



**MILWAUKEE
PUBLIC SCHOOLS**

Equity

End-of-Year Report

June 20, 2024

Dr. Keith P. Posley
Superintendent



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Presenters

Mr. Nathaniel Deans, Director
Black and Latino Male Achievement

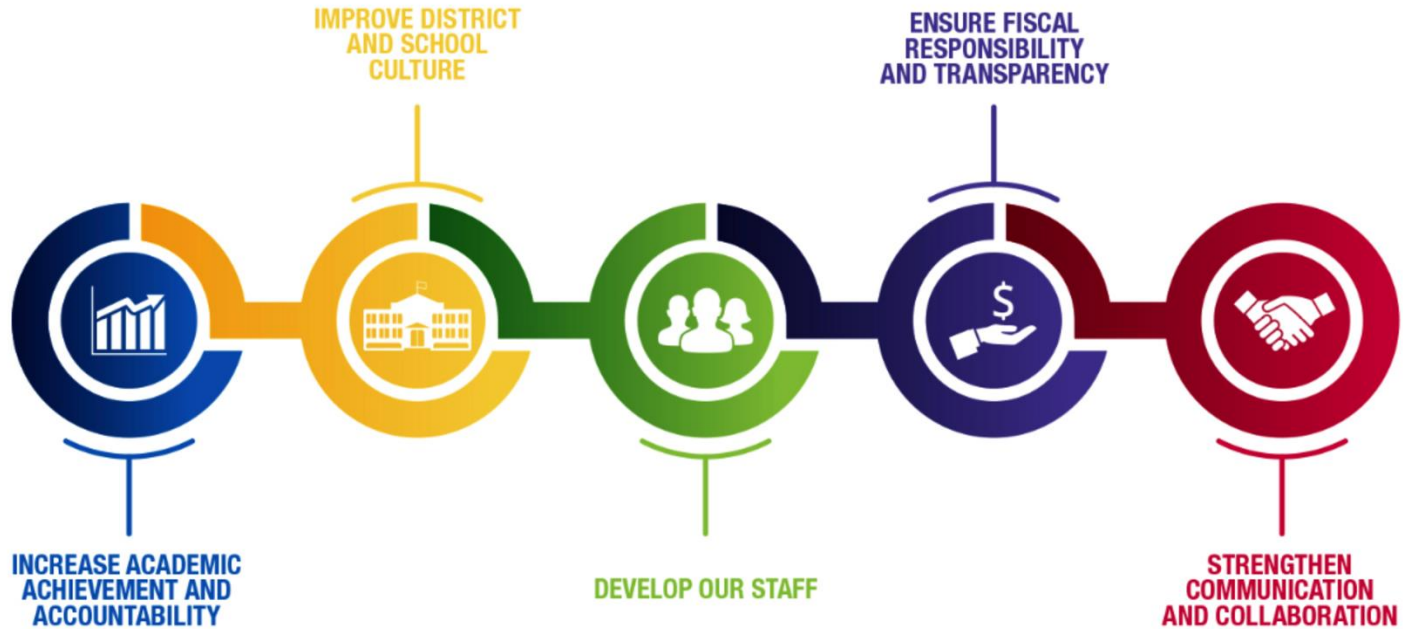
Dr. Patricia A. Ellis, Director
Equity, Access, and Inclusion

Mr. Leon Groce, Director
Restorative Practices

Dr. John R. Hill, Director
College and Career Readiness

Ms. Ebony Lewis, Director
Gender and Identity Inclusion

Five Priorities for Success



Administrative Policy 1.06: Equity in MPS

Administrative Procedure 1.06: Efforts to Achieve Equity

Equity is defined as an allocation of district resources, supports, and opportunities that is based on the needs of students and staff.

Equity lens is defined as a point of view used to acknowledge the disparities that impact historically marginalized groups and to identify priorities based on the areas of greatest needs. These needs will drive district priorities for the most equitable distribution of resources, supports, and opportunities.

Culturally responsive practices are defined as beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences and learning styles to ensure student achievement.



Academic Highlights

Student-Centered Literacy and Numeracy Activities

- Poetry Showcase
- Seal of Biliteracy
- Music
- Central Reads
- In-class numeracy Counting Collections modeling
- Virtual learning opportunities

Supporting Data

- Over 150 students across all grade levels submitted original poems for the second Poetry Showcase. Selected poems were presented in person or virtually in English and Spanish.
- Over 200 seniors from 12 high schools representing 15 languages pursued the Seal of Biliteracy. The languages are American Sign Language, Burmese, Chin, French, German, Hmong, Igbo, Karen, Lao, Maay Maay, Rohingya, Somali, Spanish, Swahili, and Twi.
- Ninety-two percent of students had music classes, and 90 schools had new musical instruments. Currently, 122 music staff members serve schools. Over 400 students performed at the Wisconsin State Music Association Solo and Ensemble event, with more than 100 students advancing to perform at the state competition. At the 50th Biennial Music Festival, over 5,000 students performed as part of a vocal or instrumental group.
- A total of 3,360 K5–grade 5 students who were enrolled in 17 schools received enriched and enhanced literacy instruction from their classroom teachers who participated in Central Reads professional development opportunities.
- Over 4,600 pre-K–grade 2 students in 64 schools benefited from in-classroom modeling of the Counting Collections curriculum by the mathematics team.
- This year, 98 K4–grade 5 students, 159 grades 6–8 students, and 616 grades 9–12 students were enrolled in the district’s MPS Virtual Program (MVP). Also this year, 75 participating seniors graduated from the MPS Virtual Program.
- Over 100 students in grades 5–12 were enrolled in the Milwaukee Virtual Education Program (MVEP). Middle and high school dual-enrollment courses were available.

College and Career Readiness Highlights

Student-Centered Opportunities

- Grade 8 high school selection fair
- STEM
- College and community connections
- Financial Literacy
- College tours
- Summer Academy

Supporting Data

- All grade 8 students in the district attended the high school selection fair.
- All students had opportunities to participate in the Career and Technical Education STEM Partners Showcase and/or MPS STEM Fair. In total, 114 students in K–grade 12 representing 38 schools participated in the CTE STEM Partners Showcase, and 592 students in K–grade 12 representing 49 schools participated in the STEM Fair.
- High school students had opportunities to participate in credit-bearing college courses, internships, apprenticeships, work-study, ROTC, school-to-work, and other pre-graduation opportunities.
- All high schools offered personal finance courses. Currently, 121 sections of personal finance are offered to students. Extended learning opportunities include Reality Check Day, Stock Market Game, Finance and Investment Bowl, Family Financial Literacy Night, and Financial Literacy Month.
- College tours were planned to meet the diverse needs of students, especially those who are students of color and/or first-generation college attendees. Over 4,000 students have participated in a variety of in-state and out-of-state college tours.
- Summer Academy provides academic and enrichment opportunities to elementary, middle, and high school students. In 2023, over 2,700 students completed courses, 36 students earned college credit, 145 students graduated, students completed 171 courses in Virtual Night School, and students participated in a variety of extended learning adventures that included topics such as archaeology, paleontology, farm life, arts-integrated activities, gardening, and culinary arts.

Social and Emotional Learning Highlights

Multi-Tiered System of Supports

- Black and Latino Male Achievement
- Success Center
- Positive Behavioral Interventions and Supports
- Mental health and wellness

Supporting Data

- Through its mentoring support, Black and Latino Male Achievement served 13 schools and 220 students. Thirteen schools and 40 students participated in ambassador opportunities, 16 schools and 320 students benefited from being a part of the buddies initiative, and 240 students at 6 schools participated in the Manhood Development Academy.
- Individualized academic and social-emotional support was offered at the Success Center to over 120 students in grades 3–12, representing over 60 schools.
- Positive Behavioral Interventions and Supports is implemented schoolwide in all 156 schools in differentiated ways to build and sustain relationships and culture and climate. Staff members engaged 1,357 students in Brain Breaks, 1,446 students in engagement opportunities, and 450 students in the 5:1 strategy. Over 4,670 students received Tier 2 support, and over 470 students received Tier 3 support.
- A variety of programs support social-emotional learning and mental health and wellness. These programs include Second Step taught at all schools with K4–grade 8 students. The School Community Partnership for Mental Health (SCPMH) provides a range of services from licensed clinicians. As of April this year, 539 students attending 38 schools received individual therapy. For six schools participating in MPS RISE efforts, students have become mindful mentors and/or learned how to implement the Zones of Regulation curriculum.

