

## School Counseling Program Equity Audit

Derived from American School Counselor Association (2019), Atkins & Oglesby (2019), Frattura & Capper (2020), Johnson & Avelar La Salle (2010)

Using the data, write your findings as both a fraction and percentage where applicable.

### School and District General Data

Number of students in the district	
Number of students in the school	
Total number of staff	
Total number of certified staff	
Fraction and Percentage of Student Services Staff in your school (School Counselors, School Psychologists, School Social Workers, Nurses, Special Education Teachers, Special Education Assistants, and any other staff delineated in your district)	

### Students with Labels-compare these numbers with the total population

Number of students labeled as Special Education	
Number of students labeled as Free/Reduced Lunch	
Number of students labeled as ELL or Bilingual	
Number of students labeled as gifted or advanced learners	
Number of students receiving Tier 2 and Tier 3 Interventions	
Number of students in an Alternative Education Program	
Number of students with any other label	

**Racial Data**

Number of students of color in school disaggregated by race	
Number of staff of color in school disaggregated by race. Compare to school population.	
Number of students of color in district disaggregated by race	
Number of students of color in an Alternative Education Program. Compare to school population	
Graduation Rate by race	
Low attendance/truancy rates disaggregated by race. Compare to school population	

**Disability Data**

Number of students labeled as Special Education in school	
Number of students labeled as Special Education disaggregated by race	
Number of students labeled as Special Education by category	
Number of students labeled as Special Education in an Alternative Education Program. Compare to school population.	
Graduation rate comparing students labeled as Special Education v. students not labeled as Special Education	
Low attendance/truancy rates comparing students labeled as Special Education v. students not labeled.	

### English Language Learner/Bilingual Data

Number of students labeled as ELL/Bilingual in school	
Number of students exited from ELL/Bilingual Services over the last 5 years	
Number of students labeled as ELL/Bilingual in an Alternative Education Program. Compare to school population.	
Graduation rate comparing students labeled as ELL/Bilingual v. students not labeled.	
Low attendance/truancy rates comparing students labeled as ELL/Bilingual v. students not labeled.	

**Social Class Data**-you may need to work with your Director of Nutrition and Food Services or another district level administrator to calculate this data

Number of students in school with Free/Reduced Lunch. Compare to overall school population.	
Number of students of color also labeled as Free/Reduced Lunch. Compare to overall school population.	
Number of students labeled as Special Education also labeled as Free/Reduced Lunch. Compare to overall population.	
Number of students labeled as gifted or advanced learner also labeled as Free/Reduced Lunch. Compare to overall population.	
Graduation Rates comparing students labeled as Free/Reduced Lunch v. students who are not labeled.	

Drop-out rate comparing students labeled as Free/Reduced Lunch v. students who are not labeled.	
Number of students labeled as Free/Reduced Lunch who are in an Alternative Education Program.	
Low attendance/Truancy comparing students labeled as Free/Reduced Lunch v. students who are not labeled.	

### Discipline Data

Students who were suspended last year. Divide into ISS and OSS. Disaggregate by race and compare to the overall school population.	
Students who were suspended last year. Divide into ISS and OSS. Disaggregate by students labeled as Special Education and compare to students not labeled as Special Education.	
Students who were suspended last year. Divide into ISS and OSS. Disaggregate by gender and compare.	
Students who were suspended last year. Divide into ISS and OSS. Disaggregate by students labeled as Free/Reduced Lunch and compare to students not labeled.	

### Gender\* and Sexuality Data

Number of males and females at your school	
Number of males labeled as Special Education. Compare to overall male population.	
Number of females labeled as Special Education. Compare to overall female population.	

