

District Equity Advisory Team

February 18, 2021

March 4, 2021

March 18, 2021



#Washougal *Rising*

Chris Reykdal's statement - 2/17/21

- Every person living in America should feel safe from discriminatory violence and harassment, and it takes each of us to rebuild our society in that way. At OSPI, we are committed to building our knowledge and leadership for anti-racist policy and implementation across all levels of our K-12 system.
- For our schools, this looks like recruiting and retaining more diverse educators and school employees, utilizing social studies and English language arts curricula and materials that are culturally responsive and anti-racist, providing universal access to high-quality pre-kindergarten programs, and building systems that break down barriers and provide comprehensive supports based on individual student needs.

#Washougal *Rising*



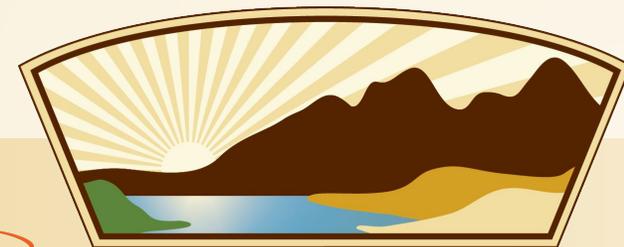
Our Purpose (Why & What)

Purpose: To enhance and improve the district's efforts to ensure social, emotional and academic success for all students by closing opportunity gaps for students and providing equitable and inclusive working and learning environments for all students, families, staff and community.

Responsibility: To advise, provide input, and help prioritize the district-wide equity efforts.

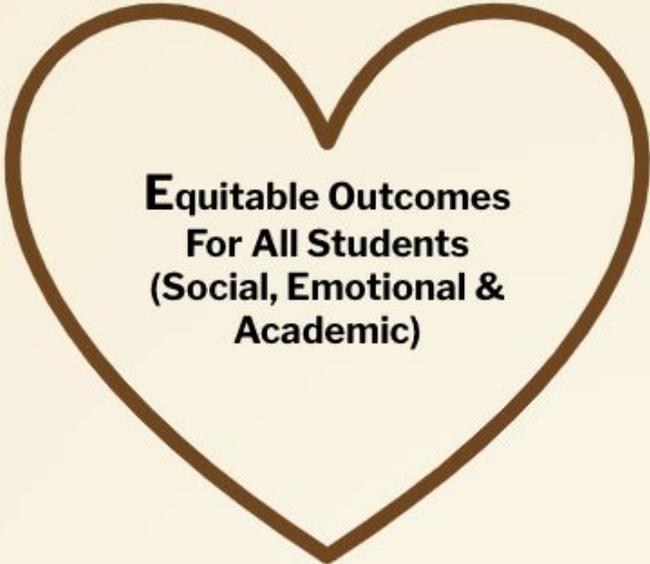
- Support the development of the WSD Equity Policy, Procedure & Plan
- Provide input into the development of an equity decision-making tool that we will use to engage everyone involved in the Washougal School District to be aware, learn, think and determine how equity impacts choices in instruction, programming, staffing, funding, and policy.
- Review memorandum of agreement with Washougal Police Department. This review must involve parents, students, and community members.

#Washougal *Rising*



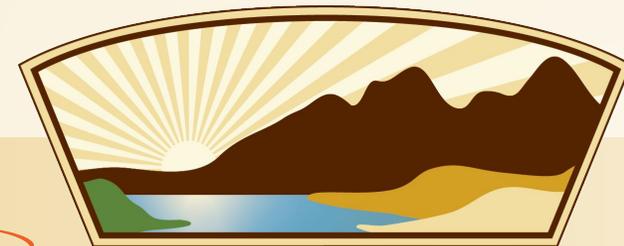
Meeting Dates

- **December 10 Meeting (3:00 pm - 5:00 pm)**
- **January 28 Meeting (3:00 pm - 5:00 pm)**
- **February 18 Meeting (3:00 pm - 5:00 pm)**
- **March 4 Meeting (3:00 pm - 5:00 pm)**
- **March 18 Meeting (3:00pm - 4:30 pm)**
- April 15 Meeting (3:00 pm - 5:00 pm)
- April 27 Board Meeting (6:30 pm)



**Equitable Outcomes
For All Students
(Social, Emotional &
Academic)**

#Washougal *Rising*

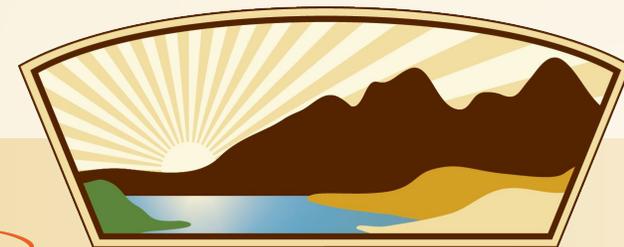


Five Agreements

- **Stay Engaged:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue.”
- **Experience Discomfort:** This norm acknowledges that discomfort is inevitable, especially in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.
- **Speak your truth:** This means being open about thoughts and feelings and not just saying what you think others want to hear.
- **Expect and accept non-closure:** This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue.
- **Understand Your Intent & Own Your Impact** - What you say and how you say it matters. Evaluate how your response to a situation might affect others and make adaptations that are influenced by understanding the cultural stories and backgrounds of others.

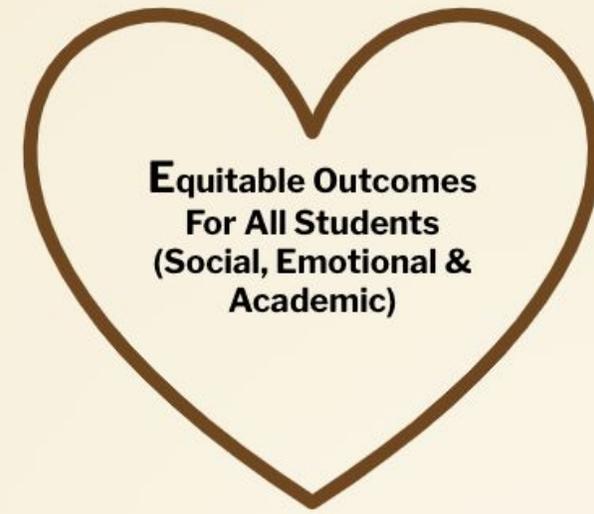
Courageous Conversations Training - Glenn Singleton & Ben Ibale

#Washougal *Rising*



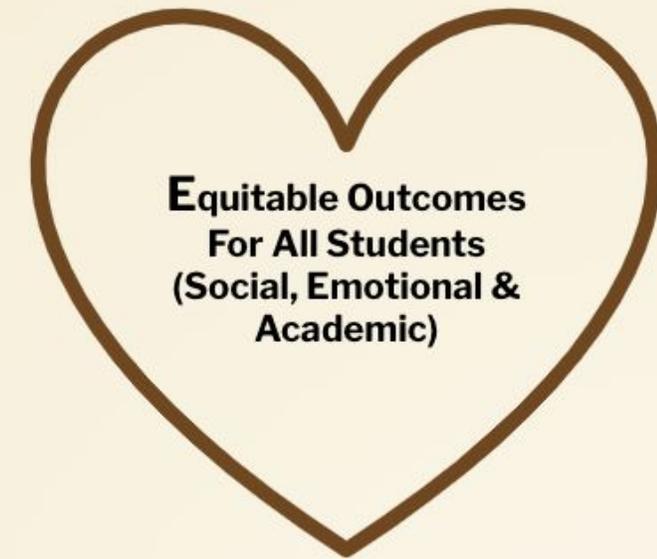
Zoom Meeting Norms

- **Cameras On** - Please keep your cameras on as much as possible
- **Audio**- If you are not talking, please have your microphone “muted”
- **Questions/Comments** - Use the “blue hand” option for questions/comments
- **Chat** - Use the chat for comments and questions



Today's Meeting

(3:00 pm - 4:30 pm)



- Welcome and Summary of Our Work (15 min)
- Policy & Procedure Information (20 min)
- Defining Equity - Ben (30 minutes)
- Share Out Equity Definitions (10 minutes)
- Review Examples of Equity Policies & Procedures (30 min) - [Compilation of Equity Policies & Procedures](#)

#Washougal *Rising*



2020-21 Measurable Outcomes

- Each school will have a Building Equity Team that meets monthly - **October 2020**
- The District will have a District Equity Advisory Team that meets four times a year - **December 2020**
- The District will have an District Equity Planning Team that meets bi-monthly to support and implement the work of the Advisory team - **November 2020**
- ***Development and board approval of District Equity Policy and Procedure - May 2021***
- ***Development and board approval of a 3-5 year WSD Equity Plan - June 2021***
- ***Development and board approval of District Equity Lens decision making tool - May 2021***
- Development of Washougal School District Social and Political Expression Guidance - **March 2021**
- Provide Culturally Responsive Classroom Management Training to Certificated & Classified Staff - **August 2020 - June 2022**
- The District will participate in the WASA sponsored Equity Framework Cohort (Hanover Research) - **November 2020**

#Washougal *Rising*



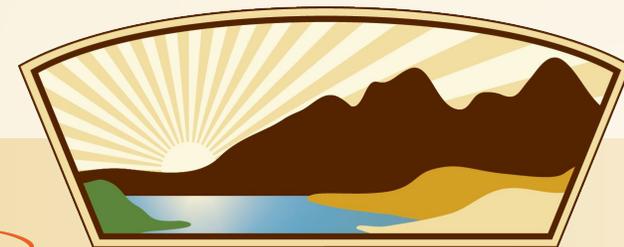
OSPI Statement of Equity - [Reopening Washington Schools](#)

Equitable Outcomes
For All Students
(Social, Emotional &
Academic)

Ensuring Educational Equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

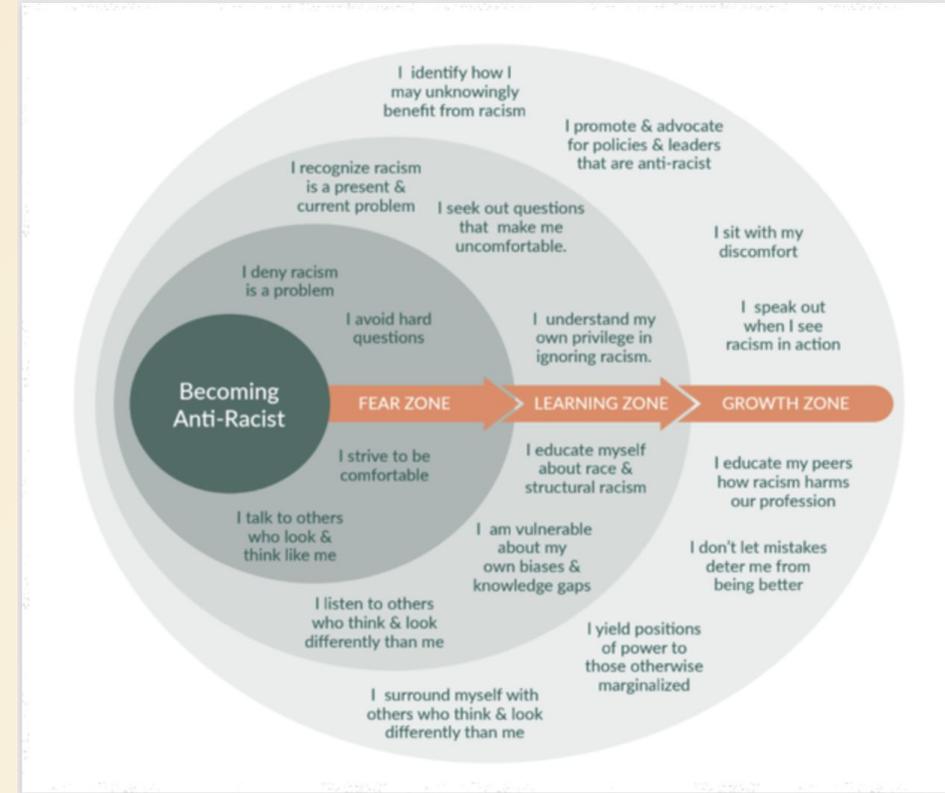
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Support Students Furthest from Educational Justice

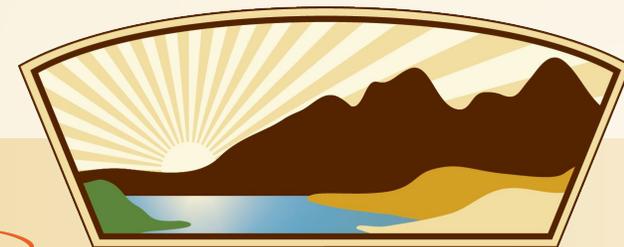
The impacts of fear, hatred, and systemic and structural racism within institutions cannot be ignored, and they yield tragic outcomes.

Washington's public education system must engage in anti-racist capacity building, leadership, and resource allocation. Dismantling systemically racist structures will make progress on inclusivity and will better serve students of color, students with disabilities, students who are English learners, students who are migratory, students experiencing homelessness, students in foster care, students experiencing intergenerational poverty, and students who identify as LGBTQ+.



Hanover Research Group

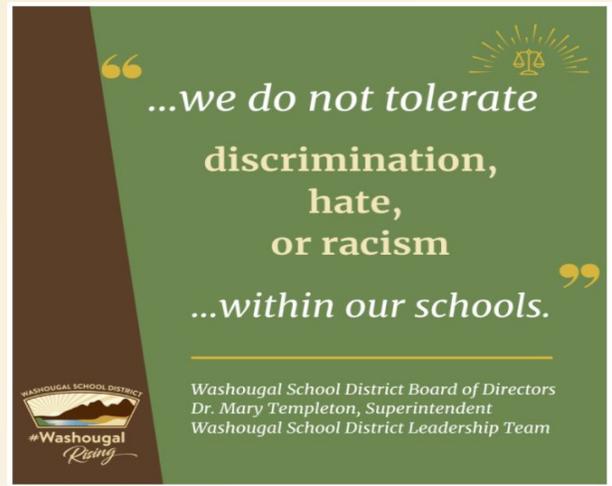
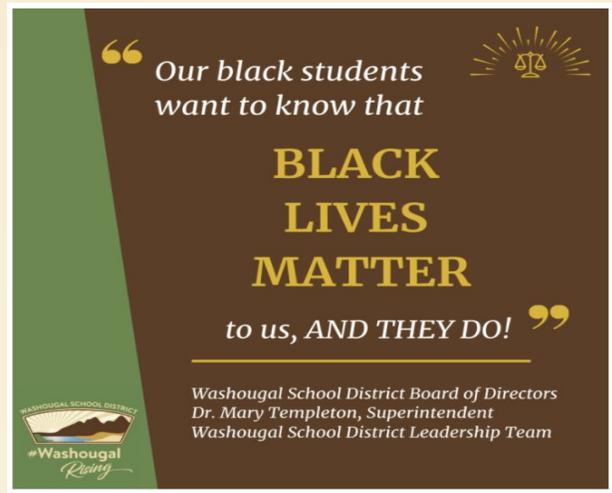
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Equity and Anti-Racism Statement

WHAT WE BELIEVE:

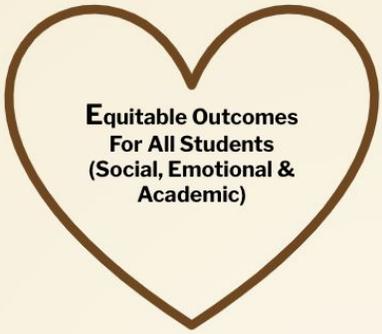
The Washougal School District believes that we have a responsibility to disrupt unjust educational systems that perpetuate inequitable opportunities and outcomes for students. We recognize that we have work to do to make sure that our commitment in words is actualized into actions that truly reflect change. Our data illustrate that among student learning outcomes, race, ability, language, and socioeconomic status continue to be the most persistent predictors of student performance. Consequently, we have prioritized our efforts and resources toward strategies that eliminate institutional racism and each and every form of oppression that perpetuates inequities in our system.



#Washougal Rising



Strategic Plan 2019-2025



Strategic Plan Equity Goal: We will engage in intentional efforts to identify disparities that create opportunity gaps, and take action to eliminate the achievement gap. We will develop and strengthen students' agency, so they are prepared for careers, college and life.

- **KNOW**

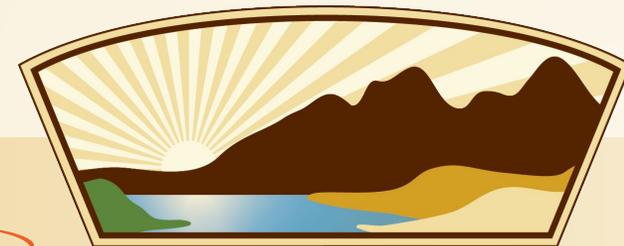
- Identify students from marginalized groups
- Learn the many assets and strengths of families, students, and their respective communities

- **NURTURE**

- Develop culturally responsive practices
- Ensure inclusive environments that value contributions from all groups
- Utilize trauma-informed pedagogy
- Provide staff and students space to develop agency, and shift ownership of learning from teachers to students

- **CHALLENGE**

- Disrupt systems that perpetuate institutional biases and oppressive practices
- Hire a diverse workforce that reflects the students we serve



#Washougal *Rising*

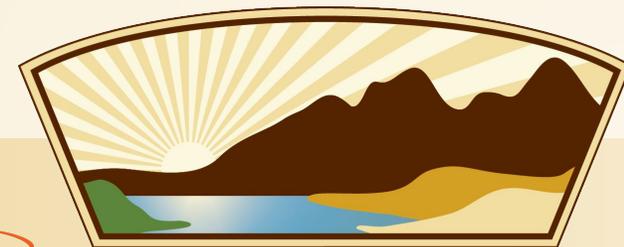
Theory of Change

If **we** engage in intentional efforts to identify **disparities** that create **opportunity gaps**, and take action to eliminate the achievement gap then we will develop and strengthen students' agency, so they are prepared for careers, college and life.

Resources are those “things” that we can leverage to get the change we want to see include:

- **People** - Who can help you create the change we want to see? Specific and intentionally identified people who can help us achieve the changes we want to see.
- **Expertise** - Key, specialized knowledge that is used to support the change we want to see. Where is it, how do we get it, how do we communicate it, how do we use it.
- **Durables** - Does not go away (meeting space, research, time)
- **Exhaustibles** - One time use, need to be replenished, need a sustainability plan (money, time)

#Washougal *Rising*



Policy & Procedure

Our Why?

Policy - Policy is a board's broad statement of direction that sets a course of action and provides guidance for students, district employees, community members, and the board itself. State (RCWs & WAC's) and federal laws often require boards to adopt written policies. Policies are invaluable for setting direction and providing oversight on behalf of the school community. Education policy is constantly evolving due to ever-increasing state and federal regulation. Keeping board policies current is challenging. Changes in the law and recommended practices occur frequently, which makes purposeful policy-making an ongoing task for school boards.

Our What?

Procedure - The superintendent is responsible for developing administrative procedures needed to implement board policies. A comprehensive set of administrative procedures tailored to the board's policies and local needs provides crucial implementation tools such as process guidance and forms. Not every policy will require an accompanying procedure, and some policies will require more than one.



WSD Policy & Procedure



Board Policies

The Board of Directors - Policy Series 1000

Instruction - Series 2000

Students - Series 3000

Community Relations - Series 4000

Personnel - Series 5000

Management Support - Series 6000



Requirements and Assessments

Rights and Responsibilities	3200
Sexual Harassment of Students Prohibited	3205
Prohibition of Harassment, Intimidation and Bullying	3207
Nondiscrimination	3210
Transgender Students	3211
Freedom of Expression	3220
Freedom of Assembly	3223
Student Dress	3224
School-Based Threat Assessment	3225

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Policy & Procedure - [Padlet Link](#)



Each Group analyzes one District Policy & Procedure using the following criteria:

- Thinking about our “pressing equity issues” does the policy that you are looking at address any of those “issues”
- What components did you identify that are crucial?
- What is it possibly missing that you would want our policy & procedure to have?
- What did you like?
- What didn't you like?

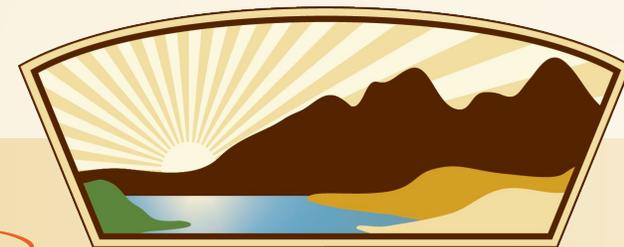
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What is Community Outreach and What are the Benefits?

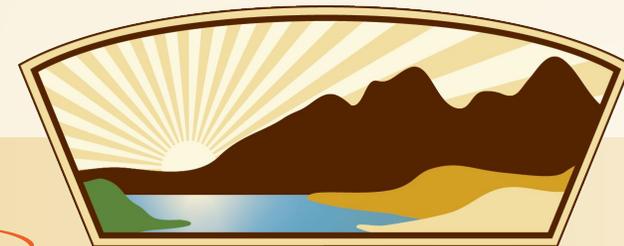
Ongoing, regular functions and activities that build, maintain, strengthen & cultivate relationships with individuals and community based organizations (stakeholders)

- Creates mutually beneficial relationships
- Counters negative perceptions by building understanding and goodwill with community stakeholders
- Establishes a foundation for possible collaboration and action on specific issues



Narrative of Change?

- Who are we as a community?
- What makes us believe in this community?
- What challenges do we face?
- What hopes do we share?
- What makes this a priority for us now?
- What is the US and NOW of our narrative?
- How do we use our Story of Self to build into the narrative?





EQUITY

What do you notice?

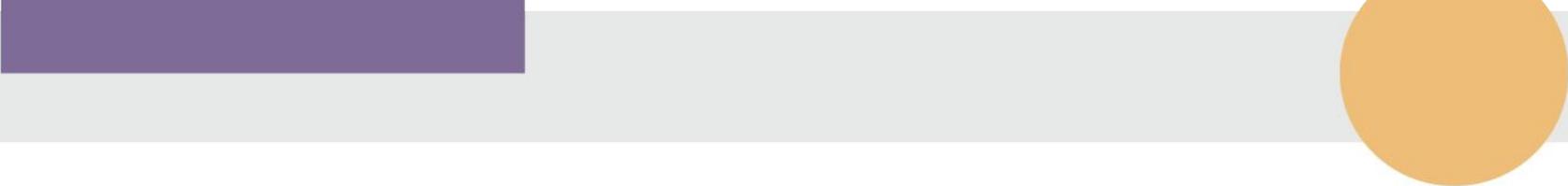
Equity	Diversity
Equity--accepting people for who they are; freedom for bias or favoritism; being fair and impartial; giving to all people what they need, not necessarily giving each person the same	Diversity--range of human differences; understanding and embracing these individual differences, that which makes each person unique
Equity means equal opportunity and support available to all regardless of a minority status.	Diversity means to include those who are in some way different from the majority.
Equity to me means removing or altering barriers in any given situation so that everyone can be on the same playing field.	Diversity to me means having representation for all (not necessarily in equal numbers, that would be difficult) whether it be sexual orientation, race, socioeconomic status, gender identity, religious beliefs, political beliefs, ect
Equity: Making sure every student has the support they need to be successful. Putting systems in place within your district/school/classroom to ensure that each student has an equal chance for success. Not only making sure students have the support they need but also making sure their parents have the support they need to ensure their child is successful.	Diversity: Understanding that each individual is unique and recognizing they come with various backgrounds and perspectives.
Equity: Equity refers to treating all people with respect and dignity as well as fairly representing various races, classes, genders, religions, sexual orientations, etc., while making an effort to identify and eliminate the barriers faced by minorities.	Diversity: Diversity refers to the various backgrounds and races that comprise a community, nation, or other grouping. This term appreciates and acknowledges the existence of different backgrounds, races, classes, genders, religions, sexual orientations, etc. that make up a group.
Equity-meeting people where they are to get people to an equal result.	Diversity-recognizing and celebrating what makes us all different in order to form a more well-rounded society
Equity: All people have the same status including civil rights, and equal access to education,social goods and services.	The sociocultural celebration of all people including: national origin, social class, spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, mental or physical ability, or disability and education level.



EQUITY

Let's Define Equity

[Equity Padlet](#)



Educational Equity



Districts achieve educational equity when they provide all students with the resources and conditions necessary to realize academic excellence across all valued indicators of success.

Understanding Equity
Hanover Research



Equity

A commitment to educate each student in a way that ensures every student is achieving excellence. The focus is on eliminating significant gaps in outcomes throughout the district, while increasing opportunities for achievement among students not performing to their full potential. Whereas equality tends to focus primarily on similarity of input, equity purposefully focuses on how those inputs impact outcomes. With this focus, we understand our part in ensuring that our inputs increase opportunities for “all” to really mean “all” when we say “All students prepared for college, career, and citizenship.”

Northshore School District



Diversity

Describes the qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to race, ethnicity, socioeconomic status, gender, mental health status, disability, age, sexual orientation, religious status, and/or gender expression.

Northshore School District

Defining Equity

Our Walla Walla Public Schools community defines equity as:

fair, just and inclusive educational access and experience for all students.

This definition commits us to identifying and addressing barriers and unhealthy cultures so that student belonging, participation and achievement is maximized.



Sharing Experiences



2020-21 Measurable Outcomes

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Analyzing School District Data

(ASSURANCE OF CONFIDENTIALITY)

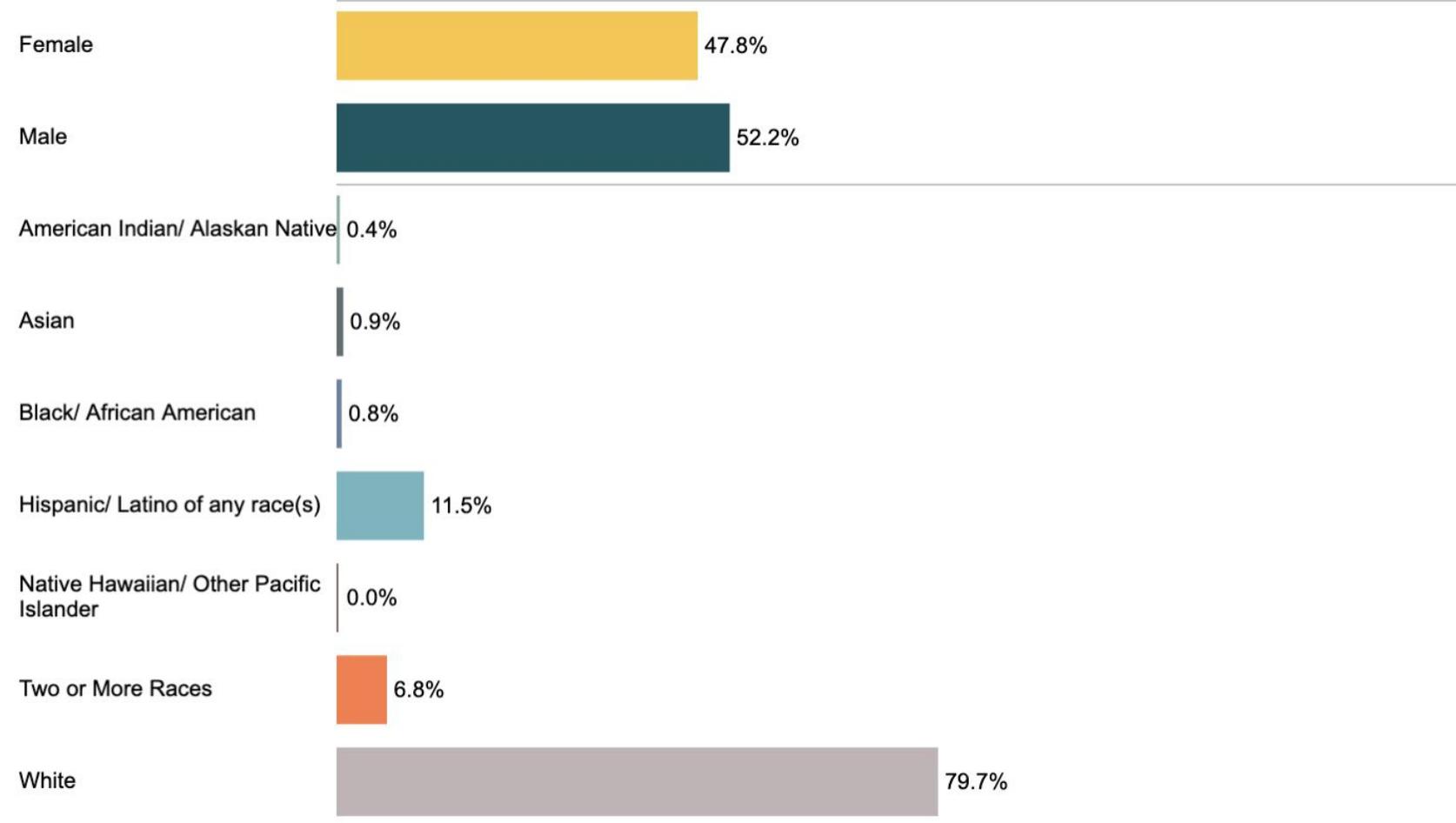
- **Noticing - How are we doing?**
 - **Celebrations (+ Trends)**
 - **Challenges/Concerns (Disproportionality (-))**
 - **Wonderings**
- **Padlet Link**

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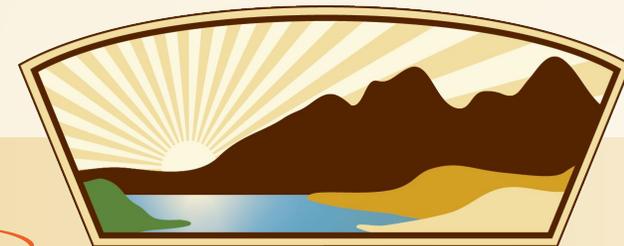


How many students were enrolled at the beginning of the school year, by student demographics?

Washougal School District 2020-21



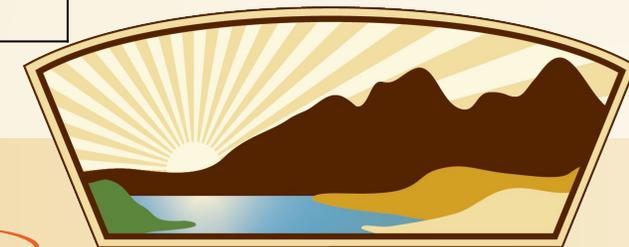
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Washougal School District Teachers & Student

2020-21	Teachers	Students
American Indian/Alaskan Native	1.97%	0.40%
Black/African American	1.48%	0.80%
Asian	1.97%	0.90%
Two Races or More	0.49%	6.80%
Hispanic/Latino of any race	3.45%	11.50%
Native Hawaiian/Other Pacific Islander	0.50%	0.00%
White	90.64%	79.70%
Female	73.10%	47.80%
Male	26.90%	52.20%

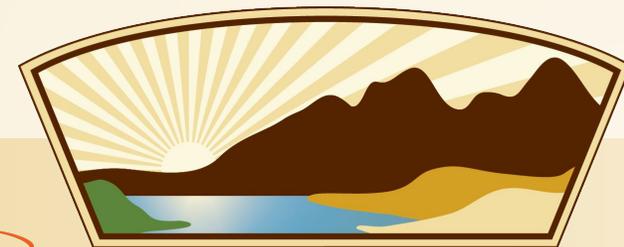
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Washougal School District Teachers and Student & City of Washougal

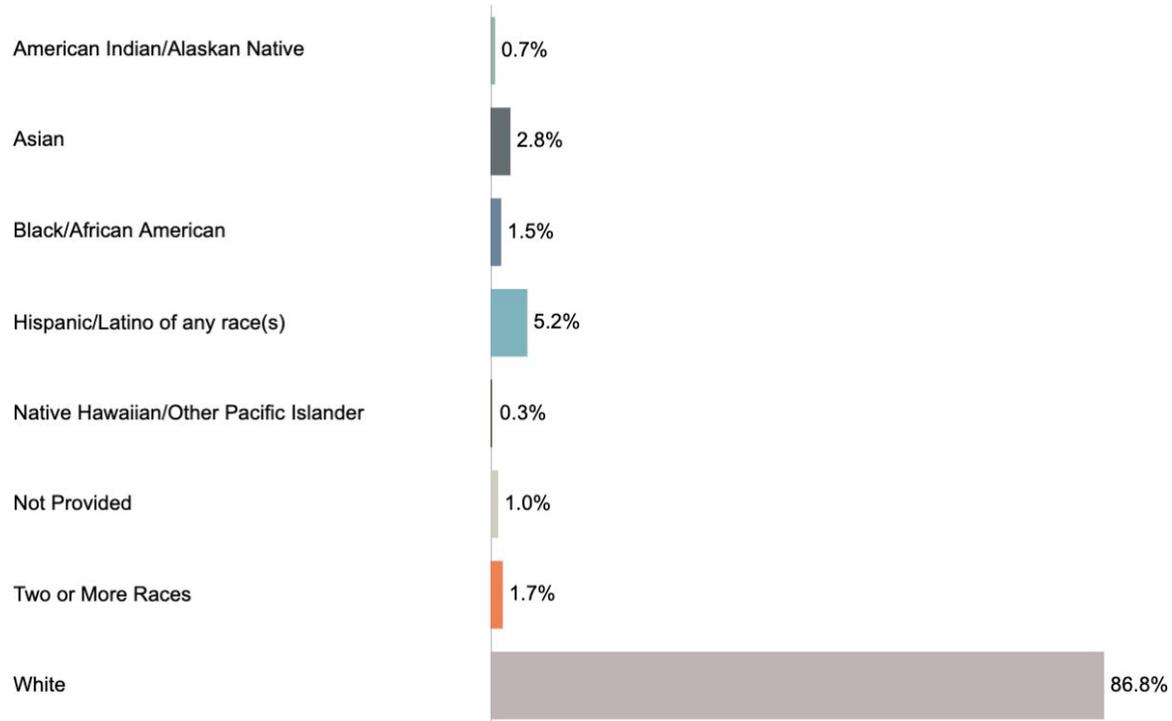
Race	Student %	Staff %	City of Washougal%
White, non-Hisp	80.74%	90.64%	89.5%
Amr Indian/Alsk	0.37%	1.97%	.5%
Asian	1.05%	1.97%	3.6%
Black, non-Hisp	0.74%	1.48%	1.5%
Hispanic	10.85%	3.45%	4.7%
Multiracial	6.19%	0.49%	3.93%

