

Warren County Public Schools

2021-2022 Equity Scorecard



Members of the 2021-2022 Warren County Public Schools Equity Council

- **Leyda Becker**, WCPS Parent & International Communities Liaison, City of Bowling Green
- **Rob Clayton**, Superintendent of WCPS
- **Dee Anna Crump**, Director of EL and Federal Programs, WCPS
- **Dr. Kimberly Green**, WCPS Parent & Professor, WKU
- **Dr. Laura Hudson**, Director of Secondary Education, WCPS
- **Shanetti Jones**, WCPS Parent
- **Jason Kupchella**, Chief Operations Officer, WCPS
- **Albert Mbanfu**, WCPS Parent & Executive Director, Bowling Green International Center
- **Chris McIntyre**, Chief Financial Officer, WCPS
- **Heath Ray**, Refugee Services Coordinator, Community Action of Southcentral Kentucky
- **Clay Smalley**, Recreation Therapist, Warren County Day Treatment
- **Will Spalding**, Assistant Director of EL, WCPS, Chairperson of WCPS Equity Council
- **Melissa Stephanski**, Chief Academic Officer, WCPS
- **Brittany Stewart**, WCPS High School Teacher at Warren Central High School
- **Chris Stunson**, WCPS Parent & Principal, Bristow Elementary
- **Alice Waddell**, Executive Director, Bowling Green Human Rights Commission
- **Grace Waltz**, WCPS High School Teacher at GEO International High School
- **Adriane Watt**, WCPS Elementary Teacher at Cumberland Trace Elementary
- **Casey Yates**, Director of Intervention, WCPS

Introduction

The Warren County Schools Equity Council was formed in 2011, and its initial purpose was to ensure equitable and consistent discipline practices across the district. In early 2014, the members of the Equity Council determined that there was a need to broaden the scope of the work of the Equity Council and bring in more community members. Currently, the Equity Council has representation from four stakeholder groups: parents, teachers, school administrators, and community members. The work of the Equity Council focuses on promoting equitable and fair practices in the areas of educational opportunities, discipline, and employment. In the final section of this report, there is a discussion of the innovative programs that have been implemented in WCPS to meet the needs of diverse students.

WCPS Equity Council Vision & Mission

Vision:

The WCPS Equity Council serves to advocate for equitable opportunities for all students, parents, and staff. The WCPS Equity Council will advise the Superintendent and Board of Education regarding practices, policies, and procedures that promote equity in all district endeavors.

Mission:

- to identify and remove barriers to student learning, achievement, and opportunities
- to ensure equitable discipline practices for all students
- to ensure equitable staff recruitment and hiring practices, with a focus on increasing the diversity of staff members

A Message from Mr. Rob Clayton, Superintendent

In 2016, Warren County Public Schools implemented an Equity Scorecard in an effort to more accurately measure our district's efforts to improve equitable access to learning and opportunities for both students and staff. The creation of this transparent process was a direct result of a comprehensive examination of district policies and practices in relation to our efforts to ensure equity for all students and staff within WCPS. Since the inception of the Scorecard, school and community leaders have worked alongside one another to examine and discuss growth opportunities in the areas of student achievement, discipline, opportunities, and staff employment. We are appreciative of each individual who has volunteered their time and talent to help us improve outcomes for our students and staff alike. This group of dedicated and committed volunteers have engaged our stakeholders in deep and sometimes uncomfortable conversations which has been instrumental in the success WCPS has demonstrated improving equity across our district.

Why did Warren County Public Schools create an Equity Scorecard in 2016 when very few districts across the nation had created such a document? WCPS prides itself on being a leader across the Commonwealth in the effort to educate "all kids", no matter their background or circumstances. Our school organization firmly believes public education has not served its vital function unless student achievement and opportunities are maximized for every child. In addition, our school community recognizes the importance of ensuring equitable achievement and opportunities at all levels within our organization, including those who serve our children. Despite the potential for our data to be used to highlight shortcomings, our mission is too important to take the path of less resistance. WCPS takes tremendous pride in being a model organization for transparency and continuous improvement and our Equity Scorecard is a clear demonstration of our commitment to monitoring our progress through clear, targeted goals and metrics.

Transparency and continuous improvement in all aspects of our organization remains core to our vision and mission as a school district. What is expected must be

inspected! Through well-defined processes monitored by school and district-level leadership, it is our goal to strengthen district policies, procedures, and improvement plans. Specific to the monitoring process, the WCPS Board of Education receives regular updates on our overall progress toward meeting each identified goal. In partnership with our school community, we firmly believe our efforts will enable us to minimize barriers that create achievement and opportunity gaps for students across our district.

Although WCPS has long been recognized as a leader in achievement and opportunity, recognizing the need for continuous growth is ingrained into how we conduct our daily business. Moving forward, our challenge as a school community entails a close examination of existing data with an emphasis upon being intentional about eliminating processes or policies that hinder us from reaching all students and serving our staff. We will continue fostering a culture of understanding in regard to the critical role our employees play in educating, inspiring, and empowering all students to achieve at the highest level.

Our success is dependent upon our ability to respond in a timely and appropriate manner and we will continuously train our staff with the new and best researched-based methods in curriculum, instruction, assessment, evaluation, professional development, and organizational culture. Our community can trust us to continue monitoring the following essential questions to ensure our focus remains on achieving our Vision:

1. Are schools reaching parents from infancy to stress the importance of reading/education?
2. Are the instructional and assessment practices and expectations for learning appropriate for students from diverse cultures and language backgrounds?
3. How much do students learn on average that allows them to compete in a global society?
4. Have we learned enough about ourselves to meet students' needs?
5. Are we willing to hold colleagues and ourselves accountable for the implementation of district curriculum and state content standards?
6. Are we on a personal mission to ensure all students achieve academic excellence?

7. Are we culturally sensitive and aware that much of our success depends on keeping kids from all cultures motivated and inspired so academic excellence can occur regardless of background?
8. Are we developmentally responsive to the social and emotional needs of all our students?

In closing, our Equity Scorecard is simply one of many tools WCPS utilizes to identify opportunities for meeting the needs of all students, especially our most vulnerable population. I remain optimistic that our strategic, targeted efforts will continue to serve as a great reminder of our commitment to all students, especially those who need us the most.

Respectfully,

Rob Clayton, Superintendent

March 2022

The Equity Scorecard – Background and Goals

This is the sixth Equity Scorecard developed by the WCPS Equity Council. The first was completed in April 2016 and presented to the Board of Education members in May 2016. The information in the Equity Scorecard provides the Superintendent, members of the Board of Education, district and school administrators, teachers, parents, and members of the public where Warren County Public Schools stand concerning equitable educational opportunities, equitable employment opportunities, and equitable disciplinary processes and procedures.

We hope that the data and information provided in the 2021-2022 Equity Scorecard will drive sound decision-making and policy development to reduce barriers and increase equitable opportunities for students, families, and employees of Warren County Schools. All data for this scorecard was pulled from the Kentucky School Report Card for the 2020-2021 school year: [WCPS School Report Card](#). Information in this scorecard is comparable to the data included in the 2020-2021 Kentucky [School Report Card](#).

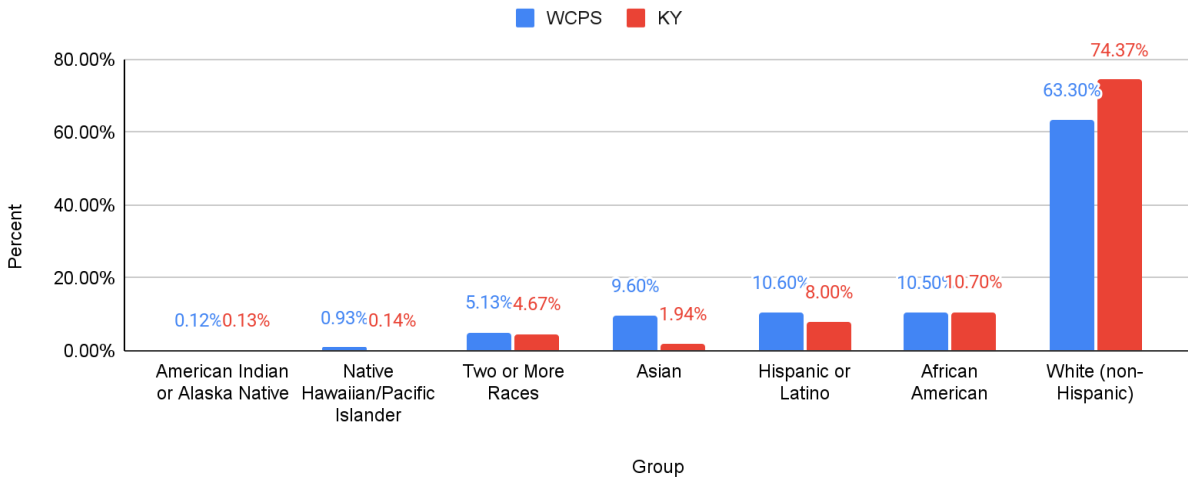
Some demographic groups will not be included in graphs/charts throughout the rest of the Equity Scorecard. **If there are less than 10 students in a reporting group, KDE suppresses the information for confidentiality. Data is also suppressed if at least one student isn't represented in each performance category.**

Warren County Public Schools Demographics

The Warren County Public Schools (WCPS) district is located in Bowling Green/Warren County in South Central Kentucky. For this reporting period, Warren County Public Schools served 17,939 students in Preschool through Grade 12 in 31 schools: 4 high schools, 4 middle schools, 15 elementary schools, and 6 alternative schools. For accountability purposes, WCPS enrollment at the end of the 20-21 school year was 16,270.

Based on the most recent school report card, the percentages of enrollment in each subgroup in Warren County Public Schools are as follows: 63.3% White (Non-Hispanic), 10.6% Hispanic or Latino, 10.5% African American, 9.6% Asian, 5.13% Two or More Races, 0.9% Native Hawaiian or Pacific Islander, and 0.1% American Indian or Alaska Native.

2020-21 Student Demographic

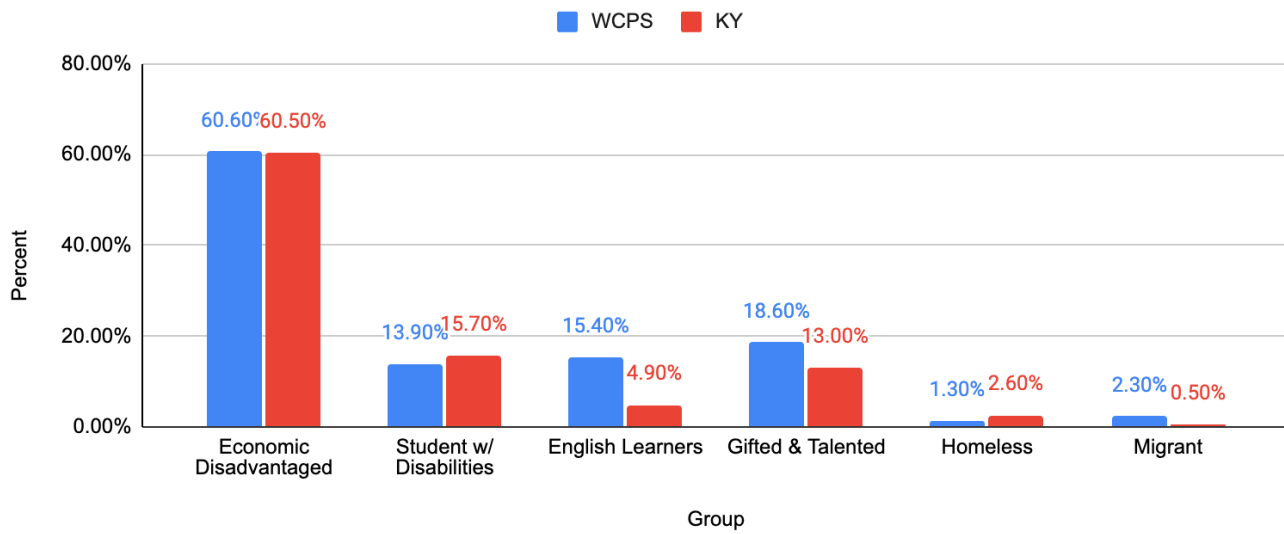


WCPS has a significant English Learner population. We educate students from approximately 90 different countries. Those students and their families speak approximately 90 different primary languages. It should be noted that demographics of Black/African American students include students representing English Learners from countries such as Tanzania, Congo, Uganda, Kenya, and other African countries. Our Asian demographic includes students from Malaysia, Thailand, Myanmar (Burma), and Japan. To learn more about our English Learner students and programs, please reference this WCPS webpage - bit.ly/WCPS-EL

Student Enrollment

In the 2020-21 school year, 60.6% of the total student enrollment were classified as Economically Disadvantaged, 13.9% Students with Disabilities (IEP), 15.4% English Learners, 18.6% Gifted and Talented, 1.3% Homeless, and 2.3% Migrant.

2020-21 Student Enrollment



Chronic Absenteeism by Race and Student Group

The Kentucky Department of Education defines a student as being chronically absent if he or she is present 90% or less of full-time equivalency (FTE). Chronic absenteeism is calculated by dividing a student's FTE present minutes by FTE instructional minutes and rounding to the nearest whole percent. A student must be enrolled for 10 or more days before being included in the calculation.

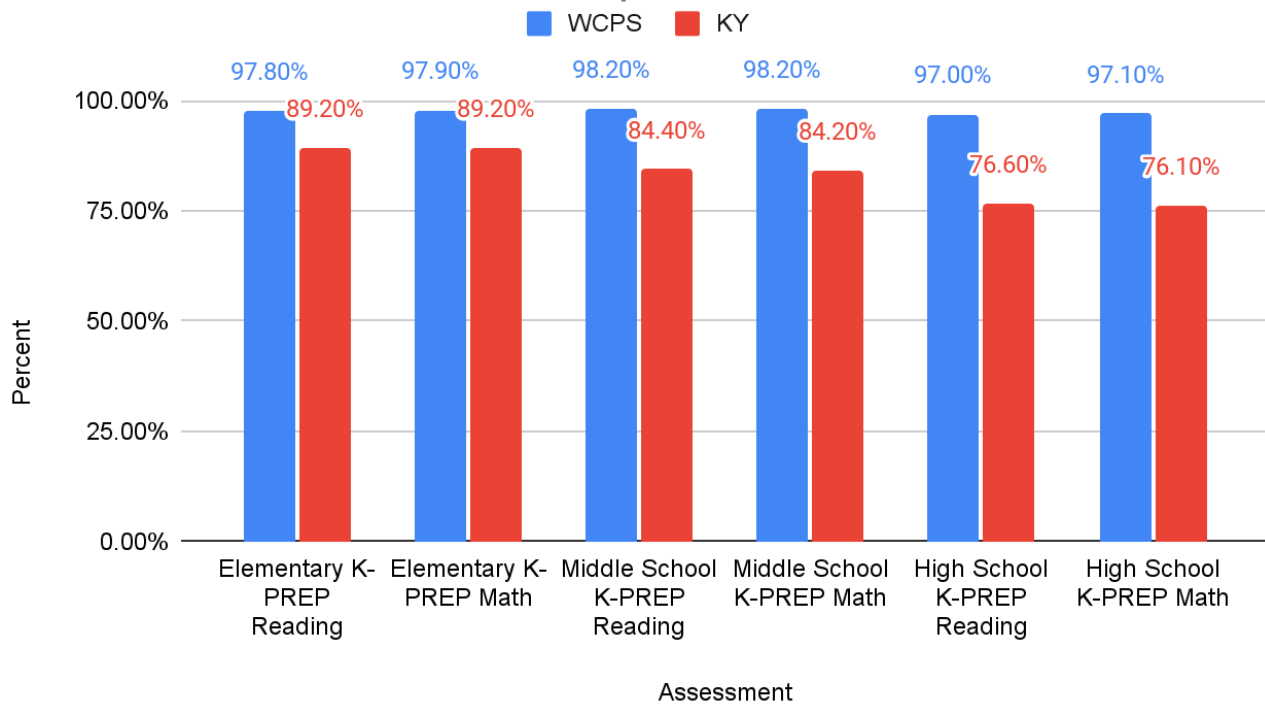
For the 2020-2021 school report card, Chronic Absenteeism was not comparable to prior years and was not reported.

Education Report

Since the COVID-19 pandemic affected many aspects of education in the 2020-2021 school year, KDE applied for and received a waiver from federal accountability. Therefore, school accountability indicators and ratings were not part of the 2020-2021 reporting. Since no data was reported for assessment and accountability in the 2019-2020 school year, certain trends and comparisons are not reported in the School Report Card.

The graph below shows Warren County Public Schools' efforts to assess as many students as possible. The participation rate discrepancy for each assessment between WCPS and the Kentucky state average should be considered when analyzing the following data.

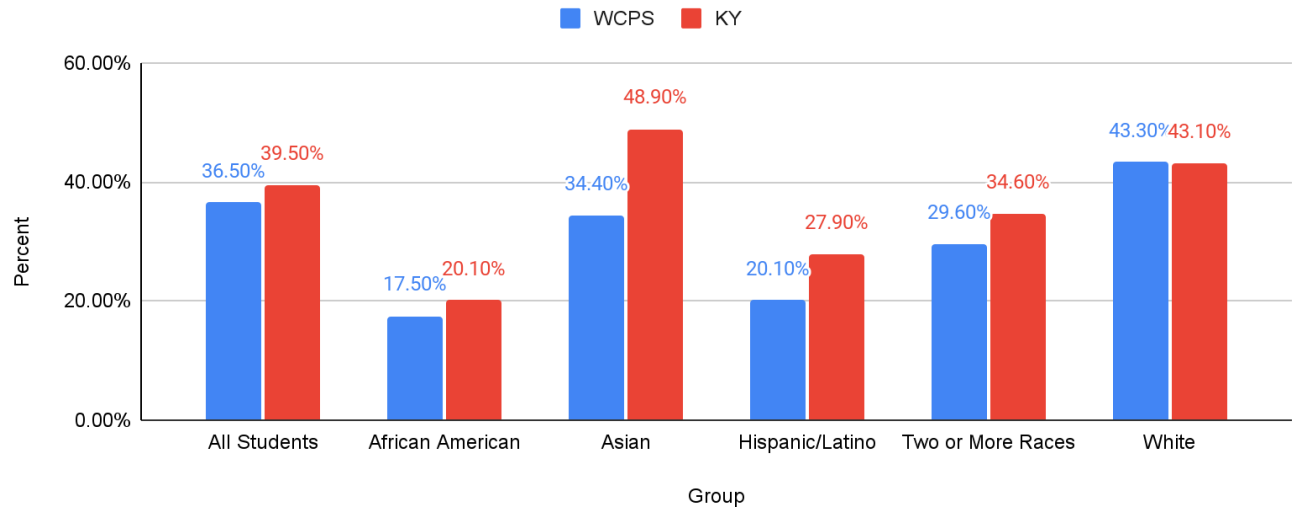
2020-21 State Assessment Participation Rates



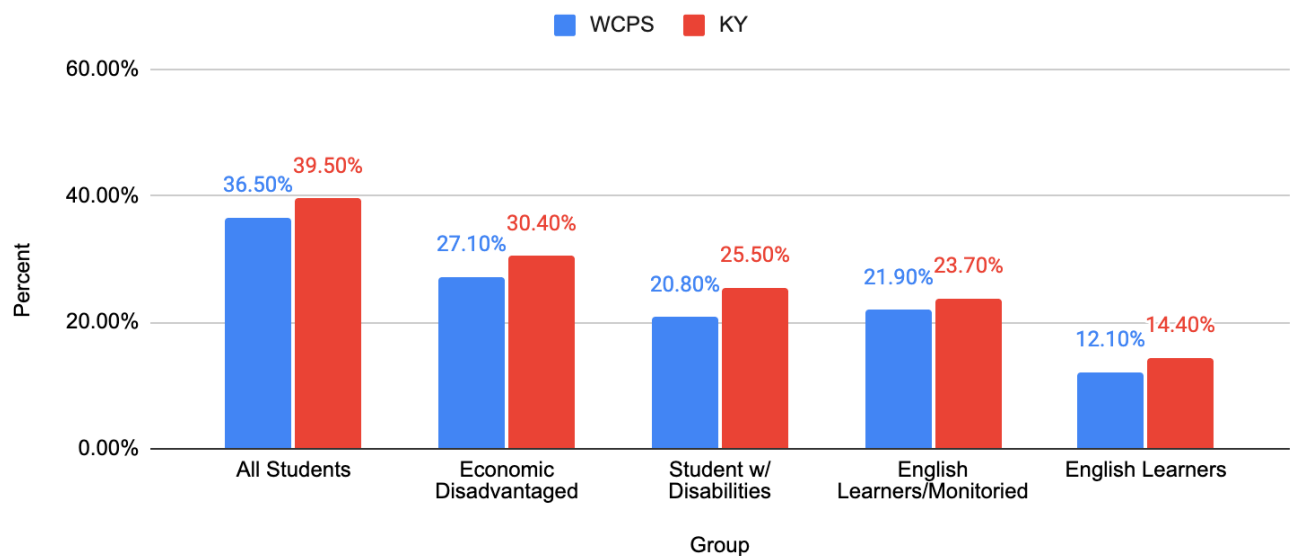
Elementary State Assessment: Reading

The percentage of 3rd, 4th, and 5th-grade students in elementary school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2020-2021 K-Prep Reading Assessment, disaggregated by subgroup, are noted in Graphs 1 and 2.

Graph 1: 2020-21 Elementary Reading Proficient & Distinguished



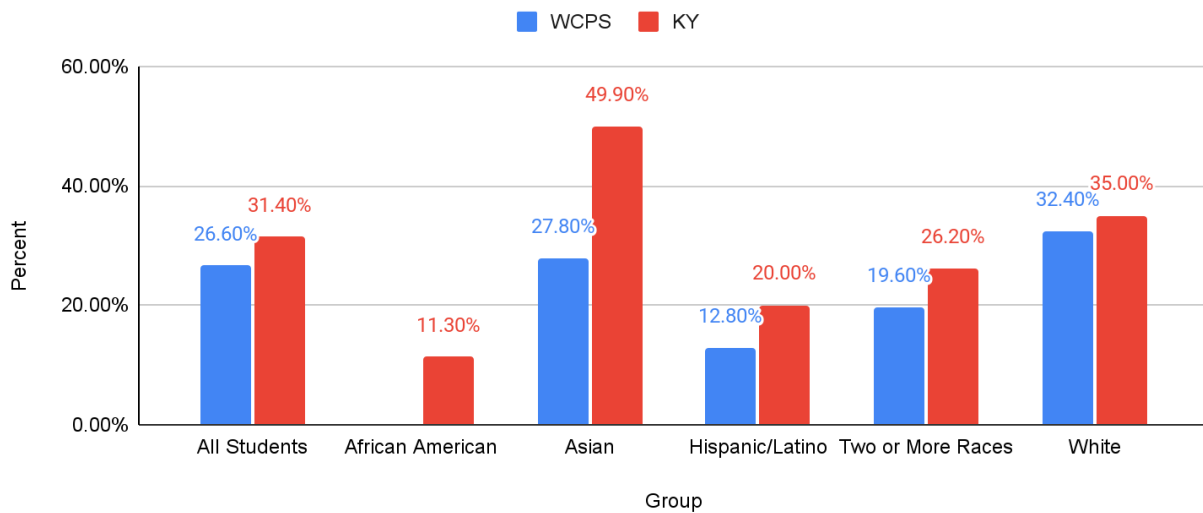
Graph 2: 2020-21 Elementary Reading Proficient & Distinguished



