Wisconsin Department of Public Instruction Pupil Nondiscrimination Self-Evaluation Report: 2024

Madison Metropolitan School District

Approved by the School Board on
June 24, 2024

Madison Metropolitan School District
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Section I - Introduction

The Madison Metropolitan School District (MMSD or District) is the second largest school district in Wisconsin and serves over 25,000 students in more than 50 schools and programs including 32 elementary schools, 12 middle schools, four comprehensive high schools and four alternative high schools. The District covers approximately 65 square miles including all or part of the cities of Madison and Fitchburg, the villages of Maple Bluff and Shorewood Hills, and the towns of Blooming Grove, Burke and Madison.

The MMSD is committed to ensuring that every school is a thriving school that prepares every student to graduate high school well-equipped for college, careers and their community.

This year's self-evaluation has given the District the opportunity to assess whether it is being truly successful at carrying out its mission to ensure that all students are valued as learners and provided the opportunity and preparation to become successful members of the greater community.

Section II - General Overview of PI-9 Pupil Nondiscrimination

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's: ● Sex ● Race ● Religion ● National Origin ● Ancestry ● Creed ● Pregnancy ● Marital or Parental Status ● Sexual Orientation ● Physical, Mental, Emotional, or Learning Disability	**PI 9.06 Evaluation**. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a) 3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following: a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve equality of educational opportunity and nondiscrimination.

	h) School district technology, including electronic communications by school district staff. (2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. (3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

Section III - Contributors to the Pupil Nondiscrimination Self-Evaluation Report PI-9.06(2)

The following individuals were responsible for collecting data, developing, and/or writing the Pupil Nondiscrimination Self Evaluation Report:

Name	Position
Lili Hangartner	Coordinator - Progressive Discipline
Leia Esser	Executive Director - Student and Staff Support
Evetta A Sloan	Title IX Coordinator
Langston Evans	Director – College and Career Readiness
Sharon Alexander	Director of Advanced Learning
Mary J Jankovich	Executive Director - Pathways and Secondary Programs
Suzi M Zoellner	Teacher Leader – Counselor
Mitchell P Staroscik	Director - Personalized Pathways and Career & Technical Education
Ben Roovers	Associate General Counsel
Jeremy Schlitz	Director of District Athletics
Rebecca Kundert	Executive Director – Curriculum and Instruction
Ashley Pletzer	Coordinator – Wellness and Physical Education
Cynthia Green	Associate Superintendent – Teaching and Learning
Jorge Covarrubias	Senior Executive Director - Professional Leadership
Nancy Molfenter	Associate Superintendent - Student Services
Chet Bembenek	Director of Technical Services
Ian Folger	Officer – External Communications
Mary Roth	Executive Director - MSCR
Jay Affeldt	Associate Superintendent of High Schools
Jane Glynn	School Counselor, West HS
Besty Zirbel	School Counselor, LaFollette HS
Amy Olson	School Counselor, Memorial HS
Marianne Matt	School Counselor, Capital HS
Ashley Schuchardt	School Counselor, East HS

Opportunities to Participate in the Evaluation of the Pupil Nondiscrimination Self-Evaluation Report

The opportunity to participate in the writing, development, and/or final review/evaluation of this report was made available to students, teachers, administrators, parents and residents of the District by participating in an online survey. Invitations to participate were sent to families via family newsletter. Emails were sent to MMSD staff notifying them of the opportunity to participate. The report and link to the survey were also included on the front page of the MMSD website, allowing community members and others to participate as well.

Section IV – School Board Policies and Administrative Procedures
PI-9.06(1)(a)

The purpose of this section is to ask the District to examine the board policies and procedures that have been adopted by the Board.

By evaluating this area, the District had an opportunity to:

1. Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
2. Ensure that policies address harassment or that there is a separate anti-harassment policy
3. The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Policies and Administrative Procedures	• The District has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. Stat. § 118.13. The nondiscrimination policy also includes additional prohibited bases of discrimination that are not included in Wis. Stat. § 118.13. See Board Policy 4620. • The District's student nondiscrimination policies apply to all areas of school operations, including athletic programs and activities. See Board Policy 4620. • The district's policies provide written procedures for filing, investigating and resolving complaints of pupil discrimination. The procedures include the following components: o Who can file o Where to submit complaints o What information should be included in complaint o Information on Informal Resolution o Written timelines o Appeal Process • A written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures. See Board Policy 4620 and 8012A. • The discrimination complaint procedure provides for a written decision that notifies the complainant of the right to appeal a negative determination to the state superintendent within 30 days and of the procedures for making the appeal. See Board Policy 4620 and 8012A for appeal process information.

	• An employee has been designated to receive Wis. Stat. § 118.13 discrimination complaints. • The district's policies include sections that address and define harassment. The policies also include non-exhaustive lists of examples of harassment. See Board Policy 4620 and 8012A. • The district's policies include all protected categories listed under Wis. Stat. 118.13 and also includes other protected categories that are not included in 118.13.
Summary Data Report	The District's Title IX Investigator and Associate General Counsel were consulted to verify that all DPI recommended benchmarks are being met for nondiscrimination policies and procedures. The parties reviewed all relevant policies and checked with support staff to determine whether annual notices are being provided. **Recommendations/areas of improvement** • The district will ensure that it annually publishes a notice of the following: o Board Policy 4620, Nondiscrimination – Students o Board Policy 8012, Nondiscrimination – Staff/Vistors o Board Policy 8012A, Sexual Harassment o The name and address of the employee who has been designated to receive Wis. Stat. § 118.13 discrimination complaints.

Section V – Enrollment Trends in Classes and Programs PI-9.06(1)(b)

The purpose of this section is to ask the District to examine enrollment trends and patterns within classes and programs offered by the District.

By evaluating this area, the District had an opportunity to:

1. Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.
2. Particular programs and courses that merit attention including advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Enrollment Progress and Advanced Learning	• After efforts were made in 2018-19 to identify more scholars from historically underrepresented demographics, overall numbers in K-8 Advanced Learning increased. **Exhibit A**.[1] • Data indicate that significant proportions of MMSD K-8 Advanced Learner students have been identified in the domains of Mathematics and Literacy over the last six years; however, representation in those AL domains remains highest for students identified as White. Furthermore, proportions of those students receiving Advanced Learner services for Mathematics and Literacy identified as White, Multiracial, and Asian stayed relatively high after the 2018-2020 peak, while proportions of students identified as Black or African American, Hispanic, or Latino peaked during those years and declined over the following years. **Exhibit B**. • Increases in access to math and literacy has increased for all K-8 subgroups since 2017-18 and only continues to grow with focus on services beyond the core content standards available to every student. **Exhibit B**. • Students identified as Black and African American and Hispanic and Latino experienced improved representation in 2018-2020 but have proportionally decreased in subsequent years and the rationale for this decrease must be analyzed by the level of support for advanced learning services, support of programming, and access to working with those scholars to continue to identify, support talent development needs and ensure access beyond the K-8 grade levels. **Exhibit C**. • Data most notably indicate the underrepresentation of K-8 students identified as economically disadvantaged receiving Advanced Learner services while also indicating, albeit to a lesser extent, the underrepresentation of students with IEPs and students identified as English learners. **Exhibit C**. • Data illustrates an increase in identification during the historical underrepresentation strategy of identifying the top percentage of scholars by demographic using the universal screener completed in

[1] Exhibits are included at the end of the report.

	2018-19. More identification, recorded, clearly demonstrated better identification of targeted scholars, but as reported, these scholars typically saw no services nor did they work with Advanced Learning team members. **Exhibit D**. • Working with students online has increased access for subgroups. The District utilizes a compelling needs process to facilitate student access for online programs. • For high school students, honors course enrollment most clearly evidenced trends for grades 9 and 10; despite some fluctuation, more students across all race/ethnicity categories participated in honors in 2022-2023 compared to 2017-2018. Generally, these proportions increased consistently over the six years. Tenth and eleventh-grade students also took more AP tests in 2022-2023 compared to 2017-2018, again mainly across all groups, but that rate experienced greater volatility. Twelfth-grade students have taken courses in all three categories - AP, Honors, and Advanced - with relative constancy across the six years and race/ethnicity categories **Exhibit E**. • Over the last five years, the percent of graduating cohort students with some college credit has increased from 49% to 61%. Students identifying as Black or African American and students receiving IEP services had large increases of college credit attainment between 2018-19 and 2022-23, but still remain significantly below the rate of other demographic groups and the expected district average. **Exhibit F**. • The average number of successful AP tests remained consistent across racial/ethnic groups over the last five cohorts, but differences persist - the average number of successful AP test scores for all black students has remained around 0.1, the lowest of all racial/ethnic groups. **Exhibit G**. • The percent of students earning college credit through Early College courses nearly doubled over the last five cohorts, with 42% of students in the 2022-23 graduating cohort successfully receiving college credit through a college credit course. The average number of high school credits earned via Early College quadrupled to 4.0 in 2022-23 (~12 college credits) as later cohorts had greater access to new programs and opportunities. MMSD had large increases in the average number of college equivalent credits

	black students earned. In the 2023-24 cohort, black students earned, on average, 3.7 HS credits from college credit-bearing courses (~11 college credits), up from 0.5 (~1.5 college credits) in the 2018-19 cohort. **Exhibit H**.
	
