Welcome

District Equity Advisory Team

THANK YOU!

**Team Member Identification
(Please Complete a Slide)**

Making Connections - Why do you want to be part of this team?

Students need to feel safe in their community. Concerned about the disparities in our homes.

I believe in the dignity of the human spirit. I want to be part of the changes that we need to make happen in our community and our world

I want to be an active participant in the work we do in Washougal to ensure that all students and staff feel respected, heard and have the resources they need to be successul.

committed to anti-racism and ensuring equity in Washougal schools. As a public historian and educator, I have a lot of experience working with communities of color, as well as having an academic background related to issues of representation and public policy.

Making Connections - Why do you want to be part of this team?

We can see good intentions. Let's assume good will as we work together in this challenging work.

Washougal, much like the rest of our country, is facing division and disunity. Equity has risen to a top issue across our community, and involves many facets, including race, political party, and marginalized communities facing adversity and assault.

-Committed to increase culturally responsive teaching practices. I want to see successful community equity teams in eery school district.

I have a heart for marginalized local families and am the mother of an LGBTQ+ student and an advocate and ally for all LGBTQ+ students

Four 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.

Courageous Conversations Training - Glenn Singleton

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

Breakouts Norms

- Participation - Share Thoughts
- Awareness of Time
- Seek to Understand
- Roles….Time Keeper/Recorder/Summarizer

Introductions

- Name
- Role
- What is one thing you want to share?

Today's Meeting

- Welcome, Introductions and Today's Plan (10 min)
- Review Our Purpose (10 min)
- Get to Know Each Other - Make Connections (20 min)
- Identify Pressing Equity Issues (30 min)
- Analyze WSD Data (20 min)
- Begin Defining Equity (20 min)
- Sharing Your Story & Wrap It Up (10 min)

Thoughts - How Am I Showing Up

Asking the right question
  • How are we doing for our students? vs How are our students doing?

"When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce."

Equity Work - Disrupt institutional biases and end inequitable practices so all students have an equal chance at success.

District Equity Advisory Team Purpose & Responsibility

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
- 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.*

Strategic Plan Equity Goal

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

Let's Connect
Reflect on Gorman's Recitation of "The Hill We Climb"

Let's Connect

Reflect on Gorman's Recitation of "The Hill We Climb"

When day comes we step out of the shade,
aflame and unafraid
The new dawn blooms as we free it
For there is always light,
if only we're brave enough to see it
If only we're brave enough to be it

- When your light shines brightest, what are you brave enough to see and what are you brave enough to be?
- What does she say in this talk that stands out for you? Why?
- How might *you* answer her key questions: "Whose shoulders do you stand on? What do you stand for?"
- When your light shines brightest, what are you brave enough to see and what are you brave enough to be?

What is Community Outreach?

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

Benefits of Community Outreach

- 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

Stakeholders

- Students
- Families
- Staff
- Social Justice Organizations

- Faith & Community-Based Organizations
- Businesses
- Sports Teams
- Other Unions

Theory of Change

1. **Theory of Change Statement** - If we organize **(WHO)** to do **(WHAT)** then we achieve **(Hopeful Outcome(s))**
2. **Key Leadership Team Members and Partners -** Who is Key to LEADING the change you want to see?
3. **Resource List –** Resources are those "things" that you can leverage to get you to the change you want to see. It may be helpful to think of them in the following categories:

   - **People =** Who can help you create the change you want to see? Specific and intentionally identified people who can help you achieve the change you want to see.
   - **Expertise =** Key, specialized knowledge that is used to support the change you want to see. Where is it, how do you get it, how do you communicate it, how do you 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)

Narrative of Change

- Who are you as a community? What makes you believe in this community? What challenges do you face? What hopes do you share? What makes action urgent now?
- What is the US and NOW of your narrative?
- How do your team members, leaders and partners use their Story of Self to build into the narrative?

Saul Alinsky suggests that listening is the critical starting point in organizing.

- Success depends upon being accepted by those you are attempting to organize
- Respecting the dignity of individuals

- "Listen not talk, and learn to eat, sleep, breathe only one thing; the problems and aspirations of the community."

Focus: Equity

**Identify Pressing Equity Issues
(Issues Identified in December 2020)**

**Padlet Link
(Additional Issues)**

Focus: Equity

Identify the Issue: Padlet Link

What is the most pressing issue of equity in Washougal and why?

- 30 minutes -

Focus: Equity

Identify Pressing Equity Issues

&

Identify Themes & Priorities

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

Washougal School District
2020-21

Demographic	Percentage
Female	47.8%
Male	52.2%
American Indian/ Alaskan Native	0.4%
Asian	0.9%
Black/ African American	0.8%
Hispanic/ Latino of any race(s)	11.5%
Native Hawaiian/ Other Pacific Islander	0.0%
Two or More Races	6.8%
White	79.7%
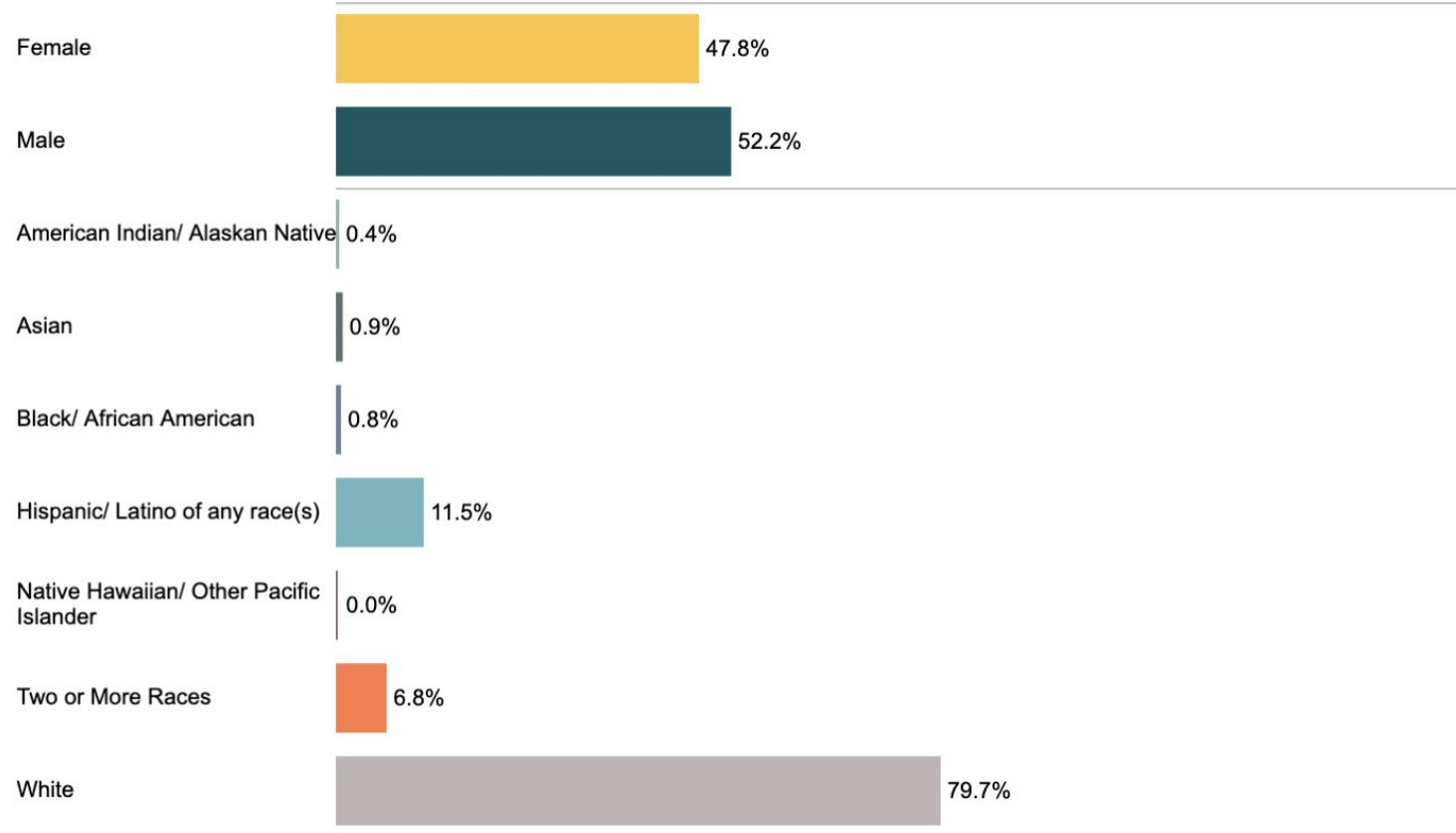
What is the percent of classroom teachers by race/ethnicity?

Washougal School District
2019-20

Race/Ethnicity	Percent
American Indian/Alaskan Native	2.2%
Asian	2.2%
Black/African American	0.5%
Hispanic/Latino of any race(s)	4.4%
Native Hawaiian/Other Pacific Islander	0.5%
Not Provided	1.1%
Two or More Races	0.5%
White	88.5%
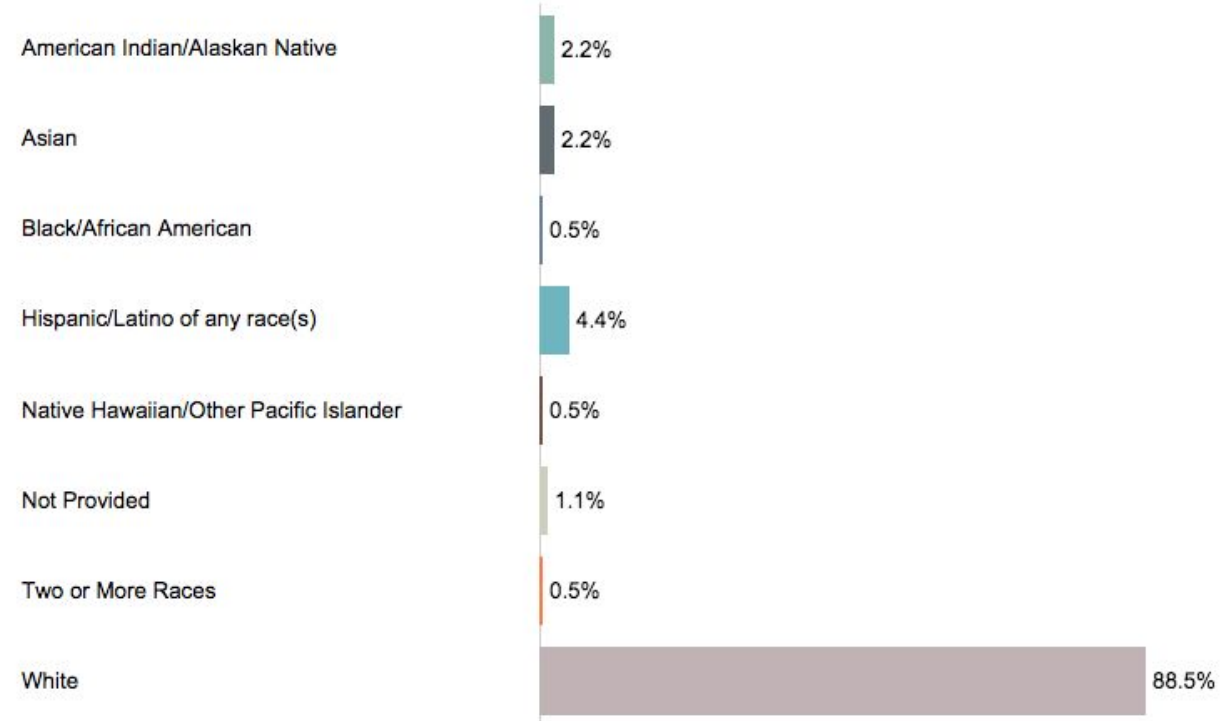
How many students were enrolled at the beginning of the school year, by student program and characteristics?
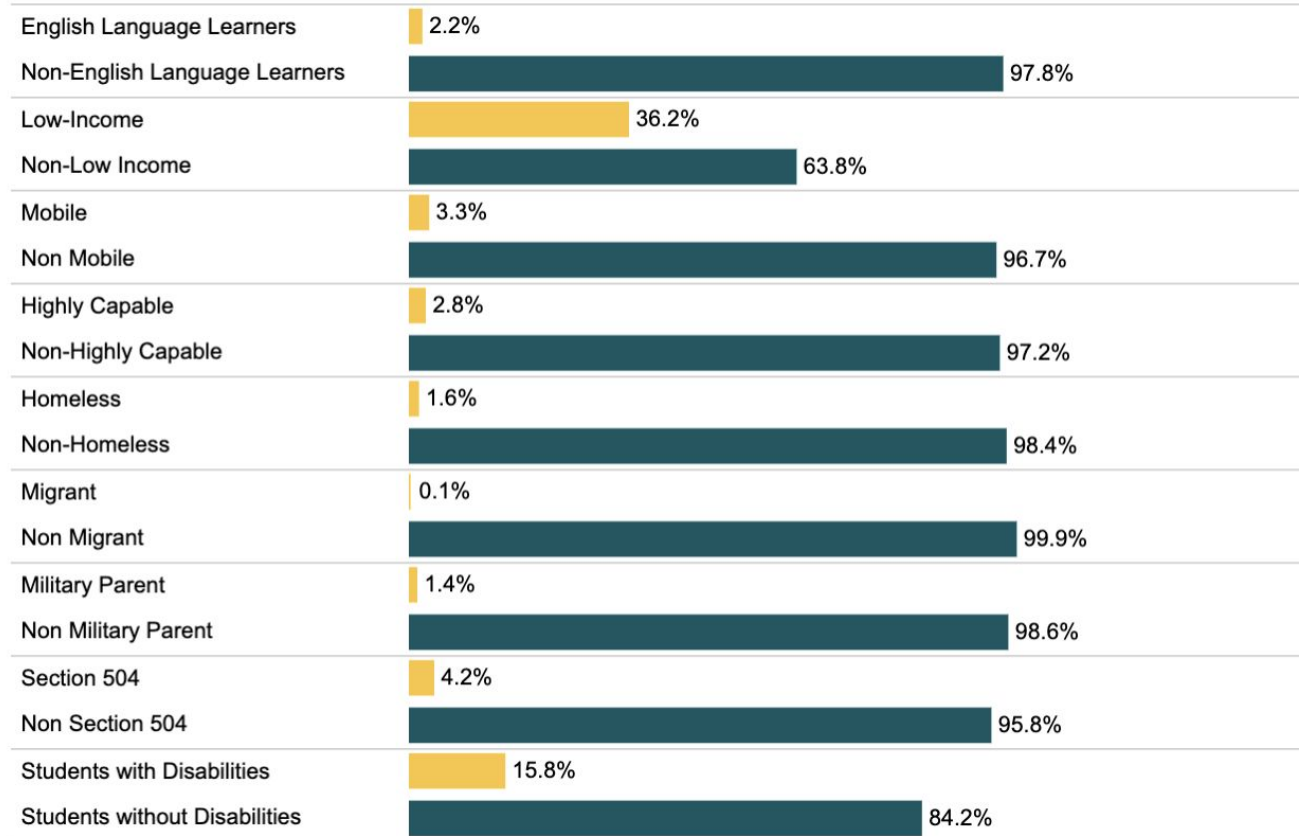
Washougal School District
2020-21

Characteristic	Percentage
English Language Learners	2.2%
Non-English Language Learners	97.8%
Low-Income	36.2%
Non-Low Income	63.8%
Mobile	3.3%
Non Mobile	96.7%
Highly Capable	2.8%
Non-Highly Capable	97.2%
Homeless	1.6%
Non-Homeless	98.4%
Migrant	0.1%
Non Migrant	99.9%
Military Parent	1.4%
Non Military Parent	98.6%
Section 504	4.2%
Non Section 504	95.8%
Students with Disabilities	15.8%
Students without Disabilities	84.2%

What percent of students graduated in four years, by student demographics?

Washougal School District
2020

	Graduating	Percent Continuing	Percent Dropout
Female	91.3%	4.7%	3.9%
Male	84.8%	12.8%	2.4%
Asian	N<10	Suppressed: Graduation Rate N<10	Suppressed: Graduation Rate N<10
Black/ African American	N<10	Suppressed: Graduation Rate N<10	Suppressed: Graduation Rate N<10
Hispanic/ Latino of any race(s)	84.0%	12.0%	4.0%
Two or More Races	>90%	Suppressed: Graduation Rate >90%	Suppressed: Graduation Rate >90%
White	88.7%	8.9%	2.5%
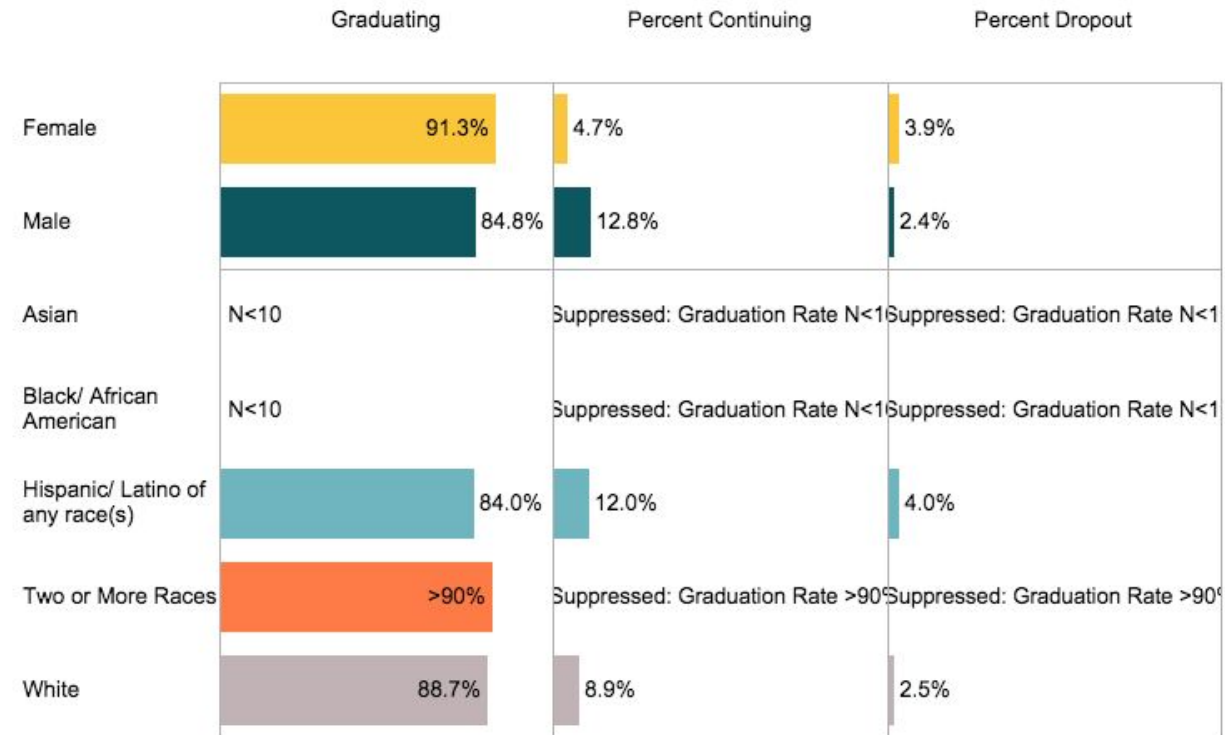
Student, Staff & City of Washougal - Race %

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%

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		100		100		50		75	
American Indian/Alaskan Native	NS		0		50		66.7		NS	
Native Hawaiian/Other Pacific Islander	NS		0		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		100		60		100		60	
Homeless	ND	ND	ND	ND	ND	ND	57.1		33.3	
Foster Care	33.3		100		100		0		100	

NS - No Students
ND - No Data
TS - Total Students

Graduation Rate

Chart showing graduation rate:
- 2016: 74.00%
- 2017: 82.80%
- 2018: 83.70%
- 2019: 88.90%
- 2020: 88.10%

Celebration:

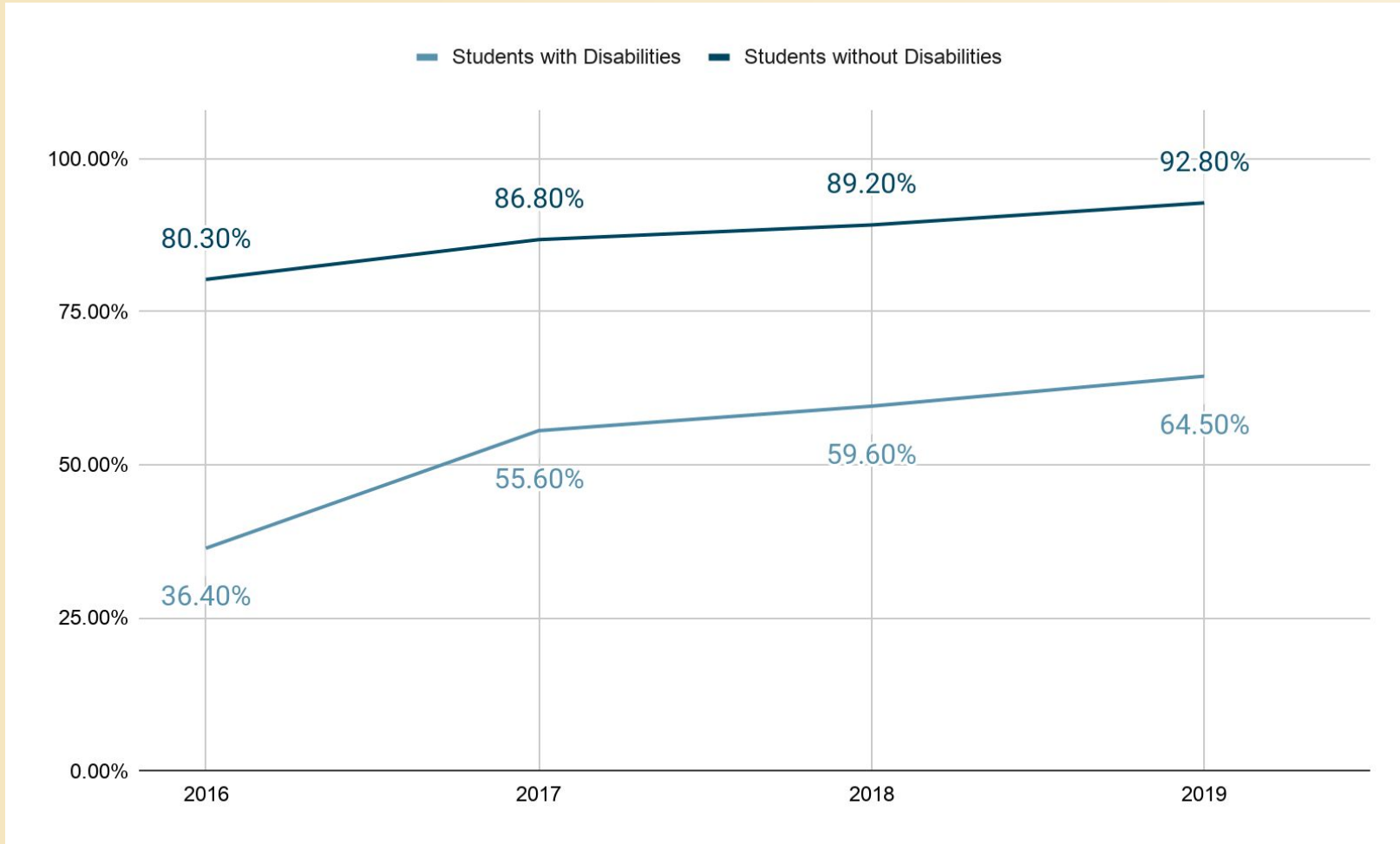Supports (AVID, Freshman Academy, On-Track, Graduation Pathways, HSBP), led to a 14% increase in the graduation rate

Next Steps

- Strategies to increase graduation rate for all students
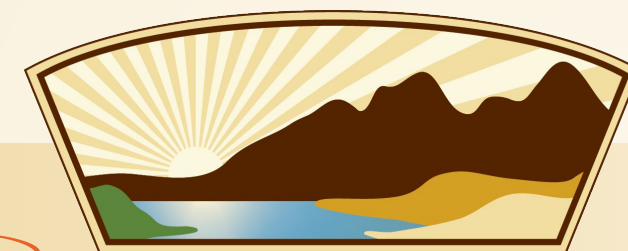
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Graduation Rate - Students with Special Needs

Legend: Students with Disabilities — Students without Disabilities

Students without Disabilities: 80.30%, 86.80%, 89.20%, 92.80%

Students with Disabilities: 36.40%, 55.60%, 59.60%, 64.50%

Years: 2016, 2017, 2018, 2019

What's working:
- Special Education coaching
- AVID strategies
- Freshman Academy
- Teacher PD

Next Steps:
Inclusionary Practices

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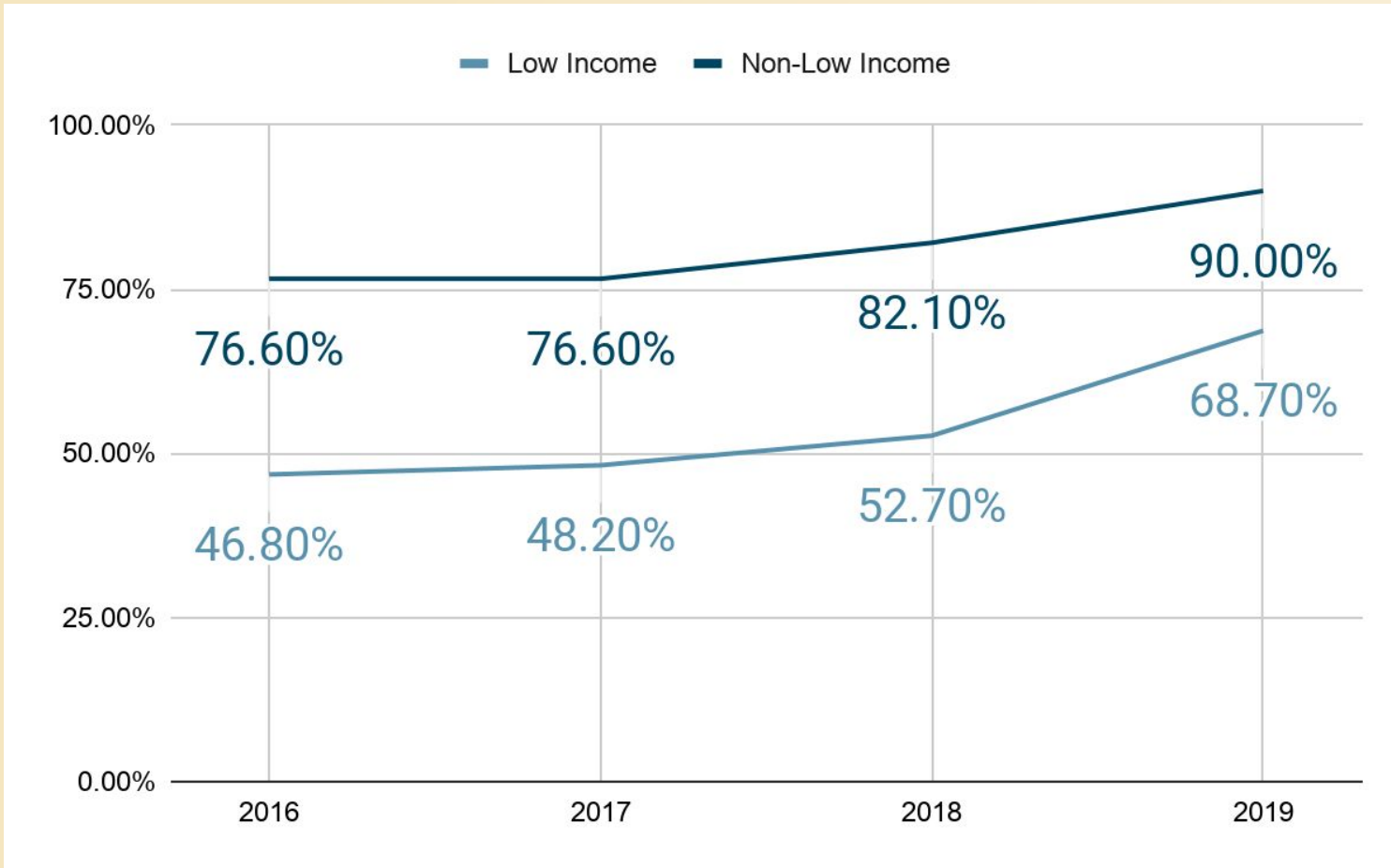
Graduation Rate - Students who Identify as Hispanic

Legend: Hispanic, Non-Hispanic

Non-Hispanic values: 74.50%, 84.20%, 86.00%, 90.40%
Hispanic values: 70.60%, 81.30%, 64.30%, 85.70%

