



Madison Metropolitan
School District

*Instruction Work
Group*

August 15, 2022





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

Goal 1

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

Goal 2

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

Goal 3

African American children and youth excel in school.



Excellence
Belonging Creativity
Racial Equity & Social Justice
Voice Focus





LEARNING **FORWARD TOGETHER**

Outcomes

- End of year reporting (Literacy and Climate and Culture)
- Update on the Strategic Framework Recalibration
 - Community Input sessions: learnings to date
 - Overview of the next phases
- Overview of Assessments



Strategic Framework

End of Year Reporting Preview



EOY Reporting on the MMSD Strategic Framework 2021-22

Preview for BOE

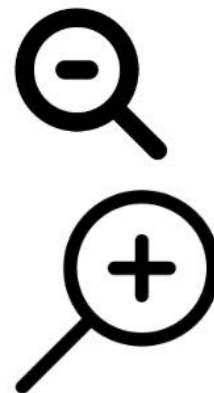
Prepared by:



research & innovation

What 2021-22 data are we presenting?

- Strategic Framework metrics are our public accountability dataset -- a **common snapshot at the end-of-year** to look across the system
 - Goal 1: Every child is on track to graduate college, career, and community ready.
 - Goal 2: The district and every school is a place where children, staff, & families thrive.
 - Goal 3: African-American children and youth excel in school.
- **Different data have different purposes**
 - Most data elements shared for SIP use the district's accountability population, which may differ from other definitions (such as DPI data, assessment vendor data, or current enrollment data)



What 2021-22 data are we presenting?

- Important to acknowledge **2021-22 was not a routine school year**
 - COVID-19 continued to have an adverse impact on the experiences of students, families, and staff...
 - ...As well as the collection of high-quality and reliable data, both in MMSD and nationwide
- *So what does that mean for our data?*
 - Year-to-year comparisons difficult to interpret & understand
 - Assessment data from 2019-20 and 2020-21, in particular, had low, non-representative participation - interpret with caution
 - We can think about the *partial story* we can glean from district-level MMSD data, while incorporating local evidence



How do we think about data to drive improvement?

- **See the system that produces the current outcomes.**
 - *So what?* We need to use different types of data to understand different parts of our system; we need to understand where we've *been* to plan where we're *going*
- **Anchor practice improvement in disciplined inquiry.**
 - *So what?* Routines matter - you build muscle memory over time
- **Accelerate improvements through networks**
 - *So what?* We learn more when we learn together
- **Variation in performance is the core problem to address.**
 - *So what?* Variation points us where we need to change

