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Developing leaders. Transforming Practices. Inspiring Results.

PRACTITIONER'S WORKBOOK

DATA-INFORMED EQUITY AUDIT

Team / School	
School / District	
Lead Person	
Date	
Additional Info	

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Why We Need Indicators of Equity

"If the ladder of educational opportunity rises high at the door of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advancement, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them."

Report of the Commission on Higher Education (1947)

[As quoted in Monitoring Educational Equity | The National Academies of Science, Engineering, and Medicine; page 13]

Purpose of Equity Indicators

"The purpose of [Equity] indicators is *not* to track progress toward aggregate goals, such as that all students graduate high school within 4 years of entering 9th grade, but to identify ***differences*** in progress toward that goal, ***differences*** in students' family background and other characteristics, and ***differences*** in the conditions and structures in the education system that may affect students' education."

Monitoring Educational Equity | The National Academies of Sciences, Engineering, and Medicine (page 1)

Two Types of Indicators in 7 Domains

Domain A: Kindergarten Readiness
Domain B: K-12 Learning and Engagement
Domain C: Educational Attainment

Domain D: Extent of Racial, Ethnic, and Economic Segregation
Domain E: Equitable Access to High-Quality Early Learning Programs
Domain F: Equitable Access to High-Quality Curricular and Instruction
Domain G: Equitable Access to Supportive School and Classroom Environments

Monitoring Educational Equity
DOMAINS, INDICATORS, MEASURES

Monitoring Equity of OUTCOMES

DOMAIN	INDICATORS	CONSTRUCTS TO MEASURE
A Kindergarten Readiness	**A-1** **Disparities in Academic Readiness**	• Reading/literacy skills • Numeracy/math skills
	A-2 **Disparities in Self-Regulation and Attention Skills**	• Self-regulation skills • Attention skills
B K–12 Learning and Engagement	**B-3** **Disparities in Engagement in Schooling**	• Attendance/absenteeism • Academic engagement
	B-4 **Disparities in Performance in Coursework**	• Success in classes • Accumulating credits (being on-track to graduate) • Grades, GPA
	B-5 **Disparities in Performance on Tests**	• Achievement in reading, math, and science • Learning growth in reading, math, and science achievement
C Educational Attainment	**C-6** **Disparities in On-Time Graduation**	• On-time graduation
	C-7 **Disparities in Postsecondary Readiness**	• Enrollment in college, entry into the workforce, enlistment in the military

Reference: Monitoring Educational Equity | The National Academies of Sciences, Engineering, and Medicine (2019)

(continued)

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Monitoring Equity of ACCESS

DOMAIN	INDICATORS	CONSTRUCTS TO MEASURE
D Extent of Racial, Ethnic, and Economic Segregation	**D-8** **Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation**	• Concentration of poverty in schools • Racial segregation within and across schools
E Equitable Access to High-Quality Early Learning Programs	**E-9** **Disparities in Access to and Participation in High-Quality Pre-K Programs**	• Availability of licensed pre-K programs • Participation in licensed pre-K programs
F Equitable Access to High-Quality Curricula and Instruction	**F-10** **Disparities in Access to Effective Teaching**	• Teachers' years of experience • Teachers' credentials, certification • Racial and ethnic diversity of the teaching force
	F-11 **Disparities in Access to and Enrollment in Rigorous Coursework**	• Availability and enrollment in advanced, rigorous course work • Availability and enrollment in advanced placement, international baccalaureate, and dual enrollment programs • Availability and enrollment in gifted and talented programs
	F-12 **Disparities in Curricular Breadth**	• Availability and enrollment in coursework in the arts, social sciences, sciences, and technology
	F-13 **Disparities in Access to High-Quality Academic Supports**	• Access to and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners
G Equitable Access to Supportive School and Classroom Environments	**G-14** **Disparities in School Climate**	• Perceptions of safety, academic support, academically focused culture, and teacher- student trust
	G-15 **Disparities in Non-exclusionary Discipline Practices**	• Out-of-school suspensions and expulsions
	G-16 **Disparities in Nonacademic Supports for Student Success**	• Supports for emotional, behavioral, mental, and physical health

Reference: Monitoring Educational Equity | The National Academies of Sciences, Engineering, and Medicine (2019)

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