**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Area of focus:** |
| **Data needed:** |
| **Steps to take:**  **1.**  **2.**  **3.** |
| **Potential allies:** |

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| **Reflection questions** |
| 1. What did you learn? |
| 1. What surprised you? |
| 1. Who would you like to share your information with? |
| 1. What steps will you take next to follow up on what you learned? |

Adapted from Lindsey et al., 2019, pp. 61 and 63.