



Making Connections: Culturally Responsive Practices to Close the Achievement Gap



Thursday, October 12, 2017





ENGAGING STUDENTS CREATING LEARNERS

Our mission is to provide high-quality, cost-effective programs and services that are responsive to the needs of our members and the students they serve.

MEMBER DISTRICTS:
45



STUDENTS:
> 300,000

STAFF:
> 150

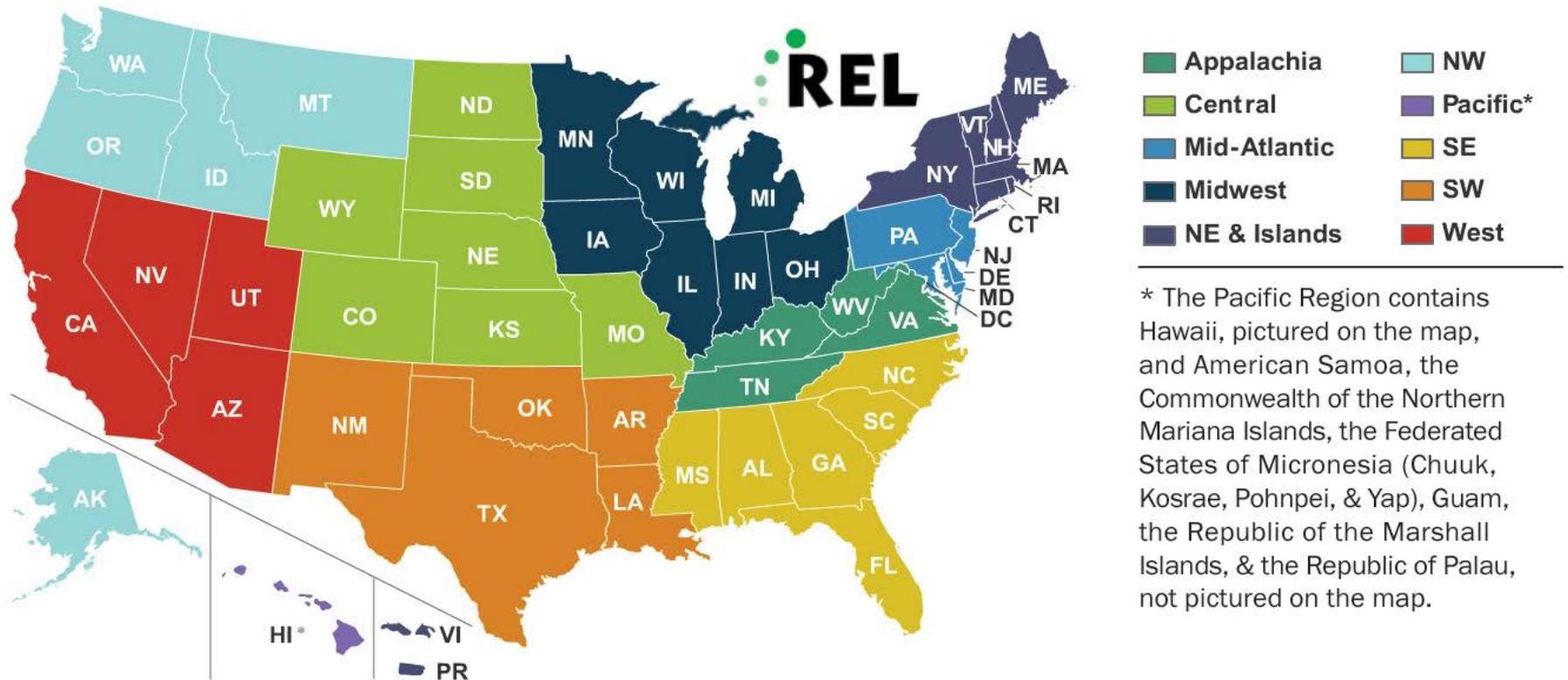


Our vision is to be a regional catalyst that enables our clients to create their future by taking action now.

PROGRAMS and SERVICES:
> 100



Regional Educational Laboratories



The RELs are funded by the U.S. Department of Education's Institute of Education Sciences (IES).

REL Midwest States



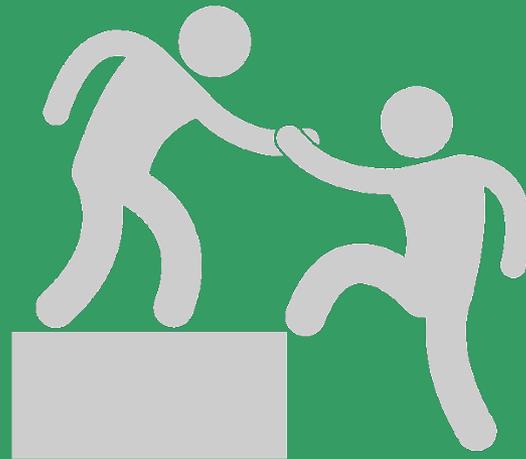
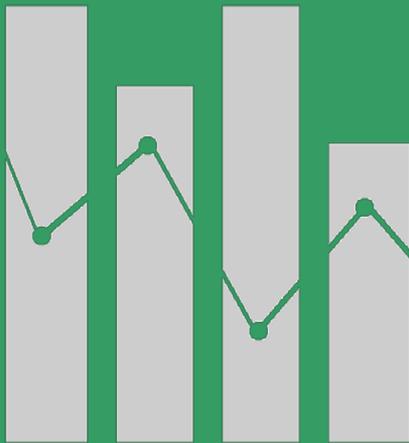
With whom does REL Midwest work?

School districts, state education agencies, and other education organizations in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin



What does REL Midwest do?

Applied research, technical assistance, and engagement activities to help partners understand research and evidence.



Event Agenda

Time	Session/Activity
8:30–8:45 a.m.	Welcome and Introductions
8:45–9:00 a.m.	Review of Meeting Materials and Goals
9:00–9:45 a.m.	Laying Out Our Work: Achievement Gaps in Wisconsin
9:45 a.m.–10:00 a.m.	Break
10:00–11:00 a.m.	Reflection and Discussion: Digging into Data with a Risk Ratio Approach
11:00–11:45 a.m.	Achievement Gap Research and Resources
11:45–12:45 p.m.	Lunch Break and Networking
12:45–1:45 p.m.	Culturally Responsive Practices to Close the Achievement Gap
1:45–2:45 p.m.	Analysis and Planning Activity
2:45–3:00 p.m.	Wrap-Up and Closing Remarks



Laying Out Our Work: Achievement Gaps in Wisconsin

Courtney Reed Jenkins, Wisconsin Department of Public Instruction (WI DPI)

Deb Gurke, Ph.D., REL Midwest

Madeline Hafner, Ph.D., Minority Student Achievement Network,
University of Wisconsin-Madison

Wisconsin Education Landscape

Race-based Considerations

Courtney Reed Jenkins, Special Education



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

The Changing Faces of Wisconsin



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Schools are leading indicators...

12%



**of Wisconsin's overall population
identified as a person of color.**
(2013 U.S. Census)

*Nationally, 38% of the population
identify as people of color



...and schools are much more diverse

28%  **of Wisconsin's public school population identified as students of color.**
(2013 U.S. Census)

*Nationally, 49% of the population identify as students of color



We need to address race

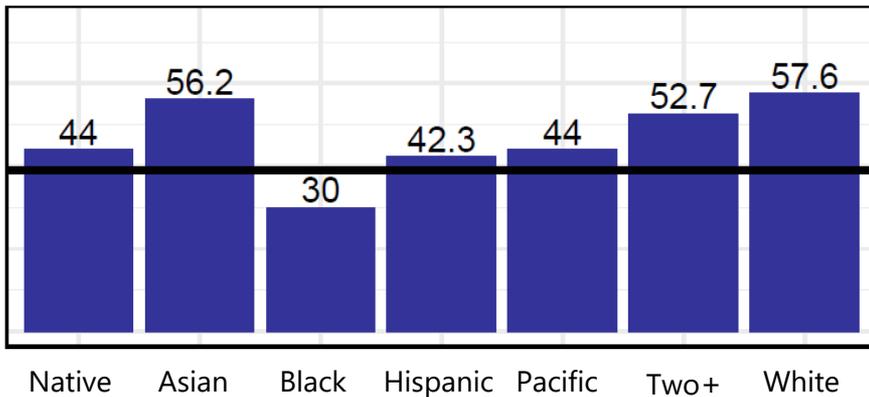


WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

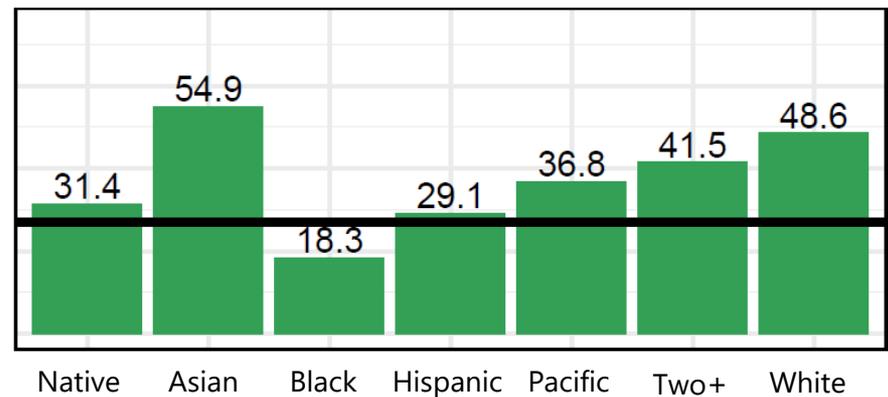
Tony Evers, PhD, State Superintendent

Poverty Does NOT Explain it all

3rd Grade ELA Scores– Forward Exam



8th Grade Math Scores – Forward Exam



The columns show the % proficient or advanced for student (by race) who are NOT Economically Disadvantaged (middle- and upper-class).

The black line is the % proficient and advanced for economically disadvantaged (low-income) white students.

Low-income white students do almost as well or better than many middle- and upper-class students of color.

This means race, not just poverty, is impacting student achievement and opportunities.

Opportunity gaps:
Education is one piece of the puzzle

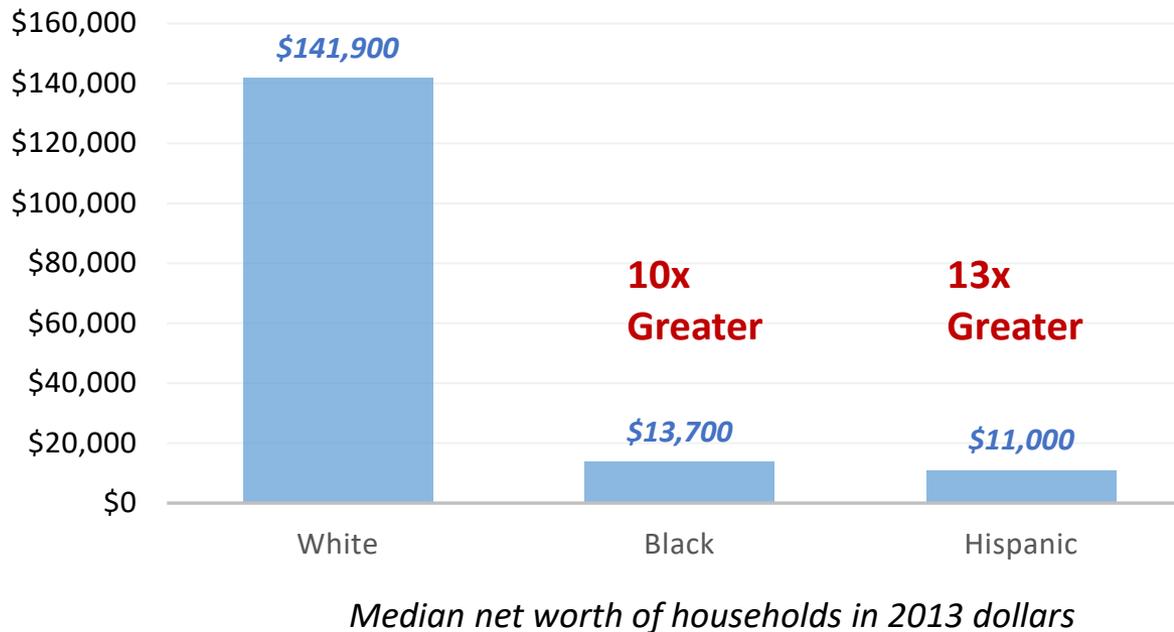


WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Financial Resiliency Matters

AMERICA'S RACIAL WEALTH DIVIDE



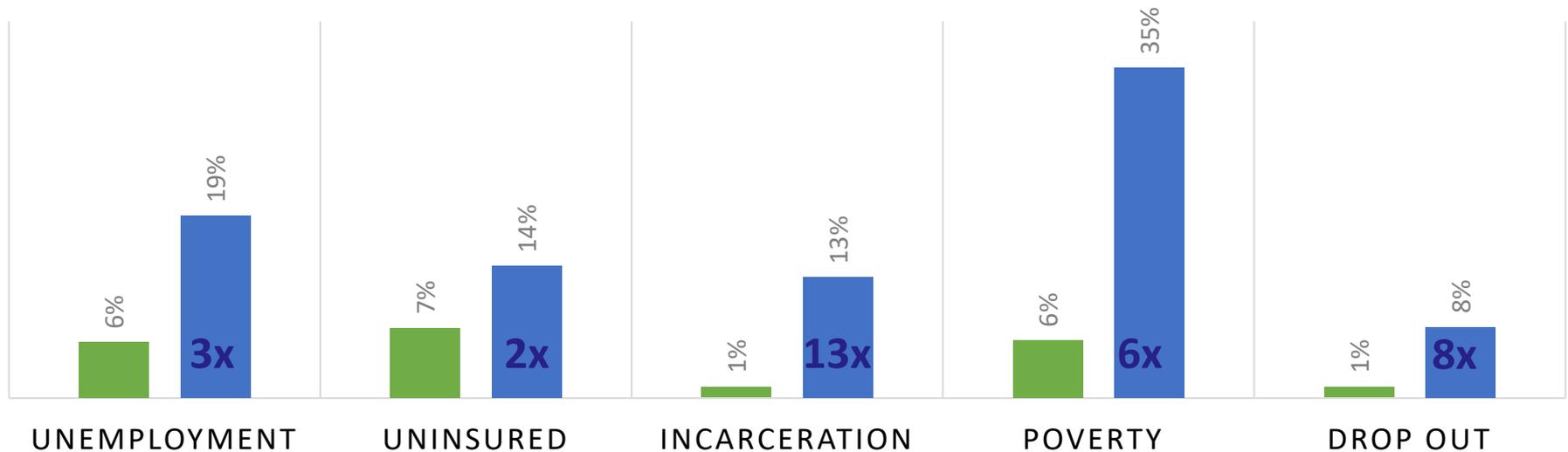
The wealth gap widened during the Great Recession:

- Median **income** of families of color fell 9%, compared to 1% for white households
- **Stocks** recovered more quickly than housing, and white families are much more likely to own stock
- **Homeownership** among families of color declined more than among white families

The Opportunity Gap

WISCONSIN RACIAL DISPARITIES

■ White ■ Black



Source: Center on Wisconsin Strategy http://www.cows.org/_data/documents/1571.pdf

A Sense of Urgency



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

2015

Today, Wisconsin ranks the worst in the nation for:

- The difference between how well black and white students perform on a national benchmark test.
- The likelihood that black students will be suspended from school.
- The difference between black and white student graduation rates.

Wisconsinwatchdog.org

2016

journal sentinel
PART OF THE USA TODAY NETWORK

[Subscribe Now](#)
For Special Offer

[NEWS](#) [COMMUNITIES](#) [SPORTS](#) [BUSINESS](#) [OPINION](#) [OBITUARIES](#)  69° [USA TODAY](#) [SUBSCRIBE](#) [MORE](#)   

Wisconsin posts largest white-black graduation gap

[Erin Richards](#), Milwaukee Journal Sentinel Published 6:34 p.m. CT Oct. 17, 2016 | Updated 9:38 p.m. CT Oct. 17, 2016

2017

WISCONSIN'S EXTREME RACIAL DISPARITY

VAST CHASM SEPARATES WHITES AND AFRICAN AMERICANS IN THE STATE
JANUARY 2017

Wisconsin Worst State In Racial Equality: Report

The study, which measured incarceration and unemployment rates among other factors, placed Wisconsin in the bottom slot.



Midwest Achievement Gap Research Alliance

Deb Gurke, Ph.D., REL Midwest

Midwest Achievement Gap Research Alliance

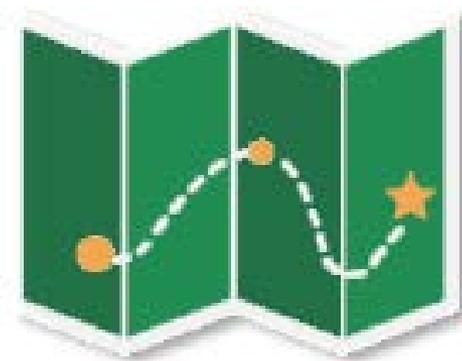
MAGRA will leverage data from state education agencies and other key stakeholders to:

1. Increase the region's capacity to access, conduct, interpret, and make sense of achievement gap research
2. Support the use of achievement gap research in decision making at the state and local levels



MAGRA Research Agenda

- Culturally Responsive Practices
- Professional Learning
- Family Engagement
- Teacher Preparation, Recruitment, and Retention



Year 1 Projects

- Systematic literature review that identified successful strategies for closing the Black/White achievement gap
- Environmental Scan that surveyed six districts to understand what is being done in Wisconsin
- CESA 1/REL Midwest event focused on culturally responsive practices

The Power of Networks in Addressing Racial Inequities in Schools: Lessons Learned from MSAN

Madeline M. Hafner, Ph.D.
Executive Director, MSAN
Wisconsin Center for Education Research
CESA 1/REL Midwest Event
October 12, 2017



MINORITY STUDENT ACHIEVEMENT NETWORK

Goals

- Provide an overview of MSAN.
- Share a few of MSAN's "promising practices" about how our network seeks to address racial opportunity gaps.
- Reflect on how you might create or link to naturally occurring networks that could support you in your school/district's equity work.

What is MSAN?

- A national coalition of multiracial, suburban-urban school districts from across the U.S. working together to understand and change the school practices and structures that keep racial opportunity gaps in place.
- 28 school districts x 9 states:
Wisconsin, Illinois, Ohio, Michigan, Massachusetts, New Jersey, Virginia, North Carolina, and Arizona

MSAN Districts

- Share strikingly similar and disturbing disaggregated achievement data
- Connections research-intensive universities
- Demonstrated efforts to confront institutionalized racism as it manifests across educational policies and practices
- Total Student Pop.
3,000-33,000
- Students of Color
20%-98%
- Free/Reduced Lunch
6%-100%
- Special Educ. Services
8%-19%
- English Lang. Learners
2%-31%

Institutional Racism

- Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as non-white.

Racial Equity Resource Guide, America Healing Project

W.K. Kellogg Foundation

What does MSAN do?

- Engage in **collaborative research** in which practitioners and researchers are equal partners in designing, conducting, and publishing research.
- Provide **professional learning opportunities** for district teachers and administrators.
- Create opportunities for **students to guide the work** of the organization.
- **Disseminate** results of Network activities among MSAN districts and the larger educational community.

NETWORKING - CONVENING - RESEARCH

Areas of R&D

- Student-Teacher Relationships
- Conversations about Race & Achievement
- Disproportionality
 - Honors/AP (De-Tracking)
 - Discipline - Special Education
- Culturally Responsive Practices
 - FACE, School Culture, C&I, HR
- Math and Literacy Interventions
- Supports for English Language Learners
- Social Psychology of Race & Achievement

Promising Practices: MSAN Districts “Closing Gaps”

1. “Right Conditions” for closing gaps
2. Sustained focus on building culturally responsive practices among ALL staff
3. School-based equity teams
4. Student equity leadership
5. Clear equity-focused goals

1. “Right Conditions” (Smith, et al., 2011)

- a) Admit there is a problem and put the data that demonstrate the problem front and center in a form that can be understood easily.
- b) Measure and report progress consistently.
- c) Set for everyone in the organization the priority of eliminating or narrowing gaps.
- d) Distribute equitably resources directed toward achieving the goal.
- e) Implement measures that focus on **key variables** early and consistently.

2. Sustained focus on building culturally responsive practices/equity literacy among ALL staff

- All means all – all staff engage in on-going training.
- Regardless of the specific content, districts have a **process in place** for talking about the role race and racism play in how their students and families experience schools, AND what they as educators can do to ameliorate the effects.

3. School-based equity teams

- Building-based teams are successful because they are most familiar with the school culture and individual students and families.
- These teams serve on/work with the district-level equity team to ensure district-wide goals are being implemented across buildings.

4. Student equity leadership

- MSAN-focused student groups meet on a regular basis to **understand** oppressive structures within their schools and create actions to **change** them.
- MSAN districts are committed to creating opportunities for **students to guide the work** of the organization.

5. Clear equity-focused goals

- Have a clearly articulated equity goal and a **process** for achieving it.
 - ✓ Increasing the number of students of color taking and receiving a C or better in AP/Honors classes.
 - ✓ On-grade level reading by 3rd grade.
 - ✓ Induction program or coaching for teachers to support their knowledge and practice of culturally responsive instruction.

Reflection

- What are the naturally occurring networks that could support you in your school/district's racial equity work?
- Think (3) – Pair (2) – Share (1)
- What do you need to connect? 3 x 3 x 3
 - ✓ 3 Resources
 - ✓ 3 People
 - ✓ 3 Next Steps

For more information

Visit the MSAN website at www.msan.wceruw.org

Resources for Educators

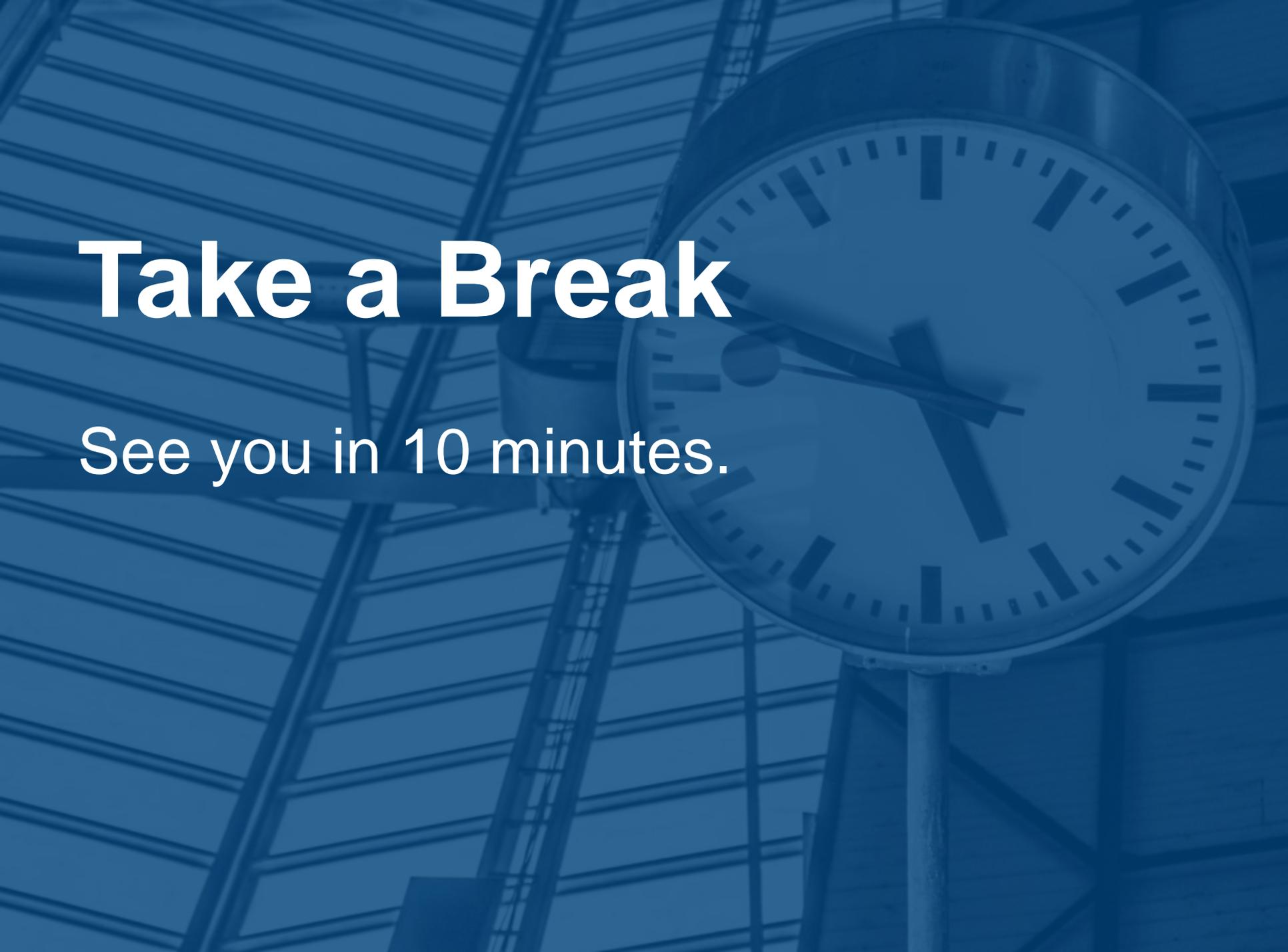
Resources for Students & Families

Upcoming Events

Email me at madeline.hafner@wisc.edu



MINORITY STUDENT ACHIEVEMENT NETWORK

The background is a solid blue color with a faint, light-colored grid pattern. In the upper right quadrant, there is a large, semi-transparent image of an analog clock. The clock has a white face with black hour markers and hands, and a dark metal casing. The clock is mounted on a thin vertical post. The overall composition is clean and modern, with a focus on time and productivity.

Take a Break

See you in 10 minutes.



Reflection and Discussion: Digging into Data with a Risk Ratio Approach

Kent Smith, Wisconsin Response to Intervention Center (Rtl Center)

Milaney Leverson, Wisconsin Rtl Center

Paula Kaiser, Wisconsin Information System for Education (WISE)

Using Data to Create Equitable Systems

Milaney Levenson

Levensonm@wisconsinpbisnetwork.org

Kent Smith

Smithk@wisconsinpbisnetwork.org

“Research suggests that more generic consciousness of ...inequality can actually be deadening for both educators and students *unless analysis pinpoints concrete ways of counteracting*” inequities.

Source: Pollock, M., Deckman, S., Mira, M., & Shalaby, C. (2010). "But what can I do?" Three necessary tensions in teaching teachers about race. *Journal of Teacher Education*, 61, 211-224.

Continuous Continuous

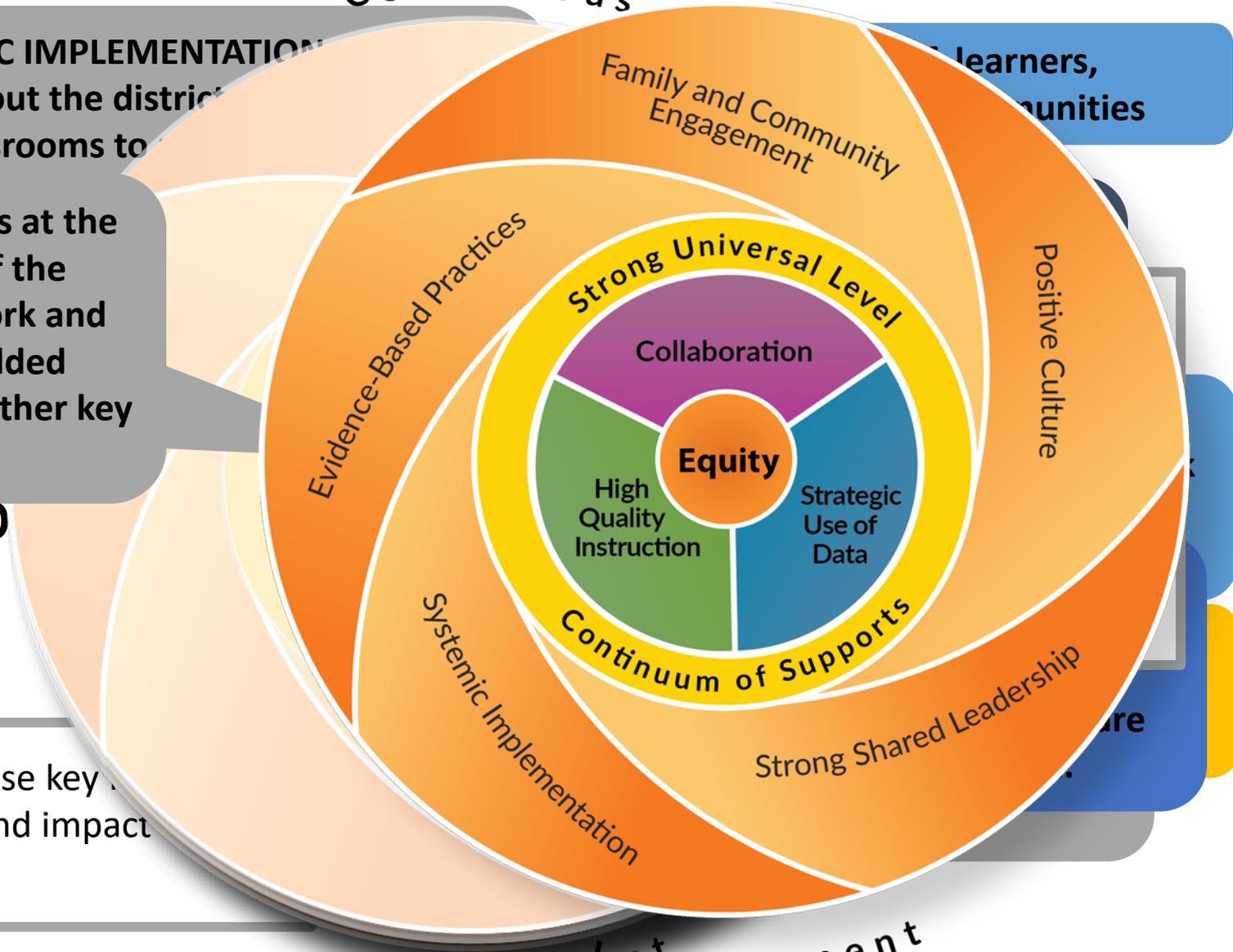
SYSTEMIC IMPLEMENTATION
throughout the district
and classrooms to

EQUITY is at the
center of the
framework and
is embedded
into all other key
features.

Suppo

All of these key
inform and impact
other.

Improvement Improvement



learners,
communities

Positive Culture

Strong Universal Level

Collaboration

Equity

High Quality Instruction

Strategic Use of Data

Continuum of Supports

Strong Shared Leadership

Evidence-Based Practices

Systemic Implementation

Imt

A Model to Inform Culturally Responsive Practices



Agreements

Notice moments of discomfort and stay curious?

Listen fully, with our ears, eyes and heart?

Can we commit to...

Speak our truth without blame or judgment?

Be open to the experience and each other?

Some Wisconsin data

Overall 2014-15 graduation rate (6 year): 92.1%

**Students with disabilities:
82.0%**

**Economically
disadvantaged: 84.3%**

**Limited English Proficiency:
76%**

**Females: 93.8%; Males:
90.5%**

Migrant: 80.6%

American Indian: 80.2%

Asian: 95.5%

Black: 74.2%

Hispanic: 83.2%

Pacific Islander: 91.2%

White: 95.2%

Two or More: 90.7%

Some Wisconsin data

Overall 2011-12 graduation rate (6 year): 90.4%

**Students with disabilities:
78.8%**

**Economically disadvantaged:
81.3%**

**Limited English Proficiency:
77.8%**

Females: 92.2%; Males: 88.8%

Migrant: 77.5%

**American Indian:
75.3%**

Asian: 92.1%

Black: 71.5%

Hispanic: 78.1%

White: 94.0%

What is the nature of the conversation in your school about disproportionality?

Underperforming

Underserving

Describe and deflect

Inspect and reflect

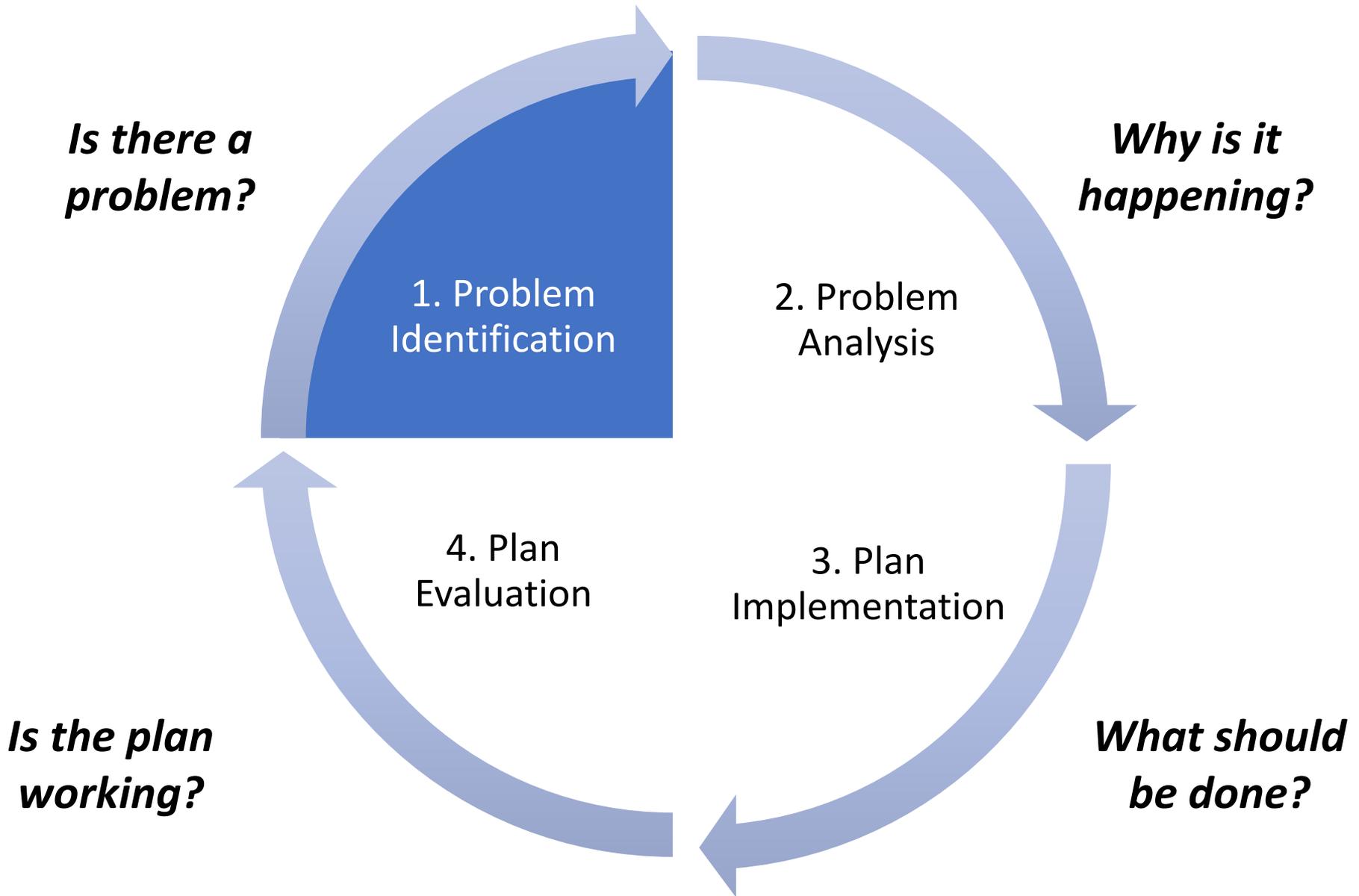
Reflection Questions

- When and where do we disaggregate data? Do we know who is being underserved and to what extent?
- What are our protocols for digging deeper into disproportionate data?
- What is the nature of our conversations about students and their families? Do we *DESCRIBE AND DEFLECT* or *REFLECT AND INSPECT*?
- To what extent do we consider our *own* cultural influence on student behavior and achievement? On decision making?



**When a flower
doesn't bloom
you fix the
environment in
which it grows,
not the flower.**

Alexander Den Heijer

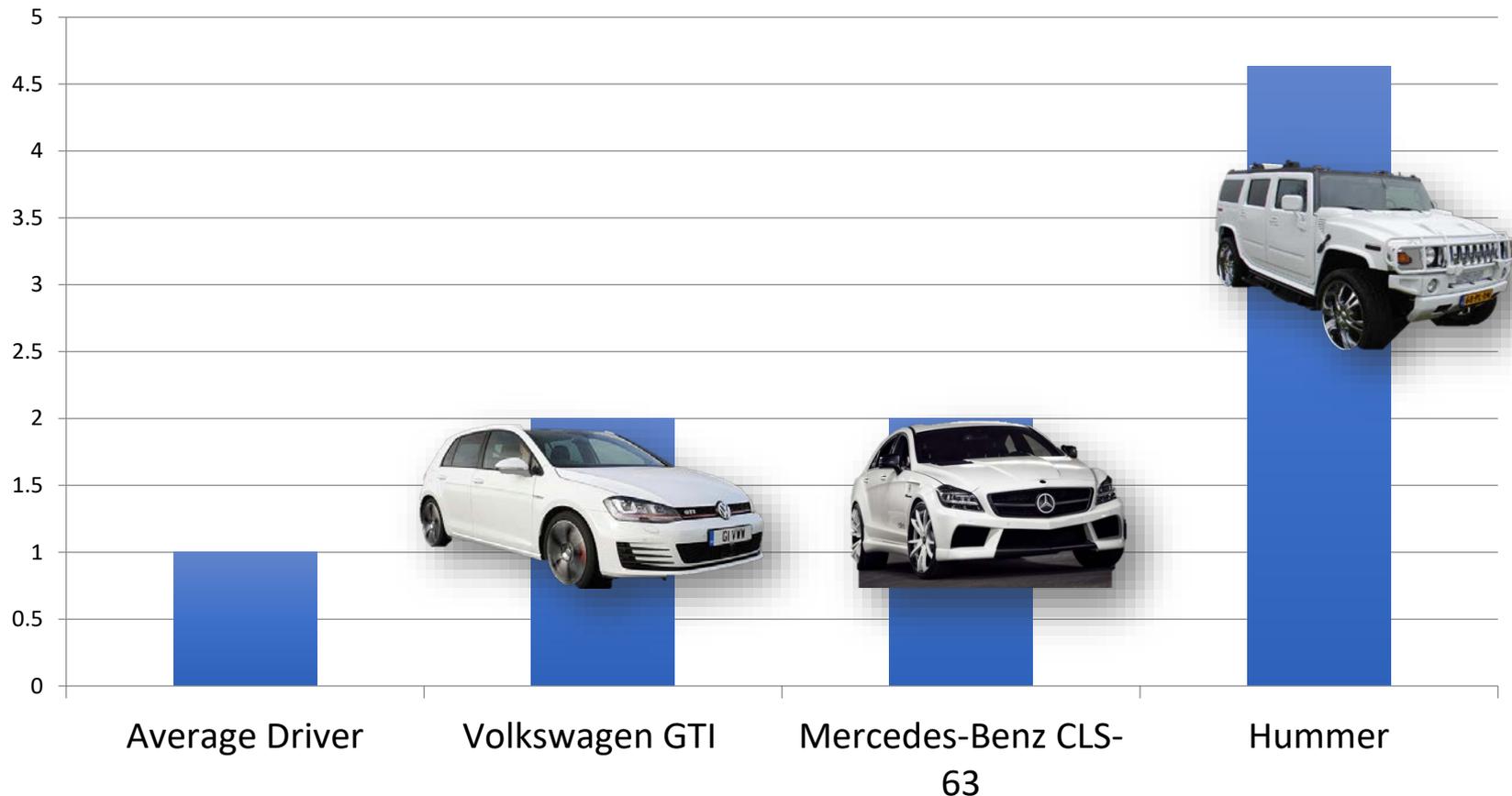


Risk Ratio

Relative risk (RR) is the ratio of the probability of an event occurring (*for example, developing a disease, being injured*) in one group to the probability of the event occurring in a comparison group.

An example of Risk Ratio

Risk of Getting a Speeding Ticket



Connecting Culturally Responsive Practices To Periodic Data

WISCONSIN'S REALITY

Suspension

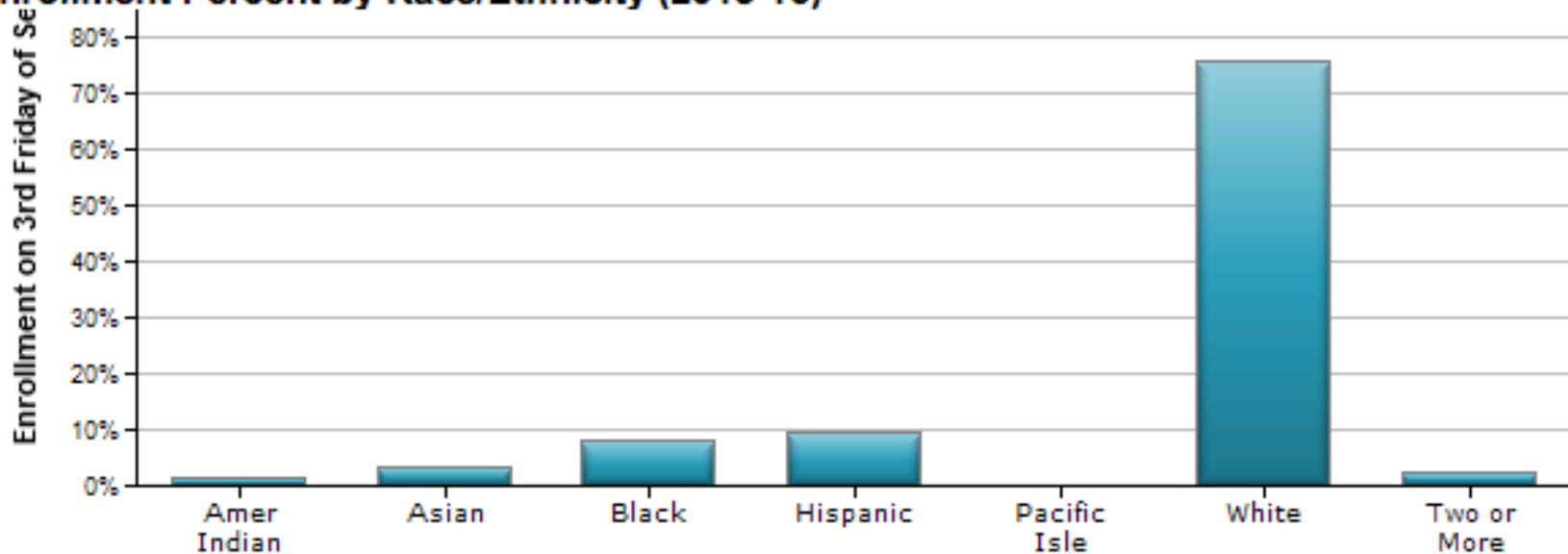
(OSS data from Dignity in Schools):

- Black students are 8 times more likely to be suspended than white students
- American Indian students are 3 times more likely to be suspended than white students
- Hispanic students twice as likely to be suspended than white students

Academic (2013-14):

- Hispanic students in grade 3 (Reading) are 1.45 times more likely to be below benchmark than white students
- Black students in grade 8 (Mathematics) are 2 times more likely to be below benchmark than white students
- American Indian and Hispanic students are three times more likely to not graduate high school than white students.

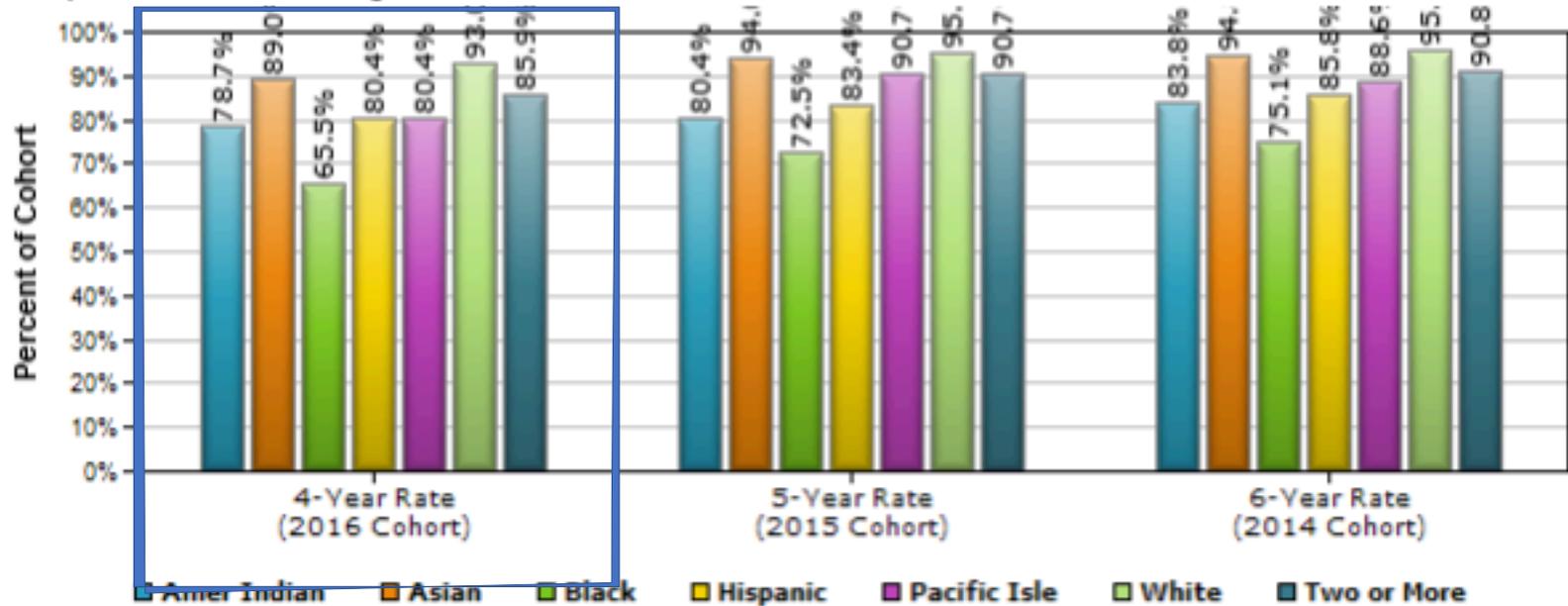
Enrollment Percent by Race/Ethnicity (2015-16)



Group By	Total Students	Student Count	Percent of Group
Amer Indian	260153	3112	1.2%
Asian	260153	8560	3.3%
Black	260153	20454	7.9%
Hispanic	260153	25120	9.7%
Pacific Isle	260153	214	0.1%
White	260153	196907	75.7%
Two or More	260153	5786	2.2%

HS Completion Rates by Race/Ethnicity (2015-16)

Completion Credential: Regular



Grad Year Rate (Cohort)	Group By	Group Count	Student Count	Group Percent
4-Year Rate (2016 Cohort)	Amer Indian	727	572	78.7%
4-Year Rate (2016 Cohort)	Asian	2066	1839	89.0%
4-Year Rate (2016 Cohort)	Black	5180	3393	65.5%
4-Year Rate (2016 Cohort)	Hispanic	5672	4558	80.4%
4-Year Rate (2016 Cohort)	Pacific Isle	51	41	80.4%
4-Year Rate (2016 Cohort)	White	46087	42860	93.0%
4-Year Rate (2016 Cohort)	Two or More	1352	1162	85.9%

Calculating Risk



5,180 African Americans students enrolled in WI high schools in 2015-2016. That year, of that student group, 1,787 **did not graduate** from high school in 4 years.

$$1,787/5,180 = 34.5\%$$

46,087 White students enrolled in WI high schools in 2015-2016. That year, of that student group, 3,227 **did not graduate** from high school in 4 years.

$$3,227/46,087 = 7\%$$

Risk Ratio $34.5/7 = 4.92$ times less likely to graduate from high school in 4 years

