



Date: June 27, 2011

**Appendix MMM-12-3
June 27, 2011**

TO: Board of Education

FROM: Andreal Davis, Assistant Director for Equity and Family Involvement

RE: Equity Report Update

I. Introduction

A. Title/Topic – Equity Report

The Board of Education adopted Equity Policy 9001 on June 2, 2008, (<http://boeweb.madison.k12.wi.us/policies/9001>). Incorporating recommendations from the Equity Task Force, MMSD administration is charged with developing an annual report of the extent to which progress is being made on specific measures in eliminating gaps in access, opportunities and achievement.

B. Presenter/contact person

Andreal Davis, Assistant Director for Equity and Family Involvement
 Lisa Wachtel, Executive Director of Curriculum and Assessment
 Susan Abplanalp, Deputy Superintendent – Chief Learning Officer

C. Background information

The 2010 Report provides a baseline from which the MMSD will measure future progress in meeting the three goals set forth in the BOE equity policy. Data reported in The State of the District 2010 (http://boeweb.madison.k12.wi.us/files/boe/The_Whole_Thing.pdf) informs key findings in this first annual report. Additionally, critical issues related to the specified equity goals are framed within the context of the Strategic Plan Objectives/Strategies. Outlined below, specific performance measures prescribed in the Strategic Plan will serve as indicators of progress towards meeting the MMSD equity goals.

D. Action Requested

Status updates have been provided on the Strategic Plan year 1 priorities recommended by the Equity Task Force that were identified in the Equity Report. No additional action is requested at this time.

II. Summary of Current Information

A. Eliminating Gaps in Access and Opportunities

Kindergarten Screener

- √ Children who are registered for Kindergarten are administered a Kindergarten screener to determine entry-level skills and abilities. This initial screening informs instructional planning and curricular supports as well as any special programming needed at the school and district level.

- √ Based on 2010-2011 Kindergarten screening results, AA 30%, White 78%, Hispanic 29%, Asian 52% and a new category of multiracial 58% were K-ready.
- √ Southeast Asian and Hispanic students had the least amount of students identified as K-ready, at 18% and 21% respectively.
- √ When considering income, 31% of students qualifying for free-reduced lunch tested as K-ready compared to 79% of those who do not qualify.

On-track for graduation – 9th grade

For 2009-2010 85% of 9th grade students were on track for graduation. White 89%, AA 69% , Hispanic 84%, Asian 81%, Native American 81%.

High School Completion Rates

- √ In 2009-2010, 85% of MMSD students completed high school. White 94%, AA 66%, Hispanic 72%, Asian 87% and Native American 92%. This data includes high school equivalency.
- √ There was a 15-point gap in completion rates between students without disabilities and those with a disability label (91% vs. 76%).
- √ When considering race/ethnicity and disability status, African American students without a disability completed at a rate of 81% compared to African American students with a disability label at 55%.
- √ By contrast, within all other racial groups, variation between students with disabilities and those without are less than 8%.
- √ One of the most striking gaps is between Hispanic students without disabilities, 75%, and White students with disabilities, 90%.
- √ African American students with disabilities had the lowest high school completion rate, 55%, compared to all other racial groups with disabilities

Disproportionality in Special Education data (i.e., risk ratio)

- √ The problem of disproportionality among students of color in special education is not unique to MMSD, and in recent years has been elevated in importance at both federal and state levels.
- √ With the reauthorization of IDEA 2004, state educational agencies and local school districts are required to address disproportionality through their policies and procedures.
- √ African American students are four times (4.11) more likely to be labeled with emotional behavior disability (EBD) compared to all other racial/ethnic groups combined. Native American students are almost three times (2.68) as likely to be identified with a disability when compared to White students

Number and percentage of students taking advanced classes

- √ Females are only slightly over-represented in terms of advanced course enrollment compared with the percentage of all students. This pattern holds consistently across the four high schools.
- √ Across the district, White students are more frequently enrolled in advanced courses compared with other racial/ethnic subgroups. In terms of representation of students in advanced courses by racial/ethnic subgroups, White students are highly over-represented, Asian students are somewhat over-represented, Hispanic students are slightly under-represented, and African American students are significantly under-represented. This pattern is similar across all high schools.

- √ Although variation among high schools, overall students not considered low-income are nearly three times as likely to participate in an advanced course compared with students considered low-income (75% vs. 25%).
- √ Across the district, just over one of every six English Language Learner (ELL) students took one or more advanced courses during the first semester of this school year.
- √ District-wide, approximately 7% of high school students receiving special education services have taken one or more advanced courses during the first semester of this school year

Suspension Data

- √ District-wide for the 2009-2010 school year 7.7% of students received an out of school suspension.
- √ The highest percentage of student suspensions occur at the middle school level - 14.4% compared to elementary at 3.3% and high school at 11%.
- √ Across all school levels, there were decreases in the percentage of students with disabilities who were suspended
- √ Across all racial/ethnic groups, African American students represented the highest percentage of students receiving suspensions.
- √ African American students with a disability were twice as likely to be suspended compared to African American students without a disability (34% vs. 16.4%).
- √ When comparing African American students without disabilities and their White counterparts, the percentage of African American students receiving suspensions five times higher.
- √ White students who qualified for free-reduced lunch received a higher percentage of suspensions compared to African American students who did not qualify for free-reduced lunch (11.6% vs. 8.8%).
- √ White students also received a higher percentage of suspensions compared to Hispanic students when considering low-income status (11.6% vs. 6.7%).

B. Eliminating Gaps in Achievement

4th Grade Reading

- √ District-wide, 77% of students scored proficient or advanced in reading in 2009-2010, a 2% increase from the previous year.
- √ The largest achievement gap in reading exists between low-income Hispanic and low-income White students with 15% of not low income Hispanic students performing below proficient compared to 7% of not low income White students. Moreover, 52% of low-income Hispanic students performed below proficient versus 21% for Whites – a gap of 31 points.
- √ The gap between not low-income African American and White students performing below proficient is 2 points (9% vs. 7%), whereas the gap between low-income students for those same racial groups is 28 points (49% vs. 21%).
- √ A slightly higher proportion of female students scored proficient or advanced in reading compared to males.

4th Grade Math

- √ There was a 2.5% increase in the number of students scoring proficient or advanced in math in 2008-09 compared to the previous year scores (75% vs. 72%).

- √ Student groups by race/ethnicity that demonstrated the highest increase in scoring proficient and advanced over the last two school years was Asian and African American students, 80% vs. 73% and 46% vs. 54% respectively. The achievement gap between African American students and White students remains prevalent, 54% vs. 90%.
- √ Although scores of students qualifying for free-reduced lunch increased 4% (57% from 53% the previous year), there still remains a 33% gap between students who are economically disadvantaged and those who are not, 57% vs. 90%.
- √ Students with disabilities continue to perform more poorly than their non-disabled peers, 43% vs. 81%.
- √ Students with ELL needs increased scores by 2% (60% vs. 58%).

8th Grade Reading

- √ District-wide, 82% of students scored proficient or advanced in reading in 2009-2010, remaining stable compared to the previous year scores.
- √ Significant achievement gaps remain prevalent between students of color compared to White students – scoring less than 70% proficient or advanced compared to White students at 92%.
- √ Hispanic students increased proficient or advanced levels by 4% compared to the previous year.
- √ Students with disabilities reported the lowest rate of proficient or advanced at 47% compared to 88% for students without disabilities.
- √ When considering economic status, students qualifying for free-reduced lunch scored proficient or advanced at a rate of 62% compared to their peers at 93%.
- √ Female students scored 7 points higher than male students two consecutive years, 84% vs. 77%.

