

---

# **TTSD Educational Equity Advisory Committee Annual Report For the 2023-2024 School Year**

---

# Table of Contents

<a href="#">Introduction to the Educational Equity Advisory Committee.....</a>	<a href="#">3</a>
<a href="#">Timeline.....</a>	<a href="#">6</a>
<a href="#">CIP/EASH Plans.....</a>	<a href="#">8</a>
<a href="#">School Resource Officer (SRO) Program Oversight.....</a>	<a href="#">10</a>
<a href="#">Bias Incident and Hate Speech Data Review.....</a>	<a href="#">13</a>
<a href="#">Cabinet Round Table.....</a>	<a href="#">16</a>
<a href="#">Food Services.....</a>	<a href="#">21</a>
<a href="#">EEAC Policy Subcommittee.....</a>	<a href="#">24</a>
<a href="#">Equity Funds Dispersal Subcommittee.....</a>	<a href="#">25</a>
<a href="#">Committee Performance and Lessons Learned.....</a>	<a href="#">28</a>
<a href="#">Appendix.....</a>	<a href="#">30</a>
<a href="#">Acronyms and Definitions.....</a>	<a href="#">30</a>

# Introduction to the Educational Equity Advisory Committee

In 2021, the Oregon Legislature passed Senate Bill (SB) 732 requiring school districts to create an Educational Equity Advisory Committee (EEAC). This committee is intended to help inform school districts on how historically underserved students are positively or negatively impacted by district decisions or policies as well as advising the district on school climate and any additional topics the committee finds necessary in order to elevate the experiences of historically underserved students.

Prior to the implementation of the EEAC, the Tigard-Tualatin School District (TTSD) formed the Education, Accountability, Solutions, and Healing (EASH) Committee per the requirements of policy JBC/GBB (Bias Incidents and Hate Speech) and its Administrative Rule (AR). With the implementation of the EEAC in 2022, a decision was made by both board members and EASH Committee members to merge the two committees, renaming it the EEAC, and combining the duties of each.

As required by SB 732 the duties of the EEAC include:

- Advising the board and superintendent about the educational equity impacts of policy decisions,
- Informing the board and superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the board and superintendent on how to best support. This includes:
  - Informing the board and superintendent when a situation arises that negatively impacts underrepresented students and advising the board and superintendent on how to best handle that situation.
  - Informing the board and superintendent when a situation arises that positively impacts underrepresented students, and advising the board and superintendent on how to best replicate in the district
  - Consider whether such situations are unique to the school or indicative of a districtwide trend, and advising on how best to handle that trend.
- Select at least one member of the EEAC to serve on the school district budget committee.

In addition to the above requirements, SB 732 also recommends the following duties for the EEAC:

- The EEAC may consider topics that it deems critical to its ability to represent and elevate educational equity impacts to students in the district.
- The EEAC may consider topics submitted by the board or superintendent.
- The EEAC may prepare an annual report that may include, but is not limited to, the following information:
  - The successes and challenges the district has experienced in meeting the educational equity needs of its students; and
  - Recommendations made to the board and superintendent, and the actions, and the actions that were taken in response to those

#### recommendations

As previously stated, the EEAC also continues to maintain the duties from the previous EASH committee by reporting on the following:

- Themes of EASH plan implementation challenges and successes (EASH plan review) across schools;
- Relevant feedback received from students, families, staff, and community members related to EASH plans and their implementation;
- Analysis on the prevalence of bias incidents and hate speech across the district and the effectiveness of the district's policies and procedures for eliminating such incidents;
- Potential recommendations to the Policy Committee to strengthen or improve district policies related to bias incidents or hate speech;
- Recommendations for creating greater system-wide alignment and consistency in implementation of policy ACB (All Students Belong) and ACB-AR (Educational Equity Advisory Committee)
- Review and analysis of the Committee's processes and performance

## Committee Processes and Protocols

In order to ensure that feedback is obtained from all committee members and that everyone's voice is heard, the committee utilizes various protocols where members document their observations and insight. This information is then aggregated to provide the summaries found in this report.

Below are brief descriptions of the multiple protocols the committee uses and will be referenced throughout this report. In each of these protocols, information is gathered in a centralized form where all committee members provide their thoughts in one location such that it can be easily reviewed at a later date. The complete protocol documents (artifacts) have also been linked to at the end of each section of this report.

### **4Cs / 3Cs Protocol:**

When listening to a presentation or reviewing data, the committee utilizes the 4Cs protocol where members call out information or thoughts where they are Connecting with the information, need Clarification on some of the information, have Conflicts with the information, as well as provide Calibrations to address some of the Conflicts or Clarifications. Sometimes a modified version of the 4Cs protocol is used instead (the 3Cs protocol) where the Calibrations section is removed.

### **First Thought/Second Thought Protocol:**

The First Thought/Second Thought exercise is used when members are being introduced to new information usually via a presentation. In this exercise, members document their first thoughts on the topics prior to the presentation. After the presentation, members then document their second thoughts now that they have gained more information on the topic.

Sometimes questions or ideas from first thoughts are answered or confirmed, and sometimes the second thought brings out more questions or a broadened perspective.

### ABC Protocol:

Often used in conjunction with the First Thought/Second Thought protocol, and somewhat similar to the 3Cs protocol, the ABC protocol asks members to document pieces of information that Affirms their understanding, Broadens their understanding, or Conflicts with their understanding.

### Atlas Protocol:

The Atlas protocol is a multi-step process for analyzing data. The first step is to spend time describing the data and gathering high level facts. The second step is to interpret the data and what it might suggest. The third step is to try and determine what the data means and its implications. Depending on time there may be more steps that include reflection on the process and discussion about possible action items.

## Representation Matrix

Another requirement of the EEAC, per SB 732, is that membership must be primarily representative of historically underserved student groups. To help demonstrate how the committee meets this requirement the below representation matrix was created to highlight some of the historically underserved student groups as well as the school level (elementary, middle, high) that a member represents.

	Indigenous / Native American			Black / African American			Latino/a/x/Hispanic			Asian / Pacific Islander			Students with Disabilities			LGBTQIA+			Other		
Student																					
Parent / Caregiver																					
Staff																					
Community Member																					
Elementary																					
Middle																					
High school																					

# Timeline

Below are the dates that the EEAC met during the 2023-24 school year along with high level topics for each meeting. Full agendas are linked below for each meeting date.

## October 2nd, 2023:

- Confirmed meeting cadence for the school year
- Discussed plan for recruiting new members
- Discussed subcommittee work and introduced possible new subcommittees
- Reviewed and discussed commitments from prior year

## November 27th, 2023:

- Solicited feedback from committee members on what they would like to see, do, and learn in the upcoming school year. This helps inform the work the EEAC will do.

## December 4th, 2023:

- Reviewed examples of reports that could be used as templates or starting points for the committee's annual report and provided feedback on which aspects should be included in the annual report
- Gave training and practice on the 4Cs protocol that is often used by the committee to solicit feedback from everyone

## January 29th, 2024:

- School Resource Office (SRO) mid year report
- Review and feedback of the Student Acts of Physical Aggression or Violence AR (JFCP AR)

## March 4th, 2024:

- Subcommittee leads provided an update on work their committee recently completed
- First round of reviewing schools' EASH plans using the 4Cs protocol

## April 1st, 2024:

- Presentation from the food services Manager with a Q&A session. This topic was a result from the November 27th meeting where committee members provided feedback on things they would like to learn more about and the topic of food in our schools was brought up by multiple people.

## April 29th, 2024:

- Second round of reviewing schools' EASH plans using the 4Cs protocol
- First round of reviewing bias incident and hate speech data utilizing the 4Cs protocol

May 13th, 2024:

- Cabinet round table where members from the cabinet presented their progress towards equity audit and strategic planning goals:
  - Human Resources (HR): Retention, recruitment, and diversification of workforce
  - Academics: Disproportionate outcomes for historically underserved/underrepresented students
  - Culture & Climate: Disproportionate referrals for students with disabilities

June 3rd, 2024:

- SRO end of year report
- Second round of reviewing bias incident and hate speech data utilizing the 4Cs protocol

June 17th, 2024:

- Review and provide feedback on the final draft of the annual report
- Conduct a lessons learned on the committee's work for this school year

# CIP/EASH Plans

During the 2023-24 school year, the EEAC reviewed Continuous Improvement Plans (CIPs) and EASH (Education, Accountability, Solutions, and Healing) plans of each school in the district. Committee members held three work sessions to review EASH plans from each school. School administrators presented their building CIPs to school board members and EEAC members on January 8th and May 6th. During these work sessions and presentations, EEAC members utilized the 4Cs protocol to document Connections, Clarifications, Conflicts, and Calibrations. Committee members also had opportunities to ask questions of the administrators to get a more in-depth insight on actions made toward accomplishing the CIP goals. The CIP goals for the 2023-24 school year were determined by the school district for each school site. Below is the collective feedback and recommendations from the Committee based on the two CIP presentations and three EEAC EASH review work sessions this school year.

The EASH plan is the component of the school's CIP that outlines preventative and reactive methods to address hate speech and bias incidents that may occur throughout the school year. Each school creates their own EASH plan to ensure that they are implementing practices and protocols that are reflective of what their specific school community needs.

## **Connections:**

- Various data is shared depending on school. Some examples are school demographics, iReady scores, bullying and harassment office discipline referrals, hate speech incidents, chronically absent by grade, restorative conversations amount
- Solutions are created in partnership with the victim in order to establish the best way to support the victim's safety. These are developed in consultation with the victim and implemented with the originator and can include seat relocation, alternative plans during unstructured times, facilitating restorative conversations, personal boundary/space agreements, etc.
- There appears to be extensive student education: No Place for Hate, SEL (Social Emotional Learning) curriculum, imprint lessons, circle work, heritage months, anti racism vocabulary, and being an upstander.
- Small group reading has turned out to work better than "walk to read"
- Families report welcoming office staff
- Focus on the Professional Learning Community (PLC+) model and ensuring that 100% of students are engaged in "productive struggle" in every class, every day.
- Increased buy-in with PLC+ by letting teachers choose what they wanted to focus on.

## **Clarifications:**

- How are they making their staff feel supported/comfortable when calling out hate speech?
- When/how do you communicate with families in general about your processes when an incident happens? Do they learn about this for the first time when something happens with their child?
- When does staff education on the EASH plan occur?
- It seems that most of the hate speech events happen on the playground and buses where it is very hard to have adult supervision at all times. What strategies have you had



- in the past to address these situations and decrease the number of incidents?
- How do you close the loop with staff that reported the incident?
- Similar to supports for the originator, is there a way to identify how many steps of the victim support plan are utilized and/or achieved for each incident?
- What else was done during the year to keep these conversations and reflections going with staff? What was done with the staff survey data?
- Why are there such big discrepancies between grade levels regarding iReady scores?