Run a risk ratio for your district or building using the WISEdash Handout

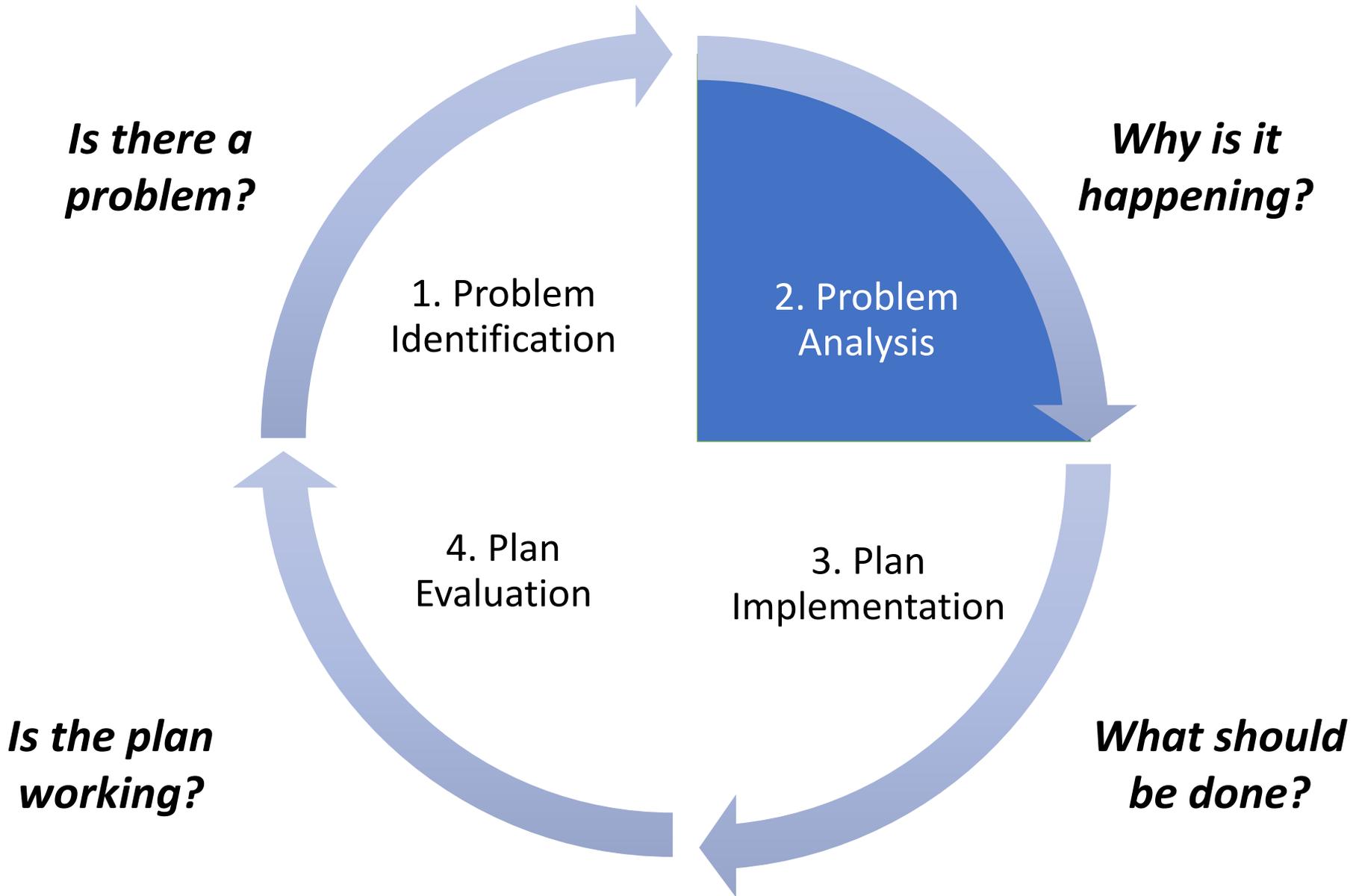
Create a problem statement:

“The way our system is set up now, xxx students are xxx times more likely to xxx than xxx.”

Example: The way Mystery Middle School’s system is set up now, African American students are 2 times less likely to graduate from high school in 4 years when compared to their White peers.

Here are some examples of ways schools have used RR...

- What is the rate of students suspended by disability? Race? Gender?
- What is the rate of disciplinary referrals to suspensions by disability? Race? Gender?
- What is the most common disciplinary referral by academic level (i.e., exam scores, IEP, gifted and talented)? Disability? Race? Gender?
- Are there differences in suspensions and length of suspensions by academic level (i.e., exam scores, IEP, gifted and talented)? Disability? Race? Gender?

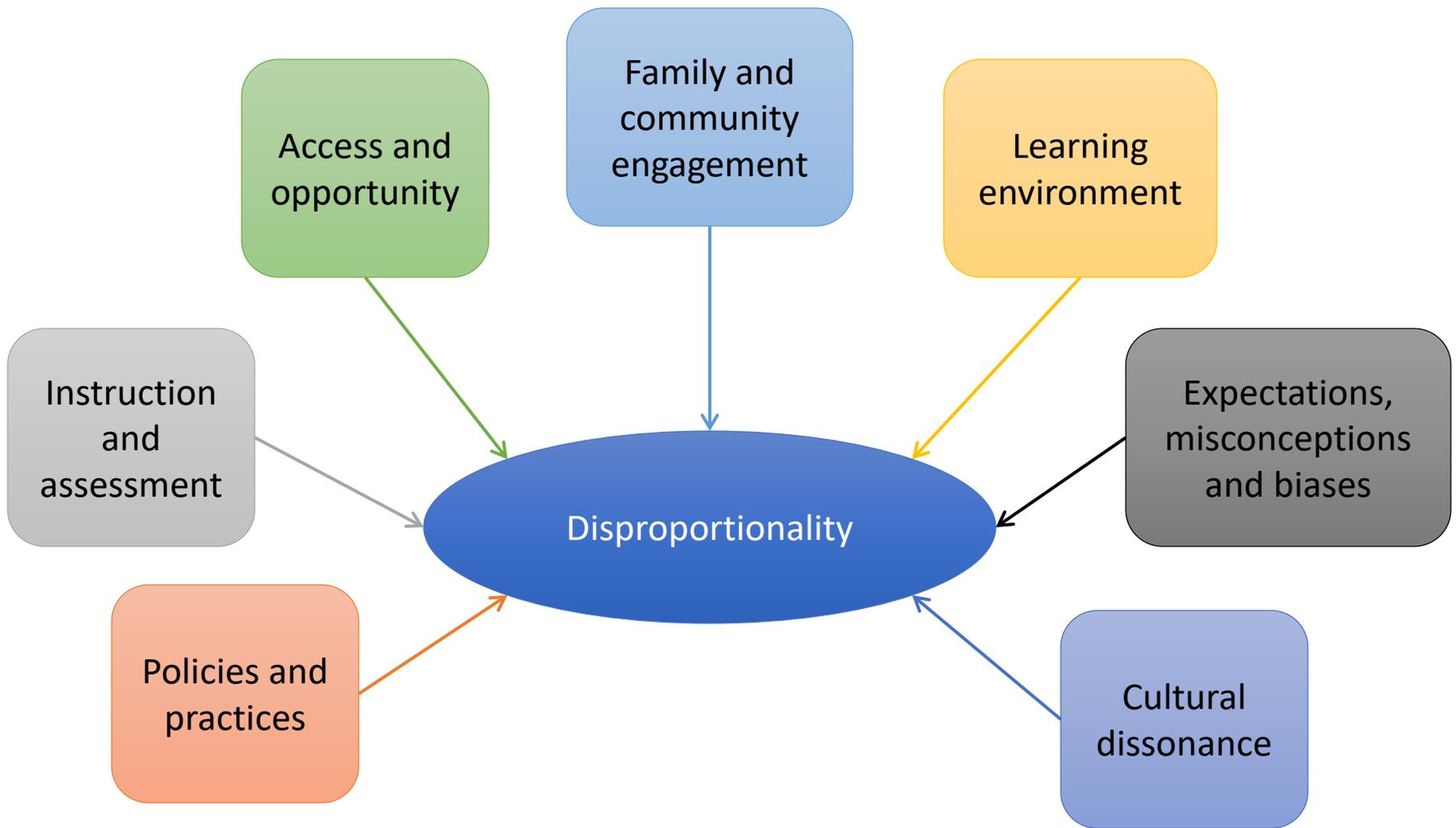


Disproportionality has more than one cause and more than one solution

Disproportionality is the result of the interactions among policies, practices, and beliefs that manifest across educational areas



Disproportionality is complex



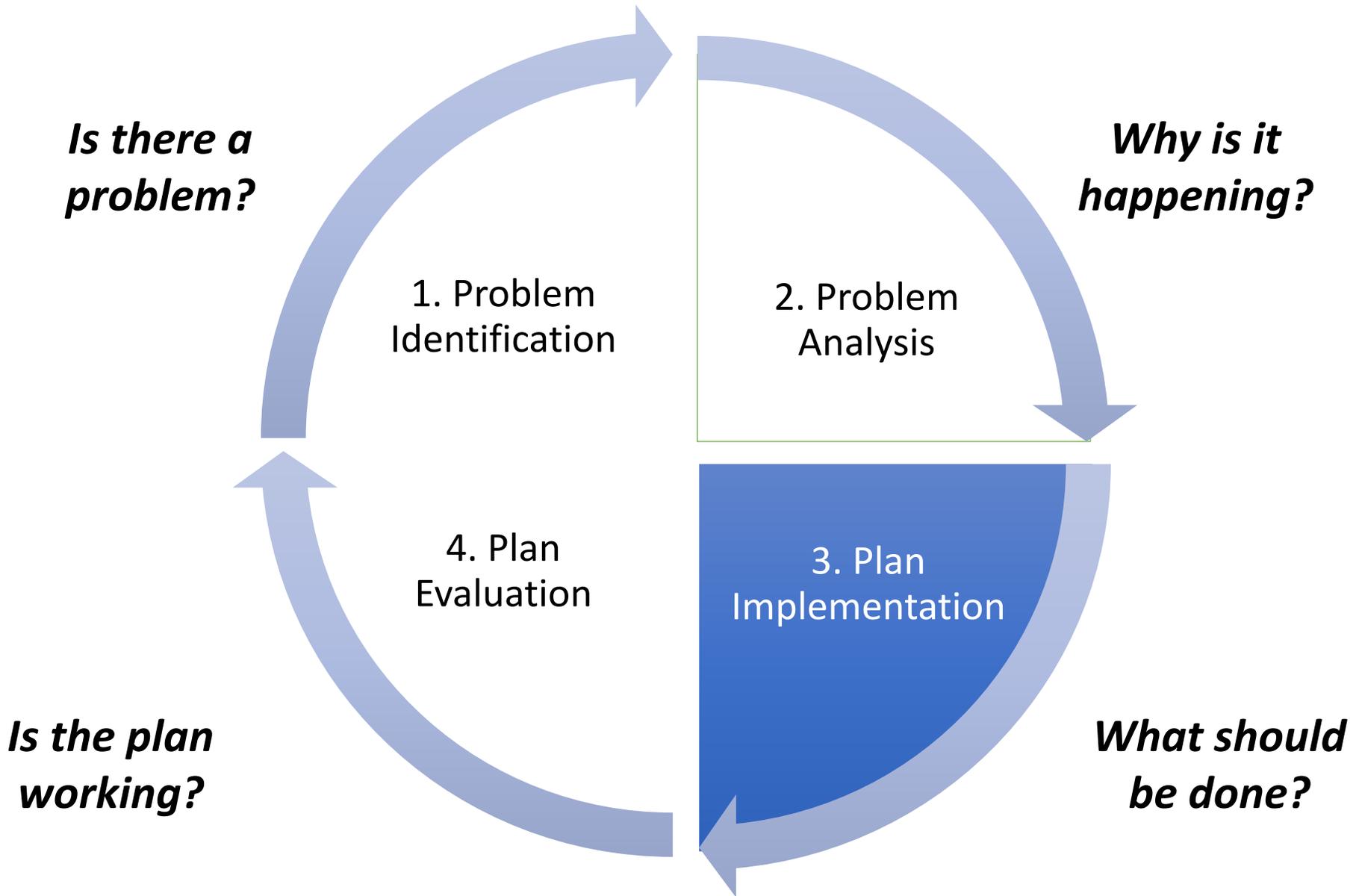
Variables Over Which School has Control

Technical

Policies
Procedures
Programs
Schedule
Curriculum
Instructional methods
Staff roles and responsibilities
SLOs
Staff development
Team protocols
Imaging
Interaction patterns

Adaptive

Low expectations/fixed mindset
Biases, resentments, fears
Sense of self-efficacy
Knowledge
Stereotypes, misconceptions
Deficit vs. asset thinking
Belief systems
Ownership of vision/mission
Relationships
Connectedness to schooling
History with schooling



Next Steps

- Who should be involved in this work (i.e. staff, families, community members)?
- When and where would this fit in your problem-solving process?
- Which problems exist that you'd like to further investigate? What are the outcomes you would like to impact?
- What do you need to do to make sure you have the right/accurate data?

Then what?

Data: Disproportionality across behavior, math & reading trend data

Focus: Demonstrate cultural competence when collaborating in teams about universal / Tier 1 student data and instructional practices (SIR #37)

Possible Reasons for Disproportionality	Potential Action Steps
Stuck on what we can't control	Incorporate CR practices into universal curriculum and instruction <ul style="list-style-type: none">• Identify resources for CR practices (e.g. Montgomery Schools)• Assistance from district staff
Lack of awareness (<i>prior to now</i>)	Continue conversations in CST/Goal Teams (1x/mo) PD for ALL staff (not just leadership team) <ul style="list-style-type: none">• 7 experiences• Staff meetings
No access to disaggregated data Current focus on student <i>underperforming</i> v school <i>underserving</i>	Build disaggregating data into processes: <ul style="list-style-type: none">• Data wall• MAP/STAR• SWIS

Additional Resources



Use of Risk Ratio
to Guide Work



Wisconsin RtI Center
Wisconsin PBIS Network
IDEA C/PDA 94.027



Wisconsin PBIS Network:
[Risk Ratio eLearning course](#)

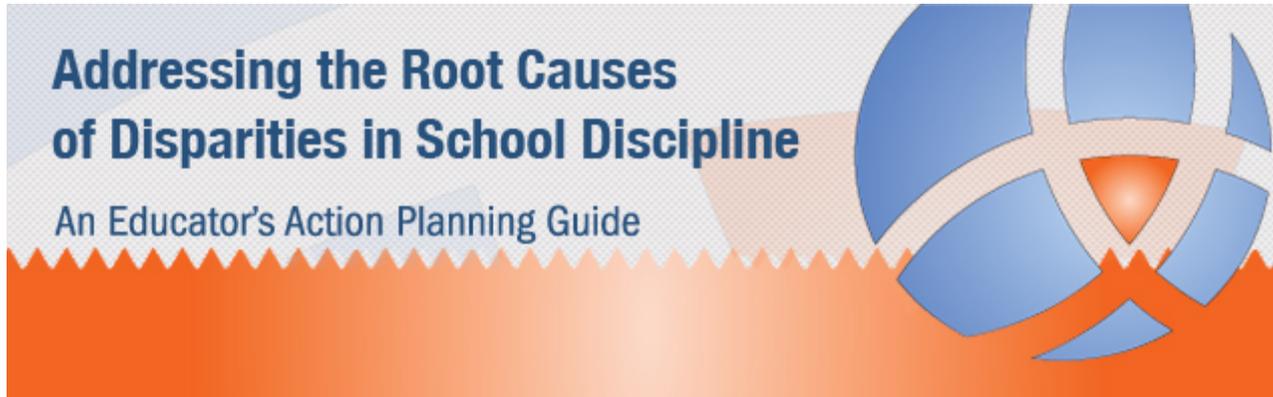


Disproportionality Technical Assistance

NETWORK

<http://www.thenetworkwi.com/>

Additional Resources

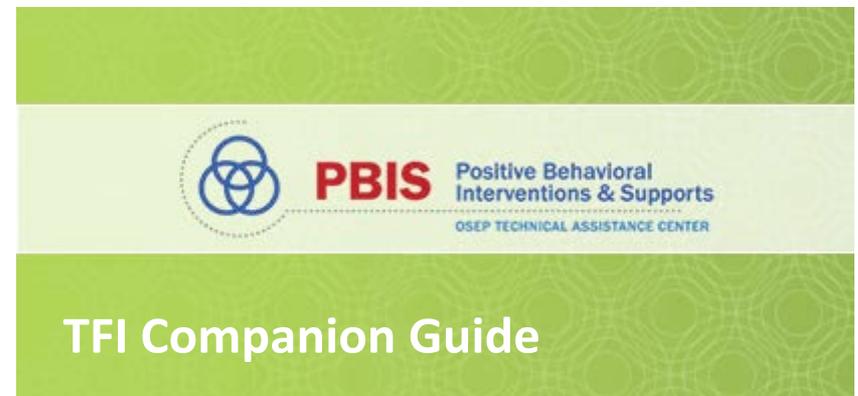


[US Dept of Ed Safe and Supportive Schools](#)



Technical Assistance
Center on
Disproportionality

-> Resources -> Publications



[PBIS.org](https://pbis.org)

Or contact us!