8th Grade Math

- √ District-wide 73% of students scored proficient or advanced, a 2% increase from the previous year.
- √ All racial/ethnic groups reported an increase with the exception of African American 8th graders with a decline of 2% from the previous year (44% vs. 42%).
- √ The largest achievement gaps were between African American students and White students, 42% vs. 88%, and students with disabilities and those without, 35% vs. 82%.
- √ The achievement gap based on economic status was also significant with 51% of students qualifying for free-reduced lunch scoring proficient or advanced compared to students who do not at 89%; a 38% gap.
- √ Students with disabilities scored the lowest rate of proficient or advanced at 35%.
- √ In terms of gender, there were no significant differences between female and male students, 73% vs. 74%.

Number and percentage of students successfully completing all courses (successful is defined as a grade of “C” or higher) in 9-12 (baseline data)

- √ District-wide, slightly less than half of high school students successfully completed courses with a grade of “C” or higher – 9th graders had the lowest successful completion rate at 46% and 12th graders, the highest, at 56%.
- √ When considering race/ethnicity, students of color with exception of Asian students, had the lowest successful completion rates – less than 30% received a grade of “C” or higher in courses.

- √ The greatest spread in successful completion rates when considering race was between African American students and White students, 24% vs. 63% - a 38-point spread.
 - √ African American 9th and 10th graders had the lowest percentage of students receiving a grade of “C” or higher across all student groups, 17% and 16%.
 - √ District-wide, only about 32% of students with disabilities successfully completed courses compared to students without disabilities at 56%.
 - √ Students not meeting low-income status are 2.5 times more likely to get a grade of “C” or better compared to students who are low-income (64% vs. 26%).
 - √ A 9-point gap exists between girls and boys, with girls successfully completing courses at a higher percentage than boys (54% vs. 45%).
 - √ For students with ELL needs, 28% successfully complete courses
- A. Administrators will develop an annual report that will provide data on the distribution of staff, financial, and programmatic resources across all schools.**

Staff Indicators

Staff Demographics

- √ District-wide, less than 10% of professional staff belongs to a racial/ethnic group. Professional staff is defined as certified teachers and support staff.
- √ Across the district, 53% of all administrators are female and the overall percentage of female staff is 76%.
- √ The employee group with the largest percentage of staff of color is food services staff at 23%.
- √ The largest employee group is professional staff (certified teachers and support staff) representing 56% of MMSD staff.

III. Implications

A. Financial Indicators

Equity Resource formula

Since 1999, the district has used an equity resource formula to provide supplemental funds to schools. The equity formula gives each student a weighted score based on a composite of attributes effecting achievement. Each student gets a score and each school gets a total score that is applied to the supplemental allocation. Over the ten years the supplemental allocation has become smaller and this formula has had less of an impact. At the elementary level, Sage and class size have been the primary factors in supporting schools. At the middle and high school is has been only class size.

Title I Funds

The purpose of Title I is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on academic achievement standards and assessments set forth by the state. Designed to support students who are economically disadvantaged, Title I employs a poverty-based formula to allocate funds to more than 90% of the nation’s school districts to offset the effects of poverty on educational outcomes of low-performing students in high-poverty schools. Title I is the largest single program of federal aid for elementary and secondary education, receiving over a quarter of the federal aid for elementary and secondary education. In MMSD there are 19 Title I elementary schools. MMSD does not use Title I at the secondary school.

Before distributing the allocations to schools, the Local Education Agency (LEA) is required to reserve funds “off the top” of the LEA allocation for numerous purposes. The regulations reflect the set-asides required under No Child Left Behind (NCLB):

- To serve homeless children
- To serve children in local institutions for neglected children
- Where appropriate, to serve children in local institutions for delinquent and to serve neglected or delinquent children in community day programs
- No more than 5% to provide incentives and rewards to teachers to work in Title I schools that are in improvement, corrective action or restructuring
- 1% for parent involvement – 95% of reserved funds must be distributed to schools (equitable amount must go to private school parents and teachers)
- Professional development
- When schools are identified as in of improvement, 20% for transportation and supplemental services. To cover administrative costs of serving public and private school children (including excess capital costs for serving private school children)
- To conduct other authorized activities, such as school improvement and coordinated services

Facilities Maintenance Report

Technology Plan

Madison Metropolitan School District believes that public schools should be the place where equity in technology access is assured for all students. There is compelling evidence that technology access – especially in regard to Internet access – is not currently equitably distributed within the community (and the nation as a whole) particularly as it relates to the socio-economic status of households. In order to be competitive in a global economy all students (and their parents) must have equitable access to technology in their public schools. The issue extends beyond the school into student's homes and neighborhoods and must be addressed in that context.

The action steps within the Technology Plan describe several approaches recommended to meet educational equity goals. The following are a sampling of the action steps outlined in the MMSD Technology Plan:

- Acquire and deploy technology using a strategy that recognizes the socio-economic access divide so that all students can be assured of contemporary technology-based learning environments.
- Increase public access to District technology resources, including times outside the traditional regularly scheduled school day.
- Take specific actions to collaborate with community stakeholders to address technology access and equity issues.
- Explore options to improve family home-use access to computer technology
- Expand the “virtual options” for students as a method of addressing the issues of equity, opportunity and individual needs.
- Expand and support learning technologies for all students that address learning style and unique needs (student categories include language minority, special education, migrant, intervention programs, digital divide, at-risk, etc.)

B. Strategic Plan

This work will meet the following Strategic Objectives outlined in the Madison Metropolitan School District **Equity Report/Strategic Plan**.

Curriculum (Students; staff; curriculum)

- Civic Engagement
- Cultural Relevance
- Professional Development
- Achievement for All Students
- Relationships
- Accelerated Learning
- Assessment
- Flexible Instruction
- Recruiting and Retaining Staff

Equity (Organization/Systems; Students)

- Climate
- Communication
- Cooperation/Collaboration
- Decision-Making
- Partnership
- Transitions

Long-Term Financial Planning (Resource/Capacity)

- Prioritize and Allocate Resources
- Rigorous Evaluation
- Pursue Necessary Resources and Partnerships

