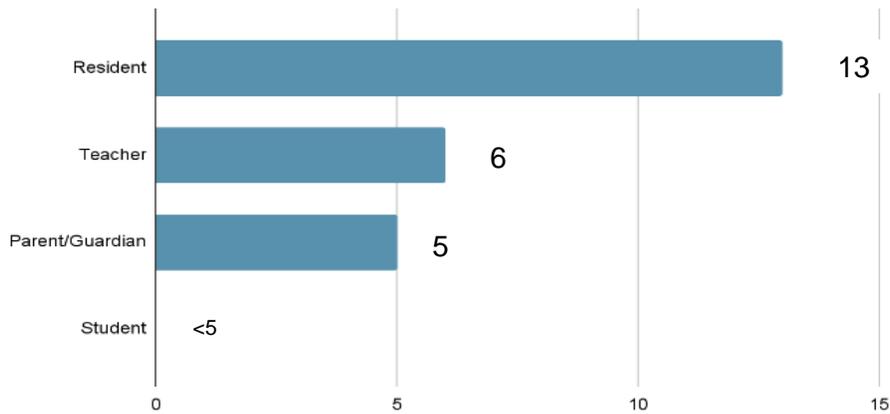


Five-Year Equity Evaluation Post-Session Surveys

We sought participants through social media, newsletters, and Thursday Updates. Over 50 individuals submitted their name to be part of the committee. All individuals were welcomed, but 21 attended regularly. This did not include the 26 staff members who facilitated, presented, or served as table leaders.

Committee Participants



Residents/teachers/parents may be duplicate people.

Twenty-six MPS staff members presented information on the eight topics that were designated by the Wisconsin Department of Public Instruction to be discussed:

Wednesday, November 1, 2023

- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided by or administered by the district
- Participating trends, patterns, and school district support of athletic, extracurricular, and recreational activities
- Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing

Wednesday, November 8, 2023

- School district technology, including electronic communications by school district staff (bullet 8)
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment
- Enrollment trends in classes and programs

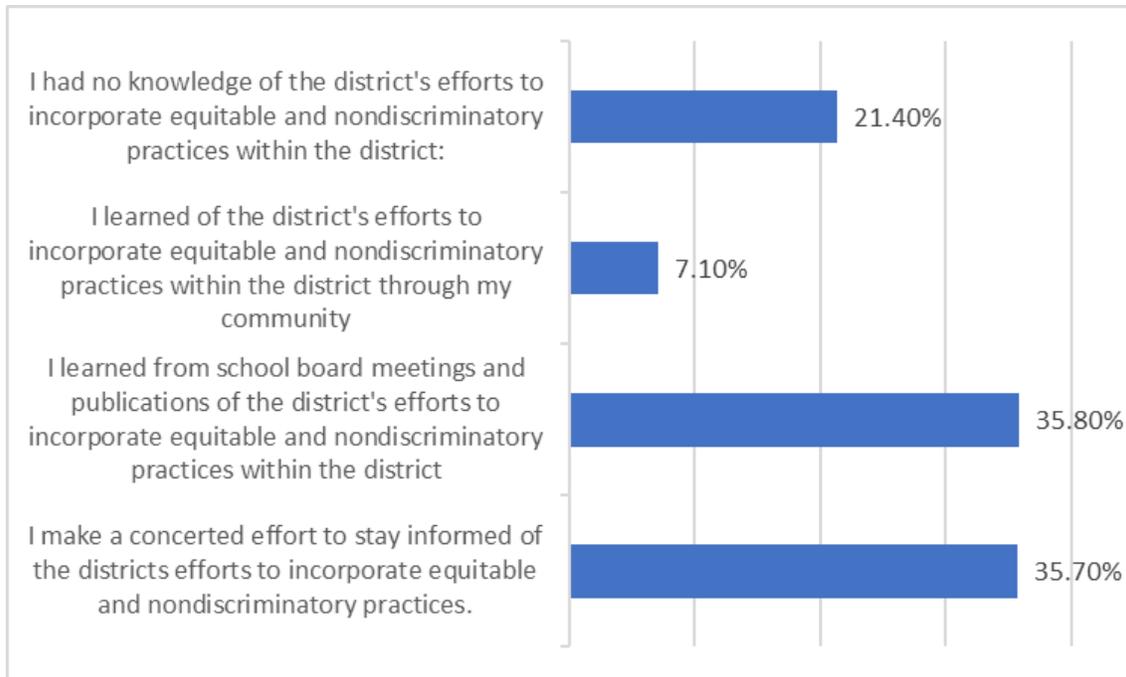
Wednesday, November 15, 2023

- School board policies and administrative procedures
- School district efforts to achieve equality of educational opportunity and nondiscrimination

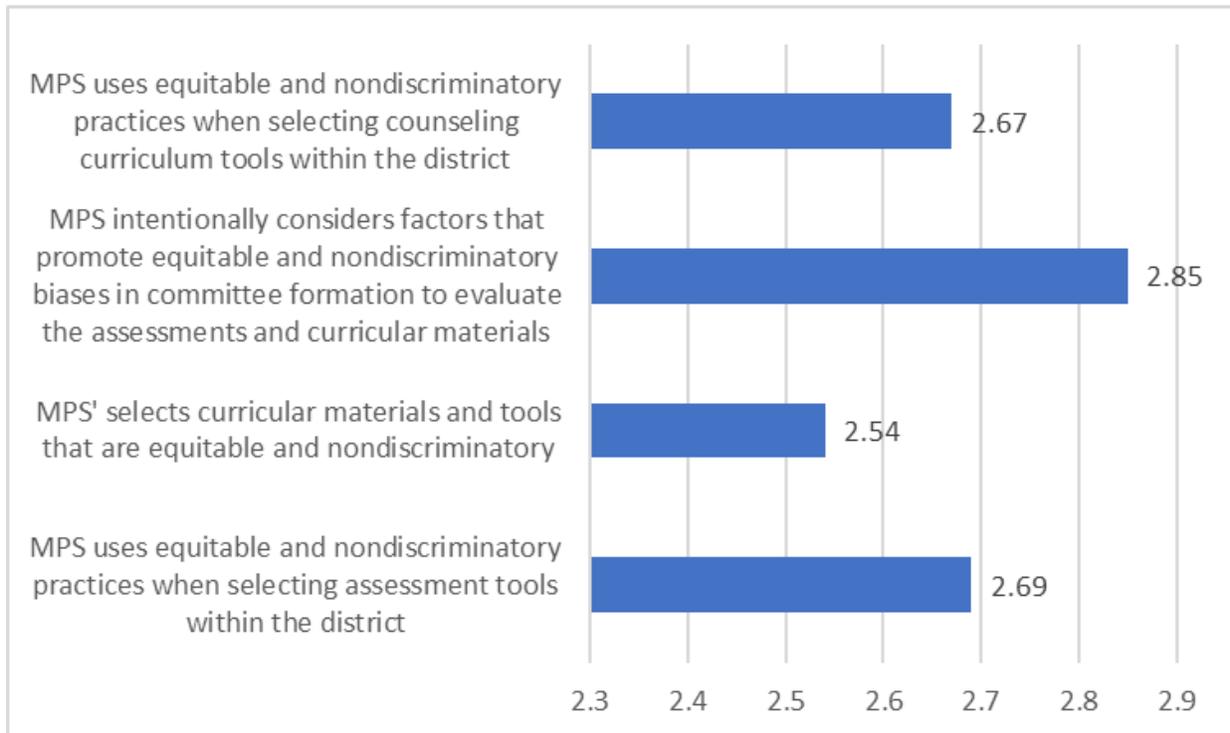
Data were collected after each meeting to provide an opportunity for committee members to have a voice on the topics presented. Data were not collected during table discussions, so participants had the opportunity to dialogue, clarify the information presented, and have questions answered prior to completing the survey. The committee was told during the session that the survey would be the mode of data collection.