	Recommendations/areas of improvement
	
	• Increase Start College Now (SCN) participation to ~300 annual enrollments by 2026-27 by taking the following steps:
	  o Increase available sections of Nursing Assistant courses at each comprehensive high school to meet demand.
	  o The development and launch of a second Health Science SCN course embedded within at least two MMSD high schools (possibly Basic Lab Skills/Phlebotomy).
	  o Addition of several MMSD specific cohorts of niche career-focused opportunities. Using the Spring 2024 Diesel Tech program as a model.
	• Starting in 24-25, MMSD anticipates investing in additional Early College academies to extend CTE programs beyond what is possible within the High Schools, connecting students to a plethora of post-secondary opportunities in high-wage, high-skill, in-demand careers, and provide additional advanced opportunities to all high school students.

Summary Data Report	The District's Director of Advanced Learning and Director of Secondary Pathways, reviewed multiple data sets to identify areas of improvement and areas where progress has been lacking. That data informed areas of strength and the recommendations/areas of improvement listed below.
	
	Recommendations/areas of improvement
	
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Section VI - Methods, Practices, Curriculum and Materials used in School Counseling PI-9.06 (1)(c)

The purpose of this section is to ask the District to examine the methods, practices, curriculum and materials used in 4K-12 school counseling to determine whether all students are being included in the learning process.

By evaluating this area, the District had an opportunity to:

1. Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices;
2. Ensure no forms of bias or stereotyping are present in counseling strategies;
3. Determine whether and how current methods, practices, and materials influence student achievement; and,
4. Demonstrate that counselors have high expectations for all students.

Methods and Practices	• Comprehensive Secondary School Counseling Procedures Guidance is regularly updated and maintained to ensure equitable practices across school sites and counselors.
	• Significant development of guidance and resources to support schools in developing comprehensive intervention systems (MTSS): student services teams resources, coaching, and four full-day professional development days throughout the school year for student services teams that includes time for systems planning.
	• Ongoing professional learning opportunities related to evidence-based interventions and intervention planning.
	  ○ SBIRT stands for Screening, Brief Intervention and Referral to Treatment. This supports students, typically at the secondary level, in building internal motivation for behavior change.
	  ○ DBT-STEPS stands for Dialectical Behavior Therapy. This is used to support students around areas such as emotional regulation and problem solving.
	  ○ Tier 2 Social Emotional Learning (SEL) curriculum, interventions, and progress monitoring systems have been developed and counselors are being trained on implementation.
	  ○ Suicide Risk (SRA) and Non-suicidal Self Injury (NSSI) training is required for all new counselors and every three years for continuing counselors.
	  ○ Violence Risk Assessment (VRA) training is required for all new counselors and every three years for continuing counselors.

	• Collaboration with Academic & Career Planning Coordinators around common practices related to transition, especially from 5th to 6th grade and 8th to 9th grade. • Increased attention to teacher teams by partnering with 9th grade on-track, and smaller learning community groupings at our comprehensive high schools. • Removal of pre-requisites and applications for accessing advanced courses to reduce barriers to access and shift perceptions about "appropriate" student profile for these courses for the whole school community. All students now have an opportunity to earn honors in all core classes in grades 9 and 10. • Course options presentations (in person & recorded) for students and families, course selection check-ins, and grade-level conferencing are universal practices that are integrated into each school's comprehensive school counseling program. As universal practices, they are designed to ensure that information and advising reaches all students. Additionally, conferencing and course advising practices are focused on personalized planning for each student and take into account student interests, future plans, and academic needs to support individual approaches to course selection. o Regular practice includes having all materials translated to Spanish and offering interpretation services for parents and families during presentations. o Explicit language in course information presentations to encourage advanced and honors courses. This provides more information to students and families regarding the connection between advanced coursework and college, career, and community readiness. • Utilization of a school counselor-specific professional evaluation rubric to properly measure school counselor performance. This tool also includes a section (Domain 4c: Professionalism-Equity and Cultural Responsiveness) that is explicitly designed to support self-reflection related to recognizing bias and engaging in culturally responsive and inclusive practices. • Monthly professional development provides training on ethical and inclusive school counseling practices. Recurring topics include inclusion of transgender, non-binary students as well as effective academic and post-secondary advising practices for students of color. • In conjunction with the College and Career Team, counselors are working to implement more in-house opportunities for students to learn about minority-serving institutions. More intentional professional development opportunities are also being cultivated and offered in these areas. These include, but are not limited

	to conferences, webinars, in-person and virtual learning with HBCU and HSI College Admissions representatives. • Counselors and MMSD partner with the following programs to provide targeted academic opportunities specifically to first-generation and students of color: o University of Wisconsin PEOPLE program o University of Wisconsin Information Technology Academy o Mann Scholars o Sanchez Scholars o Upward Bound o Advancement via Individual Determination & Boys & Girls Club (AVID/TOPS) o Madison College's Early College Stem Academy o Madison College's Early College Education Academy
Curriculum	• The American School Counselor Association (ASCA) National Model is the foundation of the MMSD School Counseling Curriculum. MMSD Counselors receive on-going training in ASCA National Model best practices. The ASCA Model emphasizes Equity in Action to be woven throughout all components of a comprehensive counseling program. o All school counselors utilize the Annual Agreement template to support collaborative and clear program planning with their administrator(s). o School counselors develop two annual program goals focused on closing opportunity gaps for students. School counselors collaborate/assist to design intervention strategies, monitor growth, and evaluate outcomes to continually refine comprehensive programming. • A common set of implementation expectations for College, Career, and Community Readiness have been developed for grades 6-12. These materials support benchmarks for academic success, post-secondary planning and social-emotional well-being. • In conjunction with other student services team members, counselors implement the REST (Resilient response to the Effects of Stress and Trauma) program with 9th grade students. This involves a systemic process to identify students who can benefit from REST intervention groups and provides equitable access to trauma support for students from cultural backgrounds who might not otherwise self-identify the need for support.

	• District provided, evidence-based Tier 2 SEL curriculum. • While the District does not currently have elementary school counselors in PK-5, the district has developed SEL curriculum and SEL instruction has been embedded in our literacy curriculum.
Materials	• All District-wide counseling resources and materials are vetted by a series of groups (school counseling team, lead student services team, College & Career district team) to increase attention to cultural responsive practice and inclusive practices. • College, Career, and Community Readiness resources and materials are available and regularly shared to students and families in English and in Spanish. Materials include Newsletters, websites, slide decks, direct emails, and Launchpads. • All schools have a uniform, web-based course guide to ensure that all families and students have access to information about course opportunities, dual credit, and advantages of advanced and honors coursework. This guide can easily be toggled between English, Spanish, and Hmong languages. • MMSD has developed 5 to Thrive, which is a school-based Mental Health and Well-Being model. The website includes resources for students, families, and staff, as well as a clear directory of contact info for all district student services staff, including counselors. It can be toggled between English, Spanish, and Hmong languages.
Summary Report Data	The District's Lead School Counselor gathered relevant information from the school counselors of the four comprehensive high schools and one alternative high school. These school counselors reviewed and gave input for these answers. Related documentation and data were also reviewed in collecting information relevant to this report, and this report was compiled in conjunction with the District's Director of College and Career Readiness. **Recommendations/Strategies for Improvement:** • Building more explicit training opportunities for learning regarding bias and stereotyping, such as building off the work leadership is doing with Integrated Comprehensive Systems for Equity (ICS). • While all schools are aligned to the ASCA Model, the delivery varies across schools, with some delivery models being more robust than others. Continued collaboration, use of program

	evaluation tools, coaching and consultation are all designed to support continued alignment and equitable delivery across schools. • Continue to work toward securing funding for Elementary-based counselors to provide more robust Social Emotional Learning structures as well as College, Career, Community Readiness benchmarks and programming. • Improve school-to-home and school-to-student communications across buildings to be more aligned and strategic. Communications regarding academic planning/advising and college, career, and community readiness are occurring but wide variation in frequency, format, and timing exists. Better alignment will improve more equitable opportunity. • Ongoing need for alignment of equitable practices across schools. • Expanded professional development to better support students in finding best-fit postsecondary opportunities, including, but not limited to: Non-traditional pathways, Minority-serving institutions, out-of-state and smaller school options. Work to be more student-centered in these practices.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment PI-9.06 (1)(d)

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, the District had an opportunity to ensure the following:

1. Disciplinary actions and procedures are applied consistently to all students.
2. Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
3. Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint.
4. Responses to harassment are prompt, firm, and effective.

Discipline	MMSD Board Policies 4502B, C, and D are the Behavior Education Plans (BEPs) for Elementary, Middle, and High School students, respectively. The BEPs identify five levels of possible responses to student behavior. The BEPs also include a behavior response grid that assigns a level to many different types of student behavior. A school is required to respond at the level indicated on the grid, based on the student's behavior. In

	doing so, the BEPs strive to maintain consistency in how student behavior is addressed under the BEPs. Although the BEPs are in place to ensure that all students have the same consequences for the same infraction, a review of district behavior data shows that disproportionality continues to persist in several areas over the last number of years. **Exhibit I**. Black or African American students and students with disabilities make up a larger percentage of students facing out of school suspensions and total behavior events, compared to their total percentage within the District. Although disparities remain, some positive strides have been made with regard to students with disabilities. While students with disabilities make up 19% of all students within MMSD, the percentage of all students receiving an out of school suspension that included those with disabilities has decreased from 48% in the 19-20 school year to 35% in the 22-23 school year. MMSD ensures that alternative education opportunities are provided for children in the district who may otherwise be expelled. MMSD's "Restore" program functions as an expulsion abeyance program and is offered to the majority of students who face expulsion. Successful completion of the Restore program results in the dismissal of expulsion proceedings. Pursuant to MMSD Board Policy 4045, only 3 behaviors that result in an expulsion recommendation are ineligible for Restore: (1) Possession of a firearm as defined by 18 USC 921 of the Federal Code (2) Non-consensual sexual contact with another student coupled with the use of force, a weapon, threat or coercion and (3) Possession of a bomb or other explosive device. **NOTE:** This report does not discuss expulsion data because of the small number of expulsions that occur within MMSD. Per DPI recommendations and guidelines, any group of students of five or less is considered small and data on such groups should not be published.
Bullying and Harassment	The MMSD Board of Education has created policies that address harassment and bullying in schools. MMSD Board Policy 4510 includes a definition of "bullying" and outlines the District's anti-bullying policy and related procedures. Policy 4510 sets the expectations for school staff in responding to reports of bullying behavior, conducting bullying investigations, and the responses to such behavior for both the target of the behavior, as well as the student engaging in bullying behavior. MMSD Board Policy 4620 addresses discrimination against students. Policy 4620 includes a definition of "harassment" and a section dedicated to ensuring a "harassment-free environment for students of the District."

	The policy defines harassment to include actions that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment. The policy also provides a non-exhaustive list of examples that may qualify as harassment under the policy. The policy also prohibits retaliation against any person who files or participates in the presentation, processing, or resolution of a complaint. Generally, investigations under Policy 4620 must be completed within 90 days. The District offers regular opportunities for students and staff to address the issue of harassment. Those opportunities take the form of curricular materials, educational programs, forums, and orientation programs. The following are examples of those opportunities: o K-8: Core literacy curriculum with ongoing development of character within content learning. o Staff PD: Native American Readiness 1 & II. o Staff PD: Anti-racist teaching Module: Racial Vocabularies for African American Studies. o Staff PD: Title IX. o Staff PD: Preventing bias-based bullying. o Developmental Designs and restorative justice practices to include circles. o Student lessons: Child Protection Unit K-5. o Student lessons: Health Education K-5, 6-8, 10th grades including human growth and development and the Child Protection Unit in elementary schools. o Student lessons for behavior education plan to include Anti-bullying, harassment. o Social Studies Units for students.
Summary Report Data	MMSD's Coordinator for Progressive Discipline reviewed data and policies related to student discipline. While policies and the behavior response grid promote uniformity of response to similar student behaviors, Black or African American students and students with IEPs are still more likely to receive discipline. MMSD's Associate General Counsel and Coordinator for Progressive Discipline reviewed policies related to bullying and harassment. The District's Executive Director for Student and Staff Support also reviewed educational opportunities for students and staff related to bullying and harassment. **Recommendation/Strategies for Improvement:** Discipline:

	○ Ensure robust data practices at the school and district level: this includes both consistency in the input of behavior data, as well as strong systems surrounding the review and calibration of current behavior data. ○ Use existing data to inform revisions to the Behavior Education Plan, especially in areas where significant disproportionality exists. ○ Expand policy changes that disrupt disproportionality, especially in the context of exclusionary discipline. ○ Continue professional development and learning: ▪ For all school staff involved in responding to student behavior regarding expectations and standards contained within the Behavior Education Plan ▪ To combat the impact of unconscious biases on the responses to student behavior ○ Identification of school resources needed in order to improve implementation practices. Bullying and Harassment: • The district will ensure that it annually publishes a notice of the following: ○ Board Policy 4510, Anti-Bullying ○ Board Policy 4620, Nondiscrimination – Students ○ The name and address of the employee who has been designated to receive complaints under Board Policy 4620. • Continue staff and student opportunities for education regarding harassment and bullying. • Consider including potential consequences for violations of Board Policy 4620.

Section VIII - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities PI-9.06 (1)(e)

In this section, the District is asked to review participation trends in 4K-12 athletic, extracurricular, and recreational activities to determine whether all of the protected groups participate and/or are encouraged to participate in these school-sponsored activities.

By evaluating this area, the District has the opportunity to ensure:

1. Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
2. Ensure that interscholastic athletic programs for boys and girls are comparable.

3. Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

Athletic Programs

Participation Trends and Patterns	● Annual submissions about participation by program and gender are completed by the high school athletic directors for WIAA reporting and internal budgeting, staffing, and fee review. ● A cross functional team has been created to address increasing participation in co-curriculars. The team convenes regularly to identify growth areas including a pilot of a middle school transition athletics developmental spring program by feeder pattern as a method to increase readiness and connection for middle school students by feeder pattern. ● Athletes and families receive school-based end of season surveys to provide feedback on experience within high school programs.
District Support & Equitable Access	● School mascots, team names and logos are free from bias and Stereotyping. The District's Athletic Code states, "Visiting teams that have Native American team names, mascots or logos (i.e. the "Indians," the "Warriors," the "Blackhawks") may not bring a team mascot, nor may a student or individual associated with a visiting team that has a Native American team name, mascot or logo wear or don a costume of a mascot depicting a Native American or a caricature of a Native American. ● Accommodations are available for students with disabilities who wish to participate in athletics. ● Students participate in intramural sports and club activities in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, students participate in interscholastic athletics in a manner consistent with their gender identity. Gender neutral changing spaces have been created for all athletic venues. ● Coaches receive specific training beyond what is offered as part of their certification to better understand how to prevent bullying, hazing and harassment of athletes and to better understand communication styles, bias and/or stereotyping through professional development opportunities. ● MMSD has a differentiated budget to ensure equitable allocation across sports and genders. The District also completed a Title IX Athletics Audit in September of 2020 to ensure that male and female students at the four major high schools are receiving equitable benefits in athletics.

	● The Superintendent's Wellness Advisory Committee convenes to make recommendations related to overall health and wellbeing for all students, including co curricular options for all.
Publications and Notices	● The District's nondiscrimination policies and practices regarding athletic activities are communicated to students and parents annually at code meetings provided virtually and on demand in translated versions, seasonally at team meetings, and passively with written materials made available to students and their families. ● Students participating in athletics receive the District's written policies regarding bullying, hazing and harassment online and electronically. ● The District's nondiscrimination policy is included in athletic handbooks and brochures. ● Information regarding athletic events is published in English and Spanish. Additionally, WIAA cards are published in Hmong. ● Qualifications for athletic program participation are published and made available to all students and parents. ● Annual programming on Spanish speaking radio program to promote participation and explain processes to be involved.
Summary Report Data	**Methods of Analysis:** ● The athletic directors of the four main high schools gave input and reviewed these answers with the District athletic director . ● Additionally, information regarding eligibility was reviewed with Legal Services staff. ● WIAA compliance materials, along with information available on the District's athletics website, was reviewed. **Recommendations/Strategies for Improvement:** ● Coaches should receive annual training on bullying, hazing, harassment, social media, and drug/alcohol awareness. ● Resume robust PD program to address changing demographics and evolution or educational communication tools. ● Make connections with community organizations serving Spanish speaking communities to identify potential barriers to participation and to strengthen connection.

Extracurricular, Recreational and Other School-Sponsored Activities

Participation Trends and Patterns	● Madison School & Community Recreation (MSCR), a department of the Madison Metropolitan School District, provides school and community recreation and enrichment opportunities to the MMSD and Madison communities. ● MSCR offers a wide range of recreational activities after school at the secondary level following the general programming priorities: o Academic Support (homework help & tutoring) o Sports - including practice and competition o Academic enrichment & extension (STEM, arts, coding) o Identity & Leadership Groups, ex. Black Student Union (BSU), Gay Straight Alliance (GSA), Girls Groups o Other recreation - Cooking, gaming, music, fashion, bike clubs, open rec ● In addition to the above program types, MSCR offers the following programs specific to high school programs o Leaders in Training (paid employment training program) o Driver Education (targeting low-income students of color) o Summer rec opportunities open to the entire city (sports, outdoor adventure, garden corps) ● Elementary school programs include seven Community Learning Centers (CLCs), which offer after-school academic support and enrichment activities for K-5 students living within the attendance area including private, parochial and homeschooled students. CLC programs are offered free of charge and target students in need of academic support. ● MSCR also provides afterschool childcare at 15 elementary schools and two neighborhood centers. Programming includes homework support, free choice time and special interest club. Programming is fee-based, but fees can be fully or partially waived based on student need. Data Collection: ● MSCR collects participation and attendance data for after school recreation activities at the elementary, middle and high school level. ● Comprehensive participation and attendance data is collected for afterschool and summer programs via CitySpan and captures data on race, sex, disability and income status.

	● In addition, MSCR collects enrollment and demographic data for community-based recreation program participants. ● Data across program areas is utilized in MSCR's continuous evaluation cycle, reported in MSCR annual reports and made available for administrative purposes. Participation Trends ● Over the last three years, MSCR middle school programs have served 58-60% of the total student population. The demographics of MSCR participants reflects a higher percentage of participants of color than the school population at 65%, 15% students with a disability and 50% low-income students. ● Percentage of high school students participating in MSCR programs has averaged 22% of the overall student population. ● At the high school level, the percentage of students of color participating in afterschool programs has increased from 68% to 81% over the last three years. An average of 15% of the high school participants have a disability. Secondary Participation ● Over the last 3 years, participation has recovered from COVID-19 limitations from the low point in 2020-21, but has not reached full pre-COVID levels. ● A primary limiting factor influencing participation at the middle school level is access to transportation. Pre-pandemic daily after school yellow bus routes were available at the end of MSCR after school programs. Over the past three years bus availability has been extremely limited. At schools, where after school late bus routes have been re-added in 2023-24, there has been an immediate correlating increase in participation and attendance. ● The shift in middle school start and end times to later has affected programming options by limiting the hours available for programming. However, MSCR is exploring different scheduling options including before school and lunch hour programming. ● Staffing levels continue to affect program capacity and the ability to increase participation in programming.
District Support & Equitable Access	MSCR Participants and families are surveyed to develop interest. ● Beginning in the 2022-23 school year, a student and family survey was implemented across all MSCR secondary sites. Prior to 22-23, the survey was conducted only at CLC-funded sites. The survey is designed to assess satisfaction, engagement and interests of students and families. Elementary CLC-funded programs also utilize a family and student survey about student experience.

	● Student voice is core to driving program offerings at the secondary level. MSCR Site Directors housed in each school are responsible for gathering feedback directly from students about their interests and developing clubs to meet those interests. ● Community program participants are regularly surveyed about program satisfaction and future interest. MSCR's core program development of recreational and cocurricular activities is designed to encourage participation by underrepresented groups as evidenced by the rates of participation by students of color and students with disabilities in MSCR after school programs. ● Underrepresented groups make up a higher percentage of MSCR participants as compared to the school population. ● Programming priorities center the voices of marginalized students. ● MSCR has made strategic investments in schools with the highest proportion of underrepresented groups. These investments include securing federal 21st Century Community Learning Center grants at four middle schools and one high school identified as having the highest need. ● A concentrated effort is made to hire staff members who are reflective of the student population. ● MSCR programs are designed to remove barriers to participation by being located in school buildings, providing snacks, and providing transportation home at many locations. ● Daily secondary after school programs have no cost and are open to all students. Fee assistance is available for the limited number of programs that are fee-based. ● Elementary CLC programs provide enrichment and recreation free of cost to participants. Elementary after school childcare offers sliding scale fees and fee assistance to families. Special accommodations are available for children with disabilities who participate in extracurricular and other recreational activities. ● MSCR operates all programming utilizing an inclusive model and provides accommodations for individuals with disabilities to participate in all programs alongside their peers. ● Inclusion Services accommodations are promoted in the program guide which is widely distributed (over 100,000 copies), and staff work closely with school day staff to implement accommodations that align with school day accommodations. ● MSCR works to provide students with a disability equal access and accommodations to allow for the fullest participation possible. ● There is a preference for natural supports and allowing students to participate in the least restrictive environment.

	● MSCR has both staff (personnel) resources as well as a variety of adaptive equipment and utilizes sign language interpreters when necessary. ● Inclusion services, including enhanced staff to participant ratios, behavior support plans, adaptive equipment, and more are free and available upon request.
Publications and Notices	Information regarding MSCR programs is published in the MSCR Program guide. ● The Program Guide is published three times per year and distributed to over 100,000 households in Madison. The Program Guide is published in English and Spanish. ● MSCR program information is also available on the MSCR website and the MMSD website. ● Program information is also shared with the community through MOST (Madison Out of School Time), district newsletters, and school communications. The MMSD/MSCR Non-Discrimination policy and statement on gender are published in the MSCR Program Guide and on the MSCR website. ● MSCR recognizes that not all individuals identify with the gender assigned at birth or may identify as a gender other than male or female. ● Participants are encouraged to register for programs based on the gender with which they identify. ● MSCR ensures access to all gender bathrooms and changing spaces in MSCR and MMSD facilities. MSCR public information has been updated to utilize inclusive language free of bias. All employees working in recreation programs receive training on harassment, discrimination and bias as part of their onboarding and on an ongoing basis.
Summary Report Data	**Methods of Analysis:** Program supervisors within MSCR were consulted to provide data and analysis for this report, including: Ian Hannah, Secondary Programs Supervisor and Eileen Otis, Supervisor of Elementary Programs. Related documentation and data were also reviewed in collecting information relevant to this report. **Recommendations/Strategies for Improvement:**

	● Continue to proactively collect data specific to student interest in recreational activities, and refine processes for gathering qualitative data at the site level. ● Develop strategies to address some barriers to participation, like limited access to transportation and adequate staffing for new programs. ● Continue to collaborate cross-functionally with athletics and career & technical education to ensure access to opportunities at the high school level. ● Create a formalized process for communicating the District's nondiscrimination policies and practices through all MSCR programs, beyond program guides and website documentation.

School Assemblies, special programs, and speakers

Participation Trends and Patterns	Our district is committed to becoming an anti-racist organization, dedicated to ensuring that every student, family, and staff member feels seen, heard, valued, and celebrated. Special events, including assemblies, ceremonies, guest speaker sessions, and special events, are aligned with this commitment, aiming to foster an environment of equity and inclusion. ● Observations indicate a notable increase in representation of diverse voices and perspectives in school assemblies, special events, and guest speaker engagements. ● These events include a wide array of school community events, including formal school assemblies, special guest speaker engagements, formal ceremonies, dances, and celebrations, including graduation. ● Principals report a significant shift towards inclusivity, and a commitment to ensuring that all members of our diverse school communities feel represented and valued during these events. ● Increasingly, events are specific to specific student groups, celebrating such national recognitions as Black History Month, National Hispanic Heritage Month, and dances to specifically highlight a diverse culture. ● Across our schools, student groups focused on celebrating our range of cultures have increasingly taken a leadership role in leading assemblies and special events, ensuring our diverse cultures are recognized and celebrated.
District Support & Equitable Access	Our efforts are grounded in the district's strategic framework and core values, specifically including racial equity and social justice, belonging, and excellence. ● Our commitment to excellence ensures that students engage in culturally responsive learning experiences, fostering deep learning across academic, artistic, and socio-emotional domains

	● We acknowledge the role of current policies and practices in perpetuating inequities. ● Our commitment to racial equity and social justice involves taking proactive steps to address systemic barriers and close opportunity gaps that disproportionately affect children and youth of color. ● Through positive, supportive relationships, we cultivate a sense of belonging for all students, staff, and families.
Publications and Notices	There has been a noticeable evolution in the content shared on school and district websites and social media platforms. ● Content now more comprehensively represents the full diversity of our school communities, showcasing various races, ethnicities, faiths, languages, and identities. ● An increased use of photos and videos appears to more fully represent our diverse school communities
Summary Report Data	**Methods of Analysis:** ● Discussion with principals across grade levels, to reflect on their assemblies, special guests speakers,ceremonies and school community celebrations. ● A review of District websites and social media pages was also completed, noting the overall representation of our diversity. ● School event calendars also include data that helps clarify the range and purpose of assemblies and special events. ● There is not formal or objective data documenting these changes and our current state, and instead the assessment is based on more anecdotal and subjective data on our practices. **Recommendations/Strategies for Improvement:** ● As a District we need to find a way to better document these findings in an objective way, through documentation of the content and purpose of assemblies, special events, guest speakers and celebrations. ● It is clear that as a District we've made significant progress, but moving forward we can further reflect on our practices by gathering and regularly reflecting on our data on these practices.

