MPS Equity Resolution 2021R-002
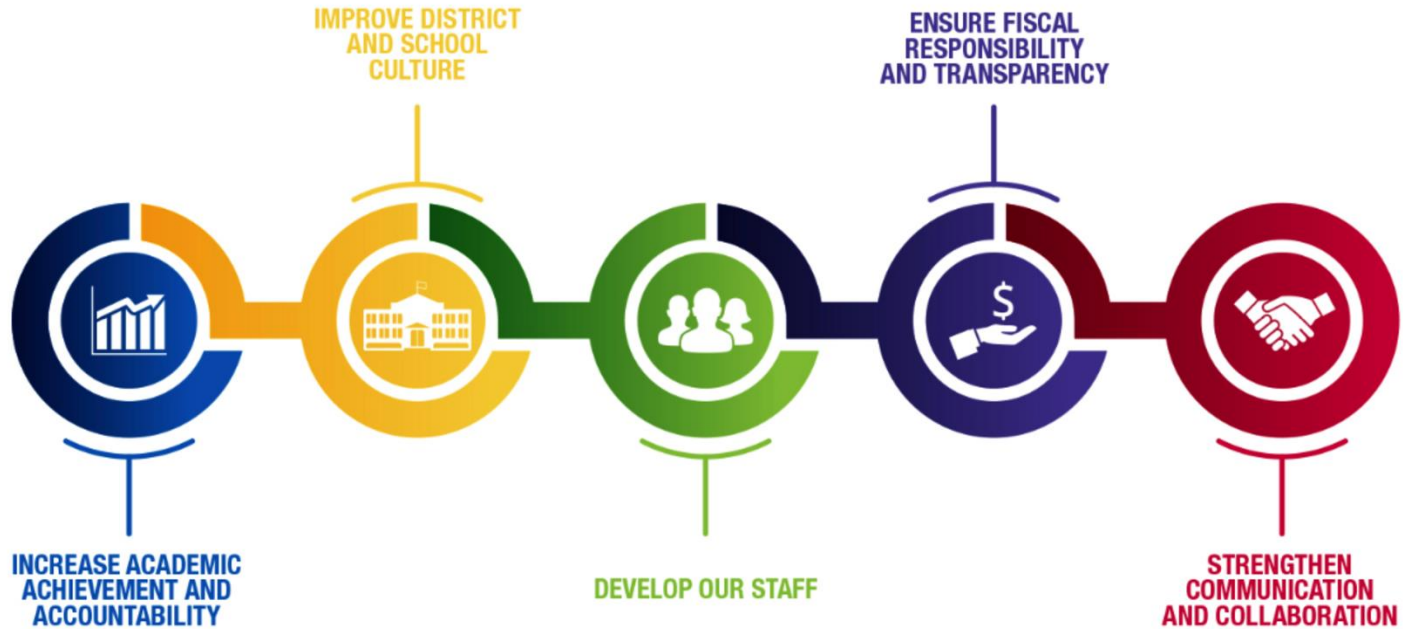
MILWAUKEE PUBLIC SCHOOLS

Presenters

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Five Priorities for Success

INCREASE ACADEMIC ACHIEVEMENT AND ACCOUNTABILITY

IMPROVE DISTRICT AND SCHOOL CULTURE

DEVELOP OUR STAFF

ENSURE FISCAL RESPONSIBILITY AND TRANSPARENCY

STRENGTHEN COMMUNICATION AND COLLABORATION

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 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.

Four Areas of Focus

Student-Created Equity Evaluation Tool

- Climate and Culture

- Leadership Opportunities and Influence

- Instructional Practices/Strategies

- Academic Achievement

Student-Created Equity Evaluation Tool Area of Focus

Climate and Culture

- What actions can be taken to provide quality safety in schools?
- Without making rules, how can the school as a community better our understanding of LGBTQ+ and gender equality?
- Do you feel accepted?
- Do you think your culture isn't represented throughout schools?
- What are people's thoughts on gender identity?
- Dress codes limit student expression. Why or why not?
- How do students feel respected in schools?
- Have staff and students worked on representation of cultures (ethnicity, etc.)?
- Rate the learning environment of your class.
- Do you feel you can express your feelings and interests freely?
- What can staff and students do to encourage diversity?
- To what level do you see diversity of thought being displayed and accepted at your school?
- How do you think teachers' teaching and motivation to teach has impacted students' learning?
- What are ways to improve our environment?

