Port Townsend School District No. 50
1610 Blaine Street
Port Townsend, WA 98368
Virtual Meeting via Zoom

Board of Directors
Special Meeting - Board Retreat
February 11, 2021
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Chair Nathanael O'Hara called the virtual meeting to order at 4:00 p.m. PRESENT: Nathanael O'Hara, Jennifer James-Wilson, Doug Ross, Jeff Taylor and Connie Welch. Also present were Superintendent Gessner-Crabtree and staff.

Reports

The following mid-year department reports of celebrations, challenges, and moving forward/fiscal considerations for next school year were presented:

- Libraries – District Librarian Joy Wentzel
- Technology – Director Richard Durr II
- Transportation – Director Monica Mulligan
- Food Service – Director Stacey Larsen
- Maintenance /Facilities – Supervisor Justin Gray
- Finance, Operations, and Human Resources – Finance and Operations Director Amy Khile and Human Resources and Payroll Director Laurie McGinnis
- Special Services – Director Shelby MacMeekin
- Maritime Discovery Schools – Director Sarah Rubenstein
- Curriculum – Superintendent Sandy Gessner-Crabtree

Discussion followed. Superintendent Gessner-Crabtree praised each director for their work and dedication to the District.

Chair O'Hara recessed the special meeting at 4:53 for a short break. The special meeting resumed at 5:00 p.m.

Equity Statement

Superintendent Gessner-Crabtree presented the following documents for board review prior to beginning their equity statement creation process:

- PTSD Racial Equity Journey 2020-2021
- Quincy School District's WSSDA 2020 Annual Conference Equity Presentation
- Quincy School District's Access, Opportunity, and Equity Plan
- Port Townsend High School Program Disproportionality Analysis Report For Specialized Programs 2019-20

The Board will review sample equity statements during the March 4, 2021 Work/Study Meeting.

Board Reflections

Each director provided feedback regarding the format of tonight's meeting. The Board liked the question/answer opportunity and appreciated the conversational style of their time with the department directors. They agreed that the discussions will help guide budget decisions. The Board thanked Superintendent Gessner-Crabtree for organizing the meeting.

Adjournment

Chair O'Hara entertained a motion to adjourn. Director Ross so moved.

The special meeting was adjourned at 6:34 p.m.

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Respectfully submitted,


_____       _____

Sandy Gessner-Crabtree                        ATTEST:  Nathanael O'Hara
Secretary                                     Board Chair

# PTSD Racial Equity Journey 2020-2021

## Enacting Racial Equity Policy

### Action Steps
- Formally adopt policy.
- Develop procedures.
- Incorporate with your strategic plan.
- Allocate resources to implement procedures.
- Develop a plan and schedule to monitor progress of implementation.

### What we've learned:
- Communicate to stakeholders - very clearly – *that this is a big deal!*
- Be prepared for pushback.
- Be tenacious, go the distance!

## Resources

- Courageous Conversations About Race (Glenn Singleton)
- Caste: The Origins of our Discontents (Isabel Wilkerson)
- Under our Skin – What do we mean when we talk about race (video): https://projects.seattletimes.com/2016/under-our-skin/#
- Despite the Best Intentions: How Racial Inequality Thrives in Good Schools (A. Lewis & J. Diamond)
- Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury & Healing (Dr. Joy DeGruy)
- Race: The Power of an Illusion: https://www.racepowerofanillusion.org/
- The New Jim Crow: Mass Incarceration in the Age of Colorblindness (Michelle Alexander)
- White Privilege: Unpacking the Invisible Knapsack (Peggy Macintosh) http://www.cirtl.net/files/PartI_CreatingAwareness_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf

**Our Journey to Date**

- Winter 2020:
  - Sarah and Sandy met with family who reported the use of racialized slur used against their child at SCE on the playground.
  - Sarah and Sandy met with the Mandala Center for Change to discuss how to move forward with professional development on the topic of racial equity

# PTSD Racial Equity Journey 2020-2021

- Spring 2020: First session on Racial Equity planned for staff professional development. Cancelled due to COVID-19 School Closure

- Summer 2020: Sarah and Sandy plan the yearly professional development calendar and include three sessions of racial equity.

- Sandy develops a statement to let teachers know that they have the green light to engage in racial equity conversations in their classrooms. The statement was given clearance from School Board Chair
- Fall 2020: All Schools create their School Improvement Plan and Blue Heron and OCEAN's plan includes a statement on Racial Equity. Board interested in including an equity statement in the effort to contextualize the existing strategic plan for the current educational model due to pandemic.

- Fall 2020: Board Members and Sandy attend the WSSDA Fall Conference. Racial Equity is the theme
- November 5, 2020: Board receives letter from Community Wellness Group about Racial Equity and need for action. The letter is read to the Board: https://go.boarddocs.com/wa/ptsd/Board.nsf/files/BUZN645C8D03/$file/6.1%20Board%20Corresp%20Comm%20Wellness%20Proj.pdf
- November 19, 2020: Board Approves Letter of Response to Community Wellness Group: https://go.boarddocs.com/wa/ptsd/Board.nsf/files/BVFTXZ7993C8/$file/6.1%20Board%20Response%20(DRAFT)%20to%20Community%20Wellness%20Project%20Letter.pdf
- December 5, 2020: Sandy provides Board with article on Racial Equity in the Classroom: https://go.boarddocs.com/wa/ptsd/Board.nsf/files/BVPT6Y75E847/$file/9.1%20Culturally%20Responsive%20Education%20in%20the%20Classroom.pdf

- Fall 2020-Winter 2021: Professional Learning sessions occur with Mandala Center for Change
    - August 31, 2020
    - December 9, 2020
    - February 17, 2021

# PTSD Racial Equity Journey 2020-2021

**Current Resources:**

1.  Blue Heron & OCEAN SIP Statement:

| CULTURE OF EQUITY DESCRIPTION/STATEMENT |
|---|
| Blue Heron Middle School commits to championing policies and practices of cultural equity that empower a just, inclusive, and equitable learning environment— a culture of mastery. We recognize that some existing practices in the education system grant privilege and access unequally. We believe that equity is crucial to ensure that everyone has equal access to a full, vibrant life. In a culture of mastery, everyone on staff believes that in order to meet the needs of all students, it's necessary to meet the needs of each student. We are committed to the belief that all students have the capacity to meet high expectations and we are committed to maintaining systems of support to align with that belief. |

| NEEDS ASSESSMENT |
|---|
| The Blue Heron Middle School BLT (Building Leadership Team) completed a Program Disproportionality Analysis Report for Specialized Programs in 2019-20. Through the Needs Assessment process, we identified disproportionalities in (Highly Capable Services, Special Education Services, and Discipline Rates) and created an action plan for addressing each area showing a discrepancy related to total student population demographics. The data cannot publicly be shared because it falls below the suppression threshold, but it was used, along with the following 9th Grade On-Track data, Q1 Grade Analysis, and other perception data, to create the 3 goals described in the plan. |

From Blue Heron Middle School's School Improvement Plan 2020-21:
https://go.boarddocs.com/wa/ptsd/Board.nsf/files/BVVS5F6CA1CE/$file/8.4%20BH%20SIP%20Title%201%20Plan%2020-21%20Board%20Report.pdf

2. Sandy's Statement on Racial Equity for Teachers

August 27, 2020
Giving a Green Light to Talking About Racial Equity
Prior to the statewide closure of schools last spring, our district was poised to begin professional development around issues of racial equity in our schools. The need for this work arose from a troubling trend of incidents of students using racial slurs, and the realization that our district policies stopped short of directly addressing equity and matters of racism. But then, because of COVID-19, teachers had to shift their work to create distant learning plans, and the plans for PD were delayed.

Since then we have seen the gaps in equity widen around connectivity and our ability to support students from a distance. We have seen students falling behind or disappearing. On top of that, with the protests following George Floyd's murder at the end of May, we have heard the call for the country to face up to its responsibility for the inequities of systemic racism.

As educators, in light of what is happening in the world today, it's vital that we take part in this conversation with our students.

Both the mission and vision of our district highlight the need for students to be engaged in meaningful ways as citizens in a diverse and rapidly changing world. As educators we know that

in order for students to engage in learning, the learning must be meaningful. Explicit and implicit inequities could not be more meaningful or relevant to our students today.

Educational laws and institutions have historically played a role in perpetuating the social construct of race--from laws forbidding that enslaved people be taught to read, to our biased social studies texts, to school discipline being disproportionately applied. We need to relinquish the idea that education is color blind and instead take our place bravely in today's conversations about racial equity. It is time to lean in and make the space to have those conversations, to develop deeper understanding and dialogue for the benefit of ALL students.

3. The School Board's Response to Community Wellness Group's Letter to the Board:

The Community Wellness Project
PO Box 314
Chimacum, WA 98325

Dear Community Wellness Project Board of Directors, Black Lives Matter, Jefferson County, Jefferson County Anti-Racist Fund, and the Mandala Center for Change,

Thank you for your letter to the School Board as presented by Zhaleh Almaee at the November 5, 2020 School Board Meeting. The content of your letter called us all to deeper thinking about how a school district responds to this current issue and how our stance will impact the children we serve. It has been said that you cannot teach black children and be silent about the injustices against them. And this is also true of all other groups in our country who have been historically marginalized due to the color of their skin. We want to assure you that we have been making thoughtful decisions and taken action steps to address these issues.

