



A hallway display at Longfellow Elementary School (2023)

# Equity, Diversity, and Inclusion in the Eau Claire Area School District

## 2023 Annual Report

September 18, 2023

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**Translation in Hmong & Spanish**

If you would like assistance in the translation of this report or if you have questions about this report, please call Blia Schwahn for Hmong translation at 715-852-6764 and Kresly Rodriguez Martinez at 715-225-3333.

Yog koj xav tau tus neeg Hmoob txhais tsab ntawv no ua lus Hmoob rau koj los yog koj muaj lus nug txog diam ntawv qhia no, hu rau Blia Schwahn 715-852-6850.

Si desea que una persona hispana le traduzca esta carta en español o si tiene preguntas sobre esta reporte, llame a Kresly Rodriguez Martinez al 715-225-3333.

**Non-Discrimination Statement**

Eau Claire Area School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, immigration status, creed, pregnancy, marital or parental status, sexual orientation, gender identity or gender expression, or physical, mental, emotional or learning disability.

# From the Superintendent

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Michael Johnson,  
Superintendent of Schools

ECASD Students, Families, Staff, and Community Members,

We are very pleased to present our second annual Equity Report in the ECASD. We plan on utilizing this as a communication tool and learning document that will evolve over time. The ECASD is committed to increasing equity among students, staff, and the community through anti-racist and anti-bias policy, practice, and procedures. This commitment will be the lens through which the School Board and District's Results and Operational Expectations policies are viewed.

We are using data-driven practices to inform how we intentionally engage our educational systems of support to impact all students' academic, social, and emotional needs. Equity work is not simply to benefit our historically underrepresented populations; it is something we all must do to welcome each student and family, where all experiences are honored and valued.

Our professional development model is geared to meet staff where they are, reflect upon their learning, and grow to improve all outcomes for our students, families, and staff. While I have been an educator for thirty years, I am reminded of my own equity journey--when we know better, we do better for each student.

In partnership,

Michael Johnson  
Superintendent

## Report Author

- Dang Yang, Director of Equity, Diversity and Inclusion & Title IX Coordinator

## Acknowledgements (alphabetical order by first name)

- Angela Funk, Principal of Manz Elementary
- Blia Schwahn, School/Community Liaison
- Brandon Wick, Human Resources Manager
- Christine Watkinson, Director of Student Services
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- Shannon McRaith, Mental Health Coordinator



A classroom at Roosevelt Elementary (2023)

### Our Mission

To inspire and prepare our students to live creative, fulfilling, and responsible lives.

### Our Vision

We challenge minds, build relationships, and nurture individual growth to prepare all students for post-secondary success.

## Introduction

*Educational equity means every learner has access to the resources and rigor they need at the right moment in their education, regardless of their background and life circumstances.  
(Wisconsin DPI, 2022)*

### The value and importance of equity, diversity, and inclusion (EDI) for all students, families, and staff in our district.

The Eau Claire Area School District (ECASD) is committed to ensuring that *all* students receive the high-quality education they deserve. Using the lens of Equity, Diversity, and Inclusion (EDI) is one way in which we can be intentional in meeting the academic, social, and emotional needs of our students. The evolving demographics of our students, families, and our surrounding community speaks to this imperative.

The EDI efforts we undertake to address the patterns of academic, behavioral, social, and emotional learning disparities that we've seen in the student outcomes requires intentionality and courage, and schools are uniquely situated as places that can transform lives.

### Purpose of the Equity Annual Report

The District is committed to increasing equity among students, staff, and the community through anti-racist and anti-bias policy, practice, and procedures. This commitment will be the lens through which the District's Results and Operational Expectations policies are viewed (Eau Claire School Board, 2022). This annual report meets the Eau Claire School Boards "Operational Expectation 2: Equity Commitment" to publish for the community an annual update as to the achievement of goals in the equity work plan. In addition, this annual report is in alignment with the [ECASD's Equity Statement](#) (Eau Claire Area School District, 2022), adopted in March 2021.

More importantly, this annual report serves to inform our stakeholders including students, families, community members, and staff about the intentional efforts made by the district to address systemic inequities, which have often disproportionately impacted students from historically underserved and underrepresented populations. The purpose behind these EDI efforts has always been to create the best learning environment for all our students so that they are successful. We acknowledge that there is also a lot of effort from each of our schools throughout the district to address their unique populations and needs, as well, and we recognize and honor the dedication of our teachers, staff members, and school leaders in these efforts.



# Explanation and Overview of this Report

This annual equity report provides information regarding our district-wide efforts in equity, diversity, and inclusion over the prior year. The data sets in the next section are included to provide context and rationale as to the urgency of the efforts necessary to meet the educational needs of **all** our students.

|                          |   |
|--------------------------|---|
| Student Demographic Data | WISEdash Secure, Wisconsin Department of Public Instruction <a href="https://wisedash.dpi.wi.gov/">https://wisedash.dpi.wi.gov/</a><br>2022-23 Student Ethnic Report <a href="https://www.ecasd.us/District/About/District-Information">https://www.ecasd.us/District/About/District-Information</a><br>ECASD Data Warehouse <a href="https://www.ecasd.us/District/Departments/Assessment">https://www.ecasd.us/District/Departments/Assessment</a>  |
| Staff Demographic Data   | Equal Opportunity Commission Staff Information Report (2022). ECASD Human Resources Office, <a href="https://www.ecasd.us/District/Departments/Human-Resources">https://www.ecasd.us/District/Departments/Human-Resources</a>   |
| Student Outcomes         | WISEdash Secure, Wisconsin Department of Public Instruction <a href="https://wisedash.dpi.wi.gov/">https://wisedash.dpi.wi.gov/</a><br>Wisconsin Department of Public Instructions (DPI) District Report Card, <a href="https://dpi.wi.gov/accountability/report-cards">https://dpi.wi.gov/accountability/report-cards</a>  |
| Climate Data             | Student Climate Survey, ECASD Equity, Diversity, & Inclusion Department, <a href="https://www.ecasd.us/District/About/Equity">https://www.ecasd.us/District/About/Equity</a> , Spring 2023<br>Staff Climate Survey, ECASD Equity, Diversity, & Inclusion Department, <a href="https://www.ecasd.us/District/About/Equity">https://www.ecasd.us/District/About/Equity</a> , Spring 2023<br>Family Climate Survey, ECASD Equity, Diversity, & Inclusion Department, <a href="https://www.ecasd.us/District/About/Equity">https://www.ecasd.us/District/About/Equity</a> , Spring 2023 |
| Organizational Data      | Tiered Fidelity Inventory-TFI, ECASD Student Services (Algonzzine, et. Al, 2019)  |

## Select Definition of Terms (in alphabetical order)

Explore additional terms and definitions on our website at: <https://www.ecasd.us/District/About/Equity>

**Diversity** – The range of human differences, which encompass all different characteristics that make one person or group different from one another. There are many kinds of diversity, based on race, gender, sexual orientation, class, age, country of origin, education, religion, geography, physical, or cognitive abilities. Valuing diversity means recognizing differences between people, acknowledging that these differences are a valued asset, and striving for diverse representation as a critical step towards equity. (National Education Association, 2021)

**Equity** – Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income. (Wisconsin DPI, 2022)

**Ethnicity** – A socially constructed grouping of people based on culture, tribe, language, national heritage, and/or religion. It is often used interchangeably with race and/or national origin, but should be instead considered as an overlapping, rather than identical, category. (National Education Association, 2021)

**Identity (also Social Identity)** – All aspects that make a person who they are including, but not limited to: race, ethnicity, gender, sexual identity, gender identity, socioeconomic status, ability status, language, religion, and marital status. Aspects of culture combine to provide a sense of identity, a history of how a person or group experience interactions with society. (Wisconsin DPI, 2022)

**Inclusion** – Being included within a group or structure. More than simply diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities. (National Education Association, 2021)

**Race** – A socially constructed grouping of people based on physical characteristics and variation. (National Education Association, 2021)

## **Part 1. Demographics & Data**

# By the Numbers: Demographics & Data

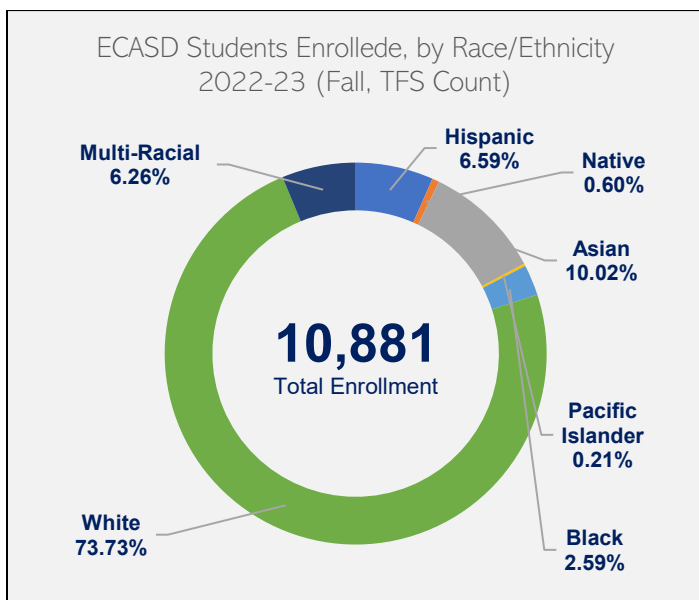
To meet the needs of all students, it is vital to understand the population of students served throughout the District. Without disaggregated data, intentional efforts to address inequities would not be possible.

To that end, the data tables below highlight demographic data to illuminate a more complete and complex understanding of the students and families we serve throughout the District. In an effort to meet our commitment to "...explicitly recognize, examine, and address the systemic manifestations of *oppression* and *racism* in our District (emphasis added)" (Eau Claire Area School District, 2021), the District will monitor student outcomes, based on the following identities, when the appropriate demographic data is available. Please note, this is not meant to be an exhaustive list of identities that will be monitored but instead serves as a starting point as other identities are considered.

- Race/ethnicity
- Gender (Male, Female, & Non-Binary)
- Economic disadvantage (based on reported household income and eligibility for free/reduced lunch)
- Disability/Ability (students receiving Special Education services)
- English Language Learners
- Homeless Status
- LGBTQ

## Student Demographics – Race & Ethnicity

Students and families self-report race/ethnicity and have the option to choose all relevant racial/ethnic identities that apply to the student. The data definitions align with the reporting standards from the Wisconsin Department of Public Instructions (DPI), which are detailed at <https://dpi.wi.gov/wise/data-elements/race>.



### 2022-23 Student Enrollment by Race & Ethnicity (3<sup>rd</sup> Friday in September—TFS Count)

|                        |        |
|------------------------|--------|
| Asian                  | 10.02% |
| Black                  | 2.59%  |
| Hispanic               | 6.59%  |
| Multi-Racial           | 6.26%  |
| Native/American Indian | 0.60%  |
| Pacific Islander       | 0.21%  |
| White                  | 73.73% |

### Student Race/Ethnicity (5-year trend)

% of all ECASD students who self-identify as a race/ethnicity other than White alone

|          |        |
|----------|--------|
| 2018-19: | 23.70% |
| 2019-20: | 24.46% |
| 2020-21: | 24.87% |
| 2021-22: | 25.19% |
| 2022-23: | 26.27% |

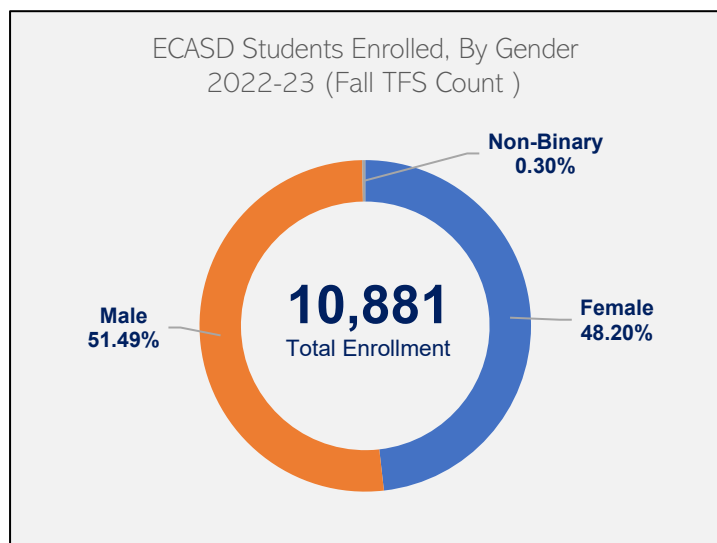
Sources: [2022-23 Student Ethnic Report](#) & [WISEdash Secure \(DPI\)](#)



A classroom at Flynn Elementary (2022)

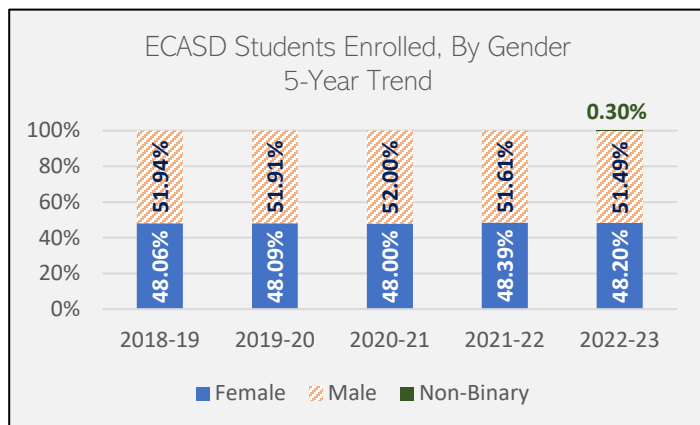
## Student Demographics – Gender

Starting in the 2022-23 school year, the Wisconsin Department of Public Instruction (DPI) began accepting *Non-Binary* as a reporting option. ECASD also began making this option available for students & families to self-report their gender identity, as well.



### Student Gender (5-year trend)

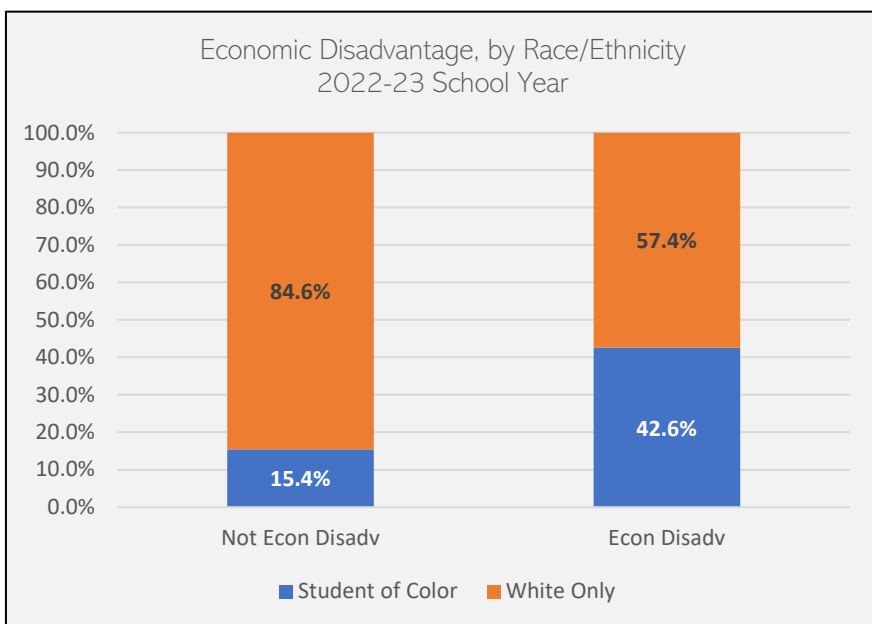
% of ECASD students who self-identify as Male, Female, or Non-Binary



Sources: [2022-23 Student Ethnic Report & WISEdash Secure \(DPI\)](#)

## Student Demographics – Economic Disadvantage

Economic disadvantage is defined as ECASD students whose families are eligible for Free/Reduced lunch based on Family Household Income. Eligibility for free/reduced lunch is based on US Department of Agriculture's annual [Income Eligibility Guidelines](#), which are updated each year. The data table and information found below illustrates different, intersectional ways to understand the unique background and experiences of this population.



### Economic Disadvantage

% of all ECASD students whose families applied for **and** are eligible for Free/Reduced lunch based on Family Household Income

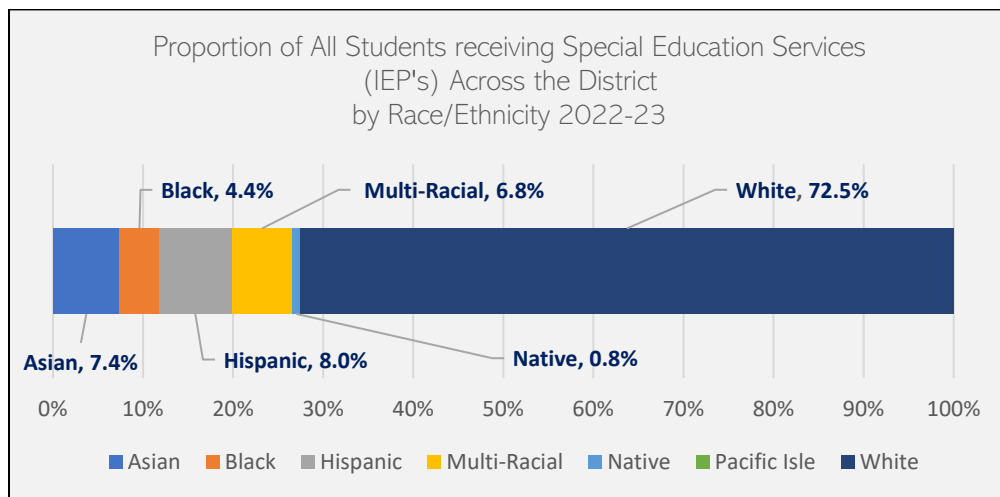
|          |        |
|----------|--------|
| 2018-19: | 40.48% |
| 2019-20: | 39.90% |
| 2020-21: | 40.68% |
| 2021-22: | 42.56% |
| 2022-23: | 41.13% |

Source(s): [WISEdash Secure \(2023\)](#) & [Food and Nutrition Department \(2023\)](#)



## Student Demographics – Students with Disabilities & Special Education

We acknowledge that the data regarding students with disabilities is incomplete. Reporting standards align with the Wisconsin DPI data elements regarding disability. Namely, reports regarding disabilities is indicated in the student's individualized education program (IEP) or individualized service plan (ISP). Only one reporting disability (primary) is identified in reports. The reported disability is the category that most adversely impacts the student's educational performance. The following tables below attempt to provide a wider picture of our students with disabilities in our District—with a focus on demographic data, as of the 2022-23 school year.



### Students with Disabilities & Special Education

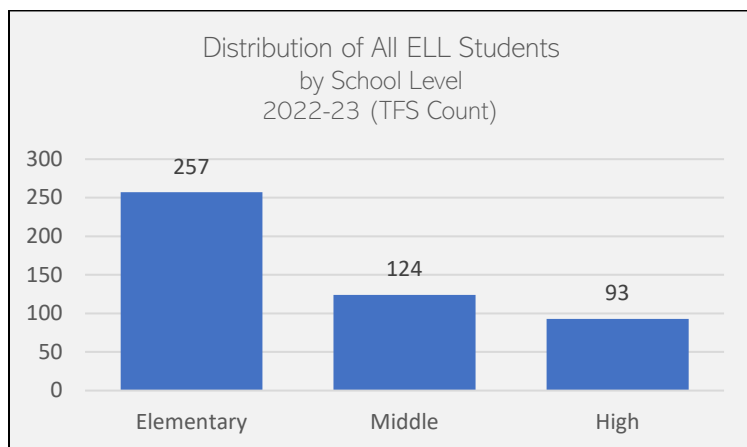
% of all ECASD students eligible for Special Education Services through an Individual Education Program (IEP) Plan

|          |        |
|----------|--------|
| 2018-19: | 14.71% |
| 2019-20: | 15.38% |
| 2020-21: | 16.64% |
| 2021-22: | 17.07% |
| 2022-23: | 17.36% |

Sources: WISEdash Secure (2023, Sept)

## Student Demographics – English Language Learners

English Language Learners (ELL) are eligible for EL services and resources, based on Limited English Proficiency. The table below provides the total proportion of all ECASD students who were eligible for and received EL services and supports.



### English Language Learners (ELL)

% of all ECASD students eligible for ELL services and resources, based on Limited English proficiency (LEP)

|          |       |
|----------|-------|
| 2018-19: | 3.56% |
| 2019-20: | 4.09% |
| 2020-21: | 4.26% |
| 2021-22: | 4.38% |
| 2022-23: | 4.62% |

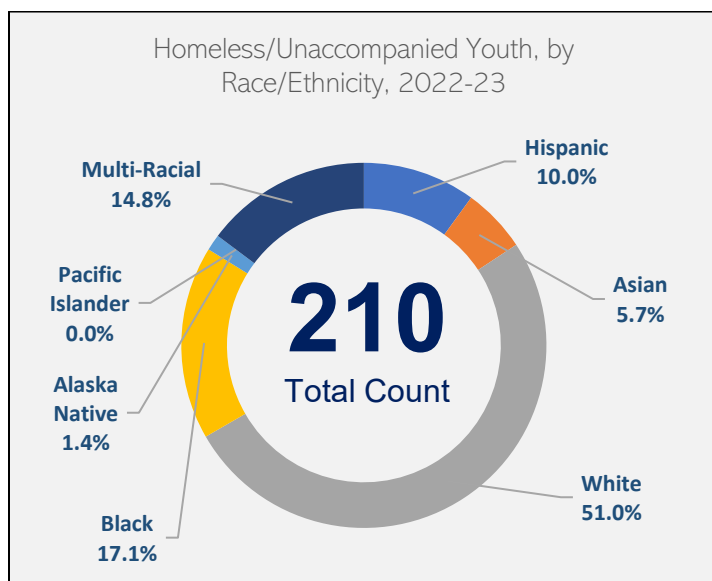
Sources: WISEdash Secure (2023, Sept)



Hallway at Delong Middle School (2022)

## Student Demographics – Homelessness & Unaccompanied Youth

Students who lack a fixed, regular, and adequate nighttime residence is how the Wisconsin DPI defines their family's potential homelessness status. Additional details regarding how DPI defines "homelessness status" can be found at this DPI website - <https://dpi.wi.gov/wise/data-elements/homeless-status>.



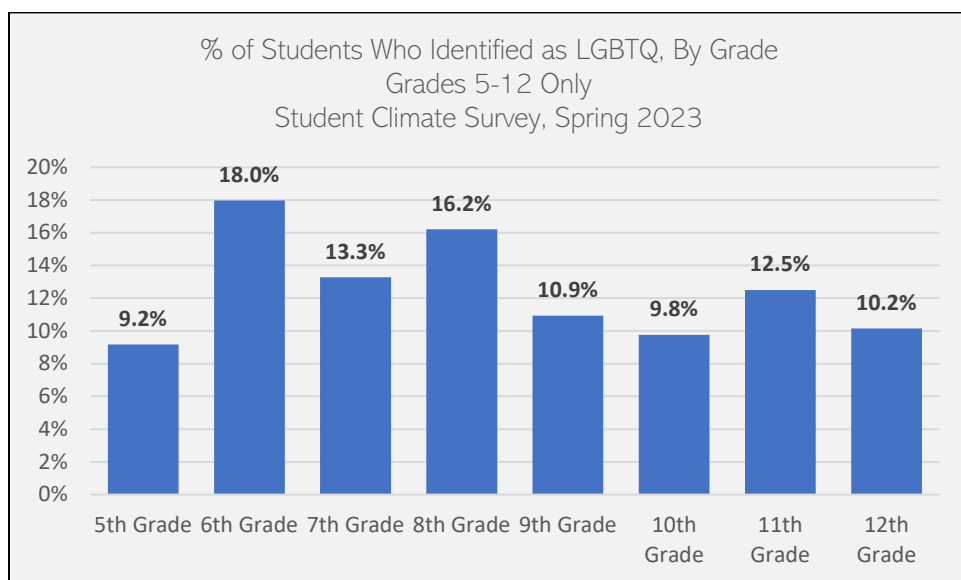
# 26%

Percentage of Homeless & Unaccompanied Youth with a Special Education IEP during the 2022-23 school year

Source: WISEdash Secure (2023, Sept) & ECASD Family Services department

## Student Demographics – LGBTQ

Each year, the District distributes an annual Climate Survey to students (grades 5-12), families, and staff. In 2022-23, the District added a new demographic question "Do you identify as LGBTQ?" All responses in the Climate Surveys are anonymous and self-reported.



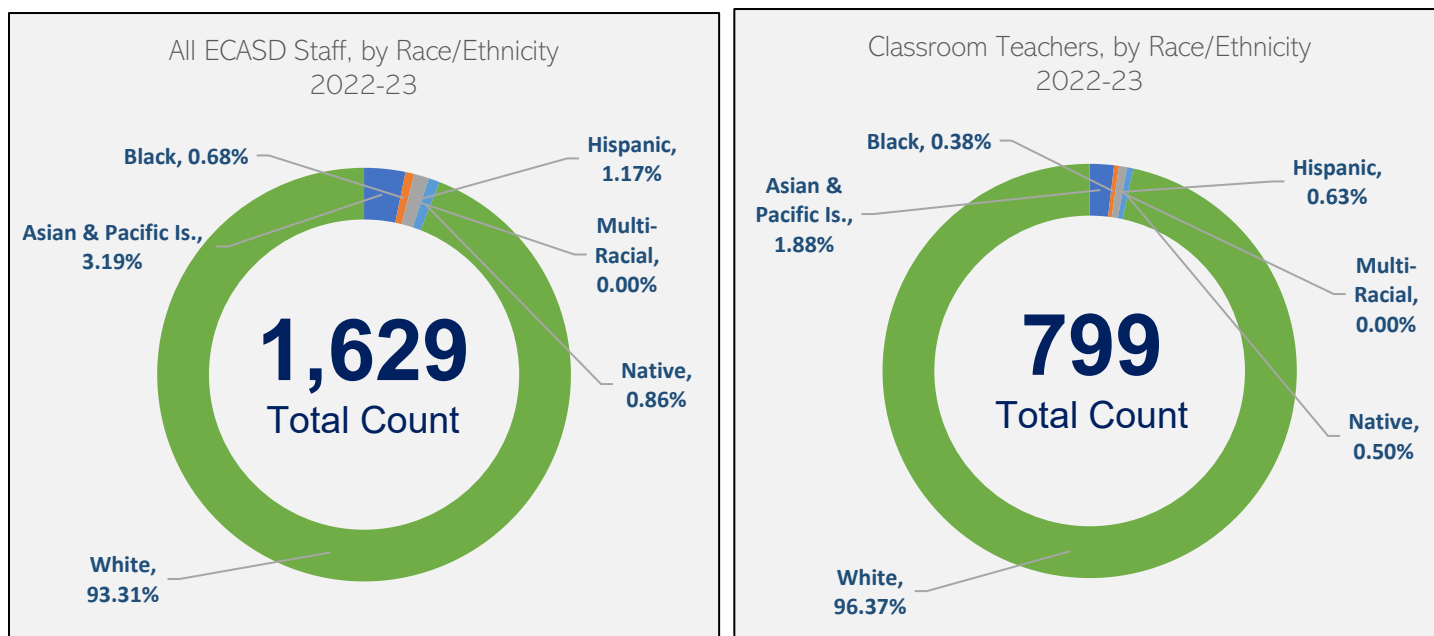
# 14.36%

Identified as LGBTQ  
Student Climate Survey  
Spring 2023

Sources: [Student Climate Survey \(2023, June\)](#)

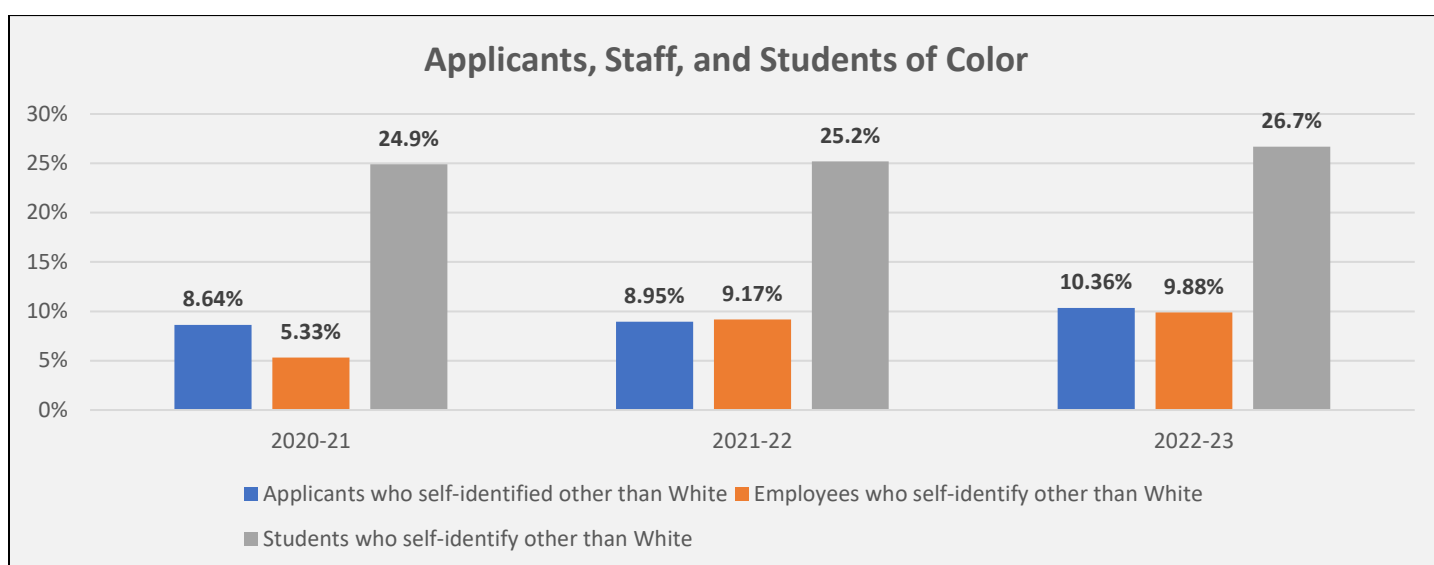
## Staff Demographics

The data tables below provide an high level overview of some demographic information regarding our ECASD employees.



| All ECASD Staff, By Race/Ethnicity (2022-23)   |        | Classroom Teachers, by Race/Ethnicity (2022-23) |        |
|--|--------|---|--------|
| Self-Reported Demographics by Race & Ethnicity |        | Self-Reported Demographics by Race & Ethnicity  |        |
| Asian & Pacific Islander                       | 3.19%  | Asian & Pacific Islander                        | 1.88%  |
| Black/African American                         | 0.68%  | Black/African American                          | 0.38%  |
| Hispanic                                       | 1.17%  | Hispanic  | 0.63%  |
| Multi-Racial                                   | 0.00%  | Multi-Racial                                    | 0.00%  |
| Native/American Indian                         | 0.86%  | Native/American Indian                          | 0.50%  |
| White  | 93.31% | White   | 96.37% |

Source: ECASD Equal Employment Opportunity (EEO) Report 2022-23



Source: ECASD Human Resources Department

# Identifying Our Inequities

Gorski & Swalwell (2015) identifies four competencies within the framework of Equity Literacy. Among these Equity Literacy competencies is the ability to recognize even subtle forms of bias, discrimination, and/or inequity. In an effort to utilize Equity Literacy in our efforts to meet our commitment to EDI, the following data sets are provided to meet our Equity Statement's commitment to "identifying and addressing systemic inequities" (Eau Claire Area School District, 2021).

## Climate Survey

The District distributes three (3) survey questionnaires near the end of each spring term to get feedback on how the District is doing in a number of key areas. These surveys including 1) a District Student Survey, 2) a District Family Survey, and 3) a District Staff survey. The following summative tables illustrate the change of positive responses from the 2022 & 2023 Climate Survey responses.

### Summative Findings

The following tables below provides a high-level overview of the changes in positive responses to the climate survey questions between June 2022 and June 2023 for each of the three Climate Surveys. Changes in responses from year-to-year is counted as a percentage change. Positive responses are typically defined as responses that indicate "Agree" and "Strongly Agree." In questions that are posed in deficit language, positive responses are defined as "Disagree" and "Strongly Disagree. For instance, in the question "Students at this school are teased because of their race or ethnicity," which is found in the Student Climate Survey, a positive response would be students *disagreeing* or *strongly disagreeing* with this statement.

Table 1. Student Climate Survey 2022 & 2023

| At-a-Glance: Student Climate Survey 2022 & 2023<br>Year-to-Year Change, by Theme  |   |                |                                    |  |   |   |
|---|---|----------------|------------------------------------|--|---|---|
| The climate survey questions are adopted from the Wisconsin DPI's Climate Survey. Learn more at <a href="https://dpi.wi.gov/slds/climate-survey-information">https://dpi.wi.gov/slds/climate-survey-information</a> . Themes generally refer to a set of questions that attempt to capture feedback regarding a specific topic.   |   |                |                                    |  |   |   |
| Theme   | Description of Theme  | # of Questions | Cumulative % Change from 2022-2023 | Avg % Change per question from 2022-2023 | Cumulative % Change from 2022-2023 (SOC Only) | Avg % Change per question from 2022-2023 (SOC Only) |
| Cultural & Linguistic Competence  | Student perception of equal treatment, diverse curricular representation, & cross-cultural connectedness.                       | 5              | -9                                 | -1.80                                    | -24   | -4.8  |
| Student/Teacher Relationship  | Student perception of student-to-adult connectedness.   | 6              | 15                                 | 2.50                                     | -12   | -2  |
| Student Participation   | Student perception of engagement & opportunity in school-sponsored programs, services, and activities.                          | 5              | -4                                 | -0.80                                    | -6  | -1.2  |
| Emotional Safety  | Student perception of belonging and peer-to-peer connectedness.   | 4              | -2                                 | -0.50                                    | -12   | -3  |
| Physical Safety   | Student perception of physical safety to self and property.   | 2              | -9                                 | -4.50                                    | -17   | -8.5  |
| Bullying/Cyberbullying  | Student perception of inappropriate behavior based on protected class.  | 4              | -11                                | -2.75                                    | -26   | -6.5  |
| Substance Abuse   | "It is easy for students to use/try alcohol or drugs at school or at school-sponsored events."                                  | 1              | 10                                 | 10.00                                    | 9   | 9   |
| Emergency Readiness   | Student perceptions on their preparation to respond to emergency protocol.  | 2              | 11                                 | 5.50                                     | 6   | 3   |
| Physical Environment  | Student perceptions on the quality and upkeep of classrooms, school, and facilities.  | 5              | 17                                 | 3.40                                     | 9   | 1.8   |
| Instructional Environment   | Student perceptions of effective practices in pedagogy and high expectations, as well as perceived value of curricular content. | 5              | 11                                 | 2.20                                     | 1   | 0.2   |
| Mental Health   | Student perception of social/emotional needs addressed in school.   | 2              | 7                                  | 3.50                                     | 1   | 0.5   |
| Discipline  | Student perceptions on positive interventions, clear expectations, and equitable behavioral consequences.                       | 5              | 10                                 | 2.00                                     | -1  | -0.2  |
| Teaching & Learning (ECASD Custom Questions)  | Assessing understanding of environmental challenges & importance of healthy lifestyle.  | 2              | N/A                                | --                                       | --  | --  |
| <b>Totals</b>   |   | <b>48</b>      | <b>46</b>                          | <b>0.96</b>                              | <b>-72</b>                                    | <b>-1.50</b>  |
| <b>Notes:</b><br>1 - Positive change refers to an increase in positive responses between 2022 and 2023 climate survey questions.<br>2 - Negative change refers to a decrease in positive responses between 2022 and 2023 climate survey questions.<br>3 - Positive responses typically refer to "agree" and "strongly agree" responses or their equivalent on a 4-point Likert scale. "Not applicable" or "I don't know" are not calculated as a positive response.<br>4 - In 2023, LGBTQ and Gender was captured, but wasn't available in prior years. No growth or change data on these identities is available in this report at this time, as a result. |   |                |                                    |  |   |   |

Refer to [Appendix A. Student Climate Survey](#) to view all responses to each survey question, as well as response rates and other details.

Table 2. Family Climate Survey 2022 & 2023

| At-a-Glance: Family Climate Survey 2022 & 2023<br>Year-to-Year Change, by Theme   |  |                |                                    |  |  |                                    |
|---|--|----------------|------------------------------------|--|--|------------------------------------|
| The climate survey questions are adopted from the Wisconsin DPI's Climate Survey. Learn more at <a href="https://dpi.wi.gov/slds/climate-survey-information">https://dpi.wi.gov/slds/climate-survey-information</a> .<br>Themes generally refer to a set of questions that attempt to capture feedback regarding a specific topic.  |  |                |                                    |  |  |                                    |
| Theme   | Description of Theme   | # of Questions | Cumulative % Change from 2022-2023 | Avg % Change per question from 2022-2023 |  | Cumulative % Change from 2022-2023 |
| Cultural & Linguistic Competence  | Family perceptions of equal treatment of their child, diverse curricular representation, & cross-cultural connectedness.   | 3              | -19                                | -6.3333333                               |  | 12                                 |
| Relationship  | Family perception of belonging and student-to-adult connection.  | 4              | 14                                 | 3.5                                      |  | 31                                 |
| Participation & Emotional Safety  | Family perception of available programs for students, open lines of communication between school and family, as well as opportunity to give family feedback to the school. | 6              | 26                                 | 4.3333333                                |  | 40                                 |
| Physical Safety   | Family perception of physical safety for their child or student.   | 3              | -15                                | -5                                       |  | -12                                |
| Bullying & Cyberbullying  | Family perception of school-based bullying & cyberbullying.  | 2              | -4                                 | -2                                       |  | 0                                  |
| Substance Abuse   | Family perception of inappropriate use of drugs and tobacco at the school or building.   | 4              | 5                                  | 1.25                                     |  | 16                                 |
| Emergency Readiness   | Family perception of adequate safety procedures at the school or building.   | 3              | -8                                 | -2.6666667                               |  | -5                                 |
| Physical Environment  | Family perceptions on the quality and upkeep of classrooms, school, and facilities.  | 2              | 5                                  | 2.5                                      |  | -5                                 |
| Instructional Environment   | Family perceptions of effective practices in pedagogy and high expectations, as well as perceived value of curricular content.   | 5              | 43                                 | 8.6                                      |  | 46                                 |
| Discipline & Communication  | Family perceptions on positive interventions, clear expectations, and equitable behavioral consequences.   | 5              | 75                                 | 15                                       |  | 65                                 |
| Totals  |  | 37             | 122                                | 3.30                                     |  | 188                                |
|   |  |                |                                    |  |  | 5.081081081                        |
| <b>Notes:</b><br>1 - Positive change refers to an increase in positive responses between 2022 and 2023 climate survey questions.<br>2 - Negative change refers to a decrease in positive responses between 2022 and 2023 climate survey questions.<br>3 - Positive responses typically refer to "agree" and "strongly agree" responses or their equivalent on a 4-point Likert scale. "Not applicable" or "I don't know" are not calculated as a positive response. |  |                |                                    |  |  |                                    |

Refer to [Appendix B. Family Climate Survey](#) to view all responses to each survey question, as well as response rates and other details.



A student in a classroom at Prairie Ridge Academy (2022)



Table 3. Staff Climate Survey 2022 &amp; 2023

| At-a-Glance: Staff Climate Survey 2022 & 2023<br>Year-to-Year Change, by Theme  |  |                |                                    |  |   |   |
|---|--|----------------|------------------------------------|--|---|---|
| The climate survey questions are adopted from the Wisconsin DPI's Climate Survey. Learn more at <a href="https://dpi.wi.gov/slds/climate-survey-information">https://dpi.wi.gov/slds/climate-survey-information</a> .<br>Themes generally refer to a set of questions that attempt to capture feedback regarding a specific topic.  |  |                |                                    |  |   |   |
| Theme   | Description of Theme   | # of Questions | Cumulative % Change from 2022-2023 | Avg % Change per question from 2022-2023 | Cumulative % Change from 2022-2023 (POC Only) | Avg % Change per question from 2022-2023 (POC Only) |
| Cultural & Linguistic Competence  | Staff perception of equal treatment, diverse curricular representation, & cross-cultural connectedness <b>for students</b> .     | 6              | -40                                | -6.67                                    | -43   | -7.1666667  |
| Student Support & Engagement  | Staff perception of their school's ability to provide support for a student's social/emotional needs.                            | 3              | -2                                 | -0.67                                    | 1   | 0.3333333   |
| Parent & Families   | Staff perception of their school's ability to engage, support, and communicate with parents & families.                          | 4              | 8                                  | 2.00                                     | -3  | -0.75   |
| Teamwork  | Staff perception of connectedness and trust among colleagues in their building.  | 2              | 4                                  | 2.00                                     | 5   | 2.5   |
| Communication & Agency  | Staff perception of their opportunity to be involved in decision making at the school or district.                               | 4              | 14                                 | 3.50                                     | 28  | 7   |
| Student Empowerment & Agency  | Staff perception of student opportunities to engage in activities and be part of school-wide decision making.                    | 2              | -13                                | -6.50                                    | -1  | -0.5  |
| Emotional Safety  | Staff perception of belonging and connectedness among colleagues at their school or building.                                    | 6              | 5                                  | 0.83                                     | 18  | 3   |
| Physical Safety   | Staff perception of physical safety for themselves and perception of criminal or significant behavior at their school/building.  | 8              | -49                                | -6.13                                    | -76   | -9.5  |
| Bullying & Cyberbullying  | Staff perception of bullying and cyber bullying among students AND among colleagues at their school or building.                 | 8              | -18                                | -2.25                                    | -72   | -9  |
| Substance Abuse   | Staff perception of inappropriate access and use of drugs and tobacco at their school or building.                               | 2              | -22                                | -11.00                                   | -45   | -22.5   |
| Emergency Readiness   | Staff perception of their preparation to respond to emergency protocol at their school or building.                              | 4              | -9                                 | -2.25                                    | 4   | 1   |
| Physical Environment  | Staff perception of the school's cleanliness and access to work spaces that allow them to accomplish their responsibilities.     | 5              | -6                                 | -1.20                                    | -1  | -0.2  |
| Instructional Environment   | Staff perception of their workplace environment and job responsibilities.  | 6              | 14                                 | 2.33                                     | -23   | -3.8333333  |
| Instructional Review  | Staff perception of the continual improvement process of the curriculum.   | 2              | -1                                 | -0.50                                    | -27   | -13.5   |
| Student Physical & Mental Health  | Staff perceptions on the resources available in their schools to support the physical and mental health needs of their students. | 5              | 8                                  | 1.60                                     | 35  | 7   |
| Discipline Practices  | Staff perception of the quality and effectiveness of their school's discipline practices.  | 6              | -14                                | -2.33                                    | -3  | -0.5  |
| Communication   | Staff perception of effective communication of information throughout the district.  | 2              | -4                                 | -2.00                                    | -6  | -3  |
| <b>Totals</b>   |  | <b>75</b>      | <b>-125</b>                        | <b>-1.67</b>                             | <b>-209</b>                                   | <b>-2.79</b>  |
| <b>Notes:</b><br>1 - Positive change refers to an increase in positive responses between 2022 and 2023 climate survey questions.<br>2 - Negative change refers to a decrease in positive responses between 2022 and 2023 climate survey questions.<br>3 - Positive responses typically refer to "agree" and "strongly agree" responses or the equivalent on a 4-point Likert scale. "Not applicable" or "I don't know" are not calculated as a positive response.<br>4 - "POC" is an acronym for "Person of Color." Columns indicating % change over time for POC Only, will include responses from staff who self-identify as a "person of color." |  |                |                                    |  |   |   |

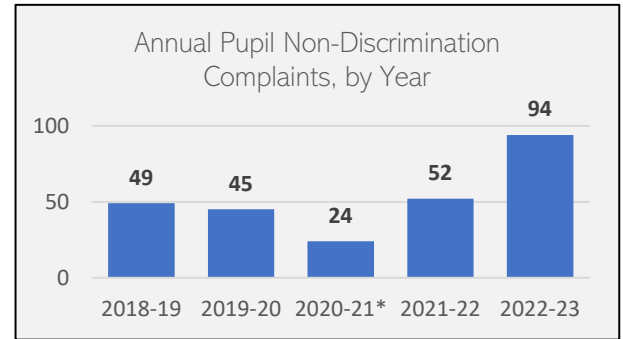
Refer to [Appendix C. Staff Climate Survey](#) to view all responses to each survey question, as well as response rates and other details.

## Annual Pupil Non-Discrimination Reports

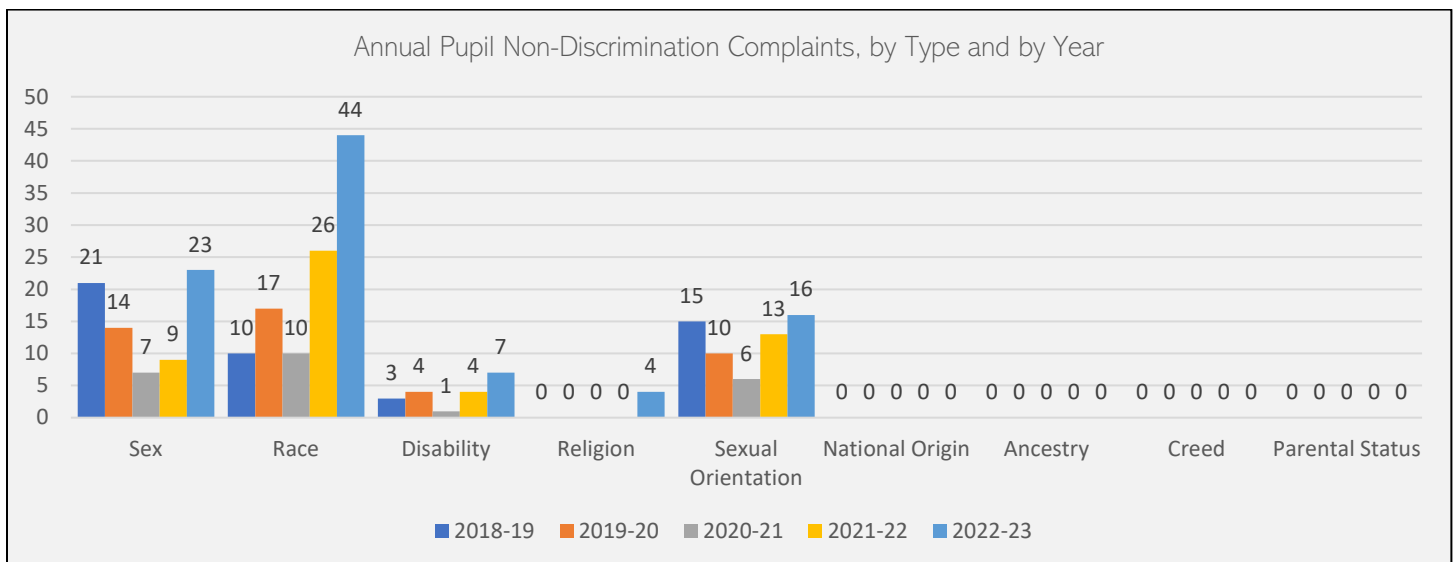
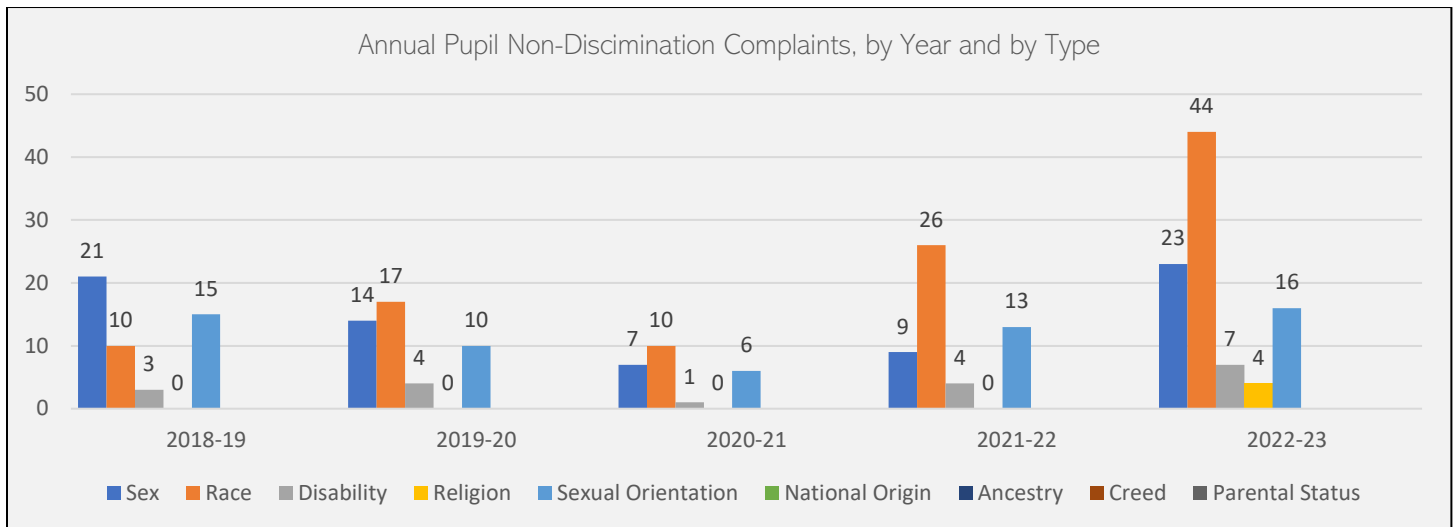
Each year, districts are required to submit a compliance report to the Wisconsin Department of Public Instruction (DPI) outlining the total number of student discrimination and harassment complaints received each year.