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition
PI-9.06(1)(f)

The purpose of this section is to evaluate the trends and patterns in awarding scholarships, other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

By evaluating this area, the District has an opportunity to ensure:

1. All scholarships and other forms of recognition are awarded in a way that does not discriminate;
2. Information about award opportunities is accessible to all parents and students; and
3. Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Scholarships, Awards, and other Forms of Recognition

Awards Trends and Patterns	● For scholarships that are processed through and controlled by the District there is an established process for determining who is eligible to apply for them. ● Policy 501 of the MMSD Secondary Schools Counseling Procedures Guidance outlines uniform best practices in counseling across MMSD high schools and defines eligibility for MMSD scholarships to ensure equitable access to the scholarship application and award process. Policy 501 states, in relevant part: To be eligible for scholarships granted by MMSD high schools, a senior at East, LaFollette, Memorial and West must have been a full-time student (as defined in Policy 302) in an MMSD high school for three semesters. The final semester must be at the school from which the student expects to graduate. Seniors must have sufficient credits to graduate at the end of the current school year or after Summer School that year and meet all other graduation requirements at their home high schools. GPAs for scholarships and eligibility for honors are calculated using a consistent District-wide definition to ensure consistency and maximize equity of access. ● There are a variety of school-based scholarships. o Many are geared towards supporting students with demonstrated financial need. o Some have unique, specific criteria, such as area of intended study, intended future post-secondary school, or particular past experience (middle school attended, wind instrument played, etc.) which make them not open to all students.

	● At the high school level there are a number of national awards and recognitions for which MMSD students are eligible: National Merit Scholarship Program (open to high school students who are U.S. citizens or lawful permanent residents); National Achievement Semifinalist (recognizes outstanding African American high school students); and National Hispanic Recognition Program (recognizes outstanding Hispanic/Latino high school students). ● Annually the Board of Education hosts a National Student Scholars recognition ceremony for students who receive commendations from the National Merit Scholar program. The event is inclusive to all National Merit Scholarship Semi-finalists, National Hispanic Recognition Program, National African-American Recognition Program and the National First-Generation Recognition Program (new in 2024) . A student from each school and from each award category (if there are winners in each) is chosen to make a short speech at the event. ● The Board of Education recognizes a wide variety of student accomplishments across all grades with resolutions at their monthly Board meetings. Significant accomplishments come to the attention of the Board from school staff members, principals, news media reports and regional and national organizations. ● In addition to the formal recognitions mentioned above, District middle and high schools engage in a number of smaller, more personal types of student recognition and awards.
Publication and Notice	● A strength of our scholarship process is that there is no gatekeeping to access the school-based application. o All seniors are encouraged to apply and multiple efforts are made to ensure that all seniors have access to the application and any support needed to complete it. o The information is referenced at in-person classroom information sessions designed for seniors, at voluntary evening sessions for families, and through a variety of electronic communications to students and families. o Sessions are communicated through the Communications Department, newsletter articles shared with senior families, and on-line reminders. ● Each high school has a comprehensive process in place to guide the equitable distribution of high school-specific scholarships: o The application process referenced above. o Communication process for the application referenced above.

	○ A process for convening a scholarship committee, with clear criteria and assessment rubric for the awarding of scholarships. Each applicant is scored on a rubric, which is used in conjunction with student data to equitably award scholarships. ● For non-high school-specific scholarships, school counselors work to ensure that all students have the knowledge of how to access high-quality scholarship search sites. ● Students involved in pre-college programs (such as AVID) typically get additional support in completing scholarship applications. ● All schools have built in hands-on support with scholarship and FAFSA completion, including but not limited to: FAFSA College Goal nights and Senior days/weeks focused on postsecondary steps (including financial aid/scholarships). ● The District regularly distributes news releases and information of special interest to diverse populations to several local news agencies serving communities of color in both Spanish and English. These include newspapers, a magazine and a radio station.
Policy and/or Operational Procedures	● MMSD uses Xello, maintained centrally, which serves as a scholarship database for students. Local and national scholarships are updated regularly. ● Each high school has a process for regularly updating and informing senior students and their parents about new scholarship opportunities - information is shared via school newsletters as well as via other electronic systems. ● Each high school provides information for senior families - typically in the form of a senior-specific website that covers information about accessing school-based scholarships. ● School-based scholarship committees work to equitably distribute the money and actively work to spread funds across as many students as possible. ○ Committees are comprised of staff from a variety of academic areas and of roles within the buildings. ○ They are thorough, collaborative, and minimize selection bias based on scoring rubric and utilizing student data.
Summary Report Data	**Methods of Analysis:** The District's Lead School Counselor gathered relevant information from the school counselors of the four comprehensive high schools and one alternative high school. These school counselors reviewed and gave input for these answers. Related documentation and data were also reviewed in

	collecting information relevant to this report, and this report was compiled in conjunction with the District's Director of College and Career Readiness.
	
	Recommendations/Strategies for Improvement:
	
	● Develop a consistent system for gathering and analyzing usable scholarship data, District-wide.
	  o Add a section on the MMSD Senior Survey for students to self-report scholarships they have been offered from outside sources.
	  o Develop a uniform reporting measure for scholarship committees to report awards so the data can be analyzed at the district level.
	
	● Develop a formalized process to review scholarship award data across the District and within each high school.
	● Develop updated guidance for scholarship committees that supports unbiased and inclusive assessment and awarding practices.
	● Create more robust procedural guidance for awarding scholarships.
	● Currently our College and Career as well as Scholarship information exists in silos–work to make consistent information accessible via all high school websites and the district website with common links and common information.
	● Work more closely with community organizations that are interested in making scholarships accessible to students.
	● There are more scholarships connected to post-secondary college or university intention than to non-traditional pathways, such as apprenticeships or training programs. Continue to intentionally seek out funding sources and opportunities for students choosing non-traditional pathways.

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination
PI-9.06(1)(g)

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discrimination based upon the protected categories listed in Wis. Stat. 118.13.
By evaluating this area, the District had an opportunity to ensure the following:

1. Staff have high expectations for all students.
2. Significant progress is made in closing achievement gaps.
3. An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination.
4. The school environment is welcoming to all students and parents/guardians who visit the building.

High Expectations for Students	The District strives to ensure that every staff member demonstrates high expectations for all students.
	
	Professional Learning focused on core instructional practice. Our core practices include:
	• High quality instruction and high quality student work.
	• School professional learning focused on Equity engaging with ICS Equity content Monthly.
	  ○ Each school is comprised of an equity team that focuses on creating professional learning opportunities for all staff. This is supported by our ICS-Equity consultants through their couching sessions and institute days.
	• Educator Effectiveness Danielson Framework for Teaching cycles with all teaching staff.
	  ○ Our Educator Effectiveness process evaluates the effectiveness and performance of teachers and principals. The Danielson Framework and the Wisconsin Leadership Framework uses multiple domains and components to focus on high level classroom and school practices.

Closing Achievement Gaps	MMSD has taken steps to close academic achievement gaps for students: • K-8 Literacy and biliteracy adoption and implementation of science based literacy curriculum • 4k-12 Science of Reading pedagogical training and professional Development • Predictive interim assessment (screener) at K-8 three times a year • Providing schools with professional Learning for data using PDSA cycles

	• Academic focused (Literacy/biliteracy/math) Instructional coach professional learning monthly (k-12) and Principal professional learning quarterly • English Language Development for English Learners materials adoption. • Three Year Special Education Plan with targets to reduce disproportionality, increase inclusion, and increase reading and math proficiency rates for students with an Individual Education Program. • Implementation of Anti-Racist Evaluation and Individual Education Program Criteria.
Equality of Educational Opportunity	The District continues in its efforts to achieve equality of educational opportunity and nondiscrimination. • School professional learning focused on Equity using ICS Equity Monthly. o Each school is comprised of an equity team that focuses on creating professional learning opportunities for all staff. This is supported by our ICS-Equity consultants through their couching sessions and institute days. • Core Values in Strategic framework and our SF goals. o Our distinct values include Racial Equity and Social Justice, Voice, and Belonging amongst others as well as our SF goal 3 that states "African-American children and youth excel in school." This directly ties the need of providing equitable educational opportunities to our most underserved students. • Allocation and Instructional design practice. • Post secondary offerings and early college credit opportunities. • Efforts to increase inclusion for students with an IEP o While our data indicate inclusion rates are higher than the state average, full inclusion is a long-standing evidence-based practice in fostering positive outcomes for scholars with an IEP. Our work with Integrated Comprehensive Systems (ICS) for Equity and the Program for Inclusive Neurodiversity Education (PINE) exemplify strong district commitment in conjunction to achieve and maintain high levels of inclusivity for our scholars with an IEP. MMSD aims for inclusion for scholars with an IEP (defined as 80%+ in a general education environment) in the following ways: ▪ Importance of IEP services in the general education environment is part of LEA representative training. ▪ Co-teaching and co-planning ensure principles of universal design for instruction and differentiation of content to meet

