

Equity Audit Overview

Introduction and Background

High School District 214 conducted an equity audit during the 2021-22 school year. Equity audits critically examine areas of strength and needed improvement on a range of issues, with particular focus on historically marginalized groups or identities.

District 214 built its audit on established research that defines equity and details its importance in public school communities. As defined by the Midwest and Plains Equity Assistance Center - which is funded by the U.S. Department of Education, Office of Civil Rights - educational equity is defined as: "Educational policies, practices, interactions, and resources, representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that empowers them towards self-determination and reduced disparities in outcomes regardless of individual characteristics and cultural identities."

In short, equity in public education settings includes fairness in access and opportunity for all students, especially relevant among historically marginalized groups – including, but are not limited to, Black, Indigenous, and People of Color (BIPOC), gender, socio-economic level, differently abled individuals, citizenship status, English Language Learners (ELL)/Emergent Bilinguals (EB), and minoritized religions.

District 214 is not alone in its work to examine these issues. In Illinois, several professional associations also recognize the importance of equity among students. These associations include:

- Illinois Arts Education Association (IAEA)
- Illinois Association for Career and Technical Education (IACTE)
- Illinois Association for Gifted Children (IAGC)
- Illinois Association of Multilingual Multicultural Education (IAMME)
- Illinois Association of School Boards (IASB)
- Illinois Association of Teachers of English (IATE)
- Illinois Athletic Directors Association (IADA)
- Illinois Education Association (IEA)
- Illinois Elementary School Association (IESA)
- Illinois High School Association (IHSA)
- Illinois Music Education Association (ILMEA)
- Illinois Principals Association (IPA)
- Illinois School Counselor Association (ISCA)
- Illinois Science Teaching Association (ISTA)
- Illinois State Board of Education (ISBE)

Research shows that equity goals are best reached when plans are made, and school districts that develop an equity-driven plan and position themselves for long-term success.

PREVIOUS DISTRICT EQUITY WORK

As part of its audit, the District summarized equity efforts in the last three to five years. The district has a long history of equity work beyond this timeline and while the list of these efforts is too lengthy to include in a summary document, the efforts include, from school years 2020-21 and 2021-22:

- District 214 Board of Education adopts an Anti-Racist, Diversity, Equity and Inclusionary Practices Resolution.
- Assembling a districtwide anti-racism, DEI strategic council composed of staff members selected from each association to provide feedback and direction on DEI goals and initiatives, including the revised dress code.
- Launching a Superintendent's anti-racism, DEI for student listening sessions, and parent/caretakers listening sessions.

- Establishing a process for comprehensive review of curriculum and instructional materials.
- Creating a trauma-informed school culture: all administrator training on trauma-informed approaches in schools and its impact on student learning.
- AVID/AVID Counselors: supported targeted to first generation, traditionally underrepresented students for high school success.
- Development of District Equity Advisory Council (DEAC) to synthesize district equity learnings and provide counsel on equitable practices in our learning system, employment and retention, curriculum, instruction, professional development, student voice, climate, culture, and community engagement.
- Addition of a Diversity, Equity and Inclusion Director.
- Recognize June 19th (Juneteenth) as a federal holiday in the district calendar.
- Reflect equity expectations in administrator and supervisor job descriptions.
- Provide training and professional development to staff on the topics of culturally responsive instruction and teaching.
- Several focused supports offered to address potential access and opportunity gaps experienced by students.
- Restorative Practice: changed practices to allow for student voice, reflection and situation-based actions as personalized approach to disciplinary action.

HOW THE EQUITY AUDIT WAS CONDUCTED

The Equity Audit was conducted in 5 phases, described here. Preceding the audit, the District formed a District Equity Leadership Team (DELT), or Equity Audit Team, of approximately 25-30 staff members. DELT met with the auditor and conducted a District/School Assessment on Systemic Equity® to discuss and rate areas of strengths and needed improvement in its organization.

Phase 1 consisted of conducting a needs assessment, the results of which provided direction for Phases 2 and 3. It was determined that the audit would evaluate these areas:

- Teaching and Learning
- Academic programming
- Discipline/behavior/student supports
- Student voice culture and climate
- Employment and retainment
- Professional development
- Family and community as agency

And that each of these areas would be evaluated using a scale consisting of:

- Robust
- Strong, but structure needed
- In Progress
- Developing

Phase 2 involved identification and collection of a wide range of disaggregated data over a period of three to four months.

Phase 3 consisted of conducting focus groups with stakeholders: students, staff, alumni and parents. In keeping with applied social research methods, all focus groups are voluntary and confidential. In total, 29 focus groups involving 96 individuals were conducted. Additional information was gathered through stakeholder surveys - surveys were completed by 789 staff members and 10,078 students.

Phase 4 consisted of analyzing data and identifying common themes.

Phase 5 was to determine findings and recommendations.

During Phases 4 and 5, an extensive analysis was conducted of all quantitative and qualitative data. A draft report was submitted to the Superintendent to review for accuracy only and not for edits of findings.

QUANTITATIVE DATA

- Quantitative Data in the audit includes and is organized as follows:
- Student demographic
- Student discipline
- Student participation in honors/AP
- Student demographic in special education services
- Student participation in Career Technical Education (CTE)
- Student extracurricular enrollment
- Student home school attendance
- Student growth in benchmarks and standardized assessments
- Student five-year graduation
- Student final grade
- Student credit recovery, dropout, outplacement, absenteeism, tardiness and transfers
- Student community services
- Harper College Promise Eligibility and Freshman on Track
- Teacher and administrator demographic
- Staff licensure/endorsement
- Board of Education demographic count
- List of various student fundraisers
- ELL languages identified (not including English)

QUALITATIVE DATA

- Qualitative data consists of focus group responses, which the auditor analyzed and categorized into the accountability framework - Five Strands of Systemic Equity®:
- Systems: To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.
- Teaching and Learning: To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.
- Student Voice, Climate and Culture: To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.
- Professional Learning: To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.
- Family and Community as Agency: To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

For each of the above, the auditor used focus group responses to determine areas of strength and areas of needed attention/improvement for each group of stakeholders: students, alumni, staff and families.

Findings and Recommendations

In its executive summary, the audit established the following objectives for each of the Five Strands of Systemic Equity®

SYSTEMS

- To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.
- Set clear language on equity and implement intentional, measurable, accountable and transparent equity goals.
- Produce an equity Board policy, Board statement and/or district statement.
- Increase strategic practices to attract and retain highly qualified, racially diverse and specialized teachers and administrators.

TEACHING AND LEARNING

- To intentionally embed equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for each student.
- Embed culturally responsive curriculum and resources in each content and grade.
- Analyze the academic achievement disparities among Black, Indigenous and People of Color (BIPOC) students and special populations.

STUDENT VOICE, CLIMATE AND CULTURE

- To consistently seek students' feedback and experiences and nurture a positive, authentic and meaningful organizational culture and climate.
- Interrogate the root causes of disproportionate racial discipline outcomes.
- Continue with the student equity advisory committee.

PROFESSIONAL LEARNING

- To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.
- Provide scaffolded and targeted opportunities for staff to build their capacity on equity.

FAMILY AND COMMUNITY AS AGENCY

- To partner with families and the community for authentic opportunities to serve the students, the school and district.
- Monitor the diverse communication efforts to cultivate family and community awareness and engagement.
- Continue with the established community equity advisory committee.

Next Steps

The findings and recommendations in this Equity Audit report are not exhaustive and are only one of several information sources to consider in continuing progress toward fairness in access and opportunity for all students.

Findings and Recommendations

As the district implements any of the equity audit findings, the following is suggested for implementation:

1. District leadership distribute full report to BOE members.
2. District leadership distribute the Executive Summary (or full report) to DELT members
3. District leadership adopt equity audit findings.
4. District leadership create, implement, and progress monitor equity goal each year with accountable, measurable, and transparent features.
5. District leadership maintain the existence of DELT to collaboratively develop and progress monitor equity goals.

The findings and recommendations in this Equity Audit report are not exhaustive. It is the district's responsibility to determine next steps, and continuously progress monitor and improve toward systemic equity. The district must invest time and resources to consistently advance systemic equity. To aid in the implementation practice of an accountability framework, each finding is arranged by the Five Strands of Systemic Equity©. Each of these strands are equally critical and should be pursued simultaneously. With copyright licensing facilitation and support, the district may seek additional auditor support. The district does not have to utilize the above accountability framework offered. However, it is encouraged that the district pursues a research-based structure that can support the multiple, systemic ways it decides to advance equity. It is typically recommended that the district not pursue all findings immediately. The district could engage a prioritization of each of the findings and determine a timeline that best meets their needs. Ultimately, for the district to shift their practices with an equity commitment, they must be constantly engaged in stakeholder awareness from historically marginalized communities to identify equitable access and opportunities that benefit all students (Berg & Gleason, 2018; Bocala & Holman, 2021). A plan of action that allows for this type of engagement and systemic decision-making can lend itself towards an equity lens.

SYSTEMS

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

1.1 Set clear language on equity and implement intentional, measurable, accountable and transparent equity goals.

EVIDENCE

FINDINGS

According to the completed need's assessment, and the equity history provided by the district, there has been extensive professional development and action around equity. The district website indicates, "District 214 is fully committed to and engaged in anti-racism, diversity, equity and inclusionary practices and initiatives. This means creating a culture and school climate that supports every student and staff member. The national events and racial justice awakening of recent months have prompted District 214 to expand action and efforts that already were underway and had stemmed from much discussion among 214 leadership and Associations (employee groups)." Despite these efforts, stakeholders seem to be unclear on the district definition and/or goals surrounding equity. Focus groups from staff and families consistently remarked on the district's need to set and communicate its equity goals. Staff stakeholders that participated in the survey indicated equity understanding and the need for it, per collective 97% and 96% of respondents, respectively; while 90% revealed that they were aware of the district's commitment to equity. A total of 63% of staff survey respondents stated that the district has demonstrated its commitment to equity by working to identify and mitigate inequities. High School District 214 has, and continues, to invest extensive efforts to develop their knowledge and action around equity. This is further supported by evidence of their historical efforts. Yet, there are discrepancies among its stakeholders of a shared understanding of equity goals. This comes across as either performative commitment to equity, lack of district follow-up despite its investment, unsatisfied acceptance to the district's work on equity or a combination of the above.

RECOMMENDATIONS

A districtwide campaign on either revisiting its definition, expanding on it, adding nuanced language to it, publishing on the district website or all of the above may aid in the shared knowledge surrounding it. A clear definition of equity that expounds looking inward at the institution can lead to navigating organizational approaches. Its communication and outreach efforts can be followed up with including it on the website, email communication, in-house district professional development opportunities, visual displays in each building, and regular discussion about equity; and always considering the linguistic needs of the district community in all these forms of communication. The work to advance districtwide, or systemic, equity goals must be a constant and relentless pursuit. It will be necessary to not only demonstrate to stakeholders the commitment to equity, but more significantly, acknowledge that barriers exist, and then work to eliminate them. Coherent and explicit goals that include accountable and measurable ways to mitigate inequities while advancing equity are ideal. An accountability framework that lends itself to systemic, research-based equity action would benefit the district and schools. Such a framework serves as a plan of action in achieving the stated goals that have been formed by the carefully selected members of the district's equity leadership team. Whether these equity goals are referenced as a separate action plan or embedded in a district's strategic plan, the district should be mindful of organizational-wide responsibilities. In other words, a plan that allows for identification of districtwide shortcomings in multiple areas such as grading expectations, discipline approaches, talent development, programmatic structures, and communication efforts, and not merely one equity-driven goal. This will be daunting as the opportunities of improvement are massive, but they cannot be reasonably deconstructed and reconstructed at once.

Prioritizing five areas, for instance, as opposed to a dozen will rightfully keep equity at the forefront of progress. As the district journeys through this process of developing equity-focus goals or plans using an accountability framework or a similar framework, it can expect, assuming the work is done with authenticity and fidelity, that a transformative shift will occur. An important consideration for the district is that effective Fall 2022, ISBE will utilize an Equity Impact Analysis Tool wherein districts will be guided to answer these six questions, which this district has addressed through this Equity Audit: What is the policy, program, practice or budget decision under consideration, and what are the desired results and outcomes?; What data is obtainable, and what does it tell us?; How have stakeholders been engaged? How can we expand engagement opportunities?; Who will benefit from or be burdened by your proposal? What are your strategies for advancing equity or mitigating unintended consequences?; What is your plan for implementation?; How will you ensure accountability, then communicate and evaluate results? Through the implementation of equity-driven goals and plans, the district would be in alignment with ISBE's expectations.

RESEARCH

Being clear on the definition and interpretation of educational equity is crucial and a framework should be employed to purposely disrupt inequities (Stembridge, 2020). It is critical that equity is not loosely defined or unknown, and that the district positions itself to develop reflection and actions to combat systemic biases, whether intentional or unintentional (Aguilar, 2020). An equity lens to decision-making will serve all students in meeting their whole needs (Roegman, et al, 2020; Bocala & Holman, 2021). School leaders have the capacity and responsibility to lead their staff in developing a vision and common language aimed to achieve equity (Diem & Welton, 2021). Consistent, reliable collection of quantitative and qualitative data allows critical analysis that can enlighten the district toward transformative shifts (Edley, et al, 2019). Through the implementation of a specific equity plan, the district may readily identify indicators to progress-monitor its culture and climate shift. A design process is feasible through an equity plan, and not a typical districtwide strategic plan. Equity must be systemic to ensure collective responsibility in disrupting inequities especially inequities encountered by historically marginalized groups (Singleton & Linton, 2006; Shields, 2018). Scholarship informs how these foundational frameworks to interrogate educational equity in hopes to disrupt injustices particularly those experienced by historically excluded groups can aid in mitigating inequities (Aguilar, 2020). Through transparency efforts and systemic plans, the district positions itself to develop collaborative, authentic actions to advance equity and intentionally disrupt explicit and implicit forms of -isms (Bocala & Holman, 2021; Diem & Welton, 2021). Consistent, reliable collection of quantitative and qualitative data allows critical analysis that can enlighten the district toward transformative shifts (Edley, et al, 2019; Shields, 2018).

1.2 PRODUCE AN EQUITY BOARD POLICY, BOARD STATEMENT AND/OR DISTRICT STATEMENT.**EVIDENCE****FINDINGS**

Following the new or revisited definition on equity, it would behoove the district to cement their commitment with a Board policy, statement or district statement. BOE policies can be meaningful for organizational expectations. When a BOE policy is not possible, legal experts have indicated that either a BOE statement or district statement on equity is welcomed.

There have been previous resolutions created by the BOE on racial justice following national outcries of acknowledgement. Authentic racial reckoning occurs when organizations are willing to internalize how they have intentionally, or not, contributed to biased beliefs and practices. Stakeholder perceptions were inconsistent about top leadership supporting equity in its mission, vision and strategic alignment according to the needs assessment; yet 85% of survey respondents indicated that school leadership has communicated the importance of equity to staff. A BOE policy or strong BOE or district statement on equity will serve as critical and transparent support of equity.

RECOMMENDATIONS

The purpose of an equity policy and/or statement is to leverage opportunities to advance systemic equity. This is a common, legal strategy to support equity work, especially in times of gross misinformation about diversity, inclusion and belonging. Districts empowered with such policies or statements plainly communicate to their stakeholders that all students are valid and affirmed, and intentional efforts to remove biased barriers will be pursued. The BOE and leadership will join districts across the country with such efforts and may seek out their legal team to employ sample language. More importantly, equity reminds us of the racially changing demographics that mirror the globe. What is often referred to as People of the Global Majority (PGM), the human population is comprised mostly of BIPOC individuals and that will soon be reflected in the population in the U.S. An equity BOE policy, district policy and/or statement will finally and rightfully lend itself for BIPOC, and other marginalized identities, to see themselves in the curriculum and fully participate in the school experience. When, not if, there is pushback, fear propaganda and intimidation attempt to negate any and all equity efforts, the BOE and district can rely on their commitment to all students in their stated policies or such. Stakeholders often appreciate knowing the diversity, equity and inclusion stance of their BOE and district values through these unambiguous and transparent means.

RESEARCH

Through the implementation of a Board policy and/or statements, the district can position itself to acknowledge the systemic way its practices may implicitly obstruct action (Scheurich & Skrla, 2003; Smith et al, 2017). Board of education members can rally behind equity through these powerful statements and critically examine the structural changes needed (Savage-Williams, 2018). The need for explicit policies on anti-racism are necessary to uphold the district's stance and long-term commitment of equity (Diem & Welton, 2021).

1.3 INCREASE STRATEGIC PRACTICES TO ATTRACT AND RETAIN HIGHLY QUALIFIED RACIALLY DIVERSE AND SPECIALIZED TEACHERS AND ADMINISTRATORS.**EVIDENCE****FINDINGS**

DELT members consistently rated and recognized their need to diversify their staff. Attention for more diversity among staff was shared by students, staff and families that participated in the focus groups. However, over the last four years, the number of Asian, Black/African American and Hispanic/Latinx teachers and administrators has grown. The district may position itself in developing a long-term plan to recruit educators and leaders of color as their student racial diversity continues to grow. Collectively, BIPOC students have represented 44%-47% while the White student population has decreased 56%-52% from SY 2016-17 to SY 2020-21. Each of the special student populations has also grown over the same number of years contributing to the need of personnel with specialized endorsements. According to the staff licensure/endorsements data, there are no more than 24 LBS endorsed teachers at any of one of the schools, and up

to 37 ESL teachers in the same building. This does strategically align with recruiting and hiring specialized teachers to meet the growing special populations. As the district considers innovative and regular ways to recruit racially diverse and specialized educators and leaders, it appears they may need to evaluate their retention efforts as needs assessment results and focus groups indicated attention to it.

RECOMMENDATIONS

Across the country, school districts struggle to recruit racially diverse candidates as less people of color seek a career in education. Although there are infinite ways to attract and recruit high-quality teacher candidates, the district may find it needs to consistently be innovative in its recruitment process. For instance, innovative approaches include outreach to affinity groups at local colleges and universities or Grow Your Own programs targeted toward diverse identities. Unfortunately, there is no immediate turnaround to increase racial/ethnic diversity if there are few positions to fill. In the meantime, there are several opportunities to examine. For one, the district could review its current recruitment efforts at HBCU (Historically Black Colleges and Universities) and other higher education institutions that have a diverse teacher preparation program. The district may also employ marketing techniques to undecided college majors. The district may also offer guaranteed teacher interviews to district alumni. The district will not immediately diversify its staff as most schools are aggressively competing for diverse teachers and administrators; therefore, the district could also review its interview questions of candidates. Asking inquiries related to diversity, equity and inclusion will provide interviewing teams information about candidate pedagogy and practices. Finally, the district, with complete vulnerability, can interrogate its retention efforts through the exit surveys it has offered previous employees, seek out feedback from minoritized identities, and consider its reputation as having concerning DEI climate and culture. It is well-known that people will inform one another of a positive, belonging space in their place of employment. This is especially investigated by POC who often know they will be in the minority in the education field, as White teachers comprise 87% of all educators across the country. There is no magical formula or one way the district will diversify its teaching or leadership staff. A call to action on multiple recruitment efforts, retention efforts, and its overall commitment to equity, will likely position the district as a sought-after place of employment.

RESEARCH

The benefits of a historically marginalized diverse staff include increased positive adult- student relationships, higher student engagement, meaningful connections to the school, mitigating access and expectation gaps, as well as improved intergroup relations, role- modeling and combating of stereotypes and biases. (Wells, et al, 2016; TeachPlus, 2019). When cultural mismatch occurs, cultural misunderstandings may also contribute to unfavorable assumptions that impact impacting student learning and efficacy (Taylor, 2021).

TEACHING AND LEARNING

To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

2.1 EMBED CULTURALLY RESPONSIVE CURRICULUM AND RESOURCES IN EACH CONTENT AND GRADE.

EVIDENCE

FINDINGS

The needs assessment feedback on culturally responsive pedagogy and practices coupled with focus groups and surveys signifies the inexistence of districtwide implementation.

Students commented on the need for diverse curriculum and representation as well praised fragmented efforts of inclusive accountability. Majority of the students, per survey responses, favorably agreed on diversity in the curriculum. Specifically, they indicated the following: 73% favorably agreed that they learned about all kinds of people that look and sound different than themselves; while, 78% favorably agreed they liked learning about different people; 83% believe it's important to learn about different types of people; 84% favorably agreed they feel comfortable learning about similarities and differences between people; and, 77% favorably agreed it is important to learn about similarities and differences between people at school. From staff surveys, 57% indicated that curriculum and resources provided students the opportunity to see themselves.

RECOMMENDATIONS

There is an overwhelming amount of research that show students are engaged in their learning when they feel connected to the content, and when it is designed to be meaningful and relevant to their lives. It is impossible at this juncture to identify all the reasons of academic gaps between racial student groups, but a constructive consideration that can be employed with fidelity is culturally responsive pedagogy and practices. When educators strive for culturally responsive learning spaces, it organically encompasses relationships as teachers would need to know the students they are teaching, and vice versa. Cultural responsiveness is the responsibility of all workers that occupy the public sector. It aids in developing empathy and understanding for another whose background and lived experiences may be different from one's own positionality. Transforming the district culture to recognize and engage in conversation about cultural responsiveness as embracing diverse identities will be needed to accelerate care and humanity. Extensive, long-term professional development to support educators on culturally responsive practices will aid in centering the voices and experiences of BIPOC, Bilingual, and other marginalized students. All certified staff may benefit from professional development around the recently approved Illinois Culturally Responsive Teaching and Leading Standards, which provide performance indicators.

Administrator and teacher evaluations that include the expectation of culturally responsive pedagogy and practices catapult its urgency. An equity lens of all curricula, resources and assessments will be necessary to identify the numerous ways dominant culture is centered. The Understanding by Design (UDL) framework (Chardin & Novak, 2021) is a powerful opportunity for educators to collaborate, personalize learning, tap into students' funds of knowledge, and sustain culturally responsive pedagogy.

RESEARCH

Culturally responsive pedagogy must be intentional, affirming, and explicit in its practices (Hammond, 2015; Muhammad, 2020). This is not only obvious in daily practices like cultural games, poetry, song, art, and adult self-examination, but in output as well demonstrated by social justice and community-based projects (Johnson, 2002; Ladson-Billings, 2007; Blankstein et al, 2016; Hammond, 2015). UDL lends itself to social justice by calling for transformative calibration and evidence-based intentional learning (Chardin & Novak, 2021; Fitzgerald, 2020).

2.2 ANALYZE THE ACADEMIC ACHIEVEMENT DISPARITIES AMONG THE BIPOC STUDENTS AND SPECIAL POPULATIONS.

EVIDENCE

FINDINGS

The College Board evidence-based assessment in reading, writing and math as well as the PSAT test reveals racial disparities of meeting or exceeding in the tested content. Although there is proportionality between each of the racial groups in overall demographics to their performance on these assessments, racial predictability of success must be eliminated. In other words, the fact that the percentages aligned in demographics and benchmarks is similar does not translate to lower academic success. Whether it's a school with 100% White student or BIPOC students, the aim for all students to academically perform well on assessments is important. To balance the often biases associated with standardized testing, and that it is only one indicator of academic learning, student grades tend to be a strong indicator of cognitive growth. This makes the grading trends alarming. Over the last five years, Black/African American and Hispanic/Latinx students tended to earn the most Ds and Fs. Considering the graduation rate at the district is high and in alignment with overall demographics, it appears that some students may be graduating without fully achieving high grades or high results on assessments. The district has several programs in place to mitigate inequities for students in their academic journey. The additional supports may be helpful for students, but the quantitative data shows that BIPOC and special population students are the majority. In other words, the positive academic outcomes are mostly experienced by White and Asian students and the failing grades and low academic success are from Black/African American and Hispanic/Latinx students. Consider these data sets: In the last five years, the dropout rate among the Hispanic/Latinx populations has been the highest representing 35%- 76% of all dropouts. Racial disproportionality exists between the overall demographic and student outplacement of Black/African American students with 6%-7% of all outplacements while making up only 2% of the student population. The absenteeism rate of Hispanic/Latinx

student is disproportionate to their overall population. The tardiness and transfers are sporadic among all student racial groups, but especially high among Black/African American and Hispanic/Latinx students when compared to their overall demographic.

STUDENT VOICE, CLIMATE AND CULTURE

To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

3.1 INTERROGATE THE ROOT CAUSES OF DISPROPORTIONATE RACIAL DISCIPLINE OUTCOMES.

EVIDENCE

FINDINGS

Needs assessment results showed inconsistent practices of restorative mindset and the unpacking of discipline data vary between schools. All racial categories of students showed proportionality in discipline compared to overall demographic except for Black/African and Hispanic/Latinx students. Of all students disciplined in the last five years, Black/African American students were proportionally higher, 3%-6%, than population, which has been consistently 2%; the same holds true with Hispanic/Latinx students representing 48%-61% of all discipline, and 31%-34% in general demographic. There may be valid justifications for the proportionality, which is why either a reactive interrogation to root causes may be helpful, and/or proactive solutions to determine underlying issues. As each behavioral incident may be unique so is the student and school. Often, it is important for individual schools to have discretionary control by its leadership, because their immediate decision-making is based on the student needs in front of them. However, there are ways to set universal reviews of discipline data through a critical lens and problem-solve for various situations. It seems, according to student focus groups, that some schools are lax following student discipline and others send a clear message of firm expectations. Student survey responses indicated that 63% believed the school rules were fair; and 55% believe all students were treated fairly.

RECOMMENDATIONS

During the Equity Audit process, it was learned that the district sent a cohort of staff to be trained on restorative practices. This is promising advancement toward equity, and the district should be fully supported in this endeavor. Restorative practice offers deliberate relationship-building, healing, and unpacking of root causes to behavior. It benefits districts to investigate discipline details such as school, classroom, content, time of day and infraction. The district may also benefit from learning about the ISBE's Illinois Partnership to Disciplinary Equity to provide training for teachers and administrators in Empathetic Instruction.

RESEARCH

Restorative practices aim to identify the root causes of behavior, misunderstandings, and fosters meaningful relationship building that has been damaged or lacks care (Smith, et al, 2017). Numerous studies have demonstrated the positive impact of restorative practices as a pathway to educational equity (Gomez, et al, 2020). Racial discipline disparities perpetuate a dangerous school-to-prison pipeline. The urgency to address this discipline issue is paramount to academic success, student engagement, student view of self, affirmation of self-identities, individual prejudices and biases, institutional racism, power, privilege, and other forms of realities that impact oppression (Tatum, 1997; Singleton & Linton, 2006; Kincheloe, 2008; Howard, 2010; DiAngelo, 2018; Gorski, 2018).

3.2 Continue With The Student Equity Advisory Committee.

EVIDENCE

FINDINGS

The only consistent rating in the needs assessment was in student voice, climate and culture. Significant attention must be paid to solicit student voice and center their lived experiences in schools. A committee of rotating students or regular check-in with students allows the school district to take a pulse on the sense of safety and belonging at schools. In the surveys, students indicated the following: 78% felt safe at school; 75% felt welcomed at their school; 80% felt respected by the adults; and 80% felt they respected the adults at school. Besides elevating student voice in relation to student-adult relationships, attention is needed within the peer-to-peer relationships. Students in the focus groups commented on frequent hate speech occurring in the school. From racist and ableist slurs to homophobic and transphobic remarks, the microaggressions and hate speech appear districtwide, but according to survey responses from students, it might be more concentrated in some schools than others.

Student focus groups indicated the following: 24% agreed that other student have said hurtful things about them or their background; 74% indicated that they have not said hurtful things about a student and their background; and 16% indicated that bullying was a problem at the school. According to staff surveys, 42% agree that the school(s) proactively engages in anti-bias and anti-bullying learning with students. A significant percent of staff has also heard hate speech. It is unclear as to the audience that stated it and received it, but the claim of it should be concerning as survey feedback reported the following: 54% indicated they have heard a racist or culturally harmful comment at the school; 56% have heard a sexist or gendered comment at the school; 49% have heard a linguistically biased comment at the school; and, 52% have heard inappropriate comments or “jokes” at the school that are disparaging toward people based on race, gender, sexual orientation, language, socio- economic status and/or abilities.

RECOMMENDATIONS

Recently, the district established an anti-racist student advisory committee. The development and sustenance of this committee is one that should be strongly supported by all stakeholders to leverage the student voice and belonging, especially experienced among historically excluded identities.

RESEARCH

Fostering student voice is at the heart of equity (Safir & Dugan, 2021). Intentional nurturing, input and co-creation from historically marginalized students that have been harmed by educational institutions, is critical. By centering the often-negated experiences of marginalized populations, it emphasizes overdue attention and action (Aguilar, 2020; Gorski, 2018).

PROFESSIONAL LEARNING

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

4.1 PROVIDE SCAFFOLDED AND TARGETED OPPORTUNITIES FOR STAFF TO BUILD THEIR CAPACITY ON EQUITY.

EVIDENCE

FINDINGS

The district has a long history of providing training to its staff on equity. It ranges from teachers attending racial equity conferences to all administrator DEI academics, and from external guest speakers on Institute Days to onboarding equity for newly hired personnel. The district recently launched affinity groups for staff to foster personalized connections and common experiences. The reception to affinity groups and PDs may range, but the learning on it is long-term. Equity training that can be scaffolded dependent on staff choice and targeted learning opportunities to develop capacity about multiple identities can be beneficial. Staff focus groups expressed frustration with the lack of follow-through in the trainings.

RECOMMENDATIONS

As the district continues its commitment to equity with non-negotiable trainings, it will benefit from a PD structure that allows for staff selection. The knowledge on equity topics varies, and without placing burden on the most impacted groups of people – BIPOC and other historically marginalized groups – the district could consider differentiated approaches. The district must be mindful of the unfair labor it expects from staff leading PD or affinity groups without proper compensation or incentive. The district may consider aligning transformed practices to embed equity goals within staff evaluations.

RESEARCH

Equity work and development is never-ending. There is no final destination (to it). It requires understanding inequities and how it manifests in schools. Organizational change management to advance equity includes culture, identity, and healing as part of professional learning (Dugan, 2021). Equity and social justice are complex topics that are not exclusive to education. Many other institutions have demonstrated long histories of oppression against minoritized groups (Shields, 2018). Education is a microcosm of larger society. With that, comes limited understanding and experiences to the depth of equity and inequities (Tatum, 1997; Dweck, 2007; Darling-Hammond, 2010; Gorski, 2018). Hesitations, uncertainties and outright rejection and anger can be expected in broaching such topics. Leadership must understand that transformative movement is often contentious (Williams, 2003; Singleton & Linton, 2006; Sleeter, 2012; Shields, 2018; Minor, 2019). Equity shifts often take time, but it a never-ending journey (Chenoweth & Theokas, 2012; Howard, 2010; Peters, 2019; Muhammad, 2020).

FAMILY AND COMMUNITY AS AGENCY

To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

5.1 MONITOR THE DIVERSE COMMUNICATION EFFORTS TO CULTIVATE FAMILY AND COMMUNITY AWARENESS AND ENGAGEMENT.

EVIDENCE

FINDINGS

Families that participated in the focus groups shared dislike with the website, but it should be noted, it was recently updated, and includes translations to aid for non-English speaking families to navigate it. Quality bilingual translations, perceived low family outreach, inconsistent communication and welcoming spaces were also concerns shared by participants. Staff surveys revealed a split view that families from various racial, linguistic, economic backgrounds are engaged and involved in the school, with 38% favorably agreeing and 31% unfavorably agreeing.

RECOMMENDATIONS

As family liaisons skilled in multiple languages are in place to develop community relationships, it may behoove the district to interrogate ways to communicate this valuable resource. Translation needs, quality interpretations and community outreach tend to be areas that require frequent check-ins by all districts. High School District 214 may be able to proactively position themselves by developing a quality control system in these efforts.

RESEARCH

The identity-affirmation of students naturally encompasses their families (Muhammad, 2020; Ishimaru, 2020). Deliberate acts that value a student's home and family cultivate trust, and influence relationships. All members of the school community should aim to diligently connect with students and their families (Ishimaru, 2020)

5.2 CONTINUE WITH THE ESTABLISHED COMMUNITY EQUITY ADVISORY COMMITTEE.

EVIDENCE

FINDINGS

Family and community focus groups revealed varying views on equity. Transparency to the district's equity work may aid in the support. Feedback in the needs assessment from staff stakeholders denoted the absence of community voice and experience to equity. Such a community may entice interest for BOE roles as 100% of the members in the last five years have been White, in a rapidly growing diverse community.

RECOMMENDATIONS

The district has since established an anti-racist parent council and has partnered with the League of Women Voters to elevate its community outreach on the understanding and support to diversity, equity and inclusion. These efforts should be maintained especially as the district can anticipate lack of knowledge or pushback by some community members.

Efforts that might be helpful are personal invitations to minoritized community members, hosting a neighborhood listening session and conducting home visits, as appropriate.

As the district chose this preemptive and proactive measure to conduct an equity audit, it is assumed the district will engage in next steps to continue to move the equity needle forward. Research explains the criticality of equity audits as a tool to strategically identify inequities in systems and structures (Skrla et al, 2009; Smith et al, 2017). Equity cannot be achieved if the organization does not deliberately identify the barriers that perpetuate biases. Intentional deconstruction of inequities and such biases require schools and all impacted stakeholders to relentlessly reflect and transform their beliefs. Developing equity literacy is a constant journey and requires critical and considerable reflection to our personal, interpersonal, and structural unpacking (Gorski, 2018).

These recommendations are not exhaustive, and the district must be cognizant that equity work never ends. Although each finding is important, the district should be thoughtful as to which recommendations will be short-term and others that require consistent oversight. It is recommended that the district implement an equity plan that includes metrics and accountability. In developing an equity action plan, the district should identify current initiatives, to also include in the equity plan. This demonstrates a systemic commitment to consider all initiatives with an equity lens. As the district explores their next steps, they can expect resistance from a variety of stakeholders. The findings and recommendations can be difficult realities to accept. Despite the district's proactive undertaking to pursue an equity audit, the magnitude of improvements needed may be a challenge. Systemic transformation is a process, and implementation on any of the recommendations will take finite time. To execute, it is recommended the district reconvene DELT and share the audit report. From there, DELT should work closely to prioritize and identify each finding. Determine the measure for each finding, if applicable, and progress monitor the equity achievement. With each transformative shift, the district may adopt the implementation of additional findings and/or recognize other inequities that need to be addressed. It is critical for the district and its stakeholders to fully understand there is no final destination to reach equity. There is no stopping point. It is a constant, prevalent, and complex paradigm in efforts to maximize humanity and social justice for historically marginalized identities.

Equity Audit Report

Prepared for:

**High School
District 214**

Spring/Summer 2022

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EXECUTIVE SUMMARY

This executive summary is a brief synopsis of the equity audit findings. All findings are categorized using an accountability framework – *Five Strands of Systemic Equity*® - which serves as a roadmap to organizational equity. The full equity audit report that follows provides comprehensive information about the purpose, process, quantitative and qualitative analysis¹, findings, and considerations for next steps informed by current research.

SYSTEMS

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.

- 1.1 Set clear language on equity and implement intentional, measurable, accountable and transparent equity goals.
- 1.2 Produce an equity Board policy, Board statement and/or district statement.
- 1.3 Increase strategic practices to attract and retain highly qualified, racially diverse and specialized teachers and administrators.

TEACHING AND LEARNING

To intentionally embed equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for each student.

- 2.1 Embed culturally responsive curriculum and resources in each content and grade.
- 2.2 Analyze the academic achievement disparities among Black, Indigenous and People of Color (BIPOC) students and special populations.

¹ Analysis and findings are customized to the district data, input and information ascertained.

STUDENT VOICE, CLIMATE AND CULTURE

To consistently seek students' feedback and experiences and nurture a positive, authentic, and meaningful organizational culture and climate.

- 3.1 Interrogate the root causes of disproportionate racial discipline outcomes.
- 3.2 Continue with the student equity advisory committee.

PROFESSIONAL LEARNING

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.

- 4.1 Provide scaffolded and targeted opportunities for staff to build their capacity on equity.

FAMILY AND COMMUNITY AS AGENCY

To partner with families and the community for authentic opportunities to serve the students, the school and district.

- 5.1 Monitor the diverse communication efforts to cultivate family and community awareness and engagement.
- 5.2 Continue with the established community equity advisory committee.

Section 1

INTRODUCTION

During school year 2021-22, **High School District 214** engaged in an equity audit. An equity audit is an initiative-taking opportunity to critically examine areas of strength and needed improvement with particular attention to historically marginalized groups or identities² (Skrla et al, 2009; Smith et al, 2017).

What is equity?

There are numerous definitions of equity, and each district decidedly adopt or create one that adheres to their values. The consistent language in educational equity definitions include fairness in access and opportunity for all students. This becomes especially salient among historically marginalized groups due to historical stratifications. Educational equity embraces a transformative approach to directly address issues of oppression and biases experienced by stated identities in pursuit of a fair and just society (Scheurich & Skrla, 2003; Shields, 2018; Creswell & Creswell, 2018; Gorski, 2018; Blankstein et al, 2016; Aguilar, 2020; Chardin & Novak, 2021). According to the Midwest and Plains Equity Assistance Center, which is funded by the U.S. Department of Education, Office of Civil Rights, educational equity is defined as:

Educational policies, practices, interactions, and resources, representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that empowers them towards self-determination and reduced disparities in outcomes regardless of individual characteristics and cultural identities.

The American Institute for Research recognizes a similar definition as it states, “Educational equity is achieved when all students receive the resources, opportunities, skills and knowledge they need to succeed in our democratic society.” Leading organizations in education and equity advocate for the disruption of biases, exclusion and oppression in schools. Professional entities such as the Association of Supervision and Curriculum Development (ASCD), Learning for Justice, Learning Forward, Rethinking Schools, Teaching for Change,

² Identities include but are not limited to, Black, Indigenous, and People of Color (BIPOC), gender, gender identity, sexuality, socio-economic level, differently abled individuals, citizenship status, English Language Learners (ELL)/Emergent Bilinguals (EB), and minoritized religions.

TeachPlus, The Education Trust and Zinn Project advocate that equity aids to mitigate underpinnings of systemic racism, classism, sexism, ableism, homophobia, transphobia, xenophobia, and other forms of identity hate. In 2021, the National School Board Association (NSBA) declared the following:

We affirm in our actions that each student can, will, and shall learn. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated.

The NSBA delved deeper on issues of equity in schools by developing the Dismantling Institutional Racism in Education Initiative (DIRE)³ which urges school systems to recognize how systemic racism shows up in educational institutions and structures. The acknowledgment of identity disparities is expressed by national professional associations as well: National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Education Association (NEA) and The School Superintendents Association (AASA).

In Illinois, several professional associations also recognize the importance of equity among students such as:

- Illinois Arts Education Association (IAEA)
- Illinois Association for Career and Technical Education (IACTE)
- Illinois Association for Gifted Children (IAGC)
- Illinois Association of Multilingual Multicultural Education (IAMME)
- Illinois Association of School Boards (IASB)
- Illinois Association of Teachers of English (IATE)
- Illinois Athletic Directors Association (IADA)
- Illinois Education Association (IEA)
- Illinois Elementary School Association (IESA)
- Illinois High School Association (IHSA)
- Illinois Music Education Association (ILMEA)
- Illinois Principals Association (IPA)
- Illinois School Counselor Association (ISCA)
- Illinois Science Teaching Association (ISTA)
- Illinois State Board of Education (ISBE)

³ Retrievable at nsba.org

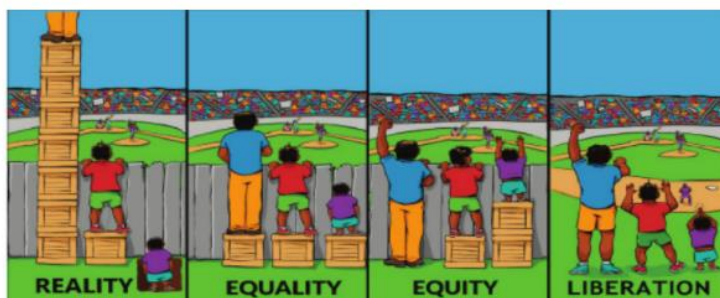
RESEARCH

To understand equity, one must understand inequalities and how public goods and structured sectors – criminal justice, education, employment, finance, health care, housing, security, etc., - have been unfairly designed (Healey et al, 2019; McGhee, 2022). These systems were not created to benefit all members of society. Current efforts to improve the deep and historical inequalities are insufficient. To aim solely for equality functions under the premise of same access and opportunity for all, which would be ideal if all people experienced the same resources and treatment (Darling-Hammond, 2010; Tatum, 1997; Valenzuela, 1999; Lewis & Diamond, 2015). Equality is deficient of facts. It assumes sameness despite differences. It may be ideal, but equality falls short of reality. Equity, on the other hand, accelerates access and opportunity based on positionality or differences. It addresses unique circumstances with innovative solutions (Chardin & Novak, 2021; Kim, 2020; Muhammad & Cruz, 2019; Peters, 2019). Educational equity mandates committed, systemic transformations at all levels to mitigate the inequalities while leveraging equitable access and opportunity for each student (Kincheloe, 2008; Gorski, 2018; Aguilar, 2020). For example, consider a new Kindergarten class of students in which one group had access to early childhood education and another did not. The students advantaged by an early childhood education may have mastered multiple sight words, can count to 100 and state their ABC's. The other Kindergarten group of students that did not have exposure to early childhood education may be absent of these skills. A strict equality approach would not allow a Kindergarten teacher to personalize learning for students. Whether it is opportunity to rigorous curriculum or providing supports for academic growth, neither would exist because equality disallows personalization. This outcome would be harmful to all students and demeans the purpose of schooling. Equity in schools, however, protects the integrity of educating the whole child.

For decades, school districts across the country have increased their knowledge, skills, and commitment to educational equity. The growing attention is welcomed, and yet increasingly requires understanding. First, educational equity cannot be perceived as an initiative or trend. It is not new. The pursuit of equity has existed for a long time as evidenced in the landmark decisions of the Civil Rights Act of 1964 to rulings of inclusion and support for

students with an Individualized Education Plan (IEP) and English Language Learners (Kim, 2020). Acknowledging that educational equity does not end with legal rulings is the next consideration to fully comprehend it. Equity in education is a transformative shift that encapsulates the ways schools should operate. It places the human aspect to care for the whole child and his or her learning (Noddings, 2013). It reminds us that the premise of schools is to cultivate future generations as contributing members of a greater society. Principles of human development emerge, and incapsulate such knowledge frameworks as socioeconomics and democracy (Freire, 1970; Howard, 2010; Diem & Welton, 2021). Finally, equity demands reckoning with the uncomfortable history of oppression experienced by marginalized groups. Unfortunately, the consequences of history is not exclusive to the past. Biased attitudes, beliefs, behavior and mindsets about people continue to permeate today (Rothstein, 2017; McGhee, 2022; Gorski, 2018; Bocala & Holman, 2021). Although we have made national progress to dismantle systemic oppression, the unequal distribution of access and opportunity remains flanked by the distribution of power (McGhee, 2022; Rothstein, 2017). People in positions of power must be deliberate in their decision-making to seek out knowledge and awareness that is unorthodox to their norm (Roegman, et al, 2020). Since we all have biases and tend to make decisions based on our narrow views and experiences, it is critically important for those in power to check their biases and how they may impact systems and perpetuate -ism's (Terry, 1996; Desmond & Emirbayer, 2020). As schools are formalized institutions designated to cultivate core knowledge, skills and critical thinking on new and old content, it is imperative for schools to be responsive to the country's growing diversity and global connectiveness.

The increasing popularity around equity has led to several visualizations of it. A quick internet search yields many images including this⁴ popular one (Lynch et al, 2020).The image in



the far-left column represents the *reality* that not all people are afforded the same advantages,

⁴ Creator, Craig Froehle, Ph.D., University of Cincinnati

and that some individuals may have greater advantages than others, thus creating unequal opportunities. While the second image to the left points out that when equal resources are provided, it does not lead to *equality* as some individuals still maintain their advantages and disadvantages. The third column image or the one with the word *equity* underneath indicates that we advance toward fairness and justice when individuals are given what they need to be successful. The fourth and final image in the last column exclaims that *liberation* is when the fence is removed. Metaphorically, the fence represents the systems that perpetuate inequitable outcomes, because it serves as a barrier to equity (Lynch, et al, 2020).

For districts to determine their positionality in advancing systemic equity, those in power must practice self-reflection, vulnerability and growth mindsets (Dweck, 2007). They must consider the context of how dominant identities have been centered. This is the most important and challenging shift in the educational equity journey because it is personal, and calls into question one's principles (Tatum, 1997; Valenzuela, 1999; Aguilar, 2020; Smith et al, 2017; Singleton & Linton, 2006; Simmons, 2021). The self-awareness and collaborative discussions among colleagues should lead to a continual examination and improvement in schools (Freire, 1970; Kincheloe, 2008; Gorski, 2018). Although, equity does focus on historically marginalized identities, it does not leave out dominant groups. Educational equity is beneficial to all students for its humane and just goals (Boykin & Noguera, 2011; Shields, 2018; Smith et al, 2017; Gorski, 2018). This is important to point out as equity can be misconstrued as taking from one to give to another. Authentic equity does not and never has been about removing advantages from one person or group to give to another or disadvantaged group, but to disrupt the notion of automatic or assumed fairness of all.

Although an equity audit is not exhaustive, it is a prime opportunity to examine positionality in systemic equity. By analyzing various forms of disaggregated data such as race/ethnicity, gender and special populations (e.g., EL, IEP and Free/Reduced Lunch [FRL]) as required by each state's education agency, it can identify objective evidence of gaps and trends (Hammond, 2015; Chenoweth & Theokas, 2012; Edley et al, 2019; Mickelson, 2020). Qualitative data in the form of focus groups and/or surveys are also critical as they often contribute profound insights, views and experiences. Although an equity audit can provide a

comprehensive analysis, it cannot fully capture an organization's strengths and weaknesses. For example, in one school, there could be educators who cultivate a sense of belonging and ensure each student thrives academically while there are other classrooms that fail in supporting the whole child and are solely interested in subjective demonstration of content learning.

Equity goals are best reached when plans are made, and school districts that develop an equity-driven plan and position themselves for long-term success (Scheurich & Skrla, 2003; Skrla et al, 2009). Research has shown that equity goals or action plans must be customized for the organization as it varies widely. Thus, there is no one size fits all or pre-packaged program to guarantee equity for all students in all school districts. Strategies that suggest "best" practices to meet the needs of all students should be approached with caution. Such suggestions perpetuate singular attitudes that all students will be successful by utilizing one or a few approaches. Kim Anderson, Executive Director for the National Education Association (NEA), stated that the most important challenge facing public education today is equity (Peters, 2019). As the school district considers its next steps, it may be beneficial to point out that whole system transformations include the following:

1. Foster deep commitment to the moral imperative.
 2. Small number of ambitious goals relentlessly pursued.
 3. Establish a developmental culture and investment in capacity building.
 4. Build leadership at all levels.
 5. Cultivate district wide engagement.
 6. Learn from the work.
 7. Use transparent data to improve practice for innovation and improvement.
- (Fullan, 2015).

All the recommendations in this equity audit report are firmly grounded in scholarship as well as the unique positionality of **High School District 214**.

National Student Demographics

The increasing demand by federal and local governments call for state boards of education and school districts to address the academic and opportunity gaps among minoritized demographics, which is the fastest-growing population in the United States. These demographic shifts mirror the global, racial, ethnic, and cultural diversity. Schools must become the epicenter of modeling a deep understanding of the sociopolitical context and affirm the welcoming benefits of racial and ethnic diverse communities (Wells, et al, 2016). According to the U.S. Department of Education, National Center for Education Statistics (NCES), there are approximately 56.4 million students enrolled in PreK-12 education. With a majority attending public schools, that is approximately 50.7 million students. These statistics further indicates the following:

Table 1.1: Historical, current, and projected enrollment in U.S. K-12 public schools by race/ethnicity			
Race/Ethnicity	1995	2021	2029
American Indian/Alaska Native	<1%	<1%	<1%
Asian/Pacific Islander ⁵	4%	6%	7%
Black	17%	15%	15%
Hispanic/Latinx ⁶	14%	28%	28%
Two or More Races	NA	5%	6%
White	65%	46%	44%

NA = not available

⁵ Pacific Islander was combined with Asian until 2007. Since 2008, Pacific Islander was its own racial/ethnic category, and from that time rounds to zero.

⁶ Hispanic is a limiting term as it refers to people whose origin are from Spain. For the purpose of this report, Hispanic/Latinx will be used as an all-encompassing category for Hispanic/Latina/Latino.

Illinois Student Demographics

In Illinois, there are approximately 1.9 million students enrolled in PreK-12 schools. According to the 2020-21 Illinois Report Card, the chart below represents the student demographics of 2016 and 2021.

Table 1.2: Five-year difference of racial/ethnic diversity of students enrolled in Illinois PreK-12 public schools		
Race/Ethnicity	2016	2021
Asian	4.7%	5.4%
Black/African American	17.3%	16.6%
Hispanic/Latinx	25.5%	27%
Two or More Races	3.2%	3.9%
White	48.8%	46.7%

Attention and resources are also necessary for special populations – ELL, FRL and IEP. According to the 2020-21 Illinois Report Card, the following is reported:

Table 1.3: Five-year difference of special populations enrolled in Illinois PreK-12 public schools		
Special populations	2016	2021
English Language Learner (ELL)	11%	13%
Low Income/Free-Reduced Lunch (FRL)	50%	48%
Individualized Education Plan (IEP)	14%	15%

HISTORICAL EFFORTS TO ADDRESS EQUITY AT HIGH SCHOOL DISTRICT 214

As part of the equity audit, the district was advised to submit a brief synopsis of its equity efforts in the last three to five years. The below is a non-exhaustive list of their work. It should be noted the district has a long history of equity work beyond this timeline.

SY 2020-21

- Assemble districtwide anti-racism, DEI strategic council composed of district education associations to include, but not limited to present BOE with an anti-racism, DEI goal and revised dress code, and review staff and student feedback and concerns
- Launch a Superintendent's anti-racism, DEI for student listening sessions, and parent/caretakers listening sessions
- Establish process for undergoing comprehensive curriculum and instructional materials
- Present anti-racism, DEI report to BOE
- Include June 19 (Juneteenth) as annual recognition and no summer school or summer camp attendance
- Job description language added to all administrators' and supervisory roles to include equity expectations
- Encourage departments to consider and adopt equity statements
- Multiple external consultants were retained to provide training and professional development to administrators and staff on the topics of culturally responsive instruction and teaching, equity, anti-bias/anti-racism
- Several focused supports offered to address potential access and opportunity gaps experienced by students:
 - First Generation Group: offers college application process support
 - Tuesday Morning Application Support: specific college application support
 - Virtual College Visits: host post-secondary information sessions with higher education institutions
 - Black Affinity Group: support and advocacy group for Black students
 - First Gen Mentoring: support and assist first generation students from junior year to graduation interested in post-secondary programs
 - Early Advising: deliver information to seniors on successful articulation to post-secondary and targeted to underrepresented, first generation students
 - Latinx social well groups: SEL supports targeted to Latinx students
 - Forms/Letters Multiple Languages: Spanish translations for various documents
 - Counselors "push-ins" to EL classes: SEL curriculum from MAWI Learning into the EL classrooms (school specific)
 - Removal of prep level: removal has leveraged access to curriculum
 - Restorative Practice: changed practices to allow for student voice, reflection and situation-based actions as personalized approach to disciplinary action

- Several focused supports offered to staff:
 - Create trauma-informed school culture: all administrator training on trauma-informed approaches in schools and its impact on student learning
 - Counseling Racial Equity Credential or Training in Development: contracting for upcoming training to school counselors
 - *Interrupting Racism* Counselor Book Study: overview and practical ideas about racial equity in schools (school specific)
 - AVID/AVID Counselors: supported targeted to first generation, traditionally underrepresented students for high school success
 - Cross-Referencing Data on Tier 2/3 students of poverty: desegregate data on the MTSS/RtI dashboard to identify targeted supports through a racial equity lens and poverty-stricken students
 - Launch of staff affinity groups: create targeted spaces to support staff
 - Embed equity-focused topics as part of onboarding process

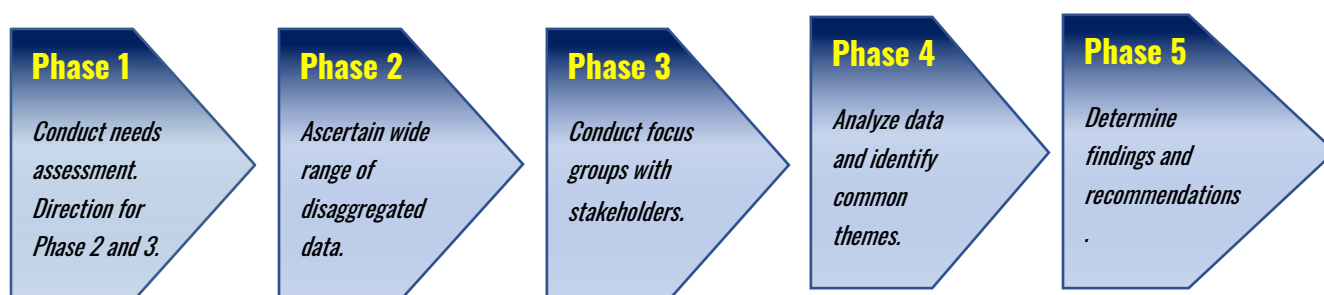
SY 2021-22

- Expansion of affinity groups and training provided to affinity facilitators
- Districtwide equity audit
- Development of District Equity Advisory Council (DEAC) for the following reasons:
 - Support leadership on research-based practices that disrupt inequalities
 - Share, evaluate and support a comprehensive vision of equity
 - Serve as liaison between school programming, planning and practices
 - Provide feedback on PD activities
 - Serve on a rotational basis as a liaison to other district equity councils
 - Actively participate in DEAC meetings
 - Participate in professional growth opportunities in the area of DEI
- Variety of staff PD on Culturally Responsive Teaching and Leading Standards, ABAR, equity, *Grading for Equity* book club, Notice! (Black student mentoring sessions), inclusion of the IMMP Rubric Redesign (rubric of 10 equity-based indicators to material acquisition), responding to racism, discriminatory language and hateful acts, building collaborative relationships with community organizations to uplift equity, flattened scheduling (BIPOC outreach to students), network meetings with other districts, disrupting whiteness and overall equity PD spaces
- Addition of a Diversity, Equity and Inclusion Director

EQUITY AUDIT PROCESS

The *Five-Phases of an Equity Audit*® is a fact-finding quantitative and qualitative process that aids in identifying areas of growth, and specifically recommended areas of needed improvement to advance educational equity. This process, often referred to as mixed methods, is an evidence-based approach to collect and analyze data to eliminate biases and weaknesses (Creswell & Creswell, 2018). The added step of a needs assessment contributes to a triangulation of data aimed to synthesize an understanding of the organization. The Equity Audit timeline is approximately nine months to one year.

Illustration 1.1: Visual Representation of Five-Phases of an Equity Audit®



Pre-Phase 1

District forms a District Equity Leadership Team (DELT), or what it referenced as the Phase 1 Equity Audit Team. Guidance is provided to district leadership by the auditor into forming a team of approximately 25-30 staff members.

Phase 1

DELT meets with the auditor and conducts a *District/School Assessment on Systemic Equity*® to discuss and rate areas of strengths and needed improvement in its organization. The results of that assessment are a data point in this report (see pages 20-29). During Phase I, DELT is provided with the *Data with an Equity Lens*® document to identify the quantitative data the district will collect and submit to the auditor to analyze. DELT is also provided a bank of sample questions for stakeholder focus groups - staff, students, and

parents/guardians/caretakers. For ease of reference, the stakeholder group, parents/guardians/caretakers will be notated as families.

Phase 2

Approximately three to four months are allocated to gather the agreed-upon data.

Phase 3

The auditor conducts focus groups. In alignment with applied social research methods, all focus groups are voluntary and confidential (Stewart & Shamdasani, 2014). Focus group occur by stakeholder role, and there is no intermingling of stakeholders in focus groups (Stewart & Shamdasani, 2014). In other words, students participate with students, staff participate with staff members and so on. Names and identifying information of focus group participants are not used in this report and kept confidential. It should be noted that audits must have finite number of focus groups, and there is no standard number of focus group participants (Stewart & Shamdasani, 2014). When possible, affinity-specific focus groups have shown to foster culturally responsive approaches to qualitative inquiry (Hall, 2020; Walker-Dalhouse & Risko, 2020). A transformative worldview is considered the best for Equity Audits, as it lends in narrative design, and open-ended inquiries (Creswell & Creswell, 2018). Most importantly, the transformative approach in qualitative research is designed to examine issues related to oppression for underrepresented populations in pursuit of better, and just, society (Mertens, 2012; Creswell, & Creswell, 2018). It is important, however, for the district to regularly obtain feedback from its stakeholders and surveys (Johnson & Morgan, 2016).

