



ELIMINATE INEQUITIES FOR ALL STUDENTS



Hudson School District Equity Evaluation

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Review of Equity Evaluation



- I. Introduction
- II. Quantitative Data
- III. Focus Group Themes
- IV. Recommendations

I. Introduction





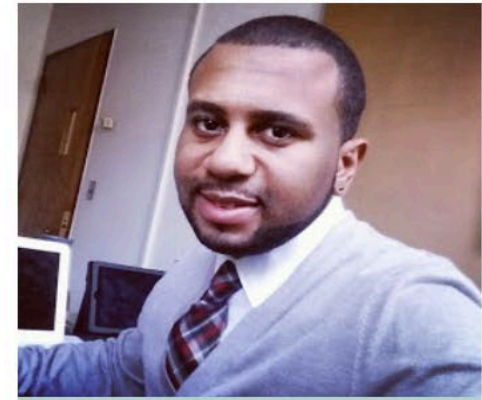
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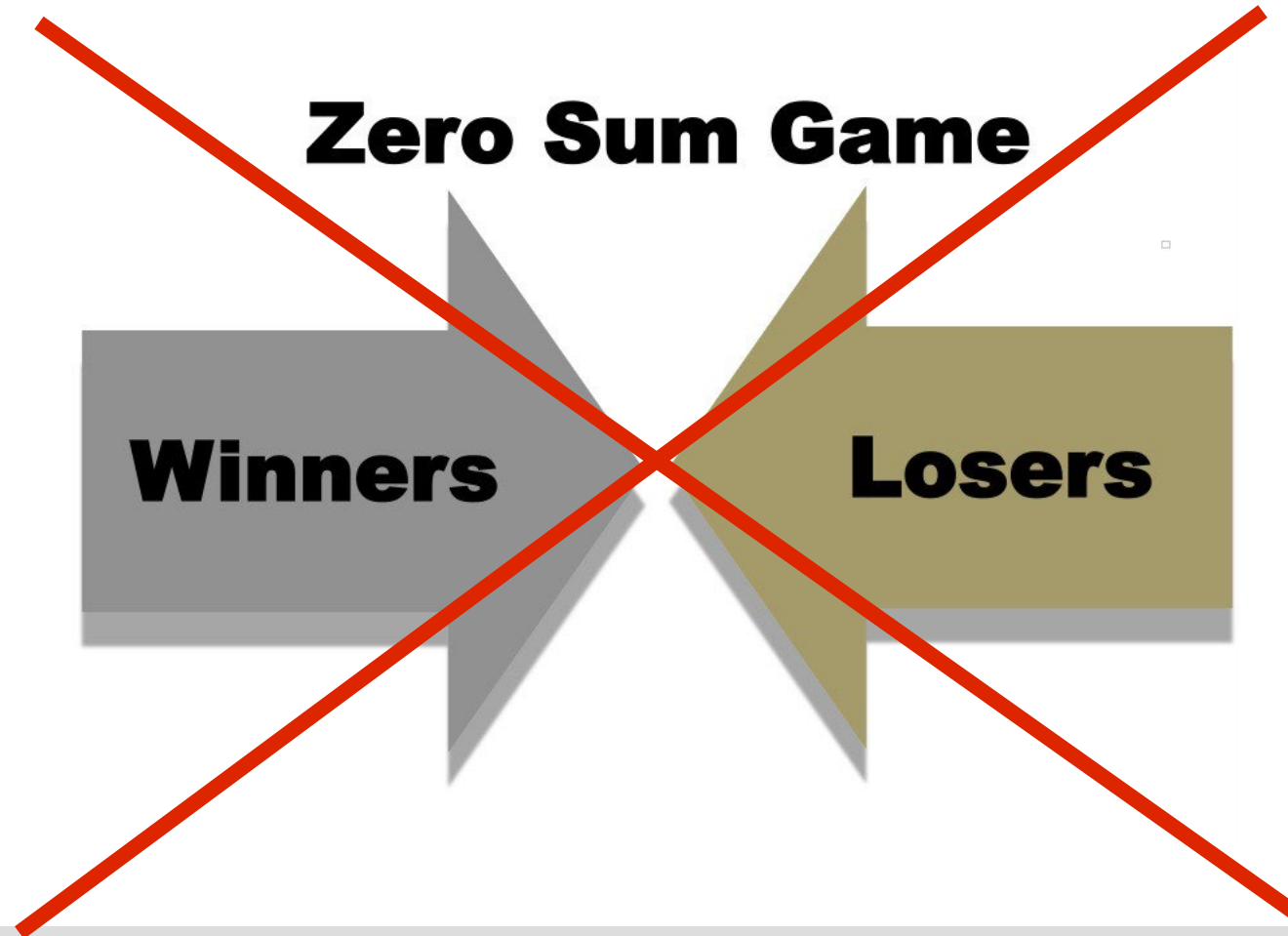
Our Position and Work



Recommendations Advance Learning for All Students Across Identities

- Race
- Disability
- Language
- Social class
- Religion
- Gender
- Sexual/Gender Identity
- And their intersections

Equity Not a Zero-Sum Game Advances Learning for All



Hudson School District Pupil Non-Discrimination Policy

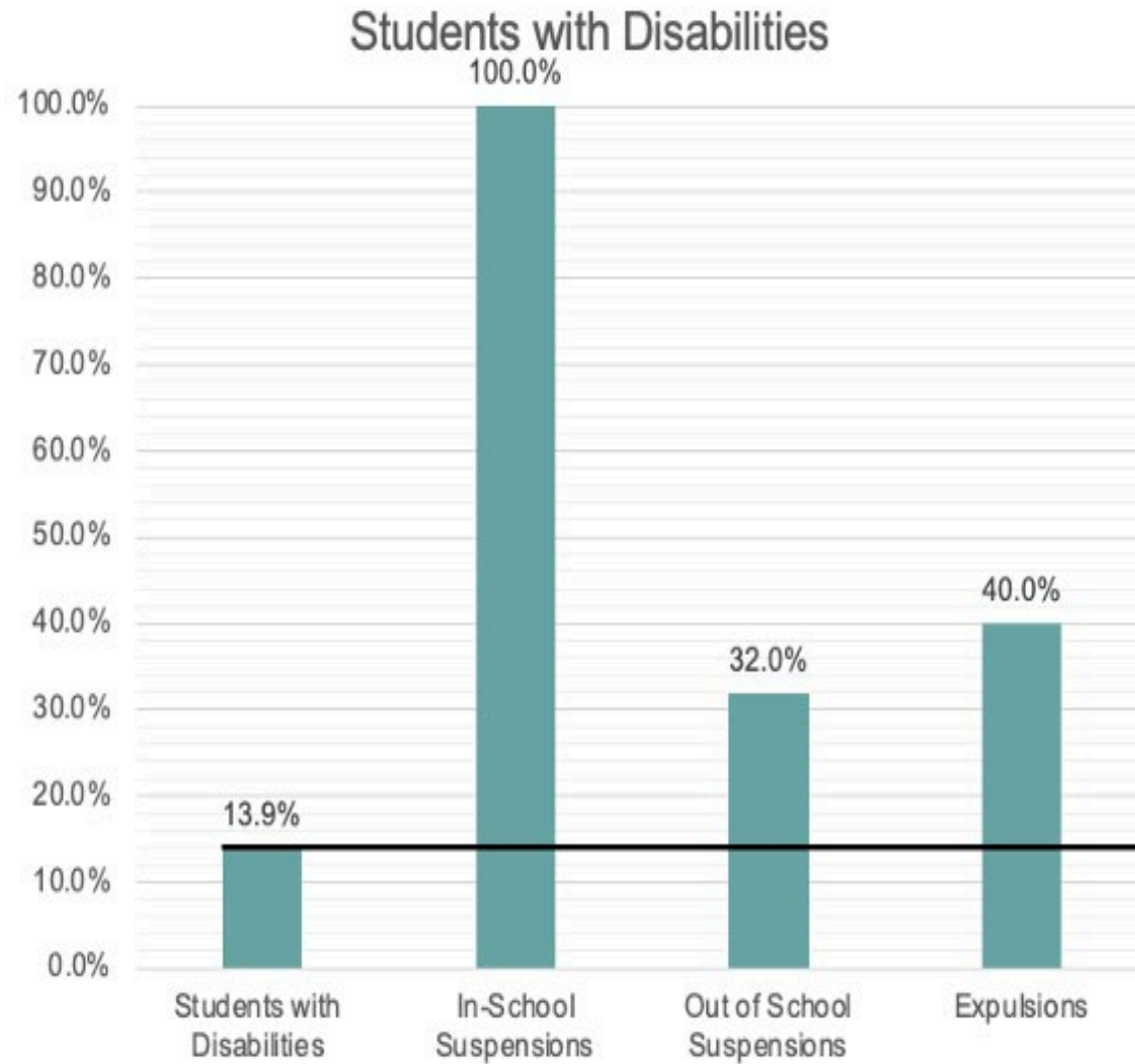


The District is committed and dedicated to the task of providing the best education possible for every student in the District. With this goal in mind and consistent with legal requirements, the District shall not unlawfully discriminate on the basis of sex (including gender identity, gender expression and nonconformity to gender role stereotypes), sexual orientation, race, color, national origin (including English proficiency, surname, or language-minority status), ancestry, religion, creed, age, pregnancy, marital or parental status, homelessness status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification in its curricular, career and technical education, co-curricular, student services, recreational, or other programs or activities, or in admission or access to programs or activities offered by the District.

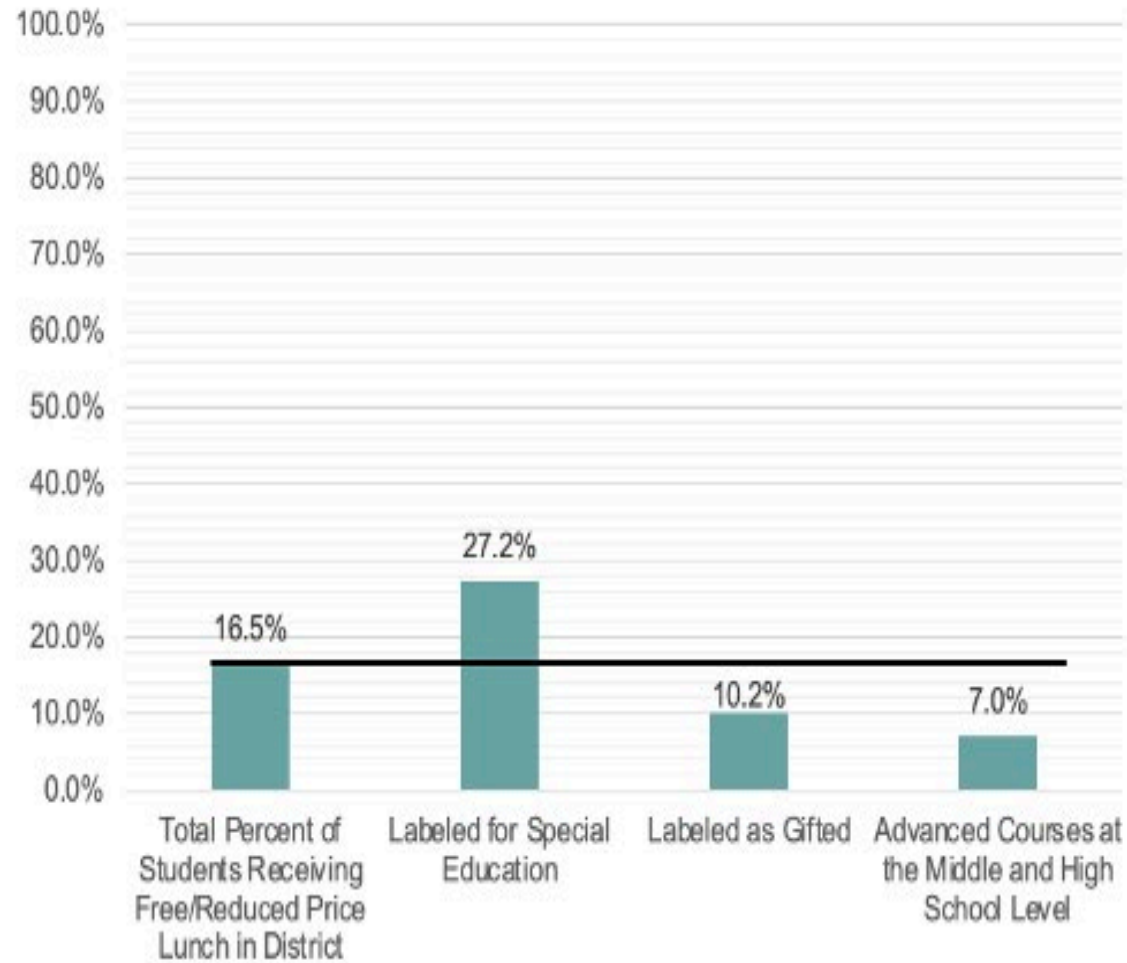
This includes, but is not limited to: admission to any school, class, program or activity; standards and rules of behavior, including student harassment; disciplinary actions, including suspensions and expulsions; acceptance and administration of gifts, bequests, scholarships and other aids, benefits and services to students from private agencies, organizations, or persons; instructional and library media materials selection and reconsideration; methods, practices, and materials used for testing, evaluating and counseling students; facilities; opportunity for participation in athletic programs or activities; and school-sponsored food service programs.