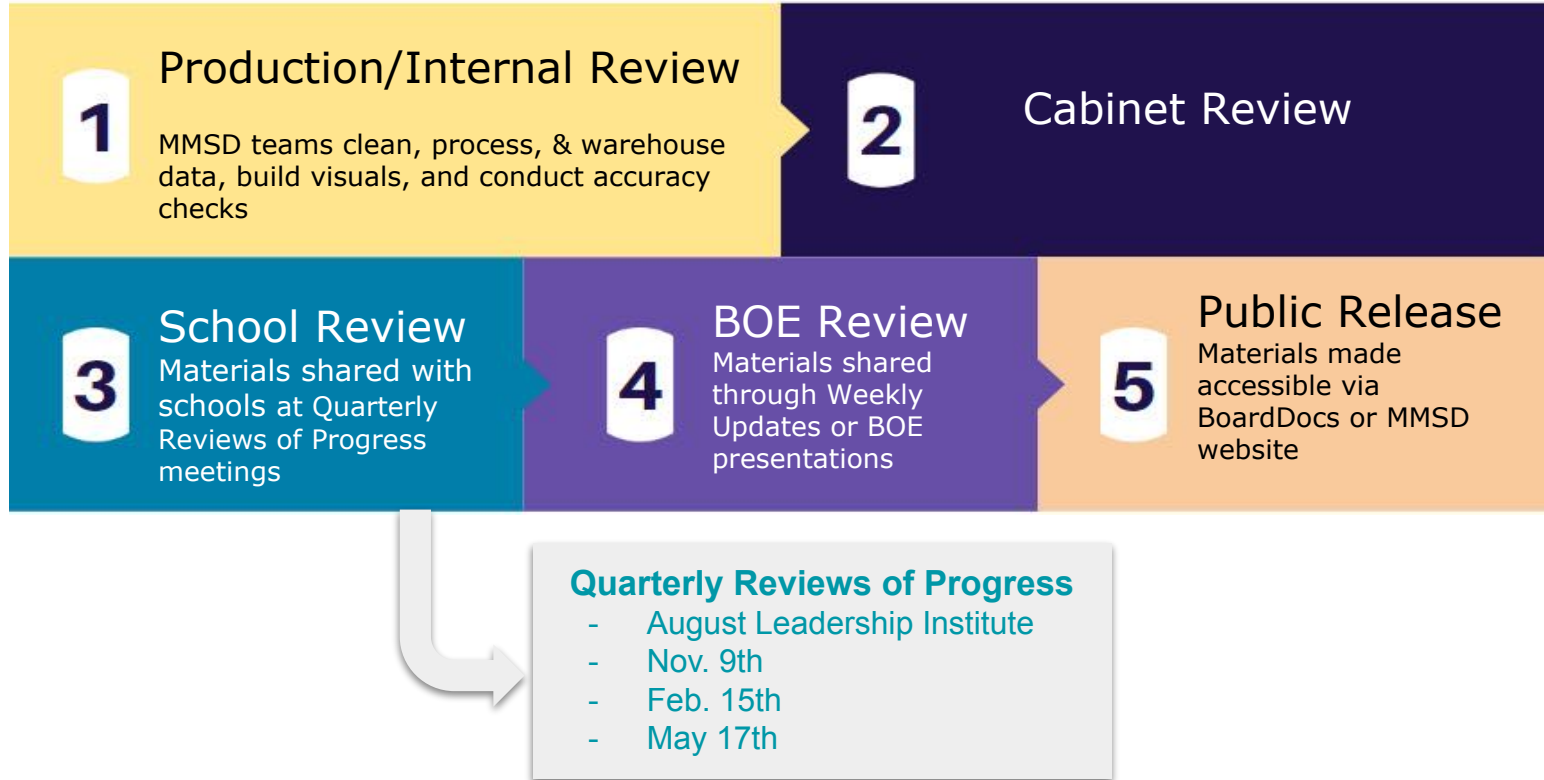


Carnegie Foundation
for the Advancement of Teaching

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

Routines matter:

Process for Sharing Data in 2022-23



See the system that produces outcomes

What did we learn about MMSD in 2021-22?

- **District-level trends obscure important variation in results at particular schools**
 - Wide variation in participation and results by school; district average results may not comport with local trends
- **The quality and reliability of data collected reflects the challenges of the pandemic**
 - Due to no or low participation in 2019-2021, year-to-year comparisons needed to contextualize results may not be reliable
- **Focus on literacy may have buoyed proficiency results amid pandemic challenges, while mathematics has lagged**
 - In line with national trends, literacy proficiency appears to have held steady despite the pandemic, while pre-COVID math gains appear to have been lost

See the system that produces outcomes

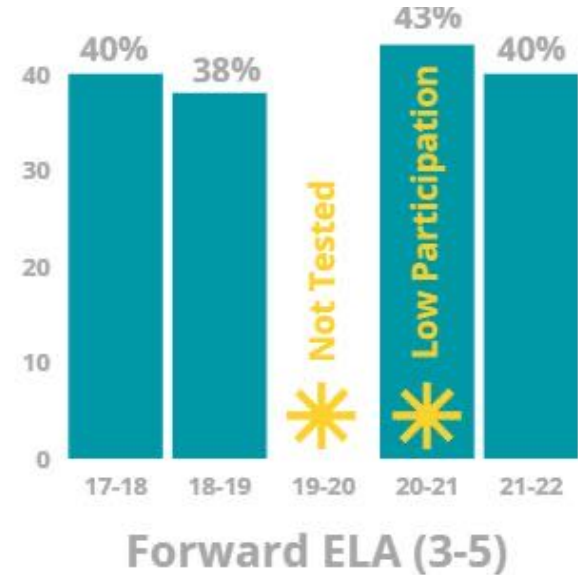
What did we learn about MMSD in 2021-22?

- In the first fully reopened school year since COVID-19, students reported positive, but somewhat nuanced, feelings of belonging and safety at school
 - New questions provide insight into belonging & safety, including dissonance between relationships with staff and students & engagement with instructional content
- The 2021-22 school year stressed staff in MMSD and nationwide, particularly teachers
 - Staff climate survey results are lower, with declining staff retention similar to national trends
- Post-pandemic, MMSD's equity imperative persists
 - The same groups insufficiently served by our system before COVID continue to face inequities in experiences and outcomes as we emerge from the public health crisis

What did we learn?: Focus on Literacy

Forward ELA Proficiency (3-5)

