



INTERNAL MONITORING REPORT

To: WSD Board President and Board of Trustees
From: Wilmer Chavarria, WSD Superintendent
Re: **Annual Monitoring Report on Executive Limitations
Policy Title 2.9: Race and Equity**
Date: 05/06/2024

Dear Members of The Board,

Below please find my Annual Monitoring Report on your Executive Limitations Policy 2.9 “Race and Equity,” presented in accordance with your monitoring schedule. I certify that the information contained in this report is true.

Thank you for your work in advancing the mission of our district to form students who will “lead healthy, productive and successful lives and engage with their local and global community.”

Respectfully Submitted,



Wilmer A. Chavarria, NBCT
Superintendent of Schools
Winooski School District
wchavarria@wsdvt.org

POLICY WORDING

Policy Title: 2.9 Race and Equity

The superintendent shall not fail to interrupt factors that perpetuate systemic inequities and/or practices that contribute to an inequitable over and under representation in school supported or sanctioned activities of any historically marginalized student group compared to their peers. The superintendent shall not fail to confront institutional biases that result in students' academic outcomes being determined by such factors as race and ethnicity, gender identity and sexual orientation, socioeconomic status, physical ability, language and/or culture.

- The superintendent shall not fail to take all reasonable, required, and/or necessary actions regarding the reporting, adjudication and tracking of incidents of racial, sexual or cultural bias or harassment.
- The superintendent shall not fail to:
- Recruit, employ, support, retain and continuously develop a culturally-responsive workforce;
- Wherever possible, increase workforce diversity;
- Seek out and incorporate student input in order to develop and maintain a safe and inclusive environment for each and every student;
- Engage families and community partners, in culturally-appropriate ways, to ensure that all of the communities' cultural perspectives are elevated and valued;
- Provide an environment that supports the creation and implementation of culturally-responsive instructional practices and curriculum;
- Provide professional development, training and engagement opportunities to inform and practice cultural sensitivity and increase awareness of personal bias and inequities in leading, teaching, counseling, advising and coaching practices; and
- Recognize and value the wisdom and knowledge that students and families bring to each classroom, school and our District as a whole.

1. INTERPRETATION

Interrupt means identifying and addressing “systemic inequities and/or practices” within the Winooski School District so that such inequities/and/or practices are most likely to cease or decrease. “Systemic inequities and/or practices” refer to any instance or pattern of WSD student or staff behavior, policy, or action that cause a person(s) to receive different treatment due to factors such as those listed in this policy when: 1) The difference in treatment is unlikely to be welcomed by the subgroup in question; or 2) When it is conceived to be harmful or exclusionary by the dominant group or institution.

1. INTERPRETATION (CONTINUED)

In requiring that the Superintendent “shall not fail to confront institutional biases,” failure in confrontation means that the Superintendent does not dedicate intentional, well-informed time and energy towards identifying the root(s) of an institutional issue and its potential solutions. Institutional biases refer to one or more students and/or staff receiving the effects of a WSD-sanctioned action, policy, or program in which they are meaningfully and detrimentally targeted and/or affected due to factors such as those listed in this policy.

In requiring that the Superintendent “shall not fail to take all reasonable, required, and/or necessary actions” in relation to incidents specified in this policy, this failure of action refers to insufficient effort in: 1) Notifying parties relevant to the situation (teachers, administration, students, guardians); 2) Identifying potential solutions; and 3) Making informed decisions in response to the matter in a way that not only complies with existing laws and Board policy but that is based on principles of anti-racism, affirmation, and equity.

“Tracking incidents” means keeping a record containing the date(s) of incident, factor(s) involved in the issue, what steps the Superintendent or designee took in resolving the issue, and a policy-based justification for why action was chosen. Tracking incidents implies the ability to produce reports disaggregated to an extent that satisfies the Board’s need to analyze high level patterns of the practices of the organization in relation to subgroups provided that public reports (such as this one) do not contain data with count sizes that could lead to the easy identification of students involved.

A “culturally-responsive workforce” refers to WSD staff being recruited and employed in part because they were identified with the will and capability to respect other identities, contextualize actions towards different groups, and learn about the WSD environment and community in order to respond to its evolving needs.

“Retaining” this workforce means maintaining employees who continue to exhibit these traits. “Continuously developing” this workforce refers to the Superintendent’s duty to identify effective timelines and plans for professional development to be implemented.

“Increasing workforce diversity” wherever possible refers to the Superintendent’s commitment to recruiting and employing employees from backgrounds not yet represented or drastically underrepresented. It also refers to supporting, retaining, and continuously developing the people who hold these backgrounds in addition to promoting awareness of the various identities and communities among existing employees.

1. INTERPRETATION (CONTINUED)

“Seeking out” student input means that the Superintendent will utilize passive and active methods of gathering input from students in as many matters as feasible through sustainable structures, practices, and culture. Incorporating this input means meaningfully weighing student input when identifying and deciding on courses of action. “A safe and inclusive environment” refers to formal and informal WSD settings in which all students, faculty, and staff are held to a high standard in relation to awareness and respect to the diversity of cultural backgrounds and exhibit behaviors that account for this diversity. “Developing and maintaining” this environment means that the Superintendent will make utmost effort in fostering growth among these groups’ “culturally-responsive” mindsets, holding restorative and/or punitive accountability sessions at the discretion of the Superintendent. The Superintendent’s duty to “each and every student” means that the Superintendent will not intentionally discriminate towards any individual student or identity, and that the Superintendent will seek out and amend any discriminatory practices or policies currently in existence. Rather, the Superintendent only differentiates between groups when engaging in affirmative protocols that recognize the data-based and historically-accurate disadvantages and barriers the group in question has faced, and takes intentional action to address these barriers in a way that is acceptable and welcomed by the subgroup.

“Engaging families and community partners” means incorporating family and community input into all instructional, operational, and visioning planning in meaningful and tangible ways rather than superficial or in a tokenizing manner. “Culturally-appropriate” means that the engagement is based on the best information available about the cultures of the community and adapted to meet the parameters of that culture, so to minimize barriers to engagement. Cultural perspectives are “elevated and valued” by treating those perspectives as valid, relevant, and sufficient when tackling the challenges of the district.

“Culturally-responsive instructional practices and curriculum” are those that begin with the question “who are our students” and proceed to make instructional and curricular choices based on an informed answer to the question. This includes not selecting curriculum automatically from traditional vendors or sources without a deep examination of whether the curriculum is the best match for the diversity of experiences in the district. It also includes the constant re-thinking of classroom and school-wide practices, strategies, tasks, activities, events, and offerings to adapt to the changing and varied interests of our students and the unique learning goals of the families and wider community.

1. INTERPRETATION (CONTINUED)

“Increasing awareness of personal bias and inequities” means being exposed to, and achieving personal conceptual change as a result of, high quality learning opportunities for professionals regarding human variability, diversity, belonging, racism in all its forms, and the effects of white supremacy on our unquestioned practices. Ideally, this learning is led by other professional whose current and lived experiences relate to the topic in question and who can serve as sources of guidance beyond a single session.

The “wisdom and knowledge” of students and families are assets that play a role in any part of the student’s experience in the schools and extend beyond simple habits or preferences. This knowledge can range from proficiency in more than one language, to personally understanding war, to memorized poetry in the form of prayers, to being fluent in an American dialect, to proficiently “code-switching” from one set of social norms to another, to knowing the difference between one type of mango and another, and an infinite number of other possible internal assets. “Recognizing and valuing” this knowledge entails the serious commitment and willingness to change even what we believe to be most central to traditional practices of schooling if doing so is a result of being responsive to student and family’s “wisdom and knowledge.” Not doing so, or only superficially acknowledging community assets without consequential changes, potentially becomes complicit in advancing barriers to true cultural responsiveness and to solidifying structures of white supremacist or exclusionary nationalistic education.

2. COMPLIANCE CONDITIONS

Factors that perpetuate systemic inequities are interrupted by identifying and addressing those inequities and/or practices” within the Winooski School District so that they are most likely to cease or decrease.

The Superintendent confronts institutional biases by dedicating intentional, well-informed time and energy towards identifying the root(s) of an institutional issue and its potential solutions

The Superintendent takes all reasonable, required, and/or necessary actions in relation to incidents of racial, sexual or cultural bias or harassment by 1) Notifying parties relevant to the situation at hand (teachers, administration, students guardians); 2) Identifying potential solutions; and 3) Making informed decisions in response to the matter in a way that not only complies with existing laws and Board policy but that is based on principles of anti-racism, affirmation, and equity.

The superintendent keeps a record containing the date(s) of incident, factor(s) involved in the issue, what steps the administration took in resolving the issue, and a policy-based justification for why action was chosen. Incidents are tracked with the ability to produce reports disaggregated to an extent that satisfies the Board’s need to analyze high level patterns of the practices of the organization in relation to subgroups when requested.

A “culturally-responsive workforce” is fulfilled when WSD staff are recruited and employed in part because they were identified, through clear and intentional hiring processes, with the will and capability to respect other identities, contextualize actions towards different groups, and learn about the WSD environment and community in order to respond to its evolving needs. “Retaining” this workforce is fulfilled when employees who continue to exhibit these traits stay with the district for continuous years and when turnover is low. The workforce is developed by producing effective timeless and specific plans for professional development and ensuring that funding exists for their execution.

The Superintendent increases workforce diversity by taking steps to recruit and employ people from backgrounds not yet represented or drastically underrepresented. The Superintendent promotes an environment of support and belonging for people already hired and is responsive to the needs specific of subgroups of employees to maximize the likelihood of their remaining with the district.

The Superintendent utilizes passive and active methods of gathering input from students in as many matters as feasible through sustainable structures, practices, and culture. Student input is respectfully considered when identifying and deciding on courses of action.

2. COMPLIANCE CONDITIONS (CONTINUED)

The Superintendent does not intentionally discriminate towards any individual student or identity, and instead seeks out and amend any discriminatory practices or policies currently in existence. The Superintendent only differentiates between groups when engaging in affirmative protocols that recognize the data-based and historically accurate disadvantages and barriers the group in question has faced, and takes intentional action to address these barriers in a way that is acceptable and welcomed by the subgroup.

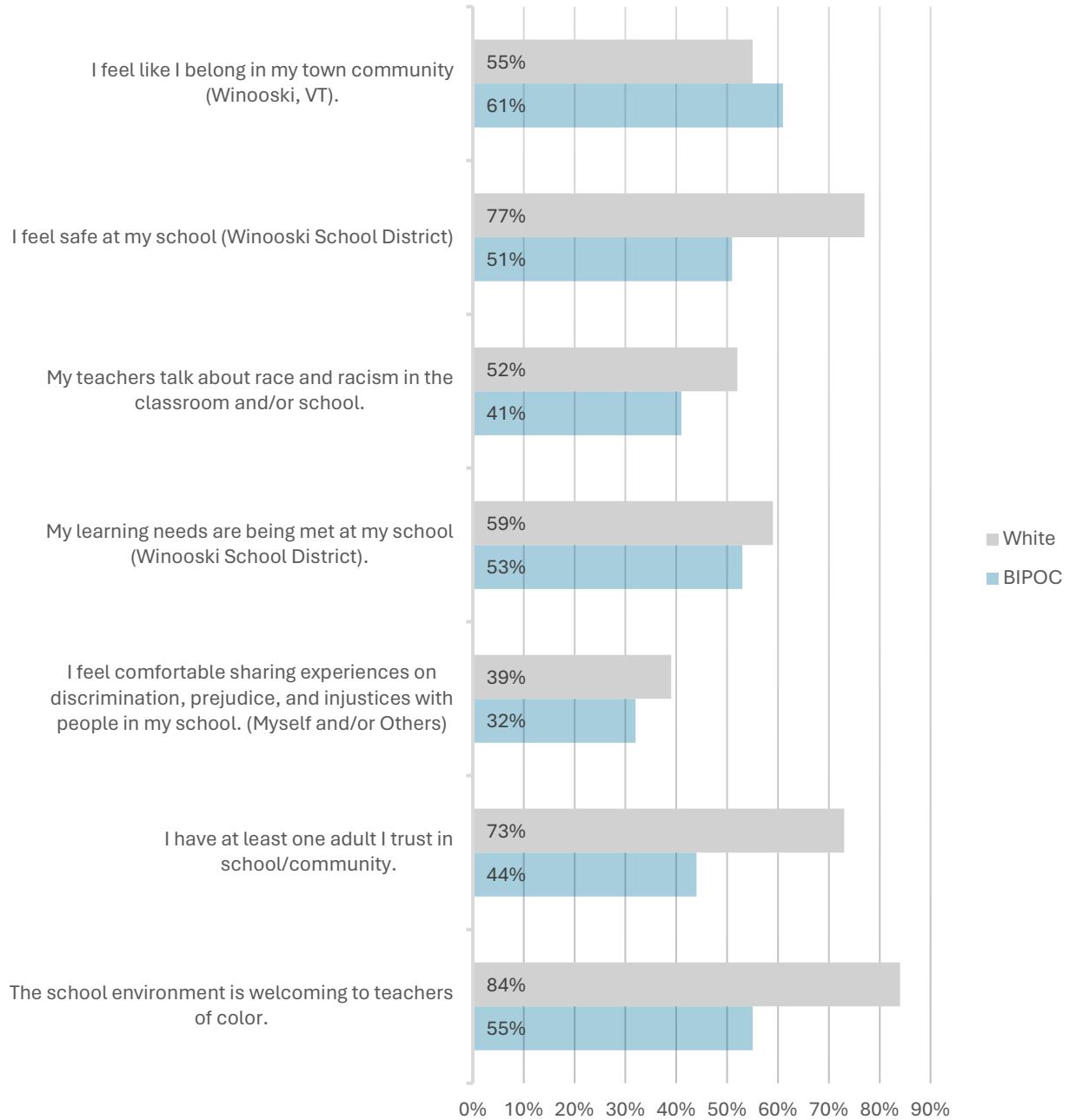
Family and community input is incorporated into all instructional, operational, and visioning planning in meaningful and tangible ways rather than superficial or in a tokenizing manner. This engagement is based on the best information available about the cultures of the community and adapted to meet the parameters of that culture, so to minimize barriers to engagement.

Instructional and curricular planning begins with the question “who are our students.” Curriculum selection is not automatically selected from traditional vendors or sources without a deep examination of whether the curriculum is the best match for the diversity of experiences in the district. The district, schools, and offices engage in the constant re-thinking of classroom and school-wide practices, strategies, tasks, activities, events, and offerings to adapt to the changing and varied interests of our students and the unique learning goals of the families and wider community.

The organization promotes awareness of personal bias and inequities by exposing employees to high quality learning opportunities regarding human variability, diversity, belonging, racism in all its forms, and the effects of white supremacy on our unquestioned practices. This learning is facilitated by other professionals whose current and lived experiences relate to the topic in question and who can serve as sources of guidance beyond a single session.

3. EVIDENCE OF COMPLIANCE

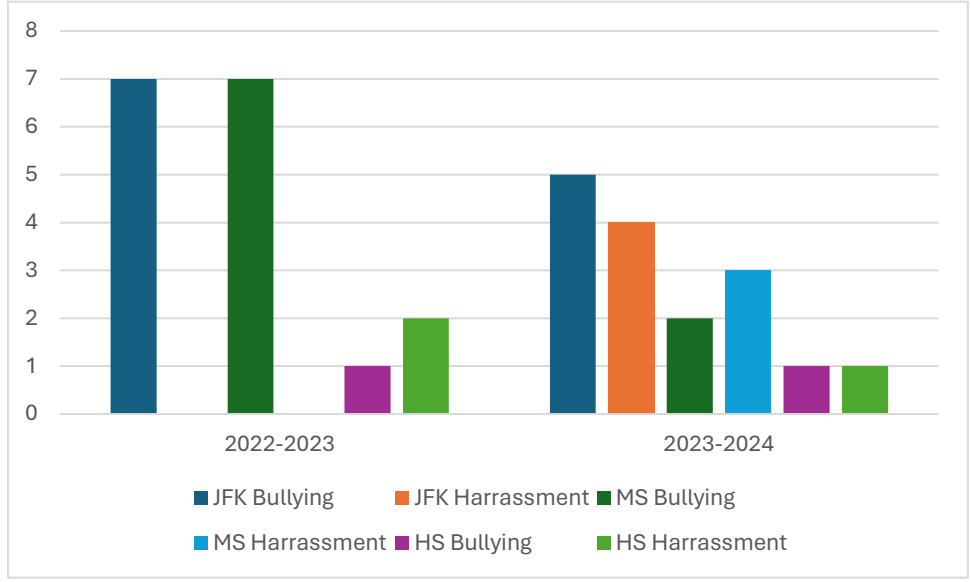
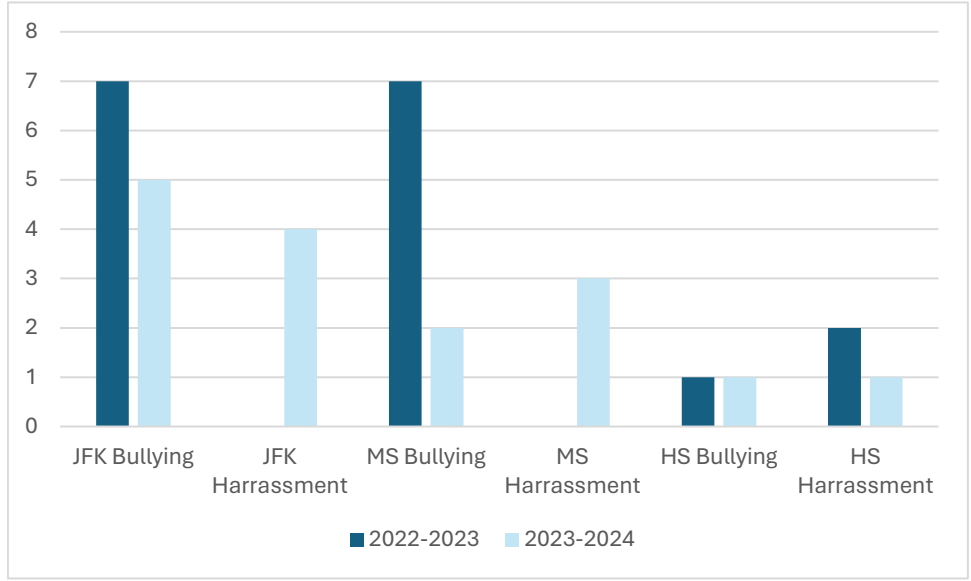
The Anti-racism Steering Committee received 139 student answers to the following statements (Spring 2024):



3. EVIDENCE OF COMPLIANCE (CONTINUED)

Hazing, harassment, and Bullying Counts

In the majority of instances of substantiation of HHB, students participated in a targeted education program with a school counselor about HHB and its impact. There were some instances where this was not possible because of things like a change of placement for the student.



3. EVIDENCE OF COMPLIANCE (CONTINUED)

- Our FY 2025 budgeting process incorporated the advantages of the new weighting system responsibly and sustainably for the future, ensuring that the needs of our subpopulations are met to the best of our ability without causing major operational and budgetary disruptions now or in the foreseeable future. However, much advocacy at the state level has been necessary along the way, and a sizeable portion of the Superintendent's time has been spent and will likely continue to be spent on becoming involved in legislative advocacy, networking, and educating the public about the importance of building and maintaining equitable approaches to funding education.
- As part of our efforts to support student and community voice in regards to the promotion of equity and anti-racism, the Superintendent requested the addition of funds within the Fiscal Year 2025 budget to cover the expenses previously covered through emergency funds for the functioning of the Anti-racism Steering Committee. In addition to securing local funds to pay for stipends, facilitation, and food, the new fund includes additional money for a part-time BIPOC Mentorship Program Coordinator, money for potential partnerships with the city (such as the equity audit event being planned) and additional money for equity initiatives in line with the existing demands.
- The city and the WSD are currently collaborating in a follow up series of events and activities related to the equity audit. A community event is scheduled to take place over the summer. The WSD and the city have contracted with the Creative Discourse Group for planning and facilitation. The WSD is paying for half of the cost of this project through funds previously approved by the Board.
- We are in the implementation phase of the work from TNTP this hiring season. While this is the first hiring season since the creation of the new processes, it is clear that the administration is working through the steps based on the discussions and reviews in leadership meetings. Based on only one resignation from the teachers this year, we continue to have a high retention rate among professional staff. We continue to expand our recruiting resources to include national job search engines, such as NationJob - <https://nationjob.com/> and Zip Recruiter that links directly to Google. Our IT department is developing a more robust open position list directly on our website, to facilitate easier access to the application process.
- For teacher in-service last summer, the district day was used in part to promote student voice and raise awareness through the "Unheard Stories" project. For this upcoming year, the Superintendent will dedicate more time for student-led conversations and workshops related to equity, race, and belonging, as a core part of the District's welcome and orientation activities.
- The district continues to be supportive of ideas brought forward by staff members, students, or the community, when those initiatives promote a sense of belonging and appreciation for the diverse communities and identities within our schools. We support by making our facilities, time, and resources available (including promotion and communications) or providing the necessary funds and supplies as appropriate.