C. Equity Plan

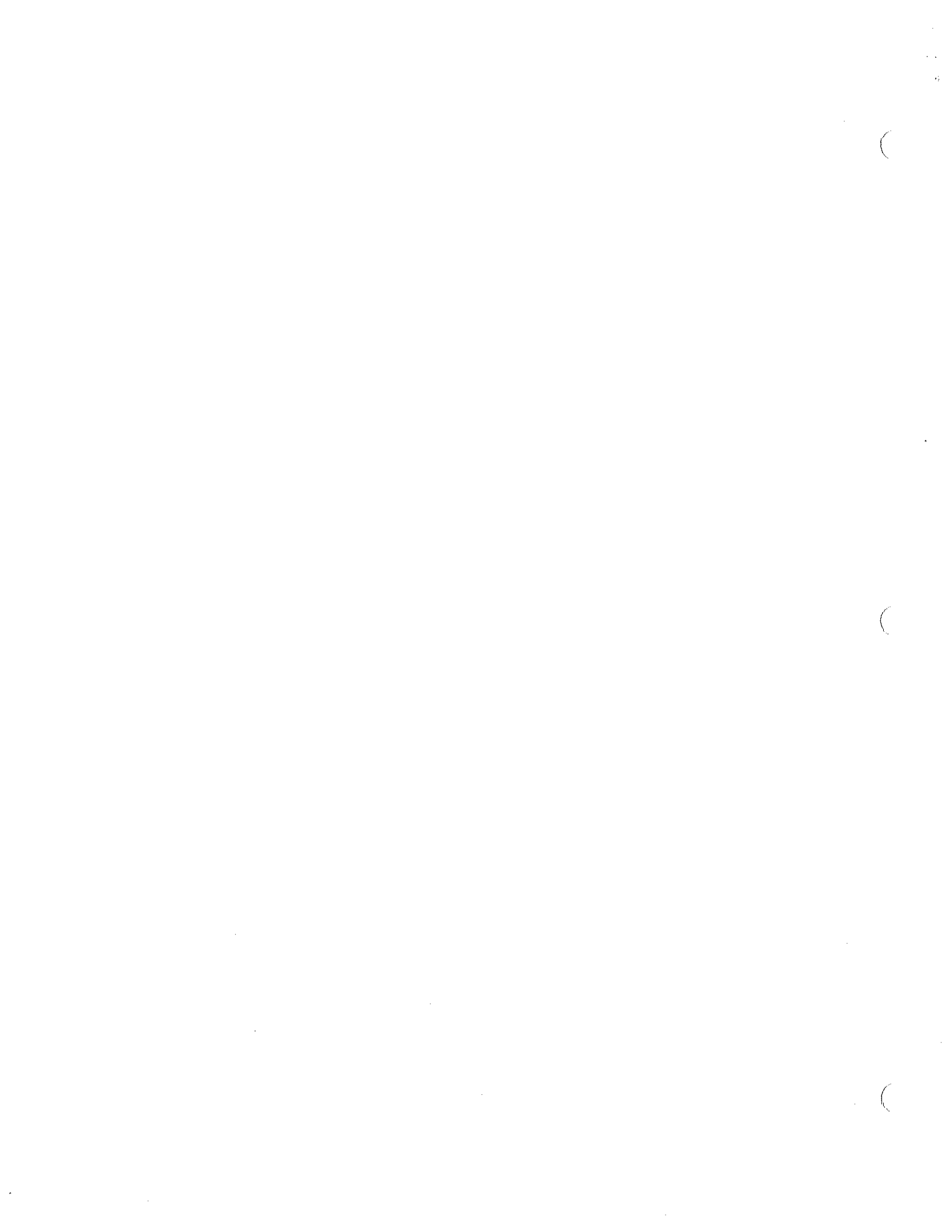
This plan assists in eliminating gaps in access, opportunities and achievement for all K-12 students in MMSD. The plan also involves the enhancement of skills and knowledge for staff to build their capacity in implementing equitable instruction in inclusive and culturally relevant ways within the classroom.

D. Implications for other aspects of the organization

In response to the needs identified in the Strategic Plan for greater equity, cultural relevance and family involvement the Division of Equity and Family Involvement continues to develop culturally relevant instructional models, materials and family involvement practices that support the district effort to decrease the achievement gap and eliminate disproportionality in targeted demographic areas.

IV. Supporting Documentation

- Appendix 1- MMSD 2009-2010 Equity Report



BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
<p>The district will eliminate gaps in access, opportunities, and achievement by recognizing and addressing historic and contemporary inequities.</p>	<p>Learning <i>Make early childhood education accessible to all children.</i></p> <ul style="list-style-type: none"> → Student: Achievement for All Students, Relationships, Transitions <ul style="list-style-type: none"> ○ 4K is targeted to begin for all students in the fall of 2011. ○ MMSD has a partnership with United Way to provide “Play and Learn” programs to unregulated child care providers. These programs are mobile and go into neighborhoods. ○ Professional development is provided by MMSD for all existing early childhood programs in the greater Madison area. Launching into Literacy and Math is the name of this professional development opportunity which strengthens teachers’ support for all children. <p><i>Adopt consistent rigorous, culturally inclusive, evidence-based curriculum, and teaching and assessment practices district-wide.</i></p> <ul style="list-style-type: none"> → Curriculum: Accelerated Learning, Assessment, Civic Engagement, Cultural Relevance, Flexible Instruction <ul style="list-style-type: none"> ○ High school course sequences are being mapped in all content areas to identify prerequisites and obstacles in order to improve achievement for all students and close the achievement gap, reduce barriers and identify opportunity gaps. This work is in line with mapping in line with the ACT Career and College Readiness Standards. 	<ul style="list-style-type: none"> ▪ Number and percentage of students scoring at the proficiency/ready to learn level on the Kindergarten Screener ▪ On track for graduation ▪ Graduation completion rates ▪ Disproportionality in special education data (i.e., risk ratio) ▪ Number and percentage of students taking advanced classes ▪ Number and percentage of students scoring at each proficient level on standards-based grades K-8 ▪ Number and percentage of student scoring at each proficient level on assessments (WKCE 4th & 8th grade) ▪ Number and percentage of students successfully completing all courses (successfully defined as a grade of “C” or higher) in 9-12 	<p>In progress: 4K Sites, including centers & schools, have been confirmed & approved. Enrollment is on target at approx 1,800 (as of May 10, 2011). Materials for classrooms have been ordered. Internal transfers for positions have been posted.</p> <p>Implemented: Play & Learn, with recent tightening of PAL funding through Title I sites will be changing for fall 2011. Several sites will be eliminated & added to align with Title I attendance areas.</p> <p>Implemented: For the 11th year, the Launching into Literacy & Math collaborative, lead by our MMSD Preschool Resource Teachers, provided 3 full-day Saturday conference days and 1 evening event in 2011. The events featured nationally known keynote speakers & breakout sessions on best practices in early literacy & math. Each Saturday session was attended by approx 350 early childhood educators. Interpretation was provided at all events for Hmong & Spanish speaking participants.</p> <p>Ongoing: Middle and High school course maps, prerequisites and common course names and 3 year plan to provide equitable advanced placement (AP) courses.</p>

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
	<ul style="list-style-type: none"> ○ High schools are realigning curriculum district wide, discussing common student outcomes and the ongoing assessments that can inform those outcomes. ○ High schools are examining prerequisites and removing artificial barriers to accessing accelerated and advanced coursework. ○ High schools are examining 8th to 9th grade transitions, developing a summer course for incoming students, and tracking 9th graders to ensure that they are on track for graduation. ○ High schools are implementing Individual Learning Plans for all 9th graders next year. This provides information and four-year planning for students and families. ○ Middle schools continue to use the middle school model which pushed for consistent minutes of instruction in the academic areas and required world language study for all 7th and 8th graders. ○ Middle schools use standards based reports which assist students and families to understand strengths and skill areas that need further development. ○ Development of an equitable and consistent curriculum. Development of equitable and consistent scope and sequence (common core standards). ○ Elementary schools are all in alignment of standards based curriculum across the district in Literacy, Math, Social Studies and Science 		<p>In process: Addressing inconsistencies and inequities across the district. Full implementation of the Educational</p> <p>Ongoing: Planning and Assessment System.</p> <p>Ongoing: Principals from elementary, middle & high schools have worked in feeder patterns monthly to identify best practices in supporting students as they transition from level to level. Once the project is completed, a cohort PreK-12 transition plan will be in place with minimal expectations, for transition & orientation at each school across the district.</p> <p>In progress: High Schools have adopted the 9th grade Career Cruising Individual Learning Plan as of the spring of 2011, & the process for building the goal will continue throughout their college years. The district goals is to begin 6th grade middle schools & additional high school grade levels following the 9th grade implementation process as the software & PD becomes available for staff & students. Individualized Learning Plan will be implemented for all 9th graders for the 2011-2012 school year.</p> <p>Ongoing: Middle schools continue to use the middle school model which pushed for consistent minutes of instruction in the academic areas and required world language study for all 7th and 8th graders.</p> <p>Ongoing: Middle schools use standards based reports which assist students and families to understand strengths and skill areas that need further development.</p> <p>Complete/ongoing: 12 instructional leaders attended a common core conference to gain district direction for implementation.</p> <p>Ongoing: Math & Social Studies are in alignment for scope and sequence K5. Most of the work for alignment of scope & sequence in literacy K12 was focused on by the Literacy Advisory Committee in 2010-2012.</p>

