

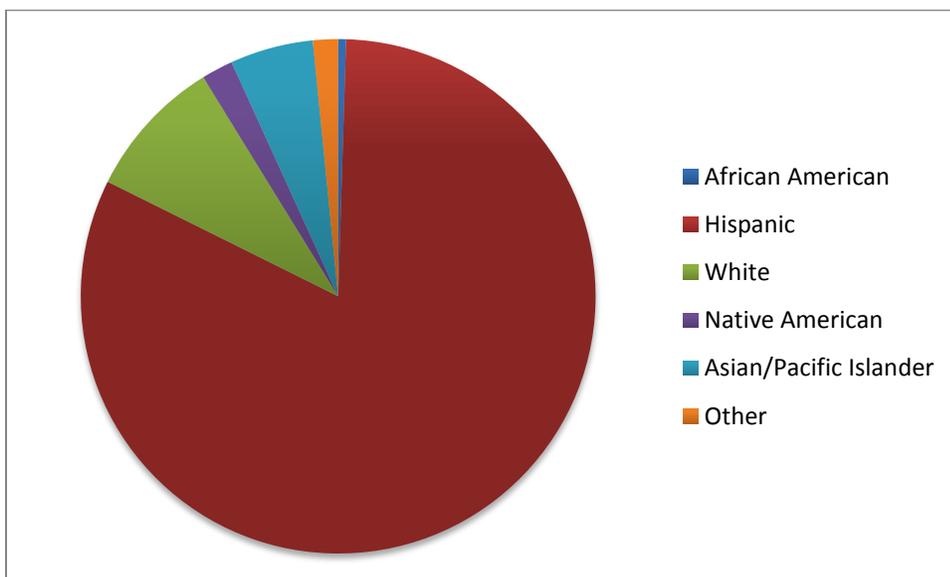
Sub-Group Equity Audit

EAD 274

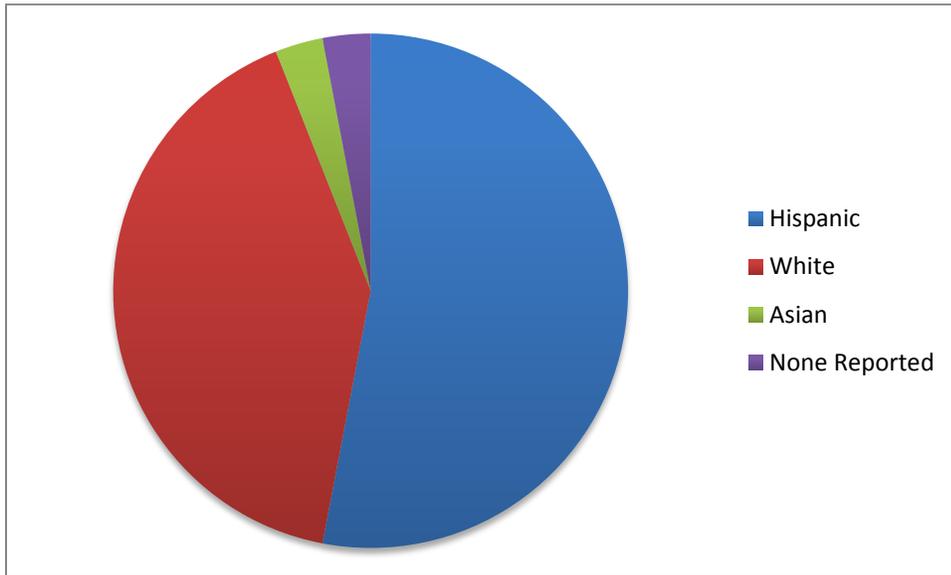
I. Student Demographics

Sanger Academy Charter School (SACS) is located in Sanger, California. While the school is a charter school, it is operated by the LEA Sanger Unified School District, so all policies and procedures are aligned to Sanger Unified practices. Sanger Academy was established in the year 2000 and is currently the 3rd largest school in Sanger Unified, after Sanger High School and Washington Academic Middle School. There are currently 605 students enrolled at SACS, and since students do not have to be residents of Sanger to enroll, SACS hosts students from other cities including Parlier, Reedley, Fresno, and Clovis. Please refer to the chart below for specific student and staff demographic information. SAC's student population is primarily Hispanic. 70.6% of the student population qualifies to receive free/reduced lunch and 16% of the student population is made up of EL learners. Students with IEPs make up 3% of the student population, while there are a total of 87% minority students.