3. EVIDENCE OF COMPLIANCE (CONTINUED)

- The Superintendent continues to partner with outside agencies and organizations that can support the district or help brainstorm better ways to support students and their unique needs. Some meetings that have taken place this year includes meetings with the Rowland Foundation, the Community College of Vermont, the Winooski Partnership for Prevention, the Winooski Parents and Students Organization, The Vermont Educational Equity Collective, among others.
- School Improvement Grant funds have been used to fund initiatives such as Poetry in JFJ with Rajnii Eddins and Professional Development with Dr. Jolivette Anderson-Duoning. We plan to continue these investments into the new school years and expand them if possible.
- The title of the Wellness Coordinator was changed to “District Coordinator of Wellness and Belonging.” This, in addition with a change in the official job description, better matches the direction of the position to include the encouragement and monitoring of equity and anti-racism initiatives and practices. Among other specific changes in the description of duties, the Coordinator is now tasked with monitoring the implementation and compliance with Policy 2.9 Race and Equity, as well as the District’s Wellness Policy.
- The Winooski Early Childhood Program provides yearly and ongoing professional development, trainings, and engagement activities to all staff on Anti-Bias Education. This incorporates the National Association for the Education of Young Children (NAEYC) Advancing Equity in Early Childhood Education through raising self-awareness, creating an inclusive physical environment, the pedagogical environment, and relationships with families and the community. The ongoing professional development emphasizes providing high-quality early learning programs that build on each child’s unique individual and family strengths, cultural background, language(s), abilities, and experiences and eliminate differences in educational outcomes as a result of who children are, where they live, and what resources their families have.
- The following are percentages of the preschool students attending one of our Winooski Programs
 - o 32% are on IEP’s
 - o 54% are Multilingual
 - o 66% are BIPOC
- To ensure that all students receive the assistance they need, we have a liaison who speaks their language and understands their needs. Our liaisons provide in-class support to help our ML students learn and collaborate with all departments. We also provide cultural awareness and support to our staff in their work with our students and their families from different backgrounds and cultures.
- We celebrate different cultural events to promote learning and understanding of the various cultures around us. For example, this year, we celebrated the Holi Festival of Colors and Iftar during Ramadan and Diwali.
- Our ML teachers invite guest external speakers and often our liaisons, who reflect our students' cultural backgrounds, to address topics around belonging and a sense of community to motivate learners.

3. EVIDENCE OF COMPLIANCE (CONTINUED)

- The Director of the ML Department and our team of Multilingual Liaisons respond to and resolve incidents that arise due to cultural differences between students or staff. We are committed to supporting all parties involved in learning from such incidents and moving forward positively. To achieve this, we ensure that each department is clear about the services available to students and their families. We also emphasize the need for teachers to provide students with a comprehensive understanding of their curriculum and what is expected of them. Additionally, we encourage students to share their concerns with us if they feel uncomfortable discussing them with their teachers, school counselors, or building principals. We guide teachers regarding parent-teacher conferences and communicate the expectations of families from diverse backgrounds.
- To ensure that all cultural perspectives are valued and to engage families and community partners in culturally appropriate ways, the ML Department, in collaboration with our Communication Director, handles all incoming and outgoing mass communications to different language groups. We also coordinate or facilitate communication with our internal staff. We offer language/communication assistance through our Multilingual Liaisons in Arabic, Burmese, French, Mai-Mai, Nepali, Hindi, Pashto, Portuguese, Somali, Spanish, Swahili and Vietnamese. In collaboration with other departments, the ML department strives to involve the parents of our multilingual students in our work, keeping them informed and making them feel that their input is always welcome. For example, we contact parents to inform them when their child is doing well in certain aspects of their academics and to share where they still need support. Furthermore, parents are often invited to events where students are showcasing or celebrating their learning.
- The Multilingual (ML) Department recently conducted an assessment of our co-teaching models and identified the need for professional development opportunities to improve collaboration between our mainstream and ML teachers. On April 11th, seven teachers from both groups attended a workshop called "Co-Planning Model for Multilingual Learners.pdf" to enhance this collaboration. After the workshop, our teachers were inspired to work more closely together to provide better support for our ML students.
- The Winooski Early Childhood Program has been hosting monthly family engagement events celebrating children's learning. Family engagement is essential to school success and improves children's attendance, academic performance, and classroom behavior. We communicate our curriculum themes with families and invite families to teach us about their languages, customs, activities, values, and beliefs so we can provide a culturally and linguistically responsive and sustaining learning environment. We want to partner with every child's family in guiding children's development and learning to ensure a solid foundation for future success in school and life.

3. EVIDENCE OF COMPLIANCE (CONTINUED)

- The JFK Leadership Team participated in a 4-day training at the BEST Summer Institute run by School Leadership for Social Justice titled Everyday Equity. This 4-day workshop focused on identifying inequity within our school and creating a practical action plan for the 2023-24 school year using actionable strategies. This action plan and learning was the basis for the 2023-24 pre-service.
- School Leadership for Social Justice is working with the entire staff beginning in May of 2024 and continuing through the 2024-25 school year to: (1) Provide campus faculty and staff with the racial equity resources and safe reflection spaces to deepen and identify personal beliefs about race, practice new mindsets, and embed those new mindsets into the culture of JFK Elementary; (2) Provide content-specific tools focused on both equity and pedagogy that work in parallel with adopted curricula to elevate teaching practices; (3) Nurture a dedicated group of teacher-leaders to provide support and continuity as JFK Elementary shifts its culture closer towards equitable outcomes for all students.
- In JFK, students in grades 3-5 complete the School Climate Survey each spring. We have 3 years worth of data. All data can be looked at in sub groupings, including Race/Ethnicity, Gender, and Grade. The JFK leadership team looks at this data annually to help guide decisions. An example of what this looks like is added at the end of this report along with other sample data.
- JFK uses Class Dojo as a main source of two way communication with families. The content on the platform can be translated for families. We work closely with the liaisons to engage with families and open two way communication. Sara Raabe writes a weekly newsletter that goes out to all families in paper form, on Class Dojo, and on the WSD Website.
- JFK adopted two new academic programs starting in the 2022-23 school year. Our ELA program, EL, and our math program, Illustrative Mathematics, both have Diversity and Inclusion as core principles within the program.
- The Middle High School's ongoing efforts in relation to this policy include a coherent advisory experience for all students, consistent expectations, routines, and procedures for all classrooms, a Wellness Room to provide behavioral support and a space for self-care, restorative conversations, and collaborative problem solving (youth:youth & adult:youth), Professional Learning (such as the faculty workshop titled "From Difficult to Dynamic: Dialogues for Cultivating Safer Spaces and Fostering Belonging facilitated" by Stephen Graves, ISP International, and "Promoting Authentic Engagement & Rigor" facilitated by Ali Brown, All of Us), bi-monthly meeting of principals, curriculum director, wellness coordinator, contracted clinician and the cast from Unheard Voices project of previous year to hear student concerns and receive input on school initiatives.

3. EVIDENCE OF COMPLIANCE (CONTINUED)

- The Support Services Department, provides yearly and ongoing professional development and training for all staff on various topics pertinent to special education including the following:
 - o Eligibility process
 - o Individualized Education Plan (IEP)
 - o Including students with disabilities within the education environment
 - o Professional & ethical practices
 - o Confidentiality
 - o Communication
 - o Neurodiversity
 - o Promoting independence with students
 - o Behavior support
 - o Therapeutic responses
 - o Building relationships with students, staff & families
 - o Supporting students in Poverty
- As of December 1st, 2024, Winooski School District had 213 students eligible for special education. Individualized Education Plan (IEP) meetings must occur yearly for all eligible students. Students are encouraged to attend their IEP meetings when appropriate and Winooski uses multiple and varied means of communication when scheduling meetings and providing student updates in order to ensure that parent/guardian/student voice is included in the process. Liaisons from the Multilingual Department are critical resources when communicating with our multilingual families and are used extensively. Liaisons are also used during the evaluation process for special education and for family outreach during the school year. The school district utilizes Form 12, IEP Parental Input, to collect information on parent/guardian feedback during the IEP process including if parental rights were offered, if the meeting was held at a mutually agreed upon time, and if input and feedback from the parent/guardian was encouraged during the process.
- All students eligible for special education aged 16 years and older are required to have a transition plan. This transition plan requires student input and voice so that it is an authentic plan of what the student would like to do as they work towards graduation and beyond. As of December 1st, 2024, Winooski had approximately 35 student transition plans with identified goals in the areas of education and employment. These students are also offered the opportunity to work with HireAbility which helps Vermonters with disabilities in finding and maintaining employment. <https://www.hireabilityvt.com/>. The high school special education team is also starting work with the Vermont Center for Independent Living (VCIL). VCIL has the strong belief that, "...individuals with disabilities have the right to live with dignity and with appropriate support in their own homes, fully participate in their communities, and to control and make decisions about their lives. <https://vcil.org/>

3. EVIDENCE OF COMPLIANCE (CONTINUED)

The Winooski School District strongly believes that students with disabilities require a wide array of learning experiences and environments depending on their individualized needs. There are alternative learning environments that are offered along the spectrum of the Least Restrictive Environment (LRE) within the district that meet the varied needs of our students. This offers the benefit of keeping students close to their home community. Some of these options include therapeutic alternative classrooms, intensive classrooms & programming, and individual alternative programming. We cultivate relationships with many outside providers as well including (not an exhaustive list):

- Howard Center
- Vermont Association for the Blind and Visually Impaired
- Deaf, Hard of Hearing and DeafBlind Educational Services
- I-Team
- Various independent schools

The Agency of Education identified Winooski as in need of remediation for equity after finding that “White students within the WSD are 3.65 times as likely as all other races/ethnicities to be identified with an emotional disturbance.” (Success Gap Statement as articulated by the WSD team). In order to address this, the Director of Student Services convened a district-wide team and is following the steps laid out by the AOE for a multi-year process that requires the allocation of a percentage of the IDEA-B funds to go toward these efforts. For a more detailed description of the situation, please refer to the Success Gaps Rubric document at the end of this report as well as the team’s comments within it.

4. COMPLIANCE STATUS

I report **compliance**. Although this policy encompasses major, if not all, areas of the educational program, and although absent of specific guidelines from the Board around desired information, the school district continues to make extraordinary efforts to become an anti-racist and inclusionary organization. This is especially true when contrasted with other systems in Vermont. The below documents are provided as additional evidence and follow up from items mentioned previously in this report.



Success Gaps Rubric: Addressing Equity, Inclusion, and Opportunity

Authors: Nancy O'Hara, Tom E. Munk, Heather Reynolds



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June 2021

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Acknowledgement:

IDC would like to acknowledge that the *Success Gaps Rubric: Addressing Equity, Inclusion, and Opportunity* was informed by work that originated with the Regional Resource Center Program's Priority Team on Disproportionality.





Team Information

School District or School Name: _____ Date: _____

Revision Dates: _____

Team Leader: _____

Team Members:

(name)	(role)	(email contact)
(name)	(role)	(email contact)
(name)	(role)	(email contact)
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Success Gaps Rubric

Purpose

This *Success Gaps Rubric: Addressing Equity, Inclusion, and Opportunity*, hereafter referred to as *Success Gaps Rubric*, is designed to help any school district or school identify the root causes for success gaps, which are gaps in performance between groups of children in a district or school. The rubric uses the term children because, although the children may range in age from preschoolers through students at the end of secondary school, addressing the success gaps is the responsibility of the adult professionals in the district or school, not the children. The rubric is part of the larger [Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity](#), hereafter referred to as *Success Gaps Toolkit*, located on the IDEA Data Center (IDC) website.

