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This issue's focus: Equity Auditing



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Equity Auditing

Using Equity Audits to Assess and Address Opportunity Gaps Across Education

by Paula N. Johnson, Ph.D.

Educators and their communities can use equity audits to examine their school's culture, trends, practices and policies. This can help mitigate inequities, including those exacerbated by crises like the COVID-19 school closures. Identifying opportunity gaps is a vital first step in addressing them.

Equity audits use data to identify institutional practices that produce discriminatory trends impacting students in three key areas: programmatic equity, teaching quality equity and achievement equity. Data collection requires feedback from key stakeholders across the school system and helps provide answers about the types of supports students may need and how to correct major issues that impact their education.



IDRA's EAC- *South* has extensive resources for schools conducting equity audits and can provide the guidance and assistance necessary to target these issues.



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Ensuring Equity in Online Learning - Considerations in Response to COVID-19's Impact on Schooling

In the wake of the COVID-19 public health crisis, schools across the nation are turning to online learning as technology presents a welcome opportunity for students to continue their schooling. However, online education also brings a host of equity and access concerns. These include misperceptions about student technology abilities and access, and the unique challenges faced by special education and English learner students.

This resource offers ideas for educators on how technology can best serve student learning during these difficult times. The recommendations rely on best practices, logical conclusions drawn from equity audits, classroom observations, research on technology access, and our collective empathy toward students and their families.

See also: [Garantizar la equidad en el aprendizaje en línea](#)

Division of
IDRA
— Transforming Education —

Issue Brief

Ensuring Equity in Online Learning – Considerations in Response to COVID-19's Impact on Schooling

In the wake of the COVID-19-prompted public health crisis, schools around the nation are turning to online learning for students. Technology provides a huge opportunity to engage students to continue their schooling.

However, online education also brings a host of equity and access concerns, misperceptions around student technology abilities, and unique challenges for some student populations, including special education students and English learners.

This special edition issue brief provides educators ideas on how technology can best serve us during these times. The following suggestions rely on best educational practices, logical conclusions drawn from school district equity audits and classroom observations, research on technology access, and our collective empathy toward families and students.

See our Best Practices
for Online Instruction
supplement:
<https://ida.mreboi.org/>

Ensure Network Access to Students

Online education does not work when students cannot access it. Many students do not have access to the internet, or laptops or tablets necessary for full participation in online courses or activities. Per Research Center analyzed 2015 U.S. Census Bureau data, finding (2018):

- 25% of households with school-aged children do not have a high-speed internet connection at home;
- One in four teens whose annual family income is less than \$30,000 does not have access to a home computer; and
- 17% of teens often or sometimes are unable to do their homework due to a lack of access to a computer or the internet.

Many students do have access to the internet through their cell phones, but completing coursework through the phone can be extremely difficult. While conference platforms like Zoom, Google Hangouts and online video streaming are the most interactive components of online education, they can turn through a phone data plan in a minute, leaving many students to search for a Wi-Fi spot. Also, many students have no access to a printer.

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Goals of Educational Equity



Public schools can do what they choose to achieve with students within certain limits and parameters, but they are accountable for educating all learners to high academic standards and outcomes regardless of the ethnic characteristics those learners bring and school and community efforts to ensure that system equity is a goal. Goals outlined below are the Goals of IDA with each goal given a Goal Number for School and District Equity.

Goal 1

Comparably High Academic Achievement and Student Outcomes


Disproportionate data on academic achievement and other student outcomes, including performance on standardized tests, assessment of growth, and achievement and performance goals, should be actively not resistant.



Goal 2

Equitable Access and Inclusion

Students receive individualized educational needs, involvement of staff and participation of learners in schools, programs and activities.



Goal 3

Equitable Treatment

Students are treated with respect and an environment should be exciting, welcoming, and safe. Learning should be fun and enjoyable. All students should be successful in the pursuit of learning and excellence without fear of threat, humiliation, anger or disrespect.



Goal 4

Equitable Opportunity to Learn

Students are given the opportunity to learn and achieve. All students should be successful in the pursuit of learning and excellence without fear of threat, humiliation, anger or disrespect.



Goal 5

Equitable Resources


Resources including money, time, qualified staff, appropriate facilities, materials, instructional hardware and software, and other resources and supports must be distributed in ways to ensure that all students achieve high academic standards.



Goal 6

Accountability

Students are held accountable and held responsible and held them and each other responsible for any learner learning, full support to quality education, supported facilities, challenging curriculum, full support to learning and achievement, and support for learning to the best of all students in schools and other student outcomes.



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Six Goals of Educational Equity - Infographic (Bilingual)

SEE INFOGRAPHIC



Best Practices for Online Instruction in the Wake of COVID-19

As educators across the country move to COVID-19, this is a great opportunity for educators to experiment with new strategies and practices. A resource like this can help the catalog of online teaching techniques grow.

Set Up Educator Collaborations

Online teaching can be improved by using teamwork. Teachers can be paired to teach their students online. Additionally, teachers can be paired to teach each other. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

Maintain Continued Teacher Presence

A study reported that educators are mentally and emotionally exhausted by the end of the school year. This is a great opportunity for educators to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

Encourage Student Collaboration

Students can be encouraged to work together on projects and assignments. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

Focus on Learning

Learning is the most important goal of any education. This is a great opportunity for educators to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

Use Multimedia for Young Learners

Young learners are often more engaged when they are using multimedia. This is a great opportunity for educators to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

Break Lessons Into Bite-Size Chunks

Long lessons can be difficult for students to follow. This is a great opportunity for educators to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

Provide Individualized Education

Each student is unique and needs individualized instruction. This is a great opportunity for educators to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

Build Authentic Family Engagement

Family engagement is an important part of a student's education. This is a great opportunity for educators to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

Set Clear Communication Policies

Clear communication is essential for a successful online learning experience. This is a great opportunity for educators to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices. Teachers can also share their own experiences and lessons learned. This is a great way to learn from each other and to share best practices.

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Best Practices for Online Instruction in the Wake of COVID-19

SEE PDF

[illegible]

Mejores Prácticas para la Instrucción en Línea a Raíz del COVID-19

SEE PDF

Meet Dr. Bricio Vasquez - Education Data Scientist

Bricio Vasquez, Ph.D., is IDRA's education demographer and data scientist. He has worked in education and applied data analysis for over 10 years.

Bricio is a passionate educator and previously taught sociology, statistics and demography courses at two universities. Educational equity has been his life mission and he aspires to

continue this work for decades to come.

Bricio serves on the Texas Counts Census Campaign as the co-chair of the education subcommittee. The Texas Commissioner of Education recently appointed him to serve on the statewide compensatory education advisory committee that will review school funding changes adopted in 2019 and advise the state agency on rules for implementation.

In his free time, he enjoys backpacking Big Bend National Park, saltwater fishing in the lower Laguna Madre with his father and brother, and dancing cumbia, salsa and two-step.



[SEE ARTICLE](#)

A Win for Equity - Texas Board Adopts Curriculum Standards for African American Studies Course in Historic Vote



The Texas State Board of Education recently approved the proposed curriculum standards for a state-approved African American studies course. With the unanimous vote, the board has moved in the right direction toward equitable schools where all students may learn about the rich contributions that African Americans have made in all disciplines.

IDRA and its allies in the Texas Legislative Equity Coalition continue to call on the SBOE to prioritize multiculturalism and cultural relevance when developing the core curriculum to ensure a more representative public education system. IDRA provides services for educators in offering African American Studies.

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Free Educator Webinars **English Language Arts and Reading**
COVID-19 School Response Webinars



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free webinar series

Part 1: Journal Writing About the Present for the Future
Wednesday, April 22, 2020, at 2:00 PM (cdt)

Part 2: From Journaling to Personal Narratives
Wednesday, April 29, 2020, at 2:00 PM (cdt)

Part 3: From Journaling & Personal Narratives to Letter Writing
Thursday, April 30, 2020, at 2:00 PM (cdt)


<https://idra.news/WebinarSeries>



Equitable Practices for Online Learning - Free Webinar Series

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Intercultural Development Research Association



Learning Goes On

A COVID-19 Resource for Education

IDRA Launches "Learning Goes On."

Our COVID-19 Resource for Education includes a web hub, free webinar series and special weekly eNews policy update.

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April 29, 2020

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The Intercultural Development Research Association is an independent private non-profit organization dedicated to ensuring educational opportunity for every child. IDRA strengthens and transforms public education by providing dynamic training; useful research, evaluation, and frameworks for action; timely policy analyses; and innovative materials and programs.

IDRA works hand-in-hand with hundreds of thousands of educators and families each year in communities and classrooms around the country. All our work rests on an unwavering commitment to creating self-renewing schools that value and promote the success of students of all backgrounds.