Pie chart 1: Student Demographics



Pie Chart 2: Staff Demographics



As noted, the students and staff are primarily Hispanic (students = 83%, staff = 53%). The proportion of white students and white staff do not align—white students = 9%, while white teachers = 41%, which is interesting as white was the second most represented ethnic category behind Hispanics. The fit between primarily Hispanic staff and Hispanic students may be beneficial regarding teacher understanding of Hispanic culture and values, in addition to making connections with families and a greater likelihood of contributing to equality for this student body.

II. Subgroup Profile

I have chosen to focus on the English Language Learners sub-group for this assignment. Please refer to data tables below to see where students performed across all subgroups for both ELA & math. Regarding subgroup performance on ELA measures, it is apparent that improvement is necessary, as the EL group performed at the lowest rate when compared to other ethnic subgroups, students with disabilities, and economically disadvantaged students. Regarding

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math performance, the EL subgroup performed better than a few other subgroups including students with disabilities and the economically disadvantaged group, which is encouraging, but still suggesting review of Sanger Academy's practices is necessary. Ideally, all students will be proficient/advanced in both ELA and math, and these scores suggest that especially in ELA, our EL learners have a lot of progress that needs to be made before that goal is achieved. While all SAC teachers have achieved CLAD certification, we must ensure that SDAIE strategies are embedded throughout instruction and that individual students' performance is being closely monitored, in addition to the use of direct instruction, checking for understanding, and emphasis on higher-order thinking questions and academic vocabulary.

This year, our site has instituted Individual Language Plans (ILPs), a process to ensure closer monitoring of our EL students. Students meet with our curriculum support provider and review their CELDT scores, CST scores, and district benchmark scores, in order to set goal for the upcoming year. It is through this process that a closer eye will be kept on our EL students to ensure they are achieving mastery of the English language, in addition to both ELA and math proficiency.

Equity Audit Part 2: ELA

	# Tested	# Proficient/Advanced	% Proficient/Advanced	% Not Proficient/Advanced
All				
Male	215	164	76%	24%
Female	237	180	76%	24%
Race				
African American	Data Not	Available	Not Significant	Subgroup
Hispanic	380	277	73%	27%
White	40	34	85%	15%
Asian	19	18	95%	5%
Economically Disadvantaged	330	241	73%	27%
ESL	52	34	65%	35%
Special Education	17	14	74%	26%

Equity Audit Part 2: Math

	# Tested	# Proficient/Advanced	% Proficient/Advanced	% Not Proficient/Advanced
All				
Male	215	167	78%	22%
Female	237	183	77%	23%
Race				
African American	Data Not	Available	Not Significant	Subgroup
Hispanic	380	288	76%	24%
White	40	36	90%	10%
Asian	19	18	95%	5%
Economically Disadvantaged	330	255	77%	23%
ESL	52	43	82%	18%
Special Education	17	11	58%	42%

III. Data Analysis

A. Teacher quality indicators

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Please refer to pie chart 2 above under school demographic section for specific information regarding teacher ethnicity. As noted, site staff is predominately Hispanic (53%), while 41% of the staff is white.

Teacher Demographics vs. Experience (%)

	Male	Female	White	Hispanic	Af Am	Other	0-3 Yrs Exper	4-7 Yrs Exper	8+ Yrs Exper
Male			19%	8%	0	0	1 (14%)	1 (14%)	5 (71%)
Female			27%	38%	0	8%	4 (21%)	5 (26%)	10 (53%)
White	5	7					3 (25%)	3 (25%)	6 (50%)
Hispanic	2	10					1 (8%)	5 (42%)	6 (50%)
Af Am	0	0					0%	0%	0%
Other	0	2					0%	1 (4%)	1 (4%)

Teacher Experience vs Program Assignments (%)

	SPED	EL	GATE/Honors	Intervention	Music Dept.	0-3 Yrs Exper	4-7 Yrs Exper	8+ Yrs Exper
SPED						1 (100%)	0	0
EL						1 (13%)	3 (38%)	4 (50%)
GATE/Honors						1 (100%)	0	0
Intervention						1 (9%)	4 (36%)	6 (55%)
0-3 Yrs	1	1	1	1	1			
4-7 Yrs	0	3	0	4	0			
8+ yrs	0	4	0	6	1			

Teacher Education vs Programs (%)

	Intern	Degree + 30	Master	Ed. D	CLAD	SPED	ELD	Interv	GATE/Honor
Intern						0%	0%	0%	0%
Degree + 30						1/1 (100%)	4/6 (33%)	6/11 (55%)	1/1 (100%)
Master						0%	2/6 (66%)	5/11 (45%)	0%
Ed.D						0%	0%	0%	0%
SPED	0	1	0	0	1/1 (100%)				
ELD	0	4	2	0	8/8				

