

ACADEMIC EQUITY WORKBOOK

OVERVIEW

When considering how to best serve all students, districts should consider current and historic performance levels on various academic metrics such as standardized tests, course grades, graduation rates, and participation in advanced and remedial coursework. In particular, districts should examine these data points to determine whether there are gaps between different sub-populations (e.g., students of different races, students with and without disabilities). Identifying such gaps will allow for more equitable distribution of resources and services to support the needs of the most disadvantaged students.

This workbook will:

- ▶ Guide educators in evaluating different academic data points
- ▶ Help educators understand how performance on these data points may differ by student sub-groups
- ▶ Provide explanations of key concepts
- ▶ Offer placeholders to record data
- ▶ Offer guiding questions to support further discussion

REFLECTION QUESTIONS: DEFINING EQUITY

Before reviewing any academic outcome data, take approximately ten minutes in small groups to discuss the following questions:

- [illegible]

WHAT DOES EQUITY LOOK LIKE IN AN EDUCATION SETTING?

Equity is a process or set of strategies and supports to help students achieve equal outcomes. Achieving equal outcomes and implementing equitable practices are complex problems impacted by many interconnected school- and community-based factors. In K-12 education settings, the following gaps are often the result of inequities throughout a district.

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TYPES OF EQUITY GAPS



ACHIEVEMENT GAPS

Persistent unequal academic and educational outcomes among student groups in one or more areas



OPPORTUNITY GAPS

Differences in access to educational resources, programs, and support among student groups



EXCELLENCE GAPS

Differences in advanced academic performance or “high-level” outcomes among student groups



DISCIPLINE GAPS

Differences in behavioral outcomes and types of disciplinary resolutions among student groups



ATTENDANCE GAPS

Differences in school attendance rates and chronic absenteeism among student groups

REFLECTION QUESTIONS

What evidence of any of these gaps do you observe in your data?

What further exploration should you consider in assessing the extent of these gaps?



WHAT SOURCES CONTRIBUTE TO DISPROPORTIONATE OUTCOMES?

Inequities in various student outcomes stem from a variety of school-based and external sources. These sources of inequity may compound for some students while not impacting others. A systemic, data-driven approach to addressing these issues requires districts to examine the sources of inequity that impact their own unique student populations.

SCHOOL-BASED INEQUITY SOURCES



- ▶ Instruction
- ▶ Assessment
- ▶ Resources
- ▶ Programming

REFLECTION QUESTION

How can you adapt your school/district's practices and procedures to **meet students where they are**?

EXTERNAL INEQUITY SOURCES



- ▶ Socioeconomics
- ▶ Societal influences
- ▶ Family structures
- ▶ Culture
- ▶ Language

REFLECTION QUESTIONS

How may these external sources **impact students differently**?

How do different students' **needs change** based on these external sources?

WHAT ROOT CAUSES CONTRIBUTE TO EQUITY GAPS?

Educators can consider inequities and disparities in outcomes as a symptom of various root causes. Therefore, they should seek to identify the factors driving specific gaps in services or unequal outcomes. This process of root cause analysis supports districts in directly addressing the underlying causes of the gaps, rather than focusing only on the results that emerge in the data. Educators and administrators can use the **ERASE framework** to guide work around investigating and addressing unequal outcomes, systemic inequities, and root causes.

E

Examine Data

Start with available data around student opportunities and outcomes and disaggregate these along demographic lines. Produce data sets and visual representations (e.g., infographics) of data that can generate rich discussion.

R

Raise Questions

Begin with open questions of stakeholders around what they notice and why they think disparities in outcomes exist. Allow for questioning of deeply held beliefs or assumptions to bring different perspectives and experiences into the dialogue.

A

Ascertain Solutions for Root Causes

This can be one of the most difficult steps as it moves from identifying red flag areas to diagnosing problems and identifying meaningful solutions. Look systemically at available research and best practices targeted at the root causes identified through this analysis to ensure that the scope of possibilities is known and discussed.

S

Select Strategic Solutions

At this point, it is important to prioritize both short- and long-term strategies. These may include: additional training or hiring staff; alteration of policies, procedures, or development of new policies; identification of new data to collect; development of new programs for students; or revisiting of strategic plans.

E

Evaluate Progress

Re-examining data periodically and making adjustments to policy and practices are necessary to ensure that the issues identified through data-driven conversations are addressed. It is also important to celebrate even the smallest of successes.

ACADEMIC DATA POINTS (1 OF 3)

Use the tables and placeholders presented below to record available data points for different student sub-groups. Templates for data entry are available for **standardized test scores** and **graduation rates**. Sub-groups may be differentiated by race, language, disability status, or other factors.



STANDARDIZED TEST SCORES BY SUB-GROUP

[illegible]

GRADUATION RATES BY SUB-GROUP

Sub-Group	Average Score
Total Population	

ROOT CAUSE ANALYSIS (1 OF 3)

Using the spaces below as a guide, record two to three findings of inequity or unequal outcomes that stood out to you and your peers related to **standardized test scores** and **graduation rates**. Then, as a group, try to reach a consensus on the root causes for each.



Findings of Inequity or Unequal Outcomes

1.

2.

3.



Potential Causes of Identified Inequity/Unequal Outcomes

1.

2.

3.

[illegible][illegible]

ROOT CAUSE ANALYSIS (2 OF 3)

Using the spaces below as a guide, record two to three findings of inequity or unequal outcomes that stood out to you and your peers related to **participation rates in advanced courses** and **course grades**. Then, as a group, try to reach a consensus on the root causes for each.

 Findings of Inequity or Unequal Outcomes	 Potential Causes of Identified Inequity/Unequal Outcomes
1.	1.
2.	2.
3.	3.

ACADEMIC DATA POINTS (3 OF 3)

Use the tables and placeholders presented below to record available data points for different student sub-groups. Blank templates for data entry are available for any data your district may possess that were not included on previous pages. Sub-groups may be differentiated by race, language, disability status, or other factors.

BY SUB-GROUP

Sub-Group	Average Score
Total Population	

BY SUB-GROUP

[illegible]

ROOT CAUSE ANALYSIS (3 OF 3)

Using the spaces below as a guide, record two to three findings of inequity or unequal outcomes that stood out to you and your peers related to any additional data measures included on the previous page. Then, as a group, try to reach a consensus on the root causes for each.



Findings of Inequity or Unequal Outcomes

1.

2.

3.



Potential Causes of Identified Inequity/Unequal Outcomes

1.

2.

3.

REFLECTION QUESTIONS

NEXT STEPS: ADDRESSING ACADEMIC INEQUITIES

After reviewing your academic outcome data, take approximately 15-20 minutes in small groups to discuss the following questions:

- Overall, which findings surprised you most? Which findings were you already familiar with?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- What addressable data points or trends stand out as areas of high priority?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

REFLECTION QUESTIONS

- What elements of equity are not captured in these data points that may require further explanation?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

- What immediate and long-term steps should your school or district take to address the identified inequities?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

HANOVER'S K-12 EDUCATION SOLUTIONS

Hanover guides K-12 leaders in tackling academic and administrative challenges to ensure that students, parents, and staff have the tools they need to ensure all students succeed. Our comprehensive solutions use a multi-methodological approach including data analytics, survey research, benchmarking, best practice identification, and in-depth interviews and focus groups to help K-12 leaders in every department manage their toughest challenges.

OUR SOLUTIONS

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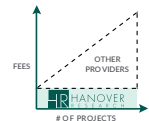
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