

Memphis Shelby County Schools' Logic Model for Educational Equity



GOAL: In partnership (Office of Equity and Office of Continuous Improvement), a key goal of our work is to build systemic ownership and cohesion in pursuit of creating an equitable organization.

Educational Equity: Being unable to predict students' achievement and participation based solely upon characteristics such as race, class, ethnicity, sex, beliefs, and proficiency in the dominant language. We see each child for who they are, and we are challenged to cultivate their individual genius.

Inputs	Activities	Short-Term Outcomes (Within 1 year)	Long-Term Outcomes (Within 3+ years)
<p>Organizational commitment to continuous improvement and confronting and dismantling racism*</p> <p>Dedicated staff with time devoted to leading the work</p> <p>Funding to launch and implement activities/strategies</p> <p>Clear communication of equity-centered continuous improvement work</p> <p>Shared team objectives, goals, and norms for Office of CI</p> <p>Time, space, and</p>	<p>Incorporate training on the foundational tenets of culturally responsive practice in school-level professional learning*</p> <p>Promote CI team work by including it on district website and communications*</p> <p>Provide time, space, and protocols for school and district leaders to engage in conversations about equity, race, personal bias and identity</p> <p>Provide individual and small group coaching to build leaders' capacity to practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, and other aspects of identity</p> <p>Develop process for district leaders to collaboratively review existing policies and statements (vision, mission, district goals) through an equity-lens with the goal of ensuring that equity is at the forefront</p>	<p>School staff have increased opportunities to participate in professional learning to develop and deepen culturally responsive practice</p> <p>Staff are more familiar with the work of the CI team</p> <p>School and district leaders have increased opportunities to collaborate and practice conversations about race and identity</p> <p>More leaders name racial equity as a priority</p> <p>More leaders see equity as foundational and not just an "add-on"</p> <p>District policies and statements are collaboratively reviewed with an equity-lens</p>	<p>Staff and leaders create and lead culturally responsive and equitable learning environments</p> <p>Students have increased access to culturally responsive instruction and learning experiences across the district</p> <p>Staff and leaders seek and utilize student voice to inform decision-making</p> <p>Leaders demonstrate increased will, skill, knowledge, and capacity to constructively lead and engage in conversations about race and bias</p> <p>Leaders demonstrate increased will, skill, knowledge, and capacity to address racial disparities among students and staff</p> <p>District policies and statements have been amended or rewritten with equity at the forefront</p> <p>Increased implementation and ownership of equity-centered continuous improvement practices by the entire school community, beyond specific individuals</p>

<p>resources to implement activities/strategies</p> <p>Partnership with the Leadership Academy Accountability structures</p> <p>Measurement and evaluation tools</p>	<p>Develop and publish collection of coaching tools and training resources for on implementing equity-centered continuous improvement practices for ILD's to assist with CI implementation*</p> <p>Provide time, space, and protocols for school leaders, instructional leadership directors, and cabinet members to collaboratively discuss the key trends and data gaps</p> <p>Develop and implement an accountability process to ensure CI work is happening throughout the district*</p>	<p>Enhanced coaching tools and training resources are available for leaders and staff to build their capacity to implement equity-centered continuous improvement practices</p> <p>School leaders, instructional leadership directors, and cabinet members have increased opportunities to collaboratively discuss the key trends and data gaps they are focusing on</p>	<p>Improved student-level outcomes and reduced inequities for students of color as evidenced by:</p> <ol style="list-style-type: none"> 1. The student retention rate for BIPOC students will remain at 90% and increase by 5% 2. Higher achievement results for Black and Hispanic male students in grades 3-12 in ELA and mathematics Algebra I and English I. 3. The graduation rate for Hispanic males will increase from 67.4% to 87.4% 4. The graduation rate for Black males will increase from 79.5% to 89.5% 5. The gap in graduation rates between male and female students will decrease from 11% to 5%. 6. The number of students assigned to non-certified teachers will decrease from 25% to 15%
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Considerations/Assumptions

Shared understanding and definition of equity, culturally responsive practice, and continuous improvement (could also be an input)

Blue font = school-level outcomes

Green font = system-level outcomes

Red font = student-level outcomes

*Logic model components marked with an asterisk are aligned to feedback from MAYA

To see previous iterations of the logic model: <https://drive.google.com/drive/folders/11h8grU-Wq9iewNG4PR98sO7mYKwdCx2d?usp=sharing>