



WEEKLY UPDATE TO THE BOARD OF EDUCATION

January 4, 2024

A MESSAGE FROM INTERIM SUPERINTENDENT LISA KVISTAD

Dear Board Members,

Welcome back from Winter Break! I hope that all of you enjoyed some time with family and friends and found some moments to relax.

You may have recently read about the potential closing of homeless housing on Tree Lane and Rethke Terrace. Please know that our TEP team and our Executive Director of State and Federal Programs, Jennifer Waldner, are monitoring this closely and connecting with school and county social workers. We will need to monitor mobility within our community and adjust resources as needed yet this spring and then again for the start of 2024-2025. We will provide you with further information as we learn more about this situation.

Finally, I found [this article](#) over break and thought it had some interesting descriptions of situational leadership and ways in which leaders across different organizations gather information and respond. Some of the categories sounded familiar to me...and probably to you, as well! The article provides an interesting frame for leadership at the Board and also administrative team level.

See you all Monday for the Instruction Work Group!

Lisa

Lisa Kvistad

OTHER INFORMATION

- **Quarter 1 Financials**
Please find attached a memo regarding the year-to-date financial reports as well as revenues and expenditures to date.
- **2023-2024 Quarterly Review of Progress**
Please find the report attached below for an update on the quarterly review of progress. You will also find attached the overview of the Research, Assessment, and Improvement (RAI) department.
- **School Wellness Advisory Update**
Please see the attached memo for an update on the work that is being done by the Superintendent's Wellness Advisory.
- **Summer Programing Update**
Please see the attached documents for a program overview for 2024 Summer Programs and the 2023 MMSD Summer Program highlights.
- **Monthly Human Resource Update**
The Human Resources update has been moved to being shared monthly. Please review the monthly Human Resources Update for a snapshot of all the work that is being done for the next month as well as movement on a number of programs and processes. The next update will be shared in the January 11, 2024 Weekly Update.
- **2023 Findorff Foundations Video**
[This is a year-in-review video](#) from Findorff, who has been a strong partner with MMSD in our 2020 referendum. MMSD is featured in the video clip. This is an example of a strong working relationship with a local business that is dedicated to MMSD children and families.
- **Construction Update**
Attached you can find construction updates for La Follette High School. You can expect regular communications here about our progress with the referendum construction projects.
- **Transportation Updates**
We will share transportation updates with you monthly or as needed. In addition, we will be discussing 2024-2025 transportation planning with Board Officers soon.
- **Great Things Happening Around MMSD**
 - Before winter break, students were busy at the Hamilton Middle School [MSCR Future Problem Solvers Club](#)!
 - [Young Playwrights for Change competition](#) takes learning beyond the classroom.
 - Five things to watch from the Madison School District ([WI State Journal](#)).
 - Sennett Middle School's report card score increases dramatically since

last school year ([WMTV 15](#)).

- [Cherokee Heights](#) students and staff enjoyed the return to school with several community-building activities.
- [Financial literacy requirement](#) teaches students community-ready skills.
- With a new facility and renewed charter, Nuestro Mundo has a 'super ambitious, but visionary' plan ([WI State Journal](#)).
- [Student's talent inspires](#) MMSD leaders.
- Siblings John and Danielle Crim, former Madison West High School students and Overture Center's Rising Stars participants, are creating success in their artistic careers ([Umoja](#)).

OUR UPCOMING BOARD CALENDAR

➤	Fri., Jan. 5, 10 a.m.	Policy Committee Virtual
➤	Mon., Jan. 8, 8:30 a.m.	Board Officers Virtual
➤	Mon., Jan. 8, 5 p.m.	Instruction Work Group In person and virtual
➤	Wed., Jan. 10, 5:30 p.m.	City, County, Schools Collaborative Committee Virtual
➤	Wed., Jan. 10, 5:30 p.m.	Student Senate Virtual
➤	Fri., Jan. 11, 8:30 a.m.	Special Meeting in Closed session Virtual
➤	Mon., Jan. 15	Martin Luther King, Jr. Day
➤	Tues., Jan. 16, 5:00 p.m.	Special Meeting in Closed session Virtual
➤	January 17-19	2024 Joint State Education Convention Milwaukee, WI
➤	Thurs., Jan. 18, 4:00 p.m.	Special Meeting in Closed session Virtual
➤	Fri., Jan. 19, 10 a.m.	Policy Committee Virtual
➤	Week of January 22	Board Briefings Virtual

- Mon., Jan. 22, 5 p.m. Operations Work Group
Virtual and in Person
- Mon., Jan. 22, 6:30 p.m. Special Meeting in Closed session
In Person
- Wed., Jan. 24, 5:30 p.m. Student Senate
Virtual
- Fri., January 26, 9 a.m. Board of Education Retreat
In Person – Madison College Goodman South
- Sat., January 27, 9 a.m. Board of Education Retreat
TBD
- Mon., Jan. 29, 6 p.m. Regular Board of Education Meeting
In person and virtual—Open to the public
- Fri., Feb. 2, 10 a.m. Policy Committee
Virtual

ITEMS ATTACHED FOR INFORMATION

1. 2023-24 1st Quarter Financials Memo
2. Q1 Revenues
3. Q1 Expenses
4. Weekly Update – Q1 Review of Progress
5. RAI One-Pager July
6. School Wellness Board Update
7. Summer Programming Board Update Memo
8. MMSD Summer Semester 2023
9. Construction Update – La Follette High School
10. U.S. Mail:
 - a. Policy Perspectives – December 2023

Robert Soldner, Assistant Superintendent Financial Services
Lisa Kvistad, Interim Superintendent of Schools

To: Members of the Board of Education
From: Bob Soldner, Assistant Superintendent Financial Services
Re: Year to Date Financial Reports (Thru 1st Quarter ending September 2023)
Date: December 18, 2023

Background:

Year-to-date financial reports through September 30, 2023 are attached. The two reports provided for each fund are:

- Revenues Budget to Actual
- Expenditures Budget to Actual

Analysis:

The Revenues Budget to Actual report and Expenditures Budget to Actual report are two reports for high level monitoring of year-to-date financial activity. In general, these year-over-year comparisons tell the story of how our budget is tracking as the fiscal year progresses. The reports also highlight how revenues and expenditures do not track uniformly with each other throughout the year.

On the revenue side, General Fund (Fund 10) revenues are at 2.20% for the fiscal year. The primary sources of revenue in this budget will not materialize until after we receive our first tax levy payments in January. Other revenue highlights:

- State revenue collections at this point in the year only include the estimated first aid payment for 2023-24 and do not reflect our full aid certified on October 13, 2023.
- Receipt of federal revenues in Funds 10 and 27 typically reflect their matching grant expenditure counterparts. We have invoiced state and federal funding sources through the end of September for the first quarter. Those revenues will be reflected when received in October.

On the expenditure side, the General Fund is 13.62% spent as of September 30, 2023. Personnel costs (salary and benefits combined) are tracking at 13.2% of budget. This is tracking slightly ahead of last year's performance to actual, as we slowly return to normal levels of staffing district wide. We will continue to monitor staffing spending over the course of the year as this plays a major factor in how the overall budget will perform by year end. In other major non-personnel areas:

- As we plan for more expenses using one time funding (e.g., ESSER, assigned fund balance, etc.), year over year expenditure budgets for specific line items will continue to track differently. Supply purchases are tracking ahead of last year for the start of school. Many of the larger purchases related to curriculum adoption are reflected on our federal ESSER awards. As these materials are received throughout the year, the budget lines will reflect them accordingly.

- Expenditures related to district insurance programs are on track for remaining within budget before year end. Since our workers compensation spending is self-funded, our experience throughout the year will dictate how this program performs to our loss pick for the year.
- No interfund transfers to other funds are committed until year end but will represent a significant portion of Fund 10 expenditures when booked at year end.
- Expenditures for Fund 50 are tracking ahead of last year. The increase to staff compensation is reflected in the 2023-24 budget, but now includes a structural deficit for Fund 50 of approximately \$1.3 million. Over time, this will affect the Fund 50 fund balance and will require either an increase in revenues (fee increases and/or regular transfers from Fund 10) or a reduction in food service program costs.

The Revenues Budget to Actual and Expenditures Budget to Actual reports are reviewed weekly by the Budget, Planning and Accounting staff. We welcome any questions or comments about these reports and the financial position of the district.

**Revenue Budget to Actual
YTD through Month of September**

Fund	Description	Year End FY2023	YTD Sept FY2023	% to Actual FY2023	Budget FY2024	YTD Sept FY2024	% to Actual FY2024
10	Interfund Transfers	498,222.36	0.00	0.00%	166,555.80	0.00	0.00%
10	Local Revenue	328,909,369.18	1,432,595.44	0.44%	344,101,944.76	2,093,925.65	0.61%
10	Interdistrict Revenue	3,833,325.23	4,981.60	0.13%	4,038,192.00	2,223.70	0.06%
10	Intermediary Revenue	6,925.83	0.00	0.00%	0.00	0.00	0.00%
10	State Revenue	80,790,937.10	6,312,140.24	7.81%	71,701,669.69	6,214,537.58	8.67%
10	Federal Revenue	38,074,414.35	2,455,951.31	6.45%	57,511,286.43	1,934,287.14	3.36%
10	Other Financing Revenue	436,922.00	0.00	0.00%	0.00	0.00	0.00%
10	Other Revenue	642,539.04	68,428.73	10.65%	719,932.42	282,988.42	39.31%
10	GENERAL FUND TOTAL	453,192,655.09	10,274,097.32	2.27%	478,239,581.10	10,527,962.49	2.20%
27	Interfund Transfers	53,535,367.59	0.00	0.00%	66,348,537.49	0.00	0.00%
27	Interdistrict Revenue	91,236.72	0.00	0.00%	0.00	0.00	0.00%
27	State Revenue	24,955,904.24	0.00	0.00%	23,417,757.54	0.00	0.00%
27	Federal Revenue	7,862,050.08	124,533.82	1.58%	6,778,529.85	135,207.17	1.99%
27	EDUCATIONAL SERVICES TOTAL	86,444,558.63	124,533.82	0.14%	96,544,824.88	135,207.17	0.14%
30	Local Revenue	20,065,203.10	0.00	0.00%	26,943,092.00	0.00	0.00%
30	Other Revenue	3,849,082.32	0.00	0.00%	0.00	0.00	0.00%
30	REFERENDUM DEBT SERVICE TOTAL	23,914,285.42	0.00	0.00%	26,943,092.00	0.00	0.00%
41	Local Revenue	5,032,897.93	0.00	0.00%	5,000,000.00	0.00	0.00%
41	CAPITAL EXPANSION TOTAL	5,032,897.93	0.00	0.00%	5,000,000.00	0.00	0.00%
42	Local Revenue	3,057,329.90	0.00	0.00%	0.00	1,040,854.82	0.00%
42	Other Financing Revenue	105,000,000.00	0.00	0.00%	0.00	0.00	0.00%
42	REFERENDUM TOTAL	108,057,329.90	0.00	0.00%	0.00	1,040,854.82	0.00%
50	Interfund Transfers	181,913.05	121,050.94	66.54%	0.00	0.00	0.00%
50	Local Revenue	1,464,300.31	161,057.43	11.00%	1,976,014.06	155,890.95	7.89%
50	State Revenue	159,116.76	0.00	0.00%	428,678.14	0.00	0.00%
50	Federal Revenue	9,567,661.23	1,060,285.88	11.08%	9,784,779.28	1,070,863.46	10.94%
50	Other Revenue	20,265.64	5,787.81	28.56%	0.00	(290.15)	0.00%
50	FOOD SERVICE TOTAL	11,393,256.99	1,348,182.06	11.83%	12,189,471.48	1,226,464.26	10.06%
80	Local Revenue	19,139,242.17	746,432.22	3.90%	23,492,287.89	842,131.73	3.58%
80	Other Financing Revenue	847,987.36	0.00	0.00%	0.00	0.00	0.00%
80	Other Revenue	0.00	0.00	0.00%	0.00	573.72	0.00%
80	COMMUNITY SERVICE TOTAL	19,987,229.53	746,432.22	3.73%	23,492,287.89	842,705.45	3.59%
	TOTAL ALL FUNDS	708,022,213.49	12,493,245.42	1.76%	642,409,257.35	13,773,194.19	2.14%

**Expenditures Budget to Actual
YTD through Month of September**

Fund	Description	Year End FY2023	YTD Sept FY2023	% to Actual FY2023	Budget FY2024	YTD Sept FY2024	% to Actual FY2024
10	Salaries	197,258,435.57	25,451,382.93	12.90%	225,744,262.06	29,947,379.31	13.27%
10	Benefits	74,791,568.03	9,293,003.38	12.43%	88,672,581.90	11,544,987.17	13.02%
10	Purchased Services	100,053,605.99	21,339,229.34	21.33%	82,326,712.24	14,511,254.36	17.63%
10	Non-Capital Objects	25,291,548.86	4,235,748.35	16.75%	19,303,875.03	7,008,625.64	36.31%
10	Capital Objects	1,729,730.44	387,288.75	22.39%	1,116,909.58	387,235.46	34.67%
10	Debt Payments	4,161,245.05	13,461.60	0.32%	2,816,282.56	827,459.76	29.38%
10	Insurance	2,369,191.05	2,072,649.02	87.48%	3,334,871.25	2,476,184.68	74.25%
10	Interfund Transfers	53,717,280.64	121,050.94	0.23%	66,348,537.49	0.00	0.00%
10	Dues, Fees, & Misc Expenses	508,171.37	123,018.65	24.21%	946,420.35	100,900.23	10.66%
10	GENERAL FUND TOTAL	459,880,777.00	63,036,832.96	13.71%	490,610,452.46	66,804,026.61	13.62%
27	Salaries	57,971,645.12	5,761,593.34	9.94%	63,922,042.59	7,250,860.28	11.34%
27	Benefits	22,874,895.03	2,142,306.22	9.37%	24,983,263.49	2,720,942.76	10.89%
27	Purchased Services	4,617,767.60	461,310.59	9.99%	6,001,904.00	377,280.05	6.29%
27	Non-Capital Objects	419,163.25	78,449.74	18.72%	1,015,249.00	167,619.78	16.51%
27	Insurance	29,851.59	0.00	0.00%	404,950.00	0.00	0.00%
27	Interfund Transfers	494,554.33	0.00	0.00%	166,555.80	0.00	0.00%
27	Dues, Fees, & Misc Expenses	36,681.71	7,373.82	20.10%	50,860.00	2,360.00	4.64%
27	EDUCATIONAL SERVICES TOTAL	86,444,558.63	8,451,033.71	9.78%	96,544,824.88	10,519,062.87	10.90%
30	Debt Payments	21,352,150.02	882,468.76	4.13%	28,530,413.28	2,624,568.76	9.20%
30	REFERENDUM DEBT SERVICE TOTAL	21,352,150.02	882,468.76	4.13%	28,530,413.28	2,624,568.76	9.20%
41	Salaries	832,434.66	189,101.47	22.72%	1,130,948.51	210,442.16	18.61%
41	Benefits	328,342.87	68,723.22	20.93%	437,735.65	88,341.56	20.18%
41	Purchased Services	4,806,804.42	24,017.55	0.50%	3,426,500.84	966,468.04	28.21%
41	Insurance	0.00	0.00	0.00%	4,815.00	0.00	0.00%
41	CAPITAL EXPANSION TOTAL	5,967,581.95	281,842.24	4.72%	5,000,000.00	1,265,251.76	25.31%
42	Purchased Services	160,118,734.16	27,609,889.26	17.24%	116,625,886.10	21,733,541.34	18.64%
42	Non-Capital Objects	0.00	0.00	0.00%	0.00	479,123.65	0.00%
42	REFERENDUM TOTAL	160,118,734.16	27,609,889.26	17.24%	116,625,886.10	22,212,664.99	19.05%
50	Salaries	3,774,664.58	426,443.56	11.30%	4,731,388.60	866,566.70	18.32%
50	Benefits	1,680,146.30	178,421.02	10.62%	2,133,800.75	355,669.62	16.67%
50	Purchased Services	739,557.05	102,479.78	13.86%	300,000.00	47,307.44	15.77%
50	Non-Capital Objects	6,549,547.33	802,322.34	12.25%	5,594,043.47	908,106.91	16.23%
50	Capital Objects	396,292.71	196,909.24	49.69%	700,000.00	0.00	0.00%
50	Insurance	21,102.37	0.00	0.00%	30,000.00	0.00	0.00%
50	Dues, Fees, & Misc Expenses	336,034.60	121,050.94	36.02%	0.00	0.00	0.00%
50	FOOD SERVICE TOTAL	13,497,344.94	1,827,626.88	13.54%	13,489,232.82	2,177,650.67	16.14%
80	Salaries	10,513,343.94	2,887,588.39	27.47%	12,626,573.72	3,507,980.22	27.78%
80	Benefits	2,437,927.44	518,353.99	21.26%	3,227,341.38	749,972.03	23.24%
80	Purchased Services	6,232,918.69	449,135.09	7.21%	6,316,195.09	687,576.67	10.89%
80	Non-Capital Objects	883,997.56	132,885.49	15.03%	509,477.70	214,280.14	42.06%
80	Capital Objects	861,670.41	8,310.00	0.96%	302,000.00	27,514.53	9.11%
80	Debt Payments	503,276.93	0.00	0.00%	0.00	0.00	0.00%
80	Insurance	34,995.52	0.00	0.00%	50,000.00	0.00	0.00%
80	Dues, Fees, & Misc Expenses	247,050.16	46,438.03	18.80%	460,700.00	85,113.57	18.47%
80	COMMUNITY SERVICE TOTAL	21,715,180.65	4,042,710.99	18.62%	23,492,287.89	5,272,437.16	22.44%
TOTAL ALL FUNDS		768,976,327.35	106,132,404.80	13.80%	774,293,097.43	110,875,662.82	14.32%

2023-24 Quarterly Review of Progress (QRP) Update for Quarter 1 for the Board of Education's Weekly Update

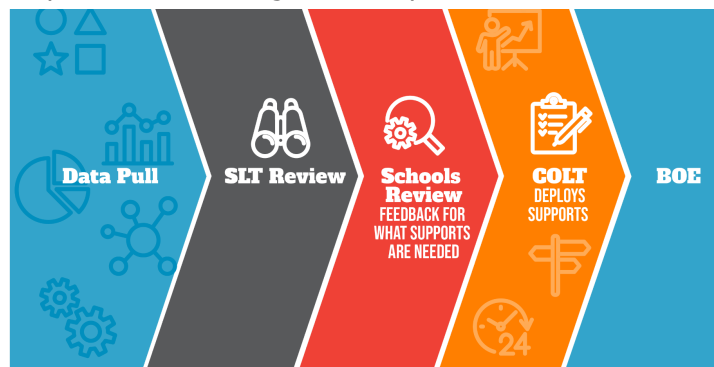
Prepared by Bri Monahan- Research, Assessment, & Improvement (RAI)

Background & Purpose

MMSD schools have long created [School Improvement Plans](#) (SIPs) to articulate goals and strategies they will execute to improve their schools. This year, as part of our collective effort to build improvement-focused routines to help us “get better at getting better,” MMSD is implementing an expanded Quarterly Reviews of Progress (QRP) process. If SIPs are schools’ *plans* for enacting improvement in their schools, QRP is the *districtwide process* by which SIPs are supported and powered throughout the year. QRP aims to foster improvement through shared routines around reviewing data, reflecting and adjusting strategies, creating coherence about our shared district story, and identifying and deploying necessary supports. This brief provides a summary of the Quarter 1 (Q1) QRP.

