

Using Equity Audits To Support School Improvement & Achievement

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Assumptions Influencing School Equity

- Student achievement predicted by race, SES, language, disability, and zip code.
- Barriers exist in schools which limit the opportunity for all students to perform at high levels.
- Achievement expectations are lower for minority students.
- By the time low-income minority children are in fourth grade, they are on average nearly three grade levels behind in reading and math (the vast majority never catch up).
- A significant number of low-income minority children are not prepared for college or 21st century careers if they graduate.
- By 2045, Caucasians will compose less than half of the American population.

Working Towards Equity

- Ensuring that all students have equal access to quality teachers, curriculum, and experiences.
- Removing the predictability of achievement based on social and cultural factors.
- Interrupting inequitable practices and barriers.
- Cultivating the unique talents, gifts, and interests of all students.



An audit is a systematic examination of an organization's accounts, records, documents and procedures, that is typically used to understand if an organization is operating within the appropriate rules and standards.

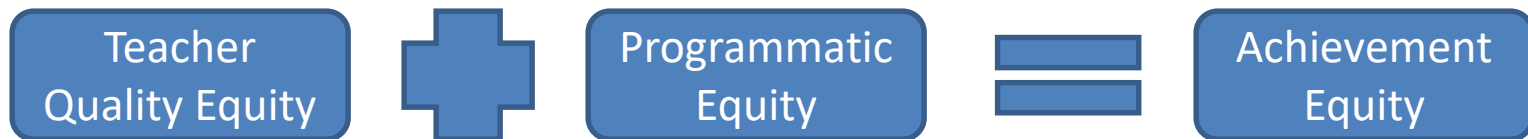
School Equity Audits

- Equity auditing is a concept with roots in civil rights enforcement, curriculum reform, and state accountability.
- Equity audits are a leadership tool that can be used to guide schools in working toward equity and school improvement.
- Equity audits involve the use of school, district, and classroom data for the purpose of identifying inequities in a school or district.
- Equity audits allow school leaders to identify, address, and remove systemic patterns of inequities that come from inside the school.

English & Steffy, 2001

School Equity Audits

Areas audited: teacher quality equity, programmatic equity, achievement equity.



Equity Audit Formula

TEACHER QUALITY EQUITY AUDIT

Teacher Quality Equity Process

Purpose: examine how teacher quality is distributed in a school.

Indicators: teacher education, teacher experience, teacher mobility, teacher certification



Teacher Education

Teachers with better professional preparation are better positioned to provide students with more diverse learning opportunities. Strong content knowledge has consistently been identified as an essential element by those who study effective teaching. Though the type of a degree a teacher has is not a direct measure of how much content expertise he or she possesses. It can serve as an indicator for how much course content one has received.

The central question for the teacher quality equity audit is to understand how such expertise is distributed across the campus or district.

