



Policy Equity Analysis Tool

This review guide outlines six analytical domains to support the examination of regulatory documents (e.g., policies and procedures) with a particular focus on educational equity. Its purpose is to provide a process and tool by which stakeholders can engage in *critical examination of* and *reflection on* the policies that shape and inform daily practices.

Preparing to Engage in Critical Reflection

To prepare for critical reflection on policies, consider the framing questions below.

1. What is the intent behind the policy being reviewed?
2. What social constructions does this policy embrace?
3. Who benefits from the way things are and who does not (Freire, 1998)?
4. What actions will redress the inequities we see in our policies (Kozleski & Waitoller, 2010)?

Policy Review Directions

For each item, rate the extent to which the policy being reviewed reflects the policy review domain. Provide a rationale statement to support your rating. Propose a modification, addition or deletion to the policy related to the domain for changing, improving or enhancing the policy. Indicate whether the proposed change is a recommendation (revision needed to adequately address the domain) or a consideration (revision that would reflect best practice).

Legal				
Rate the extent to which the policy:	To a Great Extent	Somewhat	Very Little	Not at All
Satisfies/meets relevant legal mandates (e.g. Title IX, IDEA, Title III etc.)				
Rationale/Explanation				
Consideration <input type="checkbox"/> Recommendation <input type="checkbox"/>				
Research-Based				
Rate the extent to which the policy:	To a Great Extent	Somewhat	Very Little	Not at All
Reflects principles derived from scholarly research that will likely bring about effective outcomes for <u>all</u> students				
Rationale/Explanation				
Consideration <input type="checkbox"/> Recommendation <input type="checkbox"/>				

Responsive to Context				
Rate the extent to which the policy:	To a Great Extent	Somewhat	Very Little	Not at All
Responds to the current district/school context and issues				
Enumerates specific student groups to be responsive to students who have been historically marginalized in school settings				
Addresses disparities in treatment between and among student groups (i.e. disproportionality in participation and outcomes of particular student groups)				
Rationale/Explanation				
Consideration <input type="checkbox"/> Recommendation <input type="checkbox"/>				
Efficient				
Rate the extent to which the policy:	To a Great Extent	Somewhat	Very Little	Not at All
Provides or call for, the development of procedures that delineate use of personnel, time, financial, and other resources				
Rationale/Explanation				
Consideration <input type="checkbox"/> Recommendation <input type="checkbox"/>				
Educative				
Rate the extent to which the policy:	To a Great Extent	Somewhat	Very Little	Not at All
Adequately informs stakeholders about the rationale, purpose and scope of its application for appropriate decision-making and practice (i.e., afford and constrain decision making)				
Provides examples of behaviors the demonstrate violation of the policy and examples of behaviors demonstrating compliance				
Rationale/Explanation				
Consideration <input type="checkbox"/> Recommendation <input type="checkbox"/>				
Accountable				
Rate the extent to which the policy:	To a Great Extent	Somewhat	Very Little	Not at All
Specifies responsibilities and provide clear lines of accountability				
Rationale/Explanation				
Consideration <input type="checkbox"/> Recommendation <input type="checkbox"/>				
Overall summative statement				
To what extent will this policy produce results that meet authentic needs (i.e. will the policy practices result in the desired outcomes), AND to what extent is its implementation clear and feasible?				