#### **Conflicts:**

- Some schools have vague student, staff, and family education plans
- Policy ACB is linked but does not work
- Not sure about the quality of education and engagement plans
- Not clear what students should be doing/learning or how we'll know when they've learned it
- Some schools did not link their artifacts for Preventative and Proactive Education & Engagement
- Many bullets are listed in plan, but they don't seem actionable
- Only center on one victim and their family. Doesn't include much about what would happen if a community was affected.
- Not very clear who are the people doing the support

#### **Recommendations/Calibrations:**

- Need to include quarterly bias incident/hate speech numbers in school newsletters (specific to school) to parents as well as district numbers in the district newsletters to the community.
- Need more work to be done to increase attendance. Some new plans are in the works.
- Would like to see the feedback from the various listening sessions (Black, Hispanic, and Asian student families)

#### **EASH Plan Review Documents:**

- |   |   |
|---|---|
| • <a href="#">Alberta Rider Elementary</a>    | • <a href="#">Hazelbrook Middle School</a>        |
| • <a href="#">Art Rutkin Elementary</a>       | • <a href="#">Mary Woodward Elementary</a>        |
| • <a href="#">Bridgeport Elementary</a>       | • <a href="#">Metzger Elementary</a>              |
| • <a href="#">Byrom Elementary</a>            | • <a href="#">Templeton Elementary</a>            |
| • <a href="#">Charles F Tigard Elementary</a> | • <a href="#">Tigard High School</a>              |
| • <a href="#">Creekside High School</a>       | • <a href="#">Tigard Tualatin Virtual Academy</a> |
| • <a href="#">Deer Creek Elementary</a>       | • <a href="#">Tualatin Elementary</a>             |
| • <a href="#">Durham Elementary</a>           | • <a href="#">Tualatin High School</a>            |
| • <a href="#">Fowler Middle School</a>        | • <a href="#">Twality Middle School</a>           |

# School Resource Officer (SRO) Program Oversight

During the 2022-23 school year, the EEAC took on oversight of the School Resource Officer (SRO) program. Oversight of the SRO program is administered by having the SROs and district representatives present quantitative and qualitative data to the EEAC in two separate meetings during the school year. This year's meetings with the SROs took place on January 29th and June 3rd. During these meetings, EEAC members utilize the 4Cs protocol to document Connections, Clarifications, Conflicts, and Calibrations. Committee members also have opportunities to ask questions of the SROs and district staff based on the data being presented. Below is the collective feedback and recommendations from the Committee based on the two meetings held with the SROs and district staff this school year.

## **Connections:**

- First half referral numbers are lower than prior years.
- Anecdotally, fights are less than in prior years.
- Almost all referrals are from external sources (not SROs), such as the Department of Human Services (DHS), school staff and administrators, or parents.
- In the student and staff survey, 85% of students and staff who responded to the survey indicated they felt safe (31.3%) or extremely safe (53.6%) with SROs in our schools.
- During the Hazelbrook Middle School student survey, Officer Hernandez was able to help a student with providing responses in Spanish.
- SROs are continuing to focus on developing relationships with students and the community.
- In Tigard High School, a vast majority of referrals (40) came from the Oregon Department of Human Services (DHS).

## **Clarifications:**

- What are the different classification of weapons (i.e. what types of weapons are seized)?
- What types of behavior have SROs seen improvement in?
- How often are SROs able to meet with administrators to problem-solve or plan proactively?
- How do SROs work with repeat offenders?
- What is telephonic harassment? How is it defined?
- Do SROs or administrators ever find out the outcomes of DHS referrals?
- It would be helpful to use consistent terminology (offense vs incident, referral/supplemental referral vs arrest, etc.).

**Conflicts:**

- Minor in possession (MIP) referrals have increased from the previous year. Vape pens are especially a problem.
- While MIP referrals have increased compared to prior year, the numbers still seem low compared to community, student, and family feedback. There are many anecdotal comments from these groups that drug use in schools appears to be widespread. What is the source of this discrepancy?
  - One officer provided further detail that administrators try to deal with substance use issues in school on their own and that SROs typically only get involved when administrator intervention is not successful. Is this approach working?
- There is a large discrepancy between types of referrals/offenses that are reported between Tigard and Tualatin. Why?

**Recommendations/Calibrations:**

- Is there a way to track how well students are transitioning between school levels (elementary to middle, middle to high) in order to see if prior school behavior is being carried over into the new school?
- Would like to see and hear about more opportunities for SROs to be present in the school community in a dressed down situation (out of uniform).
- While it was great to have listening sessions and surveys from staff and students, we would like to see more community/parent/caregiver listening sessions and surveys so we can see if anything has moved since the last time that work was performed in 2020-21.
- While it was clarified that the data included elementary schools, most of the discussion was from the standpoint of high school and middle school. It would be good to hear specifically what is occurring at the elementary level, even if the numbers are low.

**SRO Listening Session Feedback Summary:**

In addition to the presentations to the EEAC, SROs conducted student and staff surveys in the last half of the school year. Feedback from the surveys was categorized into themes of hopes for partnership with SROs, hesitations with SROs, help needed to support partnership with SROs, and a fourth category for all other types of feedback. Below are summaries of the themes that were identified.

**Hopes For Partnership:** Overall, the hopes for the partnership with SROs center around building positive relationships, maintaining safety and support, fostering transparency and communication, and continuously improving the integration of SROs within the school community.

**Hesitations with SROs:** Overall, hesitations with partnerships with SROs revolve around concerns about effectiveness, equity, safety, perception, clarity of roles, and communication with stakeholders.

