

Goldendale School District Equity Analysis Tool

What is being reviewed (PPP = policy, procedure, program)?

Who is involved in the review process?

Review the progressions below using the lens of the PPP identified above:

Leading for Deep and Sustainable Change: Achieving real and sustainable outcomes with a focus on learners and their needs and commitment to collective leadership and change.

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Focusing every action and decision through the lens of the least-served learners	“Failure” is often attributed to learners’ attitudes or behaviors, with no or little emphasis on how adults’ actions impact—and can change to improve—the outcomes of the learners who are struggling the most. Goals evidence an implicit belief that there’s an acceptable level of failure, and there’s a widespread assumption that “the way we do things around here” isn’t up for discussion.	There are clear messages from leadership that the only morally defensible target is 100 percent success, and progress is tracked with a strong focus on the learners who have been traditionally least well served. What adults can change is emphasized, and learning partners are starting to think carefully about whether their actions enable or hinder learners’ progress.	Learning partners have embedded the belief that changes that benefit the most-struggling learners create shifts that benefit everyone. They’re challenging programs and practices through the lens of these learners and starting to find ways to accelerate their learning outcomes, engaging in critical discussions about what works for particular learners.	There’s a firm, shared understanding across the school or school system about how to improve outcomes for everyone, as well as an unshakable belief that all learners can and will succeed. There has been a fundamental shift from making convenient changes to putting the needs of learners first and taking courageous action to address them.	Every action and decision is questioned through the inquiry process in light of its impact on learners’ outcomes, and everything within the control of the school or school system is arranged to deepen those outcomes. Leaders have created a culture in which it’s safe and encouraged to raise questions about “the way we do things around here,” and they model this by example.

Creating a Culture of Learning, Belonging, and High Expectations for All: Fostering an environment in which everyone is learning and in which every learner is genuinely know, celebrated, and expected to succeed.

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Embedding a deep commitment to and expectation of success for all learners	The school or school system operates with the understanding that it’s acceptable for a certain number of learners to fail—“Some students just won’t succeed.” The tendency is to blame learners and factors outside the school’s immediate control rather than focus on what can be done for each learner to improve learning outcomes.	Learning partners recognize the importance of having high expectations for every single learner and committing themselves to all learners’ success. Teachers and other school and school-system leaders are beginning to take responsibility for most learners’ outcomes.	There’s an expectation that almost all learners can and will be successful. Teachers, school leaders, and other learning partners still have difficulty lifting learners whose outcomes are the hardest to accelerate and staying committed to their success by continuing to adapt practice and approaches.	Although some learners may not be succeeding, learning partners have made a deep, collective commitment to every student’s development of deeper learning outcomes. Action plans are in place for learners most in need of acceleration, and new approaches are constantly adapting to achieve the greatest possible impact.	There’s an unshakable system-wide belief and expectation that every learner will succeed. A “never-give-up” attitude pervades the culture, and everyone takes collective responsibility for the success of every learner. New approaches are monitored, measured, and adapted to ensure real and sustainable impact.

Rate where as a school or district we are currently in terms of this specific PPP on each of these progressions.

Dimension	Rating	Evidence
Focusing every action and decision through the lens of our least served learners.		
Embedding a deep commitment to and expectation of success of all learners.		

What are specific ways in which the PPP is equitable (leading) and ways in which it falls short (lagging)?

Lagging	Leading

Describe how the (program, policy, procedure) will move the system up the progressions:

Describe actions that will be taken:

What evidence will be used to measure progress and success?

How and when will this decision and implementation be re-evaluated.