Toppenish School District Equity Analysis Tool

Vision

The Toppenish School District is committed to eliminate predictable patterns of inequality based on race, class, culture, ability, gender, sexuality, citizenship, and other group-based identities.

Purpose

This Equity Analysis Tool outlines seven analytical domains to support the examination of policy/programs with particular focus on educational equity. Its purpose is to provide a process and tool by which stakeholders can engage in a critical analysis of and reflect on the policy/program developed and implemented in the Toppenish School District. The equity protocols provide a mechanism by which to:

- Eliminate inequities and advance equity
- Identify clear goals, objectives and measurable outcomes
- Engage community in decision-making processes
- Identify who will benefit or be burdened by a given policy/program by examining and mitigating potential unintended consequences
- Develop mechanisms for successful implementation and evaluation of impact.

Application

This tool will be applied when developing policy and programs that impacts students, staff and families of the Toppenish School District. Building and district administration will use the Equity Analysis Tool every year to monitor progress, adjust strategies and assess to what extent the policy/program has met the desired outcomes.

To prepare for critical reflection on policies/programs, consider the following key questions.

1. What is the intent of the policy/program?
2. What social constructions does this policy embrace?
3. Who benefits from the way things are and who does it not?
4. What actions will redress the inequalities we see in our policy/program?

Instructions

For each item, rate the extent to which the policy/program being reviewed reflects the policy review domain. Provide a rationale statement to support your rating. Propose a modification, addition or deletion to the policy related to the domain for changing, improving or enhancing the

policy. Indicate whether the proposed change is a recommendation (revision needed to adequately address the domain) or a consideration (revision that would reflect best practices)

DESCRIPTION	
Policy/Program to be Reviewed	
Department/School	
Lead Facilitator/Reviewer	**Date:**
Additional Review Members:	
Briefly describe the policy or program being reviewed:	

LEGAL & COMPLIANCE LENS				
Rate the extent to which the policy/program:	To a Great Extent	Somewhat	Very Little	Not at All
Satisfies/meets relevant legal mandates (e.g. SPED/IDEA, 504, Title III/IX, Discrimination, Federal/State other, etc.)				
Rationale/Explanation:				
Recommendations or Considerations:				

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RESEARCHED BASED

Rate the extent to which the policy/program:	To a Great Extent	Somewhat	Very Little	Not at All
Is informed by disaggregated data that intentionally addresses historically underrepresented and underserved populations.				
Reflects principles and practices derived from scholarly research that will likely bring about effective outcomes for populations historically underrepresented and underserved.				

Rationale/Explanation:

Recommendations or Considerations:

RESPONSIVE TO CONTEXT (EQUITY)

Rate the extent to which the policy/program:	To a Great Extent	Somewhat	Very Little	Not at All
Responds to the current district/school context and issues				
Enumerates specific students to be responsive to students who have been historically marginalized in school settings				
Addresses disparities in treatment between and among groups (i.e. disproportionality, in participation and outcomes of particular student groups)				
Rationale/Explanation:				
Recommendations or Considerations:				

EQUITY MINDEDNESS

Rate the extent to which the policy/program:	To a Great Extent	Somewhat	Very Little	Not at All
Positions participation and success of groups from racial, ethnic, and indigenous communities historically underserved or marginalized in school settings.				
Ensures equity in language: -biased or stereotypical assumptions are not made				

about groups -groups from historically underserved populations are intentionally included				
Addresses disparities in treatment between and among groups (i.e. disproportionality, in participation and outcomes of particular student groups)				

Rationale/Explanation:

Recommendations or Considerations:

INCLUSIVE				
Rate the extent to which the policy/program:	**To a Great Extent**	**Somewhat**	**Very Little**	**Not at All**
Intentionally includes voice and choice from internal and external stakeholders to inform and develop the policy and/or program (e.g. how did the process ensure multiple modes of input "at the table" especially from those whose voices have been historically marginalized?)				

Rationale/Explanation:

Recommendations or Considerations:

COMMUNICATIVE

Rate the extent to which the policy/program:	To a Great Extent	Somewhat	Very Little	Not at All
Informs stakeholders about the rationale, purpose and scope of its application.				
Articulates policy/program outcomes and expectations.				
Rationale/Explanation:				
Recommendations or Considerations:				

ACCOUNTABLE

Rate the extent to which the policy/program:	To a Great Extent	Somewhat	Very Little	Not at All
Specifies responsibilities and provides clear lines of accountability.				
Includes clear, disaggregated measures of policy/program success with an intentional focus on equity-informed				

outcomes.				
Maintains built-in safeguards and response protocols when outcomes fail to deliver desired results.				

OVERALL SUMMATIVE STATEMENT

Drawing across your ratings, to what extent will this policy produce results that meet authentic needs (i/e/ will the policy/program result in the desired outcomes); AND to what extent is its implementation clear and feasible?