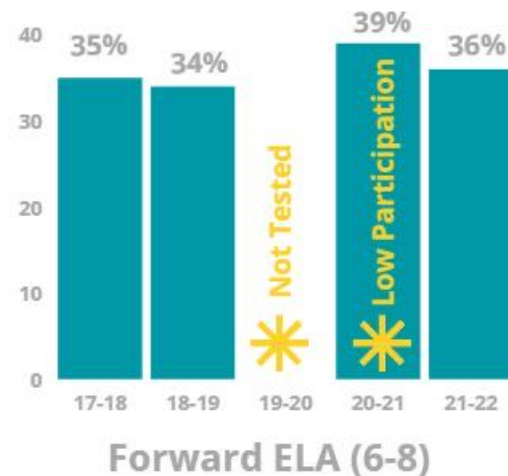
- Participation increased to **87%** from 50% in 20-21, nearing pre-pandemic ranges
- Overall, **40%** of students grades 3-5 scored proficient on Forward ELA
 - While a decrease from 20-21 (43%), scores that year likely inflated by non-random low participation-- trends in ELA scores fairly steady or increasing
- As a system, we are preparing our Black students (**9%**), Hispanic students (**17%**), and students from low-income backgrounds (**14%**) to be proficient at lower rates



What did we learn?: Focus on Literacy

Forward ELA Proficiency (6-8)

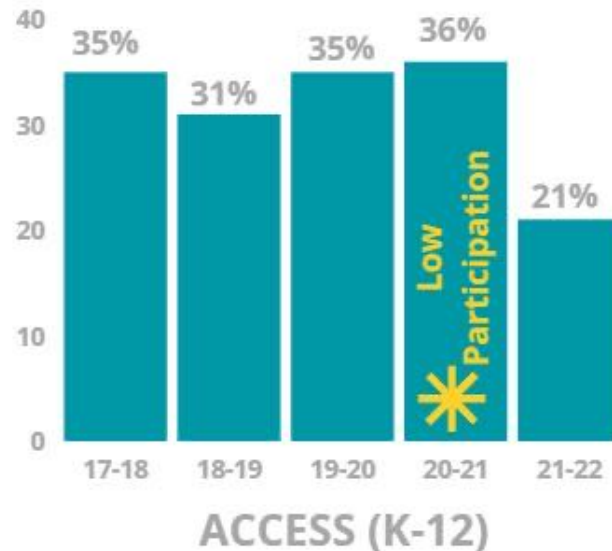
- Participation increased to **84%** from 42% in 2020-21, close to pre-pandemic ranges
- **36%** of middle grade students scored Proficient on Forward ELA
- Equity concerns, which mirror our historical trends, persist into middle school, with **9%** of Black students, **15%** of Hispanic/Latinx students, and **13%** of students from low income backgrounds scoring proficient.



What did we learn?: Focus on Literacy

Met Growth on ACCESS (K-12 ELLs)

- **21%** of ELL students met growth targets in 2021-22, representing a decline from prior years
- Overall, 98% (4,620) of eligible ELL students took the ACCESS test in 2021-2022; of those students, 77% had previous ACCESS scores from which growth targets could be calculated.



What did we learn? Focus on Literacy

4 Year High School Completion (12)

- **87%** of students in the 2020-21 cohort completed high school in 4 years
- Trends over the last 5 years show steady, sustained increases and gap-closing for certain groups
 - Hispanic/Latinx students increased 5ppt; students from low-income backgrounds increased 6ppt.
- Substantial variation by school, with notably strong results at **East High School** driving district-wide progress (82% to 91% in five years)
 - 73% to 79% for Black students; 71% to 86% for low income students; 78% to 91% for Hispanic/Latinx students

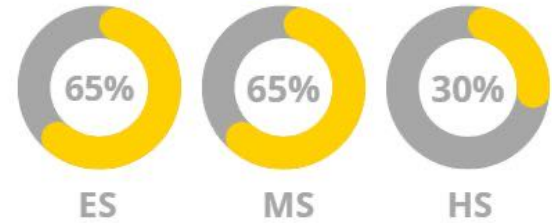


What did we learn? Focus on Climate

Student Climate Survey

- **Over 50%** of students participated in the survey; wide variation by school (2%-95%), limiting interpretation of district results
- Overall, **74%** of students agreed with *I feel like I belong at this school*, with variation by student groups
 - Lowest for Black female students (60%), highest for White male students (78%)
- **80%** agreed with *I feel physically safe at this school*.
- Across questions, **more positivity for elementary**, declines in middle & high

Participation, by level



80% I feel safe



74% I feel like I belong



What did we learn? Focus on Climate

Staff Climate Survey

- 52% (2036) of staff responded to the survey, majority (1402) were teachers
- Overall, 66% of staff respondents agreed with *I enjoy going to work* and 66% agreed with *I feel safe at my building*
 - Despite changes to the survey, results indicate declines (~10 ppt) from pre-COVID

65% I enjoy going to work



64% I feel safe at my building



Next steps...

