



**THIRD SPACE**  
LEARNING

# Advancing Equity in Math: Self-Assessment Template

Easily identify your school or district's strengths and  
areas for improvement

**School and District Leader Guides**

# Math equity self-assessment template

To help you on your equity journey, we've included an easy-to-use self-assessment over the next few pages.

For each equity indicator, reflect on the rating you'd give your school or district at this stage and what evidence you have for this.

Rating scale:

1 = Not in place

2 = Beginning

3 = Developing

4 = Established

5 = Exemplary

Then, identify what actions you need to take to bring yourself to a 4 or 5 on the scale and who will be responsible.

This self-assessment will help you identify in which areas your school or district has the most room for improvement and help prioritize your next steps.

## Equity Planning and Communication

| Indicator                                                                                                                          | Rating | Evidence | Actions needed | Person responsible |
|------------------------------------------------------------------------------------------------------------------------------------|--------|----------|----------------|--------------------|
| <b>Equity Plan:</b> Does your school or district have a formal, documented plan for advancing equity in math?                      |        |          |                |                    |
| <b>Access Plan:</b> Does your plan address how your initiatives will reach the specific students most in need?                     |        |          |                |                    |
| <b>Regular Communication:</b> Are equity goals and strategies clearly and regularly communicated to staff, students, and families? |        |          |                |                    |
| <b>Equity Champion:</b> Have you appointed a designated person or team responsible for equity initiatives?                         |        |          |                |                    |
| <b>Success Criteria:</b> Are there clear metrics to measure progress toward equity goals?                                          |        |          |                |                    |

## Barriers and Challenges

| Indicator                                                                                                                            | Rating | Evidence | Actions needed | Person responsible |
|--------------------------------------------------------------------------------------------------------------------------------------|--------|----------|----------------|--------------------|
| <b>Budget:</b> Is funding allocated equitably to address gaps and provide support where it is most needed?                           |        |          |                |                    |
| <b>Staffing:</b> Do you have enough qualified math teachers and intervention specialists to meet student needs?                      |        |          |                |                    |
| <b>Scheduling:</b> Are scheduling and logistical challenges preventing students from accessing additional math support?              |        |          |                |                    |
| <b>Bias Awareness:</b> Are staff actively reflecting on and addressing their biases to create a more inclusive learning environment? |        |          |                |                    |

## Classroom and Instructional Practices

| Indicator                                                                                                                                                                 | Rating | Evidence | Actions needed | Person responsible |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|----------------|--------------------|
| <b>Culturally Responsive Curriculum:</b> Is your math curriculum adapted to reflect and respect students' diverse backgrounds?                                            |        |          |                |                    |
| <b>Differentiated Instruction:</b> Are teachers equipped and confident in tailoring instruction to meet individual student needs?                                         |        |          |                |                    |
| <b>Use of Data:</b> Is student data regularly reviewed and used to spot patterns across demographics and identify and address gaps?                                       |        |          |                |                    |
| <b>Inclusion Practices:</b> Are classrooms welcoming and inclusive for all students, including those with disabilities, ELLs, and students from marginalized communities? |        |          |                |                    |

## Intervention and Enrichment

| Indicator                                                                                                                             | Rating | Evidence | Actions needed | Person responsible |
|---------------------------------------------------------------------------------------------------------------------------------------|--------|----------|----------------|--------------------|
| <b>Tiered Support:</b> Are there clear systems for Tier 2 and Tier 3 interventions to support struggling students?                    |        |          |                |                    |
| <b>One-on-One or Small Group Instruction:</b> Is personalized instruction regularly provided to students who need additional help?    |        |          |                |                    |
| <b>Parental Engagement:</b> Are families engaged and informed about their child's progress and any additional support being provided? |        |          |                |                    |
| <b>Advanced Learners:</b> Are advanced learners also challenged and supported to reach their full potential?                          |        |          |                |                    |

## Professional Development and Resources

| Indicator                                                                                                                                     | Rating | Evidence | Actions needed | Person responsible |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------|----------|----------------|--------------------|
| <b>Equity-Focused PD:</b> Have teachers received training on advancing equity in math?                                                        |        |          |                |                    |
| <b>Specialized Training:</b> Is specific PD available for working with ELLs, students with disabilities, or students from low-income families |        |          |                |                    |
| <b>Access to Resources:</b> Do educators have the tools and resources needed to implement equitable practices effectively?                    |        |          |                |                    |
| <b>Technology Integration:</b> Are digital tools and platforms being utilized to support equitable teaching and learning?                     |        |          |                |                    |



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## Looking to improve your district's math results without stretching your budget?

High-impact tutoring from our spoken AI math tutor, Skye, helps districts achieve equity at scale by providing a high-quality one-on-one experience for every student.

- ✓ On average, 90% cheaper than other tutoring providers
- ✓ State standard-aligned lessons designed by qualified teachers
- ✓ Differentiated instruction for each student

93% of teachers feel Third Space Learning lessons helped their students achieve higher state test scores.

## Speak to us

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