership and connectedness with the City of Madison. Many thanks to Melinda Heinritz and the Madison Public Schools Foundation for organizing this event that had over 100 people in attendance, including past Board of Education members, community partners, students, and local business owners.

Our team is well into our newly established routines and ways of working. I meet with each Cabinet member weekly, and our Senior Leadership Team and full Cabinet meets regularly. We are working hard to prioritize healthy and open communication, always keeping Kids First. Now that we are past our Third Friday Enrollment Count, we will also work with schools to finalize staffing adjustments related to fluctuations in enrollment.

FYI - Wisconsin School Board Week is October 1st - 7th! We celebrate you and we are grateful to each of you for your commitment to public education in MMSD. Your roles are demanding, and the work is challenging, but I have nothing but respect and admiration for the work that you are all doing.

Have a wonderful weekend,

Lisa

Lisa Kvistad

BOARD OF EDUCATION QUESTIONS

- **Primer on 2023-24 Approach to Continuous Improvement Planning**
As a follow up to the 9.11.23 IWG meeting, we wanted to provide a guide and additional information on our approach to continuous Improvement as well as the connections to our requirements and obligations at the State and Federal Level. We hope this attached guide will be a useful tool for you and look forward to discussing it more throughout the year.
- **Huegel Unusually Hazardous Transportation (UHT) Update**
Board Members, per the request of a board member, I wanted to provide you with an update on the Huegel transportation issue that was raised at the board meeting. As a reminder, the attached update was provided via weekly on August 24, 2023. Please find a recent update on the bottom portion that includes the two meetings that have and/or will be held to support the school.

OTHER INFORMATION

- **Human Resource Update**
Please see the attached Human Resources update dated September 28, 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. [Beginning October 5, 2023 Human Resources updates will be provided monthly as the number of vacancies decreases and become filled.](#)
- **Construction Update**
Attached you can find construction updates for Memorial High School. You can expect regular communications here about our progress with the referendum construction projects.
- **Restraint and Seclusion Data**
Annually by October 1st, the Principal of each school or their designee are required to submit data on the incidents related to restraint and seclusion. The following memo provides an update on data from the 2022-23 school year.
- **First Student Transportation Update**
Please find attached a partnership update from First Student around transportation.
- **Article of Interest**
The following article, "[What Does It Actually Mean for Schools To Be Public?](#)" raises important questions about public schools and our current inadequate funding landscape. As we move into planning season for a potential 2024 referendum, there are some interesting points and realities that this article interrogates.



Potential U.S. Government Shutdown Update

Please see the attached document for an update on the potential U.S. government shut down from the Deputy State Superintendent, John W. Johnson, Ph.D.



Great Things Happening Around MMSD

- Congratulations to [Joey Rosas](#), Badger Rock Middle School Interim Principal, and [Savion Castro](#), MMSD Board of Education member, on being named two of Wisconsin's Most Influential Latino Leaders for 2023 by Madison365!
- Iconica's architectural and engineering teams transformed a former big box retail store into the thriving [MSCR community center](#) on Madison's west side.
- Congratulations to [Eric Arnold, Madison East High School math teacher](#) for receiving Edgewood College's 2023 Promise Award!
- Rivalry game honors beloved late East High School football coach ([NBC15](#)).
- Funds from Madison's \$317 million referendum help player safety at Mansfield Stadium (Madison.com)
- Schools across the district are celebrating Hispanic Heritage Month - like [Orchard Ridge Elementary School](#) and [Gompers Elementary School](#).
- Madison Public Schools Foundation Teacher Support Network helps buy important school supplies ([WI State Journal](#)).
- One of this week's [UW Credit Union Student-Athletes of the Week](#) is Greg Smith from Madison East High School!
- Some La Follette Lancers had a direct hand in bringing new and updated spaces to life through [paid apprenticeships](#) with JH Findorff Company.
- [First grade mathematicians](#) at Lapham Elementary were working on building their number sense making.
- Madison La Follette's Alayna West makes commitment to play Big East basketball ([WI State Journal](#)).
- Seventh grade [DLI science teacher Yesenia García-Torres](#) had a blast with their "Bubbleology" unit!
- Madison school district wants your input on its next superintendent ([CapTimes](#)).
- [Literacy in action](#)! Students at Thoreau have started their library visits and cross-grade level reading buddies.

OUR UPCOMING BOARD CALENDAR



Mon., Oct. 2, 5 p.m.

Instruction Work Group
In person and virtual



Fri., Oct. 6, 10 a.m.

Policy Committee
Virtual



Mon., Oct. 9, 8:30 a.m.

Board Officers
Virtual



Mon., Oct. 9, 5 p.m.

Operations Work Group
In person and virtual

- Wed., Oct. 11, 5:30 p.m. City Education Committee
Virtual
- Wed. Oct. 11, 5:30 p.m. Student Senate Meeting
In Person – Doyle 103
- Wed. Oct. 17, 5:00 p.m. Special Meeting in Open Session WORKSHOP
In Person – Doyle 103
- Fri., Oct. 20, 10 a.m. Policy Committee
Virtual
- Week of October 23 Board Briefings
Virtual
- Wed. Oct. 25, 5:30 p.m. Student Senate Meeting
In Person – Doyle 103
- Mon., Oct. 30 6 p.m. Regular Board of Education Meeting
In person and virtual—Open to the public
- Fri., Nov. 3, 10 a.m. Policy Committee
Virtual
- Thurs., July 28, 5:15 p.m. Safety and Student Wellness Ad Hoc
Virtual

ITEMS ATTACHED FOR INFORMATION

1. BOE CIP_ESSA Guide
2. Huegel Unusually Hazardous Transportation (UHT) Update
3. Human Resources Report – September 28, 2023
4. Construction Update – Memorial High School
5. October 2023 Restraint and Seclusion BOE Report
6. First Student Transportation Update
7. Potential U.S. Government Shutdown Update

BOE Primer on 2023-24 Approach to Continuous Improvement Planning

Prepared by Research, Assessment & Improvement (RAI), September 2023

As a follow up to the 9.11.23 IWG meeting, we wanted to provide additional information on our approach to continuous Improvement.

Below you will find information related to ESSA accountability and school and district improvement planning. Given federal/state requirements and best practice, we are focusing on improvement science to both reach goals and meet our accountability requirements. Improvement science gives us a frame for how we think about getting better, what action steps we can take to build strong routines and how we address variation in results while preserving the power of those closest to the issues to solve the problem.

ESSA Accountability

TSI, ATSI and CSI Designations

First, keep in mind that this is not a State Report Card. Federal ESSA identification is not the same as the Wisconsin State School Report Card. Although they use similar data sets, there is a fundamental difference when it comes to an end result.

- The state uses a **rating** system, where every school is given a numeric score and based on that score, is given a number of stars and a descriptor. An example would be that a school could receive 68 points, 3 stars, and be described as "Meeting Expectations". There is no limit to the number of schools that are at each level; theoretically, all schools in the state could be 5-star schools.
- The federal/ESSA system is a **ranking** system, where every school of similar structure (elementary, middle, high school) is ranked from top to bottom and compared to all other similar schools in the state. This means there are always schools at the top and schools at the bottom, regardless of how well a school scores.

