



# Anchorage School District

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## Office of Equity and Compliance

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### Equity Checklist

Key questions for schools:

1. Who is at the decision making table? Do the parties reflect the student population and a diversity of roles? This should include lived experience equity.
2. What problem are we trying to solve, for whom, and by when?
3. Does this solution work for the most marginalized and vulnerable student and staff groups?
4. What are the plans for ongoing data collection, analysis and publicizing progress, results and course corrections during and after the crisis?

Initial Assessment:

1. Student demographics by race and ethnicity
2. Student demographics by rates of poverty (free and reduced lunch)
3. Attendance by race and socioeconomic status
4. Reading proficiency by race and socioeconomic status
5. Math proficiency by race and socioeconomic status
6. Discipline by race (referrals and in and out of school suspension).
7. Advanced course participation by race and socioeconomic status
8. Staff demographics by race and ethnicity
9. Teacher years of experience
10. Teacher advanced degree attainment

Strategy:

The below themes are meant to be effective strategies after a review of your school's opportunity gap, discipline, staff and student demographic data. This process is not easy and is a time for deep empathy, reflection, assessment, and planning.

1. Two-way communication – The connection between home, school, and the local community is important and layered. During this time, it is essential to

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*Educating All Students for Success in Life*

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- [communicate with families](#) in a way that raises the voice and opinions of the persons who interact with the students most.
2. Engage families – This is a continuation to the first area of two-way communication. At the start of the school year, each family should be contacted and asked their preference for and frequency of communication and input. Building relationships and trust is important. There are several [high impact family engagement](#) models and methods like [Karen Mapp's Dual Capacity Framework](#).
  3. Outreach – This step removes barriers and goes hand in hand with the above listed areas of two-way communication and engaging families. Outreach should be language appropriate, approached with a learning mindset, regular and consistent. Try using a mix of technology based and simple, old fashioned strategies like letters and phone calls. While some families are tech savvy, some are not. Here are some [strategies](#).
  4. Reassess – [Pivoting in strategy](#) is the new normal. Constantly review data on opportunity gaps and discipline data. Provide community transparency in this journey so that they are aware of the issues, work, and solutions. This includes addresses policies that negatively impact one racial/ethnic group much more than another. Social emotional learning (SEL) and other prevention strategies are helpful here and in other areas.
  5. Continued professional development – Ensuring that there is continued professional development in the areas of equity, inclusion, and antiracism through district sponsored events and opportunities created at the school level. Antiracism is a journey and creating consistent, safe spaces is critical. This should not be limited to only one group of staff but be extended to all staff and parents. Parents are also internal stakeholders.
  6. Staffing – Partner with community organizations that can provide services that may be limited by squeezed funding and staff allocations. Services can include mental health, social service, tutorials and remediation.

Compiled by the Office of Equity & Compliance (7/2020)