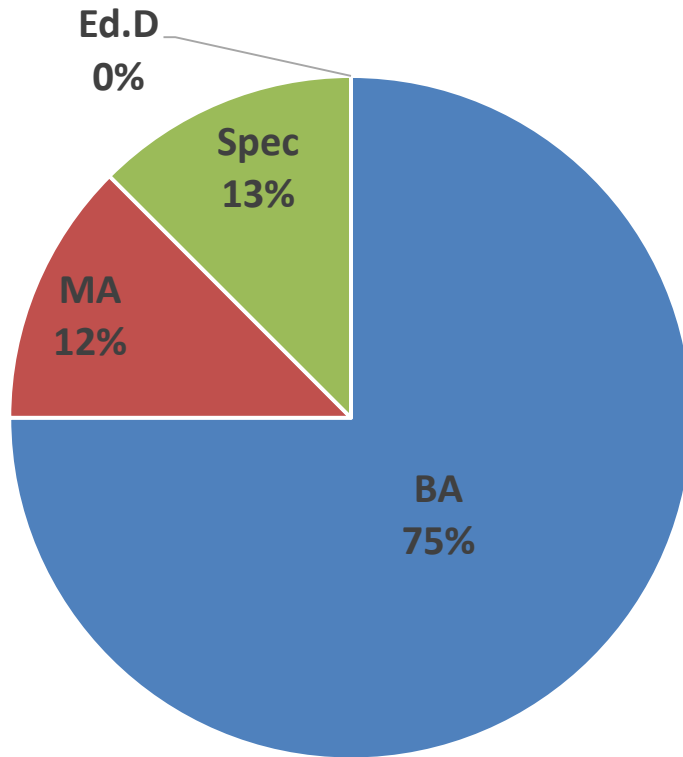
Stronge, J., 2008

Teacher Education cont'd

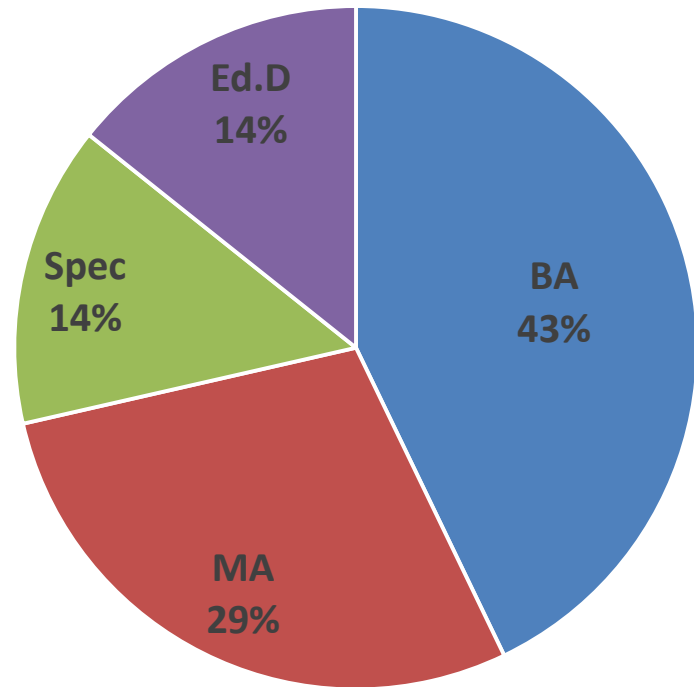
Teacher	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6
H. Allen	Algebra I	Adv. Algebra I	Planning	Algebra I	Math 7	Algebra I
B. Bell	Math 7	Planning	Math 7	Honors Math 7	Math 7	Math 7

Teacher Education cont'd

6th Grade Team



8th Grade Team



Teacher Experience

Teacher experience matters in teacher effectiveness and student achievement. Research reveals that teachers develop from novice to master between 5 and 8 years. Experienced teachers tend to know and understand their students' learning needs, learning styles, and interests better than beginning teachers. Teachers with more than three years of experience are more effective than those with 3 or fewer years. Schools with more beginning teachers tend to experience lower student achievement.

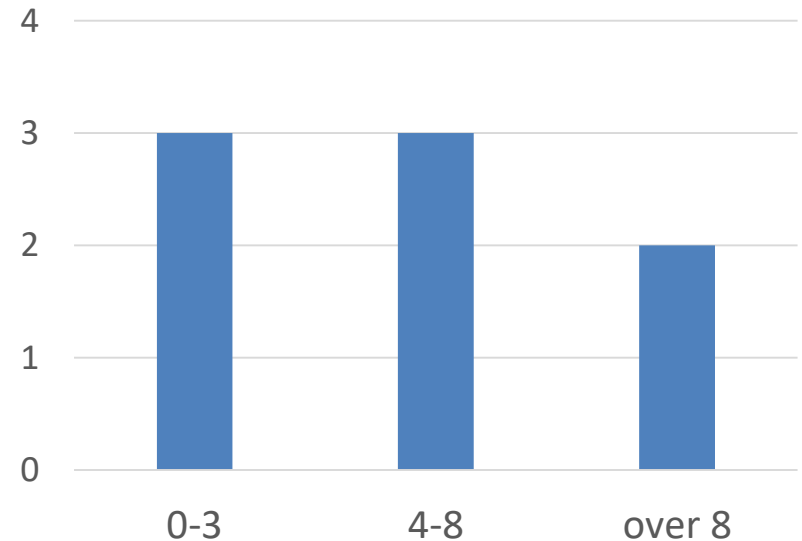
The central question for the teacher quality equity audit is to understand how such experience is distributed across the educational setting or district.

Stronge, J., 2008

Teacher Experience cont'd

Teacher	Department	Subjects Taught	Yrs of Exp
A	Math	Alg I, Alg II	4-8
B	Math	Alg I, Alg II	over 8
C	Math	Alg III, Geom	0-3
D	Math	Geom, Precal	0-3
E	Math	AB Calc, Stat, Dept Ch.	over 8
F	Math	Precal, Calc	4-8
G	Math	Geom, Alg I Support	0-3
H	Math	Alg III, Exit Test Prep	4-8

Count of Teacher by Yrs of Exp



Teacher Mobility

Teacher mobility has an influence on student achievement. Whenever a teacher changes schools, there is a learning curve period that takes place as he or she learns to be effective and comfortable operating in a new system of procedures, routines, and traditions. Also, when a teacher leaves, PD and training departs with him or her. The new teacher needs time to be educated and trained to gain valuable knowledge and practice.

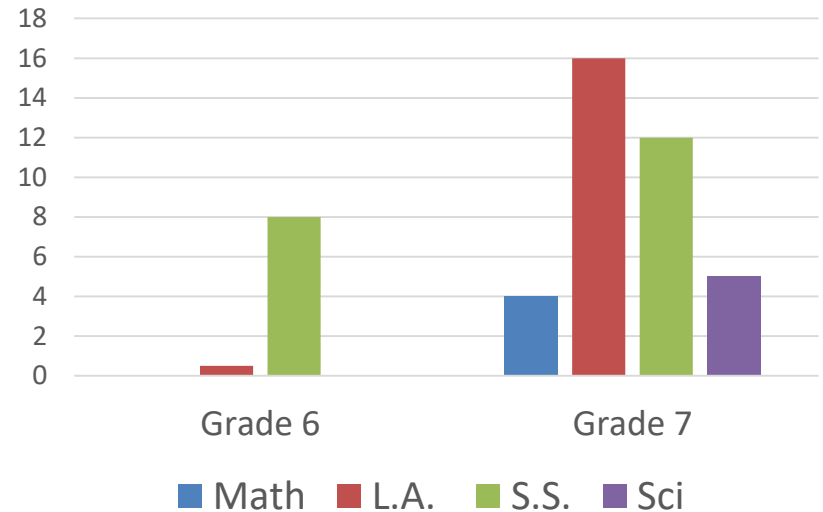
The central question for the teacher quality equity audit is to understand how teacher turnover might impact programs, grade levels, and groups of students. You want to understand where the new teachers are assigned in the school.

Lankford, Loeb, & Wyckoff, 2002

Teacher Mobility cont'd

Teacher	Grade	Subject	Yrs of Exp at this School
A	6	Math	0
B	6	Language Arts	0.5
C	6	S. Studies	8
D	6	Science	0
E	7	Math	4
F	7	Language Arts	16
G	7	S. Studies	12
H	7	Science	5

Count of Teachers by Yrs of Exp at School



Teacher Certification

Teacher certification status and teaching in one's field are positively related to student outcomes. Fully prepared and certified teachers have a greater impact on gains in student learning than teachers with probationary, emergency, or no certification - especially in urban and rural school settings. However, teachers with certification of some kind (professional, temporary, alternative) tend to have higher-achieving students than those teachers working without any certification.

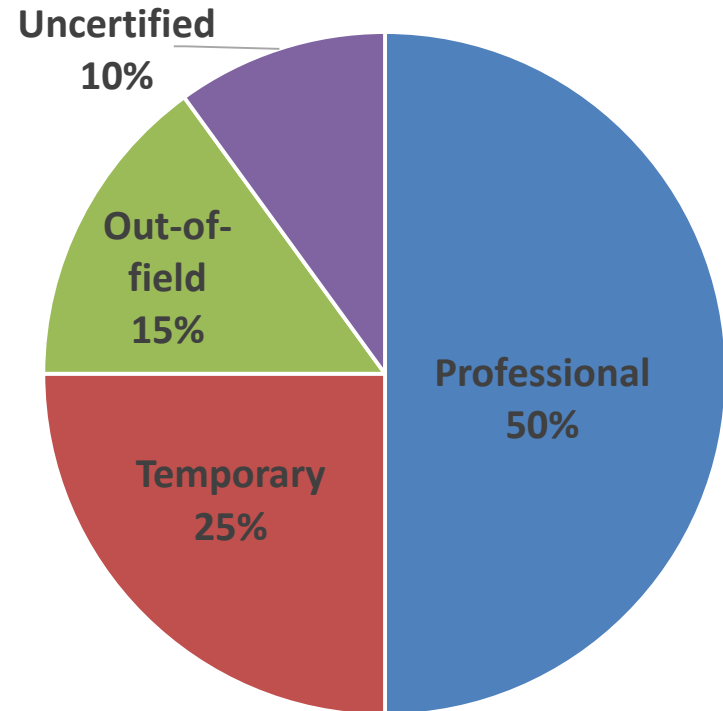
The central question for the teacher quality equity audit is to identify teachers who are uncertified or teaching outside the areas for which they hold certification and how they are distributed across the school.

Darling-Hammond, Berry, & Thoreson, 2001.
Qu & Becker, 2003.

Teacher Certification cont'd

Teacher	Grade	Certification Type
A	K	Professional
B	K	Professional
C	K	Professional
D	1	Temporary
E	1	Temporary
F	1	Professional
G	2	Out-of-field
H	2	Uncertified
I	2	Temporary
J	3	Professional
K	3	Professional
L	3	Temporary
M	4	Out-of-field
N	4	Professional
O	4	Professional
P	5	Out-of-field
Q	5	Professional
R	5	Professional
S	Gym	Uncertified
T	Art	Temporary

Schoolwide Certification Type

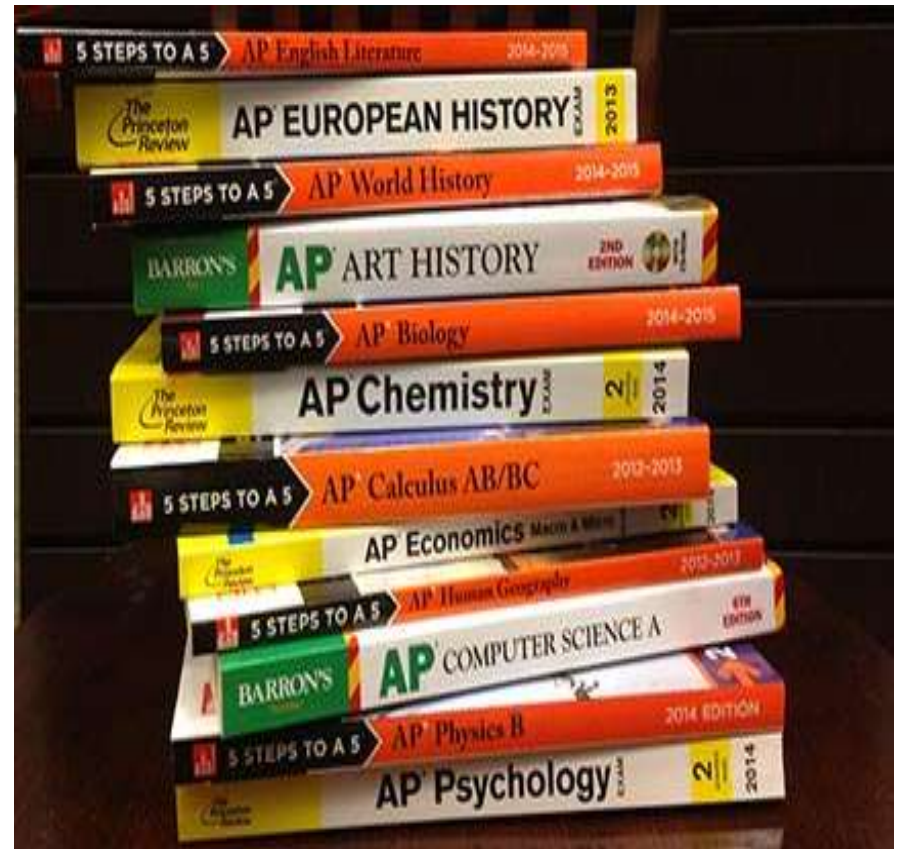


PROGRAMMATIC EQUITY AUDIT

Programmatic Equity Process

Purpose: examine the quality of the educational programs in which students are placed or excluded.

Indicators: special education, gifted and talented education, ELL, discipline.



