



Tigard Tualatin School District 23J

District-wide Equity Transformation Framework



June 2010

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Equity is:

Raising the achievement of all students while narrowing the gaps between the highest and lowest performing students and eliminating the disproportional number and racial predictability of the student groups that occupy the highest and lowest achievement categories.

Glenn Singleton 1997

Courageous Conversations about Race: The Tigard-Tualatin School District Journey

The Tigard-Tualatin School District journey to erase the racial achievement gap which exists between our white students and our students of color began four years ago with a simple request for data. A neighboring school district had been featured in a scathing news article for the data results comparing their white students to their students of color on student achievement and discipline rates. Curious, Tigard-Tualatin Superintendent Rob Saxton asked to see similar data for Tigard-Tualatin. The results of that data were shocking. Tigard-Tualatin prides itself on being an excellent district, one which focuses on student achievement and behavior systems intended to bring out the best in every student. Our mission statement, *Educate Every Child*, is clear and concise, with an intended focus on the word "Every". Yet here we were, with a level of performance nearly identical to that of the district criticized in the article. And upon further examination, the performance of our students of color was nearly identical to all of the school districts in our metro region.

Recognizing this issue as painful was not at all difficult to do. The real challenge was what to do now that the problem was identified. Tigard-Tualatin is a suburban community, and historically our demographics had very little racial diversity. The major changes in our student demographics had occurred only recently. Our staff turnover had not occurred at the same rate, and certainly did not reflect our student population. It was obvious that we did not have the in-house skill to begin working effectively to close our racial achievement gap.

In response to our identified need the district began working with the Pacific Educational Group (PEG) in 2007. The PEG "Beyond Diversity" and "Courageous Conversations" training provides participants with the opportunity to learn about their own cultural identity, and the norming we engage in as a predominately white society. Participants learn to use a set of agreements and conditions which allow them to think and talk about race in a way that deepens the conversation. Participants also gain the skills needed to begin work on delivering an education to all students using culturally relevant strategies designed to enhance the learning of every student.

When we examine our district statistics, we find only 20% of our students are Latino, yet our historical data provide evidence that we can predict with 80% probability that when a 3rd grade student does not meet the benchmark on the Oregon Reading Assessment, that student is Latino. We can also predict with 65% probability that if a student is expelled from our district, the student is Latino. These results are simply unacceptable. We can look outside of the district to place blame for these results on things which are beyond our control, or we can look at our actions and practices and make changes which will enhance the education of every student in our district.

Our School Board embraces the latter. Changes adopted by the Board in the District Strategic Planning document outline the beginnings of these changes. The Board has

delineated strategies and measurements which will push the district to better serve all of our students. They call for closing the achievement and discipline disparities which exist between our white students and our students of color. They outline expectations which will empower our families of color to influence, inform, and impact decisions throughout our school system. And, they set out to improve the skills district employees possess so that they can better meet student needs.

This work will provide the Tigard-Tualatin district with significant challenges over time. But the consequences of not taking on this work are unacceptable, while the results of engaging in the challenge will enhance the learning experience of every student in our district. We have important work to do.

A Closer Look at the Achievement Gap

Across the U.S., the difference in achievement levels of white and minority students has been well documented. Literature review reveals that although there are various definitions of the racial achievement gap, there is general agreement that the gaps are found among these groups regardless of socio-economic level and the gaps are evident in other measures of achievement, such as grades and class rank (*Using Data to Close the Achievement Gap -- How to Measure Equity in Our Schools*, Ruth S. Johnson, 2002)

Despite the rhetoric that "all children can learn," the belief that some children cannot learn at high levels persists. And, when young people believe that society does not expect them to succeed, or when they themselves believe they cannot succeed, they do poorly in school. Stanford University psychologist Claude Steele, in a series of studies conducted with Stanford students, found evidence to support the idea that low expectations have a harmful effect on student achievement ("Stereotype Threat and Test Performance of Academically Successful African Americans," in *The Black-White Test Score Gap*, Washington, DC: Brookings Institution Press, 1988).

In the fifty years since the Brown vs. Board of Education Supreme Court decision barred racially segregated schools in the United States, school districts have engaged in tremendous educational reform to reduce the effects of racism in schools. We have moved from concerns about segregation to issues of equity -- ensuring that all students experience challenging instruction that supports their personal and academic growth. Still, fifty years later, the racial achievement gap persists. Increasingly, "gap" research is pointing to the subtle yet pervasive effects of personal and institutional racism as the root cause of racial achievement disparities in U.S. schools.

Over the past decade a significant demographic shift has occurred in many parts of Oregon, with a large increase in the number and proportion of Hispanic residents. This shift has strongly affected the composition of enrollment in Oregon's schools. Since the 1998-99 school year, total enrollment in public K-12 schools in Oregon increased by only 3.5 percent, far lower than the overall population gain of 11.6 percent in that decade. However, the change in school enrollment during that period differed dramatically for Hispanics compared to whites. The number of white students fell by 14

percent between the 1998-99 and 2008-09 school years, while the number of Hispanic students increased by 89 percent. In the 2008-2009 school year, Hispanic students made up 17 percent of Oregon's K-12 student body, up from 9.5 percent in 1998-99.