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					(100%)				
Interven	0	6	5	0	11/11 (100%)				
Gate/ Honor	0	1	0	0	1/1 (100%)				

It is beneficial that 100% of the teachers at Sanger Academy are CLAD certified. It is concerning that of the teachers at Sanger Academy, only 8% are Hispanic males and 38% are Hispanic females. Regarding teacher experience, it is encouraging that 50% of the Hispanic teachers have 8 or more years of experience. Meanwhile, 50% of the EL teachers also have more than 8 years of teaching experience. Additionally, 66% of the EL teachers have a master’s degree. Thus, it appears that, overall, the majority of staff members at Sanger Academy have the teaching experience and educational backing of a master’s degree to help support our EL student population.

B. Program indicators

- a. Special Education: Fortunately, the number of EL students enrolled in our special education program at this time appears equitable, as roughly 30% of Sanger Academy’s population are EL learners and there are currently 3/17 students in our SPED population that are EL, which translates to roughly 18% of our SPED kids as EL learners as well.
- b. GATE: The GATE student population at Sanger Academy is currently less than 1% of the total student population. Of those students, 0% are EL learners, while some of the students in GATE have been RFEP’d, at the time of qualification, none were ELL. This indicates that there may be inequity in the referral process for students being eligible to be tested for GATE programming. Currently, students who have scored Advanced/Advanced for 2

years on either the ELA or math section of the CST are eligible for GATE testing, in addition to any students nominated by their teacher or requested to be tested by a parent. While this follows district guidelines for GATE testing qualification, perhaps the teaching staff needs to be educated at Sanger Academy on the GATE nomination process and student qualities they should be specifically looking for, in addition as a reminder, to seek out EL students for nomination.

- c. Bilingual Education: All EL students are plugged into EL classes via a deployment model by grade level, so all EL students have equal access to these programs. As stated above, 100% of Sanger Academy staff are CLAD certified, with 66% of EL teachers holding a masters degree and more than 50% of them having taught for 8+ years.
- d. Discipline: Sanger Academy does not track behavioral data by EL classification, so this information is not available at this time. Since our site has a solid PBIS system in place, it is highly unlikely that EL students are being referred more often than non-EL students. Student adherence to behavior expectations is universal across locations on our campus. It would be interesting, however, to do an equity audit regarding staff response to students in Tier 1 and to determine if EL students are receiving BEARS tickets at a rate similar to their non-EL peers.

C. Achievement indicators

The data that are reported showcase increased student performance in many areas from the year prior. It seems that much of the ELA growth can be attributed to the new ELA RTI

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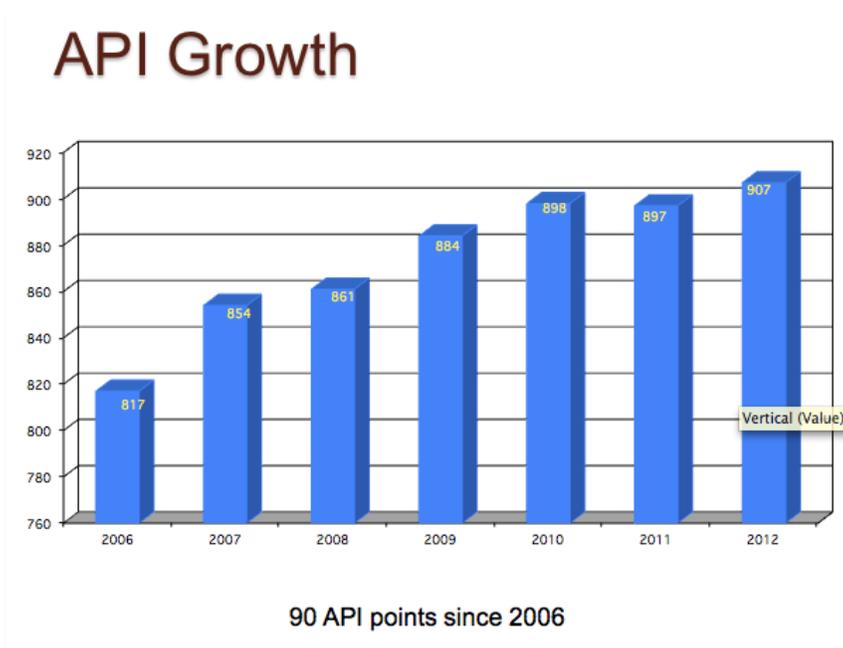
program that was put into place. Specifically, the 74% of Students With Disabilities that achieved ELA proficiency was likely largely due to systematic RTI instruction using research-based programs, high quality instruction, and programs implemented with fidelity coupled with weekly progress monitoring and data based decision making. In fact, each subgroup reported above had at least 70% ELA proficiency, with the exception of our EL students, who had 65% of the student body scoring at proficiency. Thus, it is evident that increased access to high quality instruction is going to need to be a focus this year in order to ensure higher EL performance on measures of ELA and math.

