THE EQUITY IMPERATIVE

Alex Fralin
Chief of Schools,
Secondary Education
AWKWARD CONFERENCE INTERACTIONS!

REDUCE FRICTION

MAXIMIZE SERENDIPITY

WRITE - SAY HELLO - SHARE
PLEASE INDULGE

DISCOMFORT

CURIOUS

ENGAGE
DEFINITIONS

ENGAGEMENT.

EQUITY.
<table>
<thead>
<tr>
<th>Color</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>to hold the attention of</td>
</tr>
<tr>
<td>Yellow</td>
<td>to induce to participate</td>
</tr>
<tr>
<td>Orange</td>
<td>to bring together or interlock</td>
</tr>
<tr>
<td>Red</td>
<td>to offer (something, such as one's life or word) as backing to a cause or aim: to expose to risk for the attainment or support of some end</td>
</tr>
</tbody>
</table>
EVERY CHILD RECEIVES WHAT HE OR SHE NEEDS TO DEVELOP TO HIS OR FULL ACADEMIC AND SOCIAL POTENTIAL.
MOVING TOWARDS EQUITY

Removing the predictability of success and failure that currently correlates with any social or cultural factor

Interrupting inequitable practices, examining biases and creating inclusive school environments for everyone

Discovering and cultivating the unique gifts, talents and interests that every human possesses
27,000 MADISON STUDENTS

- 42% White
- 21% Hispanic
- 18% African American
- 9% Multiracial
- 9% Asian
- 46% Low Income
- 28% ELLs
- 14% Special Education

- 32 Elementary Schools
- 12 Middle Schools
- 6 High Schools

- 100% deserving of a high quality education
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% White</td>
<td></td>
</tr>
<tr>
<td>6% Hispanic</td>
<td></td>
</tr>
<tr>
<td>6% African American</td>
<td></td>
</tr>
<tr>
<td>9% Asian</td>
<td></td>
</tr>
<tr>
<td>3% Two or more races</td>
<td></td>
</tr>
</tbody>
</table>

- Top Ranked - UW Madison
- Highest per capita Nonprofits
- #5 - BEST PLACES TO LIVE
“Despite our relative prosperity and healthy employment numbers, Dane County’s nearly 32,000 African Americans fare worse - - sometimes far worse – on many significant well-being measures we studied than African Americans elsewhere, across the nation.”
‘I FEEL I BELONG AT THIS SCHOOL’

The most negative question for African-American students overall relative to their peers in prior years

African-American responses remain low but 7 percentage points higher in percent positive responses (agree/strongly agree) from year to year
Steady Progress in High School

We’re keeping more students on track to graduate, with 5% fewer students having two Fs in their freshman year – a key indicator of staying on track. And in some high schools, we are seeing faster progress. For example, in the past four years, Memorial has seen a decrease of 17 percentage points for African American students with 2 or more Fs and East had a decrease of 15 points for African American students.
Nearly Eliminating Gaps

Narrowing Gaps

**Four-Year Completion Rate**
- ELL: 77.3% to 78.8%
- Not ELL: 71.7% to 77.5%

**ELL Difference**
- Class of 2012: -5.6%
- Class of 2013: -8.9%
- Class of 2014: -5.3%
- Class of 2015: -7.9%
- Class of 2016: -1.4%

**Low-Income Difference**
- Class of 2012: -31.6%
- Class of 2013: -32.3%
- Class of 2014: -30.6%
- Class of 2015: -29.3%
- Class of 2016: -23.6%

**Not Low-Income**
- Class of 2012: 89.2%
- Class of 2013: 90.5%
- Class of 2014: 91.1%
- Class of 2015: 91.5%
- Class of 2016: 89.1%

**Not Low-Income**
- Class of 2012: 57.6%
- Class of 2013: 58.2%
- Class of 2014: 60.5%
- Class of 2015: 62.2%
- Class of 2016: 65.4%
## Completion Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Asian</th>
<th>Black or African-American</th>
<th>Hispanic/Latino</th>
<th>Multiracial</th>
<th>White</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>81.9%</td>
<td>84.2%</td>
<td>86.7%</td>
<td>88.6%</td>
<td>83.4%</td>
</tr>
<tr>
<td>5</td>
<td>55.2%</td>
<td>53.7%</td>
<td>56.4%</td>
<td>58.7%</td>
<td>58.5%</td>
</tr>
<tr>
<td>6</td>
<td>-32.8%</td>
<td>-34.2%</td>
<td>-34.9%</td>
<td>-32.8%</td>
<td>-31.1%</td>
</tr>
<tr>
<td>7</td>
<td>-6.1%</td>
<td>-3.7%</td>
<td>-4.6%</td>
<td>-2.9%</td>
<td>-6.2%</td>
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The data shows a trend of increasing completion rates over the years for each demographic group.
• Excellence with Equity
• Schools at the Center
• Sustained Focus
WHY Personalized Pathways?

