NORTH THURSTON PUBLIC SCHOOLS

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Monitoring Report

Report Date: September 16, 2025

Policy Type: Ends

Strategic Plan Goal 2: Responsible, Resilient, Empowered Learners
Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome D. Increased percentage of students open to and accepting cultural diversity.

Interpretation:
Our interpretation is that students will respond positively to relevant survey questions in the Center for Educational Effectiveness annual student survey.

Rationale
Research continues to show that when students are able to draw from their own cultural knowledge, lived experiences, and community norms, it strengthens their academic achievement—particularly in reading comprehension, critical thinking, and problem solving in mathematics (Gay, 2018; Ladson-Billings, 2021). Cognitive development also occurs through meaningful interactions with adults and peers, where students can test ideas, make hypotheses, and receive feedback that shapes deeper learning. Schools therefore have a responsibility to create environments where every child can thrive, continually progress, and realize their full potential.

Cultural and linguistic diversity in U.S. classrooms has steadily increased over the past several decades. In fact, the National Center for Education Statistics (NCES, 2023) reports that more than half of students in U.S. public schools today identify as students of color, reflecting a shift first noted in 2014 when Latino, African American, and Asian students collectively surpassed the number of white students. The U.S. Census Bureau further projects that by 2045, the nation will become a “majority-minority” country, with people of color comprising more than half of the population.

In this diverse and multicultural society, culturally responsive teaching is no longer optional—it is essential. Such approaches not only affirm students’ identities and experiences but also expand their understanding of diversity in many forms, including race, ethnicity, language, religion, gender identity, sexual orientation, and socioeconomic background.

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Schools that intentionally cultivate a culture of belonging and acceptance foster empathy, develop open-mindedness, strengthen connectedness, and prepare students for long-term success as compassionate, engaged global citizens.

Data:
Annually we ask our students to give us feedback regarding their experiences with our schools. We administer the Center for Educational Effectiveness student survey.

Last year we proposed a SMART goal based on three survey questions that are relevant to this outcome. Based on guidance from the Center for Educational Effectiveness, we examine the percent of students who responded, "almost always true" and "often true" added together.

Question	2023 % responding almost always true or often true	2024 % responding almost always true or often true	2025 % responding almost always true or often true	Goal
I am comfortable interacting with people from a different racial or ethnic background.	87%	85%	89%	90%
I feel good about my cultural or ethnic background.	85%	84%	85%	90%
Our school engages in difficult conversations about race, gender, oppression, and discrimination.	57%	55%	61%	90%

Analysis and Conclusion:
The first question in the table below shows the most positive response to date with 89%, just below the target of 90%. The second question has had steady positive responses but has not yet reached 90%. The third question is where we have the most room for improvement at 61%. Based on these results, we find that we are partial compliance, because we are close to the target of 90% with two questions and have improved in the third.

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