



Racial Equity Analysis

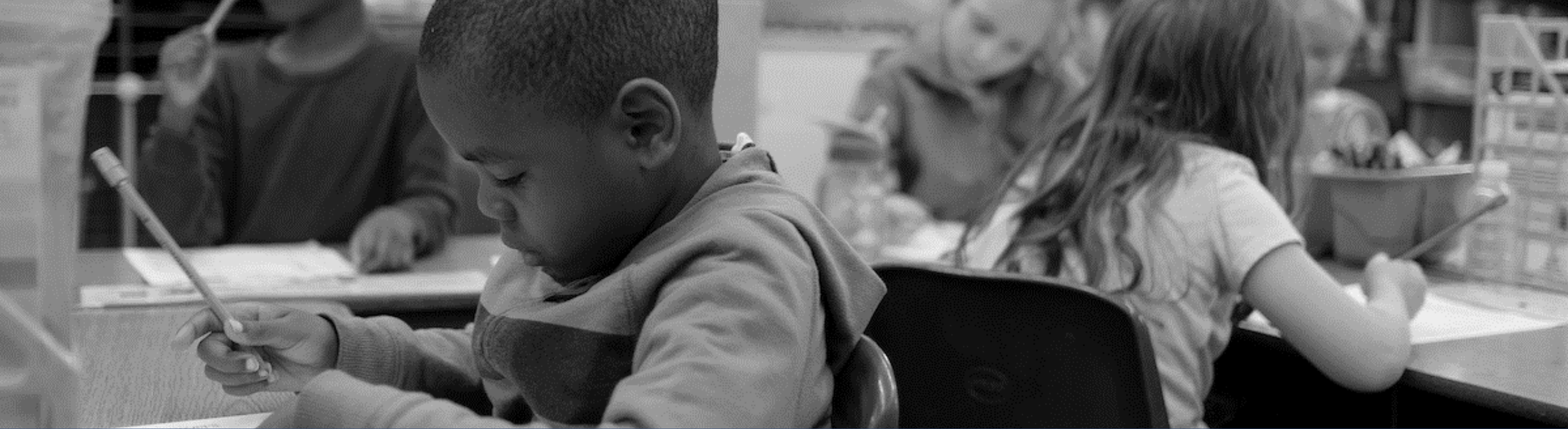
February 16, 2023 PAC Presentation

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Racial Equity Analysis

PAC Presentation, February 16, 2023

Madelin Hall | Department of Racial Equity Advancement



Racial Equity > Race Neutral



Maternal Mortality



Missing and Harmed Indigenous Women

Economic Policy Institute
About Areas of Research Data Library Publications Experts Resources Blog Donate

The myth of race-neutral policy

By **Adele A. Mayo**

Summary: Race-neutral policies are harmful for achieving true racial equity and justice. We must acknowledge and tackle the barriers posed by systemic racism with race-conscious policies that target the intersection of race, class, and gender. Following are key reasons why we need to combat the harms of race-neutral policy with race-conscious policies to build a racially just economy and how those policies should be structured:

- The persistent and in some cases widening gaps between economic outcomes for Black and white Americans are largely due to structural racism; racism that is entrenched within the very fabric of our customs, laws, systems, and institutions.
- Race-neutral policies—such as equal protection civil rights laws—fail to reverse the gaps and barriers that exist because of structural racism.

