

Equity Update 2023-24

Presented to the Board of Education
Monday, October 28, 2024



LAWRENCE

Public Schools

TEACHING AND LEARNING

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Executive Summary

A focus on equity is at the heart of all the work we do every day to serve students in the Lawrence Public Schools. With the leadership of the Board of Education, our teachers, support staff and school leaders, in partnership with parents and community members, ensure an ecosystem of belonging, care and support in every school as the foundation for equity, excellence and opportunity for every child.

Since Lawrence Public schools began its equity journey back in 2005, we have continued a focus on the importance of making and supporting significant shifts in mindset and practice to provide, update and sustain equitable opportunities and outcomes for all students.

This report shares highlights of a year, demonstrating progress in some of the many student outcome measures the district uses to inform the work in our critical mission to ensure that **all** students reach their fullest potential, and that disparities across groups of students are narrowing and closing. As part of our school improvement efforts, school and district teams apply a systemic change framework, develop school improvement plans and attend to resource allocation. Throughout the year, families and community partners participate with district staff to utilize disaggregated data to analyze trends, identify gaps, and develop our work to attend to racial, exceptionality and other equity priorities.

This report shares a progress report of 2023-24 outcome measures reviewed during the school year as well as an overview of the instructional work in progress to narrow disparities in achievement opportunities and outcomes.

Of note, when looking at data through our equity lens to inform our work with students, we will always examine the data in context. We will also avoid using single data points in isolation, but rather triangulate data across measures to better understand student progress and the effectiveness or adjustments needed in our work.

Highlights of our current progress: Students scoring in Levels 3 & 4 on state ELA assessments have held steady over the past 3 years. Students scoring in Levels 3 & 4 on state Math assessments have increased 2.5% over the past three years. Student group analysis shows a decline in students scoring at Levels 3 & 4 for students who are participating in the free and reduced lunch program. Students with disabilities, however, show an increase in students scoring at Levels 3 & 4 in math and science. Students who identify as Native American also show an improvement in math and ELA over the past 3 years.

Average daily attendance rates have increased over the past three years and continue strong above 91 percent across the district. Chronic absenteeism has decreased, and we will want to examine and continue focused work in this area. Attendance rates for students in Lawrence Public Schools tend to be slightly lower but mirror attendance rates across the state. In reviewing attendance data by student groups, students identifying as Asian have the highest average daily attendance at all levels: elementary, middle, and high school, and also have the lowest percentage of chronic absenteeism. Of note, at the elementary level, all student groups maintain strong attendance above 90%.

Behavior events increased at all levels during the 4th quarter of the year compared to the third quarter of the 2023-24 school year. However, the overall number of behavior events reported

during the 2023-24 (3,300) school year decreased by 458 (12.2%) compared to the 2022-23 school year (3,758). During the 2023-24 school year, In-School Suspensions increased by 41 events (5.9%) compared to the previous year, totaling 697 incidents. Conversely, Out-of-School Suspensions decreased by 46 events (3.9%), totaling 1,129 during the same period. The district has made gains in restorative practices, evidenced by the remarkable statistic that 83.1% of behavior incidents are now reported as addressed with restorative responses. This change reflects a growing commitment to empathy, community-building, and repairing harm within the school environment.

We continue on this equity journey, and as we emerge from a time of interruption caused by the COVID pandemic, our work is to gain clarity, consistency and momentum, achieving greater organizational coherence, alignment of practice and purpose, and continuing to build individual, team and system capacity to realize an equitable and excellent education for all our students.

Lawrence Public Schools Equity Policy

CAA-Equity Policy

I. PURPOSE AND STANDARD

Lawrence Public Schools recognizes the importance of making and supporting significant shifts in mindset and practice to provide and sustain equitable outcomes for all students. Children, regardless of race, socioeconomic status, and/or other minoritized identities, will be able to access freely the resources and supports necessary to reach their fullest potential. Current and past federal, state, and local failures to act urgently in the pursuit of educational equity contribute to reduced access to academic opportunities, and to disparities in graduation outcomes and disciplinary actions for students from historically marginalized communities. These disparities contradict the beliefs and values the Lawrence Public Schools community articulates about what students can achieve and the adults' role in ensuring conditions for success. To disrupt systemic racism and other forms of injustice that profoundly impact students' current and future quality of life, the board commits to advancing educational equity by applying a systemic change framework to school governance and resource allocation.

The board, district administrators, certified and classified staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. School and district staff at all levels are encouraged to raise issues of inequity and offer solutions to remedy them. Lawrence Public Schools employee behaviors shall contribute to a school district 1) where students' educational outcomes cannot be predicted by race, socioeconomic status, and/or other historically marginalized identities; and 2) where all students and staff are engaged in a positive and academically rigorous environment where educational equity is woven into every single department or division.

II. Key Terms

- A. *Educational Equity*—when educational policies, practices, interactions, and resources and are **representative of**, constructed by, and responsive to all people so that each individual has **access** to, **meaningfully participates** in, and has **positive outcomes** from high-quality learning experiences, regardless of individual characteristics and group membership (Fraser, 2008; Great Lakes Equity Center, 2012, p.2).
- B. *Culturally Sustaining*—“sustaining the cultural and linguistic competence of [staff and student] communities while simultaneously offering access to dominant cultural competence...[it] has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers (Paris, 2012, p. 95)”.
- C. *Historically Minoritized students &/or Marginalized Identities*—includes people who hold identities and/or characteristics that have historically been underserved and/or neglected by the public education system (e.g., People of Color, people from the LGBTQ+ communities, people who are immigrants or refugees, Indigenous peoples, people with mental or physical dis/abilities, people with low socio-economic status, women, etc.) (Great Lakes Equity Center, 2019).
- D. *Meaningful Participation*—agency and voice are afforded to all members of a community, by intentionally centering members who have been historically on the margins including, but not

limited to, people living in under-resourced communities, people with dis/abilities, as well as racially, ethnically, and linguistically diverse individuals (Mulligan & Kozleski, 2009; Chen et al, 2014).

- E. *Race Equity*—the condition that would be achieved if one’s race identity no longer influenced how one fares. Race equity is one part of race justice and must be addressed at the root causes and not just the manifestations. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or fail to eliminate them.
- F. *Systemic Change Framework*—reform work that operates within systemic levels of a unified reform effort, and what needs to occur at each level to comprehensively transform within and across the system(s) (Kozleski & Thorius, 2014).

III. IMPLEMENTATION

The board directs the superintendent to develop and implement system-wide equity and justice strategies for Lawrence Public Schools.

- 1. The strategies shall contain clear accountability measures and metrics, which will result in disparity improvements for minoritized students.
- 2. The strategies shall include resource allocation that accounts for educational equity.
- 3. The strategies shall include measurable workforce considerations. The district shall actively work to recruit, support, promote, and retain a workforce that reflects racial, gender, and linguistic diversity, as well as culturally sustaining and racially conscious administrative, instructional, and support staff.
- 4. The strategies shall include the development, implementation, and ongoing review of culturally sustaining teaching and learning practices and curriculum, sustained via continuous professional learning opportunities.
- 5. The strategies shall include social-emotional learning frameworks and behavioral health approaches that connect to equity and culturally sustaining classroom practices, and protect students’ dignity in discipline.

IV. CONTINUOUS IMPROVEMENT

- 1. Each school and district leadership team shall develop annual priorities that align with district strategic planning and that are outlined in annual School Improvement Plans. All priorities shall account for equity and inclusion.
- 2. District and building equity advisory committees and programs (for example, Parents of Color Advisory Committee, Equity Advisory Council, and Native American Student Services)- on an ongoing basis, will meaningfully participate with district staff on progress towards School Improvement Plan and district-wide strategic plan implementation. Equity advisory committees and programs, along with district leaders, shall utilize disaggregated data to analyze trends, identify gaps, and develop racial and other equity priorities for schools and district offices.
- 3. District employee behaviors shall concentrate on elimination of opportunity inequities, particularly those that are predicted on a student’s marginalized identities.

V. BOARD MONITORING

- 1. The superintendent and/or the superintendent’s designee shall report progress and outcomes at least quarterly to the board, district and building equity committees, and the broader Lawrence Public Schools community. Reports shall go beyond state and other standardized

testing outcomes and shall include race equity explicitly.

2. Building and district administrative leadership performance evaluations shall incorporate clear equity and justice accountability and metrics.

