Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module

The Center for Educational Effectiveness

c|e|e

Staff-Student-Family Comparison
Longitudinal

Pullman Public Schools

	2021			2023	
Staff	Student	Family	Staff	Student	Family
N=200	N=198	N=274	N=196	N=171	N=288

Better Data. Better Decisions. Better Schools.

The Center for Educational Effectiveness

The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

NOTICE

Diversity, Equity and Inclusion Summary

Equity and Inclusion is something that to occur must be embedded in the fabric of the organization. As such, it takes multiple perspective to create an accurate picture. In this unique report, each of the student, teacher, and parent responses are combined to provide just this global view of how well a school and/or district are navigating their path to more equitable practice. While the three surveys are combined into one report, common questions between the three highlight differences in views on key aspects.

		Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True	Mean Score
Staff	Academics	26%	42%	25%	5%		3.8
	Belongingness	37%	37%	19%	4%		4.0
	Commitment to Dismantling Racism and Oppression	26%	35%	26%	8%	3%	3.7
	Diversity	22%	32%	29%	10%	6%	3.5
Student	Academics	21%	32%	28%	9%	10%	3.4
	Belongingness	32%	29%	21%	10%	9%	3.6
	Commitment to Dismantling Racism and Oppression	27%	22%	23%	15%	14%	3.3
	Diversity	38%	26%	18%	8%	10%	3.7
Family	Academics	35%	34%	21%	6%	3%	3.9
	Belongingness	44%	28%	19%	5%	5%	4.0
	Commitment to Dismantling Racism and Oppression	34%	25%	19%	11%	10%	3.6
	Diversity	49%	26%	15%	6%	4%	4.1

Legend: ■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Diversity, Equity and Inclusion Summary LONGITUDINAL

			Percent Positive	Difference in Percent Positive
Staff	Academics	2021	71%	
		2023	68%	-3%
	Belongingness	2021	82%	
		2023	74%	-8%
	Commitment to Dismantling Racism and Oppression	2021	75%	
		2023	62%	-13%
	Diversity	2021	63%	
		2023	55%	-8%
Student	Academics	2021	64%	
		2023	53%	-11%
	Belongingness	2021	79%	
		2023	61%	-18%
	Commitment to Dismantling Racism and Oppression	2021	60%	
		2023	49%	-11%
	Diversity	2021	74%	
		2023	64%	-9%
Family	Academics	2021	72%	
		2023	69%	-2%
	Belongingness	2021	79%	
		2023	72%	-7%
	Commitment to Dismantling Racism and Oppression	2021	66%	
		2023	60%	-6%
	Diversity	2021	78%	
		2023	75%	-3%

Percent Positive   Difference in Percent Positive

-25% ▮▮▮▮▮ 25%

Diversity, Equity and Inclusion - I vs. They Perspectives

How large is the Gap between I vs. They?

I am aware that I have implicit biases — Staff: Almost Always True 53%, Often True 35%, Sometimes True 11%

My colleagues are aware they have implicit biases — Staff: Almost Always True 24%, Often True 41%, Sometimes True 34%

22%

This school has a welcoming environment that embraces the diversity of:

Race
- Staff: Almost Always True 52%, Often True 32%, Sometimes True 11%, Seldom True 3%
- Student: Almost Always True 48%, Often True 28%, Sometimes True 13%, Seldom True 5%, Almost Never True 5%
- Family: Almost Always True 54%, Often True 23%, Sometimes True 18%, Seldom True 3%, Almost Never True 3%

Ethnicity
- Staff: Almost Always True 52%, Often True 35%, Sometimes True 9%, Seldom True 3%
- Student: Almost Always True 45%, Often True 30%, Sometimes True 12%, Seldom True 7%, Almost Never True 6%
- Family: Almost Always True 53%, Often True 26%, Sometimes True 16%, Almost Never True 4%

Gender
- Staff: Almost Always True 57%, Often True 29%, Sometimes True 12%
- Student: Almost Always True 40%, Often True 29%, Sometimes True 15%, Seldom True 8%, Almost Never True 8%
- Family: Almost Always True 54%, Often True 26%, Sometimes True 16%, Almost Never True 3%

Religion
- Staff: Almost Always True 48%, Often True 32%, Sometimes True 16%, Seldom True 3%
- Student: Almost Always True 37%, Often True 22%, Sometimes True 25%, Seldom True 8%, Almost Never True 8%
- Family: Almost Always True 47%, Often True 24%, Sometimes True 21%, Seldom True 4%, Almost Never True 4%

Sexual Orientation
- Staff: Almost Always True 50%, Often True 30%, Sometimes True 17%, Almost Never True 3%
- Student: Almost Always True 37%, Often True 24%, Sometimes True 23%, Seldom True 8%, Almost Never True 9%
- Family: Almost Always True 52%, Often True 22%, Sometimes True 21%, Almost Never True 3%

Legend: ■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Diversity, Equity and Inclusion - I vs. They Perspectives
LONGITUDINAL

Staff	I am aware that I have implicit biases	2021	87%	
		2023	87%	0%
	My colleagues are aware they have implicit biases	2021	60%	
		2023	65%	4%

This school has a welcoming environment that embraces the diversity of:

			Percent Positive	Difference in Percent Positive
Staff	Race	2021	87%	
		2023	85%	-2%
	Ethnicity	2021	88%	
		2023	87%	-1%
	Gender	2021	90%	
		2023	86%	-4%
	Religion	2021	82%	
		2023	80%	-2%
	Sexual Orientation	2021	80%	
		2023	80%	0%
Student	Race	2021	89%	
		2023	76%	-13%
	Ethnicity	2021	89%	
		2023	75%	-14%
	Gender	2021	82%	
		2023	68%	-13%
	Religion	2021	83%	
		2023	59%	-25%
	Sexual Orientation	2021	79%	
		2023	61%	-18%
Family	Race	2021	84%	
		2023	76%	-8%
	Ethnicity	2021	81%	
		2023	79%	-3%
	Gender	2021	88%	
		2023	80%	-7%
	Religion	2021	76%	
		2023	71%	-5%
	Sexual Orientation	2021	82%	
		2023	74%	-8%

-25% ▮▮▮▮▮ 25%
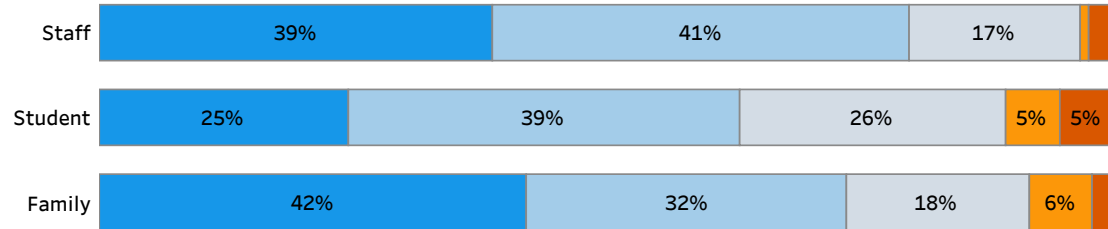
Diversity, Equity and Inclusion Common Questions

Academics

The books and materials used in classrooms include positive representations of race, gender, and other marginalized people

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
Staff	39%	41%	17%		
Student	25%	39%	26%	5%	5%
Family	42%	32%	18%	6%	

Commitment to Dismantling Racism and Oppression

Academic placement is not influenced by race, gender or socioeconomic levels

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels

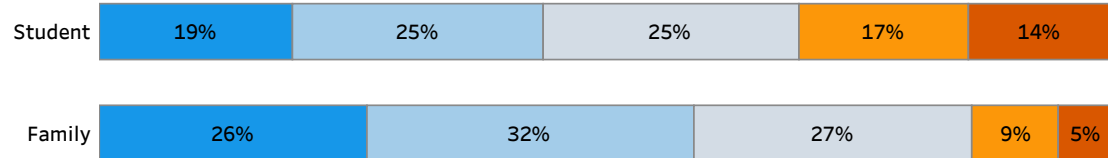|	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
Staff	42%	43%	9%	5%	
Student	56%	18%	14%	6%	5%
Family	62%	15%	15%		6%

Diversity

Our school community engages in difficult conversations about race, gender, oppression and discrimination

Our school engages in difficult conversations about race, gender, oppression and discrimination
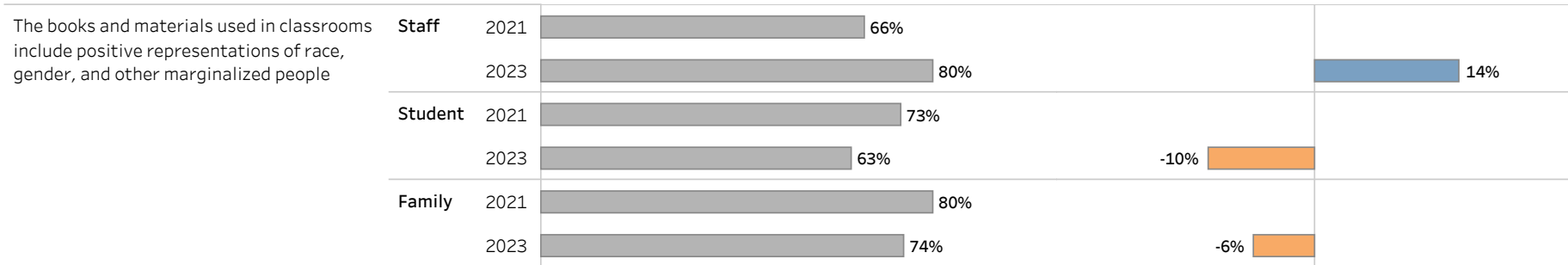
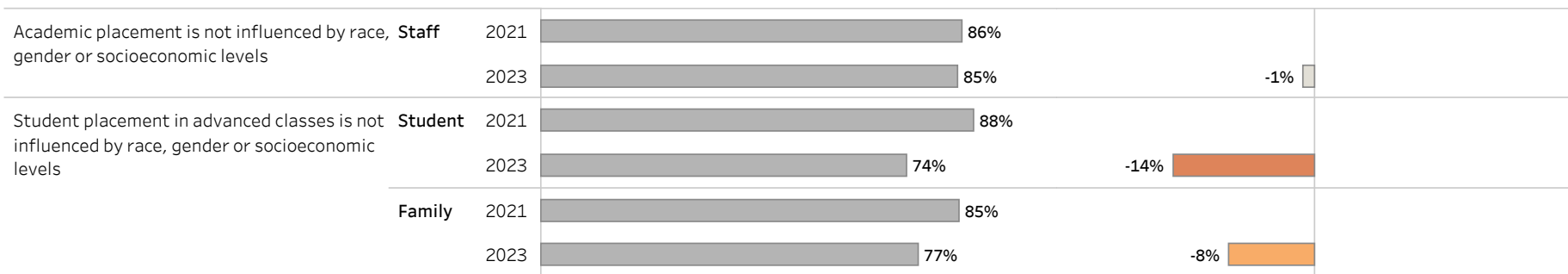|	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
Staff	13%	24%	35%	22%	6%
Student	19%	25%	25%	17%	14%
Family	26%	32%	27%	9%	5%

■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

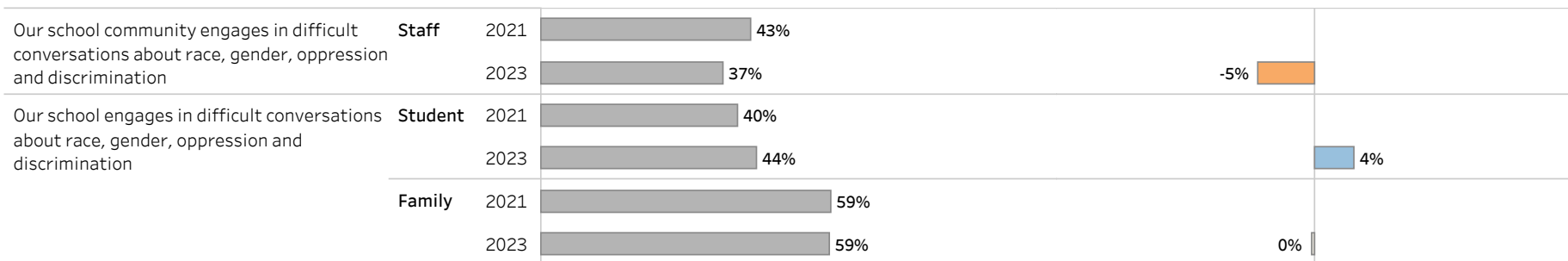# Diversity, Equity and Inclusion Common Questions
LONGITUDINAL

Academics

			Percent Positive	Difference in Percent Positive
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	**Staff**	2021	66%	
		2023	80%	14%
	Student	2021	73%	
		2023	63%	-10%
	Family	2021	80%	
		2023	74%	-6%

Commitment to Dismantling Racism and Oppression

			Percent Positive	Difference in Percent Positive
Academic placement is not influenced by race, gender or socioeconomic levels	**Staff**	2021	86%	
		2023	85%	-1%
Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	**Student**	2021	88%	
		2023	74%	-14%
	Family	2021	85%	
		2023	77%	-8%
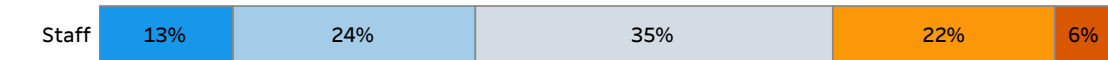
Diversity

			Percent Positive	Difference in Percent Positive
Our school community engages in difficult conversations about race, gender, oppression and discrimination	**Staff**	2021	43%	
		2023	37%	-5%
Our school engages in difficult conversations about race, gender, oppression and discrimination	**Student**	2021	40%	
		2023	44%	4%
	Family	2021	59%	
		2023	59%	0%

Percent Positive   Difference in Percent Positive

-25% ▮▮▮▮▮ 25%

Diversity, Equity and Inclusion Common Questions

Belongingness

		Response
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	**Staff**	43% / 39% / 15%
This school uses appropriate alternatives to suspension and expulsion for discipline	**Student**	29% / 25% / 21% / 11% / 14%
	Family	43% / 24% / 25% / 3% / 4%

		Response
Staff enforce the bullying/harassment policy of this school	**Staff**	44% / 36% / 16%
The rules against bullying are enforced by all adults in this school	**Student**	28% / 25% / 20% / 10% / 16%
Bullying/harassment is not tolerated in this school	**Family**	29% / 33% / 26% / 7% / 5%

		Response
This school has effective equity practices for all	**Staff**	19% / 42% / 28% / 5% / 5%
	Student	23% / 36% / 23% / 10% / 7%
	Family	38% / 31% / 19% / 5% / 6%

Legend: ■ Almost Always True   ■ Often True   ■ Sometimes True   ■ Seldom True   ■ Almost Never True

Diversity, Equity and Inclusion Common Questions
LONGITUDINAL

Belongingness

			Percent Positive	Difference in Percent Positive
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	Staff	2021	91%	
		2023	82%	-9%
This school uses appropriate alternatives to suspension and expulsion for discipline	Student	2021	77%	
		2023	54%	-24%
	Family	2021	78%	
		2023	67%	-11%

Staff enforce the bullying/harassment policy of this school	Staff	2021	95%	
		2023	80%	-14%
The rules against bullying are enforced by all adults in this school	Student	2021	72%	
		2023	53%	-19%
Bullying/harassment is not tolerated in this school	Family	2021	79%	
		2023	62%	-17%

This school has effective equity practices for all	Staff	2021	79%	
		2023	61%	-18%
	Student	2021	77%	
		2023	59%	-17%
	Family	2021	79%	
		2023	69%	-10%

Percent Positive   Difference in Percent Positive

-25% � 25%

Academics - Staff

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

The books and materials used in classrooms include positive representations of race, gender, and other marginalized people

| 39% | 41% | 17% | |

Students are provided tasks that require higher-level thinking skills

| 23% | 51% | 24% | |

Instruction is personalized to meet the needs of each student

| 10% | 43% | 33% | 11% |

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families

| 17% | 43% | 34% | 5% |

Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students

| 20% | 39% | 30% | 10% |

We are provided training to meet the needs of a diverse student population in our school

| 17% | 38% | 30% | 8% | 7% |
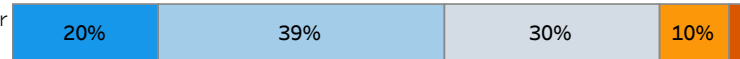
Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

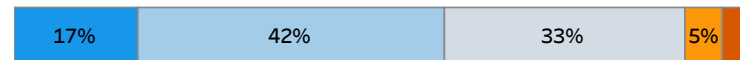Staff I work with take responsibility for ensuring each student learns in our school

| 49% | 39% | 10% | |

I consider my students' background when designing lessons

| 39% | 41% | 17% | |

I believe that all students can meet state standards

| 27% | 45% | 20% | 4% |

Our staff believes that all students can meet state standards

| 17% | 42% | 33% | 5% |
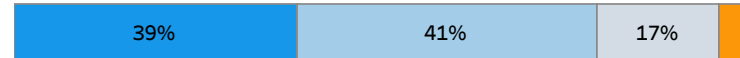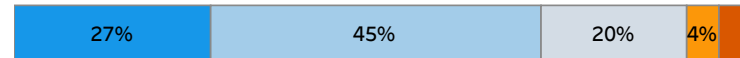
■ Almost Always True   ■ Often True   ☐ Sometimes True   ■ Seldom True   ■ Almost Never True

Academics - Staff LONGITUDINAL

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

		Percent Positive	Difference in Percent Positive
Instruction is personalized to meet the needs of each student	2021	63%	
	2023	54%	-9%
Students are provided tasks that require higher-level thinking skills	2021	87%	
	2023	74%	-13%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2021	66%	
	2023	80%	14%

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

		Percent Positive	Difference in Percent Positive
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	2021	63%	
	2023	59%	-4%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2021	63%	
	2023	59%	-4%
We are provided training to meet the needs of a diverse student population in our school	2021	61%	
	2023	55%	-6%

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

		Percent Positive	Difference in Percent Positive
I believe that all students can meet state standards	2021	72%	
	2023	72%	1%
I consider my students' background when designing lessons	2021	76%	
	2023	80%	4%
Our staff believes that all students can meet state standards	2021	67%	
	2023	59%	
Staff I work with take responsibility for ensuring each student learns in our school	2021	92%	
	2023	88%	

Percent Positive   Difference in Percent Positive

Belongingness - Staff

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.
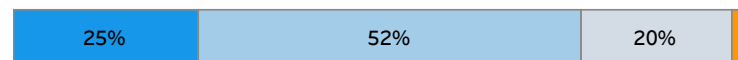
Statement	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
Staff at this school value and respect all students	47%	43%	9%		
Students believe the adults in this school genuinely care about them	35%	55%	7%		
Students believe this school is a safe place	25%	52%	20%		

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

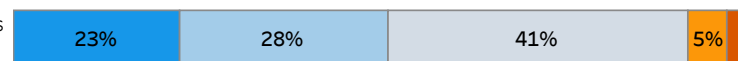| Statement	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	43%	39%	15%		
Staff enforce the bullying/harassment policy of this school	44%	36%	16%		
This school has effective equity practices for all	19%	42%	28%	5%	5%
Our district has a social emotional framework (standards)	25%	33%	27%	9%	6%
I receive training on instruction to support social emotional learning	19%	34%	27%	12%	8%

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

Statement	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
My principal collaborates with people and organizations outside this school to support teachers and students	37%	36%	18%	5%	
This school includes students when addressing all forms of bias	23%	28%	41%	5%	
A diverse representation of parents and community members are involved in school decision-making	11%	18%	42%	19%	10%

Legend: ■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Belongingness - Staff LONGITUDINAL

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

Staff at this school value and respect all students	2021	95%
	2023	90% -5%
Students believe the adults in this school genuinely care about them	2021	96%
	2023	90% -6%
Students believe this school is a safe place	2021	87%
	2023	77% -11%

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

I receive training on instruction to support social emotional learning	2021	57%
	2023	53% -4%
Our district has a social emotional framework (standards)	2021	66%
	2023	58% -8%
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	2021	91%
	2023	82% -9%
Staff enforce the bullying/harassment policy of this school	2021	95%
	2023	80% -14%
This school has effective equity practices for all	2021	79%
	2023	61% -18%

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

A diverse representation of parents and community members are involved in school decision-making	2021	45%
	2023	29% -16%
My principal collaborates with people and organizations outside this school to support teachers and students	2021	84%
	2023	73% -11%
This school includes students when addressing all forms of bias	2021	72%
	2023	50% -22%

Percent Positive   Difference in Percent Positive
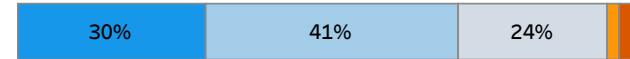
-25%   25%

Commitment to Dismantling Racisim and Oppression - Staff

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.
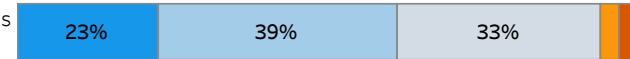
I incorporate social emotional instruction into my daily instructional delivery
| 38% | 32% | 22% | 6% |

This school provides curriculum that is relevant and meaningful
| 30% | 41% | 24% | |

Learning opportunities include enrichment experiences for all students
| 23% | 39% | 33% | |

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Academic placement is not influenced by race, gender or socioeconomic levels
| 42% | 43% | 9% | |

Supports are provided allowing all students to access more rigorous courses and content
| 21% | 34% | 29% | 13% |

A proportional amount of students of color, low income and students with disabilities are included in the most..
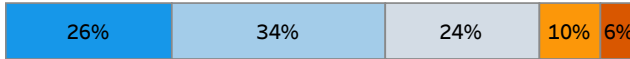| 22% | 30% | 33% | 10% |

Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

Our school responds to disproportionality data to improve equity
| 22% | 39% | 28% | 8% |

Our school has specific goals around reducing disproportionalities
| 26% | 34% | 24% | 10% | 6% |

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

This school encourages parent involvement in their child's learning
| 31% | 38% | 25% | |
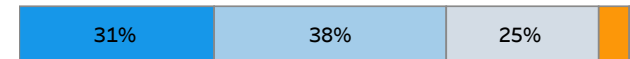
The school partners with diverse community assets
| 14% | 28% | 37% | 17% |

With important decisions we seek input from parents and the community
| 13% | 30% | 34% | 16% | 7% |

■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Commitment to Dismantling Racisim and Oppression - Staff
LONGITUDINAL

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.
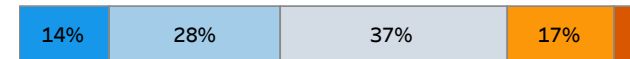
Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.
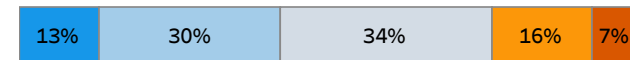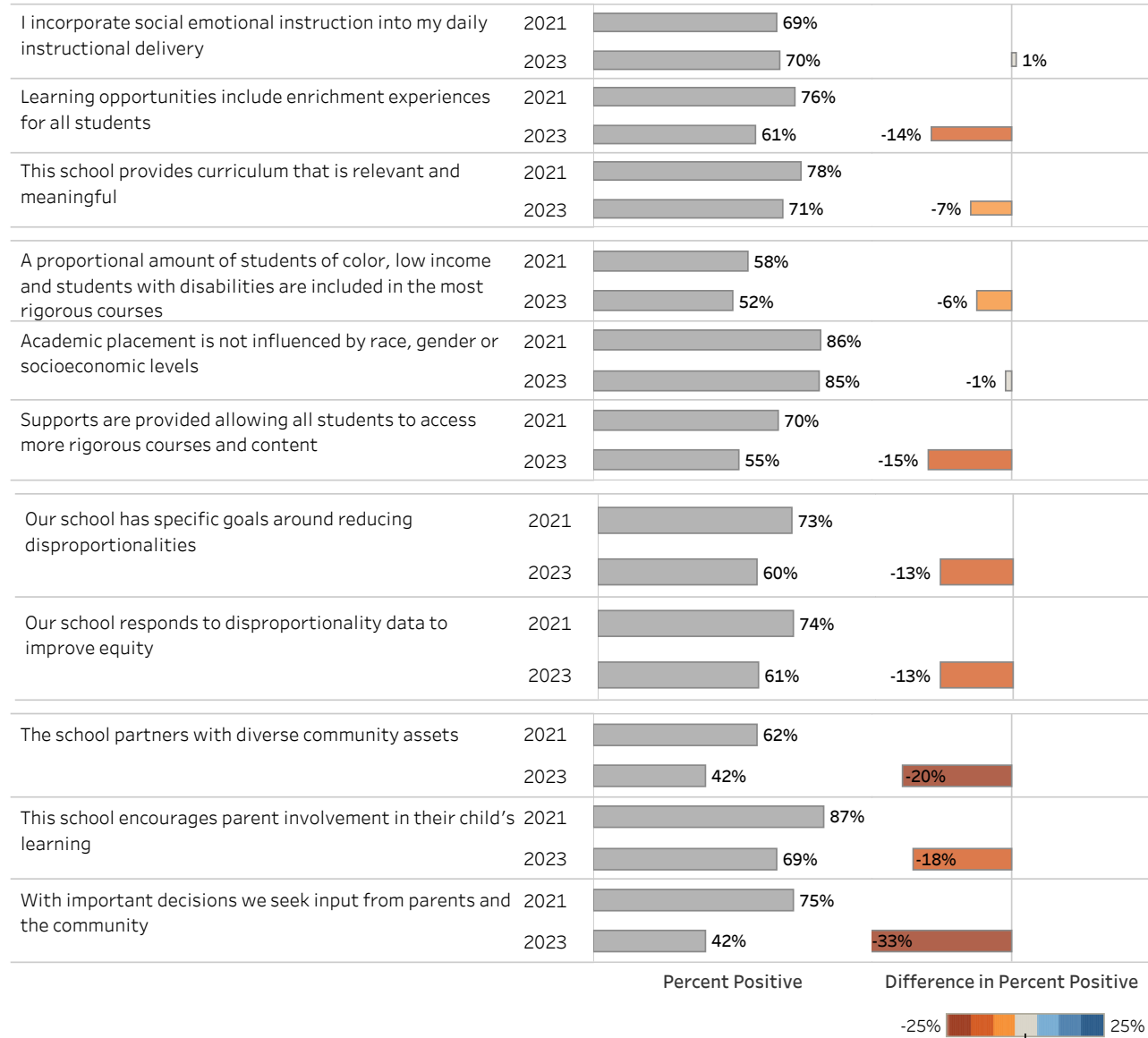
Statement	Year	Percent Positive	Difference in Percent Positive
I incorporate social emotional instruction into my daily instructional delivery	2021	69%	
	2023	70%	1%
Learning opportunities include enrichment experiences for all students	2021	76%	
	2023	61%	-14%
This school provides curriculum that is relevant and meaningful	2021	78%	
	2023	71%	-7%
A proportional amount of students of color, low income and students with disabilities are included in the most rigorous courses	2021	58%	
	2023	52%	-6%
Academic placement is not influenced by race, gender or socioeconomic levels	2021	86%	
	2023	85%	-1%
Supports are provided allowing all students to access more rigorous courses and content	2021	70%	
	2023	55%	-15%
Our school has specific goals around reducing disproportionalities	2021	73%	
	2023	60%	-13%
Our school responds to disproportionality data to improve equity	2021	74%	
	2023	61%	-13%
The school partners with diverse community assets	2021	62%	
	2023	42%	-20%
This school encourages parent involvement in their child's learning	2021	87%	
	2023	69%	-18%
With important decisions we seek input from parents and the community	2021	75%	
	2023	42%	-33%

-25% 25%

Diversity - Staff

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

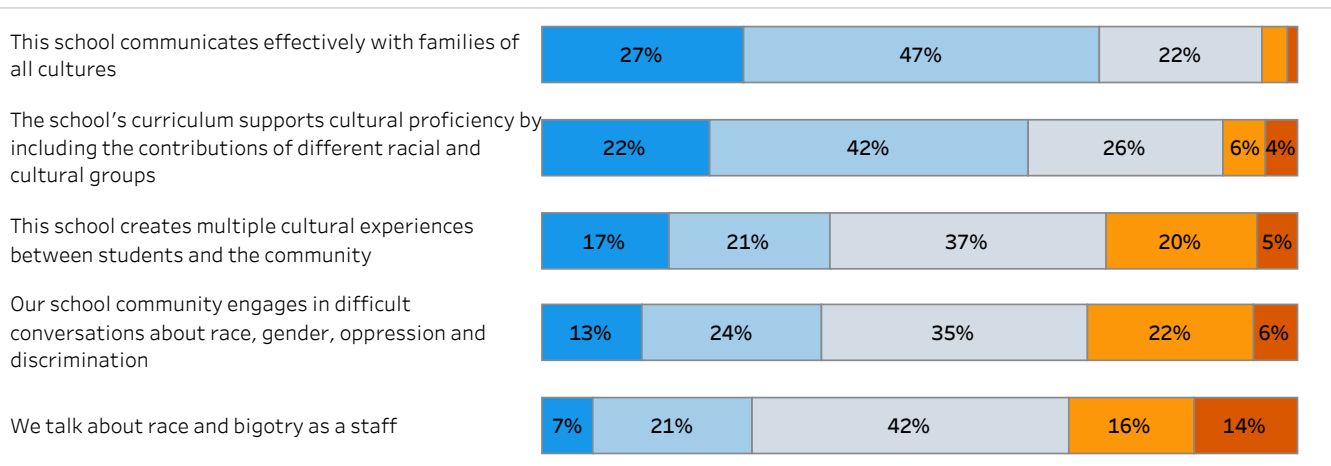|	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
I am aware that I have implicit biases	53%	35%	11%		
My colleagues are aware they have implicit biases	24%	41%	34%		
Our teachers engage in professional development activities to learn about equity	23%	40%	29%	4%	

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
This school communicates effectively with families of all cultures	27%	47%	22%		
The school's curriculum supports cultural proficiency by including the contributions of different racial and cultural groups	22%	42%	26%	6%	4%
This school creates multiple cultural experiences between students and the community	17%	21%	37%	20%	5%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	13%	24%	35%	22%	6%
We talk about race and bigotry as a staff	7%	21%	42%	16%	14%

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
School leaders demonstrate ownership of the collective vision for equity	29%	36%	24%	6%	5%
When there is a problem in my school, we talk about how to solve it	21%	28%	31%	10%	9%
There is a willingness to address conflict in this school	19%	26%	27%	17%	10%

■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True
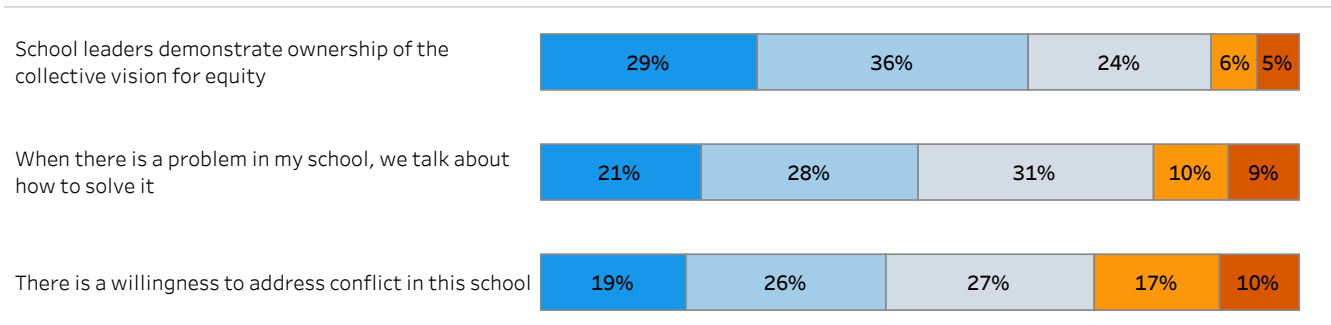
Diversity - Staff LONGITUDINAL

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

		Percent Positive	Difference in Percent Positive
I am aware that I have implicit biases	2021	87%	
	2023	87%	0%
My colleagues are aware they have implicit biases	2021	60%	
	2023	65%	4%
Our teachers engage in professional development activities to learn about equity	2021	72%	
	2023	63%	-9%

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.

		Percent Positive	Difference in Percent Positive
Our school community engages in difficult conversations about race, gender, oppression and discrimination	2021	43%	
	2023	37%	-5%
The school's curriculum supports cultural proficiency by including the contributions of different racial and cultural groups	2021	58%	
	2023	64%	7%
This school communicates effectively with families of all cultures	2021	77%	
	2023	74%	-4%
This school creates multiple cultural experiences between students and the community	2021	43%	
	2023	38%	-5%
We talk about race and bigotry as a staff	2021	37%	
	2023	28%	-10%

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.
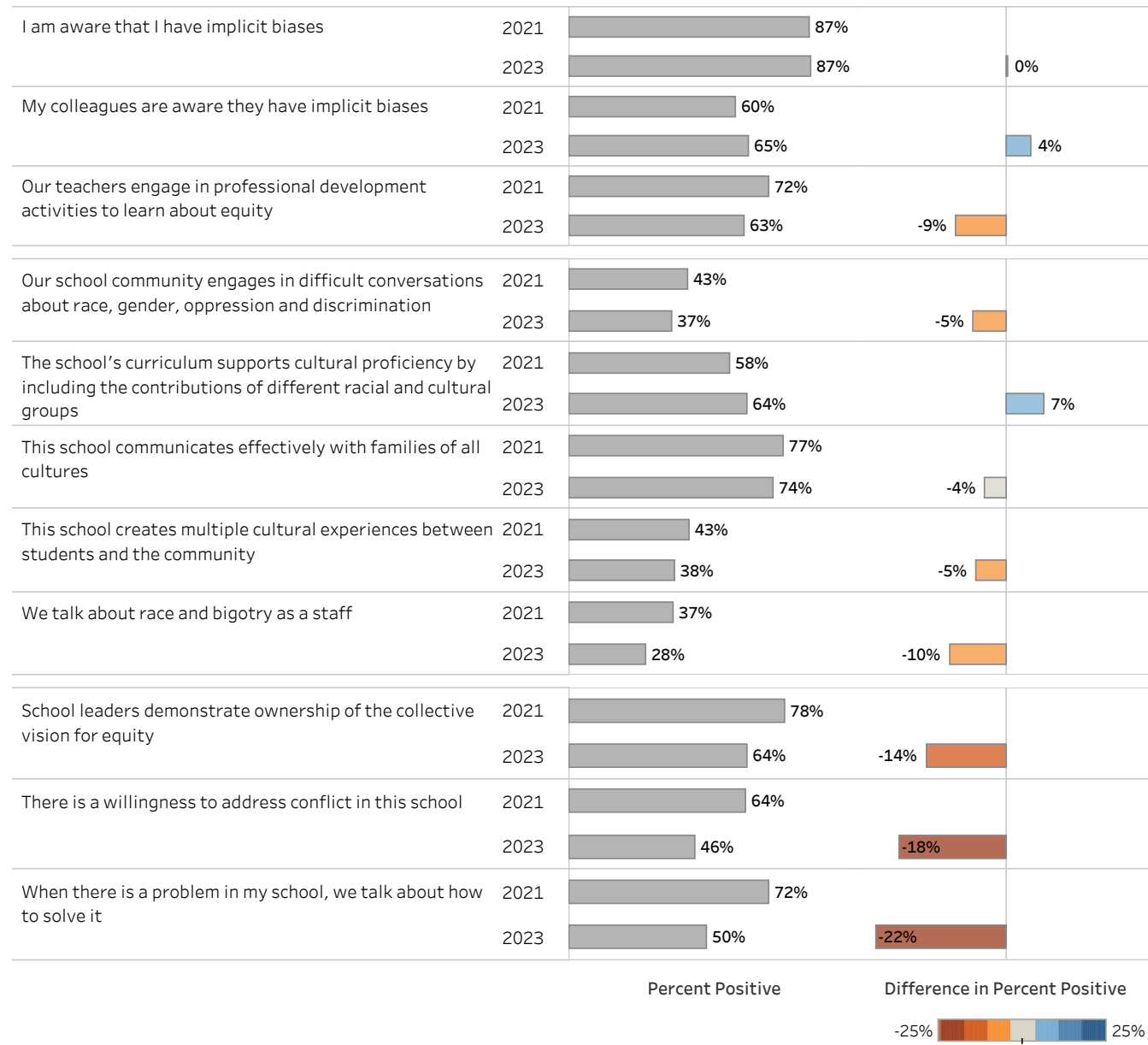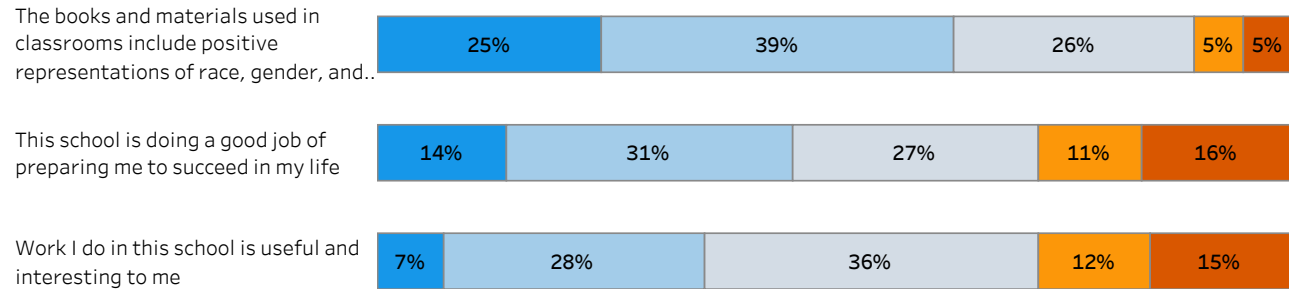
		Percent Positive	Difference in Percent Positive
School leaders demonstrate ownership of the collective vision for equity	2021	78%	
	2023	64%	-14%
There is a willingness to address conflict in this school	2021	64%	
	2023	46%	-18%
When there is a problem in my school, we talk about how to solve it	2021	72%	
	2023	50%	-22%

Percent Positive   Difference in Percent Positive
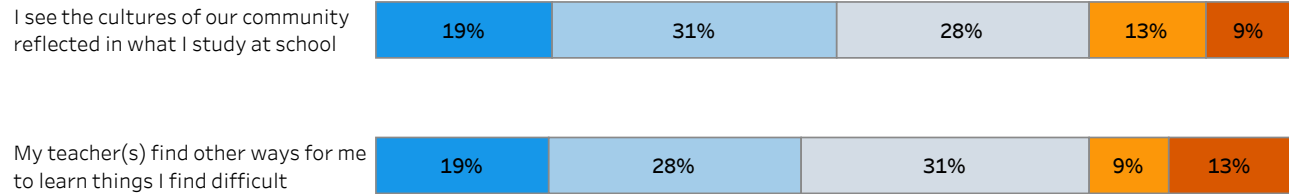
-25% [color scale] 25%
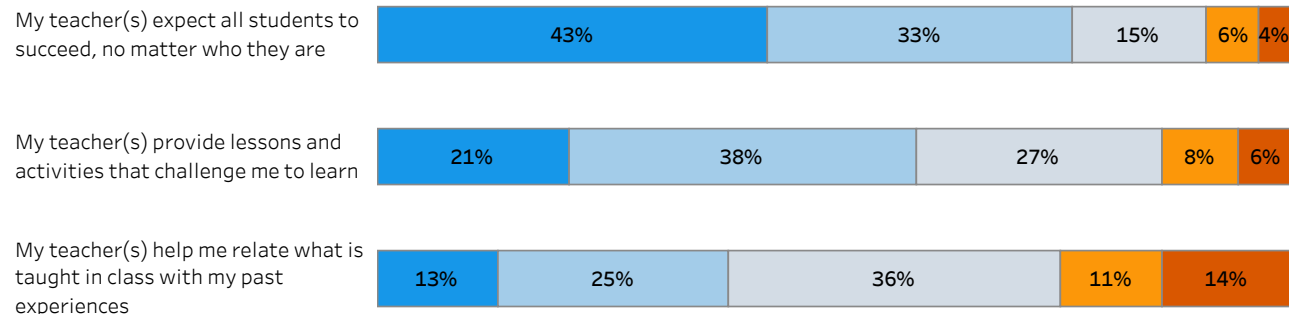
Academics - Student

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

The books and materials used in classrooms include positive representations of race, gender, and..
25% | 39% | 26% | 5% | 5%

This school is doing a good job of preparing me to succeed in my life
14% | 31% | 27% | 11% | 16%

Work I do in this school is useful and interesting to me
7% | 28% | 36% | 12% | 15%

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

I see the cultures of our community reflected in what I study at school
19% | 31% | 28% | 13% | 9%

My teacher(s) find other ways for me to learn things I find difficult
19% | 28% | 31% | 9% | 13%

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

My teacher(s) expect all students to succeed, no matter who they are
43% | 33% | 15% | 6% | 4%

My teacher(s) provide lessons and activities that challenge me to learn
21% | 38% | 27% | 8% | 6%

My teacher(s) help me relate what is taught in class with my past experiences
13% | 25% | 36% | 11% | 14%

■ Almost Always True   ■ Often True   ■ Sometimes True   ■ Seldom True   ■ Almost Never True

Academics - Student LONGITUDINAL

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

| The books and materials used in classrooms include positive representations of race, gender, and other marginalized people | 2021 | 73% | |
| | 2023 | 63% | -10% |

| This school is doing a good job of preparing me to succeed in my life | 2021 | 56% | |
| | 2023 | 46% | -11% |

| Work I do in this school is useful and interesting to me | 2021 | 50% | |
| | 2023 | 36% | -14% |

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

| I see the cultures of our community reflected in what I study at school | 2021 | 64% | |
| | 2023 | 50% | -13% |

| My teacher(s) find other ways for me to learn things I find difficult | 2021 | 60% | |
| | 2023 | 46% | -14% |

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.
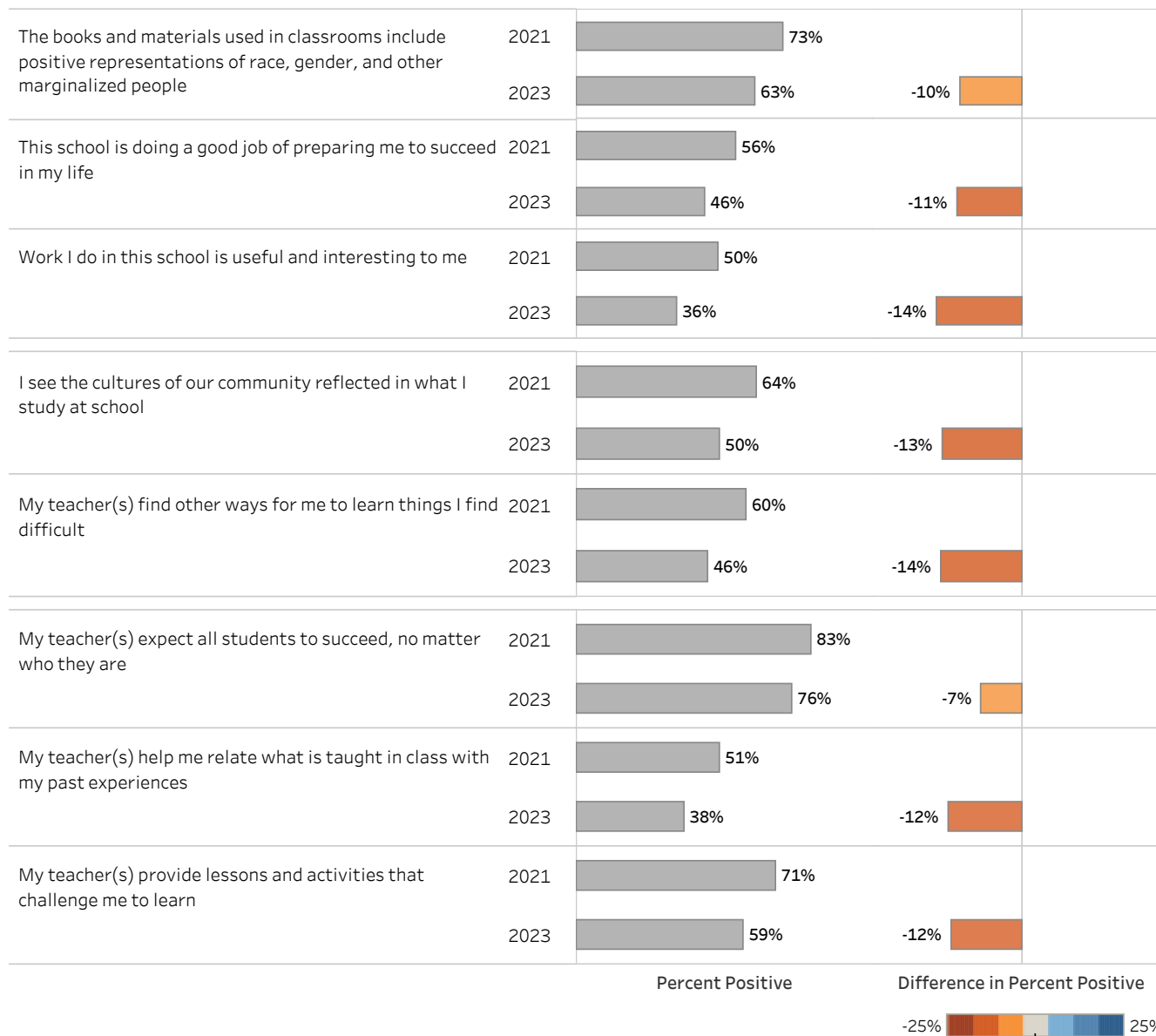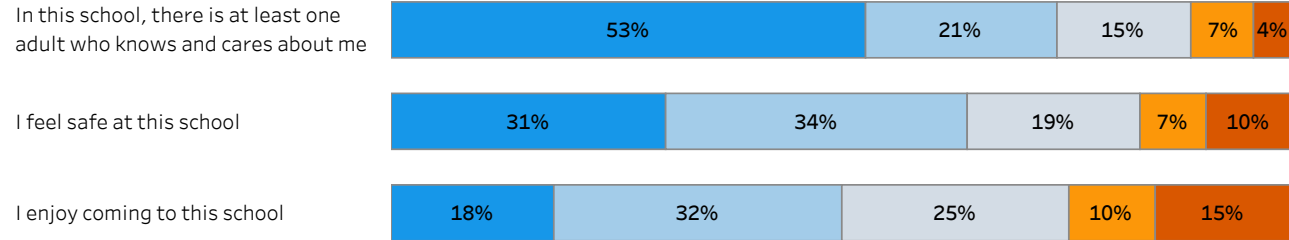
| My teacher(s) expect all students to succeed, no matter who they are | 2021 | 83% | |
| | 2023 | 76% | -7% |

| My teacher(s) help me relate what is taught in class with my past experiences | 2021 | 51% | |
| | 2023 | 38% | -12% |

| My teacher(s) provide lessons and activities that challenge me to learn | 2021 | 71% | |
| | 2023 | 59% | -12% |

Percent Positive   Difference in Percent Positive
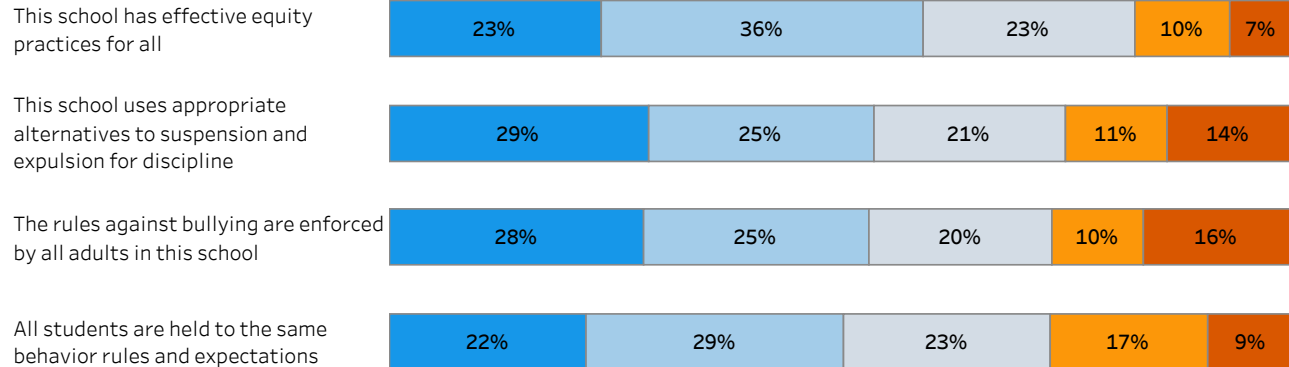
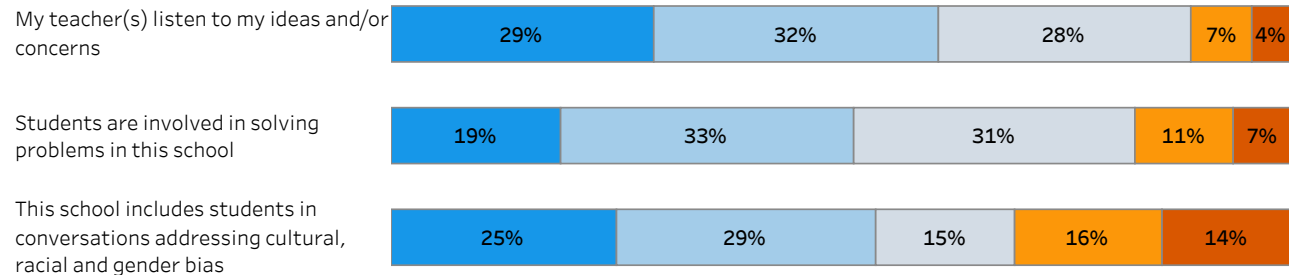-25% ▮▮▮▮▮ 25%

Belongingness - Student

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
In this school, there is at least one adult who knows and cares about me	53%	21%	15%	7%	4%
I feel safe at this school	31%	34%	19%	7%	10%
I enjoy coming to this school	18%	32%	25%	10%	15%

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
This school has effective equity practices for all	23%	36%	23%	10%	7%
This school uses appropriate alternatives to suspension and expulsion for discipline	29%	25%	21%	11%	14%
The rules against bullying are enforced by all adults in this school	28%	25%	20%	10%	16%
All students are held to the same behavior rules and expectations	22%	29%	23%	17%	9%

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
My teacher(s) listen to my ideas and/or concerns	29%	32%	28%	7%	4%
Students are involved in solving problems in this school	19%	33%	31%	11%	7%
This school includes students in conversations addressing cultural, racial and gender bias	25%	29%	15%	16%	14%

Legend: ■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Belongingness - Student LONGITUDINAL

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

I enjoy coming to this school		
2021	74%	
2023	50%	-24%

I feel safe at this school		
2021	87%	
2023	64%	-23%

In this school, there is at least one adult who knows and cares about me		
2021	88%	
2023	74%	-14%

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

All students are held to the same behavior rules and expectations		
2021	78%	
2023	50%	-27%

The rules against bullying are enforced by all adults in this school		
2021	72%	
2023	53%	-19%

This school has effective equity practices for all		
2021	77%	
2023	59%	-17%

This school uses appropriate alternatives to suspension and expulsion for discipline		
2021	77%	
2023	54%	-24%

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

My teacher(s) listen to my ideas and/or concerns		
2021	81%	
2023	61%	-20%

Students are involved in solving problems in this school		
2021	62%	
2023	51%	-11%

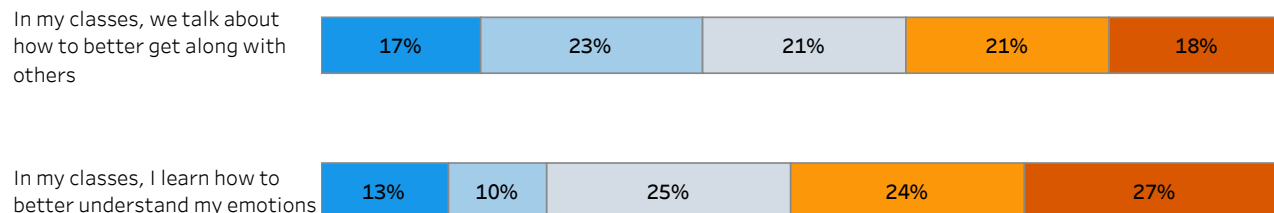| This school includes students in conversations addressing cultural, racial and gender bias		
2021	54%	
2023	54%	0%

Percent Positive   Difference in Percent Positive
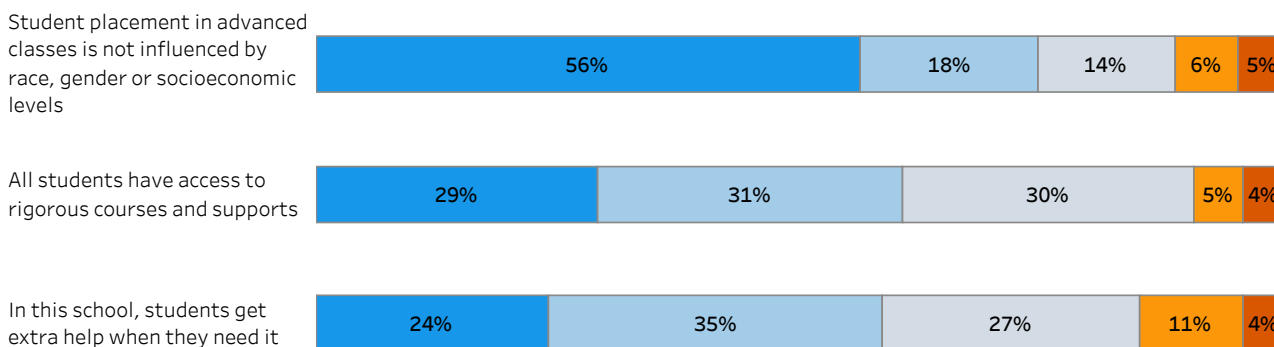
-25% ▬▬▬▬▬▬ 25%

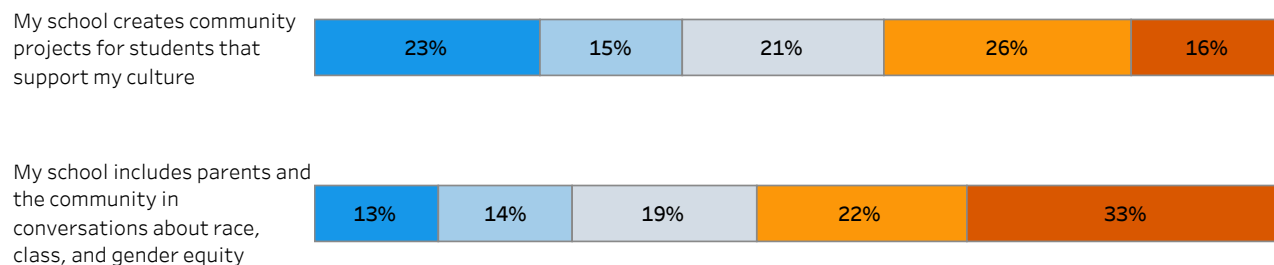# Commitment to Dismantling Racisim and Oppression - Student

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.

In my classes, we talk about how to better get along with others

17%	23%	21%	21%	18%

In my classes, I learn how to better understand my emotions

13%	10%	25%	24%	27%

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels

56%	18%	14%	6%	5%

All students have access to rigorous courses and supports

29%	31%	30%	5%	4%

In this school, students get extra help when they need it

24%	35%	27%	11%	4%

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

My school creates community projects for students that support my culture

23%	15%	21%	26%	16%

My school includes parents and the community in conversations about race, class, and gender equity

13%	14%	19%	22%	33%

■ Almost Always True　■ Often True　■ Sometimes True　■ Seldom True　■ Almost Never True
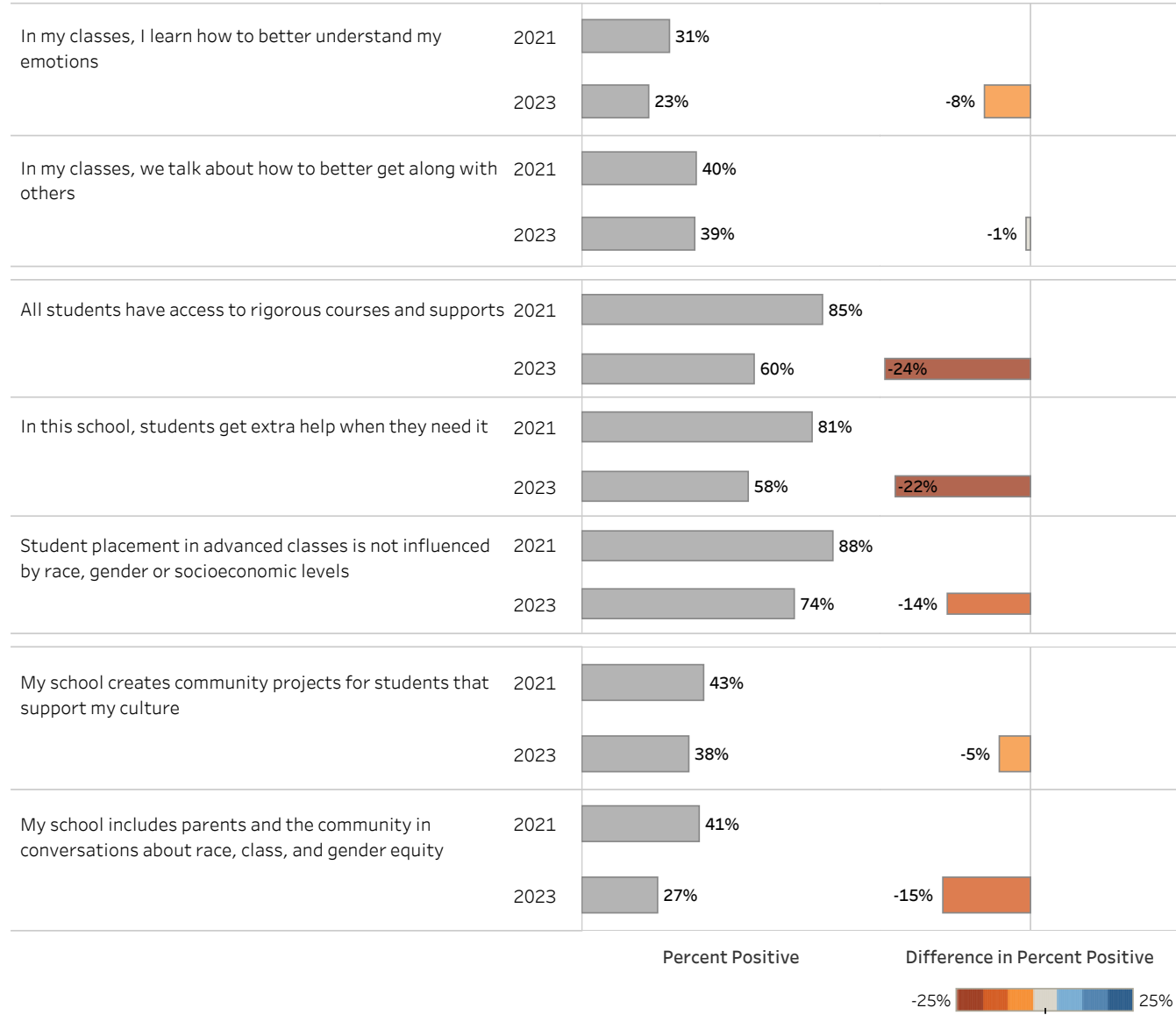
Commitment to Dismantling Racisim and Oppression - Student LONGITUDINAL

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.

In my classes, I learn how to better understand my emotions		
2021	31%	
2023	23%	-8%

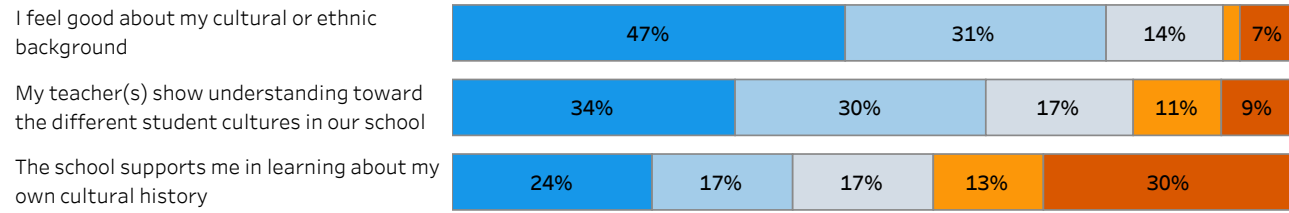| In my classes, we talk about how to better get along with others		
2021	40%	
2023	39%	-1%

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

All students have access to rigorous courses and supports		
2021	85%	
2023	60%	-24%

In this school, students get extra help when they need it		
2021	81%	
2023	58%	-22%

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels		
2021	88%	
2023	74%	-14%

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

My school creates community projects for students that support my culture		
2021	43%	
2023	38%	-5%

My school includes parents and the community in conversations about race, class, and gender equity		
2021	41%	
2023	27%	-15%

Percent Positive   Difference in Percent Positive
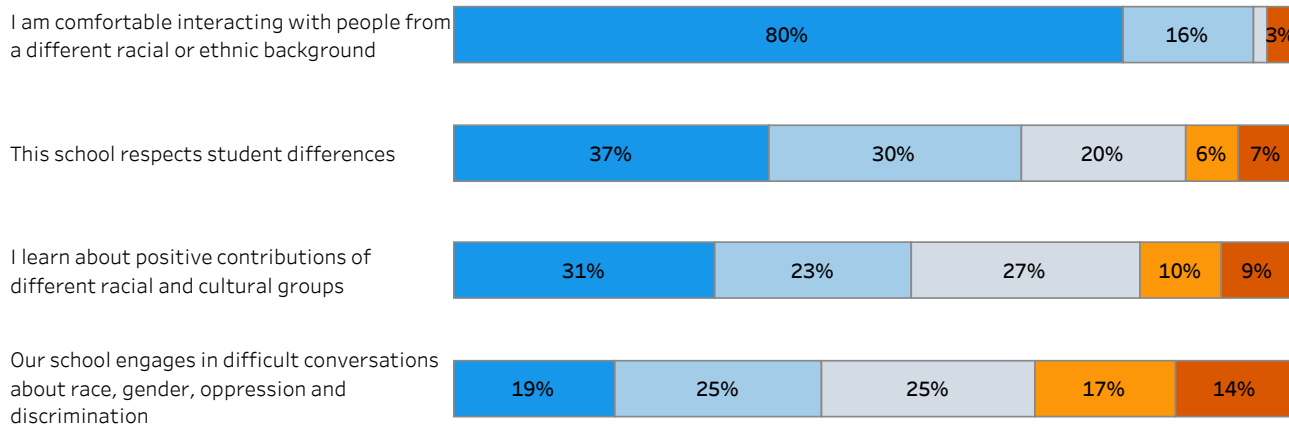
-25% ▮▮▮▮▮▮▮ 25%
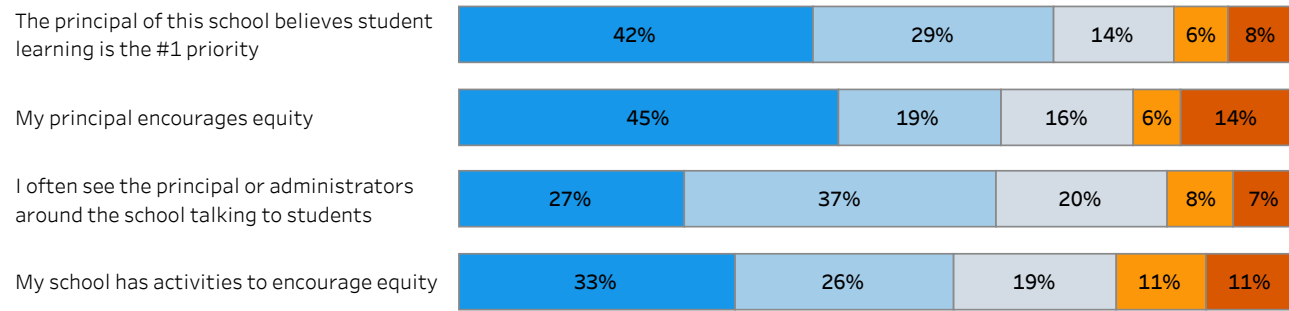
Diversity - Student

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

I feel good about my cultural or ethnic background	47%	31%	14% 7%
My teacher(s) show understanding toward the different student cultures in our school	34%	30%	17% 11% 9%
The school supports me in learning about my own cultural history	24% 17% 17% 13% 30%		

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.

I am comfortable interacting with people from a different racial or ethnic background	80%	16%	3%
This school respects student differences	37%	30%	20% 6% 7%
I learn about positive contributions of different racial and cultural groups	31%	23%	27% 10% 9%
Our school engages in difficult conversations about race, gender, oppression and discrimination	19% 25% 25% 17% 14%		

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

The principal of this school believes student learning is the #1 priority	42%	29%	14% 6% 8%
My principal encourages equity	45%	19%	16% 6% 14%
I often see the principal or administrators around the school talking to students	27%	37%	20% 8% 7%
My school has activities to encourage equity	33%	26%	19% 11% 11%

■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True

Diversity - Student LONGITUDINAL

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.
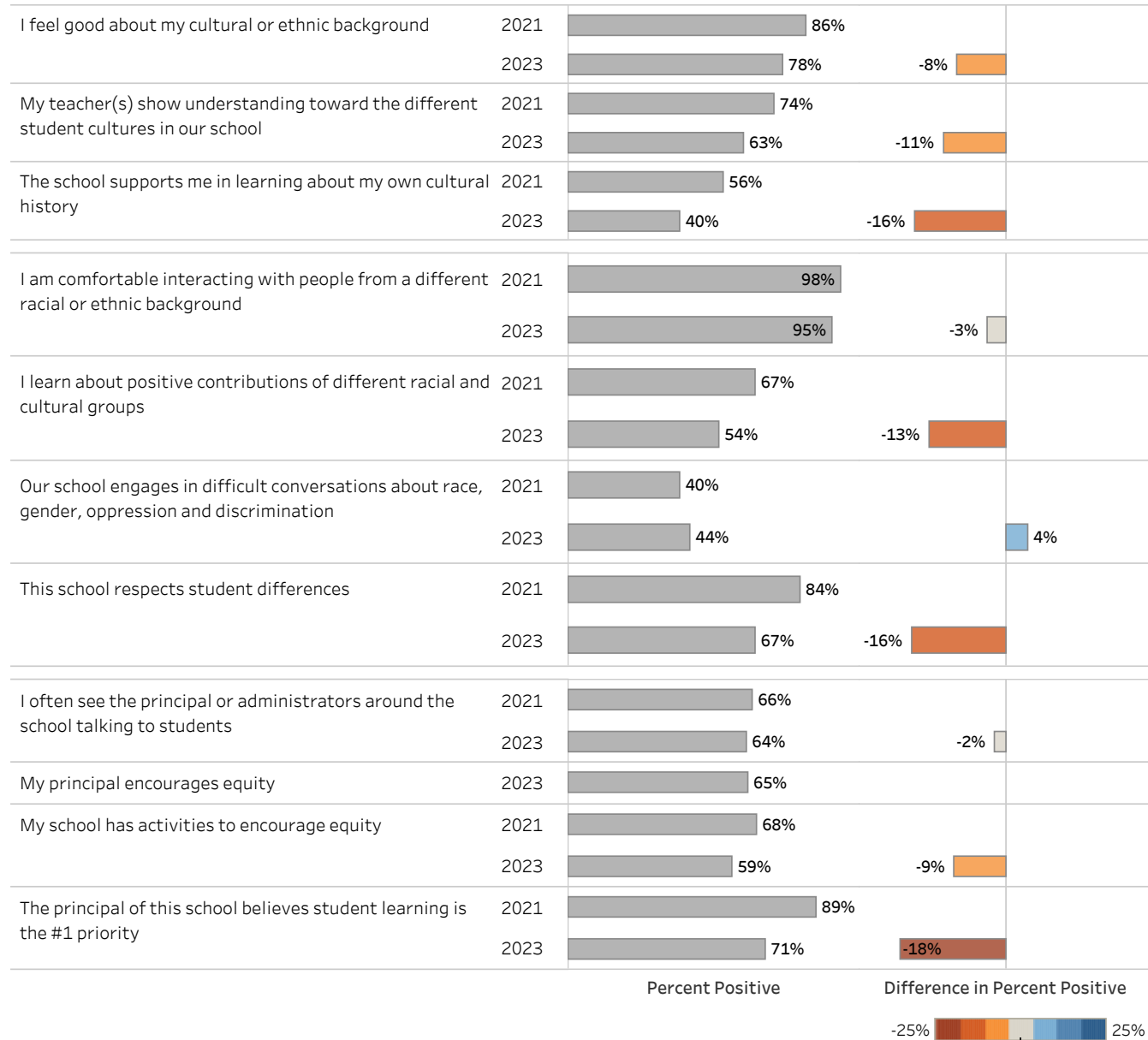
Statement	Year	Percent Positive	Difference in Percent Positive
I feel good about my cultural or ethnic background	2021	86%	
	2023	78%	-8%
My teacher(s) show understanding toward the different student cultures in our school	2021	74%	
	2023	63%	-11%
The school supports me in learning about my own cultural history	2021	56%	
	2023	40%	-16%
I am comfortable interacting with people from a different racial or ethnic background	2021	98%	
	2023	95%	-3%
I learn about positive contributions of different racial and cultural groups	2021	67%	
	2023	54%	-13%
Our school engages in difficult conversations about race, gender, oppression and discrimination	2021	40%	
	2023	44%	4%
This school respects student differences	2021	84%	
	2023	67%	-16%
I often see the principal or administrators around the school talking to students	2021	66%	
	2023	64%	-2%
My principal encourages equity	2023	65%	
My school has activities to encourage equity	2021	68%	
	2023	59%	-9%
The principal of this school believes student learning is the #1 priority	2021	89%	
	2023	71%	-18%

Percent Positive

Difference in Percent Positive

-25% ▮▮▮▮▮▮▮ 25%

Academics - Family

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.
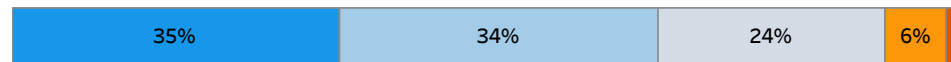
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people
| 42% | 32% | 18% | 6% | |

This school is doing a good job of preparing my student for a successful future
| 34% | 40% | 16% | 7% | |

Teachers have high expectations for student learning at this school
| 35% | 34% | 24% | 6% | |

My student is challenged with a rigorous course of study at this school
| 23% | 33% | 29% | 9% | 6% |

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

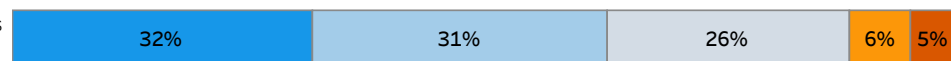Teachers in this school are dedicated to helping all students succeed
| 43% | 37% | 17% | |
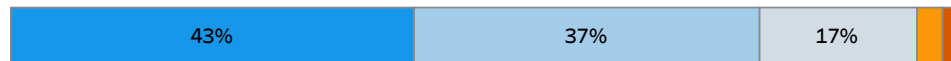
Our family's culture is reflected in what my student studies at school
| 42% | 31% | 15% | 6% | 6% |

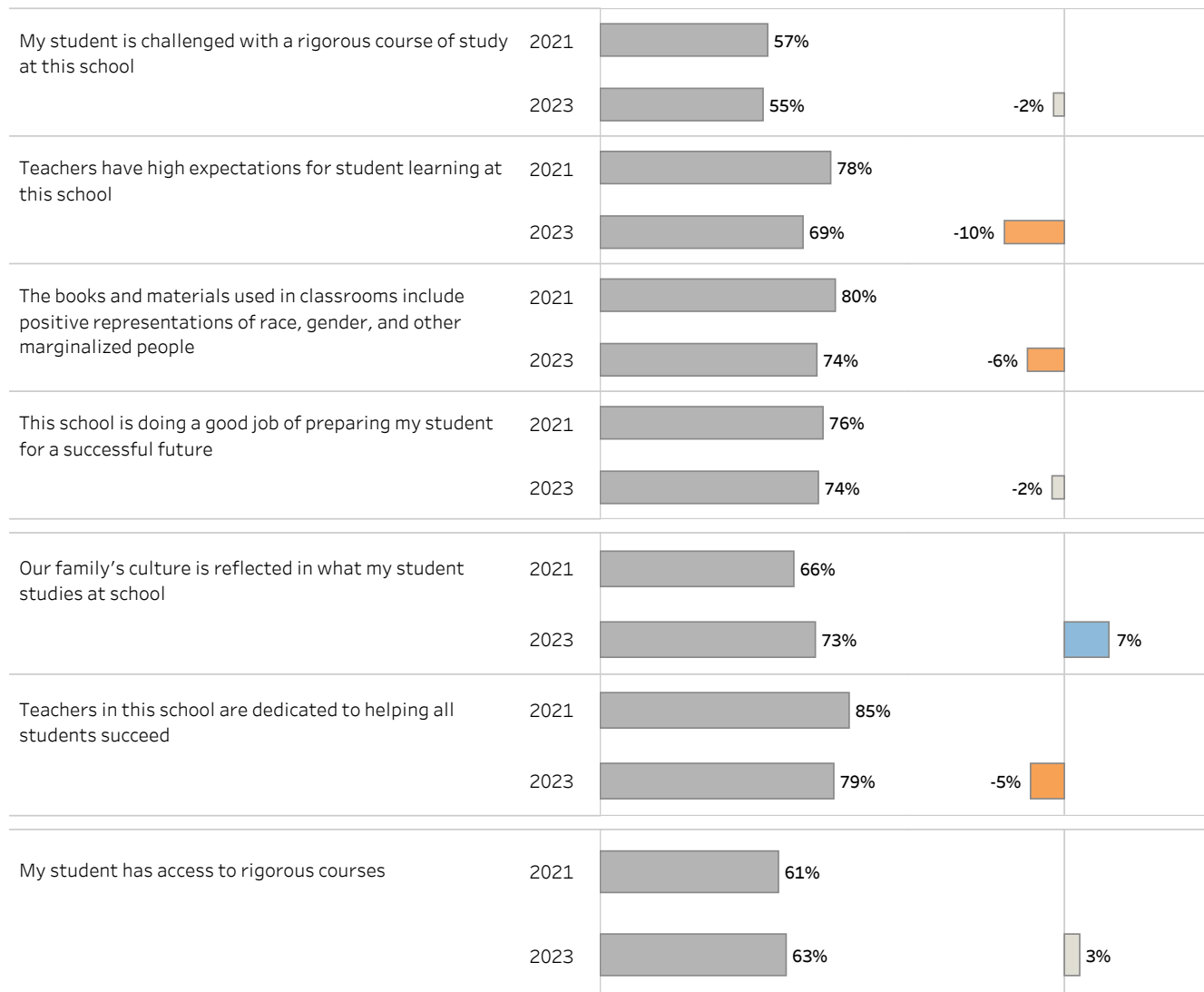Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

My student has access to rigorous courses
| 32% | 31% | 26% | 6% | 5% |

Legend:
- ■ Almost Always True
- ■ Often True
- ■ Sometimes True
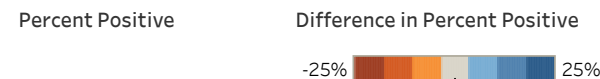- ■ Seldom True
- ■ Almost Never True

Academics - Family LONGITUDINAL

Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.

| My student is challenged with a rigorous course of study at this school | 2021 | 57% | |
| | 2023 | 55% | -2% |

| Teachers have high expectations for student learning at this school | 2021 | 78% | |
| | 2023 | 69% | -10% |

| The books and materials used in classrooms include positive representations of race, gender, and other marginalized people | 2021 | 80% | |
| | 2023 | 74% | -6% |

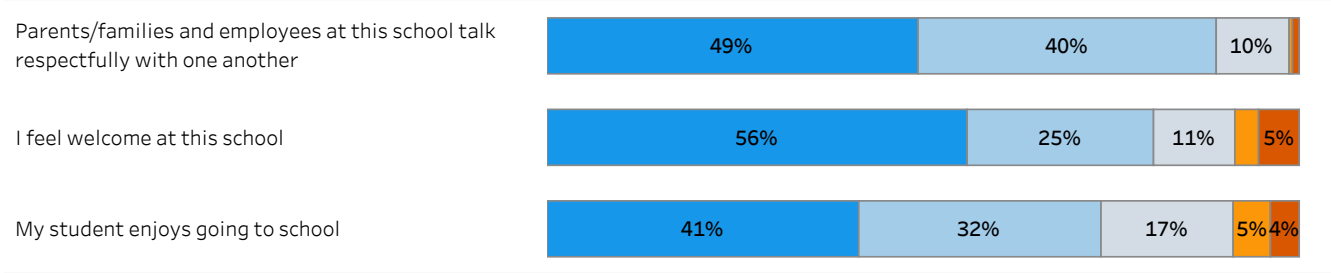| This school is doing a good job of preparing my student for a successful future | 2021 | 76% | |
| | 2023 | 74% | -2% |

Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.

| Our family's culture is reflected in what my student studies at school | 2021 | 66% | |
| | 2023 | 73% | 7% |

| Teachers in this school are dedicated to helping all students succeed | 2021 | 85% | |
| | 2023 | 79% | -5% |

Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

| My student has access to rigorous courses | 2021 | 61% | |
| | 2023 | 63% | 3% |

Percent Positive

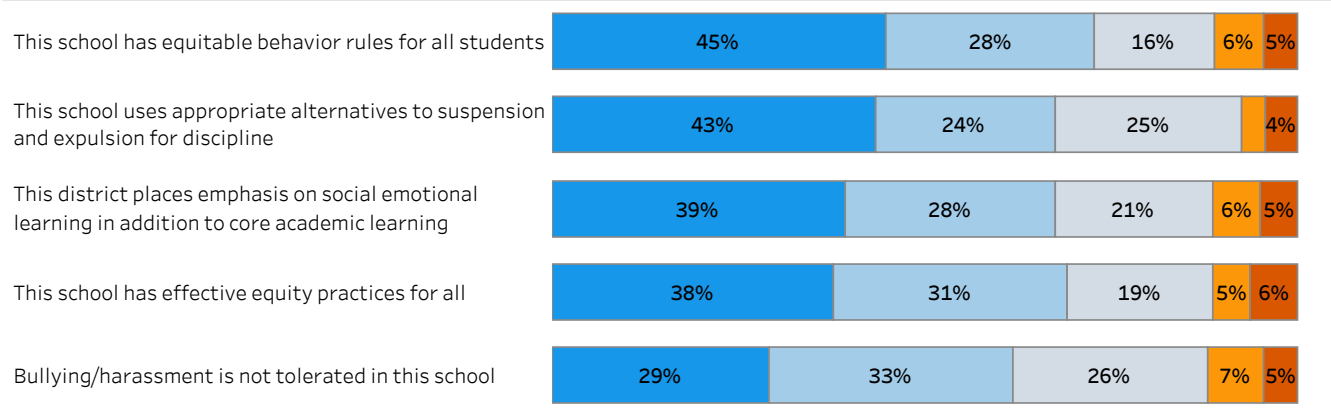Difference in Percent Positive

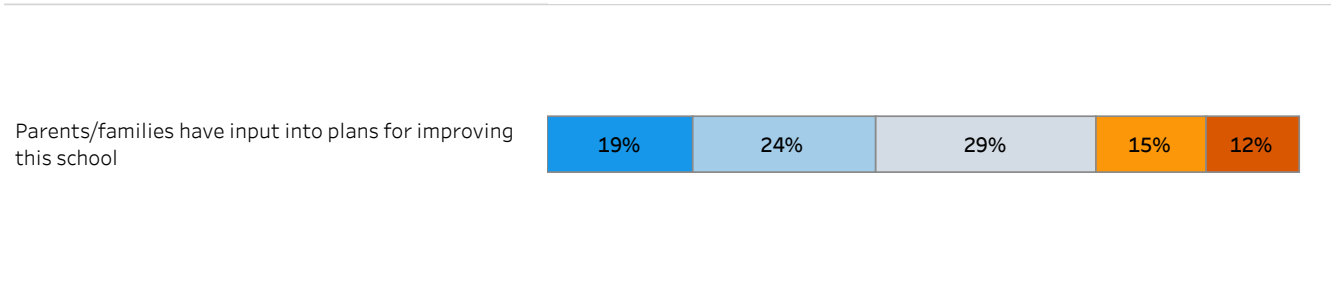-25% ▬▬▬ 25%

Belongingness - Family

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

Parents/families and employees at this school talk respectfully with one another
49% | 40% | 10%

I feel welcome at this school
56% | 25% | 11% | 5%

My student enjoys going to school
41% | 32% | 17% | 5% | 4%

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

This school has equitable behavior rules for all students
45% | 28% | 16% | 6% | 5%

This school uses appropriate alternatives to suspension and expulsion for discipline
43% | 24% | 25% | 4%

This district places emphasis on social emotional learning in addition to core academic learning
39% | 28% | 21% | 6% | 5%

This school has effective equity practices for all
38% | 31% | 19% | 5% | 6%

Bullying/harassment is not tolerated in this school
29% | 33% | 26% | 7% | 5%

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.
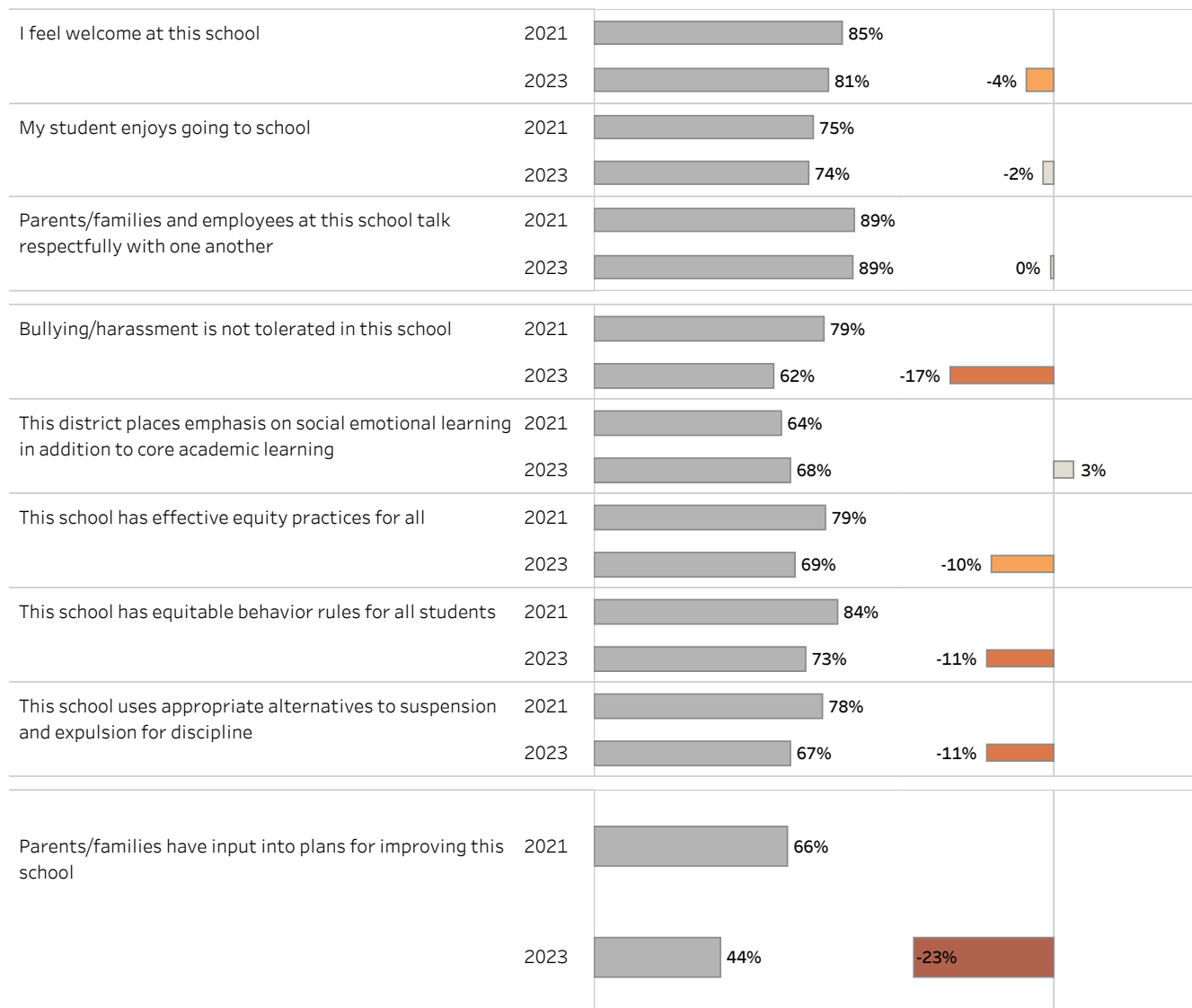
Parents/families have input into plans for improving this school
19% | 24% | 29% | 15% | 12%

■ Almost Always True ■ Often True ☐ Sometimes True ■ Seldom True ■ Almost Never True

A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

		Percent Positive	Difference in Percent Positive
I feel welcome at this school	2021	85%	
	2023	81%	-4%
My student enjoys going to school	2021	75%	
	2023	74%	-2%
Parents/families and employees at this school talk respectfully with one another	2021	89%	
	2023	89%	0%

Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.

Bullying/harassment is not tolerated in this school	2021	79%	
	2023	62%	-17%
This district places emphasis on social emotional learning in addition to core academic learning	2021	64%	
	2023	68%	3%
This school has effective equity practices for all	2021	79%	
	2023	69%	-10%
This school has equitable behavior rules for all students	2021	84%	
	2023	73%	-11%
This school uses appropriate alternatives to suspension and expulsion for discipline	2021	78%	
	2023	67%	-11%

Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.

Parents/families have input into plans for improving this school	2021	66%	
	2023	44%	-23%

Percent Positive   Difference in Percent Positive
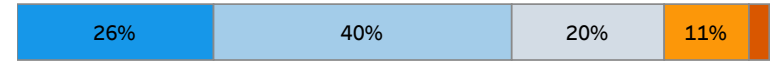
-25% ▮▮▮▮▮▮ 25%

Commitment to Dismantling Racisim and Oppression - Family

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels
| 62% | 15% | 15% | 6% |

Supports are provided to ensure my student's course options are not limited
| 26% | 40% | 20% | 11% |

Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

My school shares information on how they are reducing racial, cultural, and gender inequities
| 19% | 18% | 25% | 20% | 18% |

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

This school respects the different cultures represented in our community
| 50% | 32% | 13% |

This school includes parents and the community in conversations about race, culture, and gender equity
| 20% | 18% | 22% | 17% | 23% |

■ Almost Always True   ■ Often True   ■ Sometimes True   ■ Seldom True   ■ Almost Never True
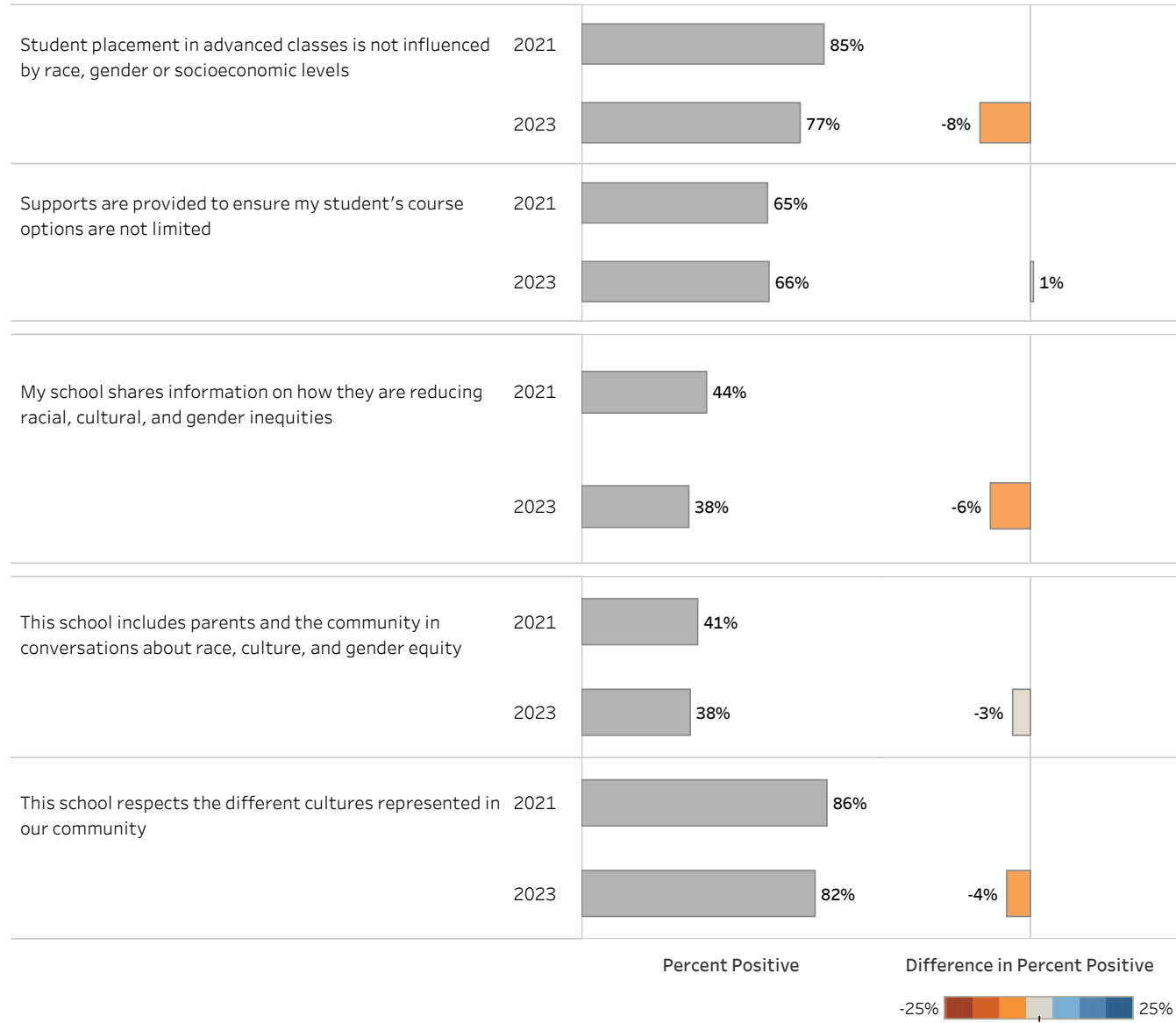
Commitment to Dismantling Racisim and Oppression - Family LONGITUDINAL

Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.
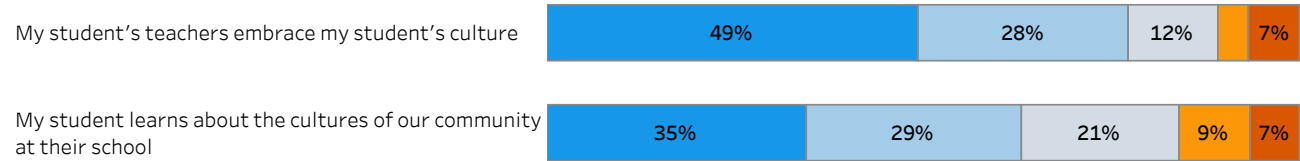
Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.

Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.

Question	Year	Percent Positive	Difference in Percent Positive
Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	2021	85%	
	2023	77%	-8%
Supports are provided to ensure my student's course options are not limited	2021	65%	
	2023	66%	1%
My school shares information on how they are reducing racial, cultural, and gender inequities	2021	44%	
	2023	38%	-6%
This school includes parents and the community in conversations about race, culture, and gender equity	2021	41%	
	2023	38%	-3%
This school respects the different cultures represented in our community	2021	86%	
	2023	82%	-4%

Percent Positive   Difference in Percent Positive
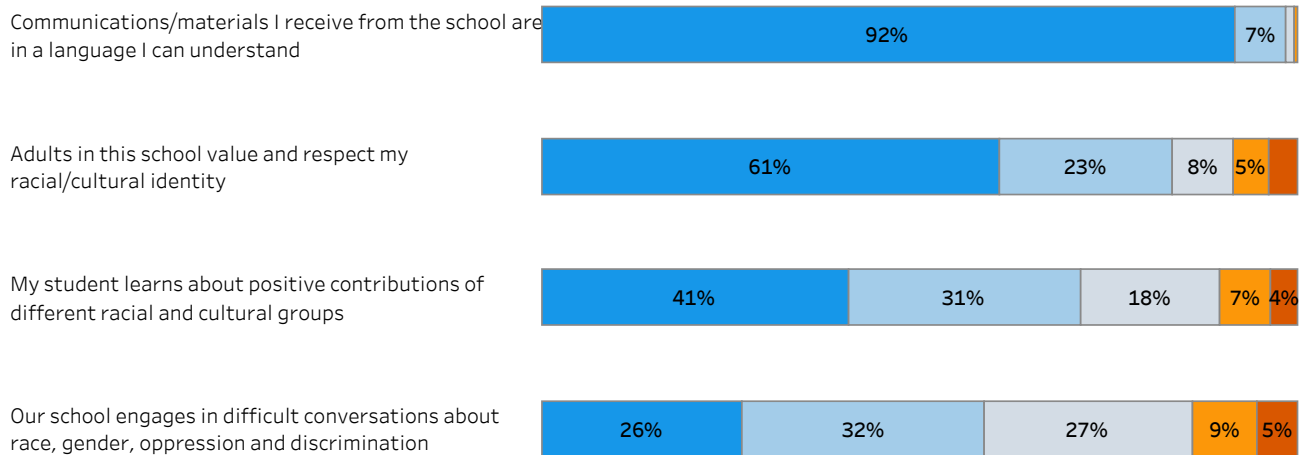
-25% ▮▮▮▮▮▮▮ 25%
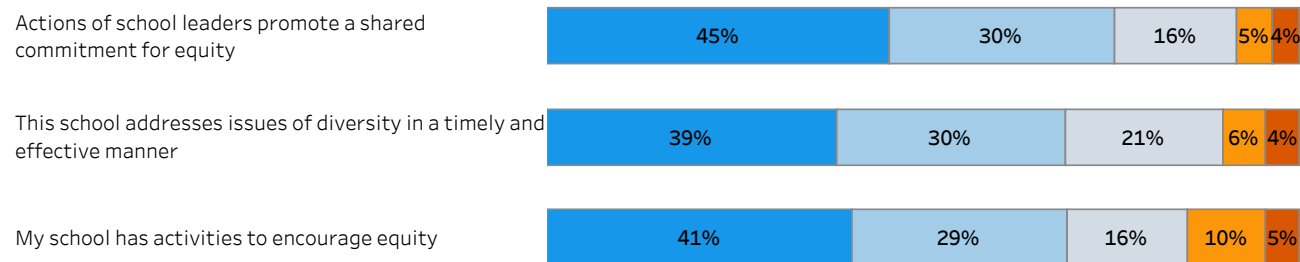
Diversity - Family

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
My student's teachers embrace my student's culture	49%	28%	12%		7%
My student learns about the cultures of our community at their school	35%	29%	21%	9%	7%

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
Communications/materials I receive from the school are in a language I can understand	92%				7%
Adults in this school value and respect my racial/cultural identity	61%	23%	8%	5%	
My student learns about positive contributions of different racial and cultural groups	41%	31%	18%	7%	4%
Our school engages in difficult conversations about race, gender, oppression and discrimination	26%	32%	27%	9%	5%

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

	Almost Always True	Often True	Sometimes True	Seldom True	Almost Never True
Actions of school leaders promote a shared commitment for equity	45%	30%	16%	5%	4%
This school addresses issues of diversity in a timely and effective manner	39%	30%	21%	6%	4%
My school has activities to encourage equity	41%	29%	16%	10%	5%

■ Almost Always True ■ Often True ☐ Sometimes True ■ Seldom True ■ Almost Never True

Diversity - Family LONGITUDINAL

Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

My student learns about the cultures of our community at their school		
2021	67%	
2023	63%	-4%

My student's teachers embrace my student's culture		
2021	81%	
2023	77%	-4%

Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.

Adults in this school value and respect my racial/cultural identity		
2021	89%	
2023	84%	-6%

Communications/materials I receive from the school are in a language I can understand		
2021	97%	
2023	99%	1%

My student learns about positive contributions of different racial and cultural groups		
2021	65%	
2023	71%	6%

Our school engages in difficult conversations about race, gender, oppression and discrimination		
2021	59%	
2023	59%	0%

Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.

Actions of school leaders promote a shared commitment for equity		
2021	84%	
2023	75%	-9%

My school has activities to encourage equity		
2021	68%	
2023	69%	1%

This school addresses issues of diversity in a timely and effective manner		
2021	78%	
2023	69%	-9%

Percent Positive   Difference in Percent Positive

-25% ■■■■■■■ 25%