QRP Cadence

QRP is a system-wide process, following MMSD’s process for data reviews.



In Q1, the process spanned from late October to early December, with RAI leading the data compilation and review process. Reviews involved Cabinet, Senior Leadership Team (SLT), School Leaders, and Central Office Leadership Team (COLT), with distinct roles for supporting our system and schools.

- 10/16-11/7: **RAI** created the QRP prototype and Q1 data content.
- 11/3: Q1 ended.
- 11/7: **Cabinet** reviewed the QRP data, providing feedback to shape subsequent presentations and reviewing the Q1 results to consider system implications. **SLT** then previewed similar content emphasizing implications for their support of schools.
- 11/15: **School Leaders** reviewed the content during a monthly Principal Meeting. In addition to contextual district data, they also reflected on their school-specific data and the strategies they laid out in their SIPs. Schools then rated their progress and adjusted their SIP strategies as necessary in Plan4Learning (P4L) during the principal meet and subsequent weeks with their school-based leadership teams.
- 12/5: **Cabinet & SLT** reviewed updates from schools’ QRP, including strategy progress ratings.
- 12/8: **COLT** reviewed the QRP content to inform central office support to schools.
- **RAI** prepared this update for the **BOE** to summarize and conclude the cycle.

QRP Content

Each of the QRP sessions followed a broad, uniting structure:

- *Ground in our why* - Common framework for improvement, including three guiding practices for our improvement work
 - Focus on district improvement goals (literacy, math, attendance, & high school completion)
 - Build on core principles of continuous improvement
 - Improve our data literacy
- *Review data* - Reflect on Q1 district data, aligned to 4 district improvement goals
 - Literacy: Fastbridge (K-5), Achieve3000 (6-9)
 - Math: iReady (6-8)
 - Attendance: Q1 percent meeting 90+% attendance, behavior data (ISS for elementary, OSS for middle & high school)
 - HS Completion: In-Progress Grades (9-12)
- *Process learning* - Opportunity to adjust district supports and/or SIPs

Learnings

Highlights from Q1 data analysis (specific data outlined in the section, above):

- *District Improvement Goals 1 & 2: Literacy & Math*
 - Fall scores on district screeners are similar to last year's results at this time.
 - On Fastbridge literacy, 52% of K-1 students and 52% of 2-5 students were in the Low Risk or Advanced categories. On Achieve3000 literacy, 36% of students 6-8 and half of 9th grade students scored Proficient/Advanced.
- *District Improvement Goal 3: Attendance*
 - The percentage of students with 90+% attendance in Q1 (78%) was higher than last year across levels. Eighty-two percent of elementary students met the threshold, followed by middle (79%) and high school (71%) students.
 - There were higher numbers of in-school suspensions (ISS) at elementary and out-of-school suspensions (OSS) in middle school in Q1 this year than last year. There were similar numbers of high school OSS compared to last year.
- *District Improvement Goal 4: HS Completion*
 - There were high rates of passing grades in Q1, similar to last year. Around 90% of grades were passing grades (A, B, C, D, P)
- *District Supports*
 - Schools have publicly-posted SIPs, and nearly all schools have quarterly action plans as of 12/5. Schools began completing formative reviews of their SIP strategies; on average, schools rated their progress on these strategies between 15-40%
 - The Central Office Support System is being used for requests from about half of schools in Q1, and coming more to certain departments. It is likely that not all school requests have come through this system in Q1.

Next Steps

The RAI team will implement refinements based on feedback collected throughout Q1 and begin work on Quarter 2. The cycle will repeat after Quarter 2 ends on January 26, 2024.

Research, Assessment & Improvement (RAI)

Vision: Helping others know more to improve through relevant, timely evidence; strong data literacy and routines; collaborative research, inquiry and design; and support for leaders to drive evidence to action

Website: [Assessment & Learning Supports](#) | [Research & Innovation](#)

Team:

Led by Beth Vaade & Caroline Racine Gilles

System-level improvement:

- Brianne Monahan
- Grady Brown
- Eric Lequesne
- Sam Tai
- Katie Mae Imhoff-Bebeau

School-level improvement:

- Lindsay Maglio
- John Ribolzi
- Lauren Lauter

Innovation:

- Leigh Vierstra

Assessment:

- Tim Peterson
- Sarah Wollner
- Jamie Anderson

Support:

- Adrienne Fox

Major Department Work Stream	Brief Description for Central Office Departments & Schools
Administering & improving our district's Comprehensive Assessment System	Supports for this include: <ul style="list-style-type: none">• pre-administration actions (e.g., purchasing, communication and supports delivered to school assessment coordinators, proctor training, securing delivery of materials, technology, accommodations;• support during administration and• post-administration actions (e.g., communication with schools, supportive resources, distribution of results, and collecting staff feedback for improvement.
Designing and leading improvement-focused data routines for the superintendent, cabinet, senior leadership team, schools, central office leadership team and the Board of Education	Design and lead routines for data review around three key domains: <ul style="list-style-type: none">• Achievement (e.g., literacy, math, language acquisition)• Wellbeing (e.g., climate, attendance, behavior)• Enrollment & staffing (e.g., projections, allocations, retention)
Supporting school improvement planning, including implementation of Plan4Learning and system and school-level design and implementation	Respond to school support requests for help with data use and analysis. Support schools with the creation of their school improvement plans. Support schools and the system with implementation of their plans and monitoring progress along the way.

TO: Members of the Board of Education

FROM: Cindy Green, Assistant Superintendent Teaching and Learning
Ashley Riley, Physical Education, Health, and Wellness Coordinator

DATE: December 21st, 2023

RE: School Wellness Advisory Update

Background

The Superintendent's Wellness Advisory aims to provide recommendations to the superintendent and BOE about creating healthier schools for students and staff and monitor the implementation of the district's [Wellness Policy](#) as well as the recommendations from former Board of Education ad hoc committees.

Update on Superintendent's Wellness Advisory

The second meeting of the 23-24SY was held on Thursday, December 14th, 2023 from 5:30-7:30pm at Vel Phillips Memorial High School. A total of 26 members, 6 table facilitators, 1 child care worker, and the Interim Superintendent were present for the meeting. Membership attendance included:

- 6 Students - 1 middle school rep and 5 high school reps
- 14 MMSD Staff - 5 school-based reps and 9 district-based
- 2 Family Reps
- 2 Community Reps

The meeting outcomes included gaining perspectives and understanding the needs of MMSD Youth in connection with school wellness, establishing ways of working for the Superintendent's Wellness Advisory, becoming familiar with the current recommendations of each themed area, and providing input on the status and progress updates.

First on the agenda was a continuation of the Youth Voice Panel from the previous meeting. Youth Lead, Lavenia Vupal, led the panel by asking everyone to respond to the prompt, "How do you see this space working for you as we begin to prioritize recommendations and prepare to advise the Superintendent on progress?" Youth shared their ideas on what is changing. Vupal shared her thoughts on how, in order for policy to be effective, young people and adults need to work together to learn and problem-solve together to ensure the solutions enacted are aligned to youth needs. Also discussed was the hope that actions would be taken as a result of the recommendations from the group instead of just talking about concerns. Youth shared feedback that actions are most impactful when they are youth- and peer-led versus coming top down from adults.

Adults took time to capture what they heard from the youth on sticky notes to help inform the development of the ways of working. After the panel, youth also took time to capture their ideas for establishing ways of working in the advisory. The feedback will be synthesized and brought back to the members for the next meeting.

After a short break, members then transitioned into table groups to become familiar with the various recommendations of the BOE Ad Hoc Committees from 2018 to 2023. Each table focused on a theme and held discussion about their initial reactions and started to brainstorm ideas for actions and potential next steps. Table facilitators took detailed notes of the discussion and feedback. The feedback will be summarized and shared with the members at the next meeting.

As members exited the meeting space, they participated in a Spend-A-Sticker activity where they placed three different stickers on their opinions for the top three themes they recommend prioritizing. The data below was collected:

Top Themes by Vote:

1. Staff Mental Health
2. Student Mental Health
3. Nutrition
4. Student Behavior
5. Staffing & General
6. Buildings & Facilities
7. Training

Next Steps

The next Superintendent's Wellness Advisory meeting will take place on Thursday, January 25th, from 5:30-7:30 at East High School, 2222 East Washington Avenue, in the community room (G113) next to the cafeteria. The agenda will include continuing to dig into the past Ad Hoc committee recommendations and begin prioritizing action items for the remainder of the 23-24 school year.

TO: Members of the Board of Education

FROM: Cindy Green, Assistant Superintendent Teaching and Learning
Nicole Schaefer, Director of Learning Supports

DATE: January 3, 2024

RE: Summer Programming Update

Summer Semester Mission:

Our mission is to align MMSD Summer Semester with our district's strategic framework. Summer Semester is part of our year-long strategy, by providing critical additional learning time to support students on their pathway to college, career and community readiness. MMSD is committed to ensuring every student in our school community feels engaged, connected and supported. One way we ensure that this happens is by making sure students have the knowledge and skills for academic achievement at the next grade level. Summer Semester is a learning support for students who meet criteria and use summer learning to stay on track for graduation through a variety of learning experiences. In addition to academic support and enrichment/recreation opportunities, Summer Semester provides services including school meal programs and access to social, physical, and emotional health support. We look forward to our students continuing their learning with us during the summer.

We are pleased to provide a program overview for 2024 Summer Program and share the 2023 MMSD Summer Program highlights from Summer Semester, Summer Arts Academy and Extended School Year (ESY). Following each summer we engage in After Action Reviews with several departments to reflect and adjust. As a result of our department After Action Reviews and our Summer Semester phased redesign planning with the now Research Assessment & Improvement (RAI) team, we will focus on the following for Summer 2024.

Overview of 2024 Summer Programming

- Engaging students in high-quality instruction to accelerate growth in key skills so that they finish Summer Semester better prepared for the upcoming school year
- Hiring MMSD staff & compensating them @ \$40/hour
- Providing 4K-8th grade students with well rounded opportunities by offering recreation & enrichment opportunities as part their summer experience, including MSCR in the afternoon
- Supporting critical transitions from 4K to 5K, 5th to 6th, and 8th to 9th
- Providing students the opportunity for credit to stay on track for graduation

New for 2024

- Expanding and diversifying high school course offerings available for first time credit
- Implement a middle school assessment that is sensitive to change for progress monitoring
- Continue to streamline communication, increase collaboration across MMSD departments & school-based staff to ensure strong summer enrollment and participation.

Summer Semester 2023 Highlights

Program Areas	Students Served
4K-12th Grade	Safely offered a summer program to approximately 3,300 students . 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. (see additional information in BOE report below)
Elementary/Middle 4K-8th grade	Offered full day programming blending Summer Semester, MSCR & the Arts
Transition Years	<p>4K-5K: Approximately 105 4K students demonstrated growth as measured by our 4K Summer Progress Report in all six items; Letter Identification, Letter Sounds, Writes Name, Numerical Identification, Rote Count and Counting Objects</p> <p>5th-7th: Roughly 370 5th-7th grade students engaged in Social/Emotional Learning where school support staff delivered lessons about positive relationships, conflict resolution, and goal setting, to better support their transition into and during middle school.</p> <p>8th: Approximately 40 8th grade students participated in “RISE”. The RISE program is a collaboration between MMSD and the University of Wisconsin–Madison’s School Psychology Training Clinic that sees graduate students leading 12 sessions across the summer geared toward equipping rising ninth-graders with the tools necessary to hit the ground running come September. There is an emphasis placed on the development of social (e.g., “soft”) and executive (e.g., “life”) skills, including how to manage time, mitigate stress, set goals, and optimize studying habits. As evidenced by the post survey & reports, students who attended the majority of the sessions benefitted from the training. The majority of 8th grade staff responded that the program was helpful.</p>
Staffing	\$40/hour rate of pay for teachers resulted in hiring 97% internal MMSD staff
High School Credit Recovery	99% success rate of attempted credit recovery, or a total of 365 successful credit recovery attempts
High School	Virtual learning continues to be a desired format for high school students. It allows flexibility to take more courses and complete them at their own pace. Of those students who completed the end of summer survey, more than 80% prefer virtual summer learning.
Additional Information	See the attached 2023 Summer Semester Report

Summer Arts 2023 Highlights

Summer Arts Academy Programming Area	Students Served
Arts Explore (mornings) <ul style="list-style-type: none"> 1404 Students; more than 65 teachers/teaching artists 	K-8 Summer Semester

Arts Jam (afternoons) Students are typically given choices to attend SAA or MSCR sponsored experiences.	K-8 Students: MSCR SREC & YRC
High School Visual & Performing Arts Courses for Credit <ul style="list-style-type: none"> Digital Music Production Digital Photography Basic Art Metalworking 	Rising 9th -12th grade students - Summer Semester
Band & Orchestra Lesson Program for Summer School Students <ul style="list-style-type: none"> 167 Students 	Rising 6th - 8th grade students - Summer Semester
Arts Community Seat Program <ul style="list-style-type: none"> Seven programs 	Serving all students and targeting MMSD K-12 students of color
Literacy - Creative Writing & Theater <ul style="list-style-type: none"> Whoopensocker (Henderson, Gompers, Leopold, Chavez) 	3rd Graders - Summer Semester Language Arts Block

Extended School Year 2023 (ESY) Highlights

ESY Programming	Students Served
<ul style="list-style-type: none"> Extended School Year (ESY) 	<ul style="list-style-type: none"> More than 250 scholars served Scholars moving forward on their IEP goals and progress toward grade level proficiency Staff positively engaging with scholars Expanded inclusive opportunities ALSE teachers gained experience toward licensure
<ul style="list-style-type: none"> College and Employment Opportunities 	<ul style="list-style-type: none"> Scholars continuing their learning at Madison College Project SEARCH scholars starting paid employment Job Site Success (Union South/Goodwill)



Summer Semester 2023 Outcomes

Key Findings

1. MMSD invited fewer students to attend summer semester in 2023 than 2022, and a smaller number but greater proportion of invited students 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%, but attendance rates improved in many grades and significantly at the middle school level when compared to summer 2022.

Background & Data Note

This document provides data and analyses on students participating in the 2023 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. This document presents 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?*

In 2023, interest in summer semester programming remained high with a variety of factors impacting summer semester programming, including an expansion of alternative summer programming paid for by time-limited pandemic aid funding, full day programming, a \$40/hour teacher compensation, new literacy curriculum 5th-8th grade and limited seats at each site.

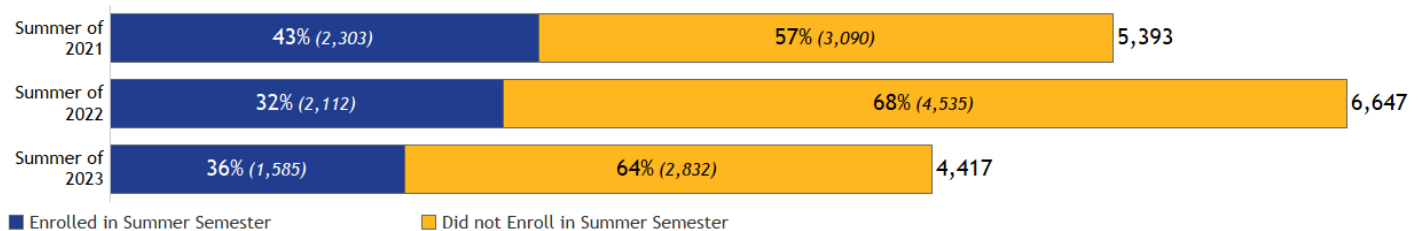
Summer Arts Academy provided all summer semester students with guest artists, events and activities. All students in grades 4K-8th grade attended summer semester in the morning and MSCR in the afternoon, full day programming. We hired approximately 98% MMSD staff to facilitate summer learning and emphasized hands-on, interactive learning by minimizing screen time. Each site had a recommended seating capacity to ensure staffing levels could support enrollment.

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 arts enrichment programming.

Question 1: Who enrolled in the summer semester?

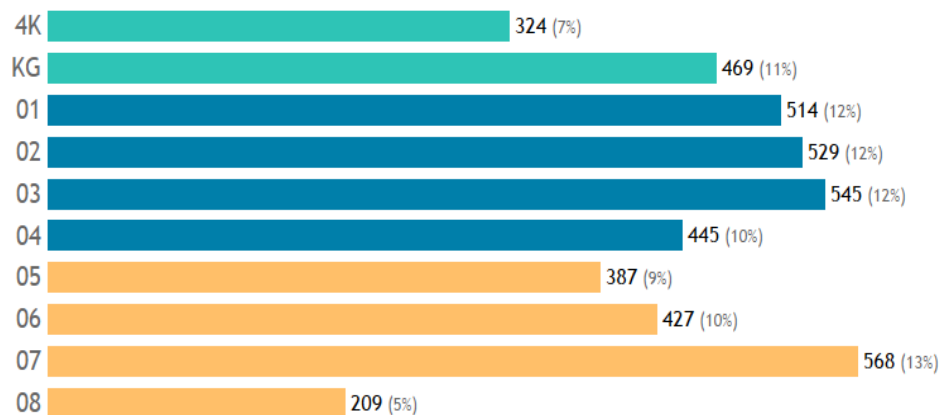
Invited & Enrolled Summer Semester Students

In the spring of 2023, MMSD sent formal invitations to 4,417 students in grades 4K-8 who met criteria and were recommended to enroll in the summer semester. New in 2023, each site had a recommended seating capacity to ensure staffing levels could support enrollment. 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 2023, 36% of students invited to summer semester ultimately enrolled, compared to 32% in 2022. We believe that both the intentional recruitment by school staff and recommended seating capacity at each site explains the increased number of invited students that enrolled in summer programming.



