

CESA 6

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EQUITY WALK REPORT

2022-2023

Unified School District of De Pere

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INTRODUCTION

School District Overview

The Unified School District (USDDP) is located just five miles south of GreenBay in Brown County, along the beautiful Fox River. The district is made up of all or parts of six towns as well as the City of De Pere itself. The Unified School District of De Pere is a comprehensive, public 4K-12 school district.

The Unified School District of De Pere is comprised of six schools, four of which participated in the Equity Walks:

Altmayer Elementary	Intermediate School
De Pere Middle School	De Pere High School

The district is led by Superintendent Chris Thompson, EdD, Jerry Nicholson, Director of Student Services, and Shelly Thomas, Director of Curriculum. Home to over 500 dedicated, caring, passionate staff members, USDDP prides itself on its commitment to ensuring all students learn at grade level or higher. The district places the “whole child” at the forefront of their work. This begins with understanding each individual and designing purposeful learning environments to capitalize on the student’s strengths and goals.

The mission of the USDDP: *As a responsible partner with our families and communities, we provide a distinct educational edge that prepares all learners to be successful and contributing members in our global society.*

School District Demographics

According to the information gathered from district officials and the Wisconsin Department of Public Instruction (DPI) 2022-2023, the district’s demographics and achievement data are as follows:

ENROLLMENT		DISTRICT DEMOGRAPHICS	ACADEMIC ACHIEVEMENT DATA
DISTRICT: 4,536 Students	85.3% White		DISTRICT: 80.4% ELA Proficiency Score 78.1% Math Proficiency Score
	5.6% Hispanic/Latino		
	5% Two or more races		
	2.4% Asian		
	1.2% Black or African American		
	0.5% American Indian or Alaskan Native		
	0% Native Hawaiian or Pacific Islander		
	12.3% Students with Disabilities		
	18.9% Economically Disadvantaged		
	2.2% English Learners		

School District Achievement

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	2,882	17.1%	47.0%	26.8%	9.1%	2,889	12.3%	41.8%	32.9%	13.0%	2,988	14.3%	42.9%	30.5%	12.3%
American Indian or Alaskan Native	25	0.0%	32.0%	56.0%	12.0%	<20	*	*	*	*	<20	*	*	*	*
Asian	63	25.4%	49.2%	19.0%	6.3%	59	16.9%	42.4%	30.5%	10.2%	80	17.5%	42.5%	27.5%	12.5%
Black or African American	34	8.8%	29.4%	38.2%	23.5%	33	9.1%	36.4%	27.3%	27.3%	33	15.2%	36.4%	24.2%	24.2%
Hispanic or Latino	126	7.1%	37.3%	40.5%	15.1%	129	2.3%	29.5%	40.3%	27.9%	160	6.3%	26.9%	38.8%	28.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,503	17.7%	47.9%	26.1%	8.3%	2,521	12.9%	42.9%	32.4%	11.7%	2,572	15.0%	44.0%	30.1%	10.9%
Two or More Races	130	17.7%	46.2%	20.8%	15.4%	130	9.2%	37.7%	33.8%	19.2%	130	9.2%	43.8%	30.0%	16.9%
Economically Disadvantaged	613	8.3%	37.5%	37.5%	16.6%	536	4.5%	26.7%	41.4%	27.4%	572	4.0%	30.6%	39.5%	25.9%
English Learners	90	6.7%	36.7%	45.6%	11.1%	74	1.4%	27.0%	40.5%	31.1%	96	2.1%	25.0%	45.8%	27.1%
Students with Disabilities	295	6.4%	21.7%	31.9%	40.0%	295	4.1%	17.3%	31.2%	47.5%	328	3.0%	17.4%	34.1%	45.4%

MATHEMATICS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	2,881	15.2%	44.9%	28.8%	11.1%	2,889	12.0%	40.4%	32.2%	15.4%	2,989	16.1%	39.2%	30.0%	14.6%
American Indian or Alaskan Native	25	0.0%	20.0%	60.0%	20.0%	<20	*	*	*	*	<20	*	*	*	*
Asian	63	25.4%	44.4%	25.4%	4.8%	59	20.3%	45.8%	25.4%	8.5%	80	23.8%	37.5%	25.0%	13.8%
Black or African American	34	8.8%	26.5%	35.3%	29.4%	33	12.1%	15.2%	30.3%	42.4%	33	12.1%	30.3%	36.4%	21.2%
Hispanic or Latino	126	6.3%	31.0%	37.3%	25.4%	129	2.3%	24.0%	38.0%	35.7%	161	4.3%	23.6%	39.1%	32.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,503	15.8%	46.5%	27.8%	9.9%	2,521	12.5%	42.1%	31.9%	13.4%	2,572	17.0%	41.1%	28.9%	13.1%
Two or More Races	129	12.4%	38.0%	34.1%	15.5%	130	9.2%	30.0%	34.6%	26.2%	130	12.3%	27.7%	41.5%	18.5%
Economically Disadvantaged	612	4.7%	35.0%	40.0%	20.3%	536	3.4%	26.3%	36.6%	33.8%	572	5.1%	27.1%	37.9%	29.9%
English Learners	90	6.7%	33.3%	40.0%	20.0%	74	4.1%	27.0%	36.5%	32.4%	97	4.1%	21.6%	44.3%	29.9%
Students with Disabilities	294	6.1%	21.8%	28.9%	43.2%	295	3.7%	15.9%	34.6%	45.8%	328	5.2%	15.9%	29.0%	50.0%

According to the charts above from the 2021-2022 Wisconsin State Report Card, there is a significant achievement gap occurring with the Black or African American and the Hispanic or Latino student population in both Mathematics and English Language Arts. As shown in the chart above for the 2021-2022 school year, the amount of students who were considered to be **“Advanced” or “Proficient”** in English Language Arts was 33.2% for Hispanic or Latino Students as compared to their White peers at 59%. The amount of students who were considered to be “Advanced” or “Proficient” in Mathematics was 27.9% for Hispanic or Latino Students as compared to their White peers at 58.1%.

Consequently, the amount of students who were considered to be **“Below Basic”** in English Language Arts was 66.9% for Hispanic or Latino Students as compared to their White peers at 41%. The amount of students who were considered to be “Below Basic” in Mathematics was 72% for Hispanic or Latino Students as compared to their White peers at 42%.

Black, Latino, and Indigenous students across the country as well as students with disabilities have unequal access to advanced coursework, which means they often miss out on vital learning opportunities that can set them up for success in college and careers. According to The Education Trust, in Wisconsin, there are 52 Black students and 72 Latino students enrolled in AP courses for every 100 Black students and every 100 Latino students who would need to be enrolled for the state to achieve fair representation.

To reduce the risk of disproportionality from occurring in the district, we suggest setting clear, measurable goals for monitoring access to and success in advanced coursework and commit to publicly measuring state and district progress toward those goals as well as using data to identify the barriers that prevent students from historically marginalized groups from enrolling in advanced courses.

INFORMATION SOURCES

The demographic data was provided by the Wisconsin Department of Public Instruction. Quantitative data was gathered during the Equity Walks using a set of predetermined indicators selected by the leadership team.

Information sources include:

- Intercultural Development Inventory® (IDI®)
- Equity Walk Data Collection Tool
- School Documentation:
 - School mission & vision statement
- Department of Public Instruction State Report Card for Wisconsin
 - Student performance data
 - School demographic data
- Wisconsin Youth Behavior Risk Survey Data for the Kaukauna Area School District
- The Education Trust press release, “Black and Latino Students Shut Out of Advanced Coursework Opportunities”, January 9, 2020

The support of participants in providing information was greatly appreciated.

INTERCULTURAL DEVELOPMENT INVENTORY RESULTS

Intercultural Development Inventory® (IDI®)

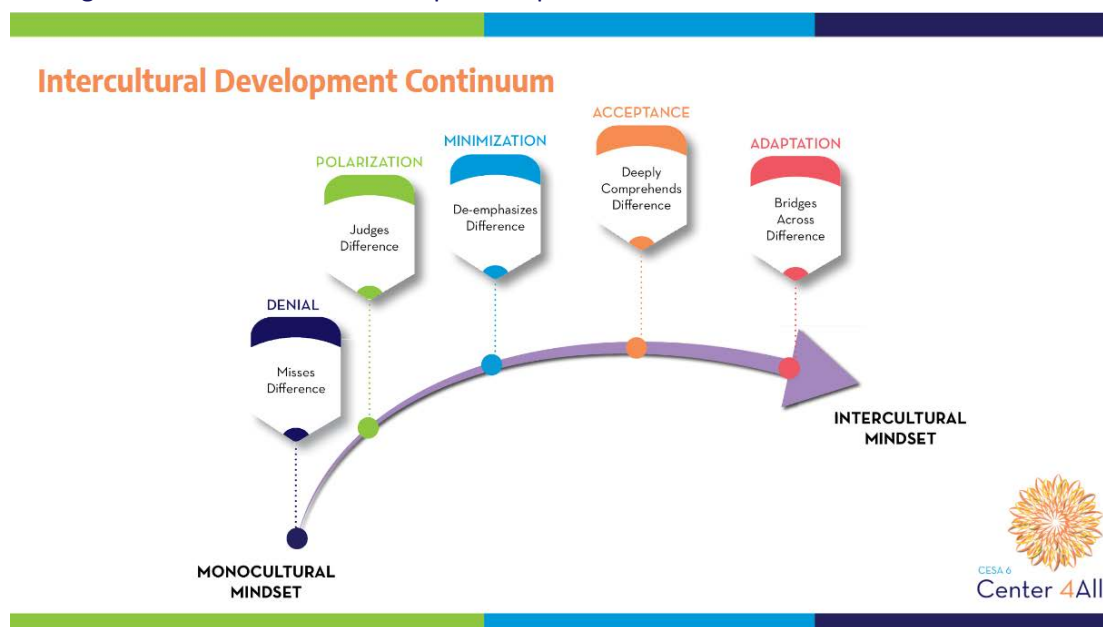
The Intercultural Development Inventory® (IDI®) assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. Intercultural competence has been identified as a critical capability in a number of studies.

Why do we need intercultural competence?

- *Demographic shifts and an increasingly diverse population*
- *Societies are increasingly becoming globalized*
- *Persistence of issues around cross-cultural contact, discrimination, and related challenges*
- *Discrimination and bias in various forms are hurtful all around*

The Intercultural Development Inventory is a 50-item questionnaire available online that can be completed in 15–20 minutes. A wide range of organizations and educational institutions use the IDI. Thousands of Qualified Administrators in more than 30 countries have extensively applied the IDI in corporate, non-profit, government, faith-based, and educational contexts. In addition, more than 60 published articles and book chapters as well as over 66 Ph.D. dissertations have been completed using the IDI.

The IDI generates profiles of an individual's intercultural competence. When used to assess an individual's level of intercultural competence, a customized Intercultural Development Plan® (IDP®) is also prepared for the person. This IDP provides a detailed blueprint for the individual to further develop his/her intercultural competence. The IDI also generates group, subgroup, and organizational intercultural competence profiles.

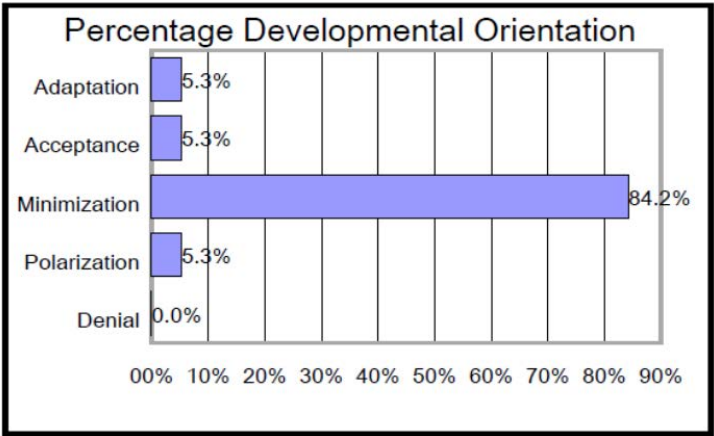


Unified School District of De Pere Intercultural Development Inventory® (IDI®) Results

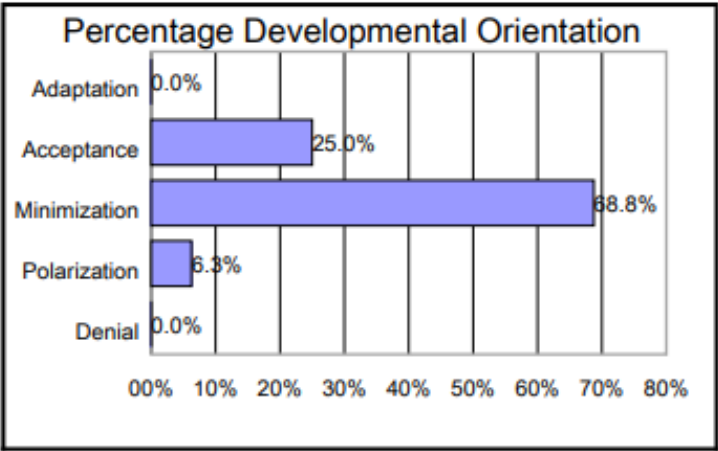
Over the course of 2022, 38 people from two different groups of staff in the USDDP were invited to engage with the Intercultural Development Inventory® (IDI®) including administrators, counselors, school psychologists, and social workers. Each group's Developmental Orientation score indicates that the group's primary orientation toward cultural differences is within Minimization. As you can see in the images below, there are wide ranges of Developmental Orientations, which reflects a lack of consensus on how the group makes sense of and adapts behavior to cultural differences. In effect, the group has both monocultural mindsets and intercultural mindsets at work. Without targeted, intercultural competence development of the members of the group, it is likely the group will find it difficult to achieve a "shared vision and focus" for meeting educational objectives in a culturally diverse environment.

When an individual receives information about oneself and is given a customized plan for growth along with personalized goal setting, there is an awareness, acknowledgement, and recognition that there is more to learn in regards to relationships with others. This is key to creating a stronger climate of belonging within the organization for students, staff, and families.

IDI DATA February 2022: Range of Developmental Orientations of the Leadership Team

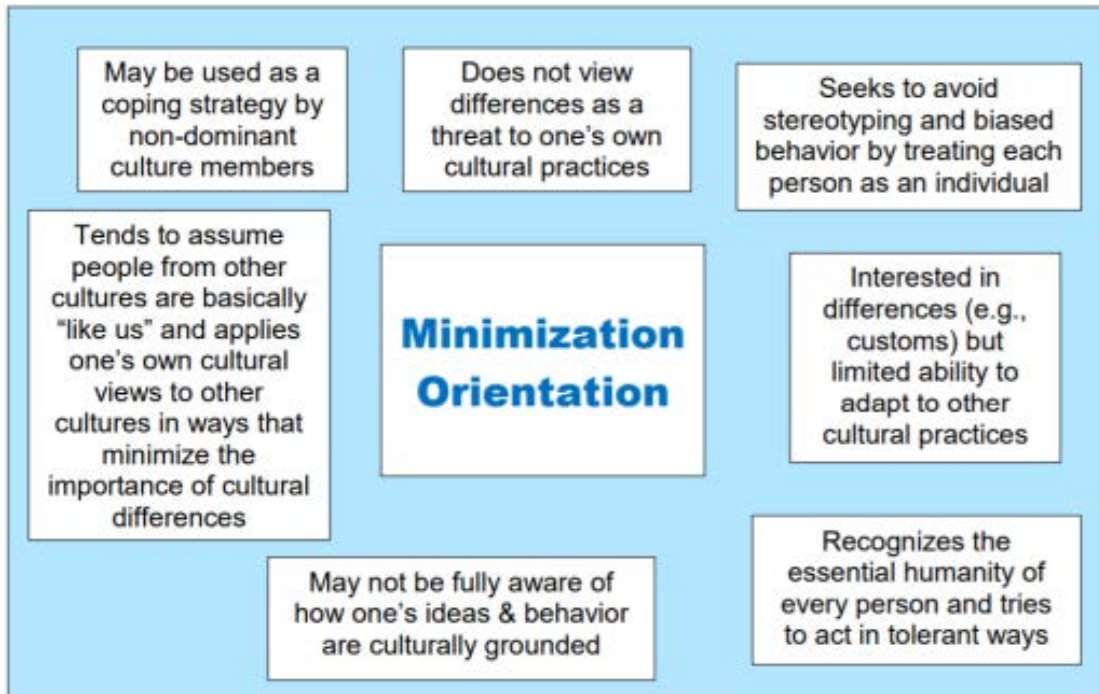


IDI DATA December 2022: Range of Developmental Orientations of the Pupil Services Team



See below for a description of the seven characteristics of a person with a Minimization Orientation:

A **Minimization** Orientation reflects a tendency to focus on commonalities across diverse communities that can mask deeper recognition of differences. Characteristics of a Minimization mindset are:



Co-created Action Ideas from IDI Participants

The "Action Ideas" are a combination from all small group breakouts during the IDI Group Debrief in February 2022, and January 2023. Small groups were based on similar roles (administrators, instructional coaches, teachers, counselors etc.). Participants also have the option to form accountability partners with others who created similar goals.

YOUTH RISK BEHAVIOR SURVEY (YRBS) DATA

The Youth Risk Behavior Survey (YRBS) is a system of surveys that includes a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments. It monitors six categories of health-related behaviors that contribute to the leading causes of death and disability among youth and adults.

Students in grades 6-12 took the survey in fall of 2021; however, students at Foxview did not include certain student groups (i.e. Students with Physical Disabilities, Students with Special Education Services, LGBT students, etc.). The figures below are not an exhaustive list of results from the YRBS.

*Note that this might be slightly lower than the number of students offered the survey if students submitted blank, largely incomplete, or otherwise unusable surveys. The YRBS asks students to honestly and anonymously report on highly sensitive information. When very few students report a risk behavior, there are both privacy protection and data quality reasons not to report such numbers. From a privacy standpoint, reporting small numbers at the school, district, or even county level might make it easy to guess (correctly or incorrectly) a student’s identity. DPI policy requires redaction of such small numbers, particularly for sensitive questions or topics. From a data quality perspective, small numbers are inherently unstable.

The YRBS is a reliable and valid survey instrument used across the country for over 20 years. In addition, the information prepared for this report includes literally hundreds of data quality checks which are used to identify and remove likely invalid responses. These help to ensure that the data used for reports is as clean as possible.

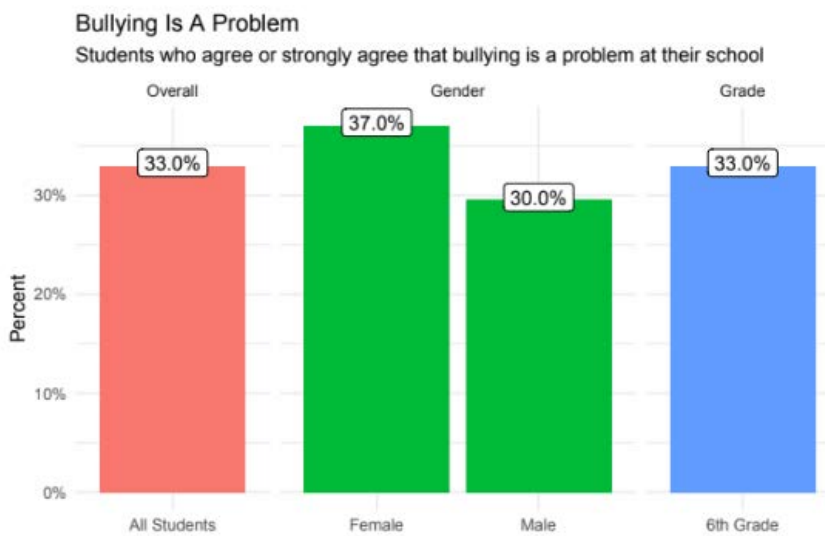
Total number of surveys taken at Foxview Intermediate School: 194
Foxview Intermediate School response rate: 61%

Total number of surveys taken at De Pere Middle School: 593
De Pere Middle School response rate: 88%

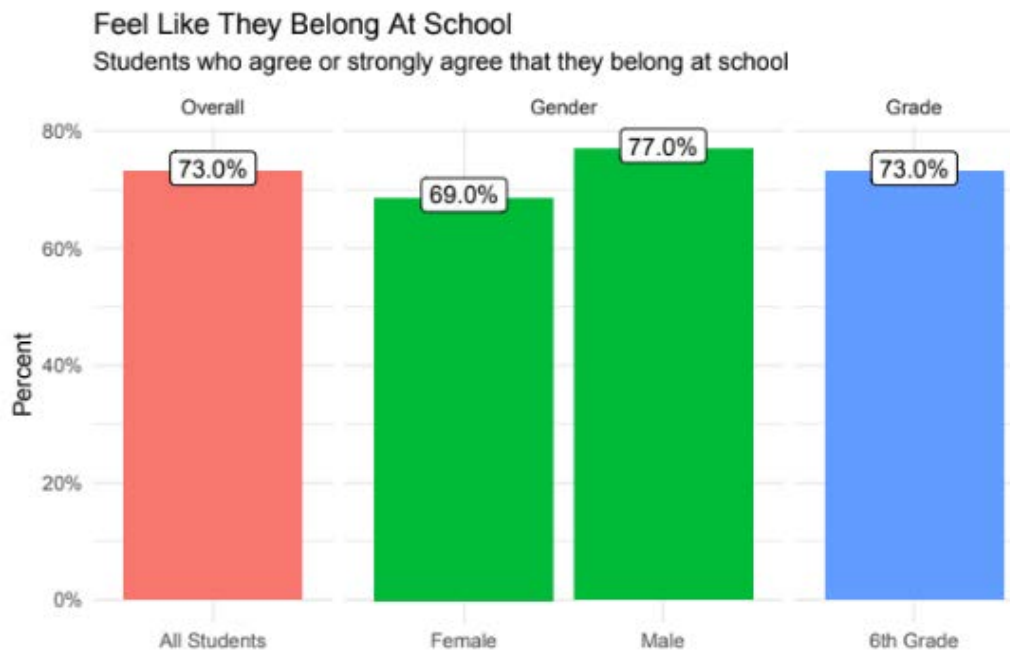
Total number of surveys taken at De Pere High School: 975
De Pere High School response rate: 70%

