

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION DEI COMMITTEE**

Tuesday, June 20, 2023

5:30 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. REVIEW DRAFT DISPROPORTIONALITY PLAN

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VI. FUTURE MEETINGS

VII. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least

twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

**DRAFT Disproportionality Action Plan
June 2023**

Data Source	Description of Need	Action Step	Root Cause
<p><u>Literacy Data</u></p>	<p>Lowest scoring demographic group on average between 2017 and 2022. 21-22: 53.8% vs 34.4% 18-19: 66.2% vs 21.7% 17-18: 68.5% vs 21.1% 16-17: 70.1% vs 30.8%</p> <p>Combining tested years between 2016-2019, economically disadvantaged white students outperform non-economically disadvantaged black students. (42% to 28%)</p> <p>By 2021-2022 non-economically disadvantaged Black students were outperforming economically disadvantaged white students. (25.5% to 30.2%)</p>	<ul style="list-style-type: none"> ● Implement updated MTSS Handbook district-wide. ● Implement a common walk-through form district-wide specific to culturally responsive practices, including Optimal Learning Environment (OLE) data. ● Book study of <i>Culturally Responsive Teaching and the Brain</i> required for all staff, if not already completed. ● Analyze representation of people of color in instructional materials in ELA ● PLC teams work to carefully assess academic progress of Black students in ELA. ● Allocate intervention resources based on need. ● <u>Measure progress</u>: Decrease gap by 10% by Spring of 2024 	<ul style="list-style-type: none"> ● We are not seeing improvement because we are not applying our resources to meet the needs identified by the data. ● We lack true culturally responsive practices in our classrooms. ³
<p><u>Math Data</u></p>	<p>Lowest scoring demographic group on average between 2017-2022. 21-22: 65.8% vs 27.6% 18-19: 75% vs 34.8% 17-18: 74.2% vs 31.6% 16-17: 73.3% vs 42.3%</p> <p>Combining tested years between 2016-2019, economically disadvantaged white students outperform non-economically disadvantaged Black students by a small margin. (46% to 45%)</p> <p>Combining tested years of 2021-2022, economically disadvantaged white students</p>	<ul style="list-style-type: none"> ● Implement updated MTSS Handbook district-wide. ● Implement a common walk-through form district-wide specific to culturally responsive practices, including Optimal Learning Environment (OLE) data. ● Book study of <i>Culturally Responsive Teaching and the Brain</i> required for all staff, if not already completed. ● Analyze representation of people of color in instructional materials in math ● PLC teams work to carefully assess academic progress of Black students in math ● Allocate intervention resources based on 	<ul style="list-style-type: none"> ● We are not seeing improvement because we are not applying our resources to meet the needs identified by the data. ● We lack true culturally responsive practices in our classrooms.

	outperform non-economically disadvantaged black students. (32.9% to 27.9%)	<ul style="list-style-type: none"> need. Look at curricular resources to ensure the new math standards are being taught. <i>(Ensure teachers have instructional moves to further mathematical thinking.)</i> <u>Measure progress</u>: Decrease gap by 10% by Spring of 2024 	
<u>Behavior Data</u>	The risk ratio for Black students being involved in a behavior incident that requires external (principal or student services staff) management is 1.9 to 1, or nearly twice as likely as their white peers.	<ul style="list-style-type: none"> Implement updated MTSS Handbook district-wide. PD related to behavior management for all staff, including paras. Implicit bias training for staff Review hiring practices regarding mindset toward behavior Universal training in restorative practices Provide universal supports through Developmental Designs Allocate intervention resources based on need. More positive family communications <i>(post cards, emails etc.)</i> SEL Instruction <i>(Focus on reteaching instead of calling the office)</i> <u>Measure progress</u>: Decrease risk ratio to 1.5 by Spring of 2024. 	<ul style="list-style-type: none"> Struggle to connect with students who may not “fit” with our perception of a “good student.” We are not seeing improvement because we are not applying our resources to ⁴ meet the needs identified by the data. We lack true culturally responsive practices in our classrooms.
<u>Mental Health Data</u>	In grades 5 & 7 Black students have a significantly higher risk of mental health issues than white students. Grade 5: 12% vs. 38% Elevated Risk Grade 7: 12% vs. 20% Elevated Risk Grade 9: 20% vs. 0% Elevated Risk	<ul style="list-style-type: none"> Continue implementation of reporting tool Continue to implement Elevate Collect middle school and high school usage data for Psychology Center of Waunakee. Add specific interventions related to trauma to our MTSS model. Revisit deployment of Trauma Sensitive Schools district-wide Classroom teachers and student services 	<ul style="list-style-type: none"> We lack true culturally responsive practices in our classrooms.