Session #1 Summary

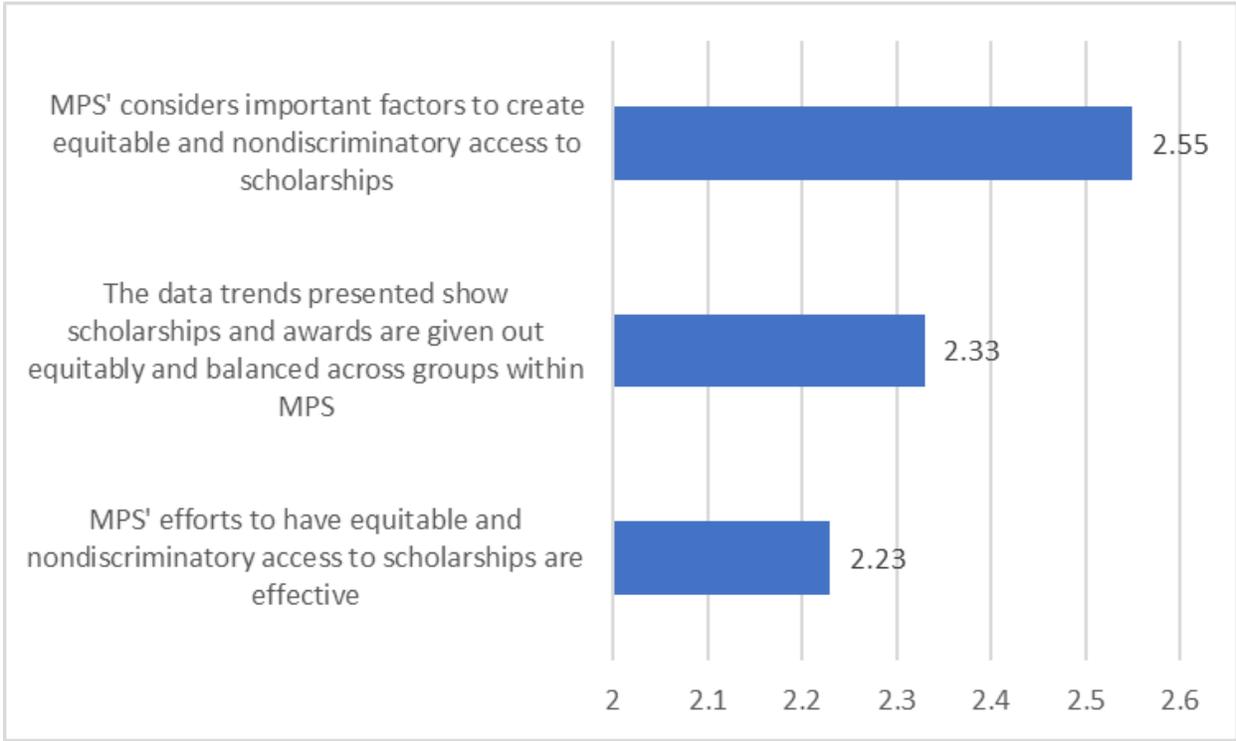
Q: Prior to attending today's session, what was your perspective on the equitable and nondiscriminatory practices within the district?



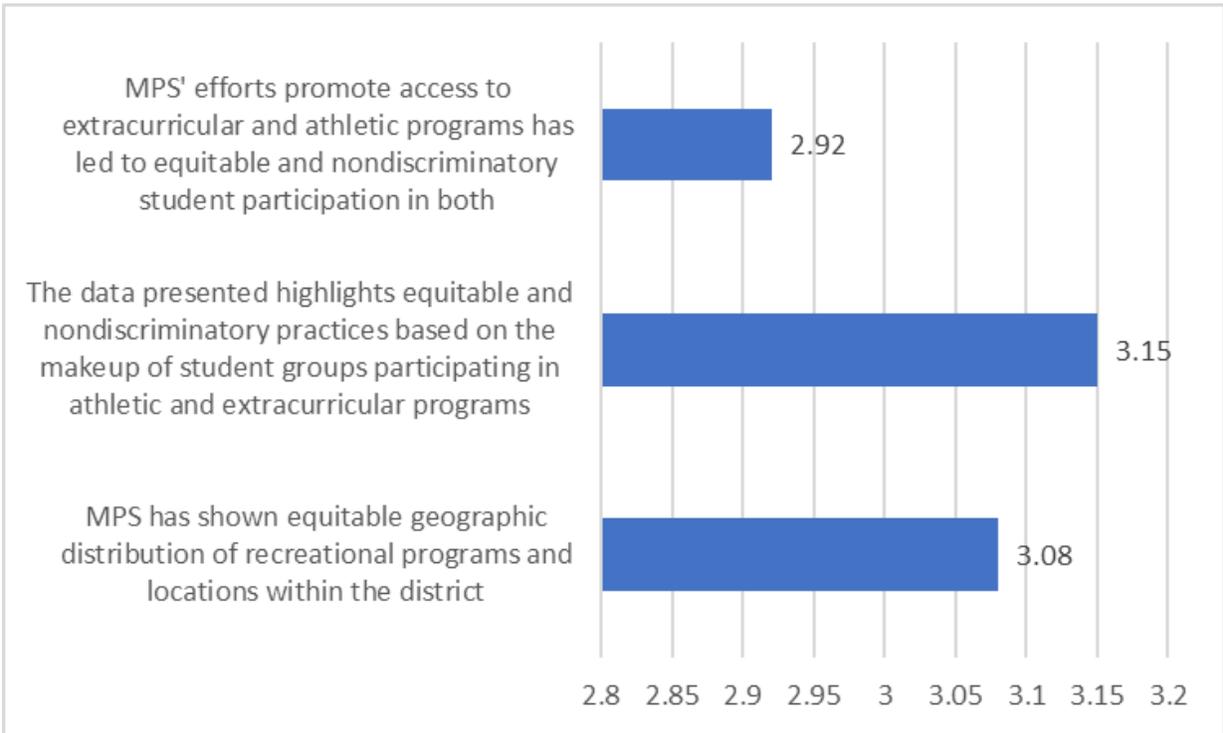
Q: "Methods, Practices, Curriculum, and Materials Used in Instruction, Counseling, and Pupil Assessment and Testing" (Strongly Agree = 4 to Strongly Disagree = 1)



