THE CURRENT STATE OF DIVERSITY, EQUITY, AND INCLUSION IN PUBLIC SCHOOLS

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HANOVER RESEARCH

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PREFACE

The very existence of system-level inequities in school districts across the United States has, to our surprise, somehow become a matter of debate. As K-12 researchers who work with more than 350 school districts across the country and routinely review data on student performance, it is clear to us that district leadership struggles not only with assessing where their systems are failing certain student groups, but also with engaging their community members in an honest dialogue about the inequities that exist in the local community and, in turn, the public school system.

As researchers, we rely on data, rather than anecdotes and emotion, to evaluate inequity. After analyzing millions of data points from thousands of interactions with school districts, we believe that the most effective means for assessing and addressing inequities in a school district is through an equity audit. However, we have found equity audits to be ill-defined in the literature. Too often, equity audits codify what we already know—that our Black and Brown students do not feel as engaged in their learning or as visible as they ought to in their curricula. We know that students who experience poverty are less likely to be visible in advanced courses. We know that systems struggle to provide adequate services to students whose primary language is not English. We know that there is disproportionality in discipline and special education referrals. We know that our systems have not been designed empathetically for students who identify as nonbinary.

We believe that we can do more with our equity audits and that there is an imperative to approach equity audits with an eye toward change. Therefore, we created a framework that not only assesses inequities in school systems but also provides a roadmap for change that is grounded in continuous improvement. We have developed a methodology that a.) diagnoses and develops a structure for discussing diversity, equity, and inclusion (DEI), b.) explores root causes for inequities, and c.) suggests reforms and monitors changes in the system.

The data in this report summarizes one component of the first phase—perception data—to help diagnose and define next steps. While we can draw from textbook definitions of diversity, equity, and inclusion, the literature shows the importance of developing a definition that fits the local community under examination. Therefore, we often recommend that school district leaders use survey methodology to understand community members' perceptions and that they use that data to develop a framework that can guide their district's DEI efforts.

The survey instrument described (Diversity, Equity, and Inclusion Diagnostic) offers our recommended approach for capturing internal and external stakeholders' perspectives. If school district leaders have not established a common understanding of DEI and/or are struggling to articulate a vision with their district leadership, we suggest they use the instrument as an internal tool to guide leadership discussions and planning. If school district leadership has laid the foundation by engaging in inequity conversations within their team and with their board, then the DEI instrument can be launched to collect perceptions from all community members. Ultimately, we suggest tailoring our equity audit framework to local needs to ensure we are meeting a community where they currently are on their journey toward building a diverse, equitable, and inclusive public school system.

Sincerely,

Leila Nuland, PhD and Marriam Ewaida, PhD

OVERVIEW

School districts across the country are increasingly focused on breaking down system-level inequities in light of recent events such as the COVID-19 pandemic and the summer of racial reckoning in 2020. As an initial step, district leaders must assess the current state of diversity, equity and inclusion in their systems. Equity audits provide leaders with actionable information about the degree of equity that exists or is lacking within their schools and district, and they can point district leaders in the direction of systemic change. The Hanover Research team designed the Diversity, Equity, and Inclusion Diagnostic to help district leaders measure stakeholder perceptions of DEI as one component of a broader equity audit.

Between November 2020 and July 2021, 45 school district leaders commissioned Hanover to conduct diagnostic surveys to collect perceptions of their performance related to DEI topics within their districts. In total, 75,645 individuals gave their input: more than 15,658 school and district employees, 18,882 parents of K-12 students, and 41,105 students in Grades 6–12.[i] Hanover created interactive data dashboards of survey results for each district, but for the first time in Fall 2021, we have drawn that data from all over the country into one aggregated dataset for the benefit of the entire Hanover K-12 membership. This white paper describes the development of the DEI Diagnostic, summarizes the state of DEI in public education across the country, and offers expert recommendations for districts engaging in their own DEI work.

Hanover acknowledges that DEI is a political lightning rod in the current cultural moment, especially in states where recent legislation prohibits instruction around these topics. However, without educational equity, defined as "each child [receiving] what they need to develop to their full academic and social potential," students may face low expectations, less rigorous coursework and programs, and poor school climates.[ii] The insights from this dataset can support district leadership as they engage in DEI strategic planning and implementation and can serve as a reference to inform key performance indicator development and continuous improvement efforts.

LITERATURE REVIEW

Current conversations about equity focus less on addressing issues in isolation—such as increasing cultural responsiveness in the classroom or reducing disproportionalities in student discipline—and more on understanding how districtwide policies and practices reinforce white and other forms of privilege and disadvantage persons of color, persons experiencing poverty, and other groups historically marginalized based on their gender, sexual orientation, religion, nationality, or language. Recognizing the pervasiveness of inequities throughout a school system helps orient a district to the types of reforms needed to create and maintain a truly diverse and inclusive environment for teaching and learning. The following literature review provides a summary of equity audit literature and a conceptual framework for our methodological approach.

Equity Audit Frameworks

There is no set formula or standard for conducting equity audits. Instead, over time, educational researchers have proposed frameworks for conceptualizing and carrying out equity audits in school district settings. Historically, equity (or representivity) audits have been used for compliance with civil rights laws, curriculum auditing, and state and federal school accountability.[iii]

> An equity audit… is intended to facilitate ease of use and to promote insight into, discussion of, and substantive response to systemic patterns of inequity in schools and school districts.

However, several researchers have further refined the goals and purposes of an equity audit for current contexts. For example, in 2004, Linda Skrla and colleagues published research that presents a progression in how to conceptualize equity audits. They argue that most historical examples of equity audits failed to provide school and district leaders with adequate information on the degree of inequities found in schools.[iv]

Skrla's model for equity audits also incorporates the concept of systemic equity, which is commonly defined using Bradly Scott's 2001 description:[v]

"Systemic equity is defined as the transformed ways in which systems and individuals habitually operate to ensure that every learner—in whatever learning environment that learner is found—has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life."

More recent research from Terrance Green and Muhammad Khalifa on approaches to equity audits propose an additional focus on using an **asset-based perspective** and on **identifying marginalized communities**.[vi] The following section summarizes and compares the core components of equity audits as proposed by Skrla, Green, and Khalifa.

Skrla's research on educational equity and equity audits culminated in the description of a three-part approach to evaluate the degree of equity within a school or district. Broadly, this approach proposes that teacher quality and programmatic equity lead to achievement equity. Twelve specific indicators (listed below) are organized within these three categories and reflect research on schools and districts that have successfully narrowed opportunity gaps and achieved greater levels of equity.[vii]

EQUITY AUDIT FRAMEWORK AND INDICATORS

Teacher Quality	Teacher Education	Number or percentage holding a particular degree
	Teacher Experience	Number of years as a teacher
	Teacher Mobility	Number or percentage of teachers leaving or not leaving campus
	Teacher certification	Teaching within certification area or not
Programmatic Equity	Special Education	Over-assignment of students of color and students from low-income homes, especially the most sever categories of disability
	Gifted and Talented Education	Under-representation of students of color and students from low-income homes
	Bilingual Education	Percentage of English learner students making academic progress
	Discipline	Over-representation of students of color receiving discipline that results in loss of time in classroom learning
Achievement Equity	State Achievement Tests	Proficiency rate by subgroup
	Drop/Push Out or Graduation Rate	Rate by subgroup
	High School Tracks/Curricula	Percentage of students enrolled in basic, advanced, and/or college preparatory curricula by subgroup
	College Admission Testing	Scores on SAT, ACT, and/or AP exams by subgroup

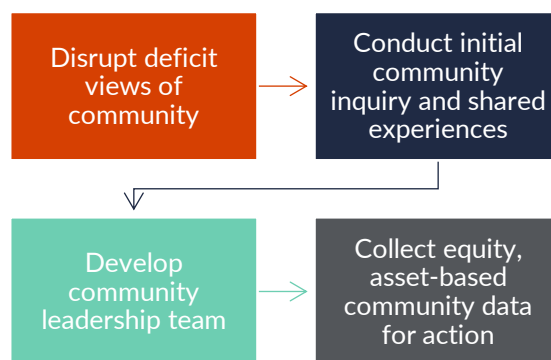*Source: Educational Administration Quarterly[viii]*

In their 2018 book *Culturally Responsive School Leadership*, Khalifa proposes a "more comprehensive way of finding oppressive practices and structures in schools ... looking at ways students, parents, and communities are marginalized."[ix] Khalifa proposes an approach to equity audits that relies on equity trends in school district data; survey data about climate, culture, engagement; policy analysis, and an examination of instructional and leadership practices.

Green's 2017 framework for a community-based equity audit builds on the work of Skrla and others "by placing an emphasis on achieving equity in the communities where schools are located instead of only inside the schools...[recognizing] how people organize and act collectively to address social inequities."[x] The resulting process for conducting a community-based equity audit draws on literature and practices from audits in both education and larger-community settings. It emphasizes community engagement, participation, and dialogue as critical tenants of equity audits. The figure below summarizes Green's Community-Based Equity Audit Process.[xi xii]

The initial three phases in a community-based equity audit represent the internal work of school and district leaders as they prepare to gather specific data and indicators to evaluate and understand equity. Those leading and planning the audit should seek to do the following:

- **Phase One:** Gather and begin to shift their views of students and their communities from deficit to asset-based.
- **Phase Two:** Develop an understanding of the school or district community and its assets (e.g., through an asset-mapping exercise).
- **Phase Three:** Gather community leaders and stakeholders to lead and advise on the audit process.

COMMUNITY-BASED EQUITY AUDIT PROCESS

Source: Educational Administration Quarterly

The final phase of the process turns to data collection. Green proposes three progressive phases of data collection, beginning with gathering information on school-community history, then community opportunity indicators, and culminating in critical community dialogues.[xiii] This phase relies on a mixed-methodology approach, including the following types of data collection or activities: in-depth interviews, focus groups, document review, and analysis of community statistics.

Based on a review of literature and best practices shared within the frameworks, Hanover has designed a multi-year mixed methods audit approach to help district leaders build a more diverse, equitable, and inclusive system using the following research questions to guide the audit:

1. To what extent is the district offering a diverse, equitable, and inclusive environment?
2. To what extent do the district's administrative and fiscal policies and practices ensure an equitable work and learning environment?
3. To what extent do the district's resource practices ensure an equitable work and learning environment?
4. To what extent do the district's curriculum and instruction policies and practices cultivate an equitable work and learning environment?
5. In what ways can the district support changes to school and classroom curricula and practices?

The research questions intentionally investigate both learning and work environment based on the assertion that school districts cannot provide an equitable and inclusive learning environment that recognizes diversity without examining the work environment in which the school and district operate.

As Jennifer Greene notes, "The overall broad purpose for mixing methods in social inquiry is to develop a better understanding of the phenomena being studied."[xiv] The DEI Diagnostic is one piece of our broader methodology, which includes analysis of student outcome data, human resource data, interview data, and focus group data. For the purposes of this study, we focus on the survey data to examine trends in community member perceptions of the current state of diversity, equity, and inclusion in public school districts.

METHODOLOGY

Instrument Design

Hanover developed the DEI Diagnostic survey (See Appendix A) to assess district community members' (i.e., students, parents, and staff) perceptions of diversity, equity, and inclusion in their school and district. Content experts and survey methodologists at Hanover examined relevant literature; resources developed by organizations dedicated to DEI; and trends in DEI instruments designed by Hanover for our K-12 education clients. Based on this comprehensive review, we identified the following core sections to measure: **Beliefs about Equity, School Environment, Academic Environment, Social Environment, Staff Perceptions, Engagement and Outreach,** and **District Priorities.**

- **Beliefs About Equity** focuses on the extent to which respondents agree that students should engage in classroom behaviors that are associated with an equitable learning environment. For example, do staff and parents want their students at different ability levels to collaborate? This is to understand whether, aside from wanting equitable classrooms, respondents support actions necessary to achieve equity in the classroom.

- **School Environment** focuses on student belonging at school. Respondents indicate how much they agree with statements like "I feel welcome at school" or "I feel like I am a part of my school community." For these items, students rate their perceptions of their own sense of belonging, while parents rate items with their child in mind, and staff report their perceptions of students' experiences.

- **Academic Environment** encompasses three smaller sub-constructs: Instructional Climate, Student Support and Resources, and Grading. Together, these items address how diversity and equity are being reflected and practiced in the classroom through staff diversity, instructional practices, classroom discussions, and teachers' materials. Furthermore, the construct endeavors to determine if students have equitable access to extra- and co-curricular activities, college and career support, and classes, and whether grading is performed equitably within and across classrooms. Finally, staff are asked if they believe resources, student diversity, and staff diversity is similar across all district schools.

- **Social Environment** is also divided into sub-constructs (Students' Positive Relationships and Discipline and Safety). Respondents indicate how much they agree with items related to students' positive interactions with adults and each other at school (e.g., treated fairly and with respect), to school safety, including building maintenance and proper accommodations (e.g., wheelchair ramps), and to disciplinary practices. Respondents are also asked about the frequency with which students engage with other students from different backgrounds in and out of school.

- **Staff Perceptions** items ask staff to reflect on school and district practices that support an equitable environment, while Engagement and Outreach items ask parents and staff about how their school engages families in the community.

- Finally, **District Priorities** asks parents and staff how they believe the district should prioritize different equity initiatives.

The final survey instrument is developmentally appropriate for students Grade 6 and above. It uses survey flow and display logic to ensure that respondent groups only see questions relevant and appropriate for their age and relation to the district.

Analysis

Analysis of the DEI survey data involved three main processes: data cleaning, topline analysis, and segmentation analysis.

Data cleaning is a rigorous process designed to eliminate low-quality data. It involves a thorough review of responses for thoughtfulness, logical consistency, and attention to detail. Responses that trigger "flags" on several measures of these constructs are removed from the dataset. The DEI survey data was cleaned at the district level, and the clean data was compiled into the final national-level dataset.

Topline analysis explores patterns across all responses in all districts and is particularly useful for identifying topics or issues upon which there is broad consensus. Segmentation analysis explores differences by respondent characteristic or district characteristic.

In this analysis, districts are segmented by enrollment, geography, and affluence. For enrollment, we chose two measures: number of students and minority share. For geography, there are also two measures: region and urbanicity. To measure affluence, we used the percentage of students who receive free or reduced-priced lunch. Respondents are segmented by role (i.e., student, parent, staff), gender, grade-level, race/ethnicity, and participation in English language programs and/or special education programs.

One of the most important advantages to the size of this DEI dataset (n=75,645) is that we can make meaningful comparisons that involve respondents with characteristics that are relevant to diversity, equity, and inclusion but that frequently lack sufficient representation at the district level to be included in the district-level segmentation analysis. For example, this dataset includes more than 2,500 respondents whose gender identity is non-binary and more than 600 respondents from racial groups with typically smaller populations, including American Indian or Alaska Native (n=601) and Middle Eastern or North African (n=721). Also, as the sample size increases, the probability decreases that the difference we observe between segments exists by chance. The segmentation analysis in this report reflects their perspectives.

FINDINGS

In this paper, we provide the results of the Diversity, Equity, and Inclusion (DEI) dataset that we have developed at Hanover. While not nationally representative (in the sense that we are not weighing the data when presenting the results), the data are well represented with districts from all regions in the United States and a variety of enrollment sizes and urbanicity.

Priorities for Supporting Diversity and Equity in Education

There is broad agreement that schools support people from different disability statuses, cultures, races, ethnicities, skin colors, religions, and socioeconomic backgrounds. Agreement is mixed with regard to school support for people of all gender identities, gender expressions, and sexual orientation (Figures A.1a, A.1b).

- Overall, at least four-fifths of all respondents agree or strongly agree that their school/district schools support(s) people from all disability statuses (85%), cultures (85%), races, ethnicities, skin colors (84%), religions (82%), and socioeconomic backgrounds (80%).

- Approximately three-quarters of all respondents agree or strongly agree that their school/district schools support(s) people of all sexual orientations (74%), and just over two-thirds (69%) believe that their school/district schools support(s) people of all gender identities or expressions.

- Fewer than half of respondents who identify/whose child identifies as non-binary (46%) agree or strongly agree that their school supports students, families, or staff of all different gender identities or gender expressions.

- Just over half of respondents who identify/whose child identifies as non-binary (55%) agree or strongly agree that their school/district schools support(s) students, families, or staff from all different sexual orientations.

HIGH-PRIORITY AREAS

80%+
agree that their school supports people from all disability statuses, cultures, races, ethnicities, skin colors, religions, and socioeconomic backgrounds

82%
of parents and staff say it is a high priority for the district to ensure a welcoming and safe school environment for students of diverse backgrounds.

74%
of all respondents say that their school supports people of all sexual orientations

69%
believe that their school supports people of all gender identities or expressions

55%
of those who identify or whose child identify as non-binary agree that their school supports people of all sexual orientations

46%
of those who identify or whose child identify as non-binary agree that their school supports people of all gender identities

41%
of staff agree that resources are equally distributed across all district schools

The top DEI priorities are ensuring a welcoming and safe school environment and providing equal access to high-quality resources and courses for students with diverse backgrounds. Three-quarters or more of parent and staff respondents identify these objectives as a high priority or essential (Figure A.3).

Respondents believe that K-12 districts are more successful in providing equal access to extracurricular and co-curricular classes than they are at providing equal access to district resources (Figures D.1, D.2).

STUDENT PERCEPTIONS BY GENDER

■ Male students ■ Female students ■ Non-binary students

Students at my school treat students from different backgrounds with respect
- Male students: 78%
- Female students: 70%
- Non-binary students: 56%

I feel like I am a part of my school community
- Male students: 70%
- Female students: 68%
- Non-binary students: 47%

I like school
- Male students: 59%
- Female students: 59%
- Non-binary students: 40%

I feel safe at school
- Male students: 79%
- Female students: 73%
- Non-binary students: 52%

Overall, my school supports students from all different gender identities and expressions
- Male students: 73%
- Female students: 65%
- Non-binary students: 44%

AT SCHOOL, [I HAVE/MY CHILD HAS/STUDENTS FROM ALL BACKGROUNDS HAVE]…

…access to extra-curricular activities: 84%

…access to co-curricular activities: 83%

…access to all classes: 82%

…effective college and career support to meet [my/their/his/her] goals.: 70%
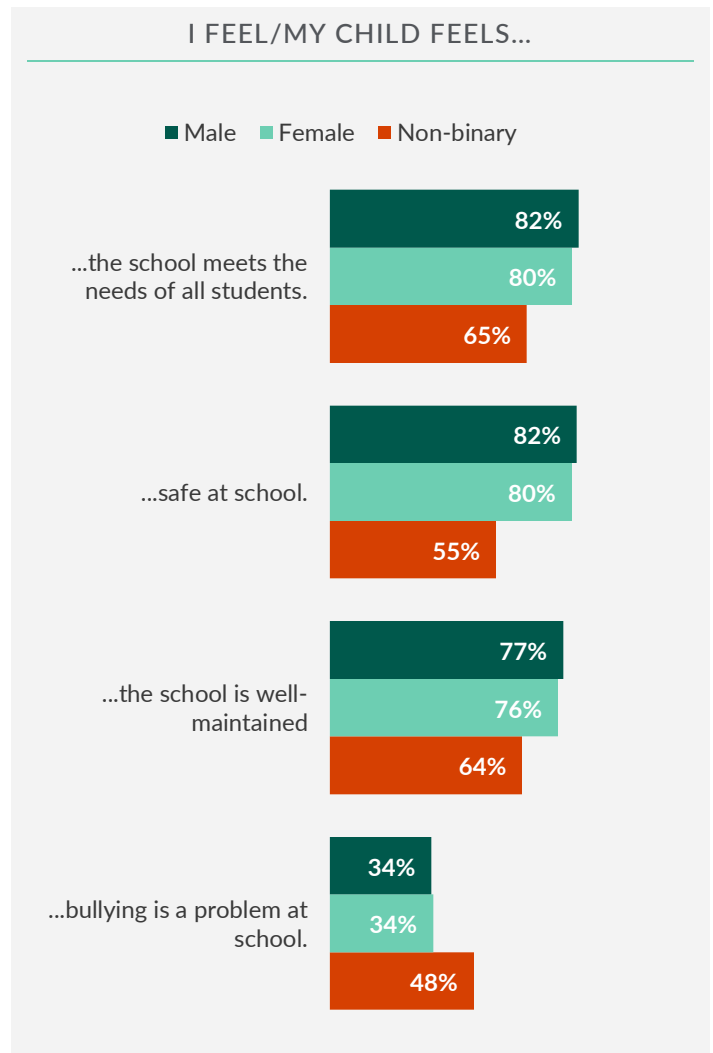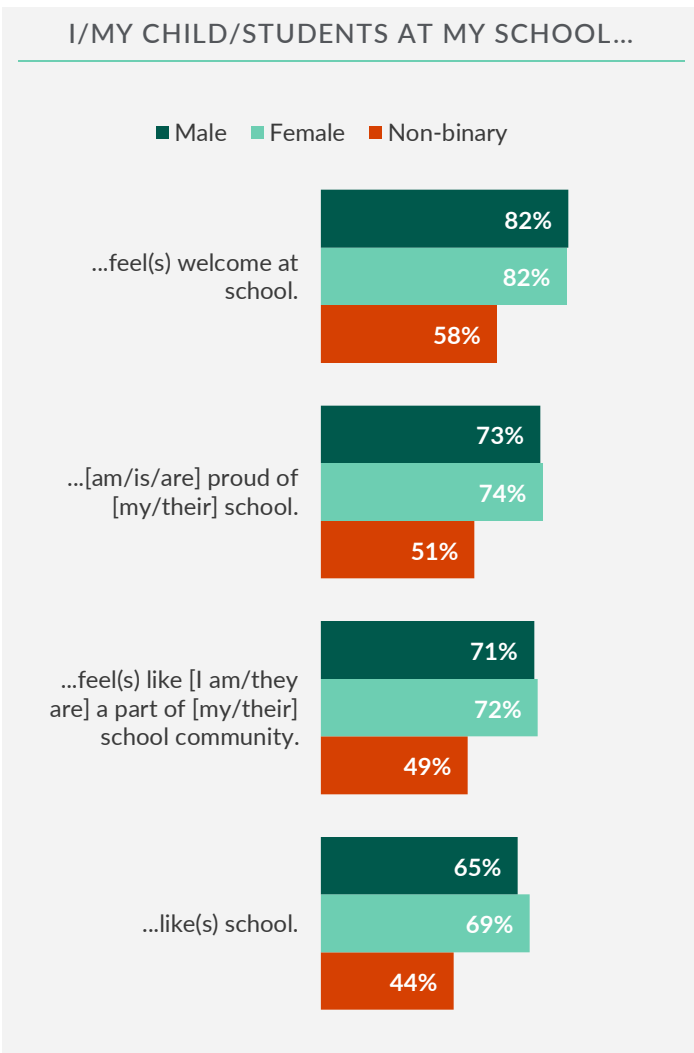
Differing Perspectives on DEI

As a multi-stakeholder tool, Hanover's DEI Diagnostic provides a unique opportunity to examine the state of play for equity from multiple angles. In many cases, survey results showed few differences when disaggregated by role (student, parent, or staff) and demographic characteristics. Several interesting counterexamples stood out, however.

WELLBEING AND BELONGING

Overall, four-fifths of respondents report that they/their child/students at their school feel welcome (80%) and safe (79%) at school, but fewer respondents who identify as non-binary express these views (Figures B.1a, B.1b, G.2a, G.2b)

- Fewer respondents who identify/whose child identifies as non-binary agree or strongly agree that they feel welcome (58%) or safe (55%) at school than respondents who identifies/whose child identifies as male or female (~80%).
- A higher proportion of respondents who identify/whose child identifies as non-binary (48%) agree or strongly agree that bullying is a problem at school compared with respondents who identify/whose child identifies as male or female (34%).

I/MY CHILD/STUDENTS AT MY SCHOOL…

■ Male   ■ Female   ■ Non-binary

…feel(s) welcome at school.
- Male: 82%
- Female: 82%
- Non-binary: 58%

…[am/is/are] proud of [my/their] school.
- Male: 73%
- Female: 74%
- Non-binary: 51%

…feel(s) like [I am/they are] a part of [my/their] school community.
- Male: 71%
- Female: 72%
- Non-binary: 49%

…like(s) school.
- Male: 65%
- Female: 69%
- Non-binary: 44%

I FEEL/MY CHILD FEELS…

■ Male   ■ Female   ■ Non-binary

…the school meets the needs of all students.
- Male: 82%
- Female: 80%
- Non-binary: 65%

…safe at school.
- Male: 82%
- Female: 80%
- Non-binary: 55%

…the school is well-maintained
- Male: 77%
- Female: 76%
- Non-binary: 64%

…bullying is a problem at school.
- Male: 34%
- Female: 34%
- Non-binary: 48%

Overall, most staff perceive that staff from all backgrounds are treated with respect in both their schools and the district; However, this masks differences between races/ethnicities and genders (Figures H.2a, H.2b, H.2c).

- Overall, 88% of staff respondents agree or strongly agree that their school treats staff members from all backgrounds respectfully. 77% of staff respondents say the same of the district.
- Nine out of 10 Asian, white, and Hispanic or Latin(o/a/x) staff respondents agree or strongly agree that their school treats staff of all backgrounds with respect compared with 79% of Black or African American respondents. At the district level, eight out of 10 Asian, Hispanic or Latin(o/a/x), and white staff respondents believe that all staff are treated with respect compared with 66% of Black or African American respondents.
- Nine out of 10 male and female staff respondents agree or strongly agree that their school treats staff members of all backgrounds with respect compared with just 63% of non-binary respondents. At the district level approximately 80% of male and female respondents agree or strongly agree that all staff are treated with respect compared with 51% of non-binary respondents.

STAFF PERCEPTIONS

My school treats staff members from all backgrounds with respect — 88%

The district treats staff members from all backgrounds with respect — 77%

STAFF PERCEPTIONS

My school treats staff members from all backgrounds with respect:
- Asian: 92%
- Black or African American: 79%
- Hispanic or Latin(o/a/x): 90%
- Multi-Racial: 85%
- White: 92%

The district treats staff members from all backgrounds with respect:
- Asian: 80%
- Black or African American: 66%
- Hispanic or Latin(o/a/x): 84%
- Multi-Racial: 72%
- White: 82%

Legend:
- Asian
- Black or African American
- Hispanic or Latin(o/a/x)
- Multi-Racial
- White

On several factors related to wellbeing and belonging, English learners (ELs) and parents of ELs were more positive than non-ELs and non-ELs' parents. On the other hand, results across most of the survey were notably similar for students enrolled in special education and their parents compared to students and parents who do not participate in special education.

A 20-point gap exists between students' self-reported rate of liking school (57 percent agreement) versus parents' reports of their children liking school (78 percent) and staff reports about whether students in the district like school (77 percent). Some of this difference may be due to the representation of Grades K–5 among parents and staff but not students. However, with a gap that large, it is likely that at least some of the difference is caused by adults' incomplete awareness of students' feelings about school.

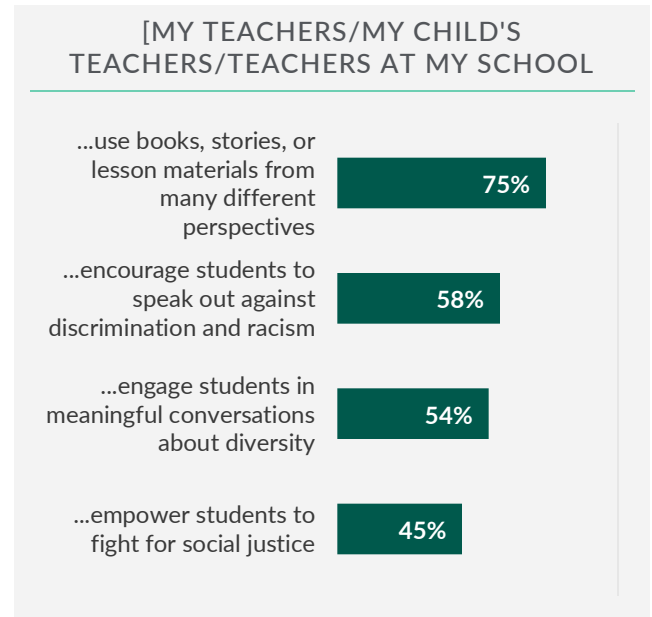- A far smaller proportion of Asian students liked school (63 percent) compared to what Asian parents reported (90 percent), and they were also less proud of their schools (69 percent versus 87 percent). On the other hand, American Indian and Alaska Native students were prouder of their schools (78 percent) and felt more a part of their school communities (72 percent) than parents of their ethnicity expected (61 and 53 percent).

INSTRUCTION, ENGAGEMENT, AND OUTREACH

In general, across most survey topics, students were less complimentary than parents and staff about the state of DEI in their schools. The following provides a summary of trends related to instruction, engagement, and outreach. For example, respondents were asked how often in the past week they, their child, or their students spent time in class discussing DEI-related issues. **Except on the topic of diversity, students reported more frequent DEI discussions than teachers did.** It is unclear whether this is a difference in memory, salience, or the specific context in which the conversations are happening—in small group work versus whole-class instruction

There is more indirect engagement, i.e., through books or stories, with issues of diversity, equity, and inclusion in the classroom than direct engagement (Figures C.1, B.2, B.3).

- 75% of respondents agree or strongly agree that teachers in their/their child's/district schools use books, stories, or lesson material from many different perspectives; however only 54% of respondents report that teachers in their/their child's/district schools are engaging students in meaningful conversations about diversity.

- Approximately two-fifths of students, parents, or teaching staff responded that they/their child/their students often or very often spend time thinking about events from another person's point of view (40%), working on projects with students from different backgrounds (40%), or learning about people from different backgrounds (39%) in the previous week. Many fewer students, parents, or teachers reported that they/their child/their students often or very often spent time in class discussing diversity (27%), social justice (24%), race-related topics (24%), or systemic discrimination/institutional racism (19%) in the previous week.

[MY TEACHERS/MY CHILD'S TEACHERS/TEACHERS AT MY SCHOOL

...use books, stories, or lesson materials from many different perspectives	75%
...encourage students to speak out against discrimination and racism	58%
...engage students in meaningful conversations about diversity	54%
...empower students to fight for social justice	45%

Unfortunately, there were differences in students' level of agreement that their teachers encourage them to take challenging classes by demographic characteristics. Most notably, only 46 percent of American Indian or Alaska Native students agreed, compared to 60 percent overall. However, special education students were only four percentage points behind non-special education students on that question—and five points ahead for "My teachers help me feel confident that I can do well in school."

Regarding engagement and outreach, there was very little variation in response trends across race/ethnicity, EL status, or special education status. This is a positive result for DEI: Regardless of demographic factors, most students reported at about the same rates that their family is involved in their education (84 percent), feels welcome at school events (78 percent), and attends school events (59 percent), and that adults at their school care about their family (58 percent).

IMPLICATIONS FOR RESEARCH AND PRACTICE

As outlined in this report, there are many critical barriers to equity that demand our attention as educators, researchers, and policymakers. If the goal is to maximize student learning and success across our nation's public school, then we must make a concerted effort to listen to and address the challenges voiced by students, staff, and families and reflected in the data presented in these surveys. We understand that the path forward will require persistence, thoughtful discourse, and intentional effort on the part of education leaders to ensure that all students, staff, and families have equitable access to a quality education. As such, we outline a few strategies and implications for practice and future research.

