

CITY SCHOOLS OF
DECATUR
EDUCATIONAL
EQUITY ASSESSMENT

FINAL REPORT

May 2018



EXECUTIVE SUMMARY

NEEDS ASSESSMENT DESCRIPTION

The purpose of this assessment was to identify successes, areas for improvement, and strategies designed to promote educational equity within the City Schools of Decatur (CSD) district. The needs assessment process was intended to help the school district identify the needs, or gaps, in educational equity between where the district envisions itself in the future and the district's current state.

Thomas P. Miller & Associates (TPMA) and Next Step Associates (NSA) were hired by the school district to conduct the comprehensive needs assessment from December 2017 through May 2018. The assessment leveraged several data collection methods and sources, outlined in greater detail below, including student-, school-, and district-level outcomes data as well as surveys and focus groups, which collected stakeholder perceptions and feedback. Presented by TPMA and NSA, this final report includes all findings from the assessment.

As third parties to the assessment, the TPMA/NSA team were able to compile and triangulate the findings, and report impartial and unbiased findings that served as the foundation for actionable considerations provided to the CSD Equity Director and district team.

SUMMARY OF METHODOLOGY

The TPMA/NSA team collected quantitative and qualitative data from several stakeholders including: students, parents, staff and teachers, administrators, and community members. This mixed methods approach enabled the TPMA/NSA team to triangulate findings (i.e., compare findings across different data sources); thus, corroborating findings and increasing validity. The data collection sources are briefly highlighted below, with more detailed information regarding the methodology provided in the [Needs Assessment Methodology](#) section.

Quantitative Sources

Focus Groups

Number of participants

Surveys

Demographics and equity-related closed-ended questions

Outcomes

Student-, school-, and district-level data

Qualitative Sources

Focus Groups

Perceptions on equity gathered through discussions

Surveys

Perceptions on equity gathered through open-ended questions

FINDINGS OVERVIEW



Quantitative Findings

The quantitative findings from this assessment were drawn from student-, school-, and district-level outcomes data (e.g., attendance, behaviors, and academics) collected from the 2015-2016, 2016-2017, and 2017-2018 (fall term only) academic years. Demographics were also collected from surveys as well as closed-ended responses in which varying types of analyses were conducted (frequencies, cross-tabulations, and chi-squared tests with effect sizes). The information provided in this section serve as only a brief overview of results, with specific and more in-depth findings provided in the [Secondary Research Findings: Outcomes Data](#) and [Primary Research Findings: Quantitative Findings](#) sections. For full details on chi-squared test findings and effect sizes, please see [Appendix E](#).

When conducting chi-squared tests for quantitative survey data, substantial differences were found between Black or African American and White students, teachers, staff, and parents. For instance, compared to White students, Black or African American students reported significantly more often that they strongly disagreed with statements about fair school discipline policies, feeling respected by their peers, and teachers treating students equitably. These findings were corroborated with outcomes data in that across all three academic years, more than 60% of all behavioral incidents were for Black or African American students, with White students accounting for only 26.5 to 32.1 percent of all behavioral incidents. Black or African American students were also receiving different types of resolutions for the same behavioral incident in some cases. For example, in 2016-2017, 20.5 percent of Black or African American students with a disorderly conduct incident received an out of school suspension, while only 2.1 percent of White students committing the same incident received an out of school suspension. White students committing the same incident were most likely to receive a lunch detention (29.2%).

In addition to differences in race, students enrolled in instructional programs cited varying perspectives on treatment at school. Compared to students in Gifted, International Baccalaureate (IB), or Advanced Placement (AP) programs, those in Special Education (SPED) or Response to Intervention (RTI) programs reported significantly more often that they strongly disagreed with statements about fair discipline, equitable treatment by teachers, and diversity in student groups. Black or African American students were significantly less likely to be enrolled in gifted programs compared to their White peers. Less than one out of ten Black or African American students were enrolled in gifted programs, while more than one out of four White students were enrolled in these programs across all three academic years.

Compared to White teachers, Black or African American teachers cited significantly more often that they strongly disagreed with statements about positive race and human relations, positive communication with families, and equitable treatment of students in academics and discipline.

Qualitative Findings

The qualitative findings from this assessment were drawn from parent, middle and high school student, and staff and teacher surveys as well as focus groups with parents, students, staff and teachers, administrators, and community members. The qualitative data collection methods sought to capture perceptions and feedback from these stakeholders and objectively identify themes through varying methods. Throughout this report, the themes were identified as those with the highest frequency counts or those themes that appeared most frequently. Frequency counts are provided in footnotes for survey responses but were not identified for focus group data due to the complexity and richness of the data collected. The TPMA/NSA team believes that, for this assessment, the conversion from qualitative to quantitative data would not capture the complexity of the narrative.¹

The qualitative findings were separated into two sections: Accelerators to Success and Opportunities for Improvement. The findings in this section are only a brief overview; specific findings are outlined in the Qualitative Findings section later in this report. It is important to note that these findings tend to be interconnected in that addressing one area will not necessarily resolve the issue, as these areas often impact and are influenced by each other (e.g., addressing discipline policies will not necessarily eliminate the challenge unless other actions are implemented such as training for school staff, teachers, and administrators).

Through surveys and focus groups, stakeholders tended to agree on several elements that they believed promote equity across the district. These elements included equity-focused professional development and training opportunities, school- and district-level events and activities that promote equity and inclusion, and promotion of an inclusive classroom environment (including classroom materials and resources). All stakeholders who participated in focus groups and surveys noted that while these opportunities help promote equity across the district, they may not occur or be prioritized as frequently as needed to truly foster an equitable and inclusive environment. Requests for additional, ongoing professional development and training opportunities were collected from parents, staff and teachers, administrators, and community members, while suggestions for implementation of more frequent equity-focused school and district events, activities, and presentations were gathered from all stakeholders that participated in the assessment. Parents, staff, teachers, and administrators determined a need for prioritization around inclusive classroom materials and resources that reflect the student population, and suggested sharing and communication avenues to increase availability of these resources.

Parents, staff, teachers, and administrators also indicated an appreciation and recognition for the development of school and district equity teams. These teams were recognized as a first step toward addressing equity challenges in the district. However, these stakeholders also noted in surveys and focus groups a need to coordinate efforts of these teams and create a more structured plan around the teams' objectives – a need for action and communication around progress moving forward. Furthermore, parents, staff, teachers, administrators, and community members emphasized the outside barriers (e.g., transportation, language barriers, and housing) that families face in the district that may negatively impact student success and parent involvement. These stakeholders suggested in focus groups and surveys that the district and schools continue to explore avenues for mitigating these outside barriers moving forward.

¹ Sandelowski, M., Voils, C., and Knaf, G. (2009). On quantizing. *Journal of Mixed Methods Research*, 3: <http://journals.sagepub.com/doi/pdf/10.1177/1558689809334210>

ACTIONABLE CONSIDERATIONS

The actionable considerations outlined in this section provide a brief overview of the considerations outlined later in this report. These considerations are meant to provide the CSD Equity Director and district team with factors to keep in mind as future efforts are targeted and identified. The considerations were developed in response to several of the [Opportunities for Improvement](#), which were identified through feedback gathered from stakeholders. For more detailed information, see the [Actionable Considerations](#) section later in this report.

Overall, the considerations were framed around the need to promote a culture and environment across the district and schools that is equitable and inclusive. To obtain this goal of an inclusive and equitable culture and environment, several considerations were offered around the following themes:

Staff and Teacher Recruitment, Retention, and Support

- The district should consider expanding current hiring practices to create a more diversified candidate pool through avenues that create a pipeline of potential candidates to the district.
- Once these candidates are hired, and for existing staff, training and professional development opportunities that target equity should be offered regularly and consistently. The district should consider opportunities that would be provided by a third-party to encourage participation by all staff, teachers, and administrators.
- To support existing and new teachers in fostering a classroom environment that is inclusive and equitable, the district may consider development of a repository of classroom materials and resources that can be accessed by teachers in the district. The district may also provide opportunities for teachers to share materials and resources that they have used and have found successful to encourage communication and collaboration across and within schools.

District Coordination, Communication, and Action

- Development of a district-wide communication plan could be considered to better streamline communication across the district and with various stakeholders (parents, students, staff, teachers, and administrators). This plan should leverage existing efforts and incorporate a strategy for communication from the equity teams moving forward.
- Because school- and district-wide activities, events, and presentations were noted as an area that promotes equity across stakeholder groups, the district may consider ways to coordinate these efforts moving forward. This could be through the communication plan highlighted above, which includes a schedule of events that target equity and inclusion and encourages involvement from the community.
- There is a need to reexamine resource allocation procedures across the district and within schools. To ensure equitable allocation of resources, there are several strategies and resources available to reallocate budgeting and locate additional funding (e.g., AmeriCorps)
- A need to reexamine school- and district-level policies and procedures (e.g., discipline) was also identified. The district is encouraged to consider strategies and resources that will enable them to reform/revisit policies and procedures.

TABLE OF CONTENTS

Needs Assessment Description	6
Needs Assessment Methodology	8
Stakeholder Surveys.....	8
In-Person Stakeholder Engagement.....	11
Outcomes Data.....	13
Limitations	14
Secondary Research Findings	16
Outcomes Data.....	16
Primary Research Findings	21
Quantitative Findings.....	21
Qualitative Findings	23
Actionable Considerations	32
Call to Action	40
Final Thoughts	44
Appendix A: Survey Themes and Quotes	45
Appendix B: Additional Quantitative Survey Demographics	48
Appendix C: Quantitative Survey Question Breakdowns	53
Appendix D: Outcomes Tables	56
Appendix E: Chi-Squared Test Tables	68

NEEDS ASSESSMENT DESCRIPTION

PURPOSE AND BACKGROUND

City Schools of Decatur (CSD) defines equity as “ALL students having the resources, opportunities, and rigorous and relevant learning to ensure their academic success.”² The district believes the following as they relate to educational equity:

- Positive relationships form the foundation of an equitable school district.
- A world class education requires racial consciousness, cross-cultural awareness, and gender equity.
- All students should be empowered to be active participants in their own learning.
- We must work together to eliminate predictable patterns of academic achievement based on race, socioeconomic status, and gender.
- School does not have to look the same for each and every student and outcomes can still be high.
- We must measure our efforts to promote equity to ensure that “all means all.”³

To ensure these beliefs were guiding school and district decisions, the district decided to conduct a comprehensive, district-wide needs assessment. The purpose of this assessment was to identify successes, areas for improvement, and strategies designed to promote educational equity within the school district. The needs assessment process was intended to help the school district identify the needs, or gaps, in educational equity between where the district envisions itself in the future and the district’s current state.

Thomas P. Miller & Associates (TPMA) and Next Step Associates (NSA) were hired by the school district to conduct the comprehensive needs assessment. The assessment leveraged several data collection methods and sources, outlined in greater detail below, including outcomes data, focus groups, interviews, and surveys with numerous stakeholders. Presented by TPMA and NSA, this final report includes all findings from the assessment.

Findings Identification Process

The findings from this assessment were drawn from student-, school-, and district-level outcomes data as well as surveys and focus groups. Many of the findings in this report were collected from stakeholder perceptions and feedback, meaning they may not be grounded in research and are not generalizable to those that did not participate in the assessment. The Actionable Considerations are, however, grounded in research and can be used by the CSD Equity Director or other stakeholders, as appropriate, moving forward.

As third parties to the assessment, the TPMA/NSA team was able to compile and triangulate the findings, and report impartial and unbiased findings that served as the foundation for considerations for the CSD Equity Director and district team. Using the approaches highlighted in the Needs Assessment Methodology section, findings were identified as those with the highest frequency counts or those themes that appeared most frequently. Frequency counts are provided in footnotes for survey responses but were not identified for focus group data due to the complexity and richness of the data collected. The TPMA/NSA team believes that, for this assessment, the conversion from qualitative to quantitative data would not capture the complexity of the narrative.⁴

² Drawn from: <https://www.csdecatur.net/>

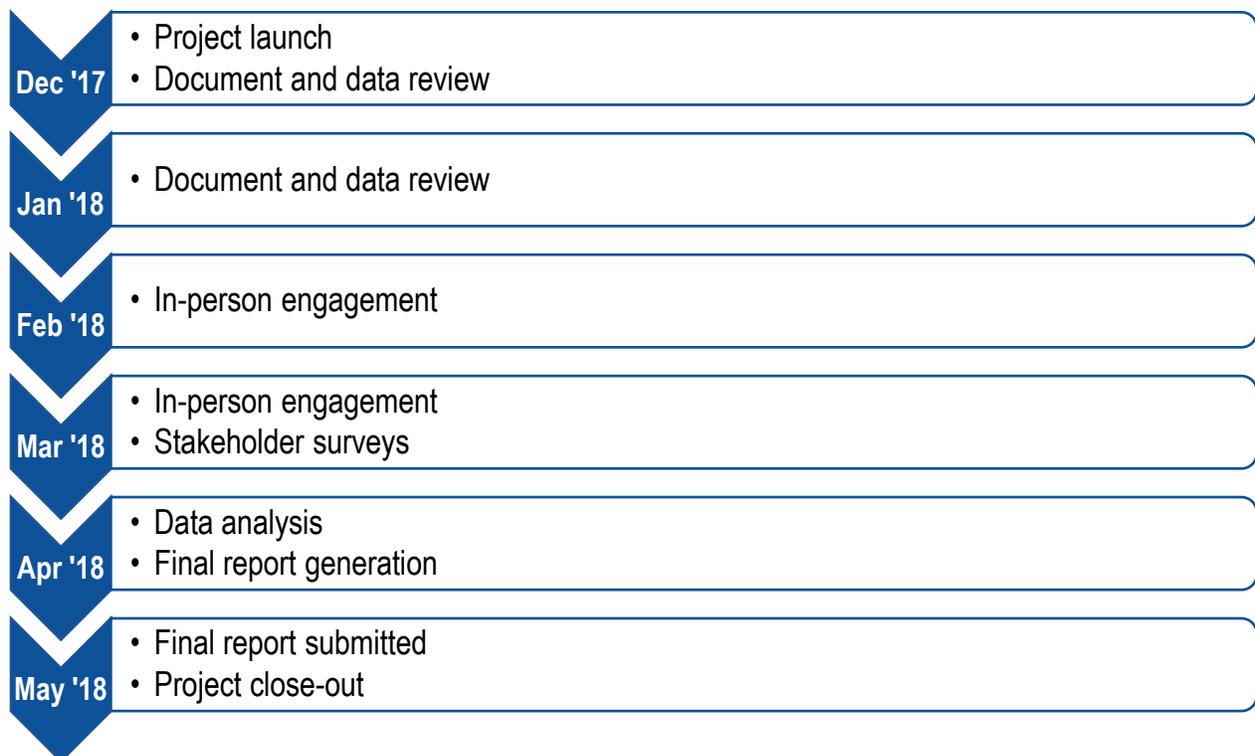
³ Drawn from CSD Equity Definition and Beliefs: <https://www.csdecatur.net/Page/3061>

⁴ Sandelowski, M., Voils, C., and Knaf, G. (2009). On quantizing. *Journal of Mixed Methods Research*, 3: <http://journals.sagepub.com/doi/pdf/10.1177/1558689809334210>

ASSESSMENT TIMELINE

The comprehensive needs assessment was launched in December 2017 with CSD equity team leadership, where CSD provided the TPMA/NSA team with relevant documents and data to review (e.g., district handbooks, school policies, and student-level data such as enrollment in programming and behavioral records). Following the assessment's launch, the TPMA/NSA team worked collaboratively with CSD equity team leadership to plan an initial site visit that occurred in February 2018. During this time, the following stakeholders were engaged for focus groups: students, staff, teachers, administrators, parents, and community members.

The TPMA/NSA team conducted a second site visit in March 2018 to gather additional feedback and information from the following stakeholder groups: staff, teachers, parents, and administrators. The TPMA/NSA team worked to engage as many stakeholders across the district as possible and following the second site visit, a round of surveys was administered to parents, middle and high school students, and staff and teachers. The TPMA/NSA team analyzed all data and provided the findings in this final report, which was delivered and finalized in May 2018. A visual depiction of the assessment's timeline is provided below:



NEEDS ASSESSMENT METHODOLOGY

The TPMA/NSA team collected quantitative and qualitative data from several stakeholders including: students, parents, staff, teachers, administrators, and community members. Through surveys and focus groups, the TPMA/NSA team sought to gather feedback and perceptions on concepts of equity throughout the district. Quantitative data was collected through surveys (i.e., demographic data and survey closed-ended responses) and focus groups as well as through an analysis of outcomes data. This mixed methods approach enabled the TPMA/NSA team to triangulate findings (i.e., compare findings across different data sources); thus, corroborating findings and increasing validity.

STAKEHOLDER SURVEYS

The survey component of this assessment sought to capture perceptions and feedback as well as quantitative information (i.e., demographics and responses to closed-ended questions) on concepts of equity from several stakeholders within CSD. The TPMA/NSA team worked collaboratively with CSD staff to develop three surveys for the following populations: middle and high school students, parents, and staff and teachers. Surveys were distributed to all individuals within these populations.

Data Sources and Collection

Survey Design

Following the first site visit and document review, the TPMA/NSA team began the design phase of the survey in collaboration with CSD staff. Regular update calls and examples of research-based equity surveys were leveraged to identify survey priorities and develop specific questions. The TPMA/NSA team documented survey drafts in MS Word for review by CSD staff. Questions were designed to be concise and leveraged skip logic to ensure respondents would only complete relevant questions in an effort to increase response rates.

The TPMA/NSA team’s approach prioritized collaboration and ongoing feedback loops with CSD staff to ensure that questions were targeted to the assessment’s priorities and were appropriate for the survey population (e.g., reading level and language).

Surveys were developed for middle and high school students, parents, and staff and teachers, and sought to collect the following information from those stakeholder groups:

Middle and High School Students	Parents	Staff/Teachers
<ul style="list-style-type: none"> Demographics (race, gender, ethnicity, grade level, and program enrollment) Level of agreement with equity-related questions Open-ended feedback (recommendations, successes, and barriers to equity) 	<ul style="list-style-type: none"> Demographics of children and parent (race, gender, ethnicity) Demographics of children (grade level and program enrollment) Level of agreement with equity-related questions for each child’s school Open-ended feedback (recommendations, success, and barriers to equity) 	<ul style="list-style-type: none"> Demographics (race, gender, ethnicity, school role, and work in education and CSD) Level of agreement with equity-related questions Open-ended feedback (recommendations, successes, and barriers to equity)

Survey Administration

Once all suggested revisions were discussed and/or incorporated into the master document, the surveys were integrated into the web-based survey software that was used for administration – SurveyMonkey. A paper version of the parent survey was also developed for individuals with limited or no access to technology. A separate survey, with a unique survey link, was developed for each stakeholder group (students, parents, and staff/teachers). This approach enabled the TPMA/NSA team to better understand the context behind the respondent's answers (given their responses were anonymous) and better target questions to the respondent.

Surveys were administered using several techniques, tailored for each stakeholder group to increase response rates. The techniques used for each survey are highlighted in greater detail below:

Parent Survey

Using the district's internal database that contains contact information for all parents in the district, the survey link was distributed via electronic means. A paper version of the parent survey was also developed for those individuals with limited or no access to technology. To widen the survey's reach for those without emails or those that do not monitor their emails, survey links were also provided through the district's social media accounts, newsletters, and word-of-mouth. The survey was left open from March 7, 2018 to March 31, 2018 to ensure ample time for parents to respond to the survey through the varying administration methods. Within this timeframe, reminder emails and additional posts to social media were used to further generate survey responses.

A total of 490 online and 24 paper responses were gathered.

Student Survey

To administer surveys to middle and high school students, the surveys were sent by the CSD Equity Director to the school's principals who provided the links to the teachers and staff. The teachers were then asked to distribute the survey link to students during class to encourage completion of the surveys by students. The survey was left open from March 28, 2018 to March 31, 2018 to ensure ample time for teachers to distribute the surveys during class.

A total of 1,365 online responses were gathered.

Staff/Teacher Survey

The survey was sent by the CSD Equity Director to the principals at each school within the district via email. The principals were asked to distribute the survey link to teachers to encourage completion by teachers and staff (e.g., during staff meetings). The survey was left open from March 23, 2018 to March 31, 2018 to provide teachers and staff with time to complete the survey.

A total of 350 online responses were gathered.

Periodic updates on response numbers were provided to the CSD Equity Director during the survey window to determine need for mitigation strategies (e.g., leaving the survey open longer). The TPMA/NSA collected survey responses from 2,229 individuals within the district.

A breakdown of respondent demographics is provided in the [Primary Research Findings: Quantitative Findings](#) section.

Analysis Methods

Frequencies and Demographics

Several demographics, or quantifiable aspects of a population, were gathered in the surveys to enable the TPMA/NSA team to provide additional context around survey findings. These questions were also used to assist with cross-tabulation analyses, described in greater detail below. Demographic questions targeted race, gender, and ethnicity as well as grade level and program enrollment (for students) and role at school and work experience in education/CSD (for staff and teachers). Frequencies were also calculated, determining the number of times a data value occurred. While the simplest form of survey analysis, frequencies are useful in providing an overview of the distribution of responses for each question.

Frequencies and demographics were analyzed through MS Excel.

Cross-Tabulations

Cross-tabulations (or contingency tables) analyze the relationship between two variables. This type of analysis is heavily used in survey research, as it can highlight relationships that may not be apparent when only examining aggregate frequencies. For this analysis, cross-tabulations were used to identify relationships between demographics and variables related to equity.

Chi-Squared Tests

Chi-squared tests (χ^2) were used to compare the frequency of responses in the surveys and test if variables such as race were related (i.e. not independent) to respondents' perceptions of equity at their school/across the district. Chi-squared tests were useful exploratory analyses used to examine if there was a significant relationship between group membership (i.e. White and Black or African American students) and their level of agreement to the survey questions. The tests were conducted separately for the student survey, teacher and staff survey, and parent survey as each group was asked different questions.

Effect Sizes

Effect sizes (ϕ) were also computed, which helped substantiate any statistically significant results. Reporting effect sizes is strongly recommended by many professional organizations and considered best practice when communicating the results of any statistical analysis.⁵ Effect sizes were useful for understanding if the statistically significant results were practically relevant by determining if the effect in question is large enough to be an important finding. They also served as an additional safeguard to misleading p -values insofar as they are indifferent to significant results due to sample size.

Cross-tabulations, chi-squared tests, and effect sizes were conducted through MS Excel and SPSS.

Grounded Theory Analysis

Grounded theory analysis, a general method for comparative analysis in qualitative research,⁶ was used for analyzing open-ended questions. Through this method, open-ended response data was organized into codes (i.e., frequent themes and concepts that are extracted from survey responses) and assigned counts based on the number of times those themes appeared in the data. Open coding was used to classify data into categories with consistencies and differences in responses, and patterns and connections within and between categories identified.⁷ The open coding process prompts the researcher to conduct line-by-line coding, which helps verify and saturate categories; thus,

⁵ Examples include the American Statistical Association, see Wasserstein, R.L., & Lazar, N.A. (2016). The ASA's Statement of p-Values: Context, Process, and Purpose. *The American Statistician*, 70(2), 129-133; and the American Psychological Association, see American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association.

⁶ Glaser, B. & Strauss, A. (2012). *The discovery of grounded theory: Strategies for qualitative research*. Rutgers University, New Jersey: Aldine Transaction.

⁷ Smith, J. (2015). *Qualitative psychology: A practical guide to research methods*. Thousand Oaks, CA: Sage.

minimizing missingness⁸ in category identification. This process also encourages researchers to conduct constant comparative processes that helps reach theoretical saturation. Once theoretical saturation⁹ was achieved and no new indicators emerged from categorizing processes, the TPMA/NSA team extrapolated findings from the data. For a table of survey themes, counts, and associated quotes, please see [Appendix A](#).

Open-ended responses were analyzed in MS Excel.

IN-PERSON STAKEHOLDER ENGAGEMENT

In-person stakeholder engagement was conducted through focus groups and interviews on two separate occasions (February and March 2018) to gather feedback from an array of individuals on their perspectives of educational equity within the district. The TPMA/NSA team developed protocols and discussion questions as well as supplemental materials (e.g., consent forms, PowerPoints, and surveys) to use while on site. During the February visit, three NSA team members met with students, parents, community and religious organizations, teachers, staff, administrators, Board members, and the Superintendent.

The March visit was conducted by two TPMA team members and one NSA team member, and the TPMA/NSA team met with elementary school, middle school, and high school teachers, staff, and administrators; parents; and the Superintendent. Site visits were conducted at schools, community locations, and the Central Office based on the appropriateness for the audience. Both site visits took place over three days, including focus groups over the weekend to accommodate working parents. Only one elementary school was not included between the two site visits due to circumstances beyond the TPMA/NSA team or CSD's control.

Data Sources and Collection

Focus Group Structure

Focus group discussion guides were developed prior to each site visit and were used to direct the visits' discussions, focusing on CSD's key priorities on educational equity. CSD reviewed the discussion guides for clarity and for the second site visit, given there was more time prior to the visit, the TPMA/NSA team provided CSD with the discussion guides to distribute to focus group participants. The TPMA/NSA team also developed worksheets highlighting the open-ended questions, which were also distributed prior to the second site visit. This enabled participants to think through their responses ahead of time, provide responses to questions they may not have felt comfortable sharing in person, and provide written responses if they were unable to attend.

CSD developed the itineraries for both visits, working with the leadership at each school. Leadership at each school also designated the structure of the focus groups and interviews as many focus groups were conducted during school hours and teachers needed coverage to attend the sessions.

For the first visit, the NSA team met with community members and religious organizations during multiple 90-minute sessions held over the weekend. The NSA team also met with staff, teachers, and administrators at different schools for three-hour blocks of time (multiple sessions were held during that time) as well as parents and students during 90-minute sessions. The NSA team also had time with administrators and Board members.