#Washougal *Rising*

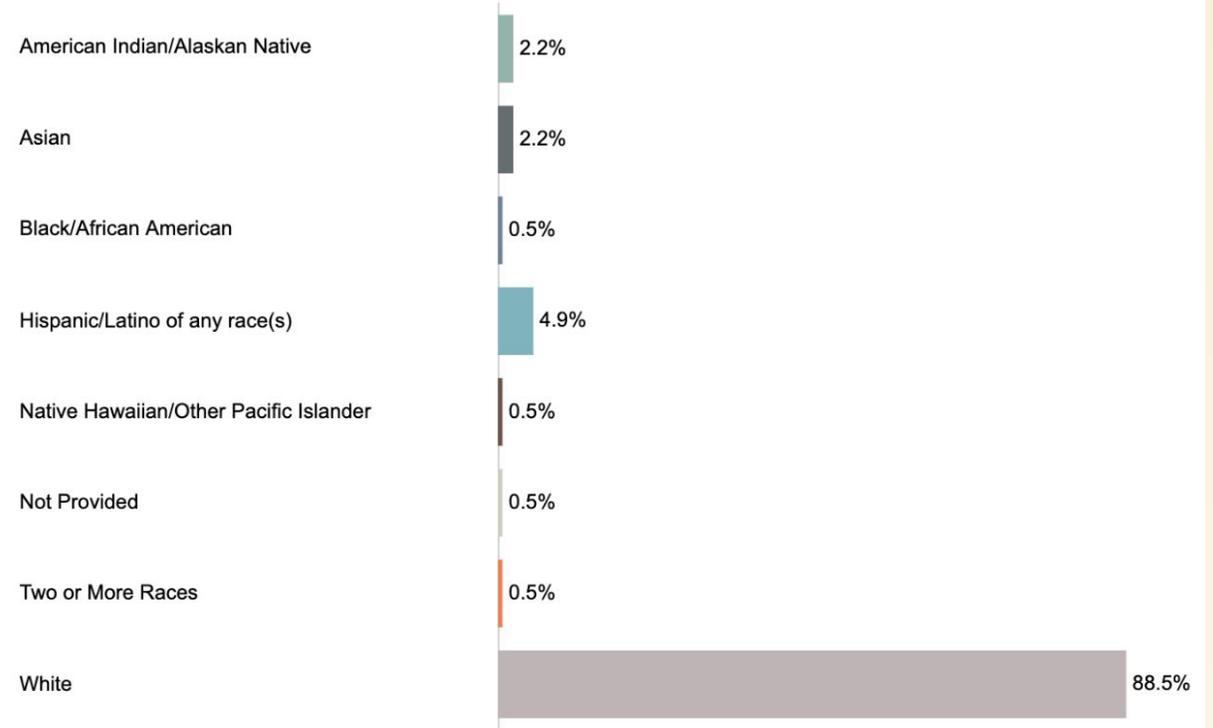


Teachers

Washington State 2019-20



Washougal School District 2019-20

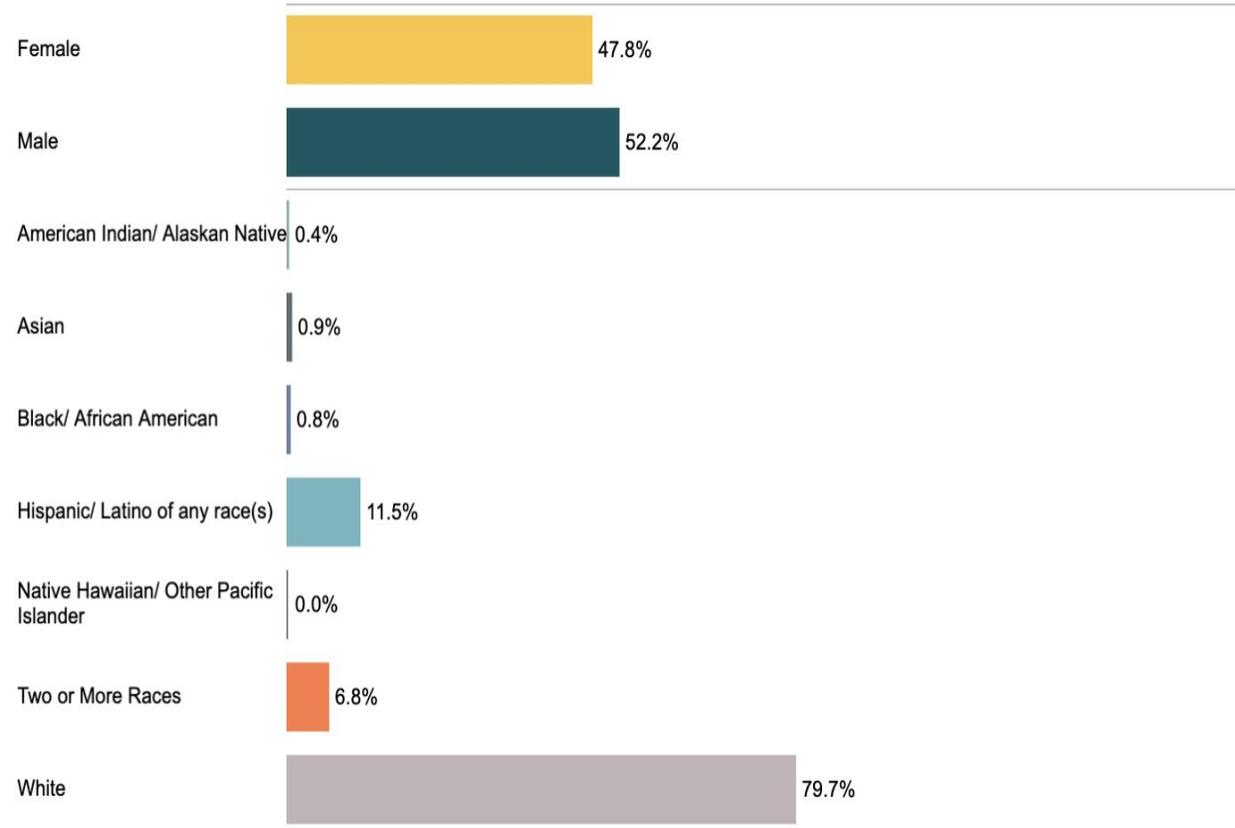


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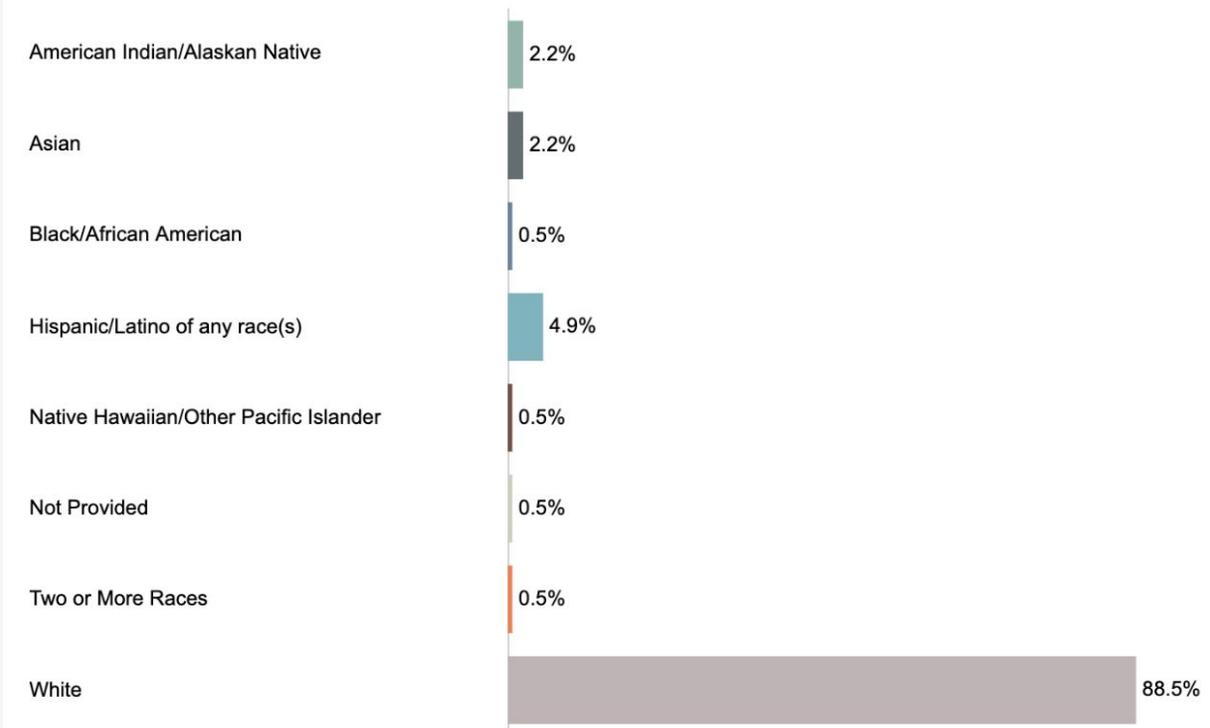
Students

Washougal School District
2020-21



Teachers

Washougal School District
2019-20



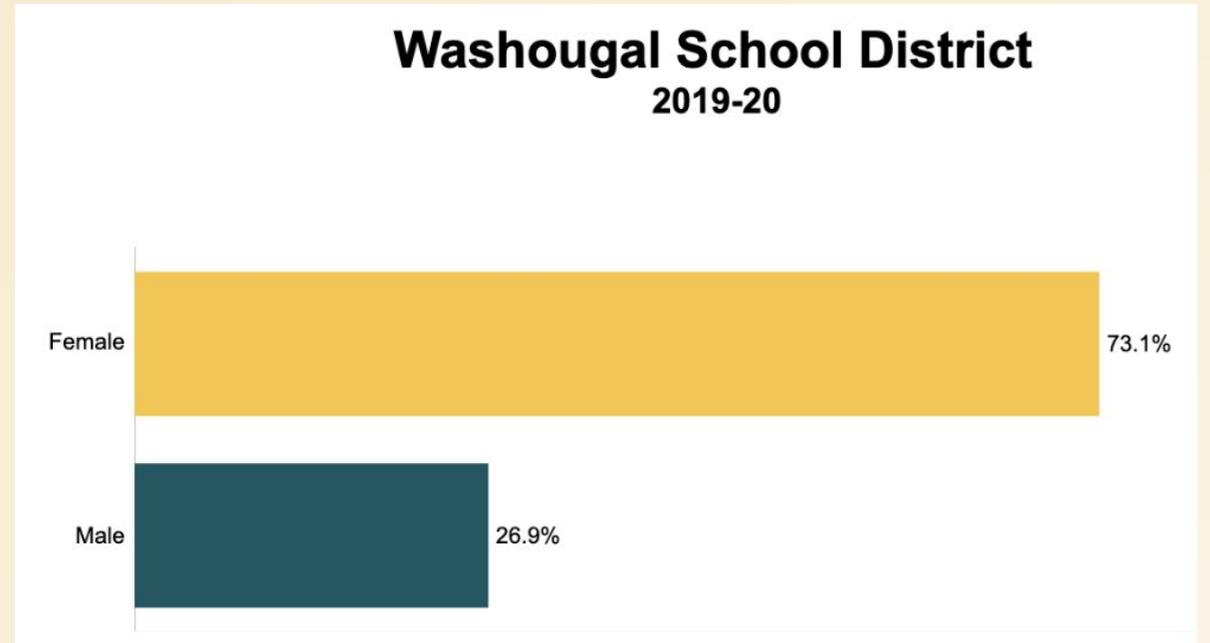
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Students



Teachers

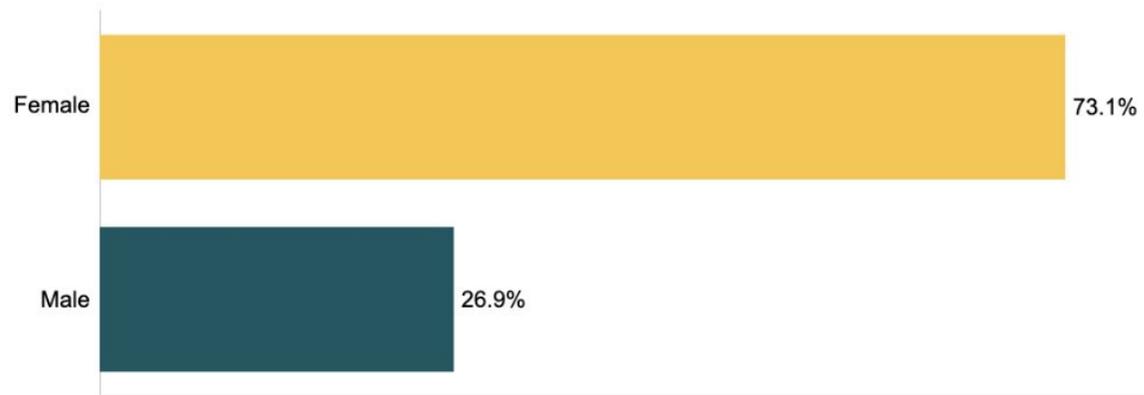


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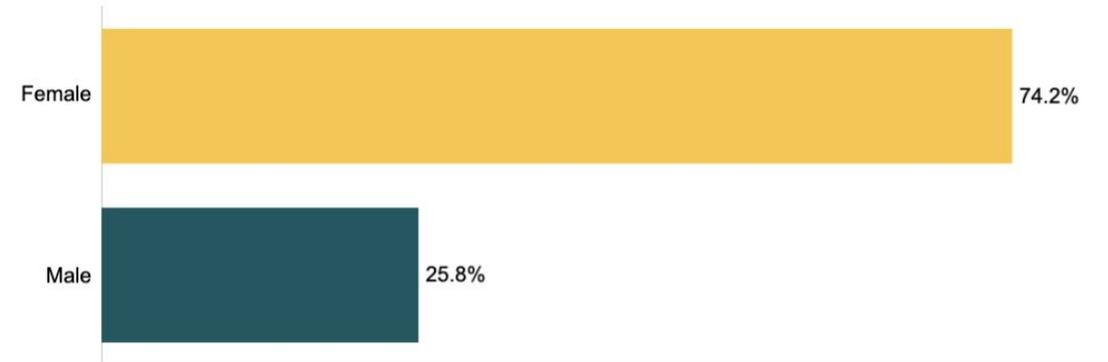


Teachers

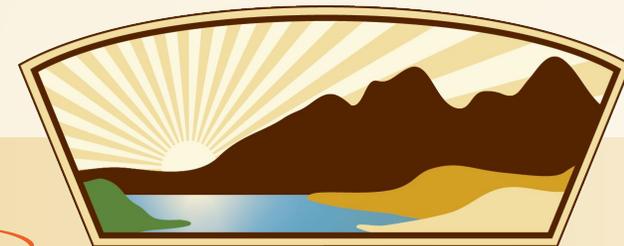
Washougal School District
2019-20



Washington State
2019-20

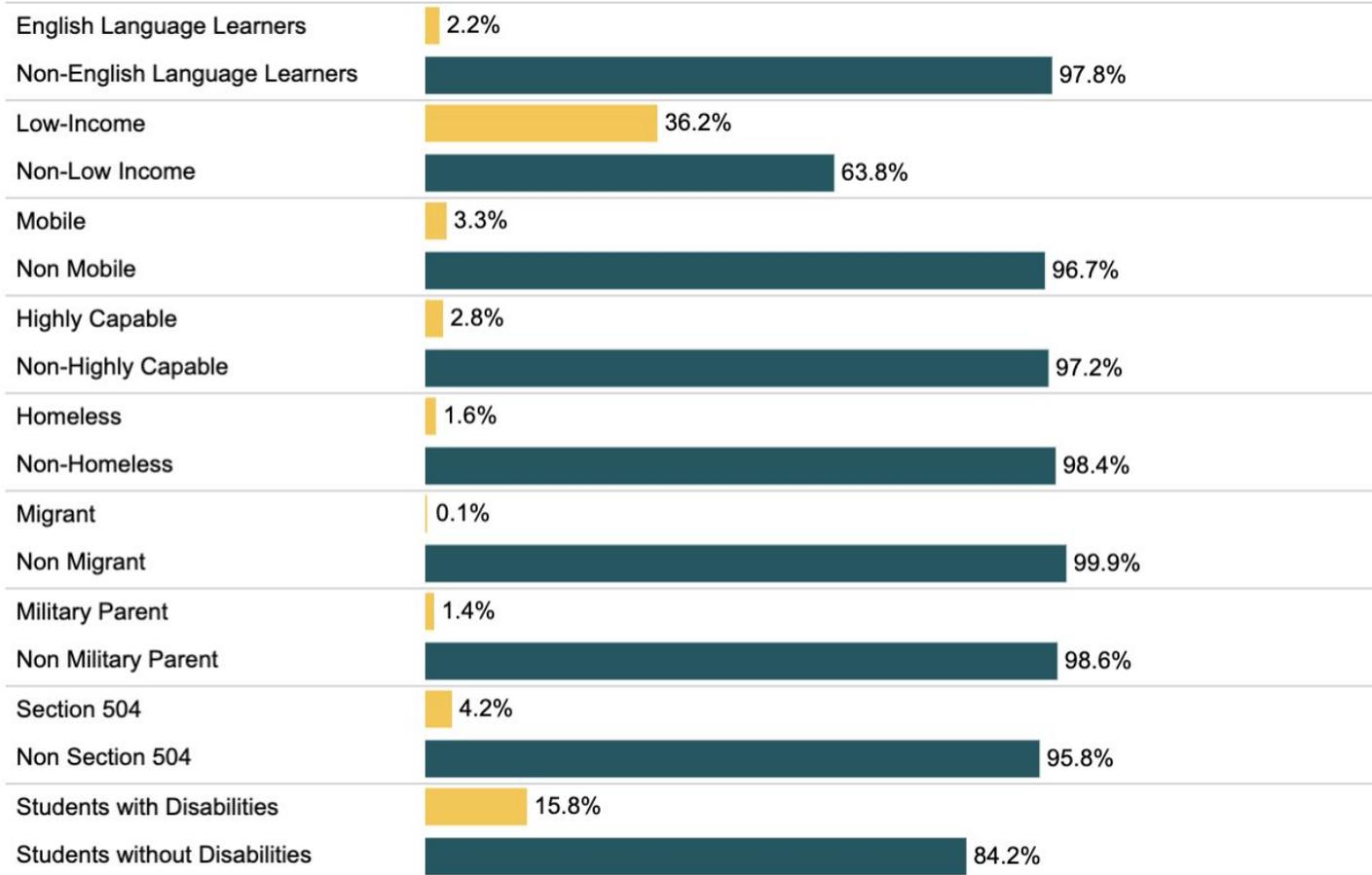


#Washougal *Rising*



How many students were enrolled at the beginning of the school year, by student program and characteristics?

Washougal School District 2020-21



Mobile - Students with less than 150 total calendar days (including weekends and holidays) of enrollment during the school year.

Homeless- Individuals who lack a fixed, regular, and adequate nighttime residence.

Highly Capable - Students who perform or show potential for performing at significantly advanced academic levels. Determination of student's participation in the Highly Capable program is determined by districts and reported to OSPI.

[OSPI Glossary of Terms](#)



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		2015	2016	2017	2018	2019	2020	2021
		All Students						
American Indian/ Alaskan N..	All Students	21	15	16	16	14	12	12
Asian	All Students	42	43	44	39	36	34	29
Black/ African American	All Students	22	23	22	23	20	24	23
Hispanic/ Latino of any race..	All Students	308	323	326	343	348	350	352
Native Hawaiian/ Other Pac..	All Students	3	4	7	5	3	2	1
Two or More Races	All Students	202	198	207	214	223	200	205
White	All Students	2,553	2,584	2,634	2,603	2,576	2,615	2,406

#Washougal *Rising*



		2015	2016	2017	2018	2019	2020	2021
		All Students						
Low-Income	All Students	1,390	1,354	1,308	1,263	1,242	1,269	1,098
Non-Low Income	All Students	1,761	1,836	1,948	1,980	1,978	1,968	1,930

#Washougal *Rising*



		2015	2016	2017	2018	2019	2020	2021
		All Students						
Students with Disabilities	All Students	429	441	459	486	479	513	479
Students without Disabilities	All Students	2,722	2,749	2,797	2,757	2,741	2,724	2,549

#Washougal *Rising*

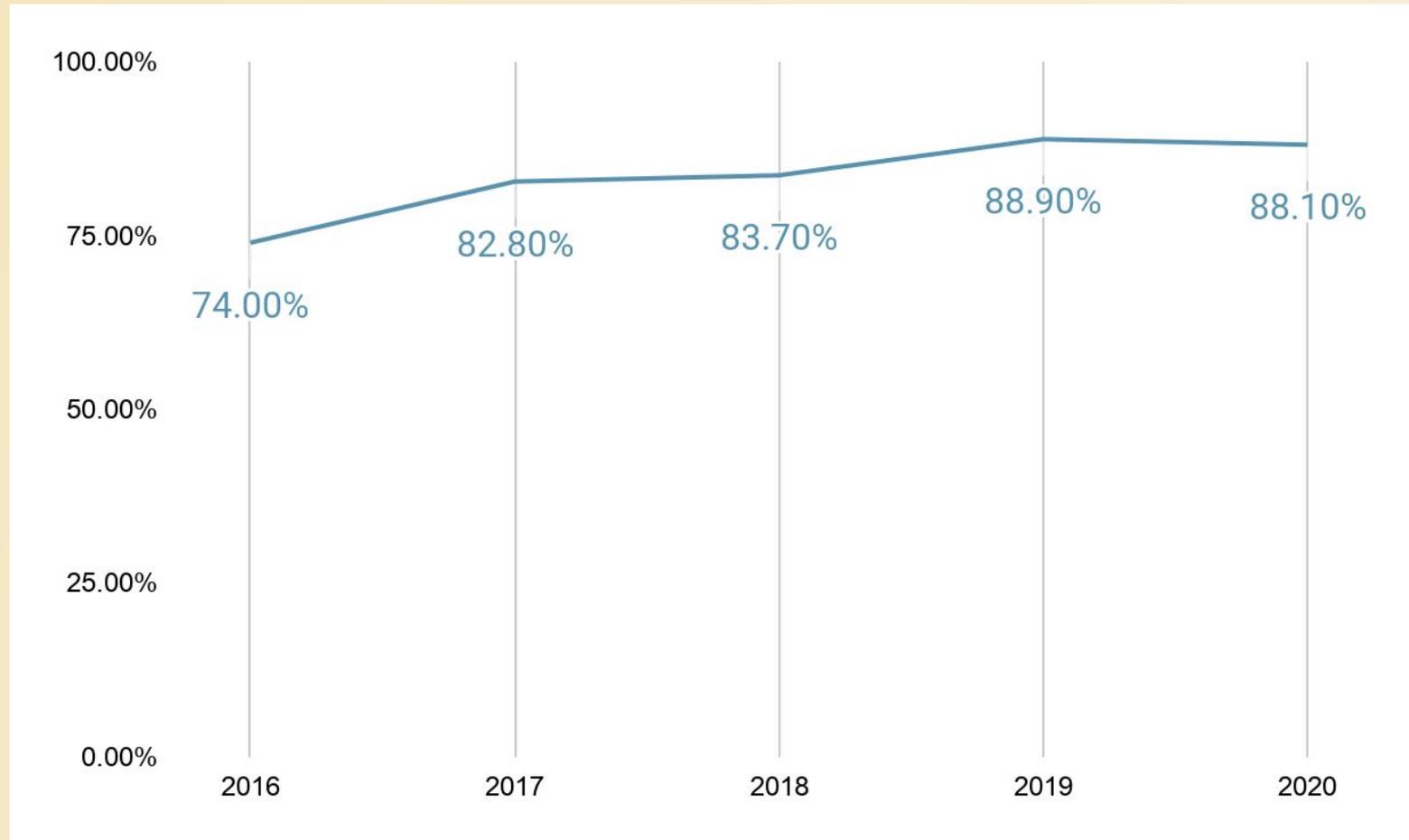


		2015	2016	2017	2018	2019	2020	2021
		All Students						
English Language Learners	All Students	68	74	99	99	85	89	67
Non-English Language Lea..	All Students	3,083	3,116	3,157	3,144	3,135	3,148	2,961