**Notation & Explanation of Results.** Note that the data from 2020-21 school year should be interpreted with caution given the impact of COVID-19 and the implementation of virtual learning during this year.

**The 2022-23 Data.** The District recognizes that discrimination and harassment is often *underreported* in schools. Over the course of the 2022-23 school year, targeted EDI Training focused on helping staff addressing racist, homophobic, and harassing behavior (refer to [Action Step 4](#) in the ECASD Culturally Responsiveness Plan). One component of this training was to communicate the importance of appropriately reporting and responding to instances of harassment, based on a protected class (i.e. race/ethnicity, sexual orientation, gender, etc.). The 80.1% increase (54 to 94) in the total number of Annual Pupil Non-Discrimination Complaints between the 2021-22 and 2022-23 school year is a predictable result of the District's attempt to create a culture of reporting, which will allow us to more accurately understand the prevalence of these behaviors so we can more appropriately address these behaviors.



Any instance of discrimination and harassment is unacceptable, but the data also shows us that while numerous protected classes are included in this annual report, there are four primary identities that warrant our attention, including Harassment & Discrimination based on Sex (M/F/N), Race/Ethnicity, Disability, and Sexual Orientation.



## Racial Disproportionality in Special Education

Wisconsin DPI is responsible for ensuring that districts are accountable for recognizing and taking action when students-of-color are identified as students with disabilities at substantially higher rates than their peers. While all children who require special education services should certainly be appropriately identified and supported, this must be balanced with ensuring that no child is inappropriately identified for special education services. Regarding the Eau Claire Area School District, the District's identification of "Racial Disproportionality in Special Education" means that for three consecutive years, the District has a risk ratio of 2.0 or greater for a racial/ethnic group for a disability category and meet [other criteria in this definition](#). Risk ratios are calculated by dividing the *risk for a racial group for students with disabilities / risk for comparison group for students with disabilities* (where a comparison group being the remaining race/ethnic categories).

*Table 4. Specific Disability Category and Risk Ratio by Race/Ethnicity: Change Over Prior 3-years*

| Specific Disability Category | Racial Identity           | Risk Ratio (2020-21) | Risk Ratio (2021-22) | Risk Ratio (2022-23) |
|------------------------------|---------------------------|----------------------|----------------------|----------------------|
| Emotional Behavioral         | Black or African American | 3.0247               | 3.5343               | 2.847                |
| Specific Learning            | Black or African American | 2.5125               | 2.2823               | 2.1447               |

Racial/ethnic categories are defined by the Wisconsin DPI using the following categories: Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. See DPI's [Data Elements website](#) for more details on racial/ethnic categories. Learn more about Special Education disproportionality by visiting DPI's [Significant Disproportionality in Special Education](#) website.

### Response to Disproportionality (2022-23)

The data continues to indicate an overrepresentation of Black or African American students identified as having "Emotional/Behavioral" disabilities, as well as Black or African American students identified as having "Specific Learning" disabilities. A root cause analysis and a needs assessment identified a number of areas to address in order to better serve both students with disabilities and students from underrepresented racial/ethnic categories in order to bring this overrepresentation into parity. These strategies include:

- Establishing a district organizational structure to coordinate and support the implementation of an EMLSS system in each building through the braiding of academic and behavior support in all aspects of ECASD's EMLSS framework.
  - Established Pupil Services Teams
  - Increased allocation of elementary coaching positions; revised job descriptions to intentionally braid academic, social, and emotional learning together.
- Operationalize the District EMLSS Framework through the implementation of the District's strategic plan
- Establish a supportive learning environment through implementation of culturally responsive practices.
  - Implementation of the ECASD Equity/Cultural Responsiveness Plan
  - Ongoing administrator professional learning about culturally responsive school leadership and restorative practices in disciplinary interventions
  - Continued efforts in the District's Social/Emotional Learning (SEL) program

### What the Data Tells Us

The data shows ongoing disproportionality throughout the past three years, but it also provides important information that the ongoing interventions implemented through these strategies has led to improvements in our rates of disproportionality.

## Enrollment in College-Ready STEM Courses by Gender

The data tables and charts below provide insights into the gender representation in the enrollment of college-ready STEM courses in our high schools. The College Board defines STEM courses to include:

- Math as AP courses in Calculus AB, Calculus BC, Computer Science Principles, Computer Science A, and Statistics
- Science as AP courses in Biology, Chemistry, Environmental Science, Physics 1, Physics 2, Physics B, Physics C: Electricity and Magnetism, and Physics C: Mechanics

### Summative Findings

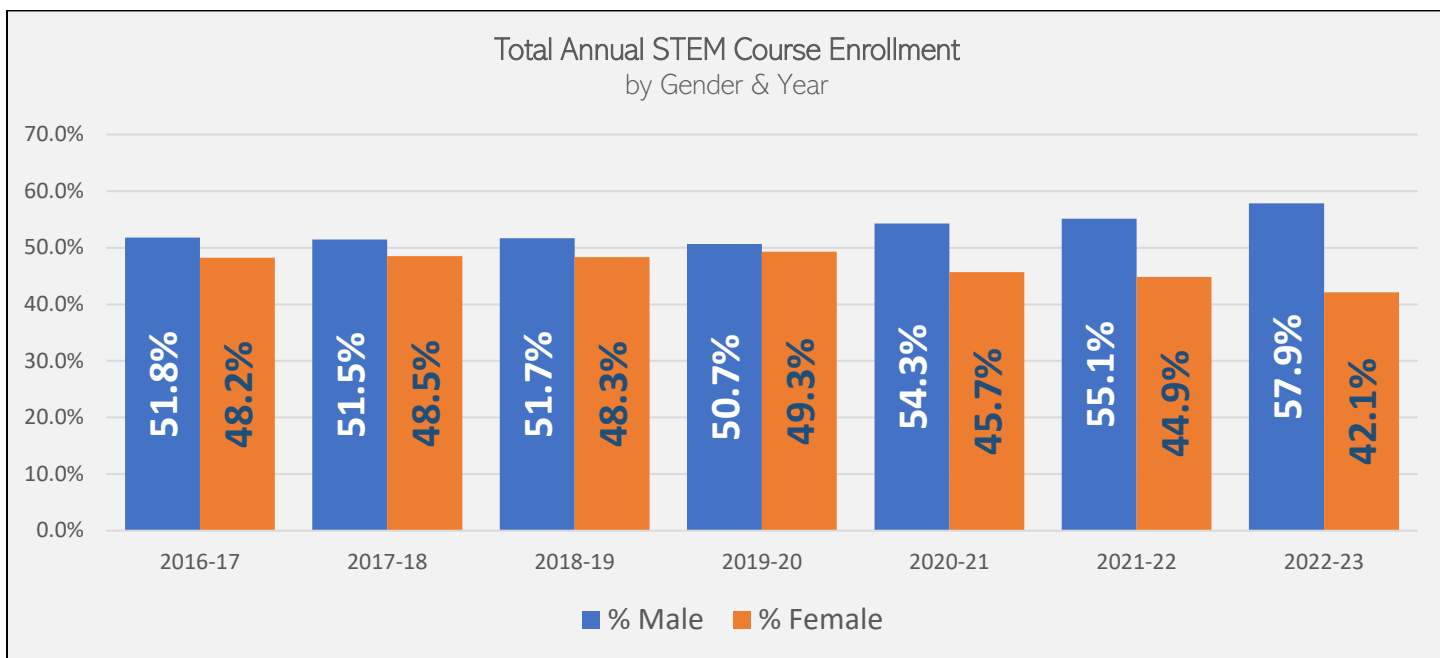
Over the past seven years, total enrollment in STEM courses has been steady. However, there are some trends that should be highlighted. For instance, over the past four school years (2019-20 through 2022-23), there has been an **overall** widening gap between the enrollment of students who identify as male vs. students who identify as female in STEM courses. Specifically, the trend suggests that students who identify as male are increasing in the proportion of individuals enrolled in STEM courses (51.8% to 57.9%), while students who identify as female are decreasing in the proportion of individuals enrolled in STEM courses (48.2% to 42.1%).

Demographic changes in the student body don't account for this widening gap in enrollment. When comparing the gender identities of all high school students enrolled during the same period, there is an inverse trend, whereby over the course of the seven-year period, the proportion of all students who identify as male are decreasing (49.1% to 47.4%) while the proportion of all students who identify as female are increasing (50.9% to 52.1%).

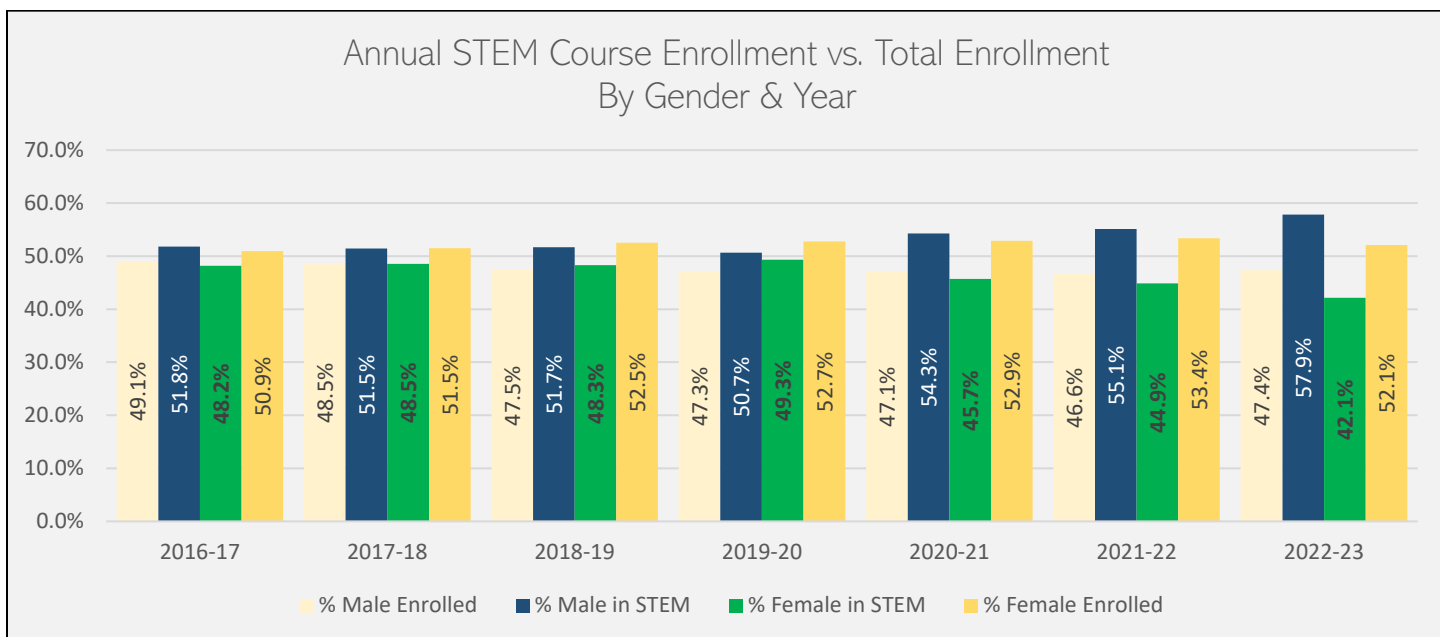
Table 5. Total STEM Course Enrollment by Year

| Course Name                 | 2016-17     | 2017-18     | 2018-19     | 2019-20     | 2020-21     | 2021-22     | 2022-23     |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AP Calculus AB              | 163         | 166         | 156         | 142         | 140         | 151         | 132         |
| AP Calculus BC              | 59          | 57          | 68          | 66          | 32          | 46          | 46          |
| Computer Science Essentials | 20          | 21          | 17          | --          | --          | 35          | 17          |
| AP Statistics               | 131         | 122         | 109         | 122         | 113         | 90          | 125         |
| AP Biology                  | 72          | 109         | 109         | 108         | 87          | 82          | 45          |
| AP Chemistry                | 59          | 62          | 53          | 36          | 28          | 23          | 19          |
| Environmental Science A     | 242         | 349         | 344         | 415         | 401         | 403         | 422         |
| Environmental Science B     | 229         | 261         | 203         | 279         | 351         | 342         | 303         |
| Physics 1                   | 132         | 111         | 113         | 78          | 85          | 80          | 88          |
| Biotechnology               | 35          | 28          | 34          | 44          | 33          | 33          | 58          |
| Physics C: Mechanics        | 63          | 45          | 37          | 49          | 34          | 27          | 30          |
| <b>Total Enrollment</b>     | <b>1205</b> | <b>1321</b> | <b>1254</b> | <b>1328</b> | <b>1302</b> | <b>1311</b> | <b>1284</b> |

Source: ECASD Student Information System (2023, Sept)



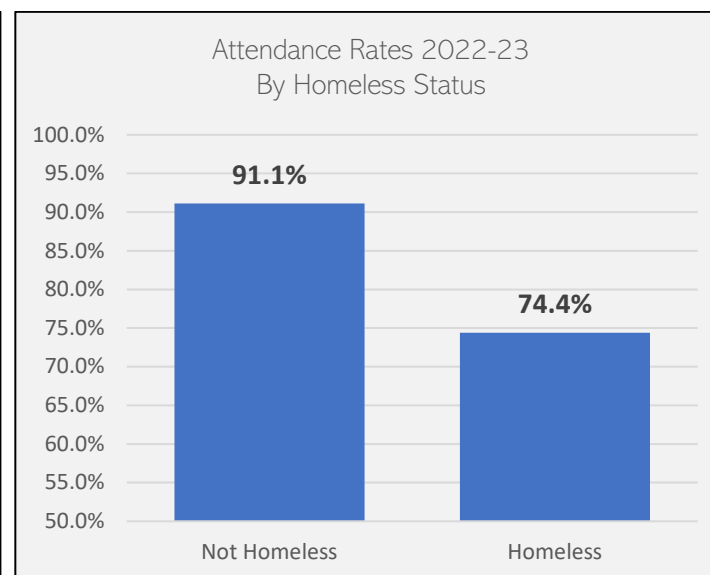
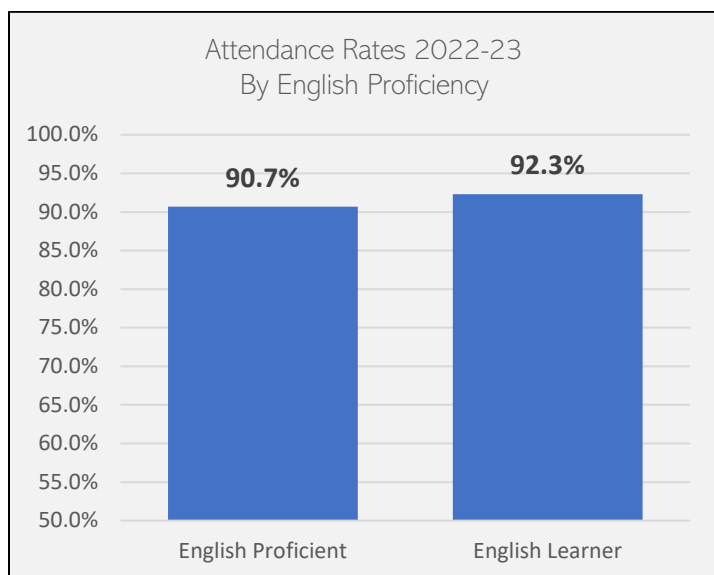
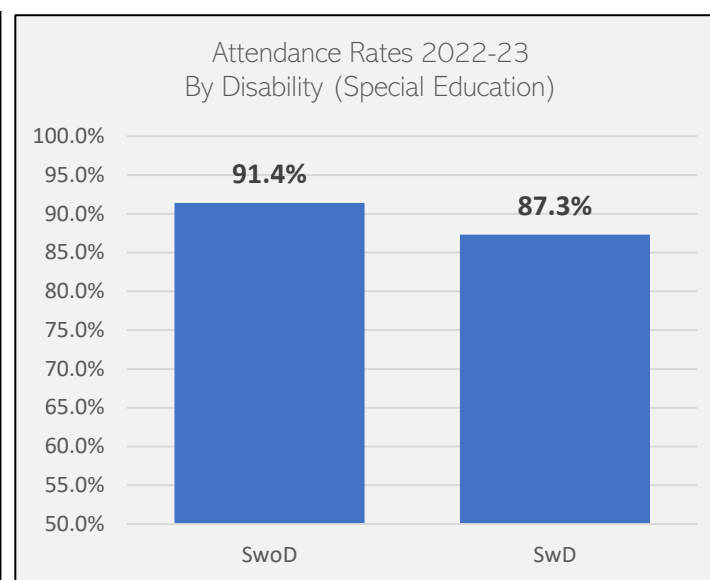
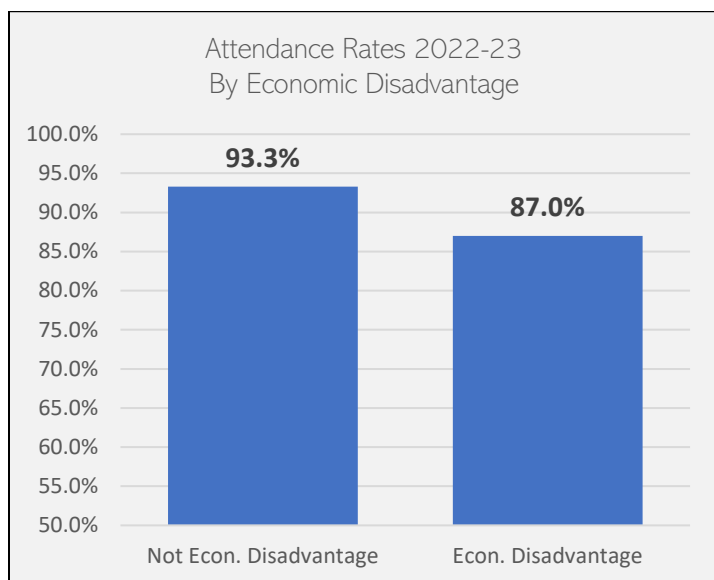
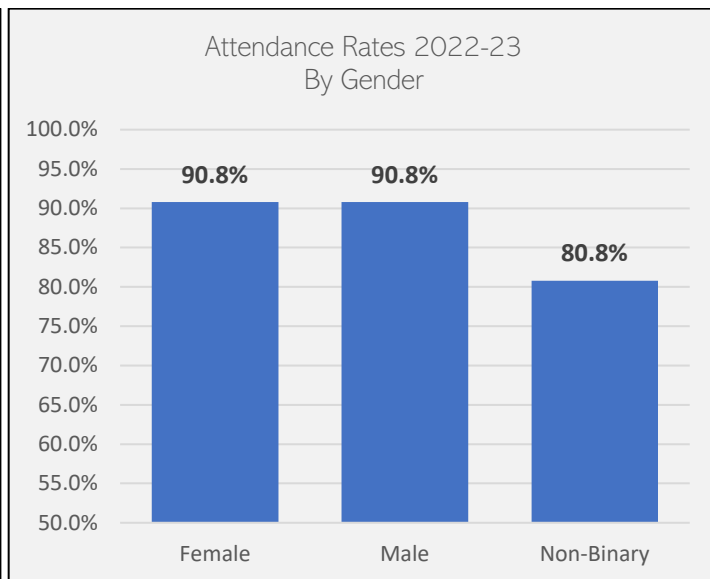
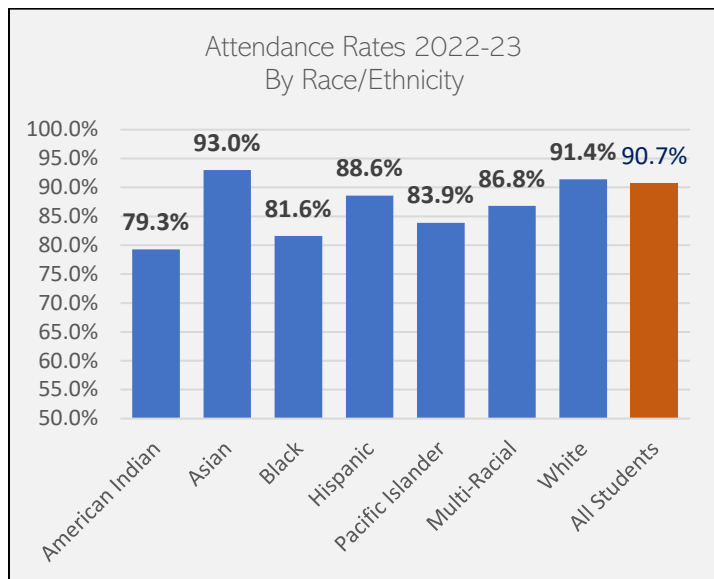
Source(s): ECASD Student Information System & WISEdash Secure (2023, Sept)



Source(s): ECASD Student Information System & WISEdash Secure (2023, Sept)

## Attendance

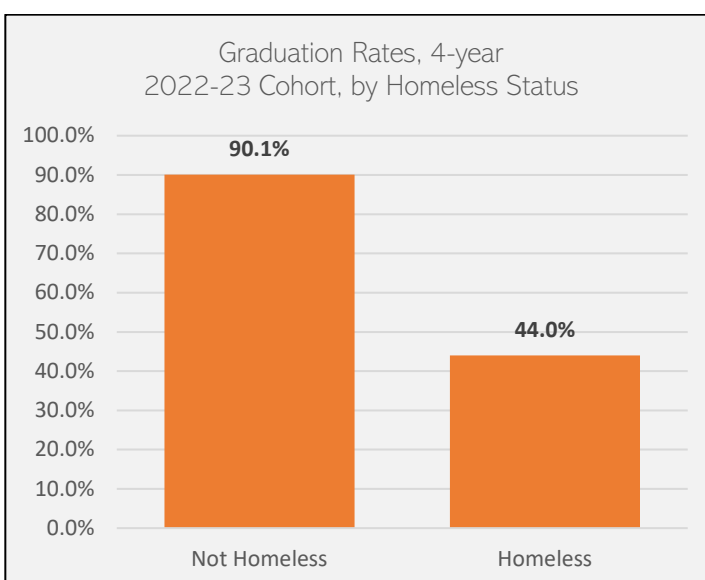
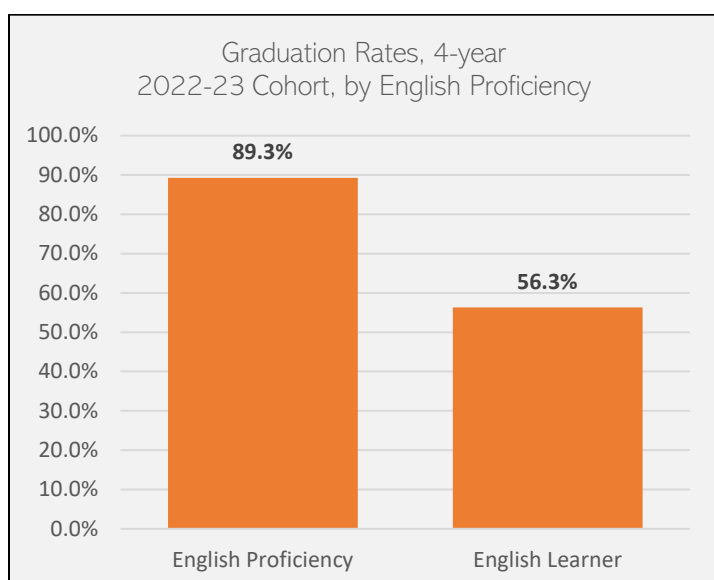
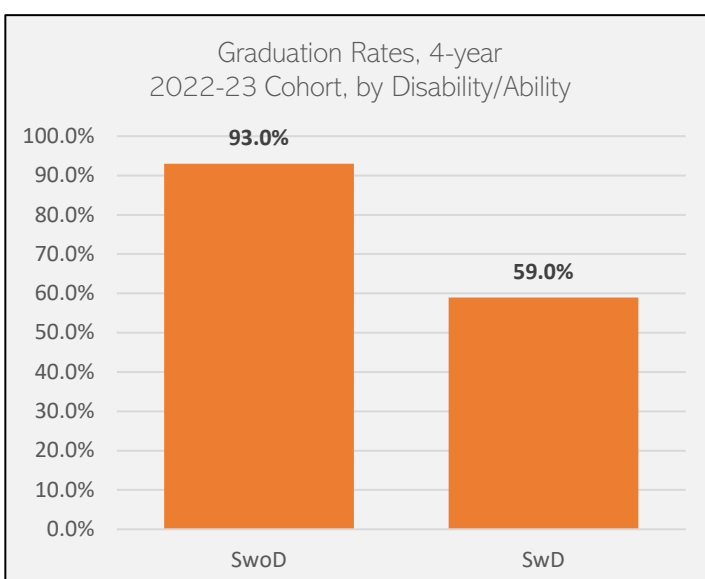
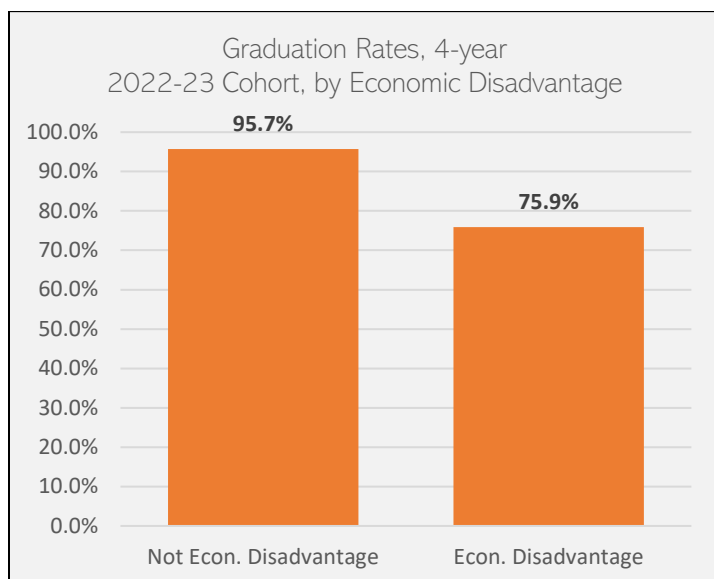
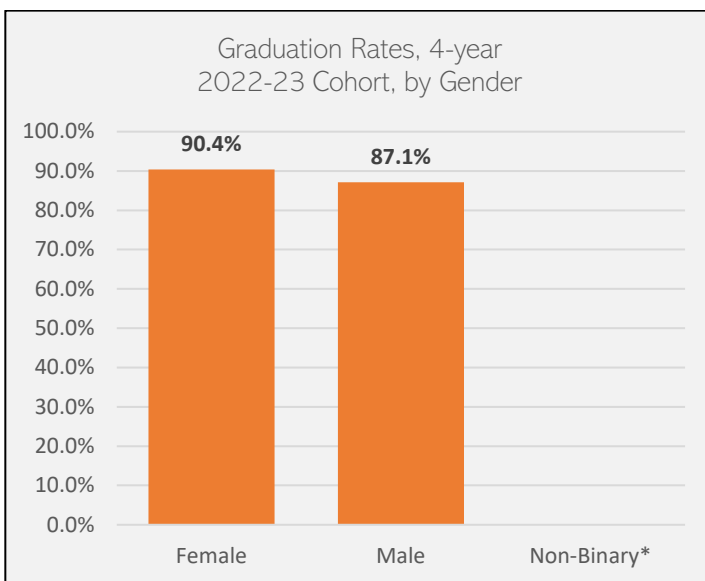
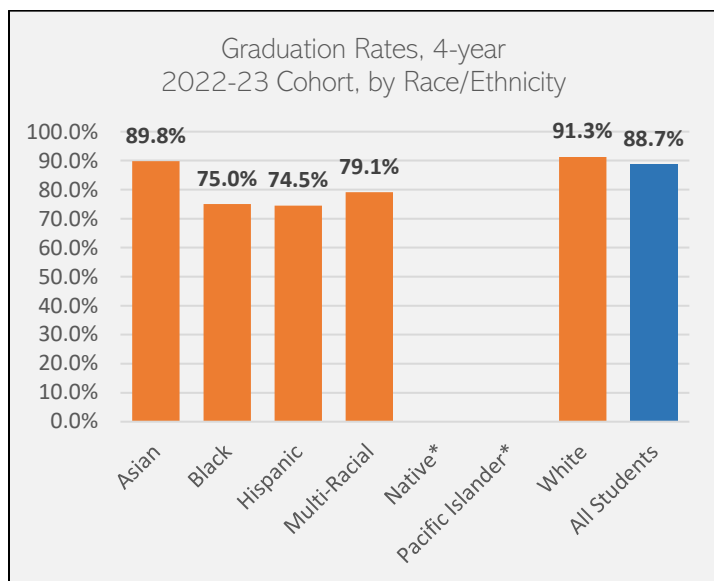
Attendance rates are calculated by taking the “actual days of attendance” divided by the “Possible Days of Attendance.” The data tables below disaggregate attendance rates through various social identities for comparison.





## Graduation Rates

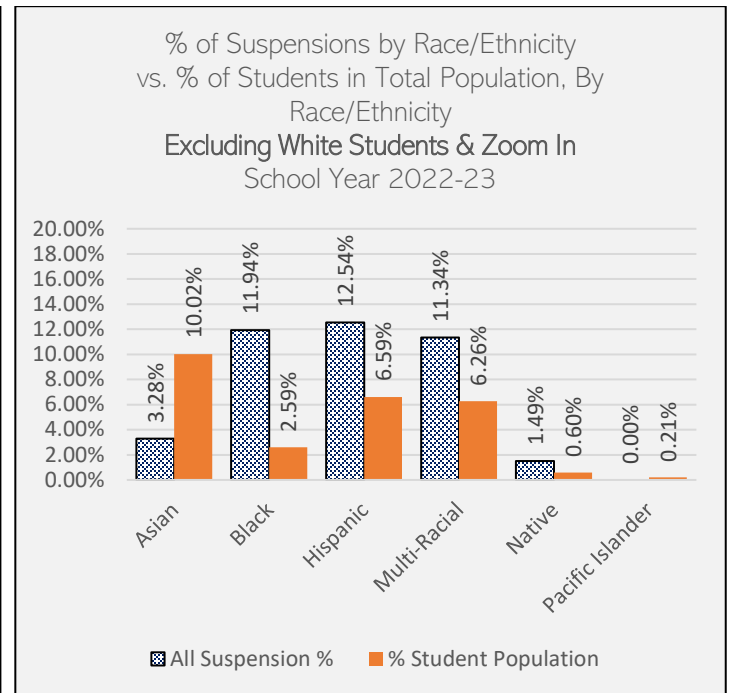
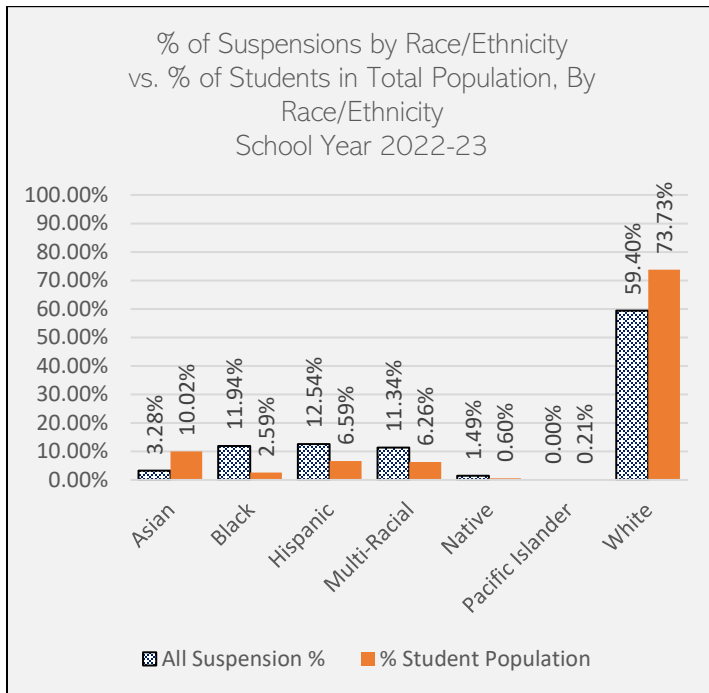
For the purposes of this report, 4-year graduation rates are presented. However, continued monitoring of 5-7 year graduation rate are ongoing. Demographic categories with small N-size are not included and are marked by an asterisk (\*).



## In-School & Out of School Suspension

The following charts provide a comparison between the proportion of students suspended disaggregated by race/ethnicity compared to their respective proportion in the ECASD student population (using 3<sup>rd</sup> Friday of September figures). For example, students who identify as Multi-Racial account for 11.34% of all suspensions during the 2022-23 school year, while accounting for only 6.26% of the total ECASD student population that same year. Please note, for ease of reading and viewing, the second chart removes “White” and zooms into the data. Please note the vertical axis utilize different units between the two charts.

In School Suspensions & Out of School Suspensions are combined in these charts.



## **Part 2.**

# **Our Equity Framework & Systems**

# Our Foundation: Systems & Frameworks

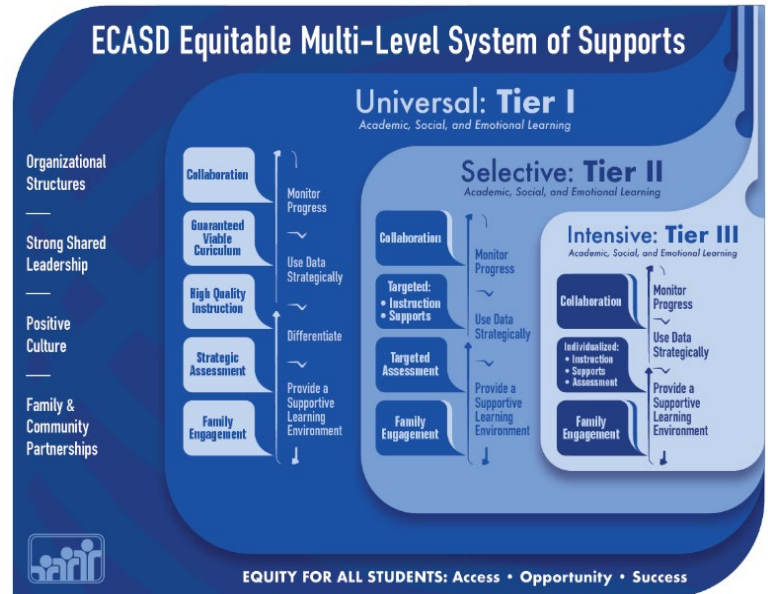
Our District's commitment to equity, diversity, and inclusion explicitly recognizes, examines, and addresses the systemic manifestations of oppression and racism in our District, as well as in all aspects of our governance policies, processes, practices, and outcomes. We recognize that the success of our District's EDI efforts relies on the degree to which EDI is formally embedded throughout our District. To that end, we have intentionally sought ways to design equity into our systems and daily practice. These are the inputs that drive our outcomes (key performance indicators). The following systemic practices, which include the design and implementation of our Equitable Multi-Level Systems of Support (E-MLSS), our Instructional Framework, and Positive Behavioral Interventions and Supports (PBIS).

## Equitable Multi-Level Systems of Support

The ECASD Equitable Multi-Level Systems of Support (E-MLSS) framework serves as a comprehensive framework that informs the work of all ECASD teachers and staff members, and it sets forth a holistic vision of an integrated and coherent system of academic, behavioral, social, and emotional supports to ensure equitable success for **every** learner. In short, E-MLSS is a systemic equity framework (Wisconsin DPI, 2023).

At the core of E-MLSS, **equity** for all students serves as the foundation of the framework in order to meet the **diverse** and unique academic needs of our students. With elements such as a strong universal level of support in the use of a guaranteed viable curriculum, high-quality instruction, strategic use of data, collaboration among stakeholders, and engagement with our families, we can ensure that **inclusion** is attainable for all students to be successful in our schools.

While the District has been working on the initial implementation of the Equitable Multi-Level Systems of Support framework since 2018, the prior 2022-23 school year serves as the first year of intentional, district-wide implementation of this framework.



ECASD Equitable Multi-Level Systems of Support Framework (2022)

## Instructional Framework

**How** we teach in the Eau Claire Area School District is just as important as **what** we teach. Informed by the ECASD Teaching & Learning Strategic Plan and completed in August 2022 with implementation having taken place across the District during the Fall 2022 term, the instructional framework serves as an interrelated set of systems that when implemented with fidelity provides high quality instruction within a supportive learning environment across all classrooms and schools.

In alignment with the E-MLSS, the instructional framework was designed with equity, diversity, and inclusion from the start and these systems include expectations for:

- what students will learn
- instructional strategies and practices to guide student learning and assessment, and
- professional learning to address identified needs

## Positive Behavior Interventions and Supports (PBIS)



Students at Robbins Elementary (2023)

Creating safe, predictable, and equitable learning environments is at the core of academic success for our students. PBIS serves as a systemic framework that informs behavior intervention practices that are culturally responsive and culturally appropriate for **all** our students.

Implementing the PBIS is really important, and it takes time to do it well. Our District uses a tool called the Tiered Fidelity Inventory-TFI (Algozzine, et. Al, 2019), which uses a series of rubrics to measure how schools are implementing the core features of this framework. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and Tier 3: Intensive SWPBIS Features). Generally, any tier

scored at 70% or higher will start to produce positive outcomes for students. When a school reaches 70% or higher at a given tier, they are considered "at fidelity." The tables below provide our latest self-reported scores from each ECASD school regarding their current progress toward full implementation throughout the three tiers of PBIS.

Starting in 2023-24 school year, the district will be adopting an updated version of the TFI, which is the TFI 3.0. The district currently uses TFI 2.1. This update will have an "increased focus on equity, mental health, and classroom implementation of PBIS," as well as an "expanded 5-point scale with indicators, allowing teams to report more accurately on their implementation and have more guidance to support action planning." (NEPBIS, 2023)

### ECASD Elementary School(s) TFI Tier I & Tier II Scale Score (2022-23)

| School Name               | Tier 1 Percentage Implemented | Tier 2 Percentage Implemented | Tier 3 Percentage Implemented |
|---------------------------|-------------------------------|-------------------------------|-------------------------------|
| CV Montessori Charter     | 67%                           | 85%                           | N/A                           |
| Flynn Elementary          | 87%                           | 77%                           | N/A                           |
| Lakeshore Elementary      | 83%                           | 88%                           | N/A                           |
| Locust Lane Elementary    | 80%                           | 92%                           | 41%                           |
| Longfellow Elementary     | 73%                           | 81%                           | N/A                           |
| Manz Elementary           | 63%                           | 77%                           | N/A                           |
| Meadowview Elementary     | 90%                           | 62%                           | N/A                           |
| Northwoods Elementary     | 93%                           | 85%                           | N/A                           |
| Putnam Heights Elementary | 87%                           | 88%                           | N/A                           |
| Robbins Elementary        | 70%                           | 73%                           | 76%                           |
| Roosevelt Elementary      | 100%                          | 96%                           | N/A                           |
| Sam Davey Elementary      | 80%                           | 96%                           | N/A                           |
| Sherman Elementary        | 100%                          | 100%                          | N/A                           |

### ECASD Middle School(s) TFI Tier I & Tier II) Scale Score

| School Name             | Tier 1 Percentage Implemented | Tier 2 Percentage Implemented | Tier 3 Percentage Implemented |
|-------------------------|-------------------------------|-------------------------------|-------------------------------|
| Delong Middle School    | 57%                           | 20%                           | N/A                           |
| Northstar Middle School | 73%                           | 65%                           | N/A                           |
| South Middle School     | 77%                           | 58%                           | N/A                           |

### ECASD High School(s) TFI Tier I & Tier II) Scale Score

| School Name             | Tier 1 Percentage Implemented | Tier 2 Percentage Implemented | Tier 3 Percentage Implemented |
|-------------------------|-------------------------------|-------------------------------|-------------------------------|
| McKinley Charter School | 47%                           | N/A                           | N/A                           |
| Memorial High School    | 87%                           | 62%                           | N/A                           |
| North High School       | 93%                           | N/A                           | N/A                           |



# Key Performance Indicators

Based on the previous data sets throughout this report, moving forward, the Key Performance Indicators (KPI) used to assess our equity progress will align with the Teaching & Learning metrics to monitor the District's continual improvement of universal levels of support. Additional metrics will be included to measure and monitor equitable access, success, and opportunities. These KPI's include:

- Forward ELA
- Forward Math
- Forward – 3<sup>rd</sup> Grade Reading
- Forward – 8<sup>th</sup> Grade math
- PreACT Grade 9-10
- ACT – Grade 11
- Accountability Report Card Growth Score
- Post-Secondary Readiness Benchmarks
- Attendance
- GPA – High School
- Graduation Rates
- Climate Surveys (Family, Staff, and Students)
- Tiered Fidelity Inventory (TFI)
- Enrollment in high school STEM Courses (by Gender)
- Implementation of the Equitable Multi-Level of Supports



*An orchestra class at Northstar Middle School (2023)*

## **Part 3.**

# **Culturally Responsiveness Plan**

**School Year 2020-21 –  
School Year 2022-23**

# ECASD Culturally Responsiveness Plan (2020-2023)

In Fall 2020, the ECASD created the “ECASD Equity/Culturally Responsiveness Plan,” which identified seven (7) priority *action steps* to guide our District-wide equity efforts over the next three years. According to this plan, the 2020-21 school year would serve as Year 1 and would conclude at the end of the 2022-23 school year.

In this plan, **Action Step 1** identifies the need to have dedicated staff that would support the implementation of the District’s equity framework and priorities. **Action Step 2** seeks to ensure that representative voices from throughout the District and community would guide our EDI initiatives. **Action Step 3** recognizes the need to build structures throughout our District that would sustain our EDI efforts. **Action Step 4** speaks to our awareness that EDI efforts required continual learning and re-learning. **Action Step 5** acknowledges that the strongest supporters of our students are their families and that their engagement will be a cornerstone of our success. **Action Step 6** recognizes that consistent and culturally relevant academic & social/emotional support systems are necessary to meet our EDI goals. **Action Step 7** addresses how our District is continuing to find intentional ways to embed equity, diversity, and inclusion as a standard of practice in and out of the classroom.

## Action Step 1: Create an Equitable Multi-Level Systems of Support (E-MLSS) department staffed within the District organizational structure.

### Highlighted Accomplishments

The original purpose of this action step was to recognize that equitable practices must be embedded into our universal Tier I practices, services, and resources, as well as recognizing that the appropriate staffing and expertise was aligned to meet this goal.

- Summer 2020
  - Equity-Multi Level Systems of Support (E-MLSS) Administrator & Coordinator are appointed to the District to begin working on developing systems of support throughout the District and schools.
- School Year 2022-23
  - District-wide, intentional implementation of ECASD’s E-MLSS framework is initiated.
  - E-MLSS implementation is shifted to Teaching & Learning and the Director of Equity, Diversity, and Inclusion is hired to meet the evolving needs of the District.
- Ongoing
  - Progress of the E-MLSS alignment through all PK-12 system toward meeting Operational Expectations (OE) and Results (R1-R4)

## Action Step 2: Create an Equity Steering Committee at the District level consisting of representatives from marginalized populations and equity advocates to guide the goal setting and planning for this work.

### Highlighted Accomplishments

- Summer 2021
  - A [community meeting](#) was held to discuss District efforts toward equity, diversity, and inclusion to support the success of all students. This meeting was led by Superintendent Michael Johnson and shared District statistics on the inequitable outcomes of our students disaggregated by Race/Ethnicity. At this community meeting, applications for interested people was collected to serve on an Equity Steering Committee.
- School Year 2021-22
  - A group of individuals comprised of marginalized populations, equity advocates, multiple staff positions, students, families, and community members was developed to support the District’s equity efforts. This group met monthly and was chaired by Superintendent Johnson.
  - The [Equity Steering Committee](#) met on a monthly basis through the 2021-22 school year. In its capacity, the committee reviewed board policies, discussed professional development efforts, and began its efforts in identifying priorities for the District.
- School Year 2022-23
  - With the leadership of the Director of EDI, the Equity Steering Committee focused on identifying district-wide priorities and action items to support students, families, and school staff.
  - Agendas that outline the topics of discussion among the Equity Steering Committee meetings can be found on the [ECASD Equity website](#).
  - The Equity Steering Committee led an effort to gather feedback from students, staff, and parents to update the Gender Support Plan.

## Action Step 3: All principals, District administrators, and a team of Equity Teachers Leaders from each building trained in culturally responsive practices that create equitable access, opportunity, and success for all students.

## Highlighted Accomplishments

- Spring 2021 & Summer 2021
  - System leaders and building leaders engaged in a series of four, 2-hour EDI professional development sessions to increase their capacity to lead this work at their building, along with a group of teacher leaders the following school year. These training sessions covered Microaggressions, Social Identities, Safe Space, and Racial Identity Development.
  - District leaders attended [Building Culturally Responsive Systems](#) training provided by Wisconsin Rtl Center. *Funded through DPI Homeless grant.*
  - District leaders served as planning partners in the Pablo Center's display of the "[The Bias Inside Us](#)" exhibit at the Science Museum of Minnesota in preparation for bringing this exhibit to the Eau Claire community in Spring 2022. This community collaboration included the Smithsonian Institute, Pablo Center, UW-Eau Claire & ECASD)
- School Year 2021-22
  - Teachers, staff, and District leaders attended "[The Bias Inside Us](#)" exhibit and keynote speaker, Dr. Calvin Lai, at the Pablo Center.
- School Year 2022-23
  - Throughout the year, system leaders engaged in a shared reading professional development session, co-facilitated by the Director of Equity, Diversity, and Inclusion and the Superintendent. This shared reading professional development session utilized two books: 1) *Culturally Responsive School Leadership* (2021) by Muhammad Khalifa and 2) *Hacking School Leadership* (2020) by Nathan Maynard

## Action Step 4: All staff trained in culturally responsible practices that create equitable access, opportunity, and success for all students.