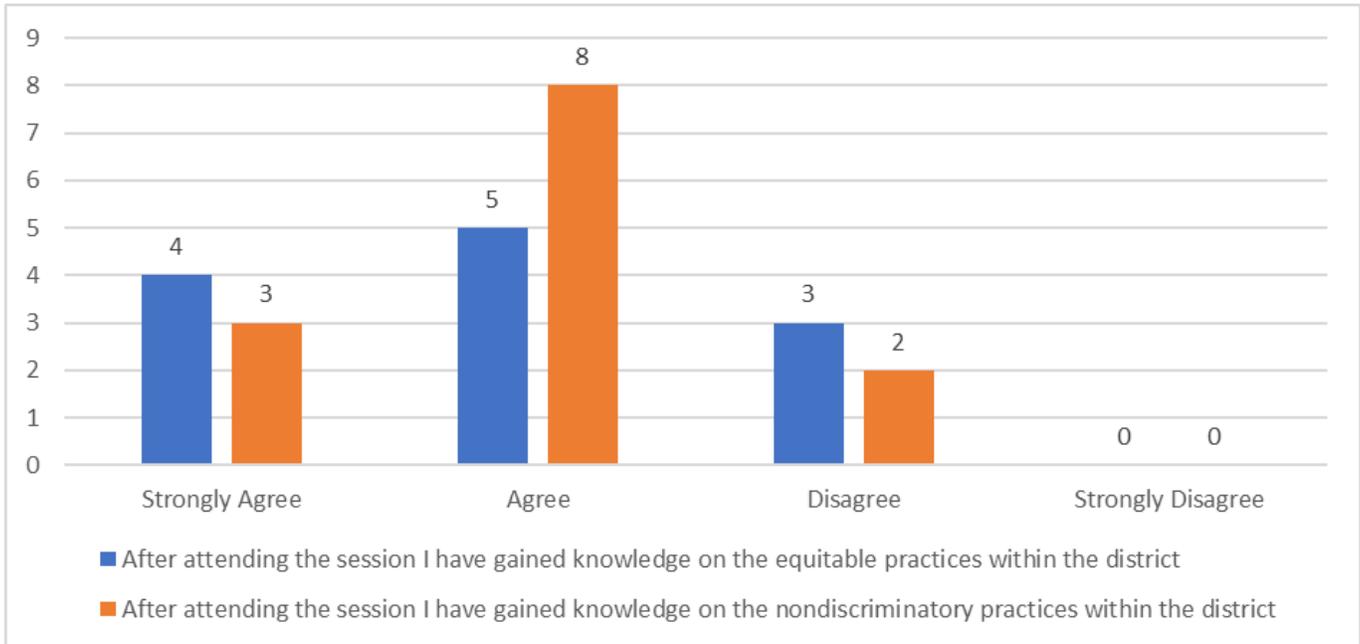
Q: "Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District" (Strongly Agree = 4 to Strongly Disagree = 1)



Q: "Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities" (Strongly Agree = 4 to Strongly Disagree = 1)



Q: After attending the session, I have gained knowledge on the equitable and nondiscriminatory practices within the district. (Strongly Agree = 4 to Strongly Disagree = 1)



Q: Based on the presentation you just attended, what can MPS do to incorporate more equitable and nondiscriminatory practices within the district?

Ten out of twelve participants taking the survey wrote a response to this question.

- Three respondents explicitly mentioned wanting the data to be presented with more context and disaggregated differently (e.g., the scholarship data broken down by school, providing total numbers of seniors eligible for scholarships in each school, etc.) in order to provide them with the information necessary to more fully answer this question, and two respondents said they “don’t know” or didn’t have enough information to make an informed suggestion.
 - The scholarship data in general seemed to cause significant confusion, with most feeling that the data were inadequate to assess MPS’s role in students’ scholarship earnings.
- More information about the processes and data points underlying decision-making:
 - Who sits on curriculum committees and why there are not committees for all curricula used (e.g., none for the counseling curriculum)
 - How committees determine whether a curriculum or test is appropriate for the district (confusion as to why the social studies curriculum was selected as the example presented when it did not appear to meet the committee’s criteria)
 - How counselors and other staff are distributed throughout the district when vacancies arise
 - How the district communicates/trains staff on testing procedures (opt-out, reducing pressure, etc.)
- More emphasis on ensuring representation of a variety of groups in curricula that is balanced and fair:
 - LGBTQ+ and nonbinary
 - Ensuring that all people, including white people, are represented fairly
- Form a committee that holds the district accountable for implementing and upholding equitable practices:

- One respondent thought that community members should be a part of this and other committees on equitable practices. *(Note: There are community members on this committee.)*
- Make driver's education as an elective course to reduce barriers to participation.
- Bring back courses in home economics and shop to align with demand for certain jobs in Wisconsin/the economy and to reach students for whom college is not a good fit/too expensive.

