

BUILDING FOR EQUITY SCHOOL SELF-ASSESSMENT TOOL

The goal of this needs assessment is to determine a school's readiness for culturally responsive, student-centered learning and to support the strategic planning process.

Culturally Responsive School Design Principles	Along with the Critical Drivers:	Will result in:
<ol style="list-style-type: none"> Culturally-Proficient Teachers and Leaders Inclusive School Culture Student-Centered Academic Learning Supportive Resources Engaged Community 	<ul style="list-style-type: none"> Intersection of Self and Systems Community-Driven Process 	<ul style="list-style-type: none"> Excellent, sustainable, and equitable student outcomes.

Rating Scale:

- 1**—Area of Concern: demonstrates insufficient evidence of creating a culturally responsive, student-centered school
- 2**—Demonstrates little evidence of creating a culturally responsive, student-centered school
- 3**—Demonstrates some evidence of creating a culturally responsive, student-centered school, but more evidence is needed
- 4**—Demonstrates evidence of creating a culturally responsive, student-centered school

Design Principles to Support Sustainable, Equitable Outcomes

Culturally Proficient Teachers and Leaders	1	2	3	4
1. An equity-minded mission and vision for the school drives policy and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school leadership team demonstrates strong, consistent, and equity-focused management and organizational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Distributed, effective, and supportive leadership supports educators and students, using governance and decision-making platforms such as instructional leadership teams, committees, advisory councils, and design teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers and leaders are highly diverse (across various factors and including race/ethnicity).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Educators (including both teachers and leaders) are provided resources, time, and support to engage in work exploring their own identities as related to systems of privilege and oppression, and are pursuing ever-deeper cultural proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Educators pursue ever-deeper cultural proficiency through a variety of learning opportunities while fostering asset-based language and behaviors about and among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school, using data, develops and implements rigorous plans to address inequitable patterns of achievement and reviews the results of such plans to maintain attention to and further address inequities of opportunity and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Professional learning communities and professional development opportunities elevate and support continual improvement toward equitable student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Inclusive School Culture	1	2	3	4
1. The school fosters and sustains high expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Culturally responsive discipline practices ensure all students are physically and emotionally safe, using culturally sustaining, restorative practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Strong relationships between teachers and students, especially including students from historically marginalized groups, support learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Inclusive School Culture	1	2	3	4
4. All students and other community members feel a strong sense of belonging, supported by a welcoming environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. All classes and programs are fully integrated and inclusive, such that all students have opportunities to interact with others from different backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school embodies a value for learning and fosters a growth mindset for both educators and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Social-emotional learning activities/programs exist in the school and support students' social and emotional development, promote optimal mental health, and prevent risk behaviors (e.g., counseling, antibullying, service learning, character education, student support services, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Equity and data are evident in professional conversations, practices, programs, and belief systems in the school; the school collects, analyzes, and uses, on a regular basis, data (disaggregated by race, income, EL status, and other relevant factors) about student discipline, academic achievement, and social-emotional proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student-Centered Academic Learning	1	2	3	4
1. Educators facilitate students' exposure to a diverse array of relevant, engaging, and rigorous learning materials, designing learning experiences "at the margins" to ensure universal access to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students are granted agency over their learning, including choices of what standards-aligned content they learn, and when and how they learn it; and they have access to instruction and assessment strategies aligned with their preferences, assets, and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Competency-based education supports all students in pursuing a blend of high expectations and deep learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There are multiple pathways to promotion/graduation (career academies, college prep. curriculum, International Baccalaureate, internships, apprenticeships); all are college- and career-aligned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A collaborative learning environment exists in which the teacher is perceived as both director of instruction and a facilitator or activator of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students are provided opportunities to learn with and within the wider community, including through internships, externships, capstones, service-learning projects, or public demonstrations of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Educators work together to align, design, and analyze rigorous common performance assessments that are valid, reliable, and culturally responsive; these in turn increase student achievement and equity of outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teachers use the results of quality performance assessments to guide their daily instruction, assignments, and larger revisions of curriculum and to make high-stakes decisions related to graduation and promotion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Curriculum and instruction support students' cognitive and social-emotional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supportive Resources	1	2	3	4
1. Curriculum and materials displayed in school and provided to educators support a rigorous and culturally responsive pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Curriculum and materials reflect/depict diverse cultures, individuals and perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Support staff, coaches, and specialists effectively help meet the needs of all learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher schedule includes sufficient time, resources, and support for planning, collaboration, and data analysis to ensure the effective planning and delivery of (culturally responsive and student-centered) authentic learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Co-curricular activities to broaden the student experience are accessible to all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Supportive Resources	1	2	3	4
6. When students struggle, they know how to access various supports within and outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Engaged Community	1	2	3	4
1. The school has opportunities, including groups, teams, and events, for families and community members to provide input as well as to serve in significant roles toward fulfilling the school's vision/mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school embraces and celebrates the diversity of its community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The school creates the conditions necessary to enable families to attend parent/student/teacher conferences, student presentations, and other important events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The school has established substantial reciprocal community partnerships which help address identified needs and support the achievement of the equity-focused vision/mission of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The school implements culturally appropriate communication practices, including printed materials in all major languages to ensure that all prospective and current students and families understand the school's vision/mission and programs offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school fosters civic engagement for students in and with the wider school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There are opportunities for students to take on leadership roles in the classroom, school, and community; and proactive outreach/support includes students from marginalized groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

