



Racial Equity Analysis Tool

Rev. 4/7/19

Seattle Public Schools Strategic Plan

Theory of Action: When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system...

By:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

Then we will eliminate the opportunity and achievement gaps and every student will receive a high-quality, world-class education.

In Seattle Public Schools We Agree:

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.
- To explore and develop a shared understanding relating to racial equity, and we also recognize that we are all at different places as individuals, programs, departments and school communities. We are committed to move forward with a focus that is intentional and strategic within our organization. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.
- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool and take a learner stance. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.
- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a **check list**. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.
- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.
- That we will not let the perceived barriers such as (time, agendas, schedules, etc.) prevent us from interrupting patterns of racial inequity within our schools, our departments and programs.



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Ensuring Educational and Racial Equity School Board Policy #0030

Racial Equity Analysis: The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)

1. What does your department/division/school define as racially equitable outcomes related to this issue?
2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?
3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

STEP 2: Engage Stakeholders in Analyzing Data

Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?
2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden

Stakeholders (SPS staff and community members) collaborate to analyze how this policy/decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?
2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?
2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

After conducting the analysis, reflect and discuss:

What are the lessons learned?

What resources are needed to make changes?

What are the next steps?