



Lake Washington School District
Study Session of the Board of Directors

Date: May 21, 2018

Topic: Equity Policies

Background

National research and data shows that over the past several decades, there has been a persistent educational achievement gap across the United States between minority and low-income students and their more affluent and non-minority peers. This gap is particularly noticeable along racial lines and socioeconomic lines, with racial minorities and students from low-income households consistently underperforming relative to their White and/or more affluent counterparts. Not only does this achievement gap have detrimental impacts on students at the bottom of the achievement gap, but failure to address the underlying issues that cause the gap can also have long-term consequences for students and the economy. As the population of minority families in the United States continues to rise, it becomes increasingly important for school districts to seek ways to bolster the achievement of lower performing or otherwise “at risk” students. Because there are many different groups that traditionally comprise the bottom of the achievement gap (e.g., English language learners, minorities, and students from low-income households), educational interventions to reduce this discrepancy are numerous and highly varied. (Hanover Research, December 2015)

Washington State and Lake Washington School District data shows persistent student achievement and opportunity gaps.

Study Session Overview

In this study session the Board will:

- Review Vision and Definitions
 - Achievement Gap
 - Opportunity Gap
 - Equity and Opportunity
- Review 2016-18 Efforts
- Review and discuss draft administrative and Executive Limitation Policies
- Discuss community engagement processes

Study Session Key Questions

- What policies should be established to help drive equity efforts toward closing achievement and opportunity gaps?
- What community engagement processes should be followed to seek input on the policies?