Quotes from all focus groups were coded and themes identified. Extracted quotes were based on frequency and indicated areas of strength and needed improvement across the organization while maintaining the authenticity of educational equity through transformative approach (Mertens, 2009; Mertens 2012). The district is responsible for coordinating all focus groups. The number of focus groups is determined within the consultant service package selected by the organization. The structure of dividing the number of focus groups by stakeholders is determined by DELT as they know their community best. Due to time limits, it is critical that all individuals who agree to participate in a focus group show up, as there are no make-ups. This is communicated to potential participants. The table below indicates that actual

number of focus groups and participants. Identity of participants are confidential and any assertion to identify focus group participants is based on assumption. Any indication of participant identity during focus groups is withheld in the extracted quotes from Section 3 of this report.

Table 1.4: Focus Groups and Participants		
Focus Groups	Total Number of Focus Groups	Total Number of Participants
Staff	8	30
Students	3	10
Families	16	54
Alumni	2	2
TOTAL	29	96

Students

1. *What do you like most about your school? What do you wish were different about your school?*
2. *How have you felt welcomed and included in your school and/or by your peers? How have you not felt welcomed and included in your school and/or by your peers?*
3. *In what ways have your unique identity and experiences been acknowledged, affirmed and valued by your school? How has your unique identity and experiences not been acknowledged, affirmed and valued by your school?*
4. *In what ways, if any, have you not experienced a meaningful connection with the adults in your school?*
5. *In what ways, if any, have the adults in the school asked for your input, voice and experience in your education experience?*
6. *In what ways, do you see yourself in the curriculum? How does representation in the curriculum shape your learning?*
7. *What could we have done better as a district to engage you in ongoing equity work or participating in multi-racial democracy?*
8. *How comfortable do you feel being yourself (e.g., race identities, LGBTQIA+) in your building)? What, if any, barriers are there for you to be comfortable with your identities?*
9. *Is there anything else you'd like to add or share?*

Staff

1. *What are the greatest challenges your school or district faces when it comes to equity?*
2. *In what ways has your district or the community engage in conversations about identities (e.g., race, gender/gender identity, sexual orientation, abilities, language, socio-economic status, etc.)? If your district, has not, what would be some of the challenges in such learning? If your district has, what have been some of the positive and not-so-positive outcomes of it?*
3. *How does your background (e.g., race, gender/gender identity, sexual orientation, abilities, language, socio-economic status, etc.) differ from students and families? In what ways, does this impact your role?*
4. *How has equity impacted your instruction and/or relationship with students?*
5. *How comfortable do you feel being yourself in the building (e.g., race/ethnicity, LGBTQIA+)?*
6. *Is there anything else you'd like to add or share?*

Families

1. *When you hear "equity" what comes to mind?*
2. *In regards to equity, what do you like most about your students' school? What do you wish were different about their school?*
3. *Does your student school feel welcoming to all? Why or why not?*
4. *Do you feel your student and family are represented in the learning at school? If so, how? If not, why not?*
5. *Have you experienced and/or do you have concerns that you believe are inequitable or unfair? Please describe.*
6. *In what ways have you supported equity efforts at your students' school? In the community?*
7. *What do you think the school or district needs to do to advance systemic equity?*
8. *How comfortable do you feel being yourself in your students' school and how has it impacted your involvement in the school?*
9. *Is there anything else you'd like to add or share?*

Alumni

1. *What did you like most about your school? What did you wish were different about your school?*
2. *How had you felt welcomed and included in your school and/or by your peers? How had you not felt welcomed and included in your school and/or by your peers?*
3. *In what ways had your unique identity and experiences been acknowledged, affirmed and valued by your school? How had your unique identity and experiences not been acknowledged, affirmed and valued by your school?*

4. *In what ways, if any, had you not experienced a meaningful connection with the adults in the school?*
5. *In what ways, if any, had the adults in the school asked for your input, voice and experiences in your education experience?*
6. *In what ways, did you see yourself in the curriculum? How did representation in the curriculum shape your learning?*
7. *What could the district have done to better engage you in ongoing equity work or participate in a multi-racial democracy?*
8. *How comfortable did you feel being yourself (e.g., race identities, LGBTQIA+) in your building? What, if any, barriers were there for you to be comfortable with your identities?*

In addition to the focus groups, anonymous stakeholder surveys were distributed to all staff and students. The results of those surveys and further details about it is captured in Section 3 of this report. The following table indicates the number of surveys completed.

Table 1.5: Number of Completed Stakeholder Surveys	
Stakeholder	Total Number of Completed Surveys
Staff	789
Students	10,078
TOTAL	10,867

Phase 4 & Phase 5

During these phases, an extensive analysis is conducted of all quantitative and qualitative data. A draft report is submitted to the district Superintendent for review. The purpose of the draft is to allow the Superintendent and/or designees to ensure accuracy, while no edits of findings are allowed. After the review, a final report is submitted. This report serves as the definitive equity audit report.

NEEDS ASSESSMENT

As part of Phase I of the Equity Audit, DELT completed a *District/School Assessment on Systemic Equity*® to provide context, deeper discussion and understanding about equity. Prior to completing this assessment, DELT members were grouped to complete the needs assessment. The needs assessment provided an opportunity for self-reflection on ten components of equity against the given rubric. For each component, groups were tasked to provide a rating and rationale as well as suggestions for next steps. An “X” was marked in the needs assessment to designate the group ratings, and the bullet-point list is indicative of group responses. The needs assessment rubric was as followed:

- **Robust:** Systemic and committed throughout the district and all schools, widely communicated to all stakeholders.
- **Strong, but structure needed:** Developing stages across the district and schools, but clear expectations and directions are needed.
- **In Progress:** We’re working on it, but not yet what we’d call strong.
- **Developing:** We’re just getting started on this work.

Component		Developing	In Progress	Strong, but structure needed	Robust
1. COMMON UNDERSTANDING, CONSISTENT LANGUAGE - Our district has clearly defined equity, diversity, and inclusion. We have communicated these meanings in a consistent language to our staff and community.		XXX	XX		
Rationale for Rating					
Developing	<ul style="list-style-type: none">All stakeholders have not had opportunity for the language to be consistent. Inconsistencies throughout staff and community. Significant number of new staff. Need to assess if our new push for equity is consistently applied throughout the schools. Very little communication to the community.It was clear in Padlets during PD last year. More were on board as time went on and learned language regarding Culturally Responsive Teaching. We have just gotten to the point of a clear statement, but the communication, interpretation and language used from staff is still woefully inadequate. It is not wholeheartedly understood. Communications issues. Consistently hear how the communication is unclear and does not feel it exists. Authority level is unclear. Our students still are a bit shocked that we are getting in this content. We are not applying it in the classroom. Visibility of this statement is not there. Need to clear it up and show it - here is what it looks like at each place.Developing at JHS, EG. Strong but structure needed at RMHS.				
In Progress	<ul style="list-style-type: none">We don't know if it's consistent in all the buildings. Buildings have done different things with a couple of groups. District created a foundational definition from last year's PD work. With staff, it might be strong, but community is developing.Emails and communications wind up getting deleted. We need to have information come across in different ways. People who are into it might read it, however, folks who are fighting it, disregard the information. Differentiation of 'EDI' is ignored. There is not a clear understanding of the roles each word plays. Vocal community members seem further behind than staff. Important to support all students and staff to start and focus on race, which seems to be what most folks are aware of and focus on but does need to expand to other marginalized groups (e.g., different needs, LGBTQ+, religions, gender). Politicization also adds challenges to getting this information to the community. Differences between schools. Each school seems to be in a different place with this understanding and the work that needs to be done. How do we see this intersectional work? In advocating for all, do we lose out on support for any along the way.				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none">Identify the current understanding of the concepts around equity (across the district). DEI space carved out in every Super Tuesday (standing item). Hold people accountable. Place a focus on communication with the community embedded and permeating throughout the districts (large posters - akin to our 'redefining ready' push).Every school will have common and consistent language. One person communicates the broad message, muddled communication, inconsistent among schools and even departments. Clear communication and strategic plan for this message needed. Multimodal communication too. Message on all the webpages when you click on anything. Follow up on the messaging. A person dedicated to DEI on the PR department.				

	<ul style="list-style-type: none">Develop common language that staff, students, and families have. Clear training for administration. Consistent push.			
In Progress	<ul style="list-style-type: none">To continue creating a foundation of knowledge and policies. Community focus. Developing community partners to engage in this work with stakeholders and elevating community voices that are marginalized. Center and elevate those voices.Examining - who is in leadership positions? Women? People of Color? Folks representing different populations. Call out Vanguard as a model. Also, are the students who are part of the program the same groups that are being marginalized?			
Component	Developing	In Progress	Strong, but structure needed	Robust
2: MISSION, VISION AND/OR STRATEGIC ALIGNMENT - Our district has a clear mission and vision for equity as evidenced in our Board policies, district goals, strategic plan and/or value statements.	XXX	X	X	
Rationale for Rating				
Developing	<ul style="list-style-type: none">There is a goal and it's being worked on and looked into. Hard to reach on the website (can't find the actual goal) or it's non-existent. Equity isn't present in district policies (beyond basic boilerplate). The goals and policies are not clearly defined.We are at the discussion phase in many places. Panels have been great thus far and some new things from HR. Still defining and discussing what DEI is and what it looks like by schools, dept, etc. We have no plan or goal right now. Very unclear.Mission of the district should be very poignant, and equity should be at the center. All staff should be trained on BD1 and BD2. Systemic, calendared.			
In Progress	<ul style="list-style-type: none">We have a clear mission and vision, but it is not the same in each building. We hired DEI Director, and we're here to start the process of the equity audit. Hersey has a syllabi statement, but we are in progress, not super explicitly stated. A lot of moving parts (training is there) but with too many things coming at once, it's a checkbox. Feels like it's being shoved down our throats.			
Strong, but structured needed	<ul style="list-style-type: none">We have a DEI strategic plan. We have an equity goal and value statement (included for the Board). Hired director of DEI. Public mission available online. Until it becomes everyday language, how useful is this? How do we get the mission and vision to have meaning? The buildings must align on this language.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">Start with the resolution from the board feeding into vision, mission and goal statements.Consult with our diverse affinity stakeholders. We need partners. Need someone to check before information is sent. District needs to honor diversity by building and trust the buildings. We need to develop goals by building and district wide. Need to ingrain these goals and revisit and follow up. Upgrade goals mission and vision. Goals for our evals should frame around goals of DEI for district. The district goals should be broad. Then the focus will be on developing our action items by building.Remove people who affect students of color negatively. Change hiring practices. Administration goals are aligned to equity work. Support administrator allies.			
In Progress	<ul style="list-style-type: none">We need a strategic plan per building, engaging community members. Looking at equity as more than race. We have a full spectrum of people we want to address. Helping people what the mission and vision is.			

Strong, but structured needed	<ul style="list-style-type: none">Contextualizing language in lived experiences for staff and students. Aligning understanding across buildings in the district. Accessibility to student populations. Giving the DEI Director liaisons to each building for support.				
Component		Developing	In Progress	Strong, but structure needed	Robust
3: EQUITY GOALS - Our district has a plan that includes equity-driven goals and measurable objectives to hold us accountable for advancing systemic equity.		XXXX	X		
Rationale for Rating					
Developing	<ul style="list-style-type: none">There is no progress monitoring to measure if we are on track and being successful. We don't even know where the gaps are yet. We don't know what accountability is. People don't know where we are going.No measurable objectives yet, absent in teacher evaluations (in terms of equity).We are struggling with this even being developed, hence here we are. We need audit for our plan but yes, we don't see it everywhere, but the culture is there and the feelings.Equity work, but it's unstructured, in pockets, not celebrated. People feel vulnerable talking about this work. Marginalization doesn't get discussed in MTSS process.				
In Progress	<ul style="list-style-type: none">Goals are outlined and clear, however, deadlines are not. Gaps are acknowledged and steps have to be taken, but the objectives have not been established. Benchmarks, per special ed, include goals with dates and data. This seems necessary to be a part of the objective statements. We need to reassess our goals and continually amend our policies and ideas. Data needs to be collected and presented as a part of these goals. The pandemic has led to a reassessment in goals and needs.				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none">Maybe having an accountability clause about evaluations where if students are not meeting the goal, the whole school staff can't get anything over proficient.Equity audit, acting on the results/recommendation of the audit (applying), continue the ongoing process (don't look at the audit as crossing the finishing line before moving onto the next initiative).Need to promote the audit. Need to look at ourselves and ask what are our goals for each of the five components, recruitment (staff and students) and communications of opportunities and activities, even getting students to "go" to something, what do we need to do. Need to make sure the goals are student and alumni centered. Not just about hiring for daytime positions but co-curricular as well. Reach out and be intentional in recruitment of student clubs and inclusivity and honor intersectionality. Work together with identity groups and clubs to promote events, sports, etc. and be welcoming. The welcoming needs to also be intentional and retention focused and authentic.Move equity goals to something more prominent. Equity work isn't celebrated and at the forefront. BIPOC folks shouldn't have to carry the weight alone. Leaders need to recognize the work, provide awards, and compensation. Recognition has to include all levels of the organization--ESP thru administration. Ebony club doesn't get paid. EG asked for money for equity club.				
In Progress	<ul style="list-style-type: none">Administration teams are reading - 'Culturally Responsive Teaching & Inquiry'. Expand these readings and conversations to teachers, community members, students to help hold accountability. League of Women Voters educational presentations. Structure to achieve the goals. Individualized Equity Plan - consistent protocols. This should be a team effort, not just on two or three people.				

Component	Developing	In Progress	Strong, but structure needed	Robust
4: TEACHING AND LEARNING - In each grade and within each content, we have curriculum and resources aligned with equitable pedagogical beliefs and culturally responsive instructional practices that promote elimination of implicit biases and affirmation of student self-identities.	XXXX	X		
Rationale for Rating				
Developing	<ul style="list-style-type: none">Even if the first part is there, the second part of eliminating bias is almost improbable, but we are not even there in the first part. How do we measure the SEL component in our Honors/AP students who are from marginalized communities.Conversations are being had and PD has happened about BEGINNING frameworks. Changes and conversations to update reading lists, however, no context is provided by teacher, thus it remains performative. At Vanguard - personalized learning environment puts them ahead of the game. Pushback from teachers regarding making change (for example, To Kill a Mockingbird). Lack of knowledge for teachers to provide context and education. Questions about what is being taught and how it's being taught. Teachers do not have the same expectations for all students and students know this.Varies by individual even, not even department or PLC, or building. Feels so taboo and forced and it's very uncomfortable. We know possibly individuals who are all in but it's all over the place. We don't know how to implement these practices but are "stuck". Speaking generally, we are so conditioned and afraid of change as a profession in general. Had some reading groups but they are awkward, and staff is all over the place with who, what, when, etc.No systemic Culturally Responsive/Relevant Teaching practices PD. No representation in the curriculum, seems optional.			
In Progress	<ul style="list-style-type: none">Some schools have made progress with intensive meetings. There are some great teachers doing things in individual classrooms and systemic in other places (but not fully). Inconsistent results of curriculum and audit reflections. Some schools have sent out language around Culturally Responsive/Relevant Teaching that could be put in syllabi. Uneven handling of parents questioning about curriculum.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">Looking at the new Social Science standards, maybe having courses like Latin American studies, Asian American, African American studies, relationship building among teachers who look like the students. Talk among PLCs about how where they are in how their units and assignments are culturally responsive.Keep Vanguard students in mind for future focus groups. Bridge belief with action regarding pedagogy. PLC's that are not just building based. Making sure that all teachers understand the role of DEI in their content area and in pedagogy. Staff also need to understand the experiences of our students and administrators need to make this explicitly important to staff. Making this work personal to EVERYONE (particularly staff who might not otherwise be connected). This cannot be about 'helping ' the underprivileged.Needs to go back to goals. We need to be as IN and MORE as we were with testing scores and goals. The goals the district has had in the past. We had them memorized and we were obsessed with them. We need this for DEI! Need specific tenets and antiracism must be taken on with training for EVERY person in district.			

	<ul style="list-style-type: none">• Need IU courses that help people understand historical biases.			
In Progress	<ul style="list-style-type: none">• District creates a PD to let staff know what they can say and do (including all staff, not just teachers but counselors, assistants, etc.). Consistent messaging among the schools. Continue to audit our curriculum.			
Component	Developing	In Progress	Strong, but structure needed	Robust
5: ACADEMIC PROGRAMMING - Across the district, we have and continue to take a critical lens to our academic programming (e.g., ESL, SPED, Gifted/Honors/AP, etc.) to analyze student representation by socially constructed identities.	XX	XX	X	
Rationale for Rating				
Developing	<ul style="list-style-type: none">• People don't even know that specialized schools and our programs even exist. We don't understand changes over the years. Communication of changes in these programs and new hires are getting this communication. Needs to be districtwide. We are very good at AP. Let's go all in as much as we are about AP. Programs seem to be hanging in the balance. Staff across the board don't even know these terms or programs that exist.• Need more BIPOC staff. White staff need to gain more cultural competence. Why do we have so many Spanish speakers in AP Spanish but not in other AP courses? AP teachers define their success by AP pass rate. AVID shouldn't be the only intervention.			
In Progress	<ul style="list-style-type: none">• EL kids - 4 buildings have EL programming - not Hersey and Prospect. Kids are transported. We need to hear from marginalized populations instead of making decisions without their input.• We are making progress in some areas (AVID, access to dual credit, pilots for de-tracking, earned honors). Lack of consistency from school to school.			
Strong, but structure needed	<ul style="list-style-type: none">• We have eliminated 'TDP' programming, a prerequisite criterion for AP, eliminate prep-level courses. Exiting large numbers of EL students throughout high school. Changes to curriculum and materials. Piloting earned honors programs.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">• Look at how we are supporting these programs districtwide and throughout each building. Communicate it with all, especially EL and SPED, and promote and celebrate these programs. MORE than we do for AP. Parties for all of it!! Tweet it out!• API training, PLC work, IU offerings, Division Heads critical thinking of minoritized groups. We don't keep track of drops in AP courses.			
In Progress	<ul style="list-style-type: none">• Sender districts - they are over-identifying students. We need to ask more families and students who are from marginalized populations and who are affected by district decisions.• More consistency between the schools. Increasing support for staff on switching to de-tracking and earned honors.			
Strong, but structure needed	<ul style="list-style-type: none">• Eliminating assumptions about EL students - how to use STAR and ACCESS data. Improve testing environment for speaking portions of the STAR and ACCESS tests. Evaluate the use of programs for 'gifted and honors' students.			

Component	Developing	In Progress	Strong, but structure needed	Robust
6: DISCIPLINE/BEHAVIOR/STUDENT SUPPORTS - Our district regularly analyzes student discipline data and disaggregates said data by race and special population categories, as well as intersectionality of known social constructs. We have proactive practices in place (e.g., restorative justice, trauma-informed resources, SEL approaches, etc.) to support all students, especially historically marginalized populations.	XXXX	X		
Rationale for Rating				
Developing	<ul style="list-style-type: none">We are picking data apart, but what are we doing about it? What is being done to support kids in the home schools who get sent to the specialized schools? We don't know what restorative justice practices are happening.Lack of consistency. One school is doing a lot with restorative practices becoming embedded in the classroom, others just have it nominally. In the midst of changing the dress code, data is desegregated, sometimes even acted on, but follow-up and follow-through can be lacking. Data is collected, but sometimes just sits there.We have never even been asked about this. Specialized schools and Academy existing is indicative of this. Intersectional representations at specialized programs. Inconsistencies on residency policies and how it is communicated by home school. There are people in charge of these and really depends on the program, department and building.Don't discuss marginalization with MTSS process. 2 of 8 staff said yes to hearing subgroup data. Teachers and staff perpetuate White supremacy.			
In Progress	<ul style="list-style-type: none">In specialized schools - they have trauma informed resources and SEL approaches with staff and students (shoutout!). Data is regularly collected and analyzed; however, the practices are not regularly implemented. Training in restorative practices is available but limited. Piloted 'restorative conferences' with staff last year. Despite data being collected, has there been actual change in the numbers? And of the changes made, why have they occurred?			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">The training is out there but they have not learned how to do it well. Trauma-informed practices for example does not meet excusing kids from all major assignments. We don't know how to filter it out to helping and healing students.Consistency on being able to hear what's happening in different buildings, so we can build closer to uniformity (while maintaining some flexibility for schools). PD on restorative practices, trauma informed, etc...). Administration needs to walk the walk. Foundational SEL programming for every school.We should replicate some of the successful programs from the buildings and some data is being pulled to make decisions. We need this more to wake up staff and teach them the WHY and communicate the numbers building wide with a united message to address the issues and be proactive. Add resources to allow more people to implement these practices. Need to honor substitutes and get staff. Teachers need messaging that is okay to get trained in stuff during the school day.Security guards aren't trained. Don't keep hiring former cops. Use an equity lens when processing data through an equity lens. Providing self-care for teachers. Rtl tab not user friendly. Micro aggressions in the class.			

In Progress	<ul style="list-style-type: none">Training more widely available on SEL, restorative justice, etc. Changing the perspective of what 'discipline' means in the first place. Do staff members understand the role of discipline and consequences correctly?			
Component	Developing	In Progress	Strong, but structure needed	Robust
7: STUDENT VOICE, CULTURE AND CLIMATE - We consistently seek out ways to solicit students' feedback and experiences. We adjust our organizational culture and climate based on needs (e.g., extracurricular, activities, athletics, clubs, LGBTQ+ accommodations).	XXXXX			
Rationale for Rating				
Developing	<ul style="list-style-type: none">We consider programs without considering kids. Without taking the time to solicit feedback and interview families. We focus on arbitrary things - rules we make, dress code, etc.Busses leave during time at the end of the day that are built for teachers to work with students. Inequities in athletics and activities (e.g., providing free training for everyone by opening the weight room – some schools do it and others don't let coaches run programs like that). Just starting LGBTQ+ club in some schools, while others have had it for a while. Inconsistent seeking of student feedback (happens in pockets at time) and it doesn't always get disseminated to staff members. Students have reported “not feeling like humans” and are seen as test scores and grades.Are LGBTQ+ resources more than just a blip? Is this a consistent part of the culture of our district? Athletic conference examination based on the levels of poverty at schools. There are pockets, systemically higher up, where student voice matters, but does this exist on a classroom level? What value do we place on extracurriculars? Who can participate in which sports and why? How do we provide access without cultural erasure? Special Education students need to be treated as a part of the community with mainstream extracurricular activities.Advertising of clubs to the specialized schools is not there right now, dates, etc. Communication is ineffective to promote extra curriculars. Struggle with communication to ALL students.Not enough involvement from BIPOC students.			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none">Solicit feedback from families. Having student advisory councils in schools. What is the feedback mechanism we are going to do get student feedback in all disciplines?Increased seeking of student feedback & disseminating it to staff. Anonymous survey to students about their feedback and experiences based on what is offered to them (e.g., intentional effort to get the information from kids who normally aren't involved, also perhaps reaching out to Black Student Union, Latino Unidos, etc.). For equity to exist between buildings, we can't have one school receiving all the resources and efforts while others are neglected.Create action plan to address this and provide access for student voice in all areas of the building and system.Recruitment plans to meet and promote authentically to our diverse and intersectional populations. Also need to be trained to ensure not harming our marginalized groups and students. Sponsors of identity groups should all be paid.Student panels, teachers solicit student voice.			

Component		Developing	In Progress	Strong, but structure needed	Robust
8: EMPLOYMENT & RETAINMENT - We have implemented practices to attract and retain highly qualified, diverse teachers and administrators at our district.		XXX	XX		
Rationale for Rating					
Developing	<ul style="list-style-type: none">People of color aren't being hired and/or retained. We consistently go to the same schools and bring in the same staff. When staff of color leave, is there an exit interview? It seems to happen frequently. Do our security guards represent the student population? Is security culturally responsive? Staff of color wondering about motivations behind personnel/resource decisions.People do not want to work here and or want to leave our district. Pull the stats of retention, message is do what you got to do, but then there is NO support or training, or mentoring needed for retention. Hiring program is not stated and what the expectation is, is not clearly defined of what is paid. Reputation of friends and family getting hired. Limited perspectives and fragile egos are often making some big decisions.Slight improvement this year.				
In Progress	<ul style="list-style-type: none">We are doing a good job recruiting and hiring but not retention.We have Principals of Color and members of cabinet of color. Clear efforts from the district to recruit. Eliminate "hire for fit" Need to work on retention of young and diverse candidates. More diverse candidates at 'entry level' positions. We need to start working on pathways to move up and stay in the district. Spaces feel foreign in this profession to folks of color.				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none">Exit interviews for staff of color that leave. Focus on retention of staff of color. Develop list of staff of color to support them. This will allow for bigger affinity groups. Change recruitment process (including asking staff of color). Voices needed to be heard. Bigger presence of HR in terms of DEI. Onboarding practices (membership, community packet/training); recognition.If you really want to find, you can find! This is a premier district and really need to look at how it is presented. Need to rethink how we are pulling people in - the approach needs to reach out, needs to look at who is leaving and transferring and why. The communication needs to be initiated by HR. Stories need to be told. More accountability for administration and see below on they should all be trained. Possibly, not sure administration rotation to share the goodness. Administration has to be all in and see and train or be OUT. Administration should be okay with learning and growing in equity work. We are a team. Need to work together. Acknowledge mistakes.Better recruitment mechanisms. Better relationships.				
In Progress	<ul style="list-style-type: none">Make it clear, code switching is not necessary. Creating a culture and climate that is more welcoming, supportive, and inclusive (and safe). Valuing the voices of staff and their feedback. Implementing that feedback in schools.				

Component		Developing	In Progress	Strong, but structure needed	Robust
9. PROFESSIONAL DEVELOPMENT - Our district has demonstrated its commitment to equity by offering a continuum of professional development and growth to all staff.		XX	X	XX	
Rationale for Rating					
Developing	<ul style="list-style-type: none">Ivette talks were great. Really varies by building. Difficult to decide between in progress and developing. We are not ALL doing it. Affinity groups are great. Continuing cohorts for this year are great. Feeling frustrations from teachers who want content PD.Need more work here. Lots more.				
In Progress	<ul style="list-style-type: none">We've done a few all-district seminars about DEI. Some buildings have done more extensive work. Non-teachers feeling secluded in the process.				
Strong, but structure needed	<ul style="list-style-type: none">We had a lot of PD last year with equity work, SEL. We have book studies.This meeting and audit is evidence of this. PD sessions are available districtwide for various groups, PLC's etc. Availability of literature and resources.				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none">Would love to see content PD in internal university. Everyone should read STAMPED. Ran out of time. Colonization focus on Institute Day.IU courses, ongoing equity PD.				
In Progress	<ul style="list-style-type: none">A lot of data was pulled, where is it? Affinity groups - establishing a goal and purpose for phase 2. Increased training (e.g., Beyond Diversity) especially in small groups. Individual reflection before expanding to the larger group. Time to process information from speaker and other types of following up speakers (in PLCs and other similar groups for ESP, CMA, etc.). Finding ways to include non-teachers in the conversation.				
Strong, but structure needed	<ul style="list-style-type: none">What is the next step to racial unconscious bias training? How do we sustain it? How do we start that with gender/ableism/sexual preference/etc.More tools for staff who are resistant to this work - how do we invite people into this work?				
Component		Developing	In Progress	Strong, but structure needed	Robust
10: FAMILY AND COMMUNITY AS AGENCY - We have a structure in place to actively seek out and/or sustain communication and engagement with parents/guardians/caretakers on issues of equity.		XXXX	X		
Rationale for Rating					
Developing	<ul style="list-style-type: none">We didn't have any flyers in Spanish for board election information.Not consistent across all schools and populations. There is a structure in place at the superintendent's level where he has a parent group/student group/community stakeholder group, though we don't hear anything about it.We don't do it. Email is not enough. Home visit training needs to be bigger but good start.Why are the loudest parents the ones who are anti maskers? Booster clubs are not representative of our district.				

In Progress	<ul style="list-style-type: none"> Up until July, no Spanish speakers in main office. Families are scared to walk into the office because they are so often spoken down to. Families have needs but don't know what they need - how do we get the information to families in a respectful way? How do we support families and get them resources to support their students? We don't provide the resources for parents to support their students. IEP's only in English - all legal paperwork is in English. Language Line isn't always adequate.
Suggestions for Next Steps	
Developing	<ul style="list-style-type: none"> Continue having information in translated languages. What are the platforms to reach out to families through social media, etc., community volunteer opportunities. How do we engage with families who do not communicate with us regularly? How do we make school a welcoming place inside? Increased transparency across the district. Actively seek and sustain communication and engagement with the community. Parent support groups. More funding for ALL staff to do home visits. More with language besides Spanish. We are stretched so thin. Email isn't the best mode of communication. How else can we reach parents? Text, family relationships. Remove the no fees, no schedule rule. Need someone to take the lead to systematically reach this population. We had someone who used to do it well.
In Progress	<ul style="list-style-type: none"> Expand the opportunities outlined above.
Other Comments or Suggestions	
<ul style="list-style-type: none"> Read the 214 Justice Group's manifesto. Component 8 could be expanded to include other staff in the district that are not teachers or administrators. Everybody should be trained in DEI. 	

Section 2

QUANTITATIVE DATA

All submitted data has been analyzed with an equity approach. A table and/or chart of all data is included in this report. Quantitative data that revealed inequities contributed to the audit findings. It must be noted that data from SY 2017-18 to SY 2018-19 may be drastically unique to SY 2019-20 and SY 2020-21, because during this time, there was [is] a global pandemic due to Covid-19. This pandemic impacted school operations throughout the country, affecting curriculum, instruction, resources, and relationship with students. Most data was disaggregated by race/ethnicity⁷, special populations⁸ and intersectionality⁹.

Index of Quantitative Data	
Table/Chart 2.1-2.3	Student demographic
Table/Chart 2.4-2.9	Student discipline
Table/Chart 2.10-2.12	Student participation in honors/AP
Table/Chart 2.13-2.20	Student demographic in special education services
Table/Chart 2.21-2.22	Student participation in Career Technical Education (CTE) TE
Table/Chart 2.23	Student extracurricular enrollment
Table/Chart 2.24	Student home school attendance
Table/Chart 2.25-2.32	Student growth in benchmarks and standardized assessments
Table/Chart 2.33-2.34	Student five-year graduation
Table/Chart 2.35-2.42	Student final grade
Table/Chart 2.43-2.53	Student credit recovery, dropout, outplacement, absenteeism, tardiness and transfers
Table/Chart 2.54-2.56	Student community services
Table/Chart 2.57-2.62	Harper College Promise Eligibility and Freshman on Track
Table/Chart 2.63-2.64	Teacher and administrator demographic
Table/Chart 2.65	Staff licensure/endorsement
Table/Chart 2.66-2.67	BOE demographic count
Table/Chart 2.68	List of various student fundraisers
Table/Chart 2.69	ELL languages identified (not including English)

⁷ Race/ethnicity includes students that identify as Asian, African American, or Black, Hispanic, Latino/a/x, Pacific Islander, Two or More races, White or Caucasian. For the purpose of this report and/or in alignment with Illinois State Board of Education (ISBE), the following racial categories were used; *Asian* for Asian or Pacific Islander, *Black* for African American or Black, *Hispanic* Hispanic/Latino/a/x and *White* for White/Caucasian.

⁸ Special population refers to specialized populations of English Language Learners (ELL), Free/Reduced Lunch (FRL) and Students with Individualized Education Plan (IEP).

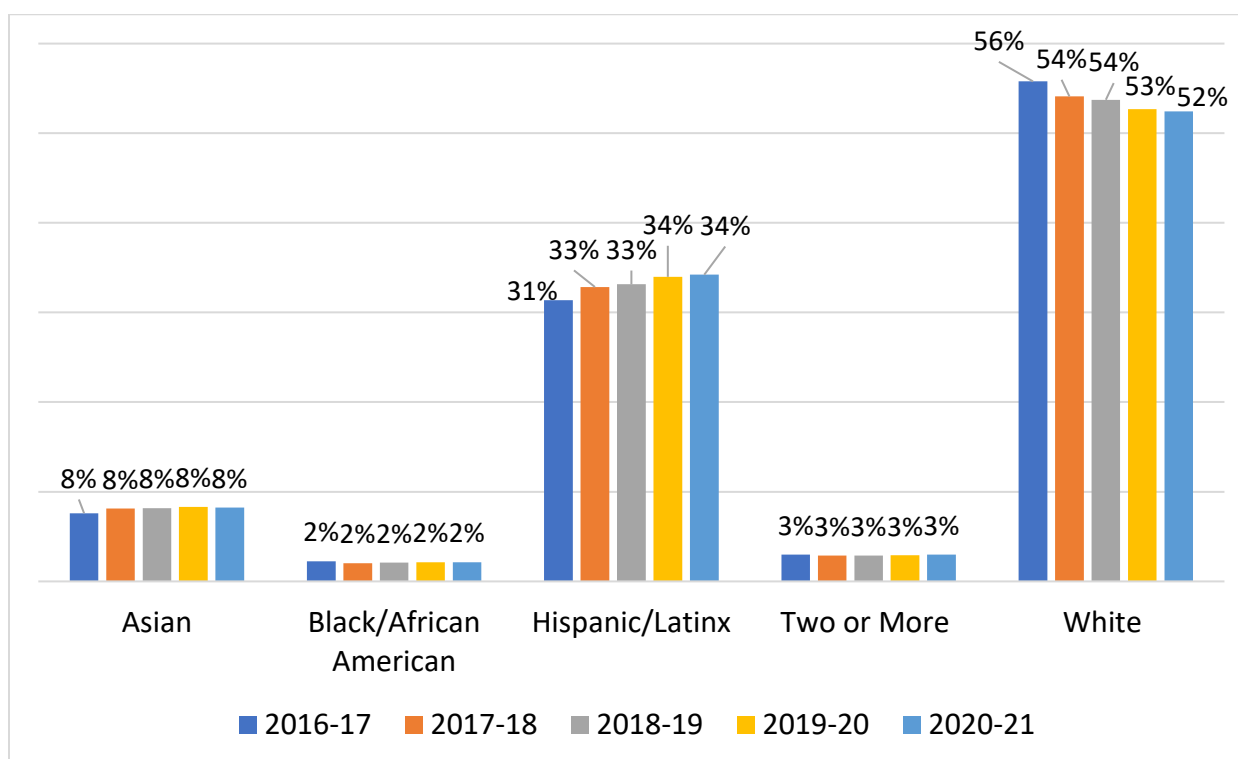
⁹ Intersectionality refers to the intersecting identities by social constructs or identities.

The quantitative data that did not reveal an immediate inequity is listed below. This does not translate to mean that there are no issues of inequity. It does mean that based on the offered data, it either revealed no glaring indications of inequities, or additional information beyond the scope of this audit is needed.

- Table/Chart 2.1-2.3 Student demographics
- Table/Chart 2.13-2.20 Student disabilities
- Table/Chart 2.21-2.22 Student CTE enrollment
- Table/Chart 2.23 Student extracurricular enrollment
- Table/Chart 2.24 Student home school attendance
- Table/Chart 2.33-2.34 Student five-year graduation rate
- Table/Chart 2.43-2.44 Student credit recovery
- Table/Chart 2.54-2.56 Student community service
- Table/Chart 2.57-2.62 Harper College Promise Eligibility and Freshmen on Track
- Table 2.68 List of various student fundraisers
- Table 2.69 ELL languages identified (not including English)

Table 2.1: Student demographic count by race/ethnicity¹⁰

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	910	269	3,757	358	6,678	11,972
2017-18	975	245	3,941	347	6,493	12,001
2018-19	980	252	3,980	344	6,453	12,009
2019-20	987	255	4,039	346	6,262	11,889
2020-21	989	257	4,110	358	6,299	12,013

Chart 2.1: Student demographic percent by race/ethnicity


¹⁰ Data based on Fall Census Enrollment as of 10/1/2021 for SY 2020-21. Student demographics does not include race/ethnic identities of *Alaskan Natives/Natives American, Pacific Islander and Unknown Races* as collectively represent less than one percent each year.

Table 2.2: Student demographic count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	716	11,280	2,823	9,173	1,393	10,603
2017-18	898	11,124	2,606	9,416	1,423	10,599
2018-19	978	11,052	2,487	9,543	1,442	10,588
2019-20	1,108	10,805	2,710	9,203	1,422	10,491
2020-21	1,230	10,803	3,634	8,399	1,449	10,584

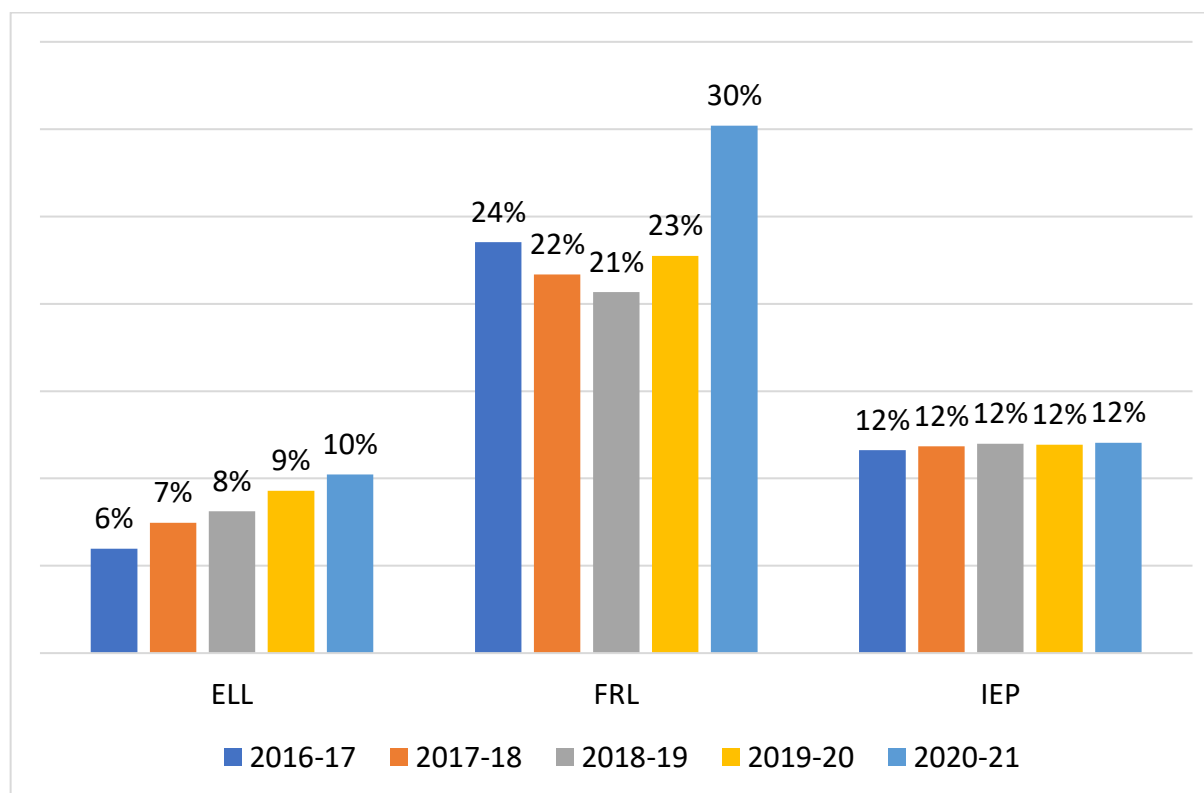
Chart 2.2: Student demographic percent by special populations


Table 2.3: Student demographic count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	67	167	39	8	116	58	535	1,952	554	2	58	35	101	524	702
2017-18	88	159	45	8	102	53	664	1,831	599	4	42	37	133	467	686
2018-19	77	143	51	10	101	59	748	1,752	617	4	32	43	138	455	668
2019-20	83	154	57	4	120	62	843	1,903	623	6	35	39	170	495	636
2020-21	99	241	63	4	130	65	944	2,238	657	6	63	38	175	958	622

Chart 2.3: Student demographic percent by the intersectionality of race/ethnicity and special population

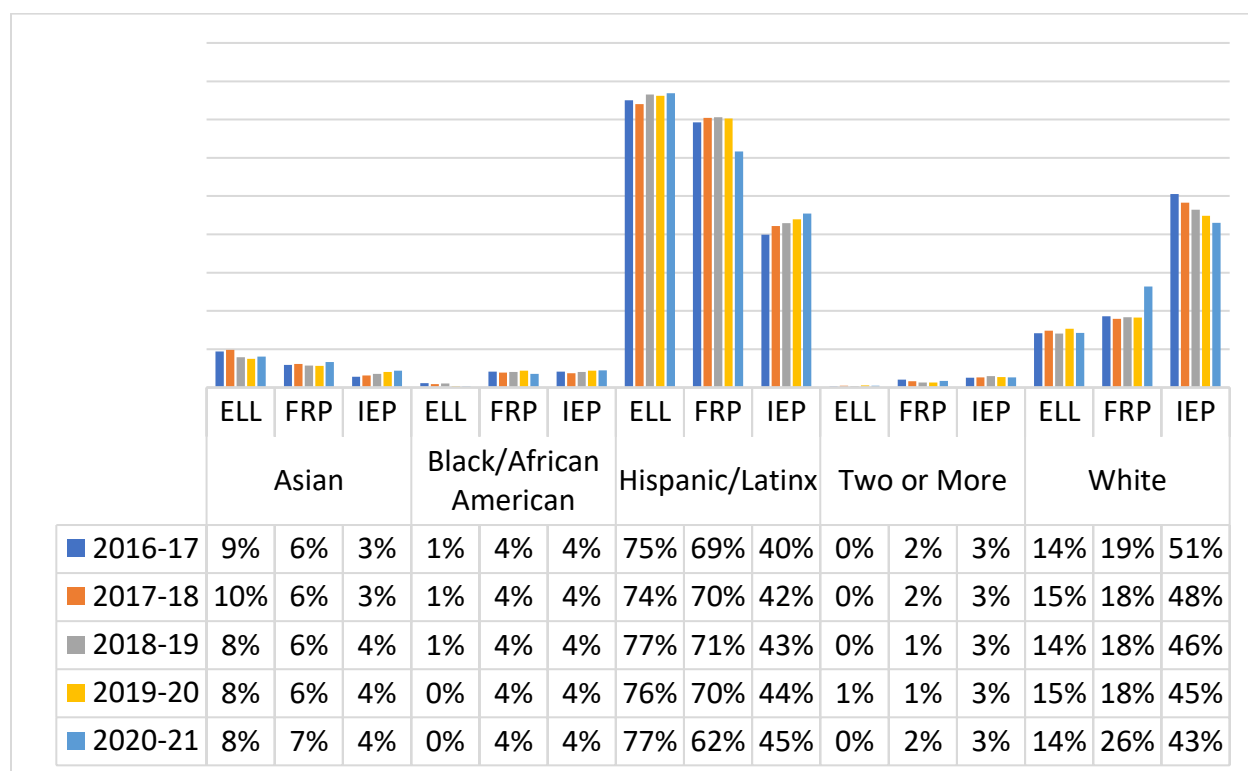
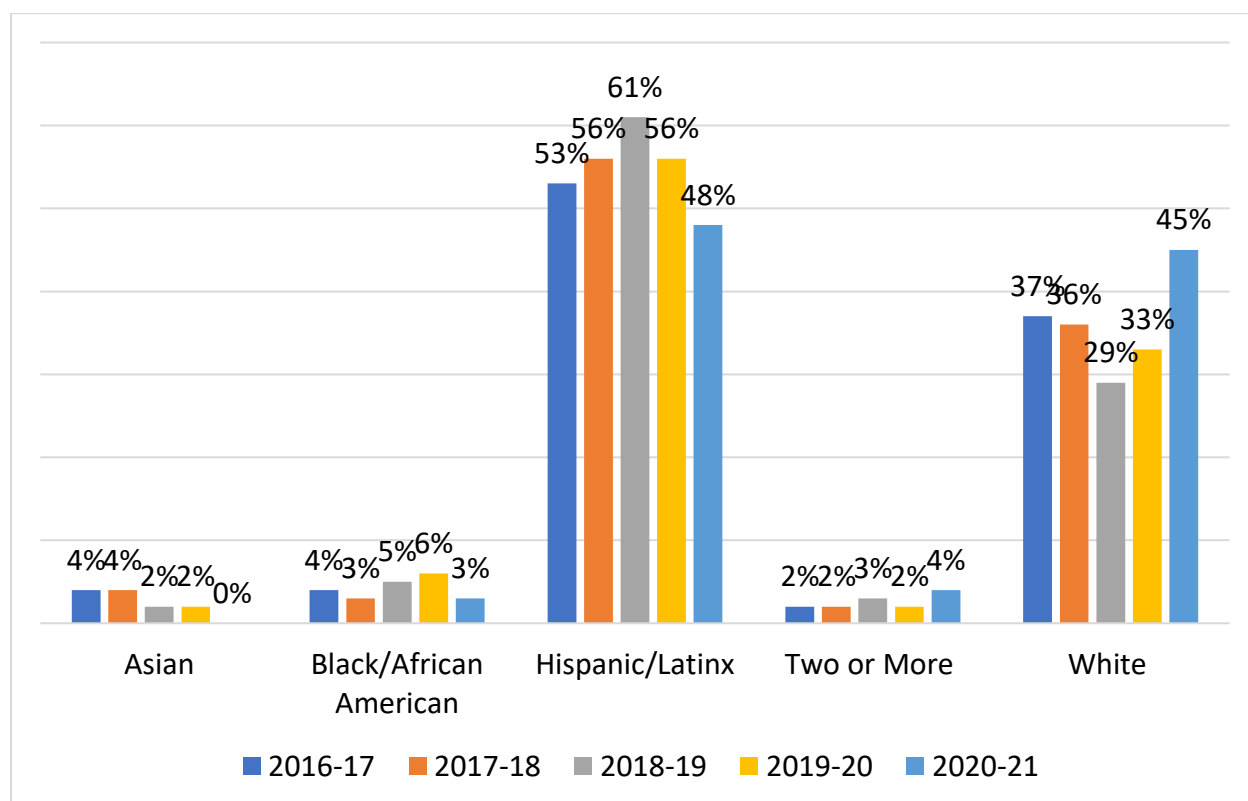


Table 2.4: Student discipline count¹¹ by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	121 (322)	117 (817)	1,605 (11,198)	63 (329)	1,120 (4,830)	3,026 (17,496)
2017-18	95 (95)	84 (649)	1,456 (10,208)	52 (232)	936 (4,144)	2,623 (15,549)
2018-19	15 (24)	35 (118)	441 (1,202)	19 (38)	211 (413)	721 (1,795)
2019-20	15 (31)	32 (32)	292 (727)	13 (37)	173 (382)	523 (1,247)
2020-21	0	2 (6)	33 (48)	3 (3)	31 (52)	69 (109)

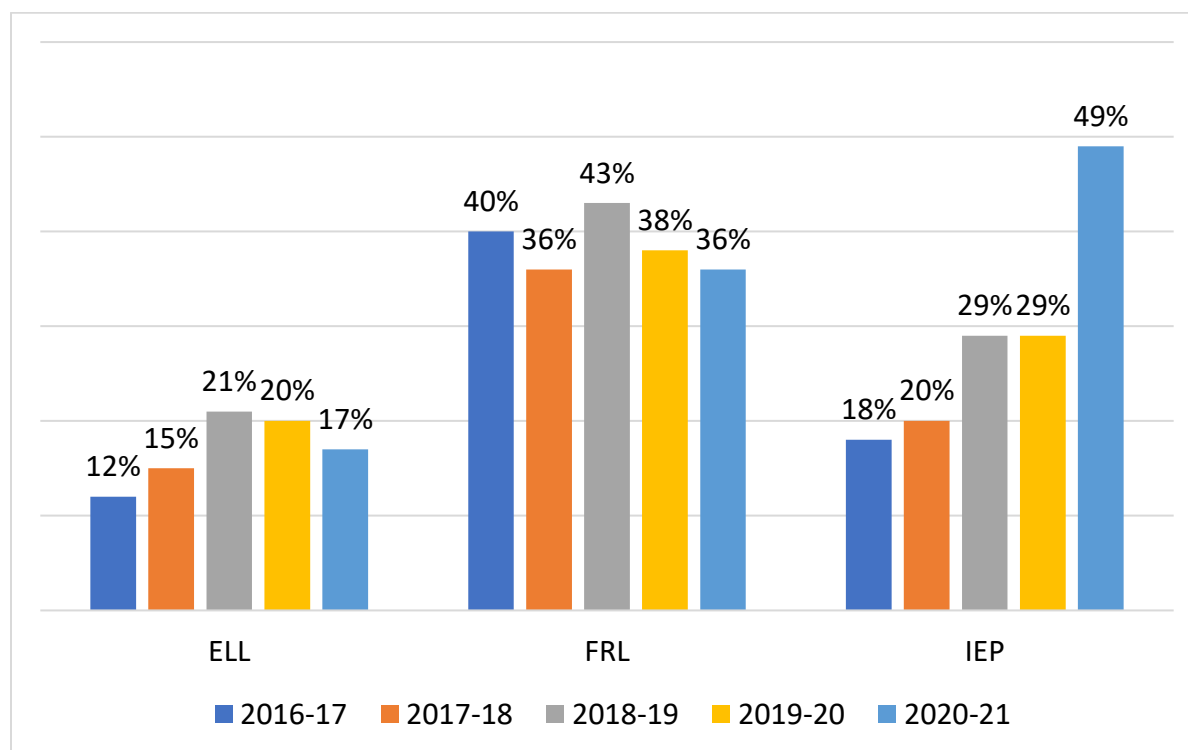
Chart 2.4: Student discipline percent¹² by race/ethnicity

¹¹ Number represents total number of disciplined students. Number of behavioral incidents is represented in parenthesis as one student may be responsible for multiple behavioral incidents.

¹² Percent represents student discipline demographic.

Table 2.5: Student discipline count¹³ by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	349 (3,387)	2,683 (14,138)	1,204 (8,631)	1,828 (8,894)	556 (4,511)	2,476 (13,014)
2017-18	401 (3,358)	2,226 (12,205)	936 (6,746)	1,691 (8,817)	523 (4,692)	2,104 (10,871)
2018-19	148 (449)	573 (1,346)	307 (814)	414 (981)	211 (560)	510 (1,235)
2019-20	105 (325)	419 (924)	199 (536)	325 (713)	153 (423)	371 (826)
2020-21	12 (21)	57 (88)	25 (36)	44 (73)	34 (54)	35 (55)

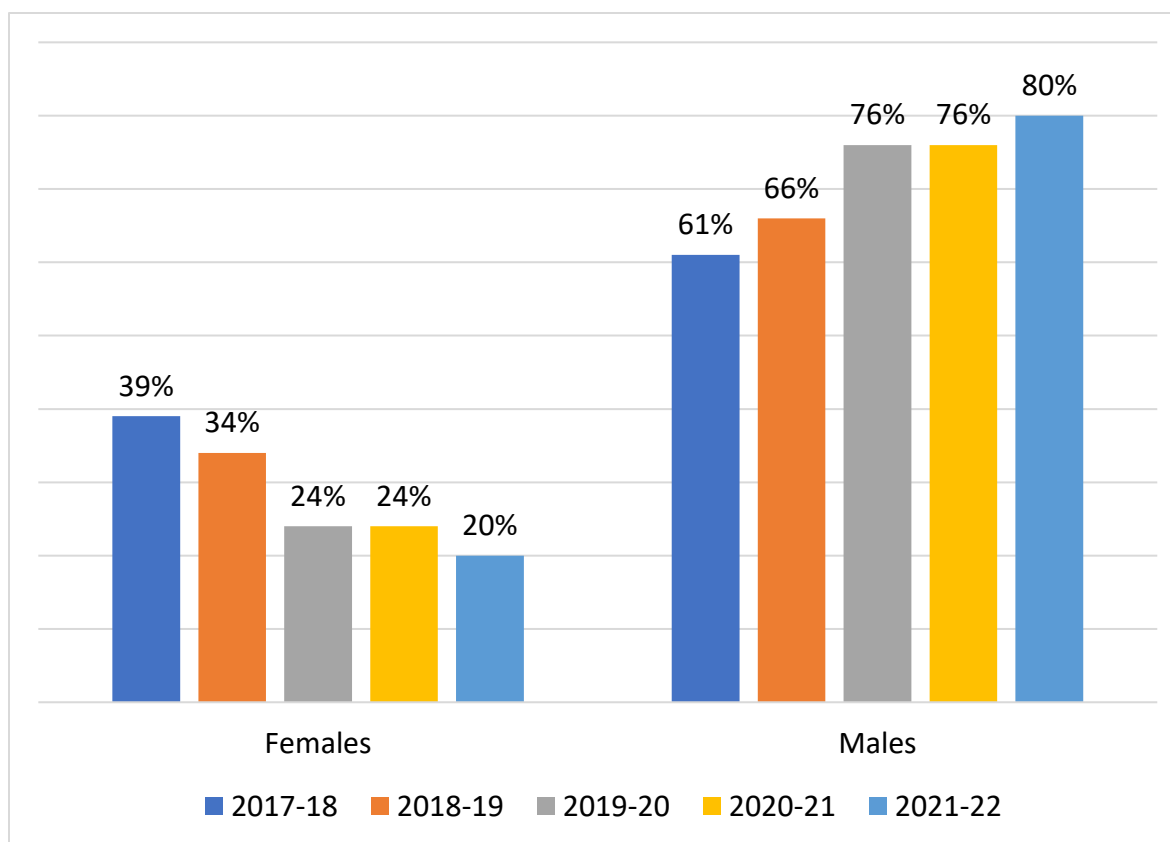
Chart 2.5: Student discipline percent¹⁴ by special populations

¹³ Number represents total number of disciplined students. Number of behavioral incidents is represented in parenthesis as one student may be responsible for multiple behavioral incidents.

¹⁴ Percent represents student discipline demographic.

Table 2.6: Student discipline behavioral count¹⁵ by gender

Year	Female	Male	Total
2016-17	1,183 (5,996)	1,849 (11,529)	3,032 (17,525)
2017-18	896 (4,496)	1,731 (11,067)	2,627 (15,563)
2018-19	176 (397)	545 (1,398)	721 (1,795)
2019-20	127 (274)	397 (975)	524 (1,249)
2020-21	14 (16)	55 (93)	69 (109)

Chart 2.6: Student discipline behavioral percent¹⁶ by gender


¹⁵ Number represents total number of disciplined students. Number of behavioral incidents is represented in parenthesis as one student may be responsible for multiple behavioral incidents.

¹⁶ Percent represents student discipline demographic.

