

Equity Decision Tool

| Equity Principles | Addressed in the SIA Plan |
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| <p>1. Identifying stakeholders</p> <ul style="list-style-type: none"> ● Which communities, demographic categories and protected classes may be most affected by and concerned with the goals and strategies addressed in your plan? | <p>Our needs assessment identified students with disabilities and students navigating poverty and homelessness as communities we need to better serve and support.</p> |
| <p>2. Engaging stakeholders</p> <ul style="list-style-type: none"> ● How have all stakeholders - especially those identified in question 1 - been informed, meaningfully involved and authentically represented in the development of this plan? ● Who is missing and how can they be effectively engaged? | <p>We have implemented a number of strategies and activities for engaging families and students from these focal groups. These include surveys, community meetings, and personalized phone calls. While relationships/input are not yet what we would like them to be, our aim is to leverage our data team protocols and build capacity for transparent communication and personalized academic and social emotional learning and wrap around support. This fall we aim to showcase student work (especially from hands-on learning opportunities) and elevate the voices of focal group students as we reach out to identify which work they are most proud of.</p> |

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| <p>3. Identifying and documenting inequities</p> <ul style="list-style-type: none"> ● How does the current quantitative and qualitative evidence reveal disparities in experiences and outcomes related to this plan? ● How are the students and their families in communities, demographic categories and protected classes advantaged and disadvantaged differently by the disparities this plan seeks to address? ● What evidence is missing or needed and how do you obtain it? | <p>Disaggregated data provided by ODE shows disparities for academic achievement, 9th grade on track, regular attendance, and graduation for students with disabilities and students navigating poverty and homelessness.</p> <p>This plan seeks to leverage data team systems to build capacity for supporting each student's academic and mental/social emotional health needs individually. Additionally, through a focus on career-connected learning, we aim to increase engagement and opportunities for authentic learning opportunities.</p> <p>We continue to work to identify specific ways our district is and is not meeting the needs of students and families from each of these focal groups and will begin a leadership committee inclusive of these voices this fall.</p> |
| <p>4. Examining the Causes</p> <ul style="list-style-type: none"> ● What factors may be producing and perpetuating inequities and disparities in your students' academic achievement and mental and behavioral health? ● How did the inequities arise? Are they expanding or narrowing? ● Does the plan address root causes? If not, how could it? | <p>Drivers include under resourcing and lack of communication/connection with families from these groups. This is a product of access, opportunity, and belief gaps. We believe this plan is a first step in addressing root causes, especially the intentional focus on building capacity for communication and relationship building and commitment to collaborative leadership.</p> |
| <p>5. Clarifying the purpose</p> <ul style="list-style-type: none"> ● What does the plan seek to accomplish? ● How will it reduce disparities or discrimination? ● How will it advance equity and inclusion? | <p>IF we provide an aligned career-connected learning experience, with robust systems for personalized academic and mental/social emotional interventions,</p> <p>THEN we will have capacity to develop individualized education and health/wellness</p> |

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| | <p>plans for every student, providing them opportunities to graduate prepared for and connected to high-wage, high-demand, post-secondary opportunities.</p> <p>THUS increasing student achievement in ELA and math, closing disparities for our special education students and students navigating poverty AND increase student mental health and wellness.</p> |
| <p>6. Considering adverse impacts</p> <ul style="list-style-type: none"> ● What adverse impacts or unintended consequences could result from this plan? ● Are there ways to reduce the opportunity for unintended consequences that arise from <i>individual unconscious bias</i>? ● Which communities*, demographic categories* and protected classes* could be negatively affected? ● How could adverse impacts be prevented or minimized? | <p>Feedback aligned to the equity lens identified the capacity to carry multiple initiatives as a potential unintended consequence. As we build on data team protocols, to include a student success team model, we will take a systematic approach to aligning professional learning and communication to our priorities. Additionally, they named the need for more transparent and authentic communication. In order to be responsive to this feedback, we will begin a multi-stakeholder leadership model, which will engage in ongoing continuous improvement, beginning with a baseline assessment of ODE progress markers this fall.</p> |
| <p>7. Advancing equitable impacts</p> <ul style="list-style-type: none"> ● What positive impacts on equality and inclusion, if any, could result from this plan? ● Which communities*, demographic categories* and protected classes* could benefit? ● Are there further ways to maximize equitable opportunities and impacts? | <p>This feedback highlighted the need to approach initiatives (arts, attendance, etc) across K-12, rather than focusing just on older students. Feedback continues to highlight the need/want for hands-on learning opportunities, even in CDL, including connections to career and community. Feedback highlights the need for transparent communication and supports for engaging all students, but specifically students from our focus groups, through measures that may not cost money, but rather require a commitment to transparent and ongoing communication.</p> |

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| | <p>While this plan serves as our first year plan, we will engage community throughout this year to develop a more robust plan aligned to our community wants and needs.</p> |
| <p>8. Ensuring viability and sustainability</p> <ul style="list-style-type: none"> ● How will the impact of this proposal be evidenced in current data collection and public reporting? ● Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability? | <p>Feedback highlights the need to implement plans systematically, building on existing successes (music program and data team system). We will approach measurement and communication of planning and assessment using a multi-stakeholder leadership team. We believe this will provide accountability (for SIA and other initiatives) and ensure that we are including multiple perspectives (especially of focal groups) in our continuous improvement efforts.</p> |
| <p>9. Identifying success indicators</p> <ul style="list-style-type: none"> ● What are the success indicators and progress benchmarks? ● How will impacts be documented and evaluated? ● How will the level, diversity and quality of ongoing stakeholder engagement be assessed? | <p>While longitudinal metrics (graduation, attendance, 3rd grade reading) remain the ultimate measure of success, we will utilize ODE's progress markers to prioritize short term goals each quarter. Our aim is to lead collaboratively and to ensure our students and families are part of defining and measuring success.</p> |