It is also true that educational institutions, both public and private, in our country have played a major role in institutional racism and each local school district is called to face that truth and change the system so the inequalities are not continually perpetuated.
Given that your correspondence provided us with a list of possible responses and actions to take,we thought this would be a good time to update you on what we have been doing:

● Port Townsend School District began a series of professional learning on the topics of racial equity, culturally responsive schools, and multiculturalism for teaching and administrative staff this school year. We are proud to be partnering with the Mandala Center for Change with whom we have a contract for professional development.

● Last year during our Consolidated Programs Review Audit, we engaged in looking at demographic data in our categorically funded programs such as Title 1, SPED, and EL Services along with disparity in discipline data and other instructional programs. And in addition, this school year each school building's School Improvement Plan uses the Washington School Improvement Framework data as the basis for the plans. This data shows demographic data as it pertains to ontime graduation, attendance, state tests,

# PTSD Racial Equity Journey 2020-2021

and progress of students by program and demographics compared to students who are not identified. This data has been shared with the Board this fall and informs each school building leadership teams on where the disparities lie. The School Improvement Plans are meant to address those gaps.

● Under the direction of Joy Wentzel, our District Librarian, we have grown the collection of fiction and non-fiction books at each school site that serve as mirrors, windows, and sliding doors for our students and staff to help us understand each other better by helping to change our attitudes toward difference

● Adoption of Since Time Immemorial Curriculum and engaging in the tribal consultation process for an MOU to establish government to government relationship.

And yet, this is just a beginning for us as we address racial equity in our schools. Our plan moving forward is to learn more about what other schools, districts, and state offices of education are doing to create inclusive school environments. We will start by seeking out workshops for this topic at our statewide gathering later this month of November. We will then be looking at model policies and procedures other districts have implemented that have been successful at addressing the issue as a whole district system, not just individual classrooms. As a school district, we often address pressing issues by creating committees and while that probably will happen for racial equity, we would first like to learn from others before contextualizing the work in our district.

And we look forward to learning together with community partners such as yours so that the impact of the work is greater than the school campuses alone, but upon the greater community.

Thank you for your advocacy and please know that we are with you,

# Quincy SD Presenters:

- Student Board Representative Eduardo Diaz
- Board Member Susan Lybbert
- Board Member Chris Baumgartner
- Board Member Tricia Lubach
- Former QHS Principal Marcus Pimpleton
- Superintendent John Boyd

WSSDA 2020 Annual Conference

# Objectives:

1. Share our district's journey to create and adopt an equity policy

2. Show the linkage between equity and the strategic plan

3. Offer our experiences and learnings to assist other districts

4. Encourage every board to commit to adopting an equity policy and the work related to that effort

Our plan  Our journey

# QSD Equity Journey Timeline

**2014-2015**  **2015-2016**  **2016-2017**  **2017-2018**  **2018-2019**  **2019-2020**  **2020...**
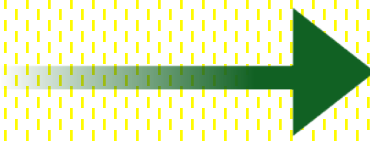
- Quincy's Promise Strategic Roadmap

- "Equity & Access for All" 1 of 4 pillars

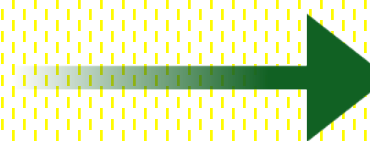- Board attention to disaggregated data

# Quincy's Promise- Our WHY

> All students graduate from high school and are prepared for the next step in their education, career, and life.

READY LEARNERS → HIGH ACHIEVERS → SUCCESSFUL CITIZENS

# Foundational strategies

Foundational strategies represent long-term areas of focus for the school district:
They are considered pillars of the district's work and help create priorities and provide direction.

**STUDENT GROWTH AND ACHIEVEMENT:**
Prioritize evidence-based instructional practices, guaranteed and viable curriculum, and use of assessment data.

**PARTNERSHIPS:**
Develop and sustain strong partnerships between and among schools, parents, the community, and community-based organizations.

**COMMUNICATION:**
Provide on-going, two-way communication opportunities with all constituents utilizing multiple means and multiple languages.
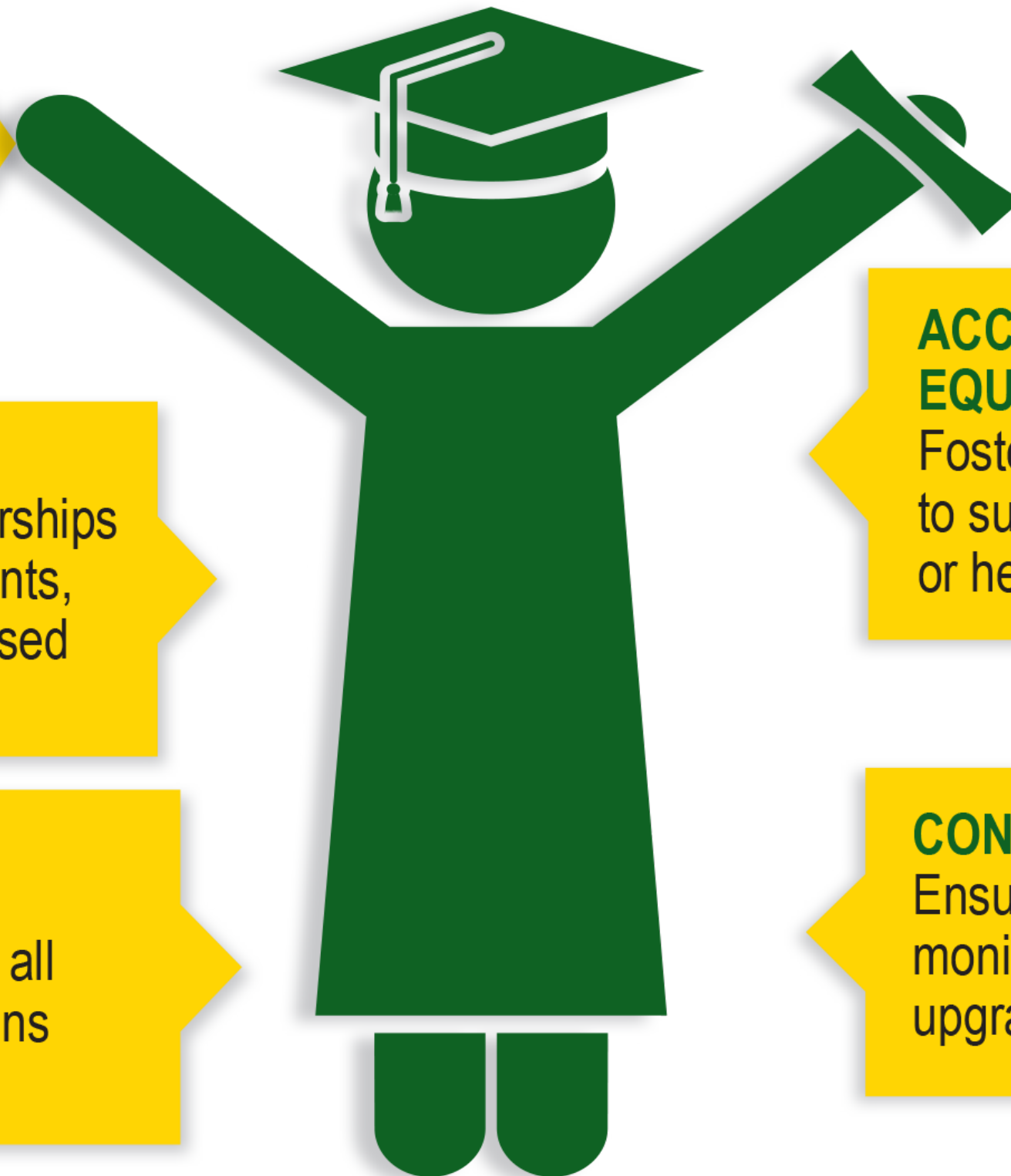
**ACCESS, OPPORTUNITY AND EQUITY FOR ALL**
Foster equity, access, and opportunity to support the whole child through his or her PreK-12 educational career.

**CONTINUOUS RENEWAL**
Ensure that resources are continually monitored, maintained, refreshed and upgraded.

# Access, opportunity & equity metrics

WA Kids pre-k school readiness data

Smarter Balance Assessment data

ELPA21 Data

HS graduation rates

Advanced Course Work Enrollment

Highly Capable and Enrichment student demographics

College acceptances, remediation, and graduation rates

Student enrollment demographic data in rigorous course offerings

QSD teaching staff demographics

# QSD predictable pattern of inequities

**Teaching and Learning**:  Teaching and leadership practices continue to produce significant disparities in student achievement and learning based on race.