With the ESSA ranking system, the lowest ranking schools within a specific student demographic or service provision group are identified.

Identification Level Name	What it represents	Identification cycle	When can a school exit?
TSI: Targeted Support and Improvement	Lowest 10% of schools for a specific student group	Annual Identification	With a School Improvement Plan, annually
ATSI: Additional Targeted Support and Improvement	Lowest 5% of schools for a specific student group	Every 3 years, only in "Exit/ID" years	3 years, in "Exit/ID" years; must meet requirements
CSI: Comprehensive Support and Improvement	Lowest 5% of schools in the "All Student" category; ATSI schools converted to CSI after 2 cycles	Every 3 years, only in "Exit/ID" years	3 years, in "Exit/ID" years; must meet requirements

Factors Used for School Identification

The calculations used to determine if a school is identified are made for each of the student groups below. A school can be identified in multiple student groups at the same time.

Student Demographic Groups (State and Federal language)			
All Students	American Indian or Alaskan Native	Asian	Black or African American
Hispanic/Latino	Native Hawaiian or other Pacific Islander	Two or More Races	White
Service Provision Groups (State and Federal language)			
Students with Disabilities	Economically Disadvantaged	English Learners	

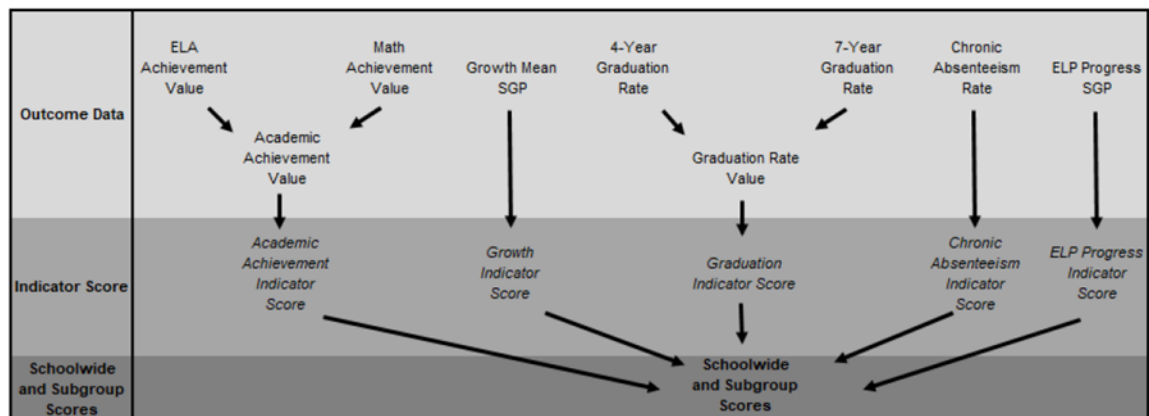
Data Used in These Scores

The figure below shows the types of data that flow into a single score for a school or subgroup. ESSA identification is not about test scores alone; it is a combination of 4 different data sets.

- NOTE: Elementary and Middle Schools use Achievement, Growth, Chronic Absenteeism and ELL progress data. High Schools use Achievement, Graduation Rate, Chronic Absenteeism and ELL progress data for these calculations.

These calculations are run for each demographic and service provision group, as well as the “All Students” group at each school. The score calculated is called the Summary Score and is what is used to compare like schools in the ranking system.

Figure 1: Summary of ESSA Indicator Scoring Process



Achievement

This is calculated for both ELA and Mathematics, for grades 3-8 using the Forward and Dynamic Learning Maps (DLM) tests and for grade 11 students using the ACT and DLM.

Points are earned through a process called “Point-Based Proficiency” or PBP. This takes into account both the percentage of students at a proficiency level and at which level they scored on the state assessment. The following are the points associated with each proficiency level:

Level	Points earned
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Advanced	1.5
Proficient	1.0
Basic	0.5
Below Basic	0

Participation in the state mandated assessments is important. A participation rate of less than 95% is penalized. The difference between the actual participation rate and 95% is made up by adding a “zero” into the PBP calculation for enough students to make the rate 95%.

Example:

Suppose that there are 50 students in a specific group. On the Forward exam, 6 were absent and 4 had families opt them out; 40 students completed the Forward exam. The participation rate for this group is 80%, lower than the required 95%. The 95% rate would have meant that 48 students participated; this means that 8 “zero” scores are added to the PBP calculation.

Student achievement uses students who have been in a school for a Full Academic Year (FAY). This is determined as being from the Third Friday in September count until the state test is taken. Data for students who are not FAY is not used in this determination. The minimum number of students in a group must be greater than or equal to 20. This ensures that individual student data cannot be recognized within the larger student group.

Growth

Growth is calculated using student achievement scores over time. A student must be, minimally, FAY in the same school for 2 consecutive years in order to use their test scores in this calculation. Because of the requirement for students to be FAY in the same school, the number of students included in this calculation is smaller than the current number of students in each grade.

In an elementary school, Growth is calculated for 4th and 5th grade students (the exams are first given at grade 3). In a middle school, Growth is calculated for 7th and 8th grade students (as 6th grade student have not been in the school for 2 years). Academic Growth is not a data point used at high schools, as students take the mandated test (ACT) only once. This means that there is not enough data to determine student growth.

Graduation Rate

This data is only available to high schools. This rate is determined from the 4-year rate and the 7-year rate; the average of these rates represents the overall graduation rate for each student group.

For example: in the “All Student” group, a school has a 4-year rate of 86.8 and a 7-year rate of 93.2. The average of these two rates is 90. This graduation rate is then compared to all other schools that graduate students in Wisconsin and a percentile rank is determined.

English Learner Progress

English Learner Progress uses ACCESS for ELLs assessment data. WIDA (the assessment developer & vendor) has determined how much growth each student should make annually. This depends on the initial DPI language level of the student, which grade they were in upon initial enrollment and how much time has elapsed since then. The scores typically will be found for only the "All Student" group as well as "English Language Learner" groups, as it is very infrequent that the "n" or cell size for any group reaches the minimum required to report (n=20 students is the minimum).

Chronic Absenteeism

Students are expected to be in school more than 90% of the available time. In a typical 180-day academic year, this means that a student missing more than 18 days is considered "chronically absent".

Students must be enrolled at a school for 90 days in order for chronic absences to be calculated. This is referred to as "Half Academic Year" or HAY. Being "absent" is when a student is 1) excused, 2) unexcused, or 3) in-school suspension.

Absenteeism is a lagging indicator, meaning that it is a year behind all other data used for any report card. So, the 2022 reports will have 2021 attendance data used for Chronic Absenteeism.

