

## Vetting for Equity in Legacy Practices

Directions: Circle prepopulated items or add your own specific examples in the left column regarding legacy practices or inherited implementations in your organization. Then answer the questions in the right column to determine whether they are still efficacious relation to the student groups you've identified to close opportunity gaps.

Long-Term Educational Practices	Vetting for Educational Equity Efficacy
<p><b>Instructional (Circle any that apply):</b></p> <p>Homework, test prep, copying down lecture notes, rote memorization, filling in worksheets, repetition</p> <p><b>Additional Practices to Examine:</b></p>	<p>Is the instructional practice still benefiting diverse groups of students? How do you know?</p> <p>Is the practice supported by progressive and conclusive educational research?</p> <p>Will the practice help develop college and career skills and key competencies that marginalized students will need for their postsecondary future?</p>
<p><b>Assessment (Circle any that apply):</b></p> <p>Pop quizzes, weighted grades, zeros for not completing assignments, red ink, standardized testing, report cards, A-F grading</p> <p><b>Additional Practices to Examine:</b></p>	<p>Does the practice motivate all students to improve or discourage some non-dominant groups' progress?</p> <p>Has the practice disproportionately negatively impacted specific demographics of students? If so, which groups and why?</p> <p>Is the practice a realistic, reliable, and valid means of assessing what students know and can do? Does it favor certain groups over others?</p>
<p><b>Disciplinary (Circle any that apply):</b></p> <p>Suspensions for truancy, recess detention, dress codes or school uniforms, zero tolerance for drugs or violence, cell phone bans, Saturday school</p> <p><b>Additional Practices to Examine:</b></p>	<p>Do the data show discrepancies in application of the policy to different students by race, gender, language, socioeconomics, special needs, or cultural background? Describe how.</p> <p>Does the practice inspire behavioral changes or increased self-discipline equivalently among and between all student groups?</p> <p>Are the practices the best alternatives the school can use to improve school climate, culture, and safety? Including for historically disenfranchised students?</p>

Long-Term Educational Practices	Vetting for Educational Equity Efficacy
<p><b>Organizational (Circle any that apply):</b></p> <p>Bell schedules, busing, hall passes, bathroom permissions, school start and end times, desks in rows</p> <p><b>Additional Practices to Examine:</b></p>	<p>Is there a solid rationale and explanation for the practice? Does the mechanism still function reasonably well for today's students from all backgrounds?</p> <p>Do students across the district experience the same benefits (or penalties) of the practice?</p> <p>Does the practice affect different segments of the school population fairly? Does it work?</p>
<p><b>Traditions (Circle any that apply):</b></p> <p>Science fairs, spelling bees, talent contests, pep rallies, assemblies, school rivalries, homecoming court</p> <p><b>Additional Practices to Examine:</b></p>	<p>Is the practice primarily a White, heteronormative legacy that lacks relevance to non-White, non-straight pupils?</p> <p>How do students of color, racial minorities, linguistically diverse, and LGBTQ+ students tend to fare in these competitions?</p> <p>Does the practice encourage unity or create greater divisions between student groups?</p>
<p><b>Stratification (Circle any that apply):</b></p> <p>Ability grouping; academic (basic, college prep, honors) and vocational tracking; retention for failure; gifted and talented education; special education; language, racial, and social inequities; class rankings</p> <p><b>Additional Practices to Examine:</b></p>	<p>When disaggregating the data, are minoritized students equitably represented in the advanced learning environments or relegated to lower-track paths?</p> <p>Is the practice necessary to comply with higher education admission criteria or workplace employment or are there alternative measures that can be leveraged instead?</p> <p>What are the short- and long-term effects or consequences of maintaining the practice on marginalized students?</p>