**College & Career Readiness and Completion:**  Spanish/Hispanic/Latino graduates of the Quincy School District are more likely than not to require remediation courses in college and require remediation at much higher rates than their white peers. Fewer than 2 out of 10 Quincy Latinx graduates completes a bachelor degree within 8 years of graduating high school and fewer than 1 in 4  Latinx graduates earns even a two-year certificate in that same period. 60% of Quincy's Latinx graduates end up with no educational credential beyond the high school diploma.

**Early Learning Opportunities:**  Hispanic/Latino students entering kindergarten in the Quincy School District lag behind their white peers in six key areas of development (social emotional, physical, language, cognitive, literacy, and math) that are viewed as predictive of  future academic success.

# The board's role:

1. Sponsorship of equity as a district-wide priority

2. Commitment to equity shared with community

3. Equity becomes "how" we do our work
   a. Policy
   b. Budgeting priorities
   c. Curriculum
   d. Ongoing dialogue with students, parents, staff and community
   e. Decisions related to current COVID responses
4. Tone and expectations

# QSD Equity Journey Timeline

**2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** | **2020…**

**2014-2015**
- Quincy's Promise Strategic Roadmap
- "Equity & Access for All" 1 of 4 pillars
- Board attention to disaggregated data

**2015-2016**
- 1st WSSDA Equity Conference
- Review of WSSDA's Race and Equity Work- Road to Racial Equity Policy
- YouthTruth surveys reveal student concerns

**2016-2017**
- Board plans 1st steps to address equity concerns at WSSDA Annual Conference
- Equity as a district priority

**2017-2018**
- Formed Equity Coalition & hired facilitator
- Developed QSD equity definition
- Identified predictable patterns of inequity

# Equity & Access Coalition

**Approach – Start with the willing**

• A diverse group of K-12 administrators, board members, teachers, classified staff, students and community leaders.

• Approximately 35 people on the team with some variation over 3 years

# Equity & Access Coalition FUNCTION

- Serves in an advisory capacity for on-going equity work in the District
- Engages in, identifies, & advises potential equity professional development
- Serves as a communication vehicle to various stakeholder groups in the community and District
- Courageous leaders in racial equity learning with an emphasis one's own personal equity journey

# Access, Opportunity & Equity Coalition
## Purpose

To identify, disrupt and decrease race class, language, culture, ability, gend sexuality, citizenship, and other group based disparities,
And…
to ensure that the needs, interests, a assets of non-dominant students are central in improvement efforts
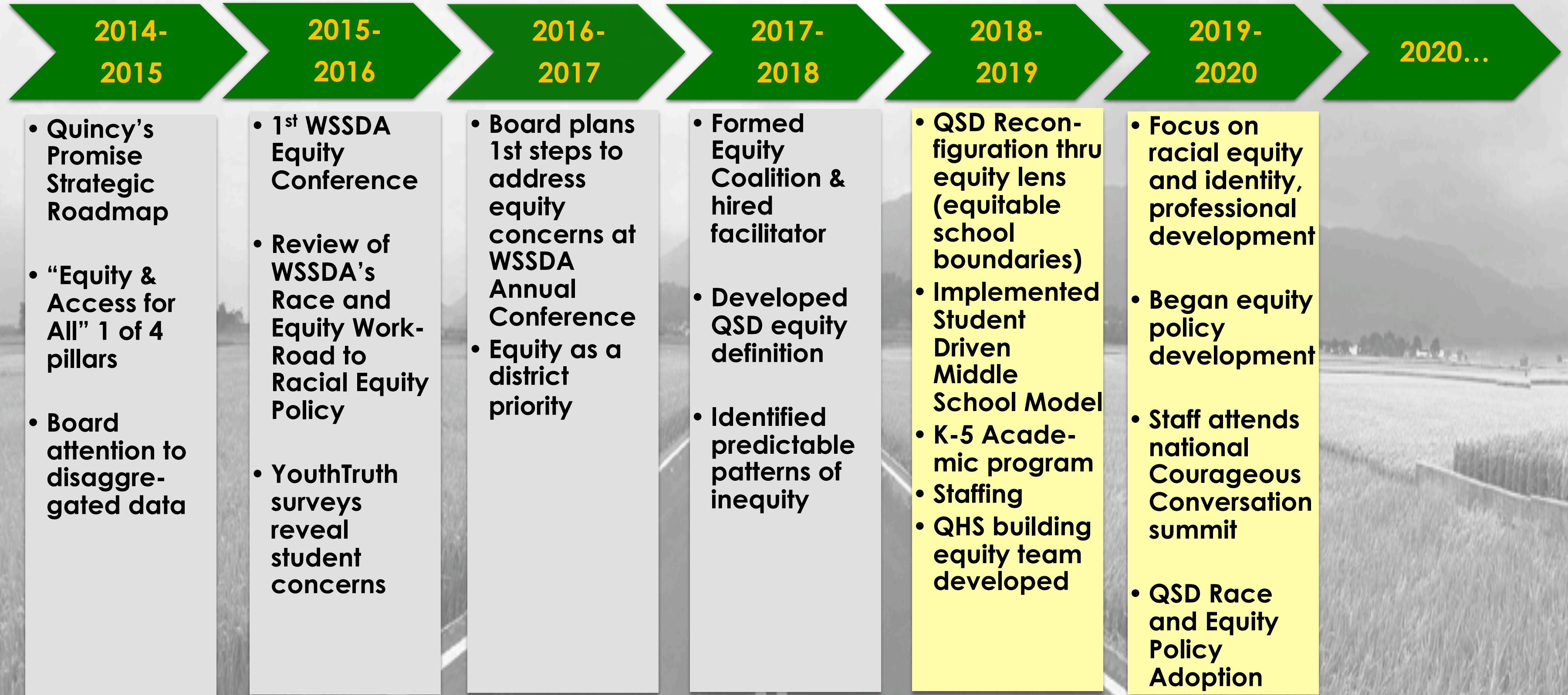
# The role of students:

1. Multiple years of highly engaged student board representatives
2. Ongoing data from annual YouthTruth survey
3. Students become more politically active in areas of equity
4. Student-sponsored DACA resolution passed unanimously by board
5. Active on Equity & Access Coalition
6. Increased voice of student reps in boards & district decisions

# QSD EQUITY Precepts

- We will meet people where they're at in their equity journey, while pushing the work forward, even when it becomes challenging for individuals.

- We will use equity as a lens through which we examine our existing systems and structures. Equity is not what you do but how you do it. It is not an "add on" or one more initiative.

- Equity work takes place across a broad stakeholder group. It is not something we do to our underserved students and families, but something we do with our students, families, and communities.

# QSD Equity Journey Timeline

| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020... |
|---|---|---|---|---|---|---|

**2014-2015**
- Quincy's Promise Strategic Roadmap
- "Equity & Access for All" 1 of 4 pillars
- Board attention to disaggregated data

**2015-2016**
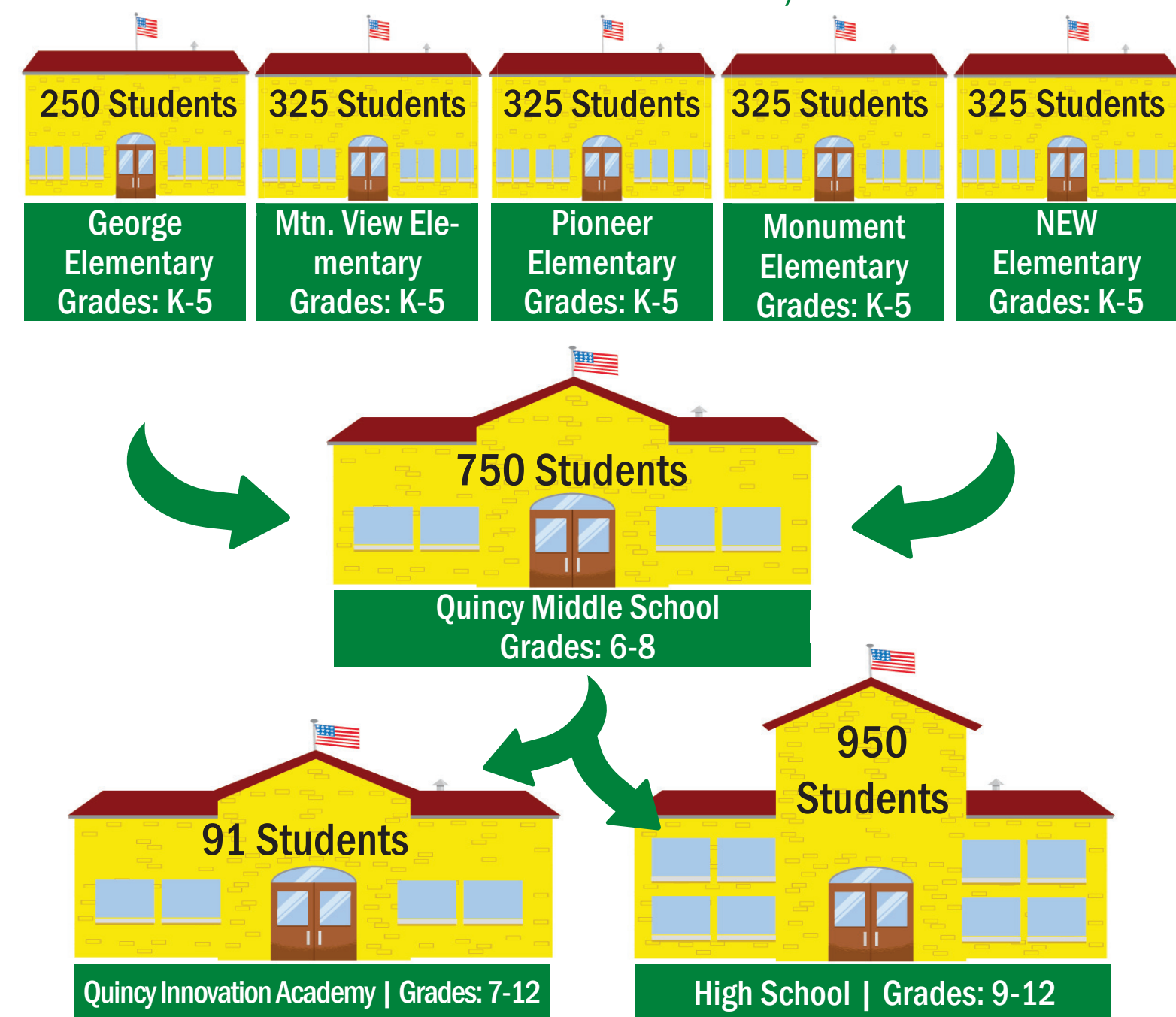- 1st WSSDA Equity Conference
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- Formed Equity Coalition & hired facilitator
- Developed QSD equity definition
- Identified predictable patterns of inequity

