Figure 2.5 Exploring Inequity in My Context

Exploring Inequity in My Context
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:

Figure 2.5 (Continued)

Reflection questions

1. What did you learn?

2. What surprised you?

3. Who would you like to share your information with?

4. What steps will you take next to follow up on what you learned?

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