**Exploring Inequity in My Context**

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| **Possible areas of inequity** * ML students are educated by teachers who do not have training in educating culturally and linguistically diverse students.
* ML students are disproportionately identified as needing special education services.
* ML students are underrepresented in gifted and talented programs. Possible areas of inequity might include identification based primarily on language-based assessment, scores on student achievement tests, and teacher recommendation.
* ML students are underrepresented in honors, advanced placement (AP), and college preparation courses.
* ML students are overrepresented in disciplinary referrals, suspensions, and/or bullying referrals.
* ML students have lower graduation rates and higher dropout rates.
* ML students perform below school averages on school-based and state assessments.
* School assignments or family communications require technology that ML families may not have access to.
* Meetings and school activities are scheduled at times that make it challenging for ML families to participate.
* ML students are disproportionately represented in extracurricular activities.
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **Area of focus:**  |
| **Data needed:**  |
| **Steps to take:** **1.**  **2.**  **3.**  |
| **Potential allies:**  |

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| **Reflection questions**  |
| 1. What did you learn?
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| 1. What surprised you?
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| 1. Who would you like to share your information with?
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| 1. What steps will you take next to follow up on what you learned?
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 Adapted from Lindsey et al., 2019, pp. 61 and 63.