

Arlington Public Schools: District Equity Audit Recommendations Report

Arlington Public Schools



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Longview Education
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Introduction

Beginning in February 2022 we, Longview Education Partners, began working with Arlington Public Schools in order to support the district in carrying out a comprehensive equity audit. We came together with this shared purpose; “The audit's purpose is to understand the drivers and obstructions behind the gaps in students' achievements and opportunities, as well as to fully understand the challenges, identify best practices, and align resources to meet the needs of our BIPOC students.”

Longview's method for audits is participatory, meaning that stakeholders are involved in every step of the process. We do this in order to gain a deep understanding of how stakeholders experience achievement, opportunities, and challenges. Our two part process, described in the methodology section is designed to foster a sense of agency and create opportunities for action.

This equity audit provided an opportunity to look closely at how equity is experienced in Arlington Public Schools. A willingness to carry out this investigation is an opportunity to get better. Collaboratively looking at the assets and barriers and committing to action, allows Arlington to be responsive to the current reality in your community and move towards greater diversity, inclusion/belonging, and equity.

Our team is grateful for the opportunity to support you all in carrying out this reflective and collaborative process. We encourage you to view the data and recommendations in this report as invitations and opportunities to shift the materials, structures, and practices that appear to be barriers to equity.

While it is our human tendency to focus on individuals or individual circumstances, we encourage you to focus on the system. It is the system that allows for barriers or failures to manifest. Our approach with an audit is to gather individual data that allows us to more fully visualize the system and to catch the key opportunities to make impactful changes.

Review of documents and empathy interview/focus group responses brought to light significant challenges to equity in Arlington. What this suggests is that Arlington is ready for swift action to change those data and to create an equitable school experience for all learners. Detailed information on assets, barriers, and recommendations are provided in the remainder of this report. Our findings are consistent with the identified priorities of the strategic planning work group, and we hope that the strategic recommendations shared here offer ideas for

concrete actions aimed at meeting the needs of BIPOC students and increasing equity in Arlington.

Strategic Recommendations

Based on the data from document review, empathy interviews, and focus groups, as well as the causal pathway understanding of the connections and relationships across of the assets and barriers in the district as the basis, we offer the following strategic priorities and aligned recommendations for the district. These are shared in order of complexity to implement, though these recommendations do not have to be implemented sequentially. We recommend using Longview's Phase 2 process described in the Methodology section of this report to continue to engage with these priority areas in a participatory way.

1. Create or refine and use a bias and discrimination reporting process

- a. Ensure that policy specifically defines bias, discrimination, and any other relevant terms, has accountability measures and practices identified, and a process for timely response is articulated.
- b. Convene a diverse set of impacted stakeholders to help design a process for identifying, reporting, and responding to all types of bias and discrimination.
- c. Create a process of regular review of data by a team of stakeholders, who represent all parties involved and reflect the diversity of the staff and students in the district, who share recommendations with the superintendent and school committee related to bias and discrimination based on findings.

2. Begin or refine human resources data tracking process

- a. Create a data-driven talent management system to understand the challenges to retention of a staff that is representative of the diverse community of learners - capture the data and use that to make recommendations to improve existing practices.
 - Track employee turnover by race/ethnicity and gender (what is the attrition rate for your employees overall vs. when broken down by race/ethnicity? By gender?) and create a plan to address any discrepancies.
 - Track employee promotions by race/ethnicity and gender (what percentage of your promotions go to people of color? Percentage of promotions by gender?) and create a plan to address any discrepancies.

- b. Revise the evaluation process for all staff to ensure that there is alignment to equity educator competencies (see recommendation 3 for creation of these) and a system of accountability to monitor educator effectiveness in these areas.
- c. Audit the annual review process to ensure that it has systems in place to counteract managerial biases that inhibit the promotion of BIPOC and LGBTQIA+ employees and other employees with minoritized identities.

3. Require ongoing professional development in diversity, equity, belonging, and inclusion (DEBI)

- a. Create clarity for educator expectations in DEBI by articulating competencies, standards of professional practice, and offering aligned professional development.
- b. Required training for all staff so that anyone can identify equity in their role in the district and build appropriate knowledge, skills, and dispositions to respond effectively to barriers.
- c. Provide authentic opportunities for affinity grouping within professional development.
- d. Offer ongoing Leadership coaching to support implementation of DEBI recommendations, ensuring there are opportunities for regular shared sessions focused on priorities to foster communication and alignment, as well as 1-1 coaching for DEBI Director and Superintendent to support them in their leadership role in implementation of DEBI recommendations.

4. Carry-out a review of intervention services

- a. Convene a diverse set of impacted stakeholders to review intervention processes and consider solutions to barriers identified in this report, including:
 - Inconsistent identification process
 - Lack of clearly articulated tiered support
 - Need for advocates (*someone with special education/ intervention expertise who is hired or brought on to facilitate the initiation of services*)

and/or expansion of support for a student) to receive intervention support

- Lack of trained staff to offer intervention
- b. Clarify and publish the process for intervention in ways all stakeholders can equitably access.
- c. Clarify and publish available interventions in ways all stakeholders can equitably access.
- d. Ensure professional development and training is available to educators offering intervention support.

5. Create clarity about roles, expectations, and vision for the district to effectively integrate DEBI efforts

- a. Leverage the recent updates to vision and strategic priorities to increase clarity about roles, expectations, and vision for the district.
- b. Convene a diverse set of stakeholders, who represent all parties involved and reflect the diversity of the staff and students in the district, to identify the staffing structure and resources needed to create a fully staffed and resourced DEBI department to support the vision of equity for the district and to work on these strategic priorities.

6. Begin to transition from a culture of compliance and accountability towards one of student-centeredness and inclusion

- a. Convene a set of diverse stakeholders, who represent all parties involved and reflect the diversity of the staff and students in the district, to define desired Graduate Outcomes in such a way to include more than academic achievement markers (ie: SEL and personal educational goals are included).
- b. Identify instructional and assessment practices that are equitable and student-centered and begin to prototype and implement these practices.
- c. Use a participatory liberatory design process to co-create solutions to barriers with stakeholders including staff, students, parents and community members.

- d. Provide regular opportunities to showcase learning and successes in your work.
This should be done internally as well as externally, inviting your larger community to be part of this work.

Methodology

At Longview, we use the process mapped in the table below to carry out audits and assessments. To date, we have completed Part 1 with Arlington Public Schools leading the recommendations you reviewed above.

Longview Participatory Audit Process ©	
Part 1	
Phase	Description
Define	This phase identifies the shared challenge that the group would like to work on.
Understand	This phase is aimed at understanding the causes of the challenge with stakeholders, using: empathy and document review.
Clarify	This phase helps to identify where strategic action can be taken and what part of the problem it will address.
Recommendations	At this point we generate key recommendations based on the work to date. This integrates best practice, emerging innovations, and local perspectives to ensure that recommendations are poised to sustainably solve the challenges.
Part 2	
<i>The next portion extends the Audit into phases of testing the recommendations through targeted prototypes. This is when you move from observation and analysis into action!</i>	
Prototype	During this phase a solution or “prototype” for how to bring about and deliver change based on the recommendations is created. This is done with a range of impacted stakeholders.
Test	The prototype solution is then implemented through a small scale pilot. This pilot is aimed at testing the effectiveness of the solution.
Document	This phase is used to gather quantitative (observational and empathy) and qualitative data to understand the implications of the solution. Based on that data, decisions are made about whether to make adjustments to the prototype and pilot again, discard the prototype and start the process again, or scale the prototype to broader groups.

Share	This phase allows for the results of the process to be shared with a relevant audience.
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Our method is based on the belief that by listening closely to individual perspectives and looking at specific materials we can gather information that point to the root causes of challenges to equity. Part 1 leads to the generation of a core set of recommendations based on the assets and barriers in the local context. By identifying these we create opportunities to take action by either leveraging the existing assets or removing barriers by shifting existing practices.

We include stakeholders in every part of the process in order to get a better understanding of the actual on the ground reality. Stakeholder perspective provides critical insight to inform recommendations that are actionable, feasible, and responsive to specific needs of the community.

For our work with Arlington we had a team of stakeholders with the following demographics:

56 total stakeholders originally, 4 left team					
Socio-economic Status	Race/Ethnicity	Language	Gender	Sexual Orientation	Disability Status
2 Lower income	3 Asian pacific Islander	2 Bilingual	47 Female	1 Asexual	13 Disability
41 Middle income	6 Black	9 Fluent	8 Male	2 Bisexual	22 No Disability
14 Upper income	9 Hispanic/Latino	49 Native	1 Other	42 Heterosexual	19 Other
5 other	43 White			5 Homosexual	
	2 Two or more races			7 Other	
	2 Other				

In the Define phase, we identified 7 dimensions: Intervention, Policy, PD + LT Readiness, Student Achievement, Staffing, Curriculum, Family and Community Engagement to review. Longview's framework (see [attachment A](#)) provided the criteria which were reviewed for each dimension.

In the Understand phase, members of the audit team worked diligently to review documents and hold empathy interviews and focus groups. For each phase the set of provided documents were reviewed and scored on a scale of 1-4 (no evidence, minimal or inconsistent evidence, some evidence, ample evidence) by each team member. After all documents were reviewed, an average score for each criteria was calculated to get a broad sense of how the criteria showed up in the documents. An overall score for each dimension is the average of all criteria in that area. You can find these scores in [attachment B](#).

In review of documents, 1 criteria of 93 total scored above a 3 (a score of 3 indicates that the scorer perceives there was some evidence of the criteria), which means the remaining 92 criteria there was minimal, inconsistent, or no evidence perceived by stakeholders.

Audit team members and Longview staff carried out 129 empathy interviews and 3 focus groups (Metco caregivers, Leadership Team, and Curriculum Leaders) with a total of 32 participants. A deductive, indicative, and descriptive coding process was used to review the interview responses: we first sorted into two categories: assets (something positive, a description of something going well) and barriers (a challenge, a description of something not going well), and then we reviewed what trends emerged in each category using direct language from the participants to describe the trends, and sorted into those descriptive groups. In review of empathy interview and focus group responses we found 198 assets and 558 barriers in response to open-ended questions from 161 individuals (including 22 students, 57 parents/family/caregivers, and 82 Arlington Public Schools staff).

In the Clarify and Recommendations Phases, the audit team reviewed the scores and the coded interview responses and were asked to identify key insights. They used those insights to offer recommendations for how to leverage the assets or remove barriers, specifically considering what we call in design “extreme user personas”, which in the case of Arlington are users who have not been well served by the system to date.

Longview Education also reviewed this information and the audit team insights and recommendations and we added additional “research-based and/or best practices” recommendations. You can find these synthesized, detailed reports below. As you begin to work on implementation of strategic recommendations in your school community it will be helpful to revisit these recommendations and use those as starting points to create informed and impactful prototypes.