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School Equity Policies Frequently Referenced in Policy Development

Baltimore Public Schools
Denver Public Schools
Kansas City Missouri Public Schools
Midwest and Great Plains Equity Assistance Center
Minneapolis Public Schools
Public Equity Group
Saint Paul Public Schools Policy
Tennessee Leaders for Equity

Approved: May 10, 2021

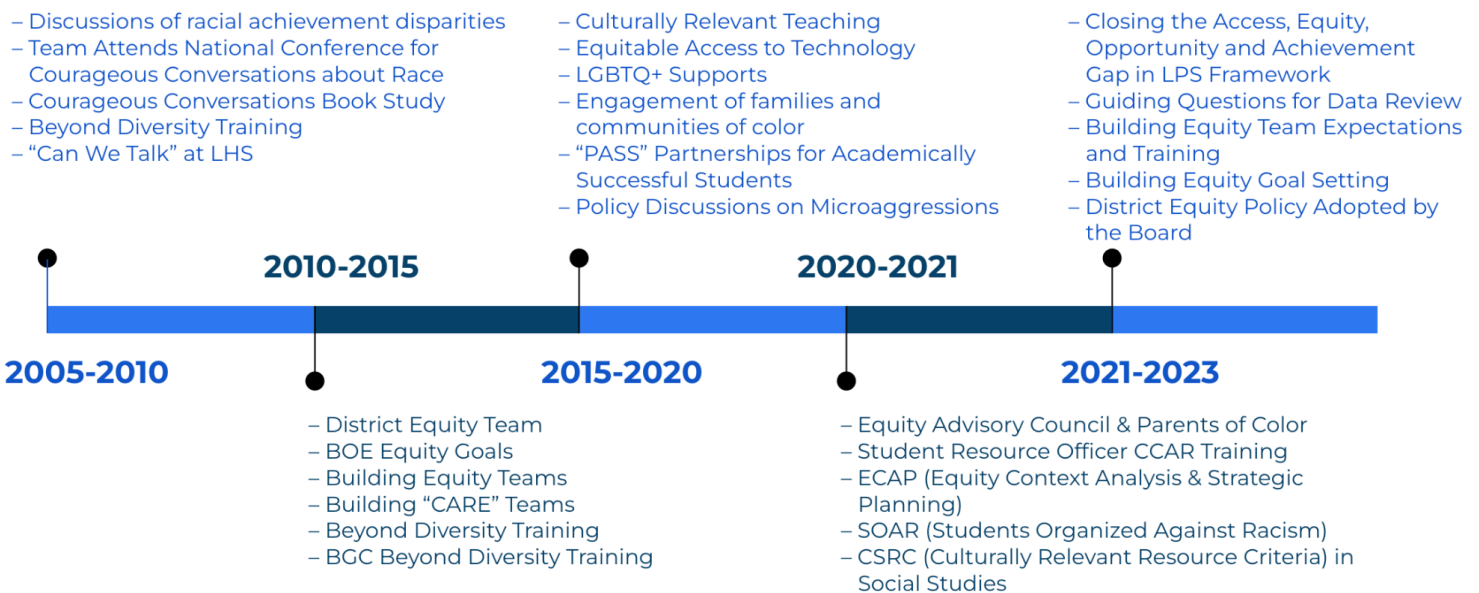
Overview & History of Equity Work

Lawrence Public Schools' district and building administrators began book study discussions in 2005 to explore issues of racial achievement disparities as evidenced by our achievement data including graduation rates. The book, "Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools," by Glenn Singleton and Curtis Linton served as a guide for these discussions. The school board contracted with Glenn Singleton, the book's author, and the Pacific Educational Group (PEG) to provide professional development and technical assistance with the district's efforts.

This partnership paved the way towards a systemic framework for addressing racial achievement disparities in Lawrence Public Schools including Beyond Diversity training for all staff, building equity leadership teams, the development of CARE and PASS teams, as well as a support group for parents of color.

In 2018, LPS entered into an MOU with Midwest Equity and Plains to broaden the scope of our equity work and training. Through this partnership the CSRC (Culturally Relevant Resource Criteria) was developed and vetted by a wide variety of stakeholders to support the selection of curricular resources and, most importantly, evaluate instructional practices with a lens on equity and access for all students.

In 2021, LPS began a relaunch of many of our equity-focused initiatives with the implementation of the Access, Equity, Opportunity and Achievement Gap Framework, as well as building Equity team expectations and training. In addition, buildings began using guiding questions for data reflection focused on equity and access for all students.



Academics

During the 4th Quarter, the academic performance measures included the KAP Summative Assessment in the Spring window, March 25 to April 19, 2024, and FastBridge Universal Screening, May 1 to 17, 2024.

Kansas Assessment Program

The KAP summative assessment is a statewide test used for accountability purposes. Summative assessments are conducted at the end of each school year in the spring. It is the largest grain size of all assessments, covering all content standards for a grade and subject. It includes performance targets, usually called performance or achievement levels. Question types include selected-response items such as multiple-choice, multi-select, or open-ended.

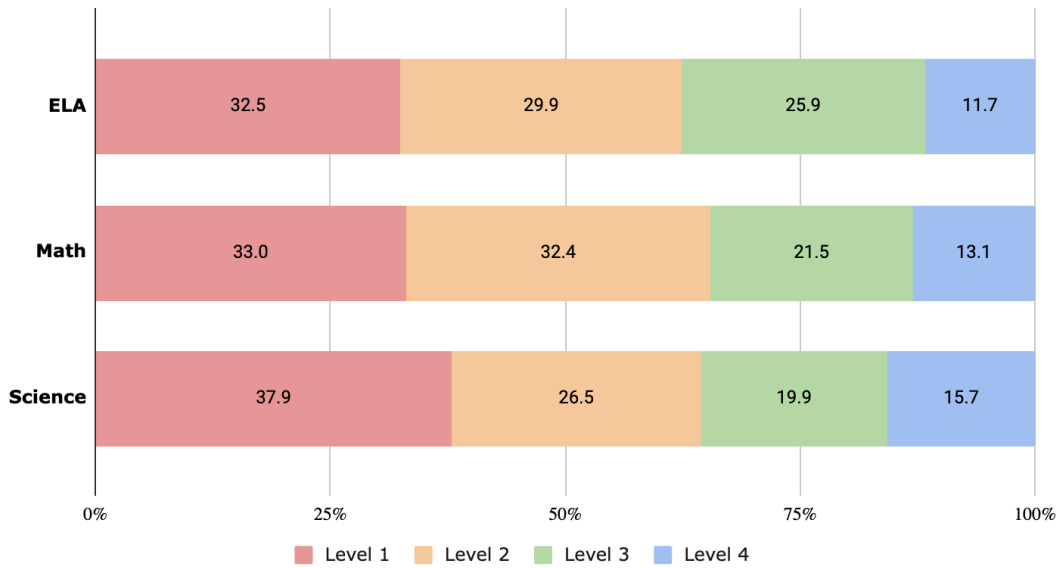
Summative assessments...

- Provide evidence of learning and mastery of standards.
- Summarize what students know and do not know.
- Facilitate a systematic collective response to address future student learning needs.
- Assist with program or course evaluation.
- Evaluate curriculum and programs.
- Help drive professional learning.
- Provide information for local, state, and federal accountability purposes.
- Are administered after an extended period of instruction, usually at the end of the school year.

Students in Grades 3-8 and 10 take the English Language Arts and Math Assessments, while the Science assessment is taken by students in Grades 5, 8, and 11.

The graph below shows the percentage of students scoring at each level of the ELA, Math, and Science assessment.

