TTSD Educational Equity Advisory Committee Annual Report For the 2024-2025 School Year

Table of Contents

Introduction to the Educational Equity Advisory Committee....3
Timeline....6
CIP/EASH Plans....8
School Resource Officer (SRO) Program Oversight....10
Bias Incident and Hate Speech / Student Acts of Physical Aggression or Violence Data Review....11
Cabinet Round Table....12
EEAC Policy Subcommittee....17
Committee Performance and Lessons Learned....18
Appendix....19
Acronyms and Definitions....19

Introduction to the Educational Equity Advisory Committee

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

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

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

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

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

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

recommendations

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

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

Committee Processes and Protocols

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

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

4Cs / 3Cs Protocol:

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

First Thought/Second Thought Protocol:

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

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

ABC Protocol:

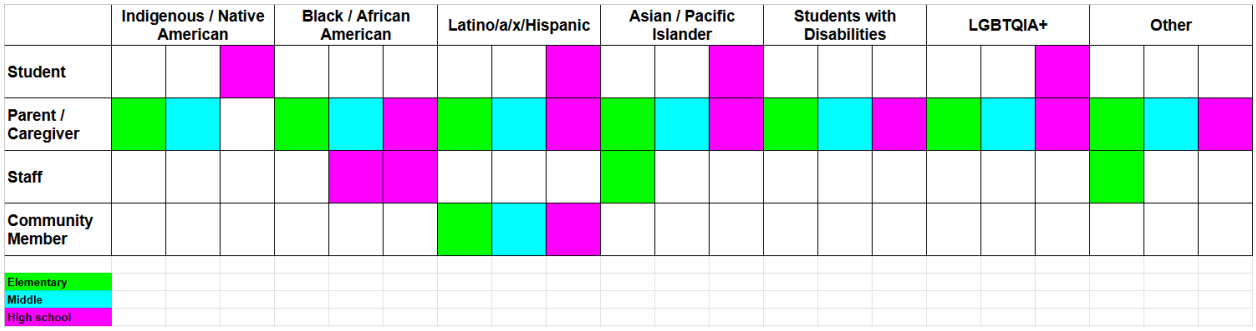
Often used in conjunction with the First Thought/Second Thought protocol, and somewhat similar to the 3Cs protocol, the ABC protocol asks members to document pieces of information that Affirms their understanding, Broadens their understanding, or Conflicts with their understanding.

Atlas Protocol:

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

Representation Matrix

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



Timeline

Below are the dates that the EEAC met during the 2024-25 school year along with high level topics for each meeting. Full agendas are linked below for each meeting date.

October 7th, 2024:

- Background and history of the EEAC
- Review of work from prior year including the committee's recommendations to the board from last years' annual report

November 25th, 2024:

- Presentation by Superintendent Dr. Udosenata on his experience with the Salem-Keizer School District's EEAC
- Solicited feedback from committee members on what they would like to see, do, and learn in the upcoming school year

December 16th, 2024:

- Follow up questions and responses to the prior meeting's "see/do/learn" exercise
- Review of bias incident and hate speech data from the 2023-24 school year, utilizing the ABC protocol

February 3rd, 2025:

- Gathering of questions for the April cabinet roundtable session

March 3rd, 2025:

- Presentation from the Foundation For Tigard Tualatin Schools, providing a history of the foundation and highlighting the work they do
- First round of reviewing schools' CIPs and EASH plans using the 4Cs protocol

March 31st, 2025:

- Second round of reviewing schools' CIPs and EASH plans using the 4Cs protocol
- Bias incident and hate speech review as well as student acts of aggression and violence data review using the 4Cs protocol

April 28th, 2025:

- Meeting with the School Resource Officers (SROs)

May 12th, 2025:

- Cabinet round table where members from the cabinet presented a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of their department

June 16th, 2025:

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

CIP/EASH Plans

During the 2024-25 school year, the EEAC reviewed Continuous Improvement Plans (CIPs) and EASH (Education, Accountability, Solutions, and Healing) plans of each school in the district. Committee members held two work sessions to review CIP and EASH plans from each school. School administrators also presented their building CIPs to school board directors during board work sessions in the months of December and January. EEAC members were invited and present during some of these board work sessions. During these work sessions and presentations, EEAC members utilized the 4Cs protocol to document Connections, Clarifications, Conflicts, and Calibrations. Committee members also had opportunities to ask questions of the administrators to get a more in-depth insight into actions made toward accomplishing the CIP goals. CIP goals for the 2024-25 school year were determined by the school district for each school site.