Elementary State Assessment: Mathematics

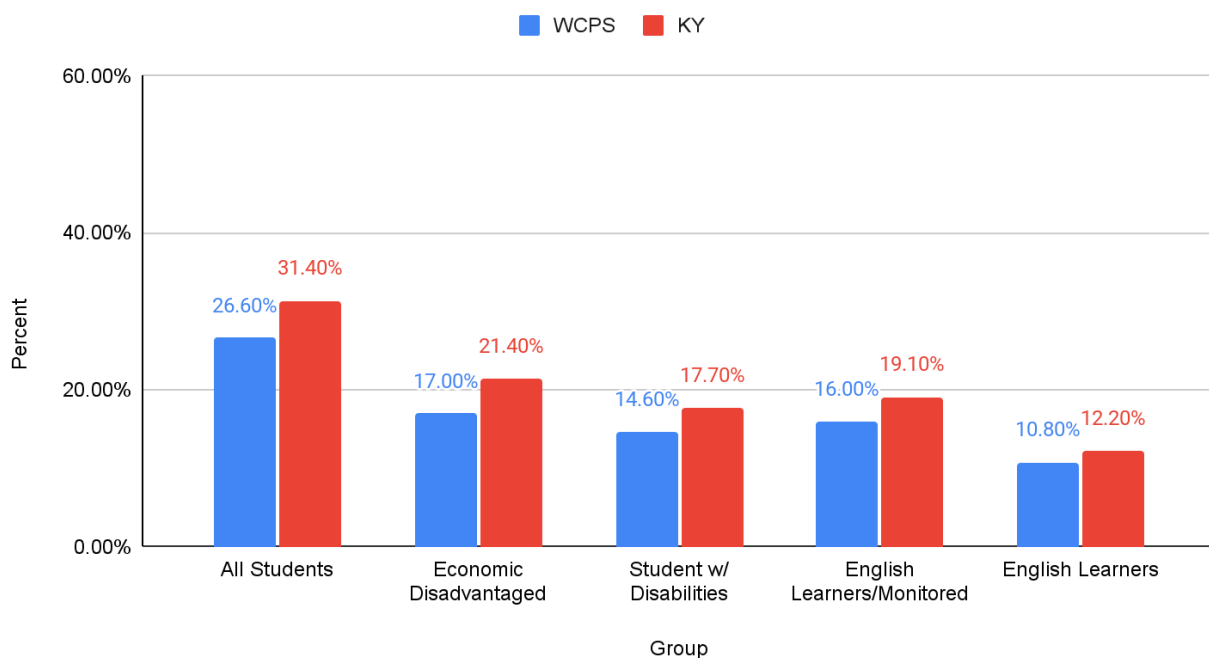
The percentage of 3rd, 4th, and 5th- grade students in elementary school who are meeting state standards at grade level (Proficient/Distinguished) on the 2020-2021 K-Prep Mathematics Assessment, disaggregated by subgroup, are noted in Graphs 3 and 4.

Graph 3: 2020-21 Elementary Math Proficient & Distinguished



Note: The Elementary Math data for African Americans for Warren County was suppressed from the 2020-2021 School Report Card. See page 8 for more details.

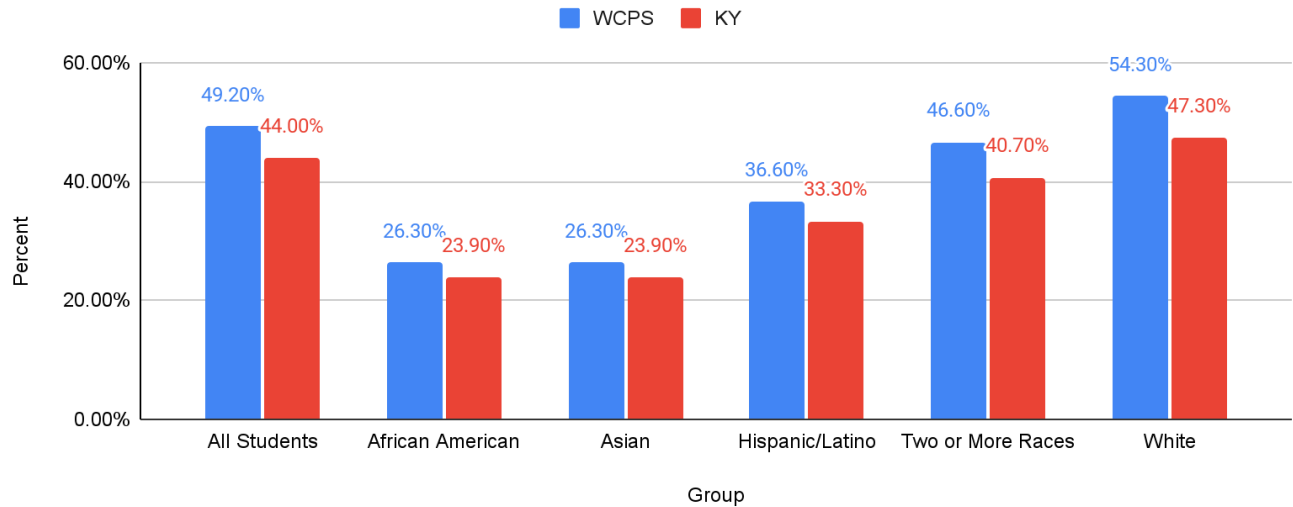
Graph 4: 2020-21 Elementary Math Proficient & Distinguished



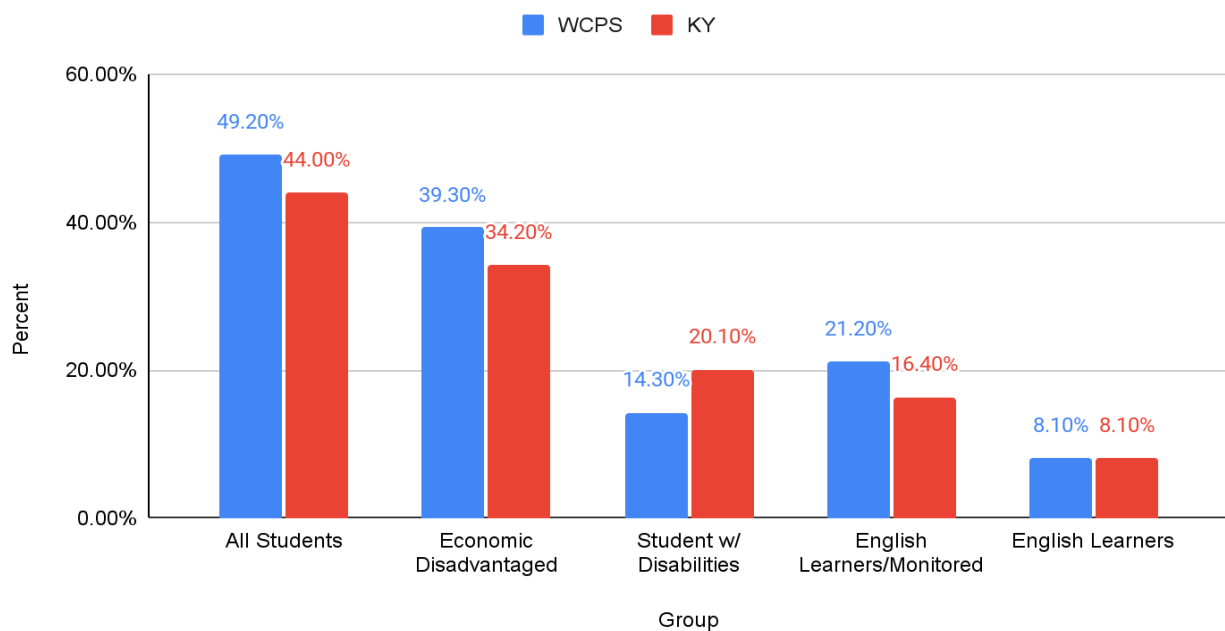
Middle School State Assessment: Reading

The percentages of 6th, 7th, and 8th-grade students in middle school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2020-2021 K-Prep Reading Assessment, disaggregated by subgroup, are noted in Graphs 5 and 6.

Graph 5: 2020-21 Middle School Reading Proficient & Distinguished



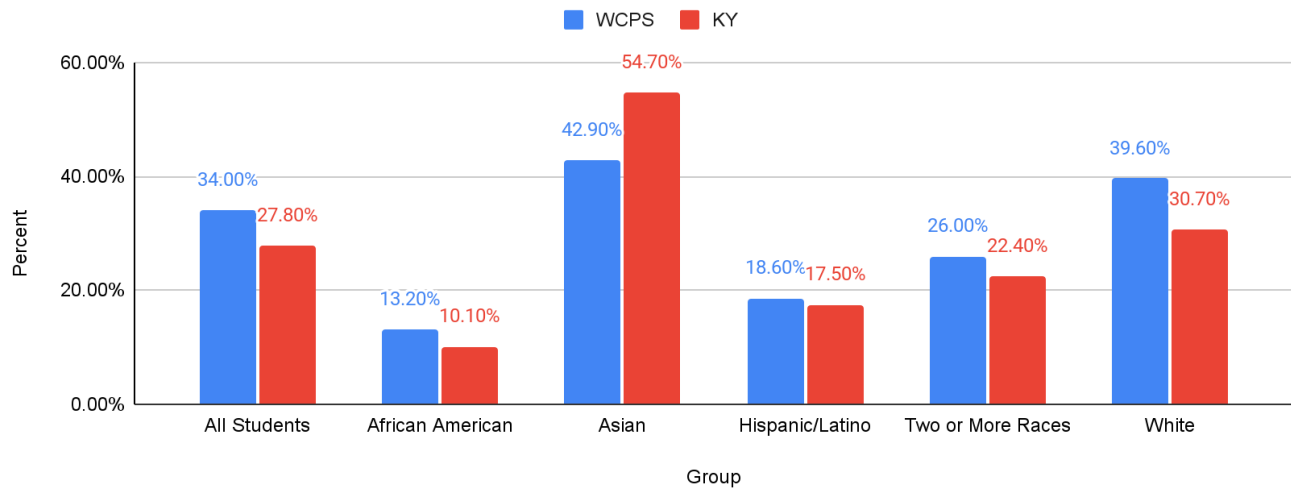
Graph 6: 2020-21 Middle School Reading Proficient & Distinguished



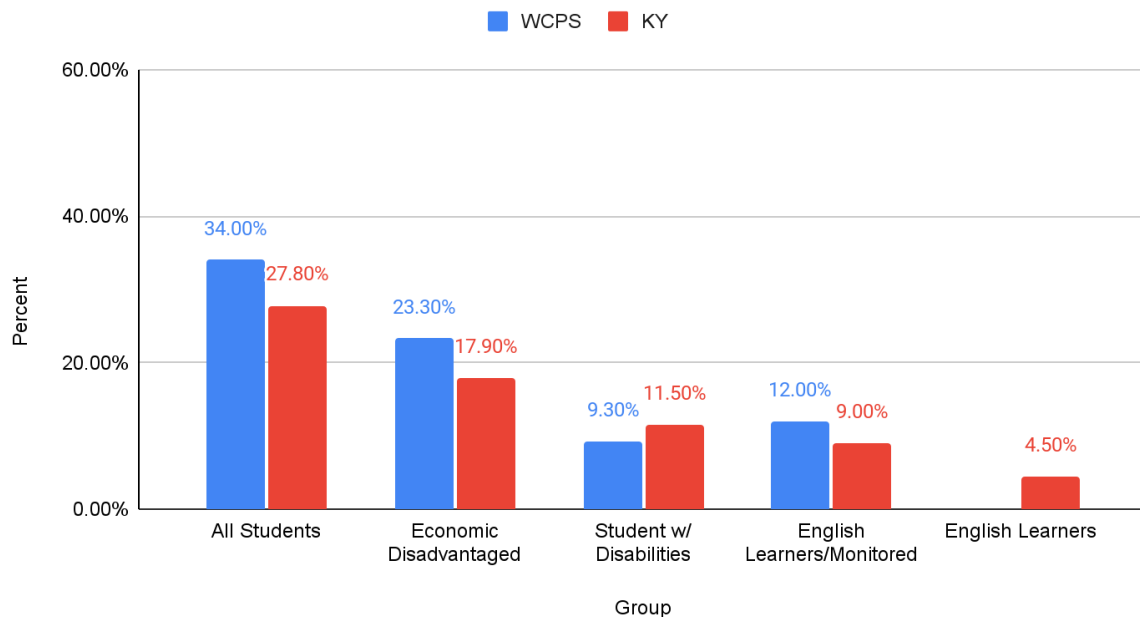
Middle School State Assessment: Mathematics

The percentages of 6th, 7th, and 8th-grade students in middle school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2020-2021 K-Prep Mathematics Assessment, disaggregated by subgroup, are noted in Graphs 7 and 8.