RIGOR
RELEVANCE
RELATIONSHIPS

GOOD FOR ALL, ESSENTIAL FOR SOME
PATHWAYS: DEFINITION

We believe that all students should chart their personalized pathways to college, career and community success.

We define personalized pathways as a sequence of rigorous inter-connected courses and experiences, both within and outside of the school setting, that are driven by the student and their academic and career plan.

Every student’s personalized pathway will lead to graduation with a post-secondary plan that could lead to an industry recognized certificate and/or licensure, an associate degree or baccalaureate degree and beyond.
PATHWAYS: COMPONENTS

SMALL LEARNING COMMUNITIES
Students, teachers and Student Services staff will be organized into smaller learning communities, designed to create a family-like structure that helps staff get to know each student’s strengths, interests and hopes.

ACADEMIC AND CAREER PLANNING
Students in grades 6-12 will work with their families, staff and community members to chart, assess and refine their pathway to postsecondary success by exploring who they are and what they want to do, while making progress toward these goals.

EXPERIENTIAL LEARNING OPPORTUNITIES
Business, industry, postsecondary institutions and community-based organizations will partner with students and schools through experiential and work-based learning opportunities where students will authentically practice their knowledge and skills both inside and outside of classroom walls.

PROGRAMS OF STUDY
Rigorous and linked academic and technical courses and experiences, personalized for each student, will sequence and build toward graduation and beyond.

PERSONALIZED STUDENT SUPPORTS
Personalized supports will provide all students with services tailored to their needs. These may include counseling, services for English Language Learners, Special Education, Advanced Learning, mental health services and more.
ENGAGED OUR COMMUNITY
GREAT LAKES COLLEGE AND CAREER PATHWAYS PARTNERSHIPS
The purpose of this team is to work in a collaborative manner across organizations and systems to create and implement a seamless system of personalized pathways, creating equitable opportunities for students to explore their career, personal and academic interests and goals.

What is foundational to this partnership is the belief that when students have voice and choice in their educational experience, their engagement, ownership and efficacy is increased.

We believe that a cross system approach between industry, community stakeholders, K-12 education and higher education through personalized pathways will ensure students, particularly students of color, will have transferable knowledge, skills and experiences to become college, career and community ready.
OUR THEORY OF ACTION

If we define a shared vision and outcomes of the regional pathways system in Madison/Dane County as well as roles, responsibilities, and expectations then the Anchor Partner organizations, with support of the greater community, will be able to execute on this vision to yield improved equitable educational and economic outcomes for the Madison region, particularly for underrepresented youth and adults.
539 incoming freshmen applied and will begin in the district’s first high school pathway this fall

Without an equity lens, our capacity to scale is always limited.
THE EQUITY IMPERATIVE JOURNEY ......

STARTS WITH OUR WHY!
Removing the predictability of success and failure that currently correlates with any social or cultural factor.

Interrupting inequitable practices, examining biases and creating inclusive school environments for everyone.

Discovering and cultivating the unique gifts, talents and interests that every human possesses.
1. **MY WHY IS** ......
2. **I’M THINKING DIFFERENTLY ABOUT** ...
3. **ONE ACTION I’M GOING TO TAKE...**

LISTEN - REFLECT - WRITE - SHARE
THANK YOU!
Twitter: @ARFralin
Equity Operationalized

- **Removing** the predictability of success and failure that currently correlates with any social or cultural factor
- **Interrupting** inequitable practices, examining biases and creating inclusive school environments for everyone
- **Discovering and cultivating** the unique gifts, talents and interests that every human possesses

**My Equity Imperative**

When scaling for Impact

**EVERY CHILD** receives what he or she needs to develop to his or her full academic and social potential.
<table>
<thead>
<tr>
<th>My Why</th>
<th>My Why 2.0</th>
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<tbody>
<tr>
<td><strong>Why do I do what I do?</strong></td>
<td><strong>Why do I do what I do?</strong></td>
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<td>__________________________________</td>
<td>____________________________</td>
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<td>____________________________</td>
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<td>__________________________________</td>
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<tr>
<td><strong>What kind of impact am I trying to achieve?</strong></td>
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<td>__________________________________</td>
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<tr>
<td><strong>What actions will I take today, tomorrow or in the near future?</strong></td>
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<td>__________________________________</td>
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