Number of males and females in an Alternative Education Program.	
Graduation rate comparing males and females.	
Number of males who are labeled as Free/Reduced Lunch	
Number of females who are labeled as Free/Reduced lunch	
Low attendance/truancy rate comparing males and females.	
Number of females on teaching staff at each level.	
Number of females teaching Math and Science at the Middle/High School levels.	
Number of females teaching the highest level math.	
Number of females teaching AP courses	
Number of females on the Administration team	
Number of females on the School Board	
Does your school have gender neutral bathrooms?	
Does your school have a gender specific dress code?	
Does your school have a GSA? If not, would it be open to one? Why/Why not?	
Are there staff in the district open about their LGBTQ Identity to other staff? How many?	
Does your school district policies address sexual orientation and gender identity?	
Does your school/district media center have books and other resources that discuss diversity, equity, racism, gender identity,	

sexual identity, and other intersectional topics? How well are they integrated into the regular curriculum?	
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\*we recognize gender is a spectrum; however, most schools still classify students within the binary

**Achievement Data**--review the data with the test scores that pertain to your level and disaggregate

<p>Achievement results comparing students labeled as Free/Reduced lunch to those students not labeled as Free/Reduced Lunch.</p> <p>Look at individual group average scores, numbers of students at each level (below basic, basic, proficient, advanced), Reading/ELA, Math, College Readiness, Overall Proficiency/Not Proficient, Overall Making Progress/Not Making Progress, AP Scores, ACT Composite Scores, or any other testing information</p>	
<p>Achievement results comparing students labeled as Special Education to those not labeled as Special Education.</p> <p>Look at individual group average scores, numbers of students at each level (below basic, basic, proficient, advanced), Reading/ELA, Math, College Readiness, Overall Proficiency/Not Proficient, Overall Making Progress/Not Making Progress, AP Scores, ACT Composite Scores, or any other testing information</p>	
<p>Achievement results by race.</p> <p>Look at individual group average scores, numbers of students at each level (below basic, basic, proficient, advanced), Reading/ELA, Math, College Readiness, Overall Proficiency/Not Proficient, Overall Making Progress/Not Making Progress, AP Scores, ACT Composite Scores, or any other testing information</p>	
<p>Achievement results by gender.</p>	

<p>Look at individual group average scores, numbers of students at each level (below basic, basic, proficient, advanced), Reading/ELA, Math, College Readiness, Overall Proficiency/Not Proficient, Overall Making Progress/Not Making Progress, AP Scores, ACT Composite Scores, or any other testing information</p>	
<p>Achievement results by students labeled as ELL/Bilingual.</p> <p>Look at ACCESS testing, individual group average scores, numbers of students at each level (below basic, basic, proficient, advanced), Reading/ELA, Math, College Readiness, Overall Proficiency/Not Proficient, Overall Making Progress/Not Making Progress, AP Scores, ACT Composite Scores, or any other testing information</p>	
<p>Any other relevant achievement data?</p> <p>Look at individual group average scores, numbers of students at each level (below basic, basic, proficient, advanced), Reading/ELA, Math, College Readiness, Overall Proficiency/Not Proficient, Overall Making Progress/Not Making Progress, AP Scores, ACT Composite Scores, or any other testing information</p>	

**Other Considerations**

<p>Identify which teachers teach which students</p>	
<p>National Student Clearinghouse Outcomes</p>	
<p>Types of diplomas awarded and to what subgroup</p>	
<p>Turnover rate of staff</p>	
<p>Master schedule analysis for equity</p>	
<p>Course enrollments/pathways</p>	

Specific teacher ODRs	
Extracurricular Activity Analysis--by race, FRL status, gender, language status	
Longitudinal Data Analysis	
Anything else?	

### References

American School Counselor Association. (2019). *ASCA national model: A framework for school counseling programs (4th ed.)*. Alexandria, VA: Author.

Atkins, R. & Oglesby, A. (2019). *Interrupting racism: Equity and social justice in school counseling*. New York, NY: Routledge.

Frattura, E. & Capper, C. (2020). Integrated comprehensive systems for equity. Retrieved from <https://www.icsequity.org/>.

Johnson, R. S. & Avelar La Salle, R. (2010). *The wallpaper effect: Data strategies to uncover and eliminate hidden inequities*. Thousand Oaks, CA: Corwin.