Directions for Completing the Success Gaps Rubric

An equity team completes the success gaps rubric in a consensus building process that the [Success Gaps Toolkit](#) clearly defines. One member of the equity team should complete this rubric based on the results of the information the equity team discussed and decided upon during the team's meetings. The team member should save the completed rubric in a location accessible to all equity team members and update the rubric on a regular basis to monitor overall changes in the district or school.

Create a Success Gap Statement

Before beginning this rubric, your equity team must clearly identify the success gap. A success gap is broadly defined as a difference in one or more outcome measures between groups of children. The success gap statement should describe (1) the group of children experiencing the success gap, (2) the outcome area where the success gap is occurring, and (3) data about the gap. For example, your team may be focusing on the fact that in the district, Hispanic students receive 10 or more days of in-school suspension at three times the rate of students of other races/ethnicities. Additional examples of success gap statements include the following. At Keller High School, children with disabilities graduate with a diploma at half the rate of children without disabilities; At Tubman Elementary, Black children receive 10 or more days of in-school suspension at three times the rate of children of other races/ethnicities; In the Jonesboro school district, 40% of children who are Hispanic score proficient in the state mathematics exam in 4th and 8th grades while 75% of all other races/ethnicities score proficient. Refer to the [Success Gaps Toolkit](#) for more detailed information on creating a success gap statement.

Please enter your success gap statement with all three components here. The statement will appear on every page of this rubric where you see "**Success gap statement:**" as a reminder when completing your ratings. If you need to edit your success gap statement in the future, please return to this box and make your edits here so that your edited statement will appear on all subsequent rating activity pages.

Success gap statement:

Study Available Resources

IDC's [Success Gaps Toolkit](#) includes detailed instructions and resource materials related to identifying a success gap statement.

Create and Record Your Equity Team

Equity team composition is critical to the process for identifying the root causes of the success gap. An instructional leader in your district or school, such as a curriculum director, assistant superintendent, or building principal, should lead the process. Team members should include a variety of educators and support personnel who have experience with the group experiencing the success gap and the success gap itself. Additionally, student, family, and/or community representatives knowledgeable about the group experiencing the success gap are essential team members because there is no substitute for “lived” or personal experience to bring validity to the process. A district or school data expert is also a critical team member to ensure that the team interprets the data appropriately and to obtain additional data as needed. See the guidance for equity team members in the [Success Gaps Toolkit](#).

On the rubric's Team Information page, complete the information about your team members and note the date when the team begins to complete the rubric. When subsequent revisions occur, add those dates in the “revision” section on the Team Information page. The team develops the rubric to use as a team tool to identify root causes for success gaps or gaps in a variety of outcomes between groups of children.

Complete the Rubric

How the Rubric Is Set Up

The rubric contains five content areas. Within each content area, there are two or more indicators. Your team will rate each indicator separately. For each indicator, there is a set of probing questions, and the answers to the probing questions provide information your team should consider to help it determine the rating for the indicator. The team has four rating options and rates each indicator as planning, partially implemented, implemented, or exemplary. The rubric provides a description below each rating option.

Steps to Complete the Rubric Ratings

1. Completing individual team member ratings—Prior to discussing the rubric as a team, individually review the assigned content area(s) of the rubric and each of the indicators in the content area. Note your own responses to the content area and its indicators, including thoughts about data that would be helpful when rating each indicator.
 - a. Keep in mind the team's success gap statement as you answer questions and consider the rubric. Consider the probing questions for each indicator and rate the district or school based on the information you have about the group of children experiencing the success gap. Note your additional questions as well.
 - b. Note evidence such as data or other facts or information that you considered. It is important that you make notes and be prepared to discuss evidence to ensure the broadest perspective is available when the team convenes and discusses.

2. Completing team consensus ratings—As a team, discuss each content area and each indicator within the content area and reach a consensus on the rating. Document the rating and evidence in the official copy of the rubric.
 - a. Consider the probing questions for each indicator to help the team drill down and discuss the indicator, the evidence it has, and what additional information the team may need.
 - b. Note the evidence the team is using to help it drill down into each indicator and discuss and determine the team’s rating.
 - c. Remember that your team may need to seek additional information or data, may not be able to reach a consensus on a rating in one meeting, and may need to revisit certain indicators in subsequent meetings.
3. Wrapping up the team’s work on the rubric—Once your team has completed the rubric (over multiple meetings), as a team, consider the ratings for each indicator to identify the actionable root causes the team uncovered using the rubric and data it considered. Prioritize areas for improvement based on the team’s assessment of which root cause(s) will most effectively dissolve barriers to student success and which the district or school has the capacity to address.

The [Success Gaps Toolkit](#) contains detailed information about each step of this “success gaps” process and provides many resources to assist in the work. This rubric is only one component of the process.

Success gap statement:

1. Data-Based Decisionmaking

Probing questions for Indicator 1a: Use these questions to research and develop answers and ratings for Indicator 1a. Answer the questions based on your success gap statement.

- How do we identify data elements or quality indicators that are strongly related to our success gap and tracked over time?
- What are those data elements? How do we identify and review related data in addition to the data about the specific success gap?
- Are the data valid and reliable? Why or why not?
- How do we disaggregate the data? Do we disaggregate the data for the group experiencing success gap in particular?
- How do we review these disaggregated data at regular intervals to determine progress or change?
- How do we use these data to make policy, procedure, and practice decisions?
- How regularly do we review and use these data to inform our decisions?

Select your rating for this indicator:

Indicator 1a	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<i>District or school bases decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives on high-quality data.</i>	The district or school rarely bases decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives on systematic review of relevant data.	Some district or school staff and teachers consistently use valid and reliable data systematically to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.	The data the district or school uses are valid and reliable. A districtwide or schoolwide formalized and systematic process is in place to monitor and reinforce the continuous improvement of individual learners, groups of learners, initiatives, and programs within the district or school. Some but not all staff implement the process.	The data the district or school staff use are valid and reliable. It is evident that all staff implement the districtwide or schoolwide process for data-based decisionmaking for all children and groups of children, in all classrooms, and use it in decisions about district or school initiatives or programs, as well.

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 1b: Use these questions to research and develop answers and ratings for Indicator 1b. Answer the questions based on your success gap statement.

- How do we disaggregate the data? Do we disaggregate the data for the group experiencing the success gap?
- How do we review the disaggregated data at regular intervals to determine progress or change?
- When data indicate a success gap is developing, what action do we take, such as developing action plans to address and prevent as well as address existing success gaps?
- How regularly do we review and use these data to inform our decisions?
- How do we monitor our progress for improvement? Do we make needed changes to action plans when data indicate the need?

Select your rating for this indicator:

Indicator 1b	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>District or school regularly disaggregates and analyzes data to compare the progress of the group experiencing the success gap with all other groups of children.</i></p>	<p>The district or school does not regularly monitor data for various groups of children.</p>	<p>The district or school annually reviews the data for some groups but does not regularly compare the success gap group data to data for other groups to assess progress on improving success and opportunity gaps. The data reviews do not include stakeholders representing the group experiencing the success gap.</p>	<p>The district or school reviews the data less often than quarterly for patterns that indicate a group of children is struggling. It compares data for the group experiencing the success gap to data for other groups to assess progress on improving opportunity gaps at least annually. It includes stakeholders representing the group experiencing the success gap in data reviews at least once a year. It develops intervention plans with input from stakeholders representing the group experiencing the success gap.</p>	<p>The district or school reviews the data at least quarterly for all groups to identify success gaps with a knowledgeable and representative stakeholder group. It compares data for the group experiencing the success gap to data for other groups to assess progress on improving success and opportunity gaps quarterly. It includes stakeholders representing the group experiencing the success gap in data reviews at least quarterly. It co-develops data-based plans with stakeholders representing the group experiencing the success gap and implements and monitors plans when success gaps are apparent.</p>

What is the evidence to support your rating? What data do you still need?

Success gap statement:

2. Cultural Responsiveness

Probing questions for Indicator 2a: Use these questions to research and develop answers and ratings for Indicator 2a. Answer the questions based on your success gap statement.

- What evidence indicates that our staff are prepared to work with children from diverse cultural backgrounds?
- To what degree does our teaching staff reflect the cultural makeup of our district's or school's population?
- How do we know that staff understand and value each individual child's and each unique group of children's cultural values and needs, especially those of the groups experiencing success gaps?
- Are teachers familiar with the beliefs, values, cultural practices, and other features of children's lives that may have an impact on classroom participation and success, and are they prepared to use this information in designing instruction?
- Is the district or school using research-based interventions that account for the cultural context of the district or school and the cultural context of the group experiencing the success gap? Please describe the implementation of the intervention(s).
- How do we know our universal screening, referral, and assessment practices, procedures, and tools are unbiased and nondiscriminatory?
- How do we know our staff understand that it is our job to be culturally responsive to all children?
- How have we examined, with our stakeholders, the structures and systems of our district or school to ensure that no implicit or explicit bias (related to race/ethnicity, culture, gender, sexual orientation, economic status, etc.) exists in our policies, procedures, and practices?

Select your rating for this indicator:

Indicator 2a	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>Staff use culturally responsive instructional interventions and teaching strategies to support children throughout the district or school, including the group experiencing the success gap.</i></p>	<p>Staff practices and attitudes about culture and race prevent the district or school from addressing success gaps for the group experiencing the success gap. Many teachers are unable to effectively teach some groups of children in the district or school, including the group experiencing the success gap.</p>	<p>Some staff practices and attitudes about culture and race are barriers to addressing success gaps of the group experiencing the success gap. Many teachers are unable to effectively teach children in the group experiencing the success gap in the district or school. Staff have received training in culturally responsive practices, specific to the group experiencing the success gap.</p>	<p>Staff receive ongoing training in culturally responsive practices specific to the group experiencing the success gap. The practices and attitudes of most staff are responsive to cultural and racial diversity of the group experiencing the success gap. Staff occasionally use children’s culture and experiences to enhance the curriculum and instruction. Many teachers are able to effectively teach the groups of children in the district or school, especially the group experiencing the success gap.</p>	<p>Staff receive ongoing training in culturally responsive practices specific to the group experiencing the success gap. The practices and attitudes of all staff are responsive to cultural and racial diversity, especially for the group experiencing the success gap. The district or school recognizes and celebrates the diversity and richness of children’ and families’ backgrounds. Children’ culture, historical backgrounds, and experiences are integral to the curriculum and instruction. Teachers can effectively teach all groups of children in the district or school, including the group experiencing the success gap. The district or school has examined its policies, practices, and procedures and revised them to promote equity for all, including the group experiencing the success gap.</p>

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 2b: Use these questions to research and develop answers and ratings for Indicator 2b. Answer the questions based on your success gap statement.

- What evidence indicates that staff are prepared to work with children from diverse language or linguistic backgrounds?
- How do we know and ensure that our culture is responsive and welcoming to children from linguistically diverse groups?
- To what degree does our teaching staff reflect the language or linguistic makeup of our population?
- How do we know we are linguistically competent to communicate with our children and their families?
- How do we know that our teachers are familiar with the communication styles (e.g., conversation style, dialect, mode of communication) of our children that may have an impact on classroom participation and success, and how do we know they are prepared to use this information in designing instruction?
- How have we examined, with our stakeholders, the structures and systems of our district or school to ensure that no implicit or explicit bias related to language exists in our policies, procedures, and practices?
- How do we know our staff are aware that linguistic bias is possible even among English speakers (e.g., disrespect for Black English or local dialects)?

Select your rating for this indicator:

Indicator 2b	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<i>Faculty and staff are prepared for language diversity among children and families, including those in the group experiencing the success gap.</i>	Most teachers are unprepared to meet the linguistic needs of many children in the school, including the group experiencing the success gap.	Some teachers are prepared to meet the linguistic needs of all children. Few staff are linguistically competent to communicate with its children and their families, especially those in the group experiencing the success gap. When this is not the case, they almost always provide other supports for children in the group experiencing the success gap.	Most teachers are prepared to meet the linguistic needs of all children. When this is not the case, they always provide other supports for the group experiencing the success gap. Most staff are linguistically competent to communicate with the children in the group experiencing the success gap and their families.	All teachers are prepared to meet the linguistic needs of all children, including the group experiencing the success gap. All staff are linguistically competent to communicate with the children in the group experiencing the success gap and their families.

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 2c: Use these questions to research and develop answers and ratings for Indicator 2c. Answer the questions based on your success gap statement.

- How do we know our culture is responsive and welcoming to families from culturally/linguistically diverse groups?
- How do we ensure that we have active engagement that represents the diversity of our families (especially those of the group experiencing the success gap) in both district or school and extracurricular activities?
- How do we include the diversity of our community in our stakeholder and advisory committees?
- How do we get input on school policy and practice from our school community, including from the group experiencing the success gap?
- How do we know that culturally responsive practices inform our outreach to the community, including outreach to families and community partners?
- How do we know that staff understand and value the cultural values and needs, including discourse styles, of each unique group of children and families?
- When and where do we publicly state our intentions to promote equity? How do we provide a safe way for school community members to voice concerns? If community members do report concerns, how do we respond?

Select your rating for this indicator:

Indicator 2c	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>District or school invites, values, and facilitates the participation of all the families that make up the diversity of the school.</i></p>	<p>Parents and family members typically attending school activities, functions, or parent/teacher meetings do not represent the full diversity of the district or school, including the group(s) experiencing the success gap.</p>	<p>Parents and family members typically attending school activities, functions, or parent/teacher meetings represent some of the diversity of the district or school but not all the groups that are experiencing the success gap.</p>	<p>Parents and family members of the group experiencing the success gap in the school feel welcomed and are engaged in school activities, meetings, or other functions. Stakeholder planning groups to reduce success gaps represent some of the diversity of the district or school, but not all the groups experiencing the success gap. School staff members are taking intentional measures to learn about the culture and histories of these diverse groups.</p>	<p>Parents and family members of the group experiencing the success gap feel welcomed in the school and are frequently engaged in school activities, meetings, or other functions. Stakeholder planning groups to reduce success gaps and other policy or feedback groups include all the groups experiencing the success gap. School staff members on an ongoing basis take intentional measures to learn about the culture and histories of these diverse groups, including the groups experiencing the success gap.</p>

What is the evidence to support your rating? What data do you still need?

Success gap statement:

3. Core Instructional Program

Probing questions for Indicator 3a: Use these questions to research and develop answers and ratings for Indicator 3a. Answer the questions based on your success gap statement.

- How do we ensure children in the group experiencing the success gap receive high-quality instruction based on the principles of Universal Design for Learning (UDL) that use different methods of engagement, representation, as well as action and expression?
- How do we support our teachers to utilize principles of UDL for all children?
- How do we ensure our teachers are skilled in teaching a classroom filled with learners who are diverse culturally, linguistically, and in learning needs? How do we support those teachers who need to improve their skills?
- How do we ensure that we have equally high expectations for all groups of children, especially those experiencing the success gap?

Select your rating for this indicator:

Indicator 3a	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>A consistent, well-articulated, bias-free, and fully representative curriculum is in place and implemented with fidelity, and the district and schools incorporate the principles of Universal Design for Learning (UDL) for all children, including those in the group experiencing the success gap.</i></p>	<p>Some children do not have access to a rigorous core curriculum taught by effective content teachers, nor does the district or school incorporate the principles of UDL effectively. The core curriculum does not include representation of all children in the district or school.</p>	<p>Inconsistent curriculum planning prevents most children from experiencing a rigorous curriculum that is horizontally and vertically aligned and that demands depth of understanding. The curriculum reflects consistent representation of the majority population across core content areas, but not representation of the children in the group experiencing the success gap. Effective teachers who incorporate some UDL strategies teach some children experiencing the success gap.</p>	<p>Most children in the group experiencing the success gap participate in a curriculum that is rigorous, demands depth of understanding, and is also beginning to be horizontally and vertically aligned and implemented with fidelity. The curriculum reflects some representation of all groups of children, including children in the group experiencing the success gap, across core content areas. Effective teachers who incorporate UDL strategies teach all children, including those experiencing the success gap.</p>	<p>All children, including those in the group experiencing the success gap, participate in a curriculum that is rigorous and demands depth of understanding that has been horizontally and vertically aligned and implemented with fidelity. The curriculum reflects consistent representation of all children, including children in the group experiencing the success gap, across core content areas. All children experiencing success gaps are taught by effective teachers who effectively incorporate UDL strategies.</p>

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 3b: Use these questions to research and develop answers and ratings for Indicator 3b. Answer the questions based on your success gap statement.

- How do we implement a system of positive behavioral interventions and supports?
- How do we know that we implement the discipline procedures and interventions consistently across groups of children, especially the group of children experiencing the success gap?
- How do we measure the fidelity with which we implement the discipline procedures and interventions, especially for the group of children experiencing the success gap?
- How often do we analyze discipline data to determine if groups of children are experiencing a success gap due to disciplinary policies or practices?

Select your rating for this indicator:

Indicator 3b	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>A comprehensive, well-articulated, district-level school discipline policy that is culturally appropriate for all children in the district, including those in the group experiencing the success gap, is in place and implemented.</i></p>	<p>The district or school currently has a zero-tolerance policy, one that contributes to disproportionate disciplinary actions, or the district or school lacks a cohesive discipline policy altogether.</p>	<p>The district or school leaders are drafting a formal discipline policy, informed by best practice and reviewed by community stakeholders representing the group experiencing the success gap for cultural appropriateness and equity.</p>	<p>The district or school has a formal discipline policy in place. The policy is culturally sensitive to the diversity of the district or school, including the group experiencing the success gap, and favors tiered responses to child misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children engaged and in school. The district or school understands and implements the policy with some degree of fidelity.</p>	<p>The district or school has a formal discipline policy in place. The policy is culturally sensitive to the diversity of the district or school, including the group experiencing the success gap, and favors tiered responses to child misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children engaged and in school. Any emerging patterns suggesting disproportionate disciplinary actions for the group experiencing the success gap trigger a review of the policy, procedures, and practices by a team that includes stakeholders representing the group experiencing the success gap. All schools in the district or this school understand and implement the policy with high fidelity.</p>

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 3c: Use these questions to research and develop answers and ratings for Indicator 3c. Answer the questions based on your success gap statement.

- Do we have expectations that instructional strategies and methods are research-based and how do we ensure that staff implement them?
- How do we support instructional staff well to use research-based strategies?
- How do we provide instructional feedback to teachers that promotes development of higher order thinking skills for all groups of children, including the group experiencing the success gap?
- How do we ensure technology is fully integrated into the instructional process?
- How do we ensure that we use a variety of instructional groupings based on student need, including the needs of the group experiencing the success gap?

Select your rating for this indicator:

Indicator 3c	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<i>The instructional program and strategies staff use for children in the school, including the group experiencing the success gap, are research-based practices.</i>	Few children in the group experiencing the success gap receive high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	Some children in the group experiencing the success gap receive high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	Many children in the group experiencing the success gap receive high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.	All children in the group experiencing the success gap receive high-quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology.

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 3d: Use these questions to research and develop answers and ratings for Indicator 3d. Answer the questions based on your success gap statement.

- How do teachers differentiate instruction and support for a variety of learners, especially for the group experiencing the success gap?
- How does differentiation look different for individual children or groups of children experiencing the success gap?
- How are teachers prepared for differentiating instruction, including for the group experiencing the success gap?
- What supports are available to teachers for differentiating?
- How do teachers and leaders verify that instruction is differentiated, including for the group experiencing the success gap?
- How do we know that teachers consistently understand and act accordingly when learners need differentiation?

Select your rating for this indicator:

Indicator 3d	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>For the core instructional program, teachers use differentiated instruction (adjustments to content, process or product) to maximize the learning of all children in the school, including those in the group experiencing the success gap.</i></p>	<p>Few children in the group experiencing the success gap have their differing learning needs effectively met.</p>	<p>Some children in the group experiencing the success gap have their differing learning needs effectively met.</p>	<p>Most children in the group experiencing the success gap have their differing learning needs effectively met.</p>	<p>All children in the group experiencing the success gap have their differing learning needs effectively met.</p>

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 3e: Use these questions to research and develop answers and ratings for Indicator 3e. Answer the questions based on your success gap statement.

- How do we ensure families are informed about the discipline policy in a language they can understand?
- How do we ensure families are aware of the core curriculum and of the differentiations/accommodations/modifications we provide to children?
- How do we ensure that families, particularly the families of children in the group experiencing the success gap, understand the core curriculum we use?
- How do families receive information about any specific differentiation that we are using for their child?
- How do families, particularly the families of children in the group experiencing the success gap, provide information to our district or school about their child and what their observations of learning needs or strategies are? How do we receive and act on this information?

Select your rating for this indicator:

Indicator 3e	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<i>District or school informs all families of children, including those in the group experiencing the success gap, about the core instructional program and how the school is meeting the differentiated needs of their child.</i>	The district or school rarely informs families, in language they understand, about the school’s core instructional program or the ways in which it supports equity and how it differentiates the program or support for their child.	The district or school sometimes informs families of children in the group experiencing the success gap, in language they understand, about the school’s core instructional program and the ways in which it supports equity and how it differentiates the program and support for their child.	The district or school usually welcomes families of children in the group experiencing the success gap in the school and informs them, in language they understand, about the school’s core instructional program and the ways in which it supports equity and how it differentiates the program and support for their child.	The district or school always welcomes all families, including those of children in the group experiencing the success gap, and informs them, in language they understand, about the school’s core instructional program and the ways in which it supports equity and how it differentiates the program and support for their child. The district or school includes families to gain additional insights or suggestions for meeting the needs of their child.

