

WENATCHEE SCHOOL DISTRICT

# Equity Program Review

Education Northwest | June 2022

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## About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

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## Executive summary

Wenatchee School District (WSD) partnered with Education Northwest to conduct a districtwide equity program review. The objective was to collect information to inform implementation of the district's strategic plan.<sup>1</sup>



The Education Northwest team collaborated with district representatives, school board members, educators, students, families, and community members to explore the extent to which conditions, opportunities, and resources in five focus areas are accessible to all students. For each of the five focus areas, we developed research questions (summarized below) that were finalized with input from a working group comprising students, educators, district leaders, and family and community members. We used the following methods to collect data for addressing each question:

- Analysis of student-level data on access to learning opportunities and discipline
- Interviews and focus groups with educators, administrators, families, students, and community members
- Surveys of students, educators, and families
- Review of curricular materials and adoption policy
- Summary of district policies regarding equity in instruction, personnel, and student services
- Analysis of hiring data and policies related to staffing
- Analysis of administrative personnel data from statewide database

Below, we present the key findings for each research question and summarize considerations for equitable implementation of the district's strategic plan.

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<sup>1</sup> <https://www.wenatcheeschools.org/strategicplan>

## Equity Program Review Focus Area 1: Access to learning opportunities

### Research questions:

To what extent do students in the district have equitable access to grade-level learning opportunities?

To what extent do students have equitable access to highly capable programs, advanced courses, CTE courses, and sports?

### Key findings:

**Students' demographic characteristics are associated with the timing of their participation in key math courses, suggesting barriers to equitable access to both grade-level and advanced math participation.**

- A higher proportion of Hispanic/Latino/a/x students accessed Algebra 1 and Geometry later in high school compared to their White peers, limiting access to advanced math in their high school trajectory.
- Multilingual students who entered high school classified as English learners (EL) accessed Algebra 1 and Geometry later in high school. Fewer enrolled in Algebra II by their senior year.

- Reclassified EL students accessed high-level math courses at rates the same or higher than their non-EL peers.
- Students who qualified for free lunch accessed Algebra 1 later in high school and completed Algebra 2 at lower rates relative to students paying full or reduced lunch price.

**Access to highly capable (HiCap) programming and Advanced Placement (AP) courses is imbalanced along lines of race, ethnicity, linguistic diversity, and socioeconomic status.**

- Students who qualified for free lunch had consistently lower participation rates in both HiCap programming and AP courses.
- Hispanic/Latino/a/x students accessed fewer AP courses than their peers from other race/ethnicity categories and participated in HiCap programming at lower rates compared to other groups, even when accounting for free or reduced-price lunch qualification.
- Less than 1 percent of multilingual students currently classified as EL and about 2 percent of students in special education participated in HiCap programming.

**There is variation among student groups in access to career and technical education (CTE) courses and sports.**

- Hispanic/Latino/a/x students in middle and high school had the highest participation rates in CTE courses in recent years compared to other race/ethnicity groups.
- Students who qualified for free or reduced-price lunch had higher rates of CTE participation than their nonqualifying peers.
- Gender gaps in CTE participation have closed in recent years.
- Eligibility for free or reduced-priced lunch was associated with different levels of sports participation for students from different race/ethnicity categories.

## Equity Program Review Focus Area 2: Instructional practices and policies

### Research questions:

How do students and families experience the district's instructional policies and teaching practices?

To what extent do instructional policies and teaching practices demonstrate culturally responsive teaching?

### Key findings:

**Students and families expressed needs for deeper personal connection, more challenging instruction, stronger support for students with disabilities, and more communication.**

- Students and families described personal connections between staff and students as a critical part of promoting equity in instruction.
- Students and families want challenging, real-world relevant instruction.
- Families, educators, and students all see opportunities to strengthen support for students with disabilities.

- Families reported high levels of trust, respect, and belonging in relation to school. Families of high school students rated connectedness and communication lower than families of elementary or middle school students.
- Families in WSD voiced a wide spectrum of perspectives on the role of schools in promoting equity and inclusion.

**Educators are devoting resources to culturally responsive practices and would benefit from district-level support in developing skills and common language around cultural responsiveness, equity, and social and emotional learning.**

- Educators reported having access to resources for fostering inclusion but requested training and support to strengthen culturally responsive practices and to build a common language about equity.
- Teachers of color and elementary school teachers expressed the highest levels of efficacy and confidence with inclusive and culturally responsive practices.
- High school teachers expressed lower levels of efficacy with family engagement and connectedness than elementary and middle school teachers.
- Administrators and students requested more support for social and emotional learning (SEL), while family perspectives on SEL were mixed.

## Equity Program Review Focus Area 3: Curriculum materials, resources, and policies

### Research questions:

To what extent do students and families see themselves represented in the curriculum?

To what extent is the district's curriculum culturally responsive and representative of diverse cultures in embedded and explicit ways?

To what degree is there fidelity to and accountability for implementing culturally and linguistically responsive curricula?

### Key findings:

**To help more students and families see themselves represented in the curriculum, educators requested support in diversifying materials and creating access for multilingual students.**

- Students who identified as Hispanic/Latino/a/x and families of Hispanic/Latino/a/x students were less likely to report feeling represented in the curriculum.
- Educators often take their own initiative to diversify curriculum and need support for improving access to curriculum for multilingual students.

**Family and community members can participate in a collaborative process to ensure that the core curriculum is responsive and representative of diverse cultures.**

- Family members offered a range of feedback about the role of curriculum in promoting equity.
- Screening tools may be useful for centering equity in curriculum adoption in collaboration with families.



## Equity Program Review Focus Area 4: Discipline practices, procedures, and policies

### Research questions:

How do students and families experience the district's discipline policies and procedures?

To what extent are disciplinary procedures and practices implemented equitably?

To what extent do the district's discipline policies promote emotionally supportive interventions, limit exclusionary discipline, and represent a culturally and linguistically responsive perspective?

### Key findings:

**Training, monitoring, and communication are needed to implement equity-centered and linguistically responsive disciplinary practices that make students and families feel safe and valued.**

- Students who identified as Hispanic/Latino/a/x reported fewer worries about violence at school and higher levels of respect among peers than Multi-racial or White peers, but perceived lower levels of behavioral support from adults.
- Hispanic/Latino/a/x families were less likely to report they believe adults in their children's schools treat students somewhat or very fairly.
- Administrators recognized district-level progress in equitable discipline, while some requested more training in non-exclusionary options and the use of data.

**EL-classified students, those receiving special education services, and those qualifying for free or reduced-price lunch were disproportionately suspended or expelled in recent years, and students of color experienced the most lost learning time.**

- Students identified as Hispanic/Latino/a/x made up the highest proportion of students suspended or expelled and were disproportionately represented across all incident types.
- Students identified as White had the highest average number of incidents, while students of color were excluded for the highest number of days.
- Students of color were excluded from the classroom for a higher number of days compared to peers cited for the same incident types.
- Multilingual students classified as EL were disproportionately represented among students suspended or expelled. Among those who were suspended or expelled, EL classified students experienced fewer disciplinary incidents and were excluded for fewer days than non-EL peers.
- Students receiving special education services were disproportionately represented among students suspended or expelled and experienced more disciplinary incidents but were excluded for fewer days than students not receiving special education services.
- Students qualifying for free or reduced-price lunch were disproportionately represented among students suspended or expelled and were excluded for more days than students not qualifying for free or reduced-price lunch.

## Equity Program Review Focus Area 5: Hiring and recruitment policies and practices

### Research questions:

To what extent do the district's current recruitment, hiring, onboarding, and retention practices meet the need for increasing and sustaining employee diversity?

What is needed to increase proportional representation in the classroom and among district leadership?

### Key findings:

**In recent years, employee diversity has remained at consistent levels while student populations have become slightly more diverse.**

- Between 2017–2018 and 2020–2021, the number of individuals of color applying for positions in WSD was proportional to the number of individuals of color hired.
- Demographic changes in staff did not reflect demographic changes in the student population between 2018 and 2021.
- While the overall teacher turnover rate has decreased steadily in WSD over time, the proportion of teachers of color leaving the district increased in the most recent year.

### **Educators and administrators have interest and ideas for participating in district-led efforts to increase and sustain employee diversity.**

- Administrators support district-level strategies to diversify staff but expressed feeling disconnected from the district-level efforts.
- Administrators and educators suggested strategies for diversifying staff through revised hiring practices and developing the educator pipeline.
- Staff suggested that increased professional development may increase retention.

## Considerations

The equity review team presents these findings to help the district and school board determine priorities for their next steps of equitably implementing the WSD strategic plan. Based on input from the equity review working group, the district leadership team, and the school board, we conclude each chapter with considerations for building upon the work that WSD is doing in each focus area. For example, we suggest tools for helping district teams understand the root causes for complex disparities—particularly in course and program enrollment and discipline—that warrant further investigation. We also point out areas where policy and procedure documents can be updated to reflect current best practices and recommend evidence-based training materials, tool kits, and other guidance that may be of use to WSD as it embarks on its five-year implementation process of the strategic plan.



# Contents

Executive summary.....	i
Acknowledgments.....	xi
Chapter 1: Introduction .....	1
Chapter 2: Access to learning opportunities.....	6
Chapter 3: Instructional practices and policies.....	26
Chapter 4: Curriculum materials, resources, and policies .....	47
Chapter 5: Discipline practices, procedures, and policies .....	62
Chapter 6: Hiring and recruitment practices and policies .....	86
Chapter 7: Conclusion .....	98
References .....	100
Appendix A: Data sources .....	103
Appendix B: Technical appendix .....	109
Appendix C. Survey instruments .....	144

## Figures

Figure 1. Wenatchee School District equity program review process.....	4
Figure 2. Percentage of WSD students identified in the data as Asian, Latino/a/x, Multiracial, and White, by year .....	7
Figure 3. Percentage of multilingual students classified as EL students in WSD, by year .....	8
Figure 4. Percentage of students receiving special education services in WSD, by year .....	8
Figure 5. Percentage of students qualifying for free or reduced-price lunch in WSD, by year .....	9
Figure 6. Cumulative proportion of Hispanic/Latino/a/x, Multiracial, and White students enrolled in Algebra 1, Geometry, and Algebra 2 across grades 8–12 .....	10
Figure 7. Cumulative proportion of students enrolled in Algebra 1, Geometry, and Algebra 2 across grades 8–12, by multilingual/EL status.....	11
Figure 8. Cumulative proportion of students enrolled in Algebra 1, Geometry, and Algebra 2 across grades 8–12, by qualification for free or reduced-priced lunch .....	12
Figure 9. Percentage of students participating in HiCap programming, by qualification for free and reduced-price lunch .....	13
Figure 10. Percentage of students participating in one or more AP courses, by qualification for free and reduced-price lunch.....	14
Figure 11. Percentage of students participating in AP courses, by race/ethnicity categories .....	14
Figure 12. Percentage of students participating in the HiCap program, by intersection of race/ethnicity category and qualification for free or reduced-price lunch .....	15

Figure 13. Percentage of students participating in the HiCap program, by EL classification status.....	16
Figure 14. Percentage of students participating in one or more CTE courses, by race/ethnicity categories.....	17
Figure 15. Percentage of students participating in one or more CTE courses, by race/ethnicity categories and qualification for free or reduced-price lunch .....	18
Figure 16. Percentage of students participating in one or more CTE courses, by gender .....	19
Figure 17. Percentage of students participating in school-partnered athletics, by race/ethnicity categories and qualification for free or reduced-price lunch .....	20
Figure 18. Percentage of students reporting they feel quite connected or extremely connected to adults in school, by race/ethnicity categories .....	27
Figure 19. Percentage of families indicating that teachers' expectations for their student's success was "not high at all" or "not high enough" .....	30
Figure 20. Percentage of family members indicating that schools mostly or completely make it easy for someone with their child's ability to participate .....	31
Figure 21. Percentage of family members indicating they are somewhat or very comfortable discussing children's feeling of exclusion with their teachers.....	32
Figure 22. Percentage of family members who reported feeling "not at all," "a little bit," or "very" connected to teachers or staff at their child's school .....	33
Figure 23. Percentage of family members reporting different levels of respect that school teachers/staff show them, by grade level .....	33
Figure 24. Grade-level differences in the percentage of family members agreeing or strongly agreeing with items about communication with schools.....	34
Figure 25. Percentage of educators who reported that it is "somewhat easy" or "very easy" to find resources for working with diverse students in WSD.....	37
Figure 26. Percentage of teachers indicated "practitioner" or "advanced" as the level of expertise of promoting students belonging in the classroom .....	38
Figure 27. Percentage of educators identifying themselves as having "practitioner" or "advanced" skills in various dimensions of culturally responsive teaching by race/ethnicity.....	38
Figure 28. Percentage of teachers rating themselves "mostly confident" or "very confident" in various dimensions of inclusive and culturally responsive communication with students by race/ethnicity .....	39
Figure 29. Percentage of teachers rating themselves "practitioner" or "advanced" in relationships and expectations with students and families by grade level .....	40
Figure 30. Percentage of families indicating that curricular materials reflect their family's culture and roots, by race/ethnic category.....	49
Figure 31. Percentage of families indicating that their child's schools teach children "not enough," "enough," or "too much" about different cultures, abilities and identities, by race/ethnic categories .....	50

Figure 32. Percentage of families indicating their child's schoolwork and materials reflect their experiences, identities, and backgrounds or promote appreciation of differences, by race/ethnic categories .....	51
Figure 33. Percentage of students reporting that they sometimes or frequently worry about violence at school, by race/ethnic categories .....	64
Figure 34. Percentage of students indicating that they were quite or extremely likely to be bullied online, by grade-level categories .....	65
Figure 35. Percentage of students reporting it is quite difficult or extremely difficult to get help from adults if a student is bullied in school, by race/ethnic categories .....	65
Figure 36. Percentage of family members reporting that adults in their child's school treat students "somewhat" or "very" fairly, by race/ethnicity category .....	66
Figure 37. Among students suspended or expelled, proportion of students by race/ethnicity categories and year.....	69
Figure 38. Percentage of students who were cited by incident type by race/ethnicity categories, among students ever suspended or expelled.....	70
Figure 39. Percentage of students who were cited by incident type by race/ethnicity categories, among students ever suspended or expelled (continued) .....	71
Figure 40. Average number of disciplinary incidents among students ever suspended or expelled, by race/ethnicity categories and year .....	72
Figure 41. Average number of days excluded among students ever suspended or expelled, by race/ethnicity categories and year .....	72
Figure 42. Average number of days excluded among students ever suspended or expelled, by incident type and race .....	73
Figure 43. Average number of days excluded among students ever suspended or expelled, by incident type and race, continued .....	74
Figure 44. Among students suspended or expelled in WSD, proportion of students by EL status and year .....	75
Figure 45. Average number of disciplinary incidents among students ever suspended or expelled, by EL status and year .....	75
Figure 46. Average number of days excluded among students ever suspended or expelled, by EL status and year.....	76
Figure 47. Among students suspended or expelled in WSD, proportion of students by special education status and year .....	77
Figure 48. Average number of disciplinary incidents among students ever suspended or expelled, by special education status and year .....	77
Figure 49. Among students suspended or expelled, average number of days excluded by special education status and year .....	78
Figure 50. Among students suspended or expelled in WSD, proportion of students by qualification for free or reduced-price lunch and year.....	79

Figure 51. Average number of days excluded among students ever suspended or expelled, by qualification for free or reduced-price lunch and year.....	79
Figure 52. The percentage of individuals who applied and were hired for jobs in WSD from 2017–18 to 2019–20, by race/ethnicity.....	88
Figure 53. Percentage of WSD students of color and teachers of color from 2018–19 to 2020–21.....	88
Figure 54. Percentage of teachers who left WSD by race/ethnicity from 2016–17 to 2019–20.....	89
Figure 55. Percentage of family members by race/ethnic background who indicated they agreed or strongly agreed they would feel more comfortable if the adults in their school were of their racial/ethnic background or spoke their language .....	90
Figure 56. Percentage of educators expressing that WSD needs more diverse staff members by grade level to a moderate or great extent .....	91
Figure 57. Percentage of teachers reporting that they felt able to grow professionally to “a moderate extent” or “a great extent” .....	93

## Acknowledgments

Education Northwest thanks the entire Wenatchee School District community for engaging in this project to gather information that will help the district with its next steps of implementing the strategic plan. Superintendent Paul Gordon, Director of Communications Diana Haglund, and members of the school board have been engaged at every step of the process to ensure the project represents the interests of this vibrant and diverse community. The school board members who have contributed their feedback to this project are Laura Jaecks (Board Member, Board Position 1), Maria Iñiguez (Vice President, Board Position 2), Martin Barron (President, Board Position 3), Katharine Thomas (Board Member, Board Position 4), and Julie Norton (Board Member, Board Position 5).

The equity review working group supported the planning of the project, the design of instruments, and the interpretation of early findings. The working group was composed of six students, five WSD educators, two district leaders, three family members representing the community, and two school board members.

Members of the district leadership team have been instrumental in coordinating access to data for the Education Northwest team, helping to validate the accuracy of data, and generating recommended priorities based on preliminary findings.

Wenatchee School District students, educators, and family members have shown unparalleled willingness to engage in conversations about equity issues, to advocate for their interests and priorities, and to provide feedback that helps the district continue to learn about building effective partnerships.

The authors respectfully acknowledge that Wenatchee School District is located on the traditional territories of the Wenatchi people. Education Northwest's Portland, Oregon, office is located on the ancestral territory of several Tribal nations and their citizens, including the Multnomah, Kathlamet, Clackamas, Tualatin Kalapuya, and Molalla. Education Northwest acknowledges the sovereignty of these Tribes, their enduring contributions to our community, and their continued stewardship of this land.

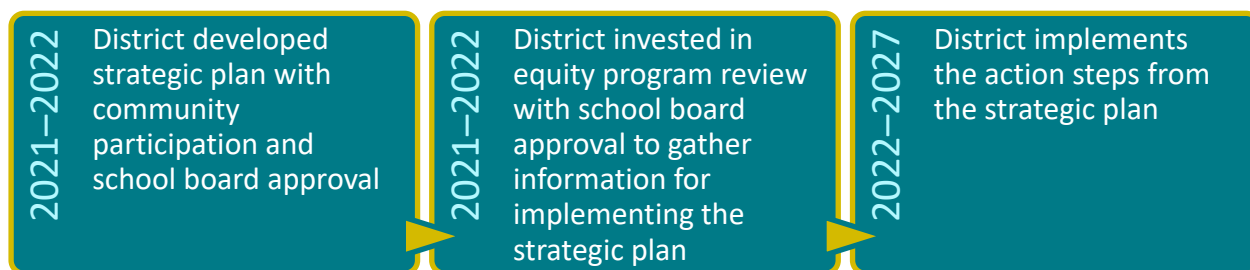
# Chapter 1: Introduction

*We promise to build a foundation of diversity, equity, and inclusion from which each student emerges future-ready.*

—Wenatchee School District Strategic Plan

Wenatchee School District (WSD) partnered with Education Northwest to conduct a districtwide equity program review. The objective was to collect information to support the district in achieving its equity goals as it implements the action steps identified in the district’s strategic plan.<sup>2</sup> The district’s strategic plan, approved by the school board in October 2021, will be implemented over the course of five years beginning in August 2022. The asset-based plan recognizes that students come to WSD at different starting points with needs for individualized attention as unique as their lived experiences. The plan aims to create opportunity and success for each student by helping them overcome barriers, fulfill their potential, and graduate ready to pursue vocational training, college, or a career. The plan identifies six future-ready outcomes that reflect the extent to which students 1) experience high-quality instruction, 2) receive high levels of social and emotional support, 3) read on grade level, 4) are ready for algebra, 5) are on track for graduation, and 6) are involved in real-world relevant learning.

*The equity program review is intended to collect information to inform the implementation of Wenatchee School District’s strategic plan.*



The WSD strategic plan identifies three priority areas for supporting students in achieving future-ready outcomes: a thriving environment, partnerships, and opportunities. To collect information that will support the district in each of the priority areas, the Education Northwest team collaborated with district representatives, school board members, educators, students, families, and community members to explore the extent to which conditions, opportunities, and resources are accessible for all students in five key focus areas. For each of the focus areas, we developed research questions that were finalized with input from the equity program review working group (see page 3 for more about the working group).

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<sup>2</sup> <https://www.wenatcheeschools.org/strategicplan>



## Districtwide equity program review focus areas and research questions

### Access to learning opportunities

#### Research questions:

- To what extent do students in the district have equitable access to grade-level learning opportunities?
- To what extent do students have equitable access to highly capable programs, advanced courses, CTE courses, and sports?

### Instructional practices and policies

#### Research questions:

- How do students and families experience the district's instructional policies and teaching practices?
- To what extent do instructional policies and teaching practices demonstrate culturally responsive teaching?

### Curriculum materials, resources, and policies

#### Research questions:

- To what extent do students and families see themselves represented in the curriculum?
- To what extent is the district's curriculum culturally responsive and representative of diverse cultures in embedded and explicit ways?
- To what degree is there fidelity to and accountability for implementing culturally and linguistically responsive curricula?

### Discipline practices, procedures, and policies

#### Research questions:

- How do students and families experience the district's discipline policies and procedures?
- To what extent are disciplinary procedures and practices implemented equitably?
- To what extent do the district's discipline policies promote emotionally supportive interventions, limit exclusionary discipline, and represent a culturally and linguistically responsive perspective?

### Hiring and recruitment policies and practices

#### Research questions:

- To what extent do the district's current recruitment, hiring, onboarding, and retention practices meet the need for increasing and sustaining employee diversity?
  - What is needed to increase proportional representation in the classroom and among district leadership?
-

## Timeline of the equity program review

The equity program review took place in four phases from January through June 2022: planning, collecting data and stories, analyzing data and making meaning of findings, and sharing and reporting.

*Table 1. Overview of timeline and deliverables for the four phases of the Wenatchee School District equity program review*

	2022					
Equity review phase	January	February	March	April	May	June
1. Planning						
2. Collecting data and stories						
3. Analyzing data and making meaning of findings						
4. Sharing and reporting						

## Communication

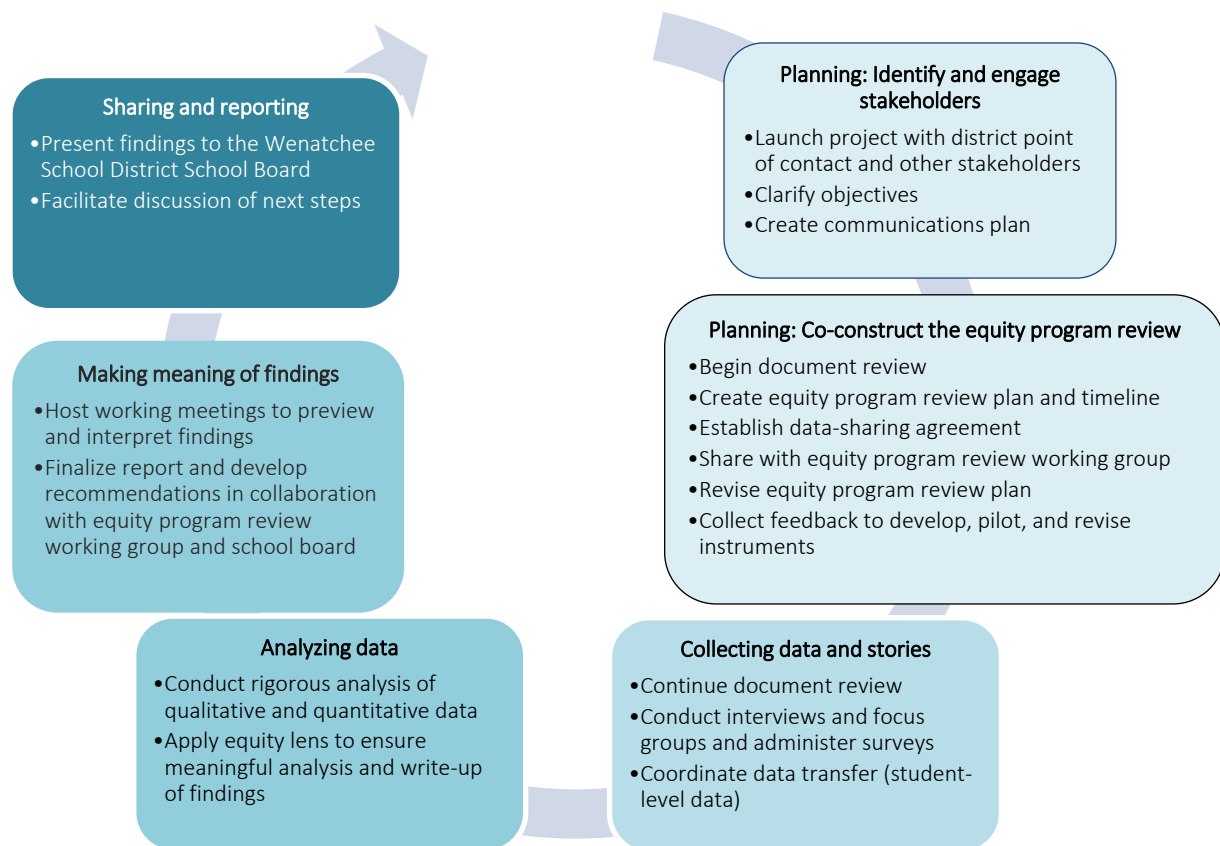
To guide the equity review process, district leaders convened a working group that included six students, five WSD educators, two district leaders, three family members representing the community, and two school board members. This group provided feedback throughout the process, including the planning, instrument design, and reporting stages. Education Northwest shared updates about the project at monthly school board meetings. Information about the equity review was shared via the district's website and outgoing communication systems, and contact information for the project team was made publicly available throughout the duration of the study so that family and community members could reach out with questions and comments. The Education Northwest team established a digital suggestion box using Google Forms, and WSD shared a link and QR code to the suggestion box on the district website.

During a site visit from April 12–15, Education Northwest hosted a community conversation about the equity review during which community members engaged in conversations about what educational equity means, how the district can support equity and inclusion, and how the district can make families feel welcomed and respected.

## Culturally responsive approach

Education Northwest takes a collaborative, culturally responsive approach to school district equity program reviews. We strive to model the kind of inclusive, equity-focused practices our clients are seeking to implement. Our approach was guided by the principles expressed in the district's mission statement, and we emphasized engagement with district educators, staff members, parents, caregivers, and students. Their participation helped us work toward incorporating a balance of perspectives, ground our approach in the local context, and identify and amplify assets and strengths (figure 1).

Figure 1. Wenatchee School District equity program review process



Source: Figure is adapted from the culturally responsive evaluation framework in Hood et al. (2015, p. 290).

## Data and methods

Data collection and analysis for the equity program review was carried out using the following methods. Each data source is described in greater detail in appendix A.

- Analysis of student-level data on access to learning opportunities and discipline
- Interviews and focus groups with educators, administrators, families, students, and community members
- Surveys of students, educators, and families
- Review of curricular materials and adoption policy
- Summary of district policies regarding equity in instruction, personnel, and student services
- Analysis of hiring data and policies related to staffing
- Analysis of administrative personnel data from statewide database

## Organization of this report

This report is organized into chapters that align with the five focus areas of the study:

- 1) Introduction

- 2) Access to learning opportunities
- 3) Instructional practices and policies
- 4) Curriculum materials, resources, and policies
- 5) Discipline practices, procedures, and policies
- 6) Hiring and recruitment practices and policies
- 7) Conclusion

The main body of the report includes tables and figures that highlight findings in each chapter. For comprehensive tables of survey output, see appendix B. Each chapter concludes with considerations for implementation of the strategic plan, followed by a final chapter summarizing findings to align with the priority areas of the WSD strategic plan.

## Chapter 2: Access to learning opportunities

*All students can succeed successfully in school. –Student*

WSD is committed to helping each student achieve future-ready outcomes, and successful outcomes begin with opportunities. Educational opportunities that are imbalanced along the lines of race, ethnicity, poverty, linguistic diversity, and ability will inexorably lead to differences in outcomes (Welner & Carter, 2013). For example, without access to linguistic scaffolding and academic support, English learner students will face obstacles in advancement to postsecondary education (Kanno & Kangas, 2014). In this chapter, we analyze student-level data on access to learning opportunities from statewide administrative data obtained under a formal data-sharing agreement executed between WSD and Education Northwest (see appendix A for detailed information on data sources). We examine variables related to course and program enrollment and participation, disaggregated by student characteristics such as race/ethnicity, English learner (EL) status, eligibility for free or reduced-price lunch, and special education status.

### Access to learning opportunities

#### Research questions:

- To what extent do students in the district have equitable access to grade-level learning opportunities?
- To what extent do students have equitable access to highly capable programs and advanced courses?

#### Key findings:

- Demographic characteristics of the student population in Wenatchee have remained fairly consistent in recent years, with recent increases in Hispanic/Latino/a/x students and students qualifying for free or reduced-price lunch.

#### Access to math courses

- Hispanic/Latino/a/x students accessed Algebra 1 and Geometry later in high school, limiting access to advanced math in their high school trajectory.
- Multilingual students who entered high school classified as EL students accessed Algebra 1 and Geometry later. Fewer enrolled in Algebra II by their senior year.
- Reclassified EL students accessed high-level math courses at rates the same or higher than their non-EL peers.
- Students who qualified for free lunch accessed Algebra 1 later in high school and completed Algebra 2 at lower rates relative to students paying full or reduced lunch price.

#### Access to highly capable (HiCap) programming and Advanced Placement (AP) courses

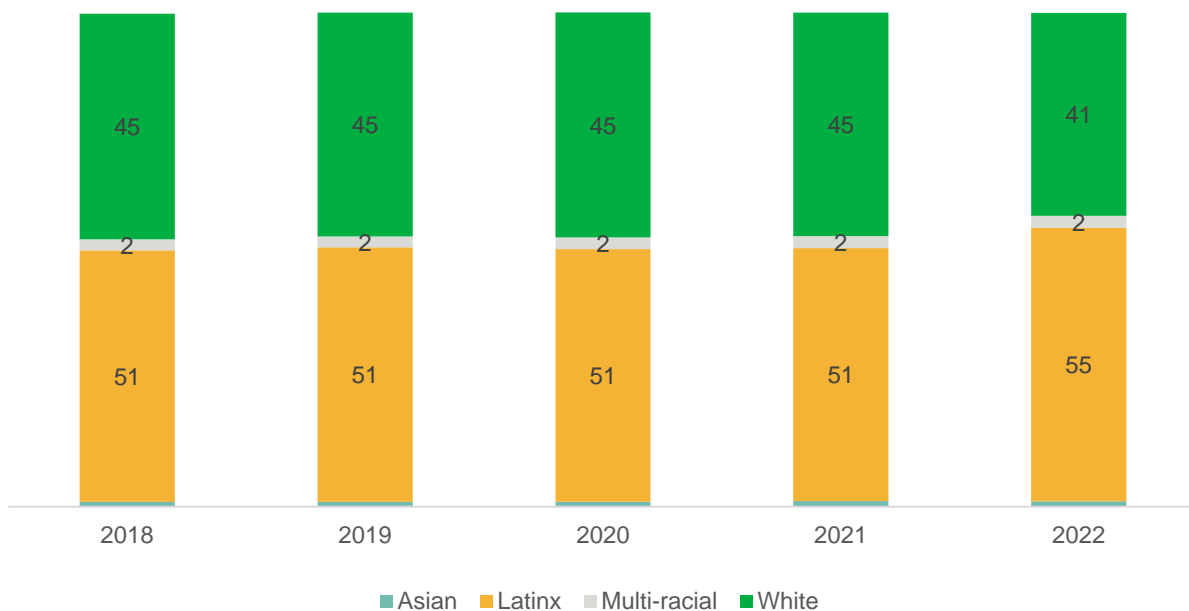
- Students who qualified for free lunch had consistently lower participation rates in both HiCap programming and AP courses.
- Hispanic/Latino/a/x students accessed fewer AP courses than their peers from other race/ethnicity categories and participated in HiCap programming at lower rates compared to other groups, even when accounting for free or reduced-price lunch qualification.
- Less than 1 percent of multilingual students currently classified as EL and about 2 percent of students in special education participated in HiCap programming.

### Access to career and technical education (CTE) courses and sports

- Hispanic/Latino/a/x students in middle and high school had the highest participation rates in CTE courses in recent years compared to other race/ethnicity groups.
- Students who qualified for free or reduced-price lunch had higher rates of CTE participation than their nonqualifying peers.
- Gender gaps in CTE participation have closed in recent years.
- Eligibility for free or reduced-priced lunch was associated with different levels of sports participation for students from different race/ethnicity categories.

The student-level data that we analyze in this section was collected for every school year from 2017–2018 to 2021–2022. Across all school years, the largest group of students in the district identified as Hispanic/Latino/a/x (55 percent in the most recent year), followed by White students (41 percent in the most recent year). There was a modest increase in the percentage of students in the district identified as Hispanic/Latino/a/x students in 2022, up more than four percentage points from the previous year. A small percentage of the student population included American Indian/Alaska Native, Multiracial, and Asian (figure 2).<sup>3</sup>

*Figure 2. Percentage of WSD students identified in the data as Asian, Latino/a/x, Multiracial, and White, by year*



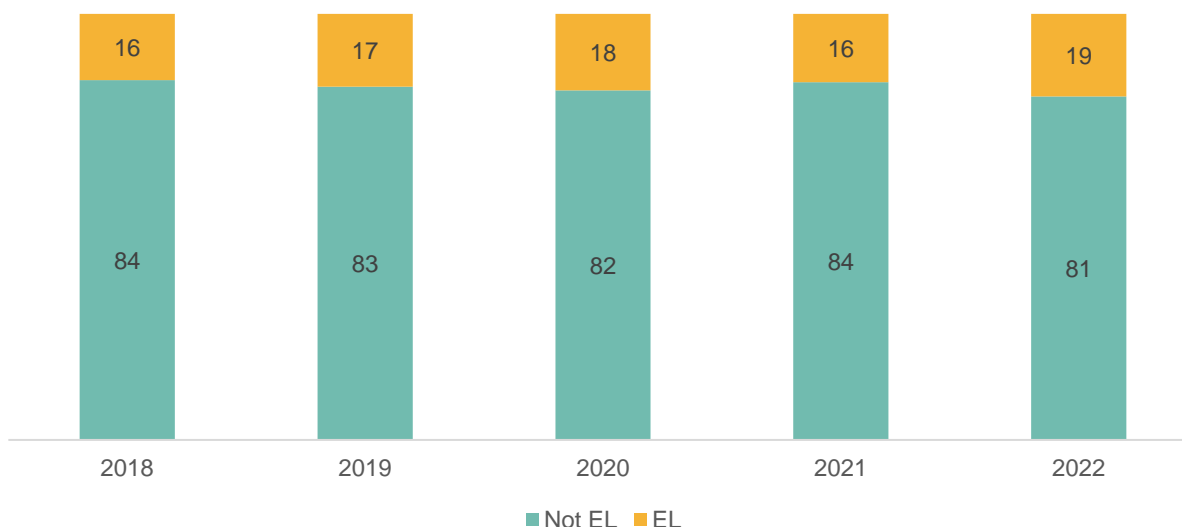
Source: Authors' analysis of student-level Office of Superintendent of Public Instruction (OSPI) data from 2017–18 to 2021–22  
Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

<sup>3</sup> Throughout this report, tables with comprehensive data points can be found in appendix B. In cases where sample sizes are small (generally fewer than 10 individuals), we suppress the data points to protect individual privacy.



In each year, multilingual students classified as EL students comprised between 16 and 19 percent of the student population in WSD (figure 3).

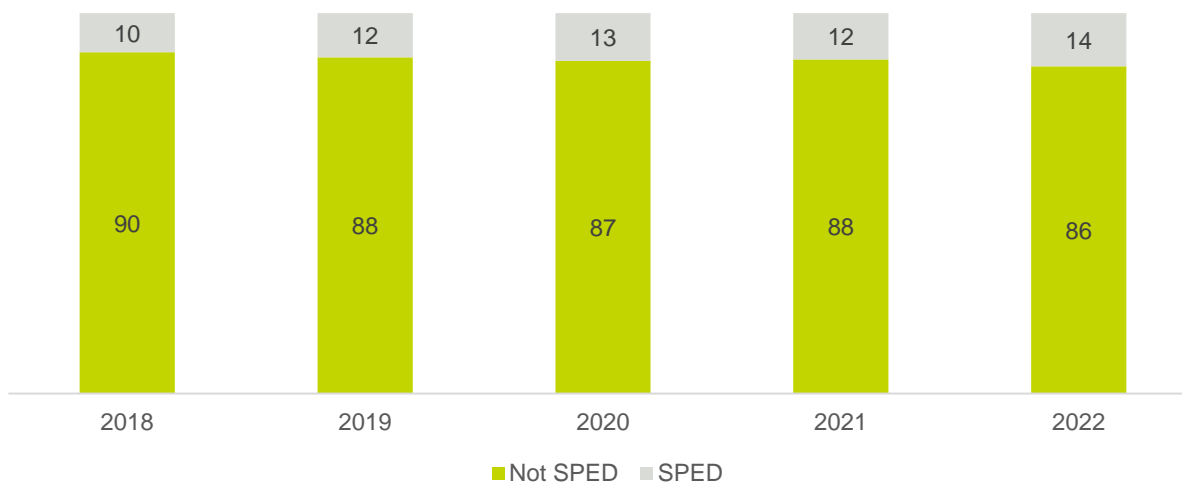
*Figure 3. Percentage of multilingual students classified as EL students in WSD, by year*



Source: Authors' analysis of administrative data from the 2017–2018 school year through the 2021–2022 school year

Students receiving special education services made up approximately 10 to 14 percent of all students in WSD (figure 4).

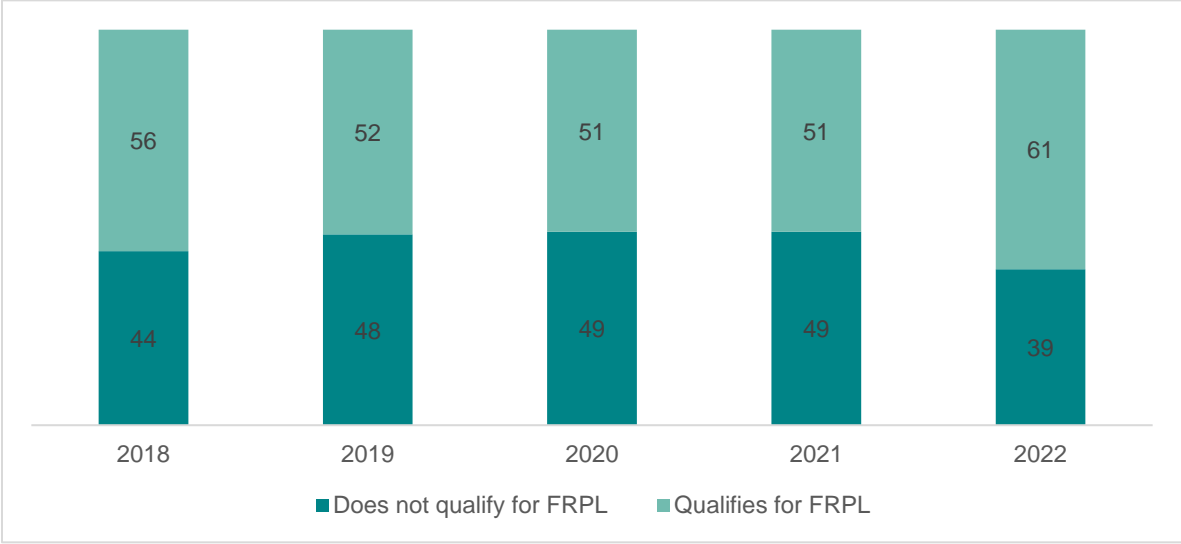
*Figure 4. Percentage of students receiving special education services in WSD, by year*



Source: Authors' analysis of administrative data from the 2017–2018 school year through 2021–2022

The demographic group experiencing the greatest proportional increase in recent years was the group of students whose family income makes them eligible for free or reduced-price lunch at school, which increased by more than 9 percent between 2021 and 2022.

Figure 5. Percentage of students qualifying for free or reduced-price lunch in WSD, by year



Source: Authors’ analysis of administrative data from the 2017–2018 school year through 2021–2022.

### Access to math courses

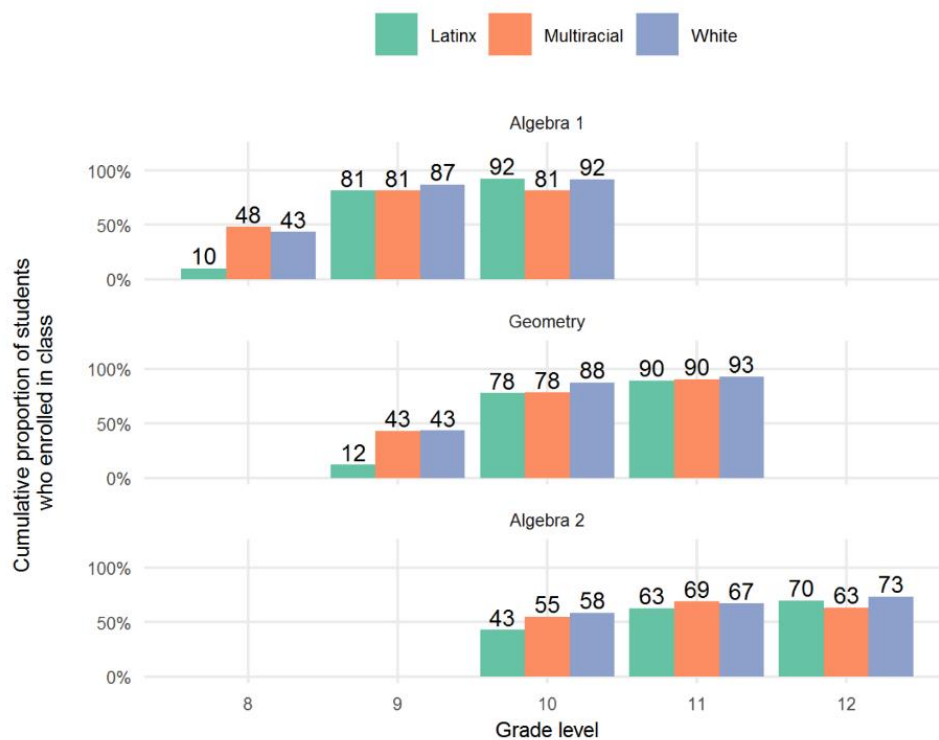
One of the “Big 6” future-ready goals in the WSD strategic plan calls for all students to be ready for algebra. Research suggests that students who complete algebra in the eighth grade stay in the mathematics pipeline longer and are more likely to attend college (Spielhagen, 2006). To assess potential equity gaps in access to grade-level math courses, we examined the timing of participation in key math courses needed to graduate high school—Algebra 1, Geometry, and Algebra 2—disaggregated by race/ethnicity categories, multilingual/EL status, qualification for free or reduced-price lunch, and special education status. We conducted a longitudinal analysis, meaning that we followed data from the same group of students across their high school trajectory.<sup>4</sup>

<sup>4</sup> Algebra 1 includes students who entered ninth grade in years 2019–2020 and 2020–2021. We chose these students because we were able to look retroactively to examine which courses they took in middle school (grades 7 and 8) and which classes they took up to grade 10. For Geometry, we included students who entered grade 9 in school years 2018–19 through 2020–21 so we could examine which courses they took in grades 9 through 11. For Algebra 2, we included students who entered high school in 2017–18 and 2018–19 so we could track courses they took from grades 9–12.

## Hispanic/Latino/a/x students accessed Algebra 1 and Geometry later in their secondary education, which will restrict access to advanced math in their high school trajectory.

By eighth grade, almost half of WSD students identified in the data as White and Multiracial had enrolled in Algebra 1, compared to 10 percent of Hispanic/Latino/a/x students (figure 6). Figure 6 presents cumulative data across grade level, showing that the vast majority of Hispanic/Latino/a/x students have “caught up” and enrolled in Algebra 1 by 10th grade. However, later access to Algebra 1 has downstream effects on access to math learning because it raises barriers to students enrolling in advanced math courses before they graduate compared to those who take Algebra 1 sooner. A similar pattern is observed for Geometry enrollment and, to a slightly lesser extent, for Algebra 2.

*Figure 6. Cumulative proportion of Hispanic/Latino/a/x, Multiracial, and White students enrolled in Algebra 1, Geometry, and Algebra 2 across grades 8–12*



Source: Authors' analysis of student-level OSPI data from 2016–17 to 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. Number of students for Algebra 1: Latinx (N = 536), Multiracial (N = 27), White (N = 407). Number of students for Geometry: Latinx (N = 781), Multiracial (N = 37), White (N = 644). Number of students for Algebra II: Latinx (N = 730), Multiracial (N = 29), White (N = 644).