FOXVIEW INTERMEDIATE SCHOOL 2021-2022

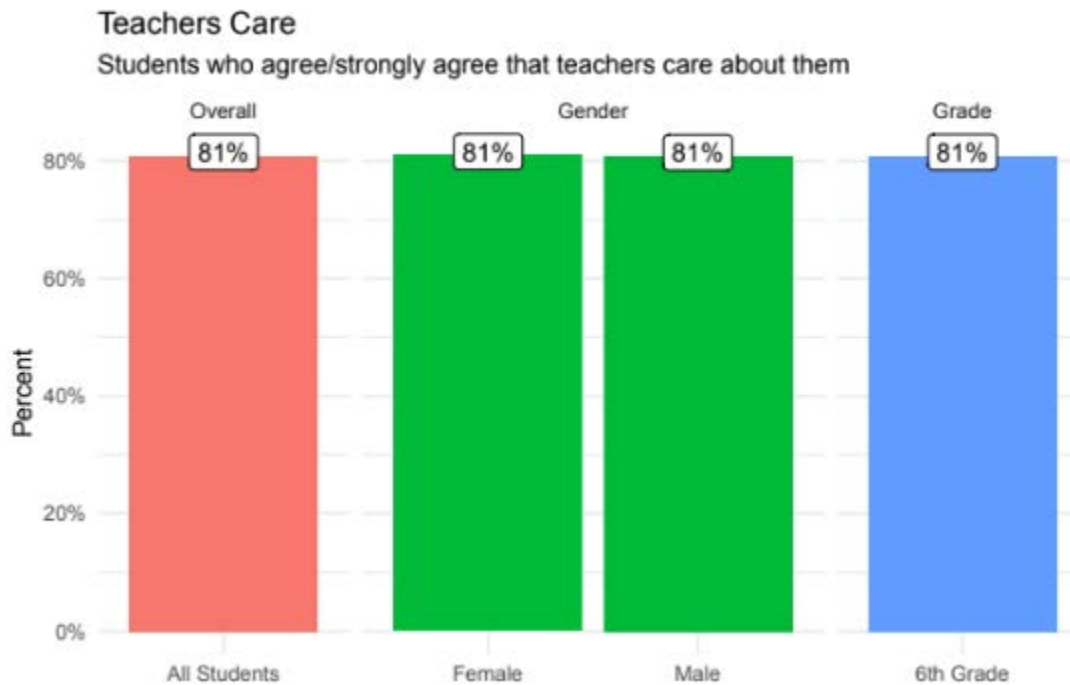
ALL STUDENTS



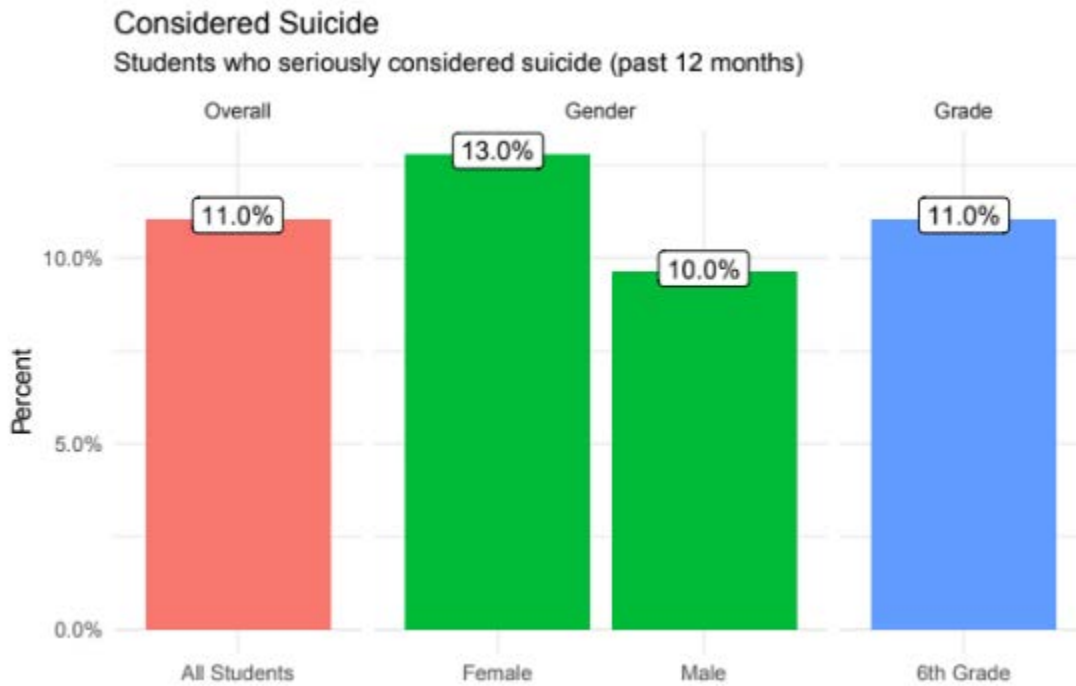
Regardless of whether or not they themselves have been bullied, students may have perceptions of how pervasive and harmful bullying is at their school. Overall, 33% of students agreed or strongly agreed that bullying was a problem at their school.



Students who feel connected, included, and engaged at school generally do better academically and socially. Strong school connectedness can also buffer young people against anxiety, depression, and peer pressure. 7% of students responded that they did not feel like they belonged at their school (e.g., either disagreed or strongly disagreed with the statement).



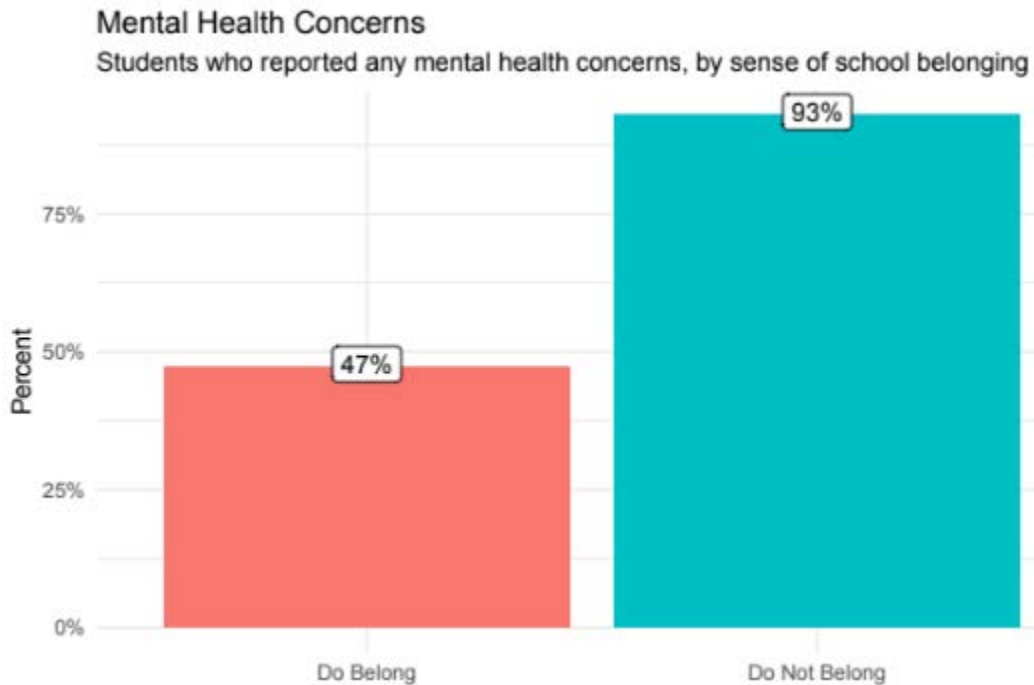
Students who believe that their teachers care about them are more likely to stay in school and be invested in their education. Another factor that can make a tremendous difference for students' school experience is whether or not they have at least one trusted adult at school.



7% of students have made a plan about how they would attempt suicide.

4% of students have attempted suicide.

Sense of Belonging:



The chart above shows the reported rates of mental health concerns for students who do not feel a sense of belonging vs. students who do feel a sense of belonging. “Mental health concerns” combines the YRBS questions on anxiety, depression, self-harm, and suicidality.

STUDENTS OF COLOR AT A GLANCE

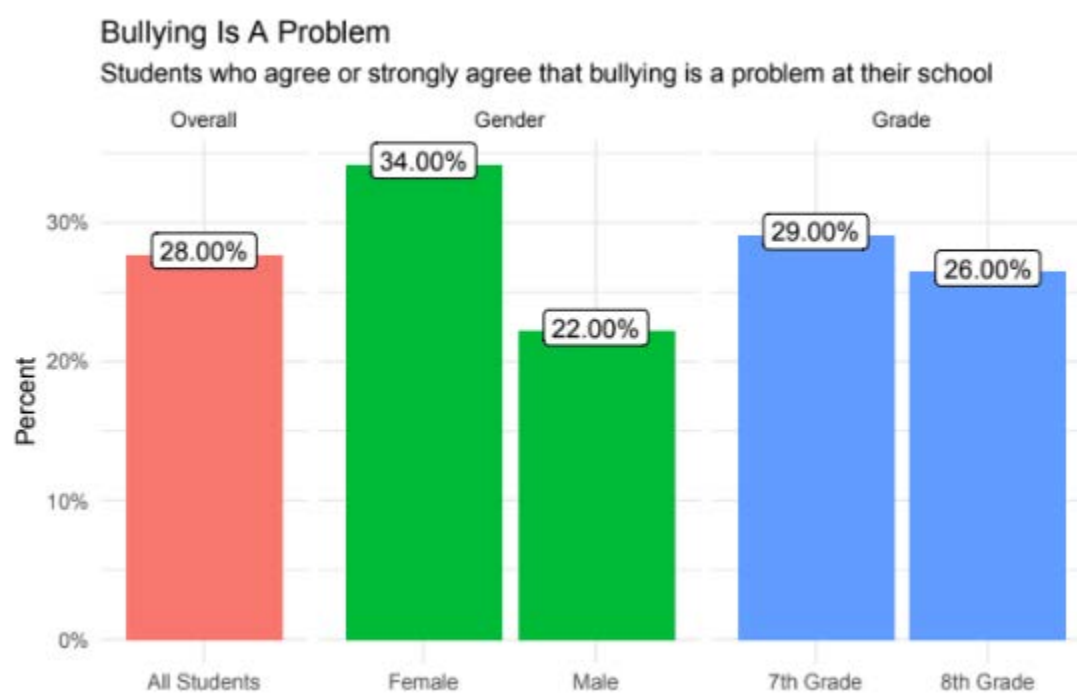
The Department of Public Instruction acknowledges that there are pronounced educational disparities along racial and ethnic lines in Wisconsin. The DPI is committed to addressing such disparities and promoting educational equity. The YRBS helps show some of the non-academic factors that are also relevant to helping all Wisconsin students graduate college and career ready. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health concerns.

Numbers in this section were too small to report.

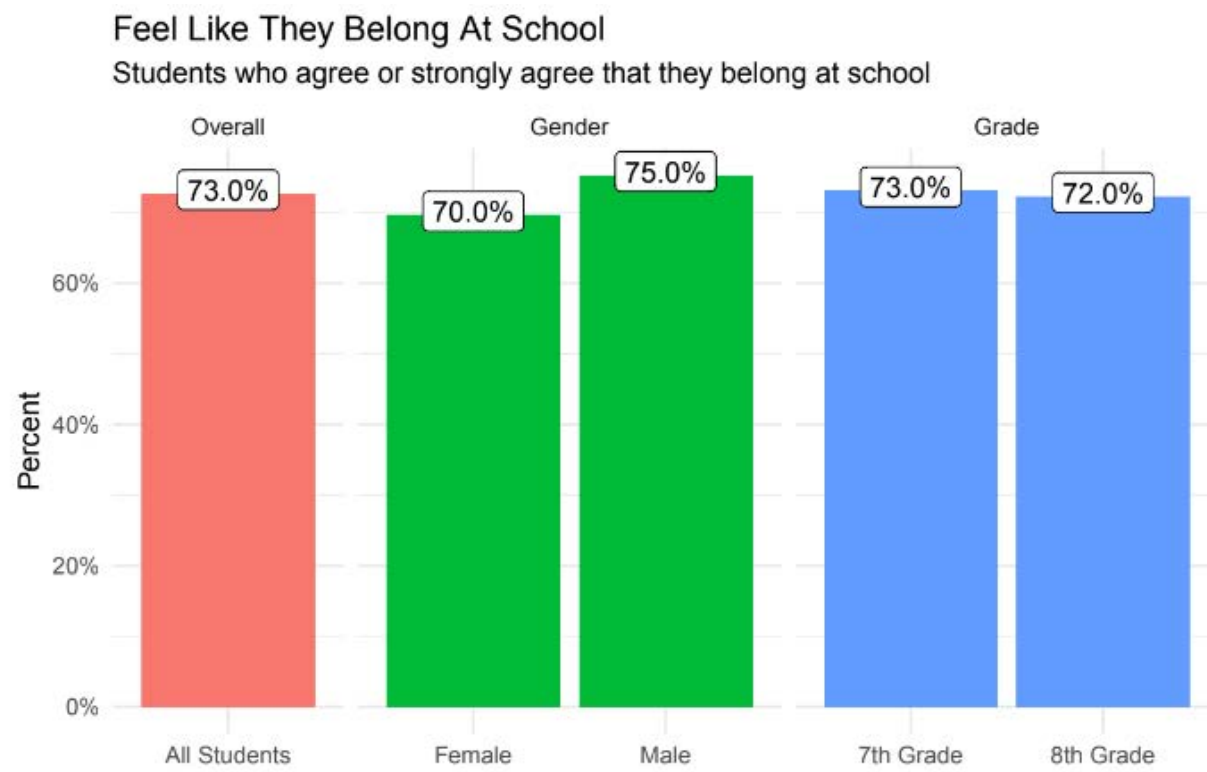
Students’ sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices and data for signs of bias or disparities; ensuring that students of color are encouraged to take challenging courses and are offered the same preparation as their peers; ensuring that the school practices and curricula are inclusive; and incorporating student feedback into school change efforts.

DE PERE MIDDLE SCHOOL 2021-2022

ALL STUDENTS



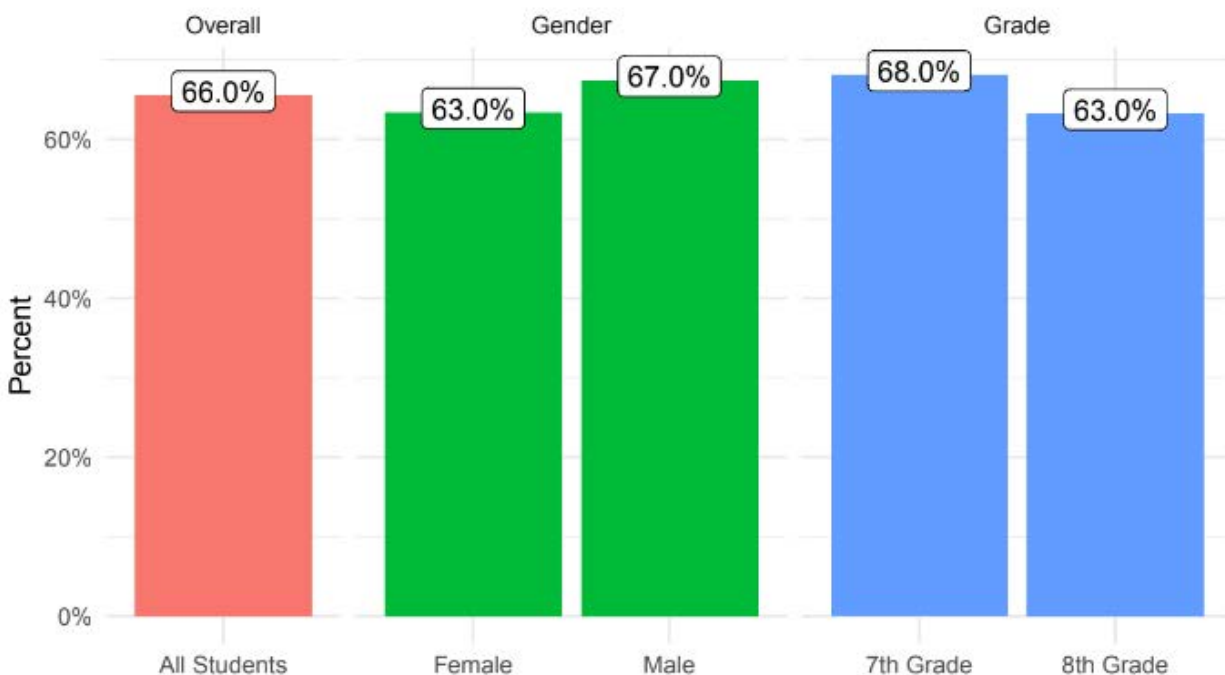
Regardless of whether or not they themselves have been bullied, students may have perceptions of how pervasive and harmful bullying is at their school. Overall, 28% of students agreed or strongly agreed that bullying was a problem at their school.



Students who feel connected, included, and engaged at school generally do better academically and socially. Strong school connectedness can also buffer young people against anxiety, depression, and peer pressure. 7% of students responded that they did not feel like they belonged at their school (e.g., either disagreed or strongly disagreed with the statement).

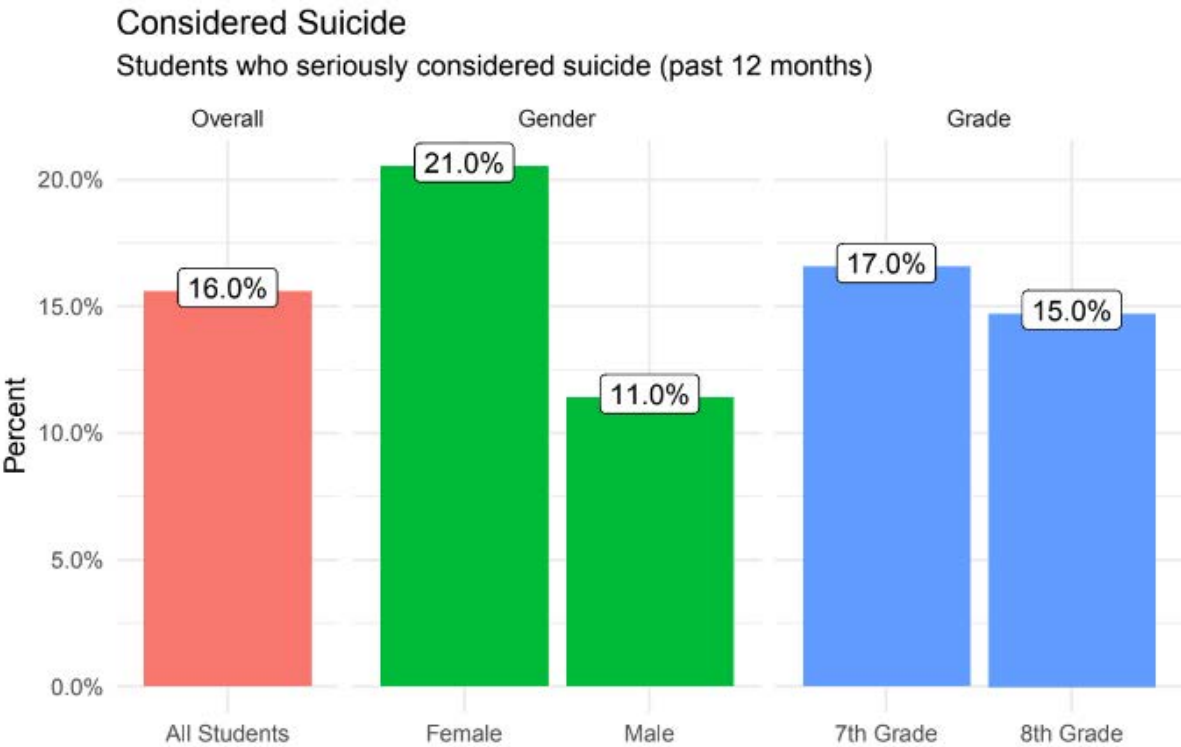
Teachers Care

Students who agree/strongly agree that teachers care about them

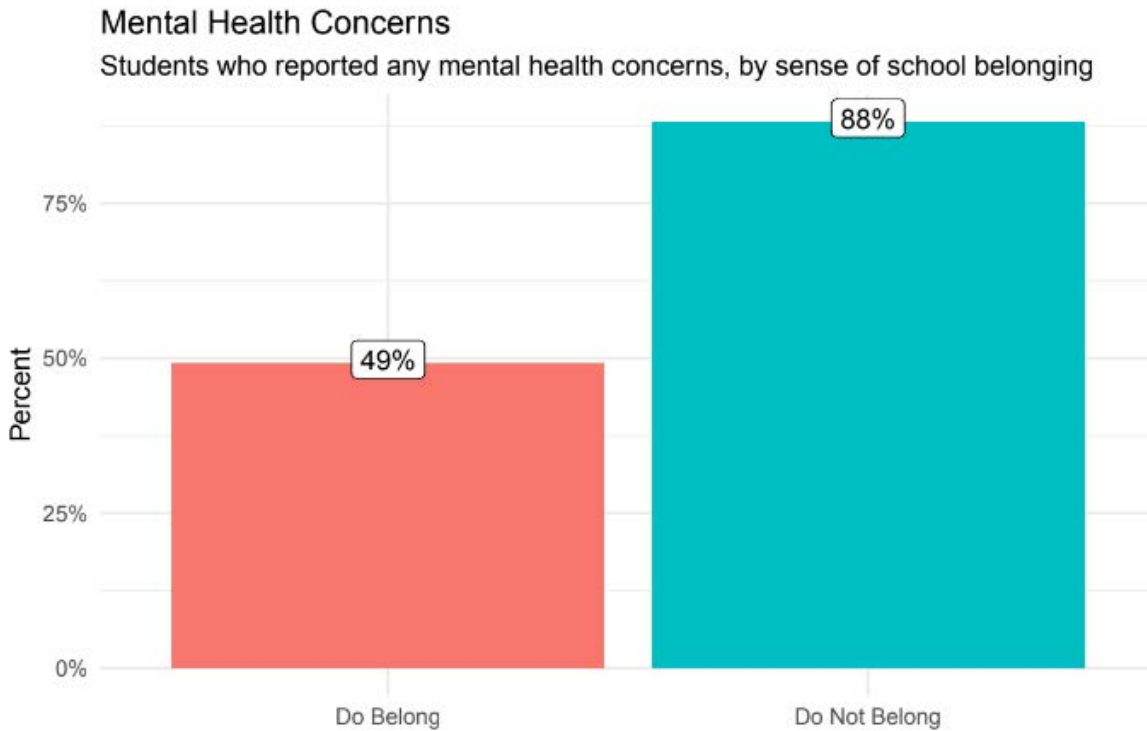


Students who believe that their teachers care about them are more likely to stay in school and be invested in their education. Another factor that can make a tremendous difference for students' school experience is whether or not they have at least one trusted adult at school.

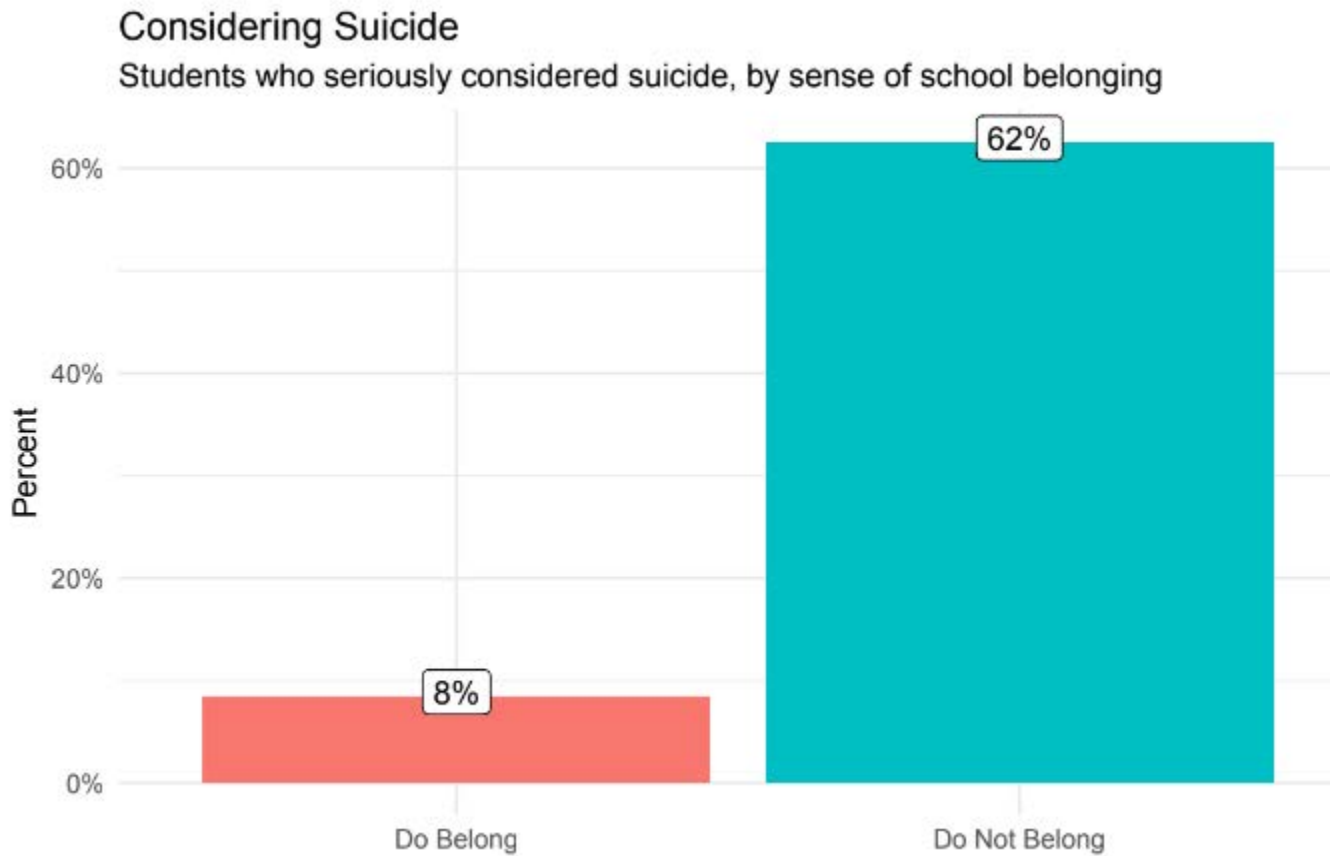
Sense of Belonging:



12% of students have made a plan about how they would attempt suicide.
4% of students have attempted suicide.



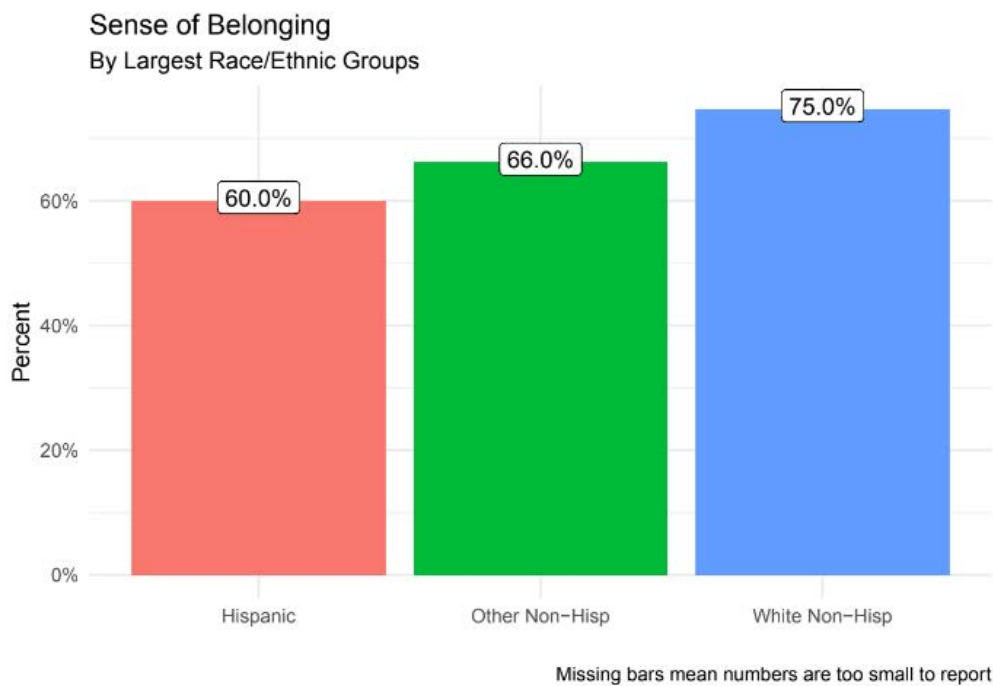
The chart above shows the reported rates of mental health concerns for students who do not feel a sense of belonging vs. students who do feel a sense of belonging. “Mental health concerns” combines the YRBS questions on anxiety, depression, self-harm, and suicidality.



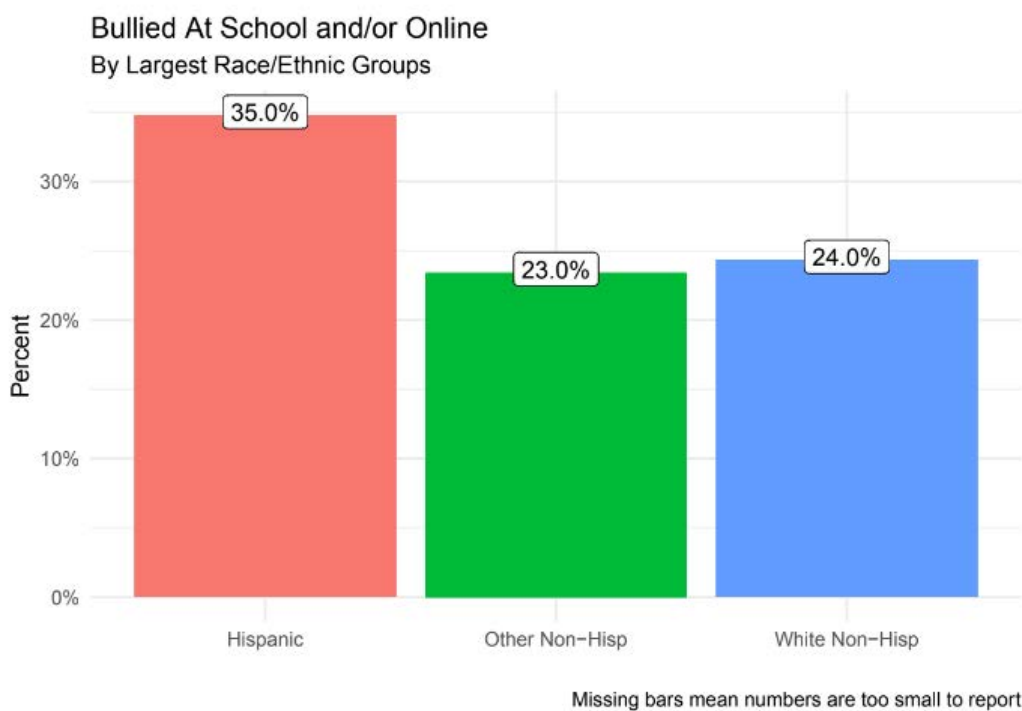
The chart above limits the relationship between mental health and school belonging to focus on just students who say that they have seriously considered suicide in the past 12 months. Students who do not feel that they belong at school are generally more likely to have considered suicide than students who do feel that they belong at school.

STUDENTS OF COLOR AT A GLANCE

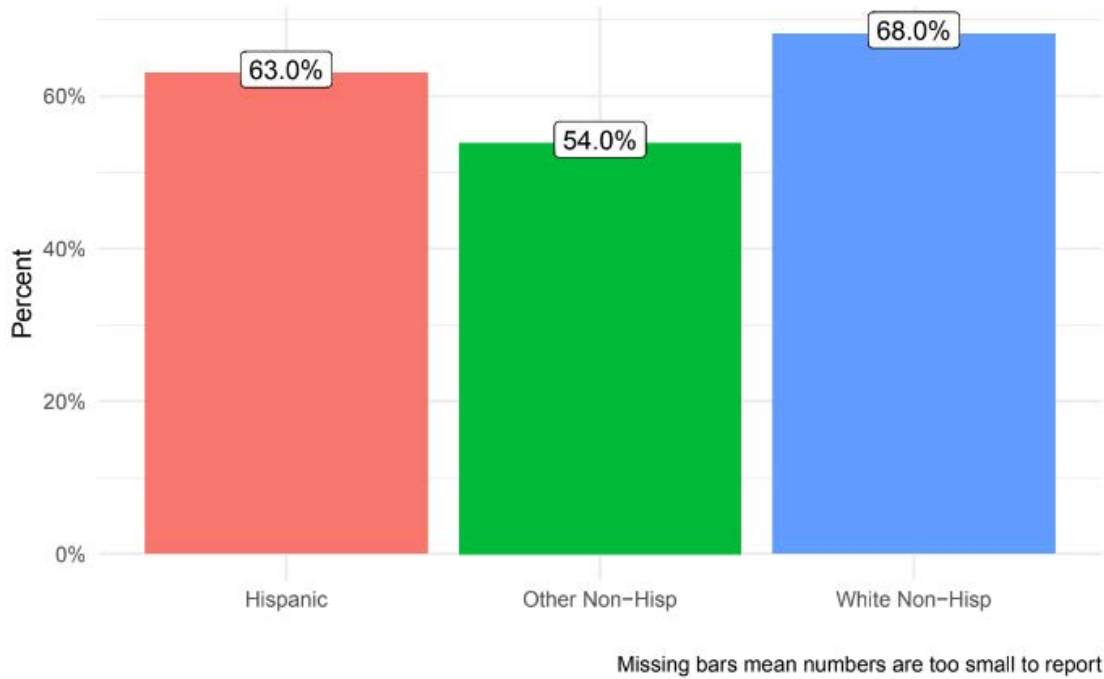
The Department of Public Instruction acknowledges that there are pronounced educational disparities along racial and ethnic lines in Wisconsin. The DPI is committed to addressing such disparities and promoting educational equity. The YRBS helps show some of the non-academic factors that are also relevant to helping all Wisconsin students graduate college and career ready. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health concerns.



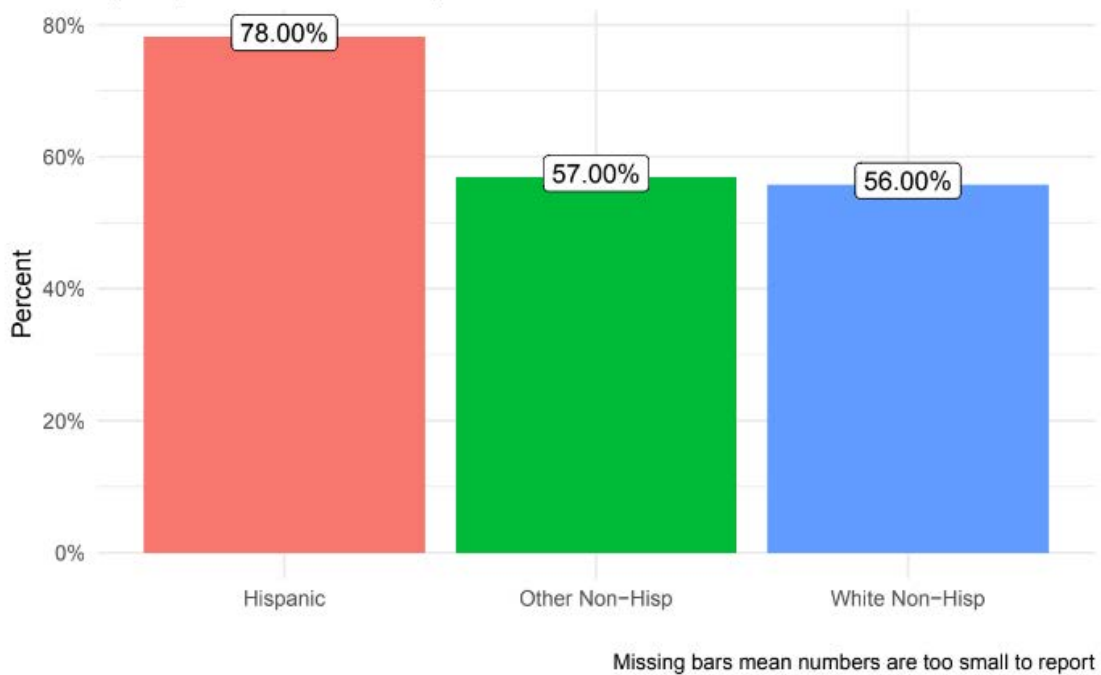
Students’ sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices and data for signs of bias or disparities; ensuring that students of color are encouraged to take challenging courses and are offered the same preparation as their peers; ensuring that the school practices and curricula are inclusive; and incorporating student feedback into school change efforts.



Have A Teacher Or Other Adult at School To Talk To
By Largest Race/Ethnic Groups



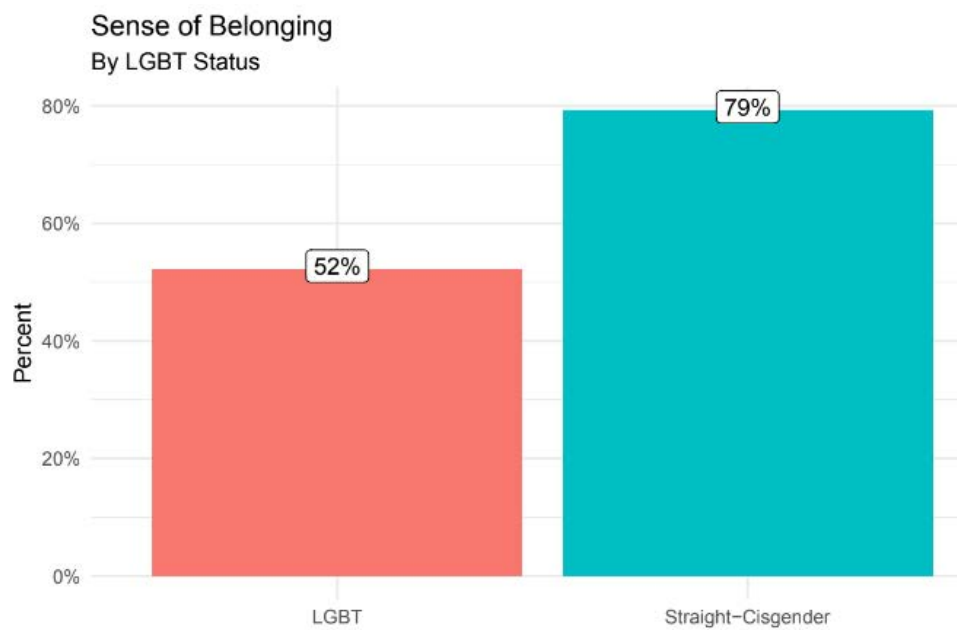
Poor Mental Health
By Largest Race/Ethnic Groups



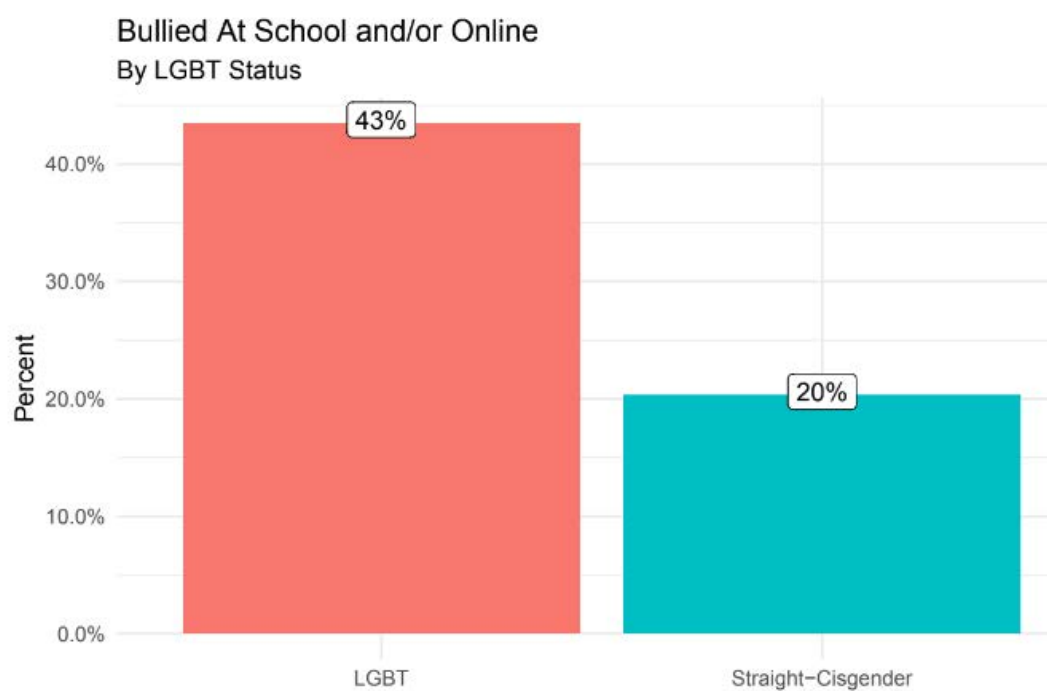
Wisconsin's statewide 2017 and 2019 YRBS results found notable mental health disparities for students of color (statewide 2021 results were not yet available at the time of this report). For instance, the Center for Disease Control and Prevention's Youth Online analysis tool shows that African American students in Wisconsin are more likely to have planned a suicide attempt than the national average for African American students (from the national 2017 YRBS; statistically significant at the .05 level). Knowing that some students of color report higher rates of anxiety, depression, non-suicidal self-harm and suicidal thoughts behavior than their peers might help teachers and school officials to be alert to signs of both externalizing and internalizing behavior that could indicate distress.

