



**VIRGINIA
IS FOR
LEARNERS**

**NAVIGATING
EdEQUITYVA**

**EQUITY AUDIT
TOOL**



**OFFICE OF EQUITY &
COMMUNITY ENGAGEMENT**
VIRGINIA DEPARTMENT  F EDUCATION



NAVIGATING EdEquityVA

EQUITY AUDIT TOOL



Navigating EdEquityVA - Virginia's Road Map to Equity, establishes the Commonwealth's shared education equity priorities, advances tools and resources to support local school divisions, and affirms the Virginia Department of Education's commitment to dismantle any and all forms of inequity in Virginia's public education system.

Education Equity is achieved when we eliminate the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status or languages spoken at home.

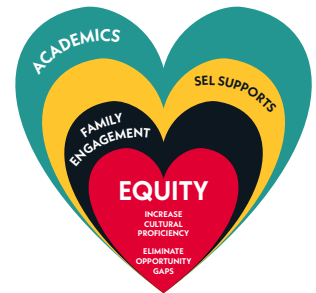
This audit tool is designed to guide school leaders' efforts to center equity in their planning, resource allocation, and strategy implementation. This tool should be completed by multiple individuals/stakeholders who represent the diversity of the school community. This includes administrators, teachers, support personnel, families/caregivers, and, where appropriate, students.

How to use the tool: Check all boxes that your school or division is currently doing. If a box is left unchecked, we have provided space after each section called "Notes & Next Steps" to think through and jot down a plan so they can become checked.

CENTERING EQUITY

Equity is layered and evidenced in all decision-making. Education equity is clearly defined and reflected in the mission, strategic planning, and resource allocation.


- Do we have a mission that clearly articulates our equity goals?
- Does our mission statement articulate equitable outcomes for all students, regardless of:
 - Race/Ethnicity?
 - Gender?
 - Native language?
 - Ability/Disability?
 - Gender identity?
 - Sexual orientation?
 - Socioeconomic status?
- Is the mission statement shared regularly with:
 - Staff?
 - Students?
 - Families?
 - Community Stakeholders?
- Did all component groups (the staff, parents, students, and community stakeholders) participate in the development of the mission statement?
- Has our school board adopted an equity policy?
 - If yes, did all component
- groups (the staff, families, students, and community stakeholders) participate in the development of the equity policy?
- Is the equity policy shared regularly with:
 - Staff?
 - Students?
 - Families?
 - Community Partners?
- Do we have an equity plan?
 - If yes, is our equity plan aligned to our mission statement, and does it reflect our current equity gaps?
 - Do we make our plan available in multiple languages?
 - Did we use disaggregated data to inform our planning?
 - Did we evaluate how our current system of resource allocation contributes to disparities in outcomes?
 - Did all component groups (the staff, families, students, and community stakeholders) participate in the development of the equity plan?
- Did we share our equity plan with all component groups: the staff, families, students, and community stakeholders?
- Did we evaluate our plan to ensure that it does not perpetuate lower expectations for particular student groups?
- Did we include measurable goals to monitor progress that narrows gaps between student groups?
- Did we clearly indicate which groups or individuals are accountable for implementing our equity plan?
- Did we establish a process and schedule for reviewing and updating our equity plan?
- Is our equity plan reflected in and aligned to our strategic plan?
- Have we allocated resources to support the implementation of our plan?



CENTERING EQUITY - NOTES & NEXT STEPS

CONTINUOUS REFLECTION

Ability to reflect on actions, strategies, outcomes, and processes to achieve desired results and goals. Advances continuous learning and improvement.

- 
- Is data regularly analyzed and disaggregated by student groups? (check all which apply)
 - Kindergarten readiness (Virginia Kindergarten Readiness Program or VKRP)
 - Preschool participation
 - Course level enrollment (accelerated, honors, AP, Gifted, etc.)
 - Grade point average/achievement scores
 - Benchmark test scores
 - Standardized test scores
 - Referrals for special education evaluation
 - Special education identification by disability category
 - Attendance (chronic absenteeism and truancy)
 - Student discipline referrals
 - Student suspensions and expulsions
 - Referral to SRO / law enforcement
 - Bullying or harassment
 - Participation in school activities
 - Per-student funding
 - Have we established a process to:
 - Identify equity gaps?
 - Communicate equity gaps?
 - Establish data informed equity performance measures?
 - Communicate equity performance measures to all stakeholders?
 - Publish equity performance measures?
 - Do we have an Equity Dashboard?
 - Have we identified an equity lead for our school/division?
 - If yes, have we clearly defined their role and communicated it to other staff?
 - Have we evaluated our school climate survey results?
 - If yes, is the data disaggregated and analyzed by race/ethnicity?
 - If yes, is this information used to inform decision making/resource allocation?