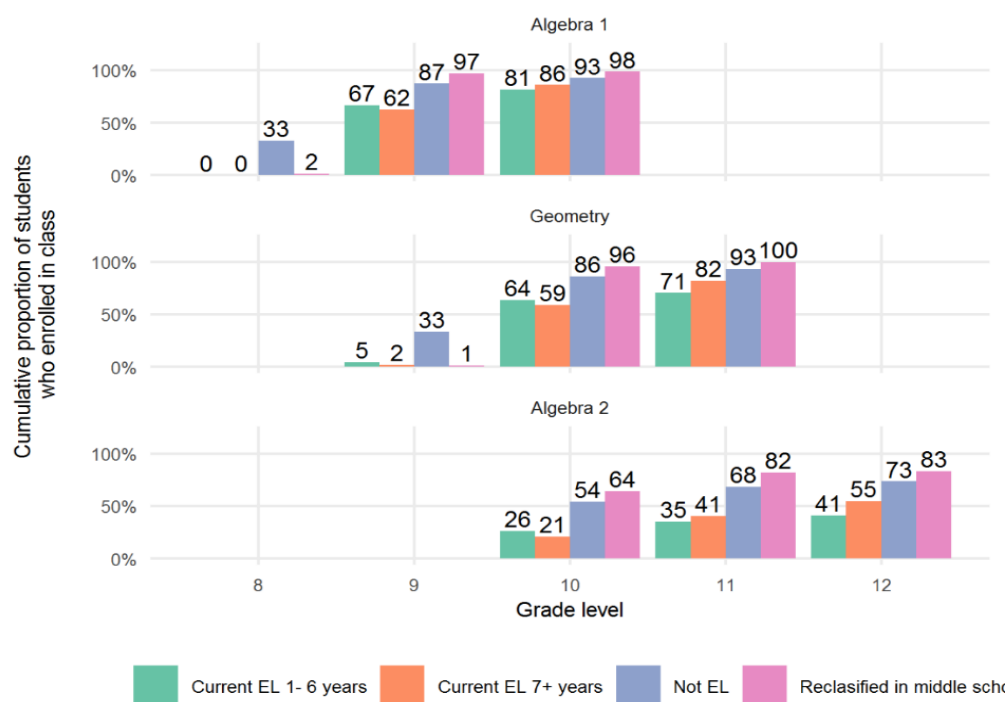
## Multilingual students who entered high school classified as English learners accessed Algebra 1 and Geometry later, and fewer were enrolled in Algebra II by

## their senior year in high school. Reclassified EL students experienced very high rates of access to high-level math courses.

Our analysis shows that multilingual students who were classified as EL entering grade 9 completed Algebra 1 much later in their academic trajectory. Specifically, 87 percent of students who were not classified as EL were enrolled in Algebra 1 by grade 9, which is 15 percentage points higher compared to students with long-term EL status (classified as EL for seven or more years) and 10 percentage points higher compared to newer EL students (classified as EL for six or fewer years) (figure 7). Notably, students who were reclassified in middle school completed Algebra 1 earlier in high school at higher rates. This echoes prior research showing that reclassified EL students experience strong academic achievement, not only outperforming EL students, but also often achieving on par with non-EL students on measures of academic outcomes, including standardized tests and on-time grade progression (Hill et al., 2014).

Delayed participation in Algebra 1 makes it harder for EL students to access advanced courses needed for high school graduation. For example, only 55 percent of students who were long-term EL students in ninth grade enrolled in Algebra 2 by grade 12, and only 41 percent of students who were newer EL students entering ninth grade accessed Algebra 2. In comparison, 73 percent of students who were not EL completed Algebra 2 by 12th grade.

*Figure 7. Cumulative proportion of students enrolled in Algebra 1, Geometry, and Algebra 2 across grades 8–12, by multilingual/EL status*



Source: Authors' analysis of student-level OSPI data from 2016–17 to 2021–22.

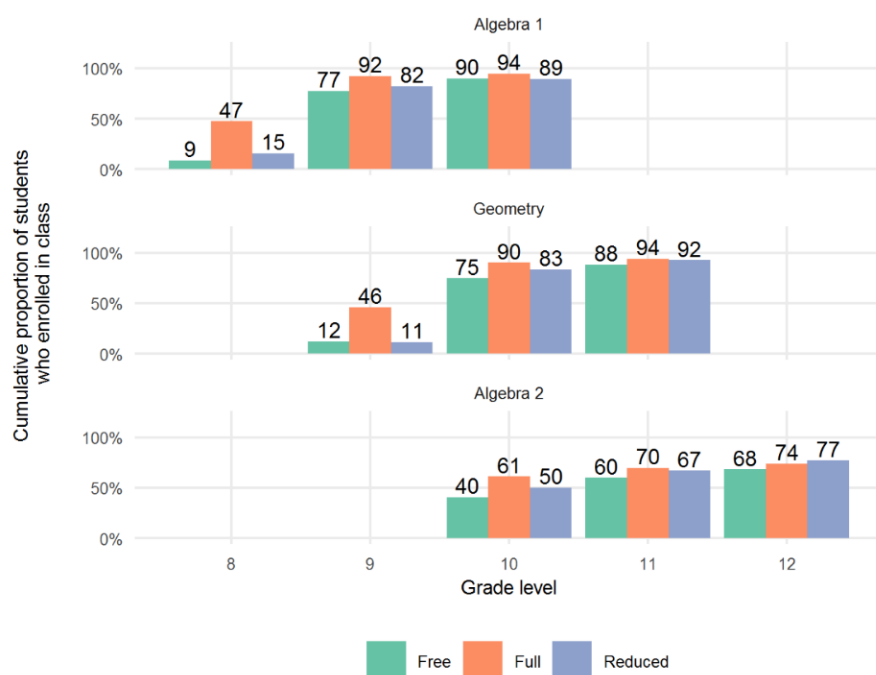
Note: Only some categories are shown; results for some categories were suppressed due to small sample size. Number of students for Algebra 1: not EL (N = 765), current EL 1–6 years (N = 27), current EL 7+ years (N = 136), reclassified in middle school (N = 63). Number of students for Geometry: not EL (N = 1,167), current EL 1–6 years

(N = 44), current EL 7+ years (N = 207), reclassified in middle school (N = 69). Number of students for Algebra II: not EL (N = 1224), current EL 1–6 years (N = 34), current EL 7+ years (N = 148), reclassified in middle school (N = 28).

## Students who qualified for free lunch accessed Algebra 1 later in high school and completed Algebra 2 at lower rates relative to students paying full or reduced lunch price.

Students who qualified for free lunch completed Algebra 1 at lower rates earlier in their trajectory. By grade 8, almost half of students who did not qualify for free or reduced-priced lunch had completed Algebra, 38 percentage points higher compared to students who qualified for free lunch (figure 8). By ninth and 10th grade, the gap in Algebra 1 participation rate narrowed. However, later participation had impacts on downstream course taking. By the end of grade 12, students who qualified for free lunch had the lowest participation rates in Algebra 2.

*Figure 8. Cumulative proportion of students enrolled in Algebra 1, Geometry, and Algebra 2 across grades 8–12, by qualification for free or reduced-priced lunch*



Source: Authors' analysis of student-level OSPI data from 2016–17 to 2021–22.

Note: Only some categories are shown; results for some categories were suppressed due to small sample size. Number of students for Algebra 1: full (N = 411), reduced (N = 84), free (N = 496). Number of students for Geometry: full (N = 650), reduced (N = 114), free (N = 723). Number of students for Algebra II: full (N = 652), reduced (N = 106), free (N = 723).

## Access to HiCap programming and AP courses

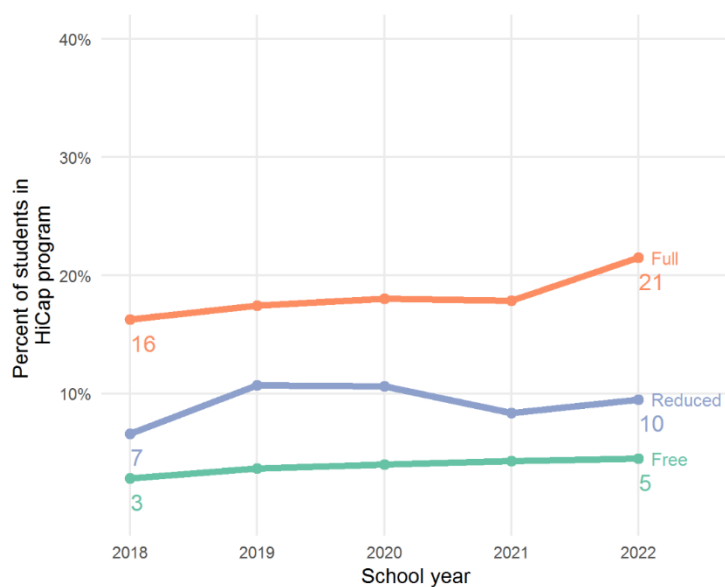
Equity in access to gifted and talented programs such as WSD's HiCap program has long been hindered by poorly designed identification systems, among other barriers (Peters, 2022). Because students may

be identified for HiCap participation as early as kindergarten, we included all grades in our analysis, disaggregated by our categories of interest: race/ethnicity categories, multilingual/EL status, qualification for free or reduced-price lunch, and special education status (see appendix B for comprehensive tables).

## Students who qualified for free lunch had consistently lower participation rates in both HiCap programming and AP courses.

Across the years available in our data, about 12 percent of students were enrolled in HiCap programs in WSD. Access to the HiCap program varied substantially by eligibility for the free or reduced-price lunch program. In every year from 2017–18 to 2021–22, students who did not qualify for free or reduced-price lunch participated in HiCap at much higher rates compared to students who qualified for free or reduced-price lunch. In the most recent year, only 5 percent of students who qualified for free or reduced-price lunch participated in HiCap programs, 16 percentage points lower than students who did not qualify (figure 9).

*Figure 9. Percentage of students participating in HiCap programming, by qualification for free and reduced-price lunch*



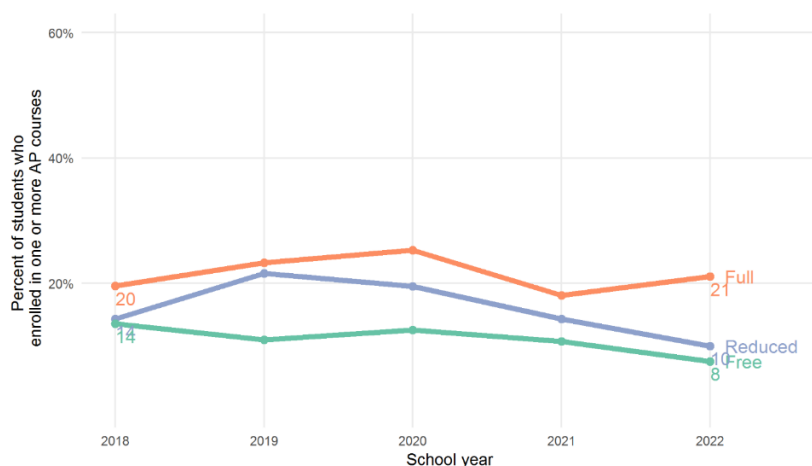
Source: Authors' analysis of student-level OSPI data from 2017–18 to 2021–22.

Note: Only some categories are shown; results for some categories were suppressed due to small sample size. Sample size ranges for free or reduced-price lunch status are as follows: full = 2,563 to 3,338; reduced = 371 to 599; free = 3,400 to 3,719.

Similarly, 8 percent of students who qualified for free lunch were enrolled in one or more AP courses in 2022, compared to 10 percent of students who qualified for reduced-price lunch and 21 percent of students who did not qualify.



Figure 10. Percentage of students participating in one or more AP courses, by qualification for free and reduced-price lunch



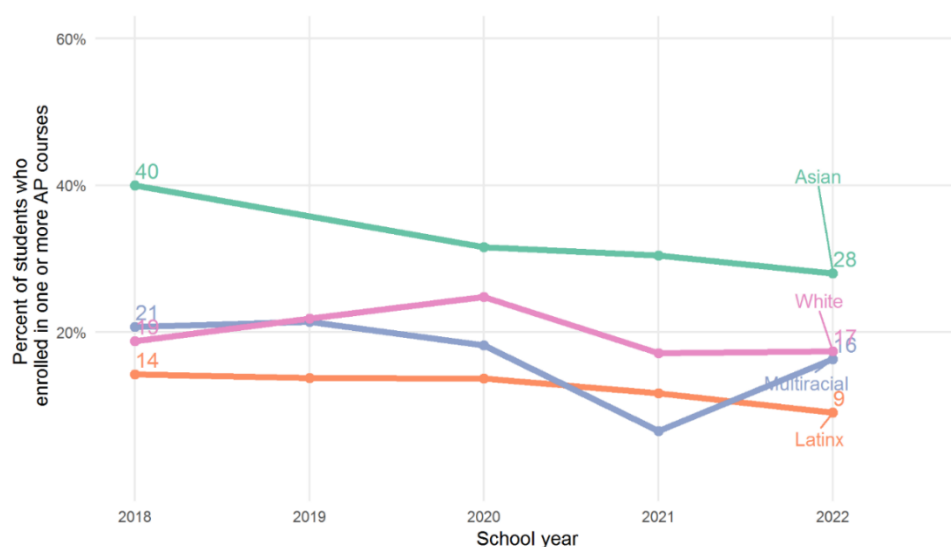
Source: Authors' analysis of student-level OSPI data from 2017–18 to 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. Sample size ranges for free or reduced-price lunch status are as follows: full = 754 to 1,097; reduced = 112 to 180; free 767 to 966.

### Hispanic/Latino/a/x students accessed fewer AP courses than their peers from other race/ethnicity categories and participated in HiCap programming at lower rates compared to other groups, even when accounting for free or reduced-price lunch eligibility.

Hispanic/Latino/a/x students in grades 10–12 participated in AP courses at the lowest rates of any of the examined groups, while Asian students had the highest rate of participation (figure 11).

Figure 11. Percentage of students participating in AP courses, by race/ethnicity categories

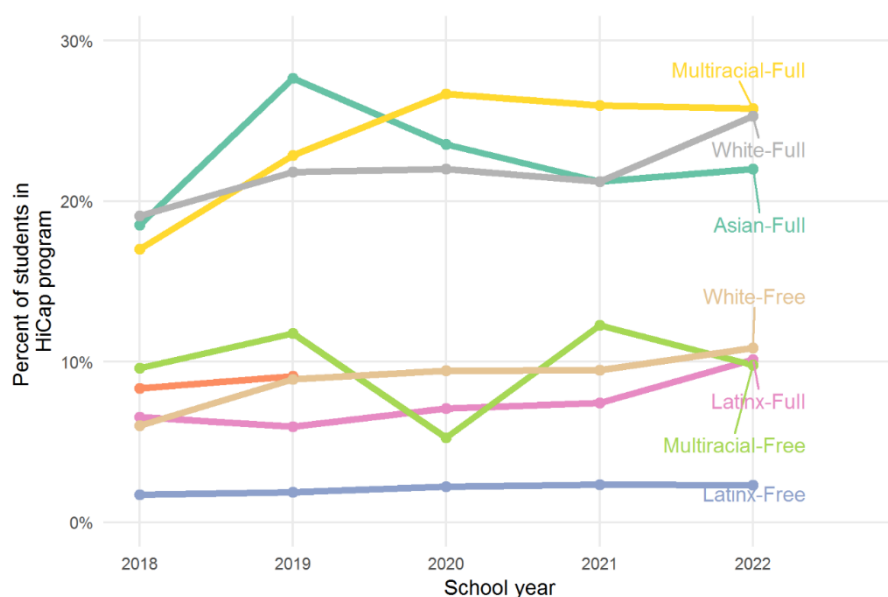


Source: Authors' analysis of student-level OSPI data from 2017–18 to 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. Sample size ranges for race/ethnicity groups are as follows: Asian = 19 to 25; Latinx = 844 to 984; Multiracial = 46 to 58; White = 846 to 1,024.

We examined access to HiCap programming by both race/ethnicity category and qualification for free or reduced-price lunch. In the most recent year, more than 20 percent of students identified in the data as Multiracial, White, and Asian who did not qualify for free or reduced-price lunch were in the HiCap program. However, about 10 percent of Hispanic/Latino/a/x students who did not qualify for free or reduced-price lunch participated in HiCap, about half of the rate of other groups with similar lunch program status. More concerning, only about 3 percent of Hispanic/Latino/a/x students who qualified for free or reduced-priced lunch participated in HiCap programming (figure 12).

*Figure 12. Percentage of students participating in the HiCap program, by intersection of race/ethnicity category and qualification for free or reduced-price lunch*



Source: Authors' analysis of student-level OSPI data from 2017–18 to 2021–22.

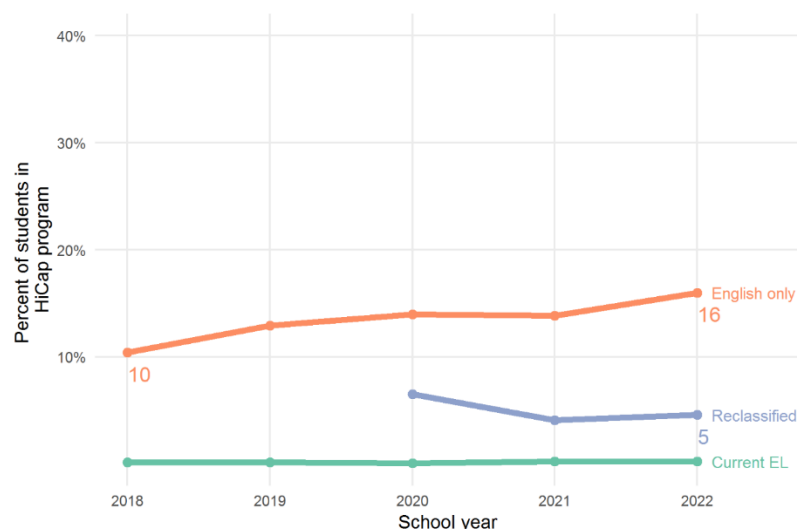
Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. Sample size ranges for free or reduced-price lunch status are as follows: full = 2,563 to 3,338; reduced = 371 to 599; free = 3,400 to 3,719. Sample size ranges for race/ethnicity groups are as follows: Asian = 63 to 80; Black = 28 to 36; Latinx = 3,547 to 3,755; Multiracial = 157 to 168; White = 2,737 to 3,301.

### **Fewer than 1 percent of multilingual students currently classified as EL and about 2 percent of students in special education participated in HiCap programming.**

Fewer than 1 percent of students classified as EL participated in HiCap programming. Students who were recently reclassified as no longer needing EL services had higher rates than current EL students, but much lower rates relative to non-EL students. In the most recent year of data, 16 percent of non-EL students were in HiCap compared to 5 percent of reclassified and fewer than 1 percent of current EL students (figure 13).

Across the observed years, fewer than 2 percent of students in special education were in HiCap (not pictured). Among the 2 percent of special education students in HiCap, more than 90 percent were White students.

*Figure 13. Percentage of students participating in the HiCap program, by EL classification status*



*Source: Authors' analysis of student-level OSPI data from 2017–18 to 2021–22.*

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. \* EL is English learner. We were only able to observe students who exited from EL services during the 2017–18 school year and beyond. Due to data limitations, we did not include rates for 2017–18 because we did not have data on students who reclassified during the school year before (2016–17). We did not include data for the 2018–19 because the number of reclassified students was severely undercounted. Overall, the rate presented for reclassified students is an undercount of all students who have reclassified from EL services, and the non-EL group includes students who were reclassified prior to the 2017–18 school year. Sample size ranges for EL groups are as follows: current EL = 1,146 to 1,279; reclassified = 352 to 894; English only = 5,338 to 6,115.

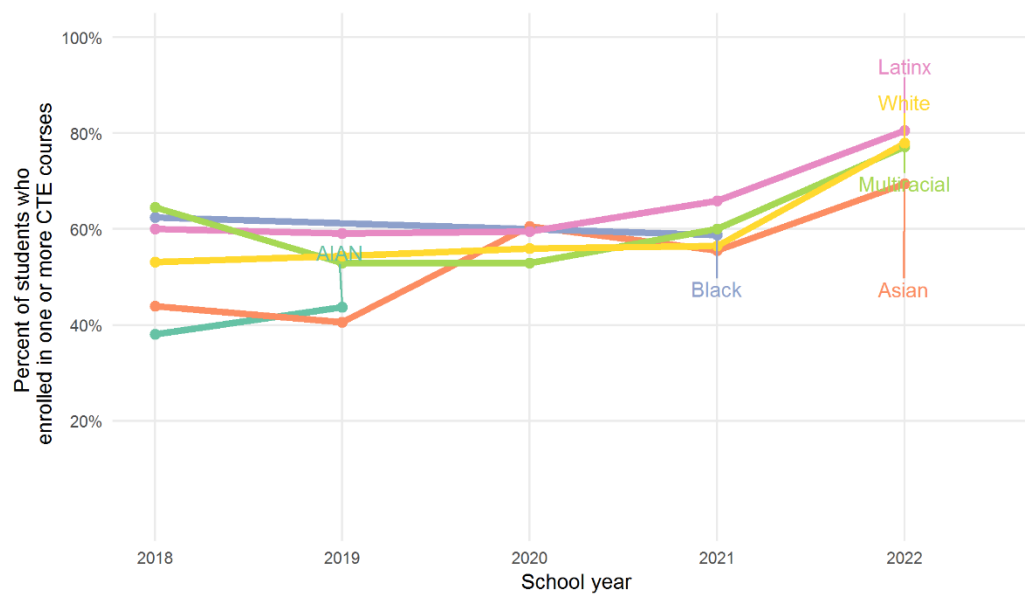
## Participation in career and technical education programs and sports

CTE programs of study aim to provide students with the academic and technical skills needed to pursue opportunities after graduation, including advanced education, training, or employment in high-wage, in-demand careers. A Regional Education Lab Northwest study found that students who participated in more CTE classes graduated high school in four years at higher rates than students who did not participate or those who participated but did not concentrate in CTE; this relationship held even after controlling for other important factors (Arneson et al., 2020). In this section, we explore participation in CTE courses in WSD from an equity perspective.

### Hispanic/Latino/a/x students in middle and high school had the highest participation rates in CTE courses.

Overall enrollment in CTE courses has increased for students across all race/ethnicity categories since 2018. Since 2020, students identified in the data as Hispanic/Latino/a/x had the highest rates of CTE participation (figure 14).

Figure 14. Percentage of students participating in one or more CTE courses, by race/ethnicity categories



Source: Authors' analysis of student-level OSPI data from 2018 to 2022.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. Sample size ranges for race/ethnicity groups are as follows: Asian = 36 to 45; Latinx = 1,770 to 1,965; Multiracial = 92 to 104.

## Students who qualified for free or reduced-price lunch had higher rates of CTE participation than their nonqualifying peers.

Across most of the race/ethnicity categories in our data, students who qualified for free or reduced-price lunch had higher participation rates in CTE courses than nonqualifying students. Students identified as Hispanic/Latino/a/x who qualified for free lunch had the highest participation rates in CTE in middle and high school compared to students from any other race/ethnicity category, regardless of FRPL eligibility (figure 15).

*Figure 15. Percentage of students participating in one or more CTE courses, by race/ethnicity categories and qualification for free or reduced-price lunch*

Participation in CTE courses by race/ethnicity and eligibility for free or reduced lunch status				
Race/Ethnicity	Full	Reduced	Free	Overall
AIAN	47%	NA	53%	53%
Asian	55%	NA	48%	54%
Black	61%	NA	58%	60%
Latinx	57%	64%	68%	65%
Multiracial	59%	63%	66%	61%
White	57%	63%	63%	59%

Includes all data from 2017-18 to 2021-22 school years. Only includes middle and high school students

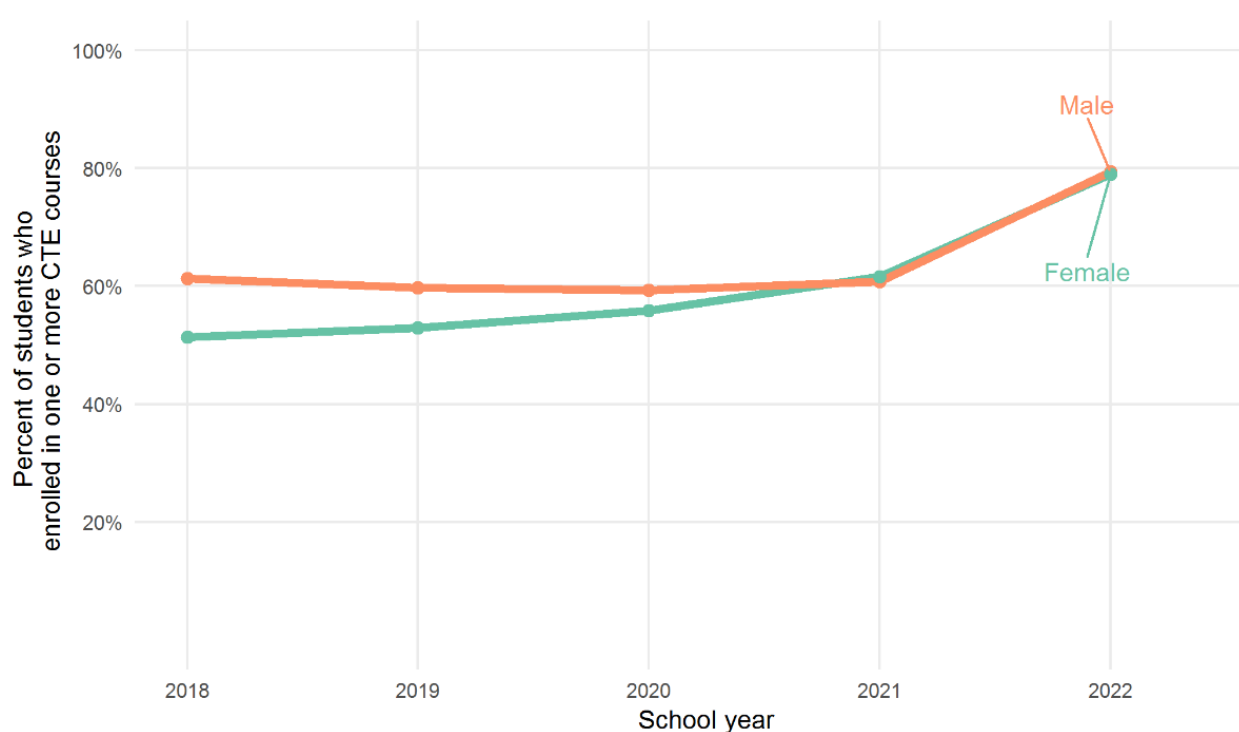
*Source: Authors' analysis of student-level OSPI data from 2017–18 to 2021–22.*

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. Sample size ranges for race/ethnicity groups are as follows: Asian = 36 to 45; Latinx = 1,770 to 1,965; Multiracial = 92 to 104.

### **Gender gaps in CTE participation have closed in recent years.**

Female students had lower rates of participation in CTE relative to male students from 2017–18 to 2019–20. In the most recent two years of data, however, the differences decreased. Participation rates among male and female students were about the same in 2022 (figure 16).

Figure 16. Percentage of students participating in one or more CTE courses, by gender



Source: Authors' analysis of student-level OSPI data from 2017–18 to 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. Sample sizes for male and female students range from 1,890 to 2,037 and 1,702 to 1,904, respectively.

### Eligibility for free or reduced-priced lunch was associated with different levels of sports participation for students from different race/ethnicity categories.

We examined participation in school-partnered athletics for students in middle and high school from 2017–18 to 2019–20. These years were included because they had the most complete data available and because the 2020–21 school year had virtually no participation in athletics.

The lowest rate of participation in school-partnered athletics was for American Indian and Alaska Native students who qualify for free or reduced-price lunch (figure 17). Students identified as White or Multiracial who qualified for free or reduced-price lunch also had lower sports participation than their nonqualifying peers, while students identified as Hispanic/Latino/a/x and Black who qualified for free or reduced-price lunch had higher sports participation than their nonqualifying peers. This suggests that financial support may be associated with sports participation for different student groups in different ways.

*Figure 17. Percentage of students participating in school-partnered athletics, by race/ethnicity categories and qualification for free or reduced-price lunch*

Participation in athletics			
by race/ethnicity and eligibility for free or reduced lunch status			
Race/Ethnicity	Full	Reduced	Free
AIAN	50%	NA	25%
Asian	58%	NA	NA
Black	42%	NA	56%
Latinx	49%	58%	58%
Multiracial	65%	71%	52%
White	60%	59%	47%

Includes data from the 2017-18 and 2019-20 school years. Only includes middle and high school students

*Source: Authors' analysis of student-level OSPI data from 2017–18 to 2021–22.*

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

There were few patterns in sports participation at the intersection of race/ethnicity and gender. We did observe that American Indian and Alaska Native girls had lower sports participation rates than any other group of race/ethnicity and gender (see comprehensive tables in appendix B).

## Overview of district policies and procedures related to access to learning

In this section, we summarize selected district policies in place related to access to learning, highlighting aspects of district policy that address access to learning for specific groups of learners. In addition to the board-approved policies summarized here, WSD has robust initiatives in place to support access to learning, including Advancement Via Individual Determination (AVID) and special programs covering Title I, Part A, the Learning Assistance Program, Title I, Part C, and bilingual education programs.

*Table 2. Overview of selected Wenatchee School District policies related to access to learning*

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to access to learning
Policy: Nondiscrimination <sup>5</sup> (3210)	August 2016	Equal educational opportunity treatment for all students and protection from discriminatory conduct that limits or denies participation in school	"[WSD] shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or genetic information, or the use of a trained dog guide or service animal by a person with a disability."
Procedure: Nondiscrimination <sup>6</sup> (3210P)	August 2016	Implementation of the nondiscrimination policy, including sharing the policy in district communications, publishing information about the district's discrimination complaint procedure, designating a compliance officer for investigating complaints, and bias training for educators	"Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged discrimination shall be directed toward a just resolution that is satisfactory to the complainant, the administration and the board of directors."

<sup>5</sup> [3210 Policy - Nondiscrimination 08/16](https://www.wenatcheeschools.org/board/3000-series-student-services), <https://www.wenatcheeschools.org/board/3000-series-student-services>

<sup>6</sup> [3210P Procedure - 08/16](https://www.wenatcheeschools.org/board/3000-series-student-services), <https://www.wenatcheeschools.org/board/3000-series-student-services>



Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to access to learning
Policy: Academic Acceleration <sup>7</sup> (2195)	November 2021	Ensuring all high school students have greater access to rigorous advanced courses, including dual credit programs	“The district will automatically enroll students who meet or exceed the state standard on the eighth grade or high school English language arts or mathematics statewide student assessment in the next most rigorous level of advanced courses or programs offered by the high school ... Internal assessments (such as iReady and/or classroom-based assessments) will be reviewed to ensure the student is at or above grade level. Additionally, the school will partner with the students and their family to ensure support for acceleration.”
Policy: Highly Capable Programs <sup>8</sup> (2190)	April 2019	Ensuring multiple pathways for identification using tools intended to be objective (e.g., iReady diagnostic and cognitive abilities test) and local and national benchmarks to maximize inclusion and equitable identification of low-income students. The policy mandates assessment in the student’s native language (if available) or nonverbally.	“The superintendent will establish procedures consistent with state guidelines for referral, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude, and creative or productive thinking.”
Procedure: Highly Capable Programs <sup>9</sup> (2190P)	February 2022, revised annually	Implementation of the Highly Capable Programs policy by outlining requirements such as identification procedures and tools, composition of selection team, communication with families, appeal and exit process, and reporting	“District practices for identifying the most highly capable students must prioritize equitable identification of low-income students. The district will assess students identified for further testing through the screening process using multiple objective criteria. The district must base the assessment process upon a review of each referred student's capability as shown by multiple

<sup>7</sup> 2195 - Academic Acceleration 11.21, <https://www.wenatcheeschools.org/board/2000-series-instruction>

<sup>8</sup> 2190-Highly Capable Programs 09.18, <https://www.wenatcheeschools.org/board/2000-series-instruction>

<sup>9</sup> 2190P - Procedure Highly Capable Programs 2.22, <https://www.wenatcheeschools.org/board/2000-series-instruction>

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to access to learning
			criteria, from a wide variety of sources and data, intended to reveal each referred student's unique needs and capabilities.”
Policy: Special education and related services for eligible students <sup>10</sup> (2161)	March 2022	Providing a continuum of placement options and processes necessary to provide students with an individualized education program (IEP), a pathway to graduation. This policy and the extensive series of associated procedures are made available to the public; although at the time of writing, the publicly available link to the procedures on the district website was not working.	“The board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state’s full educational opportunity goal to provide students in need of special education services with a free appropriate public education.”
Procedure: Special education and related services for eligible students 08.16	Not available	Not currently available on WSD website	Not currently available on WSD website
Policy: Education of students with disabilities under Section 504 of the Rehabilitation Act of 1973 <sup>11</sup> (2162)	March 2022	Upholding civil rights law to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education	“It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated, and provided with appropriate educational services.”
Procedure: Education of students with	January 2017	Ensuring that students who are disabled within the definition of Section 504 are	“In interpreting evaluation data and in making placement decisions, the District shall (1) draw upon information from a

<sup>10</sup> [2161 - Special Education and Related Services for Eligible Students 3.22](https://www.wenatcheeschools.org/board/2000-series-instruction), <https://www.wenatcheeschools.org/board/2000-series-instruction>

<sup>11</sup> [2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 01.17](https://www.wenatcheeschools.org/board/2000-series-instruction), <https://www.wenatcheeschools.org/board/2000-series-instruction>

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to access to learning
disabilities under Section 504 of the Rehabilitation Act of 1973 <sup>12</sup> (2162P)		identified, evaluated, and provided with appropriate educational services in full compliance with the law. The procedures include detailed information on referral, screening, evaluation, and considerations regarding discipline.	variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered, (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options, and (4) ensure that the student is educated with his/her non-disabled peers to the maximum extent appropriate.”
Policy: Transitional bilingual instruction program <sup>13</sup> (2110)	November 2019	Outlining a transitional bilingual instruction program designed to enable students whose primary language is not English to achieve competency in English and access a pathway to graduation	“[WSD will] allow EL students the opportunity to participate in all programs, services, and activities offered by the district. District may not categorically deny EL students from participating in any program, service, or activity solely based on students’ limited English proficiency. This includes honors and advanced courses, Career and Technical Education, Highly Capable Programs, online programs, Title I services, special education, Advanced Placement, extracurricular activities, and athletics”
Procedure: Transitional bilingual instruction program <sup>14</sup> (2110P)	April 2021	Providing details about eligibility, assessment, parent involvement, and evaluation for implementation of Policy 2110	

Source: <https://www.wenatcheeschools.org/board/policies-and-procedures>

<sup>12</sup> 2162P - Procedure Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 01.17, <https://www.wenatcheeschools.org/board/2000-series-instruction>

<sup>13</sup> 2110 - Transitional Bilingual Instruction Program, Revised 11.19, <https://www.wenatcheeschools.org/board/2000-series-instruction>

<sup>14</sup> 2110P - Transitional Bilingual Instruction 4.21, <https://www.wenatcheeschools.org/board/2000-series-instruction>

## Considerations and resources: Access to learning

The equity program review team suggests the following considerations and resources for the next steps of strategic plan implementation:

- The findings from the equity program review suggest a complex picture of disparities in course and program enrollment that warrant further investigation. The [Course and Program Enrollment Data Worksheet](#) from the Office of Superintendent of Public Instruction (OSPI) is an example of a tool that can support district teams in **reviewing disparities in enrollments at both the district level and, when feasible, the building level**. The worksheets include instructions and discussion questions to guide analysis of potential disproportionalities, as well as information about how to take prompt action to ensure that course and program enrollment disparities are not the result of discrimination, including considerations for:
  - Identification and selection of students
  - Course and program enrollment criteria
  - Tests and appraisal instruments
  - Academic, career, and vocational guidance materials
  - Work/study programs and opportunities
  - Educational scheduling or placement
- **Examining CTE course pathways and outcomes** is important for interpreting the findings from the equity program review. Historically, some policymakers and other stakeholders have argued that CTE programs may be used to track students of color and economically disadvantaged students into low-level jobs (Oakes, 2005). Current approaches to CTE focus on providing high-quality college and career preparation, as dictated by Perkins IV and Perkins V (Rosen et al., 2018). In this context, the district may wish to consider conducting targeted studies to determine which populations of students participate the most in CTE and what outcomes are associated with concentrating in these programs. Future research could also examine the extent to which participation in CTE coursework is determined by scheduling constraints—such as specific coursework for English learner students or special education students—that supplants flexibility to take elective credits in high school.
- **Regular review and updating of the processes used to identify HiCap students** may help to address disparities in access to HiCap programming for EL students. Research indicates that nomination and assessment practices may be key barriers to the identification of EL students for HiCap (Sparks & Harwin, 2017). To broaden student representation in HiCap programs, prior research recommends using multiple assessments or universal screening (Gubbins et al., 2020). For example, a REL Northwest infographic, [Improving the Identification of English Learner Students for Talented and Gifted Programs](#), highlights approaches for increasing representation of EL students in HiCap, including professional development to challenge implicit biases and revised nomination processes including alternative assessments, more collaboration, and continuous monitoring.

## Chapter 3: Instructional practices and policies

*I think building a personal connection with each student (even if it's not a very big one) is important because it makes everyone feel a little more welcomed and less judged which creates a better and easier classroom environment to learn in. – Student*

One of the action steps in WSD's strategic plan is to build the skills and knowledge of staff in diversity, equity, and inclusion. Instruction in schools goes beyond the teacher-student dyad, extending to communication and partnership among teachers, students, administrators, families, community organizations, and district leadership and staff. Research has shown that engagement between families and teachers not only leads to better outcomes for students—including higher grades and test scores, fewer absences, and more advanced social skills—but also for teachers who experience improvements in performance and job satisfaction and for families who become more empowered to be effective learning partners (Epstein, 2019).

### Instructional policies and practices

#### Research questions:

- How do students and families experience the district's instructional policies and teaching practices?
- To what extent do instructional policies and teaching practices demonstrate culturally responsive teaching?

#### Key findings:

##### How students and families experience the district's instructional policies and teaching practices

- Students and families described personal connections between staff and students as a critical part of promoting equity in instruction.
- Students and families want challenging, real-world relevant instruction.
- Families, educators, and students all see opportunities to strengthen support for students with disabilities.
- Families reported high levels of trust, respect, and belonging in relation to school. Families of high school students rated connectedness and communication lower than families of elementary or middle school students.
- WSD families voiced a wide spectrum of perspectives on the role of schools in promoting equity and inclusion.

##### Extent to which instructional policies and teaching practices demonstrate culturally responsive teaching

- Educators reported having access to resources for fostering inclusion but requested training and support to strengthen culturally responsive practices and to build common language about equity.
- Teachers of color and elementary school teachers expressed the highest levels of efficacy and confidence with inclusive and culturally responsive practices.
- High school teachers expressed lower levels of efficacy with family engagement and connectedness than elementary and middle school teachers.
- Administrators and students requested more support for social and emotional learning (SEL), while family perspectives on SEL were mixed.

## How students and families experience the district’s instructional policies and teaching practices

To understand student and family perspectives on instruction in WSD, we asked questions in focus groups and surveys about the extent to which families and children feel welcomed, valued, and challenged in school.

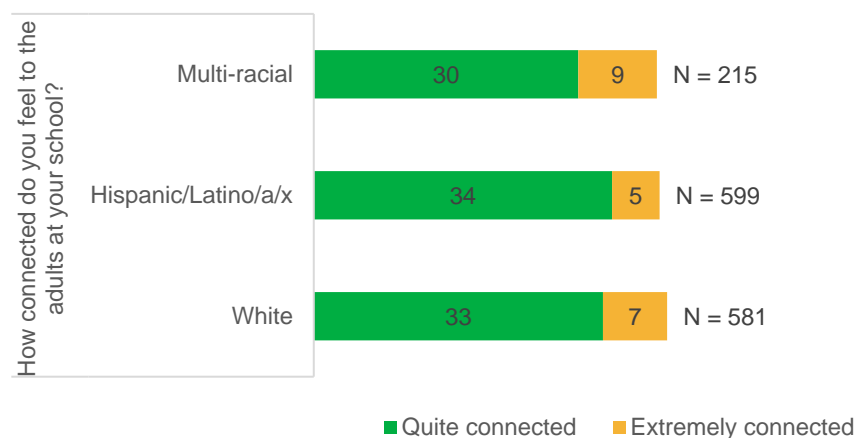
### Students and families described personal connections as a critical part of promoting equity in instruction.

Strong relationships and positive connections between teachers and students have been shown to be a powerful tool to foster engagement and learning, increase motivation, and help students deal with the everyday challenges they face in school (Pianta et al., 2012). A major theme throughout the qualitative and survey data collected from students and families was the importance of connections with individual students.

*Kindness, kindness, simply kindness...The teachers here are so kind to you. Like most of the teachers I've had, they like, they'll go up to you and just like ask you how you are, and they don't push if you're not comfortable, you know? — Student*

A series of survey items asked students about how connected they felt at school. Across all racial/ethnic categories, nearly half of students said they felt “quite connected” or “very connected” with the adults in their schools (figure 18).

*Figure 18. Percentage of students reporting they feel quite connected or extremely connected to adults in school, by race/ethnicity categories*



Source: Authors’ analysis of responses to the WSD’s student equity review survey.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

In open-ended survey responses, around 60 students expressed wanting their teachers to be more understanding or empathetic. In focus groups, some students indicated that their teachers’ reliance on

online or computer-based assignments (in part a sustained effect of COVID-19 school closures) made it more difficult to connect with teachers and receive help in a personal way.

*[Computer assignments] take away the humanity aspect of it. When you're doing work on your computer at home alone in your room, it takes out this human aspect and you feel like the computer doesn't care. — Student*

*We're done with online, and we're back in person. I don't see the point in using computers anymore. But I feel like teachers who actually do paper assignments try their hardest. Like my science teacher, she does paper assignments all the time. And I feel like she actually tries to get involved with the students and tries her best to make sure students are okay. — Student*

When students in focus groups expressed having strong connections with teachers and school staff, the effect was described as transformative.

*I have not seen myself as [having] much of a future. [My teachers] are so persistent about telling me not to worry. You are doing good. You're on schedule. You're doing great. I never really heard that [before]. They are so persistent, and they have more faith in me than [I do in] myself. Yeah. Motivating for me. — Student*

*[Staff have] actually sat me down and talked to me about what I needed to do and why I was struggling so hard. And, honestly, they've helped me so much. — Student*

In open-ended survey responses and family focus groups, some parents indicated they would appreciate teachers reaching out to students to build connections and to facilitate understanding of students' lives.

*There are students who have a different life, a different family, with different problems. That obviously affects their school as well. ... I think that is where [the teacher] should focus to see why a student is rebellious because there must be some reason behind that. A little more communication with the students would help a lot for students to do a little better in school. — Family member*

*For teachers sometimes it's hard to always be on top of the students, obviously, because they're in class and everything. I imagine those students have a problem, I feel like [teachers] should try to understand [students] a little more or have them express themselves as to why they feel that way. — Family member*

## **Students and families want challenging, real-world relevant instruction.**

One of the Big 6 future-ready outcomes in the WSD strategic plan is that students will be involved in “real-world relevant learning.” Students in focus groups expressed interest in instruction that is more relevant to their lived experiences.

*We're talking about past problems. But, in a way, we need to learn about current problems. I feel like all the schools only think about past events. But we should also learn about current events because that could also help us in the future. — Student*

*My education just felt so disconnected. I would get an assignment and then I wouldn't even know why. I couldn't connect myself to my education. — Student*

Students provided numerous suggestions for making instruction more relevant and interesting in open-ended survey responses. The most common suggestion was to include more fun class activities (suggested by 62 students). Thirteen students specifically suggested more group activities in class. Other

students suggested improvements in teaching in open-ended survey responses, including more than a dozen who wanted more academic support in class (such as more explanations, examples, and checking for understanding) or improved classroom management that reduced distractions, particularly from other students. Several students suggested giving students more choices about what they were learning, and several students specifically expressed wanting teachers to slow the pace of instruction.

Another theme that emerged from students was the desire to be supported by teachers while also being challenged and held accountable. While several students noted during focus groups that help and support are available for those who seek it, they would appreciate teachers checking in, expressing high expectations, and offering support earlier.

*It takes me going up there and talking to [teachers]. But once I do, I, in my experience, they've been very supportive and very, very kind mostly. — Student*

*So, if you want help, you can search for help. You can ask for help, but no one really approaches you. If you don't have the motivation to go talk to someone or speak up about it, then you're not really going to get that help. — Student*

*Teachers don't care really until [your grade is] an F. If it's a D, they're fine with it. I wish they would push me. I'm failing classes, and I didn't have anyone asking if I needed help. They do have resources after school, but I think it would've helped a lot if I had someone ask me personally if there is anything going on. — Student*

In focus groups with students, we asked participants to reflect on the extent to which they felt their teachers had high expectations for them to succeed. Responses revealed few differences in reports of teacher instruction, expectations, or other aspects of teaching.

