

EDEquity Inc.

School Site
Equity
Readiness Levels



School Level Equity Readiness

The School Level Equity Readiness rubric is used to determine the site's level of Educational Equity. The 6 areas are essential in developing a school culture for Educational Equity to begin closing the achievement gap. This self-assessment tool can be used to begin, sustain and or deepen your Equity initiative. The scoring rubric can determine areas of the strengths and weaknesses of your school culture.



School Level Equity Readiness

Directions: For each area, choose one statement in Level I or Level II or Level III that best describes your School Level Equity Readiness.

Area	Level I	Level II	Level III
1 Equity	Staff believes Equity is not a instructional strategy, but is a mind-set of a teacher's expectations <i>1 Point</i>	The school culture implements the duality of teachers' mind-set and instructional practice as the primary action to close the achievement gap <i>2 Points</i>	There is clear evidence from the school culture, Equity pushes the top performing student group to accelerate the low performing student groups <i>3 Points</i>
2 Data Analysis	Student achievement data is disaggregated by racial sub-groups <i>1 Point</i>	Grade level/subject matter department teams develop instructional actions for targeted group based on data and monitor the actions every 4 to 6 weeks <i>2 Points</i>	The site uses triangulated data (summative, formative and qualitative) to evaluate best instructional practice <i>3 Points</i>
3 Expectations	The staff understands the importance of teachers' expectations to student achievement <i>1 Point</i>	The staff believe the greatest barrier to learning is not what the student knows, but what the teacher believes <i>2 Points</i>	High expectations are evident through class instruction and genuine relationship with students <i>3 Points</i>
4 Instruction	Minimal planning for small group instruction Staff believes social circumstances (SES, family etc..) can be used to enhance teaching and learning <i>1 Point</i>	Rigorous instruction is evident through High Order Thinking (HOT) questions throughout the lesson <i>2 Points</i>	The school culture is developed to critically examine teaching practices for continuous improvement <i>3 Points</i>
5 Cultural Consciousness	Culture/Race/and Language and its impact on instruction is rarely discussed during faculty meetings <i>1 Point</i>	Grade level/department teams document actions to incorporate students' cultural and linguistic experiences in lesson planning <i>2 Points</i>	Equity Action plan(s) is clearly evident in school site plans and the site Equity Team monitors the means to achieving the Equity goal <i>3 Points</i>
6 Equity Cycle of Inquiry	The site has a process of using data to guide grade level/subject-matter/ department instructional actions <i>1 Point</i>	Grade level/subject-matter/ department identify instructional actions of specific student groups based on summative and formative data <i>2 Points</i>	There is a formal feedback loop to inform the entire school site about the academic progress of all racial groups <i>3 Points</i>

Equity Readiness Scoring Rubric

Level I
0-8

Level II
9-13

Level III
14-18