Student KAP Performance 2023-24



Performance Level Descriptions

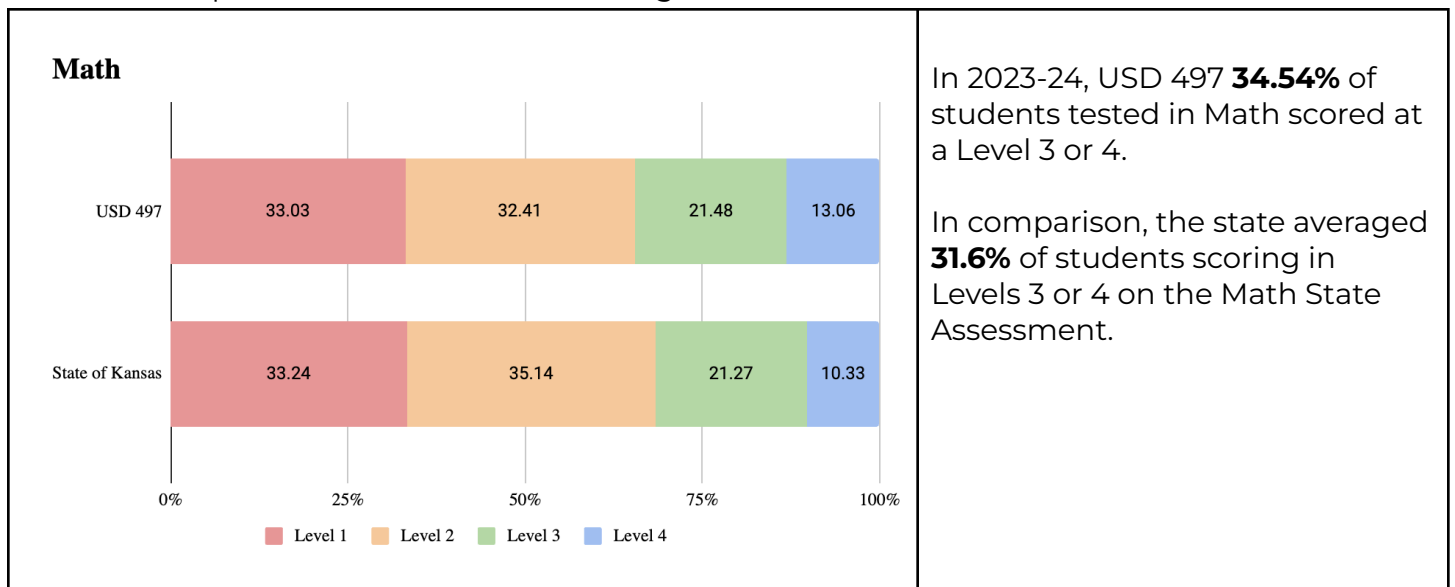
Level 1: A student at Level 1 shows a limited ability to understand and use the mathematics skills and knowledge needed for postsecondary readiness.

Level 2: A student at Level 2 shows a basic ability to understand and use the mathematics skills and knowledge needed for postsecondary readiness.

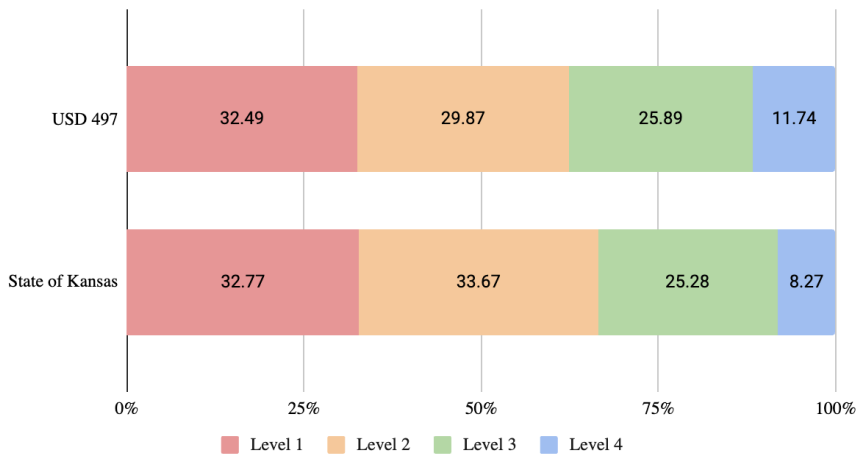
Level 3: A student at Level 3 shows an effective ability to understand and use the mathematics skills and knowledge needed for postsecondary readiness.

Level 4: A student at Level 4 shows an excellent ability to understand and use the mathematics skills and knowledge needed for postsecondary readiness.

USD 497 Compared to State of Kansas Averages 2023-24



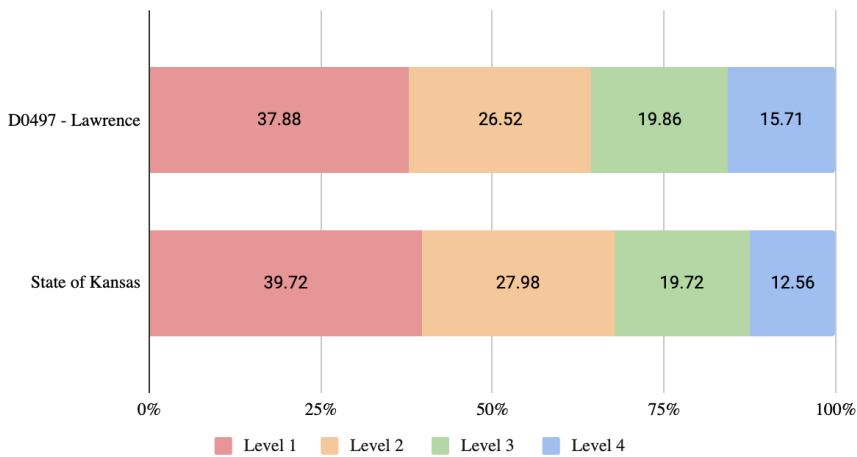
ELA



In 2023-24, **37.63%** of students tested received a Level 3 or 4 on the ELA State Assessment.

In comparison, the state average of **33.55%** of students scoring in Level 3 or 4 on the ELA State Assessment.

Science

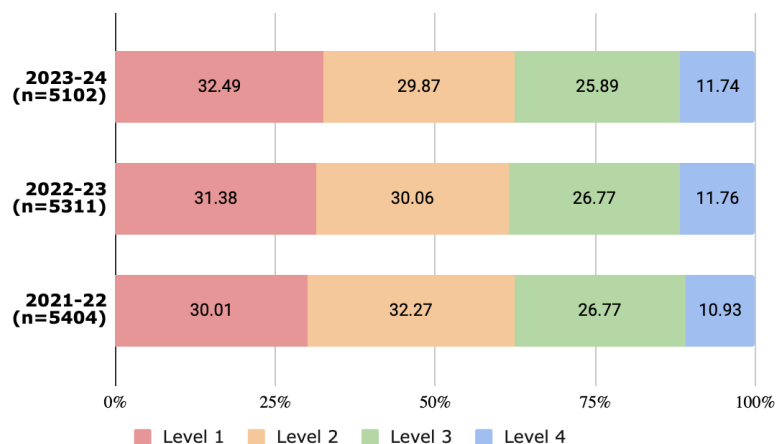


In 2023-24, USD 497 **35.57%** of students tested on the Science State Assessment received a Level 3 or 4.

In comparison, the state average of **32.28%** of students scoring in Levels 3 or 4 on the Science State Assessment.

Longitudinal data by subject area

English Language Arts



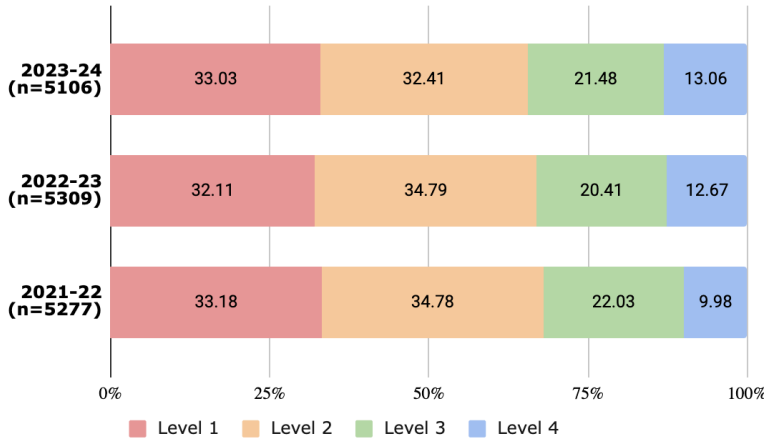
In 2023-24, 5102 students took the ELA state assessment district-wide. **37.63%** of those students scored in Levels 3 or 4.

In 2022-23, 5311 students took the ELA state assessment district-wide. **38.53%** of students scored in Levels 3 or 4.

In 2021-22, 5404 students took the ELA state assessment district-wide. **37.7%** of students scored in Levels 3 or 4.

USD 497 Kansas ELA assessment performance has remained stable over three years 2022 - 2024.

Math



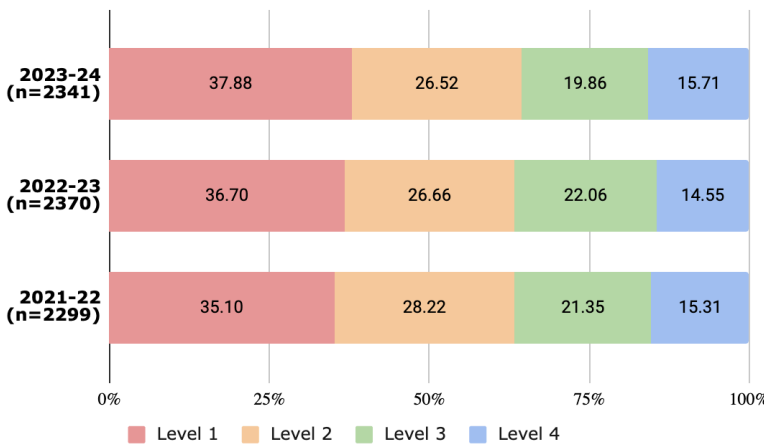
In 2023-24, 5106 students took the Math state assessment district-wide. **34.54%** of those students scored in Levels 3 or 4.

In 2022-23, 5309 students took the Math state assessment district-wide. **33.08%** of students scored in Levels 3 or 4.

In 2021-22, 5277 students took the Math state assessment district-wide. **32.01%** of students scored in Levels 3 or 4.

USD 497 Kansas Math assessment performance has increased 2.5% over three years 2022-2024.

Science



In 2023-24, 2341 students took the Science state assessment district-wide. **35.57%** of those students scored in Levels 3 or 4.

In 2022-23, 2370 students took the Science state assessment district-wide. **36.61%** of students scored in Levels 3 or 4.

In 2021-22, 2299 students took the Science state assessment district-wide. **36.66%** of students scored in Levels 3 or 4.

USD 497 Kansas Science assessment performance has decreased by approximately 1% over three years 2022-2024.

Longitudinal data by student group

The tables below represent the percentage of students scoring at each level of the Kansas Assessment in Math, English Language Arts, and Science over three years for all students and various student groups.

All Students									
	2021-22			2022-23			2023-24		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
# Tested	5277	5404	2299	5309	5311	2370	5106	5102	2341
Level 1	33.18	30.01	35.10	32.11	31.38	36.70	33.03	32.49	37.88
Level 2	34.79	32.27	28.22	34.78	30.06	26.66	32.41	29.87	26.52
Level 3	22.03	26.77	21.35	20.41	26.77	22.06	21.48	25.89	19.86
Level 4	9.98	10.93	15.31	12.67	11.76	14.55	13.06	11.74	15.71

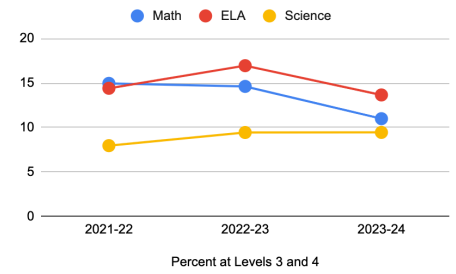
Free and Reduced Lunch Students									
	2021-22			2022-23			2023-24		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
# Tested	1329	1365	530	2262	2259	950	2088	2080	912
Level 1	48.60	46.44	51.69	46.68	46.79	54.42	49.09	49.32	50.98
Level 2	32.80	31.20	27.73	35.41	30.72	22.94	33.76	29.90	26.75
Level 3	14.22	17.43	11.88	13.12	18.14	16.42	12.30	15.96	15.24
Level 4	4.36	4.90	8.67	4.77	4.33	6.21	4.83	4.80	7.01

Students with Disabilities									
	2021-22			2022-23			2023-24		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
# Tested	737	766	316	810	815	339	836	844	349
Level 1	66.48	65.14	64.87	63.82	65.27	71.38	62.79	65.40	62.75
Level 2	22.79	22.97	20.56	25.43	21.10	18.28	24.28	20.61	21.20
Level 3	8.41	9.66	10.12	6.91	9.57	7.37	7.65	10.18	8.88
Level 4	2.30	2.21	4.43	3.82	4.04	2.94	5.26	3.79	7.16

English Language Learners									
	2021-22			2022-23			2023-24		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
# Tested	238	240	83	271	252	114	270	247	98
Level 1	57.14	64.16	75.90	53.13	60.31	70.17	53.70	63.96	72.44
Level 2	28.99	25.83	15.66	27.67	26.19	19.29	31.85	25.50	18.36
Level 3	11.34	7.50	7.22	13.28	10.31	7.01	10.37	8.09	5.10
Level 4	2.52	2.50	1.20	5.90	3.17	3.50	4.07	2.42	4.08

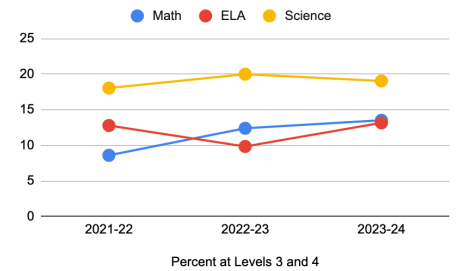
African-American Students

	2021-22			2022-23			2023-24		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
# Tested	314	319	138	335	336	127	300	300	148
Level 1	53.82	50.47	64.49	52.53	54.46	69.29	54.00	54.00	63.51
Level 2	31.21	35.10	27.53	32.83	28.57	21.25	35.00	32.33	27.02
Level 3	11.46	11.28	4.34	12.83	13.98	7.87	8.66	11.33	9.45
Level 4	3.50	3.13	3.62	1.79	2.97	1.57	2.33	2.33	0.00



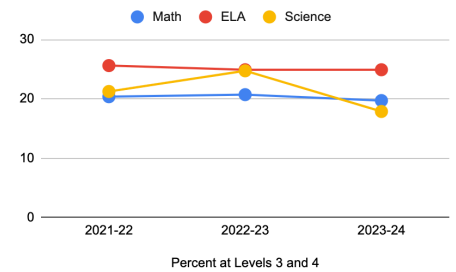
Native American Students

	2021-22			2022-23			2023-24		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
# Tested	128	133	72	121	122	65	111	114	42
Level 1	55.46	45.86	50.00	57.02	51.63	50.76	53.15	48.24	52.38
Level 2	35.93	41.35	31.94	30.57	38.52	29.23	33.33	38.59	28.57
Level 3	7.81	12.03	15.27	11.57	9.83	15.38	10.81	12.28	14.28
Level 4	0.78	0.75	2.77	0.82	0.00	4.61	2.70	0.87	4.76



Hispanic Students

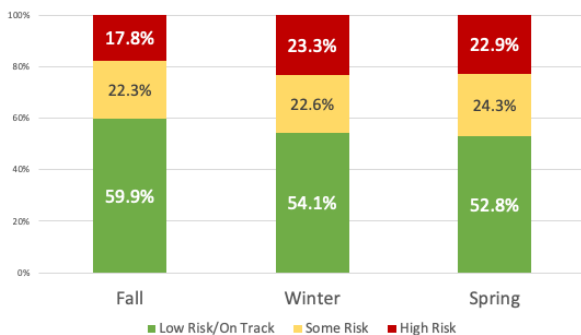
	2021-22			2022-23			2023-24		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
# Tested	589	605	240	642	642	287	649	638	274
Level 1	43.63	42.47	50.83	44.23	42.99	51.56	46.84	43.57	52.55
Level 2	35.99	31.90	27.91	35.04	32.08	23.69	33.43	31.50	29.56
Level 3	16.80	19.50	15.83	15.42	19.00	18.11	12.94	19.27	11.67
Level 4	3.56	6.11	5.41	5.29	5.91	6.62	6.77	5.64	6.20



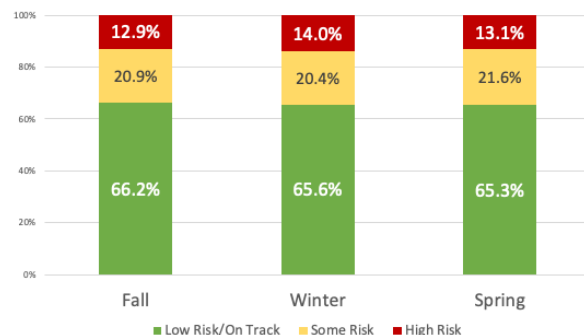
FastBridge - Universal Screening

Lawrence Public Schools began using the FastBridge assessment system during the 2021-22 school year. Screening windows are scheduled three times during the school year: Fall, Winter, and Spring. FastBridge offers various measures, providing screening, diagnostic, and progress monitoring assessments. The data shared below represents the results of the Fall, Winter, and Spring screening windows during the 2023-24 school year.