Interestingly, the site's math performance was significantly higher for certain subgroups when compared to ELA performance, including EL students who had 82% of students meeting proficiency versus 65% of EL students achieving proficiency on ELA. It is evident that we will have to address significantly low numbers of our Students With Disabilities who met proficiency on math, as only 58% of this population achieved proficiency. Although this is only 6 Students With Disabilities that did not achieve math proficiency, the site needs to make sure they are addressing this specific group's math needs whether it be through writing specific math IEP goals and closer data monitoring or using different programming or instructional techniques to address these students' math achievement. Regarding Economically Disadvantaged students' performance, math scores were also higher with 77% of these students achieving proficiency versus 73% of these students achieving ELA proficiency. Again, we must make sure that these students' ELA and math performance continues to increase at a rate similar to students without economic disadvantage.

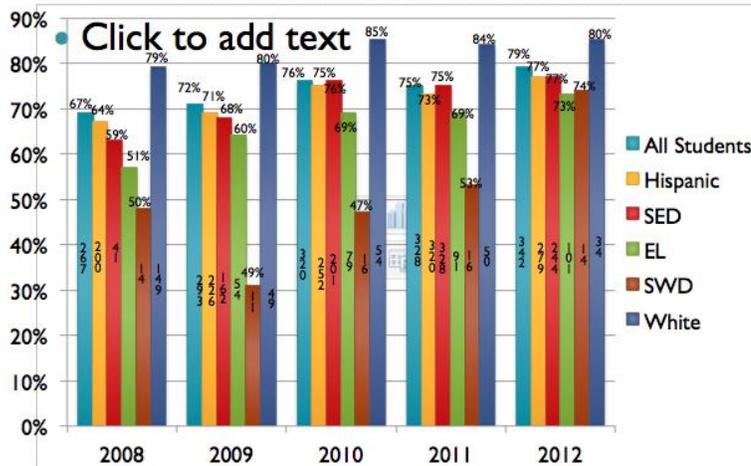
While male and female students appear to be performing equally well on measures of ELA and math (76% of both males and females achieved proficiency on ELA, while 78% of

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males and 77% of females were proficient on math), the data suggest that our site needs to address the discrepancy that exists between Asian, White, and Hispanic student performance for both ELA and math. 95% of Asian students achieved both math and ELA proficiency, while only 73% of Hispanic students were proficient in ELA and 76% of Hispanic students were proficient in math. Meanwhile, 90% of White students scored proficient in math and 85% scored proficient in ELA. Thus, we must make sure that we are addressing all student needs in order to make our proficiency data equal across subgroups. It will be important to discuss with both teachers and students in these subgroups to make sure we are addressing all cultural differences and learning styles in the presentation of lessons, as well as making sure that all students have access to flex groups addressing their specific needs. Overall, however, Sanger Academy appears to be meeting the needs of most students as the site's API continues to grow, but a greater emphasis must be placed on closing the achievement gap for our EL student population.



AYP Growth For Subgroups ELA - Proficient & Advanced



IV. Findings

Based on the findings of the current equity audit, it has been determined that there is underrepresentation of EL students in GATE programming, but EL students appear to have equal opportunity regarding access to highly qualified and experienced teachers, in addition to equal opportunity to participate in RTI programming. It would definitely prove interesting to do an equity-type audit regarding Tier 1 PBIS behavior incentives, to see if EL students are receiving BEARS tickets at a number comparable to non-EL students. Although EL students have equal access to RTI ELA groupings, it appears that perhaps the curriculum being used in the various RTI tiers may need to be changed specific to the academic needs of our EL population (e.g., utilizing programs with more visuals), as EL students math performance on standardized tests is indicating increased levels of proficiency when compared to EL students performance on ELA assessments.

V. Improvement Strategies

As stated, perhaps the number one area of improvement for equitable access to instruction for our EL students will be examining the curriculum used in RTI programming and ensuring it's fit for specific EL students needs. Our EL student performance is relatively high for math, and while satisfactory for ELA performance, there is a gap between where these students are performing in ELA and math. Since access to highly qualified teachers isn't a problem for these students, perhaps Sanger Academy needs to conduct a review of ELA curriculum specifically targeting our EL student population. Indicators of success would be improved student performance on standardized ELA measures, in addition to students responding to intervention based on progress monitoring conducted weekly at their level.

Since we will also be looking at ensuring access to first best teaching practices, it will be important to evaluate formative and summative assessments in order to make sure that these assessments are appropriate for EL students and not penalizing them for requiring accommodations in their learning or differentiated instruction at their level. It will also be important to ensure students understand the high expectation we have for them and utilizing instructional practices with multiple modalities of learning. Indicators of success would be equal access for all of our students in achieving a free and appropriate public education, in addition to high rates of EL student success on both formative and summative assessments.

GATE student eligibility is another area of concern for our EL student learners. While the district has set the criteria for students eligible for GATE testing, perhaps the Sanger Academy teachers could benefit from a booster session regarding GATE qualification and the nomination process, as this process is what identifies students for GATE testing eligibility. While all students are given the same ability test, EL learners can be given nonverbal ability tests in addition to the screener all GATE nominated students are given to make sure that they have equal access to

GATE eligibility and that they are not being excluded due to English being their second language. Indicators of success would initially be to increase the number of EL students being considered for GATE programming by being nominated for testing, with the ultimate goal of qualifying EL students for GATE proportionate to the number of EL students at Sanger Academy. Another indicator of success would be actually conducting the professional development/booster sessions with staff to ensure they are familiar with the GATE nomination procedure.

VI. Conclusion

Overall, it appears that Sanger Academy is a positive and equitable place for EL students. By improving RTI programming and GATE student nomination processes, EL students should have equal access to all programming at Sanger Academy. My next step in the process, since I am the PBIS coordinator at my site, would be to conduct the audit relative to student discipline and identify equity within that system for students across all of the subgroups. While all teachers can benefit from increased professional development relative to equity, EL student learning style, and various cultural backgrounds, it is encouraging to know that EL students have relatively equal access to programming, teachers, and achievement outcomes as students from other subgroups at Sanger Academy. Thus, the next focus will be to strengthen current systems in place in order to work collaboratively in closing the achievement gap for the EL subgroup, as well as all students at Sanger Academy.

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(30 points)

Successful school-based reform requires a comprehensive understanding about systemic change, including the knowledge and skill required to act as a change agent to create and sustain a culture of equity in education. Candidates will conduct an audit of an actual school site to determine the current degree of equity achieved for a specific student sub-group and use findings to determine next steps toward development of an effective and equitable educational system. (CTC 4.g, 6a.2, 6a.3, 6a.4, 6i.5, 6a.6, 6b4, 6e.3, 10d, 11d, 11g, 11i, 14a, 14,i, 15a; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

Written response demonstrates the ability to successfully use data to assess student subgroup access to a quality education and plan for improvement.	Points Possible	Points Earned
• Audit based on research regarding student sub-group access to equitable, quality education.	3	3
• Data is disaggregated and used to analyze programs, policies and procedures and to identify equity gaps for a specific student subgroup.	3	3
• Audit is conducted using a value added, rather than deficit approach to identification of gaps and plans for improvement.	2	2
• Analysis of teacher quality equity indicators, including teacher education, experiences, mobility and certification.	3	3
• Analysis of programmatic equity indicators, including Special education, gifted/talented education, bilingual education and student discipline.	3	3
• Analysis of achievement equity indicators, including state/district achievement test results, behavior records, dropout rates, high school graduation tracks, and SAT/ACT/AP/IB results.	3	3
• Improvement steps include strategies to increase equity consciousness among teachers	2	2
• Improvement steps include strategies to improve, monitor and assess instruction, including classroom procedures/routines, student knowledge of expectations, stimulating learning at a high level, student active engagement, interactive learning, frequent use of formative assessments, differentiated instruction, cultural sensitivity/respect.	3	2
• Improvement steps incorporate a cycle of continuous improvement, using a research-plan-do-study-act series of strategies to accomplish goals	3	2
• Total Points	25	24

Presentation demonstrates the ability to clearly communicate findings and summarize next steps:	Points Possible	Points Earned
• Background information is presented in logical, sequential order and establishes need	1	1
• Audit findings align with data and clearly identify gaps and areas in need of improvement	2	2
• Next steps align with identified gaps, areas of need and research	2	2
Total Points	5	5

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Comments: Excellent analysis. You have captured a number of important data points and other findings to guide your work. As we discussed, once you are aware of the problem, it is much easier to work toward positive change. Now the exciting work begins! Be sure to share your important findings with your school leaders-and use statistical data (facts), rather than rich descriptive language (opinion), to encourage change and to develop a more equitable learning opportunity for all students, including the EL subgroup.