readingresults

## Reading Results Anti-Racism, Equity, Inclusion, & Accessibility Roadmap

Reading Results partners with schools to support students from systemically excluded communities in becoming successful readers. We believe that literacy is a basic human right, and we work to increase access and break down barriers through supporting students with an effective, individualized, culturally-responsive reading intervention program.

Reading by third grade is crucial to a child's educational development. Typically, during this benchmark year, students transition from "learning to read" to "reading to learn." Falling behind creates challenges that negatively impact a child's education and self-esteem for years to come. Reading Results is committed to helping struggling learners proceed on the path toward academic success and a brighter future.

The board and staff of Reading Results acknowledge that **literacy disparities are rooted in systemic inequities**, **not student deficits**. We are dedicated to closing the opportunity gap and accelerating early grade reading success for our students.  As such, we strive to internalize the following definitions to guide our work:

**Anti-racism**: The active process of identifying, challenging, and dismantling racist policies, practices, and ideas. Anti-racism goes beyond being "not racist" by requiring intentional actions that create equitable learning environments for all students, particularly those from historically and currently marginalized racial groups. Anti-racism in education is an ongoing commitment to justice, requiring both individual and institutional transformation to create inclusive and affirming learning environments for all students.

**Diversity:** Intentional inclusion of voices from varied racial, ethnic, linguistic, socioeconomic, sexual orientation, ability, and cultural backgrounds to reflect the lived experiences of the students we serve. Diversity amongst our team brings a range of perspectives, strengths, and insights that enhance our ability to create culturally-responsive spaces, foster authentic community partnerships, and address systemic barriers to educational equity.

**Equity:** Recognizing that different students have different needs and making every effort to support those individual needs. Unlike equality, which assumes all students benefit from the same resources, equity addresses historical and systemic disparities that disproportionately impact marginalized communities, and ensures that all students receive the resources, support, and opportunities they need to succeed.

**Inclusion:** The purposeful and deliberate design of learning environments, policies, and practices that ensure all students are supported, know they belong, and see themselves as a learner.

**Accessibility:** The removal of physical and instructional barriers so that all students—especially those with disabilities—can fully engage in their learning environments. Accessibility is essential for achieving equity, as students cannot succeed if they cannot access educational materials and spaces.

These concepts are all interconnected and necessary to create meaningful, systemic change. Diversity requires that all voices - particularly those from the most excluded groups - are given space and credence. Inclusion aims for all students to have access to education and feel a sense of belonging. Equity ensures that each student receives what they need to succeed. Accessibility aims for educational spaces and resources that are available and usable by all students. Anti-racism actively works to dismantle systemic barriers that exclude or harm students based on race - an inclusive educational system must also be anti-racist to truly serve all students equitably.

With these concepts at our core, and holding the aim to eliminate the racial disproportionality in early grade reading success, Reading Results will actively work to:

1. Raise the reading achievement of early-grade learners to narrow the academic performance gap between students;

2. Embody high expectations for the students we serve and foster development of an academic mindset so that students see themselves as learners and collaborators in their own education;

3. Consistently prioritize our financial and human capital resources towards Title I schools serving large populations of students of color;

4. Disaggregate student reading outcomes data by race/ethnicity, language spoken at home, and gender with the express purpose of utilizing data in updating practices to address inequity;

5. Employ a workforce reflecting the diversity of the students we serve and operate with equitable employment practices;

6. Provide ongoing professional development designed to ensure staff deliver culturally-responsive practices, curriculum, and student engagement;

7. Commit to equity-centered literacy by grounding our work in the science of reading, ensuring all students receive explicit, evidence-based, culturally responsive instruction;

8. Utilize an internal equity lens to guide all decision-making, evaluate materials, resource allocation and lead interactions;

9. Facilitate an organizational Equity Team to ensure programs, policies, and practices actively advance anti-racism, equity, and inclusion

*This document is pending Board approval*