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 2022-2023 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 2023. Note that MMSD 8th grade students have access to two summer semester programs, one invitation-based (for 8th grade promotion¹) and the other for first-time high school credit.

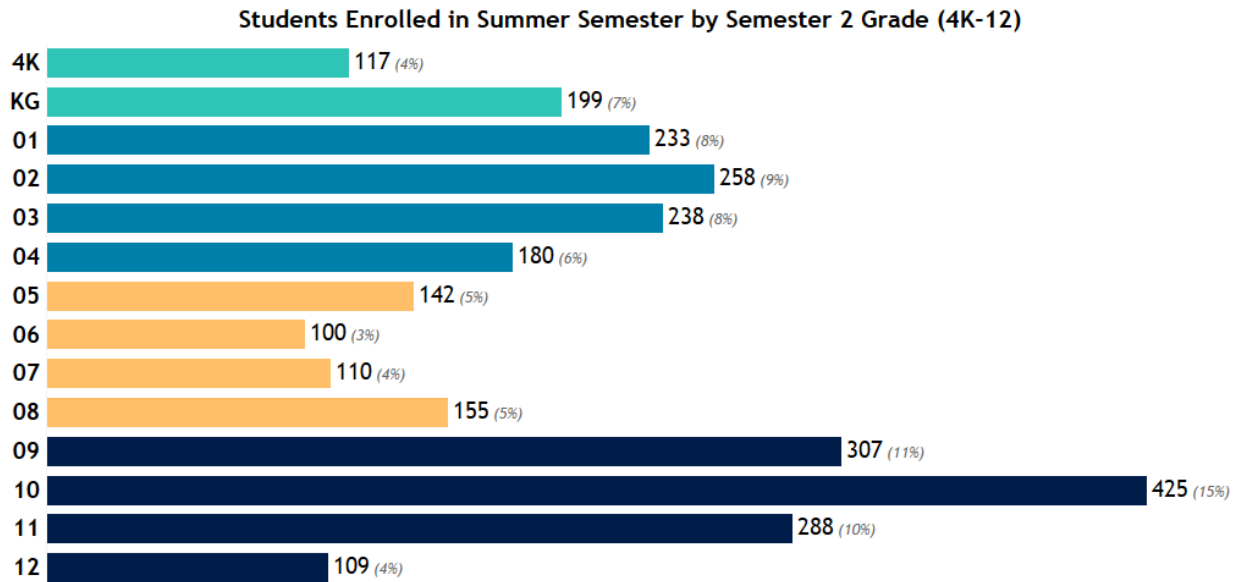
Students Invited to Summer Semester by Semester 2 Grade (4K-8th)



¹ MMSD Board of Education Policy 3575,
[https://go.boarddocs.com/wi/mmsd/Board.nsf/files/AC3PQ865AFE1/\\$file/Policy%203537%20-%20Promotion.pdf](https://go.boarddocs.com/wi/mmsd/Board.nsf/files/AC3PQ865AFE1/$file/Policy%203537%20-%20Promotion.pdf)

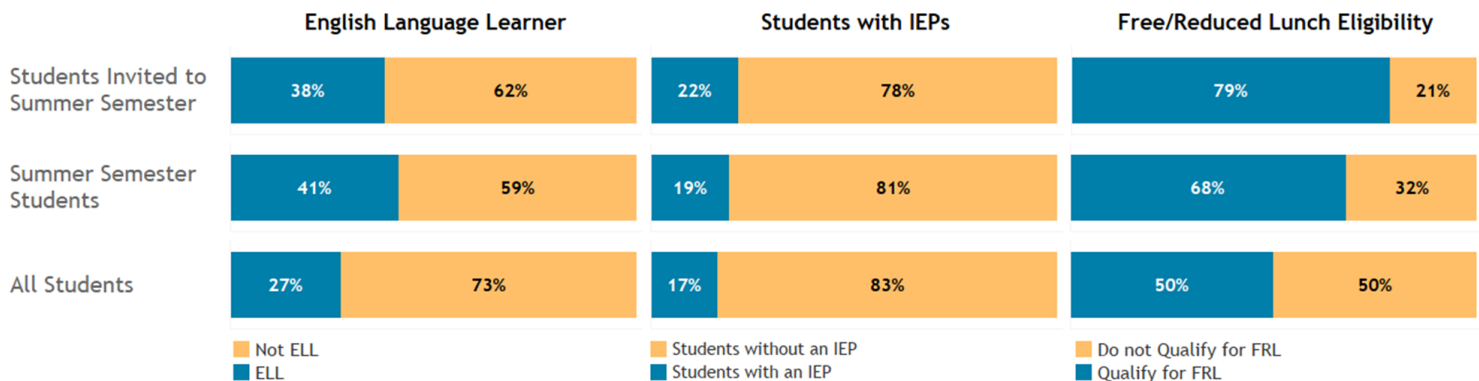


The next graphic shows the number of students who were enrolled in summer semester. The number for each bar indicates the number of students enrolled by summer semester grade, while the percentage indicates the percent of *all summer semester-enrolled students* at the indicated grade level. Middle school students represent the smallest proportion of summer semester students (18%), while high school students represent the greatest proportion (39% in grades 9-12). 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.



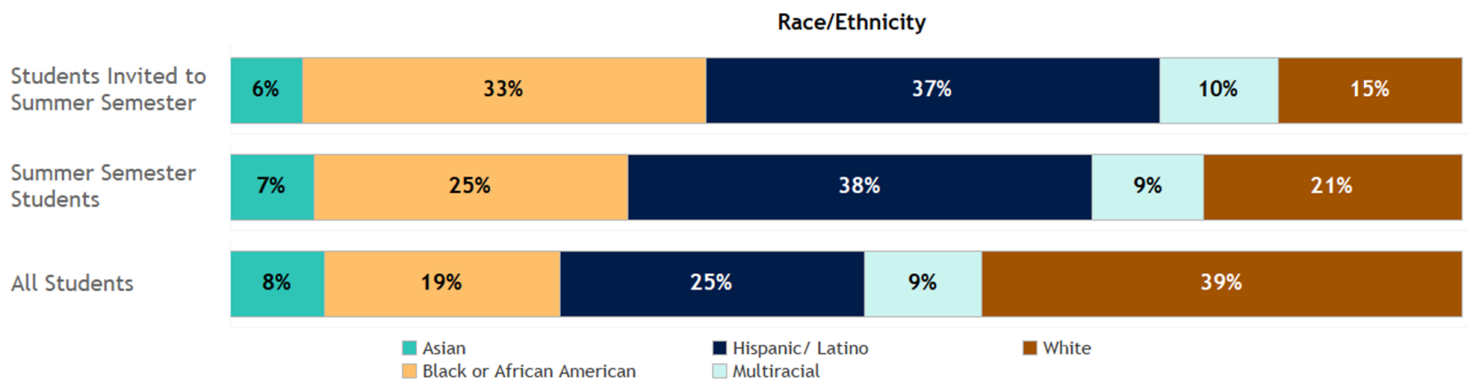
Proportional Breakdown of Students Enrolled in Summer Semester

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 *invited* to summer school, the middle 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 68% of summer semester students compared to 50% of all MMSD students. This overrepresentation persists when compared to summer semester 2022.

Similar to the previous graphic, the next graphic shows the proportion of students invited to summer school, attending summer school, and all students broken down by race/ethnicity.²



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 25% of all students enrolled in summer semester in 2023, 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 25% of all MMSD students. Conversely, 21% of students enrolled in summer semester identified as White, compared to nearly 39% of all MMSD students. This overrepresentation persists when compared to summer semester 2022.