**2018-2019**
- QSD Recon-figuration thru equity lens (equitable school boundaries)
- Implemented Student Driven Middle School Model
- K-5 Acade-mic program
- Staffing
- QHS building equity team developed

**2019-2020**
- Focus on racial equity and identity, professional development
- Began equity policy development
- Staff attends national Courageous Conversation summit
- QSD Race and Equity Policy Adoption

# Quincy School District Reconfiguration

## CURRENT SCHOOLS
### (STUDENT PATH FROM K-12)

**Total Enrollment**
**2,983 Students**

**223 Students**
George Elementary
Grades: K-5

**404 Students**
Mtn. View Elementary
Grades: K-3

**419 Students**
Pioneer Elementary
Grades: K-3

**665 Students**
Monument Elementary
Grades: 4-6

**437 Students**
Junior High School
Grades: 7-8

**32 Students**
Quincy Innovation Academy | Grades: 7-12

**803 Students**
High School | Grades: 9-12
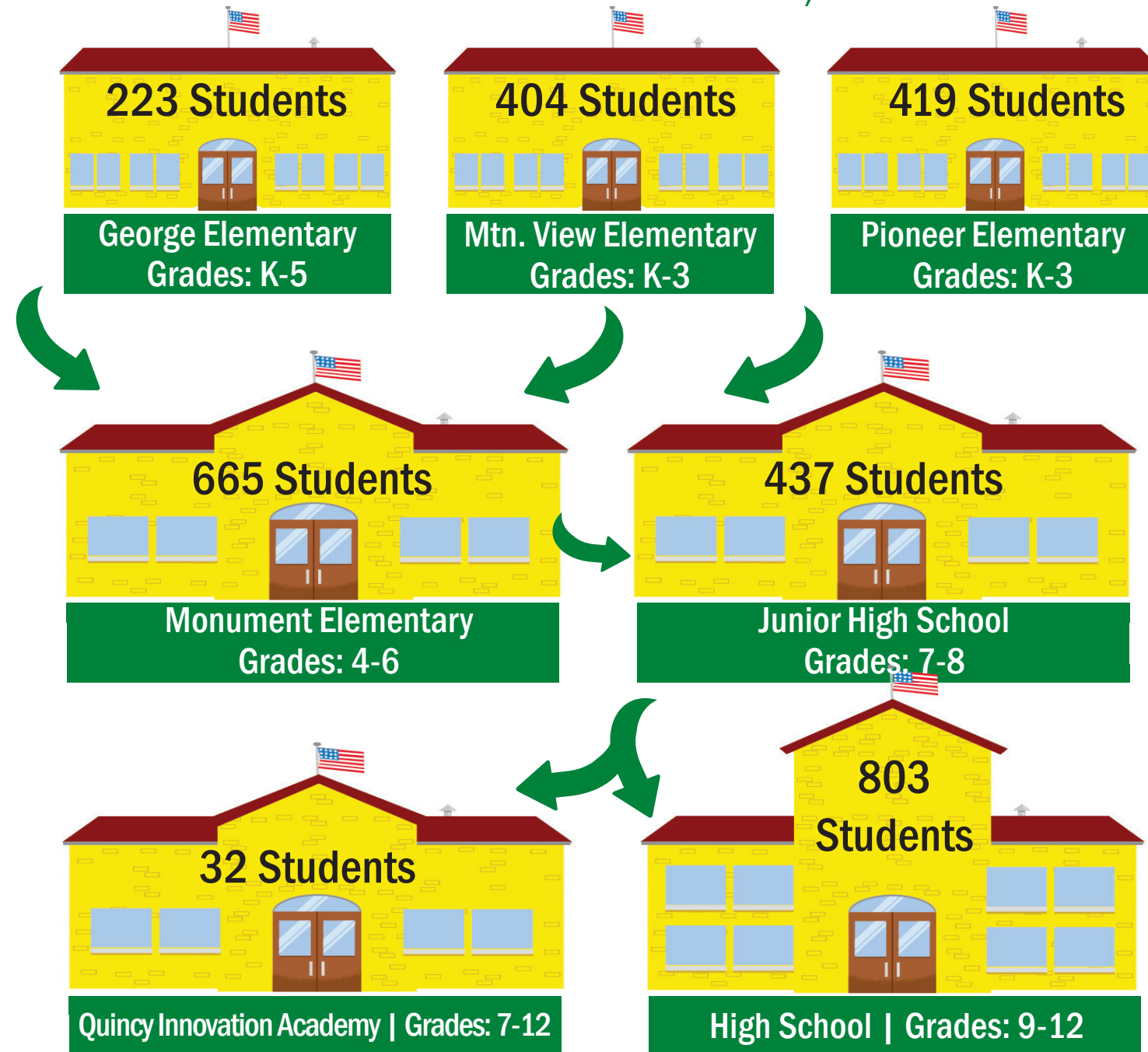
## FUTURE SCHOOLS
### (STUDENT PATH FROM K-12)

**Projected Enrollment 2021**
**3,341 Students**

**250 Students**
George Elementary
Grades: K-5

**325 Students**
Mtn. View Elementary
Grades: K-5

**325 Students**
Pioneer Elementary
Grades: K-5

**325 Students**
Monument Elementary
Grades: K-5

**325 Students**
NEW Elementary
Grades: K-5

**750 Students**
Quincy Middle School
Grades: 6-8

**91 Students**
Quincy Innovation Academy | Grades: 7-12

**950 Students**
High School | Grades: 9-12

## FALL 2019

- New attendance boundaries for five K-5 elementary schools
- A new middle school academic model with additional vocational and elective classes

- K-5 academic programs established at all elementary schools
- K-6 staffing reassignments reflecting the K-5 elementary and 6-8 middle school academic models
- Moving furniture, books, curriculum, materials, and staff to the newly reconfigured schools

**Equality**

**Equity**

*Equity defined*

- Equity is the condition that would be achieved if one's special group status, no longer predicted, in a statistical sense, how one fares. [Equity is the **outcome;** NOT just access to opportunity. **(Adapted from 2010-2019 Equity Matters)**

- Racial equity includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them. (**Applied Research Center, 2009)**

# Theory of action

| IF WE | WHILE WE | WE CAN THEN | ULTIMATELY |
|-------|----------|-------------|------------|
| Use data to identify and name the specific educational inequities we seek to address | Engage in critical self reflection and dialogue to understand how we contribute to those inequities | Shift practices and policies to disrupt those inequities | Eliminating group-based disparities and fulfill Quincy's promise to ALL students. |

# QSD Board Adopts Policy Unanimously
## June 2020

## RACE AND EQUITY

The Quincy School District seeks to disrupt and eliminate predictable patterns of inequity based on race, class, culture, ability, gender, sexuality, citizenship, and other group-based identities. Race continues to be the most persistent predictor of student performance. This is in direct conflict with our collective belief that all students have limitless potential and that together, we can create the conditions for all students to succeed and graduate prepared for the next step in their education, career, and life.

