

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION DEI COMMITTEE MEETING**

Monday, November 3, 2025

5:30 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. DEI PLAN INFORMATIONAL UPDATES

3

- Comprehensive DEI Plan - Progress for 2025-2026
- Comprehensive DEI Plan - Planning/Revisions

VI. EQUAL OPPORTUNITY SCHOOLS INTRODUCTION

21

Equal Opportunity Schools (EOS) is an external partner we have begun working with this year. EOS seeks to support public educators to increase student participation in advanced coursework, improve school community belonging, and improve post-secondary outcomes for youth. Our partnership goal is to provide broad improvements in course access and belonging for all students while also closing access and belonging gaps. Tim Schell will

provide an overview of our initial assessment based on student data, student surveys, and staff survey, and also look ahead to how we are planning to act on this information.

VII. FUTURE MEETINGS

VIII. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”



WAUNAKEE
COMMUNITY SCHOOL DISTRICT

3

Disproportionality: Impacting Systems Change



What is disproportionality?

The overrepresentation of a particular demographic group in special education. A district can be identified under a specific eligibility area of special education, or just as a whole.



Are we identified this year?

- Our risk ratio has decreased slightly for each of the last 3 years, but is still above 2.0.
 - 2023 = 2.6119
 - 2024 = 2.5893
 - 2025 = 2.5736



2024-2025 Goals

- Increased sense of belonging by 10%
- Decrease achievement gaps by 15%
- Reduce disproportionate number of behavior incidents by .5

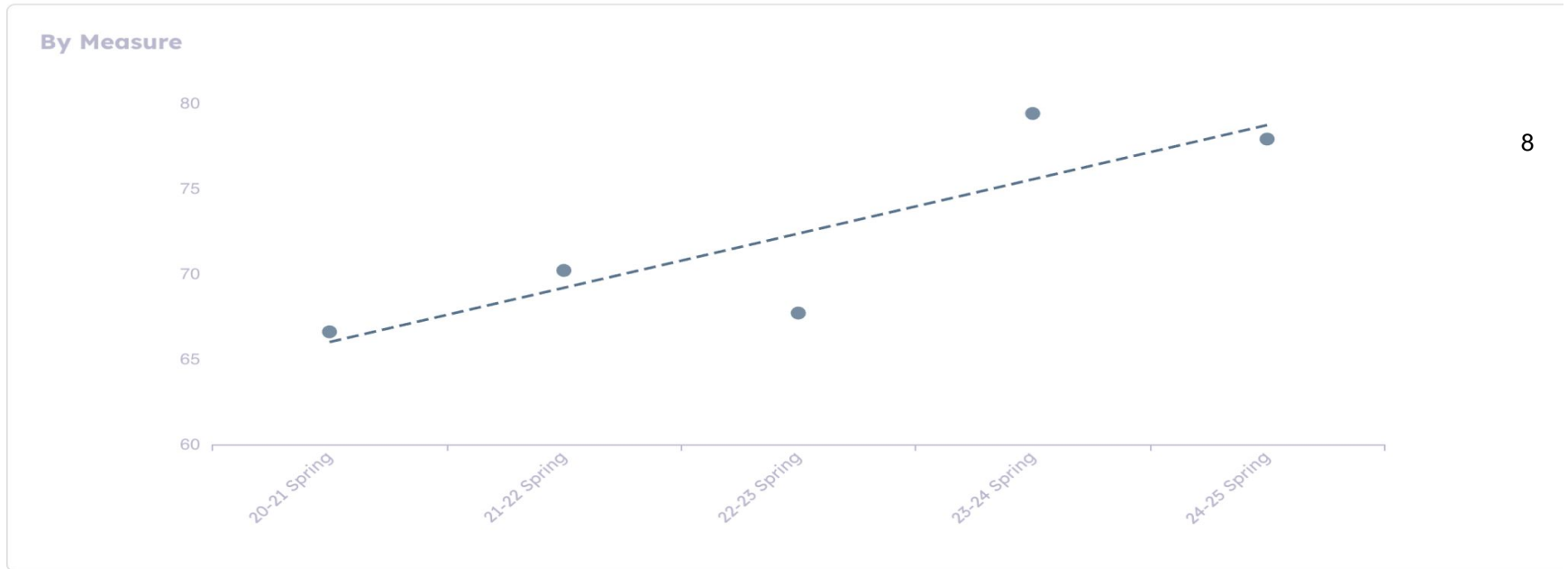


Outcomes: Sense of Belonging

- Sense of belonging for African American students increased from 2021 (55%) to 2024 (71%).
- Sense of belonging for White students increased from 2021 (71%) to 2024 (84%).⁷
- Other demographic groups 2024
 - Asian = 78%
 - Biracial = 56%
 - Black = 71%
 - Hispanic = 72%



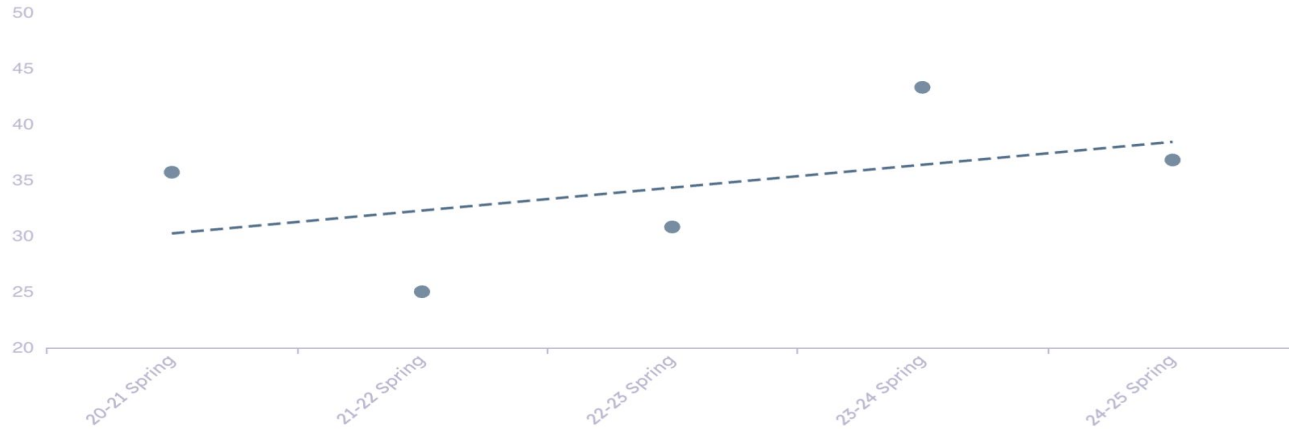
Academic Outcomes: White Students (Gr 3-8)





Academic Outcomes: African American Students (Gr. 3-8)