ADVANCING ANTI-RACIST ECONOMIC RESEARCH AND POLICY

PERSPECTIVES AND RESOURCES ON RACE, ETHNICITY, AND THE ECONOMY

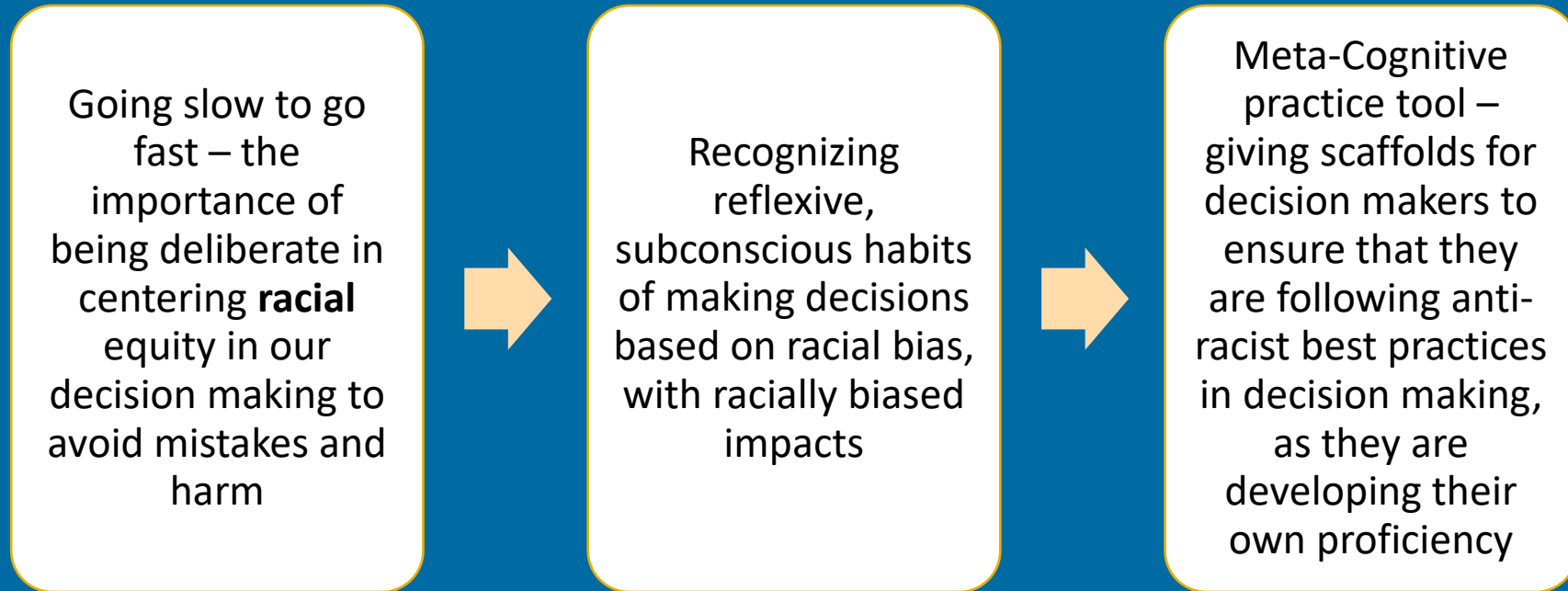
- Guiding principles for anti-racist research, the 'bodycam' for racial economic injustice >
- The myth of race-neutral policy >
- Race and ethnicity in empirical analysis: How should we interpret the race variable? >
- Stratification economics: A moral policy approach for addressing persistent group-based disparities

Myth of Race Neutrality

The assumption that racism is defined by deliberate actions motivated by malice.