**Help Needed to Support Partnership with SROs:** The identified themes highlight the importance of understanding roles, enhancing communication, providing support and resources, strengthening relationships, ensuring transparency, and prioritizing safety to better support the partnership with SROs.

**Other Comments:** The rest of the comments reflect a mix of support, appreciation, concerns, and suggestions regarding the role and effectiveness of SROs in schools. There is clear emphasis on the importance of transparent communication, safety measures, and positive relationships between SROs and the school community.

**4Cs Protocol Artifacts and SRO Survey Summary:**

- [Midyear Review](#)
- [End of Year Review](#)
- [Information and Insights - Summary SRO Survey](#)

# Bias Incident and Hate Speech Data Review

When the board adopted policy JBC/GBB (Bias Incidents and Hate Speech), it required schools to start reporting on incidents of bias and hate speech. One of the responsibilities of the EASH committee which was established during that time was to review bias incident and hate speech data for any trends, observations, or concerns and to report that information back to the board. The EEAC continues to conduct this work by reviewing quarterly data of bias incidents and hate speech at the district level, high school level, middle school level, and elementary level (broken out into three separate middle school feeder groups). The EEAC reviews this data, along with side by side demographic data, and utilizes the 4Cs protocol to provide observations and feedback. When conducting our review, we reviewed data at the district level, high school, middle school, and then elementary schools based on their middle school feeder (three groups). Comments in the 4Cs protocol will identify if the comment is at the district level, high school, middle school, or elementary school level.

## Connections:

- **(District)** While most demographic groups have been relatively consistent, or have very slight changes, the Low Income demographic had the greatest change from 28% to 33% between 2021-22 and 2022-23.
- **(District)** Demographics of White students changed slightly from 53% in 2021-22 to 50.5% in 2023-24.
- **(District)** Most hate speech incidents are being reported in the classroom.
- **(District)** Referrals from the Pacific Islander community have decreased from their high in 2021-22, but the numbers are still disproportionately higher compared to their peers.
- **(High School)** The Pacific Islander demographics have swapped between high schools in the last three years. In 2021-22, Pacific Islanders were 1.8% of Tigard High School's population, but in 2023-24 it increased to 2.6%. Meanwhile, Tualatin High School had the opposite trend where Pacific Islanders were 2.8% of the population in 2021-22 but has since dropped to 1.9%.
- **(Middle School)** Fowler data through the second quarter showed fewer bias incidents and hate speech compared to the same time period last year. Cumulative referrals were also down as well as being more proportionate to the schools' demographics.
- **(Middle School)** Racial demographics of the originator are primarily Hispanic or White students.
- **(Elementary School)** While high schools and middle schools indicated the classroom as the most common location for hate speech, elementary schools were more likely to have incidents occur on the bus or playground (areas with less adult supervision).
- **(Elementary School)** Templeton stands out as one of the only (if not the only) schools that has a sizable demographic of Pacific Islander students (5.5%) but Pacific Islanders don't show up in referral data. In almost all other schools, Pacific Islander students are overrepresented in referral data. What makes Templeton different in this area?

### Clarifications:

- **(District)** What does “Cumulative referrals per 100 students” mean/represent? It’s difficult for us to understand what this data is saying.
- **(District)** Q1 and Q2 numbers are higher this year compared to last school year. Is there any evidence as to why?
- **(District)** How does a hate speech/bias incident get reported if it happens on the bus?
- **(District)** The demographic data only identifies male and female. Where is the data on students who don’t identify as male or female?
- **(District)** Is it possible to identify the percentage of originators with an IEP (Individual Education Program) or 504?
- **(High School)** Most of the hate speech occurs in the classroom (according to the data)
  - Does it only get reported because there is a teacher in the classroom?
  - Tualatin has a lot more reports than Tigard. Do staff at Tualatin feel more supportive/comfortable with reporting? Is there some other reason for the difference in numbers? Would the amount of bias incident training affect this and does one school get more training than the other?
- **(High School)** There is a lack of data from Creekside. Is this because the data is missing? Or do they just not have any incidents of bias or hate speech? If it’s because they don’t have any incidents, while the population is smaller than the other high schools, are there any lessons that can be learned and applied at Tualatin or Tigard?
- **(Middle School)** What protocols or training are in place to help staff disrupt/address hate speech in the moment?

### Conflicts:

- **(District)** TTVVA (Tigard Tualatin Virtual Academy) data states it had one incident, but didn’t indicate “where” it happened. Is there a process to say “where” when it’s an online school?
- **(District)** The number of incidents reported from the bus and playground seem low based on what parents have heard from their child’s school.
- **(District)** Demographic data includes backgrounds other than ethnicity, such as low income students, special education (SPED), and Limited English Proficiency (LEP), but the demographic breakouts of the bias incident and hate speech doesn’t include this data. We wonder what the bias incident and hate speech data would look like if these other demographics were included (with the understanding there will be overlap with the other demographics).
- **(Middle School)** Hate speech referrals vary greatly between the middle schools.
- **(Elementary School)** Black, Indigenous, and People of Color (BIPOC) students are disproportionately represented as originators of bias incidents and hate speech. Why?
- **(Elementary School)** Deer Creek has the smallest percentage of black students but they have the highest referral rate.

**Recommendations/Calibrations:**

- Incident data needs to be separated out into single instance originators versus repeat originators. This will paint a more informative picture regarding if all the reported incidents are widespread, or contained to a smaller group of individuals demonstrating repeated behavior.
- There are some discrepancies in the data that indicates the appearance of different reporting standards across schools. For example, some schools' referral numbers are in close alignment with the school demographics while others are out of proportion. Another example is one elementary school only reporting "minor" incidents while other schools only reported "major". How can we verify that all schools are using the same reporting standards in order to ensure schools aren't overreporting or underreporting bias incidents or hate speech?