*I mean, teachers and the staff are pretty respectful when it comes to people with their beliefs and their cultures. — Student*

However, several students noted differences in teacher expectations of and interactions with students based on personality or ability level. Specifically, a student in one focus group would like for teachers to spend more time reaching out to quieter students, and a few other students discussed different expectations due to their ability.

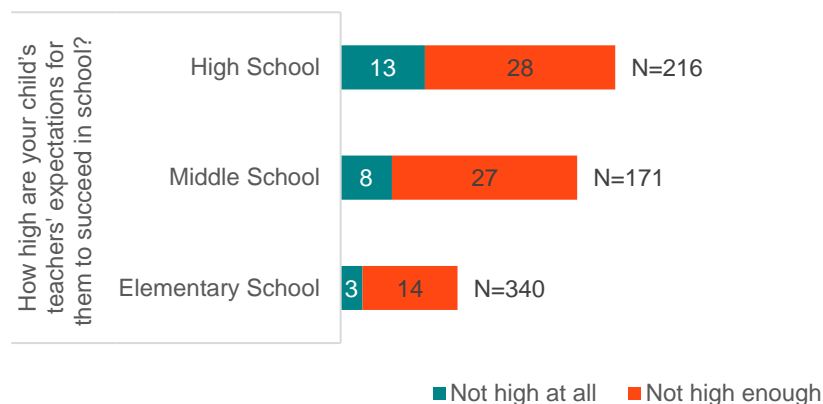
*One thing that seemed unfair to me sometimes with certain teachers is they, they build more relationships with other students than the rest of the students. And I just find that unfair, 'cause I would like to have relationships with my teachers, but it just seems like they don't make the effort. [Students who are] extroverted are closer to the teacher. — Student*

*So there are kids in the class who are really good at each subject. And so if they do that on tests, then he expects way more out of them [than other students]. — Student*

Responses to the family survey suggested differences in perceived expectations by grade level. Over half of family survey respondents with students in high school said that teachers' expectations for their child's success were not high at all or not high enough, compared to 36 percent of middle school family members and only 17 percent of elementary students (figure 19). There were no substantial differences across race/ethnicity or gender categories in family members' perceptions of teacher expectations.



Figure 19. Percentage of families indicating that teachers' expectations for their student's success was "not high at all" or "not high enough"



Source: Authors' analysis of responses to the WSD's family equity review survey.

A theme that emerged from the family focus groups was the need for instructional differentiation to support students who need it and to provide additional challenges to those who have already mastered the material.

*Having a little more differentiation not only in what people are learning, but how they're learning it [would be helpful]. Because if there are three people in the class who are high achievers in whatever subject, they can form a small group and push each other. And then if there are three kids who are struggling with the subject, they can be together and maybe get a little bit more attention from an adult to bring them up to speed. — Family member*

Families expressed concerns that classroom misbehavior may distract other children from learning. Some speculated that this misbehavior may be due to a lack of challenging coursework.

*It does seem like they're teaching to the people who need the most amount of help, which is great. But these other kids are yelling and frustrated and annoyed and bored. They are acting out because they're done already. — Family member*

In open-ended survey responses, nearly 30 family members suggested providing more challenges to students, including more than 20 family members who would like to see their child receive more work or more challenging work in classes and several who would like to see more challenging classes offered, such as AP. Family members were also interested in more support for students who are struggling academically and more differentiation in instruction by ability level.

*Challenge them. Some students are very smart but are not being challenged. Also, have more programs for those who are falling behind in a class. — Family member*

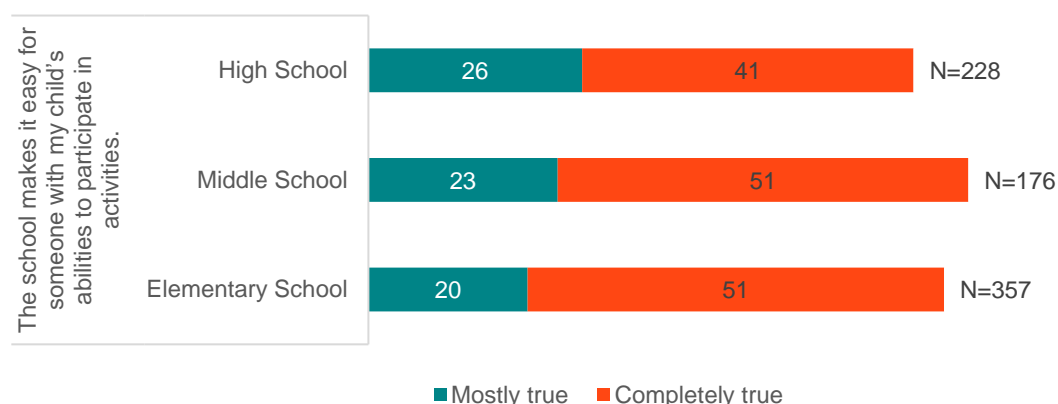
## Families, educators, and students all see opportunities to strengthen support for students with disabilities.

In recent years, the district has worked to increase inclusion of students with disabilities in inclusive classrooms. Several administrators reported that support for the inclusion effort has been offered through additional staffing, professional learning communities, co-teaching, and professional

development have helped teachers understand how to serve all students in inclusive classrooms. According to a few administrators, inclusion efforts have helped to increase confidence and independence among special needs students and social acceptance in the school. However, several administrators indicated that staff still need more training in how to build from strengths and manage the needs of all students in inclusive classes.

Family members responded to a survey item about whether the school makes it easy for someone with their child's abilities to participate in activities. Across the elementary, middle, and high school grades, the percentage of families who said this was mostly or completely true ranged from 67 percent (high school) to 74 percent (middle school) (figure 20).

*Figure 20. Percentage of family members indicating that schools mostly or completely make it easy for someone with their child's ability to participate*



Source: Authors' analysis of responses to the WSD's family equity review survey.

Several parents in focus groups and on the survey said that schools need to do a better job of negotiating inclusion of students with disabilities. Specific concerns raised by family members of students with disabilities included the difficulty of accessing services for their special needs children (including both identification and implementation of individualized education programs [IEPs]), and classroom management dynamics that come with inclusion.

*I suggest having the teachers be more aware of teaching methods and recognize students learning abilities. I had an issue with how my child was being treated by her teacher earlier this year. The teacher did not recognize my child's learning style. — Family member*

*Be more aware of every aspect of our children. It isn't all about race and ethnicity. Kids who are viewed as "different" by other kids, staff, and parents/adults are often categorized and treated as such. It is hard enough being a kid and being treated as an outsider because of the way they learn or behave by the people who have chosen to educate them. — Family member*

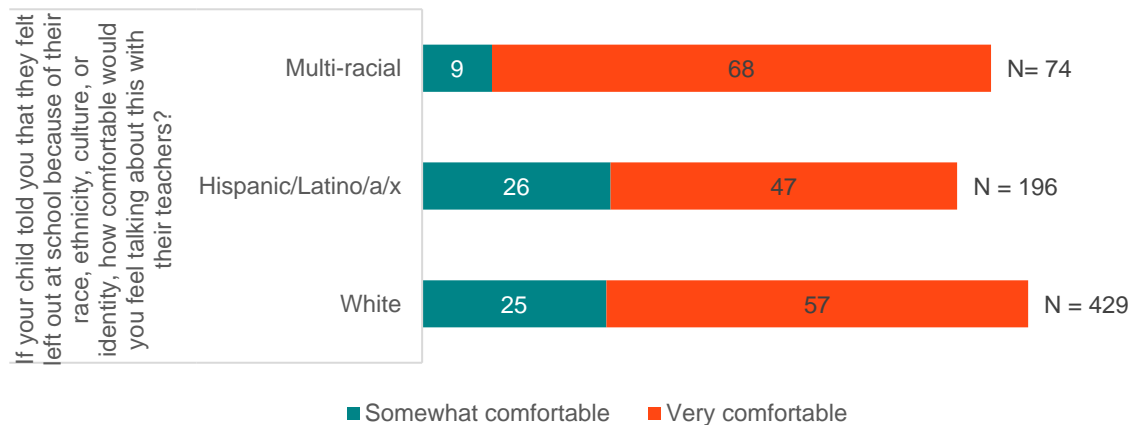
In focus groups, several students suggested that sometimes it doesn't feel fair when they perceive some students being held to different standards of performance and behavior, and students do not always understand how to adjust their own actions accordingly.

**Families reported high levels of trust, respect, and belonging in relation to school. Families of high school students rated connectedness and communication lower than families of elementary or middle school students.**

To ensure equitable family engagement, the Mid-Atlantic Equity Consortium (MAEC, 2020) recommends that school systems provide families with consistent communication in accessible language about their child’s engagement with the school’s policies and practices; access to technology; support from community partners; and a continuum of social, emotional, and behavioral services, supports, and interventions for students with challenges.

To further understanding of family engagement practices in WSD, family members responded to a series of items related to trust and respect in relation to schools. Across grade levels and racial/ethnic groups, a high percentage of family members (88 percent) said they agree or strongly agree with the statement “There are teachers I trust at school.” Similarly, 82 percent said they agree or strongly agree with the statement “I know how well my child is doing in school.” When asked how comfortable they would feel talking with teachers if their child was feeling left out at school because of their race/ethnicity, culture, or identity, a slightly higher percentage of family members identifying as White (82 percent) said they would feel somewhat or very comfortable, compared to 77 percent of family members identifying as Multiracial and 73 percent of family members identifying as Hispanic/Latino/a/x (figure 21).

*Figure 21. Percentage of family members indicating they are somewhat or very comfortable discussing children’s feeling of exclusion with their teachers*



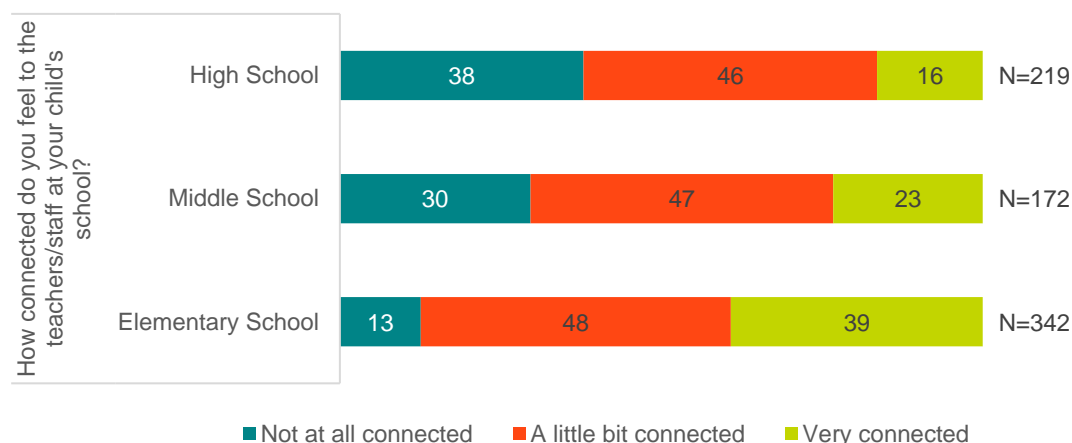
Source: Authors’ analysis of responses to the WSD’s family equity review survey.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

Although 83 percent of family members said they agree or strongly agree with the statement “I feel welcome in school,” differences emerged across grade levels in responses to the question, “How connected do you feel to the teachers/staff at your child’s school?” Responses suggest that family members of students in the elementary grades perceive more connection to the teachers and staff at their child’s school; 39 percent reported feeling “very connected” compared to only 16 percent of high

school student family members (figure 22). Our survey responses did not suggest substantial differences in feeling connected to school across family members' racial or ethnic categories.

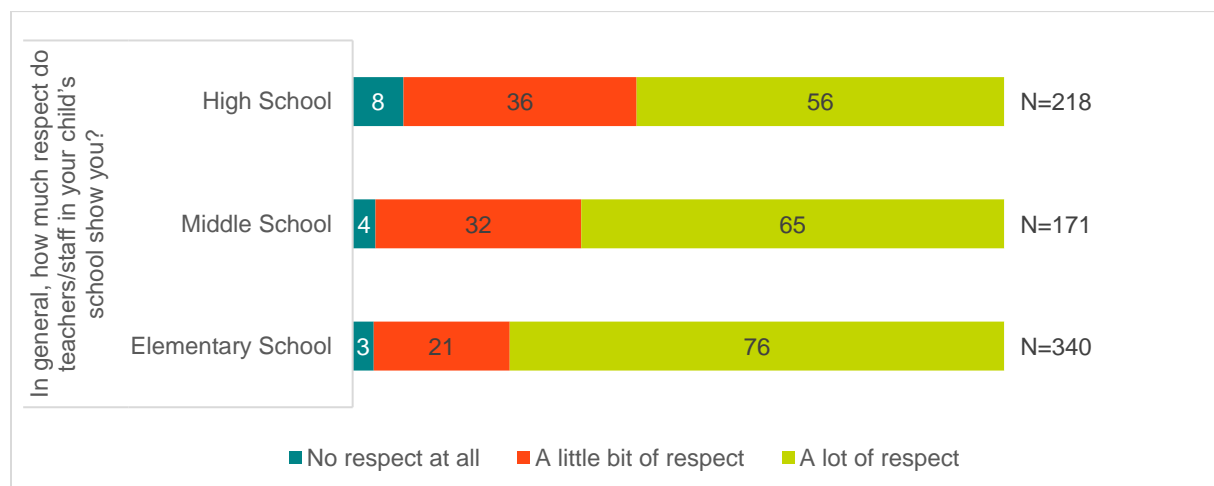
*Figure 22. Percentage of family members who reported feeling “not at all,” “a little bit,” or “very” connected to teachers or staff at their child’s school*



Source: Authors' analysis of responses to the WSD's family equity review survey.

A similar pattern appeared in responses to a question about the extent to which family members felt teachers/staff show a lot of respect to their family, with families of elementary students reporting the highest levels of respect (figure 23). In general, family members' ratings for respect were higher than their ratings for connectedness.

*Figure 23. Percentage of family members reporting different levels of respect that school teachers/staff show them, by grade level*

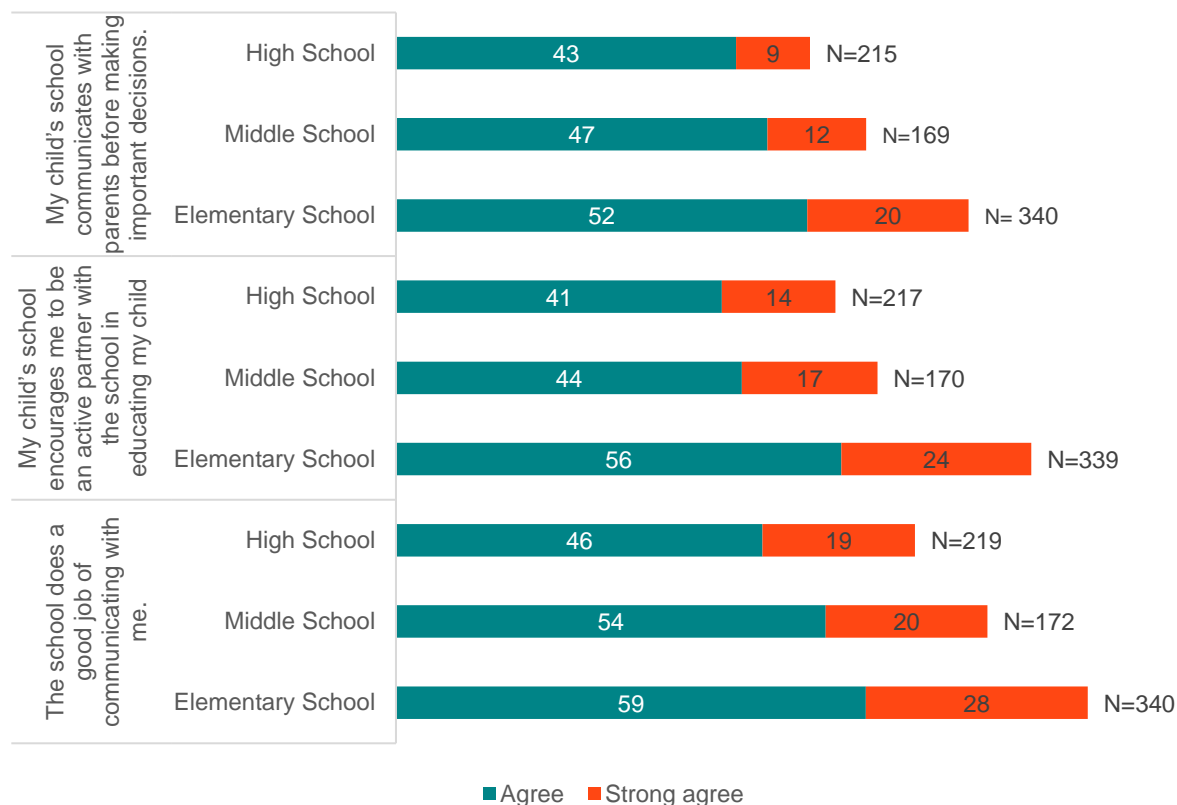


Source: Authors' analysis of responses to the WSD's family equity review survey.

The grade-level differences persisted in items about communication. Although most family members indicated they were included in decision making, were actively involved in educating their child, and felt

the school did a decent job communicating with them, there were some minor differences by grade level. Overall, patterns suggest that a higher proportion of families with children in elementary grades agreed or strongly agreed with positive statements about communication compared to families with children in the middle or high school grades (figure 24).

*Figure 24. Grade-level differences in the percentage of family members agreeing or strongly agreeing with items about communication with schools*



Source: Authors' analysis of responses to the WSD's family equity review survey.

Several family focus group participants indicated that school communications with families and family engagement could be improved, particularly for Hispanic/Latino/x/a families and Spanish-speaking families.

*I would like to be able to ask for [my child] at the reception. Many of the receptionists do not speak Spanish, and when they can, sometimes they don't even help us. — Family member*

*I'm going to share that I think sometimes what we lack in our community as Latinos, as migrants, is that many of the parents, they don't feel they have a voice or authority in school. — Family member*

Open-ended survey responses provided additional family perspectives about school and teacher communications with families and about family engagement. By far the most common suggestion from parents was to provide more frequent communications about each child to parents. Family members suggested that teachers provide more frequent updates (beyond parent-teacher conferences) about

students' academic successes, academic challenges, progress, and behavior. Several parents specifically indicated they would like to be notified about all altercations their child is involved in. Other parents noted that an open dialogue between parents may help teachers and families work together.

*Communicate with parents directly, not by general messages, especially when the student is not showing up to class or is always tardy. Don't wait until conferences to talk about the student failing the class. — Family member*

*Be better at communicating with parents about what is being taught in the class curriculum. I don't need detailed accounting but a paragraph or a few bullet points highlighting what each class is covering for a semester would be nice and help me feel more connected to teachers. I can't even tell you the name of the principal at [the school]. I can go look it up, but a way to connect parents with the people running the school where my child spends a significant amount of their daily time would be an improvement. — Family member*

In open-ended survey responses, more than a dozen family members said they would appreciate information from the school on topics such as upcoming school activities, curriculum, course selection, and how students and families can plan effectively for the future (such as for college admission). In addition to communication, 11 parents would like more opportunities for involvement in the school, particularly after COVID-19.

## **Families in WSD voiced a wide spectrum of perspectives on the role of schools in promoting equity and inclusion.**

Family members of WSD students voiced strong and, in many cases, diametrically opposed opinions about how much instruction should include an explicit focus on equity issues. For some family members, schools play a critical role in teaching children not only to value other cultures, but to recognize that they themselves are valued for what makes them unique.

*Children need to hear that school staff understands, appreciates, and embraces differences, no matter what. — Family member*

*Incorporate culturally responsive teaching ... that incorporates other cultures [besides] the culture my child belongs to, not just once but continuously. — Family member*

In open-ended survey responses, focus groups, direct communication with the project team, and conversations during the community event, more than 20 family and community members said that schools should focus on core or foundational academic skills and subjects, such as math, writing, and science, and preparing students for college and careers. Family members' open-ended survey responses included multiple concerns about instruction that includes political, identity, or character-based components.

*Focus more on the basics of learning and having high expectations of the students to perform and less focus on what divides students. — Family member*

More than 30 family members reported in open-ended survey responses or direct communication with the equity review team that a focus on diversity, equity, and inclusion in the schools was a waste of time, was happening too late, or was leading to negative impacts on one or more groups of children.

*From my perspective, it's a waste of time to talk about diversity or equity because it already occurs in school. — Family member*

*Can the focus of "inclusion" pertain to ALL walks of life? And not just liberal ideologies and thoughts? I feel the move towards inclusion is beginning to cause a shift in the mindset of student and staff towards shaming anyone who is different from or not in line with what was once the fringe minority. Meaning the pendulum is beginning to swing in the direction that White students and staff are looked down upon because they aren't "minorities"—thus becoming the minority. — Family member*

A couple of educators mentioned they would appreciate support and guidance on having conversations about equity with families and other educators.

*I'm hearing from the community and families ... it's almost like when you say the word equity, inclusion, diversity, it is a trigger word ... gender identity falls into that category so much that you can't see past it [and] the walls go up, they don't wanna talk about it. ... But there's more to equity than just looking at it from a gender identity perspective. So I think that that's kind of one of those buzzwords that just kind of turns people off right now. And they're just like, "Nope, not doing it." — Educator*

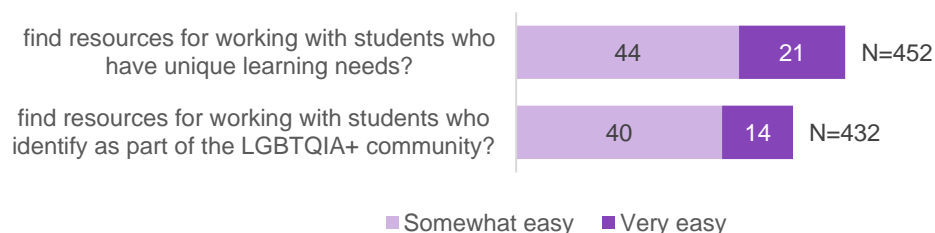
## Extent to which instructional policies and teaching practices demonstrate culturally responsive teaching

In surveys and interviews, we asked WSD educators and administrators to reflect on their confidence and the support they receive for incorporating inclusive and culturally responsive practices in their work, as well as the levels of communication and connectedness they experience with students and families.

### **Educators reported having access to resources for fostering inclusion but requested more training and support to strengthen culturally responsive practices and to build common language about equity.**

In interviews, focus groups and surveys, educators and administrators were both quick to celebrate successes and acknowledge the hard work that teachers do every day to reach students in a culturally responsive way. They also described effective policies and programs in place for connecting with students, including initiatives of the special programs department. About two-thirds of educators (65 percent) indicated it is somewhat easy or very easy to find resources for working with students who have unique learning needs. A slightly lower percentage, but still more than half (54 percent), responded that it is somewhat easy or very easy to find resources for working with students who identify as part of the LGBTQIA+ community (figure 25).

Figure 25. Percentage of educators who reported that it is “somewhat easy” or “very easy” to find resources for working with diverse students in WSD



Source: Authors’ analysis of responses to the WSD’s teacher equity review survey.

Special programs staff stressed during focus groups that there is a wealth of knowledge and experience within the district that could be drawn from to build capacity in culturally responsive education. This could help address the needs for professional development we heard about from both educators and administrators, who noted that staff need help implementing strategies for serving learners from different backgrounds with diverse sets of needs.

*I think as, as a district, we’ve done a really good job moving towards a more inclusive and open atmosphere to anyone and everyone no matter their identity and background. ... But as far as what we actually, how we instruct the kids, the pedagogy that we use and the methodology we use in the classroom, there has been little to no focus or supports. — Educator*

*As a classroom teacher, there’s never, ever been implicit or explicit guidance, support, mentorship around culturally responsive teaching. [We have not explored] how this actually affects the different cultures represented in your classroom. — Educator*

*I think in Wenatchee, we’ve done a really good job of providing training and then honoring the professionalism of the teacher voice. I would say what I’m seeing now is maybe people want ... real firm direction. — Educator*

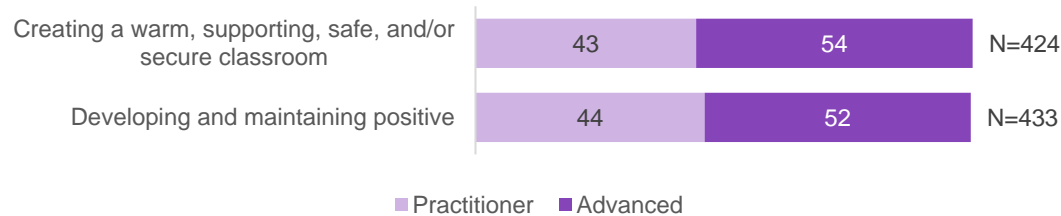
*I think if you asked each one of us here what we thought culturally responsive teaching is, you’re going to get six different answers. And, so, I think educators need to understand what [the district view] of that means. — Educator*

## Teachers of color and elementary school teachers expressed the highest levels of efficacy and confidence with inclusive and culturally responsive practices.

To gauge teacher efficacy with culturally responsive practices, the survey asked instructional staff to rate themselves as “novice,” “apprentice,” “practitioner,” or “advanced” on several items about inclusive relationships and culturally responsive practice. Nearly all (97 person) teachers across grade levels and race/ethnicity categories rated themselves highly (practitioner or advanced) in creating warm, safe, supportive, and secure classrooms and developing and maintaining positive relationships (96 percent).



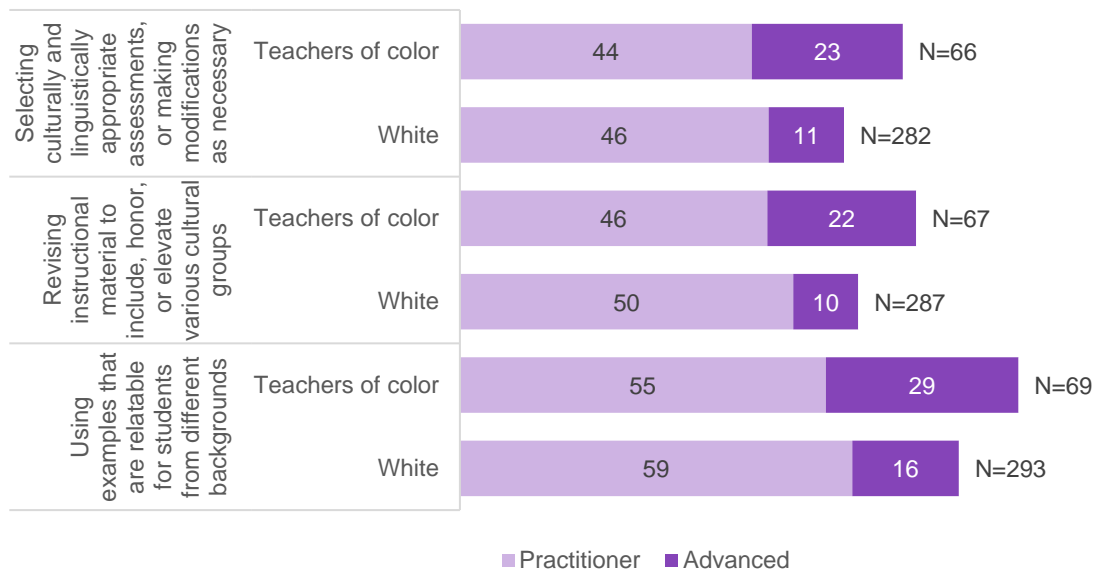
*Figure 26. Percentage of teachers indicated “practitioner” or “advanced” as the level of expertise of promoting students belonging in the classroom*



Source: Authors’ analysis of responses to the WSD equity review educator survey.

When disaggregating responses by race/ethnicity, we found that teachers of color were slightly more likely to rate themselves as practitioner or advanced in culturally responsive practices than teachers who identified as White (figure 27). Most teachers felt efficacious in using examples that reflect different cultures and backgrounds, but rated their efficacy slightly lower for selecting, revising, and modifying materials or assessments for cultural relevance.

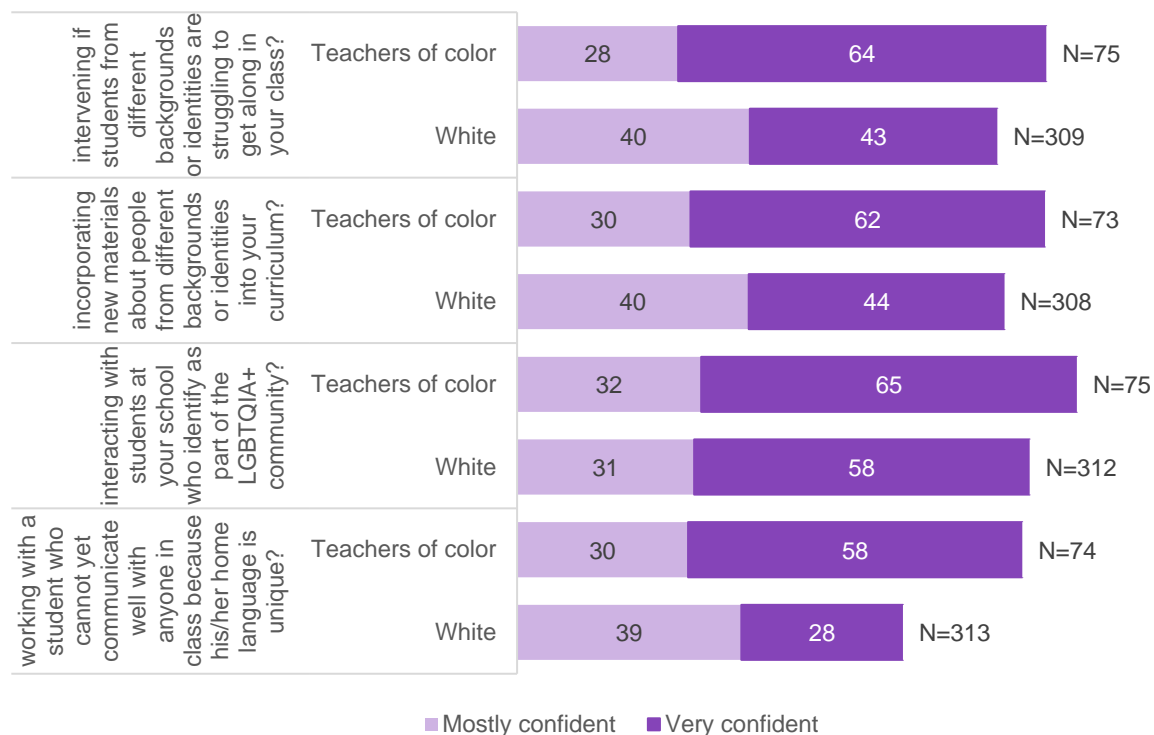
*Figure 27. Percentage of educators identifying themselves as having “practitioner” or “advanced” skills in various dimensions of culturally responsive teaching by race/ethnicity*



Source: Authors’ analysis of responses to the WSD equity review educator survey.

Likewise, teachers of color rated their confidence slightly higher in several dimensions of inclusive and culturally responsive communication than their White peers, with the biggest difference found in confidence working with students navigating language barriers that make it hard to communicate in class (figure 28).

Figure 28. Percentage of teachers rating themselves “mostly confident” or “very confident” in various dimensions of inclusive and culturally responsive communication with students by race/ethnicity

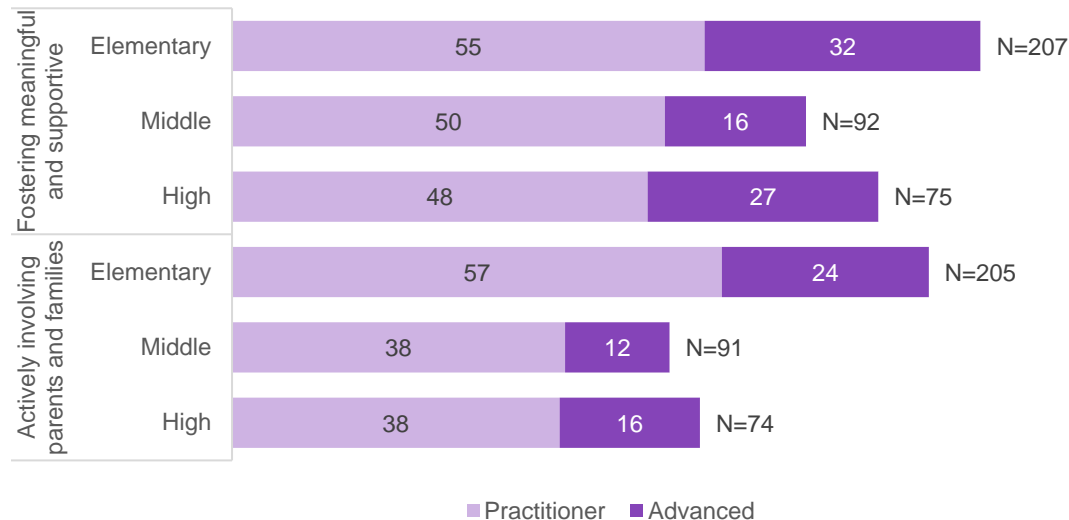


Source: Authors’ analysis of responses to the WSD equity review educator survey.

## High school teachers expressed lower levels of efficacy with family engagement and connectedness than elementary and middle school teachers.

Educators working in elementary schools rated themselves as more advanced in fostering meaningful relationships with families and involving them as partners (figure 29). This aligns with the family survey responses in the previous section that indicated that family members of students in elementary schools felt more connected to school staff than family members of high school students.

Figure 29. Percentage of teachers rating themselves “practitioner” or “advanced” in relationships and expectations with students and families by grade level



Source: Authors’ analysis of responses to the WSD equity review educator survey.

Educators in high schools reported lower levels of connection not just with families, but among other adults in their school. Survey responses indicated that 63 percent of middle school educators and 53 percent of elementary school educators felt quite or extremely connected compared to 36 percent of high school educators.

## Administrators and students requested more support for social and emotional learning, while family perspectives on SEL were mixed.

One of the Big 6 future-ready outcomes in the WSD strategic plan calls for students to receive high levels of social and emotional support. The COVID-19 pandemic introduced myriad persistent challenges for students, families, and educators. Since March 2020, communities have been navigating prolonged school closures, remote learning and teaching, and changes to communication structures between schools and families. Teachers are challenged to maintain contact with students and their families while supporting students’ social and emotional health, keeping students engaged, and adapting to new technologies and teaching strategies (MAEC, 2022). In the coming years, experts predict that the number of students who exhibit social, emotional, and behavioral challenges at school will double or triple (Keels, 2020). In interviews, administrators emphasized the importance of social emotional support considering educational disruptions caused by COVID-19.

*Up until this year, I would have [said] wholeheartedly, without a doubt, super strong climate, super strong culture. This year definitely feels different. So, I, I mean, I can honestly say that's just our reality that we're addressing. — Administrator*

*I think we made a lot of progress in a couple years, and then we ran into COVID, and we have slid backwards, which is unfortunate to me. Kids were away from our system for so long. ... It*

*certainly feels like we deal with a whole lot of just bad behavior, of destruction and defiance, [that] we've never had to deal with before. — Administrator*

*I think the whole need for more social, emotional support in terms of mental health at this age level is critical. ... It's just everything costs money and everything has a priority. But, I do feel like that a huge piece of this is to help equip kids with skills to handle their own issues. — Administrator*

One effective way for instructors to build awareness of how mental and emotional health are affecting students' engagement in school is to make a practice of daily check-ins with students, knowing the appropriate people at school to notify in case of an emergency or chronic situation (MAEC, 2020). Many WSD educators acknowledged during focus groups the importance of connecting with all students and working to understand their backgrounds.

Supports for students' social and emotional needs can help to promote mental and emotional health and facilitate academic learning. Research shows that students who participate in SEL programs have higher levels of academic achievement, lower dropout rates, improved mental wellness, and increased cognitive abilities (see MAEC, 2020). Teachers who become trained in specific SEL programs benefit by learning the same skills as their students and are confronted with fewer behavioral problems in the classroom as the teacher-student relationship improves (CASEL, 2021).

According to interviews and focus groups, the district and schools are implementing supports to help address students' social and emotional needs. The district is in the process of designing a multitiered system of supports (MTSS) framework and, with a new MTSS director, working to identify level interventions for different levels of student need.

*I think as a district, if we are able to solidify interventions at tier two and tier three, we are going to be able to meet all students' needs, but it can't only come from a building level. It has to come as a district level and a system within our ... district. — Administrator*

Individual schools have also instituted programs and practices to help build community and to address trauma and other mental health needs. Some of these include social and emotional curricula, time for social and emotional lessons, and interventionists.

*We have a curriculum that we pay for every year called Character Strong. It has lessons embedded in activities or questions that you talk about in your small groups in schools. And we have used that for many years. — Administrator*

*We take the first half hour of every day for social emotional learning. So, they have their breakfast with their classmates, and they do a social emotional lesson with their teacher. Kids are in their classrooms building relationships with their peers and their teachers. That has changed our climate. — Administrator*

*We're shifting our model around so that we're not paying a teacher [to provide SEL support], but instead are paying for classified intervention staff. This has allowed us to go from one interventionist to three next year. — Administrator*

Student's self-reported needs for social and emotional supports were evident in their open-ended survey responses. More than 60 students wanted their teachers to be more understanding or empathetic. Nearly 30 students suggested their teachers should do more to develop connections with

individual students. Another key suggestion noted by nearly 50 students was to offer more down time (recess, lunch, or breaks from academic instruction) or more time to socialize during the school day.

Family perspectives from open-ended survey responses were mixed, with some family members voicing support for the school's role in providing SEL supports and some expressing that school should focus on the basics of core curriculum-based instruction.

*Focus more on curriculum [versus] "how they feel." — Family member*

*I appreciate social emotional learning, teachings around empathy, cultural awareness, recognition of marginalized people. I know that these topics have been politicized, but ensuring that our children understand the world is important to our family. Ensuring that children of all abilities and socioeconomic backgrounds have access to knowledge in a safe place where their education and confidence is cultivated will make this world a better place. No additional suggestions except for keep up the good work. — Family member*

## Overview of district policies and procedures related to diversity, equity, and inclusion in instruction

In this section, we summarize selected district policies in place related to instruction, highlighting aspects of district policy that address diversity, equity, and inclusion.

*Table 3. Overview of selected WSD policies related to diversity, equity, and inclusion in instruction*

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to diversity, equity, and inclusion in instruction
Policy: Staff development <sup>15</sup> (5520)	January 2022	Ensuring that both administrative and nonadministrative staff have access to training for skill development, professional growth, and capacity to meet the needs of the district	“Additional training and study are prerequisites for continued growth and effectiveness of staff members ... Staff are encouraged to gain additional job-related skills through special study or in-service training.”
Procedure: Staff development <sup>16</sup> (5520P)	February 2022	Outlining a collaborative approach to professional growth and training at the district level and for individuals. The procedure also outlines new state-level requirements for staff training in SEL, cultural competency, and diversity, equity, and inclusion.	“Beginning in the 2023–24 school year, and every other school year thereafter, the district must use one of the professional learning days funded under RCW 28A.150.415 to provide to school district staff a variety of opportunities for training, professional development, and professional learning aligned with the cultural competency, equity, diversity, and inclusion standards of practice developed by the Washington professional educator standards board under RCW 28A.410.260. Alignment with the standards of practice must be evaluated using the rubrics developed under RCW 28A.410.260. The opportunities must also include training on multicultural education and principles of English language acquisition.”

<sup>15</sup> [5520 - Staff Development 1.22, https://www.wenatcheeschools.org/board/5000-series-personnel](https://www.wenatcheeschools.org/board/5000-series-personnel)

<sup>16</sup> [5520P Procedure - Staff Development 2.22, https://www.wenatcheeschools.org/board/5000-series-personnel](https://www.wenatcheeschools.org/board/5000-series-personnel)

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to diversity, equity, and inclusion in instruction
Policy: Diversity-multicultural education (2133)	November 2010	Recognizing the cultural diversity of students and other district community members and that diversity-multicultural education is an interdisciplinary process for continuous integration into the total school program	“The Board is committed and supportive of the following: A. The inherent dignity and the equal and inalienable rights of all students and staff. B. The right to and responsibility for an educational environment which extends equal rights to all without discrimination through its policies and practices. C. Universal respect for and observance of these rights to ensure that all students are provided a school and classroom environment in which they are free to learn, encouraged to accept and respect themselves and to treat others with dignity and respect. D. A staffing composition of administrators, teachers and all other personnel that is representative of the cultural diversity in the district. Membership in all school district committees shall also be representative of the cultural diversity in the district. E. An education of superior quality for all students that includes greater appreciation of and respect for human individuality and cultural differences and similarities which contribute to our democratic nation as a whole, and more particularly the cultural contributions that make up our community. F. Training in diversity-multicultural education issues for all board members, district staff, administrators, teachers, paraprofessionals, volunteers and community members participating in school sponsored activities.”
Policy: Social emotional climate <sup>17</sup> (3112)	February 2022	Supporting and promoting school and school district action plans for fostering “physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments.” The policy recommends collaborating with students, families, and community members to plan, implement, and continuously improve processes around school climate and	“The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, and needs. The Board further recognizes the important role that students, families, and community members play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate.”

<sup>17</sup> 3112 - Social Emotional Climate 2.22, <https://www.wenatcheeschools.org/board/3000-series-student-services>

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to diversity, equity, and inclusion in instruction
		SEL that align with the Washington SEL standards and benchmarks created under RCW 28A.300.477.	
Procedure: Social emotional climate <sup>18</sup> (3112P)	February 2022	The procedures call for the formation of a representative planning team of educators and stakeholders to lead SEL and school climate efforts in collaboration with youth and family service organizations. The procedures highlight the use of school climate surveys and adoption of MTSS.	“Positive School Climate is safe, supportive, and an equitable learning environment that will call on adults to: engage in practices that affirm diverse social and cultural identities; cultivate a sense of belonging and community; provide structures for physical and emotional safety; use engaging, relevant, and culturally responsive instruction built on an understanding of how children and adolescents grow and develop socially, emotionally, and academically; create space for student voice and agency; offer frequent opportunities for students to discuss and practice anti-racism and develop collaborative solutions to address inequities; provide tiered supports that meet the needs of all students; and train adults to model and nurture attitudes that emphasize the benefits and satisfaction from learning.”

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<sup>18</sup> 3112P - Procedure Social Emotional Climate 2.22, <https://www.wenatcheeschools.org/board/3000-series-student-services>



## Considerations and resources: Instructional practices and policy

The equity program review team suggests the following considerations and resources to consult for the next steps of implementing the strategic plan:

- Resources exist to help with **developing common language and shared understanding of culturally responsive education** that educators requested in the equity program review. For example, NYU's Metropolitan Center for Research on Equity and the Transformation of Schools published [\*Culturally Responsive Education: A Primer for Policy and Practice\*](#) (Johnston et al., 2017), a free resource that defines cultural responsiveness in the context of education, suggests practical applications, and points out potential next steps for research, policy, and practice.
- A need for support in fostering connections with students emerged as a theme in the equity program review, and district policy reflects a commitment to **implementing and continuously improving processes around school climate and SEL** that align with the Washington SEL standards. The state has invested resources in developing a set of standards related to SEL and guidelines for implementing SEL from a culturally responsive perspective. A brief entitled [\*Washington SEL Implementation Brief: Focus on Culturally Responsive Practices\*](#) includes definitions of culturally responsive education, descriptions of SEL, and links to resources including online modules, practical guidance, and training materials.
- The findings from the equity program review suggest that the district is making strides to develop and strengthen trust and relationships with community partners to support students and families of color. The equity program review team, with the support of the working group, facilitated a productive community conversation in April 2022 that can serve as a model for **continuing efforts to host community-based listening sessions and conversations**, especially if such conversations can be conducted bilingually with groups representative of the WSD community.
- **Strengthening family engagement** is essential to achieve sustainable and equitable opportunities for all students, and no one size will fit all. Schools and family members need to work together to identify what initiatives, communications, and programs will be best for the local context. An example of a resource that may be helpful in strengthening family engagement is a Teaching for Change publication entitled [\*Between Families and Schools: Creating Meaningful Relationships\*](#), a resource for schools looking for meaningful ways to partner with their families that includes suggestions for actions to take and questions to investigate within school communities. There is a small fee for digital download of the publication, but the organization also offers free resources on their website. OSPI has also issued several menus of best practices related to family engagement, including one for [\*communicating with multilingual families\*](#) and one to build district capacity for [\*family engagement in the context of schools reopening after COVID-19\*](#), which includes key questions, suggested actions, and additional resources.

## Chapter 4: Curriculum materials, resources, and policies

*Culture roots, identity, it all can be very subjective. I feel it's really hard to pinpoint that in a person as a school. So, it just feels like for me you should feel seen. Like, the school environment and how you're being taught ... I feel like it's just about being and feeling seen. — Student*

Shaping curriculum to fully integrate students' culture and language is a key component of creating a culturally responsive school climate (Morrison et al., 2008). Incorporating a student's lived experiences and frames of reference into the teaching of academic knowledge and skills makes the learning experience more personally meaningful, more interesting, and more accessible (Gay, 2010). In this chapter, we draw from interview and survey data to explore students' and families' perspectives on the representativeness of curriculum in WSD, along with educators' perspectives on organizational support for implementing culturally and linguistically responsive curricula with fidelity and accountability. We then provide examples of using bias screening tools to assess the cultural responsiveness of curriculum.