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
	<ul style="list-style-type: none"> ○ Elementary schools continue to use standards based report cards which assist students and families to understand strengths and skill areas that need further development. ○ Elementary Schools continue to use the formative assessments of the Primary Language Arts Assessment (PLAA) and the Primary Math Assessment (PMA) to assess each child's growth yearly. ○ Two Instructional Resource Teachers have been hired in the Curriculum and Assessment Department providing district-wide support for cultural relevance and professional development. ○ Two elementary schools (Mendota and Falk) are piloting a culturally responsive approach with the support from DPI's CREATE Project. Dr. Gwendolyn Webb-Hasan and Carl Hasan are networking with the district in leading the culturally responsive empowerment process. <p>Resource/Capacity: Rigorous Evaluation</p> <ul style="list-style-type: none"> ○ Evaluation is a critical component of our overall curriculum, instruction, and assessment efforts. Action items call for the use of appropriate evaluation strategies targeted at specific interventions and strategies. This includes both measures of student outcomes as well as cost effectiveness. When possible, and to achieve efficiencies, we will collaborate with external partners to evaluate programs, e.g., 		<p>Ongoing: Elementary schools continue to use standards based report cards which assist students and families to understand strengths and skill areas that need further development.</p> <p>Ongoing The next step is that the PMA & PLAA info is being sent into progress monitoring to give a big picture about where each child is in their literacy learning. Teachers can more easily make grouping decisions & gain a vision for where each student is & where they need to go.</p> <p>Completed: The IRT for grades K-5 have been providing PD for Falk, Hawthorne, Mendota & Lowell with a focus on culturally relevant literacy practices & African American language development. Another initiative has been to provide input on the development of best practices in literacy program evaluation. The IRT for grades 6-12 provides PD for a cohort of 20 teachers across 5 middle and 3 high schools on culturally relevant practices for African American students. In addition, she has facilitated PCT sessions at middle & high schools, & collaborated with Ed Services & PD staff to deliver PD on cultural relevance.</p> <p>Ongoing: Both Falk & Mendota utilized information from the Cultural Responsive CREATE project to identify and implement goals to improve family involvement practices and create student/parent empowerment groups. Two PD teams were created which consisted of family and staff from MMSD that presented at the state level promising practices around cultural responsiveness.</p> <p>In progress: A literacy program evaluation was done by the Hanover Institute. Plans are being made to evaluate the Science curriculum, scope and sequence in 2011-2012. Value added results presented by WCER to the Student Achievement and Performance Monitoring Committee in January 2011. WCER will deliver Value added reports during the spring and summer of 2011 and 2012. WCER began a study in April 2011 to investigate the potential impact of the process to place students in classroom on Value Added</p>

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
	<p>Minority Student Achievement Network (MSAN), Wisconsin Center for Educational Research (WCER).</p> <p><i>Open access to advanced programs, actively recruit students from historically underserved populations, and provide support for all students to be successful.</i></p> <p>→ Student: Achievement for All Students, Relationships, Transitions</p> <ul style="list-style-type: none"> ○ Individual Learning Plans (ILP) will be ready to implement in the fall of 2011 for all K-5 and 9th grade students. <p>→</p> <ul style="list-style-type: none"> ○ Ready Set Goal Conferences will resume in the fall of 2011 for all K-5 students. ○ Each of the four large schools is currently involved in a \$5.2 million dollar grant from the U.S. Department of Education. The schools are focusing on creating stronger personal relationships with every student and promoting and supporting teacher leadership development with specific emphasis on department chairs. The teacher leadership development is critical as the schools move forward to align student outcomes with the standards measured by The College Board assessments called ACT and Work Keys. The goal is improved, relevant instruction and preparation for every one of our high school students so that they are ready for the next phase of life that occurs after high school. ○ Students who wish to pursue more focused instruction have opportunities through Project Lead the Way, CNA training, University of Wisconsin, Edgewood College or Madison 		<p>In progress: In the fall of 2011, ILP in grades K-5 is part of the Ready-Set-Goal conferences. Parents & teachers will discuss a goal parents have for their students. Students in grades 6-12 will use Career Cruising to work on their ILPs.</p> <p>Ongoing: The Ready set Goal conferences will occur late Aug – Sep. The purpose of the conference is twofold: 1. To provide opportunity to develop a partnership between family & the teacher. 2. To develop an Individual Learning Plan that describes learning and social /emotional goal for the year.</p> <p>In progress: The Individual Learning Plan will be implemented for all 9th graders for the 2011-2012 school year.</p> <p>Completed: Year 3 of Grant and received continuation funding for YR4 and YR5.</p> <p>Ongoing: Students who wish to pursue career focused and/or just in time instruction may also pursue opportunities through the Global Academy and Madison Virtual Campus.</p>

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	<p>College courses. We also have credit earning agreements with post secondary institutions that allow a student to earn credit that will count in high school and in college.</p> <ul style="list-style-type: none"> ○ Shabazz High School has long been a national leader in the area of service learning. Students at Shabazz have multiple opportunities to participate in learning experiences that are outside the school walls and often the state line. ○ The high schools have strong athletic and extra curricular programs that are open to all. MSCR provides activities for students who wish to participate in something other than a WIAA regulated sport. ○ All four high schools have AVID programs which serve first generation college bound students. One of the AVID goals is placement of students into Advanced Placement courses ○ New Abeyance program to continue educational services for qualifying students. <p>→ Curriculum: Accelerated Learning, Cultural Relevance, Flexible Instruction</p> <ul style="list-style-type: none"> ○ Systems are being established to regularly monitor successful student achievement and growth in accelerated pathways. ○ Cross level teacher teams are being established to increase and improve advanced course options ensuring intentional transition plans for students as they move across levels. ○ Madison Virtual Campus online course and curricula opportunities are serving an increasing number of students at the secondary level, including alternative programs, students 		<p>Ongoing: Commission of the State's Schools of Success Service Learning Award, \$10,000 to Shabazz High School</p> <p>Ongoing: Currently MMSD offers after school sports & enrichment clubs at the four traditional high schools & Shabazz High School through MSCR.</p> <p>In progress: Continue to grow and expand program at all 4 high schools and introduced AVID strategies to all 11 middle schools. During the 10-11 school year, 570 high students were enrolled in the AVID elective course offered at all 4 high schools</p> <p>In progress – Phoenix is the expulsion abeyance program for middle & high school students. Students who have violated the code of conduct are offered the opportunity to continue their studies for half a day at Phoenix. The students studies focus on reading, writing, math and social studies along with social and emotional development</p> <p>Ongoing: Defined advanced coursed and reporting systems. A Data Dashboard scheduled for implementation in 2011-2012</p> <p>Ongoing: Interdepartmental teams and building teachers to align to Common Core Standards/ACTK-12 alignment 42 staff from 8 secondary school participated in the 3 year DPI Advanced placement Initiative Grant to build vertical alignment across grades</p> <p>In progress: MVC is in its 4th year of providing online learning options for students. Students can take courses not available in their home school, & provides flexibility for students who may not be able to attend school full-time due to health considerations. Over 250 students have accessed online courses</p>