Exit Criterion

Both identification and exiting from the TSI status is an annual process. If the school raises the summary score (taken from all 4 indicators listed above) above the state rate for the 10th percentile in the following year, they exit from TSI status. Schools with a TSI status are expected to develop a School Improvement Plan that aligns with state expectations.

Identification and exiting from ATSI status occur once every 3 years. The first Identification year was 2018-19. Due to the pandemic, the second identification year (and the first opportunity to exit for the 2018-19 identified schools) was 2022. There was a second group of schools that was initially identified in 2022.

ATSI schools must meet 3 criteria in order to exit at the next opportunity. These criteria are:

1. Student achievement must be higher than the initial and following years threshold, in each of the ELA and Math areas.
2. Consistent growth over time must be made. This is looking at student growth for at least two consecutive years.
3. Long-term sustainability of changes made at the school must be demonstrated. This is shown by data collected around adult behaviors at the school level. Have the changes started at the school taken root and are systemically showing improvements?

Once ATSI schools have at least 2 years of assessment data, DPI will determine if the first two criteria have been met. Only when those 2 are met will they ask for certification that the third criterion has been met. Once all three have been approved, then the school will exit the ATSI designation.

The local school district oversees the support and improvement processes for both TSI and ATSI.

CSI schools have the same exit expectations as do ATSI schools. However, CSI schools will be working directly with DPI on their school improvement process, metrics, and data collection rather than the local school district.

More information is available on the Wisconsin DPI website, [linked here](#).

Overview of Continuous Improvement Planning in MMSD

Improvement Planning at the District Level

We need our district system to support our schools so they can do what's best for students, staff and families. To do this, MMSD is committed to continuously improving our learning organization through creativity and discipline; comprehensive needs assessments and data reviews are tools to help make this happen. Our ultimate goal with our continuous improvement process is to create a future that looks different from our current status. By focusing on multiple sources of data from different domains (e.g., programs, processes, perceptions along with student learning and demographics) and leveraging key strategies that address root causes, we can promote systemic improvement and realize progress towards excellence and real equity.

To this end, we have created a cross-functional team that meets regularly at the district level to provide guidance and oversight of our continuous improvement process and have established implementation goals over multiple years. This first year, we are focusing on initial implementation through building knowledge of continuous improvement at district and school level and use of our new tool, Plan For Learning (P4L). We intentionally made a switch to narrow and lead with district goals and performance goals. As Gloria Ladson Billings reminds us, **"everything is important, but not everything can be a priority."** Therefore, we have focused our efforts this year on four high-priority areas: literacy, math, attendance and high school completion. We have also made the **intentional shift to district-level accountability** so that we could partner with schools on their strategies for improvement. With our alternative approach this year, we want to demonstrate that schools are the key levers in change and we, at the district, support **schools through thought partnership, feedback, and consultation**. Through this partnership, we believe we will reach our district performance objectives. Of course, schools focus on attaining their performance objectives through their strategies because collectively we believe strategy attainment across schools will result in measurable change at the district level. This reciprocal accountability is important in our ways of working. These goals are described in more detail below.

- **Increasing the percent of students proficient in literacy & math by 3 percentage points in Spring 2024** - We know from our district data story that our overall district impact observed reflects less than 40% of all students achieving proficiency in English Language Arts (ELA) and Math on the WI State test (WI Forward). Further, the impact for students who are members of groups that have been traditionally marginalized reflects substantially fewer students achieving proficiency as compared to white students in ELA and Math on the WI Forward. Not surprisingly, our percent of students who achieve college readiness benchmarks on the ACT closely approximates those 3-8 results (math - 29%; 39% for reading). We must stay the course on these achievement areas and work on high leverage strategies and action plans to ensure all our students, but particularly our most marginalized students, have access to high quality, culturally relevant grade level standards across all program types. We know that the last two goal areas are interconnected with these first two goals.
- **Increasing the percent of students with 90% annual attendance or better by 5 percentage points in 2023-24** - We can't improve literacy and math outcomes without our kids in school. We, the adults, need to be intentional about creating the conditions for learning for our students. These conditions promote belonging, relevancy, engaging learning, and agency so that our students have a reason to come to school.
- **Increasing the percent of students completing high school in four years by 3 percentage points in 2023-24** - This is essential for reaching SF Goal #1 and for setting up kids for post secondary success. We can't do this on credit attainment alone,

we must ensure that our kids possess the transferable skills and abilities to read and do math as these are our goals, but we also know that we promote areas beyond reading and math with competency areas in alignment with our graduate vision.

Improvement Planning at the School Level

"The School Improvement Plan (SIP) is the document and process schools use to choose and implement a targeted set of strategies to accelerate progress towards goals. A re-designed SIP and streamlined process will ensure that schools are using their limited time and energy on the strategies that their school community deems most impactful." - MMSD Strategic Framework

We are working to reestablish a disciplined way of working through our School Improvement Planning (SIP), in order to take the next step to achieve truly transformative change and fully harness the power of school communities. We believe that our role as a district is to provide principals and school teams with high-quality resources, flexibility, and the integrated support necessary to create strategies with students, staff, and families that accelerate student progress.

Informed by research and best practices in the field, we have created a school improvement plan and process that includes clear parameters along with more flexibility and space for schools to creatively respond to their students' strengths and needs through evidence-based and innovative strategies. Our process seeks to elevate the voice of staff, families, students, and community. We believe that it is important for schools to gather the voices of their students, staff, families, and the community in multiple areas beyond just that of student learning and to analyze their particular community context in order to better understand its inherent assets, needs, and opportunities.

The SIP process and plan create the conditions for schools and leaders to lead in service of MMSD's core values of **excellence, belonging, racial equity and social justice, voice, focus, and creativity**. Through intentional co-planning and implementation of the SIP, we will fulfill MMSD's three [Strategic Framework](#) goals in service of our [Graduate Vision](#):

