Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module

Staff-Student-Family Comparison Longitudinal

Lincoln Middle School

Pullman Public Schools

	2021			2023	
Staff	Student	Family	Staff	Student	Family
N=41	N=87	N=62	N=31	N=79	N=63



cee

The Center for Educational Effectiveness

Better Data. Better Decisions. Better Schools.



The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

NOTICE

The Center for Educational Effectiveness, Inc. (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Educational Effectiveness Survey. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

No part of these materials may be copied, reproduced, republished, posted, modified, edited, transmitted, distributed, or used to create derivative works in any form or by any means without the prior written consent of Center for Educational Effectiveness, Inc. These materials are copyright protected under U.S. and international copyright laws and treaties. Violation of these laws will lead to prosecution.

Trademark notice: Center for Educational Effectiveness™ and affiliated logo, Better Data. Better Decisions. Better Schools.™ and affiliated logo, Educational Effectiveness Survey™, EES-Leadership 360™ are all trademarks of Center for Educational Effectiveness, Inc. All other trademarks cited here are the property of their respective owners.

Published by: Center for Educational Effectiveness, Inc. © 2003-2022 Center for Educational Effectiveness, Inc. All Rights Reserved. Printed in the U.S.A.

Contact Information:

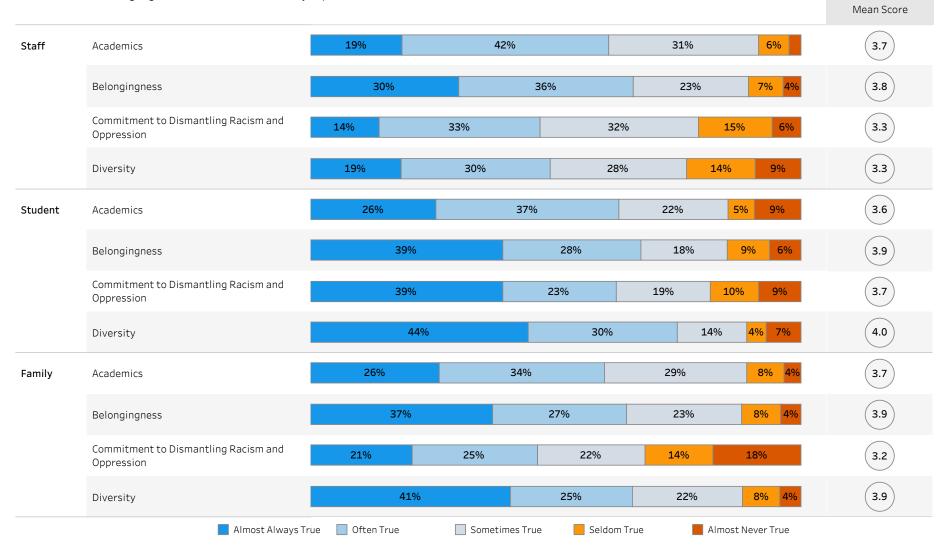
Phone: 425-283-0384 info@effectiveness.org www.effectiveness.org



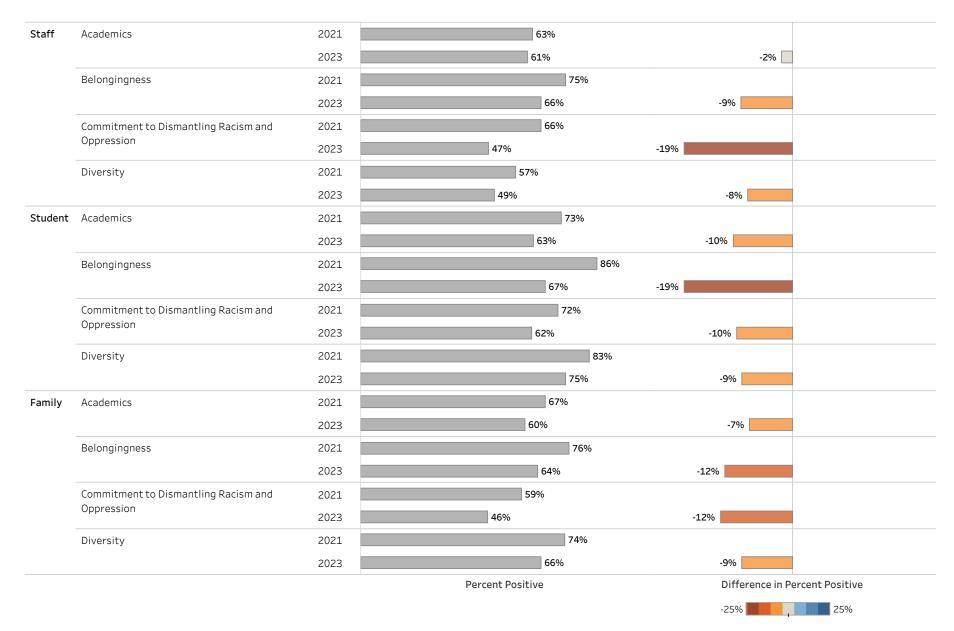
Better Data. Better Decisions. Better Schools.