**Bias Incident and Hate Speech Annual Review Artifacts:**

- [District Level](#)
- [Elementary School \(Fowler Feeder\)](#)
- [Elementary School \(HMS Feeder - Tualatin\)](#)
- [Elementary School \(TMS Feeder - Split\)](#)
- [Middle School](#)
- [High School](#)

# Cabinet Round Table

During the first year of the EEAC (2022-23 school year), the committee reviewed the district's annual equity audit, where the district establishes their priorities and recommendations for addressing equitable outcomes in the following areas:

1. Academic outcomes
2. Enrollment in advanced courses/programs
3. Program Participation: Talented and Gifted, English Language Development, Special Education Identification
4. Well-rounded educational participation
5. Engagement/Attendance, Discipline and Referral Data
6. Racially and Linguistically Diverse Workforce

In order to efficiently address these priorities, they were categorized into themes, and four teams were established to work on recommendations from the report. These four teams are Academics, Special Programs Participation, Culture and Climate, and Diversification of Workforce. Last school year, the EEAC invited cabinet members from the district to present their progress to the committee, focusing on Academics, Culture and Climate, and Diversification of Workforce. This year, we invited the same cabinet members to present on any progress made to date as well as helping them conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis and ask any clarifying questions about their work. Below are some of the highlights from the round table discussions from each area as well as recommended focus areas for next year.

## Academics:

The Academics team is responsible for reporting on the health of the district's Multi-Tiered Systems of Support (MTSS), the health of our Tier 1 systems, and creating clear purpose and rules for Tier 2 and Tier 3 services and supports and their efficacy to impact student outcomes.

Cabinet members on this team are taking a data driven approach to address disproportionate academic outcomes for our historically underrepresented students. Current data indicates that Hispanic students are disproportionately identified for SPED (special education) and that English Language Learners (ELL) have lower test scores on average compared to their peers. This reflects current trends in the state of Oregon, but it is clear that more work needs to be done. Additionally, data shows that we are serving White and economically advantaged students best.

A "Disproportionality Committee" was created to examine both academic and perception data in order to identify root causes for disproportionate outcomes focused on elementary Tier 1 reading, family engagement, and MTSS. Below is a summary of the findings from the Disproportionality Committee:



- A root cause analysis of elementary school reading data identified training capacities, inconsistent expectations, reflection vulnerability, formative assessment, and culturally responsive instruction as possible areas for improvement.
- Responses to these areas of improvement include addressing instructional priorities for PreK-5 teachers during professional development at the beginning of the school year that focused on aligning the literacy block across the District, going beyond core instruction and better integration with Tier 2 and Tier 3 systems, setting expectations for 100% engagement, and ensuring fidelity in the materials and routines for students.

<b>Academics SWOT Analysis</b>			
Strengths	Weaknesses	Opportunities	Threats
<p>Access to large amounts of data helps facilitate data driven decision making.</p> <p>Interventions for reading specified for student needs in small group instruction.</p> <p>Our numbers are slightly higher than the state average.</p> <p>Alignment across the district for instructional practices.</p>	<p>Math has not rebounded as quickly as reading since the pandemic.</p> <p>iReady has not been a mandate</p>	<p>Professional development to strengthen iReady alignment and data review for next year</p>	<p>Lack of time</p> <p>Reading is the focus, which is determined by the Board and Response to Intervention (RTI) priorities</p>

#### **Recommended areas of focus for Academics:**

- Dive deeper into the intersectionality between low-income/economically disadvantaged students and students in historically underserved demographic groups. What can be done to help our low-income/economically disadvantaged students specifically, as it would likely result in better outcomes for historically underserved groups as a whole?
- While the cabinet reports that they are taking a data driven approach to address root causes and then develop responses to those root causes, some of the responses are still light on details, such as “expectation for 100% engagement” and increasing fidelity in materials/curriculum. What are the specific plans to obtain 100% student engagement? What are examples of increased fidelity in materials/curriculum? Lastly, how does the cabinet plan to correlate improvement in these areas to future outcomes?

## Diversification of Workforce:

The Diversification of Workforce team, led by Human Resources (HR), has created metrics on recruitment and retention efforts in order to work towards staff demographics proportionate to our student population. These metrics are obtained via surveys sent out to district employees as well as tracking data on retention and demographics.

HR appears to have made good progress since their round table session with the committee last year. This year's "Upbeat Survey", which is a survey to measure employee engagement and retention, had an 83% participation rate, which surpassed the goal of 70%. Additionally, there was a 4.6% increase in participation by Black, Indigenous, and People of Color (BIPOC) staff members compared to 2022 data. The five goals below are how HR is measuring progress towards continuous improvement:

1. TTSD will increase staff diversity from 23% to 38% overall, and 14% to 24% for licensed staff, over the next 5 years.
2. The retention rate for teachers of 5+ years will increase from 55% to 80%, and 65% to 85% for probationary staff, over the next 5 years.
3. 85% of probationary teachers will report being satisfied or highly satisfied with their mentorship program.
4. The percentage of teachers who say they feel supported by their school and community will increase to 75%.
5. The percentage of teachers who report they are able to successfully manage their stress will increase to 75%.

Goal number 4 is a particular highlight as the current percentage of teachers who indicate they feel supported by their school and community is at 90%. This is a very positive and encouraging number. Several other goals are also at or near their targets.

