

Warren County Public Schools

2019-2020 Equity Scorecard



Completed June 2020

Members of the 2019-2020 Warren County Public Schools Equity Council

- J'Nora Anderson, District Academic Improvement Coach, WCPS
- Stephanie Beason, Educator, 212 Academy
- Leyda Becker, WCPS Parent & International Communities Liaison, City of Bowling Green
- Rita Crabtree, Community Member
- Dee Anna Crump, Director of EL and Federal Programs, WCPS
- Dr. Kimberly Green, WCPS Parent & Professor, WKU
- Shanetti Jones, WCPS Parent
- Nichole Little, WCPS Parent & EL Teacher, Drake Creek Middle School
- LoriAnn Martin, Coordinator of English Learner Programs, WCPS, Chairperson of WCPS Equity Council
- Albert Mbanfu, WCPS Parent & Executive Director, Bowling Green International Center
- Heath Ray, Refugee Services Coordinator, Community Action of Southcentral Kentucky
- Clay Smalley, Recreation Therapist, Warren County Day Treatment
- Chris Stunson, WCPS Parent & Principal, Bristow Elementary
- Alice Waddell, Executive Director, Bowling Green Human Rights Commission
- 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 to bring in more community members. Currently, the Equity Council has representation from 4 stakeholder groups: parents, teachers, school administrators, and community members. The work of the Equity Council currently 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

The 2020 school year will be our 5th year of implementation of the Warren County Public Schools' Equity Scorecard and there is much to celebrate as we continuously improve equitable access to learning and opportunities for both students and staff. The creation of the district's first Equity Scorecard in 2016 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 in WCPS. Since the inception of the Scorecard, identified leaders within the greater WCPS community have collaborated to discuss growth opportunities in the areas of student achievement, discipline, opportunities, and staff employment. I am grateful to all members of our Equity Council who continue to keep a sharp focus on what is best for the students, staff, and WCPS school community. Each year, we engage in a continuous improvement process that involves some very deep and sometimes uncomfortable conversations.

Why did Warren County Public Schools make the decision to create an Equity Scorecard, something very few school districts across the nation have undertaken? WCPS prides itself on being a progressive school organization that firmly believes public education has not served its vital function unless student achievement and opportunities are maximized for every child. In addition, we recognize the importance of ensuring equitable achievement and opportunities at all levels within our organization, including those who serve our children. WCPS takes tremendous pride in being a model

organization for transparency and continuous improvement and our Equity Scorecard enables us to monitor our progress through clear, targeted goals and metrics.

Transparency and continuous improvement in all aspects of our organization remains a vital cog in our daily mission. What is expected must be inspected! Through well-defined processes created by district-level staff, it is our goal to strengthen district policies, procedures, and school/district improvement plans. Specific to the monitoring process, the WCPS Board of Education receives yearly 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 across our district.

Although we have many things for which we can be proud, recognizing the need for continuous growth is ingrained into how we conduct our daily business. Moving forward, our challenge as a school community entails disaggregating 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. Moving forward, we will continue to ask ourselves 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, WCPS' Equity Scorecard is simply one of many tools our district utilizes to identify opportunities for meeting the needs of all students, especially our most vulnerable population. I remain optimistic that our strategic 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

May 2020

The Equity Scorecard – Background and Goals

This is the fifth Equity Scorecard to be 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 in relation to equitable educational opportunities, equitable employment opportunities, and equitable disciplinary processes and procedures.

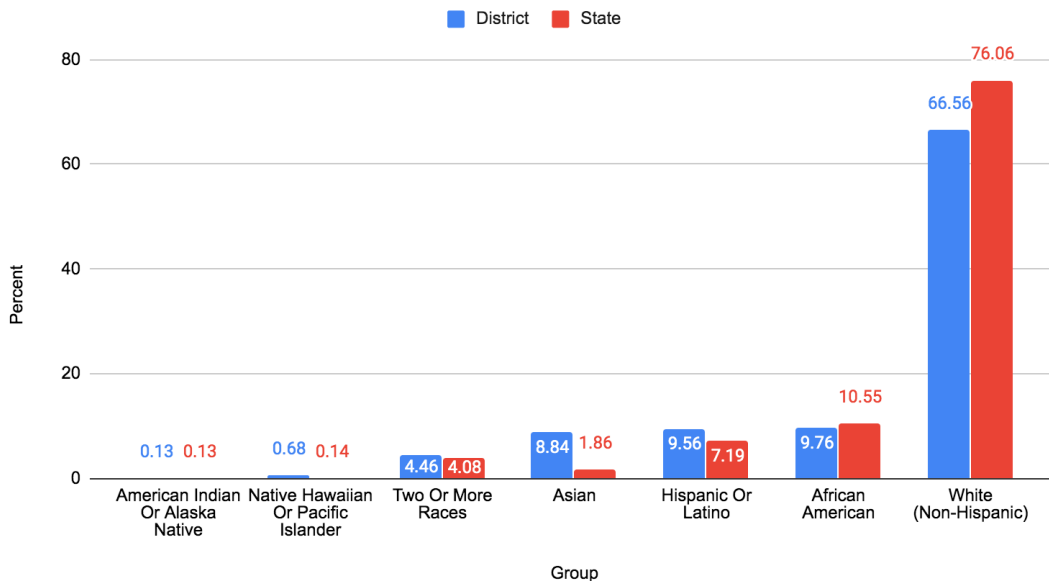
It is our hope that the data and information provided in the 2019-2020 Equity Scorecard will drive sound decision-making and policy development in order to reduce barriers and to increase equitable opportunities for students, families, and employees of Warren County Schools. All data for this scorecard was pulled from the Kentucky School Report Card for the 2018-2019 school year: bit.ly/WCPSSRC1819 Information in this scorecard is comparable to the data included in 2017-2018 Kentucky School Report Card. That data can be found at this link: bit.ly/WCPS1718

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 17,642 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 18-19 school year was 15,648.

Based on the most recent school report card, the percentages of enrollment in each subgroup in Warren County Public Schools are as follows: 66.56% White (Non-Hispanic), 9.76% African American, 9.56% Hispanic or Latino, 8.84% Asian, 0.68% Native Hawaiian or Pacific Islander, 4.46% Two or More Races, and 0.1% American Indian or Alaska Native.

2018-2019 Student Membership by Race



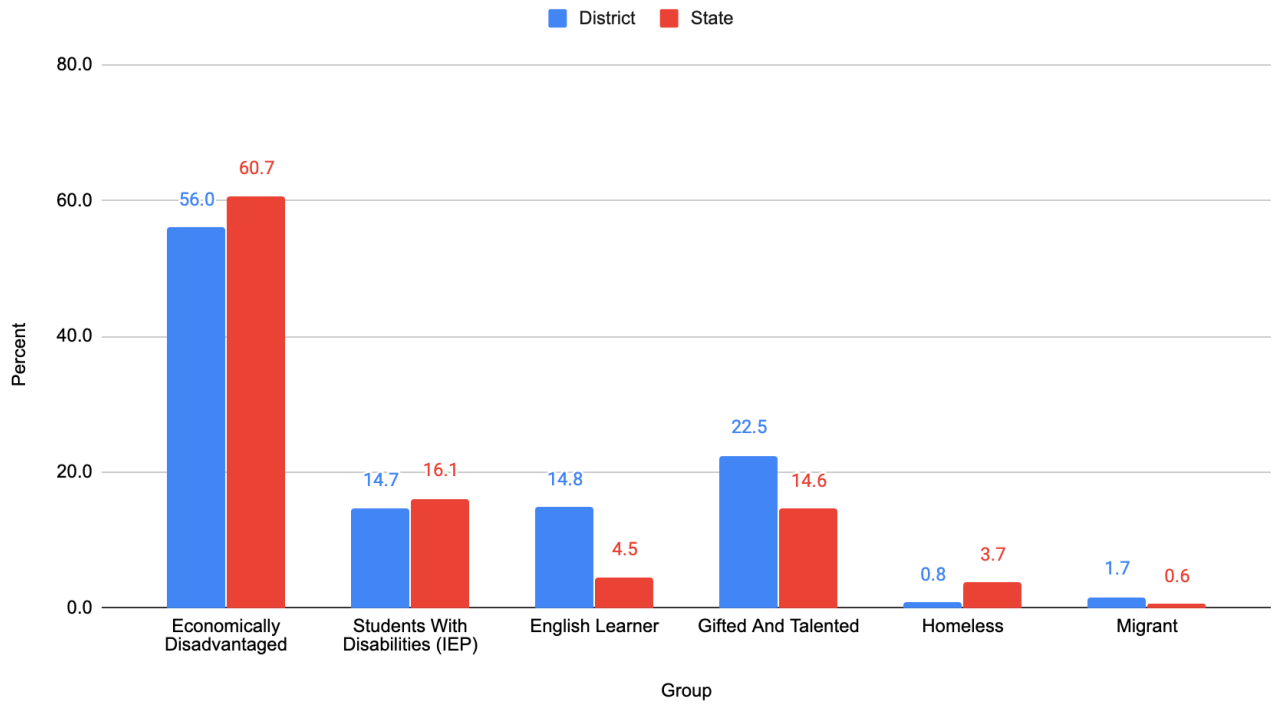
WCPS has a significant English Learner population. We educate students from approximately 60 different countries. Those students and their families speak approximately 90 different languages. It should be noted that demographics of Black/African American students are inclusive of students representing English Learners from countries such as Tanzania, Congo, Uganda, Kenya, and other African countries. Approximately 24% of our Black/African American students are identified as English Learners. Our Asian demographic includes students from countries such as 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

Throughout the rest of the Equity Scorecard, some demographic groups will not be included in graphs/charts. If there are less than 10 students in a reporting group, KDE suppresses the information for confidentiality purposes.

Student Enrollment

In the 2018-2019 school year, 56.0% of the total student enrollment was classified as Economically Disadvantaged, 22.5% Gifted and Talented, 14.8% English Learner, 14.7% Students with Disabilities (IEP), 1.7% Migrant, and 0.8% Homeless.

2018-2019 Student Enrollment

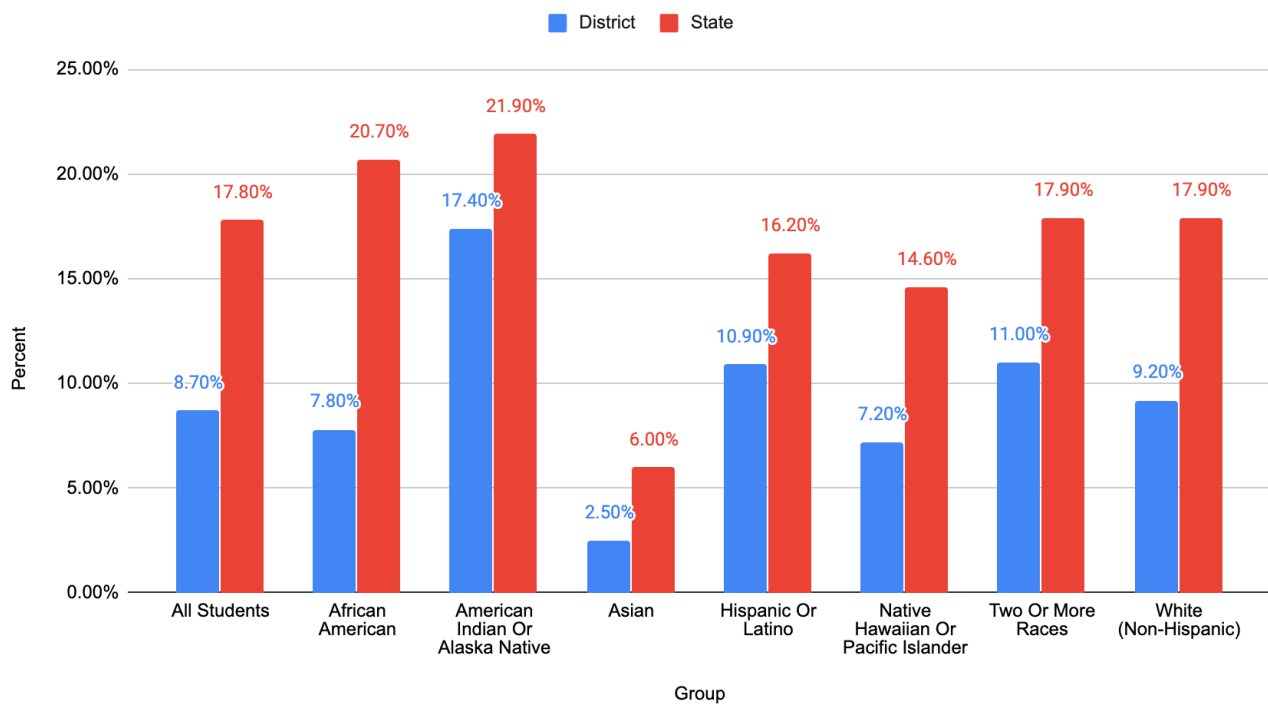


Chronic Absenteeism by Race

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.

Based on the 2018-2019 school report card, the percentages of chronic absenteeism by race are reported as: 17.40% American Indian or Alaska Native, 11.00% Two or More Races, 10.90% Hispanic or Latino, 9.20% White (Non-Hispanic), 7.80% African American, 7.20% Native Hawaiian or Pacific Islander, and 2.50% Asian.

2018-2019: Chronic Absenteeism by Race

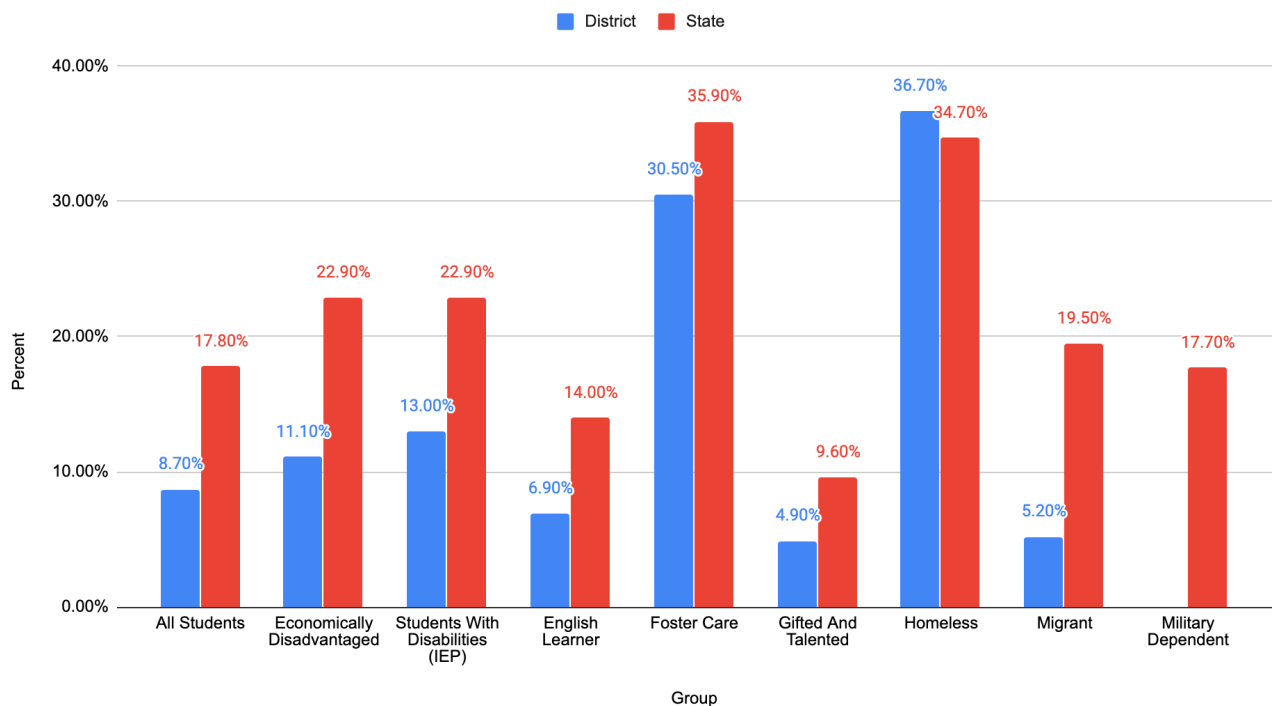


Chronic Absenteeism by Student Group

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.

Based on the most recent school report card, the percentages of chronic absenteeism in each student group in Warren County Public Schools are as follows: 36.70% Homeless, 30.50% Foster Care, 13.00% Students with Disabilities (IEP), 11.10% Economically Disadvantaged, 6.90% English Learner, 5.20% Migrant, and 4.90% Gifted and Talented.

2018-2019: Chronic Absenteeism by Group



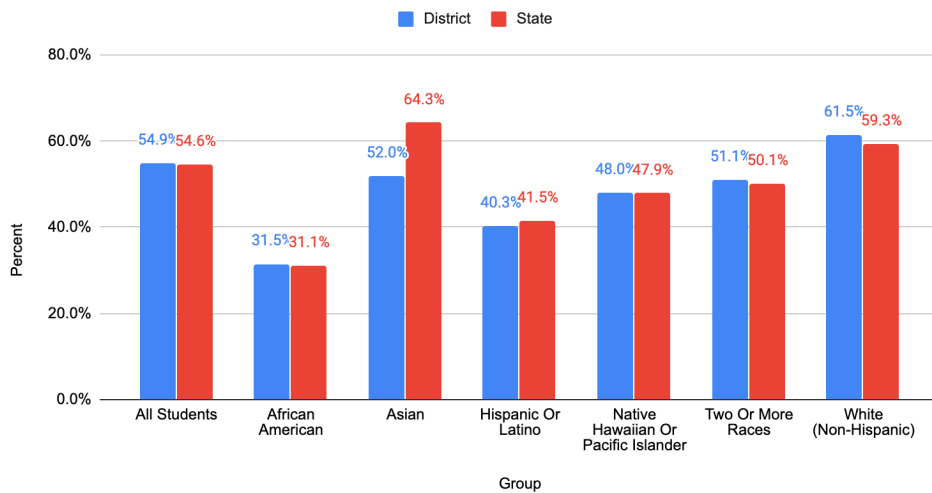
Education Report

Elementary K-PREP: 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 2018-2019 Reading Assessment, disaggregated by subgroup, are noted in Graphs 1 and 2.

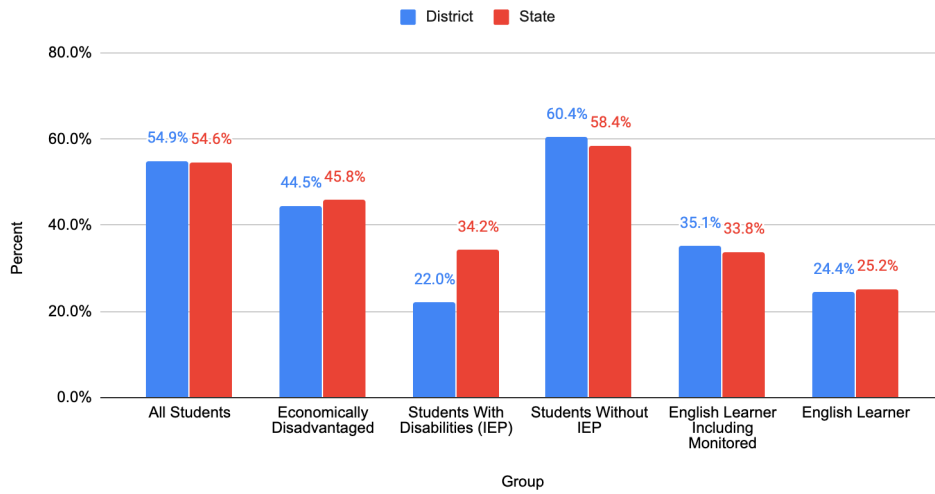
Graph 1: 2018-2019 Elementary Reading

Percent Proficient/Distinguished



Graph 2: 2018-2019 Elementary Reading

Percent Proficient/Distinguished

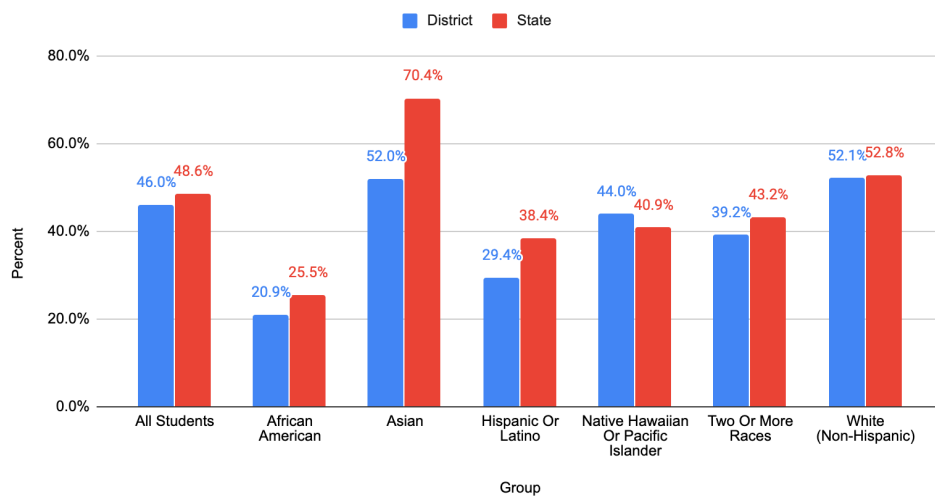


Elementary K-PREP: Mathematics

The percentage of 3rd, 4th, and 5th- grade students in elementary school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2018-2019 Mathematics Assessment, disaggregated by subgroup, are noted in Graphs 3 and 4.

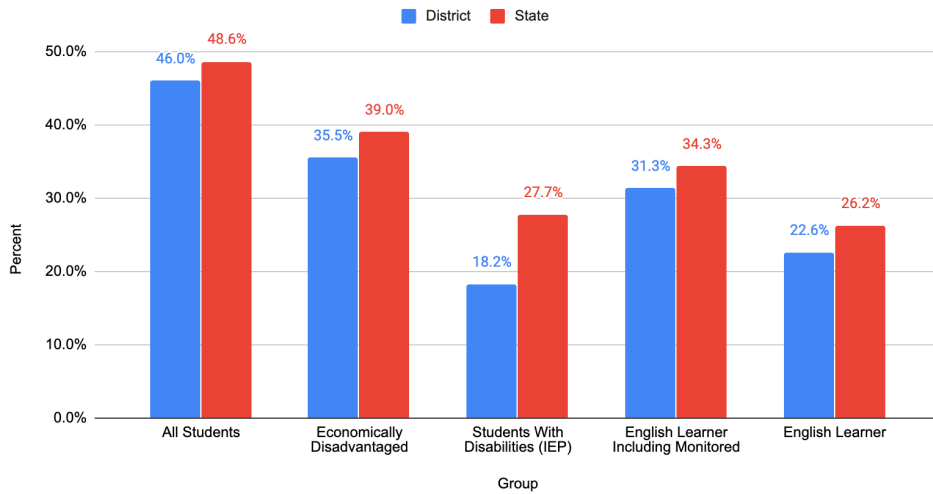
Graph 3: 2018-2019 Elementary Mathematics

Percent Proficient/Distinguished



Graph 4: 2018-2019 Elementary Mathematics

Percent Proficient/Distinguished

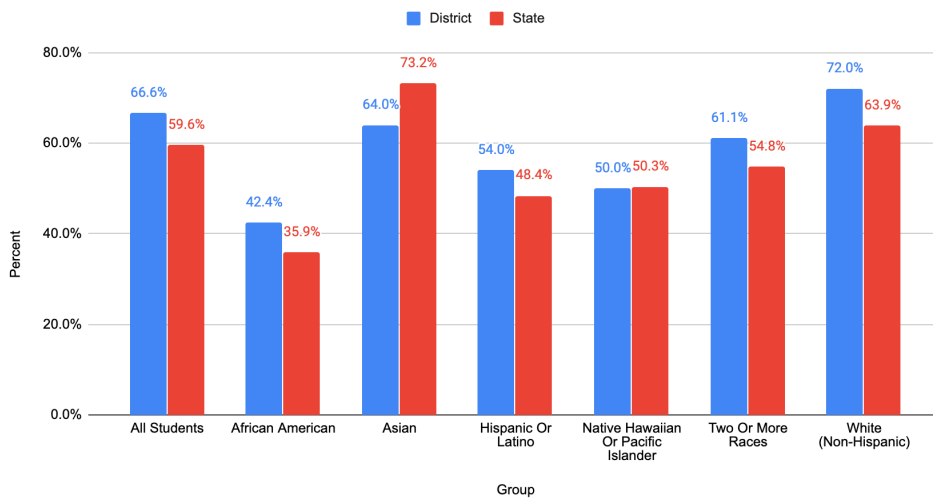


Middle School K-PREP: Reading

The percentages of 6th, 7th, and 8th-grade students in middle school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2018-2019 Reading Assessment, disaggregated by subgroup are noted in Graphs 5 and 6.

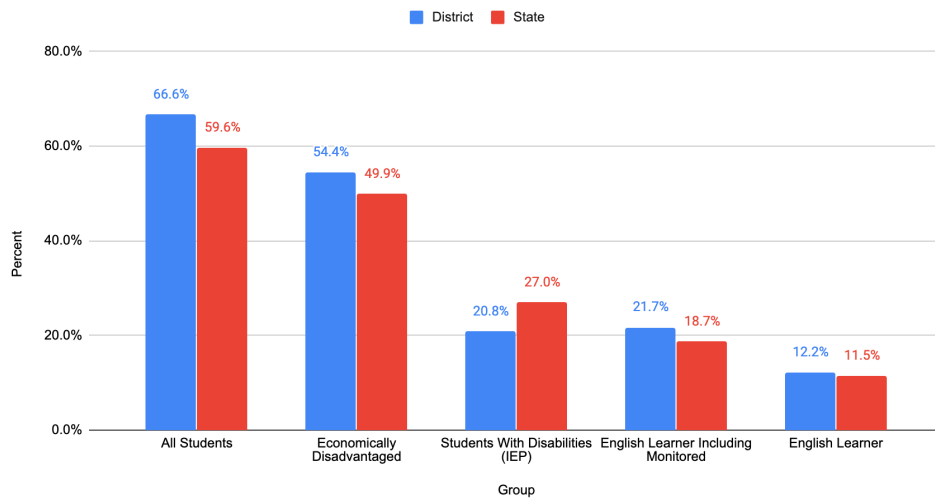
Graph 5: 2018-2019 Middle School Reading

Percent Proficient/Distinguished



Graph 6: 2018-2019 Middle School Reading

Percent Proficient/Distinguished

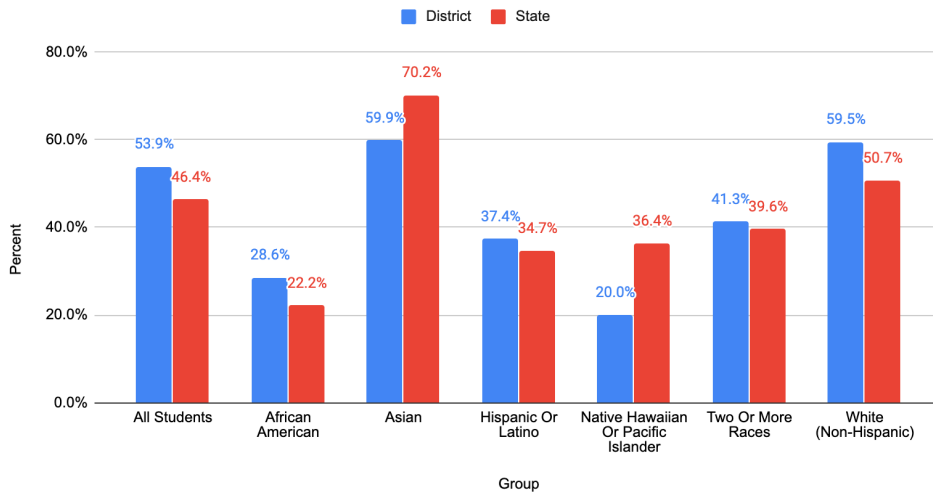


Middle School K-PREP: Mathematics

The percentages of 6th, 7th, and 8th-grade students in middle school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2018-2019 Mathematics Assessment, disaggregated by subgroup are noted in Graphs 7 and 8.

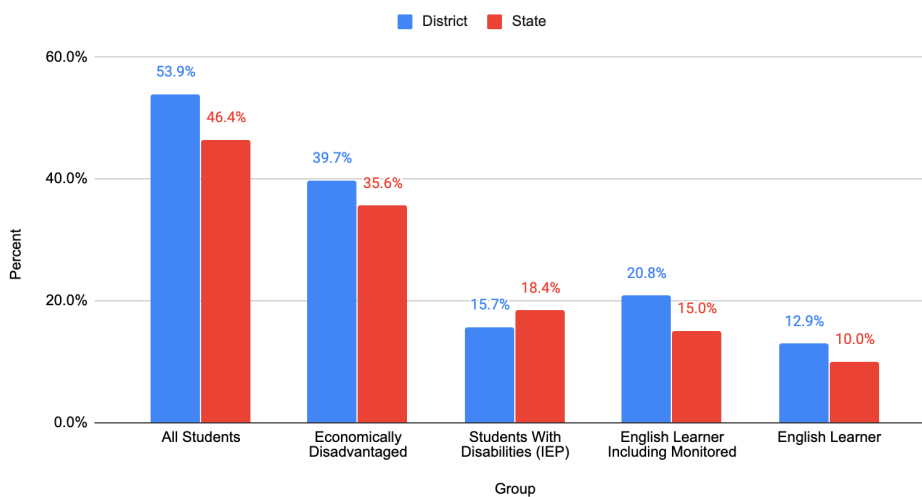
Graph 7: 2018-2019 Middle School Mathematics

Percent Proficient/Distinguished



Graph 8: 2018-2019 Middle School Mathematics

Percent Proficient/Distinguished

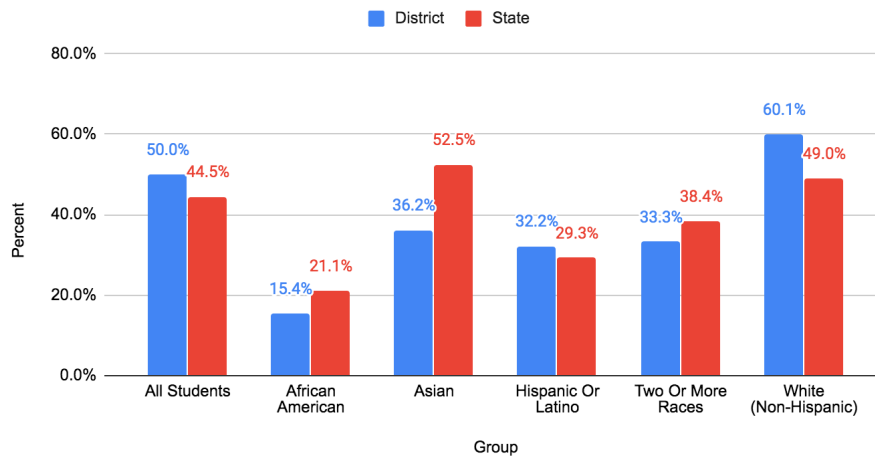


High School: Reading

The percentage of 11th-grade students in high school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2018-2019 Reading Assessment (ACT subscore), disaggregated by subgroup, are noted in Graphs 9 and 10.

