



# THE EQUITY IMPERATIVE

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Chief of  
Schools,

Secondary  
Education



# **AWKWARD** CONFERENCE INTERACTIONS!

**REDUCE  
FRICTION**

    
**MAXIMIZE  
SERENDIPITY**

**WRITE - SAY HELLO - SHARE**

**PLEASE INDULGE**

**DISCOMFORT**



**CURIOUS**



**ENGAGE**

# DEFINITIONS

**ENGAGEMENT.**

**EQUITY.**



# PREFERRED ENGAGEMENT ?

*to hold the attention of*



*to induce to participate*

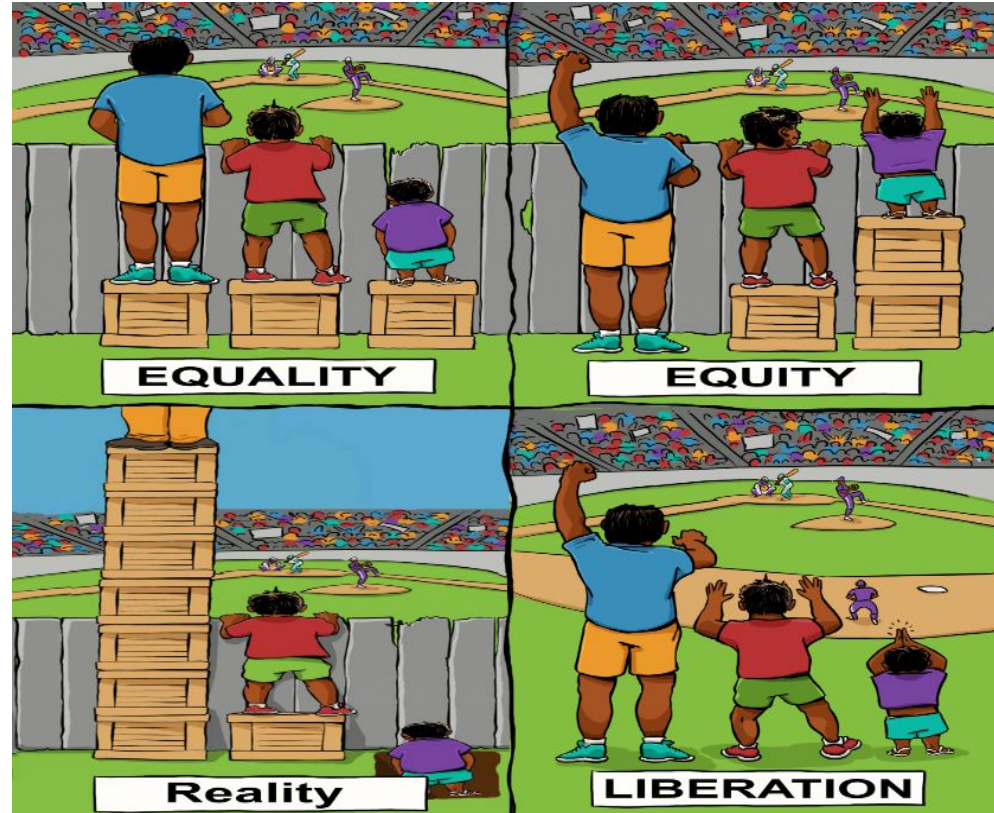
*to bring together or interlock*



*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*

# EQUITY

**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**



# MADISON, WI



- 75% White
- 6% Hispanic
- 6% African American
- 9% Asian
- 3% Two or more races
- Top Ranked - UW Madison
- Highest per capita Nonprofits
- #5 - BEST PLACES TO LIVE