Graph 7: 2020-21 Middle School Proficient & Distinguished



Graph 8: 2020-21 Middle School Math Proficient & Distinguished

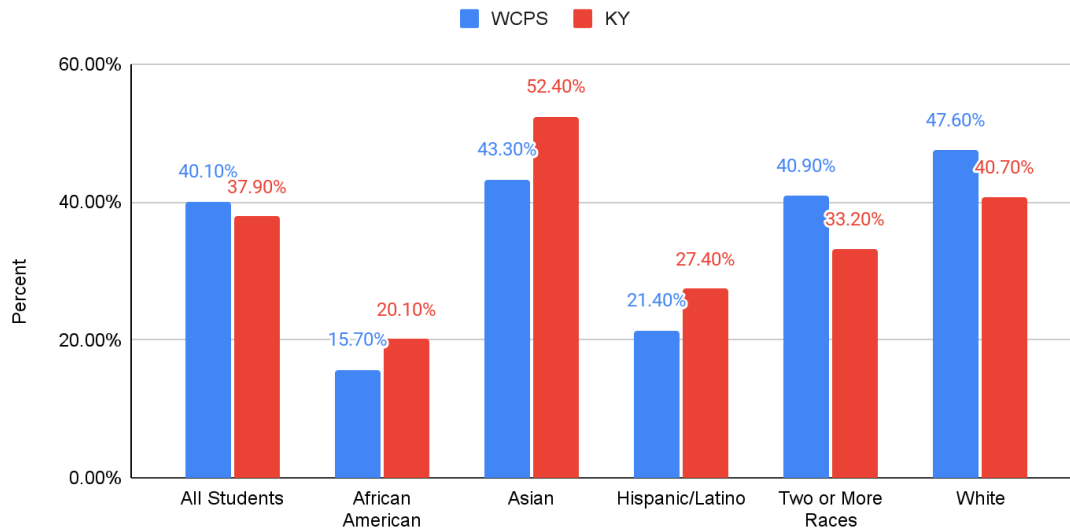


Note: The English Learners data for Warren County was suppressed from the 2020-2021 School Report Card.

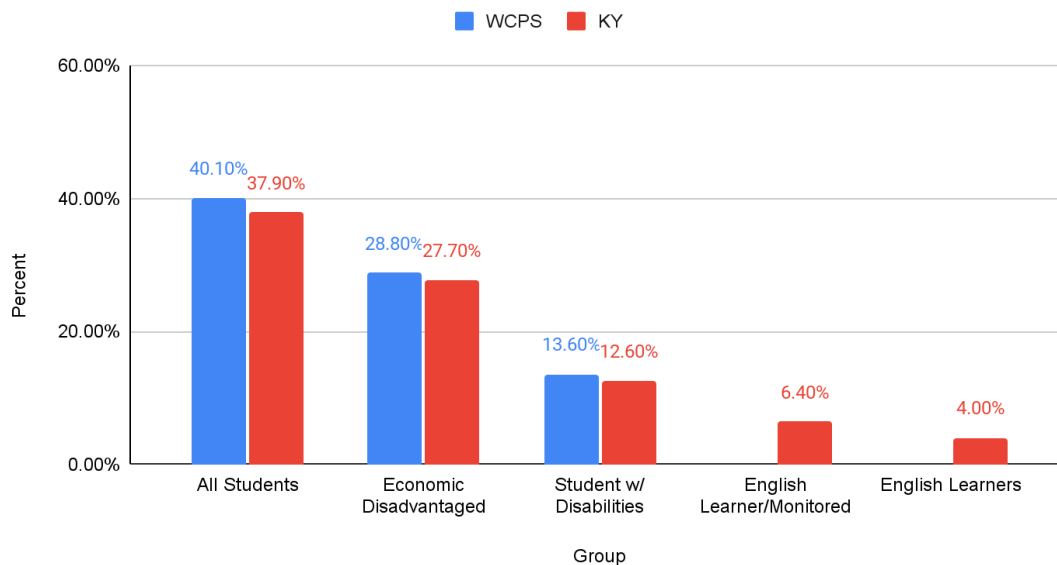
High School State Assessment: Reading

The percentage of 10th-grade students in high school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2020-2021 K-Prep Reading Assessment, disaggregated by subgroup, are noted in Graphs 9 and 10. **This data was collected from the 11th grade ACT subscore for Reading in previous years.*

Graph 9: 2020-21 High School Reading Proficient & Distinguished



Graph 10: 2020-21 High School Reading Proficient & Distinguished



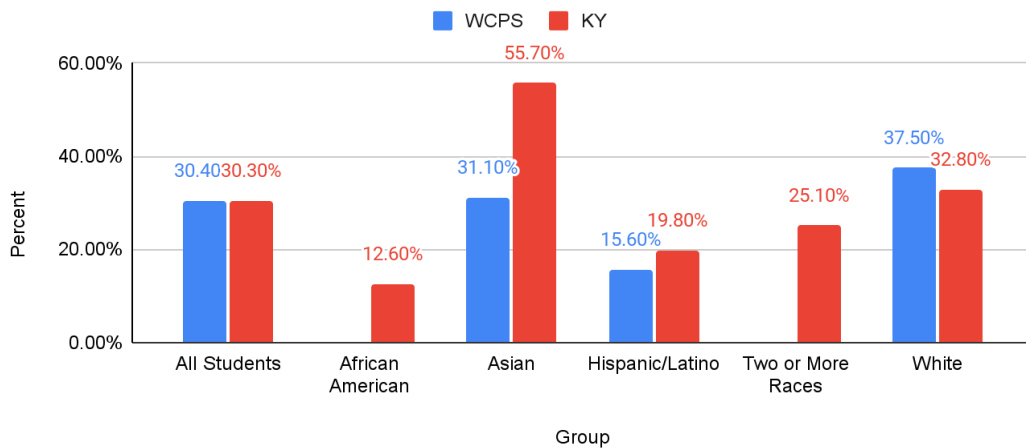
Note: The Reading data for English Learners and English Learners/Monitored for Warren County was suppressed from the 2020-2021 School Report Card.

High School State Assessment: Mathematics

The percentage of 10th-grade students in high school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2020-2021 K-Prep Math Assessment, disaggregated by subgroup, are noted in Graphs 11 and 12. **This data was collected from the 11th grade ACT subscore for Mathematics in previous years.*

Graph 11: 2020-21 High School Math Proficient & Distinguished

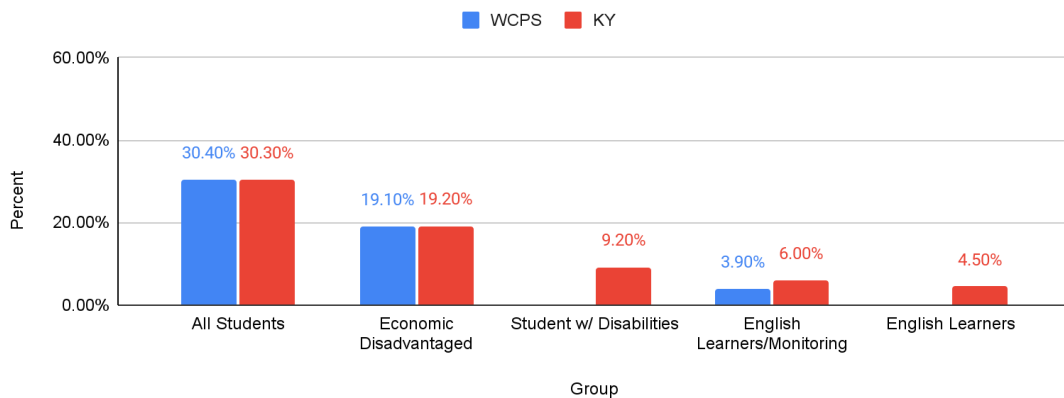
K-PREP



Note: The Mathematics data for African Americans and Two or More Races for Warren County Public schools were suppressed from the 2020-2021 School Report Card.

Graph 12: 2020-21 High School Math Proficient & Distinguished

K-PREP

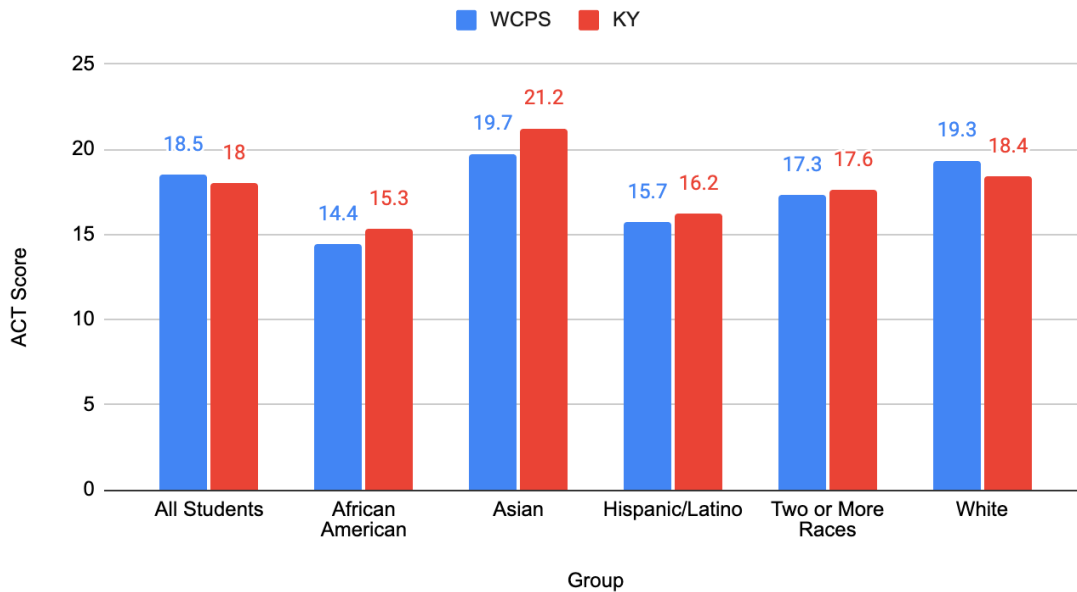


Note: The Mathematics data for Students with Disabilities and English Learners for Warren County Public schools were suppressed from the 2020-2021 School Report Card.

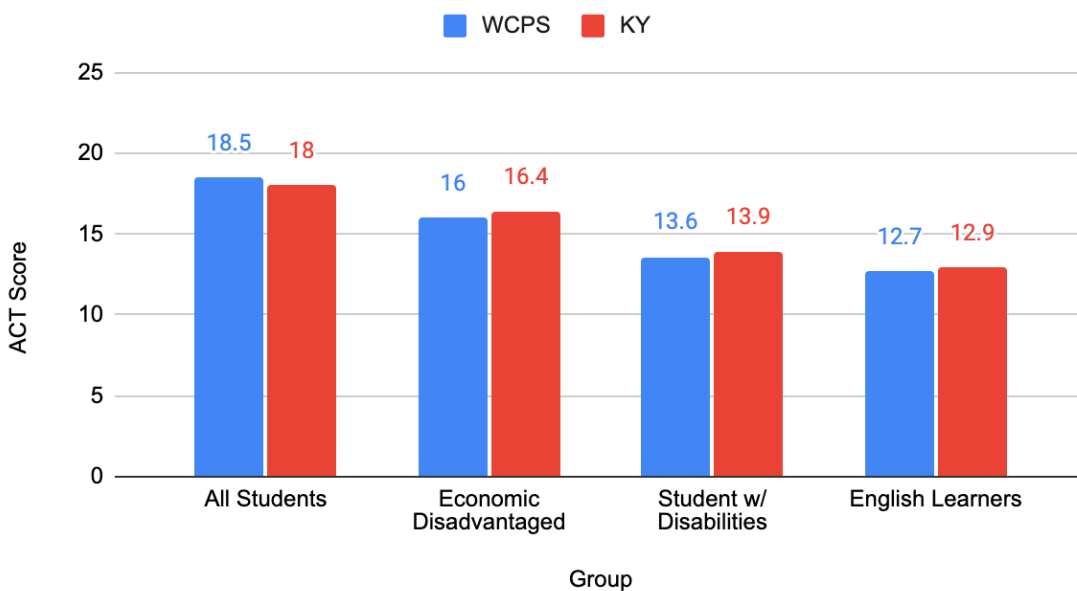
High School ACT: Composite

The ACT was administered to high school 11th graders. Graphs 13 and 14 show the overall composite score disaggregated by subgroup from the 2020-2021 ACT Assessment.

