



# 2020-2021 EQUITY DIAGNOSTIC

Prepared for Pasadena Unified School District (PUSD)

March 2021

# INTRODUCTION

# INTRODUCTION

# OVERVIEW

## KEY OBJECTIVES

- Understand overall perceptions of equity among district staff members
- Identify priorities for continuing work related to equity at the district
- Understand how staff members perceive the district's performance in various equity-related areas

## SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online from January to March **2021** using the Qualtrics platform.
- The analysis includes a total of **599** respondents following data cleaning.
- Results are segmented by school level and staff group (Instructional, Administrative/Office, and Other Support or Operations Staff).

## RESPONDENT QUALIFICATIONS

- Must be a current PUSD staff member.

# INTRODUCTION

# METHODOLOGY

- After data collection, Hanover identified and removed low-quality respondents.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Conclusions drawn from a small sample size ( $n < 20$ ) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (\*).
- “Other” staff roles were regrouped to report counts for additional categories of staff.
- Priority scores are calculated averages based on responses of not a priority (1), low priority (2), medium priority (3), or high priority (4).
  - In the analysis, items with scores of 3 or higher are considered higher priority and items with scores less than 3 are considered lower priority.
- Performance scores are calculated averages based on responses of does not meet expectations (1), meets expectations (2) or exceeds expectations (3).
  - In the analysis, items with scores of 2 or higher are considered strengths and items with scores less than 2 are areas for improvement.
- Items that are higher in priority and lower performance are focus areas for improvement.

# **KEY FINDINGS & RECOMMENDATIONS**

# KEY FINDINGS – OVERALL PERCEPTIONS

**Staff members are confident about their personal understanding of equity and its implications in the education context, but they are divided when it comes to the district's actions.**

- 90% of respondents indicate they understand how different forms of inequity affect education and know how it leads to achievement gaps, and 85% or more agree with other statements about equity awareness.
- In contrast, just 34-46% agree that the district continuously monitors and evaluates progress around equity, has a shared definition of the term, or has a systematic approach to addressing equity issues; disagreement with the latter is higher than agreement (37%).
- Staff members are interested in learning more about a range of topics to enable them to better identify sources of inequity and develop plans to address them. 41% would like to learn about developing a district wide definition of equity.

**Respondents on average consider most equity goals and initiatives to be a priority, but fewer rate the district's performance highly on a given item.**

- In general, items considered the highest priority are also rated relatively higher in terms of performance, while those rated lowest in performance are also lower in priority.
- Most staff members rate the district's performance as "meets expectations" on the various items surveyed, but the rest generally rate things as "does not meet expectations" while few select "exceeds."

# KEY FINDINGS – OVERALL STRENGTHS AND FOCUS AREAS

Items related to *engagement and outreach* are areas of relative strength, as they tend to be high-priority and are rated among the highest in performance.

- This is particularly true when it comes to language barriers. *Providing translators* is both the highest-priority item (3.38 on a scale of 1-4) and has the highest-rated performance (2.05 on a scale of 1-3) in terms of average scores, and 54% of staff consider it high-priority. *Providing written materials in multiple languages* and *addressing language barriers* are also relatively high on both dimensions. 85% of respondents consider all three to be medium or high-priority, and nearly 80% or more rate them as “meets” or “exceeds” expectations.
- All items related to engagement and outreach are rated “meets” or “exceeds” expectations by a majority of staff members surveyed.

# KEY FINDINGS – OVERALL STRENGTHS AND FOCUS AREAS

## **Instruction is another area for continued focus overall.**

- Many items in this category are rated relatively highly but they are also higher-priority. For example, 76% of staff feel the district meets or exceeds expectations in *acknowledging students' cultural heritage* and 73% feel the same about *communicating high expectations for teachers*. 82-83% consider these district priorities.
- Most instructional items are rated as “meets expectations” by a majority of respondents, but those who do not rate it this way are more likely to select “does not meet expectations” than “exceeds.”
- *Supporting struggling students* is somewhat of an outlier in that it is relatively higher-priority (79%) but rated lower in performance (48% “does not meet expectations”), so this is a particular focus area. *Supporting teachers with their support of struggling students* is less of a priority but it is also rated among the lowest in performance (56% does not meet expectations).
- Other continued focus areas for instruction include *ensuring a safe learning environment for all students*, *setting clear expectations for student learning*, and *providing high-level curriculum to all students in the district*.
- *Hiring and retaining diverse teachers*, *effective teachers*, and *equity-minded administrators* are among the lowest-priority instructional areas (60-64%) and lowest in performance (43-51% “does not meet expectations”).



# KEY FINDINGS – ADDITIONAL FOCUS AREAS

Items related to *grading*, *advanced courses*, and *discipline* are not identified as particular areas of focus overall, as they are generally lower in both priority and performance.

- In terms of average scores, none of the items related to *grading* are top priorities, but all are among the lowest in performance as well. *Reducing grading variability between teachers* is the lowest-rated item on both dimensions overall (55% medium or high priority and 58% “does not meet expectations”).
- When it comes to *advanced courses*, one potential focus area is *using multiple criteria for identifying students for gifted/talented programs or advanced courses*. This is the highest priority item in this category (76% medium or high).
- *Establishing alternatives to exclusionary discipline* is one focus area related to discipline based on its level of priority (75% medium or high).

# RECOMMENDATIONS

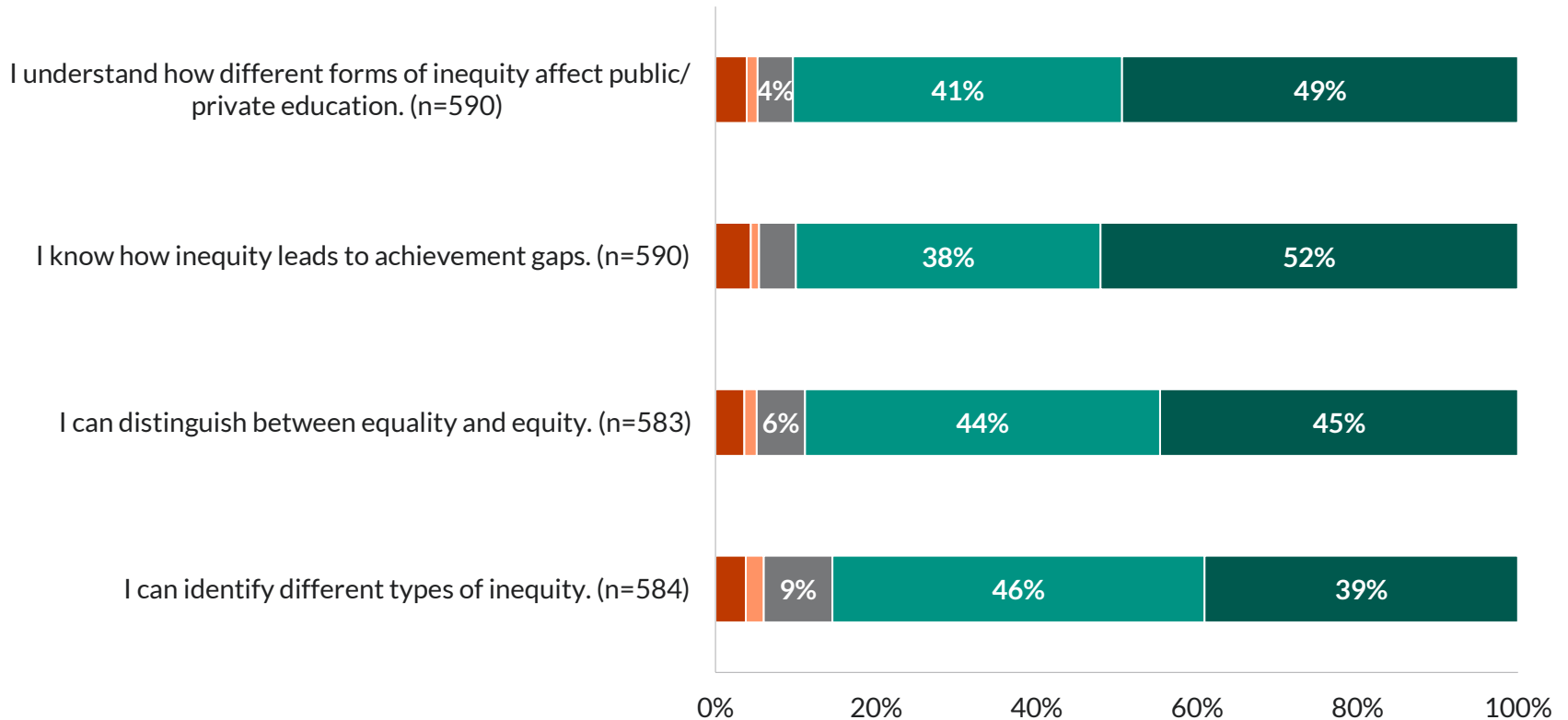
- **Develop action plans to address specific focus areas identified in the survey** starting with items that are high-priority and relatively low in current performance ratings. Nearly every item surveyed is considered to be at least medium priority for the majority of respondents, but few rate the district as “exceeds expectations” for any of them. While priority and performance are highly correlated overall, supporting struggling students is one outlier with a relatively low performance score compared to its level of priority. Many other items related to instruction are also high-priority with room for improvement in performance ratings, so this is a good starting point overall.
- **Develop a district-wide definition of equity with input from multiple stakeholders.** Staff members do not currently feel that this exists, and a large proportion of respondents would like to learn about this topic along with other topics related to planning. Soliciting input from a range of stakeholders will ensure they perceive the district’s definition to be representative of the various perspectives.
- **Develop and communicate a specific plan to address equity issues, highlight successes, and monitor and evaluate progress.** More staff members disagree than agree that the district has a systematic approach to addressing equity issues, and most do not feel strongly that the district continuously monitors and evaluates its progress. Regular communication and follow-up can help staff to understand the district’s strategy and current initiatives. Highlighting successes – such as those related to language barriers – is a good way to reinforce efforts towards equity initiatives and keep staff members engaged.

# OVERALL PERCEPTIONS

# EQUITY KNOWLEDGE

Please indicate how much you disagree or agree with the following statements:

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

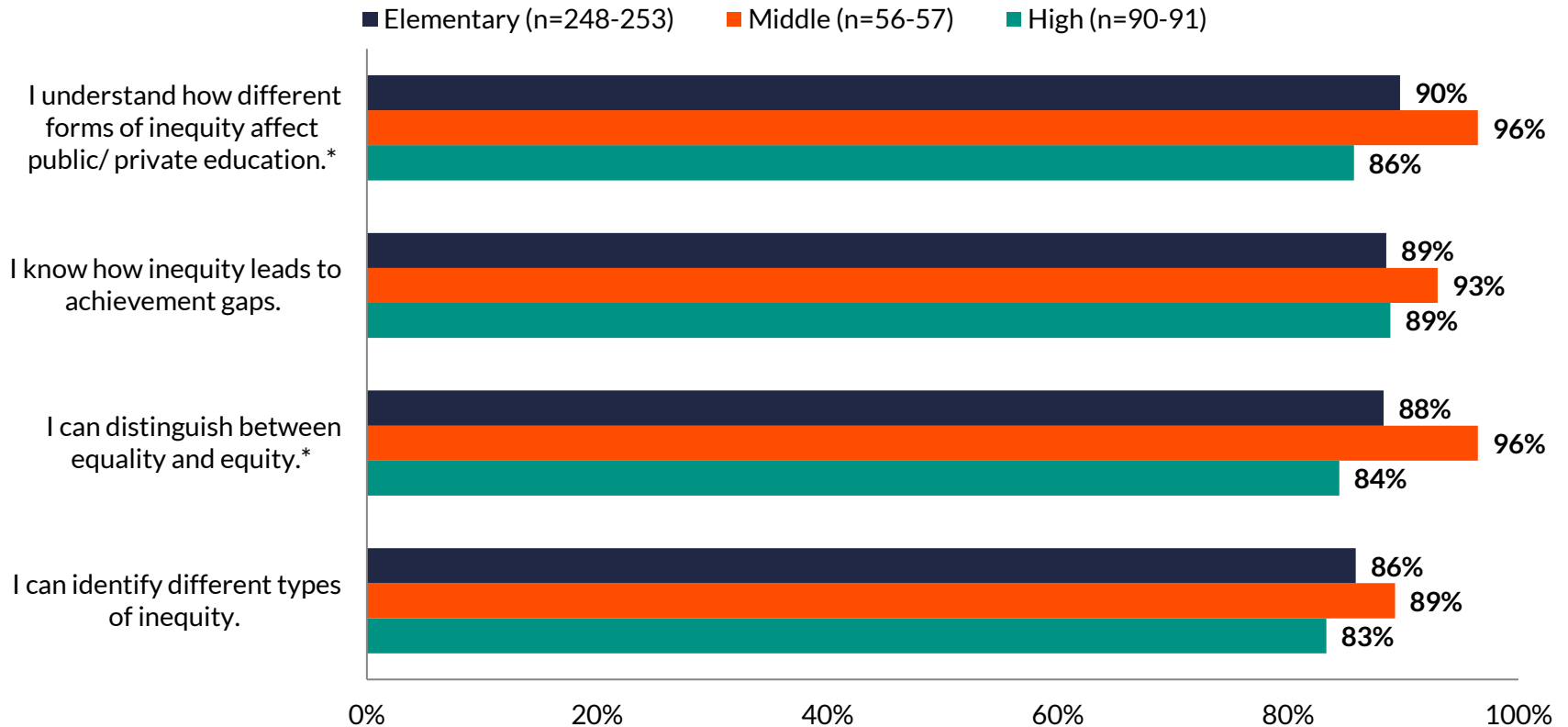


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# EQUITY KNOWLEDGE BY SCHOOL LEVEL

Please indicate how much you disagree or agree with the following statements:  
% Agree or Strongly Agree

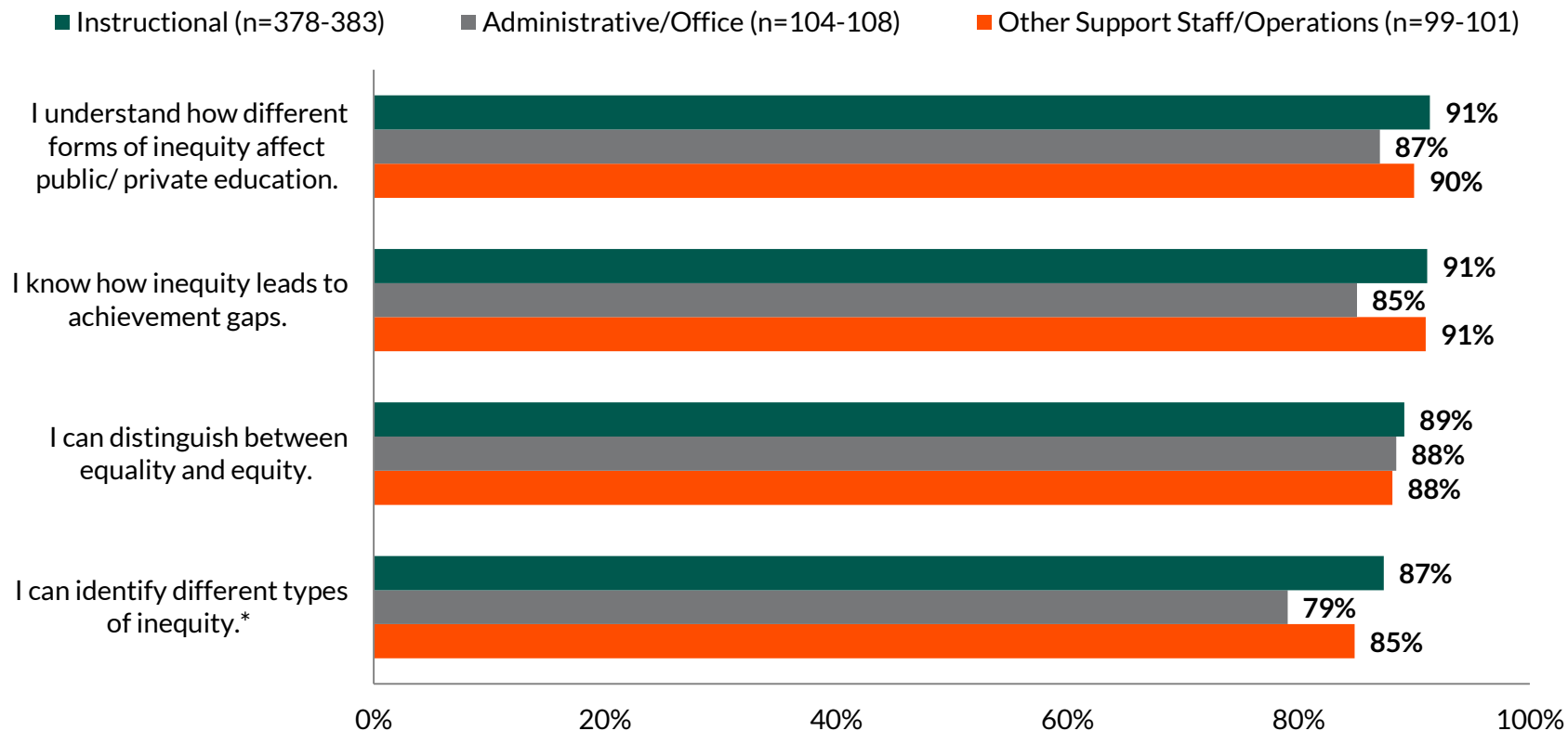


\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details.



# EQUITY KNOWLEDGE BY STAFF GROUP

Please indicate how much you disagree or agree with the following statements:  
% Agree or Strongly Agree

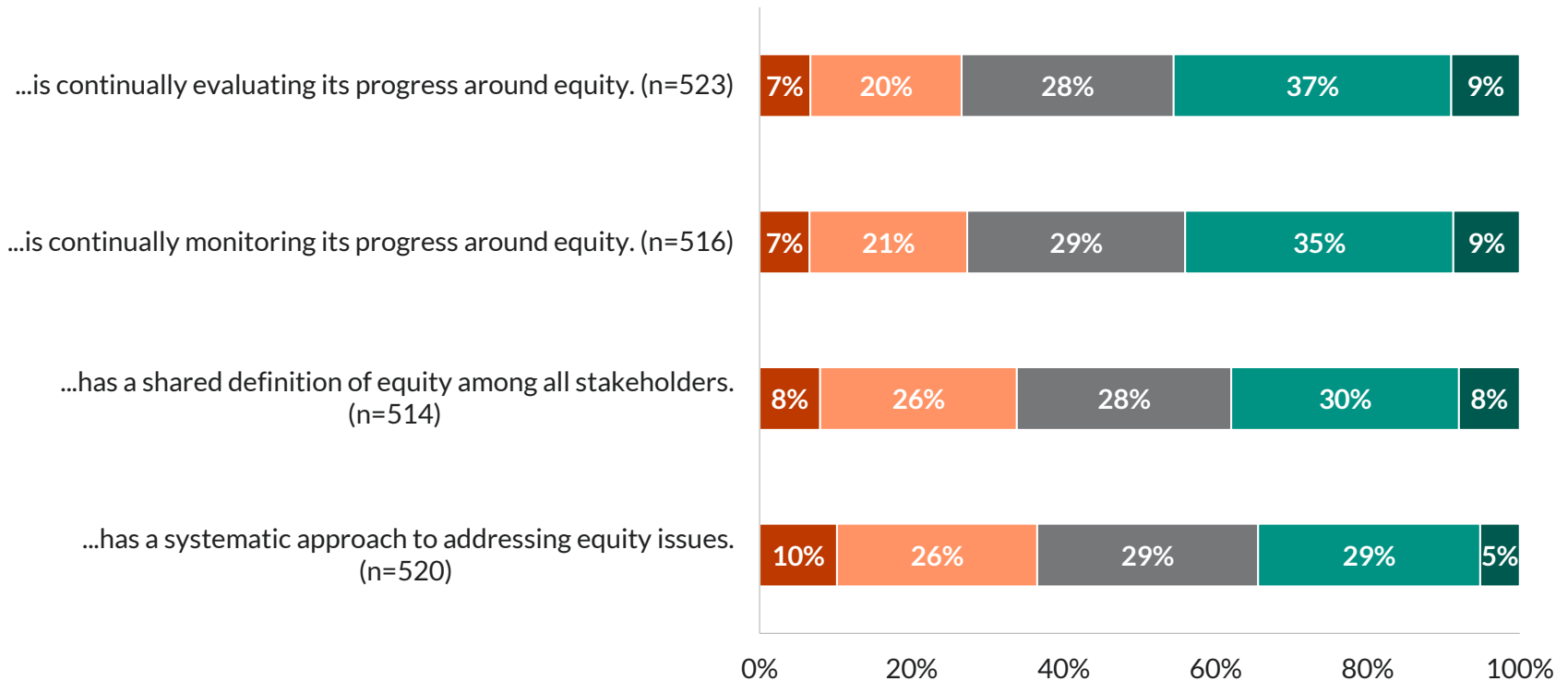


\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details.

# OVERALL PERCEPTIONS OF DISTRICT

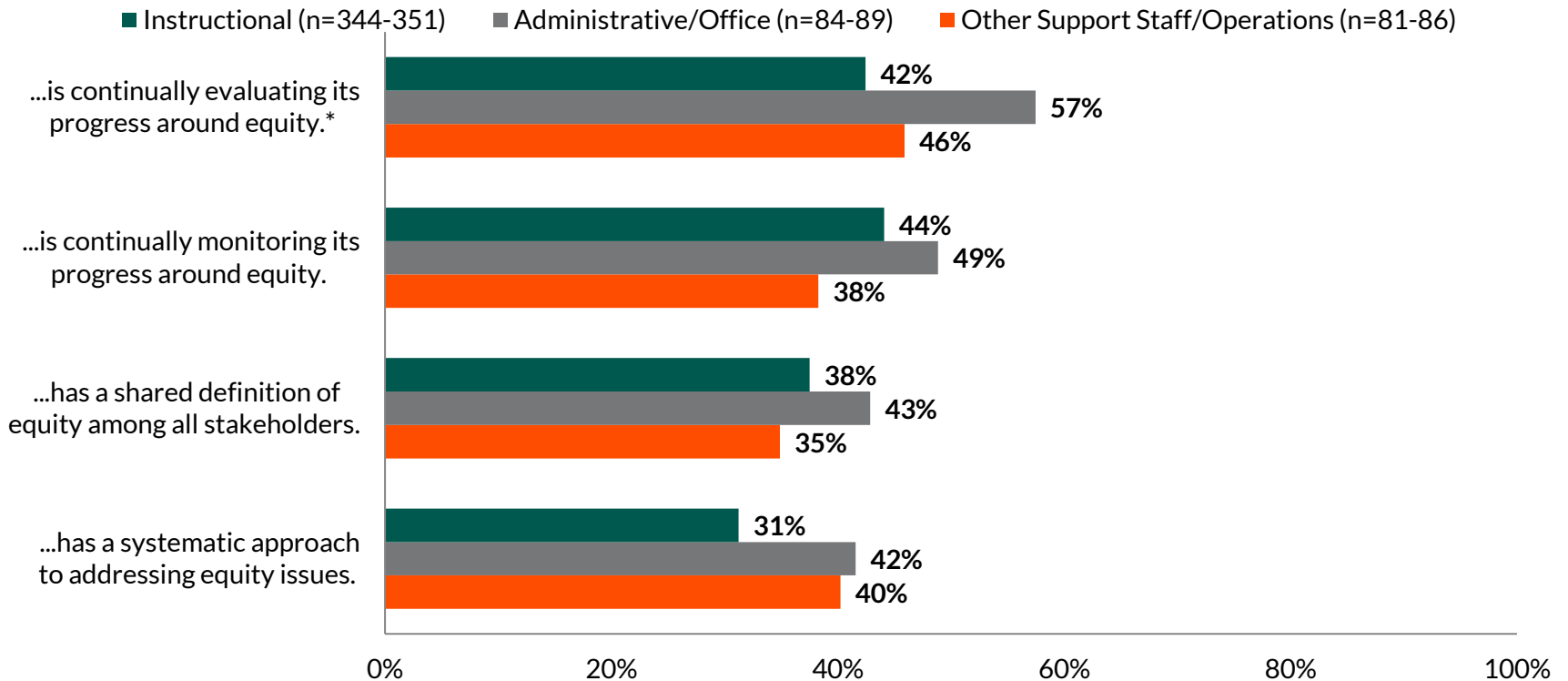
Please indicate how much you disagree or agree with the following statements:  
*My district...*

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



# PERCEPTIONS OF DISTRICT BY STAFF GROUP

Please indicate how much you disagree or agree with the following statements:  
**My district...**  
*% Agree or Strongly Agree*

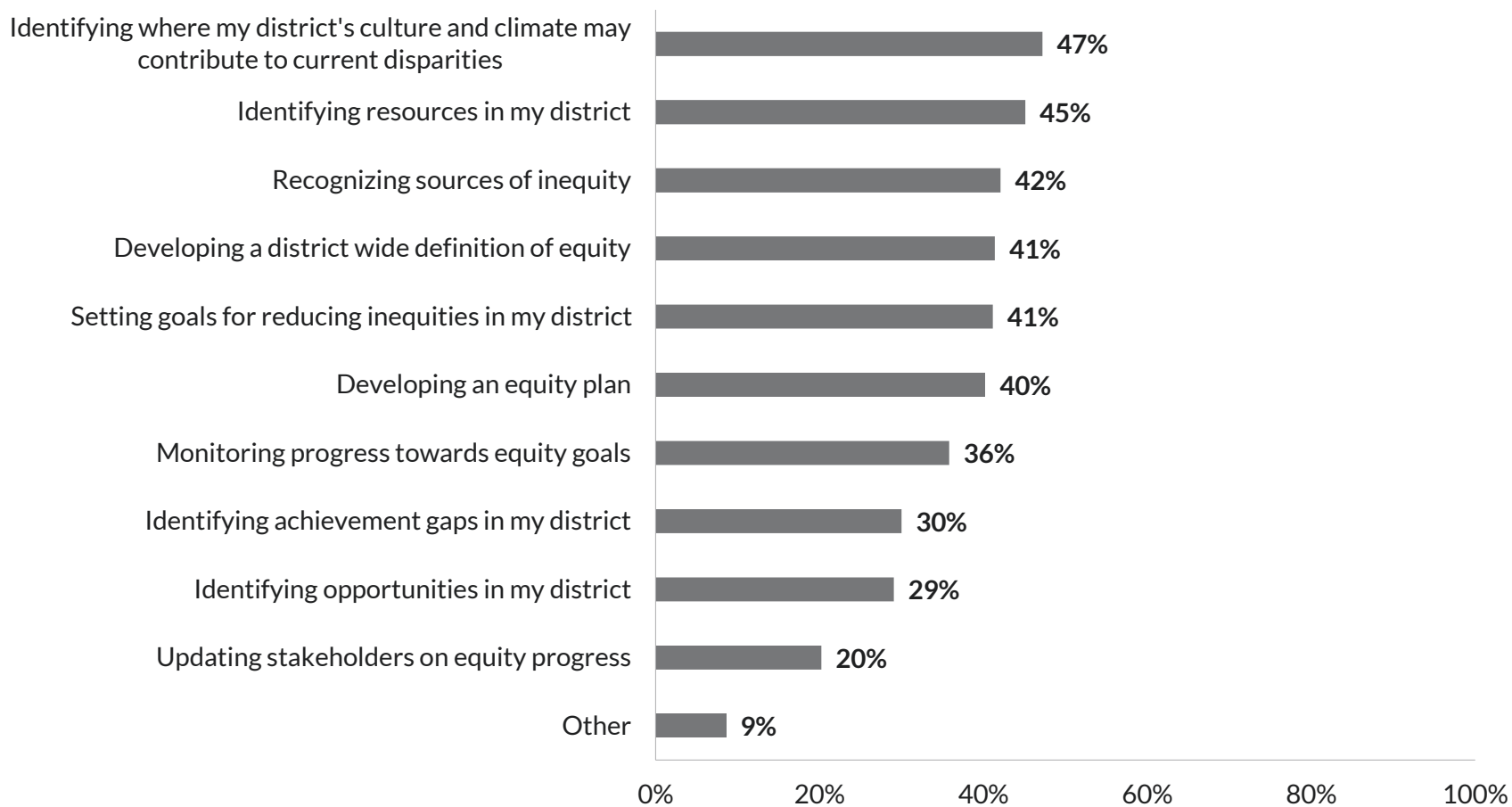


\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details.



# PROFESSIONAL DEVELOPMENT (PD) INTERESTS

Which of the following topics related to equity and inclusion are you most interested in learning about? (n=430)

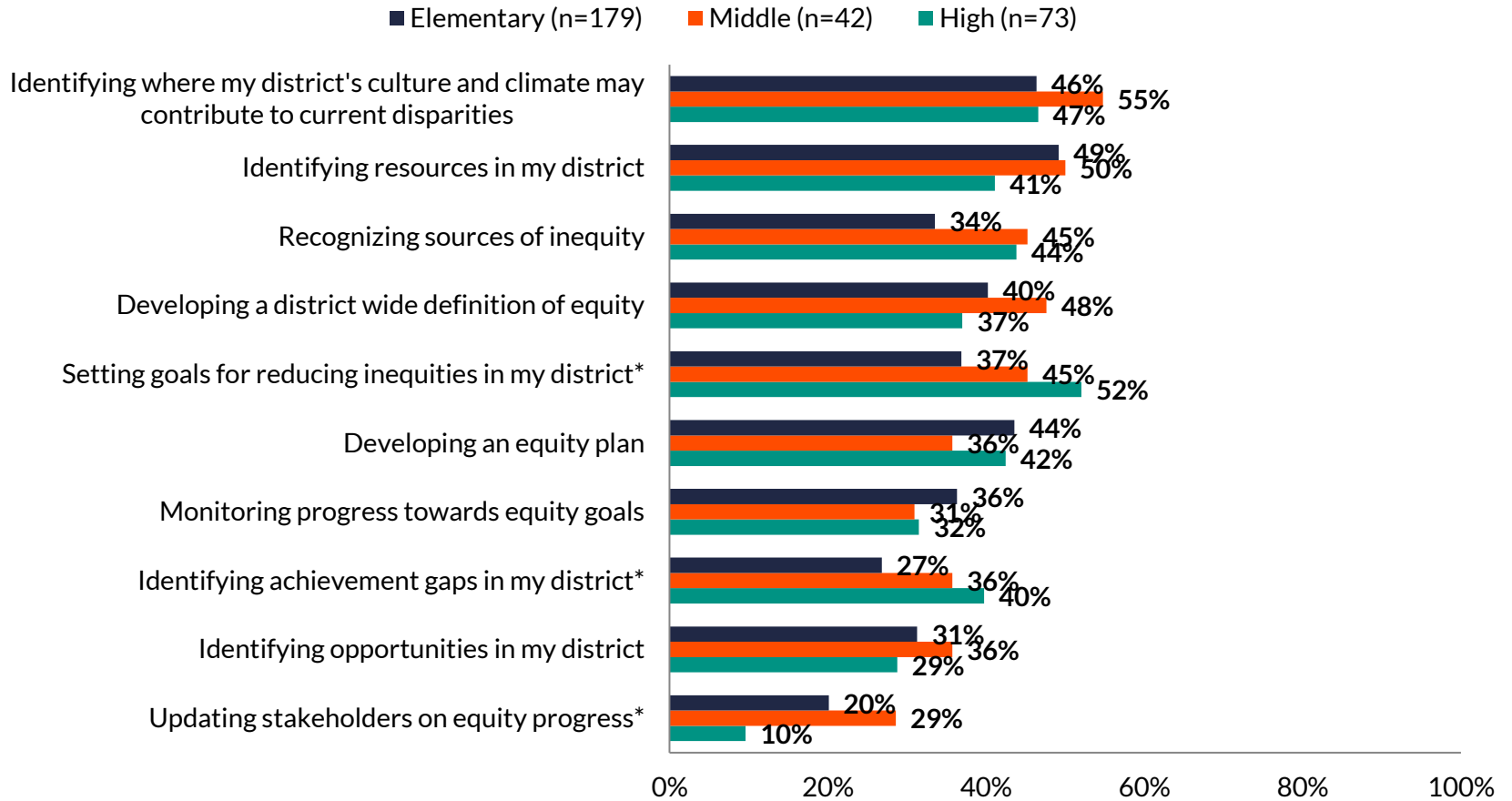


Respondents could select multiple options.



# PD INTERESTS BY SCHOOL LEVEL

Which of the following topics related to equity and inclusion are you most interested in learning about?



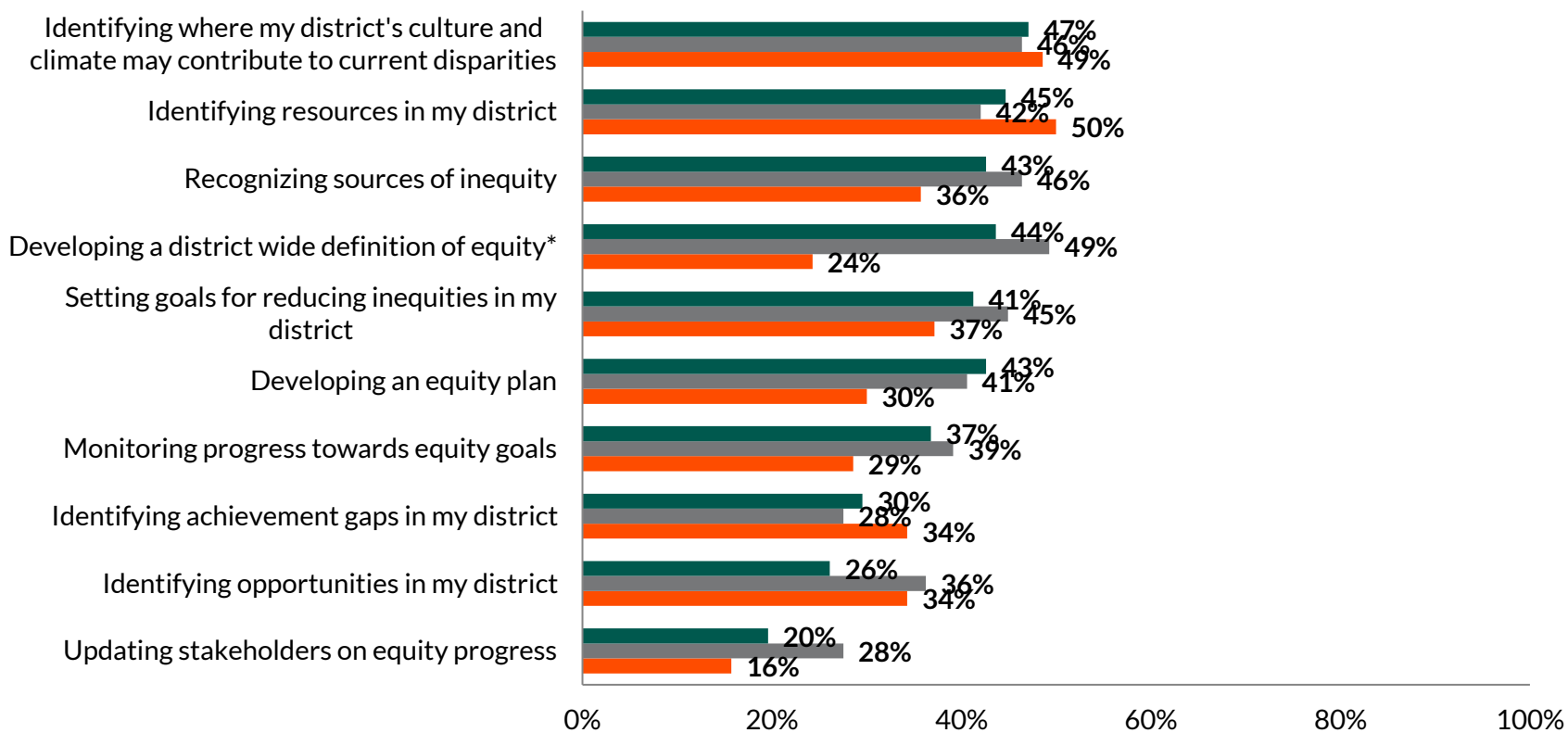
\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details. Respondents could select multiple options.



# PD INTERESTS BY STAFF GROUP

Which of the following topics related to equity and inclusion are you most interested in learning about?

■ Instructional (n=291)   ■ Administrative/Office (n=69)   ■ Other Support Staff/Operations (n=70)



\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details. Respondents could select multiple options.

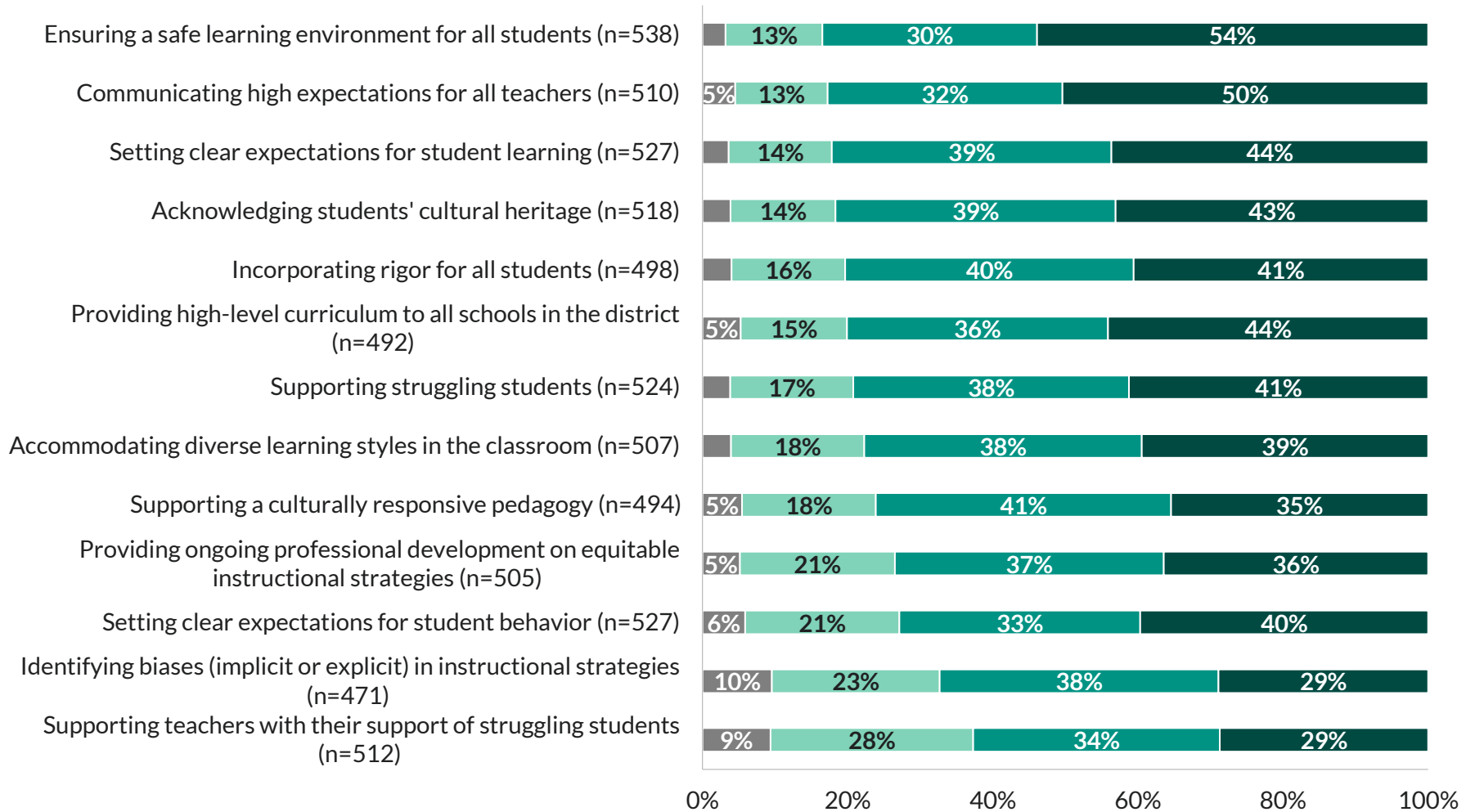
# **PRIORITIES & PERFORMANCE**

Instruction

# INSTRUCTION

## Priorities - Instruction

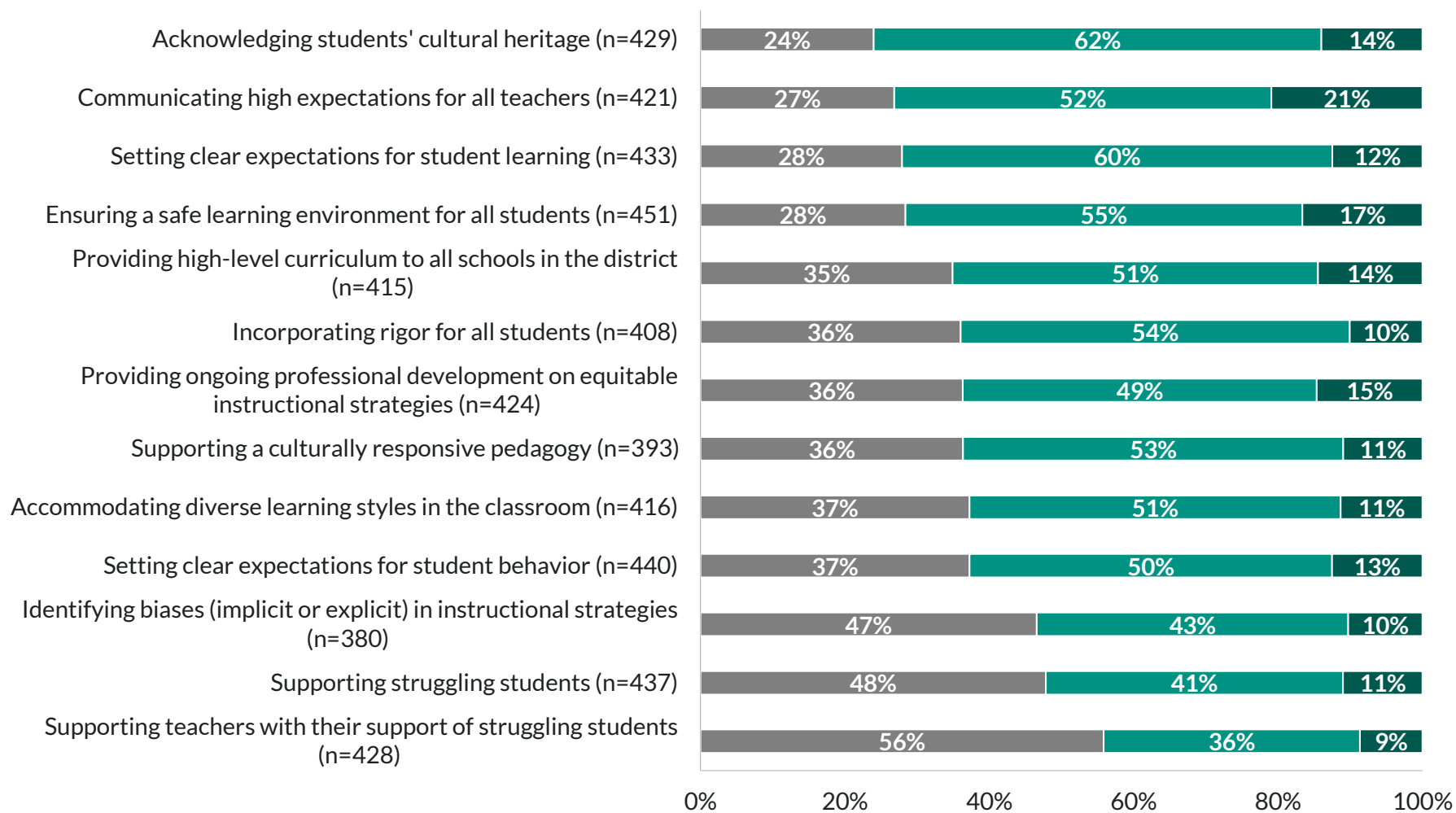
■ Not a priority ■ Low priority ■ Medium priority ■ High priority



# INSTRUCTION

## Performance - Instruction

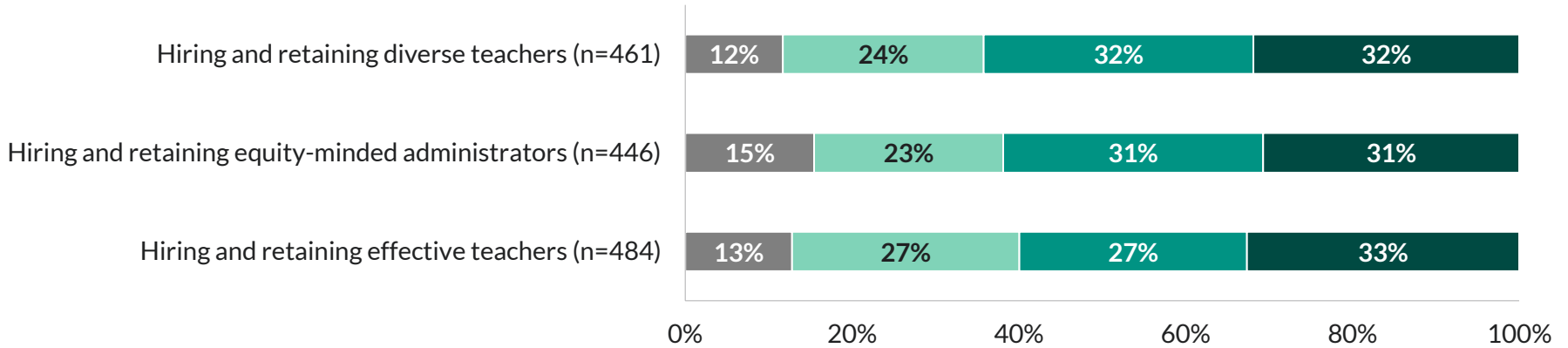
■ Does not meet expectations   ■ Meets expectations   ■ Exceeds expectations



# INSTRUCTION

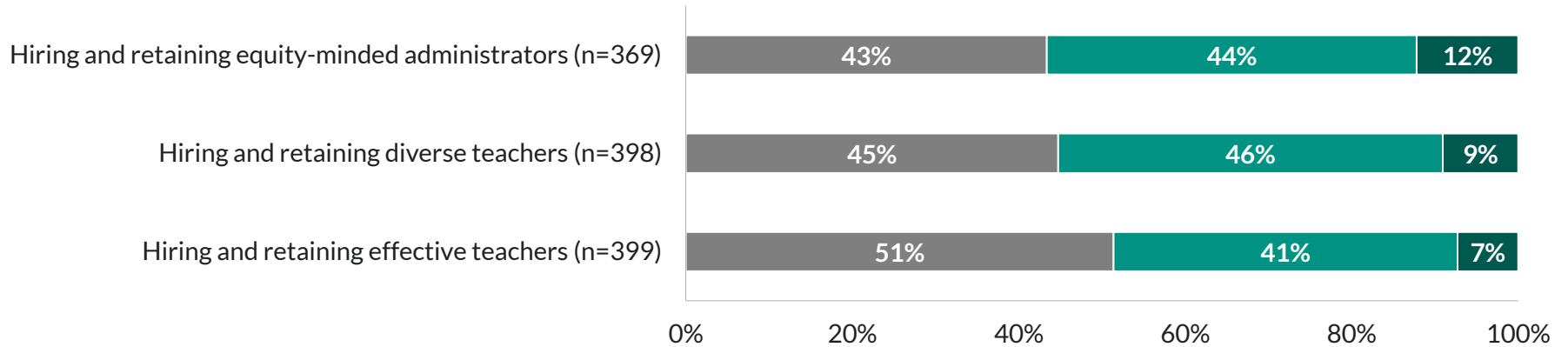
## Priorities - Instruction (hiring)

■ Not a priority   ■ Low priority   ■ Medium priority   ■ High priority

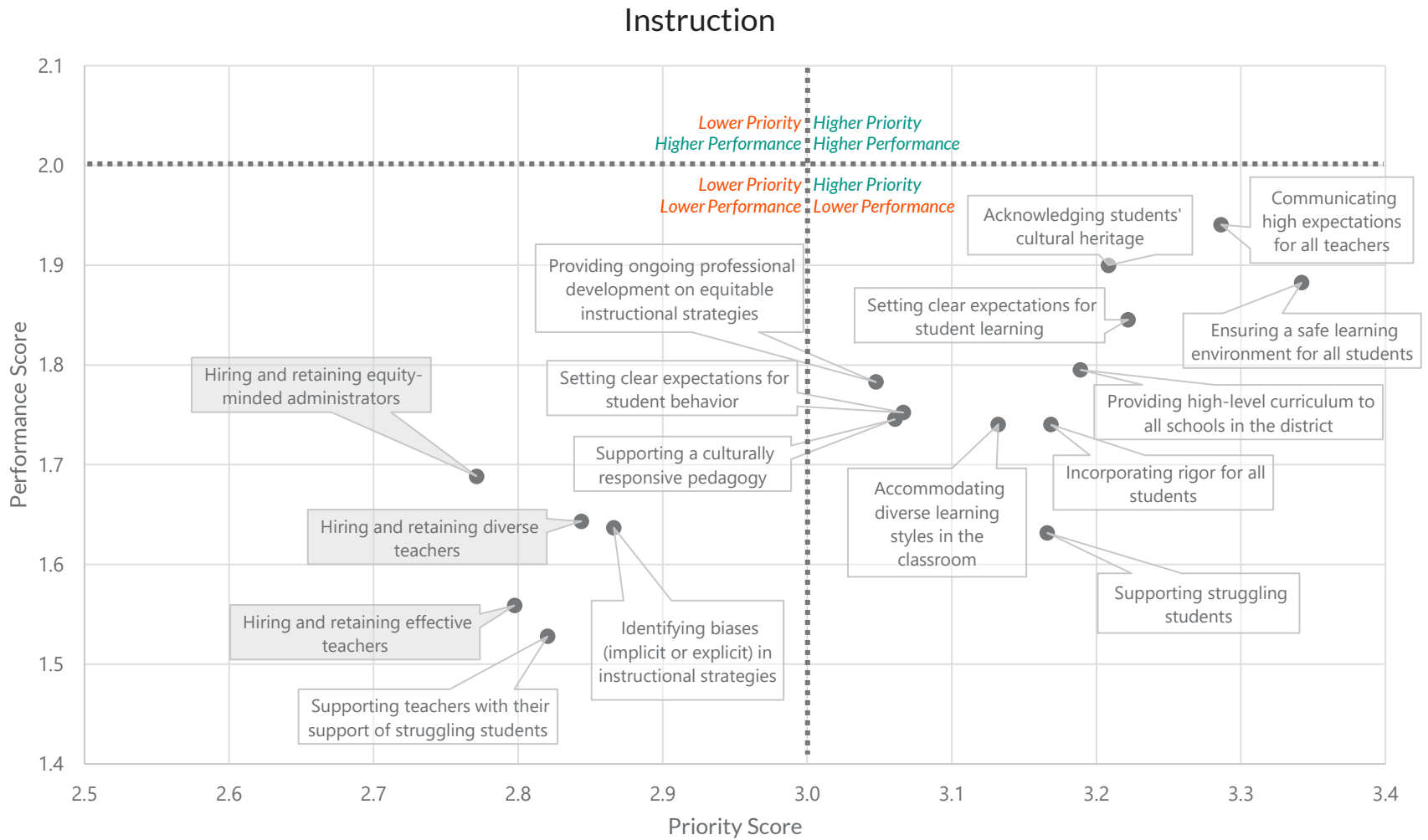


## Performance - Instruction (hiring)

■ Does not meet expectations   ■ Meets expectations   ■ Exceeds expectations



# PRIORITIES V. PERFORMANCE - INSTRUCTION



Priority scores are calculated averages based on responses of not a priority (1), low priority (2), medium priority (3), or high priority (4).  
 Performance scores are calculated averages based on responses of does not meet expectations (1), meets expectations (2) or exceeds expectations (3).





# PRIORITIES V. PERFORMANCE - INSTRUCTION

Survey item	Priority	Performance
Ensuring a safe learning environment for all students	3.34	1.88
Communicating high expectations for all teachers	3.29	1.94
Setting clear expectations for student learning	3.22	1.85
Acknowledging students' cultural heritage	3.21	1.90
Providing high-level curriculum to all schools in the district	3.19	1.80
Incorporating rigor for all students	3.17	1.74
Supporting struggling students	3.17	1.63
Accommodating diverse learning styles in the classroom	3.13	1.74
Setting clear expectations for student behavior	3.07	1.75
Supporting a culturally responsive pedagogy	3.06	1.75
Providing ongoing professional development on equitable instructional strategies	3.05	1.78
Identifying biases (implicit or explicit) in instructional strategies	2.87	1.64
Hiring and retaining diverse teachers	2.84	1.64
Supporting teachers with their support of struggling students	2.82	1.53
Hiring and retaining effective teachers	2.80	1.56
Hiring and retaining equity-minded administrators	2.77	1.69

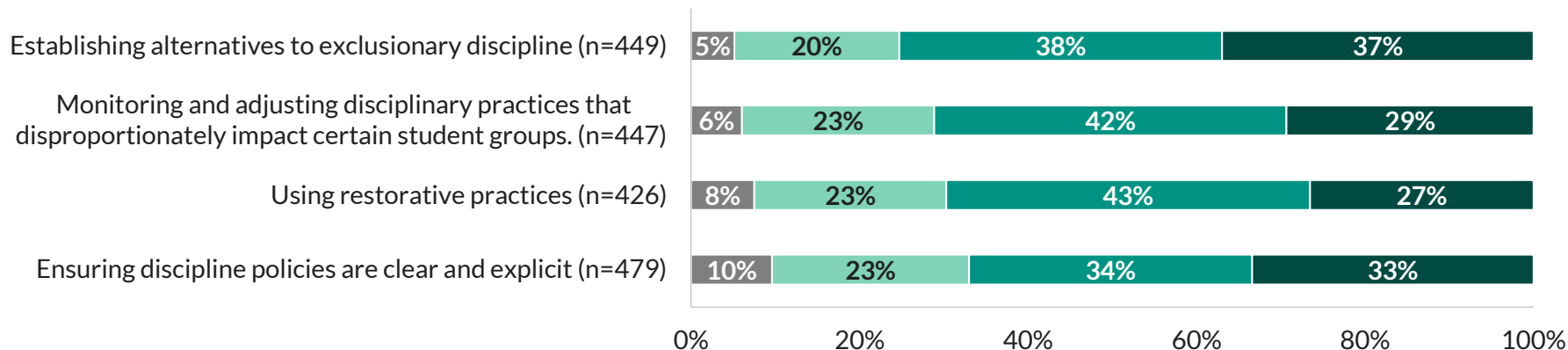
# **PRIORITIES & PERFORMANCE**

Discipline

# DISCIPLINE

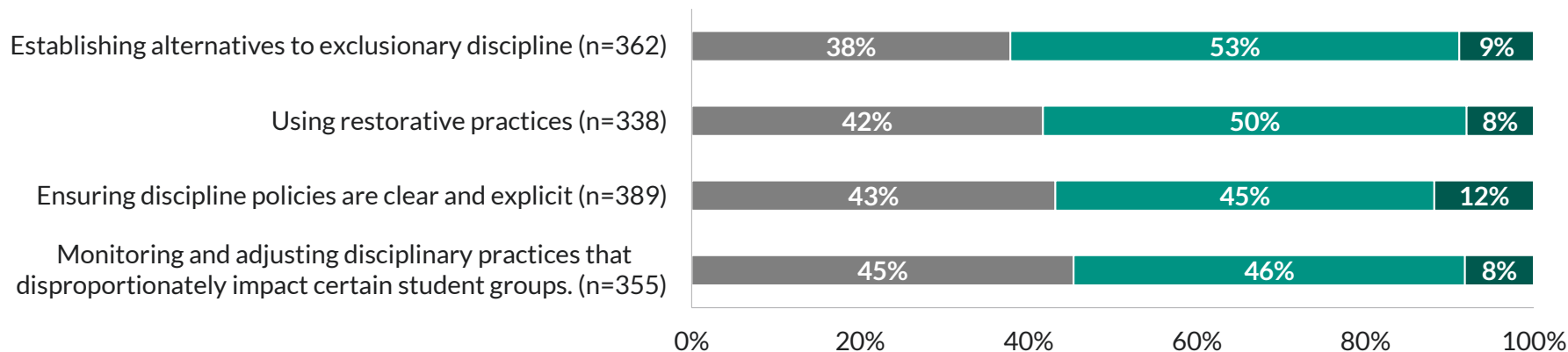
## Priorities - Discipline

■ Not a priority   ■ Low priority   ■ Medium priority   ■ High priority

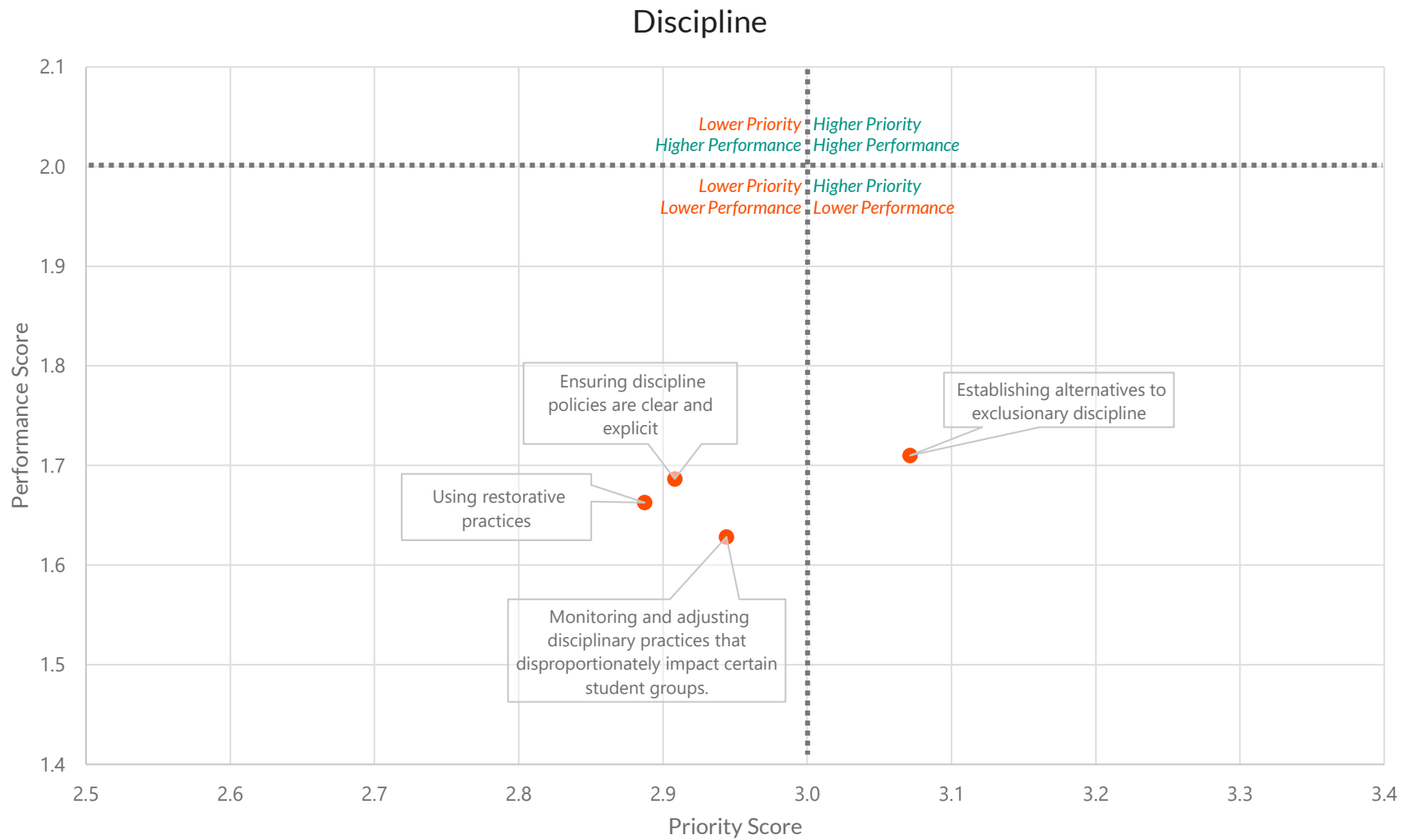


## Performance - Discipline

■ Does not meet expectations   ■ Meets expectations   ■ Exceeds expectations



# PRIORITIES V. PERFORMANCE - DISCIPLINE



Priority scores are calculated averages based on responses of not a priority (1), low priority (2), medium priority (3), or high priority (4).  
 Performance scores are calculated averages based on responses of does not meet expectations (1), meets expectations (2) or exceeds expectations (3).

# PRIORITIES V. PERFORMANCE - DISCIPLINE

Survey item	Priority	Performance
Establishing alternatives to exclusionary discipline	3.07	1.71
Monitoring and adjusting disciplinary practices that disproportionately impact certain student groups.	2.94	1.63
Ensuring discipline policies are clear and explicit	2.91	1.69
Using restorative practices	2.89	1.66

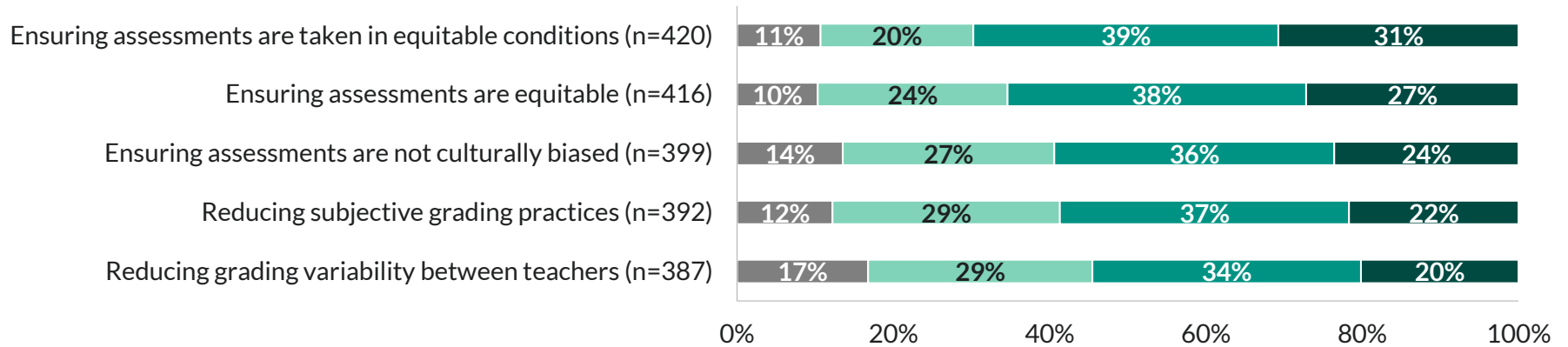
# **PRIORITIES & PERFORMANCE**

## Grading

# GRADING

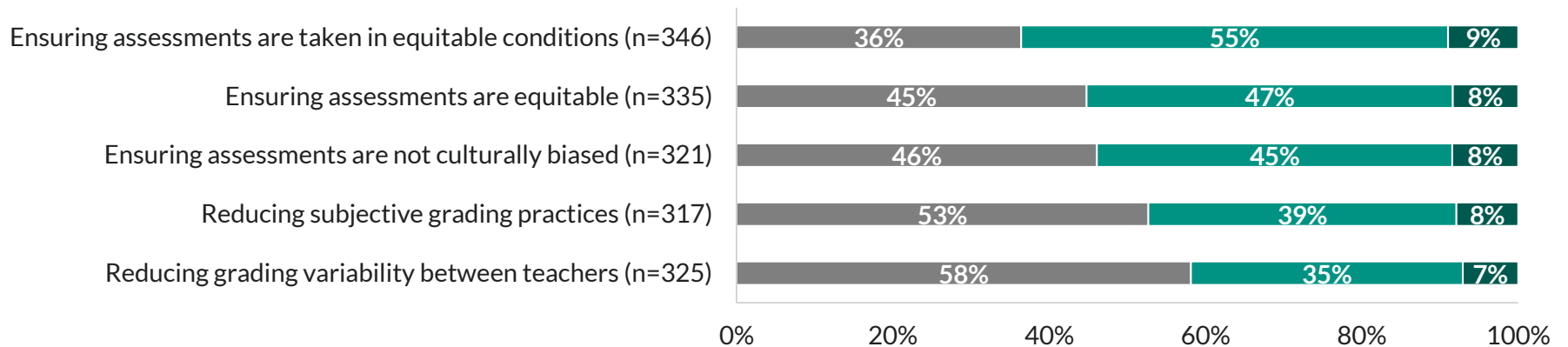
## Priorities - Grading

■ Not a priority ■ Low priority ■ Medium priority ■ High priority

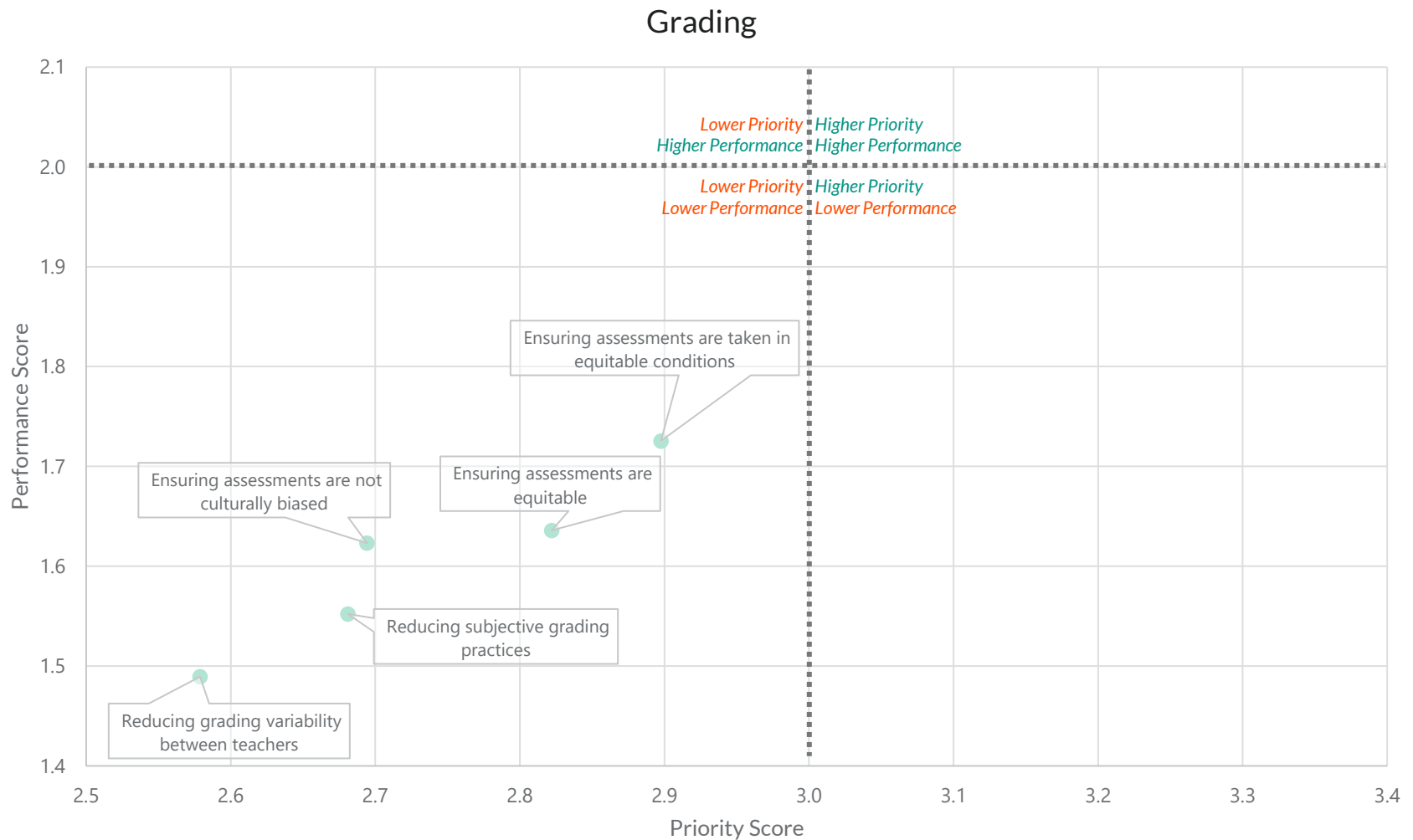


## Performance - Grading

■ Does not meet expectations ■ Meets expectations ■ Exceeds expectations



# PRIORITIES V. PERFORMANCE - GRADING



Priority scores are calculated averages based on responses of not a priority (1), low priority (2), medium priority (3), or high priority (4).  
 Performance scores are calculated averages based on responses of does not meet expectations (1), meets expectations (2) or exceeds expectations (3).





# PRIORITIES V. PERFORMANCE - GRADING

Survey item	Priority	Performance
Ensuring assessments are taken in equitable conditions	2.90	1.73
Ensuring assessments are equitable	2.82	1.64
Ensuring assessments are not culturally biased	2.69	1.62
Reducing subjective grading practices	2.68	1.55
Reducing grading variability between teachers	2.58	1.49

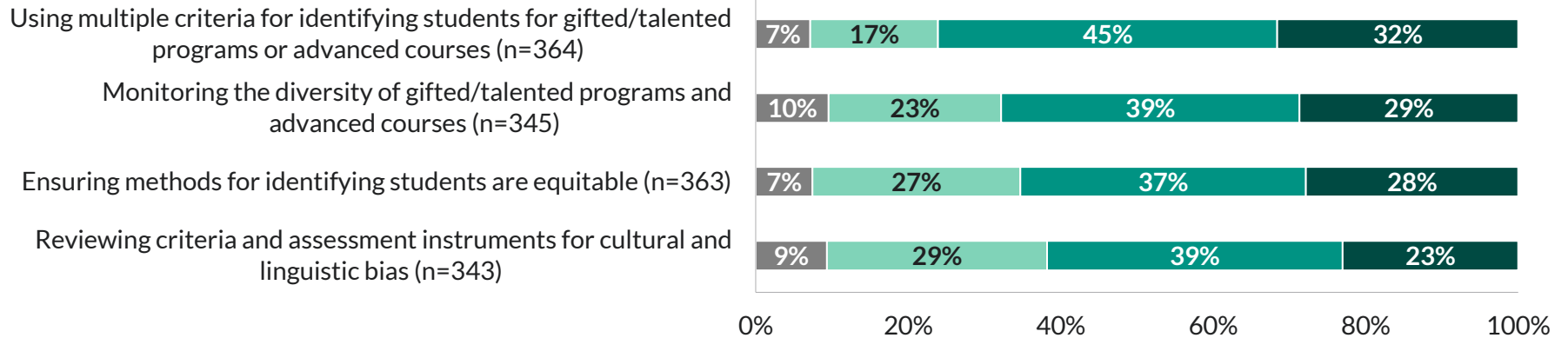
# **PRIORITIES & PERFORMANCE**

## Advanced Courses

# ADVANCED COURSES

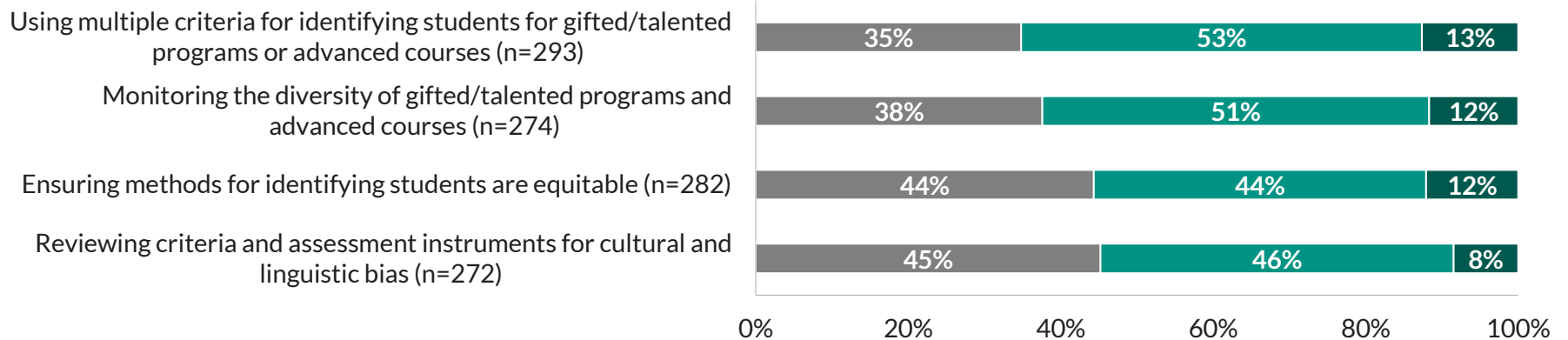
## Priorities - Advanced Courses

■ Not a priority ■ Low priority ■ Medium priority ■ High priority

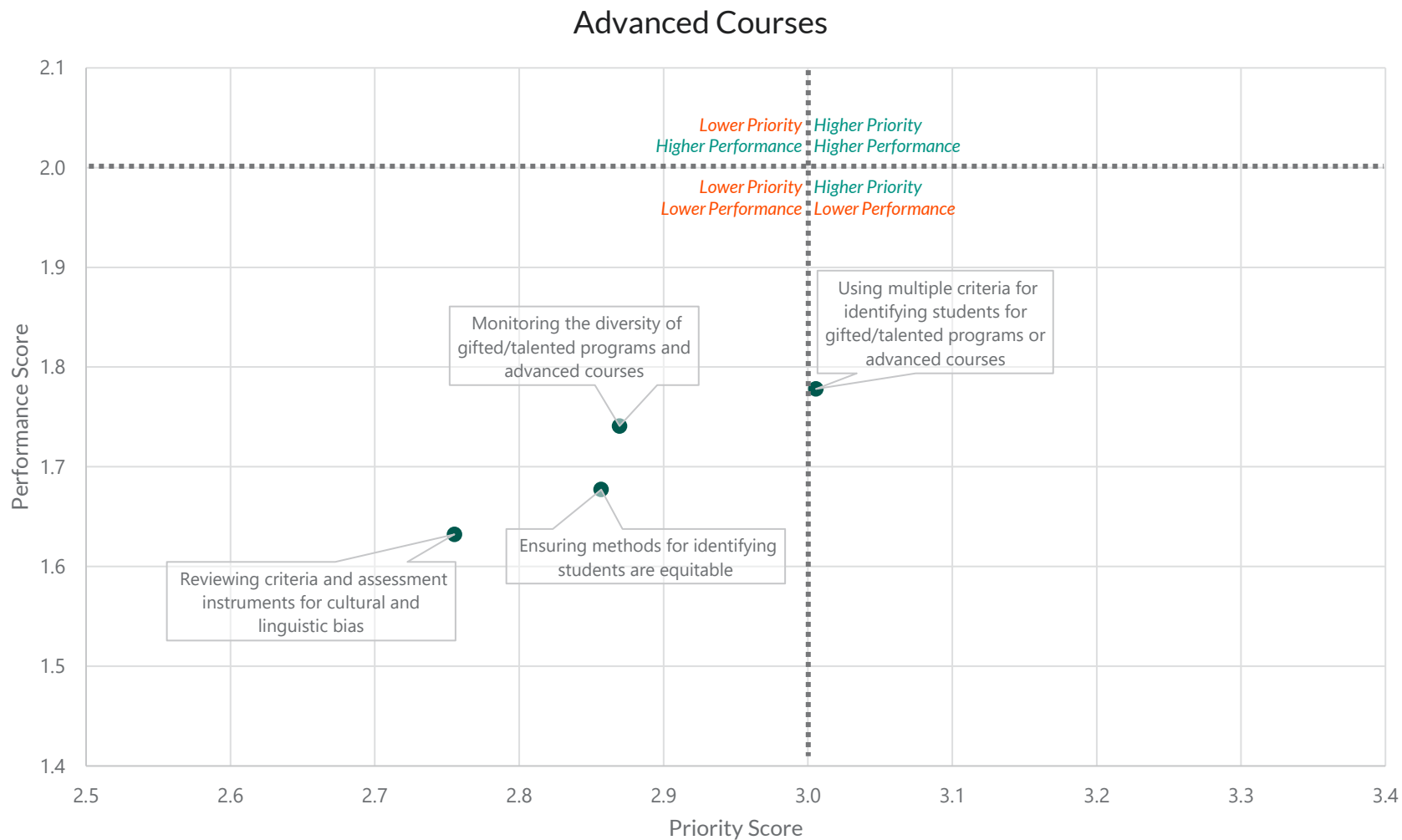


## Performance - Advanced Courses

■ Does not meet expectations ■ Meets expectations ■ Exceeds expectations



# PRIORITIES V. PERFORMANCE - ADVANCED COURSES



Priority scores are calculated averages based on responses of not a priority (1), low priority (2), medium priority (3), or high priority (4).

Performance scores are calculated averages based on responses of does not meet expectations (1), meets expectations (2) or exceeds expectations (3).

# PRIORITIES V. PERFORMANCE - ADVANCED COURSES

Survey item	Priority	Performance
Using multiple criteria for identifying students for gifted/talented programs or advanced courses	3.01	1.78
Monitoring the diversity of gifted/talented programs and advanced courses	2.87	1.74
Ensuring methods for identifying students are equitable	2.86	1.68
Reviewing criteria and assessment instruments for cultural and linguistic bias	2.76	1.63

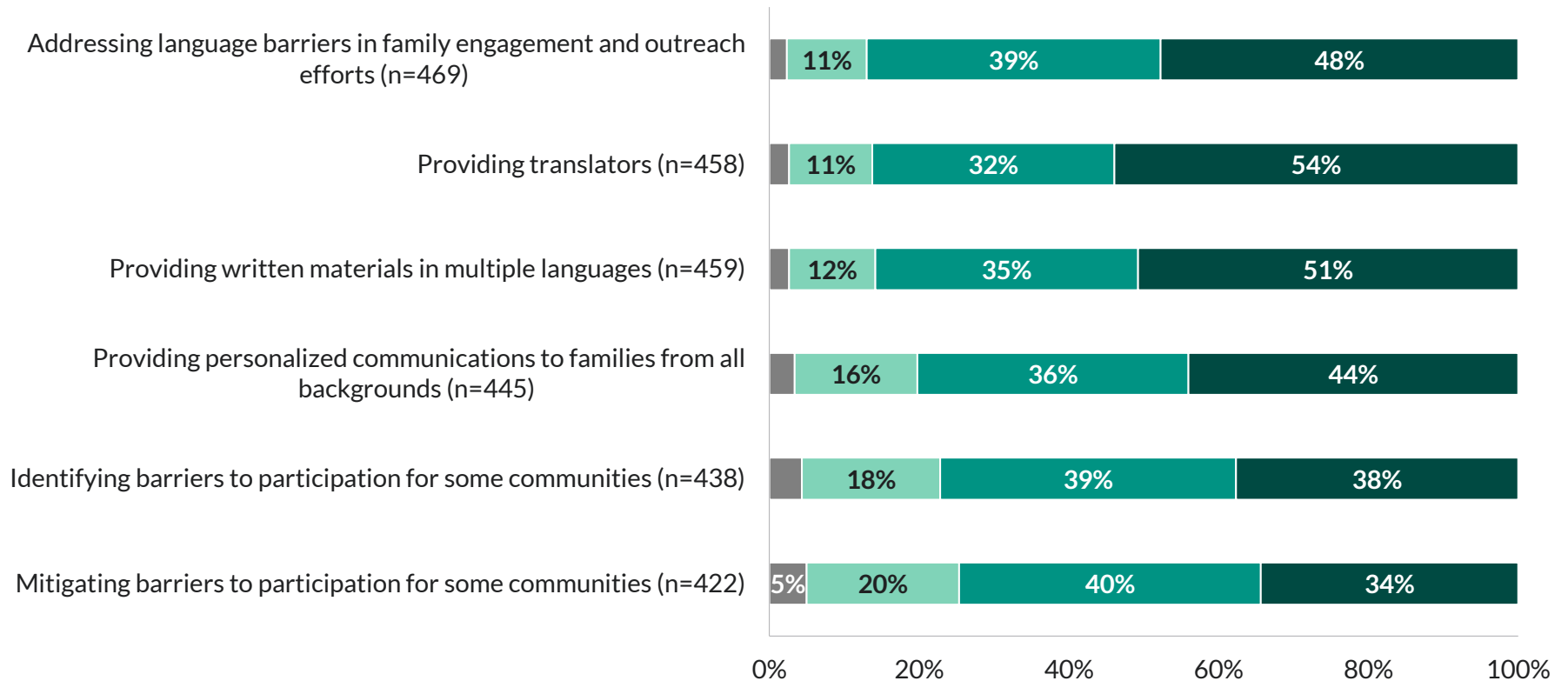
# **PRIORITIES & PERFORMANCE**

Engagement & Outreach

# ENGAGEMENT AND OUTREACH

## Priorities - Engagement and Outreach

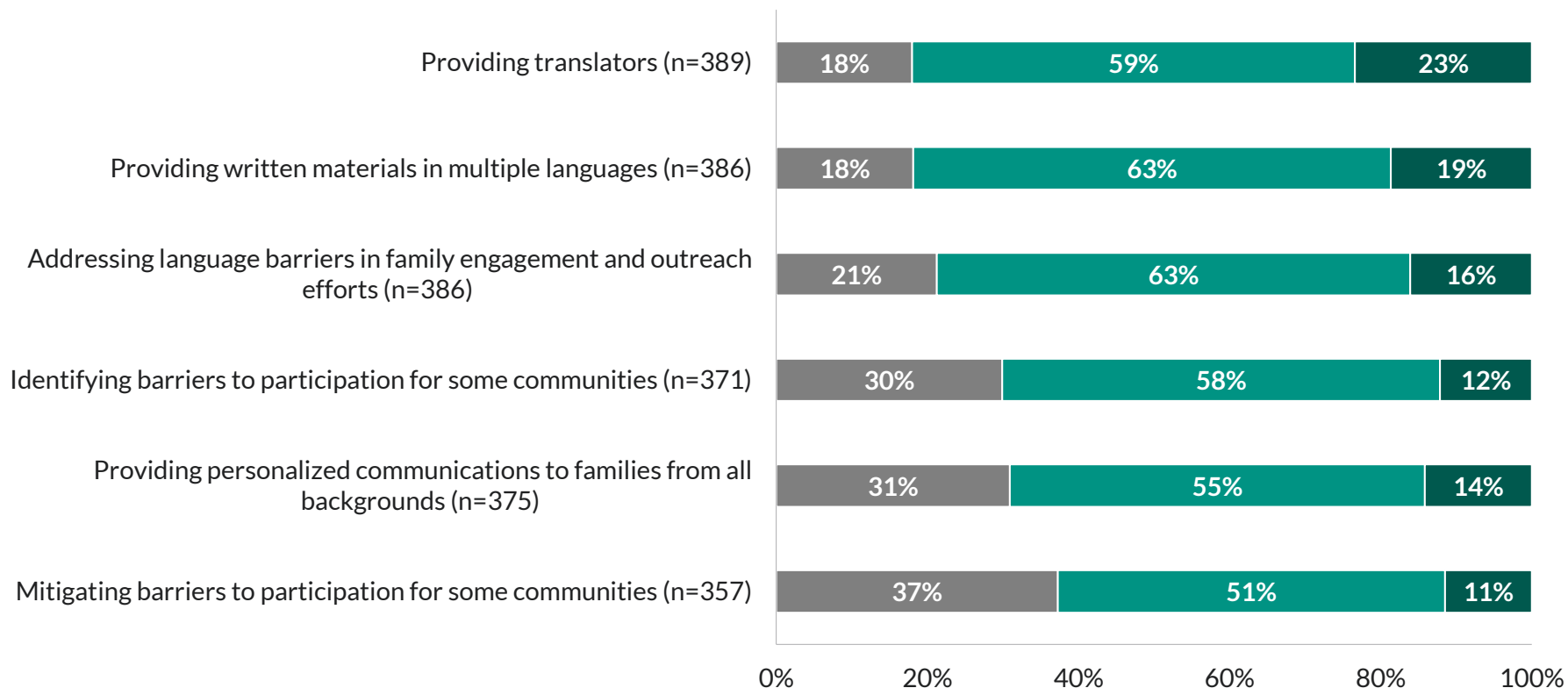
■ Not a priority ■ Low priority ■ Medium priority ■ High priority



# ENGAGEMENT AND OUTREACH

## Performance - Engagement and Outreach

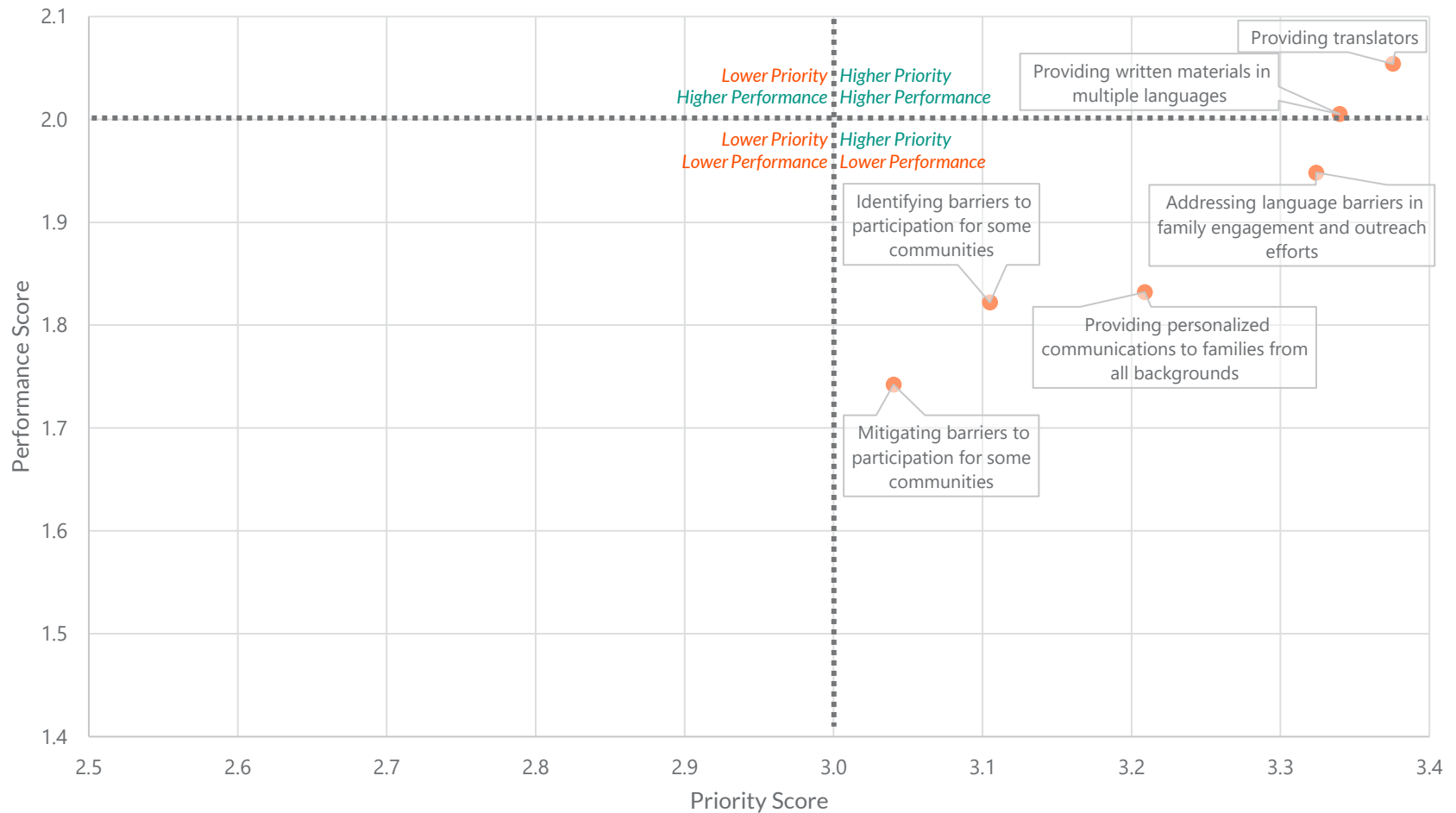
■ Does not meet expectations ■ Meets expectations ■ Exceeds expectations





# PRIORITIES V. PERFORMANCE – ENGAGEMENT AND OUTREACH

## Engagement and Outreach



Priority scores are calculated averages based on responses of not a priority (1), low priority (2), medium priority (3), or high priority (4).

Performance scores are calculated averages based on responses of does not meet expectations (1), meets expectations (2) or exceeds expectations (3).

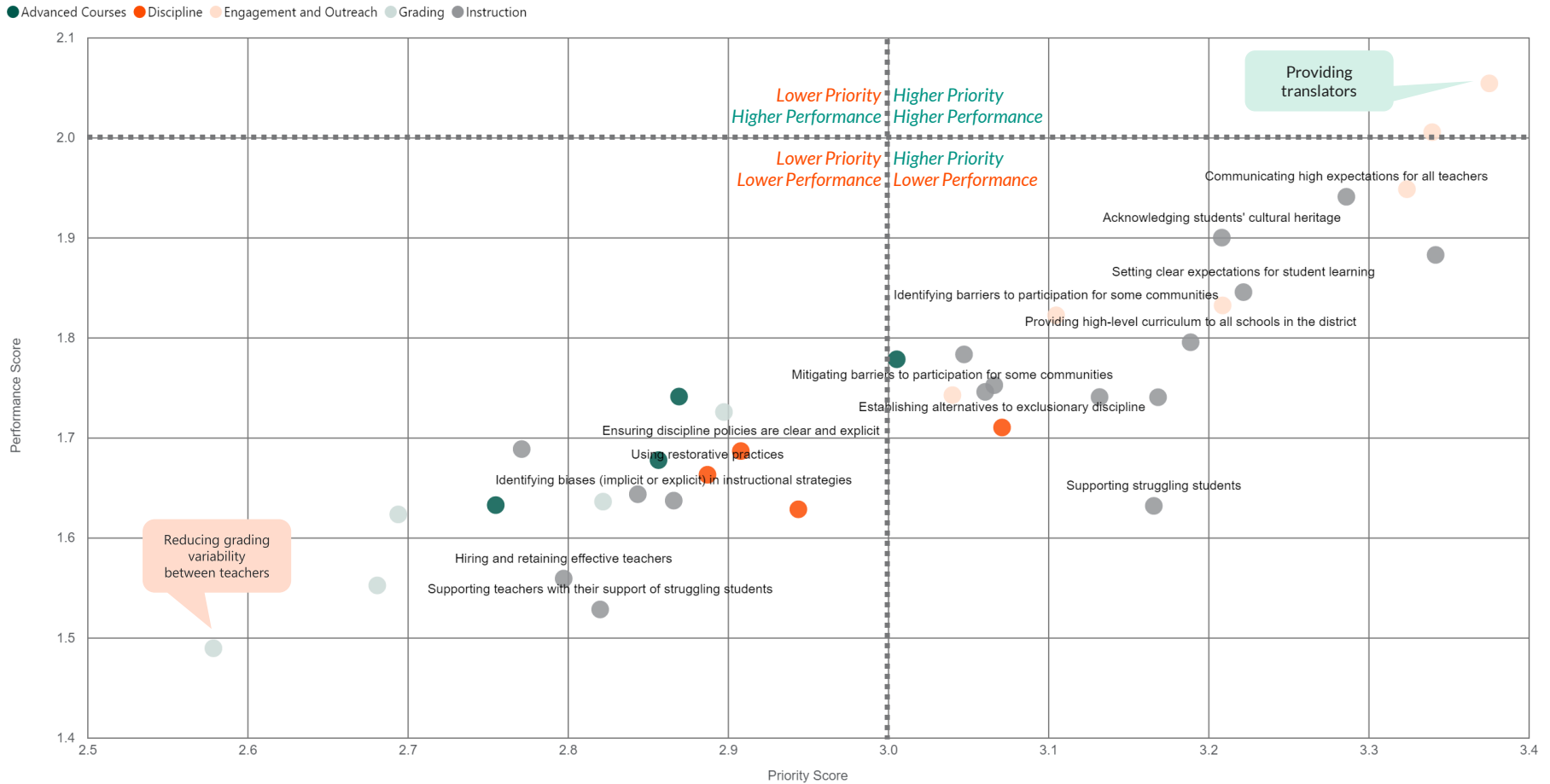
# PRIORITIES V. PERFORMANCE – ENGAGEMENT AND OUTREACH

Survey item	Priority	Performance
Providing translators	3.38	2.05
Providing written materials in multiple languages	3.34	2.01
Addressing language barriers in family engagement and outreach efforts	3.32	1.95
Providing personalized communications to families from all backgrounds	3.21	1.83
Identifying barriers to participation for some communities	3.11	1.82
Mitigating barriers to participation for some communities	3.04	1.74

# **PRIORITIES & PERFORMANCE**

All Categories

# PRIORITY V. PERFORMANCE – ALL CATEGORIES



Priority scores are calculated averages based on responses of not a priority (1), low priority (2), medium priority (3), or high priority (4).  
 Performance scores are calculated averages based on responses of does not meet expectations (1), meets expectations (2) or exceeds expectations (3).

# PRIORITY V. PERFORMANCE – ALL CATEGORIES

Category	Survey item	Priority	Performance
E & O	Providing translators	3.38	2.05
Instruction	Ensuring a safe learning environment for all students	3.34	1.88
E & O	Providing written materials in multiple languages	3.34	2.01
E & O	Addressing language barriers in family engagement and outreach efforts	3.32	1.95
Instruction	Communicating high expectations for all teachers	3.29	1.94
Instruction	Setting clear expectations for student learning	3.22	1.85
E & O	Providing personalized communications to families from all backgrounds	3.21	1.83
Instruction	Acknowledging students' cultural heritage	3.21	1.90
Instruction	Providing high-level curriculum to all schools in the district	3.19	1.80
Instruction	Incorporating rigor for all students	3.17	1.74
Instruction	Supporting struggling students	3.17	1.63
Instruction	Accommodating diverse learning styles in the classroom	3.13	1.74
E & O	Identifying barriers to participation for some communities	3.11	1.82
Discipline	Establishing alternatives to exclusionary discipline	3.07	1.71
Instruction	Setting clear expectations for student behavior	3.07	1.75
Instruction	Supporting a culturally responsive pedagogy	3.06	1.75
Instruction	Providing ongoing professional development on equitable instructional strategies	3.05	1.78
E & O	Mitigating barriers to participation for some communities	3.04	1.74
Advanced Courses	Using multiple criteria for identifying students for gifted/talented programs or advanced courses	3.01	1.78
Discipline	Monitoring and adjusting disciplinary practices that disproportionately impact certain student groups.	2.94	1.63
Discipline	Ensuring discipline policies are clear and explicit	2.91	1.69
Grading	Ensuring assessments are taken in equitable conditions	2.90	1.73
Discipline	Using restorative practices	2.89	1.66
Advanced Courses	Monitoring the diversity of gifted/talented programs and advanced courses	2.87	1.74
Instruction	Identifying biases (implicit or explicit) in instructional strategies	2.87	1.64
Advanced Courses	Ensuring methods for identifying students are equitable	2.86	1.68
Instruction	Hiring and retaining diverse teachers	2.84	1.64
Grading	Ensuring assessments are equitable	2.82	1.64
Instruction	Supporting teachers with their support of struggling students	2.82	1.53
Instruction	Hiring and retaining effective teachers	2.80	1.56
Instruction	Hiring and retaining equity-minded administrators	2.77	1.69
Advanced Courses	Reviewing criteria and assessment instruments for cultural and linguistic bias	2.76	1.63
Grading	Ensuring assessments are not culturally biased	2.69	1.62
Grading	Reducing subjective grading practices	2.68	1.55
Grading	Reducing grading variability between teachers	2.58	1.49

# PRIORITY SCORES BY SCHOOL LEVEL

Category	Priorities	Elem	Middle	High	Other school	District Office	Total
E & O	Providing translators*	3.33	3.34	3.51	3.26	3.61	3.38
Instruction	Ensuring a safe learning environment for all students*	3.37	3.41	3.40	3.07	3.62	3.34
E & O	Providing written materials in multiple languages	3.32	3.28	3.45	3.23	3.50	3.34
E & O	Addressing language barriers in family engagement and outreach efforts*	3.31	3.29	3.49	3.21	3.38	3.32
Instruction	Communicating high expectations for all teachers*	3.41	3.15	3.25	3.22	3.10	3.29
Instruction	Setting clear expectations for student learning*	3.33	3.27	3.02	3.09	3.33	3.22
E & O	Providing personalized communications to families from all backgrounds	3.20	3.32	3.26	3.11	3.25	3.21
Instruction	Acknowledging students' cultural heritage*	3.28	3.16	3.00	3.23	3.24	3.21
Instruction	Providing high-level curriculum to all schools in the district*	3.31	3.04	3.02	2.99	3.51	3.19
Instruction	Incorporating rigor for all students	3.23	3.16	3.17	3.07	3.12	3.17
Instruction	Supporting struggling students*	3.16	3.04	3.05	3.20	3.40	3.17
Instruction	Accommodating diverse learning styles in the classroom	3.22	2.98	3.01	3.12	3.10	3.13
E & O	Identifying barriers to participation for some communities	3.14	2.96	3.19	2.98	3.22	3.11
Discipline	Establishing alternatives to exclusionary discipline	3.09	3.14	3.04	2.96	3.20	3.07
Instruction	Setting clear expectations for student behavior*	3.17	3.14	2.95	2.76	3.38	3.07
Instruction	Supporting a culturally responsive pedagogy*	3.14	2.96	2.90	3.10	3.00	3.06
Instruction	Providing ongoing professional development on equitable instructional strategies*	3.09	2.96	2.84	2.99	3.42	3.05
E & O	Mitigating barriers to participation for some communities	3.11	2.91	3.07	2.93	3.09	3.04
Advanced Courses	Using multiple criteria for identifying students for gifted/talented programs or advanced courses*	3.13	3.21	2.57	2.84	3.25	3.01
Discipline	Monitoring and adjusting disciplinary practices that disproportionately impact certain student groups.	2.98	2.91	2.81	2.94	3.07	2.94
Discipline	Ensuring discipline policies are clear and explicit*	3.06	2.91	2.73	2.64	3.16	2.91
Grading	Ensuring assessments are taken in equitable conditions*	3.01	2.73	2.97	2.68	2.91	2.90
Discipline	Using restorative practices*	3.00	3.00	2.67	2.74	2.95	2.89
Advanced Courses	Monitoring the diversity of gifted/talented programs and advanced courses*	2.97	2.83	2.74	2.66	3.13	2.87
Instruction	Identifying biases (implicit or explicit) in instructional strategies*	2.99	2.73	2.59	2.86	2.95	2.87
Advanced Courses	Ensuring methods for identifying students are equitable*	2.97	2.91	2.70	2.62	3.06	2.86
Instruction	Hiring and retaining diverse teachers	2.88	2.91	2.78	2.73	2.93	2.84
Grading	Ensuring assessments are equitable	2.94	2.70	2.70	2.71	2.88	2.82
Instruction	Supporting teachers with their support of struggling students*	2.84	2.79	2.59	2.77	3.30	2.82
Instruction	Hiring and retaining effective teachers*	2.82	2.93	2.71	2.62	3.06	2.80
Instruction	Hiring and retaining equity-minded administrators	2.75	2.85	2.75	2.78	2.80	2.77
Advanced Courses	Reviewing criteria and assessment instruments for cultural and linguistic bias*	2.86	2.80	2.58	2.59	2.83	2.76
Grading	Ensuring assessments are not culturally biased*	2.82	2.51	2.51	2.63	2.76	2.69
Grading	Reducing subjective grading practices	2.75	2.56	2.63	2.69	2.59	2.68
Grading	Reducing grading variability between teachers	2.73	2.41	2.46	2.49	2.52	2.58

\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details.

# PERFORMANCE SCORES BY SCHOOL LEVEL

Category	Performance	Elem	Middle	High	Other school	District Office	Total
E & O	Providing translators*	2.01	2.21	2.19	1.92	2.14	2.05
E & O	Providing written materials in multiple languages	1.99	2.10	2.04	1.93	2.08	2.01
E & O	Addressing language barriers in family engagement and outreach efforts	1.95	1.97	2.00	1.87	2.00	1.95
Instruction	Communicating high expectations for all teachers	2.00	1.95	1.91	1.84	1.97	1.94
Instruction	Acknowledging students' cultural heritage*	1.96	1.82	1.78	1.99	1.70	1.90
Instruction	Ensuring a safe learning environment for all students*	1.94	1.91	1.86	1.72	2.07	1.88
Instruction	Setting clear expectations for student learning*	1.94	1.77	1.80	1.73	1.86	1.85
E & O	Providing personalized communications to families from all backgrounds	1.83	1.92	1.87	1.80	1.74	1.83
E & O	Identifying barriers to participation for some communities	1.85	1.84	1.86	1.78	1.70	1.82
Instruction	Providing high-level curriculum to all schools in the district*	1.86	1.70	1.72	1.66	2.05	1.80
Instruction	Providing ongoing professional development on equitable instructional strategies*	1.80	1.65	1.66	1.79	2.05	1.78
Advanced Courses	Using multiple criteria for identifying students for gifted/talented programs or advanced courses*	1.87	1.76	1.68	1.75	1.58	1.78
Instruction	Setting clear expectations for student behavior*	1.80	1.89	1.68	1.66	1.75	1.75
Instruction	Supporting a culturally responsive pedagogy*	1.80	1.68	1.68	1.82	1.52	1.75
E & O	Mitigating barriers to participation for some communities	1.78	1.81	1.76	1.71	1.56	1.74
Advanced Courses	Monitoring the diversity of gifted/talented programs and advanced courses	1.83	1.66	1.67	1.71	1.64	1.74
Instruction	Accommodating diverse learning styles in the classroom*	1.80	1.76	1.73	1.71	1.55	1.74
Instruction	Incorporating rigor for all students*	1.86	1.67	1.62	1.69	1.66	1.74
Grading	Ensuring assessments are taken in equitable conditions*	1.79	1.54	1.77	1.66	1.69	1.73
Discipline	Establishing alternatives to exclusionary discipline	1.74	1.63	1.73	1.62	1.81	1.71
Instruction	Hiring and retaining equity-minded administrators	1.69	1.67	1.76	1.67	1.66	1.69
Discipline	Ensuring discipline policies are clear and explicit*	1.78	1.79	1.68	1.45	1.72	1.69
Advanced Courses	Ensuring methods for identifying students are equitable*	1.76	1.71	1.67	1.60	1.42	1.68
Discipline	Using restorative practices*	1.76	1.63	1.61	1.58	1.55	1.66
Instruction	Hiring and retaining diverse teachers	1.67	1.62	1.66	1.59	1.65	1.64
Instruction	Identifying biases (implicit or explicit) in instructional strategies	1.72	1.56	1.55	1.62	1.59	1.64
Grading	Ensuring assessments are equitable	1.71	1.53	1.63	1.58	1.57	1.64
Advanced Courses	Reviewing criteria and assessment instruments for cultural and linguistic bias	1.71	1.62	1.50	1.62	1.55	1.63
Instruction	Supporting struggling students	1.64	1.59	1.67	1.60	1.64	1.63
Discipline	Monitoring and adjusting disciplinary practices that disproportionately impact certain student groups.	1.66	1.65	1.63	1.59	1.50	1.63
Grading	Ensuring assessments are not culturally biased	1.72	1.49	1.56	1.61	1.48	1.62
Instruction	Hiring and retaining effective teachers	1.59	1.58	1.58	1.46	1.59	1.56
Grading	Reducing subjective grading practices	1.65	1.44	1.55	1.50	1.39	1.55
Instruction	Supporting teachers with their support of struggling students	1.56	1.55	1.44	1.49	1.63	1.53
Grading	Reducing grading variability between teachers*	1.61	1.26	1.50	1.42	1.32	1.49

\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details.

# PRIORITY SCORES BY STAFF GROUP

Category	Priorities	Instructional	Admin/ Office	Other Support Staff/ Operations	Total
E & O	Providing translators*	3.32	3.53	3.47	3.38
Instruction	Ensuring a safe learning environment for all students*	3.25	3.56	3.47	3.34
E & O	Providing written materials in multiple languages	3.30	3.47	3.37	3.34
E & O	Addressing language barriers in family engagement and outreach efforts*	3.27	3.48	3.40	3.32
Instruction	Communicating high expectations for all teachers	3.25	3.33	3.41	3.29
Instruction	Setting clear expectations for student learning*	3.14	3.44	3.35	3.22
E & O	Providing personalized communications to families from all backgrounds	3.20	3.26	3.21	3.21
Instruction	Acknowledging students' cultural heritage	3.20	3.29	3.18	3.21
Instruction	Providing high-level curriculum to all schools in the district*	3.08	3.51	3.36	3.19
Instruction	Incorporating rigor for all students*	3.11	3.41	3.21	3.17
Instruction	Supporting struggling students*	3.11	3.40	3.18	3.17
Instruction	Accommodating diverse learning styles in the classroom	3.08	3.29	3.20	3.13
E & O	Identifying barriers to participation for some communities*	3.04	3.30	3.22	3.11
Discipline	Establishing alternatives to exclusionary discipline*	3.02	3.33	3.08	3.07
Instruction	Setting clear expectations for student behavior*	2.90	3.46	3.37	3.07
Instruction	Supporting a culturally responsive pedagogy*	2.99	3.27	3.16	3.06
Instruction	Providing ongoing professional development on equitable instructional strategies*	2.95	3.40	3.12	3.05
E & O	Mitigating barriers to participation for some communities	3.00	3.20	3.08	3.04
Advanced Courses	Using multiple criteria for identifying students for gifted/talented programs or advanced courses*	2.93	3.27	3.11	3.01
Discipline	Monitoring and adjusting disciplinary practices that disproportionately impact certain student groups.	2.91	3.14	2.93	2.94
Discipline	Ensuring discipline policies are clear and explicit*	2.77	3.23	3.23	2.91
Grading	Ensuring assessments are taken in equitable conditions*	2.81	2.98	3.31	2.90
Discipline	Using restorative practices*	2.82	3.18	2.91	2.89
Advanced Courses	Monitoring the diversity of gifted/talented programs and advanced courses*	2.78	3.15	3.04	2.87
Instruction	Identifying biases (implicit or explicit) in instructional strategies*	2.77	3.09	3.11	2.87
Advanced Courses	Ensuring methods for identifying students are equitable*	2.75	3.20	3.11	2.86
Instruction	Hiring and retaining diverse teachers*	2.75	3.13	2.96	2.84
Grading	Ensuring assessments are equitable*	2.74	2.93	3.20	2.82
Instruction	Supporting teachers with their support of struggling students*	2.70	3.23	2.96	2.82
Instruction	Hiring and retaining effective teachers*	2.68	3.24	2.87	2.80
Instruction	Hiring and retaining equity-minded administrators	2.73	3.00	2.70	2.77
Advanced Courses	Reviewing criteria and assessment instruments for cultural and linguistic bias*	2.66	2.85	3.15	2.76
Grading	Ensuring assessments are not culturally biased*	2.62	2.70	3.09	2.69
Grading	Reducing subjective grading practices*	2.62	2.62	3.10	2.68
Grading	Reducing grading variability between teachers*	2.51	2.60	3.02	2.58

\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details.



# PERFORMANCE SCORES BY STAFF GROUP

Category	Performance	Instructional	Admin/ Office	Other Support Staff/ Operations	Total
E & O	Providing translators	2.01	2.13	2.18	2.05
E & O	Providing written materials in multiple languages	1.97	2.08	2.11	2.01
E & O	Addressing language barriers in family engagement and outreach efforts	1.91	2.05	2.02	1.95
Instruction	Communicating high expectations for all teachers	1.89	2.06	2.09	1.94
Instruction	Acknowledging students' cultural heritage	1.88	1.93	1.94	1.90
Instruction	Ensuring a safe learning environment for all students*	1.81	1.97	2.12	1.88
Instruction	Setting clear expectations for student learning*	1.78	2.00	2.02	1.85
E & O	Providing personalized communications to families from all backgrounds	1.81	1.92	1.86	1.83
E & O	Identifying barriers to participation for some communities	1.79	1.96	1.86	1.82
Instruction	Providing high-level curriculum to all schools in the district*	1.70	2.17	1.89	1.80
Instruction	Providing ongoing professional development on equitable instructional strategies*	1.69	2.02	2.02	1.78
Advanced Courses	Using multiple criteria for identifying students for gifted/talented programs or advanced courses	1.74	1.84	1.90	1.78
Instruction	Setting clear expectations for student behavior*	1.67	1.89	2.00	1.75
Instruction	Supporting a culturally responsive pedagogy	1.72	1.76	1.85	1.75
E & O	Mitigating barriers to participation for some communities	1.72	1.78	1.83	1.74
Advanced Courses	Monitoring the diversity of gifted/talented programs and advanced courses	1.70	1.89	1.82	1.74
Instruction	Accommodating diverse learning styles in the classroom	1.72	1.85	1.76	1.74
Instruction	Incorporating rigor for all students	1.70	1.85	1.87	1.74
Grading	Ensuring assessments are taken in equitable conditions*	1.67	1.75	2.02	1.73
Discipline	Establishing alternatives to exclusionary discipline*	1.65	1.94	1.79	1.71
Instruction	Hiring and retaining equity-minded administrators	1.67	1.72	1.74	1.69
Discipline	Ensuring discipline policies are clear and explicit*	1.60	1.89	1.93	1.69
Advanced Courses	Ensuring methods for identifying students are equitable*	1.62	1.89	1.79	1.68
Discipline	Using restorative practices	1.62	1.77	1.78	1.66
Instruction	Hiring and retaining diverse teachers*	1.61	1.64	1.80	1.64
Instruction	Identifying biases (implicit or explicit) in instructional strategies*	1.58	1.76	1.82	1.64
Grading	Ensuring assessments are equitable*	1.59	1.64	1.92	1.64
Advanced Courses	Reviewing criteria and assessment instruments for cultural and linguistic bias*	1.58	1.76	1.82	1.63
Instruction	Supporting struggling students*	1.58	1.78	1.75	1.63
Discipline	Monitoring and adjusting disciplinary practices that disproportionately impact certain student groups.	1.61	1.59	1.73	1.63
Grading	Ensuring assessments are not culturally biased*	1.60	1.57	1.86	1.62
Instruction	Hiring and retaining effective teachers*	1.51	1.64	1.72	1.56
Grading	Reducing subjective grading practices*	1.55	1.38	1.76	1.55
Instruction	Supporting teachers with their support of struggling students*	1.47	1.71	1.65	1.53
Grading	Reducing grading variability between teachers*	1.46	1.39	1.82	1.49

\*indicates there is a statistically significant difference between one or more groups for this item. See data supplement for details.

# RESPONDENT CHARACTERISTICS



## Role (regrouped) (n=599)

Instructional staff	60%
Instructional coach	5%
School administrator (e.g., principal, assistant/vice principal)	4%
District administrator	4%
Other Administrative/Office Staff - School Level	7%
Other Administrative/Office Staff - District Office	3%
School counselor	1%
Non-instructional Support Staff	10%
Operations Staff	2%
Other Staff	4%

## Staff Tenure (n=426)

Less than 1 year	5%
1 to 3 years	10%
4 to 6 years	16%
7 to 10 years	8%
11 to 15 years	10%
16 to 20 years	14%
More than 20 years	26%
Prefer not to respond	11%



## Gender Identity (n=426)

Female	64%
Male	19%
Non-binary/Gender non-conforming	<1%
Not listed/Prefer to self-describe	1%
Prefer not to respond	15%



## Race/Ethnicity (n=426)

American Indian or Alaska Native	3%
Asian	8%
Black or African American	11%
Hispanic or Latin(o/a/x)	27%
Middle Eastern or North African	2%
Native Hawaiian or Pacific Islander	1%
White	37%
Not listed/Prefer to self-describe	3%
Prefer not to respond	20%



## Student Programs (n=599)

Special Education	58%
English Language Learner (ELL)	54%
Gifted and Talented	37%
None of the above	26%



Thank you.

## CONTACT

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