Discipline

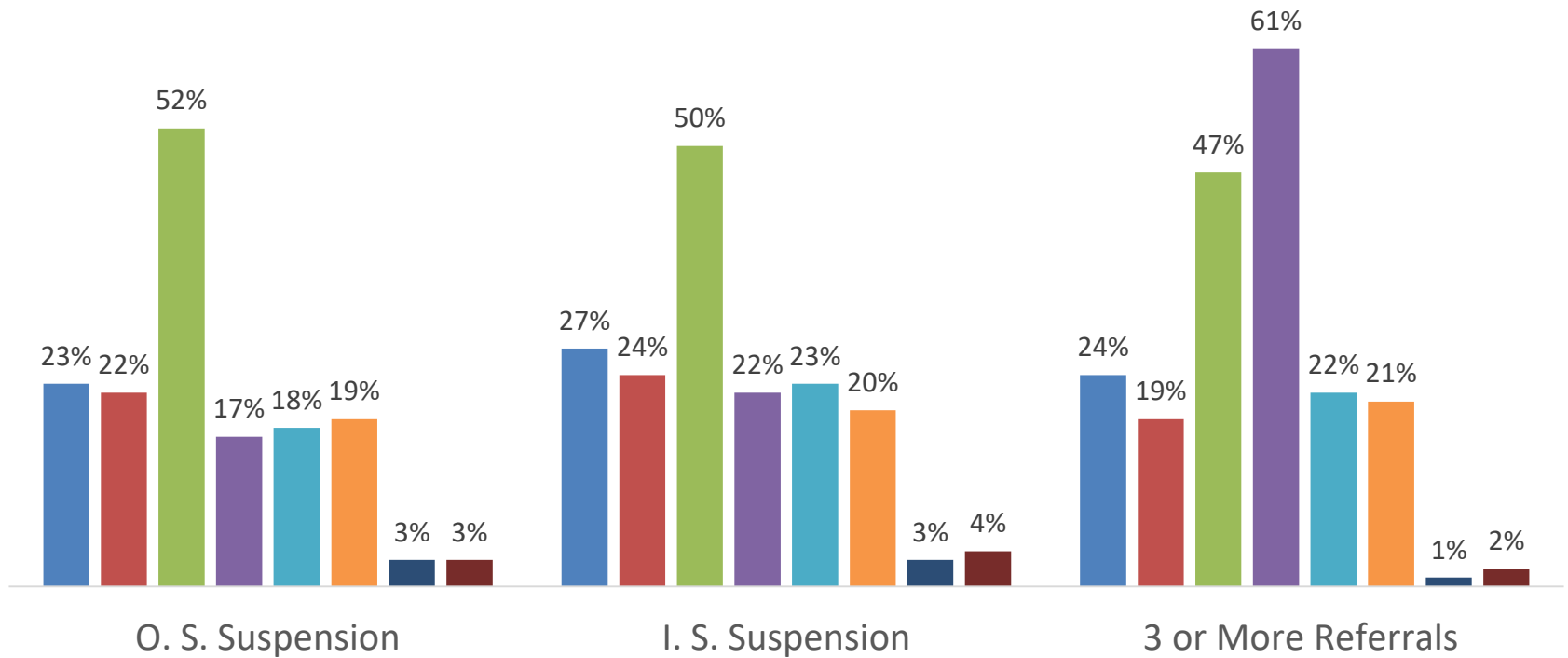
Students involved in the discipline system of their schools are often removed from their classes. These students as a result do not have the same access to learning as their peers who are not considered “discipline problems.” Unfortunately, some student groups are more likely to face disciplinary actions at a rate that considerably exceeds the rate that would be proportional with their representation in the general population.

The central question for the programmatic equity audit is to understand whether or not students from all groups are disciplined in percentages reflective of the group’s representation in the school.

Discipline cont'd

Student Discipline

■ Blk Male ■ Blk Female ■ Wht Male ■ Wht Female ■ Hsp Male ■ Hsp Female ■ Other Male ■ Other Female



ACHIEVEMENT EQUITY AUDIT

Achievement Equity Audit Process

Purpose: examine state achievement results and additional factors influencing student achievement.

Indicators: student achievement tests, SAT/ACT/AP/IB results, dropout rate, **graduation tracks**.



