

Fostering an equitable school culture

This practice examines the culture of equity at your school, which means challenging the belief that student capacity is limited by race, ethnicity, poverty, or language. It looks at how well your school emphasizes learning in all interactions to foster a culture of high expectations and collective responsibility for each student’s learning and achievement. An exemplary rating in this practice means your leadership team builds authentic relationships across the school community and deepens belonging and voice for students, families, and staff who have been traditionally marginalized. Instances of racism, classism, homophobia, bullying, and other types of discrimination are openly addressed by your leadership team, which also examines and responds to disproportionate disciplinary impacts on particular student groups.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
<ul style="list-style-type: none"> Leadership does not examine whether nondominant groups feel a sense of belonging and voice; leadership prioritizes efficiency over relationships. Leadership accepts explanations of race, poverty, or language as limiting students’ capacity to learn. Disciplinary policies and practices enact punitive, out-of-school/class consequences, and leadership does not investigate potential disproportionate impacts. 	<ul style="list-style-type: none"> Leadership begins to examine how the school culture excludes the voices, values, and experiences of nondominant groups and articulates the need to build authentic relationships. Leadership acknowledges the existence of an achievement gap that is the school’s responsibility to address and ensures that diversity is recognized and celebrated. Leadership begins to examine whether nondominant voices in the school community are heard, valued, or shape the vision, and has taken initial steps to incorporate nondominant perspectives into the vision. Leadership begins to examine disciplinary practices for disproportionate impacts and develops plans to improve school culture. 	<ul style="list-style-type: none"> Leadership collaborates with teachers and staff to build a school culture that includes the voices, values, and experiences of nondominant groups and prioritizes strong relationships. Leadership challenges the belief that student capacity is limited by factors such as race, ethnicity, poverty, and language, and fosters collective responsibility for each student’s learning. Leadership monitors and changes disciplinary policies and practices to decrease exclusionary practices and disproportionate impacts and to ensure equitable student access to instruction. 	<ul style="list-style-type: none"> Leadership’s sustained collaboration with teachers, staff, students, families, and community members has created trusting relationships, engagement, voice, and meaningful participation for nondominant groups. Leadership has evidence of a schoolwide belief in and collective responsibility for each student’s capacity to learn to high standards, regardless of background. Leadership has evidence of learning and restoration-focused inclusive practices that result in fewer disciplinary referrals/suspensions/expulsions and elimination of exclusionary practices and disproportionate impacts. Leadership has evidence of the school community’s continuous assessment and improvement of the learning climate.