

## Equity Framework & Key Questions: A Decision-Making Tool for Inlusiveness, Antiracism & Cultural Proficiency

### Purpose:

The purpose of this tool is to guide leaders in PK-16 education to intentionally achieve equity for all students as they implement planning and decision-making processes so that all students receive what they need to achieve their full academic and social potential. Educational equity means that each child receives what they need to develop to their full academic and social potential.

Working towards equity in schools involves:

- Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting [Disrupting] inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses. <https://nationalequityproject.org/resources/featured-resources/educational-equity-a-definition>

This tool is designed to put racial social equity at the core of high-impact decision making that involve multiple participants. The tool guides users by prompting them to think through key questions and identifies artifacts/documentation that may help them measure and hold accountable their practice(s) of making decisions with racial social equity as a core value of their decision making process.

Please note, intentional redundant questions and prompts are embedded in the document to promote deeper thinking and to support habits of thinking about racial and social equity and inclusiveness.

***This guide is designed to be completed before and throughout the process and not as a check box after the process, planning and decisions have been completed and made.***

### Mission

Support the district in consistent and equitable resource allocation, evaluation, development and implementation of tools, policies and practices to achieve racial and social equity for students, teachers, staff and the community, regardless of race, ability, socioeconomic status, language, religion, sexual orientation, sex, national origin, gender identity & expression and other human differences.

## Equity Framework & Key Questions

Equity Framework	Key Questions	Artifacts/Documentation*
<b>1. Develop Antiracist, Culturally Proficient and Action-Oriented Leaders</b>	<p><i>a. In what ways are all leaders engaged in ongoing antiracist and inclusive learning?</i></p> <p><i>b. How is the training making a difference in the culture, climate, and employee satisfaction?</i></p>	<ul style="list-style-type: none"> <li>• Multi-year professional development plans for board members and central office leadership</li> <li>• Strategic plan reflects equally high outcomes</li> </ul>
<b>2. Engage in Transparent &amp; Effective Communication with All Stakeholders</b>	<p><i>a. Which stakeholders have received communication about high impact processes?</i></p> <p><i>b. In what ways have all stakeholders (internal and external) been communicated with throughout the process?</i></p> <p><i>c. In what languages and media have messages been made?</i></p>	<ul style="list-style-type: none"> <li>• Comprehensive Communication Plan</li> <li>• Messages</li> <li>• Newsletters</li> </ul>
<b>3. Effective Data Collection, Analysis &amp; Use</b>	<p><i>a. Please list all of the quantitative data sets (disaggregated by race, ethnicity &amp; other relevant socioeconomic factors) and qualitative data (focus groups, interviews, etc.) being collected, analyzed, and used for decision-making.</i></p> <p><i>b. Which students/staff/community groups are most adversely affected by the challenge or problem?</i></p>	<ul style="list-style-type: none"> <li>• Dashboard</li> <li>• Plans reflect robust goals &amp; measures</li> <li>• Professional Learning &amp; Program Evaluations</li> </ul>
<b>4. Develop Antiracist, Inclusive &amp; Supportive Policies</b>	<p><i>a. In what specific ways does this work or decision directly or indirectly affect Black, Brown, and White students in different ways?</i></p> <p><i>b. What existing policies support the methods of doing this work and its desired results?</i></p> <p><i>c. What guiding principles have been established to support the desired results?</i></p>	<ul style="list-style-type: none"> <li>• Board policies</li> <li>• Published guiding principles for initiatives</li> <li>• Changed hiring and onboarding processes</li> </ul>
<b>5. Engage Students &amp; Families</b>	<p><i>a. How have students and families been engaged in the process?</i></p> <p><i>b. What are the specific ways they are a part of the process?</i></p> <p><i>c. How is engagement ongoing and facilitated in multiple languages and media?</i></p>	<ul style="list-style-type: none"> <li>• Department Plans</li> <li>• Email messages</li> <li>• Reports</li> <li>• Feedback</li> </ul>

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<b>6. Engage All Communities, Particularly Historically Underserved</b>	<p><i>a. Please list the historically underserved student groups &amp; communities.</i></p> <p><i>b. In what ways are representatives in each group intentionally and meaningfully engaged?</i></p>	<ul style="list-style-type: none"> <li>• Engagement plans</li> <li>• Notices</li> <li>• Participation in existing events</li> </ul>
<b>7. Apply Research &amp; Evidence-Based Practices</b>	<p><i>a. What research and evidence support the achievement of the desired results?</i></p> <p><i>b. How is the information being used? How are progress and processes being evaluated?</i></p>	<ul style="list-style-type: none"> <li>• Data reports</li> <li>• Program review</li> </ul>
<b>8. Ensure Cultural Proficiency &amp; Inclusiveness (CPI) Development are Pervasive</b>	<p><i>a. How is cultural proficiency (your understanding of the impact of your racial background on your decision-making and communication) addressed as decisions are being made?</i></p> <p><i>b. What assumptions might you be making about people who are different from yourself? Are they accurate? How do you know?</i></p>	<ul style="list-style-type: none"> <li>• Board policies</li> <li>• Central office Professional Development plans</li> <li>• Campus plans</li> </ul>
<b>9. Provide All Students with Culturally &amp; Linguistically Sustaining Pedagogies</b>	<p><i>a. How have you and your team defined this concept?</i></p> <p><i>b. How will the decisions/solutions ensure students receive culturally and linguistically sustaining instruction?</i></p> <p><i>c. Who will ensure instruction is implemented with fidelity? How will success be evaluated?</i></p>	<ul style="list-style-type: none"> <li>• Campus plans</li> <li>• Strategic plans</li> <li>• Teaching plans</li> <li>• Teacher evaluations</li> </ul>
<b>10. Ensure Equity-focused Assessment, Strategic Planning, Evaluation &amp; Budget Allocations</b>	<p><i>a. In what ways is the plan equity-focused?</i></p> <p><i>b. What are the goals for improved outcomes for marginalized students?</i></p> <p><i>c. How does the budget reflect and support the needs of the marginalized groups?</i></p>	<ul style="list-style-type: none"> <li>• Uses Equity by Design template</li> <li>• Strategic plan reflects equally high outcomes for all groups</li> <li>• Budget directly addresses inequities in resource distribution, particularly to Title I schools</li> </ul>

\*Artifacts and Documentation should reflect equity work. Equity, simply defined, is ensuring individuals get what they need in order to be successful.

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