Table 2.7: Student discipline count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	30	79	38	9	492	226	3,082	6,872	2,816	1	131	163	248	1,038	1,254
2017-18	114	102	68	3	428	184	2,993	5,208	2,767	2	53	91	246	950	1,578
2018-19	5	2	7	0	81	35	421	624	380	0	4	17	23	103	121
2019-20	9	6	4	0	42	21	256	410	240	0	6	24	60	72	134
2020-21	0	0	0	0	0	0	13	20	21	0	0	2	8	16	31

Chart 2.7: Student discipline percent by the intersectionality of race/ethnicity and special population

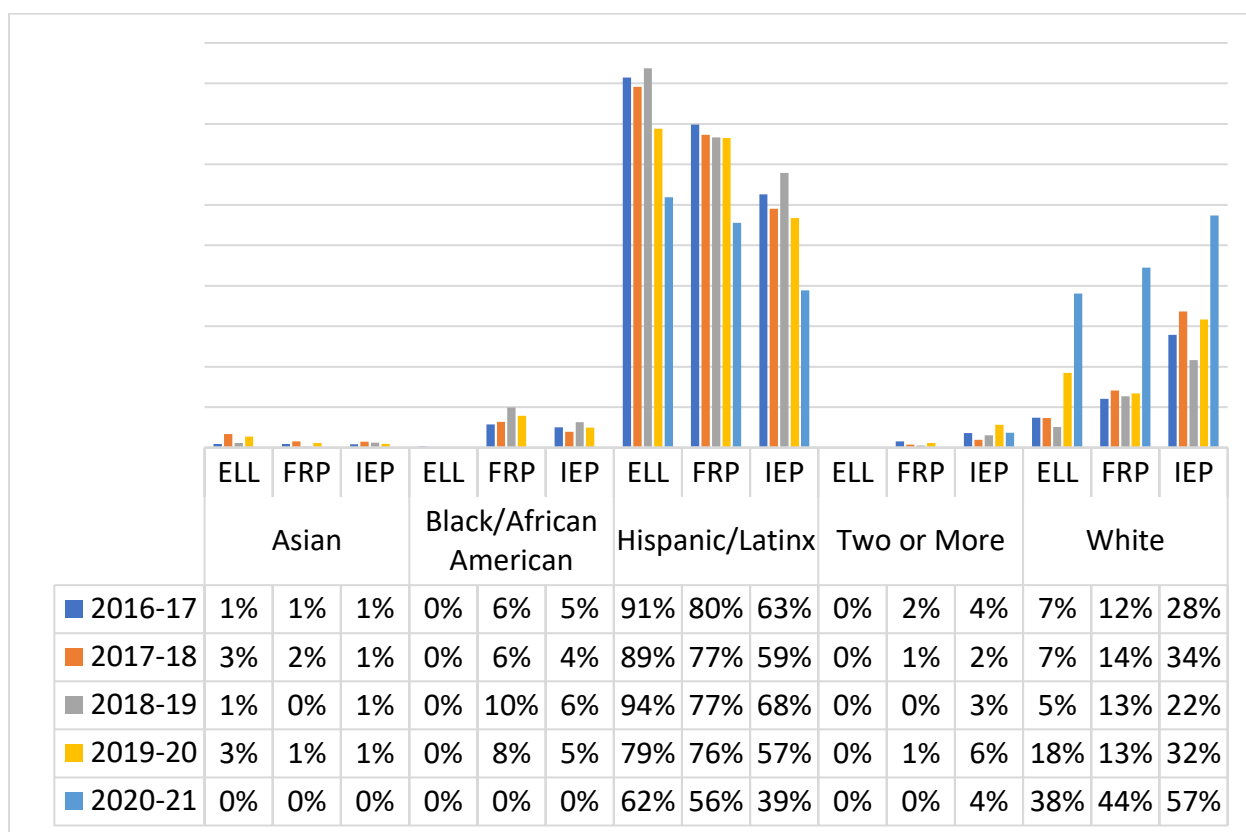


Table 2.8: Student discipline count by the intersectionality of race/ethnicity, special population and FEMALE

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	6	18	4	9	227	104	941	2,305	741	1	38	57	75	337	359
2017-18	4	5	2	1	155	60	744	1,522	598	0	1	14	64	301	430
2018-19	0	1	2	0	20	5	82	166	59	0	3	0	1	16	23
2019-20	0	4	0	0	7	3	29	86	44	0	3	19	8	15	31
2020-21	0	0	0	0	0	0	4	4	6	0	0	0	0	1	3

Chart 2.8: Student discipline percent by the intersectionality of race/ethnicity, special population and FEMALE

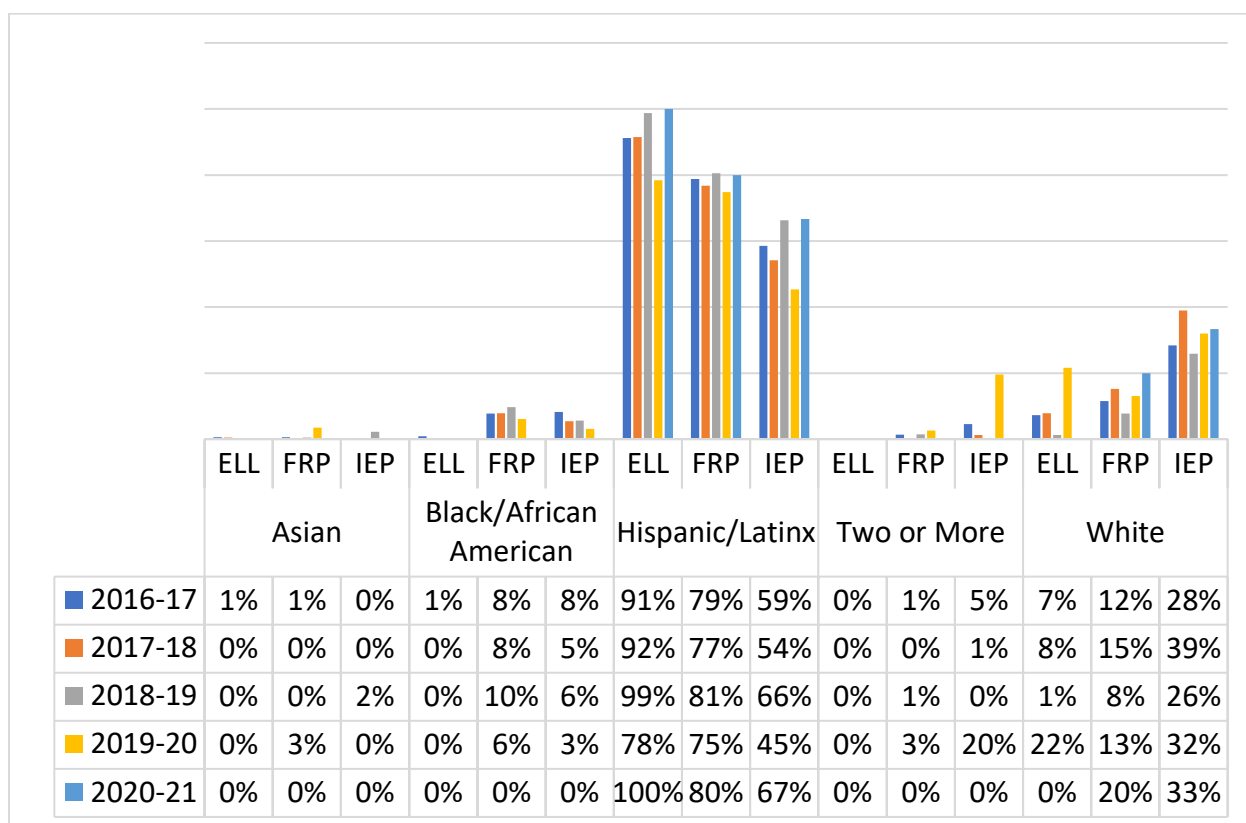


Table 2.9: Student discipline count by the intersectionality of race/ethnicity, special population and MALE

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	24	61	34	0	265	122	2,141	4,567	2,075	0	93	106	173	701	895
2017-18	110	97	66	2	273	124	2,249	3,686	2,169	2	52	77	182	649	1,148
2018-19	5	1	5	0	61	30	339	458	321	0	1	17	22	87	98
2019-20	9	2	4	0	35	18	227	324	196	0	3	5	52	57	103
2020-21	0	0	0	0	0	0	9	16	15	0	0	2	8	15	28

Chart 2.9: Student discipline percent by the intersectionality of race/ethnicity, special population and MALE

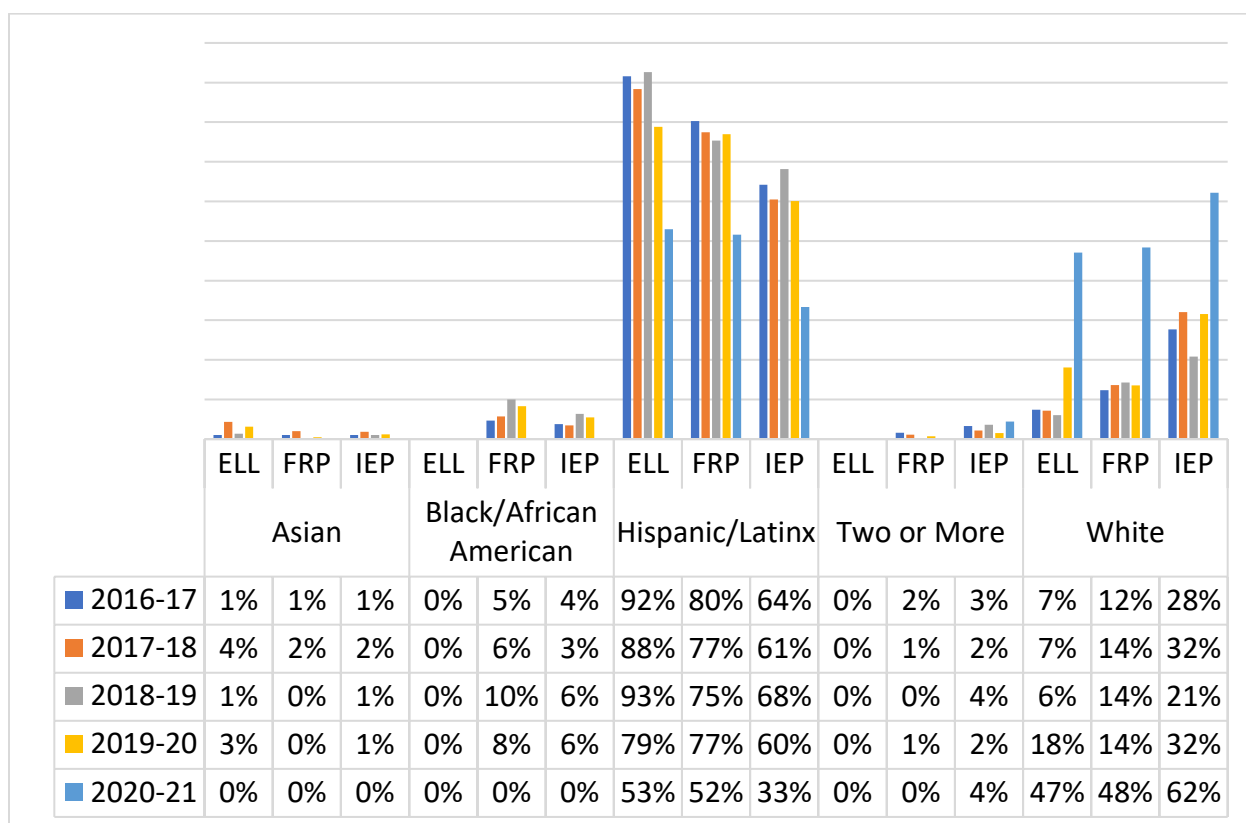


Table 2.10: Student count in gifted programming, dual credit, honors and AP by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	724	99	1,795	267	4,945	7,830
2017-18	798	101	2,119	260	4,893	8,171
2018-19	838	125	2,402	271	5,077	8,713
2019-20	834	116	2,440	269	4,897	8,556
2020-21	836	126	2,569	275	5,021	8,827

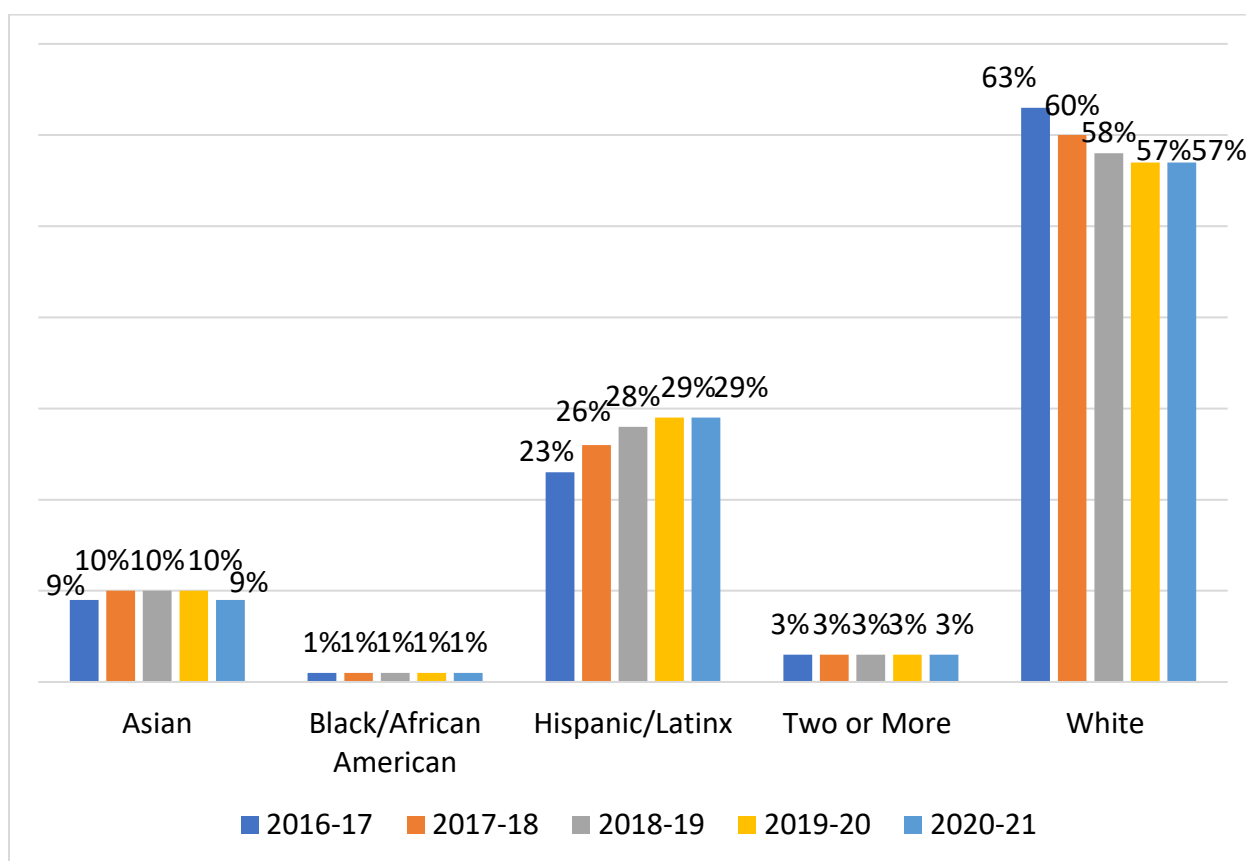
Chart 2.10: Student percent in gifted programming, dual credit, honors and AP by race/ethnicity


Table 2.11: Student count in gifted programming, dual credit, honors and AP by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	100	7,744	1,323	6,521	246	7,598
2017-18	181	8,005	1,360	6,826	248	7,938
2018-19	286	8,442	1,475	7,253	360	8,368
2019-20	366	8,206	1,590	6,982	382	8,190
2020-21	441	8,400	2,260	6,581	417	8,424

Chart 2.11: Student percent in gifted programming, dual credit, honors and AP by special populations

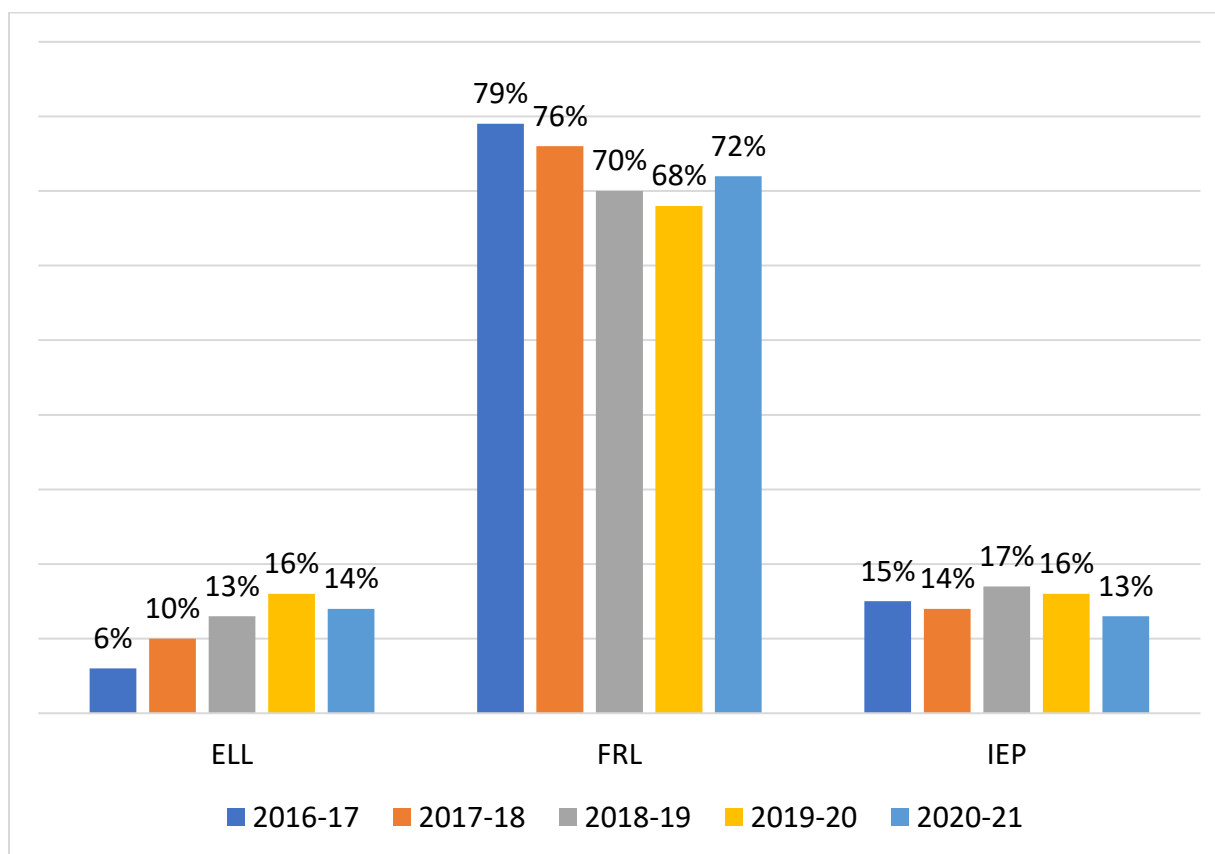
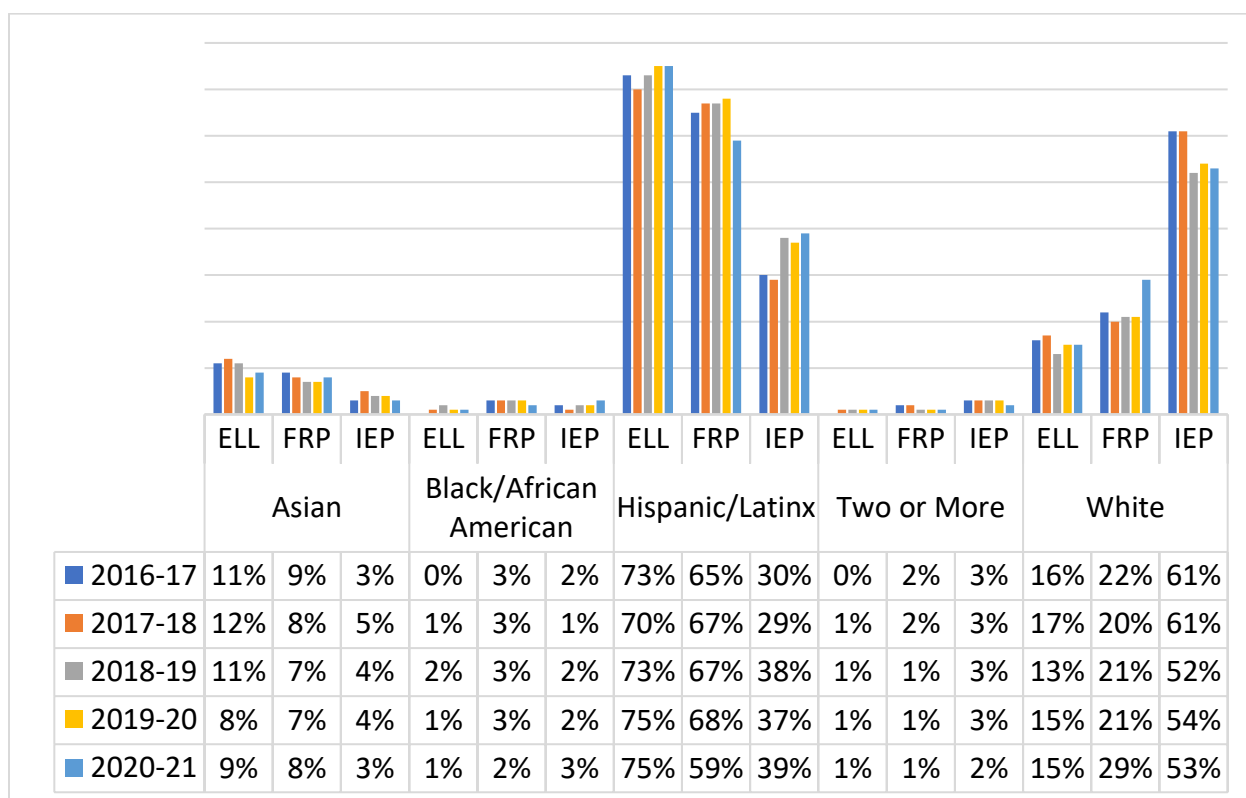


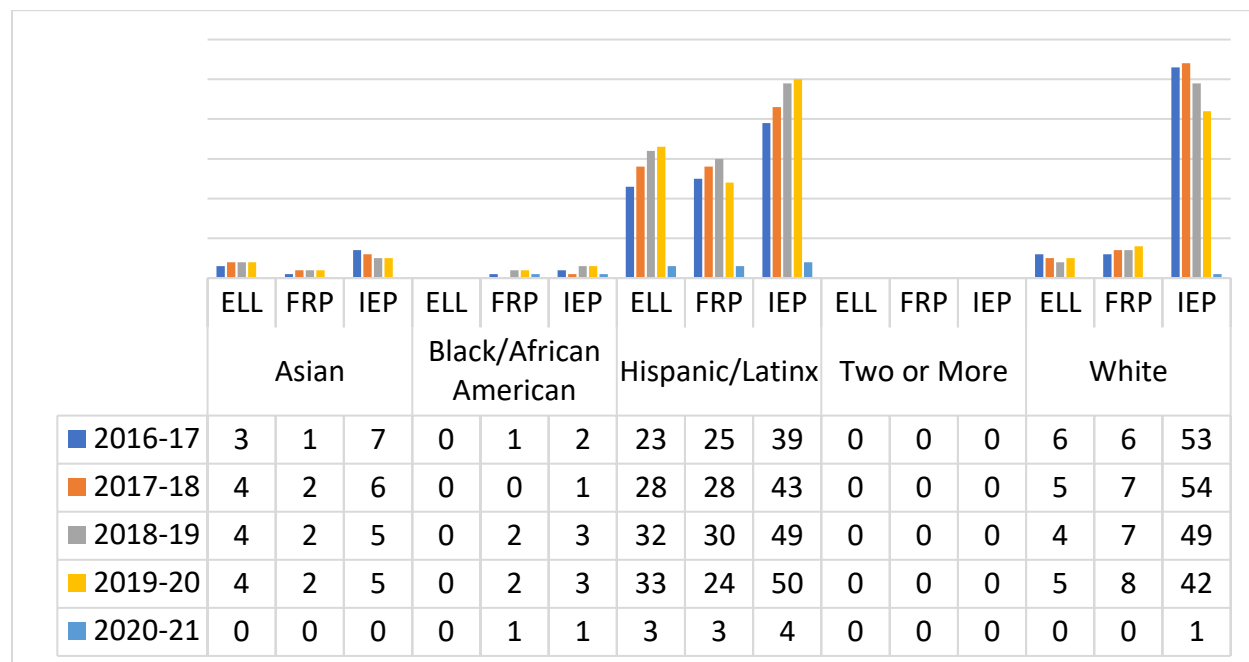
Table 2.12: Student count in gifted programming, dual credit, honors and AP by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	11	113	8	0	35	5	73	855	75	0	32	8	16	286	150
2017-18	22	109	13	1	34	3	126	916	73	1	25	8	31	274	151
2018-19	32	109	16	5	46	7	210	989	138	2	18	12	37	311	186
2019-20	31	110	16	2	44	7	275	1,080	142	3	20	10	55	334	206
2020-21	41	177	13	2	55	14	331	1,329	162	3	32	8	64	666	219

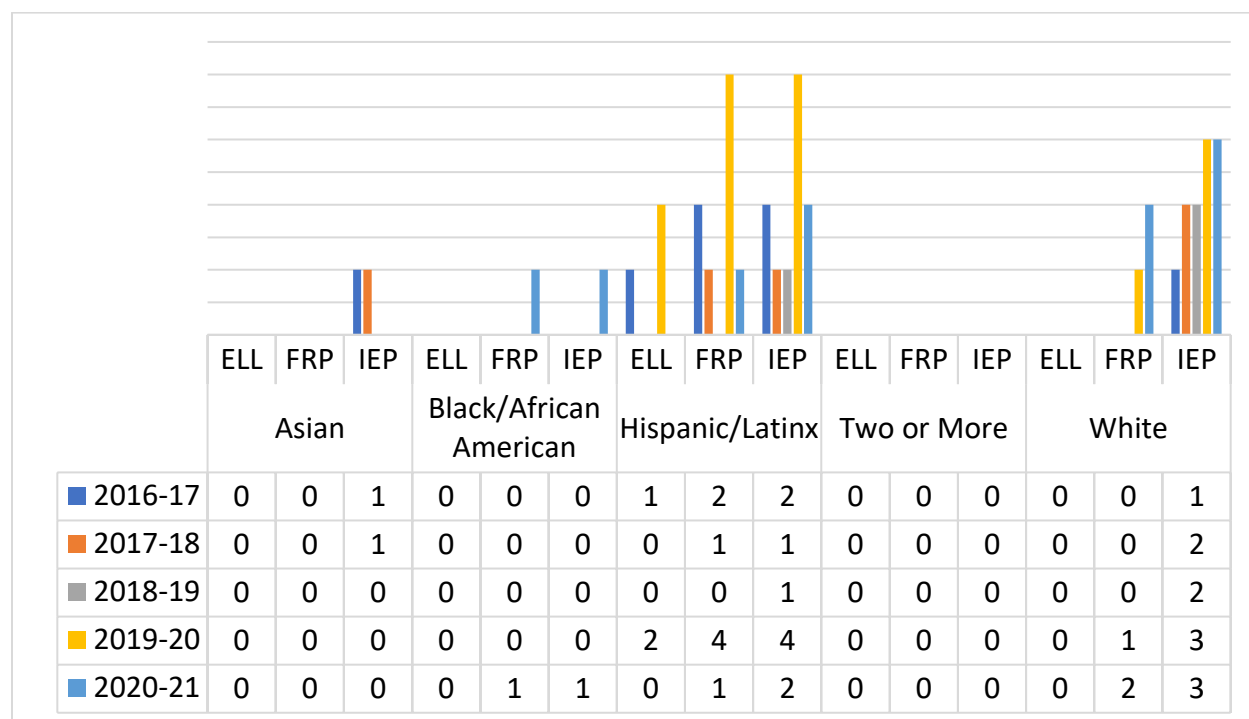
Chart 2.12: Student percent in gifted programming, dual credit, honors and AP by the intersectionality of race/ethnicity and special populations



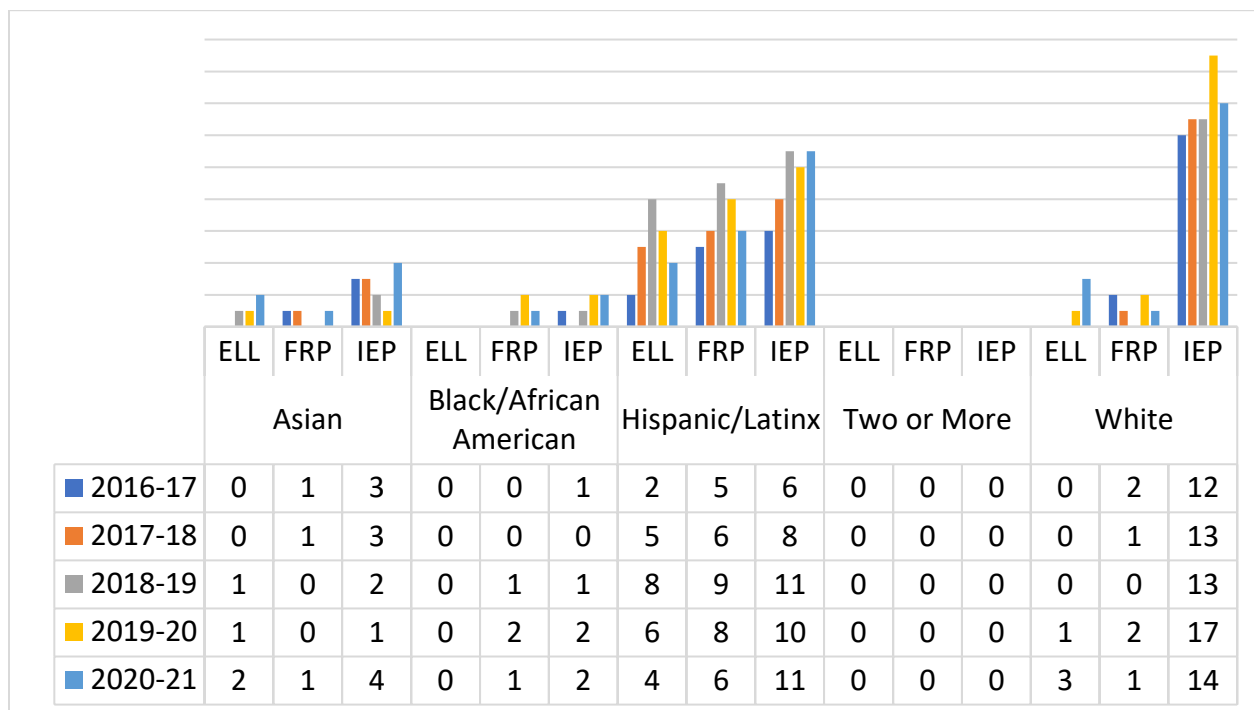
Table/Chart 2.13: Student INTELLECTUAL DISABILITY count by the intersectionality of race/ethnicity and special populations



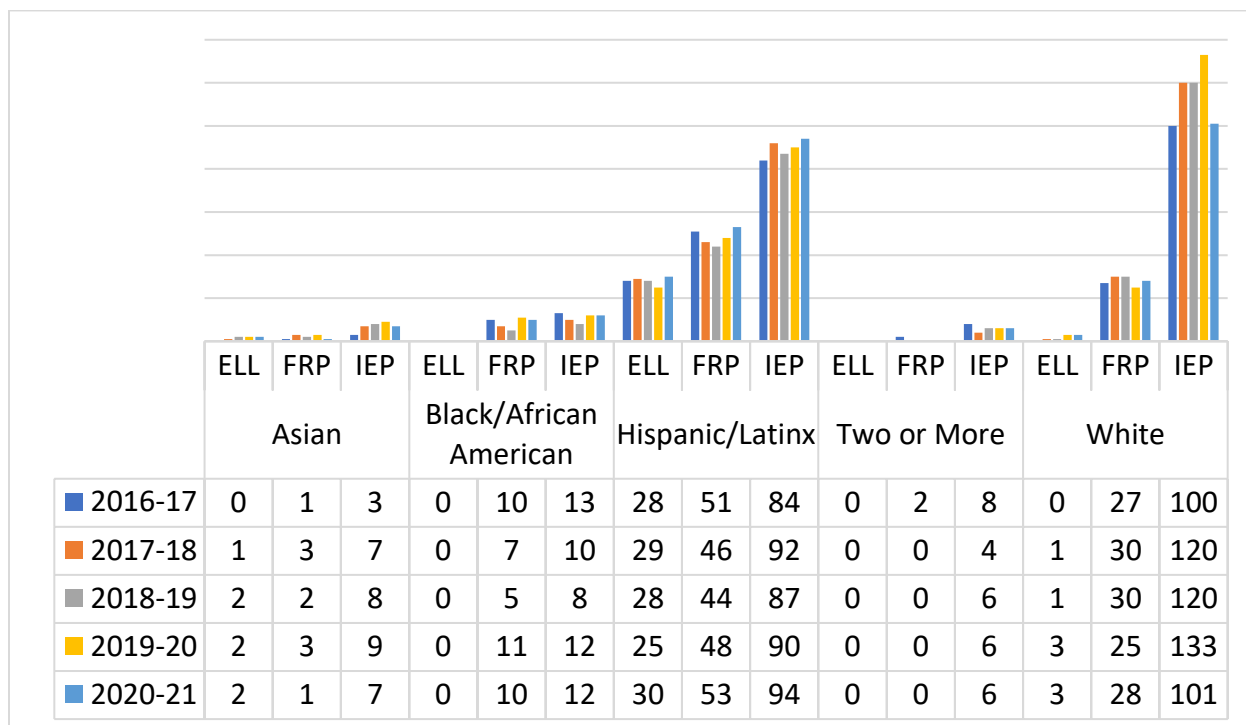
Table/Chart 2.14: Student HEARING IMPAIRMENTS count by the intersectionality of race/ethnicity and special populations



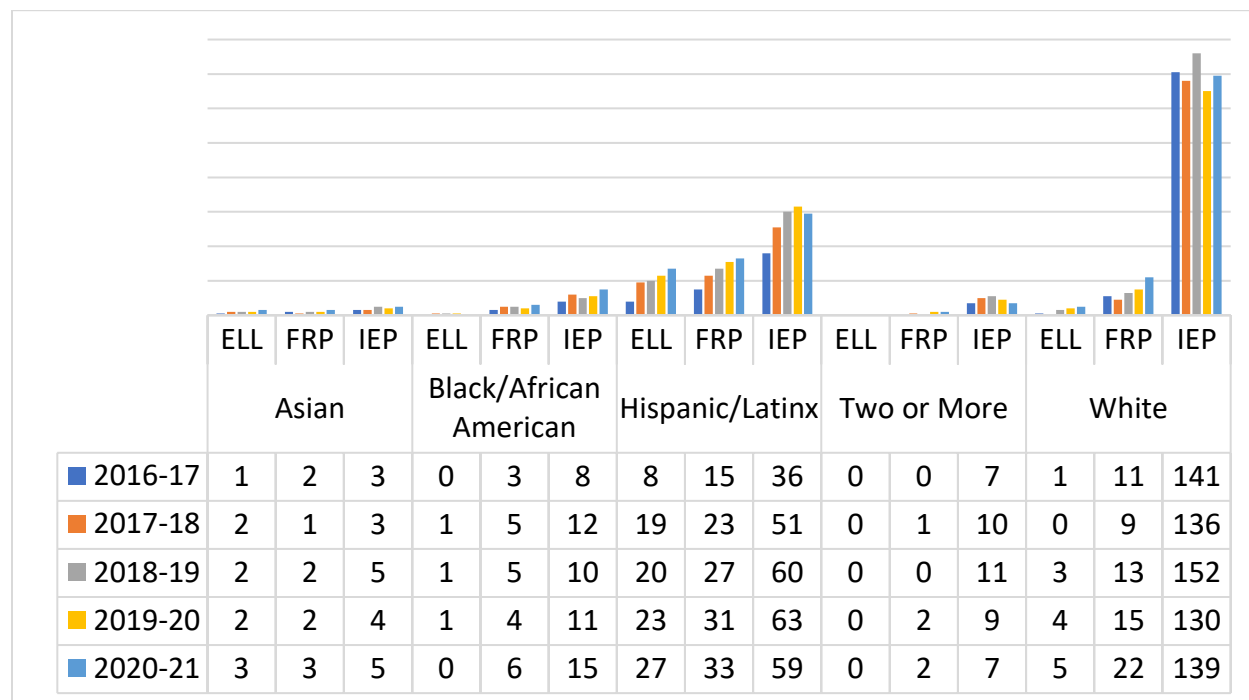
Table/Chart 2.15: Student SPEECH/LANGUAGE IMPAIRMENTS count by the intersectionality of race/ethnicity and special populations



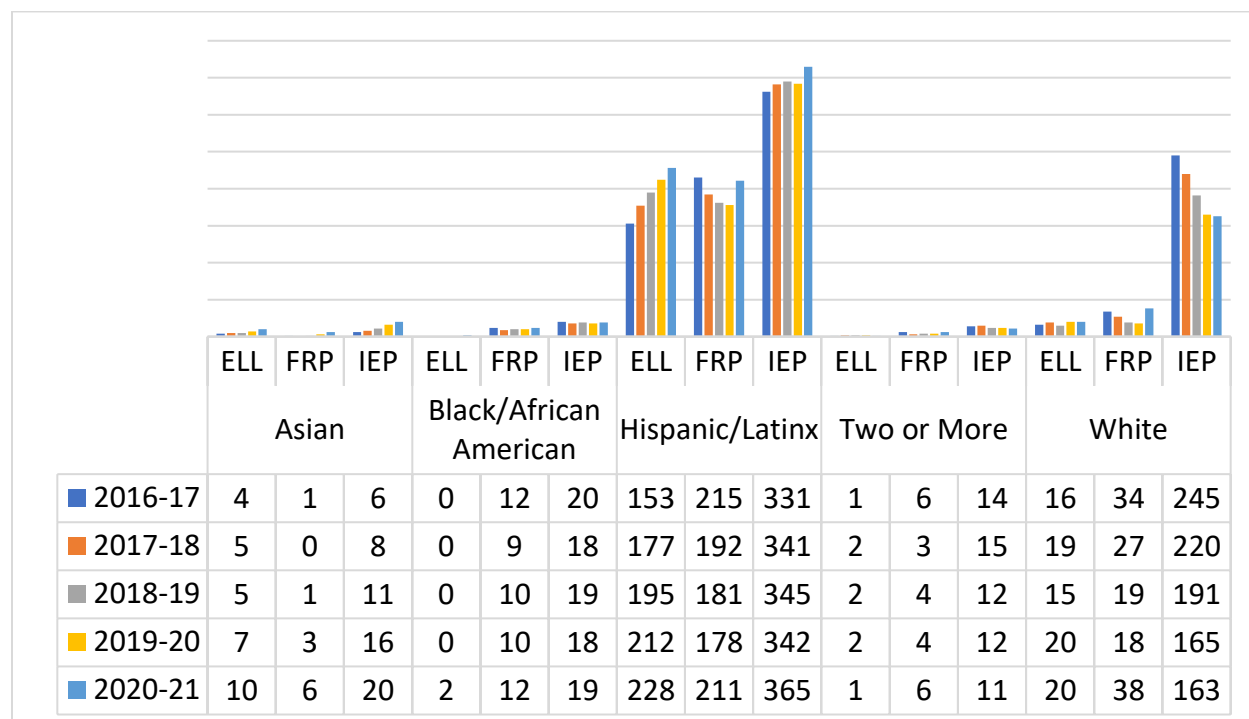
Table/Chart 2.16: Student EMOTIONAL DISABILITY count by the intersectionality of race/ethnicity and special populations



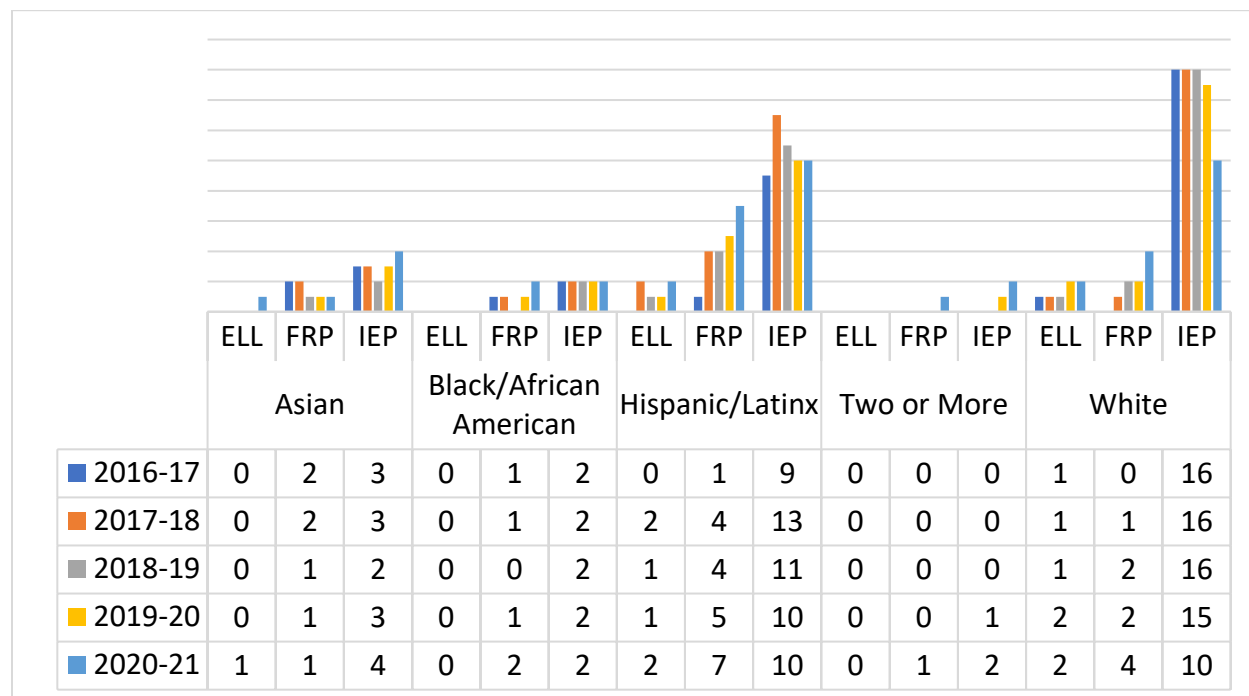
Table/Chart 2.17: Student OTHER HEALTH IMPAIRMENTS count by the intersectionality of race/ethnicity and special populations



Table/Chart 2.18: Student SPECIFIC LEARNING DISABILITIES count by the intersectionality of race/ethnicity and special populations



Table/Chart 2.19: Student MULTIPLE DISABILITIES count by the intersectionality of race/ethnicity and special populations



Table/Chart 2.20: Student AUTISM count by the intersectionality of race/ethnicity and special populations

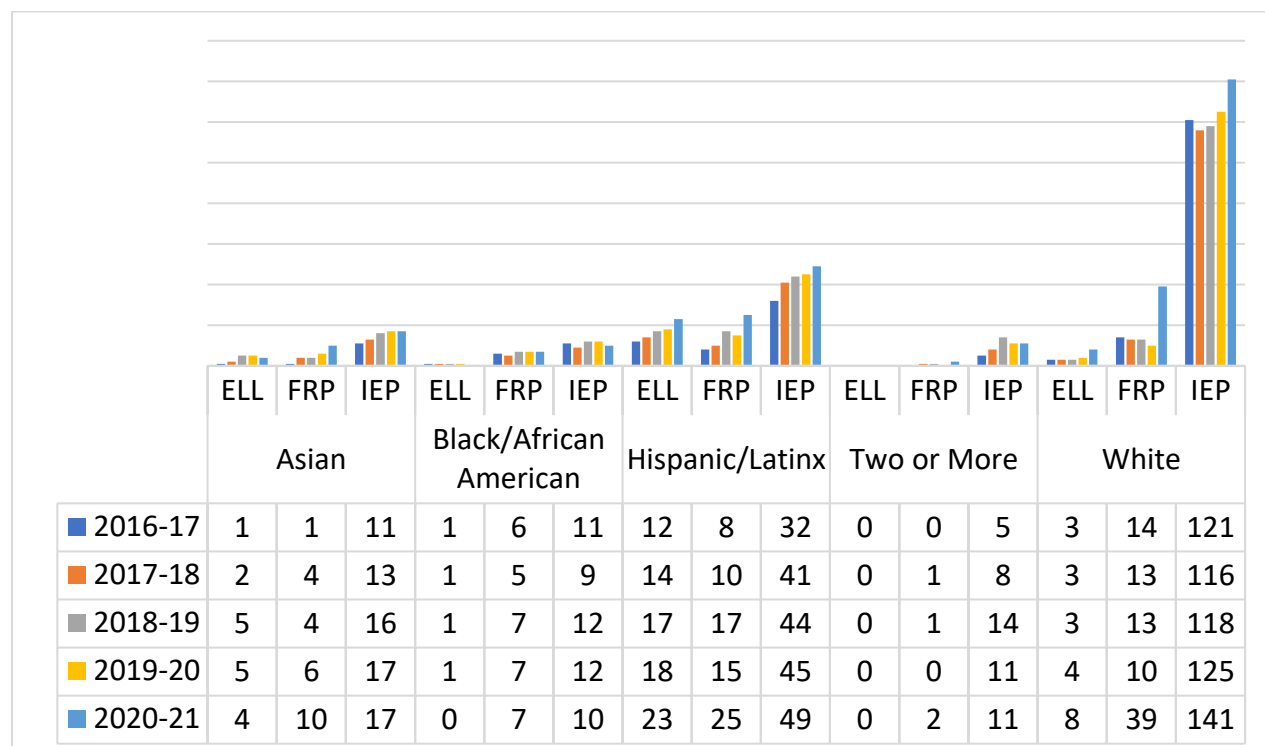


Table 2.21: Student CTE enrollment count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	209	67	1,079	47	986	2,388
2017-18	271	82	1,661	74	1,626	3,714
2018-19	384	102	2,074	114	2,211	4,885
2019-20	539	176	2,764	152	2,917	6,548
2020-21	482	170	2,475	156	2,798	6,081

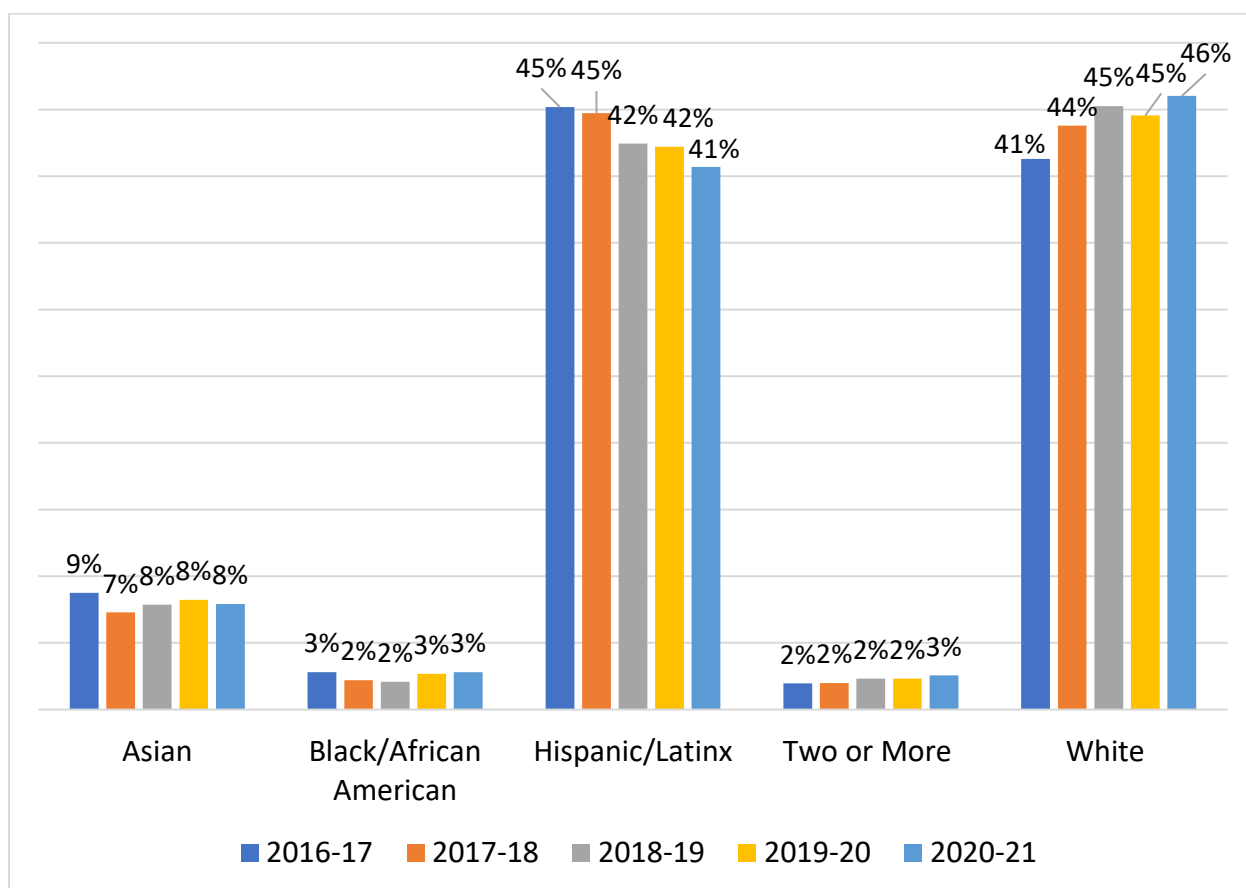
Chart 2.21: Student CTE enrollment percent by race/ethnicity


Table 2.22: Student CTE enrollment count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	17	52	20	4	25	11	131	550	154	0	17	4	9	118	169
2017-18	32	41	43	2	56	50	347	832	414	0	16	9	20	141	561
2018-19	32	57	50	9	39	34	506	973	606	2	30	33	34	185	502
2019-20	79	105	95	1	89	63	805	1,398	735	5	9	35	99	259	695
2020-21	67	145	29	1	99	51	601	1,357	415	7	39	19	82	521	332

Chart 2.22: Student CTE enrollment percent by the intersectionality of race/ethnicity and special populations

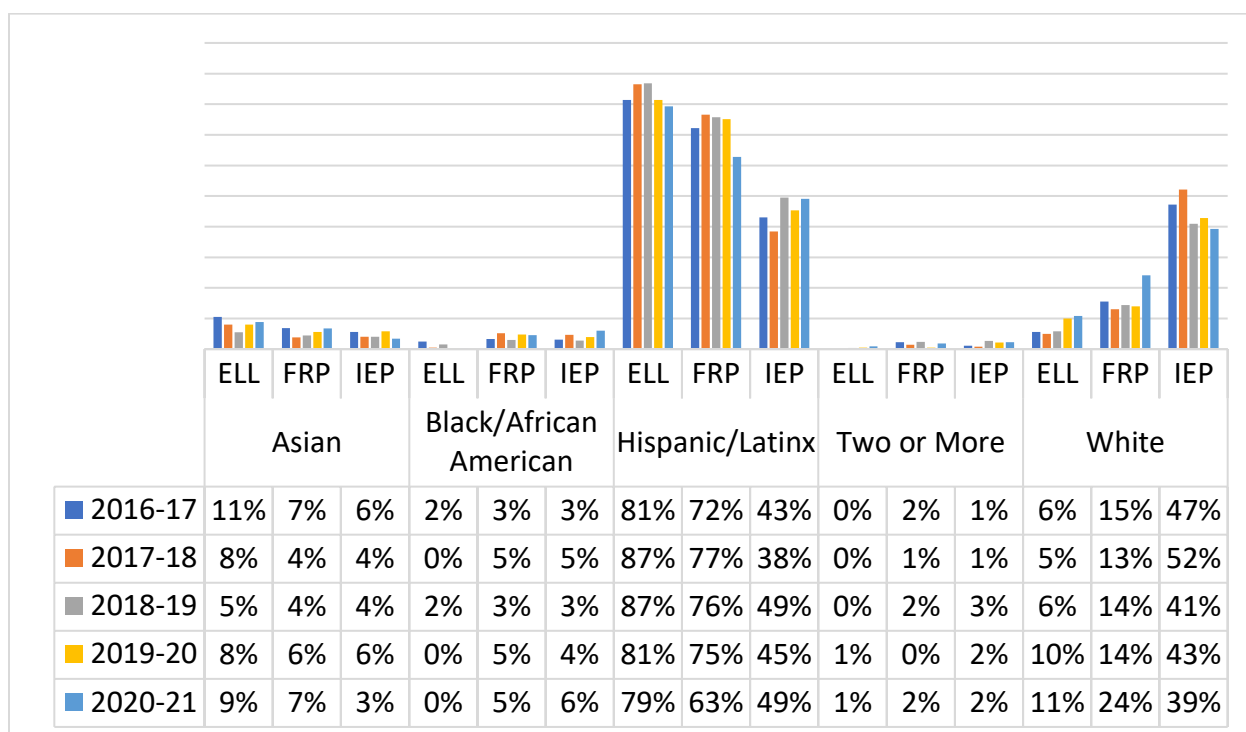


Table 2.23: Student extracurricular enrollment count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	34	89	6	3	49	18	124	761	126	2	36	16	26	211	240
2017-18	33	88	10	6	40	21	160	723	136	2	29	13	42	207	247
2018-19	24	71	14	3	48	20	166	644	130	2	19	11	39	209	215
2019-20	31	79	15	2	56	24	203	776	143	3	16	9	51	248	205
2020-21	19	73	11	1	41	13	137	466	100	1	21	9	38	349	147

Chart 2.23: Student extracurricular enrollment percent by the intersectionality of race/ethnicity and special populations

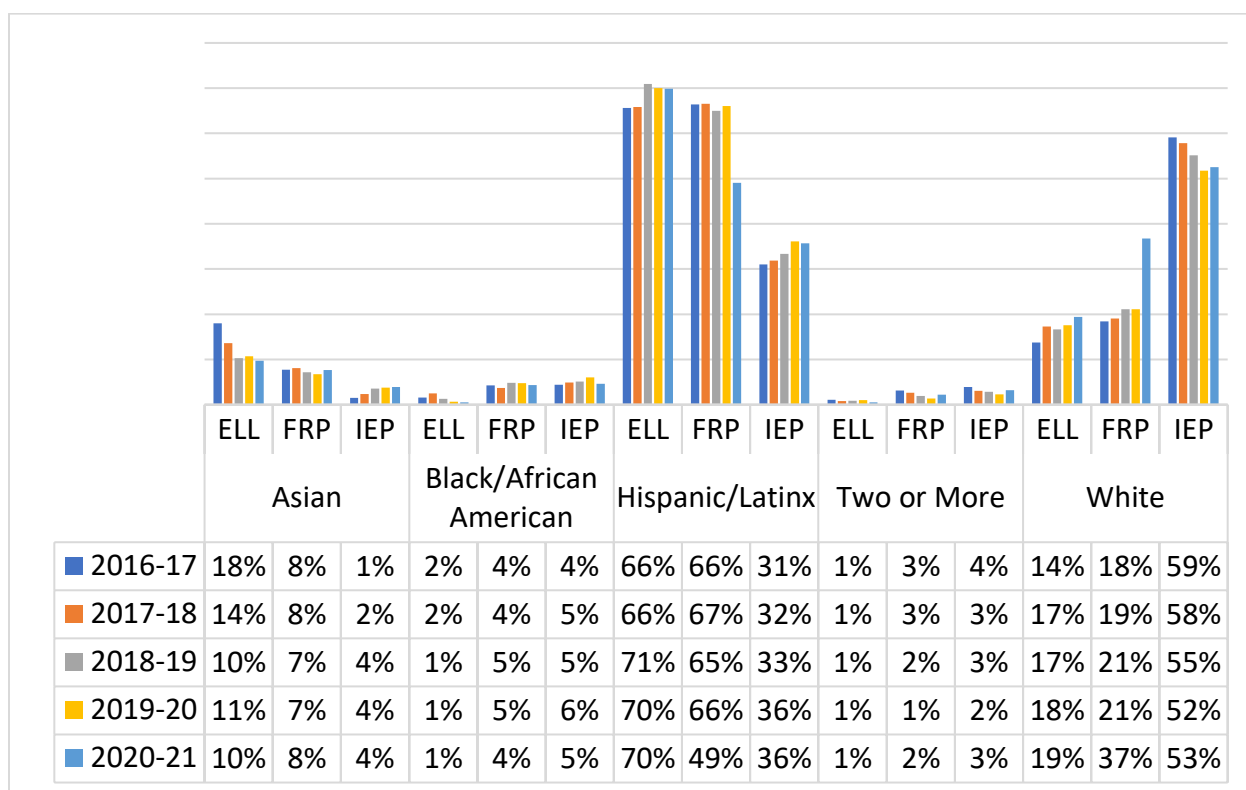


Table 2.24: Student home school attendance count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	10	8	18	1	17	23	84	116	97	0	2	3	16	35	164
2017-18	4	3	9	0	10	10	78	110	87	0	1	0	12	32	99
2018-19	5	4	10	0	7	12	89	115	91	0	1	3	15	36	116
2019-20	7	3	12	0	11	13	107	118	94	0	3	6	14	31	108
2020-21	9	7	13	0	13	13	111	134	112	0	6	5	19	52	101

Chart 2.24: Student home school attendance percent by the intersectionality of race/ethnicity and special populations

