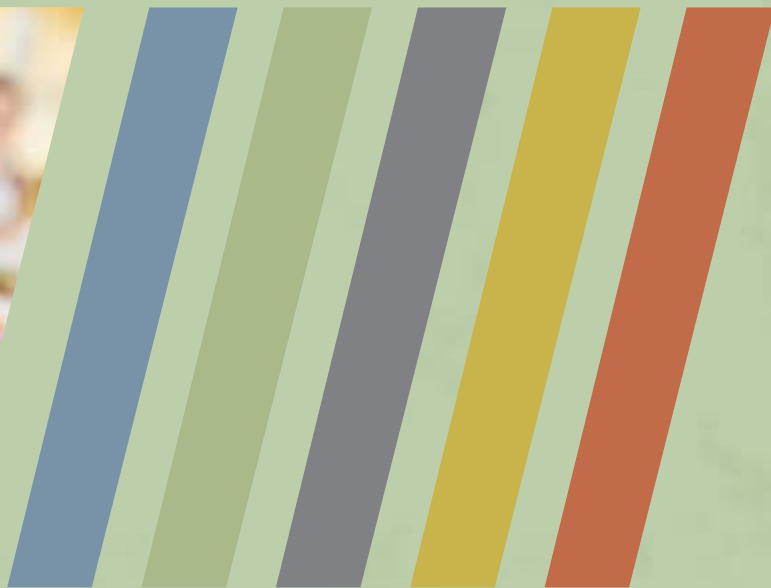


INSIGHT RACIAL EQUITY FRAMEWORK



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INTRODUCTION

Data shows that students in the United States face significant disparities in educational opportunity and outcomes. This is especially true for students of color and students from low-income communities (Reardon, 2014; U.S. Department of Education Office for Civil Rights, 2016). When considering disparities in educational opportunity and outcomes, it is important to also consider a third variable, one that we consider to be the critical bridge between the first two: access. Therefore, it is our belief that the pressing challenge facing schools and districts is to provide all students with equitable **opportunity** and **access** to high-quality educational experiences in order for them to achieve successful life **outcomes**.

In order to ensure we connect the dots between opportunity, access, and outcomes, it is critical we understand each term (see definitions below); the relationship among them; and implications for how we design school processes, systems, and structures to support their acquisition. Our equity framework, then, focuses on identifying and remediating gaps in opportunity and access for all students, but especially students of color, so as to ensure the subsequent remediation of outcome gaps.

OPPORTUNITY	ACCESS	OUTCOMES
A set of circumstances that makes it possible to do something.	The freedom or ability to obtain or make use of something.	The result or effect of an action, situation, or event.

We at Insight Education Group understand the importance of grounding our practice in developing individual and institutional racial competence, focusing on mindsets and beliefs alongside policies and practices. Paul Gorski’s social justice framework for Equity Literacy allows us to examine gaps in opportunity and/or access and suggests that we mitigate these by developing the ability to, “Recognize biases and inequities; Respond to biases and inequities in the immediate term; Redress biases and inequities in the long term; and Create and Sustain bias-free and equitable classrooms, schools, and institutional cultures” (2017).

Racial competence is defined as the “skills and attitudes required to develop and maintain healthy inter-racial relationships, notice and analyze racial dynamics, and confront racism in the environment and in oneself” (Michael, n.d.).

