

Annual Culture and Climate Report

Webster Groves School District
December 12, 2024

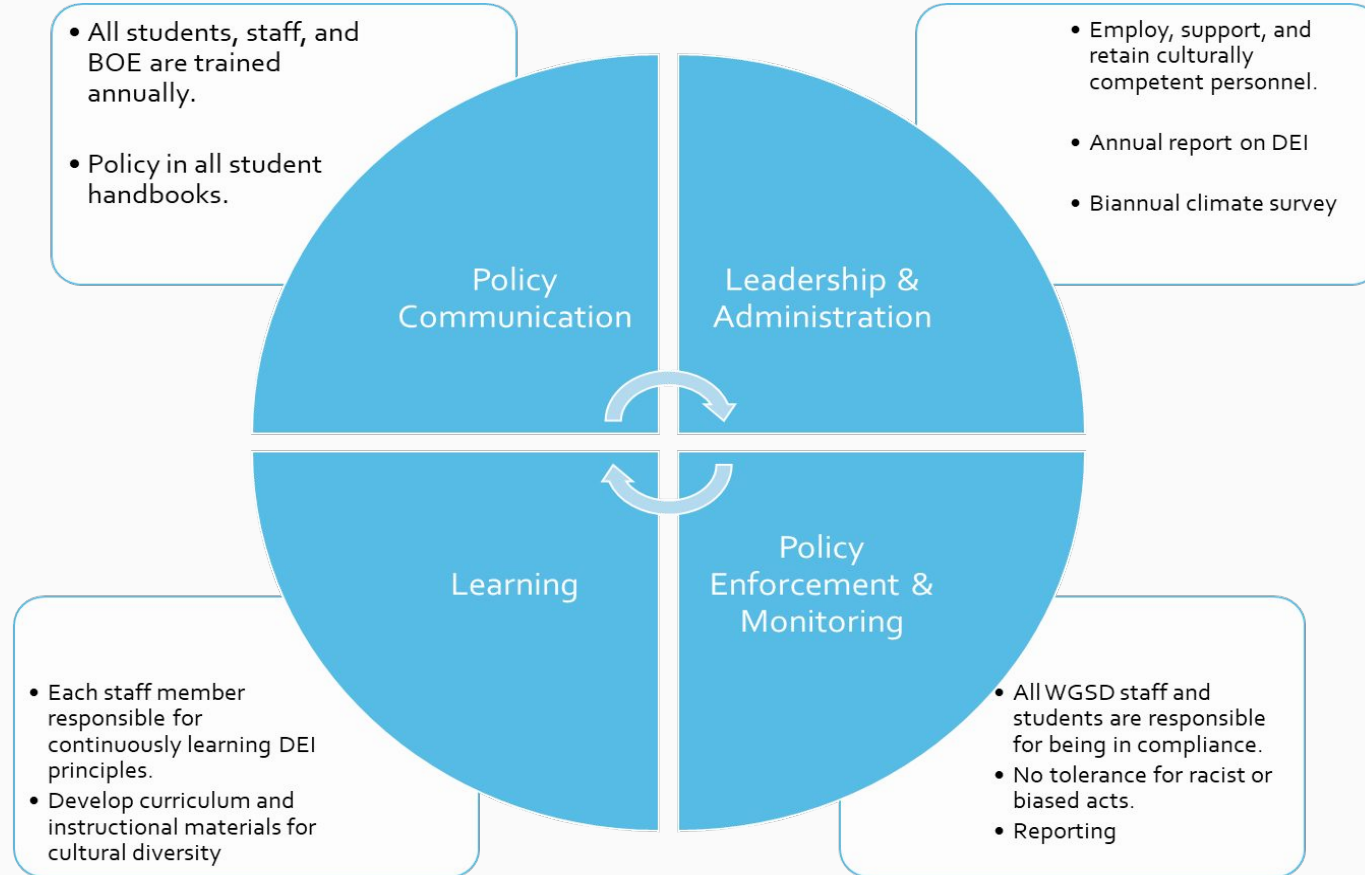
Annual Culture & Climate Report Overview

- Policy ACI - Professional Development (Dr. Williamson)
- Policy ACI Updates (Dr. Williamson)
- Staffing Data (Dr. Wiley-Skinner)
- Program Evaluations (Dr. Adams)
- Equity in Action Committee, Staff of Color, and WGHS Student Equity Advisory (Dr. Williamson)
- Culture and Climate Student and Family Survey (Dr. Williamson)
- Student Disciplinary Data (Mrs. Clark-Scott)
- Culture and Climate Team (Mrs. Clark-Scott)

Board Policy ACI: Equity

- The district is committed to the following principles:
 - Establishing and sustaining school district that shares the collective responsibility and is held accountable to address, eliminate and prevent actions, decision and outcomes that result from and perpetuate racism and bias.
 - Cultivating the unique gifts, talents, and interests of every student.
 - Eliminating inequitable practices to end the predictive value of social or cultural factors such as race, socioeconomic status or gender on student success.
 - Respecting and validating diversity.
 - Acknowledging that racism and biases are often compounded by other forms of discrimination including, but not limited to, those protective classes referenced in policy AC, which prohibits discrimination or harassment based upon any characteristics protected by law.
- We will examine and find adaptive solutions to issues in order to address the root causes and systems that hinder students' growth emotionally, socially, and academically. ...These directives are designed to eliminate any individual, institutional, or structural racism and bias in the WGSD.

BOE POLICY ACI - 2021



Policy ACI Updates

ACTION	STATUS
Equity Resolution visible in each school/district office and on the website	Completed
Policy included in student handbooks	Completed
All staff and BOE receive PD regarding the policy	Completed
CO Administrator employed to focus on DEI	Completed
Employee and support workforce who are racially conscious and culturally competent	Ongoing
Biannually conduct stakeholder climate DEI survey	Ongoing

ACTION	STATUS
Review disaggregated data to identify areas of strengths and growth	Ongoing
Present to BOE a report on diversity, equity, and inclusion	Annual - December 2024
Design and implement DEI professional learning plan for all staff	Plan completed Implementation - on going
Curriculum and instructional materials will be inclusive	Ongoing
Students at each grade level will learn about principles of DEI	Ongoing
District shall explore opportunities for cross-cultural and cross-racial interactions	Ongoing
Ensure system is in place for stakeholders to report racism and other forms of discrimination	Completed

Teachers of Color Hiring Data

AT A GLANCE: For the 24-25 School Year (SY)

- We have maintained our overall total number of teachers of color
- The overall new hire percentage of teachers of color is 18% for 24-25
- We have retained around 93% of our certified staff of color from 23-24 SY to the 24-25 SY

Strategic Plan Goal #4: Organizational Sustainability and Growth

Strategic Plan Objective: To attract, support and retain exceptionally talented staff who at a minimum reflect the diversity of our student population.

New Teacher 4-year PD Plan

Year 1:

- 2-hour ABAR session in August
- Book Club
 - Two book club sessions

Year 2:

- Social Justice Retreat and Follow Up

Year 3:

- Cultural Competency

Year 4

- Culturally Responsive Teaching



District-Wide Staff PD Plan

- New hires attend a 2-hour ABAR session
- Gender Identity and Expression training was offered in 22-23
- Ability Awareness training offered in 23-24
- Socioeconomic status training offered in 24-25

Strategic Plan Goal: Personal Health & Wellness

Strategy: Staff engage in professional learning in diversity, equity, and inclusion.

Program Evaluation Updates

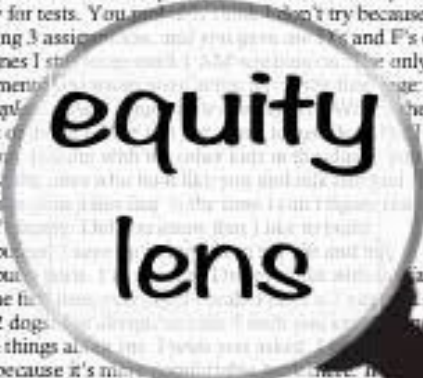
Strategic Plan Goal: Teaching and Learning

Strategy: Implement the WGSD Program/Curriculum Development Process with fidelity.

