# SCHOOL EQUITY AUDIT TOOL (SEAT)

## Introduction

The School Equity Audit Tool (SEAT) by LRFB Equity Consulting, LLC is a justice-centered framework to support schools in examining, disrupting, and redesigning policies and practices toward equity, belonging, and liberation. SEAT engages students, staff, families, and community partners—especially those most impacted by systemic inequities including racism, Islamophobia, anti-Blackness, ableism, political repressivity, and gender-based oppression—in a continuous, community-centered improvement process. Rooted in critical race theory, feminist scholarship, and transgender and gender non-conforming advocacy literature, SEAT equips school communities to translate shared values into transformative action.

Stakeholders rate each category on a 1–4 scale (1 = Inadequate, 4 = Exemplary) to spark dialogue, identify strengths and gaps, and co-design stronger policy and practice. All scores are grounded in disaggregated data, stakeholder engagement, and critical analysis of institutional systems.

The 6 phases are:
- ★ Phase 1: Equity Impact Assessment
- ★ Phase 2: Root Cause Analysis
- ★ Phase 3: Community Co-design
- ★ Phase 4: Implementation
- ★ Phase 5: Monitoring
- ★ Phase 6: Iterative Improvement

The rubric guides generative collaboration—bringing staff, students, families and community partners together—to examine policies and turn equity goals into action. By creating a common framework and language, the rubric sparks shared accountability and continuous improvement toward fairer, more liberatory schools.
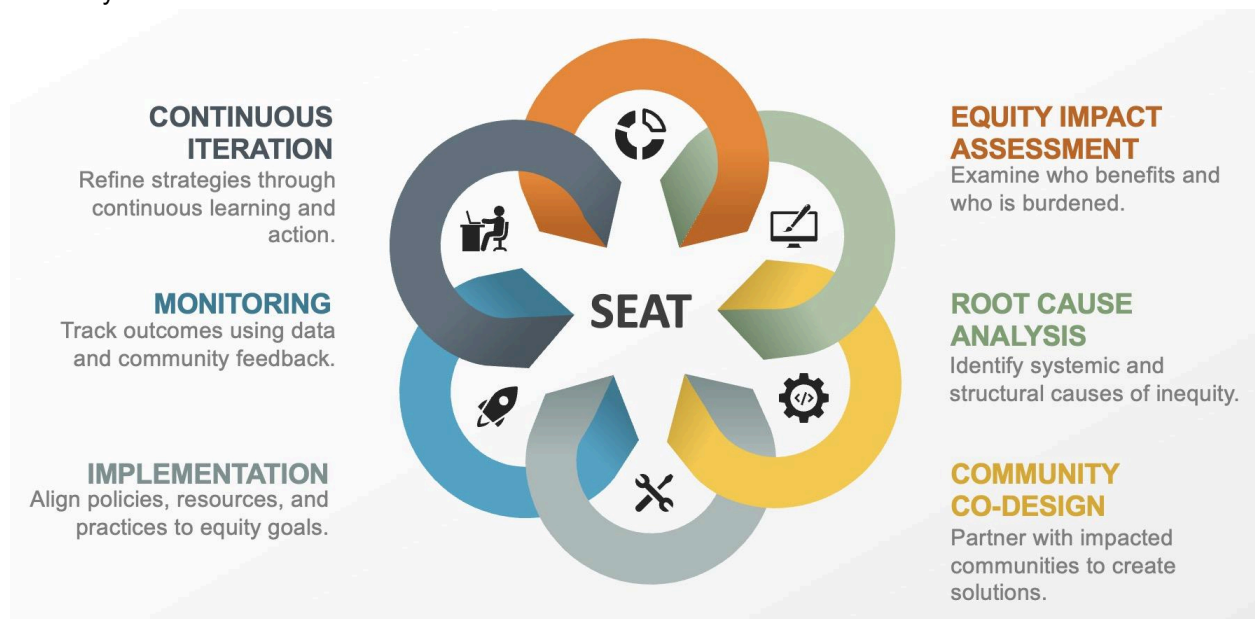
# Phase Overview

| PHASE | SHORT DESCRIPTION | LONG DESCRIPTION |
|---|---|---|
| 1 | Equity Impact Assessment | Analyze who benefits and who is burdened, using disaggregated data and community narratives to surface disparities across race, income, disability, language, gender identity, and political status. |
| 2 | Root Cause Analysis | Identify structural and historical drivers of inequities, rejecting deficit models and focusing on institutional policies, resource allocation, and systemic bias. |
| 3 | Community Co-Design | Partner with students, families, and community members furthest from opportunity to collaboratively design equity-centered strategies. |
| 4 | Implementation | Align policies, resources, and professional learning with equity goals, centering targeted universalism and sustaining community codesign practices. |
| 5 | Monitoring | Establish transparent mechanisms to track progress through disaggregated data and continuous stakeholder feedback, institutionalizing accountability. |
| 6 | Iterative Improvement | Use lessons learned to refine, scale, and transform practices, maintaining an ongoing cycle of critical inquiry, redesign, and liberation-focused change. |

# Readiness Pre-Assessment

Before launching SEAT, teams assess readiness on a 1–4 scale:

| DIMENSION AND GUIDING QUESTION | | RUBRIC SCORE | | | |
|---|---|---|---|---|---|
| DIMENSION | GUIDING QUESTION | 1 | 2 | 3 | 4 |
| Stakeholder Representation | Does the team include diverse students, families, educators, and community partners, particularly those historically marginalized? | | | | |
| Equity Focus and Data | Is a specific equity challenge clearly defined using disaggregated opportunity and outcome data and counter-narratives? | | | | |
| Leadership Support and Resources | Are leaders committing meaningful time, funding, and political will toward transformative equity work? | | | | |
| Commitment to Process | Are there inclusive structures, shared norms, and authentic decision-making pathways that prioritize voices furthest from power? | | | | |

# SEAT Rubric Workbook

Each criterion is rated from 1 (Inadequate) to 4 (Exemplary):

| PHASE AND IN PRACTICE CRITERIA | | RUBRIC SCORE | | | |
|---|---|:-:|:-:|:-:|:-:|
| **PHASE** | **IN PRACTICE CRITERIA** | 1 | 2 | 3 | 4 |
| Equity Impact Assessment | Disaggregated data analysis across race, disability, language, gender, socioeconomic status, and political status (e.g., immigration). | | | | |
| | Problem definitions validated by those most impacted (students, families, and communities historically marginalized). | | | | |
| Root Cause Analysis | Root causes identify structural, policy, and historical factors without blaming individuals. | | | | |
| | Differential impacts on groups are explicitly recognized; "one-size-fits-all" narratives are rejected. | | | | |
| Community Co-Design | Students, families, and community partners lead design processes; participation is authentic, not performative. | | | | |
| | Trust-building mechanisms (e.g., shared governance structures) are formalized and sustained. | | | | |
| Implementation | Resources (staffing, funding, time) are allocated based on need, informed by opportunity indicators. | | | | |
| | Professional learning for staff centers culturally sustaining pedagogies, antiracism, gender affirming practices, and disability justice. | | | | |
| Monitoring | Disaggregated outcome data and opportunity indicators are transparently reviewed at scheduled intervals. | | | | |
| | Accountability bodies (e.g., equity councils) publicly review data and drive action. | | | | |
| Iterative Improvement | Data and community feedback directly inform iterative cycles; ineffective strategies are discontinued. | | | | |
| | Continuous improvement is institutionalized; equity reflection cycles are part of the school's governance. | | | | |

# Overall Scoring Interpretation

| SCORE RANGE | DESCRIPTION | PROFICIENCY LEVEL |
|---|---|---|
| 12–19 | Equity efforts are just starting. Many foundations (data systems, stakeholder engagement, resource alignment) are weak or missing. | Beginning |
| 20–29 | Some structures are in place but are inconsistent. Progress is uneven across phases, with key gaps to address. | Developing |
| 30–37 | Most equity processes are implemented. Disaggregated monitoring and stakeholder input occur regularly, though deeper integration (like targeted resource allocation or culturally sustaining pedagogy) can improve. | Proficient |
| 38–48 | The school fully embodies equity practices. All phases operate robustly: equity goals guide decision-making, supports are targeted to needs, and continuous improvement is in place. Stakeholder voice and culturally responsive strategies are deeply integrated. | Exemplary |

# Closing Statement

The School Equity Audit Tool (SEAT) reclaims assessment as a tool of liberation.

SEAT is not about surface-level metrics; it is about remaking schools through the wisdom of those most impacted by inequity, honoring intersectional identities, dismantling anti-Blackness and Islamophobia, and resisting the reproduction of political repressivity through education.

When equity becomes systemic, belonging becomes inevitable.

For more information, visit liambird.com.