# Equity Audit

This audit is not meant to be used all at once or in its entirety. Instead, schools can use more traditional data (e.g. student performance data) in order to identify specific areas to investigate among the 12 presented here.

| 1.0 ASSESSMENT Do school/district policies encourage the use of multiple ways of assessing student learning that are culturally sensitive and the measure complex cognitive and social skills? | |
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| 1.1 | Do teachers use a range of formative and summative assessment strategies that give students opportunities to demonstrate their mastery of knowledge and skills? |
| 1.2 | Do teachers use a variety of assessment devices to ensure that students from diverse racial, ethnic, cultural, and language groups meet rigorous standards in the academic subjects? |
| 1.3 | Does assessment go beyond traditional measures of subject matter knowledge to include complex cognitive and social skills? |
| 1.4 | How do teachers check for understanding throughout the lesson? At the end to determine attainment of the objective? |
| 1.5 | How do classroom teachers regularly monitor student progress and adjust instruction for individual students based on results? |
| 1.6 | What percentage of the grade is assigned to homework? |
| 1.7 | How are re-teaching opportunities used to support learning? |
| 1.8 | What is the level of consistency within a course alike team? Department? Grade-level? |

| 2.0 CULTURAL RESPONSIVENESS How does the school/district meaningfully engage stakeholders in the pursuit of equitable student achievement? | |
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| 2.1 | How does the staff learn about students' and families' cultural backgrounds? |
| 2.2 | What evidence is there that staff has committed to learning about students in terms of their racial, cultural, and ethnic traditions? |
| 2.3 | Are the staff familiar with the beliefs, values, cultural practices, discourse styles, and other features of students' lives that may have an impact on classroom participation and success and are they prepared to use the information when designing instruction? |
| 2.4 | Do culturally-responsive practices inform outreach to the community including parents and community partners? |
| 2.5 | Are school policies and practices examined to determine if they affirm students from different racial, ethnic, cultural, language, and social-class groups? |
| 2.6 | Are changes made to teaching practices to accommodate students from different racial, ethnic, cultural, language, and social-class groups? |

## 3.0 CURRICULUM
Is the school/district curriculum designed to help students to understand that knowledge is socially-constructed and reflects the personal experiences and the social, political, and economic contexts in which they live?

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| 3.1 | Is the curriculum in schools with large minority and low-income populations as rigorous as the curricula in other schools in the district? |
| 3.2 | Do all students have access to a rigorous core curriculum taught by effective content teachers? |
| 3.3 | Does the curriculum help students to understand historical events from the perspectives of various racial, ethnic, and cultural groups? |
| 3.4 | Does the curriculum help students to understand the ways in which the unique experiences of peoples or groups cause them to view the same historical and social events differently? |
| 3.5 | Do the instructional materials used in our school/district describe historical, social, and political events from the perspectives of different racial, ethnic, cultural, and language groups? |
| 3.6 | Are the textbooks and other instructional materials used in your school written by authors from different racial, ethnic, and cultural groups? |
| 3.7 | Are students provided with factual information in the social studies or other subjects that contradicts misconceptions about racial and ethnic groups? |
| 3.8 | When teaching about different racial and cultural groups, do teachers point out the important ways in which all human groups are similar? |

## 4.0 DISCIPLINE
How are expectations for student behavior developed, delivered, and reinforced and do they vary by a) staff member, b) race/ethnicity of student?

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| 4.1 | What is the stated/unspoken attendance policy? How is it enforced and by whom? |
| 4.2 | What is the stated/unspoken tardy policy? How is it enforced and by whom? |
| 4.3 | What is the average daily attendance? Does it vary by student a) race/ethnicity and/or b) socioeconomic status? |
| 4.4 | Lunchroom: Who supervises? What are the procedures for coming and going? What are the stated/unspoken expectations? How does the lunchroom staff interact with students? |
| 4.5 | Hallways: Who supervises? What are the procedures for moving between locations? What are the stated/unspoken expectations? How does non-teaching staff interact with students? |
| 4.6 | Recess/Unstructured Time: Who supervises? What are the procedures for coming and going? What are the stated/unspoken expectations? How does the staff interact with students? |
| 4.7 | Is the discipline policy available in written format to all stakeholders? In a variety of languages? |
| 4.8 | What are the stated reasons why a student may be sent to the office, etc. for disciplinary reasons? |
| 4.9 | What are the referral rates disaggregated by student race/ethnicity? |
| 4.10 | What are the suspension rates disaggregated by student race/ethnicity? |
| 4.11 | Are referral data tracked by teacher? Location? Time of day? Behavior? |

| 4.12 | Are there programs in place that promote alternatives to punishment (e.g. PBIS, restorative justice/practices, daily class circles/meetings)? If so, what is there level of effectiveness? |

## 5.0 ENGLISH (LANGUAGE) LEARNERS
### How effective are programs and structures to identify and support English Language Learners (ELLs)?

| 5.1 | What is the percentage of English Language Learners in the school? |
| 5.2 | What is the percentage of students in the school/district whose home language is not English? |
| 5.3 | How is data from the state-level assessment of language proficiency used to program for ELLs? |
| 5.4 | What levels of ESOL are available at the school? |
| 5.5 | How are students placed in levels/classes? |
| 5.6 | How are students redesignated? |
| 5.7 | How are ELLs supported in non-ESOL/mainstream classes? |
| 5.8 | What supports are provided to students who recently or ever exited ESOL services? |

## 6.0 GIFTED & TALENTED / HONORS / AP/ ADVANCED
### How effective are programs and structures to identify and support students needing advanced coursework?

| 6.1 | What percentage of students are enrolled in GT/Honors/AP/IB/Advanced courses in your school? |
| 6.2 | What are the a) racial/ethnic and b) socioeconomic demographics of students enrolled in GT/Honors/AP/IB/Advanced courses in your school? |
| 6.3 | What percentage of students are eligible to be enrolled in GT/Honors/AP/IB/Advanced courses in your school but are not? |
| 6.4 | What is the process for students to enroll in GT/Honors/AP/IB/Advanced courses in your school? |
| 6.5 | What is the disaggregated achievement data for students enrolled in GT/Honors/AP/IB/Advanced courses in your school? |
| 6.6 | What supports are available for students taking their first GT/Honors/AP/IB/Advanced course and are struggling? |
| 6.7 | How fluid is the process for moving students into advanced courses during the school year? |

## 7.0 STUDENTS WITH DISABILITIES
How effective are programs and structures to identify and support students with special needs, including best practice interventions/practices for students with IEPs and 504 Plans?

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| 7.1 | What is the percentage of students with IEPs in the school? |
| 7.2 | What are the a) racial/ethnic and b) gender demographics of students with IEPs? |
| 7.3 | What is the process for determining which general educators co-teach inclusion classes? |
| 7.4 | What are the discipline referral and suspension rates for students with IEPs? |
| 7.5 | Are there unstated procedures/systems in place to "skirt" the rules for disciplining students with IEPs (e.g. who have 9+ days of suspension, in vs. out of school suspensions) |
| 7.6 | How are referrals made for special education screening? |
| 7.7 | Are screening, referral, and assessment practices, procedures, and tools unbiased and nondiscriminatory? |
| 7.8 | How do grade-level teams determine and follow-up on interventions for students in the screening process? |
| 7.9 | How closely does your school align to stated district/state/national guidelines for intervention and referral? |
| 7.10 | How are IEPs designed? Who participates? |
| 7.11 | How are IEP meetings conducted? What is the ratio of staff to parent talk in the meetings? |
| 7.12 | What is the parent participation in IEP meetings? |
| 7.13 | What percentage of students are mainstreamed/included for all or part of their school day? |
| 7.14 | Into what classes are students included? |
| 7.15 | How are inclusion/mainstreaming decisions made? |

## 8.0 CLASSROOM INSTRUCTION
How effective are classroom instructional practices at meeting the needs of diverse student groups?

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| 8.1 | Grouping: Do teachers structure interracial cooperative groups that enable students from different racial and ethnic groups to become acquainted as individuals? |
| 8.2 | Discourse Patterns: What is the percentage of teacher talk time versus student talk time? |
| 8.3 | Discourse Patterns: What is the common practice for calling on students? |
| 8.4 | Discourse Patterns: How long do teachers give students to think before calling on them (wait time)? |
| 8.5 | Discourse Patterns: What percentage of class time is devoted to structured student discourse? |
| 8.6 | Discourse Patterns: What are the processes for structuring student discourse? |

| 8.7 | Questioning: What are the levels of questioning in the classroom? |
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| 8.8 | Questioning: What evidence is available to demonstrate the development of students' ability to think critically? |
| 8.9 | Questioning: Are questions that require higher-level thinking asked equitably of high and low-performing students? By race/ethnicity? |
| 8.10 | Feedback: Is feedback delivered equitably to all students? |
| 8.11 | Feedback: Is feedback given in relation to a common standard/expectations? |
| 8.12 | Feedback: Does feedback prompt future growth? |
| 8.13 | Feedback: Is feedback given both formally and informally? |