Diversity, Equity and Inclusion Summary

Equity and Inclusion is something that to occur must be embedded in the fabric of the organization. As such, it takes multiple perspective to create an accurate picture. In this unique report, each of the student, teacher, and parent responses are combined to provide just this global view of how well a school and/or district are navigating their path to more equitable practice. While the three surveys are combined into one report, common questions between the three highlight differences in views on key aspects.



Diversity, Equity and Inclusion Summary LONGITUDINAL



Diversity, Equity and Inclusion - Ivs. They Perspectives

Lincoln Middle School

How large is the Gap between I vs. They?

Staff I am aware that I have implicit biases 61% 28% 11% 8% My colleagues are aware they have implicit Staff 31% 50% 13% 6% biases This school has a Staff 32% 9% 9% Race 50% welcoming environment that Student 64% 19% 7% 10% embraces the diversity of: Family 46% 22% 27% Staff Ethnicity 50% 32% 9% 9% Student 56% 20% 7% 10% 7% Family 44% 27% 24% Gender Staff 55% 27% 18% Student 28% 5% 58% 7% Family 55% 21% 19% 50% 14% 9% Religion Staff 27% Student 50% 12% 24% 7% 7% Family 47% 19% 22% 8% 3% Sexual Orientation Staff 50% 27% 23% Student 51% 26% 8% 8% 8% Family 51% 15% 28% 20 Almost Always True Often True Sometimes True Seldom True 📕 Almost Never True

Diversity, Equity and Inclusion - I vs. They Perspectives LONGITUDINAL

Staff	I am aware that I have implicit biases	2021	81%	
		2023	89%	8%
	My colleagues are aware they have implicit	2021	40%	
	biases	2023	81%	
his sch	ool has a welcoming environment that emb	races the di	ersity of:	1
Staff	Race	2021	82%	
		2023	82%	0%
	Ethnicity	2021	82%	
		2023	82%	0%
	Gender	2021	88%	
		2023	82% -6%	
	Religion	2021	81%	
		2023	77% -4%	
	Sexual Orientation	2021	73%	
		2023	77%	5%
tudent	Race	2021	95%	
	Ethnicity	2023	83% -12%	
		2021	97%	
		2023	76% -21%	
	Gender	2021	88%	
		2023	86% -2%	
	Religion	2021	86%	
		2023	62%	
	Sexual Orientation	2021	85%	
		2023	77% -9%	
amily	Race	2021	80%	
		2023	68% -12%	
	Ethnicity	2021	81%	
		2023	71% -10%	
	Gender	2021	86%	
		2023	76% -10%	
	Religion	2021	69%	
		2023	-3%	
	Sexual Orientation	2021	75%	
		2023	67% -8% Difference in F	Percent Positive

EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.



Lincoln Middle School

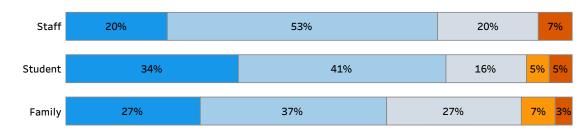
Page 4

Diversity, Equity and Inclusion Common Questions

Lincoln Middle School

Academics

The books and materials used in classrooms include positive representations of race, gender, and other marginalized people



Commitment to Dismantling Racism and Oppression

Almost Always True

Often True

Student placement in advanced classes is not influenced by 64% 16% 7% 6% 6% Student race, gender or socioeconomic levels Family 43% 24% 19% 10% Academic placement is not influenced by race, gender or 23% 45% 9% 14% Staff 9% socioeconomic levels Diversity Our school community engages in difficult conversations about 11% 32% 16% Staff 37% 5% race, gender, oppression and discrimination Our school engages in difficult conversations about race, gender, Student 21% 29% 29% 8% 12% oppression and discrimination Family 23% 23% 37% 9% 7%

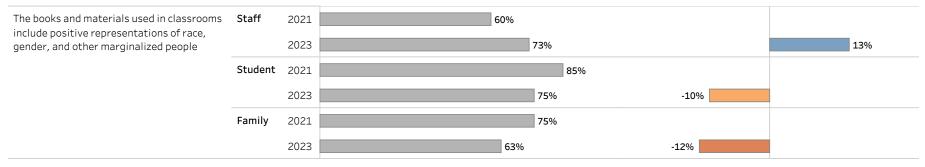
Sometimes True

Seldom True

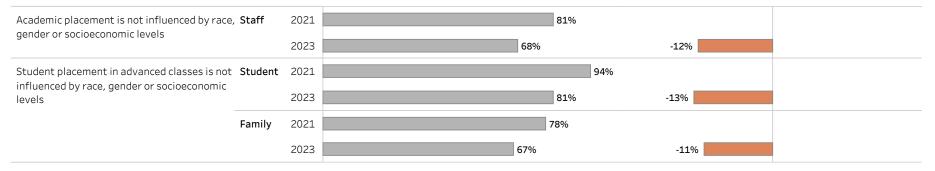
Almost Never True

Diversity, Equity and Inclusion Common Questions LONGITUDINAL

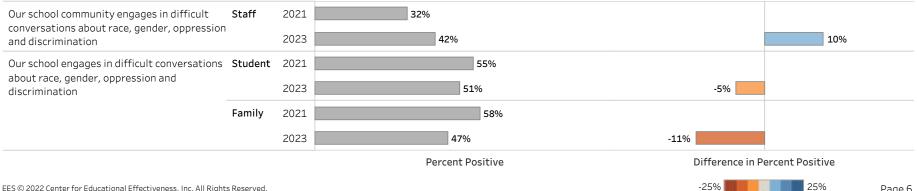
Academics



Commitment to Dismantling Racism and Oppression



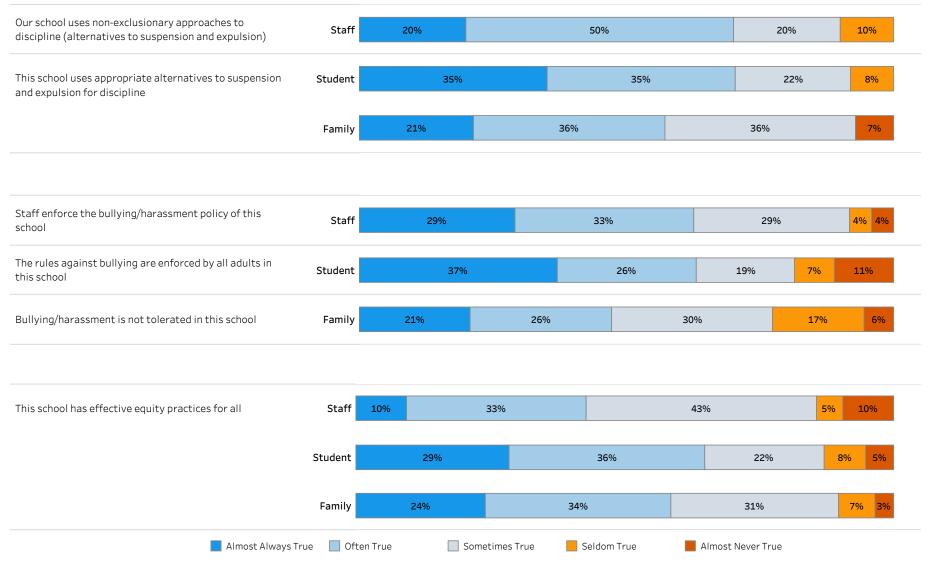
Diversity



Diversity, Equity and Inclusion Common Questions

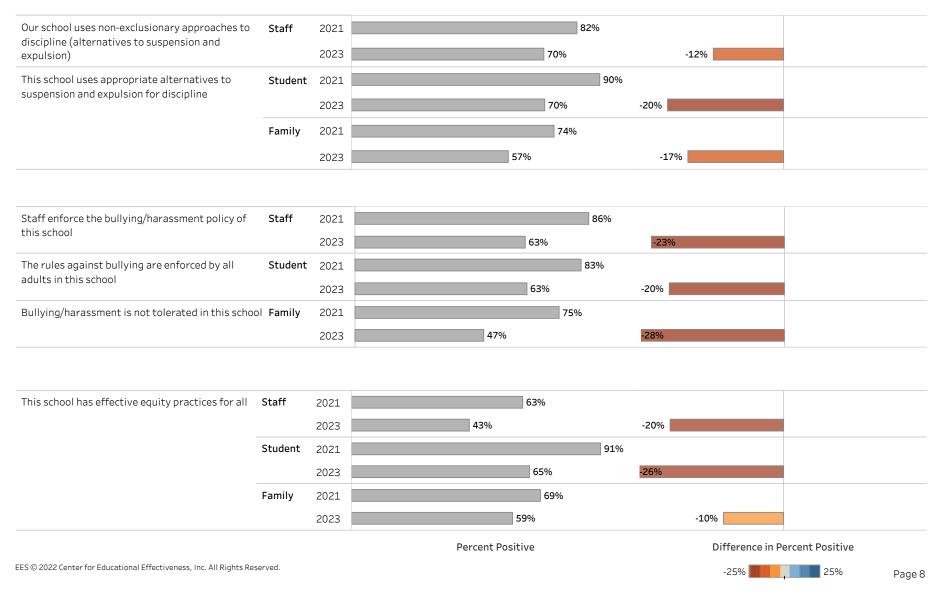
Lincoln Middle School

Belongingness



Diversity, Equity and Inclusion Common Questions LONGITUDINAL

Belongingness



Lincoln Middle School

35%

20%

Academics - Staff

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

Instructional practices use an equity lens and

home cultures of the school's students and

effectively build on the interests, strengths and

families. Culturally relevant pedagogy is infused into the content of literature, class projects,

assignments, assessments events, field trips,

ethnic studies courses, connections to families and communities, interventions and other

resources.