## Highlighted Accomplishments

- School Year 2021-22
  - 1 to 3 volunteers from each school who served as "EDI Building Leaders" took part in the series of four, 2-hour EDI professional development sessions each month to increase their capacity to lead this work at their respective schools, along with their principal, next year. *Funded through DPI Homeless grant.*
  - EDI Building Leaders led a series of four, 2-hour EDI professional development sessions throughout their respective schools for all teachers and staff throughout the year.
- School Year 2022-23
  - All staff in Building & Grounds and Food & Nutrition departments receive EDI professional development in Microaggressions, Social Identities, Safe Space, and Racial Identity Development.
  - Effective January 2023, the District developed and delivered a new "Introduction to EDI in the ECASD" training for all new employees during New Employee Onboarding. This training covered the following topics: three key District policies ([411](#), [511](#), and [512](#)), as well as microaggressions, safe space, social identities, and the appropriate use of pronouns.
  - Effective January 2023, the District's Human Resources department partnered with EDUstaff to implement a new required training module titled, "Transgender and Gender Non-conforming Awareness in Schools" for all EDUstaff employees (substitute teachers and staff), which focused on ensuring the appropriate use of pronouns, affirmed names, and other equitable practices that ensure a safe and welcoming environment for students who are transgender and gender non-conforming.
  - EDI training was delivered during school-wide Professional Learning/Instructional Planning Days. During the 2022-23 school year, the following EDI Training Presentations were delivered to 4 departments, 16 elementary schools, 3 middle schools, and 2 high schools. These EDI training presentations served approximately 1,348 ECASD staff members over the course of a total of 34.5 total hours of professional development. These EDI training topics included (in alphabetical order):
    - Addressing Homophobia, Racism & Bias in High School Athletics
    - Addressing the Use of the N-Word: Strategies and Interventions
    - Addressing the Use of the N-Word: Strategies and Interventions (Part 2)
    - Asset Based Strategies
    - Asset Based Strategies & Reviewing Data through an Equity Lens
    - Bullying, Harassment, & Discrimination
    - Bullying, Harassment, & Discrimination: Students & Staff
    - Culturally Responsive Differentiation
    - Culturally Responsive School Celebrations
    - Equity in PLC's
    - Family Engagement through an EDI Lens
    - Foundations of Equity, Diversity, and Inclusion: Introduction to Terminology
    - Intersections between PLC & Equity
    - Intersections of SEL & EDI
    - Introduction to Equity Audits
    - Legal and Policy Implications for Gender Support Plans: Pupil Services
    - Microaggressions 2.0 - Bullying, Harassment & Discrimination
    - Responding to Disproportionality through an EDI lens
    - Student Demographics & the Impact of Bias
    - Using an Equity Lens in School PLC's

## Action Step 5: Family and student voice embedded in all our work – with a focus on seeking out voices of marginalized populations.

### **Highlighted Accomplishments**

- School Year 2021-22
  - Developed a plan for reaching out to marginalized populations (personal invitations to provide feedback and attend focus groups)
  - ECASD Hmong Parent Teacher Association is launched
  - A series of community listening sessions to gather feedback regarding the ESSER III underrepresented stakeholders' involvement in budgetary input
  - focus groups with marginalized populations took place
  - drafted a plan to continue soliciting input/feedback
  - Continued focus and administrative presence in underrepresented stakeholders' meeting structures
  - Family Services department increases services and resources for ECASD families
    - Special Education Family Resources increase translation resources and support
    - Family Services department launches the "ECASD Family First Podcast" which is broadcast in three languages (English, Spanish, & Hmong)
    - Family Services department launches evening hour services for families during School Board meeting nights throughout the year
- School Year 2022-23
  - Superintendent Youth Advisory Committee (Grades 5-12) is formed to provide student voice.
  - Effective January 2023, the Family Services department initiated "After Hours" program to allow families to come to the [Family Services](#) office, located at the District Office to receive services and support. These "After Hours" programs were scheduled on each Monday night from 4:00-6:00pm before each regularly scheduled Board Meeting.
  - During the 2022-23 school year, Family Services began piloting the use of a third party program to allow cell phone texting to increase communication with families in multiple languages. These messages focused on district wide messages and announcements.
  - Over the course of the Spring 2023 semester, a subcommittee of the Equity Steering Committee sought feedback on the current Gender Support Plan in an effort to submit recommendations on revisions of the document. The following family and student groups were involved in the feedback sessions.
    - North High School Gender & Sexuality Alliance (GSA) student club (March 14, 2023)
    - Memorial High School Gender & Sexuality Alliance (GSA) student club (March 16, 2023)
    - Parents of LGBTQ students in the ECASD (May 12, 2023)
    - Pupil Services Department Chairs (email notification and feedback sent on May 23, 2023)
  - Professional Development with schools on Family Engagement

## Action Step 6: Clearly identified systems of academic and behavior supports for all students in every school building with regular monitoring of data/outcomes.

### **Highlighted Accomplishments**

- School Year 2020-21 & School Year 2021-22
  - Ongoing coaching and support offered to buildings to support implementation of the District Equitable Multi-Level Systems of Supports
  - District team (District and building administrators) continue to develop the ECASD Equitable Multi-Level Systems of Supports resources for teams. As resources are finalized, team shares these out with building leaders.
  - Continued PBIS Implementation
- School Year 2022-23
  - Increased staffing to support schools and students in areas that will support the full implementation of E-MLSS framework and increase systemic structures to support culturally responsive practices throughout the District.
    - Hiring 1.5 FTE Academic & Social/Emotional Learning Interventionists to support students in non-Title I schools
    - Additional staffing, support, and resources for Special Education services
      - 2<sup>nd</sup> Director of Special Education hired
      - Increase of School Psychologists through the District from 12-16 with revised roles in the Special Education evaluation procedure to increase capacity and minimize bias in the assessment process
    - When fully staffed, each elementary school will also have the following
      - Instructional & Social/Emotional Learning Coach
      - Literacy Social/Emotional Learning Coach
      - Instructional Interventionist
      - School Counselor staffing in alignment with the national ratio of 1:250
      - Part Time Social Worker
      - Half time School Psychologist



## Action Step 7: Ongoing work in all departments that impacts systems at the building level.

### Highlighted Accomplishments

- Ongoing (School Year 2020-21 & School Year 2021-22)
  - Support was provided to classrooms and libraries to purchase materials and curriculum with cultural responsiveness in mind (rubric/criteria) with a focus on Culturally Authentic Texts that match the identities of students and families throughout the community.
  - Throughout the District's continual improvement process, schools began to explore how cultural elements could inform our practices when addressing the social/emotional needs of our students.
  - Assessment practices have been explored to use anti-bias, non-discriminatory measures.
  - Recruitment, hiring, and retention practices for all positions with a focus on hiring a diverse and representative staff that matches ECASD student demographics.
  - All ongoing policy reviews are highlighting equity and impact as a means to determine necessary revisions
  - Budget decisions are made through the lens of equity with priorities focused on an equitable system of supports for all students
  - Starting in the 2021-22 school year, all schools included an equity focus and component in their respective School Improvement Plans (SIP).
  - The Teaching & Learning Strategic Plan was developed throughout the 2021-22 school year with a central focus on equity being a foundational element of its implementation.



*A classroom at North High School (2023)*

## **Part 4. EDI Strategic Action Plan**

**School Year 2023-24 –  
School Year 2027-28**

# What's Next: EDI Strategic Action Plan 2023-24 through 2027-28

This three-year plan closed on June 2023 and a process to develop a new EDI Strategic Plan will take place over the course of the 2023-24 school year. The process to do so will include using the Fall 2023 semester to review the summative progress over the course of the 3-year plan and to gather feedback from students, families, staff, and other stakeholders on how this progress informs our new EDI action items moving forward through the next five years (2023-24 through 2027-28). It is anticipated that the Spring 2024 semester will be used to finalize the updated EDI Strategic Action Plan.

**Consideration 1.** The first consideration when developing a new EDI Strategic Action Plan will be to build upon existing strategic plans. Namely, the Teaching & Learning Strategic Plan already sets into motion a variety of efforts that align with the Equity Statement and building upon this plan will minimize confusion and maximize implementation of the actions outlined in the revised EDI Strategic Action Plan. Moreover, this coordination of strategic plans will ensure the appropriate resources are allocated and aligned to meet the District's strategic direction.

**Consideration 2.** The EDI Strategic Action Plan will focus heavily on normalizing and embedding equitable and culturally responsive practices into normative practices throughout the District and schools.

**Consideration 3.** There is a critical mass of staff, students, families, and community members who are committed to supporting the Board's Equity Statement. As such, developing systems that ensure these committed individuals have opportunities to participate and engage in the planning and implementation of these equitable practices is a high priority.

Based on the preliminary outcomes and the key performance metrics that were highlighted in this report, the planning process will begin with articulating the following EDI Strategic Priorities. Please note, throughout the planning process, these Strategic Priorities may be subject to revisions for clarity.

|  |                          |   |   |
|--|--------------------------|---|---|
| Teaching & Learning Strategic Priorities | EDI Strategic Priorities | <b>Collaboration</b>                      | Establish collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement.  |
|  |                          | <b>Guaranteed &amp; Viable Curriculum</b> | Develop high-leverage, evidenced-based teaching practices, delivered through an agreed-upon instructional framework for inclusive, well-managed supportive learning environments.   |
|  |                          | <b>High Quality Instruction</b>           | Create a guaranteed & viable curriculum that gives students access to the same essential learning regardless of who is teaching the class and can be taught in the time allotted.   |
|  |                          | <b>Strategic Assessment</b>               | Use data to determine if students have met standards and benchmarks. Monitor progress toward post-secondary readiness including academic, social, and emotional preparedness demonstrated via knowledge, skills, and habits.  |
|  |                          | <b>Family &amp; Community Engagement</b>  | Embrace, engage, and empower families through respectful relationships, information & resources, and building cultural bridges.   |
|  |                          | <b>Positive Culture &amp; Climate</b>     | Ensuring that students, families, staff, and visitors are supported, connected, respected, and included (climate)—and ensuring that our daily practices and actions (culture) reflect that.   |
|  |                          | <b>Personnel Readiness</b>                | Recruiting, retaining, supporting, and preparing a highly qualified staff that is not only representative of the students and families we serve but also prepared to engage in equitable and culturally responsive practices through their respective roles and responsibilities. |
|  |                          | <b>Organizational Readiness</b>           | Ensuring that our resources, policies, practices, and systems are in alignment to meet our Equity Statement and Equity Strategic Action Plan.   |

## Goals

In alignment with our Teaching & Learning and our EDI Strategic Priorities, the following are identified as specific goals that will guide our process of continual improvement toward meeting our EDI commitment. Ongoing feedback from students, families, school leaders, employees, and other stakeholders will inform additional goals and objectives as this plan evolves.

### 1-Year Goals. By June 30, 2024, the District will...

- Actively reach out to our families, students, and staff to host feedback sessions on how the District can meet our EDI commitment, which will inform the action items within our EDI Strategic Priorities.
- Develop resources to help our families, students, and community understand and support our District's EDI efforts and our commitment.
- Update and implement a climate survey tool and update our procedures to help our students, families, and schools understand how to use this data.

- Show an **overall** increase in positive response rates as well as in any available **disaggregated** response rates in our three Climate Surveys among our students, staff, and families.
- Revise and implement an updated version of the Gender Support Plan and Toolkit, based on feedback that will be collected from students, families, Principals, Pupil Services staff, and other stakeholders.

### **5-year Goals**. By June 30, 2029, the District will...

- Update our school planning procedures, documentation, and practices to improve our use of equitable and culturally responsive practices in reflection and action.
- Address the Racial Disproportionality in Special Education and overrepresentation of Black students identified in both “Emotional/Behavioral” and “Specific Learning” disability categories, and as a result, will no longer be formally on notice by the Wisconsin DPI.
- Establish a professional learning system that uses a combination of peer-to-peer instruction, virtual instruction, and professional learning to enrich our equitable practices and ensure these practices are visible and embedded throughout our schools, classrooms, and District buildings.
- Establish an assessment process that more closely monitors both formative and summative measures on the District’s climate and culture, in order to provide opportunities to take strategic action to address and redress negative school climate patterns.
- Increase positive metrics of belonging among LGBTQ, Black & African American, and Hispanic students.
- Increase positive metrics of safety and discipline practices among staff.
- Implement a systemic plan to support strategies that address bullying, cyberbullying, harassment, and discrimination among students.
- Develop a process and protocol that will filter key decision-making processes to more intentionally include equity and culturally responsive practices.
- Develop a system where disaggregated progress monitoring tools and procedures will be developed for school leaders and school teams to more closely assess and monitor progress on behavior and equity metrics.

### **10-year Goals**. By June 30, 2034, the District will...

- Academic metrics (Forward, ACT, ACT ASPIRE) will reflect 80% of all students meeting Proficient or Advanced, due to fidelity of the Teaching & Learning Strategic Plan and EDI Strategic Priorities.
- Revise and implement Tier 3 services with resources and supports for students who qualify for EL, Special Education, and Alternative Education pathways.

### **15-Year Goals**. By June 30, 2039, the District will...

- Will increase the number of available All-Gender facilities for students and staff throughout the District buildings.

### **20-Year Goals**. By June 30, 2043, the District will...

- Will show parity in KPI metrics across gender, race, sex, and sexual orientation, where identity is no longer a predictor of student achievement.
- Will reflect fidelity rates of over 95% implementation in our systems (i.e. E-MLSS, PBIS, Instructional Framework, etc.).

## **Part 5. Highlighted Successes & Next Steps**

# Highlighted Successes and Ongoing Work

We recognize that while district-led efforts to infuse EDI into our systems and practices is a vital and powerful way to infuse transformational change that is systemic, structural, and sustainable, we also know that each school is unique in its staff and student population. In consideration of that, we recognize and honor the efforts made by so many of our teachers, staff, and families to lead a variety of equity, diversity, and inclusion efforts that support our students at their respective schools. The following table below highlights some of the successes and ongoing efforts that our individual schools, teachers, parents, and families are doing together to initiate equity, diversity, and inclusion efforts. We acknowledge that this list of highlighted successes is not comprehensive of all the efforts taking place across the district.



*Graduates of Memorial High School (2023)*

|   |  |
|---|--|
| <p><b>EDI Training &amp; New Employee Onboarding</b></p>          | <p>In 2022-23, the Human Resources Department added an additional module on Equity, Diversity, and Inclusion to our Employee Onboarding in collaboration with Dang Yang, Director of Equity, Diversity, and Inclusion. The EDI training presentation is meant to onboard new employees to the District and prepare them for upcoming professional learning and Equity, Diversity, and Inclusion expectations within the ECASD system.</p>  |
| <p><b>EDI Training for Substitute Teachers &amp; EDUstaff</b></p> | <p>In 2022-23, the Human Resources Department, in consultation with the Director of Equity, Diversity, and Inclusion, reviewed and implemented an EDI training module required for all EDUstaff substitutes within the Eau Claire Area School District. Director Yang reviewed the presentation materials and suggested the District implement the training module, "Transgender and Gender Non-conforming Awareness in Schools." This module includes strategies that substitutes can use to create an inclusive classroom environment for all students. In addition, the module discusses gender identity within school environments and will ultimately increase the awareness of challenges faced by our students.</p>   |
| <p><b>Family Services After Hours</b></p>                         | <p>Starting in January 2023, Family Services began offering "After Hours" events, scheduled from 4:00-6:00pm on evenings that coincide with ECASD School Board meetings. This initiative was implemented in an effort to meet the needs of all families, but specifically for families from under-resourced households whose schedules would not allow them to seek out services from the Family Services department during regular office hours (8:00am-4:30pm).</p>  |
| <p><b>Power of Perception (DeLong Middle School Chapter)</b></p>  | <p>Power of Perception is a mentorship program that provides resources for 6th-12th grade African American and biracial students in the Eau Claire Area School District. In 2018, as <b>DeLong Middle School (DMS)</b> was becoming more diverse, we held focus group conversations with our Black and Bi-racial students to determine ways in which our school needed improvement to become a more inclusive environment. Through this information, we realized a need for a group specifically for these students, a place where they can come together to learn about Black history and leaders as well as work with Black leaders in our own community. We started our first Black Student group in the Fall of 2019, and in 2022 began our partnership with Dennis Beale, founder of Power of Perception, to provide our students with Power of Perception: DeLong Middle School Chapter. This group is open to all African American and Biracial students and is a wonderful opportunity to form</p> |



|                           |  |
|---------------------------|--|
|                           | community, learn, and increase leadership skills. Our mission for this group is to support, empower, and educate our Black and biracial students so they know they are valued members of our school community. We want them to develop goals for their future as well as explore leadership opportunities in our school and the Eau Claire area. Through their participation in Power of Perception, they will foster relationships within the group, which includes other Black and biracial students and DMS staff members, and with community mentors. Our goal is to continue monthly meetings at DeLong Middle School led by Dennis Beale, with occasional off-campus opportunities for tours of colleges, universities, and businesses to further inspire our students.  |
| Exploring Identities      | Students at <b>Manz Elementary School</b> engaged in two school-wide projects. The first project was an identity project. An identity project is a visual or written representation of a student's different parts of their identity, such as their family, personality, race, ethnicity, culture, self-concept, group membership, DNA/genes and their religious or spiritual identity. Many beginning-of-the-year projects already meet the requirement of an identity project! The purpose of the identity project was to open lines of communication between students, teachers and families. It gives the students the opportunity to get to know their peers on a deeper level. It allows teachers to gather a better understanding of who their students are. It also lets parents tell their stories. To help tell their stories, most grade levels will send home an Identity Questionnaire that families get to fill out together.  |
| Artifact Project          | At <b>Manz Elementary School</b> , a second project was an artifact project. There are two parts, which include: 1) Defining the artifact: A personal artifact is any object that's meaningful to the student, such as a piece of clothing, a cooking utensil, a family heirloom, a photograph, or even a drawing of the object. 2) Displaying a picture of their object in the hallway on multicultural night on Tuesday, March 14, 2023. Students answer questions such as What is the artifact? Where did it come from? Who does it belong to? Why did you choose it? Can you share a story connected to this artifact? This project offered students and staff to build relationships through developing empathy.  |
| Authentic Voices Project  | The Authentic Voices Program provides authentic and genuine experiences from an individual from a marginalized group. The focus of this program is to provide background information and knowledge through personal stories and their identity to all Manz staff in order to support learning and understanding of students, families, and community. The expected outcomes of the program were to build new knowledge and understandings, build on existing new knowledge and understandings, and create productive conversations regarding equitable practices. Our staff now understand that individuals and families that are identified as marginalized and underprivileged groups face challenges to accessing learning when compared to the majority of our students. This has helped us to better understand how to build connections with families and the community to remove barriers to academic and social emotional learning for all students. This program will be ongoing to ensure new knowledge, experiences, stories, and conversations are being shared and discussed. |
| Supporting Staff of Color | A pilot effort was initiated at the end of the 2022-23 school year to address racialized trauma. The "Healing from Racial Trauma in the Workplace" session was led by a professional clinician who specializes in these unique needs. As a result of this effort, quarterly group sessions will be implemented throughout the upcoming 2023-24 school year to continue these efforts to support our ECASD employees.   |
| REALiving Clinicians      | Over the course of the year, Human Resources collaborated with REALiving, the District's Employee Assistance Program to ensure that the agency prioritized the inclusion of behavioral therapists with training and specialization in supporting employees experiencing racial trauma. As of the start of the 2023-24 school year, this unique specialization has been added as an area of support for ECASD employees through REALiving.  |
| Hmong New Year            | At <b>North High School</b> , the Hmong Peem Tsheej Club hosted an annual Hmong New Year. Over 300 families and community members attended and participated to celebrate the Hmong culture. This student-led effort was made possible in collaboration with community agencies, district staff, and multiple partnerships with stakeholders.   |

|                                  |  |
|----------------------------------|--|
| <p>EDI Club in Middle School</p> | <p>South Middle School had a goal of ensuring a community where students who identify as Black, multiracial, and allies of these student populations were empowered to use their skills, talents, and voices while striving for academic and personal excellence.</p> <p>The notion of having a <b>South Middle School</b> chapter of Black Student Excellence (BSE) stemmed during one of the first meetings of South's Equity, Diversity, and Inclusion team meetings in 2019. The team saw a need to create a safe space for students who were Black, multiracial, and allies to build community and share their voices on a variety of topics. A South Middle School parent graciously accepted the role of facilitator and has continued to use their expertise as a professional curriculum developer to craft engaging lessons for each meeting.</p> <p>BSE at South has evolved each year because it is driven by student feedback and student voice. At the beginning of the 2021-22 school year, BSE students at each grade level were surveyed to see if they were interested in including allies at meetings. 7th grade BSE students overwhelmingly agreed that they wanted to invite allies to the meetings while the other grade levels were not yet as comfortable with the idea. At the end of the year, the same students were surveyed again, and the majority were interested in having BSE be open to all South students. As a results, beginning this school year (2022-23), Black Student Excellence is transforming into the EDI (Equity, Diversity, and Inclusion) Club based on student feedback. Over the past 3 years that South's chapter of BSE has been available to students, it has grown significantly with approximately 45 students attending most of the bi-weekly meetings throughout the prior year.</p> |
| <p>Equity Audit</p>              | <p>Several years ago, the Equity Team at <b>Putnam Heights Elementary School</b> completed an equity audit of our school and zeroed in on three focus areas. One that we decided to give top priority to was culture and climate. In an effort to make sure all students and families felt seen, heard and valued, the school took several steps last year (2022-23):</p> <ul style="list-style-type: none"> <li>• Provided professional learning opportunities to all staff around bias</li> <li>• Disaggregated data on a regular basis</li> <li>• Conducted random staff-student interaction observations and debriefed the results</li> <li>• Partnered students with mentors</li> <li>• Wrote and received a "One Book, One School" grant aimed at engaging the whole school in conversations about inclusion</li> <li>• Piloted a Family Chat, which we plan to continue in the 2023-2024 school year</li> </ul> <p>One important step we took was to use data to gauge the impact of our efforts. Last year, the school saw the disparities in our growth data (percentage of students making typical or high growth on the STAR) shrink. The disparities along race, ethnicity, gender and English language proficiency disappeared, as well.</p> <p>We recognize that this work is ongoing. Therefore, we continue to learn, engage with our stakeholders, and monitor for signs that all students are thriving.</p>  |

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## Resources

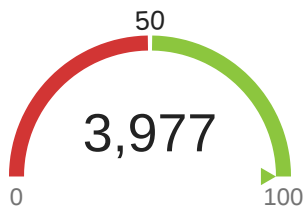
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# Appendices

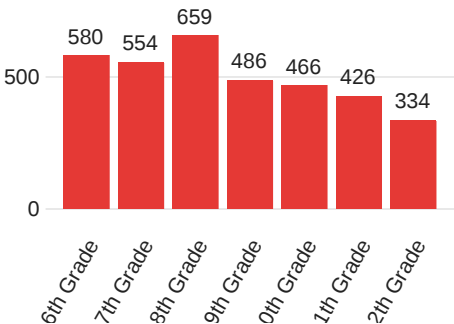
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Student Climate Survey 2022 & 2023

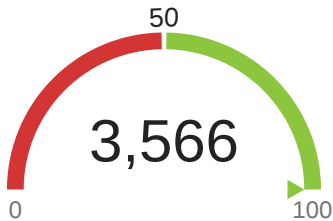
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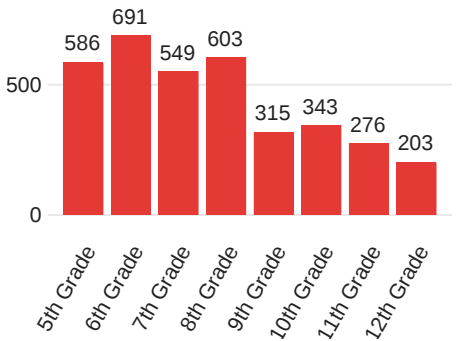
Grade 2022



Total Responses 2023

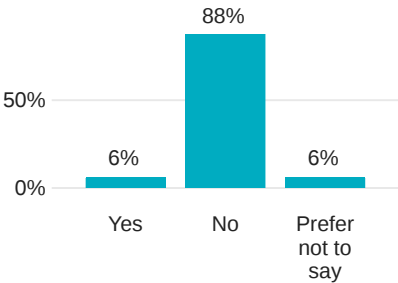


Grade 2023



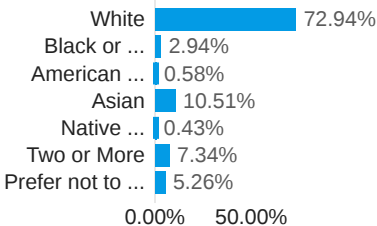
Ethnicity 2022 (Hispanic)

3977 Responses



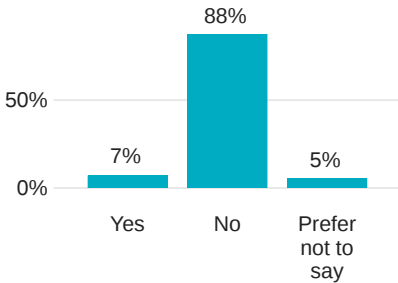
Racial Identity 2022

3977 Responses



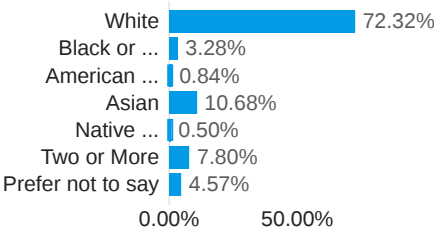
Ethnicity 2023 (Hispanic)

3566 Responses



Racial Identity 2023

3566 Responses



Do you identify as LGBTQ+?

(Data not collected in 2022)

No data found - your filters may be too exclusive!

Gender Identity 2022

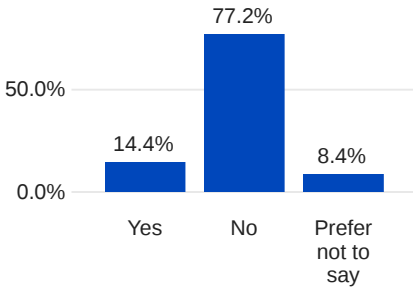
(Data not collected in 2022)

No data found - your filters may be too exclusive!

Do you identify as LGBTQ+?

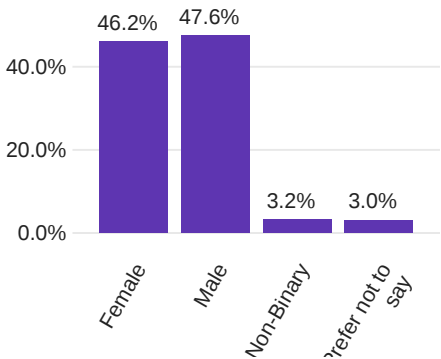
(2023)

3566 Responses



Gender Identity 2023

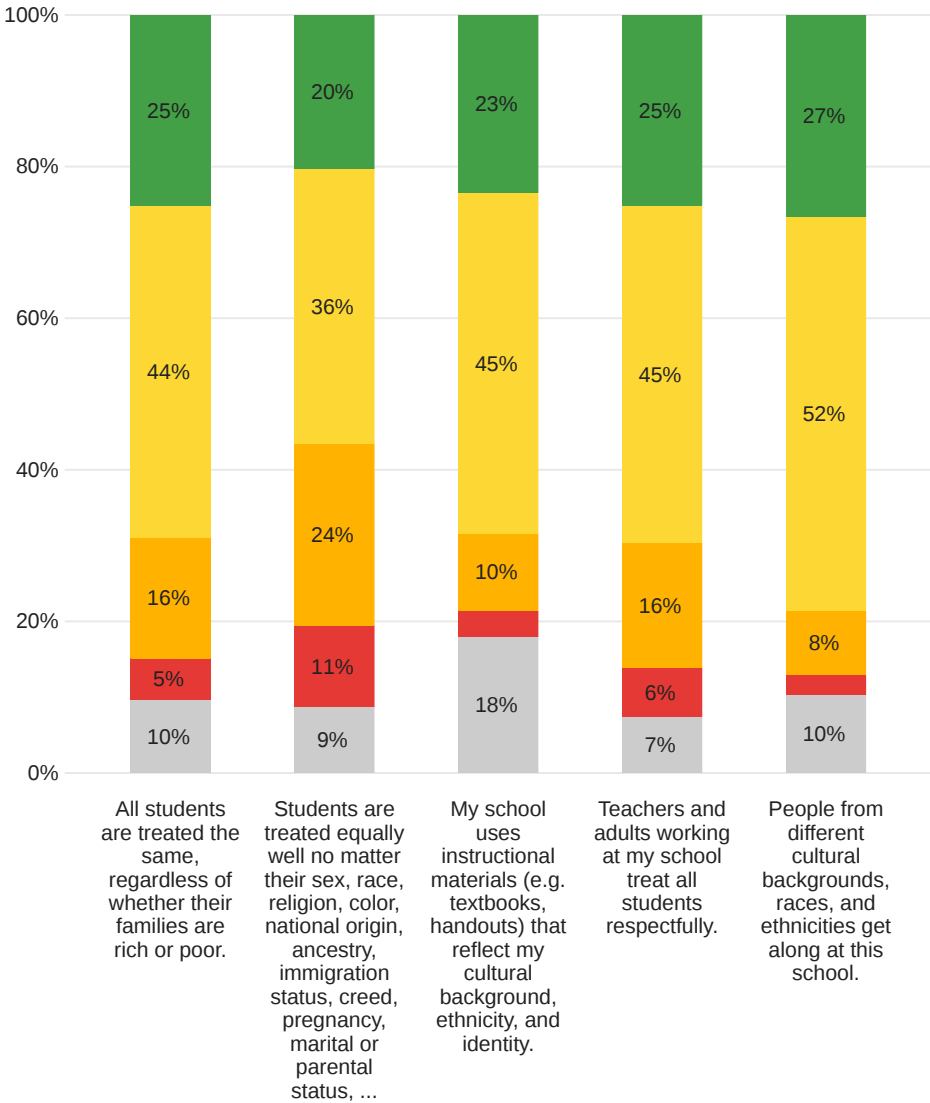
3566 Responses



### Cultural & Linguistic Competence 2022

How strongly do you agree or disagree with the following statements...

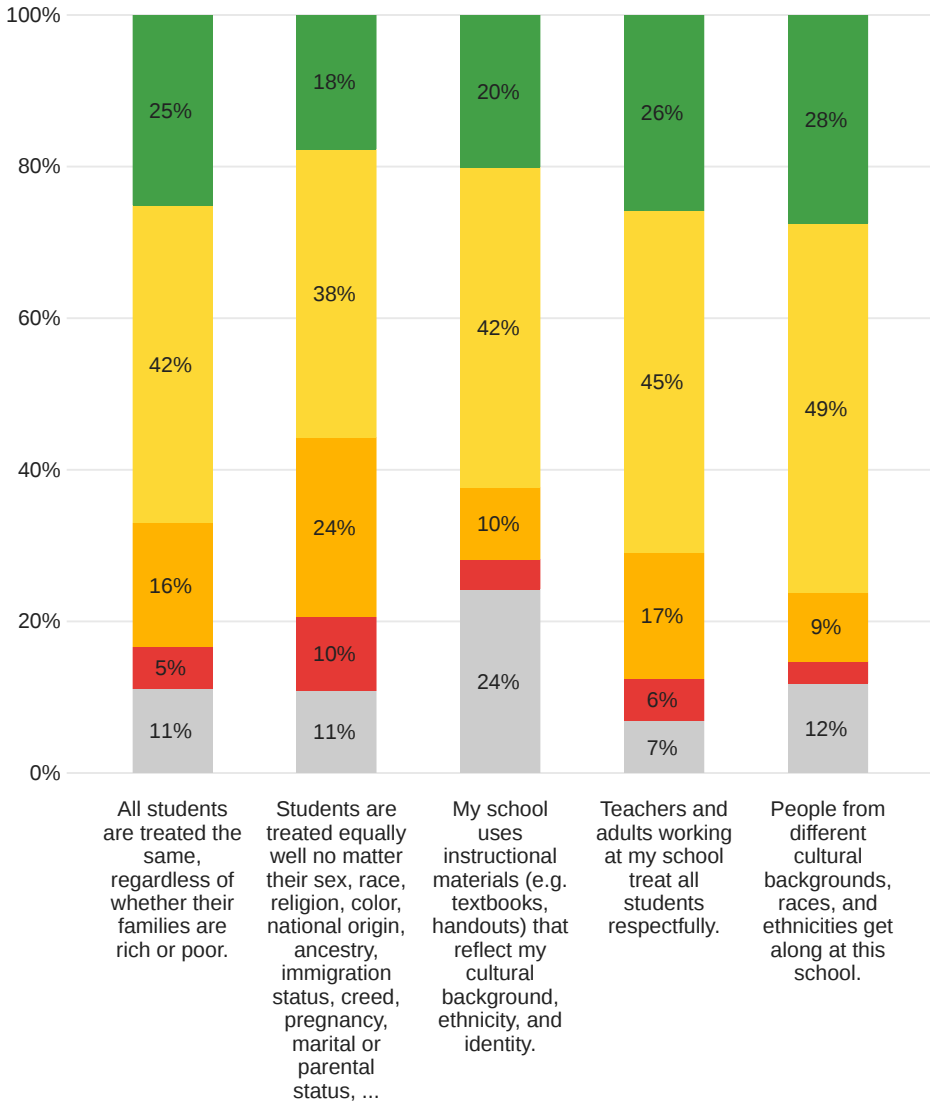
3744 Responses



### Cultural & Linguistic Competence 2023

How strongly do you agree or disagree with the following statements...

3365 Responses



Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Year-to-year change in positive responses, by percentage & by question:

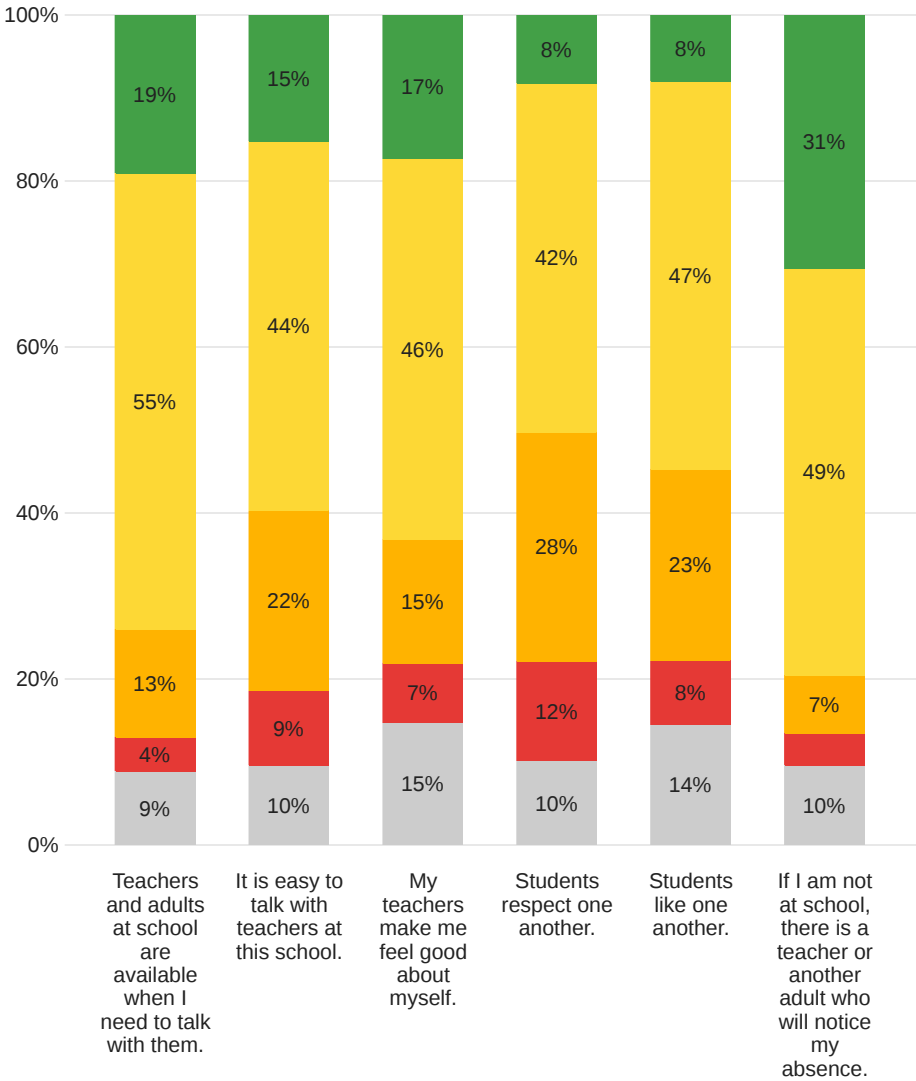
-2 +0 -6 +1 -2



### Student/Teacher Relationship 2022

How strongly do you agree or disagree with the following statements...

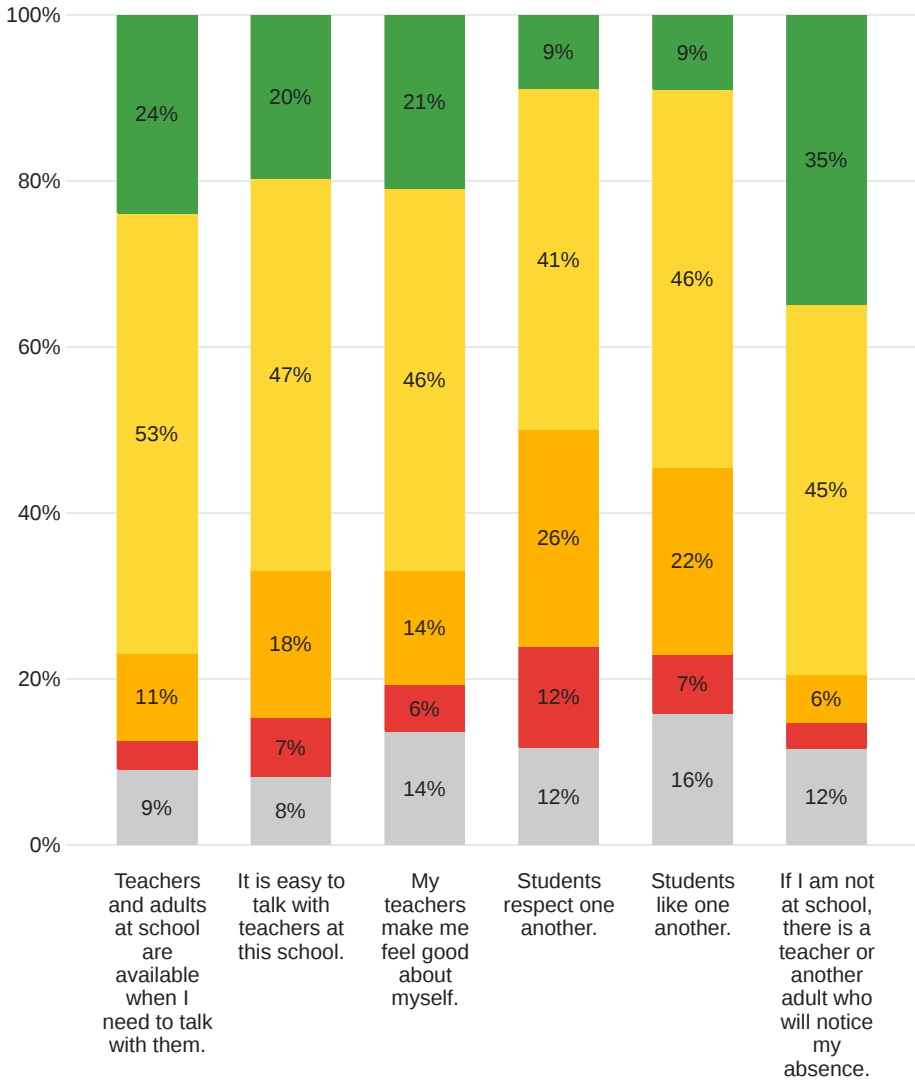
3744 Responses



### Student/Teacher Relationship 2023

How strongly do you agree or disagree with the following statements...

3365 Responses



Strongly Agree Agree Disagree Strongly Disagree Do Not Know

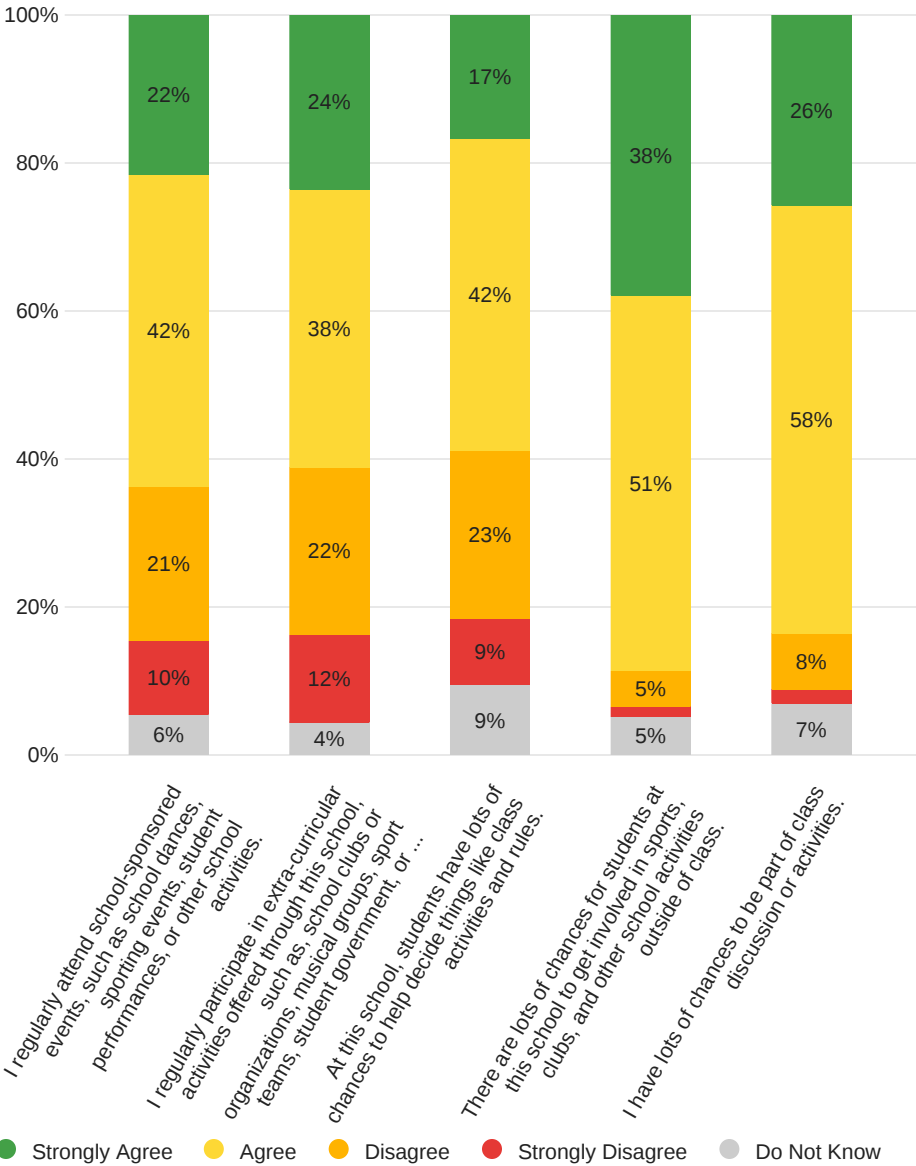
Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Year-to-year change in positive responses, by percentage & by question:

+3 +8 +4 +0 +0 +0

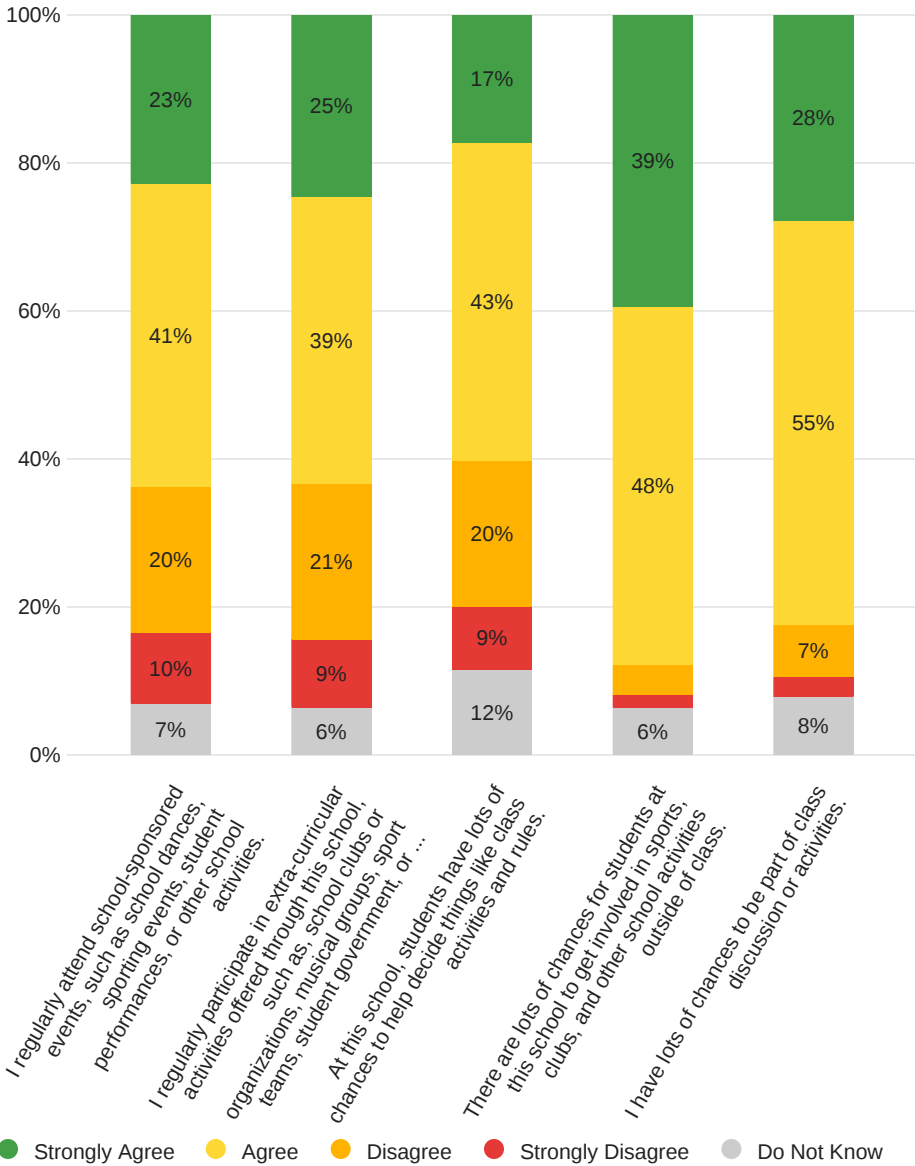
## School Participation 2022

How strongly do you agree or disagree with the following statements... (Secondary Only)  
3316 Responses



## School Participation 2023

How strongly do you agree or disagree with the following statements...(Secondary Only)  
2815 Responses

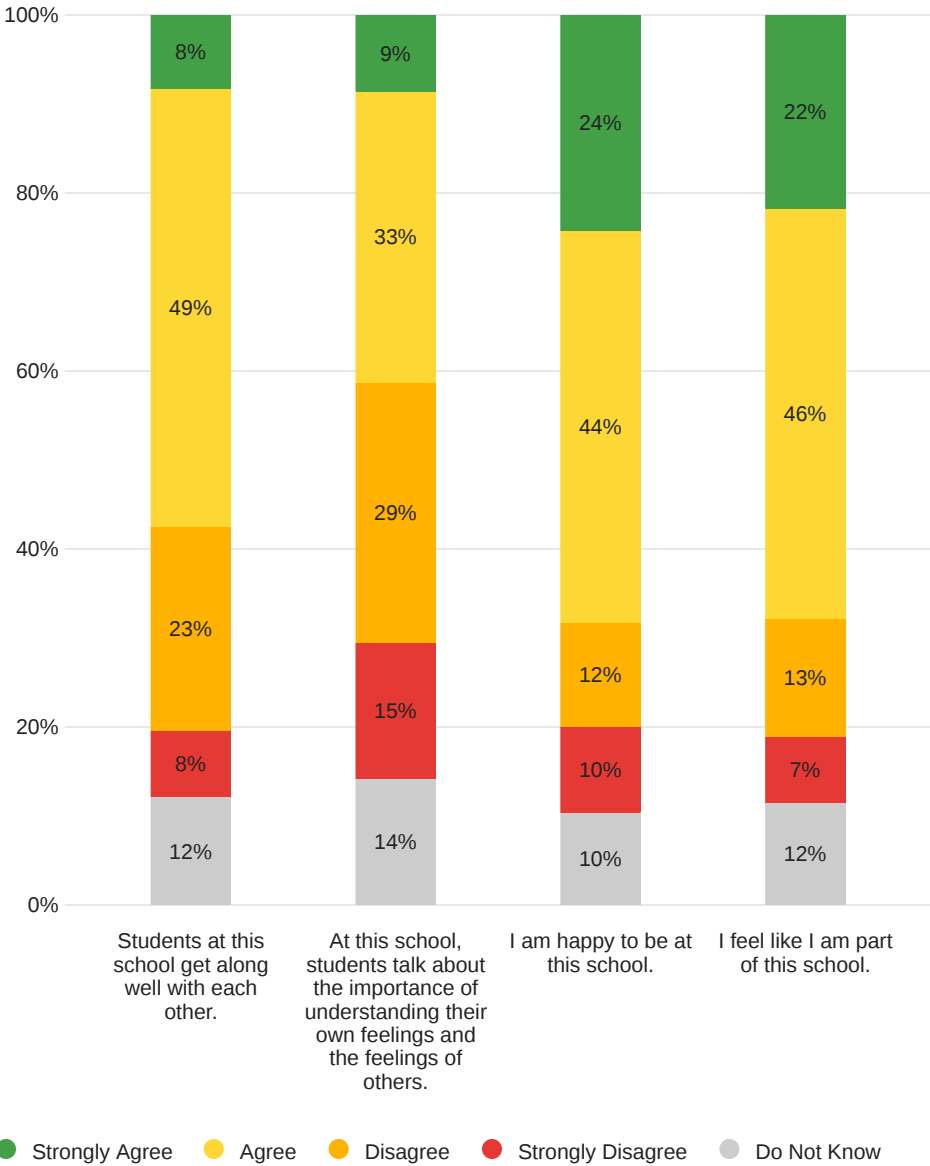


Year-to-year positive change in responses, by percentage & by question:

+0      +2      -6      +1      -1

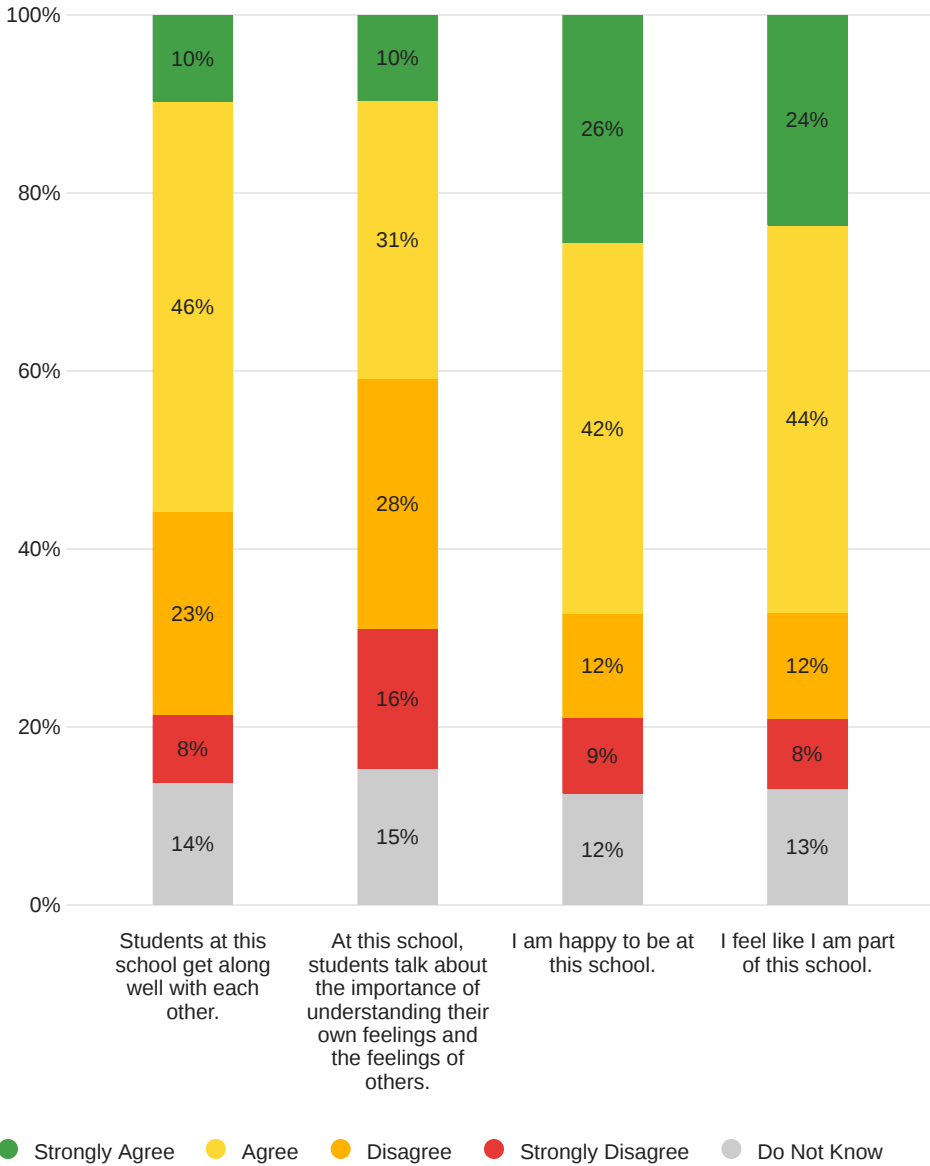
### Emotional Safety 2023

How strongly do you agree or disagree with the following statements...  
3744 Responses



### Emotional Safety 2023

How strongly do you agree or disagree with the following statements...  
3365 Responses

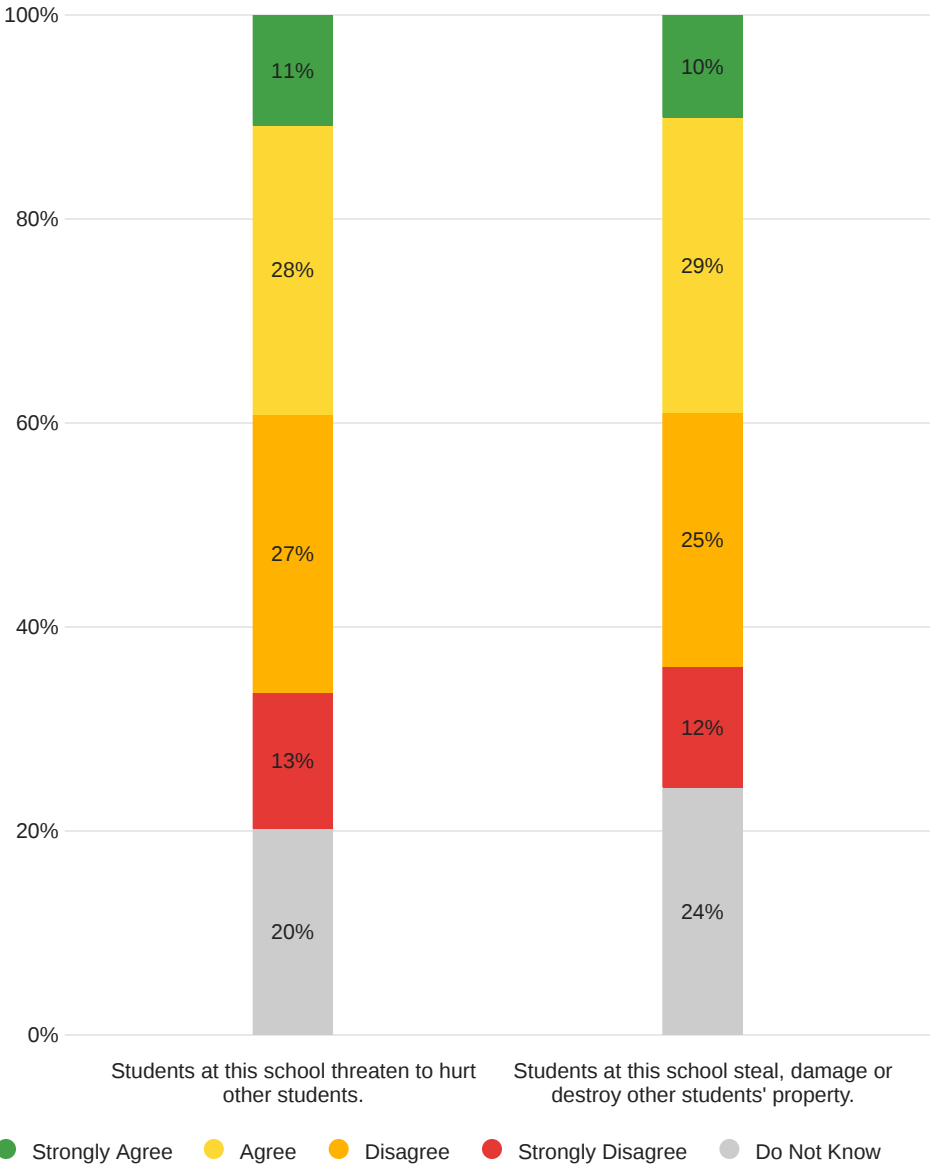


Year-to-year change in positive responses, by percentage & by question:

-1                      -1                      +0                      +0

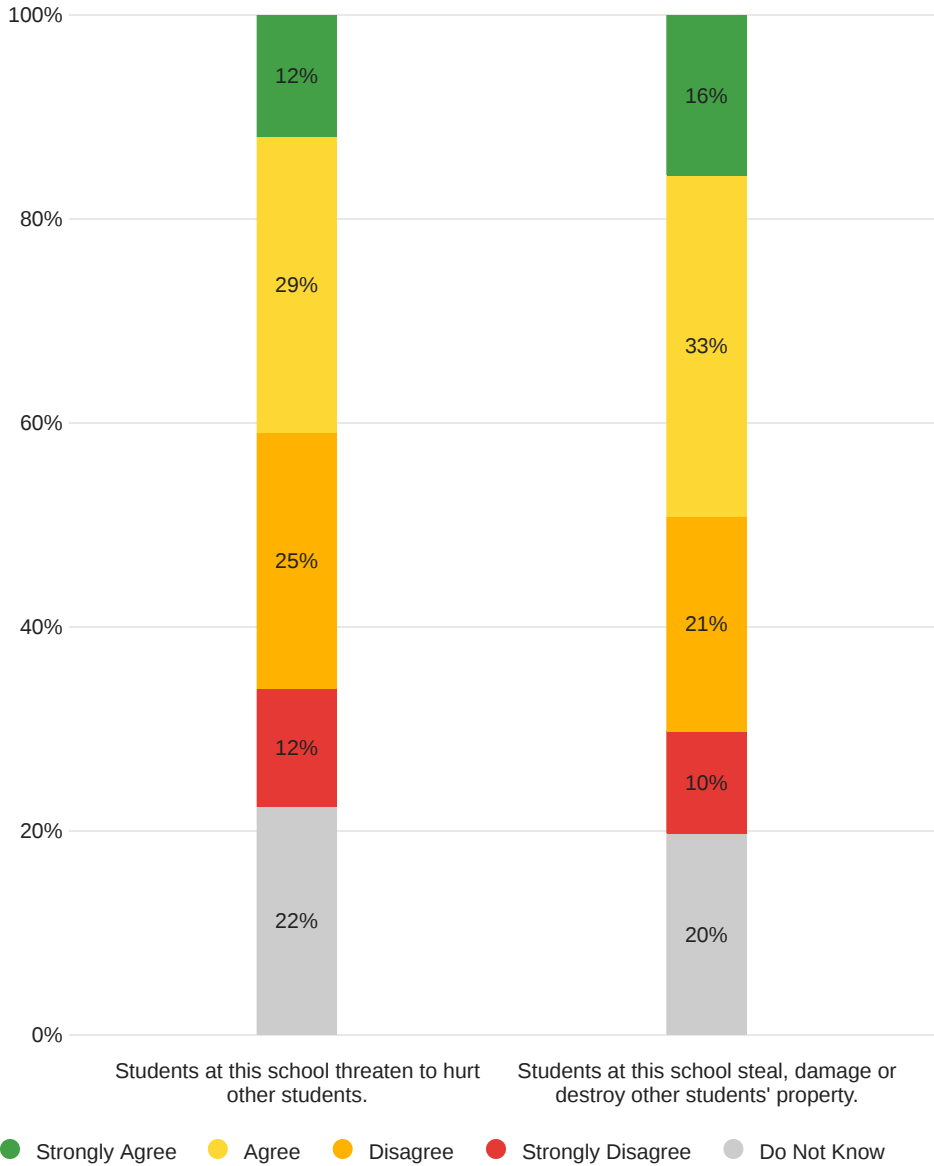
# Physical Safety 2023

How strongly do you agree or disagree with the following statements...  
3744 Responses



# Physical Safety 2023

How strongly do you agree or disagree with the following statements...  
3365 Responses



Year-to-year change in positive responses, by percentage & by question:

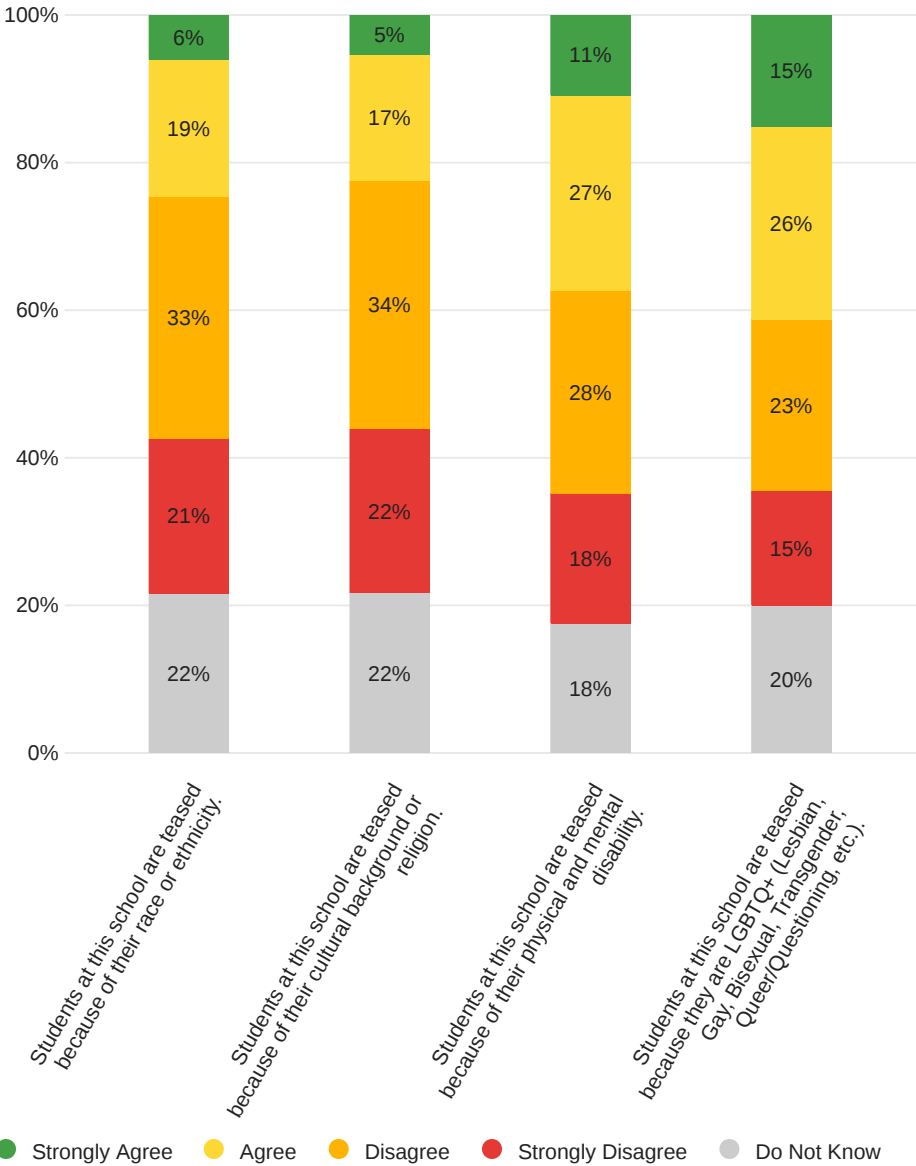
-3

-6

### Bullying/Cyberbullying 2023

How strongly do you agree or disagree with the following statements...

3744 Responses

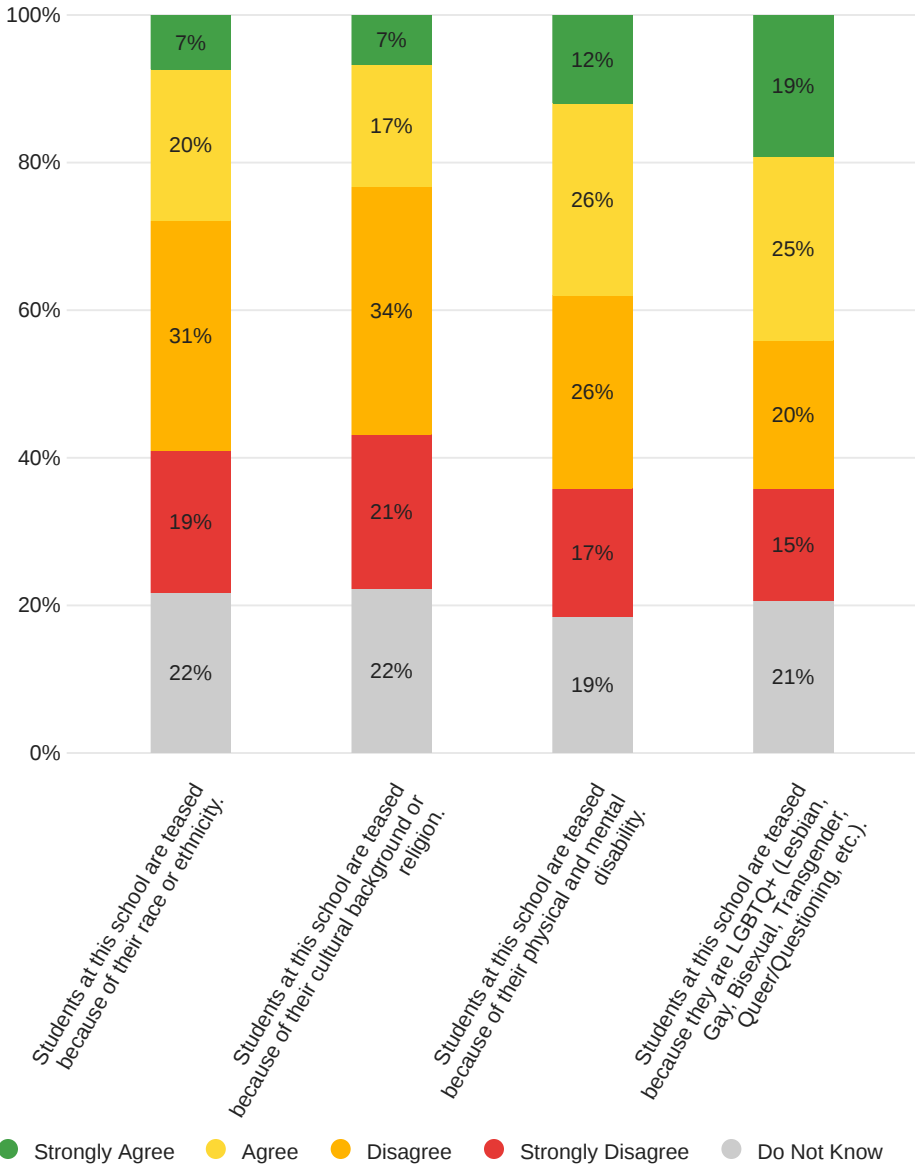


Year-to-year change in positive responses, by percentage & by question:

### Bullying/Cyberbullying 2023

How strongly do you agree or disagree with the following statements...

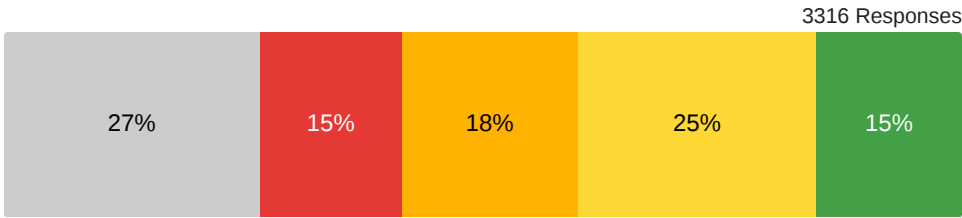
3365 Responses



-4 -1 -3 -3

Substance Abuse 2022

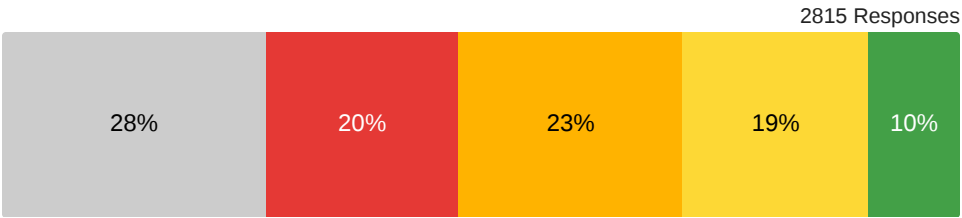
It is easy for students to use/try alcohol or drugs at school or at school-sponsored events. (Secondary Only)



Do Not Know Strongly Disagree Disagree Agree Strongly Agree

Substance Abuse 2023

It is easy for students to use/try alcohol or drugs at school or at school-sponsored events. (Secondary Only)

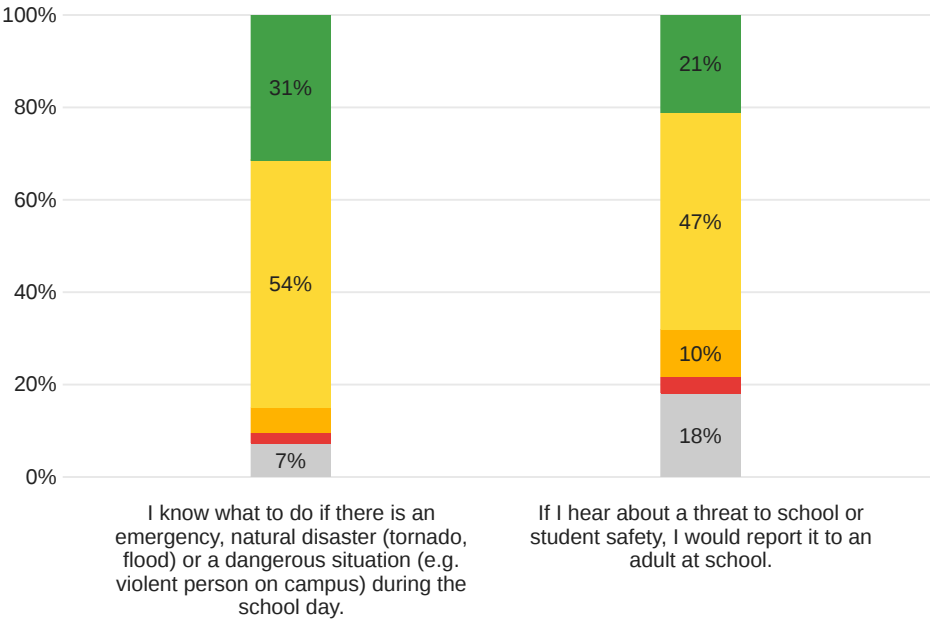


Do Not Know Strongly Disagree Disagree Agree Strongly Agree

Emergency Readiness 2022

How strongly do you agree or disagree with the following statements...

3744 Responses

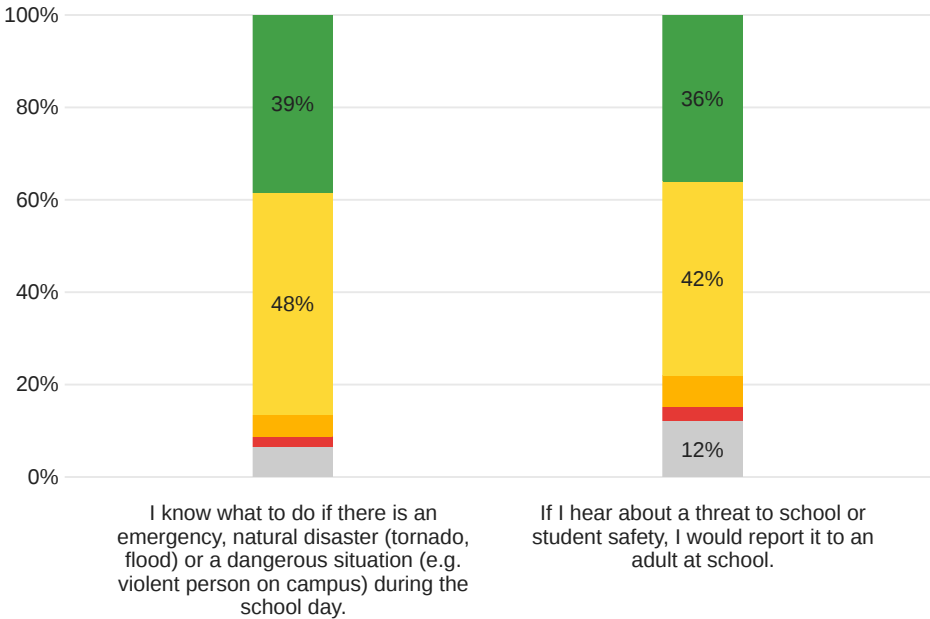


Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Emergency Readiness 2023

How strongly do you agree or disagree with the following statements...

3365 Responses



Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Year-to-year change in positive responses, by percentage & by question:

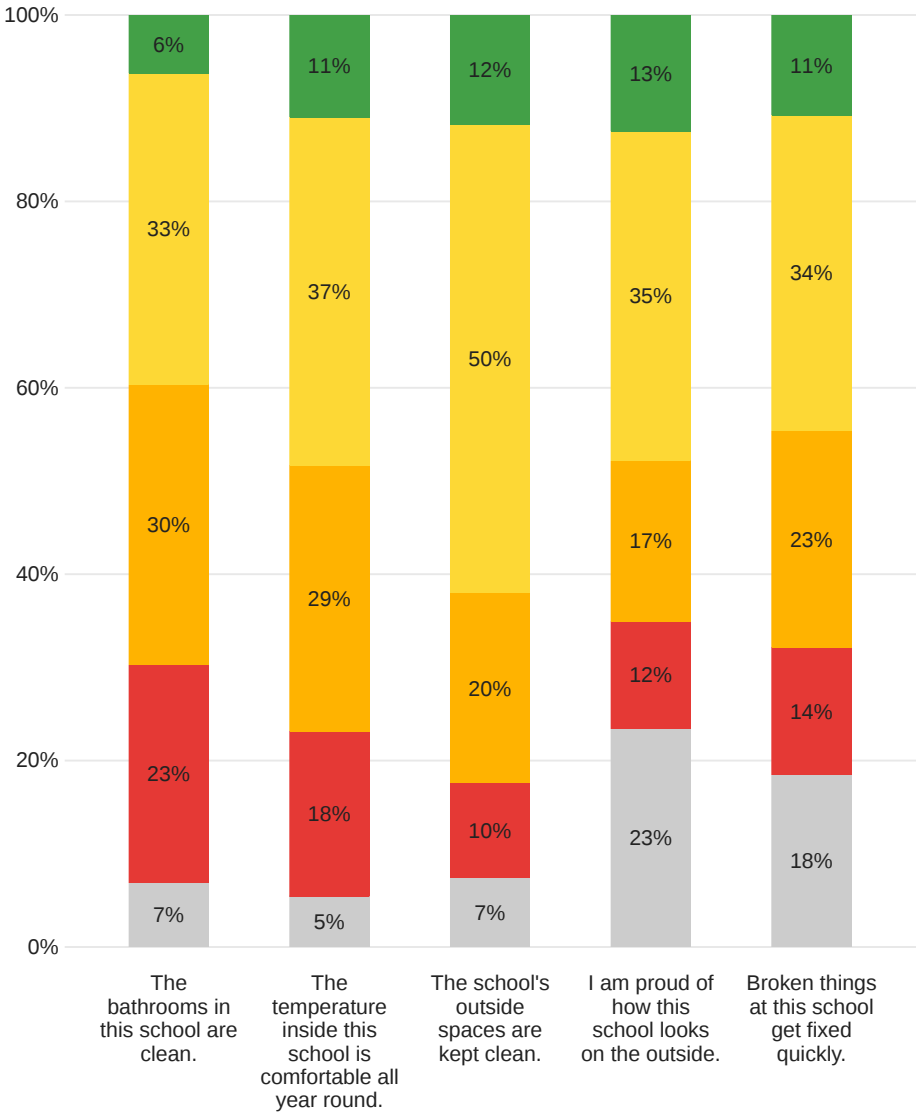
+1

+10



# Physical Environment 2022

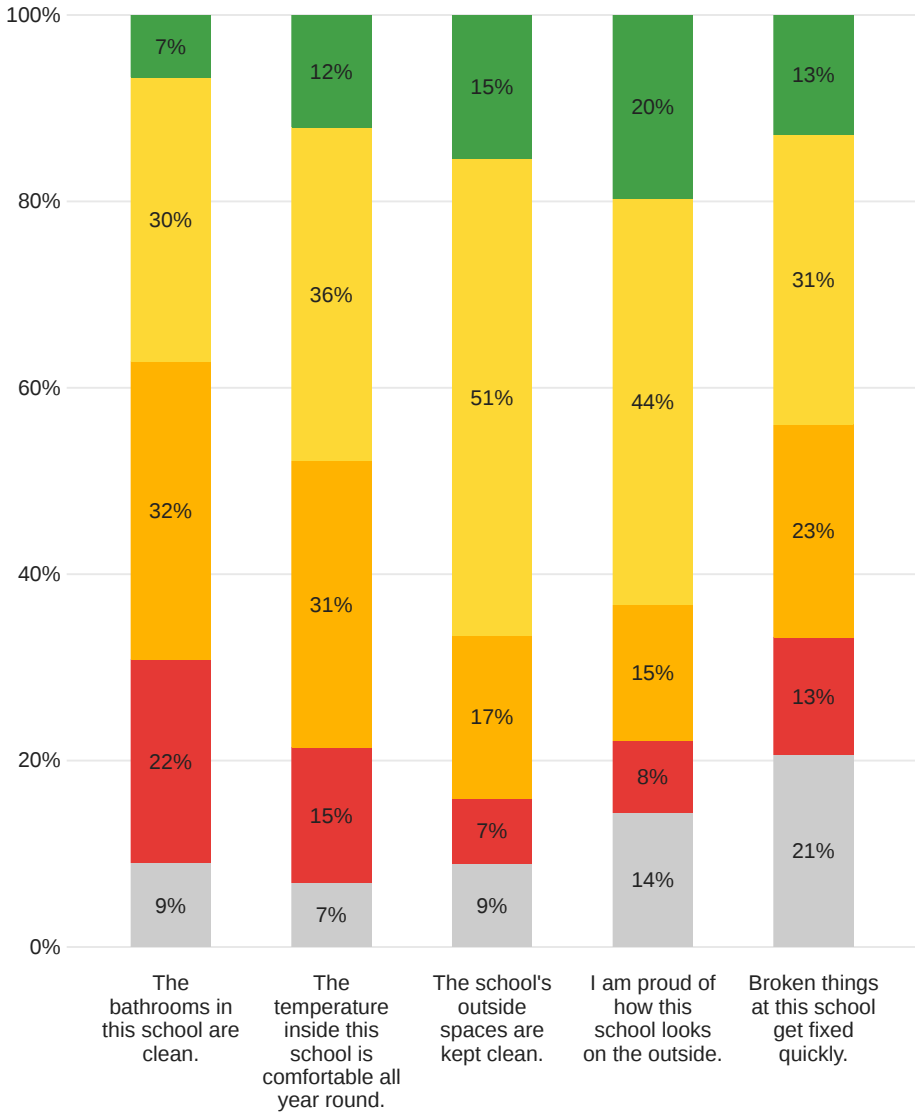
How strongly do you agree or disagree with the following statements...  
3744 Responses



Strongly Agree Agree Disagree Strongly Disagree Do Not Know

# Physical Environment 2023

How strongly do you agree or disagree with the following statements...  
3365 Responses



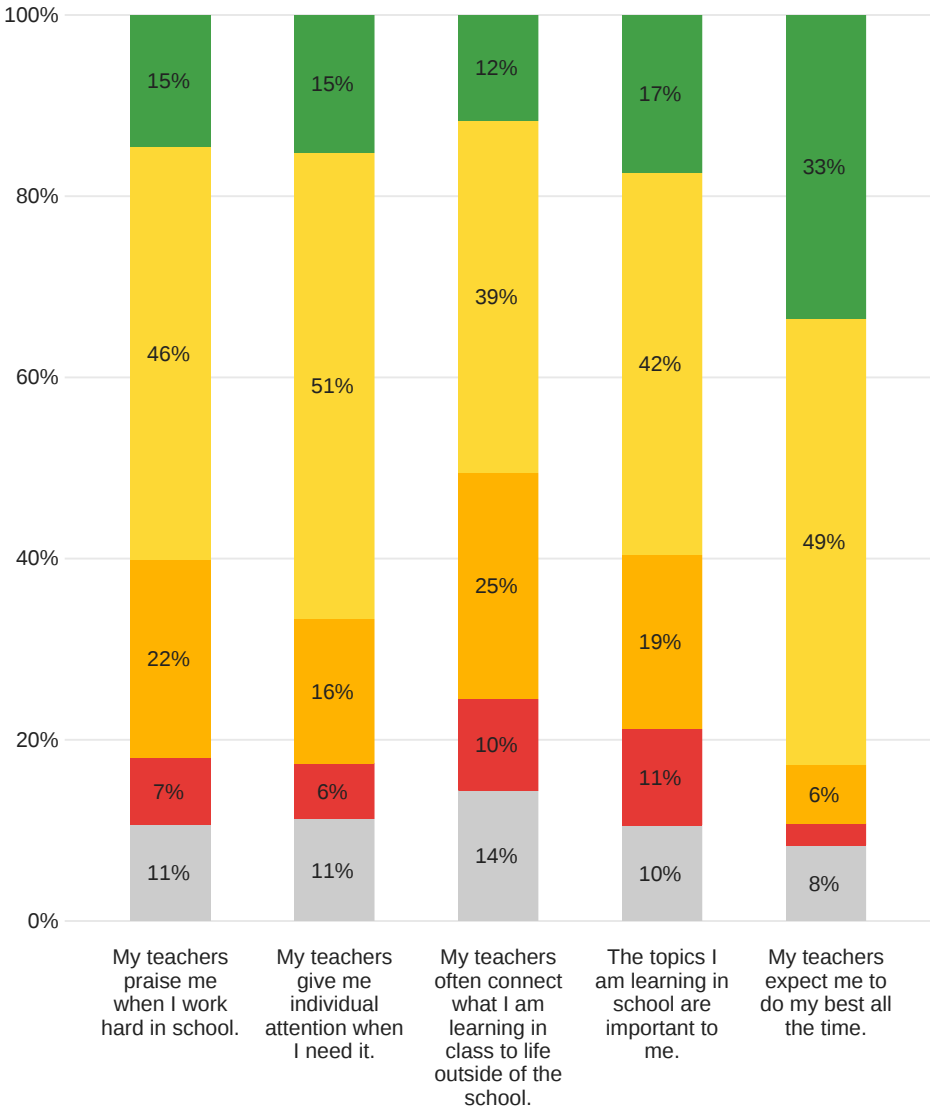
Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Year-to-year change in positive responses, by percentage & by question:

-2 +0 +4 +16 -1

# Instructional Environment 2022

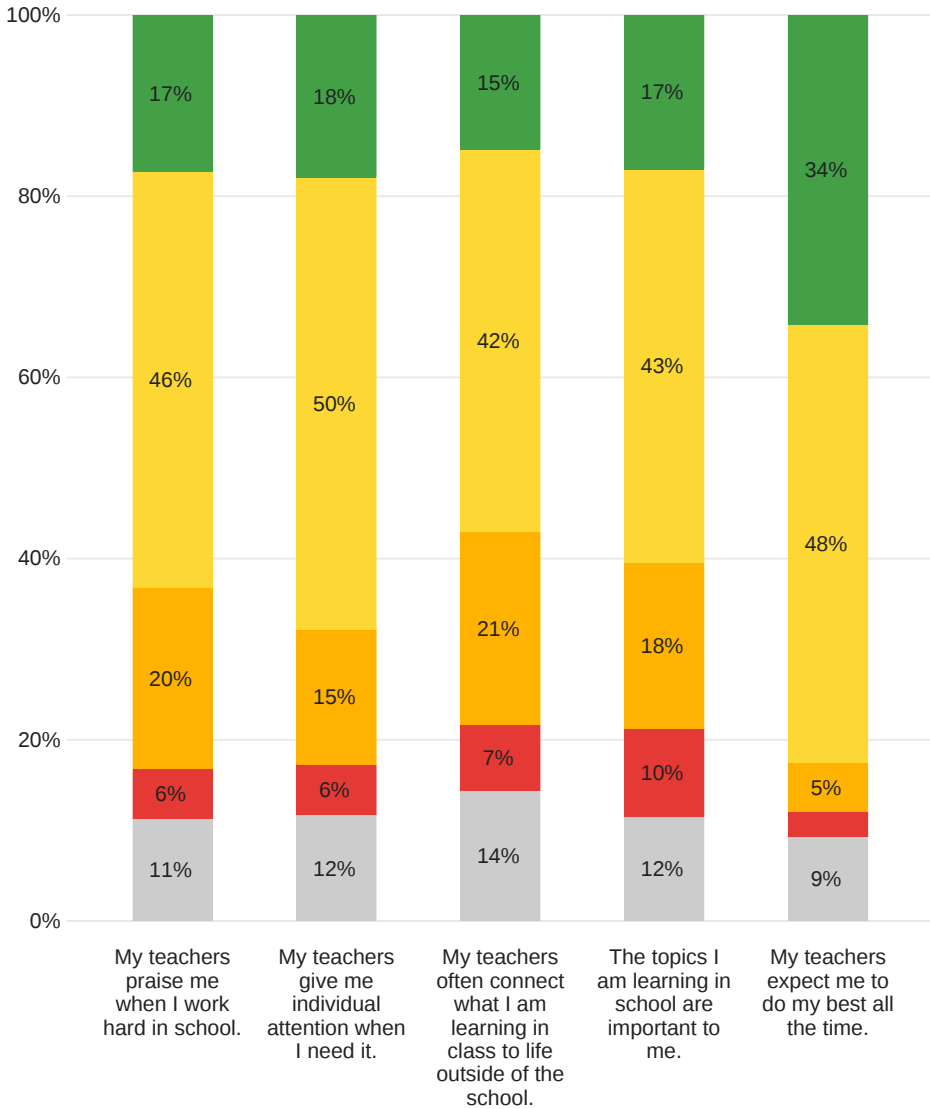
How strongly do you agree or disagree with the following statements...  
3744 Responses



Strongly Agree Agree Disagree Strongly Disagree Do Not Know

# Instructional Environment 2023

How strongly do you agree or disagree with the following statements...  
3365 Responses



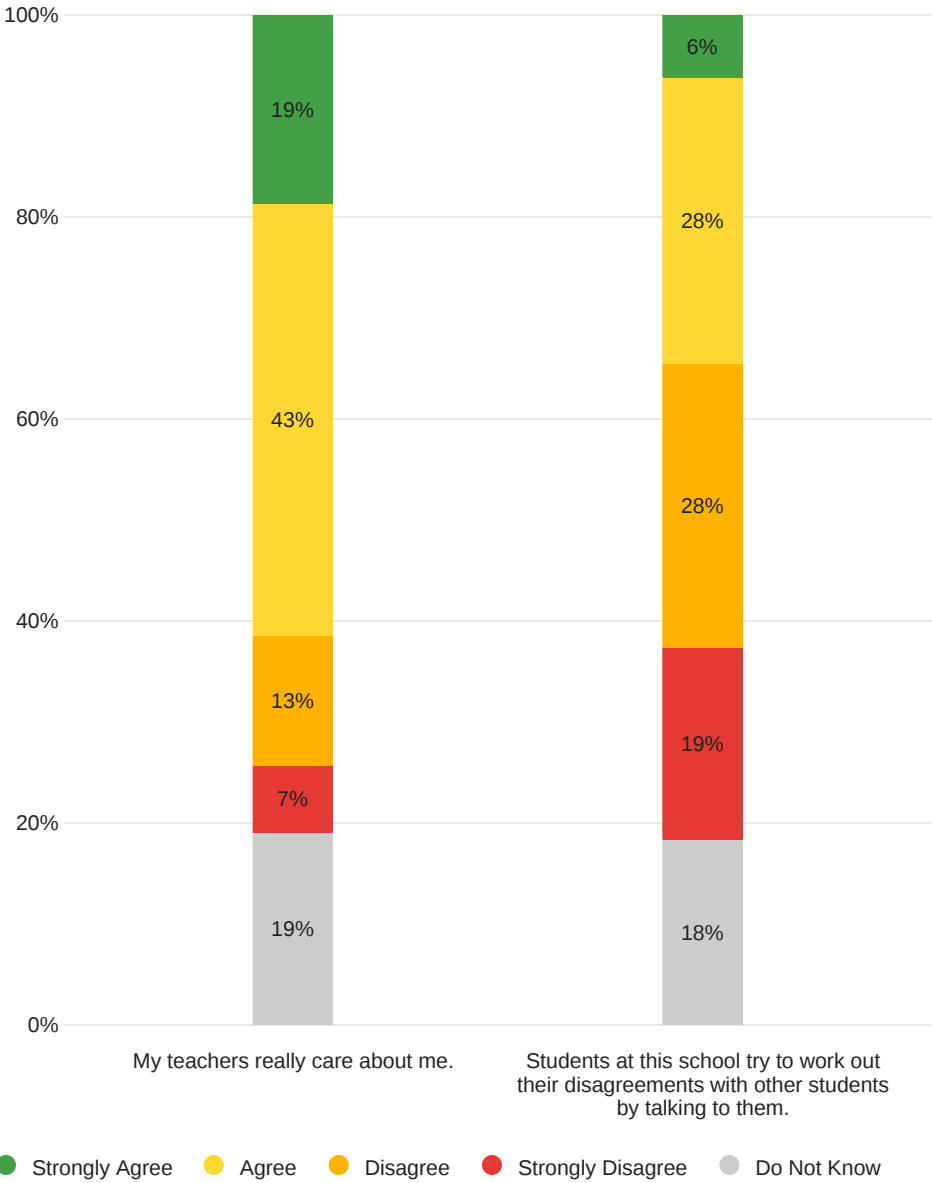
Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Year-to-year change in positive responses, by percentage & by question:

+2 +2 +6 +1 +0

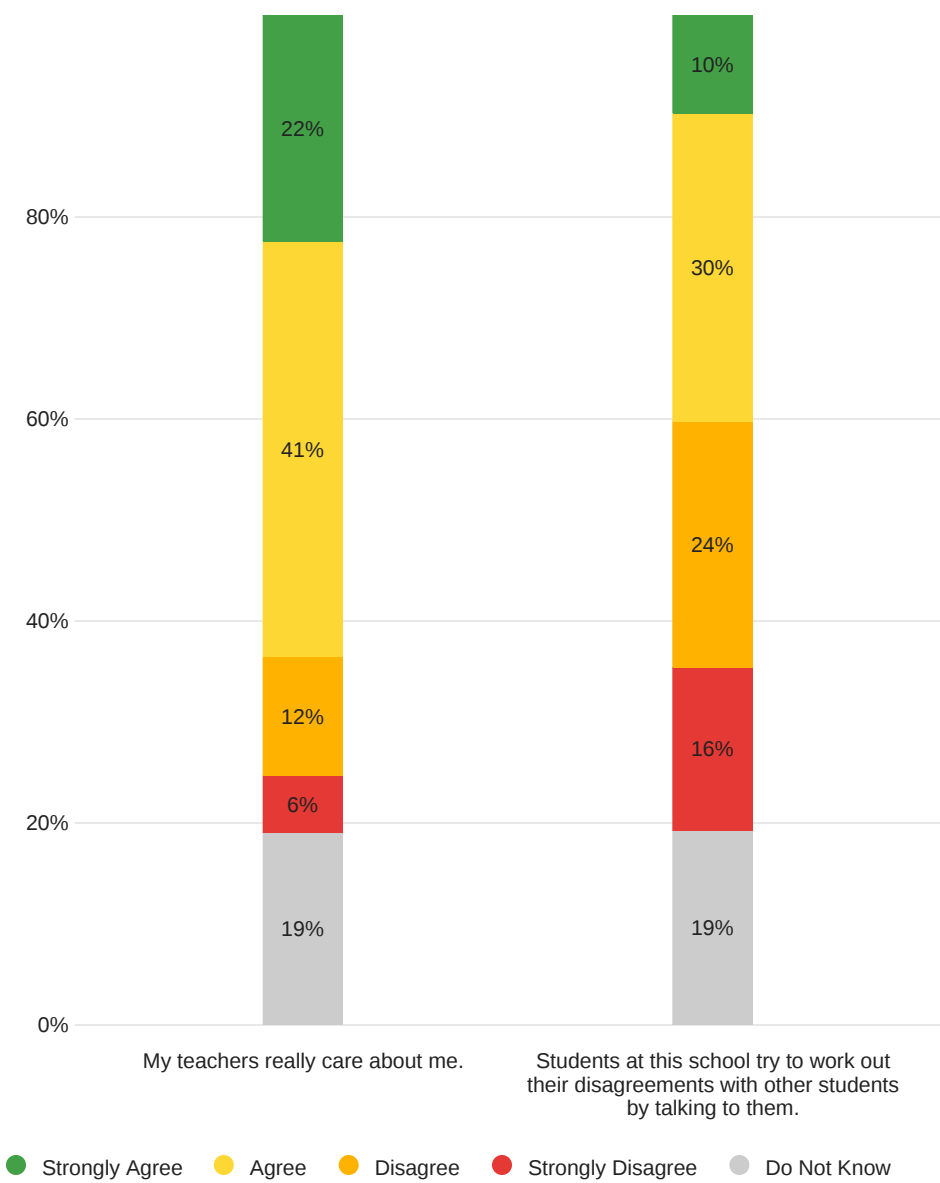
### Mental Health 2022

How strongly do you agree or disagree with the following statements...  
3744 Responses



### Mental Health 2023

How strongly do you agree or disagree with the following statements...  
3365 Responses



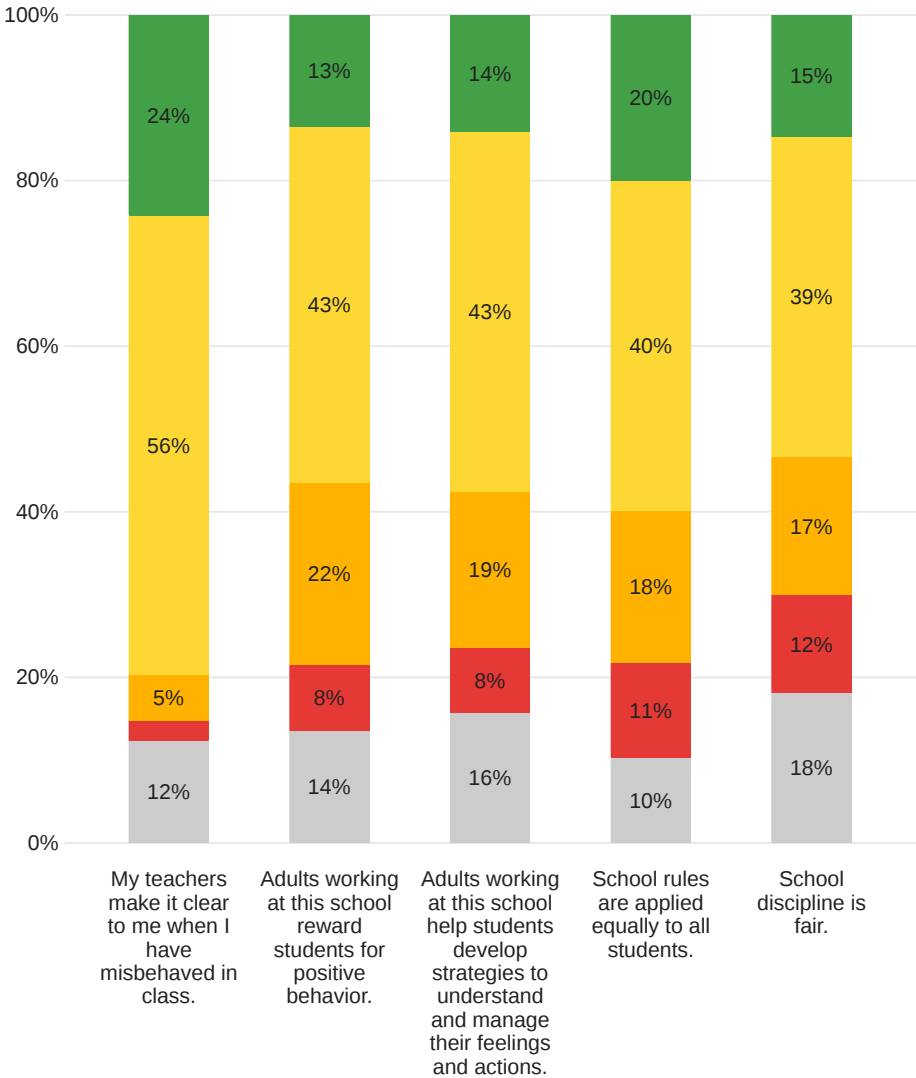
Year-to-year change in responses, by percentage & by question:

+1

+6

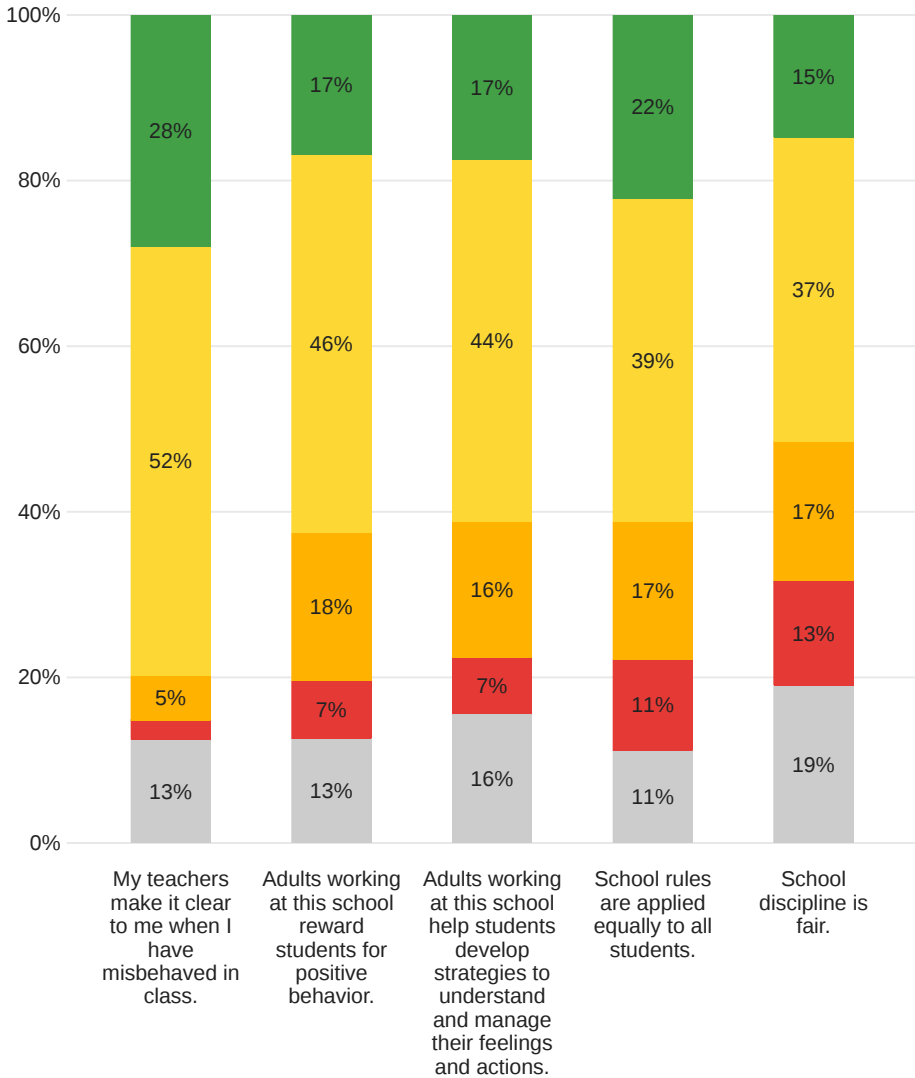
### Discipline 2022

How strongly do you agree or disagree with the following statements...  
3744 Responses



### Discipline 2023

How strongly do you agree or disagree with the following statements...  
3365 Responses



Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Strongly Agree Agree Disagree Strongly Disagree Do Not Know

Year-to-year change in responses, by percentage & by question:

+0 +7 +4 +1 -2

## Teaching & Learning 2022

How strongly do you agree or disagree with the following statements...

(No Data Collected in 2022)

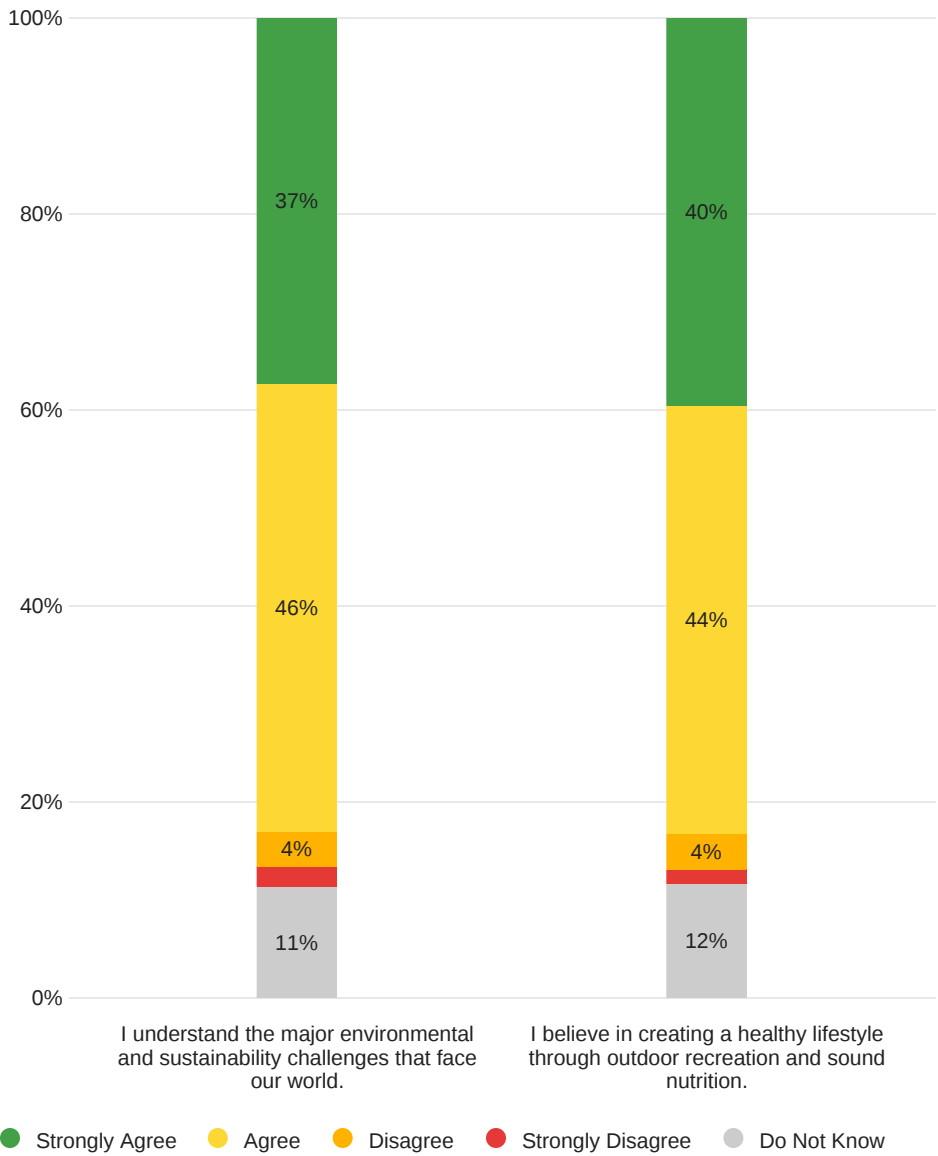
No data found - your filters may be too exclusive!

Year-to-year change in responses, by percentage & by question:

## Teaching & Learning 2023

How strongly do you agree or disagree with the following statements...

3353 Responses



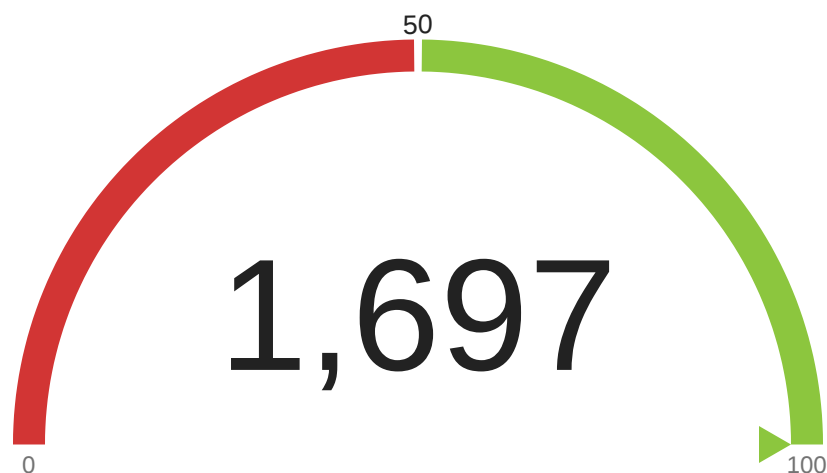
+0

+0

## Family Climate Survey 2022 & 2023

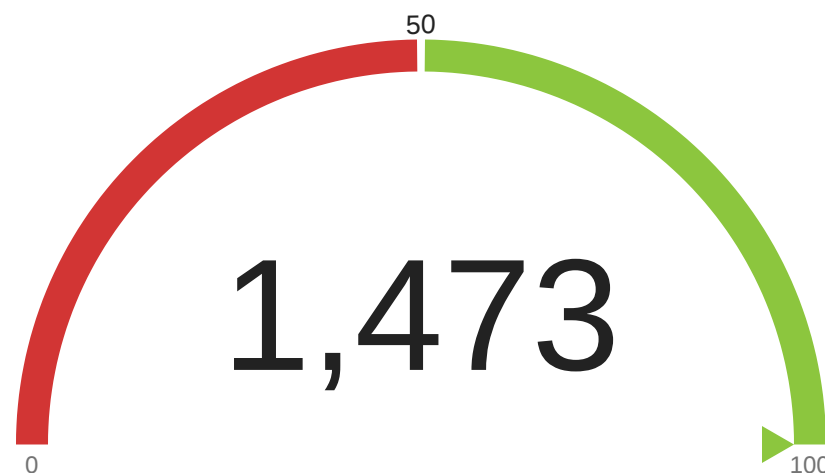
Total Responses (2022)

1697 Responses



Total Responses (2023)

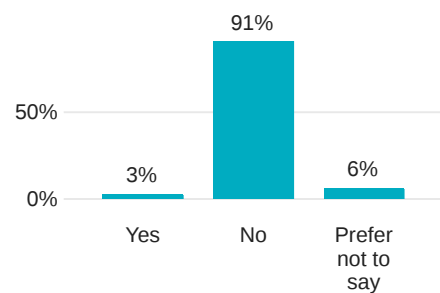
1473 Responses



My Child's Ethnicity 2022

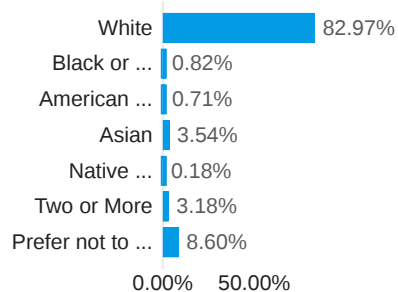
(Hispanic)

1697 Responses



My Child's Race 2022

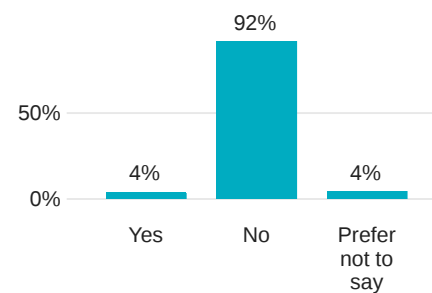
1697 Responses



My Child's Ethnicity 2023

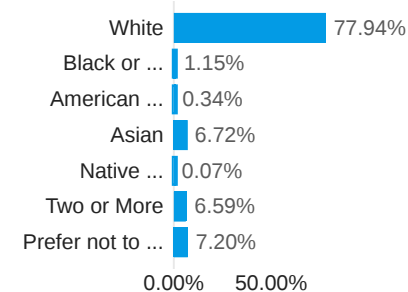
(Hispanic)

1473 Responses



My Child's Race 2023

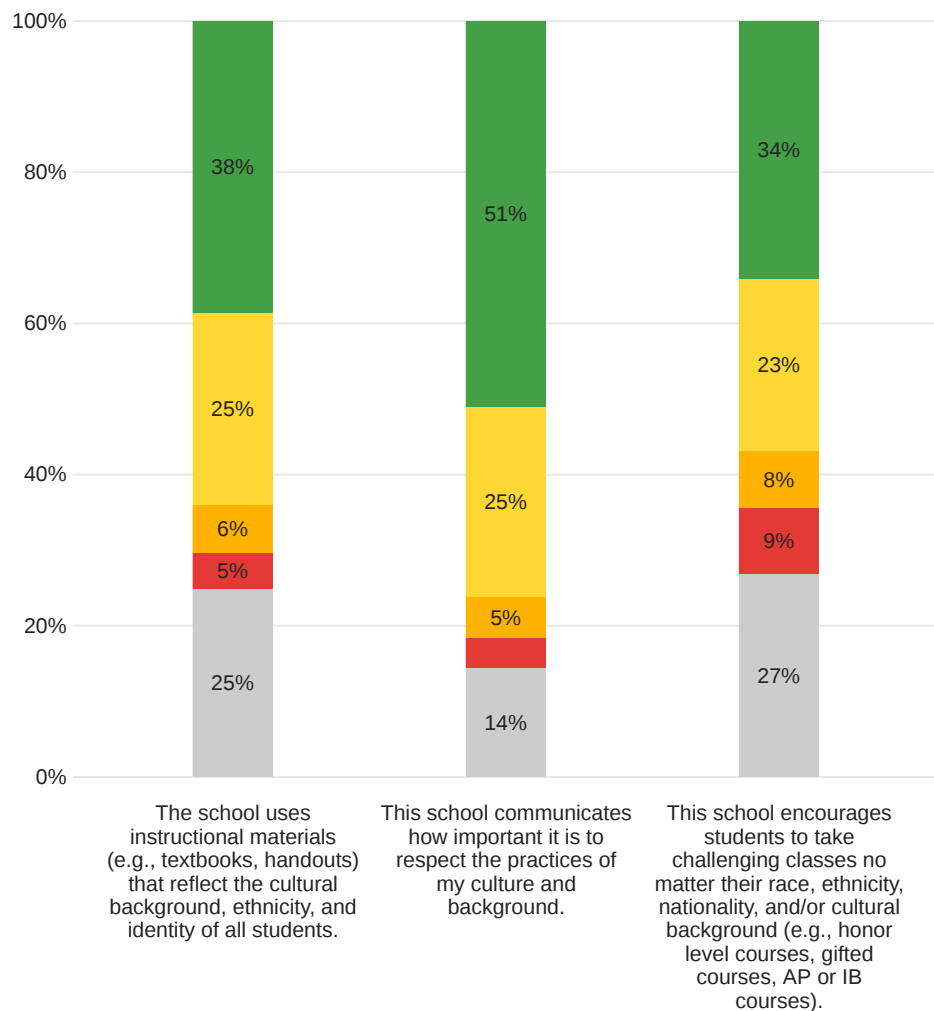
1473 Responses



## Cultural & Linguistic Competence (2022)

How strongly do you agree or disagree with the following statements...

1364 Responses

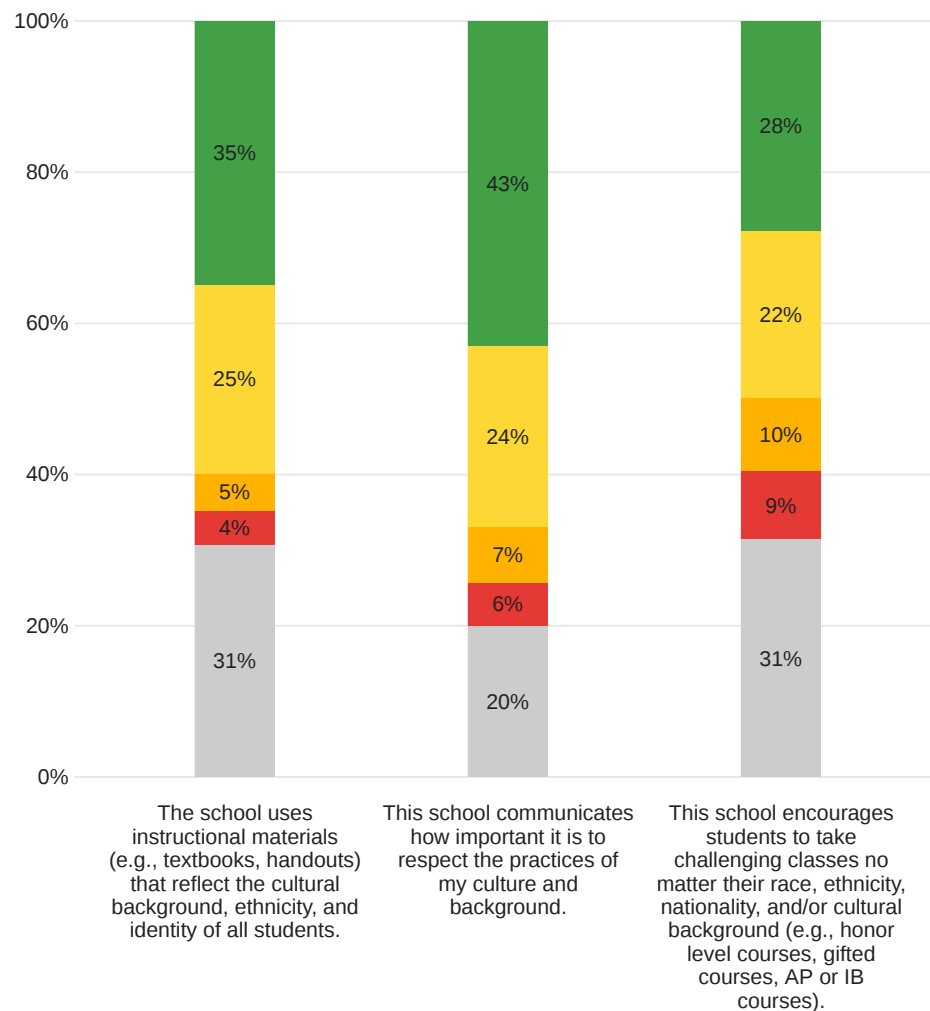


● Strongly agree   
 ● Somewhat agree   
 ● Somewhat disagree   
 ● Strongly Disagree  
● Don't Know

## Cultural & Linguistic Competence (2023)

How strongly do you agree or disagree with the following statements...

1230 Responses



● Strongly agree   
 ● Somewhat agree   
 ● Somewhat disagree   
 ● Strongly Disagree  
● Don't Know

Year-over-year change in positive responses (by question):

-3

-9

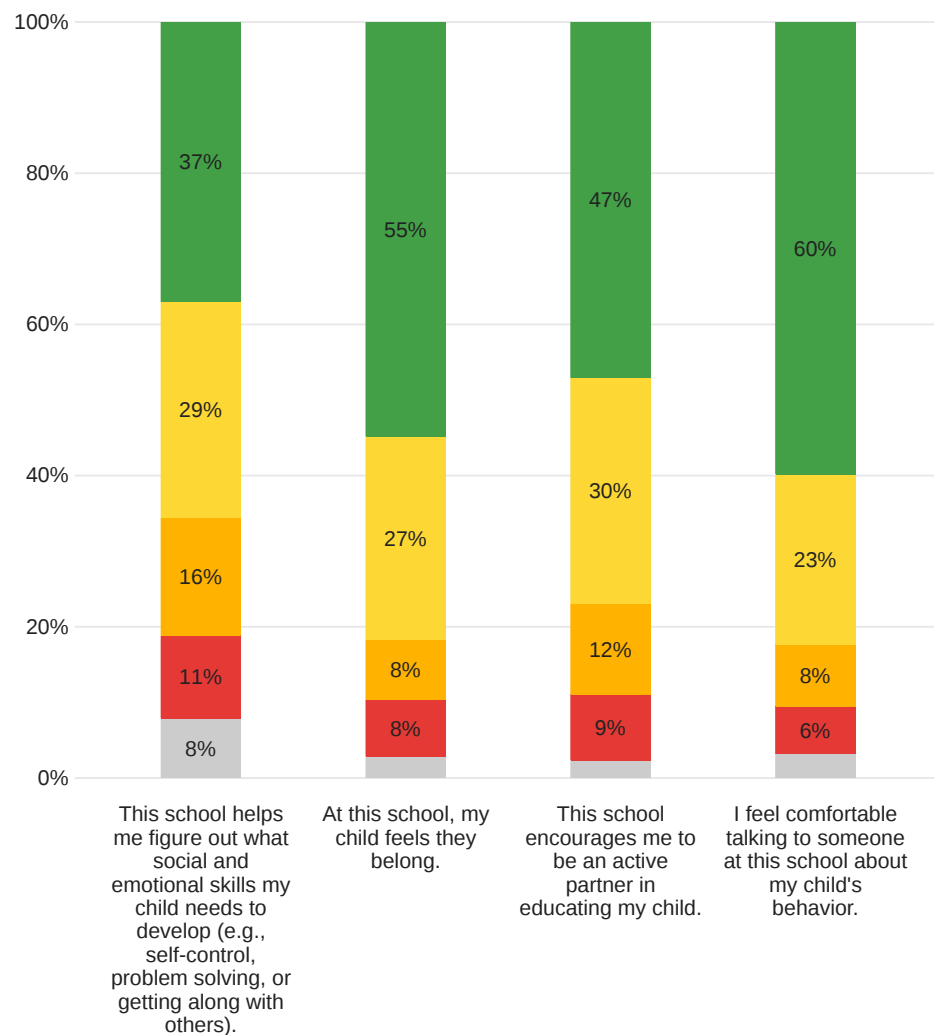
-7



## Relationship (2022)

How strongly do you agree or disagree with the following statements...

1364 Responses



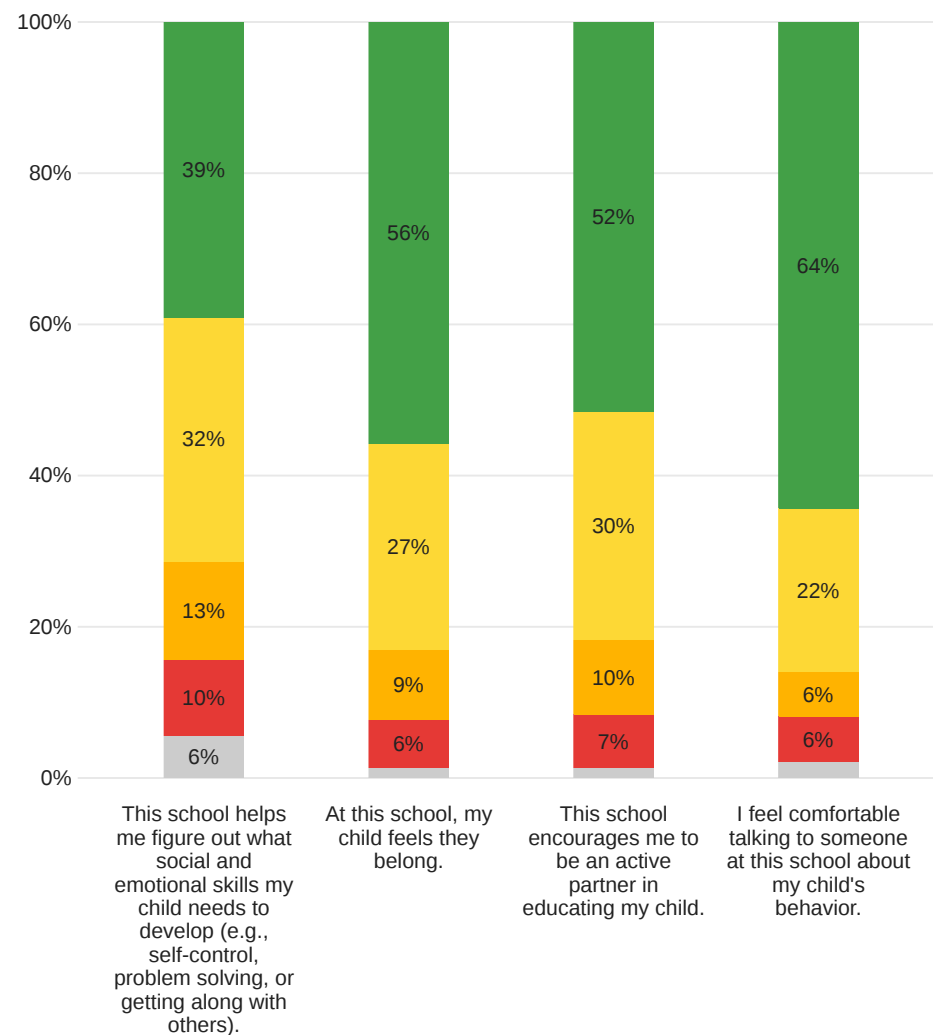
● Strongly agree   
 ● Somewhat agree   
 ● Somewhat disagree   
 ● Strongly Disagree  
● Don't Know

Year-over-year change in positive responses (by question):

## Relationship (2023)

How strongly do you agree or disagree with the following statements...

1230 Responses



● Strongly agree   
 ● Somewhat agree   
 ● Somewhat disagree   
 ● Strongly Disagree  
● Don't Know

+5

+1

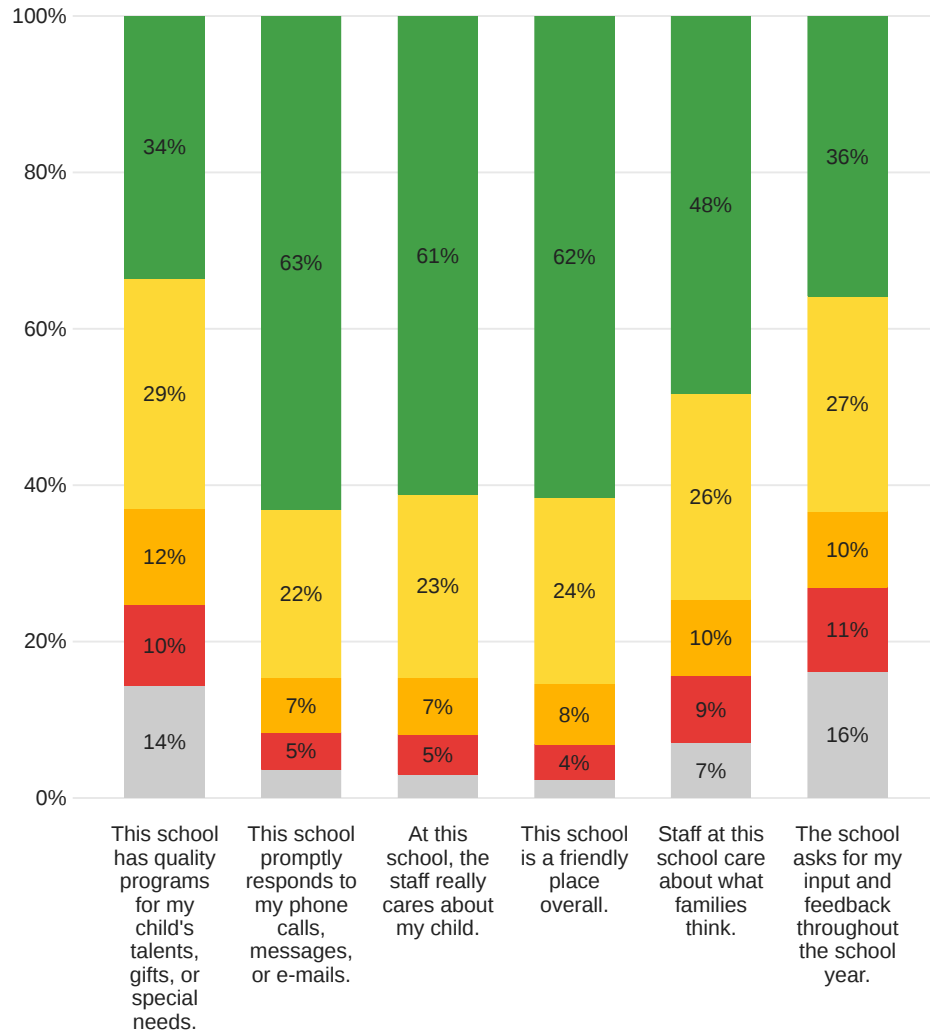
+5

+3

## Participation & Emotional Safety (2022)

How strongly do you agree or disagree with the following statements...

1364 Responses



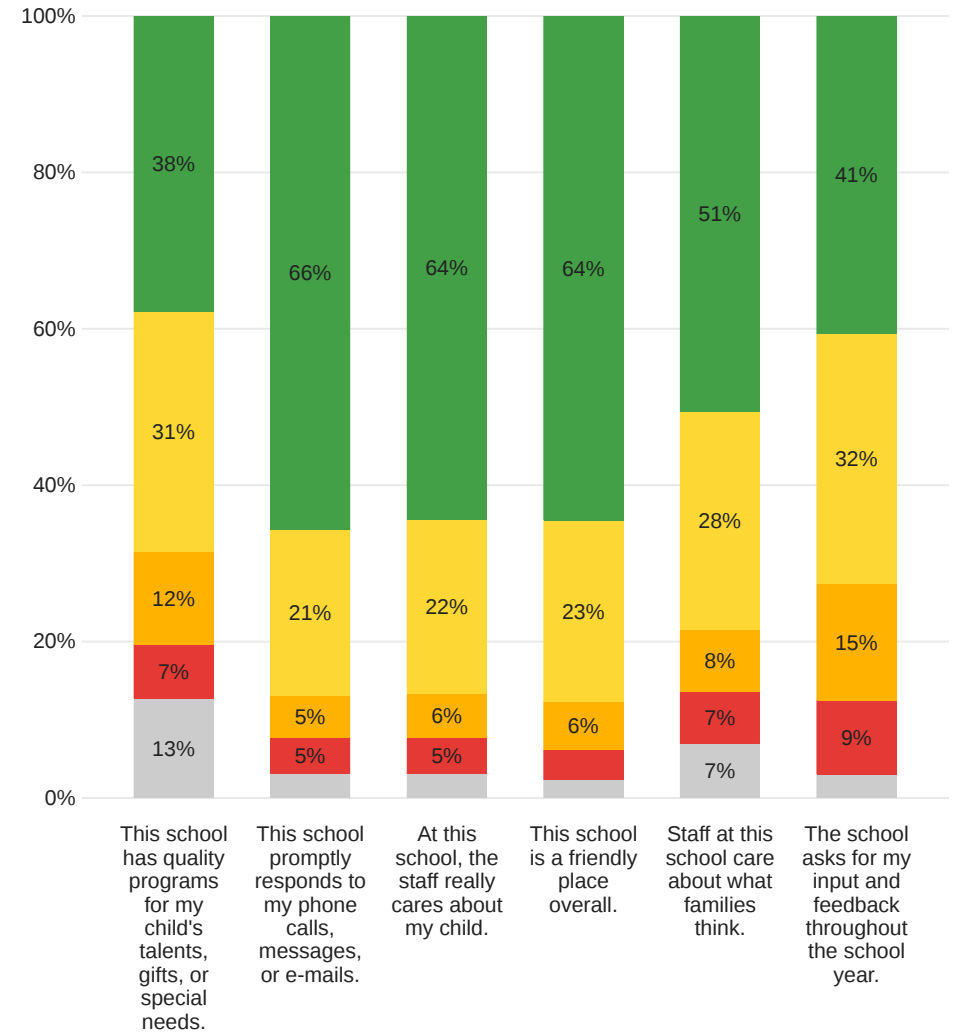
● Strongly agree   
 ● Somewhat agree   
 ● Somewhat disagree   
 ● Strongly Disagree  
● Don't Know

Year-over-year change in positive responses (by question):

## Participation & Emotional Safety (2023)

How strongly do you agree or disagree with the following statements...

1230 Responses



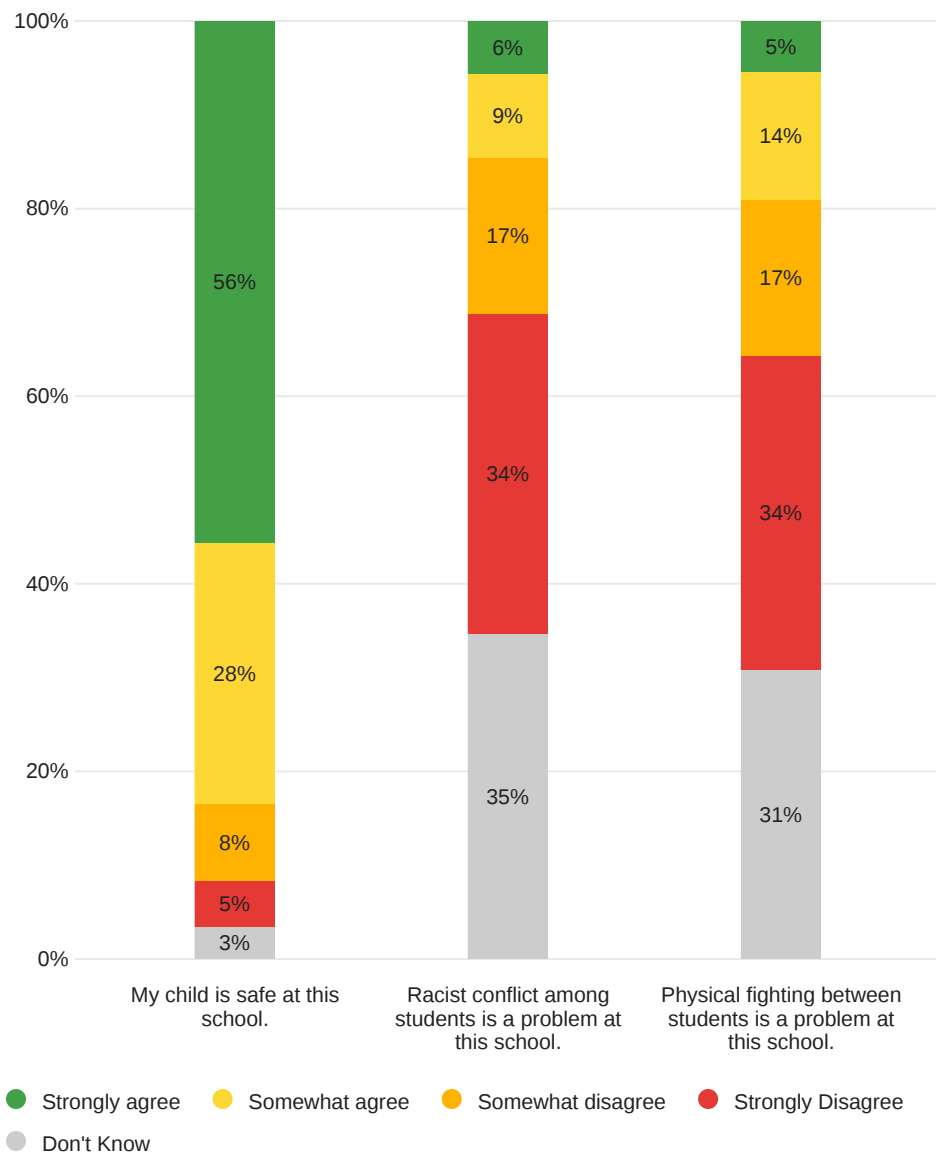
● Strongly agree   
 ● Somewhat agree   
 ● Somewhat disagree   
 ● Strongly Disagree  
● Don't Know

+6   
 +2   
 +2   
 +1   
 +5   
 +10

## Physical Safety (2022)

How strongly do you agree or disagree with the following statements...

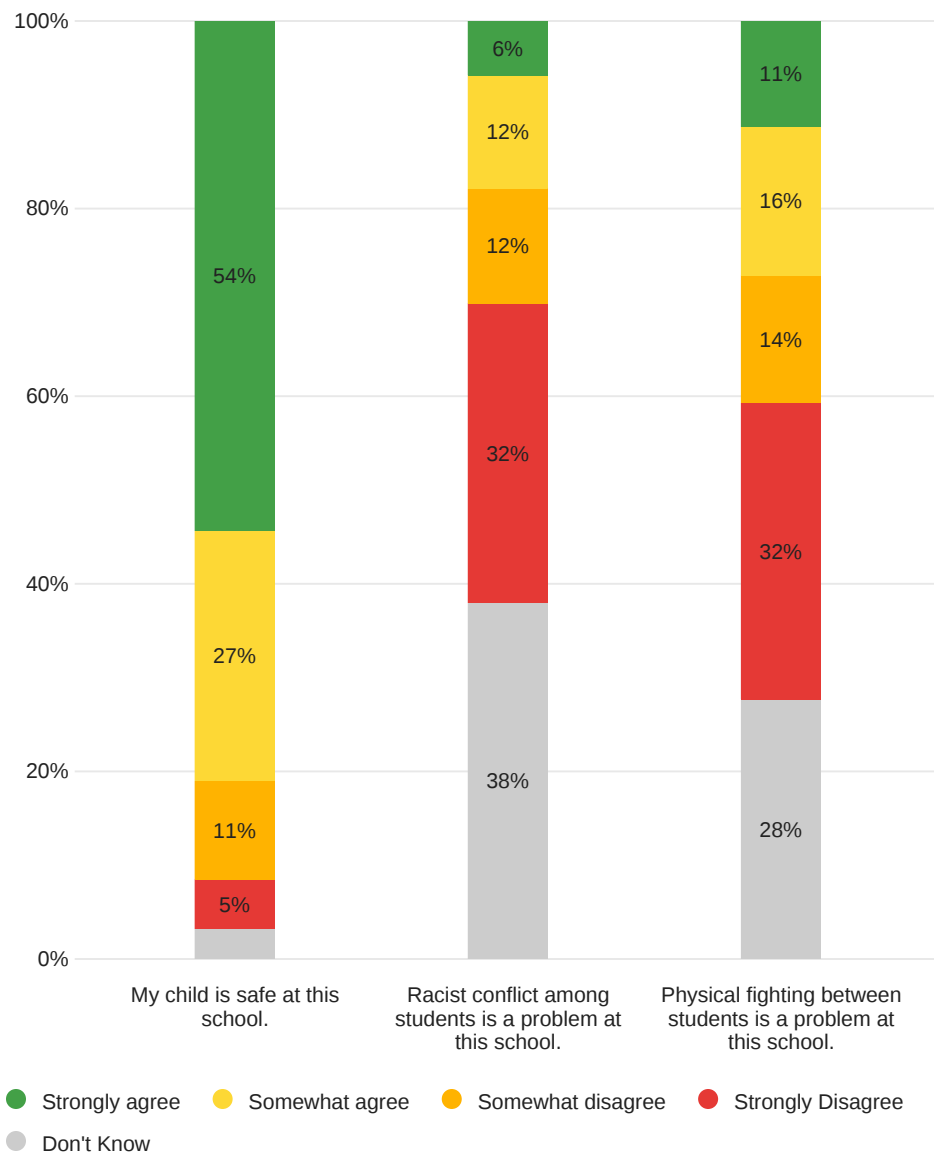
1364 Responses



## Physical Safety (2023)

How strongly do you agree or disagree with the following statements...

1230 Responses



Year-over-year change in positive responses (by question):

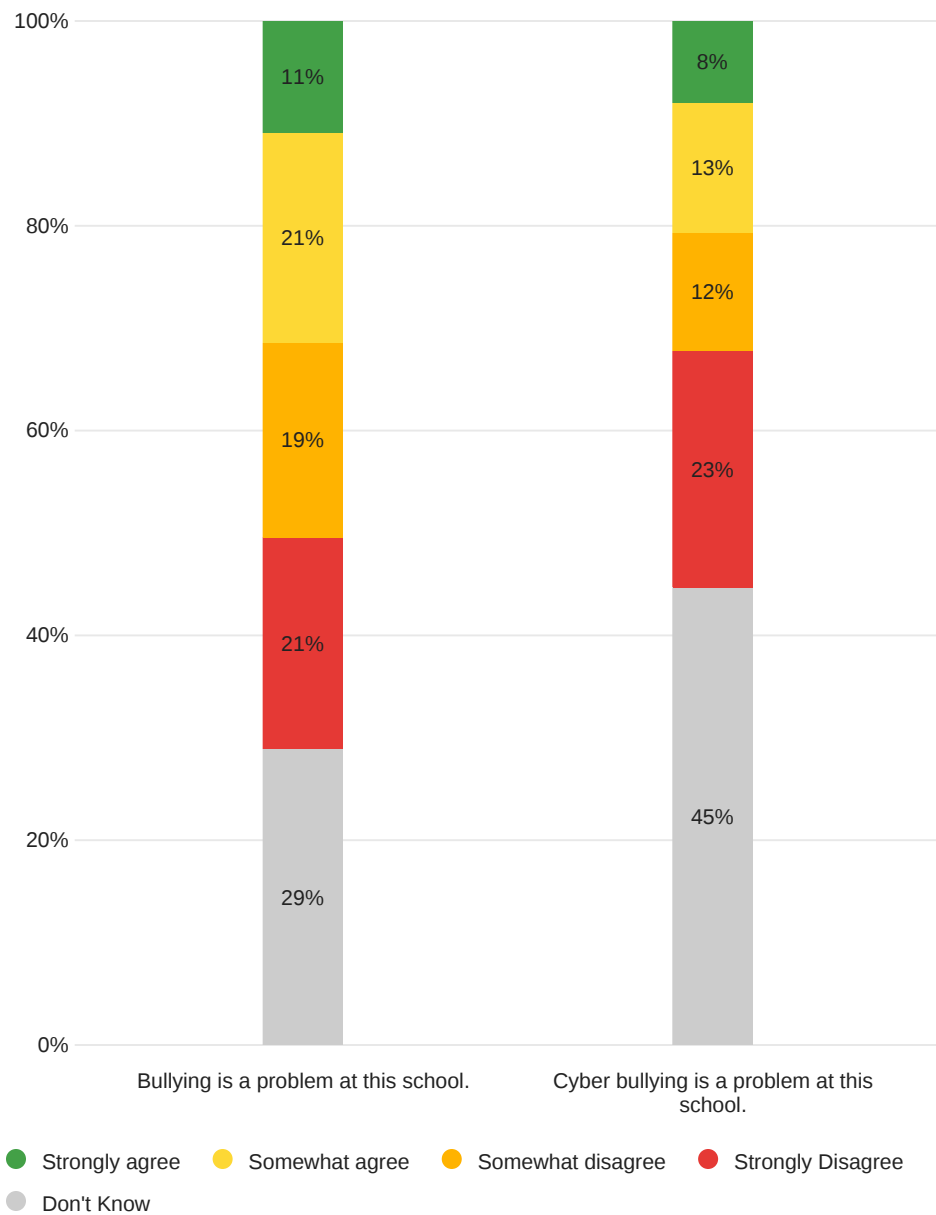
-3

-7

-5

## Bullying/Cyberbullying (2022)

1326 Responses



## Bullying/Cyberbullying (2023)

1203 Responses



Year-over-year change in positive responses (by question):

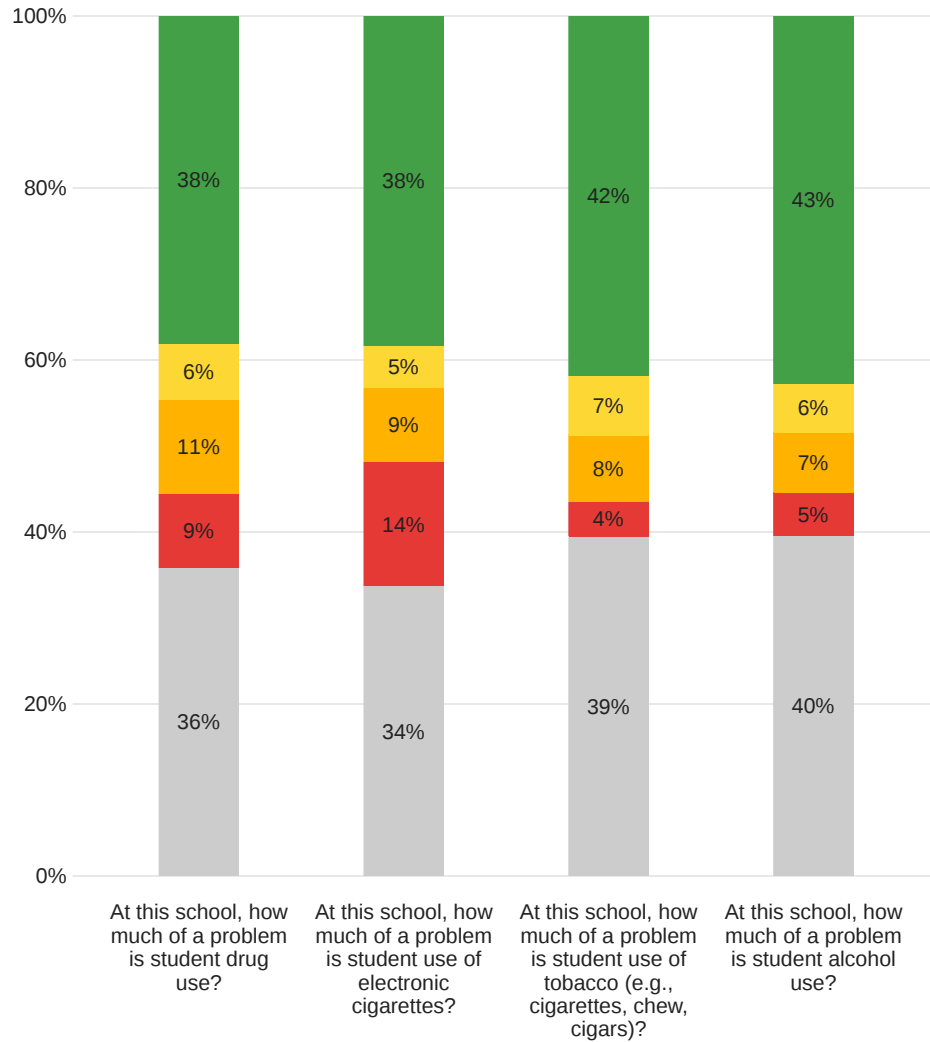
-4

+0

## Substance Abuse (2022)

How strongly do you agree or disagree with the following statements...