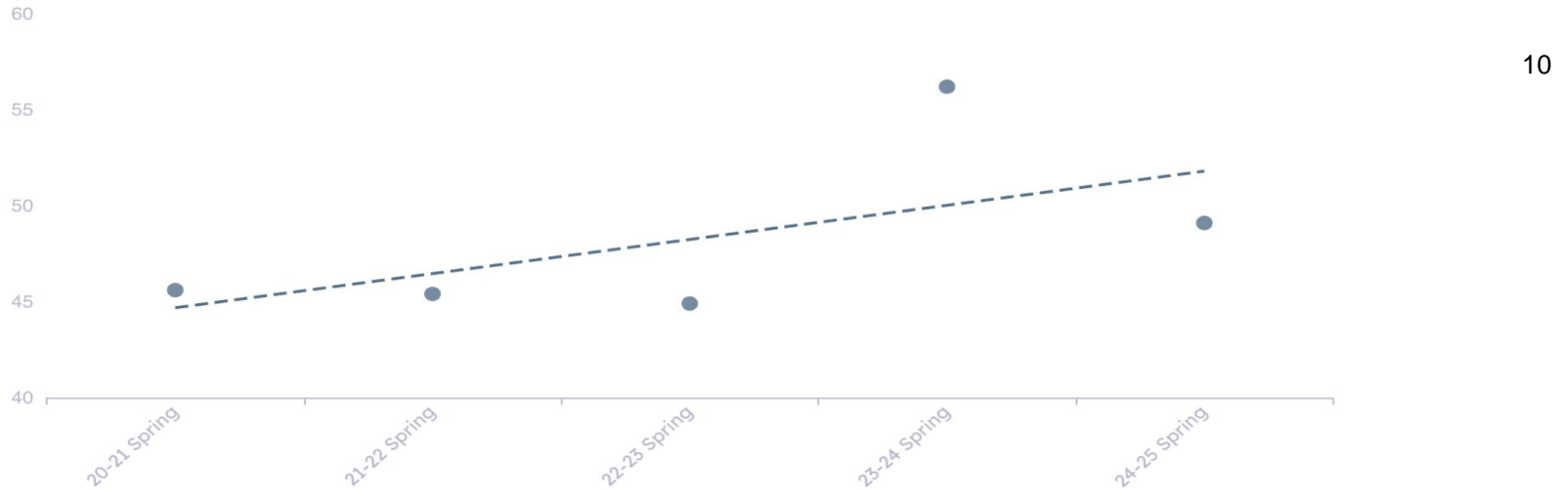
By Measure





Academic Outcomes: Hispanic Students (Gr. 3-8)

By Measure





Outcomes: Behavioral Incidents: African American Students

- Total Incidents Per Year:
 - 2021-2022: 5% of Total Incidents
 - 2022-2023: 4% of Total Incidents
 - 2023-2024: 3% of Total Incidents
 - 2024-2025: 4% of Total Incidents

- Risk Ratio Remains the Same: 2.0



Goals for the 25-26 School Year

- Increased sense of belonging by 10%
- Decrease achievement gaps by 15%
- Reduce disproportionate number of behavior incidents by .5



Action Steps: Sense of Belonging

- Belonging & Engagement Walks
- Intercultural Development Inventory
- Equal Opportunity Schools
- Content for Special Observance Months
- Professional Development: The impact of implicit bias on day-to-day decision making



Equal Opportunity Schools (EOS)

- National nonprofit partner (founded 2010) focused on increasing access to rigorous courses and improving student belonging.
- Model: schoolwide student & staff surveys → data tools (Opportunity Chart; Equity Pathways & Support/Belonging reports; Student Insight Cards; Outreach & Trusted-Adult lists) → coaching/visits → targeted outreach → course-request monitoring.
- Scale & evidence: 900+ schools, 250+ districts nationwide; state evaluations show increased AP enrollment for underrepresented students with no drop in exam performance.
- At Waunakee: we are using EOS to match students to the right next course for their aspirations across AP, dual credit, CTE, and other course pathways related to their academic and career planning.
- Aligns with Fall 2023 plan objectives related to increasing access to advanced coursework and reducing gatekeeping barriers.



What We Know

- Who we heard from this fall
 - Student survey responses: 1129
 - Staff survey responses: 107
 - Student aspirations: 95% want a two-year, four-year, or advanced degree.
- We offer many opportunities
 - Overall student participation in AP, dual enrollment, industry recognized credentials¹⁵ and work based learning opportunities is above the state average.
- We have access gaps
 - Individual students
 - Group summaries
 - Participation for our economically disadvantaged students and English learners is below our schoolwide rates **and** below the statewide rates for their peers.
- Belonging is both a means and an end. Building welcoming experiences will strengthen our school community and raise confidence and persistence in taking courses that match aspirations.



Sample Insight Card

Elizabeth Hernandez



10th Grader

Interested in helping outreach

Trusted Adults

- John Katinsky
- Mike Kohl

Staff Advocates

Study Skills Support

- Jack Little
- Mike Kohl

Stats ★ AP Comparable

GPA 2.83 ★

STAR Reading ★ 1218/1400
PSAT89 EBRW ★ 570/800
PSAT Total ★ 1010/1600
PSAT89 Math 540/800

Aspirations

Educational Goal
Advanced Degree

Curriculum Program Interest

General Interest

Learning Mindsets and Skills
Community Leadership Growth Mindset
Purpose for Learning Focus Grit

Reported Barriers
Adult Encouragement Barrier
ULC Belonging Barrier
Welcome Barrier
School Access Barrier

Career Interest
I would like to be an activist or a spokesperson for a cause or organization.

Who I am as a Student
I'm really interested in Science and Math, and I try to get the highest class I can be in without having to struggle too much. When I face obstacles, I try to push through or, if I am really stressed, I move on to other things and go back to it later.

Would Like the School to Know
I try my hardest to get the highest grades possible.

Other Readiness Indicators

- Currently Enrolled in Advanced Courses
- Feels Classes are not Adequate Preparation for College

Student has enrolled in AP, but states:

- I don't think I can be successful/get a good grade
- I am not sure I would have classmates to study with or partner with for projects
- I am worried it might hurt my GPA

More likely to take AP if:

- I know that I would have classmates to study or partner with
- I could get extra study/homework support
- I would have access to help from student who took the class before



Next Steps This Year

- Survey is still active and we are working to gain the participation of students yet to complete the survey.
- Work to understand and reduce the barriers that have been identified.
- Counselor touchpoints-integrate Insight Cards into sophomore meetings.
- Trusted Adult Work
 - Use the EOS Trusted Adult and No Trusted Adult lists to
 - Thank and activate named trusted adults.
 - Assign a connection for students without one.
- Peer outreach and other engagement activities.
- Consider if additional supports could be helpful for students (readiness workshops, tutoring).



Action Steps: Academics: Multi-Tiered Systems of Support (MTSS)

- MTSS is a framework schools use to provide targeted support to struggling students.
- The goal of MTSS is to intervene early so students can catch up with their peers.
- It screens all students and aims to address academic and behavior challenges using a tiered approach to interventions.
 - a. Tier 1 - Universal Instruction
 - b. Tier 2 - Small intervention groups
 - c. Tier 3 - Intensive targeted intervention in small groups
- ***MTSS Work Group: Examine System Bias***



Action Steps: Behavioral Incidents: MTSS

- MTSS Work Group: Examine System Bias
- Finalize our MTSS Guide:
 - Menu of behavioral interventions
 - Data tracking guidance
 - Goal setting guidance

Questions?



Waunakee High 2025-26 Pathways Report



Overview

The Equal Opportunity Schools (EOS) [Pathways Report](#) is your comprehensive analysis of student and staff survey responses. The report looks at student aspirations and mindsets, and highlights staff and student beliefs about AP/DC. The report highlights the experiences of Latinx, Black, Native American, Pacific Islander, multiracial, and low-income students. Throughout, we refer to this group of students as “historically underrepresented students.”

Consider the following as you plan and implement your outreach strategies:

- Does your outreach plan account for the barriers identified by your students?
- Does the plan take into account influences that have helped historically underrepresented students who are currently in AP/DC enroll?
- Does it address the concerns of historically underrepresented students about AP/DC classes?

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8. Learning Mindsets & Why EOS Uses Them
9. Moving Beyond GPA & Test Scores to Identify Students
10. Recruiting Students with Learning Mindsets
11. Ready for Action
12. Taking Action
13. Supporting Research

This report includes survey responses for 1,129 students.
EOS portfolio comparisons in this report are based on 90,521 students
across 84 schools.

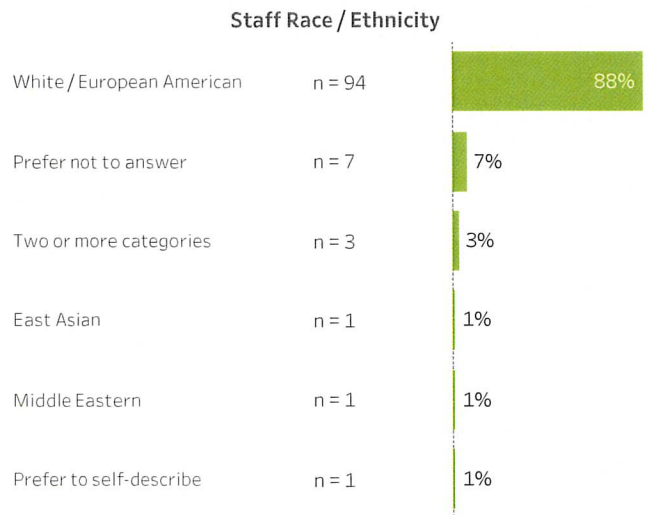
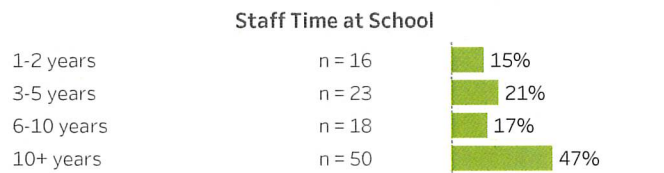
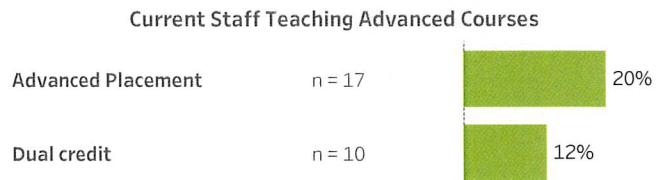
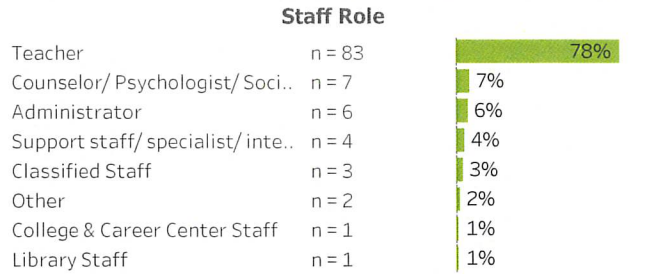
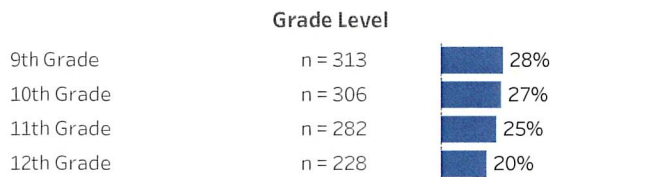
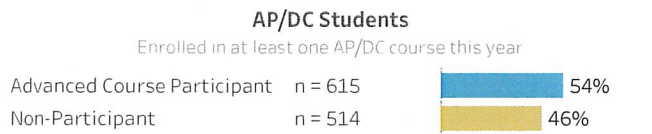
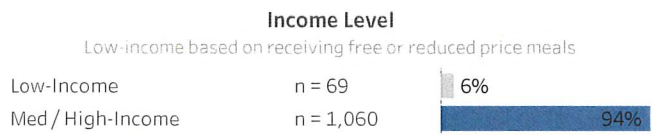
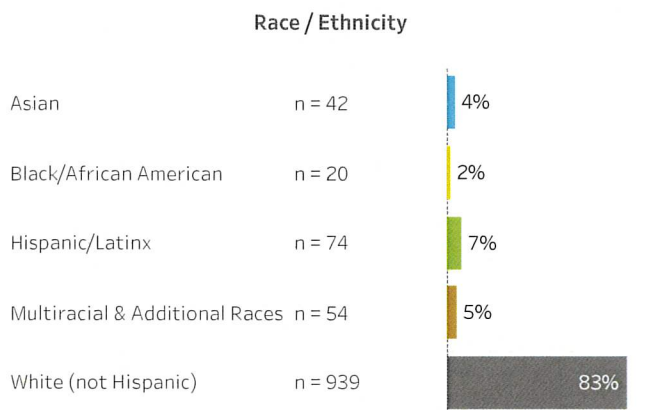
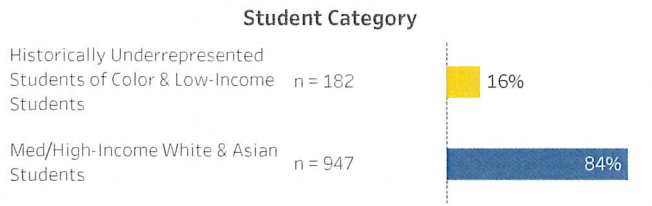
This report includes survey responses for 107 staff.
EOS portfolio comparisons in this report are based on 6,148 staff
across 76 schools.

1. Demographics of Survey Respondents

This report includes survey responses for 1,129 students. EOS portfolio comparisons in this report are based on 90,521 students across 84 schools.

This report includes survey responses for 107 staff. EOS portfolio comparisons in this report are based on 6,148 staff across 76 schools.

Student demographic data are based on data provided by the school district(s). Staff demographic data are based on staff survey responses.



This report includes survey responses across 1 school(s) in 1 district(s).

3. Student & Staff Views on College

Although college and career aspirations are high across almost all students, disparities exist in college degree attainment.(3) Compared to 42% of White and 61% of Asian students, only 23% of African American and 15% of Latinx students aged 25-29 have attained a bachelor’s degree or higher.(3)

Increasing student participation in advanced coursework is one way that gaps in college enrollment can be reduced. One study showed that most students (across all socioeconomic backgrounds) who will enroll in college have taken at least one college-level course in high school.(4, 5)

Staff Estimates of Students Who...