# QSD ACCESS, OPPORTUNITY, AND EQUITY PLAN

## Quincy's Promise (Our Why)
*All students graduate and are prepared for the next steps in their education, career and life.*

> **QSD Equity Goal (to reach Quincy's Promise)**
>
> *En union con los estudiantes, las familias, la comunidad, y el Districto Escolar de Quincy eliminara las barreras y mejorara el acceso al apoyo para todos y cada uno de los estudiantes.*
>
> *Together with students, families, and community, the Quincy School District will eliminate barriers and increase access to support for each and every student.*

**QSD Access, Opportunity and Equity Theory of Action**
If we use data to identify and name the specific achievement gaps, opportunity gaps, and educational inequities AND engage in critical self-reflection and dialogue related to our overarching commitment to equity and excellence, we can then transform our policies and teaching practices in ways that disrupt and decrease race and other group-based disparities to ensure that all students will graduate high school fully prepared for college, career, and life.

**QSD Access, Opportunity, and Equity Conditions**
*   We're going to meet people where they're at in their equity journey but continue to move forward even if others are challenged by it.
*   Equity is a lens through which we examine our existing systems and structures.  It is not what you do but how you do it. It is not an "add on" or one more initiative.
*   Equity work takes place across a broad stakeholder group. It is not something that is done for or to, but rather with, to identify the work and action steps.

**Access, Opportunity, and Equity Purpose:**
We will disrupt and decrease race, class, language, culture, ability, gender, sexuality, citizenship, and other group-based disparities and to ensure that the needs, interests, and assets of non-dominant students are central in improvement efforts (L4L, 2017).

**QSD Leaders for Access, Opportunity, and Equity Will (the What)**
*   Serve in an advisory capacity for on-going equity work in the Quincy School District.
*   Engage in, identifies, and advises potential equity professional development.
*   Communicate to various stakeholder groups in the community and District.
*   Be courageous leaders in racial equity learning with an emphasis on one's own personal equity journey (more mirror, than window).

**How we Choose to Learn and Lead for Equity (the How)**
*   We explicitly model critical and continuous self-reflection in ways that reveal how our identity, biases, and positionality reinforce educational inequities and the extent to which changes practice that may interrupt them.
*   We share decision-making power across multiple voices – peers, families, community members, and students – to improve learning.
*   We are transparent and ethical in our practice and engage in conflict productively and equitably.

# SECTION 2: QSD THREE YEAR STRATEGIC ACCESS, OPPORTUNITY, AND EQUITY GOALS

## YEAR ONE GOALS (2019-2020):

- **Leadership Development for Equity**

  Build a shared understanding of "why" we lead and center race and equity in school improvement work. Develop common vocabulary and agreements to ground our conversations around race and equity. Adopt protocols for transparent and ethical dialog that allows QSD stakeholders to engage conflict productively and equitably. QSD Access, Opportunity, and Equity Team will meet throughout the year to develop a common lens for race equity and to develop a moral imperative for the work.

- **Data and Inquiry for Equity**

  Use Data to identify and name the specific achievement and opportunity gaps and educational inequities we seek to disrupt. Use data to identify QSD equitable practices that can be replicated in other settings. Also, identify specific strategies aimed to disrupt predictable patterns of inequity.

- **Systems for Equity**

  Examine existing District policies, practices, and service models to transform or eliminate those that are harmful to students and undermine our overarching goals for equity. Review and adjust QSD access, opportunity and equity work with stakeholders, and begin drafting a District equity policy and Access, Opportunity, and Equity Plan (AOEP).

## YEAR TWO GOALS (2020-2021):

- **Leadership Development for Equity**

  Individually and collectively engage in self-reflection and dialogue to better understand how our identities, biases, and positionality may reinforce education inequities and the extent to which changes in our practice may truly disrupt those inequities. Establish a leadership core for race and equity in each school and department. District Access, Opportunity, and Equity Coalition would continue to meet on a regular basis.

- **Data and Inquiry for Equity**

  Identify high leverage, research based and culturally responsive practices for application in the classroom and provide professional development to both certificated and classified staff members. Routinely collect, display, and make sense of existing and new forms of data to improve student learning and adult practice in the service of educational equity (L4L, 2017). Strength-based qualitative data sources such as student and staff empathy interviews would hold equal value to State summative data.

- **Systems for Equity**

  Examine, design, and implement building polices in the service of equitable learning for each student. Begin the QSD strategic planning process using a race and equity lens for the plan development. Finalize and communicate QSD equity policy. Fully implement QSD Race and Equity Policy and AEOP.

## YEAR THREE GOAL (2021-2022):

- **Leadership Development for Equity**

  Apply year one and year two learning about identity and race and equity to collectively disrupt and decrease race, class, language, and other group-based disparities and to ensure that the needs, interests, and assets of non-dominate students are central in District-wide efforts.

- **Data and Inquiry for Equity**

  Data-systems and data-use practices would routinely reinforce strengths-based approach to student and adult learning and professional development.

- **Systems for Equity**

  Evaluate and adjust District Equity Policy and AOEP. Finalize, implement and communicate new QSD Strategic Plan.  Model in our community and region, how the leveraging of racial and cultural identity, knowledge and practice of culturally responsive teaching and learning led to improved equitable outcomes and disrupted predictable patterns of inequity.

**1. Teaching and Learning:** The data shows a need to identify and implement a district core guaranteed and viable curriculum with differentiation intentionally designed for Hispanic students and English Learners (EL) within Tier 1 Academics (for all students).

The data uncovers a need to articulate a plan for leveraging the districts' most promising tools for Equity, which include implementing a guaranteed and viable curriculum utilizing culturally responsive teaching strategies such as AVID and/or GLAD within the Big 5 Instructional Practices. Equity will be reflected and communicated to all stakeholders through Comprehensive, Integrated Three-Tiered (Ci3T) systems, aligned to each building's School Improvement Plans and QSD's Foundational Strategies, which are the pillars for Quincy's Promise.

## DATA INDICATORS

### SBA Proficiency

| | | | | |
|---|---|---|---|---|
| Hispanic | ELA | 33.7% | Math | 32.4% |
| White | ELA | 60.8% | Math | 55.7% |
| **Gap** | ELA | **27.1%** | Math | **23.3%** |

| | | | | |
|---|---|---|---|---|
| ELL | ELA | 8.7% | Math | 14.8% |
| Non-ELL | ELA | 32.8% | Math | 31.8% |
| **Gap** | ELA | **24.1%** | Math | **17%** |

### QSD ELL Progress (ELPA21)

| | |
|---|---|
| 2017 | 58% |
| 2018 | 42.5% |
| 2019 | 35.5% |

**23.5% - PROGRESS DROP**

## Levers for Equity

a. Utilize the Big 5 evidence-based instructional practices to support students' active engagement in meaningful learning while using all language domains (reading, writing, speaking, and listening):
   - i. Learning Goals & Scales
   - ii. Daily Learning Targets with Success Criteria
   - iii. Opportunities to Make Meaning
   - iv. Formative Assessment with Feedback
   - v. Student Self-Assessment

b. Intentionally design Tier 1 lessons/units using **GLAD** and **AVID** strategies that specifically target language development for English Learners and build relational capacity (with a social justice lens) for Hispanic students.

c. Specifically Tier 2 and 3 language interventions that can be used in addition to what is guaranteed for English Learners in Tier 1, which include a description, entrance and exit criteria, and program measures detailed within the Ci3T Blueprints/ Implementation Manual.

d. Prioritize Hispanic stakeholders' educational experiences while explicitly improving on Ci3T implementation manual plans to teach, reinforce and monitor Staff, Administrators, Parent, and Student responsibilities in Tier 1 Academics.

e. K-5 **Enrichment, Highly Capable, and Destination Imagination Programs** for all students including EL and SPED students.

*(Strategic Plan Connection: Student Growth and Achievement; Continuous Renewal; Access, Opportunity, and Equity for All; Partnerships)*

5.

**2020-21 Goal:** Select (K-5)/implement (6-12) a Guaranteed and Viable ELA Curriculum that prioritizes Hispanic students' learning experiences and language scaffolds for English Learners; Design common pacing and scales for Standards-Based Units in ELA and Math.

**2021-22 Goal:** Design Units and Lessons utilizing the Big 5, intentionally prioritizing Hispanic students' learning experiences and language scaffolds for ELs (through backward design integrating AVID/GLAD strategies with ELP standards).

**2022-23 Goal:** Utilize multiple data sources, including disaggregated student data by race and language learner status, to reflect on evidence-based and culturally responsive teaching practices in Tier 1 as part of a Comprehensive, Integrated Three-Tiered system.

**2. Partnerships:** Youth Truth Survey data indicated that it is essential that the QSD develop, strengthen, and implement equitable practices for and with our students, their families and other community members.

