ASBA Equity Webinar Series: Equity vs. Equality and Leading for Equity Framework

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Equality vs. Equity
Equity Influencers and Measures

Characteristics, Circumstances & Experiences

- Socio-economic status
- race & ethnicity
- gender, gender identity & sexual orientation
- physical ability
- cognitive ability
- immigration status
- physical & emotional well-being
- food & shelter
- safety & security
- stability of home
- shared language & culture
- acceptance & understanding
- resources & support
- more...

• Access
  - Can they get to school?
  - What is the quality of the buildings, teachers and materials?
  - Are they able to effectively receive instruction?
  - Does the environment make them feel included and safe?

• Outcomes across student groups
  - Academics
  - Attendance
  - Behavior
  - Awards & recognition
Ready, Set, Go…
What Role Do School Leaders Play
Championing Educational Equity

#Equity365
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<th>Define Equity Within Your Community</th>
<th>Get Familiar with Your Demographics</th>
<th>Dig into Data and Identify Opportunities for Improvement</th>
<th>Practice Cultural Awareness, Agility &amp; Competence</th>
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Leadership for Equity Framework for Action

Arizona School Boards Association (ASBA)
Define equity within your community

Equity and equality are often used interchangeably, but they’re actually distinct ideas. Equality means every student and school gets the same access and opportunity to reach set goals. **Equity** recognizes that some students and schools need different supports to help them reach the same benchmarks of success.

Think About | I Can... | The Board Can...
Get familiar with your demographics

Understanding the different groups your district serves and in what proportion is foundational knowledge for equity-focused discussion and decision-making.
Dig into your data and identify opportunities for improvement

Think about the goals you have set for your district’s students and how you’ll be measuring their success. Look at your current data to see how you’re doing by these measures up across the board. Then begin looking at student subgroups to identify focused efforts and additional, targeted supports that will be needed to “move the needle” past your current baseline.

Think About  |  I Can...  |  The Board Can...
Practice cultural awareness, agility and competence

Systems are most effective when they respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions and other diversity factors in a manner that recognizes, affirms and values the worth of individuals, families and communities, and protects and preserves the dignity of each. Public schools and districts are no exception.
Make sure the student voice is heard

Student achievement and engagement increase when students have more ownership of their school community and their own learning. Tapping their expertise and knowledge can bring relevance and authenticity to the board’s and district’s change and improvement efforts. Students benefit from opportunities to practice problem solving, leadership and creative thinking as part of a decision-making school and district community.

Think About | I Can... | The Board Can...
EQUITY

Which door(s) will you choose to enter?
### Upcoming Webinars

**EQUITY WEBINAR SERIES AGENDA**

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[https://azsba.org/events/equity-webinar-series/]
THANK YOU