The assets and barriers and criteria scores were combined from all dimensions and placed across a relative scale. The top 10% were labeled relative strengths for the district and the lowest 10% were labeled relative challenges, see lists below. These assets and barriers were reviewed to create a visual map of equity in the district (a causal pathway, see below). Based on the data analysis and using the causal pathway to identify areas for taking action the set of six strategic priorities, shared above, was identified.

Below you will find the causal pathway and list of assets and barriers. We encourage you to look at Part 2 of this process, as described above, as a necessary next step in the work. A broad set of stakeholders in your community have dedicated many hours to this extensive review of equity, vulnerably shared their experiences, and participated collaboratively in looking closely at the conditions in the district. By moving quickly to take action on these findings, Arlington Public Schools will continue to demonstrate the organization's commitment to equity and to partnership with the community of stakeholders.

Causal Pathway and Assets and Barriers

Causal Pathway

Arlington Causal Pathway



What we mapped in the pathway shows that despite relative strengths (instances of students feeling well supported, having opportunities to learn about a variety of topics including historically marginalized perspectives, and of some staff feeling respected and valued), the biggest barriers observed are a lack of inclusion, instances of racism and other forms of discrimination, lack of clarity about what DEBI entails in the district, a culture of compliance to doing things as they've always been done and accountability to test scores, and challenges with accessing adequate intervention support for all students.

Those barriers are identified as strategic because those barriers lead to other challenges and indicate a likely root cause. By acting at the root cause Arlington should see impact at other levels of the system and should be able to change other barriers more quickly after they have been addressed.

The strategic priorities we generated address those core challenges, and are organized by relative complexity to implement.

1. Create or refine and use a bias and discrimination reporting process to address racism and discrimination
2. Begin or refine human resources data tracking process to ensure consistent application of equitable hiring, support and termination processes
3. Require ongoing professional development in diversity, equity and inclusion practices so that all staff have the training, tools, and resources they need to be able to equitably serve all students in the district
4. Carry-out a review of intervention services for special education so that there is a clear, transparent and equitable system for identifying students in need of additional support in school
5. Create clarity about roles, expectations, and vision for DEBI efforts to be integrated deeply and throughout the entire organization.
6. Begin to transition from a culture of compliance and accountability towards one of student-centeredness and inclusion so that all students are known, heard and provided the education they need to be successful.

Relative Assets and Barriers

Below you will find the tables of Assets and Barriers identified in this process, relative scores are available in the Attachments section.

Area of Relative Strength (Asset)
Emphasis on higher-order thinking in lesson planning
Some students are offered adequate support and challenge for their needs
Identification and support of ELL is a relative strength
Some staff feel respected and valued
Educators make an effort to get to know students
Lesson plans offer opportunities for multiple means of engagement (UDL)
Lesson plans offer opportunities for student agency and choice
Intellectual capacity is fostered through opportunities to engage in rigorous work
Intellectual capacity is fostered through formative assessments and feedback
The district creates opportunities for some families, parents, caregivers, and community to provide input
There is a desire to do DEBI work among stakeholders

Area of Relative Weakness (Barrier)
Culture in district is not inclusive all of the time
Lack of clarity about roles, expectations, and vision for the district as it relates to creating a inclusive and equitable system
Appropriately trained staff is lacking for intervention services
Communication is lacking between some stakeholders in the district and the district itself
Need to revamp the curriculum and materials to be more representative and equitable

Staff is not representative of diverse community of learners
More professional development is needed, especially in DEBI areas
Specific tiered interventions are not articulated
Tracking of staffing data to understand hiring, attrition, pay equity is not being done
Inconsistent Identification Process for Intervention Services
All students are not supported and included in their learning process
Unclear what is being learned in classes, or it's not relevant or appropriately challenging
District is focused on compliance to doing things as they've always been done and accountability to test scores at the expense of other things like relationships and the social/emotional health of students and staff
Racism exists within the school system and its schools

Dimension Area Detail

Below you will find sections with detailed recommendations for all stakeholders in each of the Dimension areas covered in the audit. Each section begins with the overall relative strength score (averaging all criteria from the framework) using the following scale:

1: no evidence	2: minimal or inconsistent evidence	3: some evidence	4: ample evidence
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Following the score is the definition of the dimension and below that the table of recommendations. These recommendations are a combination of ideas generated by the stakeholders who carried out the audit, and research-based best practices. The recommendations here should be reviewed and a participatory process should be used to determine which as well as how and when to implement (see Part 2 of the table in the Methodology section).

You can access the data analysis reports in the attachments section to review scores and responses in detail.

Intervention

Overall relative strength score of 2.1/ 4

The extent to which the district has a comprehensive and multi-tiered approach to early identification and support of students with learning and behavior needs. This dimension will explore targeted intervention supports, as well as academic, social, emotional, and behavioral needs by identifying strengths, challenges, opportunities, and effectiveness.

Recommendation	Was it Stakeholder Generated or Best Practice/ Research-based	Applies to Following Stakeholder/s
Review of Current Intervention Practices		
Convene of a diverse set of stakeholders who represent all parties involved and reflect the diversity of the staff and students in the district to review intervention processes and consider solutions to barriers identified in this report. ¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Carry out an audit of staffing in order to understand if there are adequate numbers of educators with the specific training required to deliver interventions they are responsible for at each campus.	Stakeholder Generated	Educators, School and District Leadership
Create a process to collect data on effectiveness of all intervention programs that includes input from all stakeholders (What worked well with this intervention? What was challenging with this type of intervention? What has helped you deliver this intervention? How did this impact student learning? What ideas do you have on how to improve this intervention?)	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Provide Opportunities for Student and/or Caregiver Engagement and Feedback		
Students and their parents/families/caregivers can share their needs and feedback on learning experiences with your educators. ¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers
Advocate for appropriate, culturally relevant, and research-based interventions. ²	Best Practice/ Research-based	Students, Parents/Family/Caregivers
Create access to specific information about the district MTSS/RTI process and interventions in place throughout the school system and at their specific school (one or two-pager with contact	Stakeholder Generated	School and District Leadership

info)		
Create additional opportunities for parents/family/caregivers to be able to ask general questions to teachers and staff. Provide access to regular training (e.g. what the intervention process entails, how school concepts can translate at home, behavior supports, etc) that families can expect. PTO meetings can serve as sort of "parent university", addressing issues of diversity, inclusion, SEL, etc and how the school/district addresses those	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Create support groups, beyond SPED meetings, for parents/family/caregivers to support each other. Maybe guided by a counselor, so as to get questions answered, parent-peer support.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Identify partnerships for community volunteers to become classroom allies, assist with enrichment and small groups, offer support people for families, teachers, and students.	Stakeholder Generated	Parents/Family/Caregivers, Educators, School and District Leadership
Foster Inclusion and Empowerment		
Provide education to students around needs and self-advocacy. After a certain age, the kids are invited to participate in the IEP meetings, but they are not always prepared to discuss their needs.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Provide SEL curriculum for all students around understanding differences (learning, social, racial, cultural, etc) to promote more empathy, understanding, and less bullying. ³	Both	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Create a hired position (or student-led role): a person dedicated to helping students advocate for themselves and/or access to external advocates.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District

		Leadership
Improve Current Intervention Practices		
Provide criteria for entering & exiting students from academic interventions (ie. reading, math)	Stakeholder Generated	Educators, School and District Leadership
Create block scheduling, RTI, and WIN blocks. Students will then get a "double dose" of what they need to work on, could be less disruptive to their day, and a more normalized/less stigmatized approach. Designated time for push in support to allow a multi-tiered system of support for ALL students.	Stakeholder Generated	Students, Educators, School and District Leadership
Provide clear expectations for Tier 1 instruction that includes rich, engaging and evidence-based instruction focused on grade level standards with small group instruction (the initiative should be directed from administration)	Stakeholder Generated	Educators, School and District Leadership
Data meetings at least three times a year with all school stakeholders (gen ed teachers, reading specialists, math interventionists, LC teachers, principal, AP, etc) to review, discuss data and criteria for putting students in groups and to determine what interventions and enrichments are needed for all stakeholders. ⁴	Both	Educators, School and District Leadership
Create processes for constant collaboration between general and special education teachers.	Stakeholder Generated	Educators, School and District Leadership
Create processes to collaborate/effectively transition students as they move through big transition steps in schooling (from teacher to teacher; preschool to K/ES to MS/MS to HS) etc	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Implement a literacy program that is founded in inclusive practices and research, and based on	Stakeholder Generated	Educators, School and District

the extensive science of reading research.		Leadership
Identify and implement proactive, instead of reactive, approaches to behavior.	Stakeholder Generated	Educators, School and District Leadership
Provide Training and Support		
More cross-training (for all) on SEL, neurodiversity, how trauma affects learning, etc.	Stakeholder Generated	Educators, School and District Leadership
Provide more PD opportunities for all teachers and staff so they can incorporate general and specific accommodations in the classroom that can benefit all students. For example, reading teachers need special education training (i.e. writing IEP goals, training for complex behavioral needs, etc.), PD related to ELLs (student profiles, academic expectations, understanding the role of the ELL teacher, etc.), and PD to support challenging high achieving and double exceptional students.	Stakeholder Generated	Educators, School and District Leadership
Offer training to learn to communicate more empathetically with parents/family/caregivers, who cannot help but get frustrated, nervous, worked up about their children's needs and (lack of or too slow a progress in) positive interventions to address them.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Hire a full-time director of K-5 reading to create and maintain collaboration between SPED, reading specialists, classroom teachers, and coaches.	Stakeholder Generated	Educators, School and District Leadership

Policy

Overall relative strength score of 1.9/ 4

The institutional and school-based practices, procedures, and policies that promote or impede equitable practices for all students and staff. This dimension will review and identify current strategies and practices that promote equity or that create inequity, and identify best practice recommendations.

Recommendation	Was it Stakeholder Generated or Best Practice/ Research-based	Applies to Following Stakeholder/s
Create and use a Bias and Discrimination Reporting Process		
Convene a diverse set of stakeholders who represent all parties involved and reflect the diversity of the staff and students in the district to ensure that policy specifically defines bias and has accountability for responding to bias or discrimination. ¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Convene a group of stakeholders who represent all parties involved and reflect the diversity of the staff and students in the district co-create a practical guide for how the school community will respond to incidents of bias with. ¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Prioritize an equity agenda through a co-constructed, collaborative process that truly centers the voices of ALL stakeholders. (For example: Include METCO families in the review of all district/school policies from the perspective of METCO families to assess for the extent to which inherent barriers are in place; then work to mitigate those barriers) ¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Develop & enhance a transparent process by which students have agency and power to report incidents of bias that occur - ensure that all incidents are addressed in an appropriate and timely way (make sure to define what appropriate and timely means) ⁵	Best Practice/ Research-based	Students, Educators, School and District Leadership
Require educators to engage in capacity-building/professional learning to recognize and mitigate bias in their classrooms; They should gain knowledge, skill, and confidence in recognizing and interrupting	Best Practice/ Research-based	Educators, School and District Leadership

incidents of bias ⁵		
Offer training to model what it looks like to speak up and intervene when incidents of bias occur ⁵	Best Practice/ Research-based	Educators, School and District Leadership
Engage in "Speak Up" training with parents, educators, and students to learn about recognizing bias and how to respond to everyday incidents of bias that come up ⁶	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Ensure that a response protocol is in place and that staff, students, parents/families know how to report incidents of bias and the steps that will be taken to address these reports ^{5,7}	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Collect data about the bias incidents that are reported on campus and respond by making sure the community is safe, addressing the incident, and ensuring that all stakeholders have access to the resources they need to move forward ⁵	Best Practice/ Research-based	Educators, School and District Leadership
Ensure Policy is Representative of all Stakeholder Identities and Needs		
Develop & enhance student leadership groups (e.g. GSA's and other DEBI groups) that can help the district set priorities and identify opportunities for the school/district to meet the diverse community's needs ⁵	Best Practice/ Research-based	Students, Educators, School and District Leadership
Ensure student representation on school governance committees, district board, etc. ¹	Best Practice/ Research-based	Students, Educators, School and District Leadership
Create equity-centered classroom guidelines that align with (and enact) the espoused values/goals of the district ⁵	Best Practice/ Research-based	Educators, School and District Leadership
Create campus-based equity committees comprised of a cross sector of stakeholders to	Best Practice/ Research-based	Educators, School and District

identify equity-related priorities, goals, and opportunities and drive the work forward on campuses ^{1, 5}		Leadership
Work to actively recruit voices from the most marginalized communities on campus to be an active member at the "table" in making decisions and prioritizing equity goals/opportunities ^{1, 5}	Best Practice/ Research-based	Educators, School and District Leadership
Work collaboratively with the community (educators, parents, families, students, etc.) to define key equity-related terms and how those impact the local context. ^{1, 5}	Best Practice/ Research-based	Educators, School and District Leadership
Collect and report demographic data related to the composition of staff, boards, committees and engage in learning with leadership and staff around where there is opportunity to improve representation to more closely reflect the demographics of school community ⁸	Best Practice/ Research-based	Educators, School and District Leadership
Help stakeholders identify opportunities to advocate for equity-related policies and legislation (provide training to understand policy implications and build capacity for parents to advocate for change) ^{1, 8}	Best Practice/ Research-based	Educators, School and District Leadership
Ensure active parent/family representation on all school/district boards, committees, work groups, etc. ⁸	Best Practice/ Research-based	Parents/Family/Caregivers. Educators, School and District Leadership
Regularly solicit input from families/caregivers about the needs of their students, helping to prioritize equity goals ¹	Best Practice/ Research-based	Parents/Family/Caregivers, Educators, School and District Leadership
Create Clarity about what Equity means and How it is Enacted in District		
Schools should work toward prioritizing the creation of a mission/vision/goals/values that align with the district's equity values as well as	Best Practice/ Research-based	Educators, School and District Leadership

being in line with the unique needs of the local school community ⁸		
Provide Opportunities for educators to stay aware of the most recent school/district/state education policies - possibly through district-provided training and capacity-building ⁸	Best Practice/ Research-based	Educators, School and District Leadership
Ensure that all district supporting documents, materials, websites, reflect the district's equity values ⁸	Best Practice/ Research-based	Educators, School and District Leadership
Work to ensure that there is congruence between espoused equity values and enacted values that are authentic and aligned (Matthews, et. al). Hold the school/district accountable for enacting the espoused values/commitments toward equity ⁹	Best Practice/ Research-based	Parents/Family/Caregivers, Educators, School and District Leadership
Support capacity-building in district and school leaders that builds their knowledge, skills, and mindsets in order to create a culture of equity and inclusion ⁸	Best Practice/ Research-based	Educators, School and District Leadership
Other		
Find ways to weave in social justice standards (such as Learning for Justice's standards) to create schools/classrooms and learning environments that are steeped in equity and anti-bias ¹⁰	Best Practice/ Research-based	Educators, School and District Leadership
Work to ensure that funding is distributed in ways that close achievement gaps and promote greater equity by using data-driven and/or participatory budgeting processes (ensuring that all kids what they need does not always equate to all students getting the exact same thing) ¹¹	Best Practice/ Research-based	Educators, School and District Leadership

Professional Development + Leadership Team Readiness

Overall relative strength score of 1.8/ 4

The extent to which educators and leaders demonstrate a commitment to and readiness for addressing issues of institutional racism and inequity. This dimension will explore the mindsets, beliefs, and dispositions that educators hold as well as the professional learning opportunities that are offered to build stronger anti-bias/anti-racist (ABAR) school communities and classrooms.

Recommendation	Was it Stakeholder Generated or Best Practice/ Research-based	Applies to Following Stakeholder/s
Engage Students and Parents/Family/Caregivers in Professional Learning		
Students can join organizations to help themselves and others. ex: The Black Student Union, The Gay Straight Alliance	Stakeholder Generated	Students, Educators, School and District Leadership
Students can give positive feedback when they feel included, learned, or liked activity, material, event, etc. so that teachers understand what's working well.	Stakeholder Generated	Students, Educators, School and District Leadership
Advocate for DEBI professional development opportunities for educators to work on creating classrooms where all students are seen, heard, and affirmed	Stakeholder Generated	Students, Parents/Family/Caregivers
Add a student position on the working group being formed to reshape PD throughout the district.	Stakeholder Generated	Students, Educators, School and District Leadership
Have students plan/ co-plan, and facilitate/ co-facilitate PD for educators related to creating diverse and culturally competent classroom cultures ¹²	Best Practice/ Research-based	Students, Educators, School and District Leadership
Foster partnerships with community resources that may be able to support educators.	Stakeholder Generated	Educators, School and District Leadership
Educators can create processes to gather	Stakeholder	Students,

feedback from students about their classrooms - part of this can be co-creating classroom look-fors with students and families.	Generated	Parents/Family/Caregivers, Educators, School and District Leadership
Provide opportunities for parents/families/caregivers to share their wealth of knowledge with educators.	Stakeholder Generated	Parents/Family/Caregivers, Educators, School and District Leadership
Consider offering learning opportunities to parents/families/caregivers to foster alignment and understanding of DEBI work in the district.	Stakeholder Generated	Parents/Family/Caregivers, Educators, School and District Leadership
Create Clarity for Educator Expectations for DEBI		
Leverage updates to vision and strategic priorities to increase clarity about roles, expectations, and vision for the district ¹³	Best Practice/ Research-based	School and District Leadership
Create clarity for educator expectations in DEBI by articulating competencies, standards of professional practice, and offering aligned professional development ¹³	Both	Educators, School and District Leadership
Create processes for educators to carry out observations about equity on a classroom level - do mini observations of other teachers' classes	Stakeholder Generated	Educators, School and District Leadership
Establish accountability structures by infusing DEBI competencies in goal-setting, informal feedback, and formal performance management structures ¹³	Best Practice/ Research-based	School and District Leadership
Staff hold admin accountable, create networks of feedback to avoid "back handed deals" and require transparency	Stakeholder Generated	Educators, School and District Leadership
Require that all Educators Participate in Professional Learning aligned to Equity		
Create a required, comprehensive, district-wide Professional Development Plan that includes a clear vision for learning goals and a plan for	Best Practice/ Research-based	School and District Leadership

monitoring, assessing, and follow-up so that anyone can identify equity in their role and build appropriate knowledge, skills, and dispositions to respond effectively to barriers ¹³		
Educators can create proposals for PD and share them with leadership along with requests for AEF funds to support learning and growth not provided by the district.	Stakeholder Generated	Educators, School and District Leadership
Create teacher-leader positions with compensation for teachers who are passionate and knowledgeable about DEBI and equity in the school, who can offer professional development, coaching, and support, but will not give up their classroom role.	Stakeholder Generated	Educators, School and District Leadership
Create opportunities in all existing meetings by adding elements of inclusion efforts in every meeting; not just ones where DEBI is on the agenda	Stakeholder Generated	Educators, School and District Leadership
Create practices that identify and support strengths of individual staff members to offer more personalized, culturally relevant, and equitable PD	Stakeholder Generated	Educators, School and District Leadership
Create a focused schedule for PD aligned to vision and strategic priorities that allows for equity to be cross-cutting to all offerings, while focusing on 2-3 key areas	Stakeholder Generated	Educators, School and District Leadership
Create communities of practice where teachers across the district meet, research and share best practices, observe classrooms, and build capacity across the district ¹⁴	Both	Educators, School and District Leadership
Offer ongoing Leadership coaching to support implementation of DEBI recommendations, ensuring there are opportunities for regular shared sessions focused on priorities to foster communication and alignment, as well as 1-1 coaching for DEBI Director and Superintendent	Best Practice/ Research-based	School and District Leadership

to support them in their role in implementation of DEBI recommendations ^{13, 15, 16}		
Hire additional staff to support DEBI director in designing and facilitating PD and learning opportunities for staff ¹⁶	Both	School and District Leadership
Administer surveys and analyze data and other sources to address specific PD needs for your school context ¹⁷	Best Practice/ Research-based	School and District Leadership
Identify areas of strength within the district and create opportunities to highlight those successes (i.e. celebrations of learning) and collaborate with neighboring district leaders to share effective programs and practices ¹⁷	Both	Educators, School and District Leadership
Provide authentic opportunities for affinity grouping within professional development ¹⁸	Best Practice/ Research-based	Educators, School and District Leadership
Other		
Provide sufficient time and resources for "teacher assistance teams" to meet and help support students and teachers.	Stakeholder Generated	Educators, School and District Leadership

Student Achievement

Overall relative strength score of 2.0/ 4

The extent to which a learner has reached the educational goals defined. This is commonly measured in the academic areas of ELA, math, science, and social studies through statewide achievement tests. This dimension will explore any trends present in Tracking, discipline, attendance, SEL, grad rates, Extra Curricular, Special Education, EL classification with regard to race/ethnicity, gender, socioeconomic status, disability, English language proficiency.

Recommendation	Was it Stakeholder Generated or Best Practice/ Research-based	Applies to Following Stakeholder/s

Create systems to Monitor the Presence, Participation and Achievement of all Students		
Convene a set of diverse stakeholders to define desired Graduate Outcomes in such a way to include more than academic achievement markers (ie: SEL and personal educational goals are included) ¹⁹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Design practices to uphold national norms through student achievement markers while also allowing for individual needs, interests, values, and beliefs to be integrated into how student achievement is quantified (ie: the use of capstone portfolios, personalized learning goals, etc) ²⁰	Best Practice/ Research-based	Educators, School and District Leadership
Using the plans to address disparities in achievement and social-emotional outcomes based on disaggregated data available, create processes to review the results of such plans to maintain attention to and further address inequities of opportunity and outcomes ²⁰	Best Practice/ Research-based	Educators, School and District Leadership
Create processes to regularly collect data in the following areas: <ul style="list-style-type: none"> ● Course level enrollment ● Grade point average/achievement scores ● Standardized test scores ● Student discipline, suspensions, and expulsions ● Bullying or harassment ● Participation in school activities and honors ● Attendance²¹ 	Best Practice/ Research-based	Educators, School and District Leadership
Review and revise the system of assessment to ensure it is balanced, student-centered, and equitable, making sure that varied types of measures are used to monitor student achievement ^{20, 21}	Best Practice/ Research-based	Educators, School and District Leadership
Ensure systems are in place to monitor the presence, participation and achievement of all	Best Practice/ Research-based	Educators, School and District

learners within the education system ⁸		Leadership
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Staffing

Overall relative strength score of 1.2/ 4

The continuous process of finding, selecting, evaluating, developing, and retaining employees. This dimension will explore the district's hiring and retention policies, processes, and trends with a focus on BIPOC staff and other minoritized communities as well as how district policies create and support a diverse workforce by creating a welcoming, anti-bias work environment.

Recommendation	Was it Stakeholder Generated or Best Practice/ Research-based	Applies to Following Stakeholder/s
Create Opportunities for Stakeholders to Engage in Hiring and HR processes		
Give input and feedback to school leaders on what you desire from teachers especially as it relates to DEBI ¹²	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Create opportunities for stakeholder panels for candidate interviews/school visits ^{12, 22}	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Encourage stakeholders to share job postings with potential candidates, especially BIPOC candidates ^{12, 22}	Both	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Create a Data-driven Talent Management System		
Regularly track employee promotions by race/ethnicity and gender (what percentage of your promotions go to people of color? Percentage of promotions by gender?) and	Both	Educators, School and District Leadership

create a plan to address any discrepancies ²³		
Regularly track employee turnover by race/ethnicity and gender (what is the attrition rate for your employees overall vs. when broken down by race/ethnicity? By gender?) and create a plan to address any discrepancies ²³	Both	Educators, School and District Leadership
Create a data-driven talent management system and revise the evaluation process for all staff to embed equity orientation indicators and feedback ^{24, 25}	Best Practice/ Research-based	Educators, School and District Leadership
Audit the annual review process to ensure that it has systems in place to counteract managerial biases that inhibit the promotion of BIPOC and LGBTQIA+ employees and other employees with minoritized identities ²³	Best Practice/ Research-based	Educators, School and District Leadership
Implement Recruitment Strategies to Foster Diversity, Equity, Belonging, and Inclusion		
Identify and offer compensation and benefits that are competitive to neighboring districts and are sufficient to attract the diverse and representative staff desired ²⁴	Both	Educators, School and District Leadership
Refine hiring processes to center cultural competence and lead with values and practices rooted in equity and justice ²⁷	Both	Educators, School and District Leadership
Develop a written recruitment strategy to target candidates from minoritized identities through diversity career fairs, BIPOC job search websites, HBCU and HSI university partnerships, etc ²⁵	Best Practice/ Research-based	Educators, School and District Leadership
Create an online marketing strategy to attract more BIPOC candidates and candidates who have similar equity values ²⁵	Best Practice/ Research-based	Educators, School and District Leadership
Invest in professional development to help staff recognize, respond to, and reduce bias in hiring practices ²⁵	Both	Educators, School and District Leadership

Create pipeline programs to attract a more diverse pool of applicants, including attending and host diversity hiring fairs ²⁵	Best Practice/ Research-based	Educators, School and District Leadership
Create a peer learning network of district HR leaders in the area to discuss best practices as it relates to DEBI in hiring, anticipated needs, etc ¹⁴	Best Practice/ Research-based	Educators, School and District Leadership
Gather feedback from candidates who went through hiring process to support continuous improvement efforts to revise the effectiveness of recruitment selection, and hiring practices (disaggregate data by race/ethnicity and gender and analyze) ²⁵	Best Practice/ Research-based	Educators, School and District Leadership
Ensure DEBI statement is prevalent on all job listings and HR website ²⁵	Stakeholder Generated	School and District Leadership
Provide Ongoing Support and Accountability for all Staff		
Design and implement induction and early support for new BIPOC teachers and create a process that would allow a new staff member to select an “identity” mentor (e.g. a BIPOC teacher could request to have a BIPOC mentor) ²⁵	Stakeholder Generated	Educators, School and District Leadership
Create an Ombudsman Office to provide an independent, confidential resource for employees, students, families, and community members who are seeking help to answer questions, resolve concerns, and voice complaints regarding APS staffing matters ²⁸	Best Practice/ Research-based	Educators, School and District Leadership
Provide equitable pay for extra work. Supporting communities of color—from students to parents to colleagues—is fulfilling for many teachers of color, yet the work can be time- and labor-intensive, often on a social-emotional level. This work should be clearly outlined in job descriptions and fairly compensated ²⁹	Both	Educators, School and District Leadership

Invest in a DEI office (can't do a one-person show) - needs to be within next 3-6 months with teacher-leader positions in the meantime (with a stipend)	Stakeholder Generated	School and District Leadership
Daycare for employees' dependents / before or after school assistance	Stakeholder Generated	School and District Leadership
Parents/Families/Caregivers can be prepared to support referendums to increase compensation/ salaries for teachers and paraprofessionals	Stakeholder Generated	School and District Leadership
Provide support, mentorship, training for paraprofessionals to stay	Stakeholder Generated	School and District Leadership
Maintain the assets of high trust, autonomy, appreciation and share clarity about these practices with new staff during on-boarding	Stakeholder Generated	School and District Leadership
Create a DEBI advisory committee to collect feedback from colleagues as it relates to creating a culturally responsive workplace and/or students and families on creating a culturally responsive school and advise school leaders.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Create a full DEBI department to support the updates to district vision and ensure the integration of equity across all work in the district ¹⁶	Both	District Leadership
Complete PD to build capacity of supporting BIPOC staff and creating a culturally responsive workplace ²⁵	Best Practice/ Research-based	Educators, School and District Leadership
Schedule "stay conversations". (<i>Stay conversations are conversations between a manager and employee designed to learn more about the employee, including their career goals, what they value, what they need to be successful and to feel supported in their role</i>) with BIPOC staff throughout the year ³⁰	Best Practice/ Research-based	Educators, School and District Leadership

Curriculum

Overall relative strength score of 2.1/ 4

Includes Scope and Sequence, Lesson Plans, and School Experience of Classroom Culture and Educator Dispositions:

- The scope and sequence is a comprehensive list of concepts, ideas, and topics that the curriculum has to cover through lessons and assessments. The scope is the depth and range of the content to be taught at a specific grade level and the development of the content across grade levels while the sequence is the order in which the content should be taught for the best learning within a grade level and across grade levels.
- Lesson plans are a plan for learning activities with instructional guidance, lesson descriptions, student handouts, strategies for scaffolding and differentiation. This dimension will examine the extent to which anchor texts introduce students to diverse, authentic voices and experiences.
- Classroom culture is the environment that is created to address students' academic, social, and emotional needs. Educator dispositions are "the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities," according to the National Council for Accreditation of Teacher Education.

Recommendation	Was it Stakeholder Generated or Best Practice/ Research-based	Applies to Following Stakeholder/s
Create Culturally Competent and Affirming Classrooms		
Create student groups related to creating diverse and culturally competent classroom cultures, offer trainings to students and also have students lead or co-lead trainings with staff ¹²	Best Practice/ Research-based	Students, Educators, School and District Leadership
Create a committee of various stakeholders to review standards and write specific recommendations to include more cultural competence and 21st century skills and goals. (consider the Learning for Justice – formerly Teaching Tolerance – Social Justice standards) ¹⁹	Best Practice/ Research-based	Educators, School and District Leadership

Educators can assume best intentions when communicating with students and their families.	Stakeholder Generated	Educators, School and District Leadership
When students misbehave, educators can start with the question "do you need anything?" or "how can I help you?" or "are you ok?" Getting curious actually can have the result of fixing a long term problem before it gets worse.	Stakeholder Generated	Educators, School and District Leadership
Teachers can have simple, transparent discipline codes that are not overly punitive.	Stakeholder Generated	Educators, School and District Leadership
Teachers can proactively reach out to parents and caregivers at the beginning of the year to establish positive communications.	Stakeholder Generated	Educators, School and District Leadership
Teachers can use the student's preferred name and pronouns. ie: don't give things like "spanish names" and always ask what pronouns a student prefers at the start of the year.	Stakeholder Generated	Educators, School and District Leadership
Teachers can have students say their name and pronouns before the teacher attempts to say the name to avoid mispronunciation.	Stakeholder Generated	Educators, School and District Leadership
School leaders can research their discipline code and remove any rules that are not backed by evidence to support student success goals. This keeps non-dominant cultural behaviors from being penalized.	Stakeholder Generated	Educators, School and District Leadership
Create accountability for Equitable and Culturally Competent and Affirming Classrooms		
Provide ongoing feedback to educators about topics, lessons, and classroom culture ³¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Create a common definition/mission for DEBI as	Best Practice/	Educators, School

it relates to curriculum ¹³	Research-based	and District Leadership
Provide Opportunities for Student and/or Caregiver Engagement and Feedback		
Participate in DEBI training and book clubs to increase your cultural competence as well as your knowledge and awareness of culturally relevant classrooms ³²	Best Practice/ Research-based	Parents/Family/Caregivers, Educators, School and District Leadership
Participate in a DEBI committee to support schools in implementing culturally relevant curriculum ³²	Best Practice/ Research-based	Parents/Family/Caregivers
Teachers can preemptively reach out to adults supporting students in minoritized communities.	Stakeholder Generated	Educators, School and District Leadership
Educators can maintain an open dialogue with students and parents from the community.	Stakeholder Generated	Educators, School and District Leadership
School leaders can make sure all families have computers and access to the internet.	Stakeholder Generated	Educators, School and District Leadership
Implement Best Practice and Research-based Instructional Strategies to Support Student Achievement for all		
Ensure lesson activities prompt students to transfer their learning to real-world, authentic applications ^{33, 36}	Best Practice/ Research-based	Educators, School and District Leadership
Provide all students with access to culturally and linguistically responsive curricular materials, instruction, and appropriate SEL supports. Include more mirrors for historically marginalized groups in the APS community (e.g. BIPOC students, LGBTQ+ students, students with disabilities, students with various family	Best Practice/ Research-based	Educators, School and District Leadership

structures, etc.) and windows of various social identities in lessons ^{34, 36}		
Incorporate more voice and choice opportunities for students in the classroom ^{20, 36}	Best Practice/ Research-based	Educators, School and District Leadership
Learn about students' cultural backgrounds to incorporate into lessons ^{35, 36}	Best Practice/ Research-based	Educators, School and District Leadership
Incorporate more student-centered, personalized learning approaches in the classroom that foster student engagement through appropriately leveled and paced content aligned to student interests, identities, or experiences and that offers some amount of choice to students in how they learn and demonstrate understanding ^{20, 36}	Best Practice/ Research-based	Educators, School and District Leadership
During curriculum standard review/updates, include universal opportunities to integrate real-world learning opportunities that include local, regional, national, and worldwide connection ^{20, 36}	Best Practice/ Research-based	Educators, School and District Leadership
Provide ongoing professional development on incorporating anti-racist and anti-bias (ABAR) practices into lesson plans including the development of clear guidelines and supports for navigating difficult conversations around student experiences and current events ³⁷	Best Practice/ Research-based	Educators, School and District Leadership
Develop a systematic data-informed approach to analyze formative and summative assessment to inform the planning of differentiation for all students ³⁸	Best Practice/ Research-based	Educators, School and District Leadership
Educators can review HW policy to determine impact of assignments on student achievement, specifically considering impact on students	Stakeholder Generated	Educators, School and District Leadership

furthest from opportunity.		
Educators can stop having high stakes assessments (ie: all assignments are the same weight)	Stakeholder Generated	Educators, School and District Leadership
Teachers can have flexible due dates.	Stakeholder Generated	Educators, School and District Leadership
Teachers can review their practices to consider which serve student achievement and take away other practices that don't serve those goals to limit both the work they have to do and the work students have to do.	Stakeholder Generated	Educators, School and District Leadership
Teachers can pace the class with exit ticket results (formative assessment)- ie: dipstick every class to make sure students have learned a topic before going on to the next.	Stakeholder Generated	Educators, School and District Leadership
Teachers can focus on having both high standards and "high help" in their classrooms- something that particularly helps minoritized students.	Stakeholder Generated	Educators, School and District Leadership
Teachers can provide feedback to students in this format "I know you can reach x high standard because I have seen your hard work pay off in y place. Here is z help I can provide you to get there."- this also is an evidence based way of giving feedback that has been shown to work with minoritized students.	Stakeholder Generated	Educators, School and District Leadership
Teachers can offer time in class for makeup work.	Stakeholder Generated	Educators, School and District Leadership
Teachers can forgive more work from when students are out.	Stakeholder Generated	Educators, School and District Leadership
Leaders can relax testing requirements, like	Stakeholder	Educators, School

happened with COVID response. District leaders can simplify testing requirements and make them lower stakes/less frequent. Particularly department heads who require common assessments.	Generated	and District Leadership
School leaders can increase access to afterschool help by providing late transportation or zoom meeting times	Stakeholder Generated	Educators, School and District Leadership
Educators can provide and support asynchronous communication and teaching.	Stakeholder Generated	Educators, School and District Leadership
Teachers can offer more opportunities for student choice in assignments.	Stakeholder Generated	Educators, School and District Leadership
School leaders can give teachers more power to set the pace of their classes based on daily "dipstick" assessments.	Stakeholder Generated	Educators, School and District Leadership
Ensure Topics and Materials are Inclusive and Diverse		
Topics in scope and sequence should integrate various cultures of students and APS community members, especially those that are historically marginalized ^{20, 36}	Best Practice/ Research-based	Educators, School and District Leadership
Create a vetting system for curriculum materials to ensure they are authentic and accurate in terms of social identities ³⁴	Best Practice/ Research-based	Educators, School and District Leadership
K-5 ELA curriculum needs to be abandoned and replace it with a diverse & inclusive curriculum.	Stakeholder Generated	Educators, School and District Leadership
Educators can add the voices of minoritized experts and historical figures into their curriculum and wall art.	Stakeholder Generated	Educators, School and District Leadership
School leaders can assess all textbooks and curricula for how well they include minoritized	Stakeholder Generated	Educators, School and District

voices.		Leadership
Create a hub of district resources around a variety of identities including race/ethnicity, gender, ability, religion, sexuality, and family structure to give students more relevant learning opportunities ¹⁴	Best Practice/ Research-based	Educators, School and District Leadership

Family and Community Engagement

Overall relative strength score of 1.7/ 4

The responsibility of schools to create a safe and welcoming environment for all families and caregivers, especially families of color and other minoritized populations. This dimension also explores the extent to which the district and schools provide opportunities for families and community members to be active participants in the education of youth.

Recommendation	Was it Stakeholder Generated or Best Practice/ Research-based	Applies to Following Stakeholder/s
Create Inclusion for Student and/or Parent/Family/Caregiver		
Ensure that family/community engagement efforts value home cultures and contributions, rather than focusing on "assimilation" into dominant culture ³⁹	Best Practice/ Research-based	School and District Leadership
District and school leaders can work toward shifting mindsets to ensure that family/community engagement is viewed as a strong asset and essential to the function of education ⁴⁰	Best Practice/ Research-based	Educators, School and District Leadership
Students can let teachers know when they feel a student is being left out, not included	Stakeholder Generated	Students, Educators, School and District Leadership
Students can encourage parents/families/caregivers to participate in school events, communications, and	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators,

opportunities		School and District Leadership
Ensure student representation on PTOs and other school/community based boards, groups, etc ¹²	Best Practice/ Research-based	Students, Educators, School and District Leadership
Students can seek to meet people who are not "like" them	Stakeholder Generated	Students
Have students conduct community-based research to deepen their understanding about social justice and make learning impactful within their local contexts ³⁹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Activate student agency and work to identify a social issue that students can focus on improving as part of class assignments ¹²	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Ask school leadership what opportunities are available for family/parent engagement.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Invite students to lead community engagement initiatives and activities.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Secondary schools should create more opportunities to bring parents into communication - hosting family nights, events, socials, etc. as well as establishing clear opportunities for how parents can and should communicate openly with educators. School leaders in middle/high school can build on the elementary school models of family engagement (coffee chats, etc.) to create	Both	Students, Parents/Family/Caregivers, Educators, School and District Leadership

increased opportunities for engagement ³⁹		
Move toward the co-construction of family advocacy - working with families, rather than on their behalf ¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Work in collaboration with the PTO to create and sustain a family liaison role that can help build bridges between school and families ⁴¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Create more opportunities for family/community voice to inform decision-making (surveys, focus groups, etc.) - leverage collective voice in an ongoing fashion; be transparent about how feedback is leveraged within decision-making ³⁹	Best Practice/ Research-based	School and District Leadership
Create positions within central office (and at the campus level) that focus on building bridges and partnerships with community and families ^{39, 41}	Best Practice/ Research-based	School and District Leadership
Find allies/friends in caregiver cohort who will support each other.	Stakeholder Generated	Parents/Family/Caregivers
Expect educators to care about your student, and hold them to it as much as you can.	Stakeholder Generated	Parents/Family/Caregivers
Ensure Regular and Meaningful Communication with Parent/Families/Caregivers		
Educators can make translation available in all their family communications.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Ensure that communication to parents/families/caregivers happens regularly (not just during a parent/teacher conference) and that it focuses on both positive and	Best Practice/ Research-based	Parents/Family/Caregivers, Educators, School and District Leadership

negative feedback; also ensure that communication is two-way - where teachers ask parents to share their thoughts, knowledge, wisdom rather than just telling parents about student behavior/academic progress ³⁹		
Continue engaging students/families in conferences and events in a hybrid fashion to meet the varying needs of families. (zoom and in-person, etc.)	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Host informational sessions/trainings for parents to learn how to utilize the desired communication platforms and ask families/parents/caregivers how they like to communicate and when they are able to participate in activities and plan to include what they share ⁴²	Both	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Add options into parent portal that allow everyone to make selections about translation, ability to share availability for participating in events, and best methods for communication.	Stakeholder Generated	School and District Leadership
Create Practices to Understand Families/Caregivers		
Educators can be proactive in trying to learn about the families of their students, including asking school leadership for help in getting to know the families, and for details to share on how families can connect.	Stakeholder Generated	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Ask students/families about the important dates, holidays, and celebrations they share (possibly through a formalized method such as surveys) and ensure that classrooms validate and honor all students' unique celebrations/values ¹	Best Practice/ Research-based	Students, Parents/Family/Caregivers, Educators, School and District Leadership
Work to understand families/communities through conducting empathy interviews at the	Best Practice/ Research-based	Students, Parents/Family/Careg

beginning of the school year ¹		ivers, Educators, School and District Leadership
Participate in IDEAS course to learn about their own cultural Lens and develop cultural competency and educators can try to be mindful of when their sense of urgency/rushing is unproductive.	Stakeholder Generated	Educators, School and District Leadership
Work toward shifting mindsets about deficit view of families - attend professional learning to support in shifting these mindsets ³⁹	Best Practice/ Research-based	Educators, School and District Leadership
Provide protected time for educators to connect with families - during the school day	Stakeholder Generated	Students, Parents/Family/Careg ivers, Educators, School and District Leadership
Other		
Consider "designing at the margins" for parent/family events/opportunities and consider the needs of METCO families as the priority ¹	Best Practice/ Research-based	School and District Leadership

Conclusion

The district should be commended for taking the important step of reviewing what is working in the organization as it relates to DEBI efforts, to transparently name the barriers that impede the work, and to create a set of recommendations to leverage the assets and mitigate those barriers.

We encourage all stakeholders to review the recommendations and consider one way to get involved in supporting Arlington in its goal to “implement DEBI practices across the district and to be clear on what that means.” This work cannot be done by any one individual alone and must include all stakeholders in the district.

We also recommend that as work proceeds in the district that teams take the recommendations shared here and use protocols, such as the Importance/Difficulty matrix, to identify most feasible and impactful starting points.

There are many organizations and individuals, Longview Education included, who can support the district in this work. Making shifts to existing practices and across organizations can at times seem challenging, but the time is now to take action and see the impact that implementing some of these recommendations can have on all students in Arlington.

What we have seen, and research has shown⁴³, is that by taking a participatory approach you are more likely to be able to accomplish the transformations needed to foster equity. Please refer to our Phase 2 of our equity audit process for a suggested next step to address your DEBI efforts.

We want to recognize the significant contribution by the audit team members, the director of DEBI, Arlington cabinet members, and all who were interviewed in this process. The effort and dedication demonstrated throughout the process is commendable.

As you move forward with your updated vision and strategic priorities, we hope this report can offer solid recommendations for actions and processes that will support that work.

Attachments

A. Equity Audit Framework

Arlington Public Schools Equity Audit Framework

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- [Intervention](#)
- [Policy](#)
- [PD + LT Readiness](#)
- [Student Achievement](#)
- [Staffing](#)
- Curriculum:
 - [Scope and Sequence](#)
 - [Anchor Texts](#)
 - [Lesson Plans](#)
 - [Classroom Culture/ Educator Dispositions](#)
- [Family/Community Engagement](#)

INTERVENTION

Description: The extent to which the district has a comprehensive and multi-tiered approach to early identification and support of students with learning needs. This dimension will explore targeted intervention supports, as well as academic, social, emotional, and behavioral needs by identifying strengths, challenges, opportunities, and effectiveness.

Guiding Question: To what extent do targeted interventions meet the academic, social, emotional, and behavioral needs of students?

Look Fors

Educators and leaders know and understand all federal and state regulations that support special population areas (i.e., English language learners and special education students).

The district and schools implement ongoing assessments and progress monitoring in order to identify if and when a student needs closer monitoring and intervention.

A multi-tier approach is articulated to efficiently differentiate instruction for all students.
Schools have clear processes and structures for school staff to meet student needs by providing additional targeted or intensive support as necessary.
Schools have communication practices for parents/families to provide information about their child's progress and their academic or behavioral goals.
The district and schools provide classroom modifications and accommodations to facilitate learning for students with disabilities and English Learners.
Assessment procedures and accommodations are available for English Learners and students with disabilities.
English Learners are properly identified, assessed, and placed.
Students with disabilities are properly identified, assessed, and placed.
The demographic distribution of students identified as Gifted and Talented mirrors the demographic distribution of the student population.
The district implements a proactive approach to identifying and assessing high-achieving students for Gifted and Talented, particularly non-majority students.
Teachers and families create individualized education plans for students needing interventions that are personalized and help support the growth of students.
Students receiving specialized interventions and support are making steady academic progress and growth.

POLICY

Description: The institutional and school-based practices, procedures, and policies that promote or impede equitable practices for all students and staff. This dimension will review and identify current strategies and practices that promote equity or that create inequity, and identify best practice recommendations.

Guiding Question: How do school policies and procedures foster diversity, inclusion/belonging, and equity?

Look Fors

District and school mission and vision statements explicitly include a commitment to equity.

Strategic plans, goals, and initiatives reflect a prioritized commitment to equity. Equity is not approached as an add-on initiative, but is integrated into every facet of teaching, learning, and leading.
The school board and other local governance committees reflect the diversity of the community (in terms of race, ethnicity, gender, SES, ability, etc.)
The district has a specific educational equity policy in areas related to race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, and disability status.
There are educational equity policies in place regarding best practices for gender non-conforming students (e.g. using names students identify as their preferred name and personal pronouns, bathroom and locker room use by transgender students, etc.)
The educational equity policy identifies the role of teachers, staff, and administrators in mitigating race-based disparities.
There is a clear process and procedure for reporting and addressing incidents of bias, complaints, and appeals.
District and school policies have been reviewed and updated to assure that no student is denied participation in activities or services because of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, disability status, or transportation limitations.
District and school resources are prioritized, allocated, and distributed in ways that promote greater equity, inclusion, and belonging.
Financial resources are allocated for the school's equity plans, goals, and initiatives. A school's budget reflects the prioritization of this commitment.
Education funding (including public, private and philanthropic) is being allocated and distributed equitably among all students and schools across the district in pursuit of student learning and success.
Highly qualified teachers are equitably distributed across the district.
Schools do not have homogeneous grouping (tracking) or the school is actively de-tracking.

PD + LT READINESS

Description: The extent to which educators and leaders demonstrate a commitment to and readiness for addressing issues of institutional racism and inequity. This dimension will

explore the mindsets, beliefs, and dispositions that educators hold as well as the professional learning opportunities that are offered to build stronger anti-bias/anti-racist (ABAR) school communities and classrooms.

Guiding Question: To what extent do educators and leaders demonstrate readiness and commitment to ABAR practices, and in what ways are they provided opportunities to cultivate a deeper equity orientation through professional learning?

Look Fors

Schools invest in high-quality, ongoing professional development (PD), including coaching, so teachers have the deep pedagogical content knowledge and cultural competencies to support student learning, especially if children are not successful or below grade-level.

Teachers and leaders are provided resources, time, and support to engage in work exploring their own identities as related to systems of privilege and oppression, and are pursuing ever-deeper cultural proficiency.

Content training is offered to provide staff with curricular information and knowledge that positively affirms and values cultural differences to enhance educational equity.

Educators pursue deeper cultural proficiency in their practices through a variety of learning opportunities while fostering asset-based language and behaviors about and among students.

Professional learning communities and professional development opportunities elevate and support continual improvement toward equitable student outcomes.

All staff members receive in-service training regarding strategies for countering bias.

All staff members have received in-service training on culturally responsive practices to support all students, particularly the most minoritized students.

All staff have received trauma-informed training to support student success and well-being using restorative practices

All staff members receive training in culturally responsive communication and practices to increase their effectiveness in working with diverse populations.

Staff regularly engage in brave and difficult conversations about race, equity, and inclusion in ways that push the educator community to grow and learn.

STUDENT ACHIEVEMENT

Description: The extent to which a learner has reached the educational goals defined. This is commonly measured in the academic areas of ELA, math, science, and social studies through statewide achievement tests. This dimension will explore any trends present in Tracking, discipline, attendance, SEL, grad rates, Extra Curricular, Special Education, EL classification with regard to race/ethnicity, gender, socioeconomic status, disability, English language proficiency.

Guiding Question: To what extent is student achievement inclusive and supportive of all learners and how is data used to ensure success for all learners within the district?

Look Fors

Student achievement in the district is defined in such a way to include more than academic achievement markers (ie: SEL and personal educational goals are included)

The district has practices in place to uphold some level of national norms through student achievement markers while also allowing for individual needs, interests, values, and beliefs to be integrated into how student achievement is quantified (ie: the use of capstone portfolios, personalized learning goals, etc)

Assessment data is analyzed according to individual student progress as well as disaggregated patterns and outcomes by: race, ethnicity, SES, gender, disability, language (separated out)

The district and schools create plans to address disparities in achievement and social-emotional outcomes.

The school and district use data to develop and implement rigorous plans to address inequitable patterns of achievement and review the results of such plans to maintain attention to and further address inequities of opportunity and outcomes.

Data is regularly collected, disaggregated, and analyzed in the following areas and by different racial, ethnic, and language groups:

- Course level enrollment
- Grade point average/achievement scores
- Standardized test scores
- Student discipline, suspensions, and expulsions
- Bullying or harassment
- Participation in school activities and honors
- Attendance

Multiple instruments are used for student assessment, including performance measures.

English Learners are properly identified, assessed, and placed.

Assessment procedures and accommodations are available for English Learners and students with disabilities.

STAFFING

Description: The continuous process of finding, selecting, evaluating, developing, and retaining employees. This dimension will explore the district's hiring and retention policies, processes, and trends with a focus on BIPOC staff and other minoritized communities as well as how district policies create and support a diverse workforce by creating a welcoming, anti-bias work environment.

Guiding Question: To what extent are staffing policies and strategies inclusive and supportive of all staff members, especially those from historically marginalized communities, and how is data used to ensure a thriving work environment for all employees within the district?

Look Fors

The district's staff's composition is representative of the racial, ethnic, socioeconomic, national origin, language, sexual, gender identity, gender expression, religious, sexual orientation, or disability status composition of the student body and surrounding community.

Staff members of different races, ethnicities, languages, national origins, sexes, gender identities, gender expressions, sexual orientations, and/or with different disabilities are distributed equitably across the various job classifications from administration to non-certified positions.

The demographics of school board and other local governance committees are tracked by Human Resources and the committees reflect the diversity of the community (in terms of race, ethnicity, gender, SES, ability, etc.)

Human Resources regularly tracks the following data: employee gender, age, race, and years of experience (and other identifiers such as gender identity, sexual orientation, ability, etc. as possible).

Human Resources regularly tracks the following data: leader (administrator) gender, age, race, and years of experience (and other identifiers such as gender identity, sexual orientation, ability, etc. as possible).

Human Resources regularly tracks employee candidates by race/ethnicity (what percentage of the district's applicants and interviewees are candidates of color? What percentage of offers made are to

candidates of color?)
Human Resources regularly tracks employee turnover by race/ethnicity (what is the attrition rate for your employees overall vs. when broken down by race/ethnicity?)
Human Resources regularly tracks employee promotions by race/ethnicity (what percentage of your promotions go to people of color vs. overall?)
Human Resources regularly tracks employee pay equity by gender and race/ethnicity (Are there differences in pay that exist along lines of gender? Along lines of race?)
Human Resource regularly collects comprehensive feedback from all staff, especially those with minoritized identities, through an employee culture survey and conducts two-way feedback meetings to learn about employee perceptions concerning how the district is doing and what is going well or not for them.
Human Resources prioritizes having hiring committees be representative of various identities and ensures all members have attended training(s) to learn about unconscious bias and strategies for fair evaluations.
Human Resources has a written recruitment strategy to target candidates from minoritized identities through diversity career fairs, BIPOC job search websites, HBCU and HSI university partnerships, etc.
Human Resources includes specific interview questions for all candidates regarding their knowledge and commitment to diversity, equity, and inclusion.
Human Resources evaluates how any position being recruited for can advance the equity goals of the district and articulates these expectations and responsibilities into the job description.
Job descriptions go above and beyond the law requiring an Equal Employment Opportunity Statement and adds the district's DEI statement or a value statement that reflects the organization's commitment to equity in hiring.
All staff members are assessed in competencies in diversity, inclusion, and educational equity to signify this integral part of their performance.
The annual review process has systems in place to counteract managerial biases that inhibit the promotion of BIPOC and LGBTQIA+ employees as well as other employees with minoritized identities.
Human Resources provides a mentorship program and/or affinity spaces for BIPOC and LGBTQIA+ employees to help them navigate predominately white, cis-gender, heteronormative workplaces.

SCOPE AND SEQUENCE

Description: The scope and sequence is a comprehensive list of concepts, ideas, and topics that the curriculum has to cover through lessons and assessments. The scope is the depth

and range of the content to be taught at a specific grade level and the development of the content across grade levels while the sequence is the order in which the content should be taught for the best learning within a grade level and across grade levels.

Guiding Question: How does the scope and sequence foster diversity, inclusion/belonging, and equity?

Look Fors

The scope and sequence topics reference, as much as possible, the experiences and perspectives of diversity among racial, ethnic, socioeconomic, national origin, language, sexual, gender identity and expression, religious, sexual orientation, or disability status groups.

The scope and sequence provides opportunities for students to learn about others' experiences (windows) as well as see reflections of themselves (mirrors) through relevant topics.

