

**Issaquah School District
Executive Limitations Monitoring Report**

**EL-16 Equity
Annual Internal Report - March 14, 2024**

We believe that each student has the potential to achieve, and it is our responsibility to provide all students with 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 certifies that the District is in compliance with EL-16 without exception.

As the Chief Equity Officer for the District, I interpret this Executive Limitation overall that as the Superintendent, I shall not fail to ensure an environment and culture that values and respects the diversity of its students and staff, by modeling equity and inclusion in action and decision-making, ensuring ongoing training and education for all staff and students, holding staff and students accountable for their learning and application of the values of equity, ensuring there are adequate resources to support equity work, and addressing both systemic and environmental 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 that staff employed at Issaquah School District will be able to acknowledge and identify the history, context and current state of institutional barriers and inequities that students face based on their racial and ethnic backgrounds. I interpret this to mean that each employee can interrogate how this history, context and current state informs expectations for students and how to reflect, identify, restore and interrupt unintentional patterns of marginalization and inequity. This can happen in classrooms, schools and programs, or with other activities that students are involved in (e.g., extracurriculars, clubs and athletics). The District will equip staff at all levels to do this and provide support for students that correct inequities that may exist. The District will provide specific training to staff to bolster cultural competence, confidence and responsiveness while providing students with content and pedagogy that validate historical inequities and affirm their identities and experiences.

Evidence:

Professional Development Topics: During the 2022-2023 school year, the District analyzed multiple data sources to identify what professional development was most needed to address the inequities in our school system. The result of our data analysis identified **four key areas** for professional development are summarized here and the sections below go deeper into detail:

1. **Engagement** of our culturally and linguistically diverse families so that they are aware of and have access to the information, resources, and supports that will allow them to engage in their students' schooling experience.
2. **Instructional** strategies that are inclusive, asset based, and increase student engagement.
3. **Interrupting** patterns of racism, marginalization, and inequity in our classrooms, schools, and programs to create a safe and welcoming learning environment.
4. **SEL** for High School Students across identity, power, and difference (target audience- high school students) to create school and classroom environments that are safe, welcoming and devoid of racist, biased and/or hate speech.
5. Below are key summary highlights regarding professional development provided during the 2022-2023 school year. ***You can click on the link [here](#) to access all the equity professional development that was provided during the 2022-2023 school year.**

Engagement

Purpose: Through a variety of feedback mechanisms, our culturally and linguistically diverse caregivers have shared they find it challenging, confusing, and frustrating to know how to engage and support their students schooling experience. Based on that feedback, certificated staff received professional development in cross cultural communication presented by [Rosetta Lee](#) to increase their knowledge, awareness and skills in communicating and engaging with culturally diverse caregivers.

Evidence of Learning and Application:

- Staff continued to grow their awareness and skills in communicating across Individual vs Collectivist cultures, how to check their assumptions, biases, and interpretations when communicating, how to avoid miscommunication across the ranges of differences in cross cultural communication, and how stereotype threats, accumulated impact, microaggressions, and power differences can impact communication.
- Staff responded positively to this professional development. Ninety-six percent of staff reported that this professional development was insightful and provided them with immediate skills and strategies that they could apply in their cross-cultural communication with families.

Instruction

Purpose: To provide all certificated staff with instructional professional development that is focused on increasing student engagement, that is asset based, and inclusive of a variety of learning styles as is in alignment with our focus on Multi-Tiered Systems of Support and delivering equitable outcomes for all students. The Teaching and Learning Services (TLS) department and the Equity department collaborated to deliver professional development sessions to staff for this purpose.

Evidence of learning and application:

- Staff received professional development from Rosetta Lee on the importance of cultivating relationships in the classroom between the teacher and the students, between students to students, and between the students and the content they are learning.
- Staff learned how to create classrooms that cultivate student engagement vs ritualistic compliance.
- Staff learned how vulnerability is essential in learning and how to create classroom environments that make it safe for students to be vulnerable.
- Staff learned a variety of Universal Design for Learning (UDL) strategies and tools that allowed for inclusion of a variety of learning styles as well as how to build lessons/projects that allow students to tap into their own assets. The Special Services Department also delivered professional development through professional learning communities focused on expanding models of inclusionary practices beyond co-teaching utilizing UDL and access to the core curriculum as foundations.
- The District was able to partner with Dr. Adeyemi Stenbridge to create a three-day optional residency for staff where they had the opportunity to take a learning standard, design a lesson with a focus on engagement, assets, UDL strategies, account for vulnerability and teach that lesson to students with feedback afterwards from Dr. Stenbridge and their participating colleagues. We had thirty-five staff participate in the residency and due to the significant positive feedback, we are offering additional residencies in the 2023-2024 school year.

