

# Equity Audits

## *An Initial Reflection*

Try thinking about the following questions as you begin to design your school's equity audits (primarily around *programmatic* equity).

1. Has a racial achievement gap existed in my school for more than 3 years? Why has this gap persisted?
2. Am I able to recognize vulnerable or marginalized populations in my school?
3. Can we name measurable steps that have been taken to address performance disparities in my classroom or on my campus(es)?
4. Are African American males more likely to be suspended? How is the school climate for African American boys? Are they criminalized? How does monitoring discipline differ from how we "monitor" achievement?
5. Have we disaggregated data on school suspensions? How is my school or district dealing with the racial achievement gap? How is the data discussed with staff?
6. How do I specifically measure school climate for Latino, ESL, or refugee students? How's this related to the referral/suspension rate?
7. What trainings have we provided in my district that would leave teachers with culturally relevant/responsive pedagogy? And, leaders with culturally relevant leadership practice?
8. What are *objective* ways of measuring comfort level of people of color in your building (including parents, students, even staff)?
9. Which teachers in your building are more like to suspend males, low income, ESL learners, etc.?
10. Do your building principals challenge unjust teachers, or do they confirm marginalizing practices that teachers may exhibit?
11. In what ways is my classroom/school/district reproducing the status quo?
12. How is deficit thinking managed among staff?
13. How is the racial suspension gap associated with school climate? How have you discussed this with your students?
14. In what ways does your school accept, tolerate, even confirm a hip-hop, bad-boy identity? In what ways does your school criminalize this identity?
15. What are non-traditional ways (aside from PT-Conferences, letters, and phone calls) that your school has reached out to parents/communities who seem distant?

**Most importantly: How do these questions move beyond a once-per-year conversation, and into actual measurement and change?**