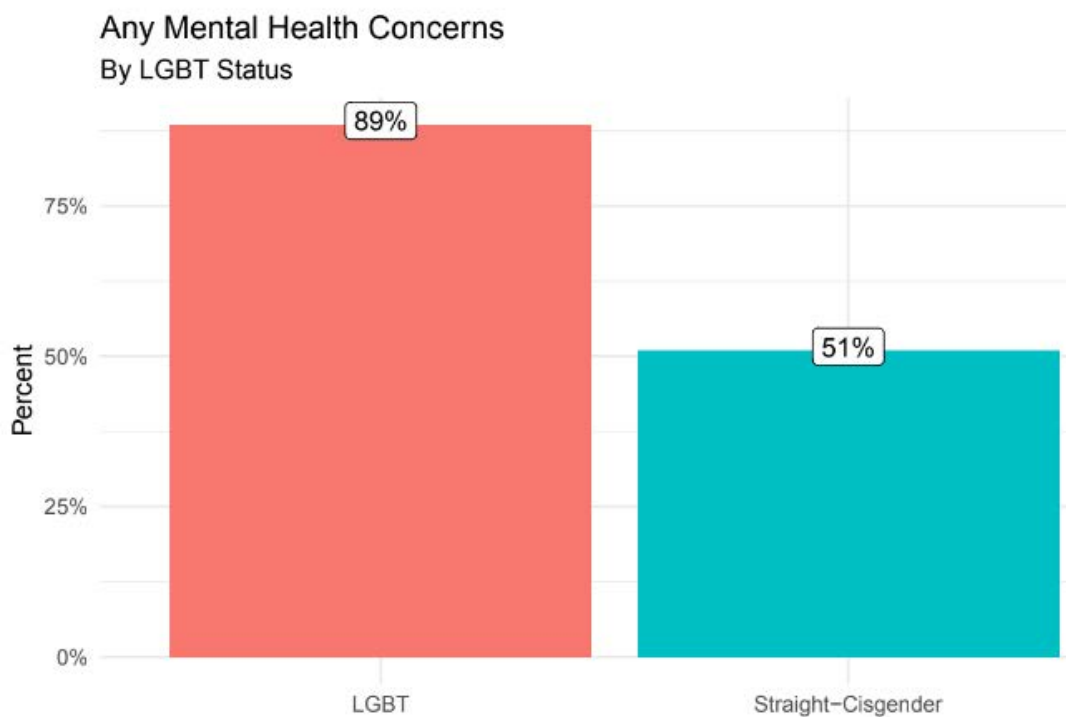
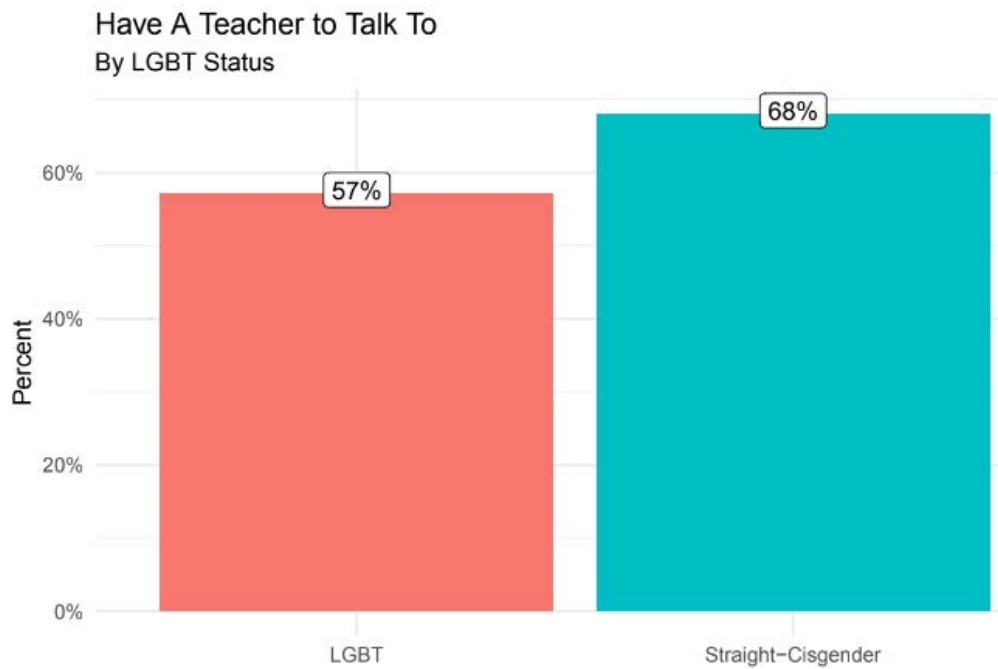
LGBTQ+ STUDENTS AT A GLANCE

Students who identify as Lesbian, Gay, Bi-sexual, or Transgender (LGBT) tend to be at higher risks than their peers in a number of areas. LGBT status was based on two YRBS questions: one asking about sexual orientation and the other about gender identity (i.e., transgender vs. cisgender). Students were characterized as “LGBT” if they identified in the YRBS as one or more of the following: lesbian, gay, bisexual, transgender. Students who explicitly identified as straight (in the sexual orientation question) and “not transgender” (in the gender identity question) are the comparison group.



LGBT students tend to have a lower sense of belonging than their peers. However, school climate and culture can influence students’ sense of belonging. Thus, school officials who are concerned about this disparity might look for ways to positively impact school climate overall and for LGBT students in particular.

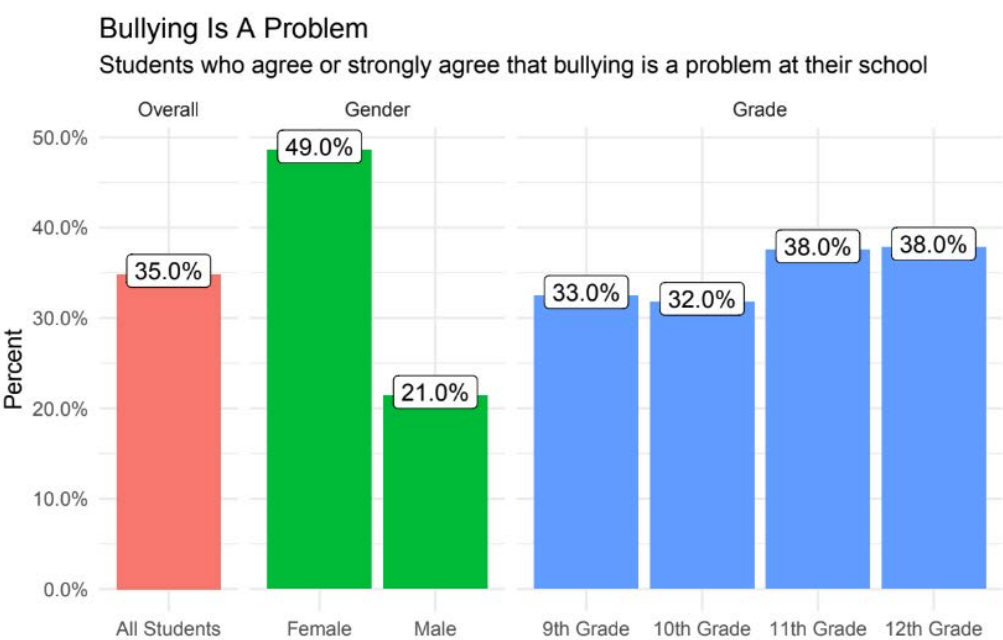




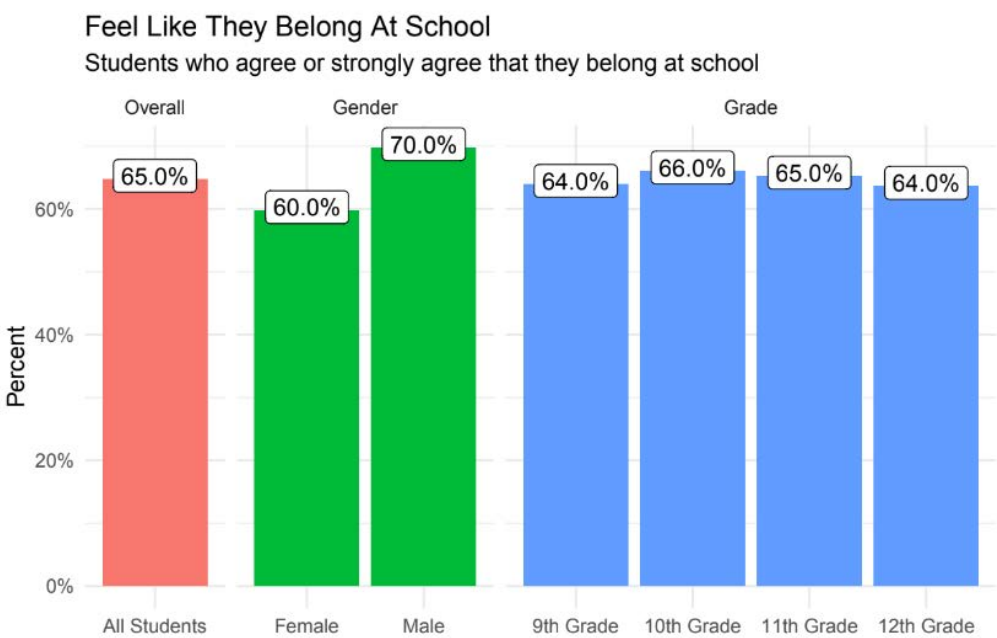
LGBT students tend to report higher levels of mental health concerns. They also tend to report fewer protective factors and higher levels of bullying, harassment, marginalization and violent victimization—all of which affect mental and emotional wellbeing (see e.g. Kann et al. 2016). The chart above covers students who answered affirmatively to one or more of the YRBS questions on depression, anxiety, non-suicidal self-harm, and suicidal ideation and behavior.

DE PERE HIGH SCHOOL 2021-2022

ALL STUDENTS



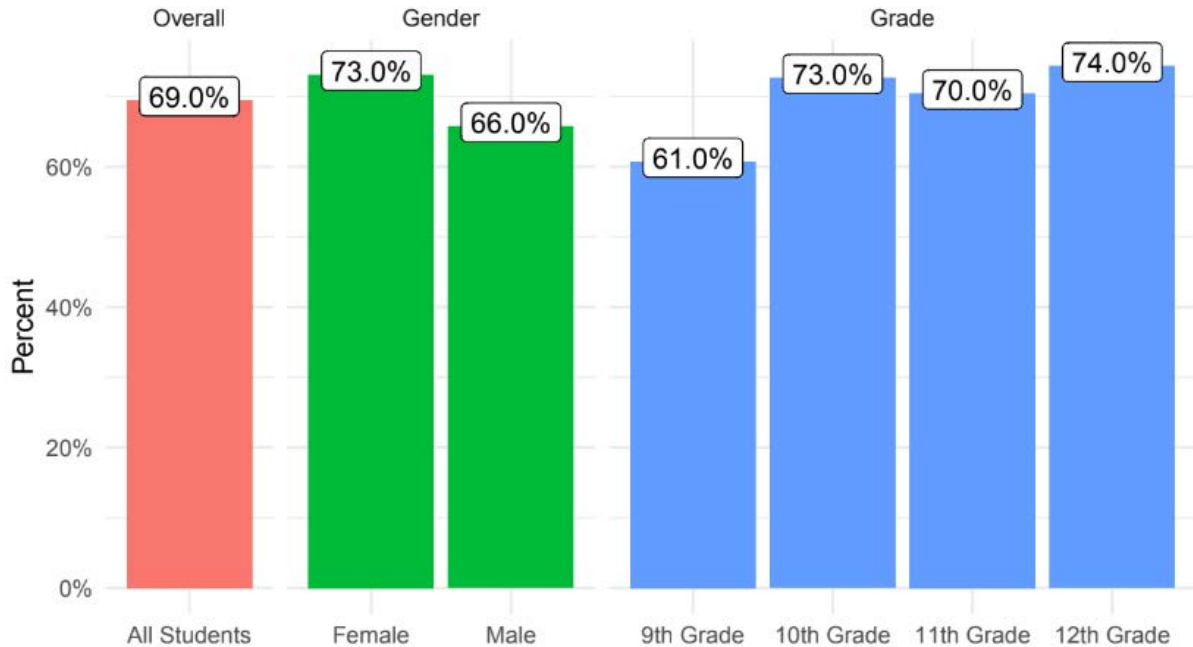
Overall, 21% experienced bullying either at school, online, or in both forms. Regardless of whether or not they themselves have been bullied, students may have perceptions of how pervasive and harmful bullying is at their school. Overall, 35% of students agreed or strongly agreed that bullying was a problem at their school.



Students who feel connected, included, and engaged at school generally do better academically and socially. Strong school connectedness can also buffer young people against anxiety, depression, and peer pressure. Conversely, 11% of students responded that they did not feel like they belonged at their school (e.g., either disagreed or strongly disagreed with the statement). One thing that can make a significant, positive difference for students' school experience is whether or not they have at least one trusted adult at school. The chart below shows results for this question.

Have a Teacher They Can Confide In

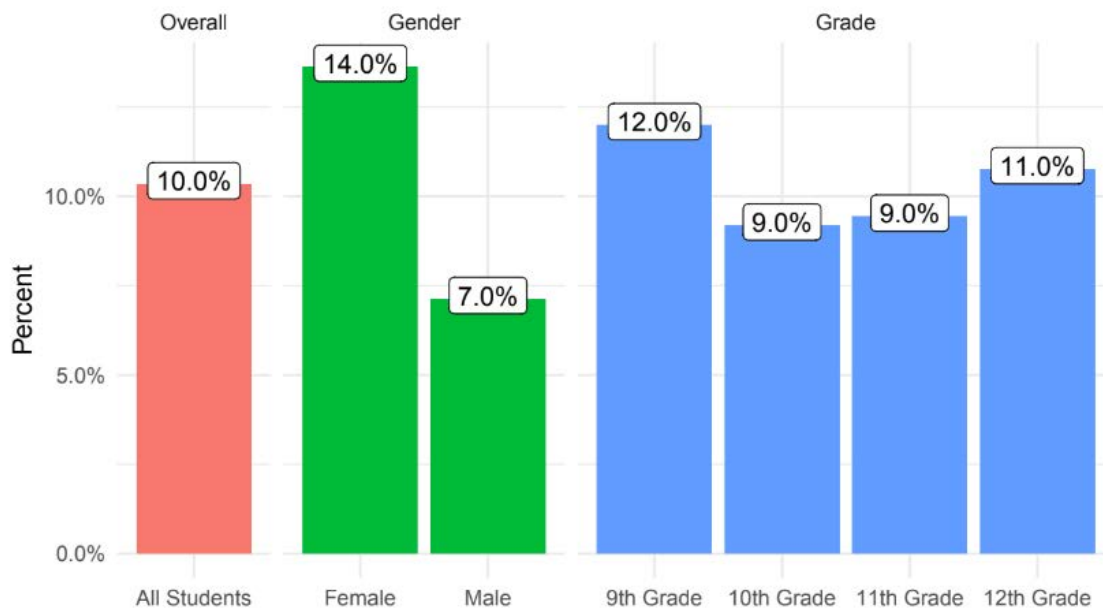
Students who have at least one teacher or other adult at school to talk to



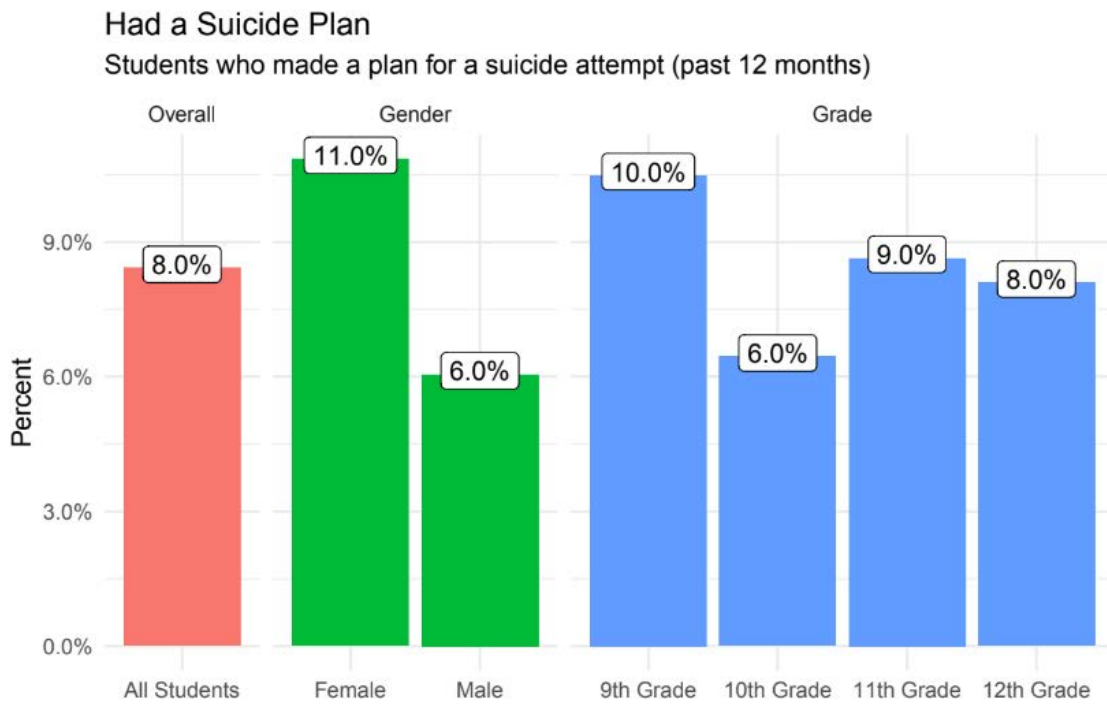
Conversely, 15% of students said that they did not have a teacher or other adult at the school with whom they could talk about a problem. Schools can make special efforts to connect staff with those students who may feel more isolated or marginalized.

Considered Suicide

Students who seriously considered suicide (past 12 months)



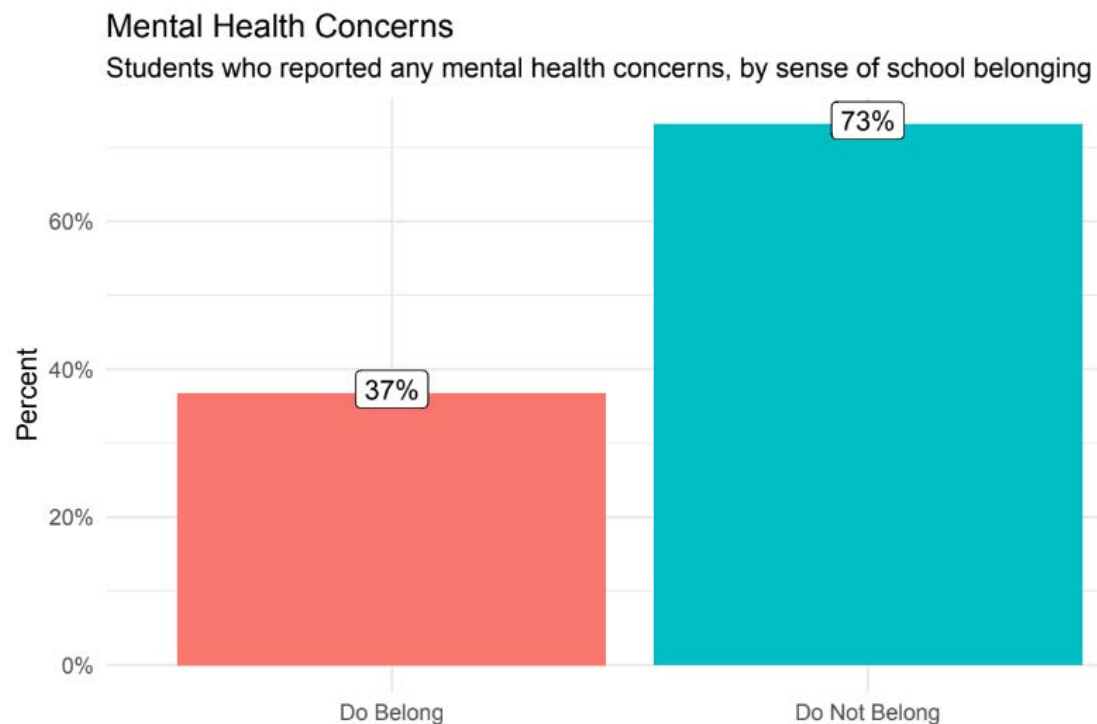
In recent years, youth suicides and suicidal ideation have been on the rise (see e.g. Ruch et al.).

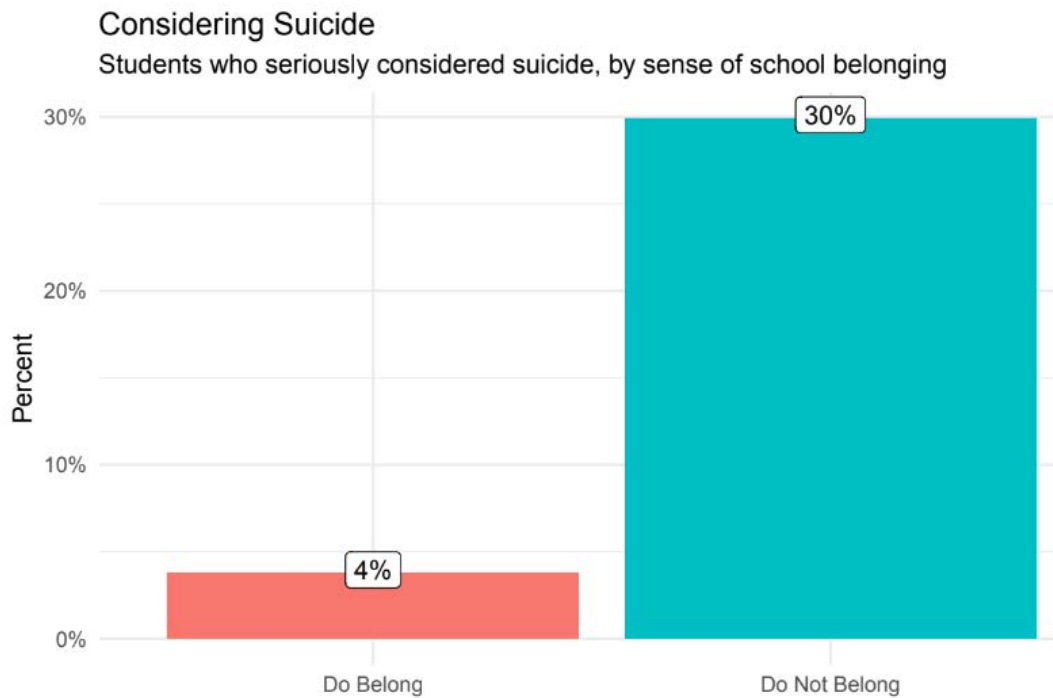


As the chart above notes, 8% of students have made a plan about how they would attempt suicide. Similarly, 4% of students have attempted suicide.

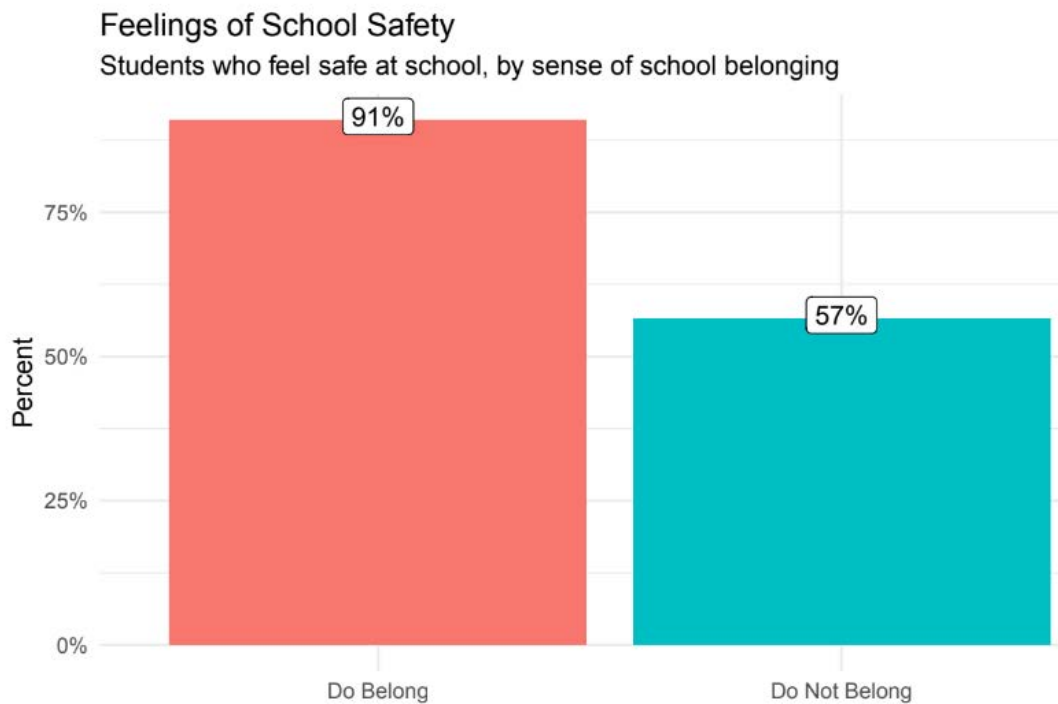
A 2019 article in the Journal Pediatrics showed that “school connectedness may have long-lasting protective effects across multiple health outcomes related to mental health, violence, sexual behavior, and substance use. Increasing both family and school connectedness during adolescence has the potential to promote overall health in adulthood” (Steiner et al. 2019).

The chart below shows the reported rates of mental health concerns for students who do not feel a sense of belonging vs. students who do feel a sense of belonging. “Mental health concerns” combines the YRBS questions on anxiety, depression, self-harm, and suicidality.





The chart above limits the relationship between mental health and school belonging to focus on just students who say that they have seriously considered suicide in the past 12 months. Students who do not feel that they belong at school are generally more likely to have considered suicide than students who do feel that they belong at school.

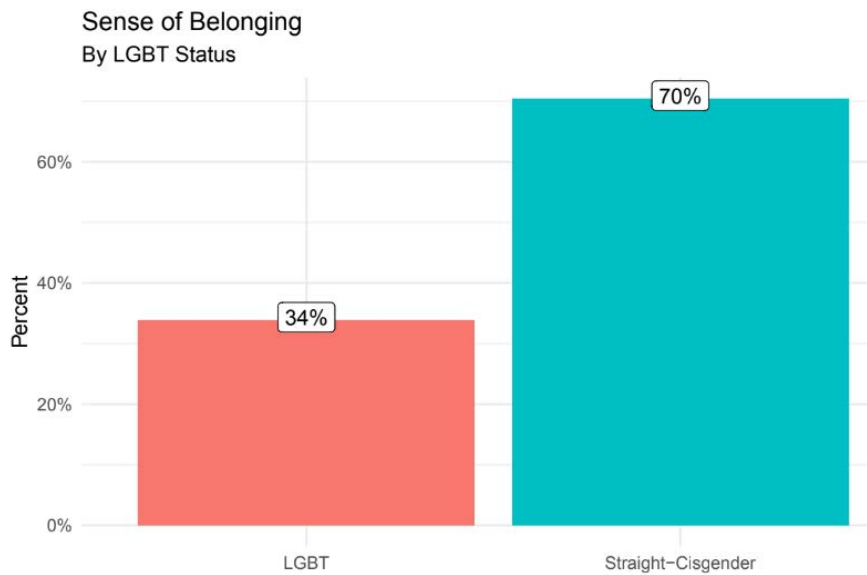


The chart above shows the percentage of students who feel safe at school “most of the time” or “always”. The bar on the left shows feelings of school safety among students who feel like they belong at school, whereas the bar on the right shows feelings of school safety among students who don’t feel like they belong at school.

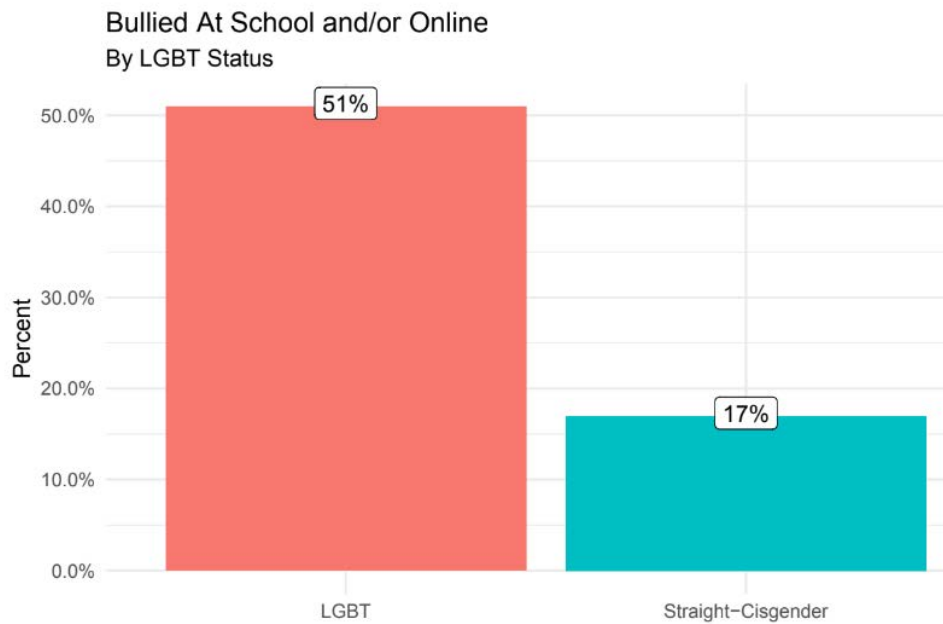
LGBTQ+ STUDENTS AT A GLANCE

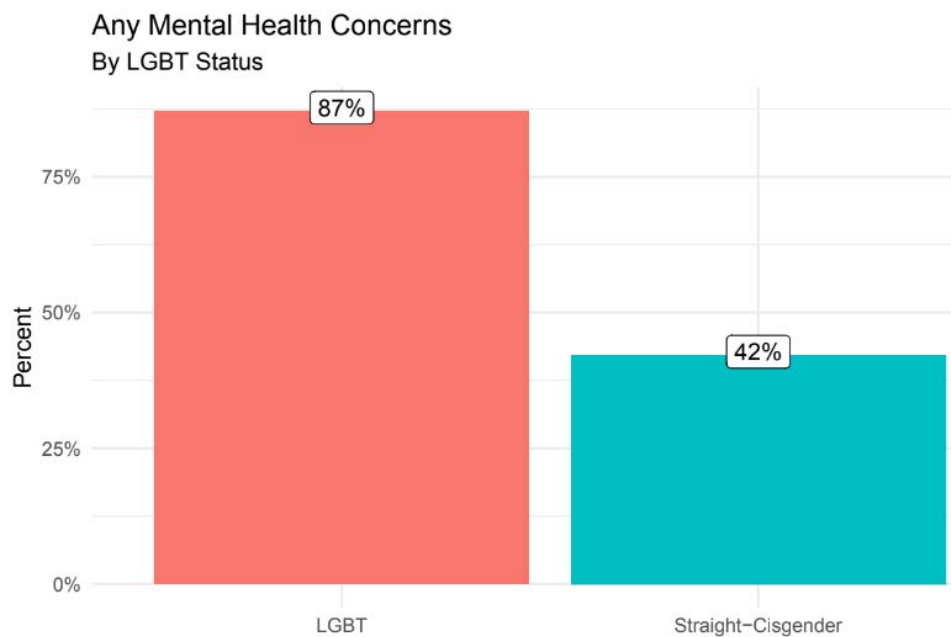
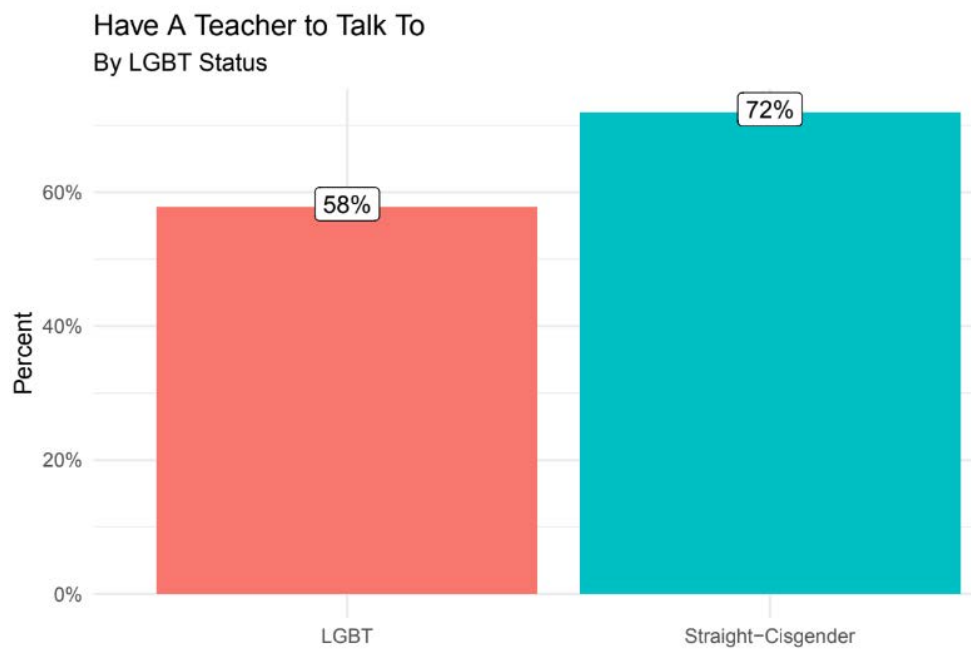
This section is intended to provide a snapshot of some of the elevated risk areas faced by marginalized or vulnerable students, with an emphasis on areas that might be of particular interest to educators and school administrators.

Students who identify as Lesbian, Gay, Bi-sexual, or Transgender (LGBT) tend to be at higher risks than their peers in a number of areas. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health concerns.



LGBT students tend to have a lower sense of belonging than their peers. However, school climate and culture can influence students’ sense of belonging. Thus, school officials who are concerned about this disparity might look for ways to positively impact school climate overall and for LGBT students in particular.

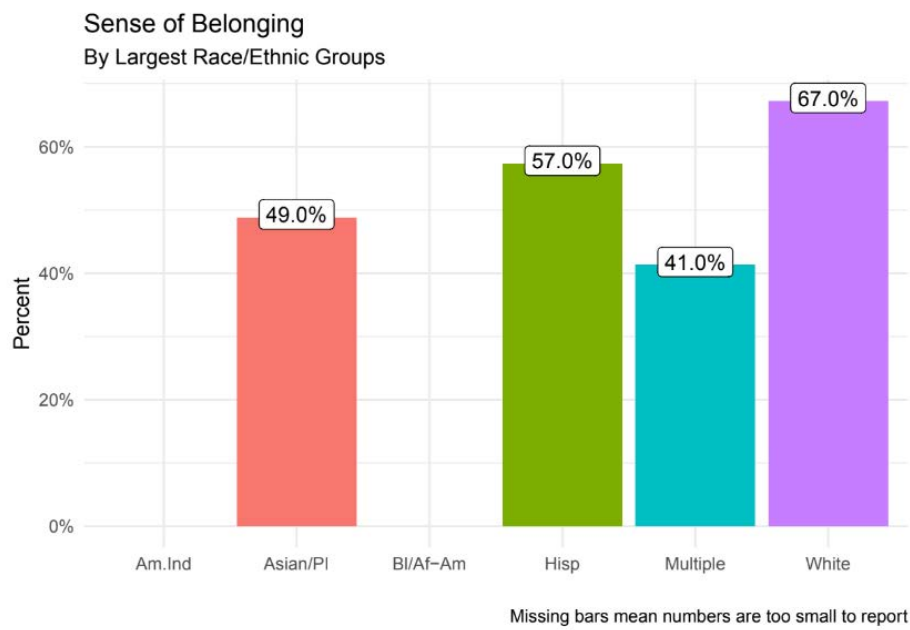




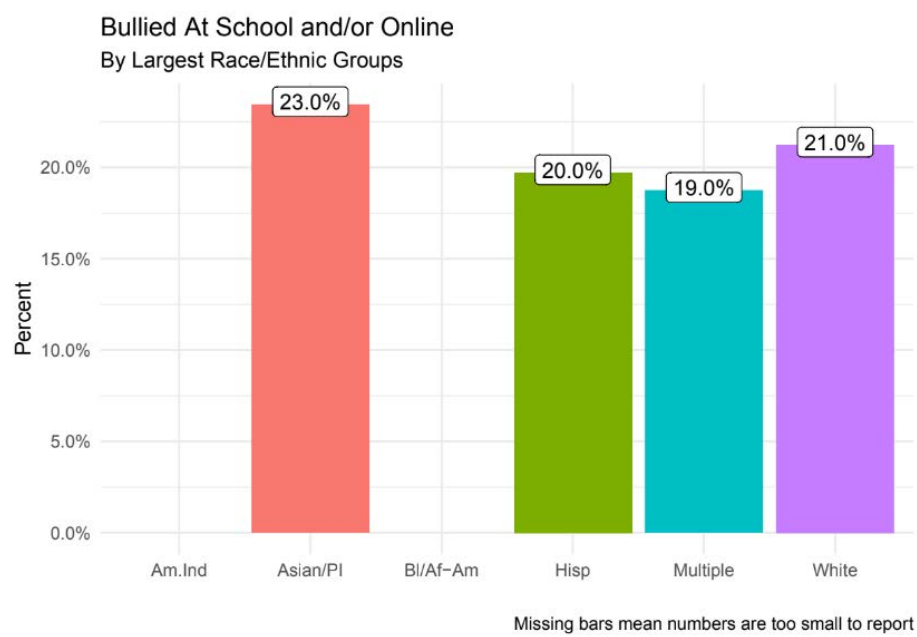
LGBT students tend to report higher levels of mental health concerns. They also tend to report fewer protective factors and higher levels of bullying, harassment, marginalization and violent victimization—all of which affect mental and emotional wellbeing (see e.g. Kann et al. 2016). The chart above covers students who answered affirmatively to one or more of the YRBS questions on depression, anxiety, non-suicidal self-harm, and suicidal ideation and behavior.

STUDENTS OF COLOR AT A GLANCE

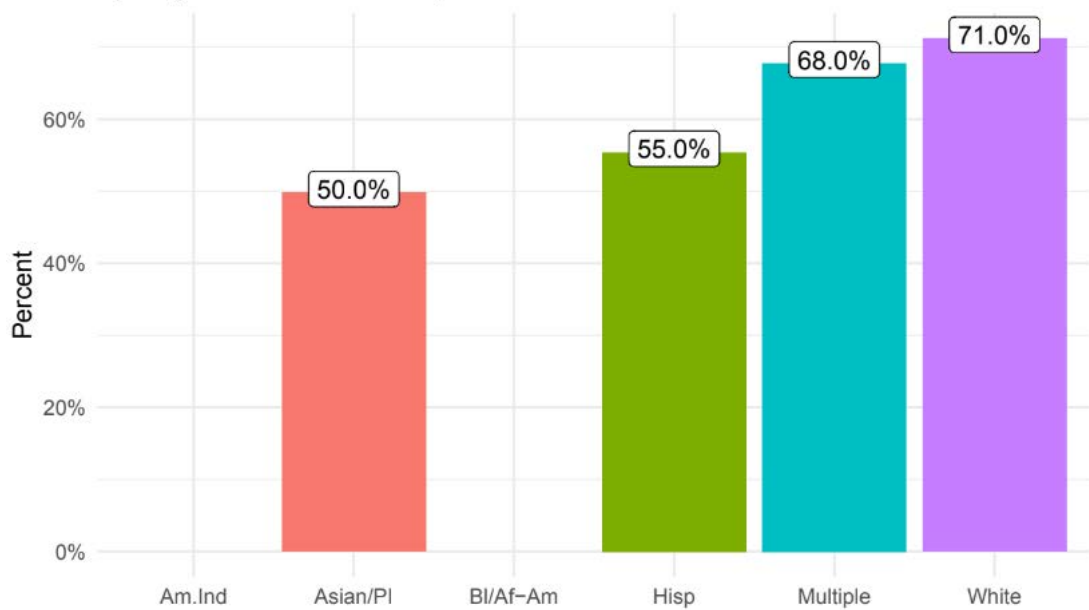
The Department of Public Instruction acknowledges that there are pronounced educational disparities along racial and ethnic lines in Wisconsin. The DPI is committed to addressing such disparities and promoting educational equity. The YRBS helps show some of the non-academic factors that are also relevant to helping all Wisconsin students graduate college and career ready. This section highlights four topic areas related to school connectedness and performance: sense of belonging, bullying, having a teacher to talk to and mental health concerns.



Students’ sense of belonging can be increased by general efforts to improve school climate, as well as targeted efforts to address any issues that are particularly salient to students of color. While individual schools vary, in general this might include such things as reviewing school disciplinary practices and data for signs of bias or disparities; ensuring that students of color are encouraged to take challenging courses and are offered the same preparation as their peers; ensuring that the school practices and curricula are inclusive; and incorporating student feedback into school change efforts.

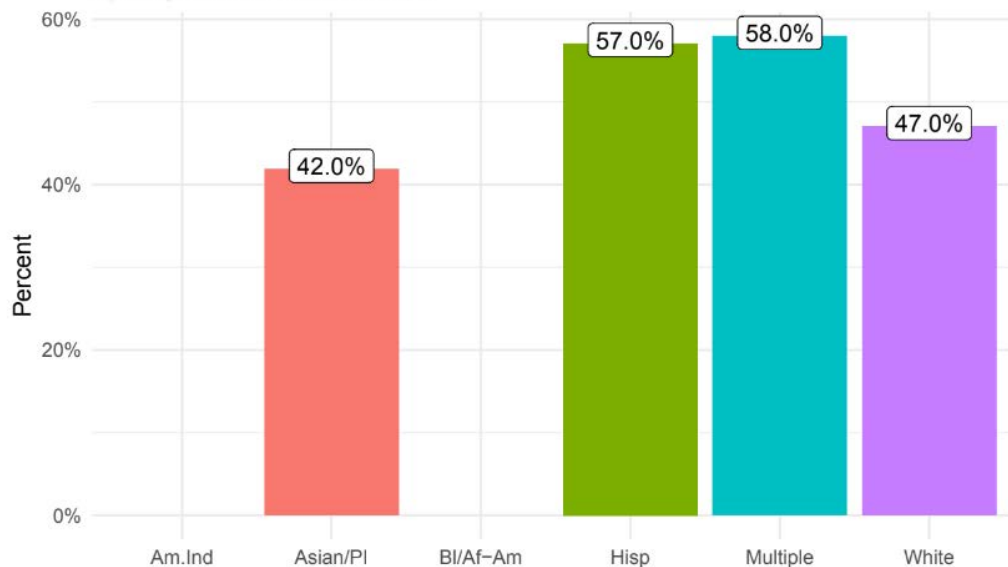


Have A Teacher Or Other Adult at School To Talk To By Largest Race/Ethnic Groups



Missing bars mean numbers are too small to report

Poor Mental Health By Largest Race/Ethnic Groups

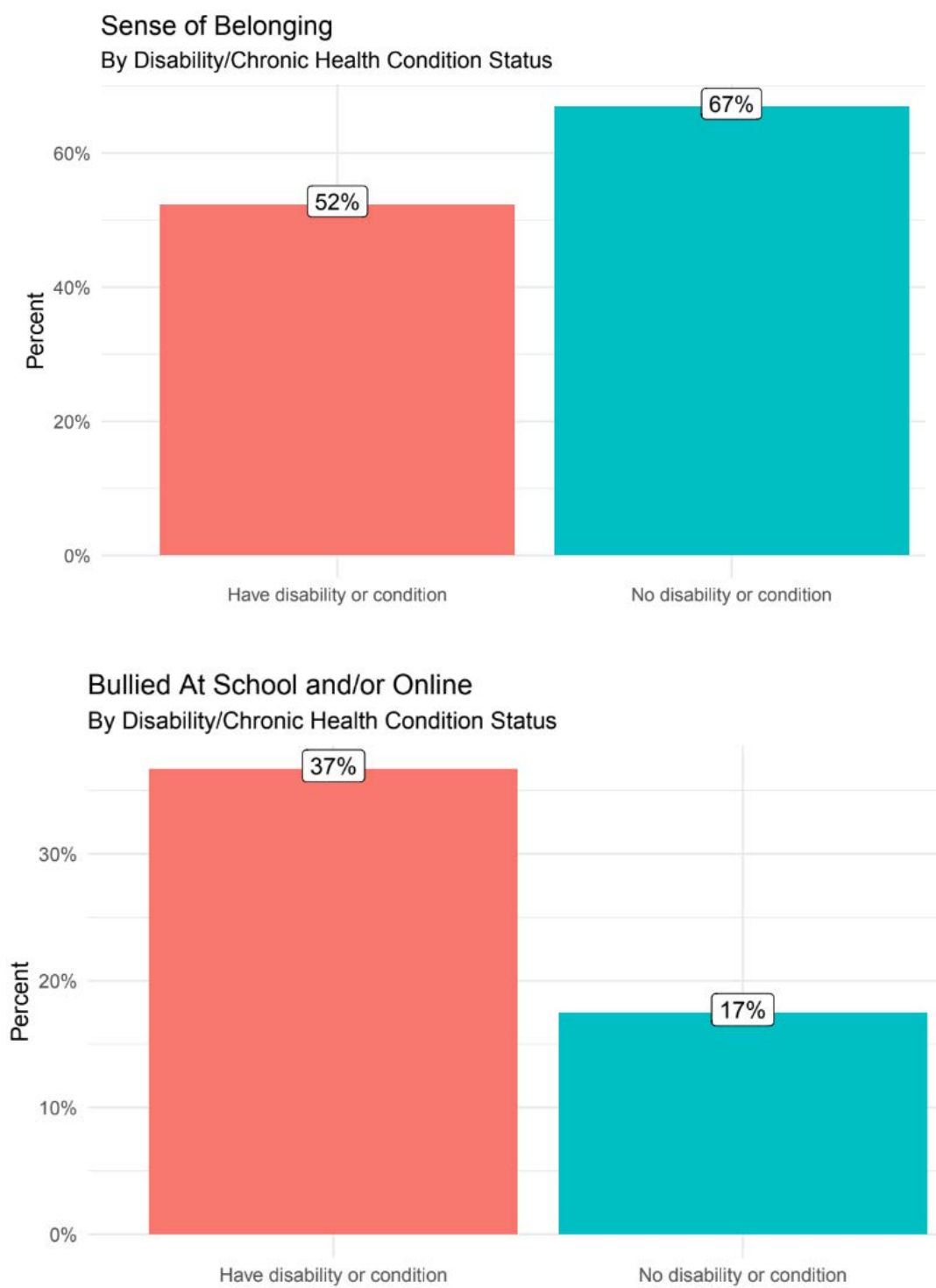


Missing bars mean numbers are too small to report

Wisconsin's statewide 2017 and 2019 YRBS results found notable mental health disparities for students of color (statewide 2021 results were not yet available at the time of this report). For instance, the Center for Disease Control and Prevention's Youth Online analysis tool (<https://nccd.cdc.gov/Youthonline/App/Default.aspx>) shows that African American students in Wisconsin are more likely to have planned a suicide attempt than the national average for African American students (from the national 2017 YRBS; statistically significant at the .05 level). Knowing that some students of color report higher rates of anxiety, depression, non-suicidal self-harm and suicidal thoughts behavior than their peers might help teachers and school officials to be alert to signs of both externalizing and internalizing behavior that could indicate distress.

