Equity Measures

Access to Opportunities

All students have access to the opportunities for success.
1. Course selection and enrollment is not predictable by race or poverty of students.
2. Participation in extracurricular activities is not predictable by race or poverty of students.
3. Student access to and participation in college and career preparation is not predictable by race or poverty of students.

Chance to Learn

Schools provide opportunities for all students to achieve academic success.
1. The curriculum is challenging and consistently integrates culturally relevant learning.
2. Teachers and staff demonstrate high expectations for students, so that participation in opportunities is not predictable by race or poverty of students.
3. Teachers are trained to modify instructional strategies to meet the needs of different types of learners.
4. Teachers and staff connect students and families with the support necessary for academic success.

Inclusive Community

School community is inclusive of multiple experiences and fosters mutual respect.
1. Teachers and families know each other and have mutually positive relationships.
2. The school environment is inclusive, where students from various racial, ethnic, and socioeconomic communities and backgrounds, as well as students with disabilities, learn, work, and socialize together in integrated settings.
3. Administration and teaching staff reflect the diversity of the student body, so that students have role models who look like them and share common experiences.
4. The diversity of the student body is reflected in the school environment, with inclusion of diverse cultures in educational texts and materials, promotional materials, and the physical environment.

Fair Discipline

Students of color are not disproportionately disciplined.
1. Staff members demonstrate increased knowledge in the application of cross-cultural competence and communication.
2. Conflict resolution strategies include restorative justice and other practices that do not exclude students from the learning community.
3. Data are being collected in a uniform and comprehensive way so that school and district leadership can understand who is being disciplined, how often, and why.
4. Rates of suspension and other disciplinary actions are proportionate by race, income, gender, and disability representation in the overall student population.

Community Engagement

All families are connected and engaged with the school community.
1. Communication is meaningful and shared in a language and mode that is accessible to families.
2. Schools provide families with multiple ways to engage in the school community and the education of their child.
3. Parent leadership and participation in school decision making and events reflects the diversity of the school community.

Academic Achievement

Eliminate disparities in academic achievement and outcomes.
1. Test scores and outcome data are comparable, regardless of race or poverty of students.
2. Participation and success in advanced coursework is not predictable by race or poverty of students.
3. Attendance, successful course completion, graduation, and dropout rates are not predictable by race or poverty of students.
4. All graduating students are college- and career-ready and supported to have a clear plan upon completion of high school.

Resources

School/district resources are distributed equitably and based on what students require to achieve their full potential.
1. School facilities and classrooms serving low-income students are of comparable quality to those serving higher-income students.
2. All students have an equitable distribution of materials, including books, technology, and other supplies that they need to learn and meet rigorous standards.
3. Teachers with the most training and experience are assigned to schools and classrooms where they can have the most influence on student learning.
4. Budgeting processes are inclusive and transparent, and equity is stated as an affirmative goal.

Shared Accountability

School community commits to a process toward education equity and shares it progress.
1. Stakeholders with multiple perspectives and experiences are part of the decision making processes.
2. An Equity Impact Assessment is employed in making decisions relating to school policies and practices.
3. Community stakeholders are engaged in an ongoing inquiry process and continued progress toward equity.
4. School/district documents quantitative and qualitative data and reports regularly to the larger community on progress toward equity.