Diversification of Workforce SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
Engaged workforce  Support frameworks (Upbeat Survey, colleagues of color and other employee affinity groups)  Attrition sits at 3% YOY  32% of all staff is culturally/linguistically diverse	Staff reductions  Budget reductions  Lack of upward mobility opportunities	Continued recruitment of BIPOC staff to increase current culturally/linguistically diverse staff	Budget reductions  Increased classroom sizes  Safety  Work/Life balance and sick leave

### **Recommended areas of focus for Diversification of Workforce:**

- While the first two HR goals have a timeline of 5 years, there is no timeline for the last three goals. Recommend adding a timeline to the last three goals.
- Leverage areas of strength, rally around metrics such as the high percentage of teachers who indicate they feel supported by their school and community, and widely broadcast these indicators.
- Similar to how other cabinet areas are identifying root causes in order to make improvements, perhaps identify the root causes regarding how/why teachers feel supported in order to find opportunities that could be utilized in other areas/settings.
- Unpack the UpBeat Employee engagement Survey and the Upbeat Exit Survey to identify indicators of opportunity to capitalize on, and create structures within the system to support the indicated positive effects.

### **Culture and Climate:**

The Culture and Climate team is focused on student engagement, attendance, and discipline in order to determine who the system is serving well, and who the system is not serving well. As well as looking at office discipline referral data, the Culture and Climate team also looks at school climate survey results where they gather data on students' feelings of belonging, inclusion, and their ability to be successful in school.

Data highlights from the Climate and Culture round table include:

- More PAX classroom coaching sessions resulted in a larger reduction of off-task activities. The sweet spot seems to be 4-7 sessions.
- Discrepancies in how referrals are processed were identified as an issue. Future work will focus on system alignment (when and how referrals are written).
- Almost half of referrals are for physical aggression.
- The SPED demographic is overrepresented in the office discipline referral data.
- White students are getting more Tier 2 supports and fewer referrals, while students of color are less likely to be included in Tier 2 supports and instead receive a referral.

### Culture and Climate SWOT Analysis

Strengths	Weaknesses	Opportunities	Threats
<p>Tier 1 System Supports</p> <ul style="list-style-type: none"> <li>• PAX</li> <li>• Data collection (perception, student behavior, and survey data)</li> <li>• Social Emotional Learning (SEL) curriculum/plan</li> <li>• Utilization of restorative practices</li> <li>• Positive Behavior Interventions and Support (PBIS) Teams</li> </ul>	<p>Climate survey results show TTSD is below benchmark in the following areas:</p> <ul style="list-style-type: none"> <li>• Students who indicate they like school</li> <li>• Students treat each other well</li> <li>• Students feel safe at school</li> </ul>	<p>All schools in the state of Oregon will be required to have some sort of SEL</p> <p>Kinder Class PAX Refresher</p>	<p>Universal SEL screening</p> <p>Target plan for teacher support</p> <p>Ensuring fidelity in programming (merging equity and student services into one)</p>

#### Recommended areas of focus for Culture and Climate:

- Develop more consistency across schools in the discipline referral process.
- While teacher perception of PAX is positive, and the data indicates it is successful, implementation numbers are still low. How do we increase the utilization of PAX?
- While it's observed that White students are more likely to receive tier 2 services than other students, and where students of color are more likely to receive referrals, there needs to be a broader view/understanding of why this is happening. This needs to be done in order to help us better understand which populations we are serving well and which ones we aren't.
- Much of the data reviewed and presented focused on elementary school levels. It would be good to have an increased focus on secondary levels in future years.

#### Cabinet Round Table SWOT Analysis Artifacts:

- [Cabinet Round Table SWOT](#)

# Food Services

During the November 27th, 2023 EEAC meeting where feedback was gathered from committee members on what they would like to see, do, and learn in the upcoming year, numerous members, including students, brought up concerns regarding the food services situation in our schools. The result of this feedback was inviting Kim Leung, the district's Food Services Manager, to our April 1st, 2024 EEAC meeting where she presented an overview of how the food services program works in our school district as well as the challenges she and others are facing. During this presentation, the committee utilized the First Thoughts/Second Thoughts protocol as well as the ABC protocol.

## **Highlights of some First Thoughts:**

- Where does the food come from?
- How much freedom do we have as a district to select the food our students get and how is it prepared? I wish we could provide food to all our kids.
- What happens with leftover food?
- There is a lot of waste produced.
- Lots of students don't eat the food and it goes to waste.
- Students don't like the lunch in all grade levels.
- What are the major comments when kids say they don't like lunch?
- Are there budget restrictions?
- Is there a requirement to provide food from all food groups?
- Are locally sourced resources being utilized?
- Are there any partnerships with local organizations or farms?
- Are food sensitivities being accounted for and if so, is this clearly communicated to students and parents?
- What are the priorities of the food services team when sourcing ingredients and menu planning?
- Food services to me serves as a support to nourish the students and staff who desire meals (breakfast and lunch), and they have guidelines that come from the state.
- While I have an overall lack of understanding about how the whole process works, I believe there are federal and/or state requirements for schools to provide nutritional food to students.
- Some students don't know they can get free/reduced cost lunch. It's complicated.
- Staff in food services could benefit from some sort of sensitivity training.
- The staff is hard working.

## **Highlights of some Second Thoughts**

- Short staffing and tight restrictions really tie their hands in so many ways.
- I thought it was going to be complicated, but I had no idea. So much bureaucracy.
- Are kids involved with the food services? When I was in grad school, students could sign up to help clean dishes in the cafeteria.

- Food is a basic need, and I assumed that providing a basic need to our students would be working well. It was very disheartening to hear it's not going well, but the staff is doing the best they can.
- I am very grateful for this presentation provided by our food services team. Going beyond the challenges to make sure our student populations are appropriately fed is a very laudable undertaking and the detail provided indeed has dispelled assumptions I previously entertained.
- I didn't realize the food services was self-sustaining. I thought it was run by the District.
- We need to work in partnership with our nutrition department to provide support around getting feedback from students and the community about meals.
- The amount of work Kim and her team has to do to get food in the bellies of our students is almost like a magic trick.
- There are major barriers to overcome with staffing, funding, and product options that need fixing to lay the foundation for transforming the school lunch/breakfast experience for students.
- I had no idea how complicated it was. You are on the right track.

### **Summary of ABC Protocol:**

**Affirmations:** Several people had affirmations regarding the federal and state requirements surrounding nutrition, and the fact that food services are heavily regulated. Underfunding, staff shortages, and post pandemic issues like product shortages were also pieces of information that were affirmed.

**Broadening:** While underfunding was affirmed, it also showed up in the broadens category because several people were not aware how badly underfunded food services was. There were multiple comments on the huge amounts of rules and regulations, again with some form of original understanding but the information presented showed a deeper level of bureaucracy than expected. There was an "aha" moment when information was presented indicating that Oregon schools prefer to not cook their own food (scratch cooking) and instead prefer to purchase processed foods. There was some silver lining when learning that TTSD has 10 schools piloting the Community Eligibility Provision (CEP) program. This will allow expanded access to free/reduced cost lunch in those schools.

**Conflicts:** Many of the comments surrounded the dismay with the food situation in our schools and how one of the richest countries in the world can't find a way to adequately feed our school children. Additionally, with the staffing and supply issues, there isn't much time or resources to do anything proactive (surveying students or providing education to students).

### **Observations/Feedback:**

While it's understood there are numerous challenges with staffing and supply chain issues that impede the effectiveness of the food services program, below are some recommended areas of focus for both the near and long term.

- Greater advocacy at the state level to provide more funding for food services in our schools

- Educating students and the community about how the food services program works and what the challenges are. This will not only help provide clarity to people, but hopefully will generate advocacy to improve the situation.
- The district should consider utilizing a centralized kitchen rather than having separate kitchens at each school.

**Food Services First Thought/Second Thought Exercise and ABC Protocol Artifact:**

- [Food Services First Thought/Second Thought ABC Protocol](#)

# EEAC Policy Subcommittee

The EEAC Policy Subcommittee consisted of 6 members that met several times over the course of the year to review existing and proposed administrative rules. During the work sessions, members carefully analyzed all components of the policies to ensure that the language and practices/protocols to be carried out from the administrative rules are equitable, actionable, and exhibit clarity. The following policies were reviewed by this subcommittee:

[ACB-AR: Educational Equity Advisory Committee](#)

[GBB-AR: Bias Incident Complaint Procedure \(Staff\)](#)

[JBC-AR: Bias Incident Complaint Procedure \(Students\)](#)

[JFCP-AR: Student Acts of Aggression and Violence](#)

## **Recommendations/Calibrations:**

- Obtaining recommendations from the board regarding which policies we should review.
- Having a member of the EEAC be present during board policy development discussions.
- Updating language in existing AR policies to align with newly created and approved policies for consistency.
- Provide a specific number of days/hours for the administrator to follow up with the family/caregiver of the victim for Policy JBC



# Equity Funds Dispersal Subcommittee

## Introduction

The Equity Funds Dispersal Subcommittee consisted of 9 dedicated members who participated in a decision-making process aimed at approving equity extracurricular activities for the secondary level. The subcommittee's objective was to ensure that the allocated funds were dispersed to initiatives that promote inclusivity, cultural responsiveness, and enhanced educational experiences for all students. The subcommittee communicated and coordinated efforts through the Equity Team and Culturally Responsive Coordinators at the secondary levels.

## Communication

The communication within the Equity Funds Dispersal Subcommittee was facilitated through the Equity Team, which ensured that all decisions were aligned with the broader goals of equity and inclusivity within the school district. The Culturally Responsive Coordinators at the secondary levels played a crucial role in providing insights and recommendations, ensuring that the subcommittee's decisions were informed by on-the-ground needs and perspectives. This collaborative approach enabled the subcommittee to make well-rounded and impactful decisions.

## Summary of Approved Grants

The subcommittee reviewed and approved several grants, each poised to make a significant positive impact on students' extracurricular experiences. Below is a summary of the grants approved:

EEAC Dispersal Fund						
Name of Proposal	Description	School	Date	Status	Amount Requested	Actual Amount Received
National Honor Society	NHS at Tigard has 100 members representing diverse backgrounds and this proposal would support their needs for the community service projects that this group of students will participate in and lead throughout the Tigard Community.	THS	09/12/2013	Approved	\$2,000	\$2,000