- **District and school leaders should set the tone by making a concerted effort to ensure all schools provide inclusive, safe, and welcoming environments in which all students feel respected.** This will help ensure that everyone can pursue their educational opportunities to their fullest potential. As indicated by the data, this is particularly important for enhancing equity and inclusion for non-binary and gender non-conforming students, as these students' sense of inclusion and well-being is lowest, with respondents reporting the least amount of support from their districts. For instance, districts should continue to collect annual climate and culture data through surveys, and collect data on student behavioral outcomes (i.e., attendance, engagement, disciplinary infractions) to identify areas for growth. Additionally, school districts should continue to ask for students' perspectives on how they are feeling and what additional supports they may need for success.

- **District and school leaders should also create a coherent system and framework for teacher professional development that focuses on empowering teachers to lead equity work and foster culturally sustainable and equitable practices. Survey results indicate that conversations about equity are already happening, in some cases more than school and district leadership realize. However, teachers continue to seek more time and space to collaborate on strategies for equitable instruction. It is critical that district and school leaders prioritize teacher self-efficacy and cultural awareness, as these elements can affect teacher interactions with students and families and can lead to shifts in classroom practices and instruction.**

- **Education leaders should continue to consistently and effectively collect and analyze both qualitative and quantitative data around key priorities and initiatives aligned to strategic goals.** District and school-based leaders should be intentional about soliciting student voices as they attempt to build a more equitable system. Seeking student feedback through further research, such as interviews or focus groups, can help district and school leaders uncover areas of need along with innovative suggestions based on students' experiences. DEI committees and school boards may consider inviting student representatives, for example, while schools may set up affinity groups to promote student voices within a school. [xv]

- **Leaders should also establish processes and frameworks to continuously dig into relevant data, including examining policies and practices for overt and unintentional discrimination.** Part of that process requires leaders to establish systems to enable the district to collect, organize, analyze, and ultimately communicate data at granular levels. While DEI can often feel context-specific, across most DEI topics, disaggregating survey results by district factors—enrollment, region, urbanicity, free and reduced-price lunch concentration, and student populations—reveals more similarities than differences. District leaders should also continue to learn from their peers and explore models for success by conducting further research with peers around potential successful processes and strategies that help promote equity for all.

ADDITIONAL RESOURCES

Uncovering DEI Needs and Priorities

- **Research Brief: Conducting an Equity Audit:** Synthesizes the academic literature surrounding equity audits to prepare leaders to interrogate their districts' current equity landscape.

- **Academic Equity Workbook:** Guides educators in evaluating academic data to understand how performance may differ for different groups of students, provides explanations of key concepts, and suggests guiding questions to support further discussion.

- **Equity Review Data Protocol Toolkit:** Guides school and district leaders in using a data review protocol and understanding quantitative insights into how to create a more equitable school system.

- **Re-envisioning Data Processes for Equity:** Aligns with the Equity Data Review Protocol Toolkit and provides a complementary and resource focusing on how data teams can overcome bias in data reviews, analyze data equitably, and present findings appropriately.

Planning for Systemic Inclusion

- **K-12 Climate Survey:** Provides leaders with a lens into the current state of school climate in their district, with results reportable by demographic characteristics.

- **Research Brief: Equity Statement Development:** Outlines recommended practices for the content and structure of a positional statement aligned with a district's short- and long-term DEI goals.

- **District Equity Document Development:** Analyzes seven in-depth interviews with equity leaders and other education organizations to understand how each approaches the development of foundational equity documents.

- **Preparing for Diversity, Equity, and Inclusion Strategic Planning:** Provides an overview of best practices for diversity, equity, and inclusion strategic planning and goal development.

- **Systemic Implementation of Equity: Toolkit:** Supports district leaders and equity committee members in guiding initial conversations around equity to support a district's first steps to prioritize equity across the district.

Building Community Consensus

- **Promising Practices for Conversations About Equity:** Collates actionable strategies, spotlight examples, and external resources for leading equity conversations "where three elements are present: opposing opinions, strong emotions, and high stakes."

- **Best Practices in Serving Transgender Students:** Supports schools and districts in creating policies and services to meet the needs of transgender and gender nonconforming students, with examples.

- **Culturally Responsive Professional Development:** Identifies best practices in delivering staff professional development aligned to culturally responsive practices.

- **Student School Board Representatives:** Unpacks the promising practice of student representation on school boards as a means to incorporating student voice into high-level decision-making.

- **Guiding Racially Focused Conversations with Your Children:** Guides parents in the nuances of age-appropriate and impactful discussions about race, racism, and racial justice.

APPENDIX

Appendix A: Table and Figures

SECTION A: OVERALL PERCEPTIONS AND PRIORITIES

Figure A.1. Please say how much you agree or disagree with the following statements about overall support for people from diverse backgrounds. Overall, my school supports [students/families/staff] from all different:

(% Agree + % Strongly Agree)

Disability statuses (N=45, n=64463) — 85%
Cultures (N=45, n=68425) — 85%
Races, ethnicities, skin colors (N=45, n=69470) — 84%
Religions (N=45, n=65414) — 82%
Socioeconomic backgrounds (N=45, n=62918) — 80%
Sexual orientations[1] (N=45, n=45490) — 74%
Gender identities or expressions[1] (N=44, n=44353) — 69%
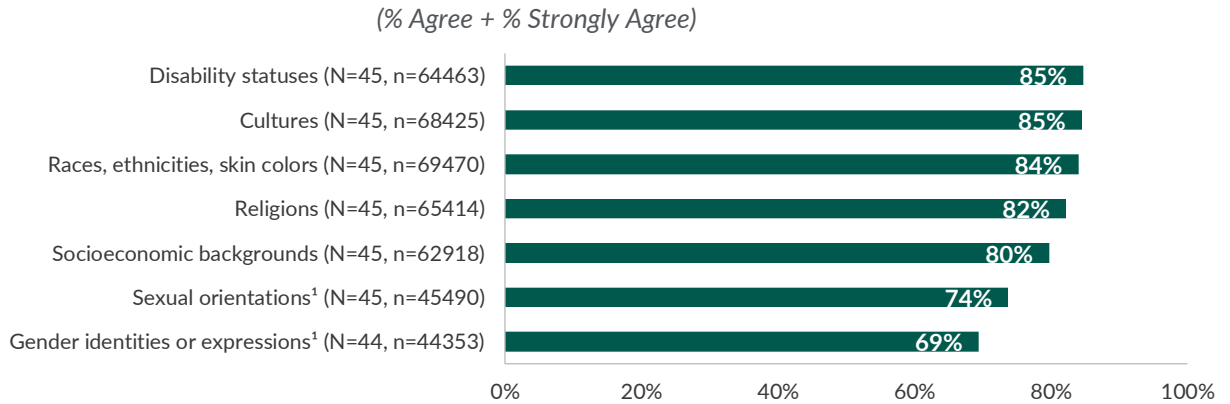
Figure A.1b. By Gender: Please say how much you agree or disagree with the following statements about overall support for people from diverse backgrounds. Overall, [my school supports/my child's school supports/district schools support] [students/familie

Male (N=41-42, n=13414-23056)
Female (N=44, n=21330-32891)
Non-binary (N=34, n=1240-2250)

Disability statuses — Male 88%, Female 86%, Non-binary 74%
Cultures — Male 87%, Female 86%, Non-binary 75%
Races, ethnicities, skin colors — Male 87%, Female 85%, Non-binary 76%
Religions — Male 85%, Female 84%, Non-binary 71%
Socioeconomic backgrounds — Male 82%, Female 81%, Non-binary 71%
Sexual orientations[1] — Male 77%, Female 75%, Non-binary 55%
Gender identities or expressions[1] — Male 73%, Female 71%, Non-binary 46%

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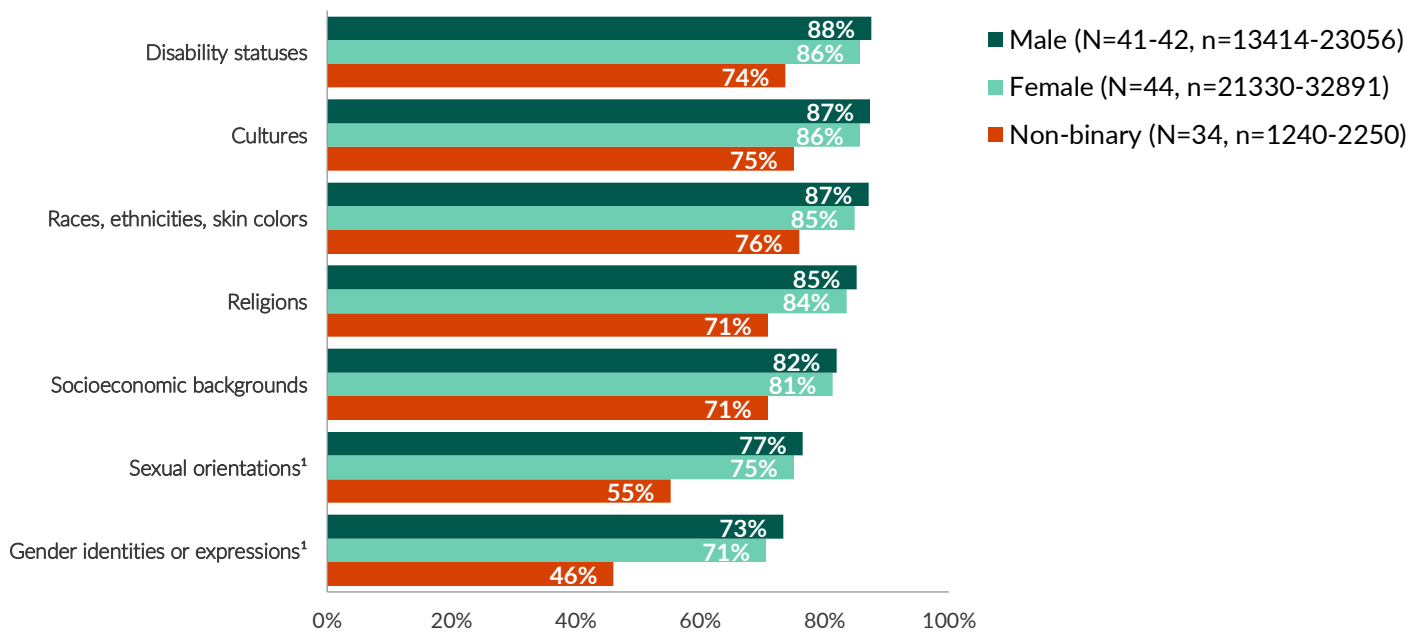
[1] Question is not displayed to students in grades 6-8.

Figure A.1c. By Role: Please say how much you agree or disagree with the following statements about overall support for people from diverse backgrounds. Overall, [my school supports/my child's school supports/district schools support] [students/families/
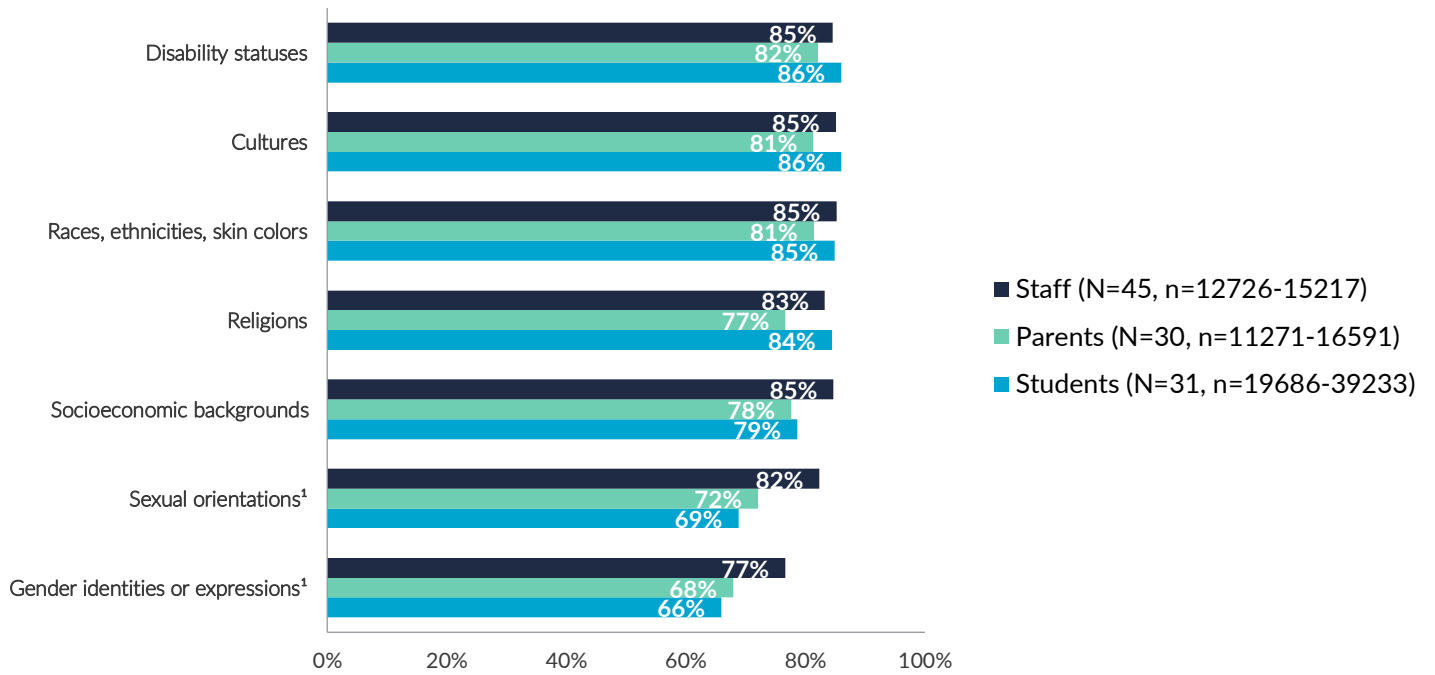
Figure A.2. Please say how much you agree or disagree with the following statements about equity:

(% Agree + % Strongly Agree)

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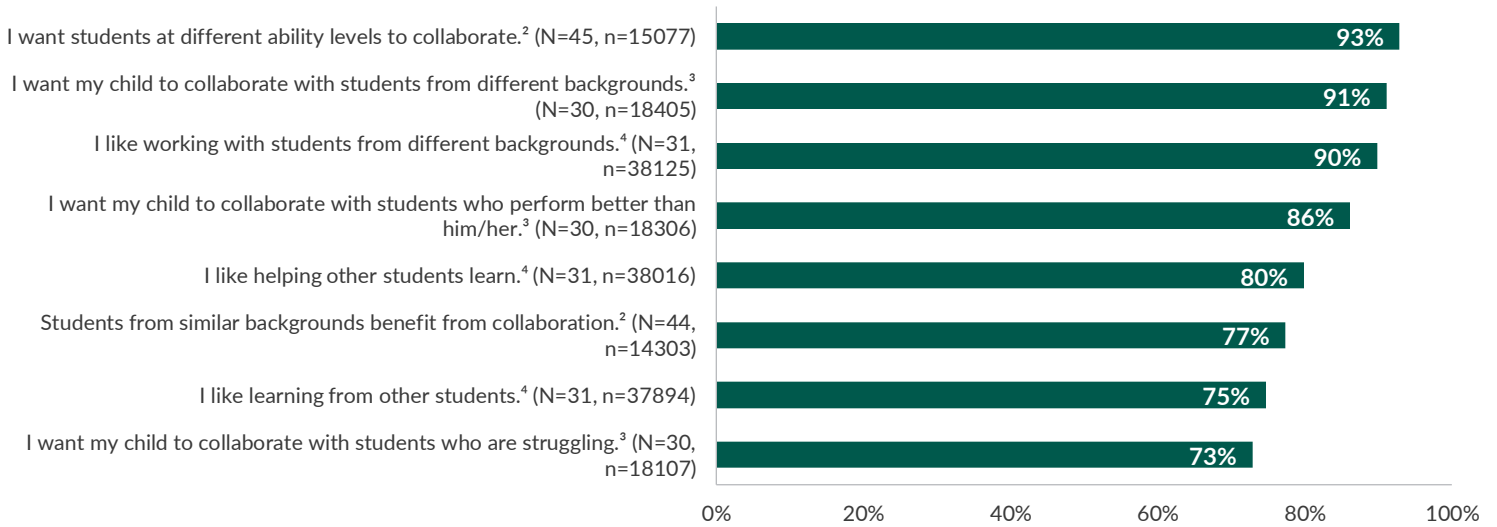
[2] Question is displayed to staff only.
[3] Question is displayed to parents only.
[4] Question is displayed to students only.