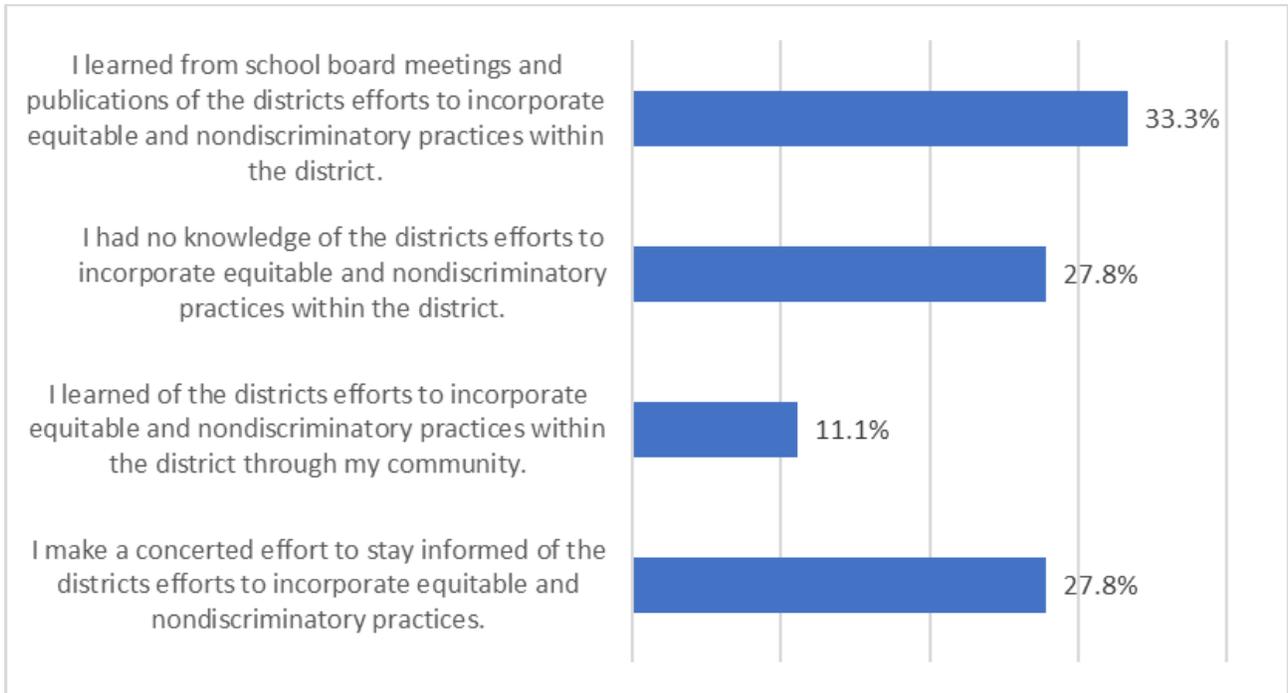
Q: What other questions or comments do you have after session 1?

Six out of twelve participants taking the survey had further questions or comments.

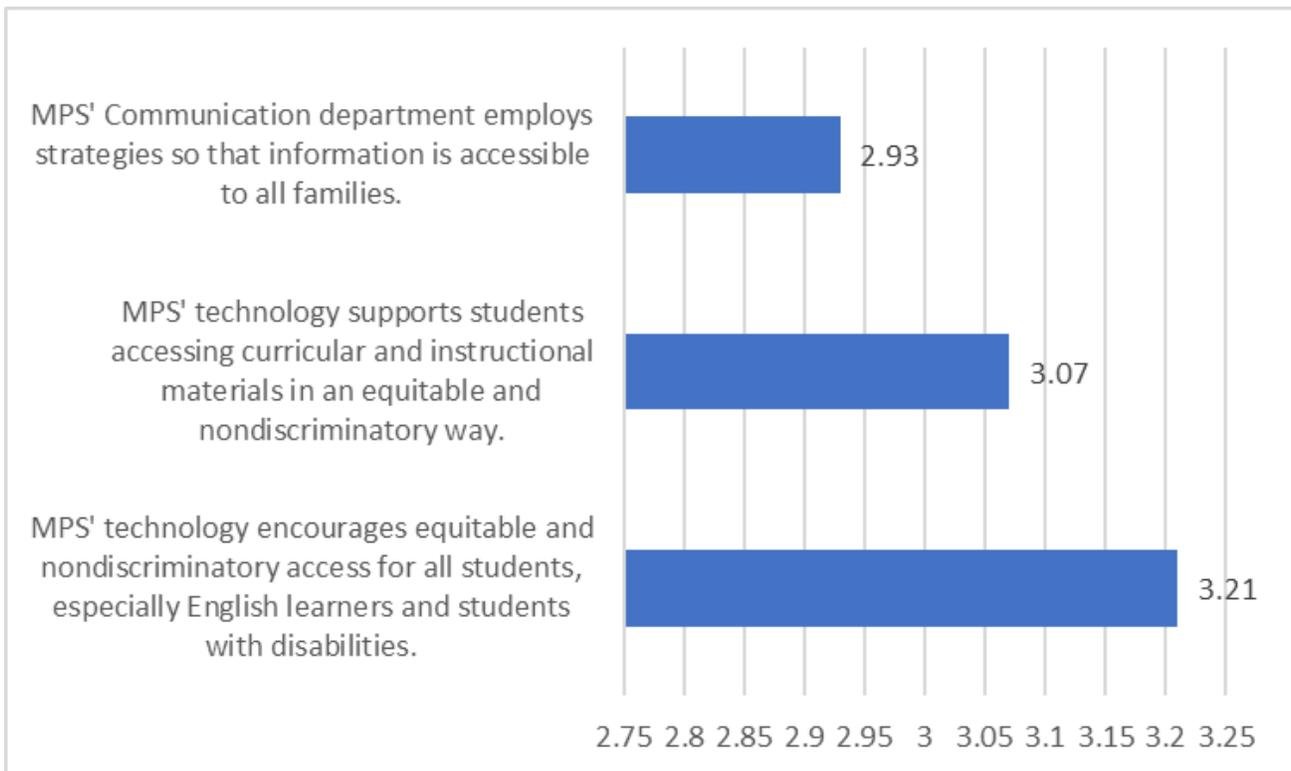
- Two respondents felt that there was a lot of information to digest at once and not enough time to discuss it with their table and ask questions in the time permitted. They also felt that the presentations lacked enough context for the most part (except for MKE Rec), especially the curriculum adoption discussion.
- Concerns were expressed about Native American students being underrepresented in scholarship money.
- Concerns were expressed about testing, specifically how/whether tests can be equitable when they are "standardized" and not "culturally relevant" and how MPS prepares staff, students, and families for taking these assessments in a way that is equitable and consistent across the district.
- Respondents would like to know more about how vacancies are distributed and handled across the district (e.g., broken down by school with the demographic data of each school included).
- Curricular suggestions/question:
 - Forming a committee that comprises teachers, parents, community members, and district staff when evaluating and selecting curricula for the district
 - Expanding IB programming to more schools
 - Concerns that MPS's curricula are outdated/behind other private schools in the area, putting MPS students at a disadvantage
 - Creating alternative school programming for bilingual students, with at least two programs offered in separate parts of Milwaukee