What is the evidence to support your rating? What data do you still need?



Success gap statement:

4. Assessment – Universal Screening and Progress Monitoring

Probing questions for Indicator 4a: Use these questions to research and develop answers and ratings for Indicator 4a. Answer the questions based on your success gap statement.

- What evidence indicates that we have a system that routinely and regularly assesses all children for risk factors that might require early intervention?
- Are the tools we are using for universal screening intended to be used for that purpose? How do we know the tools are appropriate for diverse populations?
- What additional practices or procedures do we employ to ensure that we efficiently and effectively identify children in the group experiencing the success gap who may need differentiated support?
- How and with what frequency do we train teachers to review, use, and apply information the data provide from the universal screening tools?
- How do we inform families about the results of universal screening and/or progress monitoring for their child?
- How do we include families in the decisions we are making about their child?

Select your rating for this indicator:

Indicator 4a	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<i>District or school uses universal screening to identify needs for early intervention or targeted supports for children in the group experiencing the success gap.</i>	The district or school does not use schoolwide universal screening for children to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	The district or school assesses some groups of children each year with valid, reliable, and culturally appropriate tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports.	The district or school assesses all children, including those experiencing the success gap, at least once a year, with valid, reliable, and culturally appropriate tools to identify developmental, academic, and behavioral risk factors that may require early intervention or other targeted supports.	The district or school assesses all children, including children in the group experiencing the success gap, at multiple points during the school year, using valid, reliable, and culturally appropriate tools to identify developmental, academic, and behavioral risk factors that may require early intervention or other targeted supports.

What is the evidence to support your rating? What data do you still need?



Success gap statement:

Probing questions for Indicator 4b: Use these questions to research and develop answers and ratings for Indicator 4b. Answer the questions based on your success gap statement.

- Do we expect teachers to use progress monitoring for all children including those experiencing the success gap? What evidence indicates that they are using it for all children?
- What evidence indicates that all teachers regularly monitor child performance and progress and adjust instruction for individual children, including the children in the group experiencing the success gap, based upon the results?
- How do we support teachers to use a wide variety of monitoring methods, including written tests, computer-based tests, and observation of children as they engage in productive and culturally appropriate learning activities?
- How do we support teachers to implement developmental, academic, and/or behavior interventions in the general education setting?

Select your rating for this indicator:

Indicator 4b	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<i>District or school plans and implements progress monitoring to support the culturally sound developmental, academic, or behavioral progress of each child in the group experiencing the success gap.</i>	There is no districtwide or schoolwide plan for teachers to review child performance data at regular intervals and adjust classroom instruction and instructional interventions to support progress.	The district or school has a plan so that all teachers review performance data for children, including those in the group experiencing the success gap, at regular intervals and adjust classroom instruction and instructional interventions to support child academic or behavioral progress. Some teachers are implementing this plan.	The district or school has a plan so that all teachers review performance data for children, including those in the group experiencing the success gap, at regular intervals and adjust classroom instruction and instructional interventions to support child academic or behavioral progress. Most teachers are implementing this plan.	All teachers review performance data for all children, including those in the group experiencing the success gap, at regular intervals and adjust classroom instruction and instructional interventions to support developmental, academic, or behavioral progress of all children. All teachers base performance data on a variety of monitoring methods.

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 4c: Use these questions to research and develop answers and ratings for Indicator 4c. Answer the questions based on your success gap statement.

- How do we inform families about the results of universal screening or other assessment processes to identify developmental, academic, or behavioral needs?
- How do we inform families, especially those in the group experiencing the success gap, about the results of regular progress monitoring?
- How do we ensure families are able to understand and interpret the results?
- How do we discuss with families the next steps or actions as a result of the universal screening or progress monitoring?
- How we include families in the decisionmaking about their child?

Select your rating for this indicator:

Indicator 4c	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<i>District or school informs families of all children, including those in the group experiencing the success gap, about universal screening and progress-monitoring results and how the district or school uses these results to differentiate support for their child.</i>	The district or school rarely informs families, especially those of the group experiencing the success gap, in language they can understand, of their child’s universal screening and progress-monitoring results for developmental, academic, and behavioral skills.	The district or school sometimes informs families, especially those of the group experiencing the success gap, in language they can understand, of their child’s universal screening and progress-monitoring results for developmental, academic, and behavioral skills.	The district or school usually informs families of all groups of children, including those experiencing the success gap, in language they can understand, of their child’s universal screening and progress-monitoring results for developmental, academic, and behavioral skills; how it uses these results to differentiate support; and how the supports are working for their child.	The district or school always informs all families, including those of children in the group experiencing the success gap, in language they can understand, of their child’s universal screening and progress-monitoring results for developmental, academic, and behavioral skills; how it uses these results to differentiate support; and how the supports are working for their child.

What is the evidence to support your rating? What data do you still need?

Success gap statement:

5. Interventions and Supports

Probing questions for Indicator 5a: Use these questions to research and develop answers and ratings for Indicator 5a. Answer the questions based on your success gap statement.

- How is our plan for a tiered system of support for developmental, behavioral, and academic needs designed to promote equity? How do we ensure implementation of the plan?
- How do we know that the tiered system is culturally appropriate for the diversity of our children/population, including the group experiencing the success gap?
- How does the leadership support and participate in the tiered system of behavioral and academic supports?
- What evidence indicates that we implement a system of positive behavioral interventions and supports with fidelity?
- How do we provide the children with behavioral challenges, including those in the group experiencing the success gap, with instructional interventions?
- How do we ensure these interventions are evidence-based?
- How do we ensure the interventions are culturally appropriate for all groups including the group experiencing the success gap?
- How do we know we are implementing the interventions with fidelity?
- How do we know teachers are effective in use of the interventions with diverse groups of children, including those in the group experiencing the success gap? How do we support those teachers who are not effective?
- How do we use data to determine the effectiveness of the interventions?

Select your rating for this indicator:

Indicator 5a	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>District or school embeds evidence-based, culturally sound behavioral interventions and supports, in addition to core instruction, within a multi-tiered framework designed to promote and sustain equity, and teachers and staff implement them with fidelity for all children, including those in the group experiencing the success gap.</i></p>	<p>The district or school does not have a plan to provide all children with behavioral needs supplemental evidence-based interventions designed to promote and sustain equity.</p>	<p>The district or school has a plan to provide all children with behavioral needs, including those in the group experiencing the success gap, supplemental evidence-based interventions designed to promote and sustain equity. Some teachers already are implementing this plan.</p>	<p>The district or school has a plan to provide all children with behavioral needs, including those in the group experiencing the success gap, supplemental evidence-based interventions designed to promote and sustain equity. Most teachers already are implementing interventions with fidelity according to the plan.</p>	<p>The district or school has a plan to provide all children with behavioral needs, including those in the group experiencing the success gap, supplemental evidence-based interventions designed to promote and sustain equity. All teachers identify children in the group experiencing the success gap with behavioral or academic challenges and provide supplemental evidence-based interventions with fidelity.</p>

What is the evidence to support your rating? What data do you still need?



Success gap statement:

Probing questions for Indicator 5b: Use these questions to research and develop answers and ratings for Indicator 5b. Answer the questions based on your success gap statement.

- What is our plan for a tiered system of support for both academics and behavior?
- Do we identify children with academic challenges in the group experiencing the success gap? How do we identify their needs and provide them with instructional interventions?
- How do we ensure these interventions are evidence-based?
- How do we ensure the interventions are culturally appropriate for our children?
- How do we ensure we implement interventions with fidelity?
- How do we use data to determine the effectiveness of the interventions?
- How do we know teachers are effective in use of the academic interventions with all groups of children, including those in the group experiencing the success gap?

Select your rating for this indicator:

Indicator 5b	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>District or school embeds evidence-based, culturally sound academic interventions and supports, in addition to core instruction, within a multi-tiered framework designed to promote and sustain equity, and teachers and staff implement them with fidelity for all children, including those in the group experiencing the success gap.</i></p>	<p>The district or school has no schoolwide, multi-tiered system of academic supports or, if it has one, it is ineffective and disjointed, or teachers and staff are implementing it inconsistently, or the system does not consider equitable support for all children.</p>	<p>The district or school has a plan to implement a schoolwide, multi-tiered system of academic supports and interventions, in all classrooms, designed to promote and sustain equity. Some teachers and staff already are implementing elements of the support system in some classrooms, including those of the group experiencing the success gap.</p>	<p>The district or school has a plan and is implementing a schoolwide, multi-tiered system of academic supports and interventions, in all classrooms, designed to promote and sustain equity. Teachers and staff are implementing the plan and supports across most school environments and in most classrooms with high fidelity, including in those of the group experiencing the success gap.</p>	<p>The district or school has a plan and is implementing a schoolwide, multi-tiered system of academic and behavioral supports and interventions, in all classrooms, designed to promote and sustain equity. Teachers and staff are implementing the system that is culturally responsive to the school population, including the group experiencing the success gap, across all school environments and in all classrooms, with high fidelity.</p>

What is the evidence to support your rating? What data do you still need?

Success gap statement:

Probing questions for Indicator 5c: Use these questions to research and develop answers and ratings for Indicator 5c. Answer the questions based on your success gap statement.

- How do we inform families about our tiered plan for support for children?
- How do we inform families about the interventions and supports we provide to their child, including those in the group experiencing the success gap?
- How and how often do we inform families about the outcomes of the interventions and supports we provide to their child, including those in the group experiencing the success gap?
- How do we include families in the discussion about next steps or alternative strategies for their child, including those in the group experiencing the success gap?
- How do we communicate with families, including families of children in the group experiencing the success gap, in their native language?

Select your rating for this indicator:

Indicator 5c	Planning <input type="checkbox"/>	Partially implemented <input type="checkbox"/>	Implemented <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p><i>District or school regularly consults and informs families, in their native or home language, about evidence-based, culturally appropriate interventions the district or school provides to their child and their child's responses to those interventions for academic and behavioral skills. The district or school does this for all children, including those in the group experiencing the success gap.</i></p>	<p>The district or school rarely consults or informs families of children with more intensive academic or behavioral needs, in language they can understand, about the evidence-based, culturally appropriate interventions their child is receiving and the progress or lack of progress their child is making.</p>	<p>The district or school sometimes consults and informs families of children with more intensive academic or behavioral needs, in language they can understand, about the evidence-based, culturally appropriate interventions their child is receiving and the progress or lack of progress their child is making.</p>	<p>The district or school regularly consults and informs families of children, including those in the group experiencing the success gap, with more intensive academic or behavioral needs, in language they can understand, about the evidence-based, culturally appropriate interventions their child is receiving and the progress or lack of progress their child is making.</p>	<p>The district or school always consults and informs families of children, including those in the group experiencing the success gap, with more intensive academic or behavioral needs, in language they can understand, about the evidence-based, culturally appropriate interventions their child is receiving and the progress or lack of progress their child is making.</p>

What is the evidence to support your rating? What data do you still need?

