

EQUITY AUDIT

The purpose of these audits is to reflect on **how** and **for whom** your curriculum is working ahead of your Course Team Workshops. The data used in these Equity Audits are unverified Semester 1 grades. These data will be extended each Semester.

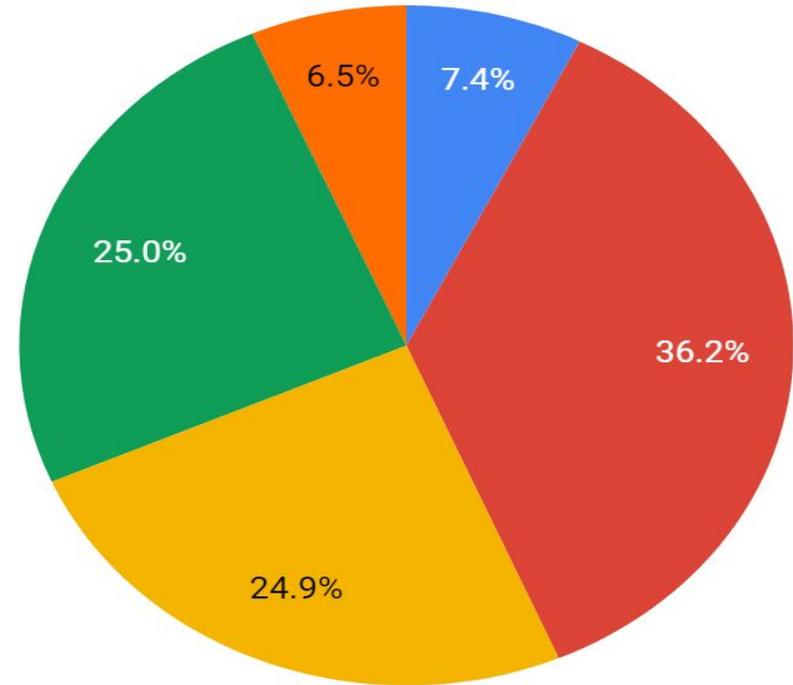
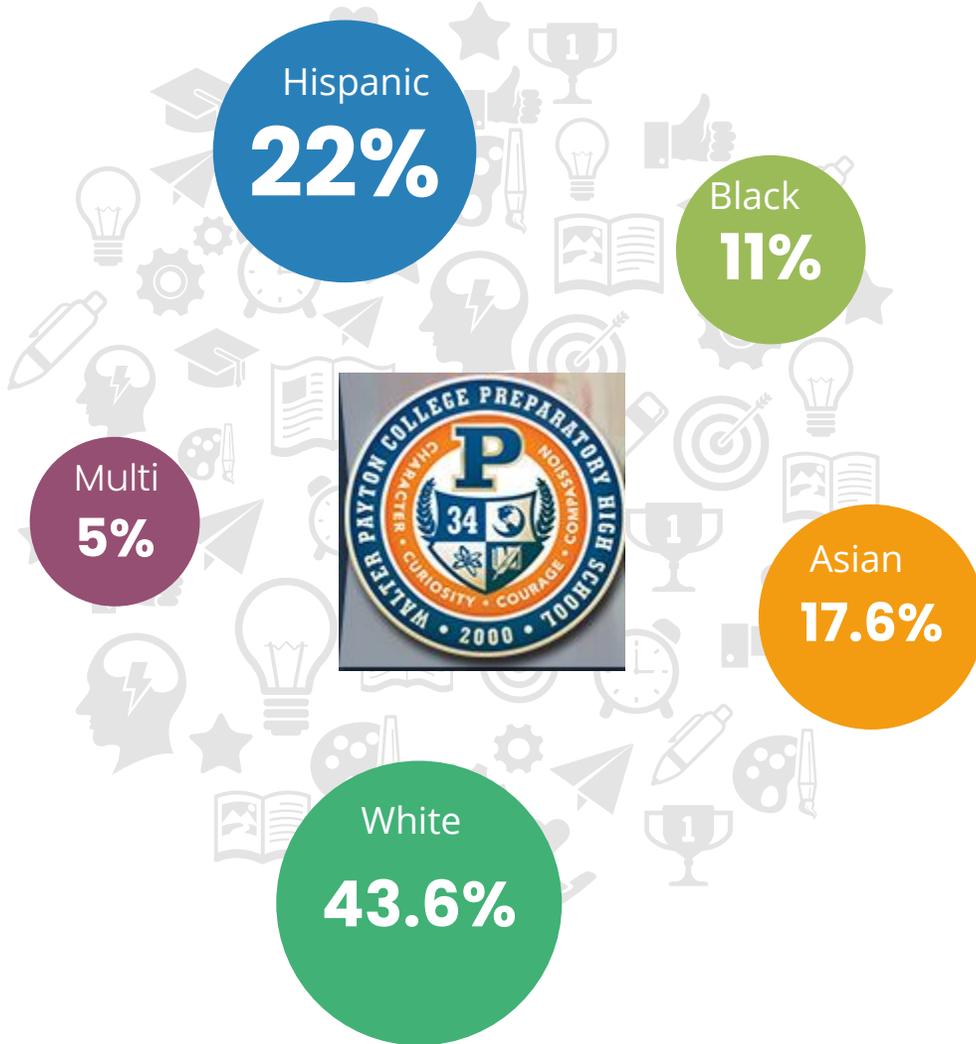
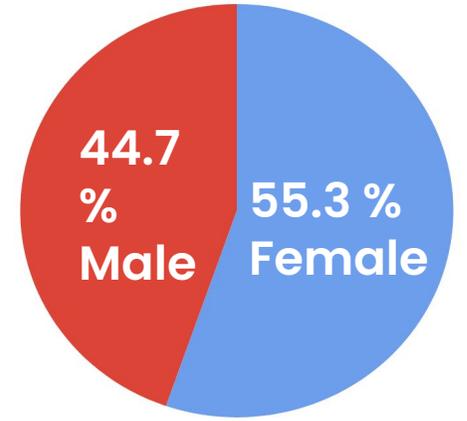
from "[Why Equity Has Been a Conservative Force in American Education—And How That Could Change](#)" By Contributing Blogger