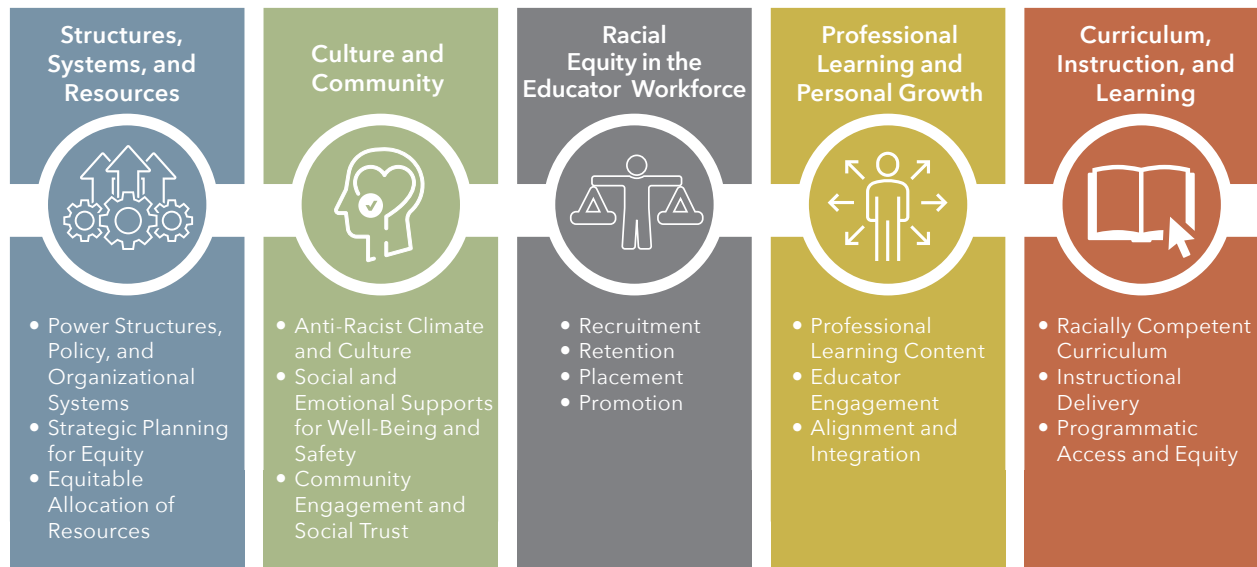
INSIGHT RACIAL EQUITY FRAMEWORK

The Insight Racial Equity Framework examines opportunity, access, and outcomes in five key domains:

- Structures, Systems, and Resources
- Culture and Community
- Racial Equity in the Educator Workforce
- Professional Learning and Personal Growth
- Curriculum, Instruction, and Learning



Each domain is viewed as a separate entity with related subcomponents.



The pages that follow further describe the framework and provide additional resources for educational organizations including:

- Descriptions, relevant research, and best practices for each domain
- A list of related subcomponents for each domain and descriptions of what highly effective practice looks like for each
- An overview of how educational organizations may use the framework
- A matrix that outlines key questions and considerations for each domain subcomponent and potential data sources that can be used to analyze related practices
- A glossary of terms used in the development of this framework
- A comprehensive list of references used in the development of this framework



STRUCTURES, SYSTEMS, AND RESOURCES

Operations, finance, and organizational structure can feel very technical in a school district. But what sits under those technical components is a belief system and understanding of the impacts of race and bias on adults and students. Therefore, this domain is grounded in the degree to which the school board and senior district leadership (those typically responsible for driving organizational structure, operations, and finance) have examined their own race and biases, understand the history of racism in this country and in their local community, and provide opportunities for regular discussions about race and bias throughout the organization.

At the foundation, strategic planning (a district process of establishing goals and the strategies that will be employed to achieve those goals) should explicitly name race and equity as a priority in the organization. Goals must be meaningful and represent access and opportunity, not just absolute achievement, in order to ensure equitable support of all students. In order to achieve this, district goals, as well as their measurable targets, must be developed collaboratively with leaders and stakeholders.

Upon the foundation of strategic planning sit the technical decisions and systems that comprise: budgeting; the allocation of resources; access to clean, healthy, and updated facilities; access to technology hardware, software, and internet; quality

food and nutrition programs; and safe and effective transportation. Therefore, this domain addresses both the degree to which the school board and senior leadership team have and continue to develop racial competence and use that to plan strategically, make technical decisions, and create structures and systems that promote equity.

Do the board and senior leadership team develop, analyze, and use their understanding of race and bias—and the impact on adults and students—in their strategic planning and daily decision making?

RELEVANT RESEARCH AND BEST PRACTICES

A growing body of scholarship emphasizes the critical role of district leadership in ensuring equitable access to resources and opportunities for students of color. Districts must intentionally design organizational structures and routines that support the success of historically underserved students, otherwise schools may “function as sites of oppression” rather than places of opportunity (Irby, Meyers, & Salisbury, 2019).

A district’s commitment to racial equity relies on fundamental systemic change throughout the organization, as well as the anti-racist beliefs and actions of individual educators and leaders (Welton, Owens, & Zamani-Gallaher, 2018). Furthermore, districts must explicitly centralize racial equity in their school improvement plans to ensure that resources are equitably distributed to students in both policy and practice (Gorski, 2019; Starr, 2018).

There is a clear and direct link between student achievement and access to material and nonmaterial resources such as effective teachers, high-quality instructional materials, academic rigor, and learning-ready facilities (Travers, 2018). The allocation of these resources at the macro level can alleviate or exacerbate inequities across an organization. Research suggests that districts and school boards often do not direct resources to students with equity in mind, resulting in intra-district disparities in teacher assignment, curriculum, and building quality (Darden & Cavendish, 2011). Cheatham, Baker-Jones, and Jordan-Thomas (2020) suggest that districts can demonstrate their commitment to racial equity by “intentionally allocating their resources more flexibly based on the changing needs of individual students” through strategies such as reconfigured funding formulas and differentiated instructional designs.

