OE-16 Equity
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 - March 13, 2025

The Board believes 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 OE-16 without exception.

The Superintendent shall ensure an environment and culture that values and respects the diversity of its students and staff, addressing factors affecting student achievement and well-being.

General Interpretation:
I interpret this Operational Expectation overall that as the Superintendent, I will 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.

The Superintendent will:

16.1 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:
This section documents the professional development activities conducted for certificated staff during the 2023-2024 academic year. The program focused on enhancing cultural competence, addressing personal and systemic biases, and implementing inclusive instructional practices to effectively engage all students. The documentation is structured to present professional development topics, objectives, key accomplishments, and areas for growth.

Professional Development Topics:

1.) Building Cultural Competence Foundations

- **Objective:** To equip our staff with knowledge and skills to create engaging and inclusive learning environments that support student success.
- **Key Highlights:** Staff developed strategies to connect curriculum to students' lived experiences, increased their skills in creating classrooms that honor and celebrate diversity, learned how to use culturally relevant materials and examples in daily instruction, how to build authentic partnerships with families from diverse backgrounds, and learned how to develop instructional approaches that engage all learners.
- **Areas for growth:** Increasing fidelity of implementing culturally competent practices across all classrooms and buildings, helping staff see the connection of Universal Design for Learning and cultural competency, and staff identifying how cultural competency aligns to the Danielson Framework.

2.) Addressing Systemic Bias and Inequities

- **Objective:** To implement a comprehensive multi-layered approach to addressing systemic bias and inequities through targeted professional development initiatives at the staff, building administrator, district administrator, and Cabinet levels.
- **Key Highlights:** Staff and administrators examined the role of racism in achievement disparities, utilized specific protocols for productive, insight-driven discussions about race, led conversations that generated meaningful solutions, and connected personal understanding to systemic transformation. This professional development also strengthened our administrators' strategies for identifying and addressing institutional barriers, methods for building sustainable change across school systems, and to see the critical role of adaptive leadership in equity work. In addition, our Cabinet team was able to examine existing district practices, policies, and programs through an equity lens, and create accountability measures to track progress toward equity goals.
- **Areas for growth:** All staff members embracing equity as part of their everyday responsibilities and eliminating systemic inequities and bias with fidelity throughout the system.

3.) Building Inclusive and Affirming Communities

- **Objective:** To provide comprehensive LGBTQIA+ professional development to all certificated staff to strengthen educators' capacities to support all students, particularly those who identify as LGBTQIA+. The professional development focused on creating affirming classroom environments where every student feels seen, valued, and supported in their learning journey.
- **Key Highlights:** This training was created by staff and students that identify as LGBTQIA+. Staff were provided with strategies for how to use inclusive language and terminology in classroom discussions, how to respond when students share aspects of their identity, creating safe spaces for all students to participate fully in learning activities, resources for partnering with families, and tools for addressing instances of bullying or harassment.
- **Areas for growth:** Continuing to grow staff knowledge around LGBTQIA+ history, experiences, and well-being.

4.) Continuum of Inclusive Special Education Service Delivery

- **Objective:** To expand inclusionary practices and develop a comprehensive continuum of special education services that prioritize least restrictive environment (LRE) and increased access to general education curriculum for students with diverse learning needs.
- **Key Highlights:** Professional development in 2023-24 was strategically designed to support the systemic expansion of inclusive service delivery. Professional learning focused on priming the educational system for enhanced inclusive practices, increasing student access to general education classrooms and core curriculum, developing strategies for providing high-quality specially designed instruction (SDI) across multiple educational environments, and equipping special education staff and instructional leaders with tools to support diverse learning needs.
- **Areas for Growth:** Continued efforts concentrated on enhancing general education staff skills in supporting learner variability, deepening knowledge and implementation of inclusive instructional strategies, and ensuring comprehensive support across all educational environments to provide equitable learning opportunities for students with diverse abilities.

5.) Culturally Sustaining and Anti-Racist School Counseling

- **Objective:** To apply antiracism and culturally sustaining practices to school counseling program goals and identify practical strategies for implementing antiracist and culturally sustaining practices within their school counseling programs.
- **Key Highlights:** Key highlights from the session included an exploration of culturally sustaining pedagogy and antiracist school counseling definitions. Participants engaged in self-reflection by taking the Harvard Implicit Association Test to increase their awareness of implicit bias. They also analyzed school district data on student discipline, using this information to develop culturally sustaining goals. The session emphasized the importance of setting specific, measurable goals to address disparities in student outcomes, providing a framework for actionable change.
- **Areas for Growth:** Areas for growth include the need for deeper implementation strategies, with additional examples on how to integrate culturally sustaining practices into everyday counseling. There is also a need to strengthen teacher and parent engagement by developing strategies for collaboration, ensuring that culturally sustaining practices extend beyond counseling sessions and into the broader school community.

