

Draft Equity Guidebook – May 2020

Goal 1: Equity in Academics

MPS Priority 1: Increase Academic Achievement and Accountability

Administrative Policy 1.06 Equity Goals:

MPS will cultivate a districtwide culture of data-and-research-based decision-making. (Administrative Policy 1.06, 4b)

MPS will be a system that supports equitable leadership practices. (Administrative Policy 1.06, 4d)

MPS will provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology, and other educational resources that respect their individual identities, backgrounds, abilities, and experiences. (Administrative Policy 1.06, 4e)

Current State:

As a district, MPS has some Pre-K-12 schools that consistently demonstrate academic and other growth indicators such as attendance and graduation rates. However, such growth is not occurring districtwide. For the past three years, the district has been identified as “Meets Few Expectations” on the state report card. In addition, individual and collective disaggregated school data reveal persistent racial, special needs, and linguistic disparities/inequities districtwide.

Although attaining the districtwide designation of “Meets Expectations” or higher is within reach, unevenly addressing achievement gaps, especially for students of color, must be intentionally and systematically addressed in a coordinated and collective manner to make consistent and deliberate progress.

Desired State:

MPS will intentionally, systematically, and courageously use an equity lens, cultural awareness, culturally responsive practices, data-driven decision-making, research, standards-based curricula, technology, and equitable practices to deliberately address persistent beliefs and practices that do not maximize student achievement, engagement, close achievement gaps, nurture social-emotional wellness, and/or reduce districtwide disparities. Although we are extremely proud of the significant and/or consistent progress that some schools and some students have made, our collective goal is to make this a reality for all schools and all students districtwide, especially for those who have been historically marginalized.

Progress Toward Desired State as of May 2020:

- Increased graduation rate in 2019 by 2.4%.
- Conducted the MPS 17th Annual Foro Latino Resource Fair to improve access and support children with special needs and their families.
- Received approval for four schools (ALBA, Marvin Pratt, Stuart and Morse Middle School) to become IB candidate schools.
- Refined implementation of Ambitious Instruction 2.0.
- Developed and implemented CSI Inequity Tool.

Timeline/Focus Areas:

Beginning with the 2020-2021 school year through the 2023-2024 school year, MPS will:

- Implement high-quality, culturally responsive, standards-aligned curriculum for all learners using district-approved instructional materials, resources, and pacing guides (Equity Procedure 1.06 – 2a, 2c, 2d)
- Monitor achievement of disaggregated student groups using formative, interim, and summative data to implement targeted, timely, and intentional support as needed during the school year (Equity Procedure 1.06 – 2a, 2c, 2d)
- Standardize data protocols for access, analysis, and conversations with school leaders, teachers, students, and families to provide timely intervention/support and maximize achievement (Equity Procedure 1.06 – 2a, 2c, 2d)
- Refine, implement, and monitor districtwide professional development to ensure opportunities support the diverse needs of school leaders and classroom teachers (Equity Procedure 1.06 – 2a, 2c, 2d)

Goal 2: Equity in Cultural Awareness and Responsiveness

MPS Priority 2: Improve District and School Culture

Administrative Policy 1.06 Equity Goal:

Milwaukee Public Schools will create a districtwide culture of reflection and awareness building. (Administrative Policy 1.06, 4a)

Current State:

The district's equity problem of practice states, "MPS neither consistently nor effectively engaged all of our students of color, in an environment conducive to learning; thus, there are opportunity gaps that perpetuate low student achievement." This problem of practice highlights the urgent need to systemically and inclusively identify and address inequities as a result of long-standing systems that have not always acknowledged or prioritized the needs of culturally, linguistically, and ethnically diverse, and/or marginalized students, families, and/or educators.

Desired State:

Districtwide professional learning opportunities will focus on building, nurturing, and sustaining collaborative problem-solving, courageous conversations, growth mindsets, the positive power of productive struggle, and culturally responsive practices to deepen and broaden all staff members' knowledge, instructional practices, equity practices, and restorative practices.

