

# 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: Spanish/All District/Grades 6-12 Schools

Facilitator: Michele Anciaux Aoki Date: October 8, 2018 through present

Committee/Community members: Michele Anciaux Aoki, World Languages Work Group

International Schools Leadership Team, and the SPS World Language Department Heads

Note: the Spanish Adoption Committee membership reviewed and contributed to it on Oct 30, 2018.

Decision/Policy: 6-12 Spanish Instructional Materials Adoption

Making a new decision? Yes, the Adoption Committee will recommend instructional materials for adoption

Expected Outcomes: Equitable access for all students to current, high quality, world language standards-aligned Spanish instructional materials.

Have you had any Equity Training from SPS? SPS Race & Equity Team training series

How many times have you used the Analysis Tool? First time for Spanish

**Please mark the type of decision below:**

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

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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.

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## 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?

**Diverse Representation.** Seattle Public Schools World Language Department has used the Racial Equity Analysis Tool to ensure that the Spanish Materials Adoption Committee members represent Seattle's diverse population. This tool is also being used to ensure the Adoption Committee evaluates materials using a racial equity lens.

**Accessibility to Rigorous Learning.** Our goal is to improve accessibility for all students to culturally relevant, rigorous Spanish learning called for by National World Readiness Standards for Language Learning, which have been adopted by the state as the Washington State World Languages Learning Standards in order to eliminate the opportunity gap for students of color in regards to future careers so that our students are college and career ready.

**Standards Alignment:** The Adoption Committee will select instructional materials that are aligned to the World-Readiness Standards for Language Learning and the ACTFL Proficiency Guidelines. The adopted materials will increase equitable access to all grades 6-12 students and prepare them for success in core college preparatory classes, including Spanish 1 and 2 (which satisfy high school graduation requirements) as well as more advanced college prep Spanish such as Advanced Placement (AP) and International Baccalaureate (IB).

**Diverse Curriculum Selection.** Students will also be supported by an equitable outcome by ensuring that cultural minorities are also accurately represented in any new materials selected by the Adoption Committee. In this way, minority representation will be included, helping to model and deliver varying perspectives to all students.

2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

Channels for communication with stakeholders will include the district Spanish Adoption webpage, district social media accounts, district newsletters, and printed materials be available in school offices – all in order to diversify communication channels and reach the maximum number of stakeholders.

The SPS Spanish Program and Adoption Committee will communicate throughout the adoption process key outcomes to all stakeholders to be impacted by the adoption, including racial and ethnic communities as well as families of ELL, Special Ed, and HCC students.

- **Outreach to Recruit Diverse Committee Members.** Application materials for the Spanish Adoption Committee for staff/teachers and for family/community members will be available to stakeholders through the communication channels above and will be available in multiple languages on the SPS website. Member application deadline will be included on the application and posted on the website.

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- **Inclusion of Diverse Members.** Selected Adoption Committee applicants will be identified, confirmed, and committee membership will be announced in late October.
  - **Gathering of Stakeholder Input.** To ensure input and feedback from all racial and ethnic groups to be impacted by the adoption, as well as families of ELL, Special Ed, and HCC-qualified students, the Adoption Committee will engage stakeholders through the completion of a Needs Assessment Survey that will be communicated through the channels outlined above to elicit qualitative and quantitative data about their perceptions, attitudes, needs, and concerns as they relate to the adoption of Spanish materials. The Adoption Committee will use this data in conjunction with the Race & Equity Analysis Tool and Instructional Materials Evaluation Criteria tool to inform their review and evaluate instructional materials for field-testing.
  - **Ensuring Curriculum Evaluation is Accessible.** The Adoption Committee will select and announce the candidate instructional materials for field-testing. Field test instructional materials will be on display for public viewing in multiple locations across the district. The Adoption Committee will elicit feedback from families and community members through both electronic and paper channels.
  - **Collection of Input and Feedback.** Input and feedback from teachers about this experience with instruction, assessment, management, and preparation of the candidate instructional materials will be systematically collected throughout the field test and shared at a public hearing. Student feedback, input, and attitudes about engaging in shifts in Spanish practice will be captured throughout the field test process to ensure student voice.
  - **Communication on Recommended Materials.** The Adoption Committee will synthesize and analyze all input and feedback from all stakeholders on candidate instructional materials, including the field-test, and announce their recommendation for adoption to stakeholders via the communication channels outlined above.
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?

The Adoption Committee will engage stakeholders, including administrators, teachers, families and the community in the instructional materials adoption with a Needs Assessment Survey to assess their needs, attitudes and concerns related to the selection of Spanish instructional materials. To ensure equitable access to the input survey, it will be available for online translations and available in paper form, and open throughout the year so the community has multiple opportunities to access the survey either in paper form or electronically.

Administration, teachers, Seattle Public Schools Communications Team, as well as community members, will ensure our racial/ethnic groups, heritage speakers and their families, including communities of color, impacted by the adoption of new Spanish materials receive and engage with the survey.

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## 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?

**Committee Diversity.** The application process will ensure that the Adoption Committee membership includes representation from Seattle's diverse racial and ethnic communities. The work sessions will be held when the committee members are available to meet. At the first meeting, the newly formed committee will determine future dates and locations to ensure the majority are able to attend. We will work with the ELL Department to have translators and transportation for committee members, as needed.