Figure A.3. To what extent do you feel each of the following should be a district priority for suppporting diversity and equity in education for students of diverse backgrounds?[5]

(% High Priority + % Essential)

The district ensures a welcoming and safe school environment for students of diverse backgrounds. (N=45, n=25387) — **82%**

The district ensures that high-quality resources (such as teachers, learning materials, and programs) are available across schools for students of diverse backgrounds. (N=45, n=24681) — **77%**

The district promotes access to all courses (including advanced courses) to students of diverse backgrounds. (N=44, n=23475) — **77%**

The district promotes access to all extracurricular activities to students of diverse backgrounds. (N=44, n=23639) — **72%**

The district prioritizes funding for programs and resources that support historically disadvantaged student subgroups. (N=44, n=22299) — **61%**

The district promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds. (N=45, n=24033) — **53%**

The district's staff reflect the diversity of the student body. (N=45, n=23855) — **52%**

0% 20% 40% 60% 80% 100%

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[5] This set of questions is displayed to staff and parents, only.

SECTION B: SCHOOL AND ACADEMIC ENVIRONMENT

Figure B.1a. Please say how much you agree or disagree with the following statements about [your/your child's/students'] school environment. [I/My child/Students at my school/Students at district schools]...

(% Agree + % Strongly Agree)
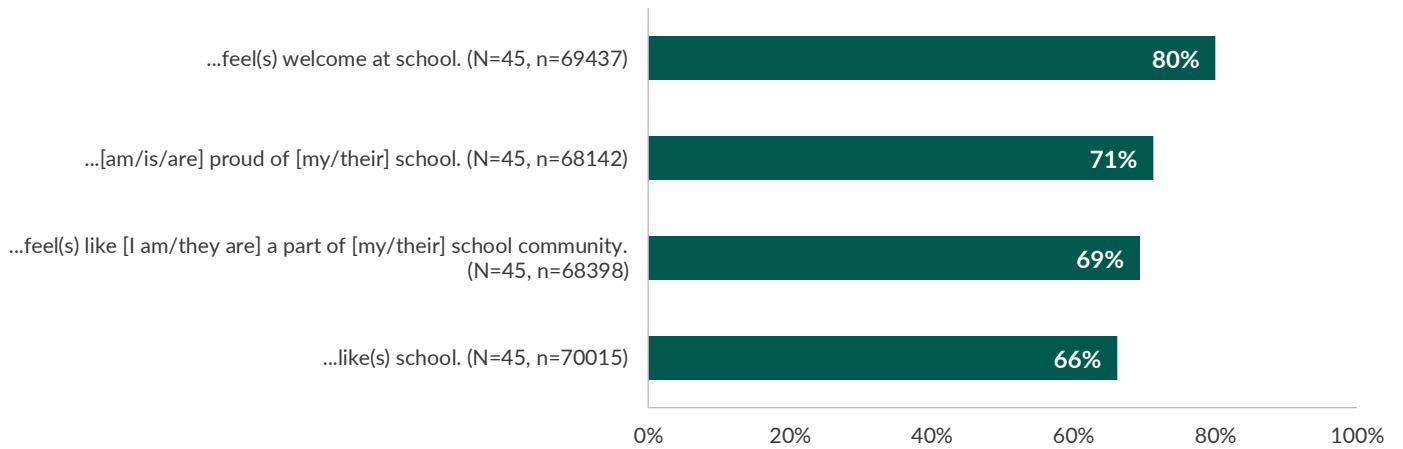
Figure B.1b. By Gender: Please say how much you agree or disagree with the following statements about [your/your child's/students'] school environment. [I/My child/Students at my school/Students at district schools]...

(% Agree + % Strongly Agree)
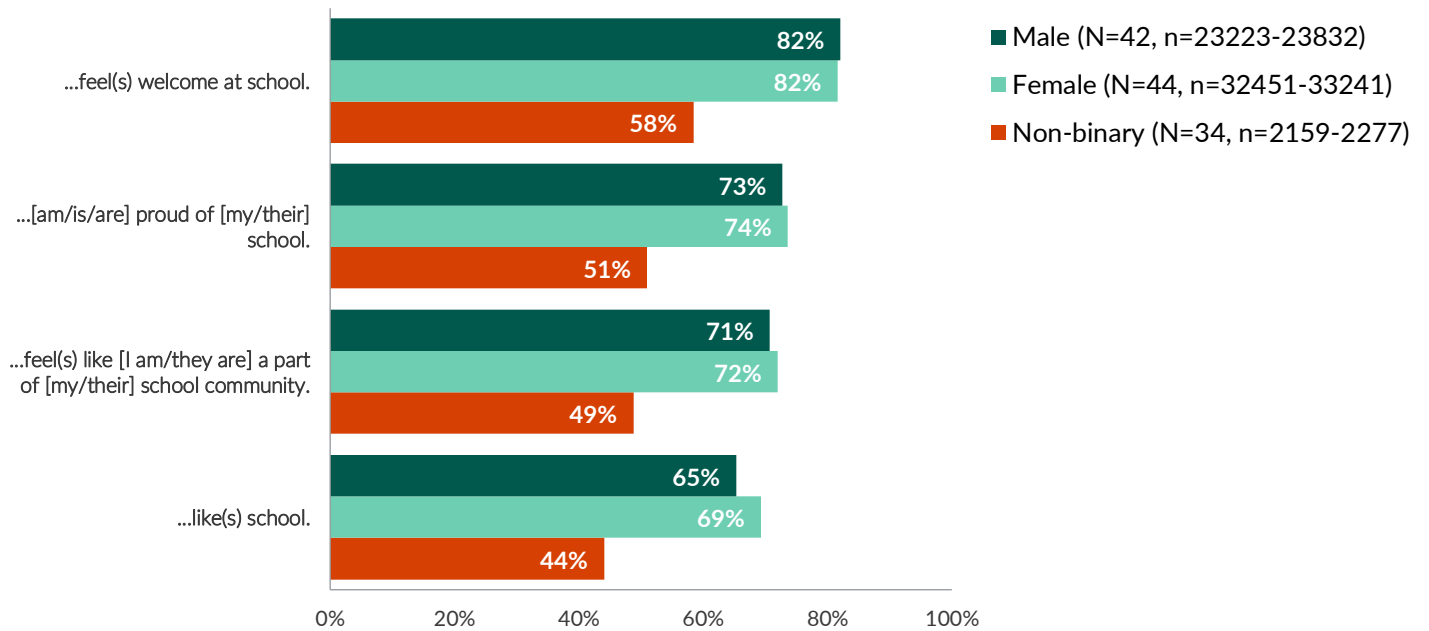
Figure B.2. In the past week, how often [did you/did your child/did your students] spend time during lessons…[6]

(% Often + % Very Often)

…talking with students from different backgrounds? (N=38, n=58830)	52%
…thinking about events from another person's point-of-view? (N=38, n=56935)	40%
…working on projects with students from different backgrounds? (N=38, n=56076)	40%
…learning about people from different backgrounds? (N=38, n=58415)	39%
…helping or getting help from other students? (N=38, n=59166)	36%
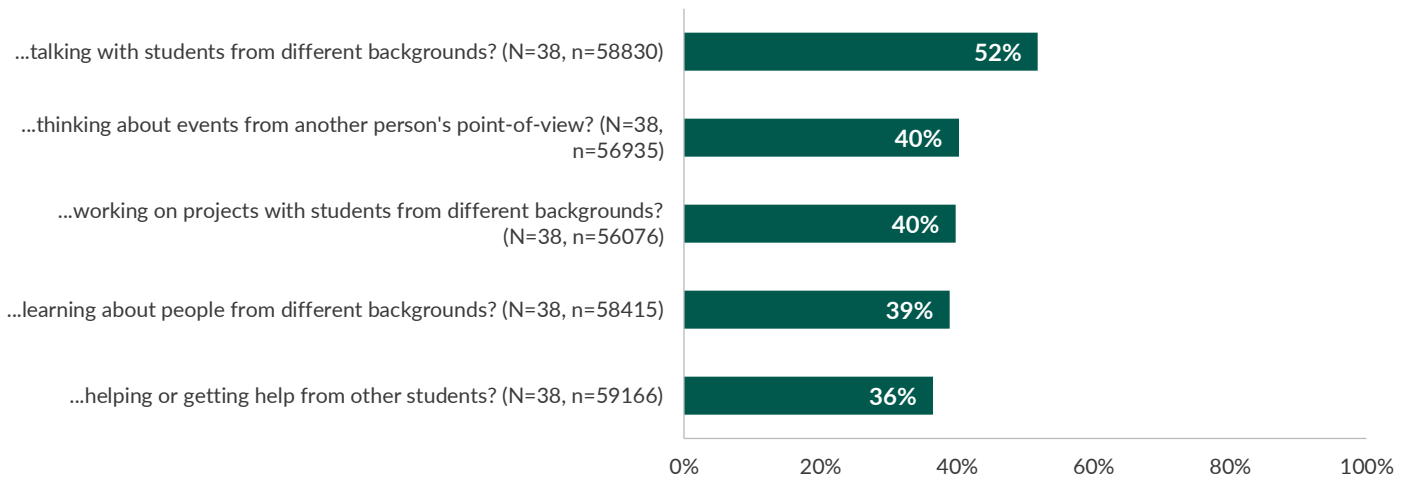
Figure B.3. In the past week, how often [did you/did your child/did your students] spend time in class discussing the following:[6]

(% Often + % Very Often)

Diversity (N=38, n=51702)	27%
Social action (N=38, n=53202)	24%
Social justice7 (N=38, n=36811)	24%
Race-related topics (N=38, n=52834)	24%
Systemic discrimination/ Institutional racism7 (N=38, n=36107)	19%
Implicit biases7 (N=38, n=33643)	17%

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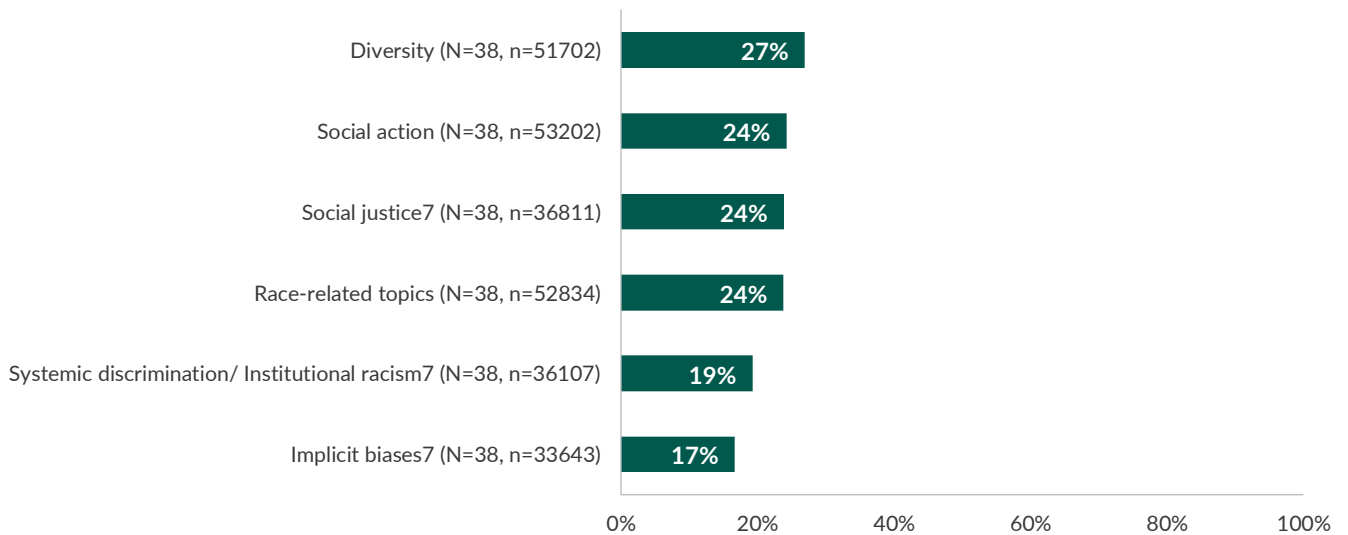
[6] This set of questions is displayed to students and parents and to staff if they are a classroom teacher or other certified staff.
[7] This question is not displayed to students in grades 6-8.

SECTION C: TEACHING AND INSTRUCTION

Figure C.1. Please say how much you agree or disagree with the following statements about diversity in instruction. [My teachers/My child's teachers/Teachers at my school/District teachers]...

(% Agree + % Strongly Agree)

...use books, stories, or lesson materials from many different perspectives. (N=45, n=59616)	75%
...encourage students to speak out against discrimination and racism. (N=45, n=52902)	58%
...engage students in meaningful conversations about diversity.[8] (N=45, n=42125)	54%
...empower students to fight for social justice.[8] (N=45, n=39919)	45%
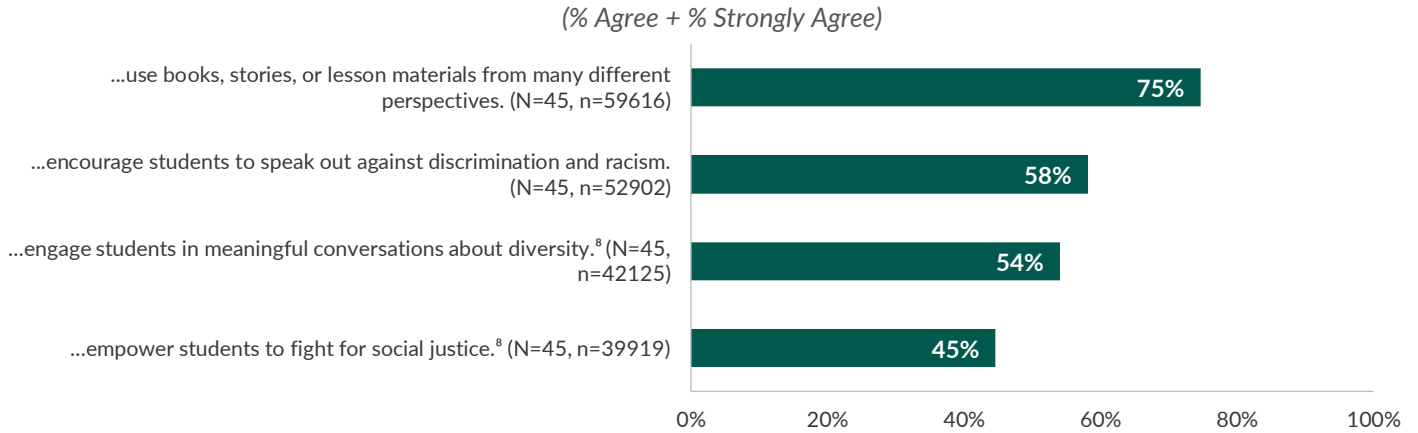
Figure C.2. Please say how much you agree or disagree with the following statements about classroom support. [My teachers/My child's teachers/Teachers at my school/District teachers]...