## DATA INDICATORS
**QHS Youth Truth Parent Relationships Survey**

> 2019- 3.66 (13th Percentile)

> 2018- 3.72 (20th Percentile

> 2017- 3.86 (40th Percentile)

**QMS Youth Truth Parent Relationships Survey**

> 2019 – 3.89 (33rd Percentile)

> 2018 - 4.06 (60th Percentile)

> 2017 - 4.06 (60th Percentile)

## Levers for Equity
a. Each school has a parent liaison that directly works with parents
b. QSD has two full time District migrant liaisons and one full time District parent liaison to work directly with parents and to support building parent liaisons.
c. QSD Community has historically passed bonds and levies. This community signals a high degree of support for Quincy Valley Community Children
d. Established Migrant and Special Education Parent Advisory Boards operating in the District
e. The District has a fully funded day for teachers to engage with parents outside the contracted day.
f. QSD parents and families are levers for equity. Their backgrounds and unmatched perspectives of their children offer a wealth of knowledge for QSD educators. QSD families attend school sponsored events at extremely high rates.

*(Strategic Plan Connection: Student Growth and Achievement; Access, Opportunity, and Equity; Communication; Partnerships)*

**2020-21 Goal:** Align parent partnership with district policy and procedures Implicit Biases, culture humility and assets centered beliefs around students and their families. In addition, provide specific culturally responsive training so that staff can use a strength-based approach to understand and value QSD families' cultural backgrounds.

**2021-22 Goal:** Expand Parent Partnership Advisory Group to represent all parents, specifically mono-lingual Spanish speaking parents. School based Parent Volunteer Committee

would be rebooted as Parent Advisory Committee to establish two-way communication regarding school-bead decisions/ provide outreach for student, parent, school and community perspectives.

**2022-23 Goal:** All QSD Schools' Youth Truth Parent Relationship Survey's would measure in the 70% percentile.

3. College & Career Readiness: EDRC data indicated a high degree of remediation classes are required for QSD graduates specifically Hispanic students. Data suggest a clear college preparatory pathway in both ELA and Math to reduce the amount of required remediation.

**DATA INDICATORS**

### QSD Graduation Rate

| | | |
|---|---|---|
| **2018** | White 85% | Hispanic 77% |
| **2017** | White 91% | Hispanic 76% |
| **2016** | White 86% | Hispanic 72% |

| 2016 ELA Remediation | 2016 Math Remediation |
|---|---|
| 2yr Hispanic- 44% | 2yr Hispanic- 60% |
| 4yr Hispanic- 13% | 4yr Hispanic- 28% |
| 2yr White- 22% | 2yr White- 41% |
| 4yr White- 0-10% | 4yr White- 17% |

**Levers for Equity**
a. Established College in the High School (CiHS) Programs through EWU, CWU, and UW.
b. Clear, without gatekeepers, CiHS ELA Scope and Sequence is established at QHS
c. AP Computer Science Program for Juniors and Seniors
d. QMS STEM Project Lead the Way programs (medical and engineering)
e. Partnership with UW to develop a more rigorous math experience for QHS students was establish in the 2019-2020 school year
f. Establish 6-12 AVID Program at both QMS and QHS
   **2020-21 Goal:** Conduct a K-12 college level/rigorous course pathway evaluation to guide additional course offerings.
   **2021-22 Goal:** Establish rigorous course offering pathways in STEM and the humanities for all students.
   **2022-23 Goal:** Utilize multiple data sources, including disaggregated student data by race and language learner status, to reflect on the effectiveness of the new course offerings.

**4. Early Learning Experiences:** Quincy School District students' early learning experiences are limited and WAKids Kindergarten data points to nearly all students are not prepared for their public education experience, specifically Hispanic students. The Quincy School District has not created conditions that would lead to students coming to kindergarten better prepared.

**DATA INDICATOR**
• **2018-19- 11.9.%** of Kindergarteners entering kinder considered "ready" per WAKids:

Hispanic **10.3%**     White **26.1%**     State Average **45.7%**

- **2017-18- 10.1.%** of Kindergarteners entering kinder considered "ready" per WAKids:

  Hispanic **9.8%**   White **13.6%**   State Average **46.7%**

- **2016-17- 13.5.%** of Kindergarteners entering kinder considered "ready" per WAKids:

  Hispanic **12.4%**   White **25%**   State Average **45.6%**

**Levers for Equity**
a. Partnerships with existing three preschools
b. Approximately 30 State licensed daycares operating in the community
c. QSD facilities are available for additional preschool experiences for students
d. QSD has an early learning coordinator and Whole Child Director on staff
*(Strategic Plan Connection: Access, Opportunity, and Equity; Partnerships)*

**2020-21 Goal:** Establish a QSD Early Learning Coalition to facilitate decision making process to expand early learning experiences for QSD Students.

**2021-22 Goal:** Add a minimum of two general education preschool classes and establish professional development offering for QSD daycare providers.

**2022-23 Goal:** Add a minimum of one additional general education preschool and expand the special education preschool program to include general education students. Establish the "Grads" program to teenage mothers who are QSD current enrolled students.

5. Each School has Different Philosophies, Policies and Rules Related to **Discipline**
*(Strategic Plan Connection: Effective Teaching; Access, Opportunity; Partnerships, and Equity; Continuous Renewal; Communication)*

2020-21 Goal:

2021-22 Goal:

2022-23 Goal:

**6. Work Force Diversification:** The Quincy School District realizes the need to recruit, employ, support, and retain a workforce that includes racial, gender, and linguistic diversity as well as culturally competent administrative, instructional, and support personnel.

**DATA INDICATOR**  **QSD Teacher/Administrator Demographics**    **QSD Student Demographics**

| White - 87.4% | Hispanic - 10.4% | White -10.6% | Hispanic - 88.5% |
|---|---|---|---|

**Levers for Equity**
a. QSD/EWU Grow Your Own Teacher
b. QHS Bi-lingual Careers in Education Program
c. An established Beginning Educator Support Team (BEST) in each school
d. Modern school facilities and newly purchased technology in each classroom
e. One of the most competitive teacher contracts in the region

**2020-21 Goal:** Attend career fairs to specially recruit qualified bi-lingual candidates in all content areas. Redesign employment process to ensure diversity is taken into account.

**2021-22 Goal:** Interview past graduates from the Bi-lingual Educator Career in Education

program with the intent of offering conditional contracts.  Renew the EWU/QSD Grow Your Own Teacher Program and establish partnership with CWU and WVC teacher programs for existing QSD employees who might not qualify for Growth Your Own.

**2022-23 Goal:** 35% of all QSD Teachers will be bi-lingual.

## ACCESS, OPPORTUNITY, AND EQUITY METRICS

WA Kids pre-k school readiness data

Smarter Balance Assessment data

ELPA21 Data

HS graduation rates

Advanced Course Work Enrollment

Highly Capable and Enrichment student demographics

College acceptances, remediation, and graduation rates

Student enrollment demographic data in rigorous course offerings

QSD teaching staff demographics

QSD

School Board

QSD

AOE Coalition

QSD

**QSD Access Opportunity and Equity work**

Community

QSD

Admin

QSD

Students & Family

QSD

Staff

QSD

- **QSD School Board:** School Board Reports, Work Sessions, Annual Equity Conference, Annual WSSSA Conference, Book Study

- **QSD AOE Coalition**: Monthly AOE Coalition Meetings

- **QSD Administrative Team:** Monthly Admin Team Meetings, June and August retreats, SIP Process

- **QSD Staff:** Collaboration, Staff Meetings, LID Topics, All District Day, SIP Strategies

- **QSD Students and Families:** District Communication (Social Media Channels), Open Houses, Conferences, Family Nights, Parent Advisory Meetings,

- **QSD Community:** QSD Communication (Social Media and Communicator), Community Meetings/Presentations, Equity Information Sessions (Panels, Movies, Book Study)

**Year 1 - Racial/cultural/diversity identity formation and understanding self as a racial, cultural, diverse being and equity leadership development.- AOE Coalition**
Anchor Text: Singleton, G. (2015). Courageous Conversations About Race

1. Engage in courageous conversations with colleagues, board, students and parents around issues of equity, race and identity.
- Practice each component of the Courageous Conversations Around Race (CCAR) protocol, understanding the personal and interpersonal purpose of each part and its use as a protocol to enter conversations around race. E.g. Agreements, Compass, and first two conditions

2. Engage in consistent self-reflection applying reflective practice in racial conversations outside of the AOE sessions.
- Craft a Racial Autobiography
- Understand Identify Development
- Develop an understanding of identity and privilege
- Take part in a Photovoice to visualize equity in the QSD
- Take part in structured color line

3. Understand issues of equity, race and diversity and communicate urgency regarding how these issues are uniquely displayed within the Quincy School District
- Analyze student outcome data (SBA, college experiences, WAKid, ELPA21, Youthtruth, etc) to identify trends and create questions of inquiry as to why these trends might exist.
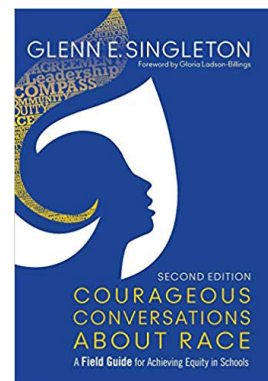
**Year 2 -Creating inclusive learning spaces through culturally relevant practices- going beyond the AOE Coalition**
Anchor Text: DiAngelo, R. (2018). White Fragility (AOE Coalition)
Anchor Text: Oluo, I. (2019). So You Want to Talk About Race (AOE Coalition)
Anchor Text: Singleton, G. (2015). Courageous Conversations About Race (Site Teams)
Site-based equity teams would follow the AOE Coalition Year One Plan

1. Engage in courageous conversations with colleagues, board, students and parents around issues of equity, race and identity.
- All Building Admin and AOE Coalition Teacher Leaders take part in Beyond Diversity One and establish site Equity Teams (site equity teams would follow year one professional development plan) so they can practice each component of the Courageous Conversations Around Race (CCAR) protocol, understanding the personal and interpersonal purpose of each part and its use as a protocol to enter conversations around race. E.g. Agreements, Compass, and remaining four conditions.

