

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-16 EQUITY – Annual Internal Report
January 30, 2020**

We believe that each student has the potential to achieve, and it is our responsibility to provide all students the opportunity and support needed to meet their highest capability in a safe and welcoming environment. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement and well-being. We are committed to raising the achievement of all learners regardless of race, status, varied ability, mental health, English language fluency, gender, gender identity, sexual orientation, religion, trauma impact, and geography. Our culture should promote the identification and removal of barriers causing predictability and disproportionality of the highest and lowest achieving groups.

The Superintendent shall not fail to ensure an environment and culture that values and respects the diversity of its students and staff, addressing factors affecting student achievement and well-being.

Accordingly, the Superintendent shall not fail to:

- 1. Promote an environment and culture that is committed to every student having the opportunity to reach their full potential through educational equity. The Superintendent shall:
 - a. Recognize the existence of systemic and institutional inequities for students.*
 - b. Actively encourage, support and expect high achievement and social-emotional well-being for students from all racial groups and other identified subgroups.*
 - c. Provide equitable access and academic support throughout our educational system.*
 - d. Provide curriculum that prioritizes diverse viewpoints and cultural relevance.*
 - e. Promote an environment and culture that supports and encourages effective engagement of all students and fosters cultural competency in students.*
 - f. Provide professional development, training, and engagement opportunities to inform and practice cultural competence, and increase awareness of personal and systemic bias and inequities in teaching, counseling, advising, and coaching practices, as well as in discipline, staff – student interactions, and staff – parent interactions.*
 - g. Provide equitable access and an inclusive, welcoming, and safe environment to school activities, clubs, and athletics.**

INTERPRETATION

I interpret this to mean the Issaquah School District will:

- Identify and examine disparities in our school system. (a)
- Identify and expect rigorous academic standards for all students. (b)
- Foster the well-being and social-emotional health of our diverse student population. (b)
- Monitor and ensure academic support and interventions are equitably allocated. (c)
- Provide culturally responsive curriculum instructional practices and programs. (d)
- Encourage school cultures that cultivate belonging, inclusion and respect for differences. (e)
- Create opportunities to train all staff in cultural competency, including bias and inequities. (f)
- Develop and foster a welcoming environment for interactions between students, staff and students, and staff and families. (f)
- Educate staff regarding bias and inequities in discipline. (f)
- Use an equity lens as we identify and remove barriers for students to participate in activities, clubs and athletics. (g)

EVIDENCE

- Provide disaggregated data embedded in most monitoring reports (a, b, c, f, g)
- Discipline data analysis (a, b, f)
- Special Education Disproportionality Committee (a, e, f, g)
- Special Education eligibility requirements for athletics are individualized (g)
- School Improvement Plan (SIP) Gap Goals (a, b, c, d, g)
- Curriculum adoptions and revisions (b, d, g)
- Scholarships, Cinderella closets, ISF backpacks, Nurses Fund (e, g)
- Positive Behavior Social Emotional Support (PBSES) Implementation and training (d, e)
- Professional Development and Cultural Competence (a, b, f)
- Family Engagement Events (f)
- Center for Collaborative Support (CCS) Book Studies and building led book studies (g, f)
- Free Summer School options (c)
- Training for athletic directors on increasing access to sports eligibility for students with Individualized Educational Plans (IEPs) (g)
- Pilot Para Professional group received training in Cultural Competency (f)
- Para Professional Development at one building around Cultural Competency (f)
- (Learning Resource Center) LRC-1, LRC-2, and school psych training around Cultural Competency (f)
- Parent Panels at various schools (f)
- Professional Development Equity Training by Dr. Caprice Hollins, and Ilsa Govan with Cultures Connecting (f)
- Professional Development Equity Training in school and admin buildings two times each year by ISD Equity and Family Engagement Specialist Lorna Gilmore (f)
- Training around Guided Language Acquisition by Design (GLAD) strategies (d)

- Discipline stakeholders group (f)
- Development of Equitable Code of Conduct (b, e, f)
- Started a partnership with Cyborg Mobile to help facilitate the creation of equity modules (b, d, e, f,)
- Development of Director of Equity position, and the selection of Alaina Sivadasan to that position to begin the 2019-2020 school year. (in support of the entirety of EL-16 Equity)
- Washington State Learning Assistance Program (LAP), Title 1 Federal remediation funding (Title 1) (c)

2. *Collect, disaggregate, analyze, and utilize data in order to:*

- Identify inequities,***
- Develop and implement strategies and allocate resources towards eliminating those inequities, and***
- Establish and sustain equity-based accountability systems across the district.***

INTERPRETATION

I interpret this to mean the Issaquah School District will examine and use a range of relevant data and evidence in order to prioritize resources, provide support, and establish accountability for eliminating opportunity gaps.