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STRUCTURES, SYSTEMS, AND RESOURCES SUBCOMPONENTS

SUBCOMPONENT	HIGHLY EFFECTIVE PRACTICES
<p>Power Structures, Policy, and Organizational Systems</p> <p>Formal and informal power structures amplify the voices of historically marginalized populations to influence policy decisions and systems of the district. District leaders intentionally and continuously reflect on their organization to first see the system and then shape power structures, policies, and processes to disrupt the reproduction of racialized outcomes.</p>	<p>The central office leadership team regularly engages in conversations about racial competence and applies understandings about race to their work.</p> <p>There is a senior leader who oversees the racial equity work in the district and is responsible for facilitating on-going, equity-focused learning and reflection.</p> <p>The organization regularly asks itself “who is making decisions?” and aggressively elevates the voice of historically marginalized people.</p> <p>The organization evaluates location, time, and format of meetings and eliminates barriers to participation by historically marginalized groups in critical conversations.</p> <p>The organization regularly examines their policies to create an anti-racist culture.</p>
<p>Strategic Planning for Equity</p> <p>Organizational beliefs, priorities, and goals explicitly address racial inequities and are co-constructed with the community to facilitate urgency and a common understanding of the systemic barriers that must be addressed to transform life outcomes for all students.</p>	<p>There is an equity-focused strategic plan in place or a process for co-constructing the strategic plan with the community.</p> <p>Race and equity are explicitly named and clearly evident throughout the priorities, goals, and other components of the strategic plan.</p> <p>Core beliefs recognize and challenge systemic racism.</p> <p>Strategic plan goals name specific gaps in access and opportunity, as well as strategies the district will use to address gaps.</p> <p>The district has developed indicators and milestones and broken them down by racial subgroups to identify lack of access and opportunity.</p>
<p>Equitable Allocation of Resources</p> <p>Resources are tethered to a clear vision for equity articulated in the strategic plan and are (re)distributed to ensure intentional focus on disrupting racialized outcomes.</p>	<p>There is a differentiated funding formula to ensure equitable allocation of resources.</p> <p>Resources are allocated for all stakeholders to receive consistent, job-embedded professional learning that includes ongoing conversations on race and equity.</p> <p>Multiple stakeholders are involved in decisions about resource allocation.</p> <p>This district ensures that each building provides a healthy and safe physical space for students.</p>



CULTURE AND COMMUNITY

Racial competence is central to a culture in which students, educators, and families of color feel safe, welcome, and valued as integral members of their school and district community. Establishing a culture of racial competence requires creating an anti-racist climate in every building, utilizing social and emotional supports for active engagement with racial issues, and leveraging family and community partnerships to develop social trust. With racial competence as the foundation of a district's culture, students, educators, and families can understand and challenge the racial biases that affect every aspect of teaching and learning, engage in productive conversations about race and equity, and reach their full potential in a safe and supportive school environment.

The distinction between school climate and school culture is nuanced but can be explained as follows: climate refers to a school's attitude, while culture refers to its personality. A school or district's culture is shaped over time through changes to its climate (Gruenert, 2008). Therefore, creating an equitable, anti-racist climate in every school is necessary for establishing a deeply ingrained culture of racial competence throughout a district.

An equitable school climate gives all students, staff, and families—regardless of racial or socioeconomic background—access to “effectively supported high expectations for teaching, learning, and achievement; emotionally and physically safe, healthy learning environments for all; caring, courageous, self-reflective relationships

among and between peers and adults; and multiple, culturally responsive pathways to participation” (Ross, Brown, & Biagas, 2020).

A district's commitment to racial competence requires teachers and leaders to have an asset-based approach to educating and serving students and families of color. This means that diversity is viewed as a strength and individuals are valued for their unique contributions to the school and district community.

Do the district's beliefs, policies, and practices intentionally reflect an asset-based view of their diverse community and its members and make them feel safe, welcome, and valued?

RELEVANT RESEARCH AND BEST PRACTICES

A racially competent school climate mitigates the potentially harmful effects of policies and practices on staff and students of color. Dress, hair, and conduct policies often include coded or racialized language about appearances and attitudes, with negative consequences for students of color, including harsher punishments and increased time away from the classroom (Fregni & Zingg, 2020). Black children, especially males, are disciplined at higher rates than their white peers as early as preschool and throughout grades K-12, with long-term implications for their likelihood of arrest and incarceration as adults (Bacher-Hicks, Billings, & Deming, 2020; U.S. Department of Education Office for Civil Rights, 2016).