***You can click on the link here to access all the equity professional development that was provided during the 2023-2024 school year.**

Keynote: Dr. Adeyemi Stembridge spoke on the January non-student day to all staff. Dr. Stembridge is a local and national thought-leader on Culturally Relevant Pedagogy. In partnership with the Center for Strengthening the Teaching Profession, Dr Stembridge has provided book studies and residencies for district staff during 2022-23 and 2023-24 school years. In this keynote he challenged our staff to develop a new mental model for culturally responsive pedagogy, thinking about how we build on the strengths and capacities of students who underperform in schools and how we make what they learn in school more explicitly relevant to their lived experiences, their assets, and their values.

Student Social Emotional Learning (SEL): Under Strategic Plan Priority Area 1: Student Well-Being, Strategy D: Implement Social Emotional Learning for All Students, the district is evaluating current SEL curriculum for K-8 and implementing SEL standards in high school, this includes a pilot program as described below.

- A committee of elementary and middle school counselors, deans and principals evaluated frequently used supplemental SEL curricula and resources using the Equity Framework.
- The Secondary SEL Committee met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons, primarily delivered through homeroom or flex time. In August, certificated teachers received district-led professional development on SEL and adolescent brain science. Using research-based resources, they designed key lessons aligned with WA state SEL standards 1 (self-awareness) and 2 (self-management) to integrate into courses throughout the year. The committee reconvened once to assess Year 1 implementation and recommend teacher professional development for 2024-25. District-wide mandatory lessons, including digital citizenship and safety, continue to be delivered through homeroom or flex time.
- Teachers at the elementary and middle level teach a minimum of 15 Second Step Social Emotional Learning lessons. Additionally, some elementary teachers supplement lessons through Second Step's Child Protection Unit and/or materials from an Issaquah Schools Foundation (ISF) grant for Character Strong's Purposeful People Toolkit.
- High school teachers continued professional development in August 2024 to prepare for the 2024-25 school year. In addition to lessons designed for standards 1 and 2, teachers are now integrating lessons connected to standards Social Awareness and Social Management
- Thirty-one certificated staff are piloting Wayfinder, an SEL curriculum, at the high school level during the 2024-2025 school year.
- Students will feel safe and have a sense of belonging. Implemented new survey questions aimed at understanding how safe our students feel while at school. The Priority 1B Team that focuses on this will use the data, set goals and identify areas for improvement. Emerging trends to increase a feeling of student safety include increasing adult presence, fostering positive peer interactions, and emphasizing familiarity and routine.
- While the majority of students report feeling safe at school, emerging themes on increasing a sense of safety include: increasing adult presence, promoting positive peer interactions, maintaining calm spaces, emphasizing routines, and enhancing physical safety. Our team is working with building principals to define next steps to promote an overall sense of safety for students.

Transportation

- The 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.

Food Services

- During the 2023-24 school year, the breakfast program was expanded to six additional schools to include; Issaquah High School, Issaquah Middle School, Maywood Middle School, as well as Clark, Sunset, Issaquah Valley, Challenger, Apollo, and Cedar Trails Elementary Schools.
- During the 2023-24 school year, the breakfast program served a total of 43,848 breakfast meals to students. Of those meals served, 30,101 were at no charge to students.

Curriculum that provides a diverse viewpoint and empowers diverse learning paths

As the district resumed new curriculum adoptions, the following works in progress focused on: increasing diverse representation and viewpoints, use of the new Equity Framework for Curriculum Adoptions, providing opportunities for student access to core curriculum alongside their peers, and to have choice over their learning paths.

- Concluded selection of instructional materials for World History
- Concluded the selection of instructional materials for Elementary Literacy with the selection of Benchmark Advanced.
- Began phasing in new Middle School math paths and completed equity audits of 6th grade math course selection to ensure students who demonstrated readiness for advanced math courses were aware of the opportunity.
- Continued enhancement of middle school novel selections for reader's workshop units with additional titles from diverse authors.
- Initiated or continued material selections / course development process for the following:
    - 6th grade Ancient and Medieval History
    - 7th grade Washington State History & World Geography
    - 10th grade Global Studies
    - AP African American studies

Connection to the strategic plan: As part of the strategic plan and process, the district aligned OE-16.1 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.

16.2 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 staff members 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 district continues to build towards full implementation of MTSS and take steps annually to build the capacity and alignment across the system.

School Improvement Plans (SIP): 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. The SIP data is derived from the Washington School Improvement Framework data provided by OSPI, secondary grades, and district assessments. Each school sets overall achievement goals and targeted goals for students in a BIPOC focus group consisting of students in demographic groups with predictable disproportionality and students with disabilities. Schools set targets for improvement in overall achievement as well as improvement in outcomes for students with disabilities and students in the BIPOC focus groups.

Tiered Team Data & Protocols
The district has developed Tiered Teams at all schools.

Tier 1 teams focus on core academic, SEL instruction and building-wide PBIS systems. This team examines student data, including data disaggregated to identify inequities for the purpose of making core program adjustments to address findings in the data. Tier 1 data includes the following:

- School Improvement Plan data
- i-Ready building-wide summary data
- SWIS data
- Quarter and semester grades
- Attendance data

Tier 2 teams focus on identifying groups of students who may need intervention and matching intervention resources to student learning needs. This team examines group and student level data, including specific monitoring of progress for students in demographic and program groups with predictable disproportionality. Tier 2 teams utilize the following data:

- Student level i-Ready data
- Mid-term and term grades
- Attendance
- SWIS and Exclusionary discipline data

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.