### Curriculum materials, resources, and policies

#### Research questions:

- To what extent do students and families see themselves represented in the curriculum?
- To what degree is there fidelity to and accountability for implementing culturally and linguistically responsive curricula?
- To what extent is the district's curriculum culturally responsive and representative of diverse cultures in embedded and explicit ways?

#### Key findings:

##### Extent to which students and families see themselves represented in the curriculum

- Students who identified as Hispanic/Latino/a/x and families of Hispanic/ Latino/a/x students were less likely to report feeling represented in the curriculum.
- Family members offered a range of feedback about the role of curriculum in promoting equity.

##### Degree to which there is fidelity and accountability for implementing culturally and linguistically responsive curriculum

- Educators take their own initiative to diversify the curriculum, and administrators reported seeing progress toward representation in the curriculum while recognizing there is still a long way to go.
- Educators requested support for improving access to curriculum for multilingual students.

##### Extent to which the district's curriculum is culturally responsive and representative of diverse cultures in embedded and explicit ways

- Screening tools may be useful for centering equity in curriculum adoption in collaboration with families.

## Extent to which students and families see themselves represented in the curriculum

### **Students who identified as Hispanic/Latino/a/x and families of Hispanic/Latino/a/x students were less likely to report feeling represented in the curriculum.**

Student focus groups surfaced some concerns about lack of representation in the curriculum. The theme was more prevalent in the focus groups conducted in Spanish.

*I'm Hispanic, but they don't really teach anything from Hispanic history. And we barely started talking about Hispanic culture. My teacher said that was like extra stuff. And then the school district didn't really require it, but she just wanted to teach us that since she knew most of us were Hispanic ... So maybe it's not in the curriculum and stuff as much as it should be. — Student*

*I don't really know about the other classes, but for our class, we've done like a project about our family's roots and stuff. And, right now, we're learning about like Latino activists. So, we do learn about that type of stuff quite a bit. — Student*

Most of the concerns centered on the social studies curriculum and a student or family's own culture. A few students acknowledged the difficulty of addressing all cultures or identities in the classroom.

*I'm Mexican American. I was never really taught in depth about my culture. I guess it kind of just depends on what school you're in. I feel like that's a really hard thing to like incorporate into the work because not everyone has the same culture. — Student*

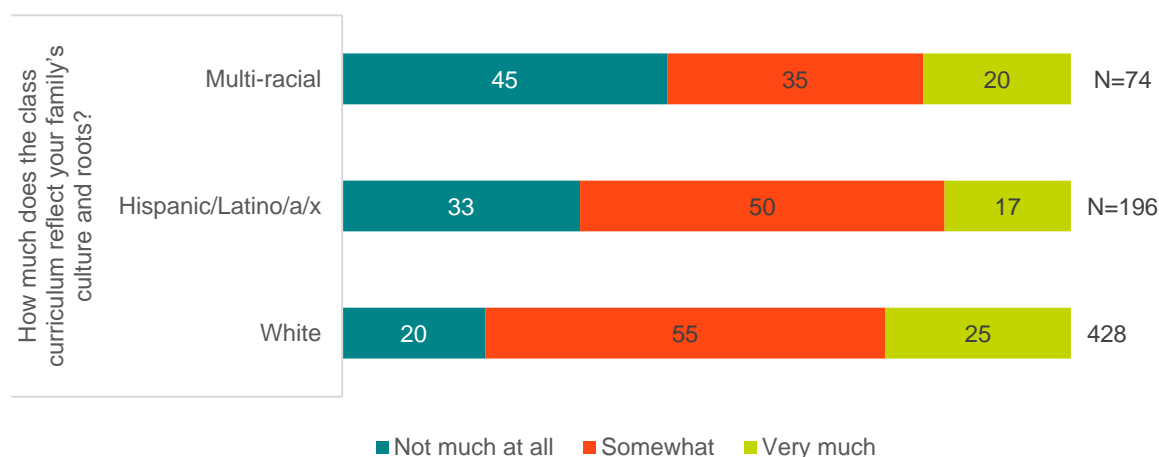
Several multilingual students reported in focus groups that some of their English-speaking teachers did not permit students to speak Spanish in class because they were worried about what students might be saying.

*Like teachers saying that you're like, you can't speak your language and like, because they assume that you're saying something bad. — Student*

*I have been [not] allowed to speak Spanish because [teachers] don't understand what I could be saying, like curse words at them. It could be that some people do take advantage of speaking Spanish sometimes and saying mean stuff. — Student*

Responses to the family survey showed a similar pattern of Hispanic/Latino/a/x families being less likely to indicate that curricular materials reflected their family's culture and roots (figure 30). In direct communications with the project team, some family members expressed that they found this survey question difficult to answer, specifically parents who identified as White, because they felt the question was positioned toward people of color.

*Figure 30. Percentage of families indicating that curricular materials reflect their family's culture and roots, by race/ethnic category*



Source: Authors' analysis of responses to the WSD equity review family survey.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

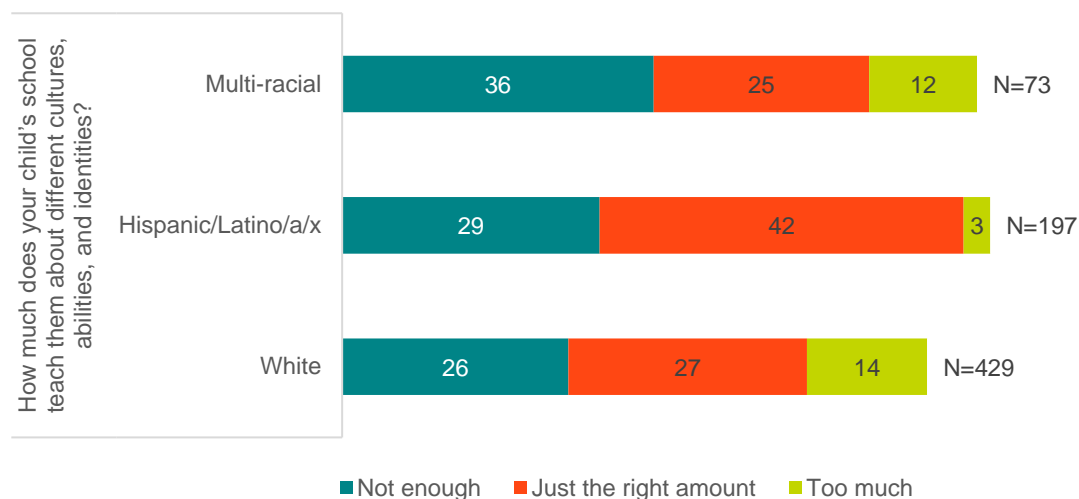
Student survey responses align with family responses but to a lesser degree, with slightly fewer students who identified as Hispanic/Latino/a/x saying their curriculum included people who shared their ethnic or racial background: 40 percent of Hispanic/Latino/a/x students said this was mostly or completely true of their classes, compared to 49 percent of White students.

In open-ended survey responses, four family members specifically mentioned they would like to see more diversity in the curriculum, including both racial diversity and other types of diversity. Fifteen parents indicated they would like to see more opportunities in the classroom and in the school for their children to learn about other races/ethnicities, countries, and cultures, with several parents mentioning a culture fair.

*They say that it is important for children to know their culture and where they come from, because it helps them when they arrive at middle school that they start with "I am from here. I belong with this group." — Family member*

In responses to the family survey, a higher percentage of Multiracial families (36 percent) indicated that the schools did not teach children enough about different cultures, abilities, and identities, compared to Hispanic/Latino/a/x (29 percent) and White families (26 percent) (figure 31). Interestingly, Multiracial families were also nearly as likely as White families to indicate that schools taught children "too much" about different cultures, abilities, and identities (12 percent and 14 percent, respectively). The largest proportion of families who said it was "just the right amount" were those identifying as Hispanic/Latino/a/x.

*Figure 31. Percentage of families indicating that their child's schools teach children “not enough,” “enough,” or “too much” about different cultures, abilities and identities, by race/ethnic categories*



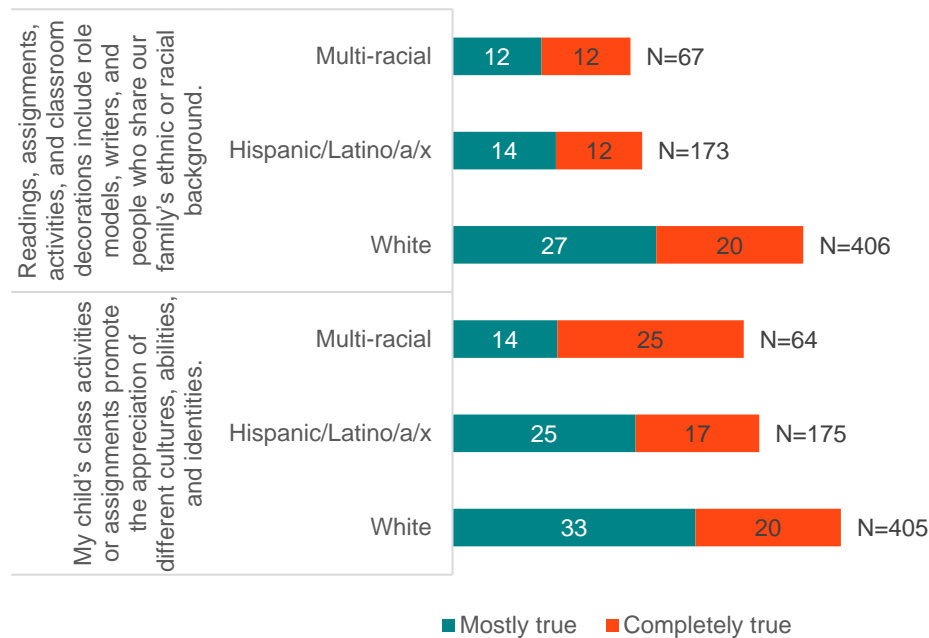
*Source: Authors' analysis of responses to the WSD equity review family survey.*

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

Family members responded to a series of questions in the survey about the extent to which they felt their child's schoolwork and materials reflect their experiences, identities, and backgrounds and promote appreciation of differences. In direct communications with the project team, some family members expressed they found this survey question difficult to answer because they felt strongly that curriculum should not be concerned with culture or identity.

Only about a quarter of family members of Hispanic/Latino/a/x students said their child's class materials include role models, writers, or examples of people who share other aspects of their identity aside from race, compared to nearly half of White family members (figure 32).

Figure 32. Percentage of families indicating their child's schoolwork and materials reflect their experiences, identities, and backgrounds or promote appreciation of differences, by race/ethnic categories



Source: Authors' analysis of responses to the WSD equity review family survey.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

In addition to differences across racial/ethnic categories, grade-level differences also emerged. The student survey asked students to reflect on the extent to which their classroom materials and assignments reflect different aspects of their identity and felt meaningful to them. Students in elementary school (grade 5) were more likely than middle school or high school students to say these features were mostly or completely true of their classes. In open-ended survey responses, more than 20 students suggested making changes to the curriculum to be more relevant to their experiences and interests.

### Family members offered a range of different feedback about the role of curriculum in promoting equity, diversity, and inclusion.

Several families advocated during focus groups for the use of a curriculum that was relevant and inclusive of all students in the community. These parents hoped the school district would offer more exploration of different cultures.

*[We] have a Hispanic community here as well as, and [Spanish] is not spoken in the schools. So, I wish my daughter would also learn more about [Hispanic] culture, too, because it's quite vast and very interesting. — Family member*

*I think that the curriculum is as bland as possible. It is just scratching the surface of everything. The kids, when they in kindergarten, when they bring home coloring, it's coloring a Mickey*

*Mouse head or something like that, not coloring what they learn about different holidays and the discussion around what the holidays mean. ... It doesn't seem like there's a lot of exploration to include different cultures. — Family member*

For other family members who participated in the survey, focus groups, or direct communication with the project team, curriculum seemed to be a highly charged issue, with parents expressing concerns about curriculum promoting certain ideologies or introducing topics they felt should be up to parents to discuss with children.

*School is for academics, not social programming. It's not the schools place to teach children ethics, equality, sexual orientation, or any other current political point of view. — Family member*

## Degree to which there is fidelity to and accountability for implementing culturally and linguistically responsive curricula

### **Educators take initiative to diversify the curriculum.**

In educator and administrator focus groups, we heard multiple accounts of educators going to great lengths to incorporate culturally responsive content into their curricula using their own resources and time, within parameters of WSD's curriculum adoption policy. In student focus groups, many students said their teachers were responsive to requests for materials to teach them about different cultures. One educator, in a focus group, drew a connection between representation and behavior in the classroom.

*The point is, how can you bring kids' lived experiences into your classroom and validate each and every single [student]? If we are not coming to work with our students and validating their lived experience, that's why they're not behaving in your classroom. — Educator*

### **Educators need support for improving access to curriculum for multilingual students.**

By far the most common concerns expressed in educator focus groups related to curriculum and instruction were concerns from staff about how to serve multilingual students and students who do not speak English. Several teachers discussed the amount of work it takes to provide instruction in two languages, describing the use of free time on weekends to translate curricular materials.

*We're not provided at the district level with a curriculum to use to support our students ... after a while, that's just exhausting. And I've seen turnover in those positions where I'm seeing some of those teachers that are amazing at their jobs. — Educator*

*[Some teachers] say they just want to go to a general education classroom because they feel like they are doing twice the work. — Educator*

Several school administrators noted that the district has taken steps recently to increase representation in the curriculum and materials, but there is further work to be done.

*There has been a lot of setting some groundwork pieces. But I also think that now it's that next step. So when it comes back that when we're looking at the literature that we're asking kids to*

*read, if we have nothing but modern White novelists that we're reading, well that's a problem. And, so, we need the resources to make a shift. — Administrator*

## Extent to which the district's curriculum is culturally responsive and representative of diverse cultures in embedded and explicit ways

### **Screening tools may be useful for centering equity in curriculum adoption in collaboration with families.**

Through the school curriculum, students have a chance to learn about the lived experiences of others, expanding their understanding and empathy. If young people also have a chance to see their identities mirrored in their instructional materials, it can promote positive social identity, confidence, and a sense of belonging (Scharf, 2018). The current WSD policy on curriculum adoption (see policy overview in Table 7) reflects a commitment to reviewing curricular materials from an equity perspective, saying that all curricular materials will be reviewed for adoption using the OSPI's content evaluation tool: *The Washington Models for the Evaluation of Bias Content in Instructional Materials*. The version of the tool cited in the policy is an older version; the revised version is called *Screening for Biased Content in Instructional Materials*<sup>19</sup> and is designed to help school districts identify and eliminate bias in instructional materials in accordance with Washington state nondiscrimination law. The tool is used for assessing curriculum on the following dimensions:

- Variety of roles and character traits
- Multiple perspectives and contributions
- Multicultural representation
- Imagery and language
- Family representation
- Teacher guidance
- Additional considerations based on local context

Another tool is the *Culturally Responsive Curriculum Scorecard* (Bryan-Gooden et al., 2019) developed by New York University Metropolitan Center for Research on Equity and the Transformation of Schools (NYU Metro Center). Districts can use this scorecard to assess curriculum using questions such as the following:

- Do materials, lessons, and strategies promote educational equity? For instance, does the lesson help to create a curriculum in which all students participate and contribute in substantive ways?
- Does the curriculum promote cultural pluralism or intergroup harmony in the classroom? Are students treated as equal members of the classroom community?
- Does the curriculum help to increase all students' knowledge regarding various racial and cultural groups, including their own? Are mirrors (focus on self and own cultural group) and

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<sup>19</sup> Screening for Biased Content in Instructional Materials, <https://www.k12.wa.us/sites/default/files/public/equity/pubdocs/WA-ScreeningForBiasedContent.pdf>



windows (focus on others and other cultural groups) provided so that learning is relevant, motivating, engaging, interesting, and empowering and so that different perspectives are heard and seen?

A summary of additional tools, along with a crosswalk of features and key considerations for choosing a tool, can be found in the Region 8 Comprehensive Center (2020) report *Tools and Guidance for Evaluating Bias in Instructional Materials*.<sup>20</sup>

Tools for evaluating bias in curricular materials such as the ones described above are intended to be used collaboratively, with the analysis conducted and interpreted by teams or committees of stakeholders including family members. The screening process requires professional development for team or committee members to learn how to score using the tool and interpret the findings.

In this section, we provide examples of applying elements from two tools (the NYU Metro Center’s *Culturally Responsive Curriculum Scorecard* and OSPI’s *Screening for Biased Content in Instructional Materials*) to a small selection of WSD curricular materials. **These are intended as examples only.** The tools should be completed by a trained team with knowledge of the local context in WSD, such as the instructional materials committee described in the 2021 district policy on course design,<sup>21</sup> which includes teacher representatives, parents, principals, and the director of curriculum and instruction.

### Example of author and character tally exercises

As a first step of assessing representation in curriculum, the NYU Metro Center suggests completing “author tally” and “character tally” tables to determine the extent to which students are reflected in their curriculum and are introduced to diverse authors, characters, identities, and cultures. Importantly, these tallies are only the first step in assessing for frequency of representation. Because representation can, as the authors say, “sometimes be just a token gesture—putting non-White or female characters in the place of White male characters,” this first step of numerical representation is intended to be followed with deeper indicators of representation. Table 4 presents an example of applying the author tally exercise to the list of required novels for high school English language arts (ELA) courses in WSD’s current core high school curriculum.<sup>22</sup>

*Table 4. Author tally of required fiction books from Wenatchee School District 2022 high school ELA core curriculum*

	Girl/Woman	Boy/Man	Other/Nonbinary (see note)	Total
Middle Eastern				
Asian/Pacific Islander	2			2
Black/African	1	1		2

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<sup>20</sup> Tools and Guidance for Evaluating Bias in Instructional Materials, <https://region8cc.org/resource/tools-and-guidance-evaluating-bias-instructional-materials>

<sup>21</sup> 2020 - Course Design 9.21, <https://www.wenatcheeschools.org/board/2000-series-instruction>

<sup>22</sup> High School District Adopted Core Curriculum, <https://www.wenatcheeschools.org/curriculum/curriculum-adoption>

Latino/a/x		1		1
Native American		1		1
White	3	28		31
Racially ambiguous				
Multiracial (see note)				
People with disabilities (see note)				
Total BIPOC				6 BIPOC authors
Total				37 total authors

Adapted from *Culturally Responsive Curriculum Scorecard* (Bryan-Gooden et al., 2019)

Note: Reviewers found no evidence of authors on the list of curricular materials publicly self-identifying as Multiracial or having a nonbinary gender identity or disability status, which does not mean authors do not have these identities.

Table 5 below presents an example of applying the character tally exercise to a required novel, “Tangerine” by Edward Bloor (Bloor, 2006), from the seventh grade WSD core ELA curriculum.<sup>23</sup>

*Table 5. Character tally of required novel “Tangerine” for Wenatchee School District 2022 grade 7 ELA curriculum*

	Girl/Woman	Boy/Man	Other/Nonbinary	Total
Middle Eastern				
Asian/Pacific Islander	1	1		2
Black/African	1	2		3
Latino/a/x	5	6		11
Native American				
White	2	9		11
Racially ambiguous	4	9		13
Multiracial				
People with disabilities	2			2
Animals				
Total				42 characters

<sup>23</sup> [Middle School District Adopted Core Curriculum, https://www.wenatcheeschools.org/curriculum/curriculum-adoption](https://www.wenatcheeschools.org/curriculum/curriculum-adoption)

## Example of exercise to assess variety of roles and character traits

As an example of going beyond numerical depiction of diverse characters in an ELA reading, the OSPI tool *Screening for Biased Content in Instructional Materials* includes a table for assessing the extent to which diverse characters are central to the material, reflect a variety of roles and occupations, and exhibit positive character traits while avoiding unnecessary socioeconomic stereotypes. OSPI encourages all Washington school districts to use this tool for screening curricular materials for potential bias. Table 6 provides an example of applying this exercise to the required novel *Tangerine*, by Edward Bloor, from the seventh-grade curriculum in WSD.<sup>24</sup>

*Table 6. Example of exercise to assess variety of roles and character traits from required novel “Tangerine” for Wenatchee School District 2022 grade 7 ELA curriculum*

Criteria	Met (2)	Part met (1)	Not met (0)	Comments and/or examples where criteria are exhibited
Characters/figures central to the instructional material show diverse groups in a variety of roles and occupations				Copy
Different gender and gender identities		1		The soccer team at Tangerine Middle has both girls and boys. The school principal and soccer coach are both women. A Hispanic/Latino/a/x girl is portrayed as the highest-achieving student in the book.
Different races/ethnicities/cultures/tribal citizens		1		Most of the main characters are White or Hispanic/Latino/a/x. There are two football players who are African American, and one soccer player (the sister of one of the football players). Most supporting characters are not identified as belonging to any particular race/ethnicity group.
Persons with disabilities	2			The main character is vision impaired, and one of the main supporting characters has an injured leg.
Other identifiers important to our district (example: agricultural industry)	2			The story centers on the main character getting to know a family of multigenerational citrus growers.
When present in the instructional material, character traits such as courage, leadership, intelligence, integrity, etc., are distributed among diverse groups				
Different gender and gender identities		1		One of the female soccer players is portrayed as the strongest member of the team, but throughout the book, the reader doesn’t get

<sup>24</sup> [Middle School District Adopted Core Curriculum, https://www.wenatcheeschools.org/curriculum/curriculum-adoption](https://www.wenatcheeschools.org/curriculum/curriculum-adoption)

				introduced to the inner life of any female characters.
Different races/ethnicities/cultures/tribal citizens		1		The characters are diverse, and the arc of the story involves the main character learning to admire and respect his Hispanic/Latino/a/x peers at his new school. However, while individual characters show complexity and growth, the book does not transcend stereotypical tropes about the Hispanic/Latino/a/x community.
Persons with disabilities		1		The main character mostly speaks about his disability as a hindrance and at one point convinces his mother to rip up his IEP. When he does succeed at soccer, it's in spite of his disability. At the end, we learn that his eyes were deliberately injured by his brother (a traumatic event that he doesn't recall for most of the book).
Other identifiers important to our district (EXAMPLE: agricultural workers)	2			The book includes detailed and thoughtful depictions of citrus growing and the process of developing a new innovative variety of tangerine.
Characters/figures are described by their behaviors, beliefs, and values rather than unnecessary socioeconomic descriptors.		1		Most of the characters of color are also depicted as being lower income. The main character (who is White, as is the author) comes to admire his Hispanic/Latino/a/x peers for their behaviors, beliefs, and values, most character depictions still draw heavily from stereotypes.

Note: Washington school districts are encouraged to use this tool for screening curricular materials for potential bias.

These tools are intended to be used by teams, so interpretation of results is also a team effort. Each individual rater's completed rubrics (such as the examples above) generally serve as a launching point for discussion of questions, such as the following (from OSPI's *Screening for Biased Content in Instructional Materials*<sup>25</sup>):

- Were criteria scored similarly among team members? If not, what accounts for the differences in scoring? Use reviewer identified evidence from the instructional materials to inform your discussion.
- Did any new considerations/concerns arise out of this evaluation process?
- Did the items that seem more relevant in your district score higher than others?
- Is additional information required in order to provide an accurate evaluation of the instructional material? If so, who do you contact?

<sup>25</sup> Screening for Biased Content in Instructional Materials,  
<https://www.k12.wa.us/sites/default/files/public/equity/pubdocs/WA-ScreeningForBiasedContent.pdf>

The decision about whether a curricular resource meets standards for diversity, equity, and inclusion will depend on the extent to which the final rubric scores meet the district's thresholds and criteria, which should also be developed collaboratively with a representative team.

## Overview of district policies and procedures related to diversity, equity, and inclusion in curriculum

In this section, we summarize selected district policies in place related to curriculum, highlighting aspects of district policy that address diversity, equity, and inclusion.

*Table 7. Overview of selected WSD policies related to diversity, equity, and inclusion in curriculum*

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to diversity, equity, and inclusion in curriculum
Policy: Course design, selection, and adoption of instructional materials <sup>26</sup> (2020)	September 2021	Adopting core materials in partnership with the instructional materials committee, which consists of teacher representatives, parent(s), principal(s), the director of curriculum and instruction, and administrative staff and makes core instructional materials adoption recommendations to the school board	<p>"The superintendent or designee will establish procedures for course design that:</p> <ul style="list-style-type: none"> <li>Provide for the regular review of selected content areas and implementation of any suggested changes.</li> <li>Provide for involvement of community representatives and staff members at appropriate times."</li> </ul>
Procedure: Course design <sup>27</sup> (2020P)	December 2021	Establishing a regular cycle of course design review overseen by the superintendent or designee, district staff, and subject-specific committees as appropriate. The review cycle is intended to cover each content area to ensure current course relevance in relation to student need, state requirements, and funding. A listing of	Criteria for selection include that curricula "are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The Washington Models for the Evaluation of Bias Content in Instructional Materials, published by the Office of Superintendent of Public Instruction (OSPI)

<sup>26</sup> 2020 - Course Design 9.21, <https://www.wenatcheeschools.org/board/2000-series-instruction>

<sup>27</sup> 2020P Procedure - Course Design, Selection and Adoption of Instructional Materials 12.21, <https://www.wenatcheeschools.org/board/2000-series-instruction>

		<p>all core instructional materials is made available for public review either in person or online, and there is a protest process. The policy calls for collaboration with the area's federally recognized Indian tribes as well as collaboration with OSPI on statewide curricula regarding tribal government and history.</p>	<p>should be consulted in the selection process to further to the goal of eliminating content bias.”</p> <p>“During regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the district will collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange. The district will collaborate with the office of the superintendent of public instruction on curricular areas regarding tribal government and history that are statewide in nature.”</p>
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## Considerations and resources: Curriculum policies, materials, and resources

The equity program review team suggests the following considerations and resources to consult for the next steps of implementing the strategic plan:

- The tools introduced in this chapter (NYU Metro Center’s *Culturally Responsive Curriculum Scorecard* [Bryan-Gooden et al., 2019] and OSPI’s *Screening for Biased Content in Instructional Materials*) and additional tools summarized in the Region 8 Comprehensive Center (2020) report *Tools and Guidance for Evaluating Bias in Instructional Materials* may be helpful for **implementing the district’s policy of screening curricular materials for potential bias**. These tools are designed to be used collaboratively with teams that include family and community members. **Involving families in the curriculum adoption process** and ensuring that the information on the district website reflects the most current versions of the adopted core curriculum will also help to promote transparency and communication.
- **Implementing tribally developed curriculum** seems to be in the early, emergent stage in WSD. District policy and procedure related to curriculum adoption calls for collaborating with the area’s federally recognized Indian tribes and with OSPI to use statewide curricula regarding tribal government and history. This aligns with the requirements that the Washington state legislature established in Senate Bill 5433 in 2015, requiring the *Since Time Immemorial: Tribal Sovereignty in Washington State* or other tribally developed curriculum be taught in all schools. To implement the district policy, WSD can make use of the lessons, training materials, and guidelines that OSPI provides on its [Since Time Immemorial](https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state) website,<sup>28</sup> partnering with local tribes to adapt the curriculum for the Wenatchee context.
- As representativeness in curriculum extends beyond race and ethnicity, resources for **making curriculum more inclusive** in other areas may be useful, such as Edutopia’s article on [Setting Up a Disability-Inclusive Curriculum](#) and GLSEN’s [Developing LGBTQ-Inclusive Classroom Resources](#). WSD’s special programs staff also represent a wealth of knowledge and resources for promoting inclusivity across multiple dimensions of equity.

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<sup>28</sup> <https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state>



## Chapter 5: Discipline practices, procedures, and policies

*I'm more productive when I'm more comfortable and more safe. Those are kind of the biggest factors. — Student*

Washington civil rights laws require school districts to have culturally responsive discipline policies in place that are communicated clearly with families,<sup>29</sup> to regularly review and make public data disaggregated by race/ethnicity, to identify and address any disproportionalities in disciplinary actions, to assess the cause for the disproportionalities, and to correct any policies, procedures, or practices that may be discriminatory.<sup>30</sup>

Research shows that exclusionary discipline practices that pull students out of school—such as suspensions and expulsions—are associated with negative student outcomes, such as lower attendance, higher rates of dropout (Fabelo et al., 2011), higher levels of course failure, decreased academic engagement, involvement with juvenile justice systems (Rumberger & Losen, 2016), and lower academic performance (LiCalsi et al., 2021). In this chapter, we draw from both student-level administrative data and qualitative data from interviews and focus groups to assess the extent to which WSD disciplinary policies and practices serve the needs of learners from diverse backgrounds.

### Discipline practices, procedures, and policies

#### Research questions:

- How do students and families experience the district's discipline policies and procedures?
- To what extent are disciplinary procedures and practices implemented equitably?
- To what extent do the district's discipline policies promote emotionally supportive interventions, limit exclusionary discipline, and represent a culturally and linguistically responsive perspective?

#### Key findings:

##### How students and families experience the district's discipline policies and procedures

- Students who identified as Hispanic/Latino/a/x reported fewer worries about violence at school and higher levels of respect among peers than students identified as Multiracial or White, but perceived lower levels of behavioral support from adults in response to bullying.
- Hispanic/Latino/a/x families were less likely to report they believe adults in their child's schools treat students somewhat or very fairly. Students who identified as Hispanic/Latino/a/x reported fewer worries about violence at school and higher levels of respect among peers than Multiracial or White peers, but perceived lower levels of behavioral support from adults.
- Hispanic/Latino/a/x families were less likely to report believing adults in their child(ren)'s schools treat students somewhat or very fairly.

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<sup>29</sup> Washington state legislature: Discipline policies and procedures—Development, review, and distribution, <https://apps.leg.wa.gov/wac/default.aspx?cite=392-400-110>

<sup>30</sup> <https://app.leg.wa.gov/wac/default.aspx?cite=392-190-048>

### **Extent to which disciplinary procedures and practices promote emotionally supportive interventions, limit exclusionary discipline, and represent a culturally and linguistically responsive perspective**

- Administrators recognized district-level progress in equitable discipline practices; some requested more training in non-exclusionary options and the use of data.

### **Extent to which disciplinary procedures and practices are implemented equitably**

- Students identified as Hispanic/Latino/a/x made up the highest proportion of students suspended or expelled and were disproportionately represented across all incident types.
- Students identified as White had the highest average number of incidents, while students of color were excluded for the highest number of days.
- Students of color were excluded from the classroom for a higher number of days compared to peers cited for the same incident types.
- Multilingual students classified as EL were disproportionately represented among students suspended or expelled. Among those who were suspended or expelled, EL classified students experienced fewer disciplinary incidents and were excluded for fewer days than non-EL peers.
- Students receiving special education services were disproportionately represented among students suspended or expelled and experienced more disciplinary incidents but were excluded for fewer days than students not receiving special education services.
- Students qualifying for free or reduced-price lunch were disproportionately represented among students suspended or expelled and were excluded for more days than students not qualifying for free or reduced-price lunch.

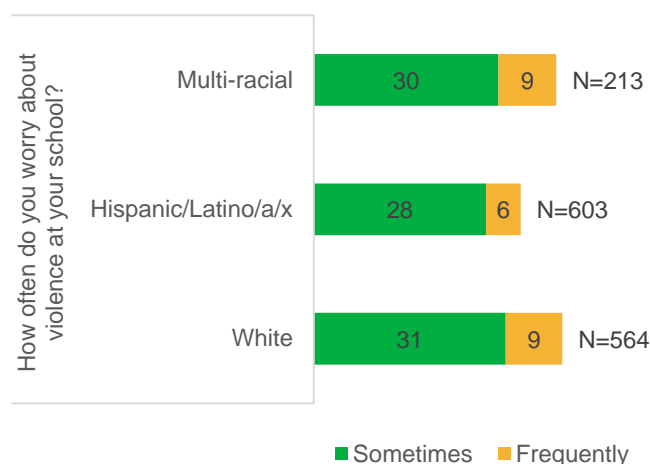
## **How students and families experience the district's discipline policies and procedures**

Disproportionalities in student discipline rates in a school or school district can be caused by a range of factors. However, significant and unexplained disproportionalities give rise to concerns that schools may be disciplining students in a discriminatory manner. In surveys, interviews, and focus groups, we asked students and families to reflect on their experiences with schools' behavioral or disciplinary approaches.

### **Students who identified as Hispanic/Latino/a/x reported fewer worries about violence at school and higher levels of respect among peers compared to students identified as Multiracial or White, but perceived lower levels of behavioral support from adults in response to bullying.**

In response to a question about how often they worry about violence at school, 34 percent of students identifying as Hispanic/Latino/a/x selected "sometimes" or "frequently" compared to students identifying as White (40 percent) and Multiracial (39 percent) (figure 33).

*Figure 33. Percentage of students reporting that they sometimes or frequently worry about violence at school, by race/ethnic categories*



*Source: Authors' analysis of responses to the WSD equity review student survey.*

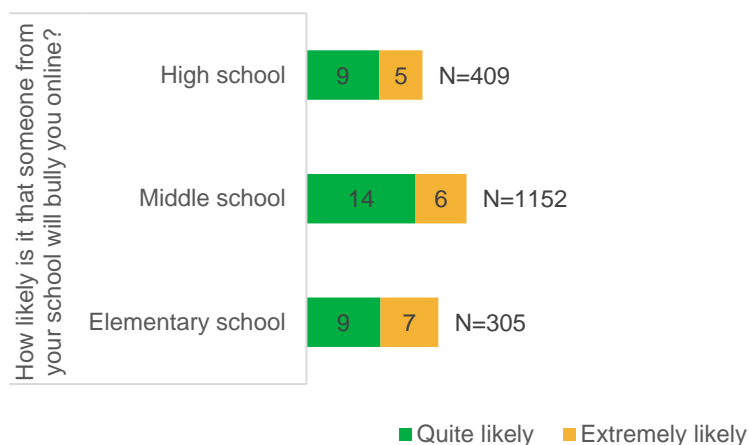
Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

Slightly fewer than half of students across all racial/ethnic categories said they sometimes or frequently witness physical fights at school, with no substantial differences across race/ethnicity categories or grades. Across the different grade levels, about 30 percent of students reported in the survey that the behavior of other students was at least somewhat hurtful to their learning.

Student survey results suggest that students identifying as Hispanic/Latino/a/x were more likely to perceive respect among peers. In response to the question, "In general, how much respect do students in your school show you?" 33 percent of students identifying as Hispanic/Latino/a/x selected, "A lot of respect," compared to students identifying as Multiracial (18 percent) and White (11 percent).

Students responded to a survey question about the likelihood of being bullied online. A slightly higher percentage of students in middle school (20 percent) said they were quite likely or extremely likely to be bullied online compared to students in high school (14 percent) or grade 5 (16 percent) (figure 34).

*Figure 34. Percentage of students indicating that they were quite or extremely likely to be bullied online, by grade-level categories*

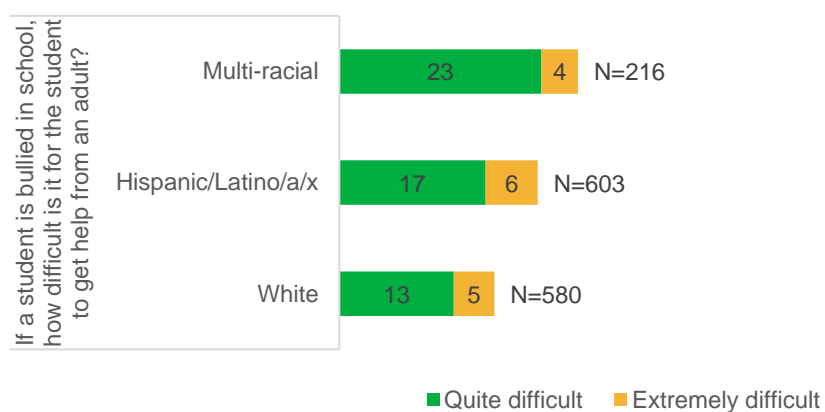


Source: Authors' analysis of responses to the WSD equity review student survey.

Note: Elementary students in grade 5 only participated in the survey.

Most students described easy access to support from adults for students who are being bullied. However, students identified as Multiracial and Hispanic/Latino/a/x students were slightly more likely to report that it was difficult or extremely difficult to get help from adults (27 percent and 23 percent, respectively) compared to their peers who identified as White (18 percent) (figure 35).

*Figure 35. Percentage of students reporting it is quite difficult or extremely difficult to get help from adults if a student is bullied in school, by race/ethnic categories*



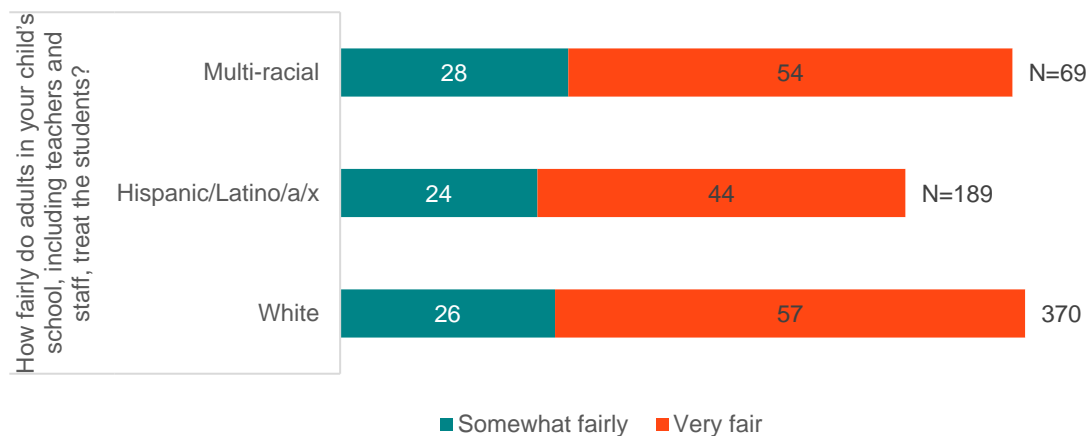
Source: Authors' analysis of responses to the WSD equity review student survey.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

**Hispanic/Latino/a/x families were less likely to report they believe adults in their child's schools treat students somewhat or very fairly.**

In responses to a family survey item about the fairness of rules, family members identifying their child as Hispanic/Latino/a/x (68 percent) were less likely to report they believe adults in their child's schools treat students somewhat or very fairly compared to family members identifying as Multiracial (82 percent) and White (83 percent). In the family focus groups conducted in Spanish, several family members recounted incidents in which they felt their child was unfairly targeted or blamed for something they didn't do.

*Figure 36. Percentage of family members reporting that adults in their child's school treat students "somewhat" or "very" fairly, by race/ethnicity category*



Source: Authors' analysis of responses to the WSD equity review family survey.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size.

In open-ended survey responses, parents expressed opinions about discipline policies similar to those of students. Bullying was a concern for some parents, who expressed worry about disrespectful language, behavior, and in some cases, physical violence. More than a dozen parents, half of which had also indicated concerns about bullying, wrote they wanted the school to hold students accountable for negative behaviors by imposing meaningful consequences. In contrast to the students, multiple parents in both focus groups and open-ended survey responses suggested imposing or enforcing a stricter dress code to reduce offensive and revealing clothing.

In focus groups, students reflected on the extent to which school rules were applied fairly. In general, most students described classroom and school rules as equitably enforced and not overly punitive.

*I think it depends on the teacher because there are some teachers, I've heard that are a bit more strict, like it might affect your grade if you're late a lot. But I also have had many teachers that are like, if you're late, just don't do it again. — Student*

*The discipline is pretty fair. They're not too rough on the students. But they [do] enough to [let them] know that they should not do it again. — Student*

In open-ended student survey responses, there was a mix of opinions on student discipline. Some students mentioned a need for more disciplinary action, and others perceived existing discipline as unfair. Specifically, 10 students indicated a need to improve school safety, and 22 indicated the need to address bullying. Twenty-six students expressed that teachers and schools should hold students accountable for misbehavior, particularly disrespect of teachers and students. Conversely, eight students suggested that the school and teachers should not punish all students for the actions of a few (such as closing bathrooms). Another eight students suggested the dress code may be unfair. Twelve other students perceived school and classroom rules to be unfair or unfairly applied.

## Extent to which disciplinary procedures and practices promote emotionally supportive interventions, limit exclusionary discipline, and represent a culturally and linguistically responsive perspective

### **Administrators recognized district-level progress in equitable discipline practices; some requested more training in non-exclusionary options and the use of data.**

WSD administrators responded to interview questions about district discipline policies and how these policies are communicated. Some administrators reported having received training on discipline and believe the current disciplinary policies are relatively effective in supporting schools and students.

*I think the district's done a really good job in shifting away from this idea that we jumped straight to discipline. The district has given us the freedom to really identify the areas that we want to work on in terms of support and [use of] funds. This has gotten us additional interventions specialists and social workers. There's a lot more of that social, emotional work going on with kids, and we have the resources now to provide that, which has been huge for us.*  
— Administrator

*We get training annually on discipline with refreshers at the beginning of every year. I would say, no, [I don't think I need additional training to implement discipline fairly].* — Administrator

On the other hand, several other administrators reported the need for additional training on district disciplinary policies. In particular, there was a perceived need for more specific information and guidance on how to implement effective less-punitive disciplinary policies at the school level.

*I probably received [discipline] training my first year as an administrator and not since. And discipline laws have changed tremendously since then. I think the district [could have] more solid structures and systems. We're going to be mindful of each individual student, but [I'd like to know] the possible discipline steps we can take. We should as [a school] team have similar discipline steps for specific behaviors.* — Administrator

*Don't just tell me not to suspend a kid. What are the options, right? Let's all come together and brainstorm some good alternatives Don't just tell us what we can't do. ... I'm more than happy to try anything. I'm not stuck on traditional methods, but it would help me to know what options could work.* — Administrator

Specific requests for training and guidance from the district included training about how to enforce disciplinary policies in an equitable way and training in how to use data effectively to inform equitable disciplinary practices at both the school and district levels.

*I think it would be great to sit down with our district-level team just to review what [disciplinary] referrals have been coming in, what the offense is, and then the discipline measures being taken from building to building. At the district level, we always talk about how data should drive our instruction. Data should also drive how we're supporting students behaviorally and social-emotionally. Reviewing [that data] on a consistent basis as a district-level team would be very beneficial and supportive of all administrators. — Administrator*

There were also some administrator concerns about recent communication from the district on how to enforce discipline for potential gang-related behavior. Several administrators characterized district messaging as punitive and inappropriate for addressing the problem.

*It felt like we're coming down heavy handed. It just felt really punitive. ... I don't want my staff to be labeling or making assumptions about a student just because they're wearing a certain hat or a certain shirt. I know it gets tricky, but it just felt like targeting. — Administrator*

*It would be very easy for our teachers to send probably 10 kids to me a day [who] were wearing red [clothes]. — Administrator*

Administrators and educators suggested strategies for reducing discipline disparities, including dividing up decisions about discipline by grade and then bringing those decisions to a team for review before taking action.

## Extent to which disciplinary procedures and practices are implemented equitably

Exclusionary discipline results in lost instructional time that can cause long-term harm. Students who have been suspended have a higher risk of repeating a grade, dropping out, and encountering the juvenile justice system (Losen & Martinez, 2020). To examine potential equity gaps in the application of exclusionary discipline, we explored rates of suspension and expulsion over time, disaggregated across racial/ethnicity categories, qualification for free or reduced-price lunch, EL status, and special education status. Where relevant, we state when multiple school years were combined. We relied on administrative records, which included details regarding students' suspension and expulsion<sup>31</sup> overall and by incident type (e.g., aggression, drug and alcohol, weapons, attendance, disruptive or disrespectful behavior). Below we present key findings, disaggregated by student characteristics, of those who are suspended or expelled by different student groups across multiple school years.