In the summer 2009 The Chalkboard Project, a non-profit, non-partisan organization working to unite Oregonians to make our public schools among the nation's best, funded a study focused on the Hispanic-White achievement gap in Oregon. Their report, which based its findings on data from the Oregon Department of Education, revealed a stark reality for Oregon's Hispanic students, showing an early and persistent gap between the achievement of Hispanic students and that of their white peers. The gap was evidenced by the time students reached the third grade and remained fairly consistent throughout their school careers.

Key findings of their report include:

- Oregon's Hispanic student population faces significant barriers to academic success. Hispanic students are more likely to change schools and to be taught by inexperienced teachers than are their white counterparts.
- Comparing the share of Hispanic and white students who meet or exceed the state's benchmarks can be misleading. Doing so suggests that the achievement gap widens in higher grades. For math, 60 percent of Hispanic third graders met or exceeded state benchmarks compared to 84 percent of white students, a 24 percentage point difference. In the tenth grade, 30 percent of Hispanic students met or exceeded benchmarks compared to 58 percent of white, a 28 percentage point difference. In reading, the proficiency gap grows from 18 percentage points in third grade to 33 percentage points in tenth grade.
- English language proficiency is of critical importance. Half of Hispanic students are enrolled in English as a Second Language (ESL) programs, compared to only one percent of white students. At the same time, the achievement gap between non-ESL Hispanics and non-ESL whites is only two to three points in math and reading, compared. ESL Hispanic students are ten to fifteen points behind non-ESL whites.
- ESL programs may accelerate student learning. On average, ESL Hispanics gain about three points relative to non-ESL whites between third and sixth grade. As a result, test scores for Hispanics who participate in ESL programs and remain in Oregon schools converge towards those of non-ESL Hispanics and non-ESL whites.
- At most schools in Oregon, Hispanic students learn at about the same rate as other students, although they often start far behind their white peers ([The Hispanic-White Achievement Gap in Oregon](#) Summer 2009: ECONorthwest).

A report published by the Education Testing Service's Policy Information Center identifies substantial disparities in skill levels (reading and math), seismic economic changes (widening wage gaps), and sweeping demographic shifts (less education, lower skills) that point to a bleak future if we fail to educate all of the children in our nation and fail to ensure all students have the knowledge and skills to skillfully and successfully contribute to our rapidly changing, racially and culturally diverse, global world.

"There is little chance that economic opportunities will improve among key segments of our population if we follow our current path. Hope for a better life – with decent jobs and livable wages – will vanish unless we act now. We must raise our learning levels, increase our reading and math skills and narrow the existing achievement gaps, or these forces will turn the American Dream into an American Tragedy." ETS 2007

The Racial Achievement Gap in TTSD

In the spring of 2007, district administrators and school-based Effective Behavior Support teams considered the following district-level data:

- The percentage of students of color increased from 17% in 1999-2000 to 29% in 2006-2007.
- During the 2006-2007 school year, students of color received 38% of office discipline referrals, 48% of major suspensions, and 58% of expulsions.
- 75% of our eighth grade Latino students did not meet the state standard in Reading and Literature (compared to 28% of our white students who did not meet).

Examination of this data revealed that our district is no different than our neighboring districts in terms of a persistent racial achievement gap between our students of color and their white peers at all levels of measurement and analysis. We have racial disparities evidenced by data disaggregated by grade, class rank, programs, special education, and discipline data.

Since 2007, district administrators and building-level teams have continued to examine our data disaggregated by grade, class rank, programs, special education, and discipline data each year. Our most current data (for the 2008-2009 school year) starkly reveals the need for continued focus on the racial achievement gap in TTSD.

Call to Action

During the 2007-2008 school year, the District Equity Leadership Team (DELT) and elementary and secondary building administrators closely examined our school Continuous Improvement Plans (CIP) and Effective Behavioral Support (EBS) Action plans and found that despite reviewing our district data disaggregated by race, these plans completely avoided dealing directly with race. At the same time, district administrators recognized through our journey with Courageous Conversations that, in thinking we were supposed to be colorblind, we were looking for efficient technical solutions to improve achievement for students of color when what we needed to be doing was taking our own personal journeys to understand race and white privilege. We began to realize through this journey that, in order to affect systems change in our

district, we needed to seek multiple perspectives, teach culturally relevant pedagogy, and empower our parents of color.

The moral imperative to eliminate the racial achievement gap in our district is clear and requires that we engage in a process of transforming our school system to ensure educational equity and excellence for all students. Our data analysis reveals that despite our best efforts so far, we have fallen short of our own expectations and have not exemplified the kind of excellence in education we know we can and will achieve once racial disparities in achievement have been eliminated. We can no longer argue with the data, locally, statewide, or nationally. We must change, because we know and believe that our students, the families that nurture and support them, our state, and our nation expect nothing less.

Our district leaders have come to the realization that the approaches we use to restructure our district to bring about excellence for all must be comprehensive in nature in order to address the educational needs of all our students in culturally relevant ways. We recognize that our school district is a complex system of many people and processes. But we also recognize that these very systems, through their design, are perpetuating the results we are currently getting. So, if we desire different results, we must change ourselves first because WE ARE the system.

**We will make the
difference!**

TTSD administrators have committed to a course of action that has challenged us to expand and transform our knowledge, will, skill, and capacity to focus on issues of educational equity. This commitment has led to the development of this Systemic Equity Transformational Framework.

Systemic Equity Transformation in TTSD

TTSD began our work with Pacific Educational Group in 2007 as our partner in systemic equity transformation of our school district. We have learned how to engage, sustain and deepen Courageous Conversations About Race throughout our school district. We have begun to examine deeply held assumptions about race and the role it plays in maintaining a system that undermines the achievement of our students of color. We have come to recognize attitudes, behaviors, structures, and systems that benefit white students as evidenced by the racial achievement gap in our district. As we gain this knowledge about ourselves, we have come to realize the devastating historical and contemporary impact of institutionalized racism.

Our achievement gap demands that we engage in a vigorous, ongoing, and systemic process of professional development to help all staff develop the requisite will, skill, knowledge and capacity to effectively educate all of our students. We recognize that,

like schools across the United States, the majority of our teachers are white; most grew up and attended school in middle-class, English-speaking, predominantly white communities and received their teacher preparation in predominantly white colleges and universities. Thus, many white educators simply have not acquired the experiential background that would prepare them for the growing numbers of students who are racially different than themselves. Acknowledging this challenge in positive, inclusive, and reflective ways allows teachers to see inequities in their schools, allows teachers to develop new competencies and pedagogies to successfully engage all learners, and allows teachers to understand that these instructional strategies which close the achievement gap will help all students learn at higher levels.

Once we were able to acknowledge our problem and accept our individual and collective responsibility for ensuring the systemic equity transformation of our school district, we established a district-wide, equity-focused, professional learning organization within our school district and began to cultivate the passionate pursuit of acquiring the knowledge, will, skill and capacity to teach all children in ways that ensure their academic success.

We have learned through a review of literature and our own action research that culturally responsive instructional strategies create a learning environment through which all students can achieve at high levels. Research shows improved achievement levels for all students in schools where equity is a strong focus and racial disparities are directly addressed. We believe that this process of eliminating racial and cultural disparities in achievement among our students of color and their white peers will unite our community.

Every child deserves a world-class education. Our focus cannot be on cultivating excellence at the expense of equity, or on cultivating equity at the expense of excellence. Quality education is about seeking both excellence and equity. One without the other is incomplete. True excellence requires equity, a high-quality education for all students.

We are committed to ensuring that our schools work for ALL students. The abundant evidence that at present our schools do not work for all students compels us to realize that now is the time to move forward to correct these inequities. By focusing on equity and excellence we intend to improve the performance and raise the achievement for ALL students, narrow the gap between the highest and lowest performing students, and eliminate the racial predictability and disproportionality of which students are in the highest and lowest achieving groups.

TTSD Equity Mission

We are TTSD, a community of learners passionately committed to equity and excellence for everyone touched by our school district.

Educate every child of every race to the highest level.

TTSD Equity Beliefs

We believe:

1. Children of every race can and will learn at the highest levels when all staff ensure equitable access and hold every student to high expectations.
2. The Tigard-Tualatin School District will be excellent only when families of color are empowered as equal partners to influence, inform, and impact decisions throughout our school system.
3. Our district will realize its full potential when every adult employed or volunteering in the district demonstrates the moral imperative and skill to eliminate racial disparities.
4. Our community will reach its full potential only when TTSD educates students of all races to the highest levels.

TTSD Equity Parameters

We will:

- ✓ Use racially disaggregated data to inform all district decision-making and instruction.
- ✓ Expect all TTSD staff to learn and use the Courageous Conversation Protocol so we continuously improve our will, skill, knowledge, and capacity to eliminate racial disparities in our district.
- ✓ Seek members of our community who are racially representative of our district and honor their multiple racial and cultural perspectives.
- ✓ Hold one another mutually accountable for examining our policies, practices, and programs for racial biases, and accountable for eliminating racial disparities in our district wherever they are found.
- ✓ Strive for continuous growth in all we do by building and supporting a district-wide, equity-focused, professional learning organization and culture.

TTSD Equity Objectives

Domain 1: Equity Leadership Development

Equity Leadership Development Strategy:

Leaders at all levels will effectively demonstrate the requisite knowledge, skill, will, and competence to eliminate racial disparities in achievement to ensure educational equity and excellence for students of all races.

Overall Strategies Manager: Equity Lead

Strategy Team Members: Curriculum Director, Student Services Director

Strategy Implementation Team Members: Central Office and Building Principals

Equity Leadership Goals

Goal 1: All district and school professional learning organizations are equity focused.

Goal 2: Teachers and administrators use comprehensive disaggregated student progress data to inform all instructional decisions.

Goal 3: Develop a system of support and accountability to ensure building principals and central office administrators develop and effectively demonstrate the requisite knowledge and skill as Culturally Relevant Instructional Leaders.

Goal 4: Examine the structures, policies, programs, and practices in our district to identify and take action to change those that may perpetuate inequities based on race.

Goal 5: Develop an inclusive budget process that sustains Equity Transformation.