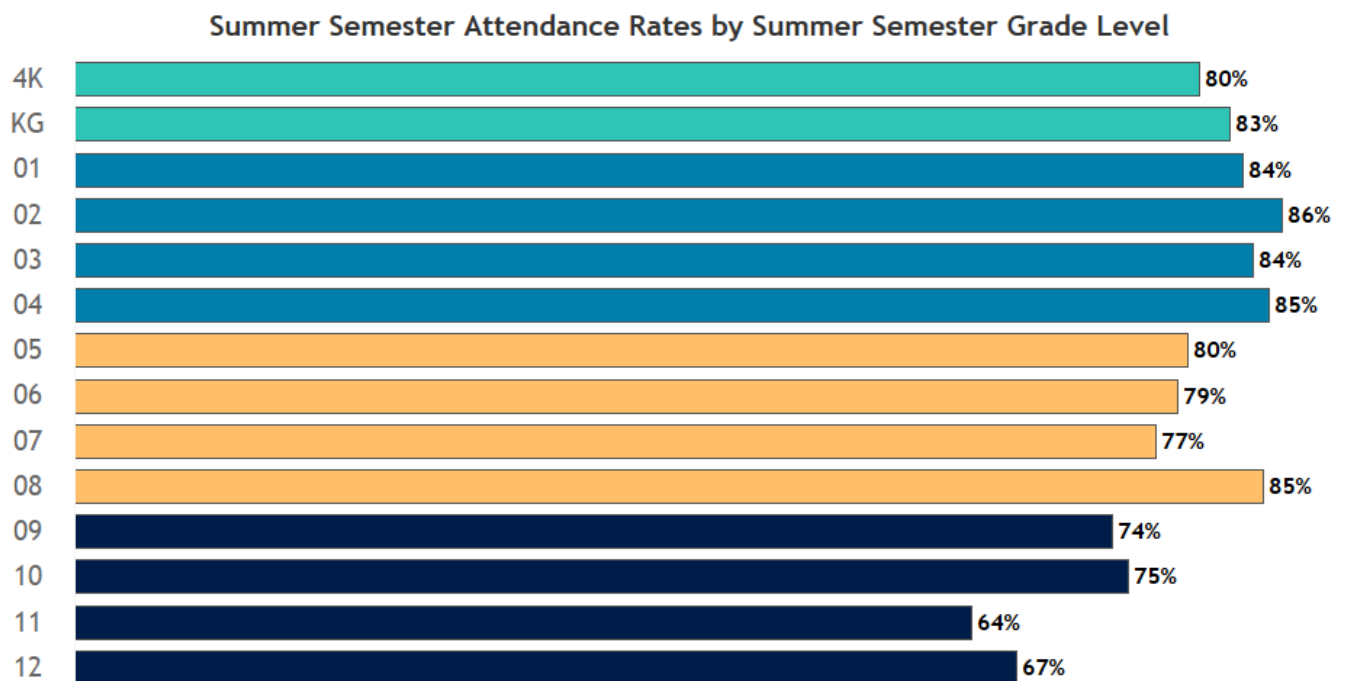
² Note: Some students and some racial and ethnic identity groups may not appear in this graphic due to low student counts, in order to preserve student privacy.

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.³ In 2023, summer semester enrolled students in grades 4K-12 attended at a rate of 78%, compared to 74% in the summer of 2022.

The graphic below shows average attendance rates by grade level. Overall, students at all grades attended summer semester consistently between 64-86%. Students in the high school grades had the lowest attendance rates, between 64-79%; students in the middle school grades attended at rates between 77-85%, and students in 4K and elementary grades attended at rates between 80-86%. These data show attendance rate improvement at the elementary and middle school grades and relatively similar rates of attendance in the high school grades when compared to summer semester attendance in 2022.

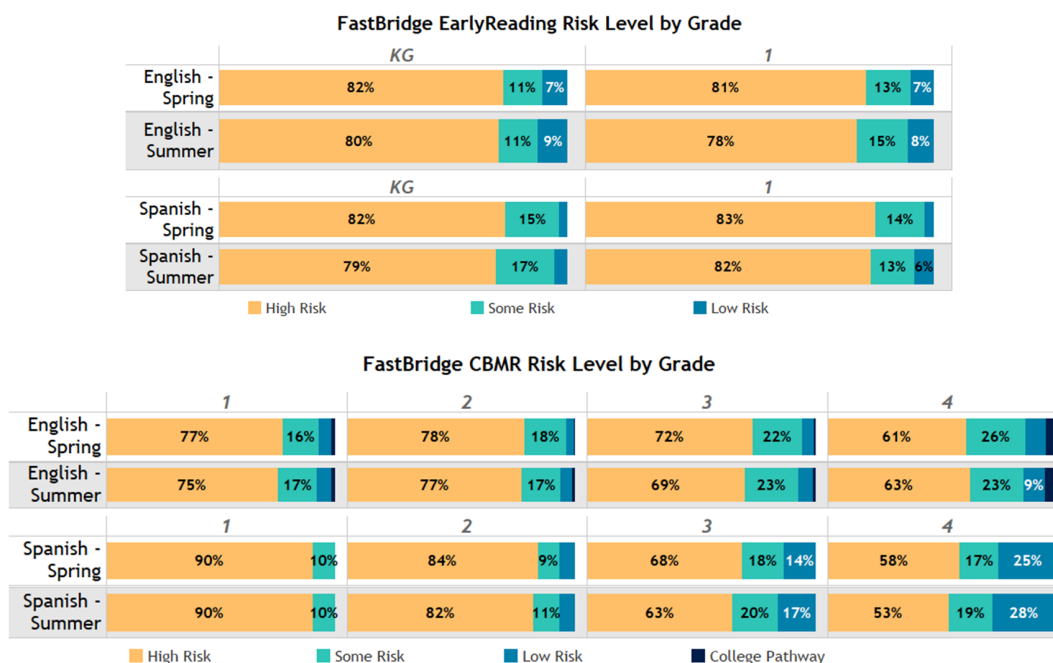


³ *Every Summer Counts*, A longitudinal Analysis from National Summer Learning Project by Jennifer Sloan McCombs, Catherine H. Augustine, John F. Pane, Jonathan Schweig, 2020

K-4 Literacy and Math

As in summer semester of 2022, MMSD used spring reading screening scores as the baseline score and then collected 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 CBMReading (CBMR).

The graphic below displays the proportion of students at each “risk level” as determined in FastBridge.⁴ 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, similar to summer 2022, remained stable or improved minimally at all elementary grade levels except in fourth grade between the initial data point and final administration of the assessment when measured as a decrease in the number of students in the “high risk” category. FastBridge Spanish assessment data also show stability or minor improvement in all grades, whereas the summer of 2022 saw some more notable declines in scores. Neither of these generalizations account for how students move within these categories, but rather serve as point-in-time snapshots.

⁴ 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.)



In mathematics, MMSD adopted a new evaluation system for K-4 summer semester outcomes in 2023. This year, students were given beginning- and end-of-summer assessments based on standards of their preceding year grade level, which were then classified as *Emerging*, *Developing*, *Approaching*, or *Meeting* grade level expectations. Focus standards for summer semester were identified based on the most critical prerequisite skills students would need to fully engage in grade-level curriculum at the start of the upcoming school year.

Based on these assessments, across all grades K-4, more students received *Approaching and Meeting* grades at the end of the summer than at the beginning of the summer, and most grades saw fewer students receiving *Emerging* and *Developing* grades at the end of the summer than at the beginning of the summer. For more detailed information, see Appendix A: *K-4 Summer Math Focus: Data Summary Summer 2023*.

Middle School Literacy and Math

In summer semester programming for grades 5-8 in 2023, MMSD adopted a Pass/No Pass progress grading guidance with which to determine academic outcomes in both literacy and math. Based on district transcript data for summer semester courses, 316 (93%) students in grades 5-8 received a passing grade in their literacy course, and 309 (91%) students received a passing grade in their math course.

Middle School Math Bridge

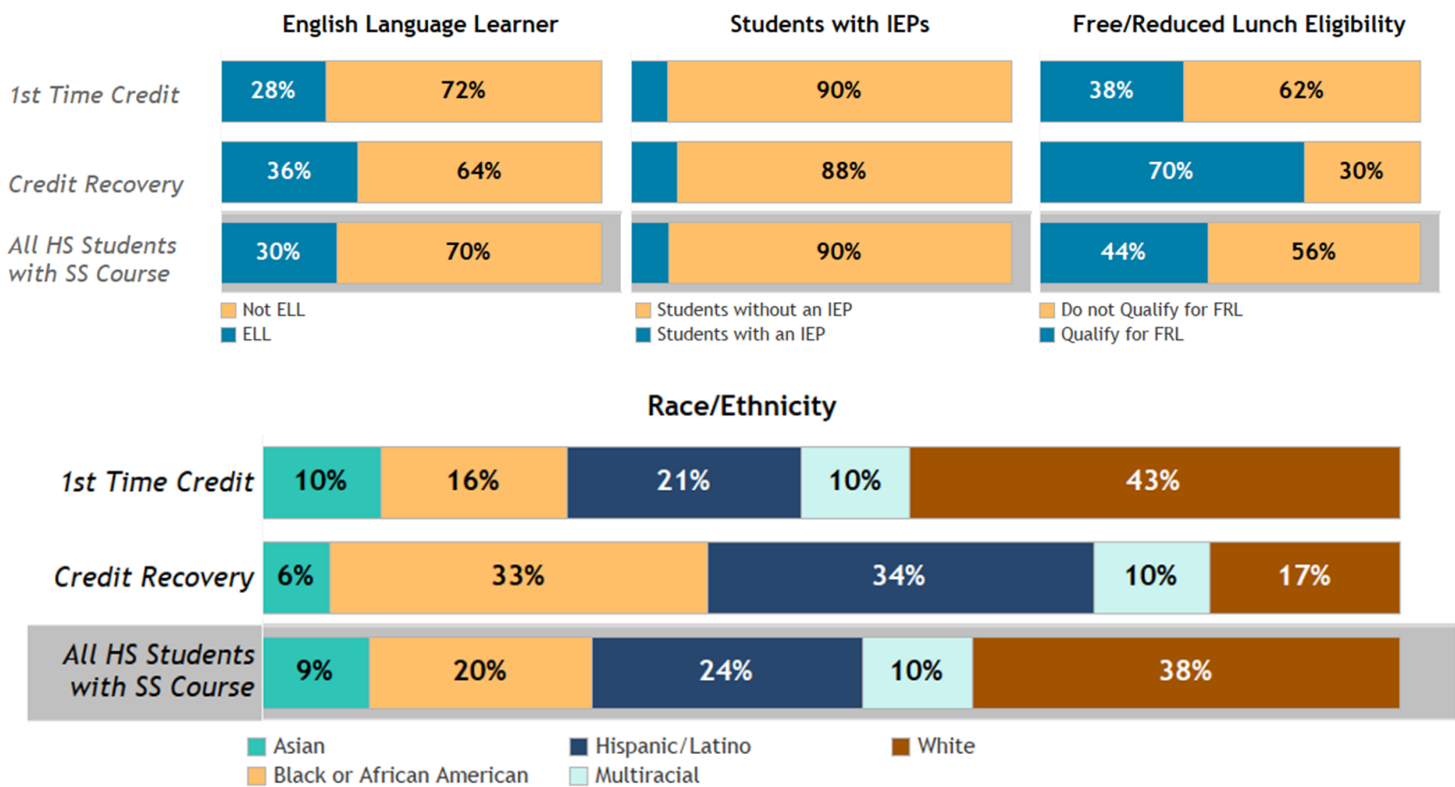
Due to adjustments in the curriculum sequence offered during the regular school year we only offered one Math Bridge Course this summer. The Summer Math 8 Bridge course for middle school mathematics is designed for students who have completed 7th grade math and accelerates students to prepare to enter Algebra as an 8th grader in the following school year. The course provides students access to math content and academic skills to prepare them for success in Algebra and beyond. This summer **11 students** completed the Summer Math Bridge 8 course and received passing grades. Of the 11 students enrolled, 9 students enrolled in Algebra this year.



High School Summer Semester

MMSD provides a few different opportunities to students in high schools who are looking to take new courses or get different grades for courses they took during the traditional school year. This report looks at three different opportunities - taking courses for first time credit, taking a course to recover credit (get a passing grade in a course a student received a failing grade), and grade replacement (trying to replace a passing grade with a higher grade in a course a student already took).

The graphics below show the demographic breakdown of summer semester students who took a high school credit for one of these three reasons. The number of students taking a course for grade replacement were too low to provide a demographic breakdown and are excluded from the graphics below.



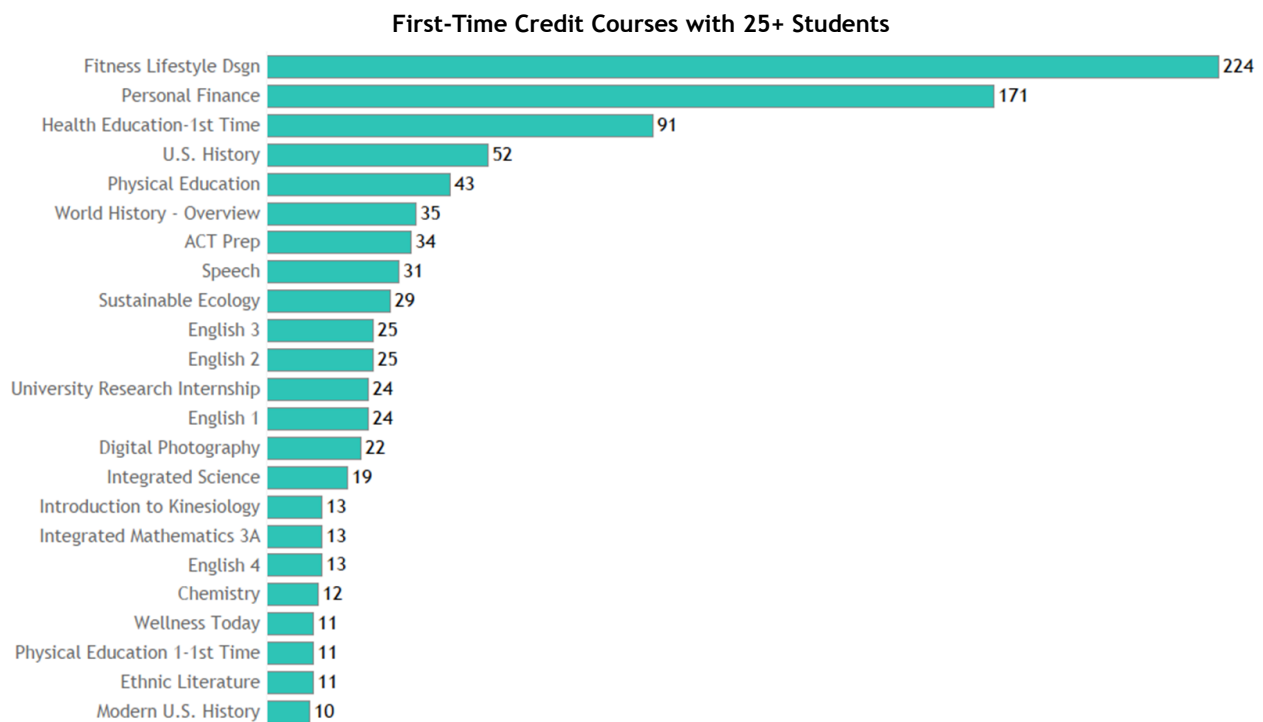
Students identifying as Black or African American, Hispanic/Latino, qualifying for free/reduced lunch, or English Language Learners were more likely to take a course for credit recovery, while students identifying as White or Asian were more likely to take courses for first time credit.



High School First-Time Credit

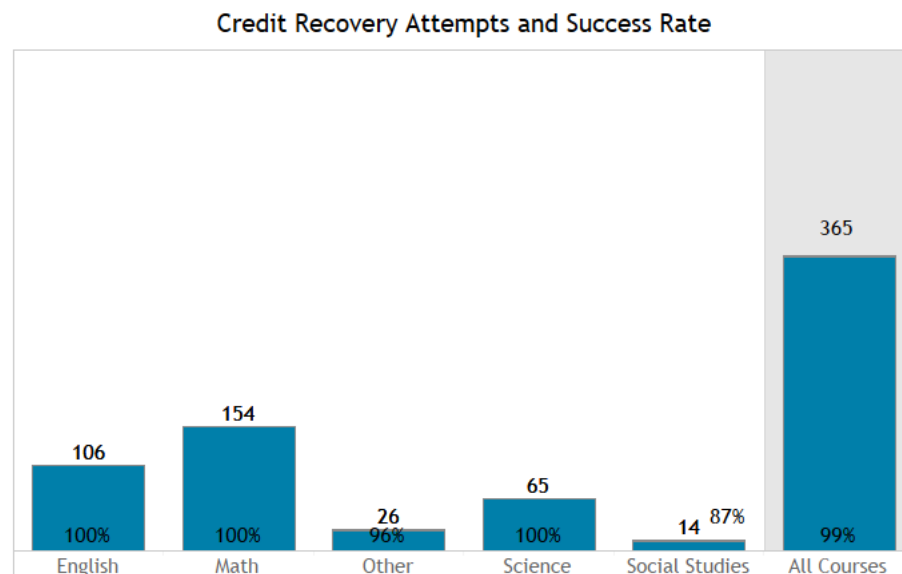
This report defines first-time credit as any courses taken in the summer semester that did *not* appear on any prior transcripts. MMSD staff used a similar matching process as used to identify credit recovery. This process may overestimate the number of courses taken for first-time credit.

Overall, there were 1,113 incidences of identified first-time credit attempts by 904 students. The graphic below shows first-time credit counts by course name (with 25 or more students). Fitness Lifestyle Design and Personal Finance were the courses most frequently taken for first-time credit during the 2023 summer semester, and represent over a third of all first-time credit course attempts. This includes rising 9th grade students.



High School Credit Recovery

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 2023 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.



Using this approach, MMSD staff identified a 99% success rate of attempted credit recovery, or a total of 365 successful credit recovery attempts. 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 in summer 2023 was math. The rates of success for credit recovery were 87% or higher across all subjects and 100% successful in English, math, and science, with an overall success rate of 99%.

High School Grade Replacement

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 53 attempts at grade replacement by 48 students.



High School 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 2023, 271 students received elective credits through this program, 98% (203) of those through YEN organizations. The remaining students were either enrolled in the UW Madison SRI (Science Research Internship) in collaboration with MMSD or not associated with any formal programming. 58% (158/271) of students earned a DPI certification, 84% (133/158) coming from YEN participants. A total of 180.75 elective credits were earned. For more detailed information, see Appendix B: *Summary of Work Experience Summer 2023*.

Add [Appendix A: K-4 Summer Math Focus: Data Summary Summer 2023](#)

Add [Appendix B: Summary of Work Experience Summer 2023](#)



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// 01.05.2024



This week's update: **La Follette High School**

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

Happy New Year!

We are kicking off the new year with significant progress in the Performing Arts Center (PAC) and fine arts addition. Crews were hard at work over winter break installing the interior finishes in many of these new spaces.

The newly renovated music and arts areas have a flex room, choir and orchestra rooms, and STEAM space with 18-foot ceilings, fresh paint, and acoustic panels on the walls. The wood floors in the choir and orchestra rooms have been refurbished from the old spectator gym, and the flex room, STEAM lab, art classrooms, and corridors have new polished concrete floors.

Updates on current and upcoming work

- Installing cabinetry throughout the art and music spaces
- Continuing the ceiling grid installation in the art wing
- Ramping up painting throughout the art wing
- Installing the ceiling clouds in the new PAC



Cabinetry and ceiling grid installation continues in the new art spaces



Choir and orchestra rooms are receiving the finishing touches

DID YOU KNOW?