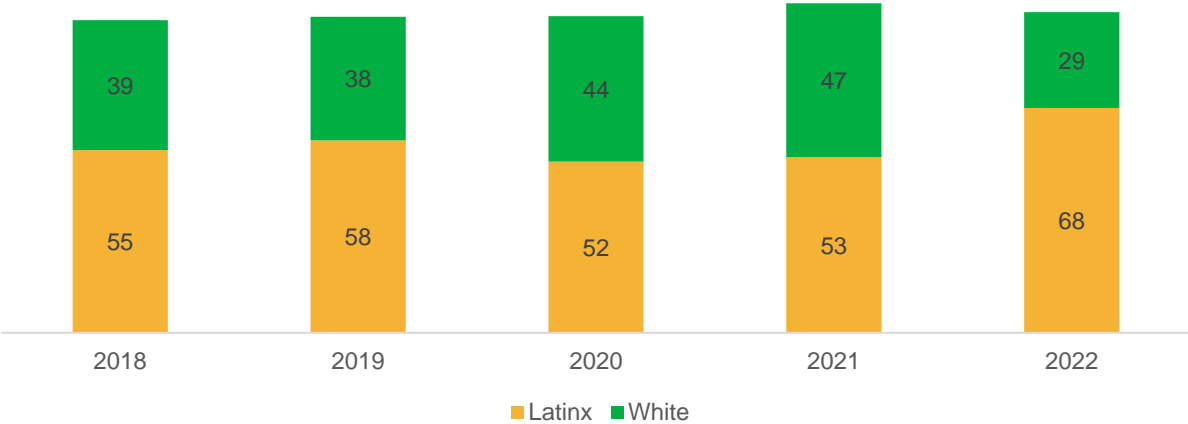
### **Students identified as Hispanic/Latino/a/x made up the highest proportion of students suspended or expelled and were disproportionately represented across all incident types.**

In terms of the proportion of the student population that has ever been suspended or expelled, students identified in the data as Hispanic/Latino/a/x appear to be disproportionately represented. For example, in the 2018 school year, Hispanic/Latino/a/x students made up approximately 50 percent of the student population, but approximately 55 percent of those who were ever suspended or expelled were Hispanic/Latino/a/x students (Figure 37). Similar patterns emerge across all school years.

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<sup>31</sup> We include both in-school and out-of-school suspension in these analyses, as both result in lost learning time.

Figure 37. Among students suspended or expelled, proportion of students by race/ethnicity categories and year



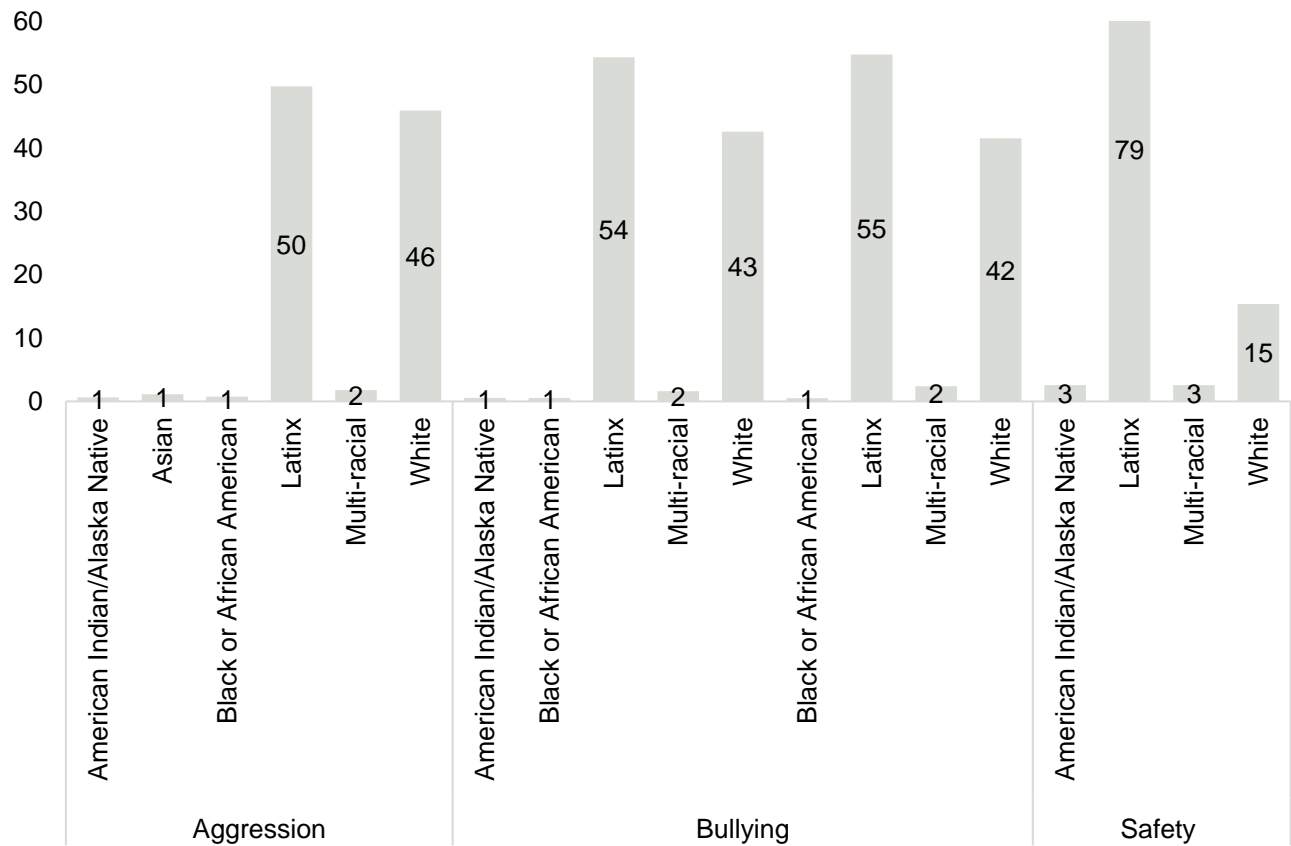
Source: Authors’ analysis of administrative data from 2017–18 through 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. See appendix B for comprehensive tables.

We also sought to understand the racial composition by incident type. For these set of analyses, we combined data from students who had been suspended or expelled across multiple school years (2017–18 through 2021–22) due to the small sample size on some of the incident types. Findings revealed that Hispanic/Latino/a/x and White students, across all incident types, made up most of all citations. Notably, Hispanic/Latino/a/x students, across all incident types, were cited at higher rates than White students. Specifically, across all incident types, over half of all citations were given to Latino/a/x students. This suggests that Hispanic/Latino/a/x students are disproportionately cited for all incident types. For example, nearly 50 percent of all aggression citations across all school years (2017–18 through 2021–22) were given to Hispanic/Latino/a/x students (Figure 38). Similar patterns were observed across all other incident types, including attendance, bullying, disruptive or disrespectful behavior, drug and alcohol, safety, and weapons (figure 39).



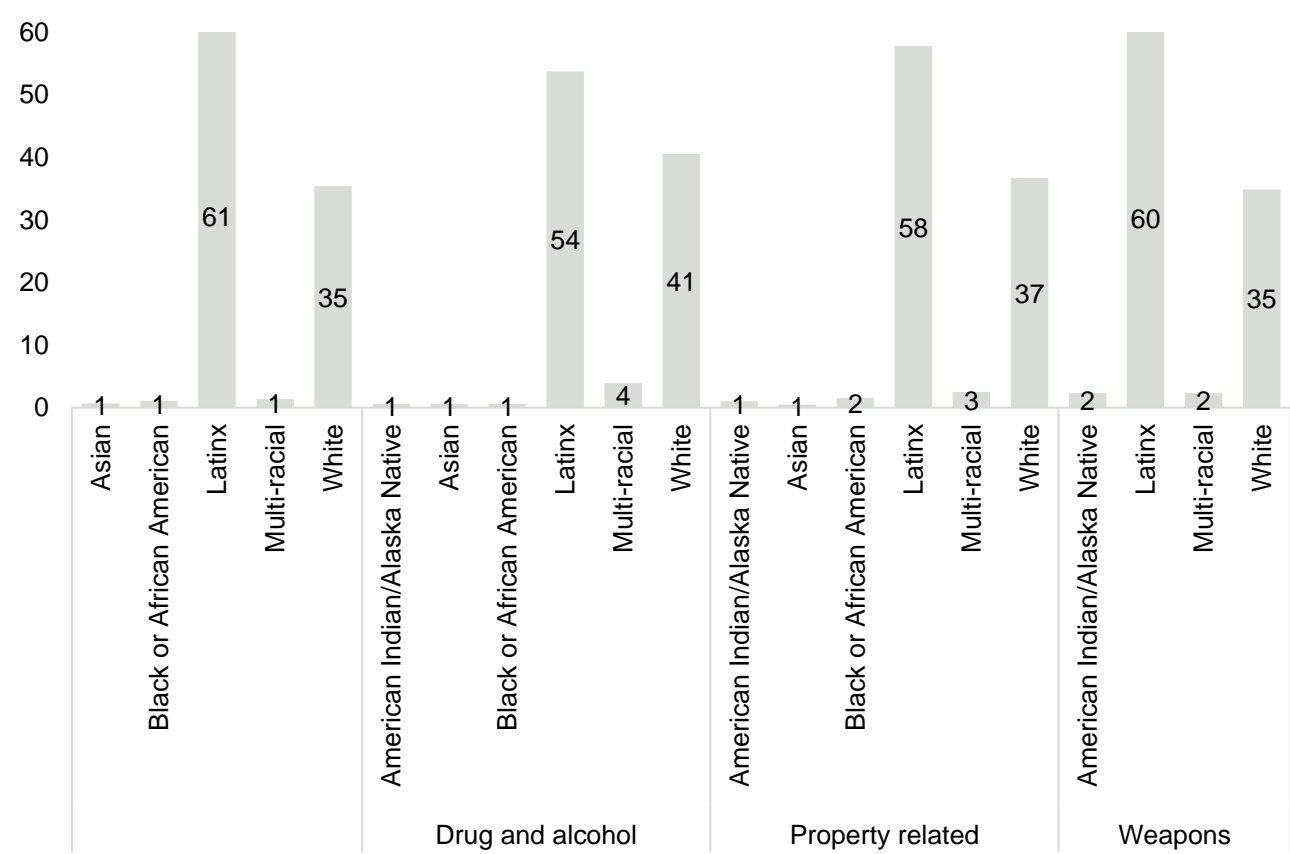
Figure 38. Percentage of students who were cited by incident type by race/ethnicity categories, among students ever suspended or expelled



Source: Authors' analysis of administrative data from 2017–18 through 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. See appendix B for comprehensive tables.

Figure 39. Percentage of students who were cited by incident type by race/ethnicity categories, among students ever suspended or expelled (continued)



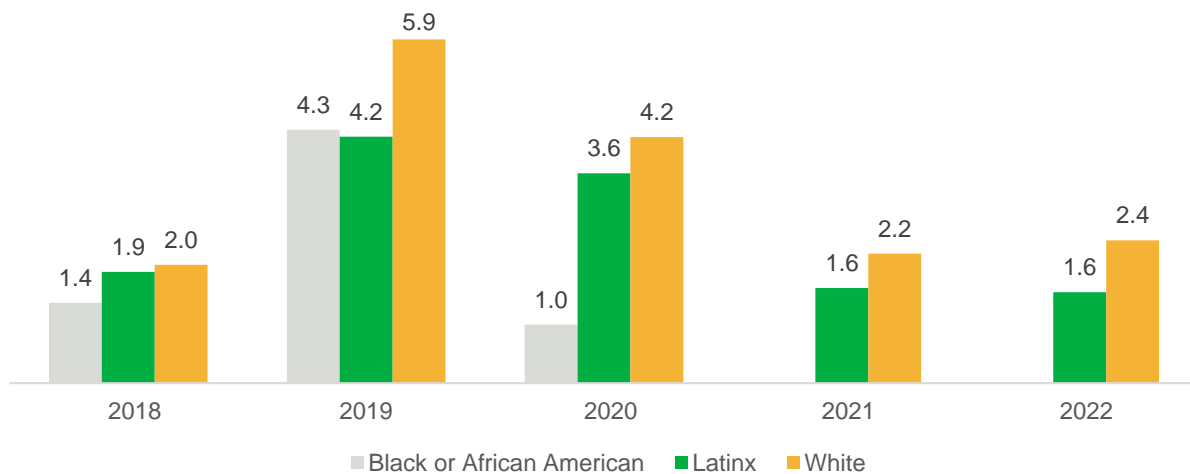
Source: Authors’ analysis of administrative data from 2017–18 through 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. See appendix B for comprehensive tables.

**Students identified as White had the highest average number of incidents, while students of color were excluded for the highest number of days.**

We were also interested in the average number of incidents that students experienced, and the average number of days students were excluded if they were suspended or expelled. Across all years, we found that of those students who were ever suspended or expelled, students identified as White had the higher number of incidents (figure 40).

*Figure 40. Average number of disciplinary incidents among students ever suspended or expelled, by race/ethnicity categories and year*

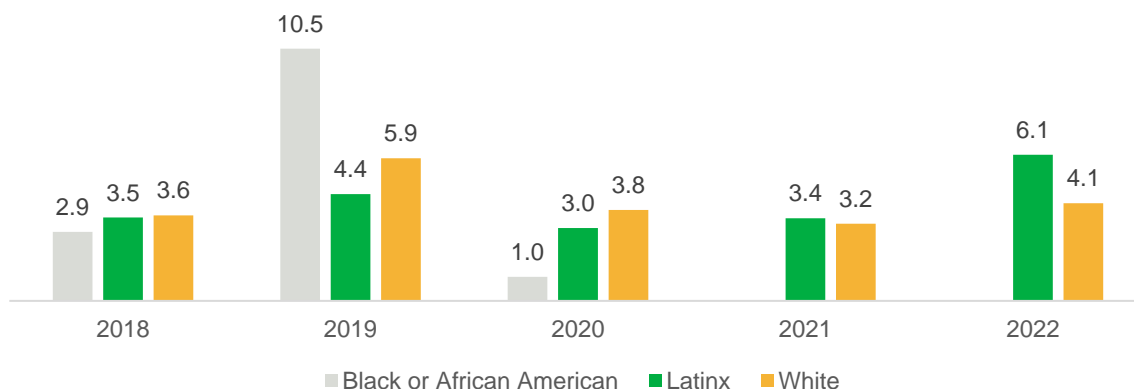


Source: Authors' analysis of administrative data from 2017–18 through 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. See appendix B for comprehensive tables.

Results indicate that some student groups, such as students identified in the data as Black and Hispanic/Latino/a/x, had a lower average number of incidents but were, on average, excluded for a higher number of days. For example, in 2019, on average, Black students who were suspended or expelled experienced four disciplinary incidents, but the average number of days they were excluded from the classroom was 11 days. In the most recent school year (2021–22), Hispanic/Latino/a/x students had, on average, two incidents. However, they were excluded from the classroom for six days on average (figure 41).

*Figure 41. Average number of days excluded among students ever suspended or expelled, by race/ethnicity categories and year*



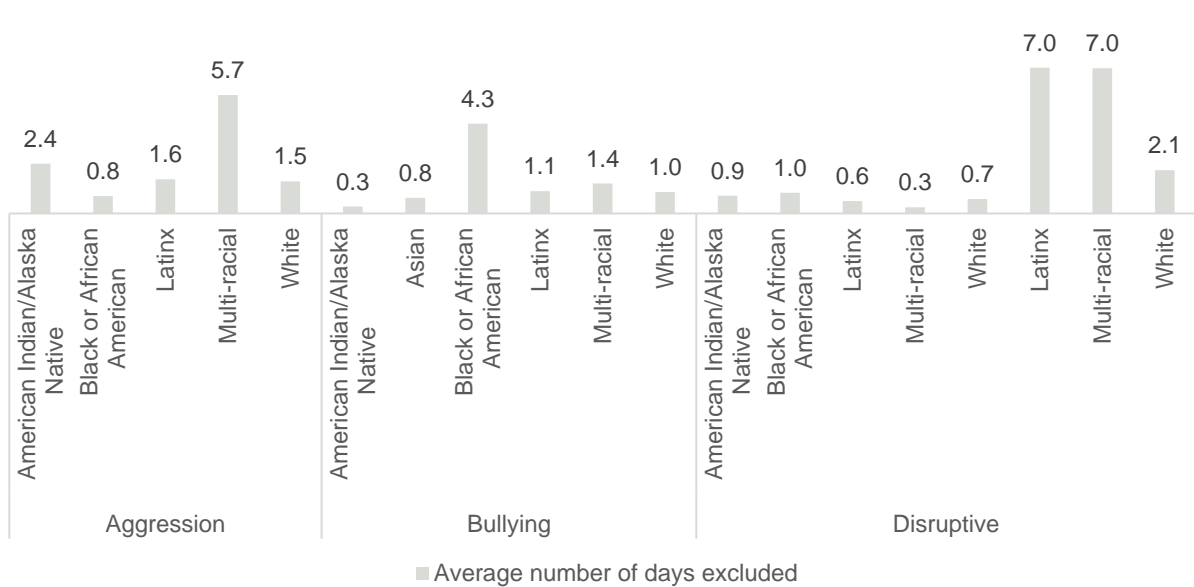
Source: Authors' analysis of administrative data from 2017–18 through 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. See appendix B for comprehensive tables.

## Students of color were excluded from the classroom for a higher number of days compared to peers cited for the same incident type.

We were also interested in investigating whether the average number of days students were excluded from the classroom, by incident type, differed across racial groups. Findings suggest that some racial groups were excluded from the classroom for a higher number of days compared to peers cited for the same incident type. For example, we found that for bullying or harassment, Black or African American students were excluded from the classroom for a higher number of days than their peers who were also cited for bullying or harassment (figure 42). We also found that, regarding drug and alcohol incidents, American Indian/Alaska Native and Multiracial students were excluded from the classroom for a higher number of days than their peers who were also cited for drug and alcohol incidents (figure 43).

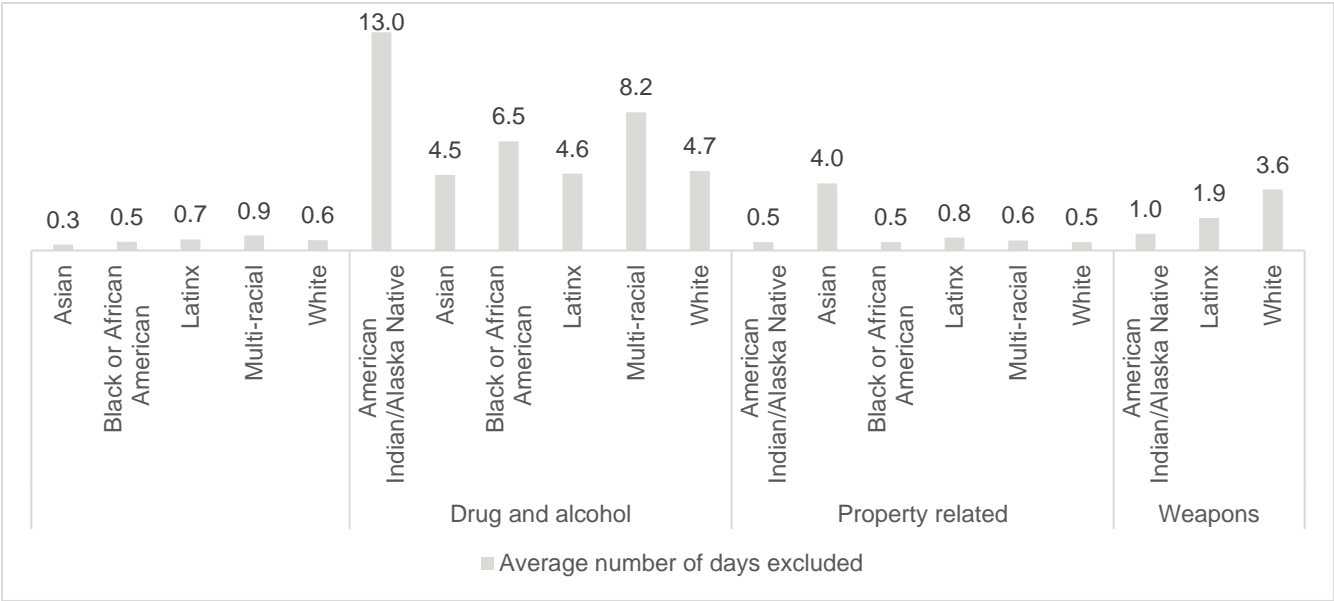
Figure 42. Average number of days excluded among students ever suspended or expelled, by incident type and race



Source: Authors’ analysis of administrative data from 2017–18 through 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. See appendix B for comprehensive tables, including Table B3 for more information on how incidents were classified.

Figure 43. Average number of days excluded among students ever suspended or expelled, by incident type and race, continued



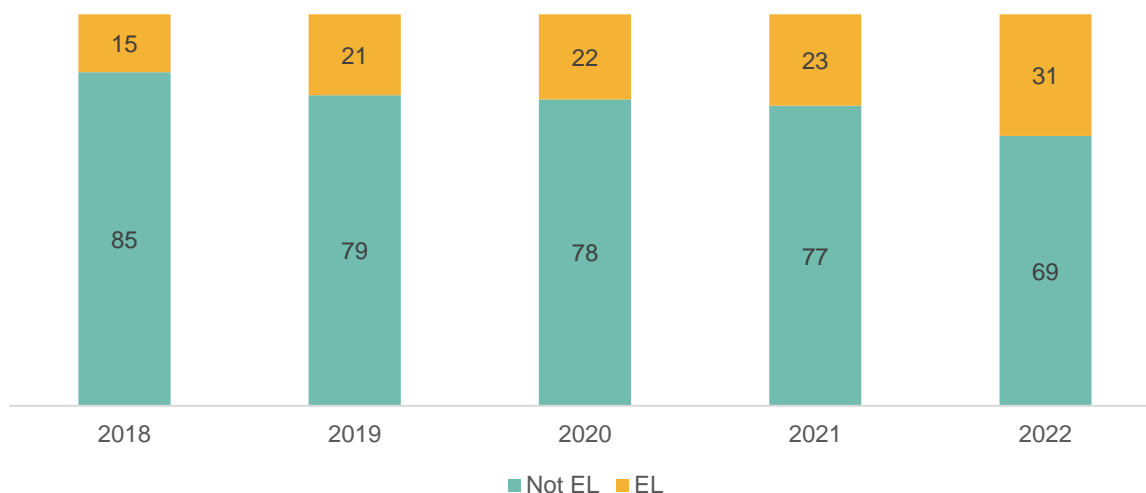
Source: Authors’ analysis of administrative data from 2017–18 through 2021–22.

Note: Only some racial/ethnic categories are shown; results for some categories were suppressed due to small sample size. See appendix B for comprehensive tables, including Table B3 for more information on how incidents were classified.

**Multilingual students classified as EL were disproportionately represented among students suspended or expelled. Among those who were suspended or expelled, EL students experienced fewer disciplinary incidents and were excluded for fewer days than their non-EL peers.**

Among students ever suspended or expelled, the percentage of all students classified as EL increased disproportionately each year since 2018 (figure 44). For example, in the 2018–19 school year, approximately 17 percent of all students across the district were EL students. However, in the same school year, nearly 21 percent of all those who were suspended or expelled were EL students. In the 2021–22 school year, EL students made up approximately 20 percent of the student population across the district, but over 31 percent of those who were suspended or expelled in the same school year were EL students.

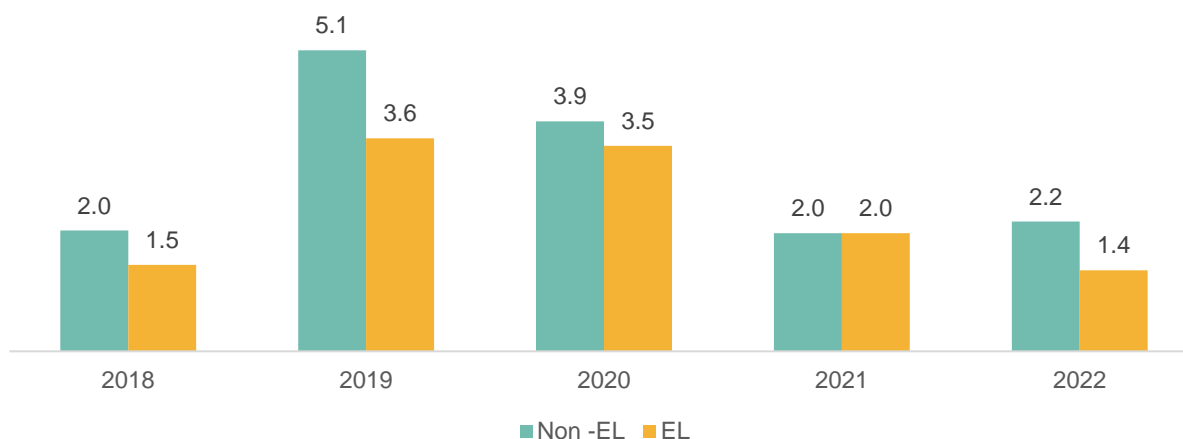
Figure 44. Among students suspended or expelled in WSD, proportion of students by EL status and year



Source: Authors' analysis of administrative data from 2017–18 through 2021–22. See appendix B for comprehensive tables.

We examined the average number of incidents by EL status and year. Results indicate that while a greater proportion of suspended or expelled students were EL classified, within that population of students who were suspended or expelled, non-EL students experienced a higher number of incidents compared to EL students. In other words, a higher proportion of EL-classified students may be suspended or expelled, compared to their non-EL peers, but for a fewer number of incidents.

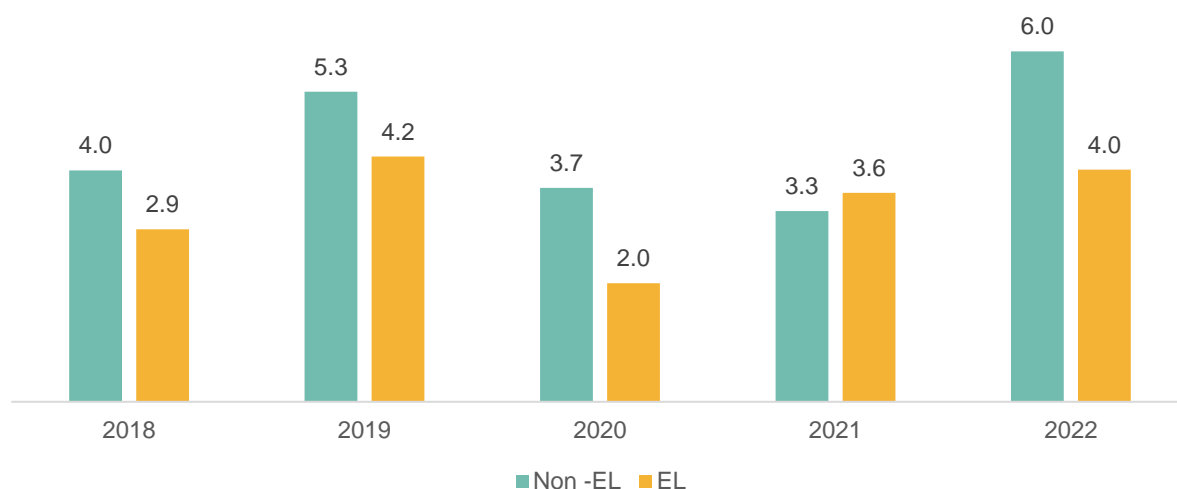
Figure 45. Average number of disciplinary incidents among students ever suspended or expelled, by EL status and year



Source: Authors' analysis of administrative data from 2017–18 through 2021–22. See appendix B for comprehensive tables.

Across all school years except 2021, students not classified as EL who were suspended or expelled were excluded for more days from the classroom than their EL-classified counterparts (figure 46).

*Figure 46. Average number of days excluded among students ever suspended or expelled, by EL status and year*



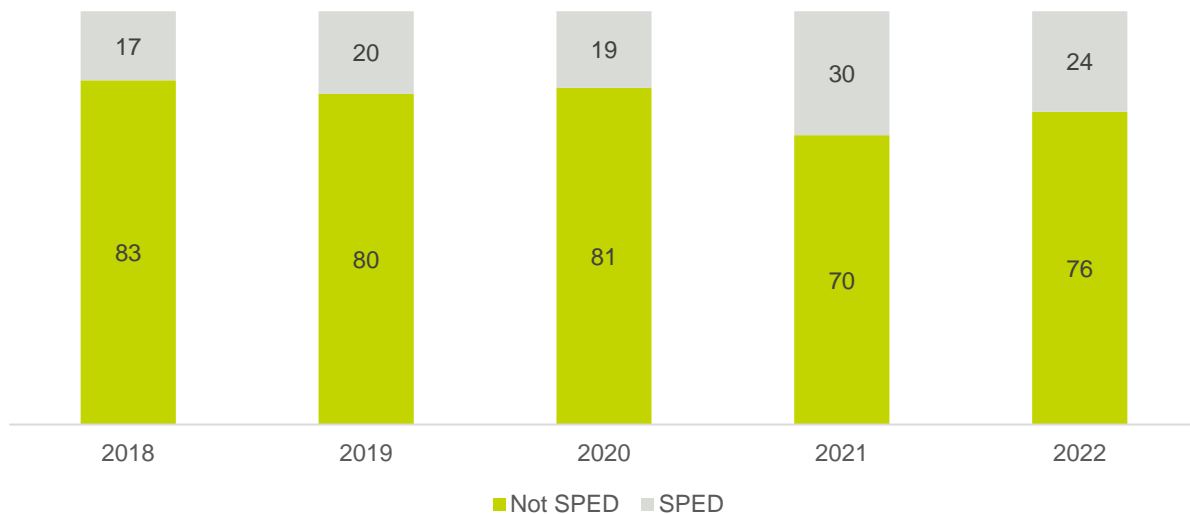
*Source: Authors' analysis of administrative data from 2017–18 through 2021–22. See appendix B for comprehensive tables.*

Combined, the results regarding suspension and expulsion rates among EL-classified students and their non-EL counterparts suggest that EL-classified students are disproportionately suspended or expelled, but the average number of incidents and average number of days for EL-classified students is lower compared to non-EL students. Further investigation (see “Considerations” section) could help to ascertain whether EL-classified students are more likely to be suspended or expelled for relatively less severe incidents, or if they are receiving a shorter duration of disciplinary action for incidents of the same severity as non-EL peers.

### **Students receiving special education services were disproportionately represented among students suspended or expelled and experienced more disciplinary incidents but were excluded for fewer days than students not receiving special education services.**

Students receiving special education services were disproportionately suspended or expelled. For example, in 2018, only 10 percent of all students received special education services. However, in the same school year, nearly 17 percent of all those suspended or expelled were receiving special education services. In the current school year (2021–22), approximately 14 percent of all students are receiving special education services; however, over 24 percent of those who have been suspended or expelled receive special education services (figure 47).

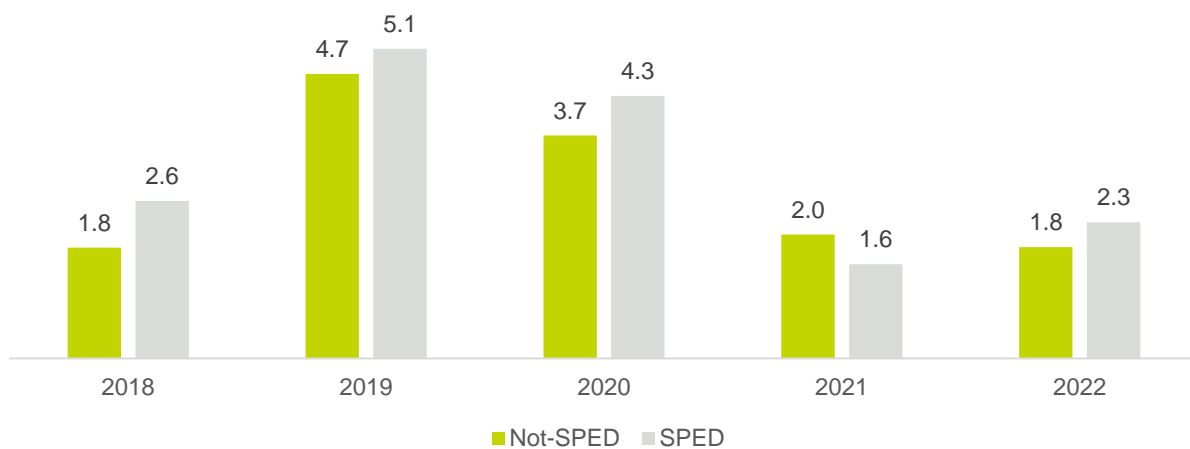
*Figure 47. Among students suspended or expelled in WSD, proportion of students by special education status and year*



Source: Authors' analysis of administrative data from 2017–18 through 2021–22. See appendix B for comprehensive tables.

Across most school years, results further indicate that students who receive special education services had a higher number of incidents compared to other students who were suspended or expelled who were not receiving special education services.

*Figure 48. Average number of disciplinary incidents among students ever suspended or expelled, by special education status and year*

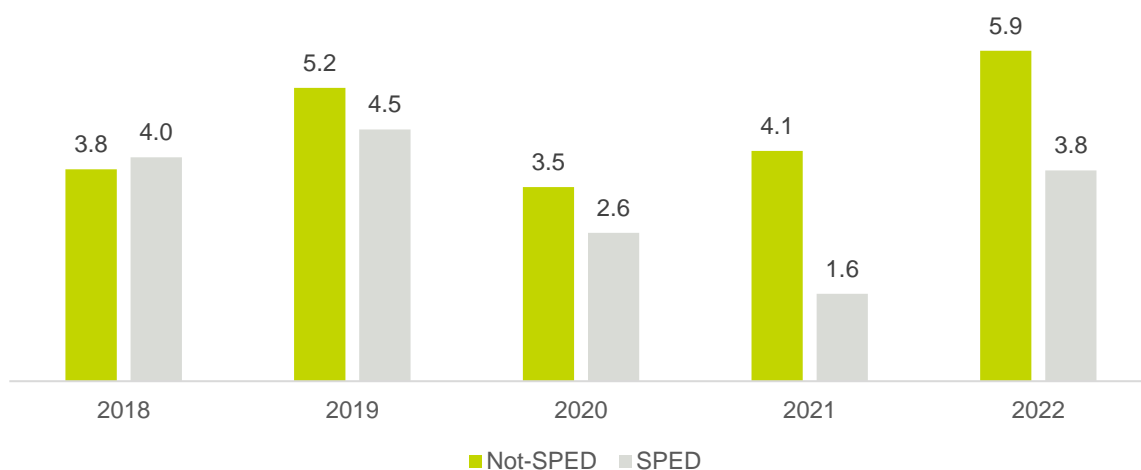


Source: Authors' analysis of administrative data from 2017–18 through 2021–22. See appendix B for comprehensive tables.



Although students who receive special education services were suspended or expelled more frequently than their peers and had a higher number of incidents, on average they were excluded from the classroom for fewer days.

*Figure 49. Among students suspended or expelled, average number of days excluded by special education status and year*



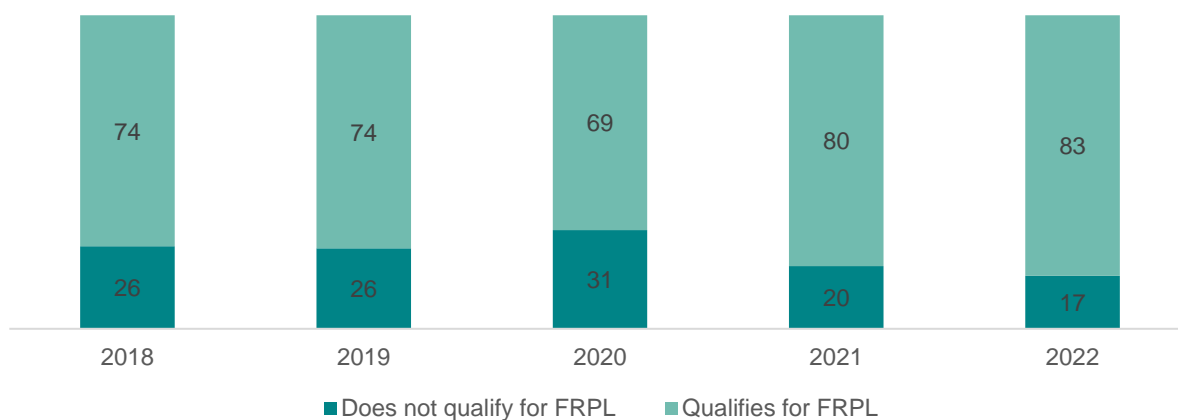
*Source: Authors' analysis of administrative data from 2017–18 through 2021–22. See appendix B for comprehensive tables.*

In summary, results comparing students receiving special education services and those not receiving services suggest that special education students are not only suspended or expelled at higher rates than their peers, but they also have higher number of incidents. Despite being disproportionately suspended or expelled and having a higher number of incidents, special education students are, on average, excluded from the classroom for fewer days than their counterparts. In other words, special education students are being suspended or expelled more often, but for shorter periods of time.

### **Students qualifying for free or reduced-price lunch were disproportionately represented among students suspended or expelled and were excluded for more days than students not qualifying for free or reduced-price lunch.**

Across all school years, students who qualified for free or reduced-price lunch were disproportionately represented among those who were suspended or expelled. For example, findings show that in the 2017–18 school year, about 56 percent of students qualified for free or reduced-price lunch, but they made up approximately 74 percent of those who were suspended or expelled.

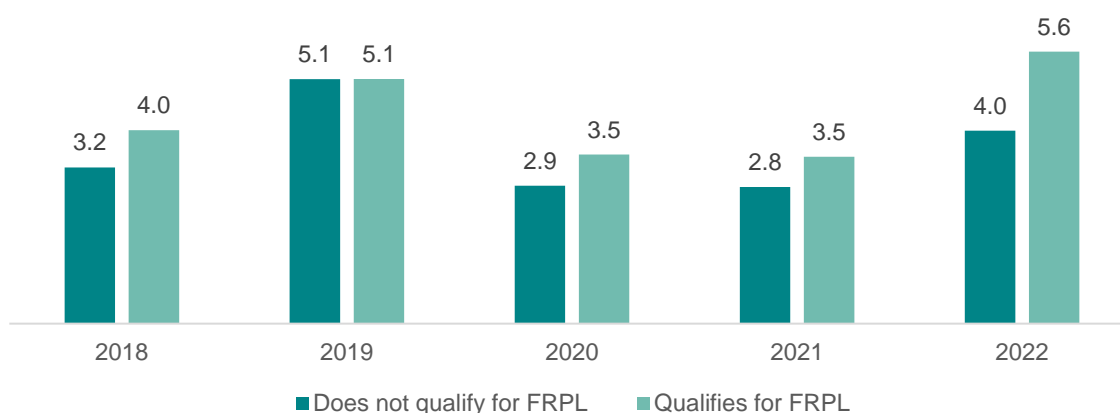
*Figure 50. Among students suspended or expelled in WSD, proportion of students by qualification for free or reduced-price lunch and year*



Source: Authors' analysis of administrative data from 2017–18 through 2021–22. See appendix B for comprehensive tables.

In terms of the number of disciplinary incidents experienced by students qualifying for free or reduced-price lunch who were suspended or expelled, patterns across school years suggest varying rates with no clear pattern of disparity. Results indicate, however, that those who qualified for free or reduced-price lunch were, on average, excluded from the classroom at a higher rate. For example, among students suspended or expelled in the current school year (2021–22), on average those who did and did not qualify for free or reduced-price lunch both experienced two disciplinary incidents on average, but students who qualify were excluded for an average of nearly six days, compared to their nonqualifying counterparts who were excluded for four days (figure 51).

*Figure 51. Average number of days excluded among students ever suspended or expelled, by qualification for free or reduced-price lunch and year*



Source: Authors' analysis of administrative data from 2017–18 through 2021–22. See appendix B for comprehensive tables.

## Overview of district policies to promote emotionally supportive interventions, limit exclusionary discipline, and represent a culturally and linguistically responsive perspective

In this section, we introduce a selection of district policies in place related to discipline, highlighting aspects of district policy that address diversity, equity, and inclusion. In addition to the board-approved policies in the following table, we also learned that WSD is in the process of establishing an MTSS. WSD also uses a Positive Behavioral Interventions and Support (PBIS) framework, which emphasizes “school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments” and includes a menu of interventions for minor issues.<sup>32</sup>

*Table 8. Overview of selected WSD policies related to equity in discipline*

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to diversity, equity, and inclusion in discipline
Policy: Student discipline <sup>33</sup> (3241)	August 2021	Acknowledging the “negative and disproportionate impact” of exclusionary discipline practices and commits to proactively implementing discipline practices that support a positive school environment, maximize instructional time, and avoid perpetuating educational opportunity gaps	“The district will observe students’ fundamental rights and will administer discipline in a manner that does not unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.”
Procedure: Student discipline <sup>34</sup> (3241P)	September 2019	Providing extensive definitions and requirements for the implementation of the student discipline policy	“The Board encourages the use of alternative forms of discipline when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning. District administrators may consider alternative forms of discipline—including programs intended

<sup>32</sup> <https://www.wenatcheeschools.org/pbis>

<sup>33</sup> [3241 - Student Discipline 8.21, https://www.wenatcheeschools.org/board/3000-series-student-services](https://www.wenatcheeschools.org/board/3000-series-student-services)

<sup>34</sup> [3241P-Procedure Student Discipline Revised 09.10.19, https://www.wenatcheeschools.org/board/3000-series-student-services](https://www.wenatcheeschools.org/board/3000-series-student-services)

			to lessen the time of exclusion from class attendance—which have been approved by the Board and/or Superintendent. These alternative forms of discipline include the student discipline detailed in Section X of this Procedure and may also include the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.”
Policy: Education of students with disabilities under Section 504 of the Rehabilitation Act of 1973 <sup>35</sup> (2162)	March 2022	Upholding civil rights law to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education	“It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated, and provided with appropriate educational services.”
Procedure: Education of students with disabilities under Section 504 of the Rehabilitation Act of 1973 <sup>36</sup> (2162P)	January 2017	Protecting students with disabilities from being improperly excluded from school for disciplinary reasons. If disciplinary exclusions are found to constitute a “pattern of exclusion,” the student’s Section 504 team must establish that the misconduct was not a manifestation of their disability, which may require additional evaluations and/or change of placement. Parents/guardians may challenge decisions and must be notified of restraint or isolation (authorized only in limited circumstances).	“When a student has engaged in misconduct which is manifestation of his or her disability, expulsion and/or long term suspension should not be imposed if it would result in a change in educational placement (a disciplinary exclusion from school of over ten consecutive days or exclusions which constitute a pattern of exclusion).”

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<sup>35</sup> [2162-Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 01.17](https://www.wenatcheeschools.org/board/2000-series-instruction), <https://www.wenatcheeschools.org/board/2000-series-instruction>

<sup>36</sup> [2162P-Procedure Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973 01.17](https://www.wenatcheeschools.org/board/2000-series-instruction), <https://www.wenatcheeschools.org/board/2000-series-instruction>

Policy: Student dress <sup>37</sup> (3224)	April 2019	Establishing WSD’s stance that decisions about student dress should be made in consultation with families and establishing the conditions in which student dress will be regulated by the school	<p>“The district’s policy on student dress, revised in indicate that student dress will only be regulated if:</p> <p>A health or safety hazard will be presented by the student's dress or appearance including possible membership in a gang or hate groups;</p> <p>Damage to school property will result from the student's dress; or</p> <p>A material and substantial disruption of the educational process will result from the students' dress or appearance.”</p>
Procedure: Student dress <sup>38</sup> (3224P)	April 2022	Outlining standards, violations, and prohibited items regarding student dress	<p>“School is a place of learning and we want every student to wear clothing that makes them feel safe and comfortable with themselves. The district supports students dressing in a manner that is consistent with their gender identity and/or gender expression within the constraints of this policy and procedure.”</p>
Policy: Prohibition of harassment, intimidation, and bullying <sup>39</sup> (3207)	November 2019	Stating the district’s commitment to providing a safe and inclusive environment that is free from harassment, intimidation, or bullying, including actions motivated by student characteristics including but not limited to physical appearance, clothing, or other apparel, socioeconomic status and weight. The policy outlines steps regarding training, prevention, and intervention, including provisions for students covered by IEPs or Section 504 Plans. The policy states that a trained compliance officer shall be named to oversee policy implementation.	<p>“The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying.”</p>

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<sup>37</sup> 3224-Student Dress 04.19, <https://www.wenatcheeschools.org/board/3000-series-student-services>

<sup>38</sup> 3224P - Procedure Student Dress 4.22, <https://www.wenatcheeschools.org/board/3000-series-student-services>

<sup>39</sup> 3207-Prohibition of Harassment, Intimidation, and Bullying Revised 11.19, <https://www.wenatcheeschools.org/board/3000-series-student-services>

Policy: Prohibition of harassment, intimidation, and bullying <sup>40</sup> (3207P)	September 2021	Providing definitions related to bullying, intimidation, and harassment; outlining steps to be taken to disseminate information about the policy; describing training and prevention strategies; describing the duties of the compliance officer; and outlining processes for intervention and reporting.	“Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.”
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<sup>40</sup> 3207P Procedure - Prohibition of Harassment, Intimidation and Bullying 7.21, <https://www.wenatcheeschools.org/board/3000-series-student-services>

## Considerations and resources: Discipline practices, procedures, and policies

The equity program review team suggests the following considerations and resources to consult for the next steps of implementing the strategic plan:

- WSD’s use of PBIS and emergent adoption of MTSS—when implemented in culturally responsive and culturally adaptive ways—represent examples of **using research-backed approaches to reducing exclusionary discipline**. These approaches can achieve the best results across racial and ethnic groups when involving strong family partnerships and communication across the district.
- The district employs special programs staff who are trained in preventive and restorative approaches to behavioral issues, including those that occur among students with disabilities and those receiving special education services. With this wealth of knowledge at hand, there are opportunities for **engaging staff in peer learning** to help each other better understand non-exclusionary options and how to use them.
- The district can also look outside the district when **offering professional development activities and trainings** in culturally responsive discipline policies and procedures grounded in supportive relationships, high expectations, and inclusiveness. For instance, REL Northwest created a series of training materials called [Using Data to Promote Equity in School Discipline](#) that districts can use to facilitate collaborative work sessions to discuss data, identify root causes of behavioral issues, and implement strategies to promote equity in school discipline.<sup>41</sup> The training materials were piloted with districts in Oregon and Washington before being made available in 2019 as a free resource.
- WSD leaders, staff, and community members have access to a robust, publicly available dashboard of disaggregated discipline data via the [Washington State Report Card](#).<sup>42</sup> OSPI has also developed a number of additional resources and tools that districts can use for **regularly reviewing and monitoring discipline policies, procedures, and practices** to assess the extent to which they protect students from discrimination, such as a menu of [best practices in behavioral strategies](#)<sup>43</sup> for students involved in the Learning Assistance Program.
- The analyses in this report suggest that discipline disparities—especially at the level of incident type and days of lost learning—are complex and require further investigation. The National Center on Safe Supportive Learning Environments developed [Addressing the Root Causes of Disparities in School Discipline: an Educator’s Action Planning Guide](#), which can help district

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<sup>41</sup> Using Data to Promote Equity in School Discipline,  
<https://ies.ed.gov/ncee/edlabs/regions/northwest/news/equity-school-discipline.asp>

<sup>42</sup> Report card for Wenatchee School District,  
<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100290>

<sup>43</sup> Behavior Menu of Best Practices and Strategies Brief,  
<https://www.k12.wa.us/sites/default/files/public/Behavior%20Menu%20Brief%20%2810.6.20%29.pdf>

teams **conduct root cause analyses to understand and systematically address school-based factors that contribute to disparities that arise in the data.**

- WSD has demonstrated a commitment to **including families in ongoing community conversations about safety** in Wenatchee schools, such as holding a community event about responses to gang activity in spring 2022. Continuing such efforts will keep space open for dialogue and ensure that those affected by policies and practices have a voice in shaping them.