FastBridge Reading 2023-24



FastBridge Math 2023-24

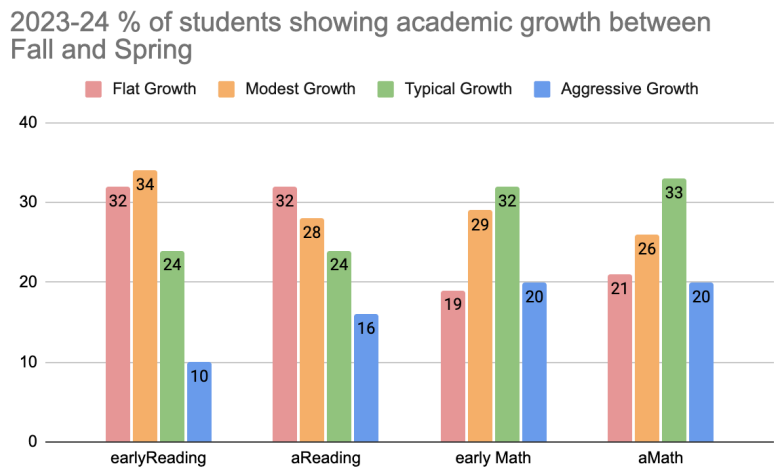


A total of 52.8% of students scored Low Risk/On Track in Reading during the Spring screening period. Reading assessments included earlyReading for grades K-1, with subtests of Letter Sounds, Nonsense Words, Word Segmenting, and Sight Words-50 for Kindergarten students and Site Words-150, Word Segmenting, Nonsense Words, and CBMreading for 1st Grade students, and aReading for students in grades 2-12. While the percentage of students scoring Low Risk/On Track decreased from the Fall and Winter screening period, it is important to note that students are screened based on different grade-level concepts during each screening period. The percentage of students scoring as high risk decreased between the Winter and Spring screening periods, from 23.3% to 22.9%.

A total of 65.3% of students scored Low Risk/On Track in Math during the Spring screening period. Math assessments included earlyMath for grades K-1, with subtests of Decomposing, Number Sequence, and Numeral Identification for Kindergarten students and Decomposing, Place Value, and Story Problems for 1st Grade students, and aMath for students in grades 2-12. The percentage of students scoring as Low Risk/On Track decreased slightly, but again, students are screened on different grade-level concepts during each screening period. The percentage of students scoring as high risk in Math decreased between the Winter and Spring screening periods, from 14.0% to 13.1%.

Student Growth

Effective services ensure all students progress toward well-defined End of Year (EOY) learning goals. During the 2023-24 school year, an average of 68% of students made moderate, typical, or aggressive growth in reading and 80% of students in math.



Student Group Analysis

Data were also analyzed by student group performance in both reading and math. Results of the student group performance levels can be found in the tables below.

Reading	Fall				Winter				Spring			
	On Track	Low Risk	Some Risk	High Risk	On Track	Low Risk	Some Risk	High Risk	On Track	Low Risk	Some Risk	High Risk
Females	34.6%	31.2%	18.7%	15.4%	32.5%	30.1%	19.4%	18.1%	28.1%	32.6%	21.2%	18.1%
Males	31.4%	30.0%	18.3%	20.3%	29.9%	27.7%	19.5%	22.9%	25.1%	30.9%	20.1%	23.9%
Free/Reduced	18.7%	27.2%	24.6%	29.5%	17.6%	24.6%	24.3%	33.5%	14.2%	25.4%	25.6%	34.8%
Students w. Disabilities	22.3%	12.0%	17.8%	47.9%	22.2%	12.2%	16.5%	49.1%	22.1%	11.5%	16.7%	49.7%
Gifted	97.3%	2.7%	0.0%	0.0%	96.6%	2.1%	1.3%	0.0%	94.8%	4.8%	0.4%	0.0%
ELL	15.1%	23.7%	25.5%	35.7%	14.3%	21.8%	23.3%	40.6%	13.0%	20.4%	26.1%	40.5%
White	37.6%	31.1%	16.5%	14.8%	35.2%	30.2%	17.6%	17.0%	30.1%	33.7%	18.9%	17.3%
African-American	13.6%	25.8%	26.2%	34.5%	13.4%	23.0%	25.4%	38.2%	12.4%	24.1%	24.6%	38.9%
Am. Indian/Alaska Native	14.8%	28.0%	28.4%	28.8%	14.4%	26.6%	27.9%	31.1%	11.4%	22.8%	33.2%	32.7%
Asian	36.6%	31.1%	18.7%	13.6%	35.9%	28.3%	18.8%	17.0%	31.4%	35.7%	17.9%	15.0%
Pacific Islander	30.0%	30.0%	30.0%	10.0%	27.3%	18.2%	18.2%	36.4%	16.7%	16.7%	33.3%	33.3%
Multi-Racial	22.8%	30.5%	22.5%	24.3%	21.9%	25.4%	24.1%	28.6%	17.7%	26.6%	24.9%	30.8%
Hispanic	20.9%	27.5%	24.0%	27.7%	19.5%	24.4%	24.1%	32.1%	15.5%	26.0%	26.7%	31.8%

Math	Fall				Winter				Spring			
	On Track	Low Risk	Some Risk	High Risk	On Track	Low Risk	Some Risk	High Risk	On Track	Low Risk	Some Risk	High Risk
Females	24.3%	34.8%	25.9%	15.1%	22.0%	37.3%	24.9%	15.8%	22.0%	36.6%	26.1%	15.3%
Males	32.6%	32.3%	21.4%	13.7%	29.3%	35.4%	20.7%	14.6%	28.6%	35.6%	21.1%	14.8%
Free/Reduced	14.8%	29.2%	31.5%	24.4%	13.0%	31.0%	30.2%	25.8%	12.9%	31.2%	31.1%	24.8%
Students w. Disabilities	21.6%	13.7%	25.4%	39.3%	20.2%	15.2%	23.9%	40.7%	19.4%	16.0%	26.1%	38.6%
Gifted	93.8%	5.0%	0.8%	0.4%	93.2%	5.2%	1.6%	0.0%	92.7%	6.2%	1.1%	0.0%
ELL	18.2%	25.5%	28.2%	28.0%	18.5%	24.8%	28.5%	28.2%	18.1%	27.6%	26.6%	27.6%
White	32.2%	35.4%	21.0%	11.4%	29.0%	38.3%	20.4%	12.2%	28.7%	37.7%	21.6%	12.0%
African-American	9.9%	26.5%	34.4%	29.2%	9.2%	27.7%	34.3%	28.8%	9.5%	27.9%	31.7%	30.8%
Am. Indian/Alaska Native	9.7%	25.9%	36.4%	27.9%	8.9%	25.2%	37.4%	28.5%	9.3%	27.5%	36.3%	26.9%
Asian	46.4%	29.2%	18.0%	6.4%	42.1%	34.5%	17.8%	5.6%	42.7%	33.5%	17.3%	6.5%
Pacific Islander	9.1%	45.5%	27.3%	18.2%	23.1%	38.5%	23.1%	15.4%	0.0%	41.7%	41.7%	16.7%
Multi-Racial	20.0%	30.0%	29.2%	20.7%	18.5%	33.3%	26.4%	21.9%	16.9%	34.1%	27.5%	21.5%
Hispanic	15.8%	28.8%	29.9%	25.4%	14.0%	29.1%	30.6%	26.3%	14.0%	30.6%	29.2%	26.2%

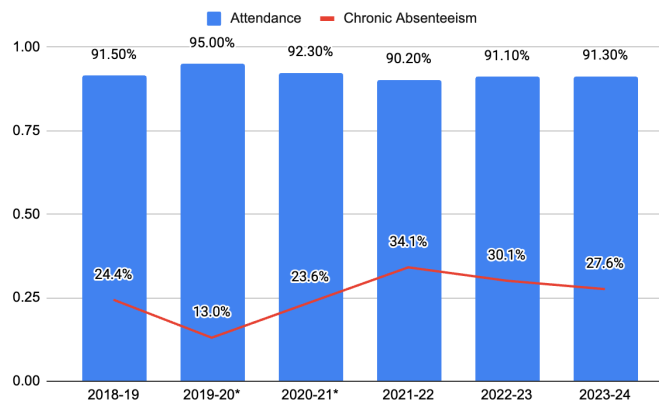
Attendance

Students who consistently attend school tend to achieve greater success than students with poor attendance. Additionally, establishing good attendance habits early on increases the likelihood of students maintaining them throughout their academic and professional careers. Regular attendance is crucial because absenteeism deprives students of carefully planned instruction, active learning experiences, class participation, and the opportunity to ask questions.