#Washougal *Rising*



Graduation Rate



#Washougal *Rising*



Graduation Data 2016 - 2020

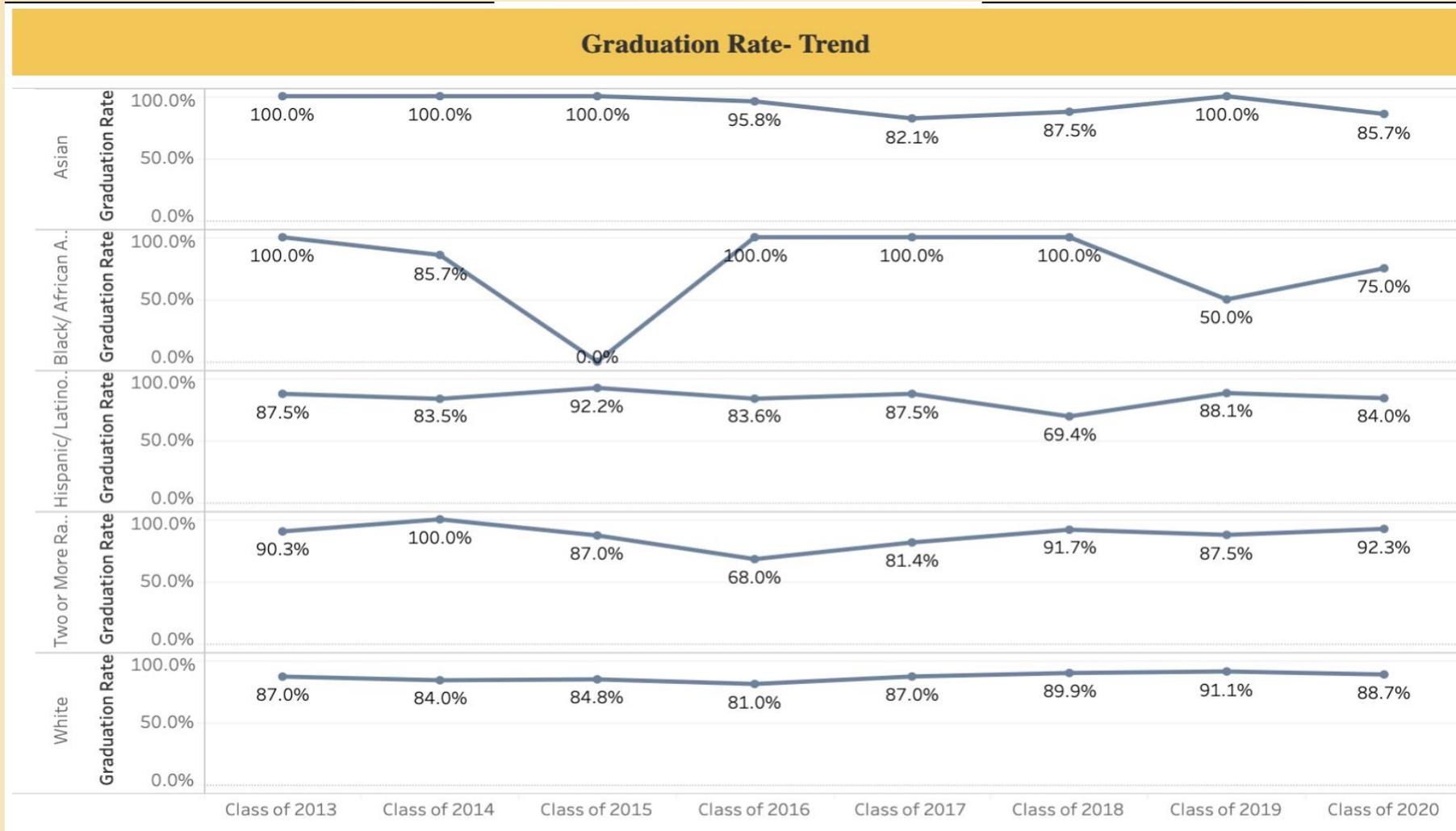


Race	2016 %	TS	2017 %	TS	2018 %	TS	2019 %	TS	2020 %	TS
All Students	74	231	82.8	209	83.7	251	88.9	225	88.1	252
Two or More Races	64.3	14	81.8	11	91.7	12	87.5	16	92.3	13
White	74.5	192	84.2	171	86	200	90.4	178	88.7	203
Asian/Pacific Islander	83.3	6	62.5	8	87.5	8	100	3	85.7	7
Hispanic/Latino	70.6	17	81.3	16	64.3	28	85.7	21	84	25
Black/African American	100	2	100	2	100	1	50	4	75	4
American Indian/Alaskan Native	NS	NS	0	1	50	2	66.7	3	NS	NS
Native Hawaiian/Other Pacific Islander	NS	NS	0	1	NS	NS	NS	NS	NS	NS
Category	2016 %	TS	2017 %	TS	2018 %	TS	2019 %	TS	2020 %	TS
All Students	74	231	82.8	209	83.7	251	88.9	225	88.1	252
Low Income	61	110	71.7	92	69.5	95	83.2	95	81.6	103
Section 504	50	10	93.8	16	81.3	16	89.5	19	77.8	18
Special Education	36.4	33	55.6	27	59.6	47	64.5	31	72.5	40
Limited English	33.3	3	100	4	60	5	100	1	60	5
Homeless	ND	ND	ND	ND	ND	ND	57.1	7	33.3	3
Foster Care	33.3	3	100	3	100	3	0	1	100	1
NS - No Students										
ND - No Data										
TS - Total Students										

#Washougal *Rising*



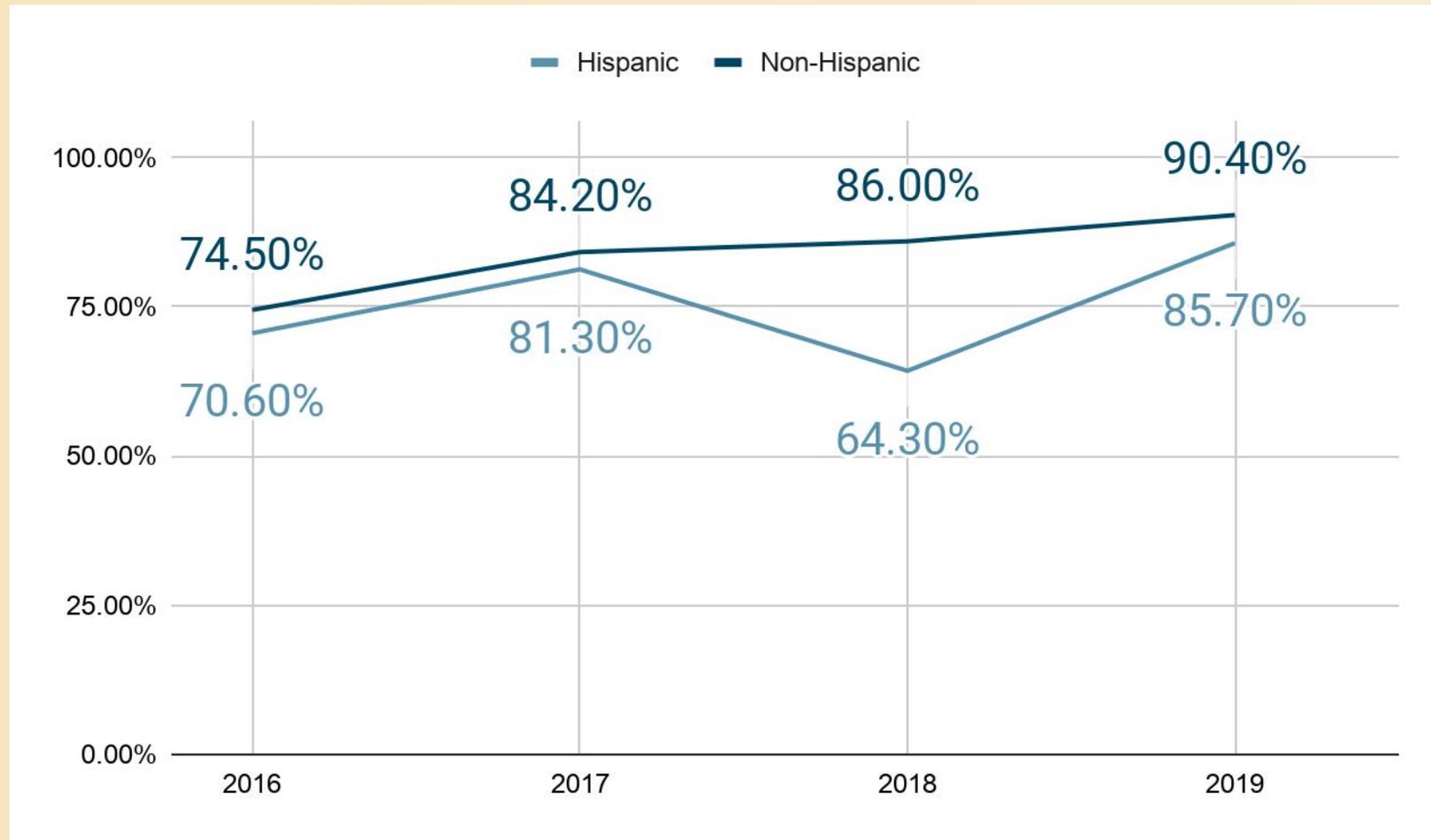
Graduation Rate - Race/Ethnicity



#Washougal *Rising*



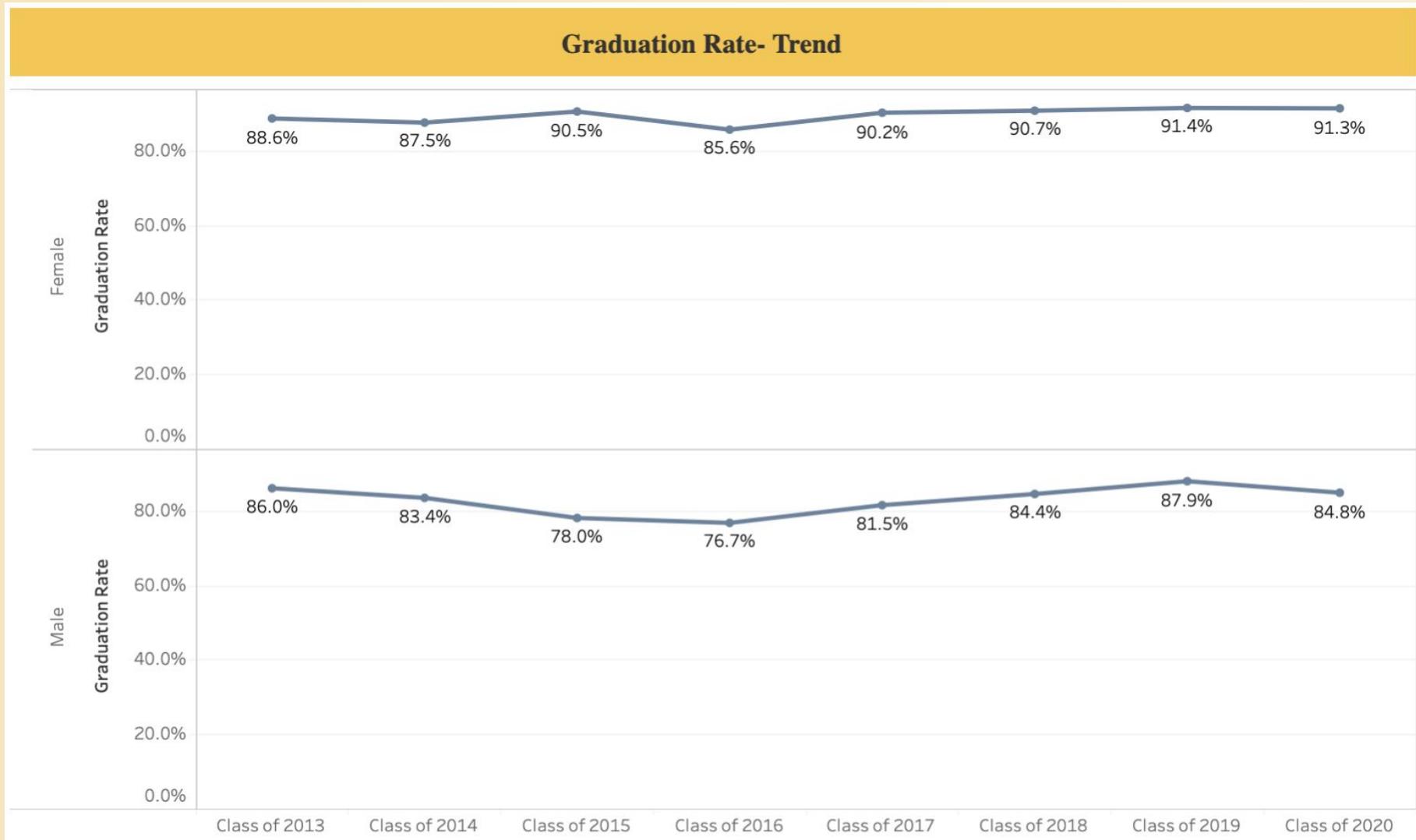
Graduation Rate - Students who Identify as Hispanic



