

# Racial Equity Analysis Tool

**It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide Equity Access and Opportunity for every student, and to eliminate racial inequity in our educational and administrative system.**

Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race and racism are pervasive and significantly affect key life indicators of success. The **Racial Equity Analysis Tool** lays out a clear process and a set of questions to guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices and budget issues to address the impacts on racial equity. To do this requires ending **individual racism, institutional racism and structural racism**.

The concept of **racial equity** goes beyond formal racial equality — where all students are treated the same — to fostering a barrier-free environment where all students, regardless of their race have the opportunity to achieve. This means differentiating resource allocations, within budgetary limitations, to serve students with the support and opportunities **they need** to succeed academically.

## 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 Seattle Public Schools.
- **Apply** the tool to decrease the opportunity gap, and increase positive outcomes for students of color.

Department/Region/School \_\_\_\_\_

Facilitator: \_\_\_\_\_ Date \_\_\_\_\_

Committee/Community members: \_\_\_\_\_

Decision/Policy: \_\_\_\_\_

Are you: Making a new decision? \_\_\_\_\_ Reviewing an existing decision? \_\_\_\_\_

Expected Outcomes: \_\_\_\_\_

Have you had any Equity Training from SPS? \_\_\_\_\_

How many times have you used the Racial Equity Analysis Tool? \_\_\_\_\_

## Please mark the type of decision below:

- |  |   |
|--|---|
| <input type="radio"/> Applicable Policy        | <input type="radio"/> Procedure           |
| <input type="radio"/> Program                  | <input type="radio"/> Budget Issue        |
| <input type="radio"/> Professional Development | <input type="radio"/> Hiring and Staffing |



# Racial Equity Analysis Tool

## 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.





# Racial Equity Analysis Tool

## **STEP 1: Set Outcomes, Identify and Engage Stakeholders**

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

1. What does your department/division/school define as racially equitable outcomes related to this issue?
2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?
3. How will leadership identify and engage 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 (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.**

1. How will you collect specific information about the school, program and community conditions to help you 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?