II. Selected Quantitative Data

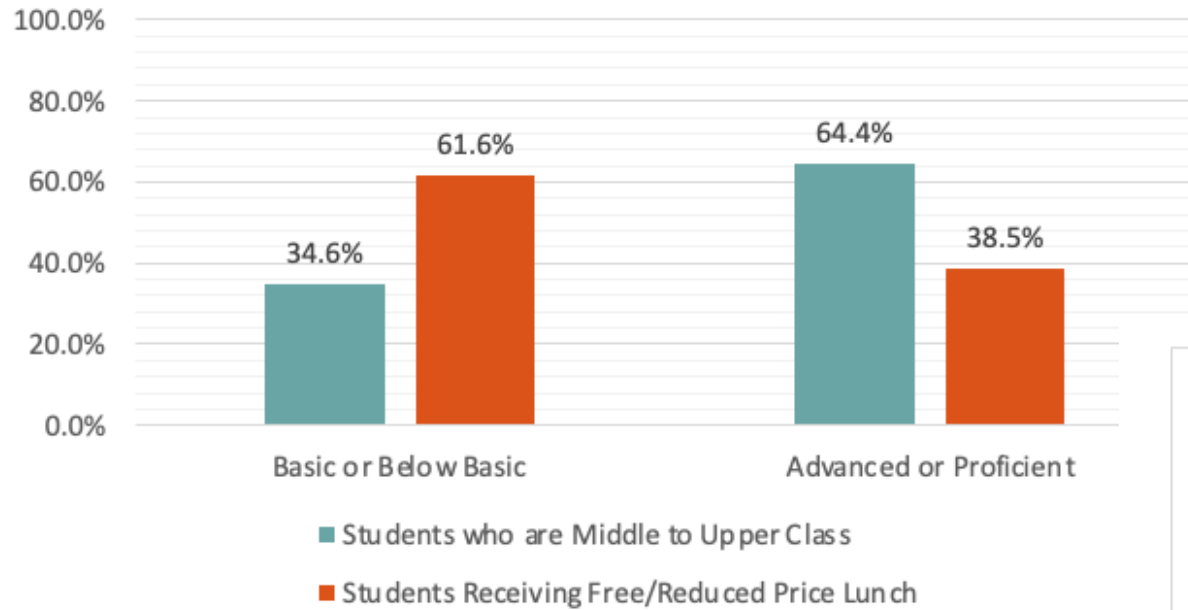




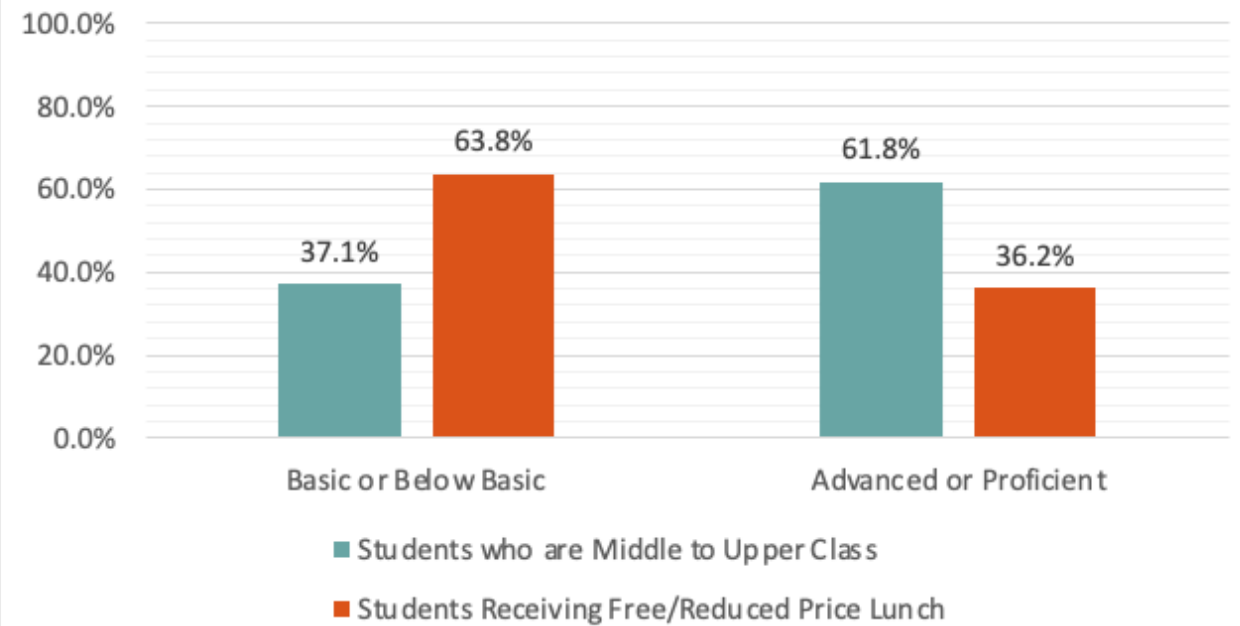
Students Receiving Free/Reduced Price Lunch



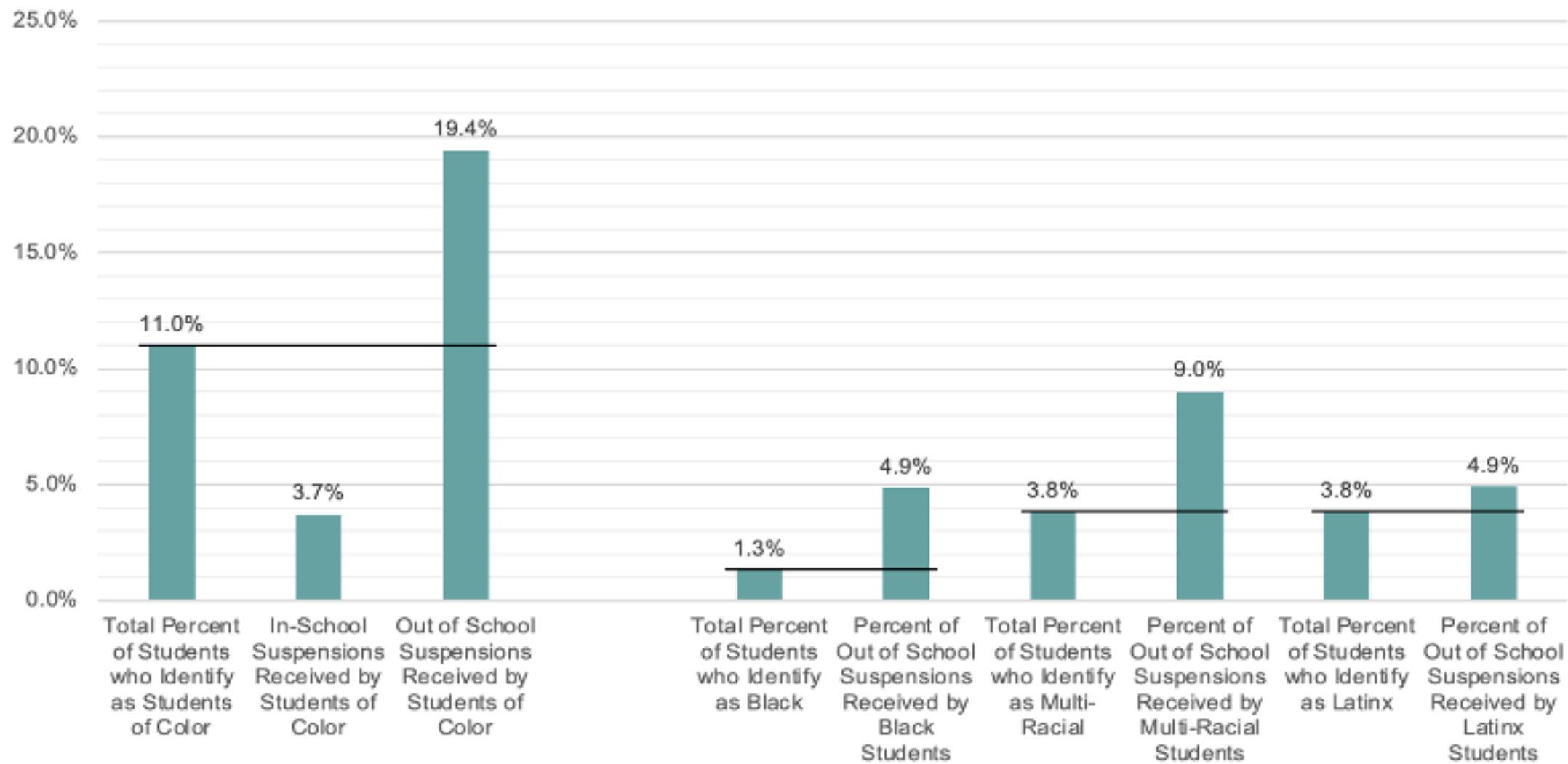
Math Achievement Data in District



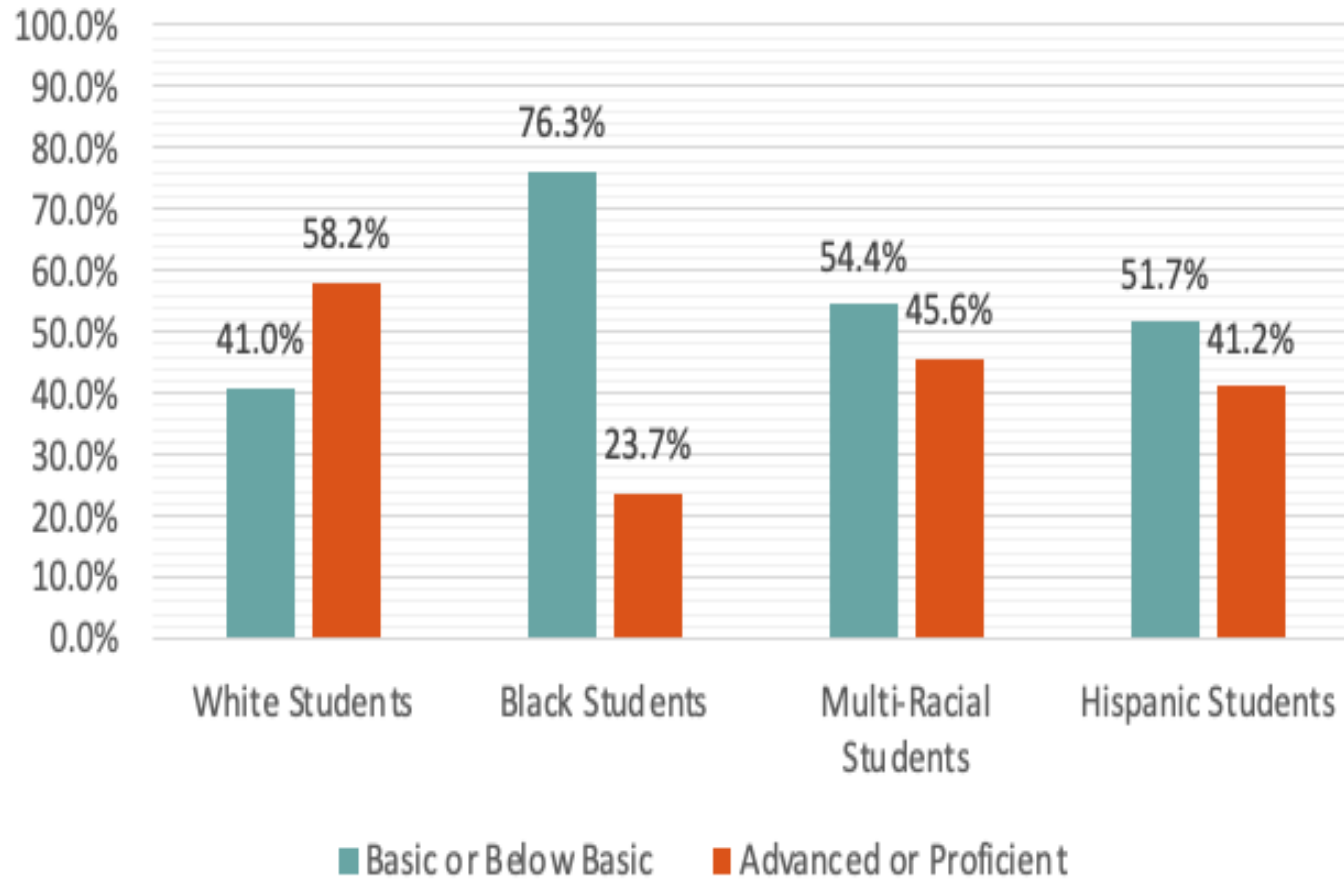
Reading Achievement Data in District



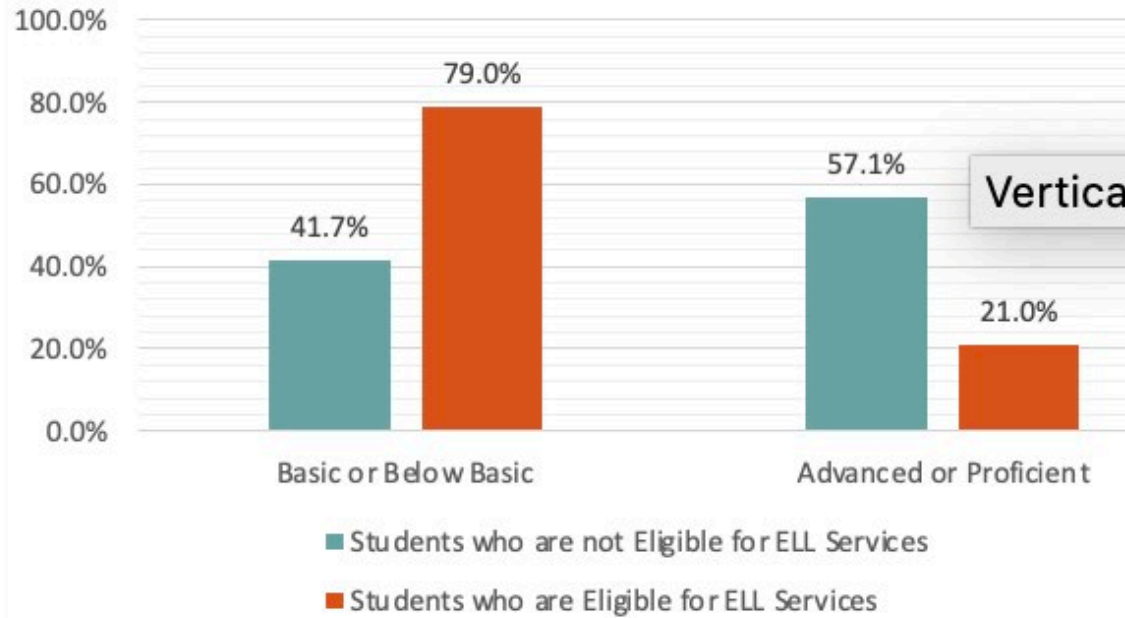
Discipline Data for Students of Color



Reading Achievement Data in District



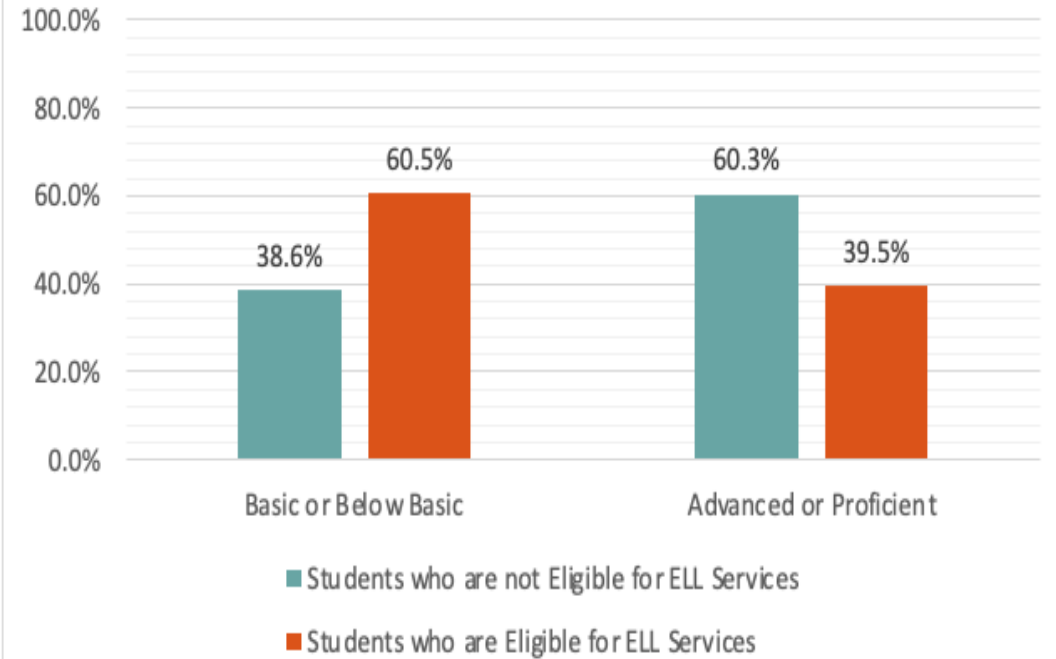
Reading Achievement Data in District



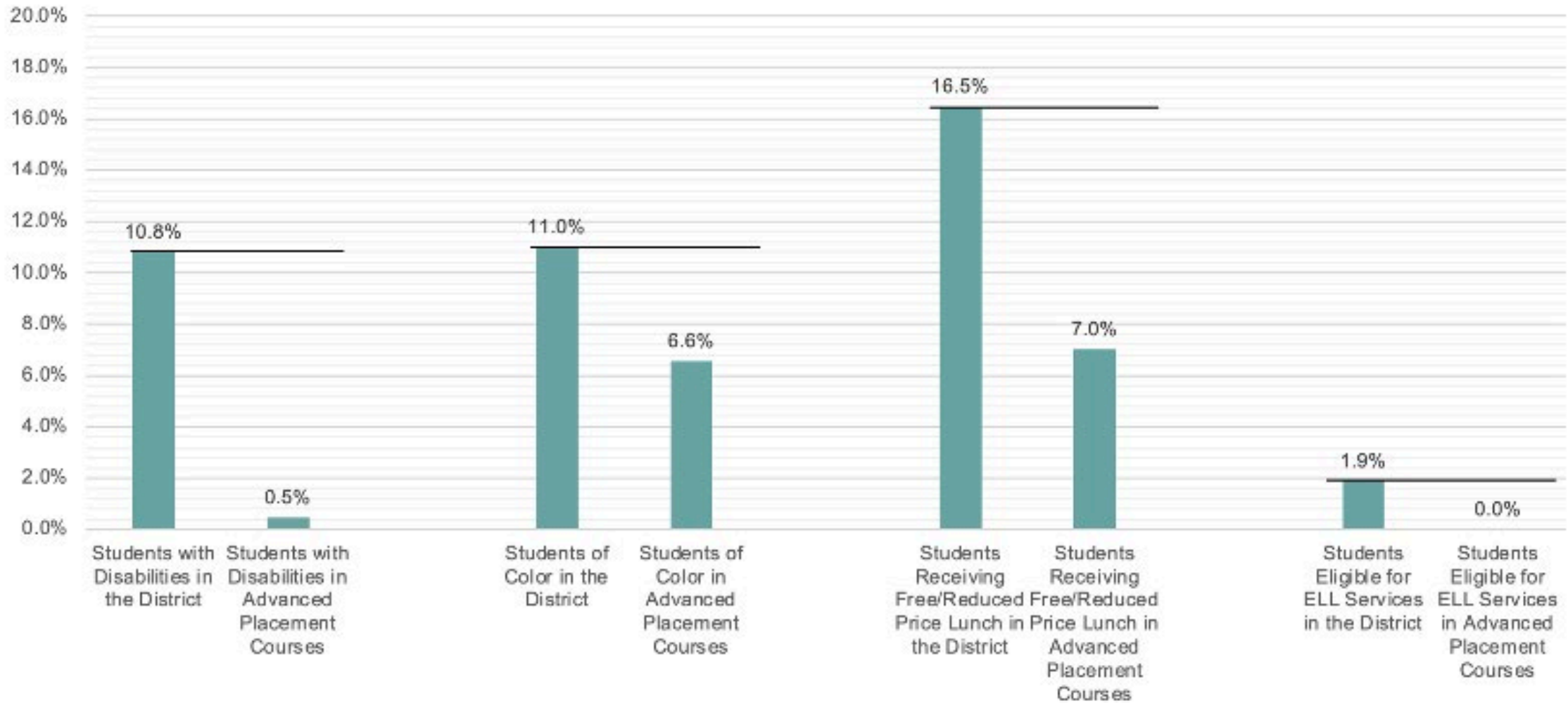
Vertical (Value) A



Math Achievement Data in District



Advanced Placement Courses Data in the District





III. Focus Group Themes

Identity Development Training

Desire for Opportunities for Civil Discussion

Curriculum and Instruction

Student Treatment Related to Wisconsin Pupil Non-Discrimination Law.

Student Representation in Courses

Understanding of Evidenced-Based Practices

District Use of Data

Planning Time

High Expectations and Rigor and Students

Who Struggle

Other Professional Learning

Discipline and Behavior

District Policy

IV. Essential Next Steps





Know the History of Public Education

1. Complete professional development on the history of public education for the community and school community to better understand current practices.
2. Each school staff and district office should draw their current educational structures and determine what is proactive and reactive within their schools and the challenges for students that such practices present.



Shift from Deficit to Assets-Based Thinking, Language

1. Shifting from deficit based language and practices to asset- based language and practices about all students and families.

Engage in Identity Development