Graph 13: 2020-21 Composite ACT Scores



Graph 14: 2020-21 Composite ACT Scores

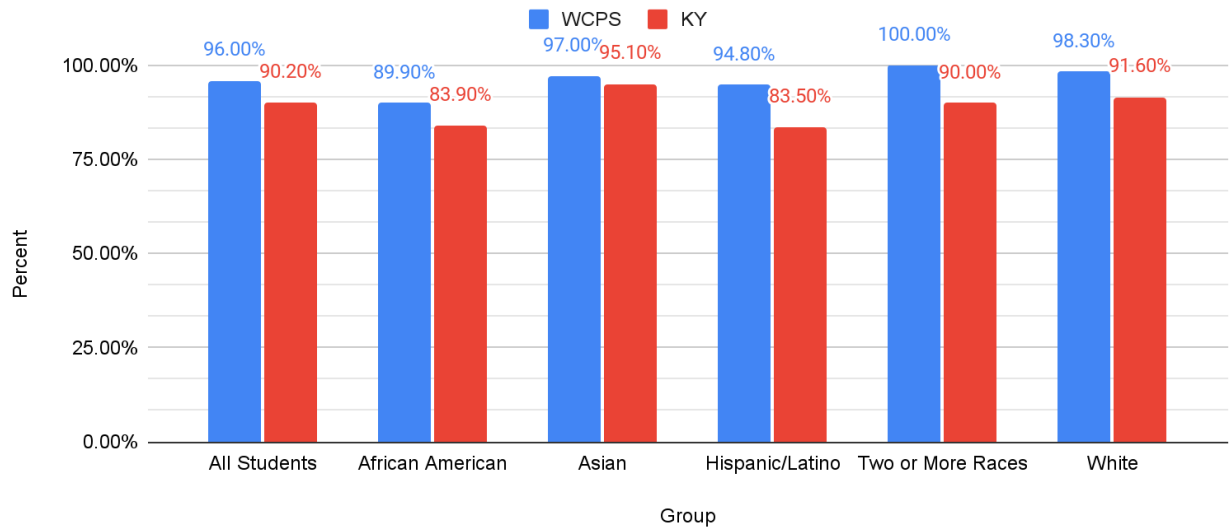


High School Graduation Rate

Graphs 15, 16, 17, and 18 display the 2020-2021 graduation rates (four-year and five-year cohorts), disaggregated by student subgroups.

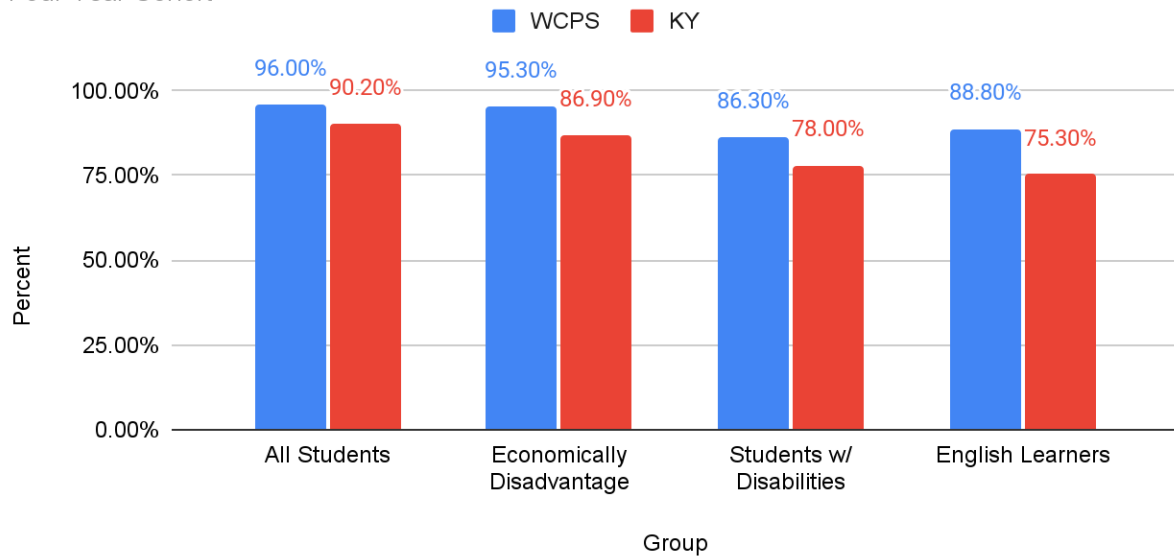
Graph 15: 2020-21 High School Graduation Rate

Four Year Cohort



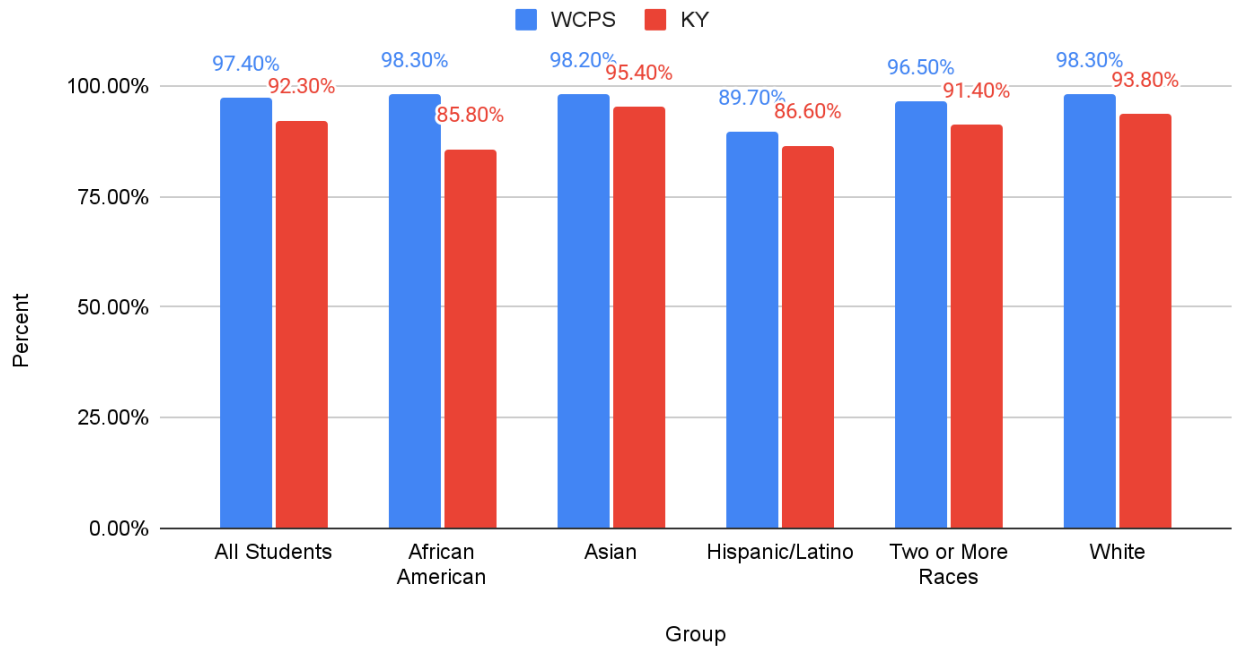
Graph 16: 2020-21 High School Graduation Rate

Four Year Cohort



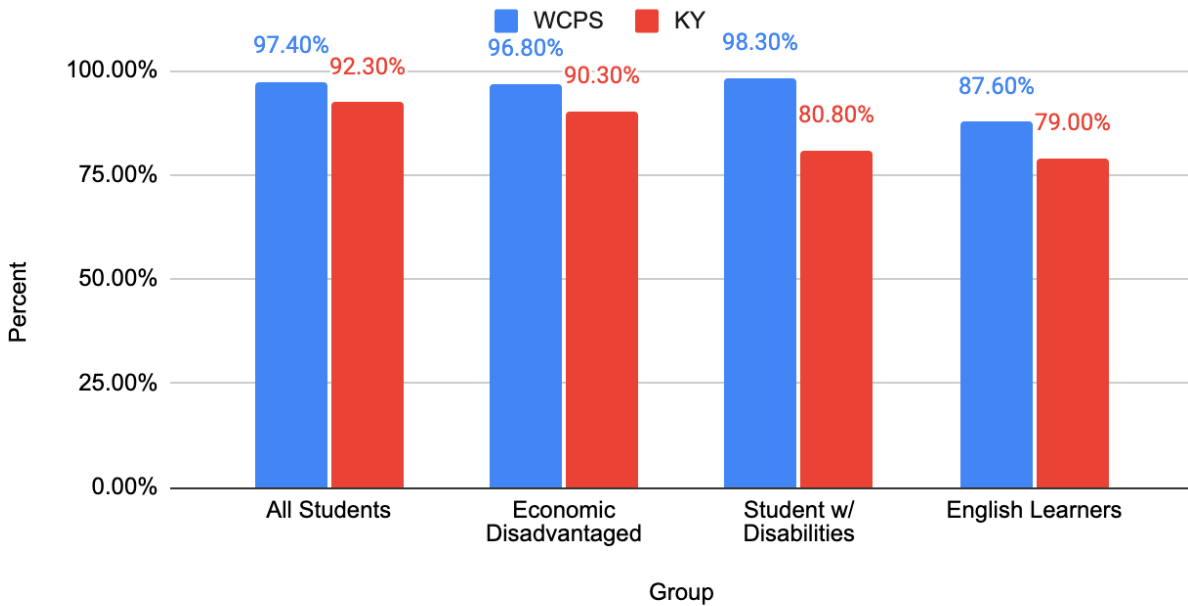
Graph 18: 2020-21 High School Graduation Rate

Five Year Cohort



Graph 19: 2020-21 High School Graduation Rate

Five Year Cohort



Postsecondary Readiness -

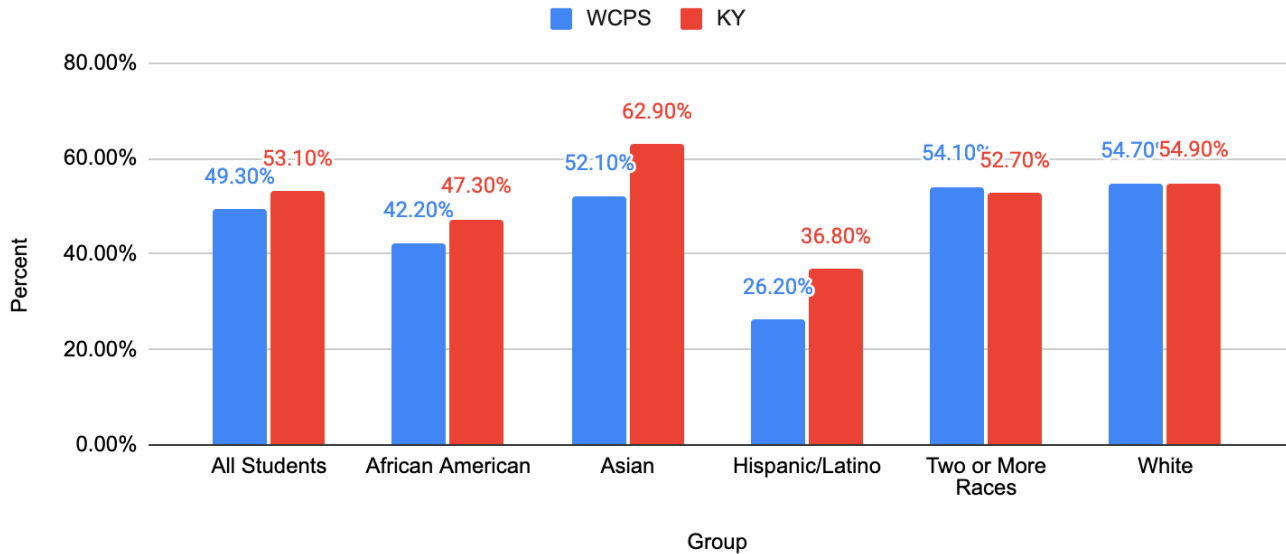
Previously known as “transition readiness,” this indicator is the measurement of high school students’ ability to meet/exceed their individual school’s high school graduation requirements, earn a diploma, and meet the criteria to be either “academic ready” or “career ready.”