Session #2 Summary

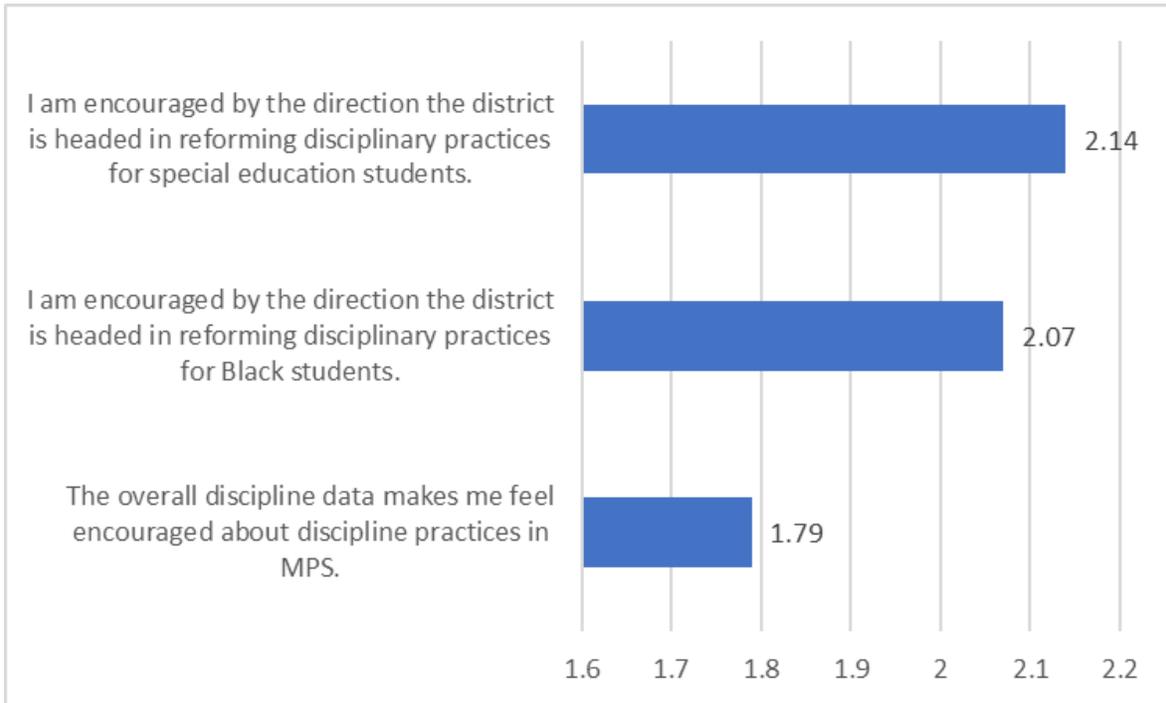
Prior to attending today's session, what was your perspective on the equitable and nondiscriminatory practices within the district? Updated



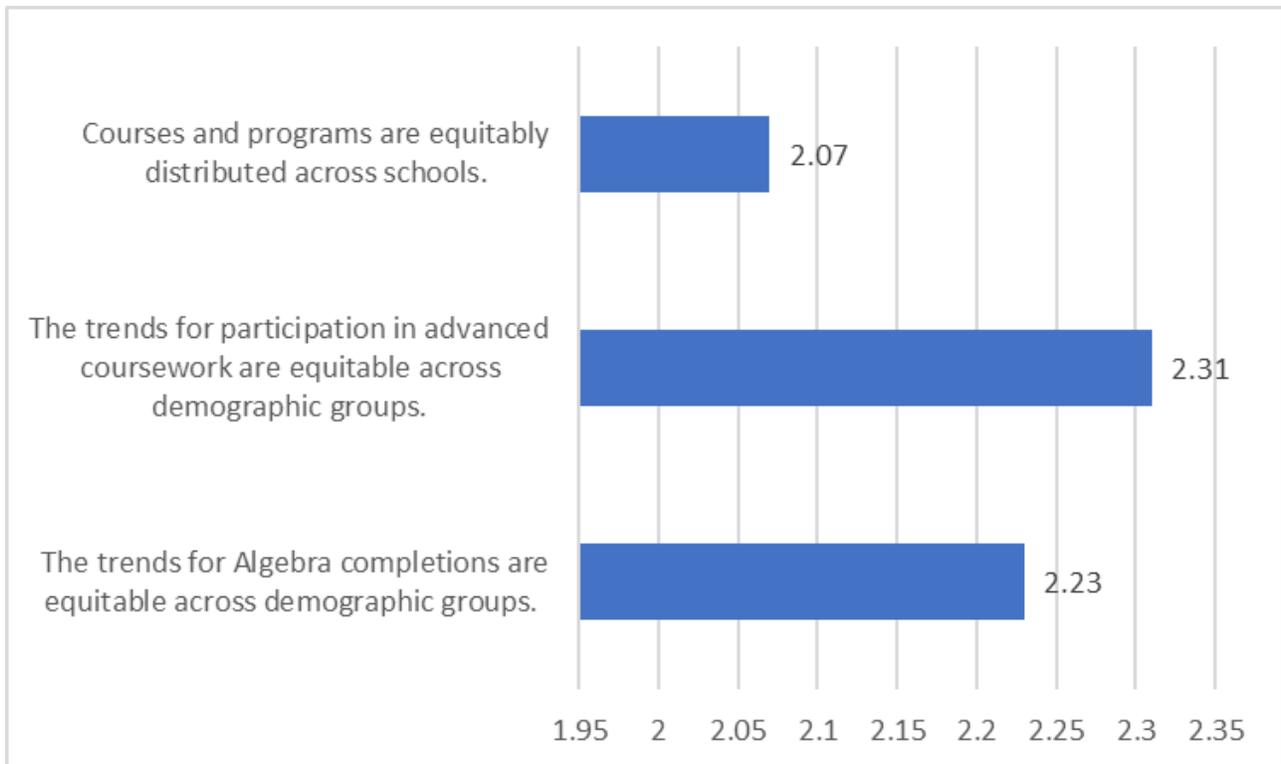
Q: "School District Technology, Including Electronic Communications by School District Staff"



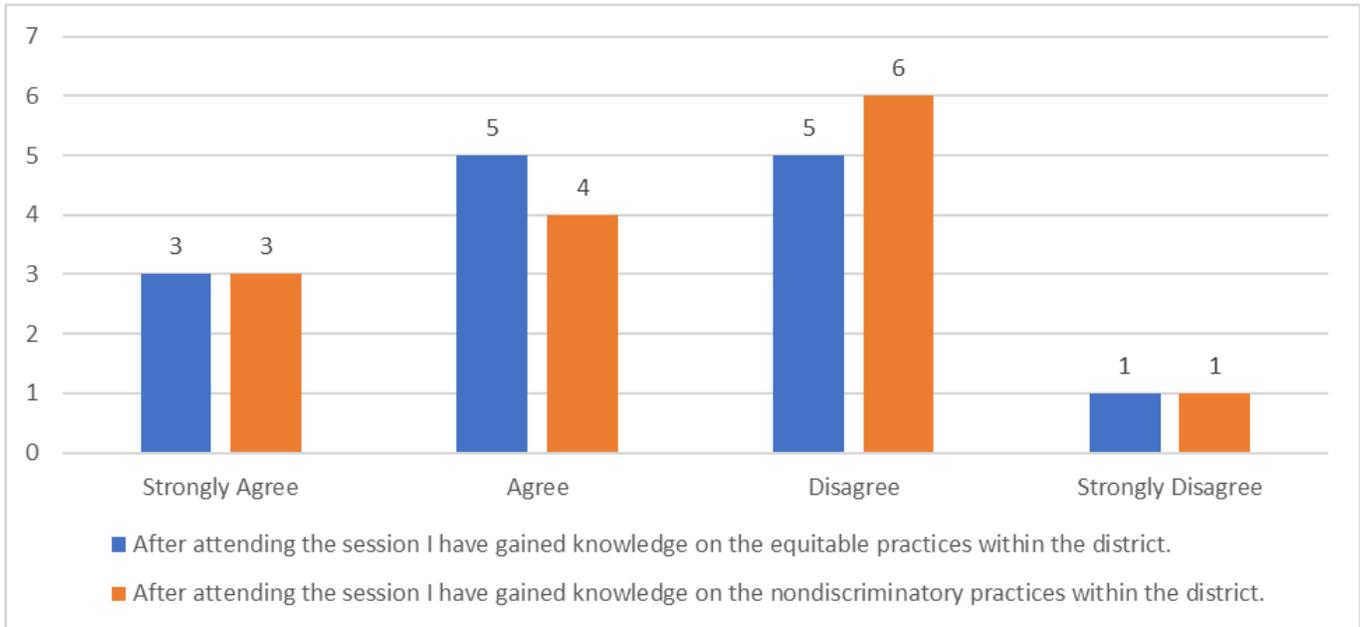
Q: “Trends and Patterns of Disciplinary Actions, Including Suspensions, Expulsions, and Handling of Pupil Harassment”



Q: “Enrollment Trends in Classes and Programs”



Q: After attending the session, I have gained knowledge on the equitable and nondiscriminatory practices within the district.



Q: One recommendation I would make to the district for improving disciplinary practices going forward would be:

Eleven out of fourteen participants taking the survey wrote a response to this question.

- More training, support, and accountability measures for teachers and other school-based staff on restorative practices, anti-racism, and anti-bias
- Reduced class sizes to assist with classroom management
- More community engagement and recruiting assistance of outside organizations to assist with training and accountability (e.g., Ubuntu research and evaluation)
- Offer more engaging, relevant curriculum that students connect with and ensure that teachers are trained and supported in providing curricula and instruction that are engaging for all students.
- Dual-enrollment/hybrid options for students with challenging behaviors
- Remove police officers from school buildings; they induce stress and anxiety in students and are often not trained in de-escalation or child psychology to help manage challenging behaviors more effectively. *(Note: We shared with the committee that, currently, there are no police officers in school buildings unless they are responding to an incident.)*
- Provide safe spaces for students to go when they are removed from the classroom, a space where they are still being supported and offered classroom work so that they are not losing out on instructional time. *(Note: We shared that there are spaces like this currently in schools. One example is a “buddy classroom.”)*

Q: Based on the “Enrollment Trends in Classes and Programs” presentation, please fill in the blank. I would like to see _____ course or program in more schools across the district.

Eleven out of fourteen participants taking the survey responded to this question.

- AP courses in all high schools
- Equitable access to all courses/more variety of courses and programs at all schools
- Composition

- Not a course but focus on ensuring that teachers are highly qualified and effective at teaching the courses they have on their schedule
- These programs at more/all schools: BLMA, GII, drama/theater, and restorative practices
- Language courses at African American immersion school
- Technology-based courses (surveillance, mobile devices, computer repairs)
- Skills-based courses such as home economics, the trades, financial literacy, shop classes
- More art-based courses across all schools
- Driver's education
- More mathematics courses that build students' math skills
- African American literature and curricula that reflects African American culture and history
- Environmental education (sustainability, course called "Clear Air" in which students build air-filtering devices)
- Coursework on combating misinformation/disinformation

Q: Based on the presentation you just attended, what can MPS do to incorporate more equitable and nondiscriminatory practices within the district?

Seven out of fourteen participants taking the survey responded to this question.

- Incorporate student voice into decisions on programming, curricula, accessibility, and social-emotional learning.
- Ensure that proper supports are in place for all students.
- Reduce class sizes.
- Recruit and retain Black teachers and consultants to the district.
- Increase the cultural engagement with Black students and their families.
- Increase access to technology for all students.
- Uplift and prioritize the experiences of Black students.
- Prioritize funding, resources, and staff to lowest-performing schools and to schools with higher rates of discipline disproportionality.
- Start collecting data on student transfers due to discipline incidents to ensure that they are not funneling into the lowest-performing schools.
- Provide consistent trainings on documenting and categorizing discipline incidents/behaviors in IC every semester for all staff and make the CFUs more challenging and longer to ensure that passing means that staff actually learned the content.
- Incentivize staff to stay in lowest-performing schools, perhaps by offering higher salaries.
- Three offered no recommendations; rather, they felt that they did not get an accurate picture of the daily practices in schools from the presentations and data provided and therefore did not know how to recommend a change or feel confident that change would actually take place on the ground.

Q: What other comments or questions do you have?