Andreal Davis

davisa@wisconsinrticenter.org

Sara Summ

summs@wisconsinrticenter.org

Michelle Belnavis

belnavism@wisconsinrticenter.org

Heidi Erstad

erstadh@wisconsinrticenter.org

Paula Fernandez

fernandezp@wisconsinrticenter.org

Emilie O'Connor

Oconnore@wisconsinpbisnetwork.org

Lori Cameron

Cameronl@wisconsinpbisnetwork.org

Yuli Manriquez

manriquezy@wisconsinpbisnetwork.org



Making Connections: Research, Policy, and Practice

Kyle Fagan, REL Midwest

Deb Kerr, School District of Brown Deer



Session Goals

- Reflect on your district's efforts to close achievement gaps
- Learn about one district's policies, programs, and practices with this aim in mind

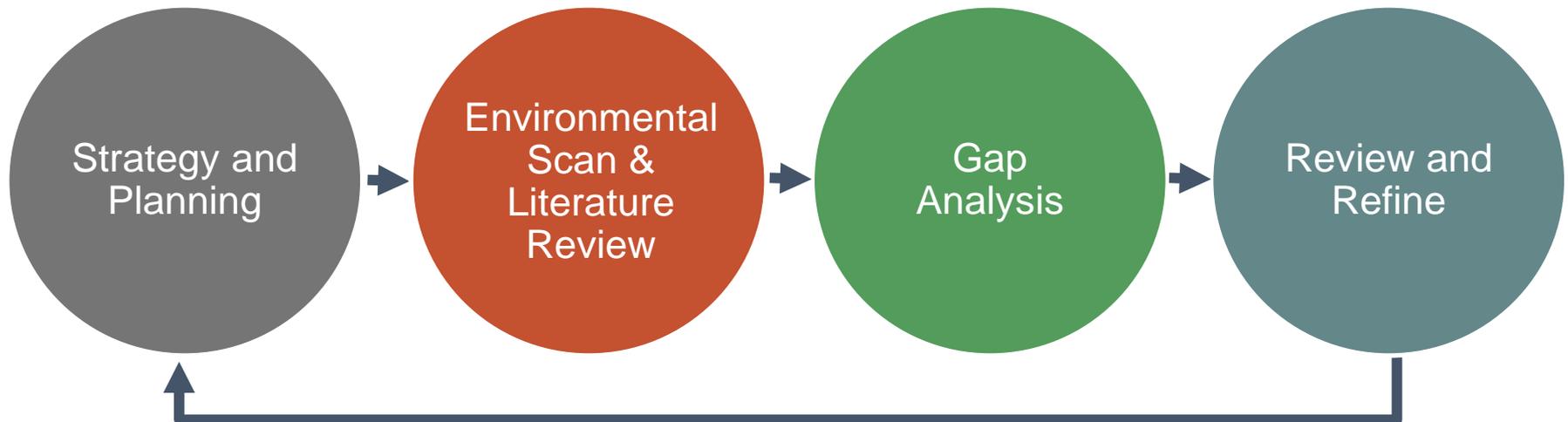


SCHOOL DISTRICT OF
BROWN DEER

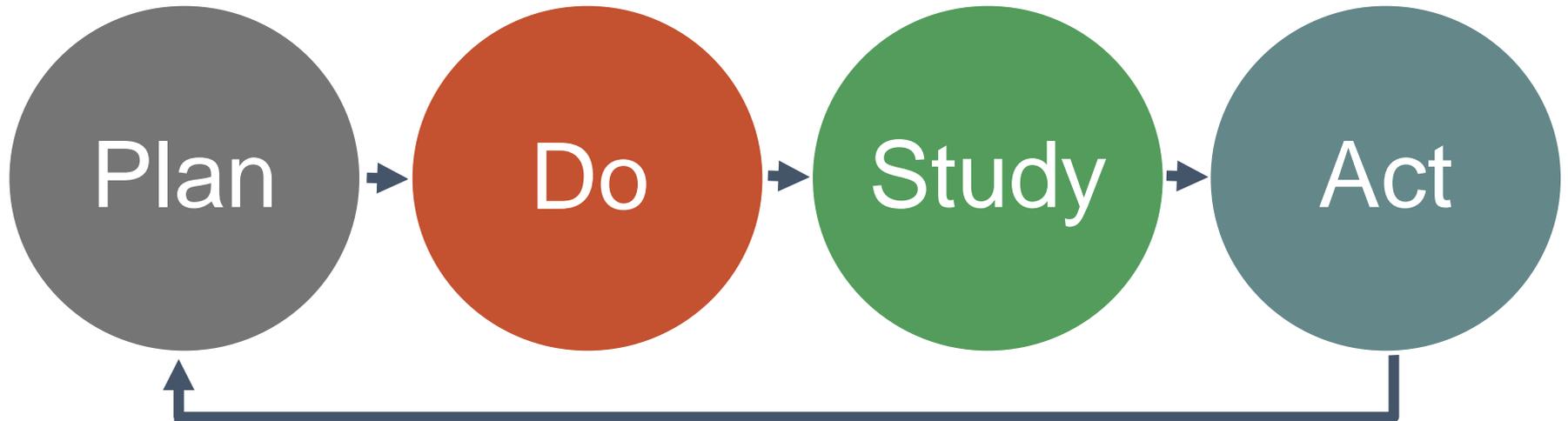
INSPIRE • INNOVATE • LEAD



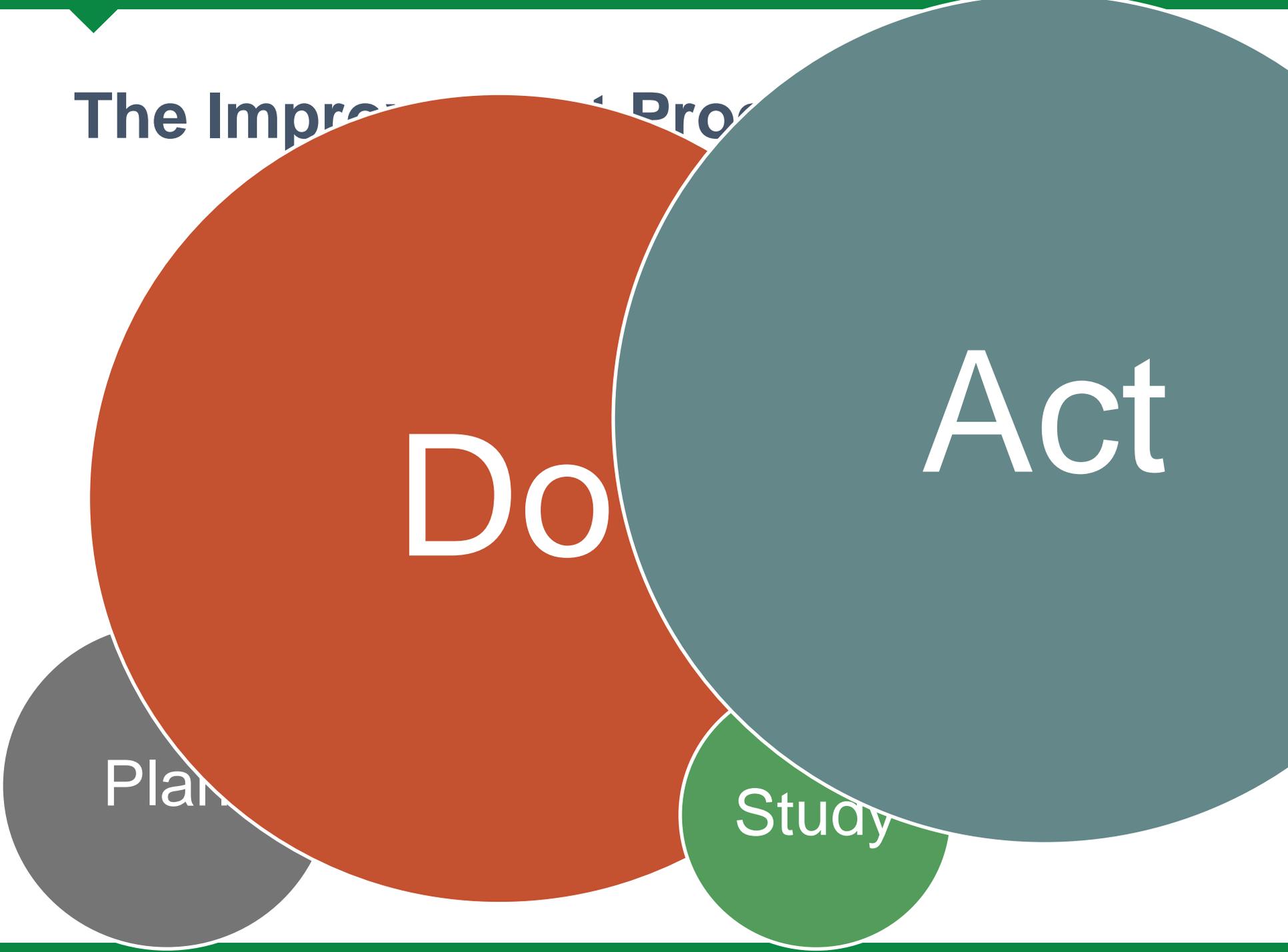
Overview of MAGRA Projects



The Improvement Process



The Improvement Process



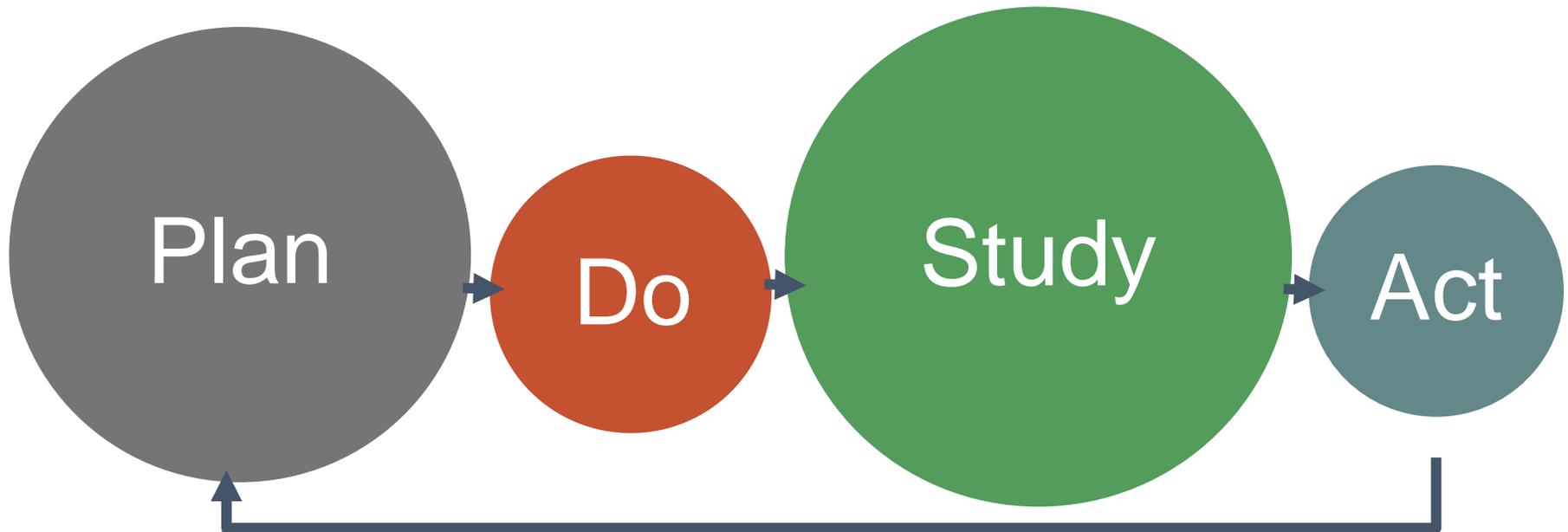
Do

Act

Plan

Study

The Improvement Process





Environmental scan is an analysis and evaluation of internal conditions and external data and factors that affect the organization.

Environmental Scan



What policies, programs, and practices does your district currently employ with the intent to close the Black-White achievement gap?

3 min

Environmental Scan



What policies, programs, and practices does your district currently employ with the intent to close the Black-White achievement gap?

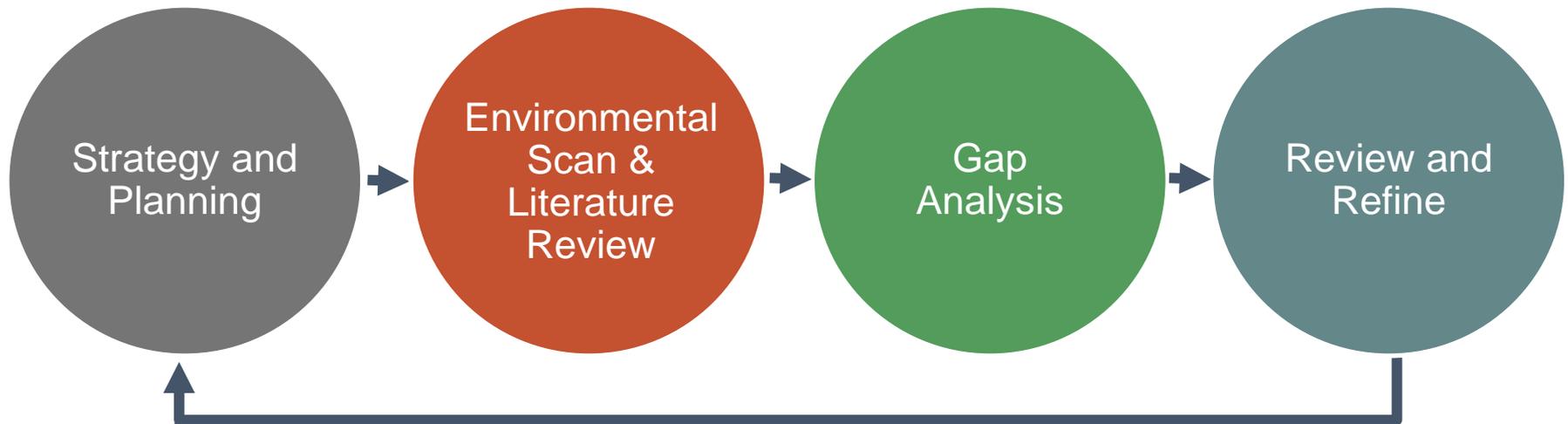
3 min



What are the similarities and differences in your lists of policies, programs, and practices? What do you notice in terms of the similarities and differences?