Progress Toward Desired State as of May 2020:

- Offered Why Race Matters professional development.
- Celebrated state recognition of 100 MPS schools for behavior, reading and/or mathematics.
- Held Beyond Diversity workshops.
- Facilitated Restorative Practices professional development.
- Engaged newly hired teachers in Culturally Responsive professional development.
- Held monthly Principal Leadership Institutes.
- Offered districtwide professional development for Pre-K-12 teachers.

Timeline/Focus Areas:

Beginning with the 2020-2021 school year through the 2023-2024 school year, MPS will:

- Develop and implement social-emotional learning practices (Equity Procedure 1.06 – 2b, 2c, 2h, 2i)
- Develop and implement social-emotional learning practices (Equity Procedure 1.06 – 2c, 2f, 2g)

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- Implement restorative practices professional development districtwide (Equity Procedure 1.06 – 2c, 2f, 2g)
- Maintain a repository of districtwide Equity Best Practices ((Equity Procedure 1.06 – 2a, 2c, 2e, 2g, 2j)

Goal 3: Equity in Human Resources

MPS Priority 3: Develop Our Staff

Administrative Policy 1.06 Equity Goal:

MPS will recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel. (Administrative Policy 1.06, 4f)

Current State:

As of the 2019-2020 academic year, MPS has 89.9% students of color, 82.6% economically disadvantaged students, and 20.1% special needs students enrolled in Pre-K-12 schools. Currently, more than 60% of hired teachers do not share the same, ethnic, racial, linguistic, or cultural background and/or experiences of their students.

Teacher shortages nationally and locally, the lack of a systemic and intentional identification process of future teachers at the elementary, middle, high school, or post-secondary levels, as well as adults of color choosing to pursue other occupations contribute to a lack of diverse teachers within classrooms districtwide.

Desired State:

Attract, recruit, hire, nurture, and retain highly qualified individuals of color to educate students Pre-K-12, and increase students' opportunities to engage with and learn from a richly diverse teaching force that reflects the globally diverse society in which they will live and work.

Progress Toward Desired State as of May 2020:

- Developed a 3-year plan to enhance Human Resource operations.
- Developed and implemented a districtwide plan to recruit, onboard, and retain highly qualified staff with an emphasis on teachers of color.
- Created MPS University to internally address and meet the diverse needs of schools throughout the district.
- Implemented Grow Your Own Pathway to Teaching Program.
- Assigned LTE Induction Specialists to support newly hired teachers.

Timeline/Focus Areas:

Beginning with the 2020-2021 school year through the 2023-2024 school year, MPS will:

- Conduct ongoing in-person and virtual job fairs focusing on targeted areas (Equity Procedure 1.06 – 2d)
- Prioritize recruitment efforts and staff assignments for schools with a disproportionate number of vacancies in high needs areas, e.g. mathematics, science, bilingual (Equity Procedure 1.06 – 2a, 2d)
- Provide intentional and deliberate professional development to newly-hired teachers (Equity Procedure 1.06 -2c, 2e, 2f, 2g, 2h))
- Collaborate with educators and partners of color to identify, recruit, support, and help to retain teachers of color (Equity Procedure 1.06 – 2g, 2j)

Goal 4: Equity in Finance

MPS Priority 4: Ensure fiscal responsibility and transparency

Administrative Policy 1.06 Equity Goal:

MPS will provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology, and other educational resources that respect their individual identities, backgrounds, abilities, and experiences. (Administrative Policy 1.06, 4e)

Current State:

Funds are allocated on a per-pupil basis, with some exceptions based on programming, e.g., arts, Advanced Placement (AP), International Baccalaureate (IB), or student enrollment. Ambitious Instruction budget conversations are helping to address equity concerns.

State funding formulas, tax levies, declining student enrollment, and other factors have implications for funding within the Milwaukee Public Schools.

Desired State:

MPS will have a districtwide, multi-tiered system of support that will include a standardized method to prioritize the allocation of finances, recreation, operations, and human resources to provide more resources to schools and/or communities with greater budgetary needs based on their student population needs, staffing needs, educators' needs, extracurricular interests, etc. Schools serving significant numbers of marginalized students and families would be a priority.

Ambitious Instruction Conversations and stakeholders' voices and engagement will continue to be used and valued to support meaningful and relevant progress toward a more equitable future.

Progress Toward Desired State as of May 2020:

- Brought forth a successful referendum by the Milwaukee Board of School Directors for additional funding to help MPS attract and retain high-quality certified teachers, offer more career and technical education programs and expand art, music, physical education and language programs.
- Engaged in community listening sessions and other comprehensive processes to find solutions that meet the diverse needs of students, families, and educators.
- Followed through on equitable student-centered funding priorities using general operating funds from state aid, property taxes, federal aid, and local sources.
- Budgeted ninety-one cents for every dollar in the MPS Operations Fund to educate and support Milwaukee's children.

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- Provided a pay raise to most employees as part of an overall compensation and retention strategy.

Timeline/Focus Areas:

Beginning with the 2020-2021 school year through the 2023-2024 school year, MPS will:

- Provide intentional and timely support and resources to schools located in high need areas throughout the district, especially those that may have high needs in specific areas such as staffing, technology, etc. (Equity Procedure 1.06 – 2a, 2c, 2d,)
- Facilitate Ambitious Instruction budget conversations (Equity Procedure 1.06 – 2a, 2c, 2d)
- Enhance Regional Resolution Rooms to support schools in maximizing their budget allocation (Equity Procedure 1.06 – 2a, 2c, 2d)
- Allocate budgets based on equity (Equity Procedure 1.06 – 2a, 2c, 2d)

Goal 5: Equity for Students, Families, Educators and Community Stakeholders

MPS Priority 5: Strengthen Communication and Collaboration

Administrative Policy 1.06 Equity Goal:

MPS will incorporate student, family, and community voices in decision-making district-wide. (Administrative Policy 1.06, 4c)

Current State:

MPS has a variety of opportunities for students, families and community stakeholders to actively engage in learning and social activities. However, some of these opportunities are based on personal relationships, interpersonal skills, or special interests resulting in uneven districtwide engagement in such opportunities. In addition, students, families, and community partners sometimes feel removed from decision-making that could result in selecting opportunities that better meet interests and/or needs of students, families, and educators.

Desired State:

While MPS has many opportunities to engage with students, families, educators, and community stakeholders, this needs to be done in a more systematic and intentional way to maximize such opportunities to better address the needs of underrepresented populations. Such intentionality would significantly enhance current efforts to achieve measurable change districtwide.

Engaging diverse voices from all stakeholders will lead to mutual respect, understanding, collaboration, and partnerships that will benefit MPS and the community. Implementation of equitable, culturally responsive, restorative, and inclusive practices that reflect the needs, hopes, and dreams of those served will support in making MPS the district of choice and a beacon of hope for all.

Progress Toward Desired State as of May 2020:

- Conducted community survey and public listening sessions to gather input about important education topics from students, families, educators, staff and community members to determine how MPS can strengthen and enrich students' academic experience and opportunities.
- Translated more documents or met more oral needs of families based on their linguistic needs or cultural traditions.
- Held District Advisory Council meetings.
- Facilitated Student Advisory Council.
- Implemented the Black and Latino Male Achievement Mentoring Program and Manhood Academy.

Timeline/Focus Areas:

Beginning with the 2020-2021 school year through the 2023-2024 school year, MPS will:

- Ensure that all school-based teams operate using an equity lens (Equity Procedure 1.06 – 2b, 2c, 2e, 2f, 2i, 2j)
- Review and refine school culture and climate surveys to ensure access to all, e.g., language (Equity Procedure 1.06 – 2a, 2e, 2i, 2j)
- Engage students, families, educators, and community stakeholders in meaningful and relevant ways to support academic achievement, social emotional wellness, and culturally responsive schools, to ensure students are prepared for post-secondary education opportunities, and participation in a global economy/society. (Equity Procedure 1.06 – 2b, 2c, 2e, 2i, 2j)
- Build the capacity, trust, and engagement of all students, families, educators, and community stakeholders and seek shared investment in building and sustaining a district committed to equity, access, and inclusion practices/beliefs. (Equity Procedure 1.06 – 2b, 2c, 2e, 2i, 2j)

Appendices

Appendix A: Administrative Policy 1.06- Equity in MPS

Appendix B: Administrative Procedures 1.06 Efforts to Achieve Equity

Appendix C: Equity Guidebook Matrix 2020-2021 to 2023 - 2024