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
	<p>with disabilities and Talented and Gifted programming options.</p> <p><i>*Promote English proficiency and multilingualism.</i></p> <ul style="list-style-type: none"> → Curriculum: Flexible Instruction and bilingual classrooms with Spanish texts are currently implemented in schools for student success. School libraries are currently ordering materials and books to meet the needs of multilingualism. → Dual Immersion Programming has expanded to several elementary schools and one middle school (Sennett) in the fall of 2010, English as a Second Language Programs are offered in all elementary schools (Bilingual/ESL Division), and Middle and High Schools offer World Language instruction. <p><i>Provide opportunities and resources to maximize student learning and personal growth in classrooms with students at various levels of ability to enable optimal benefit for all students.</i></p> <ul style="list-style-type: none"> → Student: Achievement for All Students, Relationships, Transitions <ul style="list-style-type: none"> ○ Wisconsin’s Student Achievement Guarantee in Education (SAGE) program was created to improve student achievement through four school improvement strategies: class sizes of 15:1 in grades K-3, increased collaboration between schools and their communities, rigorous curriculum focusing on academic achievement, and improving professional development and staff evaluation practices. Each of our 21 SAGE schools has a 5-year renewable contract with the state, and receives state aid equal to \$2,250 for each child in the 		<p>between September 2010 & July 2011. Web-based curricula have also been available from vendors Class.com, Compass Learning and Odyssey ware. This curriculum is beneficial for high school students in alternative programs, students with special needs, TAG and in other special cases for middle & elementary students.</p> <p>Ongoing: The Division of ESL/BIL/DLI is working with school staff & librarians to increase the number of Spanish/multilingual materials to support students in ESL/BIL/DLI programs</p> <p>Completed: Dual Language Immersion will expand to Glendale & Chavez in 2011-2012. Developmental Bilingual Instruction will expand to: Hawthorne, Thoreau, Allis, Stephens, Sherman, Cherokee and Wright in 2011-2012.</p> <p>Ongoing: Wisconsin’s Student Achievement Guarantee in Education SAGE program class sizes increased to 18:1 in grades K-3 each of our 20 SAGE schools has a 5 year renewable contract with the state and received state aid equal to \$1,999 for each child.</p>

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
	<p>grades served by the program. Reduced class size in K/1 in non-sage schools (11 schools) and SAGE (21 schools).</p> <ul style="list-style-type: none"> ○ Title I schools (19 of 32 elementary) are provided with additional resources each year to support student learning, professional development and parent involvement. ○ In addition to Title I funds, DPI appropriated \$50,000 for schools at risk of or not making adequate yearly progress on the WKCE 4th grade state test (Allis, Emerson, Glendale, Lake View, Leopold, Lincoln, Midvale, Nuestro Mundo). ○ Target stimulus funds for areas of need. ○ DPI supplemental funds (\$240,000) for three of the lowest performing elementary schools. ○ Turnaround reform strategies implemented in the nine lowest performing elementary schools. ○ Academic after school and summer programs are offered at elementary schools having high percentages of low-income students to provide extended learning opportunities. ○ MSCR provides after school programs in our middle schools to provide students with athletic and other extra curricular activities. After school tutoring is provided by Schools of Hope, United Way, Urban League, Centro Hispano, PEOPLE Program, and Community Learning Center grants. ○ Consortium of health and dental providers to offer free access to all uninsured children. ○ Northstar: Partnership with agency to meet needs of children with significant mental health issues. 		<p>Ongoing: Title I schools decreased to 17 of 32 elementary in the 2010-2011 school year. Gompers and Huegel Elementary were removed from the Title I school list.</p> <p>Completed: no longer funded.</p> <p>Completed: No longer funded Completed: No longer funded</p> <p>Completed: no longer exists</p> <p>Ongoing: Currently being facilitated by Schools of Hope volunteer in each building with support from the IRT.</p> <p>In progress: Continue to partner with MSCR to provide equitable programming at all 11 middle schools. Continue to partner with community organizations offering tutoring services.</p> <p>Ongoing: Numerous outreach initiatives to support underrepresented families have been created including a consortium of health and dental providers to offer free access to all uninsured children.</p> <p>Ongoing: Children's Mental Health Collaborative (Grief Groups, Trauma Groups). A plan is being developed and presented to the BOE regarding meeting the needs of students with mental health needs</p>

Appendix 1 - Equity Report
School Yr 2010-2011

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
	<ul style="list-style-type: none"> ○ Read 180 for middle school reading interventions. ○ Achieve 3000- ○ System 44 for high school reading interventions. ○ Schools of Hope project and the Vista program provide 1:1 tutors for struggling readers in K-5. ○ Expand community partnerships to provide more tutoring and mentoring. ○ SPARC Backpacks are offered in our Title I schools as a way to provide at-home reading material for families in grades K-2. Each backpack has a different theme associated with the material with the backpack. Families check these out on a weekly basis. ○ Reading Recovery is an intervention program used at first grade. This program offers one to one reading support daily for struggling readers. Reading Recovery was developed by Dr. Marie Clay and is used internationally. ○ Literacy focus on progress monitoring (PK-12). ○ Targeted interventionists at the nine lowest performing elementary schools. ○ Formative assessment and professional development in literacy. 		<p>Ongoing: All middle schools are using Read 180 with the exception of Spring Harbor and Cherokee. Equitable access to Read 180 implementation scheduled for 2011-2012</p> <p>Ongoing: Used as a part of core literacy instruction in some alternative programs such as SAIL at West and Metro Program. It was used as a pilot program in 2010-2011.</p> <p>Ongoing: This was a pilot program at West in 2010-2011 school year and it will be expanded pending the final evaluation for the 2011-2012 school year. Equitable access to System 44 implementation scheduled for 2011-2012</p> <p>Ongoing: Title VII Tutoring and others continue to partner with MSCR to provide equitable programming at all 11 middle schools. Continue to partner with community organizations offering tutoring services.</p> <p>Ongoing: Title VII tutors from Edgewood, UW, MATC and United Way</p> <p>Ongoing: SPARC Backpacks are offered in our Title I schools as a way to provide at-home reading material for families in grades K-2. Each backpack has a different theme associated with the material with the backpack. Families check these out on a weekly basis.</p> <p>Ongoing: Reading Recovery is an intervention program used at first grade. This program offers one to one reading support daily for struggling readers. Reading Recovery was developed by Dr. Marie Clay and is used internationally. Reading Recovery was traditionally only offered to students in monolingual settings. Beginning in 2011-2012, Reading Recovery will be available to serve students in bilingual programs. The model will be called Descubriendo la Lectura.</p> <p>Ongoing: Literacy focus on progress monitoring (PK-12).</p> <p>Ongoing: Targeted interventionists at all elementary schools.</p> <p>Ongoing: Formative assessment and professional development in literacy.</p>

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	<ul style="list-style-type: none"> ○ Reading specialists at the six lowest performing middle schools. → Curriculum: Accelerated Learning, Civic Engagement, Cultural Relevance, Flexible Instruction ○ CREATE Project is a collaborative pilot initiative supporting intensive professional development around cultural relevance at Mendota and Falk. There are six professional development strands offered to teachers, including: African American Language Development; Family Involvement; Black Communications; Classroom Management; Teaching from Culturally Relevant Practices and Culturally Relevant Literacy. This pilot is being evaluated to determine effectiveness for district-wide use and application to all learners. ○ Elementary staff at Falk, Mendota, Hawthorne and Lowell are participating in site visits focusing on African American-centered teaching practices. Staff at these schools attended the National Black Child Development Institute Conference in the fall of 2010. ○ Culturally relevant pedagogy is in the second year of a pilot to four schools (Falk, Mendota, Hawthorne and Lowell). ○ The District received a \$76,000 grant from the Department of Public Instruction to reduce the disproportionate representation of minority students identified with disabilities. This grant is specifically targeted at improving staff capacity to implement culturally relevant curriculum and instructional practices. → Staff: Professional Development <ul style="list-style-type: none"> ○ Each fall, before school begins, there is an annual all staff professional development day focusing on equity. 		<p>Ongoing: There are 6 Reading Interventionists are at middle school level. These interventionist lead work around PD & reading instruction.</p> <p>Ongoing: Expansion of this PD initiative currently includes Mendota, Falk, Hawthorne and Lowell elementary schools. Data under each professional development plan has been collected and shared to demonstrate changes in teacher practices and student achievement. Through African American Language Development training the CPR work will be expanding district wide.</p> <p>Ongoing: 25 district staff participated in a school based site visit at the Culture Language Academy of Success in the Oakland California school district. Participants learned about culturally responsive language and literacy practices.</p> <p>Ongoing: Culturally relevant pedagogy continued at the 4 elementary CPR pilot sites. In addition Muir, Crestwood, Thoreau, Gompers, Lapham, Schenk and Leopold entered in at various levels of the work.</p> <p>Ongoing: Part of the grant money created the culturally relevant hiring tool, SSIT PD, the CREATE school support and the research study with professor Aydin Bal on disproportionate representation of students of color identified with special education needs. Research was done in collaboration with WCER and Arizona State University.</p> <p>Ongoing: The last all staff PD, Yes We Can! equity day was held in August 2009.</p>

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	<ul style="list-style-type: none"> ○ MMSD schools have frequent book study groups focusing on Race and Equity. There are multiple copies of titles purchased in the Doyle Administrative ERL Room. ○ Many schools are participating in professional development opportunities through the support of Educational Services around curriculum mapping, universal design/differentiation, English language proficiency standards, Assistive Technology, Classroom Action Research, Mental Health, literacy practices, and creating quality IEPs. The total in grants awarded to schools exceeds \$1 million. ○ During the 2009-10 school year, Educational Services has funded in part or whole the opportunity for 220 staff to attend conferences aligned to District goals. Examples include but are not limited to AVID training, Instructional Rounds, National Staff Development Council, Literacy, Assistive technology, Understanding by Design. <p><u>Relationships</u> <i>Create a climate that welcomes and values all students, families, and community members.</i></p> <p>→ Staff: Professional Development</p> <ul style="list-style-type: none"> ○ Responsive Classrooms training will be provided for 180 K-8 teachers in summer of 2010. This training focuses on teaching classroom routines, classroom management, community building and strengthening student/staff and student/student relationships. ○ Professional Development focused on family support and outreach is an ongoing priority for Student Services staff. This PD includes the Epstein Model, book studies on parent outreach 		<p>Ongoing: Several elementary and secondary schools participated in race and equity book study PD included but not limited to: Memorial, West, Hawthorne, Lowell, Olson. At a district level a team of teachers participated in the Doyle ERL Coretta Scott King book study group.</p> <p>Ongoing: 1.5 million grant dollars were spent to support curriculum mapping through the REAL grant at the high school level. Each high school received \$25,000 - \$30,000. Support was also given for collaboration around universal design so that courses would be available to all students. A heavy focus was on English and math to support students who were failing these classes. Monies were also provided to support 150 school based summer projects.</p> <p>Completed: During the 2010-2011 school year, Educational Services has funded in part or whole the opportunity for staff to attend conferences aligned to District goals. Examples include but are not limited to AVID training, Instructional Rounds, National Staff Development Council, Literacy, Assistive technology, Understanding by Design. 12 schools received Race to The Top funds to support SIP and PD goals. Money was used for University of Washington instructional rounds work and transformation of central office. PD was also provided for teachers and administrators during the summer of 2010-2011 to help close the achievement gap.</p> <p>Completed: Approx. 179 district staff participated in Responsive Classroom training in the summer of 2010. 4 high school engagement coordinators. Extremely positive response. 170 additional elementary & middle school teachers will participate in this class in August 2011</p> <p>Ongoing: In 2009-2010 parents spoke on mental health issues and a book study was formed around The Essential Conversation by Sara Lawrence-Lightfoot. In 2010-2011 student services teams looked at how to involve families in the PBS process.</p>

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	<p>and inviting parent panels to present at Student Services meetings.</p> <ul style="list-style-type: none"> ○ Training for staff on Individual Learning Plans. ○ Classroom Action Research for MSAN students. ○ Professional collaboration time: 29 days of early release for middle and high schools for professional collaboration. ○ REAL Grant goals focused on teacher engagement and student achievement at the high school level. <p>→ Organizations/Systems: Climate</p> <ul style="list-style-type: none"> ○ The Positive Behavior Support initiative is being implemented at 16 elementary schools, 11 middle schools, 4 high schools and individual alternative programs. During 2010-11, the remaining 16 elementary schools will receive this training. ○ Consistent welcoming practices are being developed for implementation across schools. An after school course for staff focuses on welcoming practices as a way of supporting students who are highly mobile. ○ Engagement coordinator at each high school to focus on non-engaged students. ○ All K-12 schools complete a Climate Survey to assess needs of the building. The survey assesses student, staff and parent responses. 		<p>Ongoing: ILP PD plan was implemented with fidelity district wide in 2010-2011. This was an initial introduction with ongoing PD for staff. ILP activities were begun in grades K5, grades 6 and 9 during the 2010-2011 school year.</p> <p>In progress: MSAN's students participated in several service learning projects that served to help close the achievement gap in MMSD</p> <p>In progress: Professional collaboration time at the secondary level will include system-wide focus on improving instruction for all students</p> <p>Ongoing: Year 3 initiative this project focused on 3 goals for 2010-2011 the goals are: Increase Academic Success for all students, Strengthen Student to Student Relationships/Strengthen Student to Adult Relationships and to Improve Post-Secondary Outcomes for all students.</p> <p>Ongoing: The Positive Behavior Support initiative is being implemented at all elementary, middle and high schools and individual alternative programs.</p> <p>Ongoing: Consistent welcoming practices are being developed for implementation across schools. An after school course for staff focuses on welcoming practices as a way of supporting students who are highly mobile.</p> <p>Ongoing: Engagement coordinator at each high school to focus on non-engaged students.</p> <p>Ongoing: All K-12 schools completed a Climate Survey to assess needs of the building. The survey assesses student, staff and parent responses.</p>

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	<ul style="list-style-type: none"> ○ Smaller Learning Communities to provide stronger relationships with staff and students ○ Expand Student Voice groups. <p><i>Engage families and community members in schools, children's education, and the success of all students.</i></p> <p>→ Students: Achievement for All Students, Transitions</p> <ul style="list-style-type: none"> ○ All K-12 schools complete a Family and Community Involvement Plan for their buildings. The six components of this plan are: Making School Welcoming to All, Communicating, Parenting, Decision-Making and Building Leadership and Governance, Volunteering, Helping Your Student Do Well in School & Collaborating with the Community. ○ Individual Education Plans and plans for student-led conferences. ○ Principal for a Day and Adopt-a-School programs. ○ Continued partnerships with United Way, Boys and Girls Club, Urban League, and MSCR. ○ The Department of Educational Services is sponsoring two parent education trainings regarding early childhood: Families and Schools Together (FAST) and Parent-Provider Information Exchange (PIE). The PIE training will have one cohort in English and one in Spanish. <p>→ Curriculum: Cultural Relevance</p> <ul style="list-style-type: none"> ○ A strand within the CREATE Project focuses on family involvement. A variety of family events have been offered, including "Read Your Heart 		<p>Ongoing: Smaller Learning Communities to provide stronger relationships with staff and students.</p> <p>Ongoing: Expand Student Voice Groups.</p> <p>Ongoing: American Indian Science & Engineering Society (AISES). United National Indian Tribal Youth Inc. (UNITY). All four high schools have developed small learning community structures in order to enhance student to student and adult to student relationships. Each high school offers a student voice group that is involved in school improvement efforts.</p> <p>Ongoing: High school students were supported in leading their IEP process which promoted self direction, the development of self advocacy skills and achieving personal goals.</p> <p>Ongoing: Foundation for Madison Public Schools will host the 8th annual Principal For A Day on October 18th, 2011. 49 schools host 80 principals for a day. Demand to participate has exceeded the number of schools so middle/high schools host 3 to 4 principals for a day in order to meet the demand.</p> <p>Ongoing: MMSD collaborates with United Way, Boys & Girls Club, Urban League & MSCR and receives over \$800,000 in funding which serves over 6500 district elementary students. 10 of the 11 middle schools and 4 comprehensive high schools.</p> <p>Ongoing: A collaboration between The Childrens Service Society, Centro Hispano and Educational Services offered a 10 week FAST/PIE training for MMSD families. The training took place from April to June 2010.</p> <p>Ongoing: This CPR Family Involvement strand work has produced leadership of the PTO at Falk Elementary by 3 families of color, Parent Empowerment groups at Lowell, district</p>

