



Equity Analysis Framework

The Puyallup School District strives to improve anti-racist practices and equity awareness. The purpose of this framework is to engage stakeholders involved with decision-making to reflect, discuss, and address how race and equity influence and impact considerations with assessment, instruction, programming, staffing, funding, and policy.

Questions to Consider Before Deciding

Who are you? (as an individual and as a decision-making team)

- How do you identify? Who is involved in decision making? Who is at the table right now making this decision?
- What representation of diversity (race, gender, class, sexual orientation, gender identity, gender expression, culture, age, ability, immigrant status, etc.) are represented? Who is not?
- Based on this team's membership, what inherent biases are brought to the table?
- What institutional privilege and power do you and/or this team have? What privilege and power do you and/or this team not have?

Who is impacted?

- What is the racial composition of the impacted group(s)?
- If known, what is the existing racial disparity to address? What is the data source?
- What representation of diversity (race, gender, class, sexual orientation, gender identity, gender expression, culture, age, ability, immigrant status, etc.) make up the impacted group(s)?
- What are the power dynamics or disparities between YOU and the impacted group(s)?
- What methods were used to involve the impacted group(s) in the decision-making? Why that method?

What are the impacts?

- How will the decision of this team advance equity in our system?
- What evaluation tools and measures do we need to determine the impacts of our decision?
- In what ways could the decision fail to advance equity?
- What are the necessary resources to make this an equitable decision?
- What are the potential challenges, systemic barriers, or unexpected blind spots?

Questions to Consider After Deciding

What do you think happened?

- Did you and/or the team succeed in advancing equity? To what degree? How do you know? (What evaluation tools and measures were used to determine the outcomes of the decision?) If no, what steps will be taken to ensure equity is still achieved?
- Who helped in ways that were not expected?
- Were there positive or negative unintended consequences? Explain.
- How did you and/or the team invite authentic feedback (especially from those most impacted) on the decision-making process and outcomes?

Summary of Findings and Next Steps

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