Graph 9: 2018-2019 High School Reading

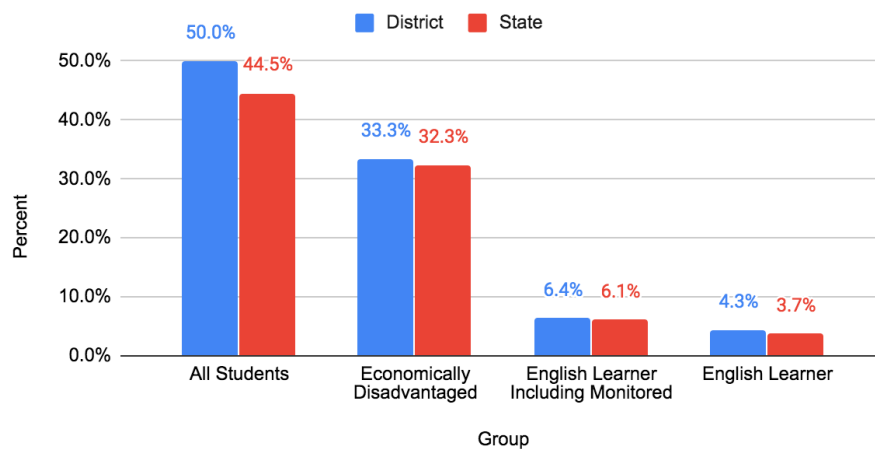
Percent Proficient/Distinguished



Note: The Reading data for the Native Hawaiian or Pacific Islander was suppressed from the 2018-2019 School Report Card.

Graph 10: 2018-2019 High School Reading

Percent Proficient/Distinguished



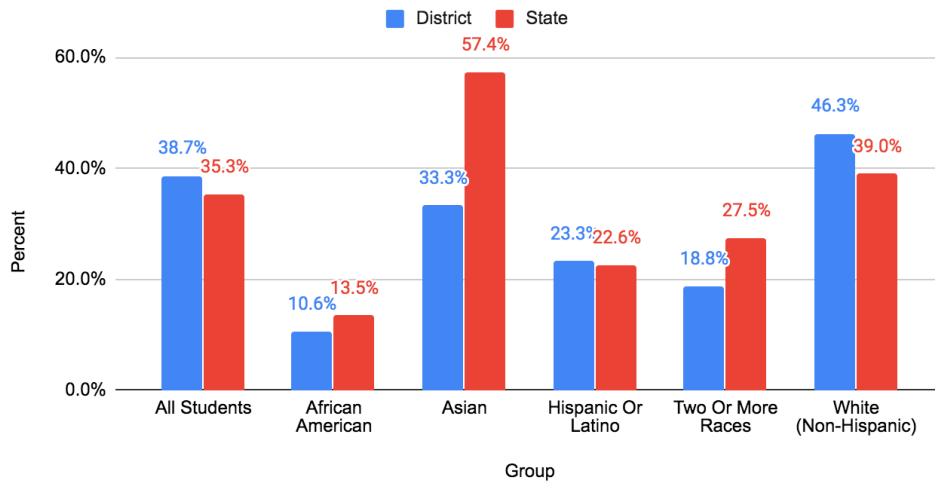
Note: The Reading data for Students with Disabilities (IEP) for Warren County was suppressed from the 2018-2019 School Report Card.

High School: Mathematics

The percentage of 11th-grade students in high school, who are meeting state standards at grade level (Proficient/Distinguished) on the 2018-2019 Mathematics Assessment (ACT subscore), disaggregated by subgroup, are noted in Graphs 11 and 12.

Graph 11: 2018-2019 High School Mathematics

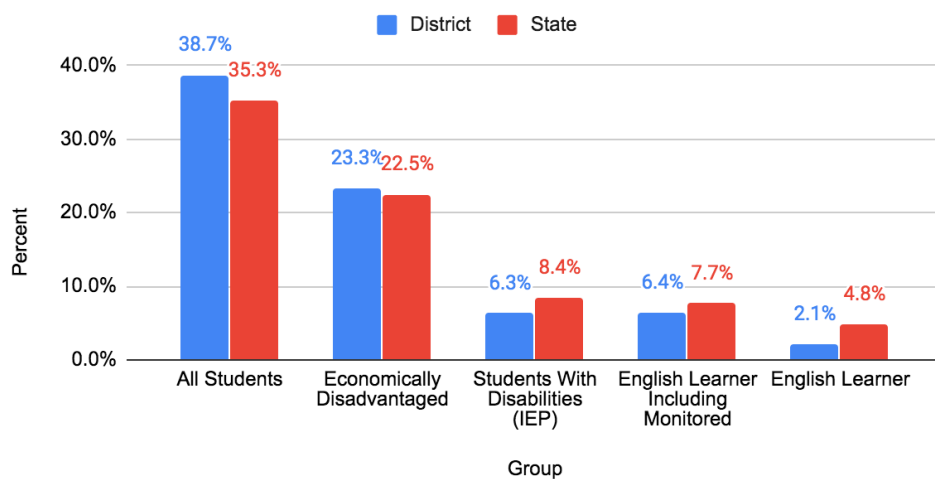
Percent Proficient/Distinguished



Note: The Mathematics data for the Native Hawaiian or Pacific Islander was suppressed from the 2018-2019 School Report Card.

Graph 12: 2018-2019 High School Mathematics

Percent Proficient/Distinguished

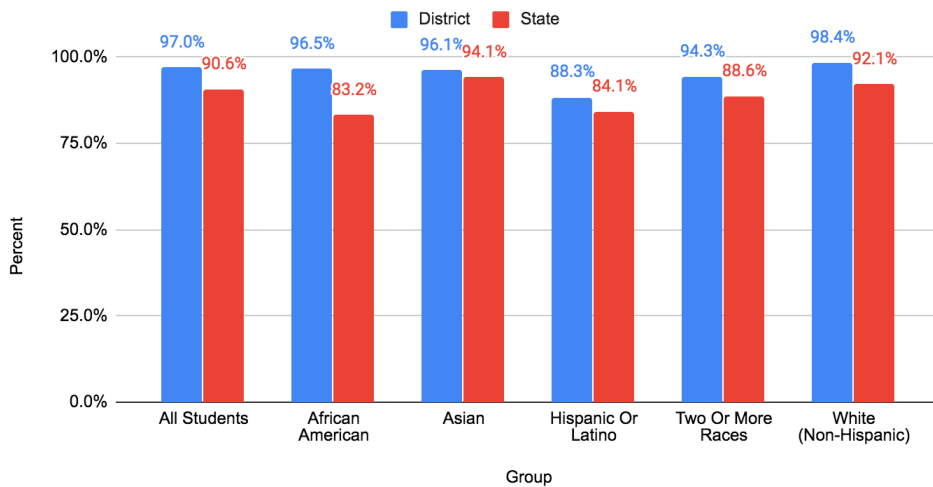


High School Graduation Rate

Graphs 13, 14, 15, and 16 display the 2018-2019 graduation rates (four year and five year cohorts), disaggregated by student subgroups.

Graph 13: 2018-2019 High School Graduation

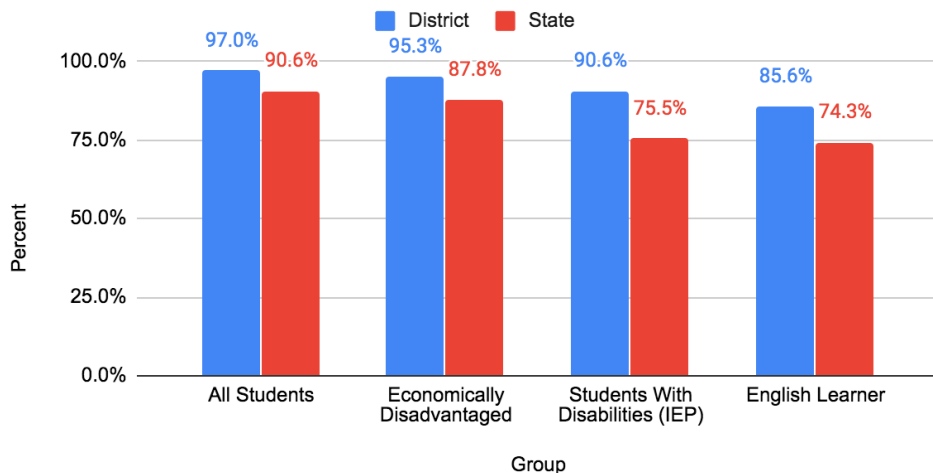
Four Year Cohort



Note: The High School Graduation Rate data for American Indian or Alaska Native and Native Hawaiian or Pacific Islander was suppressed from the 2018-2019 School Report Card.

