

School Comprehensive Education Plan (SCEP) Inequity Review Self-Assessment

As part of the federal Every Student Succeeds Act (ESSA) law, all school improvement plans must identify resource inequities to be addressed through the implementation of the plan.

The New York State Education Department (“NYSED” or “the Department”) has developed the **Inequity Review Self-Assessment** to assist School Comprehensive Education Plan (SCEP) Development Teams in determining if inequities exist, so that schools can address these inequities in the SCEP.

NYSED recognizes that inequities that exist across school districts or within school districts may be outside of the control of the SCEP Development Team. To fulfill the ESSA requirement, the Department has identified a number of potential sources of inequity that could exist within a school and be within the purview of the school to address. These areas are connected to pillar 1E, *Equity*, in the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#).

Using This Document

- Identified schools may use all or part of the document below as a means of reviewing schoolwide practices to see where inequities may exist.
- Schools may also use a different tool for this purpose.
- Schools will not be required to submit this document with their SCEP.
- Schools must indicate as one of the assurances on the SCEP that the school has completed a review of resource inequities and identified strategies to address the inequities in the 2020-21 school year.

Area: Equitable Access to Highly Qualified Teachers (Elementary Schools)

	YES	NO
1. When determining classroom assignments, the school considers the teachers each student has previously been assigned and makes sure that students have equitable access to high-quality instructors.		
2. The school has protocols in place to prevent some students from being taught by inexperienced teachers for multiple years in a row while other students are taught by experienced teachers for consecutive years.		
3. The school prevents parents from influencing who their child’s teacher will be.		
If you answered “NO” to any of the items above, what might the school do during the 2020-21 school year to ensure that there are no gaps between students who benefit from the school’s approach and those who may not benefit from the school’s approach to classroom/teacher assignment?		

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Area: Equitable Access to Advanced Coursework and Educational Opportunities (Elementary, Middle, and High Schools)

	YES	NO
1. The school has done a review of those enrolled in advanced/honors coursework to determine if all demographic groups are enrolling in advanced coursework and that enrollment is consistent with the student population.		
2. If groups are underrepresented among those enrolled in advanced/honors coursework, the school implements strategies to ensure that greater representation across demographic groups.		
3. The school has identified strategies to ensure that those whose primary instruction is a specialized environment (e.g., 12:1:1 or bilingual classroom) have opportunities to engage with their peers who are not in that classroom.		
4. The school has protocols in place to ensure that those whose primary instruction is a specialized environment do not have materials or experiences that would be considered inferior to what their peers experience.		
5. Opportunities for academic coursework, enrichment, tutoring, and extracurricular activities are clearly communicated to all students and families, in their preferred language, through a variety of methods.		
6. The school makes sure that students are not excluded from participating in extracurricular activities because of an inability to pay fees or a lack of before/after school transportation.		
7. The school has protocols in place to ensure that no student is unable to participate in a school event or activity due to financial hardship.		
If you answered "NO" to any of the items above, what might the school do during the 2020-21 school year to address inequities that exist?		

Area: Equitable Decision-Making and Application of Policies

	YES	NO
1. The school deliberately avoids assigning new teachers a disproportionately large number of students with academic and/or behavior needs.		
2. Elementary and Middle Schools: The school has an expectation that all classrooms and grade levels address the annual NYS science and social studies standards.		

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3. Elementary and Middle Schools: Students in all grades have access to the state-required amount of time for physical education. ¹		
4. Elementary and Middle Schools: Students in all grades have access to the state-required amount of time for the arts. ²		
5. Any assigned homework can be done by students independently and with easily accessible resources and materials.		
6. The school has reviewed how staff approach extra credit to ensure that students with less parental support are not at a disadvantage.		
7. School leaders monitor referrals and classifications for special education services to ensure specific subgroups are not unnecessarily and/or disproportionately identified.		
8. The school has reviewed its discipline data to ensure that no specific group of students has been disproportionately punished as a whole or for specific infractions (e.g., dress code, defiance).		
If you answered "NO" to any of the items above, what might the school do during the 2020-21 school year to address inequities that exist?		

Area: Equitable Support for Specific Needs

Directions: In the space below, identify the number of professionals employed by the school and the number of students to determine if the school's ratio is within the nationally recommended ratio for each category.

Staffing Ratios				
<u>Staffing Category</u>	<u>Number of Students</u>	<u>Number of Staff for this Category</u>	<u>School's Ratio (Students per Staff)</u>	<u>Recommended Ratio</u>
Certified Librarians				1 per school ³

¹ Physical Education:

- K-3 students: 120 min. per week (not including recess)
- Grade 4-6 students: 3 days/week for a min. total of 120 minutes/week (not including recess)
- Grade 7-8 students: equivalent to 3 periods a week for one semester and 2 periods a week for the other semester (not including recess)

² Arts:

- Grade 1-3 students: 20% of the weekly time spent in school allocated to dance, music, theatre, and visual arts
- Grade 4-6 students: 10% of the weekly time spent in school allocated to dance, music, theatre, and visual arts
- Grades 7-8 students: 55 hours per year of instruction in dance, music, theatre, and visual arts taught by a certified arts instructor

³ *Appropriate Staffing for School Libraries -*

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Appropriate%20Staffing_2016-06-25.pdf

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Nurses				1 nurse per school minimum, additional staffing needed depending on population ⁴
School Counselors				1 school counselor for every 250 students ⁵
School Psychologists				1 school psychologist for every 500-700 students ⁶
School Social Workers				1 school social worker per 250 students (general education) 1 school social worker per 50 students (students with intensive needs) ⁷
For any instances that the school's figures do not meet the recommended ratios, what might the school do in the 2020-21 school year to ensure that students can still receive the support necessary without adequate staff?				
Area that Does Not Meet Recommended Ratio		School's Approach		
<i>EXAMPLE: Certified Librarians</i>		<i>Teachers take their students to the library once a week. A parent volunteer staffs the library on Fridays.</i>		

⁴ School Nurse Workload: Staffing for Safe Care - <https://www.nasn.org/advocacy/professional-practice-documents/position-statements/ps-workload>

⁵ American School Counselor Association - <https://www.schoolcounselor.org/press>

⁶ NASP Practice Model - http://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/2_PracticeModel.pdf

⁷ The NASW Standards for School Social Work Services - <https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3D&portalid=0>