#Washougal *Rising*



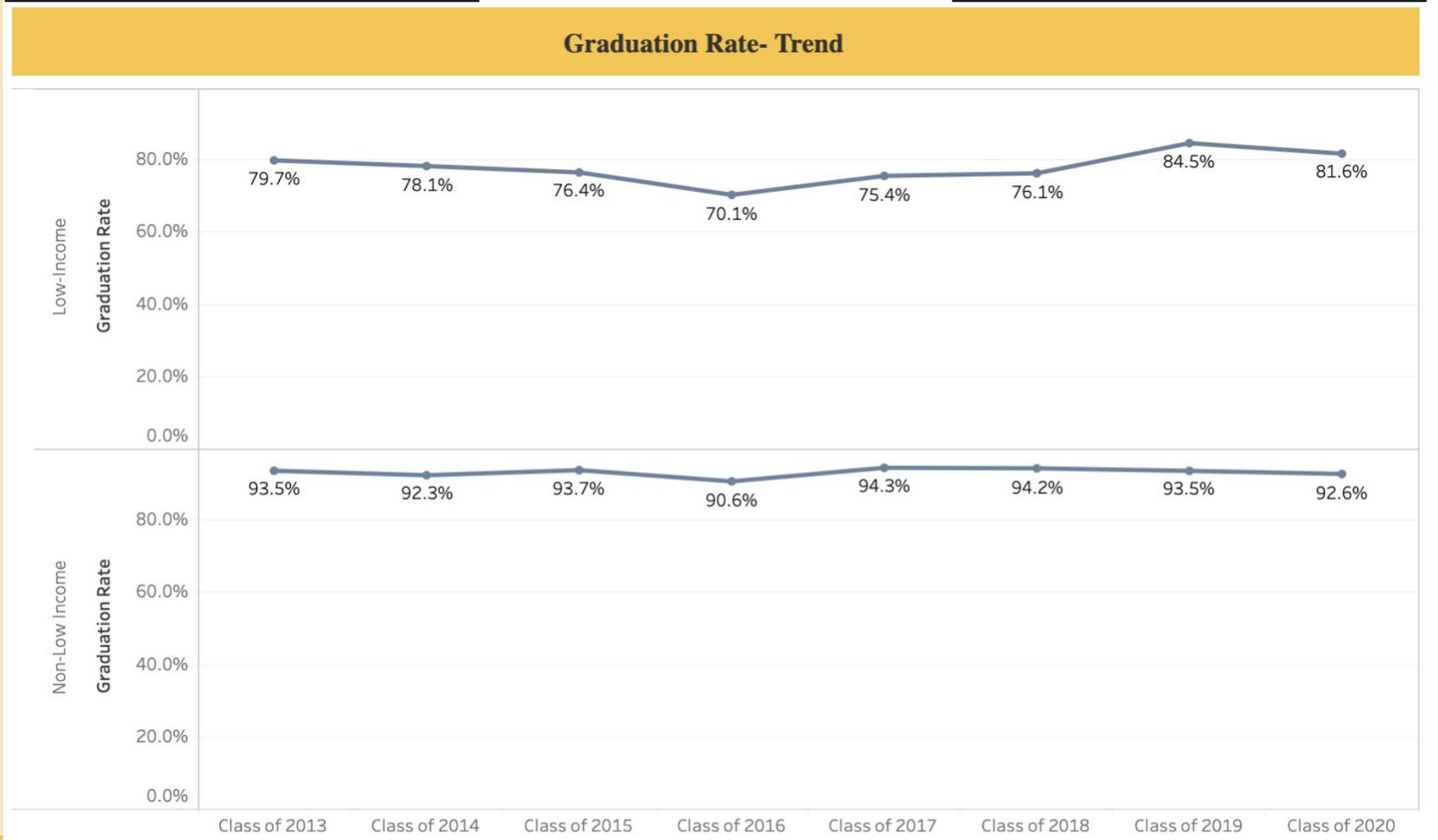
Graduation Rate - Gender



#Washougal *Rising*



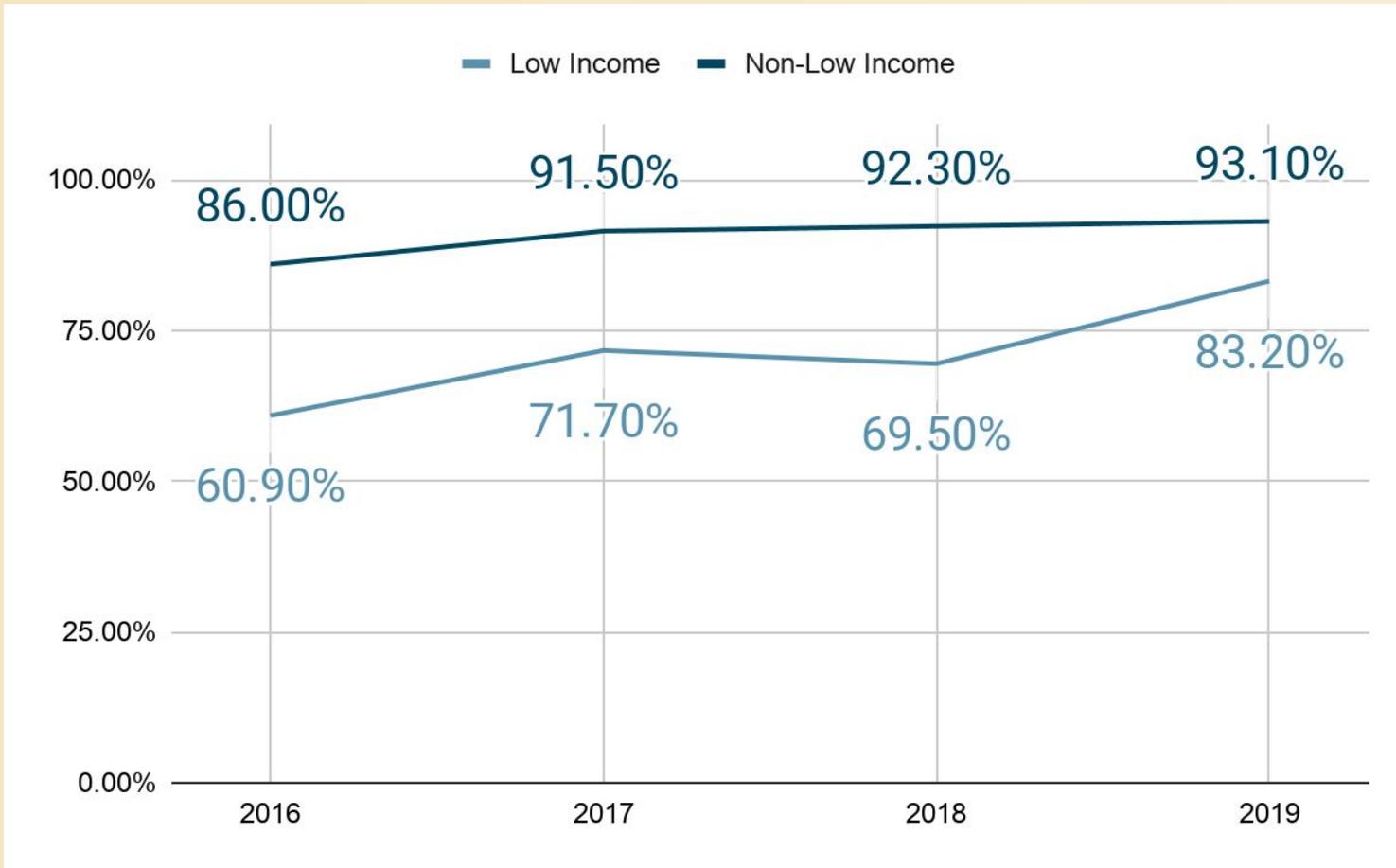
Graduation Rate - Low Income



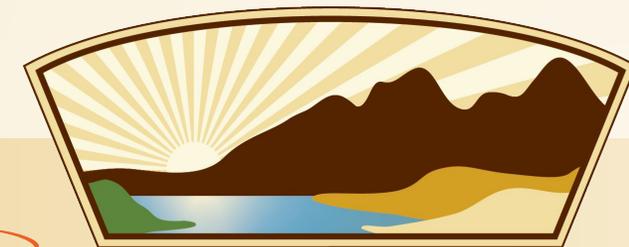
#Washougal *Rising*



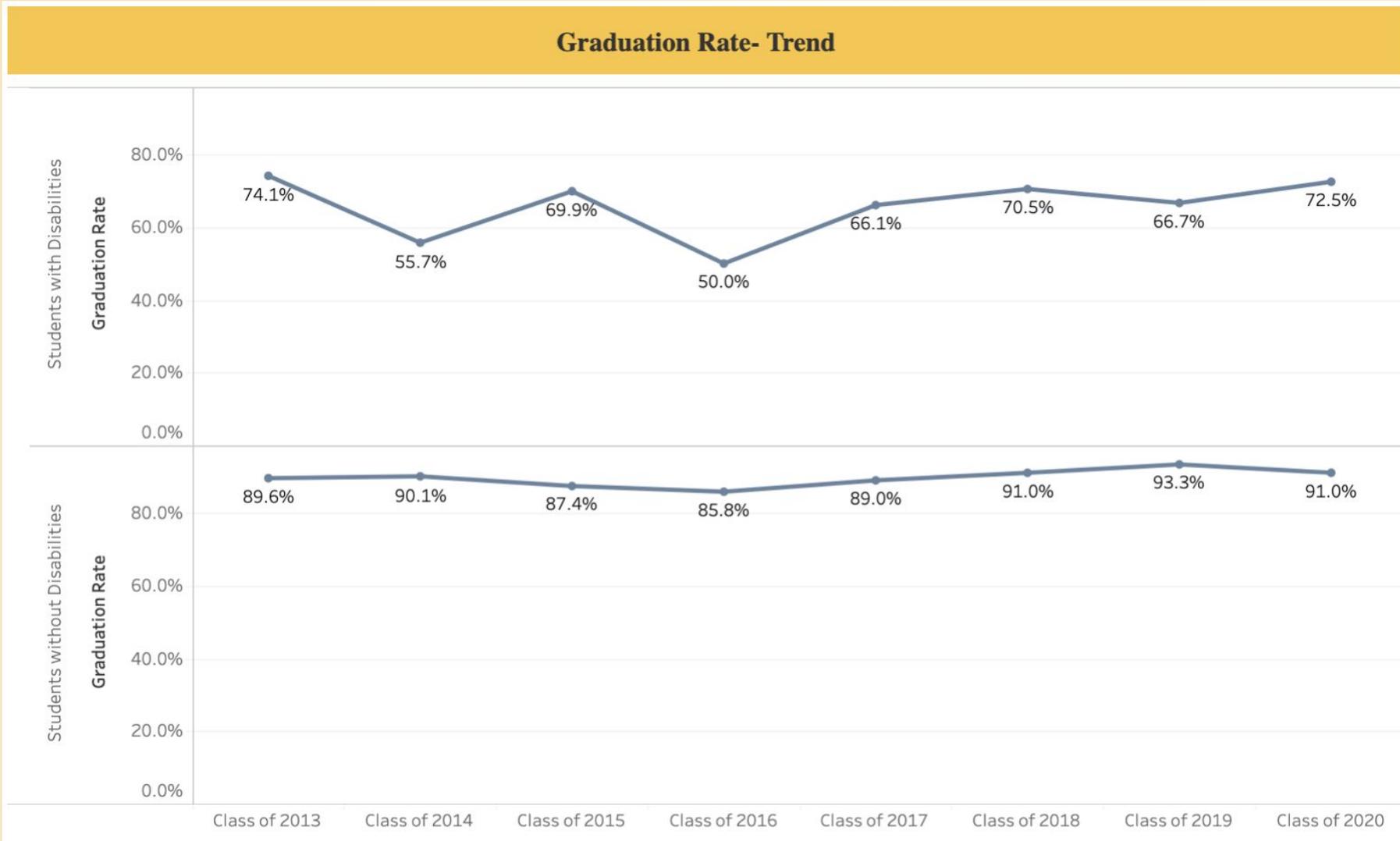
Graduation Rate - Students who Qualify as Low Income



#Washougal *Rising*



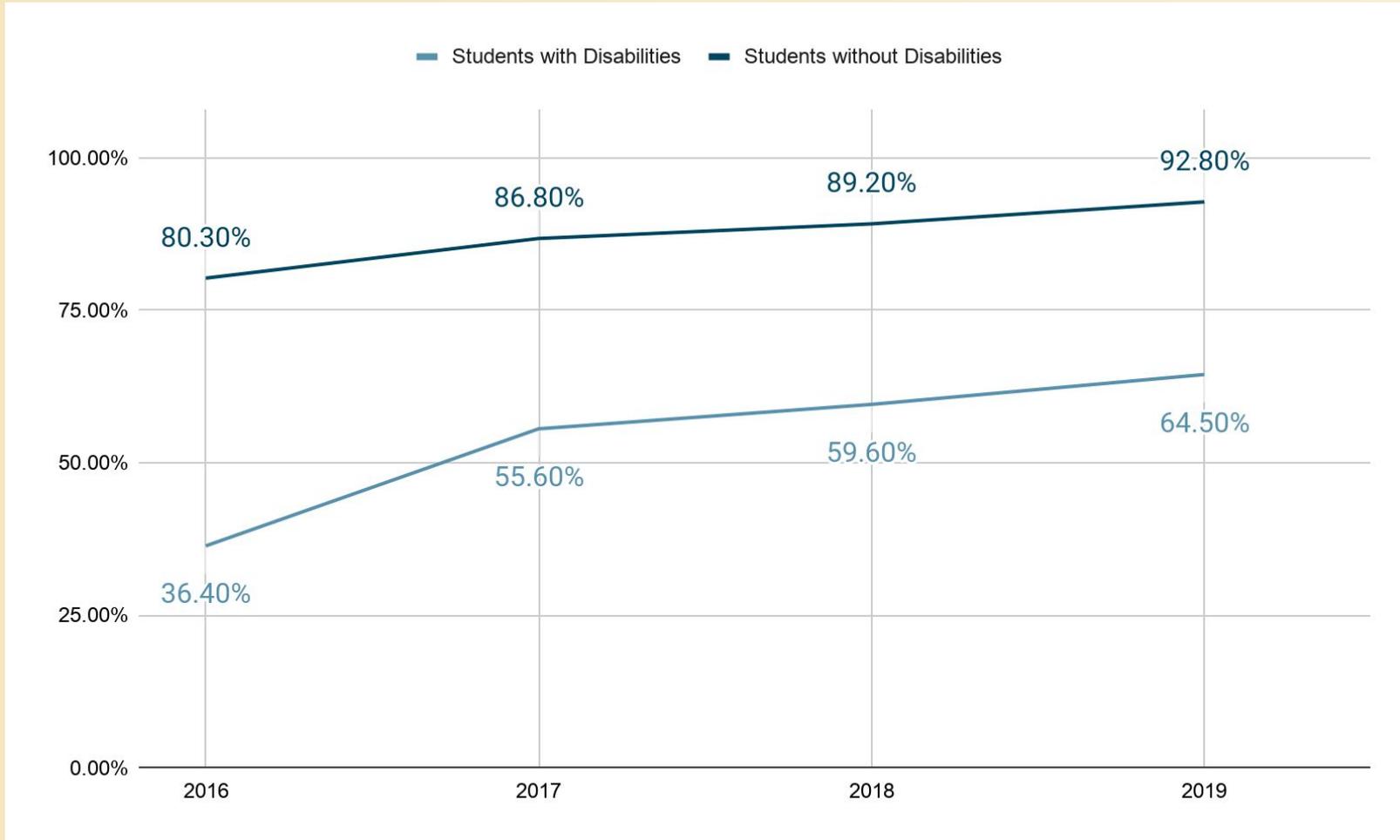
Graduation Rate - Students w/Disabilities



#Washougal *Rising*



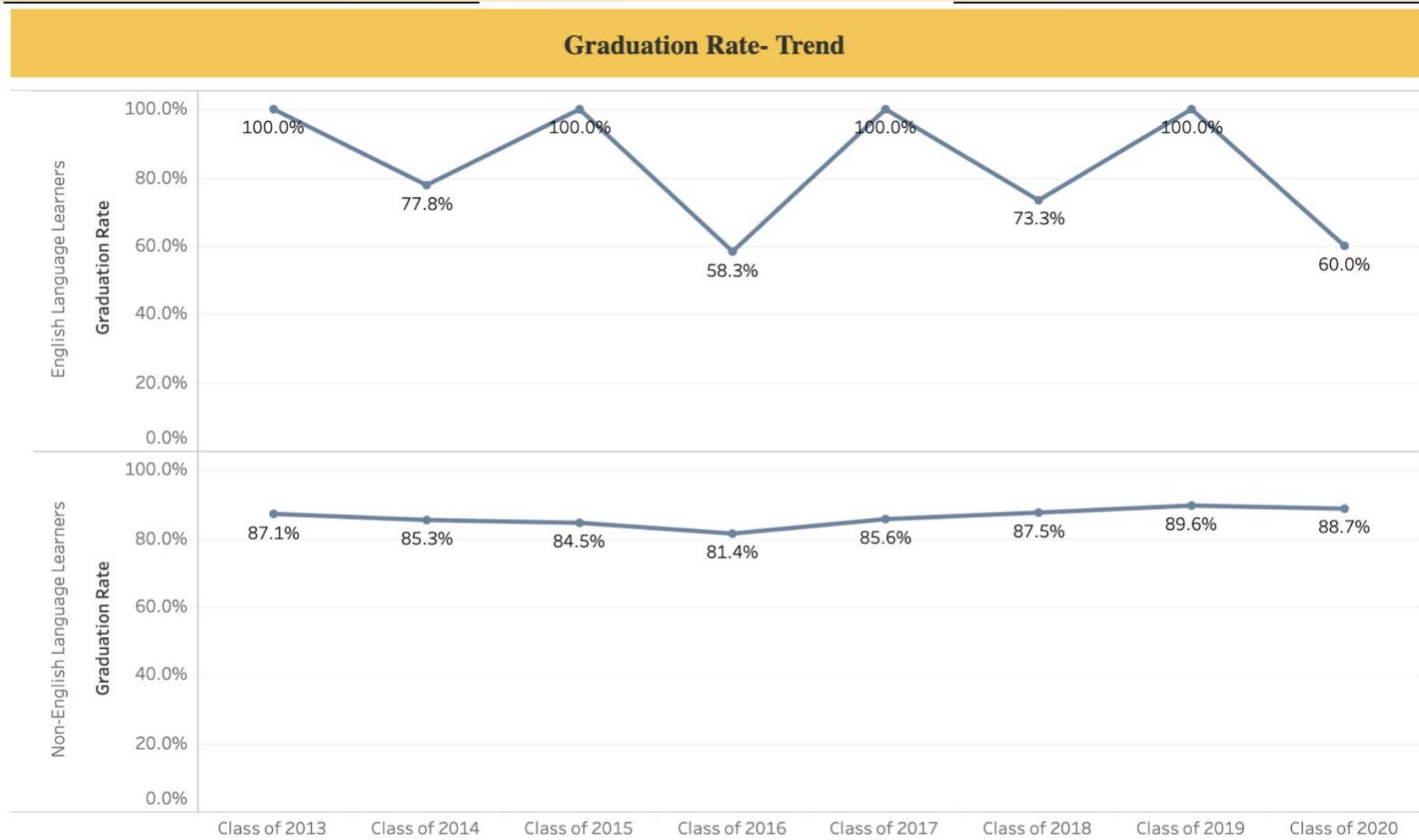
Graduation Rate - Students with Special Needs



#Washougal *Rising*



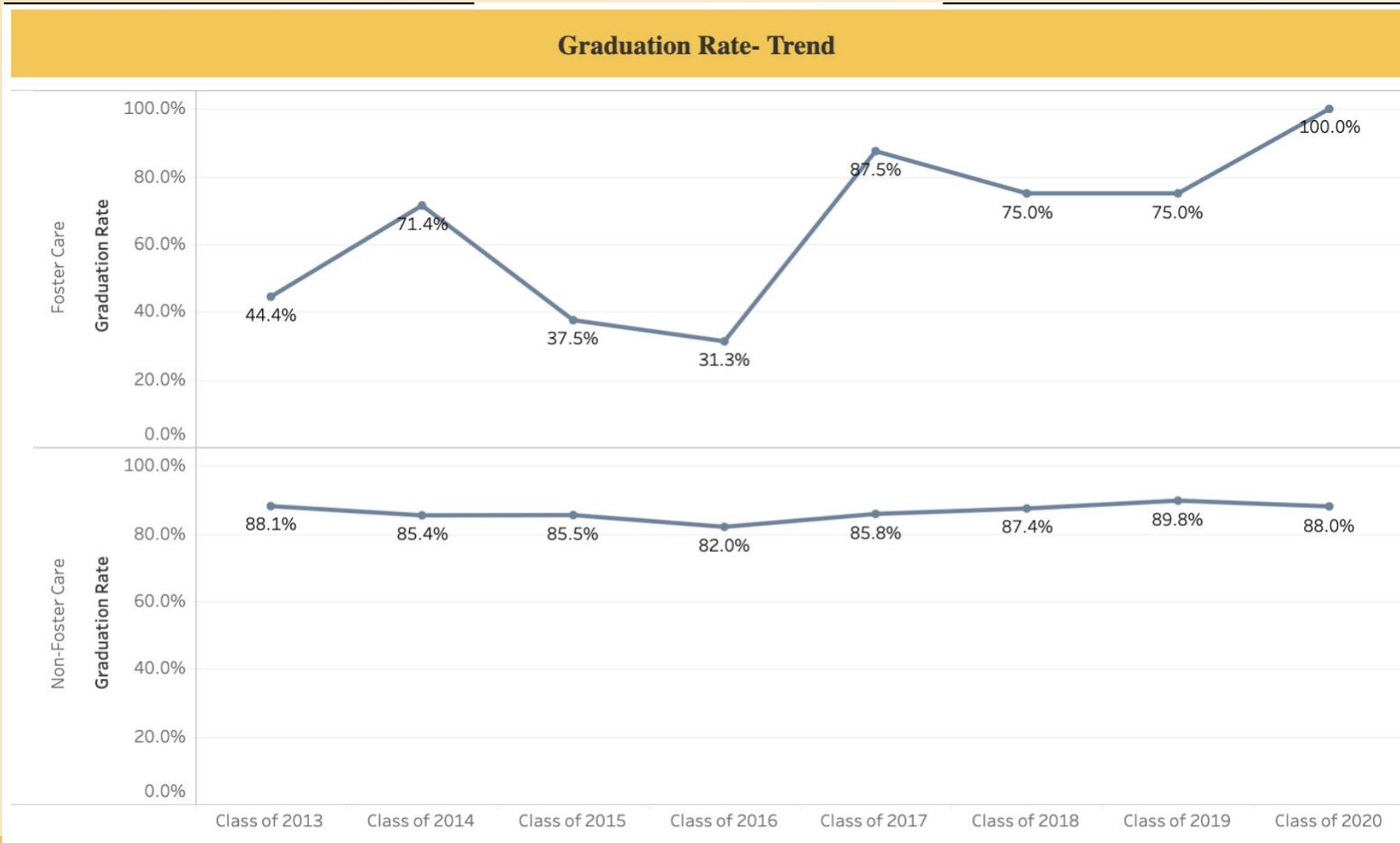
Graduation Rate - English Language Learners



#Washougal *Rising*



Graduation Rate - Foster Care



#Washougal *Rising*

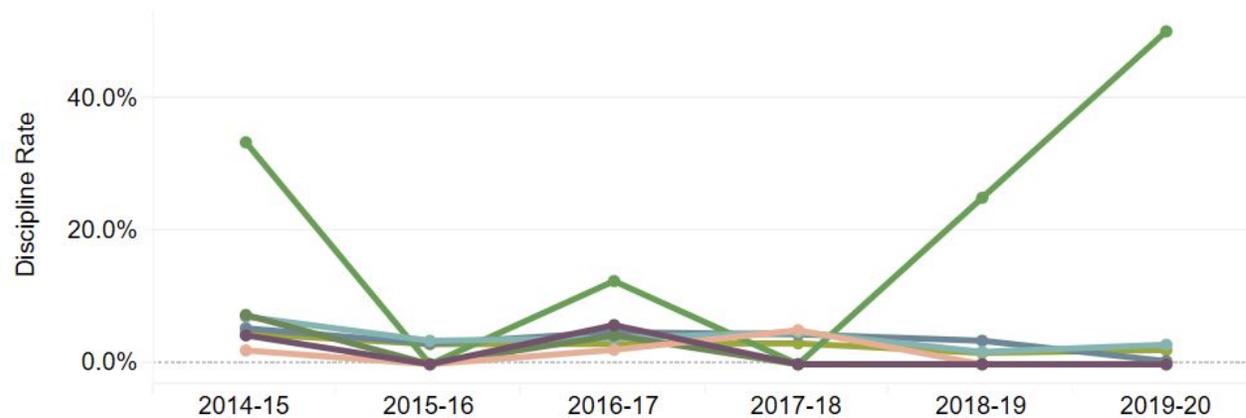


Suspension Rate By Race/Ethnicity



Expanded Trend Data

Federal Race Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian/ Alaskan Native	4.3%	0.0%	5.9%	0.0%	0.0%	0.0%
Asian	2.1%	0.0%	2.2%	5.1%	0.0%	0.0%
Black/ African American	7.4%	0.0%	4.3%	0.0%	0.0%	0.0%
Hispanic/ Latino of any race(s)	7.2%	3.5%	3.9%	4.8%	1.9%	2.9%
Native Hawaiian/ Other Pacific Isla..	33.3%	0.0%	12.5%	0.0%	25.0%	50.0%
Two or More Races	5.4%	3.1%	4.8%	4.5%	3.5%	0.5%
White	4.6%	3.0%	3.1%	3.1%	1.7%	2.1%



What do we notice?

- Do we see a favorable (+) or unfavorable trend(-)?
- Are discipline rates similar for all student groups?



Discipline Rate Trend Data Washougal School District

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Female	2.8%	1.5%	1.8%	1.2%	<1%	1.1%
Male	6.9%	4.4%	4.7%	5.4%	2.6%	3.0%



Discipline rate is a measure used to monitor the use of out-of-school exclusionary discipline actions in schools. Discipline Rate is calculated by counting the number of distinct students who have received an out-of-school exclusionary action divided by the number of distinct students enrolled.

For the purposes of this calculation, out-of-school exclusionary actions include: Short-term Suspension (SS), Long-term Suspension (LS), Emergency Expulsion (EE), and Expulsion (EX). The number of distinct students enrolled includes students enrolled at any point during the school year regardless of the length of enrollment.

What do we notice?

- Do we see a favorable (+) or unfavorable trend(-)?
- Are discipline rates similar for all student groups?

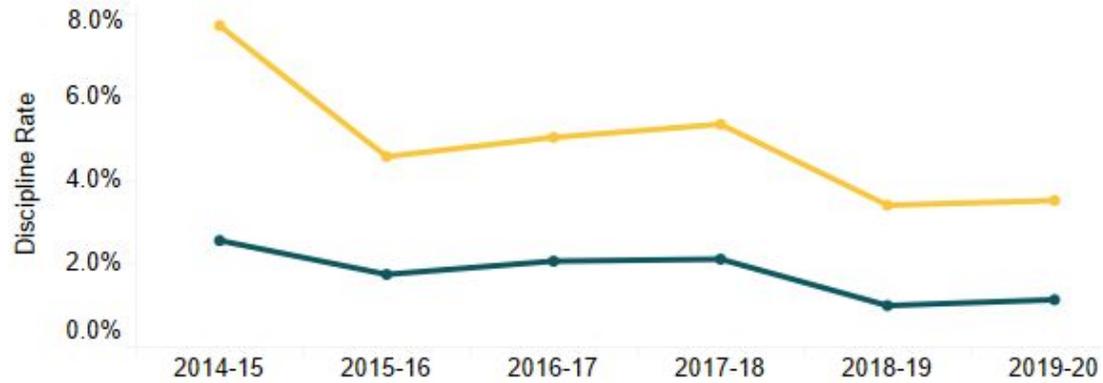
	2017	2018	2019	2020
Female Graduation Rate	90.2%	90.7%	91.4%	91.3%
Female Discipline Rate	1.8%	1.2%	<1%	1.1%
Male Graduation Rate	81.5%	84.4%	87.9%	84.8%
Male Discipline Rate	4.7%	5.4%	2.6%	3%



#Washougal *Rising*

Discipline Rate Trend Data Washougal School District

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Low-Income	7.7%	4.6%	5.1%	5.4%	3.4%	3.5%
Non-Low Income	2.6%	1.8%	2.1%	2.1%	<1%	1.1%



What do we notice?

- Do we see a favorable (+) or unfavorable trend(-)?
- Are discipline rates similar for all student groups?

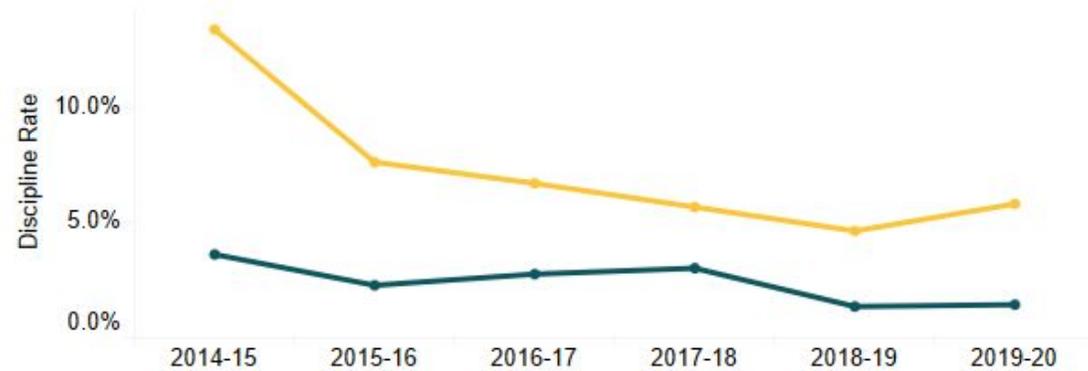
	2017	2018	2019	2020
Low Income Graduation Rate	75.4%	76.1%	84.5%	81.6%
Non-Low Income Graduation Rate	94.3%	4.2%	93.5%	92.6%
Low Income Discipline Rate	5.1%	5.4%	3.4%	3.5%
Non-Low Income Discipline Rate	2.1%	2.1%	<1%	1.1%



#Washougal *Rising*

Discipline Rate Trend Data Washougal School District

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Students with Disabilities	13.3%	7.6%	6.7%	5.7%	4.6%	5.8%
Students without Disabilities	3.6%	2.3%	2.8%	3.0%	1.4%	1.4%



What do we notice?

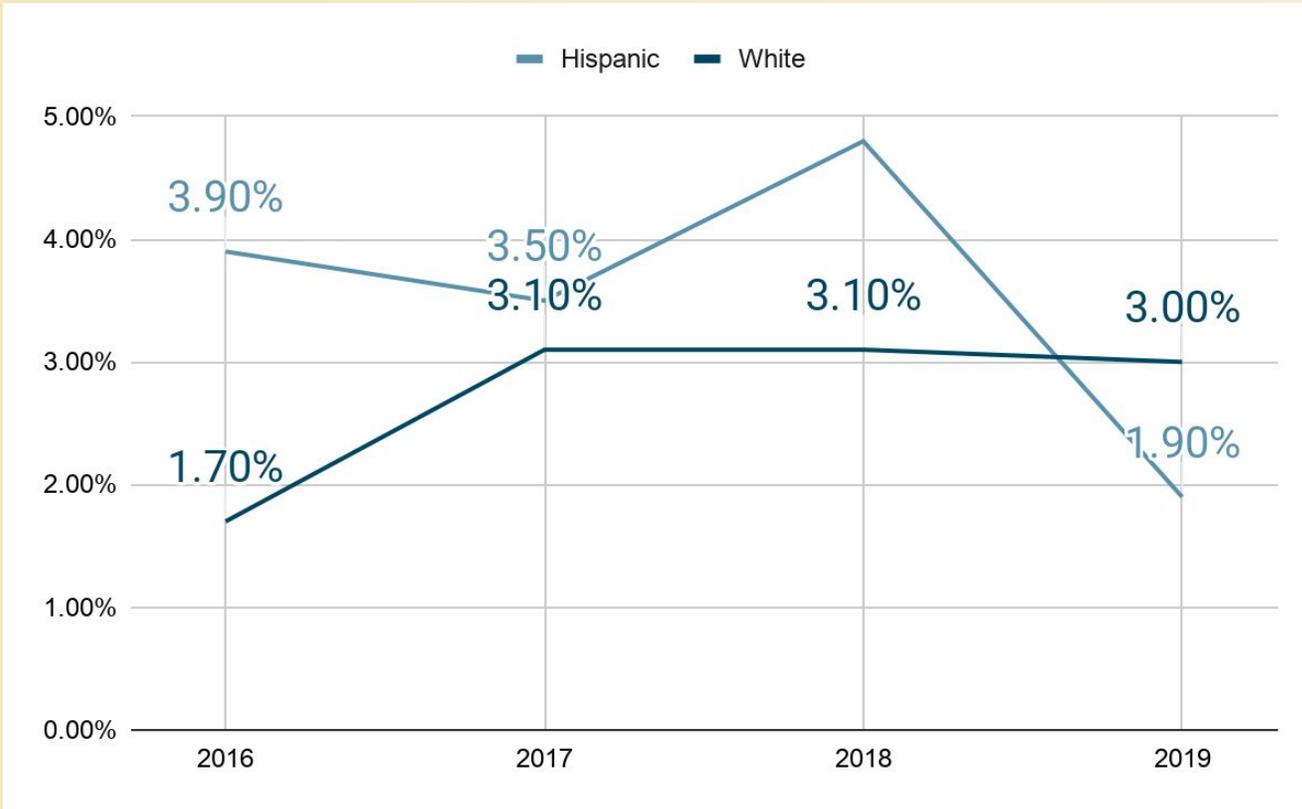
- Do we see a favorable (+) or unfavorable trend(-)?
- Are discipline rates similar for all student groups?

	2017	2018	2019	2020
Students w/Disabilities Graduation Rate	55.6%	59.6%	64.5%	75.2%
Students w/Disabilities Discipline Rate	6.7%	5.7%	4.6%	5.8%
Students w/out Disabilities Graduation Rate	86.8%	89.2%	92.8%	?%
Students w/out Disabilities Discipline Rate	2.8%	3%	1.4%	1.4%



#Washougal *Rising*

Discipline - Students who Identify as Hispanic/Latino

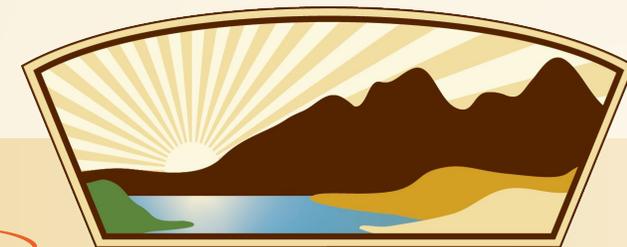


Selected Grades		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Hispanic/Latino of any r. All Students All Students	Number of Students Excluded	25.0	13.0	14.0	18.0	7.0	11.0
	Total Enrollment	349.0	368.0	356.0	375.0	376.0	374.0
	Discipline Rate	7.2%	3.5%	3.9%	4.8%	1.9%	2.9%

What do we notice?

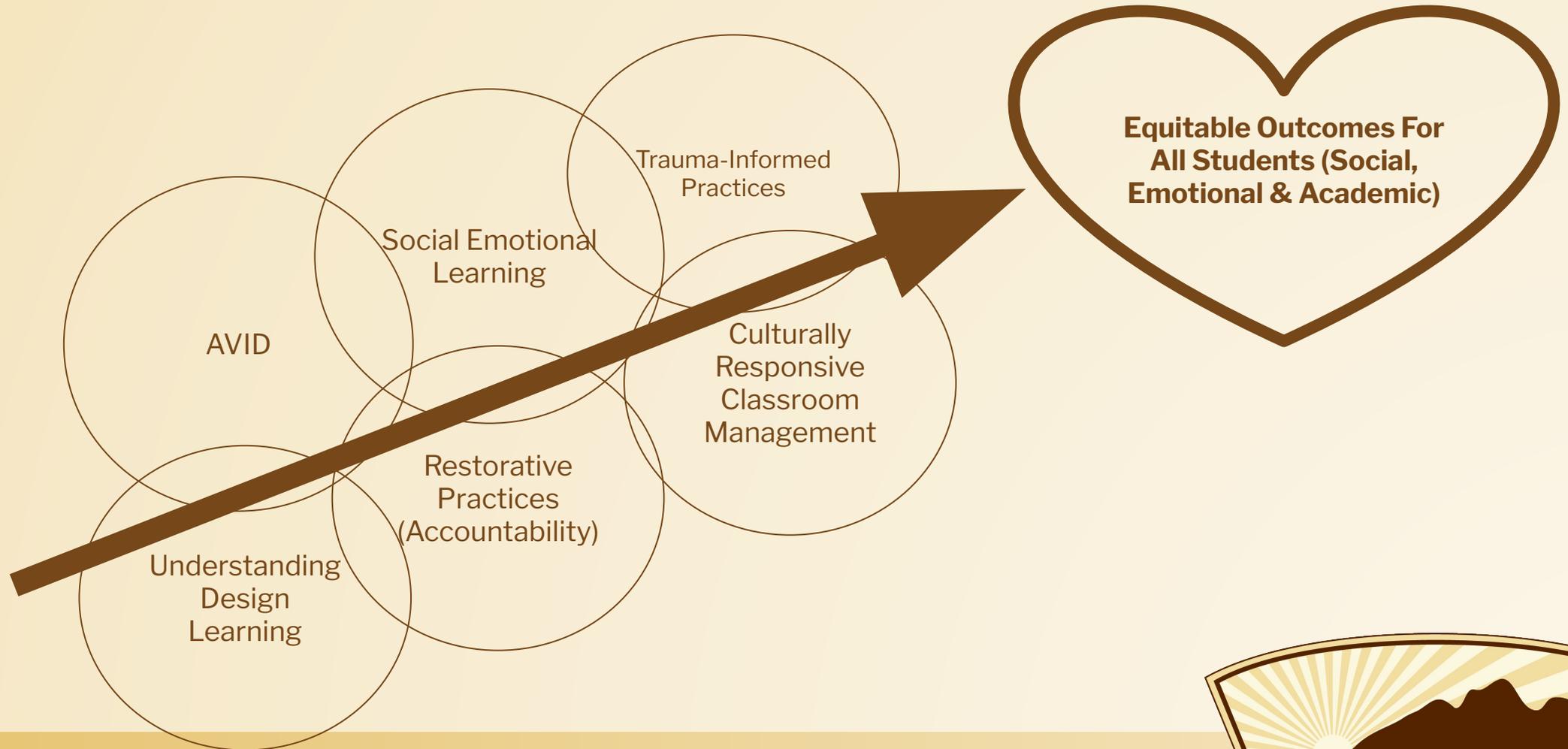
- Do we see a favorable (+) or unfavorable trend(-)?
- Are discipline rates similar for all student groups?

2020 Hispanic/Latino 2.9%
2020 White 2.1%

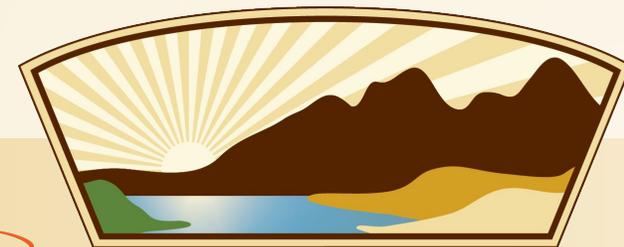


#Washougal *Rising*

If **we** engage in intentional efforts to identify **disparities** that create **opportunity gaps**, and take action to eliminate the achievement gap then we will develop and strengthen students' agency, so they are prepared for careers, college and life.



#Washougal *Rising*



Organize Pressing Equity Issues Activity

23	<p>TRAINING. There needs to be much more training for ALL WSD employees. Are values of equity, fairness, and inclusion modeled by ALL school staff? I do not think so. So much focus is on training and PD for the teaching staff, yet there are many other district employees who come in contact with and influence a student's experiences- bus drivers, secretaries, security staff, counselors, substitute support staff come to mind. I feel this is important because it just takes one untrained individual to mishandle a situation or say the wrong thing to a student, and that can cause much damage. More people need to understand what is acceptable and appropriate behavior in regards to racism, harassment, inequity, and creating a welcoming and nurturing environment for all students.</p>
24	<p>Education & awareness in the school system as it relates to discipline. And look at restorative practice vs punitive actions</p>
25	<p>Student Safety. Our students of color, LGBTQ students and other minority groups do not feel safe in our buildings. Likewise, their parents do not feel their students are safe. They also do not feel safe communicating their feelings and fears or reporting incidents of racism/harassment. In order for students to be able to learn, they have to feel safe, respected and supported.</p>
26	<p>Student Safety - We need better responses when students are physically assaulted. Especially with people who have disabilities and/or are marginalized. We need to implement change and keep our students safe.</p>
27	<p>Restorative practices can be healing for all parties; they can help find resolutions to put an end to harm.</p>

Padlet Example

#Washougal *Rising*



Organize Pressing Equity Issues Activity

Goal: Categorize Equity Issues

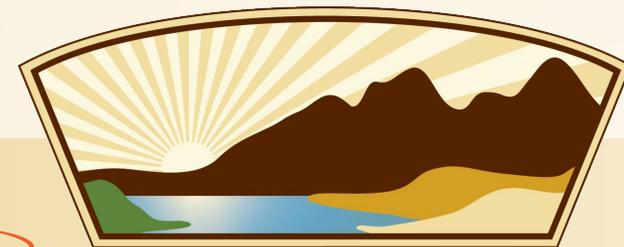
- Some categories have been provided
- Teams can create new categories to fit issues
- Each issue is numbered, keep the number visible
- Summarize (few words) each issue

Identify Pressing Equity Issues

Issues Identified)

Padlet Example

#Washougal *Rising*



Organize Pressing Equity Issues Activity

Padlet - District Data (Celebrations/Disparities/Wonders)

- [Celebrations/Concerns/Wonders](#)

Pressing Equity Issues (google sheet) - [Pressing Equity Issues - Link to Issues](#)

Padlet - Pressing Equity Issues - Link to Issues

- [Example](#)
- [Team 1](#)
- [Team 2](#)
- [Team 3](#)
- [Team 4](#)
- [Team 5](#)

[Padlet Example](#)

#Washougal *Rising*



Breakout Norms

- Participation - Share Thoughts
- Awareness of Time
- Seek to Understand
- Roles....Time Keeper/Recorder/Summarizer
- Share Out - 3 minutes per team to share your work



Organize Pressing Equity Issues Activity

**‘Group Share’
(Share Stakeholder Thoughts &
Categories)**

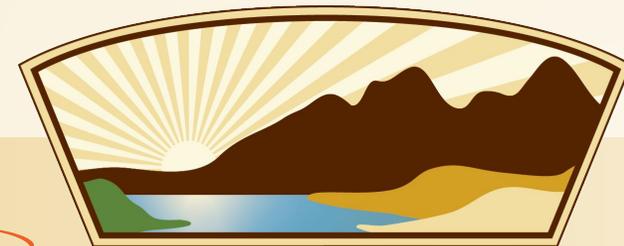
#Washougal *Rising*



2020-21 Measurable Outcomes

- Each school will have a Building Equity Team that meets monthly - **October 2020**
- The District will have a District Equity Advisory Team that meets four times a year - **December 2020**
- The District will have an District Equity Planning Team that meets bi-monthly to support and implement the work of the Advisory team - **November 2020**
- ***Development and board approval of District Equity Policy and Procedure - May 2021***
- ***Development and board approval of a 3-5 year WSD Equity Plan - June 2021***
- ***Development and board approval of District Equity Lens decision making tool - May 2021***
- Development of Washougal School District Social and Political Expression Guidance - **March 2021**
- Provide Culturally Responsive Classroom Management Training to Certificated & Classified Staff - **August 2020 - June 2022**
- The District will participate in the WASA sponsored Equity Framework Cohort (Hanover Research) - **November 2020**

#Washougal *Rising*

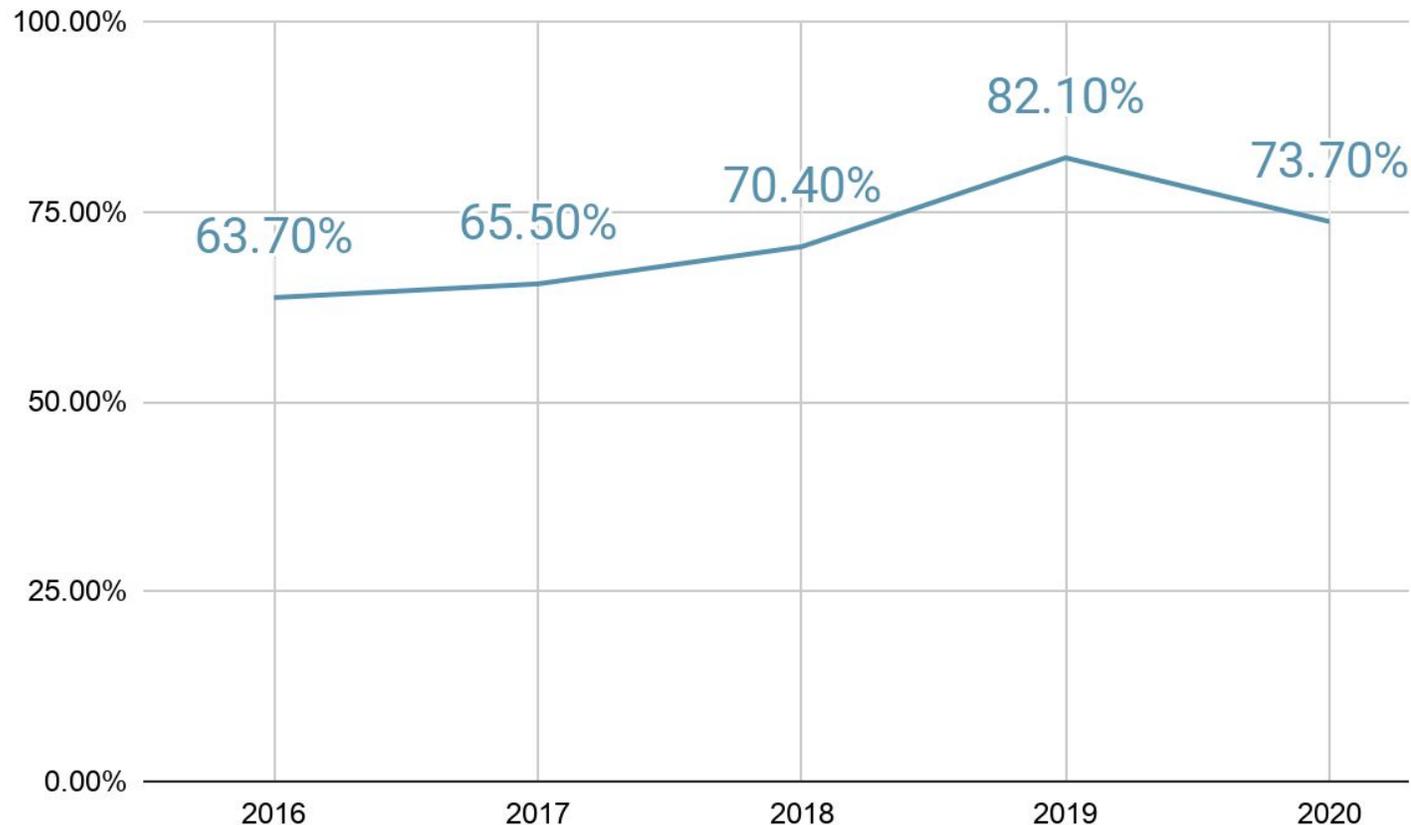


Homework

- If you haven't already completed a slide for yourself, please do so
 - **Team Member Identification**
- Complete Equity Survey - Hanover Research Group
- What is equity? - Define equity in your own words and email me your definition
- What is diversity? - Define equity in your own words and email me your definition



9th Grade on Track



Students on track in 9th grade are more likely to graduate on time

Next Steps:

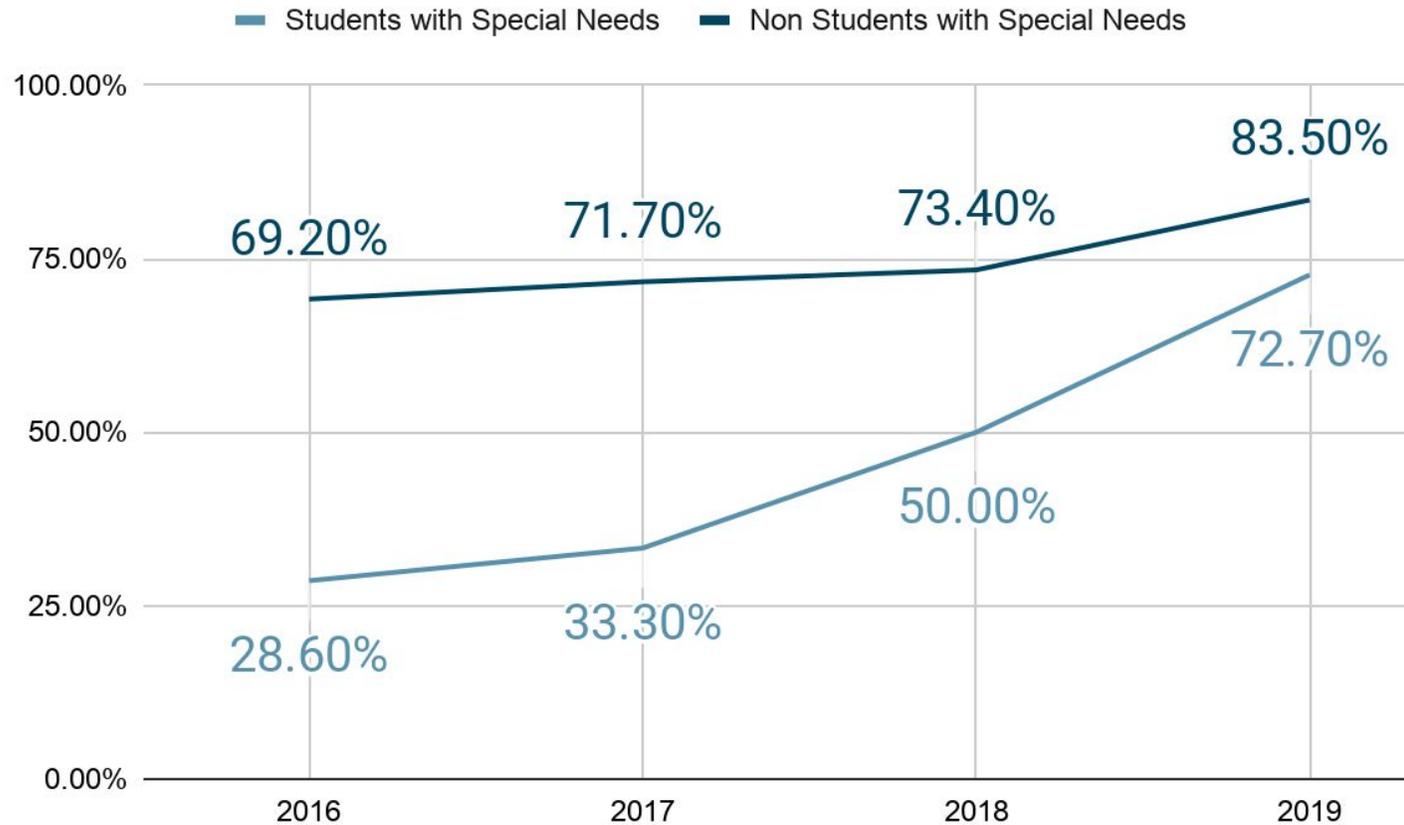
- Continue AVID and Freshman Academy
- CRCM
- Re-engagement Teams
- Review incompletes

<https://www.k12.wa.us/sites/default/files/public/9thgrade/pubdocs/ninthgradeontrack.pdf>



#Washougal *Rising*

9th Grade on Track - Students with Special Needs



What's working:

- Special Education coaching
- AVID strategies
- Freshman Academy
- Teacher PD

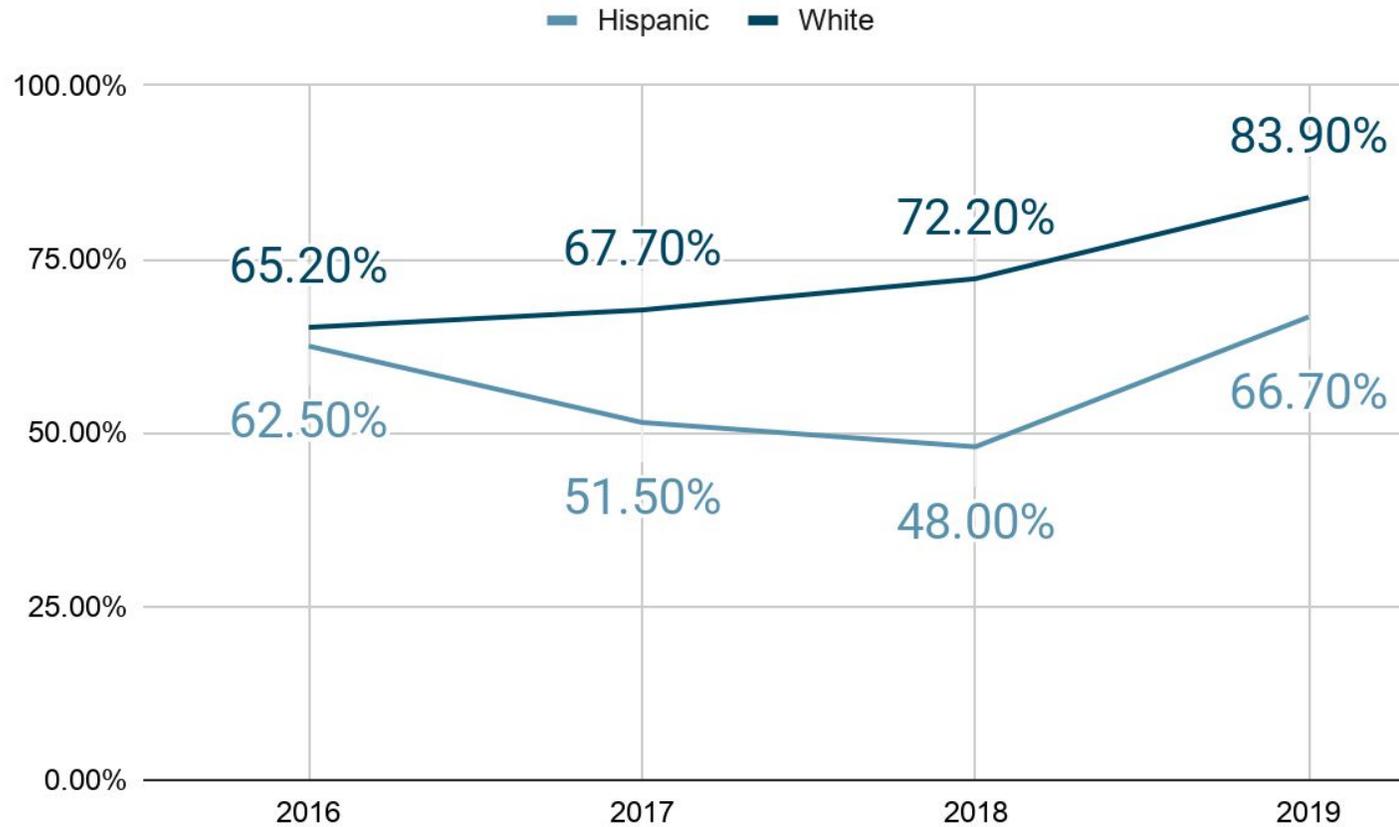
Next Steps:

Inclusionary Practices



#WashougalRising

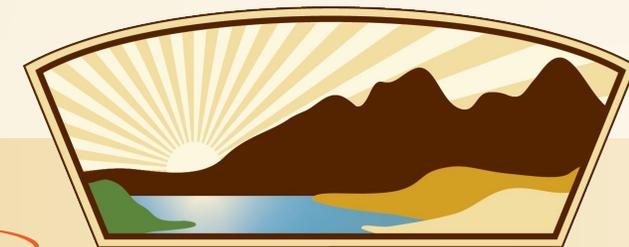
9th grade on track - Students who Identify as Hispanic



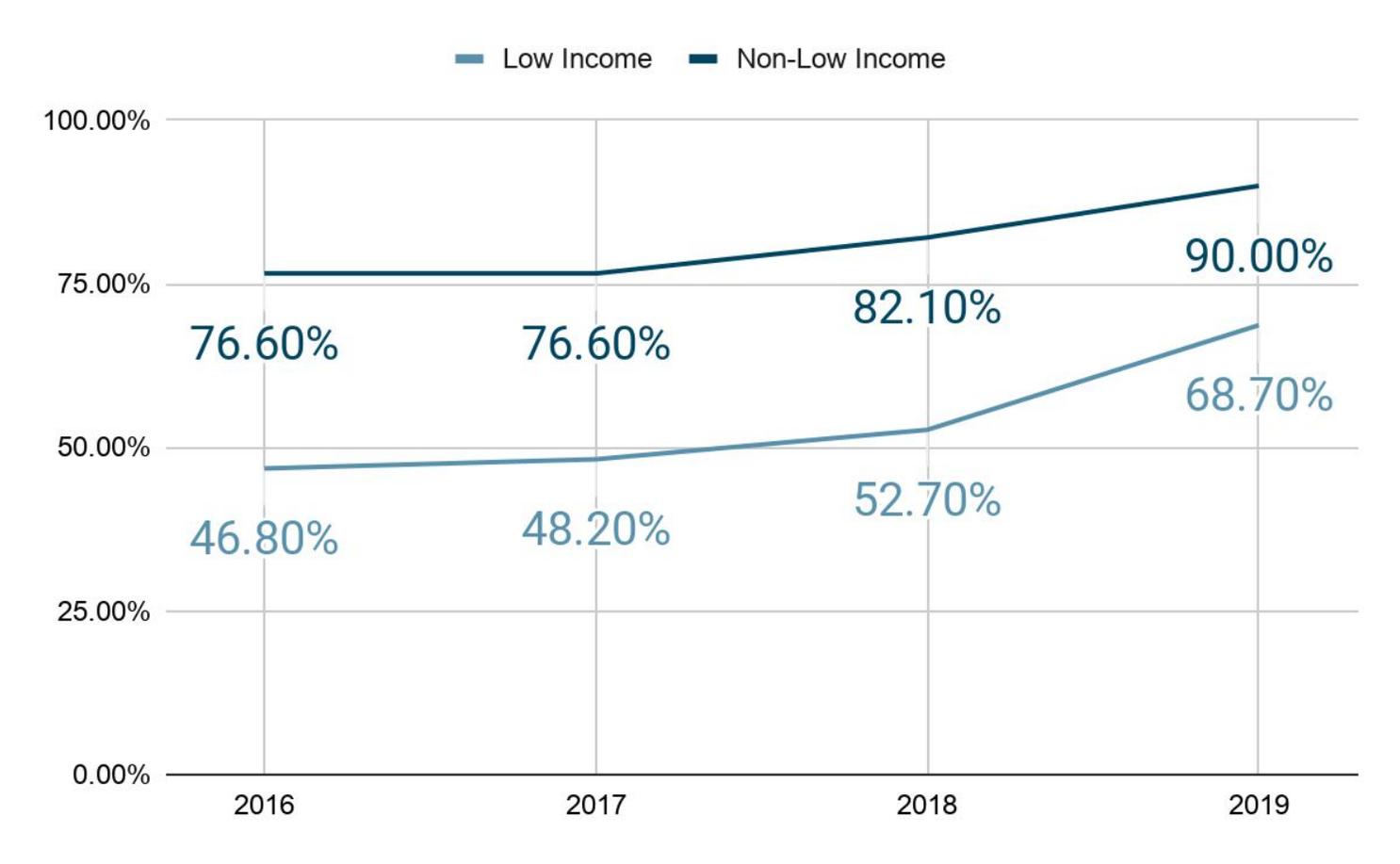
Opportunity for Growth:

- Increase partnership with Hispanic/Latinx community

#Washougal *Rising*



9th Grade on Track - Students who Qualify as Low Income



#Washougal *Rising*



Dual Credit



- Students able to earn both high school and college credit

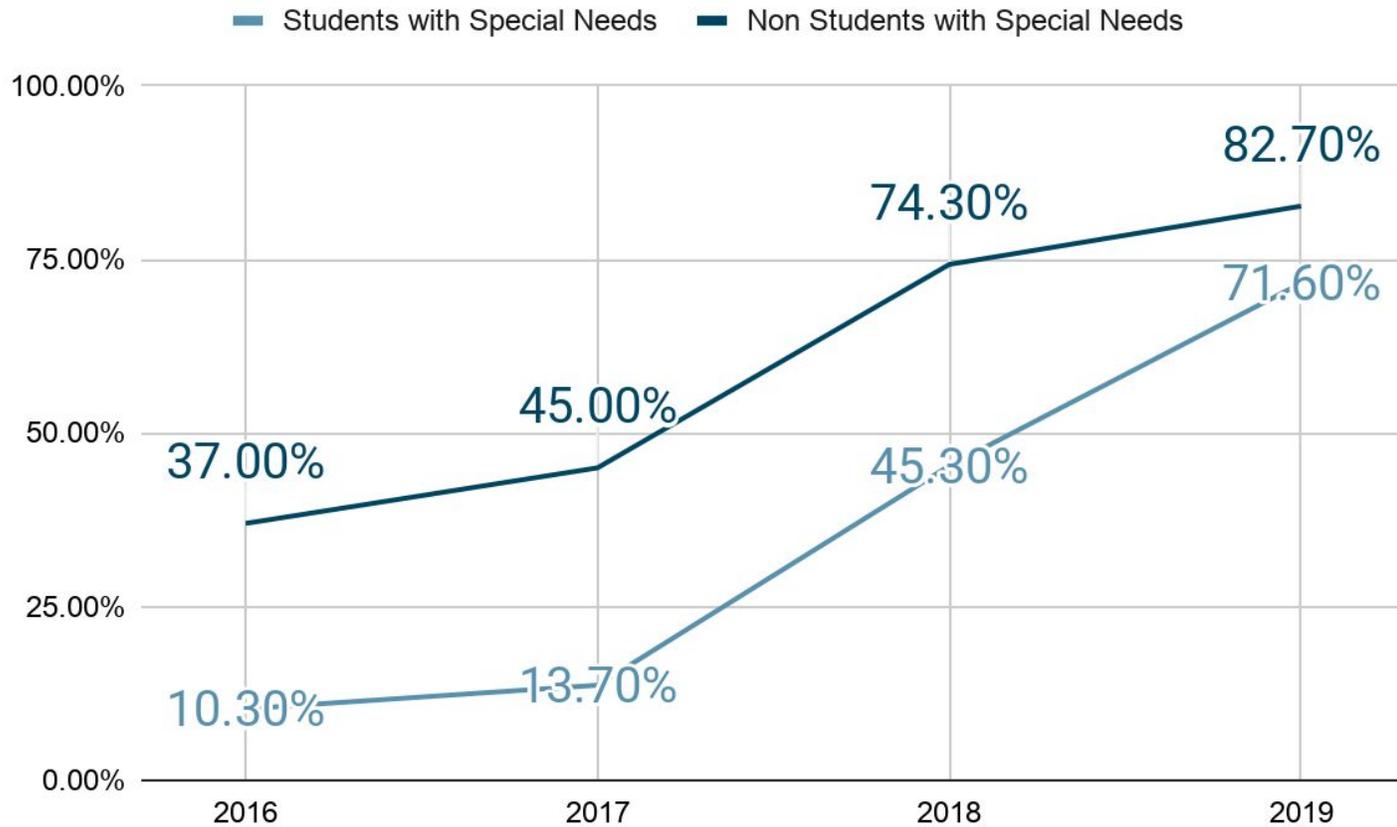
What's working:

- AVID
- Course Offerings (CTE, AP, CHS)
- Partnerships (CWU, UW, TEALS, Clark College, CTA, AP)



#Washougal *Rising*

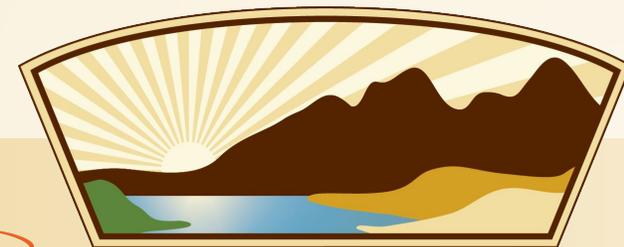
Dual Credit - Students with Special Needs