Monitoring attendance provides valuable insights for school districts to understand student well-being and other factors influencing attendance. This has become even more significant in the wake of the COVID-19 pandemic. The pandemic's impact on student attendance has prompted many districts to reevaluate their attendance policies and practices from before the pandemic.

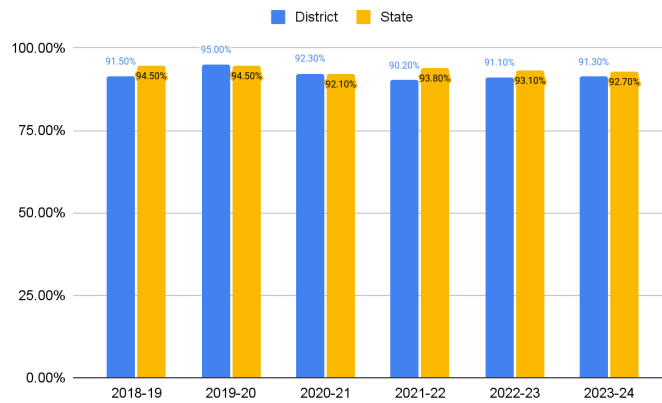
Average Daily Attendance

The cumulative attendance rate for all students during the 2023-24 school year was 91.3%. This is the highest percentage for attendance in the past three years, with 91.1% reported in the 2022-23 school year and 90.2% reported in the 2021-22 school year. The 2023-24 attendance rate is close to the 2018-19 attendance rate of 91.5%. Chronic absenteeism shows a decrease in the past three years, from 34.1% in 2021-22 to 27.6% in the 2023-24 school year.

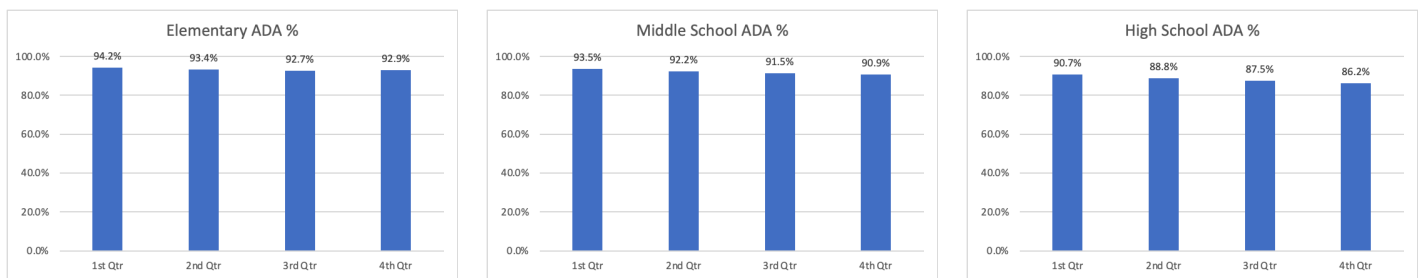


*It is important to note that school years 2019-20 and 2020-21 attendance rates were impacted by the COVID pandemic.

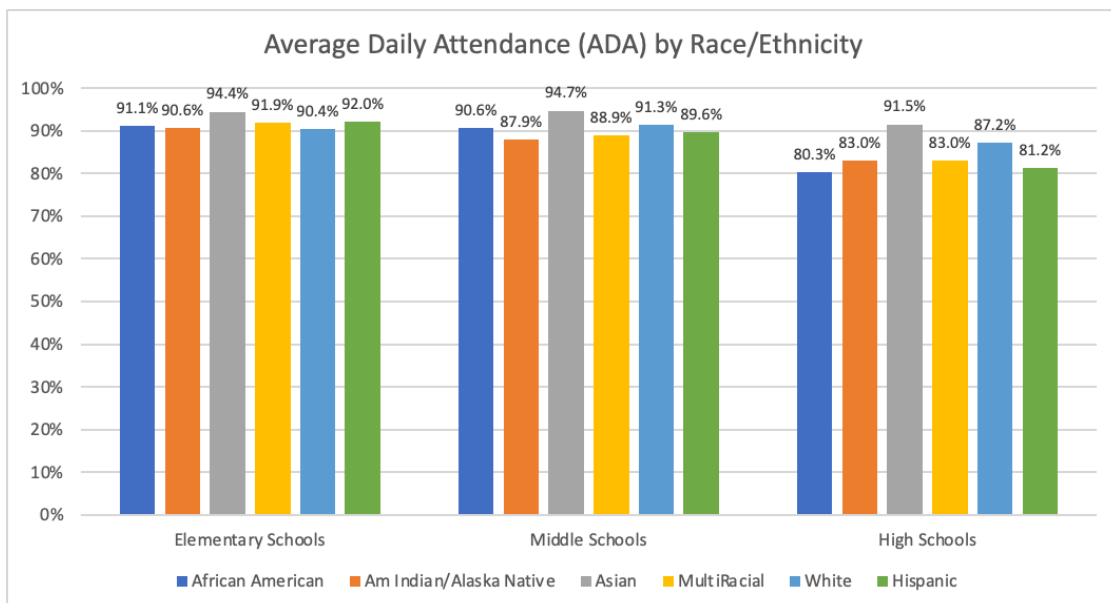
Attendance rates for students in Lawrence Public Schools tend to be slightly lower, but mirror attendance rates across the state.



The charts below show each quarter's Average Daily Attendance rate by building level. Attendance is a cumulative total, adjusting for the total number of "membership days" a student attends.



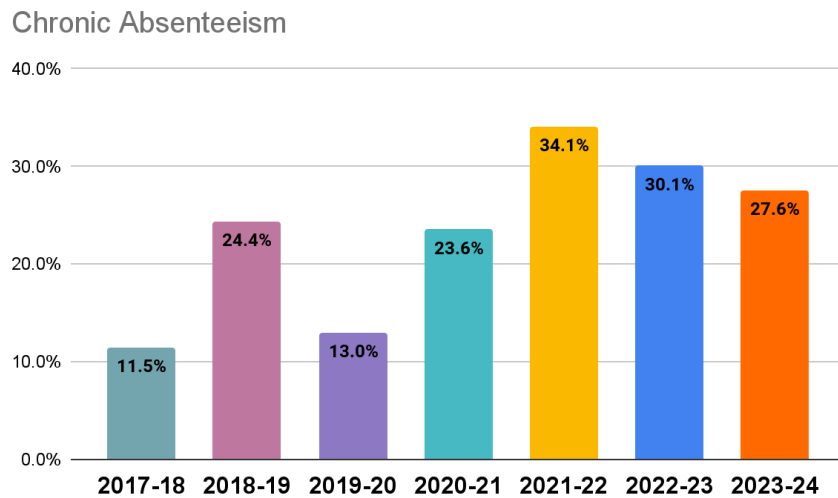
The Average Daily Attendance (ADA) for each student race during the 2023-24 school year can be found in the chart below.



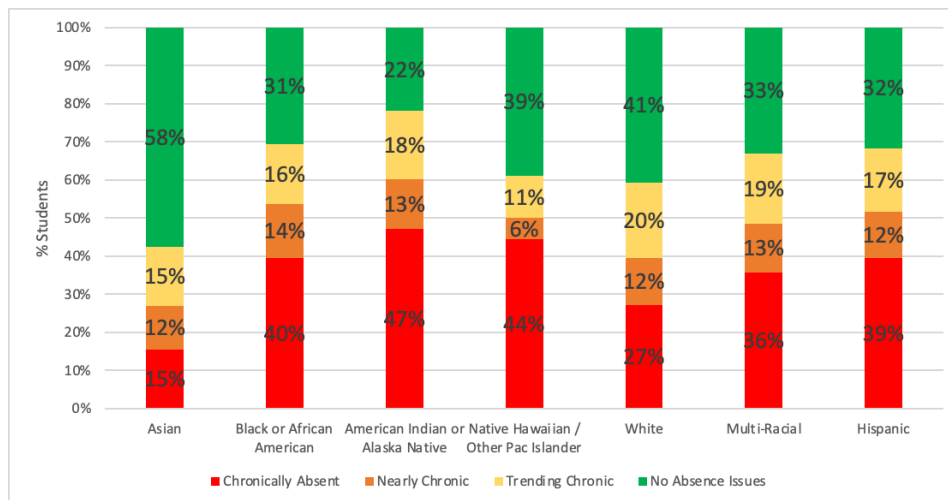
At the Elementary level, all race/ethnicity student groups have an average daily attendance (ADA) rate above 90%. The Middle School level shows average daily attendance above 90% for African-American, Asian, and White students. The High School level ranges from 80.3% ADA for African-American students to 91.5% for Asian students. At all levels, Asian students have the highest average daily attendance at 94.4%, 94.7%, and 91.5%, respectively, for elementary, middle, and high school.