Restorative discipline is a promising alternative to traditional disciplinary methods that “fosters belonging over exclusion” and helps improve school climate and culture (Institute for Restorative Justice and Restorative Dialogue, n.d.). Social and emotional learning (SEL) can also be used as a driver for racial equity in education. According to the National Equity Project, SEL “offers the possibility of acknowledging, addressing, and healing from the ways we have all been impacted by racism and systemic oppression” (National

Equity Project, n.d.). SEL in schools should be approached with the explicit purpose of creating a culture of racial competence through improving the self-awareness and social and emotional intelligence of all students and educators with respect to race and equity.

Establishing an equitable school climate also requires including the voices of diverse students, staff, families, and community members in decisions related to school policy and facilitating “courageous conversations” about equity on an ongoing basis (Ross, Brown, & Biagas, 2020). Research has shown that family and community engagement benefits not only individual student achievement, but also overall school improvement. Yet many districts do not effectively involve families and communities of color in their school improvement efforts, often due to misguided deficit thinking about non-white cultures and attitudes about education (McAlister, 2013). School and district leaders must develop social trust and positive relationships with families and community organizations to strengthen the culture of racial competence and improve opportunities, access, and outcomes for all students.

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CULTURE AND COMMUNITY SUBCOMPONENTS

SUBCOMPONENT	HIGHLY EFFECTIVE PRACTICES
<p>Anti-Racist Climate and Culture</p> <p>All district stakeholders engage in productive conversations about race and equity as the district moves toward building an anti-racist climate. Subsequently, a culture of racial competence can be developed once students and educators of color feel safe, welcome, and valued as integral members of the school community.</p>	<p>An asset-based mindset relative to racial equity is central to the beliefs, policies, and practices that shape the district and schools' climate and culture.</p> <p>The voices, viewpoints, and experiences of students, educators, and families of color are actively sought out, respected, and inform decisions that advance racial equity and a feeling of belonging to the district and school community.</p> <p>Racial competence is established through the engagement of all stakeholders in the implementation of anti-racist initiatives at the district and school level.</p> <p>Discipline policies, programs, and practices reflect the district's commitment to anti-racism by intentionally addressing and mitigating biases that perpetuate racial inequity.</p>
<p>Social and Emotional Supports for Well-Being and Safety</p> <p>Social and emotional learning (SEL) structures and supports create a foundation of well-being and safety and equip individuals with the skills to engage with issues related to race and equity as they develop their racial competence.</p>	<p>Beliefs, policies, and practices reflect the use of social and emotional learning as a vehicle to drive racial competence.</p> <p>Social and emotional learning explicitly incorporates and addresses student and staff self-awareness and positive self-perception specific to race and equity.</p> <p>The district and its schools have clearly defined beliefs, structures, and norms that are employed when discussing race and equity.</p> <p>Educators and students are equipped with strategies, structures, and the support needed to have ongoing conversations about race and equity and to respond to incidents related to race and equity.</p>
<p>Community Engagement and Social Trust</p> <p>The district and schools leverage their relationships with families and the community in order to create opportunities for two-way dialogue and authentic engagement. This includes working with partners to ensure families have what they need in service of racial equity.</p>	<p>The district and its schools have intentionally created and leveraged opportunities for families and members of the community to safely engage in examining, discussing, and resolving community issues around race and equity.</p> <p>Differentiated two-way communication pathways exist and are utilized by families of all racial and ethnic backgrounds to facilitate equal access to information and active engagement in their children's education.</p> <p>The district and its schools value and engage community members and organizations to create connections between students, staff, families, and the community in service of racial equity.</p>



RACIAL EQUITY IN THE EDUCATOR WORKFORCE

Every student deserves educators who will provide them with the knowledge and skills they need to be successful in school today and in their futures. Some of the most compelling research in recent years indicates the significant positive impact that teachers of color have on all students—particularly students of color—in terms of achievement, expectations for success, and long-term life outcomes. A racially diverse educator workforce represents a district’s dedication to creating equitable access to excellent educational opportunities for all students, as well as its commitment to eliminating barriers to entry and providing equitable career advancement opportunities for educators of color.

Given the significant impact of effective educators on student outcomes, getting the right people in the right positions should be a top priority for school districts. When educator talent is managed well, a district can transform entrenched bureaucratic systems into more nimble processes that support the ultimate goal of ensuring all students have access to effective teachers in every classroom and effective leaders in every school.