(% Agree + % Strongly Agree)

...can help all students succeed. (N=45, n=65488)	79%
...adjust lessons to fit [my/students' different] learning style(s). (N=45, n=61453)	65%
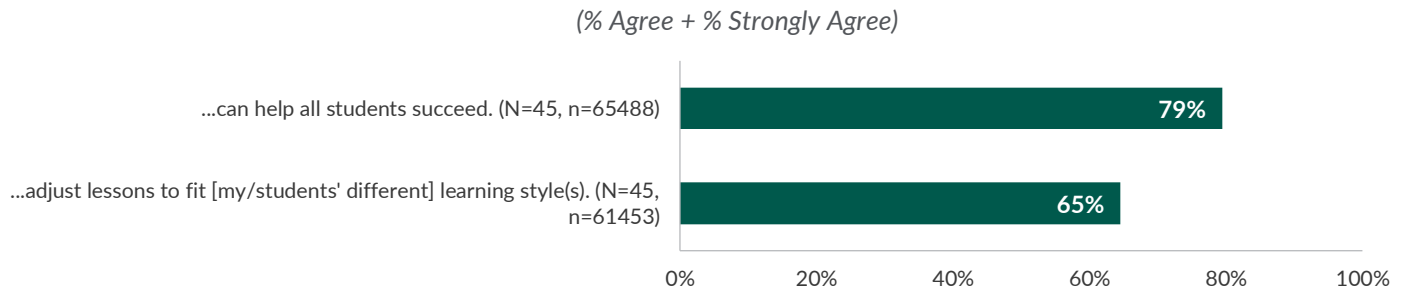
Figure C.3. Please say how much you agree or disagree with the following statement(s) about your teachers. My teachers...[9]

(% Agree + % Strongly Agree)

...help me feel confident that I can do well in school. (N=31, n=35763)	71%
...encourage me to take challenging classes. (N=31, n=20812)	60%

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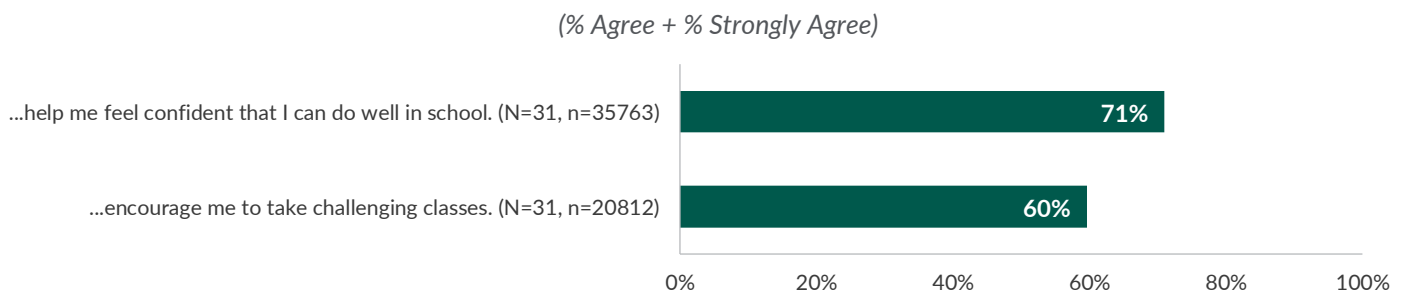
[8] This question is not displayed to students in grades 6-8.
[9] This set of questions were displayed to students only.

Figure C.4. Please say how much you agree or disagree with the following statement(s) about teacher diversity. [My school/My child's school/District schools]...

(% Agree + % Strongly Agree)

Statement	%
My teachers come from many different backgrounds.[10] (N=22, n=11972)	78%
...hire(s) teachers from diverse backgrounds.[11] (N=44, n=42897)	61%
...retain(s) teachers from diverse backgrounds.[11] (N=44, n=39091)	55%
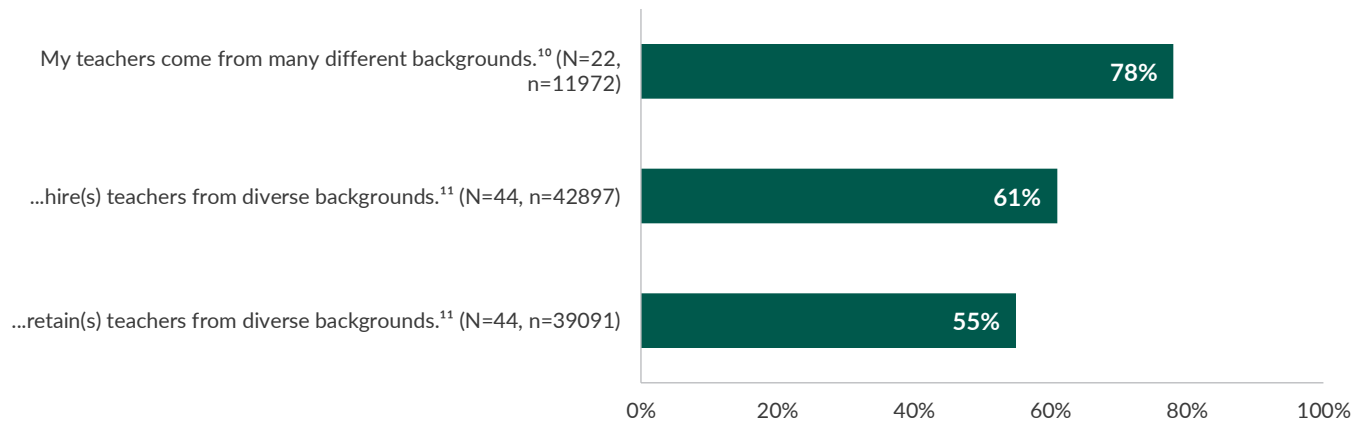
[10] This question was displayed to students in grades 6-8 only.
[11] This question was not displayed to students in grades 6-8.

SECTION D: STUDENT SUPPORT AND RESOURCES

Figure D.1. Please say how much you agree or disagree with the following statements about student support. At school, [I have/my child has/students from all backgrounds have]...

(% Agree + % Strongly Agree)

Statement	%
...access to extra-curricular activities. (N=45, n=61199)	84%
...access to co-curricular activities. (N=45, n=60848)	83%
...access to all classes. (N=45, n=59966)	82%
...effective college and career support to meet [my/their/his/her] goals.[12] (N=36, n=26172)	70%
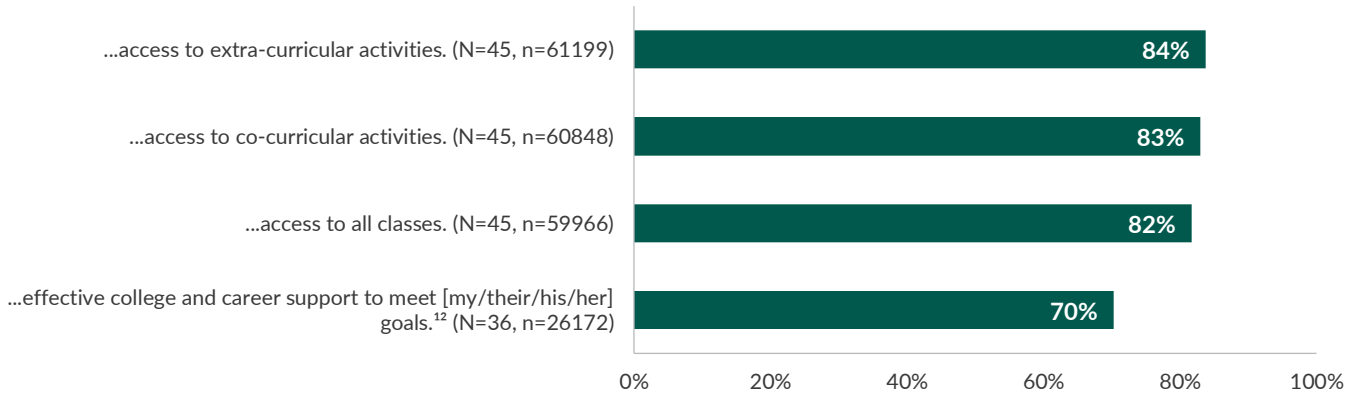
Figure D.2. Please say how much you agree or disagree with the following statements about district diversity.[13]

(% Agree + % Strongly Agree)

Statement	%
Staff diversity is similar across all district schools. (N=44, n=10288)	42%
Resources are equally distributed across all district schools. (N=44, n=11182)	41%
Student diversity is similar across all district schools. (N=44, n=11466)	33%

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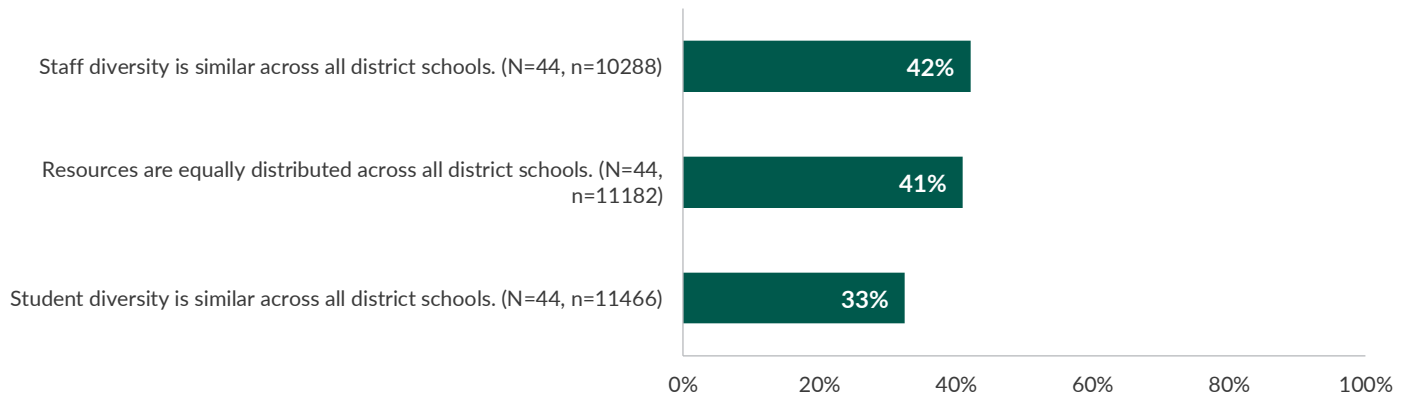
[12] This question was displayed to high school teachers, high school parents, and high school students only
[13] This set of questions was displayed to staff only.

SECTION E: GRADING

Figure E.1. Please say how much you agree or disagree with the following statements about assessments. [I/Teachers at my school] ensure assessments...[14]

(% Agree + % Strongly Agree)

Statement	%
...are taken in equitable conditions. (N=41, n=11944)	85%
...are equitable. (N=41, n=11805)	82%
...are not culturally biased. (N=42, n=11452)	76%
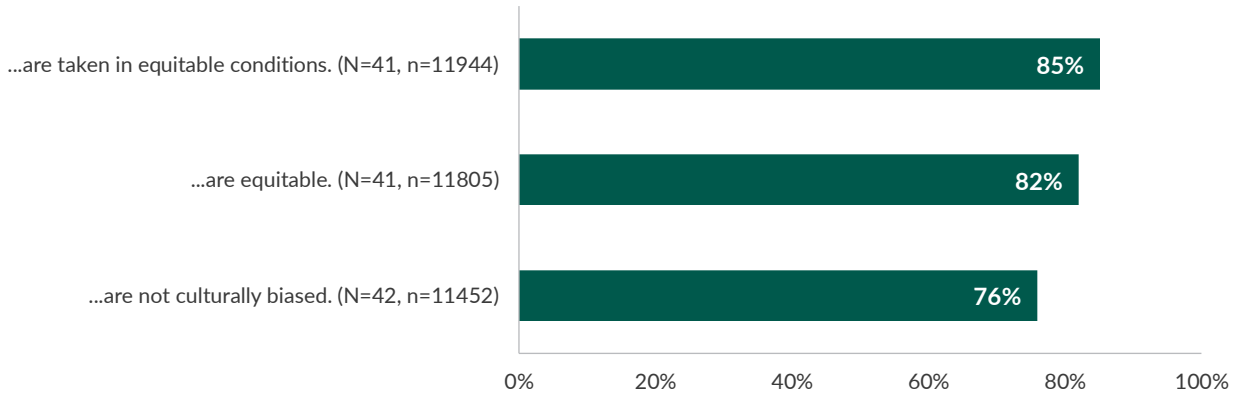
Figure E.2. Please say how much you agree or disagree with the following statements about grading. At [my/my child's] school...[15]

(% Agree + % Strongly Agree)

Statement	%
...it is easier to get good grades with some teachers than with others. (N=41, n=57791)	73%
...teachers grade assignments fairly. (N=42, n=60046)	73%
...students understand how assignments and tests are graded. (N=42, n=59703)	73%
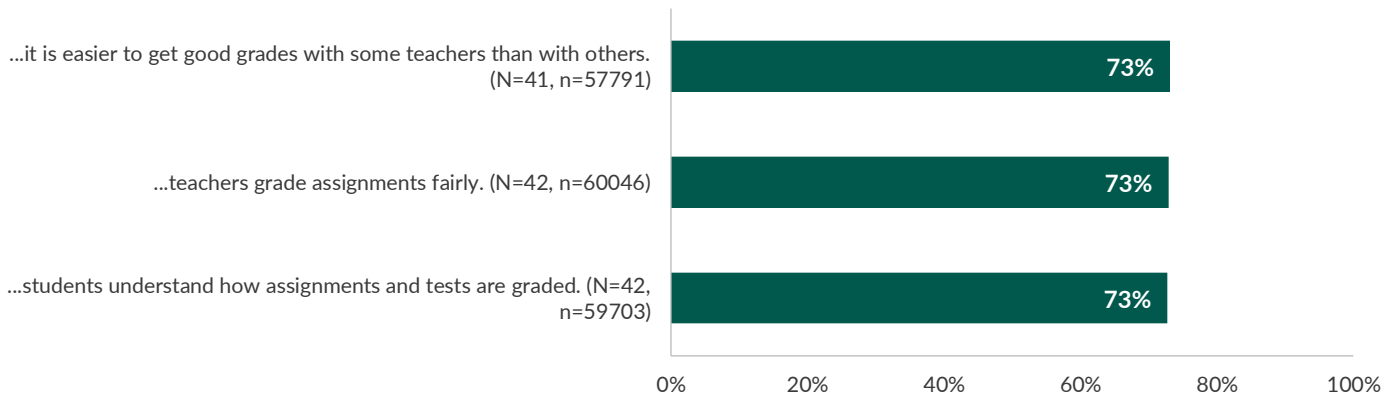
[14] This set of questions was displayed to staff who are not district administrators.
[15] This set of questions was displayed to parents, students, and staff who are not district administrators.

SECTION F: SOCIAL ENVIRONMENT

Figure F.1. Please say how much you agree or disagree with the following statements about student-staff relationships. Adults at [my school/my child's school/district schools]...

(% Agree + % Strongly Agree)

...respect students of all backgrounds. (N=45, n=60929)	83%
...care about students of all backgrounds. (N=45, n=60316)	82%
...treat students from all backgrounds fairly. (N=45, n=59742)	80%
...care about and support students beyond schoolwork. (N=45, n=60066)	75%
...understand my culture and background.[16] (N=31, n=30264)	67%
...understand students' experiences and backgrounds.[17] (N=45, n=25984)	67%
...understand me and my experiences.[16] (N=31, n=30750)	55%

Figure F.2. Please say how much you agree or disagree with the following statements about student-student relationships. Students at [my school/my child's school/district schools]...

