

# Equity Audit Proposal

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Hudson School District  
(Hudson, WI)

**Prepared by:**  
**Muhammad Khalifa, Ph.D.**  
**Ajusted, LLC. President**  
**University of Minnesota, Professor**  
**Phone/email: 734-904-3458 / drkhalifa@ajusted.org**

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Hudson School District, WI

## BACKGROUND INFORMATION

According to the latest data available at the Office of Civil Rights and U.S. Department of Education (2015), academic and disciplinary disparities exist in the Hudson School District. These academic and disciplinary disproportionalities confirm the need for a closer look at the discipline data using an *Equity Audit*. Certainly, the data may have improved since 2015, and demographic numbers may have shifted. And even in the 2015 data, there are positive indications. For example, when looking at the data for student retention, it is obvious that students of color are not underrepresented in student retention. Yet, there are other OCR/US Dept. of Ed. comparative data points that are cause for concern.

Students of color are underrepresented in Gifted and Talented, where they comprise about 10% of the overall student population but are less than 6% of the Gifted and Talented course enrollment. For example, Black students are a little over 1% of the overall student population but none are enrolled in Gifted and Talented courses.

There are also indications of disciplinary disproportionalities; minoritized students are extremely overrepresented in all disciplinary categories. Suspensions are egregiously disproportionate, especially for Black students and students who fall under the “Two or More” category. Black and students in the “Two or More” category comprise only 4.5% of the total student population but are over 20% of all out-of-school suspensions—a measure related to both academic and school climate. In addition, about 27% of in-school-suspensions were given to students of color, when they only make up about 10% of the student population.

We have to ask; Why are school disciplinary actions disproportionate towards minoritized students? These disparities in academic achievement and discipline are an indication that students and other stakeholders interpret an exclusionary or hostile school climates. There is much more that should be explored with this data, and other points. But these preliminary trends suggest there could be much deeper issues of equity in Hudson Schools, and therefore there seems to be a strong need for an Equity Audit.

We surmise that Hudson School District leaders are aware of these and other similar issues. That is not the purpose of this Audit. An Equity Audit would allow us to examine **why** these gaps are occurring in the Hudson School District, and would allow leaders, educators, and community members to prioritize responses and reforms. It is important to note that reforms not guided by equity audit data would often not be successful; to implement popular or trendy reforms without looking first at the equity data would likely not bring about an intended

positive result. A deeper review of disciplinary referrals (not only suspensions/ expulsions) at the secondary level might indicate a more serious problem. Also, some students are likely to be overrepresented in special education referrals and placement.

### **What we offer and recommend?**

Our equity audits assume that districts are already aware of the raw equity data from the district and from governmental sources available. Therefore, we focus on finding out why such disproportionalities exist. To do this, we use surveys to examine **eight core equity** areas that are closely linked to exact cause of inequities in schools. Surveys are administered to: students, teachers, administrators, and parents. What follows is a suggested Equity Audit design that will allow Hudson Schools to better understand issues related to student achievement inequities and identify strategies for addressing these inequities. After our brief review of the data, we recommend 1.) Equity Audit that has both quantitative (surveys) and the optional qualitative (interviews) components; 2.) we also recommend 25-30 hours of *leadership* PD (either in full/half day, or in the 2.5-day CRSLI Academy, inclusive of CRSL book study).

### **Assessment/Audit Purposes**

1. To understand the factors that contribute to achievement and discipline inequities in Hudson Schools and identify areas of significant achievement differences (e.g, race, socioeconomic status, gender, etc.). This includes identifying home, school, classroom, and individual-level barriers to high academic performance. Determine if there is a relationship between the relationship between achievement-suspension gaps.
2. To determine the differences in perspectives and expectations that exist between school employees and stakeholders
3. To assist the district in identifying professional development and educational interventions to reduce achievement and discipline gaps and enhance school success for all students.

### **Assessment Questions**

Four questions are suggested to drive this assessment:

1. Based on previous research, what are the likely causes for disproportionalities in Hudson Schools?
2. What factors do staff, students, and parents identify as contributing to achievement inequities in Hudson Schools?
3. What initiatives (district-level, school-level, classroom-level) can be implemented to build cultural competency and enhance students' schooling experiences in Hudson Schools?
4. What policies (or lack thereof) contribute to the current achievement and discipline gaps?

## GENERAL METHODOLOGY

- Quantitative and survey research methods will be used to conduct the audit. Data will be collected by document review, online survey administration, and data analysis.
- There is an **Optional** Qualitative Component, that is not included as a part of this proposal; that would include: individual and focus group interviews.

## ASSESSMENT ACTIVITIES

- Develop the framework for the audit, including critical issues and questions, sources of data, and standards for analysis
- Design and administer online equity audit tool
- Individual interview and focus group protocols (optional)
- Data analysis of all data collect/ develop and submit evaluation report

## TENTATIVE WORK TIMELINE

Below is a draft work timeline for conducting the Equity Audit/Needs Assessment in 2019-2020. Dr. Khalifa and Ajusted research team will work with Hudson School District to send surveys out to Students, Teachers, Parents, and Administrators. This data will be analyzed and will be part of the final report generated for the district. Below is a tentative timeline

Table 1. Proposed Project Work Timeline

Activity (2019-2020)	Nov.	Dec.	Jan.	Feb.	Mar.
<b>Phase 1 (Online Equity Audit and Surveys)</b>					
Customize Online Audit Tool for District	X	X			
Customize Surveys: admin., teachers, students		X			
Customize Survey: parents		X			
Administer Admin., Teacher, and Student Surveys		X			
Administer Parent Surveys		X			
Analyze Surveys			X	X	
Compile report				X	
Submit Evaluation Reports and Recommendations to District					X

## ESTIMATED EQUITY AUDIT BUDGET

The standard cost for the equity audit is **\$13 per student, per year (5,461x 13 = \$70,993)**.

**ESTIMATED ‘CRSLI’ LEADERSHIP ACADEMY BUDGET**

The standard cost for the online equity audit is **\$2,500 per person**.

**Discounts:** Promotional pricing is available for districts that purchase more than 1 service. The cost of an Equity Audit is reduced to \$10/student. And the cost of a cost of a CRSLI Academy is reduced from \$2,500 to \$2,000

Tables 2 on the following page includes proposed budgets based on the work timeline presented above in Table 1.

Table 2. Budget

Equity Audit/Needs Assessment (Online/Quantitative)	
Project Activities	Cost \$
<b>Data Collection and Analysis</b>	
- Equity Audit (w/ discount)	<u>\$70,993</u> <i>(5,461 students x 13)</i>
<b>Deliverables</b>	
- Online Equity Audit Tool Summative Reports for schools	
- District Summative Reports, Executive Summary, and Recommendations	
<b>Project Total without Discount:</b>	<b><i>\$70,993 (5,461 x 13)</i></b>
<b>Project Total with Discount:</b>	<i>5,461 x \$10.00 (discounted)</i> <b><i>\$54,610</i></b>
CRSLI Academy	
Project Activities	Cost \$
<u>Culturally Responsive School Leadership Academy:</u>	
▪ 2.5-Day (Cohort of 35; other school districts can join a cohort)	<u>\$2,500</u> per person
▪ 8-Day (Cohort of 35; multiple districts can join a cohort; 8 full days)	<u>\$6,900</u> per person
▪ District-wide online CRSL Leadership Academy. This includes:	\$45,000 for district (up to 150 participants)
○ One 2-hour Zoom Keynote, three half-day training sessions (3 hrs.)	
Additional Optional Services	

Project Activities	Cost \$
<ul style="list-style-type: none"> <li>- Focus Groups (4 students, 1 parent, 1 teacher) per school <i>Focus group interviews will add a qualitative component to this research. It will strengthen the research findings and allow for even more precise equity reforms. 2-member research team will conduct all aspects of qualitative research.</i></li> </ul>	<p><u>\$15,000</u> per school <i>(includes the cost of travel for PI and research asst.)</i></p>
<ul style="list-style-type: none"> <li>- Keynote or full-day or half-day workshop (Interactive lecture/ PD) (half-day is 3 hours or less)</li> </ul>	<p><u>\$8,000</u> per day <u>\$5,000</u> per half-day</p>
<ul style="list-style-type: none"> <li>- <u>Guided Book Conversation or Leadership Mentoring via Zoom</u> (2 hrs.) (Book: <i>Culturally Responsive School Leadership</i> by Dr. Muhammad Khalifa): <a href="https://www.amazon.com/dp/1682532070/ref=asap_bc?ie=UTF8">https://www.amazon.com/dp/1682532070/ref=asap_bc?ie=UTF8</a></li> </ul>	<p><u>\$3,500</u> per session</p>

**CONCLUSION**

In agreement with Hudson School District, initial evidence resulting from conducting the Equity Audit/Needs Assessment will lead to identification of district-level, school-level, and classroom-level initiatives that can enhance the overall culture for academic excellence and enhance all students’ learning experiences in Hudson School District.

This Equity Audit will include the establishment of trusting relationships between administrators, teachers, and *Ajusted* evaluation partners as a springboard for continued partnership in remedying the challenges being investigated. It will help districts not only identify gaps, but also the source of the gaps and what the precise appropriate responses of the district should be.

## Contract Details

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**METHOD OF PAYMENT**

Upon provision by the Consultant of a complete accounting of deliverables, activities, products and expenses, or other invoicing procedures as agreed upon by both parties, the Consultant will be compensated. Given the six-month duration of the project, two equal payments will be made: one at the halfway mark and one at end of the equity audit. Exact dates will be determined at the beginning of the projects.

**LENGTH OF CONTRACT**

Under the 1-year contract, the term of this agreement shall be from the effective date until October 30, 2021 unless terminated in accordance with the part of this agreement entitled “termination.” The parties shall consult prior to the end of the Term to determine whether to renew the Agreement for an additional time period. The first phase of the audit is contingent upon receiving necessary (anonymous) discipline and achievement data from the district. The

second phase of the audit is contingent on district input of emails of survey participants and data around school/district policies. The time commitment is not significant, but Hudson School District does need to contribute this basic data for the audits to be completed.

**INDEPENDENT ENTITY/CONSULTING**

The members of the Ajusted/CRSLI Team expressly understand and agree that they are independent consultants and shall in no way be deemed to be and shall not hold themselves out as an employee or agent of Hudson School District. The members of the Ajusted/CRSLI Team understand that they shall not be entitled to any fringe benefits of Hudson School District, such as, but not limited to, health and accident insurance, life insurance, paid vacation or sick leave, or longevity. Ajusted/CRSLI Team shall be responsible for all the withholding and payment of all income and social security taxes to the proper federal, state and local governments.

**Amendments**

Amendments to this contract can be made with the written consent of both parties. Both parties have reviewed and understand the terms set forth in this agreement and have executed this agreement by their duty as authorized representatives, as of the reflected dates.

**Length of Contract**

Under the 1-year contract, the term of this agreement shall be from the effective date until September 30, 2021. The parties shall consult prior to the end of the contract to determine whether there is a need to extend the Agreement for an additional period of time.

**Ajusted Consultant**

Signature: \_\_\_\_\_

Name: \_\_\_\_\_  
(type or print)

Title: \_\_\_\_\_

**Hudson School District Representative**

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_