*We could create schools that reverse this cycle; many in the sector already have. They start from what should be an uncontroversial idea—that students learn best when they feel **affirmed, recognized, and welcomed** into the spaces in which they are learning. Diversifying the curriculum does not mean lessening the rigor of that curriculum; rather, it potentially enables more students to do rigorous work by creating subjects worth investing in. And when we do that, ironically, we have a much better chance of closing conventional achievement gaps, because **we have created welcoming, inclusive spaces where students can do their best work**. Equity can be either a conservative or a liberating force.*

Which one is it in your [class]?

Our Community

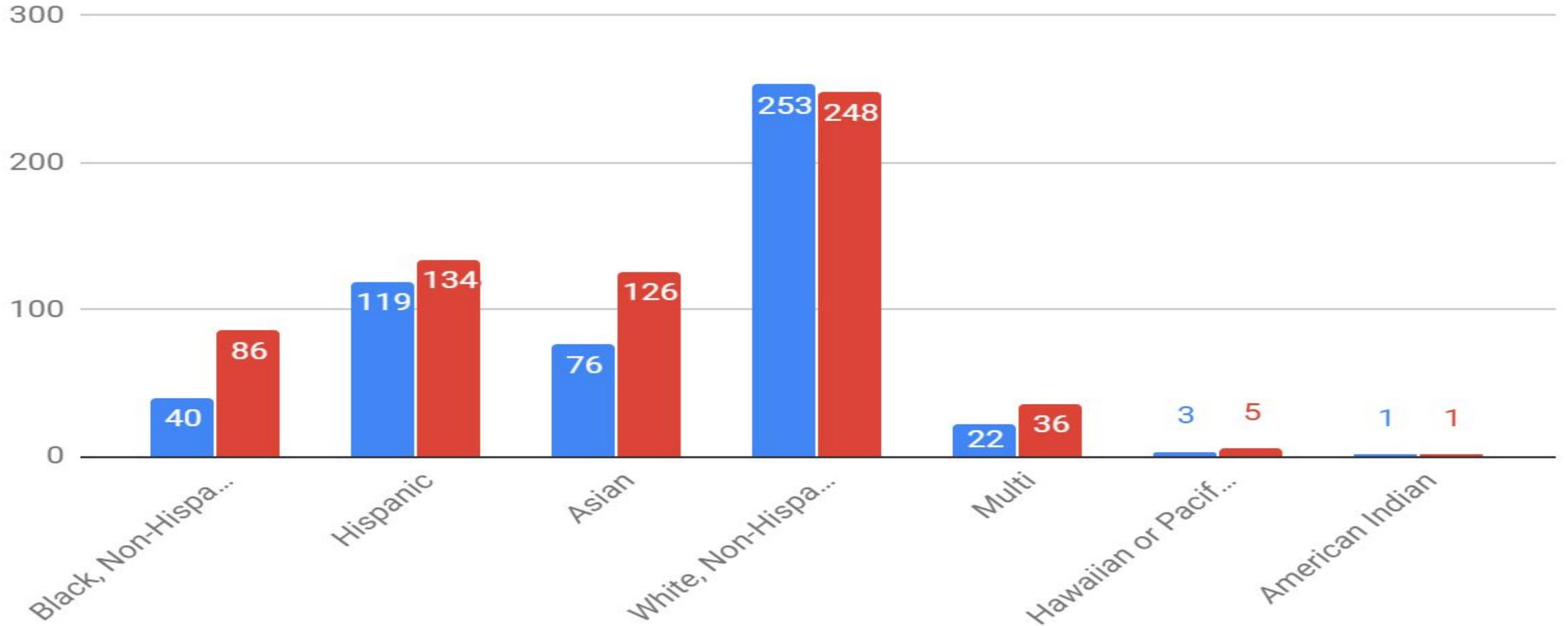
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● -- ● N/A ● Free ● Denied ● Reduced

Our Community

Male Female



Our Overall Outcomes

Art

Asian, 95%
White, 94.43%
Hispanic, 92.43%
Black, 92.23%

Math

Asian, 89.11%
White, 88.41%
Hispanic, 81.26%
Black, 79.77%

Soc. Studies

White, 92.88%
Asian, 92.12%
Hispanic, 89.90%
Black, 89.60%

World Lang.

Asian, 92.83%
White, 92.44%
Hispanic, 90.89%
Black, 90.65%

English

White, 93.23%
Asian, 92.59%
Hispanic, 89.94%
Black, 89.34%

Science

Asian, 92.15%
White, 92.12%
Hispanic, 88.05%
Black, 85.47%

PE/Health

Asian, 95.81%
White, 94.60%
Black, 92.24%
Hispanic, 92.14%

IEP

White, 87.83
Asian, 81.67%
Black, 80.43%
Hispanic, 78.11%

These are the total averages by race for each department.

Based on Semester 1 Unverified Grades, 2018-19.

Multi-ethnic, Pacific Islander not included due to low numbers. This also reflects national and district data categories.

Grades submitted after the deadline and grade changes are not reflected in any of the data.

The Protocol



1. Identify the course(s) that you teach.

2. Locate the **outcomes** of your **White** students and **compare** them to the outcomes of your **Black** students.

- o *Do these differences impact their letter grade? GPA?*
- o *How do your lowest averages compare to your total averages?*

3. Identify **one pedagogical strategy** (see slides 6-7) that you, as an individual and/or course team, will implement to address these racial inequities in class.

If you do not observe any differences, identify one pedagogical strategy that you credit for these equitable outcomes.

4. Repeat step two to **compare outcomes of Hispanic** students to **White** students.

- o Determine if the pedagogical strategy you identified will address these outcome disparities.
- o If not, consider implementing a different or additional strategy.

5. **Share** the **pedagogical strategy** you identified with your department at an upcoming department meeting.

Example Protocol



1. I teach XXX class.

2. *My outcomes differ by race such that black and brown students have lower outcomes than white students. This difference also negatively impacts their GPA's which has implications for their AP opportunities, growth mindset, college admissions rates, and perceptions of our faculty's commitment to equity.*

3. *After reviewing the examples on slides 6-7 I/we realized that I/we call on the same students in each class to answer questions. To ensure equity of voice, I/we will provide students opportunities to respond to questions electronically using Google forms or another form of technology. This also provides an opportunity to check for understanding with my/our dependent learners.*

4. *Same as 3.*

5. *I/we shared this observation and our pedagogical strategies during our department meeting on May 2, 2019.*

From *Culturally Responsive Teaching and the Brain*

1. Socio Political Lens/Implicit Bias (p.28)

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- a. Ensure equity of voice through structural seating changes, participation protocols, etc.
 - b. Integrate accomplishments and/or the influences of POC within your discipline as integral versus additional to your content.
 - c. Change/eliminate classroom norms that allow students to hide or opt-out of engaging in your class by using group heuristics, creating norms of engagement, etc.

2. Learning Partnerships & Rapport (p.75)

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- a. Select a Trust Generator (p.79) to implement regularly with students.
 - b. Identify 1-2 focal students with whom you would like a better relationship and follow steps on (p. 82).
 - c. Review Grizzly Student Data for students with the lowest outcomes in your class and meet with them 1:1 to “Listen with Grace” (p. 78) about their past challenges, successes with different skills relevant to your discipline. Affirm and validate these successes, interrupt negative self-talk with affirmation to establish a learning partnership.