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

One thing different during this year's CIP/EASH plan reviews was the need for EEAC members to thoroughly review school's CIPs, whereas in prior years the committee only focused on the EASH plan portion of the CIP. The reason for this change was due to inconsistency in the level of detail of some schools' EASH plans. While some schools had very detailed EASH plans, others lacked necessary information to conduct an adequate review so committee members needed to read through the full CIP to find examples of Education, Accountability, Solutions, and Healing within the main CIP. Below is the collective feedback and recommendations from the committee based on the CIP roundtable presentations and two EEAC review work sessions this school year.

Connections:

- Imprint lessons and No Place For Hate are utilized widely throughout the district. These programs aim to create an understanding of bias and teach students the actions to take when they experience or witness it. Additionally, some schools mention other programs or work that they are doing to ensure their EASH plan objectives are met.
- In some schools, the imprint lesson is integrated into the curriculum, and students are actively involved in leading the instruction, demonstrating a clear approach to promoting anti-bias education.
- Family listening sessions provide a potential opportunity for families to bring up concerns or experiences that students may not feel comfortable speaking with their teacher about. While not perfect, listening sessions can provide an opportunity to begin to hold the school accountable for addressing incidents of bias or hate speech.
- I appreciate the detailed description of the music and art education and social justice

integration. Providing examples where culture and heritage is not only embedded in curriculum, but built upon year after year is really helpful to see how the school is making a deeper impact than having singular lessons.
- I really appreciate that TTVA is documenting their work towards addressing incidents of bias and hate speech even though as I understand it, it doesn't happen often (or at all?) in the virtual setting. Even though occurrences are reported at zero, it doesn't mean that it can't (or won't) happen in the future, and TTVA should still be as prepared as possible to address situations when they occur.
- Equity teams, administrators, and building equity coordinators seem to be the most mentioned people leading EASH plan work.

Clarifications:

- While the lessons and activities are in place, how do schools track their effectiveness in reducing bias or ensuring sustained healing from past incidents? Are there regular check-ins or evaluations to assess if these programs are truly having the desired impact?
- Some EASH plans mention transferring leadership to students, but how are student leaders trained and supported to maintain consistent leadership in anti-bias education? Are there systems in place to assess if the leadership transition is successful and if the lessons are being applied effectively in the long term?
- The EASH plan mentions that feedback is collected from families each year on how they think the Imprint Lesson is serving their kids. I would like to see some of this feedback in future EASH plans.
- In some EASH plans, it's unclear who is leading the work.
- I'm curious to know what opportunities there are for students to be involved in or experience bias incidents or hate speech in a virtual setting. I am also aware that TTVA does the occasional in-person meeting with students.
- Piggybacking off the last comment, while I know there are fewer opportunities for bias incidents or hate speech to occur, I am curious to know if there are certain aspects of how virtual classrooms are administered that lead to greater connection among students that could potentially be applied to in-person classrooms.
- One school observed that there was an increase in hate speech/bias incidents in February over the last two years. Has there been any analysis as to why this might be?
- Several schools did not include a description of how their observations would lead to prevention, as well as create awareness in the community.
- Similar to comments made in other EASH plan reviews from last school year, since it sounds like schools are conducting listening sessions, it would be nice to hear the results of those listening sessions in schools' EASH plans.

Conflicts:

- There are still large discrepancies between the amount and level of detail in schools' EASH plans.
- There may be a situation where some student leaders need more adult support to understand and carry out these agreements, while others may be ready to lead on their own. This difference in need could create inconsistencies in how the programs are implemented across the school, making it hard to measure success in a unified way.
- The plan mentions leveraging the E.A.S.H. referral system to improve the effectiveness of the procedures, but it's not clear how the adults in the school community are being held accountable for their role in maintaining the school's anti-bias culture. This could lead to inconsistent enforcement or follow-through if staff or families are not fully

engaged or held accountable for the policies in the same way students are.
- Some schools did not include hate speech and bias incident data. It's really important to include data, including year-over-year data if possible, to see if the needle is moving with all the work the school is doing (at least from a quantitative standpoint).
- Some schools did not provide much, if any, information on lessons that were learned in facilitating solutions and healing, even though it's likely this work is happening.
- While some schools did provide what lessons were learned in facilitating solutions and healing, they did not explain how it will impact their work to prevent incidents in the future as well as create awareness in the community.

