A · A · U · W

INITIATIVE FOR EDUCATIONAL E · Q · U · I · T · Y

GENDER EQUITY ASSESSMENT GUIDE

This guide for assessing gender fairness in elementary and secondary schools is designed for use by AAUW branches, other community groups, school officials, and teachers. It provides a mechanism for:

- Assessing the status of women and girls within a school or school district
- Highlighting information about a school system's efforts to ensure equitable treatment of female students and staff
- Determining areas in need of improvement, so that AAUW and others in the community can work with the school system to bring about needed changes, and
- Judging progress toward the goal of gender-fair education through annual assessment.

The Gender Equity Assessment Guide is divided into sections that deal with critical components of school programs that have an impact on learning, achievement, and advancement of girls and women. Since most school systems will be making at least some effort in each area, the assessment process is not a check-off or rating system, but a device for marking progress along a continuum. It will help those making the assessment determine if action in a particular area will require a major effort (for programs ranked near the low end of the continuum), if only minor changes may be needed to strengthen the program, or if a school's outstanding work in a particular area should be publicized to the community.

Some items on the Assessment Guide are covered by federal law (such as treatment of pregnant students); others may be a matter of school policy or practice. In some cases, exact measurement of an item will be difficult-but every item listed is important to female students and staff and is worthy of discussion.

For more details on use of the Gender Equity Assessment Guide, see the Action Focus section on the *AAUW Initiative for Educational Equity* in the fall 1991 issue of *Leader in Action.*

GUIDE TO ASSESSING GENDER EQUITY

I. ENROLLMENT PATTERNS

The school maintains records on enrollment patterns by race, gender, and numbers of students with disabilities for each subject area and course.

_____

No enrollment pattern records | *Enrollment patterns kept & analyzed annually for differential impact*

Notes: _____
_____
_____
_____

The school board has adopted formal policies stating that all courses and activities are open to all students regardless of sex, race, or disability.

_____

No policy | *Policy is in place & fully implemented*

Notes: _____
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_____
_____

Students are not tracked into traditional courses of study by gender or race. (For example, home economics classes are not attended only by girls while boys go to woodshop.)

_____

Students are tracked by gender, or no records available | *Enrollment patterns show no evidence of tracking by gender*

Notes: _____
_____
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_____

The rates of participation in gifted and talented programs, advanced placement courses, and honors programs reflect the race, gender, and ethnic population of the student body.

_____

Participation rates do not reflect student population, or no records available | *Participation rates reflect student population*

Notes: _____
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_____
_____

Girls and boys have opportunities to participate in equitably funded extra-curricular, athletic, and vocational programs.

_____

No funding/resources for girls' programs *Funding/resources are equal*

Notes: _____
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_____

II. MATH/SCIENCE

Girls and boys participate in advanced mathematics courses such as calculus at rates that reflect their proportions in the school population.

_____

Boys participate at much higher rates than girls, or no records available | *Girls and boys participate at equal rates*

Notes: _____

Girls and boys are in advanced science courses such as physics at rates that reflect their proportions in the school population.

_____

Boys participate at much higher levels than girls, or no records available | *Girls and boys participate at equal rates*

Notes: _____

Consideration is given to hiring women and men to teach math and science classes at all levels.

_____

No effort is made to recruit and hire women math and science teachers | *School system actively seeks women math and science teachers*

Notes: _____

In-service training is available to elementary and secondary teachers to strengthen their sex-equitable math/science teaching techniques.

_____

No training available | *All teachers receive training*

Notes: _____

Guidance counselors encourage girls to continue studying math and science.

_____

No encouragement given *Counselors are trained to provide gender-fair assistance*

Notes: _____

_____

_____

_____

III. CURRICULUM

The school/school system has procedures in place to review textbooks, teaching methods, and curricula for gender-role stereotyping.

_____

No procedures *Procedures are fully implemented*

Notes: _____

Materials and curricula have a multicultural focus that helps students from diverse backgrounds see the contributions of all communities.

_____

No multicultural focus *All materials/courses have a multicultural focus*

Notes: _____

A multicultural curriculum is employed regardless of the makeup of the student body.

_____

No multicultural curriculum *Multicultural curriculum is in place*

Notes: _____

Multicultural and gender sensitivities are raised in every aspect of the curriculum and included in an annual curriculum review process.

_____

No review for multicultural and gender sensitivity *Effective review process is in place and implemented*

Notes: _____

IV. TEEN PREGNANCY AND PARENTING

Elementary schools offer decision-making/family life programs.

_____

No programs | *Programs are in place in every grade and are evaluated regularly*

Notes: _____
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_____

Health care providers associated with the school offer reproductive health services.

_____

No reproductive health services provided | *Full range of reproductive health services provided*

Notes: _____
_____
_____
_____

The school system has proactive programs to keep pregnant and parenting students in school. (Such programs could include alternative schools, home visits, tutoring efforts, child care services, and mentoring initiatives.)

_____

No programs | *Programs are in place and evaluated regularly*

Notes: _____
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_____

The school system has a sequential K-12 family life education curriculum in place in which all students participate unless their parents/guardians request that they not attend.

_____

No family life education program | *Family life education program is in place & evaluated regularly*

Notes: _____
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_____
_____

V. VOCATIONAL EDUCATION

The vocational education program includes literacy and remedial education courses that teach students job-readiness skills and prepare them for success in the job search.

_____

No program | *Literacy, remedial, and job-readiness programs are in place and evaluated regularly*

Notes: _____
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_____

The vocational education counselors/teachers/staff do not track students by gender or race.

_____

Enrollment patterns show traditional majority of one race or sex in vocational courses of study | *Enrollment patterns indicate no tracking by gender or race*

Notes: _____
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_____

The school provides work placement services to help students become economically self-sufficient.

_____

No work placement | *Work placement services are in place and evaluated regularly*

Notes: _____
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_____

The work placement services are gender-fair, informing women of the economic benefits of nontraditional work and actively recruiting them into these fields.

_____

Services steer students into traditional fields | *Services emphasize non-traditional job opportunities*

Notes: _____
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_____

VI. EDUCATORS

The school/school system provides teachers, counselors, and administrators with training in gender/race/class fairness.

_____

No training available *All employees receive training*

Notes: _____

Teachers in each school use available on-site curricular and background materials to help them teach a diverse student body.

_____

No materials available *Materials are available and used frequently*

Notes: _____

The school system has policies in place and is making ongoing efforts to hire women as principals, superintendents, and in other key administrative positions.

_____

No effort underway *Active recruitment and hiring efforts*

Notes: _____

Ongoing in-service training and implementation in cooperative group learning/teaching is available for teachers and is put to use in the classroom.

_____

No training available *Training is available to and used by all teachers*

Notes: _____

VII. ASSESSMENT AND CAREER TRACKING

The school uses authentic assessment methods and has moved away from reliance on standardized multiple-choice tests.

_____

School uses only standardized tests for assessment

A variety of assessment mechanisms are used and are evaluated for race, gender, and class fairness

Notes: _____
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_____

Women and minorities receive state and local scholarships in proportion to school population.

_____

Scholarship patterns do not reflect the school population of the student body

Scholarship awards to women and minorities reflect their proportion

Notes: _____
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_____

Counseling on post-secondary education and career options is gender-and race-neutral.

_____

Counseling steers students to traditional options

Gender-and-race neutral counseling is a priority

Notes: _____
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_____

Girls receive non-gender-stereotyped counseling on course enrollment throughout elementary and secondary school.

_____

Girls are steered into traditionally female courses, or no course enrollment counseling available

Course enrollment counseling is not stereotyped on the basis of gender

Notes: _____
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_____

VIII. LEARNING ENVIRONMENT

Teachers/counselors/administrators demonstrate equally high expectations of all students regardless of gender, race, religion, sexual preference, socioeconomic status, disability, etc.

_____

Expectations are based on students' gender, class, race, etc. — *High expectations are held for all students*

Notes: _____

Mentoring and job shadowing programs are available to overcome effects of sex and race bias.

_____

No mentoring or job shadowing programs are available — *Mentoring and job shadowing programs focus on nontraditional careers*

Notes: _____

The school creates and publicizes policies and procedures for reporting and responding to complaints of sexual harassment and sex discrimination.

_____

No policies and procedures — *Policies and procedures are well-publicized and fully implemented*

Notes: _____

The school has a gender discrimination grievance policy and procedure that is accessible to all and widely advertised.

_____

No grievance policy — *Policy is well-publicized and fully implemented*

Notes: _____

Substance abuse programs address the particular needs of women and girls, such as reproductive health concerns.

_____

No attention to the needs of women and girls | *The needs of women and girls are a focus of the program*

Notes: _____
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_____

The school system encourages cooperative group learning/teaching.

_____

No cooperative learning/ teaching is in place | *Cooperative learning/teaching is a priority*

Notes: _____
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_____
_____

Students and faculty avoid collaborative silence when students or faculty demonstrate bias/discriminatory behavior.

_____

Collaborative silence is condoned | *There are always appropriate consequences for discriminatory behavior by students, faculty, administrators, and other staff*

Notes: _____
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_____