Students are provided tasks that require higher-level thinking skills

The books and materials used in classrooms include positive representations of race, gender, and other marginalized people

Instruction is personalized to meet the needs of eac student

ach		38%	54%		8%
nd dents	11%	39%	33%	11%	6%
in order	12%	35%	35%	12%	6%

39%

53%

26%

20%



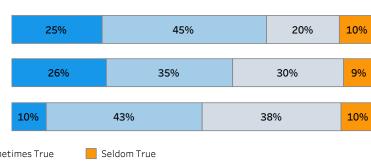
Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

Instructional practices incorporate the interests an strengths of the home cultures of the school's stud and families

Teachers plan lessons utilizing a racial equity lens in to engage historically underserved students

We are provided training to meet the needs of a diverse student population in our school

Staff I work with take responsibility for ensuring each student learns in our school	29%		63%	4%	
l consider my students' background when designing lessons	25%	45%		20%	10%
I believe that all students can meet state standards	26%	35%		30%	9%
Our staff believes that all students can meet state standards	10%	43%	3	38%	10%
Almost Always True Often True Some	times True	Seldom True			



Academics - Staff LONGITUDINAL

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

Instruction is personalized to meet the needs of each student	2021	44%	
student	2023	38% -6%	
Students are provided tasks that require higher-level thinking skills	2021	81%	
	2023	65% -16%	
The books and materials used in classrooms include positive representations of race, gender, and other	2021	60%	
marginalized people	2023	73%	13%
Instructional practices incorporate the interests and		46%	
strengths of the home cultures of the school's students and families	2023	50%	4%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2021	50%	
	2023	47% -3%	
We are provided training to meet the needs of a diverse	2021	58%	
student population in our school	2023	58%	0%
I believe that all students can meet state standards	2021	71%	
	2023	61%	
I consider my students' background when designing	2021	57%	
lessons	2023	70% 13%	
Our staff believes that all students can meet state standards	2021	56%	
stanuarus	2023	52%	
Staff I work with take responsibility for ensuring each student learns in our school	2021	89%	
Scudenciednis III our School	2023	92% 3%	

Percent Positive

Difference in Percent Positive

25%

-25%

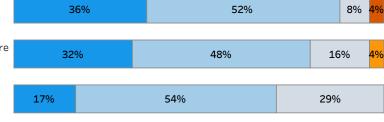
Belongingness - Staff

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

 Staff at this school value and respect all students
 36%

 Students believe the adults in this school genuinely care about them
 32%

Students believe this school is a safe place



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)

Staff enforce the bullying/harassment policy of this school

Our district has a social emotional framework (standards)

This school has effective equity practices for all

I receive training on instruction to support social emotional learning

20%	6	50%				20%	10%
	29%		33%		29	%	4%
12%		47%		18%		24%)
10%	33%			43%		<mark>5%</mark>	10%
8%	25%		38%			21%	8%

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

My principal collaborates with people and organizations outside this school to support teachers and students	33%	33%	299	% 5%
This school includes students when addressing all forms of bias	8% 15%	46%	15%	15%
A diverse representation of parents and community members are involved in school decision-making	15%	46%	15%	23%
Almost Always True Often True Som	etimes True	Seldom True	most Never True	

Belongingness - Staff LONGITUDINAL

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

Staff at this school value and respect all students	2021	94%
	2023	88% -6%
Students believe the adults in this school genuinely care	2021	94%
about them	2023	80% -14%
Students believe this school is a safe place	2021	88%
	2023	71% -17%
I receive training on instruction to support social	2021	40%
emotional learning	2023	33% -7%
Our district has a social emotional framework (standards		48%
		59%
Our school uses non-exclusionary approaches to discipline	2021	82%
(alternatives to suspension and expulsion)	2023	70% -12%
Staff enforce the bullying/harassment policy of this	2021	86%
school	2023	63% -23%
This school has effective equity practices for all	2021	63%
	2023	43% -20%
A diverse representation of parents and community	2021	32%
members are involved in school decision-making	2023	15% -16%
My principal collaborates with people and organizations	2021	81%
outside this school to support teachers and students	2023	67% -15%
This school includes students when addressing all forms	2021	52%
of bias	2023	23% -29%

Percent Positive

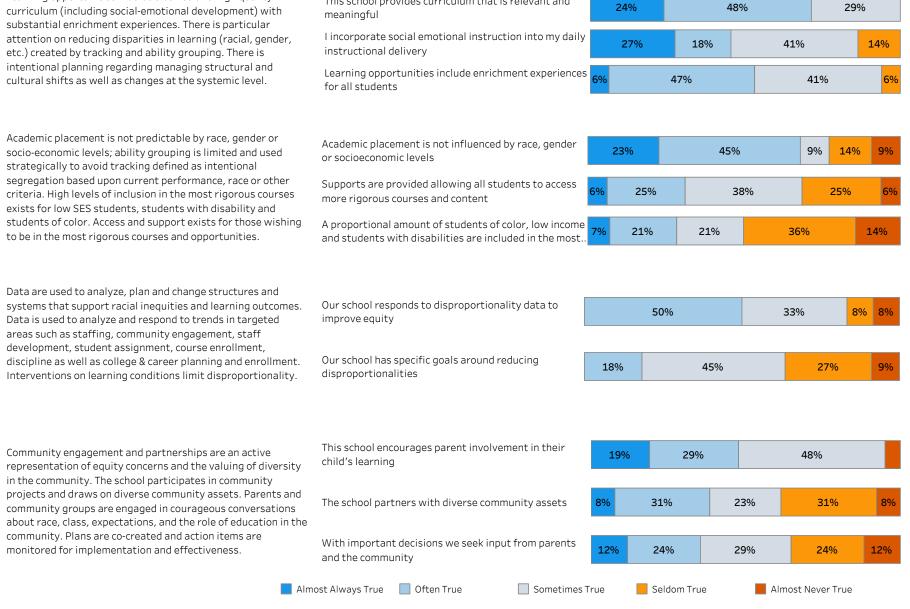
Difference in Percent Positive

25%

Page 12

-25%

EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.



Learning opportunities involve a varied and high quality This school provides curriculum that is relevant and

Commitment to Dismantling Racisim and Oppression - Staff

EES © 2022 Center for Educational Effectiveness, Inc. All Rights Reserved.

Commitment to Dismantling Racisim and Oppression - Staff LONGITUDINAL

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

l incorporate social emotional instruction into my daily	2021	51%
instructional delivery	2023	45%
Learning opportunities include enrichment experiences	2021	61%
for all students	2023	53%
This school provides curriculum that is relevant and	2021	70%
meaningful	2023	71%
A proportional amount of students of color, low income	2021	40%
and students with disabilities are included in the most	2023	29%
rigorous courses Academic placement is not influenced by race, gender or	2021	81%
socioeconomic levels	2023	68%
Supports are provided allowing all students to access	2021	62%
more rigorous courses and content	2023	31%
	2023	51%
Our school has specific goals around reducing disproportionalities	2021	73%
	2023	18%
Our school responds to disproportionality data to	2021	57%
improve equity	2023	50%
The school partners with diverse community assets	2021	63%
The school partners with liverse community assets		
	2023	38%
This school encourages parent involvement in their child's learning	2021	82%
	2023	48%
With important decisions we seek input from parents and	2021	76%
the community	2023	35%

Percent Positive

Difference in Percent Positive



Lincoln Middle School

1%

-6%

-8%

-11%

-12%

-30%

-55%

-24%

-35%

-7%

Diversity - Staff

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

Our teachers engage in professional development 25% activities to learn about equity This school communicates effectively with families of 19% 43% all cultures

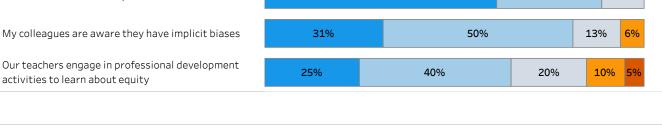
The school's curriculum supports cultural proficiency by including the contributions of different racial and cultural groups

Our school community engages in difficult conversations about race, gender, oppression and discrimination

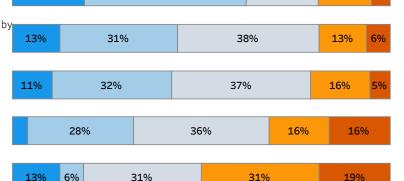
We talk about race and bigotry as a staff

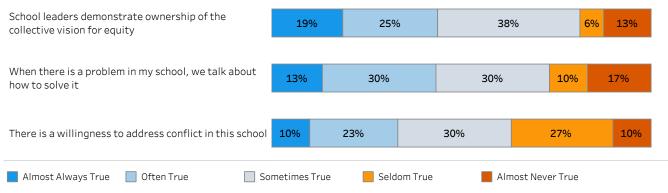
I am aware that I have implicit biases

This school creates multiple cultural experiences between students and the community



61%





Lincoln Middle School

14%

11%

28%

19%

Diversity - Staff LONGITUDINAL

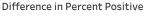
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

I am aware that I have implicit biases	2021	81%	
	2023	89%	8%
My colleagues are aware they have implicit biases	2021	40%	
	2023	81%	41
Our teachers engage in professional development	2021	66%	
activities to learn about equity	2023	65%	1%
Our school community engages in difficult conversations	2021	32%	
about race, gender, oppression and discrimination	2023	42%	10%
The school's curriculum supports cultural proficiency by		55%	
including the contributions of different racial and cultural groups	2023	44% -11%	
This school communicates effectively with families of all cultures	2021	73%	
	2023	62% -11%	
This school creates multiple cultural experiences between	2021	32%	
students and the community	2023	19% -13%	
We talk about race and bigotry as a staff	2021	39%	
	2023	32% -7%	
School leaders demonstrate ownership of the collective	2021	74%	
vision for equity	2023	44%	
There is a willingness to address conflict in this school	2021	54%	
	2023	33% -21%	
When there is a problem in my school, we talk about how to solve it	2021	68%	
	2023	43% -25%	
		Demonstration Diff.	