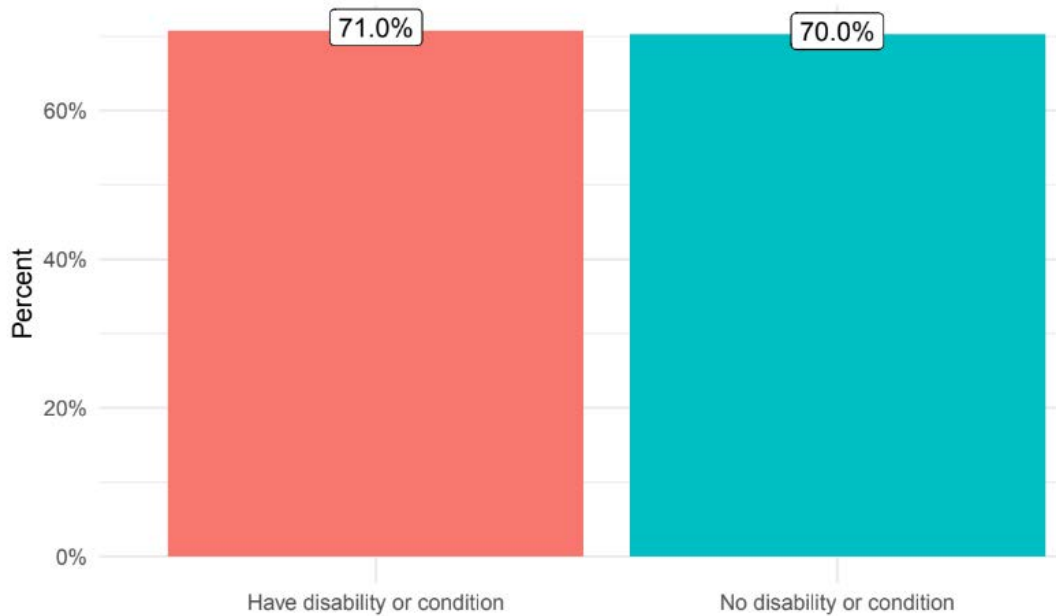
STUDENTS WITH PHYSICAL DISABILITIES AT A GLANCE

In general, students who are dealing with disability or chronic illness tend to report more signs of strain and fewer protective factors than their peers. It is also worth noting that in general, people with disabilities are more likely to be victims of violence and abuse than their peers (see e.g. Everett Jones and Lollar, 2008).

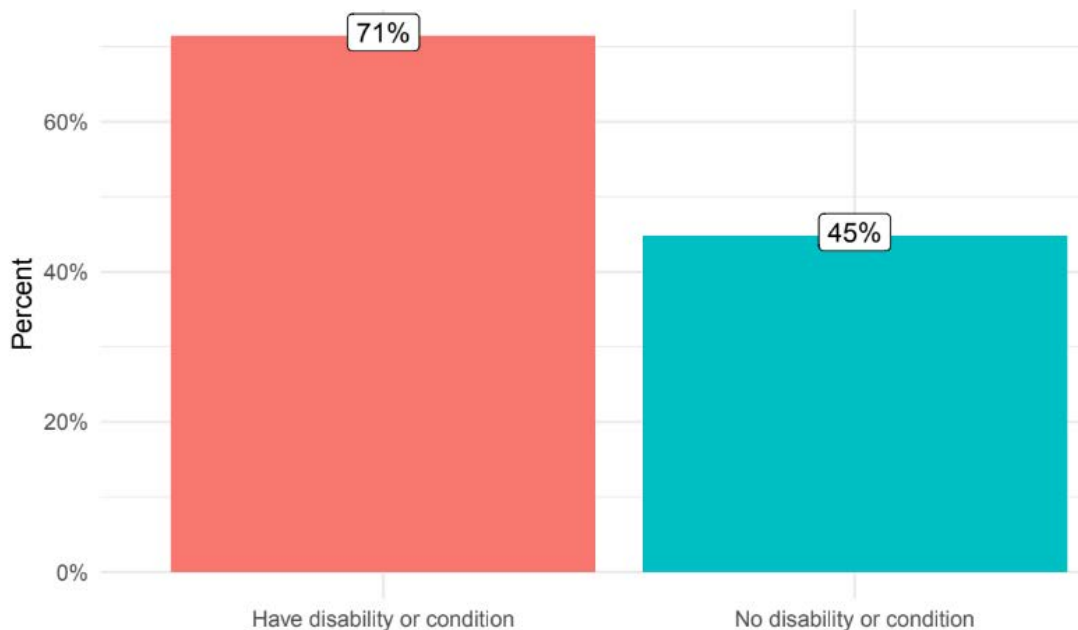


As described above, people with disabilities are more likely to experience violence and abuse than people without disabilities. Additionally, students who have experienced other forms of violence or abuse are at an increased risk of bullying. Those factors, plus the general tendency for students to be targeted for bullying based on lower status or perceived differences, can contribute to potentially higher rates of bullying among students with physical disabilities or chronic health conditions.

Have A Teacher Or Other Adult at School To Talk To
By Disability/Chronic Health Condition Status



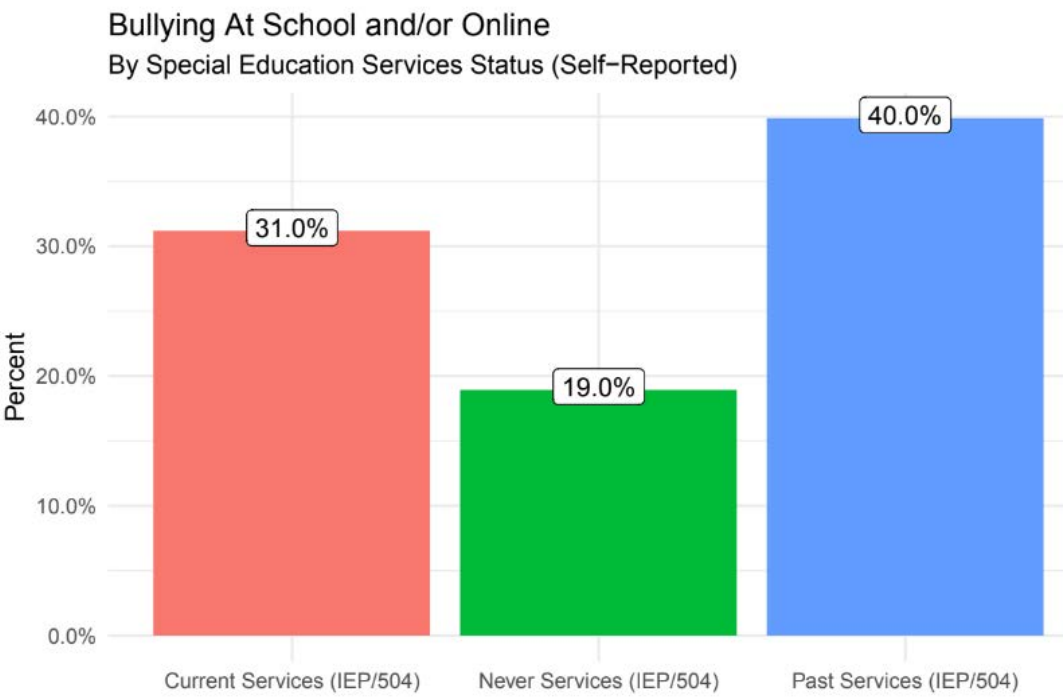
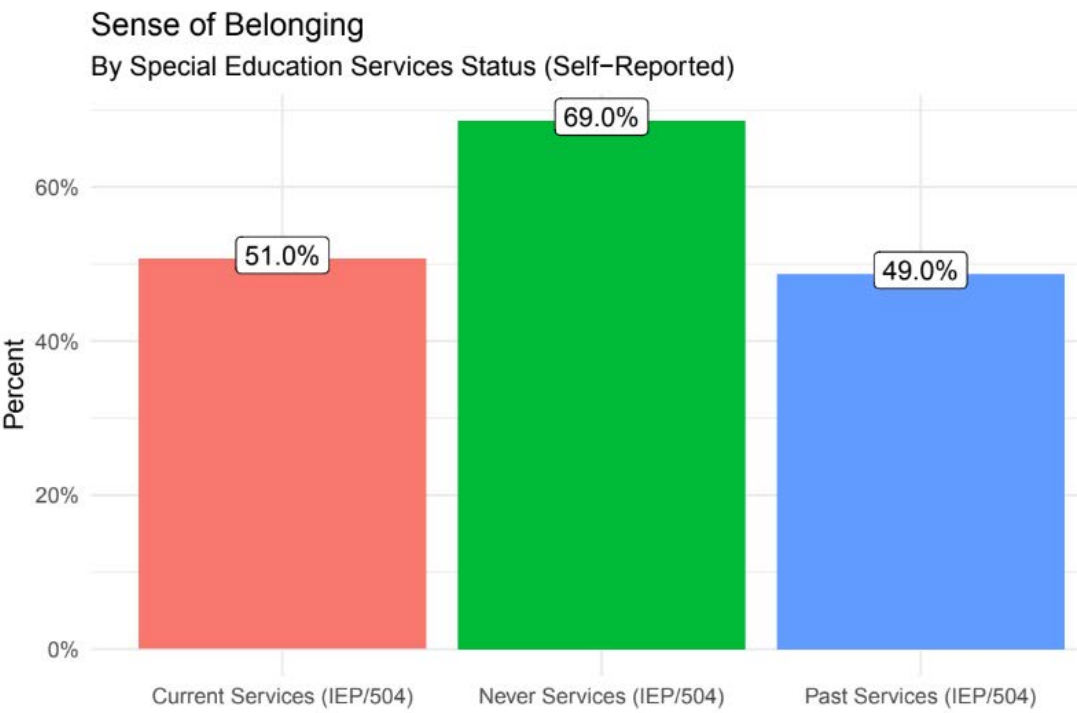
Any Mental Health Concerns
By Disability/Chronic Health Condition Status



The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior. Physical wellbeing and mental wellbeing are related. If students with disabilities or chronic health conditions feel physically unwell, that can take a toll on their mental health as well. Feeling lonely, marginalized, or being victimized can of course also affect mental health. Schools that help students with health issues to become involved in appropriate physical activity, ensure that such students are connected to staff and are academically challenged, and highlight examples of people with disabilities or health conditions in their curricula, can help with students' general wellbeing. Such steps can complement (not replace) access to mental health care, where appropriate.

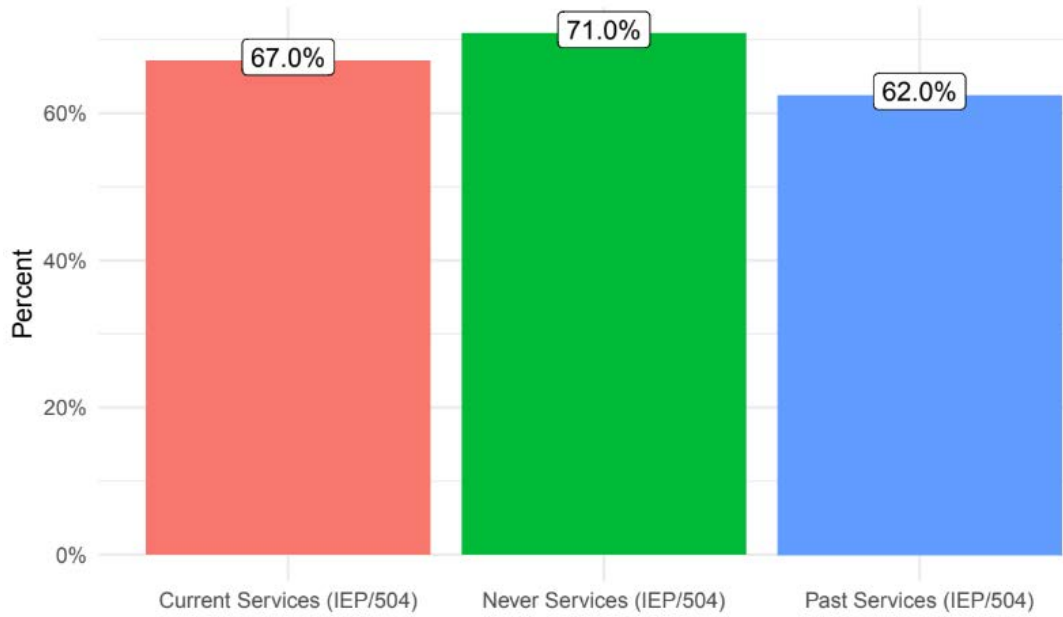
STUDENTS WITH SPECIAL EDUCATION SERVICES AT A GLANCE

Some students with IEPs were most likely exempted from taking the YRBS, because the reading level was not appropriate for them or due to other, similar considerations. It should be noted that the numbers would likely be different if all students with IEPs/504 plans were able to participate.

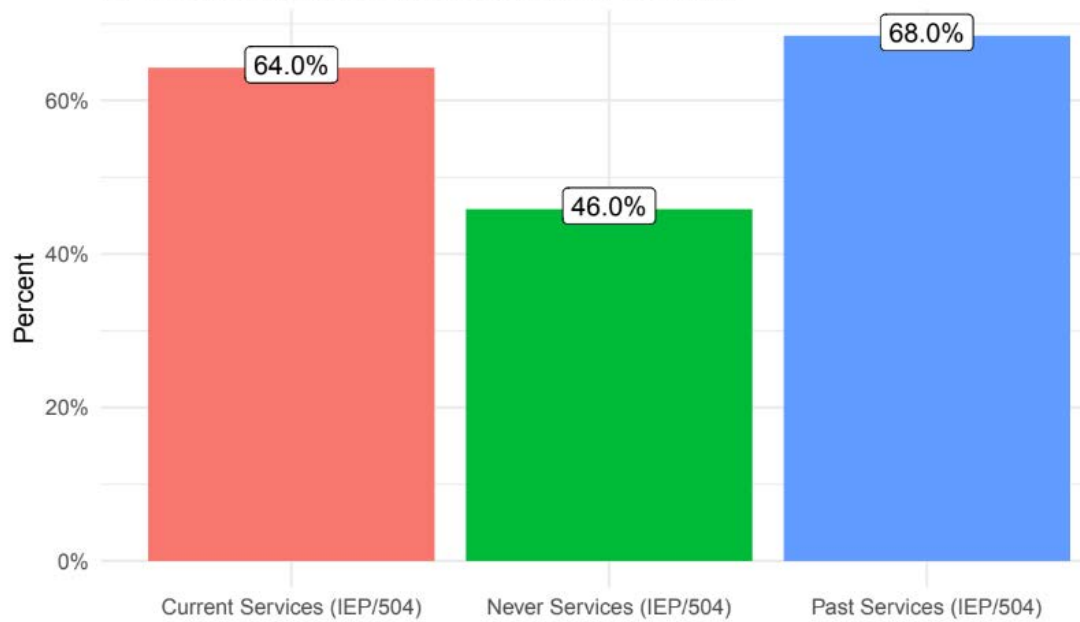


In general, students with conditions related to special education services are often at higher risk for bullying.

Have A Teacher Or Other Adult at School To Talk To
By Special Education Services Status (Self-Reported)



Any Mental Health Concerns
By Special Education Services Status (Self-Reported)



The chart above shows the percent of students who answered affirmatively to any of the questions on depression, anxiety, non-suicidal self-harm, or suicidal thoughts and behavior.

WHAT HELPS?

- Strong, responsive adult leadership at the district, school, and classroom level
- Having a wide variety of free, readily accessible extracurricular and co-curricular activities that appeal to different types of students, including students with disabilities
- Supportive student programs and organizations. Programs such as Link Crew help students through transitions, while student organizations (e.g., Gay/Straight Alliances (GSA's) or other supportive student groups) offer opportunities for cultural expression
- Equitable access to rigorous academics that engage and push all students to excel
- Curricula that highlight the positive contributions of scholars, artists, or other historical figures who come from a variety of backgrounds, including any of the high-risk groups highlighted in this report
- Classroom practices and school policies that refrain from implicitly or explicitly targeting, shaming or denigrating any social group
- Access to mental health supports as needed
- Access to general health information and health services

EQUITY WALK

Context for the Equity Walk

The CESA 6 Center 4All conducted an Equity Walk that analyzed indicators reflective of the **Classroom Environment** and **Relationships**. The Administrative Leadership Team collaborated to select and align the priority indicators with the strategic focus of the district.

All data gathered as part of the Equity Walk will be used to inform future strategic planning with a goal of increasing student sense of belonging by focusing on the school and classroom environments and building relationships between staff and students as well as student-to-student relationships. As explained in Education Week's June 20, 2017 article by Evie Blad "Students' Sense of Belonging: What the Research Says," education research shows that students with a strong sense of belonging have higher engagement, fewer behavior incidents, and stronger achievement. Additionally, John Hattie, educational researcher, found that teacher-student relationships, school climate, and sense of belonging all meaningfully contribute to accelerating academic success. All students from preschool through higher education have more student success when there is a priority on relationships and belonging to support student wellness and success.

The consultants at the Center 4All conducted visits to each school site between December 2022 and January 2023. The Equity Walk team observed all classrooms in grades 4K-12. The visits concluded with a debriefing conversation to discuss the observations of the day.

Purpose of the Equity Walk

The purpose of the **Equity Walk** is to sharpen and focus the inclusion efforts and instructional leadership lens through the gathering of observational data to confirm or challenge assumptions regarding continuous school improvement and equity in the buildings. It is a way to "take the pulse" of the school, and to provoke equity conversations based on patterns within these observations. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.

Additionally, an Equity Walk is NOT a classroom (or peer) observation meant to serve as an evaluation tool for teachers, but rather a tool for leaders and their communities to consider their school context and reflect on implications for their leadership.

This observational data will be assembled and analyzed with the other district data for a **report** that will isolate each individual building's results, along with a system-wide district report. These reports will serve as the collaborative cornerstone of forward planning, goal setting, and inclusive conversation that will lead to focused work with the leadership team. This Equity Walk report is intended to:

- inform stakeholders including parents, community members, staff, and students about where the district is regarding its commitment to equity and inclusion.
- understand the factors that contribute to achievement and experience inequities in the district; this includes identifying barriers to high academic performance, engagement, and belonging.
- assist the district in identifying processes, programming, resources, and supports that will help reduce opportunity gaps in achievement and enhance school experiences and success for all students.

It is our hope that this information will spark **curiosity** as it is a prerequisite to improvement. It is important to consider that this report provides a snapshot and will likely inspire additional questions.

EQUITY WALK GOALS

The overall goal of the Equity Walk is to provide a snapshot of information to encourage conversations and support actionable steps towards educational equity and inclusion. Using the information provided, each school and the district will be able to inclusively establish their starting point along the Intercultural Development Continuum as well as identify the people and resources needed to support the transformational process to a more inclusive school culture. The following information is a snapshot of the findings, impact, supporting evidence, areas of celebration and suggested areas of improvement taken during the time of the Equity Walks conducted in the Unified School District of De Pere.