- We will share the full 2021-22 data package for the August 29 Regular BOE Meeting, including:
 - “Placemat” - data visualization of Strategic Framework metrics, filterable by site and student demographics
 - Summary of analyses looking across all EOY datasets

Strategic Framework Metrics 2021-2022

Shown below are the MMSD Strategic Framework metrics. Because of COVID-19, not all metrics were available in 2019-20 and participation rates in assessments were much lower in 2020-21. Lower participation rates meant non-representative sampling, so comparison across years requires caution. The following data uses what is called the Accountability Population, which is the group of students who were enrolled in MMSD for a full academic year. This data therefore might be different from other public reports.

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

School Name

Demographic

Districthide

All

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

	17-18	18-19	19-20	20-21	21-22
Percent Meeting PALS Uppercase Letter Identification Threshold (Grade K-K)	68%	66%	66%	64%	64%
Met FastBridge CBM Reading Benchmark (Grade 02)					45%
Proficient or Advanced on Forward Math (Grades 03-05)	40%	38%		43%	40%
Proficient or Advanced on Forward ELA (Grades 03-05)	43%	45%		41%	40%
Proficient or Advanced on Forward ELA (Grades 06-08)	35%	34%	39%	36%	36%
Proficient or Advanced on Forward Math (Grades 06-08)	35%	34%		31%	31%
Met ACT/Aspire Reading College Readiness Benchmark (Grades 09-11)	44%	42%	47%	41%	41%
Met ACT/Aspire Math College Readiness Benchmark (Grades 09-11)	43%	43%	41%	41%	34%
4 Year High School Completion (Class of 2021)	85%	85%	85%	87%	87%
Percent ELL Meeting Proficiency Level Growth (Grades K-12)	35%	31%	35%	36%	31%

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

	17-18	18-19	19-20	20-21	21-22
Parent					
I feel like I am part of the school community. (All grades)	60%	60%	62%	60%	60%
My child feels safe at my building. (All Grades)	78%	77%	79%	76%	76%
I enjoy going to work. (All grades)	78%	77%	69%	65%	65%
I feel safe at my building. (All Grades)	78%	73%			
Staff					
Percent of Staff Retained (All grades)			87%	85%	84%
Percent of Staff Retained, Excluding Retirees (All grades)			89%	88%	86%
Teachers of Color (All grades)		13%	13%	15%	14%
I feel I belong at my building. (Grades 03-12)	67%	63%	67%	74%	
I feel safe at my building. (Grades 03-12)	62%	63%	72%	60%	
Student					
Number of behavior events (Grades K-12)	66,414	66,200	45,308	1,689	27,003
Black/all other students OSS Disproportionality (Grades K-12)	3.50	2.79	2.73	1.80	2.57
SPED/all other students OSS Disproportionality (Grades K-12)	1.13	1.61	1.07	2.50	0.67
Percent Participating in One or More Co-curriculars (Grades 06-12)					56%

Goal 3: African-American children and youth excel in school.

Demographic filters do not apply to Goal 3. Goal 3 applies to students identifying as Black or African American and students who identify as Black and any other race/ethnicity.

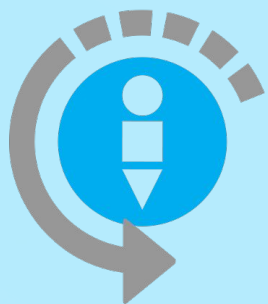
	17-18	18-19	19-20	20-21	21-22
Percent Meeting PALS Uppercase Letter Identification Threshold (Grade K-K)	53%	47%		41%	50%
Met FastBridge CBM Reading Benchmark (Grade 02)					21%
Proficient or Advanced on Forward Math (Grades 03-05)	16%	19%		11%	12%
Proficient or Advanced on Forward ELA (Grades 03-05)	17%	15%		13%	12%
Proficient or Advanced on Forward Math (Grades 06-08)	10%	9%		6%	8%
Proficient or Advanced on Forward ELA (Grades 06-08)	11%	11%		13%	13%
Met ACT/Aspire Reading College Readiness Benchmark (Grades 09-11)	14%	14%		11%	8%
Met ACT/Aspire Math College Readiness Benchmark (Grades 09-11)	14%	14%		16%	15%
Four Year High School Completion (Class of 2021)	72%	72%	70%	73%	74%
Percent ELL Meeting Proficiency Level Growth (Grades K-12)	28%	37%	38%	35%	32%
I feel I belong at my building (Student Survey) (Grades 03-12)	61%	56%		65%	65%
I feel like I am part of the school community (Parent Survey) (All grades)		63%		61%	58%



Discussion

A photograph of four children sitting around a table, focused on building with colorful LEGO bricks. The child in the center is a girl with dark hair wearing a red hoodie. To her left is a boy in a grey shirt. In the foreground, the back of a boy's head is visible. On the right, another child in a red hoodie is partially seen. The background is a blurred indoor setting. A large red diagonal overlay covers the left side of the image, containing the word 'Discussion' in white.

Madison Metropolitan School District



Recalibration of the **Strategic Framework**

Strategic Framework Recalibration Sessions:

Analysis and Findings

Background

- MMSD's Strategic Framework was adopted in 2013, revised in 2018.
- In 2022, MMSD leadership believed it was time to "recalibrate" the Framework by gathering staff, family, student, & community voices on MMSD's most pressing needs.
- MMSD held 5 **"Strategic Framework Recalibration Sessions"** this spring, organized around **4 guiding questions**

Recalibration Sessions

- May 25th, Urban League of Greater Madison
- May 26th, Mendota Elementary
- June 1st, Memorial High School
- June 2nd, The Life Center Auditorium
- June 7th, virtual

Guiding Questions

1. Think about your experiences in MMSD - **What is working well in the district? What could be improved?**
2. MMSD established a goal that **every child is on track to graduate ready for college, career and community**. What is working well in the district? What could be improved?
3. MMSD established a goal that the **district and every school in it is a place where children, staff and families thrive**. What would it look like if the district met this goal? What is the district doing that is working toward meeting this goal? What else needs to be considered?
4. MMSD established a goal that **African-American children and youth excel in school**. What would it look like if the district met this goal? What is the district doing that is working toward meeting this goal? What else needs to be considered?

How was data collected for analysis of findings?

- Data for this analysis includes session feedback notes, notecards, and participant attendance data.
- An analyst in Research & Innovation (R&I) reviewed and analyzed the data by identifying and applying qualitative descriptive codes to organize the data the
- Two questions guided the analysis:
 - **Who participated in the sessions?**
 - **What high level themes emerged from these strategic framework re-calibration sessions that we can learn from?**

Guiding Question 1: Who participated in the sessions?

May 25th, Urban League: **13 participants** (7 family, 3 staff, 2 community, 1 student)

May 26th, Mendota Elementary; **14 participants** (13 family, 1 staff)

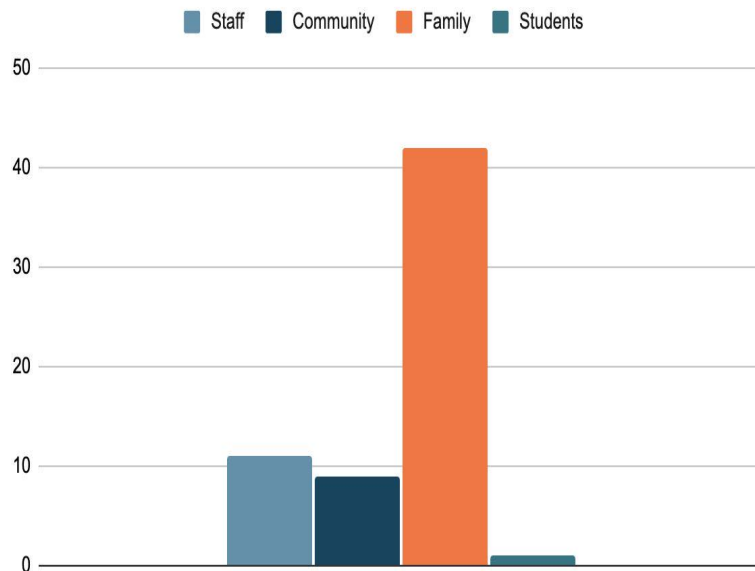
June 1st, Memorial High school; **19 participants** (11 family, 5 community, 3 staff)

June 2nd, The Life Center; **17 participants** (11 family, 4 staff, 2 community)

June 7th, virtual; **35 participants** (breakdown not available)

Overall, 5 sessions saw 98 participants at the recalibration sessions

Session Attendees May 25th-June 2nd



Guiding Question 2: What high level themes emerged from these strategic framework recalibration sessions?

2.1: Think about your experiences at MMSD.

What is working well in the district? What could be improved?

- Participants described areas **working well** as MMSD's transition back to buildings, school-based staff efforts to meet student needs, and programs like full day 4K, community schools, Advanced Learning, and AVID.
- As **areas of improvement**, participants overwhelmingly cited staff morale and staffing at all levels, and parent participants were concerned about bullying, school safety, students' SEL needs and differentiated needs.
- Some families felt the district had done a good job at communicating district updates, while others (particularly with students in middle and high school) reported feeling disconnected from school communication.

*Staff are loving, caring, committed and kind.
(Parent)*

*[MMSD] did a good job creating a welcoming and safe environment [after virtual learning].
(Participant)*

The staff at the school are working very hard, but there are not enough of them there to teach the children. I have been asked to cover classrooms.(Parent)

Guiding Question 2: What high level themes emerged from these strategic framework recalibration sessions that we can learn from?

2.2: The district has established a goal that every child is on track to graduate ready for college, career and community.

What is working well?

- College counseling helping students & families navigate systems
- Apprenticeships, internships, and exposure to opportunities outside the college track
- District programs like AVID and full day 4K

What could be improved?

- Elementary and middle school curriculum preparing students for high school and beyond.
- Student engagement post-reopening schools
- Better training on trauma informed practices & restorative justice
- More equitable student outcomes, notably in literacy
- More differentiation in preparing students for life post-high school.

College counseling support was extremely helpful to help me with a confusing process (Parent)

Flexibility and individualization and exposure [need to be prioritized]. College/Career ready looks different for each person. [There are] different definitions of success/readiness for each student. (Participant)

The world doesn't open for students until they get to high school. Not offered at elementary and middle schools. (Parent)

Guiding Question 2: What high level themes emerged from these strategic framework recalibration sessions that we can learn from?

2.3: The district has established a goal that the district and every school in it is a place where children, staff and families thrive

What is working well?

- Culturally relevant curriculum and pedagogies at some schools
- Lifting up successes in the district contributes to positive morale.
- MMSD's commitment to the idea of student belonging and making diversity central to it's vision.

What could be improved?

- Reconnecting parents to schools, particularly middle & high schools
- Prioritizing staff well-being and retention through increased pay and hiring enough staff
- More BIPOC classroom teachers, more PTO and staff diversity
- Better transitions between school levels

It's been wonderful to witness the celebrations-- land acknowledgement plaque, Asian Am/Pacific Islander celebration-- it helps students, families and staff thrive to celebrate the different cultures. (Parent)

Kids can't thrive if staff isn't thriving (Participant)

During covid for middle school there are no check ins with parents [...] I don't know anything. (Parent)

Guiding Question 2: What high level themes emerged from these strategic framework recalibration sessions that we can learn from?

2.4: The district has established a goal that African-American children and youth excel in school.

What is working well in the district?

- Naming Black Excellence as an explicit Framework goal.
- Programs like UW's People Program, Black Girl Magic, & Read Your Heart Out
- Some schools' integration of culturally relevant , anti-racist curriculum & pedagogies into school culture.

What could be improved?

- More Black teachers and teacher leaders, not just staff
- More diverse advanced learning students identified and supported.
- Some schools and classrooms need to take curriculum beyond "Black History Month"
- More connections for Black parents from schools, such as through family liaisons

[MMSD] has a lot of courage holding a mirror up to itself and recognizing how the culture inhibits some children from feeling they belong (Participant)

[Our school] does a good job integrating social justice/Black Excellence in every lesson and my kids talk about it every day (Parent)

More black teachers are imperative. (Staff)

% of students in Advanced Learning should mirror the school's demographic breakout. We need more diversity in our staff-- we are not there yet. (Participant)

Discussion

A photograph of four children sitting around a table, focused on building with colorful LEGO bricks. The child in the center is a girl with dark hair wearing a red hoodie. To her left is a boy in a grey shirt. In the foreground, the back of a boy's head is visible. On the right, another child in a red hoodie is partially seen. The background is a blurred indoor setting. A large red diagonal overlay covers the left side of the image, containing the word 'Discussion' in white.

Academic and Language Assessment Strategy



SY2022-23 Assessment Strategy Themes & Input



- Principals
- Instructional Coaches
- MTI
- Teachers
- Central Office Departments

MMSD Academic Assessment Strategy 22-23

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN

Screening
(monitored at District level)



Interim Instructional Assessments
(within content area scope and sequence;
monitored at school level)



Short Cycle Formative Assessments
(monitored at School level)



