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

**Staff:**
> 150

**Programs and Services:**
> 100

**Students:**
> 300,000

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

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

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

*Median net worth of households in 2013 dollars*
The Opportunity Gap

WISCONSIN RACIAL DISPARITIES

A Sense of Urgency
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.
Wisconsin posts largest white-black graduation gap
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
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
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 (RtI Center)

**Milaney Levenson**, Wisconsin RtI Center

**Paula Kaiser**, Wisconsin Information System for Education (WISE)
Using Data to Create Equitable Systems

Milaney Leverson
Leversonm@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.

EVIDENCE-BASED …starting with a strong COLLABORATION to make the complex wor...

DATA for CONTINUOUS IMPROVEMENT Through HIGH QUALITY INSTRUCTION, academic, Equitable Multi-level System of Supports

Key Features of a System of Supports

All of these key features inform and impact each other.

SYSTEMIC IMPLEMENTATION throughout the district and classrooms to promote consistency and effectiveness across the system of supports;

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

We believe in the STRATEGIC USE OF behavioral, social, and emotional teaching and are certain that the supports are delivered.

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

We want to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin schools.
A Model to Inform Culturally Responsive Practices

WILL: Desire to lead
- Become self-aware
- Examine system's impact on families & students
- Believe all students will learn
- Understand we all have unique identities & world views
- Know the communities

SKILL: Apply knowledge
- Use practices and curriculum that respect students' cultures
- Accept institutional responsibility
- Lead, model, and advocate for equity practices

FILL: Gain cultural knowledge

Culturally Responsive Practice
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?

Source: National Equity Project
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
1. Problem Identification

2. Problem Analysis

3. Plan Implementation

4. Plan Evaluation

Is there a problem?

Why is it happening?

Is the plan working?

What should be done?

(All data use slides adopted from Kelsey Morris; Using Data Presentation; www.pbis.org)
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

Average Driver  | Volkswagen GTI | Mercedes-Benz CLS-63 | Hummer

0.5  | 1.0  | 2.0  | 4.5

Volkswagen GTI  | Mercedes-Benz CLS-63  | Hummer

Wisconsin RTI Center
Wisconsin PBIS Network
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)

<table>
<thead>
<tr>
<th>Group By</th>
<th>Total Students</th>
<th>Student Count</th>
<th>Percent of Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amer Indian</td>
<td>260153</td>
<td>3112</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>260153</td>
<td>8560</td>
<td>3.3%</td>
</tr>
<tr>
<td>Black</td>
<td>260153</td>
<td>20454</td>
<td>7.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>260153</td>
<td>25120</td>
<td>9.7%</td>
</tr>
<tr>
<td>Pacific Isle</td>
<td>260153</td>
<td>214</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>260153</td>
<td>196907</td>
<td>75.7%</td>
</tr>
<tr>
<td>Two or More</td>
<td>260153</td>
<td>5786</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

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

Completion Credential: Regular

Percent of Cohort

4-Year Rate (2016 Cohort)

Amer Indian: 78.7%
Asian: 89.0%
Black: 80.4%
Hispanic: 93.0%
Pacific Isle: 85.9%
White: 90.1%
Two or More: 90.1%

5-Year Rate (2015 Cohort)

Amer Indian: 80.4%
Asian: 72.5%
Black: 83.4%
Hispanic: 90.7%
Pacific Isle: 90.7%
White: 88.6%
Two or More: 88.6%

6-Year Rate (2014 Cohort)

Amer Indian: 83.8%
Asian: 94.9%
Black: 85.8%
Hispanic: 95.9%
Pacific Isle: 95.9%
White: 91.8%
Two or More: 91.8%

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.

\[ \frac{1,787}{5,180} = 34.5\% \]

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.

\[ \frac{3,227}{46,087} = 7\% \]

Risk Ratio \(\frac{34.5}{7} = 4.92\) 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?

Source: NYU Steinhart. Identifying the Root Causes of Disproportionality
1. Problem Identification

2. Problem Analysis

3. Plan Implementation

4. Plan Evaluation

(All data use slides adopted from Kelsey Morris; Using Data Presentation; www.pbis.org)
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.

Technical Assistance Center on Disproportionality
Disproportionality is complex

- Access and opportunity
- Family and community engagement
- Learning environment
- Instruction and assessment
- Expectations, misconceptions and biases
- Cultural dissonance
- Policies and practices

Adapted from Identifying the Root Causes of Disproportionality
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
Is there a problem?

1. Problem Identification

Why is it happening?

2. Problem Analysis

Is the plan working?

3. Plan Implementation

4. Plan Evaluation

What should be done?

(All data use slides adopted from Kelsey Morris; Using Data Presentation; www.pbis.org)
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)

<table>
<thead>
<tr>
<th>Possible Reasons for Disproportionality</th>
<th>Potential Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuck on what we can’t control</td>
<td>Incorporate CR practices into universal curriculum and instruction</td>
</tr>
<tr>
<td>Lack of awareness (<em>prior to now</em>)</td>
<td>Continue conversations in CST/Goal Teams (1x/mo)</td>
</tr>
<tr>
<td>No access to disaggregated data</td>
<td>Build disaggregating data into processes:</td>
</tr>
<tr>
<td>Current focus on student <em>underperforming</em> vs school <em>underserving</em></td>
<td>Data wall, MAP/STAR, SWIS</td>
</tr>
</tbody>
</table>

- **Incorporate CR practices into universal curriculum and instruction**
  - Identify resources for CR practices (e.g. Montgomery Schools)
  - Assistance from district staff

- **Continue conversations in CST/Goal Teams (1x/mo)**
  - 7 experiences
  - Staff meetings

- **Build disaggregating data into processes**
  - Data wall
  - MAP/STAR
  - SWIS
Additional Resources

Wisconsin PBIS Network:
Risk Ratio eLearning course

http://www.thenetworkwi.com/
Additional Resources

Addressing the Root Causes of Disparities in School Discipline
An Educator’s Action Planning Guide

US Dept of Ed Safe and Supportive Schools

NYU STEINHARDT
Technical Assistance Center on Disproportionality

TFI Companion Guide

PBIS.org
Or contact us!

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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
Overview of MAGRA Projects

Strategy and Planning → Environmental Scan & Literature Review → Gap Analysis → Review and Refine

→
The Improvement Process

Plan → Do → Study → Act
The Improvement Process

Plan → Do → Study → Act

Diagram showing the improvement process with the steps Plan, Do, Study, and Act connected in a cycle.
Environmental scan is an analysis and evaluation of internal conditions and external data and factors that affect the organization.
What policies, programs, and practices does your district currently employ with the intent to close the Black-White achievement gap?
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

1. Strategy and Planning
2. Environmental Scan & Literature Review
3. Gap Analysis
4. Review and Refine
Our Brown Deer Story

Deb Kerr | Superintendent
All students deserve to have worldly educational experiences.
• 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
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
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
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
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’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!
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
Our Future
The Improvement Process

Plan → Do → Study → Act
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!

Kyle Fagan
kfagan@air.org

Deb Kerr
dkerr@browndeeschools.com
Lunch Break and Networking
See you in 60 minutes.
Culturally Responsive Practices to Close the Achievement Gap

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Michelle Belnavis, Wisconsin RtI Center
Paula Fernandez, Wisconsin RtI Center
Jennifer Grodsky, Wisconsin RtI Center
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Lori Cameron
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Yuli Manriquez
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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

WILL: Desire to lead

- Become self-aware
- Examine the system's impact on families & students
- Believe all students will learn
- Understand we all have unique identities & world views

SKILL: Apply knowledge

- Use practices and curriculum that respect students' cultures
- Accept institutional responsibility
- Lead, model, and advocate for equity practices
- Know the communities

FILL: Gain cultural knowledge

EQUITY: 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
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

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.
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: Apply knowledge

- Use practices and curriculum that respect students' cultures
- Accept institutional responsibility
- Lead, model, and advocate for equity practices

Culturally Responsive Practice
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?

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

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  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.
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:

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<tr>
<th>Instructional Tactic</th>
<th>Tactic Method Specifically, how will it be done?</th>
<th>Acting Party Who will do it?</th>
<th>Frequency How often will this task be done?</th>
<th>Completion Date</th>
<th>Verifying Artifacts What artifacts will serve as evidence that the instructional tactics have been implemented?</th>
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<td>Evaluation Metric:</td>
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Closing Comments
FEEDBACK
SURVEY
Thank You!