Equitable beliefs, policies, and practices are necessary at every stage of an educator’s progression through a school district, from recruitment and hiring, to retention, to placement and promotion. People of color are both less likely to enter education at all and more likely to leave if they do enter. Therefore, a district must employ intentional strategies to attract racially diverse candidates into open positions, equitably place them in schools and classrooms, encourage them to remain in the district at

proportional rates, and provide equitable opportunities for them to progress upwards in the organization.

These strategies could include: involving diverse voices in the hiring and onboarding process; implementing induction programs and leadership academies specifically for educators of color; and ensuring that school and district leaders understand the positive and negative experiences of teachers and staff of color. Together, these strategies can mitigate racial inequities and ensure the equitable representation of educators of color at all levels of the organization.

Do the district’s recruitment, retention, placement, and promotion policies reflect their stated beliefs about the importance of a racially diverse educator workforce?

RELEVANT RESEARCH AND BEST PRACTICES

Diversity benefits every workforce, and teaching is no exception. Research repeatedly indicates that teachers of color benefit students of color—particularly Black males—in a variety of ways, including increased test scores, lowered school suspensions, improved academic attitudes, increased student attendance, and reduction in the risk of dropping out (Gershenson et al., 2017; Lee, 2018; Miller, 2018; Partelow et al., 2017). Racial diversity among teachers also helps break down biases across races, thus having a positive effect on all students (Partelow et al., 2017).

Yet most districts do not effectively recruit and retain educators of color. In 40% of U.S. schools, there is not a single teacher of color on staff, and teachers of color only represent 18% of the overall teaching population (Partelow et al., 2017; Putman & Walsh, 2016). Many school districts are not yet implementing strategies to address this challenge: only one in three districts actively recruits from HBCUs or MSIs, only 40% of districts even consider a teacher's contribution to workforce diversity when hiring teachers, and 80% of districts "do not provide any specific supports geared toward inducting

teachers of color" (Konoske-Graf, Partelow, & Benner, 2016).

Teachers of color tend to leave the profession or transfer schools at higher rates than white teachers (Barshay, 2018). In fact, national data indicates that there is a turnover disparity of approximately seven percentage points between Black and white teachers (Barnum, 2018). According to a recent report by Dixon, Griffin, and Teoh (2019), teachers of color often leave their districts and/or education altogether due to antagonistic school culture, unfavorable work conditions, lack of agency and autonomy, feeling undervalued, and the high social and emotional cost of being a teacher of color.

In many districts, there is a trend to place higher percentages of teachers of color in hard-to-staff, low-income schools with less experienced leadership and with fewer professional development opportunities, leading to frustration and teachers exiting the district. Additionally, findings suggest that Black teachers tend to change schools or leave the profession if they aren't exposed to Black colleagues or a principal of color (Mahnken, 2018).

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RACIAL EQUITY IN THE EDUCATOR WORKFORCE SUBCOMPONENTS

SUBCOMPONENT	HIGHLY EFFECTIVE PRACTICES
<p>Recruitment</p> <p>The racial composition of the educator workforce is representative of the racial composition of the district and/or global community due to purposeful recruitment measures.</p> <p>.....</p>	<p>Rigorous, quantifiable goals for increasing the racial diversity of the educator workforce are included in the organization’s strategic plan.</p> <p>There is an effective strategy for recruiting more educators of color that includes diverse multi-stakeholder recruitment teams, direct outreach to HBCUs and MSIs, and multi-modal communication of available opportunities.</p> <p>Hiring and compensation policies are transparent and equitably implemented.</p>
<p>Placement</p> <p>Educators of color are placed equitably within district schools and teach a variety of courses and students. Students have opportunities to work with educators of color.</p> <p>.....</p>	<p>New educators of color are equitably placed in schools and positions, including advanced courses and special programs.</p> <p>The district consistently uses data to monitor placement/teaching assignment to ensure that all students have access to effective educators of color.</p>
<p>Retention</p> <p>Retention measures ensure that educators of color are retained at a proportional rate.</p> <p>.....</p>	<p>The district implements practices that intentionally address the job satisfaction and retention of educators of color.</p> <p>The district regularly collects and analyzes data about the reasons educators of color choose to leave and uses the results to inform retention efforts.</p>
<p>Promotion</p> <p>There is a process driven by beliefs, policies, and the consistent implementation of practices that ensures equitable promotion of educators of color at all levels of the school district.</p>	<p>Systems and processes for promotion ensure the equitable representation of educators of color at all levels of the organization, including and especially school and district leadership.</p> <p>There are specific programs in place to support the advancement of educators of color, and educators are aware and taking full advantage of these opportunities.</p>

PROFESSIONAL LEARNING AND PERSONAL GROWTH



For years, educational equity work has centered primarily (and necessarily) on our students—their race, culture, language, socioeconomic status, and identity. However, too often, the impact of educators' race, culture, and identity on students has been left unacknowledged. Placing equity at the center of educator practice means building structural, individual, and collective consciousness among all staff around issues related to racism, bias, and power, and the ways in which they interact to undermine equitable education for students. By engaging all educators in personalized, aligned professional learning that critically examines individual and systemic biases and provides effective tools and practices, schools can improve their effectiveness in working with diverse populations.

As districts work towards creating systems that dismantle systemic racism, it is imperative that their professional learning examine, question, and address personal and institutional issues of race, bias, and power head-on. People are not born racially competent—the skills and attitudes that comprise racial competence are learned through continuous questioning, reflection, and realignment. And yet, that work is often avoided out of fear that it will “expose our gaps in racial competence, and people might think we are racist. But without asking questions or taking risks, we can’t grow. If schools adopt a growth mindset about race, we can create a culture in which everyone is continuously developing their racial competence” (Michael, n.d.).

Additionally, research shows that professional learning is most effective when it is content-focused and job-embedded. When creating professional learning to develop the racial consciousness of educators across the district, it is important to not only meet staff where they are in their personal learning, but also to ensure that the offerings are tailored, as is appropriate, for their specific role. Engaging educators

in collaborative professional learning and providing opportunities for them to have an active role in the development and implementation of the professional learning is essential for sustaining an effective and responsive professional learning program.

In order to ensure that the district creates a professional learning culture grounded in the need for continuous development of racial competence, it is critical to seize every opportunity to engage educators in the understanding and ownership of the priorities around equity. In doing so, improvement feels cohesive and relevant, and becomes an invaluable part of what it means to be a racially competent educator.

Does the district provide equity-focused professional learning that meets the needs of all staff members and provides differentiated opportunities for ongoing personal and professional reflection, development, and self-awareness?

RELEVANT RESEARCH AND BEST PRACTICES

Recent research repeatedly corroborates the link between teacher quality and outcomes for students (Kraft, Blazar, & Hogan, 2018). According to the Center for Public Education, teacher quality has a greater impact on student achievement than other factors often associated with academic outcomes, including a student's race, socioeconomic status, and prior academic record (Schmidt et al., 2017). In order to have a positive impact on outcomes for all students, teachers must be provided with the training, resources, and supports needed to deliver high-quality instruction to all students.

Research also shows that teachers and their implicit biases can be a barrier to students of color reaching their full academic potential (Gershenson, Holt, & Papageorge, 2016). Teachers must be provided with opportunities to participate in equity-focused trainings so that they are willing and

able to continually and critically reflect on the ways in which their personal and professional identities inform their ability to effectively meet the needs of a diverse student population (Larrivee, 2000).

While the impact of teachers cannot be overstated, students' experiences in schools are influenced by all adults employed by the district. Ongoing professional learning in equity and bias must be designed to allow all educators to reflect on their implicit biases and learn culturally responsive best practices.

Educators who engage in professional learning related to race and equity learn to formulate strategies for collectively addressing equity issues in their schools. Through this process educators gain a deeper understanding of equity and equity-related problems in their school context, and are empowered to contribute to the solutions.