## Chapter 6: Hiring and recruitment practices and policies

*I think we should get more teachers from students' countries so they understand what it is like and so we can get a lot of support. — Student*

Research suggests that educator diversity results in positive outcomes for students. For students of color, having teachers who share their race or ethnicity can improve test scores and reduce likelihood of disciplinary issues (Goldhaber et al., 2019). For White students, exposure to multiple perspectives in diverse learning communities can improve problem solving, critical thinking, creativity, social and emotional skills, and civic engagement (Phillips, 2014; Wells et al., 2016).

Nationally, teachers of color are more likely than White teachers to experience turnover (Carver-Thomas, 2018). Teacher turnover may disrupt school stability, curricular cohesiveness, and school climates (Grissom, 2011). High teacher turnover leads to lower student achievement, whereas high teacher engagement (and lower teacher turnover) predicts higher student engagement and achievement (Pennsylvania State University, 2017).

In this chapter, we analyze S-275 personnel data from the Washington OSPI<sup>44</sup> to describe changes in demographics, new employment, and retention for educators, particularly educators of color, in WSD from 2018–19 to 2021–22. The district provided additional data from 2017–18, 2018–19, and 2019–20 on the number of applicants and hires to explore patterns in proportions of applicants to hires in those years. We also draw from survey and interview data with staff, administrators, educators, students, and families to understand community perspectives on what is needed to increase staff diversity.

### Hiring and recruitment policies and practices

#### Research questions:

- To what extent do the district's current recruitment, hiring, onboarding, and retention practices meet the need for increasing and sustaining employee diversity?
- What is needed to increase proportional representation<sup>45</sup> in the classroom and among district leadership?

#### Key findings:

##### Extent to which the districts' recruitment, hiring, onboarding, and retention practices meet the need for increasing and sustaining employee diversity

- Between 2017–2018 and 2020–2021, the number of individuals of color applying for positions in WSD was fairly proportional to the number of individuals of color hired.
- Demographic changes in staff did not reflect demographic changes in the student population between 2018 and 2021.

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<sup>44</sup> <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100290>

<sup>45</sup> "Proportional representation" means that the number of teachers of color reflects the number of students of color.

- While the overall teacher turnover rate has decreased steadily in WSD over time, the proportion of teachers of color leaving the district increased in the most recent year.

#### **Community perspectives on what is needed to increase proportional representation in the classroom and among district leadership**

- Students, family members, educators, and administrators all expressed needs for increasing proportional representation in the classroom, among office staff, and among district leadership.
- Administrators support district-level strategies to diversify staff, but they expressed feeling disconnected from the district-level efforts.
- Administrators and educators suggested strategies for diversifying staff through revised hiring practices and developing the educator pipeline.
- Staff suggested that increased professional development may increase retention.

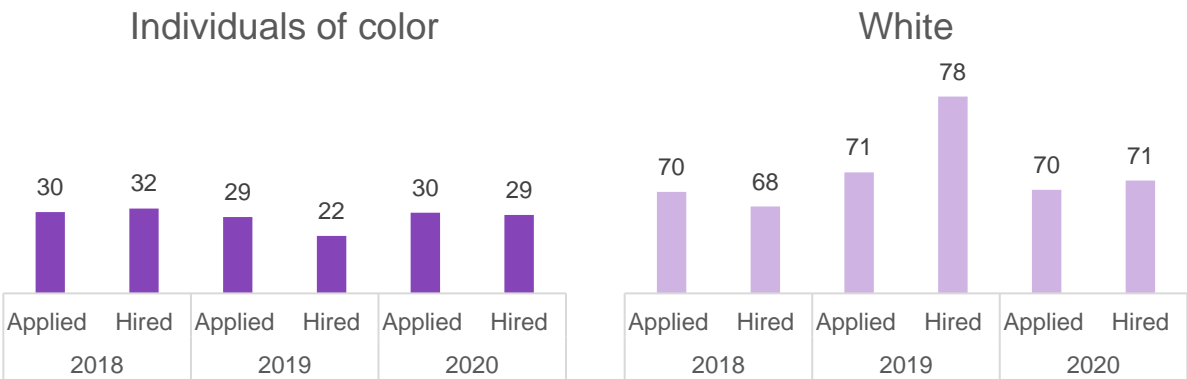
### **Extent to which the districts' recruitment, hiring, onboarding, and retention practices meet the need for increasing and sustaining employee diversity**

One of the action steps in WSD's strategic plan is "hiring staff that reflect our student body." This section provides information about changes in demographics, hiring, and retention using S-275 personnel data from OSPI and supplemental data provided by WSD.

#### **Between 2018 and 2020, the number of individuals of color applying for positions in WSD was fairly proportional to the number of individuals of color hired.**

The total number of individuals who applied to staff positions in WSD decreased from 1,640 in 2017–18 to 1,224 in 2019–20 (figure 52). The percentage of individuals of color applying for positions held consistently around 30 percent across those three years. The percentage of individuals of color being hired for positions was proportional to the percentage applying in 2018 and 2020 but dipped to 22 percent in 2019.

Figure 52. The percentage of individuals who applied and were hired for jobs in WSD from 2017–18 to 2019–20, by race/ethnicity



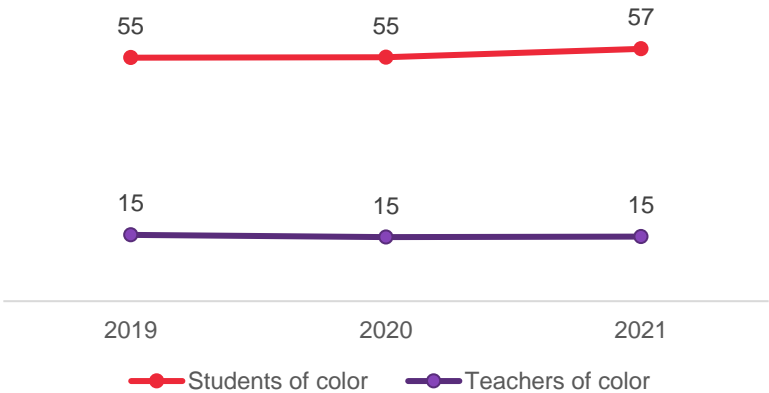
Source: Authors’ analysis of WSD’s human resources data for 2017–18, 2018–19, and 2019–20.

Note: Total number of hires was 137 in 2017–18, 70 in 2018–19, and 17 in 2019–20. The total number of applicants include individuals who declined to identify their race/ethnicity.

### Demographic changes in staff did not reflect demographic changes in the student population between 2018 and 2021.

The percentage of students of color in WSD increased from 55 percent in 2018–19 to 57 percent in 2020–21. While not a large change, the proportion of teachers of color in the district experienced even less change, holding steady at around 15 percent across all three years (figure 53).

Figure 53. Percentage of WSD students of color and teachers of color from 2018–19 to 2020–21

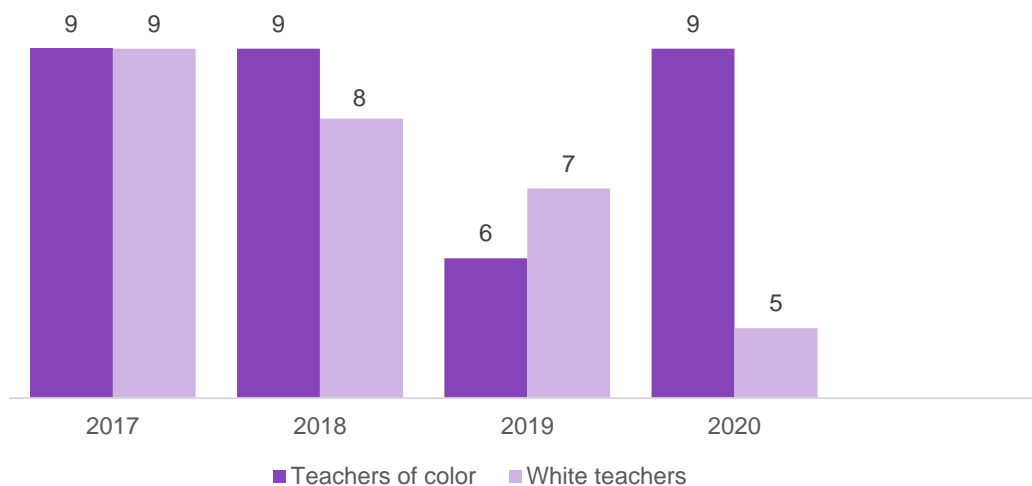


Source: Authors’ analysis of OSPI data from 2018–19 to 2020–21. See appendix B for comprehensive tables.

**While the overall teacher turnover rate has decreased steadily in WSD over time, the proportion of teachers of color leaving the district increased in the most recent year.**

Although the average turnover rate in WSD has decreased over the past five years, turnover rates among teachers of color have varied from 2016–17 to 2020–21 (Figure 54). Among 493 elementary and secondary classroom teachers, 5 percent of White teachers (N=426) left WSD, compared to 9 percent (N=67) of teachers of color from 2019–20 and 2020–21.

*Figure 54. Percentage of teachers who left WSD by race/ethnicity from 2016–17 to 2019–20*



*Source: Authors' analysis of Washington S-275 personnel data from 2016–17 to 2019–20. See appendix B for comprehensive tables.*

## Community perspectives on what is needed to increase proportional representation in the classroom and among district leadership

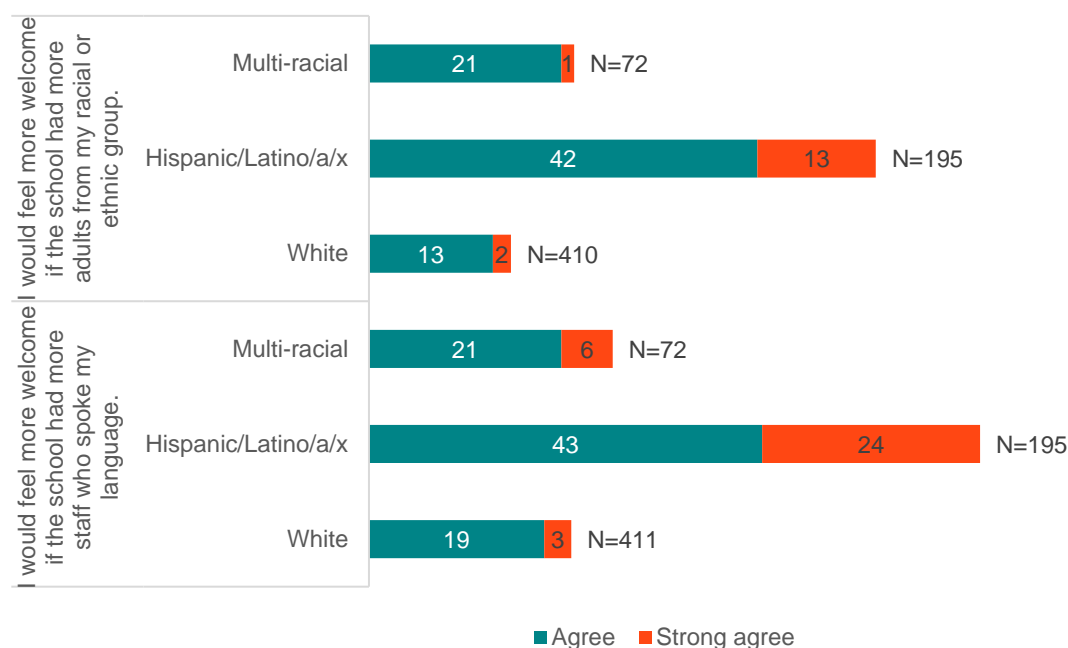
To explore perspectives from the school community on diversity in the WSD workforce, we asked educators, administrators, students, and families questions during the interviews, focus groups, and surveys. In this section, we summarize their responses.

**Students, family members, educators, and administrators all expressed needs for increasing proportional representation in the classroom, among office staff, and among district leadership.**

Research suggests that bilingual and bicultural teachers may be better able to engage culturally and linguistically diverse students (Villegas & Irvine, 2010). In survey responses, a higher percentage of Hispanic/Latino/a/x family members (figure 55) indicated they agreed or strongly agreed they would feel more comfortable if the adults in their school were of their racial/ethnic background or spoke their

language, compared to their Multiracial and White peers. Specifically, when asked if they would feel more welcome if the school had more adults from their racial or ethnic group, approximately 55 percent of Hispanic/Latino/a/x respondents indicated they agreed/strongly agreed, compared to 22 percent of Multiracial respondents and 15 percent of White respondents. Similarly, when asked if they would feel more welcome if the school had staff who spoke their language, a much larger percentage of Hispanic/Latino/a/x respondents (67 percent) agreed/strongly agreed compared to Multiracial and White respondents (27 percent and 22 percent, respectively).

*Figure 55. Percentage of family members by race/ethnic background who indicated they agreed or strongly agreed they would feel more comfortable if the adults in their school were of their racial/ethnic background or spoke their language*



Source: Authors' analysis of responses to the WSD equity review family survey.

A similar pattern was found among students who responded to the same question, though the differences between racial/ethnic group responses were less pronounced than among family members.

In focus groups and open-ended survey responses, a few family members noted that school staff were not generally representative of the student body. Several parents mentioned in open-ended survey responses that it might be helpful if the staff looked more like the students and understood the culture of the entire student body.

*We need more staff that look like our student population, 50 percent Hispanic and non-White. We need more staff that actually understand the culture. — Family member*

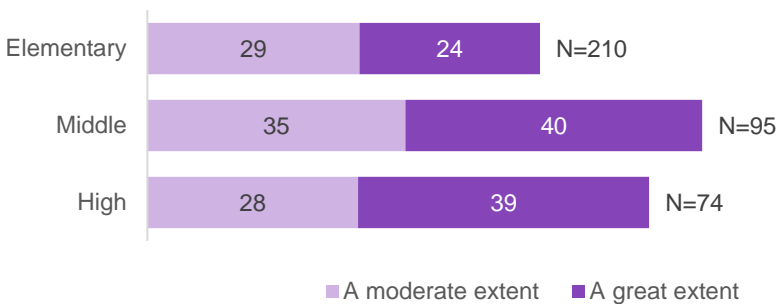
*Continue to seek out staff members from diverse backgrounds. Help kids feel welcome, safe, and included. — Family member*

On the other hand, some other family members expressed in open-ended survey responses and direct communications with the equity review team that they felt the district should focus on hiring the strongest candidates, regardless of their race or other aspects of their identities.

*It doesn't matter to us what ethnic background the teachers are as long as they are excellent at teaching and care for the children. — Family member*

In response to a question on the educator survey about the need for diversity in WSD personnel, most middle school educators (75 percent) and more than half of elementary and high school educators (53 percent and 68 percent, respectively) agreed to a moderate or great extent that the district needs more diverse staff members (figure 56).

*Figure 56. Percentage of educators expressing that WSD needs more diverse staff members by grade level to a moderate or great extent*



*Source: Authors' analysis of responses to WSD equity review educator survey.*

All school administrators who participated in interviews voiced concerns about the lack of racial and linguistic representation among staff in their schools. Many of the administrators and several students noted the importance of having staff who look like the student body.

*We don't have a lot of staff that look like all of our students. — Administrator*

*I'm trying to find people that our kids can relate to in one way or another. Particularly racially and linguistically diverse. — Administrator*

Several administrators discussed the need for bilingual office staff who can communicate with Spanish-speaking families. At least one school was described as having bilingual office staff, but others were not. One administrator described occasionally pulling bilingual paraprofessionals out of classrooms to communicate with parents.

*I've learned in my career how important it is to have a staff that reflects the student body, and one that can communicate with parents especially here in our office ... and so that's one of the things that I want to change. — Administrator*

Another concern expressed by many WSD administrators and educators was the lack of representation among school leadership. For instance, several interviewees pointed out the gender disproportionality at building principal level.

*You can't tell me that there aren't highly capable female principals out there interested in jobs. ...The ethnic diversity is just not there either. Not from the highest level. Not from the cabinet level all the way down. — Educator*

## Administrators supported district-level strategies to diversify staff but expressed feeling disconnected from the district-level efforts.

Although administrators and school leadership are involved in the hiring process, most of the administrators described teacher recruitment as a district responsibility. They were uncertain about what strategies the districts uses to recruit diverse candidates from outside the area.

*I don't do a lot of recruiting. I mean, if I have student teachers or substitute teachers that I'm interested in, I will encourage them to apply. So, I guess you could consider that recruiting. But I haven't heard about a ton of that even at the district level. — Administrator*

While administrators expressed high levels of support for district leadership, several were not aware of any systematic strategy at the district level to identify, attract, or promote diverse school leaders. A few newer school administrators felt that while the district was supportive of them during the hiring process, the district did not actively encourage or recruit them to apply for their administrator position. However, another school administrator observed that the district was engaged in active internal and external recruitment.

*We've had several instructional coaches move on to be assistant principals and then move on to be principals. So we kind of grow them into being leaders within the district. The district went through a pretty extensive process recruiting for those positions, so spent quite a bit of money on advertising in lots of different states. — Administrators*

## Administrators and educators suggested strategies for diversifying staff through revised hiring practices and developing the educator pipeline.

Administrators recommended several hiring strategies for addressing the lack of diversity among educators, including “priority hiring.”

*[In another district], they had was what they called “priority hiring,” which was this idea that if we had a candidate who met the demographics of our community, they didn't have to jump into the interview process against others. We had a certain number of priority hires each year. It was like, “Hey, we really want this person. We're going to move in a direction to hire them.” — Administrator*

Many administrators believe there are opportunities for improving the educator pipeline in WSD. Several administrators are trying to facilitate the teacher pipeline at the school level. WSD administrators did not mention any district efforts or district strategies to develop a teacher pipeline.

*We don't necessarily have to look outside to build diversity within our staff. We just have to build people into those positions. — Administrator*

*At our school, we'll be instituting ... through our CTE program a series of classes in ... careers in education and early childhood education. — Administrator*

*[When] we can build them in, they know our value. They know what we want for our students here in our building before even having a job, which I value a lot. — Administrator*

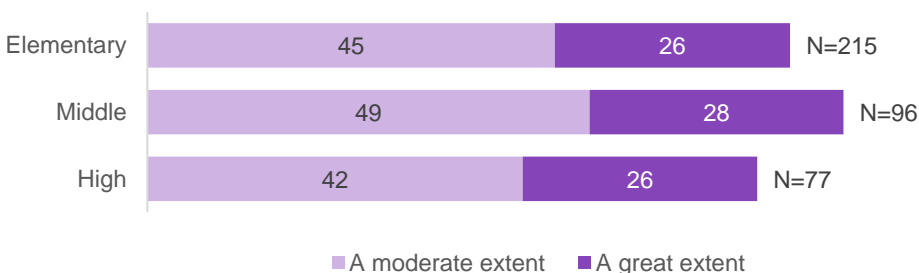
One administrator suggested that subsidizing emergency teacher certification for paraprofessionals would be an effective way to lower obstacles for existing staff to proceed along the educator pipeline.

*Even for paraprofessionals to get their emergency certification, it's like an \$80 fee or something. So, I'm saying why aren't we paying that as a district? If they give us a year service, we've made our 80 bucks back. — Administrator*

## Staff suggested that increased professional development may increase retention.

An item in the educator survey asked, “To what extent do you feel you are able to grow professionally in Wenatchee School District?” Most middle school teachers (77 percent) responded they felt able to grow professionally to a “moderate extent” or “great extent,” which was slightly higher than the number of elementary (71 percent) and high school teachers (68 percent) choosing those responses (figure 57).

*Figure 57. Percentage of teachers reporting that they felt able to grow professionally to “a moderate extent” or “a great extent”*



*Source: Authors’ analysis of responses to the WSD’s teacher equity review survey.*

Professional development is a strategy that can be used to retain diverse educators and to develop school and district leaders. Neither administrators nor educators in WSD reported professional development being used systematically to develop leaders or as a tool to improve retention.

Retaining teachers in WSD, and specifically teachers of color, is not perceived as a huge concern by school administrators or educators, but some strategies were suggested for bolstering supports that would keep teachers in the district. A few administrators mentioned the district’s mentoring program for new teachers, described above, as a step that may help to retain new teachers in addition to MTSS coaching supports. Subject to state funding, WSD offers a teacher mentorship program for first- and second-year teachers, pairing new teachers with mentors who support them with pedagogy, procedures, and relationship building in return for a stipend. Experienced educators also have access to intervention support and an improvement plan if they are placed on probation.

*I know that we have the mentor program for first-year teachers through the district. But beyond that, I think it falls more on the school building to pair teachers up to give teachers support through our coaching. ... We have a MTSS coach in each building and the district pays for half of that ... [so] there's a lot of support for new teachers, but I would say, I don't think it's enough. — Administrator*



## Overview of district policies and procedures in place to increase proportional representation in the classroom and among district leadership

In this section, we summarize selected district policies in place related to recruitment, hiring, and retention, highlighting aspects of district policy that address diversity, equity, and inclusion.

*Table 9. Overview of selected WSD policies related to diversity, equity, and inclusion in recruitment, retention, and hiring*

Policy or procedure title (number)	Date adopted, reviewed, or revised	Specific equity or inclusion issue(s) addressed	Excerpt(s) related to diversity, equity, and inclusion in recruitment, retention, and hiring
Policy: Nondiscrimination and affirmative action <sup>46</sup> (5010)	May 2018	Providing equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, compensation, promotion, and training	“The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.”
Procedure: Nondiscrimination and affirmative action <sup>47</sup> (5010P)	March 2016	Outlining how the district achieves representation in the educator workforce to reflect the community without using “preferential employment practices.” The procedure outlines a grievance and dissemination processes.	“Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged, persons with disabilities, ethnic minorities, women and Vietnam veterans in the various job categories.” “The district will continue to use aged, persons with disabilities, ethnic minorities, women and Vietnam veterans in the recruitment and employment process.”

<sup>46</sup> [5010 - Nondiscrimination and Affirmative Action 05.18](https://www.wenatcheeschools.org/board/5000-series-personnel), <https://www.wenatcheeschools.org/board/5000-series-personnel>

<sup>47</sup> [5010P Procedure - Nondiscrimination and Affirmative Action 03/16](https://www.wenatcheeschools.org/board/5000-series-personnel), <https://www.wenatcheeschools.org/board/5000-series-personnel>

## Affirmative Action Plan

Washington school districts are required to develop an affirmative action plan or program designed to eliminate discrimination on the basis of sex, race, or other protected groups.<sup>48</sup> WSD's most current affirmative action plan is dated 2014–2019.<sup>49</sup> The language in the 2014–2019 plan is mostly focused on “full utilization” of staff from protected groups and ensuring equality of access to work opportunities. The plan includes a numeric review analysis of availability and utilization using 2010 census data, concluding that women and minorities are underrepresented in several areas. The plan proposes procedural steps to correct the underutilization areas but does not specify numeric objectives or a timeline for increasing employee diversity.

## Recruitment and selection of staff

The district policy on recruitment and selection of staff, most recently reviewed in May 2019,<sup>50</sup> does not include mention of diversity, equity, or inclusion. The recruitment and selection of staff procedure, revised in May 2019,<sup>51</sup> stipulates that the affirmative action plan should be reviewed prior to developing job descriptions and that interview questions for potential candidates should “abide by the Human Rights Commission’s published list of fair and unfair questions.”

## Collective bargaining agreement

Labor union agreements can shape district policies for employee recruitment, hiring, and retention. The collective bargaining agreement between WSD and the Washington Education Association<sup>52</sup> includes the district’s nondiscrimination clause (p. 12). The agreement also states that all vacancies, including new positions, will be reported to the association and posted on the district website and in each building for a minimum of five days. The agreement does not indicate that vacancies are posted internally before being released to the public. The agreement says that “a district employee who meets the certification, endorsement, and job posting requirement, and has an overall satisfactory/proficient evaluation from the previous year, may apply for the position and shall be granted an interview” (p. 16). Seniority is the determining factor if two or more qualified candidates apply, and “employee transfers shall be made on the basis of qualifications” (p. 15). Part-time employees have “equal application rights” as external candidates for vacancies, and all employees should be notified within five days of the status of transfer

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<sup>48</sup> [WAC 392-190-0592](#) specifies that “Each school district and public charter school must develop an affirmative action employment plan or program that includes appropriate provisions designed to eliminate discrimination on the basis of sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.”

<sup>49</sup> [Affirmative Action Plan](#), <https://www.wenatcheeschools.org/hr>

<sup>50</sup> [5000 - Recruitment and Selection of Staff 06.19](#), <https://www.wenatcheeschools.org/board/5000-series-personnel>

<sup>51</sup> [5000P - Procedure - Recruitment and Selection of Staff 05.19](#), <https://www.wenatcheeschools.org/board/5000-series-personnel>

<sup>52</sup> <https://www.wenatcheeschools.org/hr/collective-bargaining-agreements>

requests. Any former employee who receives a notice of nonrenewal of contract may be placed in a reemployment pool for consideration for reemployment and for first consideration for substitute positions they are qualified for (p. 40).

## Considerations and resources: Recruitment, hiring, and retention

The equity program review team suggests the following considerations and resources to consult for the next steps of implementing the strategic plan:

- Administrators and educators in WSD expressed a desire for more involvement with district-level strategies to attract and retain a diverse workforce. **Involving existing staff—particularly staff of color—in the hiring process** is a research-based approach for helping to sustain and expand hiring, mentoring, and pathway opportunities for racially, culturally, and linguistically diverse staff (Carver-Thomas, 2018).
- WSD’s nondiscrimination policy and procedures documents were most recently revised in 2018 and 2016, respectively, and the affirmative action plan dates from 2014–2019. **Updating district policy documents and setting specific district-level goals** would quantify the district’s objectives for diversifying its staff, allowing district leaders to develop more specific action steps in line with current research on supporting educator diversity. Likewise, WSD’s policy on recruitment and selection of staff, most recently revised in 2019, does not include specific mentions of diversity, equity, or inclusion. The associated procedure document includes a commitment to asking fair questions in applicant interviews but adding more specific language to define and describe equity-focused interview practices could help administrators and others involved in hiring understand more clearly how to implement the policy.
- **Continuing to focus on equity-focused labor practices in partnership with the Washington Education Association** will ensure that employee diversity is codified in collective bargaining agreements. For instance, future bargaining sessions could include conversations about the timing and duration for posting vacancies, which research suggests can impact the number of applicants for a given position and increase opportunities for diverse candidates to apply (Lee, 2020).
- The Center on Great Teachers and Leaders at the American Institutes for Research (AIR, 2016) published the [Talent Management Self-Assessment Checklist](#), which district teams can use as a tool for **assessing the extent to which their talent management strategies are ensuring equitable access** to excellent educators, and to guide changes.
- REL Northwest conducted a resource scan at the request of the Washington Teacher Diversity Practices Work Group, a project of the Washington Professional Educator Standards Board. The goal of the document, called [Human Resources Practices for Recruiting, Selecting, and Retaining Teachers of Color](#) (Greenberg Motamedi & Stevens, 2018), was to present evidence-based human resources practices for building a diverse teacher workforce in Washington. The findings suggest **developing strategic institutional relationships** as a key research-based recommendation to recruit educators of color, including partnerships with local institutions of higher education that serve diverse students. For WSD, an example would be Wenatchee Valley College, which is a Hispanic-serving Institution that offers an applied bachelor’s degree ([BAS, teaching](#)) for students planning to become certified early childhood education or early childhood special education teachers in grades preschool through third grade in the state of Washington. The scan also suggests that partnering with programs offering [alternative routes to](#)

[certification](#) may be especially beneficial for building a diverse teaching staff, as they are more likely than traditional teacher preparation programs to serve students of color.

- The Learning Policy Institute published a report, [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#) (Carver, 2018), that includes promising strategies that align with priorities emerging from this equity review, including **subsidizing costs for teacher preparation and developing grow-your-own (GYO) pathways** into the teaching profession.
- A research review from the *Journal of Teacher Education* entitled [Examining Grow Your Own Programs Across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines](#) (Gist et al., 2019) presents research-based recommendations for developing GYO pathways to address shortages and increase the racial/ethnic diversity of teachers in schools. For example, the research review emphasizes that while GYO programs often focus on developing paraeducators who already work in the school, a more expansive framing that includes community recruits, such as parents, community activists, and cafeteria workers, can offer more opportunities for **building on strengths in the community** by offering routes into teaching that aren't limited to the paraprofessional pipeline.

## Chapter 7: Conclusion

As WSD moves into a five-year implementation period for the strategic plan, district leaders and educators are striving to adopt an asset based and culturally responsive approach to student learning and success. The data from the districtwide equity program review can serve multiple purposes, such as helping the district and school board in determining priorities, suggesting opportunities to strengthen supports in specific areas while implementing the action steps from the district's strategic plan, and providing a baseline for monitoring progress in areas where the district and school board decide to focus their next steps.

Here, we link the equity review findings with the three priority areas from the strategic plan, recommending considerations for implementation in each of the three areas.

### Linking equity program review findings to strategic plan priorities

#### **Thriving environment**

**Welcoming spaces where all individuals flourish, are seen and valued, feel safe, and know they belong**

##### **Findings and considerations from the equity program review:**

Educators are devoting resources to culturally responsive practices and would benefit from district-level support in developing skills and common language around cultural responsiveness, equity, and SEL.

To help more students and families see themselves represented in the curriculum, educators requested support in diversifying materials and creating access for multilingual students.

Training, monitoring, and communication are needed to implement equity-centered and linguistically responsive disciplinary practices that make students and families feel safe and valued.

#### **Partnerships**

**Relationships between students, families, schools, and the community that enhance student well-being and success**

##### **Findings and considerations from the equity program review:**

Students and families expressed needs for deeper personal connection, more challenging instruction, stronger support for students with disabilities and diverse learning needs, and more communication.

Family and community members can participate in collaborative processes to ensure the core curriculum is responsive and representative of diverse cultures.

Educators and administrators have interest and ideas for participating in district-led efforts to increase and sustain employee diversity and seek greater awareness of district-level efforts to increase diversity in the WSD workforce.

#### **Opportunities**

**Equitable access to high-quality academic, extracurricular, and real-world experiences**

##### **Findings and considerations from the equity program review:**

Access to key math courses, HiCap programming and AP courses is imbalanced among race, ethnicity, linguistic diversity, and socioeconomic status, which calls for a deeper look at root causes of disparities in course and program participation.

Using data to monitor trends in student participation in CTE courses and sports will help the district understand if its efforts to make these programs more accessible are succeeding.

EL students, those receiving special education services, and those qualifying for free or reduced-price lunch were disproportionately suspended or expelled in recent years, and students of color experienced the most lost learning time, presenting opportunities for strengthening the equity focus of the district's behavioral approaches. Looking more closely at discipline data will help to further uncover areas where greater supports are needed.

## Linking equity with student success

*At WSD, diversity, equity, and inclusion are not just words. They are actions our students can see and feel.*

—Wenatchee School District Strategic Plan

Persistent equity gaps in access to high-quality learning can serve to perpetuate equity gaps in outcomes such as achievement in school (Skrla et al., 2004). This equity program review highlights successes to build from and offers considerations for areas of opportunity for WSD to strengthen its focus on equity so that the district can fulfill its promise to create opportunity and success for every student.

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## Appendix A: Data sources

### Administrator interviews

We interviewed six administrators from elementary, middle, and high school sites. Interviews included items about perceived root causes of disciplinary issues, the relationship between school climate and discipline, and successes and challenges with implementing culturally responsive and emotionally supportive interventions. Administrator interviews also provided a deeper understanding of policies and practices that building administrators use to recruit, hire, onboard, and retain educators of color and the supports administrators receive to promote equity at their schools. Content analysis of transcripts allowed us to examine themes and patterns of variation between interview participants from different schools.

### Educator, student, and family surveys

All surveys were conducted anonymously and were introduced with a consent/assent script emphasizing that participation was voluntary and that respondents were free to opt out or skip questions with no penalties or negative consequences. We used descriptive data analysis to examine overall patterns across the district and disaggregated the data to identify variation across elementary, middle, and high schools. We used content analyses to identify common themes and disagreements in answers to open-ended questions. Appendix B presents comprehensive tables for all survey items that we included in the analysis, in the order in which they appear in the report. Appendix C presents the survey instruments.

We provided student and family surveys in both English and Spanish so that multilingual respondents could take the survey in their preferred language.

*Table A1. Statistics of the WSD educator survey participants' demographic characteristics (602 total responses)*

Category	Group	Percent	Number
<b>Grade band</b>	Elementary (K-5)	54	247
	Middle (6-8)	25	116
	High (9-12)	21	97
<b>Race/ethnicity</b>	Educators of color	20	76
	White	80	313
<b>Gender</b>	Male	18	76
	Female	77	332
	Prefer not to identify	5	24
<b>Language</b>	Other than English	17	75

<b>LGBTQIA+</b>	LGBTQIA+	3	16
<b>Religion</b>	Religious minority	7	44
<b>Foster care</b>	Involved in foster care	2	13

Source: Authors' analysis of responses to the WSD's teacher equity review survey.

*Table A2. Statistics of the WSD family survey participants' demographics (1,023 total responses)*

Category	Group	Percent	Number
<b>Family-reported student grade band</b>	PreK	2	17
	K	6	69
	1	6	72
	2	7	79
	3	7	75
	4	8	91
	5	6	71
	6	5	56
	7	6	68
	8	7	78
	9	8	86
	10	7	80
	11	5	62
	12	5	59
	Missing	16	185
<b>Family-reported student religion minority status</b>	Religious Minority	8	93

<b>Family-reported student disability status</b>	Disabled	3	33
<b>Family-reported student LGBTQIA+ status</b>	LGBTQIA+	4	48
<b>Family-reported student immigrant status</b>	Immigrant	4	50
<b>Family-reported student foster care status</b>	Foster care	<10	<10
<b>Family-reported student gender</b>	Male	33	376
	Female	28	319
	Non-binary	<10	<10
	Prefer not to identify	7	84

*Source: Authors' analysis of responses to the WSD's family equity review survey.*

*Table A3. Statistics of the WSD student survey participants' demographics (2,021 total responses)*

<b>Category</b>	<b>Group</b>	<b>Percent</b>	<b>Number</b>
<b>Race</b>	White	29	582
	Hispanic	30	604
	Multi	11	217
	Other	6	126
	Prefer not to say	5	103
	Missing	19	389
<b>Survey language</b>	English	97	1,961
	Spanish	3	60

<b>School Level</b>	Elementary school	17	334
	Middle school	60	1,197
	High school	23	457
	Missing	2	33
<b>Gender</b>	Female	37	746
	Male	38	758
	Non-binary	2	44
	Prefer not to say	4	71
	Prefer to self-describe	4	85
	Missing	16	317

*Source: Authors' analysis of responses to the WSD's student equity review survey.*

## Virtual and in-person focus groups with educators, family members, and students

The Education Northwest team conducted 14 focus groups with students in grades 5 and above, nine in English and five in Spanish. All but two of the focus groups were conducted in person, with two conducted virtually to make up for a day lost to inclement weather during our site visit. We also conducted three family focus groups (two in Spanish and one in English), and two educator focus groups (one with special programs staff and one with a mix of teachers and program staff). Each focus group included five to eight participants. The district team worked with principals to ensure groups that represented the communities of teachers, students, and families across each of the 16 school sites in the district. All focus groups were introduced with a consent/assent script emphasizing that participation was voluntary, that no names would be collected, and that respondents were free to opt out or skip questions with no penalties or negative consequences. We used content analysis procedures to identify common themes and differences among focus groups. We report results in aggregate and ensure that any quotations used are not identifiable to a particular individual or school.

*Table A4. Summary of focus groups*

Role	# of groups in Spanish	# of groups in English	Total
Student	5	9	582
Educators (1 with teachers and building		2	2

staff, 1 with Special  
Programs staff)

Family

2

1

3

## In-person community event

Education Northwest hosted a community conversation on Wednesday, April 13, 2022, at Wenatchee High School Commons, inviting community members to share insights about equity and inclusion in WSD schools. The purpose was to promote transparency about the equity program review while also providing an opportunity for community members to contribute their ideas and feedback to the process. To publicize the event, Education Northwest worked with the WSD communications team to create an informational flyer in both English and Spanish with a link and QR code for online registration. We invited the equity review working group members to share the link and information about the event with their contacts to maximize representation. After one week, we opened up registration to the public, sharing the information widely via district communications tools. We capped registration at 60 for room capacity reasons, and a total of 54 people registered. The total count of registrants who attended was around 30.

After opening remarks from the Education Northwest team, participants formed small groups and discussed a series of guiding questions at five tables, while facilitators circulated. The Education Northwest team included two bilingual facilitators, but only one of the five tables was conducted in Spanish, reflecting an underrepresentation of Latino/a/x community members at the event that must be considered in this summary of notes.

In each small group, participants volunteered for roles, including timekeeper, notetaker, and reporter. The conversations were guided by three discussion questions:

1. What does educational equity mean to you?
2. How can WSD give each student the best possible opportunities to learn?
3. How can WSD make family and community members feel welcomed and respected in schools?

The small groups discussed each question for 10–15 minutes, followed by share-outs with the full group, during which facilitators took notes. Participants were encouraged to take notes and draw pictures on large sheets of paper on the tables during small-group discussions, which they shared with facilitators at the end. Participants were also provided index cards for sharing feedback and ideas in writing. Two participants contacted the Education Northwest project lead after the event to share further reflections, which are included in this summary along with the notes from the event. These notes will be incorporated into our qualitative analysis for the final equity review report.

## Direct communications with project staff

The project lead participated in conversations by email and phone with family and community members (approximately 20 conversations). The team also established a digital suggestion box as a Google Form and received eight messages. On an ongoing basis, the team sought and received feedback from the equity program review working group.

## **Student-level administrative data**

To conduct our analysis in Chapter 3 and 5, we used student-level data provided by Wenatchee Public Schools (WPS). District office staff members shared multiple data files that contained a range of student demographic information, participation in special services, assessment outcome data, and course data from 2017/18 through 2021/22 (see appendix B: Technical appendix, for more information).

## **HR data, and S-275 data**

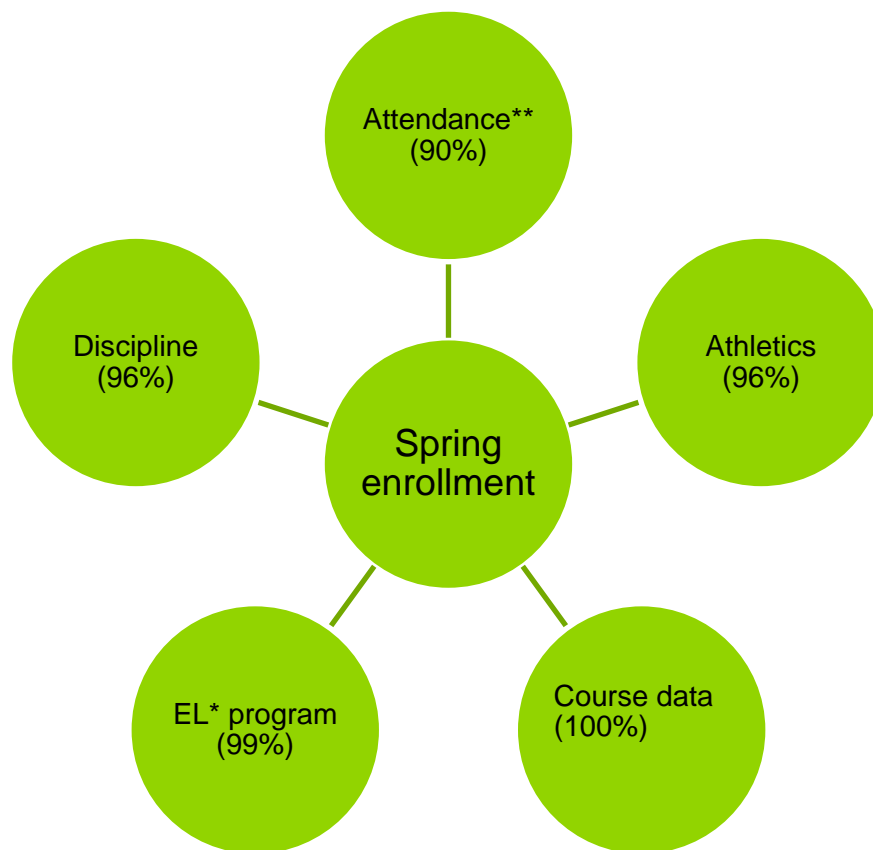
To conduct our analysis in Chapter 6, we drew from human resources data provided by the district, as well as information from Washington's S-275 workforce database (see Appendix B: Technical Appendix, for more information).

## Appendix B: Technical appendix

### Data and sample: Student-level data

To conduct our analysis, we used student-level data provided by Wenatchee Public Schools (WPS). District office staff members shared multiple data files that contained a range of student demographic information, participation in special services, assessment outcome data, and course data from 2017/18 through 2021/22. Education Northwest merged all student-level data files to create one master file. To do this, we used the attendance data file as our master file and joined the rest of the data elements to it using students' unique id numbers. For this analysis, we merged all files described in figure B1.

*Figure B1. Percentage of cases that merged with attendance file by data type*



\*EL is English learner. \*\*The spring enrollment file included preschool and attendance data was missing for this group of students.

Note: Percent represents proportion of cases that were successfully matched across datasets.

Overall, we were able to match at least 90 percent of data files consistently. The lowest match rate we observed was for the attendance file. For this specific file, we were not able to merge 10 percent of students with the master attendance file. However, these unmatched students were primarily in preschool grades. All cases that were not found in the spring enrollment file were dropped from the



analysis. To ensure we only examined outcomes for students that EPS served for a significant proportion of the school year, we also dropped students who were enrolled in the district for less than 25 days. Finally, this analysis does not include students in preschool or students in juvenile detention settings.

Because we were not able to match 100 percent of cases across files—and we implemented some decision rules about dropping cases—the results of our analysis may vary slightly compared to results reported in the most recent [WPS report card](#). Overall, our sample does closely mirror the data reported by EPS in the annual report card. Table D1 describes the number of K-12 students included in our analytic sample by year.

*Table B1. Descriptive statistics of sample for access to learning opportunities analysis*

Category	Group	School year (spring year)				
		2018	2019	2020	2021	2022
<b>Total number of students</b>		7,839	7,728	7,643	7,274	7,168
<b>Grade Band</b>	Elementary (K-5)	40%	40%	40%	34%	38%
	Middle (6-8)	25%	25%	25%	26%	25%
	High(9-12)	35%	35%	35%	39%	37%
<b>Race/ethnicity</b>	American Indian/Alaska Native	<1%	<1%	<1%	<1%	<1%
	Asian	1%	1%	1%	1%	1%
	Black or African American	1%	<1%	<1%	<1%	<1%
	Latinx	52%	52%	52%	52%	55%
	Multi-racial	2%	2%	2%	2%	2%
	Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%	<1%
	White	44%	44%	44%	44%	41%
<b>Gender</b>	Male	52%	52%	52%	52%	52%
	Female	48%	48%	48%	48%	48%
	Full price lunch	43%	47%	47%	47%	39%

<b>Free or reduced lunch status</b>	Reduced lunch	7%	6%	6%	5%	9%
	Free lunch	50%	47%	47%	48%	52%
<b>Special education status</b>	Not in SPED	89%	90%	89%	88%	87%
	In SPED	11%	10%	11%	12%	13%
<b>EL status*</b>	Not EL classified	84%	82%	76%	74%	68%
	EL classified	16%	18%	19%	17%	20%
	Recently Reclassified			5%	9%	12%
<b>Home language of EL classified students</b>	Language other than Spanish	2%	2%	2%	2%	2%
	Spanish home language	98%	98%	98%	98%	98%

\*EL is English learner. Due to data limitations, we were only able to observe students who reclassified during the 2017-18 school year and beyond. The rate presented for reclassified students is an undercount of all students who have reclassified from EL services and the non-EL group includes students who were reclassified prior to the 2017-18 school year.

Source: Authors' analysis of student-level data.

## Methods

Our primary analysis approach was descriptive. We explored means and frequencies across a range of measures that represented access to educational and extracurricular opportunities. The outcomes we observed were derived from the data shared by WPS. Table A2 defines the outcomes we explored and provides information on the decision rules used to create the measure and calculate results.

*Table B2. Summary of outcome measures included in the student analysis of access to learning*

Student outcome measure	Definition and/or notes on measure
<b>Access to Algebra 1</b>	<p>We categorized student as participating in Algebra 1 if they were enrolled in a course that aligned with the following National Center for Education Statistics (NCES) course codes and titles:</p> <ul style="list-style-type: none"> <li>• 2052 – Algebra 1</li> <li>• 2053 – Algebra 1 – Part 1</li> <li>• 2054 – Algebra 1 – Part 2</li> <li>• 2062 – Integrated Mathematics I</li> <li>• 52052 – Algebra 1</li> </ul>

<b>Access to Geometry</b>	<p>We categorized student as participating in Geometry if they were enrolled in a course that aligned with the following NCES course codes and titles:</p> <ul style="list-style-type: none"> <li>• 2063 – Integrated Mathematics II</li> <li>• 2071 – Informal Geometry</li> <li>• 2072 - Geometry</li> <li>• 2073 – Analytic Geometry</li> <li>• 2075 – Particular topics in geometry</li> <li>• 2079 – Geometry - Other</li> <li>• 52072 - Geometry</li> </ul>
<b>Access to Algebra II</b>	<p>We categorized student as participating in Algebra II if they were enrolled in a course that aligned with the following NCES course codes and titles:</p> <ul style="list-style-type: none"> <li>• 2056 – Algebra II</li> <li>• 2064 – Algebra II</li> </ul>
<b>Access to ELA</b>	<p>We categorized students participating in ELA if they were enrolled in any course that aligned with the NCES ELA subject area except for English language development courses.</p>
<b>Access to advanced placement</b>	<p>We categorized students as participating in Advanced Placement if they participated in at least one course that had an active advanced placement code in the course description information shared by WPS. We also cross-referenced that with the name of the course and NCES description of the course.</p>
<b>Access to career and technical education (CTE) courses</b>	<p>We categorized students as participating in CTE if they participated in at least one course flagged as CTE in the course data shared by WPS.</p>
<b>Access to high-capacity programs</b>	<p>We categorized students as participating in HiCap programs if they were flagged as participating in HiCap in the particular year. The sample includes all K-12 students.</p>
<b>Access to athletics</b>	<p>We categorized students as accessing athletics if they appeared in the extracurricular file shared by WPS and had record of participating in an activity with the following descriptions: B. Basketball, G. Basketball, Grl BB, Boys BB/. Track, Volleyball, Wrestling, Boys Soccer, G. Soccer, Football, Tennis, Swimming Boys, Swimming Girls, Slowpitch, Fastpitch, Baseball, Golf Girls, Golf Boys, Cheer, Color guard, Drill team, Cross country, Bowling</p>
<b>Discipline Category</b>	<p>We divided all the infraction categories into 9 categories of discipline: aggression, attendance, bullying and harassment, disruptive/disrespectful/uncooperative, drug and alcohol, property</p>

	related, serious or school safety threat, weapons, and other. Table D3. describes the categorization of each unique description found in the dataset.
<b>Suspension or Expulsion incident</b>	We categorized students as receiving a discipline incident if they had one or more recorded discipline incidents that led to a suspension or expulsion. The types of incidents that we counted were in-school suspension, out-of-school suspension, and expulsions.
<b>Discipline days</b>	Represents the total number of days students were excluded from the classroom for all discipline incidents that they experienced. This count includes all days students were excluded from the classroom for in-school suspensions, out-of-school suspensions, and expulsion.

## Categorization of types of discipline infractions

*Table B3. Categorization of discipline infractions*

Discipline Category	Infraction codes	
<b>Aggression</b>	<ul style="list-style-type: none"> <li>• ASLT OF DIST PERSONNEL MI</li> <li>• ASLT OF DIST PERSONNEL NI</li> <li>• GREIVOUS ASLT ON STUDENT MI</li> <li>• VIOLENCE MI</li> <li>• VIOLENCE NI</li> </ul>	<ul style="list-style-type: none"> <li>• GREIVOUS ASLT ON STUDENT NI</li> <li>• MINOR PHYS CONTACT AGGRESSIVE</li> <li>• FIGHTING MI</li> <li>• FIGHTING NI</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• TARDINESS</li> <li>• VANDALISM</li> <li>• NO SHOW TO DETENTION</li> <li>• M-TARDY (CHRONIC)</li> <li>• TARDY LEVEL 1</li> <li>• TARDY LEVEL 2</li> <li>• TARDY LEVEL 3</li> <li>• LEFT CAMPUS-WRONG DOORS</li> <li>• OFF CAMPUS WITHOUT PERMISSION</li> <li>• OFF CAMPUS WO SLIP</li> <li>• TRESPASSING</li> <li>• M-SKIPPING</li> <li>• NO SHOW DETENTION</li> </ul>	<ul style="list-style-type: none"> <li>• ABSENCE (UNEXCUSED)</li> <li>• DEFY SCHOOL AUTH - ATTENDANCE</li> <li>• FIVE UNEXCUSED ABS</li> <li>• FOUR UNEXCUSED ABS</li> <li>• LEV 1 ATTENDANCE ABSENCES</li> <li>• LEV 2 ATTENDANCE ABSENCES</li> <li>• LEV 3 ATTENDANCE ABSENCES</li> <li>• ONE UNEXCUSED ABS</li> <li>• SEVEN UNEXCUSED ABS</li> <li>• SIX UNEXCUSED ABS</li> <li>• TEN UNEXCUSED ABSENCES</li> <li>• THREE UNEXCUSED ABS</li> <li>• TWO UNEXCUSED ABS</li> </ul>

<b>Bullying and harrasment</b>	<ul style="list-style-type: none"> <li>• HARASSMENT</li> <li>• HARASSMENT SEX ORIENTATION</li> <li>• INTIMIDATION</li> <li>• M-HARRASS/BULLYING/INCITING DR</li> <li>• THREAT TO INJURE</li> <li>• SEXUAL HARASSMENT</li> <li>• M-VERBAL AGRESSION</li> </ul>	<ul style="list-style-type: none"> <li>• M-INAPPROPRIATE PHYSICAL CONT</li> <li>• MINOR FREQUENT PHYS CONTACT</li> <li>• INAPPROPRIATE DISPLAY AFFECTIO</li> <li>• BULLYING</li> <li>• BULLYING-HARASS DISABILITY</li> <li>• BULLYING-HARASS GENDER</li> <li>• BULLYING-HARASS RACE/ETHNICITY</li> </ul>
<b>Disruptive, disrespect, uncooperative (non-compliant)</b>	<ul style="list-style-type: none"> <li>• OBSCENITY</li> <li>• PROFANITY</li> <li>• PROFANITY AT SCHOOL PERSONNEL</li> <li>• DEFYING SCHOOL AUTHORITY</li> <li>• FAILURE TO WORK</li> <li>• DISRUPTIVE BEHAVIOR</li> <li>• MALICIOUS MISCHIEF</li> <li>• INAPPROPRIATE DRESS</li> </ul>	<ul style="list-style-type: none"> <li>• M - DRESS CODE</li> <li>• LEWD OR INDECENT CONDUCT</li> <li>• M-ABUSIVE/INAPPROPRIATE LANG</li> <li>• M-DEFIANCE</li> <li>• M-DISRUPTIVE BEHAVIOR</li> <li>• BUS OR VAN MISCONDUCT</li> <li>• DISTRUPTIVE BEHAVIOR ELECTRO</li> <li>• M-DISRESPECT</li> </ul>
<b>Drug/alcohol (use and possession)</b>	<ul style="list-style-type: none"> <li>• TOBACCO USE OR POSSESSION</li> <li>• ALCOHOL USE OR POSSESSION</li> <li>• POSS/USE MARIJUANA</li> </ul>	<ul style="list-style-type: none"> <li>• SALE/DIST ILLICIT DR-NOT MARIJ</li> <li>• SELL/DSTB MARIJUANA</li> <li>• ILLICIT DRUG - NOT MARIJUANA</li> </ul>
<b>Property related</b>	<ul style="list-style-type: none"> <li>• CHEATING</li> <li>• FORGERY</li> <li>• M - FORGERY</li> <li>• PLAGIARISM</li> <li>• ARSON</li> </ul>	<ul style="list-style-type: none"> <li>• PLAGIARISM/LYING/CHEATING</li> <li>• POSSESSION OF STOLEN PROPERTY</li> <li>• THEFT</li> <li>• PROPERTY DAMAGE</li> </ul>
<b>Serious or school safety threat</b>	<ul style="list-style-type: none"> <li>• BOMB THREAT/PROPERTY</li> <li>• ILLEGAL FIREALARM PULL</li> <li>• CRIMINAL ACTS</li> <li>• RECKLESS DRIVING OR PARKING</li> <li>• SEXUAL BATTERY OR RAPE</li> <li>• GANG ACTIVITY</li> </ul>	<ul style="list-style-type: none"> <li>• GANG INTIMIDATION</li> <li>• GANG RELATED</li> <li>• Gang Dress Violation</li> </ul>
<b>Weapons</b>	<ul style="list-style-type: none"> <li>• AIR OR CO2 GUNS</li> <li>• FAKE WEAPON REPRESENTED REAL</li> <li>• KNIFE OR DAGGER POSSESSION</li> </ul>	<ul style="list-style-type: none"> <li>• TOY/IMITATION GUN OR KNIFE</li> <li>• WEAPON-OTHER</li> </ul>

<b>Other</b>	<ul style="list-style-type: none"> <li>• VIOLATE PERFORMANCE CONTRACT</li> <li>• VIOLATION OF ATTEND CONTRACT</li> <li>• VIOLATION OF GANG CONTRACT</li> <li>• CONFERENCE WITH PARENT</li> <li>• OTHER</li> </ul>	<ul style="list-style-type: none"> <li>• REFERRAL</li> <li>• INTERNET - VIOLATION</li> <li>• M-ELECTRONICS</li> <li>• PETITION FILED SCHOOL DISTRICT</li> </ul>
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Source: Authors' analysis of discipline data, in consultation with discipline content expert Vicki Nishioka.

## Additional Results

Table B4. Math course participation rates by race/ethnicity, free or reduced lunch status, and English learner status

Category	Subject	Group	Cumulative percent who participated by grade				
			8	9	10	11	12
<b>Race/Ethnicity</b>	Algebra	Latinx (N = 536)	10%	81%	92%		
		Multiracial (N=27)	48%	81%	81%		
		White (N=407)	43%	87%	92%		
	Geometry	Latinx (N=781)		12%	78%	90%	
		Multiracial (N=37)		43%	78%	90%	
		White (N=644)		43%	88%	93%	
	Algebra II	Latinx (N=730)			43%	63%	70%
		Multiracial (N=29)			55%	69%	69%
		White (N=644)			58%	67%	73%
<b>Free or reduced lunch status</b>	Algebra	Full (N=411)	47%	92%	94%		
		Reduced (N=84)	15%	82%	89%		
		Free (N=496)	9%	77%	90%		

	Geometry	Full (N=650)	46%	90%	94%
		Reduced (N=114)	11%	83%	92%
		Free (N=723)	12%	75%	88%
	Algebra II	Full (N=652)	61%	70%	74%
		Reduced (N=106)	50%	67%	77%
		Free (N=723)	40%	60%	68%
EL Status	Algebra	Not EL (N=765)	33%	87%	93%
		Current EL 1- 6 years (N=27)	0%	67%	81%
		Current EL 7+ years (N=136)	0%	63%	86%
		Reclassified in middle school (N=63)	2%	97%	98%
	Geometry	Not EL (N= 1167)	33%	86%	93%
		Current EL 1- 6 years (N=44)	5%	64%	71%
		Current EL 7+ years (N=207)	2%	59%	82%
		Reclassified in middle school (N=69)	1%	96%	100%
	Algebra II	Not EL (N=1224)	54%	68%	73%
		Current EL 1- 6 years (N=34)	26%	35%	41%
		Current EL 7+ years (N=148)	21%	41%	55%

	Reclassified in middle school (N=28)	64%	82%	83%
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Source: Authors' analysis of student-level data. Algebra 1 includes students who entered 9th grade in years 2019-2020 and 2020-2021. We choose these students because we were able to look retroactively to examine which courses, they took in middle school (grades 7 and 8) and which classes they took up to grade 10. For Geometry, we included students who entered grade 9 in school years 2018-19 through 2020-21 so that we can examine which courses they took grade 9 through 11. For Algebra 2, we included students who entered high school in 2017-18 and 2018-19 so that we can track courses they took from grades 9 -12.

*Table B5. CTE participation rates by gender and race/ethnicity*

		School year (spring year)				
Category	Group	2018	2019	2020	2021	2022
Gender	Male	61%	60%	59%	61%	79%
	Female	51%	53%	56%	62%	79%
Race/ Ethnicity	Asian	44%	41%	61%	56%	69%
	Latinx	60%	59%	60%	66%	81%
	Multiracial	65%	53%	53%	60%	77%
	White	53%	54%	56%	56%	78%

Source: Authors' analysis of student-level data.

Note: Sample sizes for male and female students range from 1890 to 2037 and 1702 to 1904, respectively. Sample size ranges for race/ethnicity groups are as follows: Asian 36 to 45; Latinx 1770 to 1965; Multiracial 92 to 104.

*Table B6. HiCap participation rates by English learner status, free or reduced lunch status, race/ethnicity, and intersection race/ethnicity and free or reduced lunch status*

		School year (spring year)				
Category	Group	2018	2019	2020	2021	2022
EL status*	Current EL	<1%	<1%	<1%	<1%	<1%
	Reclassified			7%	4%	5%



	English only	10%	13%	14%	14%	16%
<b>Free or reduced lunch status</b>	Full	16%	17%	18%	18%	21%
	Reduced	7%	11%	11%	8%	10%
	Free	3%	4%	4%	4%	5%
<b>Race/ Ethnicity</b>	Asian	18%	25%	23%	20%	20%
	Black	6%	6%	9%	13%	25%
	Latinx	3%	3%	4%	4%	4%
	Multiracial	15%	20%	20%	21%	20%
	White	15%	19%	19%	18%	21%
<b>Race and Free or reduced lunch status</b>	Asian-Full	19%	28%	24%	21%	22%
	Latinx-Full	7%	6%	7%	7%	10%
	Latinx-Free	2%	2%	2%	2%	2%
	Multiracial-Full	17%	23%	27%	26%	26%
	Multiracial-Free	10%	12%	5%	12%	10%
	White-Full	19%	22%	22%	21%	25%
	White-Free	6%	9%	9%	9%	11%

*Source: Authors' analysis of student-level data.*

\* EL is English learner. We were only able to observe students who exited from EL services during the 2017-18 school year and beyond. Due to data limitations, we did not include rates for 2017-18 because we did not have data on students who reclassified during the school year before (2016-17). We did not include data for the 2018-19 because the number of reclassified students were severely undercounted. Overall, the rate presented for reclassified students is an undercount of all students who have reclassified from EL services and the non-EL group includes students who were reclassified prior to the 2017-18 school year.

Sample size ranges for EL groups are as follows: Current EL 1146 to 1279; Reclassified 352 to 894; English only 5338 to 6115. Sample size ranges for FRL status are as follows: Full 2563 to 3338; Reduced 371 to 599; Free 3400 to 3719.. Sample size ranges for race/ethnicity groups are as follows: Asian 63 to 80; Black 28 to 36; Latinx 3547 to 3755; Multiracial 157 to 168; White 2737 to 3301.

Table B7. AP participation rates by race/ethnicity and free or reduced lunch status

Category	Group	School year (spring year)				
		2018	2019	2020	2021	2022
Race/ Ethnicity	Asian	40%	*	32%	30%	28%
	Latinx	14%	14%	14%	12%	9%
	Multiracial	21%	21%	18%	7%	16%
	White	19%	22%	25%	17%	17%
Free or reduced lunch status	Full	20%	23%	25%	18%	21%
	Reduced	14%	22%	19%	14%	10%
	Free	14%	11%	13%	11%	8%

Source: Authors' analysis of student-level data. Sample size ranges for race/ethnicity groups are as follows: Asian 19 to 25; Latinx 844 to 984; Multiracial 46 to 58; White 846 to 1024. Sample size ranges for FRL status are as follows: Full 754 to 1097; Reduced 112 to 180; Free 767 to 966.

### Chapter 3: Comprehensive tables

The following comprehensive tables appear in the order that they appear in the main body of the report.

Table B8. Percentage of students reporting they feel quite connected or extremely connected to adults in school, by race/ethnicity categories

Question Description	Group	Not at all connected	Slightly connected	Quite connected	Extremely connected	Quite connected/Extremely connected	N
How connected do you feel to the adults at your school?	Overall	13	48	33	7	40	1755
	White	12	49	33	7	40	581
	Hispanic	13	48	34	5	39	599
	Multi	12	49	30	9	39	215
	Other	16	48	30	6	36	123

	Prefer not to say	11	47	36	6	42	102
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Source: Authors' analysis of responses to the WSD's student equity review survey.

*Table B9. Percentage of families indicating that teachers' expectations for their student's success was "not high at all" or "not high enough"*

Question Description	Group	Not high at all	Not high enough	Just right	Too high	Just right/Too high	N
<b>How high are your child's teachers' expectations for them to succeed in school?</b>	Overall	7	22	68	3	72	727
	Elementary School	3	14	77	6	83	340
	Middle School	8	27	64	1	65	171
	High School	13	28	58	1	59	216

Source: Authors' analysis of responses to the WSD's parent/family equity review survey.

*Table B10. Culturally responsive curriculum and teaching (Percentage of family members indicating that schools mostly or completely make it easy for someone with their child's ability to participate)*

Question Description	Group	Not at all	Somewhat true	Mostly true	Completely true	I don't know	N
<b>My child's class activities or assignments promote the appreciation of different cultures, abilities, and identities.</b>	Overall	2	25	29	20	24	719
	Elementary School	2	22	31	23	22	335
	Middle School	2	20	28	21	29	167
	High School	0	34	24	16	26	217

<b>My child's class activities or assignments discuss things like race or gender.</b>	Overall	3	27	15	11	44	682
	Elementary School	4	23	15	9	49	301
	Middle School	3	28	10	12	46	162
	High School	2	29	19	12	38	219
<b>Readings, assignments, activities, and classroom decorations include role models, writers, and people who share our family's ethnic or racial background.</b>	Overall	2	21	22	17	37	717
	Elementary School	3	17	24	20	35	336
	Middle School	3	20	22	16	39	161
	High School	1	29	19	14	37	220
<b>Readings, assignments, activities, and classroom decorations include role models, writers, and people who share other aspects of our identity (e.g., religious background, community values).</b>	Overall	4	24	20	13	39	689
	Elementary School	4	19	22	16	39	329
	Middle School	4	25	20	12	39	152
	High School	3	29	17	10	40	208
<b>The school makes it easy for someone with my child's abilities (hearing, mobility, vision, etc.) to participate in activities.</b>	Overall	0	11	22	48	18	761
	Elementary School	1	9	20	51	19	357
	Middle School	1	11	23	51	15	176
	High School	0	13	26	41	19	228

Source: Authors' analysis of responses to the WSD's parent/family equity review survey.

*Table B11. Percentage of family members indicating they are somewhat or very comfortable discussing children's feeling of exclusion with their teachers*

Question Description	Group	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Very comfortable	Somewhat/ Very comfortable	N
<b>If your child told you that they felt left out at school because of their race, ethnicity, culture, or identity, how comfortable would you feel talking about this with their teachers?</b>	Overall	9	11	23	57	80	721
	White	7	11	25	57	82	429
	Hispanic/ Latino/a/x	15	12	26	47	72	196
	Multi-racial	15	8	9	68	77	74
	Other	9	9	36	45	82	22

*Source: Authors' analysis of responses to the WSD's parent/family equity review survey.*

*Table B12. Percentage of family members who reported feeling "not at all," "a little bit" or "very" connected to teachers of staff at their child's school*

Question Description	Group	Not at all connected	A little bit connected	Very connected	N
<b>How connected do you feel to the teachers/staff at your child's school?</b>	Overall	23	48	29	733
	Elementary School	13	48	39	342
	Middle School	30	47	23	172
	High School	38	46	16	219

*Source: Authors' analysis of responses to the WSD's parent/family equity review survey.*

*Table B13. Percentage of family members reporting different levels of respect that school staff show them, by grade level*

Question Description	Group	No respect at all	A little bit of respect	A lot of respect	N
<b>In general, how much respect do teachers/staff in your child's school show you?</b>	Overall	5	27	68	729
	Elementary School	3	21	76	340
	Middle School	4	32	65	171
	High School	8	36	56	218

*Source: Authors' analysis of responses to the WSD's parent/family equity review survey.*

*Table B14. Percentage of the level of difficulty to find resources for working with diverse teachers in WSD*

How easy is it to	Very difficult	Somewhat difficult	Somewhat easy	Very easy	Somewhat easy/Very easy	N
<b>Find resources for working with students who identify as part of the LGBTQIA+ community?</b>	13	33	40	14	54	432
<b>Find resources for working with students who have unique learning needs?</b>	6	29	44	21	64	452

*Source: Authors' analysis of responses to the WSD's teacher equity review survey.*

*Table B15. Percentage of the level of expertise of promoting student belonging in the classroom*

Promoting Student Belonging	Novice	Apprentice	Practitioner	Advanced	Practitioner/Advanced	N
<b>Developing and maintaining positive</b>	1	3	44	52	96	433

<b>Creating a warm, supporting, safe, and/or secure classroom</b>	1	3	43	54	96	424
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Source: Authors' analysis of responses to the WSD's teacher equity review survey.

*Table B16. Percentage of the level of skills in various dimensions of culturally responsive teaching by race/ethnicity*

	Group	Novice	Apprentice	Practitioner	Advanced	Practitioner/ Advanced	N
<b>Using examples that are relatable for students from different backgrounds</b>	White	3	22	59	16	75	293
	Teachers of color	3	13	55	29	84	69
<b>Revising instructional material to include, honor, or elevate various cultural groups</b>	White	6	34	50	10	60	287
	Teachers of color	6	25	46	22	69	67
<b>Selecting culturally and linguistically appropriate assessments, or making modifications as necessary</b>	White	11	32	46	11	58	282
	Teachers of color	8	26	44	23	67	66

Source: Authors' analysis of responses to the WSD's teacher equity review survey.

*Table B17. Percentage of the level of confidence in various dimensions of inclusive and culturally responsive communication with students by race/ethnicity*

	Group	Not at all confident	Slightly confident	Mostly confident	Very confident	Mostly confident/ Very confident	N
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<b>Working with a student who cannot yet communicate well with anyone in class because his/her home language is unique?</b>	White	6	27	39	28	67	313
	Teachers of color	4	8	30	58	88	74
<b>Interacting with students at your school who identify as part of the LGBTQIA+ community?</b>	White	1	10	31	58	89	312
	Teachers of color	1	1	32	65	97	75
<b>Incorporating new materials about people from different backgrounds or identities into your curriculum?</b>	White	3	12	40	44	85	308
	Teachers of color	3	5	30	62	92	73
<b>Intervening if students from different backgrounds or identities are struggling to get along in your class?</b>	White	2	15	40	43	83	309
	Teachers of color	0	8	28	64	92	75

Source: Authors' analysis of responses to the WSD's teacher equity review survey.

*Table B18. Percentage of the level of relationship and expectation with students and families by grade level*

<b>Curriculum and Instruction</b>	Group	Novice	Apprentice	Practitioner	Advanced	Practitioner/Advanced	N
	Elementary	3	11	55	32	86	207



<b>Fostering meaningful and supportive</b>	Middle	3	30	50	16	66	92
	High	3	23	48	27	75	75
<b>Actively involving parents and families</b>	Elementary	4	16	57	24	80	205
	Middle	9	41	38	12	51	91
	High	12	34	38	16	54	74

Source: Authors' analysis of responses to the WSD's teacher equity review survey.

## Chapter 4: Comprehensive tables

*Table B19. Percentage of families indicating that curricular materials reflect their family's culture and roots, by race/ethnic category*

Question Description	Group	Not much at all	Somewhat	Very much	N
<b>How much does the class curriculum reflect your family's culture and roots?</b>	Overall	26	52	22	720
	White	20	55	25	428
	Hispanic/Latino/a/x	33	50	17	196
	Multi-racial	45	35	20	74
	Other	50	36	14	22

Source: Authors' analysis of responses to the WSD's parent/family equity review survey.

*Table B20. Percentage of families indicating that their child's schools teach children not enough, enough, or too much about different cultures, abilities, and identities, by race/ethnic categories*

Question Description	Group	Not enough	Just the right amount	Too much	I don't know	N
	Overall	25	30	13	31	721

<b>How much does your child's school teach them about different cultures, abilities, and identities?</b>	White	26	27	14	33	42 9
	Hispanic/Latino/a/x	29	42	3	26	19 7
	Multi-racial	36	25	12	27	73
	Other	32	23	18	27	22

Source: Authors' analysis of responses to the WSD's parent/family equity review survey.

*Table B21. Percentage of families indicating their child's schoolwork and materials reflect their experiences, identities, and backgrounds or promote appreciation of differences, by race/ethnic categories*

<b>Question Description</b>	<b>Group</b>	<b>Not at all</b>	<b>Somewhat true</b>	<b>Mostly true</b>	<b>Completely true</b>	<b>I don't know</b>	<b>N</b>
<b>My child's class activities or assignments promote the appreciation of different cultures, abilities, and identities.</b>	Overall	2	25	29	20	24	662
	White	0	26	33	20	22	405
	Hispanic/Latino/a/x	7	33	25	17	19	175
	Multi-racial	0	30	14	25	31	64
	Other	0	33	44	6	17	18
<b>My child's class activities or assignments discuss things like race or gender.</b>	Overall	3	27	15	11	44	624
	White	0	29	15	11	45	376
	Hispanic/Latino/a/x	14	29	15	11	32	171
	Multi-racial	0	30	18	5	47	60
	Other	0	29	18	12	41	17
<b>Readings, assignments, activities, and classroom decorations include role models, writers, and people</b>	Overall	2	21	22	17	37	661
	White	0	18	27	20	34	406
	Hispanic/Latino/a/x	11	31	14	12	33	173
	Multi-racial	0	34	12	12	42	67

<b>who share our family's ethnic or racial background.</b>	Other	0	20	20	7	53	15
<b>Readings, assignments, activities, and classroom decorations include role models, writers, and people who share other aspects of our identity (e.g., religious background, community values).</b>	Overall	4	24	20	13	39	639
	White	0	21	26	15	38	390
	Hispanic/Latino/a/x	16	27	15	9	33	169
	Multi-racial	2	35	14	6	43	63
	Other	6	29	12	12	41	17
<b>The school makes it easy for someone with my child's abilities (hearing, mobility, vision, etc.) to participate in activities.</b>	Overall	0	11	22	48	18	703
	White	0	9	23	52	16	418
	Hispanic/Latino/a/x	2	21	20	36	21	192
	Multi-racial	0	14	30	39	17	71
	Other	0	5	14	73	9	22

Source: Authors' analysis of responses to the WSD's parent/family equity review survey.

## Chapter 5: Comprehensive tables

*Table B22. Percentage of students reporting that they sometimes or frequently worry about violence at school, by race/ethnic categories*

Question Description	Group	Never	Rarely	Sometimes	Frequently	Sometimes/ Frequently	N
<b>How often do you worry about violence at</b>	Overall	25	37	29	8	38	1815
	White	20	40	31	9	40	564
	Hispanic/Latino/a/x	28	38	28	6	34	603
	Multi-racial	25	35	30	9	39	213

<b>your school?</b>	Other	24	31	32	13	45	124
	Prefer not to say	29	27	36	9	45	101

Source: Authors' analysis of responses to the WSD's student equity review survey.

*Table B23. Percentage of students indicating that they were quite or extremely likely to be bullied online, by grade-level categories*

Question Description	Group	Not at all likely	Slightly likely	Quite likely	Extremely likely	I don't know	Quite likely/Extremely likely	N
<b>How likely is it that someone from your school will bully you online?</b>	Overall	42	25	12	6	15	18	1869
	Elementary school	37	26	9	7	21	16	305
	Middle school	42	24	14	6	14	20	1152
	High school	48	25	9	5	13	14	409

Source: Authors' analysis of responses to the WSD's student equity review survey.

*Table B24. Percentage of students reporting it is quite or extremely difficult to get help from adults if a student is bullied in school, by race/ethnic categories*

Question Description	Group	Not at all difficult	Slightly difficult	Quite difficult	Extremely difficult	I don't know	Quite likely/Extremely likely	N
<b>If a student is bullied in school, how difficult is it for the student to get help from an adult?</b>	Overall	28	29	16	5	22	21	1871
	Elementary school	26	31	17	5	22	22	306
	Middle school	29	29	15	6	21	21	1154
	High school	26	27	18	6	24	23	409

Source: Authors' analysis of responses to the WSD's student equity review survey.

*Table B25. Percentage of family members reporting that adults in their child's school treat students "somewhat" or "very" fairly, by race/ethnicity category*

Question Description	Group	Very unfairly	Somewhat unfairly	Neither unfairly nor fairly	Somewhat fairly	Very fairly	Somewhat fairly/ Very fairly	I don't know	N
<b>How fairly do adults in your child's school, including teachers and staff, treat the students?</b>	Overall	3	10	5	25	55	79	3	802
	Elementary School	3	6	4	21	64	85	2	364
	Middle School	3	10	5	31	48	79	3	193
	High School	4	16	7	26	45	71	2	245

Source: Authors' analysis of responses to the WSD's parent/family equity review survey.

*Table B26. Among students suspended or expelled, proportion of students by race/ethnicity categories and year*

	School year					
	2018	2019	2020	2021	2022	
<b>American Indian/Alaska Native</b>	<10	<10	<10	<10	<10	<10
	1	0	0	0	1	1
<b>Asian</b>	<10	<10	<10	<10	<10	<10
	0	0	1	0	0	0
<b>Black or African American</b>	<10	<10	<10	<10	<10	<10
	2	1	0	0	0	1
<b>Latinx</b>	259	257	160	16	101	793
	55	58	52	53	68	57
<b>Multi-racial</b>	<10	<10	<10	<10	<10	<10

	3	3	2	0	1	2
<b>White</b>	184	165	136	14	43	542
	39	38	44	47	29	39
<b>Total</b>	467	440	308	30	148	1393
<b>Percent</b>	100	100	100	100	100	100

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

Note: The first row for each race includes the frequency, and the second row includes the percentage, each column corresponds to the listed school year.

*Table B27. Racial composition of students who were cited by incident type*

<b>Incident type</b>	<b>Race</b>	<b>Frequency</b>	<b>Percent</b>	<b>Average number of days excluded</b>
<b>Aggression</b>	American Indian/Alaska Native (n = 5)	<10	<10	2.4
	Asian (n = 9)	<10	<10	0.0
	Black or African American (n = 6)	<10	<10	0.8
	Latinx (n = 391)	391	50	1.6
	Multi-racial (n=14)	14	<10	5.7
	White (n = 361)	361	46	1.5
	Total (N = 786)	786	100	1.7
<b>Attendance</b>	American Indian/Alaska Native (n = 6)	<10	0	0.0
	Asian (n = 13)	13	<10	0.3
	Black or African American (n = 21)	21	<10	0.5
	Latinx (n = 1,192)	1,192	61	0.7
	Multi-racial (n = 27)	27	<10	0.9

	NH/PI (n = 3)	<10	0	0.0
	White (n=691)	691	35	0.6
	Total (N=1,953)	1,953	100	0.6
<b>Bullying</b>	American Indian/Alaska Native (n=3)	<10	<10	0.3
	Asian (n=2)	<10	0	0.8
	Black or African American (n=3)	<10	<10	4.3
	Latinx (n=301)	301	54	1.1
	Multi-racial (n=9)	<10	<10	1.4
	White (n=236)	236	43	1.0
	Total (N=554)	554	100	1.1
<b>Disruptive</b>	American Indian/Alaska Native (n=7)	<10	0	0.9
	Asian (n=10)	10	0	0.0
	Black or African American (n=11)	11	<10	1.0
	Latinx (n=1,183)	1,183	55	0.6
	Multi-racial (n=52)	52	<10	0.3
	White (n=897)	897	42	0.7
	Total (N=2,160)	2,160	100	0.6
<b>Drug and alcohol</b>	American Indian/Alaska Native (n=2)	<10	<10	13.0
	Asian (n=2)	<10	<10	4.5
	Black or African American (n=2)	<10	<10	6.5
	Latinx (n=179)	179	54	4.6
	Multi-racial (n=13)	13	<10	8.2
	White (n=135)	135	41	4.7
	Total (N=333)	333	100	4.8

<b>Property related</b>	American Indian/Alaska Native (n=2)	<10	<10	0.5
	Asian (n=1)	<10	<10	4.0
	Black or African American (n=3)	<10	<10	0.5
	Latinx (n=115)	115	58	0.8
	Multi-racial (n=5)	<10	<10	0.6
	White (n=73)	73	37	0.5
	Total (N=199)	199	100	0.7
<b>Safety threat</b>	American Indian/Alaska Native (n=1)	<10	<10	0.0
	Latinx (n=31)	31	79	7.0
	Multi-racial (n=1)	<10	<10	7.0
	White (n=6)	<10	15	2.1
	Total (n=39)	39	100	6.1
<b>Weapons</b>	American Indian/Alaska Native (n=1)	<10	<10	1.0
	Latinx (n=26)	26	60	1.9
	Multi-racial (n=1)	<10	<10	0.0
	White (n=15)	15	35	3.6

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22. See "Data and Sample" section above for more information about incident classifications.

Note: Due to small sample sizes by race and by incident type, we combined the incidents across the school years referenced. If a race is not listed for a particular incident type, it means there were no recorded instances of the incident type for the race/ethnic group.

*Table B28. Average number of disciplinary incidents among students ever suspended or expelled, by race/ethnicity categories and year*

		<b>Federal race/ethnicity category</b>						
<b>School Year</b>		American Indian/Alaska Native	Asian	Black or African American	Latinx	Multi-racial	White	Total



<b>2018</b>	Frequency	<10	0	<10	258	13	184	466
	Mean	3	0	1	2	2	2	2
<b>2019</b>	Frequency	<10	<10	<10	257	11	163	438
	Mean	6	6	4	4	2	6	5
<b>2020</b>	Frequency	<10	<10	<10	160	<10	136	308
	Mean	1	5	1	4	1	4	4
<b>2021</b>	Frequency	0	0	0	16	0	14	30
	Mean	0	0	0	2	0	2	2
<b>2022</b>	Frequency	<10	0	0	101	<10	43	148
	Mean	6	0	0	2	7	2	2
<b>Total</b>	Frequency	<10	<10	12	792	33	540	1,390
	Mean	4	5	2	3	2	4	3

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

Note: The first row for each school year includes the frequency, and the second row includes the percentage.

*Table B29. Average number of days excluded among students ever suspended or expelled, by race/ethnicity categories and year*

		Federal race/ethnicity category						
<b>School Year</b>		American Indian/Alaska Native	Asian	Black or African American	Latinx	Multi-racial	White	Total
<b>2018</b>	Frequency	<10	0	<10	258	13	184	466
	Mean	8	0	3	3	13	4	4
<b>2019</b>	Frequency	<10	<10	<10	257	11	163	438
	Mean	10	7	11	4	4	6	5
<b>2020</b>	Frequency	<10	<10	<10	160	<10	136	308

	Mean	2	1	1	3	2	4	3
<b>2021</b>	Frequency	0	0	0	16		14	30
	Mean	0	0	0	3		3	3
<b>2022</b>	Frequency	<10	0	0	101	<10	43	148
	Mean	1	0	0	6	1	4	5
<b>Total</b>	Frequency	<10	<10	12	792	33	540	1,390
	Mean	6	3	5	4	7	4	4

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

Note: The first row for each school year includes the frequency, and the second row includes the percentage.

*Table B30. Among students suspended or expelled in WSD, proportion of students by EL status and year*

School year		Not EL	EL	Total
<b>2018</b>	Frequency	398	69	467
	Mean	85	15	100
<b>2019</b>	Frequency	349	91	440
	Percent	79	21	100
<b>2020</b>	Frequency	241	67	308
	Percent	78	22	100
<b>2021</b>	Frequency	23	<10	30
	Percent	77	23	100
<b>2022</b>	Frequency	102	46	148
	Percent	69	31	100
<b>Total</b>	Frequency	1113	280	1393
<b>Total</b>	Percent	80	20	100

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

Note: The first row for each school year includes the frequency, and the second row includes the percentage.

*Table B31. Average number of disciplinary incidents among students ever suspended or expelled, by EL status and year*

School Year	Not EL		EL		Total	
	Frequency	Mean	Frequency	Mean	Frequency	Mean
<b>2018</b>	397	2	69	1	466	2
<b>2019</b>	347	5	91	4	438	5
<b>2020</b>	241	4	67	3	308	4
<b>2021</b>	23	2	7	2	30	2
<b>2022</b>	102	2	46	1	148	2
<b>Total</b>	1,110	3	280	3	1,390	3

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

*Table B32. Average number of days excluded among students ever suspended or expelled, by EL status and year*

	Not EL		EL		Total	
	Frequency	Mean	Frequency	Mean	Frequency	Mean
<b>2018</b>	397	4	69	3	466	4
<b>2019</b>	347	5	91	4	438	5
<b>2020</b>	241	4	67	2	308	3
<b>2021</b>	23	3	<10	4	30	3
<b>2022</b>	102	6	46	4	148	5
<b>Total</b>	1,110	4	280	3	1,390	4

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

*Table B33. Among students suspended or expelled in WSD, proportion of students by special education status and year*

School year		Not SPED	SPED	Total
<b>2018</b>	Frequency	389	78	467
	Percent	83	17	100
<b>2019</b>	Frequency	352	88	440
	Percent	80	20	100
<b>2020</b>	Frequency	251	57	308
	Percent	81	19	100
<b>2021</b>	Frequency	21	<10	30
	Percent	70	30	100
<b>2022</b>	Frequency	112	36	148
	Percent	76	24	100
<b>Total</b>	Frequency	1125	268	1393
<b>Total</b>	Percent	81	19	100

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

Note: The first row for each school year includes the frequency, and the second row includes the percentage.

*Table B34. Average number of disciplinary incidents among students ever suspended or expelled, by special education status and year*

School Year	Not SPED		SPED		Total	
	Frequency	Mean	Frequency	Mean	Frequency	Mean
<b>2018</b>	388	2	78	3	466	2

<b>2019</b>	350	5	88	5	438	5
<b>2020</b>	251	4	57	4	308	4
<b>2021</b>	21	2	<10	2	30	2
<b>2022</b>	112	2	36	2	148	2
<b>Total</b>	1,122	3	268	4	1,390	3

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

*Table B35. Among students suspended or expelled, average number of days excluded by special education status and year*

	Not SPED		SPED		Total	
	Frequency	Mean	Frequency	Mean	Frequency	Mean
<b>2018</b>	388	4	78	4	466	4
<b>2019</b>	350	5	88	4	438	5
<b>2020</b>	251	3	57	3	308	3
<b>2021</b>	21	4	<10	2	30	3
<b>2022</b>	112	6	36	4	148	5
<b>Total</b>	1,122	4	268	4	1,390	4

Source: Authors' analysis of WSD discipline data from school years 2017-2018 through the present school year, 2021-2022.

*Table B36. Among students suspended or expelled in WSD, proportion of students by qualification for free or reduced-price lunch and year*

School year		Does not qualify for FRPL	Qualifies for FRPL	Total
<b>2018</b>	Frequency	123	344	467
	Percent	26	74	100
<b>2019</b>	Frequency	113	327	440

	Percent	26	74	100
<b>2020</b>	Frequency	97	211	308
	Percent	31	69	100
<b>2021</b>	Frequency	6	24	30
	Percent	20	80	100
<b>2022</b>	Frequency	25	123	148
	Percent	17	83	100
<b>Total</b>	Frequency	364	1029	1393
<b>Percent</b>	Percent	26	74	100

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

Note: The first row for each school year includes the frequency, and the second row includes the percentage.

*Table B37. Average number of days excluded among students ever suspended or expelled, by qualification for free or reduced-price lunch and year*

	Does not qualify for FRPL		Qualifies for FRPL		Total	
	Frequency	Mean	Frequency	Mean	Frequency	Mean
<b>2018</b>	123	2	343	2	466	2
<b>2019</b>	111	5	327	5	438	5
<b>2020</b>	97	3	211	4	308	4
<b>2021</b>	<10	3	24	2	30	2
<b>2022</b>	25	2	123	2	148	2
<b>Total</b>	362	3	1,028	3	1,390	3

Source: Authors' analysis of WSD discipline data from school years 2017-18 through the present school year, 2021-22.

## Chapter 6: Comprehensive tables

*Table B38. Number of teachers who applied and were hired by race/ethnicity from 2016-17 to 2019-20*

	2018		2019		2020	
	Applied	Hired	Applied	Hired	Applied	Hired
<b>White</b>	70	68	71	78	70	71
<b>Individuals of color</b>	30	32	29	22	30	29

*Table B39. Percentage of teachers who left WSD by race/ethnicity from 2016-17 to 2019-20*

	2017	2018	2019	2020
<b>Teachers of color</b>	9	9	6	9
<b>White teachers</b>	9	8	7	5

*Source: Authors' analysis of responses to the WSD's teacher equity review survey.*

*Table B40. Percentage of educators expressing that WSD needs more diverse staff members by grade-level to a moderate or great extent*

	Group	Not at all	A small extent	A moderate extent	A great extent	A moderate extent/A great extent	N
<b>To what extent do you feel the district needs more diverse staff members?</b>	Elementary	22	25	29	24	53	210
	Middle	4	21	35	40	75	95
	High	11	22	28	39	68	74

*Source: Authors' analysis of responses to the WSD's teacher equity review survey.*

Table B41. Percentage of the level of ability to grow professionally in WSD

	Group	Not at all	A small extent	A moderate extent	A great extent	A moderate extent/A great extent	N
<b>To what extent do you feel you are able to grow professionally in Wenatchee School District?</b>	Elementary	4	25	45	26	71	215
	Middle	3	20	49	28	77	96
	High	5	27	42	26	68	77

Source: Authors' analysis of responses to the WSD's teacher equity review survey.

Table B42. Percentage of parents who responded to items related to questions related to belonging, by race/ethnicity

Question Description	Group	Strongly disagree	Disagree	Agree	Strong agree	Agree/Strongly agree	N
<b>I feel welcome at school.</b>	Overall	6	11	55	28	83	719
	White	6	11	59	23	82	427
	Hispanic/Latino/a/x	5	8	53	34	87	196
	Multi-racial	0	12	54	34	88	74
	Other	9	9	64	18	82	22
<b>I would feel more welcome if the school had more staff who spoke my language.</b>	Overall	26	41	25	8	33	697
	White	33	45	19	3	22	411
	Hispanic/Latino/a/x	8	26	43	24	66	195
	Multi-racial	22	51	21	6	26	72
	Other	11	58	32	0	32	19
<b>There are teachers/staff I trust at school.</b>	Overall	4	8	60	28	88	719
	White	5	6	60	29	89	428
	Hispanic/Latino/a/x	5	11	64	21	85	195



	Multi-racial	1	4	64	31	95	74
	Other	0	18	59	23	82	22
<b>I would feel more welcome if the school had more adults from my racial or ethnic group.</b>	Overall	27	47	21	5	26	696
	White	31	53	13	2	15	410
	Hispanic/Latino/a/x	9	36	42	13	55	195
	Multi-racial	31	47	21	1	22	72
	Other	26	26	42	5	47	19
<b>The school does a good job of communicating with me.</b>	Overall	7	16	54	23	77	721
	White	7	18	53	21	74	429
	Hispanic/Latino/a/x	6	8	60	27	87	196
	Multi-racial	8	12	50	30	80	74
	Other	5	36	50	9	59	22
<b>I know how well my child is doing in school</b>	Overall	5	13	57	25	82	719
	White	5	15	57	23	80	428
	Hispanic/Latino/a/x	4	10	61	26	86	196
	Multi-racial	8	8	55	29	84	73
	Other	9	18	59	14	73	22
<b>My child's school encourages me to be an active partner with the school in educating my child</b>	Overall	9	22	49	20	69	716
	White	11	23	49	17	66	427
	Hispanic/Latino/a/x	7	20	53	20	73	194
	Multi-racial	9	19	47	24	72	74
	Other	10	24	57	10	67	21
<b>My child's school communicates</b>	Overall	11	26	47	16	63	714
	White	11	32	48	10	58	424

<b>with parents before making important decisions.</b>	Hispanic/Latino/a/x	9	18	47	26	73	197
	Multi-racial	14	18	51	18	69	74
	Other	11	21	58	11	68	19

*Source: Authors' analysis of responses to the WSD family equity review survey.*

# Appendix C. Survey instruments

## Educator Survey

### Introduction and Consent

Hello, and thank you for completing this brief survey to share your experiences as an educator in Wenatchee School District.