		<p>staff will be proactive in making connections with all Black families</p> <ul style="list-style-type: none"> • Continue to build capacity in classroom communities to increase belonging • <u>Measure progress</u>: Decrease “elevated risk” by 10% by Fall of 2025. 	
<u>Attendance Data</u>	<p>32% of students with structural disadvantage have been absent more than 10% of school days. Whereas only 16% of students without structural disadvantage are absent more than 10% of school days.</p>	<ul style="list-style-type: none"> • Assess protocols for attendance interventions in our MTSS model • Clearly document results of attendance interventions. • Through Tier 2 teams, identify barriers to attendance. • Building level attendance team will reach out to students of color in August regarding an attendance plan and supports that can be provided by the school for students with a history of attendance concerns • Recurring family outreach program to build connections/relationships • <u>Measure progress</u>: Analyze data specific to Black students and set a goal. 	<ul style="list-style-type: none"> • Our Black students’ attendance rates are lower than other demographic groups, resulting in less instructional time. <p style="text-align: right;">5</p>
<u>Connection Data</u>	<p>71% of white students feel they belong in their school, but only 55% of students of students who identify as being multiple races feel like they belong.</p> <p>Needs assessment score of “beginning” in “The team represents diverse stakeholders, has regularly scheduled meetings and all team members participate.”</p> <p>Needs assessment score of “beginning” in “Team engages families and community in planning.”</p>	<ul style="list-style-type: none"> • Implicit Bias training for all staff • Conduct focus groups with families of color to gather more information • Collect formal culture/climate data from all stakeholders • Continue to implement Elevate • Parent recruitment/outreach for decision making related to policies, practices and school improvement efforts. • Guide PLC work to carefully assess levels of student engagement of students of color • Create a protocol for recruiting diverse 	<ul style="list-style-type: none"> • Struggle to connect with students who may not “fit” with our perception of a “good student.” • Enhanced efforts are needed in family and community engagement on school improvement/dat

		<ul style="list-style-type: none"> staff Evaluate building signage for representation of people of color <u>Measure progress</u>: Increase students' sense of belonging by 10% by Spring of 2025. 	a needs.
<u>Adult Practice Data</u>	No substantive data in this area	<ul style="list-style-type: none"> Implement a common walk-through form district-wide specific to culturally responsive practices, including Optimal Learning Environment (OLE) data. Gather aggregate EE data and analyze strengths and weaknesses of our teachers. Continue to implement Elevate <u>Measure progress</u>: Collect aggregate data using the walk-through form and set goals. 	6
<u>Culture/Climate Data</u>	Not enough data in this area, would benefit from doing a district-wide survey	<ul style="list-style-type: none"> Implement a district-wide culture/climate survey administered to all stakeholders. Continue to implement Elevate <u>Measure progress</u>: Review all stakeholder data to set future goals. 	
<u>Pathways Data</u>	Black students are underrepresented in Pathways programming. Black students make up 1.5 percent of our school enrollment and only .5 percent are represented in Pathways programs.	<ul style="list-style-type: none"> Implement active recruiting of students from underrepresented groups, including Black students. Training student services staff and Pathways leaders Reevaluate admission protocols for Pathways services Embed opportunities in universal curriculum for enrichment Parent outreach to families Universal testing at the elementary school level 	<ul style="list-style-type: none"> Enhanced efforts are needed in family and community engagement on school improvement/data needs.

		<ul style="list-style-type: none"> ● <u>Measure progress:</u> Increase Pathways enrollment of Black students to 1.0 by the Spring of 2025 	
<u>Special Education Data</u>	<p>Executive functioning skills are a consistent weakness in Black students that are currently being served in special education programs.</p> <p><u>18 Black students in special education</u></p> <p>6 OHI 2 EBD 5 SLD 2 S/L 1 SDD 1 Autism 1 ID</p> <p>Note: What about kids who transfer in to us in a later grade? How do we identify where they are instructionally?</p>	<ul style="list-style-type: none"> ● Development of a district-wide curriculum related to executive functioning ● Implement an executive functioning intervention as part of our MTSS program. ● HS Advisory lessons on executive functioning ● Family outreach, additional family supports ● <u>Measure progress:</u> Monitor the number of Black students being referred to building level MTSS teams due to executive functioning skill deficits. 	7