THS Marching Program	Elimination of participation fees for students in our competitive marching program (Tigard High Marching Ensemble, Winter Drumline, Winter Guard, Cadet Drumline, proposed Cadet Winter Winds). .	THS	10/13/2023	Approved	\$21,700	\$21,700
THSMusicExtracurricular	There is much demand for access to Norteño-specific musical instruments via the guitar classes. Access to these instruments is critical to students' ability to access music education and performance opportunities in this popular Mexican style of music.	THS	10/11/2023	Approved	\$5,503.52	\$5,503.52
THS/TUHS Unified	Offers our students with high needs an opportunity to participate in activities that weren't available to them before. It similarly supports our families of high needs students.	THS/TUHS	01/25/2024	Approved	\$12,500	\$12,500
Expanding Inclusive After School Activity	All three TTSD Middle Schools offer some form of after school programming. These programs provide a positive after school opportunity for students to extend the school day and build a positive outlook and connection with their school staff. This grant is hoping to expand middle school after school program offerings.	FMS/HMS/TMS	2/6/2024	Approved	\$21,550	\$6,800
Dances of Pasifika	An after school extracurricular activity to teach students cultural dances from Micronesia and Polynesia.	THS	03/06/2024	Denied	\$4,545	\$0
				Totals	\$63,253.52	\$48,504

## Recommendations/Calibrations

While the subcommittee has made significant strides in approving impactful grants, several recommendations and calibrations are suggested to further enhance the effectiveness of the equity funds dispersal process:

### Regular Impact Assessment

- Implement a regular assessment process to evaluate the impact of the funded initiatives and ensure they are meeting their intended goals.

### Enhanced Communication Strategies

- Develop comprehensive communication strategies to keep the school community informed about the funded initiatives and their outcomes.
- Find ways to enhance the amount of proposal submissions

**Diversification of Funding Sources**

- Explore additional funding sources, such as grants from external organizations, to supplement the equity funds and expand the initiatives' reach.

The Equity Funds Dispersal Subcommittee remains committed to fostering an inclusive and equitable environment for all students. By implementing these recommendations, the subcommittee can further enhance its efforts to provide meaningful and impactful extracurricular experiences that promote equity and inclusivity in TTSD.

# Committee Performance and Lessons Learned

With bodies of work that are cyclical in nature like the EEAC, it generally takes three cycles to get fully up to speed. While the 2022-23 school year was a learning year for the committee where we figured things out as we went through the school year and received an abundance of guidance from the Assistant Superintendent and Director of Equity and Inclusion, this year was our opportunity to demonstrate what we learned last year and build upon it as well as identify any gaps in committee performance.

To help prepare for next year, the committee performed a lessons-learned session during our final meeting of the school year where committee members provided their thoughts on what went well this year (plusses) and what would we like to change for next year (deltas). This feedback will help guide the work and structure of future iterations of the EEAC.

## **Plusses:**

- Giving new EEAC members training on the history of the EASH/EEAC, reviewing the prior years' work, and introducing/practicing the protocols we use when reviewing data and listening to presentations.
- Utilizing a single shared document to gather committee member feedback in one location. This greatly streamlined the process of gathering feedback which helps ensure all committee members have their voices heard.
- The presentation from the Food Services Manager was a great opportunity to learn more about our school district and how it works. The committee will seek more opportunities like this in future years.
- This year saw the recruitment of new committee members as well as the continuation of previous members. It's important to ensure we continue to have a mix of new members and returning members such that the returning members can help the new members.

## **Deltas:**

- In order to create greater awareness of the EEAC in our community, as well as to help facilitate the sharing of information, a website needs to be created where agendas and other information on work the EEAC is conducting can be found. Additionally, the website will have the ability for community members to submit comments to the committee for review. A link to the website, along with highlights of the committee's work, should be included in school and community newsletters.
- To help with recruitment and retention efforts, EEAC meetings will be scheduled for the school year as soon as the board meetings have been scheduled. This way the time commitment is more clear when recruiting new members
- Give EEAC members education/training on the contents of CIPs, their purpose, and how they are created.

- Based on CIP presentations and documents, it's clear that many schools are implementing their own programs to help ensure more equitable outcomes for their students. For programs that schools have found to be particularly successful, the committee would like to invite those schools to present their success to the EEAC so any lessons learned can be expanded to other schools.

# Appendix

## Acronyms and Definitions

**AR:** Administrative Rule

**BIPOC:** Black, Indigenous, and People of Color

**CEP:** Community Eligibility Provision; A meal service option that allows schools and school districts to serve breakfast and lunch at no cost to all enrolled students without requiring certification of meal benefits.

**CIP:** Continuous Improvement Plan

**DHS:** Department of Human Services

**EASH:** Education, Accountability, Solutions, and Healing

**EEAC:** Educational Equity Advisory Committee

**ELL:** English Language Learners

**FMS:** Fowler Middle School

**HMS:** Hazelbrook Middle School

**HR:** Human Resources

**IEP:** Individualized Education Program

**LEP:** Limited English Proficiency

**MIP:** Minor in Possession

**MTSS:** Multi-Tiered Systems of Support; A framework that helps educators provide academic and behavioral strategies for students with various needs, utilizing three tiers of intervention and support

**NHS:** National Honor Society

**PAX:** Peace, Productivity, Health, and Happiness; A classroom based program that helps students develop the skills of peace, productivity, health, and happiness using behavioral strategies to teach students self-regulation, self-control, self-management, and how to work together on common goals.

**PBIS:** Positive Behavior Interventions and Support; A framework that aims to create a safe and effective learning environment for all students using evidence based programs, practices, and strategies to improve students' social, emotional, behavioral, academic, and mental health outcomes

**PLC+:** Professional Learning Community; This is a process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

**SB:** Senate Bill

**SEL:** Social Emotional Learning

**SPED:** Special Education

**SRO:** School Resource Officer

**SWOT:** Strengths, Weaknesses, Opportunities, Threats

**THS:** Tigard High School

**TMS:** Twality Middle School

**TTSD:** Tigard Tualatin School District

**TTVA:** Tigard Tualatin Virtual Academy

**TuHS:** Tualatin High School