Reference line is EOS portfolio average
n = 107

Want to graduate from a two- or four-year college

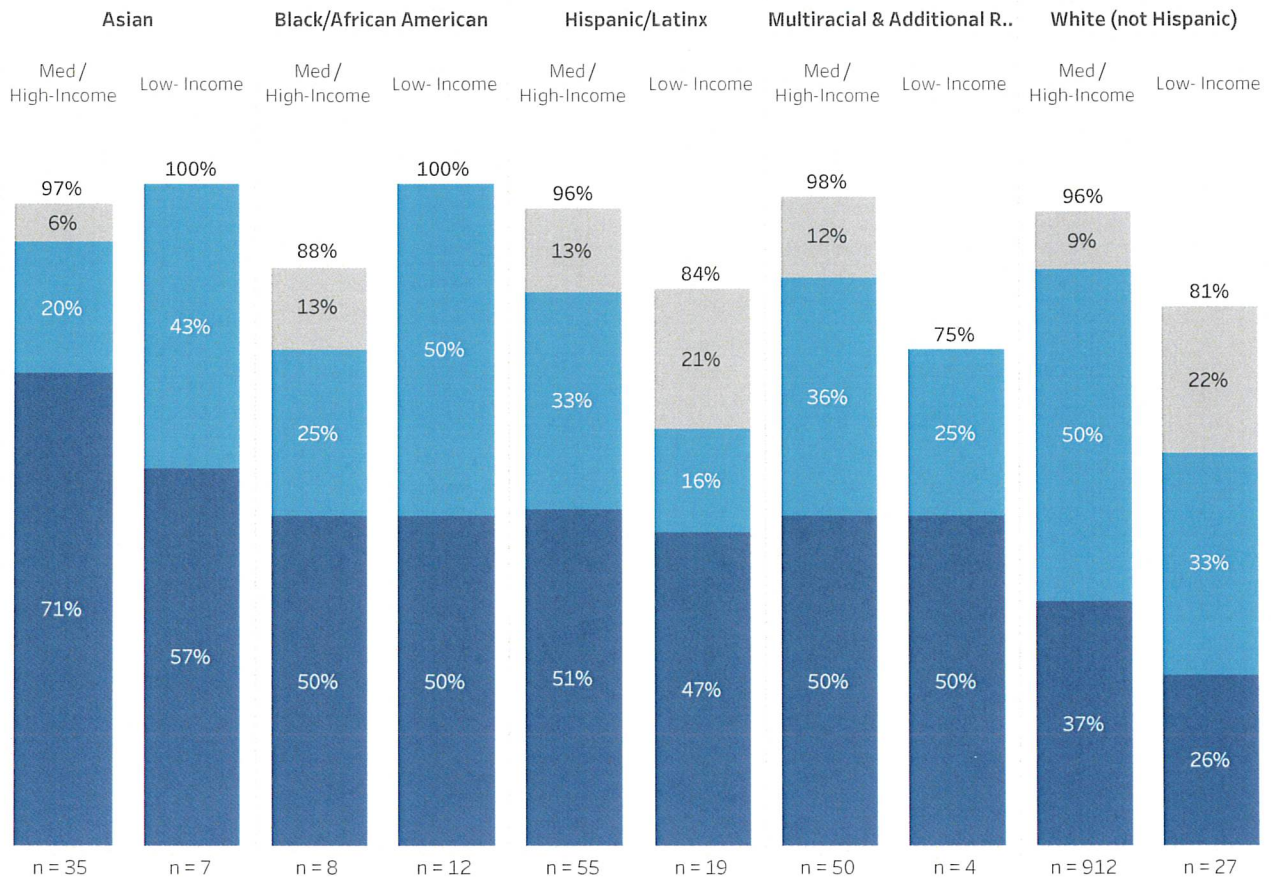


Will graduate prepared to succeed at a two- or four-year college



Students Across Race and Income Levels Have High College Aspirations

Two-Year Degree / Four-Year Degree / Advanced Degree



4. Staff Perspectives & Student Perspectives on Access

The persistent gap in college enrollment, persistence, and performance between White and Asian students and African American and Latinx students is largely reflective of students' unequal opportunities for learning, including disparities in access to rigorous curricula. Access to rigorous college-preparatory courses can substantially narrow this gap in college outcomes.(5)

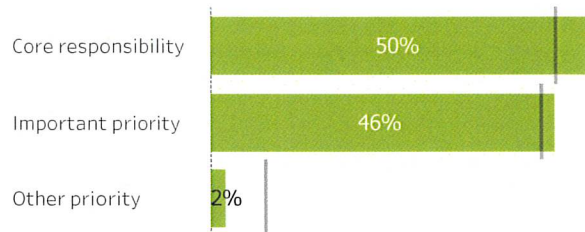
Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are **taking Advanced Courses, how would you feel about the priority to address this?**

Reference line is EOS portfolio average
n = 107



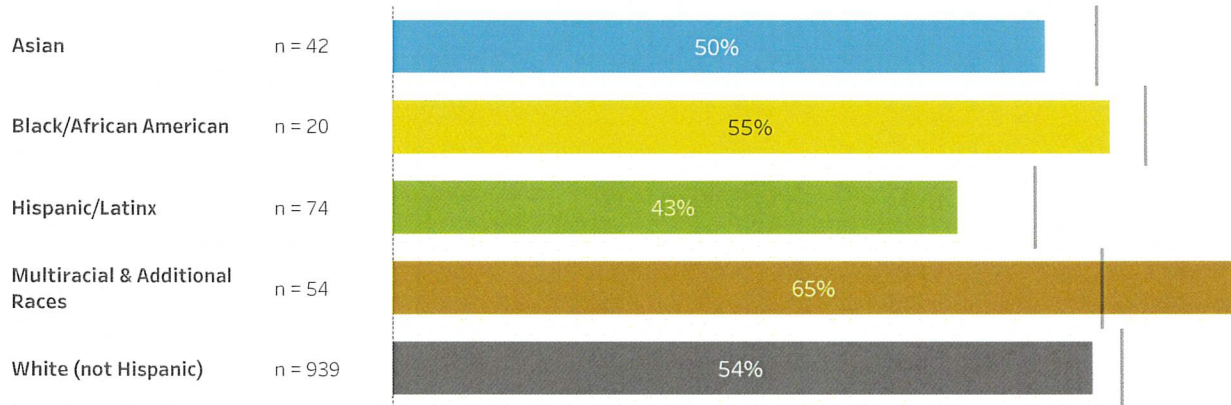
Among staff: If you were to learn that disproportionately low numbers of students of color and low-income students are **entering and graduating from college, how would you feel about the priority to address this?**

Reference line is EOS portfolio average
n = 107



Students Reporting That Staff Hold "High" or "Very High" Expectations for Their Academic Achievement

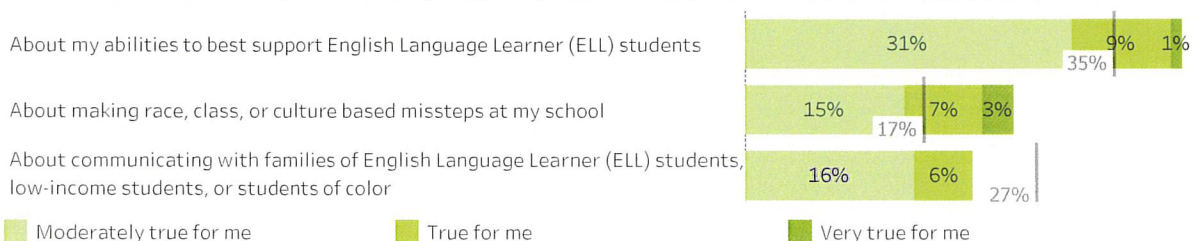
Reference line refers to EOS portfolio average



68% (73) of staff members are "confident" or "very confident" that they have the instructional strategies they need to support the academic success of students of color and low-income students.

Staff Who Worry...

Reference line is EOS portfolio average - Top 3 responses for "Very true", "True", or "Moderately true"; n = 107



5. Student & Staff Views on Rigor

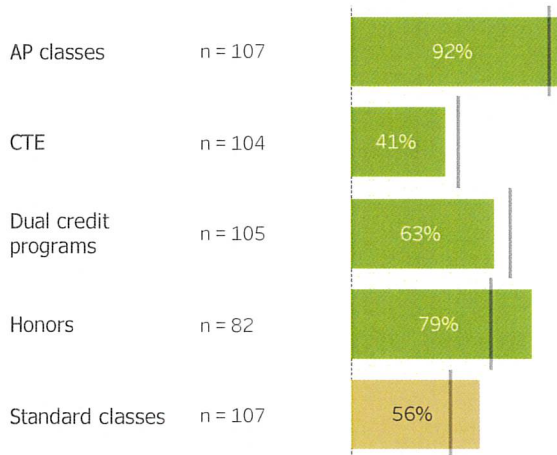
High schools with greater proportions of students taking and passing rigorous courses have demonstrated greater capacity to increase the number of students who graduate from college.(6)

Evidence points to substantial differences in outcomes (standardized test scores, high school graduation, and college enrollment) for students who take rigorous high school courses compared to students who do not take rigorous courses. These benefits are even greater for students attending high poverty or low-performing schools.(7)

Rigorous coursework is not just important for college-going students. The reading material for entry-level occupations is similar to that required by college textbooks - a reading level that rigorous classes help foster.(8)