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PROFESSIONAL LEARNING AND PERSONAL GROWTH SUBCOMPONENTS

SUBCOMPONENT	HIGHLY EFFECTIVE PRACTICES
<p>Professional Learning Content</p> <p>Professional learning offerings for all staff provide ongoing opportunities for both personal and professional development. In addition to providing job-specific strategies for meeting the needs and preferences of a diverse school community and specific populations, racially competent professional learning supports all educators in examining and reflecting on their own implicit biases and growing their racial competence.</p> <p>.....</p>	<p>All staff members have access to personalized, job-embedded professional learning that addresses race, bias, and educational equity, and is relevant to specific student populations and district context.</p> <p>Professional learning is high-quality, authentic, research- and evidence-based, and delivered in alignment with best practices.</p> <p>All staff members are trained in methods and strategies to meet the needs and preferences of diverse students and groups.</p> <p>The district measures professional learning’s impact on equity objectives and uses the data to refine the approach as needed.</p>
<p>Educator Engagement</p> <p>Staff members inform professional learning opportunities and priorities and are provided with individualized and differentiated modalities of learning. Further, all staff have equal access to leadership of professional learning, as well as the ability to contribute meaningfully to the district’s equity work and vision.</p> <p>.....</p>	<p>All staff members are involved in the work of the district around educational equity and mindset.</p> <p>All staff members are provided with individualized opportunities outside of the traditional professional learning offerings.</p> <p>District and school staff members collaborate to lead school-based equity teams.</p>
<p>Alignment and Integration</p> <p>All professional learning content is aligned to the district’s equity statement, standards, priorities, and/or framework. Therefore, equity-focused professional learning is embedded and consistently implemented rather than occurring in isolation.</p>	<p>All professional learning content reflects the district’s equity plan and reinforces stated equity goals and/or beliefs.</p> <p>All professional learning content is designed to provide all staff members with resources available to ensure educational equity, including human, curriculum, and culturally responsive print and non-print materials.</p> <p>Equity-focused professional learning opportunities are reviewed frequently to ensure alignment with the current needs of district staff members.</p> <p>Equity-focused professional learning is integrated throughout the professional learning schedule.</p>



CURRICULUM, INSTRUCTION, AND LEARNING

The quality of a student’s learning environment and their access to opportunity play a key role in their academic and developmental life outcomes. Research has shown that a racially conscious curriculum and teaching practices are beneficial to all educators and learners. An equitable learning environment provides the culture, climate, and content needed to enable all students to thrive in the global economy. The establishment of equitable teaching and learning practices and the equitable provision of teaching materials and resources ensure positive student outcomes by providing racially affirming and high-quality instruction, diverse and inclusive curriculum, and programmatic access and equity.

Good practice dictates that educators analyze student performance and identify gaps in learning. However, if those educators do not reflect on the systems, biases, and practices that lead to such inequitable outcomes, there is a tendency to engage in deficit thinking and seek to “fix” the students. Educators who instead focus on fixing the system are those who have invested in increasing their own understanding of the historical and social context of students, their culture, and education through reading, reflection, and discussion with colleagues and students. These race-conscious educators:

- Ensure each student feels like an active member of an inclusive learning family through engagement and connection.
- Center all students by promoting their voice and celebrating their identities, interests, cultures, and context.
- Actively engage each student in meaningful learning experiences through collaboration, differentiation, and exploration.

In addition to ensuring that classes are taught by race-conscious educators using equitable teaching practices, it is imperative that districts work to ensure that high-quality, diverse, and inclusive curriculum is being implemented consistently across the district.

Finally, all students must have access to the district’s full catalog of course offerings through consistent and equitable means. All students should be assessed regularly to monitor readiness for advanced courses, as well as for needed supports. Importantly, enrollment in special programs should match district demographics.

How and to what extent are the district’s teaching and learning materials, practices, and policies enabling all students to feel included, engaged, and appropriately challenged?

RELEVANT RESEARCH AND BEST PRACTICES

Curriculum plays a key role in student learning. According to the Council of the Great City Schools' curriculum framework entitled "Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum", the purpose of a high-quality curriculum is: "To prepare students for college and careers; To support teachers in delivering effective instruction, and; To ensure access for all students to rigorous and meaningful educational experiences in every school and classroom throughout the district."

Therefore, reviewing curriculum and pedagogy to ensure it is culturally relevant and responsive is paramount. That process "involves checking for mastery of student learning outcomes in a way that takes into consideration students' cognitive, cultural and interdisciplinary diversity" (Ladson-Billings, 1994). It is "what informs our practice so that we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the

intellectual capacity of ALL our students" (Hammond, 2015).

Providing students with equitable learning opportunities builds trust, enhances rapport with learners and, consequently, improves student motivation (Weimer, 2010).

As noted by Chiefs for Change in their 2019 report "Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials," a commitment to cultural relevance is a commitment to honoring student diversity and increasing student engagement and cannot result in the decrease of academic rigor. Providing a high-quality education to all students requires that a district offer them equitable access to a variety of courses. Students are best prepared for successful lives when they are engaged in teaching and learning that goes beyond knowledge transfer and pushes them to generate new ideas, engage with content critically, express themselves effectively, and work with others to solve problems in a global world.