The strategy Priority Area 2A, 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.

- The district continues to learn about building needs by reviewing, implementing, and testing Tier 2 interventions, particularly the Bridges math program at select elementary schools.
- A root cause analysis was conducted in 2022-23 to continue to examine the root causes of existing disproportionality within special education eligibility. The district continues to have disproportionate representation of students who are African American or Black in the category of specific learning disability.

As part of the district 3-year Strategic Plan, and ongoing development of MTSS systems, the district commissioned the development of new agile data tools to more easily provide frequent data for tiered teams. These are being developed in PowerBI and being piloted and refined throughout the 2024-25 school year.

Tiered Intervention System for Attendance

- The district uses a tiered intervention system for attendance incorporated into our Multi-Tiered Systems of Support. These interventions are designed to address barriers to student participation and engagement in learning.
- Building teams make data informed decisions using our school refusal assessment to identify targeted supports that include check in/check out, creation of attendance agreements, connecting students to a mentor, and addressing transportation barriers. We partner with the school teams to identify alternate supervised spaces on campus where students can continue to work or de-escalate in a supportive space.
- Schools use a forced choice survey to identify possible reinforcers to incorporate in our attendance agreements to help celebrate and reward students for making progress towards increased attendance.
- Schools hold monthly community engagement boards to collaborate with students and their families to identify and address barriers and potential interventions, strengthening community partnerships with online zoom and in person re-engagement workshops with Unleash the Brilliance, and connect students to Reconnect to Opportunity who support students ages 16-24 reconnect to education and employment systems.
- Schools help connect families to services and resources in the community through conversations with our district social workers, school nurses, and the resource center at the courthouse. Some of our families need support with housing, transportation, access to medical care, and guidance filling out at-risk-youth petitions, and we connect them to experts who can help address those barriers that are contributing to their children not attending school. 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.

Truancy Petition Data Year 2023-2024

Issaquah School District		# Petitions	% Petitions	# Dismissed	% Dismissed
District Totals	*BIPOC	**120**	**54%**	**59**	**49.16%**
	Students with Disabilities	**64**	**28.8%**	**20**	**31.25%**
	504	**10**	**4.5%**	**4**	**40%**
	ALL Petitions Filed	**222**	**100%**	**122**	**54.9%**

- 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.

Absenteeism Data Year 2023-2024

Issaquah School District		% ISD Students	% Students Chronic Absenteeism (18+ Excused and Unexcused Absences Combined)	% Students with Truancy Petitions (15+ unexcused absences in a year or 7+ unexcused absences in a month)
District Totals	*BIPOC	13.7%	30%	4.1%
	Students with Disabilities	11.4%	29.3%	2.8%
	504	9.1%	25.7%	.3%
	ALL Petitions Filed	100%	17.17%	1.1%

*BIPOC American Indian, Black, Hispanic, Native Hawaiian
2023-2024 Data from OSPI's Tableau Application (Includes Running Start)

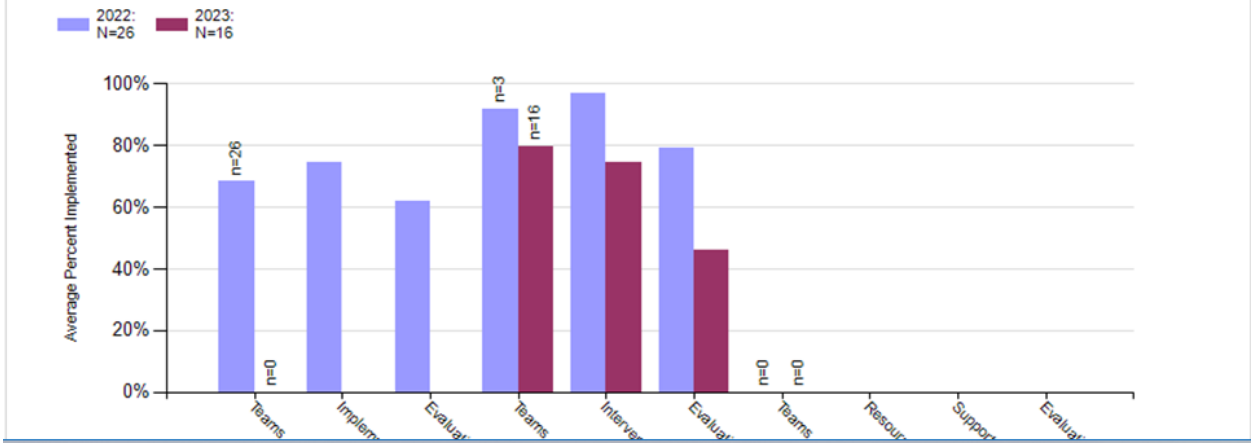
District results for the Culturally Responsive Tiered Fidelity Inventory, showing strongest alignment across the system in teams, interventions and evaluation at the Tier 1 level.