Purpose of the Racial Equity Analysis Tool



Call to Action for the REAT



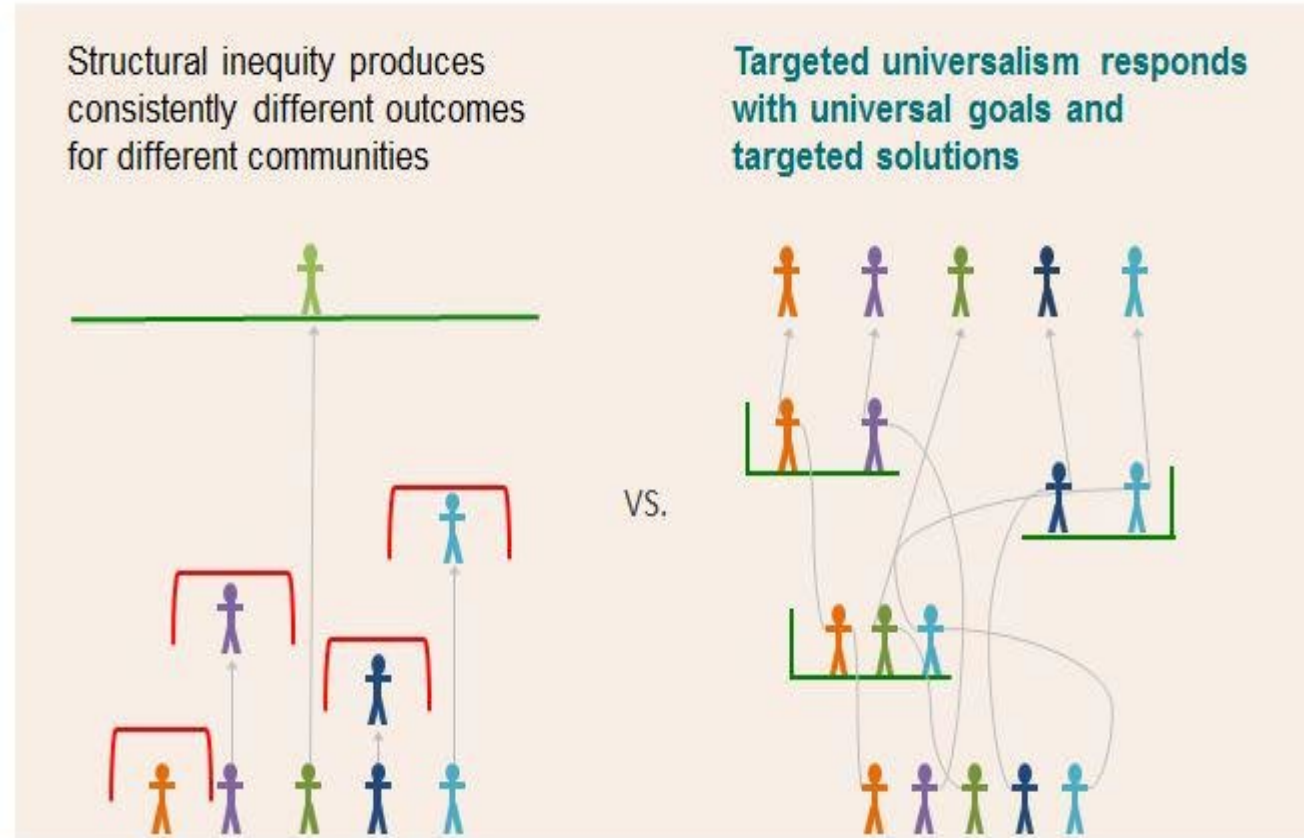
Targeted Universalism



Targeted Universalism

From AAMA

- “Dared to center love and the notion of black male educational success”
- “...must have an asset-based approach.”
- “The AAMA initiative demonstrates an awareness on the part of district leadership that there are very real issues of structural oppression that exist within the organizational context of schools, and in the districts strides to addressing it within its structure.”
- *Problem is with racist, anti-black systems and cultures, not with students.*
- *Transformative potential of making space for strengths.*



Implementing the Racial Equity Analysis Tool



The Importance of Adult SEL

“teacher cultural awareness and sensibilities warrant systematic attention. Further, teacher racial identity is a relevant but under-examined consideration for equity and SEL. Such awareness would aid teachers in avoiding the fallacies of color-blindness, power-blindness, and humanist-caring, which obscure the sociopolitical realities of youth of color and low-resourced students”⁴⁶

Equity and Social Emotional Learning: A Cultural Analysis



Impact of Implicit Bias on Decision Making

- Make decisions based on what's culturally normal for us
 - May assume the superiority of our way of doing and being
 - May assume that what works for us works for everyone else
 - Misses other opportunities and solutions
 - Can cause harm
- Make decisions based on biased ideas about other people, particularly marginalized groups
 - May assume the inferiority of other ways of doing and being
 - Ignored systemic causes, "blames the victim."
 - Misses other opportunities and solutions
 - Can cause harm

If you have a privileged identity, you're more likely to think that your identity is the norm. Because of unequal power structures, bias may also encourage assimilation to privileged identities.




Racial Equity Analysis Tool

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.



Two Versions

Standard SPS Racial Equity Analysis Tool



Racial Equity Analysis Tool Rev. 3/3/19

Ensuring Educational and Racial Equity School Board Policy #0030
Racial Equity Analysis: The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a 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?

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden
Stakeholders (SPS staff and community members) collaborate to analyze how this policy/decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?
2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

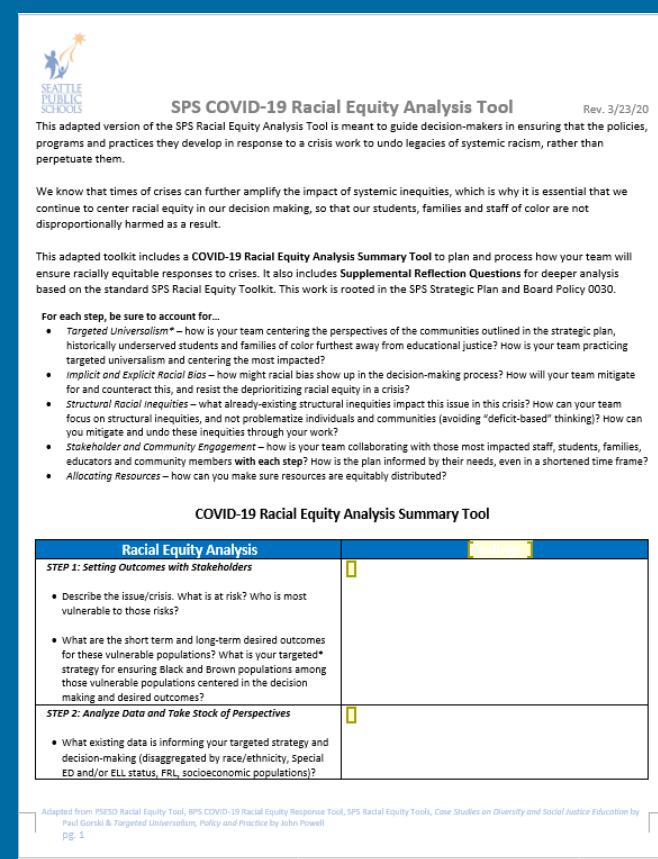
STEP 4: Evaluate Success Indicators and/or Mitigation Plans
Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?
2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