For the second visit, the TPMA/NSA team met with staff, teachers, and administrators from several elementary and high schools (including several that could not be visited during the first trip) as well as parents.

⁸ Missingness is the manner in which data are missing from a dataset.

⁹ Theoretical saturation occurs when all concepts are well-developed, and no new data appear. Beck, M., Bryman, A., & Liao, T. (2004). *The SAGE Encyclopedia of Social Science Research Methods*. Thousand Oaks, CA: Sage.

Elementary schools typically were structured as 10-30-minute sessions with 1-10 teachers and/or staff attending during a time block.

The high school and middle school focus groups consisted of one focus group for all teachers interested in participating over a 90-minute session. Administrators at all school locations participated in focus groups or interviews separate from teachers and staff to allow for honest and open conversations from both groups. The TPMA/NSA team also met with the Superintendent while on site and presented preliminary findings to the Board during this visit.

Consent forms were required of all participants during the second site visit as all sessions were audio recorded for increased accuracy of notes. This enabled participants to opt out of the focus groups if they were not interested or comfortable with participating. The TPMA/NSA team provided all participants with an optional introduction survey to complete requesting information about the participant's role in the district (for staff, teacher, and administrator focus groups), gender, ethnicity, and race. Again, all participants were provided with the worksheet that was sent prior to the visit as an opportunity for additional feedback to be shared with the TPMA/NSA team following the session if participants did not have time to share the information and/or were not comfortable sharing something during the session.

Demographic data for focus group participants is not provided in this report, as the data was collected through optional introductory surveys, meaning the data might not reflect all focus group participants. During the first site visit, the NSA team collected data from 50 parents who represented several community organizations such as local religious organizations, Parent Teacher Associations (PTAs), Foundations, non-profits, and other committees (e.g., NAACP Education Committee). From the second site visit, the NSA/TPMA team collected consent forms from 63 individuals across parent, staff, teacher, and administrator stakeholder populations. This information is not disaggregated by participant type, as consent forms did not request demographic data such as role, level, or school and introduction surveys were completed voluntarily.

Focus Group Approach

In line with the principles of applied thematic research, the interview approach enabled stakeholders to speak openly about their perceptions in their own words, free of the constraints imposed by fixed-response questions. Inductive probing allowed the TPMA/NSA team to clarify statements, meaning, and the feelings associated with the perceptions, to promote accuracy in detailed observational notes. This interview framework also provided the means to “[learn] from the participants’ talk and dynamically [seek] to guide the inquiry in response to what is being learned.”¹⁰

During focus sessions that were allotted 60-minutes or more for all participants, the TPMA/NSA team presented a brief PowerPoint and video on educational equity, terms associated with the topic, and research on the topic. The remaining time was allocated to the facilitated discussion of successes and opportunities for improvement across the schools and district around educational equity. During the focus groups, TPMA/NSA team members served various roles, including: lead facilitator (i.e., individual leading the discussion), co-facilitator (i.e., individual assisting during the discussion), and notetaker (i.e., individual taking detailed, verbatim notes and managing audio recording).

To increase validity of the focus groups/interviews, two to three TPMA/NSA members were present at each session in the second visit and participated in regular update calls, document reviews, and report writing. This consistency helped build and preserve institutional knowledge across different data collection sources. In addition, these methods are

¹⁰ Guest, G., MacQueen, K.M., and Namey, E.E. (2011). *Applied Thematic Analysis*. Thousand Oaks, CA: Sage.

consistent with recommendations made by qualitative researchers,¹¹ allowing a member of the team to focus on facilitation and a second to take detailed notes.

Analysis Methods

A general inductive thematic approach¹² was used to analyze the qualitative data generated from the interviews and focus groups. This approach was selected because of its usefulness in drawing clear links between research questions or objectives and data collection results, and because it provides a theoretical foundation for subjective meaning to be interpreted and extrapolated from discourse.

Units of analysis included students, parents, teachers, staff, administrators, Board members, the Superintendent, and community members.

Emerging themes were developed according to the analytical framework and through a review of documents and artifacts, survey findings, and notes taken during the site visits. Following the initial theme development, additional TPMA members reviewed the results, adding contextual details and examples. The results were again compared to the analytical framework and the anticipated reporting elements. Frequency counts were not used for the analysis of focus group data due to the complexity and richness of the data collected. The TPMA/NSA team believes that, for this assessment, the conversion from qualitative to quantitative data would not capture the complexity of the narrative.¹³

To strengthen the accuracy and credibility of the study's findings, the TPMA/NSA team relied on triangulation. By comparing findings based on different data sources and using approaches that incorporated both evidence and negative evidence, the TPMA/NSA team created a robust and dynamic depiction of the current state of educational equity in CSD and the opportunities for improvement throughout the district.

OUTCOMES DATA

The TPMA/NSA team worked with CSD staff to identify appropriate student-, school-, and district-level data to collect following the project's launch in December 2017. These data were obtained from CSD's record keeping system by CSD staff and sent to the TPMA/NSA team in MS Excel spreadsheets.

Data Sources and Collection

The data received from CSD included nine different files across three academic years: 2015-2016, 2016-2017, and 2017-2018 (fall term only):

1. Academics (grading scores)
2. Enrollment
3. Attendance (excused absences, unexcused absences, and tardiness)
4. Behavior (disciplinary actions and resolution)
5. Gifted Students
6. Individual Education Plan (early intervention in reading, math, or both)
7. Special Education Students
8. Free and Reduced Lunch
9. GPA

CSD also provided data on Extracurricular Participation for the fall term of 2017/18 school year. However, no historic data was available for comparison on extracurricular activities since CSD just started tracking these data.

¹¹ Kidd, P. S. & Parshall, M. B. (2000). Getting the focus and the group: Enhancing analytical rigor in focus group research. *Qualitative Health Research*, 10, 3: 293-308.

¹² Thomas D. R. (2006). A general inductive thematic approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27: 237-245.

¹³ Sandelowski, M., Voils, C., and Knaf, G. (2009). On quantizing. *Journal of Mixed Methods Research*, 3: <http://journals.sagepub.com/doi/pdf/10.1177/1558689809334210>

Analysis Methods

Because the datafiles were received in MS Excel spreadsheets, the analysis was conducted using MS Excel. Once datafiles were received, the TPMA/NSA team reviewed the files for missingness and duplicate values. The TPMA/NSA team also confirmed variable definitions and reasons for missingness and duplicates with CSD staff prior to cleaning the datafiles (i.e., addressing missingness and reorganizing the datafile to prep for analysis).

Once the files were cleaned, the TPMA/NSA team conducted a descriptive analysis to better understand the breakdown by race within each datafile. Descriptive analyses allow researchers to identify patterns in the data to answer research questions.¹⁴ The TPMA/NSA team determined that reporting frequencies and/or percentages was the most appropriate approach given the data that was received and the format in which it was received. Because the outcomes analysis highlights frequencies and/or percentages, it was not appropriate to run any test of significant on this data.

For this analysis, due to the assessment's priorities, race/ethnicity data were cross-tabulated with each variable within each file (e.g., attendance and behavior). Frequencies and percentages were provided to better understand the distribution of responses with tables provided for each datafile to better visualize the results.

Variables and Files Omitted from Analysis

When cleaning the datafiles, any record with the majority of data missing in any file was removed from the analysis. Additionally, any records with conflicting data for the same student, based on student ID number, were removed from analysis. For example, if a student had two entries for tardies in one year, both of these entries were omitted from the analysis. Lastly, all duplicates were removed prior to analysis. One dataset, Academics, was omitted entirely from the analyses due to a high rate of missingness and a high rate of variation in the data.

LIMITATIONS

While biases are inherent to any study design, the TPMA/NSA team worked to identify potential biases/limitations prior to the start of the project to reduce the effect on the reliability and validity of the assessment. These limitations as well as the methods used to mitigate bias are outlined below:

Partial and Biased Findings – Qualitative and perceptual research methods offer good insights but are partial and biased, especially when methods include self-reported data. To attempt to address this limitation, the TPMA/NSA team embedded a mixed-methods approach into the assessment to enable the triangulation of data.¹⁵ Triangulating results from multiple sources, such as comparing findings among focus groups and surveys, creates more credible assessment results, and is considered critical to the validity and reliability of findings. Findings that have been corroborated through triangulation tend to be sufficiently robust and credible.¹⁶

Selection Bias – To address the threat of non-response and to improve the likelihood that sufficient focus group data could be collected to draw valid conclusions, the TPMA/NSA team relied on purposive and convenience sampling coordinated by the CSD Equity Director. Through this, however, the approach introduced selection bias into the findings. Staff, teachers, students, parents, administrators, and community members more interested in providing feedback may have chosen to participate in focus groups at a higher rate than less interested or less engaged stakeholders. Neutral and critical feedback from stakeholders,

¹⁴ Loeb, S. et al. (2017). *Descriptive analysis in education: A guide for researchers*. The National Center for Education Evaluation and Regional Assistance, Washington D.C.

¹⁵ Brewer, J. and Hunter, A. (2006). *Foundations of multidimensional research: Synthesizing styles*. Thousand Oaks, CA: Sage.

¹⁶ Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd edition). New York, NY: McGraw-Hill.

Harry, B., Sturges, K.M., & Klinger, J.K. (2005). Mapping the process: An exemplar of process and challenge in grounded theory analysis. *Educational Researcher*, 34, 2: 3-13

Patton, M.Q. (2001). Evaluation, Knowledge Management, Best Practices, and High-Quality Lessons Learned. *American Journal of Evaluation*, 22(3). 329-336.

Patton, M.Q. (2015). *Qualitative Research & Evaluation Methods* (4th edition). Thousand Oaks, CA: SAGE Publications, Inc.

however, supported the notion that these research participants attended focus groups and completed surveys because they were willing to do so.

Researcher Extrapolation – Analyses conducted with an interpretive and analytical framework suffer from the threat that researcher extrapolation and interpretation may go too far beyond what is present in, and supported by, data.¹⁷ Indeed, the considerations provided in this report are based on a combination of what was learned and supported by data, and the experiences and findings of the TPMA/NSA team’s previous knowledge in conducting similar needs assessments.

Missing Data – Due to the level of missingness in some CSD datafiles (e.g., academics), some datafiles were omitted from the outcomes analysis. To determine whether the datafiles could be included, the TPMA/NSA team conducted a thorough review of the datafiles sent by CSD and engaged in several discussions with CSD staff to better understand the reasons behind missingness.

Engagement Timeline – Because the focus groups were scheduled during school hours for both site visits, some teachers could not participate. To mitigate this challenge, the TPMA/NSA team administered surveys to all teachers in the district to gather feedback from those that could not attend focus groups or for those that did not feel comfortable attending in person. The TPMA/NSA team also distributed the worksheets highlighting the focus group questions prior to the second site visit to enable teachers to provide additional feedback.

¹⁷ Guest, G., MacQueen, K.M. & Namey, E.E. (2011). *Applied thematic analysis*. Thousand Oaks, CA: SAGE Publications, Inc

SECONDARY RESEARCH FINDINGS

OUTCOMES DATA

The findings in this section were generated from a descriptive analysis of outcomes data provided by CSD. A breakdown of race is provided for each datafile and includes the following racial and ethnicity categories: Asian or Pacific Islander, Black or African American, Hispanic, American Indian or Alaskan Native, Multiracial,¹⁸ and White. Frequencies and/or percentages are provided in these breakdowns across three academic years (AYs): 2015-2016, 2016-2017, and 2017-2018 (fall term only).

Because the outcomes analysis highlights frequencies and/or percentages, it was not appropriate to run any test of significant on this data. To align with the priorities of the assessment, the TPMA/NSA team determined that reporting frequencies and/or percentages was the most appropriate approach given the data that was received and the format in which it was received. Additionally, this means the findings below and in the appendix highlight differences by each racial category, rather than any other differences, to best complement the qualitative and survey findings.

The findings below highlight differences between White and Black or African American students, other than enrollment data, as less than 10 percent of students in CSD are in each other racial and ethnicity categories. However, detailed findings are provided in [Appendix D](#).

Enrollments

Across all three academic years, the overall number of students enrolled in CSD increased but the racial composition of students remained consistent. Most students enrolled in the district were White, with the second largest number of students of color being Black or African American. From AY 2015-2016 to AY 2017-2018, the largest change in any race or ethnicity was a nearly two percentage point decrease in Black or African American students, from 22.9 percent to 21.0 percent. In total, the district increased by 641 students across the three academic years.

Enrollment rates by academic year and are outlined in the table below:

Enrollment Rates			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018
Asian or Pacific Islander	2.8%	3.1%	3.5%
Black or African American	22.9%	22.1%	21.0%
Hispanic	2.3%	2.3%	2.2%
American Indian or Alaskan Native	0.2%	0.3%	0.3%
Multiracial	7.8%	7.8%	7.9%
White	63.3%	63.4%	63.7%
TOTAL	5,235	5,672	5,876

Attendance

Unexcused and Excused Absences

Across the three academic years, White students were more likely than Black or African American students to have excused absences, while Black or African American students were more likely to have unexcused absences. These differences were less noticeable for AY 2017-2018 because the analysis only includes the fall term.

During AY 2015-2016, 77.2 percent of White students had at least one excused absence, compared to 64.9 percent of Black or African American students. This difference increased to a 16-percentage point difference during AY 2016-

¹⁸ The multiracial category includes anyone that self-identifies in two or more racial categories. For example, Black or African American and White.

2017, as 74.9 percent of White students had an excused absence, compared to 58.6 percent of Black or African American students.

The tables on the following page show these percentages by race and AY:

At Least One Excused Absence			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018 (Fall Only)
Black or African American	64.9%	58.6%	49.3%
White	77.2%	74.9%	54.4%
All Students	73.9%	70.6%	52.6%

More than seven out of ten Black or African American students had at least one unexcused absence during both AYs 2015-2016 and 2016-2017. White students were slightly less likely to have at least one unexcused absence during these two AYs with a 5.7 percentage point difference in AY 2015-2016 and a 6.6 percentage point difference in AY 2016-2017.

At Least One Unexcused Absence			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018 (Fall Only)
Black or African American	72.2%	76.1%	67.2%
White	66.5%	69.5%	66.7%
All Students	67.8%	70.6%	65.8%

For both excused and unexcused absences, more than half of all White and Black or African American students had one to five absences. However, Black or African American students were twice as likely to have 11 or more unexcused absences compared to their White peers in all three academic years.

11 or More Unexcused Absences			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018 (Fall Only)
Black	6.0%	8.6%	3.5%
White	2.9%	4.1%	1.3%
All Students	3.5%	5.0%	2.0%

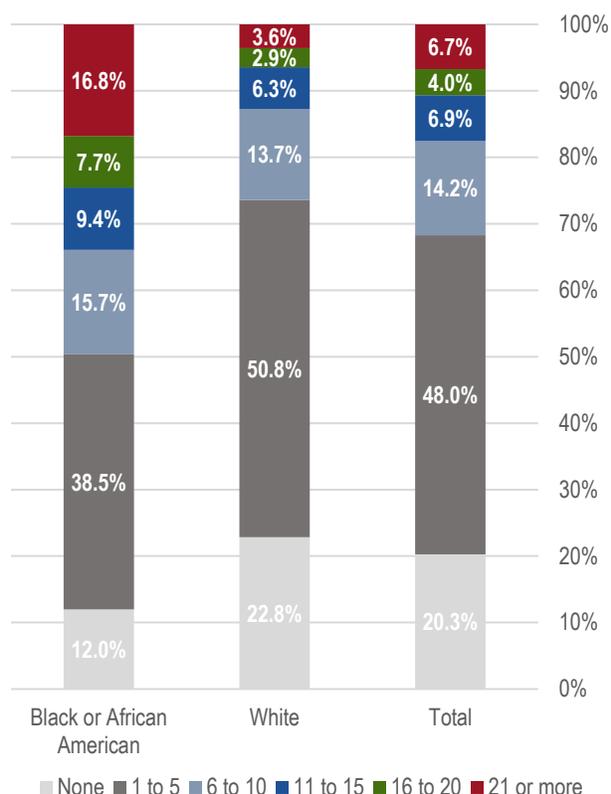
Tardiness

White students were twice as likely to not have any tardies during a full academic year compared to Black or African American students. More than one-fifth of White students did not have a tardy during both AY 2015-2016 (22.8%) and AY 2016-2017 (23.5%). However, more than one-tenth of Black or African American students did not have a tardy during the two years (12.0% and 13.0% respectively). Additionally, half of White students only had one to five tardies in both years (50.8% and 53.1%), compared to less than one-fifth of Black or African American students (38.5% and 38.2%).

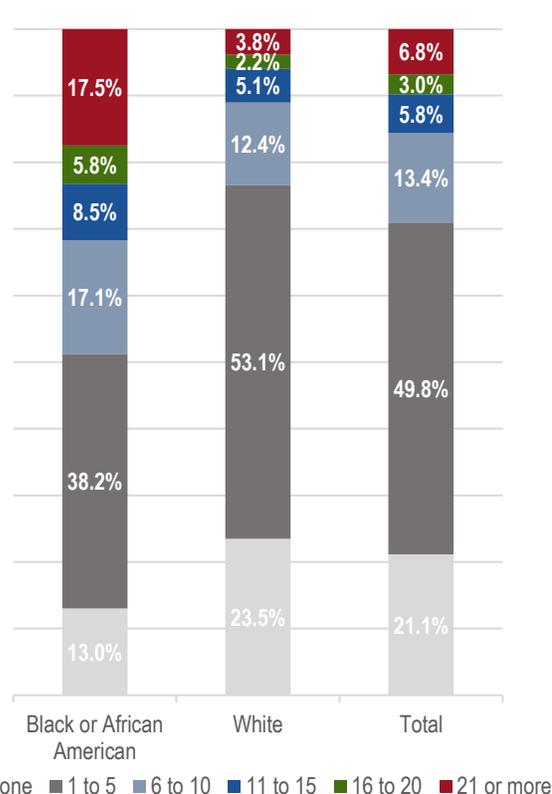
The data show that not only are Black or African American students more likely to be counted tardy, they are more likely to be counted tardy more than five times during a year. Additionally, Black or African American students had a much higher rate of having 21 or more tardies during a year compared to their White peers.

As shown in the charts on the following page, 16.8 and 17.5 percent of Black or African American students had 21 or more tardies during the two full academic years, compared to 3.6 percent and 3.8 percent of White students.

Tardies by Race, AY 2015-2016



Tardies by Race, AY 2016-2017



Behavior

Across all three academic years, more than three-fifths (63.0% to 66.1%) of all behavioral incidents were for Black or African American students, disproportional to the enrollment rate of Black or African American students, which remain constant around 22.0 percent. Comparatively, White students account for 26.5 to 32.1 percent of all behavioral incidents across the three academic years, while around 63.0 percent of students across all years are White.

% of Behavioral Incidents by Race			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018
Black or African American	63.0%	66.1%	64.3%
White	32.1%	26.5%	27.9%

Additionally, Black or African American students are more likely in both full academic years to have an out of school suspension. In AY 2015-2016, 12.9 percent of behavioral incidents for Black or African American students resulted in an out of school suspension, compared to 8.3 percent for White students. Similarly, in AY 2016-2017, 19.0 percent of behavioral incidents for Black or African American students resulted in an out of school suspension, compared to 6.8 percent for White students.

% of Out of School Suspensions by Race			
Race	AY 2015 - 2016	AY 2016 - 2017	AY 2017 - 2018
Black or African American	12.9%	19.0%	8.5%
White	8.3%	6.8%	8.4%
All Students	11.3%	15.4%	9.2%

In some cases, Black or African American students received different resolutions for the same behavioral incident. For example, in AY 2015-2016, 23.6 percent of Black or African American students with disorderly conduct incidents with

resolutions were most likely to receive an out of school suspension (23.6%), while White students were most likely to receive a detention (28.6%). This trend is similar for AY 2016-2017, with 20.5 percent of Black or African American students with a disorderly conduct incident receiving an out of school suspension, while White students committing the same incident were most likely to receive a lunch detention (29.2%).

Disorderly Conduct by Most Frequent Resolution				
Race	AY 2015-2016		AY 2016-2017	
	Out of School Suspension	Detention	Out of School Suspension	Lunch Detention
Black or African American	23.6%	15.7%	20.5%	13.7%
White	22.9%	28.6%	2.1%	29.2%

Extracurricular Participation

Of the 574 students enrolled in extracurricular activities in the AY 2017-2018 fall term, 61.8 percent were White with 26.5 percent Black or African American students. Varsity sports were slightly more likely to be diverse than Junior Varsity, as 56.0 percent of Varsity Sport participants, compared to 62.1 percent on Junior Varsity teams, were White. Varsity and Junior Varsity sports teams had equal rates of participation from Black or African American students, as 32.0 percent of Junior Varsity participants, compared to 32.5 percent of Varsity participants, were Black or African American. The available data only included information on Varsity and Junior Varsity sports, Tennis, and National Honors Society participation.

Extracurricular Participation, AY 2017-2018			
Race	Junior Varsity	Varsity	Other ¹⁹
Black or African American	32%	31%	7%
White	62%	56%	76%

Gifted Students Program

On average, across the three academic years, 22.0 percent of all students in CSD were enrolled in the Gifted Students Program (GSP). Black or African American students were significantly less likely to be enrolled in GSP compared to their White peers. Across all three academic years, less than one out of ten Black or African American students were enrolled in the program, with AY 2015-2016 having the highest rate of enrollment at 9.3 percent. More than one out of four White students were enrolled in GSP across all three years, with 26.8 percent being enrolled in AY 2015-2016.

Percent of Students by Race in Gifted Students Program			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018
Black or African American	9.3%	9.1%	8.9%
White	26.8%	27.8%	25.4%
TOTAL	22.5%	23.1%	21.4%

Early Intervention Program (EIP)

For all three academic years, the percent of students enrolled in an EIP, for reading, math, or both, remained constant at around 11 to 12 percent. While the difference between the percent of Black or African American and White students in an EIP decreased consistently across the three years, from an 18.4 percentage point difference in AY 2015-2016 to a 12.6 difference in AY 2017-2018, the disparity remains. Between one-fifth (21.0%) and one-fourth (25.6%) of all Black or African American students were enrolled in an EIP across the three academic years, twice the district total percentage of students and two to three times the rate for White students. Less than one-tenth of White students were

¹⁹ Other activities in the datafile included Tennis and National Honors Society participation.

enrolled in an EIP in each of the three academic years, increasing from 6.5 percent in AY 2015-2016 to 8.4 percent in AY 2017-2018.

Students Enrolled in Any EIP by Race			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018
Black or African American	24.9%	25.6%	21.0%
White	6.5%	7.4%	8.4%
TOTAL	11.1%	11.7%	11.2%

Special Education (SPED)

The percentage of CSD students enrolled in SPED classes throughout all three academic years remained between 7.9 and 8.6 percent. Enrollment for Black or African American students and White students varied little across the three years, both with less than a 1.0 percentage point difference across the three years. However, throughout all three years Black or African American students were more likely to be enrolled in SPED classes. Between 15.3 and 16.2 percent of Black or African American students were enrolled in SPED classes throughout the three years, compared to 6.1 to 6.7 percent of White students.

Special Education by Race			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018
Black or African American	15.8%	16.2%	15.3%
White	6.7%	6.6%	6.1%
TOTAL	8.6%	8.6%	7.9%

Free and Reduced Price Lunch

For all three academic years, between 15.0 and 16.2 percent of all CSD students were receiving free or reduced lunches. More than half of all Black or African American students, compared to less than 3.0 percent of White students, were receiving free and reduced price lunches in each of the three years.

Free and Reduced Price Lunch by Race			
Race	AY 2015-2016	AY 2016-2017	AY 2017-2018
Black or African American	51.7%	56.7%	55.0%
White	2.4%	2.6%	2.4%
TOTAL	15.1%	16.2%	15.0%

PRIMARY RESEARCH FINDINGS

QUANTITATIVE FINDINGS

The findings below were identified through surveys, which encompass the quantitative portion of the assessment's primary research findings. The findings in this section were generated from demographics and closed-ended responses gathered from surveys. It is important to note that the demographics and closed-ended responses provided in this section were self-reported by the respondents. The results from the chi-squared tests with effect sizes are also highlighted in this section.

Survey Demographics

Demographics were collected from all survey respondents and are outlined in the tables below:²⁰

Gender

Gender	Parent Survey	Student Survey	Staff/Teacher Survey
Male	49 (17.38%)	459 (42.23%)	36 (14.29%)
Female	218 (77.30%)	572 (52.62%)	179 (71.03%)
Non-binary	0 (0.00%)	19 (1.75%)	0 (0.00%)
Prefer not to disclose	14 (4.96%)	14 (1.29%)	36 (14.29%)
Prefer to self-describe	1 (0.35%)	23 (2.12%)	1 (0.40%)
TOTAL	282²¹	1,087²²	252²³

Ethnicity

Ethnicity	Parent Survey	Student Survey	Staff/Teacher Survey
Hispanic/Latino/Latina/Latinx	8 (2.84%)	90 (8.31%)	3 (1.20%)
Not Hispanic/Latino/Latina/Latinx	249 (88.30%)	874 (80.70%)	174 (69.60%)
Prefer not to disclose	25 (8.87%)	119 (10.99%)	73 (29.20%)
TOTAL	282²⁴	1,083²⁵	250²⁶

Race

Race	Parent Survey	Student Survey	Staff/Teacher Survey
American Indian or Alaskan Native	1 (0.33%)	3 (0.27%)	0 (0.00%)
Asian	14 (4.59%)	41 (3.74%)	1 (0.40%)
Black or African American	63 (20.66%)	178 (16.24%)	49 (19.44%)
Native Hawaiian or Other Pacific Islander	0 (0.00%)	5 (0.46%)	0 (0.00%)
White	188 (61.64%)	706 (64.42%)	124 (49.21%)
Multi-racial ²⁷	10 (3.28%)	97 (8.85%)	6 (2.38%)
Prefer not to disclose	29 (9.51%)	66 (6.02%)	72 (28.57%)
TOTAL	305²⁸	1,096²⁹	252³⁰

²⁰ While demographics were gathered during focus groups using paper surveys, the participants could choose to opt out of providing this information, so it is not comprehensive or complete enough to report in this section.