2024-2025 Program Evaluations

- Curricular
 - K-12 Visual Arts and Theatre
- Non-curricular
 - Special Education
 - Career and Technical Education
 - Library/Media Resources
 - Early Childhood Programs
 - Food Service
 - Programs for English Language Learners

Dear teacher, I am failing your class. You told my mom that I need to 'apply more effort' and stay awake during class. You said I have 'potential' but I don't do my HW or study for tests. You said I can't try because I'm missing 3 assignments and F's on the ones I did. The only comment you made was: 'I see the point of the work but you're not doing it.' I know you're not trying to be mean, but I'm laughing at you. I don't like to be in the computer lab. I have a sister and 2 dogs. I hope you read this letter, but you're probably so busy that you don't have time. Thanks for reading it. Sincerely: VVV

A magnifying glass is positioned over the text, focusing on the words "equity lens" which are written in a large, bold, black font. The background text is a letter from a student to a teacher, written in a smaller, black font. The magnifying glass has a black handle and a silver rim.

Equity in Action Committee

Role: To act as a district committee that provides guidance to the district administration and Board of Education regarding the district's anti-bias/anti-racism work, particularly in the areas of curricula, professional development, hiring and retention, school culture, and family/community engagement. The [Equity in Action Committee](#) will be guided by the WGSD Equity Resolution and ACI Policy.

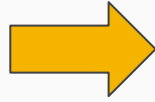
Co-Chairs: Mrs. Tina Clark-Scott and Dr. Shane Williamson

Membership: The voting membership will include the Assistant Superintendent of Learning, SSD Director of Special Education, and one representative from each school and WAFC, a student from the High School Principal Advisory Committee, Business/Operations, and Human Resources. Members from the WGSD, PTOs, and community are encouraged and welcome to attend the EIA's meetings.

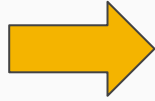
Meetings: 4 times a year

Guiding Statement 2024 - 2025: To review data, policies, structures, systems, and practices that further the social, emotional, and physical well-being of all students. The EIA will advocate for specific actions to increase equitable outcomes for all students.

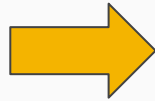
Equity in Action Committee



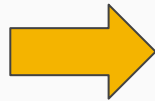
Reviewed and provided feedback on the Culture and Climate Surveys.



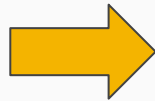
Reviewed Culture and Climate survey data (students and families) and provided wonderings.



Reviewed Strategic Plan Objectives related directly to equity and provided recommendations and wonderings



Collaborative Subcommittee - PTO Equity Committees



Reviewed data on students who receive services from SSD



Family BBQ



September 7, 2024

Ivory Crockett Park

30 organizations (community and PTOs)

300+ attendees



WGHS Principal Equity Advisory Student Group

- Created in 2021
- Students are selected by administrators and invited to participate
- Receive leadership, equity, and inclusion training
- Advisors: Simone Cunningham, David Spangler, and Dr. Shane Williamson
- Provides feedback and concerts to administrators regarding equity issues at the WGHS
- Presentations 2023 - 2024:
 - August 2023: Culturally Responsive Teaching workshop to staff (Heart of the PLC)
 - February 2024: DLT Belonging and Dignity
 - February 2024: #WGLearns
 - April 2024: Missouri Baptist School of Education class
- 2024 - 2025
 - Joint equity training with Maplewood Richmond Heights (October 2024)
 - Presentation Schedule
 - DLT, Teachers, and 9th Graders (February - April 2025)

Staff of Color (SOC)

Strategic Plan Goal: Organizational Sustainability & Growth

Strategy: Design and implement opportunities for staff to practice self-care.