7 min

MAGRA Year 1 Strategy





Our Brown Deer Story

Deb Kerr | Superintendent

SCHOOL DISTRICT OF
BROWN DEER

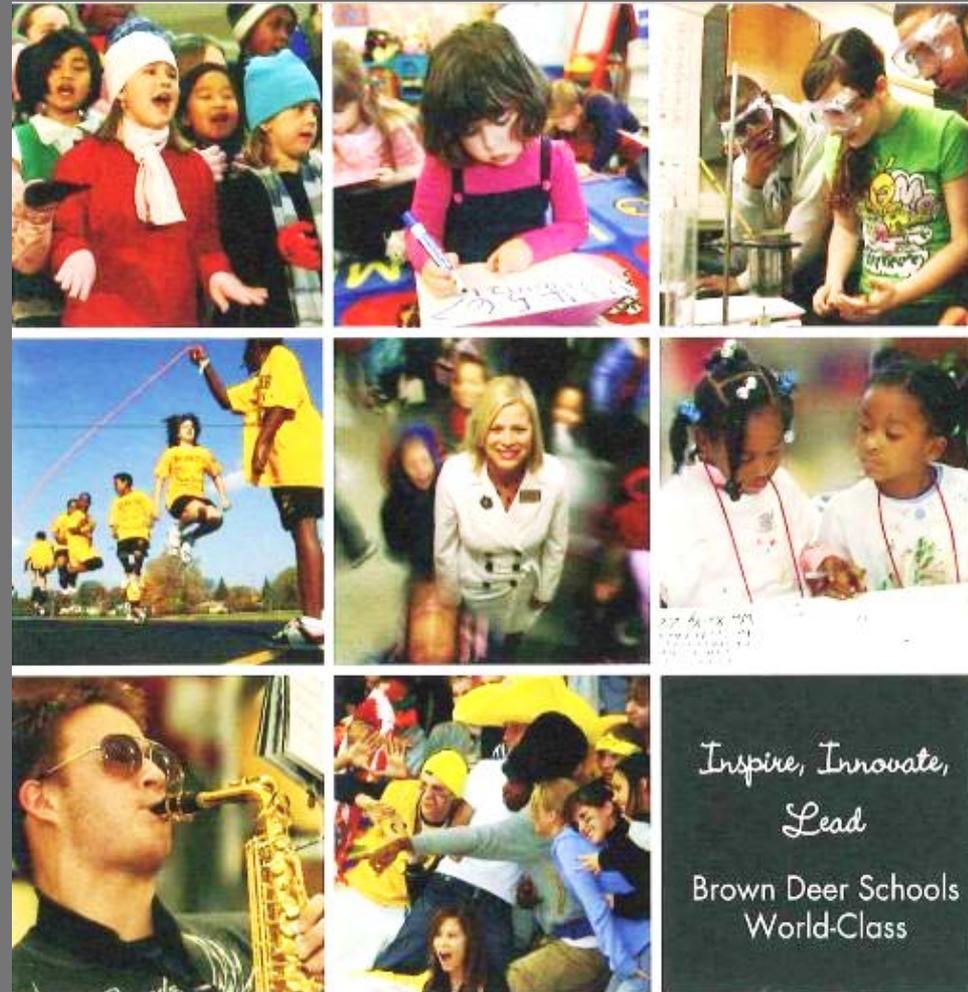
INSPIRE • INNOVATE • LEAD

All
students
deserve
to have
worldly
educational
experiences



Snapshot of Our District

- K-12 Campus
- 2 Schools - (K4-6; 7-12)
- 1,600 - Students
- 73% - Students of Color
 - 51% African American
 - 27% White
 - 11% Asian
 - 6% Hispanic
 - 5% Other
- 53% Disadvantaged
- 18% Students with Disabilities



*Inspire, Innovate,
Lead*
Brown Deer Schools
World-Class

Mission, Vision, Values, & Goals



“Together with our families and community we will inspire our students to be passionate learners, creative thinkers, and innovative leaders who enrich our world”



*“Our Vision is
to provide a
world-class
education
that prepares
students to
lead the
world”*

“Inspire - Innovate - Lead”

Defining Our Destiny 2.0

World-Class Education for All Students

INSPIRE Engaged & Inspired Learners

- Academic & Social Emotional Growth for All Students
- Personalization of Learning for All Students
- Assessment-capable Learners
- College, Career, & Life Ready Graduates to Lead the world

INNOVATE Engaged & Innovative Staff

- Personalized Professional Development for All Staff
- Retain and Attract Highly Qualified Staff
- Investment in Leadership Development for All staff
- Strive for Culture of Excellence to Continuously Improve

LEAD Engaged & Supportive Community to Lead

- Foster Strong Partnerships to Create Pathways for All Students
- Promote Character Education in Community- (The Brown Deer Way)
- Advocate for High Quality Education and Life in Brown Deer

Imagine the Possibilities

2017/18 Student Achievement Goals

- Goal 1:** All students will demonstrate expected grade level and improved personal growth on district reading and math assessments to attain, meet, or exceed proficiency standards.
- Goal 2:** All students taking the Wisconsin Forward State assessments will meet or exceed proficiency standards.
- Goal 3:** All students will graduate high school prepared for college, vocational, and career pathways *using Redefining Ready metrics.*
- Goal 4:** All students will be engaged in the “Brown Deer Way” character education in our schools and community to enhance school climate and develop life ready skills.



Elements of World-Class Education System

“The Brown Deer Way” - *Our Educational Priorities*

- Children come to our schools ready to learn & extra support is given to any student so ALL have opportunity to achieve high standards
- A world-class teaching profession supports a world-class instructional system
- Every student has highly effective teachers & is expected to succeed
- Rigorous “College, Career, & Life” education is available to ALL
- Connected and aligned Strategic Plan - **“Defining Our Destiny 2.0”**
- Supports the whole system of educating students in Brown Deer

No Time to Lose

How to Build a
World-Class
Education System
State by State



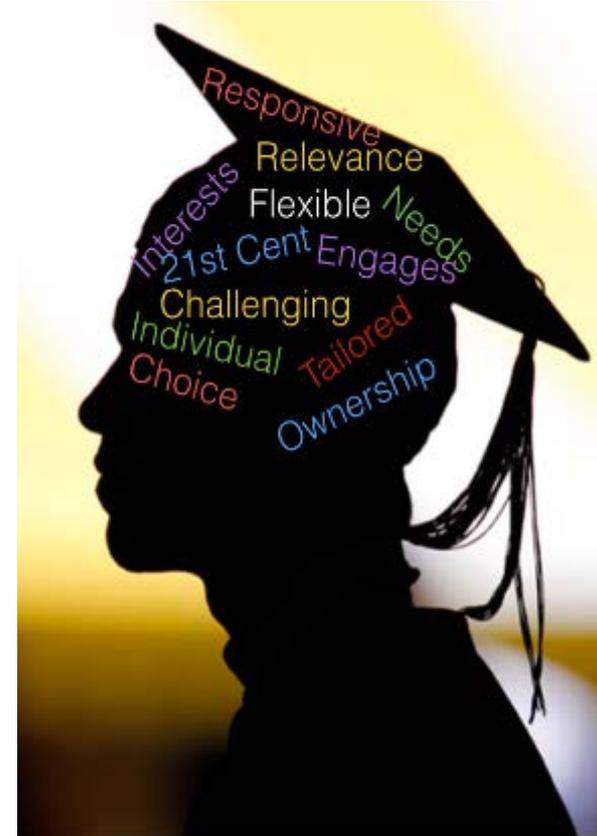
SCHOOL DISTRICT OF
BROWN DEER

INSPIRE • INNOVATE • LEAD



Our Educational Priorities

- Learn from other Countries and States in terms of Achievement & Equity
- Benchmark our Instructional Priorities to other top performing countries
- Improved writing skills will improve assessments (ACT, WI Forward, PISA)
- Students need analytical, creative, and innovative skills to compete in a global economy
- We must evolve in our use of digital technology as this is a real-world priority
- The 4C's (**critical-thinking**, **collaboration**, **creativity**, & **communication**) need to be seamless in all subjects

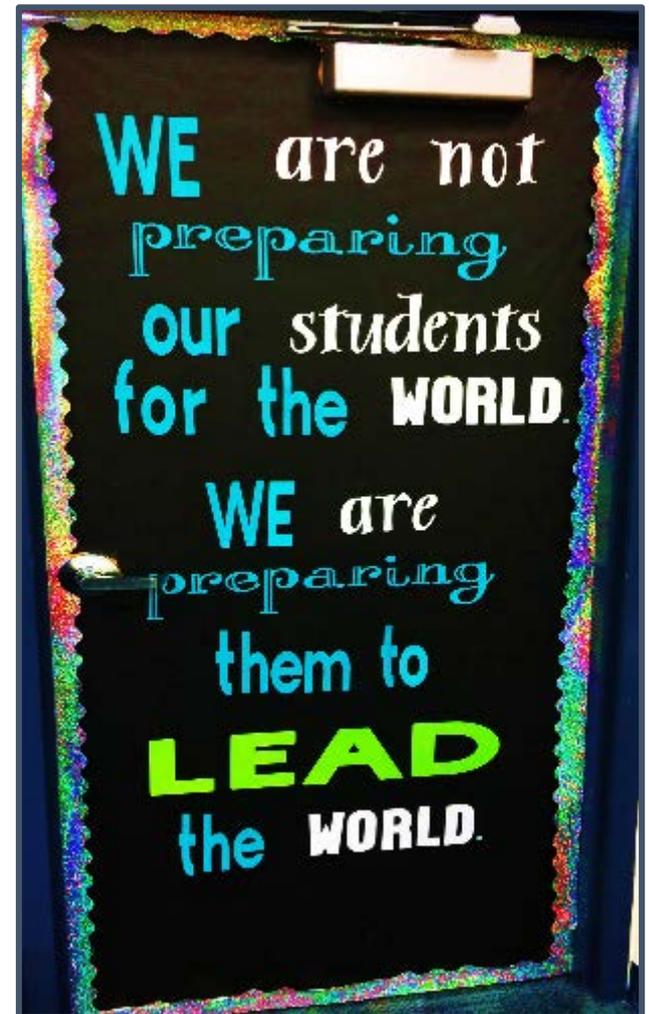


SCHOOL DISTRICT OF
BROWN DEER

INSPIRE • INNOVATE • LEAD

Staying the Course...

- Alignment of World-Class Instructional Priorities for Curriculum, Instruction, & Assessment
- Creating Learning Environments that result in deeper learning and teaching
- Building Capacity for Leaders from ALL positions in organization
- New Focus on Engagement and Equity for ALL



The Brown Deer Way

This is who we are...

The Brown Deer Way

- We take **responsibility** for our education and our actions.
- We show **respect** for our selves, peers, school, and community through our words and actions.
- We are a community that **accepts**, honors, and celebrates individual differences.
- We are **honest** in all we do.
- We establish **trust** and **confidence** in each other through positive relationship building.

This is who we are at Brown Deer High School even when no one is watching.

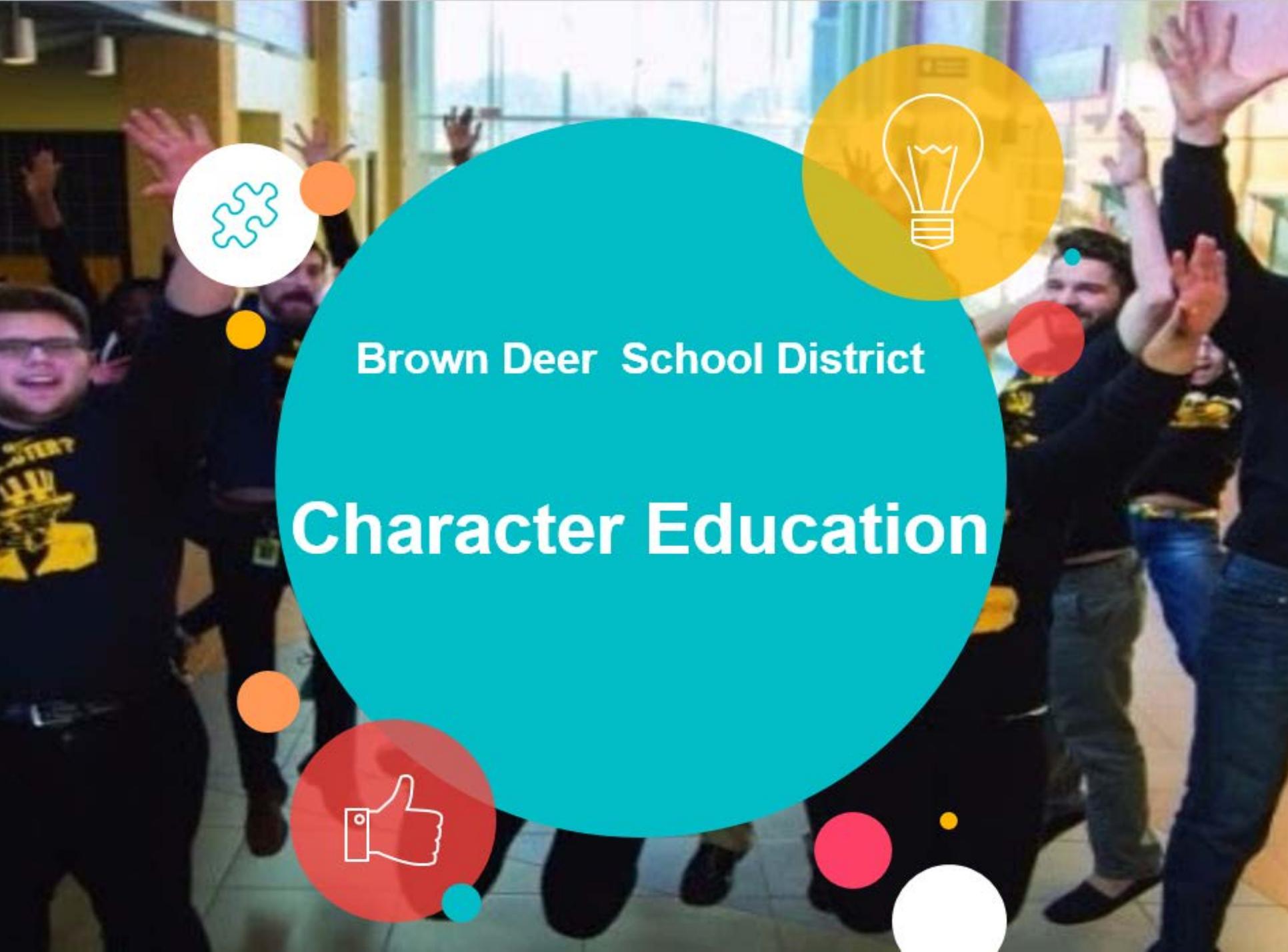




Our Teachers

Systems to Support Life-Long Learning of Staff

- Gentle Start to School
- PLC's for All - District Leadership Cabinet, Building Leaders & Directors, Instructional Team
- Work Day - 8.5 hours - but a flexible work day
- PD - 100's of hours each school year
- Wellness Integrated into PD days
- PD - Teacher designed, led, and implemented
- Connected to Building Goals, SLO's & PPG's
- District Collaborative Work Teams - Teacher Choice/Voice



Brown Deer School District

Character Education



Celebrations

National and State Awards



Character is systematically taught

- This happens during Middle High School Homeroom Intervention Period (HIP).
- This also happens everyday in the student's' classes



Embedding Character into ALL Classes The Skilled Trades Way

Goal: Students will walk across the stage at high school graduation able to go into the skilled trades registered apprenticeship qualification process, fully confident they have earned the option to become an apprentice.

- We show up ***on time*** and ***ready to work*** every day.
- We have excellent ***interpersonal skills*** that allow us to work as a team.
- We utilize our ***reading and analytical skills*** to complete the job.
- We operate equipment ***safely*** and work ***efficiently***.
- We conduct ourselves with ***integrity***.
- We are ***prepared*** to finish the job on time and according to specifications.



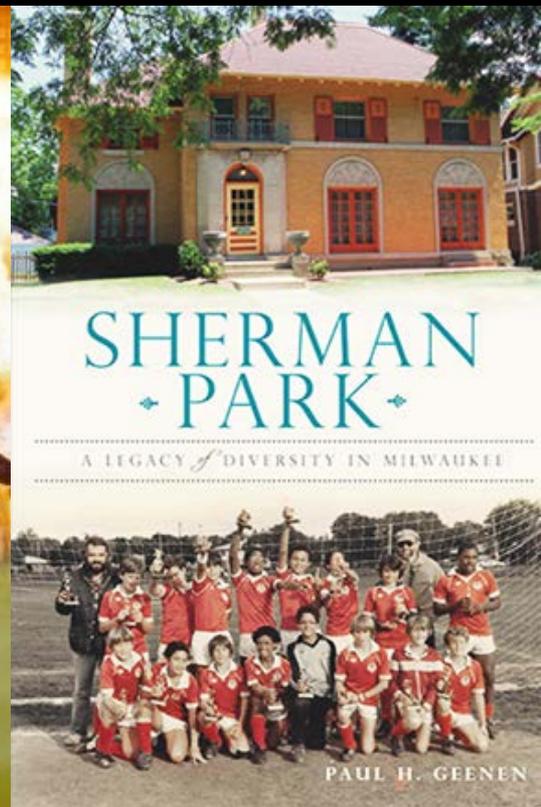
This is what we do and who we are. Always.

Monthly Character Theme Alignment 2017/18 School Year

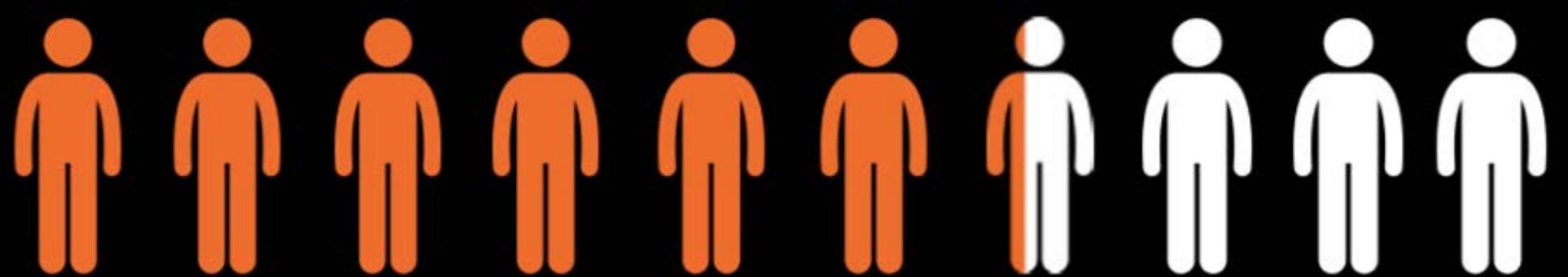
- September:** GRIT
October: Tolerance
November: Gratitude
December: Respect & Responsibility
January: Integrity & Respect
February: Caring
March: March Madness
(community service)
April: Empathy
May: Being the Best I Can Be,
ALWAYS



Sherman Park, Milwaukee



MILWAUKEE 53206



Milwaukee's poorest zip code, 53206, sits as the most incarcerated zip code in the nation, with **62% of adult males** having spent time in a state correctional facility.

Sherman Park Incident

Summer 2016



- Protests broke out in the Sherman Park area of Milwaukee after a police involved shooting of an unarmed African American male.
- Tensions rose and riots and looting broke out in the area
- Our Student and Staff Team decided to address the incident as a lesson in character, due to the close ties our students and staff had with residents of the Sherman Park area.

The Sherman Park Lessons

- Week 1:** Introduction & building empathy
- Week 2:** Understanding the situation
- Week 3:** Presenting both sides
(African American Police Officer)
- Week 4:** Relating prior experiences
- Week 5:** Review and HIP mission statements

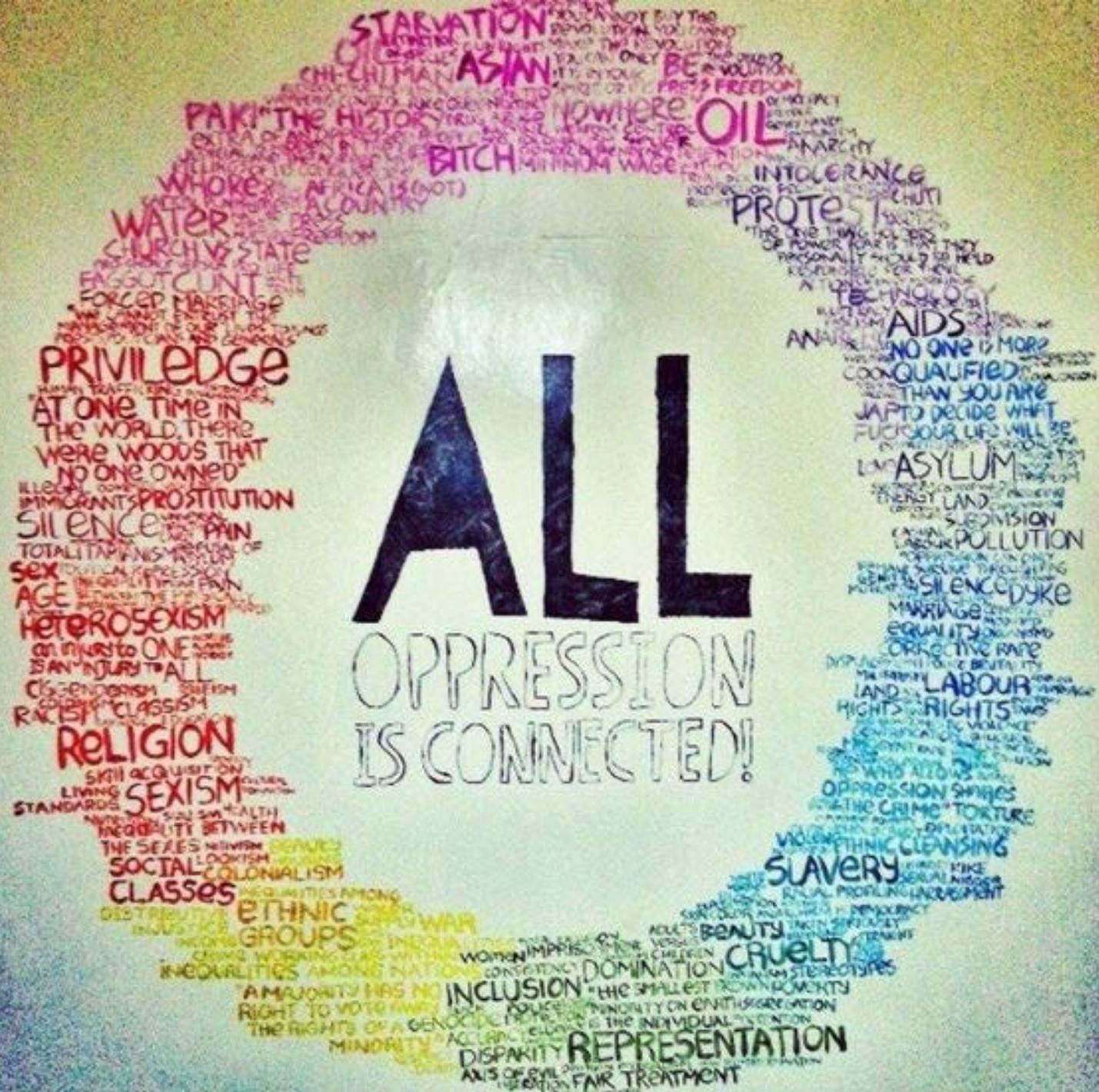
Later in the year \$500 was collected through bake sales for the Sherman Park Center



Marginalization

Educating ALL





ALL OPPRESSION IS CONNECTED!

STARVATION
 OIL
 PROTEST
 PRIVILEGE
 SEXISM
 SLAVERY
 REPRESENTATION
 ASIAN
 NOWHERE
 BITCH
 MINIMUM WAGE
 INTOLERANCE
 CHURCH & STATE
 FORCED MARRIAGE
 PROSTITUTION
 SILENCE
 PAIN
 TOTALITARIANISM
 SEX
 AGE
 HETEROSEXISM
 ON INJURY TO ONE
 IS AN INJURY TO ALL
 RACISM
 CLASSISM
 RELIGION
 SKILL ACQUISITION
 LIVING STANDARDS
 SEXISM
 INEQUALITY BETWEEN
 THE SEXES
 SOCIAL COLONIALISM
 CLASSES
 ETHNIC GROUPS
 INEQUALITIES AMONG NATIONS
 AM A MAJORITY HAS NO
 RIGHT TO VOTE
 THE RIGHTS OF A
 MINORITY
 WOMEN IMPRISONED
 CONSENTING
 INCLUSION
 POLICE
 DISPARITY
 ANS OF CIVIL
 FAIR TREATMENT
 BE REVOLUTION
 PRE'S FREEDOM
 ANARCHY
 AID
 NO ONE IS MORE
 COON QUALIFIED
 THAN YOU ARE
 JAP TO DECIDE WHAT
 FUCKS YOUR LIFE WILL BE
 LAND ASYLUM
 ENERGY LAND
 SUBMISSION
 POLLUTION
 SILENCE
 DYKE
 MARRIAGE
 EQUALITY
 CRACK THE RACE
 LAND LABOUR RIGHTS
 RIGHTS
 WHO ALLOWS
 OPPRESSION SHINES
 THE CRIME TORTURE
 ETHNIC CLEANSING
 SLAVERY
 RACIAL PROFILING
 INCOMPETENT
 BEAUTY
 CRUELTY
 DOMINATION
 THE SMALLEST
 MINORITY ON ENVIRONMENTAL
 THE INDIVIDUAL'S POSITION
 REPRESENTATION
 ANS OF CIVIL
 FAIR TREATMENT

Student Responses to the Lessons

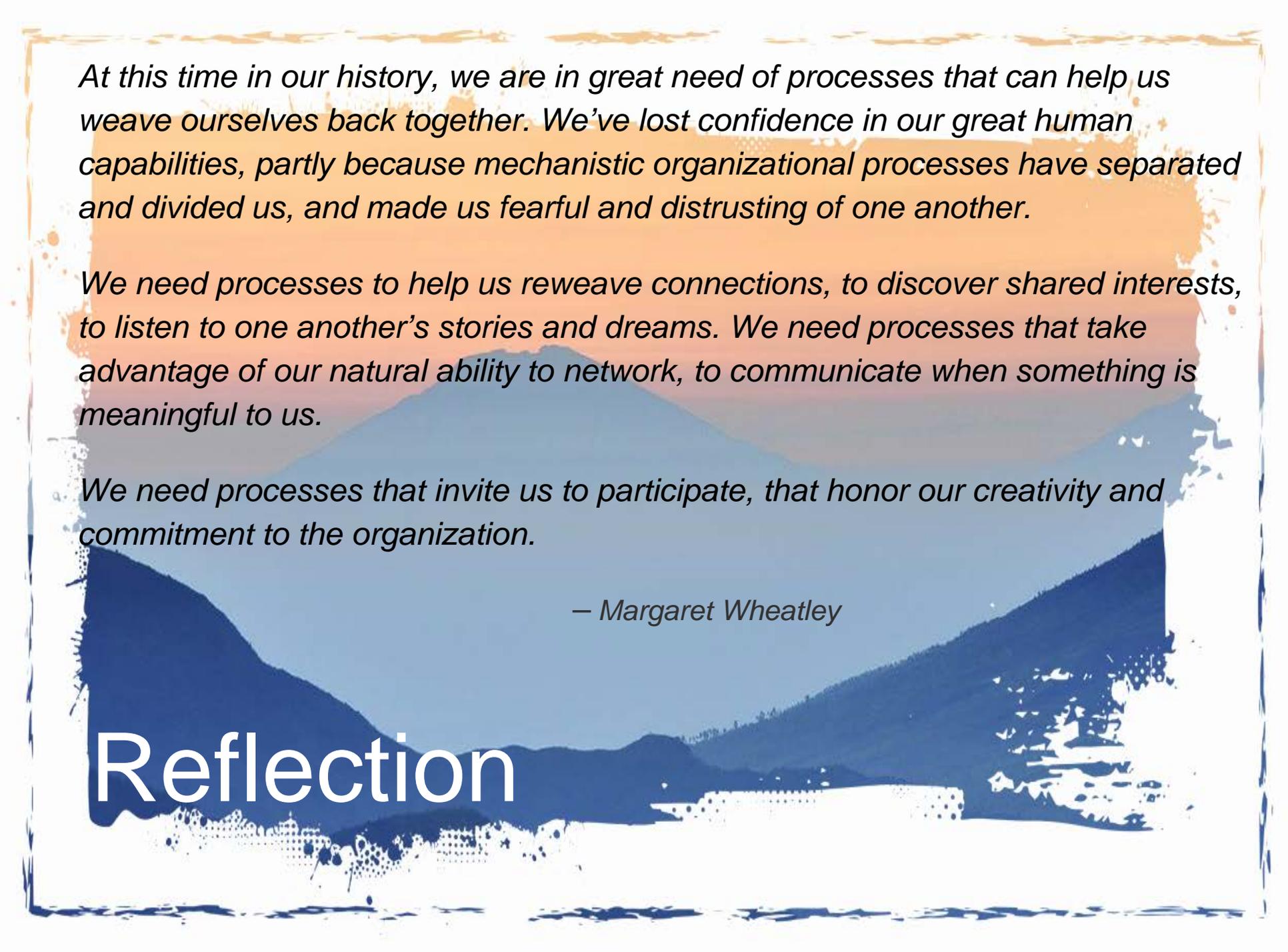
- *“I liked doing this because it was very real.”*
- *“Can we do something for them?”*
- *“We should do more of these discussions... these are deep conversations.”*



Staff Responses to the Lessons



- *“My students have never gotten that involved in a discussion before. They wanted to continue the next day.”*
- *“My HIP still talks about those lessons and that was 3 months ago.”*
- *“There was a lot of respect shown towards each other’s opposing views on various topics. The article gave a good amount of facts since a lot of the students had incorrect information.”*
- *“They did what they did for all the right reasons but in the wrong way...that is what one of my student said. My students were all very positive.”*
- *“Great discussion. We actually didn’t get to the article because so many wanted their voice heard. Oddly enough, there were three students who had no idea what happened in Sherman Park. I am looking forward to exploring this again next week - it was very engaging for my students.”*
- *“Good discussion that evolved into a discussion about the responsibility they had as young men to be good role models for their future children.”*



At this time in our history, we are in great need of processes that can help us weave ourselves back together. We've lost confidence in our great human capabilities, partly because mechanistic organizational processes have separated and divided us, and made us fearful and distrusting of one another.

We need processes to help us reweave connections, to discover shared interests, to listen to one another's stories and dreams. We need processes that take advantage of our natural ability to network, to communicate when something is meaningful to us.

We need processes that invite us to participate, that honor our creativity and commitment to the organization.

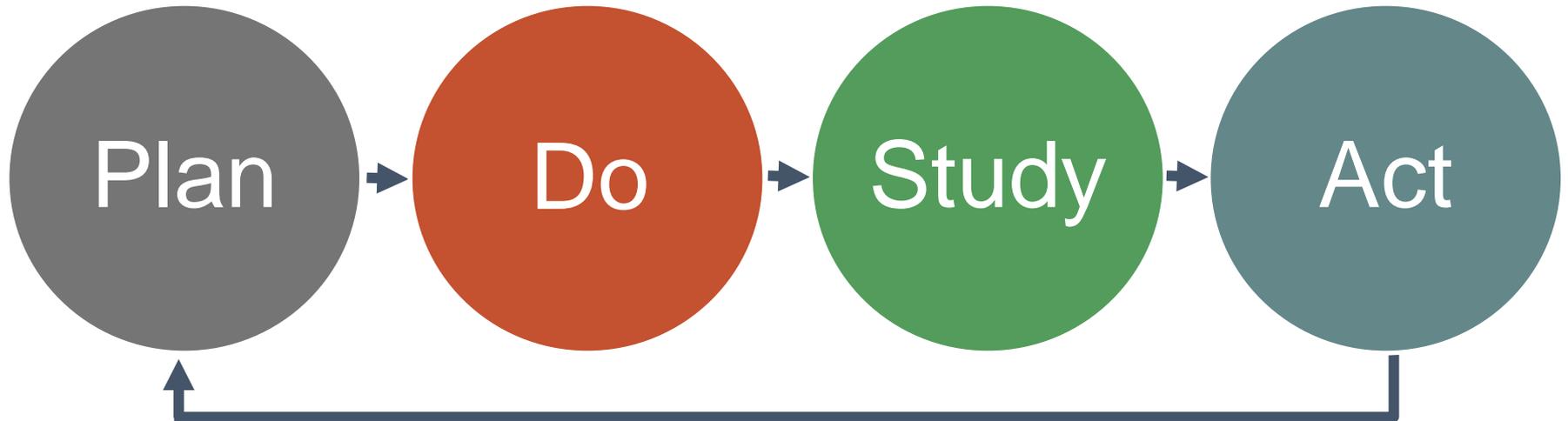
— Margaret Wheatley

Reflection

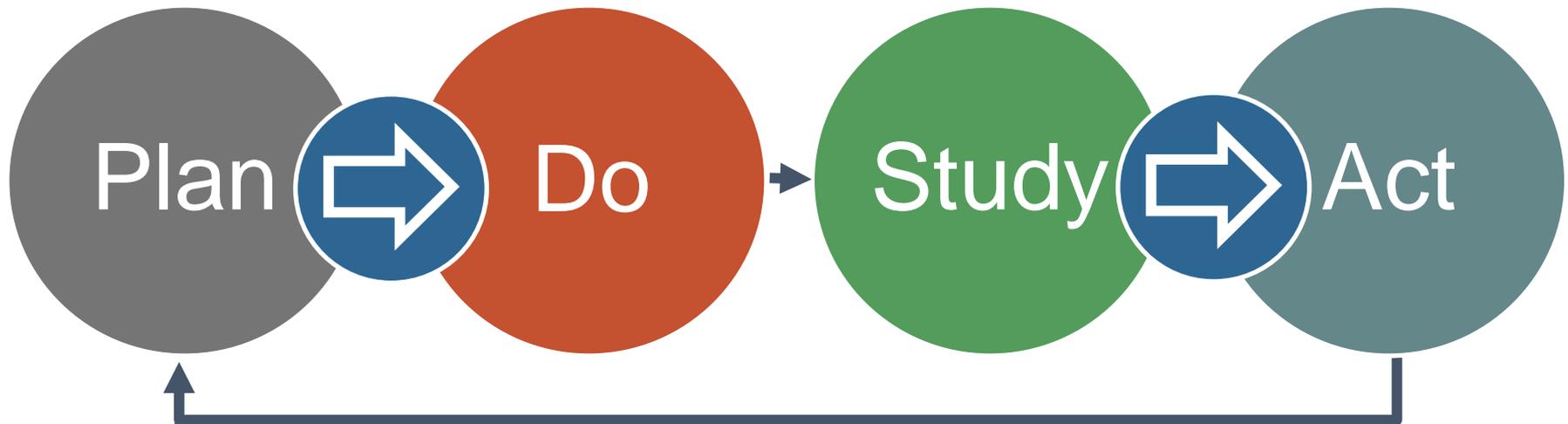
A person wearing a grey knit sweater is holding a lit sparkler. The sparkler is bright and glowing, with many sparks flying out. The background is dark and out of focus. The text "Our Future" is overlaid in the center in a large, white, sans-serif font.