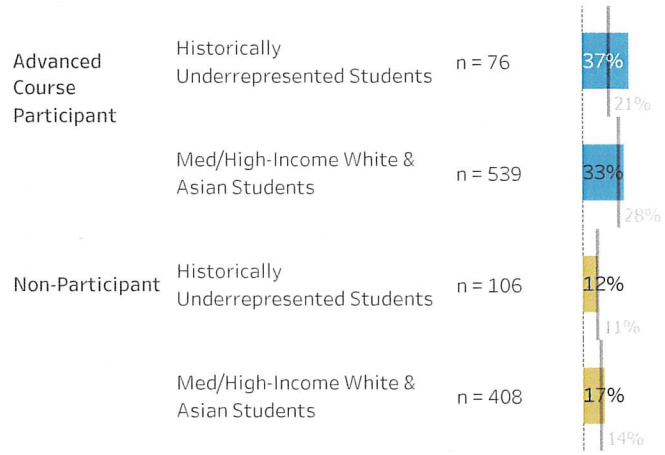
Staff Who Report Classes are "Challenging" or "Very Challenging" Across Programs

Reference is EOS portfolio average



Students Who Report That Their Classes are "Challenging" or "Very Challenging"

Reference line is EOS portfolio average



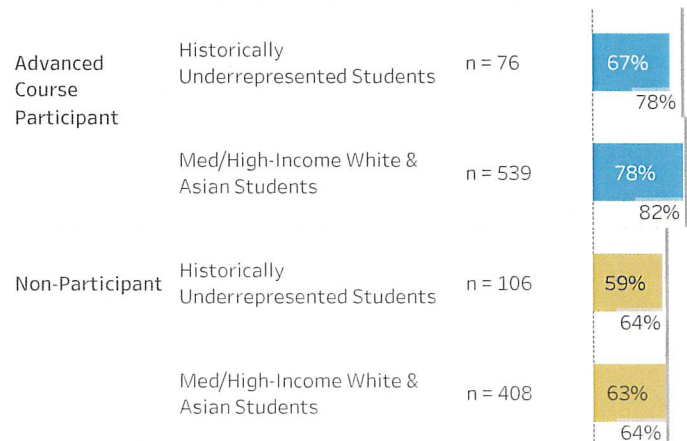
Staff Who Report That Classes Prepare Students "Well" or "Very Well" for College

Reference line is EOS portfolio average



Students Who Report That Their Classes "Probably" or "Definitely" Prepare Them for College

Reference line is EOS portfolio average



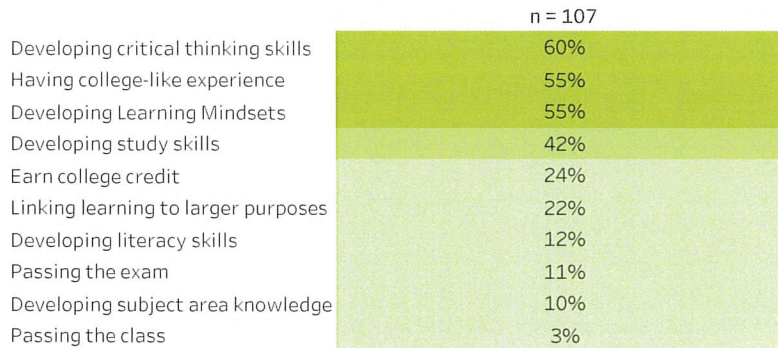
6. Student & Staff Perspectives on the Benefits of Taking AP/DC

Across 20 studies of AP and IB student experience, student participation in AP or IB is linked with personal development and academic preparation.

Common across studies, students report expanding academic identities, developing dispositions and skill sets that are beneficial for college and career, feeling prepared for college access and success, and opening doors in college and beyond.⁽⁹⁾

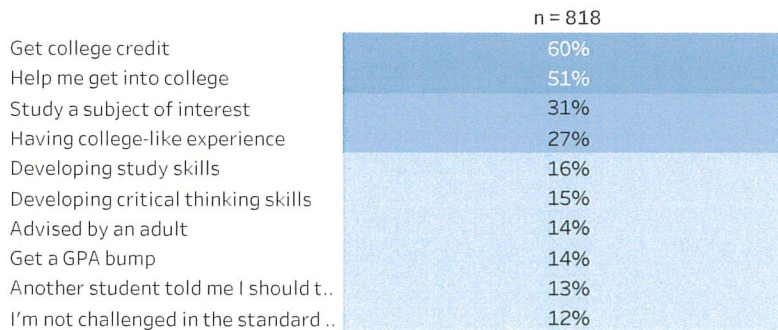
Staff Views on the Benefits of Students Taking AP/DC

Top 10 responses; Staff select up to 3 responses



Students' Top Reasons for Taking or Planning to Take AP/DC

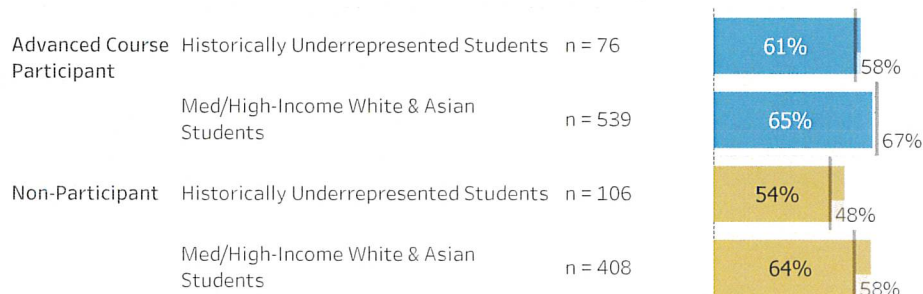
Top 10 responses; Students who plan to take, are currently taking, or have taken



Rigorous Coursework Promotes Students' Confidence in College Belonging

Percent of Students Who Feel like They Will Belong in College

Reference line is EOS portfolio average

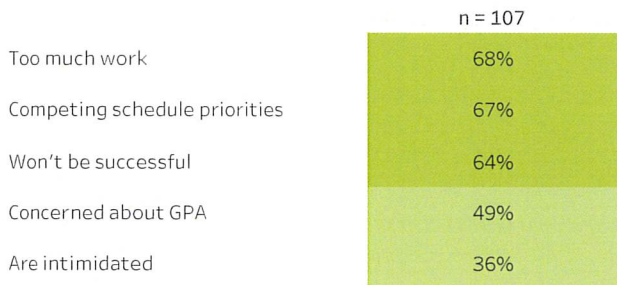


7. Barriers to Accessing AP/DC

Data from approximately 337,000 student surveys at 268 schools across the country showed that 2 out of 5 historically underrepresented students of color and low-income students reported that they have never been encouraged to take an advanced class.