(% Agree + % Strongly Agree)

...take classes with other students from different backgrounds. (N=44, n=60490)	89%
...have close friends from different backgrounds. (N=44, n=58191)	80%
...treat students from different backgrounds with respect. (N=45, n=57632)	72%
...care about other students of all backgrounds. (N=45, n=56482)	71%
...treat students from all backgrounds fairly. (N=45, n=57148)	70%
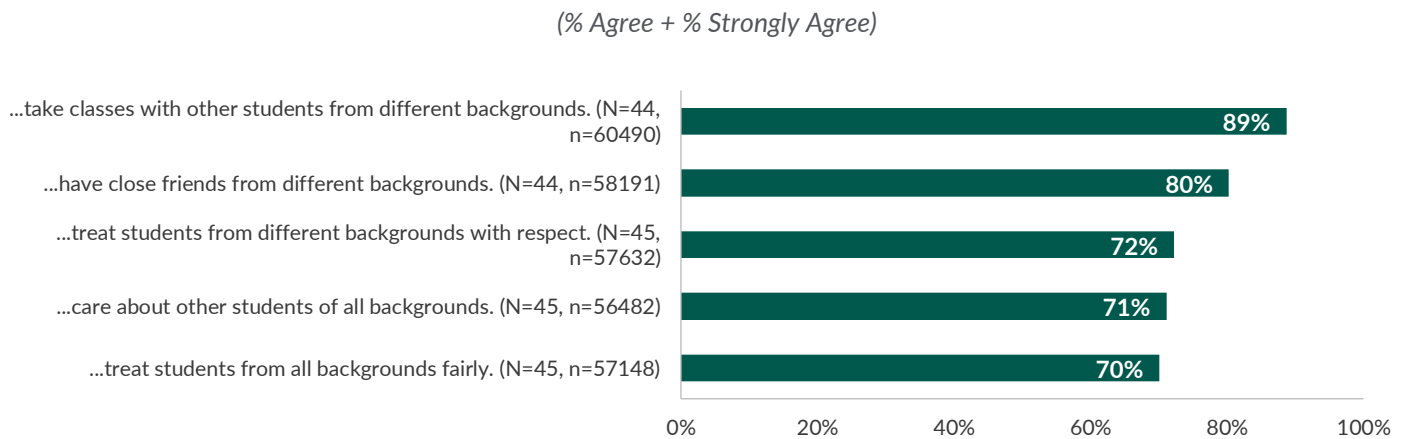
Figure F.3. How often [do you/does your child/do students] do the following

(% Agree + % Strongly Agree)

Spend time out of class interacting with students from different backgrounds. (N=44, n=56004)	54%
Spend time at school events interacting with students from different backgrounds. (N=43, n=54517)	47%

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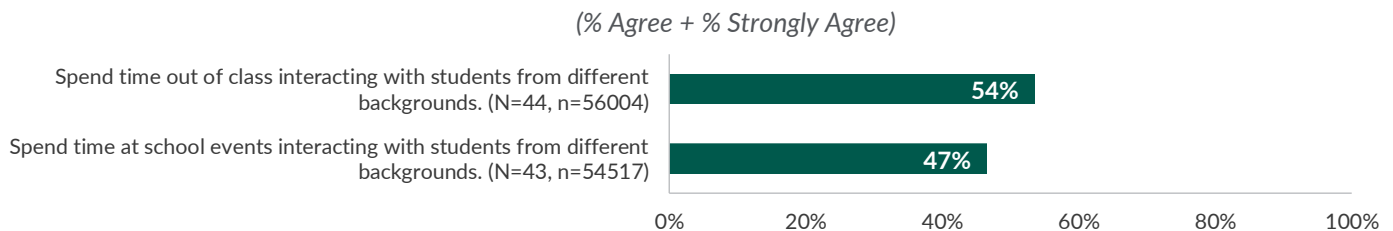
[16] This question is displayed to students only.

[17] This question is displayed to parents and staff only.

SECTION G: DISCIPLINE AND SAFETY

Figure G.1. Please say how much you agree or disagree with the following statements about school discipline. Adults at [my school/my child's school/district schools]…
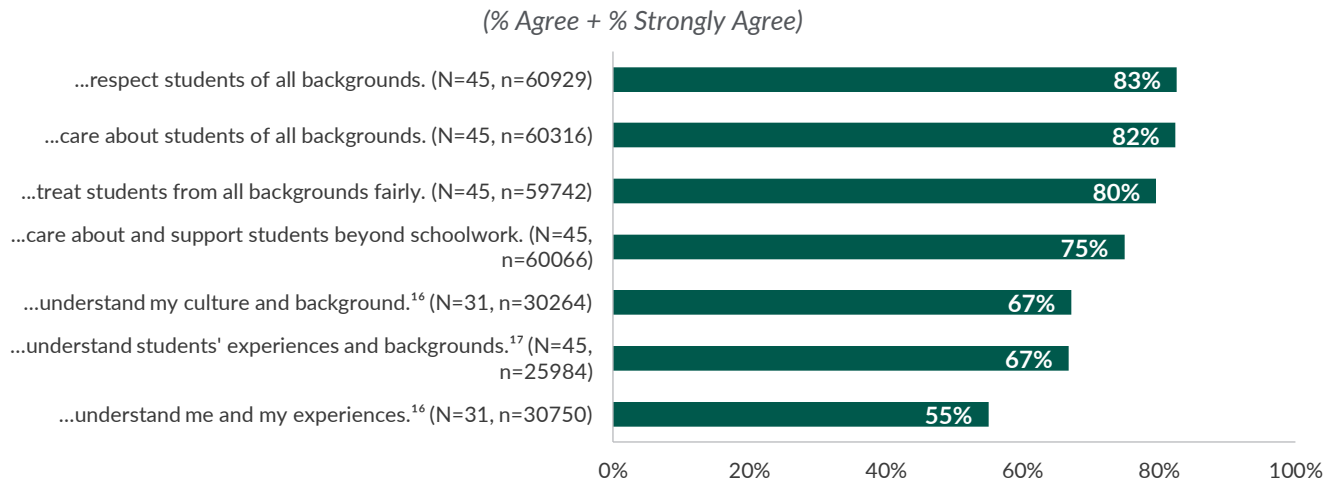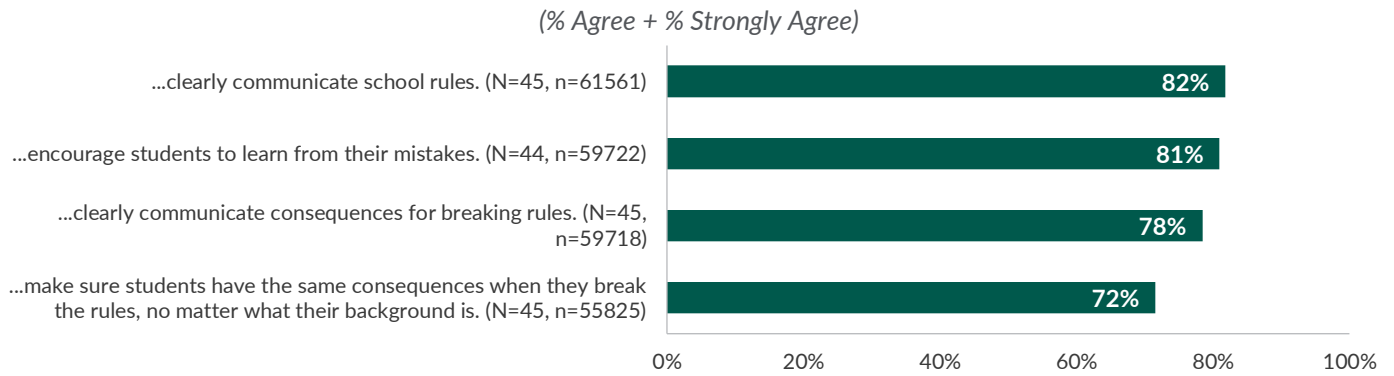
(% Agree + % Strongly Agree)

Statement	%
…clearly communicate school rules. (N=45, n=61561)	82%
…encourage students to learn from their mistakes. (N=44, n=59722)	81%
…clearly communicate consequences for breaking rules. (N=45, n=59718)	78%
…make sure students have the same consequences when they break the rules, no matter what their background is. (N=45, n=55825)	72%

Figure G.2a. Please say how much you agree or disagree with the following statements about school safety. [I feel/My child feels]…[18]

(% Agree + % Strongly Agree)

Statement	%
…the school meets the needs of all students. (N=42, n=52461)	80%
…safe at school. (N=42, n=59178)	79%
…the school is well-maintained (N=42, n=55956)	75%
…bullying is a problem at school. (N=42, n=53013)	34%
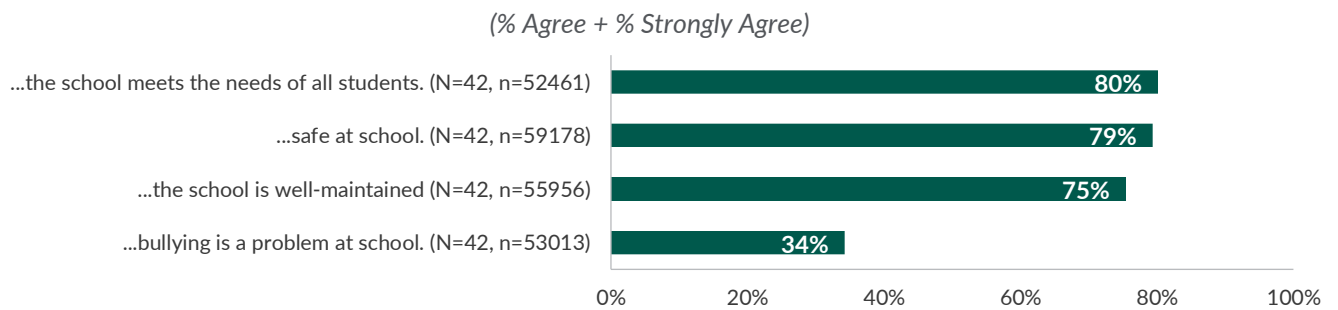
Figure G.2b. By Gender: Please say how much you agree or disagree with the following statements about school safety. [I feel/My child feels] … [18]

(% Agree + % Strongly Agree)

Statement	Male (N=40, n=19115-21994)	Female (N=41-42, n=27797-31005)	Non-binary (N=34, n=1875-2049)
…the school meets the needs of all students.	82%	80%	65%
…safe at school.	82%	80%	55%
…the school is well-maintained	77%	76%	64%
…bullying is a problem at school.	34%	34%	48%

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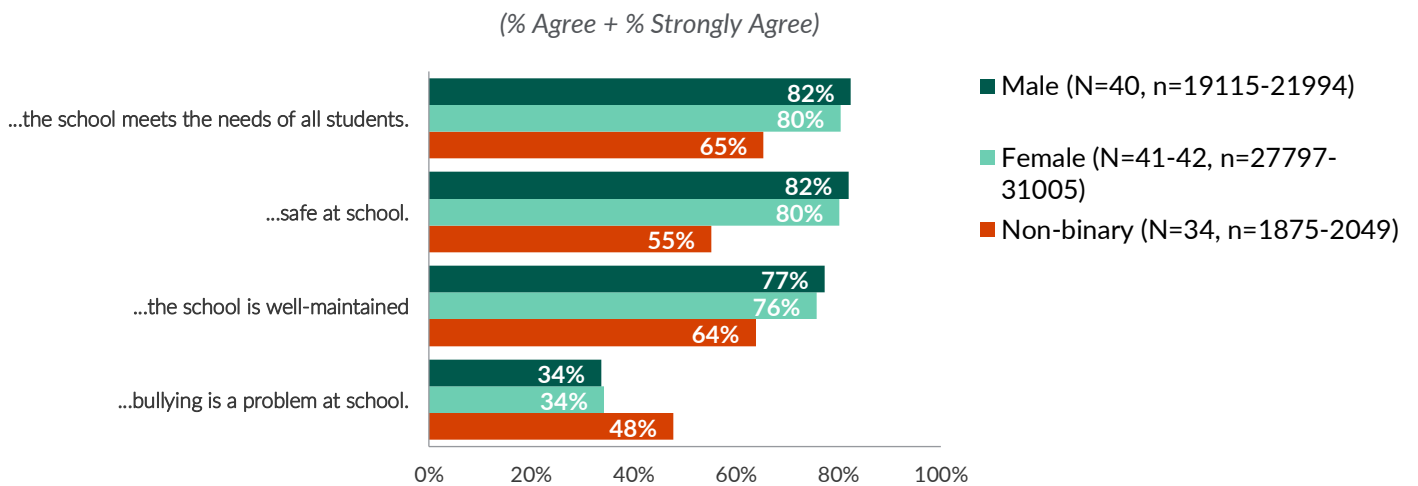
[18] This set of questions was displayed to students, parents, and staff who are not district administrators.

SECTION H: STAFF PERCEPTIONS

Figure H.1. Please say how much you agree or disagree with the following statements. [My school/District schools]...[19]

(% Agree + % Strongly Agree)
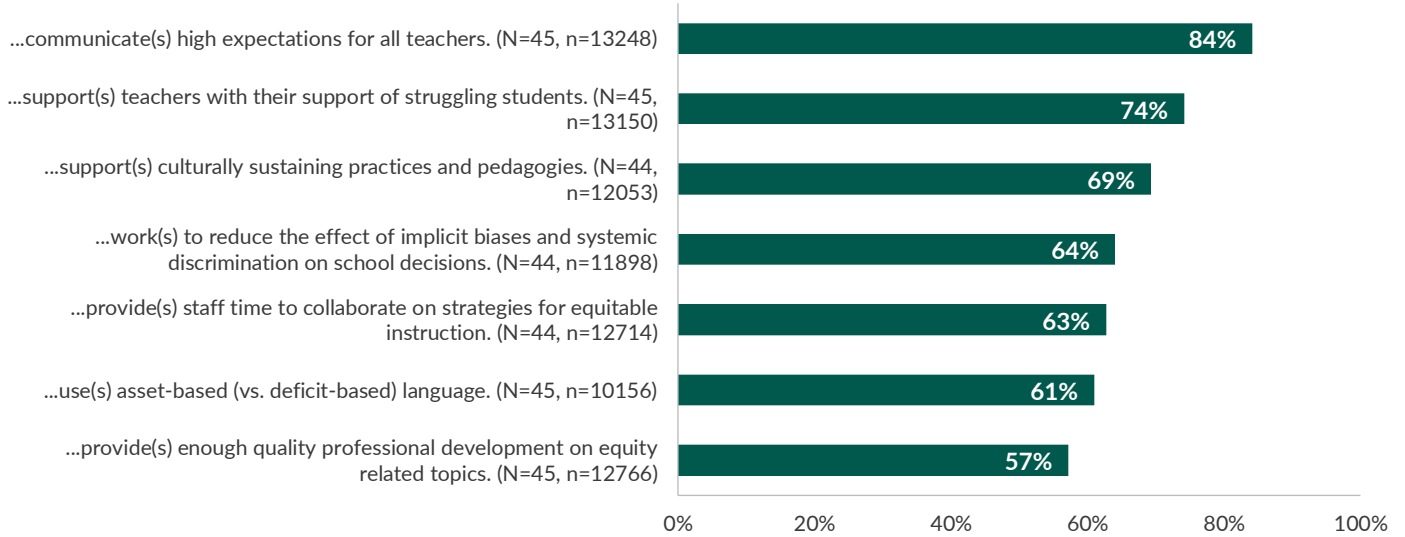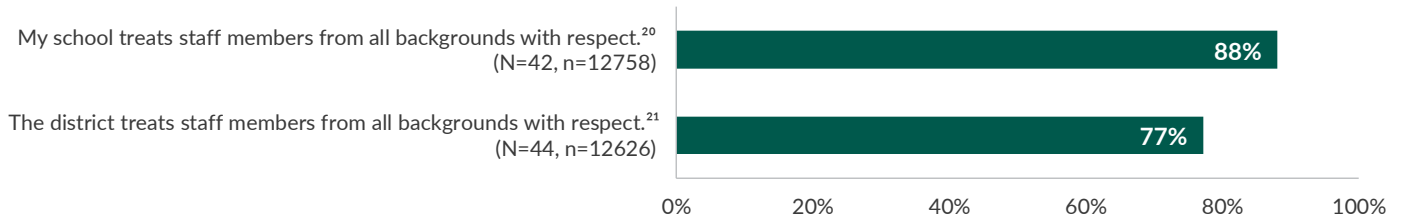
Statement	%
...communicate(s) high expectations for all teachers. (N=45, n=13248)	84%
...support(s) teachers with their support of struggling students. (N=45, n=13150)	74%
...support(s) culturally sustaining practices and pedagogies. (N=44, n=12053)	69%
...work(s) to reduce the effect of implicit biases and systemic discrimination on school decisions. (N=44, n=11898)	64%
...provide(s) staff time to collaborate on strategies for equitable instruction. (N=44, n=12714)	63%
...use(s) asset-based (vs. deficit-based) language. (N=45, n=10156)	61%
...provide(s) enough quality professional development on equity related topics. (N=45, n=12766)	57%

Figure H.2a. Please say how much you agree or disagree with the following statements.

(% Agree + % Strongly Agree)

Statement	%
My school treats staff members from all backgrounds with respect.[20] (N=42, n=12758)	88%
The district treats staff members from all backgrounds with respect.[21] (N=44, n=12626)	77%

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[19] This set of questions was displayed to staff only

[20] This question was displayed to staff who are not district administrators only.

[21] This question was displayed to staff only.

Figure H.2b. By Race: Please say how much you agree or disagree with the following statements.
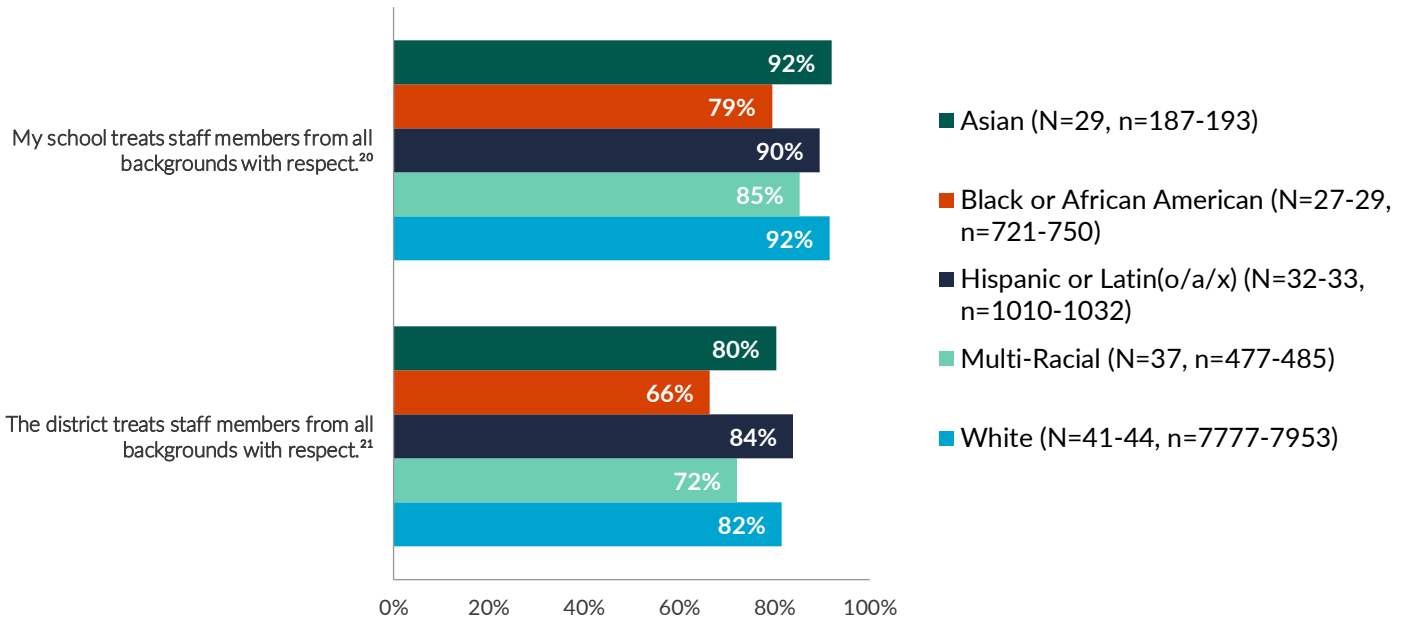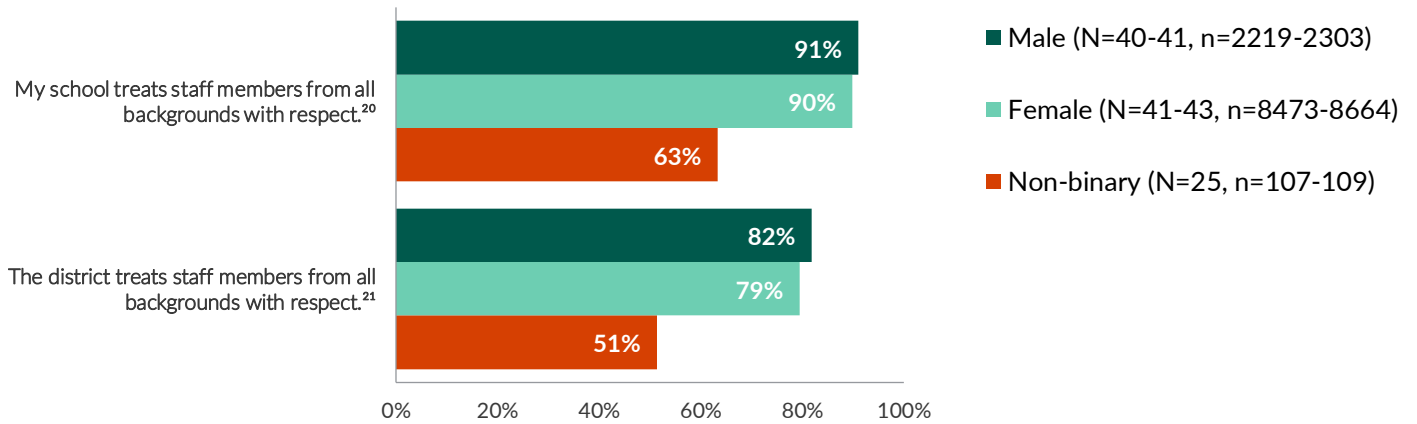
(% Agree + % Strongly Agree)

Legend:
- Asian (N=29, n=187-193)
- Black or African American (N=27-29, n=721-750)
- Hispanic or Latin(o/a/x) (N=32-33, n=1010-1032)
- Multi-Racial (N=37, n=477-485)
- White (N=41-44, n=7777-7953)

My school treats staff members from all backgrounds with respect.[20]
- 92%
- 79%
- 90%
- 85%
- 92%

The district treats staff members from all backgrounds with respect.[21]
- 80%
- 66%
- 84%
- 72%
- 82%

Figure H.2c. By Gender: Please say how much you agree or disagree with the following statements.

(% Agree + % Strongly Agree)

Legend:
- Male (N=40-41, n=2219-2303)
- Female (N=41-43, n=8473-8664)
- Non-binary (N=25, n=107-109)

My school treats staff members from all backgrounds with respect.[20]
- 91%
- 90%
- 63%

The district treats staff members from all backgrounds with respect.[21]
- 82%
- 79%
- 51%

SECTION I: ENGAGEMENT AND OUTREACH

Figure I.1. Please say how much you agree or disagree with the following statements about [your school/your child's school]. [My school/My child's school]...[22]
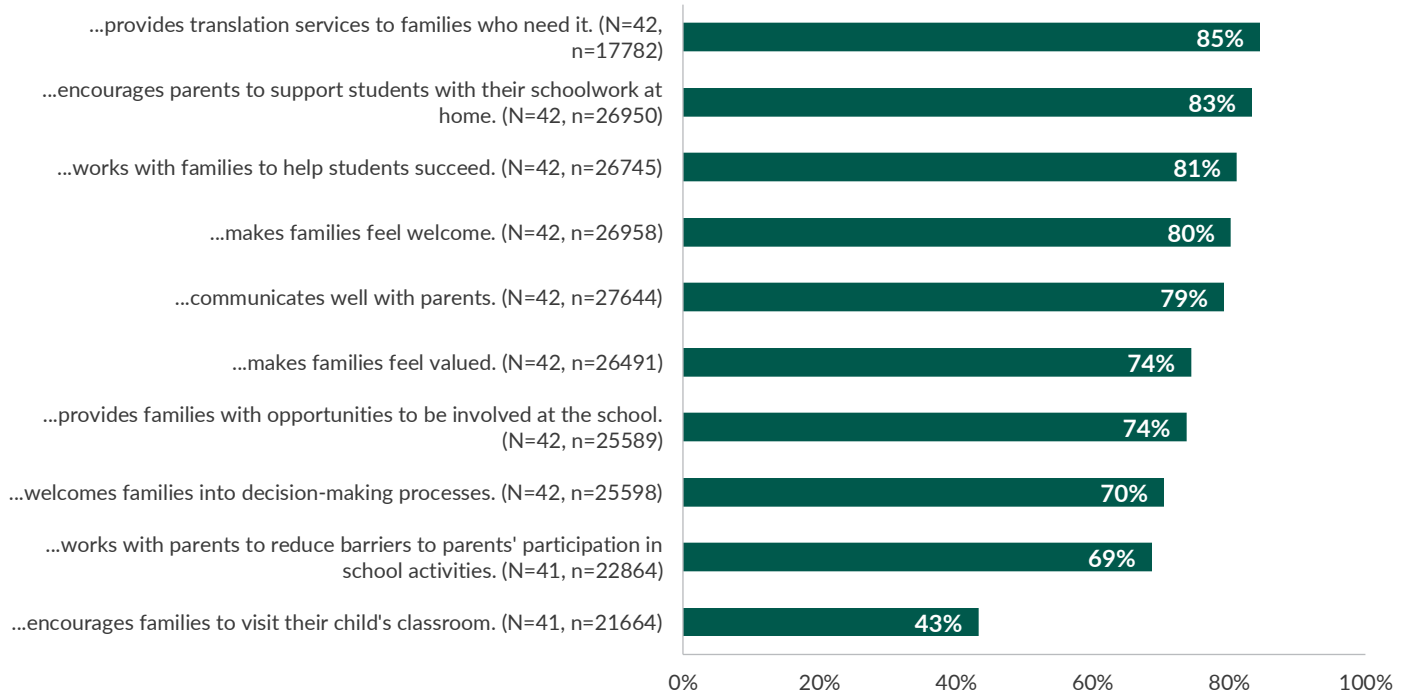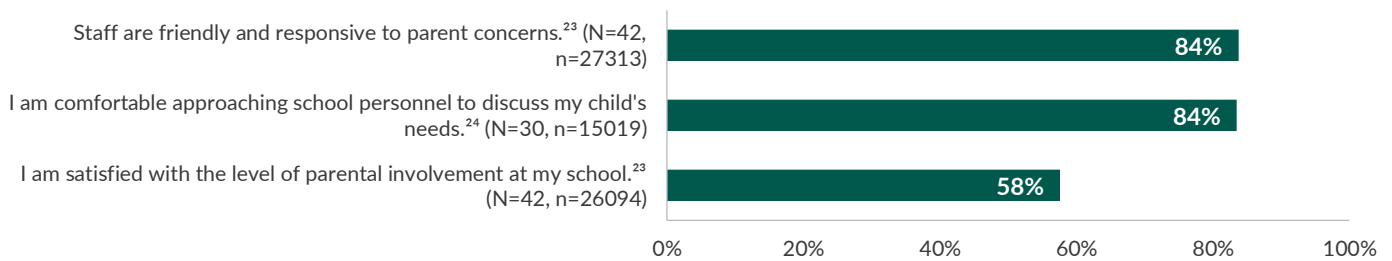
(% Agree + % Strongly Agree)

Statement	%
...provides translation services to families who need it. (N=42, n=17782)	85%
...encourages parents to support students with their schoolwork at home. (N=42, n=26950)	83%
...works with families to help students succeed. (N=42, n=26745)	81%
...makes families feel welcome. (N=42, n=26958)	80%
...communicates well with parents. (N=42, n=27644)	79%
...makes families feel valued. (N=42, n=26491)	74%
...provides families with opportunities to be involved at the school. (N=42, n=25589)	74%
...welcomes families into decision-making processes. (N=42, n=25598)	70%
...works with parents to reduce barriers to parents' participation in school activities. (N=41, n=22864)	69%
...encourages families to visit their child's classroom. (N=41, n=21664)	43%

Figure I.2. Please say how much you agree or disagree with the following statements about parent involvement.

(% Agree + % Strongly Agree)

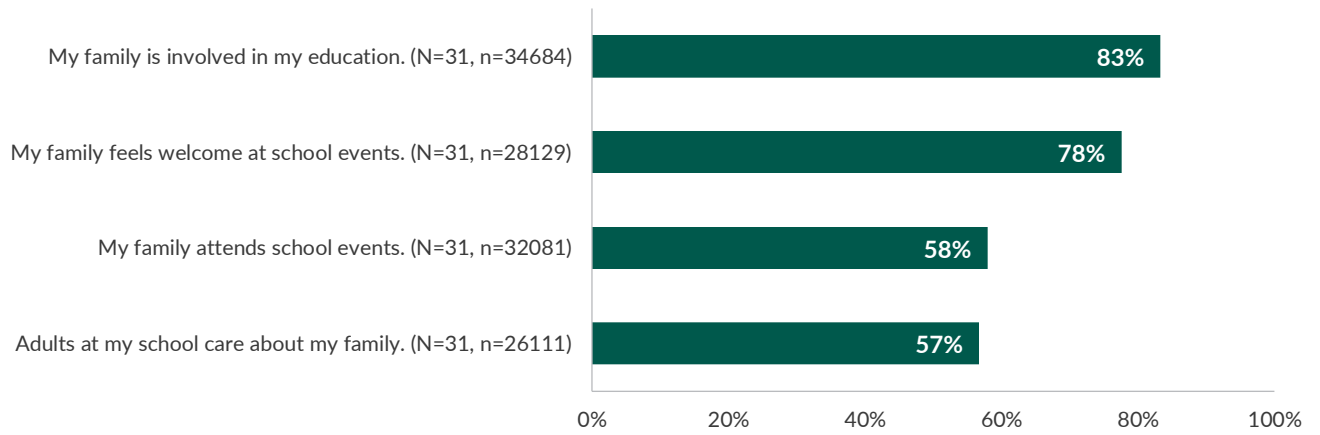| Statement	%
Staff are friendly and responsive to parent concerns.[23] (N=42, n=27313)	84%
I am comfortable approaching school personnel to discuss my child's needs.[24] (N=30, n=15019)	84%
I am satisfied with the level of parental involvement at my school.[23] (N=42, n=26094)	58%

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[22] This set of questions was displayed to parents and school staff only.
[23] This question was displayed to parents and staff who are not district administrators only.
[24] This question was displayed to parents only.