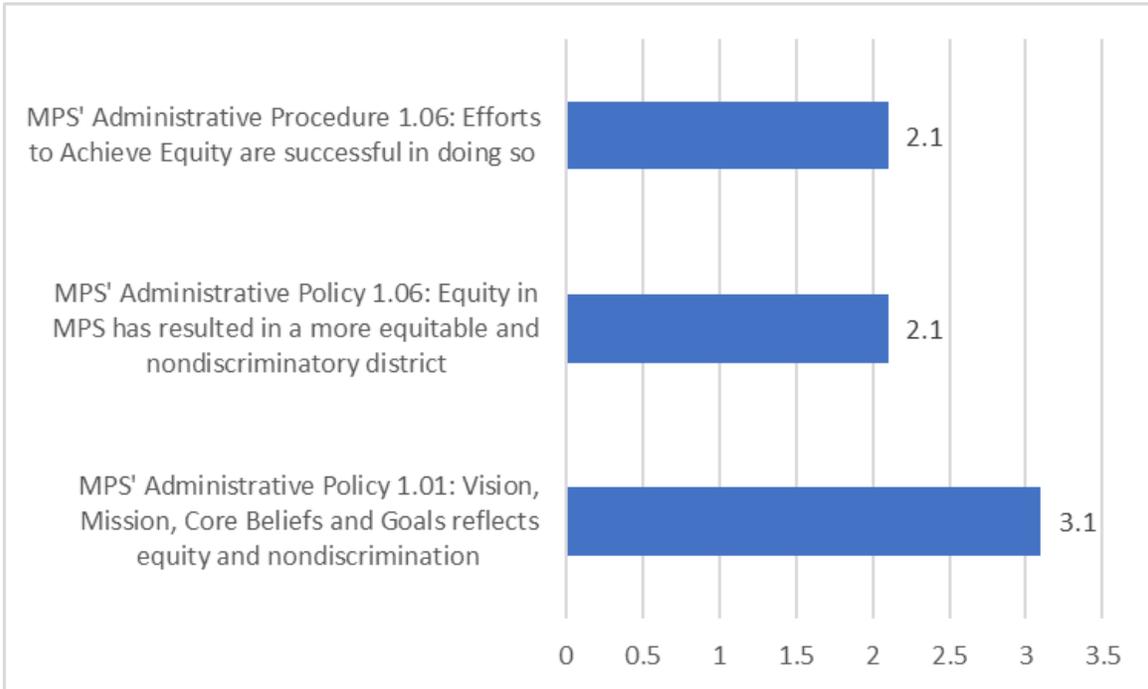
Seven out of fourteen participants taking the survey responded to this question.

- Feel that the meetings are not adequate to deeply engage with the community around the data and to fully answer their questions/discuss the issues in depth; seems like it's checking off a box
- Would like to hear about the district's next steps after this process
- Bring back political science/American government courses in the curriculum

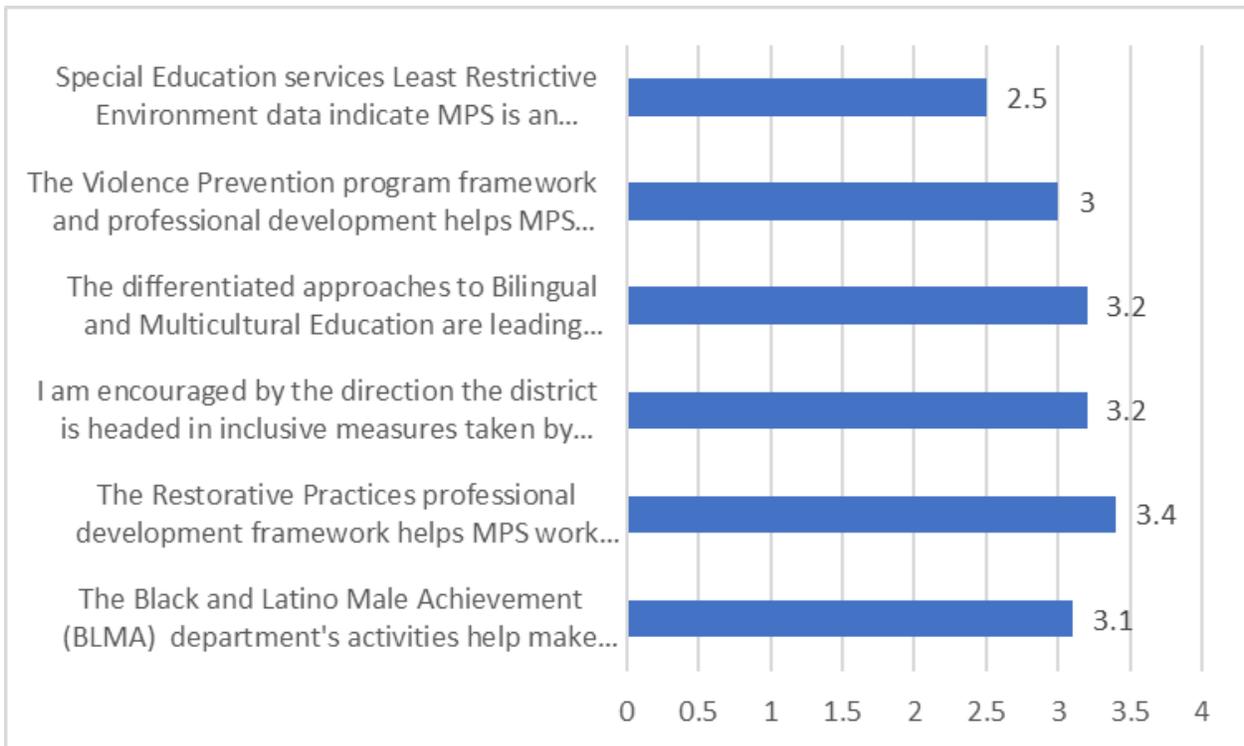
- Data on discipline demonstrates that “disgusting discrimination” is happening and that the lowest-performing schools don’t have the programs or supports to manage challenging behavior
- Would have liked more context about the OCR lawsuit against MPS that led to reforms in discipline in the district and more historical data provided on discipline trends
- Data on staffing vacancies across all schools to see if they are equitably distributed and how the district ensures that the vacancies don’t contribute to inequities