Among historically underrepresented students of color and low-income students who are not currently enrolled in advanced coursework, 1 in 5 students reported that they do not know whether advanced classes can earn them college credit.⁽¹⁰⁾

Reasons Staff Think Students Choose NOT to Take AP/DC
Top 5 responses



Reasons Historically Underrepresented Students Choose NOT to Take AP/DC
Top 5 responses

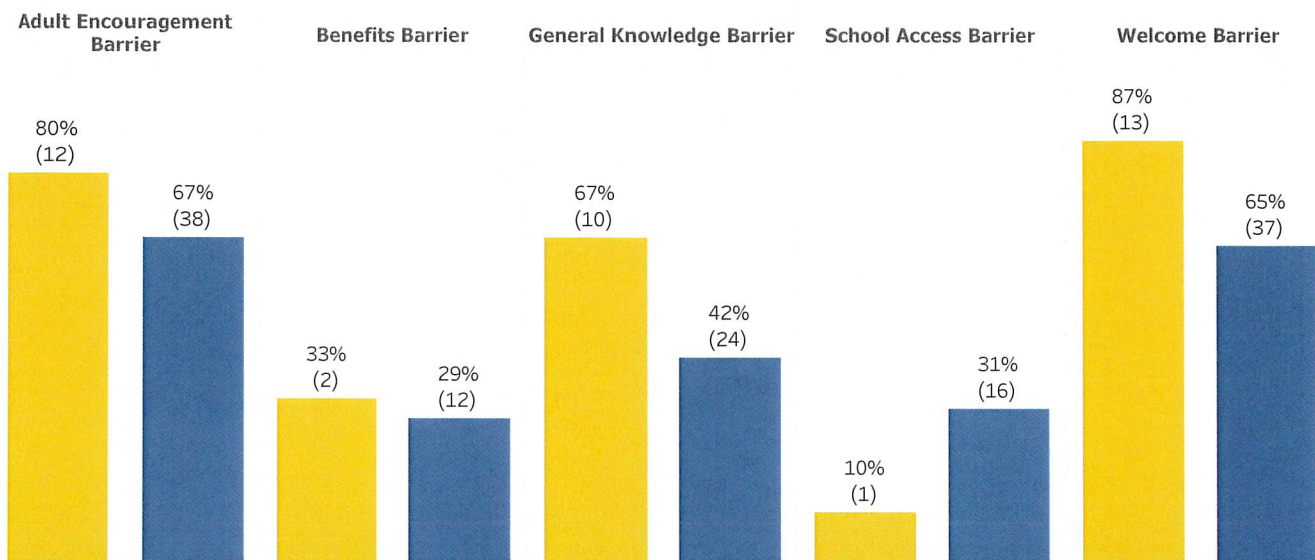


11th and 12th Grade Historically Underrepresented Students Not Participating in AP/DC Experience Barriers

Historically Underrepresented Students
Med/High-Income White & Asian Students

(n = 15)

(n = 57)



If the **12 11th and 12th grade historically underrepresented students of color and low-income students** who have the Adult Encouragement Barrier participated in AP/DC at the same rate as students without the barrier (93%), **11 historically underrepresented students of color and low-income students could be added to AP/DC.**

8. Learning Mindsets & Why EOS Uses Them

Learning Mindsets are beliefs that influence how a person approaches learning tasks, goals, and environments. These beliefs influence how we behave and the choices we make in learning settings.

School Staff Members Are Integral to Supporting and Fostering Learning Mindsets in School Culture

Learning Mindset Definitions

Academic Identity: The student perception of their academic self in the future as well as their confidence in the academic strategies they have to get there. (Academic Self & Academic Strategies)

Academic Persistence: The conceptualization and measurement of motivation in the academic domain.

Community Leadership: The interpersonal skills of responsibility, corporation, assertiveness and empathy a student gains from real-life leadership activities.

Growth Mindset: The belief that the most basic abilities- including intelligence- grow with dedication and hard work. Brains and talent are just the starting point. This view nurtures a love of learning and a resilience essential for great accomplishment.

Focus: The ability to manage one's inner responses, as well as to control behavioral tendencies (such as impulses) and refrain from acting on them.

Multiple Cultural Language Skills: The cognitive benefits of being bilingual that are linked to mental flexibility, problem-solving, concentration and memory.

Purpose for Learning: An academic goal that is motivated both by an opportunity to benefit the self and the potential to have some effect on or connection to the world beyond the self.

Self Efficacy: The belief and confidence that one has in regard to their capacity to accomplish learning tasks and produce desired results.

Having Learning Mindsets like Academic Identity, and Growth Mindset predict AP/IB enrollment and AP/IB course pass rates.⁽¹⁰⁾

The majority of schools' academic outcomes, as measured by both AP/IB course grades and pass rates, maintained or improved following work with EOS.⁽¹¹⁾

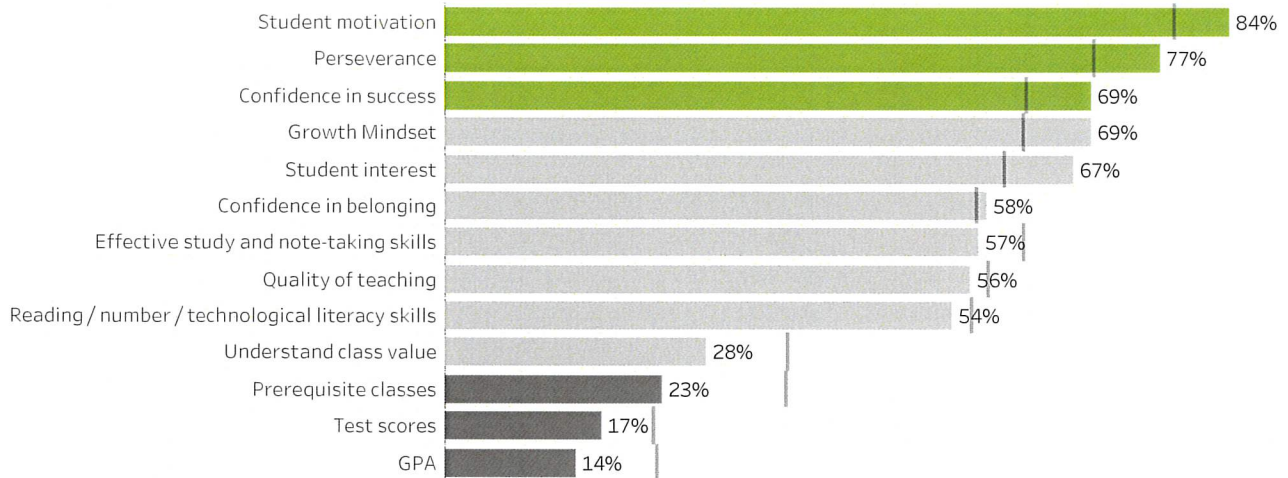
"The most beneficial aspect [of working with EOS] is receiving the data and the information from the surveys. The results we received we cannot get by reviewing students' grades. The information from the surveys identifies students' strengths, grit, and potential. Without this information, we would not be able to identify students and encourage them to take AP classes." ..

9. Moving Beyond GPA & Test Scores to Identify Students

“What we need in education is a much better understanding of students from a motivational perspective, from a psychological perspective. In education the one thing we know how to measure best is IQ, but what if doing better in school and in life depends on much more than your ability to learn quickly and easily?” -Angela Duckworth (12)

Staff Report “Very Good” Predictors of Student Success in AP/DC

Reference line is EOS portfolio average
n = 107

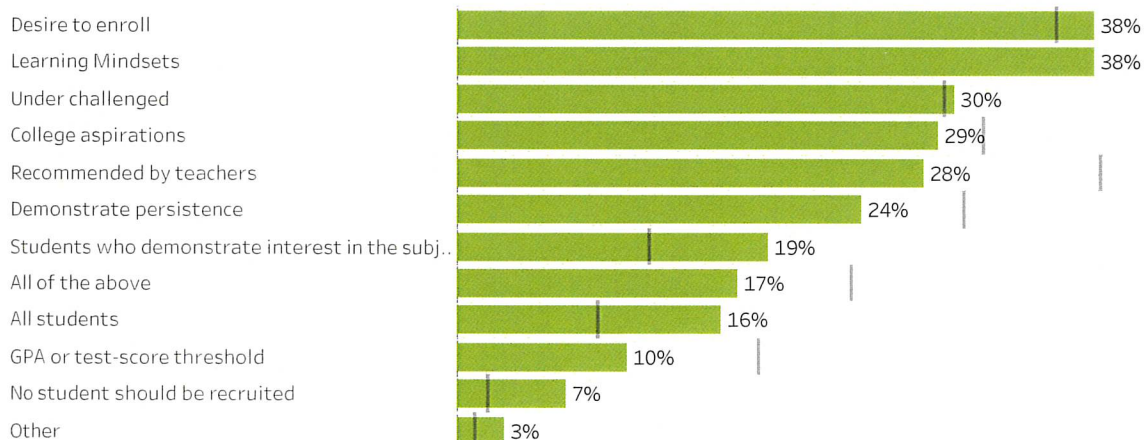


“EOS made us realize that we need to look well beyond students’ grades in order to judge their AP potential. We have never intentionally played “gate keepers” to our AP program. However, we could have done a better job. Our students, who may have not attempted AP before this process, are having tremendous success in AP courses.”

-EOS Partner, Head Counselor

Staff Report That Students with These Attributes Should Be Actively Recruited for AP/DC

Reference line is EOS portfolio average
n = 107



10. Recruiting Students with Learning Mindsets

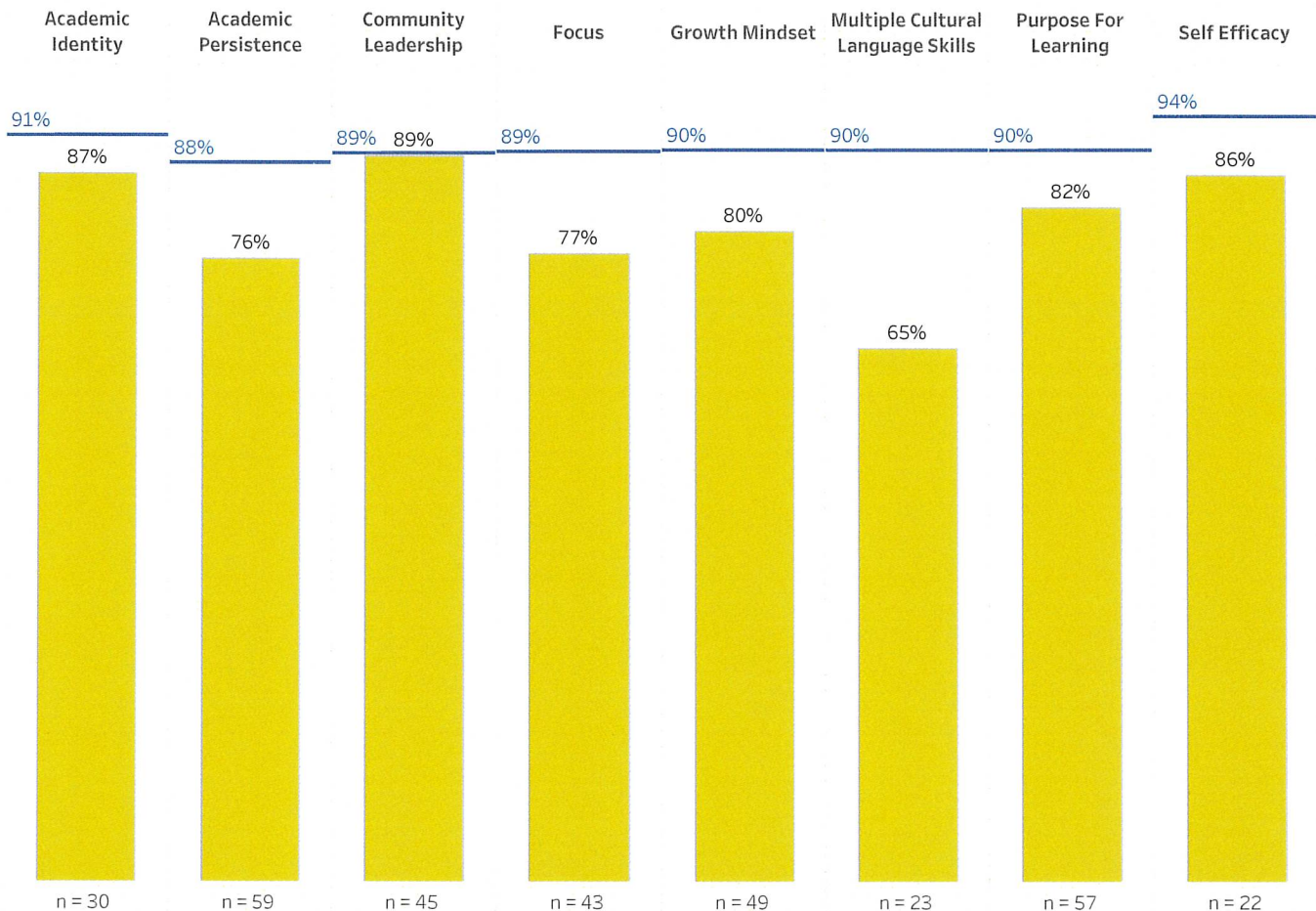
A motivational perspective on learning and achievement deepens understandings of students & broadens our appreciation of students' strengths. It is a critical partner to foster educational access & opportunity.

Learning Mindsets are a key tool for closing participation gaps in advanced classes. Activities designed to foster Learning Mindsets show immense benefits, particularly for historically underrepresented students of color and low-income students.⁽¹³⁾

Research shows that students of all ages who learn and demonstrate Learning Mindsets and skills are more likely to have better attendance, course completion, and graduation rates. In addition, Learning Mindsets give students the confidence and skills they need to keep growing throughout their lives.⁽¹⁴⁾

11th and 12th Grade Historically Underrepresented Students of Color and Low-Income Students with Each Learning Mindset Participating in AP/DC

— Participation rate of 11th and 12th grade Med/High-Income White and Asian students with Learning Mindset



There are **15** 11th and 12th grade historically underrepresented students of color and low-income students with 1 or more Learning Mindsets who are currently not enrolled in AP/DC.*

* Based on EOS's portfolio data, 11th and 12th grade historically underrepresented students of color and low-income students with 1 or more Learning Mindset demonstrated Semester 1 AP/IB pass rates of 89%.⁽¹⁵⁾

11. Ready for Action

A common thread throughout high-performing schools is the common belief in “students’ brilliance, humanity, and inherent intellectual capacity. Because they believe their students can achieve at high levels, they set high expectations for performance and support students toward their success.”⁽¹⁶⁾

Support One-On-One Conversations with Students

Reasons Why Current Historically Underrepresented Students Decided to Enroll in Their First AP/DC Class

Top 5 Responses

	n = 75
Talking with a friend	55%
Planned to take Advanced Coursework before High School	43%
Talking with my parents or caregivers	41%
School culture encourages Advanced Coursework	35%
My teacher talking about it during class	21%

Number of Staff Willing to Take Action to Foster Access to AP/DC

	n= 106
One-on-one conversations with students	61
Building classroom culture that emphasizes	54
Identification and encouragement	28
Professional development	26
Communicating with families about the ..	21
Organizing or participating in informatio..	17
Improve academic support resources	16
Revise policies	16
None	15
Other	7
Tutor students	6

Create Structures for Support

Historically Underrepresented Students Report That They Would Be More Likely to Take AP/DC with...

Top 5 Responses

	n = 155
Peer mentors/study partner	41%
Study/HW support	39%
Opportunities to redo assignments	39%
More information	26%
No summer homework	22%

Build Capacity

26 staff members who currently don't teach AP/DC are interested in teaching Advanced Course subjects

Staff Are Interested in Teaching The Following Subjects

Math/Mathematics	8
Social Science/Humanities	8
Sciences	7
English/Language Arts/Literature	6
History	5
World Languages & Cultures	4
Arts	1
Computer Science	1

12. Taking Action

Step 1

INVITE STUDENTS INTO LARGE GROUP MEETINGS

Schools often start with group activities to ensure they reach every student on the Outreach List. These have ranged in size from grade-level assemblies to small group rallies of about 50 students. To be successful, these must be celebratory, inspirational, and convey a genuine belief in students. You and your Partnership Director should talk about other strategies that will work best at your school.