- Across all professional development opportunities almost all staff shared that this professional development was insightful and that they were walking away with practical tools and strategies to implement in their classrooms immediately.

Interrupting

Purpose: Staff and student feedback indicate that staff need/want additional training in how to interrupt patterns of racism, marginalization, and inequity in our classrooms, schools, and programs to create a safe and welcoming learning environment.

Evidence of learning and application:

- The overwhelming majority of staff reported that this professional development session increased their skills for interrupting patterns of racism, marginalization, and inequity in our classrooms, schools and programs.

Student SEL

Purpose: To provide all high school students with communication skills that would help support effective communication across all kinds of differences.

Evidence of learning and application:

- Students learned skills for communicating across differences.
- Students learned how to check assumptions and interpretations about others.
- Students learned how privilege, power, and identity show up in communication through microaggressions, bias, stereotype threats, etc.

*High school students provided feedback that talking in homeroom about different SEL topics is not always effective and going forward the District has started embedding SEL topics in content area classes.

- The Special Services Department offered trainings to staff on culturally responsive and sustaining pedagogy in post-secondary transition, and evidenced-based SEL curriculum for secondary students that receive special education services through LRC-II programs and the ACT program.
- All elementary principals trained staff and students on the use of the [Equity Code of Conduct](#) and Pledge Cards and included the Equity Code of Conduct in the District Elementary Handbook.
- ECE staff received training on the [Pyramid Model](#) to support and promote the utilization of a multi-tiered framework of evidenced-based practices in the areas of social, emotional and behavioral development for early learners.
- Building Equity Leads- Each school in the District has a Building Equity Lead, and the role is to be an equity resource to the building and a liaison to the Equity department. Our Building Equity Leads facilitate equity related professional development to staff, participate in MTSS meetings, provide materials/resources for a variety of history months, and help lead equity teams in their building. Feedback from staff and administration is that having an equity resource in each building is invaluable and is a

great format for being able to provide in-person training and tailored support to meet each building's individual needs.

Equitable Access

- High schools created and trained athletic, activity and school staff to better advertise the availability of scholarships. Additionally, these staff groups were trained on how to solicit more revenue to increase the number of scholarships available to students. Each school has a web presence for both students seeking financial assistance and for donating ([Issaquah](#), [Liberty](#), [Skyline](#) & [Gibson Ek](#)).
- Educating High School Coaches – Gender Inclusive Schools training was added to the annual training all high school coaches receive during the preseason. These courses were added to ensure coaches were creating safe and positive environments for all student-athletes in our high schools. In addition, we have added Implicit Bias training to our District required coaches training, taken by all new coaches or experienced coaches on a three-year cycle. We continue to evaluate our professional development offerings for coaches and are focused on educating coaches to serve all students in our schools at the highest level.
- Technology Access for Elementary Students. To prevent summer slide for students who are most at risk, the Equity and Family Partnership department worked with families to identify students who needed laptops so they could access and use Issaquah School District summer applications. The Family Partnership Liaisons distributed 46 surplus computers in June 2022 to students who had WIFI access but not a computer to ensure they had access to the learning applications suggested by TLS to minimize summer slide.
- An Equity Framework regarding school/class parties and celebrations was created and shared with building administrators and certificated staff. Having school/class parties and/or celebrations that promote inclusion and belonging creates classroom environments that are safe, welcoming, and representative of our students. School and class parties help build community. This framework helps guide staff as they plan events with diverse family perspectives and allows all students to participate without feeling out of place. We have received positive feedback from buildings that this framework has helped building administrators in their work with their leadership teams and PTSA be more intentional, equitable, and culturally competent when planning classroom parties/celebrations at their buildings. [Equity framework for school/class parties and celebrations](#)
- Transportation – The Issaquah School District purchases ORCA cards to support families in gaining transportation to allow for full participation in academics and extracurriculars. Transportation was also provided at our secondary schools for after-school activities.
- The Issaquah School District covers expenses such as document fee support - funds used to support families in gaining required documentation for enrollment and store gift cards/prepaid debit cards to purchase materials necessary for students to participate fully in school activities.

- To promote and support equitable access the special services department provided staff training on additional models of inclusionary practices to include consultation and teaming models. In addition, audits were conducted with a focus the utilization of high-quality instructional materials utilized during specially designed instruction and consistent implementation of accommodations for students with disabilities across all educational environments.
- In March 2023, the ISD launched a breakfast pilot program at Issaquah High School, Issaquah Middle School, and Clark Elementary School. Breakfast is available at no cost for students who qualify for free or reduced-price meals and is also available for purchase. Between March and June of 2023, we served 8,705 breakfast meals, with 6,096 of these meals served at no cost.

