

APPENDIX LLL-9-10
March 8, 2010

Annual Equity Report

2009-2010

Madison Metropolitan School District

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March 2010

Madison Metropolitan School District
Annual Equity Report 2010

Introduction

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. Data on the distribution of staff as well as of financial and programmatic resources across schools are also called for in the report.

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.

A. Goals

- 1. The district will eliminate gaps in access, opportunities, and achievement by recognizing and addressing historic and contemporary inequities.**

Performance measures for Access and Opportunities

- Number and percentage of students scoring at the proficient/ready to learn level on the Kindergarten Screener
- On-track for graduation – 9th grade (NOT YET AVAILABLE)
- Graduation completion rates
- Disproportionality in special education data (i.e., risk ratio)
- Number and percentage of students taking advanced classes
- Suspension data

Performance measures for Achievement

- Number and percentage of students scoring at each proficient level on standards-based grades K-8
- Number and percentage of students scoring at each proficient level on assessments (WKCE 4th and 8th grade)
- Number and percentage of students successfully completing all courses (successful is defined as a grade of “C” or higher) in 9-12

2. The district will recognize and eliminate inequitable policies and practices at the district level.

Indicators of equitable policy and practice

- Staff demographics
- Equity Resource Formula
- Title I Funds
- Facilities Maintenance Report (NOT YET AVAILABLE)
- Technology Plan
- Professional Development
- School Improvement

3. The district will recognize and eliminate inequity in and among schools.

Principals and Assistant Superintendents work collaboratively to ensure site-based funding is focused on successful development and implementation of the SIP and necessary resources are in place to support specified school goals and objectives directly related to equity. A description of the School Improvement Plan and Professional Development is provided on page 8 of this report.

B. Reporting

1. Administration will report on an annual basis to the Board of Education the extent of progress on specific measures in eliminating gaps in access, opportunities and achievement.

Key Findings – 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 2008-09 Kindergarten screening results, 31% of students of color compared to 77% of White students 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

NOT YET AVAILABLE

High School Completion Rates

- ✓ In 2008-09, 89% of MMSD students completed high school.
- ✓ 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, less than 10% of students were suspended (8%) in 2008-09. The percentage of student suspensions has remained relatively constant over the last two years.
- ✓ 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%).

Key Findings on Achievement

4th grade Reading

- ✓ District-wide, 75% of students scored proficient or advanced in reading in 2008-09, a 1% increase from the previous year
- ✓ Southeast Asian and African American students posted increases in percent proficient and advanced reading levels between 2007-08 and 2008-09.
- ✓ 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%).
- ✓ in 2008-09, the proportion of students with disabilities who scored proficient or higher increased 1%.
- ✓ The proportion of ELL students scoring proficient or higher is stable, while the proportion of non-ELL students scoring proficient or higher increased slightly in 2008-09.
- ✓ 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, 81% of students scored proficient or advanced in reading in 2008-09, 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.
- ✓ The percentage of White 8th graders scoring proficient or advanced increased by almost 3% with the largest increase reported among Native American students from 43% in 2007-08 to 67% in 2008-09.
- ✓ 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

2. 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.

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 – available in Fall 2010

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.)

For the complete report visit MMSD website at
<http://infosvcweb.madison.k12.wi.us/files/infosvc/InfoTechPlan20092012.pdf>

Indigent Bus Passes

The school district provides Metro Bus transportation to those middle and high school students qualifying for free or reduced lunch who live more than 1.5 miles from their school.

Professional Development

Funding for professional development is a set amount distributed to individual schools based on the school's percentage of the total teacher allocation. These funds are earmarked for staff development activities that contribute directly to School Improvement Plans (SIP) and MMSD priorities. Within the context of the MMSD Strategic Plan, professional development initiatives and programs will target identified school and district priorities. Please refer to the State of the District Report 2010 at http://boeweb.madison.k12.wi.us/files/boe/The_Whole_Thing.pdf for a full description of Professional Development initiatives and programs.

School Improvement Plans (SIP)

Funds are allocated for individual school sites in order to carry out their SIP goals and objectives. The purpose of the school improvement process is to improve academic outcomes for all students by identifying necessary changes and formulating action plans that are then implemented. The SIP process begins with thorough data analysis, root cause analysis, selection of goals and objectives, and aligning professional development required along with resources available for improvements. Parents and community members are active participants in the SIP process.

In terms of the stated equity goals, school-based allotments are specifically targeted to address the district's plan for school improvement as well as supporting individual school sites. The funds allocated for individual schools are discretionary for the explicit use of supporting continuous school improvement. At each school level, Principals and the Assistant Superintendents work collaboratively to ensure funding is being used to support SIP. For example, staff development funds are earmarked for activities/actions that directly contribute to SIP and MMSD Strategic Plan priorities.

Programmatic Resources

Appendix 1 attached to this report provides district activities related to equity, organized by Equity Task Force Recommendation Strategies and Strategic Plan Year 1 Priorities.

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
<p>The district will eliminate gaps in access, opportunities, and achievement by recognizing and addressing historic and contemporary inequities.</p>	<p><u>Learning</u> <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 fall 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. ○ High school reform work is using curriculum 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 insure that they are on track to 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 7 and 8 graders. 	<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

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
	<ul style="list-style-type: none"> ○ Middle schools use standards based reports which assist students and families to understand strengths and skill areas that need further development. ○ Elementary Schools are all in alignment of standard based curriculum across the district in Literacy, Math, Social Studies and Science. ○ Elementary Schools continue to use standard 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 Teaching & Learning 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.h., Minority Student Achievement Network (MSAN), Wisconsin Center for Educational Research (WCER), etc. <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 fall, 2011 for all K-5 and 9th grade students. ○ Ready Set Goal Conferences will resume in fall 2011 for all K-5 students. 	

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
	<ul style="list-style-type: none"> ○ 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 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. ○ 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. → Curriculum: Accelerated Learning, Cultural Relevance, Flexible Instruction <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 in at the secondary level, including alternative programs, students with 	

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
	<p>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 fall, 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 grades served by the program. ○ 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). ○ Academic after school programs are offered at elementary schools having high percentages of low-income students to support their learning. ○ 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 	

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
	<p>Community Learning Center grants.</p> <ul style="list-style-type: none"> ○ Schools of Hope project and the Vista program provide 1:1 tutors for struggling readers in K-5. ○ 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>→ 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 and Hawthorne is participating in site visits focusing on African American-centered teaching practices. Staff at these schools attended the National African American Conference in the fall of 2010. ○ 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 target at improving staff capacity to implement culturally relevant curriculum and instructional practices. <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 	

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	<p>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 IEP. Total grants awarded to schools exceeds \$1 million.</p> <ul style="list-style-type: none"> ○ 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> <ul style="list-style-type: none"> → Staff: Professional Development <ul style="list-style-type: none"> ○ Responsive Classrooms training will be provided for 180 K-8 teachers in Summer 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 and inviting parent panels to present at Student Services meetings. ○ Training for staff on Individual Learning Plans ○ Classroom Action Research for MSAN students → Organizations/Systems: Climate <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. ○ 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/Staff: 	

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
	<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, 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 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. → Organization/Systems: Communication, Decision-Making <ul style="list-style-type: none"> ○ All schools have Parent/Teacher Organizations. ○ All schools have leadership teams. 	

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
	<ul style="list-style-type: none"> ○ All schools have an equity team. <p><i>Challenge teachers and students to develop an appreciation of all cultures and to learn to thrive in a multicultural society.</i></p> <ul style="list-style-type: none"> → Curriculum: Civic Engagement, Cultural Relevance <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 inter-disciplinary immigration project based on 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 Ed. 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 	

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	<p>assist students to transition in and out of alternative programs and will be implemented in 2010-11.</p> <ul style="list-style-type: none"> ○ 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 WorkKeys to help student assess skill development and progress over time. ○ 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 measures. ○ ACT testing for all. → 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. → Staff: Professional Development <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 	

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	universal level of training, 16 schools have had the secondary level and 5 schools have had the tertiary level. → Organization/Systems: Cooperation/Collaboration	
The district will recognize and eliminate inequitable policies, practices at the district level.	<p><u>Engagement</u></p> <p><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 <ul style="list-style-type: none"> ○ Heterogeneous grouping, embedded honors opportunities, clustering. ○ District Open Enrollment and Internal Transfer Policy. </p>	<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

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
<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.h., Minority Student Achievement Network (MSAN), Wisconsin Center for Educational Research (WCER), etc <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 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. 	<ul style="list-style-type: none"> • Narrative summarizing Principal flexibility in allocating site-based funding (i.e., SIP, PD budget) • Suspension data

BOE Equity Goals	Equity Task Force Recommended Strategies → Strategic Plan Year 1 Priorities	Performance Measures/Indicators
<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/LaFollette) are examples of promoting multilingualism.</p>		