Goal 1: All district and school professional learning organizations are equity focused. Goal 1 Action Plan	Person Responsible	Timeline	Strategic Plan Goal/Strategy
1.1: The four agreements, six conditions and five tenets of critical race theory will be used <u>in all district and building principal meetings</u> to promote courageous racial discourse and develop greater capacity for examining all issues through the lens of race.	Curriculum Director, Student Services Director	Begin 2010-2011	2.3- The district will improve the effectiveness of administrators as instructional leaders. 2.4- The district will implement a meaningful staff development program based upon an analysis of disaggregated student data and the needs identified by staff.
1.2: The four agreements, six conditions and five tenets of critical race theory will be used <u>in all professional learning communities</u> to promote courageous racial discourse and develop greater capacity for examining all issues through the lens of race.	Curriculum Director, Building Administrators	Begin 2010-2011	
1.3: Principals and E-Teams will create an equity focused professional development plan that includes a schedule for how their staff will engage in professional development to embrace and embed the agreements and conditions of courageous racial discourse using the common language and protocol toolset (four agreements, six conditions, five tenets	Curriculum Director, Building Administrators	Aligned to annual CIP timelines	

of Critical Race Theory, and the Compass).			
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none">• Common written Courageous Conversation protocol guidance for use in meetings and professional learning communities• Completed Equity Focused Professional Development Plan• Professional Development Calendar reflecting equity work			
Goal 2: Administrators use comprehensive disaggregated student progress data to inform all instructional strategies and decisions. Goal 2 Action Plan	Person Responsible	Timeline	Strategic Plan Goal/Strategy
2.1: Administrators will examine individual student progress data through a lens of equity.	Curriculum Director	Begin 2009-2010	1.5- Teachers and administrators will use individual student progress data (not limited to statewide assessments) to ensure that every student makes expected growth. 2.3- The district will improve the effectiveness of administrators as instructional leaders. 2.6- The district will support teachers to enhance instruction through efficient and effective use of technology. 3.2- The district will close the racial achievement gap. 4.1- The district will establish a budget process that: <ul style="list-style-type: none">• focuses budget resources on student achievement;• productively involves administrators and staff;• engages the community in a public review;• offers a sustainable level of program, services and facilities.
2.2: All school Continuous Improvement Plans will include specific goals on eliminating racial achievement disparities to accelerate learning for students of color not meeting grade level standards or graduation requirements	Curriculum Director	Begin 2009-2010	
2.3: All administrators will ensure their teachers use the district data warehouse and/or IPAS when making instructional decisions to ensure they are culturally relevant.	Curriculum Director, Technology Dept.	Begin 2009-2010	
2.4: District, DELT, and building administrators will use disaggregated data to define growth areas and goals which inform and guide systemic equity transformation in the district.	Curriculum Director	Begin 2009-2010	
2.5: An equity lens will be applied to all TTSD resource allocation decisions.	Superintendent, Directors, Building Administrators	Begin 2009-2010	
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none">• Annual CIP Plans/ Title 1 Plans/ CIP Assurance Documents.• Administrative use of IPAS, Data warehouse and SWIS• Building administrators will report building level budget modifications or adjustments focused on improving achievement to eliminate racial disparities.• District level budget modifications or adjustments focused on improving achievement to eliminate racial disparities.			

Goal 3: Develop a system of support and accountability to ensure building principals and central office administrators develop and effectively demonstrate the requisite knowledge and skill as Culturally Relevant Instructional Leaders. Goal 3 Action Plan	Person Responsible	Timeline	Strategic Plan Goal/Strategy
3.1: Develop a system of training, support, and accountability to ensure all administrators can demonstrate the requisite knowledge, will, skill, and capacity to eliminate racial disparities in achievement and to improve their effectiveness as instructional leaders in culturally relevant pedagogy.	Directors	Begin 2010- 2011	1.6- The district will implement programs designed to close the racial achievement gap. 2.1- The district will increase the percentage of highly skilled staff who are also bilingual. 2.2 The district will improve the effectiveness of district staff through use of the evaluation processes. 2.3- The district will improve the effectiveness of administrators as instructional leaders.
3.2: Revise position descriptions and evaluation tools to reflect high standards and expectations for racially conscious and culturally competent administrators at all levels in the District.	Human Resources Director	Begin 2010- 2011	
3.3: On a yearly basis, increase the percentage of highly skilled staff who are linguistically and racially representative of the District demographics.	Human Resources Director	Begin 2010- 2011	
3.4: Develop an equity focused evaluation process of all administrators.	Human Resources Director	Begin 2010- 2011	
3.5: TTSD will continue working with outside sources to further our equity transformation work.	Equity Lead	annually	
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none"> • Administrative training and support Calendar • Revised TTSD Position Descriptions • Human Resources data indicating increase in number of staff who are linguistically and racially representative of the District demographics. • Revised TTSD System of Evaluation for administrators 			
Goal 4: Examine the structures, policies, programs, and practices in our district to identify and take action to change those that may perpetuate inequities based on race. Goal 4 Action Plan	Person Responsible	Timeline	Strategic Plan Goal/Strategy
4.1: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our <u>core programs</u> to result in equitable student outcomes.	Curriculum Director	Begin 2010- 2011	1.2-All teachers will utilize proven effective teaching strategies and practices. 1.3-The district will execute a comprehensive K-12 literacy program that ensures improved literacy achievement among all students.
4.2: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our current <u>recruiting, hiring, and retention practices</u> to result in equitable student outcomes.	Human Resources Director	Begin 2010- 2011	
4.3: The 4 agreements, six conditions and five tenets of	Curriculum Director	Begin	

critical race theory will be used to examine our <u>EBIS system</u> to result in equitable student outcomes.	Student Services Director	2010- 2011	1.4-The district will deliver an aligned, articulated and challenging K-12 curriculum. 1.6-The district will implement programs designed to close the racial achievement gap. 1.8- Any student falling below growth expectations will receive additional instructional support. 1.9-The district will improve and broaden learning programs to better meet student needs. 2.1- The district will increase the percentage of highly skilled staff who are also bilingual. 3.4- District staff members will implement EBIS (Effective Behavior and Instructional Supports) across all school levels with fidelity to create positive learning environments for all students.
4.4: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our <u>PBS process</u> to result in equitable student outcomes.	Curriculum Director	Begin 2010- 2011	
4.5: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our <u>RTI process</u> to result in equitable student outcomes.	Associate Director, RTI	Begin 2010- 2011	
4.6: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our <u>TAG procedures</u> to result in equitable student outcomes.	Student Services Director	Begin 2010- 2011	
4.7: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our <u>special education procedures</u> to result in equitable student outcomes.	Student Services Director	Begin 2010- 2011	
4.8: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our <u>Title 1 process</u> to result in equitable student outcomes.	Curriculum Director	Begin 2010- 2011	
4.9: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our <u>Board policies</u> to result in equitable student outcomes.	Human Resources Director, Curriculum Director, Student Services Director and Superintendent	Begin 2010- 2011	
4.10: The 4 agreements, six conditions and five tenets of critical race theory will be used to examine our <u>Students Rights and Responsibilities Handbook</u> to result in equitable student outcomes.	Equity Lead	Completed August 2010	
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none">• Core Curriculum protocols and guidance• Revised recruiting, hiring, and retention guidance to administrators• Revised EBIS Handbook Revisions• Revised PBS Handbook Revisions• Revised RTI Manual and processes• Revised Tag Handbook• Revised Special Education Procedures• Revised Title 1 process• Revised Board Policies			
Goal 5: Develop an inclusive budget process that sustains Equity Transformation.	Person Responsible	Timeline	Strategic Plan Goal/Strategy

Goal 5 Action Plan			
5.1: The district will establish a budget process that engages all racial groups in our school community to solicit budget recommendations.	School administrators, multicultural coordinators, family liaisons.	Begin 2010- 2011	4.1- The district will establish a budget process that: <ul style="list-style-type: none">• focuses budget resources on student achievement;• productively involves administrators and staff;• engages the community in a public review;• offers a sustainable level of program, services and facilities. 4.4-The district will maximize opportunities to engage representative groups of the community in our schools, with our students, and in the decision-making process.
5.2: The district will establish a budget process that offers a sustainable level of program, services and facilities that meets the learning needs of all students of all races.	District and school administrators	Begin 2009- 2010	
5.3: The district will dedicate FTE resources, authority, responsibility, and oversight to support and sustain systemic equity transformation work throughout the district to eliminate racial disparities and ensure educational excellence for all.	Superintendent, Human Resources Director	By August 2010	
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none">• Monitor makeup of groups we engaged in budget recommendations to check for racial group representation.• Revised budget process• Designation of Equity Administrative Leader• Annual contract with outside resource(s) to support district equity work			

Domain 2: Culturally Relevant Pedagogy (Equity through teaching, learning, and assessment)

Culturally Relevant Pedagogy Development Strategy:

Teachers at all levels will demonstrate equitable teaching through culturally responsive pedagogy (Learning, Teaching, Assessment)

Overall Strategies Manager: Curriculum Director

Strategy Team Members: Equity Leader, Student Services Director, C&I TOSAs

Strategy Implementation Team Members: Building Principals and CARE teams

Culturally Relevant Pedagogy Goals:

1. All teachers will demonstrate culturally relevant pedagogy, teaching strategies, and practices.
2. Culturally relevant pedagogy, instruction and assessment will be used in all aspects of schooling.
3. All students will have equitable opportunity to access curriculum and educational program opportunities.

Goal 1: All teachers will demonstrate culturally relevant pedagogy, teaching strategies, and practices.	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Goal 1 Action Plan			

1.1: The district will devote resources to implement staff training and implementation of culturally relevant teaching strategies proven to increase student achievement.	Curriculum Director	Begin 2009-2010	1.1-The district will focus resources on the classroom, staff training and implementation of teaching strategies proven to increase achievement among all students.
1.2: School professional development plans will address culturally relevant teaching, E-team scope of work, & Sheltered Instruction Operating Protocol (SIOP) trainings.	Curriculum Director, Student Services Director, Principals	Aligned to annual CIP Plan timelines	
1.3: CARE team members will coach other teachers in culturally relevant teaching practices.	Principals, CARE team members	Begin 2010-2011	1.2-All teachers will utilize proven effective teaching strategies and practices.
1.4: Funds will be identified to train every teacher and provide peer-coaching opportunities.	Curriculum Director Student Services Director	Begin 2010-2011	1.3-The district will execute a comprehensive K-12 literacy program that ensures improved literacy achievement among all students.
1.5: All teachers will be trained, supported, and expected to implement SIOP instructional practices and protocols in every period/class.	Curriculum Director, Student Services Director, Principals	Continuing	
1.6: Licensed and classified staff will be provided support in SIOP implementation and culturally relevant teaching pedagogy.	Curriculum Director, Student Services Director, Principals	Ongoing	1.4-The district will deliver an aligned, articulated and challenging K-12 curriculum.
1.7: Training days will be identified in the classified calendar to build capacity in all classified staff specific to the work of Courageous Conversations.	Central Office Administrators	Begin 2010- 2011	1.6-The district will implement programs designed to close the racial achievement gap.
1.8: Licensed and classified job descriptions and evaluations will address SIOP and culturally relevant teaching pedagogy.	Human Resources, DELT	Beginning 2011-2012	2.1- The district will increase the percentage of highly skilled staff who are also bilingual.
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none"> Care Team Sign-in Sheets SIOP Training schedule Care Team member training schedule Collected Professional Development Plans 			
Goal 2: Culturally relevant pedagogy, instruction and assessment will be used in all aspects of schooling. Goal 2 Action Plan	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
2.1: The district will develop an equity philosophy statement that will be applied to all district curriculum adoption processes.	Curriculum Director	Complete by August	1.1-The district will focus resources on the classroom, staff training and

		2010	implementation of teaching strategies proven to increase achievement among all students.
2.2: Members of DELT and/or CARE and/or E-Teams will participate on district adoption processes.	Curriculum Director	District curriculum adoption timeline	
2.3: Parents of all races will participate in all district adoption processes.	Curriculum Director	Begin 2009-2010	1.2-All teachers will utilize proven effective teaching strategies and practices.
2.4: All EBIS teams will examine disaggregated achievement data to ensure culturally relevant practices are utilized in all classes.	Principals	Begin 2010-2011	<p>1.4-The district will deliver an aligned, articulated and challenging K-12 curriculum.</p> <p>1.6-The district will implement programs designed to close the racial achievement gap.</p> <p>1.7- The district will establish and communicate expectations for involving all parents (from every representative group) as a means to enhance student achievement.</p> <p>2.4- The district will implement a meaningful staff development program based upon an analysis of disaggregated student data and the needs identified by staff.</p>
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none"> • Position Papers on Curricula will address cultural relevance issues • Curriculum Adoption Membership Logs • Add to EBIS/EBS Coaching Rubrics and EBIS Leadership Team and IIT collect and analyze • Budget for sub costs for peer-coaching 			
Goal 3: All students will have equitable opportunity to access curriculum and educational program opportunities.	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
Goal 3 Action Plan			
3.1: All schools in the district will provide homework and academic	Cabinet, Principals	Begin	1.1-The district will focus resources on the classroom,

support clubs/summer school programs for accelerating student learning that targets all underachieving students.		2010-2011	staff training and implementation of teaching strategies proven to increase achievement among all students.
3.2: Investigate TTSD district systems to find and remove the barriers that are preventing equitable access to high level curriculum and programs (e.g. TAG, IB, and Advanced Middle School Placement).	Curriculum Director, Building Principals	Begin 2010-2011	
3.3: Investigate TTSD district systems to find and remove the barriers that are preventing equitable access to co-curricular programs (e.g. arts, athletics, and activities).	Curriculum Director, Student Services Director, and Building Principals	Begin 2010-2011	1.4-The district will deliver an aligned, articulated and challenging K-12 curriculum. 1.6-The district will implement programs designed to close the racial achievement gap.
3.4: Investigate the systems of other districts where children of color are currently accessing high level curriculum and programs at commensurate rates as white students and implement like systems in TTSD.	DELT	Begin 2009-2010	1.7- The district will establish and communicate expectations for involving all parents (from every representative group) as a means to enhance student achievement.
3.5: The district will reallocate resources to ensure that high level academic programs (e.g. TAG, IB, and Advanced Middle School Placement) have equitable representation of students of color.	Curriculum Director, Student Services Director, Principals	Begin 2010-2011	
3.6: The district will reallocate resources to ensure that co-curricular programs (e.g. arts, athletics, and activities) have equitable representation of students of color.	Curriculum Director, Student Services Director, Principals	Begin 2010-2011	1.8- Any student falling below growth expectations will receive additional instructional support. 2.4- The district will implement a meaningful staff development program based upon an analysis of disaggregated student data and the needs identified by staff. 4.1- The district will establish a budget process that: <ul style="list-style-type: none"> • focuses budget resources on student achievement; • productively involves administrators and staff; • engages the community in a public review; • offers a sustainable level of program, services and facilities.
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none"> • Curriculum Adoption Membership Logs 			

- IIT, EBIS Leadership, DELT, Instructional Coordinator/Literacy Specialist, Counselor meetings, etc. agendas
- Advanced classes, electives, and academic programs that “connect kids to school” monitored for participation rates by race
- Initiate focus groups with students to find out a) what activities they would like to participate in, 2) reasons they may not participate in activities that are available, c) what the school can do to get them more involved, etc.

Domain 3: Culture and Climate /Parent Empowerment and Community Engagement

Culture and Climate/ Parent Empowerment and Community Engagement Strategy: The district will develop a culture and climate in all buildings that welcomes children, parents, and families of color so they will feel empowered as leaders to influence, inform, and impact decisions for students of all races.

Overall Strategies Manager: Equity Lead

Strategy Team Members: Student Services Director, SSHS Grant Manager, Communications manager,

Strategy Implementation Team Members: Building Principals

Culture and Climate/ Parent Empowerment and Community Engagement Goals:

1. All district, school and site advisory groups and councils will racially reflect the demographics of the student population.
2. The district will create and support environments which are inclusive and positive for all families.
3. The district will implement a communication plan that provides timely, proactive, ongoing two-way communication with the community regarding district plans, programs, activities and current issues.

Goal 1: All district, school and site advisory groups and councils will racially reflect the demographics of the student population. Goal 1 Action Plan	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
1.1: The district will create conditions to effectively engage all parents (from every representative group) as a means to enhance student achievement.	District and school administrators	Beginning September 2009 and continuing	1.7- The district will establish and communicate expectations for involving all parents (from every representative group) as a means to enhance student achievement.
1.2: Communication home regarding invitation for parent involvement on school and advisory groups is effectively communicated so as to be accessible to all families.	District administrators	Beginning September 2010 and continuing	4.1- The district will establish a budget process that:
1.3: The district will establish a protocol for recruiting and sustaining representation of parents of color as members of school board, budget, finance, visioning, and other district committees.	School administrators, multicultural coordinators, family liaisons.	Ongoing	<ul style="list-style-type: none"> • focuses budget resources on student achievement; • productively involves administrators and staff; • engages the community in a public review; • offers a sustainable level of program, services and facilities.

			4.3- The district will implement a communication plan that provides timely, proactive, ongoing two-way communication with staff and the community regarding district plans, programs, activities and current issues.
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none"> • 100% of our site councils will establish and communicate expectations for involvement by all parents (from every representative group) in order to enhance student achievement. • Surveys for students/parents/staff regarding race and school climate. • Review the district and building budgets to ensure for resources for translation. • Report by Communications Director 2010 			
Goal 2: The district will create and support environments which are inclusive and positive for all families. Goal 2 Action Plan	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy
2.1: Racially diverse members of our community will be recruited to actively participate in a leadership role in district activities.	E-teams/principals, family liaisons, multicultural coordinators.	Begin 2009-2010	3.3- Personal, district and school goals will encourage respect, collaboration and support.
2.2: School climate plans will include specific goals and actions to ensure positive, inclusive, and safe environments for parents and children of color.	Building administrators	Begin 2010-2011	3.5- District facilities will be maintained and the school climate prevails in a fashion that is conducive to safety and learning.
2.3: Every TTSD front office or first person contact will have basic school information accessible and understandable, in multiple languages which reflect district and school demographics.	Building principals, district administration, Human Resources.	Begin 2012-2013	4.4- The district will maximize opportunities to engage representative groups of the community in our schools, with our students, and in the decision-making process.
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none"> • Monitoring written goals by staff, schools, and district. • Surveys for students/parents/staff regarding race and school climate. • DELT-identify important documents to translate and find quotes for the translation. • Monitor makeup of groups we engage with to check for racial group representation. • Review the district and building budgets to ensure for resources for translation. • Report by Communications Director 2010 			
Goal 3: The district will implement a culturally relevant and	Person	Timeline	Strategic Plan

accessible communication plan that provides timely, proactive, ongoing two-way communication with the community regarding district plans, programs, activities and current issues. Goal 3 Action Plan	Responsible	For Activity	Goal/Strategy
3.1: Ensure equitable resource allocation to ensure translation of school documents and meetings.	Cabinet	Begin 2010-2011	1.7- The district will establish and communicate expectations for involving all parents (from every representative group) as a means to enhance student achievement.
3.2: Ensure our website is accessible to the community by identification of a source for translation service (e.g. Google translation).	Communication Director	Complete by September 2010	
3.3: The district will hire a bilingual person to ensure translation and interpretation in all venues, including face-to-face meetings, group presentations, and print materials distributed by schools.	District and building administrators	Complete by September 2010	4.1- The district will establish a budget process that: • focuses budget resources on student achievement; • productively involves administrators and staff; • engages the community in a public review; • offers a sustainable level of program, services and facilities.
3.4: The successes of our students of color will be highlighted on the web and at board meetings, in appropriate languages.	Communications Director	Begin 2010-2011	
3.5: The district will build a directory of resources, listing parents and community members who have the will and skill to volunteer as translators and/or interpreters for our schools.	ELL teachers, building principals, multi-cultural coordinators, family liaisons.	Begin 2010-2011	4.4- The district will maximize opportunities to engage representative groups of the community in our schools, with our students, and in the decision-making process
3.6: The district will establish translation procedures and guidelines that honor the cultural values of our community to assist our parents with access to school.	Equity Lead	Begin 2010-2011	
3.7: The district will provide ongoing procedural training (e.g. confidentiality, etc.) to staff and community members who provide translation services.	Equity Administrator	Begin 2010-2011	
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none">• DELT-identify important documents to translate and find quotes for the translation.• Review the district and building budgets to ensure for resources for translation.• Report by Communications Director 2010• A directory of resources developed by 2010.• Written guidance on translation procedures• Written training guide for translators• Bilingual translator hired			
Goal 4: The district will develop and maintain public trust by engaging all racial groups in our school community as decision making partners. Goal 4 Action Plan	Person Responsible	Timeline For Activity	Strategic Plan Goal/Strategy

4.1: The district will identify a common process to apply when determining who, what, when, where, why decisions to be made in areas.	DELT	Begin 2010-2011	4.3- The district will implement a communication plan that provides timely, proactive, ongoing two-way communication with staff and the community regarding district plans, programs, activities and current issues.
4.2: All meetings held in the district will utilize a common meeting agenda template which includes the 4 agreements and 6 conditions.	District and School administrators	Begin 2010-2011	
4.3: The district will use classified training days to provide mandated equity training.	Equity Lead	Begin 2010-2011	
4.4: Improve effectiveness of district classified staff as anti-racist leaders by developing a system of training, support, and accountability to ensure all staff can demonstrate the requisite knowledge, will, skill, and capacity to eliminate racial disparities in the district.	Equity Lead	Begin 2010-2011	<p>4.4- The district will maximize opportunities to engage representative groups of the community in our schools, with our students, and in the decision-making process.</p> <p>4.6-The district will regularly communicate the positive outcomes and successes of the District to our community.</p> <p>4.7-The district will communicate implementation of the visioning process with the school community.</p>
Monitoring Plan: (What evidence will be collected to demonstrate progress) <ul style="list-style-type: none"> • Common equity decision rules developed • Standardized meeting template developed and in use for all district meetings • Equity professional development calendar for classified staff 			

The Process of Developing Distributed Leadership and a TTSD Equity – Focused, System-Wide, Professional Learning Organization

At the conclusion of the 2009-2010 school year, the Tigard-Tualatin School District will have completed three years of equity work with Pacific Educational Group.

In 2007-08, 43 administrators participated in the two-day seminar “Beyond Diversity” and five additional seminars scheduled throughout the school year. Each of the seminars was followed by a full-day, in-depth workshop with PEG and twelve administrators who formed our District Equity Leadership Team (DELT). In “Beyond Diversity”, staff learn and apply the Courageous Conversations protocol which includes four agreements (norms for the conversations), six conditions (sequential questions to ask as you examine and work to eradicate institutional racism), the Courageous Conversations compass (used to identify where participants in the conversations are coming from), and five tenets of Critical Race Theory. The seminars that follow “Beyond Diversity” provide opportunities for participants to gain a deeper understanding of the protocol while focusing on anti-racist leadership, parent engagement, culturally relevant teaching, professional learning communities, and equity transformational plans.

In 2008-09, 77 licensed staff, two new administrators, and two board members participated in the two-day “Beyond Diversity” seminar and five additional full day seminars. These 77 building-level staff formed our building Equity Teams (e-Teams). The ten elementary school e-Teams included the principal and four or five teachers, the three middle school e-Teams each included the principal and five or six teachers, the two high school e-Teams each included the principal and eight to ten teachers, and the alternative school e-Team included the director and two teachers. Two e-Teams from the district office participated in the training as well. One team included classified staff, and the other team included Curriculum & Instruction teachers on special assignment and Effective Behavior Support and Effective Behavior Instructional Support coaches.

After e-Teams completed the four seminars, the Pacific Educational Group consultants began to include support and time for e-Teams to design plans for teaching the Courageous Conversations protocol and selected activities to school staffs. E-Teams were encouraged to sequence activities as the Pacific Educational Group consultants had done during their training since the conditions are sequential. E-Team participants learned to become more aware of their own racial identity. 95% of participants reported excellent or good awareness of their racial identity after participating in the Courageous Conversations seminars compared to 40% prior to the seminars. 93% of participants reported supporting this work as a top priority for the school district to engage in even though we are in a time of declining funds.

“I am definitely more aware of my actions and think about my ‘whiteness’ in my classroom practices.”

“This challenged me to confront things I typically ignore/avoid.”

“This is the best training I have ever received since graduate school.”

Comment from E-Team Members

In 2009-2010, 57 licensed staff, one new administrator and two additional board members participating in the two-day "Beyond Diversity" seminar and five additional full day seminars. These 57 staff form our building Collaborative Action Research Equity teams (CARE teams). These teams focus on culturally relevant teaching practices through a facilitated coaching and mentoring model which includes principals shadowing the Pacific Educational Group coaches in classrooms on coaching days and then discussing strategies for supervising teachers with a focus on racial equity.

The Tigard Tualatin School District is looking forward to continuing our equity work in the 2010-2011 school year, when we will explore and build parent empowerment and community engagement in our district.

"This has been the most important work the district has engaged in. It is not only teaching us to be anti-racist leaders and teachers in our schools, but in our lives."

E-Team member comment