The scope and sequence unit topics allow learners to examine the perspectives of historically marginalized groups to counter the past effects of bias and discrimination in age-appropriate ways relevant to students.

The scope and sequence includes development of cultural competence and collaborative skills to help support students' preparation for a diverse society and workplace.

LESSON PLANS

Descriptions: A plan for learning activities with instructional guidance, lesson descriptions, student handouts, strategies for scaffolding and differentiation. This dimension will examine the extent to which anchor texts introduce students to diverse, authentic voices and experiences.

Guiding Question: How do lesson plans foster diversity, inclusion/belonging, and equity?

Look Fors

The lesson plan emphasizes higher-order thinking skills and provides opportunities for students to learn and practice thinking strategies using the brain's natural learning systems.

The lesson plan includes formative assessments and feedback to increase intellectual capacity.

The lesson plan includes opportunities for student-driven inquiry and student agency.

The lesson plan holds all students to high academic standards and provides multiple means of

engagement to stimulate interest and motivation for learning (Universal Design for Learning Guideline).
The lesson plan holds all students to high academic standards and provides multiple means of representation to present information and content in different ways (Universal Design for Learning Guideline).
The lesson plan holds all students to high academic standards and provides multiple means of action and expression to differentiate the ways that students can express what they know (Universal Design for Learning Guideline).
The lesson plan activities help foster a community of learners by encouraging students to focus on collective work, responsibility, and cooperation.
The lesson plan allows students to position themselves contextually within the content (eg: culturally relevant examples, metaphors, and examples from students' community and everyday lives) to support making meaning of in-school learning and to affirm their identity.
The lesson plan provides students with a variety of content, activities, and opportunities to content that affirms students (mirrors), as well as exposes them to experiences other than their own (windows).
The lesson plan presents students with real-world situations to apply their knowledge and skill and be able to address societal issues.
The lesson plan ensures that cultures aren't presented as a monolith (danger of a single story) by integrating and centralizing experiences and stories (not reduced and limited to their experiences of suffering, but are balanced with stories of joy and resistance) of historically marginalized groups to avoid stereotyping and bias.
The lesson plan takes any opportunity to increase awareness of the perspectives of historically marginalized groups to unpack and counter the past effects of bias and discrimination in age-appropriate ways relevant to students.
The lesson plan flags any content that may be considered inflammatory, controversial, demeaning, offensive, or emotionally charged for historically marginalized groups.
The lesson plan uses person-first language (e.g., "individuals with mental health conditions" rather than "mentally ill individuals") to recognize the innate and equal value of individuals before ascribing other identities or descriptors.
The lesson plan invites students to assess and discuss values, assumptions, and word choices when found within books and other materials (ex: "Westward" expansion was only west for one group of people, not for all people studying this time period)

CLASSROOM CULTURE/ EDUCATOR DISPOSITIONS

Description: Classroom culture is the environment that is created to address students' academic, social, and emotional needs. Educator dispositions are "the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities," according to the National Council for Accreditation of Teacher Education.

Guiding Question: How do classroom culture and educator dispositions foster diversity, inclusion/belonging, and equity?

Look Fors (Stakeholder Experience)

The teacher creates an environment that is intellectually and socially safe for learning.

The teacher consistently uses a variety of engagement strategies that maximize student learning and opportunities for participation, building on students' strengths (such as allowing students to choose their groups, equity of voice protocols, etc)

The teacher uses principles of restorative justice to manage conflicts and redirect behavior.

The teacher does not have any differential patterns in how they interact with students, including in all classroom procedures, practices, and norms.

Classroom tasks are distributed equitably regardless of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity or expression, sexual orientation, religion, or disability status.

Unbiased verbal and nonverbal language is used in the classroom.

Commonalities are appreciated and differences are understood and valued.

Classroom routines and practices help cultivate a positive mindset and sense of self-efficacy.

Classroom texts, activities, posted materials, and examples are inclusive to all races, classes, ethnicities, languages, gender or gender identities, religions, and abilities.

The teacher builds a classroom culture around communal (sociocultural) talk and task structures.

Classroom materials, activities, and rubrics for instructional tasks are made in collaboration with students and value their input.

The teacher collaborates with families and community partners to align strategies for supporting students' social-emotional well-being.

Families are invited to share their expertise and incorporate students' and families' funds of knowledge into in-person and distance learning.

The teacher's interactions with other professionals, students, and families consistently convey respect and value for the full range of individuals' differences.
The teacher understands their own cultural lens and the archetypes of individualism and collectivism.
The teacher understands how the brain learns and the role that identity and culture play in that.
The teacher acknowledges the sociopolitical context around race, language, culture.
The teacher acknowledges and has strategies to respond to their brain's own triggers around race, identity, and culture.
The teacher has a broad understanding of culturally and linguistically diverse students' learning behaviors.

FAMILY + COMMUNITY ENGAGEMENT

Description: The responsibility of schools to create a safe and welcoming environment for all families and caregivers, especially families of color and other minoritized populations. This dimension also explores the extent to which the district and schools provide opportunities for families and community members to be active participants in the education of youth.

Guiding Question: To what extent are the needs of all students and families in the district being prioritized and met, particularly those most marginalized within the community?

Look Fors

The district and schools have opportunities, including groups, teams, and events, for families and community members to provide input as well as to serve in significant roles toward fulfilling the school's/district's vision/ mission.

Community voice is viewed as an asset and there is evidence that parent and community voice is organized, diverse, and active in advocating for better solutions on behalf of students.

The school and district encourage the engagement of all families and community members in school planning, support, and governance ((e.g., through forming a school advisory committee, conducting a survey, organizing focus groups, etc.), whether in-person, hybrid, or distance learning.

There are a variety of structures to communicate with parents and to get their input, perspective, and feedback.

The district and schools create plans to address disparities in achievement and social-emotional outcomes.

Community members play an active role in identifying racial equity priorities.
Families and community members involved in school planning, support, and governance are representative of the school community by race, ethnicity, socioeconomic status, national origin, language, sex, gender identity, gender expression, sexual orientation, religion, and disability status.
The district partners with community-based organizations to support the whole child (academic, social-emotional, and physical health of students) and to work towards the equity-focused vision/mission of the schools.
The school implements culturally appropriate communication practices, including printed materials in all major languages to ensure that all prospective and current students and families understand the school's vision/mission and programs offered.
The school creates the conditions necessary to enable families to attend parent/student/teacher conferences, student presentations, and other important events.

B. Full list of Document Scores and Empathy Responses with Relative Scores

Look-for or Interview Insight	Score or # of Responses
Students are offered adequate challenge and support for their needs	44
Some staff feel respected and valued	30
The lesson plan emphasizes higher-order thinking skills and provides opportunities for students to learn and practice thinking strategies using the brain's natural learning systems.	3.3
Educators make effort to get to know students	18
Educators provide opportunities for student agency and collaboration	15
Desire to do DEI work	13
Educators and leaders know and understand all federal and state regulations that support special population areas (i.e., English language learners and special education students).	2.9
The lesson plan includes opportunities for student-driven inquiry and student agency.	2.8
The lesson plan includes formative assessments and feedback to increase intellectual capacity.	2.7
English language learners are properly identified, assessed, and placed.	2.7
The lesson plan holds all students to high academic standards and provides multiple means of engagement to stimulate interest and motivation for learning (Universal Design for Learning Guideline).	2.6
The scope and sequence and/or standards span all levels of rigor (recalling, understanding, applying, analyzing, evaluating, creating).	2.6

Assessment procedures and accommodations are available for English language learners and students with disabilities.	2.5
The district and schools have opportunities, including groups, teams, and events, for families and community members to provide input as well as to serve in significant roles toward fulfilling the school's/district's vision/mission.	2.5
Students learn about a variety of topics that include historically marginalized perspectives	12
Educators incorporate student interests, identity, values into learning	11
Reports are regularly sent	10
The lesson plan activities help foster a community of learners by encouraging students to focus on collective work, responsibility, and cooperation.	2.5
Schools invest in high-quality, ongoing professional development (PD), including coaching, so teachers have the deep pedagogical content knowledge and cultural competencies to support student learning, especially if children are not successful or below grade-level.	2.5
The district and schools implement ongoing assessments and progress monitoring in order to identify if and when a student needs closer monitoring and intervention.	2.4
Students with disabilities are properly identified, assessed, and placed.	2.4
The lesson plan holds all students to high academic standards and provides multiple means of representation to present information and content in different ways (Universal Design for Learning Guideline).	2.4
The district and schools create plans to address disparities in achievement and social-emotional outcomes.	2.4
The lesson plan holds all students to high academic standards and provides multiple means of action and expression to differentiate the ways that students can express what they know (Universal Design for Learning Guideline).	2.4

The district and schools provide classroom modifications and accommodations to facilitate learning for students with disabilities and English language learners.	2.3
Assessment data is analyzed according to individual student progress as well as disaggregated patterns and outcomes by: race, ethnicity, SES, gender, disability, language (separated out)	2.3
The educational equity policy identifies the role of teachers, staff, and administrators in mitigating race-based disparities.	2.3
The school implements culturally appropriate communication practices, including printed materials in all major languages to ensure that all prospective and current students and families understand the school's vision/mission and programs offered.	2.3
Teachers and families create individualized education plans for students needing interventions that are personalized and help support the growth of students.	2.3
Schools have clear processes and structures for school staff to meet student needs by providing additional targeted or intensive support as necessary.	2.3
There is a clear process and procedure for reporting and addressing incidents of bias, complaints, and appeals.	2.2
There are a variety of structures to communicate with parents and to get their input, perspective, and feedback.	2.2
The lesson plan presents students with real-world situations to apply their knowledge and skill and be able to address societal issues.	2.1
District and school mission and vision statements explicitly include a commitment to equity.	2.1
District and school policies have been reviewed and updated to assure that no student is denied participation in activities or services because of race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, disability status, or transportation limitations.	2.1
District and school resources are prioritized, allocated, and distributed in ways that promote greater equity,	2.1

inclusion, and belonging.	
The lesson plan provides students with a variety of content, activities, and opportunities to content that affirms students (mirrors), as well as exposes them to experiences other than their own (windows).	2.1
The lesson plan allows students to position themselves contextually within the content (eg: culturally relevant examples, metaphors, and examples from students' community and everyday lives) to support making meaning of in-school learning and to affirm their identity.	2.1
Curriculum includes more than traditional academic content	7
Some awareness about policy among staff	6
Curriculum is adequately challenging	5
Educators are responsive when caregivers reach out	5
Identification process is in place	5
Many Opportunities to Engage in Elementary School	5
The scope and sequence and/or standards reference, as much as possible, the experiences and perspectives of diversity among racial, ethnic, socioeconomic, national origin, language, sexual, gender identity and expression, religious, sexual orientation, or disability status groups.	2.0
Schools have communication practices for parents/families to provide information about their child's progress and their academic or behavioral goals.	2.0
Strategic plans, goals, and initiatives reflect a prioritized commitment to equity. Equity is not approached as an add-on initiative, but is integrated into every facet of teaching, learning, and leading.	2.0
Education funding (including public, private and philanthropic) is being allocated and distributed equitably among all students and schools across the district in pursuit of student learning and success.	2.0
Schools do not have homogeneous grouping (tracking) or the school is actively de-tracking.	2.0