Winooski School District
2021 Student School Climate Survey Report

**Submitted to Spectrum Youth and Family Services
for the Restorative Justice Project
by Elizabeth Meyer
Complementary Consulting LLC
March 2021**

Introduction: As part of first year/baseline measures for the Winooski School District Restorative Justice Project, a student school climate survey was conducted at the JFK Elementary School, the Winooski Middle School, and the Winooski High School in February of 2021. This report describes the findings from the survey.

This first set of data provides the opportunity for the Restorative Justice Project and the Winooski School District to set goals and design actions to maintain and/or improve school climate. Each set of survey findings presented in this report are designed to be examined further with this in mind. For example, one finding from the current survey is that 46% of middle and high school students report always feeling safe at school. Should that percentage be higher and if so, what should it be and what actions could be taken to get there? If goals are set and actions taken, by repeating the survey annually, the school district will be able to measure progress toward those goals from the perspective of students as the Restorative Justice Project progresses.

Students participating: In total, 436 students participated in the survey. Out of the total school population K-12 (715 in 2021), the response rate was 61%. By school, the response rate was highest for the elementary school at 75%. Response rates for the middle and high schools were 54% and 40% respectively.

Based upon the number of responses received and the school population, in reporting the results, the overall margin of error is least for the Elementary School and greatest for the high school. More specifically, we have confidence that, theoretically, if we had administered this survey 100 times to these students during this period, the results would be the same in 95 out of 100 of these samples plus or minus the margin of error. Taking this further, if we had a margin of error of plus or minus 3% for a survey of student lunch preferences and 50% of students responding to the survey said that they most liked pizza, then we would be confident that in school population, between 47% and 53% of students preferred pizza for lunch.

Given the actual response rates for the survey, our margin of error for all students and for elementary school students is plus or minus 3%. Since our response rate was lower for middle school and high school student, our margin of error for those groups is 7.0% and 8.0% respectively. When we combine those two groups, our margin of error decreases to 5.3%.

Margin of Error for Current Sample at 95% Confidence				
School Group	School Population: 2021	Current Sample	Response Rate	Margin of Error: Plus or Minus
Elementary School	349	262	75%	3.0%
Middle School	154	90	58%	7.0%
High School	212	84	40%	8.0%
Middle School and High School	366	174	48%	5.3%
All Grades	715	436	61%	2.9%
https://www.calculator.net/sample-size-calculator.html				

Sample Bias Related to Gender Identity and Racial Identity

Participating Students' Gender Identity Compared with Actual School Enrollment

Generally, regarding gender identity, the survey sample was similar to school enrollment with two exceptions.

They/Them. School enrollment data for 2021 from the VAOE provided two options – male and female. The survey provided three options for gender identity – He/Him, She/Her, and They/Them. Seven percent of elementary school students and 1% of middle school and high school students chose They/Them. We could not determine what percentage of students enrolled would identify as They/Them through school enrollment data. To compare the sample to the actual enrollment, we computed the percentage for He/Him and She/Her without They/Them.

Comparison of He/Him and She/Her Response Rates to Male/Female School Enrollment. We found that the percentage of students responding He/Him or She/He for the elementary school and high school was very similar to the percentage students recorded as male or female according to school enrollment. The percentage for the middle school had a greater representation of students who identified as She/Her than were identified as female students through school enrollment data (10% difference).

Gender Identity: 2021 School Enrollment vs. Current Sample				
Gender Identity	School Enrollment: 2021	Current Sample	Current Sample: He/Him and She/Her Only	Sample Percent Minus Enrollment Percent
Elementary School				
He/Him	52%	49%	52%	0.6%
She/Her	47%	44%	48%	1.1%
They/Them		7%		
Total	98%	100%	100%	
Number of Students	349	257		
Middle School				
He/Him	47%	38%	39%	-9%
She/Her	51%	61%	61%	10%
They/Them		1%		
Total	99%	100%	100%	
Number of Students	154	83		
High School				
He/Him	52%	54%	54%	2%
She/Her	46%	45%	46%	-1%
They/Them		1%		
Total	99%	100%	100%	
Number of Students	212	81		

Participating Students’ Racial Identity Compared with Actual School Enrollment

Across schools, the percentage of students who identified as Black/African students was greater than the percentage recorded as Black/African in the school enrollment data. In contrast, the percentage who identified as White or Multiracial was less than the percentage recorded in the school enrollment data.

Due to the small number of responses from students who identify as indigenous or multiracial, these categories were not included in tests of association between racial identity and individual questions.

Racial Identity: 2021 School Enrollment vs. Current Sample			
Racial Identity	School Enrollment: 2021	Current Sample	Sample Percent Minus Enrollment percent
Elementary School			
Asian	23%	24%	1%
Black/African	24%	32%	8%
Indigenous	0%	2%	2%
White	42%	39%	-3%
Multiracial	9%	3%	-6%
Total	98%	100%	
Number of Students	349	233	
Middle School			
Asian	20.13%	22.73%	3%
Black/African	29.22%	40.91%	12%
Indigenous	0.00%	2.27%	2%
White	33.77%	29.55%	-4%
Multiracial	15.59%	4.55%	-11%
Total	98.71%	100.00%	
Number of Students	154	88.00%	
High School			
Asian	22.17%	18%	-4%
Black/African	34.91%	59%	24%
Indigenous	0.47%		0%
White	32.55%	19%	-13%
Multiracial	8.49%	4%	-5%
Total	99%	100%	
Number of Students	212	78	

Questionnaires: There were two questionnaires, one for elementary school students and one for middle and high school students were developed. To develop questionnaires, we began with a review of similar questionnaires that had been developed by the University of Vermont¹ for the Burlington School District. Complementary Consulting worked with project managers from Spectrum, Up For Learning, and Mika Moore from UVM to adapt the questionnaires for the Winooski School District.

We first developed the questionnaire for students in grades 6-12. It included 17 items with a five-point rating scale (not at all, rarely, sometimes, often, or always) plus an “I don’t know” option. It also had basic demographic items including grade, gender identity, racial identity, and home language. Using literature describing best practices² for survey design for young children, a second questionnaire was developed for grades K-5. It included the demographic items and 14 items from the first questionnaire edited so that all items had a reading level of grade 2 or less. The items were rated by students using a simplified yes or no rating scale with an “I don’t know” option.

Administration: Both surveys were administered to students using a google form. K-2 elementary school students and ELL students were given individual assistance. K-2 received individual support from Spectrum staff who went to the school and interviewed them one-by-one. ELL students completed the survey in language groups. For example, the Swahili-speaking students met with the Swahili homeschool liaison who would read the survey out loud to them and they'd complete it on their own. All other students filled it out without individual support.

¹ Moore, M. (2019). *Restorative Practices Fidelity of Implementation: Evaluation Tools User Manual*. Unpublished manual, University of Vermont, Burlington, VT.

² Mellor D., and Moore, K.A. (2014). *The Use of Likert Scales With Children*. *Journal of Pediatric Psychology* 39(3) pp. 369–379.

Analysis: Our analysis included survey responses for each item from the respective questionnaires for the elementary school and for the middle and high school combined. The items were grouped into the following categories:

- Fairness and Respect
- Empowerment
- Restorative Practices
- Acceptance
- Safety
- Connection (Middle and high school only)

Originally, we intended to present results by school because each school is its own unique environment. Given the response rates for the middle and high school, we decided to combine results from the middle and high school to lower the margin of error in the reported results.

For each item, we calculated its margin of error given the number of responses for that item.

In addition, using the Chi-Square test, we explored associations between responses to the items and student’s reported gender identity and racial identity. For the middle and high school responses, we also looked at the association of responses with school. The report describes the items for which we found an association which was defined as a p-value of less than or equal to .05.

Findings:

Fairness and Respect

Survey items related to fairness and respect included the following:

Fairness and Respect	
The adults at school treat me fairly	Elementary
I feel respected at school	Elementary
The adults at school treat me fairly.	Middle/High
Our school shows respect for people no matter how they look or where they are from or what they believe.	Middle/High

Among elementary school students responding, most said that the “adults at school treat me fairly” (89%) and “I feel respected at school (90%).

There was an association between gender identity and the response to the two statements with students identifying as She/Her being most likely to say yes and students identifying as They/Them being least likely to say yes.

- Yes – “The adults at school treat me fairly”.
 - She/Her – 97%
 - He/Him - 84%.
 - They/Them- 77%.
- Yes – “I feel respected at school”.
 - She/Her - 97%.

- He/Him - 86%.
- They/Them - 78%.

There was no significant association between racial identity and the response the two statements.

School Climate Item	Percent of Students Who Said Yes	Percent of Students Who Said No	Total	Margin of Error: Plus or Minus	Number of Students Responding Yes or No
The adults at school treat me fairly	89%	11%	100%	4%	222
I feel respected at school	90%	10%	100%	4%	231

Among middle and high school students responding, most students responding (84%) said that the adults at school treat them fairly either always (59%) or often (25%). In contrast, 6% said they were fairly treated rarely (1%) or not at all (5%).

Similarly, most students (81%) said that “Our school shows respect for people no matter how they look or where they are from or what they believe” either always (60%) or often (21%). In contrast, 6% said it was rarely (2%) or not at all (4%) the case.

There was no association between gender identity, racial identity, or school and the response to the two statements.

School Climate Item	Always	Often	Sometimes	Rarely	Not at All	Total	Number of Students Responding	Margin of Error: Plus or Minus
The adults at school treat me fairly.	59%	25%	10%	1%	5%	100%	156	6%
Our school shows respect for people no matter how they look or where they are from or what they believe.	60%	21%	13%	2%	4%	100%	154	6%

Empowerment

Survey items related to empowerment included the following:

Empowerment	
I can help decide how we should act in the classroom	Elementary
I can help decide how we learn in the classroom	Elementary
I have a voice in defining how we should act in the classroom.	Middle/High
My teachers ask students for their thoughts and ideas about decisions that affect the class.	Middle/High

Among elementary school students responding, approximately three-quarters said that that they “can help decide how we should act in the classroom (76%) and “can help decide how we learn in the classroom” (70%).

There was no association with gender or racial identity in the students’ responses.

School Climate Item	Of the Students Who Said Yes or No		Total	Margin of Error: Plus or Minus	Number of Students Responding Yes or No
	Percent of Students Who Said Yes	Percent of Students Who Said No			
I can help decide how we should act in the classroom	76%	24%	100%	4%	208
I can help decide how we learn in the classroom	70%	30%	100%	4%	209

Among middle and high school students responding, over two-thirds of students (69%) said that they always (44%) or often (25%) had a voice in defining how students should act in the classroom. In contrast, 6% said that they rarely (3%) or did not have a voice at all (3%).