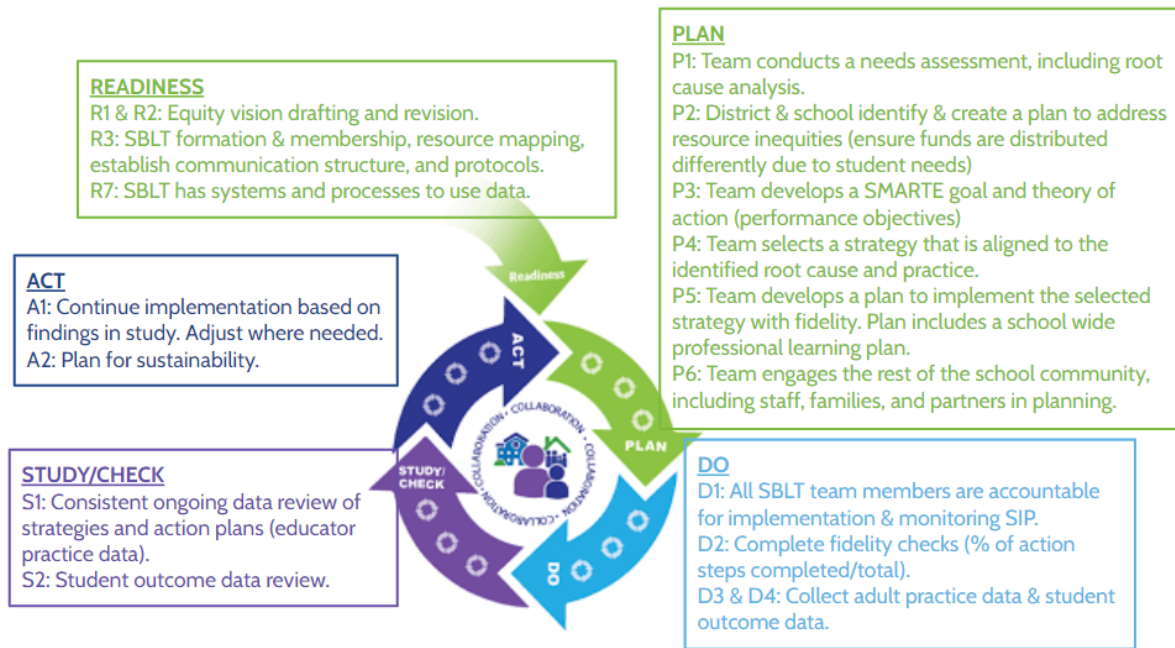
- (1) **Every child** is on track to graduate ready for college, career, and community.
- (2) The district and **every school** in it is a place where children, staff, and families thrive.
- (3) **African-American children** and youth excel in school.



Our continuous improvement process offers our school communities and the Central Office team the opportunity to work together in partnership and to demonstrate the core values of our district. This continuous improvement process at the district and school level is one lever for ensuring we reach our three Strategic Framework goals.

Continuous Improvement Planning Cycle (Ready, Plan, Do, Study, Act)

We have ensured our Plan4Learning platform is aligned with DPI's continuous improvement process and our School/District Improvement Planning process. **The (*) denotes items that are needed for ATSI exit criteria on the Continuous Improvement Rubric.**



READINESS

R1 & R2: Equity vision drafting and revision.

R3*: SBLT formation & membership, resource mapping, establish communication structure, and protocols.

R7*: SBLT has systems and processes to use data.

PLAN

P1: Team conducts a needs assessment, including root cause analysis.

P2: District & school identify & create a plan to address resource inequities

P3: Team develops a SMARTE goal and theory of action (performance objectives)

P4: Team selects a strategy that is aligned with the identified root cause and practice.

P5: Team develops a plan to implement the selected strategy with fidelity. Plan includes a school wide professional learning plan.

P6: Team engages the rest of the school community, including staff, families, and partners in planning.

DO

D1: All SBLT team members are accountable for the implementation & monitoring of SIP.

D2*: Complete fidelity checks (% of action steps completed/total).

D3* & D4*: Collect adult practice data & student outcome data.

STUDY/CHECK

S1*: Consistent ongoing data review of strategies and action plans (educator practice data).

S2*: Student outcome data review.

ACT

A1: Continue implementation based on findings in the study. Adjust where needed.

A2: Plan for sustainability.

Monitoring Strategies to Reach Outcomes

While it is true we are holding ourselves accountable to district level results that align with state and federal requirements, we are working with schools to monitor their strategies through the use of qualitative and quantitative data that can be adjusted in real time through at least three

formative reviews of progress over the year. We engage in similar processes across both the district and school level

District Quarterly Review Process

This year, MMSD has established Quarterly Reviews of Progress (QRP), including routines around creation, review, and use of data for district and school improvement. QRP refers to both the quarterly school-centered *meeting* focused on reflection & adjustment of School Improvement strategies and plans, as well as a *process* describing how system actors (including Cabinet, SLT, DBLT, COLT, & the BOE) engage with aligned data through the QRP cycle.

Quarterly, each group will review, reflect, and make adjustments for district and school improvement, based on an aligned but role-specific data and information set that includes district-wide data, summaries of SIP implementation fidelity, summaries of support requests from schools to MMSD departments, school-level data, and individual school SIP information. The SIP is the grounding vehicle for the QRP cadence, and the district and school data shared through Quarterly Reviews will be aligned to the four performance objectives of the SIP (literacy, math, attendance, high school completion).

School Quarterly Review Process

Measurement of Implementation of SIP Strategies 	Formative Review Data Leading Indicators (e.g. short-term outcomes tied to outcome metrics) 	Outcome SIP Metrics (e.g. lagging indicators/ long-term outcomes)(Summative) 
Did we do what we said we would do to meet our summative outcomes? Did we do it with quality ?	Do we see leading indicators of progress based on our strategies that suggest we are on the right track to meeting our desired outcomes?	Are we making progress on the long-term outcomes aligned to state and federal accountability systems?
Schools identify based on the specific strategies outlined in their SIP	Suggested by district; identified in this document	Determined by district; outlined in this document
Monitored regularly throughout the school year	Monitored at key intervals throughout the school year	Reviewed at the end of the year; used for goal-setting

Example of 4K - 8 SIP area (Biliteracy), Strategy, and Monitoring at the School Level

SIP Goal Area	Strategies to Implement ----->	Formative Review Data (Leading Indicators) ----->	Outcome SIP Metric 
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(Bi)Literacy	Literacy Strategies EX: ELA: Staff will implement the small group cycle lessons with fidelity (explicit, clear, correct) to increase student achievement by: (a) work with grade level teams to collect and analyze data three times per year, (b) use data to implement micro phase aligned instruction in small groups with fidelity to increase student achievement DLI-DBE: In Spanish and English, staff will implement the small group lessons with fidelity (explicit, clear, correct) to increase student achievement by: (a) work with grade level teams to collect and analyze data three times per year, (b) use data to implement targeted instruction in small groups with fidelity to increase student achievement	• FastBridge Fall & Spring • FastBridge skill probes • Curriculum embedded assessments; foundational skill data • Walkthrough Data-observations • TS Gold • Lexia Data (some schools & students) • Special education referral/identification rates by race/ethnicity	Spring CBMR FastBridge (4K-2 and AGR Schools Only)
	Literacy Strategies	• FastBridge Fall & Spring • For ELA and Hmong Heritage: Module Assessment Data (ELA) • For DLI-DBE: End of Unit Assessment Data • Walkthrough data - observations • For Hmong Heritage: Language and Word Recognition Data. • Lexia Data (some schools & students) • Special education referral/identification rates by race/ethnicity	Spring Forward ELA Proficiency (3-5/6-8)

August 24, Weekly Update

Unusually Hazardous Transportation (UHT) - Each year, our transportation department receives requests to bus students who live closer than the 1.5-mile MMSD limit. These often come from incoming kindergarten parents. Recently, as we are transitioning to our new carrier, we learned about a request from Huegel Elementary that has been in the works for over a year. The social worker and previous principal generated the original request. We carefully reviewed this request and found it does not meet the statute's requirements. This review included our Safety Department, Transportation Department, the Superintendent's Office, the Assistant Superintendent for Business Services, and our Legal Counsel. The Huegel principal is working to contact parents individually to explain why we cannot offer this transportation. Unfortunately, they were provided with transportation last year.. Here are the important points of this request:

[DPI Information Page](#) [Board Policy 5111](#)

- The Huegel request used crime levels, the presence of a group home, and attendance as the reasons the students should be bussed.
- The request and criteria do not fall within State Statute.
- The times indicated when the conditions are most unsafe are not when MMSD students walk to school.
- There are sidewalks and traffic signals in this area. Students do not need to cross Raymond Road.
- Poor attendance does not qualify as a reason to provide transportation. Some of the students cited actually have decent attendance.
- This may be a case where a walking school bus would be helpful.
- Working with parents and students to safely cross at traffic lights would also be reasonable.
- Working with the MPD traffic enforcement team for reminders when our students walk to school and/or other traffic calming strategies could also be helpful.