The **goals of the Equity Walk** include, but are not limited to the following:

- Develop a shared system of accountability
- Develop workforce excellence through targeted training
- Increase student and family engagement
- Close the achievement gap
- Enable educators and leaders to avoid patterns of thinking and behavior that limit the possibilities of creating equitable schools for underrepresented student groups

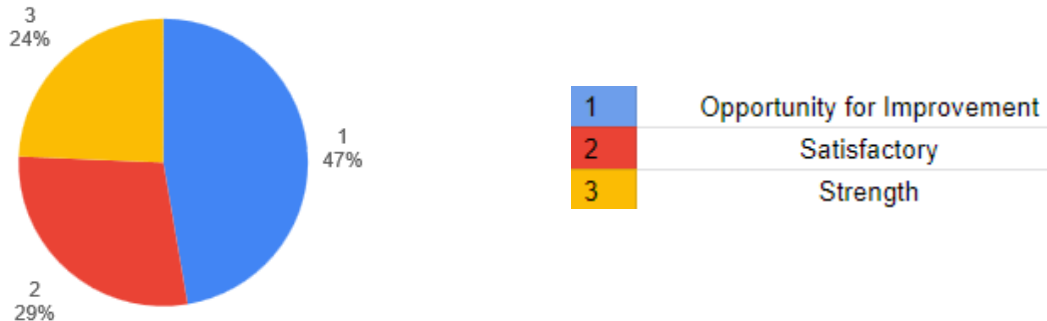
DE PERE EQUITY WALK DATA

ENVIRONMENT

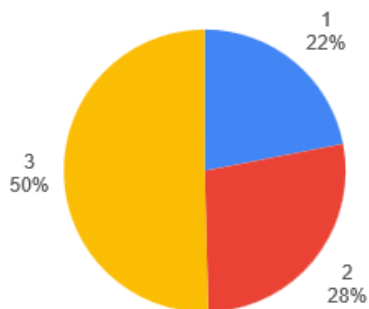
Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.

Indicator: Visuals reflect diverse backgrounds (ability, family structure, gender, race, ethnicity, etc.)

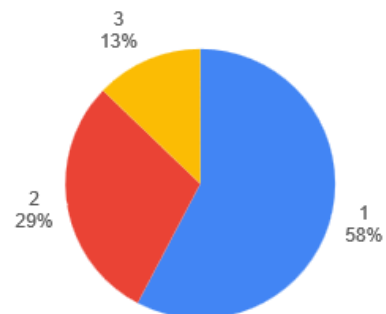
District



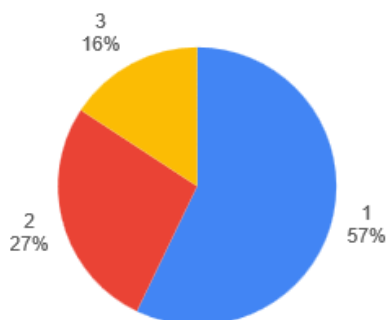
Altmayer Elementary



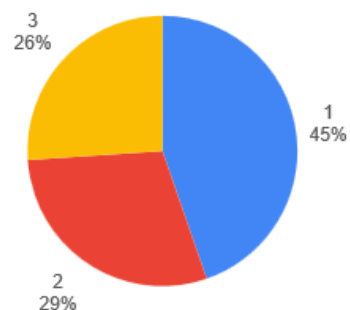
Foxview Intermediate



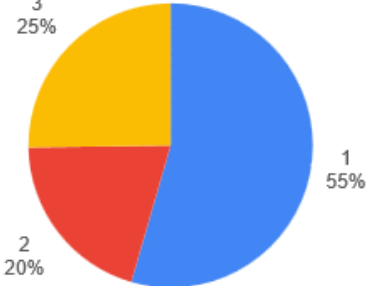
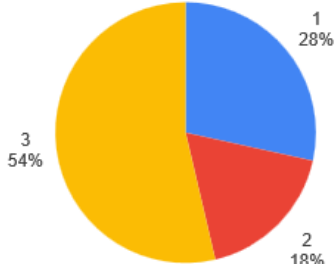
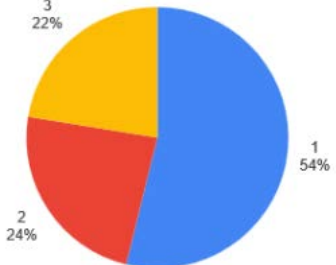
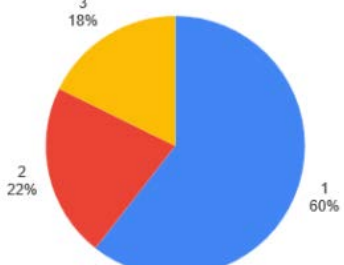
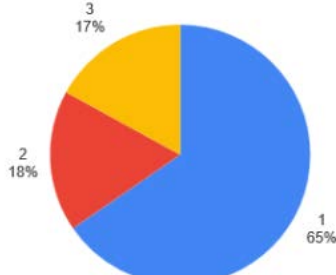
De Pere Middle School



De Pere High School



Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.

Indicator: Student work samples are displayed.	
District	
<div><div><div>1</div>Opportunity for Improvement</div><div><div>2</div>Satisfactory</div><div><div>3</div>Strength</div></div>	
Altmayer Elementary	Foxview Intermediate
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De Pere Middle School	De Pere High School
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Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.

Indicator: Teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important.									
District									
<div><table><tr><td>0</td><td>No Opportunity to Assess</td></tr><tr><td>1</td><td>Opportunity for Improvement</td></tr><tr><td>2</td><td>Satisfactory</td></tr><tr><td>3</td><td>Strength</td></tr></table></div>		0	No Opportunity to Assess	1	Opportunity for Improvement	2	Satisfactory	3	Strength
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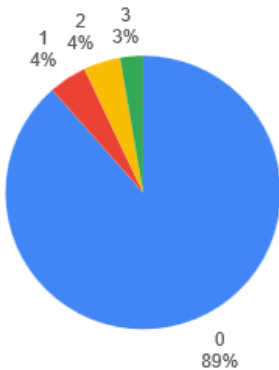
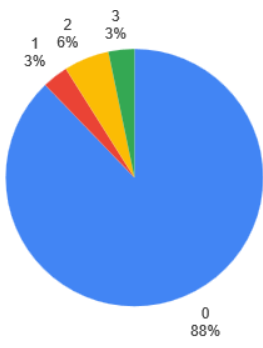
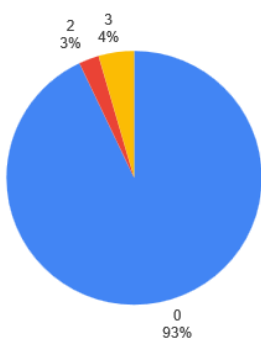
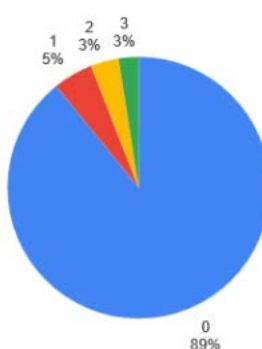
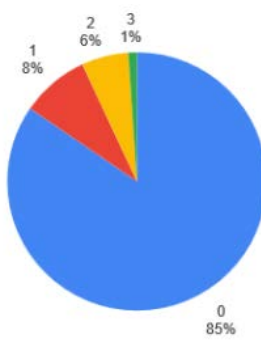
Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.

Indicator: Adults instruct and model a growth mindset and emphasize effort.	
District	
<div><div><div><div>3</div><div>15%</div></div><div><div>2</div><div>31%</div></div><div><div>1</div><div>54%</div></div></div><div><div><div>1</div><div>Opportunity for Improvement</div></div><div><div>2</div><div>Satisfactory</div></div><div><div>3</div><div>Strength</div></div></div></div>	
Altmayer Elementary	Foxview Intermediate
<div><div><div><div>3</div><div>28%</div></div><div><div>2</div><div>47%</div></div><div><div>1</div><div>25%</div></div></div></div>	<div><div><div><div>3</div><div>12%</div></div><div><div>2</div><div>49%</div></div><div><div>1</div><div>39%</div></div></div></div>
De Pere Middle School	De Pere High School
<div><div><div><div>3</div><div>21%</div></div><div><div>2</div><div>26%</div></div><div><div>1</div><div>53%</div></div></div></div>	<div><div><div><div>3</div><div>4%</div></div><div><div>2</div><div>9%</div></div><div><div>1</div><div>87%</div></div></div></div>

Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.

Indicator: Teacher uses language that validates multiple identities, encourages questioning, and/or builds student-to-student discourse.									
District									
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De Pere Middle School	De Pere High School								
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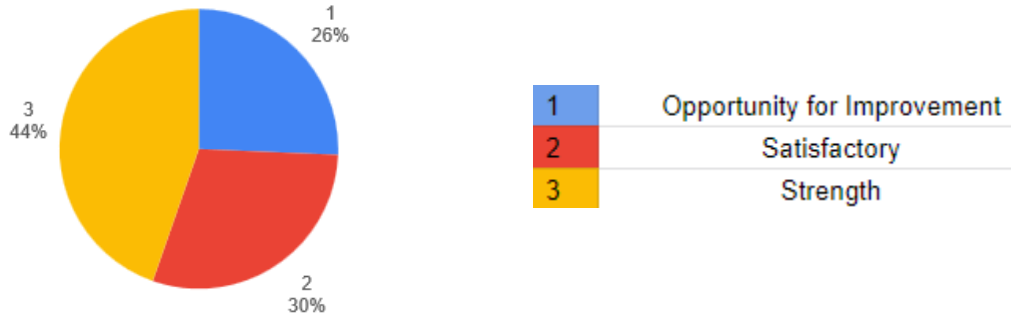
Indicator: Teacher validates, affirms, builds, and bridges with individuals and/or groups of students.																	
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3	Strength																

RELATIONSHIPS

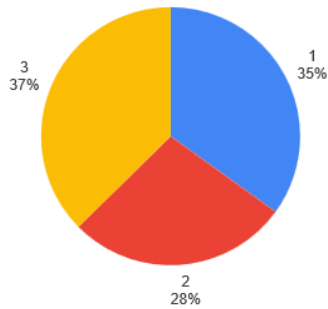
Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.

Indicator: Teacher shares about their personal life.

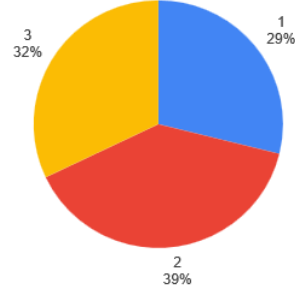
District



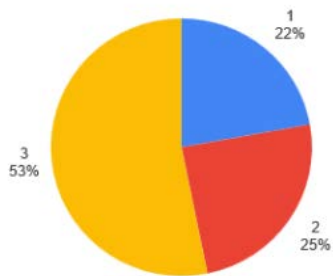
Altmayer Elementary



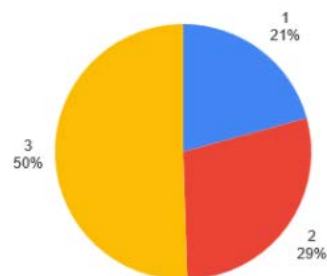
Foxview Intermediate



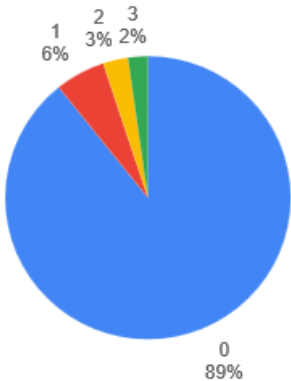
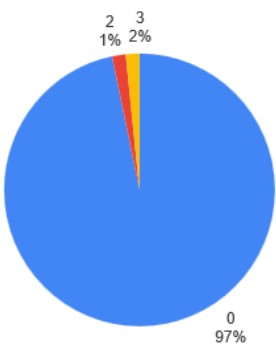
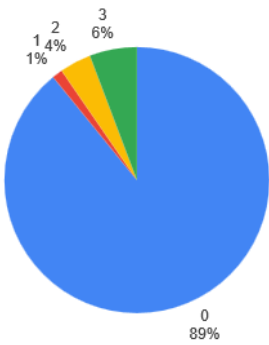
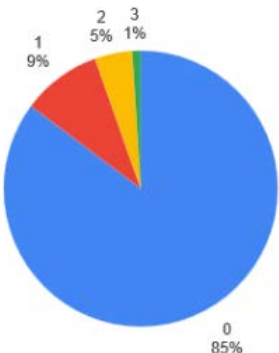
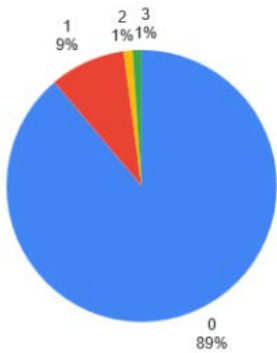
De Pere Middle School



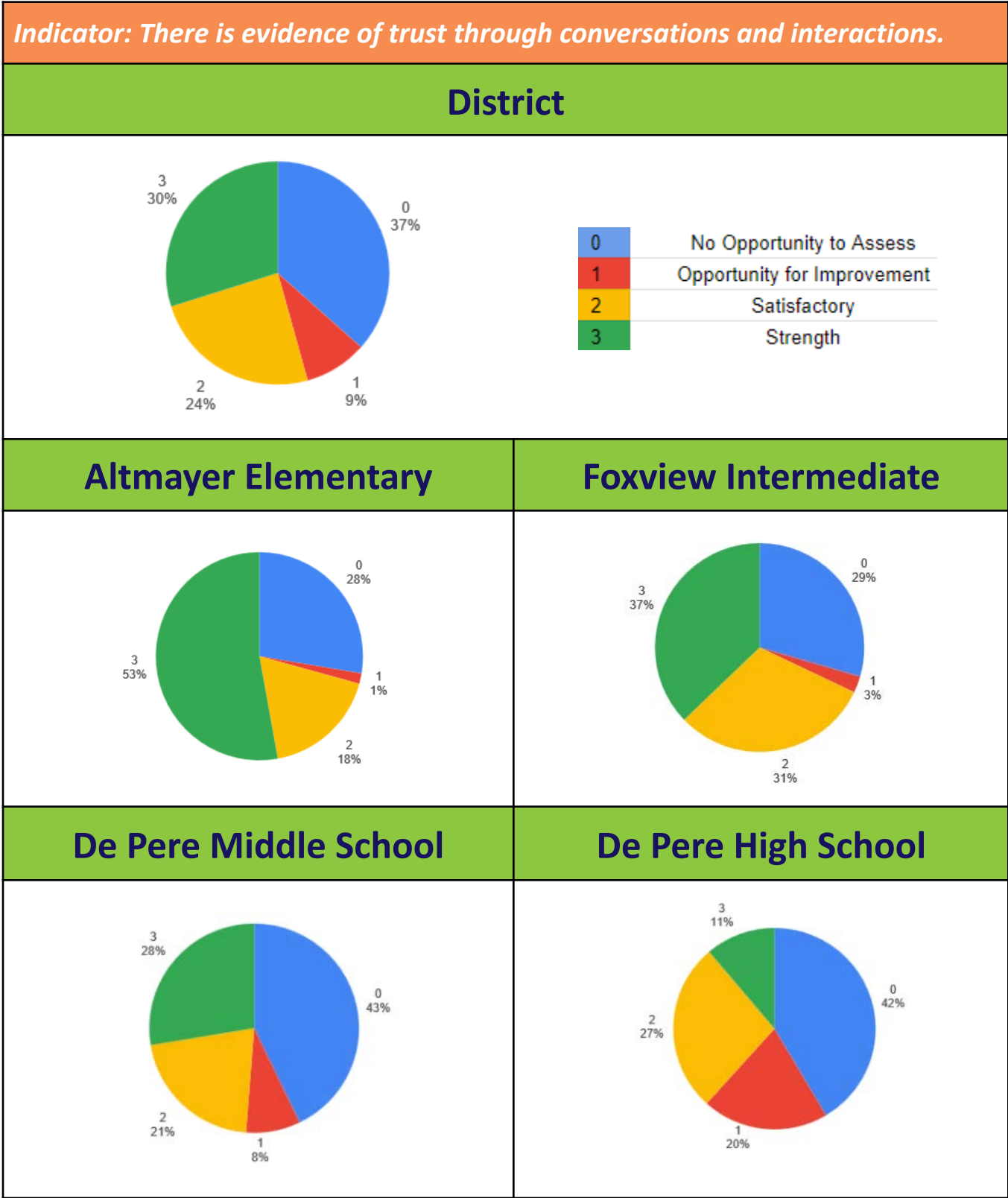
De Pere High School



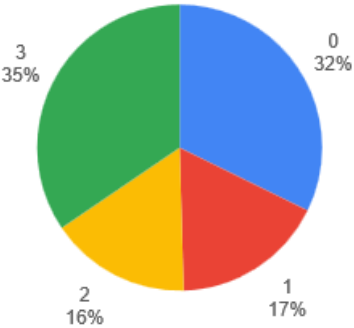
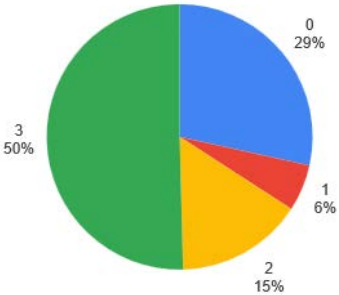
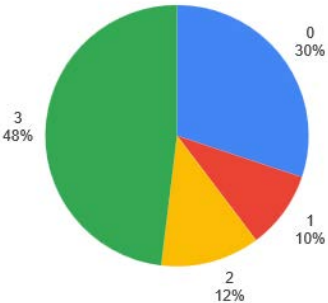
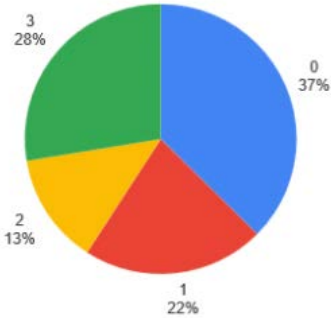
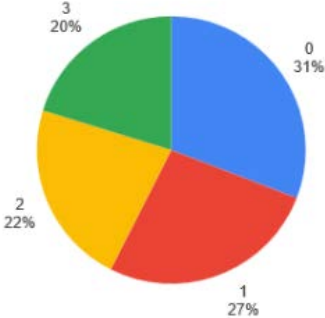
Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.

Indicator: Teacher welcomes students by their name or nickname as they enter the classroom.									
District									
<div><table><tr><td>0</td><td>No Opportunity to Assess</td></tr><tr><td>1</td><td>Opportunity for Improvement</td></tr><tr><td>2</td><td>Satisfactory</td></tr><tr><td>3</td><td>Strength</td></tr></table></div>		0	No Opportunity to Assess	1	Opportunity for Improvement	2	Satisfactory	3	Strength
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1	Opportunity for Improvement								
2	Satisfactory								
3	Strength								
Altmayer Elementary	Foxview Intermediate								
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De Pere Middle School	De Pere High School								
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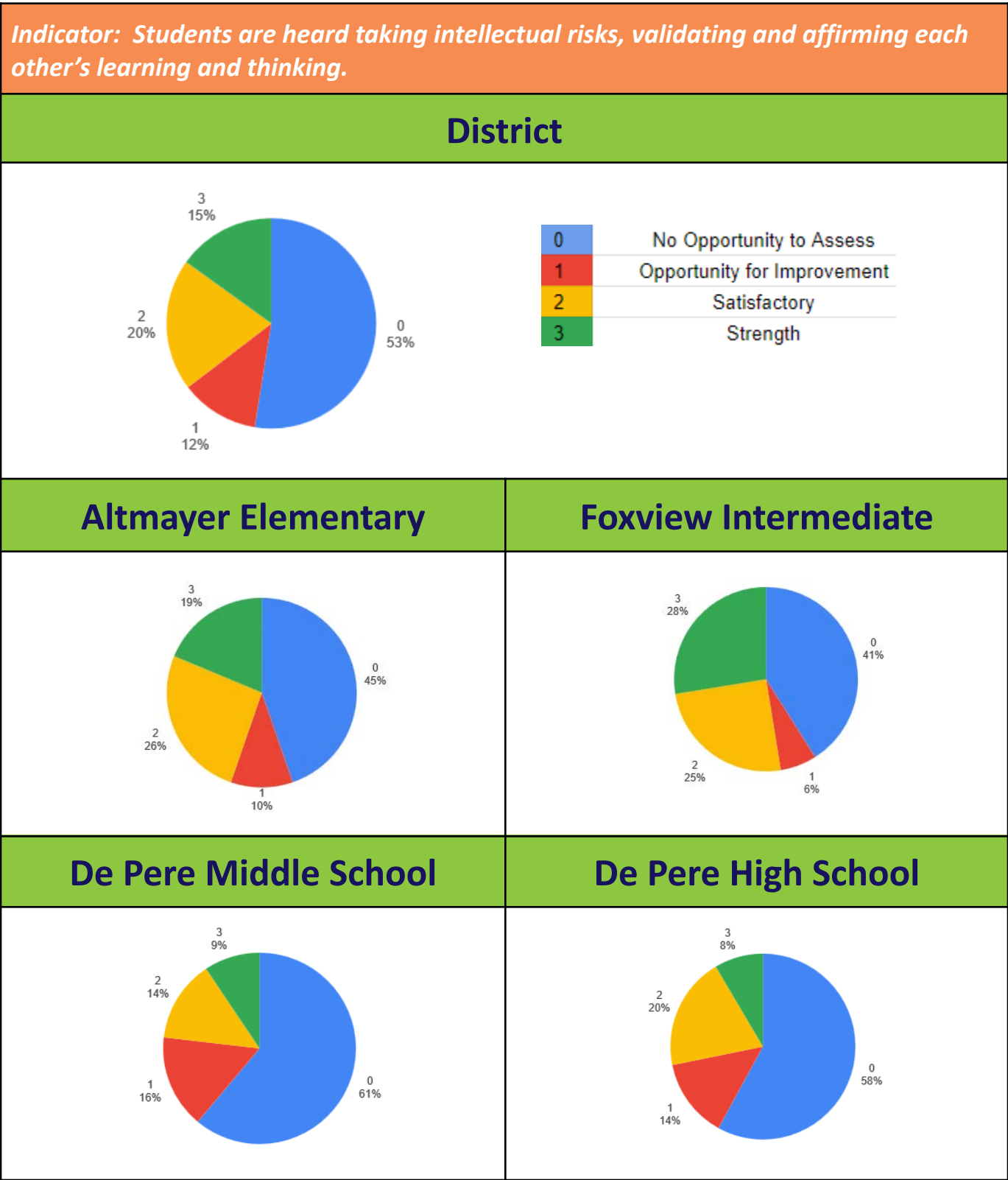
Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.