²¹ 208 respondents skipped this question.

²² 278 respondents skipped this question.

²³ 98 respondents skipped this question.

²⁴ 208 respondents skipped this question.

²⁵ 282 respondents skipped this question.

²⁶ 100 respondents skipped this question.

²⁷ Respondents classified as 'Multi-racial' are those that selected more than one race when asked the question, "what is your race? Please select all that apply." This question was present in all three surveys.

²⁸ 207 respondents skipped this question.

²⁹ 274 respondents skipped this question.

³⁰ 99 respondents skipped this question.

Additional demographics collected in the parent, student, and staff and teacher surveys are provided in [Appendix B](#). A breakdown of additional quantitative/closed-ended survey question responses are provided in [Appendix C](#).

Chi-Squared Test Results

Substantial differences were found between Black or African American students, teachers, staff, and parents and White students, teachers, staff, and parents. Compared to White students, Black or African American students reported significantly more often that they 'Strongly Disagreed' to statements about:

- School discipline practices (e.g., "My school disciplines all students fairly")
- Feeling respected by their peers (e.g., "Students at my school are treated with respect by other students")
- Teachers treating students equitably (e.g., "Teachers treat all students the same")³¹

Compared to White teachers, Black or African American teachers reported significantly more often that they 'Strongly Disagreed' with statements about:

- Positive race and human relations (e.g., "We promote positive race and human relations to better understand and interact with students from different backgrounds")
- Positive communication with families (e.g., "We communicate positively, regularly, and promptly with families")
- Equitable treatment of students in academics and discipline (e.g., "Students are treated equitably when they misbehave")³²

Compared to parents of White students, parents of Black or African American students reported significantly more often that they 'Strongly Disagreed' with statements about equitable student treatment (e.g., "All students are treated fairly at my child's school") and communication with parents/guardians (e.g., "I feel comfortable talking to teachers at my child's school").³³ Please reference [Appendix E](#) for full details.

Students enrolled in various instructional programs also reported different views of how they were treated at school. Compared to students in gifted, International Baccalaureate (IB), or Advanced Placement (AP) programs, those in special education (SPED) or Response to Intervention (RTI) programs reported significantly more often that they 'Strongly Disagreed' to statements about:

- Discipline (e.g., "My school disciplines all students fairly")
- Equitable treatment by teachers (e.g., "Teachers treat all students the same")³⁴
- Diversity in student groups (e.g., "Students of different races hang out with each other")³⁵

There were also differences among staff respondents – district leadership and central office support staff reported significantly more often than other types of staff (e.g., school leadership and teachers) that they 'Strongly Disagreed' to statements about:

- Equitable policies in the district (e.g., "Administrators make decisions that promote equity for all students")
- Unequal treatment in student discipline (e.g., "Students are treated equitably when they misbehave")
- Student support (e.g., "Students have equitable access to class placement and course offerings")
- Communication with families (e.g., "We communicate positively, regularly, and promptly with families")

³¹ Students from 'All Other Races' (American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander) and Multiracial students also expressed disagreement to several of these questions, though not all of them. These findings were statistically significant, the effect sizes were small.

³² Multiracial teachers also expressed disagreement to several of these questions, though not all of them. These findings were statistically significant, with medium effect sizes.

³³ These findings were statistically significant, with small-to-medium effect sizes.

³⁴ Students in both SPED/RTI and gifted/IB/AP programs also expressed strong disagreement with this question.

³⁵ Students in gifted/IB/AP programs also expressed disagreement with this question, and 53.3% of students in SPED/RTI programs expressed strong agreement with this question.

QUALITATIVE FINDINGS

The findings below were identified through stakeholder surveys (open-ended question responses) and in-person engagement/focus groups, which encompass the qualitative portion of the assessment's primary research findings. The findings were identified through coding and theme generation processes in which the most frequent themes (i.e., those that were reported more frequently, typically by several different stakeholder groups) were used as the foundation for the findings listed below. Frequency counts are provided in footnotes for survey responses but were not identified for focus group data due to the complexity and richness of the data collected. The TPMA/NSA team believes that, for this assessment, the conversion from qualitative to quantitative data would not capture the complexity of the narrative.³⁶ In addition, participants typically do not reiterate statements previously made, or show non-verbal agreement (e.g., head nodding). For these reasons, focus group findings highlight the types of groups where themes were discussed, but do not include a count of people who stated each theme.

It is important to note that the findings in this section were generated through stakeholder perceptions and feedback, which means they may not be grounded in research and are not generalizable to those that did not participate in the assessment. However, the Actionable Considerations provided in the following section, while based on the findings from this assessment, are grounded in research and best practices in the field.

Accelerators to Success

This section highlights the accelerators to success that were reported by stakeholders, which include elements that stakeholders believe facilitate equity or have a positive influence on the individuals, schools, and district as a whole. The findings in this section were drawn from focus groups and surveys and reflect stakeholder perceptions and beliefs that were drawn from discussions and responses from parents, students, staff, teachers, administrators, and community members. While every point may not have a count of frequency associated with it, it is best practice in qualitative research to only identify themes from those that occur most frequently (i.e., those that were identified by most/many stakeholders and may reflect perceptions across different stakeholder groups).³⁷ As stated in the Qualitative Findings introduction, focus group findings do not have frequency counts so as to ensure the complexity and richness of the narrative are accurately captured.

It is also important to note that many of these accelerators to success were identified not because these elements occur frequently enough to be sufficient but because when they do happen, stakeholders believe they facilitate equity or have a positive influence on the individuals, schools, and district as a whole.

The following accelerators to success were identified based on stakeholder feedback and perceptions:

- Existing Equity-Related Professional Development Opportunities
- School-Focused Opportunities that Promote Equity and Cultural Competency
- Efforts to Encourage Inclusive Classroom Environment
- Development of Equity Teams and Committees

Existing Equity-Related Professional Development Opportunities

When professional development opportunities that targeted equity-related concepts were available, staff, teachers, and administrators noted in surveys and focus groups that these opportunities were valuable and helped promote educational equity across and within the schools.³⁸ Staff, teachers, and administrators in surveys reported that these opportunities were available in the form of trainings, presentations, and meetings that targeted the concept of equity. One teacher within the district noted in the survey, "we have engaged in professional learning about equity and how to

³⁶ Sandelowski, M., Voils, C., and Knaf, G. (2009). On quantizing. *Journal of Mixed Methods Research*, 3: <http://journals.sagepub.com/doi/pdf/10.1177/1558689809334210>

³⁷ Glaser, B. & Strauss, A. (2012). *The discovery of grounded theory: Strategies for qualitative research*. Rutgers University, New Jersey: Aldine Transaction.

³⁸ This theme had 68 counts in the staff and teacher survey, which was the most frequent theme.

address diverse student needs.” Teachers reported during focus groups that specific trainings such as social-emotional knowledge and skills training, and implicit bias trainings were especially beneficial. One surveyed teacher noted, “my school paid for me to go to professional learning in activities that encourage equity. They supported those that want to learn.”

While many staff, teachers, administrators, and parents noted in surveys the importance of additional structured professional development opportunities that target equity-related concepts,³⁹ staff, teachers, and administrators recognized that when these opportunities do occur, they help promote educational equity across the schools. Teacher and administrator focus group participants echoed these beliefs, often citing professional development as both an example of an area that has helped equity in the district, and an opportunity to continue to grow.

School-Focused Opportunities that Promote Equity and Cultural Competency

When asked in surveys to describe the positive things that schools are doing to promote equity, parents, staff, teachers, administrators, and students⁴⁰ noted several school events, presentations, and clubs that target equity and promote an understanding of different cultures. One teacher noted in a focus group, “we try to spotlight the different cultures that are in our school, doing different celebrations, events, parades...that try to show we are very open and accepting of all cultures.” This was corroborated by teacher, staff, administrator, and community member focus group participants as well. The opportunities that were cited in surveys and focus groups included, but are not limited to:

- Activities around specific holidays (Dr. Martin Luther King Jr. Day and Black History Month)
- Events that promote an understanding of different heritages (e.g., International Café)
- Presentations that target equity (e.g., during community circles and presentations from parents of different religions)
- Clubs that promote equity and an understanding of different cultures and backgrounds (e.g., Gender and Sexuality Alliance and Partnership for Success)

Staff, teachers, and administrators reported in surveys and focus groups that these types of opportunities can help expose students and parents to other individuals of different backgrounds and cultures, promoting cultural competency among the students within the schools. One teacher stated in the survey, “we have clubs and opportunities for students to experience non-academic learning.” A parent noted in the survey, “some teachers do a fantastic job planning field trips and other events that promote inclusion and equity.” When considering suggestions on strategies to better include everyone, students indicated most frequently in surveys a need for more of these types of events, activities, and presentations.⁴¹ Teachers in focus groups reported these events are beneficial for school staff as well, as an opportunity to learn about various cultures and about the students in their schools. Additionally, opportunities for district-wide events allow teachers to connect with parents and former students, according to teachers who participated in focus groups.

Teachers and administrators expressed in focus groups that schools, in partnership with PTAs, even attempt to alleviate barriers to participation for students and parents stating, “we try hard to break any barriers that might prevent kids to attend afterschool events.” Elementary school teachers, for instance, reported in focus groups an effort to provide transportation to and from school events for parents and families, hosting PTA meetings at the Housing Authority regularly, and having funds for afterschool activity participation for student’s families who have financial constraints. Elementary school teachers and administrators also reported in focus groups that field trip funds are provided by most PTAs and schools have made an effort to reduce the amount of funds requested from parents.

³⁹ This suggestion had 53 counts in the parent survey, which was the most frequent suggestion from parents, and 23 counts from the staff and teacher survey, which was also the most frequent suggestion.

⁴⁰ This theme had 113 counts for the parent survey (most frequent theme), 22 counts for the staff/teacher survey (the second most frequent theme), and 115 counts in the student survey (the third most frequent theme).

⁴¹ This theme had 106 counts for the student survey (the most frequent theme).

However, teachers at the middle school and high school administrators noted that these opportunities may be more limited at the high school level due to the increased costs of events and trips.

Efforts to Encourage Inclusive Classroom Environment

Parents, teachers, staff, and administrators noted in surveys that teacher's efforts to encourage an inclusive classroom environment helped promote equity within the schools.⁴² In surveys, parents cited some teachers' efforts to embed equity-related concepts into curriculum (e.g., through use of materials that discuss equity and/or book authors and characters that reflect the student population), bring in counselors and other staff to present on equity in the classroom, and create a culture of inclusion as valuable for the schools. During focus groups, teachers and administrators reported that when diverse classroom materials were presented, students that identified with the materials often exhibited increased interest in participation. Parents, teachers, staff, and administrators also cited in surveys and focus groups other examples of ways that some teachers have worked to promote equity in the classroom, such as:

- Regular (e.g., weekly) integration of SPED classes with non-SPED classes
- Classroom group activities that target an understanding of different cultures and varying student backgrounds
- Open discussions around gender, race, ethnic, and LGBTQ topics
- Alternative seating in classrooms

While parents also noted a need for inclusive materials to be utilized further in all classrooms,⁴³ parents provided positive feedback in surveys for those teachers that work to promote an inclusive and equitable environment. One parent in the survey reported, "I would say inclusion [for my child] has been very positive but I also feel like the ways he benefits from equity and inclusion are due to him having a very strong/vocal/advocating teacher." Students also agreed in surveys that teachers, coming in second to friends, help them feel like they belong at the school.⁴⁴

Development of Equity Teams and Committees

In surveys, parents recognized the development and importance of the school's equity teams/committees when asked about ways the schools promote equity.⁴⁵ While teachers and staff in focus groups have expressed a need for more structure (e.g., action plans and objectives) within these committees, teachers reported the existence of the committees and effort to complete a needs assessment as positive steps towards increasing equity. Additionally, parents from surveys noted awareness of these committees/teams and that these committees were developed to address equity disparities within the schools. One parent noted in the survey, "I believe we are going in the right direction with the formation of our equity team." For some parents in surveys, the equity teams/committees serve to recognize that there is a need to discuss and address equity issues within the schools. Another surveyed parent stated, "there is a lot of good talk about equity starting to happen." Teachers and administrators in focus groups also highlighted the efforts that preceded the creation of equity teams as a positive step for equity in the district, citing the presentation of district-level data as eye-opening for many.

⁴² This theme had 100 counts for the parent survey (the second most frequent theme), and 20 counts for the staff/teacher survey (the third most frequent theme).

⁴³ This theme had 35 counts for the parent survey (the second most frequent theme).

⁴⁴ This theme had 131 counts for the student survey (the second most frequent theme).

⁴⁵ This theme had 20 counts for the parent survey (the fourth most frequent theme).

Opportunities for Improvement

This section highlights opportunities for improvement that were reported by stakeholders, which include aspects that stakeholders believed hinder equity or opportunities to facilitate increased equity. The findings in this section were drawn from surveys and focus groups – from discussions and responses from parents, students, staff, teachers, administrators, and community members. As stated in [Qualitative Findings](#), frequency counts are provided in footnotes for survey responses but were not identified for focus group data due to the complexity and richness of the data collected. The TPMA/NSA team believes that, for this assessment, the conversion from qualitative to quantitative data would not capture the complexity of the narrative.⁴⁶ In addition, participants typically do not reiterate statements previously made, or show non-verbal agreement (e.g., head nodding). For these reasons, focus group findings highlight the types of groups where themes were discussed, but do not include a count of people who stated each theme.

While the opportunities for improvement highlight findings collected from most stakeholders engaged in this assessment, it is important to note many of these challenges were reported more frequently by families and students of color. While this section is segmented into high-level themes, these concepts and ideas are interconnected and often impact each other. As such, it is important for the district to not focus on only one barrier but consider a holistic approach.

The following opportunities for improvement were identified based on stakeholder feedback and perceptions:

- Insufficient and Inconsistent Professional Development Opportunities
- Need for Intentional Increase in Diversity of Teachers, Staff, and Materials
- Inequitable Access to and Distribution of Resources and Support
- Disproportional Enforcement of School and District Policies and Procedures
- Lack of Consistent Communication and Regular Feedback Processes
- Impact of Outside Barriers on Student and Parent Success and Involvement

Insufficient and Inconsistent Professional Development Opportunities

Teachers, staff, and administrators at all levels (elementary through high school) as well as parents reported in surveys⁴⁷ and focus groups an immediate need for additional professional development opportunities related to educational equity, implicit bias, and culturally representative classrooms. One teacher stated in a focus group, “we all need education on racism, about implicit bias, about micro-aggressions, everybody needs it, from the top, down.” Teachers, staff, administrators, and community members who participated in focus groups perceived that instances of disproportional treatment by race, and other factors, would be reduced if their peers had a better understanding of the effects of their implicit bias. Additionally, many reported in focus groups that, from their perspectives, some of their peers may not understand how their words or actions could be perceived by students as disrespectful or unfair.

In focus groups, administrators expressed the need for a third-party or someone at the district-level to conduct these trainings, which should be integrated into the regular Professional Development schedule for schools. Teachers at all levels in the district reported in focus groups that these types of trainings, from their perspectives, could serve as the first step toward addressing educational equity in the district. The teachers emphasized in focus groups that everyone in the district should understand how their own perspective impacts their actions and how to be more inclusive and understanding of different populations. Administrators and teachers acknowledged in focus groups that the process of understanding one’s own implicit bias might be difficult for some people in the district, and when these trainings do

⁴⁶ Sandelowski, M., Voils, C., and Knaf, G. (2009). On quantizing. *Journal of Mixed Methods Research*, 3: <http://journals.sagepub.com/doi/pdf/10.1177/1558689809334210>

⁴⁷ This theme had 53 counts for the parent survey (the most frequent theme) and 23 counts for the staff, teacher, and administrator survey (the most frequent theme).

occur, they should be structured in a way that makes all people feel they have a safe environment to process the information.

Need for Intentional Increase in Diversity of Teachers, Staff, and Materials

Diversity of Teachers and Staff

In focus groups, parents, community members, teachers at all levels, administrators at the high school, and administrators at some elementary schools reported the need for the teachers to more accurately represent the student population across the district. Teachers at elementary schools expressed in focus groups that they felt there was a lack of diversity in leadership positions throughout the district in terms of race, gender, and other demographics. Parents, teachers, staff, and administrators in surveys⁴⁸ also echoed this need, with a parent stating, “hire teachers from more diverse backgrounds.” One parent from a focus group stated specifically, “We need more Black teachers and administrators in Decatur schools.” Teachers explained in focus groups the value of having teachers who look like the students in order for the students to regularly “see role models that look like them.” It was noted that in most schools in the district, the teacher population may be less diverse than the staff positions (e.g., nutrition staff, custodians, and paraprofessionals). These teachers stated that while there may be diversity in the staff, there may be an opportunity for improvement in the district in increasing the number of teachers of color. Teachers suggested during focus groups that the district could focus recruitment efforts in such a way that encourages more individuals of color and of diverse backgrounds to apply for open positions at all levels.

Diversity of Classroom Materials

Teachers at all levels, administrators at the high school, and administrators at the elementary schools discussed the importance of diversity in classroom materials in focus groups noting, “the diversity of the curriculum in general, across the board is something lacking.” This need was also discussed in parent surveys.⁴⁹ Focus group participants and survey respondents cited several classroom materials where diversity should be showcased, which include, but are not limited to:

- Characters in novels, books, and videos
- Images in books for younger children
- Authors and artists
- Examples of role models, scientists, pioneers, etc. in classes

In focus groups, teachers at the elementary and middle school levels reported that while the schools have focused on increasing the diversity represented in new books purchased for the libraries, there has been an overall lack of focus on reforming the materials and resources that already existed at the schools (which makes up the majority of school materials). Teachers at the elementary and middle school levels explained in focus groups that in some cases, state standards have facilitated change for the information presented in class; however, some teachers reported in focus groups that teachers could make more of a concerted effort to include materials about, for, and authored by diverse populations. One parent from a focus group emphasized, “Push diversity into the curriculum.” During high school focus groups, teachers and administrators reported a need to make materials more relevant for the students to keep them engaged in courses.

Teachers in focus groups discussed the importance, from their perspectives, of ensuring all classrooms showcase diverse materials, even if the classroom or school building has a less diverse population. In focus groups, teachers at elementary schools and the middle school also noted the importance of highlighting the positive history and accomplishments of populations of color, as sometimes classroom materials may tend to focus on more negative topics such as slavery and segregation. Teachers further explained in focus groups the value of all students having the

⁴⁸ This theme had 100 counts for the parent survey (the second most frequent theme) and 7 counts for the staff, teacher, and administrator survey (the second most frequent theme).

⁴⁹ This theme had 100 counts for the parent survey (the second most frequent theme)

opportunity to see someone like them in a positive light, rather than only the struggles and hardships. One surveyed parent stated, “offer an honest and complete curriculum that lifts up and highlights the contributions of all and doesn’t overemphasize White folk.”

Teachers in focus groups discussed the dynamic of teachers enjoying autonomy in classrooms, while needing strategic direction from the district on ways to increase diversity of materials and support finding more diverse resources. Teachers from focus groups who reported attempts to increase the diversity of their classroom materials on their own stated that this was a time-intensive process as they had to find these materials and ensure they also met the standards. One teacher from the survey noted, “being new to the district, there is so much to take on – new curriculum, policies, procedures, etc.” Many teachers from both the focus groups and survey indicated a need for inclusive classroom materials, but request assistance from the district on identifying those materials.

Inequitable Access to and Distribution of Resources and Support

Teachers at all levels, administrators at elementary schools and the high school, and community members discussed in focus groups the challenges associated with inequitable access to resources and support for students as well as the inequitable distribution of resources across the district and between class levels. In surveys, these stakeholders also noted that inequitable access to and distribution of resources and support can hinder equity across the district.

Support Staff

Teachers, administrators, and community members in all focus groups as well as parents from surveys expressed a strong need for additional support staff within their buildings and across the district. Teachers from focus groups emphasized that additional support is needed to properly handle and correct behavioral problems as well as other challenges in the classroom. Teachers from focus groups explained that paraprofessionals and other support staff, who are already limited in capacity, are often called on to address behavioral disturbances in the classrooms, removing them from their assigned classes and roles. Parents from surveys noted that counselors typically devote a significant amount of time to college preparation, rather than counseling students and stated, “the counseling staff are stretched.” Across the district, focus group participants and survey respondents expressed a need for additional support.

Student Academic Support

In focus groups, high school and middle school teachers emphasized the need for increased and more structured academic support for students. High school teachers in focus groups explained that when students are eligible to move to more advanced courses, sometimes they may not have the study habits and skills necessary to excel at the advanced level. Further, these teachers explained that students may not have a natural avenue to develop study skills and habits within classes, and after- and before-school options are not feasible for all students due to outside barriers (e.g., transportation issues).

In focus groups, middle school teachers reported that often supports and resources are offered the same way to all students, and if the supports do not help a student, different approaches may not be enacted. Administrators from focus groups discussed the need to increase remediation in the classroom, rather than relying on supports such as the Learning Center. Administrators from focus groups stated that by further embedding remediation in the classroom and leveraging resources such as the Learning Center for supplemental support, schools could provide a more holistic education to students. Additionally, high school teachers and administrators in focus groups expressed a lack of support for students who are not on the four-year college pathway, including relevant class offerings.

Access to Technology

Teachers, administrators, and parents expressed concerns in focus groups and surveys⁵⁰ with the increasing reliance on technology to complete homework. One surveyed parent stated, “the more the schools rely on the internet (studying,

⁵⁰ This theme had 70 counts in the parent survey (the most frequent theme) and 93 counts for the staff, teacher, and administrator survey (the most frequent theme).

homework submission, etc.), the more I worry about kids who can't afford computers at home." Teachers at elementary schools explained in focus groups that some students do not have access to internet or a computer at home, so students are sometimes forced to work on homework on a mobile device. One surveyed parent noted, "sure, the kids could wait in line at the library to spend a limited number of minutes on a computer, or they could try to do homework on a phone, but both of these things make homework and studying more difficult. It's hard enough motivating teens to do their work without them having to overcome another hurdle like access to technology." In focus groups, teachers at elementary schools and the middle school reported that while schools may attempt to provide opportunities for students to use the school computers, students are only able to utilize the computers during school hours, which is not conducive to completing homework assignments. One middle school teacher noted in a focus group that when students do not have access to technology at home, "it puts them behind and they can't just check Google classroom and check the assignment." Teachers and parents reported in focus groups that if classes require homework to be completed online, students should be provided with the resources they need to complete that assignment.

Teachers from focus groups also reported that families who may not have access to technology at home are often siloed, as signing up for programs and general information sharing are typically completed online. One surveyed teacher noted, "some families have less access to technology, so they do not always receive the information we send home." In focus groups, teachers, administrators, and parents reported that schools have attempted to alleviate other financial constraints for families by leveraging PTA funds and funds through the Decatur Education Foundation to help students participate in field trips, afterschool activities, and other events. However, as students get older, these resources and funds may not be as readily available for all students who need support. Teachers and parents emphasized in focus groups and surveys a need to increase access to technology for all students across the district.

Class Sizes

Teachers at all levels and some administrators reported in surveys and focus groups a need for smaller class sizes. Teachers from focus groups explained that they perceive class sizes of 25-27 students to be difficult to manage, particularly when there is only one teacher and inconsistent part-time support staff. In focus groups, teachers at the elementary school explained that this makes instruction less effective, as teachers have such a range of student abilities in the class that it is difficult to provide adequate instruction for all students. One teacher explained in focus groups that when students have various abilities, "it's hard to give them that one-on-one instruction that they may need for remediation, or enrichment for our gifted students, when the class sizes are so large." With support staff called on for behavioral issues, as noted [above](#), teachers from focus groups indicated that this creates challenges for teachers managing large classrooms by themselves. One surveyed teacher stated, "[we need] smaller class sizes so that teachers are better able to provide academic support needed to ensure students meet and exceed standards."

Disproportional Enforcement of School and District Policies and Procedures

Discipline Policies and Procedures

During focus groups, community members and parents as well as teachers at all levels, administrators at the high school and middle school, and students described the disproportionality in enforcement of policies and procedures, noting that often there is racial disparity in referrals made by teachers and staff and the associated disciplinary measures. This notion was also echoed in survey findings.⁵¹ One parent from a focus group stated, "Discipline is not distributed according to policy." Teachers reported in focus groups regularly seeing a disproportionate number of Black or African American students being disciplined and referred. One administrator detailed in a focus group, "if you have two children at any grade level walking into a school, the color of their skin does factor into their academic performance as the years go on and it's not because the kids are different but it's because their experience within the school is different." Teachers and staff at multiple schools also reported in focus groups a disparity of disciplinary measures based on gender – with males being referred at higher rates than females and given harsher discipline. One student

⁵¹ This theme had 256 counts for the student survey (the most frequent theme).

from the survey noted a situation where, “once in class, for the entire year the teacher would pick on young African American males in the class and very obviously favored Caucasian females. It made both the males and females uncomfortable. Administrators were often called into the class to address ‘issues’ with the African American students.” Across the district, student focus group participants and survey respondents described situations where they felt a teacher or staff member would issue a referral faster for a Black or African American student compared to a White student.

Students also reported disparities in how students of color, particularly Black or African American students, are treated by teachers and administrators in both surveys and focus groups. Students reported instances of Black or African American students being written up for something, while a White student who did the same thing was not written up (e.g., tardiness, dress code violations, and using cellphone). One student from the survey cited a situation where, “once this Black girl came in a few minutes late to class and the teacher told her to go get a pass but there was a White girl who came in later than that and the teacher made eye contact with her but didn’t give her a late pass.”

Teachers and administrators at all levels in focus groups discussed that, from their perspectives, some of the inequities may be due to teachers not fully understanding students from different cultures or backgrounds. Teachers and administrators reported a need for education and awareness around how both student and teacher actions could be perceived by someone of a different culture. Additionally, some teachers and administrators reported in focus groups that the code of conduct and policies allow for misinterpretation and subjectivity, which makes it difficult to ensure equitable enforcement. These teachers and administrators suggested the district further examine the code of conduct “through an equity lens” to put administrators in a position to allocate discipline in a more equitable fashion.

Advanced Course and RTI Testing Policies and Procedures

In general, teachers, administrators, staff, community members, parents, and students from focus groups and surveys reported that district and school policies may not be straightforward, leading to misinterpretation and inconsistencies. For instance, these stakeholders indicated that the procedures around entrance testing for higher-level courses (e.g., AP or IB) as well as other programming (e.g., SPED) may not be consistently enacted across all schools and classrooms. Teachers and parents from focus groups and surveys reported that there tended to be less Black or African American students completing entrance testing for advanced and higher-level courses than their White peers. One surveyed parent noted, “the representation of Black or Brown kids in the gifted program is extremely low. Many teachers come across as extremely defensive when approached about it.”

Teachers and administrators at the elementary and high school levels discussed disproportionate referrals to the RTI processes during focus groups, however teachers in one focus group at the elementary level reported the RTI process as an example of an area in which the school is equitable. One teacher explained during a focus group, “it’s successful with some students but when parents do not understand how to, or that they can, advocate through the system, RTI falls short.” Parents in surveys noted that because of the seemingly unregulated entrance testing policies, parents are forced to turn to third-party testing. One surveyed parent stated, “students with learning disabilities are not being provided with that testing. Parents are meeting resistance from the administration and are turning to very expensive outside testing to try to help their kids succeed.” One parent from a focus group noted, “We paid \$3,000 for an outside evaluation and doing so finally got our child the serviced needed.” Teachers and administrators explained in focus groups that Black or African American students are less likely to be referred to the RTI process, which (from their perspectives) could contribute to the educational gaps that exist within the district.

Lack of Consistent Communication and Regular Feedback Processes

In focus groups, teachers at all levels in the district, as well as administrators at the high school and elementary level, recognized the importance of a stronger flow of communication between administrators, teachers, parents/students, and the community to better promote student success. Teachers and parents reported in surveys and focus groups a

need for more regular communication that could be shared across multiple platforms and in multiple languages, especially for information that the district and schools share around equity efforts.

Parent-Level

Teachers who participated in focus groups indicated that many parents are willing to assist students in need (e.g., the PTAs at many schools regularly use funds to support students) but the PTA and parents are often unaware of challenges and barriers some students and families face. In focus groups, some teachers noted that parent-led meetings tend to take place during the day when many parents are working, emphasizing a need to be mindful of the restrictions of other families in the district (such as working parents). One surveyed parent noted, “principal chats and other parent meetings happen during hours when it is hard for working parents to attend.” One surveyed teacher stated, “I don’t know that communication about what and how we do things, both academic and extra-curricular, is shared in a way that is accessible for all families.”

District and School-Level

As the district continues to encourage staff and administrators across the district to be better informed about educational equity and make changes to increase equity, teachers and administrators expressed in focus groups a need for more communication from district leadership on best practices, resources for training, and general information sharing. Interviewed staff involved in school-level equity teams felt it was important to have district staff participate in some of the school-level efforts to ensure schools are progressing appropriately. Administrators from focus groups indicated a need to share information about professional development opportunities or initiatives during the summer planning months, rather than the middle of the school year, so that schools can best implement district initiatives. One surveyed teacher noted simply, “communicate the plan with us.”

Impact of Outside Barriers on Student and Parent Success and Involvement

Teachers and administrators at elementary schools and the high school reported in focus groups that the outside barriers that some students face could be a source of inequity in the district. Teachers, staff, and administrators in surveys also reported the potential impact of outside barriers, and parents in surveys noted the challenges that both they and their peers tend to face. Teachers at the high school explained in focus groups that their peers may instill their preconceived notions about the challenges students face in their treatment of the students. For example, some teachers at the high school reported in focus groups that their peers might have different expectations for students with less educated parents, and those students might be assumed to be less intelligent or capable. One surveyed teacher emphasized that, “not all African American students live in public housing. Teachers in this district (Black and White) treat students that live in the housing differently.” One parent from a focus group questioned, “Why are Housing Authority children treated differently?”

Staff, teachers, administrators, and parents noted environmental barriers such as lack of access to transportation, language barriers, housing status, and home environment also impact parent and student participation and engagement in the district, as indicated in focus groups and surveys. One surveyed teacher stated, “language barriers exist, and these families tend to not fully participate in the school environment.” While some schools in the district reportedly offer a language translation line for conference calls, teachers reported in focus groups that it is challenging to stay engaged with parents that have a limited ability to speak English. Surveyed parents emphasized the challenges associated with engaging with the schools due to these types of barriers and requested that there is an increased awareness of the array of barriers that the families in the district face. Parents in surveys and focus groups report that this awareness may not only help increase engagement levels across the district but may positively influence other sources for inequity (e.g., student engagement in the classroom, involvement in extra-curriculars, and more targeted supports).

ACTIONABLE CONSIDERATIONS

This section is meant to provide the CSD Equity Director and district team with considerations as future efforts are targeted and identified. The Actionable Considerations in this section were developed in response to several of the Opportunities for Improvement, which were identified through feedback gathered from stakeholders. These considerations are meant only to serve as a starting point but are evidence-based in nature and include relevant resources and suggested action items to guide equity-related efforts moving forward.

Provide Regular Equity-Focused Training Opportunities

As noted throughout the Qualitative Findings section, staff, teachers, administrators, and parents from surveys and focus groups indicated a need for additional equity-focused training opportunities. Administrators from focus groups reported interest in training from a third-party to encourage administrator participation and increase buy-in amongst the staff and teachers. While schools may offer training opportunities that target equity, or individuals choose to participate in those types of professional development activities outside of the schools, staff, teachers, administrators, and parents from focus groups and surveys noted that these opportunities may not occur as frequently as other types of training opportunities. With this in mind, and aligning with CSD's Strategic Plan,⁵² the district should consider initiating ongoing implicit bias training for staff, teachers, and administrators throughout the district from a third-party as well as other professional development opportunities that target equity and inclusion.

Implicit bias training and tests allow individuals to uncover unconscious biases that may influence how they interact with the world.⁵³ These types of training and tests can help increase awareness around an individual's own biases, which researchers theorize is critical to ensure those biases do not persist and do not impact behaviors, especially for those that have conscious nonprejudiced attitudes or intentions.⁵⁴ Implicit bias training and association tests can help spark conversations around the topic in a meaningful, non-invasive way. Potential training topics and associated resources include, but are not limited to:

Training Topics	Resources
Implicit bias association tests and training	Project Implicit ⁵⁵ American Bar Association Toolkits ⁵⁶ MTV: Snap Judgment ⁵⁷
Multicultural communication (including delivering effective feedback) and overcoming biases	Teaching for Change ⁵⁸ TEDTalk ⁵⁹ New York Times: Who, Me? Biased? ⁶⁰ Coursera ⁶¹
Promoting cultural competency in the classroom	Teaching Tolerance ⁶² Racial Equity Tools ⁶³ Inquiry to Action Group ⁶⁴

⁵² Drawn from Goal Area III: Staff Growth and Development; Performance Objective C: Provide professional development based on individual and district needs

⁵³ Test Yourself for Hidden Bias. Drawn from: <https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>

⁵⁴ Devine, P., Forscher, P., Austin, A., and Cox, W. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 48, 1267-1278.

⁵⁵ <https://implicit.harvard.edu/implicit/research/>

⁵⁶ <https://www.americanbar.org/diversity-portal/diversity-inclusion-360-commission/implicit-bias.html>

⁵⁷ <http://www.lookdifferent.org/snap-judgment>

⁵⁸ <http://www.teachingforchange.org/teacher-resources/anti-bias-education>

⁵⁹ https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?language=en

⁶⁰ <https://www.nytimes.com/video/who-me-biased>

⁶¹ <https://www.coursera.org/learn/intercultural-communication>

⁶² <https://www.tolerance.org/classroom-resources>

⁶³ <https://www.racialequitytools.org/module/overview/racial-equity-learning-modules>

⁶⁴ <http://taqphilly.org/wp-content/uploads/2015/04/Developing-Cultural-Competency-Among-School-Staff.pdf>

When considering professional development and learning opportunities for staff, teachers, and administrators, the National Center for Culturally Responsive Educational Systems (NCCREST) highlights six “principles of professional learning to prepare culturally responsive teachers,” informed by research from the Center for Research on Education, Diversity, and Excellence (CREDE), prominent field researches (such as McLaughlin and Talbert), and the National Staff Development Council.⁶⁵ These principles should be considered when planning school and district-wide training and professional development opportunities.

1. The outcomes, content, and activities of any professional learning activity must be grounded in the multicultural context that characterizes the community.
2. Effective professional learning is reached by continuous, collaborative interaction with colleagues through discussion, knowledge development and understanding, and directed inquiry around professional practice.
3. Since professional learning is embedded within practice, it becomes part of daily discourse, shared discussions about student learning and student products, as well as more formalized mentoring and coaching, meetings, study groups, and examination of evidence from inquiry cycles.
4. Professional learning provides opportunities for teachers to explore and understand the influence of individual cultural identity and values on individual and system practices, as well as expand their professional knowledge of the sociocultural dimensions of learning, and its impact assessed through student involvement and performance in academic and social curricula.
5. Since professional learning is generative, educators’ knowledge will expand and become more complex as it develops. It is expected that professional learning will result in the use of a cultural perspective in the examination and improvement to the content and process of instruction for all learners.
6. Professional Learning focuses on the diffusion of professional knowledge to build sustainable educational communities focused on improving learning outcomes for all students and their families, particularly those students who are members of cultural and linguistic minorities.

As CSD considers implementation of regular equity-focused training opportunities, it may be useful to consider the following:⁶⁶

- Training opportunities that target equity could be useful to integrate into onboarding processes for staff, teachers, and administrators. This helps set the tone for the district’s culture and could help the new hire identify biases prior to interactions with students and other district staff.
- Training opportunities should be ongoing and should facilitate meaningful conversation without being invasive. Allowing staff, teachers, and administrators to complete implicit bias association tests on their own, for example, can help encourage reflection. Follow-up sessions or conversations in small groups can also facilitate reflection, without staff, teachers, and administrators feeling targeted.
- Allocate and invest in district-wide opportunities for staff, teachers, and administrators that occur throughout the year. Consider development of a formal schedule that is posted to the school’s websites; provided in correspondence with staff, teachers, and administrators; and enables the district to plan more proactively for the academic year.
- Training and professional development opportunities from a third-party can help generate buy-in and enable all school staff to participate together.

Overall, it could be valuable for CSD to consider implementation of regular equity-focused training opportunities for staff, teachers, and administrators across the district to increase self-awareness of biases. These trainings should be ongoing and scheduled, cover a variety of topics within equity, communicated consistently to encourage participation,

⁶⁵ King, K., A. Artiles, and E. Kozleski. “Professional Learning for Culturally Responsive Teaching.” National Center for Culturally Responsive Educational Systems. p. 5 – 6. http://www.nccrest.org/Briefs/NEW_professional%20learning%20for%20culturally%20responsive%20teaching_v1.pdf

⁶⁶ Concepts drawn from: Easton, L. (2008). From professional development to professional learning. *National Staff Development Council*, 755-761.

and embedded into the schools' and district's culture. The district can also explore the feasibility of providing the individual schools with more autonomy in identifying training opportunities for their staff, providing the resources for these trainings to ensure they are able to take place.

Encourage Sharing and Documenting of Inclusive Classroom Materials

While it was noted in parent and teacher surveys that efforts in some classrooms have been made to incorporate more inclusive classroom materials and resources, teachers in focus groups and surveys also emphasized the challenges associated with locating these materials on their own. Teachers from surveys reported inconsistencies in both frequency of use and quality of these materials and resources across classrooms. From the surveys and focus group discussions, a need for a process to be developed to encourage sharing and documenting inclusive classroom materials was identified.

Because of the autonomy teachers have in their classrooms, which allows teachers to tailor their curricula to the student needs in their classroom, it may not be an effective approach to create standardized classroom materials and resources that target inclusion/equity. However, it could be valuable for the district to create a living repository containing classroom materials and resources that promote inclusion/equity and also encourage teachers across the district to share materials and resources they have used in their classrooms. This repository could be used in several ways within and across schools:

- Provided at onboarding for new teachers, instructional coaches, paraprofessionals, and other staff
- Used during grade- and school-level planning discussions
- Integrated into equity-focused training and school activities
- Embedded as a follow-up option to teachers' Professional Learning Units activities
- Incorporated into the equity teams' goals (i.e., through contribution to and management of the repository)

Documenting materials and resources such as books, lesson plans, classroom activities, and useful resources could facilitate several positive effects such as streamlining lesson planning, increasing communication within and between schools, and allowing teachers to share knowledge and successes.⁶⁷ If implementing this repository, the following should be considered:

1. The feasibility of housing the repository within the existing infrastructure and the subsequent impacts (e.g., funding)
2. The individual(s) that will manage and monitor the repository from submission of materials through preservation of materials⁶⁸
3. The expectations that should be set for the repository's contributors (e.g., policies around materials and resources to include to avoid copyright issues)⁶⁹
4. Approaches for dissemination of the repository's information (e.g., avenues and frequency)
5. Timeline and approach for repository implementation (e.g., pilot testing) and ongoing assessment to determine and evaluate success.⁷⁰

When building this repository, the district could utilize the resources on the following page to identify inclusive classroom materials and resources. These resources include, but are not limited to:

⁶⁷ Markey, K., Young, S., St. Jean, B., and Yakel, Elizabeth. (2007) Census of institutional repositories in the United States: MIRACLE project research findings. *Council on Library and Information Services*, Washington D.C.

⁶⁸ Zuccala, A., Oppenheim, C., and Dhiensa, R. (2008). Managing and evaluating digital repositories. *Information Research*, 13.

⁶⁹ Zuccala, A., Oppenheim, C., and Dhiensa, R. (2008). Managing and evaluating digital repositories. *Information Research*, 13.

⁷⁰ Markey, K., Young, S., St. Jean, B., and Yakel, Elizabeth. (2007) Census of institutional repositories in the United States: MIRACLE project research findings. *Council on Library and Information Services*, Washington D.C.

Resource	Description
Teaching for Change ⁷¹	Resources and articles on anti-bias education
Teaching Tolerance ⁷²	Lesson plans and activities that promote tolerance in the classroom
Teacher Vision ⁷³	Articles, resources, and strategies for teaching culturally diverse students
Racial Equity Tools ⁷⁴	Tools, strategies, and activities to promote equity in classrooms
Hanover Research ⁷⁵	Review of relevant cultural competency literature
Region X Equity Assistance Center ⁷⁶	Generating buy-in with teachers for culturally responsive teaching and strategies to incentivize culturally responsive behavior with students
Inclusive Schools Network ⁷⁷	Resources and strategies to build an inclusive classroom
Institute for Humane Education ⁷⁸	Resources, activities, and lesson plans for all grades that promotes an understanding of personal stereotypes

Moving forward, it could be beneficial to discuss the potential and value of a repository of materials and resources with equity teams across the schools, including discussion around the considerations listed above. The individuals in these groups could help inform the design, implementation, and evaluation of success of this repository, lending their valuable perspectives from a variety of backgrounds and roles within the district.

Expand Existing Staff and Teacher Hiring Practices

Aligning with CSD's Strategic Plan,⁷⁹ the district should consider expanding existing staff and teacher hiring practices to recruit and retain diverse, highly qualified, and effective staff. From surveys and focus groups, staff, teachers, administrators, and parents noted the importance of fostering a staff population that reflects the student population regarding race and ethnicity, sexual orientation, gender, and personal background. In addition to existing CSD hiring practices, it could be valuable to expand those efforts to draw a larger, and more diversified, pool of candidates.

The teacher supply has consistently decreased, reducing 35% from 2009 to 2014.⁸⁰ Despite this, the National Center for Education Statistics predicts that the student population will increase by roughly three million in the next decade.⁸¹ With this discrepancy in teacher supply and demand, there has been an increased need for districts to explore and identify potential solutions to bridge this gap. However, districts are also combatting challenges with static policies, lack of resources, and limited internal staff time, which exacerbate challenges with recruiting and hiring. Despite these challenges, CSD recognized the importance of prioritizing and investing in recruiting and hiring diversified and qualified candidates. Hiring diverse staff also has several benefits for schools including: providing culturally relevant teaching, an understanding of the challenges and circumstances that different students face, developing strong relationships with other similar students/serving as a role model, and facilitating positive interactions with individuals across the schools.⁸²

As a state, Georgia has seen a gradual increase in teacher diversity since 2014, especially regarding race, but there is still disparity between the makeup of the student population and the teacher population. The percentage of White teachers in the state's teacher population has slowly decreased over the past four years (72.28% in 2014-2015), but

⁷¹ <http://www.teachingforchange.org/teacher-resources/anti-bias-education>

⁷² <https://www.tolerance.org/classroom-resources>

⁷³ <https://www.teachervision.com/teaching-strategies/strategies-teaching-culturally-diverse-students>

⁷⁴ <http://www.racialequitytools.org/home>

⁷⁵ Hanover Research. (2014). Strategies for building cultural competency. Washington D.C. Drawn from: <http://gssaweb.org/wp-content/uploads/2015/04/Strategies-for-Building-Cultural-Competency-1.pdf>

⁷⁶ <http://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>

⁷⁷ <https://inclusiveschools.org/inclusion-resources/>

⁷⁸ <https://humaneeducation.org/resources/judge-not-lest-ye-be-judged/>

⁷⁹ Drawn from Goal Area III: Staff Growth and Development; Performance Objective A: Recruit and Retain Diverse, Highly Qualified, and Effective Staff

⁸⁰ National Center for Education Statistics and the Learning Policy Institute, 2016.

⁸¹ National Center for Education Statistics, 2016.

⁸² Partelow, L., Spong, A., Brown, C., and Johnson, S. (2017). America needs more teachers of color and a more selective teaching profession. Center of American Progress. Drawn from: <https://www.americanprogress.org/issues/education-k-12/reports/2017/09/14/437667/america-needs-teachers-color-selective-teaching-profession/>

still made up 70.73% of the teacher population in Georgia in 2016-2017. All populations of color have also slightly increased since 2014, with percentages as they related to the entire teacher population outlined below:⁸³

Georgia Teacher Population by Race			
Race	2014-2015	2015-2016	2016-2017
White	72.28%	71.54%	70.73%
Black or African American	23.71%	24.26%	24.72%
Hispanic	2.03%	2.13%	2.14%
Asian	1.00%	1.05%	1.11%
Native American	0.17%	0.16%	0.19%
Multiracial	0.82%	0.86%	1.10%

While Georgia has started to make progress in hiring teachers from varying racial backgrounds, CSD has experienced only slightly increased White and Black or African American teachers since 2014 (with a slight decline in White teachers from 2015-2016 to 2016-2017). Hispanic, Asian, Native American, and Multiracial teachers have decreased within the district since 2014; however, Native American and Hispanic teachers are present at higher rates than at the state-level. Percentages of these populations as they related to the entire teacher population within CSD outlined below:⁸⁴

CSD Teacher Population by Race			
Race	2014-2015	2015-2016	2016-2017
White	69.12%	69.94%	69.51%
Black or African American	21.18%	21.07%	22.25%
Hispanic	6.76%	6.74%	5.77%
Asian	0.88%	0.28%	0.55%
Native American	0.29%	0.28%	0.27%
Multiracial	1.76%	1.69%	1.65%

With these statistics in mind, there is a need to expand current recruitment and hiring practices to increase, not only racial diversity⁸⁵ among teachers in the district, but also diversity in gender, sexual orientation, workforce experience, personal background, and other factors. To expand these efforts, it could be valuable to establish additional partnerships within the community and increase participation in local events (e.g., job fairs). These additional partnerships could be established with community organizations, local chapter associations (e.g., Latin American Association and teacher associations), and educational institutions (including universities, colleges, and high schools) to expand efforts to recruit teachers – in many cases, before they enter the workforce. The district could expand/establish these partnerships by:⁸⁶

- Presenting at job fairs or other events, outlining the job opportunities within the district
- Participating in development of teacher preparation programs with educational institutions to create a pipeline of graduates
- Establishing hiring/interviewing agreements with educational institutions
- Generating interest in the teacher profession through sponsored community and school events and activities

There are also several resources that can help facilitate movement toward a more diversified candidate pool. In some cases, similar resources may already be used throughout CSD. In this case, it would be appropriate to expand these efforts. On the following page, these resources and their descriptions include, but are not limited to:

⁸³ All data drawn from Governor's Office of Student Achievement: K-12 Public Schools Report Card. <https://gaawards.gosa.ga.gov/analytics/saw.dll?dashboard>

⁸⁴ All data drawn from Governor's Office of Student Achievement: K-12 Public Schools Report Card. <https://gaawards.gosa.ga.gov/analytics/saw.dll?dashboard>

⁸⁵ Statistics were provided for race but were not provided for other factors (e.g., gender and sexual orientation) because some of these data are not available and racial disparities were a primary focus of this assessment.

⁸⁶ National Comprehensive Center for Teacher Quality. (2007). America's challenge: Effective teachers for at-risk schools and students. Drawn from: <https://files.eric.ed.gov/fulltext/ED543777.pdf>

Resource	Description
The Coalition for Diverse Educators ⁸⁷	Events, resume portals, and partnership opportunities as they relate to growing teacher diversity
Pathways2Teaching ⁸⁸	Enrollment program that enables 11 th and 12 th graders to explore teaching as a career choice in Denver and Oregon, which could provide a framework for duplication
DiversityinEd ⁸⁹	A certified minority vendor resource that seeks to connect teachers, schools, and organizations through job boards and virtual job fair platforms

Establish a District-Wide Communication Plan for Equity Teams

Related to the district's Strategic Plan,⁹⁰ equity teams at both the district and school levels should establish a communication plan that outlines strategic and consistent communication processes with all stakeholders. This plan should incorporate feedback from various stakeholders to better understand preferred communication outlets to maximize the plan's reach.

Best practices suggest communication plans incorporate the following:⁹¹

- Objectives (i.e., tangible measurable outcomes)
- Budget (if applicable)
- Audiences
- Messaging (including language, tone, and content)
- Communication channels (should include multiple and vary based on audience and message)
- Activities and materials that would accompany the communication
- Timeline for communication
- Plan for regular evaluation and modifications⁹²

Considering these elements prior to developing a communication plan should position the district and school equity teams for successful communication with stakeholders. The district equity team should ensure that the school-based plans are similar and implemented with fidelity in order to ensure all stakeholders are receiving comparable and consistent information. The district and school equity teams should consider leveraging multiple communication avenues, including written, emails, social media, websites, and direct (i.e., face-to-face) communication. When establishing a communication plan, the district should consider the type of information that is disseminated through each avenue, as some platforms and medias are not suitable for all communications. The communication plan should also consider leveraging existing channels for communication and points of contact with stakeholders, such as PTA and Board meetings, newsletters, social media, and parent-teacher interactions.

In a 2011 survey conducted by the National School Public Relations Association on communication preferences, parents most frequently reported a need for the reasoning behind decision-making by the district.⁹³ Including this

⁸⁷ <http://www.c4de.org/numberdontlie/>

⁸⁸ <http://www.pathways2teaching.com/about.html>

⁸⁹ <https://www.diversityined.com/>

⁹⁰ Drawn from: Goal Area II: Culture, Climate, and Community Engagement; Performance Objective A: Improve Community Strategies; Initiative 2: Improve internal communications

⁹¹ Drawn from: https://www.edelements.com/hubfs/PL%20Communications%20Guide/PL_Communications_Planning_Guide_Edsurge.pdf; <https://www.wkcf.org/resource-directory/resource/2006/01/template-for-strategic-communications-plan>; <https://www.iabc.com/the-strategic-communication-plan/>; <https://www.odi.org/publications/5186-planning-tools-how-write-communications-strategy>

⁹² Samples of several different communication plan templates are available, using the best practices listed above, from the Kellogg Foundation. Drawn from: <https://www.wkcf.org/resource-directory/resource/2006/01/template-for-strategic-communications-plan>

⁹³ National School Public Relations Administration. (2011). Communication Accountability Program Survey Results Released: Direct E-Communication is Clear Choice of Parents in NSPRA Member Districts. NSPRA Counselor, August 2011. Drawn from: <https://www.nspr.org/files/newsletter/counselor/counselor2011-08-23.html>

context when communicating with parents and other stakeholders should increase buy-in to any changes or initiatives implemented by the district and school equity teams. Additionally, parents reported wanting to know information about major decisions and changes as often as they occur.⁹⁴ The district could consider conducting a brief survey of stakeholders to better understand the communication preferences of the various stakeholder groups. Establishing channels for meaningful two-way communication with stakeholders will help increase buy-in and provide opportunities for communication plan improvement on a regular basis. Providing stakeholders with the right information and deliberate messaging will help facilitate meaningful two-way communication.

When determining the messaging and content of communications to stakeholders, research has shown that communication plans should present specific types of information to increase buy-in as stakeholders are more receptive to change and motivated to help successfully implement the change when there is buy-in. These elements include:⁹⁵



Communications to families should consider language and access to technology, barriers teachers and parents noted in focus groups and surveys. Sharing information in multiple languages and across several avenues (e.g., social media, paper, and word-of-mouth) can increase awareness across the district. The district and school equity teams should consider avoiding education jargon in communications, personalizing messaging, and when possible, leveraging one-on-one communication with parents as these strategies may help reach disengaged families.⁹⁶

Increase Coordination of Equity-Focused Activities

Teachers, staff, administrators, parents, students, and community members regularly referenced in focus groups and surveys events such as international nights, community activities, and opportunities for highlighting and sharing about different cultures as efforts that promote equity across the district. However, some teachers, parents, community members, and students noted these events are sometimes infrequent or difficult to encourage participation, especially at the middle school and high schools, as reported in focus groups. Students reported in surveys that more activities that build school pride, such as assemblies, or more group activities could help promote a culture of inclusion in the schools. These types of events and activities could be an opportunity for the school equity teams to lead the district in efforts that promote strong school spirit, inclusion, and shared learning. Establishing a district-wide schedule of event topics, with content focused for each stakeholder group (e.g., students, community, and parents) and grade-level would provide an opportunity for shared learning. Assemblies with students could help increase school pride and establish

⁹⁴ National School Public Relations Administration. (2011). Communication Accountability Program Survey Results Released: Direct E-Communication is Clear Choice of Parents in NSPRA Member Districts. NSPRA Counselor, August 2011. Drawn from: <https://www.nspr.org/files/newsletter/counselor/counselor2011-08-23.html>

⁹⁵ Torppa, C. B. & Smith, K. L. (2011). Organizational change management: A test of the effectiveness of a communication plan. Communication Research Reports. Drawn from: <http://www.vodppl.upm.edu.my/~vauser/uploads/docs/2-Organizational%20Change.pdf>

⁹⁶ Hanover Research. (2017). Best practices in educational equity. Drawn from: https://www.wasa-oly.org/WASA/images/WASA/1.0%20Who%20We%20Are/1.4.1.6%20SIRS/Download_Files/LI%202017/May%2019%20-%20Best%20Practices%20in%20Educational%20Equity.pdf

an inclusive school culture, while events could target information sharing around equity-focused district efforts, provide opportunities for feedback, and offer training and education around equity.

Similar to the district-wide communication plan, strategies for these events should include feedback and input from a variety of stakeholders and opportunities for ongoing feedback. Events should be planned with a purpose and communicate tangible ideas, when applicable. These events can include participation and presentations from community members and CSD families that showcase different cultures, values, and experiences. District-led efforts can also engage parents, providing opportunities for parent education and information sharing around educational equity. Research has shown that when engaging parents, more meaningful events have a greater impact on student learning and parent engagement than events such as meet-and-greets.⁹⁷

When coordinating these events, there are several free/low price options that CSD can consider utilizing moving forward. It is recognized that some sort of management system is likely already used across the district (e.g., Google). However, it could be beneficial to leverage the resources listed below due to the expansive capabilities available within these software for coordinating activities. These resources, as well as the advantages and disadvantages to the software’s capabilities, are provided below:

Software	Advantages	Disadvantages
Odoo ⁹⁸	Free Extensive list of core features Analytics and integration potential Attractive user-interface	Lacks email marketing (unless you pay for that feature)
Open Source Event Manager ⁹⁹	Free Attractive user-interface Includes extensive premium features	Source code customization is challenging to use
EventLeaf ¹⁰⁰	Extensive list of core features In-depth reporting and integration Attractive user-interface	Per registrant pricing
Regpack ¹⁰¹	Automated registration system Offers all core event management features Attractive user-interface	Pricing monthly and per registrant Features may not be as extensive as other software

⁹⁷ Hanover Research. (2017). Best practices in educational equity. Drawn from: https://www.wasa-oly.org/WASA/images/WASA/1.0%20Who%20We%20Are/1.4.1.6%20SIRS/Download_Files/LI%202017/May%2019%20-%20Best%20Practices%20in%20Educational%20Equity.pdf

⁹⁸ <https://accounts.odoo.com/page/events#>

⁹⁹ <http://osem.io/>

¹⁰⁰ <https://www.jollytech.com/eventleaf/index.php>

¹⁰¹ <https://www.regpacks.com/>

CALL TO ACTION

While the section above highlights potential first steps for the CSD Equity Director and district team to consider, this section outlines higher-level concepts that should be examined internally and prioritized moving forward. These items are more systemic in nature, falling outside of the scope of the needs assessment, and require a long-term investment and tailored approach on behalf of the district. While suggestions are provided, these items are deeply ingrained in the system and the scope of the needs assessment cannot fully capture and reflect the full picture.

The items in this call to action section are meant to serve as discussion points, with specific next steps identified by the CSD Equity Director and district team following a thorough examination.

Promote Equitable Resource Allocation Between and Within Schools

Promoting the equitable allocation of resources within and between schools was noted by several stakeholders as an area for improvement. Cited resources that may be inequitably allocated across schools and the district included: technology, student support services (e.g., tutoring), funding across classrooms (including those within programming – gifted and SPED, for instance) and extra-curriculars, financial assistance for students (e.g., transportation, school trips, and books), classroom materials, training and professional development opportunities, support staff (e.g., paraprofessionals and counselors), and finances for school renovations and improvements. While the district has its own procedures for allocating resources across schools, and individual schools have structures in place to allocate resources within the school, stakeholders reported several instances of inequitable resource allocation. Administrators, in particular, reported allocation procedures may force a choice between multiple necessary resources or staff positions at schools that administrators believe should be mandatory across all schools (e.g., full-time nurse).

Leveraging outside funds, such as grants, is an opportunity to provide additional support to staff, access to resources, and support to students. Multiple stakeholders reported the value of the Decatur Education Foundation (DEF) for providing teachers with grants for materials and assisting families in need. CSD leadership could consider additional strategic funding opportunities with DEF and communication channels to ensure all stakeholders are aware of grants opportunities and services. DEF or other educational foundations could also provide an avenue for increasing access to technology throughout the district (e.g., 1:1 technology access). Research has shown that focused efforts around utilizing technology and increasing access to technology can help reduce achievement gaps.¹⁰²

CSD can also consider funders outside of Decatur that provide grants for programs and supports. One example of a potential funding source is the Corporation for National and Community Service's (CNCS) AmeriCorps programs. AmeriCorps grants "provide financial assistance to programs to recruit, train, and supervise AmeriCorps members meeting critical community needs" and one of the key focus areas for CNCS through AmeriCorps is education. AmeriCorps members can serve full- or part-time roles for one year or during the summer. CSD could partner with a nonprofit organization or apply directly for funding to provide mentoring, tutoring, after-school supports, or additional services to CSD students. CNCS has created a toolkit for Superintendents and principals on how to leverage CNCS funds for schools, which highlights the benefits of AmeriCorps programs and steps to apply for funding.¹⁰³ CSD should contact the Georgia Commission for Service and Volunteerism, the state commission for AmeriCorps in Georgia, if CSD leadership decides to explore this option.¹⁰⁴

CSD should also explore the whole-child approach to education in CSD from Pre-K through 12th grade. The Association for Supervision and Curriculum Development (ASCD) defines the approach as an attempt to "transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all

¹⁰² Stanford University. (2014). Technology can close achievement gaps, improve learning. Graduate School of Education News Center. Drawn from: <https://ed.stanford.edu/news/technology-can-close-achievement-gaps-and-improve-learning-outcomes>

¹⁰³ <https://www.nationalservice.gov/documents/2017/superintendentsprincipals-toolkit-utilize-national-service-resources>

¹⁰⁴ <https://dca.ga.gov/local-government-assistance/partnerships/georgia-commission-service-volunteerism>

children.”¹⁰⁵ This approach is based on health and education research¹⁰⁶ and ensures that each student is healthy, safe, engaged, supported, and challenged. CSD leadership could review the Whole Child Indicator and Component resource to determine areas where the district could improve to reach a whole-child approach.¹⁰⁷ Additionally, ASCD provides a free online school assessment tool that highlights professional development resources that can help address school-wide challenges.¹⁰⁸

Prior to reallocating funds or resources across the district, CSD can consider assessing the equity of current resource allocation quantitatively through various online free tools, or through a comprehensive cost analysis. When considering resources, no matter the method used, CSD should consider money, human capital, and time resources throughout the district. Comprehensive cost analyses would allow the district to aggregate multiple quantified variables at each school and compare those to costs across the schools. Metrics the district could further examine through a cost analysis include:

- Distribution of teacher salaries by class type (e.g., AP and IB compared to skill classes or CP)
- Costs spent for physical school updates
- Qualifications and backgrounds of teachers compared to class type
- Staff salaries (e.g., counselors) by time spent with different populations
- Teacher and leadership turnover by classes and enrollment

These metrics can provide CSD with opportunities to further address inequities in the district, supported by meaningful and robust data. However, cost analyses are often time consuming, and some online resource distribution tools can provide a faster, but less robust, examination of allocation. CSD leadership can consider utilizing multiple quick, free online tools to garner additional context and data when considering equitable allocation of resources. These tools can include:

Resource	Description
Education Resource Strategies Resource Check ¹⁰⁹	10-minute survey to assess district resource choices with questions relating to teaching, leadership, school support, school design, standards, and funding
Budget Hold’Em for Districts ¹¹⁰	A “return on investment” tool that allows the user to determine the increase or decrease of school budget desired, with options for investments and savings that include estimated student impact
Smarter Budgets, Smarter Schools ¹¹¹	Free, downloadable PDFs and excel spreadsheets for calculating the impact of changing class sizes, needs for specialists, and ideas for districts to consider when budgeting

¹⁰⁵ <http://www.ascd.org/whole-child.aspx>

¹⁰⁶ Lewallen, T. C., Hunt, H., Potts-Datema, W, Zaza, S. & Giles, W. (2015). The whole school, whole community, whole child model: A new approach for improving educational attainment and healthy development for students. Journal of School Health. Drawn From: <https://onlinelibrary.wiley.com/doi/full/10.1111/josh.12310>

¹⁰⁷ <http://www.wholechildeducation.org/assets/content/mx-resources/wholechildindicators-all.pdf>

¹⁰⁸ <http://sitool.ascd.org/Default.aspx?ReturnUrl=%2f>

¹⁰⁹ https://www.erstrategies.org/assessments/resource_check

¹¹⁰ https://www.erstrategies.org/hldm/game_templates/budget-hold-em-for-districts/games/new

¹¹¹ <http://www.smarterbudgets.com/>

Foster Equity in Discipline Practices and Policies

Disparities in the enforcement of discipline practices and policies have been cited by several stakeholders as an area for improvement across the district. CSD should examine the written policies for discipline and engage teachers and administrators to help identify areas that are unclear or need additional language to ensure the policies are applied equitably. Leadership should consider providing additional training and guidance on disciplinary policies to reestablish a shared understanding of the policies and expectations for all stakeholders. Training and opportunities for feedback in policy changes can help increase buy-in from stakeholders across the district, including parents, students, and staff. Leadership could consider modifying or establishing policies with regards to accountability for following discipline practices and policies to empower administrators and others to address inequities in discipline practices. One potential resource for CSD when examining policies is Teach Strong, an organization with a catalogue of examples of best practices across the nation on policy reform in schools.¹¹²

CSD could consider examining a Restorative Justice Model when determining next steps on discipline practices and procedures. This model allows schools to not rely on disciplinary tactics such as suspensions, which have been shown to have a negative impact on student outcomes. This model allows students to have a voice in the disciplinary process, an opportunity for reflection of both the student's feelings and others, and provides an opportunity to build understanding between teachers, administrators, and students. The model focuses on a line of questioning to students that helps them become aware of their underlying feelings. Research has shown this model reduces exclusionary discipline and the number of violent acts.¹¹³ Additionally, creating relationships with students and using less punitive measures is also proven to decrease the dropout rate for students of color and increase achievement.¹¹⁴

When considering discipline practices and policies, CSD leadership should also examine ways to reduce bullying in the schools. When asked in the student survey to describe a time a student saw something happen to another student that made them feel the student was not being treated fairly, bullying was the second most reported theme. Students described many instances of physical fights, exclusion, name calling, and the use of slurs. The Centers for Disease Control and Prevention (CDC) defines bullying as, "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated."¹¹⁵ Research has shown that anti-bullying programs have shown some success in reducing bullying, and the most important elements associated with a decrease included: parent training/meetings, improved playground supervision, teacher training, classroom rules, whole-school anti-bullying policies, school conferences, and cooperative group work. Additionally, the effectiveness of programs increases with the age of the students.¹¹⁶

Evidence-based practices for addressing bullying have been identified and summarized by researchers, stating there is no 'one-size-fits-all' or simple solution; however, there are key elements to consider. These include:¹¹⁷

- Using a comprehensive multitiered behavioral framework (such as a Positive Behavioral Intervention and Supports program)
- Teaching appropriate behaviors and how to respond

¹¹² <https://teachstrong.org/>

¹¹³ Simidian, G. (2017). Rethinking school discipline. New York State School Boards Association. Drawn from: http://www.nyssba.org/clientuploads/nyssba_pdf/rethinking-school-discipline-04272017.pdf

¹¹⁴ Gregory, A., Bell, J. & Pollock, M. (2014). How educators can eradicate disparities in school discipline: A briefing paper on school-based interventions. Discipline Disparities Research to Practice Collaborative at Indiana University. Drawn from: <https://www.issuelab.org/resource/how-educators-can-eradicate-disparities-in-school-discipline-a-briefing-paper-on-school-based-interventions.html>

¹¹⁵ https://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf

¹¹⁶ Farrington, D. P. & Ttofi, M. M. (2009). School-based programs reduce bullying and victimization. Campbell Systematic Reviews. Drawn from: https://campbellcollaboration.org/media/k2/attachments/School-based_Anti-Bullying_Programs_v2_R.pdf

¹¹⁷ Musgrove, M. & Yudin, M. K. (2013). Effective evidence-based practices for preventing and addressing bullying. Enclosure to United States Department of Education, Office of Special Education and Rehabilitative Services, August 20, 2013, Dear Colleague Letter. Drawn from: <https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/bullyingdcl-enclosure-8-20-13.pdf>

- Providing active adult supervision
- Providing training and ongoing support for staff and students
- Monitoring and tracking bullying
- Notifying parents when bullying occurs
- Sustaining bullying prevention over time

CSD leadership could consider creating channels of communication to allow students and parents to report bullying to administrators. Some methods include anonymous hotlines and messenger services, such as CyberBullyHotline, which has shown improvement in bullying behavior based on case studies.¹¹⁸

Additional resources include:

Resource	Description
Bullying Prevention and Response Base Training Module ¹¹⁹	A training module that provides best practices, how to respond to bullying, examples of what works, and how to create an action plan
What Works for Bullying Programs ¹²⁰	Research brief that highlights programs that work, based on experimental evaluations. Includes a chart of programs by impact and strength of impact
Teaching Students to Prevent Bullying ¹²¹	Resources on lesson plans, activities, games, and more for educators on identifying, confronting, and stopping bullying
PACER's Classroom Toolkits ¹²²	Free toolkits and activities for all age levels, including a year-long toolkit for classrooms

¹¹⁸ <http://www.cyberbullyhotline.com/>

¹¹⁹ https://www.stopbullying.gov/sites/default/files/2017-10/pmt_friendly_speaker_notes.pdf

¹²⁰ https://www.childtrends.org/wp-content/uploads/2013/10/briefing_bullying5_anm1.pdf

¹²¹ <http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html>

¹²² <http://www.pacer.org/bullying/classroom/>

FINAL THOUGHTS

In focus groups and surveys, several stakeholder groups (i.e., parents, students, teachers, staff, administrators, and community members) provided examples of existing efforts across the district that they believe promotes equity within the schools and classrooms, and across the district. These efforts comprised existing professional development and training, school-focused opportunities, inclusive classroom environments, and the development of equity teams and committees. However, these stakeholder groups also expressed a significant need for these efforts to be more strategic, standardized, and frequent across the district and within schools. For instance, when equity-focused professional development opportunities are provided, stakeholders emphasized these opportunities as positive influences but also cited that these opportunities do not occur as frequently and strategically as they should, which could have negative impacts on populations throughout the district.

Stakeholders also discussed how the lack of consistent and strategic efforts can have confounding effects on policy enforcement, resource allocation, and stakeholder perceptions of equity throughout the district. The outcomes analysis uncovered that there are disparities in enrollment in programming (e.g., SPED and GP), extracurricular activities, attendance, and behavior in that Black or African American students experienced different enrollment rates and attendance/behavior infractions as compared to White students. These disparities were apparent in behavior data in that Black or African American students received harsher discipline resolutions than White students committing the same incident. This was also corroborated by quantitative survey data – Black or African American students, teachers, and parents felt there were disparities in discipline and other areas throughout the district (e.g., that schools may not discipline students fairly and students may not be treated equitably when they misbehave).

Throughout the process, passionate and thoughtful feedback was gathered from over 2,000 individuals representing various stakeholder groups. While several opportunities for improvement were reported, stakeholder groups expressed excitement and interest in the district's next steps, emphasizing the importance of this process in surveys and focus groups. Through these discussions and survey data (with outcomes data supplementing the focus group and survey findings), the TPMA/NSA team offered several actionable considerations for the district team to consider as they move forward in implementing efforts that promote an equitable district. These considerations included revisiting school and district policies, procedures, and activities (e.g., around the areas of hiring, training, and discipline).

As the district considers next steps, the team should explore improvement opportunities through use of external and internal resources, examining the potential for expansion of current efforts and identifying new efforts to further promote equity across the district. While the needs assessment was able to provide the district with the initial first steps to consider, the district must prioritize further examination of these systemic and dynamic enhancement opportunities in a timely manner to facilitate ongoing momentum throughout the district.

APPENDIX A: SURVEY THEMES AND QUOTES

The tables below provide a breakdown of the top three survey themes and associated quotes and counts, which were the result of the Grounded Theory Analysis method highlighted in the [Needs Assessment Methodology](#) section. Tables are provided for each survey – middle and high school students, parents, and staff and teachers.

PARENT THEMES

Question: Describe the positive things your child's school is doing to promote equity, diversity, and inclusion.	
Theme	Quote
School events, presentations, and clubs that target diversity and an understanding of different cultures <i>Count = 113</i>	"Some teachers do a fantastic job planning field trips and other events that promote inclusion and equity."
Promoting an inclusive learning environment through curriculum, advocating staff/teachers, and general culture <i>Count = 100</i>	"I would say inclusion [for my child] has been very positive but I also feel like the ways he benefits from equity and inclusion are due to him having a very strong/vocal/advocating teacher."
Having a diverse student body, which encourages diverse student interactions <i>Count = 22</i>	"Exposure to diverse students which helps instill in my child a sense of equality and value diversity."
Question: Describe any barriers to equitable access and outcomes at your child's school.	
Theme	Quote
Inequitable access to and disparities/inconsistencies within support and resources (e.g., technology, special programming, and support staff) <i>Count = 70</i>	"The representation of Black or Brown kids in the gifted program is extremely low. Many teachers come across as extremely defensive when approached about it."
Outside barriers including the local economy, income disparities, working parents, and other barriers that families face <i>Count = 25</i>	"Sure, the kids could wait in line at the library to spend a limited number of minutes on a computer, or they could try to do homework on a phone, but both of these things make homework and studying more difficult. It's hard enough motivating teens to do their work without them having to overcome another hurdle like access to technology."
Disparities around discipline and enforcement of policies <i>Count = 22</i>	"When there are issues along lines of race or equity or discipline, there is no protocol to follow and that leads to discrepancies in treatment, follow up, etc."
Question: What could your child's school be doing to better promote equity for all students?	
Theme	Quote
Training and professional development for teachers, staff, and administrators on equity/diversity-related topics <i>Count = 53</i>	"Provide unconscious bias training for teachers and paraprofessionals."
Better promote an inclusive environment through multi-cultural events and curriculum that highlights diverse populations <i>Count = 35</i>	"Offer an honest and complete curriculum that lifts up and highlights the contributions of all and doesn't overemphasize White folk."
Ensure equitable access to technology, programs, and resources <i>Count = 23</i>	"Make sure that kids without resources don't lose out on opportunities."

STAFF/TEACHER THEMES

Question: Describe the positive things your school is doing to promote educational equity for all students.	
Theme	Quote
The professional development related to equity when it is available <i>Count = 68</i>	"My school paid for me to go to professional learning in activities that encourage equity. They supported those that want to learn."
After-school events and activities that help students have a place to belong <i>Count = 22</i>	"We try to spotlight the different cultures that are in our school, doing different celebrations, events, parades...that try to show we are very open and accepting of all cultures."
Freedom to customize the education experience for students <i>Count = 20</i>	"We strive to provide high quality education to all students."
Question: Describe barriers to equity faced by students and families in the district.	
Theme	Quote
Outside barriers that families face (e.g., income, technology access, language barriers, transportation, and housing) <i>Count = 93</i>	"We try hard to break any barriers that might prevent kids to attend afterschool events."
Lack of academic support and student support (including support outside of the classroom) <i>Count = 21</i>	"Another barrier is the amount of academic support in content areas that some of our students may have access to when they are working on assignments outside of the school setting."
Lack of intentional parent involvement in school activities <i>Count = 20</i>	"It is often difficult for them to get time off to attend parent conferences. They either lack the educational background or access to resources to successfully advocate for their child's learning."
Question: What could the school be doing to better promote educational equity for all students?	
Theme	Quote
Provide more opportunities for staff and teacher training and professional development <i>Count = 23</i>	"We all need education on racism, about implicit bias, about micro-aggressions, everybody needs it, from the top, down."
Generally, promote cultural awareness throughout the school and community (e.g., through curriculum) <i>Count = 20</i>	"The diversity of the curriculum in general, across the board is something lacking." This
Provide equitable access to educational opportunities (e.g., AP and GP) for all students <i>Count = 14</i>	"It's successful with some students but when parents do not understand how to, or that they can, advocate through the system, RTI falls short."
Question: Please provide any other suggestions/comments related to equity in your school and/or the district.	
Theme	Quote
Develop relevant and ongoing staff training and professional development opportunities related to equity <i>Count = 14</i>	"I believe that all teachers need some sort of culturally responsive teaching training."
Promote fair and equitable discipline <i>Count = 9</i>	"I would focus on making sure students of all cultural backgrounds are given equal consequences for equal actions. We need to make sure students are not punished more harshly than others for the same infraction (even if this is not intentional)."

Hire staff that is representative of the student population <i>Count = 7</i>	"I think it is important that the faculty make-up be representative of the student population that they are serving. When students are able to see teachers that look like them it makes a tremendous difference."
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STUDENT THEMES

Question: What makes you feel like you belong in your school?	
Theme	Quote
My friends <i>Count = 478</i>	"All of my friends that I hang out with and do class work with makes me feel like I belong."
My teachers <i>Count = 131</i>	"I feel that I belong at my school because I am treated with respect by my school and most of my teachers."
Extracurricular opportunities <i>Count = 115</i>	"The sports teams that I participate in."
Question: What makes you feel like you do not belong in your school?	
Theme	Quote
Nothing <i>Count = 281</i>	"Nothing. I feel content going to school."
Bullying <i>Count = 85</i>	"I don't feel like I belong in this school because I am always getting bullied by students."
Teachers (due to unfair treatment) <i>Count = 46</i>	"I feel that i don't belong when my teacher treats me unfairly or too harsh."
Question: Describe a time you saw something happen to another student/other students that made you feel they were not being treated fairly.	
Theme	Quote
Unequal treatment of students, especially around discipline <i>Count = 256</i>	"Once in class, for the entire year the teacher would pick on young African American males in the class and very obviously favored Caucasian females. It made both the males and females uncomfortable. Administrators were often called into the class to address 'issues' with the African American students."
Bullying among students <i>Count = 214</i>	"Sometimes I overhear students being mean to other students and treating them poorly."
Unfair treatment by race <i>Count = 101</i>	"Once this Black girl came in a few minutes late to class and the teacher told her to go get a pass but there was a White girl who came in later than that and the teacher made eye contact with her but didn't give her a late pass."
Question: What can the school do to better include everyone?	
Theme	Quote
Have more activities that students enjoy (e.g., more pep rallies and assemblies) <i>Count = 106</i>	"Having more activities, field trips, and even just free seating at lunch so that we can mix classes/teams."
Promote equitable punishment and treatment of all students <i>Count = 93</i>	"They can get the teachers to discipline the students more fairly."
Promote a culture of acceptance and inclusion <i>Count = 91</i>	"I think the school can teach us to be more open-minded and caring. Some students learn differently than others, so teaching everyone that this is okay would make everyone be more inclusive."

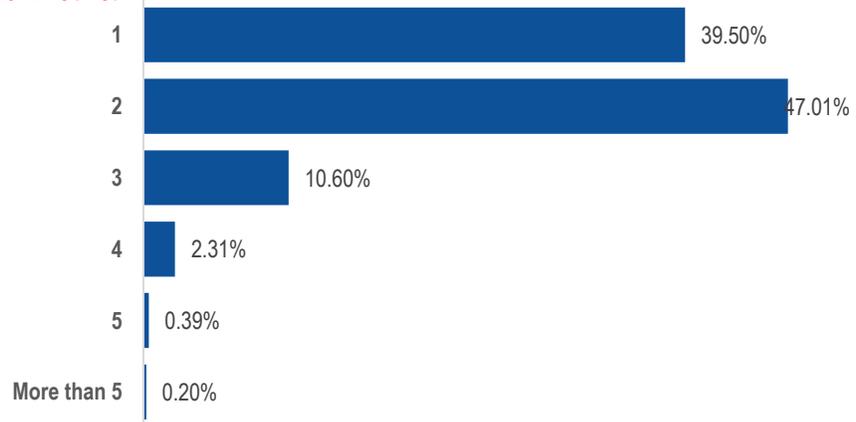
APPENDIX B: ADDITIONAL QUANTITATIVE SURVEY DEMOGRAPHICS

ADDITIONAL DEMOGRAPHICS

For parents, the following demographics were collected in addition to gender, race, and ethnicity:¹²³

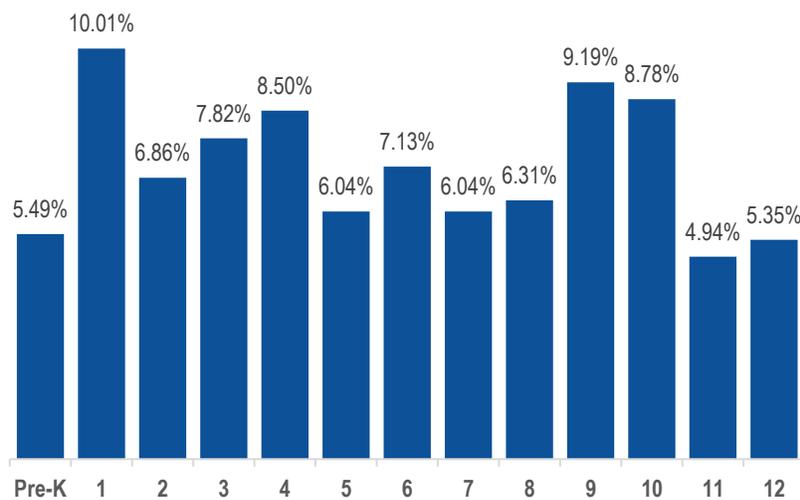
Number of Children in CSD School District

Children in District	Response Numbers
1	205 (39.50%)
2	244 (47.01%)
3	55 (10.60%)
4	12 (2.31%)
5	2 (0.39%)
More than 5	1 (0.20%)
TOTAL	519¹²⁴



Child Grade Level

Children Grade Level	Response Numbers
Pre-K	40 (5.49%)
K	55 (7.54%)
1	73 (10.01%)
2	50 (6.86%)
3	57 (7.82%)
4	62 (8.50%)
5	44 (6.04%)
6	52 (7.13%)
7	44 (6.04%)
8	46 (6.31%)
9	67 (9.19%)
10	64 (8.78%)
11	36 (4.94%)
12	39 (5.35%)
TOTAL	729

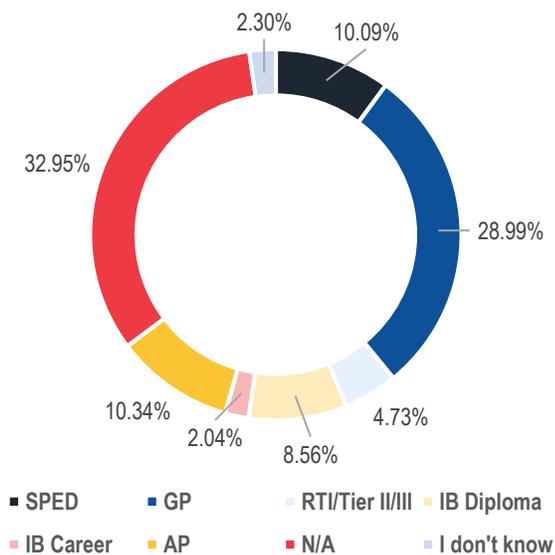


¹²³ In the survey, parents received a series of questions based on the number of children indicated earlier in the survey. The numbers reported in this table were aggregated from that series of questions.

¹²⁴ No respondents skipped this question.

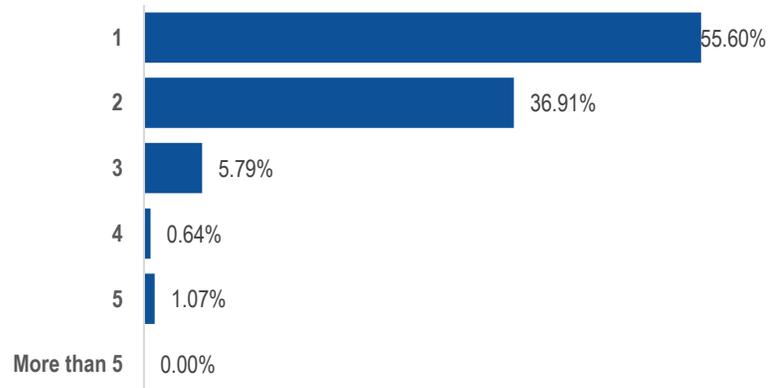
Child Program Enrollment

Children Program Enrollment	Response Numbers
Special Education Program (child with IEP)	79 (10.09%)
Gifted Program	227 (28.99%)
Student receives Tier II/Tier III support through RTI	37 (4.73%)
IB Diploma	67 (8.56%)
IB Career	16 (2.04%)
Advanced Placement courses	81 (10.34%)
Not applicable	258 (32.95%)
I don't know	18 (2.30%)
TOTAL	783



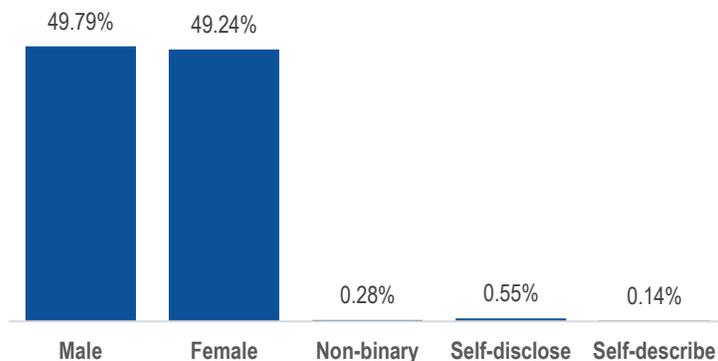
Number of Schools Children Attends

Schools Attended in District	Response Numbers
1	259 (55.60%)
2	172 (36.91%)
3	27 (5.79%)
4	3 (0.64%)
5	5 (1.07%)
More than 5	0 (0.00%)
I don't know	0 (0.00%)
None	0 (0.00%)
TOTAL	466¹²⁵



Child Gender

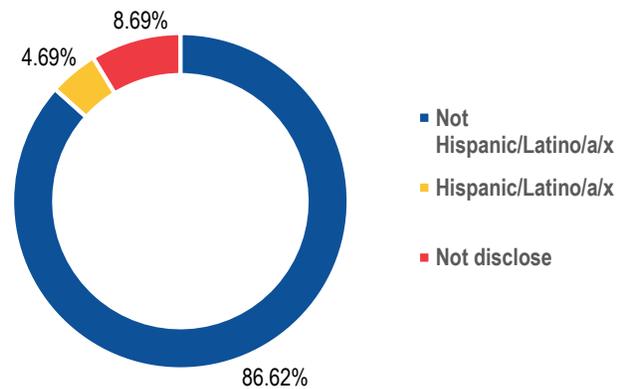
Child Gender	Response Numbers
Male	362 (49.79%)
Female	358 (49.24%)
Non-binary	2 (0.28%)
Prefer not to disclose	4 (0.55%)
Prefer to self-describe	1 (0.14%)
TOTAL	727



¹²⁵ 52 parents skipped this question.

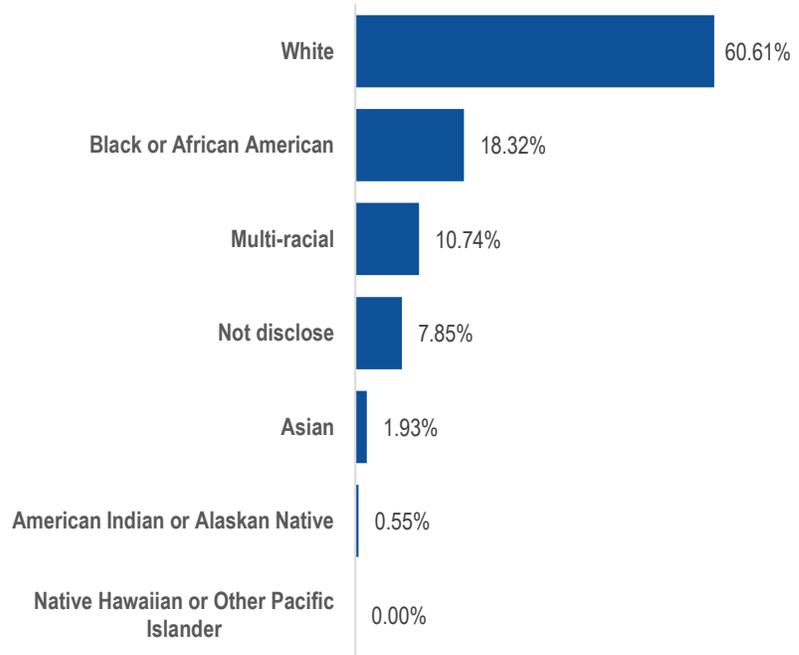
Child Ethnicity

Child Ethnicity	Response Numbers
Not Hispanic/Latino/Latina/Latinx	628 (86.62%)
Hispanic/Latino/Latina/Latinx	34 (4.69%)
Prefer not to disclose	63 (8.69%)
TOTAL	725



Child Race

Child Race	Response Numbers
American Indian or Alaskan Native	4 (0.55%)
Asian	14 (1.93%)
Black or African American	133 (18.32%)
Native Hawaiian or Other Pacific Islander	0 (0.00%)
White	440 (60.61%)
Multi-racial ¹²⁶	78 (10.74%)
Prefer not to disclose	57 (7.85%)
TOTAL	726

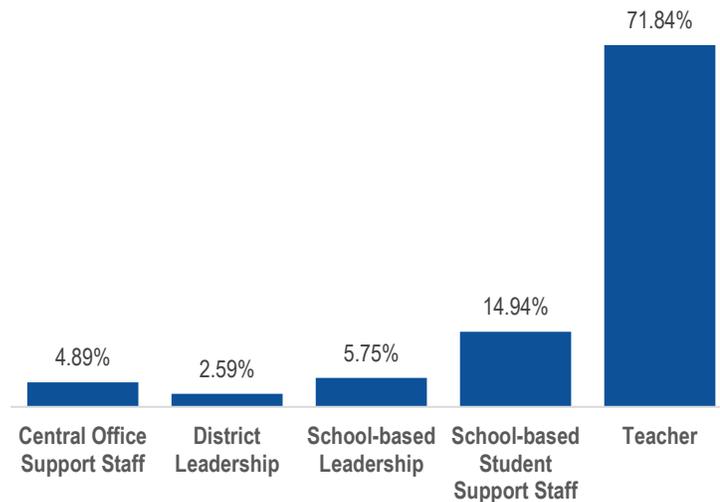


¹²⁶ Respondents classified as 'Multi-racial' are those that selected more than one race when asked the question, "What is your race? Please select all that apply." This question was present in all three surveys.

For staff and teacher surveys, the following demographics were collected in addition to gender, race, and ethnicity:

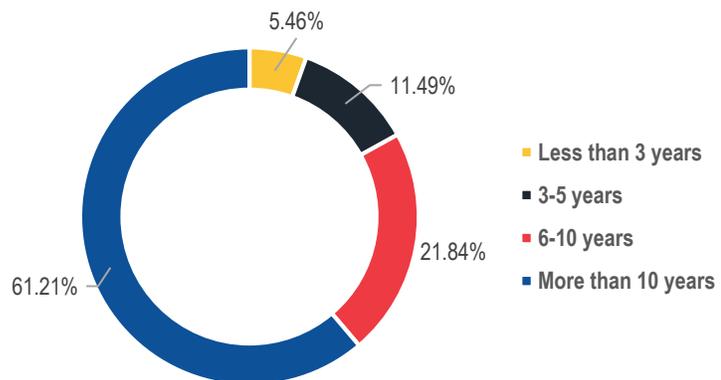
Current Role Title

Current Role Title	Response Numbers
Teacher	250 (71.84%)
School-based Student Support Staff	52 (14.94%)
School-based Leadership	20 (5.75%)
District Leadership	9 (2.59%)
Central Office Support Staff	17 (4.89%)
TOTAL	348¹²⁷



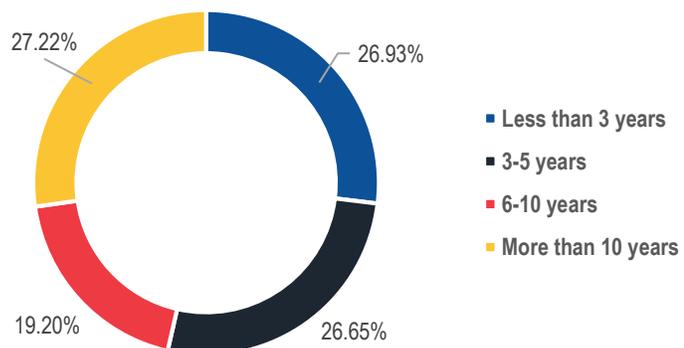
Work Experience in Education

Work Experience in Education	Response Numbers
Less than 3 years	19 (5.46%)
3-5 years	40 (11.49%)
6-10 years	76 (21.84%)
More than 10 years	213 (61.21%)
TOTAL	348¹²⁸



Work Experience in CSD

Work Experience in CSD	Response Numbers
Less than 3 years	94 (26.93%)
3-5 years	93 (26.65%)
6-10 years	67 (19.20%)
More than 10 years	95 (27.22%)
TOTAL	349¹²⁹



¹²⁷ 2 respondents skipped this question.

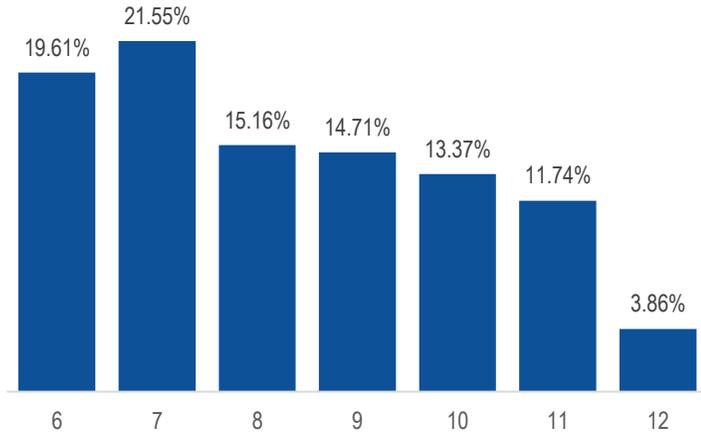
¹²⁸ 2 respondents skipped this question.

¹²⁹ 1 respondent skipped this question.

For students, the following demographics were collected in addition to gender, race, and ethnicity:

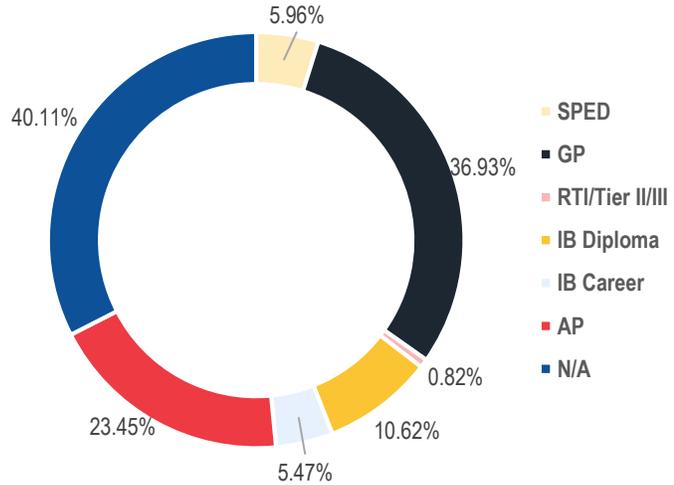
Student Grade Level

Student Grade Level	Response Numbers
6	264 (19.61%)
7	290 (21.55%)
8	204 (15.16%)
9	198 (14.71%)
10	180 (13.37%)
11	158 (11.74%)
12	52 (3.86%)
TOTAL	1,346¹³⁰



Student Program Enrollment

Children Program Enrollment	Response Numbers
Special Education Program (with IEP)	73 (5.96%)
Gifted Program	452 (36.93%)
I receive Tier II/Tier III support through RTI	10 (0.82%)
IB Diploma	130 (10.62%)
IB Career	67 (5.47%)
Advanced Placement courses	287 (23.45%)
Not applicable	491 (40.11%)
TOTAL	1,224¹³¹

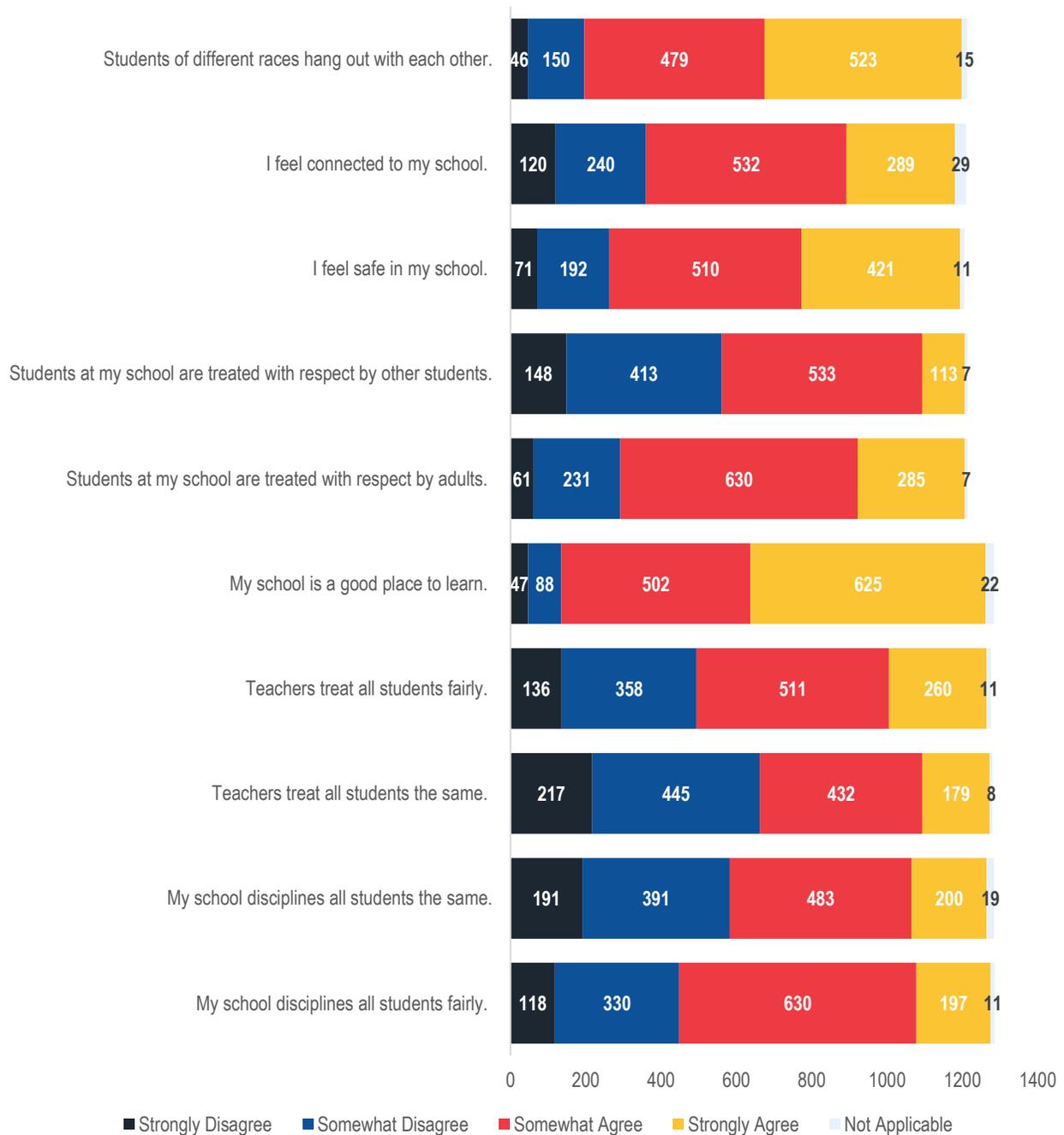


¹³⁰ 19 students skipped this question.

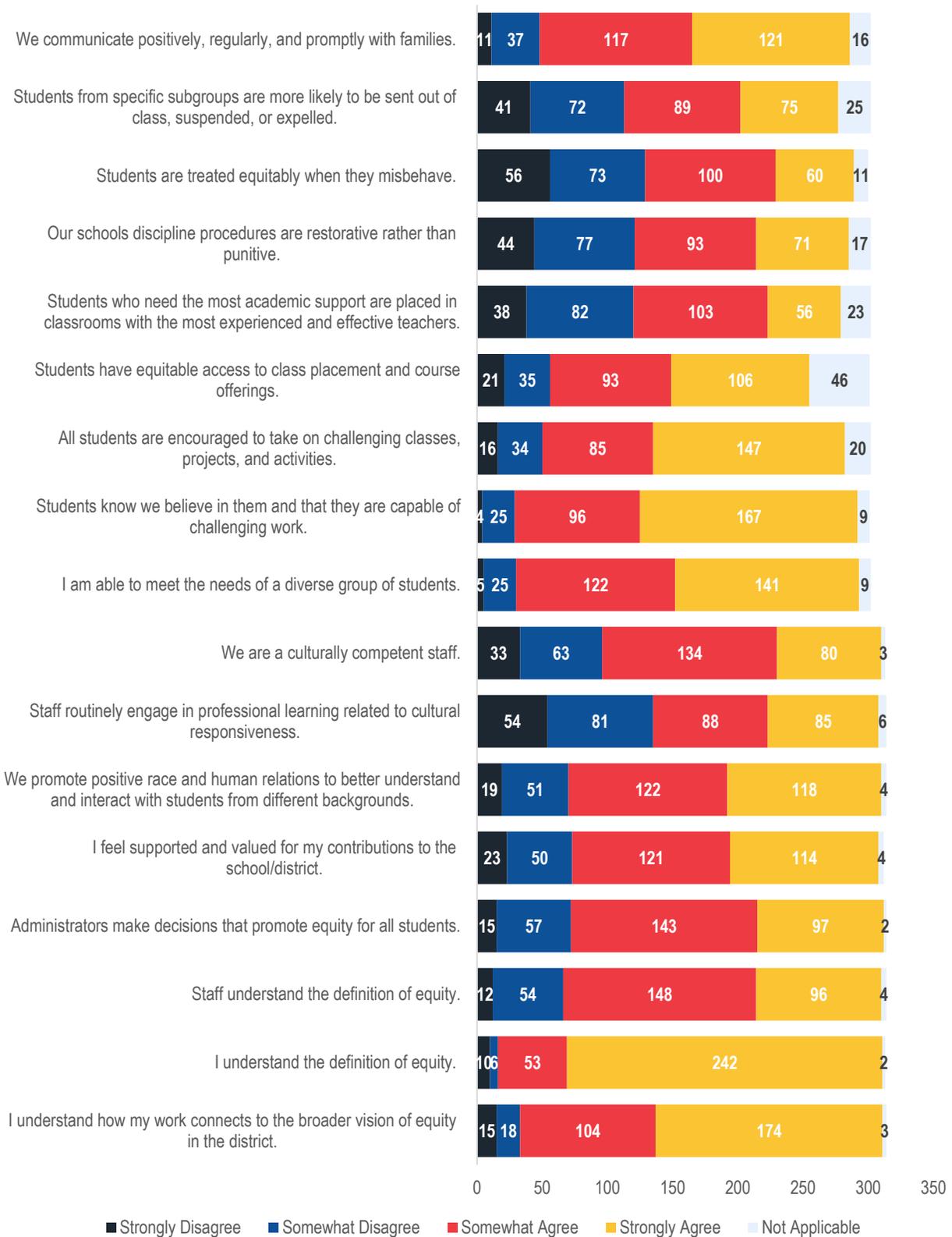
¹³¹ 141 students skipped this question.

APPENDIX C: QUANTITATIVE SURVEY QUESTION BREAKDOWNS

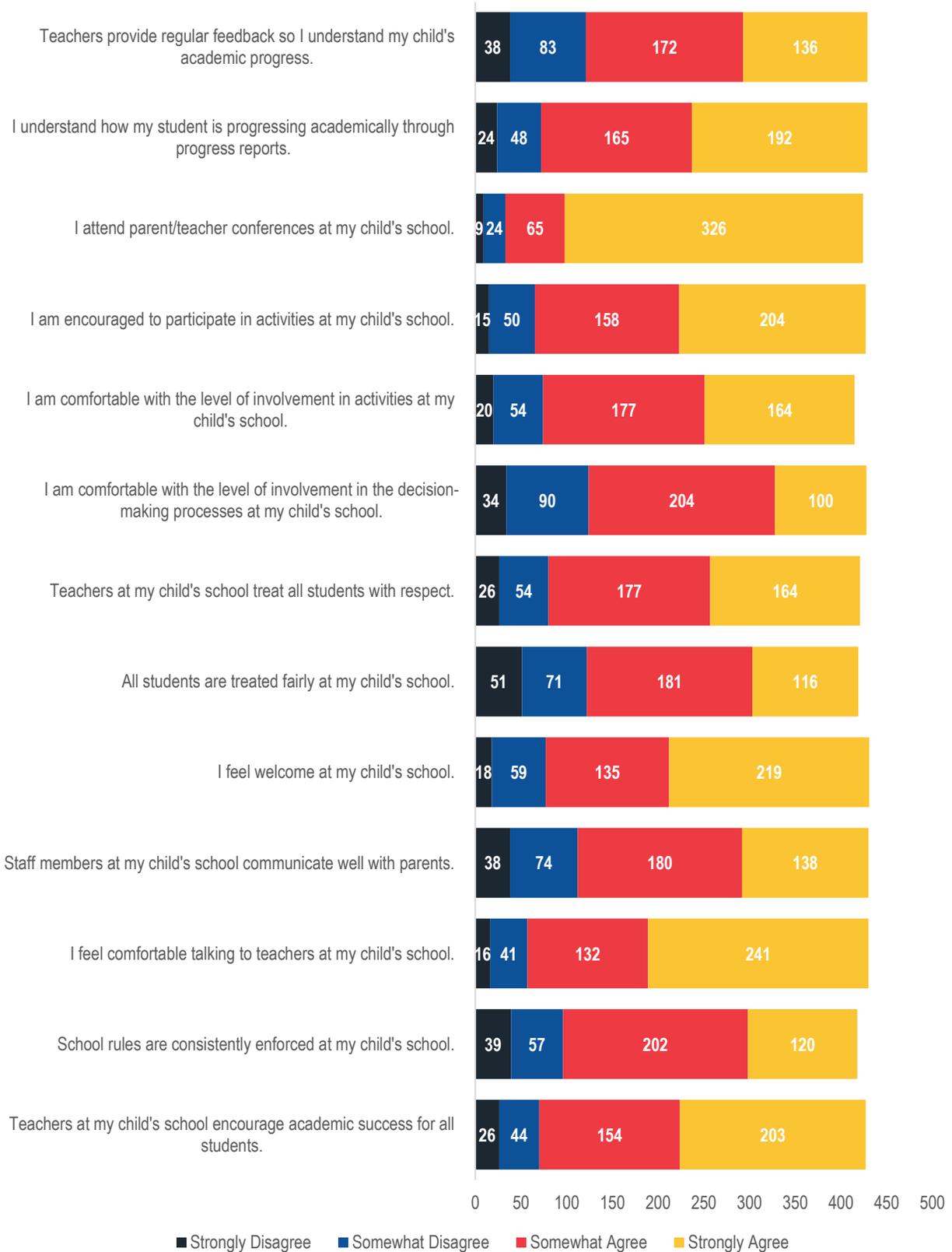
STUDENT SURVEY



STAFF/TEACHER SURVEY



PARENT SURVEY



APPENDIX D: OUTCOMES TABLES

The tables below outline frequencies from the descriptive data provided by CSD. Each outcome (e.g., enrollment) was provided in a separate spreadsheet by CSD. Given the purpose of the assessment, tests of significance were not conducted.

ENROLLMENT¹³²

Academic Year 2015-2016

Enrollment		
Race	Number	Percent
Asian or Pacific Islander	145	2.8%
Black or African American	1,200	22.9%
Hispanic	120	2.3%
American Indian or Alaskan Native	13	0.2%
Multiracial	408	7.8%
White	3,313	63.3%
Missing	36	0.7%
TOTAL	5,235	100.0%

Academic Year 2016-2017

Enrollment		
Race	Number	Percent
Asian or Pacific Islander	176	3.1%
Black or African American	1,256	22.1%
Hispanic	129	2.3%
American Indian or Alaskan Native	17	0.3%
Multiracial	442	7.8%
White	3,598	63.4%
Missing	54	1.0%
TOTAL	5,672	100.0%

Academic Year 2017-2018

Enrollment		
Race	Number	Percent
Asian or Pacific Islander	208	3.5%
Black or African American	1,235	21.0%
Hispanic	129	2.2%
American Indian or Alaskan Native	15	0.3%
Multiracial	464	7.9%
White	3,743	63.7%
Missing	82	1.4%
TOTAL	5,876	100.0%

¹³² Enrollment data is based on official student counts. This data may differ from the 'Total' data throughout the rest of this appendix as it is based on data reported throughout the year, which may not accurately reflect beginning or end of year enrollment counts (i.e., students may leave in the middle of the year and be counted for attendance data but not official enrollment counts).

ATTENDANCE

Excused Absences by Race/Ethnicity

AY 2015-2016							
Race/Ethnicity	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	35	75	17	10	1	1	139
Black or African American	408	622	95	25	5	7	1,162
Hispanic	32	63	13	6	0	0	114
American Indian or Alaskan Native	4	7	2	0	0	0	13
Multiracial	100	213	59	9	3	2	386
White	734	1,901	435	92	27	24	3,213
TOTAL	1,313	2,881	621	142	36	34	5,027
AY 2016-2017							
Race	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	50	91	20	3	0	0	164
Black or African American	503	587	95	15	7	7	1,214
Hispanic	33	85	5	1	1	0	125
American Indian or Alaskan Native	7	7	2	0	0	0	16
Multiracial	125	238	42	10	3	3	421
White	873	2,050	443	71	21	19	3,477
TOTAL	1,591	3,058	607	100	32	29	5,417
AY 2017-2018 (fall term)							
Race	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	93	88	7	1	1	0	190
Black or African American	596	533	36	9	0	1	1,175
Hispanic	63	54	3	0	0	0	120
American Indian or Alaskan Native	9	2	1	0	0	0	12
Multiracial	204	188	10	12	0	2	416
White	1,578	1,731	127	15	2	4	3,457
TOTAL	2,543	2,596	184	37	3	7	5,370

Unexcused Absences by Race/Ethnicity

AY 2015-2016							
Race/Ethnicity	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	57	70	9	1	2	0	139
Black or African American	323	647	122	38	15	17	1,162
Hispanic	35	69	7	2	1	0	114
American Indian or Alaskan Native	3	8	1	0	0	1	13
Multiracial	125	232	22	4	3	0	386
White	1,076	1,804	241	52	16	24	3,213
TOTAL	1,619	2,830	402	97	37	42	5,027
AY 2016-2017							
Race	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	65	86	8	4	0	1	164
Black or African American	290	643	177	47	24	33	1,214
Hispanic	36	72	13	1	0	3	125
American Indian or Alaskan Native	6	5	3	0	0	2	16
Multiracial	137	230	37	9	5	3	421
White	1,061	1,963	312	82	24	35	3,477
TOTAL	1,595	2,999	550	143	53	77	5,417
AY 2017-2018 (fall term)							
Race	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	91	85	12	2	0	0	190
Black or African American	385	657	92	22	8	11	1,175
Hispanic	42	70	4	4	0	0	120
American Indian or Alaskan Native	6	6	0	0	0	0	12
Multiracial	162	224	18	10	2	0	416
White	1,150	2,140	121	31	7	8	3,457
TOTAL	1,836	3,182	247	69	17	19	5,370

Tardiness by Race/Ethnicity

AY 2015-2016							
Race/Ethnicity	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	35	75	16	3	5	5	139
Black or African American	139	447	182	109	90	195	1,162
Hispanic	21	61	17	8	3	4	114
American Indian or Alaskan Native	2	8	1	2	0	0	13
Multiracial	88	191	56	23	9	19	386
White	734	1,631	440	201	92	115	3,213
TOTAL	1,019	2,413	712	346	199	338	5,027
AY 2016-2017							
Race	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	41	100	17	2	2	2	164
Black or African American	158	464	207	103	70	212	1,214
Hispanic	31	65	17	5	2	5	125
American Indian or Alaskan Native	4	8	2	0	0	2	16
Multiracial	95	215	54	30	12	15	421
White	816	1,846	431	176	76	132	3,477
TOTAL	1,145	2,698	728	316	162	368	5,417
AY 2017-2018 (fall term)							
Race	None	1 to 5	6 to 10	11 to 15	16 to 20	21 or more	TOTAL
Asian or Pacific Islander	91	85	12	2	0	0	190
Black or African American	385	657	92	22	8	11	1,175
Hispanic	42	70	4	4	0	0	120
American Indian or Alaskan Native	6	6	0	0	0	0	12
Multiracial	162	224	18	10	2	0	416
White	1,150	2,140	121	31	7	8	3,457
TOTAL	1,836	3,182	247	69	17	19	5,370

EXTRACURRICULAR PARTICIPATION¹³³

Extracurricular Participation							
Activity	Asian	Black or African American	Hispanic	American Indian or Alaskan Native	Multiracial	White	TOTAL
Junior Varsity Football	0	7	0	0	0	4	11
Junior Varsity Soccer	0	3	0	0	1	15	19
Junior Varsity Baseball	0	10	0	0	1	24	35
Junior Varsity Basketball Girl	0	6	0	0	0	2	8
Junior Varsity Cheerleaders	0	13	0	0	0	1	14
Junior Varsity Lacrosse Boys	0	9	0	0	2	26	37
Junior Varsity Lacrosse Girls	1	1	1	0	0	15	18
Junior Varsity Volley Ball	1	0	0	0	2	8	11
Varsity Wrestling	0	13	0	0	1	11	25
Varsity Baseball	0	10	0	0	1	24	35
Varsity Basketball Girls	0	8	0	0	1	2	11
Varsity Cheerleaders	0	10	0	0	0	0	10
Varsity Cross Country	3	11	3	0	8	69	94
Varsity Football	1	29	0	1	0	12	43
Varsity Lacrosse Girls	0	2	2	0	3	17	24
Varsity Soccer	0	3	1	0	2	18	24
Varsity Softball	0	6	1	0	4	13	24
Varsity Volley Ball	2	3	1	0	3	3	12
Tennis Boys	1	0	1	0	0	8	10
Tennis Girls	1	0	0	0	0	9	10
National Honors Society	6	8	3	0	8	74	99
TOTAL	16	152	13	1	37	355	574

¹³³ It is important to note that students may be counted in multiple extracurricular activities based on their participation (e.g., a student may participate in National Honors Society as well as Varsity Soccer and would be counted for each category).

HIGH SCHOOL UNWEIGHTED GRADE POINT AVERAGE (GPA)

Academic Year 2017-2018

High School Unweighted Grade Point Average						
Race	0.0 - 0.9	1.0 - 1.9	2.0 - 2.9	3.0 - 3.54	3.55 - 4.0	TOTAL
Asian or Pacific Islander	0	0	4	13	20	37
Black or African American	3	36	165	149	47	400
Hispanic	0	2	7	13	14	36
American Indian or Alaskan Native	0	0	1	1	0	2
Multiracial	0	4	14	19	35	72
White	0	9	105	313	331	758
TOTAL	3	51	296	508	447	1,305

EARLY INTERVENTION PROGRAM (EIP)

Academic Year 2015-2016

Early Intervention Program				
Race	Early Intervention for Reading	Early Intervention for Math	Early Intervention for Reading and Math	TOTAL
Asian or Pacific Islander	2	3	6	11
Black or African American	49	106	144	299
Hispanic	4	11	3	18
American Indian or Alaskan Native	1	0	2	3
Multiracial	10	15	9	34
White	66	74	76	216
TOTAL	132	209	240	581

Academic Year 2016-2017

Early Intervention Program				
Race	Early Intervention for Reading	Early Intervention for Math	Early Intervention for Reading and Math	TOTAL
Asian or Pacific Islander	5	7	8	20
Black or African American	60	91	170	321
Hispanic	2	8	6	16
American Indian or Alaskan Native	1	0	0	1
Multiracial	14	11	17	42
White	99	94	73	266
TOTAL	181	211	274	666

Academic Year 2017-2018

Early Intervention Program				
Race	Early Intervention for Reading	Early Intervention for Math	Early Intervention for Reading and Math	TOTAL
Asian or Pacific Islander	6	4	13	23
Black or African American	49	76	134	259
Hispanic	3	6	3	12
American Indian or Alaskan Native	0	1	1	2
Multiracial	20	13	14	47
White	124	82	107	313
TOTAL	202	182	272	656

GIFTED STUDENTS PROGRAM

Academic Year 2015-2016

Gifted Students Program		
Race	Number	Percent
Asian or Pacific Islander	38	3.23%
Black or African American	111	9.44%
Hispanic	32	2.72%
Multiracial	108	9.18%
White	887	75.43%
TOTAL	1,176	100.00%

Academic Year 2016-2017

Gifted Students Program		
Race	Number	Percent
Asian or Pacific Islander	38	2.90%
Black or African American	114	8.69%
Hispanic	29	2.21%
Multiracial	132	10.06%
White	999	76.14%
TOTAL	1,312	100.00%

Academic Year 2017-2018

Gifted Students Program		
Race	Number	Percent
Asian or Pacific Islander	37	2.95%
Black or African American	110	8.76%
Hispanic	30	2.39%
Multiracial	130	10.35%
White	949	75.56%
TOTAL	1,256	100.00%

FREE AND REDUCED PRICE LUNCH

Academic Year 2015-2016

Free and Reduced Price Lunch		
Race	Number	Percent
Asian or Pacific Islander	20	2.53%
Black or African American	620	78.58%
Hispanic	16	2.03%
American Indian or Alaskan Native	1	0.13%
Multiracial	53	6.72%
White	79	10.01%
TOTAL	789	100.00%

Academic Year 2016-2017

Free and Reduced Price Lunch		
Race	Number	Percent
Asian or Pacific Islander	28	3.05%
Black or African American	712	77.48%
Hispanic	21	2.29%
American Indian or Alaskan Native	1	0.11%
Multiracial	65	7.07%
White	92	10.01%
TOTAL	919	100.00%

Academic Year 2017-2018

Free and Reduced Price Lunch		
Race	Number	Percent
Asian or Pacific Islander	25	2.84%
Black or African American	679	77.16%
Hispanic	22	2.50%
American Indian or Alaskan Native	1	0.11%
Multiracial	62	7.05%
White	91	10.34%
TOTAL	880	100.00%

SPECIAL EDUCATION

Academic Year 2015-2016

Special Education		
Race	Number	Percent
Asian or Pacific Islander	7	1.55%
Black or African American	190	42.04%
Hispanic	9	1.99%
American Indian or Alaskan Native	1	0.22%
Multiracial	23	5.09%
White	222	49.12%
TOTAL	452	100.00%

Academic Year 2016-2017

Special Education		
Race	Number	Percent
Asian or Pacific Islander	9	1.84%
Black or African American	203	41.51%
Hispanic	11	2.25%
American Indian or Alaskan Native	1	0.20%
Multiracial	26	5.32%
White	239	48.88%
TOTAL	489	100.00%

Academic Year 2017-2018

Special Education		
Race	Number	Percent
Asian or Pacific Islander	8	1.72%
Black or African American	189	40.73%
Hispanic	10	2.16%
American Indian or Alaskan Native	1	0.22%
Multiracial	28	6.03%
White	228	49.14%
TOTAL	464	100.00%

BEHAVIOR**Academic Year 2015-2016**

Disciplinary Resolutions by Race/Ethnicity							
Resolution	Asian or Pacific Islander	Black or African American	Hispanic	American Indian or Alaskan Native	Multiracial	White	TOTAL
Admin/Parent/Student Conference	1	123	1	0	5	29	159
Detention	1	95	1	0	5	52	154
In School Suspension	5	609	15	2	29	340	1,000
Other Discipline - Minor Incident	0	17	0	0	1	11	29
Out of School Suspension	3	140	2	0	4	46	195
Physical Restraint	0	15	0	0	0	22	37
Other Resolution ¹³⁴	0	8	0	0	0	7	15
No Resolution Provided	0	78	2	0	7	45	132
TOTAL	10	1,085	21	2	51	552	1,721

¹³⁴ Due to low numbers, the following resolutions were combined into an "Other" category in order to avoid suppression of data: Suspended from Riding the Bus, Other Alt School for Disruptive Students, Other Discipline Action for a Serious Incident, Peer mediation, Continuation of Action, Removed from Class at Teacher's Request, Restitution

Academic Year 2016-2017

Disciplinary Resolutions by Race/Ethnicity							
Race	Asian or Pacific Islander	Black or African American	Hispanic	American Indian or Alaskan Native	Multiracial	White	TOTAL
Admin/Parent/Student Conference	1	173	7	2	9	70	262
Afterschool Detention (Behavior)	1	35	1	0	5	8	50
Afterschool Detention (Tardies)	0	29	3	0	3	10	45
Detention	0	38	1	0	6	29	74
In School Suspension	1	191	9	0	17	84	302
Lunch Detention (Behavior)	0	19	0	0	1	4	24
Lunch Detention (Tardies)	0	68	0	0	3	39	110
Other Discipline - Minor Incident	0	29	0	0	3	13	45
Out of School Suspension	1	175	6	1	7	25	215
Student Conference	0	13	1	0	1	4	19
Other Resolution ¹³⁵	0	33	2	0	0	9	44
No Resolution Provided	1	120	2	0	8	75	206
TOTAL	5	923	32	3	63	370	1,396

¹³⁵ Due to low numbers, the following resolutions were combined into an "Other" category in order to avoid suppression of data: Continuation of Action, Expulsion, Other Alt School for Disruptive Students, Other Alt School for Non-disruptive Students, Other Discipline Action for a Serious Incident, Parent Contacted by Teacher, Peer mediation, Physical Restraint, Referral to School Counselor, Restitution, Suspended from Riding the Bus

Academic Year 2017-2018

Disciplinary Resolutions by Race/Ethnicity						
Race	Asian or Pacific Islander	Black or African American	Hispanic	Multiracial	White	TOTAL
Admin/Parent/Student Conference	1	50	0	3	18	72
Afterschool Detention (Behavior)	0	70	1	4	36	111
Afterschool Detention (Tardies)	1	224	3	24	97	349
Detention	0	43	1	1	12	57
In School Suspension	0	182	8	21	88	299
Other Discipline - Minor Incident	0	15	0	2	7	24
Out of School Suspension	0	61	3	12	26	102
Student Conference	0	20	0	0	4	24
Other Resolution ¹³⁶	0	16	0	0	3	19
No Resolution Provided	1	35	1	0	20	57
TOTAL	3	716	17	67	311	1,114

¹³⁶ Due to low numbers, the following resolutions were combined into an "Other" category in order to avoid suppression of data: Peer mediation, Continuation of Action, Lunch Detention (Behavior), Referral to school counselor, Other Alt School by Admin Law Judge, Other Alt School for Disruptive Students, Other Alt School for Non-disruptive Students, Parent Contacted by Teacher, Referred to Case Manager, Removed from Class at Teacher's Request, Suspended from Riding the Bus

APPENDIX E: CHI-SQUARED TEST TABLES

An overview of the chi-squared results, as well as the associated tables, are provided below:

STUDENTS

By Race (sample size ranged from 1,007 to 1,020)

Table 1: Number of Student Respondents by Race (N=1,025)

Respondents by Race	Number	Percent
Black or African American	177	17.3
White	704	68.7
Multiracial	98	9.6
All Other Races	46	4.5

Note. 340 respondents (24.9% out of 1,365) did not report their race or preferred not to answer.

Black or African American students reported more often that they ‘Strongly Disagreed’ to the following statements (especially compared to White students). It should be noted that while these findings were statistically significant, the effect sizes were small.

Table 2: “My school disciplines all students fairly” (N=1,017)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=175)	White (N=698)	Multiracial (N=98)	All Other Races (N=46)		
Strongly Disagree	34 (19.4%)	38 (5.4%)	12 (12.2%)	9 (19.6%)	44.42*	0.21
Somewhat Disagree	43 (24.6%)	173 (24.8%)	28 (28.6%)	10 (21.7%)		
Somewhat Agree	77 (44.0%)	362 (51.9%)	46 (46.9%)	21 (45.7%)		
Strongly Agree	21 (12.8%)	125 (17.9%)	12 (12.2%)	6 (13.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹³⁷

* $p < .05$

Note. In addition to Black or African American students, students from All Other Races [American Indian/Alaskan Native, Asian, Native Hawaiian Other Pacific Islander] also expressed strong disagreement with this question

Table 3: “My school disciplines all students the same” (N=1,009)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=173)	White (N=695)	Multiracial (N=96)	All Other Races (N=45)		
Strongly Disagree	48 (27.7%)	74 (10.6%)	19 (19.8%)	13 (28.9%)	47.56*	0.22
Somewhat Disagree	54 (31.2%)	212 (30.5%)	30 (31.3%)	15 (33.3%)		
Somewhat Agree	53 (30.6%)	281 (40.4%)	35 (36.5%)	14 (31.1%)		
Strongly Agree	18 (10.4%)	128 (18.4%)	12 (12.5%)	3 (6.7%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹³⁸

* $p < .05$

Note. In addition to Black or African American students, students from All Other Races also expressed strong disagreement with this question

¹³⁷ Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed). Hillsdale, NJ: Lawrence Earlbaum Associates.

¹³⁸ Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed). Hillsdale, NJ: Lawrence Earlbaum Associates.

Table 4: “Teachers treat all students the same” (N=1,018)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=176)	White (N=698)	Multiracial (N=98)	All Other Races (N=46)		
Strongly Disagree	48 (27.3%)	93 (13.3%)	23 (23.5%)	11 (23.9%)	35.18*	0.19
Somewhat Disagree	54 (30.7%)	232 (33.2%)	40 (40.8%)	19 (41.3%)		
Somewhat Agree	50 (28.4%)	260 (37.2%)	27 (27.6%)	14 (30.4%)		
Strongly Agree	24 (13.6%)	113 (16.2%)	8 (8.2%)	2 (4.3%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹³⁹

*p<.05

Note. In addition to Black or African American students, students from All Other Races and Multiracial students also expressed strong disagreement with this question

Table 5: “Teachers treat all students fairly” (N=1,007)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=170)	White (N=695)	Multiracial (N=97)	All Other Races (N=45)		
Strongly Disagree	40 (23.5%)	48 (6.9%)	13 (13.4%)	6 (13.3%)	51.03*	0.23
Somewhat Disagree	43 (25.3%)	183 (26.3%)	31 (32.0%)	19 (42.2%)		
Somewhat Agree	54 (31.8%)	308 (44.3%)	34 (35.1%)	13 (28.9%)		
Strongly Agree	33 (19.4%)	156 (22.4%)	19 (19.6%)	7 (15.6%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴⁰

*p<.05

Table 6: “My school is a good place to learn” (N=1,009)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=172)	White (N=694)	Multiracial (N=97)	All Other Races (N=46)		
Strongly Disagree	13 (7.6%)	21 (3.0%)	2 (2.1%)	2 (4.3%)	20.71*	0.14
Somewhat Disagree	10 (5.8%)	52 (7.5%)	7 (7.2%)	5 (10.9%)		
Somewhat Agree	75 (43.6%)	242 (34.9%)	45 (46.4%)	20 (43.5%)		
Strongly Agree	74 (43.0%)	379 (54.6%)	43 (44.3%)	19 (41.3%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴¹

*p<.05

¹³⁹ Ibid.

¹⁴⁰ Ibid.

¹⁴¹ Ibid.

Table 7: “Students at my school are treated with respect by adults” (N=1,020)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=175)	White (N=701)	Multiracial (N=98)	All Other Races (N=46)		
Strongly Disagree	21 (12.0%)	23 (3.3%)	5 (5.1%)	2 (4.3%)	39.02*	0.20
Somewhat Disagree	34 (19.4%)	120 (17.1%)	28 (28.6%)	11 (23.9%)		
Somewhat Agree	80 (45.7%)	374 (53.4%)	51 (52.0%)	28 (60.9%)		
Strongly Agree	40 (22.9%)	184 (26.2%)	14 (14.3%)	5 (10.9%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴²

* $p < .05$

Note. Students from All Other Races and Multiracial students also expressed disagreement with this question, but not much strong disagreement, unlike Black or African American students

Table 8: “Students at my school are treated with respect by other students” (N=1,019)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=175)	White (N=701)	Multiracial (N=98)	All Other Races (N=45)		
Strongly Disagree	33 (18.9%)	71 (10.1%)	13 (13.3%)	9 (20.0%)	21.43*	0.15
Somewhat Disagree	60 (34.3%)	235 (33.5%)	44 (44.9%)	14 (31.1%)		
Somewhat Agree	64 (36.6%)	331 (47.2%)	34 (34.7%)	17 (37.8%)		
Strongly Agree	18 (10.3%)	64 (9.1%)	7 (7.1%)	5 (11.1%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴³

* $p < .05$

Note. In addition to Black or African American students, students from All Other Races also expressed strong disagreement with this question

¹⁴² Ibid.

¹⁴³ Ibid.

By Enrollment in Special Program (sample size ranged from 1,198 to 1,275)

Students in SPED or RTI programs reported more often that they ‘Strongly Disagreed’ to the following statements. It is important to note that though these findings were statistically significant, the effect sizes were small. In addition, over half of White students (52.6%) are in some advanced instructional program, such as gifted programs, IB or AP, compared to about a third (36.7%) of Black or African American students. 5.6% of Black or African American students are in SPED/RTI programs, and 3.4% of White students are in SPED/RTI programs.

Table 9: Instructional Program by Race (N=1,025)

Program by Race	Race (% by Column)			
	Black or African American (N=177)	White (N=704)	Multiracial (N=98)	All Other Races (N=46)
No Programs (N=458)	99 (55.9%)	296 (42.0%)	45 (45.9%)	18 (39.1%)
Special Education and/or RTI (N=38)	10 (5.6%)	24 (3.4%)	1 (1.0%)	3 (6.5%)
Gifted Programs, IB, and/or AP(N=508)	65 (36.7%)	370 (52.6%)	48 (49.0%)	25 (54.3%)
Both Types of Programs (N=21)	3 (1.7%)	14 (2.0%)	4 (4.1%)	0 (0.0%)

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴⁴
*p<.05

Table 10: “My school disciplines all students fairly” (N=1,275)

	Type of Program (% by Column)				χ^2	ϕ (Effect Size)
	No Program (N=583)	SPED/RTI (N=47)	Gifted Programs, IB, AP (N=617)	Both Types of Programs (N=28)		
Strongly Disagree	56 (9.6%)	7 (14.9%)	53 (8.6%)	2 (7.1%)	21.02*	0.13
Somewhat Disagree	130 (22.3%)	8 (17.0%)	183 (29.7%)	9 (32.1%)		
Somewhat Agree	292 (50.1%)	20 (42.6%)	306 (49.6%)	12 (42.9%)		
Strongly Agree	105 (18.0%)	12 (25.5%)	75 (12.2%)	5 (17.9%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴⁵
*p<.05

Table 11: “My school disciplines all students the same” (N=1,265)

	Type of Program (% by Column)				χ^2	ϕ (Effect Size)
	No Program (N=575)	SPED/RTI (N=48)	Gifted Programs, IB, AP (N=614)	Both Types of Programs (N=28)		
Strongly Disagree	88 (15.3%)	7 (14.6%)	90 (14.7%)	6 (21.4%)	20.34*	0.13
Somewhat Disagree	157 (27.3%)	15 (31.3%)	210 (34.2%)	9 (32.1%)		
Somewhat Agree	216 (37.6%)	16 (33.3%)	239 (38.9%)	12 (42.9%)		
Strongly Agree	114 (19.8%)	10 (20.8%)	75 (12.2%)	1 (3.6%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴⁶
*p<.05

¹⁴⁴ Ibid.

¹⁴⁵ Ibid.

¹⁴⁶ Ibid.

Table 12: “Teachers treat all students the same” (N=1,273)

	Type of Program (% by Column)				χ^2	ϕ (Effect Size)
	No Program (N=579)	SPED/RTI (N=47)	Gifted Programs, IB, AP (N=619)	Both Types of Programs (N=28)		
Strongly Disagree	98 (16.9%)	9 (19.1%)	104 (16.8%)	6 (21.4%)	19.41*	0.12
Somewhat Disagree	177 (30.6%)	15 (31.9%)	242 (39.1%)	11 (39.3%)		
Somewhat Agree	203 (35.1%)	15 (31.9%)	208 (33.6%)	6 (21.4%)		
Strongly Agree	101 (17.4%)	8 (17.0%)	65 (10.5%)	5 (17.9%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴⁷

* $p < .05$

Table 13: “Teachers treat all students fairly” (N=1,265)

	Type of Program (% by Column)				χ^2	ϕ (Effect Size)
	No Program (N=572)	SPED/RTI (N=47)	Gifted Programs, IB, AP (N=618)	Both Types of Programs (N=28)		
Strongly Disagree	71 (12.4%)	5 (10.6%)	57 (9.2%)	3 (10.7%)	20.94*	0.13
Somewhat Disagree	140 (24.5%)	15 (31.9%)	194 (31.4%)	9 (32.1%)		
Somewhat Agree	225 (39.3%)	14 (29.8%)	264 (42.7%)	8 (28.6%)		
Strongly Agree	136 (23.8%)	13 (27.7%)	103 (16.7%)	8 (28.6%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴⁸

* $p < .05$

Table 14: “Students of different races hang out with each other” (N=1,198)

	Type of Program (% by Column)				χ^2	ϕ (Effect Size)
	No Program (N=551)	SPED/RTI (N=45)	Gifted Programs, IB, AP (N=578)	Both Types of Programs (N=24)		
Strongly Disagree	21 (3.8%)	4 (8.9%)	21 (3.6%)	0 (0.0%)	34.59*	0.17
Somewhat Disagree	54 (9.8%)	2 (4.4%)	92 (15.9%)	2 (8.3%)		
Somewhat Agree	198 (35.9%)	15 (33.3%)	255 (44.1%)	11 (45.8%)		
Strongly Agree	278 (50.5%)	24 (53.3%)	210 (36.3%)	11 (45.8%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁴⁹

* $p < .05$

¹⁴⁷ Ibid.

¹⁴⁸ Ibid.

¹⁴⁹ Ibid.

TEACHERS/STAFF

By Race (sample size ranged from 153 to 176)

Black or African American teachers reported more often that they ‘Strongly Disagreed’ to the following statements (especially compared to White teachers). It is important to note that these findings were statistically significant and practically relevant, with medium effect sizes.

Table 15: Number of Teacher and Staff Respondents by Race (N=179)

Respondents by Race	Number	Percent
Black or African American	48	13.7
White	124	35.4
Multiracial	6	1.7
All other races	1	0.3

Note. 171 respondents (48.9% out of 350) did not report their race or preferred not to answer.

Table 16: “Staff understand the definition of equity” (N=175)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=46)	White (N=122)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	5 (10.9%)	1 (0.8%)	0 (0.0%)	0 (0.0%)	21.34*	0.35
Somewhat Disagree	13 (28.3%)	20 (16.4%)	1 (16.7%)	0 (0.0%)		
Somewhat Agree	23 (50.0%)	60 (49.2%)	3 (50.0%)	0 (0.0%)		
Strongly Agree	5 (10.9%)	41 (33.6%)	2 (33.3%)	1 (100.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵⁰

* $p < .05$

Table 17: “We promote positive race and human relations to better understand and interact with students from different backgrounds” (N=176)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=47)	White (N=122)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	5 (10.6%)	4 (3.3%)	1 (16.7%)	0 (0.0%)	30.01*	0.41
Somewhat Disagree	18 (38.3%)	13 (10.7%)	2 (33.3%)	0 (0.0%)		
Somewhat Agree	14 (29.8%)	47 (38.5%)	3 (50.0%)	0 (0.0%)		
Strongly Agree	10 (21.3%)	58 (47.5%)	0 (0.0%)	1 (100.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵¹

* $p < .05$

Note. In addition to Black or African American teachers, Multiracial teachers also expressed strong disagreement with this question

¹⁵⁰ Ibid.

¹⁵¹ Ibid.

Table 18: “We are a culturally competent staff” (N=176)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=46)	White (N=123)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	11 (23.9%)	5 (4.1%)	1 (16.7%)	0 (0.0%)	25.93*	0.48
Somewhat Disagree	14 (30.4%)	20 (16.3%)	1 (16.7%)	0 (0.0%)		
Somewhat Agree	14 (30.4%)	60 (48.8%)	2 (33.3%)	0 (0.0%)		
Strongly Agree	7 (15.2%)	38 (30.9%)	2 (33.3%)	1 (100.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵²

*p<.05

Table 19: “Students know we believe in them and that they are capable of challenging work” (N=172)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=46)	White (N=119)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	3 (6.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	20.91*	0.35
Somewhat Disagree	8 (17.4%)	6 (5.0%)	0 (0.0%)	0 (0.0%)		
Somewhat Agree	17 (37.0%)	35 (29.4%)	3 (50.0%)	0 (0.0%)		
Strongly Agree	18 (39.1%)	78 (65.5%)	3 (50.0%)	1 (100.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵³

*p<.05

Table 20: “All students are encouraged to take on challenging classes, projects, and activities” (N=164)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=45)	White (N=112)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	7 (15.6%)	1 (0.9%)	0 (0.0%)	0 (0.0%)	33.83*	0.45
Somewhat Disagree	13 (28.9%)	7 (6.3%)	1 (16.7%)	0 (0.0%)		
Somewhat Agree	10 (22.2%)	38 (33.9%)	2 (33.3%)	0 (0.0%)		
Strongly Agree	15 (33.3%)	66 (58.9%)	3 (50.0%)	1 (100.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵⁴

*p<.05

Table 21: “Students have equitable access to class placement and course offerings” (N=153)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=45)	White (N=112)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	9 (20.9%)	2 (1.9%)	1 (16.7%)	0 (0.0%)	31.24*	0.45
Somewhat Disagree	11 (25.6%)	10 (9.7%)	0 (0.0%)	0 (0.0%)		
Somewhat Agree	15 (34.9%)	39 (37.9%)	1 (16.7%)	0 (0.0%)		
Strongly Agree	8 (18.6%)	52 (50.5%)	4 (66.7%)	1 (100.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵⁵

*p<.05

¹⁵² Ibid.

¹⁵³ Ibid.

¹⁵⁴ Ibid.

¹⁵⁵ Ibid.

Table 22: “Students are treated equitably when they misbehave” (N=170)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=46)	White (N=117)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	20 (43.5%)	14 (12.0%)	2 (33.3%)	0 (0.0%)	30.33*	0.42
Somewhat Disagree	12 (26.1%)	25 (21.4%)	0 (0.0%)	0 (0.0%)		
Somewhat Agree	11 (23.9%)	51 (43.6%)	3 (50.0%)	0 (0.0%)		
Strongly Agree	3 (6.5%)	27 (23.1%)	1 (16.7%)	1 (100.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵⁶

* $p < .05$

Note. In addition to Black or African American teachers, Multiracial teachers also expressed strong disagreement with this question

Black or African American teachers reported more often that they ‘Strongly Agreed’ to the following statements (especially compared to White teachers). It is important to note that these findings were statistically significant and practically relevant, with medium effect sizes.

Table 23: “Students from specific subgroups are more likely to be sent out of class, suspended, or expelled” (N=164)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=44)	White (N=113)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	8 (18.2%)	19 (16.8%)	0 (0.0%)	0 (0.0%)	26.55*	0.40
Somewhat Disagree	5 (11.4%)	35 (31.0%)	1 (16.7%)	0 (0.0%)		
Somewhat Agree	10 (22.7%)	41 (36.3%)	1 (16.7%)	1 (100.0%)		
Strongly Agree	21 (47.7%)	18 (15.9%)	4 (66.7%)	0 (0.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵⁷

* $p < .05$

Note. In addition to Black or African American teachers, Multiracial teachers also expressed strong agreement with this question

Table 24: “We communicate positively, regularly, and promptly with families” (N=169)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=47)	White (N=115)	Multiracial (N=6)	All Other Races (N=1)		
Strongly Disagree	6 (12.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	20.21*	0.35
Somewhat Disagree	10 (21.3%)	15 (13.9%)	1 (16.7%)	0 (0.0%)		
Somewhat Agree	15 (31.9%)	44 (38.3%)	3 (50.0%)	0 (0.0%)		
Strongly Agree	16 (34.0%)	55 (47.8%)	2 (33.3%)	1 (100.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵⁸

* $p < .05$

¹⁵⁶ Ibid.

¹⁵⁷ Ibid.

¹⁵⁸ Ibid.

By Title/Role (sample size ranged from 253 to 310)

District leadership/central office support staff reported more often that they ‘Strongly Disagreed’ to the following statements. It is important to note that the findings were statistically significant and practically relevant, with medium effect sizes.

Table 25: Number of Teacher and Staff Respondents by Title/Role in District (N=348)

Title/Role	Number	Percent
Teacher	250	71.8
School-based Student Support Staff	52	14.9
School-based Leadership	20	5.7
District Leadership/Central Office Support Staff	26	7.5

Table 26: “Staff understand the definition of equity” (N=308)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=224)	School-based Student Support Staff (N=46)	School-based Leadership (N=17)	District Leadership/Central Office Support Staff (N=25)		
Strongly Disagree	6 (2.7%)	2 (4.3%)	1 (5.9%)	3 (12.5%)	29.18*	0.31
Somewhat Disagree	28 (12.5%)	12 (26.1%)	3 (17.6%)	11 (45.8%)		
Somewhat Agree	112 (50.0%)	17 (37.0%)	9 (52.9%)	8 (33.3%)		
Strongly Agree	76 (34.2%)	14 (31.1%)	4 (23.5%)	2 (8.3%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁵⁹

* $p < .05$

Table 27: “Administrators make decisions that promote equity for all students” (N=310)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=223)	School-based Student Support Staff (N=45)	School-based Leadership (N=17)	District Leadership/Central Office Support Staff (N=25)		
Strongly Disagree	6 (2.7%)	1 (2.2%)	1 (5.9%)	7 (28.0%)	41.42*	0.37
Somewhat Disagree	38 (17.0%)	11 (24.4%)	1 (5.9%)	7 (28.0%)		
Somewhat Agree	107 (48.0%)	16 (35.6%)	9 (52.9%)	9 (36.0%)		
Strongly Agree	72 (32.3%)	17 (37.8%)	6 (35.3%)	2 (8.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶⁰

* $p < .05$

¹⁵⁹ Ibid.

¹⁶⁰ Ibid.

Table 28: “We promote positive race and human relations to better understand and interact with students from different backgrounds” (N=308)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=221)	School-based Student Support Staff (N=45)	School-based Leadership (N=17)	District Leadership/ Central Office Support Staff (N=25)		
Strongly Disagree	10 (4.5%)	5 (11.1%)	0 (0.0%)	4 (16.0%)	34.41*	0.33
Somewhat Disagree	25 (11.3%)	11 (24.4%)	7 (21.2%)	8 (32.0%)		
Somewhat Agree	93 (42.1%)	10 (22.2%)	8 (47.1%)	9 (36.0%)		
Strongly Agree	93 (42.1%)	19 (42.2%)	2 (11.8%)	4 (16.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶¹

* $p < .05$

Table 29: “Staff routinely engage in professional learning related to cultural responsiveness” (N=306)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=221)	School-based Student Support Staff (N=44)	School-based Leadership (N=17)	District Leadership/ Central Office Support Staff (N=24)		
Strongly Disagree	27 (12.2%)	12 (27.3%)	5 (29.4%)	10 (41.7%)	26.60*	0.30
Somewhat Disagree	63 (28.5%)	9 (20.5%)	3 (17.6%)	6 (25.0%)		
Somewhat Agree	67 (30.3%)	7 (15.9%)	7 (41.2%)	6 (25.0%)		
Strongly Agree	64 (29.0%)	16 (36.4%)	2 (11.8%)	2 (8.3%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶²

* $p < .05$

Table 30: “We are a culturally competent staff” (N=308)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=222)	School-based Student Support Staff (N=45)	School-based Leadership (N=16)	District Leadership/ Central Office Support Staff (N=25)		
Strongly Disagree	16 (7.2%)	7 (15.6%)	2 (12.5%)	8 (32.0%)	36.46*	0.34
Somewhat Disagree	36 (16.2%)	12 (26.7%)	5 (31.3%)	10 (40.0%)		
Somewhat Agree	107 (48.2%)	12 (26.7%)	8 (50.0%)	5 (20.0%)		
Strongly Agree	63 (28.4%)	14 (31.1%)	1 (6.3%)	2 (8.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶³

* $p < .05$

¹⁶¹ Ibid.

¹⁶² Ibid.

¹⁶³ Ibid.

Table 31: “Students know we believe in them and that they are capable of challenging work” (N=290)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=216)	School-based Student Support Staff (N=40)	School-based Leadership (N=14)	District Leadership/ Central Office Support Staff (N=20)		
Strongly Disagree	1 (0.5%)	0 (0.0%)	0 (0.0%)	3 (15.0%)	42.87*	0.38
Somewhat Disagree	13 (6.0%)	5 (12.5%)	2 (14.3%)	5 (25.0%)		
Somewhat Agree	71 (32.9%)	13 (32.5%)	3 (21.4%)	7 (35.0%)		
Strongly Agree	131 (60.6%)	22 (55.0%)	9 (64.3%)	5 (25.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶⁴

* $p < .05$

Table 32: “All students are encouraged to take on challenging classes, projects and activities” (N=280)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=214)	School-based Student Support Staff (N=36)	School-based Leadership (N=12)	District Leadership/ Central Office Support Staff (N=18)		
Strongly Disagree	9 (4.2%)	2 (5.6%)	0 (0.0%)	5 (27.8%)	40.38*	0.38
Somewhat Disagree	17 (7.9%)	7 (19.4%)	2 (16.7%)	7 (38.9%)		
Somewhat Agree	69 (32.2%)	8 (22.2%)	5 (41.7%)	2 (11.1%)		
Strongly Agree	119 (55.6%)	19 (52.8%)	5 (41.7%)	4 (22.2%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶⁵

* $p < .05$

Table 33: “Our school’s discipline procedures are restorative rather than punitive” (N=283)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=215)	School-based Student Support Staff (N=37)	School-based Leadership (N=14)	District Leadership/ Central Office Support Staff (N=17)		
Strongly Disagree	26 (12.1%)	9 (24.3%)	2 (14.3%)	7 (41.2%)	21.17*	0.27
Somewhat Disagree	58 (27.0%)	6 (16.2%)	6 (42.9%)	7 (41.2%)		
Somewhat Agree	75 (34.9%)	11 (29.7%)	4 (28.6%)	2 (11.8%)		
Strongly Agree	56 (26.0%)	11 (29.7%)	2 (14.3%)	1 (5.9%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶⁶

* $p < .05$

¹⁶⁴ Ibid.

¹⁶⁵ Ibid.

¹⁶⁶ Ibid.

Table 34: “Students have equitable access to class placement and course offerings” (N=253)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=196)	School-based Student Support Staff (N=30)	School-based Leadership (N=9)	District Leadership/ Central Office Support Staff (N=18)		
Strongly Disagree	12 (6.1%)	4 (13.3%)	0 (0.0%)	5 (27.8%)	29.35*	0.34
Somewhat Disagree	22 (11.2%)	6 (20.0%)	0 (0.0%)	6 (33.3%)		
Somewhat Agree	69 (35.2%)	12 (40.0%)	6 (66.7%)	5 (27.8%)		
Strongly Agree	93 (47.4%)	8 (26.7%)	3 (33.3%)	2 (11.1%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶⁷

* $p < .05$

Table 35: “Students who need the most academic support are placed in classrooms with the most experienced and effective teachers” (N=277)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=210)	School-based Student Support Staff (N=36)	School-based Leadership (N=14)	District Leadership/ Central Office Support Staff (N=17)		
Strongly Disagree	26 (12.4%)	6 (16.7%)	0 (0.0%)	6 (35.3%)	22.20*	0.28
Somewhat Disagree	62 (29.5%)	9 (25.0%)	2 (14.3%)	8 (47.1%)		
Somewhat Agree	79 (37.6%)	11 (30.6%)	10 (71.4%)	2 (11.8%)		
Strongly Agree	43 (20.5%)	10 (27.8%)	2 (14.3%)	1 (5.9%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶⁸

* $p < .05$

Table 36: “Students are treated equitably when they misbehave” (N=287)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=214)	School-based Student Support Staff (N=39)	School-based Leadership (N=14)	District Leadership/ Central Office Support Staff (N=20)		
Strongly Disagree	33 (15.4%)	12 (30.8%)	1 (7.1%)	10 (50.0%)	23.84*	0.29
Somewhat Disagree	52 (24.3%)	8 (20.5%)	5 (35.7%)	6 (30.0%)		
Somewhat Agree	83 (38.8%)	9 (23.1%)	5 (35.7%)	3 (15.0%)		
Strongly Agree	46 (21.5%)	10 (25.6%)	3 (21.4%)	1 (5.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁶⁹

* $p < .05$

¹⁶⁷ Ibid.

¹⁶⁸ Ibid.

¹⁶⁹ Ibid.

District leaders/central office support staff reported more often that they ‘Strongly Agreed’ to the following statements.

Table 37: “Students from specific subgroups are more likely to be sent out of class, suspended, or expelled” (N=275)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=209)	School-based Student Support Staff (N=36)	School-based Leadership (N=14)	District Leadership/ Central Office Support Staff (N=16)		
Strongly Disagree	32 (15.3%)	9 (25.0%)	0 (0.0%)	0 (0.0%)	30.51*	0.33
Somewhat Disagree	65 (31.1%)	4 (11.1%)	2 (14.3%)	1 (6.3%)		
Somewhat Agree	67 (32.1%)	11 (30.6%)	6 (42.9%)	4 (25.0%)		
Strongly Agree	45 (21.5%)	12 (33.3%)	6 (42.9%)	11 (68.8%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷⁰

* $p < .05$

Table 38: “We communicate positively, regularly, and promptly with families” (N=284)

	Title/Role (% by Column)				χ^2	ϕ (Effect Size)
	Teacher (N=212)	School-based Student Support Staff (N=38)	School-based Leadership (N=15)	District Leadership/ Central Office Support Staff (N=19)		
Strongly Disagree	4 (1.9%)	2 (5.3%)	1 (6.7%)	4 (21.1%)	26.29*	0.30
Somewhat Disagree	25 (11.8%)	8 (21.1%)	1 (6.7%)	3 (15.8%)		
Somewhat Agree	87 (41.0%)	12 (31.6%)	6 (40.0%)	10 (52.6%)		
Strongly Agree	96 (45.3%)	16 (42.1%)	7 (46.7%)	2 (10.5%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷¹

* $p < .05$

Role/Title and Race

Table 39: Role/Title by Race (N=1,025)

	Race (% by Column)			
	Black or African American (N=48)	White (N=124)	Multiracial (N=6)	All Other Races (N=1)
Teacher (N=133)	24 (50.0%)	104 (83.9%)	5 (83.3%)	0 (0.0%)
School-based Student Support Staff (N=26)	13 (27.1%)	11 (8.9%)	1 (16.7%)	1 (100.0%)
School-based Leadership (N=6)	4 (8.3%)	2 (1.6%)	0 (0.0%)	0 (0.0%)
District Leadership/Central Office Support Staff (N=14)	7 (14.6%)	7 (5.6%)	0 (0.0%)	0 (0.0%)

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷²

* $p < .05$

¹⁷⁰ Ibid.

¹⁷¹ Ibid.

¹⁷² Ibid.

PARENTS (BY CHILD)

By Race (sample size ranged from 381 to 392)

Parents of Black or African American students reported more often that they ‘Strongly Disagreed’ to the following statements (especially compared to parents of White students). It is important to note that these findings were statistically significant and had small-to-medium effect sizes.

Table 40: Number of Children Reported by Parents by Race (N=716)

	Number	Percent
Black or African American	144	20.1
White	472	65.9
Multiracial	83	11.6
All other races	17	2.1

Note. 76 respondents (9.6% out of 792) did not report their race or preferred not to answer.

Table 41: “Teachers at my child’s school encourage academic success for all students” (N=389)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=78)	White (N=249)	Multiracial (N=55)	All Other Races (N=7)		
Strongly Disagree	11 (14.1%)	11 (4.4%)	1 (1.8%)	0 (0.0%)	37.86*	0.31
Somewhat Disagree	9 (11.5%)	24 (9.6%)	3 (5.5%)	2 (28.6%)		
Somewhat Agree	42 (53.8%)	81 (32.5%)	20 (36.4%)	2 (28.6%)		
Strongly Agree	16 (20.5%)	133 (53.4%)	31 (56.4%)	3 (42.9%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷³

* $p < .05$

Table 42: “School rules are consistently enforced at my child’s school” (N=383)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=77)	White (N=245)	Multiracial (N=54)	All Other Races (N=7)		
Strongly Disagree	17 (22.1%)	14 (5.7%)	3 (5.6%)	0 (0.0%)	44.97*	0.34
Somewhat Disagree	17 (22.1%)	31 (12.7%)	2 (3.7%)	1 (14.3%)		
Somewhat Agree	29 (37.7%)	116 (47.3%)	40 (74.1%)	4 (57.1%)		
Strongly Agree	14 (18.2%)	84 (34.3%)	9 (16.7%)	2 (28.6%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷⁴

* $p < .05$

¹⁷³ Ibid.

¹⁷⁴ Ibid.

Table 43: “I feel comfortable talking to teachers at my child’s school” (N=392)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=79)	White (N=251)	Multiracial (N=55)	All Other Races (N=7)		
Strongly Disagree	9 (11.4%)	5 (2.0%)	0 (0.0%)	0 (0.0%)	26.60*	0.26
Somewhat Disagree	5 (6.3%)	26 (10.4%)	3 (5.5%)	2 (28.6%)		
Somewhat Agree	28 (35.4%)	71 (28.3%)	21 (38.2%)	1 (14.3%)		
Strongly Agree	37 (46.8%)	149 (59.4%)	31 (56.4%)	4 (57.1%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷⁵

* $p < .05$

Table 44: “Staff members at my child’s school communicate well with parents” (N=392)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=79)	White (N=251)	Multiracial (N=55)	All Other Races (N=7)		
Strongly Disagree	9 (11.4%)	20 (8.0%)	0 (0.0%)	2 (28.6%)	19.61*	0.22
Somewhat Disagree	19 (24.1%)	39 (15.5%)	11 (20.0%)	0 (0.0%)		
Somewhat Agree	36 (45.6%)	101 (40.2%)	26 (47.3%)	3 (42.9%)		
Strongly Agree	15 (19.0%)	91 (36.3%)	18 (32.7%)	2 (28.6%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷⁶

* $p < .05$

Table 45: “All students are treated fairly at my child’s school” (N=381)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=76)	White (N=244)	Multiracial (N=54)	All Other Races (N=7)		
Strongly Disagree	22 (28.9%)	13 (5.3%)	5 (9.3%)	0 (0.0%)	69.40*	0.43
Somewhat Disagree	21 (27.6%)	36 (14.8%)	6 (11.1%)	4 (57.1%)		
Somewhat Agree	24 (31.6%)	110 (45.1%)	35 (64.8%)	3 (42.9%)		
Strongly Agree	9 (11.8%)	85 (34.8%)	8 (14.8%)	0 (0.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷⁷

* $p < .05$

Table 46: “Teachers at my child’s school treat all students with respect” (N=384)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=76)	White (N=247)	Multiracial (N=54)	All Other Races (N=7)		
Strongly Disagree	13 (17.1%)	6 (2.4%)	2 (3.7%)	0 (0.0%)	44.14*	0.40
Somewhat Disagree	15 (19.7%)	29 (11.7%)	3 (5.6%)	1 (14.3%)		
Somewhat Agree	37 (48.7%)	104 (42.10%)	23 (42.6%)	3 (42.9%)		
Strongly Agree	11 (14.5%)	108 (43.7%)	26 (48.1%)	3 (42.9%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷⁸

* $p < .05$

¹⁷⁵ Ibid.

¹⁷⁶ Ibid.

¹⁷⁷ Ibid.

¹⁷⁸ Ibid.

Table 47: “I am comfortable with my level of involvement in the decision-making processes at my child’s school” (N=391)

	Race (% by Column)				χ^2	ϕ (Effect Size)
	Black or African American (N=79)	White (N=250)	Multiracial (N=55)	All Other Races (N=7)		
Strongly Disagree	8 (10.1%)	12 (4.8%)	6 (10.9%)	2 (28.6%)	19.35*	0.22
Somewhat Disagree	19 (24.1%)	49 (19.6%)	14 (25.5%)	2 (28.6%)		
Somewhat Agree	41 (51.9%)	125 (50.0%)	18 (32.7%)	3 (42.9%)		
Strongly Agree	11 (13.9%)	64 (25.6%)	17 (30.9%)	0 (0.0%)		

Note. Effect size: Small=0.10; Medium=0.30; Large=0.50¹⁷⁹

* $p < .05$

¹⁷⁹ Ibid.