Years: 2016, 2017, 2018, 2019
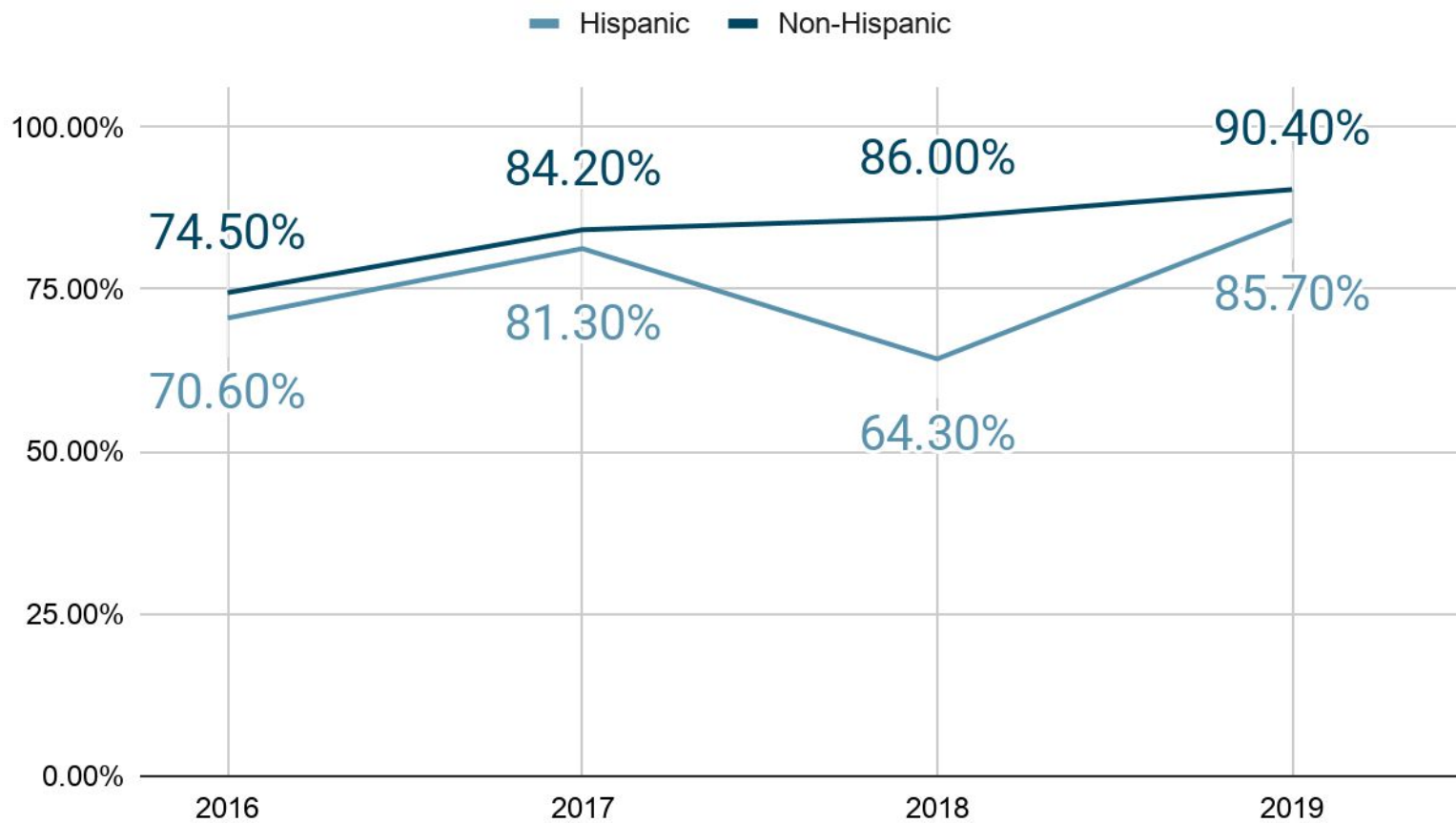
What's working:
- AVID
- Freshman Academy

Next Steps
- Culturally Responsive Classroom Management
- Family Partnerships

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Graduation Rate - Students who Qualify as Low Income

Low Income ━ Non-Low Income

86.00%
91.50%
92.30%
93.10%

60.90%
71.70%
69.50%
83.20%

100.00%
75.00%
50.00%
25.00%
0.00%

2016   2017   2018   2019
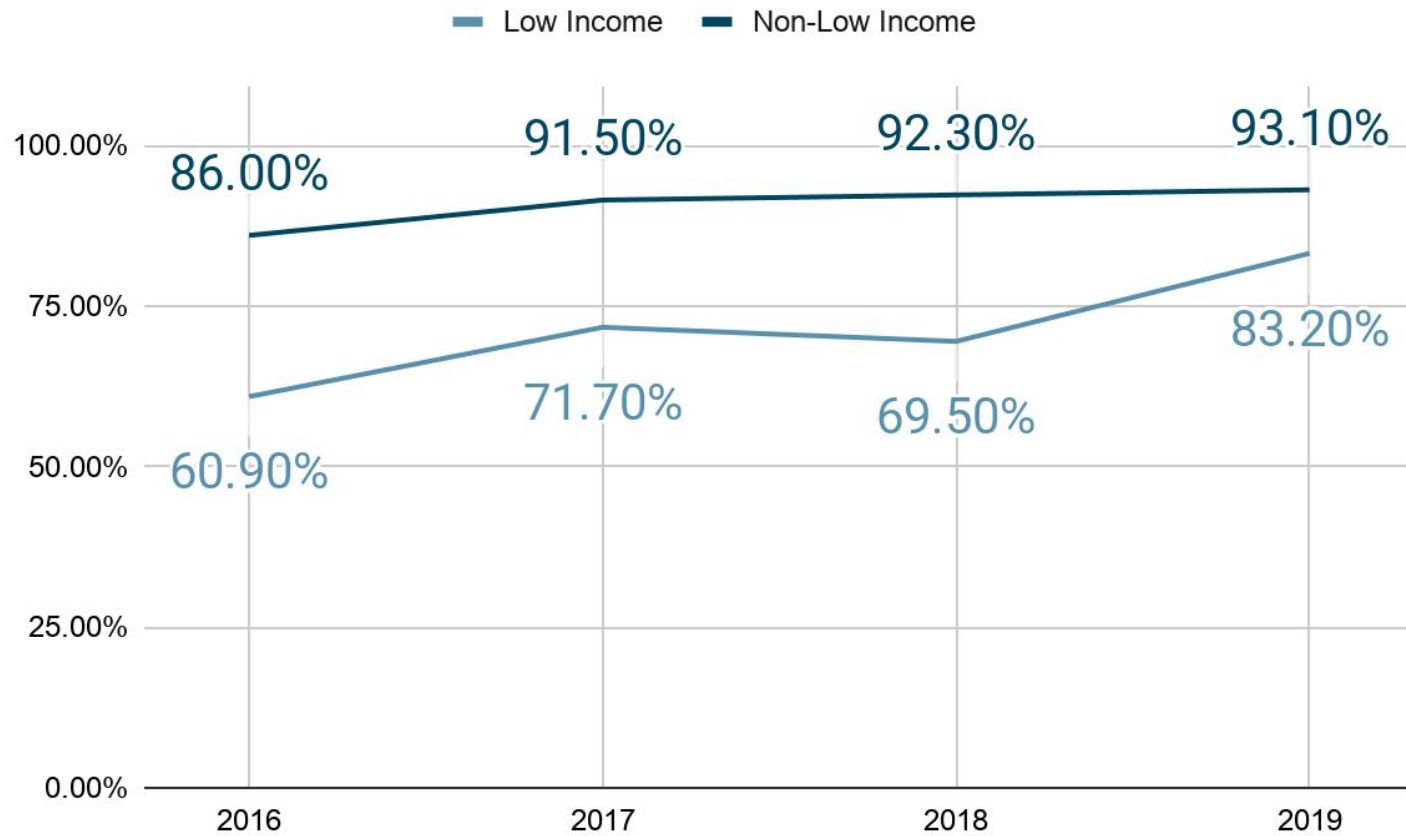
What's working:
- AVID strategies
- Freshman Academy with differentiation & scaffolding
- Teacher PD

Next Steps
- Culturally Responsive Classroom Management
- MTSS

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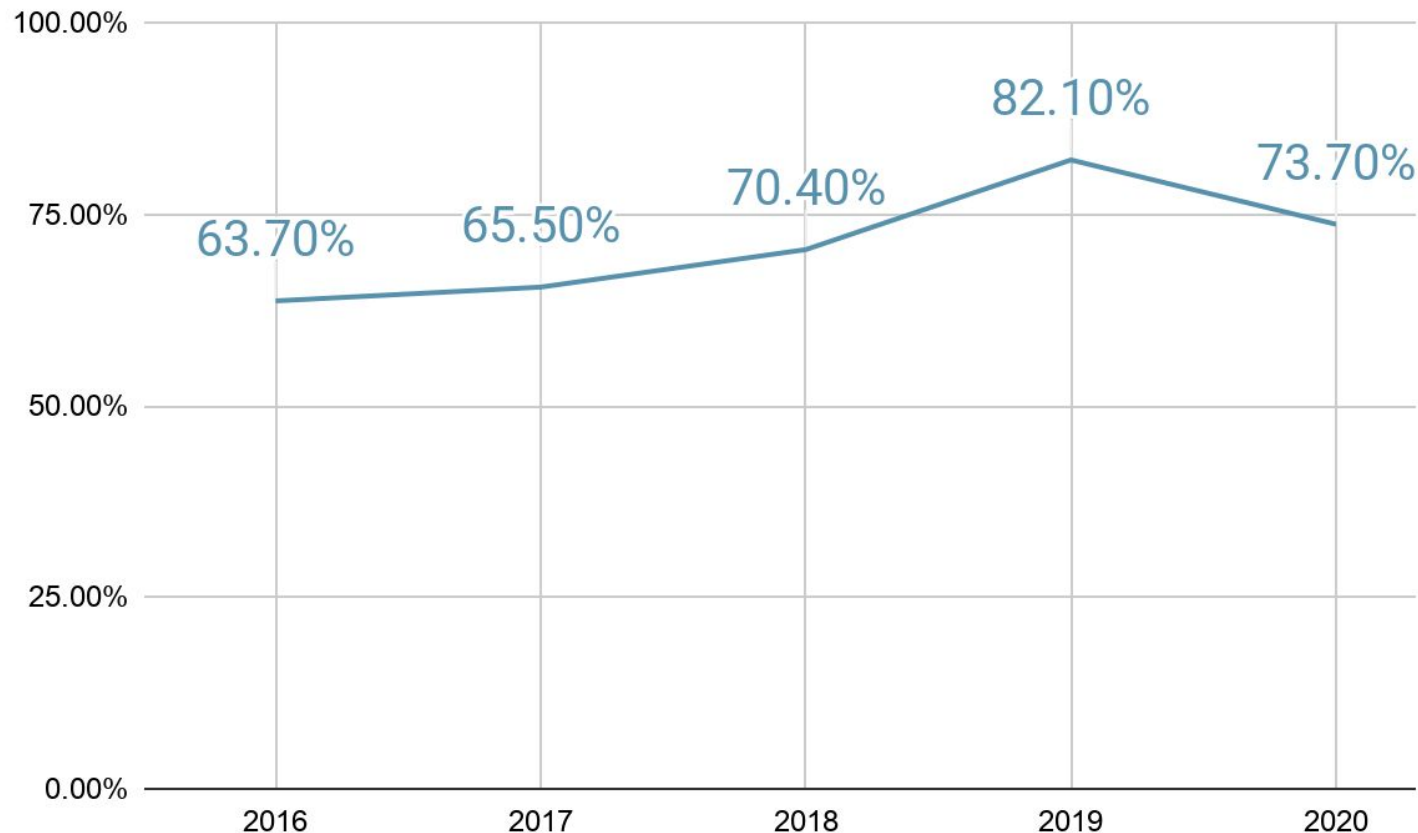
9th Grade on Track

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

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9th Grade on Track - Students with Special Needs
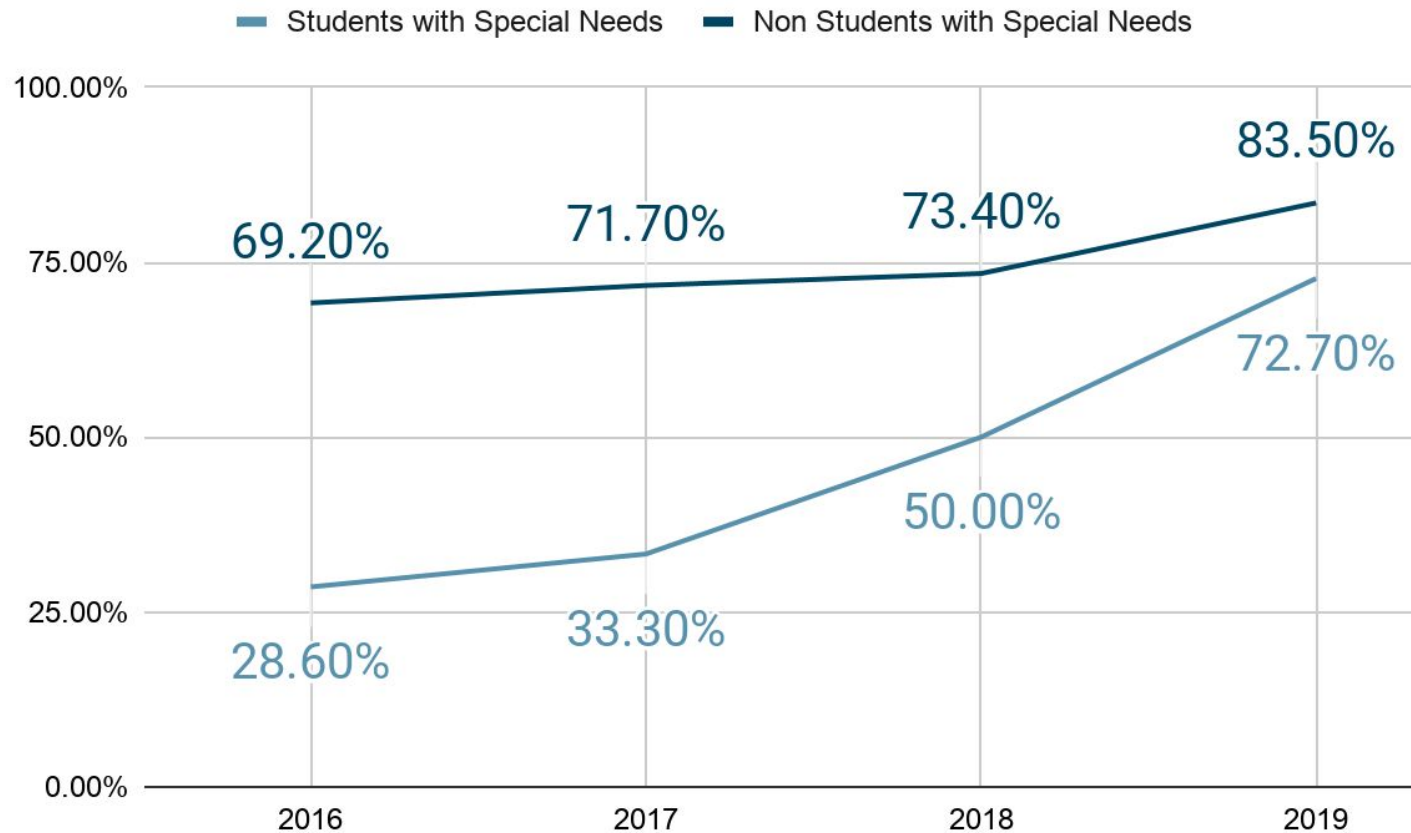
Legend: Students with Special Needs / Non Students with Special Needs