	the educational needs of all members in a common environment. ▪ Students with specific learning challenges receive creative and effective services and supports to maximize their success toward IEP and learning goals connected to general education grade-level standards. ▪ The MMSD Campus Connect transition program partners with Madison College and the Division of Vocational Rehabilitation to provide the opportunity for students who require more than the traditional level of support to enroll and be successful in a college environment while continuing to have services from district special education staff. ● Bilingual programming for English Learners per Bilingual Bicultural state statute. To support these efforts, equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development: ● Equity professional development utilizing ICS Equity (4k-12) o Our school teams engage in monthly professional learning, coaching by our ICS-Equity consultants and through our 3 day institutes. ● Literacy and Biliteracy materials vetted with a culturally responsive lens and includes ongoing professional development.
Welcoming Environment	The school environment must be welcoming to all students and parents/guardians who visit buildings. The district intentionally fosters a welcoming environment through the following: ● Intentional creation of classroom and school community which includes: o School and classroom community using the Circle of Power & Respect o Expectations and routines using the social contract o Expectations and routines by developing a school-wide behavior expectation matrix o Expectations and routines by teaching, modeling, and practicing expectations & routines o Expected behavior through the use of an acknowledgment / reinforcement system o Celebrations to promote identity and strengthen relationships o Acceptance and inclusion in home schools and general education classes of students with a wide range of disability-related needs. ● Proactive and integrated social emotional learning o Teach explicit SEL using the district provided SEL lessons and resources

	○ Teach explicit SEL piloting Character Strong with three elementary schools • Addressing bias-based bullying ○ Teach explicit and embedded SEL by providing staff with professional development in Welcoming Schools, specifically ○ Preventing Bias-Based Bullying, School Practices with an Intersectional Lens, & Embracing all Families • Literacy Environmental checklist K-12 • Language interpretation services available for families for whom English is not their first language
Summary Report Data	EXPLAIN WHO WAS CONSULTED AND WHAT DOCUMENTS AND DATA WERE CONSIDERED WHEN CREATING THESE ANSWERS **Recommendations/Strategies for Improvement:** • Surveys and survey data to inform future Professional Learning ○ After every professional learning opportunity we ask participants to fill out surveys to provide feedback on the overall quality of the learning and experience as well as what additional needs they might have • Collection of instructional practices data (learning walks) • Documentation for discipline data entry and use • Clear expectations, systems, and support for comprehensive teaming • Culture and Climate survey data • Additional Special Education Plan data and strategies are included in the **Special Education 3-Year Plan**.

Section XI – School District Technology, including Electronic Communications by School District Staff PI-9.06(1)(h)

The purpose of this section is to evaluate the availability of school district technology and electronic communications by parents and students.
By evaluating this area, the District had an opportunity to ensure the following:

1. School district technology and electronic communication is accessible by parents and students.

Availability of School District Technology	• MMSD maintains a 1:1 student/technology ratio throughout the district. Every student, from kindergarten through high school, is given a Chromebook. The Chromebooks do not leave the school building until students enter fifth grade, at which point the student can take the computer home at the end of the school day. Beginning in fifth grade students can also take the Chromebook home over the summer. • The District offers hotspots to students and families to ensure internet access. Devices are available directly from the District.
Access to Electronic Communications	• The district utilizes many different forms of electronic communication to make information accessible to students and families. Some examples of electronic communications are as follows: o What's App and School Messenger (families receive messages through an app on their phone) o District website o Emails o Phone calls/voicemails • MMSD is also exploring programs that would allow for two-way communications between the District and families. • Messages to families can be sent in Spanish and Hmong to ensure access to content. • The District website includes a toggle switch that allows visitors to choose from English, Spanish, and Hmong.
Summary Report Data	The Director of Technical Services and the External Communications Officer for MMSD were both consulted to identify current practices that ensure accessibility to electronic communications and district technology. **Recommendations/Strategies for Improvement:** • The District may consider a family survey in the future to gauge families' access to technology and electronic communications.

Exhibit A

Students (K-8)			Advanced Learners by Domain							
	Adv. Learner	Not Adv. Learner	Creativity	General Intellectual	Leadership	Literacy	Math	Science	Social Studies	Visual Arts
17-18	4,448 (25%)	13,670 (75%)	385	348	615	2,164	1,932	105	99	496
18-19	5,978 (33%)	12,100 (67%)	852	311	1,110	3,242	2,966	136	138	682
19-20	5,918 (33%)	11,993 (67%)	855	267	1,099	3,570	3,342	105	132	542
20-21	4,888 (28%)	12,284 (72%)	558	212	837	2,912	2,813	67	121	411
21-22	4,501 (27%)	12,482 (73%)	539	160	654	2,740	2,866	34	81	279
22-23	4,726 (28%)	12,098 (72%)	611	137	641	2,723	3,097	10	55	166

Exhibit B

Advanced Learners (K-8) by Domain and Demographics 2017-2023

		% Creativity	% General Intellectual	% Leadership	% Literacy	% Math	% Science	% Social Studies	% Visual Arts
Asian	17-18	1.8%	2.1%	3.1%	8.5%	11.6%	0.8%	1.4%	3.6%
	18-19	3.8%	2.3%	4.9%	13.4%	16.8%	0.9%	2.0%	5.4%
	19-20	3.5%	2.2%	4.8%	13.5%	15.8%	0.6%	2.5%	4.2%
	20-21	2.6%	2.1%	3.7%	12.0%	14.4%	0.5%	2.3%	3.3%
	21-22	2.8%	1.4%	2.7%	13.0%	15.5%	0.3%	1.9%	2.0%
	22-23	4.0%	0.8%	3.1%	13.1%	16.6%	0.1%	1.6%	0.9%
Black or AA	17-18	2.7%	0.6%	5.0%	5.5%	3.8%	0.3%	0.3%	1.2%
	18-19	4.1%	0.6%	8.7%	11.7%	9.1%	0.6%	0.6%	1.5%
	19-20	4.3%	0.5%	8.4%	15.6%	13.7%	0.4%	0.6%	1.2%
	20-21	2.6%	0.4%	6.5%	12.9%	11.3%	0.2%	0.5%	1.1%
	21-22	2.3%	0.3%	4.9%	10.6%	9.8%	0.2%	0.3%	0.9%
	22-23	2.3%	0.3%	4.8%	9.7%	8.4%	0.0%	0.2%	0.4%
Hisp./Lat.	17-18	1.8%	0.9%	2.9%	6.3%	5.4%	0.6%	0.3%	2.3%
	18-19	3.2%	0.8%	5.5%	12.9%	11.8%	0.9%	0.7%	3.5%
	19-20	3.5%	0.7%	5.4%	16.5%	15.7%	0.8%	0.6%	2.9%
	20-21	2.2%	0.6%	4.0%	13.5%	12.9%	0.5%	0.6%	2.2%
	21-22	2.3%	0.4%	3.4%	11.7%	12.0%	0.4%	0.4%	1.5%
	22-23	2.6%	0.4%	3.6%	10.3%	11.5%	0.1%	0.2%	1.0%
Multiracial	17-18	2.8%	2.3%	4.6%	12.3%	10.3%	0.4%	0.8%	2.8%
	18-19	5.6%	2.0%	7.8%	16.9%	15.6%	0.6%	1.1%	4.0%
	19-20	5.8%	1.7%	7.2%	18.8%	18.7%	0.4%	0.9%	3.1%
	20-21	4.0%	1.5%	5.6%	16.4%	16.2%	0.2%	0.8%	2.3%
	21-22	3.5%	1.0%	4.4%	15.5%	16.2%	0.1%	0.5%	1.7%
	22-23	4.1%	0.8%	4.6%	16.1%	17.5%	0.0%	0.4%	1.0%
White	17-18	2.0%	2.9%	2.7%	18.7%	16.7%	0.7%	0.5%	3.5%
	18-19	5.8%	2.6%	5.2%	25.0%	22.7%	0.7%	0.5%	4.6%
	19-20	5.7%	2.2%	5.5%	25.7%	23.5%	0.6%	0.5%	3.7%
	20-21	4.1%	1.7%	4.6%	22.1%	21.4%	0.4%	0.5%	2.9%
	21-22	4.1%	1.4%	3.7%	22.3%	23.8%	0.1%	0.3%	2.0%
	22-23	4.7%	1.3%	3.5%	23.7%	28.3%	0.0%	0.2%	1.3%