For the 2020-2021 school report card, Postsecondary Readiness was not comparable to prior years and was not reported.

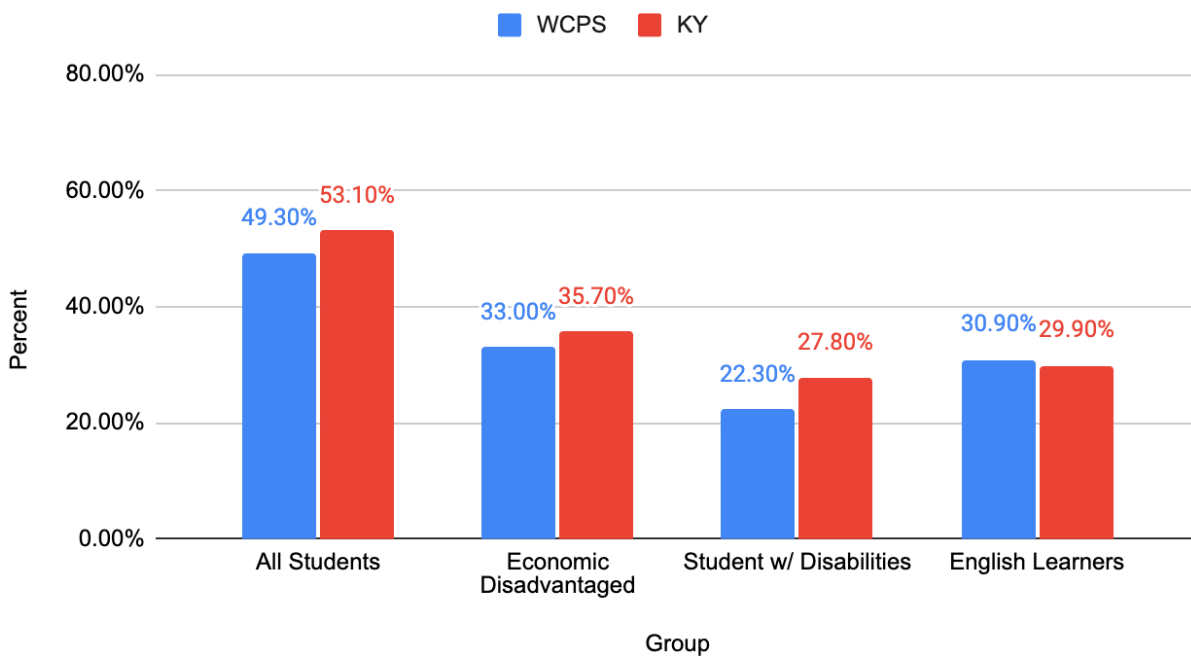
Kindergarten Readiness

Graphs 20 and 21 display the percentage of Kindergarten students meeting Kindergarten Readiness disaggregated by subgroups for the 2020-2021 school year.

Graph 20: 2020-21 Kindergarten Screener Composite Scores



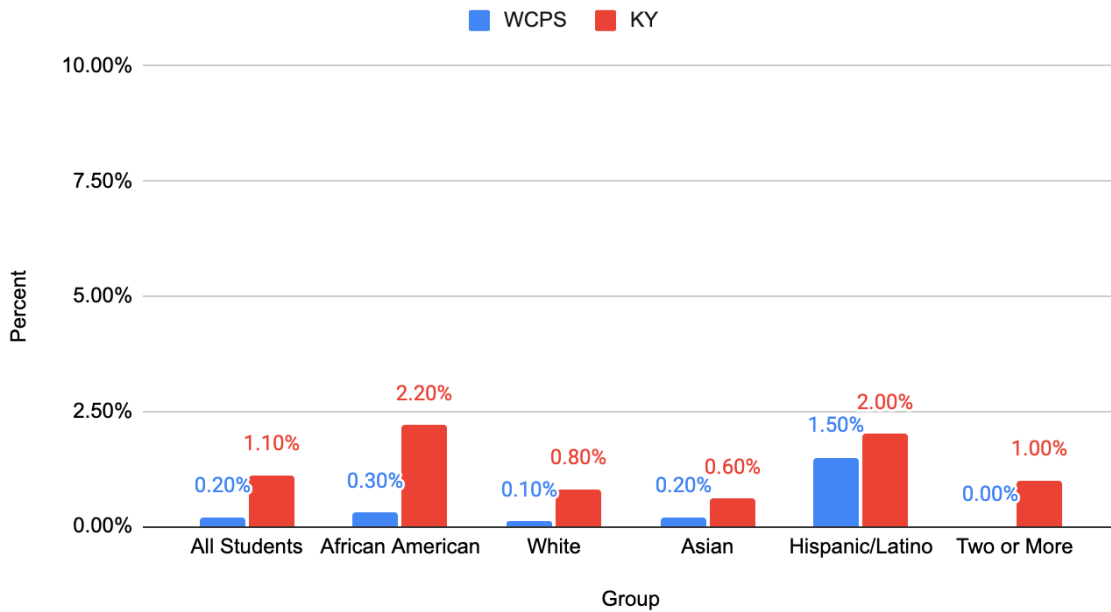
Graph 21: 2020-21 Kindergarten Screener Composite Scores



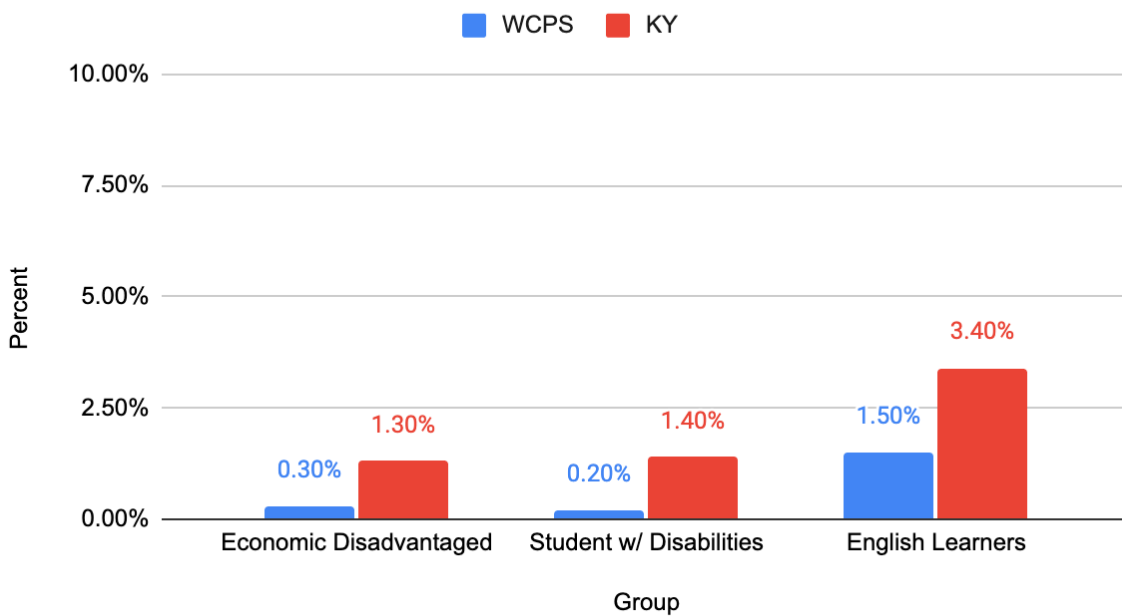
Dropout Rate

Graphs 22 and 23 display the percentage of 2020-2021 Dropout Rate of high school students disaggregated by subgroups.

Graph 22: 2020-21 Dropout Rate



Graph 23: 2020-21 Dropout Rate

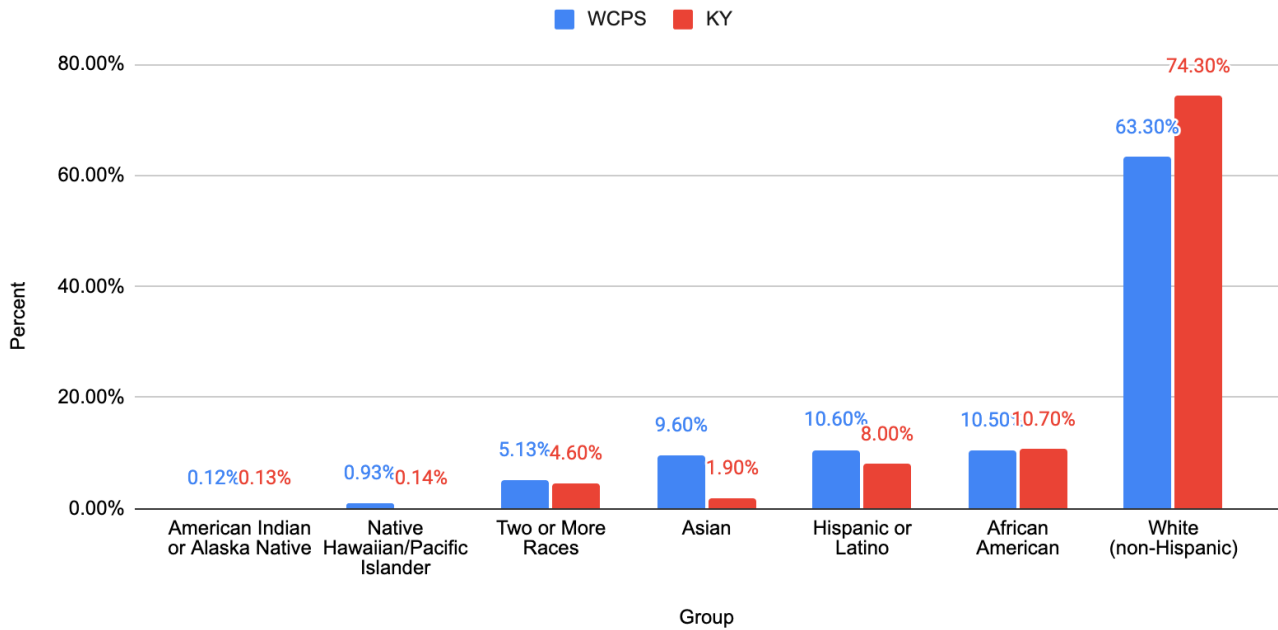


Discipline Report

Student Membership by Race

Graph 24 displays the percentage of Student Membership disaggregated by race for the 2020-2021 school year. This is a repeat of a previous graphic for reference.