- Created in 2022 (open to all WGSD and SSD employees)
- August 2023 - 2nd Annual Welcome Breakfast
- October 2023 - Half-Day Professional Learning for Certified Staff
- March 2024 - Half-Day Professional Learning for Certified Staff
- August 2024 - 3rd Annual Welcome Breakfast
- September 2024 - Half-Day Professional Learning for Certified Staff



LGBTQIA+ Staff Affinity Group

- Committed to ensuring every individual feels seen, valued, and supported.
- Staff who identify as LGBTQIA+, staff with LGBTQIA+ family members, and all staff who are supportive of this community
- Purpose: Listen to diverse perspectives, amplify individual voices, and collaborate on building a stronger, more inclusive community for all.
- All WGSD and SSD staff members were invited to attend.
- Inaugural meeting was held on December 3, 2024.
- Led by Dr. Jason Adams and Dr. Shane Williamson



QUESTIONS



Culture & Climate Student Survey Data

Strategic Plan Goal: Personal Health and Wellness

Strategy: Administer and utilize results from the DEI and SEL surveys to help inform work at the student, school and district levels.

Culture & Climate Survey Highlights

3rd - 12th Grades

- The Panorama platform was used for the surveys.
- Voluntary
- Equity/Inclusion and School Climate (anonymous) and SEL (not anonymous)
- Same surveys as 2022 - 2023
- Survey window: September 30 - October 11, 2024

Equity & Inclusion Survey Highlights

3rd - 5th Grades

- Students have a high sense of belonging at their school.
- Adults in the building treats everyone fairly.
- Teachers are excited to teach
- Teachers have high expectations for students.

6th - 12th Grades

- Students have a high sense of belonging at their school.
- Adults in the building treats everyone fairly.
- WGSD assures student voices are heard and respected.
- Students are comfortable having discussions related to race, gender, and ability with their peers

Wondering: How well do people at your school understand you as a person?

Social-Emotional-Learning Survey Highlights

3rd - 5th Grades

- Students have at least one trusted adult in the building.
- Students have at least one trusted friend in the building.
- Students can complete their work

6th - 12th Grades

- Students have at least one trusted adult in the building.
- Students have at least one trusted friend in the building.
- Students can complete their work

Wondering: How clearly were you able to describe your feelings?

School Climate Survey Highlights

3rd - 5th Grades

- Teachers are excited to teach
- Teachers have high expectations for students.
- Learning experiences match students' interests and abilities

6th - 12th Grades

- Teachers are excited to teach
- Learning experiences match students' interests and abilities
- Students demonstrate healthy living practices

Wondering: If you walked into class upset, how concerned would your teachers be?

Culture & Climate Family Survey

- The Panorama platform was used for the surveys.
- Voluntary and anonymous
- Same survey questions as 2022 - 2023
- Survey window: September 30 - October 11, 2024

Culture & Climate Family Survey Highlights

- Families and students feel a sense of belonging.
- Staff respect all of the children in their building.
- WGSD assures students voices are heard and respected.
- Schools value the diversity of all children.
- Staff create a school environment that helps children learn.
- WGSD provides culture and climate data to all stakeholders.
- Learning experiences match my child's interests and abilities.

Culture & Climate Surveys: APPLICATIONS

- Professional Development session was conducted for the District Leadership Team on using the platform and data
- Building level leadership are reviewing the data with their schools and CLTs
- Principals are using data in their CSIP
- District level leadership are reviewing the data and looking for trends
- The student and family data will be shared with EIA at the January meeting and they will provide feedback and wonderings
- Certified Staff can view their students and school aggregate data
- SEL data: Counselors are reviewing and communicating with students
- SEL student survey data was shared with families via secure link in ParentSquare
- Revising and updating the survey questions for 2025 - 2026

Culture & Climate SURVEYS (Fall 2024)

- Equity & Inclusion

- [3rd - 5th Grades](#)
- [6th - 12th Grades](#)

- SEL

- [3rd - 5th Grades](#)
- [6th - 12th Grades](#)

- Family

- [Prek-12th Grade Families](#)

- School Climate

- [3rd - 5th Grades](#)
- [6th - 12th Grades](#)

QUESTIONS



Student Disciplinary Data

Strategic Plan Goal: Personal Health and Wellness

Strategy: Evaluate and strengthen the consistency and effectiveness of current discipline practices and procedures.

Student Disciplinary Data Overview

The data suggest that there may be some unfair discipline practices that lead to the disproportionate exclusion of certain students from school or the classroom. In response to the identified needs and guided by the strategic plan completed last year, we are implementing specific initiatives and actions to address these priorities. Creation of a discipline guide book to provide a clear, consistent, and equitable framework for addressing student behavior in a way that supports learning and development. It serves as a resource for staff to understand expectations, processes, and interventions related to discipline.

Continuation of cultural competency training for all staff to understand and respect students' diverse backgrounds. Training staff in restorative practices, and provide implicit bias training to ensure fairness in disciplinary decisions.

Introduce social-emotional learning (SEL) programs, peer mediation, and behavior intervention plans tailored to students' needs.

Increase collaboration between general and special education staff, and implement proactive behavior management strategies.

Mentorship programs, establish male affinity groups, and ensure culturally responsive teaching practices to foster a positive school experience.

Culture and Climate Team

- Co-chaired by Mrs. Tina Clark-Scott, Dr. Shantay Wakefield, and Dr. Shane Williamson
- Team is comprised of educators and families from preK - high school.
- Monthly meetings
- Goals: (1) Review and provide feedback on the Draft Discipline Guidebook and (2) Review aggregated discipline data with an equity lens and pose questions
- Accomplishments
 - Updated Safe Schools Violations in Infinite Campus
 - Updated ability to make multiple resolutions for one infraction
 - Obtaining information across the district on how counseling referrals are collected

QUESTIONS



DATA

Staffing Data -*New Hires*

	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Total
New Hires	23	37	29	32	41	47	26	22	235
Teachers & Administrators of Color	4	14	8	6	10	9	6	4	57
Percent of Staff of Color (SOC) hired	21%	37%	28%	20%	24%	19.5%	23%	18%	24%

Staffing Data -*District Wide*

	2017-2018	2024-2025
Total Number of Teachers	349	348
Teachers of Color (TOC)**	25	42
Percent of TOC	7.2%	12%

**Over the past seven (7) years, we have hired a total of 60 SOC.*

***Not including support staff*

Bias Incident Reporting System

- The [WGSD Bias Incident Reporting System](#) is for current students and staff of the WGSD to report any incidents that negatively impact our campus culture, especially those that are biased-related.
- The report, which can be anonymous, can detail a biased incident that was done to yourself, someone else, or a group/community (ex. Defaced fliers, derogatory graffiti)
- The Director of DEI receives all reports, notifies the appropriate administrator regarding the report, provides support/resources to the individual(s) who experienced the bias, and collects and shares aggregate data to monitor the campus culture.

Bias Incident Reporting System

2023 -2024

Number of Reports	Incident Type
1	WGHS Parking Challenges
1	Board member's biased comment on social media
1	Staff member's biased treatment of a student
1	Student violation of vaping

- 2021 - 2022: 8 reports were received
- 2022 - 2023: 9 reports were received
- 2023 - 2024: 4 reports received
- 2024-2025: 0 reports were received

Districtwide Student Demographic Data by Race

Race	2021 -2022 # Students Total: 4,486 <small>(as of 9.29.21)</small>	2021-2022 % Students <small>(as of 9.29.21)</small>	2022-2023 # Students Total: 4,418 <small>(as of 9.28.22)</small>	2022-2023 % Students <small>(as of 9.28.22)</small>	2023-2024 # Students Total: 4,374 <small>(as of 9.27.23)</small>	2023-2024 % Students <small>(as of 9.27.23)</small>	2024-2025 # Students Total: 4,316 <small>(as of 9.25.24)</small>	2024-2025 % Students <small>(as of 9.25.24)</small>
American Indian	8	0.18%	8	0.18%	6	0.14%	6	0.14%
Asian	48	1.07%	50	1.13%	47	1.07%	54	1.25%
Black	470	10.48%	414	9.37%	387	8.85%	372	8.62%
Latino	182	4.06%	191	4.32%	180	4.12%	172	4%
Multiracial	278	6.2%	305	6.9%	313	7.16%	287	6.65%
Pacific Islander	1	0.02%	0	0	0	0	2	0.01%
White	3,499	78%	3450	78.09%	3,441	78.67%	3,423	79.3%

Districtwide Student Demographic Data

Category	2021 - 2022 Total Students: 4,515 (As of 10.25.21)	2022 - 2023 Total Students: 4418 (9.28.22)	2023 - 2024 Total Students: 4374 (9.27.23)	2024 - 2025 Total Students: 4316 (9.25.24)
Free/Reduced Lunch	11.21%	11%	10%	12.4%
SSD Services	11.52%	13%	13.5%	13.3%
Gifted Program	10.99%	11%	11%	12.1%
VICC Program	67 students Black - 49 Hispanic - 3 Multi-racial - 15	62 students Black - 48 Multiracial - 14	56 students Black - 40 Hispanic - 3 Multiracial - 13	44 students Black - 30 Hispanic - 3 Multiracial - 11
Epworth	29 students Black - 22 White - 7	11 students Black - 4 Multiracial - 1 White - 6	24 students Black - 11 Hispanic - 1 Multiracial - 1 White - 11	24 students Black - 10 White - 13 Multiracial - 1
Great Circle	0 students	0 students	1 student Black - 1	Great Circle/KVC Black - 1

3rd - 5th Grades

Question	Favorable Response Fall 2022	Favorable Response Fall 2023	Favorable Response Fall 2024
How fairly do adults at your school treat people from different races, ethnicities, cultures, genders, or abilities?	96%	97%	97%
How well do people at your school understand you as a person?	86%	87%	90%
How fairly do students at your school treat people from different races, ethnicities, cultures, genders, or abilities?	93%	94%	96%
Overall, how much do you feel like you belong at your school.	91%	91%	93%

3rd - 5th Grades

Question	Favorable Response Fall 2022	Favorable Response Fall 2023	Favorable Response Fall 2024
Overall, how high are your teachers' expectations of you?	98%	97%	97%
If you walked into class upset, how concerned would your teachers be?	88%	88%	89%
How excited are you about going to your classes?	83%	85%	85%
How often do your teachers seem excited to be teaching your classes?	94%	94%	94%
How well do the learning experiences offered at your school match your interests and abilities?	88%	87%	87%

3rd - 5th Grades

Question	Favorable Response Fall 2022	Favorable Response Fall 2023	Favorable Response Fall 2024
How sure are you that you can complete all the work that is assigned in your class?	91%	90%	93%
During the past 30 days...how clearly were you able to describe your feelings?	78%	81%	84%
Do you have a teacher or other adult from your school who you can count on to help you, no matter what?	90%	89%	92%
Do you have a friend from school who you can count on to help you, no matter what?	89%	92%	92%
When you get stuck while learning something new, how likely are you to try to learn it in a different way?	81%	84%	86%

6th - 12th Grades

Question	Favorable Response HIXSON Fall 2022	Favorable Response HIXSON Fall 2023	Favorable Response HIXSON Fall 2024	Favorable Response WGHS Fall 2022	Favorable Response WGHS Fall 2023	Favorable Response WGHS Fall 2024
How fairly do adults at your school treat people from different races, ethnicities, cultures, genders, or abilities?	97%	97%	98%	97%	96%	98%
How well do people at your school understand you as a person?	82%	84%	80%	79%	79%	81%
How fairly do students at your school treat people from different races, ethnicities, cultures, genders, or abilities?	91%	93%	93%	94%	93%	93%
Overall, how much do you feel like you belong at your school.	87%	89%	89%	88%	89%	88%
The WGSD assures student voices are heard and respected.	84%	89%	90%	85%	82%	87%

6th - 12th Grades

Question	Favorable Response HIXSON Fall 2022	Favorable Response HIXSON Fall 2023	Favorable Response HIXSON Fall 2024	Favorable Response WGHS Fall 2022	Favorable Response WGHS Fall 2023	Favorable Response WGHS Fall 2024
How comfortable are you sharing your thoughts about race-related topics with other students at your school?	85%	84%	83%	80%	81%	87%
How comfortable are you sharing your thoughts about gender-related topics with other students at your school?	85%	81%	78%	74%	80%	84%
When there are major news events related to race, how often do adults at your school talk about them with students?	70%	72%	72%	65%	62%	74%
When there are major news events related to gender, how often do adults at your school talk about them with students?	63%	65%	65%	55%	54%	66%
When there are major news events related to ability, how often do adults at your school talk about them with students?	65%	66%	70%	50%	50%	63%

6th - 12th Grades

Question	Favorable Response HIXSON Fall 2022	Favorable Response HIXSON Fall 2023	Favorable Response HIXSON Fall 2024	Favorable Response WGHS Fall 2022	Favorable Response WGHS Fall 2023	Favorable Response WGHS Fall 2024
Overall, how high are your teachers' expectations of you?	68%	71%	70%	69%	68%	69%
If you walked into class upset, how concerned would your teachers be?	62%	71%	71%	64%	57%	70%
How excited are you about going to your classes?	61%	66%	71%	58%	64%	70%
How often do your teachers seem excited to be teaching your classes?	85%	84%	87%	89%	90%	92%
How well do the learning experiences offered at your school match your interests and abilities?	76%	77%	81%	83%	84%	86%

6th - 12th Grades

Question	Favorable Response HIXSON Fall 2022	Favorable Response HIXSON Fall 2023	Favorable Response HIXSON Fall 2024	Favorable Response WGHS Fall 2022	Favorable Response WGHS Fall 2023	Favorable Response WGHS Fall 2024
How confident are you that you can complete all the work that is assigned in your class?	89%	87%	87%	91%	83%	85%
During the past 30 days...how clearly were you able to describe your feelings?	77%	81%	78%	78%	78%	82%
Do you have a teacher or other adult from your school who you can count on to help you, no matter what?	79%	78%	79%	73%	82%	87%
Do you have a friend from school who you can count on to help you, no matter what?	94%	90%	93%	88%	91%	93%
When you get stuck while learning something new, how likely are you to try to a different strategy?	80%	81%	85%	84%	83%	87%

Families

Question	Favorable Response Fall 2022	Favorable Response Fall 2023	Favorable Response Fall 2024
Overall, how much respect do you think the staff at your child's school have for the children?	96%	95%	96%
The WGSD assures student voices are heard and respected.	88%	87%	90%
How much of a sense of belonging does your child feel at their school?	89%	90%	92%
If your child has a problem while working towards an important goal, how well can they keep working?	84%	85%	88%

Families

Question	Favorable Response Fall 2022	Favorable Response Fall 2023	Favorable Response Fall 2024
How well do the learning experiences offered at your child's school match their interests and abilities?	90%	90%	92%
How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?	76%* (not a problem or small problem)	78%* (not a problem or small problem)	78%* (not a problem or small problem)
To what extent do you know think that your child enjoys going to their school?	88%	89%	90%
How well do staff at your child's school create a school environment that helps children learn?	95%	93%	95%

Districtwide Suspension Data

	2019-2020	2020-2021	2021-2022	2022-2023 (12/1/2022)	2023-2024	2024 (12/2/2024)
In School Suspension	221	24	229	288	264	114
Out of School Suspension	123	20	186	217	253	72

Districtwide - Out of School Suspension Data

Year	Events	Male	Female	IEP	504	Asian	Black	Multi-Race	Hispanic	White	McKinney Vento	Number of Students	Elementary	Middle	High School
23/24	253	193	60	124	26		97	21	9	126	8	146 students 52 with more than 1 suspension	62	66	125
22/23	217	153	64	93	5		74	26	11	106	9	133 students 43 With more than 1 suspension	56	51	110
21/22	186	135	51	64	21	1	98	10	4	73	11	125 67 more than 1	15	61	110
20/21	18	13	5	9	3		4	5	0	8	0	15	4	5	6
19/20	123	92	31	64	18		56	9	0	51	1	86	10	23	53

Districtwide - In School Suspension Data

Year	Events	Male	Female	IEP	504	Black	Multi-Race	Pacific Islander	Hispanic	White	McKinney Vento	Number of Students	Elementary	Middle	High School
23/24	264	179	85	114	31	99	28		3	134	6	160	38	78	148
22/23	288	211	77	128	23	149	23		7	109	11	176	60	63	165
21/22	229	157	72	55	18	103	10	0	4	112	17	156	28	80	121
20/21	18	15	3	7	0	3	1	1		13	0	18	7	4	7
19/20	221	172	49	78	27	92	9	0		105	12	141	29	29	83