



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

Staff Survey

Created by:

Midwest & Plains Equity Assistance Center

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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* (ES³) - 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* (ES³), you can efficiently identify strengths, pinpoint areas for improvement, and inform targeted strategies to promote equity in your setting.

The purpose of the **Staff Survey** is to allow individuals apart of the evaluation team the opportunity to allow individuals the opportunity to self-reflect on the state of their educational system in preparation for a larger conversation with their work team.

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 on the next page to access the **Staff Survey** online version.



Introduction (cont.)



Distribute the *EquityScan Systems Survey (ES³) 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.

Survey Considerations: When completing this survey, please consider the items in relation to yourself and your personal perceptions of your schooling environment. You will have the opportunity to have a broader, more comprehensive conversation with the entire team.

1. Which of the following best describes your role?

Mark only one choice.

District/Building Level Administrator	
Parent/Caregiver/Community Member	
Teacher	
Classified Staff	

2. Which of the following best describes your race and/or ethnicity?

African American	
American Indian or Alaskan Native	
Asian	
Hawaiian or other Pacific Islander	
Black	
Hispanic Origin	
Latino/a	
Multiracial	
White	
Prefer not to disclose	

3. Which of the following best describes your gender expression?

Mark only one choice.

Woman/Girl	
Man/Boy	
Gender Non-Conforming	
Prefer not to disclose	

4. Which of the following options best describes your national origin?

Mark only one choice.

United States	
Other	

5. What is your primary language?

Mark only one choice.

English	
Other	



Governance

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
A. School board reflects the demographics of the school community.				
B. There is a Board approved policy focused on educational equity and/or anti-discrimination.				
C. Equity, diversity, and/or inclusion are referenced in the district's mission/vision statement(s).				
D. There are established definitions of equity, inclusion, and/or diversity in relevant policy documents.				
E. Promoting equity, diversity, and/or inclusion are strategic district priorities.				
Rationale/Explanation and Evidence:				
Point Total:				



Policy

Mark only one choice per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
	0	1	2	3
A. District/board policies satisfy/meet relevant legal mandates (e.g., ESSA, Civil Rights legislation such as Titles VI, VII and IX, Act, IDEA, ADA etc.).				
B. Policies contributing to negative outcomes disproportionately affecting specific groups of students or adults are reviewed and revised.				
C. Policy language provides opportunities and suitable constraints to allow for decision-making that is most appropriate for specific situations and contexts.				
D. Policies reduce not increase barriers to quality learning opportunities for youth.				
E. When applicable, policies enumerate specific student groups to be responsive to students who have been historically marginalized or under-represented in school settings.				
Rationale/Explanation and Evidence				
Point Total:				

III

Structures

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
A. Leadership team(s) are established to oversee systemic equity-focused initiatives.				
B. Diversity/equity/inclusion external advisory team(s) are established that are comprised of diverse stakeholders in terms of roles and social identities (i.e., race, gender, language, religion, disability etc.).				
C. Person or persons are designated for the role of Title IX and/or Nondiscrimination Coordinator/Manager/Director at the district level.				
D. Person or persons are designated for the role of Title IX and/or Nondiscrimination Coordinator/Manager/Director at the school level.				
E. District departments and structures are organized in such a way that provides equitable and efficient support to school buildings.				
Rationale/Explanation and Evidence:				
Point Total:				

IV

Communication Processes

Mark only one choice per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
	0	1	2	3
A. There is a process to ensure administrators and staff can provide feedback and contribute to decisions related to the district's diversity, equity, and inclusion efforts.				
B. There are strategic efforts to ensure students from under-represented backgrounds are included in feedback opportunities that contribute to decisions related to the district's diversity, equity, and inclusion plans.				
C. There are strategic efforts to ensure parents/ caregivers/community members from under-represented backgrounds are included in feedback opportunities that contribute to decisions related to the district's diversity, equity, and inclusion plans.				
D. There is a process for reporting, tracking, and efficiently responding to bullying, harassment, and/or discrimination complaints.				
E. Processes for reporting and tracking bullying, harassment, and/or discrimination complaints are known by all stakeholders.				
Rationale/Explanation and Evidence:				
Point Total:				



Processes for Tracking Staff Demographics

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
A. There are systems for tracking administrator, educator, and staff demographic data.				
B. There are systems for tracking demographic data of job candidates.				
C. There are systems for tracking demographic data related to staff turn-over.				
D. There are systems for tracking demographic data related to administrator, educator, and staff promotions.				
E. Employee demographic data are reviewed regularly to identify inequities in hiring, retention, and/or promotion practices.				
Rationale/Explanation and Evidence:				
Point Total:				

VI

Recruitment and Hiring of New Employees

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
A. There is a commitment to diversity, equity, and inclusion in the recruitment and hiring of new employees.				
B. Recruitment strategies are geared to promote diversity, equity, and inclusion (i.e., there is active outreach to under-represented groups.				
C. Search committees and interviewers are diverse and include members from under-represented groups.				
D. Search committees and interviewers have received professional development related to diversity, equity, and inclusion in the past three years.				
E. Employee interview questions reflect a commitment to recruiting culturally responsive/ competent administrators, educators, and staff.				
Rationale/Explanation and Evidence:				
Point Total:				

VII

Human Resources

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
A. There is a commitment to diversity, equity, and inclusion in the onboarding process for new employees.				
B. Staff induction and/or mentoring programs include professional learning related to diversity, equity, and inclusion.				
C. District's commitment to diversity, equity, and inclusion is reflected in succession planning for superintendents, cabinet members, and/or administrators.				
D. Sufficient support staff are hired so that staff of Color and/or multi-lingual staff are not required to provide services above and beyond their role without compensation (e.g., consistently asked to act as an interpreter for parents during school meetings).				
E. Reports of discrimination, bias, and safety concerns, whether physical or emotional are responded to immediately and directly.				
Rationale/Explanation and Evidence:				
Point Total:				

VIII

Continuous Improvement and Accountability Measures

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
A. Continuous improvement efforts involve critically examining how beliefs, discourse, policies, and practices create conditions in which students learn and contribute to student outcomes.				
B. Improvement activities focus on reducing systemic barriers and increasing equitable access to quality learning for every student.				
C. Continuous improvement processes use multiple types and sources of data from diverse stakeholders to determine the root-causes to observed inequities in student outcomes.				
D. Goals exist related to diversity, equity, and inclusion in strategic plans.				
E. Data systems exist to enable the collection, analyses, and reporting of systemic data in both aggregated and disaggregated forms.				
Rationale/Explanation and Evidence:				
Point Total:				

IX

Capacity Building

Mark only one choice per row.

	Strongly Disagree	Disagree	Agree	Strongly Agree
	0	1	2	3
A. There are ongoing professional learning experiences to increase district level personnel's capacity to advance equitable and inclusive practices.				
B. Ongoing equity-focused professional learning opportunities are provided for school board members.				
C. Ongoing equity-focused professional learning opportunities are provided for school-level administrators.				
D. Ongoing equity-focused professional learning opportunities are provided for faculty and staff.				
E. Allocation of fiscal and human resources are distributed not equally, but equitably so that all professionals are provided with what they need to implement high quality culturally responsive, and equitable learning experiences for all students.				
Rationale/Explanation and Evidence:				
Point Total:				



Curriculum and Instruction

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
A. Instruction includes multiple approaches for academic and social learning that emphasize critical thinking, cultivating empathy for others, and actively challenging forms of oppression.				
B. Students engage in curricular content regarding information about racism and other forms of systemic oppression.				
C. There is a sufficient variety of materials, technology, and resources available to support instruction in classrooms.				
D. Teachers consistently adjust instruction and provide appropriate scaffolding to meet the learning needs and interests of all students.				
Rationale/Explanation and Evidence:				



Curriculum and Instruction (cont.)

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
E. Educators help students persist in academically rigorous activities regardless of academic program.				
F. Curricular materials and content reflect the cultural histories, community practices, and cultural repertoires of people from diverse backgrounds.				
G. Curricular content is inclusive and avoids stereotypic depictions in terms of race, gender, or disability.				
H. Curricular materials used to teach history and other content areas are accurate, comprehensive, and inclusive of perspectives beyond traditional, dominant narratives.				
Rationale/Explanation and Evidence:				
Point Total:				

XI

School Culture and Climate

Mark only one choice per row.

	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
A. Students are treated as knowledge producers that co-construct learning experiences.				
B. Interactions between adults and students demonstrate mutual respect and care in school common spaces and classrooms.				
C. Interactions between school personnel and parents/caregivers and community members are respectful and demonstrate care.				
D. Adults immediately address disparaging remarks or images about difference based on race, national origin, sex, gender identity, religion, dis/ability, and economic status.				
E. Schools and classrooms are accessible learning environments where all students and adults are heard, known, valued, cared for, and empowered.				
Rationale/Explanation and Evidence:				
Point Total:				



Scoring and Analysis

Point Grand Total:

(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.

(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.

IMPACT:

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