Strategies and Supports for Students Highlights

Enrichment/Student Voice Activities

- Gender and Identity Inclusion: LGBTQ+ and Girls of Color
- Community Learning Centers
- Passport to Summer Reading
- Student Leadership Summit
- Advanced learning camps

Supporting Data

- Gender/Sexuality Alliances are active in over 40 schools, and through the Open Books Donation Initiative, 135 schools received LGBTQ-inclusive books.
- Fifteen schools launched the Girls of Color Pilot Partnership Program, over 300 students participated in Denim Day, 20 schools engaged in the Girls on the Run program, and over 200 students attended the movie *The Color Purple* and the play *Khloe's Beautiful Blues*.
- Community Learning Centers served 4,887 students in K4–grade 12 at 41 schools throughout the 2022–23 school year and 3,094 students at 39 sites in summer 2023. Educational, recreational, and social activities included academic enrichment, youth development, college and career readiness, social and emotional learning, technology, performing and visual arts, recreation, and family engagement.
- Passport to Summer Reading was piloted in summer 2023. Over 100 books were distributed to families. This summer, from June to August, the first 25 families to attend may pick up a free picture book from designated locations such as Juneteenth Celebration on King Drive, Summerfest, and Gee's Clippers. Each book includes a QR code that links to a video of the book being read aloud.
- Over 380 students in grades 6–12, representing over 20 schools, participated in the annual fall and/or spring Student Leadership Summit. Students identified a problem of practice and made recommendations based on input from their peers.
- In the fall and spring, over 100 students in K–grade 5 representing 20 schools participated in advanced learning camps. A two-week advanced learning summer camp is held for 60 students in grades 1–5.

Equity, Access, and Inclusion Additional Highlights

Restorative Practices

Over 4,750 contacts were made with students in 5 schools that receive direct coaching from restorative practices practitioners four days per week. In addition, over 330 students in 19 additional schools engaged in restorative practices.

ACCESS for English Language Learners

Seventy-five schools had 95% or higher student test participation.

MPS 2024 Districtwide Spelling Bee Finals

Students in grades 3–10 submitted 92 designs for the T-shirt design contest. Thirty-eight schools, grades 3–10, engaged in the spelling bee; participants included 280 first-place finalists and second-place alternates. Over 1,000 attended in person, and over 180,000 viewed TMJ4 or MPS livestreams.

Student-Created Equity Evaluation Tool/Research 101 Pilot

Students and supporting staff attended two virtual and one in-person meeting to learn research methods and practices and to develop their research question to evaluate equity at their school. Students engaged in a literature review to build their background knowledge and compare insights. Findings and recommendations were shared at their school and the Equity Summit.

Eighteen students from 4 high schools led this work, and over 130 students completed surveys to contribute to the research and evaluation process. Three Marquette University graduate students enrolled in the Capstone course visited school teams and served as the pilot-year external evaluators.

Cantos de las Américas

Montessori 50th Anniversary Celebration

Dr. Martin L. King Jr. Speech, Writing, and Art Contests

Superintendent's Student Advisory Council

Food Justice Task Force

First Nations Studies

Milwaukee Direct Admit for high school juniors

DPI Five-Year Equity Evaluation community meetings

Five-Year Strategic Plan survey and community meetings

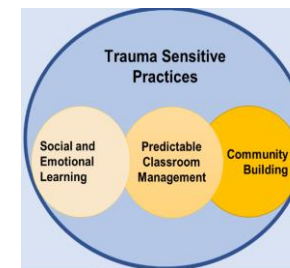
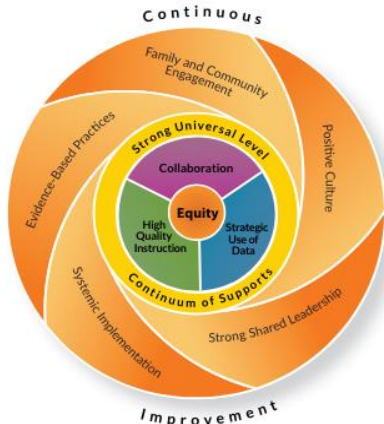
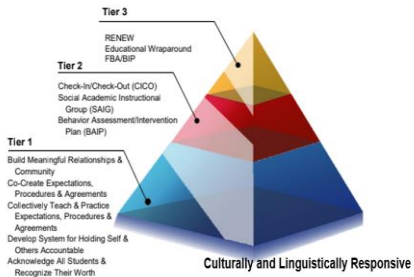
UNSIL World Fair

Refugee and Immigrant Family Community Resource Fair

Heritage Month recognitions and celebrations

LEGO® League Competition

“A strength-based classroom is a place where students with all sorts of labels come together as equals to form a new type of learning environment.” — Thomas Armstrong





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Thank You

Vinaka Maake Asante Shukria Dhanyavadagalu
감사합니다 Dank Je Dankscheen Kam Sah Hammida Manana Dankon
Blagodaram Dziakuje Mauruuru Biyan
Juspaxar Arigato Chokrane Diolch i Chi Terima Kasih Matondo
நன்றி Bedankt Dhanyavada Arigato Grazie Tack
Ua Tsaug Rau Koj Dakujem Gracias Mochchakkeram
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