

Equity Audit Data Collection and Analysis

General and Social Class Data and Analysis (Report Fraction and percentage for each as applicable)	
1. Number of Students in your district:	
2. Number of staff in your school (certified and noncertified):	
3. Number of students in your school:	
4. Number of students who transferred or moved into the school the last academic year (disaggregate by race, disability, gender, ESL, and free/reduced lunch):	
5. Students who transferred out of the school in the last academic year (disaggregate by race, disability, gender, ESL, and free/reduced lunch):	
6. Fraction and percentage of staff in your school who are associated with student services (e.g., special education, special education assistances, counselors, psychologists, nurses, bilingual specialists, reading specialist, gifted and talented specialist):	
Status of Labeling at Your School (Report total number [fraction] and percentage)	
1. Students labeled “gifted” in your school:	
2. Students labeled “at-risk” in your school:	
3. Students labeled with a disability in your school:	
4. Students labeled ESL or bilingual in your school:	
5. Students who attend an alternative school/setting:	
6. Students with any other kind of label in your school (include the label):	
7. Total students who are labeled in your school (adding together questions 1-6):	
Discipline Data	
1. Students who were suspended in the past year (disaggregate these data by gender, race, disability, free/reduced-price lunch, and English language learners; divide into in-school and out-of-school suspensions):	
2. Students who were expelled in the past year (disaggregate these data by gender, race, disability, free/reduced-price lunch, and English language learners; divide into in-school and out-of-school suspensions):	
3. Students who were placed in an Alternative Interim Placement in the past year (disaggregate by gender, race, disability, free/reduced-price lunch, and English language learners):	
4. Low attendance and/or truancy (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
5. Other relevant discipline data:	

General Achievement Data	
1. Fourth-grade achievement (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
2. Eighth-grade achievement (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
3. Tenth-grade achievement (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
4. Graduation rate (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
5. Graduation rate (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
6. Drop-out rate (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
7. Participation in ACT, SAT, Advanced Placement exams (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
8. Test results of ACT, SAT, Advanced Placement exams (disaggregate by gender, race, disability, free/reduced-price lunch, English language learners):	
Social Class (Report fraction and percentage)	
1. Students receiving free and reduced-price lunches in your education setting:	
2. Students receiving free/reduced-price lunches in other schools in your district at the same level (elementary, middle, secondary):	
3. Students identified for special education (all categorical areas) in your educational setting:	
4. Of the number of students identified for special education, what fraction and what percentage receive free/reduced-priced lunches? *Note: We have found that most districts do not gather or report this information. It may be possible, however, to find such data or to calculate this information by hand.	
5. How does the response to Item 4 compare to Item 1? The answers should be similar. If, for example, 60% of students identified for special education also qualify for free and reduced-price lunches (#4), and your education setting has 20% of its students receiving free/reduced-price lunches (#1), students who received free/reduce-priced lunches are overrepresented in special education. Further, this means that, in this setting, if a student is from a lower socioeconomic class family, he or she is three times more likely to be labeled for	

special education than other students. What social class myths support these data?	
6. Students identified as “gifted” (e.g., TAG) in your setting who receive free/reduced-price lunches. Compare the response to Item 1. (If students are not labeled gifted, investigate related students groups in the school, such as Academic Decathlon, advanced placement classes, Algebra classes, etc.)	
7. Students identified as “at-risk” in your setting who receive free/reduced-price lunches. Compare your response to Item 1. (If students are not labeled “at-risk,” investigate related student groupings in the school, such as remedial reading, summer school, general math, ect.)	
8. Report two pieces of academic achievement data in your setting (preferably reading and math) as they relate to social class.	
9. Collect social class comparison data on at least two other areas in your school/setting (e.g., parent-teacher organization, student council, safety patrol, and band).	
10. Social Class Data Analysis Do not exceed one page. (University students, support the analysis thoroughly with the literature.) What do these social class data mean? In your analysis, include the strengths and areas for improvement in serving students of lower social classes within your school’s curriculum, instruction, and culture, and other learning opportunities. Identify concrete, specific ideas for remedying the weaknesses.	

Race and Ethnicity Data and Analysis

Race and Ethnicity (Report fraction and percentage for each)	
1. Students of color in your school: How does this compare to other schools in the district?	
2. Students of color in the total district:	
3. Students labeled for special education:	
4. Of the number of students labeled for special education, what fraction and percentage are students of color?	
5. How does this number and percentage compare with those in Item 1?	
6. Of the number and percentage of students labeled “at-risk,” what fraction and percentage are students of color? Compare the response with that for Item 1.	
7. Of the number and percentage of students labeled “gifted,” what fraction and percentage are students of color? Compare the response with that for Item 1.	
8. Total staff who are people of color in your school: Compare the response with that for Item 1.	
9. Certified staff who are people of color in your school:	

10. Uncertified staff who are people of color in your school:	
11. People of color serving on the school board:	
12. (a) Report two pieces of academic achievement data (preferably reading and math) as they relate to race/ethnicity. (b) Collect race/ethnicity comparison data on at least two other areas in your school/setting.	
13. Race and Ethnicity Data Analysis	
Refer to the social class section for directions. Include the following: Discuss the problems with the phrase, "I don't even see the person's color," and "But we do not have, or have very few, students of colors in our school/district, so race isn't an issue here."	

English Language Learners (ELL) and Bilingual Data and Analysis

ELL (Report fraction and percentage for each)	
1. How many English language learners are in your school and what languages do they speak? How does this compare to other schools in your district?	
2. How many English language learners are in the total district?	
3. How many students are labeled for special education?	
4. Of the number of students labeled for special education, what fraction and percentage are English language learners?	
5. How does this fraction and percentage compare with those in Item 1?	
6. OF the number of students labeled 'at-risk,' what fraction and percentage are English language learners? Compare the response with that for Item 1.	
7. OF the number and percentage of students labeled "gifted," what fraction and percentage are English language learners? Compare the response with that for Item 1.	
8. What is the English language learner service delivery model used in your school?	
9. What is the total number of certified and uncertified staff who are bilingual in your setting? Compare the response with that for Item 1.	
10. What is the total number of staff who serve as bilingual or ESL teachers or teaching assistants in the school?	
11. Bilingual people serving on the school board:	
12. Report two pieces of academic achievement data (preferably reading and math) as they relate to this area of diversity.	
13. Collect students English language learner comparison data on at least two other areas in your school/setting.	
14. English Language Learner and Bilingual Data Analysis (see directions for Social Class Data Analysis)	

(Dis)Ability Data and Analysis

Students With (Dis)abilities (Report fraction and percentage)	
1. Number of students labeled with (dis)abilities in each grade level in your school:	
2. Number of students labeled with disabilities in your school: How does your school compare with other schools in your district?	
3. Fractions and percentage of students by disability label, i.e., behavioral challenges, cognitively disabled, learning disabled, severely disabled, and so on:	
4. Number of students labeled with disabilities in your district:	
5. Number of special education referrals each year: How has this changed over time?	
6. Of those students referred, what fraction/percentage were then identified for special education?	
7. Do all students with disabilities in your school community attend the school they would attend if they were not labeled? Explain.	
8. Do some students with (dis)abilities who do not live in your attendance area attend your school or district? Explain.	
9. Report two pieces of academic achievement data (preferably reading and math) as they relate to (dis)abilities.	
10. Collect (dis)ability information in at least two other areas in your school/setting.	
(Dis)ability Data Analysis (see Social Class Data Analysis for directions)	

Gender Data and Analysis

Gender (Report fraction and percentage for each)	
1. Females on the teaching staff at the elementary level: Middle school level: High school level:	
2. Females teaching science and math classes at the middle/high school level:	
3. Females teaching English (and related courses) at the middle/high school level:	
4. Females teaching history (and related courses) at the middle/high school level:	
5. Females teaching the highest level of math students at your school:	
6. Females teaching advance placement courses at the high school:	
7. Out-of-school suspensions or expulsions by gender:	
8. Females/males with an emotional disability:	

9. Females/males on the administrative team:	
10. Females/males at the elementary, middle, and high school administrative level:	
11. Females/males on school board:	
12. (a) Report two pieces of academic achievement data (preferably reading and math) as they relate to this area of diversity. (b) Collect gender comparison data on a least two other areas in your school/setting.	
Gender Data Analysis (see Social Class Data Analysis for directors)	

Sexual Orientation and Gender Identity Data and Analysis

1. Does your district have any active policies that address sexual orientation and gender identity?	
2. Assess your school or district's anti-harassment policy. To what extent does it address sexual orientation and gender identity?	
3. How many staff are open about their LGBT identity to other staff? To students? To families and community?	
4. What percentage of teachers in your school would be proactive in supporting LGBT staff, students, and families? What percentage would be neutral? What percentage would oppose being supportive of LGBT staff, students, and families?	
5. Does your school/district provide domestic partner benefits to its employees?	
6. To what extent are invitations to school functions, staff gatherings, and so forth inclusive of LGBT relationships?	
7. How and to what extent does your district's curriculum provide instruction related to sexual orientation and gender identity?	
8. If a group of students approached your building principal and requested to begin a Gay/Straight Alliance, how would your principal and/or district respond?	
9. Does your middle/high school have a Gay/Straight Alliance? If not, why not? If so, assess the efforts of this group.	
10. Assess your school's library/media holding related to sexual orientation and gender identity. To what extent do students in your school have access to information about sexual orientation and gender identity, what is the nature of this information?	
11. To what extent are school enrollment forms inclusive of nontraditional families?	
12. To what extent has professional development addressed sexual orientation and gender identity?	
13. To what extent do students at the elementary level receive	

information about and have access to information about nontraditional families (i.e., when they early elementary grades complete family units, how many books and materials are available to these classrooms about nontraditional families)?	
14. To what extent are students teased or called names because of their gender identity or sexual orientation in your school? How do you know? TO have extent are data collected on this?	
15. To what extent are students at your school required to adhere to a gender- specific dress code (e.g., at holiday concerts, are girls required to wear dresses and boys required to wear suits)?	
Sexual Orientation Data Analysis (see Social Class Data Analysis for directions)	

*Adapted from:

Frattura, E. M., & Capper, C. A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin Press.