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CURRICULUM, INSTRUCTION, AND LEARNING SUBCOMPONENTS

SUBCOMPONENT	HIGHLY EFFECTIVE PRACTICES
<p>Racially Competent Curriculum</p> <p>High-quality, standards-based curriculum and instructional resources are used consistently throughout the district to ensure all students have access to rigorous content and are exposed to diverse identities and experiences represented in accurate, relevant, and appropriate ways. Curricular materials provide meaningful opportunities for students to develop their critical consciousness.</p>	<p>A variety of student identities (including racial, ethnic, and cultural backgrounds, personalities, interests, and communities) are represented in curriculum materials, lesson activities, texts, and multimedia materials in the learning environment.</p> <p>High-quality curriculum resources are used and evaluated regularly to ensure they are accurate, inclusive, relevant, and appropriate.</p> <p>Diverse materials are used in a way that does not perpetuate stereotypes or “hero” stories.</p> <p>Materials, activities, and resources used empower students to critically examine structures of power and authority.</p>
<p>Instructional Delivery</p> <p>Students are engaged by the use of a variety of instructional delivery methods and empowered to provide input and feedback that is heard and acted upon. Instruction not only teaches content and skills, but also how knowledge is created and influenced by cultural assumptions, perspectives, and biases.</p>	<p>All instructional staff members engage students in instruction that helps them understand and contribute to dismantling systems of oppression.</p> <p>All instructional staff members provide instruction and materials that assert positive images of ethnic groups and contribute to improving intergroup relations.</p> <p>All instructional staff members disaggregate data by race in order to accurately assess the academic achievement of all students and modify instruction to facilitate the academic achievement of all students.</p> <p>All instructional staff members provide multiple opportunities to gain students’ input (surveys, class meetings, advisory councils, etc.) and disaggregate this data by race to better understand perceptions of their school experience and implement feedback.</p>
<p>Programmatic Access and Equity</p> <p>All levels of classes (remedial through accelerated) are comprised of students who proportionately reflect the diversity within the overall student population. Guidance and support are provided to encourage and prepare all students to take and succeed in higher-level courses.</p>	<p>Access gaps among groups of students are regularly monitored and addressed and given priority in school and district improvement plans.</p> <p>Educational decisions are based upon student profiles that include multiple performance measures, interest inventories, and parent, student, and teacher recommendations.</p> <p>Various forms of assessment are used to determine appropriate academic placement.</p> <p>All assessment data is analyzed for individual student progress, as well as disaggregated for patterns.</p>

USING THE FRAMEWORK

This framework describes equitable practices in educational organizations through the lenses of opportunity, access, and outcomes. Like all good frameworks, it is designed to provide a concrete and cohesive foundational structure while remaining flexible enough to be used to focus on specific needs and goals.

At its core, this framework is a guiding set of expectations. These expectations can be used for many purposes, including (but not limited to):

- Reflection and Self-Analysis of Practices
- Development of Professional Learning
- Guidance for Strategic Planning
- Comprehensive Audit of Equity Practices

To be effective, reflection must be systematic, analytic, intentional, and ongoing. Ensuring equitable practices and outcomes throughout an organization requires examination and implementation across all departments and should involve all employees and stakeholders.

The Insight Racial Equity Framework supports organizations in examining key processes, structures, and practices in five comprehensive domains that span all departments and stakeholders. While the needs of the organization will dictate how those areas are examined, typical sources of evidence from three overarching categories should comprise:

DOCUMENT & PROCESS REVIEW	STAKEHOLDER ENGAGEMENT	QUANTITATIVE DATA
<ul style="list-style-type: none"> • Strategic plan • Equity statement • Organizational chart • Meeting agendas • Various policies • PD and coaching plans • Course catalog • Schedules 	<ul style="list-style-type: none"> • District leaders • School leaders • Board of Education members • Community members • Caregivers • Students • Teachers and staff 	<ul style="list-style-type: none"> • Budgets • Staff and student demographics • Teacher and staff performance • Student performance • Attendance and discipline • RTI / MTSS

In order to gather the necessary information for each domain, organizations should consider:


- conducting interviews and focus groups;
- administering surveys; and
- observing meetings, classes, and school common areas;
- reviewing policies, processes, and data.



INSIGHT'S COMPREHENSIVE EQUITY AUDIT SUPPORT

A comprehensive Equity Audit, facilitated by Insight Education Group specialists using the framework, allows for differentiated yet cohesive planning. While each domain is reviewed independently, the through lines of opportunity, access, and outcomes connect the domains and move the district forward in a unified manner.

Once we have evaluated your organization's equity practices, we will work with you to identify the most immediate areas of focus and craft high-leverage next steps for your consideration.



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Insight Education Group is an international educational consulting organization that partners with education leaders to develop the strategy and confidence to lead bold and equitable change—and provides the wrap-around and embedded supports to make change happen.

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