Non Students with Special Needs: 69.20%, 71.70%, 73.40%, 83.50%
Students with Special Needs: 28.60%, 33.30%, 50.00%, 72.70%

Years: 2016, 2017, 2018, 2019

What's working:
- Special Education coaching
- AVID strategies
- Freshman Academy
- Teacher PD

Next Steps:
Inclusionary Practices

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9th grade on track - Students who Identify as Hispanic

Legend: Hispanic, White

- 100.00%
- 75.00%
- 50.00%
- 25.00%
- 0.00%

Years: 2016, 2017, 2018, 2019

White line values: 65.20%, 67.70%, 72.20%, 83.90%

Hispanic line values: 62.50%, 51.50%, 48.00%, 66.70%
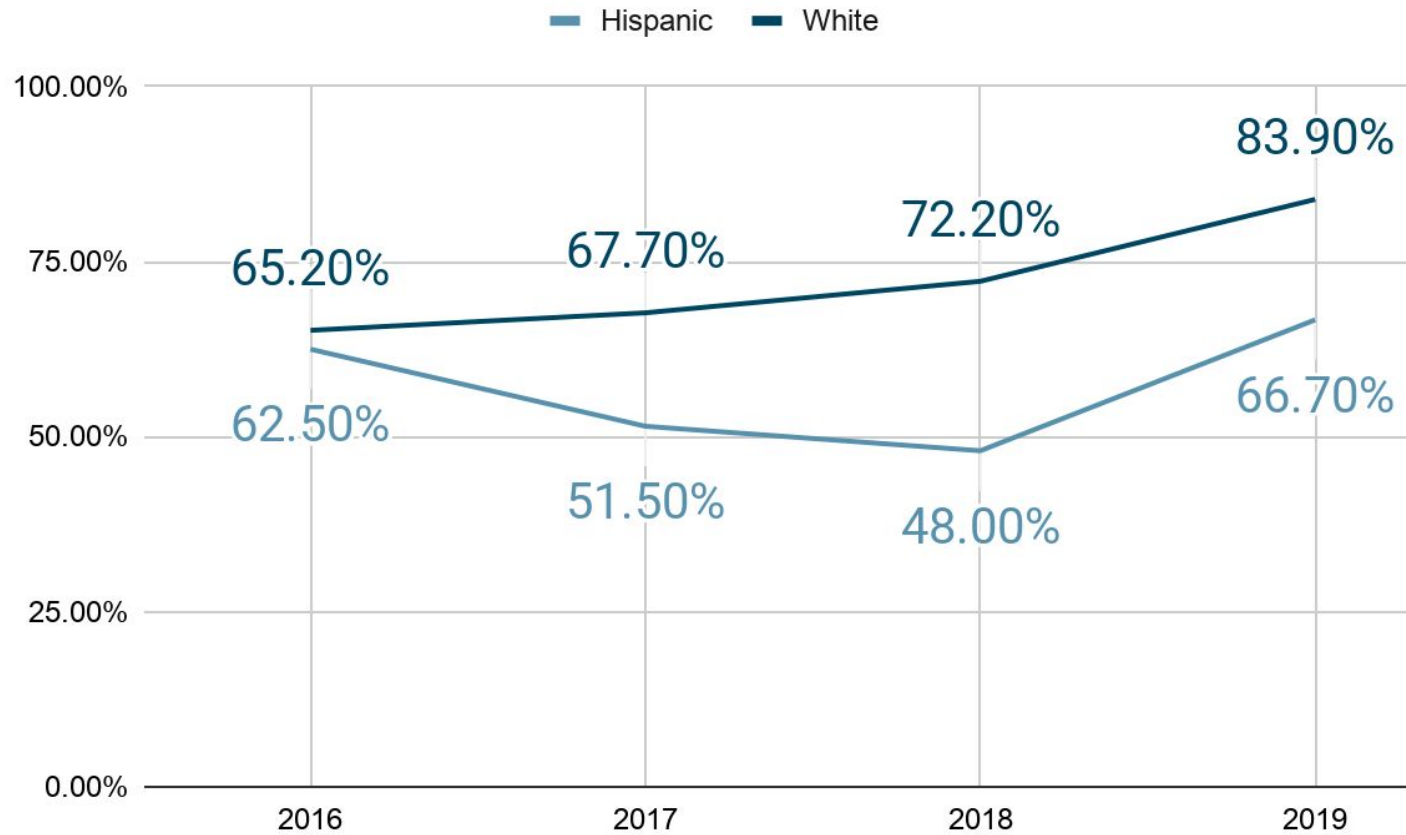
Opportunity for Growth:

- Increase partnership with Hispanic/Latinx community

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

Low Income — Non-Low Income

100.00%

76.60%   76.60%   82.10%   90.00%

75.00%   68.70%

50.00%

46.80%   48.20%   52.70%

25.00%

0.00%
        2016   2017   2018   2019

What's working:
- AVID
- Freshman Academy
- MTSS

Next Steps
- CRCM

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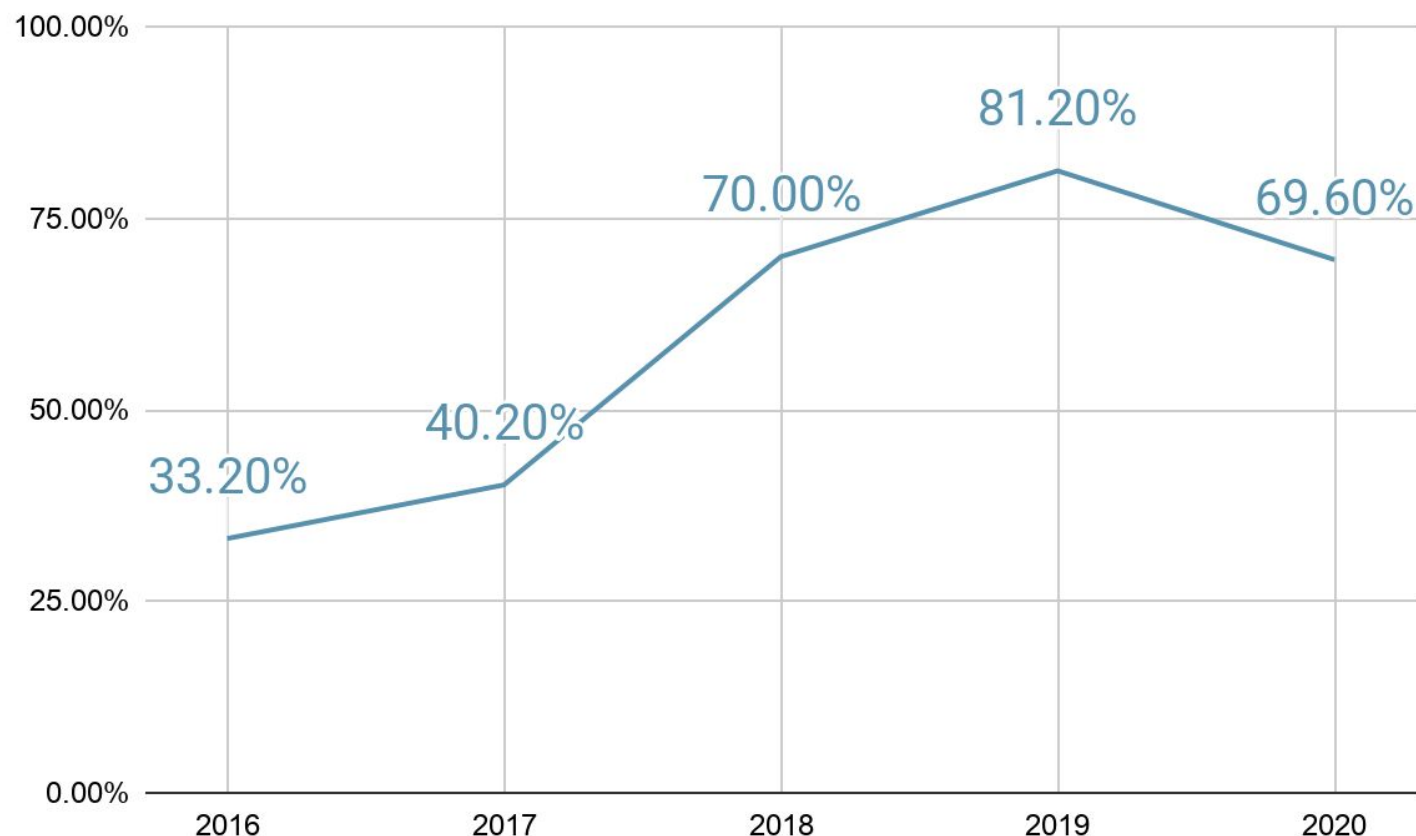
Dual Credit

- 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)
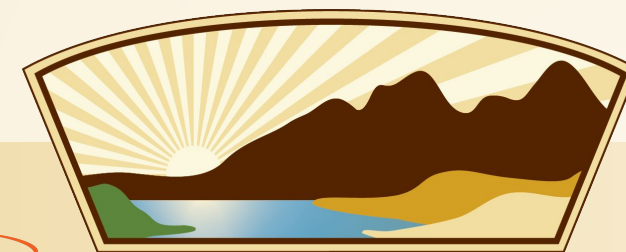
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Dual Credit - Students with Special Needs

Legend: Students with Special Needs — Non Students with Special Needs

Non Students with Special Needs values: 37.00%, 45.00%, 74.30%, 82.70%

Students with Special Needs values: 10.30%, 13.70%, 45.30%, 71.60%

Years: 2016, 2017, 2018, 2019
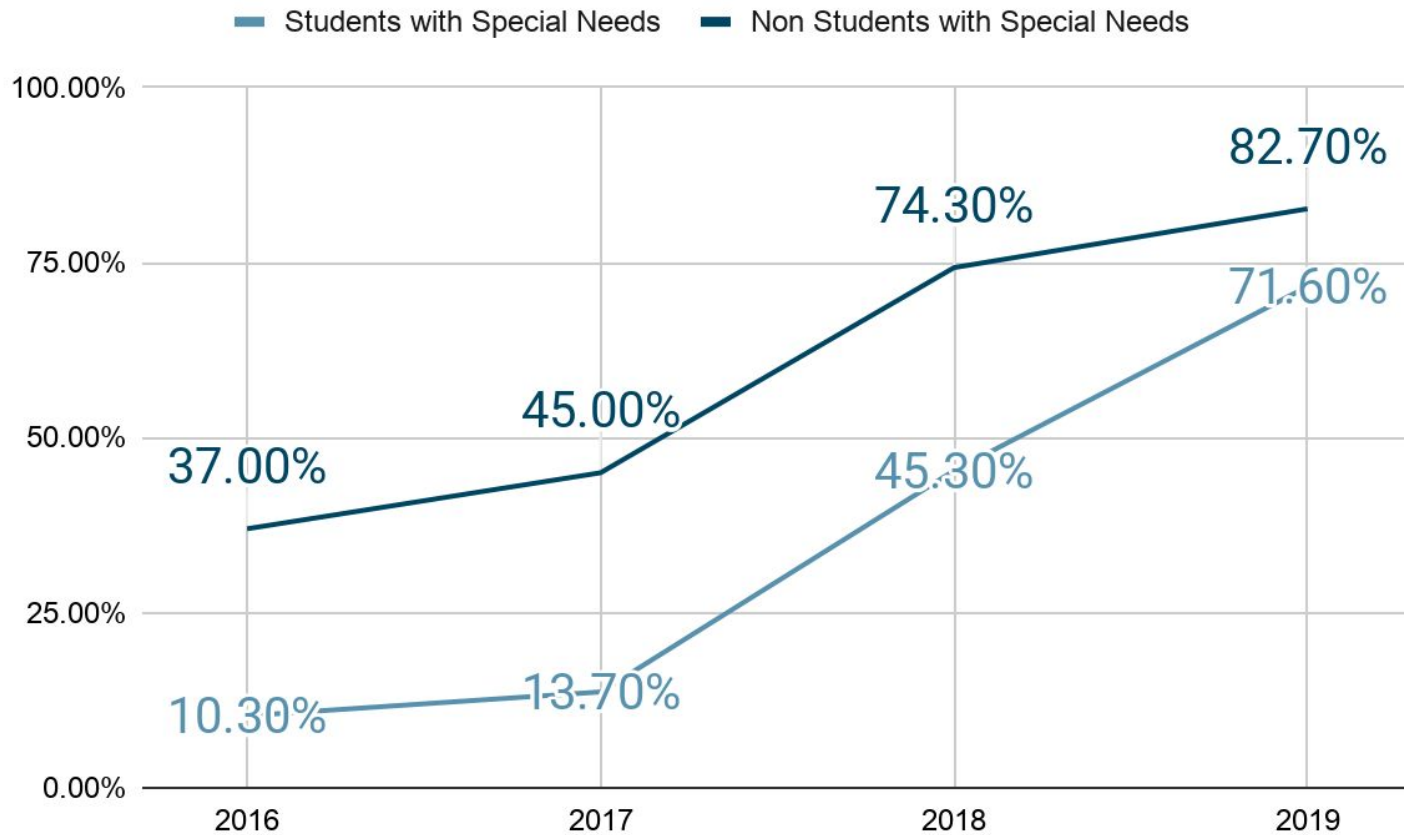
Students able to earn both high school and college credit