Hardwood flooring is often used in music spaces because it enhances acoustic performance by reducing hollow sounds or vibrations. The hardwood floor can also serve as a reflective surface for sound to balance the absorptive properties of the acoustic panels on the walls.

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



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BUILDING & BEYOND



Future Ready Construction Update

PROVIDED BY FINDORFF

Madison Metropolitan School District PAGE 2



Ceiling clouds are being installed in the PAC



Painting is progressing in the art wing corridor



Ceiling grid installation is in progress in the art wing corridor



New carpet has been installed in the choir practice rooms

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



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POLICY PERSPECTIVES

Vol. 46, No. 6
December 2023

A FIRST LOOK AT THE LOCAL POLICY IMPLICATIONS OF THE NEW FINANCIAL LITERACY CREDIT REQUIREMENT FOR HIGH SCHOOL GRADUATION

The state recently added to the minimum credits that are required for high school graduation by mandating that students must earn at least a one-half (0.5) credit in the subject area of “personal financial literacy.”

The new requirement first applies to students who are graduating from high school in 2028. The relevant legislation further provides that the instruction offered to satisfy the new credit requirement must include “financial mindset, education and employment, money management, saving and investing, credit and debt, and risk management and insurance.” See 2023 Wisconsin Act 60, codified at §118.33(1)(a)1.f of the state statutes. Once the new requirement applies, there will be a total of 15.5 state-mandated credits for purposes of establishing eligibility for a high school diploma.

For some school districts, implementing the financial literacy credit mandate will require the creation of a new course and a direct adjustment to the district’s credit distribution requirements for graduation. Other districts already have a financial literacy credit requirement in place as an exercise of local policy discretion, and those districts may find that their chief compliance task involves ensuring curricular alignment with the subject matter content requirements specified in section 118.33(1)(a)1.f.

The following questions and answers about the financial literacy credit mandate present an initial attempt to interpret and apply the new law. However, the responses are necessarily subject to any rules or other guidance that the Department of Public Instruction may issue in the coming months.

Q1: Our school district currently does not require students to earn high school credit in the area of personal financial literacy in order to be eligible for a diploma. In terms of amending our graduation requirements policy, how should we handle the transition period between now and 2028?

Assuming that the school district intends to implement the new credit requirement only when it is legally required to do so, the district would amend its graduation requirements policy to expressly state that the 0.5 financial literacy credit requirement applies only to students who graduate in 2028 or later. The district will be able to repeal the policy language that identifies the effective date of the new credit requirement once there are no longer any students who are exempt from the requirement. The WASB recommends amending the local graduation requirements policy prior to the start of the 2024-25 school year because students who start high school in 2024-25 are projected to graduate in 2028.

Q2: If my school board is amending its high school graduation requirements to add a 0.5 credit in the area of personal financial literacy, does the board also need to reduce the number of locally-mandated credits that are currently required in other subject areas (or electives) by a 0.5 credit?

No. School districts are permitted but not required to modify their locally-mandated graduation credit requirements in connection with implementing the change to the state-mandated credits. If a district chooses to adjust its locally-mandated credits, the district may wish to coordinate the effective date of that discretionary change with the effective date of the financial literacy credit requirement.

(Note: Act 60 did not modify existing statutory language that encourages school districts “to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.” See §118.33(1)(am).)

Q3: Our school district already requires students to earn high school credit in the area of financial literacy. Do we have to make any changes to our graduation requirements policy in response to the new state mandate?

If the district already requires students to earn at least a 0.5 credit, it is possible that the district will not have to modify its existing graduation requirements policy. However, the existing policy language should be reviewed not only to verify the amount of credit that is required, but also for other potential issues such as whether the financial literacy credit is presently specified as an elective option, whether students are currently permitted to make any substitutions for the credit, or whether the district offers an option for students to test out of the current credit requirement.

In addition, as mentioned above, a school district that already requires students to earn at least a 0.5 credit in financial literacy will need to review the content of the relevant local course(s) to ensure that the curriculum is aligned with the minimum content standards that accompany the new credit mandate. Districts will want to give strong consideration to modifying course content, if needed, as early as the start of the 2024-25 school year.

Q4: How does the new high school credit requirement affect the existing mandate for school districts to “adopt academic standards for financial literacy and incorporate instruction in financial literacy into the curriculum in grades kindergarten to 12”?

2023 Wisconsin Act 60 did not directly amend the existing mandate related to adopting academic standards for financial literacy, as found in section 121.02(1)(L)7 of the state statutes. However, by implication, school districts will need to ensure that their local academic standards for financial literacy in the high school grades account for the mandatory content elements that accompany the new credit requirement. Notably, the instructional content elements specified in the new law appear to have been drawn directly from the six content-area “strands” that are identified in the 2020 edition of the “Wisconsin Standards for Personal Financial Literacy.” See <https://dpi.wi.gov/finance/standards>.

Q5: Can a school district allow students to earn the 0.5 credit in personal financial literacy prior to entering high school?

Once the mandate applies, state law provides that the personal financial literacy credit generally must be credit that has been earned “in the high school grades.” As a limited exception, a school board may count a course credit that a pupil earns in grade 7 or 8 toward a state-mandated high school graduation requirement if all of the following are satisfied:

1. The pupil’s performance on a standardized assessment administered under section 118.30, or on a similar examination approved by the school board, demonstrates that the pupil is academically prepared for coursework that is offered in the high school grades.
2. The credit is earned in a course that is taught using a curriculum and assessments that are equivalent to the curriculum and assessments used to teach the subject in the high school grades.
3. The credit is earned in a course that is taught by a teacher who is licensed to teach the subject in the high school grades. *(Note: At this time, it is not certain how DPI will view the license requirements for teaching courses that cover personal financial literacy. It is possible that multiple license categories could qualify, perhaps depending on the structure of the local course(s) that are offered to satisfy the new credit requirement.)*

Q6: Can a school district allow students to earn the 0.5 credit in personal financial literacy through a course taken during summer school or through an online course?

It is likely that a school district may offer opportunities to earn the 0.5 financial literacy credit through a summer school program or through an online course to the same extent that such opportunities can be offered in connection with the other state-mandated high school graduation credits that are similarly listed under section 118.33(1)(a)1.

Q7: Can a school district allow high school students to earn the 0.5 credit in personal financial literacy by demonstrating proficiency in the

subject area or by creating a learning portfolio related to personal financial literacy?

Provided that any such option(s) are supported by the resolutions, policies, and procedures that are required under section 118.33(1)(es) of the state statutes, school boards appear to have the authority to permit students to earn the financial literacy credit using these methods (i.e., in lieu of completing a course). However, many school boards currently do not allow students to earn such proficiency-based credits outside of enrollment in a formal alternative education program. Those boards would have to decide whether the new financial literacy credit requirement presents a sufficient reason to revisit the topic of granting credit toward high school graduation under section 118.33(1)(es).

Q8: As the new financial literacy credit requirement is phased in, are there any special considerations that apply to (1) a student who seeks to graduate early (e.g., in 2027 instead of in 2028 with the student's grade-based cohort) or (2) a student who is initially expected to graduate in 2027 but who ultimately does not earn a diploma until 2028?

The exact words of Act 60 are as follows: "This act first applies to pupils graduating from high school in 2028." The legislative language does not appear to create any direct connection to the year in which a student *begins* high school or to a student's *expected* graduation date (i.e., based on a standard four-year schedule). Therefore, subject to any guidance that might be issued by DPI, a school district should likely focus on the calendar year in which the student is actually graduating to determine whether the credit mandate applies. However, in the case of early

graduation, a school district that currently has no financial literacy credit requirement could establish a local policy under which any student who begins regular high school attendance in 2024-25 or later would be required to earn a 0.5 financial literacy credit in order to graduate, regardless of the student's actual graduation date.

Q9: Under section 118.33(3) of the state statutes and section PI 18.05(2) of the administrative code, school boards are required to notify the state superintendent whenever changes are made to the local high school graduation policy. If a school district adjusts its local policy to account for the financial literacy credit requirement, how is that change reported to DPI?

According to recent correspondence between the WASB and the DPI, compliance with section PI 18.05(2) currently occurs through annual data reporting through a Student Information System (SIS). Certain SIS data fields relate directly to high school graduation requirements, and the data that a district enters into the SIS flows into WISEdata and WISEdash.

Q10: How much flexibility will school districts have to build personal financial literacy standards and related instructional content into courses that are offered in other subject areas or disciplines and still award the required 0.5 credit?

School districts should proceed cautiously with such decisions and seek DPI guidance. The DPI has formal processes in place for approving course "equivalency" requests that may be relevant. In addition, limitations related to teacher licensing and to the granting of credit in two different subject areas for the same course could also apply.

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Rosanne Hahn, President Dan Rossmiller, Executive Director

122 West Washington Avenue, Suite 400, Madison, WI 53703

Phone: 608.257.2622 or 877.705.4422 (toll free)

Teresa Kimball
Policy Services Assistant
tkimball@wasb.org

Ben Niehaus
Director of Member Services
bniehaus@wasb.org

Scott Mikesch
Staff Counsel
smikesch@wasb.org

Dan Mallin
Staff Counsel
dmallin@wasb.org

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