

**EQUITY ASSESSMENT SUMMARY:
PARKROSE SCHOOL DISTRICT
FALL 2014**

1. Organizational Overview. Who was Assessed?

Parkrose School District is an urban school district in Portland, Oregon with 3500 students and 7 schools. Parkrose is 75% average free and reduced lunch. There are more than 50 languages spoken making it one of the most diverse districts in Oregon. Parkrose School District is 70% students of color and approximately 13% special needs. One quarter of our students speak English as a Second Language with the top three languages spoken being Spanish, Russian and Vietnamese. The district has a General Fund of \$30 million dollars and a total budget of more than \$50 million dollars. We are located near Portland International Airport.

The Assessment Tool for Equity was administered to the following groups between May and October of 2014:

The Parkrose School District Equity and Data Team
The Parkrose School District Board of Education
The Parkrose School District Administration including Executive Leadership Team
18 Certified employees representing all schools (randomly selected)
18 Classified employees representing all schools (randomly selected)
6 Bus Drivers randomly selected

2. Strengths Based on Results of the Tool. The following are our strengths:

- a. Institutional commitment to addressing and eliminating racial and ethnic inequities.
- b. Structure that supports authentic community partnerships that are empowering and more fluid than based on hierarchy.
- c. Institutional support for innovation to better the organizations mission and vision.
- d. Creative use of categorized funds that support programs and policies vital to this work.
- e. Knowledge about our affected community.
- f. Problem solving abilities.
- g. Our district has made it public that we are committed to racial equity.
- h. A team developed Racial Equity Policy.
- i. We have the means to collect data demographically in order to analyze it for equity and disparities.
- j. We provide translations.
- k. We have a working effective Equity and Data Team that includes a broad array of participants including the community.
- l. Courageous leadership willing to discuss matters of racism.
- m. Our Racial Equity Policy (AA) requires an annual review of equity.

3. Gaps Based on Results of the Tool. The following are the gaps and weaknesses of the organization based on the results of the tool:
 - a. Hiring staff of color to match the district's demographics.
 - b. Support for staff to address racial and ethnic inequities.
 - c. Our data and planning are not driven by the community, their needs or their experiences shared in partnership with the district.
 - d. Our workforce knowledge about racism is limited and varied.
 - e. We are weak in district wide understanding about social determinants of racism and inequities.
 - f. Community organizing and engagement skills are lacking with communities of color in Parkrose.
 - g. Cultural responsiveness and humility are lacking.
 - h. We do not collect data from the community on how well they think we are doing on this topic.
 - i. We don't currently have a written policy or procedure for hiring and retaining teachers and staff of color.
 - j. We do not currently employ a position dedicated to racial equity.
 - k. There are not many visible signs that our district is actively working on equity.
 - l. Organizational materials are not regularly assessed for racial bias although we are becoming more aware of the need to do that.
 - m. We do not review our decisions that would impact our communities of color with communities of color.
 - n. We do not share data specifically with communities of color and get their feedback.
 - o. Our racial justice knowledge as a district is severely lacking.
 - p. We do not train ALL staff on racial equity and social justice.
 - q. We do not require vendors to adhere to racial and gender equity practices.
 - r. We are not currently able to disaggregate ethnic data into smaller more discrete ethnic groups such as African and specific Asian groups.

4. Action Steps-At Least Three in the next 12 Months. Also Measures of Success.
 - a. Creation of a Racial Equity Lens-Tool for use by the Board and Administration for hiring, purchasing, creation of programs, budgeting, calendaring and partnering in the district. This is due for Board approval by February 1, 2015. This work will be completed by the Equity and Data Team.
 - b. Creation of a recruitment, hiring and retention of staff of color policy and process. This is due by February 1, 2015. This would be an administrative rule for use by the Superintendent and other Administration including Human Resources. This work will be completed by the Equity and Data Team.
 - c. Revision of current district policies on Discipline. The goal of this work is to eliminate disparities in discipline, including exclusion and suspension of students of color, as compared with the percent of students by

demographic. The new policies and procedures will be ready for Board approval by March 1, 2015 and shortly thereafter, the Administrative Team will be trained on the revised policies and procedures (Administrative Rules). The goal is a 50% reduction behavior referrals district wide and a Relative Rate Index of 1:1 by Fall 2015.

- d. Creation of an effective Community Communication Plan for individual schools to partner with and communicate more with communities of color in their neighborhoods in order to engagement more communities in the schools and get their feedback. The Equity and Data Team will work on this in the Spring of 2015 in preparation for implementation district wide in the Fall 2015. Data will be collected.

5. Reflections.

Parkrose School District determined to get as broad a scope of respondents of the assessment as possible in order to truly gain insight into our readiness for the work of social justice and racial equity. We are also keenly aware of issues of gender equity, bullying and intolerance in our district and wish to address those as well through policy, practice, professional development and strong Board support.

While it took some extra time to gather the data, we believe it was worth it. The discussions had during the assessment were intense and illustrated the deep and personal nature of this work. We hope to administer this tool (or another assessment) next year to see how much we have grown, as we believe in a growth mindset. We also want to see where we still remain out of touch and ineffective in closing the opportunity and access gaps in Parkrose.

The tool helped us to determine where we had strengths to powerfully initiate this important work and where the gaps are in our understanding, knowledge and skills to create a school district that demands and exudes racial and social justice practices for all students. This work is one of our five strategic practices K-12.

The Parkrose School District vision is: “ALL students read and think critically, graduating college and career ready.” To us, ALL means ALL.