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Equity Guidebook

August 2019

www.mpsmke.com

Milwaukee Board of School Directors

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NONDISCRIMINATION NOTICE

It is the policy of Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or 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, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability). The individuals named below have been designated to handle inquiries regarding the nondiscrimination policies.

For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI, 53201-2181

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Dear MPS Students, Staff, and Families:

In August 2017, Milwaukee Public Schools adopted Administrative Policy & Procedure 1.06 to address equity. While the Milwaukee Board of School Directors unanimously passed the policy and procedure, the MPS administration also held a strong belief that we should begin using an equity lens to serve our students. In the Milwaukee Public Schools, our definition of equity is “an allocation of district resources, supports, and opportunities that is based on the needs of students and staff” (Administrative Policy 1.06, “Equity in MPS,” [2][b]).



As the district leader, it is my goal to ensure that all students have the opportunity to be successful. While many of our students experience great success in our district and beyond, we must focus our attention on students who may need additional and different supports to achieve the same success. In determining what supports are needed for students and communities, we “acknowledge the disparities that impact historically marginalized groups and . . . identify priorities based on areas of greatest needs” (Administrative Procedure 1.06, “Efforts to Achieve Equity,” [1][a]). This acknowledgment takes a community brave enough to address systemic obstacles. This document provides guidance to support our students in intentional ways. We can achieve equity with the support of our full village.

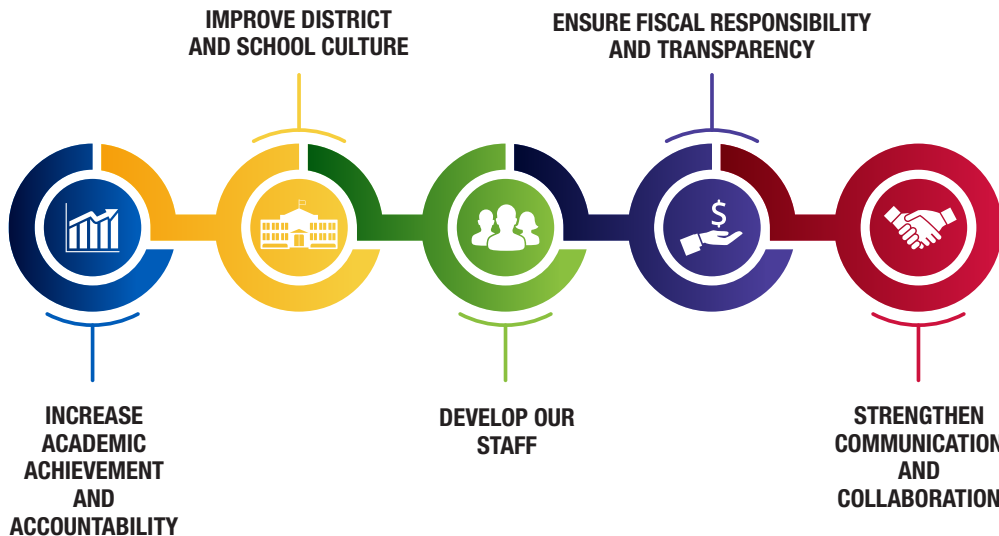
Sincerely,

Dr. Keith P. Posley
Superintendent of Schools

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FIVE PRIORITIES FOR SUCCESS

The district is committed to improving education outcomes for all students in Milwaukee Public Schools by leveraging the Five Priorities for Success.



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Introduction and Background

In March 2016, a district Equity Commission was assembled to analyze equity-related initiatives in Milwaukee Public Schools. The Equity Commission developed an equity policy draft that was vetted by district stakeholders and the Milwaukee City Attorney. In August 2017, the Milwaukee Board of School Directors adopted Administrative Policy 1.06, Equity in MPS, and Administrative Procedure 1.06, Efforts to Achieve Equity, to acknowledge and address the inequities that exist within Milwaukee Public Schools and the Milwaukee community. These inequities have resulted in long-standing, negative impacts on the students and families served both within the district and in the surrounding community.

The Milwaukee Board of School Directors approved Administrative Policy 1.06 and Administrative Procedure 1.06 with the expectation that, following adoption, an equity guidebook would be established. In October 2018, an Equity Leadership Work Group was convened to develop this equity guidebook. The purpose of the guidebook is to provide direction, based upon best practices, while the tenets of the policy and procedure are implemented. This guidebook is designed to specifically call out actions that the district can take when engaging with students, families, and partners to improve the education outcomes of all MPS students.

MPS recognizes that an equity policy and associated guidebook are of particular importance given that its 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 acknowledges that inequities have emerged from long-standing systems that have not always prioritized marginalized students, families, and community. The MPS equity policy, procedure, and guidebook provide an opportunity to improve outcomes for all.



Guidance Document Organization

This guidebook is crafted to encompass four work areas: academics; finance and operations; stakeholders; and workforce development. In the narrative for each work area, Administrative Procedure 1.06 implementation points are identified that were addressed by the work group. Following each implementation point, listed are the current state, the desired state, and the recommended actions to be taken to reach the desired state.

Administrative Policy 1.06 and **Administrative Procedure 1.06** can be found in the appendix of this guidebook. *See Appendix A and B.*

Equity in Academics

Implementation Point (2)(c)

The District shall identify, develop, and apply best practices for which there is evidence that they have made a positive difference for individual students and groups of students in order to reduce prevalent and persistent learning-outcome gaps.

Current State

As a district, MPS focuses on alignment and cohesion to make sure all students experience thriving cultures and climates that lead to high student engagement and healthy identity development. MPS has low achievement and schools that need improvement; these are products of a racial achievement gap.

Desired State

As a learning organization, MPS will become grounded in standards, content, aligned curriculum, and equitable practices to address the education debt by tackling systemic bias and racism through effective use of Framework for Teaching (Danielson, 2013) and Ready for Rigor—A Framework for Culturally Responsive Teaching (Hammond, 2013).



Next Steps

- ▶ Design and implement a standards-aligned curriculum with standards that will set the expectations for all learners.
- ▶ Plan and deliver appropriate grade-level instruction through grade-level standards, shifts to grade-level content, progression of learning across grade bands, assessments, and instructional resources that support all students.
- ▶ Leverage student knowledge and language as we scaffold students toward independence with complex texts and tasks.
- ▶ Implement culturally responsive practices and design equity across the system.
- ▶ Ensure that daily learning targets (social and emotional learning and academics) based on standards are couched in a productive and positive learning environment.
- ▶ Use clear, formative, robust assessments aligned to the standards to monitor and measure how students are learning.
- ▶ Provide feedback to students to build their skills.
- ▶ Establish functional grade-level professional learning communities.
- ▶ Track progress on goals, disaggregated by all student groups, and report publicly each school year.

Implementation Point (2)(e)

The District shall create a standard system of practice for examining and using data and research to empower mindsets about students' abilities to learn, rather than reinforce deficit thinking.

Current State

The district has access to a variety of data reports, but a need exists to systematize the data review process so an effective, continuous cycle of improvement is in place across and among schools in the district.

Desired State

The goal of this implementation point is to activate a data review system that will provide: locations to store data and provide access; protocols for data analysis; and reflection questions on specific data points. All data will be viewed through an equity lens and will be considered based on specific subgroups, keeping all data within the lens of the district as a whole. This comparison allows all schools to understand that MPS is working together as a district toward equity and is working to remove any local disproportionality or lack of disproportionality, and reminds us that our equitable decision making requires us to keep the entire district in mind.

Next Steps

Create one message about accessing data to ensure that everyone has equal access to the same data. Ensure that proper training is available to access data and use the data to make decisions. Identified MPS departments will send school and staff members the same message about which data metrics to use and how to access these data metrics. Identified MPS departments will create protocols and discussion guides with specific questions and resources for supporting equity for schools to follow while dissecting the data.



Implementation Point (2)(g)

The District shall work to train all employees in culturally responsive practices and to give all employees opportunities for professional development that will further establish a culture of collaboration and equity.

Current State

MPS provides a system for professional learning that engages all educators and leaders in continuous professional growth leading to improved practice that results in increased achievement for all students.

Desired State

The MPS goal for professional learning is to implement an equity-oriented approach that critically examines all aspects of the learning environment including educators’ beliefs, attitudes, materials, and practices.