What's Working:

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

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Dual Credit - Students who Identify as Hispanic

Hispanic — White

	2016	2017	2018	2019
White	33.70%	41.70%	71.50%	83.30%
Hispanic	23.90%	25.70%	54.50%	71.80%
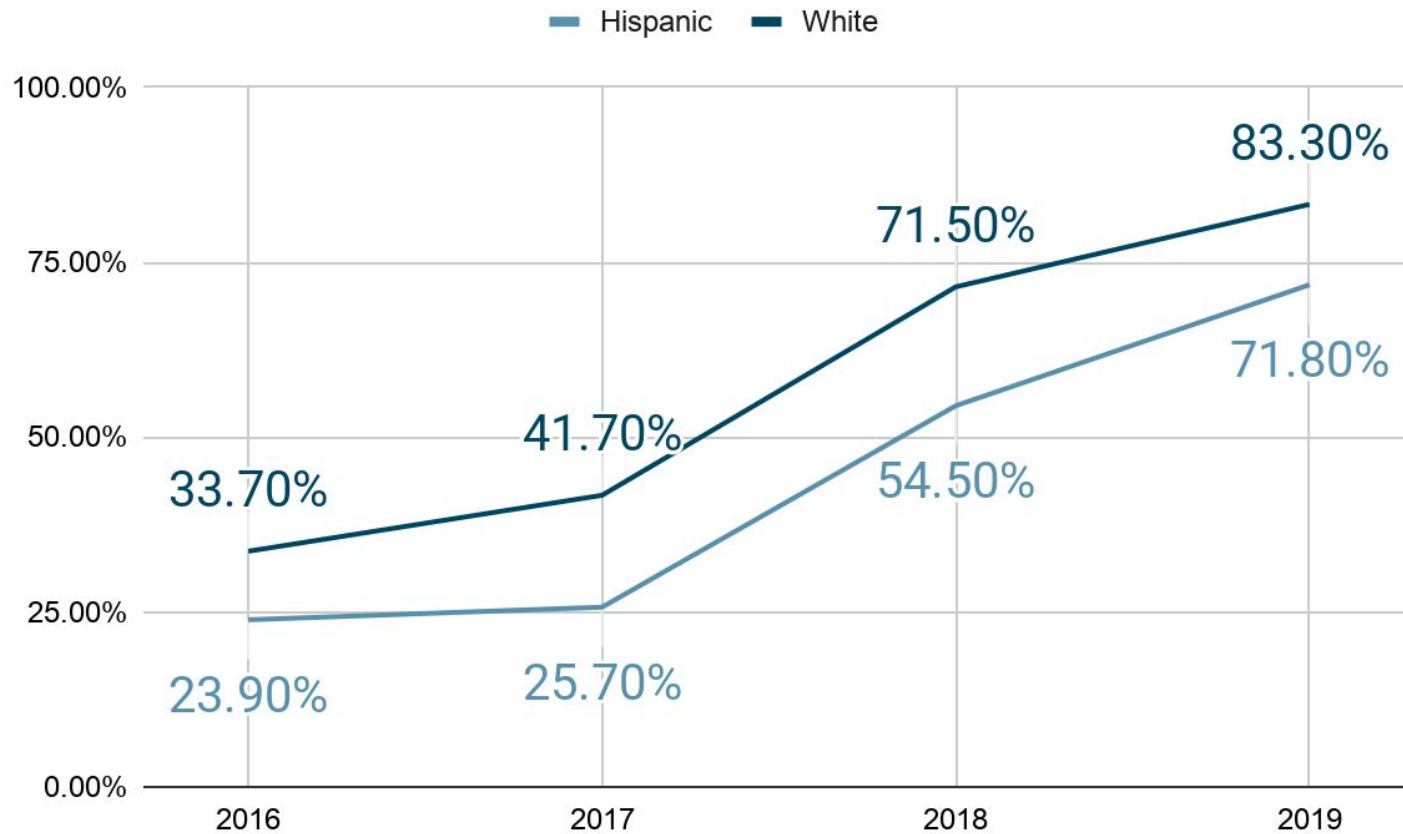
Students able to earn both high school and college credit

Next Steps:
- CRCM
- Spanish Speaking Family Outreach

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Dual Credit - Students who Qualify as Low Income

Low Income ━━ Non-Low Income

- 100.00%
- 84.00%
- 74.60%
- 75.00%
- 76.20%
- 46.50%
- 61.30%
- 50.00%
- 36.70%
- 25.00%
- 27.80%
- 28.90%
- 0.00%

2016   2017   2018   2019
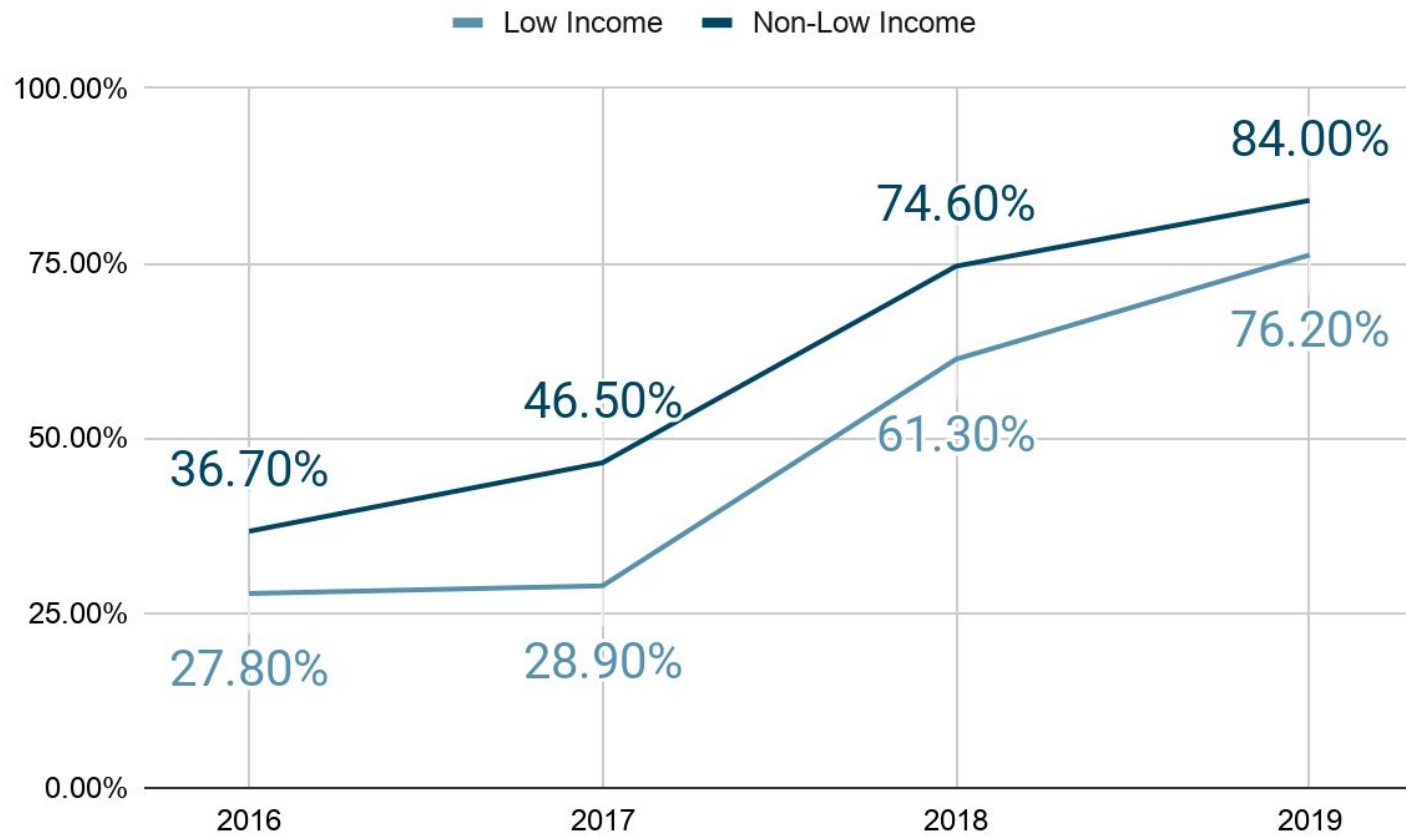
Students able to earn both high school and college credit

Next Steps:
- CRCM
- High expectations
- MTSS

#Washougal *Rising*
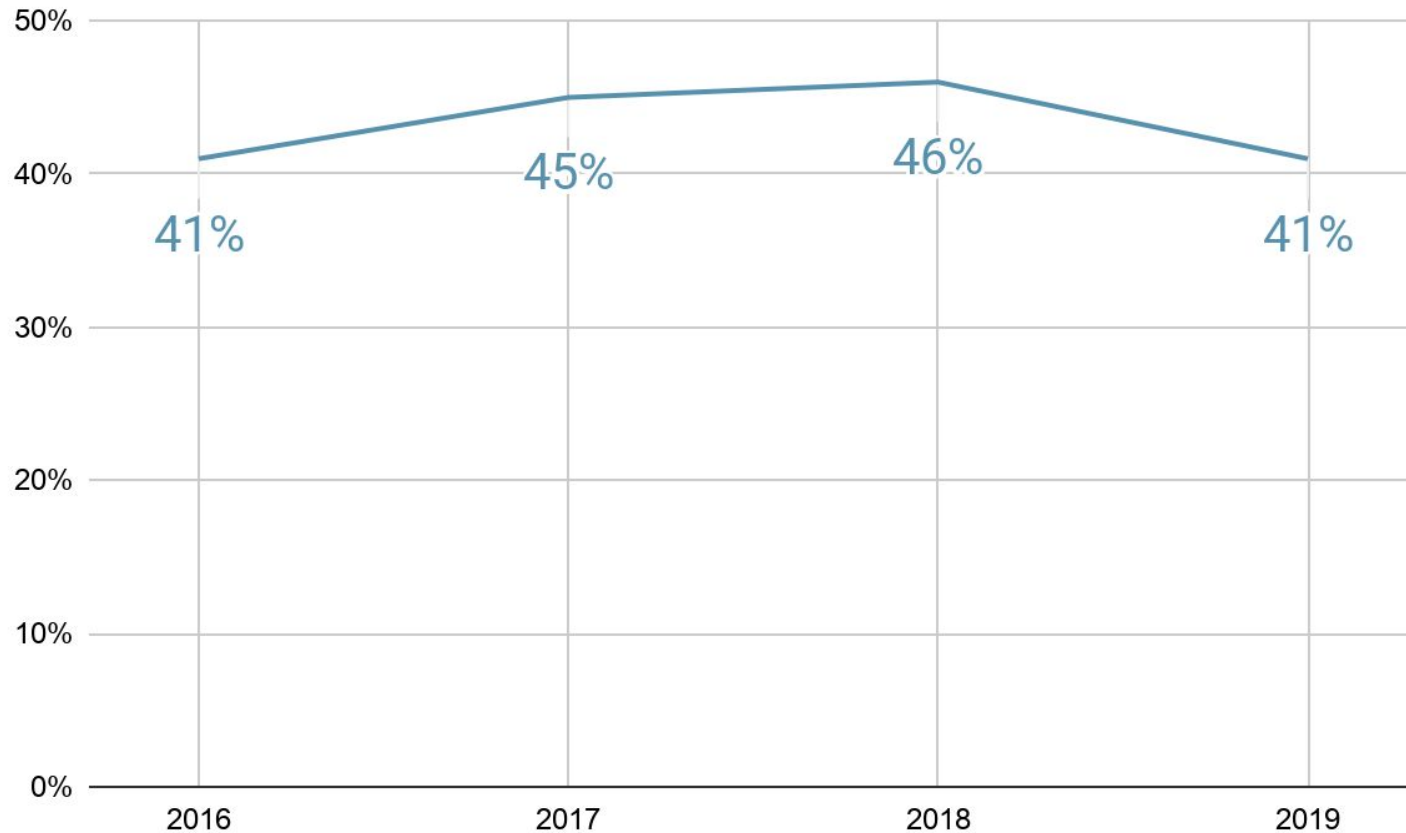
College Enrollment

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

College Enrollment - Students with Special Needs
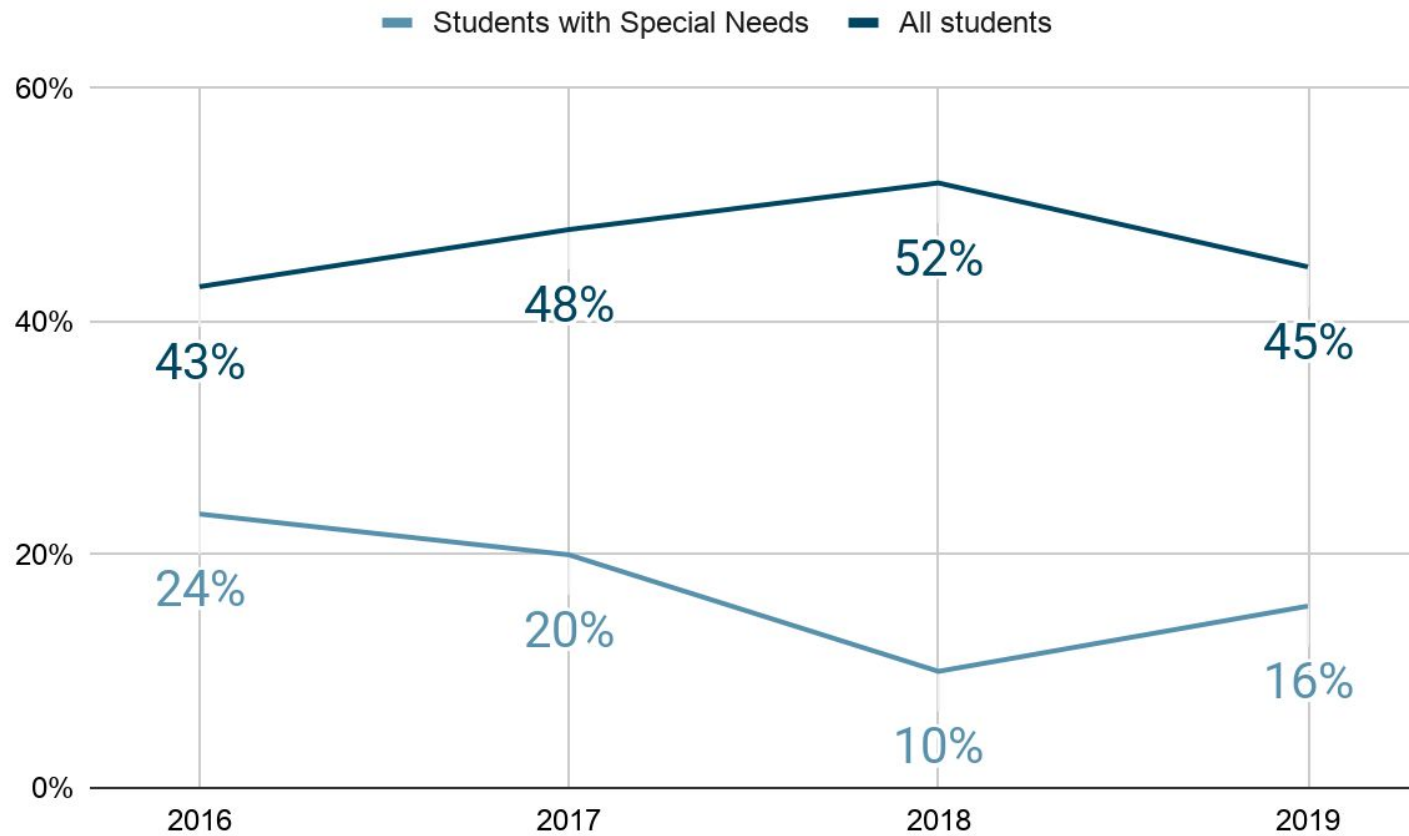
Legend: Students with Special Needs — All students