Exhibit C

Advanced Learners (K-8) by Demographics, by percent

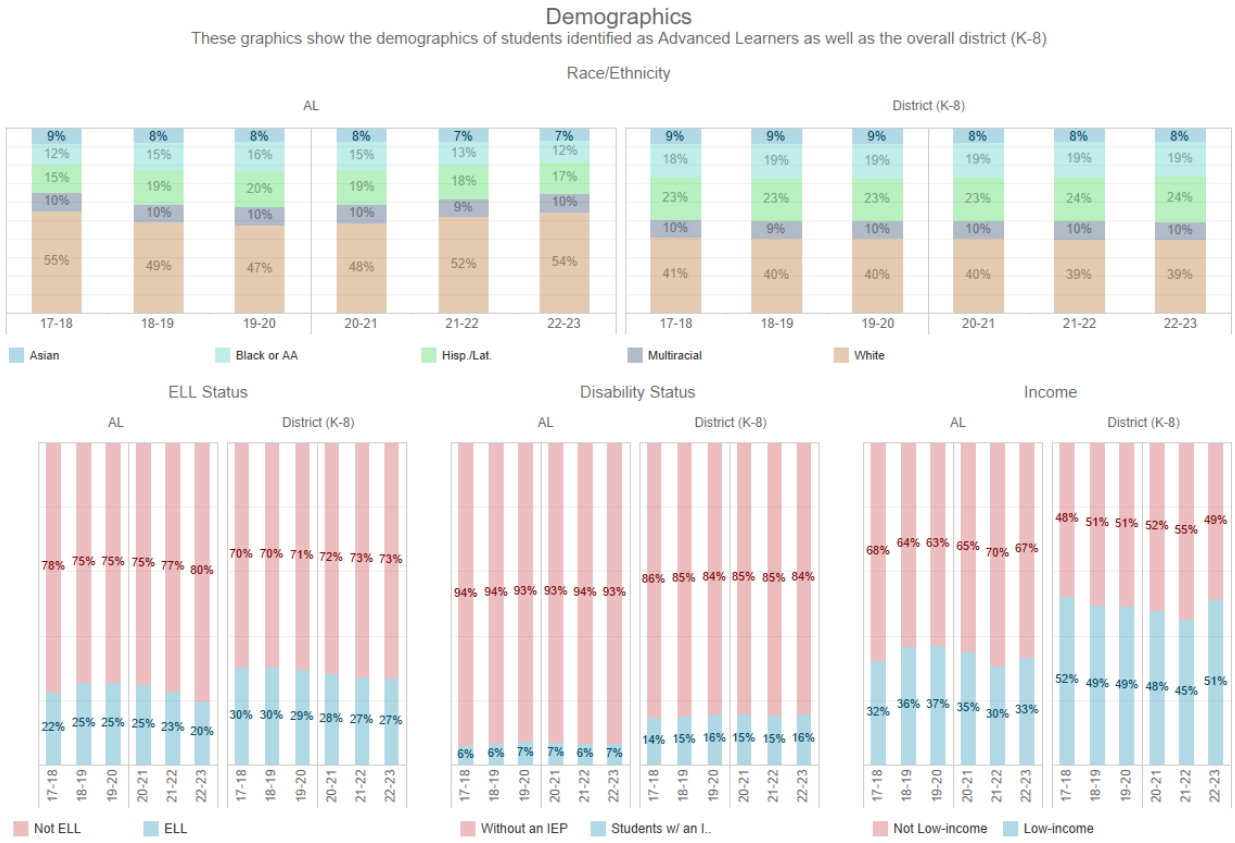


Exhibit D

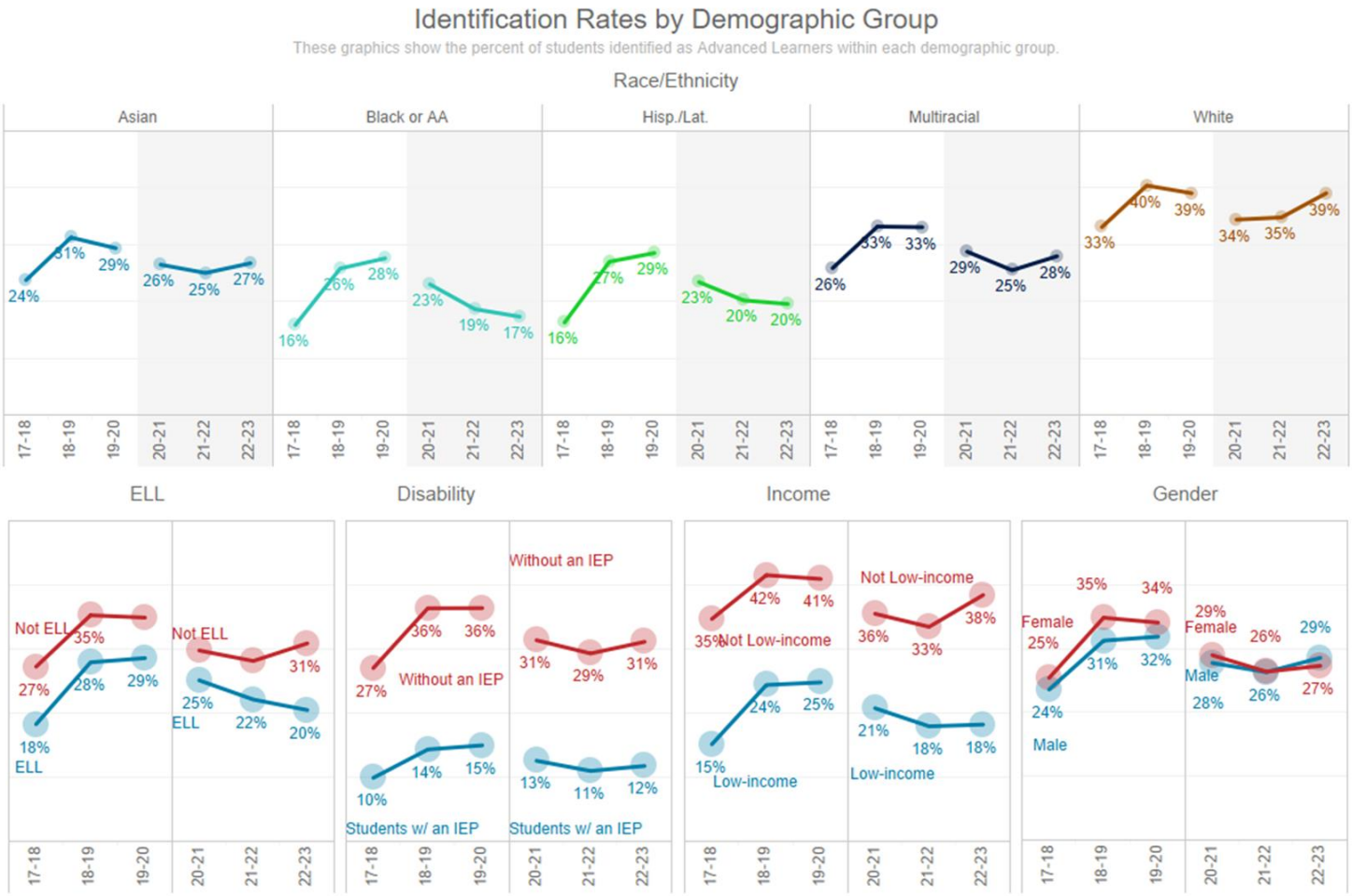

Identification Rates by Demographic Group
These graphics show the percent of students identified as Advanced Learners within each demographic group.
Race/Ethnicity
Asian
Black or AA
Hisp./Lat.
Multiracial
White
ELL
Disability
Income
Gender
Not ELL
ELL
Without an IEP
Students w/ an IEP
Not Low-income
Low-income
Female
Male
17-18
18-19
19-20
20-21
21-22
22-23

Exhibit E

High Schools: Participation in Advanced Placement (AP) Honors, and Advanced Coursework

