## 1.1 EQUITY

### STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<table>
<thead>
<tr>
<th>1 INITIATING</th>
<th>3 DEVELOPING</th>
<th>5 PERFORMING</th>
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<tbody>
<tr>
<td>Teachers and staff question whether all students can or want to succeed. Academic, social, and aspirational inequities across the student body may have been identified, but no formal or strategic actions have been undertaken to address them. Students performing below grade level typically fail to catch up to their peers. The school’s courses, curricula, and instruction do not promote common high expectations or engagement for all students. The academic program is a complex hierarchy of tiered tracks and teachers are not trained in classroom differentiation or other personalization strategies. Student performance and behavioral data are collected and reviewed at the school level, but individual and demographic data are not disaggregated or analyzed to identify disparities in behavior or performance between student subgroups. School discipline structures are punitive rather than strategic or restorative, and consequences interfere with learning time. While all students have access to enriching school activities and co-curricular programs, actual participation reveals that certain demographic groups participate in these programs at significantly lower rates. Some staff members, parents, guardians, and community members display considerable resistance to adopting strategies that would promote a more equitable school structure.</td>
<td>There is a disconnect between the school’s stated beliefs that all students can succeed and the structures, policies, and practices it has in place. While there may be clearly stated common and rigorous academic expectations for all students, there may be inconsistencies in the manner in which these are applied. Student performance data continues to reveal persistent gaps among demographic groups. The school is beginning to collect and analyze disaggregated performance and behavioral data to identify and address individual student needs on an ongoing basis. The school offers some support opportunities to academically struggling students, but interventions are not systemic or integrated into regular courses. Some academic tracks have been eliminated, but barriers to accessing higher-level courses remain in place. There is inconsistent use of instructional and assessment practices that are personalized, student-centered, and engaging. The school is beginning to reexamine and revise discipline policies and practices to be more restorative and supportive of learning. Inequities across the student body are monitored at least annually. A small number of staff, parents, guardians, and community members remain resistant to adopting strategies that promote greater equity. Participation in enriching school activities and co-curricular programs is relatively consistent across demographic groups. Community input is solicited and reviewed and personalization is considered when programs are developed or refined.</td>
<td>Teachers hold each other accountable for engaging in ongoing reflection and courageous conversations with colleagues and students about their own practice and beliefs, and acknowledge the role that bias and privilege play in their work. Teachers develop strong, trusting relationships with all students and employ asset-based approaches to teaching and learning. The school community has embraced the belief that all students can succeed, and this stance clearly informs the school’s actions, structures, policies, and practices. Every member of the school community is able to recognize and interrupt implicit and explicit prejudicial and harmful language and actions such as racial microaggressions or bullying based on gender identity, sexual orientation, religious affiliation, social class, or disability. Educators help build upon the experiences and strengths each student brings and promote positive self-images and high academic expectations for all learners. They take responsibility for engaging and motivating students. Every student is enrolled in academically rigorous, college-preparatory courses or learning experiences. Discipline systems and structures are restorative and instructive in their approach, leading to an increased ability for students to address differences in positive and healthy ways. The perspectives, experiences, and voices of every demographic group represented in the school community is sought out, included, and incorporated in the development and refinement of programs.</td>
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### STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school’s performance in this dimension.

1. **NOT ADDRESSED**
2. **INITIATING**
3. **DEVELOPING**
4. **PERFORMING**

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STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Enroll all students in untracked, heterogeneously grouped classes, and train all teachers in differentiated and personalized instruction to identify and meet individual learning needs.
- Assign the most effective and experienced teachers to students who are the most in need of support to progress academically.
- Build structures into the school day for intervention, extension, and acceleration.
- Include students and families in the review of discipline data and the refinement of discipline policies. Provide professional development for teachers to increase their understanding of restorative discipline and positive communication.
- Remove barriers (such as prerequisites) that might prevent or discourage students from taking challenging courses (including Advanced Placement or International Baccalaureate options) or meeting basic admission requirements for college.
- Create a system of interventions to ensure that struggling students receive the academic and personal support they need to succeed in rigorous courses. (Elements of a system may include a data system to identify, place, and monitor students.)
- Regularly communicate and engage with all parents. Make parent and guardian participation at school events feasible by mitigating common barriers to attendance: vary meeting times and locations, provide live translation, serve food, and offer transportation and childcare as needed.
- Establish a school-wide system for monitoring student performance and socialization issues.
- Have guidance counselors work closely with teachers to provide practical and timely college and career guidance to all students.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- No significant achievement or aspiration gaps exist among students from different cultural, racial, ethnic, gender, socioeconomic, linguistic, or special-needs backgrounds.
- Underperforming ninth-grade students are performing at or above grade level by the end of tenth grade.
- Student participation in electives, higher-level courses, and co-curricular and extracurricular opportunities is consistent across all student subgroups.
- College-enrollment rates are high, even among first-generation students from families with no college-going history.
- No gaps exist among demographic groups in terms of attendance, suspension, detention, or retention.

OUR EVIDENCE IN THIS DIMENSION