Equity Inventory

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | White | AA | Latino | Asian | ED | SWD | Male | Female |
| Reading Proficiency |  |  |  |  |  |  |  |  |
| Math Proficiency |  |  |  |  |  |  |  |  |
| % Enrolled in GT courses |  |  |  |  |  |  |  |  |
| % on honor roll |  |  |  |  |  |  |  |  |
| % Graduating in 4 years |  |  |  |  |  |  |  |  |
| % enrolled in remedial courses |  |  |  |  |  |  |  |  |
| % suspended at least 1 day |  |  |  |  |  |  |  |  |
| % truant |  |  |  |  |  |  |  |  |
| % with an IEP |  |  |  |  |  |  |  |  |

1. What does your data profile tell you about equity in your school?
2. What are your most disturbing areas of inequality? Why?
3. Hypothesize about why these gaps exist.

Meritocracy Inventory

1. Review your master schedule/academic program and identify meritocratic policies/structures.

1. Review your staff and student handbooks, and student code of conduct and identify blatant and subtle forms or meritocracy.
2. What student groups are affected most by these policies/structures? Can you connect any of these policies/practices to the gaps found in the Equity Inventory?

Egalitarian Inventory

1. Review your master schedule/academic program and identify egalitarian policies/structures.

1. Review your staff and student handbooks, and student code of conduct and identify egalitarian policies or paradigms.
2. What student groups typically benefit most from these policies/structures? Can you connect any of these policies/practices to improvement or growth in your data?