### 9.0 ACADEMIC INTERVENTIONS
How effective are programs and structures to support students with academic challenges?

| 9.1 | How are students with academic challenges identified? |
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| 9.2 | Are they provided with research/evidence-based interventions? |
| 9.3 | Are the interventions culturally appropriate for students? |
| 9.4 | Are interventions implemented with fidelity? |
| 9.5 | Are the interventions multi-tiered? |
| 9.6 | How is data used to evaluate the effectiveness of interventions with a) individual students, b) groups of students? |
| 9.7 | How are parents informed about the progress of their students enrolled in interventions? |
| 9.8 | Are teachers supported to implement academic and/or behavioral interventions in the general education classroom? |

### 10.0 PARENT/COMMUNITY ENGAGEMENT
How does the school/district meaningfully engage stakeholders in the pursuit of equitable student achievement?

| 10.1 | What is the conversation among staff members about parent involvement? What do their statements reflect about their spoken and unspoken belief systems? |
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| 10.2 | What are the rates of parent participation in the PTA by race/ethnicity? |
| 10.3 | How familiar are the administration and staff with types of parent involvement that do not always involved parents coming to school? |
| 10.4 | What percentage of parents attend Back-to-School Night and parent conferences? Do participation rates vary by race/ethnicity? |
| 10.5 | How do staff react when parents do not attend school events (e.g. conferences and Back-to-School night)? |

| 10.6 | What, if any, parent education programs are available? |
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| 10.7 | Are school communication translated into home languages? |
| 10.8 | Do one or more staff members speak the home language(s) of the students? |
| 10.9 | Does the school access translation services for meetings? |
| 10.10 | What is the level of parent participation in annual surveys? |
| 10.11 | Do any of the staff members live in the school community? |
| 10.12 | What other stakeholders (e.g. business and community organizations) interact meaningfully with the school? |
| 10.13 | Are any agencies co-located with the school? |

| 11.0 | **PROFESSIONAL GROWTH**<br>Do professional development (PD) programs in your school/district help teachers understand the complex characteristics of U.S. ethnic, racial, and cultural groups? Do staff engage in opportunities to deprivatize their practice and seek educational equity? |
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| 11.1 | Does PD help teachers to understand the ways in which race, ethnicity, culture, language, and social class interact in complex ways to influence student behavior? |
| 11.2 | Does PD help teachers to uncover and identify their personal attitudes toward different racial, ethnic, language, and social-class groups? |
| 11.3 | Does PD help teachers to uncover and identify their behaviors related to diverse racial, ethnic, language, and social-class groups? |
| 11.4 | Does PD helps teachers acquire knowledge about the diverse perspectives on historical and current events within different ethnic, racial, language, and cultural communities? |
| 11.5 | Does PD help teachers become knowledgeable about the diverse perspectives on historical and current events within different ethnic, racial, language, and cultural communities? |
| 11.6 | Does PD help teachers develop the knowledge and skills needed to modify their instruction so that students from diverse ethnic, racial, cultural, and language groups will have an equal opportunity to learn in their classrooms? |
| 11.7 | What is the level of implementation of PLCs (including course-alike, grade-level, department, and non-teaching cohorts)? |
| 11.8 | Is there a common observation protocol for informal observations? |
| 11.9 | How many teachers engage in peer observation? |
| 11.10 | What processes/structures encourage the sharing of teacher practice? |
| 11.11 | How much time do administrators spend observing classroom instruction or supporting PLCs/planning for instruction each week? |
| 11.12 | What is the level of informal teacher interaction outside of structured meetings? |
| 11.13 | What are the social networks that contribute to or prohibit teacher collaboration? |

| 11.14 | How much of the PLC's work centers around examination of beliefs and practices related to race and equity? |
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## 12.0 What qualifies the school's/district's teachers to meet the needs of diverse learners?

| 12.1 | Are successful efforts being made at the district/school level to recruit a racially, culturally, and ethnically diverse administrative, teaching, and support staff? |
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| 12.2 | What are the teacher demographics in terms of race, ethnicity, age range, and language? |
| 12.3 | How do the teacher demographics compare to those of the school's/district's student population? |
| 12.4 | What are the levels of teacher education and credentials (post-graduate coursework, certifications, etc.)? |
| 12.5 | What percentage of teachers are new to the building? New to teaching? |
| 12.6 | How many of the teachers are bilingual or multilingual? |
| 12.7 | Are experienced and inexperienced teachers distributed equally across grade-levels and/or content areas? |
| 12.8 | How are teaching assignments made? |
| 12.9 | What systems are put into place to support novice or underperforming teachers? |

Sources:

- "Essential Principles Checklist" in Banks, J. A. (2015). *Cultural diversity and education*. Routledge.
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