Chart values:
- All students: 43% (2016), 48% (2017), 52% (2018), 45% (2019)
- Students with Special Needs: 24% (2016), 20% (2017), 10% (2018), 16% (2019)

- 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

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College Enrollment - Students who Qualify as Low Income
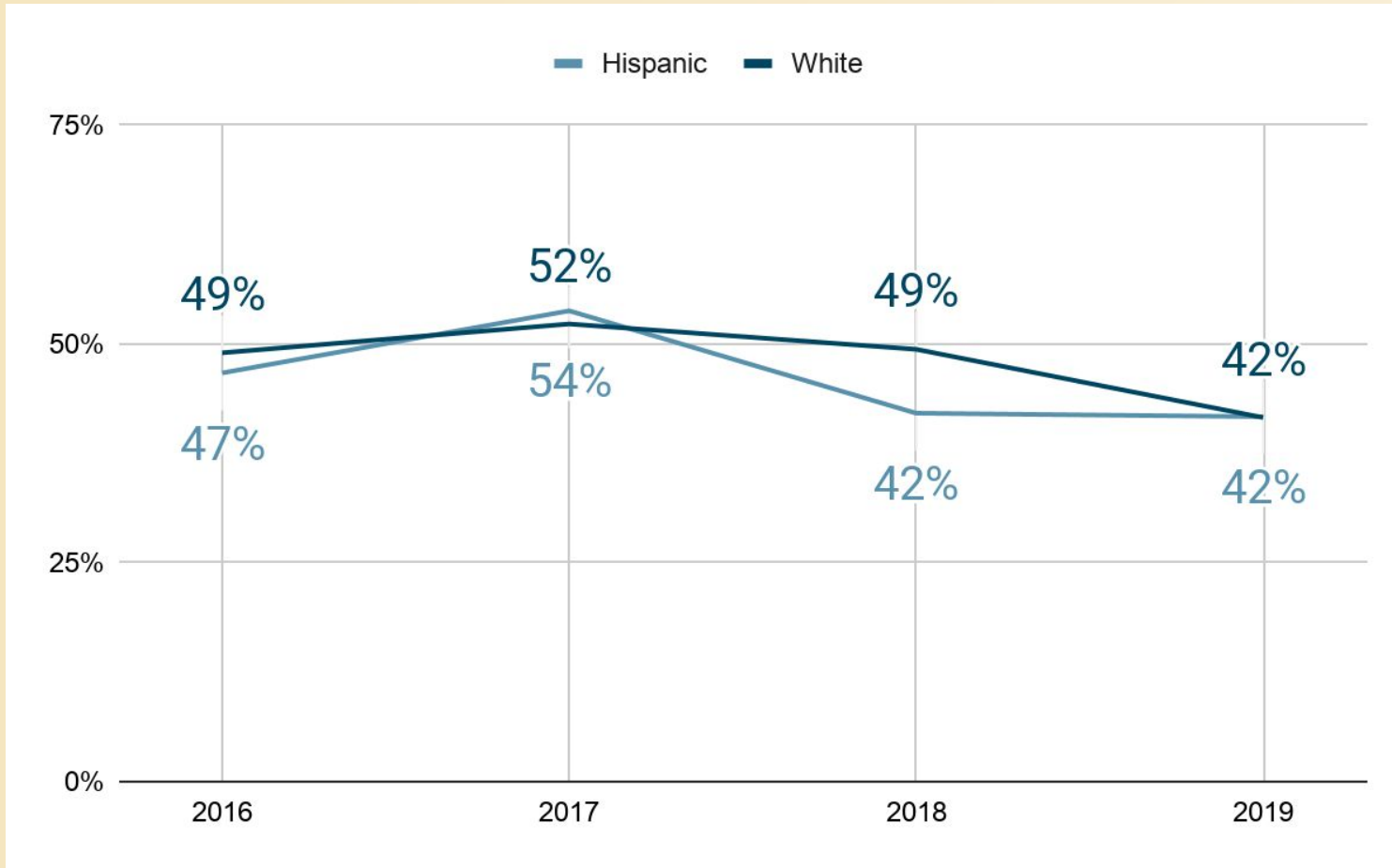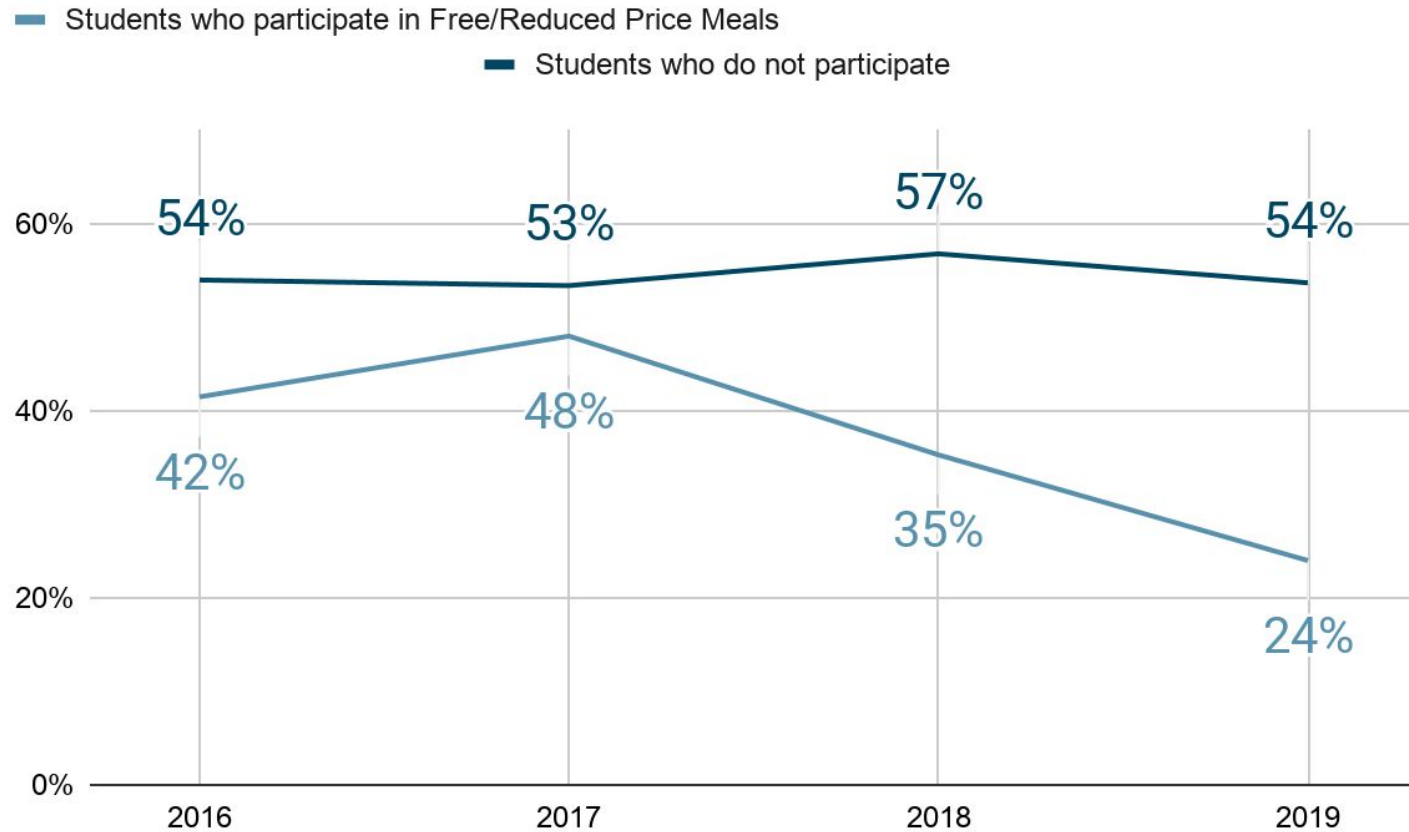
Legend:
- Students who participate in Free/Reduced Price Meals
- Students who do not participate

Chart data:
- 2016: 54% (do not participate), 42% (participate)
- 2017: 53% (do not participate), 48% (participate)
- 2018: 57% (do not participate), 35% (participate)
- 2019: 54% (do not participate), 24% (participate)

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

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Literacy at Grade 3

Third Graders Achieving Proficiency on the SBA ELA
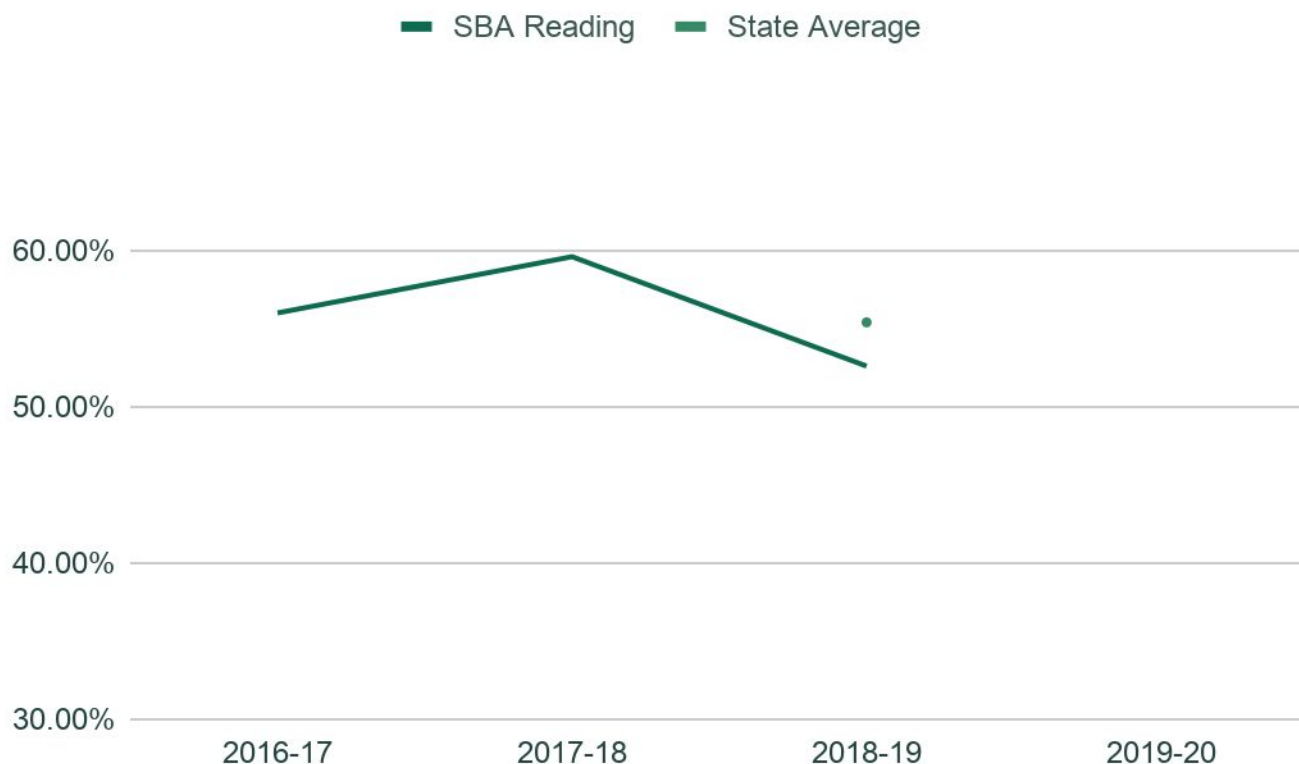
— SBA Reading — State Average

- Recent trend shows this as an area of focus to ensure students have access to the curriculum

Next Steps:

