

Racial Equity Analysis Tool



As a country, we are a grand experiment in democracy and equality, wherein not all populations have had similar opportunities or access due to inherent barriers within its systems and institutions. These barriers are both historical and contemporary in nature, causing uneven and disparate experiences and outcomes, which are reflected in our educational system and institutions.

Therefore, the Lake Washington School District is committed to urgently dismantling policies and practices that support implicit and systemic racism which adversely impact outcomes for LWSD constituents who are members of historically underserved or colonially marginalized communities, including but not limited to Black/African/African American, Indigenous/Native American, and Latino/Latinx/Hispanic populations. The District also acknowledges that the aforementioned communities have been especially adversely impacted by social and policy barriers erected to diminish various intersectional identities, such as those individuals and groups who are part of the LGBTQIA+ community.

Furthermore, as a school district, we are committed to building policies and practices that build a culture and systems that are inclusive and educates its constituents regarding LWSD's commitment to creating an *environment where students, teachers, staff, and administrators are supported and equipped to be active citizens beyond LWSD to build inclusive and equitable communities.*

Why and when should I use it?

- **Use** this tool to create an equity lens for educational leaders:

The Racial Equity Analysis Toolkit provides a set of guiding questions to determine if existing and proposed policies, budgetary decisions, programs, professional development and instructional practices are likely to close the opportunity gap for specific racial groups in Lake Washington School District.

Apply the tool to decrease the opportunity gap and increase positive outcomes for students of color.

Please mark the type of decision below (click all that apply):

Applicable Policy?

Procedure

Program

Budget Issue

Professional Development

Hiring and Staffing

Department/Division/Level//School _____

Facilitator: _____ Date _____

Committee/Community members: _____

Briefly describe the Decision to be made _____

Are you: Making a new decision? _____ Reviewing an existing decision? _____

Expected Outcomes: _____

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Glossary:

Race: Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.

Individual racism: Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.

Institutional racism: When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color, usually unintentionally or inadvertently.

Structural racism: The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups. This occurs within the context of racialized historical and cultural conditions.

Accountable: Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

Educational and Racial Equity: Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

Racial Inequity: When communities of color do not have access to opportunities and a person's race can predict their social, economic and political opportunities and outcomes.

Stakeholders: Those student, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, staff and families.

Culture: The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing childrearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.

Expected Outcomes: A measurable result that is planned for, using the racial equity tool.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

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

1. Explain the relationship between your department/program/school's goals and equitable outcomes. Specifically identify historically marginalized students.
2. How has leadership engaged stakeholders in analyzing key outcomes for racial equity?
3. How has leadership identified and engaged impacted stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

STEP 2: Engage Stakeholders in Analyzing Data

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

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