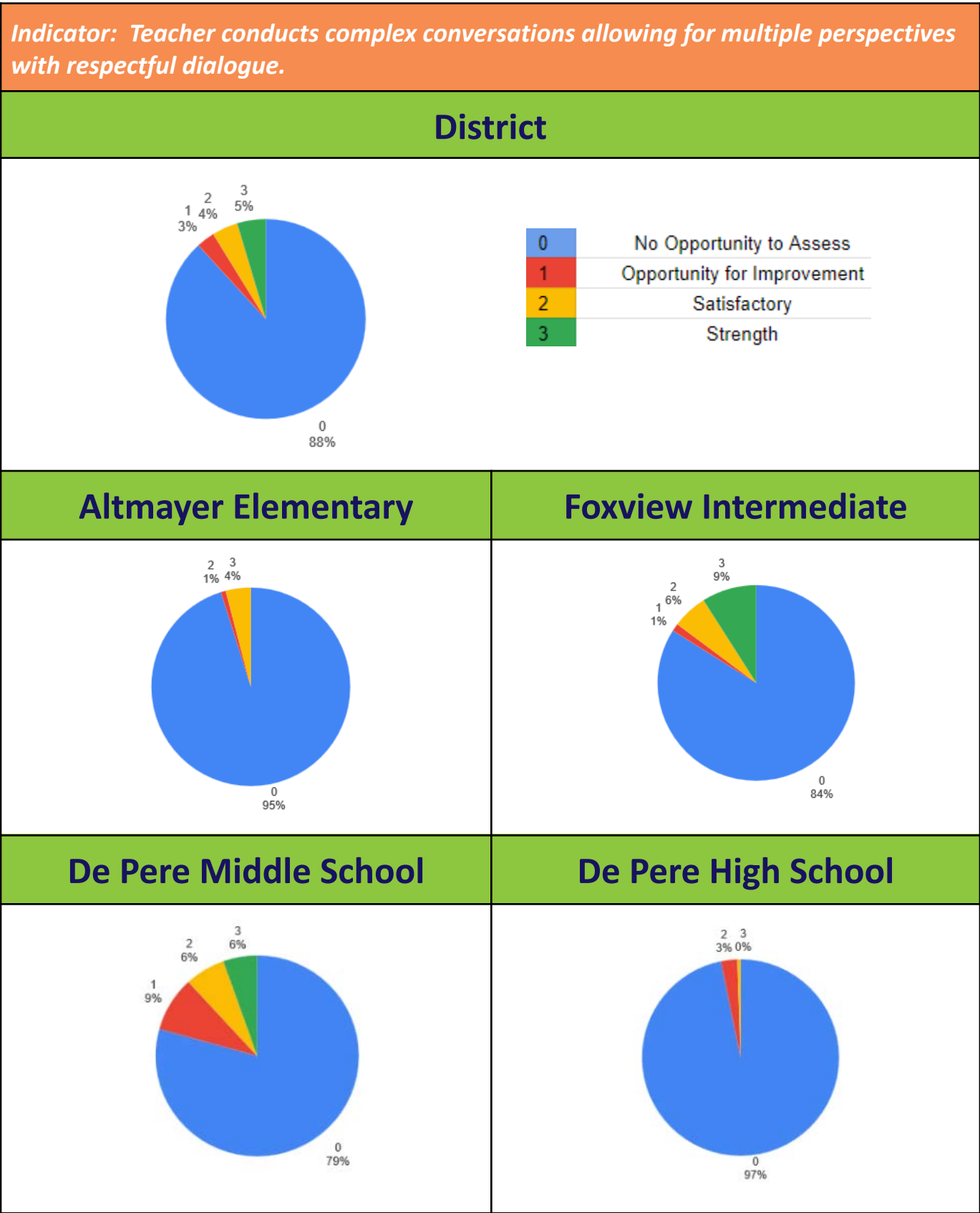
Note: A zero is not considered negative. A zero signifies that this indicator was not observable at the time the team was in the classroom. One (1) is considered low and three (3) is considered high.

Indicator: Teacher provides equitable opportunities for support, praise, and/or participation.									
District									
<div><table><tr><td>0</td><td>No Opportunity to Assess</td></tr><tr><td>1</td><td>Opportunity for Improvement</td></tr><tr><td>2</td><td>Satisfactory</td></tr><tr><td>3</td><td>Strength</td></tr></table></div>		0	No Opportunity to Assess	1	Opportunity for Improvement	2	Satisfactory	3	Strength
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DISTRICT EQUITY WALK SUMMARY

CRITERION: ENVIRONMENT		
<i>How do I create and inclusive environment?</i>		
SCHOOL	CELEBRATIONS	RECOMMENDATIONS
DISTRICT OVERALL	<ul style="list-style-type: none"> - All four school Equity Walks resulted in a positive finding that teachers use body language, gestures, and expressions to convey a message that students' questions and opinions are important. - In most schools (three out of four) Growth Mindset was evident in language and signage visibly posted in the classroom and hallways. (NEXT STEP: Have teachers model Growth Mindset language throughout lessons, so that students begin to own and use the language themselves.) - Many of the classrooms throughout the district have created class norms or mission statements regarding expected behaviors. Some even had specific norms for other more specific classroom activities. 	<ul style="list-style-type: none"> - Increase school and classroom images that promote diversity and inclusion. Considerations for diverse representation include: family structures, home language, abilities/disabilities, gender, race, and ethnicity, etc. - Increase classroom opportunities for student work to be displayed to promote student belonging and ownership in the classroom. Student work in both product and process should be a priority. For example, use of post-its and group work posters. Student work samples were visible and evident in a few classrooms but overall this was an opportunity for growth. - Although there were some teachers who used language that validates multiple identities, encourages questioning, and/or builds student-to-student discourse, there is an opportunity to create opportunities that celebrate leaders in each building in this area and highlight/model this to other teachers. - Throughout the district we did not see many opportunities to use this behavior redirection technique: Validate, affirm, build, and bridge (VABB). It is our recommendation for all staff to become more familiar with this and practice it with each other to build confidence and competence to use it with students.
ALTMAYER	<ul style="list-style-type: none"> - Teachers use body language, gestures, and expressions to convey a message that students' questions and opinions are important. - Teacher instructs and models a growth mindset. This was evident throughout the building. - There were quite a few identity-related pieces of student work in the hallways and all students were represented. - Growth mindset was evident throughout the building not only with teacher-created materials, but also student-created messaging. 	<ul style="list-style-type: none"> - Although there were some diverse images, books, and photos, the team agreed that this is an area for growth. Incorporating the students and their own families is the most authentic way to represent diversity. Considerations for diverse representation include: family structures, home language, abilities/disabilities, gender, race, and ethnicity, etc. - An increase in consistency when it comes to student work in the classroom is a great next step. A number of classrooms displayed student work, but not all. It is important for each student to have their work represented and to consider not only the final product, but have it reflect the

		<p>learning process and student thinking, too.</p> <ul style="list-style-type: none"> - There were missed opportunities for increased student-to-student discourse, so having teachers use more strategies to include all student voices instead of calling on one student or a student with their hand raised. - Staff can practice validating, affirming, building, and bridging with their own student behavior scenarios. If staff are not familiar with Ross Greene, the author of Lost at School, that may be a good staff book club offering.
FOXVIEW	<ul style="list-style-type: none"> - Teachers use body language, gestures, and expressions to convey a message that students' questions and opinions are important. The teaching staff were very approachable and positive in terms of interactions and response to student sharing. - Growth mindset was evident throughout the building, but not in all learning spaces. To take this to the next level, students need to own the growth mindset language, which will require the adults consistently modeling that language. - All teams were aligned in the math and science curriculum. 	<ul style="list-style-type: none"> - The site team expected to see more diversity throughout the building. Increase representation of gender in science and math. Incorporating the students and their own families is the most authentic way to represent diversity. Considerations for diverse representation include: family structures, home language, abilities/disabilities, gender, race, and ethnicity, etc. - An increase in consistency when it comes to student work in the classroom is a great next step. It is important for each student to have their work represented and to consider not only the final product, but have it reflect the learning process and student thinking, too. - Increase the amount of student-to-student discourse and inquiry. There were student conversations taking place, but the students were not building off each other. Posting sentence stems, modeling the use of them, and recognizing when this happens is a good next step.
MIDDLE SCHOOL	<ul style="list-style-type: none"> - Teacher body language was good with more teachers circulating throughout the classroom and not just sitting at the desk or in front of the projector. - Growth Mindset language and signage visibly posted in the classroom. (NEXT STEP: Have teachers model Growth Mindset language throughout lessons, so that students begin to own and use the language themselves.) - Some teachers used language that validates multiple identities, encourages questioning, and/or builds student-to-student discourse. Create opportunities to celebrate leaders in this area and highlight/model this to other teachers. 	<ul style="list-style-type: none"> - Increase classroom images that promote diversity and inclusion. - Increase classroom opportunities for student work to be displayed to promote student belonging and ownership in the classroom. Student work samples were highly visible and evident in a few classrooms but overall this was an opportunity for growth. - Decrease the amount of teacher talk and increase student talk through a variety of questioning and collaborative techniques. - Provide more opportunities for student discourse through higher level Depth of Knowledge (DOK) questioning to promote student discourse and greater levels of critical thinking. Incorporate opportunities

	<ul style="list-style-type: none"> - Students were on task in most learning environments. 	<ul style="list-style-type: none"> - even when reviewing for tests and quizzes. - Reflect on the school environment - is it inviting and welcoming for all students? <ul style="list-style-type: none"> - There were many elements of Christmas in images and music selection.
HIGH SCHOOL	<ul style="list-style-type: none"> - Teacher body language was good with more teachers circulating throughout the classroom and not just sitting at the desk or in front of the- projector. - Teachers were engaged with students checking in and actively promoting discussion by asking questions, and appeared genuinely interested in students' thoughts, ideas, and opinions. - Students were on task in most learning environments. - There were 2 instances of positive examples of validate, affirm, build, and bridge (VABB). 	<ul style="list-style-type: none"> - Increase classroom images that promote diversity and inclusion. There were content-specific things, but almost an avoidance of the use of real people. Considerations for diverse representation include: family structures, home language, abilities/disabilities, gender, race, and ethnicity, etc. - Growth Mindset language and signage visibly posted in some of the newer teacher's classrooms. (NEXT STEP: Have teachers model Growth Mindset language so that students can open that language.) One teacher celebrated the best wrong answer in math which reflects the mindset of learning from mistakes. - Increase classroom opportunities for student work to be displayed to promote student belonging and ownership in the classroom. Student work in both product and process should be a priority. For example, use of post-its and group work posters. Student work samples were visible and evident in a few classrooms but overall this was an opportunity for growth. - Decrease the amount of teacher talk and increase student talk through a variety of questioning and collaborative techniques. - Provide more opportunities for student discourse through higher level Depth of Knowledge (DOK) questioning to promote student discourse and greater levels of critical thinking. Incorporate opportunities even when reviewing for tests and quizzes.

CRITERION: RELATIONSHIPS

How do I build trust and respect with my students, families and peer-to-peer?

SCHOOL	CELEBRATIONS	RECOMMENDATIONS
DISTRICT OVERALL	<ul style="list-style-type: none"> - Most teachers share about their personal lives to some degree. Teachers should continue to build connections with students throughout the year in a wide variety of ways. Offering opportunities for staff to share how they build connections with students would be an opportunity to learn from one another and strengthen this even more. - Trust was evident between teachers and students at all four schools. Teachers spoke with warmth and care. Overall, students appeared comfortable attempting the task at hand and asking questions. There were also sentence stems posted in many rooms that encouraged this. Create opportunities to celebrate leaders in this area and highlight/model this to other teachers. 	<ul style="list-style-type: none"> - There were not many opportunities for us to assess teachers/adults welcoming students by name on our equity walks other than as students were coming into school and classrooms first thing in the morning. One school excelled at this, while the other schools could benefit from a focus on this. - Increase opportunities for student voice and discourse (need to shift teachers thinking about engagement vs. compliance). Many classrooms have stance stems for accountable talk, but there were few opportunities we witnessed where students were able and encouraged to utilize them. - Teachers are encouraged to offer more opportunities for student participation through voice and feedback by using agree/disagree, turn and talk, thumbs up/down/sideways, etc. - Have teachers reflect on how often they are incorporating activities like fish bowls, four corners, or socratic seminars into their lesson plans and plan to try one of these in an upcoming unit.
ALTMAYER	<ul style="list-style-type: none"> - Almost every adult (not just teachers) was greeting students by name in the cafeteria, the hallway, or walking into the classroom - Most teachers had items displayed in the classroom about their personal life whether it was a college banner, personal photos, or something they collected - Trust was evident; students felt comfortable attempting the task at hand and they were comfortable asking questions. There were also sentence stems posted in many rooms that encouraged this. 	<ul style="list-style-type: none"> - Although the structures are in place for students to take intellectual risks and have academic conversations that build off one-another, giving the students more opportunities for academic talk and hearing more students using the sentence stems would be a great next step. - Teachers are encouraged to offer more opportunities for student participation through voice and feedback by using agree/disagree, turn and talk, thumbs up/down/sideways, etc. - Have teachers reflect on how often they are incorporating activities like fish bowls, four corners, or socratic seminars into their lesson plans and plan to try one of these in an upcoming unit.
FOXVIEW	<ul style="list-style-type: none"> - Teachers share about their personal lives. There is generally more of an emphasis on this at the beginning of the school year, but teachers continue to build connections with students throughout the year in a wide variety of ways. Offering staff an opportunity at a staff meeting to share how 	<ul style="list-style-type: none"> - More adults in the building need to be welcoming students by name as they enter the building and as they enter the classroom. This is an effective strategy to increase the sense of belonging for all students. - An increase in students taking intellectual

	<p>they build connections with students would be an opportunity to learn from one another and strengthen this even more.</p> <ul style="list-style-type: none"> - There is evidence of trust through conversations and interactions. There were many students working independently and were offered high levels of choice in seating, mode of work, and who they worked with, which is an indicator of trust (less teacher control). Adults were seen nodding and smiling. Offer teachers who excel in the area of a more student-centered classroom the ability to share with staff the structures they have in place and the journey that got them there (successes and failures). - Teacher provides equitable opportunities for support, praise, and/or participation. There was a lot of participation, but releasing more ownership of learning to the students would allow for even more. Although this was an area of strength, there were missed opportunities throughout the classrooms. <ul style="list-style-type: none"> - In one classroom, the teacher led a small math group and any students were welcome to join. This is an excellent example of an equitable opportunity for support. 	<p>risks, validating and affirming each other's learning and thinking is an area for growth. Accountable talk sentence frames are posted but need to be utilized more frequently so that it becomes the norm for discussion.</p> <ul style="list-style-type: none"> - Allow for more student groups facing each other as some of the desk arrangements do not facilitate the ability to build off one another's conversations. - As students share responses, other students are preparing their own answer rather than building off someone else's thoughts. - Perhaps have staff members model and record using accountable talk with the sentence stems in different subjects. - Have teachers reflect on how often they are incorporating activities like fish bowls, four corners, or socratic seminars into their lesson plans and plan to try one of these in an upcoming unit. <ul style="list-style-type: none"> - Perhaps have some staff members model and record these strategies.
MIDDLE SCHOOL	<ul style="list-style-type: none"> - Teachers shared about their personal lives and interests through anecdotes, classroom displays, and a variety of opportunities throughout instruction. - Teachers modeled vulnerability and connected with students. - Evident trust was established in some classroom communities. Create opportunities to celebrate leaders in this area and highlight/model this to other teachers. - Teachers were talking to students with warmth and care. 	<ul style="list-style-type: none"> - Greet every student by name (observed several missed opportunities) as they enter the building and as they enter the classroom. This is an effective strategy to increase the sense of belonging for all students. - Increase opportunities for student voice and discourse (need to shift teachers thinking about engagement vs. compliance). There was one example of all students using hand held white boards as a form of formative assessment. - Increase opportunities for students to take risks by discussing topics and allowing for more student voice and dialogue. - Complex conversations were not observed. However, school leadership said that many classrooms were off to a good start but there was room to grow overall in this area. - Conduct a survey and analyze disaggregated student sense of belonging data.
HIGH SCHOOL	<ul style="list-style-type: none"> - Teachers shared about their personal lives and interests through anecdotes, classroom displays, and a variety of opportunities 	<ul style="list-style-type: none"> - Greet every student by name (observed several missed opportunities). Model this by welcoming staff members by name.

	<p>throughout instruction.</p> <ul style="list-style-type: none"> - Teachers modeled vulnerability and connected with students. - Evident trust was established in some classroom communities. Opportunities to celebrate leaders in this area and highlight/model this to other teachers. - We saw complex conversations in some areas. When observed it was rich conversation, but would like to see these conversations across more areas in the school. - Teachers were talking to students with warmth and care. 	<ul style="list-style-type: none"> - Increase opportunities for student voice and discourse (need to shift teachers thinking about engagement vs. compliance). - Increase opportunities for students to take risks by discussing topics and allowing for more student voice and dialogue. - Student seating should be intentional for easy student-to-student dialogue. - Take time to build a sense of community at the beginning of class (Saw a teacher initiate class by asking, “What’s going on?” It was quick and sent the message that “I care about you.”) - Conduct a survey and analyze disaggregated student sense of belonging data.
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Summary

Unified School District of De Pere Equity Walk Year One: 2022-2023

The Center 4All conducted an Equity Walk to help build awareness for educators in the area of culturally affirming environments. This year focused on the Environment and Relationships assessing twelve indicators, six for each area.

The district is working towards creating a stronger sense of belonging for all students, particularly students who identify with historically marginalized communities. Some groups of educators have invested time and made a personal commitment to their own intercultural development. Based on the results of the Intercultural Development Inventory and the Equity Walks, the data reflects that cultural self-awareness is an area of growth for most educators. Exploring unconscious bias to build awareness for underserved groups of students is another opportunity for improvement because in order to create classroom climates where all students feel a sense of belonging, there must be a deeper level of awareness of a variety of backgrounds.

The Equity Walk is rooted in developing key foundational understandings so that this process is not a performative act but really works to improve the overall educational experience by providing a more inclusive environment. The Equity Walk began with a focus on Relationships and Environment because having a positive relationship between both the teacher and the students and among the students is a critical factor in learning and development. As Dr. James Comer states, *“No significant learning occurs without a significant relationship (Comer, 1995).”*

The collaborative teams found that the Unified School District of De Pere has the following celebrations:

- Most teachers are comfortable sharing about their personal lives to some degree in order to create connections with students.
- Trust was evident between teachers and students at all four schools. Teachers spoke with warmth and care.
- All four school Equity Walks resulted in a positive finding that teachers use body language, gestures, and expressions to convey a message that students' questions and opinions are important.
- In most schools Growth Mindset was evident in language and signage visibly posted in the classroom and hallways.
- Many of the classrooms throughout the district have created class norms or mission statements regarding expected behaviors. Some even had specific norms for other more specific classroom activities.

The teams also noted some opportunities for improvement:

- Most schools could benefit from having staff focus on welcoming each student by name to the school and classroom in an effort to increase student sense of belonging.
- Increase opportunities for student voice, choice, student-to-student discourse, and student agency moving away from compliance and towards student engagement. Utilizing the accountable talk sentence stems regularly is a great next step.
- Increase school and classroom images and books that promote diversity and inclusion. Considerations for diverse representation include but are not limited to family structures, home language, abilities/disabilities, gender, race, and ethnicity, etc.
- Teachers are encouraged to offer more opportunities for student support, praise, and participation.
- Increase classroom opportunities for student work to be displayed to promote student belonging and ownership in the classroom. Student work in both product and process should be a priority.
- Teachers can build in more opportunities to allow for more complex conversations by using strategies like Fishbowl, Socratic Seminar, Think-Pair-Share, and Turn and Talk on a daily basis in all content areas.
- Throughout the district we did not see many opportunities to use the behavior redirection technique: Validate, affirm, build, and bridge (VABB). It is our recommendation for all staff to become more familiar with this and practice it with each other to build confidence and competence to use it with students.

The district may want to consider some of the following action steps:

- Offer regular staff opportunities to discuss complex topics related to student experiences
- Engage in a Year 2 Equity Walk focused on Instructional Strategies and School Culture
- Progress monitor the twelve indicators for Environment and Relationships internally at each school site next year

Glossary

Achievement Gap: the disparity in academic performance between groups of students

Educational Equity: Every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income. Equity is an approach ensuring equally high outcomes for all by removing the predictability of success or failure that currently correlates with any factors previously listed.

Belonging: fostering a community of acceptance and trust through individual and collaborative actions toward one another

Culture: common understanding and acceptable practices of an organization based on values, beliefs and perceptions

Culturally Affirming Practices: treating students' culture and experiences with respect and high regard so that all students have agency in their learning as curious, critical thinkers

Disaggregate: data calculated and reported separately for specific sub-groups or -populations (e.g., learners' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities)

Disproportionality: The over or under-representation of a given population group, often defined by racial and ethnic backgrounds, but also defined by socioeconomic status, national origin, English proficiency, gender, and sexual orientation, in a specific population category. For example, a child's race and ethnicity significantly influence the child's probability of being misidentified, misclassified, and inappropriately placed in special education programs.

Diversity: a representation of different perspectives that include a variety of people from various backgrounds including but not limited to ability, family structure, socioeconomic status, gender, sexuality, race, ethnicity, and language

Equity: the act of ensuring that every child has access to the resources, teachers, interventions, and supports they need to be successful

Inclusion: not only having access to a group, but having a voice "at the table" and being able to show up and be accepted as one's authentic self ("fitting in without giving in")

LGBTQ+: Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning; also referred to as LGBT

Stakeholders: refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines.



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