After conducting the analysis, reflect and discuss:
What are the lessons learned?
What resources are needed to make changes?
What are the next steps?

Adapted from PSES Racial Equity Tool pg. 2

COVID-19 Emergency SPS Racial Equity Analysis Tool



SPS COVID-19 Racial Equity Analysis Tool Rev. 3/23/20

This adapted version of the SPS Racial Equity Analysis Tool is meant to guide decision-makers in ensuring that the policies, programs and practices they develop in response to a crisis work to undo legacies of systemic racism, rather than perpetuate them.

We know that times of crises can further amplify the impact of systemic inequities, which is why it is essential that we continue to center racial equity in our decision making, so that our students, families and staff of color are not disproportionately harmed as a result.

This adapted toolkit includes a **COVID-19 Racial Equity Analysis Summary Tool** to plan and process how your team will ensure racially equitable responses to crises. It also includes **Supplemental Reflection Questions** for deeper analysis based on the standard SPS Racial Equity Toolkit. This work is rooted in the SPS Strategic Plan and Board Policy 0030.

For each step, be sure to account for...

- **Targeted Universalism*** – how is your team centering the perspectives of the communities outlined in the strategic plan, historically underserved students and families of color furthest away from educational justice? How is your team practicing targeted universalism and centering the most impacted?
- **Implicit and Explicit Racial Bias** – how might racial bias show up in the decision-making process? How will your team mitigate for and counteract this, and resist the deprioritizing racial equity in a crisis?
- **Structural Racial Inequities** – what already-existing structural inequities impact this issue in this crisis? How can your team focus on structural inequities, and not problematize individuals and communities (avoiding “deficit-based” thinking)? How can you mitigate and undo these inequities through your work?
- **Stakeholder and Community Engagement** – how is your team collaborating with those most impacted staff, students, families, educators and community members with each step? How is the plan informed by their needs, even in a shortened time frame?
- **Allocating Resources** – how can you make sure resources are equitably distributed?

COVID-19 Racial Equity Analysis Summary Tool

Racial Equity Analysis	Summary
STEP 1: Setting Outcomes with Stakeholders <ul style="list-style-type: none">• Describe the issue/crisis. What is at risk? Who is most vulnerable to those risks?• What are the short term and long-term desired outcomes for these vulnerable populations? What is your targeted* strategy for ensuring Black and Brown populations among those vulnerable populations centered in the decision making and desired outcomes?	
STEP 2: Analyze Data and Take Stock of Perspectives <ul style="list-style-type: none">• What existing data is informing your targeted strategy and decision-making (disaggregated by race/ethnicity, Special ED and/or ELL status, FRL, socioeconomic populations)?	

Adapted from PSES Racial Equity Tool, SPS COVID-19 Racial Equity Response Tool, SPS Racial Equity Tools, Case Studies on Diversity and Social Justice Education by Paul Gorski & Targeted Universalism, Policy and Practice by John Powell
pg. 1

Tool made for specific emergency situations, in response to COVID.

Three ways to use...

- Anti-racist themes
- Summary Tool
- Supplemental questions for digging deeper



How to Use the Racial Equity Analysis Tool



Planning



Checking Your
Work



As a Cheat
Sheet



SPS offers a [Facilitator's Guide](#) to support schools in applying the Racial Equity Analysis Tool.



Step 0: Pre-Work

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.



Step 1: Build a Team and Gain Clarity

The Racial Equity Analysis Tool lays out a clear process and a set of questions to guiding question to evaluate the

- development,
- implementation
- evaluation

of significant policies, initiatives, professional development, programs, instructional practices, and budget issues to address the impacts on racial equity.

