

# Equity Audit

Process and Findings

# Overview

Equity Audit Process

Quantitative and  
Qualitative

Equity Audit Findings

Next Steps - Equity Action  
Plan presented by DELT

# Equity Audit Process

## **Phase 1**

Identify and assemble District Equity Leadership Team (DELT)  
Completion of *District/School Equity Needs Assessment*© by DELT  
Guidance on the quantitative and qualitative direction by DELT

# Phase 1

## Thank you, DELT Members!

Jessica Alt, Special Education Administrator  
Moe Backe, Director of Elementary Education  
Roger Baldwin, Director of Human Resources  
Jeff Beal, UFEA – High School  
Corey Beirne, UFEA - Elementary  
Dayna Brown, Director of Communications  
Carrie Chapman, Director of Special Education  
Dr. Trevor Chapman, High School Principal  
Angie Codron, High School Associate Principal  
Darrin Cooper, Director of Teaching and Learning  
Leslie Davenport, Elementary Principal  
Laura Delgado, Elementary Principal  
Lindsey Dickinson, UFEA President  
Raymond Epperson, Deputy Superintendent

Lashonna Harden, School Counselor  
DeAndre Henderson, Associate Principal  
Karrah Jensen, Elementary Principal  
Maggie Lakebrink, UFEA - Elementary  
Daniel Lamboley, Director of Secondary Elementary  
Michelle Lamboley, Assistant Superintendent  
Annie Lee, UFEA - Elementary  
Chris McGraw, Middle School Principal  
Kris Pennington, Early Learning Coordinator  
Terri Peoples, UFEA – Middle School  
Leslie Romagnoli, Director of Multilingual Services  
Jill Steffes, Elementary Assistant Principal  
Abbi Strader, Elementary Family Coordinator  
Bryan Thomas, UFEA – High School  
Monica Wilks, Human Resources Coordinator  
Cami Williams, UFEA - Elementary

# Equity Audit Process

- Phase 1** Identify and assemble District Equity Leadership Team (DELT)  
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- Phase 2** Gather and synthesize quantitative data

# Phase 2 - Quantitative

Demographics

Academic Programming, Services, and Supports

Student Discipline

Academic Progress

Student Absenteeism

Number of Languages

Staff & BOE Demographics

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- Phase 2** Gather and synthesize quantitative data
- Phase 3** Conduct stakeholder focus groups

# Phase 3 - Qualitative

Focus Groups	Total Number of Focus Groups	Total Number of Participants
Staff	11	73
Students	11	42
Families	12	63
TOTAL	34	178



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- Phase 2** Gather and synthesize quantitative data
- Phase 3** Conduct stakeholder focus groups
- Phase 4** Analysis of quantitative and qualitative data
- Phase 5** Findings based on data and organized into the accountability framework, *Five Strands of Systemic Equity*©

# Accountability Framework

## **Systems**

*To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.*

## **Teaching & Learning**

*To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.*

## **Student Voice, Climate & Culture**

*To consistently seek students' feedback and experiences, and nurture a positive, authentic and meaningful organizational climate and culture.*

## **Professional Development**

*To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.*

## **Family & Community as Agency**

*To partner with families and the community for authentic opportunities to serve the students, the school(s) and the district.*

# Findings

## **Systems**

*To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.*

**1.1:** Ensure sustainable and transparent methods toward systemic equity action.

**1.2 :** Implement strategic practices to attract and retain highly qualified diverse teams by race/ethnicity and gender.

# Findings

## Teaching & Learning

*To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.*

- 2.1:** Embed culturally responsive curriculum and resources in each content and grade and emphasize excellence of BIPOC historical and current figures.
- 2.2:** Interrogate the gifted/honors/AP access and participation opportunities for BIPOC and special population students.
- 2.3:** Evaluate the integrity of academic supports for English Language Learners.
- 2.4:** Analyze the IEP process to ensure equitable access and opportunity.
- 2.5:** Unpack the root causes of academic achievement among free and reduced lunch students.

# Findings

## **Student Voice, Climate & Culture**

*To consistently seek students' feedback and experiences, and nurture a positive, authentic and meaningful organizational climate and culture.*

- 3.1:** Examine racially biased behavior mindsets and discipline outcomes impacting BIPOC students.
- 3.2:** Innovate opportunities for extracurricular participation for students with particular attention to historically marginalized students.
- 3.3:** Develop a student equity advisory committee.

# Findings

## **Professional Development**

*To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.*

**4.1:** Train all staff on educational equity.

# Findings

## **Family & Community as Agency**

*To partner with families and the community for authentic opportunities to serve the students, the school(s) and the district.*

**5.1** Develop and actively collaborate with a community equity advisory committee.

Next  
Steps

Equity  
Action  
Plan



# Questions?