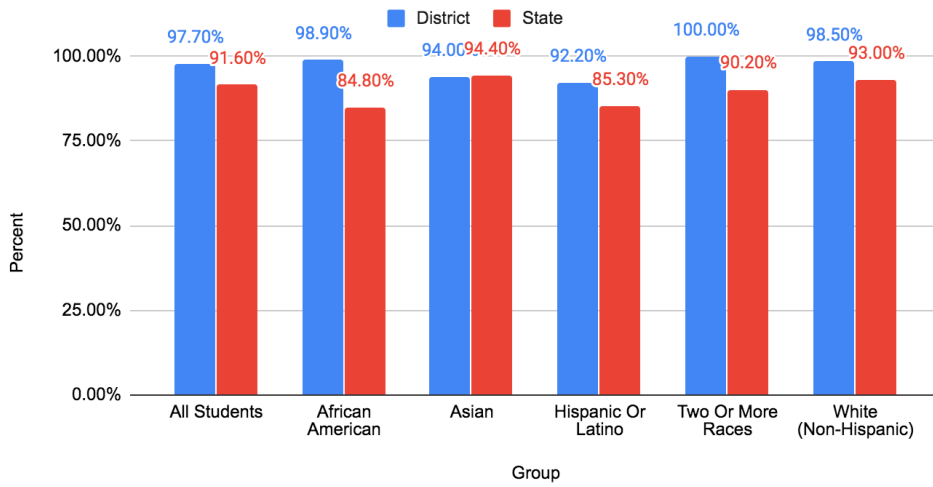
Graph 14: 2018-2019 High School Graduation

Four Year Cohort



Graph 15: 2018-2019 High School Graduation Rate

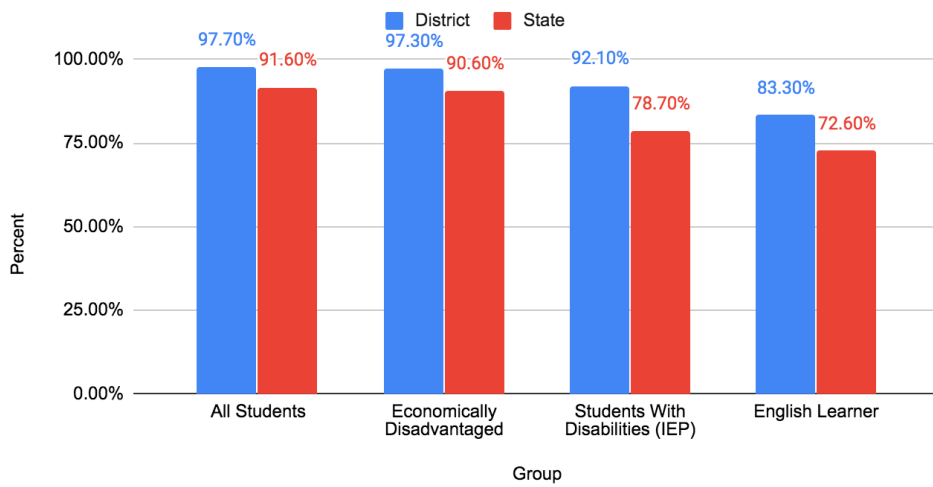
Five Year Cohort



Note: The High School Graduation Rate data for American Indian or Alaska Native and Native Hawaiian or Pacific Islander was suppressed from the 2018-2019 School Report Card.

Graph 16: 2018-2019 High School Graduation Rate

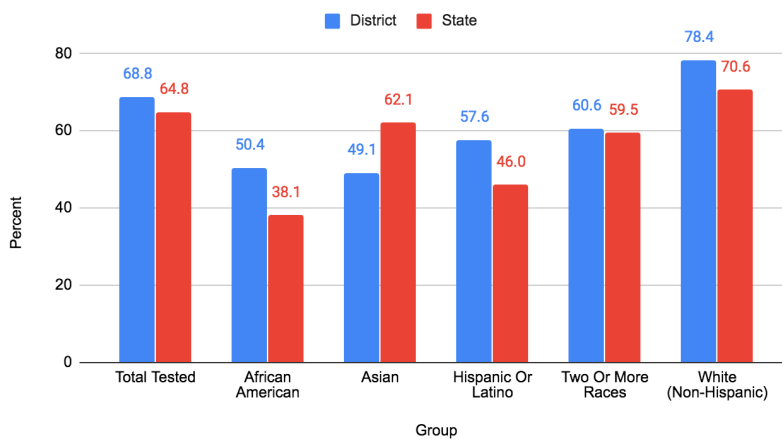
Five Year Cohort



Transition Readiness

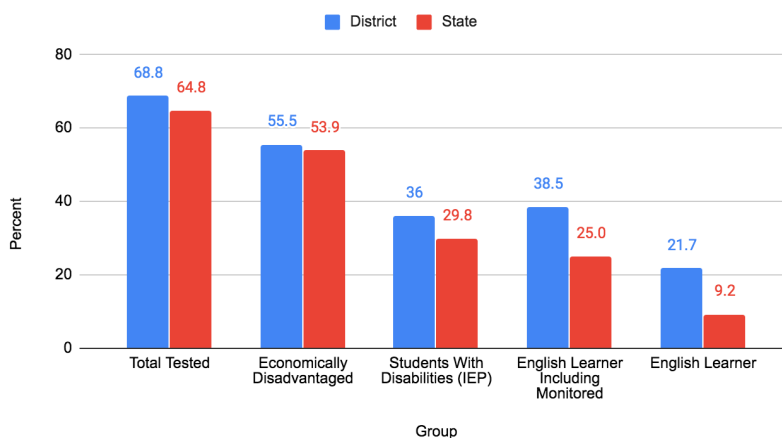
For purposes of accountability, high school students demonstrate “transition readiness” by meeting/exceeding their individual school’s high school graduation requirements, earning a diploma, and by meeting criteria to be either “academic ready” or “career ready.” English Learners must meet exit criteria on the ACCESS Assessment to qualify as “transition ready.” Graphs 17 and 18 display the percentage of high school students meeting Transition Readiness disaggregated by subgroups.

Graph 17: 2018-2019 Transition Readiness



Note: The High School Graduation Rate data for American Indian or Alaska Native and Native Hawaiian or Pacific Islander was suppressed from the 2018-2019 School Report Card.

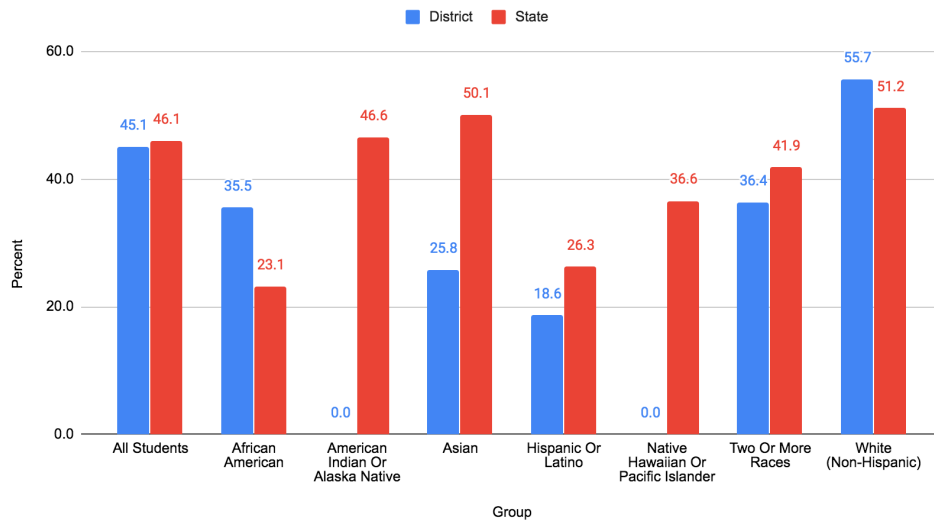
Graph 18: 2018-2019 Transition Readiness



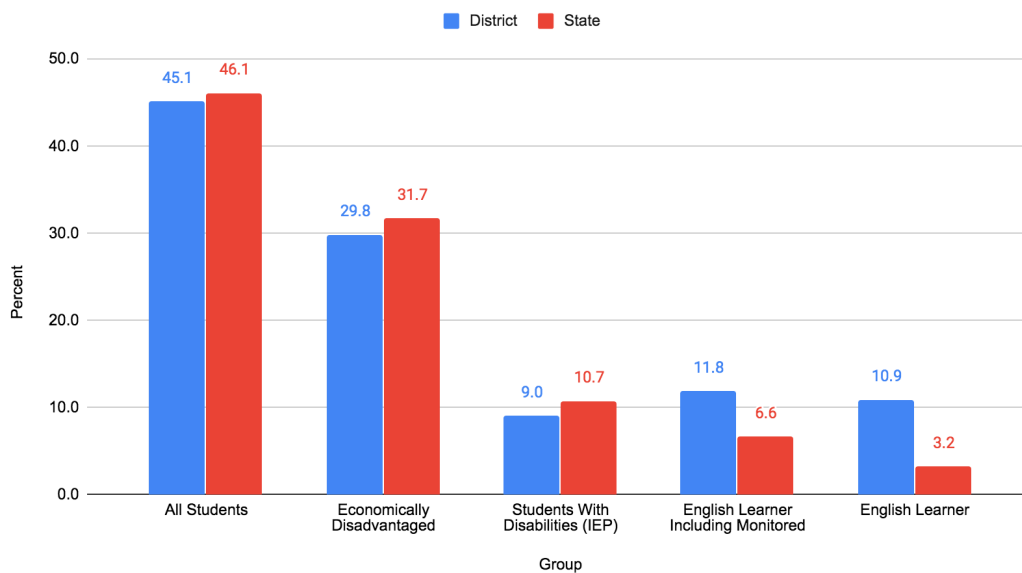
Academic Readiness

Graphs 19 and 20 display the percentage of high school students meeting Academic Readiness disaggregated by subgroups.

Graph 19: 2018-2019 Academic Readiness



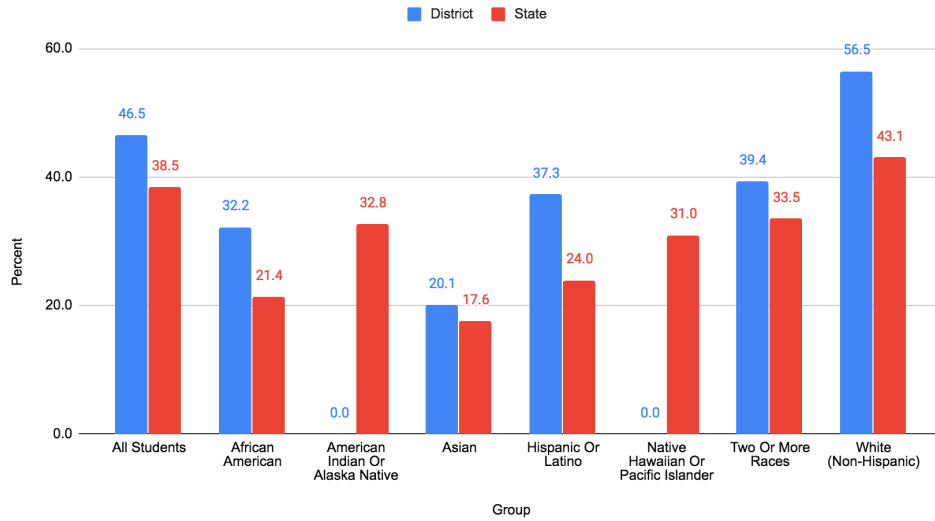
Graph 20: 2018-2019 Academic Readiness



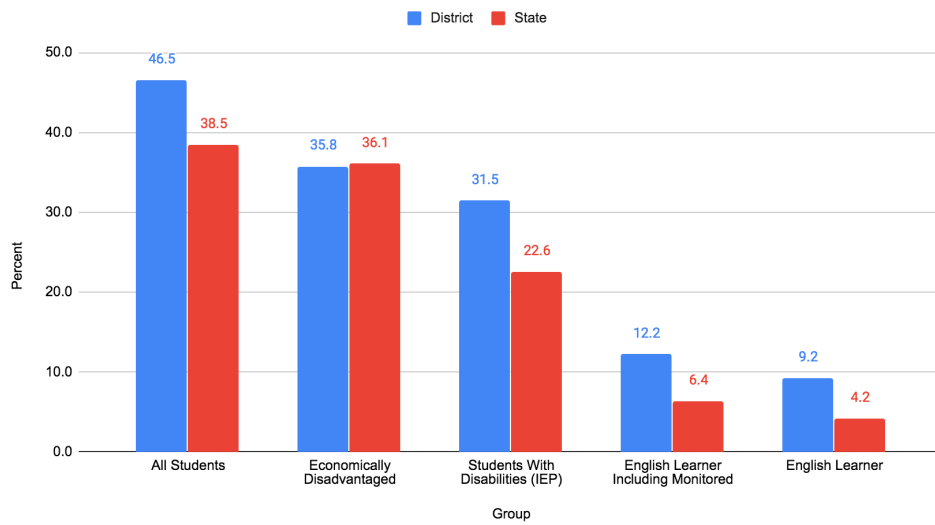
Career Readiness

Graphs 21 and 22 display the percentage of high school students meeting Career Readiness disaggregated by subgroups.

Graph 21: 2018-2019 Career Readiness



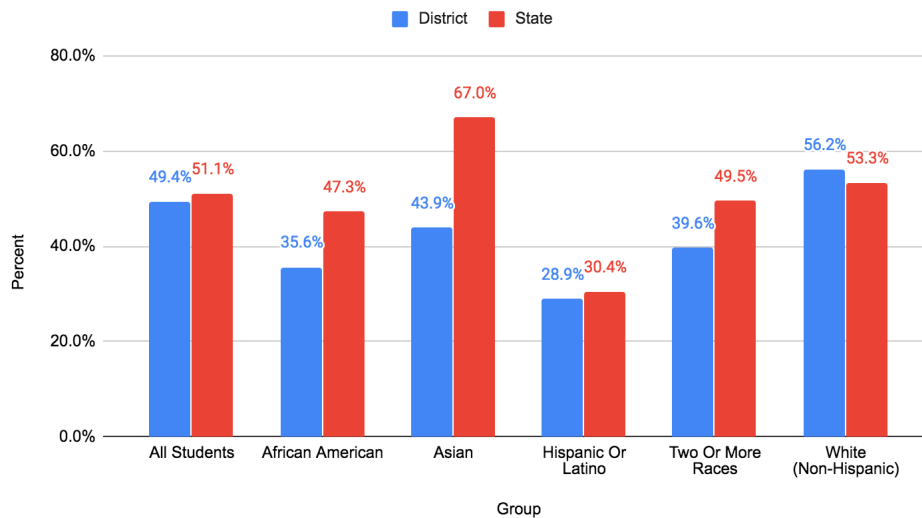
Graph 22: 2018-2019 Career Readiness



Kindergarten Readiness

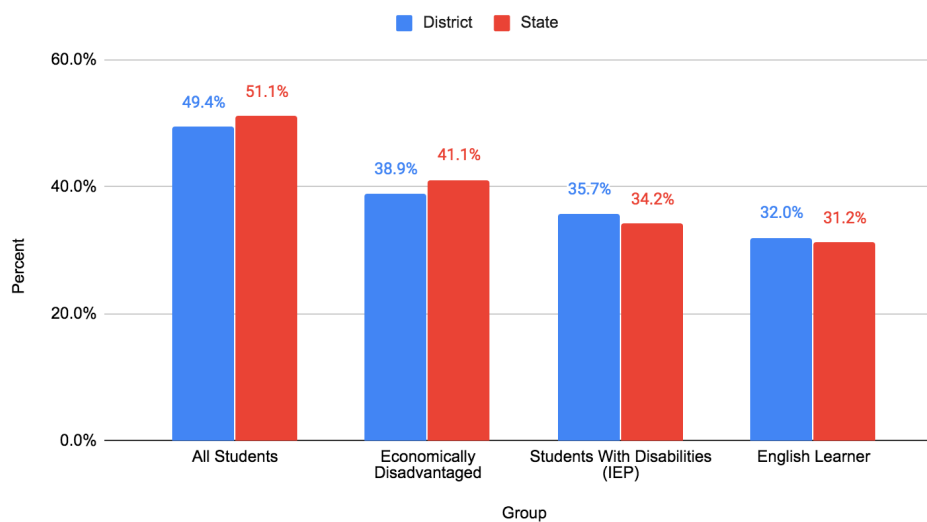
Graphs 23 and 24 display the percentage of Kindergarten students meeting Kindergarten Readiness disaggregated by subgroups.

Graph 23: 2018-2019 Kindergarten Readiness



Note: The Kindergarten Readiness data for American Indian or Alaska Native and Native Hawaiian or Pacific Islander were suppressed from the 2018-2019 School Report Card.

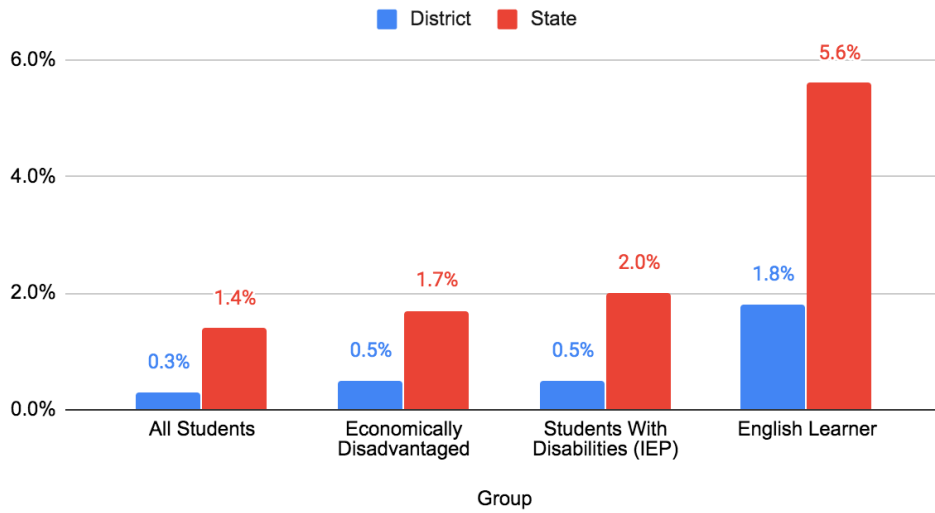
Graph 24: 2018-2019 Kindergarten Readiness



Dropout Rate

Graph 25 displays the percentage of 2018-2019 Dropout Rate of high school students disaggregated by subgroups. Dropout rates for demographic groups are not reported

Graph 25: 2018-2019 Dropout Rate

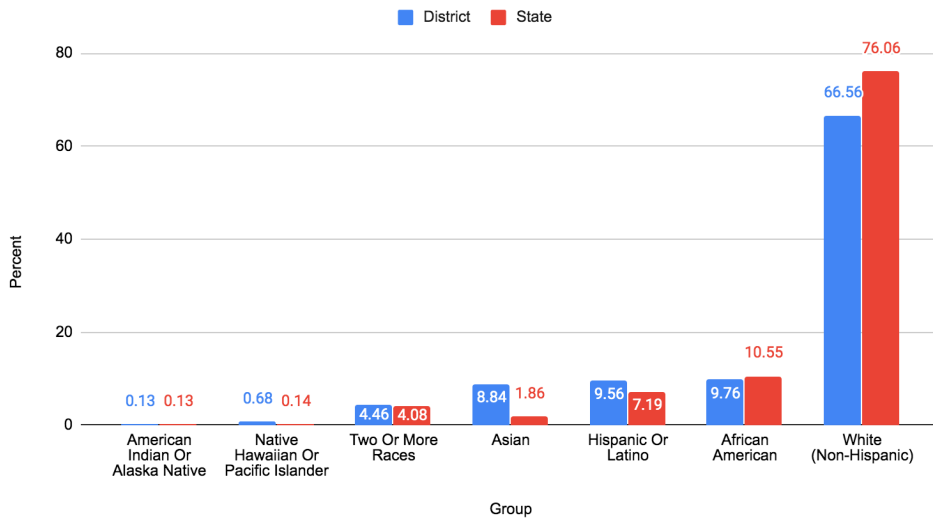


Discipline Report

Student Membership by Race

Graph 26 displays the percentage of 2018-2019 Student Membership disaggregated by race. This is a repeat of a previous graphic for reference.

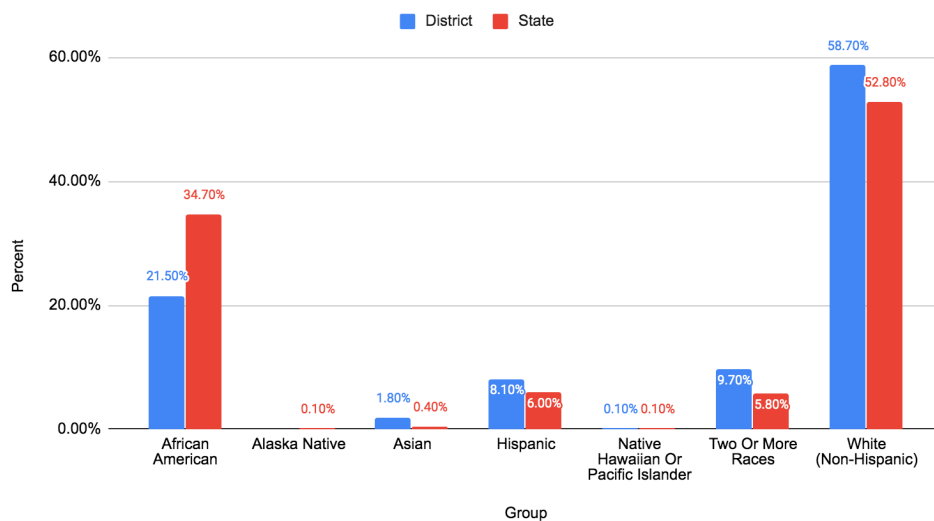
Graph 26: 2018-2019 Student Membership by Race



Behavior Events by Race

Graph 27 displays the percentage of 2018-2019 Behavior Events disaggregated by race. Events included in this graph are Other Assault or Violence (1.7%), Weapons (0.5%), Harassment (Include Bullying) (7.2%), Drugs (1.3%), Alcohol (0.2%), Tobacco (5.5%) , and Other Events Resulting in State Resolutions (83.5%). 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 number of students.

Graph 27: 2018-2019 Behavior Events by Race

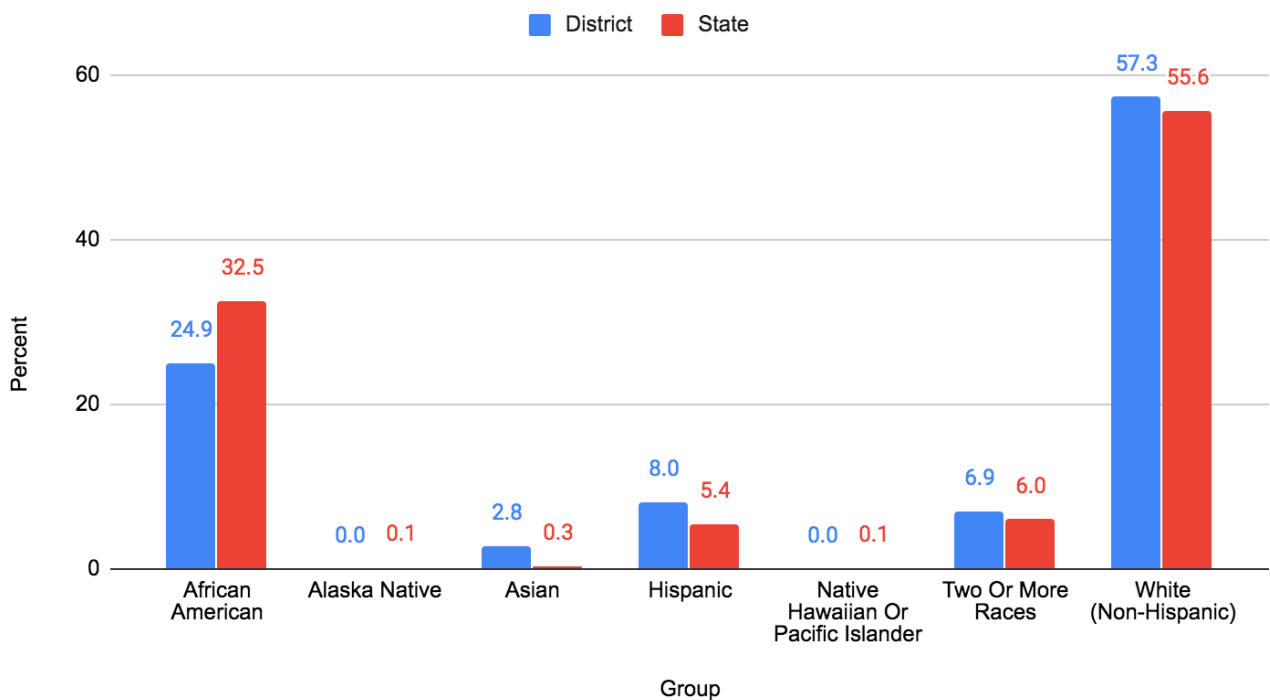


Behavior Resolutions by Race

Out-of-School Suspensions by Race

Graph 28 displays the percentage of 2018-2019 Out-of-School Suspension resolutions disaggregated by race. This graph is based upon the total number of events, not number of students.

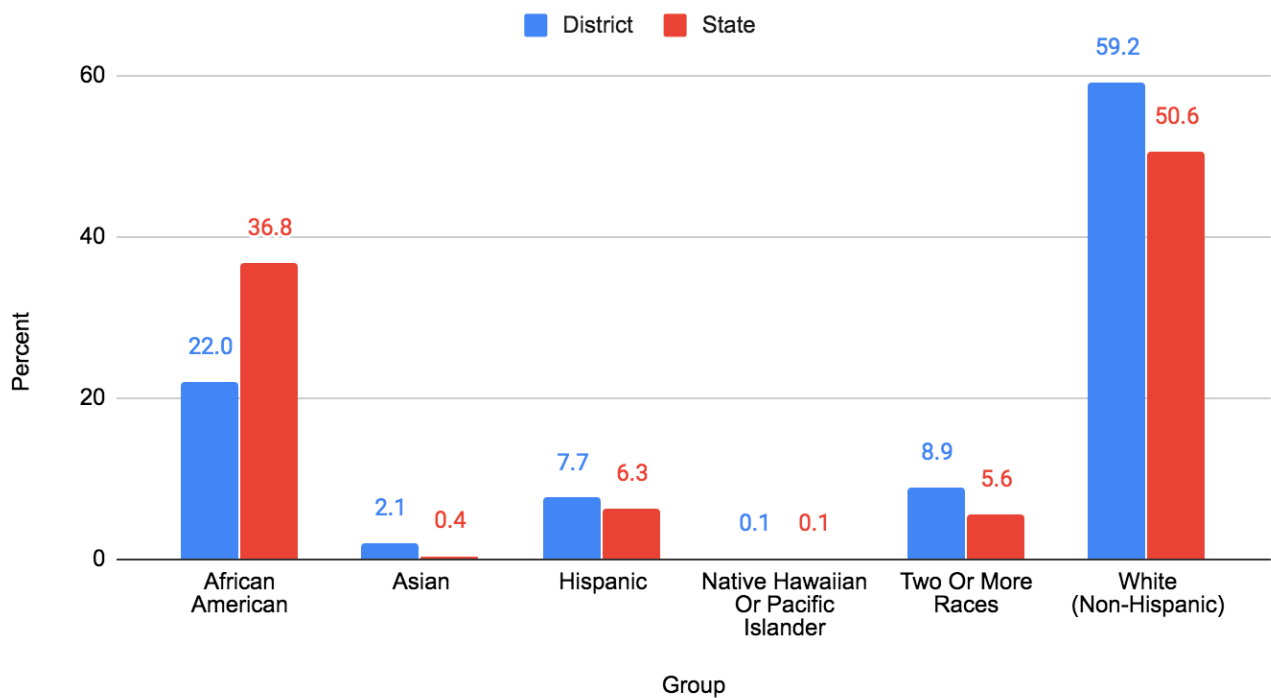
Graph 28: 2018-2019 Out-of-School Suspensions by Race



In-School Removal by Race

Graph 29 displays the percentage of 2018-2019 In-School Removal resolutions disaggregated by race. This includes resolutions where students remained in school but were removed from classroom instruction. This graph is based upon the total number of events, not number of students.

Graph 29: 2018-2019 In-School Removal by Race

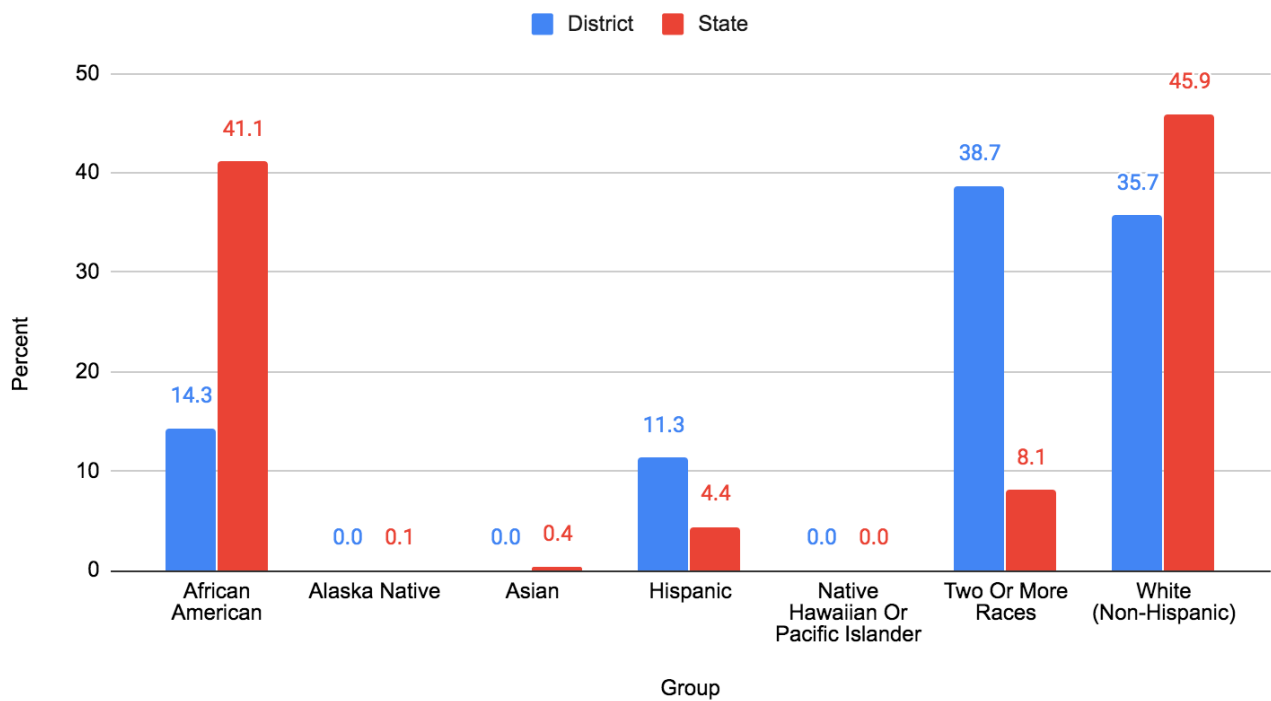


Note: In-School Removal by Race data for American Indian or Alaska Native was suppressed from the 2018-2019 School Report Card.

Restraint by Race

Graph 30 displays the percentage of 2018-2019 Restraint resolutions disaggregated by race. This graph is based upon the total number of events, not number of students. These restraints are physical restraints and defined as a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely.

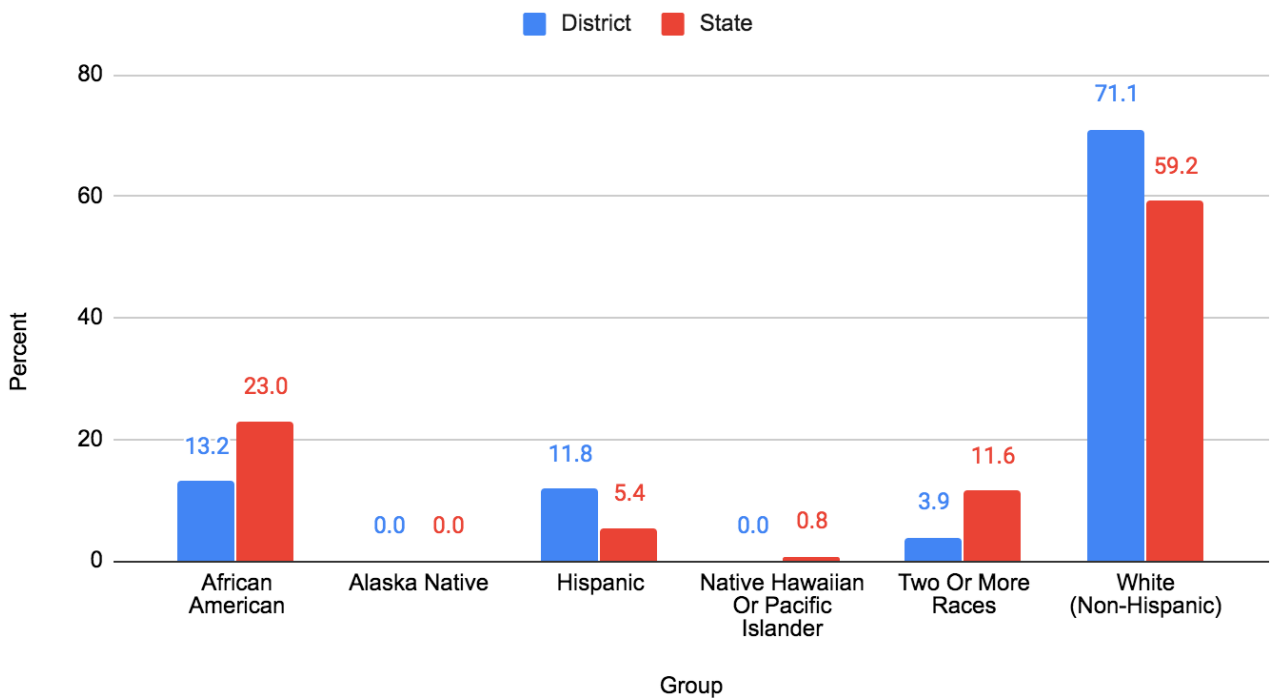
Graph 30: 2018-2019 Restraint by Race



Seclusion by Race

Graph 31 displays the percentage of 2018-2019 Seclusion resolutions disaggregated by race. This graph is based upon the total number of events, not number of students. 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.

Graph 31: 2018-2019 Seclusion by Race



Note: The Asian data for the state was suppressed from the 2018-2019 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 32 displays the number of students and teachers in WCPS disaggregated by race.

Table 33 displays the number of students and teachers in the state disaggregated by race.

Table 32: Race/Ethnicity	District Students	District Teachers
Total	17,642	966
African American	1,775	28
American Indian Or Alaska Native	22	0
Asian	1,561	7
Hispanic Or Latino	1,762	9
Native Hawaiian Or Pacific Islander	127	0
Two Or More Races	798	1
White (Non-Hispanic)	11,597	921

Table 33: Race/Ethnicity	State Students	State Teachers
Total	700,992	41,927
African American	74,908	1,400
American Indian Or Alaska Native	879	25
Asian	13,197	182
Hispanic Or Latino	51,366	340
Native Hawaiian Or Pacific Islander	979	34
Two Or More Races	29,198	23
White (Non-Hispanic)	530,465	39,923

RECRUITMENT EFFORTS - 2019-20 School Year

The WCPS Recruiter attended a total of four (4) Job Fairs at -various locations, during the period October 26, 2018 to April 9, 2019.

Through these recruitment efforts:

- 211 Resumes were received; 25 were minority candidates (11.8%)
- Seven (7) of the 211 candidates were referred by community members

The Warren County Certified Job Fair was held at Briarwood Elementary School. A total of 53 participants were in attendance. Nineteen (19) teachers; ten (10) substitute teachers and/or classified aides were hired from this recruitment fair.

*** Applications Received Through AppliTrack - Teacher**

- 919 Teacher applications received
- 84 were listed as minorities (9.14%)
- 9 chose not to identify

*** Applications Received Through AppliTrack - Administrator**

- 192 Administrator applications received
- 25 were listed as minorities (13%)
- 2 chose not to identify

* Numbers reflect applications received through AppliTrack from 02/01/2019 to 09/01/2019)

Summary

This is a summary of actions implemented during the 19-20 school year. The Equity Council has worked throughout the year to make recommendations. Council Members also reviewed the CDIP (Consolidated District Improvement Plan) and CSIP (Consolidated School Improvement Plan) to review strategies and activities to learn how the district and the schools are addressing gaps in demographic groups meeting state and grade level standards. Listed below are the recommendations made in the 18-19 Equity Scorecard and the status.

Recommendations we are implementing currently or have a plan in place for implementation with examples:

Recommendation	Example
Provide teachers and administrators with theory and evidence-based strategies to meet the instructional needs of English Learners, students with disabilities and students struggling academically and behaviourally. This includes students from diverse backgrounds both ethnically and economically.	Consultants and Coaches, New Teacher Academy, Professional Development, Striving Readers Grant, Standards Focus Teams, Opportunity Myth Training, Training on New Standards and New Curriculums (Illustrative Math and EL (English Language Arts Curriculum)), Child Study Team Meetings (examine the most at-risk students individually and their specific needs and progress toward meeting grade level standards), ACT Bootcamp during school and Virtual ACT Bootcamp activities during NTI/COVID-19
The district/school should seek training opportunities for teachers that will foster an understanding of instructional strategies that increase student engagement.	Kagan, Zwiers, QTEL (Quality Teaching of English Learners)
The District/School will provide appropriate accommodations for EL Learners and students with disabilities to increase the validity of assessment data to guide instruction.	Accommodations in IEPs, 504 Plans, and PSPs; Training provided to staff at individual schools and through New Teacher Academy
District PBIS Focus <ul style="list-style-type: none"> ● Equity in discipline practices ● Analysis of data including gap groups ● Consistent practices for data collection across the district ● Training of classified staff 	AWARE Grant, Student Success Coaches, Behavior Coordinator position, Mental Health Trauma training, Bias training

<p>Develop mentoring programs for minority and/or at-risk students.</p>	<p>Mentoring programs have been started at several elementary and middle schools. These include groups such as Leading Ladies, Boy to Men, Young Women On the Wall, Young Men On the Wall . . . Attempts are being made to expand the mentoring programs to all schools and streamline their focus across the district. Mentoring programs are also in place at some of the high schools.</p>
<p>Increase the focus on family engagement. Seek out information and training on how to better involve families in our educational work.</p>	<p>Implemented: Migrant families support on home visits, Migrant PAC (parent) meeting, Moss Latino night, Family Reading Night for Spanish Speakers</p> <p>Implementation coming: African American Community meetings, District EL family meetings, Migrant Family Meetings</p>
<p>Implement a Future Teacher Association - “Young Educators Rising” at a high school or across high schools</p>	<p>Currently a program at SWHS and WCHS. Will work with the sponsor to try to recruit students from various ethnic backgrounds. Encourage having the Employment Recruiter for the district come talk to students.</p> <p>Possibly utilize Young Male Leadership Academy to discuss teaching careers</p>
<p>Recruit employees from within WCPS to pursue a teaching certification as an alternate route or additional certifications in areas such as EL, Special Education, and other high need areas. Explain to them about the process for loan forgiveness.</p>	<p>This is actively taking place. We have several staff members going through the alternate route or that have applied for emergency certificates while they seek additional endorsements on their certificate.</p>
<p>Explore the use of Title II funds to reimburse teachers for tuition expenses incurred while obtaining an endorsement for high need areas.</p>	<p>This has been done on a limited basis with EL teachers at GIHS. We are exploring expanding this program and developing a formal application process.</p>
<p>Continue partnerships with WKU’s education department. Work to develop partnerships with other universities in the area.</p>	<p>The district currently has several programs in place with WKU. We will work to increase partnerships with other universities as well.</p>
<p>Work with the Community Partnerships for Refugees and Immigrants group to help recruit volunteers and parents to assist in schools and serve as mentors. Also, gain assistance from this group in the recruitment of an ethnically diverse workforce in our school system.</p>	<p>Implemented and continuing to implement: the City of Bowling Green Strategic Plan</p>
<p>Kentucky Academy for Equity in Teaching (KAET) -</p>	<p>Remind CCR Coaches and HS Counselors of this</p>

Inform CCR Coaches and HS Counselors about this opportunity. They can share with students that have shown an interest in education on their ILP.	opportunity.
Title I schools need to share about loan forgiveness programs when they have strong pre-service teachers in their building. They should be using this as a recruitment tool.	Remind principals of this opportunity and encourage them to use it as a recruiting tool,

Recommendations that need to be addressed and planned for implementation:

Recommendation	Suggestions
Provide supports, resources, and activities inclusive of students identified as accelerated learning.	Explore ways 212 Academy and other programs for gifted students can target various subgroups.
Ensure continued professional learning and implementation of culturally responsive instructional strategies and bias based on school and district needs.	Add a culturally responsive piece to individual PDs, Work on adding sessions to the Summer Literacy Conference
The district should increase the number of consultants/coaches to provide support for both EL and regular education classroom teachers. Ideally, 1-2 coaches at the elementary level, 1 middle and 1 high.	Hire 2 Additional Coaches - one for Middle High and one for Elementary or 2 divided by feeder systems

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

The 2019-20 Equity Scorecard, as with previous Equity Scorecards, was prepared in order 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.