Graph 24: 2020-21 Student Membership by Race



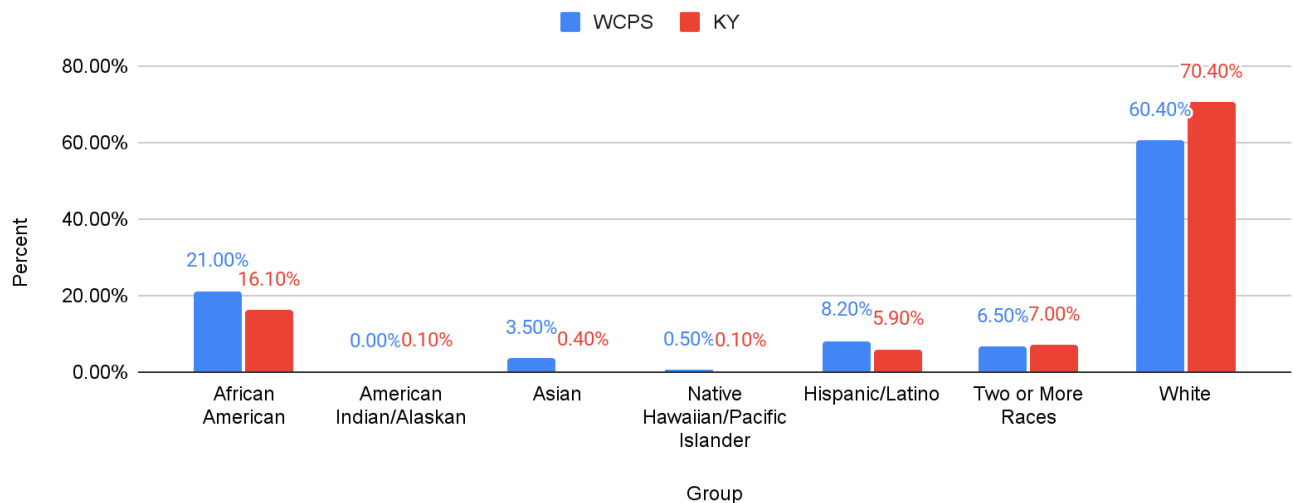
For the discipline data below, data is disaggregated by student group and displayed based on a percentage of the total number of incidents in WCPS and Kentucky as a whole. The total number of events will be listed in the text for each section.

Behavior Events by Student Group

Graph 25 displays the percentage of 2020-2021 Behavior Events disaggregated by race. In WCPS, there were 634 total events from 451 students based on the following behavior types: Other Assault or Violence (2.0%), Weapons (0.6%), Harassment (Include Bullying) (6.3%), Drugs (3.6%), Alcohol (suppressed data), Tobacco (8.4%), and Other Events Resulting in State Resolutions (78.7%). Other Events Resulting in State Resolutions are events that resulted in Out-of-School Suspensions, In-School Removals, Restraint, or Seclusion.

This graph is based upon the total number of events, not the number of students.

Graph 25: 2020-21 Behavior Event by Race

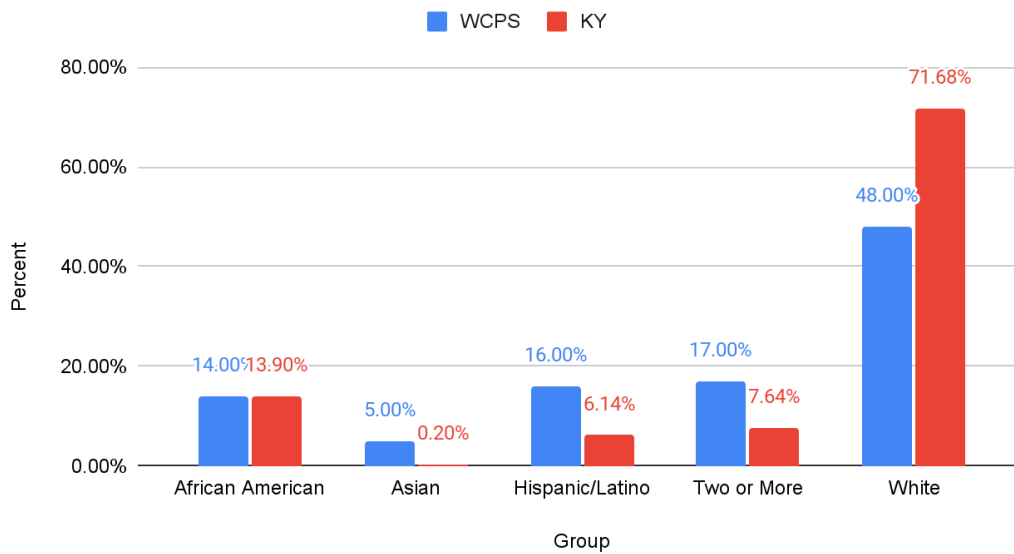


Out-of-School Suspensions by Student Group

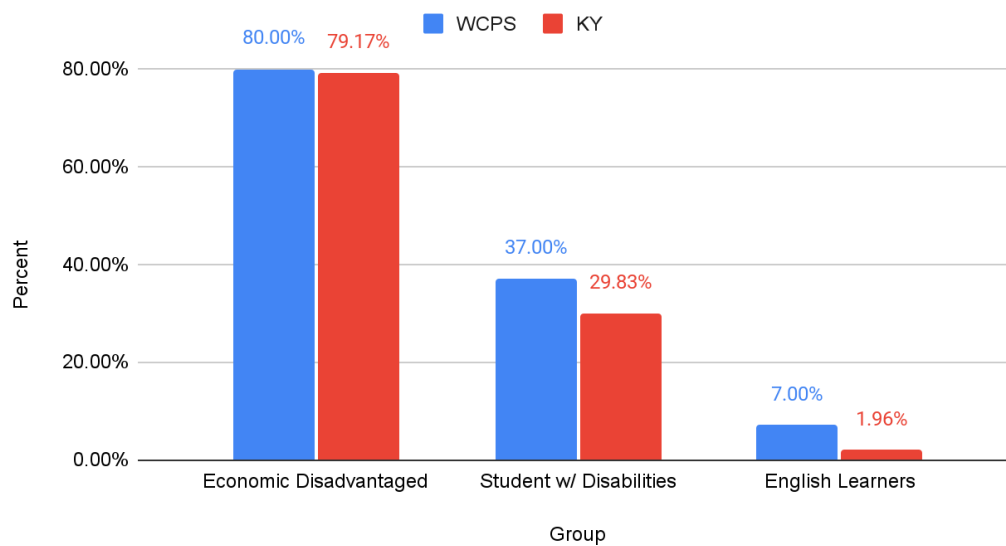
Graphs 26 and 27 display the percentage of 2020-2021 Out-of-School Suspension resolutions disaggregated by student groups. In WCPS, there were a total of 100 Out-of-School Suspension events from 65 different students.

These graphs are based upon the total number of events, not the number of students.

Graph 26: 2020-21 Out of School Suspension



Graph 27: 2020-21 Out of School Suspension

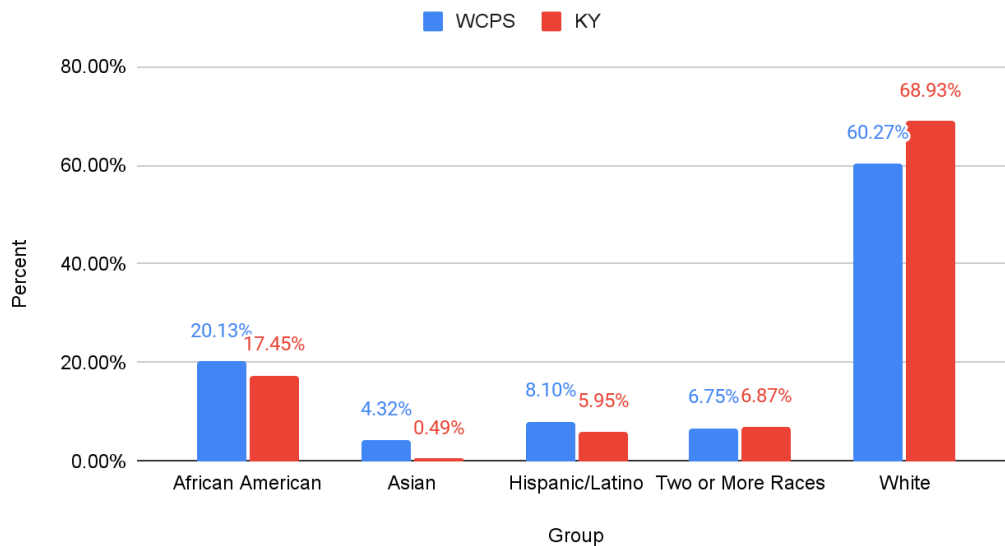


In-School Removal by Student Group

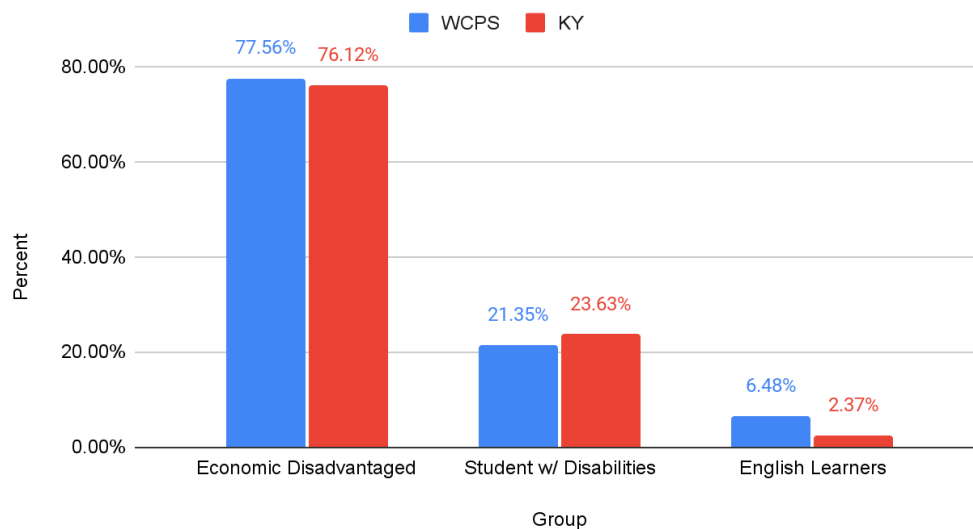
Graphs 28 and 29 display the percentage of 2020-2021 In-School Removal resolutions disaggregated by student groups. This includes resolutions where students remained in school but were removed from classroom instruction. In WCPS, there were 740 events from 392 different students.

These graphs are based upon the total number of events, not the number of students.

Graph 28: 2020-21 In-School Removal



Graph 29: 2020-21 In-School Removal

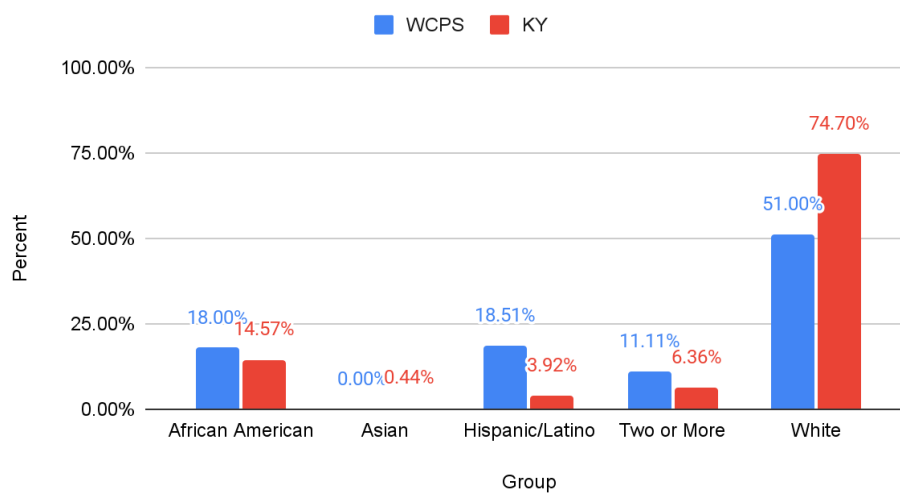


Restraint by Student Group

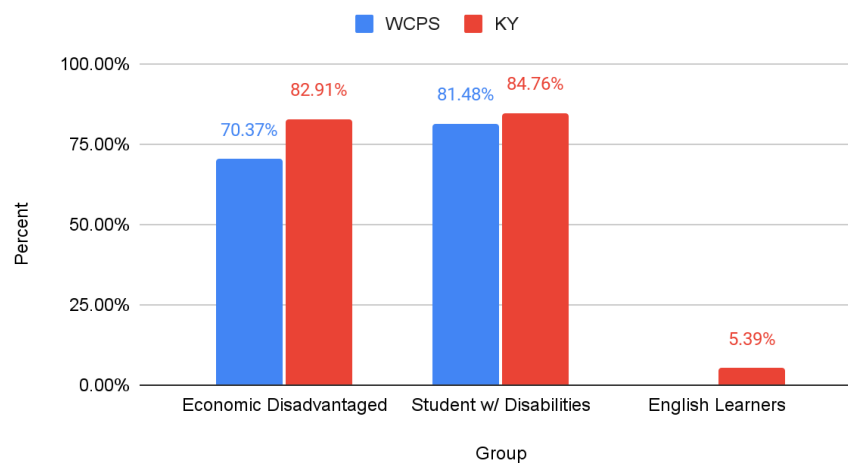
Graphs 30 and 31 display the percentage of 2020-2021 Restraint resolutions disaggregated by student groups. These restraints are physical restraints and are defined as a personal restriction that immobilize or reduces the ability of a student to move the student’s torso, arms, legs, or head freely. In WCPS, there were 27 events from 15 different students.

