

The purpose of the Equity Pulse Check is to engage all stakeholders, as equal partners, in conducting a critical review of their school's performance based on a few of Great Schools Partnership's [Indicators of Educational Equity](#). The Equity Pulse Check is designed for all stakeholders to work collaboratively to identify strengths, challenges, and priorities in the school community and to work together to create long-lasting innovative solutions that produce equitable outcomes for all students.

Time: Approximately 1-1.5 hours.

Directions

1. Convene a group of 8-10 members of your school community (students, families, community partners, teachers, support staff, or administration).
2. Review your norms before starting this process.
3. Using the strands provided below (staff and staffing; school community; professional development), you will read and then individually assess the school community based on their personal experience and knowledge. As you read each indicator, assign a color to each statement:
 - Green = We consistently do this.
 - Yellow = We sometimes do this or we try to do this.
 - Red = We seldom do this.
4. When you have completed your individual assessment, the team will discuss the responses, provide evidence (who, how, where, when), and agree upon a final group color for each indicator.
5. Review the final results of the color-coded strands. Then identify strengths, challenges, and growth opportunities.
6. Prioritize the challenges you plan on redressing first, as a group.

Possible Next Steps

1. Reconvene a team to review strengths, opportunities, and priorities.
2. Share results with students, families, and teachers.
3. Develop an action plan.

Assessment

In many of the indicators below, you will see the word 'educator'. By educator, we mean all staff who work in a school, in any role. This includes front office staff, bus drivers, and other staff who may sometimes be seen as educational support staff.

Green: we consistently do this. **Yellow:** we sometimes do this/we try to do this. **Red:** we seldom do this.

Staff and Staffing	Consistent	Sometimes/ Try	Seldom
All educators believe that all families care about their children's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a commitment among all educators to explore and discuss their own identities and the ways their identities have been impacted by privilege and bias.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educators regularly review discipline, attendance, achievement, and other data to ensure that bias is not negatively impacting students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All educators use asset-based approaches: using students strengths, interests, aspirations, and goals, helping students see their own academic and personal strengths and build on them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All educators use asset-based approaches to teaching and discipline, helping students see their own academic and personal strengths and build on them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leaders seek out the perspectives, experiences, and voices of every demographic group about how the schools can best support all students (including the development of policy and curriculum).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Community	Consistent	Sometimes/ Try	Seldom
School and community groups build strategic partnerships to offer after-school opportunities, summer programming, internships and service learning opportunities, early intervention services, and job assistance programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of the school community recognize and interrupt implicit and explicit prejudicial and harmful language and actions when these interactions happen in the classroom, school hallway, lunchroom, library, gym, teachers' room, front office, or any other space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School community members are able to identify racial microaggressions or bullying of individuals and groups who have been historically kept from fully participating in schools due to their race, ethnicity, age, gender, sexual orientation, income level, religion, language, disability, or other facets of their identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educators work to repair relationships and rebuild trust if they find that students have been impacted by bias.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has processes and support systems that enable teachers to identify when a student is struggling and provides that needed support; families and students are aware of these structures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has regular (e.g., monthly, bi-annual, annual, etc.) traditions around community forums, dialogues, surveys, and other ways of gathering community voices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