Student-Created Equity Evaluation Tool Area of Focus

Leadership Opportunities and Influence

- What leader at school moves you to lead as well?
- Do you see yourself as a leader?
- How do you lead?
- Are there leaders that you see in school?
- What can we do to get you more involved?
- What can schools do to improve youth-adult partnership activities?
- Do you believe that there are any opportunities in extracurriculars where your voice can be heard? Please elaborate.
- Why do you think that some students are offered leadership opportunities and that some aren't? (At my school, some think leadership roles are limited.)

Student-Created Equity Evaluation Tool Area of Focus

Instructional Practices/Strategies

- What ways do you think teachers can make classes more fun and engaging while also staying on track with the curriculum?
- How could every class include hands-on learning?
- What more can we do to improve more energy in school?
- How would you rate teaching in school?
- Has staff implemented change within classroom workspaces after getting feedback?
- How engaged are you?
- How do you feel represented (i.e., cultural background, age, interests, etc.) in class through lessons?
- To what extent is your learning subjective as opposed to objective?
- How does this affect the overall learning experiences?

Student-Created Equity Evaluation Tool Area of Focus

Academic Achievement

- What can we do better to maintain attention span in classes?
- What is your GPA and are you proud of it?
- How do you work and enhance your rank?
- Is your counselor able to summarize your rank efficiently?
- Do you think your rank is fair?
- What goals do you have for the future?
- Do you feel that your teachers pay enough attention to you?
- What makes you want to strive for good grades at school?
- How can teachers keep students engaged?
- What can schools do to ensure that students are using what is learned outside of school?
- Do you believe that you are receiving an unbiased education about the subjects you are studying?
- What is your definition of academic success? How did you come to this conclusion?

Proposed Timeline for Student-Created Equity Evaluation Tool

2023 - 2024

August: Meet with school and district staff to identify student leadership groups and their advisor(s). Present and/or review Resolution 2021R-002.

September: Contact student leadership advisors to select a date and time for a meeting with the various student leadership groups.

October: Meet with student leadership groups and advisors to review Resolution 2021R-002 and share the open-ended questions created by students in 2022–2023 for the Student-Created Equity Evaluation Tool. Discuss the open-ended questions, the research methodology(ies) for collecting and analyzing data, confidentiality, steps to engage in the pre-/post-data collection/evaluation processes, writing an action plan, and Equity Summit.

November–December: Engage in data collection and analysis processes at school sites utilizing the Student-Created Equity Evaluation Tool open-ended questions. Upon review of data, identify a maximum of two areas of focus and develop an action plan to engage in collaboratively with peers and/or staff at their school based on these data.

January–March: Check in with student leadership groups and their advisors to discuss their data collection, analysis processes, and progress on their action plan aligned to their area(s) of focus.

April: Prepare to present Equity Evaluation Tool findings, outcomes, and recommendations at the Equity Summit.

May: Present Student-Created Equity Evaluation Tool findings, outcomes, and recommendations at the Equity Summit.

June: Present Student-Created Equity Evaluation Tool findings, outcomes, and recommendations to the Board.

Student Leadership Summit

2021 - 2023

2021–2022

- A total of 313 students in grades 6–12 participated in the fall and spring.

- Topics with the highest attendance included Money Path, mindfulness, mental health, cyberbullying, and LGBTQ+.

- Next steps identified in the evaluation included discussion with school team, talking with peers, implementation of specific strategies with school leadership, and continued personal growth.

2022–2023

- A total of 301 students in grades 6–12 participated in the fall and spring.

- Topics presented included Victory Over Violence, equity, and district climate.

- Next steps included discussion with school team, talking with peers, implementation of specific strategies with school leadership, and continued personal growth.

Black and Latino Male Achievement

2022 - 2023

- **BLMA Buddies Program:**
  8 schools in each school board member's district

- **Manhood Development Academy:**
  2 schools
  Expanding to 6 schools in the 2023–2024 school year

- **BLMA Mentoring:**
  12 schools met with community mentors

- **BLMA Ambassadors:**
  3 high schools

- **Mental Health Symposium:**
  12 high schools

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Equity, Access, and Inclusion

Equity Summit Participants

Alliance High School
Audubon Middle and High Schools
Auer Avenue School
Bethune Academy
Eighty-First Street School
Golda Meir School
LaFollette School
Milwaukee Parkside School for the Arts
North Division High School
Riverside University High School
Black and Latino Male Achievement
Crisis Team
Discipline
Essentials of School Culture and Climate Survey

Gender and Identity Inclusion
53206 Trauma Support Specialists
Mental Health
Positive Behavioral Interventions and Supports
Project Future
Restorative Practices
School Community Partnership for Mental Health
School Social Workers
Second Step/Social-Emotional Learning
Specialized Services Professional Development
Success Center
Violence Prevention Program
Writing
Youth Risk Behavior Survey

Superintendent's Student Advisory Council

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