Culturally Responsive Tiered Fidelity Inventory results October 2022 and 2024 indicate incremental growth on alignment of MTSS systems and structures, with several schools at fidelity for Tier 1, and steady progress at the elementary level toward fidelity at Tier 2.

TFI Subscale Report

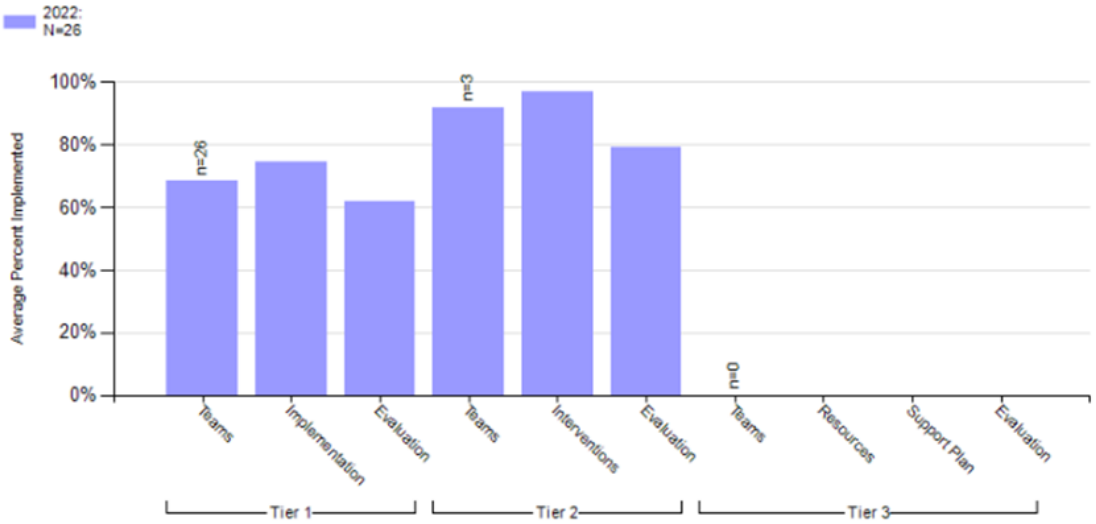
Issaquah School District 411

	Tier 1			Tier 2			Tier 3			
School Year	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
2022-23	68.27%	74.57%	62.02%	91.67%	96.67%	79.17%	N/A	N/A	N/A	N/A
N=26	n=26			n=3			n=0			
2023-24	N/A	N/A	N/A	79.69%	74.38%	46.09%	N/A	N/A	N/A	N/A
N=16	n=0			n=16			n=0			



Issaquah School District 411

	Tier 1			Tier 2			Tier 3			
School Year	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
2022-23	68.27%	74.36%	62.02%	91.67%	96.67%	79.17%	N/A	N/A	N/A	N/A
N=26	n=26			n=3			n=0			



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.
    - Title I & LAP Allocations 2023-24 FINAL 5
- The district is developing a transparent, equity-based budget framework to allocate resources based on student needs through Priority Area 5 (Organizational Effectiveness) of the strategic plan. During the 2023-24 school year, the district enlisted the expertise of Education Resource Strategies (ERS), an external consultant, to integrate national best practices into the development process. An internal working group was convened to guide the creation of this framework. Through their collaborative efforts, an initial equity-based budget framework was developed.
- The Teaching and Learning Services team provided a protocol for elementary staff to examine i-Ready progress data to monitor student growth and adjust instruction for students with the intent to reduce achievement gaps. All schools had access to i-Ready trainers as needed to support data-based decision-making.

Highly Capable
The district recognizes uneven representation in the Highly Capable program and understands there is further work to do to address this.

Highly Capable Student Ethnicity Distribution Compared to ISD 2024 with 20% Equity Allowance Indicated

Issaquah School District		# Highly Capable	% Highly Capable	# All Student	% All Student
District Totals	BIPOC	**33**	**3%**	**2849**	**15%**
	Asian	**877**	**70%**	**6271**	**33%**
	Two or more Races	**92**	**7%**	**1894**	**10%**
	White	**247**	**20%**	**7871**	**42%**
	All Students	**1249**	**100%**	**18885**	**100%**

Additional Information about the graph:

- Numbers generated from Skyward January 2024.
- Running Start, Home Based, Echo Glen & Issaquah Access are not included in the total number of the enrolled students in the district.

Equitable strategies and protocols used during the 2023-24SY include:

The district conducted universal screening for all kindergarten, second, and fifth-grade students for Highly Capable Program (HCP) eligibility during school hours, prohibiting outside testing for consideration. A matrix scoring system was used to provide flexibility in eligibility decisions, eliminating strict cut-off scores. The Non-Verbal section of CogAT was utilized to support multilingual learners (MLL), and factors such as MLL status, language acquisition, special education services, and socioeconomic background were considered in Multidisciplinary Selection Committee (MSC) meetings. Local norms were also taken into account during the selection process.

