EquityScan Systems Survey (ES³): A Survey-Level Assessment of Equitable Practices for Education Systems

Instructions & Guidance

Created by:

Midwest & Plains Equity Assistance Center

August 2024

About the Centers

The Region III Equity Assistance Center is a project of the Great Lakes Equity Center, an educational research and service center located in Indiana University Indianapolis's School of Education. The Midwest & Plains Equity Assistance Center is funded by the U.S. Department of Education under Title IV of the Civil Rights Act to provide equity-focused technical assistance to states, districts, and public schools focused on systemic improvements to ensure educational access, participation and positive outcomes for students who have been historically marginalized based on race, sex, national origin, or religion, at the request of public schools, districts, state departments of education, and other responsible governmental agencies.

Introduction

Welcome to *EquityScan Systems Survey* (ES^3) - your comprehensive solution for assessing equitable practices within various systemic domains. Designed specifically for educators, this tool enables survey-level assessments to gather valuable insights into the equity landscape of your agency. With the *EquityScan Systems Survey* (ES^3), you can efficiently identify strengths, pinpoint areas for improvement, and inform targeted strategies to promote equity in your setting.

> *The EquityScan Systems Survey* (ES^3) consists of three elements. Please ensure you have all three before moving forward:
>
> - *EquityScan Systems Survey* (ES^3): Instructions & Guidance
> - *EquityScan Systems Survey* (ES^3): Staff Survey
>   ⇒ Online Version ***OR***
>   ⇒ Downloadable Version
> - *EquityScan Systems Survey* (ES^3): Team Consensus Excel Tool

Introductions & Guidance

The ES^3 is collaboratively completed as a team to ensure a comprehensive and inclusive assessment of equitable practices within your education setting. The ES³ includes the Instructions & Guidance document, a Staff Survey, and a Team Consensus Excel Tool. A team facilitator must be chosen to lead the discussion and meaning-making. There are four primary steps to complete the entire process:

Step 1: Configure a Diverse and Representative Team

- Assemble a team that includes members with diverse roles (e.g., administrators, teachers, related service personnel, parents/caregivers, students).

- Ensure the team is representative of the social identities of your school community (e.g., race, ethnicity, gender/gender expression, religion, sexual orientation, ability/disability, and languages spoken).

Step 2: Distribute the Survey

- There are two modalities for the **Staff Survey**: an online version or a downloadable and fillable PDF version. Both surveys contain the same information; modality choice is based solely on individual preference. Please click here or scan the QR code to access the **Staff Survey** online version.

- Distribute the *EquityScan Systems Survey* (ES^3) **Staff Survey link or QR code** to each team member before the team meeting. Allow people at least 2 to 3 days to complete the staff survey. Instruct team members to complete the survey individually and provide their ratings and feedback.

    Staff Survey Instructions

    1. Complete the Questionnaire:

        ⇒ Follow the instructions on each page.
        ⇒ For an accurate representation, please answer all the questions.

2. Review Your Responses:

   ⇒ At the end of the survey, review your responses.

3. Download Your Results:

   ⇒ Once complete, click the download button on the online version to save your responses.

      * **Note:** If the PDF version is used, responses are automatically populated in the **Scoring and Analysis** section on page 17 of the **Staff Survey**. Final results can be determined by comparing your **Point Grand Total in the upper right of the page** to the subsequent interpretations.

   ⇒ Please have a copy of your results with you in preparation for the Team Meeting.

Step 3: Schedule a Meeting

- Schedule a meeting to bring all team members together for the survey discussion, consensus-building process, and meaning making.

Step 4: Assign Roles

- During the team meeting, designate a team facilitator to lead the meeting and guide the discussion.

- Appoint a timekeeper to ensure discussions stay on track and within the allocated time.

- **Assign a recorder** to document the team's final ratings and decisions in the **ES³ Team Consensus Excel Tool**.

Meeting Process:

- During the meeting, the facilitator guides team members to share their ratings for each survey item.

- Team members discuss their ratings, share perspectives, and provide a rationale for their ratings. Summarize these thoughts in the space

provided for each domain in the **ES³ Team Consensus Excel Tool.**

- Please click here or scan the QR code to visit our website to access the **ES³ Team Consensus Excel Tool**.

Ratings, Scoring, and Analysis:

- The recorder enters the agreed-upon team ratings for each survey item along with a team justification or examples to support each rating on the **ES³ Team Consensus Excel Tool**. Full definitions of all possible scores and interpretations can be found on page 5 of this document (i.e., Instructions & Guidance).

  ⇒ How to Enter Information:

  ◊ Navigate to the "Enter information here" tab.
  ◊ Enter team demographic information.
  ◊ Collaborate with your group to agree on overall scores for each indicator.
  ◊ Input the agreed upon response in the respective fields.

  ⇒ Consult Your Results:
  ⇒ Navigate to the "Results" tab to view the compiled results, including charts and interpretation..

- Use the **ES³ Team Consensus Excel Tool** to generate charts that visually represent areas of strength and areas for improvement based on the team's ratings.

Review and Action Planning:

- Review the analysis and guidance on page 5, in conjunction with the charts and analysis generated by the **ES³ Team Consensus Excel Tool**, to identify priority areas for action and improvement. Reflect on where you are, and where you would like to be.

- Develop an action plan based on the survey results to address areas of improvement to promote equity within the education system (appendix i-iii).

(174-140)   **At Standard**

The agency consistently meets or exceeds the established performance standards, shows a high level of proficiency, and contributes positively to the school community and student outcomes.

Recommended action: Engage in regular continuous improvement inquiry cycles to sustain ongoing implementation efforts and impact.
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(139-104)   **Developing**

The agency is demonstrating increasing competence with occasional errors or inconsistencies.

Recommended action: Engage in continuous improvement inquiry cycles to assess and make mid-course adjustments to leadership structures, processes, or capacity-building activities as needed to effectively advance implementation efforts across the system.

(103-69)   **Emerging**

The agency is starting to demonstrate basic implementation of systemic equitable practices.

Recommended action: Assess implementation activities and determine if additional support, including leadership structures, communication processes, and capacity-building efforts, is needed to advance implementation efforts across the system.

(68-28)   **Exploring**

The agency is beginning to examine the implementation of systemic equitable practices.

Recommended action: Engage in an equity-focused systemic planning process to align systemic practices and ensure leadership structures, methods, and resources are in place to support effective implementation, monitoring, and evaluation of strategic activities.

(0-67)   **Not Started**

The agency has not yet begun to engage with or demonstrate equitable systemic practices.

Recommended action: Engage in an equity-focused systemic planning process to identify relevant equity priorities, define strategic actions, and establish methods for monitoring and evaluating the effects of the strategic activities.

Key Terms

Access: All members of the educational community should have entrance into, involvement with, and full participation of resources, conversations, initiatives, and choices which are attentive to heritage and community practices (Paris, 2012).

Critical Collaborative Inquiry: Shared and on-going ways of being and doing that center the perspectives of historically marginalized groups in dialogue intended to (de) construct individual and collective knowledge, and use data to identify inequities, and co-create strategies or actions towards ensuring inclusive, educational practices (Rogoff, 2003; Waitoller & Kozleski, 2013).

Critical Consciousness: is an active and persistent state of awareness that consistently seeks to unearth the taken-for-granted and examine it for the ways that it masks institutionalized inequality, privilege, and oppression (Radd & Macey, 2013).

Cultural Histories: People bring their multiple identities, cultural histories, ideologies, biases, beliefs, community practices, dispositions (Artiles, 2003)

Culturally Responsive Instruction: Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Culturally Responsive Teaching: A pedagogy that "connects students' cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know" (Kozleski, 2010, p.1).

Cultural Repertoire: The entire collection of students' lived experiences, home traditions, and social identities (Lamont & Fleming, 2005).

Diversity: Is not a proxy for race, but rather is an authentic, genuine, and equitable representation of individuals representing different races, national origins, sexual orientations, religions, and individuals with dis/abilities (Jackson et al., 2017).

Educational Equity: When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities (Fraser, 2008; Great Lakes Equity Center, 2012).

High Outcomes: Efficacy of solutions that benefit all towards self-determination and the ability to act as contributing citizens in a democratic society and global community.

Historically Underserved Populations: Populations that have not historically been considered part of the dominant culture in the United States.

Historical Whitewashing: Minimizing unpleasant facts and events in history by ignoring prejudice, racism, discrimination, exploitation, oppression, sexism, and inter-group conflict (Sadker, n.d., Unreality section, para. 1; Sleeter, 2005).

Inclusion: A process of valuing the contributions of individuals from all backgrounds bring to an organization, embracing the challenge and benefits of diversity, promoting full participation of diverse people in the organization, and reducing exclusion of individuals within organization spaces (UNESCO, 2005).

Inclusive Education: The redistributing of quality educational opportunities for all students, the recognition and valuing of students' differences, and the creation of spaces for families and students to participate in the decisions that affect their learning trajectories (Waitoller & Kozleski, 2013).

Meaningful Participation: Agency and voice are afforded to all members of a community, by intentionally centering members who have been historically on the margins including, but not limited to people living in under-resourced communities, people with dis/abilities, as well as racially, ethnically, and linguistically diverse individuals. Multiple perspectives are pursued and valued (Fraser, 1998).

Meaningful Representation: Providing and having adequate presence of all when decision and choice making, as to examine the patterns of underlying beliefs, practices, policies, structures and norms that may marginalize specific groups and limit opportunity (Chen et al., 2014; Mulligan & Kozleski, 2009).

Racism: An oppressive system rooted in overt and covert harmful beliefs and actions of both individuals and institutions that unequally distributes privileges, resources, and power based on race, and in which one race/color group benefits from dominating another and defines itself and others through this domination (Great Lakes Equity Center, 2016).

Universal Design for Learning: Universal Design for Learning is the framework through which curriculum, instruction, and assessment is planned and designed with embedded learning supports (i.e., scaffolds, methods, instruction and assistive technologies) that proactively address the unique learning strengths and needs of diverse students. Universal Design for Learning benefits all students and enables access to curricular content through multiple formats, technologies and teaching modalities (Lancaster, 2008).

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ES³: Action Planning

Review the analysis and guidance on page 5 of the **Instructions and Guidance Document**, in conjunction with the charts and analysis generated by the **ES³ Team Consensus Excel Tool**, to identify priority areas for action and improvement. Reflect on where you are, and where you would like to be.

Develop an action plan based on the survey results to address areas of improvement to promote equity within the education system.

Name of Domain:			
What activities will we complete to improve in this domain?	**When will we complete these activities?**	**What resources do we need?**	**Who is Responsible?**
Notes			

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IMPACT:
Equitable, Responsive Education for All

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INDIANA UNIVERSITY
SCHOOL OF EDUCATION
Indianapolis

Great Lakes Equity Center
902 West New York St.
Indianapolis, IN 46202
317-278-3493 - glec@iupui.edu
https://greatlakeequity.org

IUI School of Education
902 West New York St.
Indianapolis, IN 46202
317-274-6801 - soemail@iupui.edu
https://education.indianapolis.iu.edu/

ED.gov