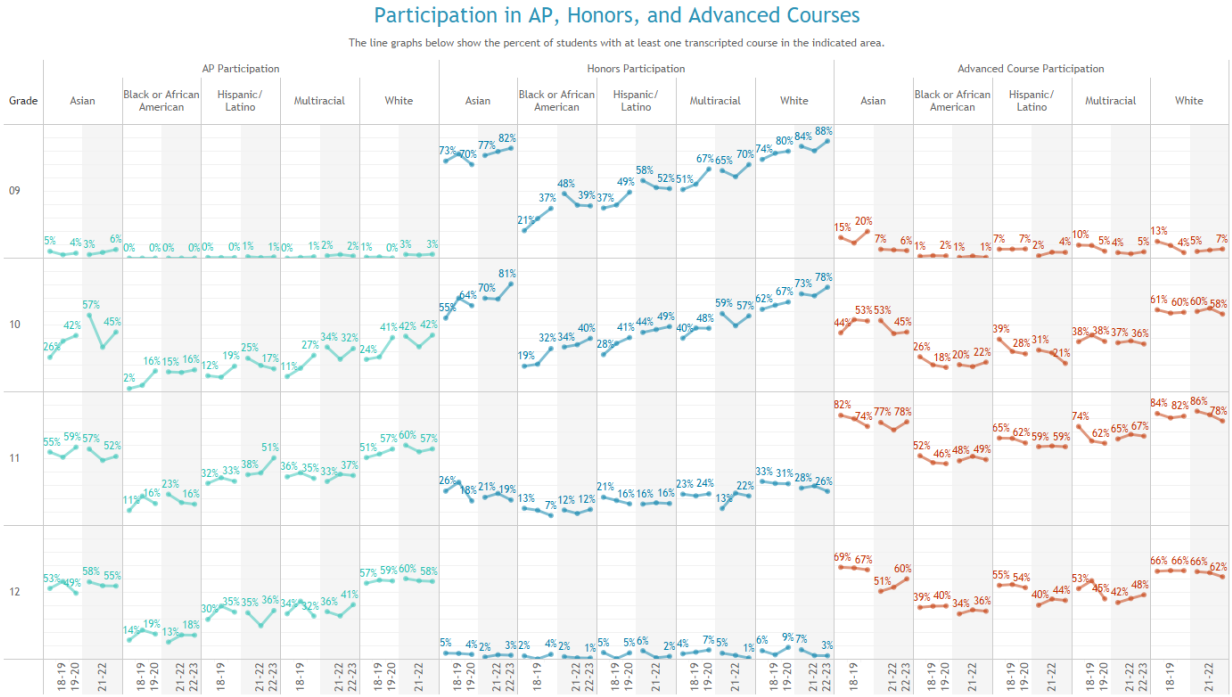


Exhibit F

	2018-19	2019-20	2020-21	2021-22	2022-23*
All Students	49%	51%	60%	59%	61%
Asian	64%	50%	76%	71%	76%
Black or African American	26%	32%	44%	43%	47%
Hispanic/Latino	49%	50%	57%	54%	54%
Multiracial	44%	45%	51%	57%	57%
White	57%	63%	67%	69%	70%
Female	50%	53%	63%	61%	64%
Male	49%	51%	59%	59%	60%
Non-binary					38%
English Language Learner	53%	50%	64%	59%	59%
Receiving IEP Services	24%	29%	29%	27%	40%

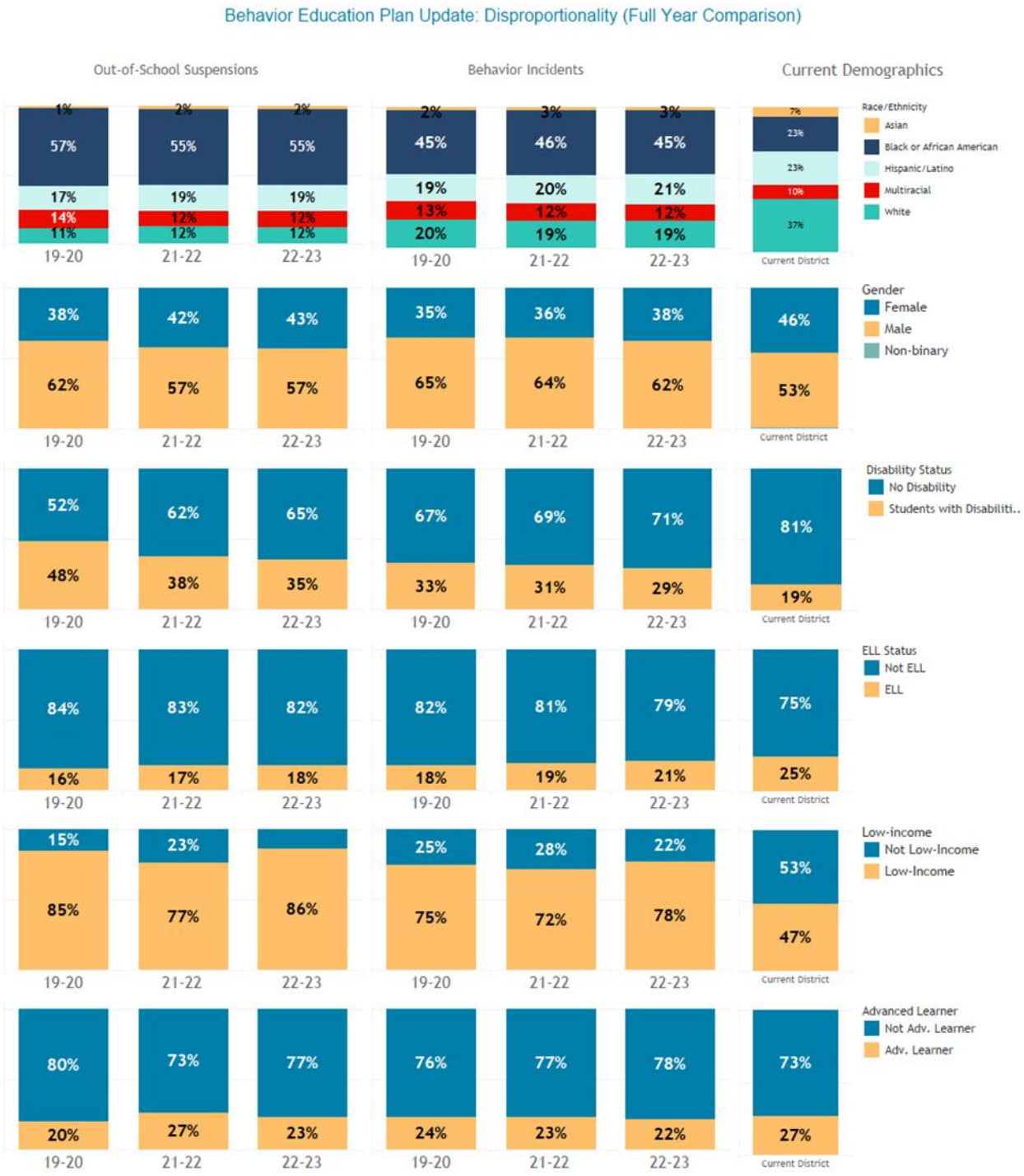
Exhibit G

% of Scholars with one or more 3+ AP Scores by Graduation Cohort						Average # of 3+ AP Test Scores by Graduation Cohort				
	2018-19	2019-20	2020-21	2021-22	2022-23*	2018-19	2019-20	2020-21	2021-22	2022-23*
Black or African American	6%	2%	4%	6%	6%	0.1	0.0	0.1	0.1	0.1
Hispanic/Latino	28%	23%	20%	17%	19%	0.5	0.4	0.4	0.3	0.5
White	47%	48%	46%	45%	49%	1.8	1.7	1.5	1.7	1.9
All Scholars	33%	30%	31%	29%	31%	1.3	1.0	1.0	1.0	1.3

Exhibit H

% of Scholars with one or more College Credit (through CC course) earned by Graduation Cohort						Average # of College-Equivalent (3x MMSD CC course credits) earned by Graduation Cohort				
	2018-19	2019-20	2020-21	2021-22	2022-23*	2018-19	2019-20	2020-21	2021-22	2022-23*
Black or African American	22%	32%	43%	41%	45%	0.5	2.1	3.4	3.5	3.7
Hispanic/Latino	27%	35%	47%	46%	43%	1.3	2.0	5.0	4.1	4.4
White	18%	27%	35%	38%	35%	1.0	1.6	2.6	2.7	3.1
All Scholars	22%	30%	41%	42%	42%	0.9	1.9	3.9	3.6	4.0

Exhibit I


Behavior Education Plan Update: Disproportionality (Full Year Comparison)
Out-of-School Suspensions
Behavior Incidents
Current Demographics
Race/Ethnicity
Asian
Black or African American
Hispanic/Latino
Multiracial
White
1% 57% 17% 14% 11%
2% 55% 19% 12% 12%
2% 55% 19% 12% 12%
2% 45% 19% 13% 20%
3% 46% 20% 12% 19%
3% 45% 21% 12% 19%
7% 23% 23% 10% 37%
19-20
21-22
22-23
19-20
21-22
22-23
Current District
Gender
Female
Male
Non-binary
38% 62%
42% 57%
43% 57%
35% 65%
36% 64%
38% 62%
46% 53%
19-20
21-22
22-23
19-20
21-22
22-23
Current District
Disability Status
No Disability
Students with Disabiliti..
52% 48%
62% 38%
65% 35%
67% 33%
69% 31%
71% 29%
81% 19%
19-20
21-22
22-23
19-20
21-22
22-23
Current District
ELL Status
Not ELL
ELL
84% 16%
83% 17%
82% 18%
82% 18%
81% 19%
79% 21%
75% 25%
19-20
21-22
22-23
19-20
21-22
22-23
Current District
Low-income
Not Low-Income
Low-Income
15% 85%
23% 77%
86%
25% 75%
28% 72%
22% 78%
53% 47%
19-20
21-22
22-23
19-20
21-22
22-23
Current District
Advanced Learner
Not Adv. Learner
Adv. Learner
80% 20%
73% 27%
77% 23%
76% 24%
77% 23%
78% 22%
73% 27%
19-20
21-22
22-23
19-20
21-22
22-23
Current District