Our Future

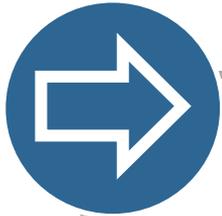
The Improvement Process



The Improvement Process



Moving Forward



What resonated with you?

What did you hear in this session that may inform your current and future work?

Thank You!



SCHOOL DISTRICT OF
BROWN DEER



Kyle Fagan

kfagan@air.org



Deb Kerr

dkerr@browndeerschools.com



Lunch Break and Networking

See you in 60 minutes.



Culturally Responsive Practices to Close the Achievement Gap

Andreal Davis, Wisconsin Rtl Center

Michelle Belnavis, Wisconsin Rtl Center

Paula Fernandez, Wisconsin Rtl Center

Jennifer Grodsky, Wisconsin Rtl Center



Andreal Davis

davisa@
wisconsinrticenter.org



Paula Fernandez

fernandezp@
wisconsinrticenter.org



Michelle Belnavis

Belnavism@
wisconsinrticenter.org



Jennifer Grodsky

grodskyj@
wisconsinrticenter.org

Or contact us!

Andreal Davis

davisa@wisconsinrticenter.org

Sara Summ

summs@wisconsinrticenter.org

Michelle Belnavis

lbelnavism@wisconsinrticenter.org

Heidi Erstad

erstadh@wisconsinrticenter.org

Paula Fernandez

fernandezp@wisconsinrticenter.org

Emilie O'Connor

Oconnore@wisconsinpbisnetwork.org

Lori Cameron

Cameronl@wisconsinpbisnetwork.org

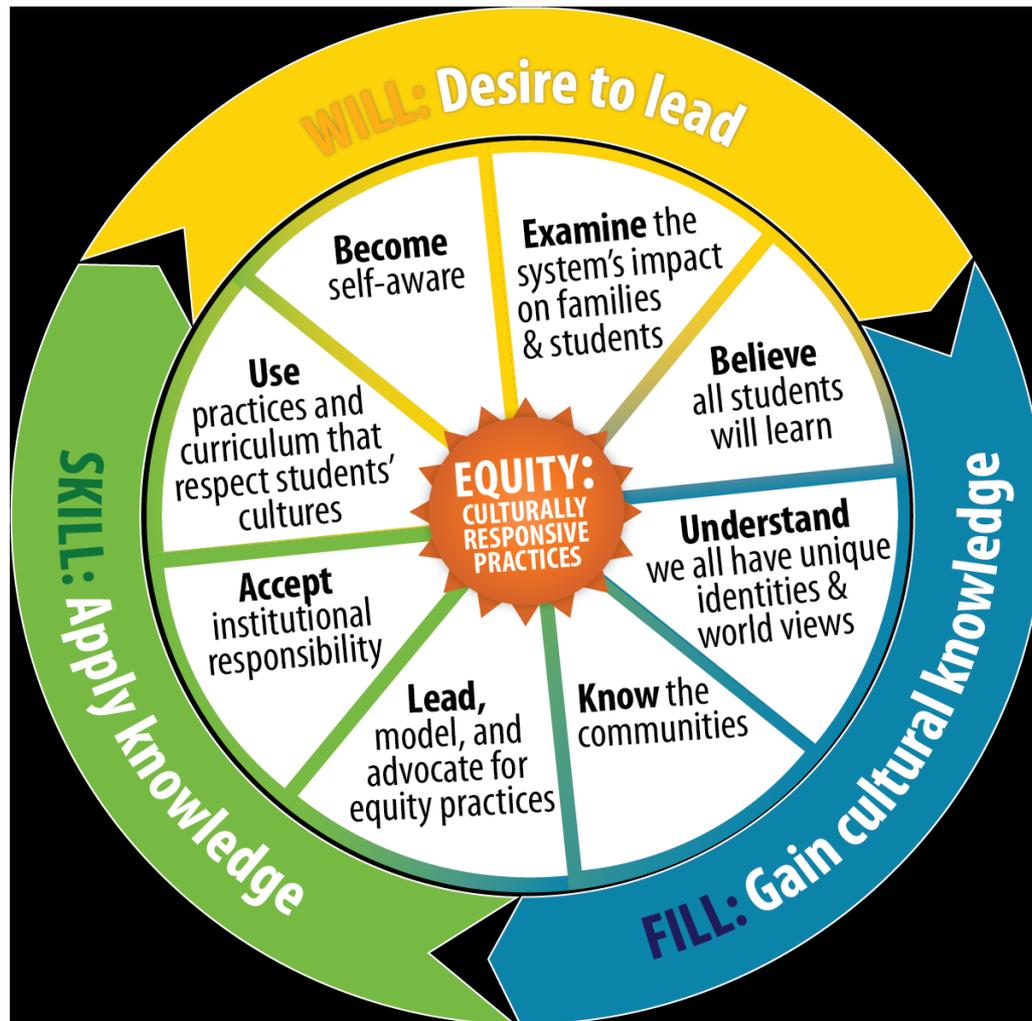
Yuli Manriquez

manriquezy@wisconsinpbisnetwork.org

This dialogue session will demonstrate what it looks, sounds, and feels like to bring the research based Model To Inform Culturally Responsive Practices to life, in alignment with our state goals!

- Partnered and small group discussions will feature shared ideas from the Department of Public Instruction, the Wisconsin Response to Intervention Center, the Disproportionality Technical Assistance Network, the Wisconsin Education Association Council, state agencies, schools, districts and other stakeholders.
- Our seed to a system approach is geared to support individuals, schools, districts and the state of Wisconsin, in order to help reduce disproportionality and the achievement/opportunity gap.

Equity: Model to Inform Culturally Responsive Practices



Bringing the Model to Inform to Life

Showcase examples from three schools and student voice from across the state to demonstrate what it looks, sounds and feels to bring the Model To Inform Culturally Responsive Practices to life.

WILL: Desire to lead

**Become
self-aware**

**Examine the
system's impact
on families
& students**

**Believe
all students
will learn**

**Culturally
Responsive
Practice**



Will: Become self aware

Kenosha Lincoln Elementary

I, Too, Sing America by Langston Hughes

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

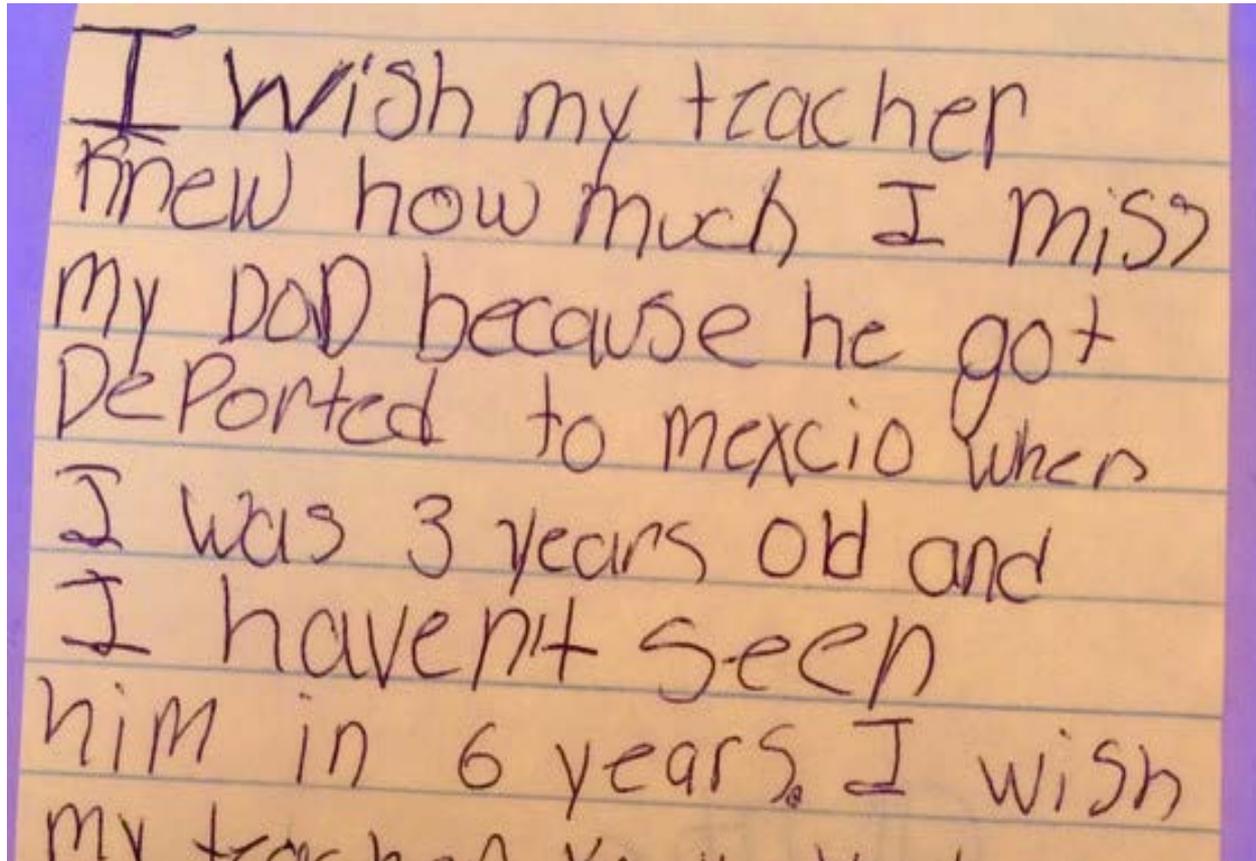
Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.

Will: Believe all students will learn

Eau Claire School District

A photograph of a handwritten note on lined paper. The text is written in dark ink and expresses a student's longing for their father. The paper is slightly tilted and has a purple border on the left and right sides.

I wish my teacher
knew how much I miss
my dad because he got
deported to Mexico when
I was 3 years old and
I haven't seen
him in 6 years. I wish
my teacher knew how



Reflection

- Where are we?
- What are our next steps?

What I Learned Today

Capture significant learning that could impact your current work:

Self Awareness--

Examine Systems Impact....
 Believe All Students Will Learn....
 Unique Identities/World Views....
 Know Communities...
 Lead, Model and Advocate...
 Accept Institutional Responsibility...
 Respectful Practices....

What I Can Do With What I Learned.....

Debrief and share individual learning notes with a partner/small group

I Would Like To Know More About....

~ Identify conference offerings that may help you learn more about these ideas

~How can you implement your ideas for using the most meaningful information that you obtained from this conference:

Like....Such as.....

Identify Three Priorities of Learning and Information That Could Be Shared With Others In Your Organization Or With Others Externally:

- 1.
- 2.
- 3.

Culturally Responsive Practice

Understand
we all have unique
identities &
world views

Know the
communities

FILL: Gain cultural knowledge

Fill: Understand we all have unique
identities & world views
Statewide: Student voice



<https://vimeo.com/208544461>



Skill: Lead, Model & Advocate for Equity Practices and
Use Curriculum that Honors and Respects Students'
Cultures

Beloit Hackett EI

Important To Me

The Power of Words and Actions

“Love” “Support” “Validation”

“Affirmation” “Belonging” “Embrace”

“Hands”

“Head”

“Heart”



Reflection

- Where are we?
- What are our next steps?

<p>What I Learned Today Capture significant learning that could impact your current work:</p> <p>Self Awareness... Examine Systems Impact... Believe All Students Will Learn... Unique Identities/World Views... Know Communities... Lead, Model and Advocate... Accept Institutional Responsibility... Respectful Practices....</p>	<p>What I Can Do With What I Learned..... Debrief and share individual learning notes with a partner/small group</p>
<p>I Would Like To Know More About.... ~ Identify conference offerings that may help you learn more about these ideas</p> <p>~How can you implement your ideas for using the most meaningful information that you obtained from this conference: Like....Such as.....</p>	<p>Identify Three Priorities of Learning and Information That Could Be Shared With Others In Your Organization Or With Others Externally:</p> <ol style="list-style-type: none"> 1. 2. 3.

Videos

Will videos:

Kenosha Lincoln El: [I, too, sing America video](#)

(Will: Becoming Self aware)

Eau Claire School District: [I wish my teacher knew video](#)

(Will: Believe all students will learn)

Fill videos:

WEAC Institutional Racism Day: [Student voice video](#)

(Fill: Understand we all have unique identities & world views)

Skill video:

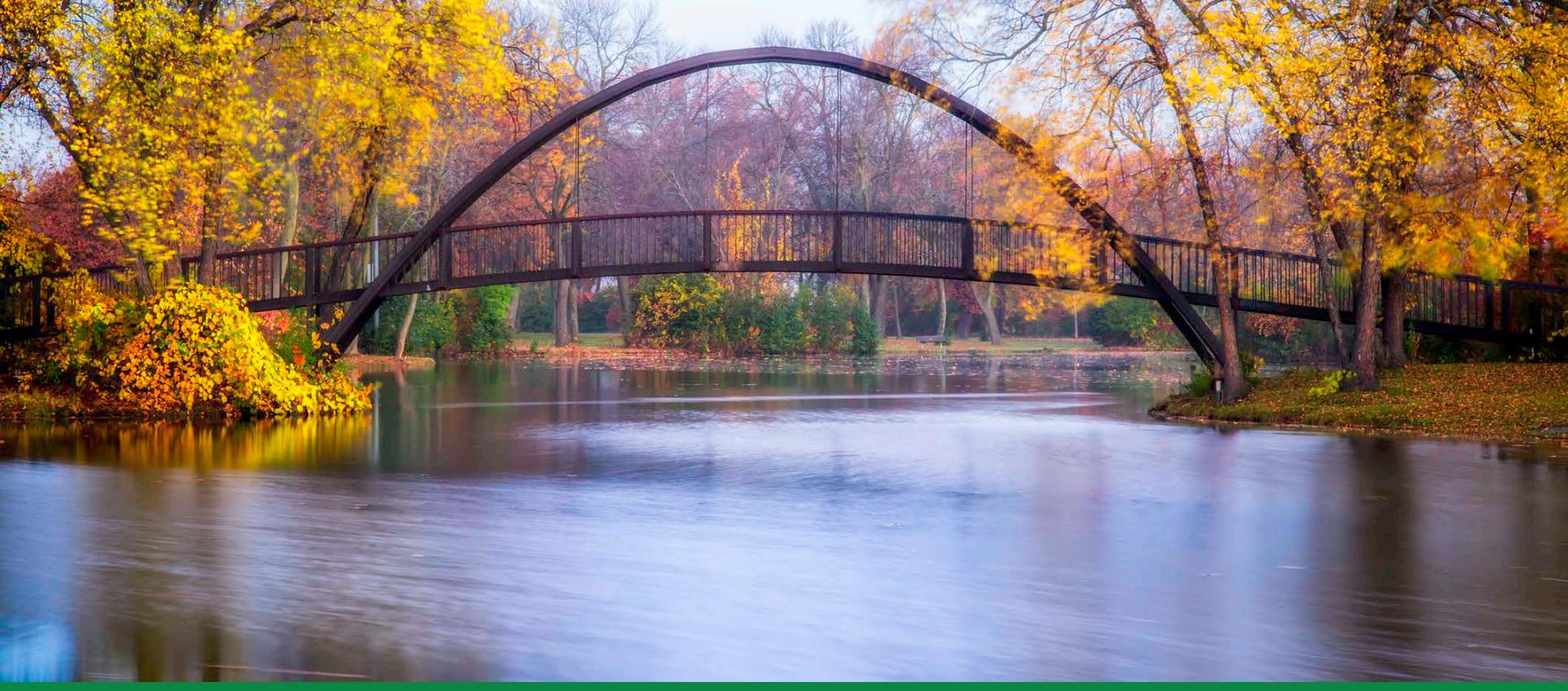
Beloit Hackett El: [Important To Me video](#)

(Skill: Use curriculum that honors and respects students cultures)

Flyers:

Wisconsin RTI Center BCRS Training

Disproportionality Technical Center Network Trainings



Analysis and Planning Activity

Making Connections: Culturally Responsive Practices to Close the Achievement Gap
October 12, 2017



District: _____

School(s): _____

Summary of Achievement Gap as defined by data:

Goal:					
Instructional Tactic What will be done?	Tactic Method Specifically, how will it be done?	Acting Party Who will do it?	Frequency How often will this task be done?	Completion Date	Verifying Artifacts What artifacts will serve as evidence that the instructional tactics have been implemented?
Evaluation Metric:					

Closing Comments

FEEDBACK SURVEY



Thank You!