Percent Positive





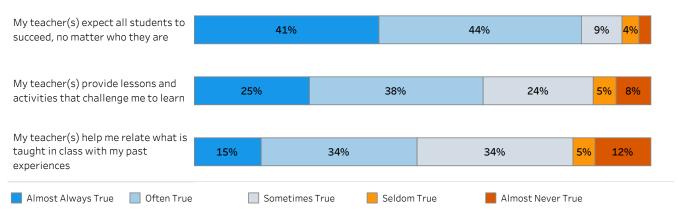
Academics - Student

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

The books and materials used in classrooms include positive representations of race, gender, and	34%		41%			<mark>5%</mark> 5%
This school is doing a good job of preparing me to succeed in my life	20%	36%		25%	5%	14%
Work I do in this school is useful and interesting to me	11% 2	2%	40%		9% 18%	
I see the cultures of our community reflected in what I study at school	31%		46%		18% 5%	
My teacher(s) find other ways for me	23%	37%		17%	10%	13%



Academics - Student LONGITUDINAL

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

The books and materials used in classrooms include positive representations of race, gender, and other	2021	85%)	
marginalized people	2023	75%	-10%	
This school is doing a good job of preparing me to succeed in my life	2021	70%		
	2023	55%	-15%	
Work I do in this school is useful and interesting to me	2021	56%		
	2023	33%	-23%	
I see the cultures of our community reflected in what I study at school		74%		
	2023	77%		3%
My teacher(s) find other ways for me to learn things I find difficult	2021	68%		
	2023	60%	-8%	
My teacher(s) expect all students to succeed, no matter who they are	2021	89	%	
	2023	85%	-4%	
My teacher(s) help me relate what is taught in class with my past experiences	2021	63%		
	2023	49%	-14%	
My teacher(s) provide lessons and activities that challenge me to learn	2021	78%		
	2023	63%	-14%	
		Percent Positive	Difference in Po	ercent Positive
			-25%	25%

Belongingness - Student

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively. In this school, there is at least one 22% 14% 54% 5% 5% adult who knows and cares about me I feel safe at this school 40% 13% 32% 10% I enjoy coming to this school 22% 25% 31% 13% 9% This school uses appropriate 35% 22% 8% alternatives to suspension and 35% expulsion for discipline This school has effective equity 29% 36% 22% 8% practices for all The rules against bullying are enforced 37% 26% 19% 7% 11% by all adults in this school All students are held to the same 31% 31% 19% 13% 7% behavior rules and expectations My teacher(s) listen to my ideas and/or 36% 32% 18% 11% concerns Students are involved in solving 30% 29% 32% 5% 4% problems in this school

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

My teacher(s) listen to my ideas and/or concerns
36%
32%
18%
11%
4%

Students are involved in solving problems in this school

30%
29%
32%
5%
4%

This school includes students in conversations addressing cultural, racial and gender bias

Almost Always True
Often True
Sometimes True
Seldom True
Almost Never True

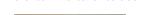
Belongingness - Student LONGITUDINAL

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

l enjoy coming to this school	2021	79%
	2023	47% -32%
I feel safe at this school	2021	86%
	2023	73% -14%
In this school, there is at least one adult who knows and cares about me	2021	87%
	2023	76% -11%
All students are held to the same behavior rules and	2021	90%
expectations	2023	61% -29%
The rules against bullying are enforced by all adults in this school	2021	83%
	2023	63% -20%
This school has effective equity practices for all	2021	91%
	2023	65% -26%
This school uses appropriate alternatives to suspension and expulsion for discipline	2021	90%
	2023	70% -20%
My teacher(s) listen to my ideas and/or concerns	2021	89%
	2023	67% -21%
Students are involved in solving problems in this school	2021	74%
	2023	59% -15%
This school includes students in conversations addressing cultural, racial and gender bias	g 2021	72%
cultural, racial and gender blas	2023	64%
		Percent Positive Difference in Percent Positive



-25%



Commitment to Dismantling Racisim and Oppression - Student

others

levels

In my classes, we talk about

how to better get along with

In my classes, I learn how to

better understand my emotions

Student placement in advanced

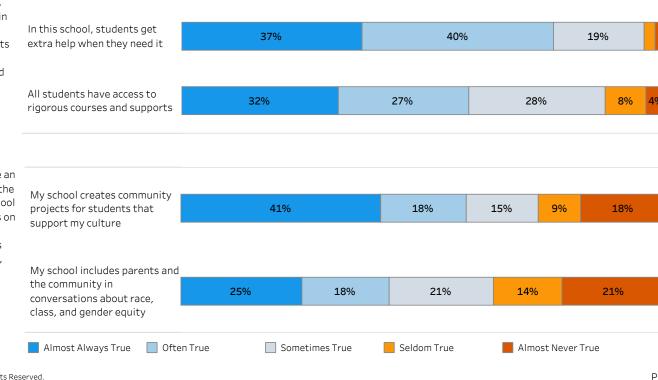
race, gender or socioeconomic

classes is not influenced by

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



33%

27%

24%

24%

17%

64%

10%

10%

Lincoln Middle School

12%

7%

6% 6%

22%

16%

21%

Commitment to Dismantling Racisim and Oppression - Student LONGITUDINAL

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

ו	In my classes, I learn how to better understand my emotions	2021	39%		
		2023	44%		5%
	In my classes, we talk about how to better get along with others	2021	56%		
		2023	57%		1%
g	All students have access to rigorous courses and supports	2021	93	3%	
		2023	59%	-34%	
	In this school, students get extra help when they need it	2021		89%	
		2023	73	7% -13%	
	Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	2021	9.	4%	
		2023	1	81% -13%	
n e ol	My school creates community projects for students that support my culture	2021	61%		
n		2023	59%	-2%	
	My school includes parents and the community in conversations about race, class, and gender equity	2021	61%		
		2023	43%	-18%	
			Percent Positive	Difference in P	ercent Positive

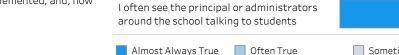


Diversity - Student

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school

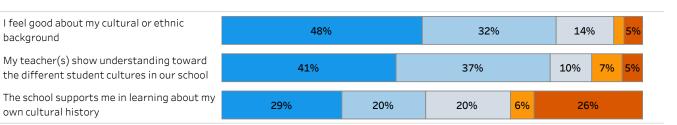
Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



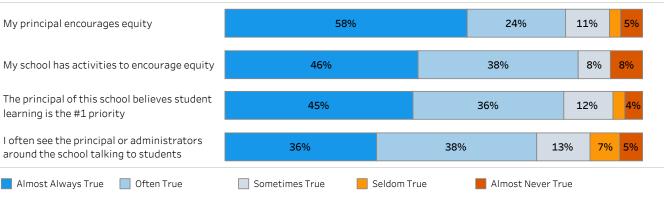
learning is the #1 priority

background

own cultural history



I am comfortable interacting with people from a different racial or ethnic background		78%		18%	6 4%
This school respects student differences		17%	31%	16%	4%
I learn about positive contributions of different racial and cultural groups		49%	26%	18%	5%
Our school engages in difficult conversations about race, gender, oppression and discrimination	21%	29%	29%	8%	12%



Lincoln Middle School

Diversity - Student LONGITUDINAL

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

I feel good about my cultural or ethnic background		90%		
	2023	80%	-10%	
My teacher(s) show understanding toward the different	2021	83%		
student cultures in our school	2023	78%	-4%	
The school supports me in learning about my own cultural	2021	66%		
history	2023	49%	-18%	
I am comfortable interacting with people from a different racial or ethnic background	2021	96%		
5	2023	96%		0%
I learn about positive contributions of different racial an cultural groups	2021	85%		
	2023	74%	-11%	
Our school engages in difficult conversations about race, gender, oppression and discrimination	2021	55%		
	2023	51%	-5%	
This school respects student differences	2021	94%		
	2023	78% -1	L6%	
l often see the principal or administrators around the	2021	79%		
school talking to students	2023	75%	-5%	
My principal encourages equity	2023	82%		
My school has activities to encourage equity	2021	83%		
	2023	85%		1%
The principal of this school believes student learning is	2021	97%		
the #1 priority	2023	81% -1	L6%	

Percent Positive

Difference in Percent Positive



Lincoln Middle School

Academics - Family

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial. gender, and other marginalized subgroups.

This school is doing a good job of

Almost Always True 🛛 Often True

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

preparing my student for a successful future	30%		38%			23%	
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	27%		37%	27%		7% 3%	
Teachers have high expectations for student learning at this school	21%		32%		39%		9%
My student is challenged with a rigorous course of study at this school	15% 359		29%		5	11%	
Teachers in this school are dedicated to helping all students succeed	38%		34%		21%		<mark>4%</mark> 4%
Our family's culture is reflected in what my student studies at school	33%		33%		25	25%	
My student has access to rigorous courses	24%		27%		38%		9%

Sometimes True

Seldom True

Almost Never True

Academics - Family LONGITUDINAL

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

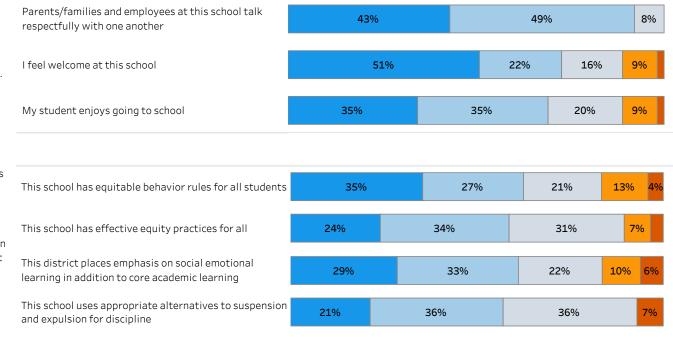
Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