Session #3 Summary

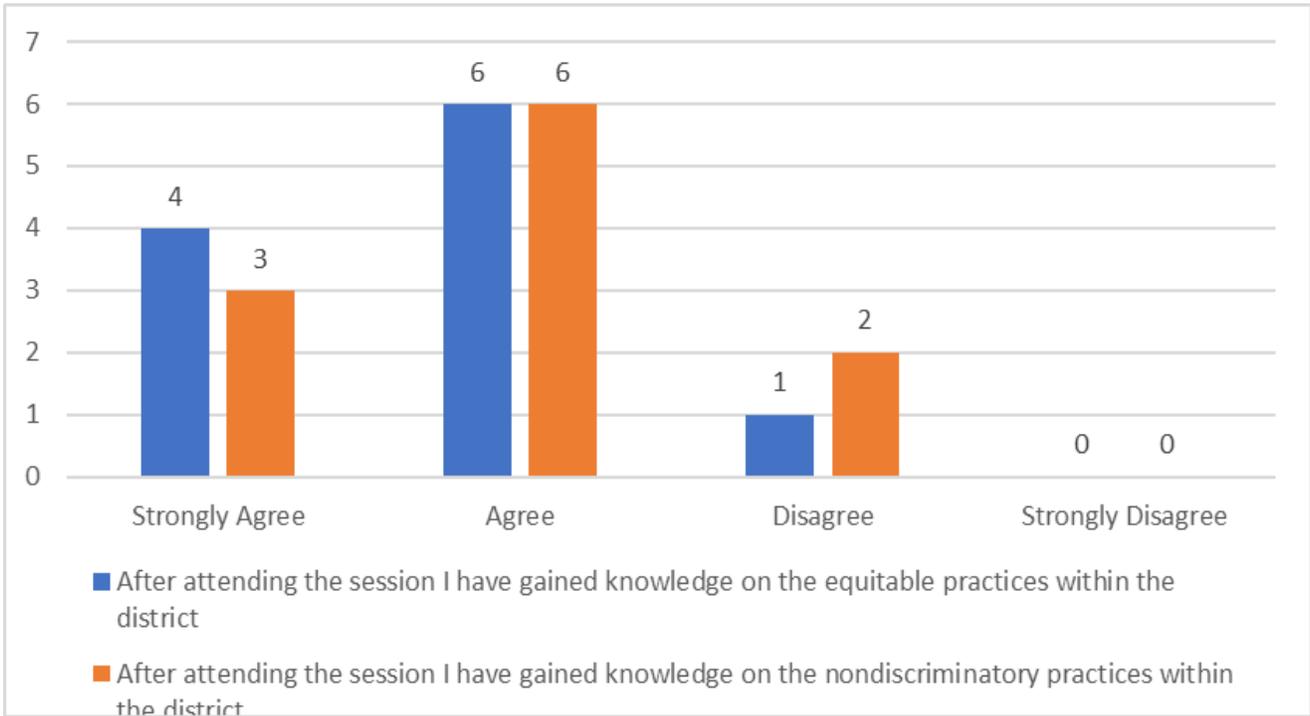
Q: School board policies and administrative procedures.



Q. School district efforts to achieve equality of educational opportunity and nondiscrimination.



Q: After attending the session, I have gained knowledge on the equitable and nondiscriminatory practices within the district. (Strongly Agree = 4 to Strongly Disagree = 1)



One recommendation I would make to the district for improving administrative policies and procedures going forward would be:

- Prioritize providing teachers with time to build relationships with community and families in their school as well as providing training and opportunities for building these relationships within work hours.
- Ensure that the training and PD – the “how” of implementation – is explicitly part of the administrative policy and procedures definitions. Ensure that all staff are aware of the policy and know how to implement it with fidelity.
- More input from non-white community members as well as teachers and paraprofessionals. Ensure that their input and engagement are not merely performative in nature.
- More accountability for ensuring that the policy is enacted in the schools on a daily basis; set and monitor measurable outcomes.
- Make the equity policy and plans visible in schools.
- Distribute staff and resources to lowest-performing schools.
- Increase awareness about translation resources available in the district and how to access them.
- Report on staff vacancies and student transfers due to behavioral issues to the community.
- Provide time and space for teachers to be trained in anti-racism and COMP.
- Create bilingual alternative high schools.
- Incorporate combating/identifying disinformation/misinformation into curriculum.
- Improve the air quality and increase exposure to fresh air during the school day.
- Train district and school staff on what this looks like across departments and identities.
- Provide sessions for families and communities to learn about district policies and what they mean for students.

One recommendation I would make to the district for improving educational opportunities going forward would be:

- Ensure that teachers are engaged with their students and families and want to learn about their experiences.
- Provide more opportunities for students to present their work in public spaces (like the spelling bee).
- Put a plan in place for implementing policies; a policy without a plan for action is useless.
- Institute smaller class sizes.
- Ensure that all schools and classrooms have highly qualified teachers and administrators.
- Make restorative practices the district-wide approach to addressing challenging behaviors, with mandatory training on restorative practices as well as anti-racism.
- Send more resources to schools in poorer neighborhoods.

Based on the presentation you just attended, what can MPS do to incorporate more equitable and nondiscriminatory practices within the district?

- Put words in the policy into practice.
- Racism and prejudice need to be addressed in the district; BLMA and GII are good starts, but more is needed to address what is happening in the classroom and across the district.
- Did not appreciate the ratio of presentation to table talk time; being read a policy doesn't help explain what the district is doing to implement equity.
- Offer more restorative practices.
- Focus on hiring more teachers, counselors, and school social workers.
- Incentivize programs like BLMA, GII, and Girls of Color so that more schools implement the programs in their schools.
- Look deeply into practices that can be applied across departments.
- Be more open and transparent with the public.

What other questions or comments do you have?

- Focus on prioritizing solutions and resources to schools struggling the most (academically, behaviorally, etc.) rather than distributing everything equally.
- Question: "Can Dr. Ellis expand on the theory of change and supporting data for the impact of programs and activities like the spelling bee?"
- Increase citizen participation; too many MPS staff employees and not enough community members at these meetings.
- Frustration with the process because it felt ingenuine; too much information to process all at once and not enough time for discussion and reflection during the sessions. Sense that community voices were not truly heard during these meetings.
- More effort should be made to get all students on grade level rather than focusing on accelerating their learning. It does a disservice to the students if they are passed along without the knowledge and skills required to be successful in the world. MPS needs to be more honest with students and their families about how the student is performing and how to get them to grade level.

At the end of the third session, we asked participants to reflect on what they learned during the committee meetings and tell us:

What is the Milwaukee Public Schools district doing related to equity and nondiscrimination that you are proud of?

- Development of specialized programs to address specific needs of groups (e.g., LGBTQ+, BLMA)
- The thorough resources and services being offered
- Variety of programs
- Bilingual and dual language programs
- Immersion programs
- Voluntary nature of participation in various programs
- Our students, families, and staff working so hard every day
- Not to be cliché, but the Courageous Conversations – transparency and relevance

What concerns do you still have about equity and nondiscrimination in Milwaukee Public Schools?

- Status quo dialogue
- Classroom size
- Sustainability of programs
- Outdated policy
- Lack of policy review
- Long-term planning and evaluation of program effectiveness, data collection
- Discipline disproportionality
- Teacher and staff vacancies inequality occurring in the lowest-performing schools
- Performative community/family engagement about policy
- Why was the MPS Success Center not a part of this information?
 - What will happen to this program?
 - Is it in jeopardy, with all of the good it is doing?
- Need to address mal-information education
- With all of the available resources, are parents being brought into the equation to receive these resources?
 - Do they know that their child/children are in need?
 - Cannot put on Internet with thought that this is enough for services to be obtained in person
 - Communications needed
 - Conversations