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: Analyzing Data

- What evidence will reveal what racial/ethnic groups of students, families and staff are currently most advantaged or most disadvantaged by the issues this proposal/decision seeks to address?
- What qualitative and quantitative evidence of equity or inequity exists?
- What evidence is missing? (e.g., we discovered that we do not have access to school discipline data disaggregated by specific ethnicity so therefore, we will create a new system

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?



Step 3: Ensuring Educational and Racial Equity & Determining Benefit or Burden

- How does the policy increase opportunity and/or access for those who historically have been excluded?
- What strategies will you/we use to achieve racial equity? What are the specific strategies for decreasing racial inequity?
- State how you see the decision/policy contributing to more opportunity and access (e.g., more students of color will have access to transportation opportunities as a result of this policy.



Racial Equity Analysis Tool

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden
Stakeholders (SPS staff and community members) collaborate to analyze how this policy/ decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?
2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?



Step 4: Success Indicators and Mitigation Plans

- How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?
- What are the indicators and benchmarks?
 - Decide what you are measuring and when you will measure it.
- What is the timeline?

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?
2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?



Step 5: Reflections

- What are the overall goals and outcomes?
- What are the specific strategies for decreasing racial inequity and/or increasing student achievement?
- How do the specific strategies work to decrease racial inequity and increase student achievement?
- How will we continue to keep these strategies working?

STEP 5: Evaluate for Accountability

Stakeholders (SPS staff and community members) identify ongoing measures for continued improvement

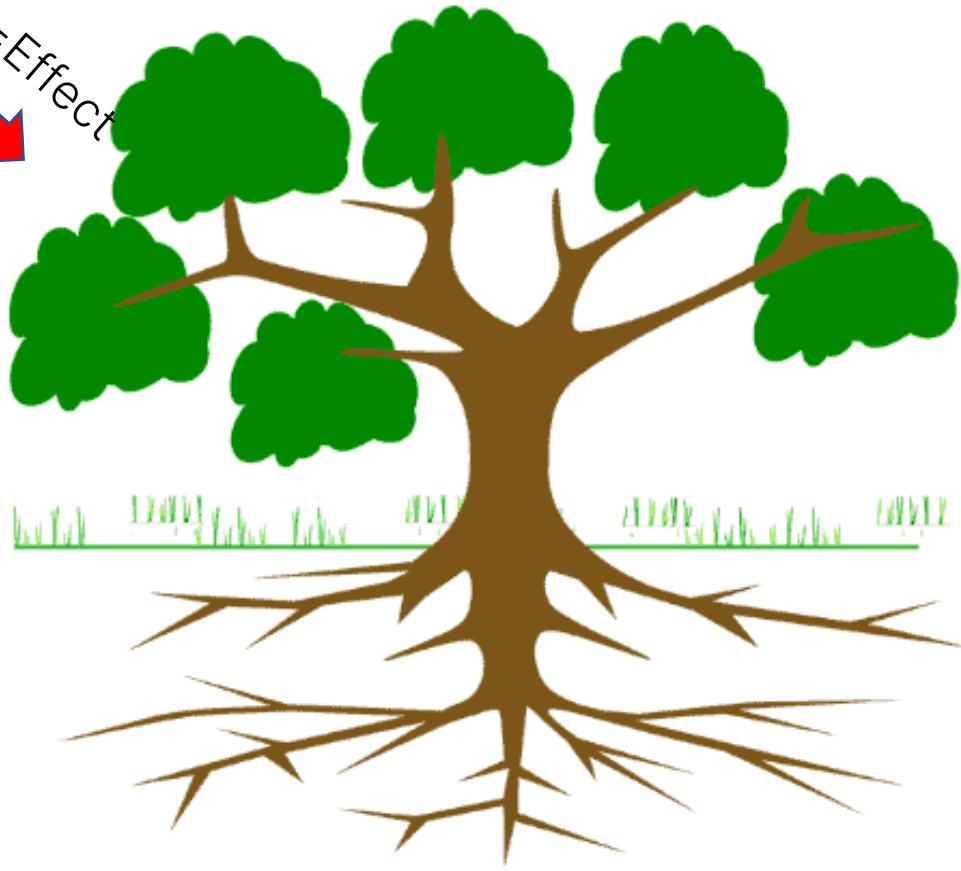
1. Document: How could impact be documented, evaluated and communicated, including whether we achieve the anticipated outcomes and advanced racial equity?
2. Adjust from feedback: How will we continue to receive feedback on the impact of our work, and adjust based on that feedback?
3. Communicate: How will we share our work with those who need to know about it?