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	<p>Out” which brought 200 family members and community leaders into the schools to read with students.</p> <ul style="list-style-type: none"> ○ The Department of Educational Services is funding significant professional development opportunities at Falk and Mendota elementary schools regarding culturally responsive curriculum and instruction. These two schools are also involved with the DPI funded CREATE Project to increase academic outcomes of students through culturally responsive curriculum and instruction. ○ Parent Teacher Organizations and Equity Teams are facilitating family involvement and conversation at two high schools regarding how to best meet the needs of all students. <p>→ Organization/Systems: Communication, Decision-Making</p> <ul style="list-style-type: none"> ○ All schools have Parent/Teacher Organizations ○ All schools have leadership teams. ○ All schools have an equity team. ○ All schools have a school improvement planning process that requires each school to examine data and identify specific improvement plans. <p><i>Challenge teachers and students to develop an appreciation of all cultures and to learn to thrive in a multicultural society.</i></p> <p>→ Curriculum: Civic Engagement, Cultural Relevance</p>		<p>representation at the state level to share promising practices by both families and staff members and an increase in family involvement numbers at the 4 CPR schools. In addition Parent Committee was established across the district to represent the diversity of MMSD.</p> <p>Ongoing: Both Falk and Mendota staff member continue to participate in culturally relevant PD opportunities. Staffs from both schools have attended the National Black Child Development Conference, DPI CREATE Conferences and African American Language Development Conferences to improve teacher practices and student achievement.</p> <p>Ongoing: Memorial’s Equity Team facilitated a student roundtable to further identify how to best meet the needs of all students, based on the information gathered from the parent/guardian roundtable held previously.</p> <p>Ongoing: Parent council monthly meeting with a representative from each schools PTO 2010. Parent & teacher council, Innovative & Alternative Programs began in January 2011.</p> <p>Ongoing: District leadership teams in 2010-2011 included Leadership Council, Teacher Council, Literacy Evaluation team, and Core Instructional Alignment and Equity Teams.</p> <p>Ongoing: Family involvement forms are used district wide by principals with their yearly SIP goals.</p>

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	<ul style="list-style-type: none"> ○ Sample lesson plans are being developed that infuse principles of cultural relevance into standards-based, cross-disciplinary curriculum. ○ All MMSD new educators are participating in professional development with the District Cultural Relevance Instructional Resource Teachers to deepen their understanding of working with culturally diverse students. ○ Elementary Instructional Resource Teachers are engaging in intensive professional development around cultural relevancy in order to enhance school-based implementation of effective strategies for multicultural classrooms. ○ Memorial High School has engaged in an interdisciplinary immigration project based on a student's heritage. ○ District and grant funding supported the development of a 3rd grade history book "Madison – City of Four Lakes, Our History and Our Home." The book has been provided to all 3rd grade classrooms. Teachers have participated in professional development and field trips to learn about regional history and culture. <p>→ Staff: Professional Development</p> <ul style="list-style-type: none"> ○ Each fall, before school begins, there is an annual all staff professional development day focusing on equity. ○ MMSD schools have frequent book study groups focusing on Race and Equity. There are multiple copies of titles purchased in the Doyle 		<p>Ongoing: Sample culturally relevant lesson plans have been created to support the Lucy Calkins writing work district wide. In addition culturally relevant lesson plans have been created in the CPR work that focuses on African American Language Development, Black Communications, Family Involvement, Literacy, Classroom Management and Discipline and Teaching from the principles.</p> <p>Ongoing: A team of 9 elementary IRT's and 30 secondary IRT's have participated in a yearlong professional development opportunity to strengthen culturally relevant teaching practices and promote higher levels of academic student achievement.</p> <p>Ongoing: The District Cultural Relevance IRT's engaged in Professional Development during August, as well as in November, for elementary educators & December, for secondary educators. The sessions in November & December were done in collaboration with the Professional Development department.</p> <p>Completed: Will continue. Happens first quarter. It is cross curricular LMC science, LA & social studies. Science is in charge of graphing, LA in charge of writing, social studies helps with Ancestry.com open house culminating activity Ethnic foods are served.</p> <p>Ongoing: Madison – city of four lakes PD continues new developments. Will be translated into Spanish for fall 2011 class.</p> <p>Ongoing: American Indian Issues in Education: Understanding Act 31 and Beyond.</p> <p>Ongoing: Schools at both the elementary and secondary levels have participated in Race and Equity book studies. A few examples include Memorial High School, Hawthorne, Lowell and Olson elementary. District staff participated in Native</p>

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	<p>Administrative ERL Room.</p> <ul style="list-style-type: none"> ○ Several schools are participating in professional development opportunities through the support of Educational Services. Mini grants are awarded to schools. <p><i>Make opportunities and resources available for teachers and staff to promote recognition that students must take different roads to learn.</i></p> <p>→ Students: Achievement for All Students, Transitions</p> <ul style="list-style-type: none"> ○ Common transition planning tools are being developed for use to assist students to transition in and out of alternative programs and will be implemented in 2010-11. ○ During the 2009-10 school year, 3 new alternative programs have been opened for at-risk students. The Memorial Alternative Achievement Program (MAAP) is a credit recovery program for students in grades 9-12. Project ROAD is a program for students in their final year of school which includes a work experience and prepares students to pass GED tests as a way to demonstrate competency in core content areas. Cluster 6 is a program for 6th graders with mental health issues. ○ ACT Career and College Readiness Standards including EXPLORE, PLAN, ACT< and Work Keys to help student assess skill development and progress over time. ACT E-Pass and ACT assessments for all students (Explore for 8th and 9th graders in 2010-11; PLAN for all 10th graders; ACT for all 11th graders in 2011-12). 		<p>American PD which focused on anti bias literary material selections. A team of district teachers participated in the Coretta Scott King ERL book study group.</p> <p>Ongoing: Inclusive school grants were awarded to 50 schools in the amounts of \$500 - \$3,000 each school was given support to improve instruction and accessibility. \$350,000 was used to support PD for 12 elementary schools through Race to The Top funds. These funds were used to support and improve teacher practice in reading and to purchase curriculum materials.</p> <p>In progress: Principals from elementary, middle and high schools have worked in feeder patterns monthly to identify best practices in supporting students as they transition from level to level.</p> <p>Completed: During the 2010-2011 school year 3 new alternative programs continued for at risk students which were the MAAP, Project ROAD and the Cluster 6 programs. During the 2011-2012 school year the Cluster 6 program will discontinue due to funding.</p> <p>In progress: Adoption of the ACT Career & College Readiness Standards and the ACT EPAS assessments. Ongoing discussion regarding use of new tools and methods to make supervision & evaluation timelier, more relevant, and more useful.</p>