Curriculum that provides a diverse viewpoint

- ISD updated the priorities for resuming curriculum adoptions, which were paused due to budgetary constraints. Regarding prioritizing curriculum that provides a diverse viewpoint:
 - ISD found that the elementary social studies curriculum provided a rich and diverse representation of viewpoints.
 - We also found that though the elementary ELA curriculum provided diverse materials, there was a need to continue to prioritize a comprehensive literacy adoption to realign instruction and intervention materials to meet a broad range of student learning needs based on current educational research.
 - Secondary Social Studies materials were found to be overdue for replacement, in part to ensure connections to current issues and to ensure materials better reflect diverse viewpoints.
 - Middle school reading workshop materials were also found to be limited in diverse viewpoints.
 - High school novels were adopted in 2019, using the criteria that the novels must represent diverse viewpoints.

Actions taken during the 2022-23 school year included:

- Continued use of Title IV funds to add diverse novels to Middle School reader's workshop materials.
- Continuation of the Elementary Comprehensive Literacy adoption
- Resumption of the Secondary Social Studies adoptions in the fall of 2023, starting with World History in Middle and High School, and Northwest History in Middle School.
- Addition of the Equity Framework for Supplemental Materials.
- Plan to develop an Equity Framework for curriculum adoptions and a priority on selecting materials with diverse viewpoints.

Connection to monitoring of Executive Limitation 12: Additional strategies to provide multiple opportunities for students to demonstrate mastery, therefore increasing equitable access and

opportunities to achieve their full potential will be further described during the monitoring of EL-12.

Connection to the strategic plan: As part of the strategic plan and process, we aligned aspects of Criterion one of EL-16 with strategies in our strategic plan. These strategies are connected to equitable access to resources and pathways, providing students with basic needs and resources, creating a safe and welcoming school environment for students, addressing academic opportunity gaps, and providing curriculum with a diverse viewpoint.

- 2. Collect, disaggregate, analyze, and utilize data in order to:**
 - a. Identify inequities.**
 - b. Develop and implement strategies and allocate resources towards eliminating those inequities.**
 - c. 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 disaggregated data and evidence in order to build and calibrate capacity for data literacy to unearth inequities, identify root causes, develop a problem or opportunity statement in support of Multi-Tiered Systems of Support (MTSS) and access for all students, develop a robust set of evidence-based solutions, prioritize resources and support, and establish accountability for eliminating opportunity gaps in District plans and School Improvement Plans (SIPs). In addition, I interpret this to mean that there is an ongoing cross-functional system of reviewing data and progress to determine what may be working, what may not be working and the next course of action.

Evidence:

The interpretation for this section has substantially changed from previous school years. As we are monitoring in the rear, we recognize that the evidence below will not capture the entirety of our new interpretation. As a District, we see that work is needed in this area, and we have started that work already.

School Improvement Plans: School improvement plans continue to be a primary accountability system for data-informed, equity-based accountability. Schools are provided with a standard data dashboard and additional tools that allow deeper dives into disproportional data. Each school sets an overall achievement goal and a goal to address disproportionality reflected in their school data. Schools also set targets in each area of disproportionality reflected in the Washington School Improvement Framework data provided by OSPI.

Resource Allocation

- Title I, Part A Funds: The allocation of Title I, Part A funds is in addition to the instructional classroom staffing allocation. The methodology for allocating these funds is based on a “per pupil” expenditure in relationship to each eligible school’s free and reduced population percentage (grade span- elementary). These schools are identified

as Title I schools based on their free and reduced (rank and allocation) status. Title I, Part A funds are used to help supplement K-4 literacy at those schools. Staffing and funds are tied back to the school's servicing identified Title I students.

- Learning Assistance Program (LAP): The allocation of other state funding, such as LAP, is in addition to the instructional classroom staffing allocation. LAP funds are used to target K-4 literacy at all elementary schools.
 - [2022-23 Title I - LAP Building Allocations.docx](#)

Equity Based Accountability Systems

- Through our EL-11 discipline monitoring report, we have surfaced disproportionality in student discipline and have noted steps we are taking to address it.
 - EL-11 (Discipline monitoring report)- [EL-11 Discipline Monitoring Report](#)
- Training for elementary principals to reduce exclusionary discipline included the establishment of a Principal Discipline Study Group which reported on best practices to reduce exclusionary discipline, implementation of a trimester data review protocol and analysis of reasons for exclusion, adding the requirement to call executive director before issuing exclusionary discipline, review of OCR and OSERS released updates to avoid discriminatory use of discipline for students receiving special services, and the initiation of a book study on Dr. Ross Greene's book *Lost and Found*.
- Elementary principals participated in reviews of the Equity Response Plan for Racist Incidents, the Gender Inclusive regulation and inclusive language and translation expectations and resources.

Special Services Strategic Planning

- Through department focused strategic planning efforts to address known opportunity and equity gaps that exist for students that receive special education services. Utilizing state and local data in the department analyzed data across multiple domains. During the 2022-2023 school year the department continued its focus on improved literacy outcomes. Strategic baseline efforts indicated a 53.5% gap between students that receive special education services in comparison to all students based on 2021-2022 English Language Arts Smarter Balance Assessment data. Data from 2022-2023 indicated a 47.7% gap between students that receive special education services in comparison to all students. Targeted and strategic efforts have resulted in a 5.8% gap closing progress.
- Focused efforts will continue in literacy and social emotional development and will expand to focus on gap closing efforts in mathematics and all areas of specially designed instruction.
- Based on equity analysis the Special Services department continues to implement strategies and allocate resources towards eliminating known opportunity and equity gaps. Specific investments during the 2022-2023 school year included but were not limited to: partnership with Dr. Roberts Franks around literacy and the Science of Reading, partnership with Seattle Children's Autism Center and Dr. Orlich to conduct school-based evaluations utilizing the Autism Diagnostic Observation Schedule utilizing

and equity-based approach, partnership with Brooks Powers Group in the ongoing tiered interventions for school reengagement associated with school refusal and student mental health, and the development of inclusive behavioral support programs at Issaquah Middle School and Issaquah High School.

Multi-Tiered Systems of Support

- Additional MTSS resources were provided to schools with greatest need (Clark Elementary, Issaquah Valley Elementary and Issaquah Middle School). Continual review of data cycles revealed that Sunset Elementary and Issaquah High also showed greater need, and additional resources were in place for these schools for the 2023-24 school year.
- Tiered systems throughout the District continued to refine practices both in Tier 1 and Tier 2 meeting structures, the use of data and the use of universal screeners to inform decisions. All schools conducted a Culturally Responsive Tiered Fidelity inventory to set a baseline for their MTSS structures and used this information to set building goals for next steps. The leadership team analyzed several universal screeners and selected the mySAEBRs and SAEBRs tool for full implementation in 2023-24.
- Teaching and Learning provided a protocol for elementary staff to examine iReady progress data to monitoring student growth and adjust instruction for students with the intent to reduce achievement gaps.

Intervention staff, including the Title 1A/LAP administrator, provided procedures to implement multiple academic intervention cycles per year and progress monitor for more proactive and responsive assignment of interventions that were equitable across schools.

This strategy, along with the continued growth in the use of new early literacy intervention programs resulted in more students experiencing accelerated growth. Given the success in early interventions with this approach, the decision was made to continue expanding these strategies to other areas of intervention and to higher grade levels.

- Continued review, implementation and piloting of Tier 2 interventions, specifically the Bridges math interventions at pilot elementary schools continues to inform the District of building needs.
- A root cause analysis was conducted in 2022-2023 to continue to examine the root causes of disproportionality within special education eligibility.

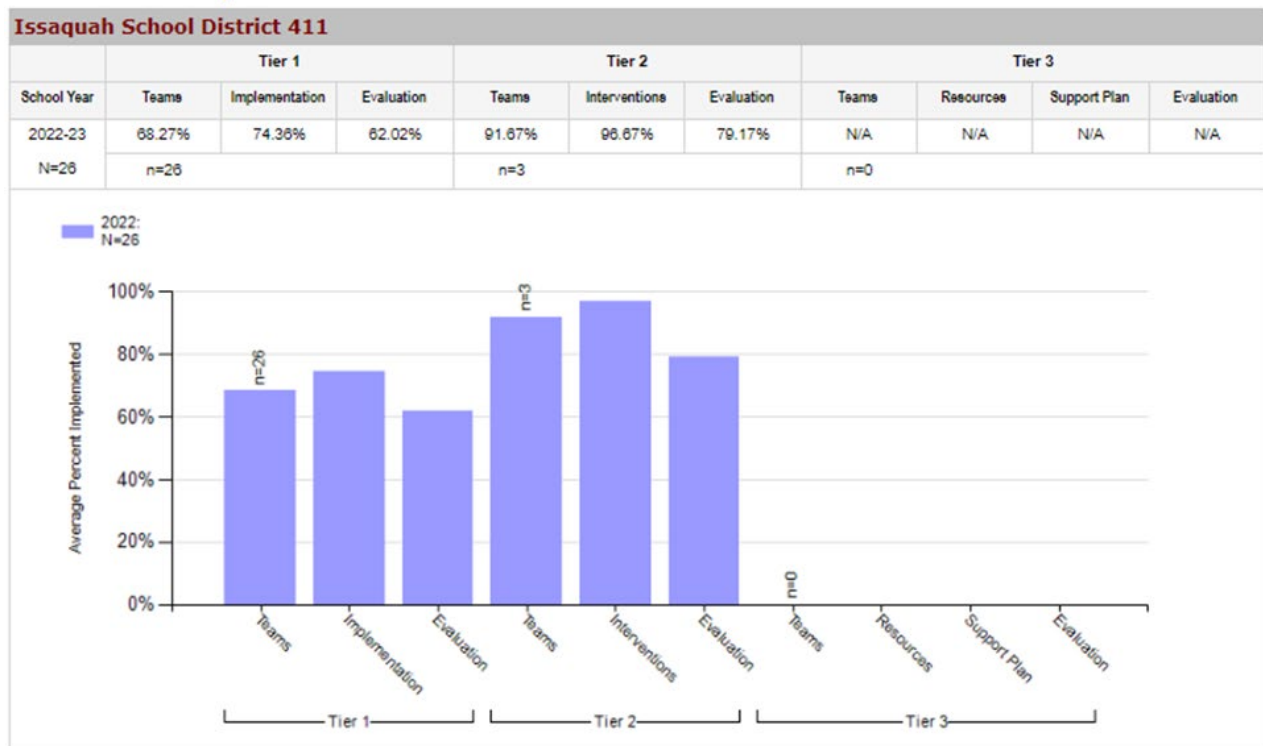
Tiered Intervention System for Attendance

- In the Issaquah School District, we use a tiered intervention system for attendance incorporated into our Multi-Tiered System of Support. These interventions are designed to address barriers to student participation and engagement in learning. We have monthly community engagement boards to identify and address barriers and potential interventions, strengthening community partnerships with online zoom re-engagement workshops with Unleash the Brilliance, connect students to Reconnect to Opportunity who support students ages 16-24 reconnect to education and employment systems, tiered teams training, and streamlining internal practices.

- Washington State law, RCW 28A. 225.030 requires that school Districts file truancy petitions with the Juvenile Court when students have accumulated seven unexcused absences in one month or not later than fifteen unexcused absences in an academic year.
 - [2022-2023 Truancy “BECCA” Filings with King County Superior Court](#)
- Chronic Absence Rate: Percentage of students who missed 10 percent or more of the school year, including excused and unexcused absences (about 18 days in a 180-day school year). This threshold is an empirically supported indicator of whether a student is at academic risk due to absenteeism.
 - [2022-2023 Chronic Absenteeism Data](#)

District results for the Culturally Responsive Tiered Fidelity Inventory, showing strongest alignment across the system in teams, interventions and evaluation at the Tier 2 level.

Culturally Responsive Tiered Fidelity Inventory results October 2022



Highly Capable

- We recognize there is uneven representation in our Highly Capable program and understand there is further work to do to address this.
 - [EL-16 Highly Capable 2022-23](#)

District leaders meet regularly to discuss and analyze District data using the Data Wise protocol on various topics, including student achievement, access to opportunities and disproportionate outcome data for groups of students.

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 through program development, curriculum adoption, communications and school-based efforts to reach out to and engage families. I interpret this to mean that outreach is conducted in a family's preferred language and multiple modalities are offered to engage families from diverse backgrounds.

Evidence:

- Communications has reduced the number of inaccessible PDF documents on our 28 websites from 5223 down to 2477, increasing the accessibility of our digital content for all users.
- Community engagement with most of our social media channels (exclusive of X) has increased. Some highlighted data includes:
 - Facebook: 22.5% growth on our reach; 61% increase on page and profile visits.
 - Instagram: 598 new followers, total reach at 18,748.
 - YouTube: Over 5,700 hours of watch time; 118,971 channel views.
- Family Partnership Liaisons email and often meet with new families to welcome them to the school District. Liaisons help the families register in the District and answer questions as they learn how to navigate the schools. The Family Partnership Liaisons also share resources on the website such as the ones created at information nights, so parents know where and how to find information.
- Family Connections Meetings were held to provide a space for all Issaquah School District parents to ask questions and get help. Liaisons invite families that are new to the school District to these meetings as families enroll in the District throughout the school year. The Family Partnership team answers questions on a variety of topics such as school lunch (meal options and payment), how to participate and join clubs and sports, how to use Family Access, how to translate documents that have been communicated by the District office, how to communicate and talk to teachers, highly capable program and how to get involved in supporting their student at school.
- Family Partnership Events and Workshops- Nine family information events were held to support our culturally and linguistically diverse families to access Issaquah School District school transitions, services, and programs. The information nights were held in seven languages. See an overview of events below.
 - [Family Partnership Events for 2022-23](#)

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 actively develop and implement communication and feedback processes and protocols that support partnership and two-way communication that ensures the District is hearing the voices representative of our diverse community and student population. This includes the aforementioned communication to families in their preferred language and through multiple modalities. The District will also support the same processes and protocols at the school level with students, partners and families within that school community.

Evidence:**Family and Student Partnership**

- The Equity department supported the community listening session connected to the strategic plan by inviting culturally and linguistically diverse families to the session and providing interpretation support. This led to a higher number of diverse participants and gave voice to more representatives of our school community.
- Interpreter and Translator contracts were shared with qualified community members to support District events and information nights.
- Pine Lake Middle School added students to their building level equity team. Students are vital to setting the agendas and professional development for staff.
- **New Clubs Celebrating Diversity** - Liberty High School has added 9 new clubs that are culturally based, including Black Student Union, Asian Culture Club, First Nations Culture Club, and South Asian Student Association. Black Student Union helped design and present the Martin Luther King Jr. Assembly at Liberty, and each day of Black History Month they have shared key figures and facts over the school announcements. In their first years of attendance, the clubs collectively have engaged over 80 students and continue to grow, creating an increased sense of belonging for students of all cultures and ethnicities. All three comprehensive High Schools partner with their Black Student Union to put on school-wide assemblies and promote Black History Month.
- Students at Maywood, Beaver Lake, Gibson Ek and Skyline launched new clubs to support LGBTQIA+ students.
- Special Services Family and Community Partnerships: In the 2022-2023 school year, Special Services convened a group of staff, parent partners, and community representatives to collaborate and work on authentic engagement opportunities, implementation of community recommendations, and provide feedback and input on initiatives to improve practices in Special Services. The Family and Community Partnership Committee held listening sessions, developed a Special Services Meeting Feedback Survey, and created a sub-committee to draft a parent/guardian handbook for IEPs and 504s. During the 2022-2023 school year the department also launched a Strategic Planning Committee and Literacy Continuum Committee that includes parents and community partners and will also be launching a Family Advisory and separate Student Advisory during the 2023-2024 school year.

Family and Community Partnerships

- ISD Family Partnership Advisory Group - This group provides input and ideas on how the District and Issaquah School District Family Partnership staff can provide support for families, especially our culturally and linguistically diverse community. The group is comprised of voices from each feeder pattern, various cultural and religious groups, and grade levels to provide input and ideas on how the ISD and the Family Partnership Staff can better support families in the ISD. Group members also represent various social media groups that include families in the PTSA community, Chinese WeChat community, Korean KakaoTalk community, Russian/Ukrainian community and Mexican and Indian families in various WhatsApp groups. Two-way communication occurs as members of the group share information from the social media groups and then post information and resources provided by the Family Partnership team for families to advertise events, information and resources.
- One of the meeting's goals is to inform families about school programs, District initiatives and practices so they can inform other members of their communities. The Family Advisory Group meets during the school year to hear parents' perspectives and experiences. As a result of the meeting:
 - The Equity department created a “Who to contact” [link](#) on the District website so families know who to reach out to when they have questions.
 - The Equity department also created the WANIC and Running Start information event for families in collaboration with Bellevue College, LWSD WANIC program, CTE, the Counseling team, and Running Start students to provide a clear understanding for families of what these programs are and how to access them.
 - Families were also able to give direct feedback to District administrators about i-Ready, FLASH, and College Readiness.

The Family Partnership team meets with local community groups to understand the needs of families in our District and to provide support to community organizations with resources.

Partnership with the following groups:

- ISF Cultural Bridges- meet weekly to discuss articles for the magazine, listen to community feedback on district matters, and to promote/share information regarding district events and information
- Issaquah Nourishing Network (INN) – meet monthly to hear about resources and opportunities offered by community partners to share with ISD families and to share events, resources, and information from the ISD.
- ISD PTSA FACE chairs from each school – meet with quarterly to collaborate and brainstorm ideas on how the Family Partnership Liaisons can support PTSA work.
- City of Issaquah Human Resources team- meet quarterly to update them on the general needs of district families (ex: clothing and rent support) and provide resources to them (cultural calendar)
- Issaquah Community Services (service that provides rent support to families) meeting to learn more on ICS and how the Family Liaisons can support families in the ISD.

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

Interpretation:

I interpret this to mean the Issaquah School District will review and develop hiring processes that reduce bias and barriers to entry for applicants of all identities and backgrounds. In addition, the District will train hiring managers in anti-bias hiring practices. The District will focus recruitment efforts in networks that are known for applicants of color and promote all job postings that speak to and exemplify a commitment to equity and inclusion. As a result, the District will see an increase over time of staff demographics overall, and across all employee groups, that represent the student population.

Part 5 of EL 16 is well aligned to and informed the development of the Strategic Plan, Priority Area Three—Diverse Talent.

Evidence:

- Human Resources Staff published a relocation guide with input from various stakeholders and it is live within our employment application platform as well as on our district website. Additionally, we take hard copies to recruiting events.
- Human Resources staff reduced barriers in the application process to attract prospective employees in advance of peak hiring season. For example, writing requirements were removed from substitute teaching applications and the overall number of steps to complete for certificated applications was reduced from 15 to 11, well below many of our neighboring districts.
- Human Resources collaborated with the Communications department to create and mail recruiting postcards to more than 40,000 addresses within the District. This was made possible by a grant and reduced our total cost for this effort.
- Human Resources also worked with ValPak for the first time to have a presence in its mailer and 540,000 coupons in 18 geographical zones. This generated 274 scans to our employment page and 608 views of the coupon. Sadly, the traffic to our page did not produce many applicants. We discontinued this collaboration after 4 months.
- The Human Resources department hosted an in-person job fair for classified staff needs in August of 2023 which brought in 77 candidates for classified jobs
 - 22 staff were hired as a result of this event
- Human Resources staff, with the support of other trained staff, attended 7 in-person job fairs for certificated hiring including Gonzaga Trek here in Seattle, WWU, CWU, the UW's Speech and Language Fair, the Spokane Job Fair, and the Tacoma Dome Job Fair as well as having a presence at virtual job fairs like WSU's.
- Digital strategies attempted included: movie screen ads, ads on the Professional Diversity Network, social media advertising with Salem Media, a presence on HBCUConnect, college and university Career Center ads, Chamber of Commerce ads and a large expansion of our presence on Handshake to reach students still active in a college of education. Our Communications department assisted with Facebook and Linked In ads.

- Hiring Managers were trained in strategies to reduce bias in the hiring process as aligned to the Strategic Plan Priority Area 3 Diverse Talent (P3b).
 - Managers reported success in applying the strategies they were trained in.
 - 91% of all managers implemented one or more strategies.
 - 38.2% reported being able to implement all the strategies which included:
 - Diversifying the interview teams
 - Teaching staff about the role of implicit bias in hiring
 - Facilitating teams that could discuss bias more effectively
 - Screening in more diverse candidates and interviewing a greater number of diverse candidates
 - Hiring staff that more closely align to their student body’s demographics
- Results:
 - Our percentage of certificated staff of color has increased by 3.1%, from 10.8% to 13.9%. (Previous efforts resulted in a 2% increase over 4 years.)
 - 29% of all new certificated hires are people of color.
 - Classified staff diversity also increased by 3%, from 25% to 28%, in the same time period. See chart below.
 - This data has additional significance because the total number of classified staff decreased from 1287 in 21-22 to 1025 in 2022-2023.

	Staff of Color Hired 2021-22	Staff of Color Hired 2022-23
Classified	Did not collect	287 of 1025 (only 7 did not report race)
Certificated	Did not collect	41 of 141 (10 staff did not report race)
Net Result % of Staff Employed	25% across all classified units 10.1% across certificated unit	28% across all classified units 13.9% across certificated unit

- Key findings:
 - While the total % of certificated candidates of color did not increase, the total number of certificated candidates did increase by 32% (see charts below) which enabled us to move in the direction of our goal.
 - Total candidate pool size matters.
 - Anti-biased hiring strategies matter.
 - While Human Resources experimented with 7 new digital strategies, the most important and effective recruiting strategies reported by our applicants remain:
 - A current employee
 - A community member

- Our job postings on our employment portal
 - We have a significant number of applicants not disclosing race, noted in red on the chart below.

Baseline data for all certificated staff applicants as aligned to the Strategic Plan Priority Area 3 Diverse Talent (P3a):

- (Note “applied” does not necessarily mean the applicant completed an application nor that s/he/they met the minimum qualifications for a teaching job in Washington State).
- Green denotes an increase, magenta a decrease.

2022-23 Certificated Teacher Category	Total # of Race Applied	% of Race Applied
American Indian or Alaskan Native	12	1.1%
Asian	101	8.9%
Two or More	54	4.8%
Black	9	0.8%
Hispanic/Latino	57	5.0%
No Race Given	136	12.0%
Pacific Islanders	7	0.6%
White	760	66.9%
Total	1136	100.0%

This second chart contains the 2021-2022 data (counted earlier in the year):

2021-22 Certificated Teacher Category	Total # of Race Applied	% of Race Applied
American Indian or Alaskan Native	3	0.4%
Asian	114	14.8%
Two or More	32	4.2%
Black	12	1.6%
Hispanic/Latino	36	4.7%
No Race Given	94	12.2%
Pacific Islanders	2	0.3%
White	475	61.8%
Total	768	100.0%

And for all classified jobs:

	2022-23 Total Classified Staff #s	
Race Description	# of Classified Employees	% of Classified Employees
POC	287	28.00%
Unknown	7	0.68%
White	731	71.32%
TOTAL	1025	100.00%

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

Interpretation:

I interpret this to mean the District will ensure that there are supports and space for all staff to both develop and contribute their commitment to equity and inclusion. The District will develop an action plan that brings forward both emerging practices and ideas from staff about improving a culture that retains a highly skilled and diverse workforce. The District will see retention consistent across staff demographics. Specifically, the District will ensure there are ongoing efforts to provide training and support to all staff to develop their cross-cultural awareness and communication and facilitate or promote opportunities to caucus by identity.

Part 6 of EL 16 is well aligned to and informed the development of the Strategic Plan, Priority Area Three—Diverse Talent.

Evidence:

Educators of Color cohort meetings: Providing affinity spaces for staff of color is a positive support that can help retain staff of color. During the 2022-2023 school year, the Issaquah School District held four Educators of Color meetings, providing opportunities to connect with other educators both in and out of district. This affinity group creates a safe space for staff of color to meet, connect, and feel a sense of belonging in our school district. Feedback from these meetings, were that staff of color wanted an opportunity to be mentored by other staff of color, to have leadership training/opportunities, and that they wanted more resources to support them in the building. Based on this feedback, resources were shared with Building Equity Leads on how to support their colleagues of color, staff of color were invited to be a part of Educators of Color Leadership Academy through the Puget Sound ESD, and staff of color were invited to participate in NAKIA Academy, which is a collaboration between OSPI and Washington Educators Association to provide mentors of color to educators of color. Feedback from staff of color has been positive about these opportunities. The District had 25 staff of color participate in the affinity group and NAKIA Academy had 11 staff participate.

- 11 certificated staff attended a PSESD sponsored Educator of Color Leadership group at the invitation of Human Resources. Their substitutes were arranged by Human Resources, and participating staff reported a significant bump in job satisfaction.
- Most of these staff have volunteered to serve as mentors for BIPOC staff entering the teaching profession.
- This year the same staff are engaged in year two participation in this group. And we were fortunate to add a classified staff representative.
- The 2022-2023 school year marked the first year of a joint Equity Advisory Committee. Its members include IEA, the District and leadership representatives. An application process was used to select the members. This committee's purpose was to create a space for certificated staff to share equity concerns across the District and to work with district leadership to address them. One example outcome from this committee was the creation of an LGBTQ+IA professional development training that was created for staff and implemented during the 2023-24 school year.
- With support from the Equity Department, input from one of its key partners and research into other school district models, Human Resources created a stay survey and an exit survey. These will be disseminated to all staff, certificated and classified, alongside the Transfer Memo for IEA members in February of every year. We are excited to see how these results can inform future retention efforts.
- Retention Data as aligned to Strategic Plan Priority Area 3 Diverse Talent (P3c):

	Resignation Numbers 2021-22	Resignation Number 2022-23	Resignation Differential as a % of Unit
Classified	238 (of 1287)	150 (of 1025)	-4%
Certificated	154 (of 1312)	122 (of 1374)	-3%

- Key Findings:
 - Certificated staff who are white represent 83% of all resignations and represented 86.10% of all certificated staff = No disproportionality
 - Certificated staff of color represent 10.66% of all resignations and represented 11.5% of all certificated staff = No disproportionality
 - “Did not report” represent 5.74% of all resignations and represent 2.4% of all certificated staff = Disproportionate; these staff are resigning at a rate 2.39x the population
 - Note: the EL 16 data for 2021-22 was counted in March
- Our classified staff who are white continue to resign at a higher rate than our classified staff of color

- Amongst classified staff, people of color represent 28% of the total; their resignations are 24% of the total (this represents NO disproportionality)
- Amongst classified staff, white people represent 71% of the total; their resignations represent 75% of the total (this does constitute disproportionality)

Board approval: