NORTH THURSTON PUBLIC SCHOOLS

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EXECUTIVE LIMITATIONS MONITORING REPORT

EL – 11 Race and Equity, Criterion 2f

FROM: Troy Oliver, Superintendent
DATE: July 14, 2026

The superintendent shall not fail to interrupt factors that perpetuate systemic inequities and/or practices that contribute to over and under representation of any student group compared to peers. The superintendent shall confront the institutional bias that results in predictability of student success or lack thereof, including but not limited to race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language, and culture.

Accordingly, the Superintendent will not fail to:

Policy Criterion 2f: Know and analyze our student social emotional and achievement data (i.e. student surveys, state assessments, easyCBM, attendance, discipline) from an equity lens to identify needs based on the inequities in the data.

Superintendent/CEO Interpretation:
The Superintendent shall not fail to analyze and respond to student data to identify and address inequities.

Superintendent/CEO Evidence Report:

- **State assessment data: these data** include the Smarter Balanced Assessment, Washington Comprehensive Assessment in Science, WaKIDS (kindergarten readiness), WIDA (English Language acquisition), student growth percentiles. All of these are available on our internal district dashboard disaggregated by race, ethnicity, gender, low income, special education status. Our schools rely heavily on the data dashboard for identifying inequitable outcomes and setting school improvement goals to close gaps.
- **Local assessment data:** Local data include easyCBM and DIBELS, both of which are used in grades K-8 as part of our Multi-Tiered System of Supports to determine both system health and individual needs/growth. These are also available on our district data dashboard disaggregated in all the categories noted above and inform school improvement goals.

- **Attendance data:** Similar to assessment data, attendance data are posted monthly on our data dashboard and schools use these data to determine if attendance varies by any of the characteristics noted above, and school outreach takes these characteristics into consideration with their attendance improvement efforts.
- **Discipline data**: Exclusionary discipline as well as office referrals are provided on the district data dashboard quarterly and are available within the SWIS data system. Equity reports allow school teams to analyze and respond to equity issues.
- **Student survey data:** Our student survey data are provided in a Tableau dashboard by the contractor, which allows us to look at student perceptions by race, ethnicity, and gender to develop plans to respond to disparate experiences.
- **Grade data:** Similar to the data above, grade data in the form of the percentage of students passing all of their classes is posted to the district data dashboard by semester and disaggregated into all of the student groups noted above.
- **Graduation data:** Annually, graduation data for the 4-year, 5-year, 6-year, and 7-year cohorts are published on our district data dashboard for analysis by school teams regarding equitable outcomes for students.
- Every data point noted above is in alignment with our district strategic plan and are reported on a cycle to the board in alignment with our policy governance model.

Conclusion:

The Superintendent evidence stated above demonstrates that we are in compliance with Executive Limitations Policy 11, Criterion 2f.