To improve accessibility, HCP notification materials were translated into more languages, including appeals, exit procedures, testing opt-out, and private/home-based school testing. Secondary-level students had the option to self-select courses, and at the elementary level “challenge” groups were available for students who did not officially qualify for HCP but displayed a readiness to benefit in the classroom.

16.3 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 that district staff strive to improve outreach and engagement for 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:

Strategy work

- Authentic Engagement, Priority Area 4A:
    - Created a working definition of "authentic engagement," and a template explaining a tiered system of engagement strategies linked here.
    - A team of 40 people including staff, parents, guardians, and community members conducted 126 empathy interviews with staff, students, parents, guardians, community members, and alumni. These one-on-one listening sessions offered an opportunity to learn from our community. Insights from the empathy interviews informed ongoing work connected to authentic engagement, innovation, equity-based budgeting, and bond planning.
    - From January 2024 through April 2024, the district convened a Bond Advisory Committee consisting of 60 parents/guardians, staff and community members. This volunteer committee represented all areas of the district and was responsible for evaluating facility needs, the associated costs, and creating a bond package proposal to the Superintendent.
- Student Well-Being, Priority Area 1C:
    - In partnership with Bellevue College nursing students, the Health Services Department held free vaccine clinics to decrease barriers to accessing vaccinations for students. Over 200 vaccines were given in the community with approximately 100 to district students.
    - In partnership with Dr. Harlan Gallinger, the Health Services Department provided free sports physicals for student athletes who were otherwise unable to access sports physicals. Approximately 30 physicals were provided to district students.

District communication with families

- The Communications department 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.
- Messages such as bulletins, text messages and more are sent in families' preferred languages using SchoolMessenger and Finalsite. Captions for videos are available in multiple languages. Surveys are translated into our most requested languages.
- 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 Outreach

- Family Partnership Liaisons serve as essential points of contact for families new to the school district, providing personalized outreach through both email communications and in-person meetings. To ensure families can effectively navigate district resources, Liaisons regularly direct parents to valuable online materials, including documentation from information sessions and other essential resources available through the district website. This comprehensive support system helps create a welcoming environment while empowering families to access the information they need for their children's educational journey.

- Family Connections Meetings and coffee chats were held to provide a space for all district parents to ask questions and receive help. Liaisons invite families who 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 - Nineteen family information events were held to support our culturally and linguistically diverse families. Topics for these events ranged from Canvas support, Financial Aid information, to How to Report incidents. Topics are selected through parent feedback provided during EVP, Family Advisory meetings, and feedback to the Family Partnership Liaisons. The information nights were held in seven languages. See an overview of events below.
    - Family Partnership Events for 2023-24

16.4 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, as well as the addition of a staff member working specifically to support Language Access. The district will also support the same processes and protocols at the school level with students, parents 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 staff 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 a Black Student Union, Asian Culture Club, First Nations Culture Club, and South Asian Student Association. 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.
- During the 2023-24 school year, the Special Services team launched a post-meeting feedback survey to gather parent/caregiver input following IEP and evaluation meetings. The survey, accessible via QR codes and the department website, measured family collaboration

experiences on a 1-5 scale. Data from 120+ respondents showed strong positive results: collaboration (4.78/5), feeling heard (4.80/5), and overall team experience (4.76/5). This feedback directly supports key performance indicators in the department's strategic plan and informs continuous improvement efforts.

- During the 2023-24 school year, the Special Services team also continued family and community engagement through the Strategic Planning Committee, Literacy Continuum Committee, Family Advisory, and separate Student Advisory.
- Teaching and Learning Services and Elementary Education hosted several in-person and online parent engagement meetings to get feedback on the elementary report card to inform changes. Engagement included meeting with the Family Partnership Advisory, Multilingual Advisory and Special Education family advisory committees to ensure diverse perspectives contributed to recommendations for change.

Community Partnerships

- **Objective:** To strengthen family engagement and support by fostering collaborative community partnerships, including co-organizing events and resource initiatives with the PTSA Council, Issaquah Schools Foundation (ISF), and local advocacy groups; promoting family-oriented workshops and events through key social media networks; providing essential resources and guidance to Family Liaisons and community partners; and enhancing communication efforts through targeted publications and partnerships aimed at improving access to educational and community services for all families.
- **Key Highlights:**
    - Co-organized a clothing collection drive in collaboration with the PTSA council.
    - Assisted ISF in planning the 2024 Tool4School event.
    - Worked with various social media groups, including Cultural Bridges, The Circle, and PTSA communications, to promote Family Partnership events and workshops.
    - Supported families at the Community Rooms in partnership with the Youth and Family Advocates at Y Village, Rosecrest and Passage Point by hosting events on how to use Canvas, how to access and interpret i-Ready scores, and provided information on school events.
    - Shared community resources, such as language classes and digital media lessons, with Family Liaisons to support their work with families through partnerships with The Circle and Issaquah Nourishing Network (INN).
    - Provided guidance to The Circle, INN members, and Cultural Bridges on navigating the school system, enhancing resource sharing to better support families.
    - Contributed articles to the Cultural Bridges magazine, including content for the Family Guide.
    - Collaborated to strengthen family engagement by partnering Family Liaisons with PTSA FACE chairs.
    - Partnered with The Garage on supporting student needs (mental health, housing, clothing, etc.)

Family Partnerships

- **Objective**: To enhance communication, support, and engagement with culturally and linguistically diverse families by collaborating with a representative group that provides input on district initiatives, school programs, and family support strategies. This group, composed of members from various cultural, religious, and feeder pattern communities, facilitates two-way communication by sharing information through key social media platforms, including PTSA networks, WeChat, KakaoTalk, WhatsApp, and others. Through these efforts, the group helps

ensure that families are well-informed and connected to district resources, events, and practices, promoting a more inclusive and supportive educational environment.

- **Key Highlights:**
    - Families feel more connected, heard, and seen by the school district. They then in turn are able to act as conduits of information to their communities about activities, programs, and events happening in the district.
    - The Equity department in collaboration with Assistant Director of Compliance Stacy Cho, organized a virtual parent information session titled "Attendance and Student Conflict – What Parents Can Do to Support Their Child."
    - The Family Partnership Advisory group provided valuable input during a presentation by Teaching and Learning Services team members, regarding the elementary report card redesign. Members had the opportunity to review the proposed resources available on the district website and offer constructive feedback on the report card's format and content. This collaborative approach ensures that parent perspectives are incorporated into the development of this important communication tool between schools and families.
    - Input and feedback provided to the Counseling department on mental health supports for students that resulted in a presentation by the Equity department called, “Student Supports in the ISD.”

Communication

- **Surveys & ThoughtExchange**
    - The district conducts annual Parent Surveys and student exit surveys for grades 5, 8 and 12. Student, parent, and post-graduate surveys help us assess school climate, student and parent perceptions and beliefs, as well as identify issues affecting the learning environment. Individual results for each year are posted on the district’s website under Reports and Surveys and high-level trends appear with the Annual Community Report - Issaquah School District 411
    - As part of its 3-Year Strategic Plan, the district emphasizes "Authentic Engagement" and seeks input from students, staff, and community members to shape its initiatives. In November 2023, the district launched a ThoughtExchange to gather perspectives on what "authentic engagement" means to stakeholders, aiming to inform its strategic priorities.
- **General and Emergency Messaging**
    - The district prioritizes clear and timely communication with families and staff. The district typically utilizes multiple channels, including email, phone calls, texts, social media and its website to disseminate important information.
- **Tools and Applications for Communication**
    - To strengthen connections with families and staff, the district offers various tools and applications:
        - **Family Access**: A platform that allows parents to monitor their child's academic progress, attendance and other essential information.
        - **Website and Social Media**: The district maintains an active online presence to share news, events and important announcements.
        - **District Newsletters**: Publications such as "The 411," "Horizons," and "FOCUS" print newsletter provide updates on district initiatives, events, and highlights.
        - **Annual Report:** The Annual Report includes an overview of student achievement, district programs and services, and state of district finances, including a summary of how public schools receive funding and build budgets.

Updated for the 2023-24 school year: Annual Community Report - Issaquah School District 411

- **Web & Social Media Use and Metrics**
  - The district leverages its website and social media platforms (Meta – Facebook/Instagram, YouTube, LinkedIn and X) to engage with the community, share success stories and provide timely updates. The consistent use of these platforms indicates a commitment to transparent and accessible communication. The district has experienced growth across these channels, with the exception of X as metrics are no longer available.
- **Key Stories and Awards Highlighting Diversity and Partnerships (2023-2024)**
  - During the 2023-24 school year, the district celebrated several initiatives emphasizing diversity and community collaboration. The Communications Team earned seven awards from the National School Public Relations Association (NSPRA) for:
    - Excellence in Writing: "Hard Work, Dedication Helped I.H.S. Senior Overcome Obstacles" and "Student's Smile is Best Part of Each School Day, Para Says"
    - Video Series Award of Excellence for Superintendent Community Updates
    - Single Video Award of Excellence: "Voice MentorQ with Kaili" and "The Skyline Shooting Stars"
    - Award of Merit: Monthly Financial Report and "Horizons" Digital Newsletter
- **Partnerships and Engagement Opportunities**
  - In the 2023-24 school year, the district collaborated with its partners to enhance community engagement. While not an exhaustive list, the following partners found unique ways to recognize the achievements and commitment by our students and staff: Issaquah Schools Foundation, PTSA Council, Rotary, Kiwanis, the City of Issaquah, Sammamish Chamber of Commerce, and the Greater Issaquah Chamber of Commerce.
  - Back-to-School Resource Fair: Planning efforts were underway to organize the inaugural Back-to-School Resource Fair for Fall 2024, aiming to provide families with essential resources and information to support student success.
- **Language Access**
  - In February of 2024 the district added a new Language Access Coordinator. Funded by the Language Access Grant to provide equitable communication to better support Limited English Proficient (LEP) families, the coordinator:
    - Created the district's Language Access Plan, with feedback from a Language Access Advisory Committee including staff, parents/caregivers and students to support more than 90 languages spoken in the district.
    - Met with similar staff from other districts across the state to share ideas and resources.
    - Collaborated with other district staff and departments.
    - Met with principals, administrators, PTSA and other groups to share about the district's work in and commitment to Language Access.
    - Created training for district staff about requirements related to Language Access and to promote culturally responsive practices.
    - Future efforts will focus on regulatory compliance and training, providing translation devices and increasing support at the school level, and fostering stronger community connections.

Authentic Engagement strategic plan priority area:

- The district conducted over 125 empathy interviews of students, families, staff, and community members.
- The district created access to engage with the district in many more ways including by hosting listening sessions (Special Services team), created a middle school athletic task force, bond advisory committee, equity-based budgeting committee, and held innovation design sprints.
- Identified over 90+ partners in our system, gaining greater clarity.
- Standardized our data sharing agreement template and created a contract agreement checklist.
- Worked with constituents to create a working definition of "Authentic Engagement."
- Created a co-design menu of best practices based on what we learned from our case studies.
- Monthly meeting with PTSA leadership team
- Monthly meeting with ISF leadership team

16.5 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 in staff demographics overall, and across all employee groups that represent the student population.

OE-16.5 is well aligned to and informed the development of the Strategic Plan, Priority Area Three—Diverse Talent.

Evidence:

- Human resources staff continued their use of a relocation guide created with input from various stakeholders and it is live within our employment application platform as well as on our district website. Additionally, hard copies are provided at recruiting events.
- Human resources staff collaborated with the communications team to create and mail recruiting postcards to more than 40,000 addresses within the district, invested in banners on our school fence lines and utilized school reader boards to keep opportunities visible to members of the community.
- The Human Resources department hosted an in-person job fair for classified staff needs in August of 2024 which brought in 102 candidates for classified jobs, a significant increase from last year's attendance at 77.
    - 34 staff were hired as a result of this event (21 Paraprofessionals, 12 sub-Paraprofessionals, six drivers in training)
- Human resources staff, with the support of other trained staff, attended seven in-person job fairs for certificated hiring including Seattle University, Western Washington University, UW Bothell, the UW's Diversity Fair, the UW's College of Education Fair, the Spokane Job Fair, and the Tacoma Dome Job Fair as well as having a presence at virtual job fairs like WSU's and the Puget Sound Educational Service District (PSESD) Pathways Fair.
    - For the first time we personally reached out to all 77 student teachers to make them aware of which fairs at which we would have a presence and to invite them to see us there and apply for open positions.

- Digital strategies included:
    - A presence on HBCUConnect, college and university Career Center ads, Chamber of Commerce ads and an ongoing presence on Handshake to reach students still active in a college of education.
    - The Communications team assisted with school website pop-up ads, Salmon Days Digital Ads, Instagram ads, Peach Jar notices, Facebook and LinkedIn 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).
    - Additionally, they noted they were successful in interrupting affinity bias, confirmation bias and anchoring bias in this hiring season.
    - Managers reported success in utilizing the new screening tool.
    - They reflectively noted that they have an opportunity when suggesting "look fors" to the hiring specialists to use language that is inclusive and expansive enough to allow for a wider range of acceptable responses
- Results:
    - The percentage of candidates of color increased by 10%. A total of 31% of certificated candidates identify as staff of color.
    - Despite this gain in the pipeline, the percentage of certificated staff of color decreased by 3.5% taking us below our baseline by 0.4%.
    - 19.5% (or 25) of all new cert hires (129) are staff of color.
        - 8.5% of candidates did not report race
    - Classified staff diversity increased for the second year in a row, moving from 28% to 30% classified staff of color identifying as people of color.

Staff of Color (SOC) Hires

	2022-23	2023-24	2024-25
Classified	55 (of 148) 7 did not report race	66 (of 166) 25 did not report race	
Certificated	41 (of 141) 10 did not report race	25 (of 129) 11 did not report race	
Classified SOC % of total	28%	30%	
Certificated SOC % of total	13.9%	10.4%	

- Key findings:
    - The district hired 54 fewer certs than in 2023-24. There is an impact to our efforts to diversify when we hire fewer total positions (107 total certs versus 161 in the previous year).
    - Anti-biased hiring strategies matter and are increasingly important when the hiring demand is lower.
    - Human Resources piloted seven 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
    - Significant numbers of applicants continue 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).

Charts below show Certificated and Classified applications by race: **Certificated Staff Application by Race**

	2022-23 applications Number of applicants/ % of total *n=1136*	2023-24 applications Number of applicants/ % of total *n=1083*	2024-25 applications n=TBD
American Indian or Alaskan Native	12/ 1.1%	8/.07%	
Asian	101/8.9%	178/16.4%	
Two or more races	54/4.8%	58/5.3%	
Black	9/.08%	33/3.0%	
Hispanic/Latino	57/5.0%	58/5.3%	
No Race Given	136/12.0%	117/10/8%	
Pacific Islanders	7/.06%	6/.6%	
White	760/66.9%	630/58.0%	

Classified Staff Application by Race

	2022-23 applications n=1025	2023-24 applications n=1213	2024-25 applications n=TBD
People of Color	287 (28%)	373 (30%)	
White	731 (71.3%)	815 (67%)	
Unknown	7 (.68%)	25 (2%)	

16.6 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 is support 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 OE-16 is well aligned to and informed the development of the Strategic Plan, Priority Area Three—Diverse Talent.

Evidence:
Educators of Color Cohort Objective: To support and retain educators of color in the district by providing professional development opportunities and creating affinity spaces that foster belonging and connection.

- **Key Highlights:** During the 2023-24 school year, eight staff members participated in the Educators of Color Leadership Academy through Puget Sound Educational Service District (PSESD), with support from Human Resources. The program delivered three impactful sessions that focused on celebration, sharing, healing, and building connections both within the district and across neighboring districts. Responding to high demand for this valuable professional development opportunity, the district took proactive steps to make the program more accessible by bringing it in-house. This was accomplished through staff training provided by PSESD's Leader professional development program, enabling the district to offer this important resource directly to its educators of color.

- **Areas for Growth:** Moving forward, the district aims to expand program capacity to meet the growing interest from educators of color while continuing to develop a robust internal infrastructure to sustain and grow these initiatives. Building upon the initial training, there is an opportunity to create sustainable, long-term support systems for educators of color throughout their careers. The in-district program will be leveraged to strengthen connections among educators of color across different schools and departments, fostering a more cohesive professional community. Throughout this expansion, careful monitoring and evaluation of program effectiveness will be essential to ensure these efforts meaningfully support retention and enhance the sense of belonging among educators of color.

Retention through equity-centered leadership: The Equity Advisory Committee exemplifies the district's strategic commitment to creating and maintaining a workplace environment that attracts and retains a highly skilled, diverse workforce. Through its collaborative structure, which includes representation from the Issaquah Education Association (IEA), district administration, and leadership, the committee provides a crucial platform for addressing equity concerns and implementing meaningful solutions. In its second year of operation during 2023-2024, the committee has demonstrated effectiveness in several key areas:

- **Professional Development Enhancement:** The committee's responsive approach to staff feedback regarding LGBTQIA+ training showcases its commitment to meeting educators' professional learning needs. By developing enhanced training for the 2024-25 school year, the committee ensures that staff receive the support and resources necessary to serve all students effectively while growing professionally.
- **Creating Supportive Professional Communities:** The establishment of monthly LGBTQIA+ affinity spaces demonstrates the district's understanding that retention of skilled educators requires more than traditional professional development. These dedicated spaces provide opportunities for connection, support, and authentic professional dialogue, contributing to a workplace culture where educators feel valued and supported.
- **Inclusive Decision-Making:** The committee's structure, which incorporates diverse voices through an application process, ensures that multiple perspectives inform district-wide equity initiatives. This comprehensive approach to equity work strengthens the district's capacity to maintain an environment where diverse, highly skilled educators choose to stay and grow professionally, ultimately benefiting both staff and students. 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 were disseminated to all staff, certificated and classified, concurrent with the Transfer Memo for IEA members and remained open through the month of February. 1105 staff responded. As it pertains to the Strategic Plan and this OE, the following data are important for our progress monitoring:

- 85% of cert staff who do not identify as staff of color report feeling a sense of belonging at work.
- And yet 77% of our cert staff of color report feeling a sense of belonging at work.
- In our classified groups, 87% of our staff of color report feeling a sense of belonging at work and 80% of those who do not identify as staff of color report feeling a sense of belonging at work.
- A higher percentage of certificated staff of color replied that they are net promoters compared to staff who do not identify as staff of color (42% versus 35%). Net promoter = staff are likely to recommend the district as a workplace.
- 50% of classified staff of color are net promoters and 38% of our classified staff who do not identify as staff of color are net promoters.
- In all exit survey responses (certificated and classified), 71% of those who identify as staff of color would work in the district again. 62% of those who do *not* identify as staff of color would work in the district again.

- Retention Data as aligned to Strategic Plan Priority Area 3 Diverse Talent (P3c):

	Resignation Number 2022-23	**Resignation Number 2023-24**	**Resignation Differential as a % of Unit**
Classified	150 (of 1025)	196 (of 1213)	+2%
Certificated	122 (of 1374)	104 (of 1367)	-2.3%

- Key Findings:
  - Certificated staff who are white represent 86.54% of all resignations and represented 87.27% of all certificated staff indicating no disproportionality.
  - Certificated staff of color represent 10.58% of all resignations and represented 10.39% of all certificated staff indicating slight disproportionality (< 1%) but concerning as this is new.
  - Additionally, we isolated teacher data for the first time and noticed that staff of color in classroom teaching positions are 13% of all cert resignations and this disproportionality is larger and more concerning.
  - "Did not report" represents 2.88% of all resignations.

- Classified staff resigned at rate nearly identical to their % of the total workforce
    - In both white staff and staff of color, resignations were less than 1% higher than their total % population.

Board approval: March 13, 2025