My student is challenged with a rigorous course of study at this school	2021	51%
	2023	50% -1%
Teachers have high expectations for student learning at this school	2021	70%
	2023	53% -18%
The books and materials used in classrooms include positive representations of race, gender, and other	2021	75%
marginalized people	2023	63% -12%
This school is doing a good job of preparing my student for a successful future	2021	71%
	2023	68% -4%
Our family's culture is reflected in what my student studies at school	2021	59%
	2023	67% 7%
Teachers in this school are dedicated to helping all students succeed	2021	86%
	2023	71% -15%
My student has access to rigorous courses	2021	57%
	2023	51% -6%
		Percent Positive Difference in Percent Positive

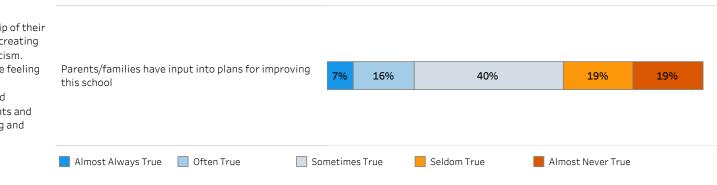
Belongingness - Family

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



21%

26%

Bullying/harassment is not tolerated in this school

Lincoln Middle School

30%

17%

Belongingness - Family LONGITUDINAL

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

I feel welcome at this school	2021	92%
	2023	73% -19%
My student enjoys going to school	2021	69%
	2023	69% 0%
Parents/families and employees at this school talk	2021	94%
respectfully with one another	2023	92% -2%
Bullying/harassment is not tolerated in this school	2021	75%
	2023	47% -28%
This district places emphasis on social emotional learning	2021	47%
in addition to core academic learning	2023	61%
This school has effective equity practices for all	2021	69%
	2023	59% -10%
This school has equitable behavior rules for all students	2021	88%
	2023	63% -25%
This school uses appropriate alternatives to suspension	2021	74%
and expulsion for discipline	2023	57% -17%
Parents/families have input into plans for improving this school	2021	66%
	2023	23% -43%
		Demonstration Differences in Demonstration

Percent Positive

Difference in Percent Positive

25% Page 28

-25%

Commitment to Dismantling Racisim and Oppression - Family

Lincoln Middle School

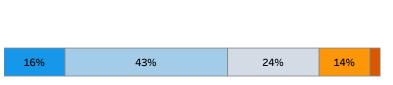
10%

19%

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels

Supports are provided to ensure my student's course options are not limited



24%

Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness. My school shares information on how they are reducing racial, cultural, and gender inequities **5% 11% 22% 24% 38%**

43%

This school respects the different cultures represented 36% 34% 20% in our community This school includes parents and the community in 9% 12% 24% 18% 38% conversations about race, culture, and gender equity Almost Alwavs True Often True Sometimes True Seldom True Almost Never True

Commitment to Dismantling Racisim and Oppression - Family LONGITUDINAL

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	2021	78%
	2023	67% -11%
Supports are provided to ensure my student's course options are not limited	2021	56%
	2023	59%
My school shares information on how they are reducing racial, cultural, and gender inequities	2021	38%
	2023	16% -21%
This school includes parents and the community in conversations about race, culture, and gender equity	2021	28%
	2023	21% -7%
This school respects the different cultures represented in our community	2021	85%
	2023	70% -15%
		Percent Positive Difference in Percent Positive
		-25%

Diversity - Family

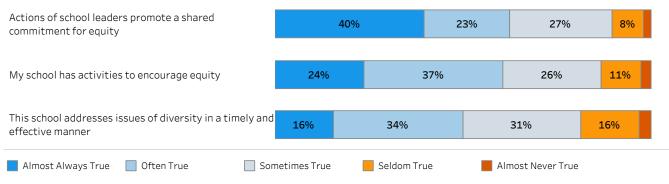
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

r	My student's teachers embrace my student's culture	37%	27%	20	0% 7%	10%
	My student learns about the cultures of our community at their school	23%	34%	20%	16%	7%

Communications/materials I receive from the school are 5% 91% in a language I can understand Adults in this school value and respect my 55% 24% 13% racial/cultural identity My student learns about positive contributions of 31% 33% 28% different racial and cultural groups Our school engages in difficult conversations about 23% 37% 23% 9% race, gender, oppression and discrimination



Diversity - Family LONGITUDINAL

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

My student learns about the cultures of our community at their school		50%
	2023	57%
My student's teachers embrace my student's culture	2021	86%
	2023	63% -22%
Adults in this school value and respect my racial/cultural	2021	87%
identity	2023	79% -8%
Communications/materials I receive from the school are in a language I can understand	2021	98%
	2023	97% -2%
My student learns about positive contributions of different racial and cultural groups	2021	57%
	2023	62%
Our school engages in difficult conversations about race, gender, oppression and discrimination	2021	58%
January of Presson and a second second	2023	47% -11%
Actions of school leaders promote a shared commitment	2021	82%
for equity	2023	63% -20%
My school has activities to encourage equity	2021	61%
	2023	61% 0%
This school addresses issues of diversity in a timely and effective manner	2021	76%
	2023	50% -26%
		Percent Positive Difference in Percent Positiv

Lincoln Middle School

25%

-25%