Update: As of 9/27

- **Tuesday, September 12, 2023:** Administrators (Drs. Hertting & McCray) met with Laura Glaub (Social Worker, Teacher Leader) to discuss ways to advocate and support the social worker with student advocacy and options. During this time, we reviewed and discussed the history of transportation board policy and made recommendations for support.
- **Friday, September 29, 2023:** Principal Kristi Kloos will attend the Traffic Safety and Safe Routes to School Committee meeting. This meeting is co-facilitated by MMSD and the City of Madison Traffic Engineering Department, which meets bi-weekly to discuss traffic safety and planning. A formal decision must be made by City agencies if this area is to be defined as Unusually Hazardous. More information will be forthcoming.

Human Resources Update - September 28, 2023

Over the past few months, our HR department has been diligently working to strengthen our teams and ensure we have the right talent to support our schools. While we are still working to provide a more comprehensive staffing report, I wanted to provide the Board of Education with our current staffing.

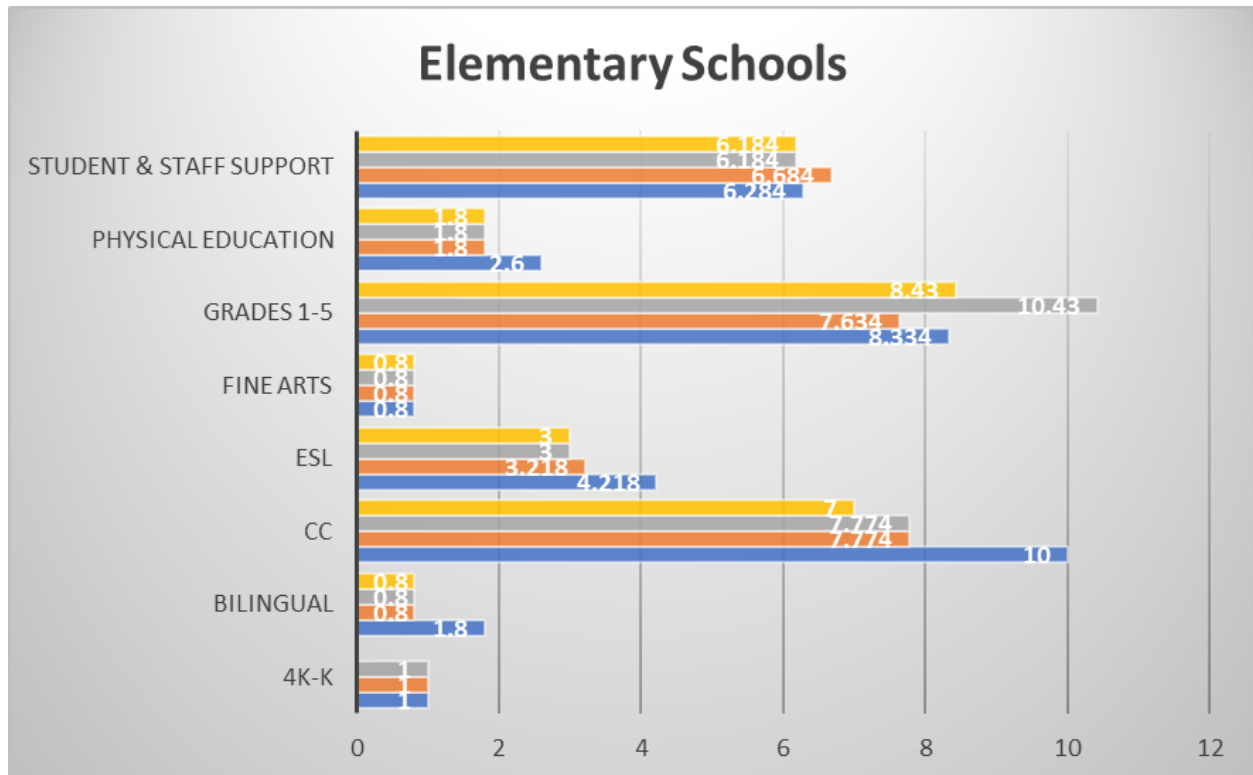
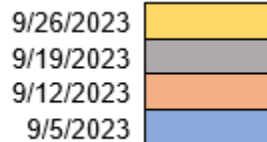
In addition, we recognize that we have vacancies in some high-need areas, so we have partnered with the Department of Teaching and Learning to ensure we have contingency plans to support buildings within the first few weeks of school as hiring continues.

Job Filled Rate

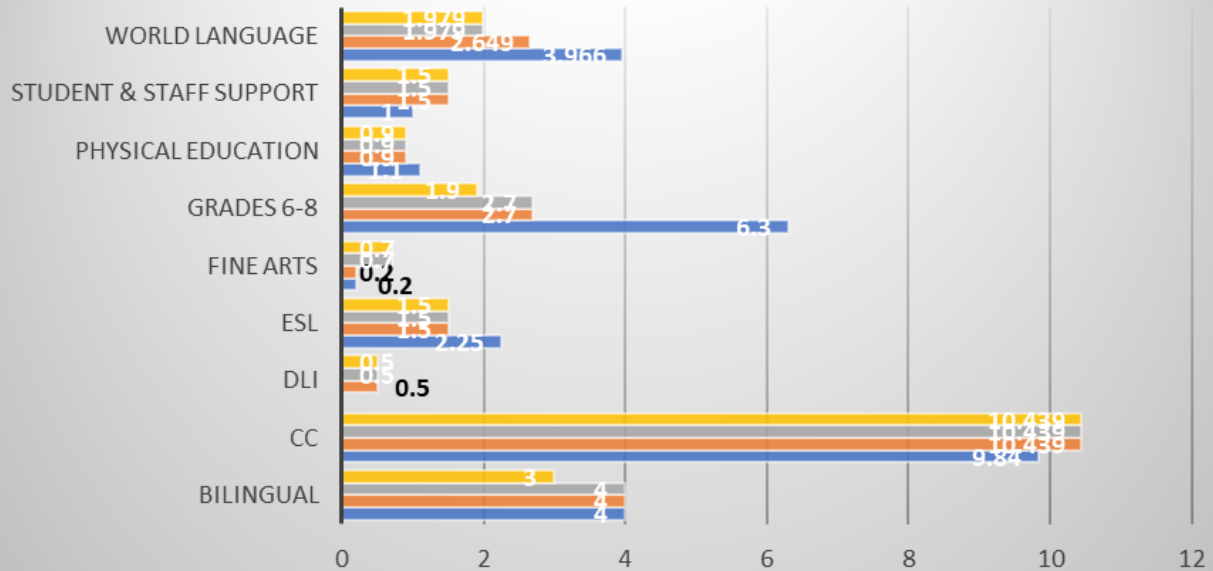
The hiring season for our Human Resources starts once the district workbook season closes in late March. Posting begins on the first Friday of each year, which we call Mega-Post. Since the Mega-Post date, we have seen the following with our teacher units:

Current Vacancies Across Grade Levels

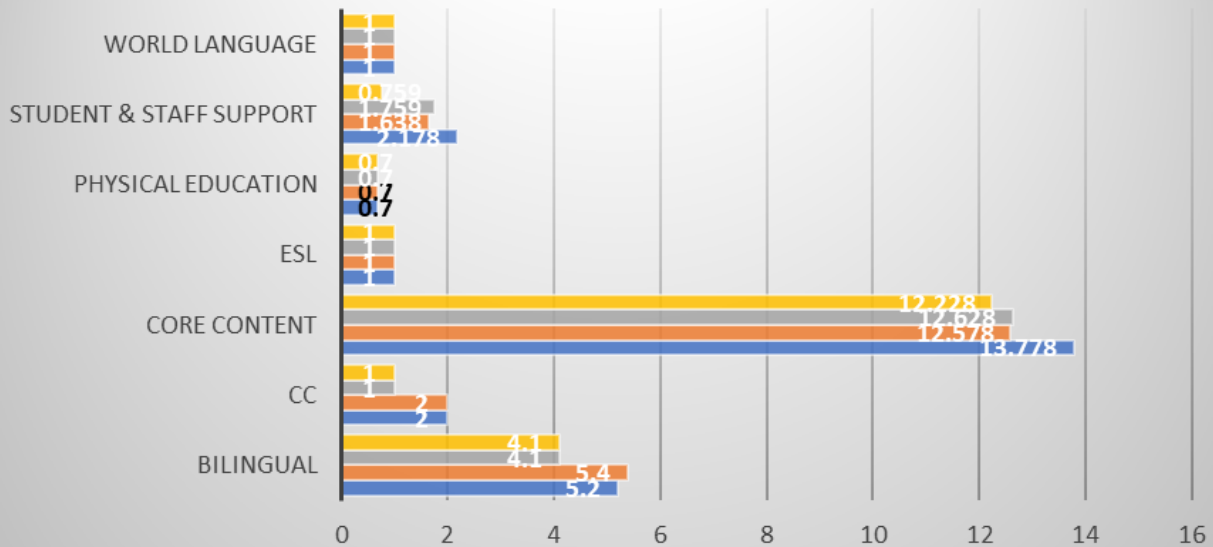
The most recent date is shown in goldenrod, the first line of the graphs.



Middle Schools



High Schools



Total Positions Posted Since April	304
2023-2024 Hiring Season	09/27/2024
Number of Teacher Positions Filled	264
Number of Teachers in the Onboarding Stage	4

We prioritize hiring for CC and bilingual positions by working collaboratively (weekly meetings) with student support services and Cultural Vista. We are identifying candidates in Cornerstone with the skill sets we are looking for and have added language to our postings for bilingual preferred candidates.

As of September 27, there are 78 school-based teacher vacancies and 35 central office-based teacher vacancies.

The first teacher pay date of the year is September 29.

The Benefits team is planning for Open Enrollment, which will begin on October 15.

The Talent Acquisition Specialist (Recruiter) position has been filled.



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// 09.29.2023



This week's update: Memorial High School

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

Many areas are nearly complete

Over the last month, construction crews have been actively working in several spaces throughout the school, including the planetarium, second-floor dance and weight rooms, small gym, and the Assistant Principals' offices near the cafeteria. These renovated spaces will be completed this fall.

The auditorium and small theater are scheduled to be completed in October, and the new commons area (formerly the exterior west courtyard) will be complete by the end of the semester.

Outside of the building, sidewalks and landscaping work continue around the school. The remaining exterior work on the south entrance, which includes new sidewalks and planters, is scheduled for the summer of 2024.

Looking ahead, after fall sports wrap up, crews will begin renovations to entry at Mansfield Stadium, which will include new ticketing and concessions areas and remodeled athletic locker rooms.

Upcoming construction activity

- Completing renovations in the upper weight and dance rooms, planetarium, and Assistant Principals' offices
- Finishing painting and installing railings, carpet, and theater seating in the auditorium
- Painting and installing ceilings in the small theater



Concrete work is complete in the new commons area, with classrooms overlooking the new space



The new wall in the front of the small theater (Theater 300) is ready to be painted, and lights and ceilings are being installed

DID YOU KNOW?

A new corridor was built on the second floor, which connects the dance and weight rooms to the small gym, with elevator access from the first floor. Previously, these spaces were only accessible by individual staircases, with no way to go between these rooms on the second floor. The new corridor will improve traffic flow and accessibility to these spaces.

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



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Future Ready Construction Update

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



The new second-floor corridor improves traffic flow and accessibility to multiple spaces in the building



Exterior landscaping was installed around the building, including the new music addition



Equipment is being installed in the newly renovated upper-weight room, which received upgraded heating, ventilation, and air conditioning (HVAC), lighting, a new ceiling, and a new, durable rubber floor

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



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Restraint and Seclusion: Data Report for 2022-23 School Year

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

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

Level	Number of Students Involved	Number of Students with Disabilities Involved	Incidents of Restraint	Incidents of Seclusion	Incidents of Seclusion and Restraint	Total*
Elementary School	113	76	119	100	151	370
<i>Full Prior Year (2021-22)</i>	104	78	154	78	190	422
Middle School	19	14	18	5	6	29
<i>Full Prior Year (2021-22)</i>	22	21	22	7	24	53
High School	16	15	19	1	10	30
<i>Full Prior Year (2021-22)</i>	5	4	9	1	1	11
Total	148	105	156	106	167	429
<i>Full Prior Year (2021-22)</i>	131	103	185	86	215	486

*Total is number of incidents = (# of Restraints + # of Seclusions + # of seclusions and restraints)

District-Wide Data

- 0.006% (148 students out of 25,565) of the MMSD student population experienced restraint and/or seclusion during the 2022-23 school year.
- 0.02% (105 out of 4,234) of students with disabilities experienced restraint and/or seclusion.
- Elementary schools reported more incidents of restraint (119), seclusion (100) seclusion & restraint (151) than either middle schools (18 incidents of restraint, 5 incidents seclusion, 6

incidents of seclusion and restraint) or high schools (19 incidents of restraint, 1 incidents of seclusion and 10 incident of seclusion and restraint).