Root Cause Analysis

Data = Effect

Roots = Cause



Above the surface you see the
Symptoms
of the problem

Dig deeper to find the
Root Cause
of the problem



5 Why Protocol

Problem statement	One sentence description of event or problem
Why? ➡	
Why? ➡	
Why? ➡	
Why? ➡	
Why? ➡	
Root Cause(s)	<div>1. 2. 3.</div> <div>To validate root causes, ask the following: If you removed this root cause, would this event or problem have been prevented?</div>

Problem statement: **Your car gets a flat tire on your way to work.**

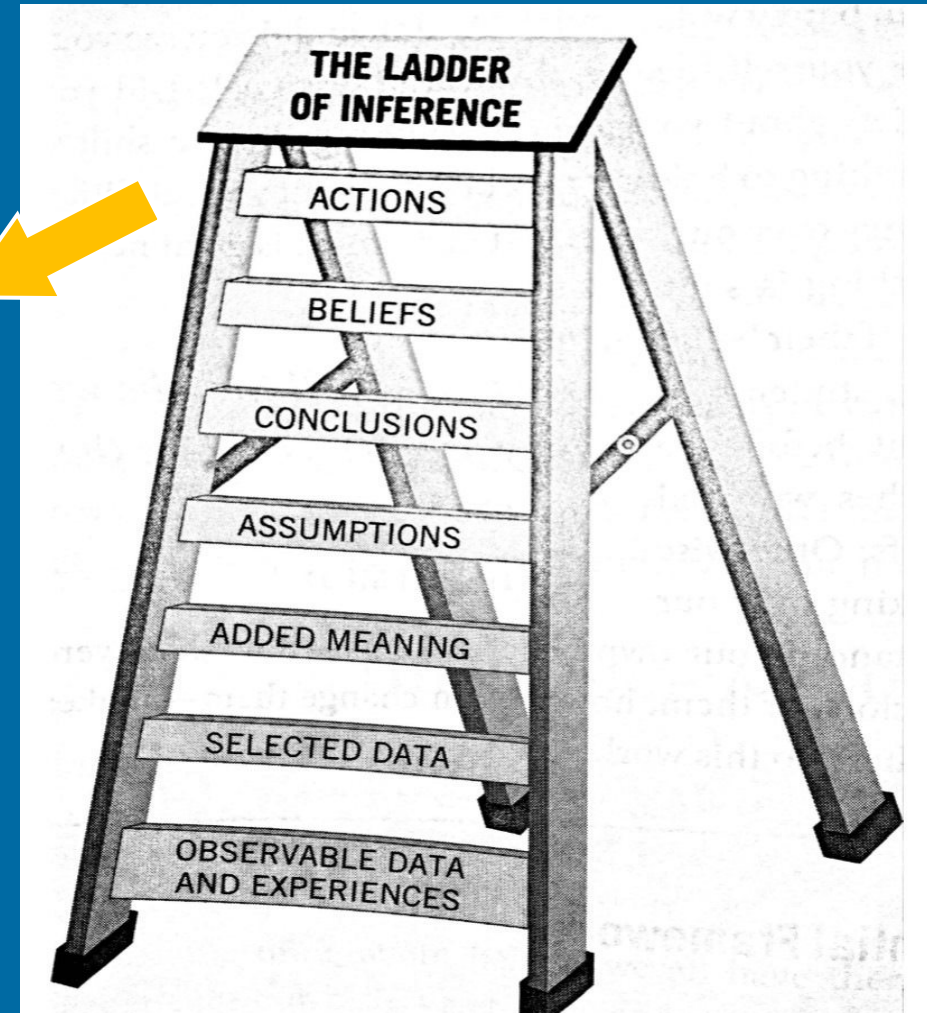
1. Why did you get a flat tire?
 - You ran over nails in your garage
2. Why were there nails on the garage floor?
 - The box of nails on the shelf was wet; the box fell apart and nails fell from the box onto the floor.*
3. Why was the box of nails wet?
 - There was a leak in the roof and it rained hard last night.

Root cause=leak in the roof

*If you stopped here and “solved” the problem by sweeping up the nails, you would have missed the root cause of the problem.



Ladder of Inference



Stay low on the ladder of inference. When you move up to the Added Meaning step, do so consciously and work to align your meaning with your conscious values and aspirations for justice





Questions?

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