Next Steps

Redesign the delivery method of professional learning that reaches all stakeholders, including classroom teachers, to move us to be brave in a collegial, safe environment. Systems for choice, such as the Learning Management System, should be used to document and incentivize each educator’s growth. Pre-existing equity models/frameworks and their tools need to be implemented fully with regular benchmarks to monitor progress toward identified goals.

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Implementation Point (2)(h)

The District shall work to give all staff and students opportunities to understand cultural identity and the impact of their own cultural identities on themselves and others.

Current State

The implementation of responsive practices is not consistent across the district.

Desired State

We will evaluate human resources to increase ethnic studies course offerings at our schools. Social and emotional learning and restorative practices will be infused in this coursework.



Next Steps

Professional development (with priority for classroom teachers) is critical for educators to understand how cultural values shape expectations in the classroom. All educators must respond to students by examining how their own limitations, biases, and distortions impact safety, support, and academic success.

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Equity in Finance and Operations

Implementation point (2)(a)

The District shall monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs.



Current State

In general, funds are currently allocated on a per-pupil basis, with some exceptions based on programming (e.g., arts) or size of the school. Wisconsin state policy has components that enable us to distribute funding and resources in equitable ways. The state legislature, however, sometimes creates barriers that prevent the district from administering resources to those with the greatest needs.

Currently, capital improvements and building repairs are completed based on decisions made by the school engineer and principal; the school must have the funds to support the repair unless the repair is a major one. In the case of major repairs, the district prioritizes the projects based on existing funds and staff availability to complete the improvements.

Desired State

MPS should develop two strategies: a district-wide, multi-tiered system of support for budgeting in which each school is allocated a baseline amount of support; and 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 needs. Schools would be allocated additional funds based on extenuating circumstances (e.g., higher numbers of low-income students, English learners, students with special needs, and discipline referrals in the previous year). Based on those needs, resources may include additional teachers to reduce student-teacher ratios in high-need schools, more paraprofessionals, and so on. Those schools may also be prioritized for repairs and building upgrades and for recreation opportunities.

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Next Steps

During the 2018–19 school year, MPS started to make important changes to support equitable outcomes. A list of proposed changes follows.

- 1 Provide focused attention on schools and communities located in the 53206 ZIP code.
- 2 Facilitate Ambitious Instruction budget conversations for schools with the greatest needs.
- 3 Create regional Resolution Rooms to support schools in maximizing budget allocations.
- 4 Keep certain resources in some schools with greater needs in spite of low enrollment.
- 5 Develop a standard for technology allocation to ensure that schools with fewer resources have adequate technology.

While these equity best practices are being implemented, the Equity Leadership Work Group recommends that MPS complete a feasibility study to determine other best practices in financial equity in similarly poised districts. MPS can use its affiliation with the Council of the Great City Schools to provide additional understanding about financial equity.

Stakeholder Equity

Implementation Point (2)(i)

The District shall welcome and empower students and families, including underrepresented families and those whose first language may not be English, as essential partners in students' education, school planning, and district decision making.

MPS defines stakeholders as students, families, and corporate, community, and faith-based organizations.

Current State—Students

Currently, MPS administration has regular and ongoing touchpoints with students via the Superintendent's Student Advisory Council, the Black and Latino Male Achievement mentoring program, Manhood Academy listening sessions, and the superintendent's high school listening sessions. An established system whereby information is obtained and collated through each of these channels has not yet been developed. Administration, students, members of the Milwaukee Board of School Directors, and the larger community have difficulty drawing correlations between the issues raised by students and the district's response to those same concerns.

In response to an Office for Civil Rights complaint in 2016, the district developed the MPS Resolution Agreement. As part of this agreement, school-based teams were established to review district practices relative to discipline. Given that this work was designed with a target expiration date in mind, it would be effective to capitalize on the school-based team model to include a review of school practices that affect equity, access, engagement, and opportunity.

Ethnic studies and restorative practices are learning opportunities presently available to MPS students in both middle and high schools. These opportunities are limited, however, and do not include instruction in terms of self-advocacy, which would include how to engage in courageous conversations with teachers, peers, and other authority figures on issues pertaining to students' own well-being and that of their family and/or community.

Desired State—Students

While MPS has many avenues in place to gather stakeholder input, it is critical that a system is developed by which information from the aforementioned touchpoints can be captured, logged, synthesized, and organized. Following identification of emergent themes, the district will develop a report for the superintendent, the senior team, and key district officials to address the needs of underrepresented families with the purpose of enacting measurable change.

Current State—Families

Parent Coordinators: MPS has approximately 130 parent coordinators (PCs), paid through Title I funds, who serve as the district's parent engagement strategy. The PCs' primary responsibility is to encourage and facilitate parent engagement within their respective schools. Although this role was created well over five years ago, the district has not realized a marked increase in the level of parent engagement. Opportunities exist to draft a common definition for parent engagement that is inclusive of the varied ways that MPS parents do, can, and wish to connect with their child's school (that is, beyond current expectations that suggest one needs to be physically present to be engaged).

District Advisory Council (DAC): The DAC meets monthly, comprising family representatives from one-third of MPS's 160 schools, but an imbalance exists among parent representatives. A large contingent of those who might be classified as the "vocal minority" appear to dominate the meetings, overshadowing the "silent majority" from which the district must hear, support, and engage. A breakdown between the DAC and the administration has sometimes occurred, with parents expressing feelings of being devalued and disrespected and that their opinions/insights are unwanted.

DAC membership is the responsibility of both the school leader and the PC. The district expectation is that each school will nominate two individuals for DAC membership. There is a lack of accountability in this system as well as a tendency for schools to select members from their school communities who are the most vocal and visible parents rather than reaching for those who are not. The DAC has far too many schools that send no representation. This must change.

Customer Service Focus Groups: In 2015, the district held customer service focus groups with parents and community members to rate how welcoming, courteous, and respectful district employees were in face-to-face, telephone, and email interactions. The results of the focus groups were used, in part, to provide data to various employee groups during Level 1 Customer Service Training sessions. Since that time, two additional levels of training have been developed and inconsistently delivered on a "by request" basis. Although the 2016–17 Perceptions Survey conveyed a relatively high level of satisfaction in these areas, a consistent approach to training, evaluation, and rewarding of expected behaviors is imperative. This training must explore implicit/explicit bias and ways to manage such biases when engaging with parents, members of the community, and students, regardless of employee status.

Desired State—Families

All families will have a viable way to engage in the education process of their children. Families' voices will be honored and valued. Feedback and suggestions provided by families will be addressed in ways that demonstrate how their input was considered.



Current State—Corporate, Community, and Faith-based Partners

Partnership opportunities are frequently presented to the district. Unfortunately, some opportunities are designed solely to advance the agenda of the proposing partner rather than meet the needs of MPS, or are structured to arrive at a mutually beneficial outcome. In response, the Department of Strategic Partnerships and Customer Service developed three criteria that must be met when developing an ongoing partnership: the arrangement must require no financial burden on MPS; the arrangement must be codified via a memorandum of understanding; and the arrangement must be crafted in such a way that will have an impact on academic achievement or on a school's resource needs. Partnerships are also managed through other MPS departments, including Black and Latino Male Achievement, Career and Technical Education, Milwaukee Recreation, and the MPS Foundation. Each department has its own criteria and purpose for working with partners.

The needs of our students and families are great. Students of color make up 89 percent of the MPS population; 86 percent of students are economically disadvantaged and 20 percent require special education services. Organizations that propose partnerships with MPS must understand – beyond a theoretical level – the challenges that face our students and families before signing up to tutor, mentor, landscape, beautify, and so on.

Desired State—Corporate, Community, and Faith-based Partners

We want our current and potential partners to understand not only the needs of MPS but also the many assets of our students, families, and communities. Gaining a deeper understanding about MPS can help reduce implicit/explicit bias, which will lead to mutual respect and understanding of the strengths that MPS offers. All partners, regardless of their composition, should be made aware of our equity focus, the issues affecting many MPS students, the problem of practice, trauma-informed care, and other efforts being implemented to address long-standing inequities.

Next Steps: Students

School-based Equity Teams: Create school-based equity teams with a requirement that students make up 33 percent of members. Enable the teams to examine school and district procedures that hinder or limit students' access and opportunities for Advanced Placement classes, needed academic supports, extracurricular opportunities, and input on district policies and procedures that affect their school and learning environments.

Perceptions Survey: Conduct a new Perceptions Survey to assess students' current opinions of whether schools feel welcoming, safe, supported, and instructed by teachers who show a growing racial consciousness and an understanding of trauma while employing culturally responsive teaching methods.

Next Steps: Families

Perceptions Survey: Implement a new Perceptions Survey to gauge whether MPS district and school-based employees have improved in the areas of being welcoming, inclusive, and respectful, and are **extending safety** to parents and members of the community both in personal interactions and through policies and procedures.

Equity Commission: Reconvene an Equity Commission in which employees across levels would serve for a term of two to three years. The commission would oversee the school-based equity teams and would provide support, direction, and accountability on both a school and district level to intentionally address concerns that surface via the Perceptions Survey, focus groups, and listening sessions.

Listening Sessions/Focus Groups: Hold **biannual** listening sessions/focus groups to understand issues of concern such as student and family needs, ways the district can improve, and so on. Use these sessions to gauge family knowledge and understanding of past and present district practices and activities relative to parent engagement (how we should measure, what we should expect, how do we meet parents where they are); support; equity; and to enlist their assistance in rectifying any identified concerns.

Customer Service Training: Require customer service training for all district employees to improve interpersonal relationships and ensure that parents feel at MPS schools and the district are environments that are welcoming, safe, inclusive, and respectful. Training shall include foundations, conflict resolution, and cultural awareness.

Next Steps: Corporate, Community, and Faith-based Partners

Training: Develop, pilot, and require all partners to participate in a 1.5-hour training, at no cost to them, that provides MPS staff with aspects of trauma-informed care, and aspects of Level 3 Customer Service Training, Cultural Awareness and Implicit/Explicit Bias.”

Communicate Needs: Provide partners with detailed information regarding specific school needs to improve the awareness and effectiveness of partnerships.

Partnership Advisory Committee: Convene a Partnership Advisory Committee to review current district practices as they relate to partners to serve as a sounding board for the district as well as to be ambassadors in soliciting other partners. In addition, the PAC would review proposed training and help socialize that training with current and potential partners.

Equity in Workforce Development

Implementation Point (2)(d)

The District shall work to recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.

Implementation Point (2)(f)

The District shall work to train all employees to use an equity lens to analyze and reflect on data collected by the District.

Implementation Point (2)(g)

The District shall work to train all employees in culturally responsive practices and to give all employees opportunities for professional development that will further establish a culture of collaboration and equity.

Implementation Point (2)(h)

The District shall work to give all staff and students opportunities to understand cultural identity and the impact of their own cultural identities on themselves and others.



Current State

Like many American urban public school districts, MPS shows a racial disparity between its teaching staff and student population. MPS’s student population is approximately 87 percent children of color, but 70 percent of its teachers are white. This is not to say that white teachers are unable to successfully teach students of color; however, all teachers must engage in intentional and ongoing cultural exploration in order to build prosperous educational relationships with their students. Unfortunately, this does not happen often enough, and students of color, particularly black students, continue to be victims of preconceived, biased mindsets that perpetuate the long-standing achievement gap. Without continuously seeking “cultural competence” as defined by Gloria Ladson-Billings (2005), teachers often foster attitudes that oppress students of color.

Milwaukee Public Schools currently has some training and pathways to employment that, although not keenly focused on hiring teachers of color, could positively impact workforce equity if bolstered. These trainings and pathways are described here.

- ▶ Creation and implementation of the new Urban Teacher Immersion Program, an alternative program to teacher licensure for current paraprofessionals and non-certificated school employees, designed to create a teacher pipeline from within MPS
- ▶ Literacy Lab – Training for recent male MPS graduates to support early childhood instruction and to encourage them to pursue education degrees
- ▶ Milwaukee Public Schools University (MPSU), a partnership with various universities so employees can earn teaching credentials
- ▶ M-Cubed: A three-way partnership among MPS, Milwaukee Area Technical College, and the University of Wisconsin–Milwaukee
- ▶ Culturally and Linguistically Responsive Leadership Program, a principal prep program with a culturally responsive focus, offered in partnership with Edgewood College
- ▶ Training offered to district employees: “Understanding Diversity and Inclusion”
- ▶ New Educators Institute session: “Culturally Responsive Practices”

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Desired State

In addition to popular media reporting, there is myriad scholarly research that supports the idea that black students in the U.S. perform better in school with teachers of the same cultural background. For example, two studies led by researchers at Johns Hopkins University and American University (National Bureau of Economic Research, 2018) found that “Having one black teacher in elementary school not only makes children more likely to graduate [from] high school, it makes them significantly more likely to enroll in college.” Additionally, black students benefit from having same-race daily role models who have high expectations, and students are removed from classrooms for disciplinary reasons less often when their teachers are also black. What is yet unclear, due to a lack in definitive research and popular interest, is how this holds true for other students of color (Latinx, Asian, Native American).

Therefore, along with an aggressive push to normalize cultural responsiveness district-wide, MPS should also prioritize efforts to attract, develop, and retain teachers whose racial and cultural backgrounds mirror those of its students. Although there is ample research that shows students of color perform better in schools with certified teachers who look like them, identity alone is not enough. Culturally sustaining professional development is also needed, not only for teachers who identify with the dominant culture, but also for new teachers of color hired to educate Milwaukee’s youth.

Next Steps

Milwaukee Public Schools should aggressively seek to diversify and train its workforce by exploring several approaches, including the following.

- ▶ Urban Teacher High School Pipeline Model: MPS high school students who express a goal of becoming a teacher would receive support in accessing college and guaranteed employment with MPS upon graduation.
- ▶ Lasting partnerships with teacher education programs at historically black colleges and universities, particularly those in the Midwest and near South areas
- ▶ Collaboration with neighboring Wisconsin school districts that have successfully pursued similar teacher recruitment and cultural competence efforts
- ▶ Examination of the Council of Chief State School Officers' support of nine states crafting plans to increase educator diversity, "hoping to revise, enact, or remove state policies in order to increase the number of nonwhite teachers by 2020, as well as ensure all educators are more culturally aware in their teaching practice" (Camera, March 28, 2018)
- ▶ Partnership with the Wisconsin Closing the Achievement Gap Consortium, a collection of 38 public and private school systems in southeastern Wisconsin that have united to create a high-impact professional learning community focused on creating greater equity in their schools. <https://www.cagcwi.org/>
- ▶ Expansion of the Literacy Lab program





Resources

State Superintendent’s Equity Stakeholder Council, Wisconsin Department of Public Instruction, <https://dpi.wi.gov/statesupt/equity-council>

Customer Service Focus Group Data. During the 2014–15 school year, the Division of Customer Service hosted focus groups of families, community members, employees, and students to identify a customer service baseline for the district.

Perceptions Survey: In 2016, a districtwide survey was conducted by the Division of Customer Service, Department of Communications & Outreach, and the Department of Research. Families and students were questioned about educational offerings, brand recognition, and customer service practices.

MPS District Fact Sheet, 2018–19
See Appendix C.

**ADMINISTRATIVE POLICIES OF THE
MILWAUKEE PUBLIC SCHOOLS**

**ADMINISTRATIVE POLICY 1.06
EQUITY IN MPS**

(1) BACKGROUND

(a) The Milwaukee Board of School Directors is committed to the success of every student, regardless of race, ethnicity, family economics, mobility, gender identity, sexual orientation, disability, or initial proficiencies. The Board holds itself and all district and school-site decision makers, faculty, and support staff accountable for building a district-wide culture of equity.

(b) The Board acknowledges the need to address the impact of inequities in the city of Milwaukee and the state of Wisconsin. Accordingly, the Board acknowledges that these inequities have a long-standing impact on access and opportunity for our students, families, staff, and community.

(2) DEFINITIONS

(a) *Equality* is defined as a uniform distribution of district resources, supports, and opportunities.

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

(3) GUIDING PRINCIPLES

(a) Achieving equity may require an unequal distribution of resources and services in order to ensure that all children have an equal opportunity to a free and appropriate public education.

(b) The strengths of students, staff, families, and community members shall be illuminated to eliminate implicit and explicit deficit thinking.

(c) A school system shall be developed in which all students receive the support and resources that they need to become successful.

(d) The use of equitable practices shall be prioritized at all levels of district leadership.

(e) Practices that respect the reality that all students will learn shall be set in place.

(4) EQUITY GOALS

(a) Milwaukee Public Schools will create a district-wide culture of reflection and awareness building.