1326 Responses



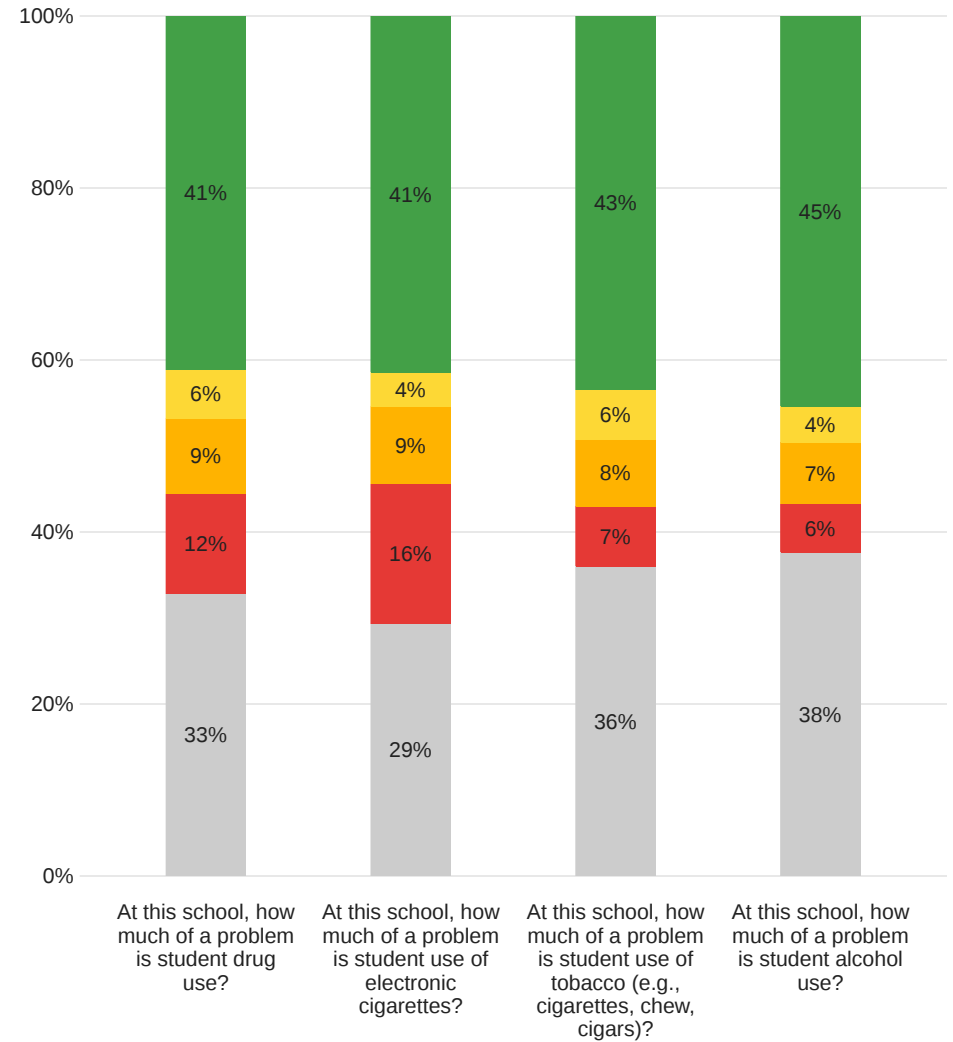
● Not a Problem 
 ● Small Problem 
 ● Somewhat a Problem 
 ● Large Problem 
 ● Don't Know

Year-over-year change in positive responses (by question):

## Substance Abuse (2023)

How strongly do you agree or disagree with the following statements...

1203 Responses



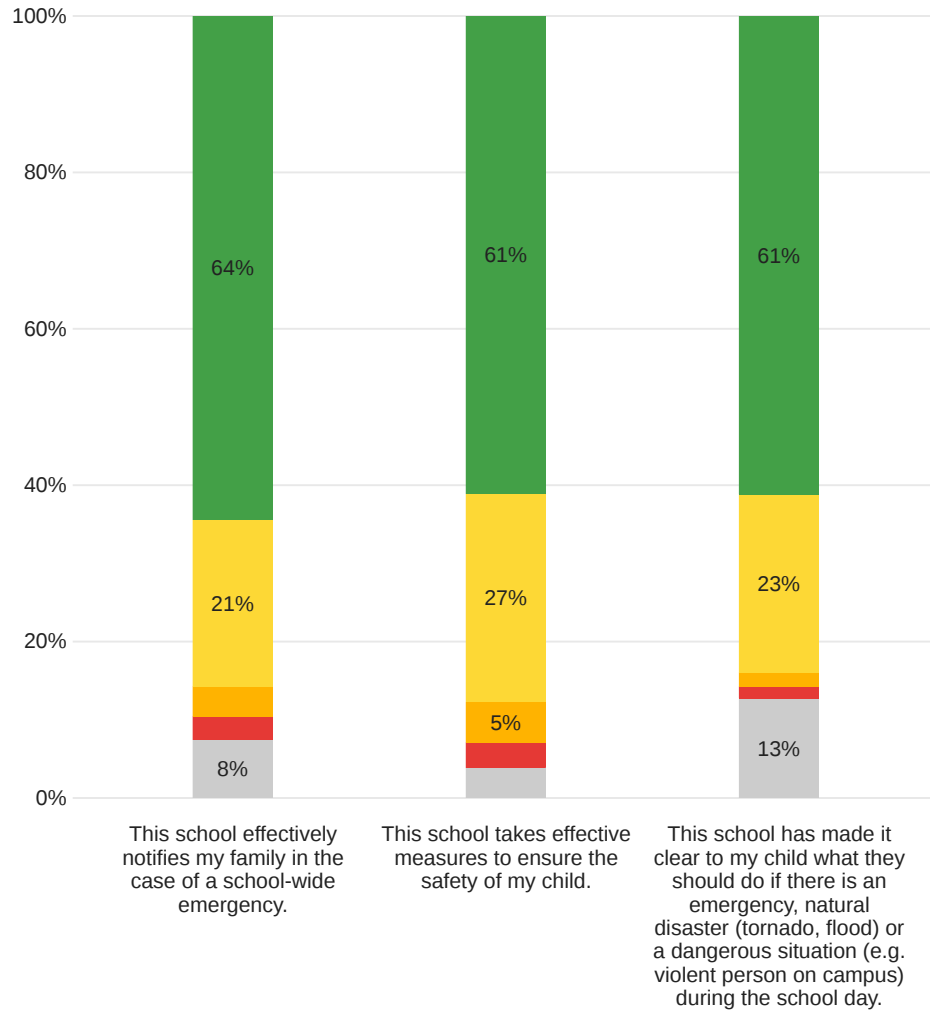
● Not a Problem 
 ● Small Problem 
 ● Somewhat a Problem 
 ● Large Problem 
 ● Don't Know

-4                      +0                      +0                      +0

## Emergency Readiness (2022)

How strongly do you agree or disagree with the following statements...

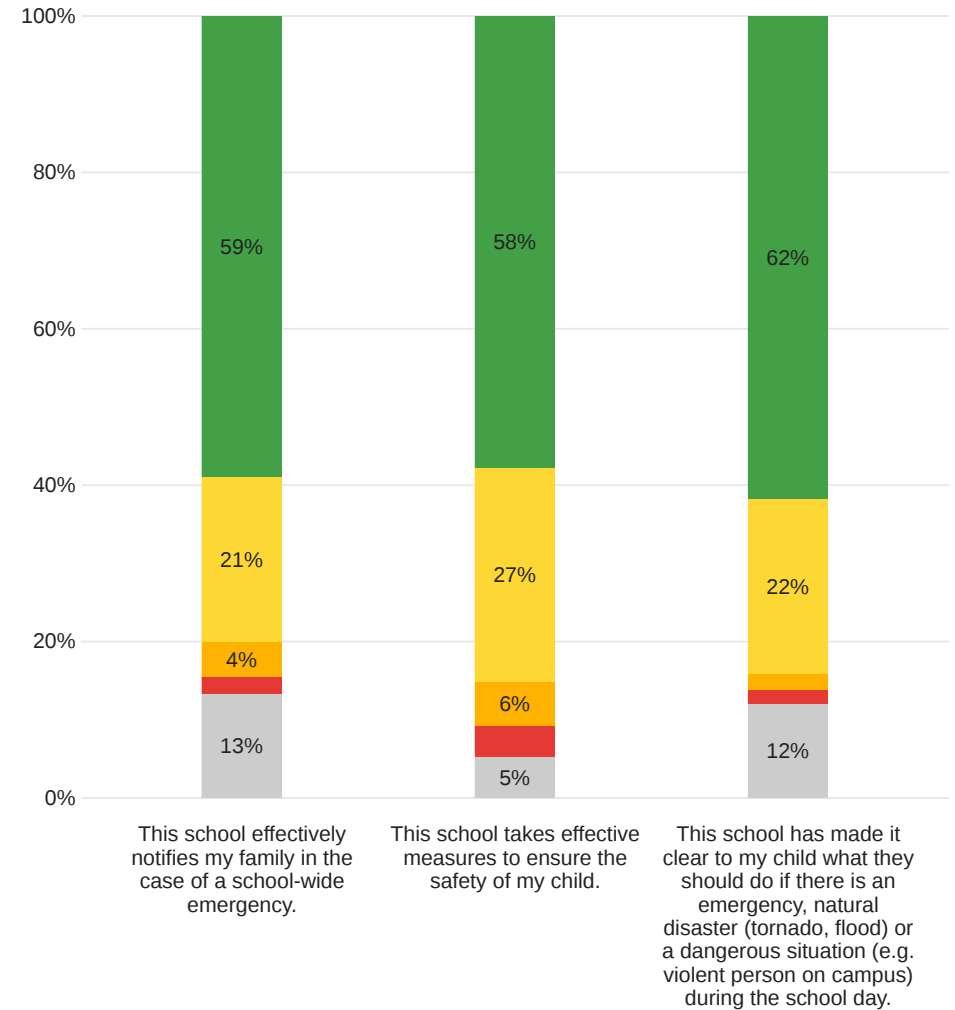
1317 Responses



## Emergency Readiness (2023)

How strongly do you agree or disagree with the following statements...

1193 Responses



● Strongly agree   
 ● Somewhat agree   
 ● Somewhat disagree   
 ● Strongly Disagree  
● Don't Know

● Strongly agree   
 ● Somewhat agree   
 ● Somewhat disagree   
 ● Strongly Disagree  
● Don't Know

Year-over-year change in positive responses (by question):

-5

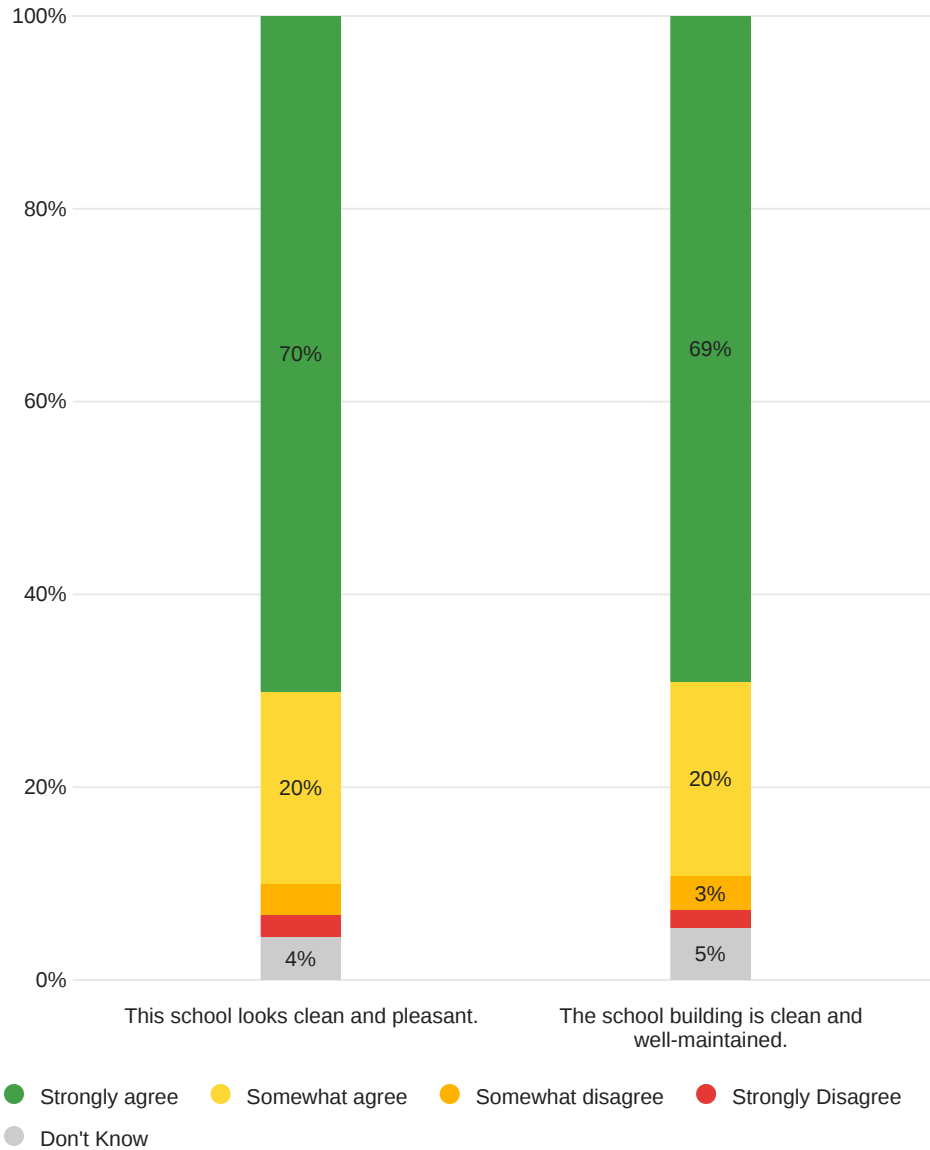
-3

+0

## Physical Environment (2022)

How strongly do you agree or disagree with the following statements...

1292 Responses

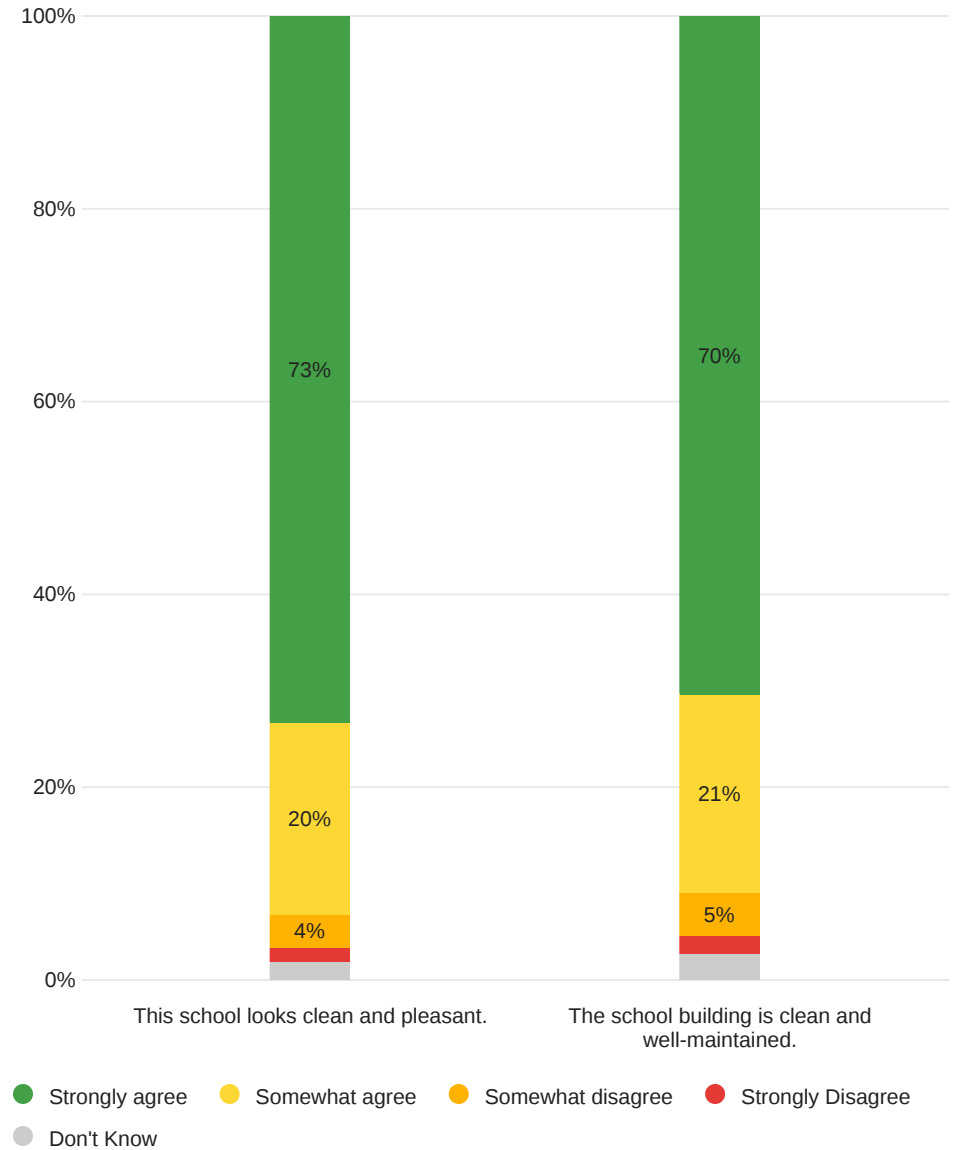


Year-over-year change in positive responses (by question):

## Physical Environment (2023)

How strongly do you agree or disagree with the following statements...

1170 Responses



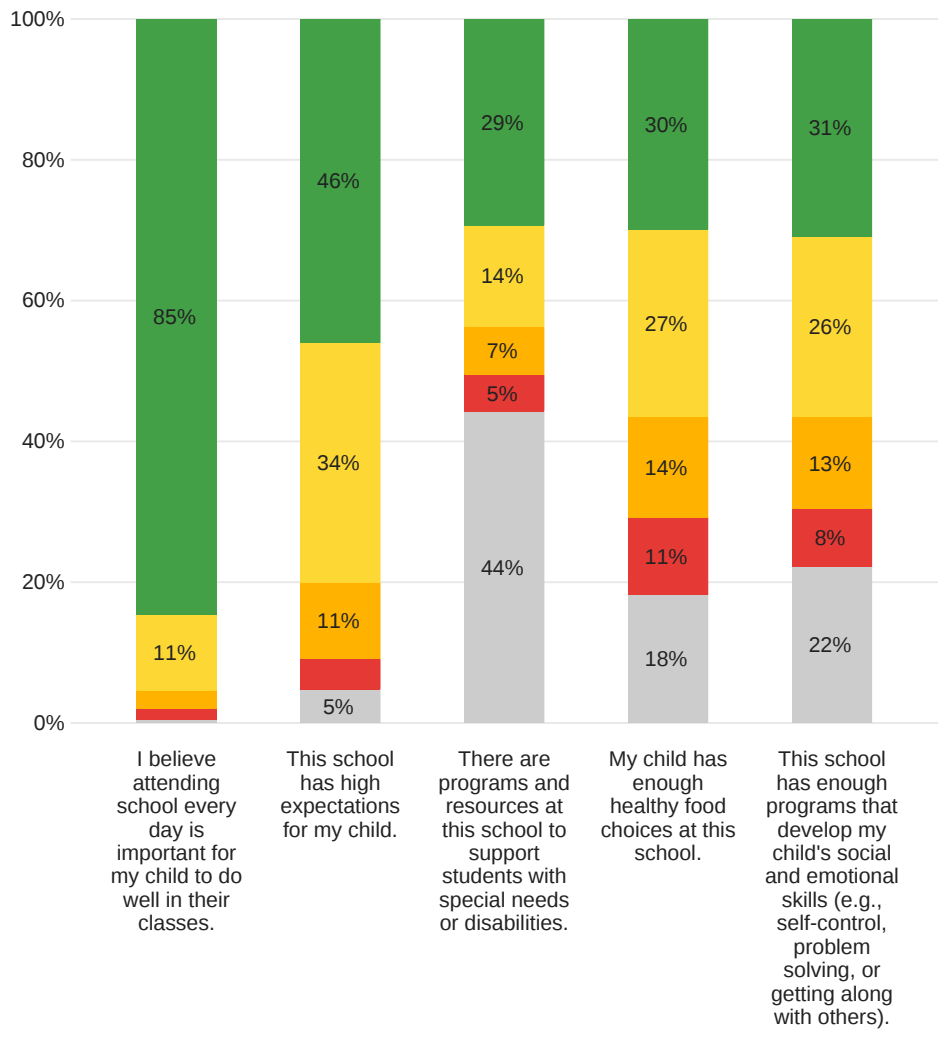
+3

+2

# Instructional Environment (2022)

How strongly do you agree or disagree with the following statements...

1292 Responses

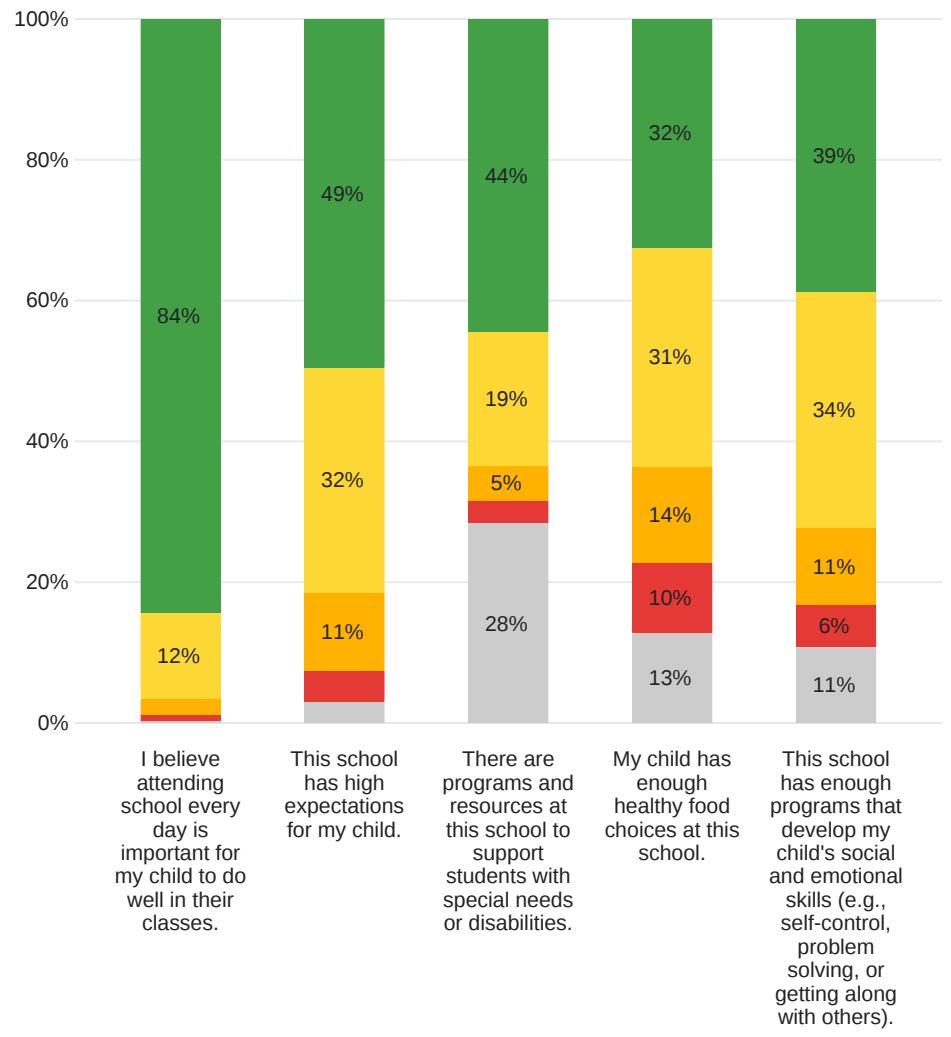


● Strongly agree ● Somewhat agree ● Somewhat disagree ● Strongly Disagree  
● Don't Know

# Instructional Environment (2022)

How strongly do you agree or disagree with the following statements...

1170 Responses



● Strongly agree ● Somewhat agree ● Somewhat disagree ● Strongly Disagree  
● Don't Know

Year-over-year change in positive responses (by question):

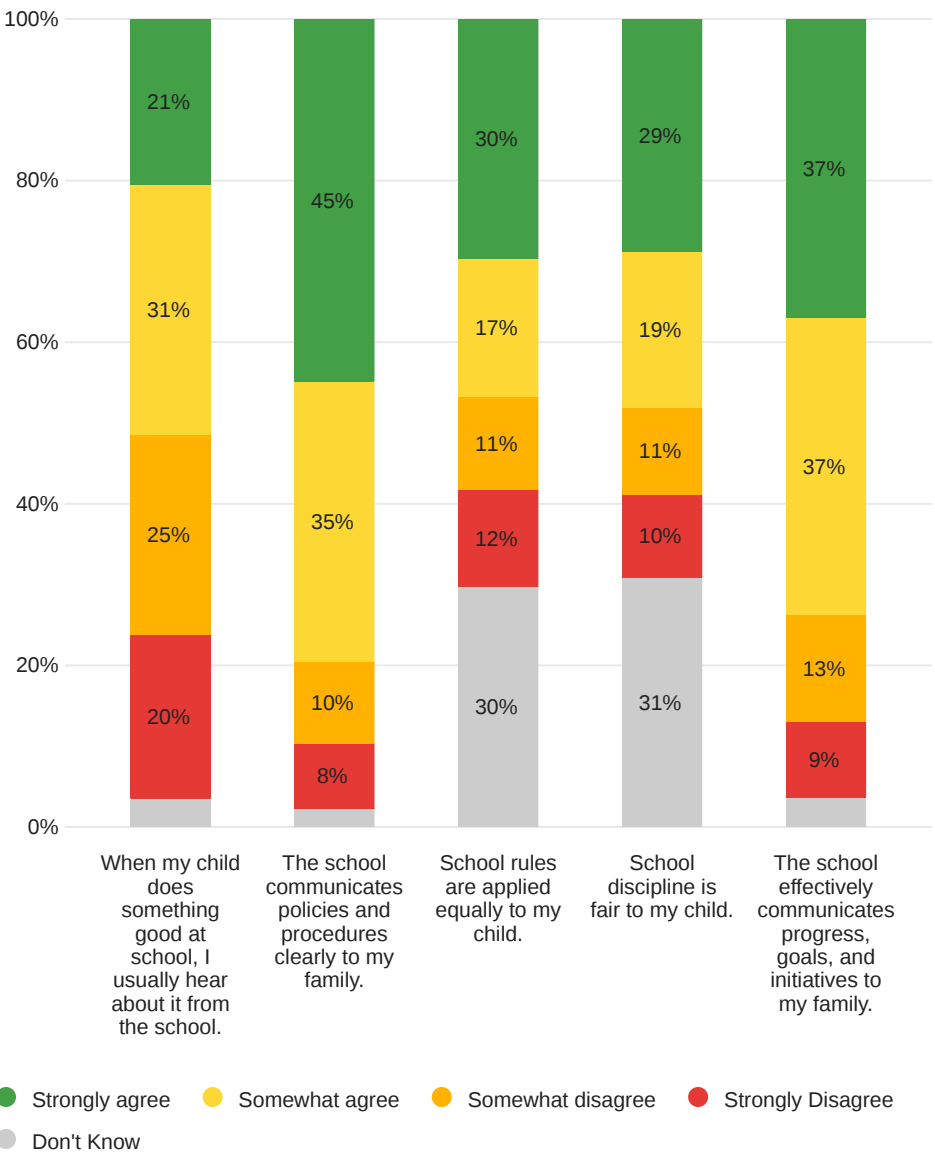
+0 +1 +20 +6 +16



# Discipline & Communication (2022)

How strongly do you agree or disagree with the following statements...

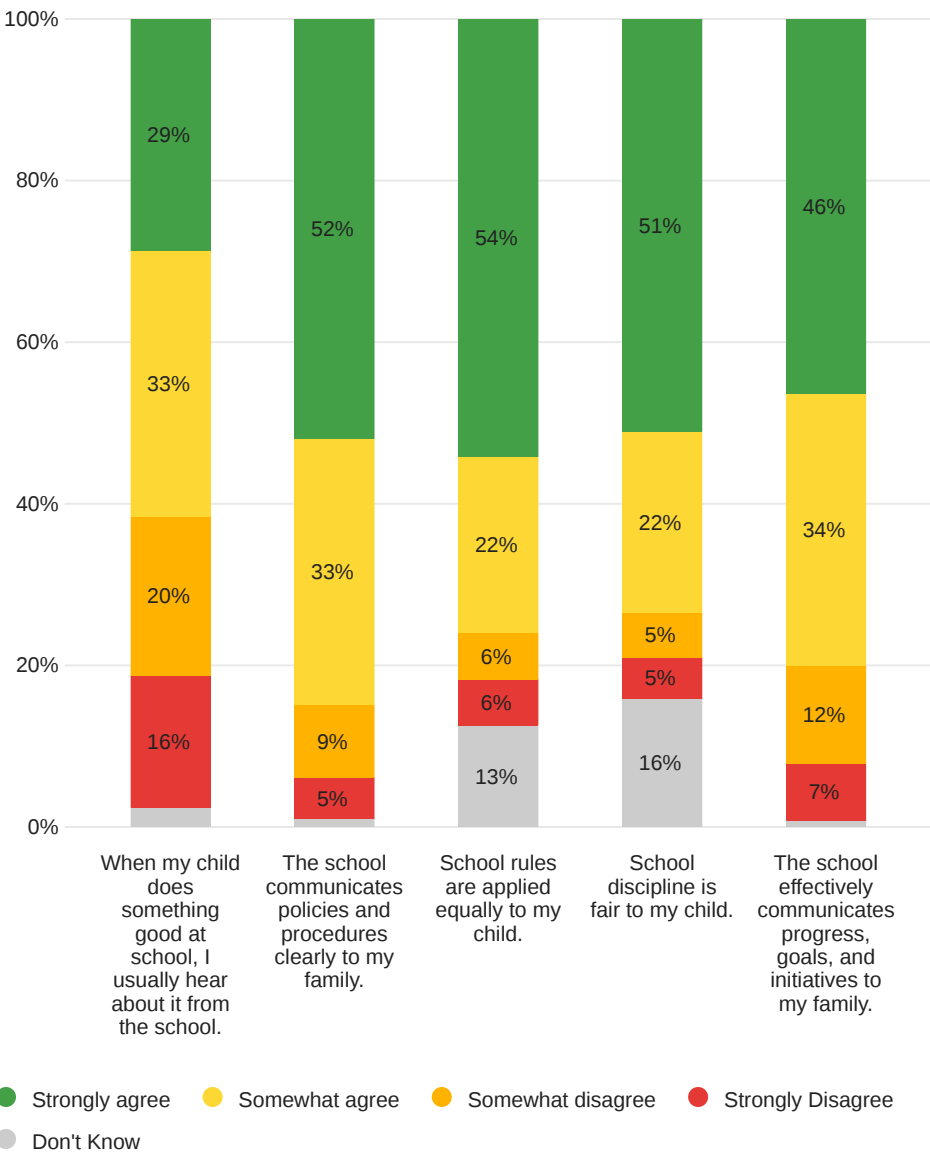
1292 Responses



# Discipline & Communication (2023)

How strongly do you agree or disagree with the following statements...

1170 Responses

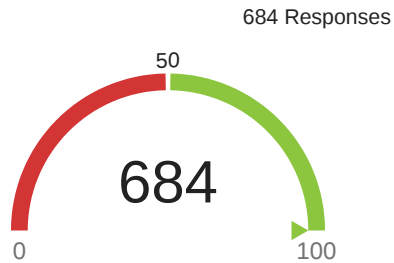


Year-over-year change in positive responses (by question):

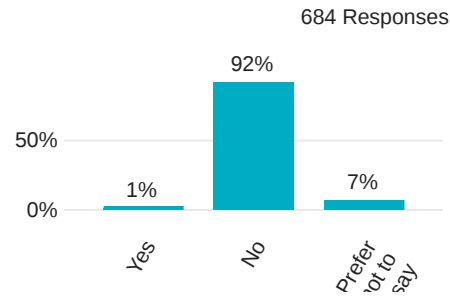
+10 +5 +29 +25 +6

# Staff Climate Survey - 2022 & 2023

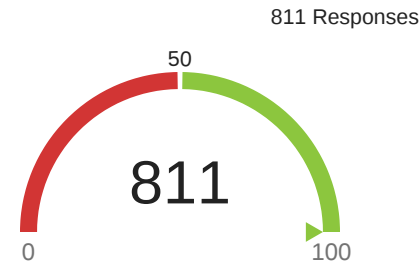
Total Responses - 2022



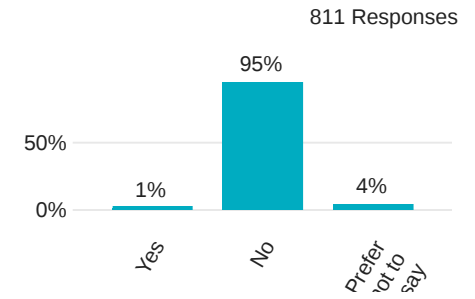
Ethnicity (Hispanic)



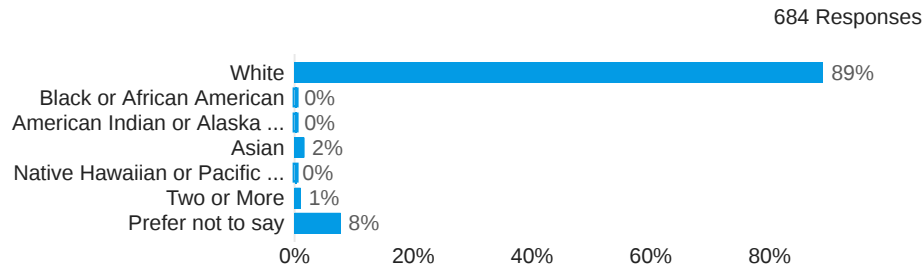
Total Responses - 2023



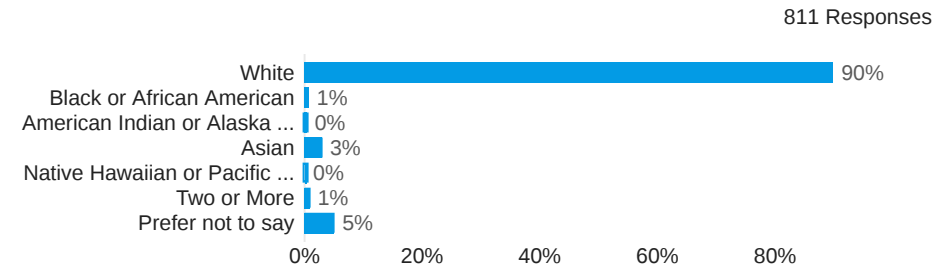
Ethnicity (Hispanic)



Racial Identity



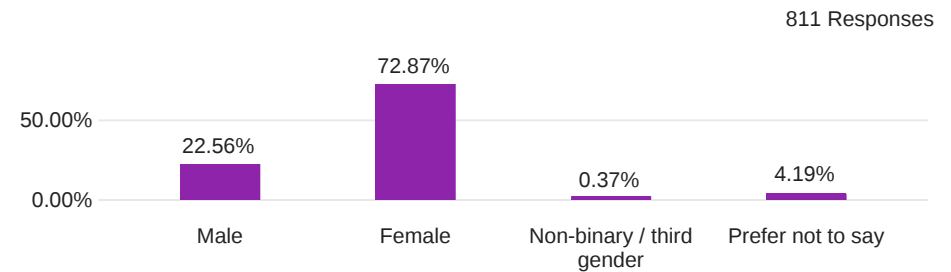
Racial Identity



Gender Identity

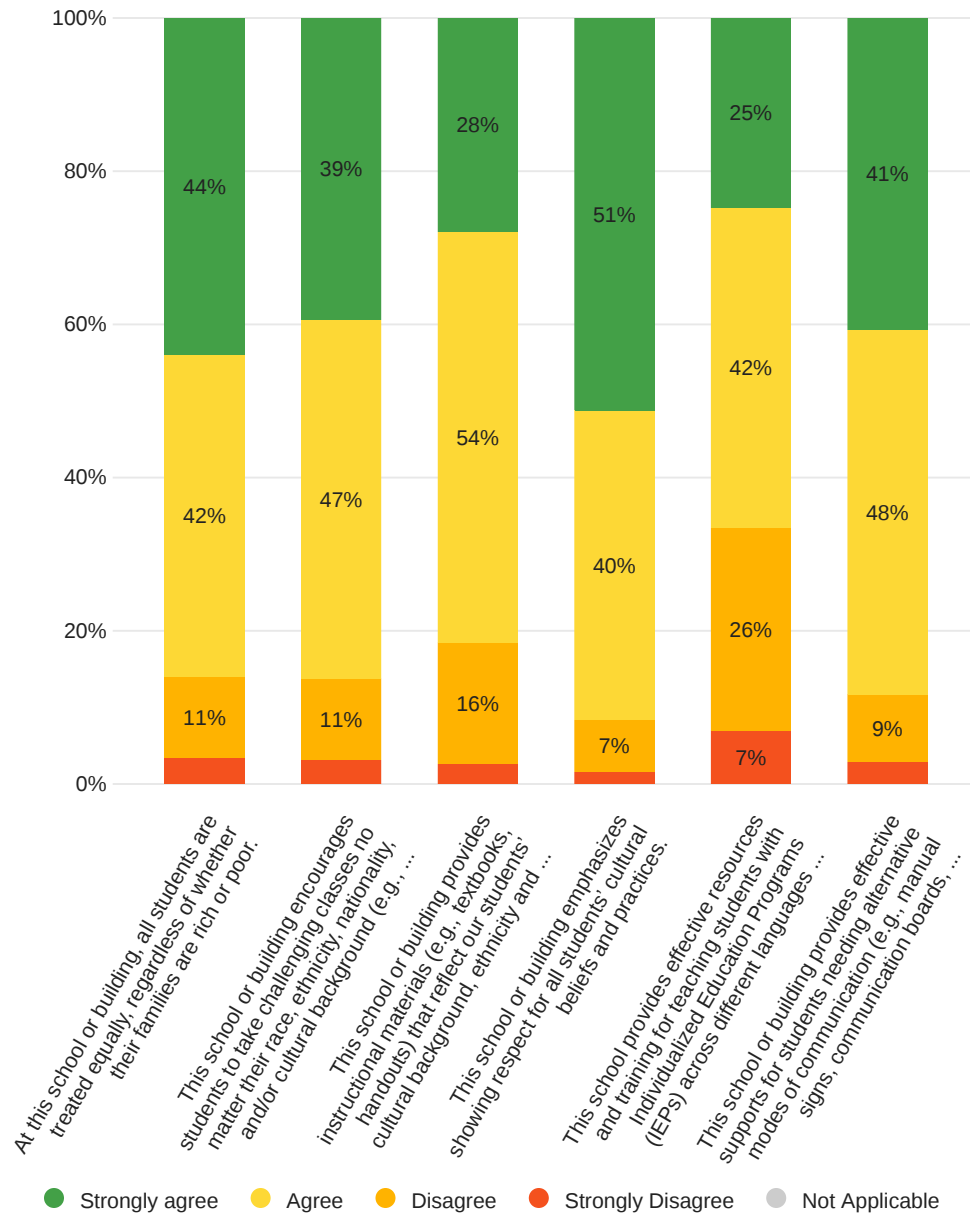
No data found - your filters may be too exclusive!

Gender Identity



## Cultural & Linguistic Competence 2022

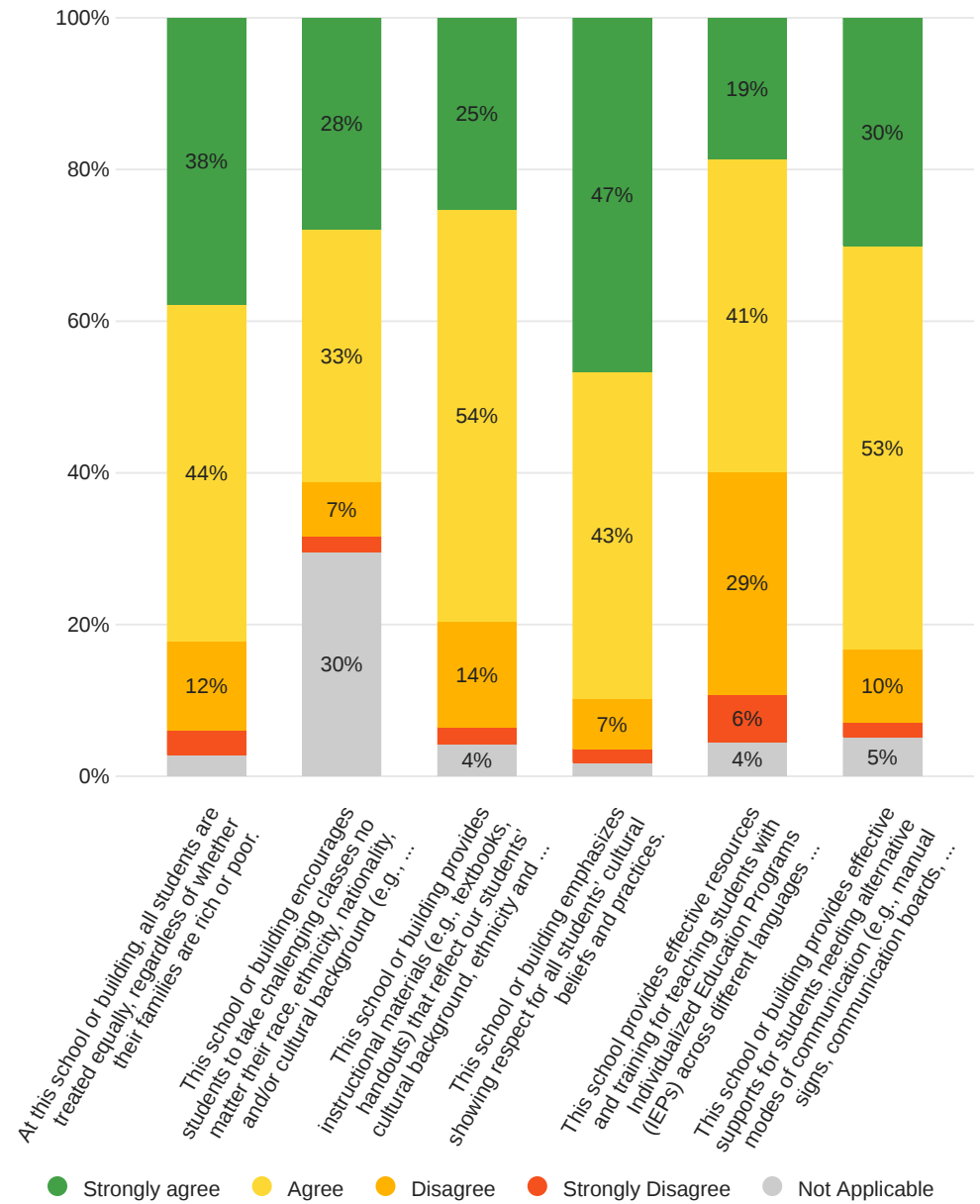
683 Responses



Year-over-year change in positive responses, (by question):

## Cultural & Linguistic Competence 2023

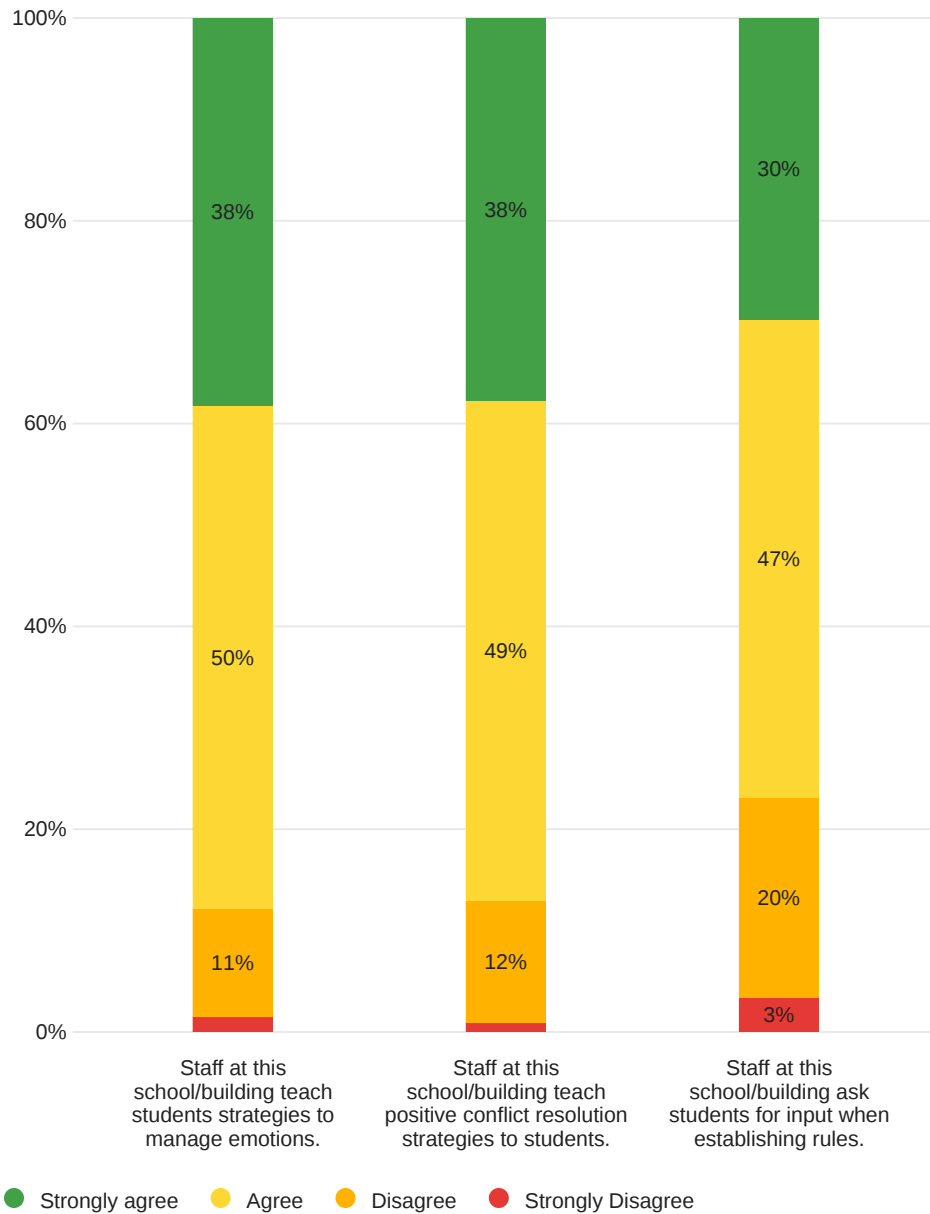
806 Responses



-4      -25      -3      -1      -1      -6

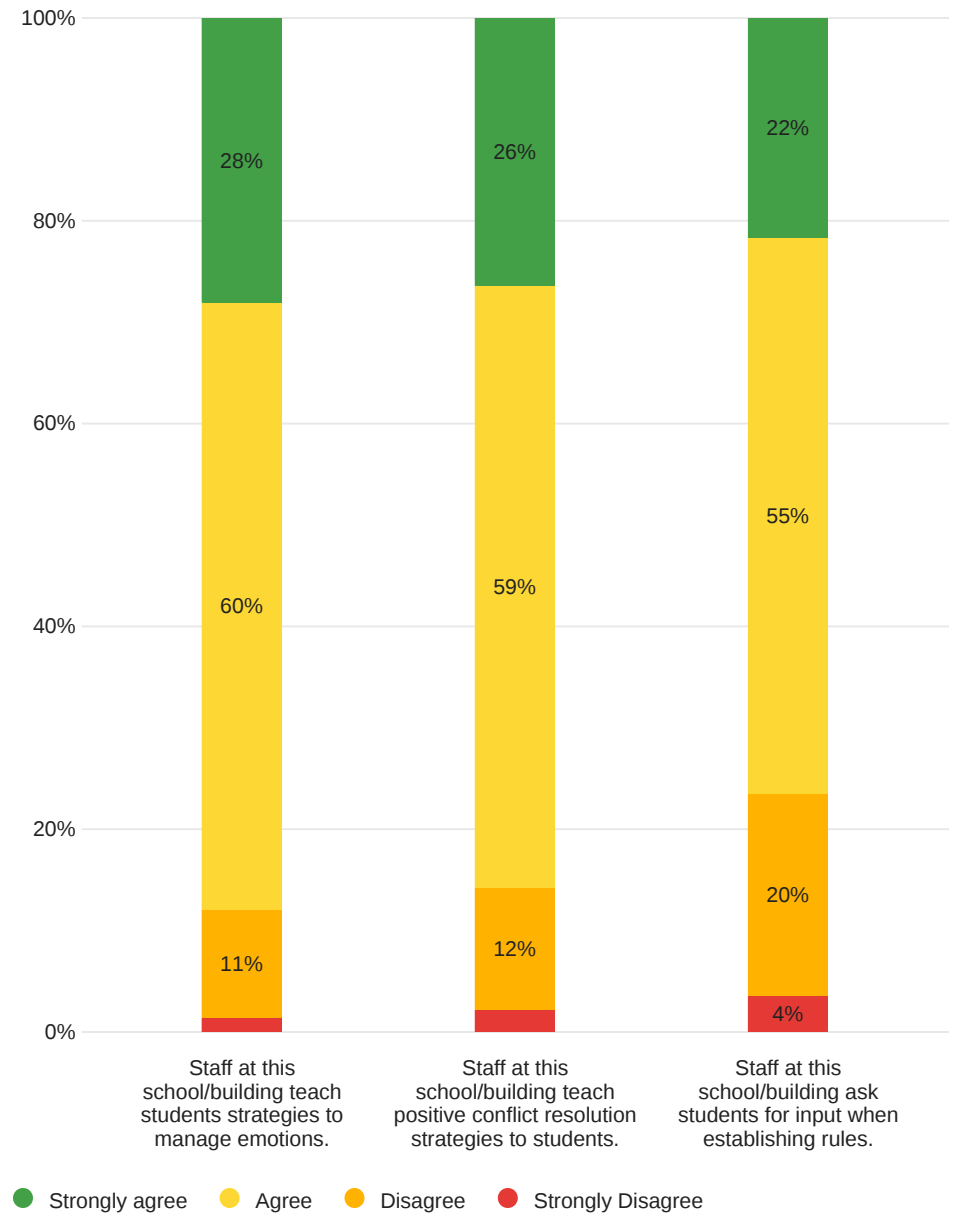
## Student Support and Engagement 2022

678 Responses



## Student Support and Engagement 2023

764 Responses



Year-over-year change in positive responses (by question):

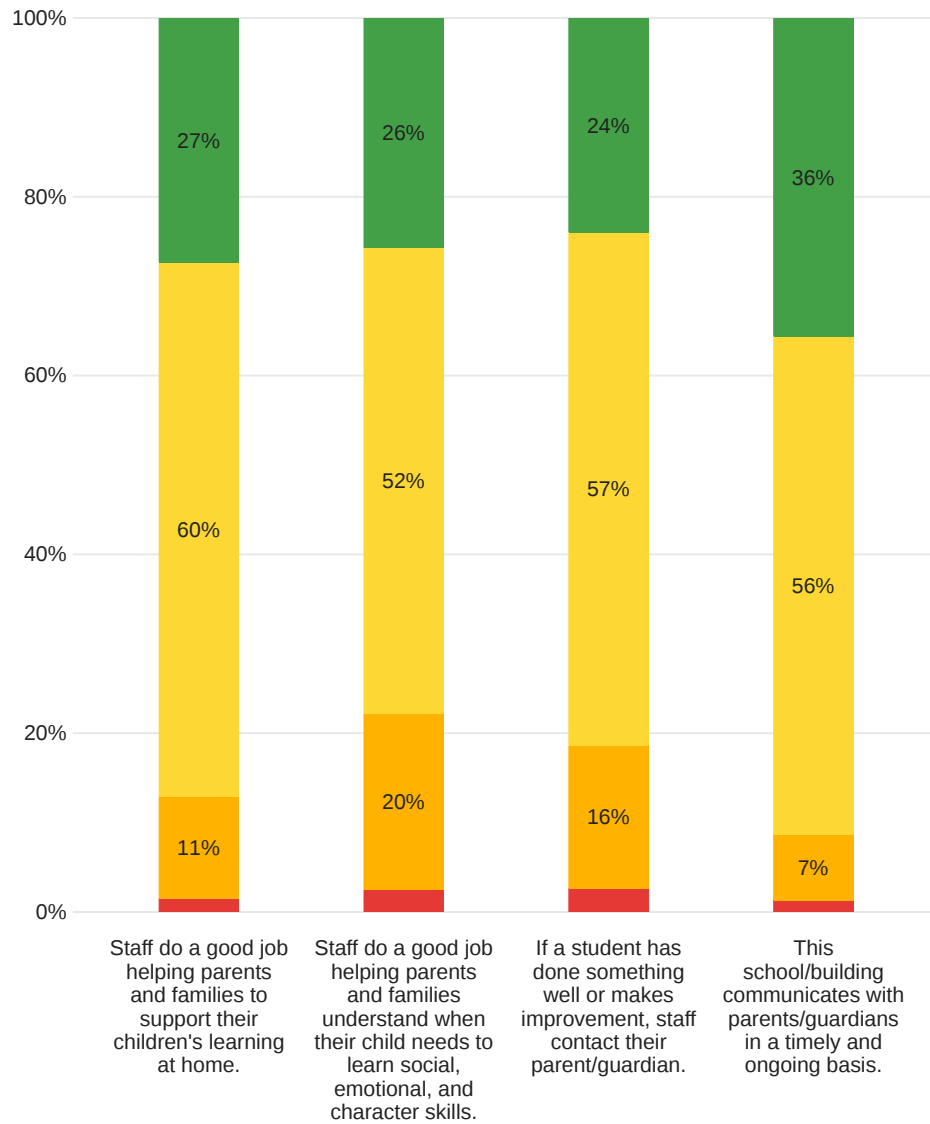
+0

-2

+0

## Parents & Families 2022

684 Responses

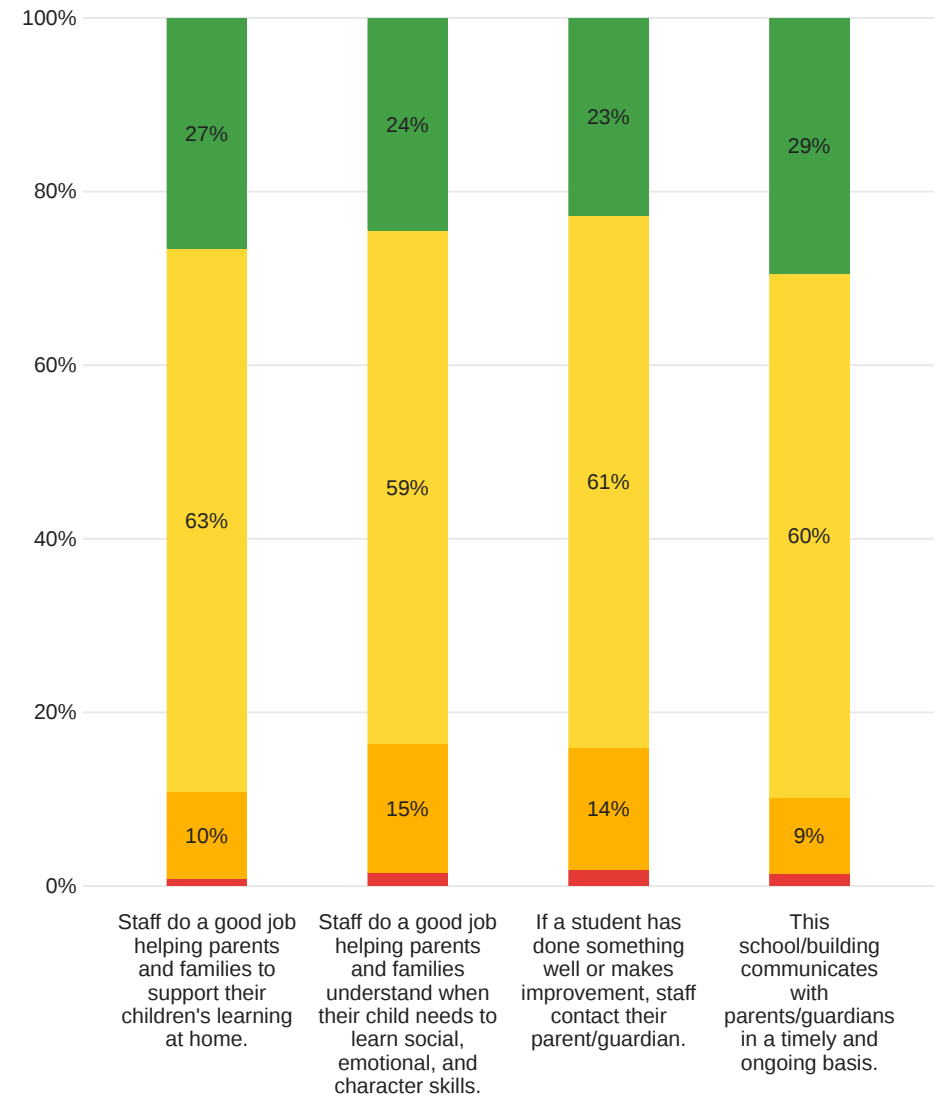


Strongly agree Agree Disagree Strongly Disagree

Year-over-year change in positive responses (by question):

## Parents & Families 2023

803 Responses



Strongly agree Agree Disagree Strongly Disagree

+3

+5

+3

-3

## Teamwork 2022

684 Responses



Strongly agree Agree Disagree Strongly Disagree

## Teamwork 2023

803 Responses



Strongly agree Agree Disagree Strongly Disagree

Year-over-year change in positive responses (by question):

+2

+2

## Communication & Agency 2022

675 Responses

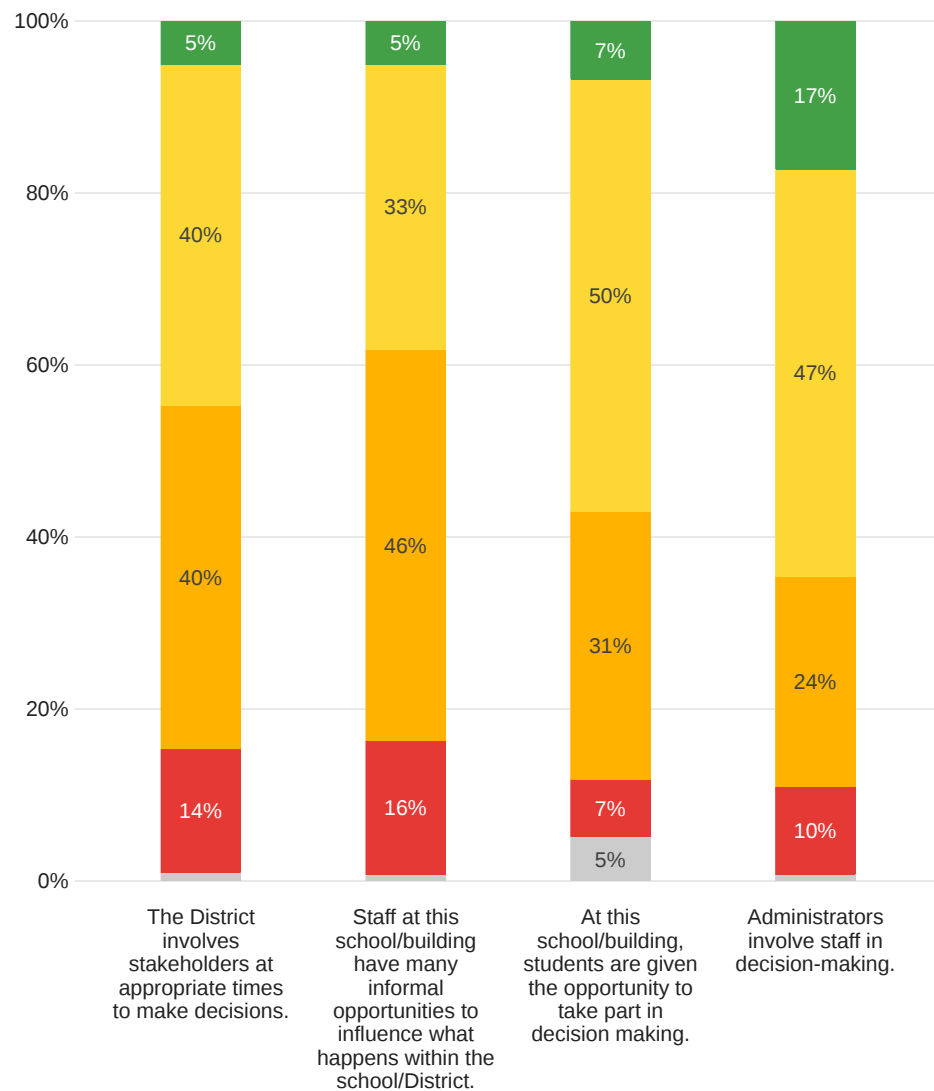


● Strongly agree   
 ● Agree   
 ● Disagree   
 ● Strongly Disagree  
● Not Applicable

Year-over-year change in positive responses (by question):

## Communication & Agency 2023

800 Responses



● Strongly agree   
 ● Agree   
 ● Disagree   
 ● Strongly Disagree  
● Not Applicable

+5

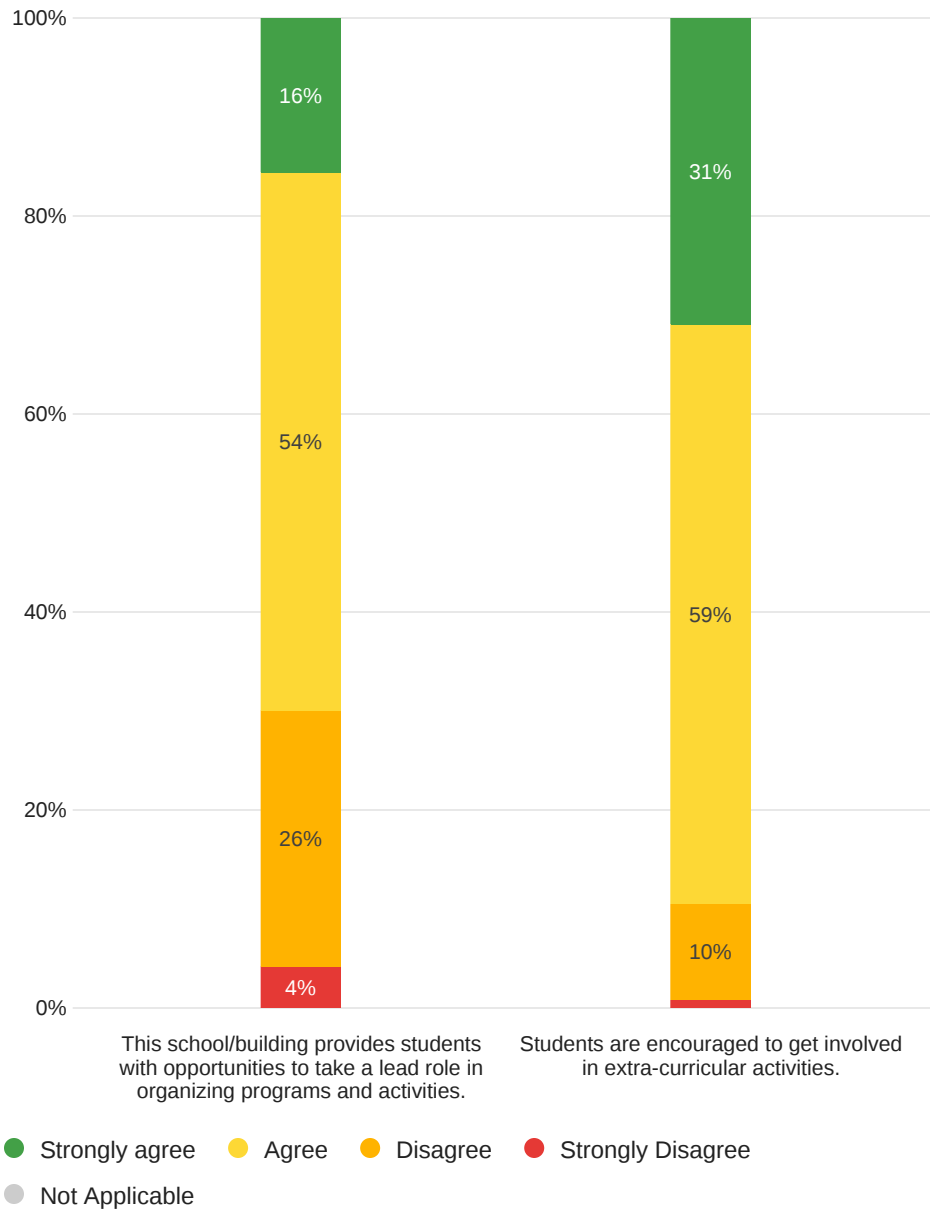
+4

+0

+5

# Student Empowerment & Agency 2022

675 Responses



# Student Empowerment & Agency 2023

800 Responses



Year-over-year change in positive responses (by question):

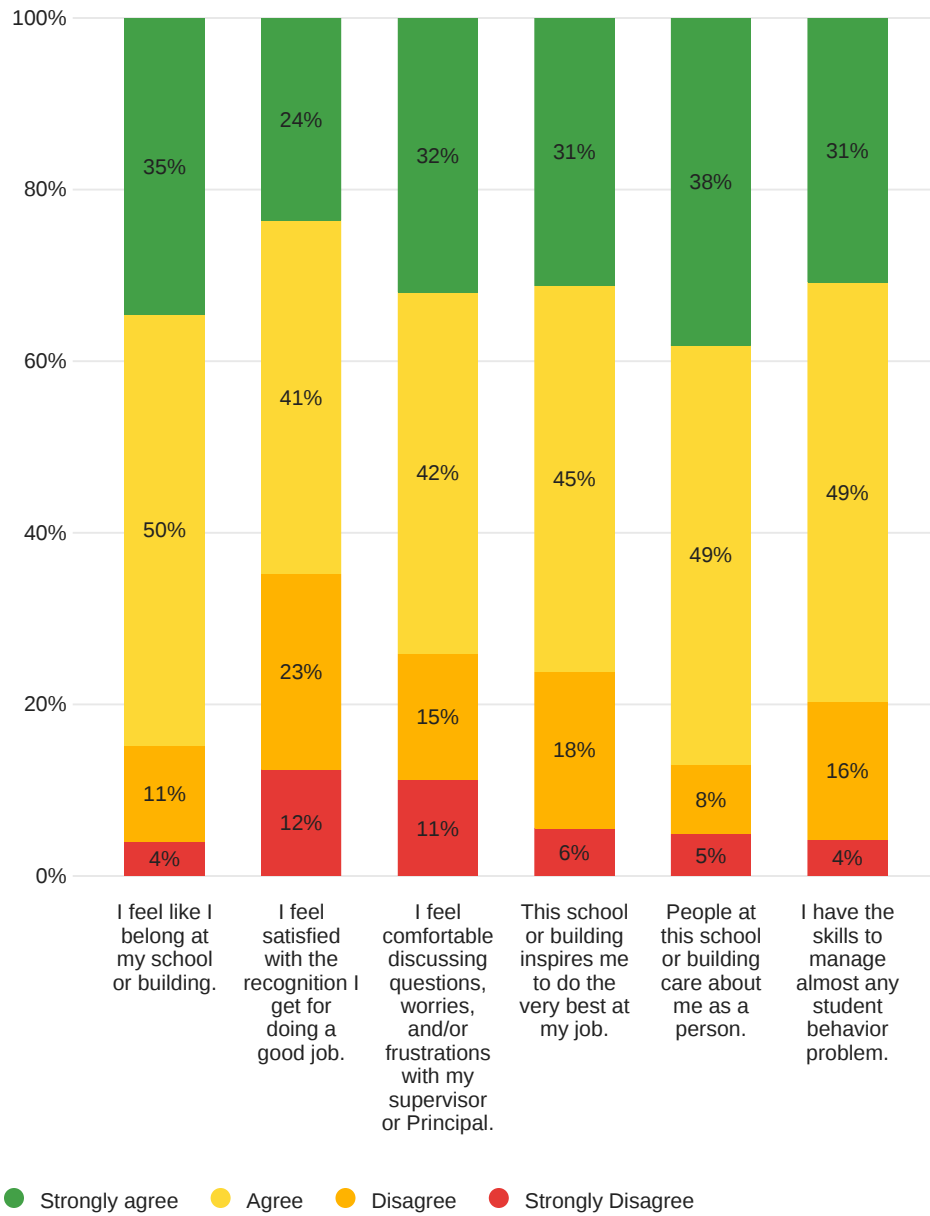
-1

-12



## Emotional Safety 2022

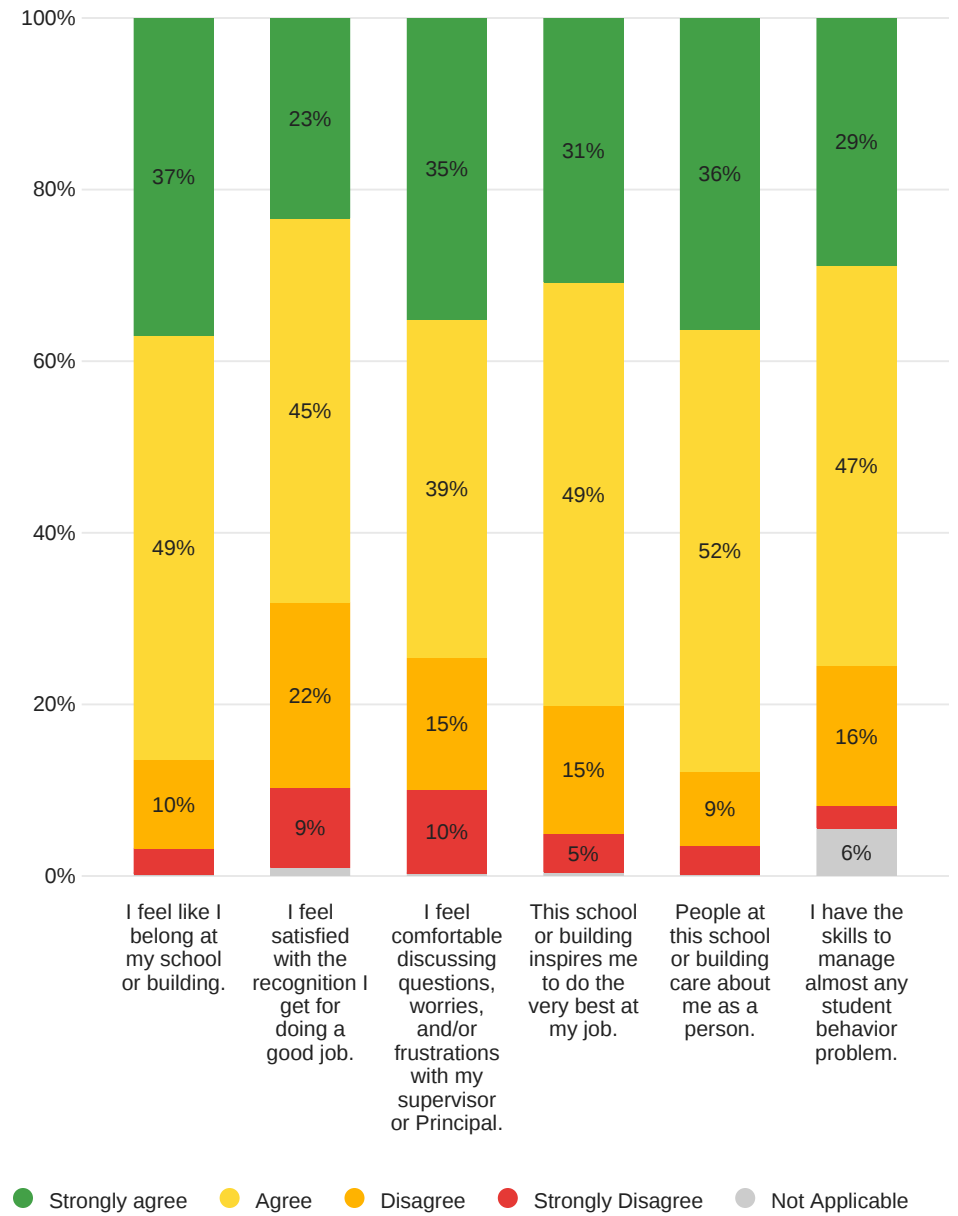
683 Responses



Year-over-year change in positive responses (by question):

## Emotional Safety 2023

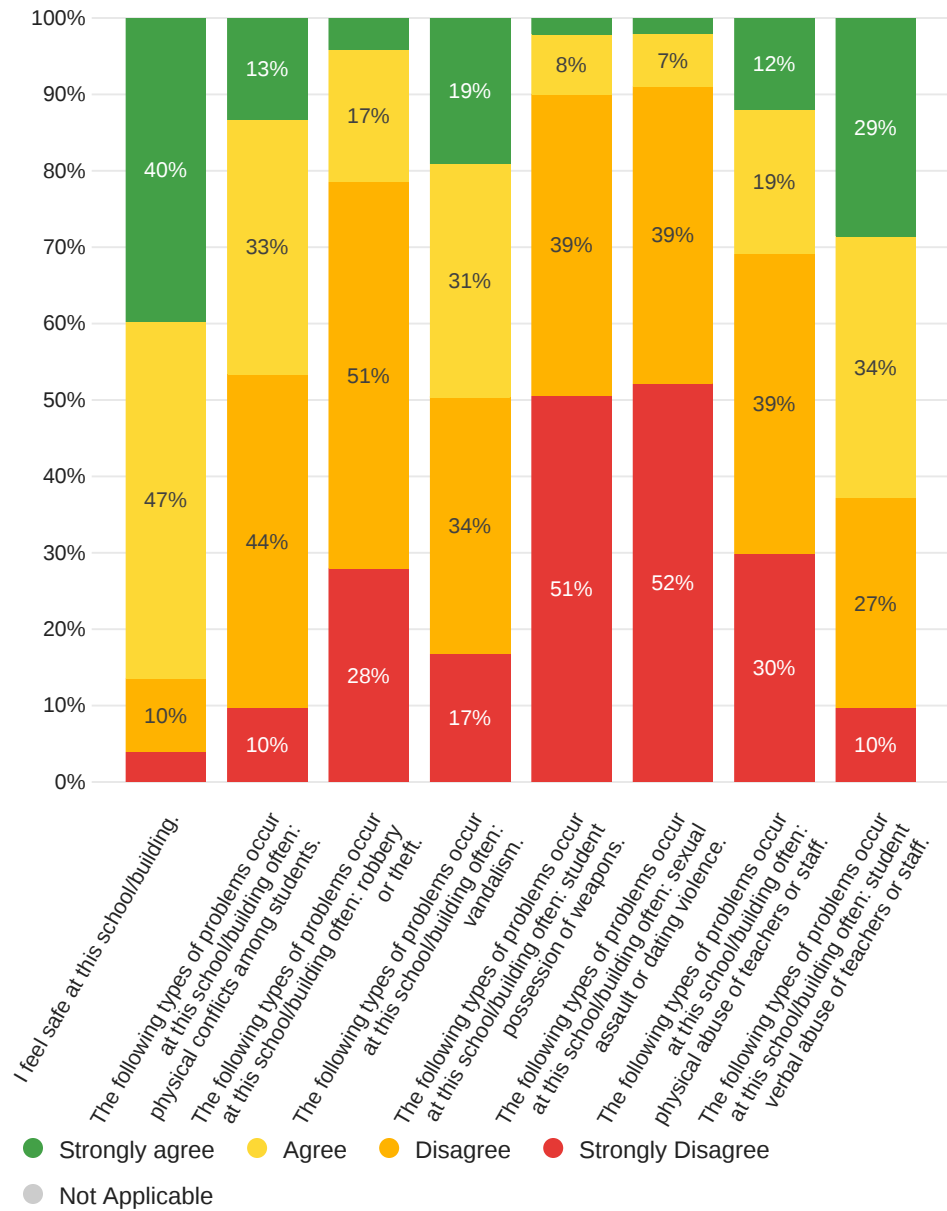
810 Responses



+1 +3 +0 +4 +1 -4

## Physical Safety 2022

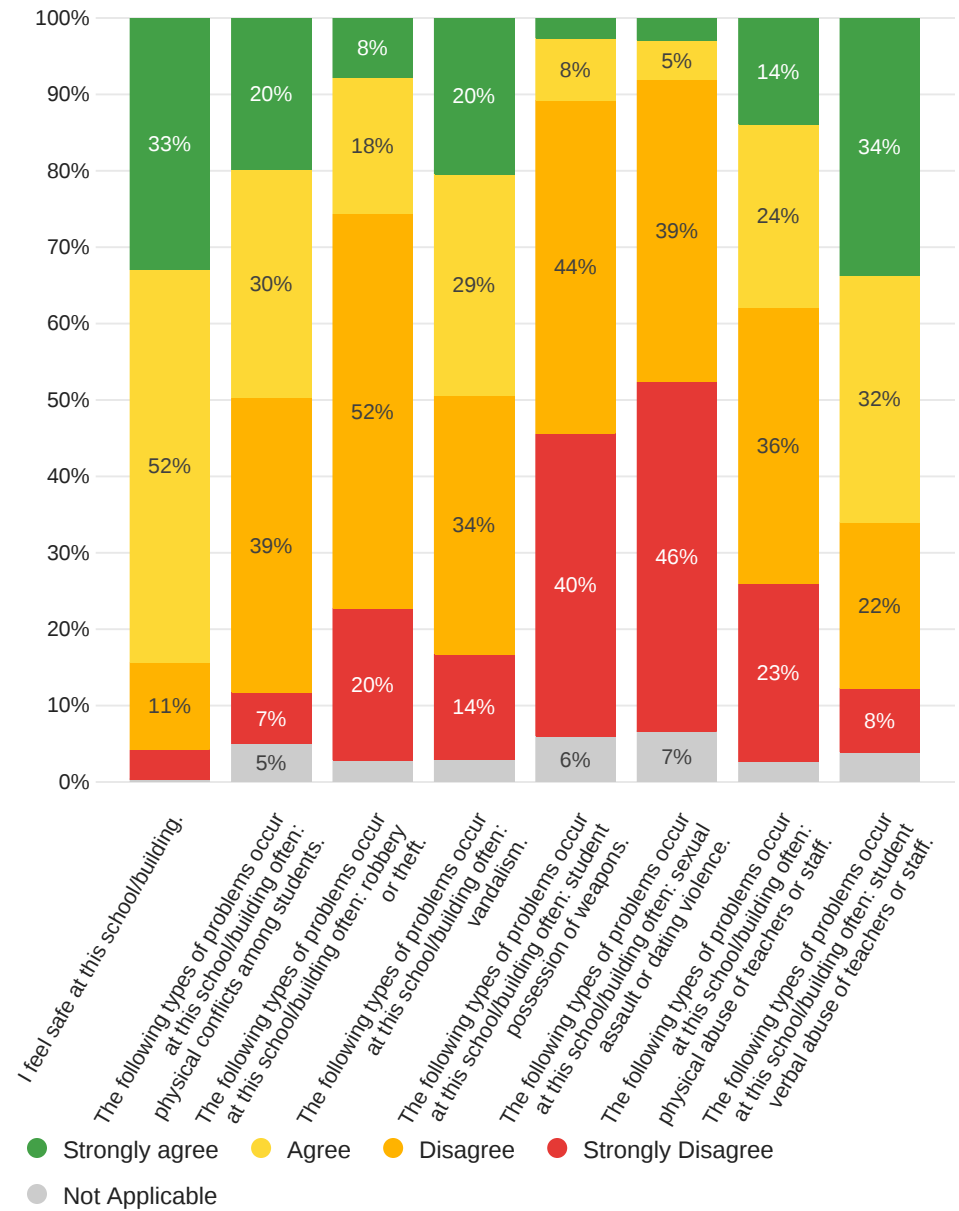
683 Responses



Year-over-year change in positive responses (by question):

## Physical Safety 2023

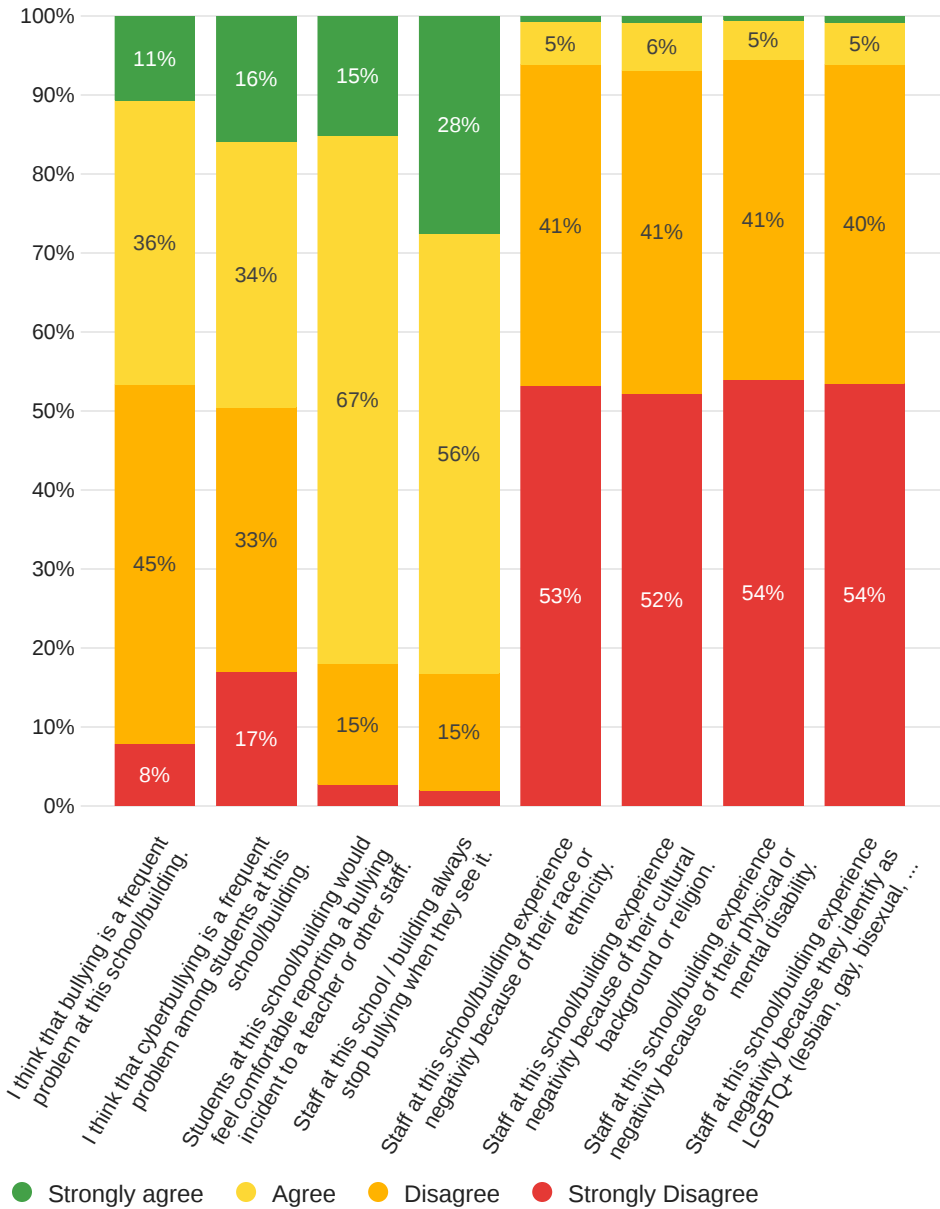
810 Responses



Year-over-year change in positive responses (by question): -2, -8, -7, -3, -6, -6, -10, -7

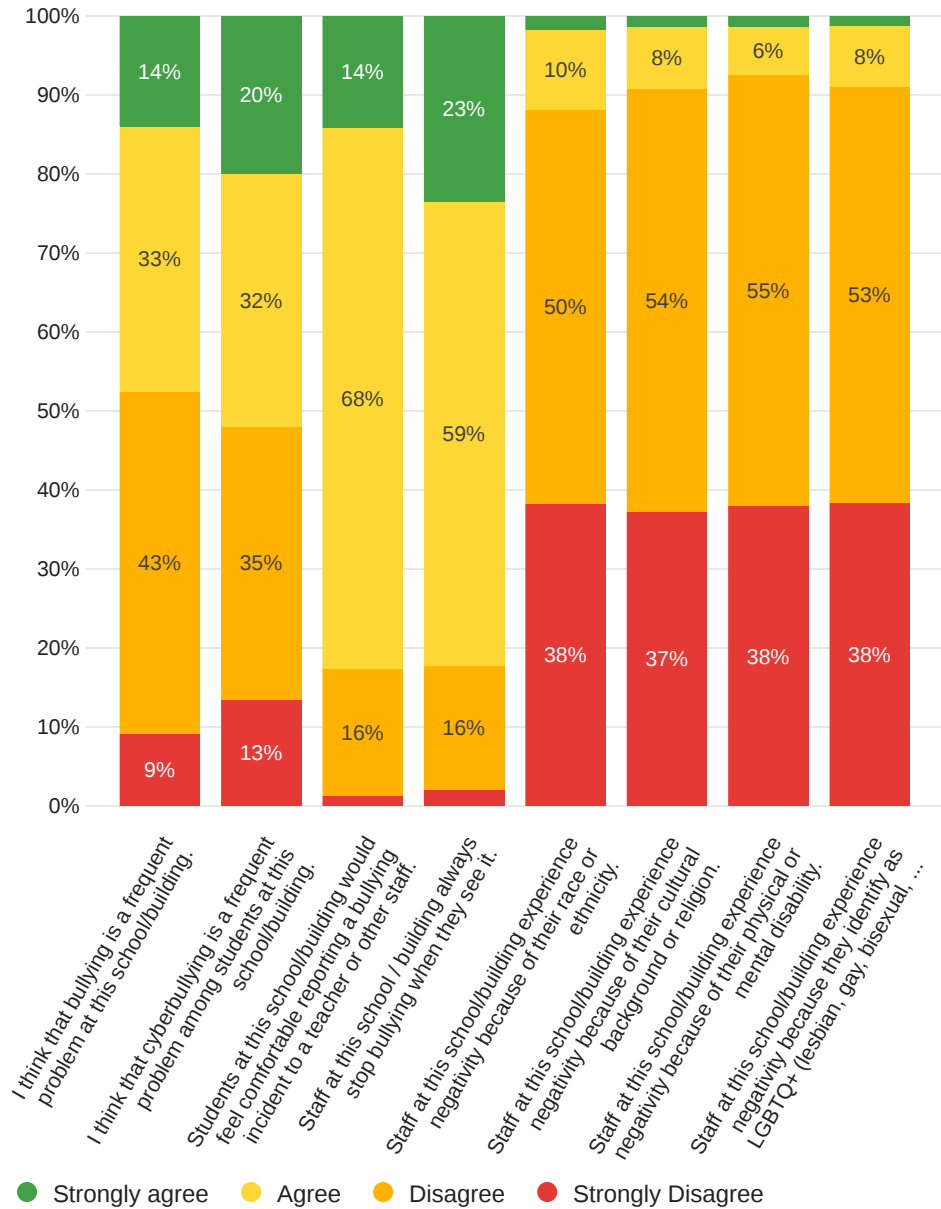
# Bullying & Cyberbullying 2022

676 Responses



# Bullying & Cyberbullying 2023

796 Responses

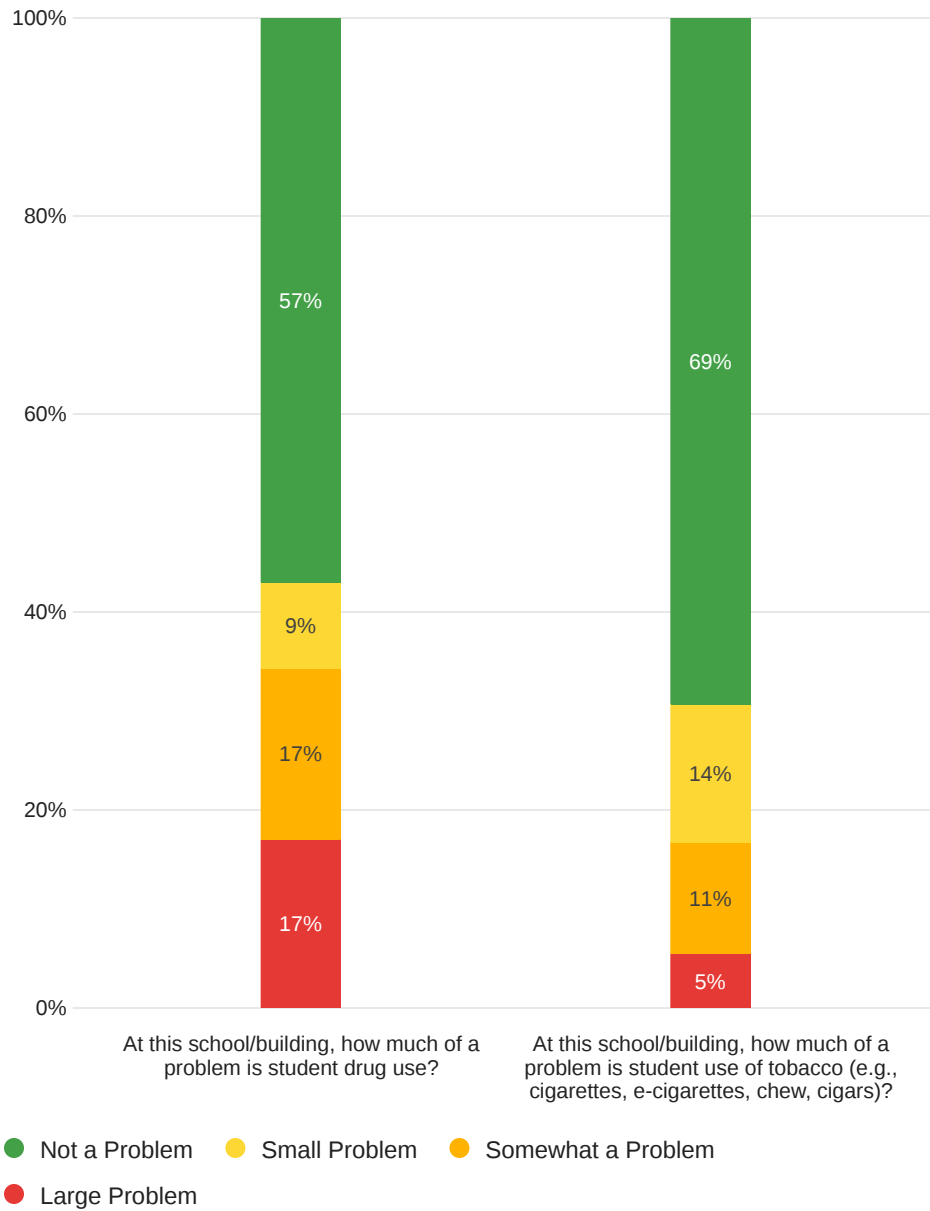


Year-over-year change in positive responses (by question):