CONTINUOUS REFLECTION - NOTES & NEXT STEPS

COURAGEOUS LEADERSHIP

Makes inequities visible. Normalizes conversations about racism and inequity. Disrupts practices that perpetuate inequities. Supports efforts to address equity and racism.



IDENTIFYING INEQUITIES

- Are enrollments monitored in gifted education and advanced courses for disproportionate representation of student groups (race, language, ability)?
 - If yes, are these data shared with all component groups: staff, families, and community stakeholders?
 - Are administrators required to develop a plan to ameliorate these disparities?
 - Are administrators held accountable for decreasing disproportionate rates of student group representation?
- Are identifications for special education monitored for disproportionate representation of student groups (race, language, disability)?
 - If yes, are these data shared with all component groups: staff, families, and community stakeholders?
 - Are administrators required to develop a plan to ameliorate these disparities?
 - Are administrators held accountable for decreasing disproportionate rates of student group representation?
- Are school discipline referrals monitored for disproportionate representation of student groups (race, language, ability)?
 - If yes, are these data shared with all component groups: staff, families, and community stakeholders?
 - Are administrators required to develop a plan to ameliorate these disparities?
 - Are administrators held accountable for decreasing disproportionate rates of student group representation?
- Are enrollments monitored in CTE (especially high demand pathways) for disproportionate representation of student groups (race, language, ability)?
 - If yes, are these data shared with all component groups: staff, families, and community stakeholders?
 - Are administrators required to develop a plan to ameliorate these disparities?
 - Are administrators held accountable for decreasing disproportionate rates of student group representation?

- Do we have procedures in place to ensure equitable identification procedures for gifted education and/or other advanced academic programs (e.g. AP, IB, etc.) starting in elementary school?
- Have we implemented strategies/policies to increase access for students of color in gifted programs or advanced coursework (AP, IB, Dual Enrollment, Specialty Centers, etc.)?
 - If yes, do we provide targeted support to these students to ensure their success?
- Does our student code of conduct policy include an equity statement?
- Has our student code of conduct dress and grooming policies been audited for (please select all that apply):
 - Gender bias?
 - Racial bias?
 - Ethnic bias?
 - Cultural bias?
 - Disability bias?

ANTI-RACISM

Anti-racism acknowledges that racist beliefs and structures are pervasive in all aspects of our lives and requires action to dismantle those beliefs and structures. This requires that school leaders hold educators and students accountable when they say and do things that make school unsafe, and that they dismantle systems perpetuating inequitable access to opportunity and outcomes for students historically marginalized by race.¹

- Has our school board adopted an anti-racism policy?
- If yes, does our anti-racism policy (please select all that apply):
 - Identify, remedy, and prevent racially inequitable outcomes?
 - Examine, remove, and reject all forms of racism?
 - Prohibit racial discrimination?
 - Mitigate harassment of students and employees based on race that are both explicit and indirect?
- Did all component groups the staff, families, students, and community participate in the development of our anti-racism policy?
- Do we regularly share our anti-racism policy with all component groups the staff, families, students, and community stakeholders?
- Are school emblems, mascots, team names, nicknames and other symbols free from racial/ethnic bias?

- Do we have a formalized process to investigate student and family reporting of discrimination, racism, or bias in instruction?
 - If yes, do we have procedures to regularly communicate this process to families, students, and staff?
- Does your student code of conduct policy include an anti-racism statement?
- Do we have a formalized process to investigate student and parent reporting of discrimination, racism, or bias in disciplinary practices?
 - If yes, do we have procedures to regularly communicate this process to families, students, and staff?
- Does our student code of conduct include language prohibiting wearing of clothing that displays (please select all that apply):
 - Confederate symbols or idolatry?
 - Any item that denotes any racial hate group (Aryan Nations, Aryan Brotherhood, Neo-Nazi, Klu Klux Klan, or other hate groups tracked by the Southern Poverty Law Center)?

- Have we removed language from our student code of conduct that categorizes racial justice movements (Black Power, Black Lives Matter, La Raza, etc.) as racist, hate speech, or controversial?
- Do we provide support to encourage participation and the formation of student led affinity groups/clubs for students historically marginalized by race?

RESOURCE ALLOCATION

- Is there an equitable distribution of experienced teachers among high poverty and low poverty schools?
 - If yes, what metrics are used to measure this?

- Is there an equitable distribution of experienced teachers among high minority and low minority schools?
 - If yes, what metrics are used to measure this?

- Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?
- Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training on our equity priorities?

VIRGINIA IS FOR *all* LEARNERS

COURAGEOUS LEADERSHIP

NOTES & NEXT STEPS

CURRICULUM REFRAMING

Mitigates bias and ensures that diverse groups from all rings of culture are represented, validated, and affirmed. Ensures historical accuracy and reflection of diverse perspectives.



- Do we include in our textbook review process, evaluation of the content to ensure that it reflects the experiences and perspectives of diverse racial, ethnic, language, religious, and gender groups?
- Do we provide training to instructional leads on culturally relevant curriculum auditing practices?
- In the last 12 months, has our division used an audit or tool to evaluate our curriculum for cultural inclusivity and accuracy?
 - If yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
 - Preschool/Early Childhood
 - History & Social Science (all grade spans)
 - History & Social Science (specific grade spans), Please list on next page.
 - English & Language Arts (all grade spans)
 - English & Language Arts (specific grade spans), Please list on next page.
 - Fine Arts (all grade spans)
 - Fine Arts (specific grade spans), Please list on next page.
 - STEM Subjects (all grade spans)
 - STEM Subjects (specific grade spans), Please list on next page.
 - Other, please specify on next page.
- In the last 12 months, has our division used an audit or tool to evaluate our curriculum for gender bias?
 - If Yes - Select the subjects and grade levels in which curriculum was audited for gender bias (select all that apply):
 - Preschool / Early Childhood
 - History & Social Science (all grade spans)
 - History & Social Science (specific grade spans), Please list on next page.
 - English & Language Arts (all grade spans)
 - English & Language Arts (specific grade spans), Please list on next page.
 - Fine Arts (all grade spans)
 - Fine Arts (specific grade spans), Please list on next page.
 - STEM Subjects (all grade spans)
 - STEM Subject (specific grade spans), Please list on next page.
 - Other, please specify on next page
- In the last 12 months, has our division used an audit or tool to evaluate our curriculum for racial and ethnic bias?
 - If Yes - Select the subjects and grade levels in which curriculum was audited for racial and ethnic bias. (select all that apply):
 - Preschool/Early Childhood
 - History & Social Science (all grade spans)
 - History & Social Science (specific grade spans), Please list on next page.
 - English & Language Arts (all grade spans)
 - English & Language Arts (specific grade spans), Please list on next page.
 - Fine Arts (all grade spans)
 - Fine Arts (specific grade spans), Please list on next page.
 - STEM Subjects (all grade spans)
 - STEM Subjects (specific grade spans), Please list on next page.
 - Other, please specify on next page.
 - In the last 12 months, have we evaluated our curriculum to ensure that people with disabilities are shown in the curriculum actively interacting alongside people with and without disabilities?
 - If Yes - Select the subjects and grade levels in which curriculum was audited to ensure that people with disabilities are shown in the curriculum (select all that apply):
 - Preschool/Early Childhood
 - History & Social Science (all grade spans)
 - History & Social Science (specific grade spans), Please list on next page.
 - English & Language Arts (all grade spans)
 - English & Language Arts (specific grade spans), Please list on next page.
 - Fine Arts (all grade spans)
 - Fine Arts (specific grade spans), Please list on next page.
 - STEM Subjects (all grade spans)
 - STEM Subjects (specific grade spans), Please list on next page.
 - Other, please specify on next page.
 - In the last 12 months, has our division used an audit or tool to evaluate our history curriculum for: (select all that apply)?
 - Historical Accuracy
 - All grade spans.
 - Specific grade spans. Please list on next page.
 - Diverse cultures have representation, validation, and affirmation of diverse cultures:
 - All grade spans.
 - Specific grade spans. Please list on next page.

- Exclusion of stereotypes and perceived deficiencies of historically marginalized/oppressed cultures are avoided in the narrative.
 - All grade spans.
 - Specific grade spans. Please list below.
- Problems faced by historically marginalized/oppressed cultures are not resolved through the benevolent intervention of the dominant culture.
 - All grade spans.
 - Specific grade spans. Please list below.
 - Increase awareness and counter the past effects of bias and discrimination?
 - All grade spans.
 - Specific grade spans. Please list below.
- Is our curriculum deeper learning aligned?
- Do we have a protocol to ensure that high quality instructional resources are equitably distributed?