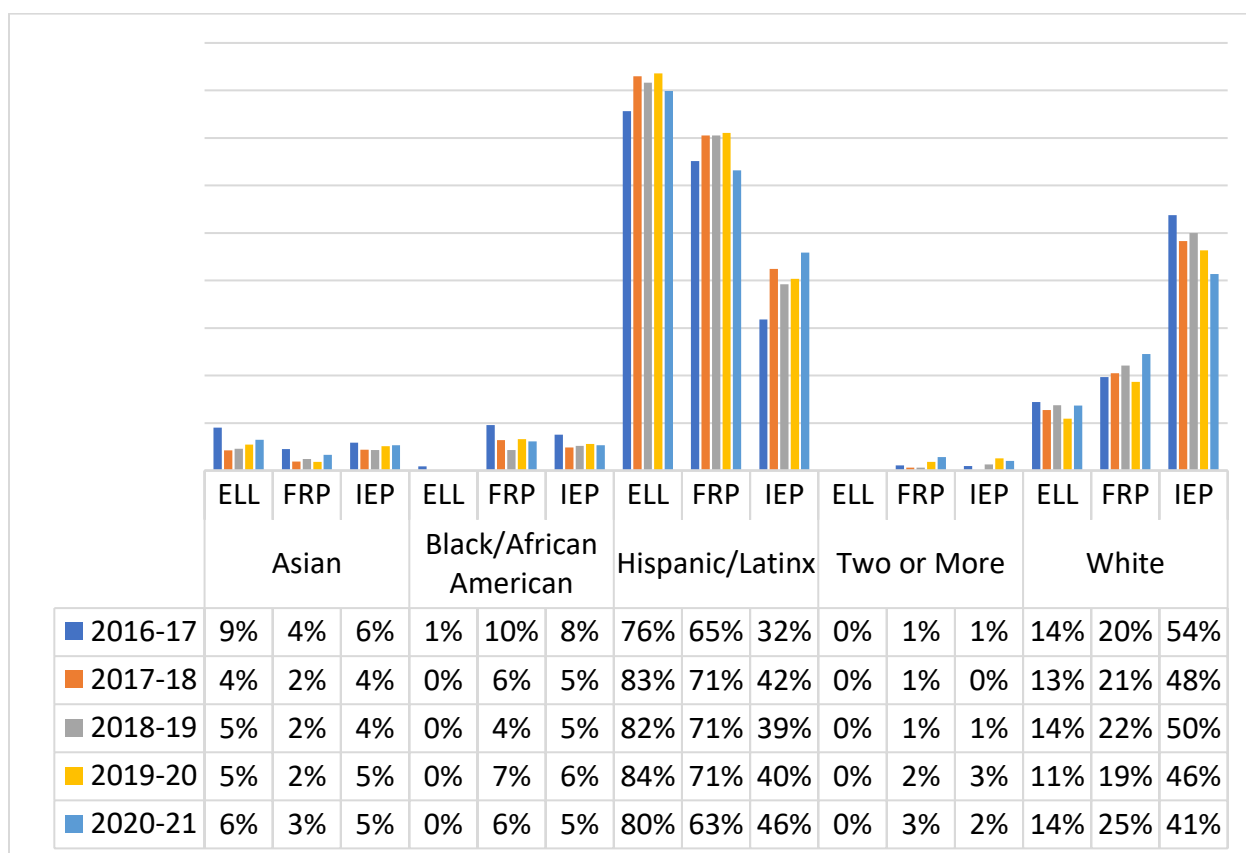
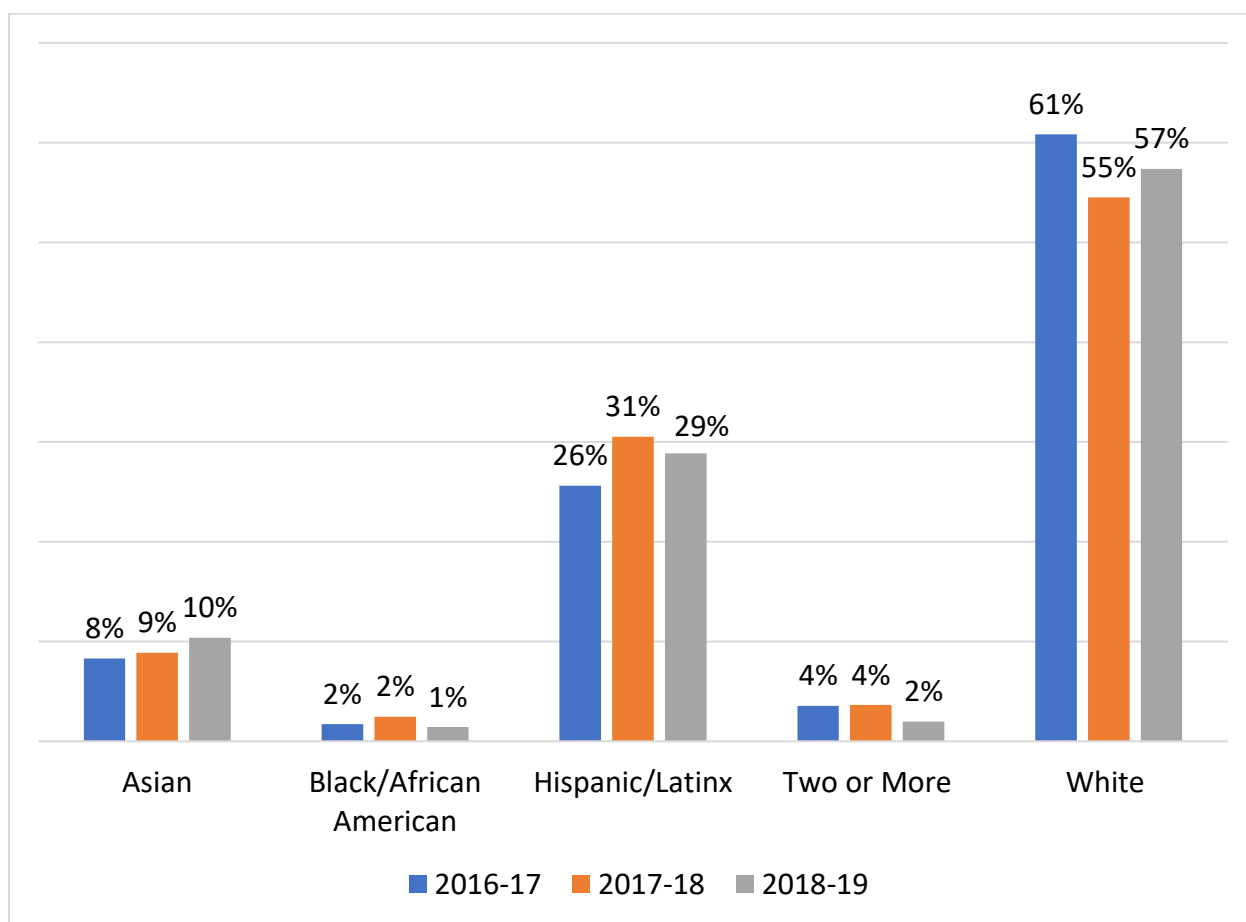


Table 2.25: Districtwide growth assessment/benchmark count of students that met/exceeded in EVIDENCE-BASED READING AND WRITING¹⁷ by race/ethnicity

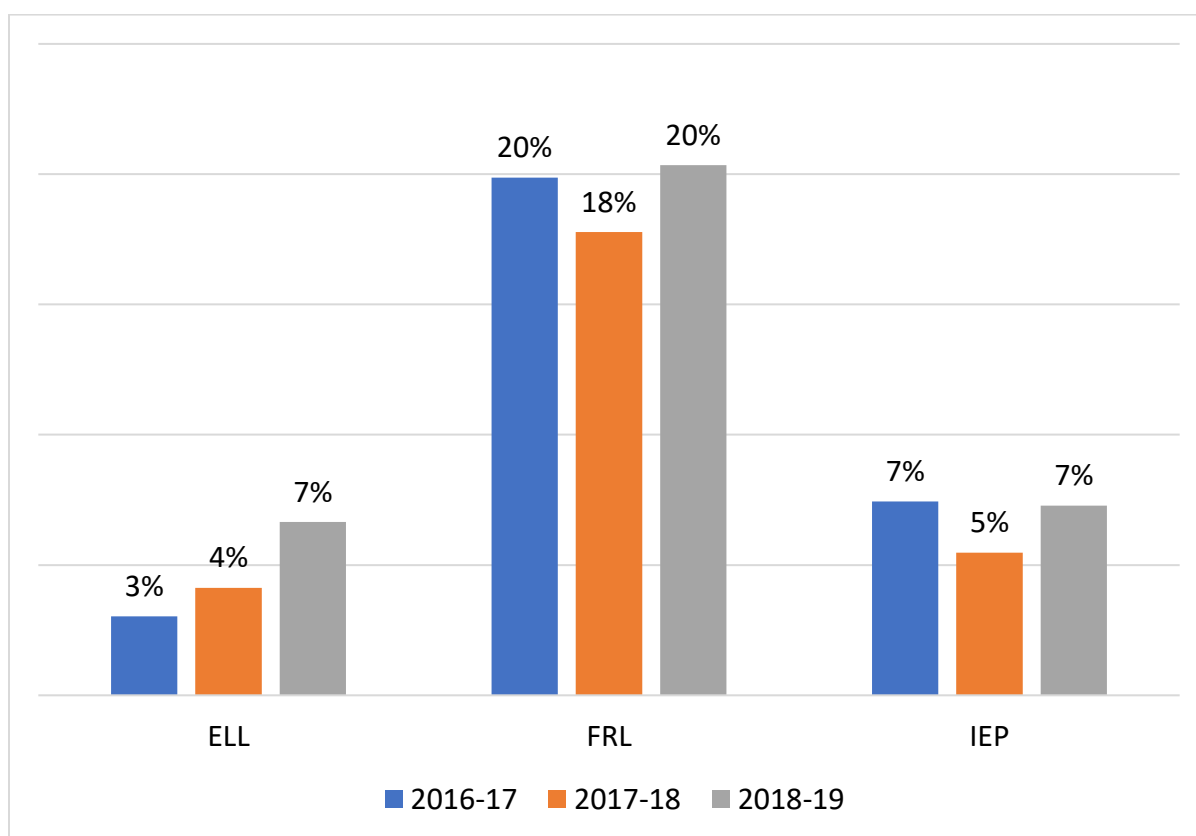
Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	126	26	389	54	924	1,519
2017-18	105	29	361	43	645	1,183
2018-19	131	18	364	25	724	1,262

Chart 2.25: Districtwide growth assessment/benchmark percent of students that met/exceeded in EVIDENCE-BASED READING AND WRITING by race/ethnicity

¹⁷ The benchmarks are from the College Board grade level meet/exceeds.

Table 2.26: Districtwide growth assessment/benchmark count of students that met/exceeded in EVIDENCE-BASED READING AND WRITING¹⁸ by special populations

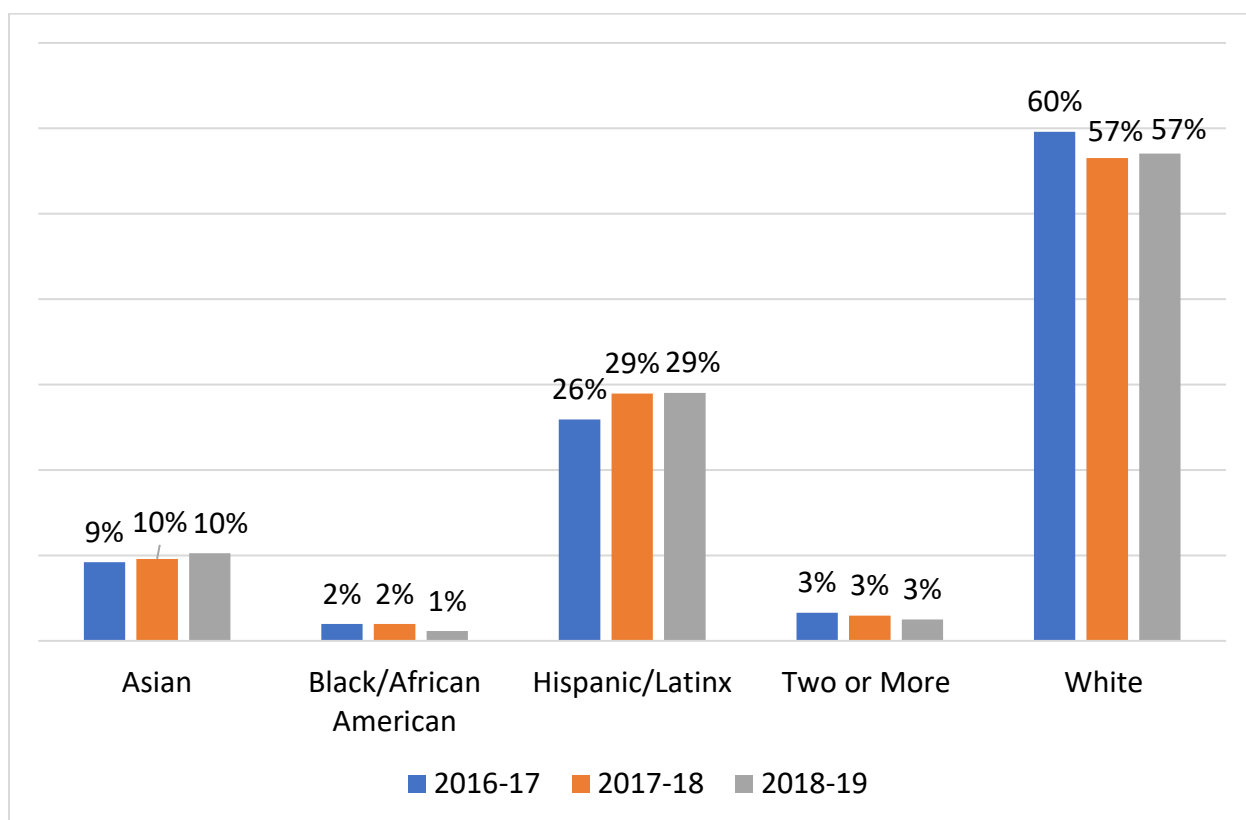
Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	46	1,474	302	1,218	113	1,407
2017-18	49	1,138	211	976	65	1,122
2018-19	84	1,179	257	1,006	92	1,171

Chart 2.26: Districtwide growth assessment/benchmark percent of students that met/exceeded in EVIDENCE-BASED READING AND WRITING by special populations

¹⁸ The benchmarks are from the College Board grade level meet/exceeds.

Table 2.27: Districtwide growth assessment/benchmark count of students that met/exceeded in MATH¹⁹ by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	168	36	473	60	1,088	1,825
2017-18	156	32	471	48	919	1,626
2018-19	143	16	404	35	794	1,392

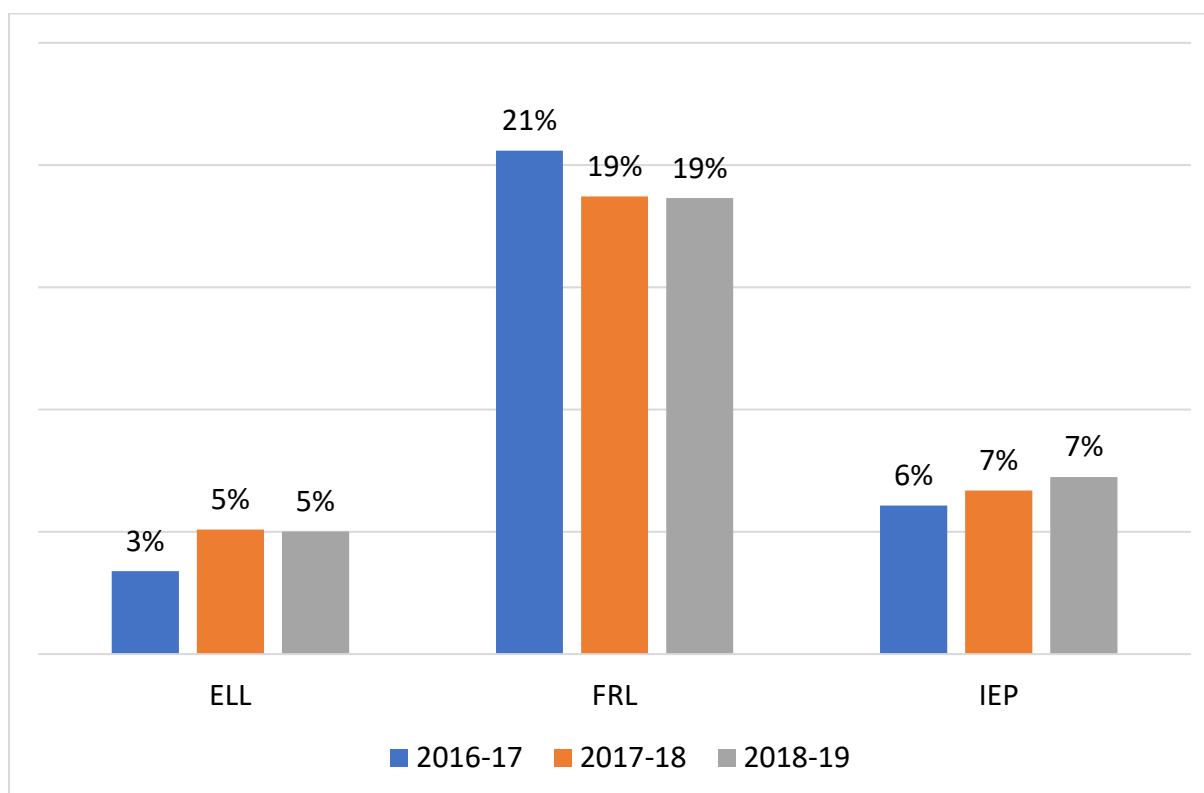
Chart 2.27: Districtwide growth assessment/benchmark percent of students that met/exceeded in MATH by race/ethnicity

¹⁹ The benchmarks are from the College Board grade level meet/exceeds.

Table 2.28: Districtwide growth assessment/benchmark count of students that met/exceeded in MATH²⁰ by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	62	1,764	376	1,450	111	1,715
2017-18	83	1,546	305	1,324	109	1,520
2018-19	70	1,324	260	1,134	101	1,293

Chart 2.28: Districtwide growth assessment/benchmark percent of students that met/exceeded in MATH by special populations



²⁰ The benchmarks are from the College Board grade level meet/exceeds.

Table 2.29: Student count that met/exceeded in READING on PSAT by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	607	99	1,474	216	4,222	6,618
2017-18	602	104	1,487	208	4,047	6,448
2018-19	620	85	1,526	205	3,966	6,402
2019-20	170	19	271	42	1,001	1,503
2020-21	215	23	449	79	1,306	2,072

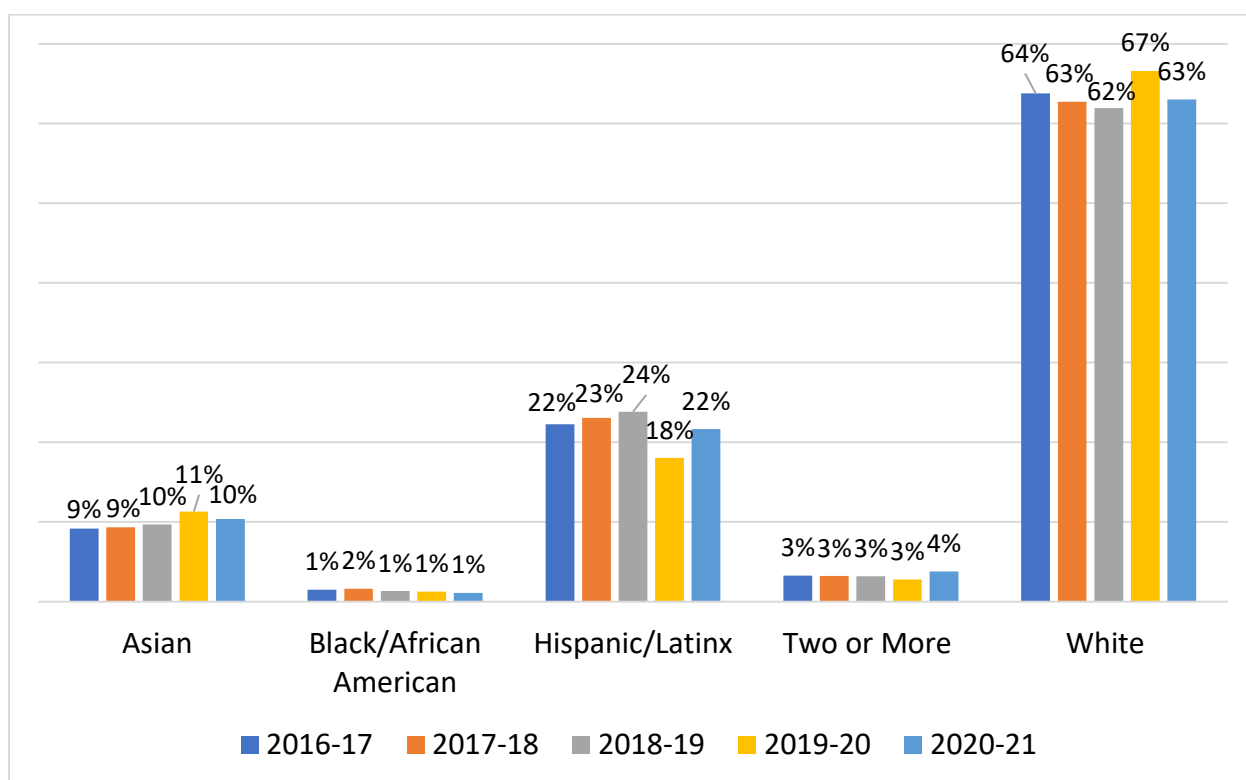
Chart 2.29: Student percent that met/exceeded in READING on PSAT by race/ethnicity


Table 2.30: Student count that met/exceeded in READING on PSAT by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	75	6,555	1,104	5,526	293	6,337
2017-18	84	6,375	988	5,471	261	6,198
2018-19	73	6,340	900	5,513	277	6,136
2019-20	8	1,497	204	1,301	45	1,460
2020-21	21	2,054	408	1,667	83	1,992

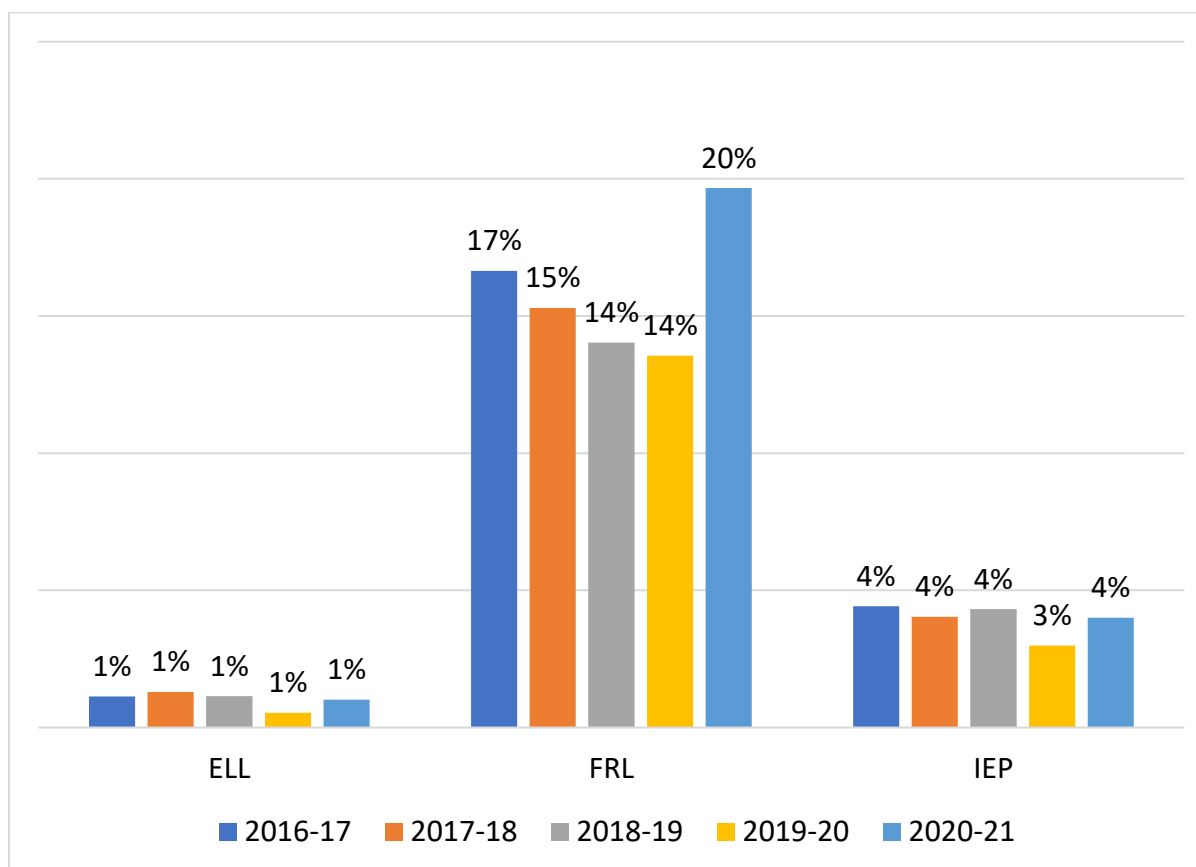
Chart 2.30: Student percent that met/exceeded in READING on PSAT by special populations


Table 2.31: Student count that met/exceeded in MATH on PSAT by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	558	61	992	190	3,643	5,444
2017-18	560	63	1,054	182	3,618	5,477
2018-19	567	49	954	177	3,388	5,135
2019-20	163	15	171	33	855	1,237
2020-21	187	12	243	70	1,069	1,581

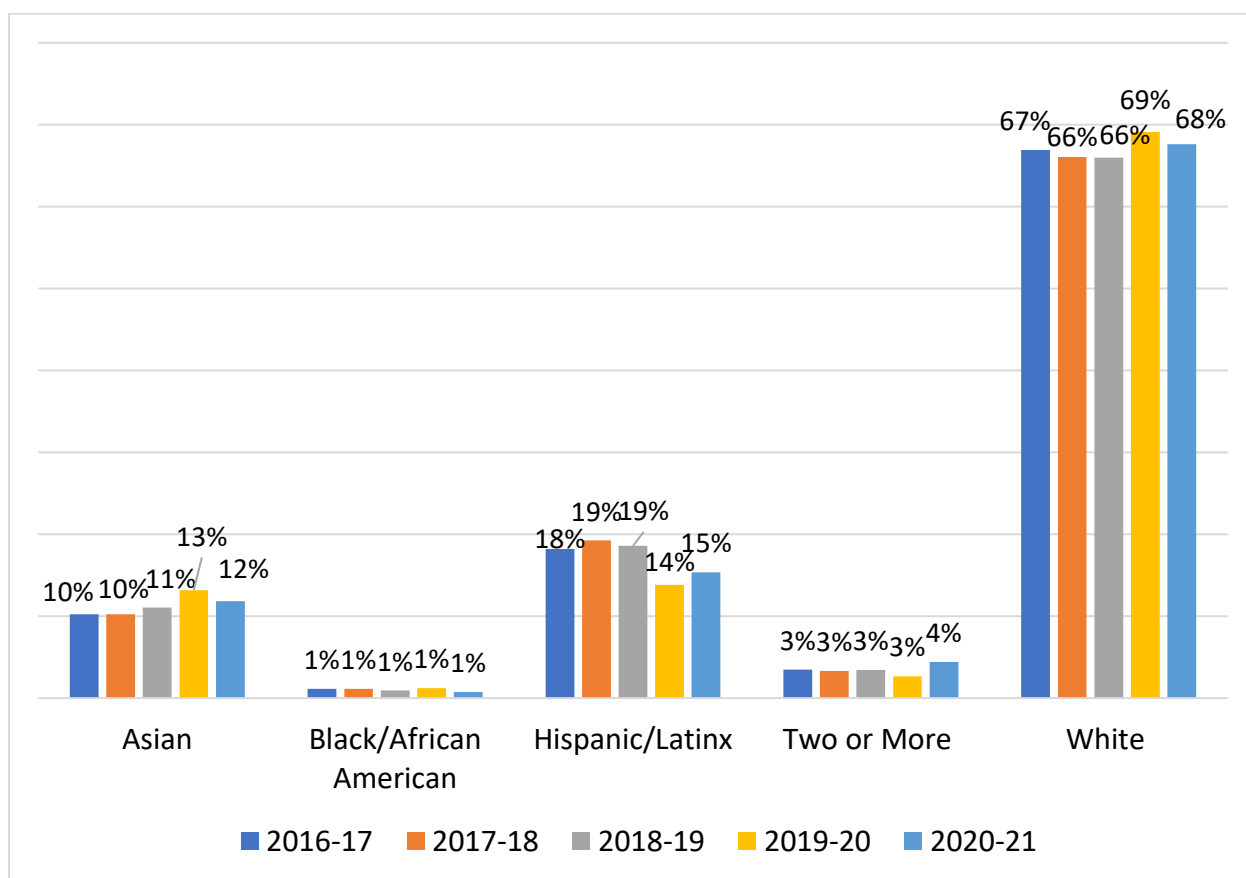
Chart 2.31: Student percent that met/exceeded in MATH on PSAT by race/ethnicity


Table 2.32: Student count that met/exceeded in MATH on PSAT by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	58	5,397	759	4,696	169	5,286
2017-18	73	5,413	728	4,758	154	5,332
2018-19	62	5,080	597	4,545	141	5,001
2019-20	11	1,228	143	1,096	23	1,216
2020-21	12	1,571	246	1,337	41	1,542

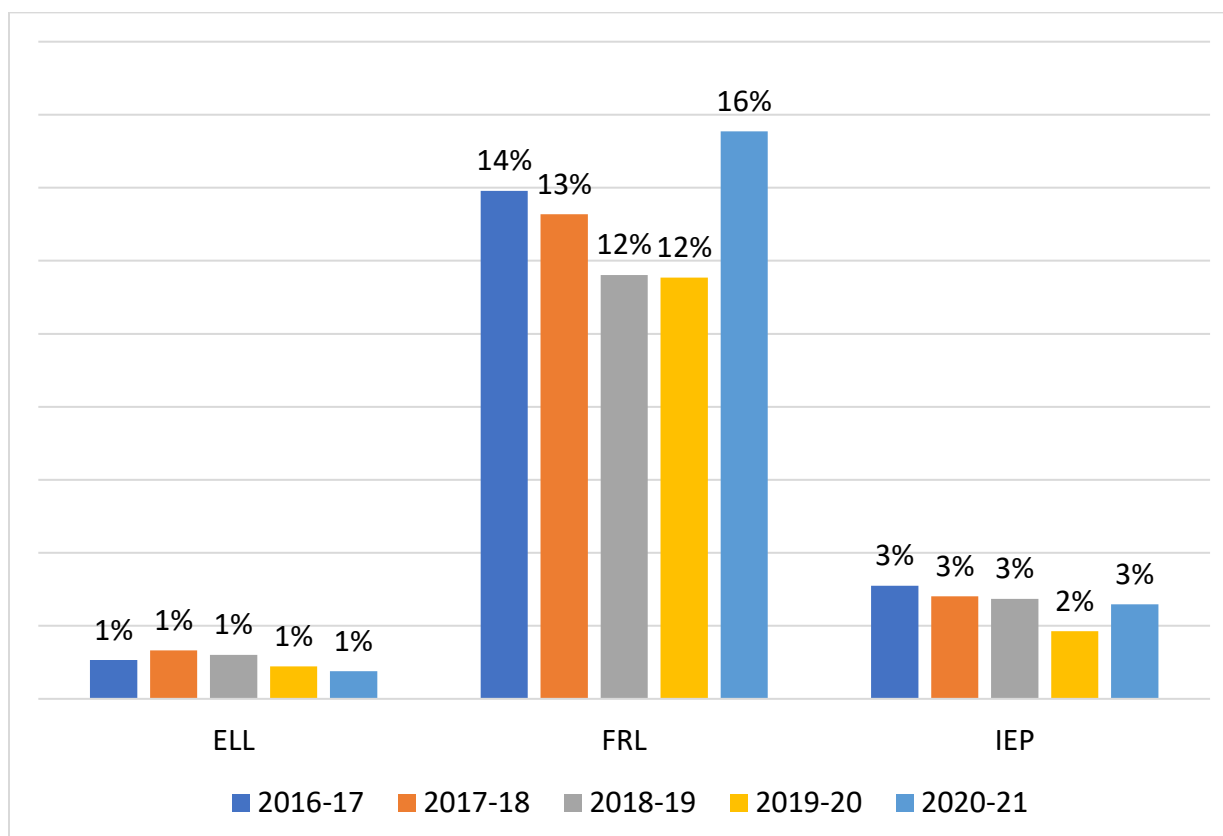
Chart 2.32: Student percent that met/exceeded in MATH on PSAT by special populations


Table 2.33: Student five-year graduation count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	198	60	743	74	1,580	2,655
2017-18	183	67	755	90	1,653	2,748
2018-19	249	46	812	87	1,601	2,795
2019-20	237	68	901	90	1,683	2,979
2020-21	240	58	925	83	1,469	2,775

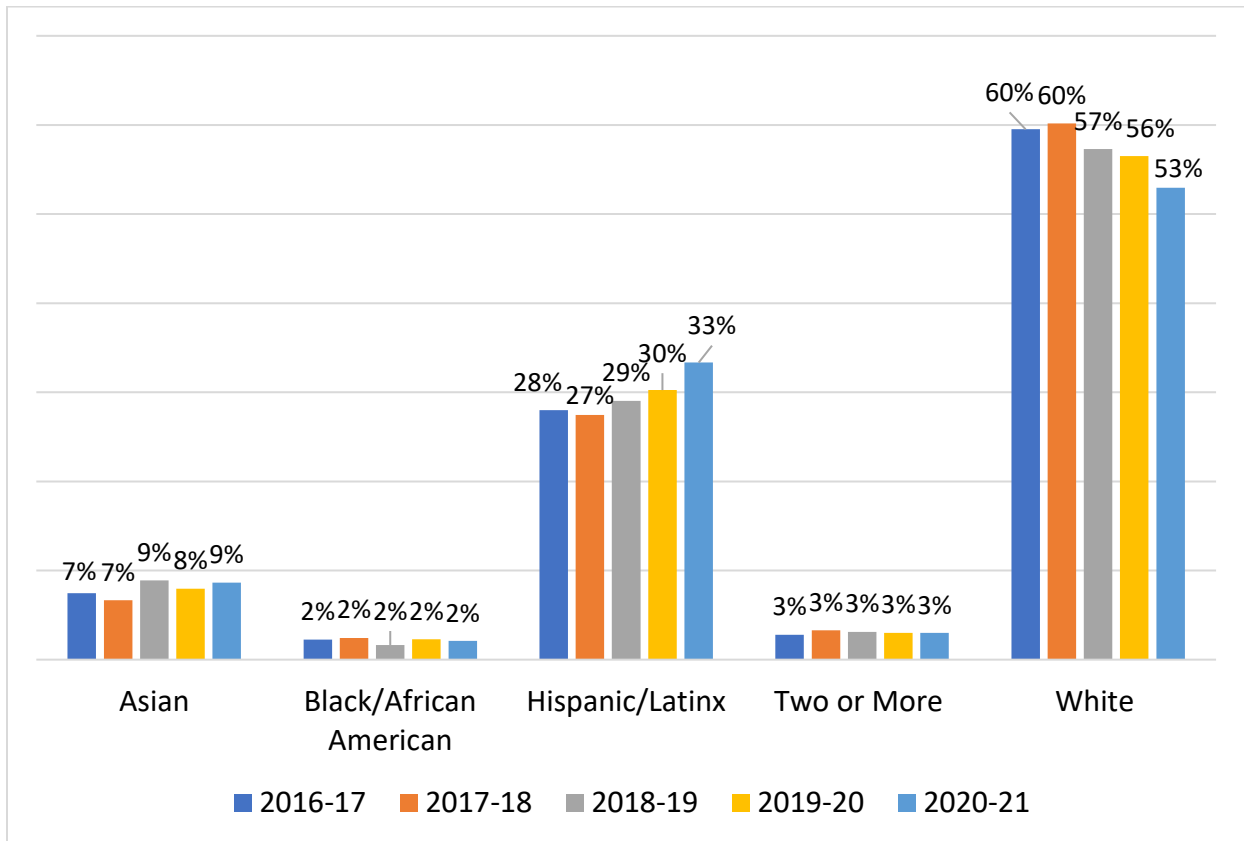
Chart 2.33: Student five-year graduation percent by race/ethnicity


Table 2.34: Student five-year graduation count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	45	2,619	579	2,085	237	2,427
2017-18	68	2,687	572	2,183	251	2,504
2018-19	102	2,696	513	2,285	247	2,551
2019-20	307	2,675	566	2,427	301	2,693
2020-21	270	2,512	566	2,216	261	2,521

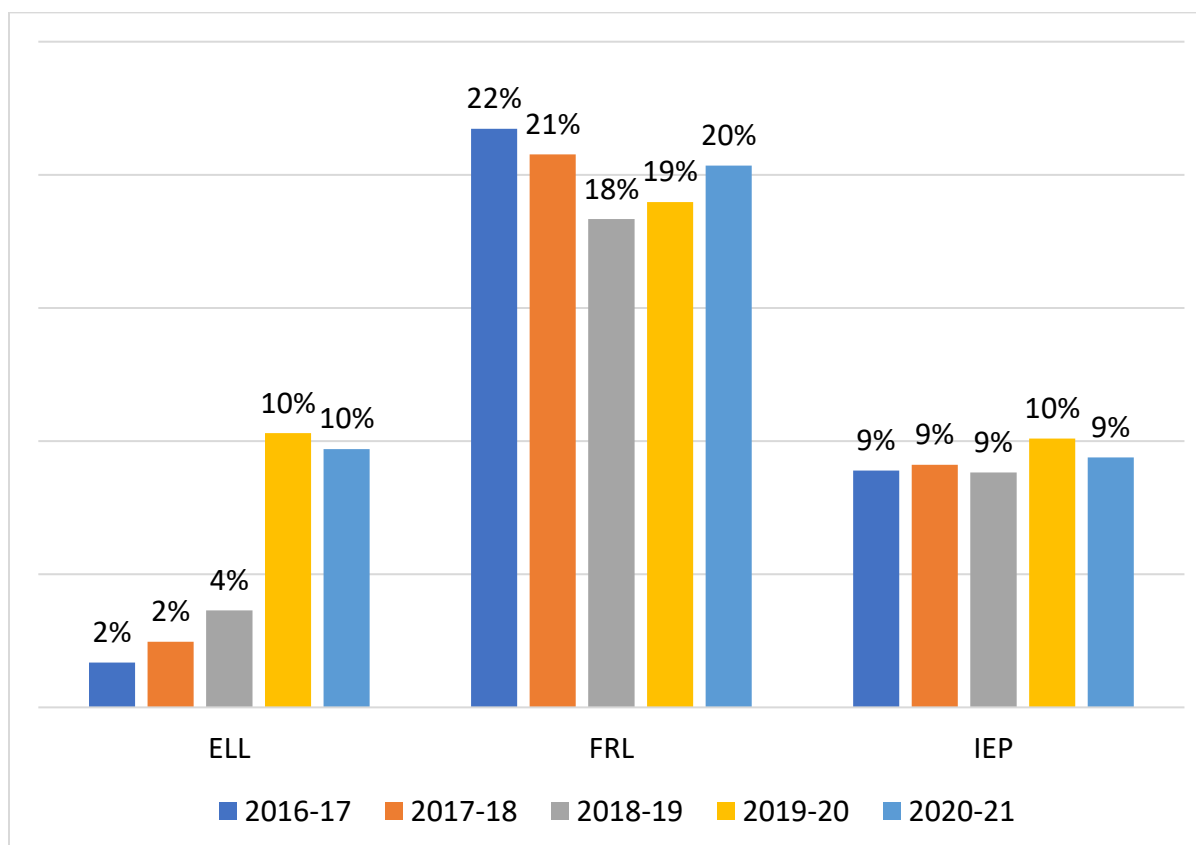
Chart 2.34: Student five-year graduation percent by special populations


Table 2.35: Final grade count by race/ethnicity - ASIAN

Year	A	B	C	D	F
2016-17	6,347	3,960	1,660	403	52
2017-18	7,074	4,161	1,499	382	48
2018-19	7,255	4,017	1,631	371	84
2019-20	8,186	3,300	1,215	192	60
2020-21	9,017	2,832	1,038	191	121

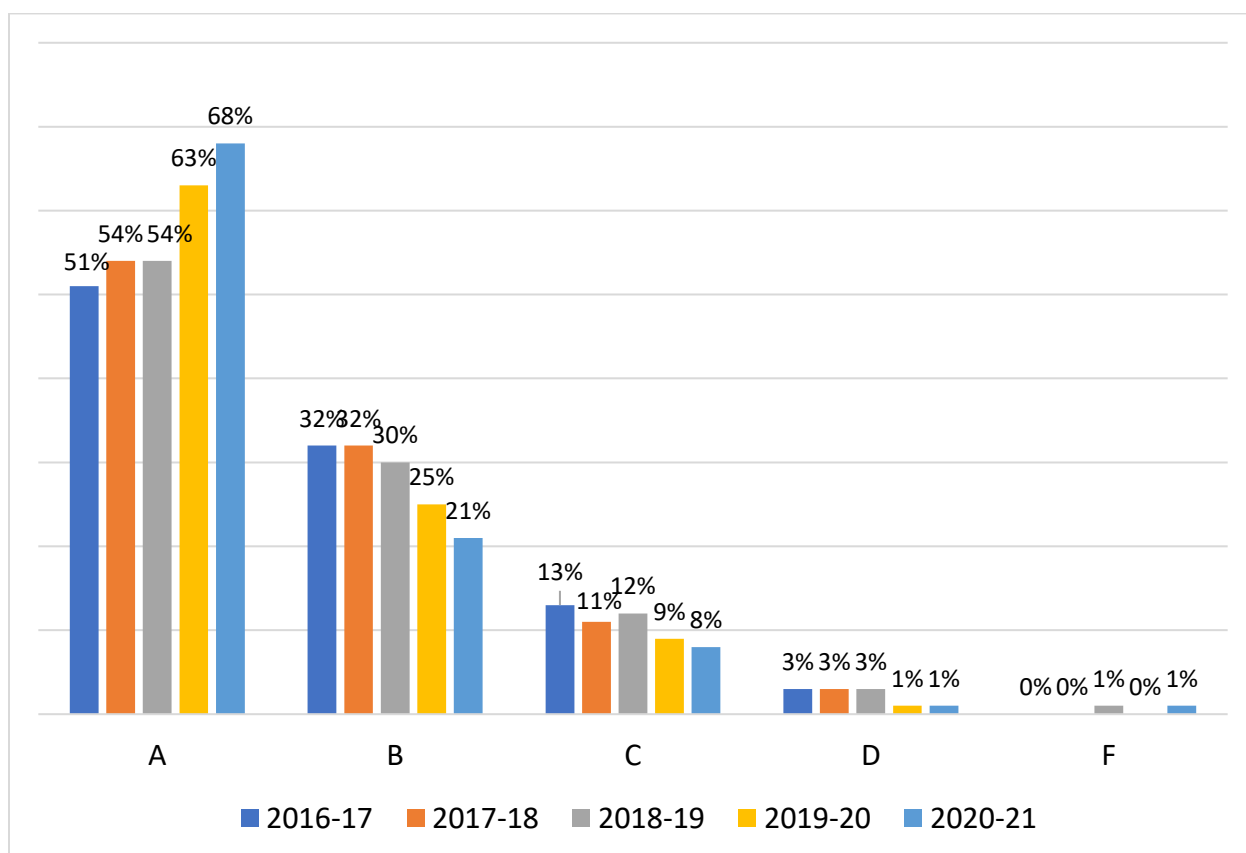
Chart 2.35: Final grade percent by race/ethnicity - ASIAN


Table 2.36: Final grade count by race/ethnicity – BLACK/AFRICAN AMERICAN

Year	A	B	C	D	F
2016-17	778	1,065	928	336	124
2017-18	872	972	808	303	75
2018-19	846	1,005	794	369	80
2019-20	1,098	922	690	163	75
2020-21	1,154	771	638	231	159

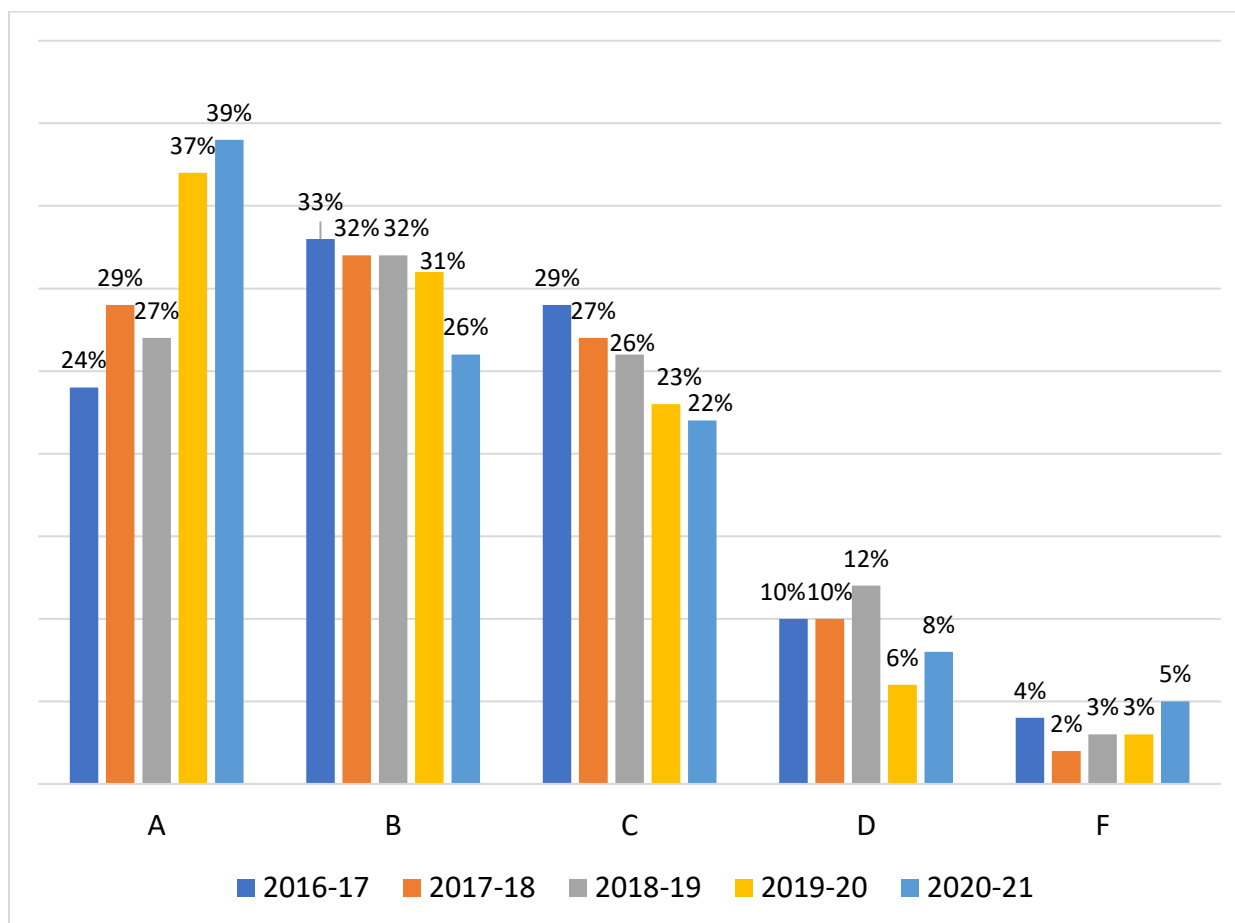
Chart 2.36: Final grade percent by race/ethnicity – BLACK/AFRICAN AMERICAN


Table 2.37: Final grade count by race/ethnicity – HISPANIC/LATINX

Year	A	B	C	D	F
2016-17	12,409	16,396	12,624	5,831	1,996
2017-18	13,540	16,311	12,989	6,282	2,296
2018-19	14,479	12,989	12,863	6,332	2,229
2019-20	17,831	6,282	11,418	3,162	1,362
2020-21	19,072	2,296	9,870	3,612	2,766

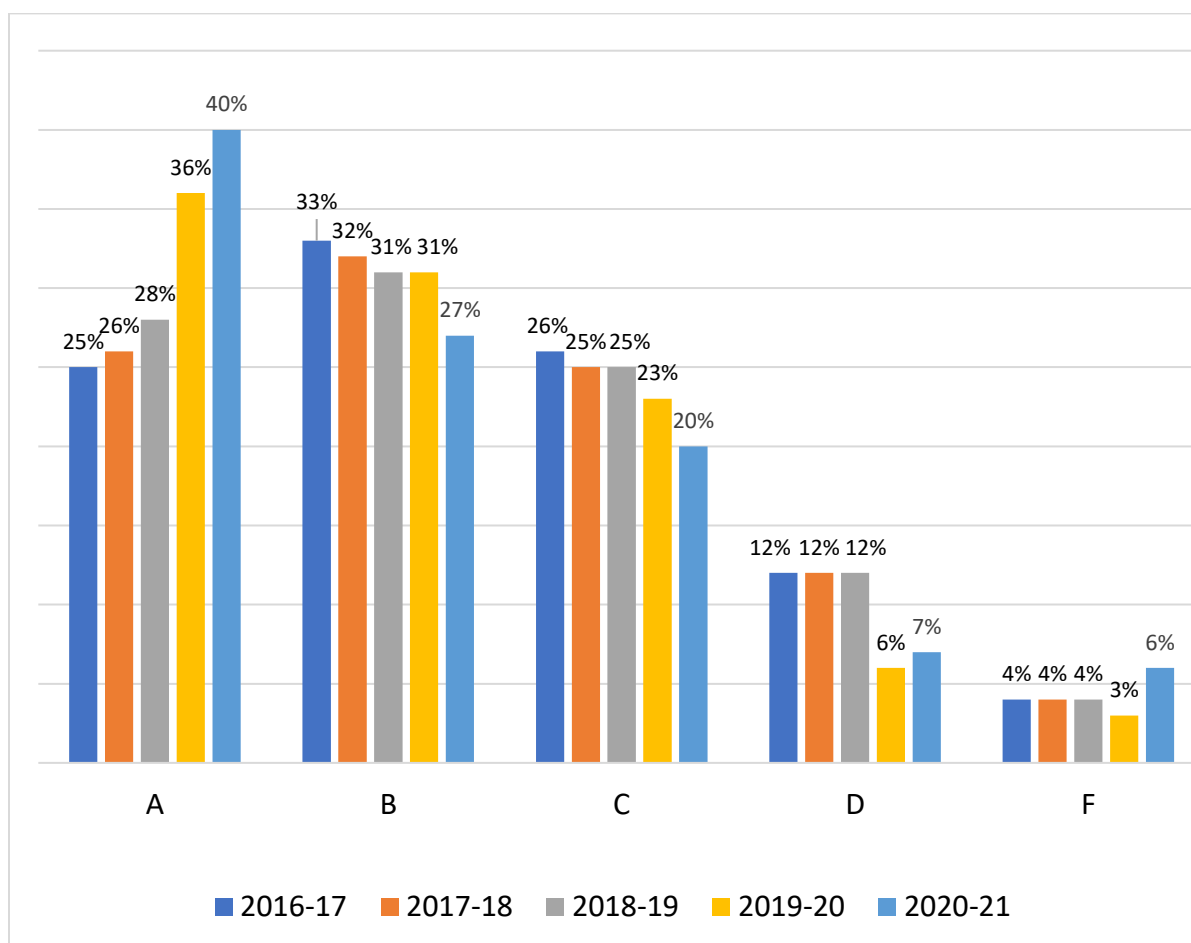
Chart 2.37: Final grade percent by race/ethnicity – HISPANIC/LATINX


Table 2.38: Final grade count by race/ethnicity – TWO OR MORE

Year	A	B	C	D	F
2016-17	2,097	1,442	825	296	86
2017-18	2,085	1,454	716	239	63
2018-19	2,190	1,337	724	226	50
2019-20	2,544	1,173	582	97	32
2020-21	2,653	1,089	553	154	88

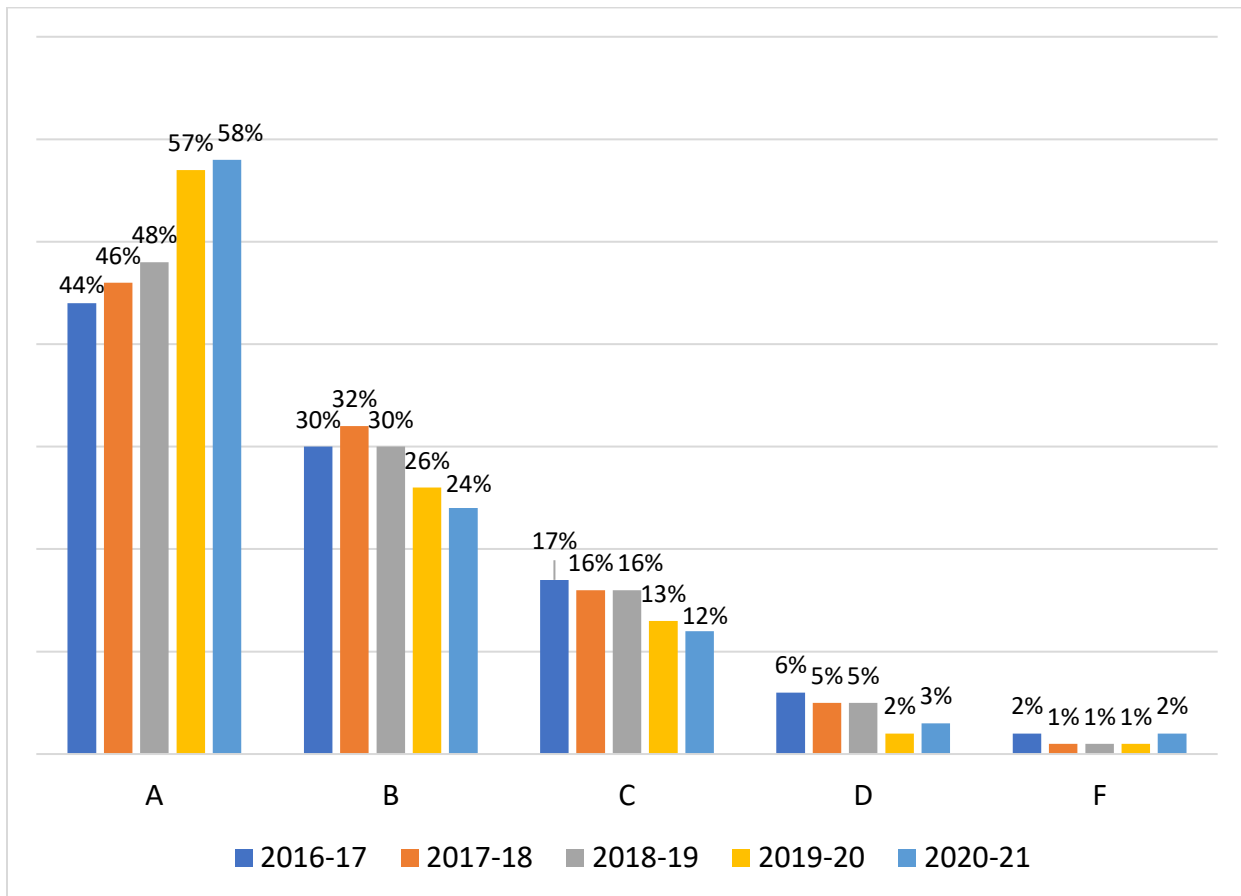
Chart 2.38: Final grade percent by race/ethnicity – TWO OR MORE


Table 2.39: Final grade count by race/ethnicity – WHITE

Year	A	B	C	D	F
2016-17	40,113	28,189	13,931	4,140	900
2017-18	40,200	26,754	12,839	3,767	988
2018-19	41,894	25,342	12,087	3,581	878
2019-20	46,924	21,697	9,315	1,545	394
2020-21	47,593	19,525	9,425	2,337	1,061

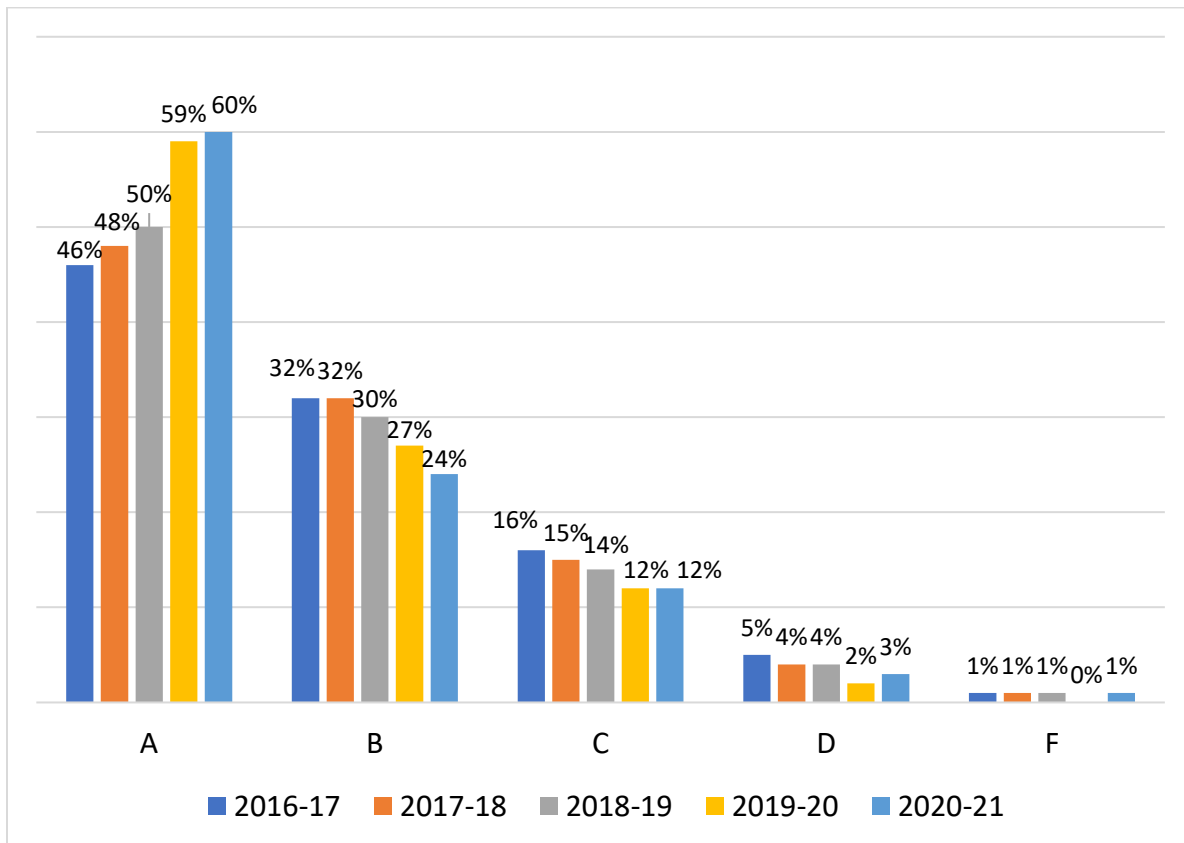
Chart 2.39: Final grade percent by race/ethnicity – WHITE


Table 2.40: Final grade count by special populations – ELL

Year	A	B	C	D	F
2016-17	2,147	2,737	2,391	1,150	539
2017-18	2,725	3,433	2,929	1,596	688
2018-19	2,779	3,776	3,288	1,767	733
2019-20	3,982	3,904	3,367	1,070	519
2020-21	4,794	3,575	3,123	1,232	979

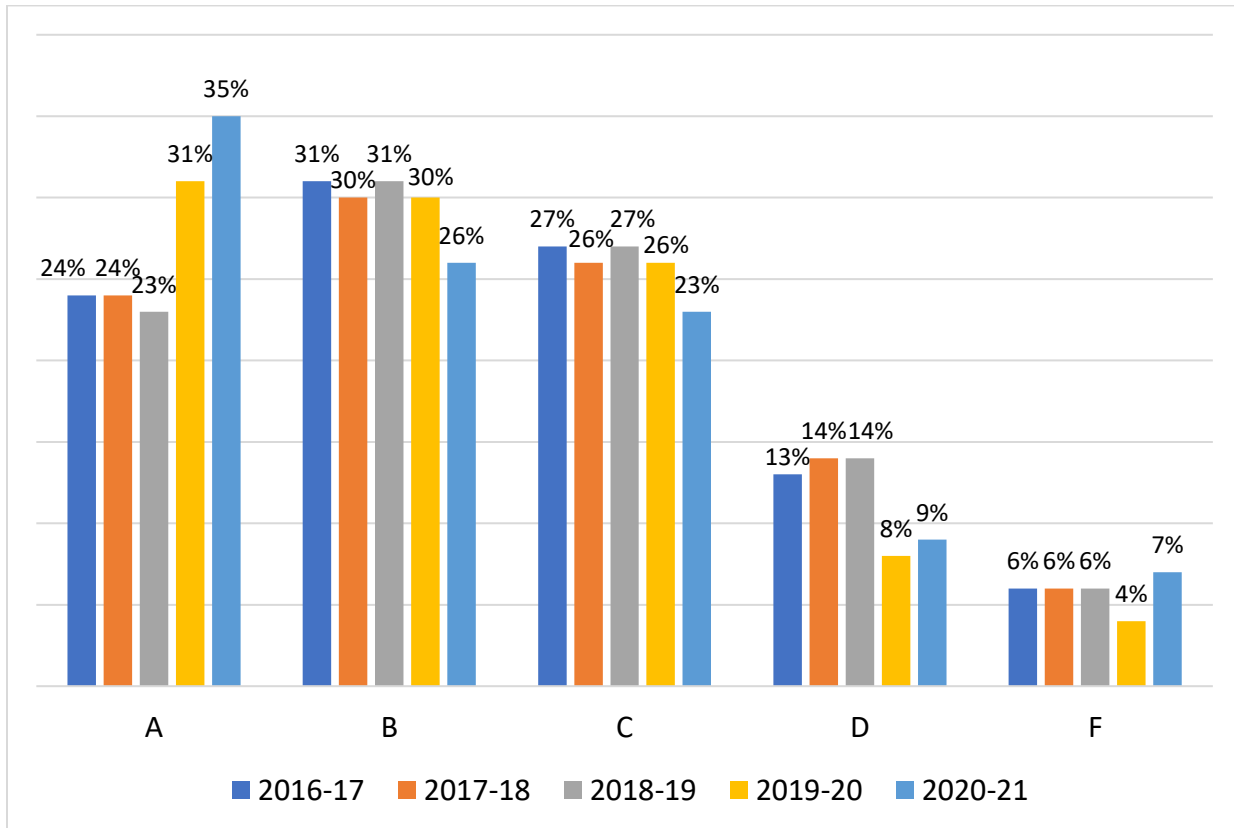
Table 2.40: Final grade percent by special populations – ELL


Table 2.41: Final grade count by special populations – FRL

Year	A	B	C	D	F
2016-17	9,909	12,013	9,267	4,156	1,400
2017-18	9,586	10,874	8,115	3,853	1,505
2018-19	9,520	10,110	7,476	3,820	1,399
2019-20	12,556	10,320	7,292	1,997	861
2020-21	18,002	10,908	7,933	2,880	2,371

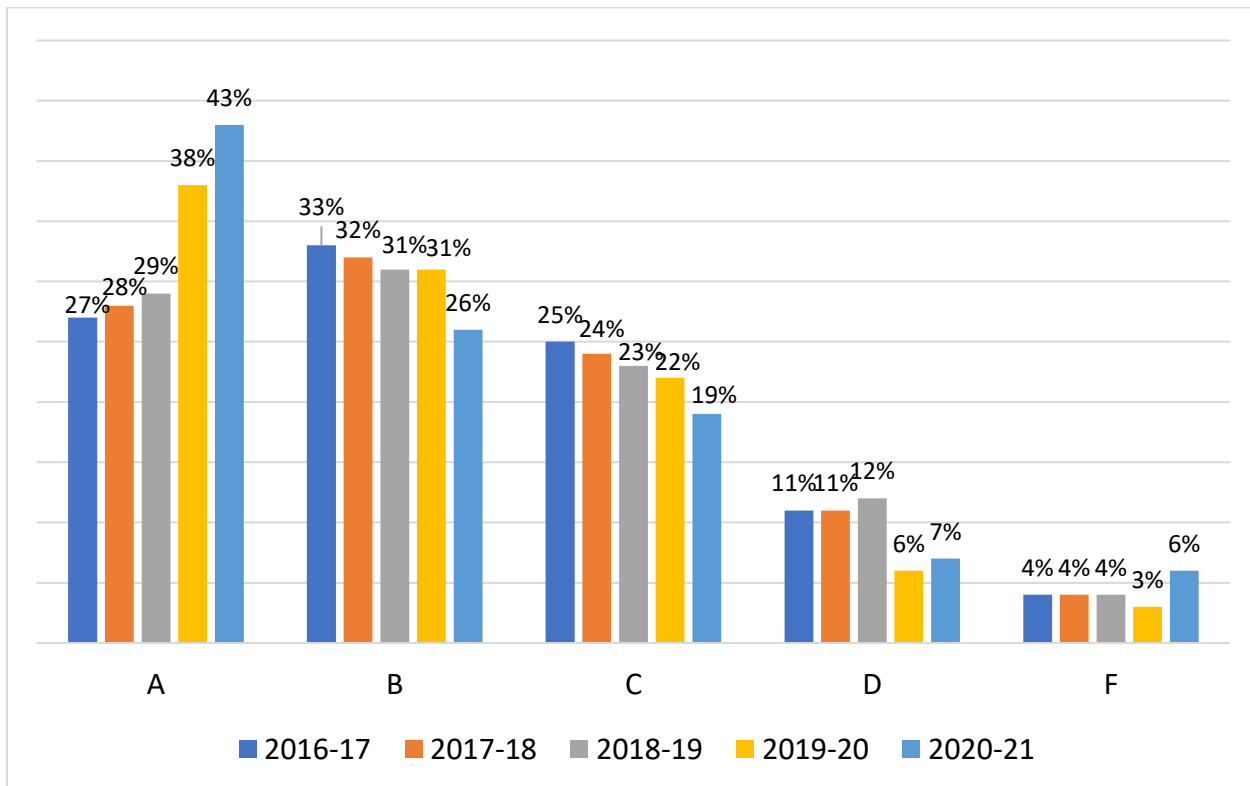
Chart 2.41: Final grade percent by special populations – FRL


Table 2.42: Final grade count by special populations – IEP

Year	A	B	C	D	F
2016-17	4,050	4,723	4,091	1,962	770
2017-18	4,461	4,614	3,733	2,097	944
2018-19	4,548	1,596	3,929	2,058	882
2019-20	5,685	4,472	3,435	956	487
2020-21	5,850	3,674	2,987	1,254	826

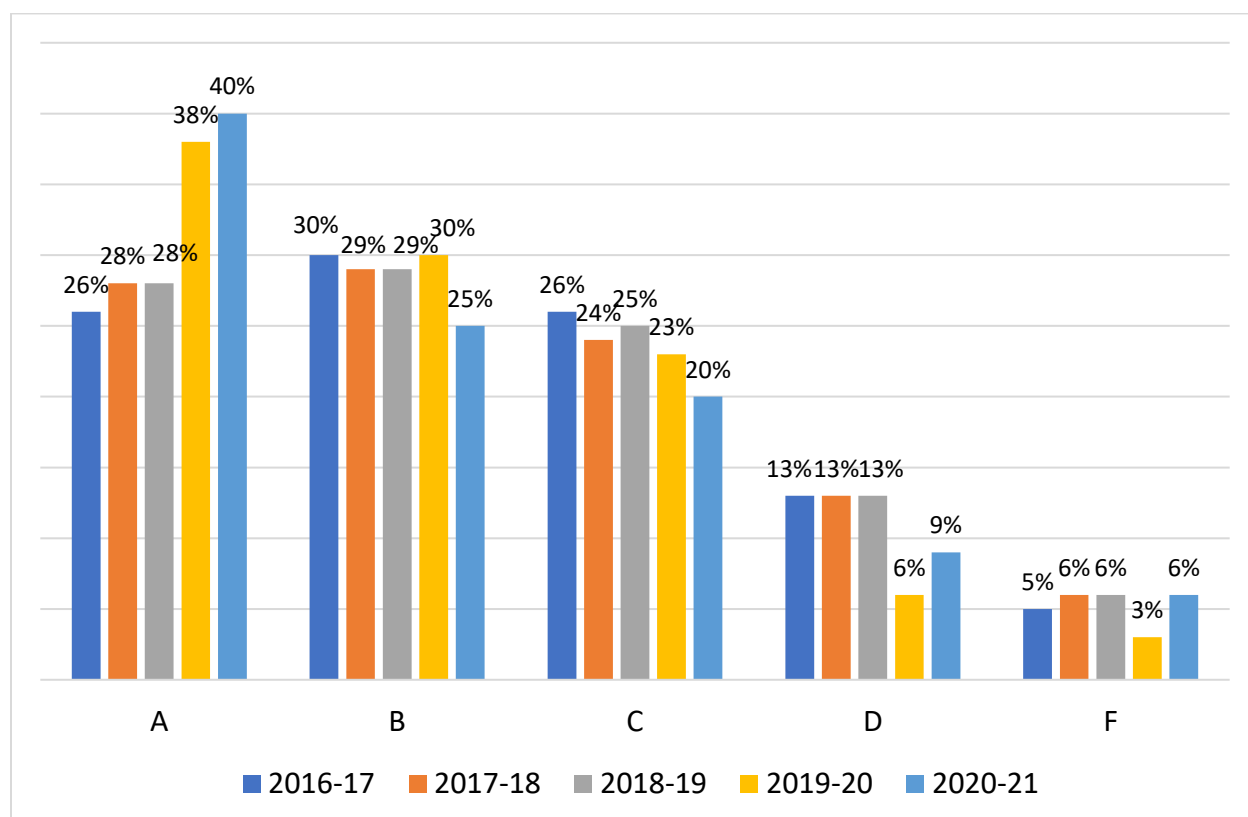
Chart 2.42: Final grade percent by special populations – IEP


Table 2.43: Student credit recovery count by the intersectionality of race/ethnicity, special populations and FEMALE

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	10	11	2		4	2	50	146	23		3	2	12	38	22
2017-18	7	11	1		5	1	71	140	22	1	4	2	12	32	20
2018-19	5	19	2		5		62	164	23		2	2	7	35	23
2019-20	4	1	6			1	8	7	14		1	5		6	19
2020-21	10	23	5		14	2	76	224	35		6	3	8	60	38

Chart 2.43: Student credit recovery percent by the intersectionality of race/ethnicity, special populations and FEMALE

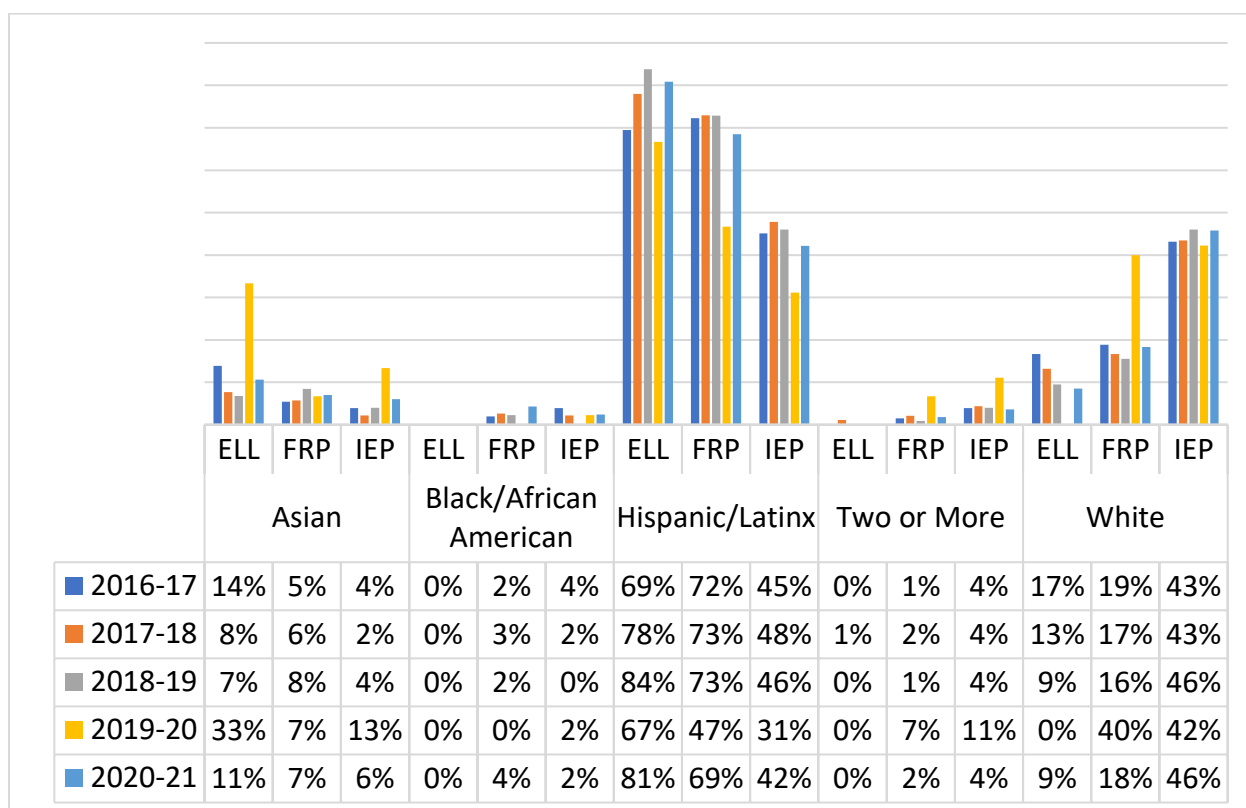


Table 2.44: Student credit recovery count by the intersectionality of race/ethnicity, special populations and MALE

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	15	23	3	3	11	1	57	180	56		6	5	9	34	60
2017-18	8	16	4	3	14	5	87	185	58		1	3	8	44	52
2018-19	8	12	4		9	8	81	164	57	1	1	7	10	32	49
2019-20	4	4	11		3	5	10	7	19			2	4	7	46
2020-21	13	19	13	1	19	10	89	196	71		10	3	13	71	79

Chart 2.44: Student credit recovery percent by the intersectionality of race/ethnicity, special populations and MALE

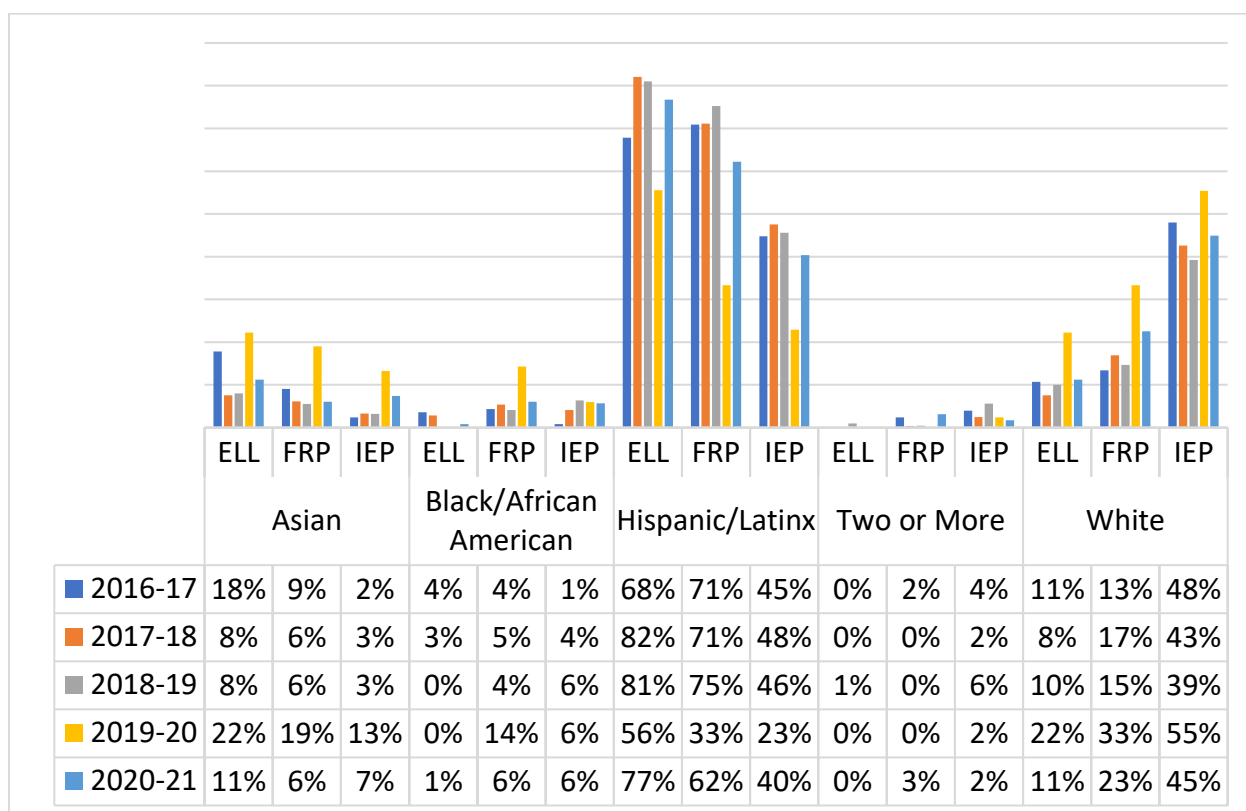


Table 2.45: Student dropout count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	3	7	33	1	49	93
2017-18		3	51	3	18	75
2018-19		1	31		11	43
2019-20	3	2	24	1	10	40
2020-21		3	35		8	46

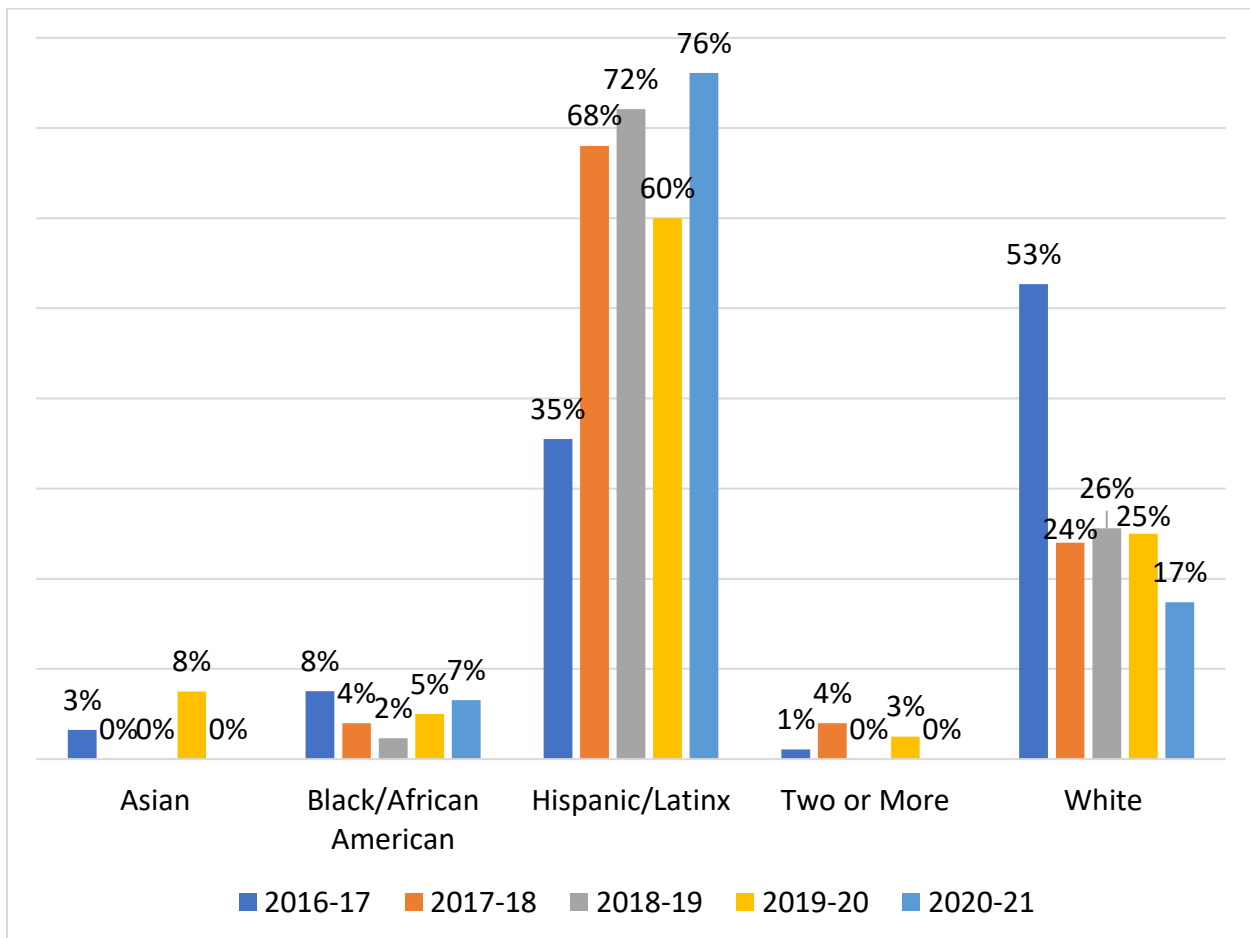
Chart 2.45: Student dropout percent by race/ethnicity


Table 2.46: Student dropout count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	6	88	33	61	17	77
2017-18	15	60	34	41	29	46
2018-19	12	31	20	23	16	27
2019-20	11	30	14	27	17	24
2020-21	19	27	30	16	3	43

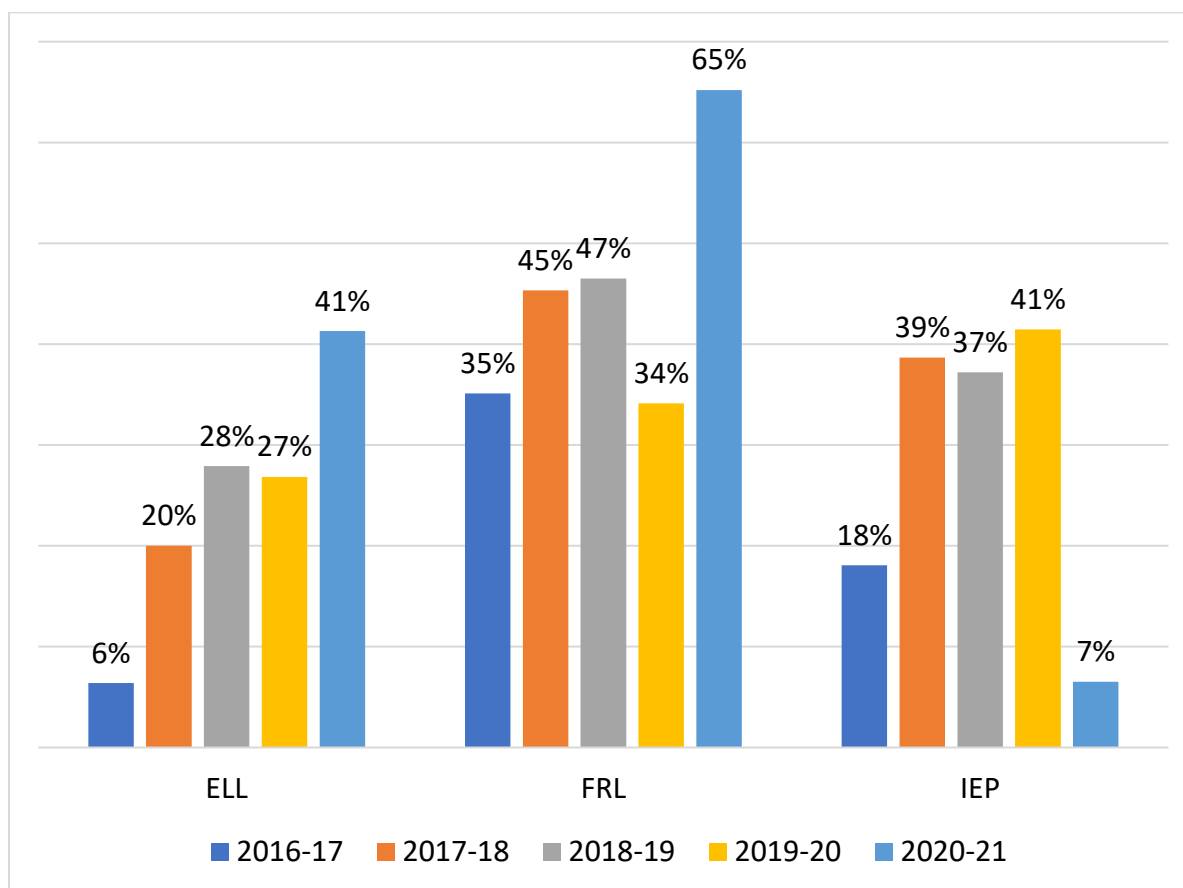
Chart 2.46: Student dropout percent by special populations


Table 2.47: Student dropout count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17		1			4	1	5	18	8			1	1	10	8
2017-18					2	3	13	27	19				2	5	7
2018-19							12	18	10					2	6
2019-20		1			2	1	7	8	11				3	2	4
2020-21					2		17	22	3			1	2	6	

Chart 2.47: Student dropout percent by the intersectionality of race/ethnicity and special populations

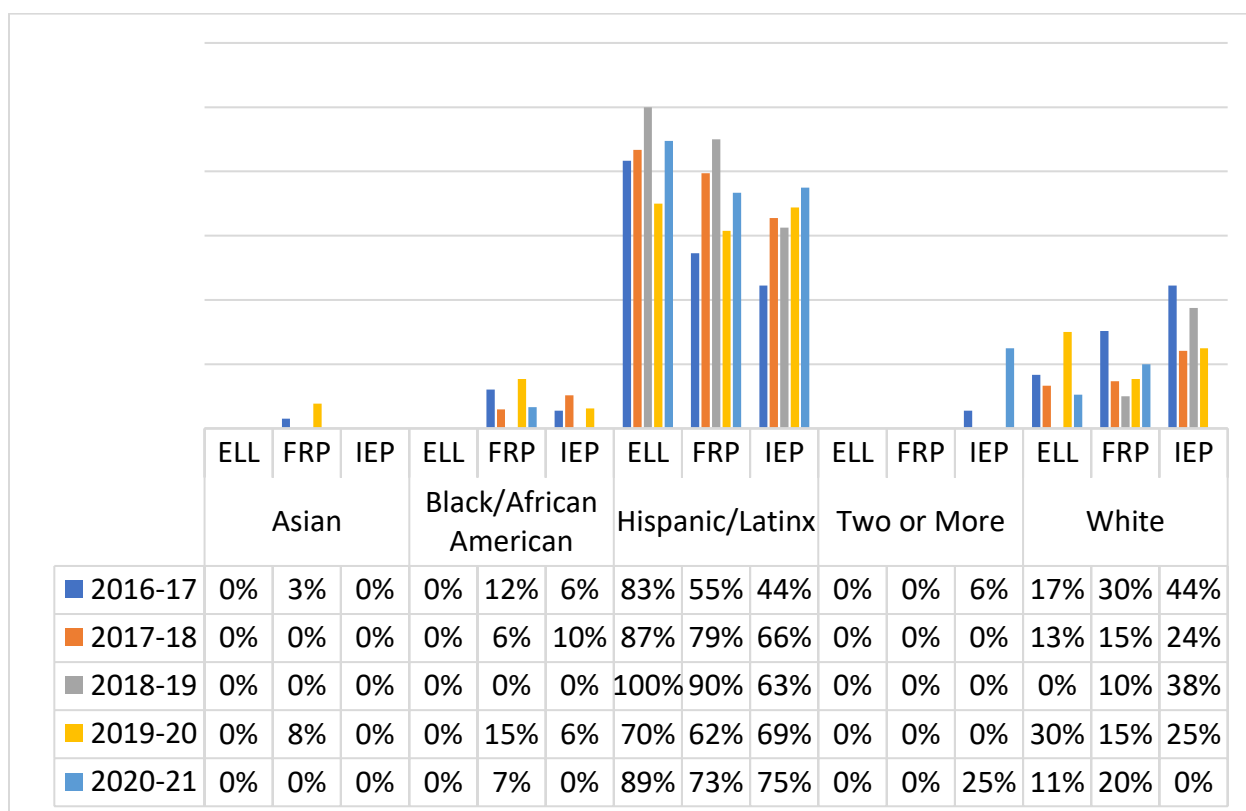


Table 2.48: Student outplacement count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	12	11	45	3	87	158
2018-19	8	9	44	5	83	149
2019-20	9	10	43	4	74	140
2020-21	8	8	48	4	71	139

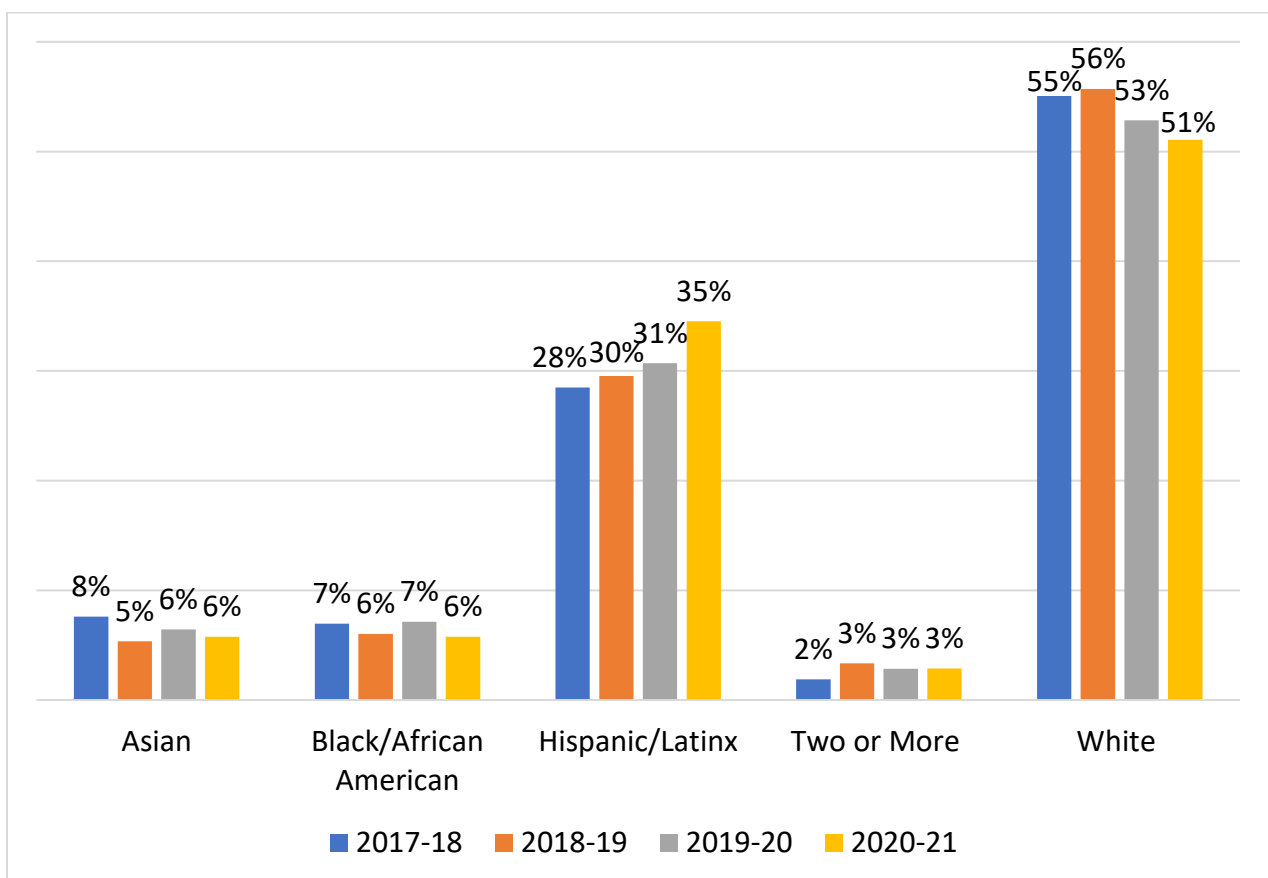
Chart 2.48: Student outplacement percent by race/ethnicity


Table 2.49: Student outplacement count by the intersectionality of race/ethnicity and special population

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2017-18	3	3	10	1	4	11	14	12	37	0	1	3	4	8	83
2018-19	3	2	8	1	4	9	17	18	40	0	0	5	3	7	82
2019-20	2	2	9	1	7	10	14	15	38	0	0	4	2	5	74
2020-21	2	5	8	0	6	8	19	32	45	0	1	4	2	31	67

Chart 2.49: Student outplacement percent by the intersectionality of race/ethnicity and special population

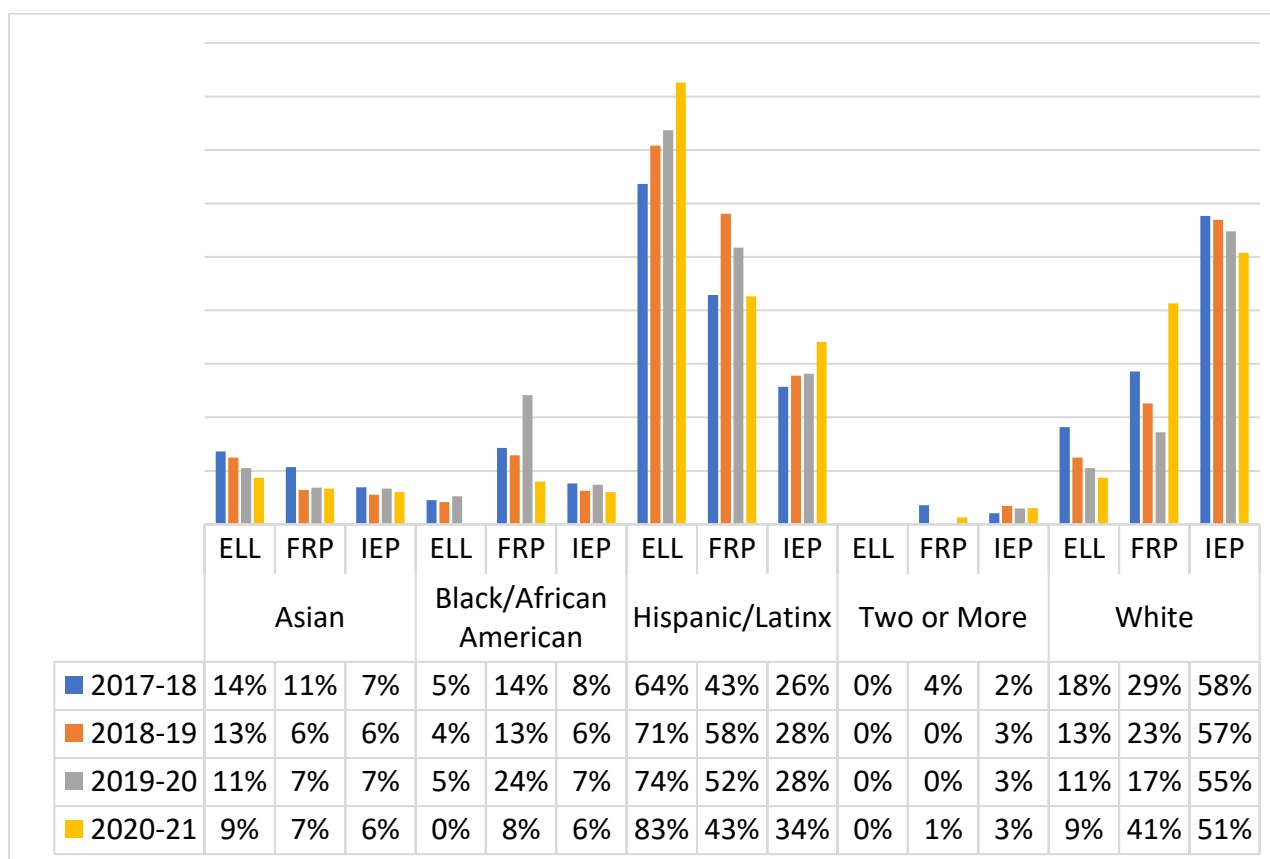


Table 2.50: Student absenteeism count²¹ by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	74,693	35,735	510,066	42,638	770,844	1,433,976
2017-18	49,390	23,153	411,139	31,301	523,231	1,038,214
2018-19	60,127	25,948	442,877	30,590	559,747	1,119,289
2019-20	49,634	20,798	345,728	22,155	391,211	829,526
2020-21	14,599	16,018	228,536	9,532	151,432	420,117

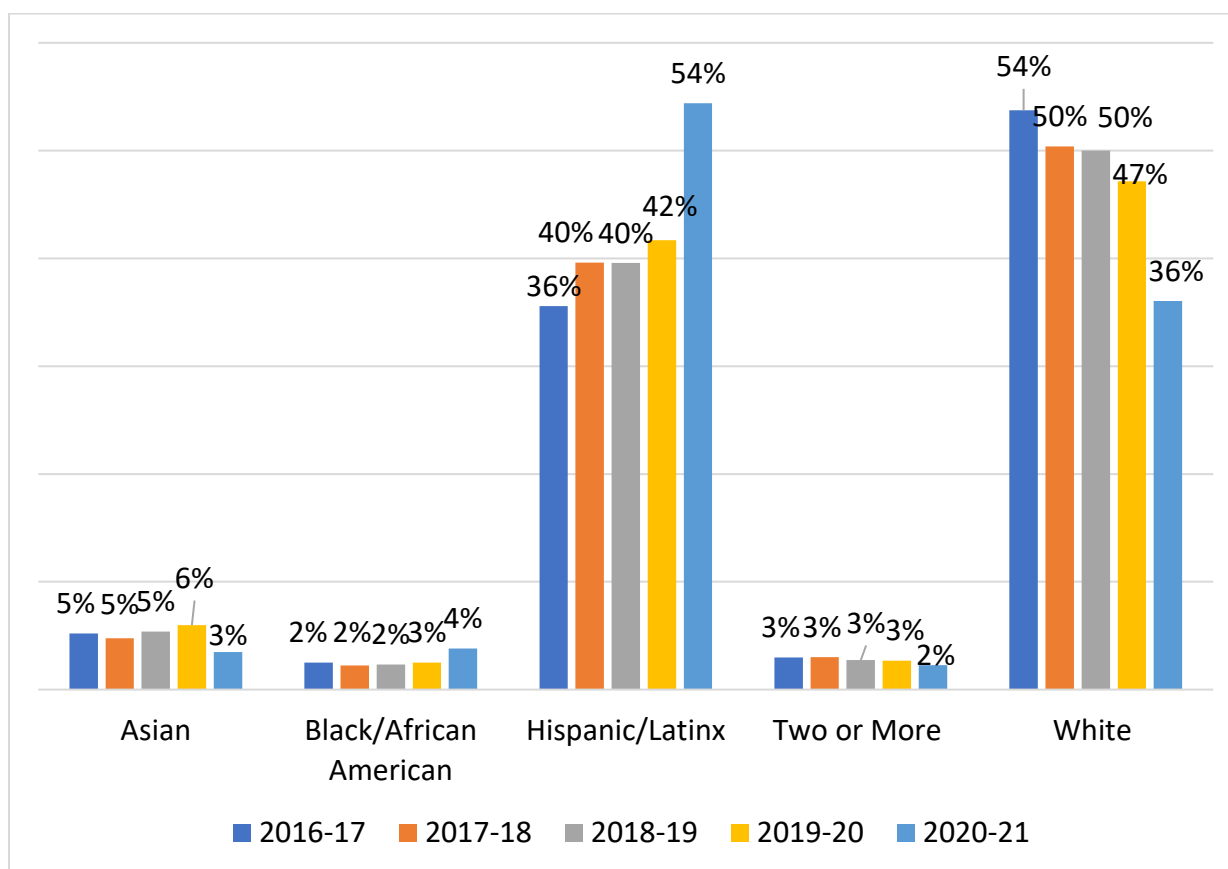
Chart 2.50: Student absenteeism percent by race/ethnicity²¹ Reflects the sum of period absences.

Table 2.51: Student tardiness count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	2,910	4,318	52,379	2,354	31,474	93,435
2017-18	3,529	4,171	62,945	2,015	36,565	109,225
2018-19	3,811	4,220	71,022	2,124	33,972	115,149
2019-20	4,067	3,955	63,191	1,950	26,180	99,343
2020-21	3,437	3,030	39,395	1,803	26,237	73,902

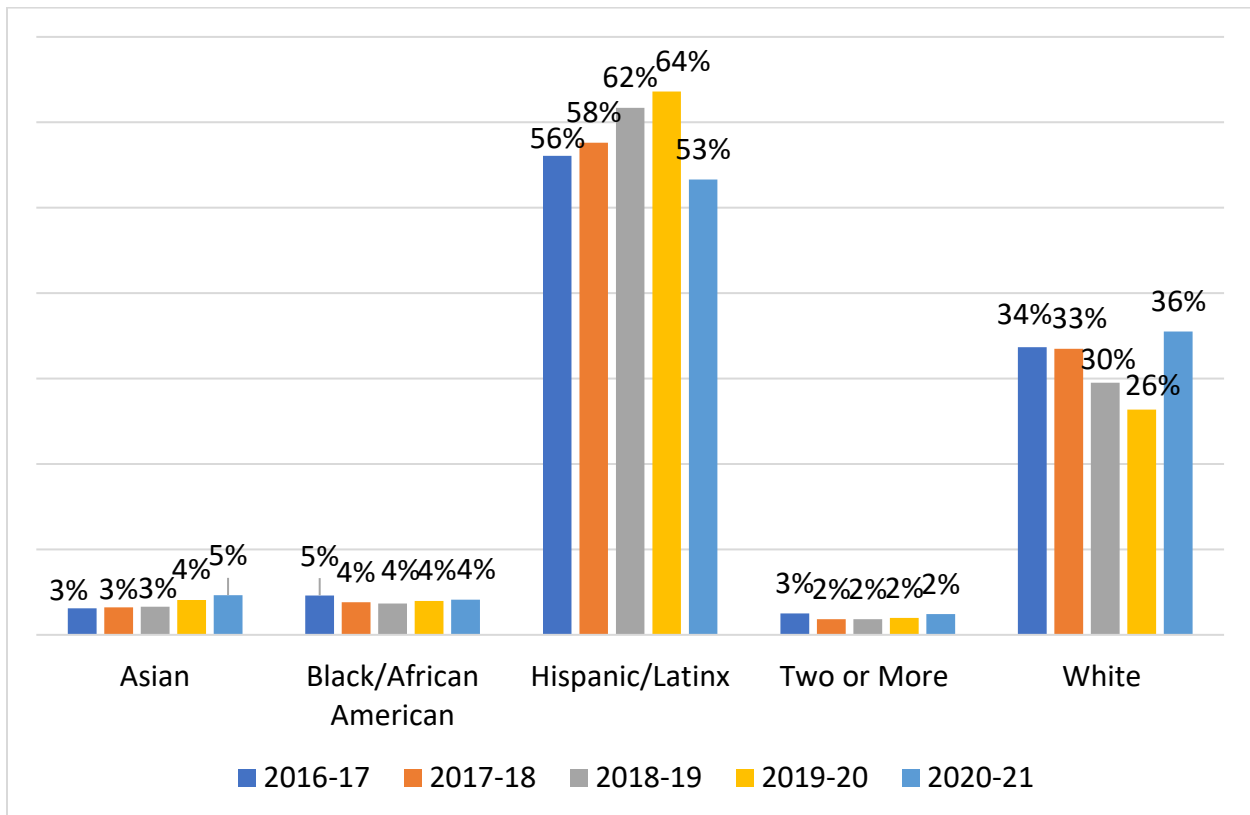
Chart 2.51: Student tardiness percent by race/ethnicity


Table 2.52: Student transfer count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	7	20	90	7	48	172
2017-18	10	8	93	9	42	162
2018-19	5	8	73	2	41	129
2019-20	12	8	60	2	27	109
2020-21	6	4	73	3	35	121

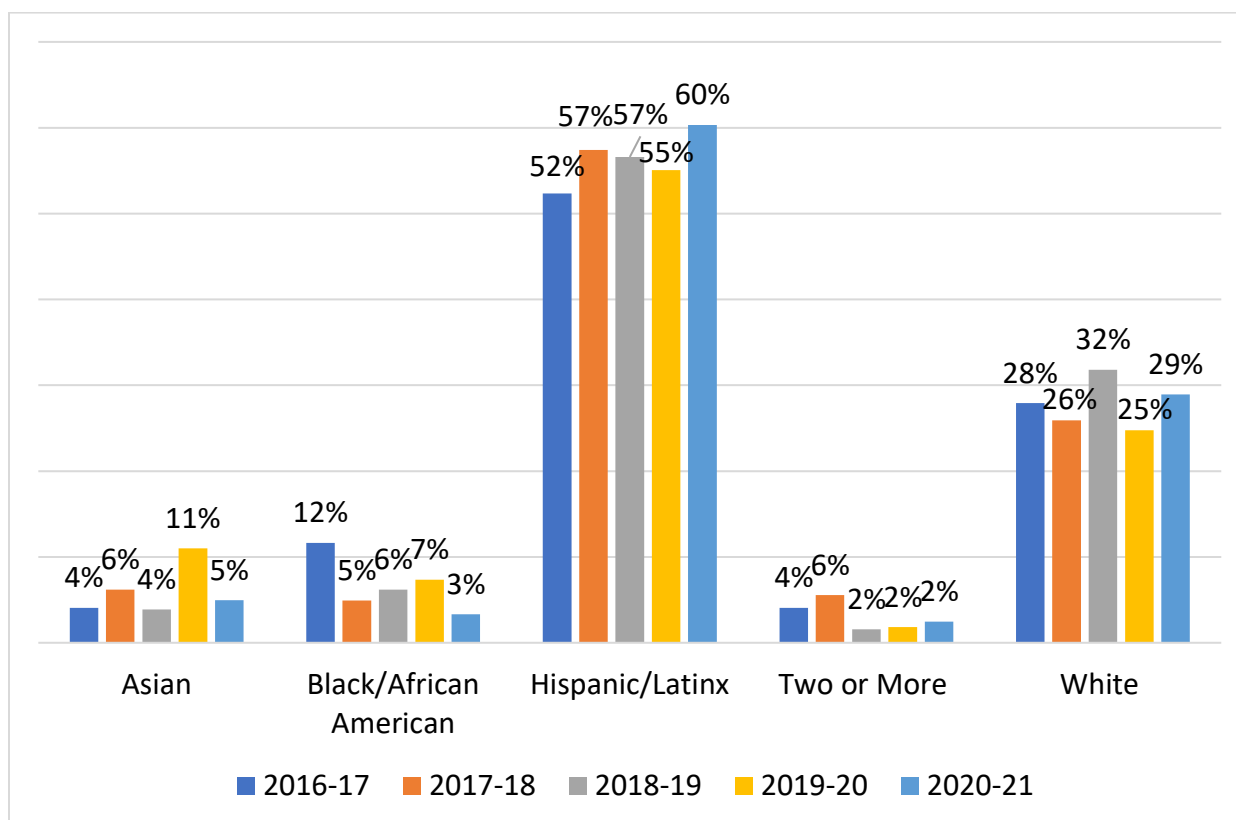
Chart 2.52: Student transfer percent by race/ethnicity


Table 2.53: Student transfer count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	2	2	0	1	14	7	22	55	16	0	1	1	1	14	13
2017-18	4	2	0	1	4	2	19	51	22	0	1	2	2	12	15
2018-19	0	3	0	0	6	4	24	36	12	0	0	1	5	11	8
2019-20	2	4	1	0	4	2	21	27	14	0	0	1	6	5	6
2020-21	2	3	2	0	1	0	32	48	15	0	2	0	9	13	6

Chart 2.53: Student transfer percent by the intersectionality of race/ethnicity and special populations

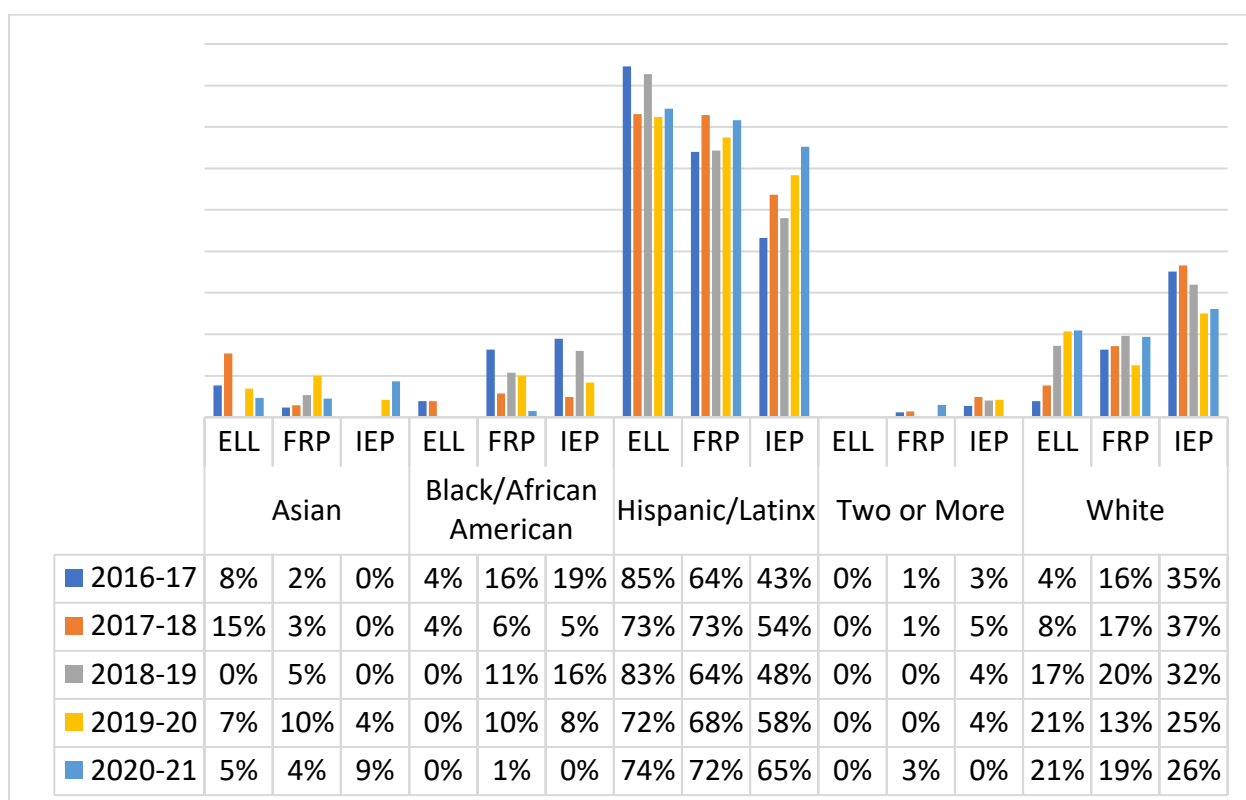


Table 2.54: Student community service count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	1,926	286	5,185	689	13,867	21,952
2017-18	2,975	454	7,158	1,091	20,751	32,428
2018-19	4,693	271	9,449	1,337	27,324	43,074
2019-20	3,992	333	5,534	1,094	18,891	29,843
2020-21	5,709	485	10,522	1,312	27,729	45,757

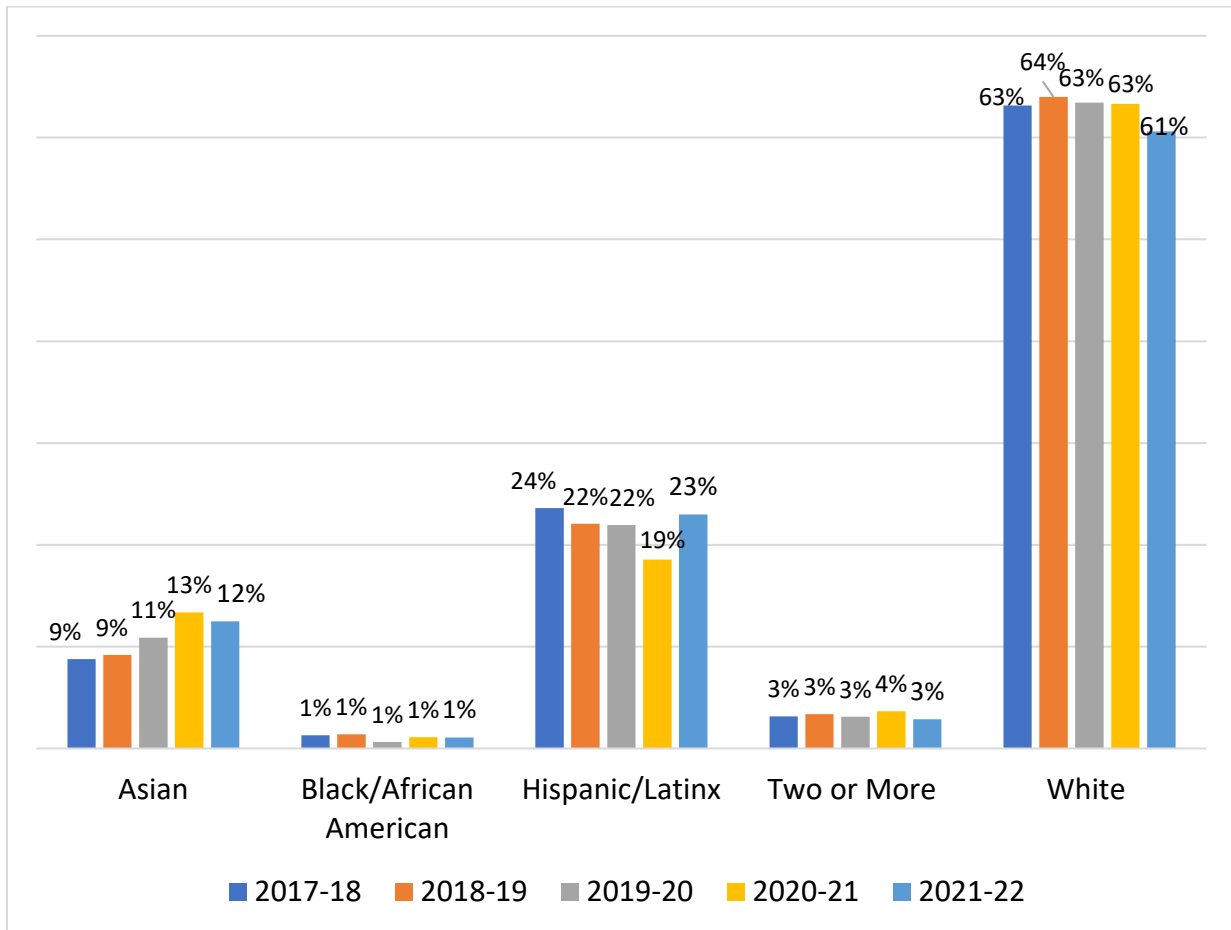
Chart 2.54: Student community service percent by race/ethnicity


Table 2.55: Student community service count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	574	21,468	4,065	17,976	1,588	20,453
2017-18	895	31,594	4,891	27,598	1,861	30,628
2018-19	871	42,315	5,742	37,445	2,636	40,550
2019-20	671	29,192	4,757	25,106	1,164	28,700
2020-21	1,280	44,507	9,803	35,984	2,590	43,197

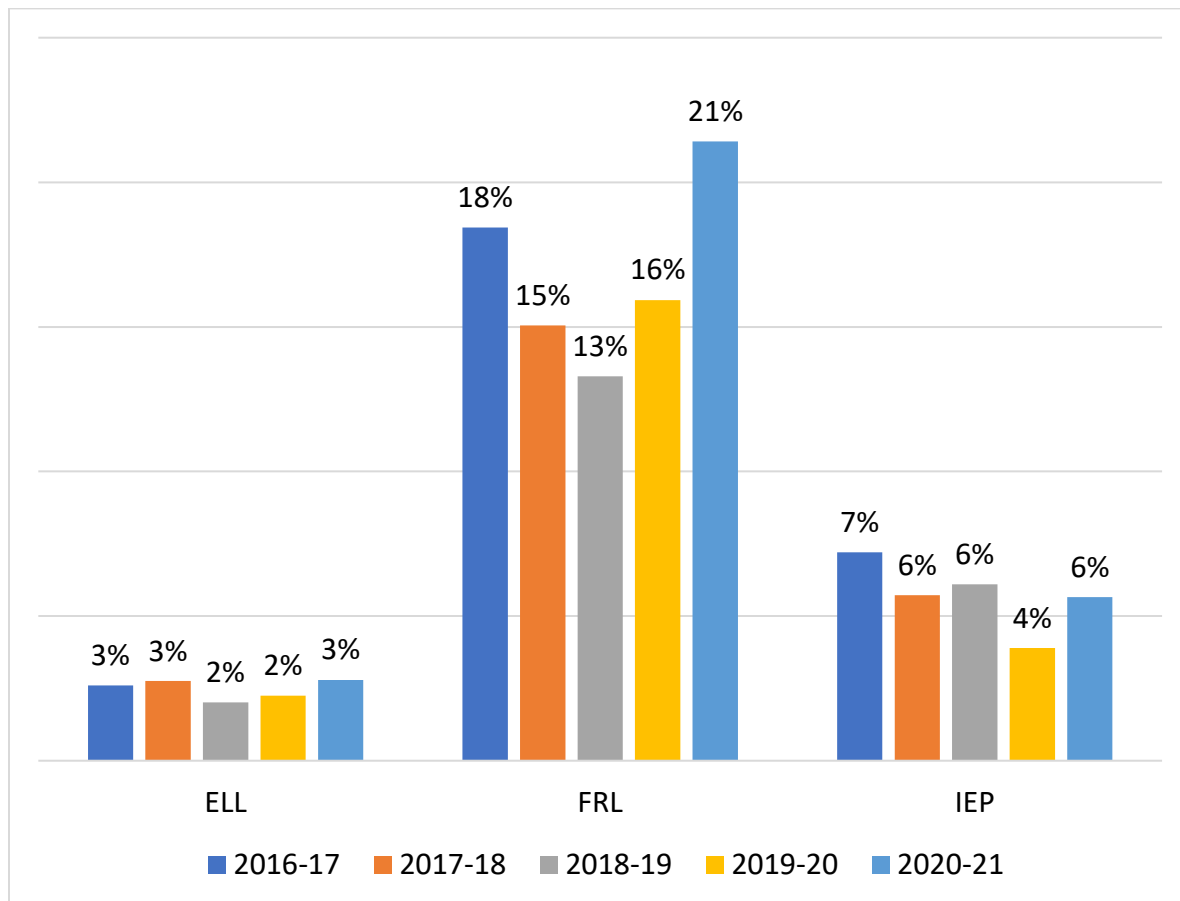
Chart 2.55: Student community service percent by special populations


Table 2.56: Student community service count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	59	238	16	26	55	63	341	2,692	319	5	80	45	143	960	1,104
2017-18	139	320	73		108	57	628	3,175	465	15	125	75	114	1,145	1,175
2018-19	107	405	134		95	21	666	3,831	493	31	71	113	67	1,304	1,840
2019-20	37	432	64		91	8	482	2,977	214	21	72	89	131	1,186	789
2020-21	155	1,229	120	16	150		912	5,114	701		53	76	197	3,258	1,694

Chart 2.56: Student community service percent by the intersectionality of race/ethnicity and special populations

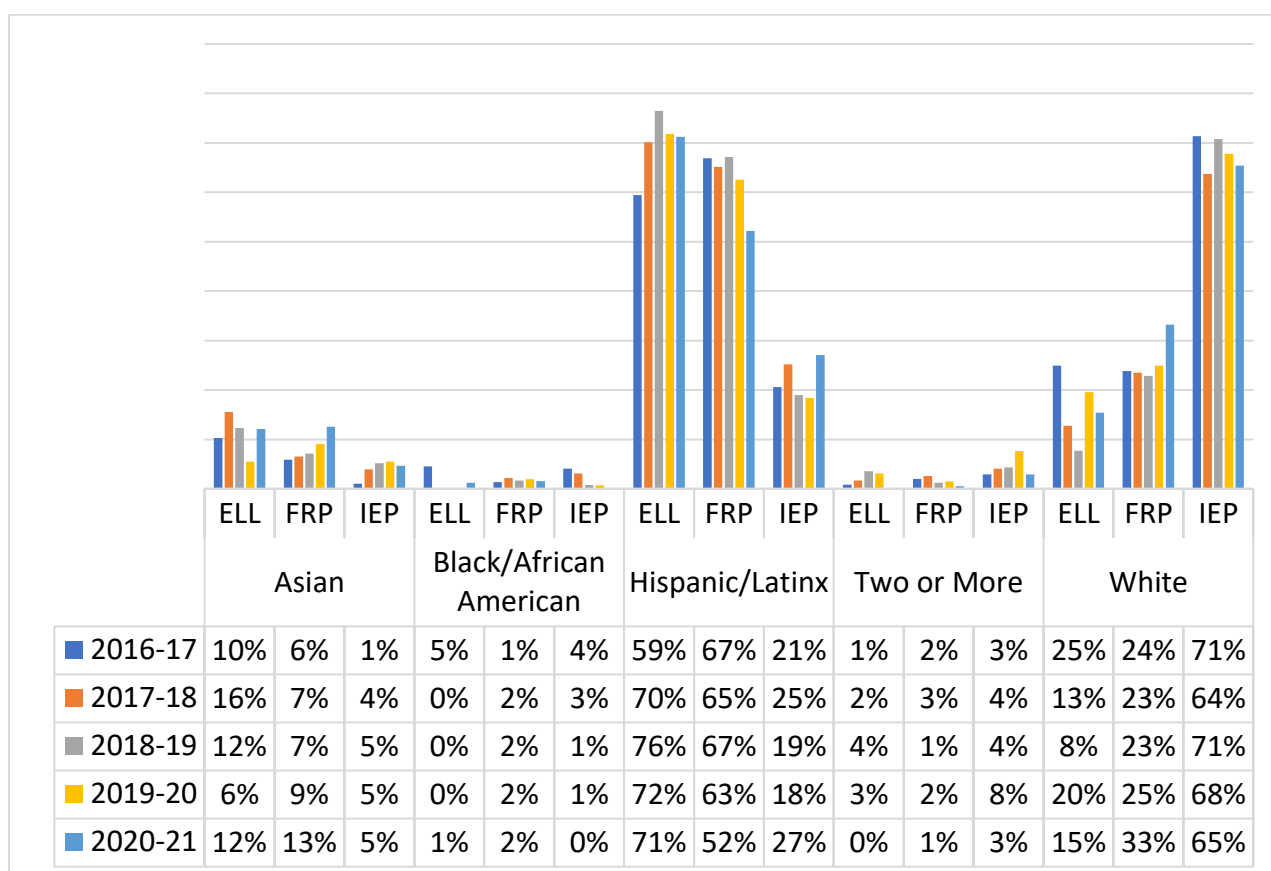


Table 2.57: Harper College Promise Eligibility count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	281	86	1226	115	2127	3835
2017-18	356	65	1395	128	2618	4562
2018-19	411	76	1430	155	2898	4970
2019-20	423	76	1444	157	2831	4931
2020-21	539	107	1875	196	3533	6250

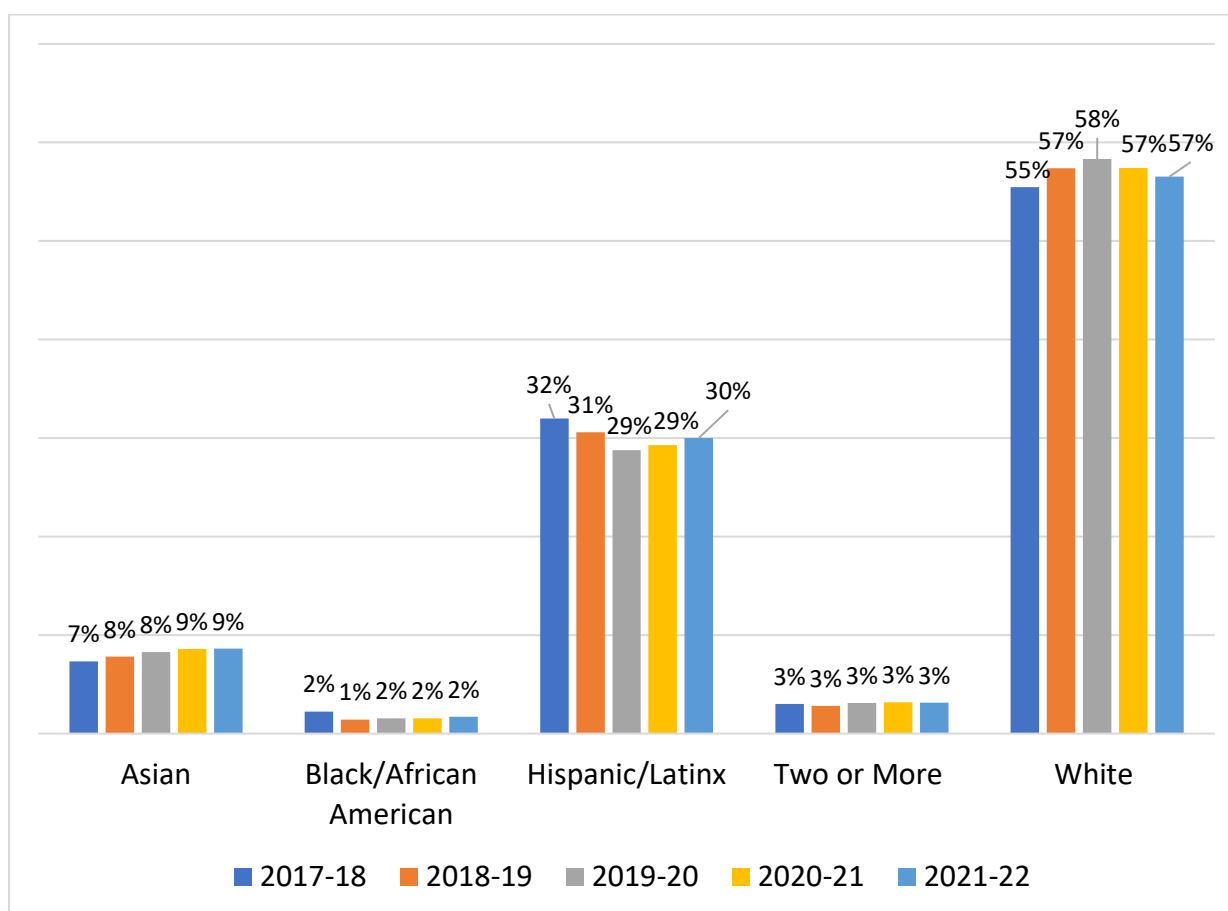
Chart 2.57: Harper College Promise Eligibility percent by race/ethnicity


Table 2.58: Harper College Promise Eligibility count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	294	3549	907	2936	355	3488
2017-18	297	4273	980	3590	383	4187
2018-19	264	4716	875	4105	421	4559
2019-20	348	4593	1049	3892	403	4538
2020-21	500	5758	1651	4607	518	5740

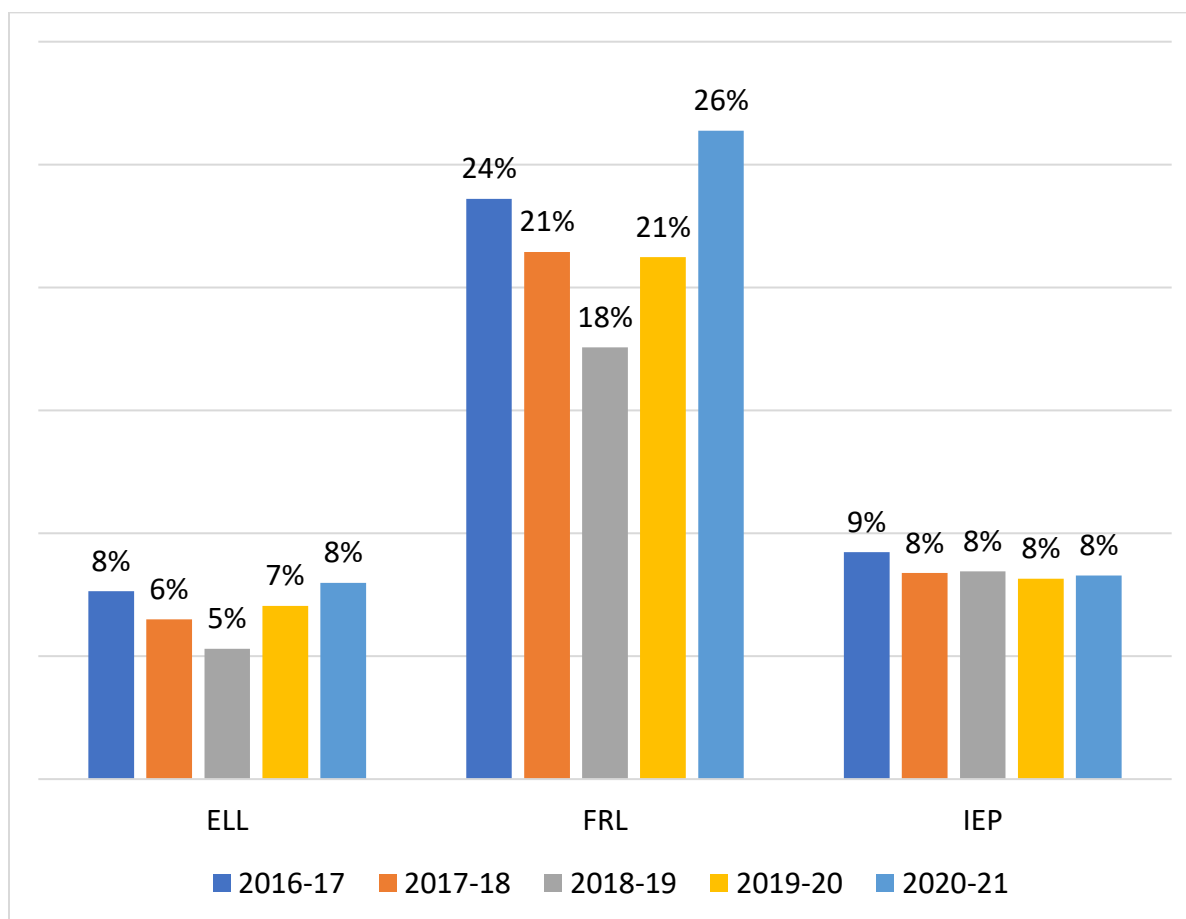
Chart 2.58: Harper College Promise Eligibility percent by special populations


Table 2.59: Harper College Promise Eligibility count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	23	45	9	1	37	15	218	660	144	2	22	13	50	142	173
2017-18	23	50	11	1	23	13	226	721	165	3	15	12	44	169	181
2018-19	17	57	19	1	27	14	205	603	165	1	13	13	40	173	208
2019-20	21	62	16		38	13	266	716	149	3	15	12	57	218	210
2020-21	35	115	24	2	51	17	389	996	208	1	30	14	73	458	255

Chart 2.59: Harper College Promise Eligibility percent by the intersectionality of race/ethnicity and special populations

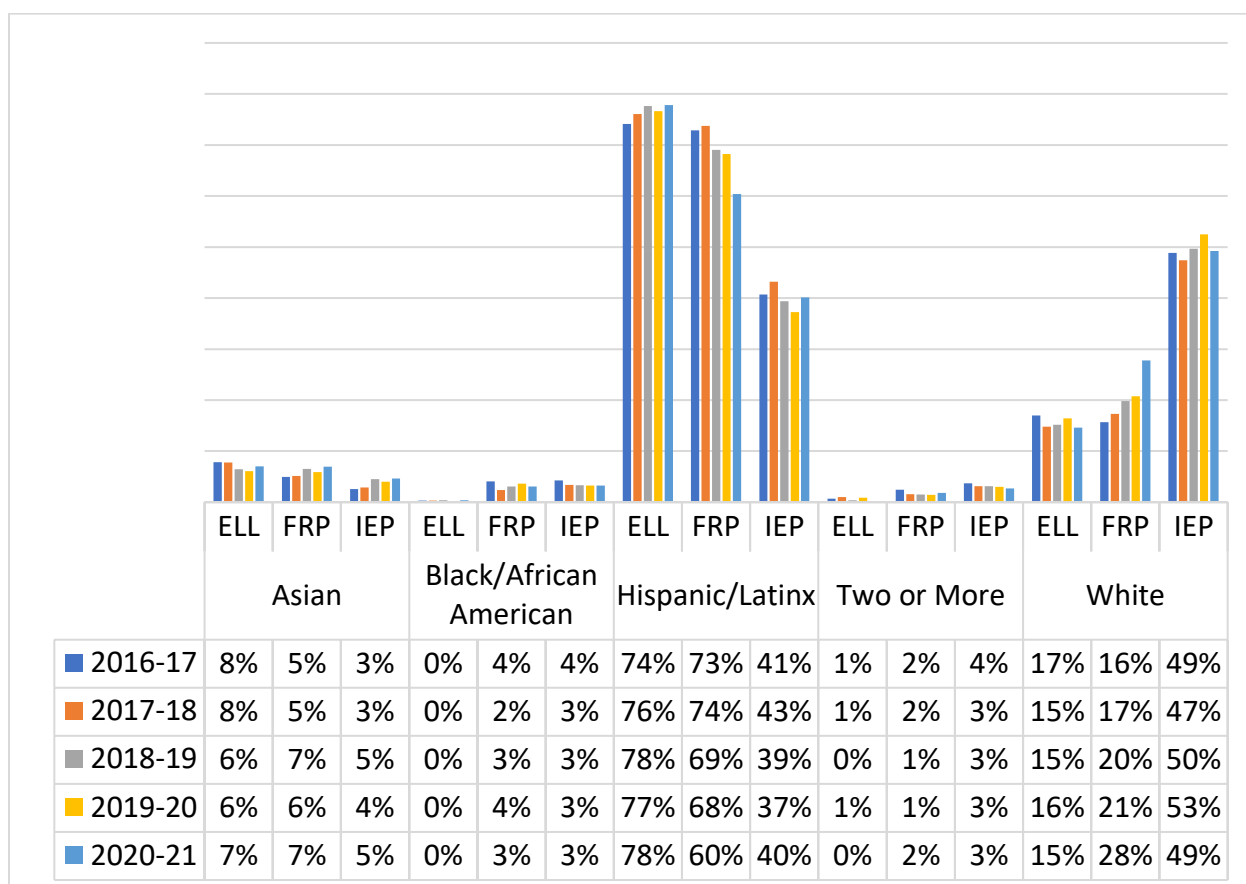


Table 2.60: Freshmen on Track count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2016-17	229	65	926	85	1489	2794
2017-18	224	42	901	67	1471	2705
2018-19	241	55	865	85	1563	2809
2019-20	230	64	915	92	1530	2831
2020-21	243	51	865	85	1475	2719

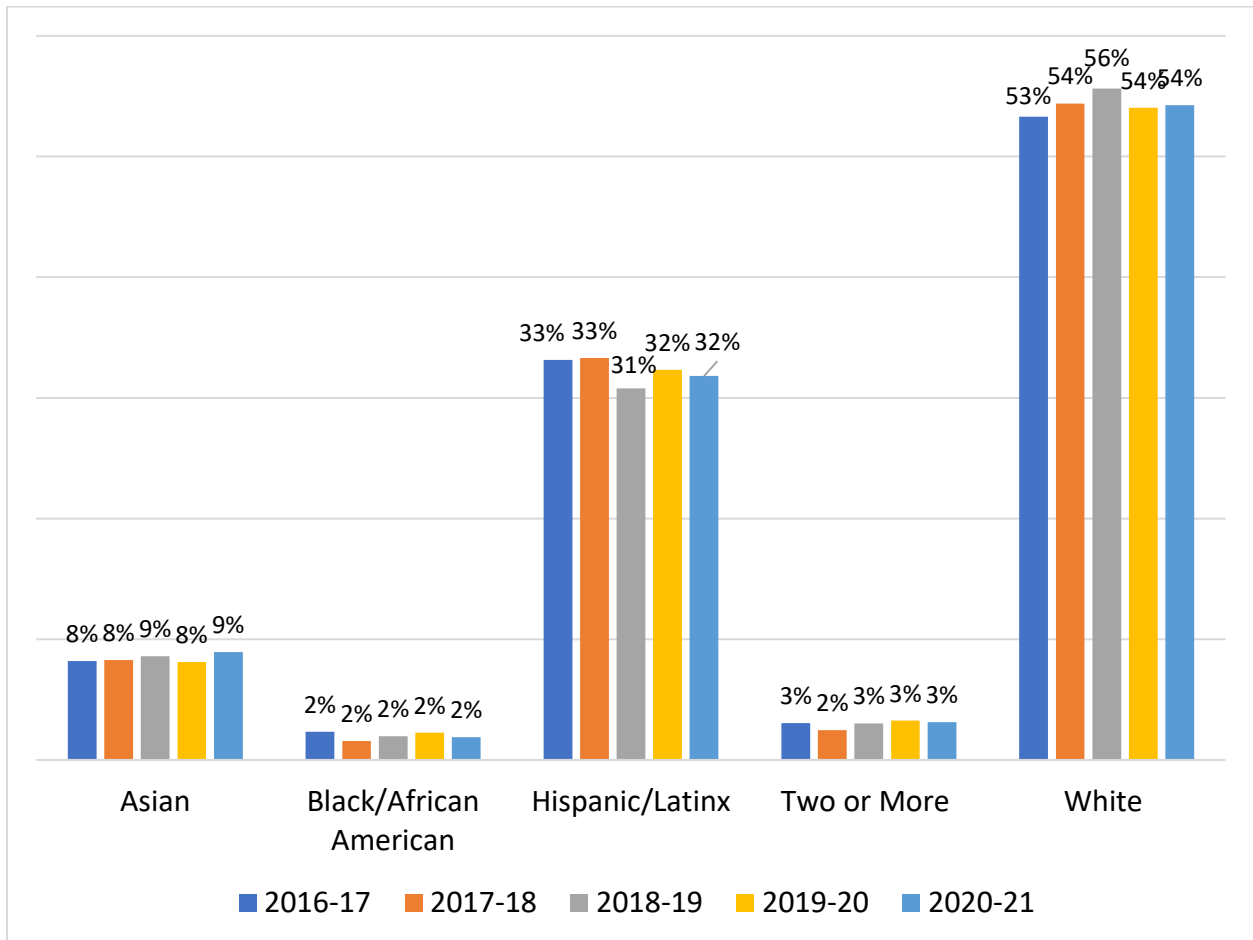
Chart 2.60: Freshmen on Track percent by race/ethnicity


Table 2.61: Freshmen on Track count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2016-17	263	2,538	674	2,127	282	2,519
2017-18	231	2,478	648	2,061	291	2,418
2018-19	209	2,605	501	2,313	282	2,532
2019-20	295	2,543	686	2,152	284	2,554
2020-21	314	2,408	754	1,968	268	2,454

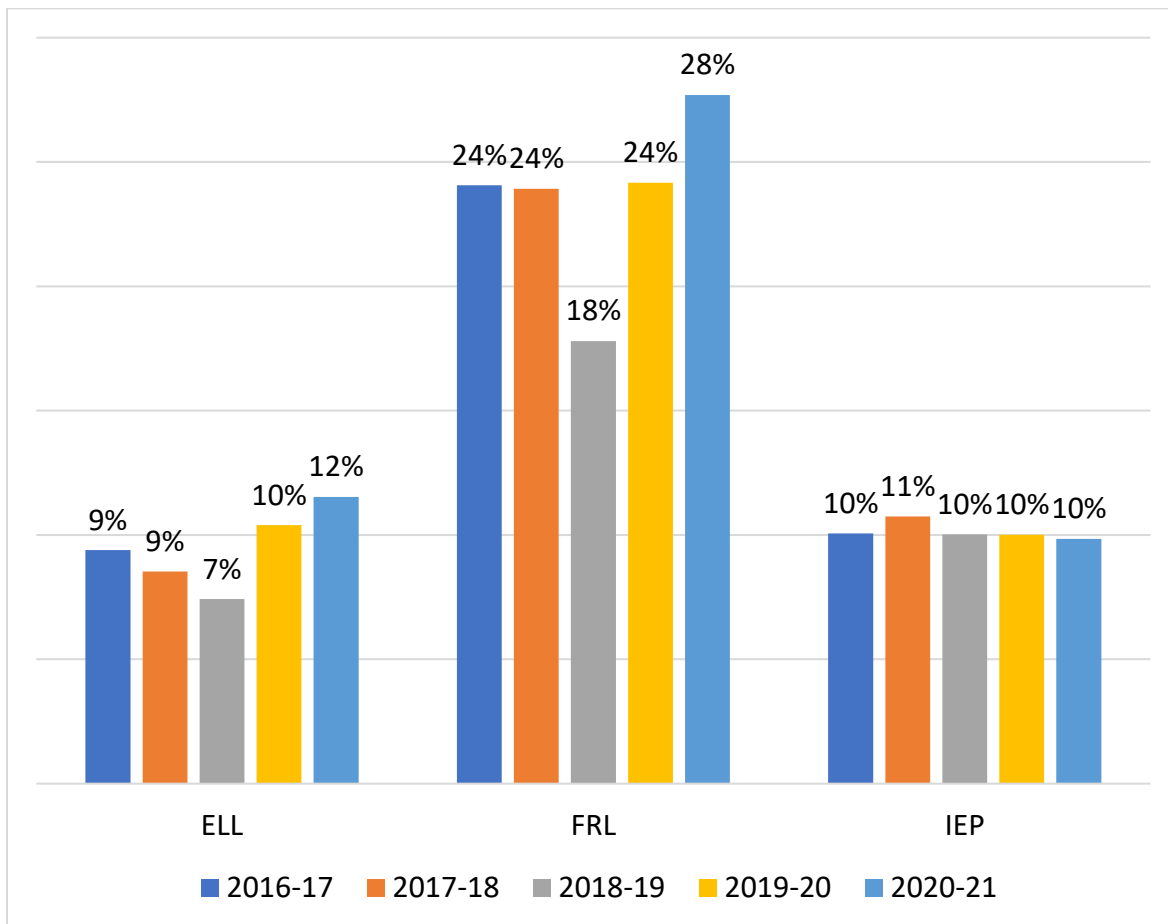
Chart 2.61: Freshmen on Track percent by special populations


Table 2.62: Freshmen on Track count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016-17	26	40	6	2	29	13	182	485	114	1	16	10	52	103	138
2017-18	20	35	7	1	19	10	173	474	131	2	8	6	35	111	137
2018-19	14	31	15	1	18	11	160	349	123		3	8	34	99	124
2019-20	19	35	10		35	12	216	470	118	2	11	7	57	135	134
2020-21	28	54	17	2	22	10	240	453	119	1	10	9	43	215	113

Chart 2.62: Freshmen on Track percent by the intersectionality of race/ethnicity and special populations

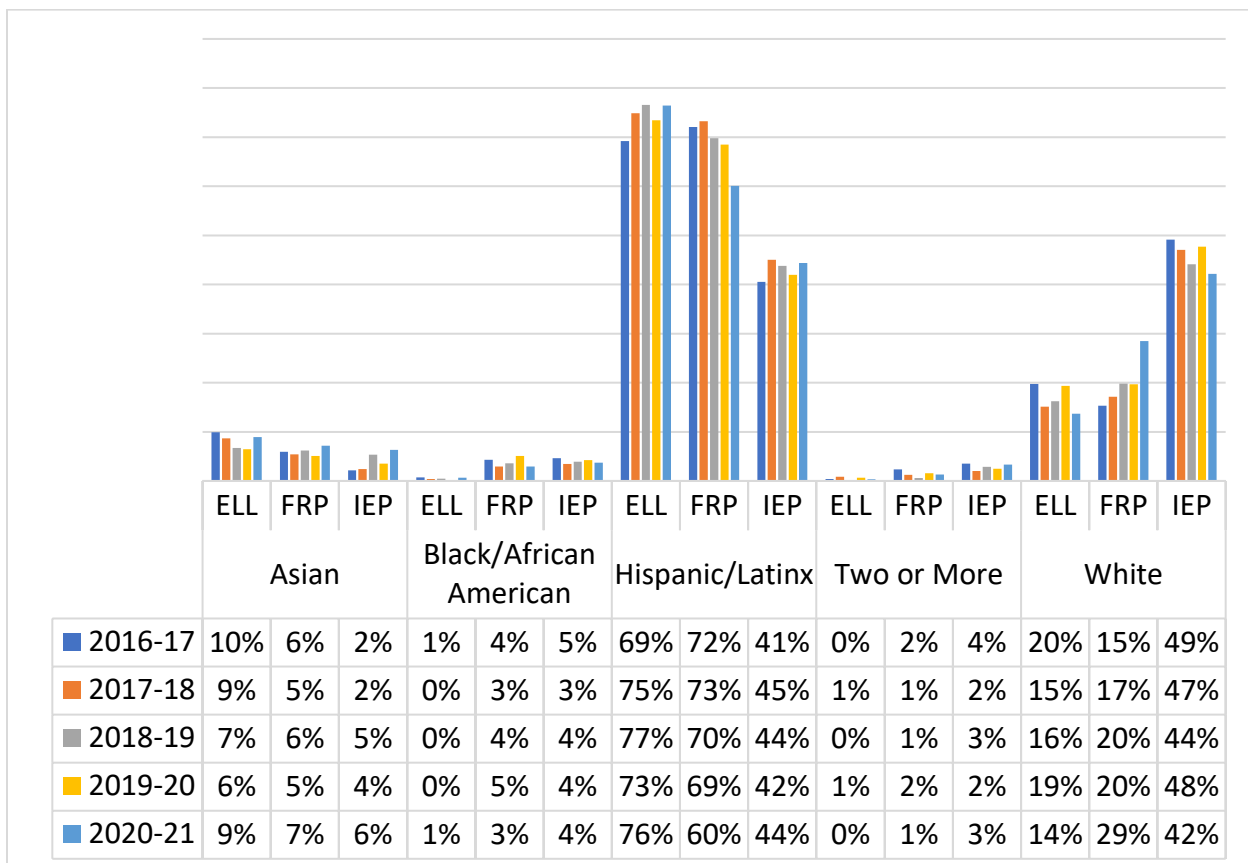


Table 2.63: Teacher and administrator demographic count by race/ethnicity

Year	American Indian or Alaskan Native	Asian	Black/African American	Hispanic/ Latinx	White
2018-19	4	33	15	68	816
2019-20	4	34	18	73	816
2020-21	3	36	20	81	813
2021-22	4	37	21	94	813

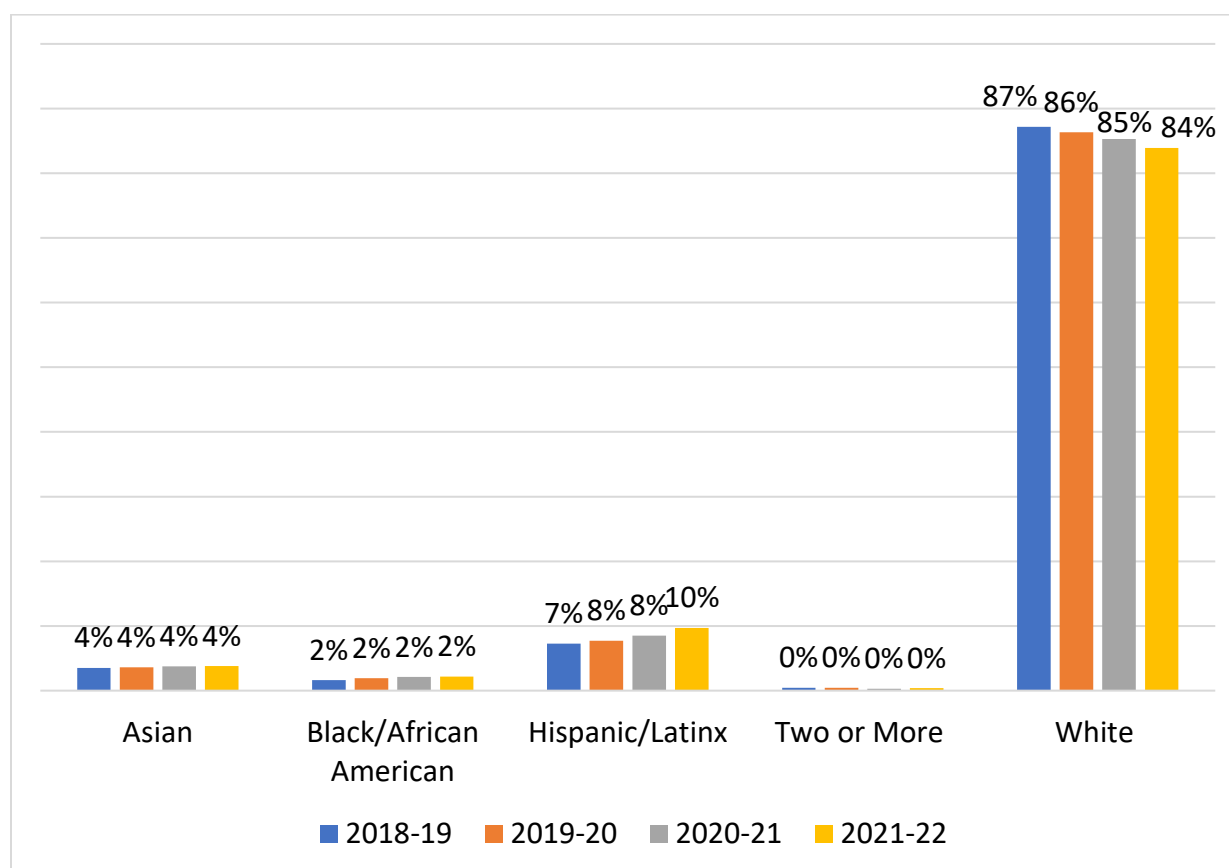
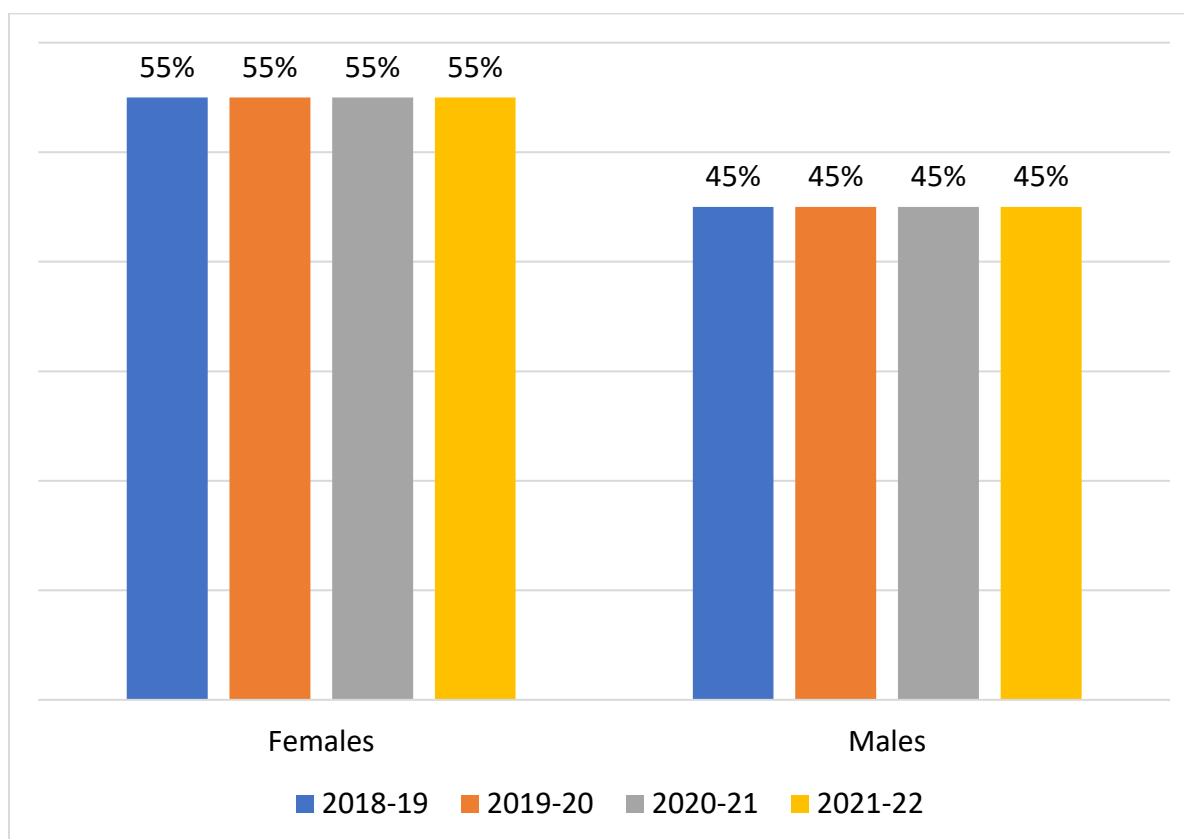
Chart 2.63: Teacher and administrator demographic percent by race/ethnicity


Table 2.64: Teacher and administrator demographic count by gender

Year	Female	Male	Total
2018-19	513	423	936
2019-20	522	423	945
2020-21	525	428	953
2021-22	533	436	969

Chart 2.64: Teacher and administrator demographic percent by gender



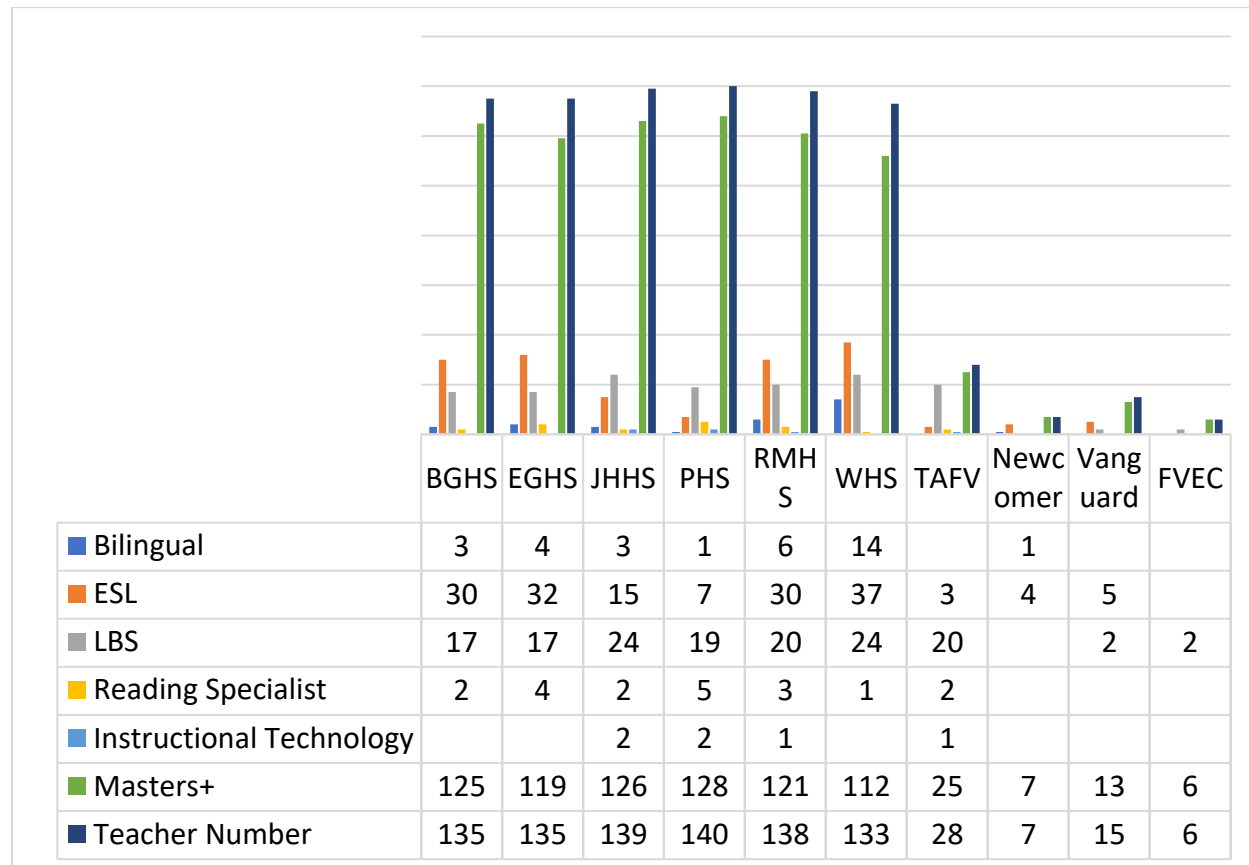
Table/Chart 2.65: SY 2021-22, Staff Licensure/Endorsement by school building


Table 2.66: BOE demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18					7	7
2018-19					7	7
2019-20					7	7
2020-21					7	7
2021-22					7	7

Chart 2.66: BOE demographic percent by race/ethnicity

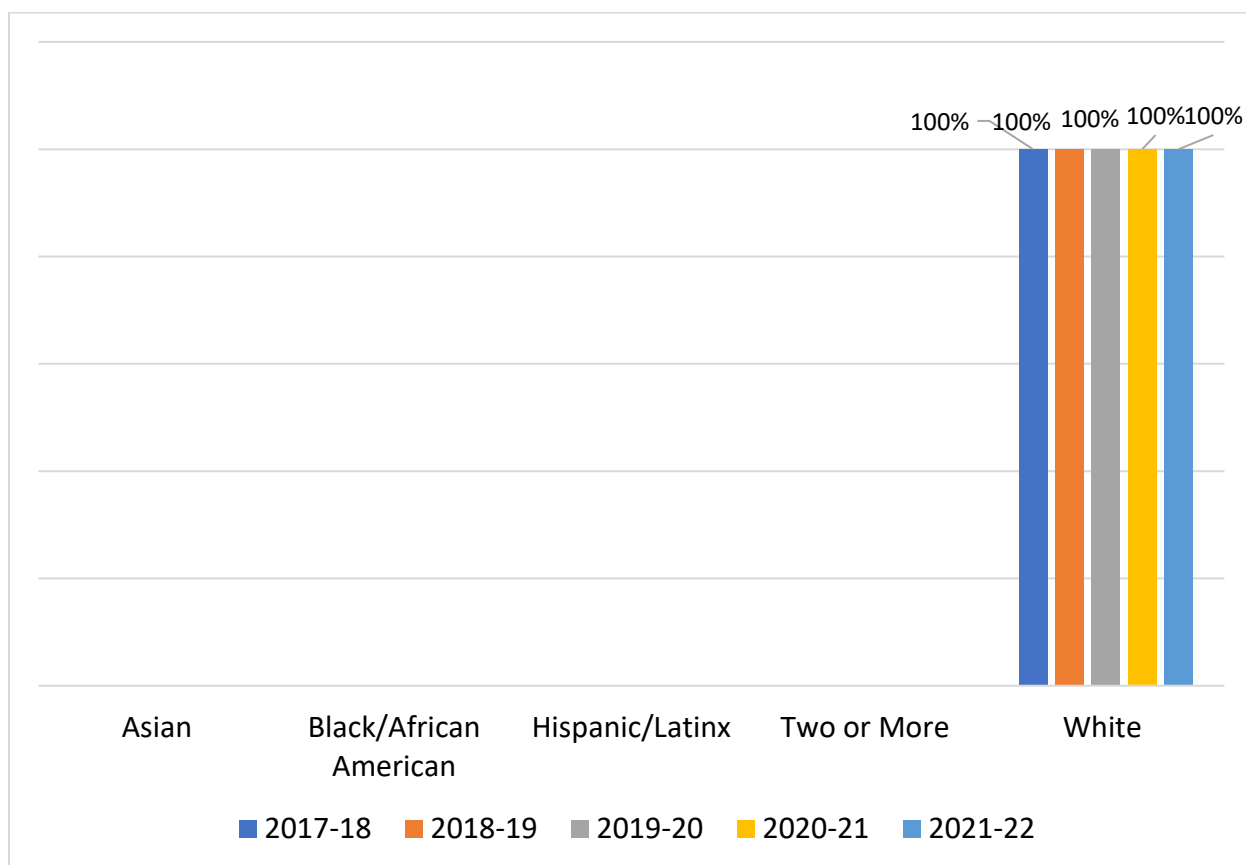


Table 2.67: BOE demographic count by gender

Year	Female	Male	Total
2017-18	2	5	7
2018-19	2	5	7
2019-20	2	5	7
2020-21	2	5	7
2021-22	3	4	7

Chart 2.67: BOE demographic percent by gender

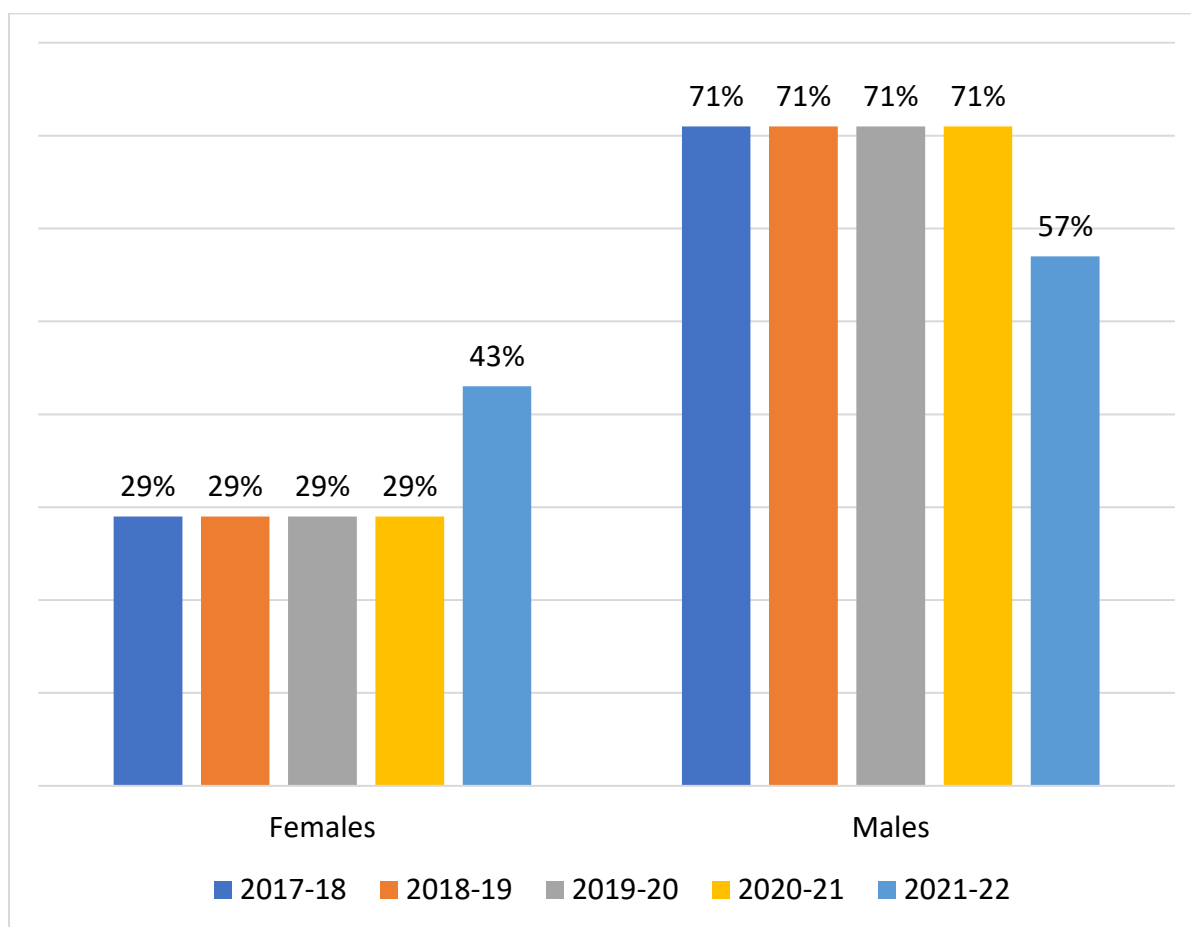


Table 2.68: List of various student fundraisers

Year	Fundraiser	Building	Technology
2018-19	#Love214	(Outside our buildings) - Online	Social Media
	Arts Spotlight	Metropolis Performing Art Theatre	Online Ticket/Funds Collection Site
	Thank a Teacher	(Outside our buildings) - Online	Social Media/ Email
	Parent Campaign	ONLINE	ONLINE
	Foundation for the Future Golf Open	Rolling Green Country Club	Email/Social Media/ Print Marketing
	Employee Giving Campaign	District Wide - Online	Social Media/ Email
	Annual Appeal	(Outside our buildings) - Online/ Mail	Social Media/ Mail/ Email
2019-20	#Love214	(Outside our buildings) - Online	Social Media
	#214Cares (flowed into 2021)	ONLINE	Email/Social Media/ Print Marketing
	Parent Campaign	ONLINE	ONLINE
	Foundation for the Future Golf Open	CANCELLED DUE TO COVID	
	Employee Giving Campaign	District Wide - Online	Social Media/ Email
	Annual Appeal	(Outside our buildings) - Online/ Mail	Social Media/ Mail/ Email
2020-21	#Love214	(Outside our buildings) - Online	Social Media
	#214Cares (flowed into 2021)	ONLINE	Email/Social Media/ Print Marketing
	Parent Campaign	ONLINE	ONLINE
	Foundation for the Future Golf Open	Rolling Green Country Club	Email/Social Media/ Print Marketing
	Employee Giving Campaign	District Wide - Online	Social Media/ Email
	Annual Appeal	(Outside our buildings) - Online/ Mail	Social Media/ Mail/ Email

Table 2.69: ELL Languages Identified (not including English)

Year	0-20% Home Languages	21-49% Home Languages	50-75% Home Languages	75+% Home Languages
2016-17	Albanian, Ghag(Kosovo/Macedon); Albanian, Tosk(Albania); Arabic; Assyrian (Syriac, Aramaic); Bengali; Bosnian; Bulgarian; Cambodian (Khmer); Cantonese (Chinese); Croatian; Ewe; Farsi (Persian); Greek; Gujarati; Hausa; Hindi; Italian; Japanese; Kannada (Kanarese); Korean; Luganda; Macedonian; Malay; Malayalam; Mongolian; Other; Panjabi (Punjabi); Pilipino (Tagalog); Polish; Portuguese; Romanian; Russian; Serbian; Tamil; Telugu (Telegu); Thai; Turkish; Ukrainian; Urdu; Uzbek; Vietnamese.	Spanish		
2017-18	Albanian, Ghag(Kosovo/Macedon); Albanian, Tosk(Albania); Arabic; Armenian; Assyrian (Syriac, Aramaic); Bisaya (Malaysia); Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Cantonese (Chinese); Dinlea (Turkish); Ewe; Farsi (Persian); French; Greek; Gujarati; Hindi; Hungarian; Italian; Jamaican; Japanese; Korean; Luganda; Malay; Malayalam; Mandarin (Chinese); Mongolian; Other; Panjabi (Punjabi); Pilipino (Tagalog); Polish; Romanian; Russian; Serbian; Tamil; Thai; Turkish; Ukrainian; Urdu; Vietnamese.	Spanish		
2018-19	Albanian, Ghag(Kosovo/Macedon); Albanian, Tosk(Albania); Arabic; Assyrian (Syriac, Aramaic); Bemba; Bosni, Albanian, Ghag(Kosovo/Macedon); Albanian, Tosk(Albania); Arabic; Assyrian (Syriac, Aramaic); Bemba; Bosnian; Bulgarian; Cambodian (Khmer); Cantonese (Chinese); Dinlea (Turkish); Ewe; French; Georgian (Kartvelian, Gruzinski); Greek; Gujarati; Hausa; Hindi; Hungarian; Italian; Jamaican; Japanese; Korean; Lithuanian; Luganda; Malay; Malayalam; Mandarin (Chinese); Mongolian; Other; Panjabi (Punjabi); Pilipino (Tagalog); Polish; Romanian; Russian; Serbian; Tamil;	Spanish		

	Telugu (Telegu); Turkish; Ukrainian; Urdu; Uzbek; Vietnamese; an; Bulgarian; Cambodian (Khmer); Cantonese (Chinese); Dinlea (Turkish); Ewe; French; Georgian (Kartvelian, Gruzinski); Greek; Gujarati; Hausa; Hindi; Hungarian; Italian; Jamaican; Japanese; Korean; Lithuanian; Luganda; Malay; Malayalam; Mandarin (Chinese); Mongolian; Other; Panjabi (Punjabi); Pilipino (Tagalog); Polish; Romanian; Russian; Serbian; Tamil; Telugu (Telegu); Turkish; Ukrainian; Urdu; Uzbek; Vietnamese.			
2019-20	Albanian, Gheg(Kosovo/Macedon); Albanian, Tosk(Albania); Arabic; Assyrian (Syriac, Aramaic); Bemba; Bosnian; Bulgarian; Cambodian (Khmer); Cantonese (Chinese); Dinlea (Turkish); Ewe; Farsi (Persian); French; German; Greek; Gujarati; Hebrew; Hindi; Hungarian; Italian; Jamaican; Japanese; Korean; Macedonian; Malayalam; Mandarin (Chinese); Mongolian; Panjabi (Punjabi); Pilipino (Tagalog); Polish; Portuguese; Romanian; Russian; Serbian; Tamil; Telugu (Telegu); Turkish; Ukrainian; Urdu; Uzbek; Vietnamese;	Spanish		
2020-21	Albanian, Gheg(Kosovo/Macedon); Albanian, Tosk(Albania); American Sign Language; Arabic; Assyrian (Syriac, Aramaic); Bemba; Bosnian; Bulgarian; Cambodian (Khmer); Cantonese (Chinese); Chaldean; Dinlea (Turkish); Farsi (Persian); French; German; Greek; Gujarati; Hebrew; Hindi; Hungarian; Italian; Japanese; Korean; Macedonian; Malay; Malayalam; Mandarin (Chinese); Mongolian; Nepali; Panjabi (Punjabi); Pilipino (Tagalog); Polish; Romanian; Russian; Serbian; Tamil; Telugu (Telegu); Turkish; Ukrainian; Urdu; Uzbek; Vietnamese.	Spanish		

Section 3

QUALITATIVE DATA

Focus group responses were analyzed and categorized into the accountability framework - *Five Strands of Systemic Equity*®:

Systems: To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

Teaching and Learning: To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

Student Voice, Climate and Culture: To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

Professional Learning: To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

Family and Community as Agency: To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

Responses that aligned with districtwide or building-wide decision-making such as policies, programs, procedures, processes, and personnel were categorized under **Systems**. Responses that correlated with instruction, curriculum, assessments, culturally responsive practices, and academic programs were categorized under **Teaching and Learning**. Responses that aligned with student behavior, discipline, adult-student relationships, SEL, trauma, restorative practices, climate and culture among student and staff were categorized under **Student Voice, Climate and Culture**. Responses about professional development and growth were categorized under **Professional Learning**. Finally, responses that aligned with family and community communication, engagement and empowerment were categorized into **Family and Community as Agency**. Various quotes from the focus groups were extracted and identified for areas of strength and needed improvement. Any identifying information was removed.

QUALITATIVE DATA

Quotes from the stakeholders related to **Systems** was extracted. Themes under each strand are listed in a following table.

From students

- “District asks students to increasingly submit more forms and they ask for our voice, but it doesn't mean they will listen or change anything. They ask us what we think about this or that, but they are not going to do anything to change it. These people in power are supposed to keep you safe but worry about people speaking out against equity and the repercussions. I have had friends that would not publicly say anything because they feel deans will take it all the way or screw them over. The teachers have in certain situations been kind and empathetic about me being a minority student and in actions that I thought were rude. When we go up the chain, we get stuck. What can we do when the people who are supposed to fix the problems, create more problems as adults in the school and environment? They can ask for our input but hard when have some administration that want change have other adults who don't want to change the environment. They fuel this disconnection between minority and White students.”
- “I think [extracted] has done a good job with recognizing individual minority populations that co-exist with the White population through clubs, outside events or even a couple of morning announcements. They are trying to do right things but don't have support of students and staff and come across as lackluster and not mocking but kind of non-important. Even in working with school administration, try to brainstorm new ideas and always reach a certain point that we can only take it so far. There is such a roadblock in people's mind when comes about bringing change and more diverse population, because people are used to being around White people, and not talking about minority and diversity. How can we promote other cultures that aren't White or European? It's a challenge. There isn't enough being done as a whole.”
- “I would say the most I see myself as Hispanic person is in Spanish class but even then, it's whitewashed. It's not very culturally Hispanic. The videos they show are of White people. The statistics will show you that the minority population are not as educated as the White population, and teachers may try to find representation. It would be more important to see the teachers that share that race. More important than the stories and curriculum. It doesn't affect me as much as if had the Hispanic teacher who knew me, and what I was going through.”

From staff

- “Our school district has many different schools and six mainstream schools, and the message is that all schools have be treated equal yet there are not equal resources, and funding from school district. Many of the schools get additional contributions from families that go to the schools, and this is an issue of equity and not equality. School district has not shifted in terms of need for our different student populations.”

- “We face a lot of challenges with hiring. In order to shift from top-down, we have a lot of challenges as to who comes into building. Two years ago, we had intentional hiring of more BIPOC people, but the people hired were not coached up for retention. While their skillset might not have been an exact fit, and they did get the same training as most of us which is still a ‘sink or swim’ approach. People weren’t coached up. Lost a lot of people so despite the good intention, there was a lack of follow-through, because we had created a sense of diversity with the new hires. People started saying, ‘Look, what happens when we hire for diversity’. Why do it again? It’s a very White supremacist stance. The way we have always done and hired from our community which is homogenous. It does not reflect our students. We need to change the way we hire.”
- “Voices are not equally valid or important in the school district. We do not hire like we used to with bringing in immigrant teachers to teach ESL classes. We stopped doing it and only hire people who speak with no accent. When teachers who speak with an accent serve the student population and serve as role models for the students.”
- “When I got job here, there were a group of older, White staff members that were shocked I got the job. They wanted to know how I got the job, what connections I had and where I came from. I was not surprised that they were surprised, but they made me feel like I wasn’t qualified.”
- “We need policy change. We need school district goals that needs to not be only four pages on school district website. The ‘commitment’ has not been on school district. Staff doesn’t feel it’s commitment. Hear comments negating the commitment.”
- “One of the challenges is the longevity of doing this work. Our school district works in cycles, and things fade after three years, especially because this isn’t an instant change that can happen. It’s a mindset change. Last year, we talked about equity and then it goes away. We have a tendency to follow trends.”
- “We’re fortunate that school district has access to resources that many do not. The school district tries to make strides towards DEI, but we need more than one person responsible. We need stipends and full-time employees devoted to really change systems going on for so long. If we do PD here, it is performative action here. It’s the same system and no authentic changes.”
- “I would really like to see beyond having these cultural clubs, equity conversations, whether PD or individual time, but actions from administration. Not just show their face but follow through and action plans. I would like to see actions being done and changes otherwise, what’s the point? It’s just staff complaining if we don’t have action.”

From families

- “What I like about D214 that elementary school district does not is recognize Jewish holiday and wonder if other religious holidays can be looked at that way too.”
- “What I wish were different from school is the counselor-to-student ratio.”
- “I wish there was more diversity in the school itself especially among principals and counselors. They are working toward including more diversity.”
- “Feel like staff not as diverse as student body and wish there were more staff that looked like our community. The diversity in the community.”

- “What I like most about my child’s school is the presence of African American dean to student services. From what I understand, it has shifted the experience for Black students at school.”
- “There are so few Black leaders or teachers in the building. I do like that there is change is more representation of Black leaders in the school and other leaders of color. I know that it is difficult but it's something that deserves care, attention, and intentionality to hire more POC to represent student base.”
- “The representation and hiring more people of color needs to continue to be a significant focus. I have appreciated seeing the recent efforts in this area.”
- “We need staff diversity, more staff of color, different gender identities, and sexual orientation. It's fairly homogenous in terms of staff.”
- “The school district needs a plan to retain the people they have recruited. They are bringing POC in a space, but how do you make sure those people feel safe, heard and valued when they aren't many of them?”
- “I think they should hire more Hispanic teachers or teaching assistants to support the Hispanic community in school. Give them more space other than after school.”
- “We need to address this whole issue with boundary maps not just from equity, but crazy bus schedule for student who are traveling a long time when they have another high school a mile away. It makes no sense to me. I don't know why boundary lines aren’t more like neighborhood but talking about equity, we feel it needs to be addressed. Diversity is part of school and don't know if other schools are having the same experience.”
- “There is protocol to escalate individual issues of racism or microaggressions in an anonymous way that is safe but automatic protocol for what happens next is not clear, so it be dealt with and handled.”
- “I feel school district is trying and saying right things but there are people in the way of blocking equity. Some teachers have wonderful ideas and try to create new classes to help improve but blocked by division heads and doesn't get traction.’
- “There is so much at the elementary and middle school level from SD 59 not being done about equity, and not sure what D214 can do about it, but as far as being different, it's more like, they need to do more articulation with middle school especially at SD 59, to let them know expectations and deficits in the learning and gaps of students.”
- “School district needs to be proactive on equity around the country. We're watching school districts being attacked by book burners, anti-CRT and ultra-right media. I know it's coming and be ready for it. I hope school district is paying attention.”

Table 3.1: Focus group themes aligned with SYSTEMS

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Districtwide policies, processes, procedures, resources, and equity-focused decision-making	students	-increased recognition across district on growing diversity	-don't trust school for change -overrepresentation of dominant identities
	staff		-inequitable resources across schools -lack of racial staff diversity and non-native English-speaking teachers -attention needed for the sense of belonging and retention of racially diverse staff -absence of transparent, equity goals and action
	families	-growing recognition of diverse religions -growing diversity of staff	-need for more counselors - lack of staff diversity - attention needed for the retention of diverse staff -communication in regard to boundary and bussing -develop and communicate opportunities for student reporting on microaggressions and hate speech -proactive communication and transparency surrounding equity work

Quotes from the stakeholders related to **Teaching and Learning** was extracted. Themes under each strand are listed in a following table.

From students

- “Our school district generally provides a lot of resources.”
- “If there is more representation, the school is more accepting. If grow up around these things, we are more comfortable instead of looking to what our parents do or did.”
- “If the school district adds into the curriculum beyond cis, straight males, we're more likely to feel included and engaged. If I saw something as ordinary like same sex partner, I would get excited because normalized to include others. I would likely pay attention in the class and enjoy my time learning.”
- “We have queer representation in the library books and great that it is normalized in books and library spaces.”
- “The school district can implement a curriculum on more than one diverse subject so get that exposure especially since majority of students at [extracted] don't get exposure.”
- “I see myself mostly in the English curriculum especially in AP and honors classes. There is a high intellectual gap with students, and the interaction with smart Hispanic and African American students. It plays a role into how I conceptualize school and topics and really understand them. In History and English classes, we are talking about very difficult or intellectually challenging subjects, and it allows me to speak my opinion.”
- “There is a lack of representation, and I don't feel see myself in the curriculum. It's mostly White males in the textbooks. There is a little bit about of Civil Rights for women and POC, but it needs to change to involve more people.”
- “In the three years I've been in the school, there was one teacher that mentioned transgender people, and that some people were born in the wrong body.”
- “I've seen videos where little siblings who were gay or used, they/them pronouns excited me because it was seen as normal and instead of being seen as a huge thing.”
- “There is misrepresentation or not enough representation especially in History classes. We learned a lot about the middle east and its association with 9-11 terrorism, and that is an example of a general misunderstanding. It's not what Muslims are and has led to Islamophobic comments made in classrooms.”
- “A problem is how we are featured in history in the classrooms. Minorities seen as oppressed, only struggling and not accomplishing something. It's a problem if we only see bad signs with being minority.”
- “We had a forum for the book, *To Kill a Mockingbird*, and it was about slavery and KKK (Klu Klux Klan) and the entire concept as a whole. It was a White presenter speaking about this issue, and it brought up personal stories of slave owners, that contrasted different situations of people during that time. It came across dismissive and offensive. Very monotone voice. Very historic lens. That topic could've really meant something to students. It should've had some emotion and not a White presenter talk about it. African American students as well as Hispanic students hearing how racist some students are in the school were given ammunition toward minority students through the presentation. They were cracking jokes about it. If presenter really cared about the

topic, they would respect our history and not joke about it because talking about minorities in a negative manner.”

- “My school brought someone in-person to talk to us about gender identity in health and in regards to our bodies or straight sex. I don't feel like they taught us anything about sex other than straight sex. That's close minded. We're in 2021. Lots of queer people in my school and we also need to be educated about safe sex. They cover basis with gender identity unicorn but don't feel like they wanted to educate people about gender identity and sex.”
- “Our generation has a lot of LGBTQ+ people coming out, and there is zero talk about anything about that is not cis, straight person. Also, LGBTQ+ history is ignored.”

From alumni

- “Huge emphasis on tests. They were all about the numbers. School district only decides to do things if make the school look better on paper to bring in more property taxes.”
- “White people are not the only people there. We have a lot of diverse people at the district that should be honored in the curriculum, but they are doing some of the same ol', same ol' that's not representative of the community. The school should be a place of knowledge and acceptance.”
- “In history curriculum, they talk a lot about U.S. history but not beyond that, and we were praising oppressors and successors like Columbus who caused pain, suffering among Indigenous community for so long. We knew that wasn't true and we really valued the right side of history. With that being said, no history on Latinx anything until I was in college, and I learned so much more about it.”
- “I didn't see myself in the curriculum. I didn't see Hispanic, bisexual individuals in the curriculum, just through club that we shared.”
- “I'm a White, male and I did see myself a lot and very much in the curriculum. There was a serious lack of race or ethnic and gendered variation in the curriculum. I felt like they didn't go out of their way to teach more accurate retelling of history instead of a very status quo look at things. Very White centric and male centric view of issues. In school, we did some units that were more progressive and good but sometimes taught in harmful way. I remember a feminism unit but felt forced, because instead of teaching us why it's important, kept talking about the triumphs of the past like we're done, and they failed to talk about critical thinking, broadening students' worldviews about it today.”

From staff

- “Part of how equity impacted my classroom instruction is how students see themselves in the curriculum and students take active role in shaping the curriculum. One of the things is getting my students to see the incomplete stories told previously in Social Studies. Who shapes them? The power dynamics of those stories, in addition to the communication, grading and feedback practices based on the self-equity journey.”
- “The last couple years been shifting towards creating equity in homework, work policies in class and changes to understand what home life might look like or be different from student to student. Trying to blanket how to create classroom culture for all students.”

- “For students, life experiences and levels, we have been working on our curriculum to be more worldly and look at world situations like food desert, vitamin deficiencies and water resources. Trying to connect to the world, where challenges for some and not for others exist. Last four years, we’ve shifted to more community connecting than teaching from traditional curriculum. Relationships with students is being open and trying to learn more about my students. Asking questions to try to build a safe and comfortable space where interact with students. Since our students come from different backgrounds, a bit of grace and extra patience to recognize that not each student is a cookie cutter, and to figure out each student individually.”
- “For me, equity impacts everything I do, walk, shop and so of course, impact my instruction, it impacts everything. The articles I choose, the books I advocate for students to read, the podcasts I have them listen to, the speakers I bring in. It’s going to impact me daily 24/7. Ask White folks how it impacts them?”
- “We’ve been reading *Grading for Equity* and implementing strategies to be more equitable across policies, procedures so it has been a great culmination in the last couple of years of personal reflection. In reading this book, we have tools to make sure look at class with other lens to not inadvertently be inequitable for any student, so policies and classroom practices implemented are excellent. We’re excited about it and shared with staff, but never in many years felt more confident about a grade and it has nothing to do with identities, extra credit, behavior, and SES. We have removed from old grade system and simply have them know content and feel really good about it. Having conversations to reconcile our old ways with new ways of thinking.”
- “We have a huge Latinx population and anytime we look at data, it’s always broken up typically on tests versus everybody else. I feel our school has gotten where getting this population up to try to be equitable but really only targeted one group.”
- “We say we are a data-rich school, but I don’t remember any data dive recently. Maybe 1-2 instances in the last fifteen years. Data diving lacks entire system. It’s disjointed and happens in more than one area like student services. There is no system for data dive that is department specific.”
- “I know in our history classes, there is a unit with identity. In the math world, there isn’t much conversation, we teach X and Y, and no room for it or find those things that might mix in.”
- “My self-esteem is really low from this district. I’m not given honors class to teach. Have not received the same support as White teachers especially dealing with parents who are blatantly racist. Some teachers of color want to teach honors/AP classes but don’t because don’t want the scrutiny that know White teachers don’t go through. Different level of scrutiny and White administration don’t know how to support us in that and don’t want to bother. Administration thinks doing us a favor, but I don’t want to teach those level students or be on the PLCs with those counterparts. It’s avoidance, and I avoid as much as I can dealing with White privilege. I’ve seen White students in lower-level classes moved out that should not have been, but Black and Brown students are stayed in. There are White teachers advocating for White students, but Black and Brown students remain in lower track class.”

- “The school won’t ask teachers of color to be the sponsor of National Honor Society or be asked to do anything about academics.”
- “I feel comfortable at work, but I’m also a straight White, female, and the only struggle I’ve felt at the district sometimes is with male staff. Male teachers get the honors/AP classes, and the female teachers are typically teaching the lower levels. I do see some of that changing now, but not always the case.”
- “I am mostly comfortable being myself among staff and community but being an elective class, I’m not always comfortable.”

From families

- “I like the inclusive classroom setting and different forms of intervention.”
- “I like that my child’s school accommodates in every possible way since my child has disability.”
- “I like that my children’s school provides great support for them. One thing I wish were different is that it was a little easier access for those supports particularly transition between 8th grade and freshman year.”
- “I like our how principal encourages everybody to do their best and that not everyone necessarily is college track. He tries to do well rounded educational supports and incorporate diversity.”
- “One thing that I like is that they are doing more to reach every student as far as how school district implementing like earned honors program, and even students not previously in honor classes or not correctly identified to show capable of those things. That they can achieve at that higher level but wish separate from programming that met needs of students who are truly academically gifted in that area.”
- “Sometimes seems like the school and school district are concerned with how many students can be placed in AP classes to get good ranking. It would be great if cared more about students and not ranking them.”
- “I had a problem with summer reading program, and I presented the issue to the department chair, and they were respectful and honest about it. They took into consideration my input with other teachers and the team that makes summer reading list. I also reached to the principal about the learning environment and impressed with response. I feel represented in the curriculum, but bigger thing where don’t feel represented is school district imposing agenda that I’m opposed to that I guess really the school can’t combat or counteract.”
- “In our experience, something that we struggled with greatly is with our child’s disability in anxiety and depression. It’s an internal disability that affects my child greatly. There is an assumption that because she looks a certain way, anxiety and depression must be not impactful. That my child is like everyone else with anxiety. I am met with generalizations and assumptions until it was determined that my child needed to be outplaced. That’s when it became clear to everyone that disability was impactful, staff minimized what my child was going through starting with my child’s freshman year. We asked for more integration like peer buddies to help navigate the building and anxiety. My child feels like a failure and now returning as senior, and told can’t really help, even

though offered to work with school, and I know there are students willing to help. Wish we had more of what was needed by our students with special needs.”

- “My child had disability with anxiety and ADHD, and feel because it is invisible, it’s ignored. I was hopeful since there are special programs that would help my child. The school district needs to do better job of accommodating and reaching out to students. Some of these students experienced small class and specialized programs in middle school but treated like mainstream because don’t have support.”
- “I have one student that has an IEP and has a phenomenal case manager. It’s making all the difference in my student’s education to make sure represented and getting needed skills. My other student has 504 and feel like teachers unaware of accommodations.”
- “I have two students in high school now and one in college. What is being taught now look scary. The topics they try to encourage our students to dwell on is unacceptable. I don’t like anything about it. They try to convince them that there is injustice, and everything needs special treatment. That there is nothing special about people, and we are unequal. This seems to be uncomfortable for everyone. It’s frustrating. I would like school to teach real ELA, math, science, history, and not dwell on LGBTQ+, BLM, and all the hot topics. Last spring, the school district jumped on wagon of injustice. There is no such thing or always be in society. An example is when my oldest student told me about two girls kissing in the school, which my youngest student saw. How inappropriate is that? How is school a place where can show this? We don’t care if they are homo or not. You go to school to learn and achieve. That is my expectation of school.”
- “It would be more ideal if curriculum included more representative sampling of voices, histories and perspectives. It’s a national problem. I have ancestry as Korean, and very little AAPI perspective and histories represented. We could have additional opportunity and platforms for students to showcase their culture, traditions, values, funds of knowledge but not a lot of that happening.”
- “I don’t think my students are represented in the curriculum or the learning. I don’t know if practical to be in the curriculum, but my student did read an Asian book last year, which was great but don’t think my students have ever read about Indian culture.”
- “Our students aren’t exposed to Indian culture or such and can’t have whole subject on every culture in the world. But there is an opportunity to talk about it. I wish there was something broader instead of seeking out. It should be part of the core classes that are offered.”
- “There are ways to incorporate in all areas then just literature and history. There is so much contribution from other continents in content like math. Easy to find that research and include as introduction to algebra. For even with classroom text, choose a book and pick based on identity so feel like untapped possibilities that can work in all curriculum, across the board.”
- “Our curriculum has been written for centuries by White, cisgender men and so it tends to represent White, cisgender men. Our curriculum does our students a disservice that they don’t learn about role of women in the revolution. They don’t learn the full story of Lincoln. I’m a history nerd and appalled about how much I don’t know. I also know at that burden is at the feet of educators.”

Table 3.2: Focus group themes aligned with TEACHING AND LEARNING

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Academics, academic programming, instructional supports, resources, assessments	students	-plentiful resources -diversity in library books	-lack of diversity among students in rigorous classes
	alumni		-heavy focus on tests -antiquated curriculum
	staff	-improved homework and class policies in response to heterogenous demographic -utilizing disaggregated data to make informed decisions	-need for disaggregated data dives in academics
	families	-inclusive classrooms -improved student accommodations -developing pathways to rigorous classes for diverse student population	-sense of exclusion by varying student disabilities -reputation of unfair tracking
Culturally Responsive Pedagogy	students	- growing diverse representation and curriculum	-need for diverse representation in curriculum -lack of cultural responsiveness to diverse student population -need for teachers to be aware of inclusive language, pedagogy and practices -vetting student presenters to ensure anti-bias pedagogy
	alumni		-lack of cultural responsiveness to diverse student population
	staff	-growing diverse representation in the curriculum -growing current event awareness and connection in curriculum	-rigorous classes predominantly taught by dominant identities
	families	-growing diverse representation and curriculum	-education for families on culturally responsive pedagogy and practices

Quotes from the stakeholders related to **Student Voice, Climate and Culture** was extracted. Themes under each strand are listed in a following table.

From students

- “School has a lot of organizations on top of resources where students can participate based on beliefs and different opinions. Every club and activity is welcomed to the group and generally accept you for who you are but that pertains to organizations.”
- “There are groups to feel included like football, swimmers, cheerleaders but they don’t interact with each other as much.”
- “We have a lot of clubs are all school to help people talk and feel included.”
- “I liked when they asked the students to be on panel and talk about LGBTQ+ experience. I’ve seen things change as a result which shows progress but also there are a lot of other issues that have to be worked on.”
- “Adaptability in general is important especially in high school as we change our opinions all the time. I know that some people can’t change their name on *Schoology* and have to have their dead name all four years. It’s awful to see dead name and difficult to engage.”
- “It frustrates me as minority student, because I’ve heard of other school districts sending out emails that they’re doing this or that to show to minority students that they care. Our district says we have a taskforce but where is the proof? Why not send out to the community because they can say listening to our voices, but unless showing that you care, doing something and trying to make a change, the you are part of the problem. There is mistrust.”
- At [extracted] it’s very academically centered. High standards by teachers. Rare occurrence to make close connection with teachers. Had a couple working hard but teachers don’t make an effort to connect with students.”
- “There are issues with overall community of school like in usage of slurs and using the word ‘gay’ in a derogatory term.”
- “Wish that the school cared more about minority students compared to White students. That they would lift up the voices of minority students. Don’t feel they do that and ignore diverse population.”
- “There are a lot of people that are straight up racist and don’t realize they are being racist. Frustrates me. There have been certain people that don’t put stereotypes on others at school and some are seniors and would’ve thought they would grow up a bit, but they’re still the same. I can’t say the same for teachers. I don’t really see teachers that are racist, but I don’t think they can be blatant racist, but there are teachers that shove things under a table and a lot of stuff that gets unacknowledged.”
- “One thing our school doesn't do is if a student is experiencing or witnessing a microaggression related to racism and homophobia, there is no way for the student to report it or they aren't exactly clear. Students may not always feel comfortable in sharing those experiences. As a school district, we need to push for more ways to feel more comfortable rather than looking for resources on own and when don't have that

system in place, students are less likely to talk about it, and there is less accountability which our school does not engage in.”

- “There should be more anonymous ways to report student behaviors because students are afraid to be targeted. If report, known as tattle tale and there should be more anonymous ways to report behavior.”
- “There are a lot of ableist comments. Right now, I am using [extracted] and a lot of people are calling me crippled which is a negative term for disabled people. Also, people with ADHD are hyper and can’t always focus, so we need more awareness about mental disorders. More education about it.”
- “I witnessed at my school someone make an ableist comment in one of my classes and my teacher didn’t do enough to handle comment and situation. I went up to the teacher at the end of class and said that it was inappropriate and uncomfortable to hear that comment. The teacher asked me if I wanted to embarrass the student in front of class, and that’s not what I said. Felt more like a bystander reporting it and I felt worse than the person that made that comment.”
- “When I see a teacher witness students say ‘gay’ in homophobic way, and they don’t do anything, it is frustrating. They don’t do anything to stop the behavior even if the students are just joking about it, it is not right. The students don’t understand that it is hurtful.”
- “Because of Covid, students had pronouns by their name on Zoom, and it gave administration a wakeup call. This year, we were asked pronouns by some teachers as an introduction, like favorite color, and I think they were trying to do the right thing, but people change pronouns throughout the year. Gender identity is fluid, and it feels like a bit transphobic of them to not ask for pronouns throughout year.”
- “There are a lot of teachers that don’t respect student’s pronoun.”
- “Teachers and subs not respecting pronoun usage and deadnaming.”
- “I’m proud Hispanic and won’t let people diminish that. I do feel comfortable, because I am proud of my family and how far they have come. I wish could be more comfortable because don’t feel accepted in every place at the school.”
- “One thing I wish were different about school sometimes is the hostile environment because there are a lot of fights that happen. I don’t know why. I choose not to surround myself by people. It disrupts the whole school day because everybody is talking about it, or they post it online.”
- “At [extracted], we don’t really have as many fights, but many teachers and administrators are very strict with us.”

From alumni

- “I felt like I found my people especially in extra curriculars. Teachers and counselors supported us and that’s something I really liked.”
- “I liked that there was a lot of activities to do. If wanted to create a club, I’d be able to do that and a lot of people with similar interests. Facilities were great. There were many resources for students.”

- “Struggled with identities a lot because of value with tradition and collectivism which seemed hypocritical because as a bisexual person, my family would not value and accept it. I did find supports at high school and got that support from teachers and counselors especially when not being able to talk about sexual orientation at a safe place. I felt comfortable but not openly comfortable everywhere. I don’t know if I can change a racist or homophobic person but if I did open up to somebody at high school, it was on my terms.”
- “Instead of safe, inclusive space for LGBTQ+ community, school district needs to have a main focus for safe, inclusive spaces. Felt like huge failure by school district and my school for letting harmful ideas run rampant instead of focusing on student inclusivity and safe spaces for people to be themselves.”
- “I had good experience and had one-to-one interactions with staff members so for my personal experience, teacher and heads of departments had good relationships with, and even higher up food chain like the principal and dean, but then higher up the school district, like BOE not so much connection there. There is a large gap between what student want and need and what those folks were doing or not doing for us.”
- “We were given space and opportunity to find our people. Between schooling, schedules and clubs, there was a lot of individual choice. We talked about events that impacted our community especially during derogatory remarks of 2016 election made by White counterparts and toward Republican party. Don’t know if other minority groups got the same thing so feel that could’ve helped lessen the feeling of exclusion and isolation.”
- “I was in the band program at school. Very welcoming environment. Harder in get to know everyone in the school so stuck to my small group of peers before getting to high school. I wish there were more active outreach like freshmen programs that would encourage getting to know each other because cliques in middle school formed and were apparent in high school, and if weren’t in one before, kind of screwed.”
- “There is a serious lack of focus on student health, wellbeing, mental health, and growth as people need to learn critical thinking skills.”

From staff

- “Aside from curriculum, we engage with LGBTQ+ identity discussions at time, but only amongst a couple of teachers and administrators. It’s held at a distance when comes to speaking directly to some of the concerns in the building. They cherry pick a thing or two to address and it may get addressed but don’t know because communication isn’t there, in terms of addressing an identity. I would say aside from curriculum, day of silence, and GSA, it doesn’t go beyond it.”
- “We need to normalize talking about identities. There is a push in that direction where administration is having that conversation, but not all of them. Seeing it more with teachers and that’s helpful. It needs to be communicated that that this is an expectation and value.”
- “There were LGBTQ+ students that felt seen when got to wear t-shirts in support of them. We’ve started the conversation and there is more awareness.”

- “I am very comfortable because the structures are designed with people like me in mind. Colleagues that look like me. Walk around the building and representation that look like me. Straight, White, male raised in a Christian household, with middle to upper middle-class upbringing.”
- “I feel comfortable being a straight White, female Catholic, and middle class but have also realized that one of my closet work friends left job because she did not feel welcomed in the building. I feel comfortable but uncomfortable when see individuals who feel alone, isolated, unsafe because don't know how to wave the magic wand and fix immediately. We can make changes in the classroom but will only go so far.”
- “In athletics and sports, don't see much equity conversation going on. It's very strictly athletic performance and that's about it. From what I have seen with athletic training, adamant talking with staff as to who are the students coming in, do they have involved parents, what is the situation at home, and if can't get support at home, discuss what we can provide here. I think some of the students don't see anywhere else in athletics and hopefully breath of fresh air. We noticed that a lot of coaches may not see it as an important thing, only concern is just winning and losing.”
- “We do have culture club and seems to be only area where these conversations come and go. Aside from that don't see conversation happening as much as should be only during those monthly group sessions.”
- “Opportunity gap exists among students. Cultural club is a perfect way to help, but still at the expectation of POC. They should allow transparency of those cultural clubs to have districtwide, so students have opportunity to connect with other students.”
- “I don't think we've had administration support when have had opportunity. We held Latino Summit events which is all encompassing, but our administration was not present. We bring in families, and they still were not present. Our administration isn't supporting our collaborative efforts to bring in larger community in our school or school district.”
- “I have had offensive comments made toward me from older members of the community and substitutes as an Asian person in the staff. I get lots of comments from students. I wonder if and what is vetting process for substitutes or even given a pamphlet about how to act within the building. I don't know if it happens to others but happens to me all the time with building substitutes.”
- “I feel like we are dismissed and often times Asian experience is neglected. I don't feel solidarity with BIPOC and even with leadership. This is the experience in the school district, and the school district needs to know this is the Asian experience.”
- “I want to hear from the middle eastern identities as they don't fit themselves with the White versus BIPOC separation. It's challenging to do.”
- “I do feel comfortable. I am willing to share that I am gay as part of my identity but in the back of my mind, I wonder how it is received. That is something most people don't have to think about. In revealing myself, I have to be prepared with things people have to say about it.”
- “If looking strictly through queer lens, it's very mixed in terms of relationship with student. I probably don't present as super gay so probably easier to pass but may show

in some ways. Assumption faced in relationship with students because it can be a bit awkward. Always wondering what they might be thinking.”

- Transgender, lesbian and queer students seem more out in the building than gay boys. There is a lack of place for them.”
- Immigrant employees are not treated equally as American employees. It’s also by coworkers. It’s unbelievable. It’s sad, just even saying hello and being recognized. It’s the simple things and its hard, and traumatic.”
- “There was a question brought up by union which has not been dealt with on restorative justice. Where are we as school district?”
- “I noticed started on equity when groups of teachers created justice group and put pressure on school district by going to BOE meetings and reading stories of students and staff experiencing microaggressions. I had not felt safe, not until that pressure put on those changes are needed. The justice group has continued to put pressure and some good things have come out of it like student summits and t-shirts. We have BIPOC folks speaking to diversity, and it has been amazing, but all spurred by teachers not administrator. We are the work of these conversations in the classrooms. Teachers having them, analyzing these topics, and more acknowledgement that many are engaging in this work. We more PD, because we’re ready to take those next steps. It’s important. At the beginning of the school year, Superintendent and building administration said that they will handle the noise, and that we’re all in. I hope that they maintain that and really mean it. I have felt more comfortable engaging in this work and really do want to know they support us so when community questions what we’re doing, they will really back us. Great to have strong message but has to be reiterated constantly.”
- “Building equity leadership teams discuss traditions and events to be more inclusive. We’re trying to develop and roll out casting a wider net and filter through traditional events in the school. It’s a good start. We have quite a way to go.”
- “One of the positive things that came from school district initiative are the affinity groups. It builds a sense of community based on affinity. It’s a long process and challenging to not have a safe place.”
- “I have felt uncomfortable sharing some things in our affinity group. Maybe it’s from my experience in the building. We do not have a certain level of trust and being placed in a group with people who have the ability to evaluate you and have these discussions is difficult. Been in the school district a long enough and know there are repercussions for things that you say. Challenge is finding safe people who you can trust to have conversation who can make a difference, bounce ideas or complain to.”

From families

- “In my case, I like that my student has a nonbinary identity. She has never had any complaint about administration at school and I understand that she is well accepted.”
- “I like that there are opportunities for sports and clubs. For growth across the board extended to everybody. Students have opportunity to create club or start something that doesn’t exist.”

- “I do appreciate focus on SEL that has been discussed by administration this year. I do think my own students reported feeling most welcome when teachers make efforts to get to know the students. Saw this especially during Covid and some teachers went the extra mile getting to know students as individuals.”
- “We're not talking about just staff but coaches who are not teachers and are extremely successful in the district need equity training. Because they are successful coaches, no one dares say or criticize them. They are referenced for all their winnings in the past so feel that people can't touch them. A lot of ppl protecting other people, because of reputation. It's what they do in the school district too in protecting well.”
- “My student does not feel welcomed at school. She is part of the LGBTQ+ community and her peers call her names and spit at her.”
- “I know LGBTQ+ students in general don't feel safe. One specific instance was at homecoming. There was inappropriate behavior. The school addressed it, but clearly it is a culture and climate issue of the school.”
- “As far as family goes, all of my students have felt welcomed at school, but when their friends come over, I have been very surprised to learn of their stories and how they shared how awful things are happening to students. People getting up from lunch table and moving when other students move close by. People blatantly telling other students that they don't belong there. If students join their activity, told this isn't the place for them. It's shocking.”
- “With discipline, feel that our son was treated unfairly. School district made their decision prior to meeting. Don't feel anyone read my student's disability file.”
- “We had some behavioral concerns with our daughter who kept getting in trouble at deans' office. However, when male students sexually harassed her in multiple and explicit ways, even have it in writing, and we brought to dean and told they don't know what to do. Boys will be boys' mentality. Asked what he would do if it was his daughter, and his response was don't need to worry about it, I have sons. I had to deal with my daughter's suspension in front of peer mediator, which was humiliating in front of males. It is inequitable and unfair.”
- “I've looked at discipline statistics in this school district, and it is completely insane when looking at numbers. My student has experienced racial slurs. It's more common than people realize. My student thinks their job is to be tough and not share with staff. I wish there was a protocol in school to escalate or report anonymously, like what students are experiencing, what is happening without it seeming like a snitch.”
- “I like the fact that the school has a lot of activities for students. One of my children that graduated wanted to create girl code club and one of the administrators joked that girls should be barefoot and in the kitchen. There was a teacher present when that administrator said it, and then that administrator said he was just joking but kept going on and, on that females, should not start groups or be in charge of groups. We did complain to principal and received no response.”
- “I would like to see more adaptive sports for students with disabilities. My son is an outdoor sports guy, and the teachers provide great service and support. My daughter likes going to school and wants to participate in all activities. However, she is always on

her own. She has autism and difficult to find friends. In general, not sure if school could do something more to include those students. They have best buddies club and monthly activities that students are included in the school setting. I'm still wondering if possibility to include more to find a friend. Have connections more frequently, like extend the buddy program."

- "They had students with special needs on basketball court and made a big deal of it, after homecoming week, but it went away. They were putting on a show and made me feel hurt. It should be a year around commitment. A way of life at school. Not just one-week campaign."
- "I wish there was more equity as far as coverage. That athletes get more equal attention between boys' and girls' games. A lot of broadcasts for boys' sports and not as much as girls."
- "There was a Christmas concert, and shocked at some of the songs by chorus. Songs Virgin Mary and we couldn't believe it. There were so many Christian songs. They may have sung one Hannukah song. The whole theme of the musical was 'Footloose' which is based on same topic of religion."
- "Fundraising of sports is a big joke. It's expensive and there are parents that cannot provide opportunity because can't afford it."
- "According to the kids, the school is called white castle, because very welcoming to White students while their friends of color have reported snide remarks in the hallways, against my daughter's friend who wears a hijab and LGBTQ+ students."

Table 3.3: Focus group themes aligned with STUDENT VOICE, CLIMATE AND CULTURE

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Student climate/culture, student voice, student experience, student input	students	<ul style="list-style-type: none"> -various extracurricular opportunities for students -sense of welcoming and belonging offered through extracurriculars -providing opportunities for marginalized identities to share voice and experiences 	<ul style="list-style-type: none"> -inconsistent or refusal to acknowledge students' nondead names and pronouns by staff and substitutes -identity slurs, microaggressions and hate speech from students -opportunities for students to report hate and/or bullying -fights occurring in the school
	alumni	<ul style="list-style-type: none"> -various extracurricular opportunities to students 	<ul style="list-style-type: none"> -attention for mental health and well-being for students
	staff	<ul style="list-style-type: none"> -staff affinity groups -identity affirmation and supports to students 	<ul style="list-style-type: none"> -attention to restorative practice -sense of belonging absent by marginalized identities -leadership support for student affinity events
	families	<ul style="list-style-type: none"> -anti-bullying efforts -growing acknowledged on SEL needs -recognition for students with disabilities 	<ul style="list-style-type: none"> -inconsistent sense of welcoming, belonging, affirmation and support by various marginalized identities -inappropriate jokes and comments made by staff

Quotes from the stakeholders related to **Professional Learning** was extracted. Themes under each strand are listed in a following table.

From staff

- “We had PD many times where entire staff brought in and had students interviewed from many different races, SES situations, LGBTQ+ and that was enlightening. It shocked people to know on how other student were being treated in that manner. It makes staff more aware and brought staff together to realize because they did not know this was happening or were in denial that it was happening to the students.”
- “Our school district has done a lot of PD and ran cohorts around equity. Lots of talk about these identities. I do think school district is doing it, but biggest challenge is not reaching people who need it. People don’t feel they are being bad at heart. Hard for people to hear they are, and people dislike it, but doesn’t always have to be a positive outcome.”
- “Over the years, different focus groups have been conducted and what we need an outreach person dedicated to Latino families as currently taxing Latino staff members with parent outreach. It is inequitable.”
- “We put a great deal of effort in producing PD for staff. We read, digest, analyze and discuss text. Often times, it is not falling on the ears on people that most need to hear it, including myself, but most days put in effort and do the work. It’s tiring for me as a White person but not say out loud, because it’s tiring for BIPOC staff. The lack of engagement from staff is real. I try to be empathic and maybe pandemic added to challenge.”
- “The collective effort from people especially dealing with diverse students, the burden falls on POC. It doesn't have to be POC to take charge. It can be allies but people who aren't of color need to feel comfortable supporting students who are of color, and it may be a separate PD. I don't want to be involved or lead it but could help staff members in a minority/majority school. Might have student body that reflects large percentage but when look at TOC those numbers don't add up.”
- “After one of the PDs, I recall one teacher comment that was going to try and be nice to all. I don't know what else to do. It has nothing to do with being nice. People don’t get it. It’s just so sad.”
- “The PD of racial bias and conscious training in school district allows the White people luxury to stay in the thinking zone when talking about marginalized identities. It lands on us emotionally so there are casualties. People are harmed and leave school district. The challenge is White people uphold and defend White privilege. People shuts down and leads for people to not speak in the affinity groups. They think we are there to educate them which makes us feel tokenized. The positive, maybe positive, is we find one or two safe people to talk to. The not-so-positive outcomes are heavier.”
- “With Black Lives Matter transpiring everyone in 2020, we weren't offered space to talk amongst staff about impact. We weren’t allowing for spaces where we can talk about current events and how it impacts us personally and how to address it in the classroom.

White colleagues who don't know how to have this conversation need ongoing PD on how to have these conversations on what it looks and sounds like in the classroom.”

From families

- “There needs to be coaching for students and staff on how to talk about these issues and make it a safe space for our students.”
- “There is a lack of intervention when there are microaggressions, jokes about different ethnic groups on campus and disparaging comments even coming from well-meaning faculty and staff. They are unaware of what they are saying or doing. This training needs to extend to coaches as well. Overall, there needs to be greater PD and awareness on how to create more inclusive, welcoming and safe space to engage students in exploring critical engagement with students to create spaces where dominant culture is not always valued, and students are not continually Othered.”

Table 3.4: Focus group themes aligned with PROFESSIONAL LEARNING

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Professional development continuum	staff	-PD where student identities, voices and experiences are centered	-lack of follow-through in mindset and practice by all staff on equity PD -taxing staff of color on equity-related PD
	families		-need for equity PD

Quotes from the stakeholders related to **Family and Community as Agency** was extracted. Themes under each strand are listed in a following table.

From staff

- “Being bicultural and bilingual is an asset. I use my skills to the best of my ability to make connections, and not just with Latino community but other cultures. With immigrants, there is a connection in our stories that we use to make connections with community member. On the other side of the coin, it can be burdensome because expected to translate and interpret for people. We’re often asked to translate and interpret outside of our job description.”
- “Tough to know where to begin, in large structural ways. See problems when comes to equity in terms of who our school honors, and who has access to certain classes. We’ve had Latino parents’ outreach for juniors and seniors that have not signed up for infinite campus which is how we communicate how student are performing in our classes.”
- “We do a disservice for students whose native language is not English. There is a large disconnect between communication going out and receiving that communication. Only seeing teachers that look like me, White and male, and not see teachers that look like them.”
- “Difficult interacting with White families, because the way they interact with me, like I should feel privileged to work here.”
- “We do have a large population of minority students here but noticed the parents will usually reach out to White counterparts to talk to them to ask for guidance.”

From families

- “All the teachers are pretty much accessible. I can access them by email and if I have concerns about my son or any comment regarding any unit of the curriculum, they are pretty much responsive.”
- “There is an increase of communication this year and it’s made a big difference.”
- “I have two students at the high school, and they feel incredibly welcomed. I’m very impressed by the things school does in terms of including everybody especially students in special education. Recently, there was an event called ‘Big Game’ which thought was fantastic and those things are wonderful to include every student possible, and to make every students feel welcomed in the school.”
- “My student feels very comfortable at the school. We’re one hundred percent Hispanic and never experienced even an inkling of racism, bias or anything of the sort in the school. To the contrary, they have welcomed my input and my comments, and this made me want to volunteer at the school and assist the teachers and coaches that work with my student.”
- “The principal is making the school more welcoming. I had an incident with my student where bullied in gym class and my student dreaded going to PE. When I reached out to PE teacher, they responded immediately and as part of their anti-bullying initiative.”
- “I feel very comfortable in my students’ school, and this has made me want to partake in activities.”

- “I’m very comfortable at my students’ school and doing volunteer work.”
- “I have not experienced anything with my children that is inequitable or unfair. I feel if they are disciplined, it's because they have not followed the rules. At the same time, if student received special recognition, it's because they earned it. It’s been all fair and seen that applied to other students as well.”
- “They need to improve the high school website. It’s horrible.”
- “It’s hard to find the most basic information on the website.”
- “We’re involved in the community and familiar with situations that allow me to be honest and able to break down some of the barriers.”
- “My students have been active in the tutoring center throughout their time here. We’ve personally donated extra to cross country and track programs because a lot of times students don’t have to shoes or see running with holes in shoes.”
- “The school should understand that problem with language barriers is from parents and not students. The students are sometimes divided because taught about their roots, and they are growing up in this country. They learn to love both cultures. The school has to understand that it's not deciding between one culture or the other regardless of parents speaking perfect English or White. The school should offer more resources to parents that have a language barrier because many parents want to get involved.”
- “In terms of involvement in the school, I don't think the school does a good job of welcoming non-English speaking or immigrant families. They are brave because school is not welcoming, and they try to be despite those challenges. The school needs to provide better language support, communication for extracurricular. They need parent ambassadors to work with parents and bring them in as the community is changing and they need to do better job reaching out to the other parents.”
- “We need information in different languages, not just Spanish. We have a large Polish population and other ethnicities.”
- “Lack of communication from school as far as all of the programs, extracurricular, auditions for school and plays. The communication we do get, you have to hunt for it on the website. Not easy to find.”?
- “I am a professional interpreter and because our family identifies as Hispanic, we get communication from school district. I look at it with a critical eye and feel school district is disrespectful to the Hispanic community. They might use an actual translator now to write their letters but in past when I’ve pointed it out, I was told they ran their letters through Google translate which is incredibly insulting.”
- “I try to volunteer for certain things, but it sucks you in, because not many volunteers so instead of two-hour job, it's a 20-hour job. There are not many volunteers unfortunately.”
- “In a meeting with parents where I went into the school, I saw a *Don't Tread on Me* flag in a classroom and I associate with groups from ultra conservative or paramilitary that historically used to oppress non-Caucasian groups. I didn't have enough knowledge about it to understand its context. When left class, researched it and found very little information to excuse the flag in the classroom.”

- “Unfortunately, I had joined D214 Facebook group and there is so much misconception by a lot of people as to why certain things are happening. If the school district was more transparent it would help with conspiracy theories.”
- “As long as existed, I’ve been part of the African American parent association at son's school and one of the challenges is connecting with Black parents on a regular basis or parents of Black students. That’s been the challenge, really connecting with them. I plan to support those efforts and make sure we have a unified voice and share experiences and stories.”

Table 3.5: Focus group themes aligned with FAMILY AND COMMUNITY AS AGENCY

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Family inclusion, community care and empowerment	staff	-connections made with bilingual families	-inconsistent or lack of quality translation for family communication -parent outreach efforts -sense of disconnection with community by marginalized staff
	families	-accessible teachers -increase in communication efforts -sense of welcoming and belonging by students and families	-need to improve website -need to address language problems and provide resources for families -proper translations needed for multiple languages -focus on creating welcoming spaces for families

SURVEYS

A survey provides quantitative information to identify trends, perspectives and attitudes of a selected population (Creswell & Creswell, 2018). The survey population for the Equity Audit consisted of the same stakeholder groups identified in the focus groups: students, staff and parents/guardians/caretakers, or families. The survey was distributed via direct email. All stakeholders who received the survey were encouraged to participate. Since it is extremely rare for each member of large stakeholder group to respond to surveys, respondents are considered a sample. That is, the survey is based on a sample population as opposed to a census of each member (Dillman et al, 2014). The district was responsible for the distribution of the surveys and utilized their most updated contact list to do.

Table 3.6: Survey Distribution and Completion			
Stakeholders	Number of Surveys Distributed	Completed Number of Surveys	Percentage of Completed Surveys
Students	11,856	10,065	85%
Staff	1,755	789	45%

The staff survey window was open from January 18, 2022-February 4, 2022. The student survey was part of the Annual D214 Student Survey, and the majority were completed in English classes on January 19th and 20th, 2022. D214 utilized their in-house Survey Monkey platform. All survey responses were anonymous. Staff surveys required an initial logon screen to track responses and minimize multiple completions. Survey respondents could skip the logon process.

Table 3.7: Student Survey, Section Title: *Participant Background – Question 1*

Q1: Calendar School Name	Population N	Respondent N
Buffalo Grove High School	1,875	1,668
Elk Grove High School	1,886	1,577
John Hersey High School	2,000	1,761
Prospect High School	2,171	1,926
Rolling Meadows High School	1,915	1,652
Wheeling High School	1,628	1,354
Newcomer Center	62	29
The Academy at Forest View	171	39
Vanguard School	107	58
Young Adult Program	41	1
Total	11,856	10,065

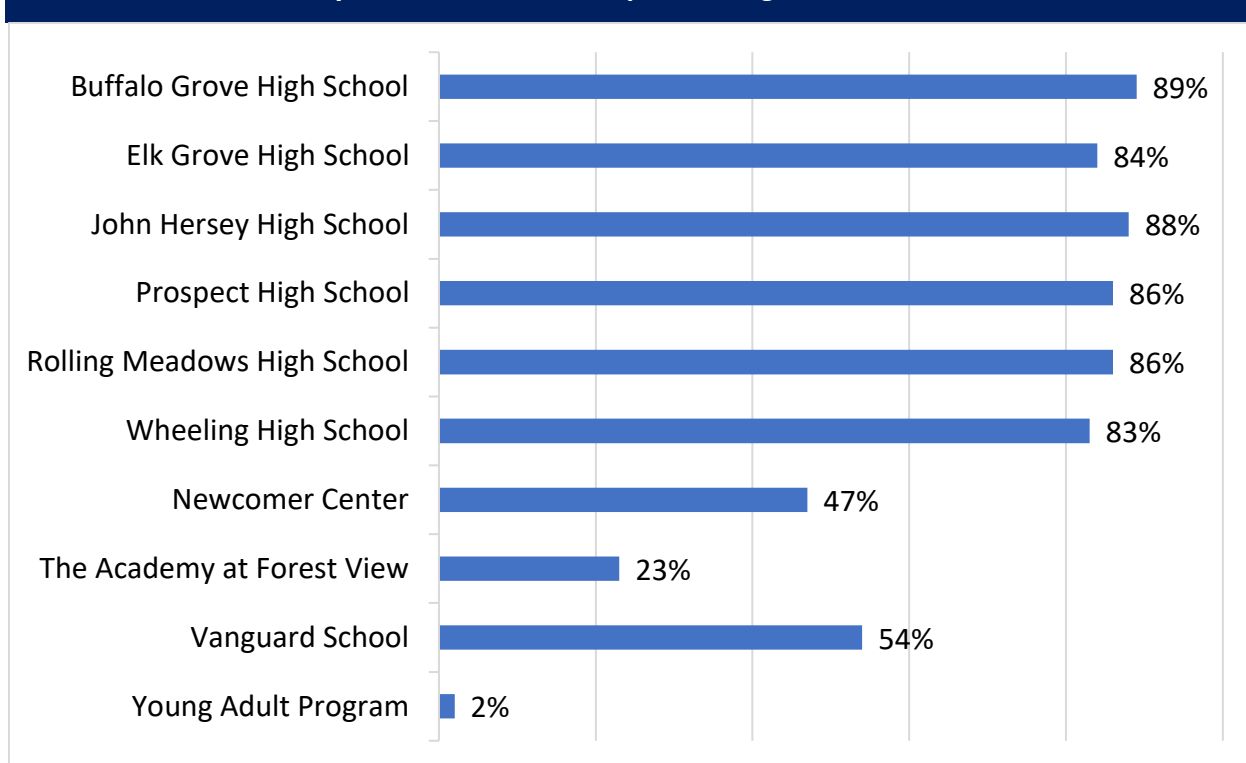
Chart 3.7: Student Survey, Section Title: *Participant Background – Question 1*

Table 3.8: Student Survey, Section Title: *Participant Background – Question 2*

Q2: Student grade	Population N	Respondent N
9 th grade	2,858	2,495
10 th grade	3,002	2,597
11 th grade	2,920	2,562
12 th grade	3,076	2,411
Total	11,856	10,065

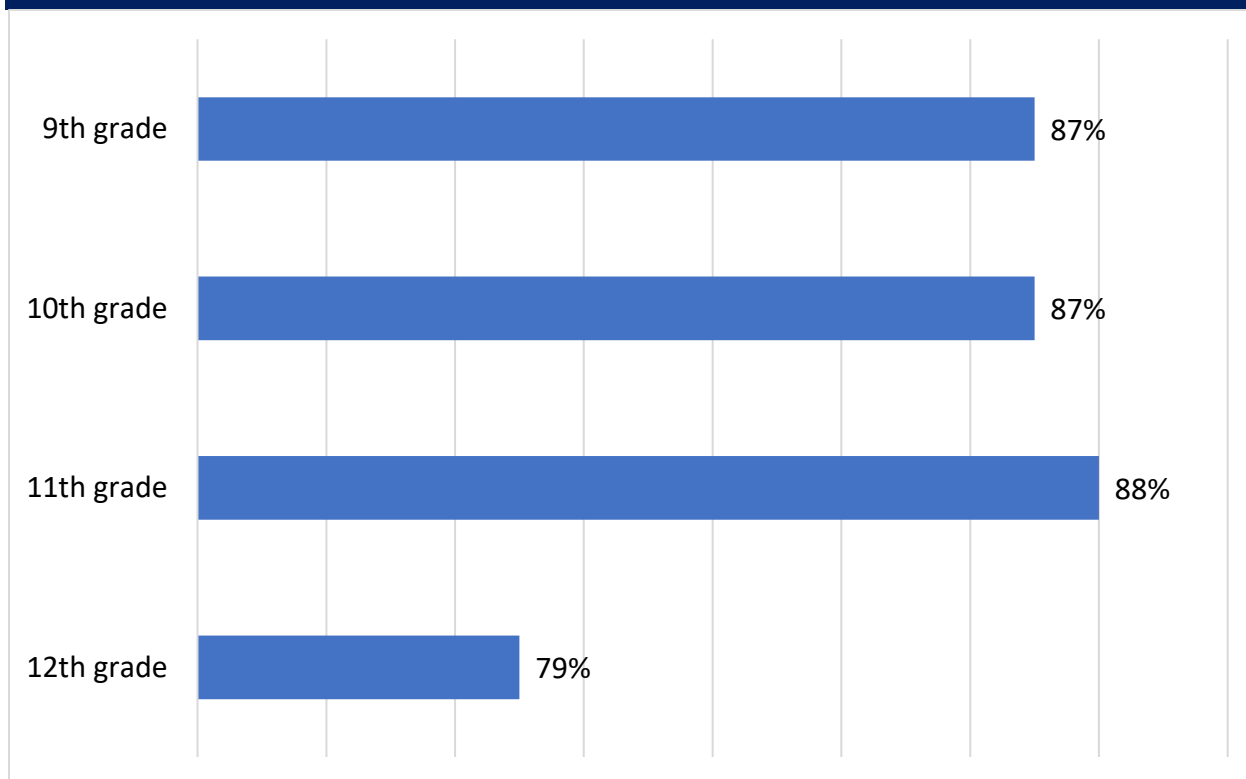
Chart 3.8: Student Survey, Section Title: *Participant Background – Question 2*

Table 3.9: Student Survey, Section Title: *Participant Background – Question 3*

Q3: What is your race/ethnicity?	Respondent N
Alaskan Native or Native American	7
Asian, Asian American or Pacific Islander	883
Black or African American	227
Hispanic or Latinx	3,196
Two or More Races	308
White	5,444
Total	10,065

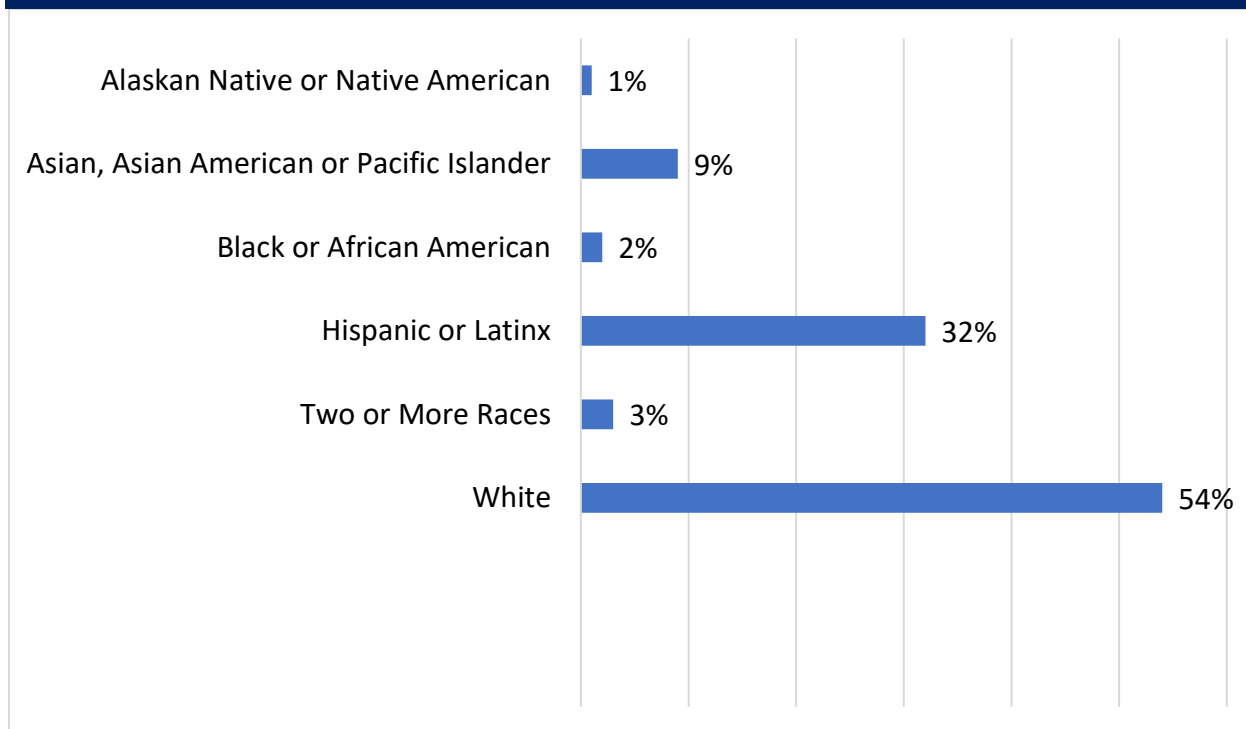
Chart 3.9: Student Survey, Section Title: *Participant Background – Question 3*

Table 3.10: Student Survey, Section Title: *Participant Background – Question 4*

Q4: What is your gender identity?	Respondent N	Respondent %
Female	4,536	45%
Male	4,901	49%
Gender Variant/Non-Binary	222	2%
Not Listed	39	<1%
I prefer not to answer	231	2%
Left blank	74	1%
No response	62	1%
Total	10,065	100%

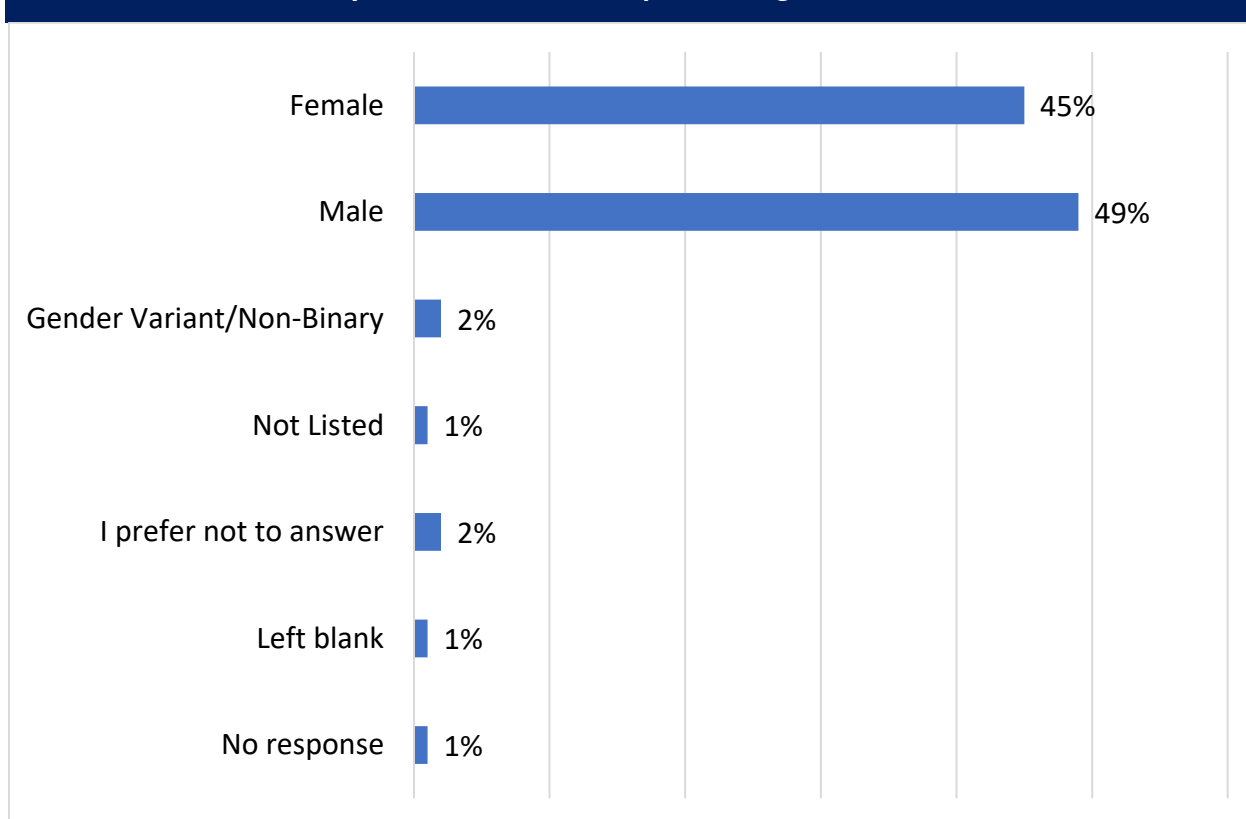
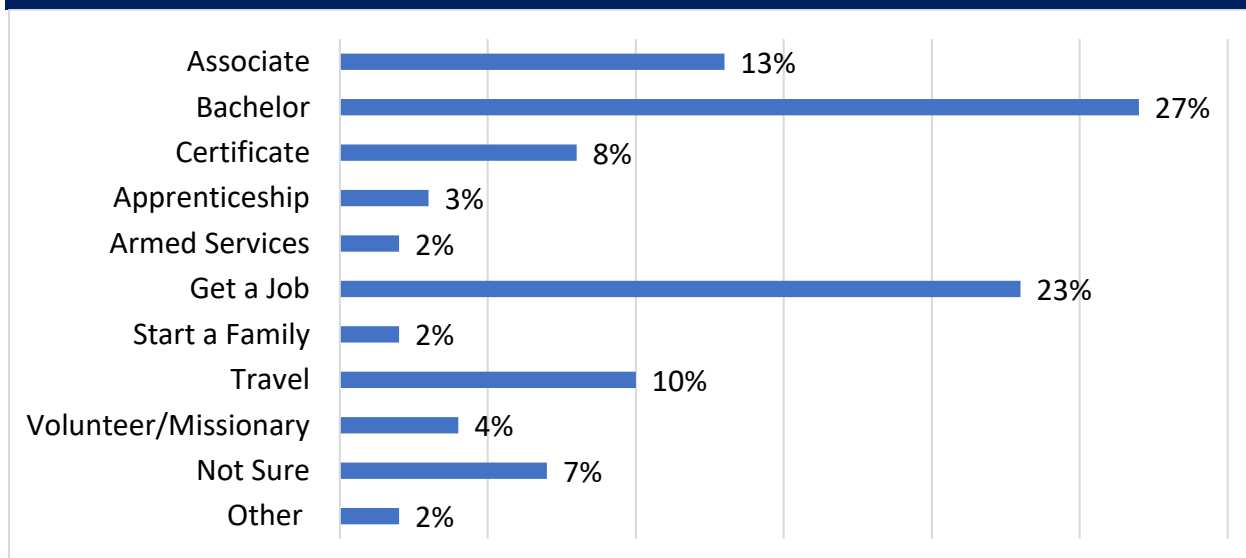
Chart 3.10: Student Survey, Section Title: *Participant Background – Question 4*

Table 3.11: Student Survey, Section Title: *Participant Background – Question 5*

Q5: What do you plan to do during your first year after high school? (Check all that apply)	Respondent N	Respondent %
Associate	2,745	13%
Bachelor	5,988	27%
Certificate	1,739	8%
Apprenticeship	689	3%
Armed Services	359	2%
Get a Job	4,893	23%
Start a Family	330	2%
Travel	2,236	10%
Volunteer/Missionary	769	4%
Not Sure	1,410	7%
Other	469	2%
Total Responses	21,627²²	101%
Total Respondents	10,065	100%

Chart 3.11: Student Survey, Section Title: *Participant Background – Question 5*

²² Responses are reflective of students selecting multiple responses.