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1. Provide professional development related to identity development specifically tied to district practices.
 2. All staff should participate in opportunities of their choice to increase their understanding of identities different from their own.

Apply Equity Research

1. Understand the research on high quality teaching and learning



Develop Principles of Excellence

1. Create District Principles of Excellence to operationalize high quality teaching and learning for all students and leverage the District vision and strategic plan.

Conduct Equity Audit

1. Complete a District and per school equity audit annually to measure the District's progress toward high quality teaching and learning for all students relative to the data represented in this report.

Re-align Staff and Students



1. Complete a process at the District and school level to realign staff for C3 Teams and create all environments in the core of teaching and learning and extra-curricular that are proportionally represented.
2. Begin the process of phasing out the 3 center-based programs at the elementary school to align with the development and functioning of C3 teams across the Elementary Level.
3. Begin the process of returning students with disabilities from out of District placements to again, align with the development and functioning of the C3 Teams across the District.
4. Identify the demographics of the high school's "school within a school" and of the high school's pull out study hall with one staff member for students who struggle, to determine whether or not particular demographic groups are over-identified. Do not increase the capacity of these programs. Collect student outcome data (high school and post high school) on both these programs to determine the effectiveness of these programs.



Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams

1. Understand the role and function of Co-Plan to Co-Serve to Co-Learn Teams to create equitable practices for all learners.

Identity Relevant Teaching and Learning

1. Provide professional development in support of instructional practices and strategies that have the greatest impact on student achievement.
2. Evaluate current curriculum relative to the identities in the Wisconsin Pupil Nondiscrimination law and aligned with the intent of the law.



Discipline and Behavior

1. Provide professional development specific to how to develop Proactive Student Behavioral plans that are equitable and identity relevant.

Students with Significant Disabilities

1. Complete professional development in support of cross-categorical caseloads and proactively supporting students with significant needs in proportionally represented school and community environments.

Align Human Resource Systems



1. High quality teaching and learning for all becomes the responsibility of all leadership and staff. It will be necessary to take on a systematic approach where all staff are responsible advancing learning for all versus hiring a District Equity Coordinator.
2. Create all position descriptions and interview questions for all District positions in alignment to the District's Principles of Excellence.
3. Create strategic partnerships with local universities to increase the number of high quality, diverse educational staff. Partner with local/regional organizations to establish a “grow your own” program for local diverse community members who are recruited for entry district positions and then supported to obtain education degrees and return to the district.

Leverage Funding



1. Upon the development of District Principles of Excellence, complete an analysis of District expenditure practices.
2. Conduct an equity audit of student demographic representation in all extra and co-curricular activities for example in drama, football, soccer, music program, student council, etc.
3. Based on data results the District and Schools will increase options and access (early morning and late bus) for those students who may have limited access to student activities and athletics and provide financial support to students and families (in a way that does not demean) to ensure students have the equipment and materials needed to fully participate.



Cross-Check Policy and Procedures

1. Upon the development of the District Principles of Excellence, complete a cross check of policies and procedures to better leverage high quality teaching and learning for all and its sustainability.
2. The school board should receive training in high quality teaching and learning for all students to ensure members model the behaviors and attitudes the district expects of all staff and how to respond to community concerns related to this.

Thank you for your commitment to equity!