Graduation Tracks

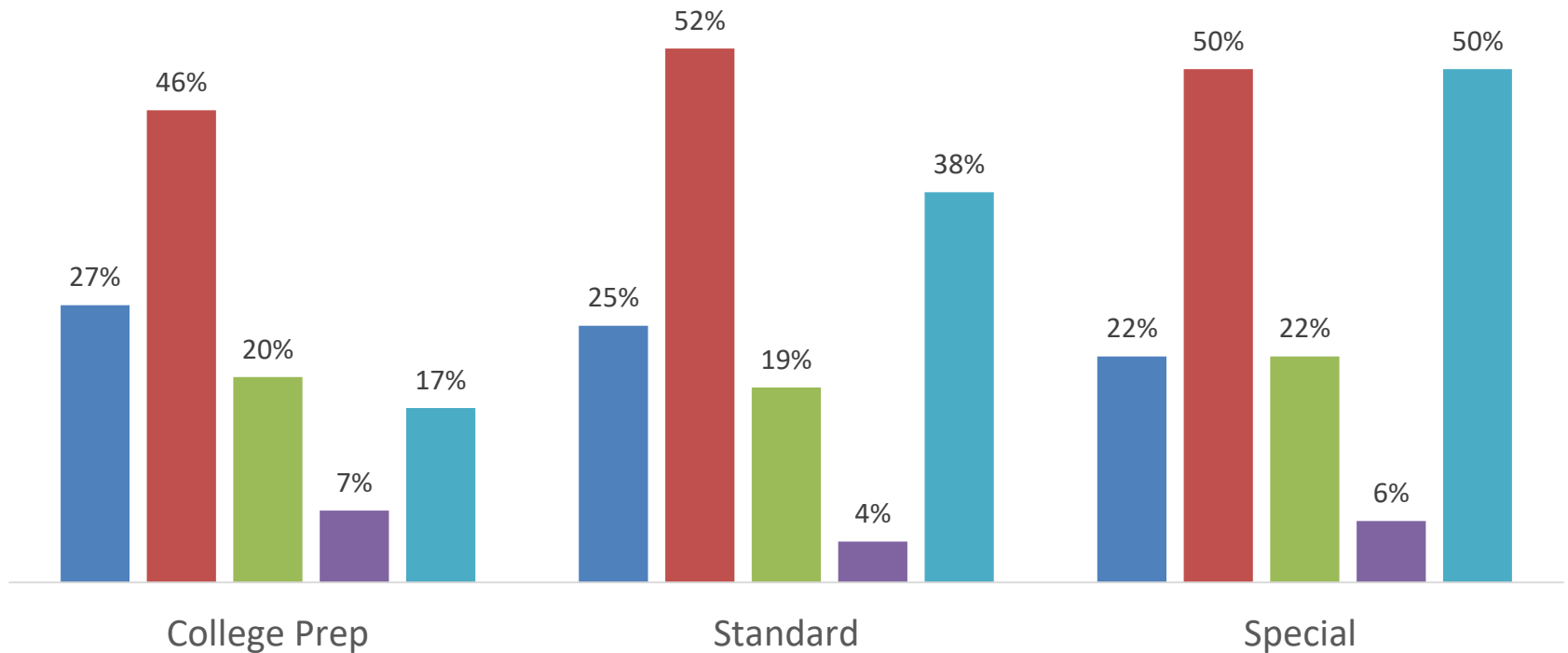
All students who graduate from high school may not have the opportunity to master equally demanding curricula. Many states offer some form of basic, intermediate, advanced, or college preparatory diploma.

The central question to address is whether students in each racial group earn each type of diploma in proportions similar to their representation in the general population of the school. Ideally, schools and districts should remove all sorting mechanisms that lead to inequitable opportunities and experiences.

Graduation Tracks cont'd

Diploma Type

■ Black ■ White ■ Hispanic ■ Other ■ Economically Disadv



DISTRICT EQUITY AUDITS

District Equity Audits

At the district level, there is one primary question – do systematic differences exist across schools within the same district on the indicators of the equity audit? Researchers have suggested that schools that differ from the district averages by more than 20% are indicators of inequities.

BENEFITS OF SCHOOL EQUITY AUDITS

Why Equity Audits

- Influences student achievement and has the potential to improve outcomes and experiences for all students.
- Increases equity awareness.
- Provides quantitative data to aid school improvement and strategic planning.
- Data can be used as an aid to support tough conversations with constituents around equity.
- Can assist schools and districts in the hiring process.
- Fast turnaround.

