



Equity Assessment Data Checklist

This checklist is a guide for assessing a district and/or school's equity policies and practices. An initial assessment will rely on data collected at the school or district level. Answering a deeper set of equity questions may require observations, interviews, surveys, and other data collection. Some information will not have been collected before and may be hard to gather. Document the barriers to gathering this information so that equity questions can be embedded in future data collection.

Initial Equity Assessment Sample Areas to Impact

- Student demographics by race (disaggregated if possible)
- Student demographics by poverty (free and reduced price lunch)
- Grade 3 reading proficiency by race/income/gender
- Grade 8 math proficiency by race/income/gender
- Grade 8 algebra enrollment by race/income/gender
- Disciplinary actions by race/gender/SPED enrollment
- Advanced or AP/IB course enrollment by race/income/gender
- High School graduation rates by race/income/gender/zip code
- Review of SPED by race, type of program, income, gender, zip code, etc

Deeper Equity Assessment Questions

Access to Opportunities

Measure 1

- Describe tracking policy/practice
- Course enrollment by race/income/gender
- Ratio of students to counselors & social workers
- Student access of counselors, by race/income/gender

Measure 2

- Participation in extracurricular activities by race/income/gender/zip code/type of activity
- Policies/practices/transportation to facilitate participation
- List extracurricular activities of interest to all students-how diverse is your offerings

Measure 3

- Ratio of students to counselors & social workers (also Measure 1)
- Student access of counselors, by race/gender/SPED students, zip code, etc (also Measure 1)
- Enrollment in college level courses & concurrent enrollment by race/income/gender/zip code
- Rate of participation/success on AP/IB tests by race/gender, income, zip code
- List youth employment, internship, college readiness programs
- Participation in these programs by race/income, gender, zip code (disaggregated)



Chance to Learn

Measure 1

- Culturally responsive curricula (student/family perspective)
- Culturally responsive curricula (review of syllabi/lesson plans)
- Culturally responsive learning (observations of educators)
- Culturally responsive curriculum reviews of vendors being utilized

Measure 2

- Participation in academic and extracurricular activities by race/income/gender/zip code, family status, etc
- Teacher high expectations of students (observation/student perspective)
- Barriers to participation (student perspective) via student evaluations

Measure 3

- List professional development opportunities: instructional strategies for different types of learners/diverse learners
- Gap in achievement (test scores, course enrollment, grades) for different types of learners
- Rates of referral and enrollment to special education by race/income/gender, size, skin tone, etc

Measure 4

- Information about community and district support services (teacher/staff perspective)
- Observation of student and family barriers to learning (teacher/staff perspective)
- List professional development opportunities: multiple barriers to learning & resources available
- Participation (mandatory) in these professional development opportunities
- Onboarding for equity opportunities for district and all educators

Inclusive Community

Measure 1

- Rate at which teachers have met and engaged with every student's family
- List policies and practices that facilitate teacher/family connection
- Positive relationship with teacher (student/family perspective)
- Extent to which teachers know the community of students

Measure 2

- Observation of level of student interaction across groups in extracurricular and social settings
- Rate of racial and economic segregation in schools, classes, and programs

Measure 3

- Ratio of administrative/teaching staff diversity to diversity of student body

Measure 4

- Curricula inclusive of diverse cultures (review of texts/materials)
- School environment inclusive of diverse cultures (observation)
- Promotional materials inclusive of diverse cultures/experiences (review)



Fair Discipline

Measure 1

- List professional development opportunities: cross-cultural competence
- Rate of referrals for disciplinary actions by race/income/gender/size, skin tone, & ways in which student's exhibit anger & relate

Measure 2

- List restorative justice policies and practices (ensure that RJ is not inequitable & focusing on ly on students of color)
- Trauma responsive services & supports as a school norm

Measure 3

- Methodology for collecting disciplinary data
- Methodology comparison: district and state
- Data collection includes race, socioeconomic, special education information
- Data collection tracks number of incidents for individual students (disaggregated)

Measure 4

- Rate of disciplinary action by race, income, gender, and disability

Community Engagement

Measure 1

- Reading level of written communication compared to educational level of parents
- List modes of communication
- Linguistically diverse communication as the norm

Measure 2

- List family engagement opportunities
- Rate of participation in engagement opportunities by race/income/gender, zip code, documentation status, age of parent, family size, family constellation, etc

Measure 3

- List opportunities for parent engagement in planning and decision making
- Rate of participation in parent leadership opportunities by disaggregation

Academic Achievement

Measure 1

- Test scores and outcome data disaggregation
- Content area proficiency scrutinized and disaggregated
- 3rd grade reading proficiency disaggregated
- 3rd, 8th and 11th grade math proficiency by race/income

Measure 2

- Enrollment in advanced, AP, IB courses disaggregated
- Rate of AP/IB test-taking disaggregated
- Rate of success in advanced/AP/IB courses/tests disaggregated



Measure 3

- Attendance by disaggregation
- Successful course completion disaggregated
- Graduation and dropout rates disaggregated
- Removal from traditional school to alternative or multiple pathway schools
- **Measure 4**
- College readiness test scores disaggregated
- Enrollment in dual credit courses disaggregated
- Participation in youth employment/internship programs disaggregated
- Completion of college applications and FAFSA disaggregated

Resources

Measure 1

- Quality of physical environment (observation)
- Maintenance of school facilities (maintenance records)
- Review of physical school conditions and maintenance by zip code, race & general disaggregation

Measure 2

- Availability of necessary course materials (teacher perspective)

Measure 3

- Teacher experience, training, and evaluations in relation to school & school population

Measure 4

- List participants in school/district budgeting processes
- Rate of participation of parents representative of school population in budgeting
- Transparent process/parent input: review of school meetings
- Equity as part of budgeting process: review of procedures/meeting notes

Shared Accountability

Measure 1

- List participants in decision-making processes
- Describe equity goals and processes (review of meeting notes/perspective of participants)

Measure 2

- Process for Equity Impact Assessment and/or Equity Audit
- Opportunity for policy change through Equity Impact Assessment /Equity Audit via a collaborative process

Measure 3

- Process for ongoing community engagement on equity goals
- Process for continuous assessment and progress toward equity

Measure 4

- Process for collecting quantitative and qualitative data related to equity goals
- Report to community on progress toward equity