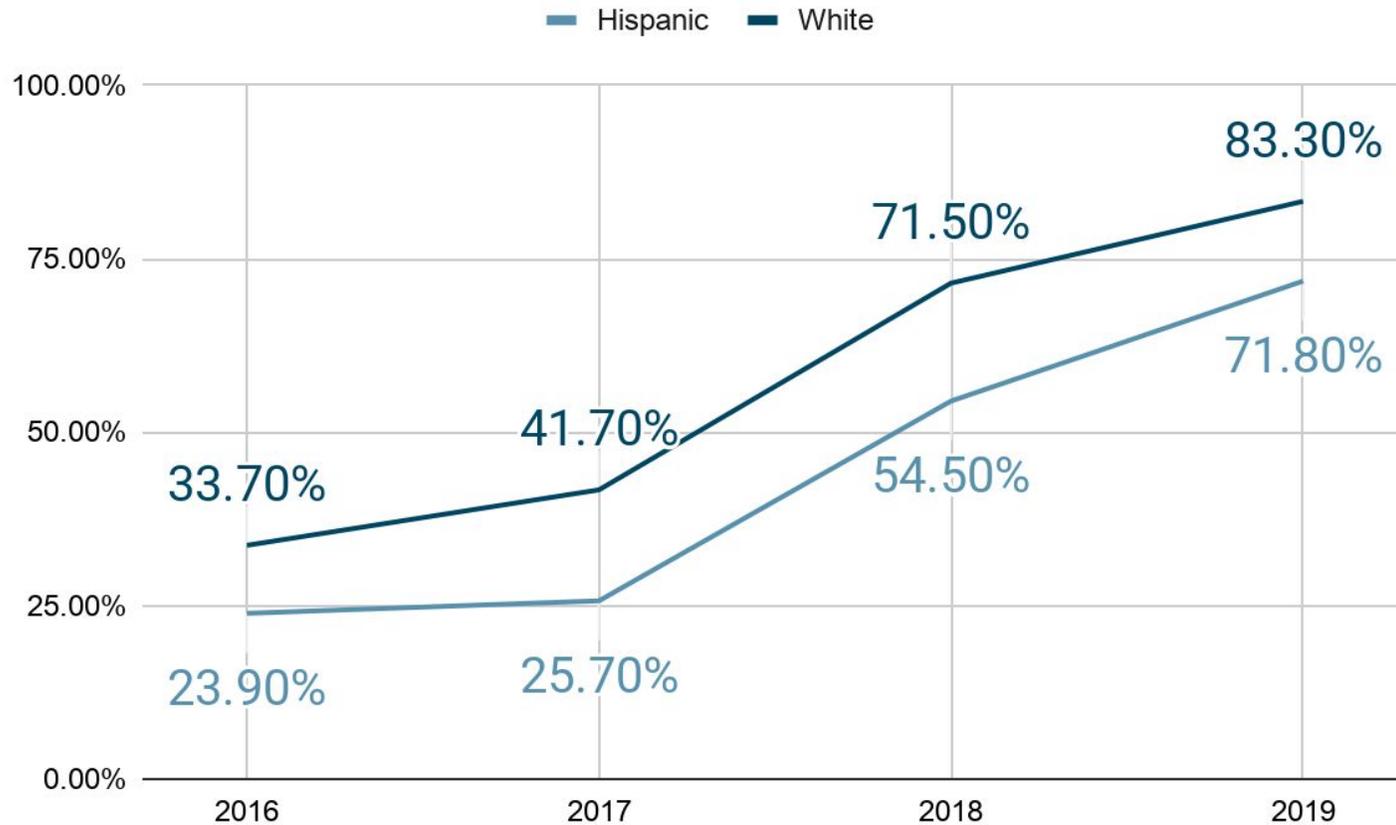
Students able to earn both high school and college credit

What's Working:

- Inclusive practices
- High expectations
- Instructional coaches focused on special education
- Course offerings



Dual Credit - Students who Identify as Hispanic



Students able to earn both high school and college credit

Next Steps:

- CRCM
- Spanish Speaking Family Outreach

#Washougal *Rising*



Dual Credit - Students who Qualify as Low Income



Students able to earn both high school and college credit

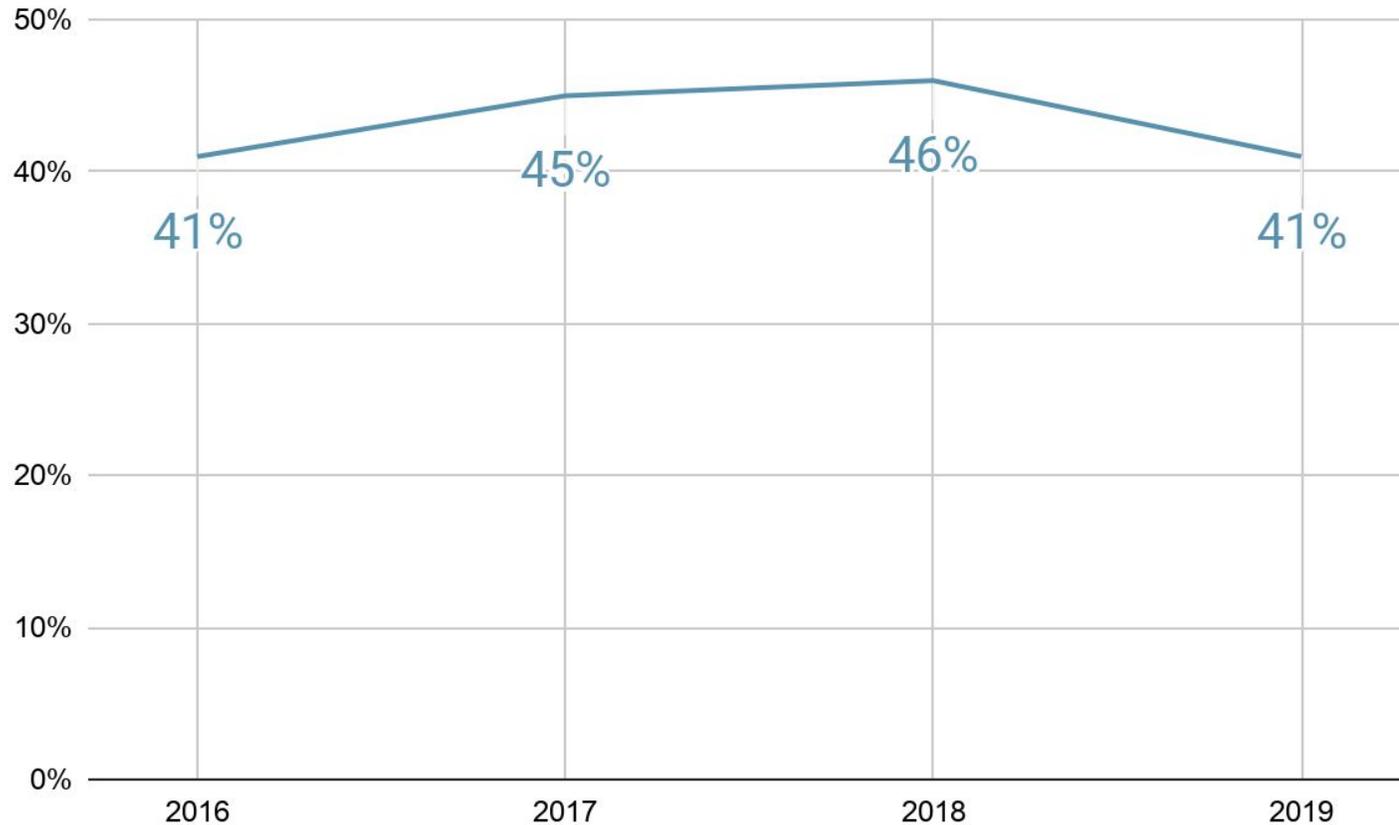
Next Steps:

- CRCM
- High expectations
- MTSS

#Washougal *Rising*



College Enrollment

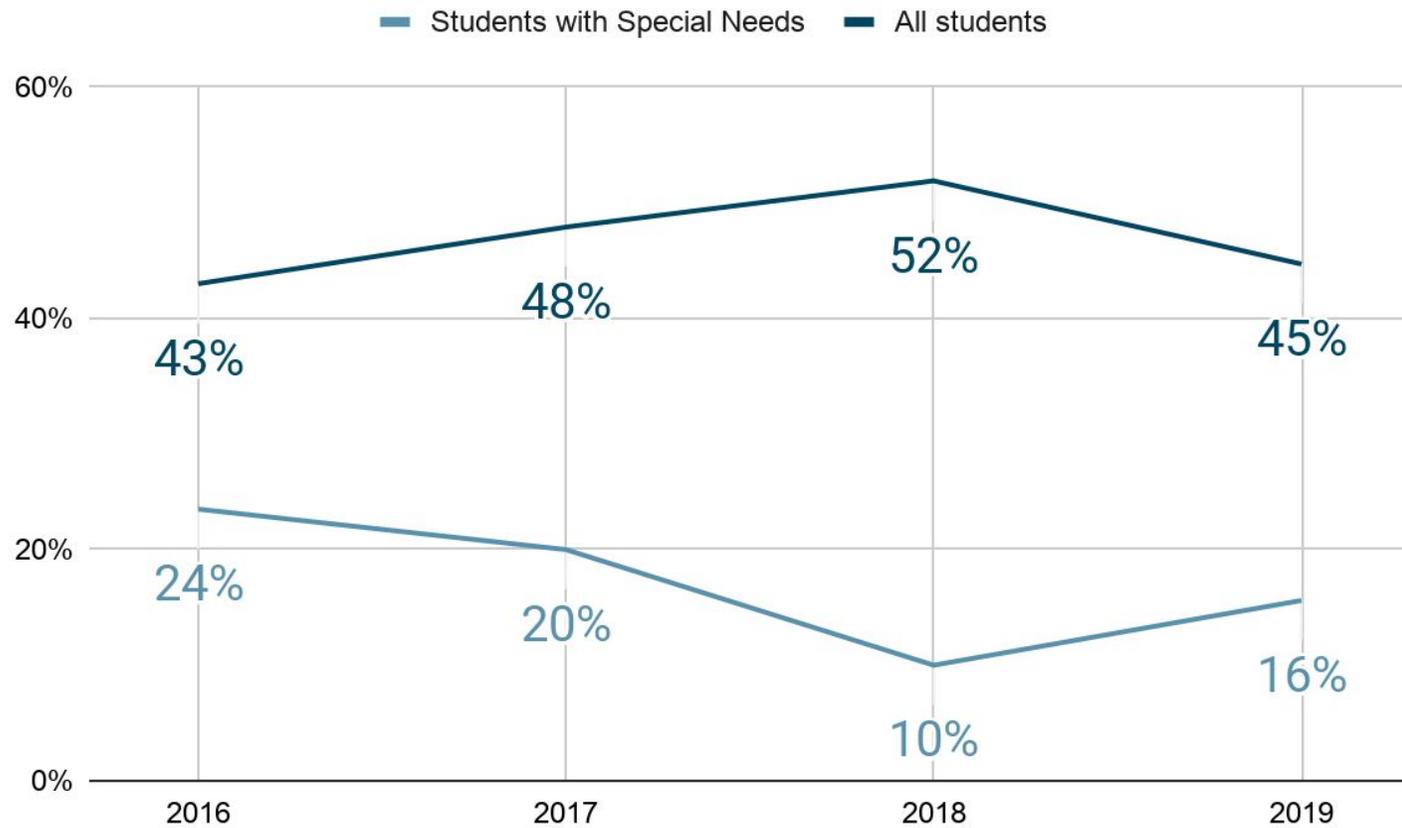


- Enrolled in a 2 or 4 year institution of higher learning the year after graduation

#Washougal *Rising*



College Enrollment - Students with Special Needs



- Enrolled in a 2 or 4 year institution of higher learning the year after graduation

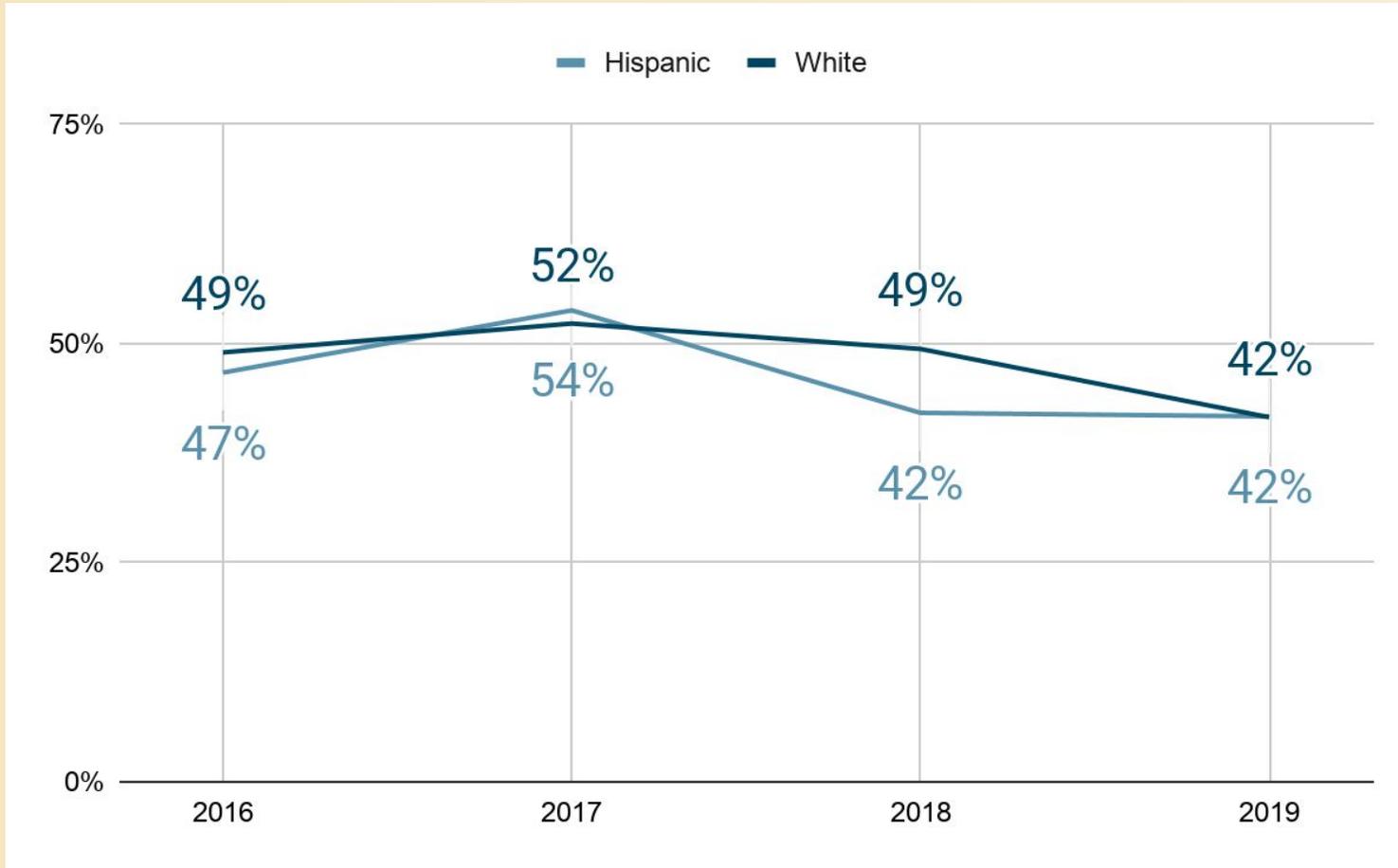
Opportunity for Growth:

- Inclusionary Practices
- Instructional Coaching
- High School & Beyond



#Washougal *Rising*

College Enrollment - Students who Identify as Hispanic

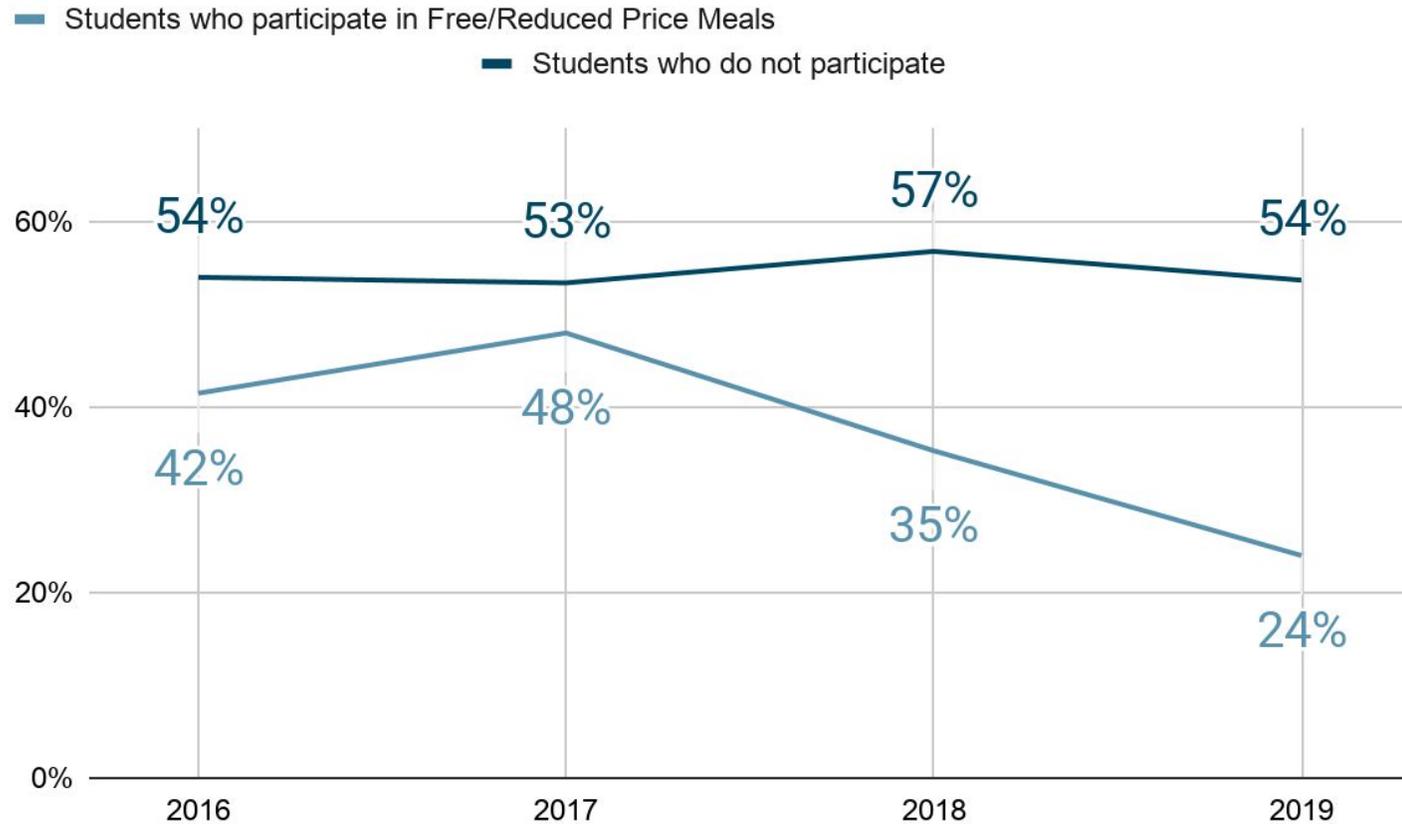


Enrolled in a 2 or 4 year institution of higher learning the year after graduation

#Washougal *Rising*



College Enrollment - Students who Qualify as Low Income



Enrolled in a 2 or 4 year institution of higher learning the year after graduation

Opportunity for Growth:

- AVID
- Scholarships (FAFSA/College Bound)
- High School & Beyond



#Washougal *Rising*