-1   -2   +0   -2   -6   -2   -2   -3

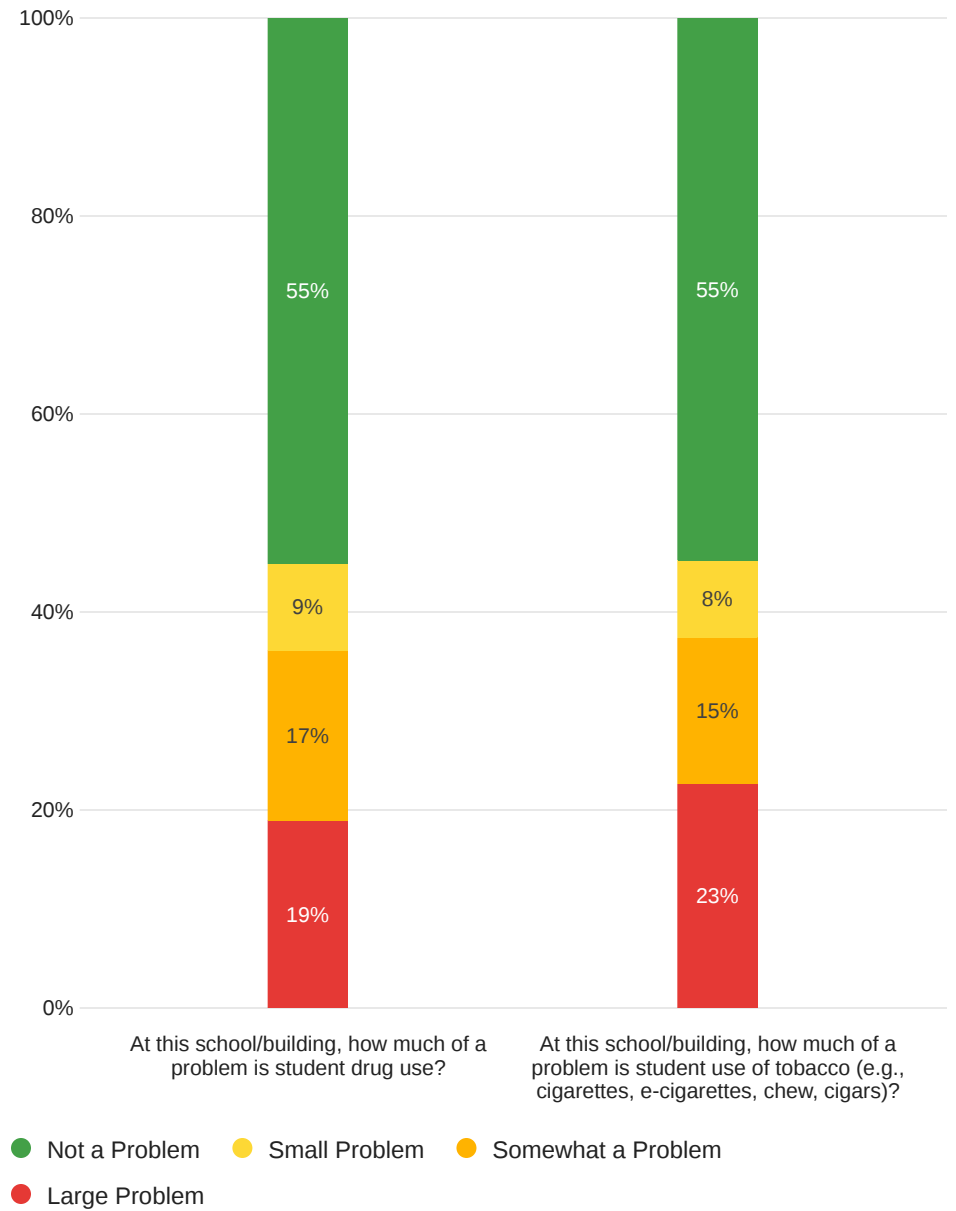
# Substance Abuse 2022

620 Responses



# Substance Abuse 2023

628 Responses



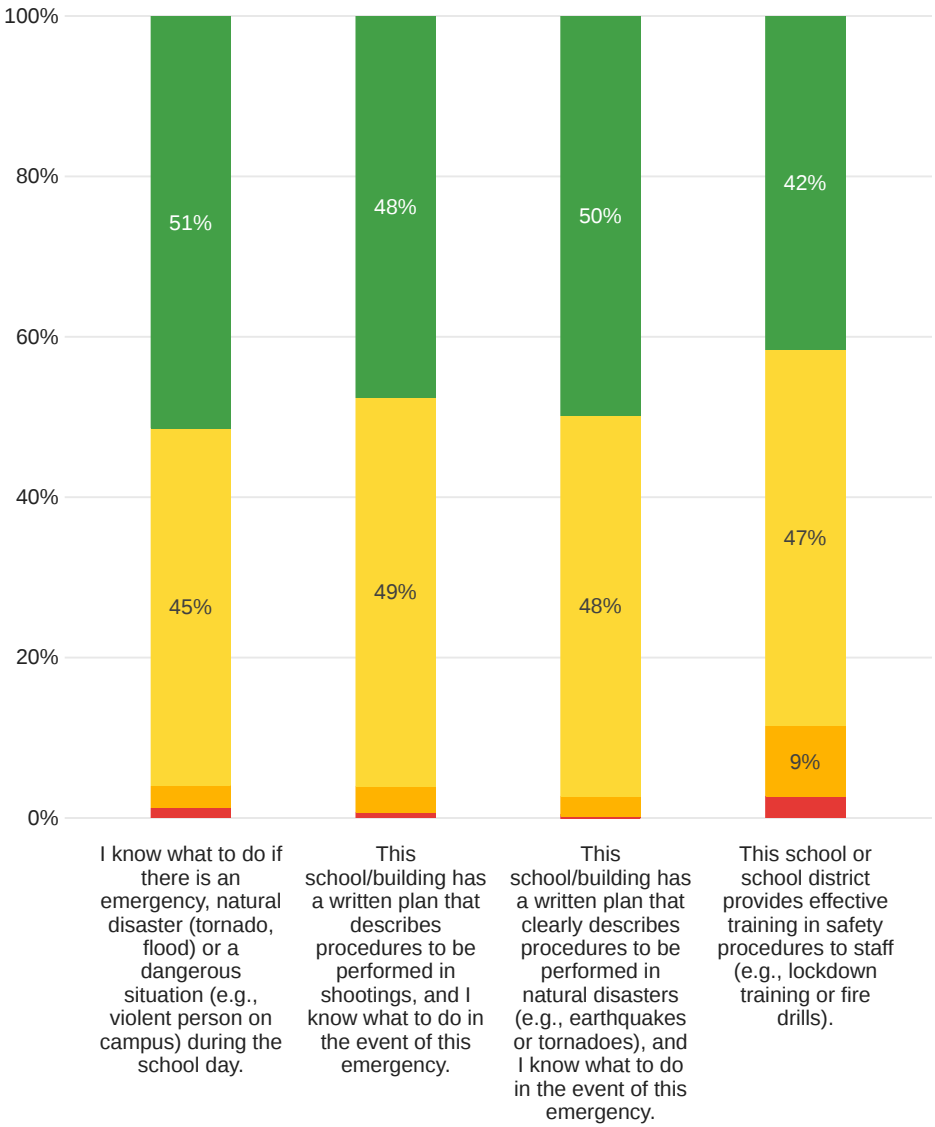
Year-over-year change in positive responses (by question):

-2

-20

# Emergency Readiness 2022

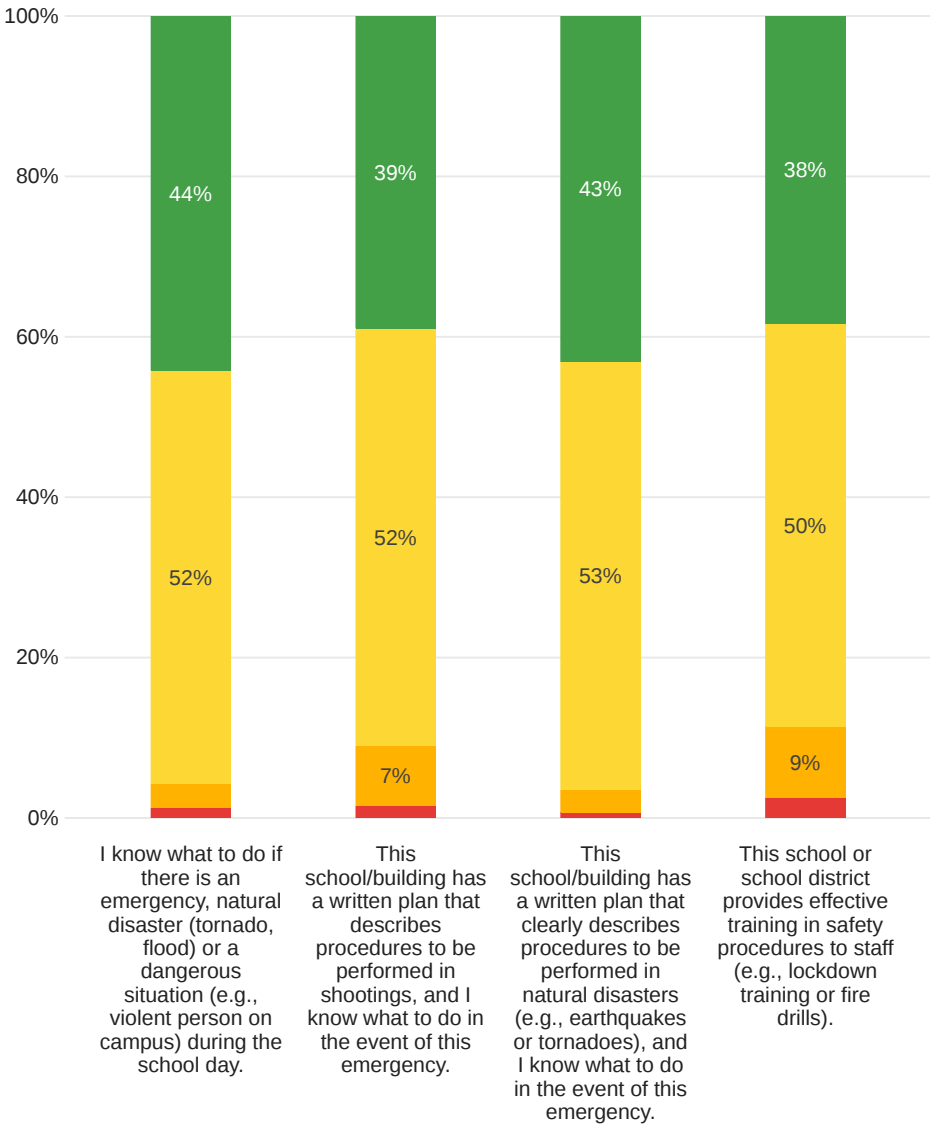
683 Responses



● Strongly agree ● Agree ● Disagree ● Strongly Disagree

# Emergency Readiness 2023

806 Responses



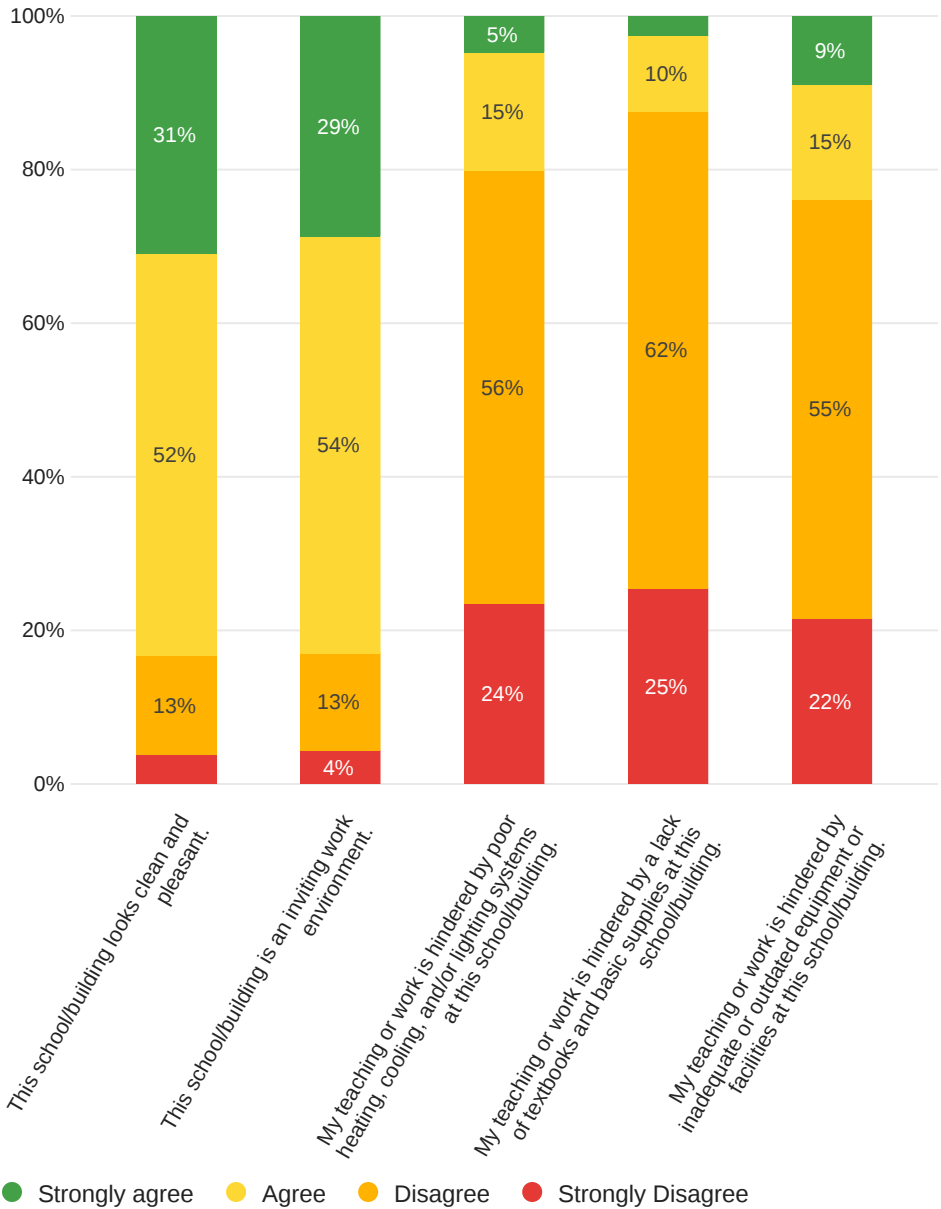
● Strongly agree ● Agree ● Disagree ● Strongly Disagree

Year-over-year change in positive responses (by question):

+0      -6      -2      -1

# Physical Environment 2022

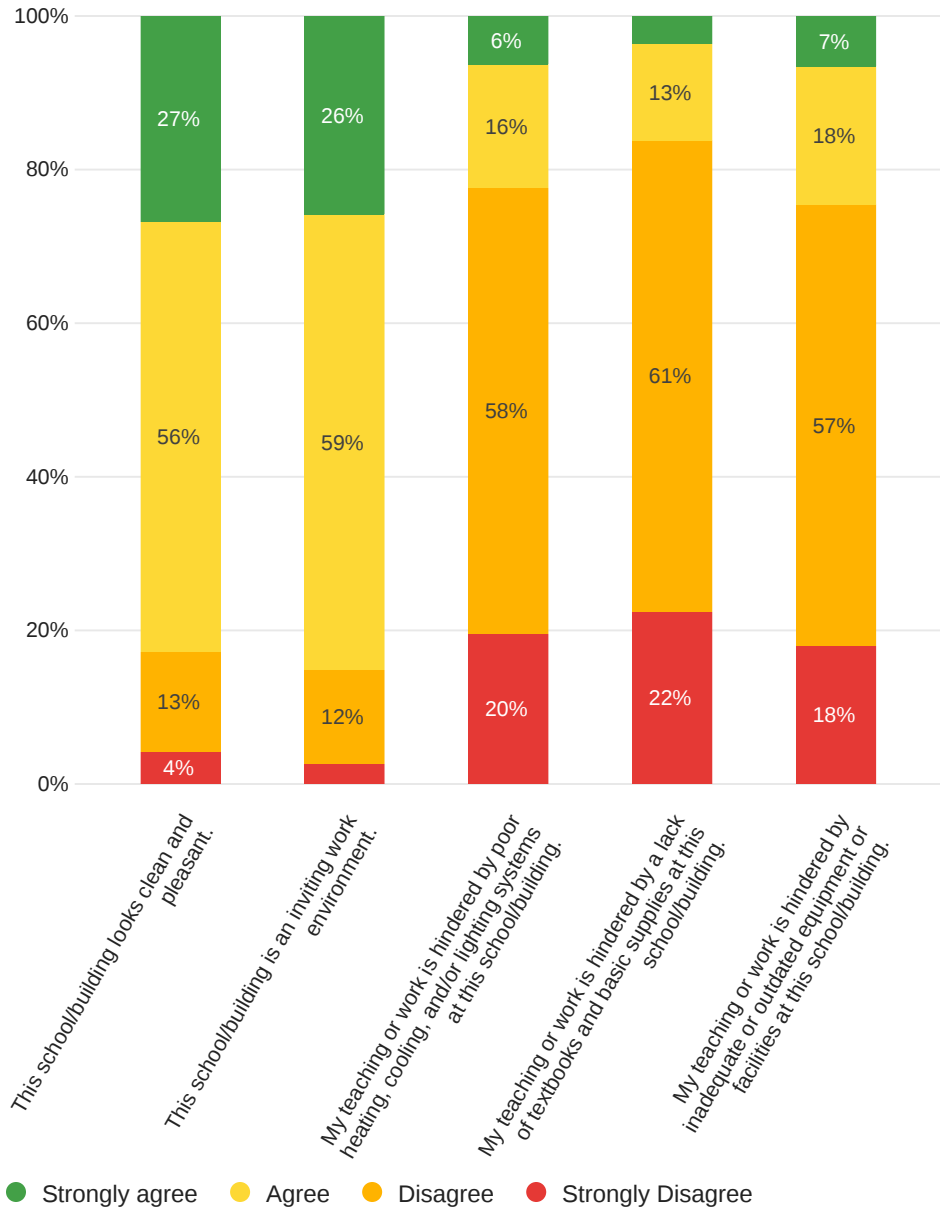
684 Responses



Year-over-year change in positive responses (by question):

# Physical Environment 2023

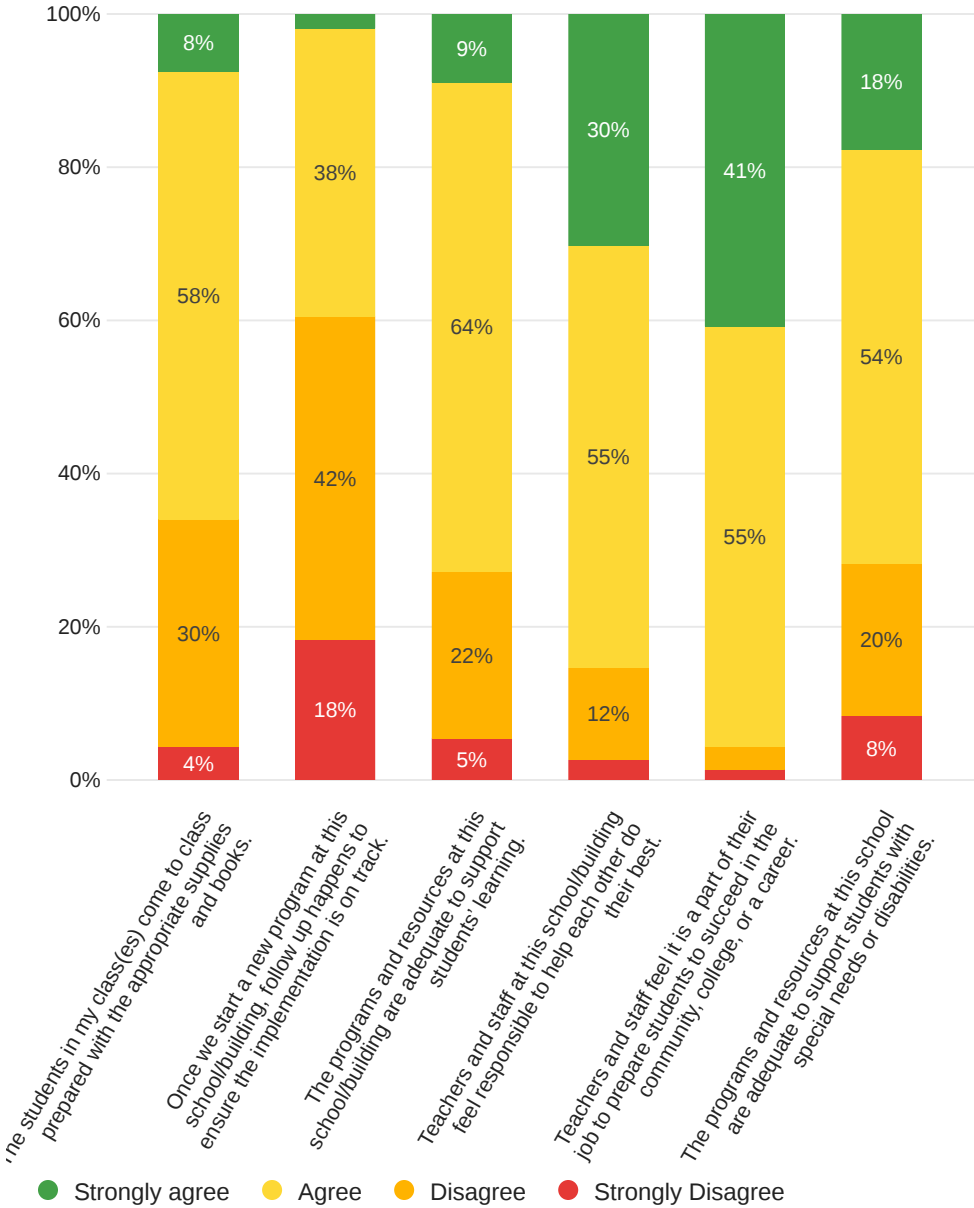
810 Responses



+0 +2 -2 -4 -2

# Instructional Environment 2022

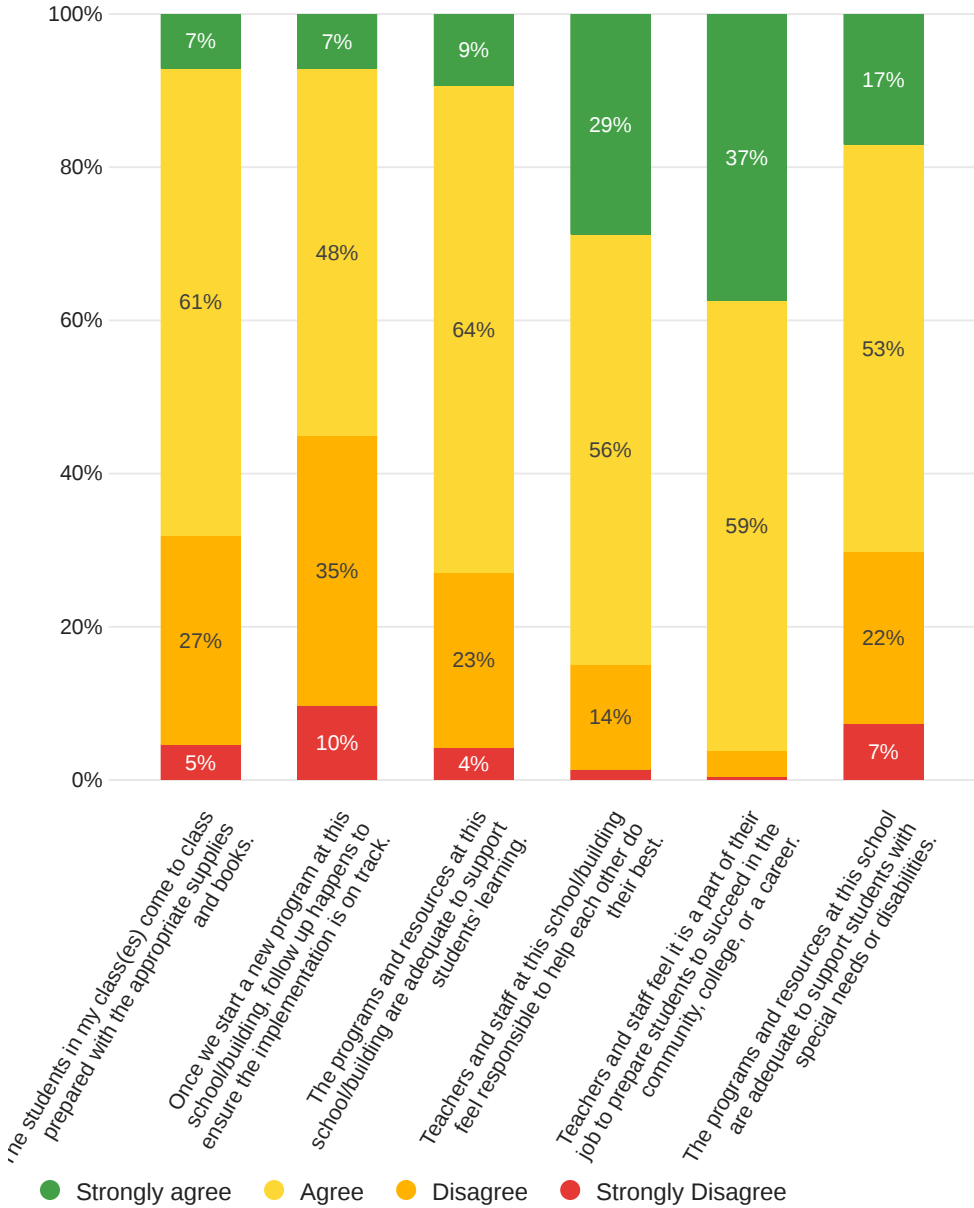
671 Responses



Year-over-year change in positive responses (by question):

# Instructional Environment 2023

794 Responses



+2 +16 -2 +0 +0 -2

# Instructional Review 2023

671 Responses



Every PK-12 program and/or department is evaluated through a review and analysis process with an equity lens.

The District reviews and analyzes academic achievement results for all students to determine the effectiveness of academic resources, services purchased, and instructional strategies promoted to aid the delivery of content or improvement of instruction.

● Strongly agree   ● Agree   ● Disagree   ● Strongly Disagree

# Instructional Review 2023

794 Responses



Every PK-12 program and/or department is evaluated through a review and analysis process with an equity lens.

The District reviews and analyzes academic achievement results for all students to determine the effectiveness of academic resources, services purchased, and instructional strategies promoted to aid the delivery of content or improvement of instruction.

● Strongly agree   ● Agree   ● Disagree   ● Strongly Disagree

Year-over-year change in positive responses (by question):

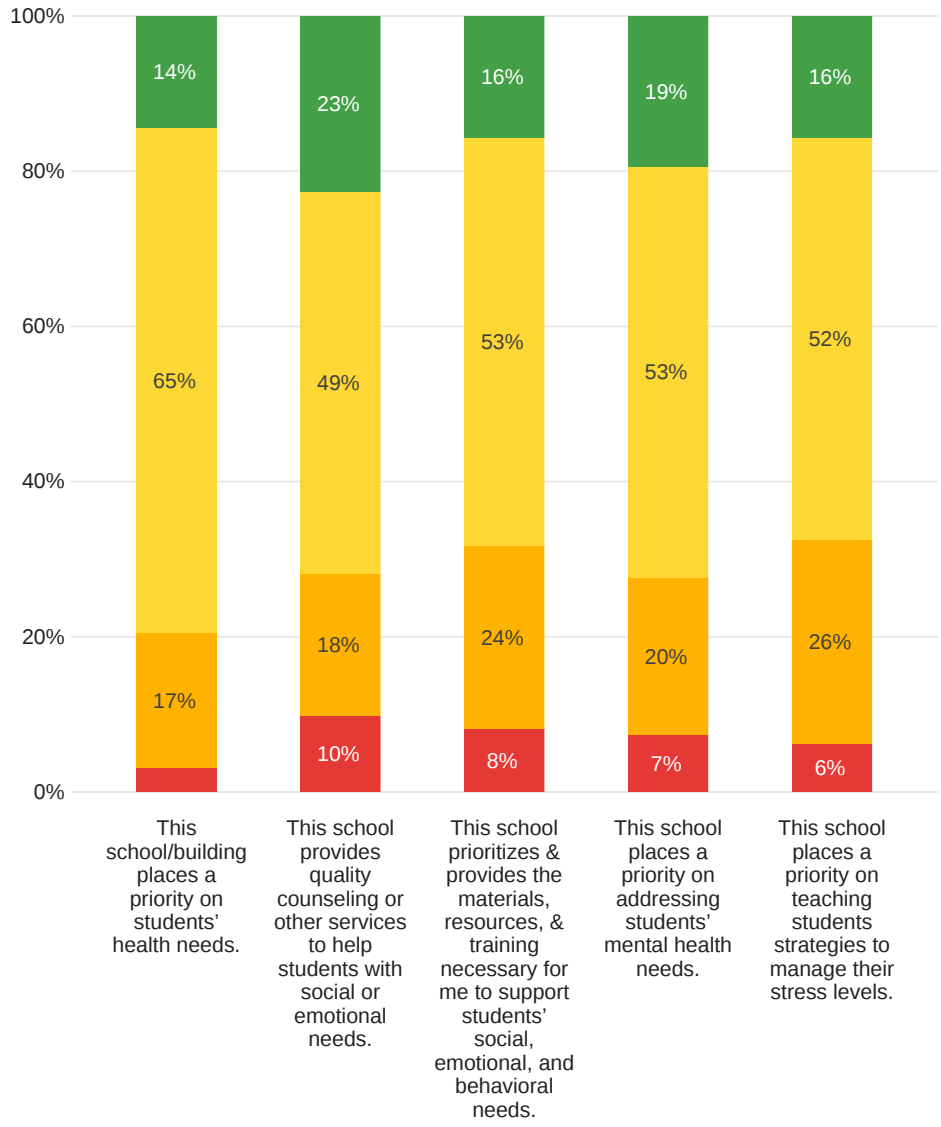
+0

-1



# Student Physical & Mental Health 2022

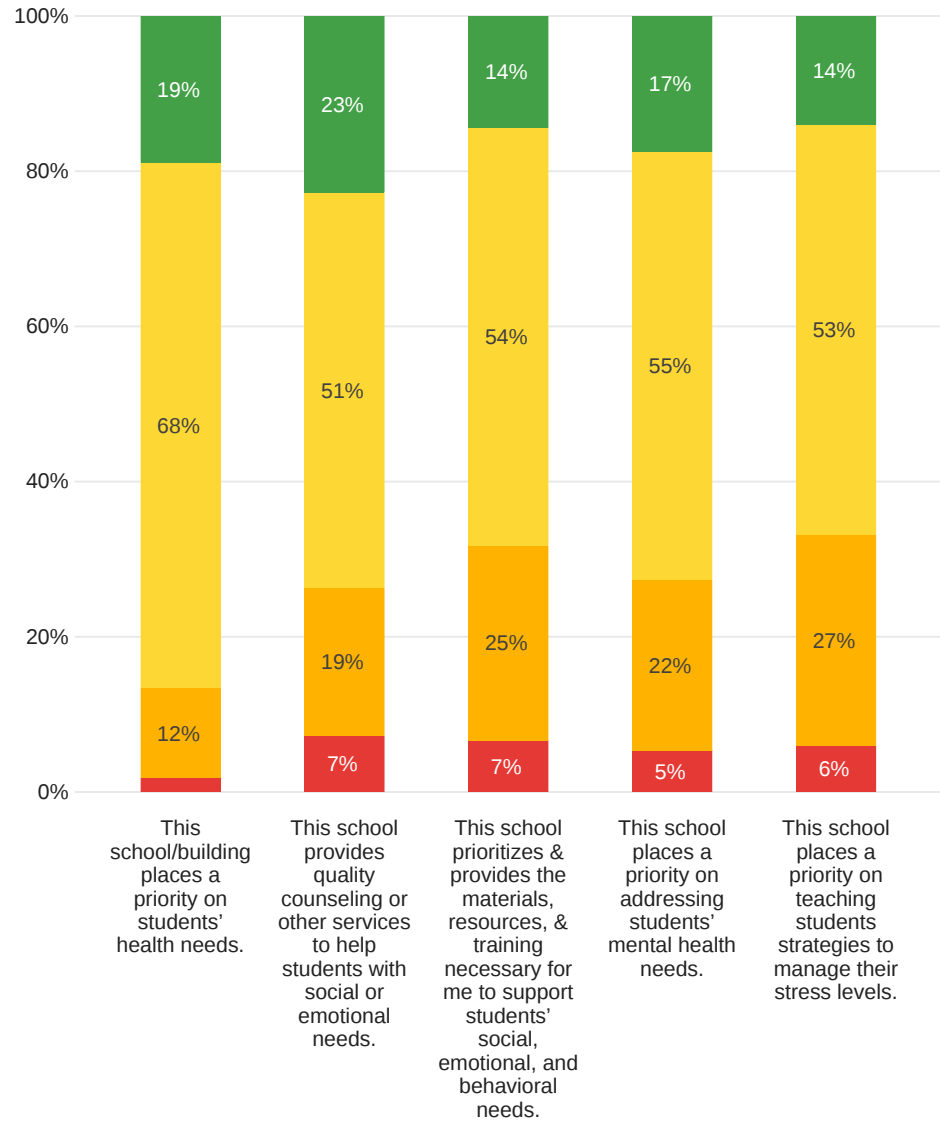
677 Responses



● Strongly agree ● Agree ● Disagree ● Strongly Disagree

# Student Physical & Mental Health 2023

778 Responses



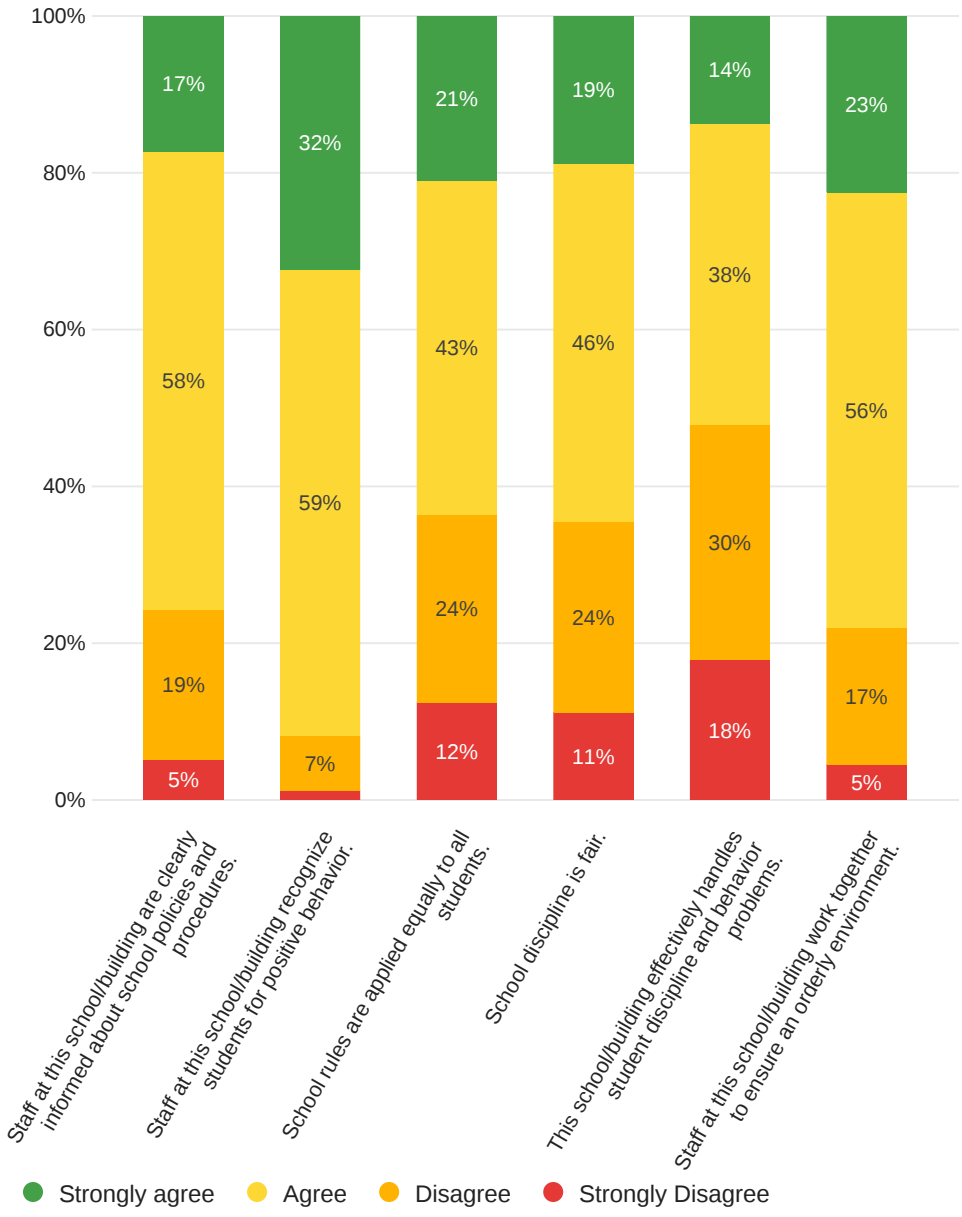
● Strongly agree ● Agree ● Disagree ● Strongly Disagree

Year-over-year change in positive responses (by question):

+8 +2 -1 +0 -1

# Discipline Practices 2022

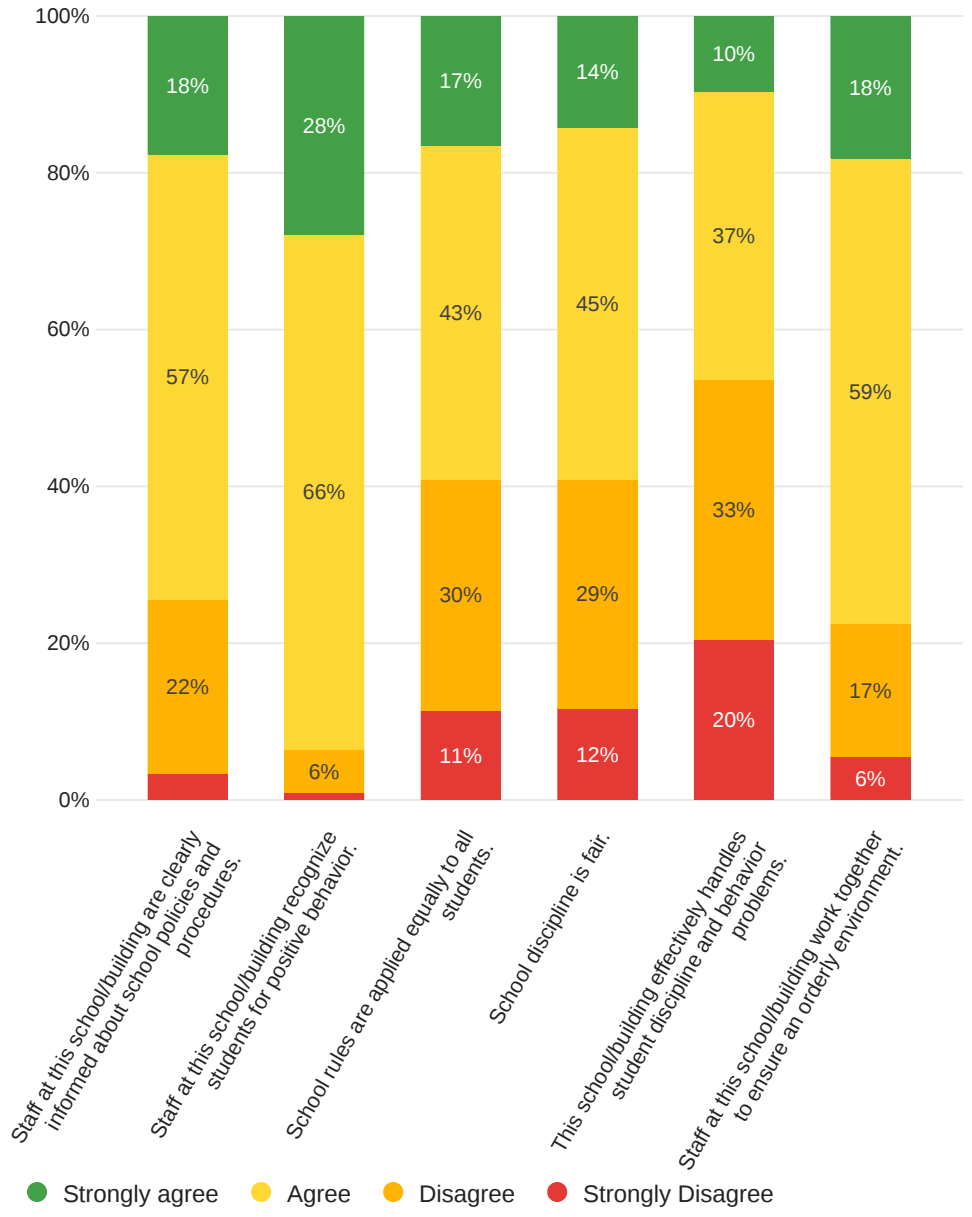
683 Responses



Year-over-year change in positive responses (by question):

# Discipline Practices 2023

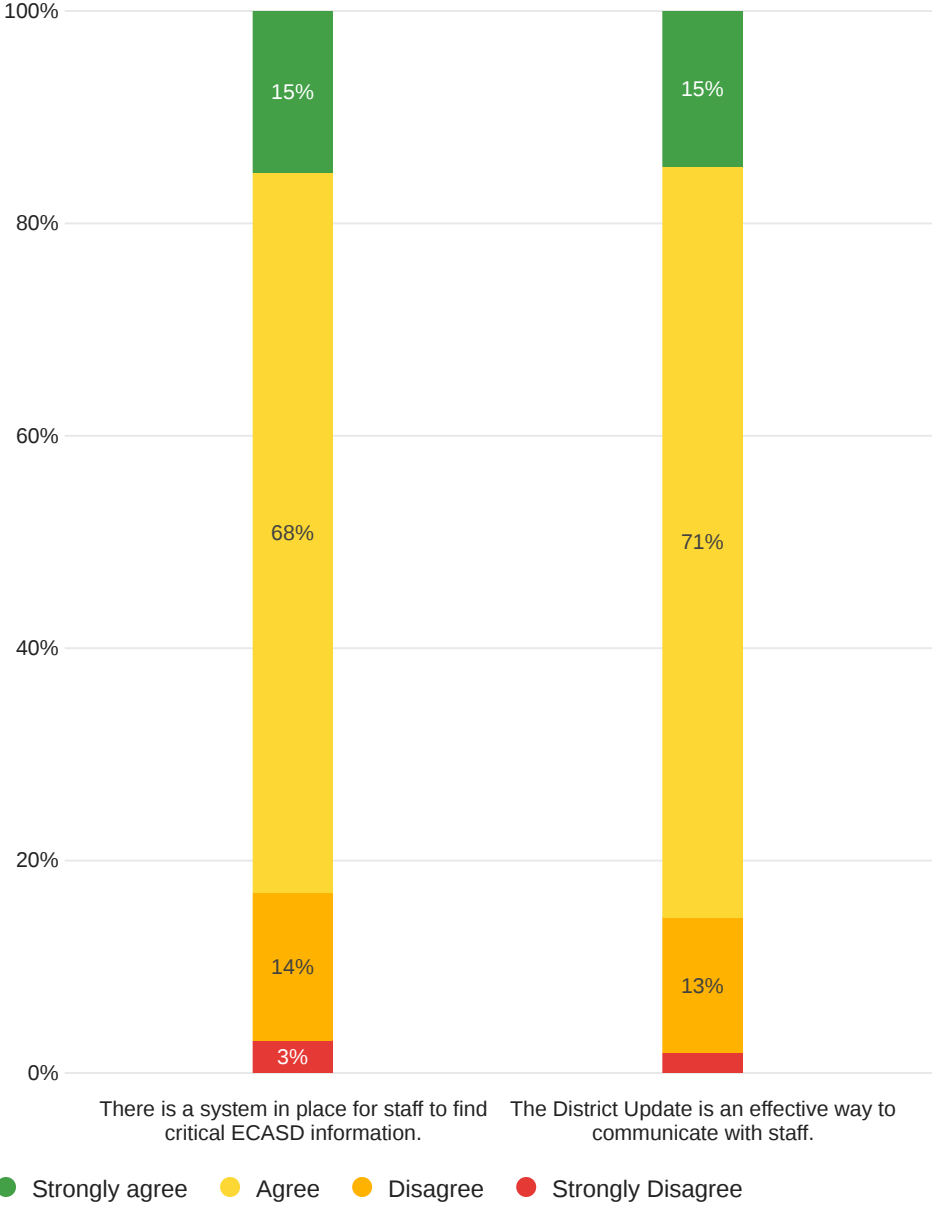
803 Responses



+0 +3 -4 -6 -5 -2

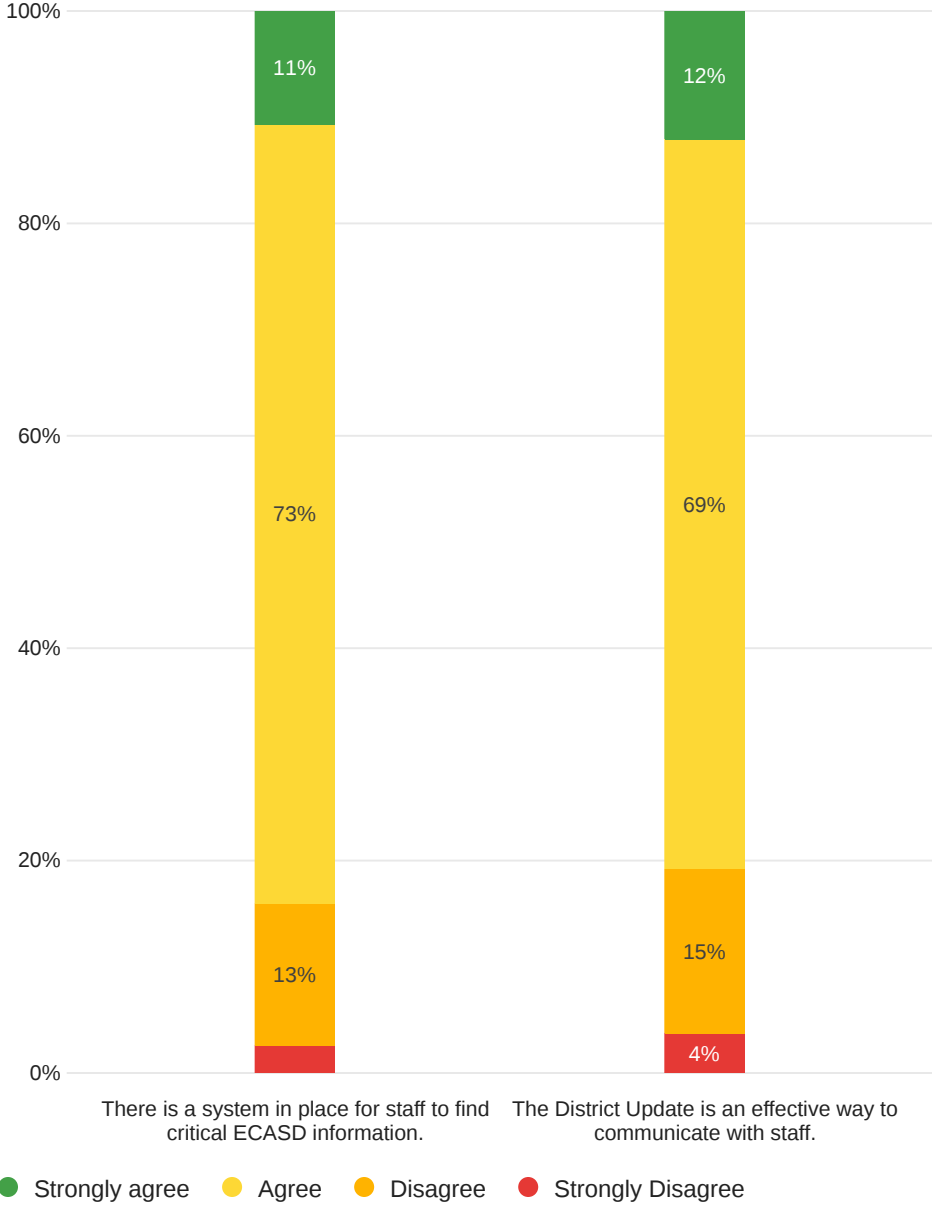
# Communication 2022

682 Responses



# Communication 2023

797 Responses



Year-over-year change in positive responses (by question):

+1

-5