**Criteria Evaluation.** The Adoption Committee will analyze qualitative and quantitative data and engage in sense making of patterns and trends from the input survey in order to ensure racially equitable outcomes for the selection of Spanish instructional materials. The evaluation tool used by the Adoption Committee has criteria addressing racial equity to help screen materials; this criterion was developed using multiple resources including Washington Models for the Evaluation of Bias Content in Instructional Materials.

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

Currently not all students receive equitable access to World Language (including Spanish) instruction and materials. This is particularly impactful to our underserved populations of students, including English language learners and students with special needs. The adoption of new Spanish materials will address the need to provide Spanish learning that will include multiple modalities in both instruction and assessment in order to ensure that the newly selected materials support all students, including those with special needs.

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## **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.**

The Adoption Committee will be comprised of a diverse representation of stakeholders who will engage consistently throughout the adoption process to collaboratively analyze the potential outcomes of decision-making to ensure equity, including:

- The Race Equity Analysis Tool serves to guide the adoption process from communication, evaluation, selection and onto implementation of adopted instructional materials.
- Analyze data collected from the family and community stakeholder input survey (i.e., Needs Assessment Survey).
- Analyze instructional materials using the Instructional Materials Evaluation Criteria Tool, which includes criteria category #3 “Accessibility for Diverse Learners” and criteria category #4 “Evaluation of Bias Content.”
- Analyze field-test feedback data from teachers, students, families, and community members about the candidate instructional materials.

### 1. What are the potential benefits or unintended consequences?

The adoption of instructional materials will provide a common scope and sequence of instructional units across course levels (Spanish 1 - 4, AP Spanish 5, and IB), across the district. The impact on transient students, who are more often students of color, English language learners, and students with lower socio-economic status, will be minimized; therefore, the impact on student learning will be minimized.

The adoption of Spanish materials will also ensure, regardless of a school’s demographics, all schools will receive equitable distribution of the same materials. By providing students with aligned core Spanish units in all buildings, students who move schools have less “catching up” to do while already experiencing the significant life change of moving. Teaching a common scope and sequence of units will maximize the teacher’s ability to participate in a professional learning community focused on analyzing student work to improve instruction and to shift their practice to align with the new state standards thus providing more equitable outcome for students, including the support of heritage speakers of Spanish, many of whom may be in or have exited from ELL programs.

To ensure that this adoption does not result in the unintended consequence of perpetuating the current educational and racial inequities in our district, the adoption committee must analyze how the adoption process and implementation of the adopted materials will:

- Include sustainability of teacher supports, including materials, technology, instruction, and pedagogy.

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- Provide continued ongoing professional learning for teachers around shifting classroom instruction and pedagogy to equitable teaching practices, including learning opportunities that support teachers in developing and maintaining a growth mindset.
- Include an ongoing data collection from students, teachers, and other stakeholders about attitudes and perceptions of Spanish learning and teaching as a result of the adoption. Analysis and evaluation of this data must be used for ongoing modification and optimization of the adopted instructional materials to ensure equitable learning outcomes for all students over time.

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

By increasing access of all students in middle and high school to Spanish (in addition to other world languages), particularly students of color, English language learners, and students with special needs to Spanish, Seattle Public Schools will continue to prepare students for future career and college opportunities.

Support for world languages for all students is even more critical given new graduation requirements which require two credits (or a personalized pathway) of a world language such as Spanish.

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## **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?

The Spanish World Languages Program, as well as individual teachers and schools will continue to assess the successes of all students in Spanish language learning. The completion of Spanish summative assessments of student learning from each unit will provide quarterly student growth data and can be disaggregated for racial and ethnic groups, English language learners, and other underserved student groups. This data will inform teacher professional development learning in which teachers work together to refine, and improve shared pedagogy, instruction and materials through collaboration.

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?

To continue to improve learning for all students, particularly the impact on students of color, English language learners, students with disabilities, and other student populations, the SPS Spanish Program, teachers, and schools will continue to qualitatively and quantitatively monitor the Spanish proficiency development of all students in the program using the formative and summative assessment systems provided by the instructional materials programs. The SPS Spanish Program will engage Special Education and ELL teachers through professional learning resources and opportunities in increasing embedded strategies to support students served in these programs and to engage in the aligned Spanish coursework.

To continue to improve Spanish education in Seattle Public Schools for all students, the SPS Spanish World Languages Program will implement data driven gap-closing measurable outcomes such as

- Implementation of Spanish discourse strategies to increase student voice for sense-making and development of academic language
- Launching units with culturally relevant Spanish phenomena to provide equitable pathways to learn the culture of Spanish-speaking communities throughout the world in the unit
- Embedded formative assessments providing frequent feedback for both students and teachers.

The SPS World Languages Spanish Program will continue to seek resources for equitable teacher supports to implement the adopted Spanish instructional materials and maintain a robust student data gathering system to inform any optimization of materials. We will continue to elicit feedback from our stakeholders on student learning and attitudes to ensure equitable outcomes for students in our highly impacted communities before, during, and after implementation of the adoption of materials.