(b) MPS will cultivate a district-wide culture of data-and-research-based decision making.

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

(d) MPS will be a system that supports equitable leadership practices district-wide.

(e) 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.

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

(5) POLICY

Administrative Procedure 1.06, Efforts to Achieve Equity, shall serve as the minimum standards by which MPS will ensure an equitable allocation of district resources and achieve the equity goals.

(6) MONITORING AND EVALUATION

Annually in June, the Administration shall provide a report to the Board that provides the extent of progress in fulfilling the Equity Goals. The report shall include data and research that support the District's efforts to achieve equity, as appropriate.

(7) GUIDANCE

To guide the implementation of this Policy, the Administration shall develop and publish a guidebook of best practices. This guidebook shall be reviewed and revised annually after the report has been provided to the Board.

History: Adopted 8-31-2017
Cross Ref. Admin. Proc. 1.06 Efforts to Achieve Equity

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**ADMINISTRATIVE PROCEDURES OF THE
MILWAUKEE PUBLIC SCHOOLS**

**ADMINISTRATIVE PROCEDURE 1.06
EFFORTS TO ACHIEVE EQUITY**

(1) DEFINITIONS

In addition to the definitions in Administrative Policy 1.06, the following definitions will be used:

- (a) *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 areas of greatest needs. These needs will drive district priorities for the most equitable distribution of resources, supports, and opportunities.
- (b) *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.

(2) IMPLEMENTATION

To ensure an equitable allocation of district resources and to achieve the district's equity goals, the following practices are hereby implemented:

- (a) The District shall monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs.
- (b) The District shall work to provide all students with equitable access to co-curricular and extracurricular activities, social services, tutoring, enrichment opportunities, and special programs.
- (c) The District shall identify, develop, and apply best practices for which there is evidence that they have made a positive difference for individual students and groups of students in order to reduce prevalent and persistent learning-outcome gaps.
- (d) The District shall work to recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.
- (e) The District shall create a standard system of practice for examining and using data and research to empower mindsets about students' abilities to learn, rather than reinforce deficit thinking.
- (f) The District shall work to train all employees to use an equity lens to analyze and reflect on data collected by the District.
- (g) The District shall work to train all employees in culturally responsive practices and to give all employees opportunities for professional development that will further establish a culture of collaboration and equity.
- (h) The District shall work to give all staff and students opportunities to understand cultural identity and the impact of their own cultural identities on themselves and others.
- (i) The District shall welcome and empower students and families, including under-represented families and those whose first language may not be English, as essential partners in students' education, school planning, and district decision making.
- (j) The District shall engage other partners who have demonstrated culturally-specific expertise, including government agencies, non-profits, community-based organizations, and businesses, in meeting our educational objectives.

History: Adopted 8-31-2017
Cross Ref.: Admin. Policy 1.01 Vision, Mission, Core Beliefs, and Goals
Admin. Policy 1.06 Equity in MPS

— ♦ —

DRAFT



MPS at a Glance 2019–20

FIVE PRIORITIES FOR SUCCESS



HOME TO
5 OF THE STATE'S TOP HIGH SCHOOLS
According to *U.S. News & World Report* 2019

\$78+
MILLION
in college scholarships and grant offers
Class of 2018

Offering **159**
School Options



4 more schools approved to pursue IB authorization

Signs of Success

9 more schools in the **TOP 3** WI State Report Card categories 2017–18

90% of budget dollars go directly to classrooms 2019–20

Educating
75,081
2018–19 STUDENTS
89.2% students of color
82.5% economically disadvantaged
20.3% special needs

\$10,297
PER STUDENT SPENDING
2019–20

34
SCHOOLS improving at least one category level on the WI State Report Card 2017–18

Dr. Keith P. Posley
Superintendent of Schools

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BLMA

MPS BLACK AND LATINO
MALE ACHIEVEMENT



Mission

The Department of Black & Latino Male Achievement (BLMA) will collaboratively create the systems, structures, and spaces that guarantee success for all Black and Latino boys and young men in Milwaukee Public Schools (MPS).

Vision

Black & Latino Boys and Young Men will possess an affirmed sense of identity, dignity and self confidence and will have the necessary tools to triumphantly navigate college, career and life.

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PUBLIC SCHOOLS



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