# EVIDENCE OF THE KNOWN



## RACE TO EQUITY

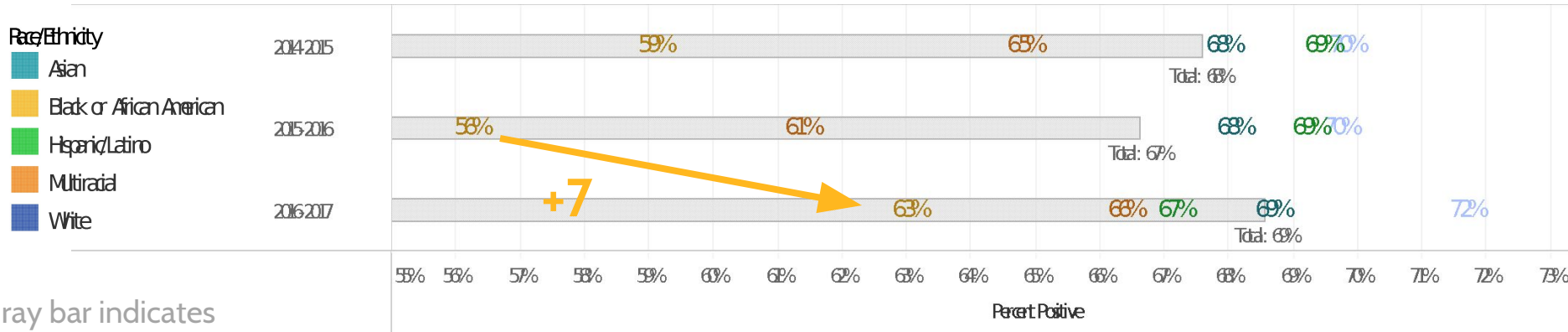
A Baseline Report on the  
State of Racial Disparities in Dane County



**“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.”**

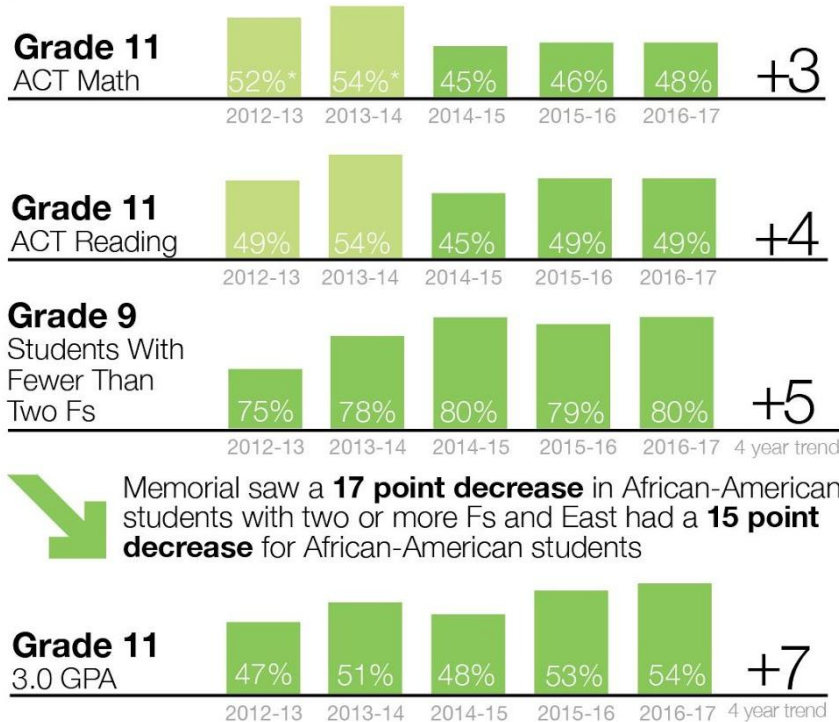
# “I FEEL I BELONG AT THIS SCHOOL”

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

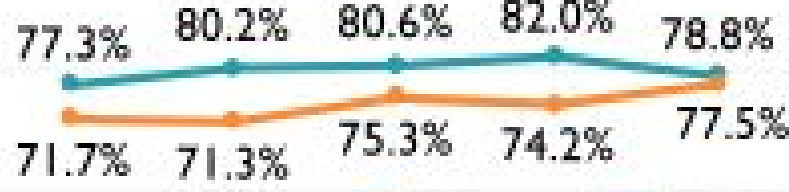


Memorial saw a **17 point decrease** in African-American students with two or more Fs and East had a **15 point decrease** for African-American students

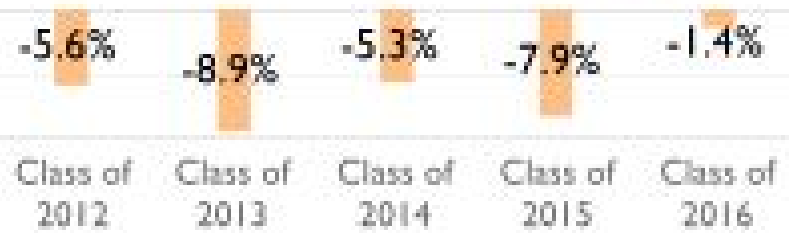
We're keeping more students on track to graduate, with 5% fewer students having two Fs in their freshman year – a key indicator of staying on track. And in some high schools, we are seeing faster progress. For example, in the past four years, Memorial has seen a decrease of 17 percentage points for African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

# Nearly Eliminating Gaps

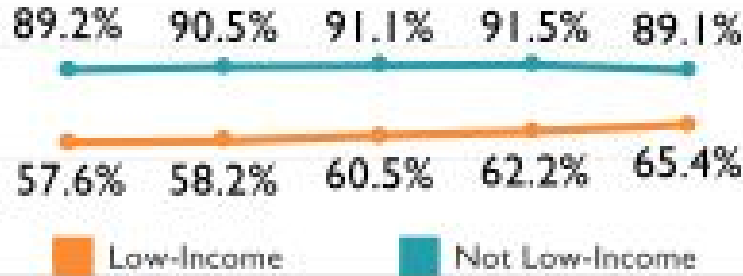
Four-Year Completion Rate



ELL Difference



Four-Year Completion Rate



Low-Income Difference



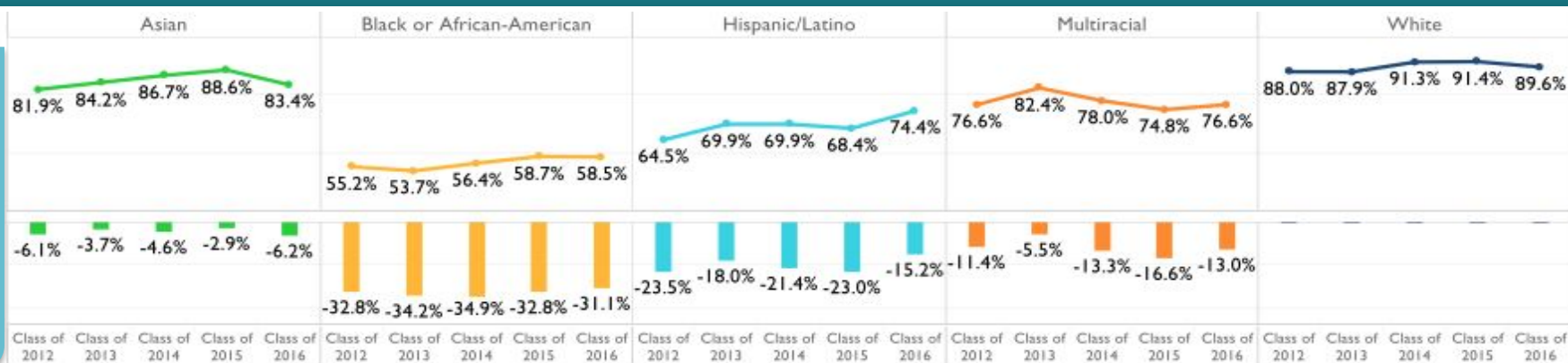
# Narrowing Gaps



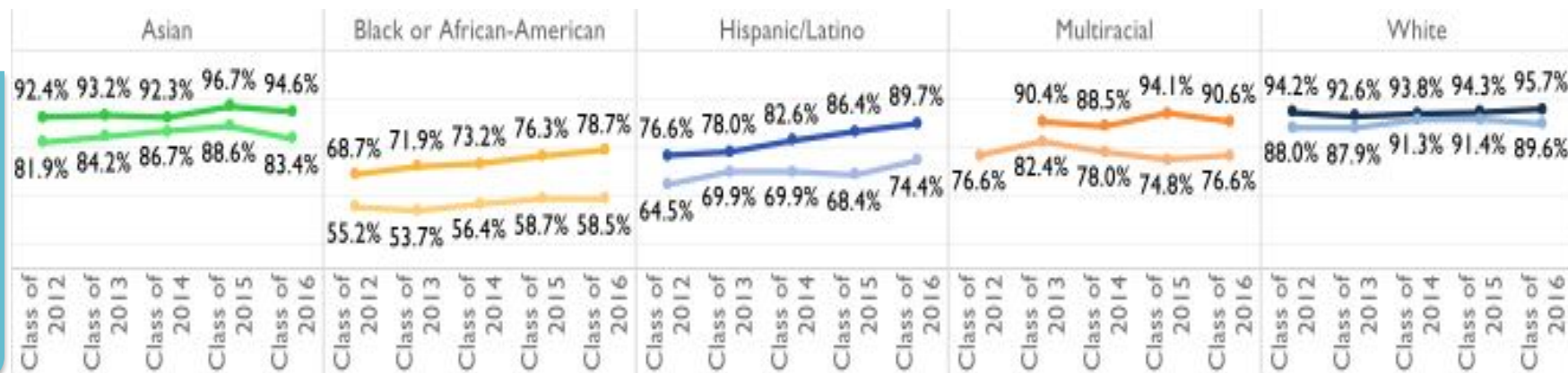
# Completion Rates



4  
Year

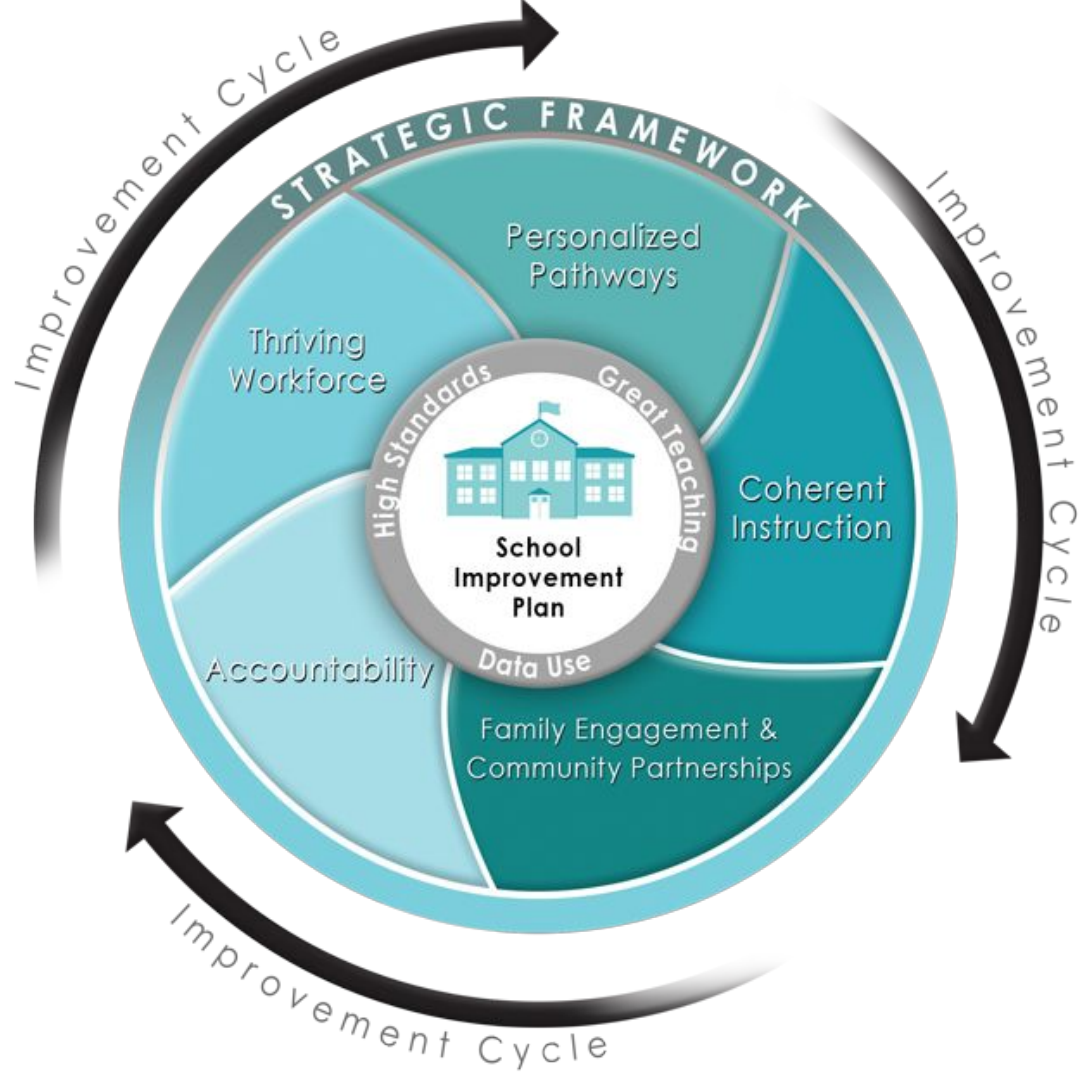


6  
Year





- **Excellence with Equity**
- **Schools at the Center**
- **Sustained Focus**



# WHY

## Personalized Pathways?

MADISON METROPOLITAN SCHOOL DISTRICT 

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

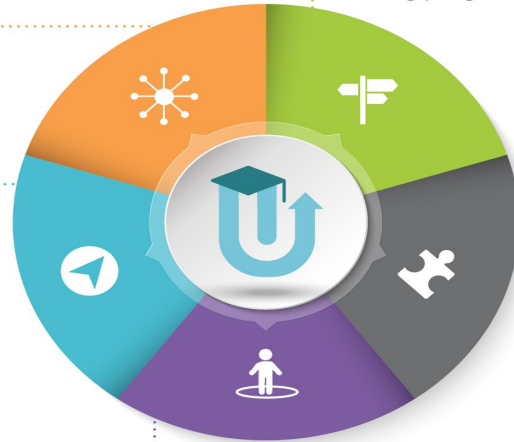
Students, teachers and Student Services staff will be organized into smaller learning communities, designed to create a family-like structure that helps staff get to know each student's strengths, interests and hopes.

## 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





# ANCHOR PARTNER TEAM



MADISON METROPOLITAN  
SCHOOL DISTRICT



MADISON  
AREA | TECHNICAL  
COLLEGE

WORKFORCE  
DEVELOPMENT BOARD  
OF SOUTH CENTRAL WISCONSIN



GREATER MADISON  
CHAMBER of COMMERCE



EDGEWOOD  
COLLEGE



THE UNIVERSITY  
of  
WISCONSIN  
MADISON



UWHealth



# GREAT LAKES COLLEGE AND CAREER PATHWAYS PARTNERSHIPS



**ConnectEd**

The California Center for College and Career



**Education Systems Center**  
NORTHERN ILLINOIS UNIVERSITY



**Pathways to  
Prosperity Network**

AN INITIATIVE OF JOBS FOR THE FUTURE  
AND THE HARVARD GRADUATE SCHOOL  
OF EDUCATION

**TheJoyceFoundation**

# ANCHOR PARTNER TEAM MOA

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**.

alized  
ways

# Personalized Pathways



539

incoming freshmen applied and will begin in the district's first high school pathway this fall

alized  
ways

**THE EQUITY IMPERATIVE.....**

**.....STARTS WITH US**

**EMBRACE**

**DISCOMFORT.  
STAY CURIOUS.**

**ALWAYS ENGAGE.**

**Without an equity lens, our capacity to scale is always limited.**

**THE EQUITY  
IMPERATIVE  
JOURNEY.....**

**.....STARTS  
WITH OUR WHY!**



# MOVING TOWARDS EQUITY

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

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**Discovering** and cultivating the unique gifts, talents and interests that every human possesses

# PRACTICING YOUR WHY!

**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

# My Equity Imperative

When scaling for impact

- **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

**EVERY CHILD** receives what he or she needs to develop to his or her full academic and social potential.

# My Why

**Why do I do what I do?**

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**What kind of impact am I trying to achieve?**

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# My Why 2.0

**Why do I do what I do?**

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**What kind of impact am I trying to achieve?**



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**What actions will I take today, tomorrow or in the near future?**

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