

# Evergreen Middle School Equity Data Analysis SY20

## Discipline Data Review

Issues	Root Cause	Solution
Over-representation of students with Special Education in our exclusion data.	<p>Meeting needs of all students is difficult in the classroom, and the IEPs and BIPs are difficult to recognize and implement. (There are a lot of accommodations).</p> <p>IEPs change and accommodations change and it's hard to keep up with the changes.</p> <p>SWD are academically behind which makes access the curriculum difficult within the general education classroom.</p> <p>Common methods or universal PBIS does not support that student's particular need.</p> <p>We are overwhelmed trying to meet the needs of these students which leads to giving up.</p> <p>Poor scheduling of SWD leads to them having their academically challenging courses in the afternoon.</p> <p>Referral process can take time leading to delayed support.</p>	<p>Possible solution would be increase in professional development for differentiation, behavior management/ modification, and right response training. (abbreviated 4 hour with special services)</p> <p>Encourage the regular attendance of IEP meetings.</p>
Students with free and reduced lunch are over represented in our exclusion program.	<p>Nutrition</p> <p>Impact of poverty on home environment,</p> <p>a possible difference in expectations of behavior</p> <p>Lack of social skills</p> <p>Lack of possible health care, both physical and mental</p> <p>Hidden trauma/ connection to high ACES</p> <p>Self-value and connection to GRIT</p>	<p>Poverty Matters possible book study</p> <p>Staff feed students throughout the day/</p> <p>Possible Snack Time</p> <p>Solution would be FRL forms to all students and better communication (<i>Natural Leaders</i>)</p> <p>Build self-value/ help them flex more</p> <p>Health class, nutrition</p> <p>Educate teachers on the resources our Student and Family Support Advocate can provide</p>
Male is over-represented compared to females.	<p>Males developmentally are more immature than their females.</p> <p>Instructional practices are needing to get up and active</p>	<p>More engagement strategies, more up and movement.</p>

		<p>De-escalation strategies, more male staff members, more interactions with current male students</p> <p>Review corrective actions connected to exclusion and safety</p> <p>Increase communication to families how to support boys at school</p>
Over representing Hispanic students in in-school exclusions, but we are under representing Hispanics in our out of school suspensions.	Is this because we believe that we are doing a better service by in school, instead of an out school suspension.	Review our discipline ladder to ensure equitable practice.
Lower income students, specifically who are white, not recognized by us.	<p>We assume things about students based on their race.</p> <p>Maintaining dignity while accepting help</p>	<p>Review FRL</p> <p>We need to educate students about the connections in school</p> <p>Peer mediators might be a good way to help connect students.</p>
African American Students are over-represented in both in-school and out of school.	<p>Institutional racism</p> <p>Implicit bias</p>	<p>Targeted support</p> <p>Be more intentional with student/ teacher representations</p> <p>More education about implicit bias/ micro-aggressions</p> <p>Increase awareness of micro-aggressions and a willingness to hold each other accountable.</p>

## Academic Review

Issue	Root Cause	Solution
We can balance these classes, but is it about equaling classes or changing as a school to support all students.	<p>Saying yes, and giving them a pass to get out of class instead of teaching.</p> <p>We lack culturally responsive teaching.</p> <p>Adult issue, not a student issue.</p>	<p>We need to make equity a priority.</p> <p>Get to know about their interests.</p> <p>Den Time being more relationship based or focused.</p>
Students in many under-represented populations are not represented in advanced courses, especially the Hispanic Population at evergreen.	<p>We need to hire more teachers of color, and male.</p> <p>We see students of color outside the door sitting, instead of learning.</p> <p>Relationship building with our students.</p>	<p>Bring Mr. Foster to the hiring fairs.</p> <p>Advocacy for students of color. Teachers need to identify, see students and help them.</p> <p>We should set up better systems for identifying students who should be challenged.</p>
Our system seems to support institutional racism.	<p>Tracking of students into classes is the issue.</p> <p>There is a self-confidence issue caused by the institutional racism.</p> <p>All students are not held accountable to learn</p> <p>Micro-aggressions</p>	<p>Buying into the importance of racism</p> <p>Hold students accountable</p> <p>Stop tracking students</p> <p>Teach about micro-aggressions</p> <p>Increased awareness</p>

### **Recommendations for School Year 2020-2021**

During the 2020-21 school year, our Equity Team will develop a plan to educate our staff and students about the cultures represented within our community.

During the 2020-21 school year, our EiLT Team will develop our school improvement plan with embedded culturally responsive teaching practices.

During the 2020-21 school year, our MTSS team will continue to lead the development of positive relationships between students and staff by increased celebration of student success to increase student self-efficacy, provide support for adults to intentionally build relationships and trust with historically marginalized students, and strategic events to increase parent-involvement with historically marginalized populations.