Recommendations/Calibrations:

- To help resolve the continued lack of consistency across schools' EASH plans, the committee recommends the following:
    - Select an EASH plan to use as an exemplar for other schools to follow, then introduce the plan to the rest of the schools in the district and set expectations for how it should be completed in future years. Bridgeport Elementary's EASH plan is an excellent example of what a fully developed EASH plan should look like.
    - Obtain feedback from schools regarding the barriers they are experiencing with completing their EASH plans and work with them to identify and remove those barriers. One way to do this is to present EASH plans to school Site Council meetings in order to obtain feedback from families, community members, and staff.
    - In addition to calling out the work they are conducting, schools should also report on the impact their EASH work is having in their community. For example, many schools mention they are conducting listening sessions with families but aren't including the qualitative results of those listening sessions.
- As EEAC members attend board work sessions where CIPs are presented, EASH plans are often left out of the discussion. The committee recommends that schools intentionally address their EASH plans during these round table discussions.

EASH Plan Review Documents:

- Alberta Rider Elementary
- Art Rutkin Elementary
- Bridgeport Elementary
- Byrom Elementary
- Charles F Tigard Elementary
- Creekside High School
- Deer Creek Elementary
- Durham Elementary
- Fowler Middle School
- Hazelbrook Middle School
- Mary Woodward Elementary
- Metzger Elementary
- Templeton Elementary
- Tigard High School
- Tigard Tualatin Virtual Academy
- Tualatin Elementary
- Tualatin High School
- Twality Middle School

School Resource Officer (SRO) Program Oversight

During the 2022-23 school year, the EEAC took on oversight of the School Resource Officer (SRO) program. Oversight of the SRO program is administered by having the SROs and district representatives present quantitative and qualitative data to the EEAC. While the committee normally meets with the SROs twice during the school year (once for a mid-year check-in and once for an end of year check-in), due to scheduling conflicts, the committee only met with the SROs once this year on April 28th where data up to that point was presented. Information was also presented on how the district trains teachers and staff on how to educate students on the various safety procedures in the school such as fire drills and lock out drills. This was due to a request from EEAC members during our meeting in November where committee members indicated what they would like to see, do, or learn in the upcoming year.

During the April meeting with the SROs, EEAC members utilized the 4Cs protocol to document Connections, Clarifications, Conflicts, and Calibrations. Committee members also had opportunities to ask questions of the SROs and district staff based on the data being presented. Below is the collective feedback and recommendations from the committee based on the meeting with the SROs and district staff this school year.

Connections:

- For Tigard, vape pens are a bigger issue than in the past, but most other items, including number of incidents, are trending similar to prior years.
- Similar to previous years, the SROs receive referral information from the schools. They do not typically initiate referrals themselves.
- The SROs are participating in various activities to cultivate community. This includes coaching sports, mentoring, attending multicultural nights, going on field trips, and having BBQs.
- In regards to student safety training, we learned that fire drills are performed every month, and there are 2 secure and lockdown drills and 1 earthquake drill each school year. Accommodations are made for students that need a pre-warning
- There were some mentions of communication surrounding SROs being multilingual. The committee believes this is imperative and encourages multilingual communication when possible.
- Focusing on being proactive/preventive is key to the SROs' effectiveness
- Presence at events in a more casual atmosphere and attire builds community.

Clarifications:

- Similar to prior years, there is a large discrepancy between DHS referrals between Tigard and Tualatin (22 vs. 8). Why? The explanation given is that much of the rest of

the Tualatin policy officers (not SROs) assist with DHS referrals, whereas Tigard SROs are more involved.
- When there are multiple students for one incident, it skews the data. For example, there seem to be more female incidents in Tualatin, when in fact there were several participants in one incident that skewed the data. I wonder if that can be clarified.
- While the EEAC has some oversight of the SRO program and the annual scope of work document is being reviewed, the EEAC has not had the opportunity to review this document. When will the committee get to see the scope of work document?
- Is there a particular support person or liaison that supports SROs in attending certain activities? (work session meetings, extracurriculars, community building, etc.)
- There is an opportunity for SROs to work more closely with Family Partnership Advocates (FPAs) and I would like to know more about how this partnership could work, but would also emphasize caution. For example, while SROs could help connect a family to services via the FPA, having the SRO directly reach out to the family might not be the best course of action, so what would SRO support for FPAs look like?

