System Improvement Leads
Equity-Centered Improvement Prompts

Understand the Current System

- Where does our analysis **locate the problem**? Do we locate it in people or in places where the system is failing kids?

- Who is **not being served** by the system? Who is **furthest from opportunity**? Why?

- Where do we detect **disproportionality** in our data? Do we see over-representation or under-representation in key experiences or outcomes?

- Whose **perspective** and/or **lived experiences** have we not yet engaged?

- Who are the **people** engaged in and impacted by this improvement effort? How might we attend to similarities or differences in our **identities, values, or lived experiences** as we work together?

- How have we attended to and engaged the myriad of **assets** that exist in our students, communities, and organizations?

- What about our **organizational culture** may have caused this problem or sustained it?

Focus Collective Efforts

- What **outcomes** matter in this improvement effort? How can we think more broadly about what and how we measure?

- **Who benefits** from this aim and who does not? Does this aim guide our efforts in ways that directly address inequities?

- Where does our aim locate **the problem**?

- How does this aim **resonate with the students, families and communities** who will be involved in achieving it?

- Who has been **at the table** for selecting this aim? Who has not?

Generate Ideas for Change

- **Where** did these changes come from? How have students, families and communities been engaged as co-creators of change ideas?

- If a change is "evidence-based," who was involved in **generating that evidence**? How does that impact our confidence in the change for this particular project?

- How would this change idea specifically **serve those who have been marginalized** in the past? How might this change actively or indirectly reproduce inequity?

Learn in Practice

- How are we **defining "evidence"**? Have we considered **multiple & diverse forms of data**, including lived experience?

- What **assumptions** and **biases** have been uncovered through our PDSA cycles? How have our beliefs or understandings changed?

- Who is doing the improving? How have students, families, and communities been **engaged as improvers** trying and reflecting on changes?

Sustain and Spread

- What in our **organizational culture** might prevent this change from sustaining?

- Are there **dynamics of power** preventing local successes from sustaining or spreading?

- Where in the system might we bump up against **implicit bias** or **active resistance** that could prevent change ideas from being enacted in alignment with their original liberatory, anti-racist intent?

What's Next?

SYSTEM IMPROVEMENT LEADS