



## Equity Analysis Tool

In reviewing its data, the school district must determine whether a substantial disparate impact exists for students in a protected class. The purpose of this activity is to specifically identify gaps, and the root causes of those gaps, in order to make adjustments to the instructional program to meet the learning needs of students.

- (a) Failing grades at a higher rate;
- (b) Not meeting standard on assessments;
- (c) Showing less growth

### Convene a Team: Identifying Potential Disparities

1. **Organize a team and establish team member duties.** Common team members include: principals, teacher leaders, counselor or school psychologist, etc. Disaggregated data will be provided centrally, and district staff will be available for consultation.

Staff members included in analysis:

2. Performance Matters will be utilized to disaggregate and display the data for the analysis.

[Link to PM Report](#)

3. **Conduct data analysis to note all preliminary findings and identified disparity issues.** Examine and discuss the data; look objectively for patterns, trends, and variability; and brainstorm. Note preliminary findings.

Preliminary findings:

4. **Determine if any additional data (qualitative or quantitative) are needed to answer questions raised by the preliminary findings.** If so, where are these data located? For example...

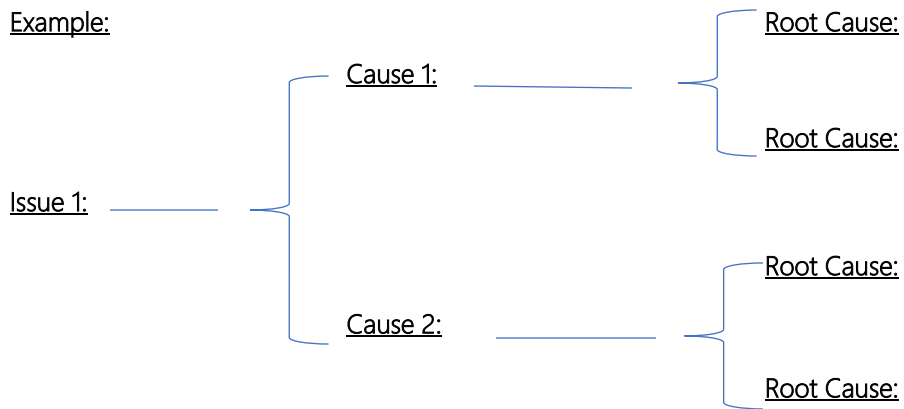
Additional data needed?

Where will we get it?

5. After discussing the preliminary findings and reviewing any additional data, are there any additional findings and disparity issues the school and district can identify?

6. For each disparity issue or finding, identify causes and root causes. Consider the systematic causes of disparities in course and program enrollment, and student discipline, and why they occur. Focus on one issue at a time. *Click red tab above for more information about identifying root causes.*

Example:



7. For each root cause, identify a corrective action to eliminate disparities. Focus corrective action on ways to dissolve the root rather than "patching up" a cause that yields disparities. In selecting a strategy, consider how the strategy will help, if the strategy is appropriate and feasible, and if it is supported by evidence-based research.

Example:

1 Root Cause:

Corrective Action:

2 Root Cause:

Corrective Action:
3 Root Cause:
Corrective Action:
4 Root Cause:
Corrective Action:

8. Develop an implementation plan. Establish measurement and evidence of success after making for corrective actions. Discuss who will be responsible, the resources needed, evidence of implementation, a prompt timeline, how success will be monitored, and the intended result. These strategies might already exist in school improvement plans or be added.

Strategies to eliminate disparate impacts - included in school improvement plans: