Equity-Centered Systemic Metrics

The purpose of this guidance document is to support teams in determining the extent to which equity-centered metrics useful for strategic planning and continuous improvement activities are identified and leveraged.

**Reflection Questions**

- Are there inequities in student access, representation, participation, & positive outcomes?
- What do we know already?
- How do we know it? What types of data help us to know what we know?
- What do we need to know more about?
- Can we leverage existing data structures or systems to collect, analyze and share these data? If so, which ones?
- How can we obtain or create needed data structures or systems to fill in our data gaps?

**Access**

- Early learning Programs
- Program Placement
- Effective Educators
- Quality curricular resources/ Technology
- Safe, clean, functioning & inviting school environments
- Timely, effective academic, socio-emotional & behavior supports

**Representation**

- PreK Programs Enrollment
- Teacher/Student Demographic Comparison
- Students’ enrollment in higher level/advanced courses
- Variety of co-curricular and extra-curricular offers representing the specific interests of student groups
- Non-stereotypical & authentic representation of minoritized groups in curricular content across course subjects in fiction and non-fiction material
- Presence of youth and adults in decision-making and leadership structures/opportunities

**Meaningful Participation**

- Student attendance in higher track courses and/or CTE programs
- Student participation in co-curricular/extra curricular or enrichment activities
- Interests and perspectives expressed by youth and adults reflected in school and district policy decisions
- Student engagement in classroom instruction

**Positive Outcomes**

- Academic Performance
- Behavior
- Attendance
- Graduation, diploma type & School Push Out Rates
- Perception of School Climate and Culture
- Grade Passing Rate/Credit Hours Attainment
- Post-secondary employment and/or college/university/ career training enrollment

*Disaggregate data by student group or bind data by school student demographics. Disproportional representation may indicate systemic inequities.