Step 2

ADVOCATES HAVE 1:1 CONVERSATIONS WITH STUDENTS

Individual conversations with students generally take place following larger group activities, and prior to registration. They present an opportunity to address any remaining concerns and re-state your belief that the student can be successful in advanced classes, and that this is in their best interest. For some students, more than one conversation with an Advocate is beneficial.

Step 3

ENGAGE WITH FAMILIES

Offer families of identified students specific opportunities to learn more about advanced classes, and encourage them to talk with their student about these courses. Sending letters or making calls to families is an important step to congratulate them that their student has been selected for this opportunity, and to invite them to attend an evening or weekend information event.

ADDITIONAL EOS TOOLS


- Advocacy & Outreach Guide
- Student Insight Cards for each student
- Support Report for supporting new students
- Outreach Tracker
- Staff recommendations

These 3 steps and other resources will be provided to you in the EOS Advocacy & Outreach Guide.

STUDENT INSIGHT CARD
2016-2017

Chloe Adamson

10th Grader
(On Outreach List)




Chloe's Educational Goal: Four year college degree

Career Interest: Elementary teacher

Trusted Adults at Medtronic High School (MHS): Dawn Weismann, Matthew Purkiss, Michelle Campbell

Study Skills Support at Medtronic High School (MHS): Jane Olson, Michelle Campbell

Staff advocating for Chloe to take AP: 

Subject Interest: Social Studies (History, Government, etc.)

GPA: 2.67

Indicators of AP Readiness

Would consider taking AP

Demonstrated Assets:

- Academic Strategies
- Community Leadership
- Grit
- Growth Mindset

AP Access Barriers

No adult encouragement

Needs more info from staff to enroll in AP

Feels classes are not adequate preparation for college

Courses aren't challenging

Hasn't enrolled in AP because:

- I don't know enough about AP classes
- I have competing priorities in my schedule (for example, sports, band, CTE) that prevent me from taking AP classes

Test Scores

History	289	Max: 600
Science	338	600
English Language Arts	316	600
Math	322	600

Chloe's Comments

I always try to figure out what I need to pass. But I also try to do more than what is expected.

Would like the school to know: I just want to be in AP English for one year and see if I like it or not.

"When you read the Insight Cards of the students who had not been in Advanced Placement classes, you realize the opportunity that was almost missed for these students. Talking to the students' parents as they realize for the first time what Advanced Placement means and that THEIR child will be in that program was the most inspiring moment [of working with EOS]. Many of them had not completed high school themselves. It was as if they finally understood that there would be something more for their children and that the school would help them get there."

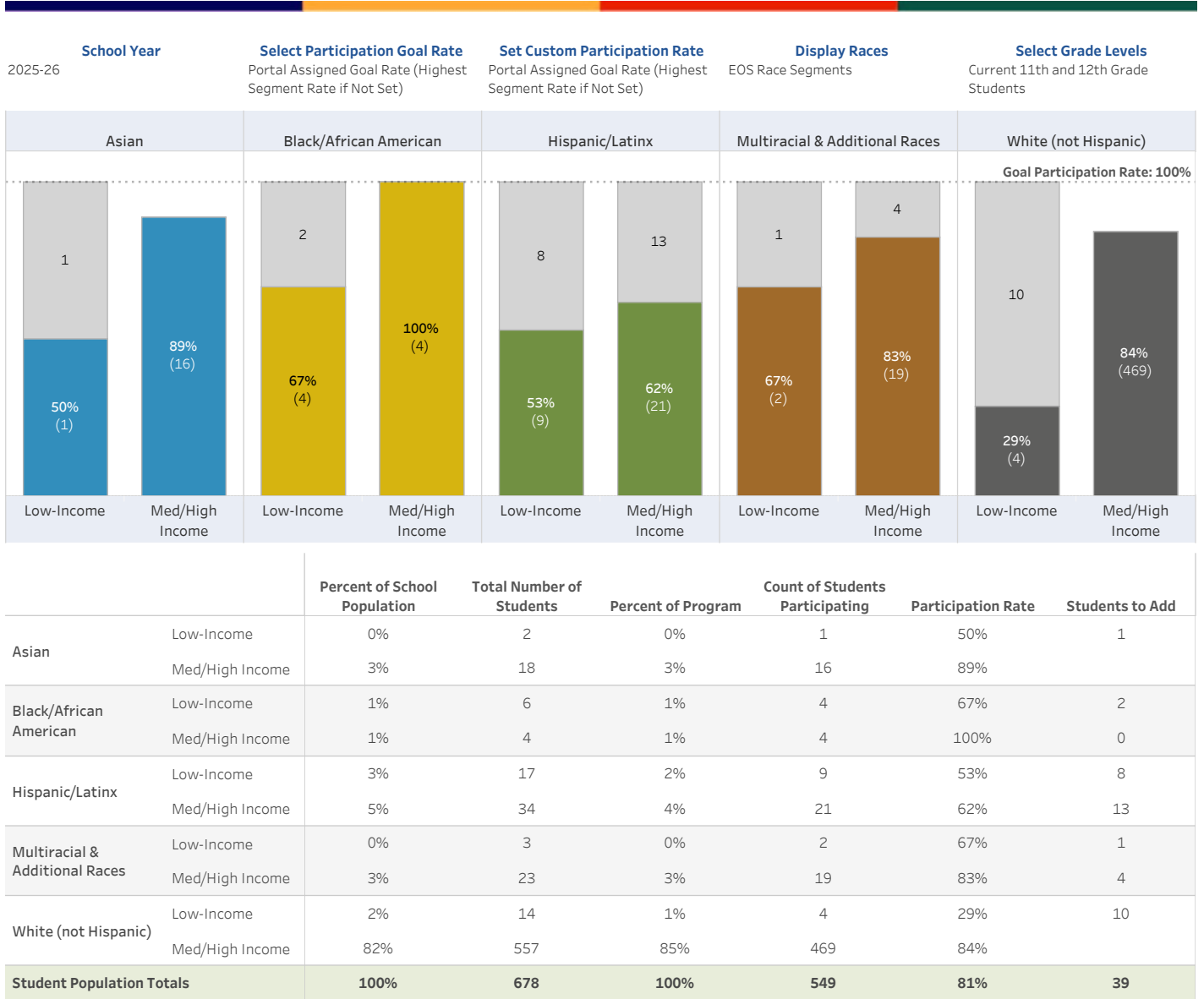
-EOS Partner, District Lead

13. Supporting Research

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4. Ikoma, S., & Broer, M. (2015). How can we help students match college aspirations to college enrolment? American Institutes for Research Policy Center.
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8. Daggett, W. R. & Pedinotti, J. A. (2011). Reading skills and the career readiness Gap: A study of high school students' preparedness for college and career. International Center for Leadership in Education.
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10. Equal Opportunity Schools. (2017-18). Staff and student survey, 337,623 student responses, 18,582 staff responses. Unpublished Qualtrics survey, Program Department, Seattle, WA.
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15. Equal Opportunity Schools. (2016-17). Student survey and AP/IB Grade analyses, 474,318 student responses. Unpublished Qualtrics survey, Program Department, Seattle, WA.
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2025-26 Opportunity Chart for Waunakee High

64 Low-Income & Students of Color in 11th and 12th Grades Currently Participate in AP/DC courses (Current participation rate of 62%)
39 Low-Income & Students of Color to Add to Realize Goal Rate of 100% Participation in AP/DC Courses



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