This graph is based on the total number of events, not the number of students.

Graph 30: 2020-21 Restraint



Graph 31: 2020-21 Restraint



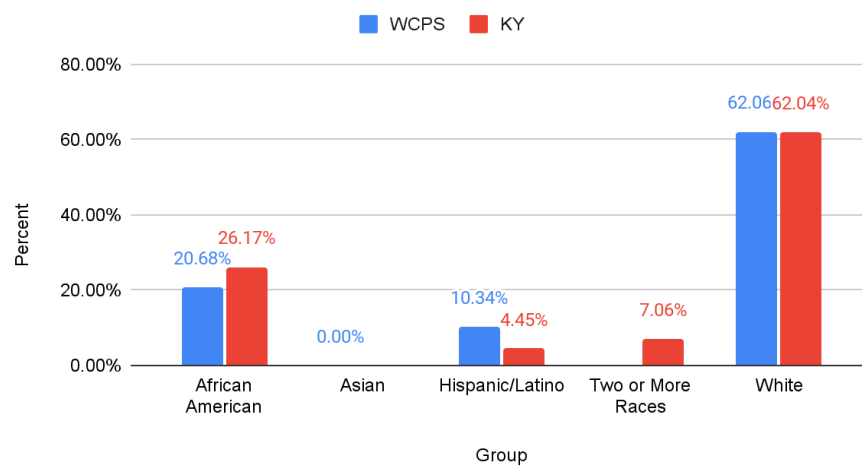
Note: The English Learners data for Warren County Public Schools was suppressed from the 2020-2021 School Report Card because there were less than 10 students in the reporting group. The data is suppressed for confidentiality purposes.

Seclusion by Student Group

Graphs 32 and 33 display the percentage of 2020-2021 Seclusion resolutions disaggregated by student groups. Seclusion is defined as the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving but does not mean classroom timeouts, supervised in-school detentions, or out-of-school suspensions. In WCPS, there were 29 events from 16 different students.

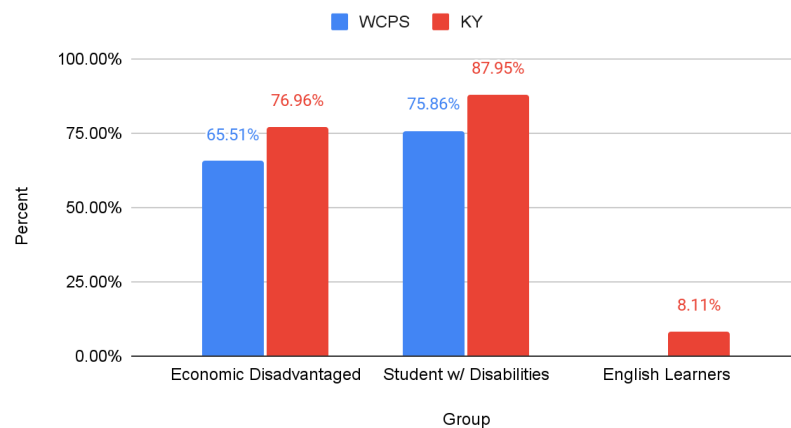
This graph is based on the total number of events, not the number of students.

Graph 32: 2020-21 Seclusion



Note: The Asian data for the state was suppressed from the 2020-2021 School Report Card because there were less than 10 students in the reporting group. The Two or More Races data from Warren County Public Schools is also suppressed for confidentiality purposes.

Graph 33: 2020-21 Seclusion



Note: The English Learners data for the state was suppressed from the 2020-2021 School Report Card because there were less than 10 students in the reporting group. The data is suppressed for confidentiality purposes.

Employment Report

Diversity of Teachers and Students

Table 34 displays the number of students and teachers in WCPS disaggregated by race.

Table 35 displays the number of students and teachers in the state disaggregated by race.

Race/Ethnicity	WCPS Student Total	WCPS Student Percentage	WCPS Teacher Total	WCPS Teacher Percentage
Total	17,939		1,013	
African American	1,912	10.50%	33	3.26%
American Indian Or Alaskan Native	23	0.12%	0	0.00%
Asian	1,725	9.60%	7	0.69%
Hispanic Or Latino	1,969	10.60%	15	1.48%
Native Hawaiian Or Pacific Islander	167	0.93%	0	0.00%
Two Or More Races	922	5.13%	1	0.10%
White (Non-Hispanic)	11,221	63.30%	957	94.47%

Race/Ethnicity	State Student Total	State Student Percentage	State Teacher Total	State Teacher Percentage
Total	682,953		42,526	
African American	73,275	10.76%	1,441	3.39%
American Indian Or Alaskan Native	916	0.13%	18	0.04%
Asian	13,249	1.94%	201	0.47%
Hispanic Or Latino	54,658	8.0%	395	0.93%
Native Hawaiian Or Pacific Islander	970	0.14%	36	0.08%
Two Or More Races	31,949	4.67%	36	0.08%
White (Non-Hispanic)	507,936	74.37%	40,339	94.86%

RECRUITMENT EFFORTS - 2020-21 School Year

WCPS hosted two Virtual Job Fairs on February 1st through 3rd, 2021, and March 8th through 11th, 2021. Combined there were approximately 23 candidates who attended the virtual events.

The WCPS Recruiter attended one Job Fair hosted by GRREC and WKU on March 26th, 2021

Through these recruitment efforts:

- 73 Resumes were received; 3 were minority candidates (4.1%)
- Seven minority candidates were referred by community members, and all 7 were hired.

*** Applications Received Through AppliTrack - Teacher**

784 Teacher applications received

103 were listed as minorities (13%)

14 chose not to identify

*** Applications Received Through AppliTrack - Administrator**

132 Administrator applications received

23 were listed as minorities (17%)

4 chose not to identify

* Numbers reflect applications received through AppliTrack from 02/01/2020 to 09/01/2020

Summary

This is a summary of actions being fully or partially implemented during the 21-22 school year to address equity across the district.

- A commitment to aligning curriculum throughout all WCPS schools to address what top education scholars (Hatti, Marzano, TNTP, and [The Opportunity Myth](#)) say is the greatest inequity within public education.
 - Grades K-6 adopted and implemented a common curriculum in Reading and Math for the 21-22 school year (HMH Into, Waggle, and Amira). Science (Mystery Science and Generation Genius) and Social Studies (TCM Teacher Created Materials) curriculums have been partially adopted in the 21-22 school year. Full implementation will happen in the 22-23 school year.
 - Grades 9-12 are adopting a common curriculum in English Language Arts (SAVVAS), Science (Argument-Driven Inquiry), and some specific Math classes (Illustrative Math). In high school Social Studies, work is being done to align standards by course and develop common units with compelling and supporting questions.
- District-wide PLC days have allowed for grade-level/content area teachers across the district to plan and discuss their processes for increasing student achievement through data analysis, student work analysis, and standards/curricular facilitated conversations.
- School-based problem-solving teams utilize multiple data points (STAR assessments, classroom assessments, student work samples, attendance reports, and behavior data) to determine individual student needs and appropriate instructional strategies.
- Schools provide evidence/research-based tiered interventions to promote differentiation of instruction aligned to meet individual student needs.

- Training opportunities are provided for teachers that foster an understanding of instructional strategies that increase student engagement. These trainings include but are not limited to, KAGAN cooperative learning and engagement strategies, QTEL lesson design, and curriculum implementation training.
- Teachers have been offered professional learning focused on routines and scaffolds that support all learners but are especially helpful for English Learners, Gift and Talented, and Special Education students.
- Expanded learning opportunities are being provided through Extended Schools Services (ESS). This includes before-school, after-school, Saturday school, and Summer school programming. Programs are unique to the individual needs of each school.
- Teaching and Learning Coaches are employed in each school. They coach teachers on best practices for instructing all students. The coaches are receiving training from Creative Leadership Solutions. This is a national group that will assist coaches in refining their coaching skills.
- Grants and funding have been used to provide students with computers that can be taken home and used on a regular basis.
- A Dropout Prevention coordinator has been hired and meets regularly with high school students who have been identified in the Early Warning report in Infinite Campus as a high dropout risk. The coordinator has worked with over 400 students during the 21-22 school year.
- A piloted four-day-per-week Preschool expansion program at 8 WCPS elementary schools serving approximately 400 students.
- Two Kindergarten readiness programs will be held during the Summer of 2022. The programs will be located at The Foundry and Bristow Elementary. Each program will last 4 weeks and serve approximately 120 WCPS students along with 120 BGID students.
- Many schools provide leadership opportunities for students of color through programs such as Leader In Me, Boys to Men, Leading Ladies, etc. The district is supporting Jonesville Academy and The WKU Young Male Leadership Academy. Currently, there are Boys to Men groups in 9 schools, serving approximately 500

students. The Leading Ladies program is in three elementary schools and has approximately 140 students. Jonesville Academy has 25 WCPS students and YMLA has 22 participants.

- Social-Emotional Learning (SEL) curriculum has been implemented in Kindergarten through 8th grade districtwide. SEL teaches students to apply the knowledge and skills to develop healthy identities, affirm individual cultural backgrounds and values, manage emotions, show empathy for others, build and maintain supportive cross-cultural relationships, reflect on and appreciate diversity, and make responsible and caring decisions. (Second Steps Program)
- There has been an increased emphasis on Mental Health Services. Support is available for all WCPS students and an annual depression and anxiety screener is administered to all students in grades 6 through 12 districtwide.
- Multiple professional development opportunities that address trauma and mental health were offered throughout the district to WCPS employees, SROs, and community partners. During the 21-22 school year 4 Trauma-Informed Practices in Education (TIPE) trainings served 345 participants. Three Youth Mental Health First Aid (YMHFA) professional developments have already taken place, serving 44 staff members. Another 3 trainings for YMHFA are scheduled for the summer of 2022.
- All schools continue to use Positive Behavioral Interventions and Supports (PBIS) across the district. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful by addressing student behaviors through systems changes to improve social and academic outcomes, and school experiences, reduce exclusionary discipline practices, and have school personnel feel more effective. (Center on PBIS - Getting Started)

This is a listing of actions to come and recommendations to address.

- Three additional Gifted and Talented teachers will be hired for FY23 and FY24. This will allow for addressing learning loss, increasing identification, and expanding opportunities for GT exceptional students of color by placing a Gifted and Talented certified teacher at each elementary school for one day per week.
- A district-level coordinator or director position will be created to address instructional equity and school improvement.
- Share information with schools, students, and families about mentoring programs that are available in the community. This will be done through websites, social media, Family Resources and Youth Service Centers, etc.
- Provide family engagement opportunities that target at-risk students and students of color. Include information about ways to supplement their student's academic learning.
- Continue to provide professional development for staff in the areas of cultural proficiency and equity for at-risk students and students of color.
- Promote the inclusion of minority students on Student Advisory Councils and Leadership Teams at the school level. Explore the possibility of a district-level student voice team that includes diverse members.
- Expand after-school and summer school programming for students. Explore options and resources that are available throughout the community.
- Extended mental health support through [Interconnected Systems Framework \(ISF\)](#) implementation.

The Equity Council continues to meet and generate ideas of ways to close achievement gaps and make additional recommendations to WCPS.

The 2021-22 Equity Scorecard, as with previous Equity Scorecards, was prepared to present data in the areas of education (academic performance), discipline, and employment. The WCPS Equity Council is committed to finding and reporting data that

will prompt and inform candid and sometimes difficult conversations about equitable access for all families and employees in the WCPS community.