2. Engage in consistent self-reflection applying reflective practice in racial conversations outside of the AOE Coalition sessions. Site Equity Teams would follow year-one PD Plan
- Privilege Walk with the District AOE Coalition
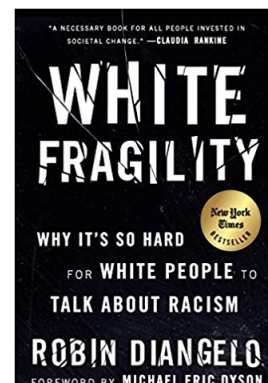
11.

- AOE Coalition Book studies using the above anchor texts.

3. Understand issues of equity, race and diversity and communicate urgency regarding how these issues are uniquely displayed within Quincy School District community.
- Analyze student outcome data (academic, discipline, college experiences, student voice, etc) to identify trends and create questions of inquiry as to why these trends might exist.

4. Use explicit Culturally Responsive Practices in professional practice to create a more inclusive learning environment for all students and throughout the system.
- Examine existing structures such as AVID, GLAD, and the Big five as avenues for explicit
- Culturally responsive teaching practices.
- All staff would receive strength -based feedback and support in implementing explicit culturally responsive teaching practices.

**Year 3 – Racial, Cultural, and Equitable Acceptance and Application to Professional Practice**
Year 3 professional development plan goals would be developed at the end of year two and would based on staff articulated professional development need.

## ADDITIONAL PROFESSIONAL DEVELOPMENT RESOURCES

**Media**
- The 13th, Movie
- When They See Us, Netflix
- Miss Buchanan' Period of Adjustment (Podcast)
- Seeing White (Podcast)
- This is Us, Television Series
- Procter and Gamble: The Talk'
- The Danger of a Single Story - a TED Talk by Chimamanda Adiche

**Articles**
- Avoiding Racial Equity Detours by Paul Gorski
- What Does it Mean to be White, Robin Diangelo
- Beginning Courageous Conversations about Race by Glenn Singleton and Cyndie Hays
- The Anti-Racist Educator by Tracey Benson and Sara E. Fiarman

**Books**
- Fresh Fruit and Broken Bones by Seth Holmes
- White Fragility by Robin Diangelo
- So You Want To Talk About Race by Ijeoma Oluo,
- Courageous Conversations by Glenn Singleton
- White Rage, Dr. Carole Anderson
- Colorblind, Tim Wise
- Between the World and Me, Ta-Nehisi Coates
- How to Be an Antiracist, Ibram X. Kendi

- **Equality:** assumes that all citizens have the same opportunities and experiences (Singleton, 2015).

- **Racial Equity:** Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares (Center for Assessment and Policy Development).

- **Equity:** is an optional belief that enables educator to provide whatever level of support needed to whichever students who require it. In the classroom, this means providing each and every student with what each individually needs to succeed. Students of the greatest need receive the greatest level of support to guarantee academic success (Singleton, 2015).

- **Unconscious Bias:** the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control (Banaji and Greenwald, 2016).

- **Race:** a power construct or merged difference that lives socially (Kendi, 2019)
.
- **Racism:** a groups collective prejudice is backed by the power of legal authority and institutional control. A far-reaching system that functions independently from the intentions or self-images of induvial actors (Diangelo, 2018).

- **Institutional/Systemic Racism:** the power to create an environment where that belief is manifested in a subtle or direct subjection of the subordinate ethnic groups through a society's institutions (Lindsey, Nuri Robind and Terrell, 2003).

- **Individual Racism:** refers to an individual's racist assumptions, beliefs or behaviors and is a form of racial discrimination that stems from conscious and unconscious, personal prejudice (Henry & Tator, 2006).

- **Anti-Racism:** A conscious and deliberate effort to challenge the impact and perpetuation of instructional White racial power, presence, and privilege. Anti-racism is active (Singleton, 2015).

- **Leadership for Racial Equity:** identify how their unaware bias affects their students, challenging and attitudes of low expectations, working with parents to help them to support their children's learning, and identifying how racism becomes institutionalized in policies and practices (Weissglass, 2001).

- **Culture**: a social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication (Community Builders Tool Kit).

- **Diversity:** Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs Ferris State University, 2017).

- **Ethnicity:** A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base (Adams, Bell, and Griffin, 1997).

# Port Townsend High School Program Disproportionality Analysis Report for Specialized Programs 2019-20

**Process**

1. *When does the enrollment review occur?*

A review of enrollment data will be conducted in order to identify discrepancies in race, gender, English language proficiency, socioeconomic or disability status.  This review will optimally occur in the late fall of each school year, or as accurate data becomes available through OSPI.  The review of 2019-20 data is occurring in February, 2020.  Data will be analyzed to ensure that there is no discrepancy, and if so, determine if these discrepancies are a result of discriminatory practices.

 2. *Who is involved in the reviews?*

The building leadership team, consisting of content/grade level stakeholders, and school administration were involved in analysis of the data.

3. *How are the reviews documented?*

The school administration will gather data.  Once data is collected, it is brought before the building leadership team, who work to determine if there are discrepancies.   Notes from the meeting are shared with all staff, and data is used to generate a report for the Port Townsend School District.

4. *What data is reviewed?*

Data from CEDARS is reviewed in order to identify discrepancy.  Data analyzed included percentage of students by race, EL status, Low Income status, disability status and gender.

5. *How does the building determine whether disproportionalities exist?*

The team looks at the percentage of students by race, EL status, Low Income status, disability status and gender and compares it to the percentage of students enrolled by program.  PTHS has 409 total students.  This table indicates the percentage of total population compared to the percentage of students in these programs.  Any area that presents with a perceived discrepancy will be further analyzed to ensure that these discrepancies are not due to discriminatory practices.

**Building summary:**

*1. Student Special Education Data reviewed.*

STUDENTS WHO QUALIFY FOR SPECIAL EDUCATION

| Total Student Population by Ethnicity and Program (2019-2020) | | | Student Enrollment by Ethnicity and Program (16.7%/55 FTE for 2019-2020) | |
|---|---|---|---|---|
| Amer. In/Alaskan Nat. | 1.1% | | Amer. In/Alaskan Nat. | 2 (3.6%) |
| Asian | 2.3% | | Asian | 1 (1.8%) |
| Black/African American | 1.4% | | Black/African American | 0 (0.0%) |
| Hispanic/Latino | 7.2% | | Hispanic/Latino | 0 (0.0%) |
| Pacific Islander | 0.0% | | Pacific Islander | 0 (0.0%) |
| Two or more races | 4.3% | | Two or more races | 5 (9.0%) |
| White | 83.3% | | White | 47 (85.6%) |
| Female | 48.6% | | Female | 22 (43.4%) |
| Male | 50.9% | | Male | 33 (56.5%) |
| EL Status | 2.9% | | EL Status | 1 (1.8%) |
| Low Income | 48.9% | | Low Income | 37 (67.2%) |
| Homeless | 0.9% | | Homeless | 2 (3.6%) |
| 504 | 4.6% | | 504 | ****** |
| Special Ed. | 16.7% | | Special Ed. | ****** |

*1. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify disproportionalities.*

The Building Leadership Team met to consider this data.  Each individual area was considered.  Observations Included:

a) Students who qualify for free and reduced lunch are more likely as those that do not to qualify for special education.  Is this due to a lack of early childhood intervention, or a lack of interventions in the elementary grades/middle school?

b) Males are more likely than females to qualify for special education services.  Does behavior in the earlier grades impact this?

c) Students who are homeless are slightly more likely to qualify for special education. Is this due to small sample size?  (The team felt that this was the case)

2. A list of identified disproportionalities.

- **Males** are more likely to be found eligible for special education services.
- Students who **qualify for free and reduced lunch** are more likely to be found eligible for services.
- A review of data from the other two schools in the district shows a consistent trend in the two factors (low income males).

**Identified Disproportionalities**

*1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of disproportionalities (i.e., root cause analysis).*

The team discussed the identified disproportionalities. The team identified two disproportionalities. They also considered homelessness as an area of concern, but due to the fact that there are only 2 students in this category, there was not determined to be sufficient data to make an accurate determination.  The team will continue to monitor this to ensure equity.

*2. The building's plan to address each disproportionality to ensure it is not the result of discrimination*

The school considered all data, policy and practice.  Decisions made included:

It is rare that new special education referrals occur at the high school level.  However, when a new referral is made, gender and income status will be analyzed in order to ensure that referral is not bias based on these factors.

Interventions being provided will be analyzed to ensure that they are not inherently discriminatory. When looking at student data, names may be omitted so that the team focuses on the data, rather than the characteristics of the child.

*Action Plan:*

1. PTHS will increase awareness of the discrepancy identified in the area of males who qualify for special education who qualify for free and reduced lunch.
   - ✓ Intervention for all students will be data based.
   - ✓ Grade level teachers, who participate on the Student of Concern team, will be provided with a summary of these findings.
   - ✓ Administrative staff will review this data in an effort to increase awareness and equity

*2. Student Highly Capable Data reviewed.*

STUDENTS WHO QUALIFY FOR HIGHLY CAPABLE SERVICES

| Total Student Population by Ethnicity and Program (2019-2020) | | Student Enrollment by Ethnicity and Program (32 FTE for 2019-2020) | |
|---|---|---|---|
| Amer. In/Alaskan Nat. | 1.1% | Amer. In/Alaskan Nat. | 0 (0.0%) |
| Asian | 2.3% | Asian | 1 (3.1%) |
| Black/African American | 1.4% | Black/African American | 0 (0.0%) |
| Hispanic/Latino | 7.2% | Hispanic/Latino | 0 (0.0%) |
| Pacific Islander | 0.0% | Pacific Islander | 0 (0.0%) |
| Two or more races | 4.3% | Two or more races | 1 (3.1%) |
| White | 83.3% | White | 30  (93.8%) |
| Female | 48.6% | Female | 18 (56.3%) |
| Male | 50.9% | Male | 14 (43.7%) |
| EL Status | 2.9% | EL Status | 0 (0%) |
| Low Income | 48.9% | Low Income | 8 (25.0%) |
| Homeless | 0.9% | Homeless | 0 (0.0%) |
| 504 | 4.6% | 504 | 2 (6.2%) |
| Special Ed. | 16.7% | Special Ed. | 0 (0.0%) |

*1. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify disproportionalities.*

The Building Leadership Team met to consider this data.  Each individual area was considered. Observations Included:

a) Students who qualify for Free and Reduced Lunch are less likely to be identified as highly capable.  Is this due to identification bias?
b) Females are slightly more likely to be identified as highly capable.  Is this due to higher rates of teacher or parent referral at the younger grades?
c) There is a lack of ethnic diversity among students identified as highly capable.  Does this follow state trends?

2. A list of identified disproportionalities.

- **Females** are more likely to be identified as highly capable.
- Students who **qualify for free and reduced lunch** are less likely to be identified as highly capable
- **White students** are more likely to be identified as highly capable.
- **Students with disabilities** are less likely to be identified as highly capable

**Identified Disproportionalities**

*1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of disproportionalities (i.e., root cause analysis).*

The team discussed the identified disproportionalities. The team identified four disproportionalities. The team determined that students who are eligible for special education services must show an adverse impact on achievement to qualify, so it is not discriminatory that fewer students are identified as twice exceptional in this way.  The team looked at policy and procedure for identification and did not deem the slightly higher numbers of males to females to be discriminatory.  There was discussion about the low number of students who qualify for free and reduced lunch, but there was not determined to be sufficient data to make an accurate determination about discrimination.  The team will continue to monitor this to ensure equity.

*2. The building's plan to address each disproportionality to ensure it is not the result of discrimination*

The school considered all data, policy and practice.  Decisions made included:

Students are not specifically identified as newly highly capable at the high school level.  Because we offer curricular options for accelerated and Advanced Placement coursework at the high school, all students are able to access challenging curriculum.

*Action Plan:*

> PTHS will increase awareness of the discrepancy identified in the area of gifted students who qualify for free and reduced lunch.
> - ✓ Administrative staff will review this data in an effort to increase awareness and equity

*3. Students enrolled for Advanced Placement classes reviewed.*

STUDENTS WHO ENROLLED IN ADVANCED PLACEMENT COURSEWORK

| Total Student Population by Ethnicity and Program (2019-2020) | | Student Enrollment by Ethnicity and Program (68 Students for 2019-2020) | |
|---|---|---|---|
| Amer. In/Alaskan Nat. | 1.1% | Amer. In/Alaskan Nat. | 0 (0.0%) |
| Asian | 2.3% | Asian | 5 (7.3%) |
| Black/African American | 1.4% | Black/African American | 0 (0.0%) |
| Hispanic/Latino | 7.2% | Hispanic/Latino | 0 (0.0%) |
| Pacific Islander | 0.0% | Pacific Islander | 0 (0.0%) |
| Two or more races | 4.3% | Two or more races | 0 (0.0%) |
| White | 83.3% | White | 63 (92.7%%) |
| Female | 48.6% | Female | 34 (50.0%) |
| Male | 50.9% | Male | 34 (50.0%) |
| EL Status | 2.9% | EL Status | 0 (0.0%) |
| Low Income | 48.9% | Low Income | 15 (22.0%) |
| Homeless | 0.9% | Homeless | 0 (0.0%) |
| 504 | 4.6% | 504 | 4 (5.8%) |
| Special Ed. | 16.7% | Special Ed. | 0 (0.0%) |

*1. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify disproportionalities.*

The Building Leadership Team met to consider this data.  Each individual area was considered. Observations Included:

a) Students who qualify for Free and Reduced Lunch are less likely to enroll in Advanced Placement classes.
b) There is a lack of ethnic diversity among students enrolled in Advanced Placement classes.  Does this follow state trends?

2. A list of identified disproportionalities.

- Students who **qualify for free and reduced lunch** are less likely to enroll in AP classes.
- **White students and Asian students** are more likely to enroll in AP classes.
- **Students with disabilities** are less likely to enroll in AP classes.

**Identified Disproportionalities**

*1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of disproportionalities (i.e., root cause analysis).*

The team discussed the identified disproportionalities. The team identified three disproportionalities. The team determined that there was uncertainty around the informational methods used to inform, and promote AP classes to students who are eligible for special education services.

There was discussion about the low number of students who qualify for free and reduced lunch, but there was not determined to be sufficient data to make an accurate determination about discrimination. The team will continue to monitor this to ensure equity.

*2. The building's plan to address each disproportionality to ensure it is not the result of discrimination*

The school considered all data, policy and practice.  Decisions made included:

The data around AP class enrollment will be taken to the greater building leadership team to strategize methods for increasing AP enrollment across the school, as well as informing students about cost reductions for AP exams (and other perceived cost barriers).  Teachers will develop recruitment materials to encourage AP participation from a broader representative group of our student population. More attention will be paid to ensure that no student is overlooked based on income status or lack of exposure to enriching life experiences.

*Action Plan:*

a) PTHS will increase awareness of the discrepancy identified in the area of student enrollment in AP classes who qualify for free and reduced lunch, or are in special programs.
✓ Recruitment materials will be developed to encourage AP participation from a broader representative group of our student population.
✓ Administrative staff will review this data in an effort to increase awareness and equity

*4. Students enrolled in CTE classes reviewed.*

*1. A narrative, report, or meeting minutes that demonstrate how the LEA or building analyzed the data to identify disproportionalities.*

The Building Leadership Team met to consider this data.  Each CTE course was disaggregated by gender, FRL status, race, and disability status.  Please see attached notes on pages 10-20 of this report.

Observations Included:

a) There were no significant disproportionalities detected in Career/Health Courses
b) There are more male students than female students enrolled in Boatbuilding (59% vs. 41%)
c) There are more female students than male students enrolled in Photography (65% vs 43%)
d) There are more male students than female students enrolled in Robotics (83% vs. 17%)
e) There are fewer low income students in Video Production (18% vs. 82%))
f) There are more male students than female students enrolled in Web Design (70% vs. 30%)
g) There are more male students than female students enrolled in Advanced Media (75% vs. 25%)

2. A list of identified disproportionalities.

- There is **gender disparity** in Boatbuilding, Photography, Robotics, Web Design, and Advanced Media
- There is an **income disparity** among students that take Video Production.


 **Identified Disproportionalities**

*1. A narrative, report, or meeting minutes that demonstrate the LEA or building's analysis to determine the causes of disproportionalities (i.e., root cause analysis).*

The team discussed the identified disproportionalities. The team identified gender disproportionality as the primary area of concern.  There was a bit of ethnic and income disparity, but this seems to be due to small sample size which inflates the percentage in these areas.  The team determined that part of the issue is student preference, and this often drives the post high school plan.

It was determined that there is not sufficient data to make an accurate determination about discrimination.  The team will continue to monitor this to ensure equity.  In the meantime, efforts will be made to close this gap.

*2. The building's plan to address each disproportionality to ensure it is not the result of discrimination*

The school considered all data, policy and practice.  Decisions made included:

Students will be encouraged to consider non-traditional classes for male and female students.

*Action Plan:*

PTHS will increase awareness of the gender gap and also encourage participation by all genders in CTE classes.

- ✓ Recruitment materials will be developed to encourage CTE participation for both genders.
- ✓ Administrative staff will review this data in an effort to increase awareness and equity.