3. Warm Demander (p. 99)

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- a. Determine how you will provide emotional support and instructional scaffolding to dependent learners – how, what when?
 - b. Create lesson plans that center the learning of students with the lowest academic scores, differentiating how students may demonstrate proficiency.
 - c. Create a 1:1 check-in system with your dependent learners – before class, after class, group work time – and provide safe ways for students to advocate for help (e.g., google forms, exit slips).

4. Feedback Quality (p. 105)

- a. Implement “The Asset-Based Feedback Protocol (p. 105)
- b. Create a feedback checklist to assess whether your feedback is – timely, specific, balanced, actionable, specific.
- c. Develop norms with your students to create a culture that normalizes mistakes and the need for feedback (Growth Mindset). Restate them and post them regularly.



5. Intellectual Capacity (p. 128)

- a. Ignite – Identify and employ culturally responsive or sociopolitically relevant introductory activities to “ignite” the brain for learning.
- b. Chunk – Create a system to determine if content is appropriately chunked.
- c. Create more “chew” time opportunities during class for students who need more.



6. Your Idea Here!

What new ideas or pedagogical shifts did you come up with?
Let's Go!



AP ACCESS & ENROLLMENT

	SY 18 School All Students	SY 18 CPS All Students	SY18 School AP Enroll	SY18 CPS AP Enroll	SY18 School Exams 3+	SY18 CPS Exams 3+
Grade 9	31.5%	26.2%	58.9%	10.9%	94.4%	55.9%
Grade 10	27.3%	26.3%	82.8%	21.6%	97.9%	53.1%
Grade 11	20.6%	24.3%	97.3%	39.3%	93.5%	48.6%
Grade 12	20.5%	23.2%	95.9%	52.1%	83.9%	41.4%
	SY 18 School All Students	SY 18 CPS All Students	SY18 School AP Enroll	SY18 CPS AP Enroll	SY18 School Exams 3+	SY18 CPS Exams 3+
Asian, Female	10.9%	2.0%	85.3%	54.7%	91.3%	62.0%
Asian, Male	6.9%	2.1%	87.8%	45.0%	93.2%	64.3%
Black, Female	7.0%	19.5%	69.3%	26.3%	76.9%	24.1%
Black, Male	3.8%	18.4%	56.1%	17.0%	71.9%	23.4%
Hispanic, Female	10.8%	23.5%	77.4%	35.6%	85.4%	40.2%
Hispanic, Male	11.3%	23.8%	70.8%	25.9%	83.0%	42.1%
White, Female	22.8%	4.4%	87.7%	57.0%	95.2%	70.0%
White, Male	20.7%	4.5%	84.2%	45.6%	91.4%	74.2%
All, Female	54.7%	50.3%	82.5%	34.8%	91.4%	44.8%
All, Male	45.3%	49.7%	79.1%	25.4%	88.9%	49.0%
ALL			81.0%	30.2%	90.3%	46.5%
	SY 18 School All Students	SY 18 CPS All Students	SY18 School AP Enroll	SY18 CPS AP Enroll	SY18 School Exams 3+	SY18 CPS Exams 3+
English Learners	0.7%	9.6%	14.3%	7.2%	100.0%	46.9%
Diverse Learners	4.1%	15.8%	27.3%	4.9%	62.5%	31.1%
Economically Disadvantaged	31.1%	82.7%	73.4%	25.9%	84.4%	36.6%

Despite a similar population percentage to Asian male students, a lower percentage of Black female students are enrolled in AP classes.

Despite a similar population percentage to Asian females, a lower percentage of Hispanic female students are enrolled in AP classes.

Despite a similar population percentage to Asian males, a lower percentage of Hispanic male students are enrolled in AP classes.

Black male and female students have lower average AP Exam scores than all other students.

Hispanic male and female students have lower average AP Exam scores than Asian and White students.

Black students have lower average AP Exam scores than the school average. School average = 90.3% (M=88.9%; F=91.4%), Black Male = 71.9%, Black Female = 76.9%

Hispanic students have lower average AP Exam scores than the school average. Hispanic Male = 83.0%, Hispanic Female = 85.4%.

English Learners are under-enrolled in AP Courses.

Diverse Learners are under-enrolled in AP Courses.

Students identified as "Economically Disadvantaged" are under-enrolled in AP Courses. These students have lower average AP Exam Scores than the school average.

DIMENSIONS OF EQUITY

As equity-focused educators, it is important to distinguish between three key areas in education: *multicultural education*, *social justice education*, and *culturally responsive teaching*. Too often the terms are used interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. A key point to remember, only CRT is focused on the cognitive development of under-served students while multicultural and social justice education each have a supporting role in culturally responsive teaching.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color