CURRICULUM REFRAMING NOTES & NEXT STEPS

COMPASSIONATE STUDENT & FAMILY ENGAGEMENT

Students and families' voices are valued in decision making. Engagement is culturally and economically competent, asset based, and trauma informed.



FAMILY ENGAGEMENT

- Have we established protocols to ensure that family engagement strategies and initiatives are developed and implemented through an:
 - Economic competency lens?
 - Cultural competency lens?
- Have we established a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families?
- Have we established a process to ensure that engagement and communication strategies can meet the practical needs of all families (e.g. families that work non-traditional hours)?
- Does our family & student engagement plan build the capacity of caregivers to support instruction?
 - If yes, do these supports adequately reflect our instructional delivery model (hybrid, in person, remote/virtual)?
- Does our family & student engagement plan prioritize outreach to:
 - Marginalized families and caretakers?
 - Non-English speaking families?
 - Families and students experiencing housing insecurity?
 - Families and students experiencing poverty?
 - Students and families disconnected as a result of COVID-19 School Closures?
- Have interpreters been identified for the varied languages needs present in the school community?
- Do our strategies aim to ensure that students, families and caregivers have access to information AND understand expectations of students?
- Have we offered training to our teachers and administrators on engaging with families post COVID school closures?

COMMUNICATION & COMMUNITY ENGAGEMENT

- Have we established protocols to ensure collaboration between our Family Engagement Team and Communications Office?
- Do we have strategies and procedures to engage non-traditional education stakeholders (i.e. civil rights organizations, out of school providers, health agencies, etc.)?

- Do we work in partnership with diverse and representative families, businesses, civic and community organizations to:
 - Enrich curricula?
 - Develop support and opportunities for all students?
 - Inform decision making?
 - Deepen engagement with families?
 - Do we have procedures to require an accessibility review process for all communication materials?

STUDENT ENGAGEMENT

- Is there a formalized procedure for receiving and incorporating student voice into decision making?
- Are there policies and procedures to assure that no student is denied participation in extracurricular or co-curricular activities because of race/ethnicity, language, gender or gender identity, socioeconomics, disability status, or transportation limitations?
- Are high expectations for all students clearly articulated?
- Is guidance and counseling provided starting in elementary school to encourage ALL students to participate in gifted or advanced programming if eligible?
 - If yes, do we have procedures to regularly communicate these opportunities to families, students, and staff?
 - Do we communicate these opportunities to families in multiple languages?
 - Do we provide scaled support to students to ensure success?
- Is guidance and counseling provided to encourage ALL students to take higher level courses, particularly in the critical filter areas of Honors, STEM, AP, and IB courses?
 - If yes, do we have procedures to regularly communicate these opportunities to families, students, and staff?
 - Do we communicate these opportunities to families in multiple languages?
 - Do we provide scaled support to students to ensure success?
- Do we have established procedures for communicating student progress and growth to families?
- Do teacher observations evaluate student engagement efficacy?
- Do teacher evaluations evaluate implementation of scaled and differentiated instruction?

COMPASSIONATE STUDENT & FAMILY ENGAGEMENT - NOTES & NEXT STEPS

CULTURALLY RESPONSIVE

Culture is centered as a vehicle for learning. School climate fosters affirmation of ALL students. Challenges racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression. Validates the inequities impacting student's lives.



- Do teacher observations include evaluation of activities that are specifically meant to be culturally responsive, or for general inclusion of culturally responsive lessons (race, ethnicity, language, gender or gender identity, religion, and disability)?
- Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?
- Have we allocated resources to support strategies to diversify our educator workforce?
- Have we allocated resources (human and fiscal) for initiatives designed to support teachers of color?
- Do we examine school and organizational culture periodically to evaluate inclusive practices (i.e. student and employee survey)?
- Have we established expectations and accountability to ensure that schools provide an inclusive visual environment (halls, displays, and classrooms exhibit pictures and information about diverse students and cultures)?
- When staff members are evaluated, are competencies in educational equity an integral part of their assessment?
- Is professional development required or offered as follows: (check all that apply)

	ANTI-RACISM		CULTURAL COMPETENCY	
	REQUIRED	OFFERED	REQUIRED	OFFERED
TEACHERS				
COUNSELORS				
ADMINISTRATORS				
CENTRAL OFFICE PERSONNEL				
SUPPORT STAFF				
TRANSPORTATION STAFF				
ALL SCHOOL DIVISION PERSONNEL				

CULTURALLY RESPONSIVE NOTES & NEXT STEPS

NOTES



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