EVIDENCE

- Provide disaggregated data embedded in Ends monitoring reports (a, b,c)
- Discipline data analysis (a, b)
- School Improvement Plan (SIP) Gap Goals (a, b, c)
- Positive Behavior Social Emotional Support (PBSES), Brief Externalizing and Internalizing Screener for Youth (BEISY) and Strengths and Difficulties Questionnaire (SDQ) (a, b)
- Disaggregated student survey analysis (Soft Skills, Exit Surveys, Healthy Youth Survey) (a,b)
- Equity Advisory Group (a, b)
- Student growth goals and teacher and principal evaluation frameworks (c)
- Student data used to inform resource allocation (a, b, c)
- Identified lack of technology access at the middle school level and created a plan to allocate resources for those students (a, b)
- HR training around equitable hiring practices (a, b)

3. *Promote an environment and culture that supports and encourages effective engagement of all families, including those from diverse backgrounds.*

INTERPRETATION

I interpret this to mean the Issaquah School District will, in order to better serve our families from diverse backgrounds, develop and foster a welcoming environment and promote relevant engagement opportunities for all families.

EVIDENCE

- Family Partnership meetings (increased from 1 meeting to 3)
 - District and school parent engagement events (increased events to provide supports for incoming Kindergarten families, 5th grade transition, and follow up to “What Every Parent Wants to Know”)
 - Equity Advisory Group
 - Started a partnership with Cyborg Mobile to help facilitate the creation of equity modules
 - Parent advisory/engagement groups (Highly Capable, English Language Learner (ELL))
 - Pre-Kindergarten and third grade reading intervention
 - Interpretation and translation services
 - Computers in schools to aid in registration
 - Family Partnership Liaisons (FPL) supported all families with preferred language other than English to make initial contact, welcome them, provide supports, and answer questions
 - State waiver obtained in order to conduct elementary conferences
 - Parent communication software
 - Parent Panels
 - Cultural Competency training for classified staff
 - Partnership with Issaquah School Foundation Cultural Bridges
 - Cultural conversations – series of meetings with majority of principals
 - PTA evening presentations at 5 school communities around Cultural Competency Training around Cultural Competency for our VOICE Mentors and ISD PTA Council
 - [Our disaggregated data for building allocation shows additional funding for Learning Assistance Program, Title 1 Federal remediation funding, and Bench Mark Educational Learning – 2018-19](#)
4. *Develop and implement strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.*

INTERPRETATION

I interpret this to mean the Issaquah School District will:

- Establish and maintain meaningful school and family partnerships.
- Provide accessible opportunities for parents/families to give input and feedback in order to incorporate diverse perspectives on District decisions.

EVIDENCE

- Family Partnership meetings
- District and school parent engagement events
- Equity Advisory Group
- Interpretation and translation services
- Computers in schools to aid in registration
- State waiver obtained in order to conduct elementary conferences
- Parent communication software
- Parent Panels
- Cultural Competency training for classified staff
- Partnership with Issaquah School Foundation Cultural Bridges
- English Language Learner (ELL) Family Survey
- Annual Community Survey
- Curriculum Adoption – opportunities for community input
- Community Input Sessions for Equity Policy development
- Discipline Stakeholders Group
- Title 1 Federal remediation funding/WA State Learning Assistance Program (LAP) Family Engagement Survey
- Parent Conference Survey to identify ways to improve the ELL program and Parent/Teacher conferences
- Hiring of 3 Family Partnership Liaisons and the work they did around personal and community building work. Brought marginalized parents into the school and provided them resources and support.

5. Promote hiring practices to attract a highly-skilled and diverse workforce.

INTERPRETATION

I interpret this to mean the Issaquah School District will:

- Actively seek out through promoting recruiting and selection hiring practices highly skilled staff from diverse backgrounds.
- Actively seek out through promoting recruiting and selection hiring practices highly skilled staff who are culturally responsive and possess a commitment to equity and inclusion.

EVIDENCE

- Equity focused interview questions
- Purposefully have diverse representation at recruiting events
- Reach out to locations to recruit people from diverse backgrounds or who are sensitive to diversity
- Additional cultural competency training specifically for Human Resources department

6. *Promote a workplace environment and culture that supports retaining a highly-skilled and diverse workforce.*

INTERPRETATION

I interpret this to mean the Issaquah School District will:

- Foster a culturally competent and emotionally safe work environment and learning culture to enable highly skilled staff who are from diverse backgrounds to thrive and connect as employees of the Issaquah School District.
- Develop and empower culturally responsive staff who possess a commitment to equity and inclusion.

EVIDENCE

- Equity Teacher Leaders
- Cultural Awareness Training
- *Culturally Responsive Teaching and the Brain* classes
- Districtwide cultural competency training
- Equity focused sessions at ISD conference
- Center for Collaborative Support (CCS) book studies
- CCS Conference - equity focused sessions
- Added and increased equity Teacher on Special Assignment (TOSA) staffing

Board Acceptance: