



DATE: September 16, 2010

TO: Board of Education
Ad Hoc Committee on Equity in Decision Making

FROM: Andreal Davis, Assistant Director of Equity & Family Involvement

SUBJECT: Equity Report Updates 2010-11

Equity Report Updates

The attached document includes updates to the March 8, 2010 and the August 9, 2010 Annual Equity Report. The updates include Year 1 priorities and summary status of the 2010-11 initiatives.

Time Line

The following Board of Education information requests from the August 9, 2010 Board meeting are in process and will be completed by September 30, 2010:

- Overall average age of computers per school
- Average experience of teachers at each school and teacher turnover for each school
- Strategies for increasing climate survey participation rates at schools
- Clarifying why average figure is less than the rate for individual schools-page 16
- Explanation for drop in advanced course participation in 2008-09
- Need for appendices that sorts data by school
- Definition of advanced courses and what is included in the data
- Disaggregate advanced course data by ethnic groups and family income
- Provide rationale for including special education data as measures for cultural relevance
- Include data on staff from all employee groups
- Data on computer deployment plans and alignment with technology plan
- Include appendices and glossary and print charts in color
- Disaggregate data by ethnic group and gender
- Provide rationale for drop in extracurricular activities
- Detail how data will be used and goals that will be pursued; include value added data

Recommendations for Board of Education consideration to advance equity in MMSD will be completed by the October 18, 2010 Ad Hoc Committee on Equity in Decision Making meeting.

Attachment

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> → Student: Achievement for All Students, Relationships, Transitions</p> <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> <p>→ Curriculum: Accelerated Learning, Assessment, Civic Engagement, Cultural Relevance, Flexible Instruction</p> <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. ○ High schools are realigning curriculum district wide, discussing common student outcomes and the ongoing assessments that can inform those outcomes. 	<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><u>In progress</u></p> <p><u>Implemented</u></p> <p><u>Implemented</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>

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	<ul style="list-style-type: none"> ○ 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. ○ <u>Development of an equitable and consistent curriculum. Development of equitable and consistent scope and sequence (common core standards).</u> ○ Elementary schools are all in alignment of standards based curriculum across the district in Literacy, Math, Social Studies and Science. ○ 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. 		<p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>In progress</u></p> <p><u>Completed</u></p> <p><u>Completed</u></p> <p><u>Ongoing</u></p> <p><u>Complete/ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>

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	<p>students. One of the AVID goals is placement of students into Advanced Placement courses.</p> <ul style="list-style-type: none"> ○ <u>New Abeyance program to continue educational services for qualifying students.</u> <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 with disabilities and Talented and Gifted programming options. <p><i>*Promote English proficiency and multilingualism.</i></p> <p>→ 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.</p> <p>→ 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>		<p><u>In progress</u></p> <p><u>Ongoing</u></p> <p><u>In progress</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>

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	<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> <p>→ Student: Achievement for All Students, Relationships, Transitions</p> <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 grades served by the program. Reduced class size in K/1 in non-sage schools (11 schools) and SAGE (21 schools). ○ 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). ○ <u>Target stimulus funds for areas of need.</u> ○ <u>DPI supplemental funds (\$240,000) for three of the lowest performing elementary schools.</u> ○ <u>Turnaround reform strategies implemented in the nine lowest performing elementary schools.</u> 		<p><u>Completed</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>In progress</u></p> <p><u>Completed</u></p> <p><u>Ongoing</u></p>

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	<ul style="list-style-type: none"> ○ 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. ○ 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. 		<p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>In progress</u></p> <p><u>In progress</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>

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	<ul style="list-style-type: none"> ○ <u>Literacy focus on progress monitoring (PK-12).</u> ○ <u>Targeted interventionists at the nine lowest performing elementary schools.</u> ○ <u>Formative assessment and professional development in literacy.</u> ○ <u>Reading specialists at the six lowest performing middle schools.</u> <p>→ Curriculum: Accelerated Learning, Civic Engagement, Cultural Relevance, Flexible Instruction</p> <ul style="list-style-type: none"> ○ 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 <u>Lowell</u> 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 		<p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>

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	<p>to implement culturally relevant curriculum and instructional practices.</p> <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 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, 		<p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Completed</u></p> <p><u>Completed</u></p>

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	<p>community building and strengthening student/staff and student/student relationships.</p> <ul style="list-style-type: none"> ○ 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 and inviting parent panels to present at Student Services meetings. ○ Training for staff on Individual Learning Plans. ○ Classroom Action Research for MSAN students. ○ <u>Professional collaboration time: 29 days of early release for middle and high schools for professional collaboration.</u> ○ <u>REAL Grant goals focused on teacher engagement and student achievement at the high school level.</u> <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. ○ Smaller Learning Communities to provide stronger relationships with staff and students. 		<p><u>Ongoing</u></p> <p><u>Ongoing</u> <u>In progress</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>

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	<ul style="list-style-type: none"> ○ Expand Student Voice groups. <p><i>Engage families and community members in schools, children's education, and the success of all students.</i></p> <ul style="list-style-type: none"> → Students: Achievement for All Students, Transitions <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 and 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. → Curriculum: Cultural Relevance <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 Out" which brought 200 family members and community leaders into the schools to read with students. ○ The Department of Educational Services is funding significant professional development opportunities at Falk and Mendota elementary 		<p><u>In progress</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>

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	<p>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.</p> <ul style="list-style-type: none"> ○ 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. ○ <u>All schools have a school improvement planning process that requires each school to examine data and identify specific improvement plans.</u> <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> <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. 		<p><u>Ongoing</u></p> <p><u>Completed</u> <u>Completed</u> <u>Completed</u> <u>Completed</u></p> <p><u>Completed</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>

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	<ul style="list-style-type: none"> ○ Memorial High School has engaged in an inter-disciplinary immigration project based on a student's heritage. ○ Culturally relevant curriculum development. ○ 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. → 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. ○ 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. ○ 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> <ul style="list-style-type: none"> → Students: Achievement for All Students, Transitions <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 		<p><u>Ongoing</u></p> <p><u>Ongoing</u> <u>Completed</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>In progress</u></p> <p><u>Completed</u></p>

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	<p>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.</p> <ul style="list-style-type: none"> ○ ACT Career and College Readiness Standards including EXPLORE, PLAN, ACT< and Work Keys to help student assess skill development and progress over time. <u>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).</u> ○ 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. <p>→ Staff: Professional Development → Organization/Systems: Communication</p> <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 		<p><u>In progress</u></p> <p><u>Ongoing</u></p> <p><u>In progress</u></p> <p><u>In progress</u></p> <p><u>In progress</u></p> <p><u>In progress</u></p>

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	<p>measures.</p> <ul style="list-style-type: none"> ○ ACT testing for all. <p>→ Curriculum: Cultural Relevance</p> <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>→ 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><u>In progress</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p>
<p>The district will recognize and eliminate inequitable policies, practices at the district level.</p>	<p><u>Engagement</u> <i>*Advocate for adequate funding for all public schools.</i> → Resource/Capacity: Pursue Necessary Resources</p> <p><i>Seek diversity of administrative, academic, and other staff at all levels and in all facilities.</i> → 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> → Student: Relationships, Transitions</p> <p><i>Promote and monitor socio-economic diversity in assignments and transfers of students to schools and classrooms.</i> → Organization/Systems: Communication</p> <ul style="list-style-type: none"> ○ Heterogeneous grouping, embedded honors opportunities, clustering. 	<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><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>Ongoing</u></p> <p><u>In progress</u></p>

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	<ul style="list-style-type: none"> ○ District Open Enrollment and Internal Transfer Policy. 		<u>Ongoing</u>
<p>The district will recognize and eliminate inequity in and among schools.</p>	<p>Relationships <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><u>In progress</u></p> <p><u>Ongoing</u> <u>Ongoing</u></p> <p><u>In progress</u></p>

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	<p><u>Learning</u> <i>Distribute resources based on student needs.</i></p> <ul style="list-style-type: none"> → Resources/Capacity: Prioritize and Allocate Resources, Pursue Necessary Resources <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><u>Ongoing</u> <u>Ongoing</u> <u>Ongoing</u> <u>Ongoing</u> <u>Ongoing</u></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>			