Chronic Absenteeism

Being chronically absent means a student misses 10 percent or more of school for excused and/or unexcused reasons. The chart below shows the chronic absenteeism rate for Lawrence Public Schools students over the past seven years. The current rate, 27.6%, has decreased by 6.5% since the 2021-22 school year.



The following chart shows the student groups with the most chronically absent students during the 2023-24 school year.



At the end of the 4th quarter, students identifying as Asian have the lowest percentage of chronic absenteeism. In contrast, students identifying as American Indian or Alaska Native have the highest percentage of chronic absenteeism.

Behavior and Discipline

Goal

To create a more inclusive, supportive, and equitable school environment by reducing disciplinary disparities, increasing restorative practices, engaging instruction, and proactive behavior management strategies to empower all students to succeed academically, socially, and emotionally.

Current State

In the 4th Quarter of the 2023-24 school year, the district observed increased behavior events across all levels, including elementary, middle, and high school. There were 1,009 behavior entries, which included 239 In-School Suspensions (ISS) and 339 Out-of-School Suspensions (OSS). These trends reflect national post-pandemic patterns, which have similarly seen spikes in behavior issues due to various socio-emotional and environmental factors.

Despite these increases, the overall number of behavior events reported during the 2023-24 school year decreased by 458 from those reported during the 2022-23 school year. The district continues to focus on improving student outcomes through a systematic Ci3T approach and using restorative practices and tools such as Character Strong and AVID, emphasizing engaging instruction as behavior prevention.

National Trends

The behavior trends in the district align with national observations, particularly the widespread increase in student behavioral incidents following the COVID-19 pandemic. Schools across the U.S. have reported significant disruptions in student behavior and socio-emotional development.

Contributing factors include:

- Socio-emotional impacts: Studies show that 84% of public schools reported a negative effect on students' behavioral development post-pandemic. Returning to in-person learning has challenged students' self-regulation and social interactions.
- Chronic absenteeism: 72% of schools have seen rising absenteeism rates, leading to disconnection from school environments and increased frustration and behavior incidents when students return.
- Staffing shortages: Teacher and substitute shortages have resulted in inconsistent classroom environments, reducing the effectiveness of behavior management strategies.
- Mental health challenges: 79% of schools report a heightened need for mental health resources, as the lingering trauma from the pandemic has amplified behavior challenges (National Center for Education Statistics, 2022).

The district's efforts with Ci3T, restorative practices, Character Strong, and AVID strategies aim to address these issues by emphasizing student engagement, emotional regulation, and consistent support.

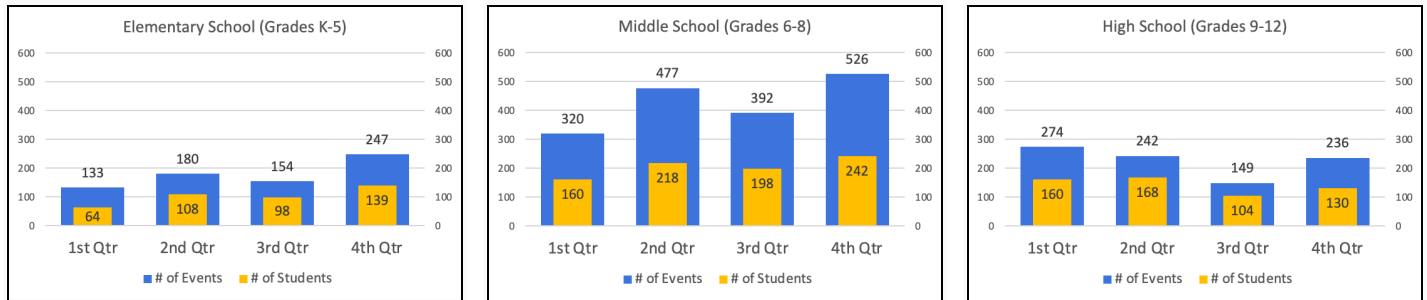
Behavior/Discipline Framework

The guidelines in the School Discipline Matrix inform responses to various disciplinary actions. Restorative practices are facilitated at every level for any disciplinary action, and discipline issues are determined on a case-by-case basis, considering circumstances that may affect the school's response. Building administrators have the discretion to implement any level of discipline based on the severity of the student's behavior according to the matrix. When students experience a long-term suspension, restorative practices will be incorporated as part of the re-entry process. Parent/Guardian communication shall occur in all cases resulting in suspension.

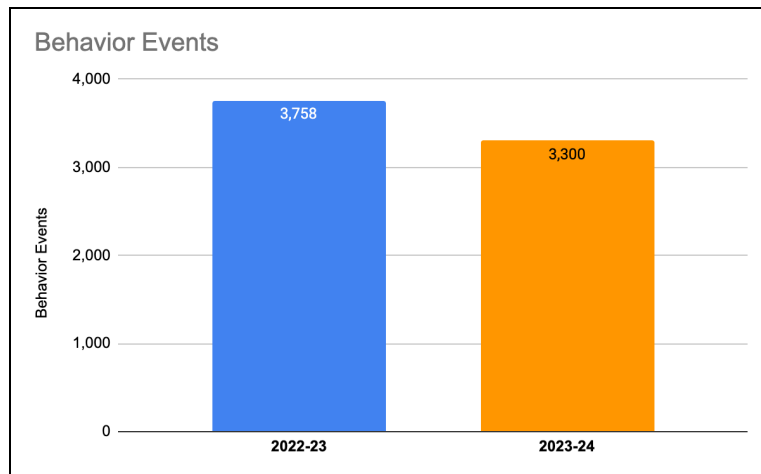
Behavior Events Overview

During the 4th Quarter, elementary schools reported 247 behavior events involving 139 different K-5 students, middle schools reported 526 behavior events involving 242 students, and high schools reported 236 behavior events involving 130 students. Behavior events increased at all levels compared to the third quarter of the 2023-24 school year. However, the overall number of behavior events reported during the 2023-24 school year decreased by 458 from those reported during the 2022-23 school year.

The following charts show the number of behavior events entered at each level and the number of students involved.



The following chart shows that the overall number of Behavior Events reported during the 2023-24 school year decreased by 458 (12.2%) compared to the 2022-23 school year.



Behavior Events by Student Group

The table below shows the percentage of behavior events by student groups for each quarter at each school level.