Over three-quarters of students (78%) said that their teachers always (57%) or often (21%) ask students for thoughts and ideas about decisions that affect the class. In contrast, 7% said that they asked rarely (5%) or not at all (2%).

There were no associations found between gender identity, racial identity, or school and the two questions below.

School Climate Item	Always	Often	Sometimes	Rarely	Not at All	Total	Number of Students Responding	Margin of Error: Plus or Minus
I have a voice in defining how we should act in the classroom.	44%	25%	24%	3%	3%	100%	144	6%
My teachers ask students for their thoughts and ideas about decisions that affect the class.	57%	21%	14%	5%	2%	100%	154	6%

Restorative Practices

Restorative Practices	
If I break rules, the teacher treats me with respect	Elementary
If I break rules, the teacher asks for my side of the story	Elementary
If I cause harm, I get help to understand the harm	Elementary
If I cause harm, I am given a chance to make it right	Elementary
If I break rules, the teacher treats me with respect.	Middle/High
If I break rules, the teacher asks me for my side of the story.	Middle/High
If I cause harm, I am given an opportunity to understand the harm.	Middle/High
If I cause harm, I am given an opportunity to make it right.	Middle/High

If I break the rules....

Among elementary school students responding, 59% said that the teacher treated them with respect if they break the rules and 67% said that the teacher asked for their side of the story.

There was an association between gender identity and responses to “If I break the rules, the teacher treats me with respect”.

- Yes – “If I break the rules, the teacher treats me with respect.”
 - She/Her – 67%
 - He/Him - 56%.
 - They/Them- 53%.

School Climate Item	Of the Students Who Said Yes or No		Total	Margin of Error: Plus or Minus	Number of Students Responding Yes or No
	Percent of Students Who Said Yes	Percent of Students Who Said No			
If I break rules, the teacher treats me with respect	59%	41%	100%	5%	193
If I break rules, the teacher asks for my side of the story	67%	33%	100%	4%	203

Among middle and high school students responding, almost three-quarters (71%) said that if they break the rules the teacher always (51%) or often (20%) treats them with respect. Over two-thirds (67%) said that their teacher always (48%) or often (19%) asks for their side of the story.

In contrast, 12% said that the teacher treats them with respect if they break the rules rarely (4%) or not at all (8%) and 14% said that their teacher asks for their side of the story rarely (9%) or not at all (5%).

There was no association between students’ gender identity, racial identity, or school and the questions below.

School Climate Item	Always	Often	Sometimes	Rarely	Not at All	Total	Number of Students Responding	Margin of Error: Plus or Minus
If I break rules, the teacher treats me with respect.	51%	20%	17%	4%	8%	100%	127	7%
If I break rules, the teacher asks me for my side of the story.	48%	19%	19%	9%	5%	100%	129	7%

If I cause harm....

Among elementary school students responding, most (85%) said that if they cause harm, they get help to understand the harm and they get a chance to make it right (94%).

There was an association between gender identity and racial identity and students' responses to "If I cause harm, I am given a chance to make it right."

Yes – "If I cause harm, I am given a chance to make it right."

- She/Her – 99%
- They/Them- 93%
- He/Him - 90%

Yes – "If I cause harm, I am given a chance to make it right."

- Asian – 100%
- Black/African – 93%
- White – 89%

School Climate Item	Of the Students Who Said Yes or No		Total	Margin of Error: Plus or Minus	Number of Students Responding Yes or No
	Percent of Students Who Said Yes	Percent of Students Who Said No			
If I cause harm, I get help to understand the harm	85%	15%	100%	5%	191
If I cause harm, I am given a chance to make it right	94%	6%	100%	4%	215

Among middle and high school students responding, about two-thirds (68%) said that if they caused harm, they were always (51%) or often (17%) given an opportunity to understand the harm and 79% said that they were always (54%) or often (25%) given the opportunity to make it right.

In contrast, almost one-fifth (17%) said that if they caused harm, they were given the opportunity to make understand the harm rarely (7%) or not at all (10%). One-tenth (10%) said that if they caused harm, they were given the opportunity to make it right rarely (5%) or not at all (5%).

There was no association between gender identity, racial identity, or school and students' responses to these questions.

School Climate Item	Always	Often	Sometimes	Rarely	Not at All	Total	Number of Students Responding	Margin of Error: Plus or Minus
If I cause harm, I am given an opportunity to understand the harm.	51%	17%	15%	7%	10%	100%	119	7%
If I cause harm, I am given an opportunity to make it right.	54%	25%	11%	5%	5%	100%	140	6%

Acceptance

Do you feel accepted for who you are at your school by other students	Elementary
Do you feel accepted for who you are at your school by teachers	Elementary
Do you feel accepted for who you are at your school by Wellness Room Staff/Behavior Coaches	Elementary
Do you feel accepted for who you are at your school by school counselors	Elementary
Do you feel accepted for who you are at your school by principal	Elementary
Do you feel accepted for who you are at your school by Other students	Middle/High
Do you feel accepted for who you are at your school by Teachers	Middle/High
Do you feel accepted for who you are at your school by Wellness Room Staff/Behavior Coaches	Middle/High
Do you feel accepted for who you are at your school by School Counselors	Middle/High
Do you feel accepted for who you are at your school by Principal	Middle/High

Among elementary school students responding, almost all felt accepted for who they are by other students (95%), teachers (95%), school counselors (93%), and the principal (93%). Slightly fewer (88%) felt accepted by wellness room staff/behavior coaches.

There was an association between gender identity and students' responses to: "Do you feel accepted for who you are at your school, by school counselors"?

Yes – "I feel accepted for who I am at my school by the school counselors".

- She/Her – 100%
- He/Him - 87%
- They/Them- 83%

School Climate Item	Of the Students Who Said Yes or No			Margin of Error: Plus or Minus	Number of Students Responding Yes or No
	Percent of Students Who Said Yes	Percent of Students Who Said No	Total		
Do you feel accepted for who you are at your school by other students	95%	5%	100%	4%	225
Do you feel accepted for who you are at your school by teachers	95%	5%	100%	4%	237
Do you feel accepted for who you are at your school by Wellness Room Staff/Behavior Coaches	88%	12%	100%	6%	164
Do you feel accepted for who you are at your school by school counselors	93%	7%	100%	6%	162
Do you feel accepted for who you are at your school by principal	93%	7%	100%	5%	194

Among middle and high school students, most said that they always (67%, 68%, 65%, respectively)

or often (20%, 16%, and 19%, respectively) felt accepted for who they are by their teachers, school counselors, and principal (87%, 84%, and 84%, respectively). Less than 10% said that they felt their teachers, school counselors, and principal accepted them for who they are rarely (5%, 2%, 3%) or not at all (2%, 4%, and 5%, respectively).

Fewer students (75%) said that they always (56%) or often (19%) felt accepted for who they are by wellness room staff/behavior coaches and 10% said that they felt accepted by the wellness room staff/behavior coaches rarely (7%) or not at all (3%).

Students were least likely to say that they always (43%) or often (25%) felt accepted for who they are by other students (68%). In contrast, 8% felt accepted by other students rarely (3%) or not at all (5%).

School Climate Item	Always	Often	Sometimes	Rarely	Not at All	Total	Number of Students Responding	Margin of Error: Plus or Minus
Do you feel accepted for who you are at your school by Other students	43%	25%	24%	3%	5%	100%	153	6%
Do you feel accepted for who you are at your school by Teachers	67%	20%	7%	5%	2%	100%	148	6%
Do you feel accepted for who you are at your school by Wellness Room Staff/Behavior Coaches	56%	19%	16%	7%	3%	100%	129	7%
Do you feel accepted for who you are at your school by School Counselors	68%	16%	10%	2%	4%	100%	130	7%
Do you feel accepted for who you are at your school by Principal	65%	19%	8%	3%	5%	100%	134	7%

There was an association between school and feeling accepted for who you are by other students. Among middle school students 11% felt accepted by other students rarely or not at all. In comparison, among high school students, 6% felt accepted by other students rarely or not at all.

	Always/Often	Sometimes	Rarely/Not at All	Number of Students Responding
Middle School	82%	8%	11%	65
High school	86%	9%	6%	69
Total	84%	8%	8%	134

Safety

Safety	
I feel safe at my school	Elementary
I feel safe at my school	Middle/High
I see physical fighting at my school.	Middle/High
I see students acting unkindly at my school	Middle/High

Among elementary school students, 95% said that they felt safe at their school. There was no association with gender or racial identity.

School Climate Item	Of the Students Who Said Yes or No		Total	Margin of Error: Plus or	Number of Students
	Percent of Students Who	Percent of Students Who			
I feel safe at my school	95%	5%	100%	4%	240

Among middle and high school students, three-quarters (75%) said that they felt safe at their school always (46%) or often (29%). In contrast, 7% felt safe rarely (6%) or not at all (1%).

Almost three-quarters (70%) said that they saw physical fighting rarely (27%) or not at all (43%) while 10% saw it always (5%) or often (5%).

Over one-quarter said that they always (14%) or often (14%) saw students acting unkindly. At the same time, 30% said that they saw students acting unkindly rarely (18%) or not at all (12%).

There was no association with gender identity, racial identity, or school and these three questions.

School Climate Item	Always	Often	Sometimes	Rarely	Not at All	Total	Number of Students Responding	Margin of Error: Plus or Minus
I feel safe at my school	46%	29%	17%	6%	1%	100%	156	6%
I see physical fighting at my school.	5%	5%	19%	27%	43%	100%	146	6%
I see students acting unkindly at my school	14%	14%	43%	18%	12%	100%	147	6%

Connection (middle and high school only)

Among middle and high school students, three-quarters (75%) said that there is always (55%) or often (20%) an adult at their school that they can talk to if they have a problem. In contrast, 9% said that they had an adult to talk to rarely (4%) or not at all (5%).

School Climate Item	Always	Often	Sometimes	Rarely	Not at All	Total	Number of Students Responding	Margin of Error: Plus or Minus
If I have a problem, there is an adult at my school I can talk to.	55%	20%	16%	4%	5%	100%	155	6%

There was an association between racial identity and students' responses to this question. Black/African and Asian students were about three times more likely than White students (11%, 10%, and 3% respectively) to say that they if they had a problem at school there was an adult that they could talk to either rarely or not at all.

However, among the three groups, three-quarters of each said that there was always or often an adult that they could talk to at school if they had a problem.

Racial Identity	Always/ Often	Sometimes	Rarely or Not at all	Total	Number of students responding
Asian	77%	13%	10%	100%	31
Black/African	76%	13%	11%	100%	71
White	74%	24%	3%	100%	38
All	76%	13%	11%	100%	140

Note: The number of Indigenous or multiracial students responding was too small to draw reliable conclusions in this analysis.