- Instructional Coaching
- Dyslexia Screening
- Progress Monitoring
- CRCM
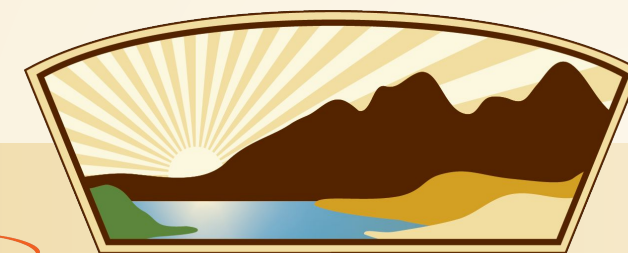
#WashougalRising
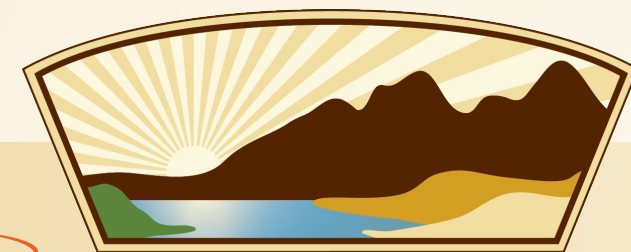
Literacy at Grade 3 - Students with Special Needs
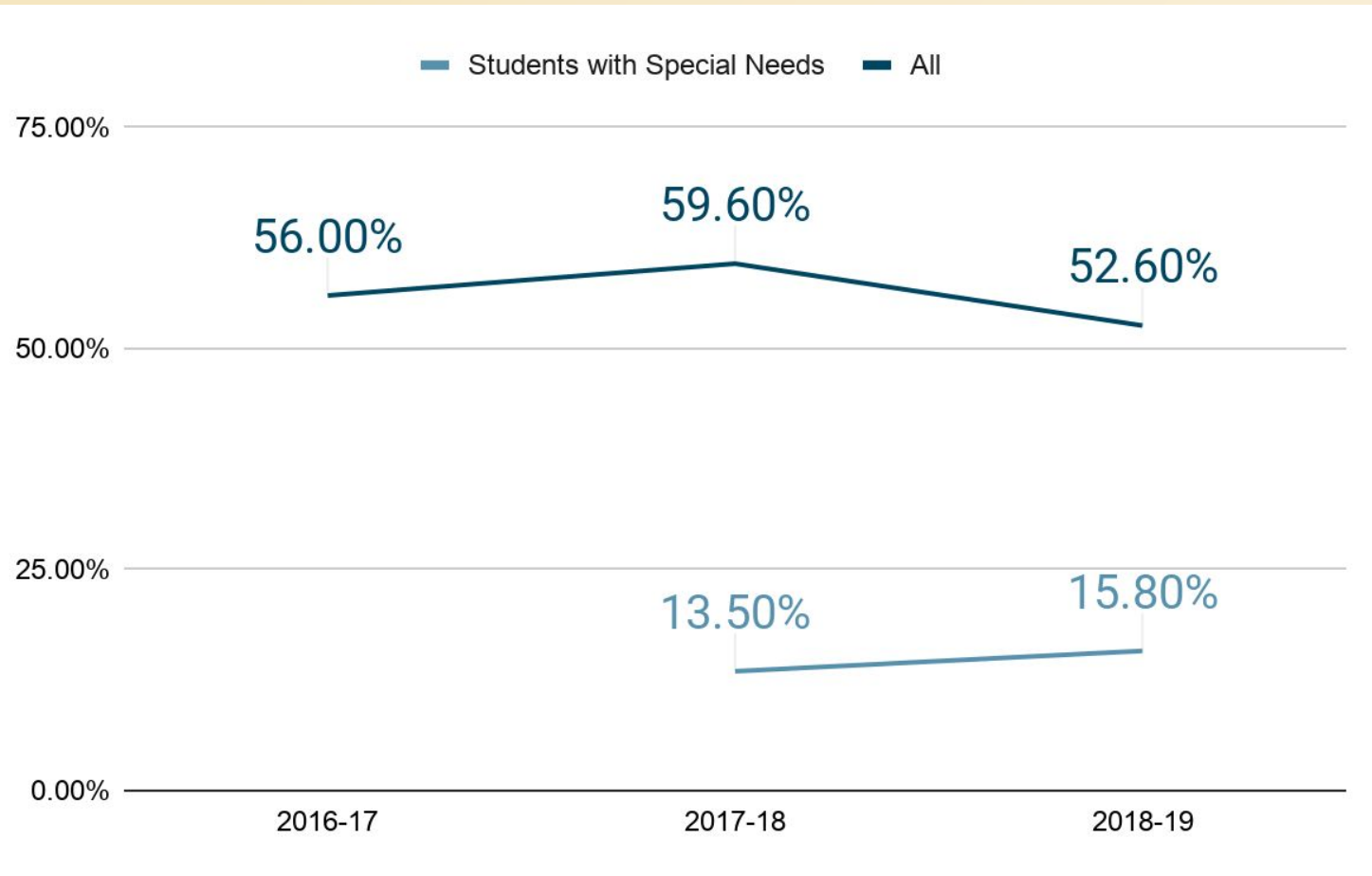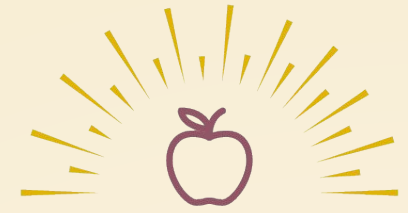
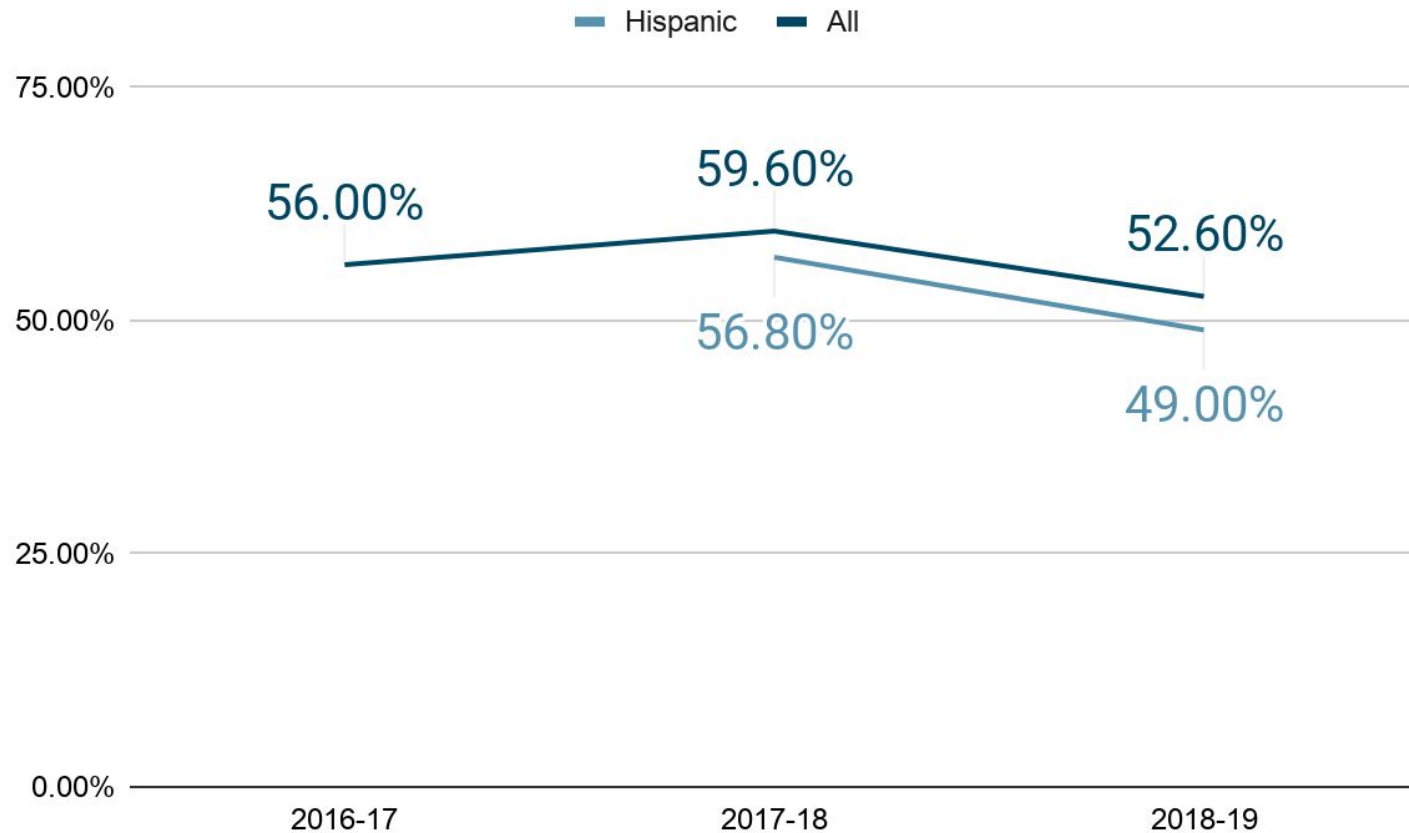Recent trend shows this as an area of focus to ensure students have access to the curriculum

Next Steps:

- Inclusive Practices
- Instructional Coaching
- Dyslexia Screening
- Progress Monitoring

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Literacy at Grade 3 - Students who Identify as Hispanic

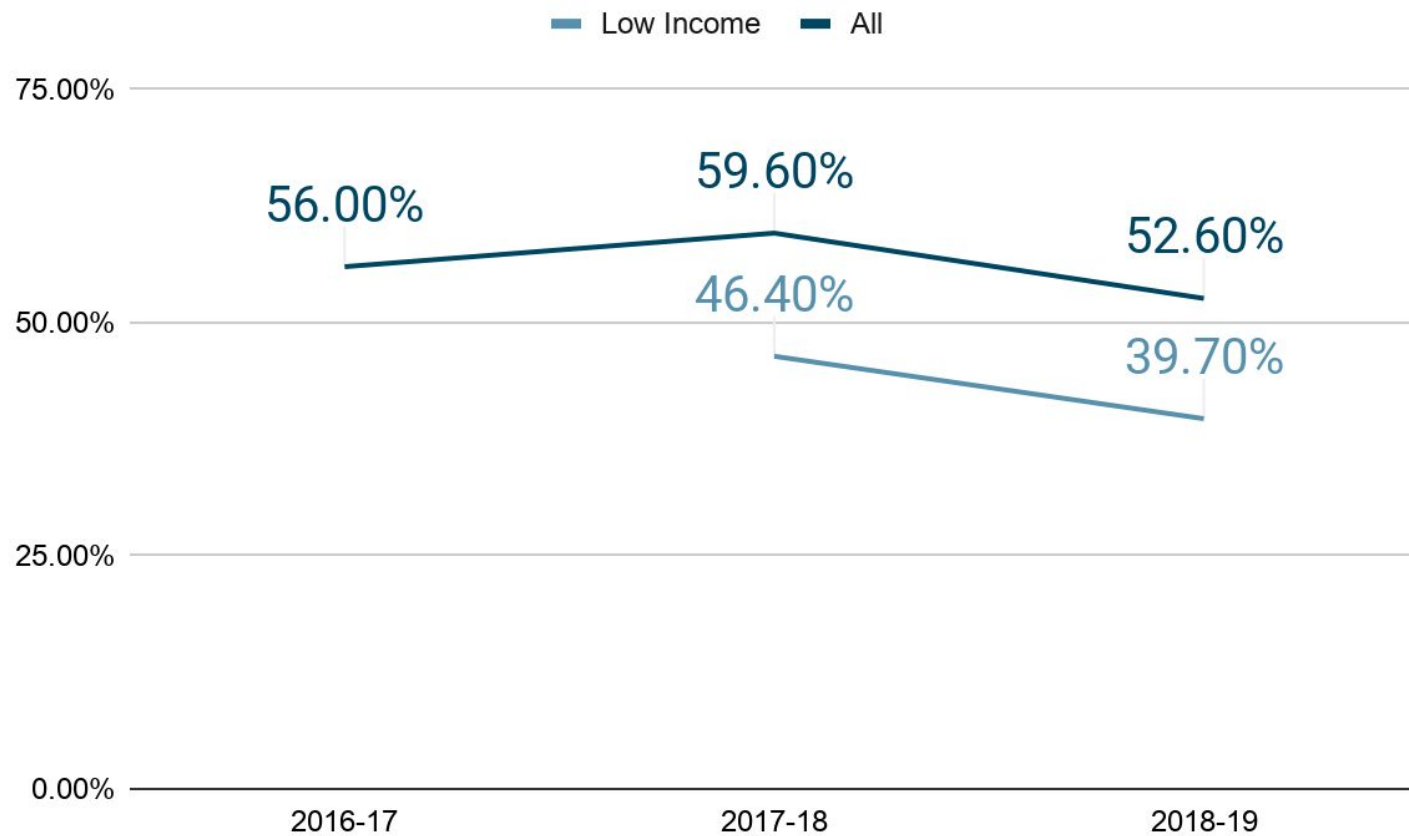Recent trend shows this as an area of focus to ensure students have access to the curriculum

Next Steps:

- Instructional Coaching
- Dyslexia Screening
- Progress Monitoring
- CRCM

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Literacy at Grade 3 - Students who Qualify as Low Income

Low Income   All

75.00%

56.00%

59.60%

52.60%

46.40%

50.00%

39.70%

25.00%

0.00%

2016-17   2017-18   2018-19

Recent trend shows this as an area of focus to ensure students have access to the curriculum

Next Steps:

- Instructional Coaching
- Dyslexia Screening
- Progress Monitoring
- CRCM

#WashougalRising
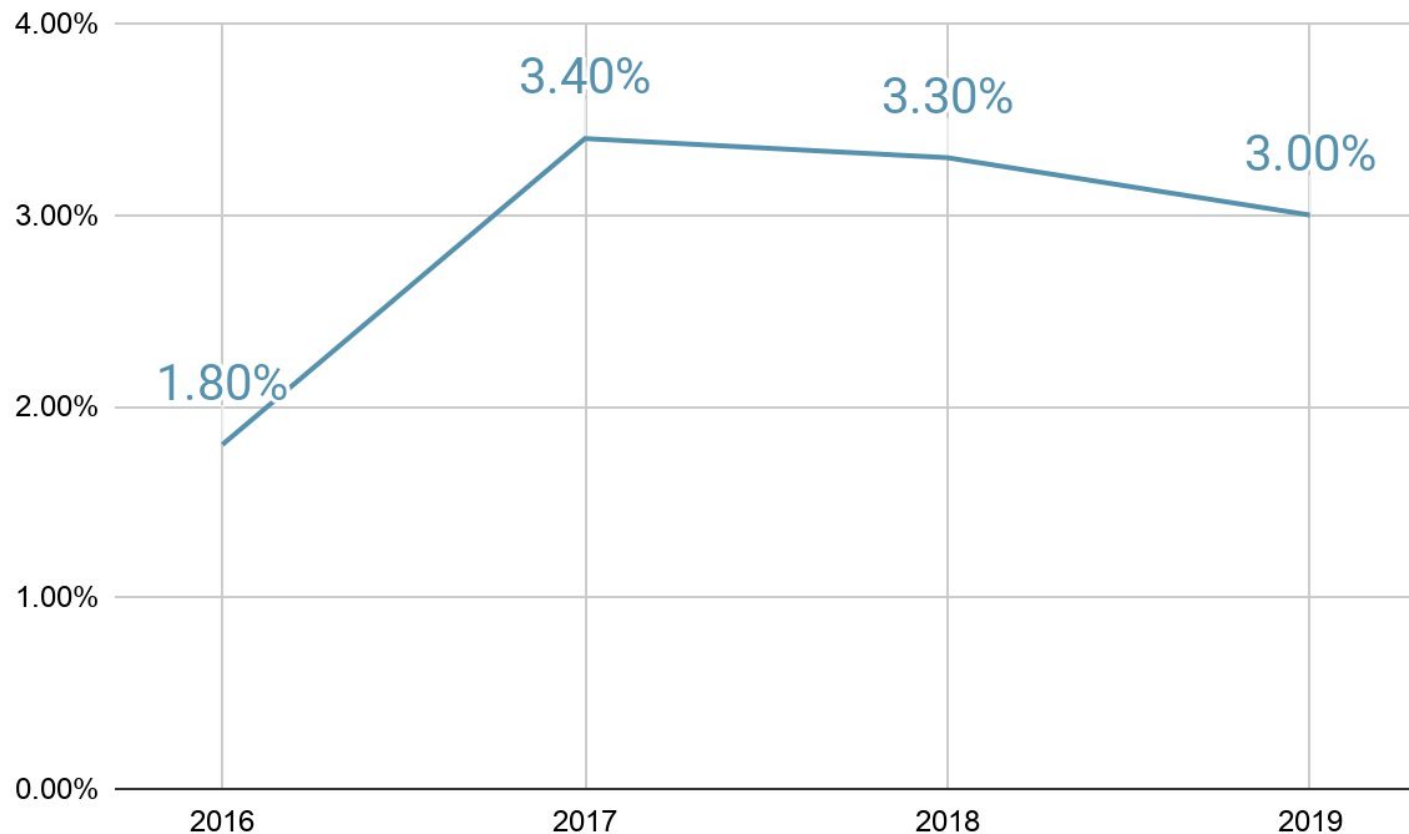
Discipline
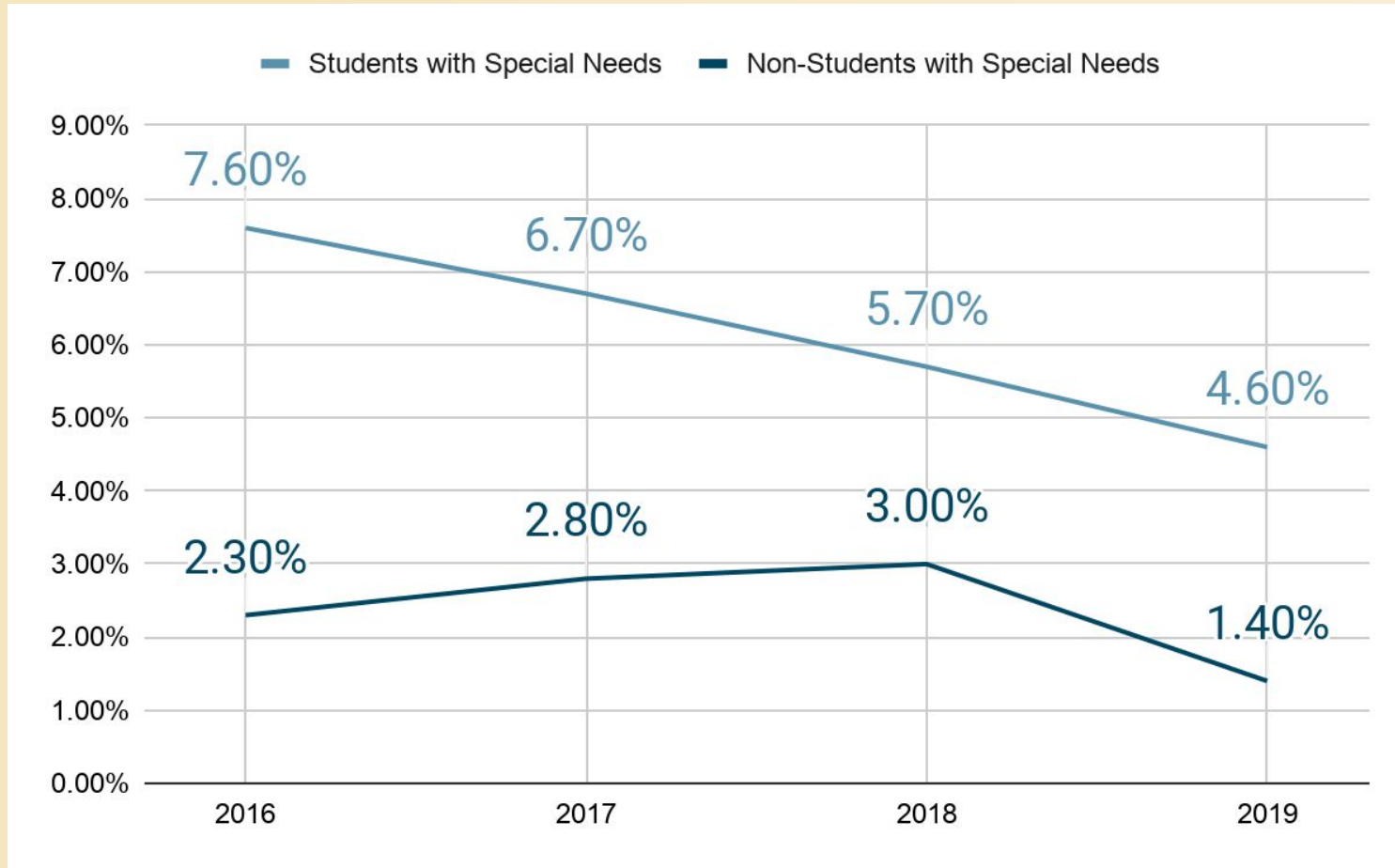

Percentage of students with a discipline event

Next Steps:

- PBIS Implementation
- Restorative Practices PD (secondary)
- CRCM

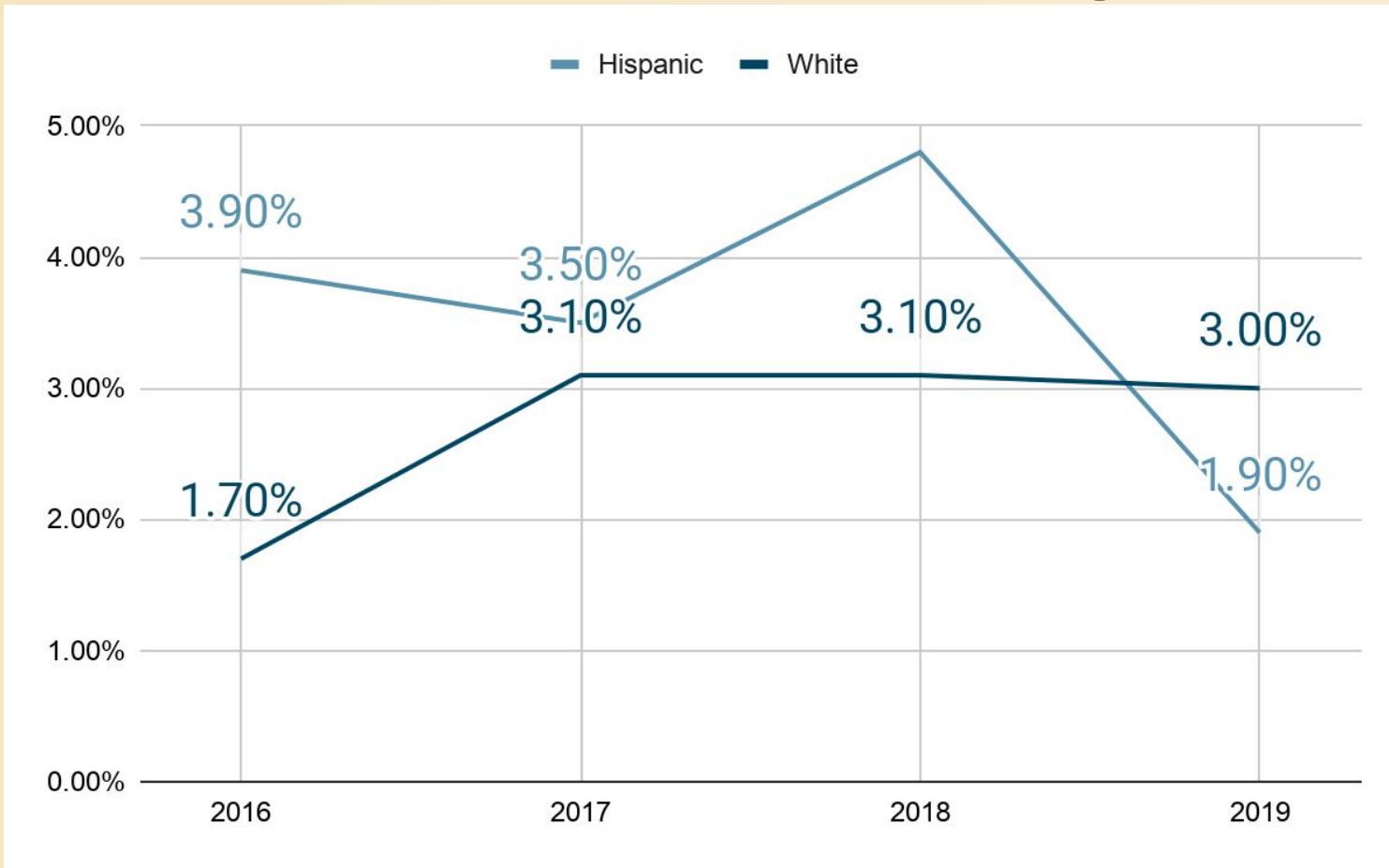#WashougalRising

Discipline - Students with Special Needs

- Percentage of students with a discipline event

Continue professional learning:

- Functions of Behavior
- Instructional Coaching
- PBIS
- CRCM

#WashougalRising

Discipline - Students who Identify as Hispanic

Legend: Hispanic, White

3.90%
3.50%
3.10%
3.10%
3.00%
1.70%
1.90%
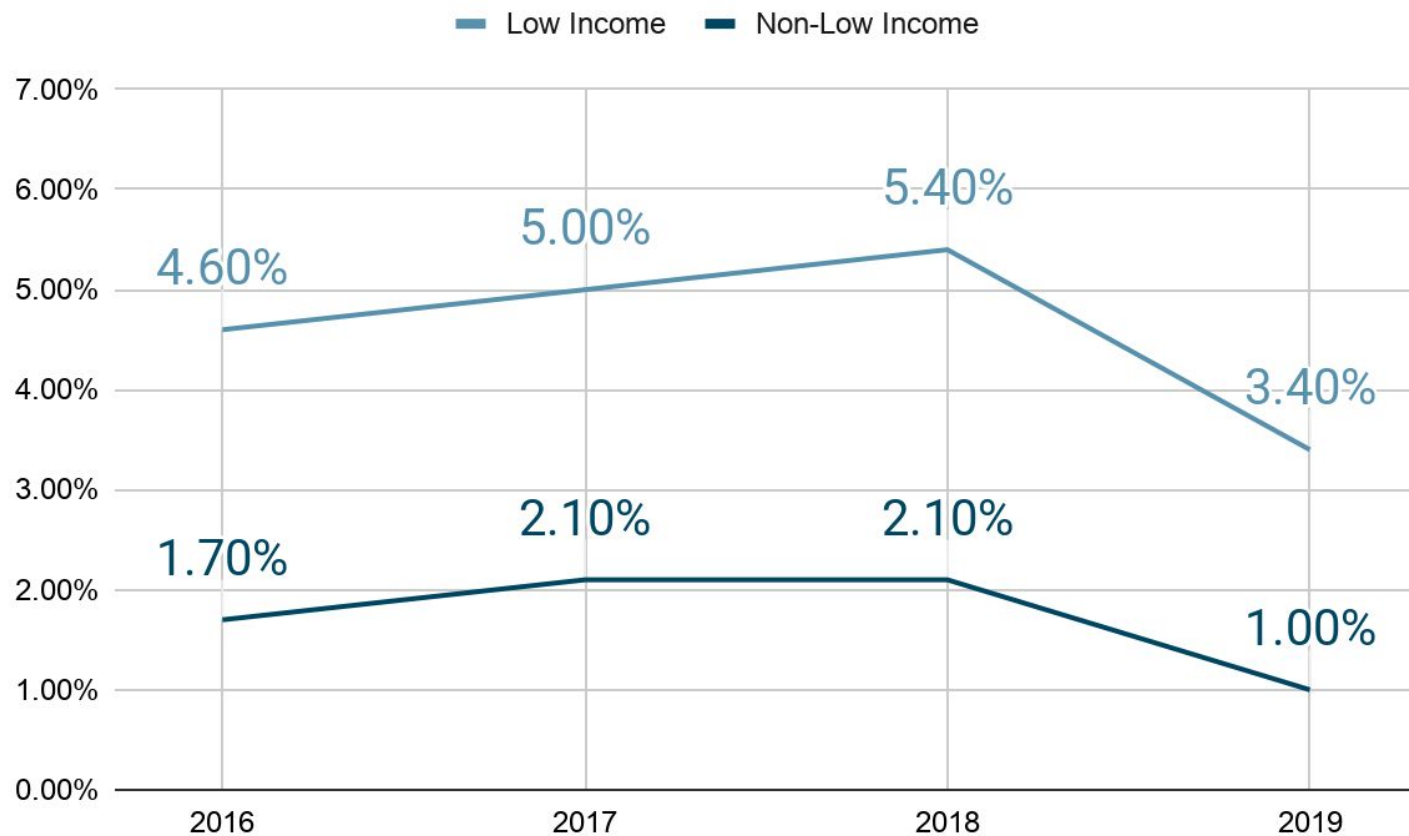
5.00%
4.00%
3.00%
2.00%
1.00%
0.00%

2016   2017   2018   2019

- Percentage of students with a discipline event

Next Steps:

- Continue Support at the Door
- Restorative Practices Training
- PBIS
- CRCM

#WashougalRising

EQUITY

What do you notice?

EQUITY

Let's Define Equity

Equity Padlet

Educational Equity

When educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships. (Great Lakes Equity Center, 2012)

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

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 (3:00 pm - 5:00 pm)
- April 15 Meeting (3:00 pm - 5:00 pm)
- April 27 Board Meeting (6:30 pm)

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 - **April 2021**
- Development and board approval of a 3-5 year WSD Equity Plan - April 2021
- Development and board approval of District Equity Lens decision making tool - **April 2021**
- Provide Culturally Responsive Classroom Management Training to Certificated Staff - **August 2020 - June 2022**
- The District will participate in the WASA sponsored Equity Framework Cohort (Hanover Research) - **November 2020**

2020-21 Next Steps - February 18 Meeting

3:00 pm - 5:00 pm

Identify Themes
Prioritize - Survey Team
Look @ WSD Data & Current Initiatives