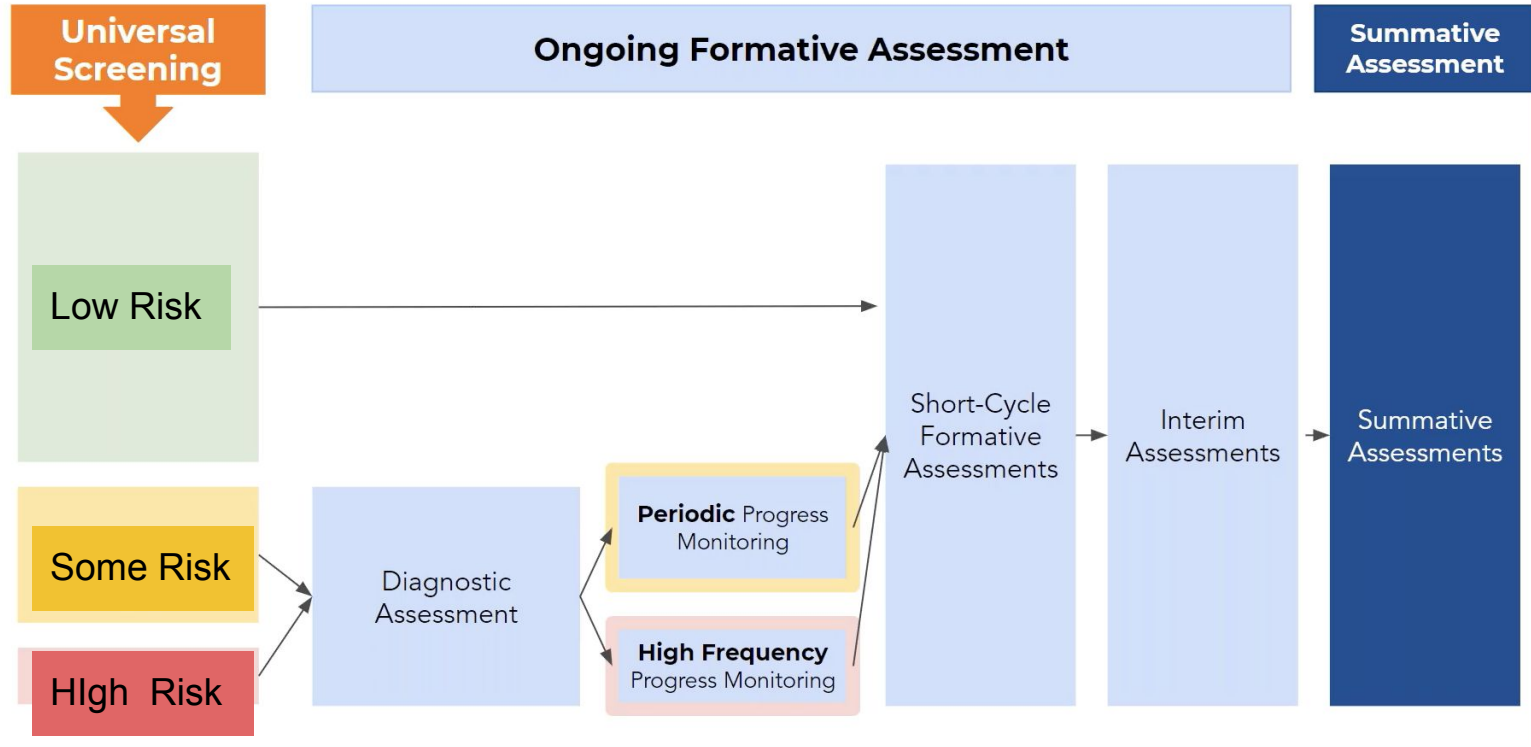
Summative
(Monitored at District level)



Assessments In Action

A Balanced Assessment System

Adapted from Balow, Christopher (2017). A Complete Guide to Balanced Assessment Systems. Retrieved from <https://illuminateed.com/resources/library>



ELEMENTARY ASSESSMENTS 2022-2023

Critical Screeners

early Reading (K-1) - English and Spanish

CBMreading (2-5) - English and Spanish

Early Adopters: Critical Screening in Mathematics

Curriculum Embedded Interim Instructional Assessments

EL Education/Open Up Literacy

Benchmark Biliteracy

Bridges Mathematics

School Monitored practices

Formative, short cycle assessment to drive teaching and learning

Critical for family and student communication and engagement

Summative Assessments

Wisconsin Forward Exam or Dynamic Learning

Maps

ACCESS or ALT ACCESS (ELLs)

AAPPL



MIDDLE SCHOOL ASSESSMENTS 22-23

Critical Screeners

Reading Comprehension Achieve3000 Level
Set - English and Spanish
Math Screening - iReady Diagnostic

Curriculum Embedded Interim Instructional Assessments

Literacy Instructional Assessments/MMSD Scope
& Sequence
College Preparatory Mathematics (CPM)

School Monitored practices

Formative, short cycle assessment to drive
teaching and learning
Critical for family and student communication and
engagement

Summative Assessments

Wisconsin Forward Exam or Dynamic Learning
Maps
ACCESS or ALT ACCESS (ELLs)
AAPPL



HIGH SCHOOL ASSESSMENTS 22-23

Critical Screeners

Reading Comprehension Achieve3000 Level Set - English

Curriculum Embedded Interim Instructional Assessments

Course Specific Assessments

School Monitored practices

Formative, short cycle assessment to drive teaching and learning
Critical for family and student communication and engagement

Summative Assessments

Pre ACT (replaces ASPIRE)
Wisconsin Forward Exam (Social Studies only) or
Dynamic Learning Maps
ACCESS or ALT ACCESS (ELLs)
AAPPL
Advanced Placement (For students who register)



Amount of Time

	% of instructional hours per year	# hours per year	ELLs
Least Tested Grade 5K & 1	.01%	10 minutes	+ 2.50 hours
Most Tested Grade 8 DLI	1.11*%	12.58**	+ 2.50 hours

*only grade above 1% instructional hours per year

**This represents 3.42 hours less than last year

Reductions in testing

- Removing district required interim instructional assessments
- Making screening windows optional
- Removing duplicative assessments in DLI

Discussion





Previewing September

Preview for September



- Wellness Check
- Launching the School Year Plan
 - Day 1 Readiness
 - Climate and culture
- Co-Curriculars (creating baseline participation data) and the Arts Update
 - Summer Arts Academy learnings and plans for fall

Assessment Appendix

Critical Screeners

What it is

- Given once or a couple times a year
- Quick, and general indicators of grade-level outcomes
- Help us know who is on/off track for reaching end of year grade level outcomes and how students are progressing across the year
- Essential to tiered supports and progress monitoring
- Used for the purpose of prediction, instruction (when combined with diagnostic assessment), and evaluation, depending on the time of year
- Can be used as “Evidence of Success” of the SIP to closely monitor student progress towards goal attainment

What Questions it Answers

- Are our universal efforts effective?
If not, where and how can we improve them?
- Which students are at risk?
- Which students may need intervention?
- Which students might need further diagnostic assessments?

How it Accelerates Learning

- Shows where students are starting the year in relation to grade-level standards to inform early intervention and data-based decisions for students who exceed or have skill deficits
- Measures growth in the winter to identify students and grade levels that need additional improvement before the end of the school year
- Equips educators to accelerate learning equitably
- Provides visibility into whether growth is happening for all students

Interim Instructional

What it is

- Mid-cycle assessments throughout the school year to determine student progress and mastery on grade level standards
- Aligned with the same level of rigor as will be assessed on the end of year state assessments (Forward and ACT)
- Allow us to track and respond to our current progress on the grade level standards
- Important tools for teachers and are embedded within the teaching and learning cycle to plan standards-based instruction
- Important to school-based leadership teams in monitoring progress of some academic SIP goals

What Questions it Answers

- Are students mastering state standards?
- How do these results compare to past data?
- Are there teachers who are exceeding or struggling in terms of efficacy?
- Are there specific student groups exceeding or struggling?

How it Accelerates Learning

- Provides central, aggregated data tracking around trends, groups of students, and equitable practices
- Guides systemic adjustments throughout the year, while there is still an opportunity to impact results and experiences

Formative assessments

What it is

- Play a critical role in strategic assessment systems and the cycle of teaching and learning
- Designed to quickly inform instruction by providing specific and immediate feedback through daily, ongoing instructional strategies that are student- and classroom-centered
- Answer "what comes next for student learning?"
- Best achieved through school level leadership and curricular and instructional resources

What Questions it Answers

- What should happen next in terms of instruction?
- Are students mastering this standard?
- How can I group students to differentiate instruction according to their needs?
- Should I reteach or move forward?
- Should I form small groups for intervention?

How it Accelerates Learning

- Maximizes instructional minutes with frequent checks on standards mastery to move forward as soon as students are ready, but not before
- Informs daily decisions around reteaching, intervention, and learning progression without waiting for medium-stakes assessments
- Addresses misconceptions in the moment to prevent students from falling further behind

Summative Assessments

What it is

- Point in time assessment: occurring at one specific time in the year designed to evaluate learning
- Allow us to evaluate the effectiveness of our curriculum and teaching for the year
- State required assessments are the proficiency standards in which we are striving for by the end of year
- Do not refer to unit or curricular summative assessments that we would use in our grade books
- For students who are ELLs, the ACCESS data is used to measure strengths and areas of growth in language development in English
- Often used in measuring our progress towards reaching our Strategic Framework Goals

What Questions it Answers

- Did students master the content (knowledge and skills)?
- Are we meeting district targets and goals?
- Are there specific student groups exceeding or struggling?

How it Accelerates Learning

- Provides central, aggregated data tracking around trends, groups of students, and equitable practices