Setting a diversity goal using a SMARTe framework allows you to strategically recruit and enroll diverse students and families; setting a goal first also allows you to measure progress and/or identity continued improvement areas.

Below are a set of beginning questions you can use with your team to begin creating a diversity goal. **Apply an equity lens into your responses. Be mindful of any biases, stereotyping, and/or deficit language . Take an equity pause anytime during the conversation if needed.**

Beginning Questions to ask before setting a diversity goal:

1. Why are you setting a diversity goal?
2. Who is in the room and who is not as you begin to develop this goal?
3. How does your mission and values connect to your desire to recruit a more diverse student body and community?
4. To what extent does your current student and staff body reflect your desired outcome?
5. To what extent does your school provide racially and socioeconomically diverse learning environments?
6. Is your school enrollment growth reflected equally/proportionally across all groups?
7. How will you sustain and support diverse students and families once you meet your goal?
8. What continuous learning and/or resources will be needed to begin, monitor, and meet your diversity goal?

After you and your team have had a conversation on the questions above, now it is time to dive into specific questions that will help inform and create your diversity goal. We begin by defining diversity. **Apply an equity lens into your responses. Be mindful of any biases, stereotyping, and/or deficit language . Take an equity pause anytime during the conversation if needed.**

Questions to ask to help define diversity for your team and for your school:

1. What does diversity mean to us?
2. How do you define diversity beyond gender and race?
3. Does your decision-making table have representation from all the demographics that you employ and/or serve?
4. Are you only collecting demographic information for the categories that you are required to report on? What might be the impact of the groups of students you are not required to collect?
5. Is your school staff and school leaders actively and regularly engaged in the conversations and programs related to diversity and inclusion?

Tip to consider: Keep in mind that your definition of diversity is a *working* definition; it is still a draft and not set in stone. As you monitor the progress of your diversity goal, it will be good to look over your definition of diversity, engage with these guiding questions, and many any adjustments.

Before your define your diversity goal using the SMARTe framework, select a couple of the questions below in different areas to help ground your goal in equity and inclusion[[1]](#footnote-1):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Race-neutral Questions | Geography | Populations | School Landscape | Characteristics |
| What percentage of students qualify for free or reduced-price lunch within the district or city?  Where do students live? (e.g., urban or rural area)  Are there two parents in the household? Or is it a single-parent household?  How many years of education has the parent completed?  What is the average household income in the zip code that students live in?  What is the homeownership rate in the neighborhood the students live in?  Is the neighborhood where the students live composed mostly of subsidized housing, single-family homes, high-density public housing, or rental housing?  What percentage of residents are not proficient in English within the district or city?  Generalized race-based measures:  What is the racial composition of the neighborhoods within the district or city?  What are the racial demographics of feeder schools or neighborhoods? | Is the school serving a school district, multiple districts, or a particular neighborhood or area within a district? | What are the demographics of school enrollment in the area?  What are the demographics of the total population more generally using U.S. Census data? | What are the enrollment demographics of schools in your area?  How might enrollment in your school look compared to other enrollment demographics of other schools in your area? | Race and socioeconomic status are good places to start when looking at the demographics of your community.  You may way to also consider other characteristics such as home language and disability status |

SMARTe Goal Guidance

|  |  |
| --- | --- |
| **S**pecific | What specifics will help you know you’ve reached your goal? |
| **M**easureable | What data will you use to measure progress? \*Qualitative and Quantitative |
| **A**ttainable | With the information, resources and time that you have, can you obtain the goal of your action plan as you desire? |
| **R**elevant | How is this goal relevant to you and your students? |
| **T**ime Bound | When will you collect data? By when will you complete this goal? |
| **E**quity Focused | Does this goal support access and achievement for ALL students, specifically around historically marginalized student groups? |

SMARTe Goals

Exemplars:

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| --- |
|  |
| I will improve in establishing routines that maximize learning time (2C) by using positive narration, redirecting students in close proximity, and using a behavior modification system. By May 1, 2015, 90% of students will listen attentively when their peers are speaking, and 90% of students will be on task within 20 seconds of transitioning to new activities. |

|  |
| --- |
|  |
| I will improve in using questioning strategies that require the use of evidence (3C.2) by using questions that encourage cognitively demanding thinking and pushing students to justify their responses with examples. By May 1, 2015, 90% of students will respond to questions in complete sentences and 90% of students will be able to provide evidence or examples when prompted. |

Sentence Frame:

|  |
| --- |
| I will improve in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (language of indicator) by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (names of specific classroom teaching practices/teacher observable actions.) By\_\_\_\_\_\_\_\_\_\_\_\_ (date)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(amount) of students will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(observable student behaviors.) |

1. from the National Charter School Resource Center at Safal Partners | *Intentionally Diverse Charter Schools: A Toolkit for Charter School Leaders* [↑](#footnote-ref-1)