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	<ul style="list-style-type: none"> ○ LEAP is an alternative program for elementary students who are struggling emotionally. There are two sites in the district that offer this type of program for elementary students. This program was recently expanded to meet the needs of students. → Staff: Professional Development → Organization/Systems: Communication <p><i>Foster high behavioral and academic expectations for all students.</i></p> <ul style="list-style-type: none"> → Student: Achievement for All Students, Relationships <ul style="list-style-type: none"> ○ Social Emotional Learning Standards have been developed and will be implemented in 2010-11. Common curriculum and materials have been selected and will be purchased for schools so there is consistency across the district. ○ Implementation of Positive Behavior Support at elementary, middle and high schools. ○ Refine Code of Conduct and change expulsion policy. ○ Youth Court and Time Bank instead of punitive measures. → Curriculum: Cultural Relevance <ul style="list-style-type: none"> ○ A strand within the CREATE Project focuses on providing teachers with classroom management strategies that meet the social, emotional and behavioral needs of diverse students. 		<p>Ongoing: LEAP provides small group & individualize academic, social, and emotional programming. The program is a blend of four elements: behavior management, education, social skills interventions, and recreation and leisure education. The program is offered at 3 district sites.</p> <p>Ongoing: MMSD has developed and introduced Social Emotional Learning Standards. The standards will be implemented through the Second Step curriculum and Academic Core content.</p> <p>Ongoing: All MMSD schools have been trained in the universal tier of Positive Behavior Supports. 23 schools have been trained at the secondary tier and 5 schools have been trained at the tertiary tier.</p> <p>Ongoing: A committee was established to develop a new behavior education plan. The plan merges PBS with the student conduct and discipline plan.</p> <p>In progress: No district wide systemic measures have been instituted. Individual schools are piloting school based programs.</p> <p>Ongoing: Student empowerment groups have been created at 4 elementary schools to address the behavioral and academic needs of MMSD students. In collaboration with PBS, Omega Boys Club, Drum Power, Reading Intervention and Systems for Transitioning have been established as culturally responsive tools for addressing these needs.</p>

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	<p>→ Staff: Professional Development</p> <ul style="list-style-type: none"> ○ Positive Behavior Supports provides interventions at the universal, secondary and tertiary levels. To date, 32 schools have had the universal level of training, 16 schools have had the secondary level and 5 schools have had the tertiary level. <p>→ Organization/Systems: Cooperation/Collaboration</p>		<p>Ongoing: All MMSD schools have been trained in the universal tier of Positive Behavior Supports. 23 schools have been trained at the secondary tier and 5 schools have been trained at the tertiary tier.</p>
<p>The district will recognize and eliminate inequitable policies, practices at the district level.</p>	<p>Engagement</p> <p><i>*Advocate for adequate funding for all public schools.</i></p> <p>→ Resource/Capacity: Pursue Necessary Resources</p> <p><i>Seek diversity of administrative, academic, and other staff at all levels and in all facilities.</i></p> <p>→ Staff: Recruitment and Retention</p> <p><i>*Charge the Special Assistant to the Superintendent for Race and Equity with continually assessing implementation of the Equity Policy.</i></p> <p>→ Student: Relationships, Transitions</p> <p><i>Promote and monitor socio-economic diversity in assignments and transfers of students to schools and classrooms.</i></p> <p>→ Organization/Systems: Communication</p> <ul style="list-style-type: none"> ○ Heterogeneous grouping, embedded honors opportunities, clustering. ○ District Open Enrollment and Internal Transfer Policy. 	<ul style="list-style-type: none"> ▪ Staff demographics ▪ Equity Resource Formula ▪ Title I Funds ▪ ELL Educational Services allocation formula ▪ Facilities Maintenance Report ▪ Technology ▪ Professional Development ▪ School Improvement 	<p>Ongoing: Lafollette & Edgewood College partnership promoting teaching as a career through a mentoring and scholarship program. Early hire committees are established for bilingual positions, 4K and candidates of color in any areas that we are certain we will hire. One of the initiatives of the recruitment plan for 2011-2012 will include on ongoing effort to not only hire staff of color, but to also retain this staff.</p> <p>Ongoing: Working in School-based Discussions, students will be asked to provide perspectives on issues relating to curriculum & instruction, including levels, embedded honors, instructional materials, course sequences, support & resources needed to support improvements, and most importantly, the best ways to both challenge & support every student. District-wide student input will be gathered through the MMSD Student Senate.</p> <p>Ongoing: For the 2009-2010 school year the open enrollment and internal transfer policy both stayed the same. Changes for the 2010-2011 school year may be impacted by a bill called SB2 which would allow students to apply outside of the current application window.</p>

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
<p>The district will recognize and eliminate inequity in and among schools.</p>	<p><u>Relationships</u> <i>Enforce the Code of Conduct uniformly regardless of a student's race, culture, or gender.</i></p> <ul style="list-style-type: none"> → Organization/Systems: Climate, Cooperation/Collaboration <ul style="list-style-type: none"> ○ Replace the current Code and expulsion process with an abeyance model that focuses on continued education and restoration to the larger educational community. <p><i>Promote equity principles throughout leadership, teaching, and learning.</i></p> <ul style="list-style-type: none"> → Staff: Professional Development <ul style="list-style-type: none"> ○ Principal's Administrative Goal Agreement ○ Equity professional development district wide and school based. → Resource/Capacity: Rigorous Evaluation <ul style="list-style-type: none"> ○ Evaluation is a critical component of our overall curriculum, instruction, and assessment efforts. Action items call for the use of appropriate evaluation strategies targeted at specific interventions and strategies. This includes both measures of student outcomes as well as cost effectiveness. When possible, and to achieve efficiencies, we will collaborate with external partners to evaluate programs, e.g., Minority Student Achievement Network (MSAN), Wisconsin Center for Educational Research (WCER). 	<ul style="list-style-type: none"> • Narrative summarizing Principal flexibility in allocating site-based funding (i.e., SIP, PD budget) • Suspension data 	<p>Ongoing: The current code and expulsion process has been revised in format and substance. However the Phoenix program and expulsion process are both in operation. Over 60 middle school and high school students participated in the Phoenix during the 2010-2011 school year.</p> <p>Ongoing: continued use across the district to promote a collaborative evaluation process.</p> <p>Ongoing: Embedded throughout district and school based PD opportunities.</p> <p>In progress: A literacy program evaluation was done by the Hanover Institute. Plans are being made to evaluate the Science curriculum, scope and sequence in 2011-2012. Value added results presented by WCER to the Student Achievement and Performance Monitoring Committee in January 2011. WCER will deliver Value added reports during the spring and summer of 2011 and 2012. WCER began a study in April 2011 to investigate the potential impact of the process to place students in classroom on Value Added</p>

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators	Status
	<p>Learning <i>Distribute resources based on student needs.</i></p> <p>→ Resources/Capacity: Prioritize and Allocate Resources, Pursue Necessary Resources</p> <ul style="list-style-type: none"> ○ An ENI formula is used as a basis for evaluating children’s educational needs. Factors include: <ul style="list-style-type: none"> ▪ Free or reduced lunch ▪ High mobility (1+ school changes/year) ▪ Adult education level (< college) ▪ Home status (< 2 adults w/ child) ○ Student Services staff are allocated to schools using a formula that differentiates based on numbers of students in poverty, numbers of students with disabilities and the overall population of the school. This results in higher levels of support in schools with higher student needs. 		<p>Ongoing: An ENI formula is used as a basis for evaluating children’s educational needs. Factors include: Free or reduced lunch High mobility (1+ school changes/year) Adult education level (< college) Home status (< 2 adults w/ child)</p> <p>Ongoing: Student Services staffs are allocated to schools using a formula that differentiates based on numbers of students in poverty, numbers of students with disabilities and the overall population of the school. This results in higher levels of support in schools with higher student needs.</p>
<p>*These recommended strategies are not explicitly stated in the Strategic Plan. However, MMSD is taking measures to pursue comparable strategies. For example, the Board of Education and Superintendent with the support of the MMSD Legislative Liaison and other designated administrative staff advocate for educational funding. Dual Immersion Programs at the elementary level (Nuestro Mundo, Leopold) and expansion to the middle/high school (Sennett/La Follette) are examples of promoting multilingualism.</p>			