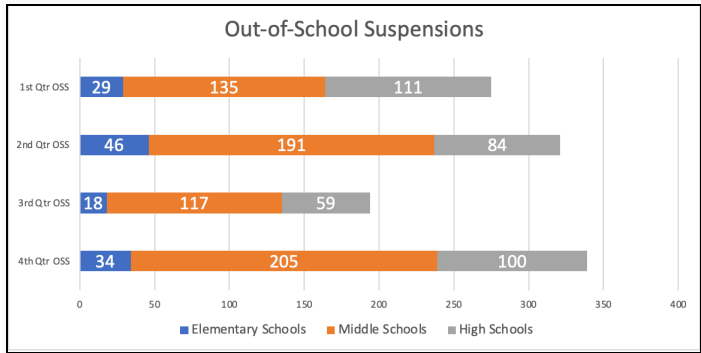
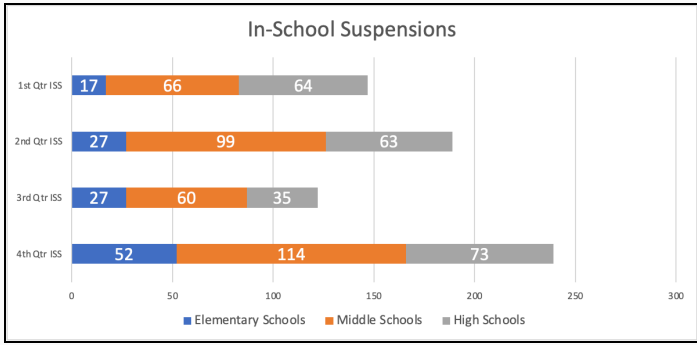
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	% change 3rd to 4th Qtr
Females	28.6%	33.8%	29.8%	32.3%	2.5%
Males	71.4%	66.2%	70.3%	67.7%	-2.5%
Free/Reduced	67.4%	69.6%	67.8%	64.8%	-3.0%
Students w. Disabilities	36.7%	34.8%	38.0%	36.6%	-1.4%
Gifted	0.0%	0.0%	0.0%	0.0%	0.0%
ELL	4.7%	5.3%	6.0%	5.3%	-0.7%
White	60.9%	58.7%	59.5%	62.2%	2.7%
African-American	13.3%	15.0%	14.0%	13.1%	-0.9%
Am. Indian/Alaska Native	4.2%	3.0%	3.3%	4.1%	0.9%
Asian	0.3%	1.6%	0.5%	0.8%	0.3%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Multi-Racial	21.4%	21.7%	22.8%	19.8%	-3.0%
Hispanic	11.7%	12.3%	13.3%	12.9%	-0.3%

In the 4th Quarter, there was an increase in behavior events among female students, white, American Indian/Alaska Native, and Asian students compared to the 3rd Quarter. Conversely, the percentage of students involved in behavior events was lowest among those on Free/Reduced lunch, African-American, and Multi-Racial students during the 4th Quarter.

In-School and Out-of-School Suspensions

Discipline consequences sometimes result in In-School Suspensions (ISS), Out-of-School Suspensions (OSS), or a combination of both. During the 4th Quarter, there were 52 In-School Suspensions at the Elementary level, 114 at the Middle School level, and 73 at the High School level, totaling 239. This marks an increase of 117 overall ISS from the 122 reported during the 3rd Quarter of the 2023-24 school year. Out-of-school suspensions also rose from 194 in the 3rd Quarter to 339 in the 4th Quarter, with 34 OSS at the Elementary level, 205 at the Middle School level, and 100 at the High School level.

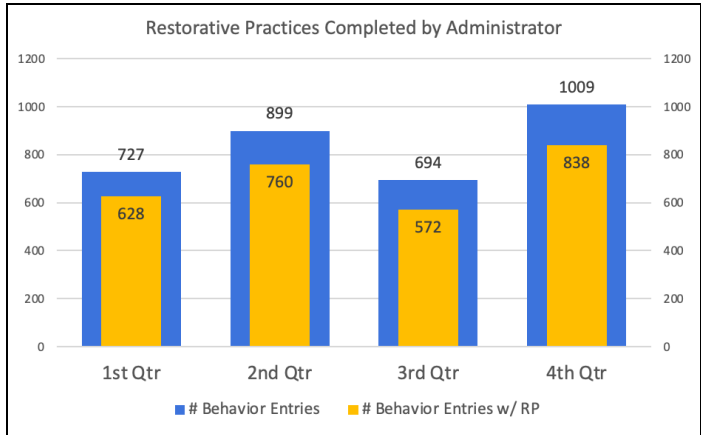
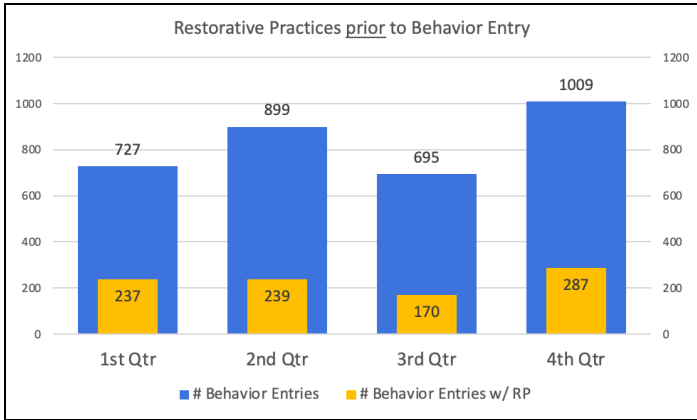
The following charts show that during the 2023-24 school year, ISS increased by 41 events (5.9%) compared to the previous year, totaling 697 incidents. Conversely, OSS decreased by 46 events (3.9%), totaling 1,129 during the same period.



Restorative Practices

Lawrence Unified School District is committed to contributing to a positive school climate, ensuring that all students have multiple systems of support focused on sustained and supportive relationships and relational accountability. Restorative Practices are an alternative approach to the more traditional punitive discipline and school culture. It is a worldview deeply rooted in the practices and values of Indigenous Peoples around the globe. Restorative Practices “focus on community building, belongingness, and peaceably resolving conflicts by creating opportunities for those involved to listen empathetically to one another’s stories, to repair any harm that may have occurred, and to restore positive relationships within the school community” (Restorative Schools: An Introduction to Tier 1 Practices Manual, Restorative Schools Initiative, KIPCOR, 2021, 7).

The tables below show the total number of behavior entries and the number of behavior entries that utilized Restorative Practices.



In the 4th Quarter, of the 1,009 behavior entries reported, 287 entries (28.4%) involved restorative practices before the behavior was recorded, while 838 entries (83.1%) had restorative practices completed by the administrator afterward.

Strengths and Progress

The district has made gains in restorative practices, evidenced by the remarkable statistic that 83.1% of behavior incidents are now addressed with restorative responses. This change reflects a growing commitment to empathy, community-building, and repairing harm within the school environment.

The district also proactively prevents misbehavior by implementing Ci3T, Character Strong, and AVID engagement tools. By focusing on social-emotional learning and engaging instructional

strategies, these programs foster a supportive atmosphere that encourages positive behaviors among students. Ongoing professional learning in restorative practices, social-emotional learning, and behavior management further supports these efforts. Most importantly, the district is beginning to see tangible progress in reducing disparities in behavior events among the student population. Notable reductions in incidents among African-American and multi-racial students and those receiving free or reduced lunch indicate early success in efforts to address equity within the schools. Together, these initiatives highlight the district's dedication to fostering a nurturing and equitable educational experience for all students.

Challenges

Despite the positive strides made, challenges persist. Disparities in behavior events remain a pressing concern, particularly among male students and those with disabilities, who continue to be overrepresented in disciplinary incidents. This reality underscores the need for targeted interventions that address the specific needs of these groups.

Staff feedback has revealed gaps in training related to restorative practices, particularly in cultural sensitivity. This highlights the necessity for ongoing professional development that equips educators with the skills to navigate and support the diverse student population effectively.

The suspension rate emphasizes the urgent need to reevaluate the reliance on exclusionary practices and explore alternative strategies that prioritize restorative approaches. Addressing these disparities and training gaps as the district moves forward is crucial to fostering a more inclusive and supportive environment for all students.

Building on Progress: Next Steps for Success

Teams have identified equity engagement strategies for all areas mentioned in this report. They are summarized below:

Academics:

Focus on Supporting Teachers

- New Curricula Implementations throughout all levels
- Math & Literacy Cadres
- LETRS Training for Staff
- District PD Days (9/18 & 10/11)

Diving into Data

- District Implementation of iOn Analytics
- Professional Learning Communities (PLC's)
- Equity Guiding Questions for Data Review

Interventions

- All schools using early warning indicators
- Secondary schools working towards or established intervention time during the school day
- Literacy across content areas

Attendance:

- Continued focus on student support to improve attendance and engagement.
- Engage families to understand the perceptions of attendance barriers and practices.
- Continue School Climate initiatives that can help all students feel valued and encouraged to attend school.

Behavior:

- To foster student engagement and enhance social-emotional learning, the district will continue to focus on enhancing trauma-responsive practices, the science of behavior, and intervention strategies. Initiatives in Ci3T, AVID, and Character Strong will advance the goal of creating an engaging educational experience that supports the holistic development of all students.
- Engaging students, families, and the community will be essential in refining practices. The district will actively seek input from all stakeholders to establish a comprehensive continuum of support that meets the diverse needs of every learner.
- Additionally, the district will review and align discipline procedures with equity goals. This alignment will ensure practices emphasize culturally responsive strategies, creating a fair and supportive environment for all students. By taking these steps, the district aims to cultivate an inclusive school culture that empowers every student to thrive.