



## 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

- Student demographics by race (disaggregated if possible)
- Student demographics by poverty (free and reduced price lunch)
- MCA grade 3 reading proficiency by race/poverty
- MCA grade 8 math proficiency by race/poverty
- Grade 8 algebra enrollment by race/poverty
- Disciplinary actions by race
- Advanced or AP/IB course enrollment by race/poverty
- ACT participation by race/poverty
- ACT scores by race/poverty
- High School graduation rates by race/poverty

### Deeper Equity Assessment Questions

#### Access to Opportunities

#### Measure 1

- Describe tracking policy/practice
- Course enrollment by race/poverty
- Ratio of students to counselors
- Student access of counselors, by race/poverty

#### Measure 2

- Participation in extracurricular activities by race/poverty
- Policies/practices to facilitate participation
- List extracurricular activities

#### Measure 3

- Ratio of students to counselors (also Measure 1)
- Student access of counselors, by race/poverty (also Measure 1)
- Enrollment in college level courses by race/poverty
- Rate of participation/success on AP/IB tests by race/poverty
- List youth employment, internship, college readiness programs
- Participation in these programs by race/poverty



## *Chance to Learn*

### **Measure 1**

- Culturally relevant curricula (student/family perspective)
- Culturally relevant curricula (review of syllabi/lesson plans)
- Culturally relevant learning (observation)

### **Measure 2**

- Participation in academic and extracurricular activities by race/poverty
- Teacher expectations of students (observation/student perspective)
- Barriers to participation (student perspective)

### **Measure 3**

- List professional development opportunities: instructional strategies for different types of learners
- Gap in academic achievement (test scores, course enrollment, grades) for different types of learners
- Rates of referral and enrollment to special education by race/poverty

### **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 in these professional development opportunities

## *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)

### **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/poverty

### **Measure 2**

- List restorative justice policies and practices

### **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

### **Measure 4**

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

## *Community Engagement*

### **Measure 1**

- Reading level of written communication compared to education level of parents
- List modes of communication

### **Measure 2**

- List family engagement opportunities
- Rate of participation in engagement opportunities by race/poverty of families

### **Measure 3**

- List opportunities for parent engagement in planning and decision making
- Rate of participation in parent leadership opportunities by race/poverty of families

## *Academic Achievement*

### **Measure 1**

- Test scores and outcome data by race/poverty
- 3<sup>rd</sup> grade reading proficiency by race/poverty
- 8<sup>th</sup> and 11<sup>th</sup> grade math proficiency by race/poverty

### **Measure 2**

- Enrollment in advanced, AP, IB courses by race/poverty
- Rate of enrollment in 8<sup>th</sup> grade algebra by race/poverty
- Rate of AP/IB test-taking by race/poverty
- Rate of success in advanced/AP/IB courses/tests by race/poverty



### Measure 3

- Attendance by race/poverty
- Successful course completion by race/poverty
- Graduation and dropout rates by race/poverty

### Measure 4

- College readiness test scores by race/poverty
- Enrollment in dual credit courses by race/poverty
- Participation in youth employment/internship programs by race/poverty
- Completion of college applications and FAFSA by race/poverty

## Resources

### Measure 1

- Quality of physical environment (observation)
- Maintenance of school facilities (maintenance records)
- Physical plant review (physical plant records)

### Measure 2

- Availability of necessary course materials (teacher perspective)

### Measure 3

- Teacher experience, training, and evaluations in relation to poverty of school

### 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 site council notes
- 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
- Opportunity for policy change through Equity Impact Assessment (review of meeting notes/processes)

### 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