Education Northwest is working with Wenatchee School District to engage district representatives, school board members, educators, students, families, and community members in an Equity Program Review. The purpose is to learn more about the extent to which conditions, opportunities, and resources are accessible and equitable, so that the district can support each student's progress towards the outcomes identified in the strategic plan.

The survey should take around 20 minutes to complete. It is not a test; there are no right or wrong answers. We hope that you will answer all the questions, but since it is voluntary, you can skip any question you are not comfortable answering. There are no risks associated with taking the survey. Your answers are confidential; no one will be told how you answered any of the questions. We will combine your responses with those of your colleagues to describe educators' experiences related to equity and inclusion, including organizational supports that you receive and additional supports needed. Answers will not be used for any other purpose than informing the district's next steps in implementing the strategic plan.

If you have any questions about the survey or the Equity Program Review, contact Shannon Davidson at [shannon.davidson@ednw.org](mailto:shannon.davidson@ednw.org) or call (503) 275-9734 ext. 734

\_\_\_\_\_ Yes, I consent to completing the survey.

\_\_\_\_\_ No, I do not consent to completing the survey. [survey ends]

### Section 1. Professional Background

#### 1. Which school do you primarily work for?

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>○ Castle Rock Early Childhood Learning Center</li><li>○ Columbia</li><li>○ John Newbery</li><li>○ Lewis &amp; Clark</li><li>○ Lincoln</li><li>○ Mission View</li><li>○ Sunnyslope</li></ul> | <ul style="list-style-type: none"><li>○ Washington</li><li>○ Foothills Middle School</li><li>○ Orchard Middle School</li><li>○ Pioneer Middle School</li><li>○ Wenatchee High School</li><li>○ WestSide High School</li></ul> |
|---|---|

- Wenatchee Valley Technical Skills Center (Extension Training Site)
- Valley Academy of Learning
- Wenatchee Internet Academy
- I don't have a primary building

2. Which best describes your current role(s) in Wenatchee School District? Check all that apply.

- Classroom teacher
- Para-Educator
- Dual language teacher
- ISL teacher
- Special education teacher
- Highly capable education teacher
- Counselor
- Librarian
- Migration education specialist
- If your role is not listed above, please specify: \_\_\_\_\_

3. What grade(s) do you teach or support? Check all that apply.

- |        |                                |
|--------|--------------------------------|
| ▪ PreK | ▪ K                            |
| ▪ 1    | ▪ 2                            |
| ▪ 3    | ▪ 4                            |
| ▪ 5    | ▪ 6                            |
| ▪ 7    | ▪ 8                            |
| ▪ 9    | ▪ 10                           |
| ▪ 11   | ▪ 12                           |
|        | ▪ Other (please explain) _____ |

4. [show to instructional staff gr 7-12 only] Which best describes the subject area(s) that you teach? Check all that apply.

- English/Language Arts
- Math
- Science
- History/Social Studies
- Arts (visual arts, drama, music)
- Physical Education
- World Language
- Technology
- Other, please specify: \_\_\_\_\_

5. For how many years have you worked in Wenatchee School District?

- This is my first year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- More than 10 years

6. For how many total years have you worked in education?

- This is my first year
- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- More than 10 years

## Section 2. Access to organizational supports

These questions ask about school supports offered to teaching staff to assist with learning about, discussing, and confronting issues of race, ethnicity, culture, and sexual orientation.

7. If a student were to express feeling excluded, implicitly, or explicitly, how comfortable would you feel sharing this information with school leadership?
- Not at all comfortable
  - Slightly comfortable
  - Somewhat comfortable
  - Very comfortable
8. To what extent do you feel the district focuses on equity-based or culturally responsive practices?
- Not at all
  - A small extent
  - A moderate extent
  - A great extent
  - I don't know/not applicable
9. To what extent do you feel the district provides relevant resources to help you implement culturally responsive practices?
- Not at all
  - A small extent
  - A moderate extent
  - A great extent
  - I don't know/not applicable
10. [Show to instructional staff only] How often do school/district leadership or supervisors observe your use of equity-focused or culturally responsive practices?
- Never
  - Rarely
  - Sometimes
  - Often

11. To what extent do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
a. Adults in my school generally trust the district's leadership.				
b. Adults at my school can have honest conversations with each other about race.				
c. Adults at my school can have honest conversations with each other about the LGBTQIA+ community.				
d. Adults at my school can have honest conversations with each other about other equity issues that impact learning and teaching.				

12. How often do you...

	Never	Rarely	Sometimes	Frequently
a. refer to your district's equity goals or equity policies?				
b. receive supports (e.g. materials or guidance) related to equity-focused, culturally responsive practices?				
c. discuss race-related topics with your colleagues?				
d. discuss LGBTQIA+ topics with your colleagues?				

Section 3. Professional Learning about Equity

The following questions ask about your perceptions of the quantity and quality of equity-focused professional learning opportunities available to teachers and other staff.

13. Have you participated in any equity-focused professional learning opportunities organized by Wenatchee School District?

- Yes
- No (if no, skip to 14)

14. At your school, how valuable are the equity-focused professional development opportunities?

- Not at all valuable
- A little valuable
- Quite valuable
- Very valuable

15. What types of professional development would you like Wenatchee School District to provide that will help educators build knowledge and skills around diversity, equity, and inclusion? [open-ended]

#### Section 4. Educating Students

Educators all have different levels of comfort and confidence working with learners from diverse backgrounds. These questions ask about your approach and your opinions. As a reminder, your responses are completely anonymous. This means that your responses are not linked with your name or shared with anyone at your school(s) or district. The equity review team will only present these responses in aggregate to help district leaders understand how to support teachers and students.

16. How confident are you in....

	Not at all confident	Slightly confident	Mostly confident	Very confident
a. interacting with students at your school who are from a different cultural or linguistic background than your own?				
b. interacting with students at your school who identify as part of the LGBTQIA+ community?				
c. incorporating new materials about people from different backgrounds or identities into your curriculum?				
d. intervening if students from different backgrounds or identities are struggling to get along in your class?				

e. teaching a class with groups of students from different religions from each other?				
f. working with a student who cannot yet communicate well with anyone in class because his/her home language is unique?				

17. How easy is it to....

	Very difficult	Somewhat difficult	Somewhat easy	Very easy
a. find resources for working with students who identify as part of the LGBTQIA+ community?				
b. find resources for working with students who have unique learning needs?				

## Section 5. Culturally Responsive Practices

The next questions are about implementing equity-focused, culturally responsive practices.

Please rate your knowledge of and/or proficiency in the following concepts or tasks.

- **Novice:** You have little or no knowledge of or experience with the concept or task.
- **Apprentice:** You have limited knowledge of or experience with the concept or task. You would appreciate help when performing this task.
- **Practitioner:** You have practical or applied knowledge of the concept or task. You can successfully complete tasks independently and may still seek help from an expert from time to time.
- **Advanced:** You have a deep understanding of the concept or task. You are recognized within your organization as the “go to” person within this area.

### 18. Curriculum and Instruction

	Novice	Apprentice	Practitioner	Advanced	N/A
--	--------	------------	--------------	----------	-----



a. Providing students from diverse backgrounds equitable opportunities to participate in class.					
b. Using examples that are relatable for students from different backgrounds.					
c. Designing a classroom environment that reflects a variety of cultures and student experiences.					
d. Revising instructional material to include, honor, and elevate various cultural groups.					
e. Critically studying the curriculum to assess stereotypes, misconceptions or other issues of bias.					
f. Selecting culturally and linguistically appropriate assessments, or making modifications as necessary.					
g. Designing lessons and implementing activities that explore different cultures.					
i. Welcoming parents, caregivers and community members from diverse cultural backgrounds to be part of the school community (e.g., inviting them to serve as classroom assistants, occupational speakers, and visiting lecturers).					

#### 19. Relationships and expectations

	Novice	Apprentice	Practitioner	Advanced	N/A
a. Communicating with culturally and linguistically diverse students and their parents or guardians.					
b. Fostering meaningful and supportive relationships with parents and families.					

c. Actively involving parents and families in their students' learning.					
d. Communicating expectations of success to culturally and linguistically diverse students.					

#### Promoting student belonging

	Novice	Apprentice	Practitioner	Advanced	N/A
a. Developing and maintaining positive, meaningful, caring, and trusting relationships with students.					
b. Creating a warm, supporting, safe, and secure classroom environment for diverse students.					

#### Section 6. Sense of belonging

The following questions ask about your perceptions of the school community.

20. To what extent do you feel the district needs more diverse staff members?

- Not at all
- A small extent
- A moderate extent
- A great extent

21. How connected do you feel to other adults at your school?

- Not at all connected
- Slightly connected
- Somewhat connected
- Quite connected
- Extremely connected

22. To what extent do you feel you are able to grow professionally in Wenatchee School District?

- Not at all
- A small extent
- A moderate extent
- A great extent

23. How likely are you to stay in Wenatchee School District for another year?

- Very unlikely
- Unlikely
- Likely
- Very likely

24. *[If very unlikely or unlikely to previous question]* Why would you consider leaving Wenatchee School District? [Open ended]

#### Section 7. Demographic Information

25. Do you identify with any of the following? (Select all that apply.)

- Religious minority
- Disabled
- LGBTQ
- Immigrant
- In foster care
- None of the above
- Prefer not to say

26. Do you speak a language other than English at home?

- Yes
- No

27. How do you identify your gender?

- Female
- Male
- Non-binary
- Prefer not to say
- Prefer to self-describe \_\_\_\_\_

28. How do you identify your race/ethnicity? (Select all that apply.)

- Asian
- Black or African American
- Hispanic or Latino/a/x
- Native American or Alaska Native
- Native Hawaiian or other Pacific Islander
- White
- Prefer to self describe\_\_\_\_\_

## Family survey

### Family - Consent

Hello, and thank you for completing this brief survey about being a parent or caregiver of a student or students in Wenatchee School District.

Education Northwest is working with Wenatchee School District on an Equity Program Review. The purpose is to learn more about how the district can support each student to succeed in school by offering every student the best possible opportunity to learn.

The survey should take around 15-20 minutes to complete. It is not a test; there are no right or wrong answers. As a parent or family member, your thoughts and opinions are very important for the district to hear. We hope that you will answer all the questions, but since it is voluntary, you can skip any question you don't want to answer.

There are no risks because we will keep your answers confidential; this means that no one will be told how you answered any of the questions. We will combine your responses with those of others, and answers will not be used for any other purpose than helping the district understand what they can do to help students, teachers and families now and in the future. The report will be available on the district website (in English and Spanish) in July 2022.

If you have any questions about the survey or the Equity Program Review, you can email Shannon Davidson at [shannon.davidson@ednw.org](mailto:shannon.davidson@ednw.org) or call (503) 275-9734 ext. 734 for a response in English. For a response in Spanish or English, please email [manuel.vazquez@ednw.org](mailto:manuel.vazquez@ednw.org) or call (503) 275-9597.

Do you agree to participate in this survey?

- ☐ Yes
- ☐ No [survey ends]

### Section 1. Background

**Note: Please fill out the survey for one child at a time. If you would like to fill out the survey for multiple children, please click the survey link again when you reach the end of the survey.**

1.1 Which school does your child attend?

- ☐ Castle Rock Early Childhood Learning Center
- ☐ Columbia Elementary
- ☐ John Newbery Elementary
- ☐ Lewis & Clark Elementary
- ☐ Lincoln Elementary
- ☐ Mission View Elementary
- ☐ Sunnyslope Elementary
- ☐ Washington Elementary

- ☐ Foothills Middle School
- ☐ Orchard Middle School
- ☐ Pioneer Middle School
- ☐ Wenatchee High School
- ☐ WestSide High School
- ☐ Wenatchee Valley Technical Skills Center (Extension Training Site)
- ☐ Valley Academy of Learning
- ☐ Wenatchee Internet Academy

1.2 What grade does your child attend?

- |                            |  |
|----------------------------|--|
| <input type="radio"/> PreK | <input type="radio"/> K                      |
| <input type="radio"/> 1    | <input type="radio"/> 2                      |
| <input type="radio"/> 3    | <input type="radio"/> 4                      |
| <input type="radio"/> 5    | <input type="radio"/> 6                      |
| <input type="radio"/> 7    | <input type="radio"/> 8                      |
| <input type="radio"/> 9    | <input type="radio"/> 10                     |
| <input type="radio"/> 11   | <input type="radio"/> 12                     |
|                            | <input type="radio"/> Other (please explain) |
- 

Section 2. School Climate

2.1 How fairly do adults in your child's school, including teachers and staff, treat the students?

- ☐ Very unfairly
- ☐ Somewhat unfairly
- ☐ Neither unfairly nor fairly
- ☐ Somewhat fairly
- ☐ Very fairly
- ☐ I don't know

2.2 If your child told you that they felt left out at school because of their race, ethnicity, culture, or identity, how comfortable would you feel talking about this with their teachers"?

- ☐ Not at all comfortable
- ☐ Slightly comfortable
- ☐ Somewhat comfortable
- ☐ Very comfortable

Section 3. Culturally responsive curriculum and teaching

3.1 How often does your child talk to you about what their class is learning at school?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often

3.2 How much does the class curriculum (for example, your child’s assigned readings and homework assignments) reflect your family’s culture and roots?

- ☐ Not much at all
- ☐ Somewhat
- ☐ Very much

3.3 The next questions ask about your child’s class activities (such as discussion, games, etc.) and assignments (such as homework or tests).

	Not at all true	Somewhat true	Mostly true	Completely true	I Don’t know
My child’s class activities or assignments promote the appreciation of different cultures, abilities, and identities.					
My child’s class activities or assignments discuss things like race or gender.					
Readings, assignments, activities, and classroom decorations include role models, writers, and people who share our family’s ethnic or racial background.					
Readings, assignments, activities, and classroom decorations include role models, writers, and people who share other aspects of our identity (e.g., religious background, community values).					
The school makes it easy for someone with my child’s abilities (hearing, mobility, vision, etc.) to participate in activities.					

3.4 How much does your child’s school teach them about different cultures, abilities, and identities?

- ☐ Not enough
- ☐ Just the right amount
- ☐ Too much
- ☐ I don’t know

#### Section 4. Belonging

4.1 How often are you invited by your child’s teacher(s) to talk about your child?

- ☐ Not enough

- Just the right amount
- Too much

4.2 How connected do you feel to the teachers/staff at your child's school?

- Not at all connected
- A little bit connected
- Very connected

4.3 In general, how well do school staff understand you and your family?

- Do not understand at all
- Understand a little
- Understand a lot

4.4 In general, how much respect do teachers/staff in your child's school show you?

- No respect at all
- A little bit of respect
- A lot of respect

4.5 Overall, do your child's teacher(s) have high expectations for them to succeed in school?

- Not high at all
- Not high enough
- Just right
- Too high

4.6 How much do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
I feel welcome at school				
I would feel more welcome if the school had more staff who spoke my language.				
There are teachers/staff I trust at school.				
I would feel more welcome if the school had more adults from my racial or ethnic group.				
The school does a good job of communicating with me.				
I know how well my child is doing in school.				

My child's school encourages me to be an active partner with the school in educating my child				
My child's school communicates with parents before making important decisions.				

## Section 5. Demographic information

5.1 Does your child identify with any of the following? (Select all that apply.)

- Religious minority
- Disabled
- LGBTQ
- Immigrant
- In foster care
- None of the above
- Prefer not to say

5.2 Do you or your family members speak a language other than English at home?

- Yes
- No

5.3 How does your child identify their gender?

- Female
- Male
- Non-binary
- Prefer not to say
- Prefer to self-describe \_\_\_\_\_

5.4 How does your child identify their race/ethnicity? (Select all that apply.)

- Asian
- Black or African American
- Hispanic or Latino/a/x
- Native American or Alaska Native
- Native Hawaiian or other Pacific Islander
- White
- Prefer to self describe \_\_\_\_\_



# Encuesta para la Familia

## Consentimiento de la Familia

Estimado padre o tutor:

Gracias por completar esta breve encuesta para padres y tutores de estudiantes en el Distrito Escolar Wenatchee.

Education Northwest está trabajando con el Distrito Escolar Wenatchee en una Revisión del Programa de Equidad. El propósito es aprender más sobre cómo el distrito puede ayudar a cada estudiante a tener éxito en la escuela al ofrecerles a cada uno, la mejor oportunidad posible para aprender.

Toma entre 15 y 20 minutos completar la encuesta. Esta no es una prueba, por lo que no hay respuestas correctas ni incorrectas. Como padre o miembro de la familia, sus opiniones son muy importantes para el distrito escolar. Esperamos que responda a todas las preguntas, pero como esto es voluntario, usted puede omitir cualquier pregunta que no desee contestar.

No hay riesgos porque mantendremos sus respuestas confidenciales; esto significa que a nadie se le comunicará como contestó a las preguntas. Combinaremos sus respuestas con las de otras personas. Las respuestas serán usadas con el único propósito de ayudar al distrito escolar a comprender lo que puede hacer ahora y en el futuro para ayudar a los estudiantes, los maestros y las familias. El reporte estará disponible en el sitio web del distrito escolar, en inglés y en español, en julio 2022.

Si tiene alguna pregunta acerca de la encuesta o de la Revisión del Programa de Equidad y obtener la respuesta en inglés, por favor envíe un correo electrónico a Shannon Davidson a la dirección [shannon.davidson@ednw.org](mailto:shannon.davidson@ednw.org) o llame al (503) 275-9734 extensión 734. Para hablar con alguien bilingüe en español o en inglés, por favor envíe un correo a la dirección [manuel.vazquez@ednw.org](mailto:manuel.vazquez@ednw.org) o llame al (503) 275-9597.

¿Está de acuerdo en participar en esta encuesta?

- ☐ Si
- ☐ No [termina de la encuesta]

### Sección 1. Información General

**Nota: Al final de la encuesta podrá hacer clic en el enlace que lo llevará a empezar una nueva encuesta. Por favor complete una encuesta por cada estudiante que tenga en el distrito escolar.**

1.2 ¿En qué escuela está el estudiante por el que está completando esta encuesta?

- Centro de Aprendizaje Infantil Castle Rock (Castel Rock Early Childhood Learning Center)
- Escuela Primaria Columbia
- Escuela Primaria John Newbery
- Escuela Primaria Lewis & Clark

- Escuela Primaria Lincoln
- Escuela Primaria Mission View
- Escuela Primaria Sunnyslope
- Escuela Primaria Washington
- Escuela Secundaria Foothills
- Escuela Secundaria Orchard
- Escuela Secundaria Pioneer
- Escuela Preparatoria Wenatchee
- Escuela Preparatoria WestSide
- Centro de Habilidades Técnicas Wenatchee Valley, Sitio de Extensión de Capacitación (Wenatchee Valley Technical Skills Center, Extension Training Site)
- Academia de Aprendizaje Valley (Valley Academy of Learning)
- Academia de Internet Wenatchee (Wenatchee Internet Academy)

1.2 En qué grado escolar está su estudiante?

- |                                  |  |
|----------------------------------|--|
| <input type="radio"/> Preescolar | <input type="radio"/> K                            |
| <input type="radio"/> 1          | <input type="radio"/> 2                            |
| <input type="radio"/> 3          | <input type="radio"/> 4                            |
| <input type="radio"/> 5          | <input type="radio"/> 6                            |
| <input type="radio"/> 7          | <input type="radio"/> 8                            |
| <input type="radio"/> 9          | <input type="radio"/> 10                           |
| <input type="radio"/> 11         | <input type="radio"/> 12                           |
|                                  | <input type="radio"/> Otro (por favor especifique) |
- 

## Sección 2. Ambiente Escolar

2.1 ¿Qué tan justamente tratan a los estudiantes los adultos, incluyendo maestros y personal, en la escuela de su hijo?

- ☐ Muy injustamente
- ☐ Un poco injusto
- ☐ Ni justo ni injustamente
- ☐ Algo justo
- ☐ Muy justamente
- ☐ No lo sé

2.2 Si su hijo le dijera que se siente excluido en la escuela debido a su raza, etnia, cultura o identidad, ¿qué tan cómodo se sentiría usted para hablar acerca de esto con los maestros de su hijo?

- ☐ No cómodo en lo absoluto
- ☐ Un poco cómodo
- ☐ Algo cómodo
- ☐ Muy cómodo

### Sección 3. Currículo y enseñanza culturalmente sensible

3.1 ¿Con qué frecuencia habla con usted su hijo acerca de sus clases y de lo que está aprendiendo en la escuela?

- ☐ Nunca
- ☐ Raramente
- ☐ A veces
- ☐ A menudo

3.2 ¿En qué medida el plan de estudio de la clase (por ejemplo: las lecturas y tareas asignadas a su hijo) reflejan la cultura y raíces de su familia?

- ☐ En ninguna medida
- ☐ Un poco
- ☐ Mucho

3.3 Las siguientes preguntas se refieren a las actividades en las clases de su hijo (como discusiones, juegos, etc.) y asignaciones (como tarea y exámenes).

	No del todo cierto	Algo cierto	Mayormente cierto	Completamente cierto	No lo sé
Las actividades o tareas de las clases de mi hijo promueven la apreciación de las diferentes culturas, habilidades e identidades.					
Las actividades o tareas de las clases de mi hijo hablan acerca de temas como la raza y el género.					
Las lecturas, tareas, actividades y las decoraciones del salón de clases incluyen modelos a seguir, escritores y personajes que comparten el origen étnico o racial de nuestra familia.					
Las lecturas, tareas, actividades y las decoraciones del salón de clases incluyen modelos a seguir, escritores y personajes que comparten otros aspectos de nuestra identidad; por ejemplo, antecedentes religiosos y valores de la comunidad.					

La escuela facilita que alguien con las capacidades de mi hijo (audición, movilidad, visión, etc.) participe en las actividades.					
--	--	--	--	--	--

3.4 ¿Cuánto les enseña la escuela de su hijo sobre las diferentes culturas, habilidades e identidades?

- ☐ No lo suficiente
- ☐ La cantidad justa
- ☐ Demasiado
- ☐ No lo sé

#### Sección 4. Pertenecer

4.1 ¿Con qué frecuencia los maestros lo invitan para hablar sobre su hijo?

- ☐ No lo suficiente
- ☐ La frecuencia justa
- ☐ Demasiado frecuente

4.2 ¿Qué tan conectado se siente con los maestros y todo el personal de la escuela de su hijo?

- ☐ Desconectado
- ☐ Un poco conectado
- ☐ Muy conectado

4.3 En general, ¿qué tan bien los comprenden a usted y a su familia el personal de la escuela?

- ☐ No nos comprenden en lo absoluto
- ☐ Nos comprenden un poco
- ☐ Nos comprenden mucho

4.4 En general, ¿cuánto respeto le demuestran los maestros y el personal de la escuela de su hijo?

- ☐ Ningún respeto en lo absoluto
- ☐ Un poco de respeto
- ☐ Mucho respeto

4.5 En general, ¿qué tan altas son las expectativas de los maestros de su hijo para su éxito en la escuela?

- ☐ No altas en lo absoluto
- ☐ No lo suficientemente altas
- ☐ Lo suficientemente altas
- ☐ Demasiado altas

4.6 ¿Qué tan de acuerdo está con las siguientes afirmaciones?

	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
--	-------------------	---------------	------------	----------------

Me siento bienvenido en la escuela.				
Me sentiría más bienvenido si hubiera en la escuela más personal que hablara mi idioma.				
Hay maestros y otro personal en quienes confío en la escuela.				
Me sentiría más bienvenido si en la escuela hubiera más adultos de mi grupo racial o étnico.				
La escuela hace un buen trabajo comunicándose conmigo.				
Sé qué tan bien va mi hijo en la escuela.				
La escuela de mi hijo me alienta a ser un socio activo con la escuela en la educación de mi hijo.				
La escuela de mi hijo se comunica con los padres antes de tomar decisiones importantes.				

## Sección 5. Información Demográfica

### 5.1 ¿Su hijo se identifica con alguno de los siguientes grupos? (Seleccione todos los que apliquen.)

- Minoría religiosa
- Discapacitado
- LGBTQ+
- Inmigrante
- Alguna vez en cuidado de acogida
- Ninguno de las anteriores
- Prefiero no decirlo

### 5.2 Los miembros de su familia ¿hablan un idioma diferente al inglés en casa?

- Sí
- No

### 5.3 ¿Cómo identifica su género su hijo?

- Femenino
- Masculino
- No binario
- Prefiero no decirlo

- Prefiere identificarse como \_\_\_\_\_

5.4 ¿Cómo identifica su hijo su raza y etnia? (Seleccione todas las que apliquen.)

- Asiático
- Negro o Africano Americano
- Hispano o Latino/a/x
- Nativo Americano o Alaskeño
- Hawaiano o Isleño del Pacífico
- Blanco
- Prefiere identificarse como \_\_\_\_\_

## Student Survey

### Introduction and Consent [Assent]

Hello, and thank you for completing this brief survey about being a student in Wenatchee School District.

Education Northwest is working with Wenatchee School District on an Equity Program Review. The purpose is to learn more about how the district can support each student to succeed in school by offering every student the best possible opportunity to learn.

The survey should take around 20 minutes to complete. It is not a test; there are no right or wrong answers. We hope that you will answer all the questions, but since it is voluntary, you can skip any question you don't want to answer.

There are no risks because we will keep your answers confidential; this means that no one will be told how you answered any of the questions. We will combine your responses with those of your classmates, and answers will not be used for any other purpose than helping the district understand what they can do to help students, teachers and families now and in the future.

If you have any questions about the survey or the Equity Program Review, you can email Shannon Davidson at [shannon.davidson@ednw.org](mailto:shannon.davidson@ednw.org) or call (503) 275-9734 ext. 734.

\_\_\_\_\_ Yes, I consent to completing the survey.

\_\_\_\_\_ No, I do not consent to completing the survey. [survey ends]

### Section 1. Background

1a. What is your current grade level in school?

- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

1b. Which grades have you attended in Wenatchee School District (including online classes during COVID-19 school closures)? Check all that apply.

- 5
- 6
- 7

- 8
- 9
- 10
- 11
- 12

## Section 2. School Rigorous Expectations

**The next questions ask you how teachers and other adults at school support you.**

2.1. About how many different teachers do you have during a typical week (including your main teachers, paras, specialists, substitutes, and anyone else who teaches you in a classroom)?

- 1-2
- 3-5
- 6 or more

2.2 About how many adults at school other than teachers do you talk to during a typical week (including coaches, counselors, activity leaders, or other school staff outside the classroom)?

- 1-2
- 3-5
- 6 or more

**2.3. The next questions ask you about how your teachers communicate with you in class.**

	None of my teachers	Some of my teachers	Most of my teachers	All of my teachers
a. In class, how many of your teachers encourage you to explain your answers?				
b. How many of your teachers notice if you are struggling with a difficult task?				
c. If you are struggling with a difficult task, how many of your teachers encourage you to keep trying?				
d. How many of your teachers encourage you to do your best?				
e. How many of your teachers take time to make sure you understand the material?				

2.4. Overall, how do you rate your teachers' expectations for you?

- I wish they were higher.



- They are just the right level, not too high or too low.
- I wish they were not so high.

### Section 3. School Climate

**The next questions ask about your feelings regarding your school.**

3.1. How many of your teachers seem enthusiastic about teaching your classes?

- None of my teachers
- Some of my teachers
- Most of my teachers
- All of my teachers

3.2. How fairly are the rules applied for the students at this school?

- Very unfairly
- Somewhat unfairly
- Neither unfairly nor fairly
- Somewhat fairly
- Very fairly

3.3. How inviting is the physical space (classrooms, hallways, outside areas, etc.) at your school?

- Not at all inviting
- Only a little inviting
- Neither inviting nor uninviting
- Somewhat inviting
- Very inviting

3.4. How positive or negative is the school environment?

- Very negative
- Somewhat negative
- Neither negative nor positive
- Somewhat positive
- Very positive

3.5. At your school, how much does the behavior of other students hurt or help your learning?

- Hurts my learning a lot
- Hurts my learning some
- Neither helps nor hurts my learning
- Helps my learning some
- Helps my learning a lot

### Section 4. School Safety

**The next questions ask you about safety in your school.**

4.1. How often are people disrespectful to others at your school?

- Never
- Rarely
- Sometimes
- Frequently

4.2. How often do you worry about violence at your school?

- Never
- Rarely
- Sometimes
- Frequently

4.3. How often do students get into physical fights at your school?

- Never
- Rarely
- Sometimes
- Frequently

4.4. How likely is it that someone from your school will bully you online?

- Not at all likely
- Slightly likely
- Quite likely
- Extremely likely

4.5. If a student is bullied in school, how difficult is it for the student to get help from an adult?

- Not at all difficult
- Slightly difficult
- Quite difficult
- Extremely difficult

## Section 5. Connection to adults at school

5.1. To what extent do you agree with the following statements? Adults can include teachers, building administrators (e.g. principal) and other staff.

	Strongly disagree	Disagree	Agree	Strongly agree
a. Adults at my school care about me.				
b. I would feel more welcome if the school had more adults who spoke my language.				
c. I have adults I trust at school.				

d. I would feel more welcome if the school had more adults from my racial or ethnic group.				
e. I would feel more welcome if the school had more adults who shared other aspects of my identity.				
f. The school does a good job communicating with my parents.				
g. My family members know how well I am doing in school.				
h. My family members feel welcome at school				

## Section 6. Culturally responsive curriculum and teaching

6.1. The next questions ask you about class activities (such as discussions, games, etc.) and assignments (such as homework or tests).

	Not at all true of my classes	Somewh at true of my classes	Mostly true of my classes	Completel y true of my classes
a. Class activities or assignments have helped me find things in common with students whose racial or ethnic group(s) are different from mine.				
b. Class activities or assignments have helped me find things in common with students whose daily life is different from mine.				
c. I have participated in class activities or assignments that discuss things like race or gender.				
d. I have participated in class activities or assignments that helped me express what's important to me.				
e. I have participated in class activities or assignments that helped me express my personal identity.				
f. Readings, assignments, activities, and classroom decorations include role models, writers, and people who share my ethnic or racial background.				

g. Readings, assignments, activities, and classroom decorations include role models, writers, and people who share other aspects of my identity (e.g. religious background, gender identity, sexuality, or community values).				
h. The activities and assignments in class feel meaningful to me.				
i. It is easy for someone with my abilities (hearing, mobility, vision, etc.) to participate in activities in my school building.				

## Section 7. Belonging

**The next questions are about relationships in your school.**

7.1. In general, how well do people at your school understand you as a person?

- Do not understand at all
- Understand a little
- Understand quite a bit
- Completely understand

7.2. How connected do you feel to the adults at your school?

- Not at all connected
- Slightly connected
- Quite connected
- Extremely connected

7.3. In general, how much respect do students in your school show you?

- No respect at all
- A little bit of respect
- Quite a bit of respect
- A lot of respect

7.4. In general, how much do you matter to others at this school?

- Do not matter at all
- Matter a little
- Matter quite a bit
- Matter a lot

7.5. Overall, how much do you feel like you belong at your school?

- Do not belong at all

- Belong a little bit
- Belong quite a bit
- Completely belong

## Section 8. Engagement

**The next questions ask you to describe your feelings about your classes.**

8.1. How often do you get so focused on activities in your classes that you lose track of time?

- Almost never
- Once in a while
- Frequently
- Almost always

8.2. When you are not in school, how often do you talk about ideas from your classes?

- Almost never
- Once in a while
- Frequently
- Almost always

8.3. In general, how excited are you about going to your classes?

- Not at all excited
- Slightly excited
- Quite excited
- Extremely excited

8.4. In your classes, how eager are you to participate in class activities?

- Not at all eager
- Slightly eager
- Quite eager
- Extremely eager

8.5. Overall, how interested are you in your classes?

- Not at all interested
- Slightly interested
- Quite interested
- Extremely interested

## Section 9. Demographic information

9.1 Do you identify with any of the following? (Select all that apply.)<sup>53</sup>

- Religious minority
- Disabled

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<sup>53</sup> Due to small numbers of individual responses, this item was not included in the analysis to protect student privacy.

- LGBTQIA+
- Immigrant
- In foster care
- None of the above
- Prefer not to say

9.2 Do your family members or guardians speak a language other than English at home?

- Yes
- No

9.3 How do you identify your gender?

- Female
- Male
- Non-binary
- Prefer not to say
- Prefer to self-describe \_\_\_\_\_

9.4 How do you identify your race/ethnicity? (Select all that apply.)

- Asian
- Black or African American
- Hispanic or Latino/a/x
- Native American or Alaska Native
- Native Hawaiian or other Pacific Islander
- White
- Other (please specify):

## Encuesta para el Estudiante

### Presentación y Consentimiento [Asentir]

¡Hola! Muchas gracias por completar esta breve encuesta acerca de tus experiencias como estudiante en el Distrito Escolar Wenatchee.

Education Northwest está trabajando con el Distrito Escolar Wenatchee en una Revisión del Programa de Equidad. El propósito es aprender más sobre cómo el distrito puede ayudar a cada estudiante a tener éxito en la escuela al ofrecerles a cada uno, la mejor oportunidad posible para aprender.

Completar la encuesta toma alrededor de 20 minutos. Esta no es una prueba, por lo que no hay respuestas correctas ni incorrectas. Esperamos que respondas a todas las preguntas, pero como es voluntario, puedes omitir cualquier pregunta que no desees contestar.

No hay riesgos porque mantendremos tus respuestas confidenciales; esto significa que a nadie se le comunicará cómo contestaste a las preguntas. Combinaremos tus respuestas con las de tus compañeros de clase, y las respuestas se utilizarán solamente para ayudar al distrito a comprender lo que puede hacer ahora y en el futuro, para ayudar a sus estudiantes, maestros y familias.

Si tienes alguna pregunta sobre la encuesta o la Revisión del Programa de Equidad, por favor envía un correo electrónico a Shannon Davidson a la dirección [shannon.davidson@ednw.org](mailto:shannon.davidson@ednw.org) o llama al (503) 275-9734 extensión 734.

\_\_\_\_\_ Sí, doy mi consentimiento para completar la encuesta.

\_\_\_\_\_ No, no doy mi consentimiento para completar la encuesta. [termina la encuesta]

#### Sección 1. Información General

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1a. ¿Qué grado escolar estás cursando actualmente?

- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

1b. ¿A qué grados escolares has asistido en el Distrito Escolar Wenatchee (incluyendo las clases en línea durante el cierre de las escuelas debido a la COVID-19)? Marca todos los que apliquen.

- 5
- 6
- 7

- 8
- 9
- 10
- 11
- 12

## Sección 2. Expectativas Rigurosas de la Escuela

**Las siguientes preguntas son acerca de cómo te apoyan los maestros y otros adultos en la escuela.**

2.1. Aproximadamente, ¿cuántos maestros diferentes tienes durante una semana típica (incluyendo los maestros principales, auxiliares, suplentes, especialistas y cualquier otra persona que te enseñe en el salón de clases)?

- 1-2
- 3-5
- 6 o más

2.2 Aproximadamente, ¿con cuántos adultos, sin contar a los maestros, hablas en la escuela fuera del salón de clases durante una semana típica (incluyendo entrenadores, consejeros, líderes de actividades u otro personal escolar)?

- 1-2
- 3-5
- 6 o más

**2.3. Las siguientes preguntas son acerca de cómo se comunican tus maestros contigo en clase.**

	Ninguno de mis maestros	Algunos de mis maestros	La mayoría de mis maestros	Todos mis maestros
f. En la clase, ¿cuántos de tus maestros te animan a explicar tus respuestas?				
g. ¿Cuántos de tus maestros notan si estás teniendo dificultades con alguna tarea difícil?				
h. Si estás teniendo dificultades con tareas difíciles, ¿cuántos de tus maestros te animan a seguir intentando?				
i. ¿Cuántos de tus maestros te animan a dar lo mejor de ti?				



j. ¿Cuántos de tus maestros se toman el tiempo para asegurarse de que entiendas el material?				
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2.4. En general, ¿cómo calificas las expectativas que tus maestros tienen acerca de ti?

- Me gustaría que fueran más altas.
- Están al nivel correcto, ni demasiado altas ni demasiado bajas.
- Me gustaría que no fueran tan altas.

### Sección 3. Ambiente Escolar

**Las siguientes preguntas son acerca de tus sentimientos con respecto a tu escuela.**

3.1. ¿Cuántos de tus maestros parecen entusiasmados con la enseñanza de sus clases?

- Ninguno de mis maestros
- Algunos de mis maestros
- La mayoría de mis maestros
- Todos mis maestros

3.2. ¿Qué tan justas son las reglas que se aplican a los estudiantes de esta escuela?

- Muy injustas
- Un poco injustas
- Ni justas ni injustas
- Un poco justas
- Muy justas

3.3. ¿Qué tan atractivo es el espacio físico (salones de clases, pasillos, áreas exteriores, etc.) en tu escuela?

- Un poco atractivo
- Ni atractivo ni repulsivo
- Un poco atractivo
- Muy atractivo

3.4. ¿Qué tan positivo o negativo es el ambiente escolar?

- Muy negativo
- Un poco negativo
- Ni positivo ni negativo
- Un poco positivo
- Muy positivo

3.5. En tu escuela, ¿cuánto perjudica o ayuda a tu aprendizaje la conducta de otros estudiantes?

- Daña mucho mi aprendizaje
- Daña un poco mi aprendizaje
- Ni ayuda ni daña mi aprendizaje

- Ayuda un poco a mi aprendizaje
- Ayuda mucho a mi aprendizaje

#### Sección 4. Seguridad Escolar

**Las siguientes preguntas son acerca de la seguridad en tu escuela.**

4.1. ¿Con qué frecuencia las personas son irrespetuosas con los demás en tu escuela?

- Nunca
- Raramente
- Algunas veces
- Frecuentemente

4.2. ¿Con qué frecuencia te preocupas por la violencia en tu escuela?

- Nunca
- Raramente
- Algunas veces
- Frecuentemente

4.3. ¿Con qué frecuencia los estudiantes se involucran en peleas físicas en tu escuela?

- Nunca
- Raramente
- Algunas veces
- Frecuentemente

4.4. ¿Qué tan probable es que alguien de tu escuela te intimide o acose en línea?

- Nada probable
- Un poco probable
- Muy probable
- Altamente probable

4.5. Si un estudiante es acosado o intimidado, ¿qué tan difícil es para el estudiante obtener ayuda de un adulto?

- Nada difícil
- Un poco difícil
- Muy difícil
- Extremadamente difícil

#### Sección 5. Conexión con los adultos en la escuela

5.1. ¿Qué tanto estás de acuerdo con las siguientes afirmaciones? Los adultos pueden incluir maestros, administradores, p. ej., director y otro personal.

	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
a. Los adultos en mi escuela se preocupan por mí.				

b. Me sentiría más bienvenido si hubiera en la escuela más adultos que hablaran mi idioma.				
c. Hay adultos en la escuela en los que confío.				
d. Me sentiría más bienvenido si hubiera en la escuela más adultos de mi grupo racial o étnico.				
e. Me sentiría más bienvenido si hubiera en la escuela más adultos que compartieran otros aspectos de mi identidad.				
f. La escuela hace un buen trabajo comunicándose con mis padres.				
g. Los miembros de mi familia saben qué tan bien me va en la escuela.				
j. Los miembros de mi familia se sienten bienvenidos en mi escuela.				

## Sección 6. Currículo y enseñanza culturalmente sensibles

6.1. Las siguientes preguntas son acerca de las actividades de la clase (como debate, juegos, etc.) y las tareas escolares (como exámenes o tareas).

	No es del todo cierto	Algo cierto	Mayormente cierto	Completamente cierto
a. Las actividades o tareas de la clase me han ayudado a encontrar cosas en común con los estudiantes cuyos grupos raciales o étnicos son diferentes al mío.				
b. Las actividades o tareas de la clase me han ayudado a encontrar cosas en común con los estudiantes cuya vida diaria es diferente a la mía.				
c. He participado en actividades o tareas de la clase que tratan temas como la raza y el género.				
d. He participado en actividades o tareas de la clase que me han ayudado a expresar lo que es importante para mí.				

e. He participado en actividades o tareas de la clase que me han ayudado a expresar mi identidad personal.				
f. Las lecturas, tareas, actividades y las decoraciones del salón de clases incluyen modelos a seguir, escritores y personajes que comparten mi origen étnico o racial.				
h. Las lecturas, tareas, actividades y las decoraciones del salón de clases incluyen modelos a seguir, escritores y personajes que comparten otros aspectos de mi identidad; por ejemplo, antecedentes religiosos, identidad de género, sexualidad o valores comunes.				
h. Las actividades y tareas de la clase me parecen significativas.				

## Sección 7. Pertenecer

**Las siguientes preguntas son acerca de las relaciones en tu escuela.**

7.1. En general, ¿qué tan bien te comprende como persona la gente de tu escuela?

- No me comprende en lo absoluto
- Me comprende un poco
- Me comprende bastante
- Me comprende completamente

7.2. ¿Qué tan conectado te sientes con los adultos en tu escuela?

- No conectado en lo absoluto
- Ligeramente conectado
- Bastante conectado
- Muy bien conectado

7.3. En general, ¿qué tanto respeto te demuestran los estudiantes de tu escuela?

- Ningún respeto en lo absoluto
- Un poco de respeto
- Bastante respeto
- Mucho respeto

7.4. En general, ¿qué tanto le importas a los demás en esta escuela?

- No les importo en lo absoluto
- Les importo un poco

- Les importo bastante
- Les importo mucho

7.5. En general, ¿cuánto sientes que perteneces a tu escuela?

- No pertenezco en lo absoluto
- Pertenezco un poco
- Pertenezco bastante
- Pertenezco completamente

### Sección 8. Compromiso

**Las siguientes preguntas te piden que describas tus sentimientos acerca de tus clases.**

8.1. ¿Con qué frecuencia te concentras tanto en las actividades de tus clases que hasta pierdes la noción del tiempo?

- Casi nunca
- De vez en cuando
- Frecuentemente
- Casi siempre

8.2. Cuando no estás en la escuela, ¿con qué frecuencia hablas acerca de las ideas o temas de tus clases?

- Casi nunca
- De vez en cuando
- Frecuentemente
- Casi siempre

8.3. En general, ¿qué tan emocionado estás por ir a tus clases?

- Nada emocionado
- Un poco emocionado
- Bastante emocionado
- Sumamente emocionado

8.4. En tus clases, ¿qué tan entusiasmado estás por participar en las actividades de la clase?

- Nada entusiasmado
- Un poco entusiasmado
- Bastante entusiasmado
- Muy entusiasmado

8.5. En general, ¿qué tan interesado estás en tus clases?

- No estoy interesado en lo absoluto
- Un poco interesado
- Bastante interesado
- Sumamente interesado

¿Qué sugerencias tienes para que el distrito escolar ayude a garantizar que cada estudiante tenga mejores oportunidades para aprender y tener éxito?

## Sección 9. Información Demográfica

9.1 ¿Te identificas con alguno de los siguientes grupos? (Marca todos los que apliquen)<sup>54</sup>

- Minoría religiosa
- Discapacitado/a/x/e
- LGBTQ+
- Inmigrante
- Alguna vez en cuidado de acogida
- Ninguno de las anteriores
- Prefiero no decirlo

9.2 Los miembros de tu familia o tutores ¿hablan un idioma diferente al inglés en casa?

- Sí
- No

9.3 ¿Cómo identificas tu género?

- Femenino
- Masculino
- No binario
- Prefiero no decirlo
- Prefiero identificarme como \_\_\_\_\_

9.4 ¿Cómo identificas tu raza o etnia?

- Asiático/a/x
- Negro/a/x o Africano/a/x Americano/a/x
- Hispano/a/x o Latino/a/x
- Nativo/a/x Americano/a/x o Alaskeño/a/x
- Hawaiano/a/x o Isleño/a/x del Pacífico
- Blanco/a/x
- Otro (por favor especifica): \_\_\_\_\_

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<sup>54</sup> Due to small numbers of individual responses, this item was not included in the analysis to protect student privacy