Teachers and leaders are provided resources, time, and support to engage in work exploring their own identities as related to systems of privilege and oppression, and are pursuing ever-deeper cultural proficiency.	2.0
Content training is offered to provide staff with curricular information and knowledge that positively affirms and values cultural differences to enhance educational equity.	2.0
Professional learning communities and professional development opportunities elevate and support continual improvement toward equitable student outcomes.	2.0
The scope and sequence and/or standards provide opportunities for students to learn about others' experiences (windows) as well as see reflections of themselves (mirrors).	2.0
The school creates the conditions necessary to enable families to attend parent/student/teacher conferences, student presentations, and other important events.	2.0
Student achievement in the district is defined in such a way to include more than academic achievement markers (ie: SEL and personal educational goals are included)	2.0
The school and district use data to develop and implement rigorous plans to address inequitable patterns of achievement and review the results of such plans to maintain attention to and further address inequities of opportunity and outcomes.	2.0
Data is regularly collected, disaggregated, and analyzed in the following areas and by different racial, ethnic, and language groups: Course level enrollment, Grade point average/achievement scores, Standardized test scores, Student discipline, suspensions, and expulsions, Bullying or harassment, Participation in school activities and honors, Attendance.	2.0
Multiple instruments are used for student assessment, including performance measures.	2.0
Lack of effective collaboration among leadership and educators	1
Geographic barriers	2
Stigma with SPED	2

Board may not be representative of community	2
Educators are open to family and student perspectives	3
Sexism	3
Would like different types of engagement opportunities	3
Transitions between Schools is a challenge	4
Need more teachers, smaller class size	4
Teams of educators collaborate to support students	4
Interventions lead to student progress	4
The scope and sequence and/or standards include development of cultural competence and cultural humility along with collaborative skills to help support students' preparation for a diverse society and workplace.	1.9
The school board and other local governance committees reflect the diversity of the community (in terms of race, ethnicity, gender, SES, ability, etc.)	1.8
The district has a specific educational equity policy in areas related to race, ethnicity, socioeconomic status, national origin, English Learner status, sex, gender identity, gender expression, sexual orientation, religion, and disability status.	1.8
Community voice is viewed as an asset and there is evidence that parent and community voice is organized, diverse, and active in advocating for better solutions on behalf of students.	1.8
Students receiving specialized interventions and support are making steady academic progress and growth.	1.8
Community members play an active role in identifying racial equity priorities.	1.8
A multi-tier approach is articulated to efficiently differentiate instruction for all students.	1.8
All staff members receive in-service training regarding strategies for countering bias.	1.8

Financial resources are allocated for the school's equity plans, goals, and initiatives. A school's budget reflects the prioritization of this commitment.	1.8
All staff members are assessed in competencies in diversity, inclusion, and educational equity to signify this integral part of their performance.	1.7
The lesson plan ensures that cultures aren't presented as a monolith (danger of a single story) by integrating and centralizing experiences and stories (not reduced and limited to their experiences of suffering, but are balanced with stories of joy and resistance) of historically marginalized groups to avoid stereotyping and bias.	1.7
All staff members have received in-service training on culturally responsive practices to support all students, particularly the most minoritized students.	1.7
All staff members receive training in culturally responsive communication and practices to increase their effectiveness in working with diverse populations.	1.6
Highly qualified teachers are equitably distributed across the district.	1.6
The school and district encourage the engagement of all families and community members in school planning, support, and governance ((e.g., through forming a school advisory committee, conducting a survey, organizing focus groups, etc.), whether in-person, hybrid, or distance learning.	1.6
The district partners with community-based organizations to support the whole child (academic, social-emotional, and physical health of students) and to work towards the equity-focused vision/mission of the schools.	1.6
The scope and sequence unit topics and/or standards allow learners to examine the perspectives of historically underrepresented groups and increase their awareness to counter the past effects of bias and discrimination in age-appropriate ways relevant to students.	1.6
Educators pursue deeper cultural proficiency in their practices through a variety of learning opportunities that foster asset-based language and behaviors about and among students.	1.5

The district's staff's composition is representative of the racial, ethnic, socioeconomic, national origin, language, gender identity, gender expression, religion, sexual orientation, or disability status composition of the student body and/or surrounding community.	1.5
The lesson plan takes any opportunity to increase awareness of the perspectives of historically marginalized groups to unpack and counter the past effects of bias and discrimination in age-appropriate ways relevant to students.	1.5
Lack of specific policy in areas of equity	5
Students are not adequately challenged	6
Opportunities to engage at MS and HS are limited	7
Scheduling of Interventions is a challenge	7
Staff Retention	8
Tracking	9
Salaries are not adequate	9
Human Resources includes specific interview questions for all candidates regarding their knowledge and commitment to diversity, equity, and inclusion.	1.4
Human Resources regularly tracks the following data: employee gender, age, race, and years of experience (and other identifiers such as gender identity, sexual orientation, language, national origin, ability, etc. as possible).	1.4
Staff regularly engage in brave and difficult conversations about race, equity, and inclusion in ways that push the educator community to grow and learn.	1.3
The district and schools communicate plans to address disparities in achievement and social-emotional outcomes.	1.3

The lesson plan invites students to assess and discuss values, assumptions, and word choices when found within books and other materials (ex: “Westward” expansion was only west for one group of people, not for all people studying this time period).	1.3
There are educational equity policies in place regarding best practices for gender non-conforming students (e.g. using names students identify as their preferred name and personal pronouns, bathroom and locker room use by transgender students, etc.)	1.3
Do not feel voice is heard/ valued	11
Lack of Cultural Competence	14
Difference between what’s said and what’s done	14
Need to advocate to get services	16
Classroom expectations are results driven versus student centered	16
All staff have received trauma-informed training to support student success and well-being using restorative practices	1.2
Human Resources has a written recruitment strategy to target candidates from minoritized identities through diversity career fairs, BIPOC job search websites, HBCU and HSI university partnerships, etc.	1.2
The lesson plan uses person-first language (e.g., "individuals with mental health conditions" rather than "mentally ill individuals") to recognize the innate and equal value of individuals before ascribing other identities or descriptors.	1.2
The lesson plan flags any content that may be considered inflammatory, controversial, demeaning, offensive, or emotionally charged for historically marginalized groups.	1.2
Human Resources regularly tracks the following data: leader (administrator) gender, age, race, and years of experience ((and other identifiers such as gender identity, sexual orientation, language, national origin, ability, etc. as possible).	1.1

Human Resources regularly tracks employee candidates by race/ethnicity and gender (what percentage of the district's applicants and interviewees are candidates of color? Percentage of female, male, or nonbinary candidates? What percentage of offers made are to candidates of color Percentage of offers to female, male, or nonbinary candidates?)	1.1
Staff members of different races, ethnicities, languages, national origins, gender identities, gender expressions, sexual orientations, and/or with different disabilities are distributed equitably across the various job classifications from administration to non-certified positions.	1.1
Human Resource regularly collects comprehensive feedback from all staff, especially those with minoritized identities, through an employee culture survey and conducts two-way feedback meetings to learn about employee perceptions concerning how the district is doing and what is going well or not for them.	1.1
Human Resources prioritizes having hiring committees be representative of various identities and ensures all members have attended training(s) to learn about unconscious bias and strategies for fair evaluations.	1.1
The annual review process has systems in place to counteract managerial biases that inhibit the promotion of BIPOC and LGBTQIA+ employees and other employees with minoritized identities.	1.1
The demographic distribution of students identified as gifted and talented mirrors the demographic distribution of the student population.	1.0
The district implements a proactive approach to identifying and assessing high-achieving students for gifted and talented, particularly non-majority students.	1.0
The demographics of school board and other local governance committees are tracked by Human Resources and the committees reflect the diversity of the community (in terms of race, ethnicity, gender, SES, ability, etc.)	1.0
Human Resources regularly tracks employee turnover by race/ethnicity and gender (what is the attrition rate for your employees overall vs. when broken down by race/ethnicity? By gender?)	1.0

Human Resources regularly tracks employee promotions by race/ethnicity and gender (what percentage of your promotions go to people of color? Percentage of promotions by gender?)	1.0
Human Resources regularly tracks employee pay equity by gender and race/ethnicity (Are there differences in pay that exist along lines of gender? Along lines of race/ethnicity?)	1.0
Human Resources evaluates how any position being recruited for can advance the equity goals of the district and articulates these expectations and responsibilities into the job description.	1.0
Job descriptions go above and beyond the law requiring an Equal Employment Opportunity Statement and adds the district's DEI statement or a value statement that reflects the organization's commitment to equity in hiring.	1.0
Human Resources provides a mentorship program and/or affinity spaces for BIPOC and LGBTQIA+ employees to help them navigate predominately white, cis-gender, heteronormative workplaces.	1.0
Families and community members involved in school planning, support, and governance are representative of the school community by race, ethnicity, socioeconomic status, national origin, language, sex, gender identity, gender expression, sexual orientation, religion, and disability status.	1.0
The district has practices in place to uphold some level of national norms through student achievement markers while also allowing for individual needs, interests, values, and beliefs to be integrated into how student achievement is quantified (ie: the use of capstone portfolios, personalized learning goals, etc)	1.0
Racism	21
District is focused on compliance and accountability	21
Unclear what is being learned, or it's not relevant or appropriately challenging	22
Students are not supported and included in their learning process	26
Inconsistent Intervention Identification Process	26

Specific tiered interventions are not articulated	27
More PD is needed, especially in DEI areas	28
Staff is not representative of diverse community of learners	29
Need to revamp the curriculum and materials	36
Communication is lacking between all stakeholders in district	36
Appropriately trained staff is lacking for interventions	36
Lack of clarity about roles, expectations, and vision for the district	50
Culture in district is not inclusive	55

Glossary

Please refer to the following [Glossary](#) created by Racial Equity Tools to review definitions for terms used in this report.

Not included in that tool are the following additional terms:

1. DEBI: This is an acronym for Diversity, Equity, Belonging, and Inclusion
2. Marginalized: (of a person, group, or concept) treated as insignificant or peripheral (Oxford Dictionary)
3. Minoritized: to make (a person or group) subordinate in status to a more dominant group or its members (Dictionary.com)

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