



**DESE Equity Assistance Center:
Diversity & Inclusion in Charter Schools**



Charter school teams should consider the following as a resource in their review of current practices. This guidance is subject to change without notice.

Reliable organizations embrace and derive value from the multiple perspectives that diverse groups and individuals bring to a task. Inclusion fosters and supports diversity practices.

The purpose of this document is to guide teams in prioritizing and identifying gaps between their diversity/inclusion current reality and goal.

		No Implementation	Limited Implementation	Full Implementation
Common Understanding of Diversity	Maintains an official definition and shared understanding of diversity, inclusion, and cultural competence <ul style="list-style-type: none"> • Can answer, "What does diversity mean to us?" 	None	Limited	Full
	Considers research on the benefits of racial and socioeconomic diversity	None	Limited	Full
	Conducts cultural-responsiveness training	None	Limited	Full
	Maintains a diversity/inclusion team that analyzes data with a focus on inclusion, uncovers inequities in access/outcomes and identifies/monitors actions to address inequities	None	Limited	Full
	Maintains a diversity/inclusion advisory committee that represent diverse perspectives and reports to the local board on areas of success & improvement	None	Limited	Full
	Has a diversity, inclusion, and nondiscrimination policy. Non-Discrimination Notice is posted in a variety of locations	None	Limited	Full
Set Diversity Goals	Determines the types of data available to develop/measure diversity shifts <ul style="list-style-type: none"> • Demographic data (<i>i.e.</i> age, sex, race/ethnicity, disability, socioeconomic status, English Learners etc.) of students and employees • Student academic outcome data of the local/surrounding schools disaggregated by student groups • Civil Rights Data Collection (CRDC) data for school trends • Data related to student access to resources (<i>i.e.</i> participation in advanced coursework or clubs, effective teachers, etc.) • Results from stakeholder surveys, focus groups, or interviews • Can projections be made over time - if conditions remain the same? 	None	Limited	Full
	Develops goals based on available data	None	Limited	Full

	Includes diversity/inclusion goals in overall strategic plan & school objectives <ul style="list-style-type: none"> Do diversity goals align with established policies and the use of resources? 	None	Limited	Full
	Shares school diversity goals with all stakeholders (<i>i.e.</i> students, parents, staff, school board, charter school donors, & the community)	None	Limited	Full
Recruit a Diverse Applicant Pool	Assesses the school's reputation in the local community	None	Limited	Full
	Considers family priorities and communication preferences when identifying recruitment strategies to increase interest (based on phone survey data, online survey data, focus groups, etc.)	None	Limited	Full
	Maintains minimal requirements that pose barriers - uniform cost, other school fees, parent participation, academic screeners, transportation, etc.	None	Limited	Full
	Participates in the federal free/reduced lunch program (or provides a comparable program)	None	Limited	Full
	Encourages families/staff to share information about the school to a wide range of families from diverse backgrounds <ul style="list-style-type: none"> Flyers, information cards, yard signs, door hangers, and/or mass advertisements (<i>i.e.</i> newspaper, radio, social media, bus stops, direct mailings, brochures, etc.) Canvasses local neighborhoods School tours and open house School-led community events/outreach and mini-information sessions at community venues (<i>i.e.</i> grocery stores, libraries, farmers' markets, etc.) Partners with local groups to share school information (<i>i.e.</i> clinics, churches, YWCA, Big Brothers Big Sisters, etc.) Uses languages indicated by area demographics 	None	Limited	Full
	Communicates lottery process and makes applications accessible equally <ul style="list-style-type: none"> Are applications available at various locations and times? Are resources required to complete the application process (<i>i.e.</i> technology, transportation)? Are there any questions that may deter particular families? Are there supports for non-English speaking families? 	None	Limited	Full
	Monitors applicant pool diversity (to the extent possible) to adjust recruitment strategies <ul style="list-style-type: none"> Review zip codes of submitted applicants 	None	Limited	Full
	Conducts an equitable & fair lottery	None	Limited	Full
	Conducts regularly an equity audit of the school's application and lottery process <ul style="list-style-type: none"> Review feedback from parents that went through the process 	None	Limited	Full
	Plans to increase diversity are in compliance with all federal and state laws/regulations (<i>i.e.</i> FERPA) including data security/privacy	None	Limited	Full
Enroll	Admits students at all grade levels <ul style="list-style-type: none"> Are vacated seats at all grade levels filled? 	None	Limited	Full
	Follows-up with admitted families if enrollment is declined after selected	None	Limited	Full

Retain	Spends time learning about the qualities and attributes of various groups in the school system	None	Limited	Full
	Monitors cultural-responsive teaching behaviors	None	Limited	Full
	Implements a variety of student/family engagement programs initiatives that target diverse populations. Implements specific programs that prompt inclusion of diverse student populations.	None	Limited	Full
	Actively recruits diverse staff (<i>i.e.</i> Minority Teacher & Administrator Recruitment Plan). Measurable staff minority recruitment goals	None	Limited	Full
	Maintains internal grievance procedures to address complaints of discrimination on the basis of race, color, national origin, disability, gender, and age	None	Limited	Full
	Considers the use of alternative discipline models in discipline policies/practices (<i>i.e.</i> Positive Behavioral Interventions & Supports [PBIS], Restorative Justice, Social-emotional Learning, Cognitive-behavioral interventions, etc.)	None	Limited	Full
	Analyzes student withdrawal data and the specific reasons for withdrawals to identify any inclusion gaps	None	Limited	Full
	Aids student transportation needs (<i>i.e.</i> buses, carpool, public transit vouchers, etc.)	None	Limited	Full

Sources:

USDOE Improving Outcomes for All Students: Strategies and Considerations to Increase Student Diversity Guide

The Century Foundation Recruiting and Enrolling a Diverse Student Body in Public Choice Schools

National Association of Colleges and Employers (NACE) Diversity and Inclusion Self-Assessment