Figure I.3. Please say how much you agree or disagree with the following statements about family involvement.[25]

(% Agree + % Strongly Agree)

Statement	%
My family is involved in my education. (N=31, n=34684)	83%
My family feels welcome at school events. (N=31, n=28129)	78%
My family attends school events. (N=31, n=32081)	58%
Adults at my school care about my family. (N=31, n=26111)	57%

[25] This set of questions was displayed to students only

Appendix B: Diversity, Equity, and Inclusion Diagnostic

SCREENERS/BACKGROUND

Question	Scale	Target Population
Which of the following best describes your relationship with {District}? If you are both an employee and a parent of a child at a {District} school, please take this survey as an employee.	Multiple Choice[1]	All
Which of the following best describes your role at {District}?	Multiple Choice[2]	Staff
How many children do you have who currently attend a {District} school?	Multiple Choice[3]	Parents
What is [your/your child's] current grade level?	Multiple Choice[4]	Students, Parents
With which grade level(s) do you primarily work? Please select all that apply.	MRV[5]	Classroom teachers, Other certified staff
Please select your [child's] school./At which school/building do you primarily work? If you work at multiple schools, please select the school at which you spend the majority of your time.	Multiple Choice	All
In which of the following programs [do you/does your child] participate.	MRV[6]	Students, Parents

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[1] Respondents may select a single option from the following set of options: Student, Parent or guardian of a student, [District] staff or administrator, or None of the above (disqualified)

[2] Respondents may select a single option from the following set of options: District administrator, School administrator, Classroom teacher, Other certified staff, Non-instructional staff, or None of the above (disqualified)

[3] Respondents may select a single option from the following set of options: None (disqualified), 1 child, 2 children, 3 children, 4 children, 5 children or more

[4] Respondents may select a single option from the following set of options: Pre-K, Transitional kindergarten, Kindergarten, Grade 1 through 12, and Adult education. These options can be changed based on client needs

[5] Respondents may select all options that apply from the following set of options: Pre-K, Transitional kindergarten, Kindergarten, Grade 1 through 12, and Adult education. These options can be changed based on client needs

[6] Respondents may select all options that apply from the following set of options: English Language Learner (ELL), Special Education Services, Gifted and Talented, Free or Reduced-Price Lunch, None of the above, Don't know/Unsure

OVERALL SATISFACTION

Please say how much you agree or disagree with the following statements about overall support for people from diverse backgrounds. Diverse backgrounds include various ethnicities, races, cultures, genders, sexualities, religions, abilities, socio-economic backgrounds, and all other identities.

OVERALL, [MY SCHOOL SUPPORTS/MY CHILD'S SCHOOL SUPPORTS/DISTRICT SCHOOLS SUPPORT] [STUDENTS/FAMILIES/STAFF] FROM ALL DIFFERENT:

Question	Scale	Target Population
Races, ethnicities, skin colors		
Cultures		
Religions	Agreement[7]	All
Disability statuses		
Socioeconomic backgrounds (e.g., how much money they have)		
Gender identities or expressions (e.g., man, woman, non-binary, transgender, cisgender)		Students (Grade 9-12), Parents, Staff
Sexual orientations		

BELIEFS ABOUT EQUITY

Question	Scale	Target Population
Students from similar backgrounds benefit from collaboration.		Staff
I want students at different ability levels to collaborate.		
I want my child to collaborate with students from different backgrounds (e.g., ethnicities, races, cultures).		Parents
I want my child to collaborate with students who perform better than them.	Agreement[7]	
I want my child to collaborate with students who are struggling.		
I like working with students from different backgrounds (e.g., ethnicities, races, cultures).		Students
I like learning from other students.		

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[7] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".

SCHOOL ENVIRONMENT

[I/MY CHILD/STUDENTS AT MY SCHOOL/STUDENTS AT DISTRICT SCHOOLS]...

Question	Scale	Target Population
...feel(s) welcome at school.		
...like(s) school.		
... [am/is/are] proud of [my/their] school.	Agreement[8]	All
...feel(s) like [I am/they are] a part of [my/their] school community.		

ACADEMIC ENVIRONMENT

Instructional Climate

IN THE PAST WEEK, HOW OFTEN [DID YOU/DID YOUR CHILD/DID YOUR STUDENTS] SPEND TIME DURING LESSONS...

Question	Scale	Target Population
...thinking about events from another person's point-of-view (i.e., someone from a different background)?		
...learning about people from different backgrounds?		Students, Parents, Classroom teachers, Other certified staff
...helping or getting help from other students?	Frequency[9]	
...working on projects with students from different backgrounds?		
...talking with students from different backgrounds?		

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[8] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".
[9] The frequency scale commonly includes the following response options: Almost Never, Rarely, Sometimes, Often, Very Often, Don't Know/NA

IN THE PAST WEEK, HOW OFTEN [DID YOU/DID YOUR CHILD/DID YOUR STUDENTS] SPEND TIME IN CLASS DISCUSSING THE FOLLOWING:

Question	Scale	Target Population
Race-related topics	Agreement[10]	Students, Parents, Classroom teachers, Other certified staff
Social action (e.g., voting, protesting)		
Diversity		
Social justice		Students (Grade 9 – 12), Parents, Classroom teachers, Other certified staff
Systemic discrimination/ Institutional racism		
Implicit biases		

[MY TEACHERS/MY CHILD'S TEACHERS/TEACHERS AT MY SCHOOL/DISTRICT TEACHERS] …

Question	Scale	Target Population
…use books, stories, or lesson materials from many different perspectives.	Agreement[10]	All
…encourage students to speak out against discrimination and racism.		
…can help all students succeed.		
…adjust lessons to fit [my/students' different] learning style[s].		Students (Grade 9 – 12), Parents, Staff
…engage students in meaningful conversations about diversity.		
…empower students to fight for social justice.		
… help me feel confident that I can do well in school.		Students
…encourage me to take challenging classes.		Students (Grade 9-12)

[MY SCHOOL/MY CHILD'S SCHOOL/DISTRICT SCHOOLS]…

Question	Scale	Target Population
…hire(s) teachers from diverse backgrounds.	Agreement[10]	Students (Grade 9-12), Parents, Staff
…retain(s) teachers from diverse backgrounds.		
My teachers come from many different backgrounds.		Students (Grade 6-8)

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[10] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".

Student Support And Resources

AT SCHOOL, [I HAVE/MY CHILD HAS/STUDENTS FROM ALL BACKGROUNDS HAVE] …

Question	Scale	Target Population
…effective college and career support to meet [my/their] goals.	Agreement[11]	High School Students, Parents, Staff
…access to extra-curricular activities (e.g., sports, clubs).		
…access to co-curricular activities (e.g., drama, theater, band).		All
…access to all classes (e.g., a chance to choose or be chosen for advanced classes).		

PLEASE SAY HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS ABOUT DISTRICT DIVERSITY.

Question	Scale	Target Population
Resources are equally distributed across all district schools.	Agreement[11]	Staff
Student diversity is similar across all district schools.		
Staff diversity is similar across all district schools.		

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[11] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".

Grading

[I/TEACHERS AT MY SCHOOL] ENSURE ASSESSMENTS...

Question	Scale	Target Population
...are equitable.		
...are not culturally biased.	Agreement[12]	Staff (not District administrator)
...are taken in equitable conditions.		

AT [MY SCHOOL/MY CHILD'S SCHOOL] ...*

Question	Scale	Target Population
...students understand how assignments and tests are graded.		
...it is easier to get good grades with some teachers than with others.	Agreement[12]	Students, Parents, Staff (not District administrator)
...teachers grade assignments fairly.		

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[12] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".

SOCIAL ENVIRONMENT

Instructional Climate

ADULTS AT [MY SCHOOL/MY CHILD'S SCHOOL/DISTRICT SCHOOLS] …

Question	Scale	Target Population
…respect students of all backgrounds.	Agreement[13]	All
…care about students of all backgrounds.		
…treat students from all backgrounds fairly.		
…understand [me and my/students'] experiences [and backgrounds].		
…care about and support students beyond schoolwork (e.g., how they are feeling, what they like/dislike, family).		
…understand my culture and background.		Students

STUDENTS AT [MY SCHOOL/MY CHILD'S SCHOOL/DISTRICT SCHOOLS] …

Question	Scale	Target Population
…treat students from different backgrounds with respect.	Agreement[13]	All
…care about other students of all backgrounds.		
…treat students from all backgrounds fairly.		
…have close friends from different backgrounds.		
…take classes with other students from different backgrounds.		

HOW OFTEN [DO YOU/DOES YOUR CHILD/DO STUDENTS] DO THE FOLLOWING?

Question	Scale	Target Population
Spend time out of class interacting with students from different backgrounds (e.g., lunch, recess, study hall)	Frequency[14]	All
Spend time at school events interacting with students from different backgrounds (e.g., sports events, music performances)		

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[13] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".

[14] The frequency scale commonly includes the following response options: Almost Never, Rarely, Sometimes, Often, Very Often, Don't Know/NA

Discipline and Safety

ADULTS AT [MY SCHOOL/MY CHILD'S SCHOOL/DISTRICT SCHOOLS] …

Question	Scale	Target Population
…clearly communicate school rules.	Agreement[15]	All
…clearly communicate consequences for breaking rules.		
…encourage students to learn from their mistakes.		
…make sure students have the same consequences when they break the rules, no matter what their background is (e.g., gender, race, religion).		

[I FEEL/MY CHILD FEELS] …

Question	Scale	Target Population
…safe at school.	Agreement[15]	Students, Parents, Staff (not District administrator)
…the school is well-maintained (e.g., clean, things are fixed when they break).		
…the school meets the needs of all students (e.g., wheelchair ramps and accommodations, translators).		
…bullying is a problem at school.		

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[15] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".

STAFF PERCEPTIONS

[MY SCHOOL/DISTRICT SCHOOLS]...

Question	Scale	Target Population
...communicate(s) high expectations for all teachers.		
...provide(s) enough quality professional development on equity related topics.		
...support(s) teachers with their support of struggling students.		
...support(s) culturally sustaining practices and pedagogies.	Agreement[16]	Staff
...use(s) asset-based (vs. deficit-based) language.		
...work(s) to reduce the effect of implicit biases and systemic discrimination on school decisions.		
...provide(s) staff time to collaborate on strategies for equitable instruction.		

PLEASE SAY HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS.

Question	Scale	Target Population
The **district** treats staff members from all backgrounds with respect.	Agreement[16]	Staff
My school treats staff members from all backgrounds with respect.		Staff (not District administrator)

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[16] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".

ENGAGEMENT & OUTREACH

[MY SCHOOL/MY CHILD'S SCHOOL]...

Question	Scale	Target Population
...provides families with opportunities to be involved at the school.		
...encourages parents to support students with their schoolwork at home.		
...communicates well with parents.		
...works with parents to reduce barriers to parents' participation in school activities.		
...makes families feel <u>welcome</u>.	Agreement[17]	Parents, Staff
...makes families feel <u>valued</u>.		
...works with families to help students succeed.		
...welcomes families into decision-making processes.		
...provides translation services to families who need it.		
...encourages families to visit their child's classroom.		

PLEASE SAY HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS ABOUT PARENT INVOLVEMENT.

Question	Scale	Target Population
I am satisfied with the level of parental involvement at my school.		Parents, Staff (not District administrator)
Staff are friendly and responsive to parent concerns.		
I am comfortable approaching school personnel to discuss my child's needs.	Agreement[17]	Parents
My family attends school events.		
My family feels welcome at school events.		Students
My family is involved in my education.		
Adults at my school care about my family.		

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[17] The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don't Know/NA. Students Grade 8 and below will only see "Disagree", "Agree", and "Don't Know/NA".

DISTRICT PRIORITIES

TO WHAT EXTENT DO YOU FEEL EACH OF THE FOLLOWING SHOULD BE A DISTRICT PRIORITY FOR SUPPORTING DIVERSITY AND EQUITY IN EDUCATION FOR STUDENTS OF DIVERSE BACKGROUNDS?

Question	Scale	Target Population
The district ensures that high-quality resources (such as teachers, learning materials, and programs) are available across schools for students of diverse backgrounds.	Priority[18]	Parents, Staff
The district prioritizes funding for programs and resources that support historically disadvantaged student subgroups.		
The district ensures a welcoming and safe school environment for students of diverse backgrounds.		
The district promotes access to all courses (including advanced courses) to students of diverse backgrounds.		
The district promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds.		
The district promotes access to all extracurricular activities to students of diverse backgrounds.		
The district's staff reflect the diversity of the student body.		

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[18] The priority scale commonly includes the following response options: Not a Priority, Low Priority, Medium Priority, High Priority, Essential, Don't Know/NA

ADDITIONAL THOUGHTS AND DEMOGRAPHICS

Question	Scale	Target Population
Please use the space provided to share any additional thoughts that you may have regarding the district's effort to promote educational equity and support diversity. Your answers will help [District] inform its policies and procedures moving forward. Please note that these responses will be shared with [District] directly, so please avoid providing any personally identifying information.	OE	All
With which of the following gender identities [do you/does your child] most identify?	Multiple Choice[19]	
With which of the following categories do you identify? Select all that apply.	MRV[20]	
Which of the following languages do you speak at home? Please select all that apply.	MRV[21]	
How long have you worked at [District]?	Multiple Choice[22]	Staff

[19] Respondents may select a single option from the following set of options: Female, Male, Non-binary/Gender non-conforming, Not listed, Prefer to self-describe (specify, if desired):, Prefer not to respond

[20] Respondents may select all options that apply from the following set of options: American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latin(o/a/x), Middle Eastern or North African, Native Hawaiian or Pacific Islander, White, Not listed/Prefer to self-describe (specify, if desired):, Prefer not to respond

[21] Respondents may select all options that apply from the following set of options: English, Spanish, Mandarin, Tagalog, Vietnamese, French, Korean, German, Russian, Arabic, Italian, Portuguese, Other (please specify):, Prefer not to respond

[22] Respondents may select a single option from the following set of options: Less than 1 year, 1 to 3 years, 4 to 6 years, 7 to 10 years, 11 to 15 years, 16 to 20 years, More than 20 years, Prefer not to respond

ENDNOTES

[i] Responding students, parents, and staff members are not necessarily affiliated with the same districts or schools. By the same token, a comparison of students' and parents' responses should not be conflated with a comparison of students' and their own parents' responses.

[ii] Quote and information obtained from: [1] "National Equity Project Definition of Educational Equity." National Equity Project. https://www.nationalequityproject.org/education-equity-definition [2] Purser, R. et al. "Inequity in Education: Identifying Variations in Students' School and Classroom Experiences." Southern Regional Education Board, March 2020. p. i. https://www.sreb.org/sites/main/files/file-attachments/20v08_inequity_in_education_report.pdf?1602247064

[iii] [1] Skrla, L., et. al. "Equity Audits: A Practical Leadership Tool for Developing Equitable and Excellent Schools." Educational Administration Quarterly, 40:1, 2004, pp. 138-140. Accessed via SAGE. [2] "Equity Audits." University of Virginia, Curry School of Education and Human Development. https://curry.virginia.edu/sites/default/files/uploads/resourceLibrary/6.%20The%20Equity%20Audit-rev.%20%28Mitchell%20%26%20Eddy%20Spicer%29.pdf

[iv] Skrla, et. al., "Equity Audits: A Practical Leadership Tool for Developing Equitable and Excellent Schools," p. 140., Op. cit.

[v] Scott, Bradley. "Coming of Age." IRDA Newsletter, March 2001. https://www.idra.org/resource-center/coming-of-age/#goals

[vi] Equity Audits," Op. cit.

[vii] Skrla, et. al., "Equity Audits: A Practical Leadership Tool for Developing Equitable and Excellent Schools," Op. cit.

[viii] Figure adapted with minor edits from: Ibid., pp. 142-150.

[ix] "Equity Audits," Op. cit. [Quoting: Khalifa, M. Culturally Responsive School Leadership. Harvard Education Press, 2018.]

[x] Green, T.L. "Community-Based Equity Audits: A Practical Approach for Educational Leaders to Support Equitable Community-School Improvements." Educational Administration Quarterly, 53:1, 2017, p. 5. Access via SAGE.

[xi] Ibid., pp. 6-17.

[xii] Figure text quoted from: Ibid., p. 17.

[xiii] Ibid., p. 26-28

[xiv] Greene, J. Mixed Methods in Social Inquiry. 2007. Wiley Press.