SCHOOL SELF-ASSESSMENT TOOL
IS YOUR SCHOOL ACHIEVING EQUITY AND EXCELLENCE?

This self-assessment will help you establish a data profile with evidence of progress toward equity and excellence. Consider working with a team of educators to examine and compile these data. Think broadly about performance data collected and reported by your state, including promotion rates, graduation rates, proficiency rates, attendance rates, enrollment in special programs, performance on college entrance exams, etc. Completion of the self-assessment will generate a picture of the school's current performance. By utilizing the same process annually or semi-annually, the school can assess progress toward equity and excellence for all student groups.

NOTE: Wherever the words "the average of all students in your state" appear, it is important to note that you are encouraged to compare the performance of the particular group addressed at your school with the performance of ALL students in your state (not simply the comparable population in your state).

1. Racial/Ethnic Groups

A. Which major racial/ethnic groups are served at your school? (List every group with more than 20 students.)

B. For each racial/ethnic group listed, what data suggest that the students from the group perform above or below the average of all students in your state?

C. What data suggest that the students from the group are demonstrating improved academic performance at a rate that is greater or less than the overall rate of improvement for students in your state?

2. Language Background Groups

A. Which major language background groups are served at your school? (List every language that represents the language background of at least 20 students.)

B. For each language background listed, what data suggest that the students from the group perform above or below the average of all students in your state?

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C. “What data suggest that the students from each language group are demonstrating improved academic performances at a rate that is greater or less than the overall rate of improvement for students in your state?”

D. What data suggest that the students from each language group are achieving mastery of English at a rate that exceeds other students in your state?

E. What data suggest that students from each language group are developing, maintaining, and strengthening mastery of their native language?

3. Low-Income Groups

A. What data suggest that students who meet low-income criteria are performing above or below the average of all students in your state?

B. What data suggest that students who meet low-income criteria are demonstrating improved academic performances at a rate that is greater or less than the overall rate of improvement for students in your state?

C. Which special low-income groups does your school serve? (e.g., students experiencing homelessness, foster children)

D. What data suggest that these special low-income groups are performing above or below the average of all students in your state?

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E. What data suggest that these special low-income groups are demonstrating improved academic performances at a rate that is greater or less than the overall rate of improvement for students in your state?

4. Gender and Gender-Related Groups

A. What data suggest that males and females are performing above or below the average for all students in your state?

B. What data suggest that males and females are demonstrating improved academic performances at a rate that is greater or less than the overall rate of improvement for students in your state?

C. Which gender-related groups (e.g., transgender students) are served at your school?

D. What data suggests that each gender-related group is performing above or below the average for all students in your state?

E. What data suggests that each gender-related group is demonstrating improved academic performances at a rate that is greater or less than the overall rate of improvement for students in your state?

5. Geographic Groups

A. Which major groups of students at your school are identifiable based upon the location of their homes? (e.g., students who live in different neighborhoods, a major apartment complex, a gated community)

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B. What data suggest that students in each geographic area are performing above or below the average for all students in your state?

C. What data suggest that students in each geographic area are demonstrating improved academic performances at a rate that is greater or less than the overall rate of improvement for students in your state?

6. Group Intersections

A. Which groups of students, defined by the intersections of two or more groups listed above, might be performing at levels that are substantially different from the levels of performances of any of the groups that comprise the intersection? (For example, do Black male students at your school perform at substantially different levels than either Black students or male students at your school?)

B. What data suggest that students in each intersection group identified above (VI-A) are performing above or below the average for all students in your state?

C. What data suggest that students in each intersection group are demonstratin improved academic performances at a rate that is greater or less than the overall rate of improvement for students in your state?