Conflicts:
- In Tualatin, the number of incidents is greater this year compared to last year (66 this year compared to 48 last year). There was no reason or observation for this increase.
- Statistically, the numbers are low enough where it's difficult to identify trends (such as the large number of females involved in incidents in Tualatin).
- In regards to student safety training, while accommodations can be made for students if needed, this is based on requests from parents or prior knowledge from teachers. This can cause problems if teachers are unaware or unprepared to provide accommodations.

Recommendations/Calibrations:
- With two new SROs starting in Tigard next school year, building community and having positive interactions with students and staff will be very important. Perhaps the new SROs could partner with the Communications & Community Relations team in order to have more touch points with the community, ensuring that this communication is multilingual?
- Explore the opportunity for SROs to collaborate with Family Partnership Advocates (FPAs). This process should be set up with clear guidelines in order to build and maintain trust with the community while providing support to families when appropriate.

4Cs Protocol Artifacts and SRO Survey Summary:
- SRO Presentation
- School Safety Training
- Systems Health Check

Bias Incident and Hate Speech / Student Acts of Physical Aggression or Violence Data Review

When the board adopted policy JBC/GBB (Bias Incidents and Hate Speech), it required schools to start reporting on incidents of bias and hate speech. One of the responsibilities of the EASH Committee which was established during that time was to review bias incident and hate speech data for any trends, observations, or concerns and to report that information back to the board. The EEAC continues to conduct this work by reviewing quarterly data of bias incidents and hate speech at the district level, high school level, middle school level, and elementary level (broken out into three separate middle school feeder groups).

With the adoption of policy JFCP (Student Acts of Physical Aggression or Violence) last school year, the data the committee reviews now includes student acts of aggression or violence. As such, the committee also reviews this data and observations and feedback on student acts of aggression or violence are included in this section.

The EEAC reviews this data, along with side by side demographic data, and utilizes the 4Cs protocol to provide observations and feedback. When conducting our review, we reviewed data at the district level, Tigard High School feeder system, Tualatin High School feeder system, and split school feeder system including stand alone schools. Comments in the 4Cs protocol will identify if the comment is at the district level, Tigard feeder, Tualatin feeder, or split feeder level.

Connections:

- ODRs for bias incidents and hate speech have increased each year since the 22-23 school year for quarters 1 and 2 so far, while acts of aggression have decreased. **(District Level)**
- While it appears progress has been made on cumulative referrals for Black and Pacific Islander students, they are still overrepresented. Same when it comes to cumulative bias incidents and hate speech referrals. **(District Level)**
- There doesn't seem to be much of a correlation between overall ODRs/bias incidents/hate speech and student acts of aggression or violence. While numbers for the former appear to vary year after year and are trending up, student acts of aggression or violence appear to be level over the last three years. **(District Level)**
- All major referral types have Black students having the highest amount of referrals being given to by a large amount compared to other ethnicities. I think this means black students at Bridgeport need more support (emotional and mental) because there must be something going on to have this many referrals. **(Tualatin feeder)**
- At the current rate, Fowler is increasing in ODRs for "Bullying and Harassment" and "Bias incident and Hate Speech" and is on track to surpass the previous years in ODRs. **(Tigard feeder)**
- The major referrals at Tigard High School have decreased in the past years but Pacific Islander students seem to be increasing. **(Tigard feeder)**
- In most schools, cumulative bias incidents and hate speech referrals per 100 students by race has leveled out. While there are still some disproportionate outcomes for some

demographics, they are not as extreme as previous years **(Split feeder)**
- Among the three elementary schools in this feeder system, Bridgeport Elementary's data reveals an increase in bias incidents and hate speech ODRs in Quarter 1 over three school years, while the other two elementaries show decreasing ODRs. This could be due to clarifying reporting procedures on Bridgeport's end. The decrease for the other two elementary schools could be attributed to No Place for Hate practices and preventative education. **(Tualatin feeder)**
- At both Tualatin High School and Hazelbrook, reported hate speech incidents are overwhelmingly race related compared to other categories of hate speech. At the elementary level, there is no specific category of hate speech that stands out from the data. **(Tualatin feeder)**
- The majority of originators of hate speech are White at the high school and middle school level, but there is more variance at the elementary level. **(Tualatin feeder)**

Clarifications:
- Q2 major ODRs at the district level were down quite a bit compared to the previous two years, while Q1 was largely the same. I'm wondering if there is a potential reason for this. Meanwhile, bullying and harassment as well as bias incidents and hate speech have increased year over year over the last two years. **(District Level)**
- Why is it that the major referrals are the highest for native students, but at zero for native students in all other referral categories? What are they being referred for in this case? **(District Level)**
- Do all schools participate in No Place for Hate practices? **(District Level)**
- What is being done to collect more reports of hate speech in places where teachers or staff aren't as prominently present? Ex. Bus **(District Level)**
- There appears to be a correlation between the percentage of low income students to the number of office discipline referrals in the elementary schools, where schools with fewer low income students also have fewer office discipline referrals. How can this discrepancy be resolved? **(Tigard feeder)**
- At Fowler, overall ODRs numbers are lower than last year (for the first two quarters) yet bullying and harassment as well as bias incident and hate speech ODRs have increased. What is the reason for the overall decrease, but increase in these two categories? Is it a reporting issue (some ODRs previously in other categories now fall in bullying/harassment or bias/hate speech), or have these incidents really increased almost twofold over the last year? **(Tigard feeder)**
- What is going on with Native Am in the Cumulative Major Referrals at Metzger? (100 cumulative referrals per 100 students, i.e. 100%)? Is that a mistake? **(Tigard feeder)**
- What might account for the dramatic increase in Bias and Hate Speech at Metzger from 22-23 to 23-24. And what is helping to lower that number for Q1? **(Tigard feeder)**
- How and why are there zero ODR's for hate speech and bias incidents at Tigard High? **(Tigard feeder)**
- Deer Creek has one reported bias incident or hate speech for this year while all other elementary schools have multiple. Is this a difference in reporting standards, some other anomaly, or is Deer Creek doing something that is working? **(Split feeder)**

Conflicts:
- Black and Pacific Islander students typically have more Hate speech referrals and major referrals, not just two years ago but this year as well. **(District Level)**
- Our Black students are most likely to receive a referral even though they have the lowest

percentage of student district wide. **(District Level)**
- I wonder if the absence of hate speech on the bus at Metzger is an indication of kids not reporting and/or the bus driver not reporting/hearing? **(Tigard feeder)**
- Black and Pacific Islander students are disproportionately receiving referrals. This is a continuing year over year trend. **(Tigard feeder)**
- I find it surprising that Tualatin high school reported zero incidents of violence last school year. Based on what I heard from my son, I don't understand how that could be the case and it just makes me question (and want to go look up again) the district's definition of violence. I'm also surprised at the few numbers of hate speech incidents in the hallway. **(Tualatin feeder)**

Recommendations/Calibrations:

- More work needs to be done to address the continued disproportionate number of referrals for Black and Pacific Islander students. Root cause analysis needs to be performed and targeted interventions should be identified to address these disparities.
- To help continue to address the reporting inconsistencies between schools, the committee recommends adding discipline specific calibration and training modules to existing bias and anti-discrimination training for staff. Ideally, this training would build upon existing bias training by directly addressing referral patterns and disparities identified in the data.

Bias Incident and Hate Speech Annual Review Artifacts:

- District Level
- Tigard Feeder
- Split Feeder/Whole District
- Tualatin Feeder

Cabinet Round Table

During the first year of the EEAC (2022-23 school year), the committee reviewed the district's most recent equity audit where the district established their priorities and recommendations for addressing equitable outcomes across all areas and departments within the district. The committee then established an annual cabinet round table session with representatives from select departments where those representatives provide updates on their progress towards their strategic goals and addressing equitable outcomes within their departments.

This year, the committee once again invited Human Resources, Academics, and Culture & Climate to the cabinet round table and also added Communications & Community Relations. Similar to the prior year, cabinet members presented a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis while committee members had the opportunity to ask clarifying questions about their work. Below are some of the highlights from the round table discussions and SWOT analysis from each area as well as recommended focus areas for the next school year.

Academics:

The Academics team is responsible for reporting on the health of the district's Multi-Tiered Systems of Support (MTSS), the health of our Tier 1 systems, and creating clear purpose and rules for Tier 2 and Tier 3 services and supports and their efficacy to impact student outcomes. Cabinet members on this team are taking a data driven approach to address disproportionate academic outcomes for our historically underrepresented students.

Current data is showing improvements in closing some gaps across multiple demographic groups such as 9th grade success and credit attainment as well as graduation rates, however graduation rates for multi-language learners still has a large gap of 16%. There is extra focus on addressing barriers to equitable access to specialized programs like Two-Way Immersion (TWI), and the team is also focusing on Tier 1 support to help students understand why their learning matters. This is done using "The Sentence Frame Guide" where students are supposed to be able to explain what they are learning today, so they can do ____ (what skill are they learning), because in life _____ (why does the skill matter in the real world?).

Cabinet also presented a challenge and solution to an example of trying to increase fidelity in materials and curriculum. This year a new math curriculum was introduced that is highly rigorous and supports the required depth of knowledge. While this new curriculum was introduced to teachers and an initial attempt was made, many teachers reverted back to the old way of teaching math. Cabinet noticed this and was able to course correct and reaffirm and align efforts with the new curriculum and expectations.

The next page includes a summary of the SWOT analysis presented by the Academics team followed by the committee's recommendations.

Academics SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
9th grade success and credit attainment disparities across demographics has been narrowed (from 88% to 90%) The graduation gap is closing across many of the demographic groups	There is still a large graduation gap with our multi-language learners (16%)	Squad Crew to provide extra Tier 2 supports LIFTT to provide extra Tier 3 supports	Barriers in equitable access to specialized programs like TWI Disproportionate identification of Hispanic students in SPED

Recommended areas of focus for Academics:

- More focus needs to be addressed with TWI beyond increasing equitable access. Some TWI students report feeling "othered" as their classes and curriculum are kept very much separate from the rest of the student population as well as experiencing uncertainty in the availability of TWI credits with science. What can be done to increase the sense of community and belonging for students in the TWI program? Potential recommendations to address this include:
    - More proactive planning of TWI classes (one year in advance) to reduce the struggle for students when forecasting is done in spring.
    - Conduct empathy interviews with high school students that are multilingual learners with the focus on finding what resources they need to feel successful to graduate, barriers to their goals, and their sense of belonging at school.
- Continue to analyze the disproportionate identification of Hispanic students in SPED with the goal of identifying root cause so interventions can be developed and implemented.

Human Resources:

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

HR continues to make progress towards their staff diversity goals, increasing the percentage of licensed staff of color from 16% to 17%, and overall staff of color is at 27%. However, monitoring this goal is challenging because staff don't often indicate their demographics and the tool they use does not have an option to report this information. The engagement score for staff of color in the annual UpBeat survey is at 71%, which is just 1% under the district total. This score helps predict teacher turnover, and the higher the number, the more likely educators will be retained.

In order to avoid tokenism while trying to meet diversity goals during the hiring process, HR first considers if the individual is qualified for the position, and then whether or not the candidate reflects the student community is considered an added value. When defining "diversity" for hiring practices, HR considers the full range of human differences, including but not limited to race, ethnicity, gender identity, sexual orientation, age, socioeconomic status, language, physical abilities, religious beliefs, neurodiversity, and lived experiences. HR focuses on individuals that reflect the racial demographic and lived experiences of our students, which is due to the feedback received from students and their families on wanting to see more diversity in educators.

Below is a summary of the SWOT analysis presented by the HR team followed by the committee's recommendations.

Diversification of Workforce SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
Percentage of licensed staff of color increased 1% (to 17%) compared to the prior year The engagement score of staff of color is on par with the district total (71% vs 72%) 88% of staff of color can see themselves teaching at their school in the next school year (compared to 92% for all staff) 78% of staff of color would recommend working at their school to a friend	Reporting tools lack the capability to track data that is necessary for monitoring diverse workforce goals While the increase in the percentage of licensed staff of color is a positive, the rate of increase is on the low side	Creating action plans from climate and culture surveys Diverse educator pathway program Affinity spaces for colleagues of color	High turnover of staff that represents non-majority culture Perceived or actual tokenism Retention gap widening Backlash - tension and microaggressions

Recommended areas of focus for Diversification of Workforce:

- When addressing a prior year's question about how the district can better leverage areas of strength to help HR meet their goals, storytelling and broadcasting through media was mentioned as a possible recruitment tool. Perhaps the HR department can work with Communications & Community Relations on social media campaigns surrounding employment at TTSD?
- Ensure that avenues to increase diversity in the district are maintained (such as the diverse educators pathway) and continue to support inclusion groups like Colleagues of Color.
- Establishing or strengthening mentoring relationships, considering cross district or professional groups for support.

Culture and Climate:

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

In addressing one of the recommendations from the prior year about taking steps to ensure more consistency in the reporting of discipline referrals, the Culture and Climate team indicated that they meet monthly with elementary and middle school associate principals and deans to bring discipline referral scenarios for calibration. They also meet quarterly with middle school leadership teams to calibrate. During these calibration sessions, scenarios are examined to ensure alignment with the incident response handbook, district policies, and student rights and responsibilities handbook in order to create a universal understanding how decisions are made around discipline responses, with a focus on exclusionary practices. This calibration process will also help address the concern where White students are more likely to receive Tier 2 supports while students of color are more likely to receive referrals.

The next page includes a summary of the SWOT analysis presented by the Culture and Climate team followed by the committee's recommendations.

Culture and Climate SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
Analysis of the impact of Tier 1 and Tier 2 supports shows that system health has steadily improved over the last three years 82% of teachers report feeling successful in supporting students' social-emotional needs Continued increases in the implementation and utilization of PAX	Difficulty in determining the implementation of programs at the classroom level	Creating a district wide goal around engagement Address over/under-reporting by calibrating what gets reported and how Utilizing PAX Tools to engage with parents and teach them about how to utilize PAX in the home environment Teachers need to be included in the discipline referral calibration sessions	Students report below benchmark goals in three areas: I like school, I feel safe at school, and good behavior is recognized at my school School-level inconsistencies in behavior referrals Cuts in staff and lack of district wide goals

Recommended areas of focus for Culture and Climate:

- While the calibration sessions with associate principals and deans is helping to address inconsistencies in the discipline referral process across schools, teachers also need to be included in this process somehow as they are often the first to witness situations that end up as discipline referrals. This could be done during staff meetings or via Professional Learning Communities (PLCs). Additionally, calibration sessions should include examining why some schools have fewer ODRs than others by including them in the calibration process to ensure they are not underreporting.
- Develop a district wide engagement goal to promote student belonging, inclusion, and positive behavior supports across all schools.

Communications & Community Relations:

One of the focus areas of the EEAC is how the district communicates and interacts with the community, ensuring that all members of the community are being reached and their voices are heard. As such, the committee invited the Communications & Community Relations team to come present for the first time this year.

The Communications & Community Relations department works with district leaders to engage with the community through a variety of avenues such as superintendent community conversations, community budget meetings, strategic planning meetings, community partner

events, and more. Community engagement meetings provide an opportunity for constituents to give feedback and share concerns. The Equity and Inclusion team is often included to ensure opportunities to share messages with the community are not missed. The Communications & Community Relations department is also responsible for responding to any inquiries from news outlets as well as managing and monitoring social media interactions involving the district.

Below is a summary of the SWOT analysis presented by the Communications & Community Relations team followed by the committee's recommendations.

Communications & Community Relations SWOT Analysis			
Strengths	Weaknesses	Opportunities	Threats
The district currently has a multitude of community engagement points through community meetings Three team members are bilingual in Spanish, with one of them being a native speaker	Social media utilization and monitoring has not been a major focus due to competing concerns and bringing on a new manager Making better connections with the Spanish speaking community	Better coordination with Family Partnership Advocates in order to better reach historically underserved communities Increased utilization of ParentSquare and its capabilities (such as translation) Expanding partnership with diverse community groups	Unplanned or unexpected crises that need an immediate response from the district Potentially leaving out different avenues of communication that disenfranchise certain demographic groups

Recommended areas of focus for Communications & Community Relations:

- Increase the focus and use of social media, not only to better engage with the community and obtain feedback, but to also measure community engagement as a whole. This would include using tools to measure engagement and then develop communication methods to address any areas of concern.
- Consider partnering with other departments (like HR or the SROs) to help them meet some of their strategic goals through engagement with the community.

Cabinet Round Table SWOT Analysis Artifacts:

- Academics SWOT Analysis
- HR SWOT Analysis
- Culture and Climate SWOT Analysis
- Communications and Community Relations SWOT Analysis

EEAC Policy Subcommittee

The EEAC Policy Subcommittee typically meets to review existing or proposed policies and administrative rules (ARs). This year the EEAC was not presented with any new or revised policies or ARs, so the subcommittee did not meet. As mentioned in the prior years' Annual Report, the committee is open to receiving requests from the board regarding existing policies that the board would like the committee to review. The committee still has the following recommendations regarding board policy and policy development:

Recommendations/Calibrations:

- Have an EEAC representative present at board policy development meetings to help provide input and recommendations when creating or modifying policies.
- Develop an annual calendar or checklist of existing policies for periodic equity focused review by the EEAC Policy Subcommittee.

Committee Performance and Lessons Learned

For bodies of work that are cyclical in nature like the EEAC, it generally takes three cycles to get fully up to speed. With this school year being the third cycle of the committee, it was an opportunity to firmly set in place the structure of the EEAC and demonstrate how future years should go. There is always room for improvement though, and similar to last year, the committee conducted a lessons learned session during our final meeting of the school year where committee members provided their thoughts on what went well this year (plusses) and what we would like to change for next year (deltas). This feedback will help guide the work and structure of future iterations of the EEAC.

Plusses:

- Having one fewer meeting than the prior year (9 versus 10) hit the sweet spot in balancing people's schedules with the work that we need to do.
- The addition of a new Vice Chair after the absence of one in the previous year brought greater stability to the structure of the committee.
- Staggered membership, so that new members can become acquainted with the protocols and charge of the committee.
- Holding some meetings virtually allowed some people to attend in a more convenient setting while ensuring desired attendance and participation.
- Use of structured protocols like 4Cs and first/second thought is very helpful in guiding conversations and making space for multiple perspectives.
- The Cabinet Round Table session provides meaningful cross-departmental transparency and accountability.
- There was a well balanced combination of data review and presentations throughout the year which helps give context to the information we were analyzing.

Deltas:

- Better onboarding process that includes tools and education. This could include development of an FAQ document, orientation guide, or mini handbook to support new members.
- Creating a more consistent structure and format of the annual report such that it's easier to complete on an annual basis. This could potentially include a simple "fill-in-the-blank" format to make completion more efficient. Additionally, during the annual report review meeting, people could be assigned specific sections to review rather than having to review the entire document in a short time period.
- A retreat before the year starts, so that members can get to know one another as well as perform onboarding.

Appendix

Acronyms and Definitions

AR: Administrative Rule
BIPOC: Black, Indigenous, and People of Color
CEP: Community Eligibility Provision; A meal service option that allows schools and school districts to serve breakfast and lunch at no cost to all enrolled students without requiring certification of meal benefits.
CIP: Continuous Improvement Plan
DHS: Department of Human Services
EASH: Education, Accountability, Solutions, and Healing
EEAC: Educational Equity Advisory Committee
ELL: English Language Learners
FMS: Fowler Middle School
HMS: Hazelbrook Middle School
HR: Human Resources
IEP: Individualized Education Program
LEP: Limited English Proficiency
MIP: Minor in Possession
MTSS: Multi-Tiered Systems of Support; A framework that helps educators provide academic and behavioral strategies for students with various needs, utilizing three tiers of intervention and support
NHS: National Honor Society
PAX: Peace, Productivity, Health, and Happiness; A classroom based program that helps students develop the skills of peace, productivity, health, and happiness using behavioral strategies to teach students self-regulation, self-control, self-management, and how to work together on common goals.
PBIS: Positive Behavior Interventions and Support; A framework that aims to create a safe and effective learning environment for all students using evidence based programs, practices, and strategies to improve students' social, emotional, behavioral, academic, and mental health outcomes
PLC+: Professional Learning Community; This is a process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
SB: Senate Bill
SEL: Social Emotional Learning
SPED: Special Education
SRO: School Resource Officer
SWOT: Strengths, Weaknesses, Opportunities, Threats
THS: Tigard High School
TMS: Twality Middle School
TTSD: Tigard Tualatin School District
TTVA: Tigard Tualatin Virtual Academy
TuHS: Tualatin High School