

**Figure 2.1: Survey for Assessing Perceptions About Equality**

| 1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree  |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1.1: We carefully monitor our student achievement data to ensure equity across all student groups, and we make adjustments to policies, practices, and procedures in response to those results to achieve greater levels of equity.   | We are alarmed when our student achievement data are not equitable.   | 1 | 2 | 3 | 4 | 5 |
|   | Our collaborative meetings are student centered and focused on equity.  | 1 | 2 | 3 | 4 | 5 |
|   | We make changes to our practice when our data are disproportionate.   | 1 | 2 | 3 | 4 | 5 |
| 1.2: We carefully monitor our course offerings and academic programs to ensure we do not create a culturally or socioeconomically based caste system in relation to student enrollment in advanced or remedial coursework, and we adjust our policies, practices, and procedures to produce more equitable representation.                                | We have created a fair process that allows all students to pursue advanced coursework.                            | 1 | 2 | 3 | 4 | 5 |
|   | It bothers us when advanced or remedial courses have skewed student representation.                               | 1 | 2 | 3 | 4 | 5 |
|   | Our assessment system is fair and free of cultural or socioeconomic bias.   | 1 | 2 | 3 | 4 | 5 |
|   | We believe that students have a fair opportunity to achieve in our school.  | 1 | 2 | 3 | 4 | 5 |
| 1.3: We carefully monitor our student engagement data to ensure equitable representation and to guard against bias. Some of the areas of monitoring include discipline data, attendance, extracurricular activity participation, and academic honor roll. We make adjustments to policies, practices, and procedures to achieve greater levels of equity. | Our discipline procedures are fair and do not reflect cultural or economic bias.                                  | 1 | 2 | 3 | 4 | 5 |
|   | We are alarmed when inequitable discipline data are identified.   | 1 | 2 | 3 | 4 | 5 |
|   | Our attendance procedures are fair and do not reflect cultural or economic bias.                                  | 1 | 2 | 3 | 4 | 5 |
|   | We are alarmed when student recognition is not equitable.   | 1 | 2 | 3 | 4 | 5 |
|   | We make adjustments to our student engagement policies when they are disproportionate.                            | 1 | 2 | 3 | 4 | 5 |
| 1.4: We carefully monitor our school environment and learning material to ensure fair and equitable representation of cultural heritage, language, and economic background. We make adjustments to policies, practices, and resources to achieve greater levels of equity.  | Our teaching material is culturally and economically diverse.   | 1 | 2 | 3 | 4 | 5 |
|   | We use methods that respect all cultural and economic backgrounds.  | 1 | 2 | 3 | 4 | 5 |
|   | We seek professional development opportunities that help us become more culturally responsive in our practice.    | 1 | 2 | 3 | 4 | 5 |
| 1.5: We carefully monitor parental involvement data to ensure equitable representation, especially in the area of ethnic background and socioeconomic status. We make adjustments to our policies, practices, and procedures to achieve greater levels of equity.   | We reach out to all parents and make an honest attempt to involve all parents in school decisions and activities. | 1 | 2 | 3 | 4 | 5 |
|   | We build systems that make the process of parent engagement easy and inviting.                                    | 1 | 2 | 3 | 4 | 5 |
|   | We make adjustments to our behavior when our data inform us that parent involvement is disproportionate.          | 1 | 2 | 3 | 4 | 5 |

Source: Adapted from Muhammad, A. (2015). *Overcoming the achievement gap trap: Liberating mindsets to effect change.* Bloomington, IN: Solution Tree Press.