- o The percentage of all students who were physically restrained or secluded was highest at the elementary level (0.004% of all students). The percentage of students who were physically restrained or secluded was lower at the middle level (0.0007% of all students) and at the high school level the number was the lowest (0.0006% of all students).
- o The percentage of all students with disabilities who were physically restrained or secluded was also highest at the elementary level was 0.02% or 76 students. The percentage of students with disabilities who were physically restrained or secluded at the middle school level was 0.003% or 14 students, and the percentage at the high school levels was 0.004% or 15 students.

Conclusions and Interpretation of the Data

Review and analysis of restraint and seclusion data for the 2022-23 school year demonstrates primarily positive trends compared to the 2021-22 school year. ****Total incidents of restraint and seclusion decreased by 11.7% (down from 486 to 429), and the proportion of students with an IEP was down from 78.6% in 2021-22 to 70.9% in 22-23.***

Incidents were reduced 12.3% (422 to 370) at the elementary level, and 45.3% (53 to 29) at the middle school level. At the high school level, the number of incidents of restraint and/or seclusion were up from 11 to 30, for an increase of 63.3%. Although the fewest number of restraints and/or seclusions occur at the high school level, this change from 2021-22 warrants follow-up. We will provide the Board of Education with further analysis in the coming months. In addition, the total number of students who experienced restraint and/or seclusion was up from 131 to 148 (an 11.5% increase).

The continued downward trend in the use of restraint and seclusion in MMSD schools is encouraging. As in the past, the majority of restraints and seclusions occurred at the elementary level.

Current Efforts to Ensure Appropriate Use of Restraint and Seclusion

1. The District transitioned from its Crisis Management Intervention (CMI) training program to Nonviolent Crisis Intervention (NVCI) training program (second semester of 2017-18 school year). The transition was an effort to provide staff with the highest quality and nationally recognized strategies/procedures. NVCI also significantly improves the accessibility of our training to reach more staff who can benefit from proactive, prosocial and trauma-informed intervention strategies and techniques. All newly hired special education teachers and student services professionals are required to successfully complete Nonviolent Crisis Intervention training prior to using restraint or seclusion.
2. All special education teachers and student services professionals are required to recertify in Nonviolent Crisis Intervention every two years.
3. Additional consultation has been provided to schools and programs with the highest use of restraint and seclusion. Follow-up training focusing on individual students and school practices has been provided as necessary.
4. The Special Education Administration Team reviews restraint and seclusion data monthly to assess

school trends; identifying schools with higher or lower/no incidents. This forms the basis for their monthly or bi-weekly School Principal meetings.

5. Assistant Directors for Special Education and 504 will review data with each of the Principals in their respective area of responsibility and discuss means by which restraints and seclusion can be reduced through greater emphasis on preventative practices and/or programming changes.
6. If/when Student Services personnel suspect potentially inappropriate usage of restraint and/or seclusion or when there are zero instances, the District will conduct investigations and, where appropriate, require corrective action to ensure the inappropriate practice(s) do not recur. The District will continue that practice to ensure appropriate use of restraint and seclusion.
7. In the 2023-24 school year, the District added verbal de-escalation training as an option for an expanded number of staff, targeting schools based on data and identified staff training needs.

Purpose of NVCI Training

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

Mandated Staff for NVCI Training

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

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

Initial NVCI Training

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

to complete. The facilitated/zoom portion is scheduled for 1.5 hours. The in person physical skills instruction and practice portion is scheduled for 2 hours.

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

Recertification Training

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

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

Partnership UPDATE



We genuinely acknowledge and understand the concerns and frustrations many have felt due to the recent delays in school transportation services. Each morning and afternoon, our goal is to ensure that every child reaches school and returns home both safely and promptly. We sincerely apologize for the inconvenience caused and appreciate your patience and understanding during these challenging times. In the detailed update that follows, we outline the proactive measures and strategies being deployed to enhance service reliability every single day.

1. Driver Staffing

Our team is diligently working to enhance our transportation services by actively training and recruiting new drivers. However, while we make steady progress in these areas, we are concurrently grappling with day-to-day staffing challenges. Factors like employee attendance and attrition have posed obstacles to maintaining consistent service. We are keenly aware of these issues and are actively devising solutions to mitigate their impact on our operations.

- Continued to train driver and attendant candidates around the clock, facilitating commercial learners permit, classroom, skills, and behind-the-wheel portions of training concurrently every single day.
- Continued to maintain a contingent of 29 drivers from out of town to transport scholars every day.
- Hired 18 drivers since our last update in this format.
- Expecting another 6-10 drivers to be ready by October 2nd, but given the intricacies of the process, this could change.

2. Fleet

We anticipate the remainder of our brand-new yellow bus fleet to be fully operational and in service by the end of next week. This is a significant step forward in enhancing our transportation services, and we look forward to the positive impact it will have on our daily operations.

Route Count Reg Ed/Spec Ed	71/58 (129)
Drivers assigned to a route	42/61 (103)
Standby drivers	0
Admin staff (licensed)	6
Borrowed drivers	29
Total drivers	138
Over/(Short) for route coverage	9
Drivers in Training/Testing	42
Apps this week	14
CLP Prep	10
Total # in training (Classroom)	11
Permit pending	6
Behind-the-wheel training	8
Awaiting Final Eval	2
Ready for Routes on Monday/Tuesday	2/3
Monitors in Training/Testing	
Monitors assigned to a route	24
Apps this week	5
Total # in training (Classroom)	6

- An updated fleet snapshot projecting into next week is below.
 - **CDL Vehicles (71):** 64 First Student vehicles, 14 acquisition vehicles
 - **Non-CDL Vehicles (58):** 19 First Student vehicles, 39 acquisition vehicles

3. Technology

Since our last update concerning transportation technology, we've been diligently gathering the necessary resources and undergoing training. This preparation ensures we are ready to roll out the new onboard technology smoothly. We're committed to this advancement and look forward to its implementation as we believe it will significantly enhance our ability to communicate with MMSD families effectively.

- **First View:** Next week, we're finalizing the cascade and setup of our yellow bus fleet. With this step completed, we expect to initiate District View within the transportation department the first week of October. Following this, we'll be rolling out Parent View. Both these initiatives are geared towards improving transparency and enhancing our service delivery. We're excited about these upcoming changes and appreciate your patience as we implement them.
- **First Feedback:** First Feedback has been operational since the first day of school. We've fielded 72 pieces of unique feedback. This feedback has allowed us to follow up on challenges, adjust routes, and work with drivers and staff as needed.

4. Communication

We are actively maintaining communication with the District, parents, and media. We aim to keep all stakeholders informed about the advancements and improvements we're making in our transportation services as well as address any issues or concerns. We believe in transparency and are committed to providing timely updates on our progress.

- MMSD Parent letter was disseminated last week, expressing our intent to continue to work to solve challenges and hire drivers to alleviate the impact on students and parents.
- Meeting multiple times weekly with MMSD staff to explore opportunities to improve service through route efficiencies and changes.
- Tracking fleet status closely to ensure we maintain the First View roll-out timeline, which will improve direct communication with MMSD families on transportation-related matters.
- Continued to participate, engage, and provide information for meetings with the Board and media-related inquiries.

5. Community Engagement & Recruiting

We are consistently exploring avenues to foster deeper connections with the community. It's vital for parents and guardians to know and trust the wonderful individuals responsible for transporting their students. Furthermore, we believe that our community is home to many outstanding individuals who would make excellent drivers, ensuring the safety and well-being of students from their very own neighborhoods.

- Attended the Dane County Job Fair on September 12th
- Attended the Wily St. Fair on September 17th

6. First Serves & First Alt

The Professional Learning Committee (PLC) Cohort the Madison First Student team will be participating in starts on October 5th. The team will be learning and planning alongside their peers and our team of dedicated First Serves professionals and facilitators. We've also continued to provide transportation services through FirstAlt for MMSD TEP scholars, ramping up and growing service as needed by the District.

- **First Serves**

- Kick-Off PLC sessions being hosted on 9/21 and 9/27
- PLC officially kicks off on 10/5

- **FirstAlt**

- Expanded service to 84 daily trips for TEP scholars.
- Worked with MMSD transportation team to improve reporting and accounting for daily trips.

Dear District Administrators,

The purpose of this memorandum is to discuss the potential impact of a government shutdown on programs and operations of the U.S. Department of Education (ED) and other Federal agencies.

At this point in time, there are three key points for you to know:

1. The Wisconsin Department of Public Instruction (DPI) will maintain operations during any Federal government shutdown.
2. Most federal education funds granted to LEAs (other than impact aid and school meals) are “forward funded,” meaning that the allocations were provided in July 2023 and LEAs are currently drawing down those funds. DPI will continue to pay LEAs’ claim reimbursement for federal grants submitted during the shutdown.
3. DPI will reach out to LEAs that will be affected by Impact Aid, and the U.S. Department of Agriculture (USDA) should be able to continue to pay claims until December 31, 2023, on school meals.

Background

Federal Fiscal Year (FFY) 2024 begins on October 1. If any of the 12 federal appropriations bills are not signed into law by the beginning of the fiscal year, Congress must pass a continuing resolution (CR) providing temporary funding that enables the affected Federal agencies to continue their operations and programs. If a CR is not enacted, the agencies must implement shutdown procedures and then operate in a severely curtailed manner, as described below.

Currently, Congress has not passed any of the FFY 2024 appropriations bills (which fund Federal education grants for the SY 2024-25), and likely, Congress will not complete action on appropriations, including the appropriations bill for the Departments of Labor, Health and Human Services, and Education, before October 1. In addition, there is some opposition to a CR in the House. Again, if a CR does not pass by October 1 (or, later, if a temporary CR lapses and is not extended, and Congress still needs to pass the full-year appropriations), a shutdown will go into effect. The last time the federal government shutdown was from December 2018 into January 2019.

What Happens under a Shutdown?

Under a shutdown, not all federal government functions actually cease. Programs and activities carried out with mandatory funding (that is, funding that is not subject to annual appropriations) and those that have been funded through previous years’ appropriations continue. Activities that, if suspended, would immediately threaten the safety of human life or the protection of

property or infringe upon the constitutional responsibilities of the President will also continue. Lastly, individual agencies must determine which employees must carry out this limited set of programs and functions. These “essential employees” continue working during a shutdown.

Based on past experience, ED would designate only a small number of staff as essential – typically the head of each office, employees engaged in law enforcement activities (such as Office of Inspector General staff carrying out criminal investigations), and certain Federal Student Aid staff who work on programs receiving mandatory funding.

In the past, the Office of Management and Budget (OMB) issued guidance and other documents advising agencies and the public on the operation of agencies and programs during a shutdown. In addition, each Federal agency will develop its shutdown contingency plan.

Again, the DPI will maintain operations during any Federal government shutdown.

Impact on Federal Grant Programs

ESEA, IDEA, and Perkins Grants

Most ED funding for K-12 education flows to States and then local educational agencies by formula through such programs as ESEA Title I-A (Grants to Local Educational Agencies), Title II-A (Supporting Effective Instruction), Title III (English Language Acquisition), Title IV-A (Student Support and Academic Enrichment) and Title IV-B (21st Century Community Learning Centers), as well as IDEA Part B (Special Education Grants to States) and Career and Technical Education (Perkins) Grants.

Depending on the program, some or all the program’s funding is appropriated on a “forward funded” basis, meaning that the funding becomes available for drawdown by the State and local educational agencies (SEAs and LEAs) beginning on July 1 of the fiscal year (for instance, on July 1, 2023, for FFY 2023 funds). SEAs and LEAs will be able to continue using those funds, as well as carry-over funds from previous years if ED is shut down.

In addition, a portion of the funding for four programs (ESEA Titles I-A and II-A, IDEA Part B and Perkins) is appropriated on an “advance-funded” basis, meaning that the money does not become available until October 1 of the following fiscal year (see chart below). In other words, the FFY 2023 advance funded money will become available on October 1, 2023. Although the ability of SEAs and LEAs to access those funds could thus be affected if ED shuts down on October 1, we note that, at the beginning of a shutdown, Federal employees briefly engage in what is known as “orderly shutdown procedures.” We think it is highly likely that ED would release the October 1 formula funds as one of those procedures.

July 1, 2023	October 1, 2023	July 1, 2024	October 1, 2024
ED provides states the first portion of FFY 2023 funds to distribute grants for the 2023-24 school year.	FFY Year 2024 Begins* ED provides the final portion of FFY 2023 funds to states	ED provides the first portion of FFY 2024 funds to distribute grants for the 2024-25 school year.	ED provides the final portion of FFY 2024 funds are made available. and FFY 2025 begins

**The federal government will shutdown on October 1, 2023, if they do not have a budget for FFY 2024 which begins on October 1, 2023. However, states and LEAs do not receive FFY 2024 federal education grant funds until July 1, 2024.*

Impact Aid

DPI's School Financial Services Team will reach out directly to the twenty LEAs that receive Impact Aid to explain the effect the shutdown will have on these funds.

School Meals

Child Nutrition Programs, including school lunch, breakfast, and snack programs, are reimbursed 30 days after the end of each service month. Funding for these programs should be available through the first quarter of the federal fiscal year, through December 2023. As with ED, we expect USDA to provide additional information about funding for important programs during a government shutdown.

If you have any questions regarding the information in this memo, please contact Laura Adams, Policy Initiatives Advisor, at laura.adams@dpi.wi.gov.

We hope Congress can come together for all of us, especially our children. We stand with you advocating for solutions to this impasse.

Sincerely,

John W. Johnson, PhD
Deputy State Superintendent

[A chronology of district administrator group e-mails can also be found on our website at <http://dpi.wi.gov/administrators/e-mail>]