Table 3.12: Student Survey Section Title: *Safety and Identity Scale Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree		Left Blank	
	N	%	N	%	N	%	N	%	N	%	N	%
1. I feel safe at my school.	106	1%	376	4%	1516	15%	5647	56%	2260	22%	160	2%
2. I feel welcomed at my school.	115	1%	395	4%	1796	18%	5571	55%	2016	20%	172	2%
3. The adults at my school make me feel comfortable every day.	99	1%	341	3%	1628	16%	5577	55%	2243	22%	177	2%
4. The adults at my school respect me.	92	1%	373	4%	1367	14%	5646	56%	2407	24%	180	2%
5. I respect all the adults at my school.	130	1%	524	5%	1165	12%	5169	51%	2882	29%	195	2%
6. I respect all the students at my school.	258	3%	931	9%	1760	17%	4835	48%	2079	21%	202	2%
7. I like my school.	242	2%	513	5%	2016	20%	5154	51%	1958	19%	180	2%
8. I do not like my school.	2147	21%	4264	42%	2303	23%	827	8%	342	3%	180	2%
9. Students have said hurtful things about me or my background.	2136	21%	3328	33%	2089	21%	1763	18%	558	6%	191	2%
10. I have said hurtful things about a student and their background.	3817	38%	3596	36%	1535	15%	737	7%	206	2%	174	2%
11. Adults at the school have said hurtful things about me or my background.	4339	43%	3452	34%	1431	14%	496	5%	173	2%	174	2%

Chart 3.12: Student Survey Section Title: *Safety and Identity Scale Statements*

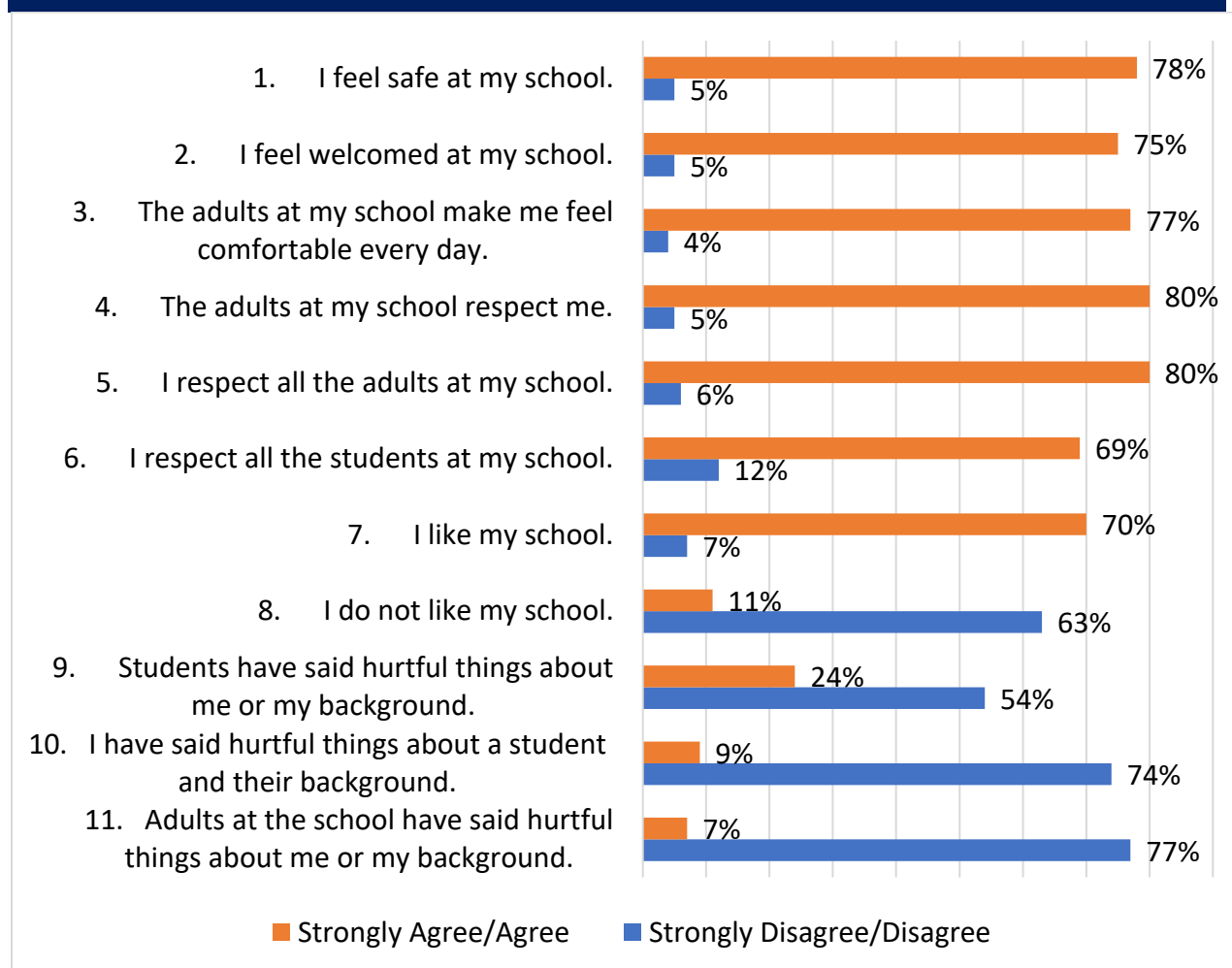


Table 3.13: Student Survey Section Title: *Learning Environment Scale Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree		Left Blank	
	N	%	N	%	N	%	N	%	N	%	N	%
12. In school, I learn about all kinds of people that look and sound different than me.	175	2%	683	7%	1567	16%	5668	56%	1759	17%	213	2%
13. I like learning about different people.	102	1%	371	4%	1565	16%	5439	54%	2371	24%	217	2%
14. I think it's important to learn about different types of people.	91	1%	248	2%	1134	11%	5096	51%	3240	32%	256	3%
15. I feel comfortable learning about similarities and differences between people.	68	1%	185	2%	1107	1%	5629	56%	2851	28%	219	2%
16. I do not feel comfortable learning about similarities and differences between people.	2980	30%	4578	45%	1485	15%	588	6%	215	2%	219	2%
17. I think it is important to learn about similarities and differences between people at school.	116	1%	335	3%	1621	16%	5060	50%	2696	27%	237	2%
18. I have learned about similarities and differences between people outside of school.	113	1%	410	4%	1464	15%	5523	55%	2318	23%	237	2%

Chart 3.13: Student Survey Section Title: *Learning Environment Scale Statements*

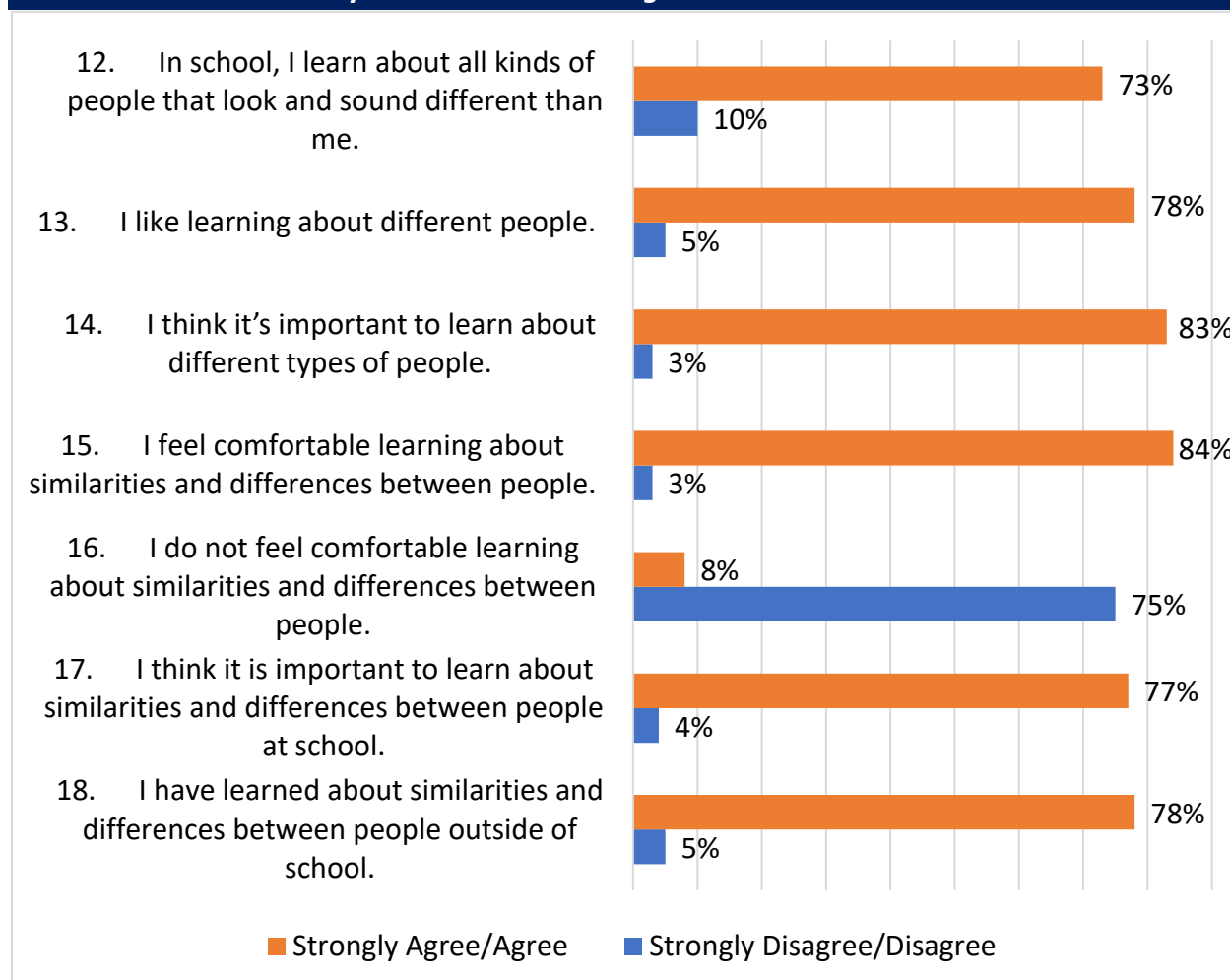


Table 3.14: Student Survey Section Title: *Learning Environment Scale Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree		Left Blank	
	N	%	N	%	N	%	N	%	N	%	N	%
19. I am treated fairly at school.	91	1%	297	3%	1258	12%	5985	59%	2215	22%	219	2%
20. I treat other students fairly at school.	51	1%	75	1%	691	1%	5841	58%	3140	31%	267	3%
21. The school rules are fair.	269	3%	1042	1%	2249	22%	4788	48%	1464	15%	253	3%
22. The school rules are not fair.	1387	14%	3900	38%	2442	24%	1614	16%	453	5%	269	3%
23. I think all students are treated fairly.	413	4%	1593	16%	2325	23%	4271	42%	1188	12%	275	3%
24. The adults at the school have high expectations for me.	112	1%	444	4%	2398	24%	5068	50%	1833	18%	210	2%
25. I am bored at my school.	401	4%	2276	23%	2949	29%	3094	31%	1101	11%	244	2%
26. I am challenged at my school.	129	1%	643	6%	2092	21%	5844	58%	1108	11%	249	2%
27. I like when learning challenges me.	343	3%	1632	16%	2851	28%	4134	41%	840	8%	265	3%
28. I want to pursue a career in education someday.	2429	24%	2934	29%	2085	21%	1599	16%	774	8%	244	2%
29. I do not want to pursue a career in education someday.	857	9%	1357	13%	1983	20%	3162	31%	2448	24%	258	3%
30. Bullying is a problem at my school.	1346	13%	3784	38%	3030	30%	1323	13%	339	3%	243	2%
31. Bullying is not a problem at my school.	467	5%	1290	13%	2840	28%	3932	39%	1258	12%	278	3%
32. I appreciate this survey.	1025	10%	875	9%	3741	37%	964	10%	3208	32%	252	3%
33. I think my school should survey students often.	1114	11%	1583	16%	3323	33%	2740	27%	1046	10%	259	3%

Chart 3.14: Student Survey Section Title: *Learning Environment*

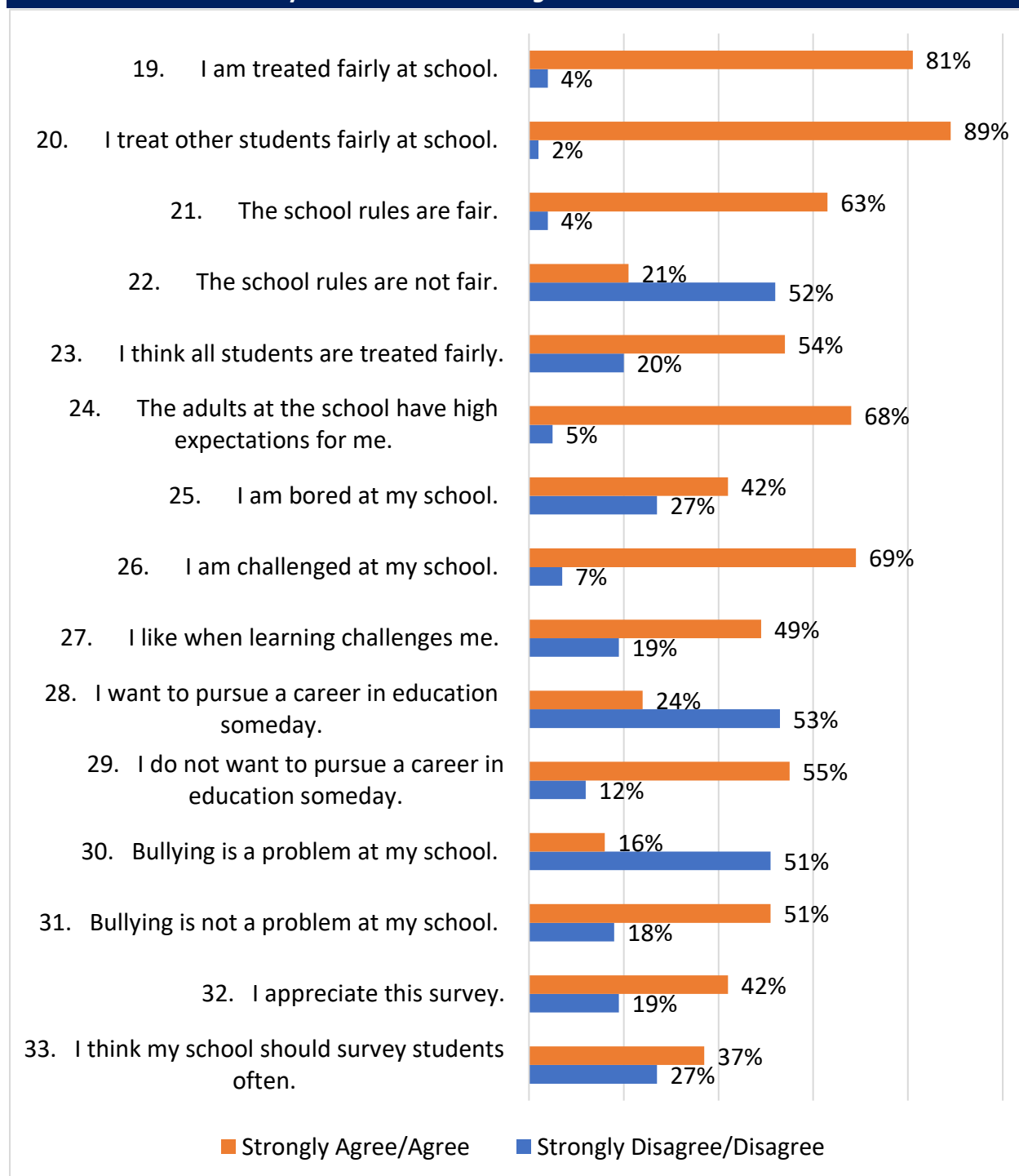


Table 3.15: Student Survey Section Title: *Learning Environment Scale Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree		Left Blank	
	N	%	N	%	N	%	N	%	N	%	N	%
34. I am comfortable talking to an adult at school about a personal matter.	763	8%	1560	15%	2232	22%	3966	39%	1309	13%	235	2%
35. I am uncomfortable talking to an adult at school about a personal matter.	1264	13%	3415	34%	2410	24%	1975	20%	768	8%	233	2%
36. I am comfortable talking to an adult at school about a learning matter.	162	2%	1274	13%	5465	54%	2529	25%	400	4%	235	2%
37. I am uncomfortable talking to an adult at school about a learning matter.	2353	23%	4608	46%	1615	16%	930	9%	331	3%	228	2%

Chart 3.15: Student Survey Section Title: *Learning Environment Scale Statements*

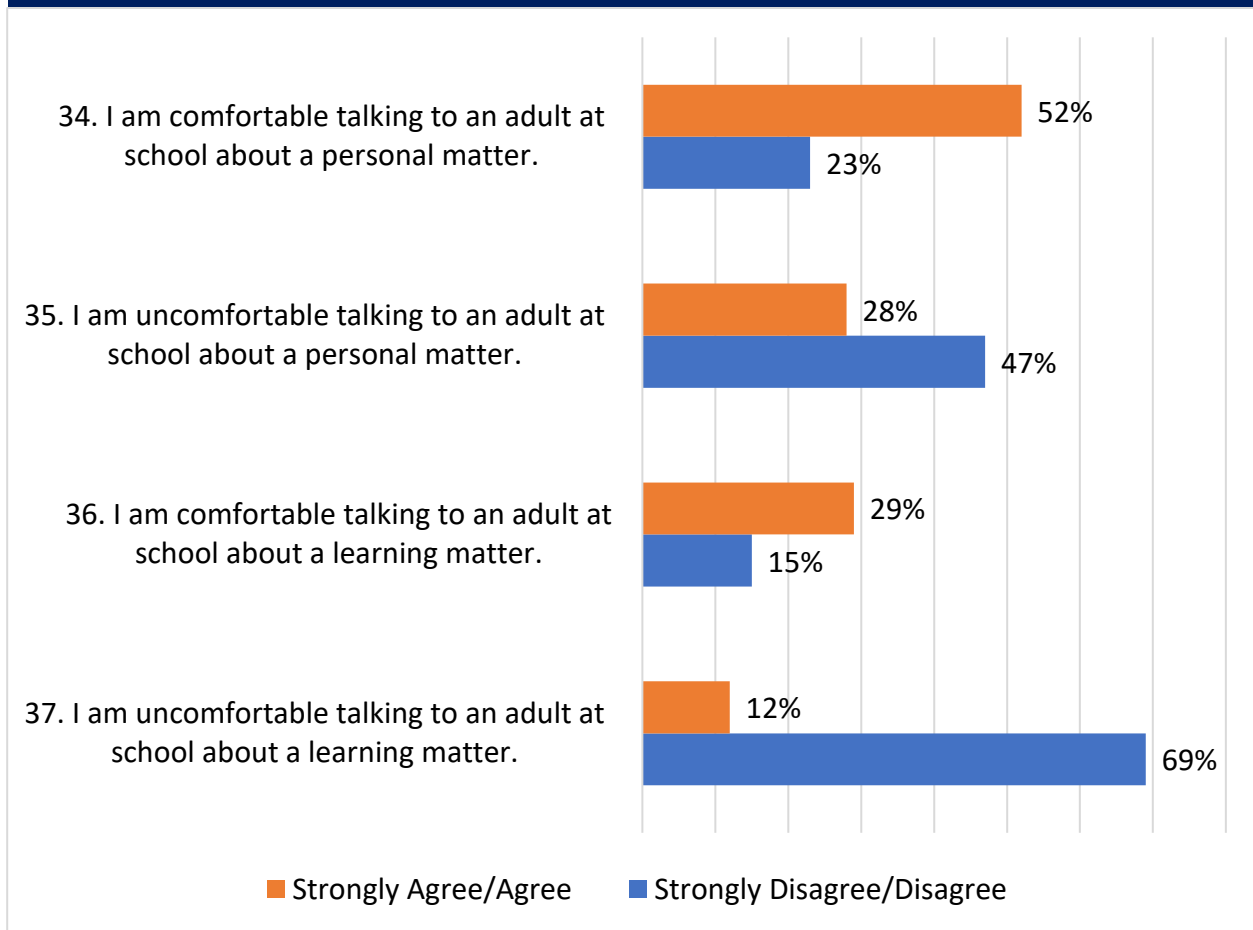


Table 3.16: Staff Survey, Section Title: <i>Participant Background – Question 1</i>				
Q1: Calendar School Name	Population N	Respondent N	Completion Rate	Respondent Rate
Buffalo Grove High School	234	133	57%	17%
Elk Grove High School	239	118	49%	15%
John Hersey High School	246	123	50%	16%
Prospect High School	227	110	48%	14%
Rolling Meadows High School	240	135	56%	17%
Wheeling High School	252	97	38%	12%
Specialized School (Vanguard, The Academy, Newcomer, YAP)	99	41	41%	5%
Forest View Educational Center	165	32	19%	4%
Total	1,702	789	100%	100%

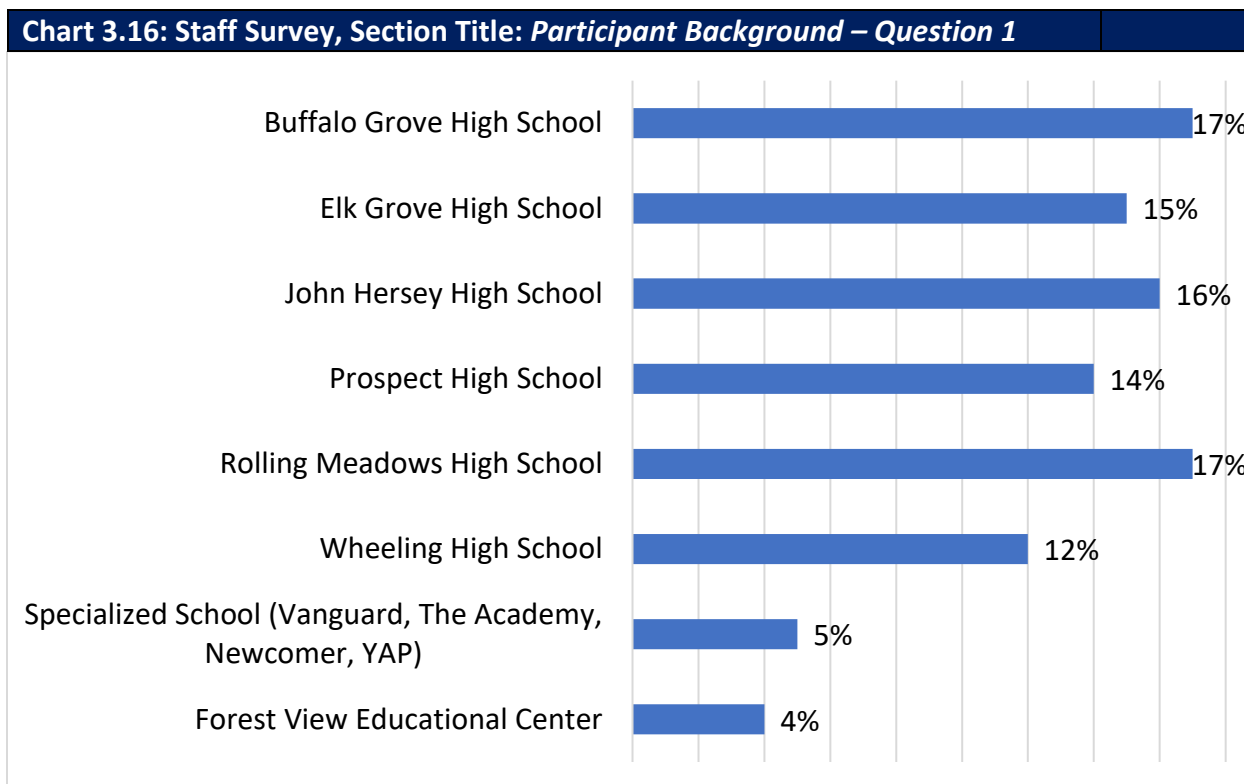


Table 3.17: Staff Survey, Section Title: *Participant Background – Question 2*

Q2: What is your role in the district?	Respondent N	Respondent %
Administrator	64	8%
Certified Staff (e.g., Social Worker, Psychologist)	53	7%
Classified (e.g., Paraprofessional)	54	7%
Support Staff (e.g., administrative assistant, bus driver, custodian)	86	11%
Teacher	516	65%
I prefer not to answer	16	2%
Total	789	100%

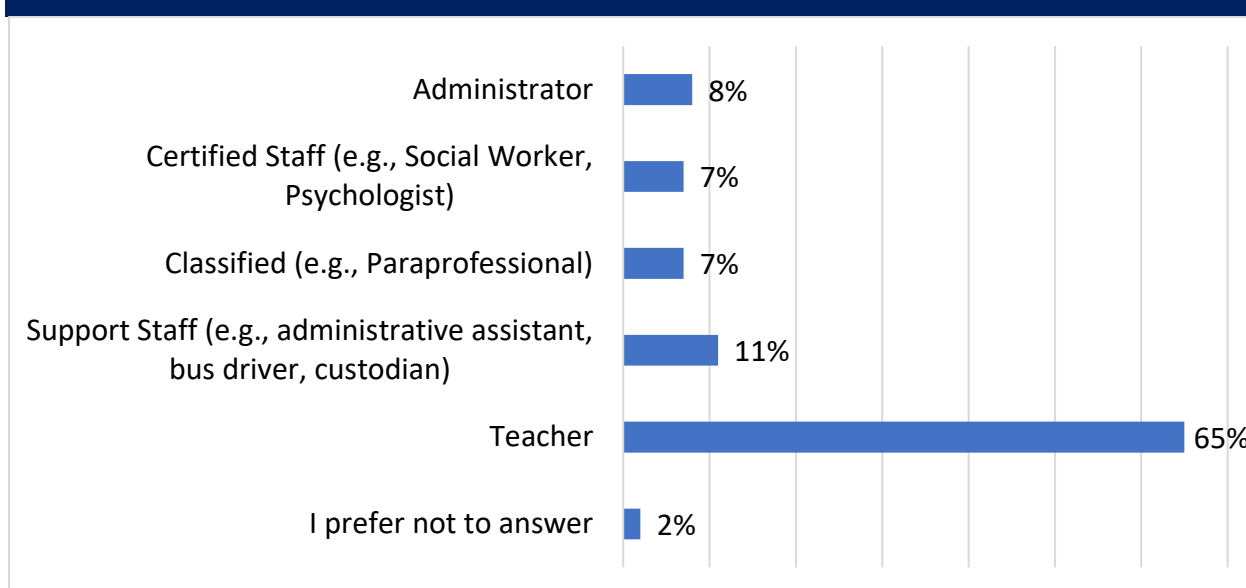
Chart 3.17: Staff Survey, Section Title: *Participant Background – Question 2*

Table 3.18: Staff Survey, Section Title: *Participant Background – Question 3*

Q3: How long have you worked in the district?	Respondent N	Respondent %
0 – 2 years	112	14%
3 – 5 years	86	11%
6 – 10 years	134	17%
11 – 15 years	114	14%
Over 16 years	288	37%
I prefer not to answer	55	7%
Total	789	100%

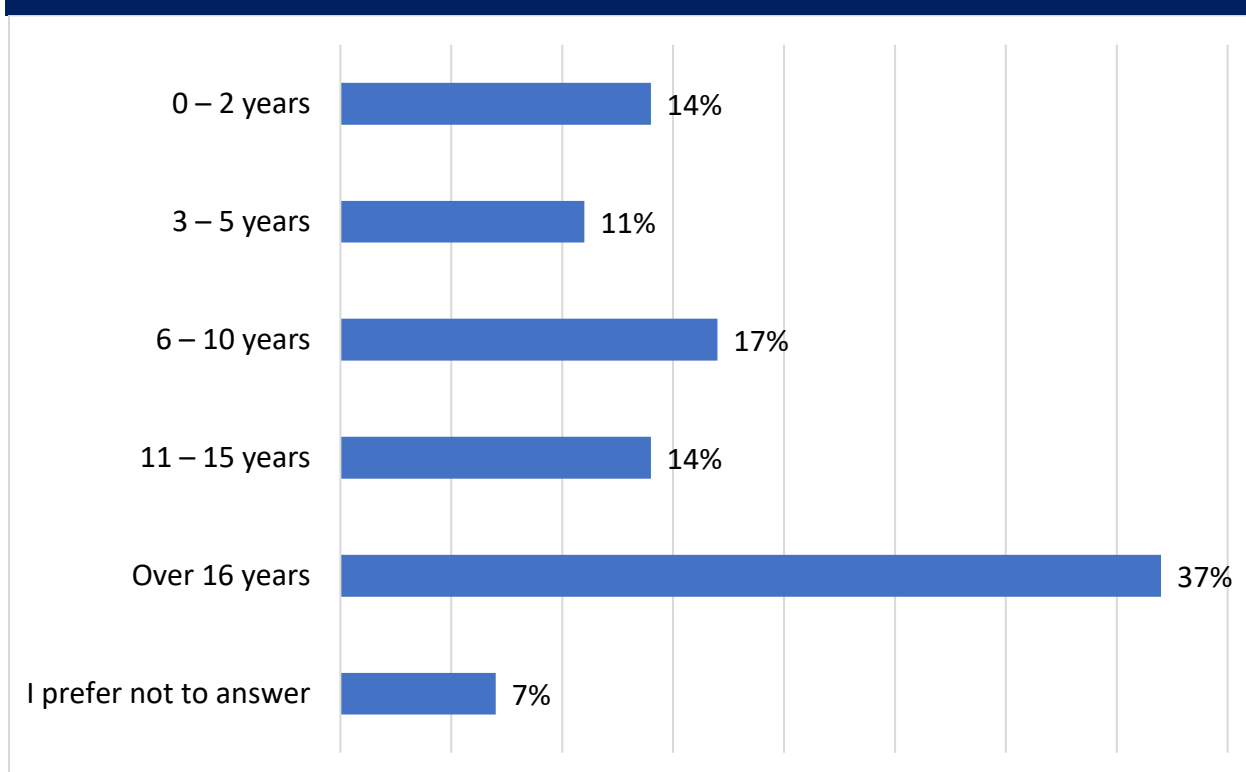
Chart 3.18: Staff Survey, Section Title: *Participant Background – Question 3*

Table 3.19: Staff Survey, Section Title: *Participant Background – Question 4*

Q3: What is your race/ethnicity?	Respondent N	Respondent %
Asian, Asian American or Pacific Islander	26	3%
Black or African American	13	2%
Hispanic or Latinx	69	9%
Two or More Races	16	2%
White	610	77%
I prefer not to answer	55	7%
Total	789	100%

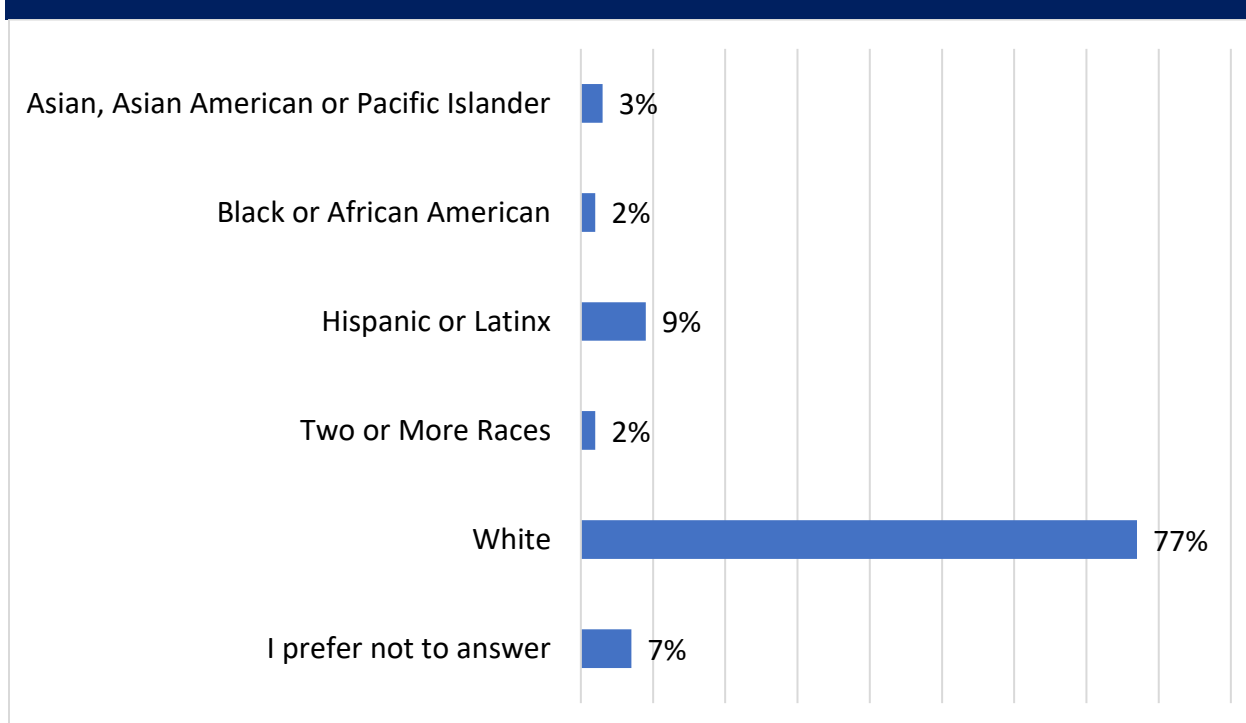
Chart 3.19: Staff Survey, Section Title: *Participant Background – Question 4*

Table 3.20; Staff Survey, Section Title: *Participant Background – Question 5*

Q5: What is your gender identity?	Respondent N	Respondent %
Female	471	60%
Male	285	36%
Gender Variant	3	<1%
I prefer not to answer	30	4%
Total	789	100%

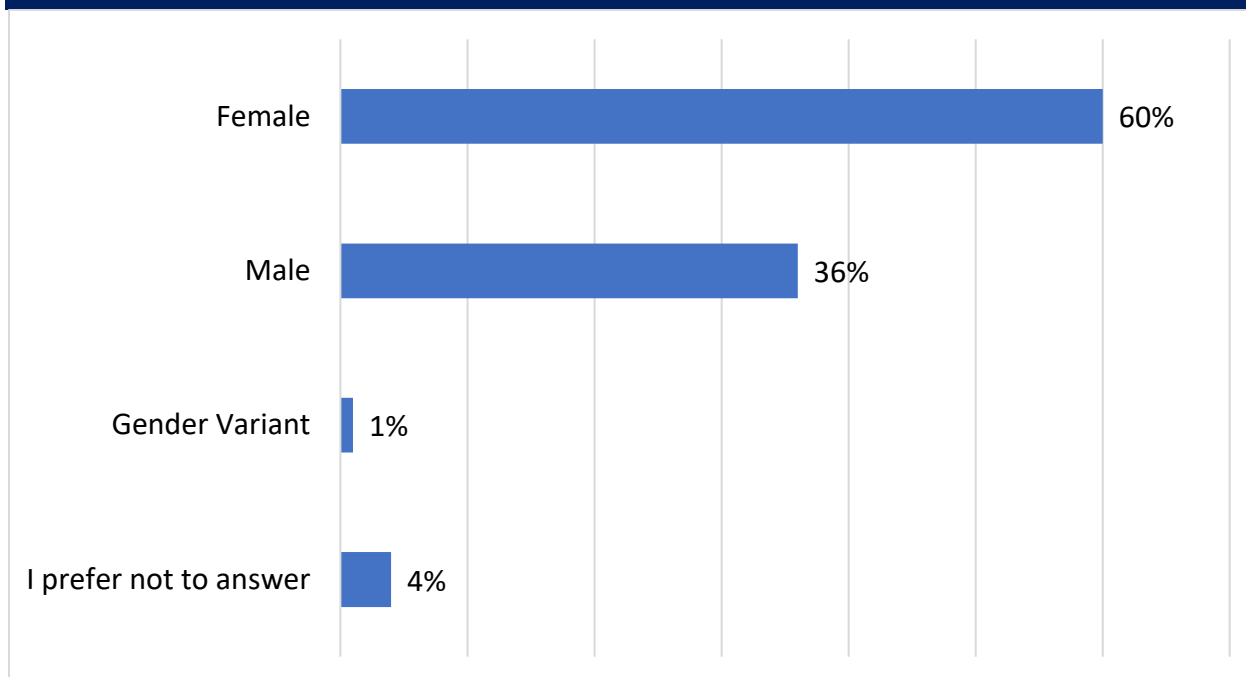
Table 3.20: Staff Survey, Section Title: *Participant Background – Question 5*

Table 3.21: Staff Survey, Section Title: *Personal Awareness Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. I understand educational equity.	2	<1%	<7	1%	20	3%	470	60%	290	37%
2. I understand the need for educational equity.	2	<1%	<6	1%	22	3%	258	33%	501	63%
3. I am knowledgeable on issues of equity at my school.	3	<1%	25	3%	66	8%	492	62%	203	26%
4. I am knowledgeable on issues of equity in greater society (e.g., housing, health care).	1	<1%	16	2%	51	6%	456	58%	265	13%
5. I am comfortable discussing issues of equity in schools.	17	2%	61	7%	117	15%	219	28%	375	48%
6. I am uncomfortable discussing issues of equity in schools.	197	25%	297	38%	123	16%	126	16%	46	6%
7. I am interested in learning about equity.	27	3%	44	6%	152	19%	252	32%	314	40%
8. I have personally invested in learning about equity outside of my work through such mediums as literature.	28	4%	97	12%	130	16%	241	31%	293	37%
9. I often reflect upon my biases and actively work to be anti-bias at my workplace.	10	1%	23	3%	94	12%	408	52%	254	32%
10. Professional development opportunities on equity and related topics are needed at my district.	38	5%	73	9%	187	24%	313	40%	178	23%

Chart 3.21: Staff Survey, Section Title: *Personal Awareness Statements*

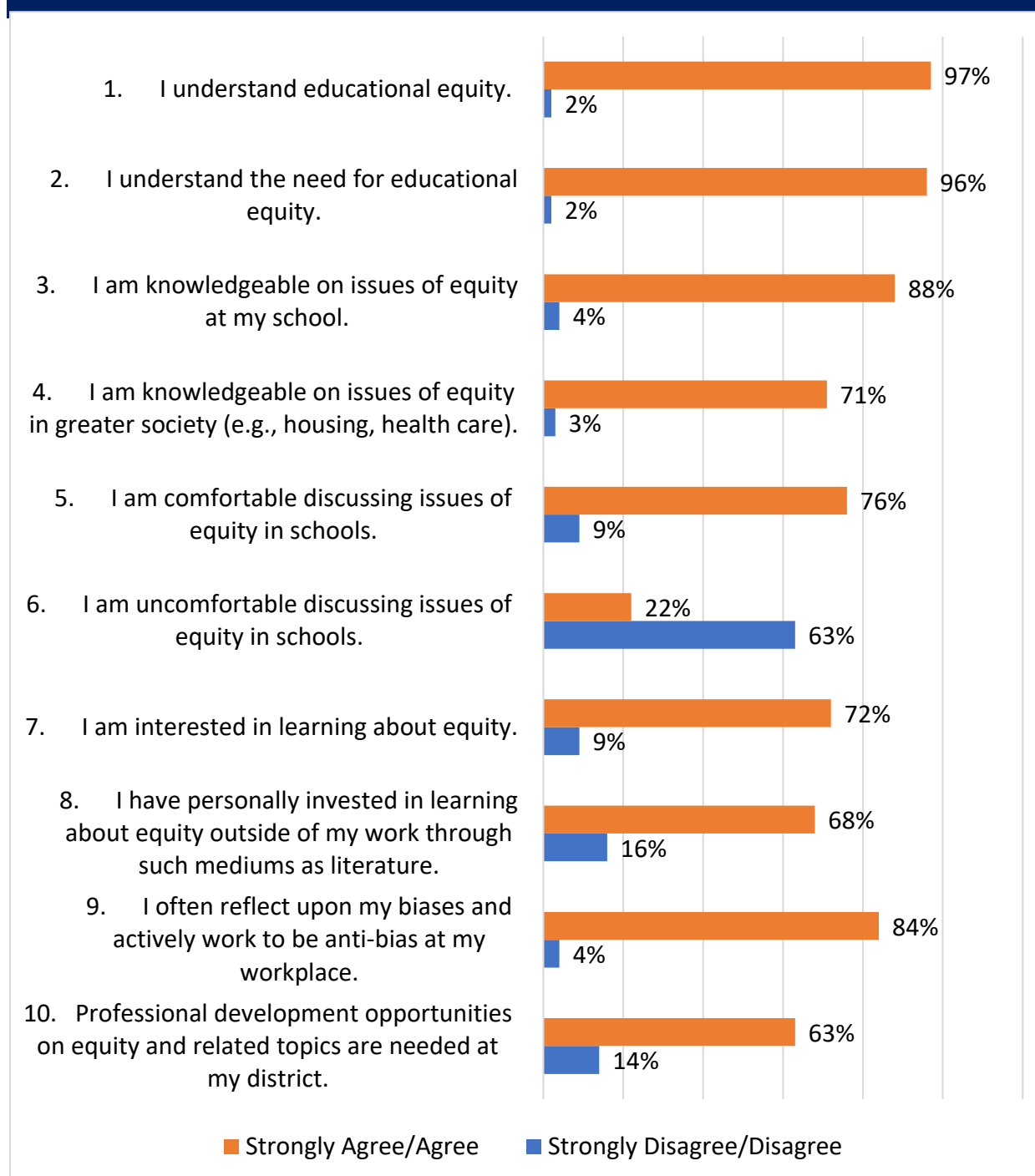


Table 3.22: Staff Survey, Section Title: *Organizational Awareness Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
11. I am aware of the district's commitment to equity.	5	<1%	30	4%	45	6%	410	52%	299	38%
12. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	8	1%	28	4%	69	9%	445	56%	239	30%
13. School leadership actively recruits teachers from racially diverse backgrounds.	17	2%	97	12%	207	26%	341	43%	127	16%
14. School leadership has communicated the importance of equity to staff.	4	<1%	42	5%	69	9%	261	33%	413	52%
15. Equity is not a problem in our district.	150	19%	293	37%	215	13%	90	11%	41	5%
16. Equity is a problem in our district.	48	6%	94	12%	227	29%	292	37%	128	16%
17. Our school proactively engages in anti-bias and anti-bullying learning with students.	32	4%	173	22%	201	25%	302	38%	32	4%
18. School staff regularly outreaches to community members of various racial, linguistic and economic differences.	58	7%	161	20%	319	40%	199	25%	52	7%
19. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	47	7%	207	26%	238	30%	235	30%	62	8%
20. The district has demonstrated its commitment to equity by working to identify and mitigate inequities.	24	3%	99	13%	171	22%	394	50%	101	13%

Chart 3.22: Staff Survey, Section Title: *Organizational Awareness Statements*

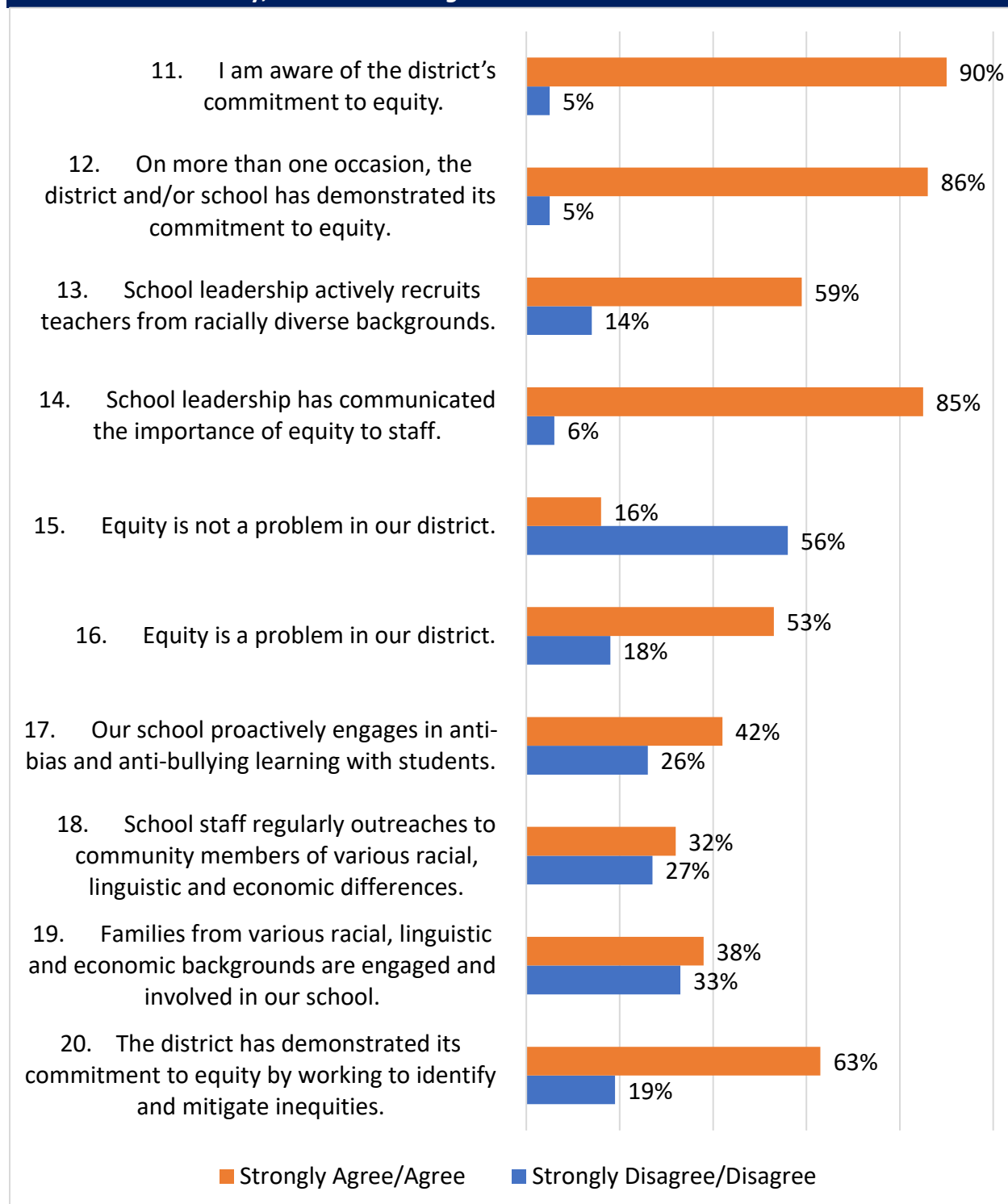
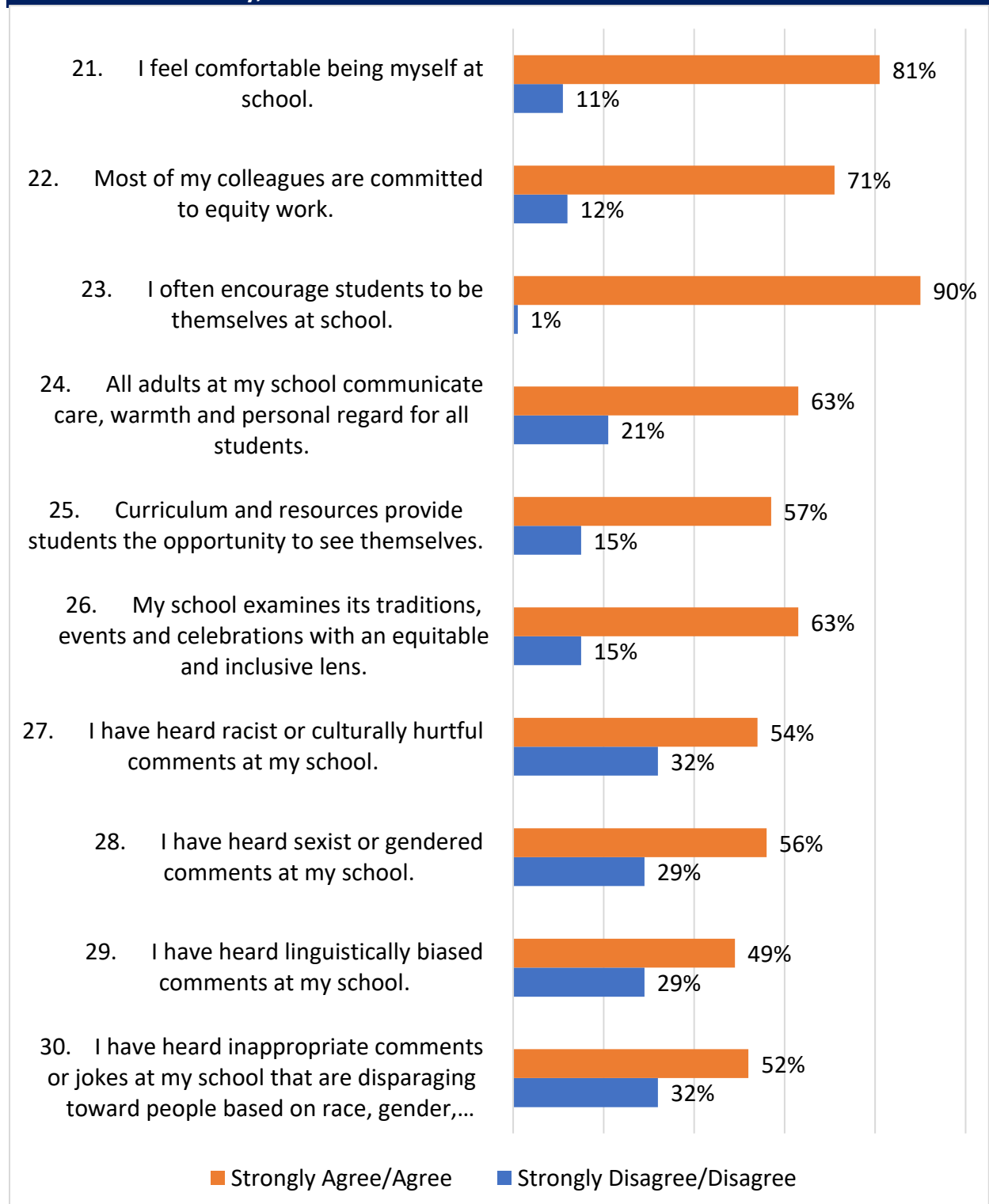


Table 3.23: Staff Survey, Section Title: *Climate and Culture Statements*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
21. I feel comfortable being myself at school.	16	2%	73	9%	57	7%	231	29%	412	52%
22. Most of my colleagues are committed to equity work.	9	1%	85	11%	134	17%	426	54%	135	17%
23. I often encourage students to be themselves at school.	0	0%	2	<1%	71	9%	326	41%	390	49%
24. All adults at my school communicate care, warmth and personal regard for all students.	14	2%	151	19%	130	16%	375	48%	119	15%
25. Curriculum and resources provide students the opportunity to see themselves.	11	1%	107	14%	217	28%	358	45%	96	12%
26. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	20	3%	95	12%	177	22%	387	49%	110	14%
27. I have heard racist or culturally hurtful comments at my school.	83	11%	162	21%	121	15%	336	43%	87	11%
28. I have heard sexist or gendered comments at my school.	82	10%	146	19%	118	15%	348	44%	95	12%
29. I have heard linguistically biased comments at my school.	74	9%	157	20%	173	22%	315	40%	70	9%
30. I have heard inappropriate comments or jokes at my school that are disparaging toward people based on race, gender, sexual orientation, language, socio-economic status, and/or abilities.	92	12%	159	20%	127	16%	331	42%	80	10%

Chart 3.23: Staff Survey, Section Title: *Climate and Culture Statements*



Section 4

FINDINGS AND RECOMMENDATIONS

As the district implements any of the equity audit findings, the following is suggested for implementation:

1. District leadership distribute full report to BOE members.
2. District leadership distribute the Executive Summary (or full report) to DELT members
3. District leadership adopt equity audit findings.
4. District leadership create, implement, and progress monitor equity goal each year with accountable, measurable, and transparent features.
5. District leadership maintain the existence of DELT to collaboratively develop and progress monitor equity goals.

The findings and recommendations in this Equity Audit report are not exhaustive. It is the district's responsibility to determine next steps, and continuously progress monitor and improve toward systemic equity. The district must invest time and resources to consistently advance systemic equity. To aid in the implementation practice of an accountability framework, each finding is arranged by the *Five Strands of Systemic Equity*®. Each of these strands is equally critical and should be pursued simultaneously. With copyright licensing facilitation and support, the district may seek additional auditor support. The district does not have to utilize the above accountability framework offered. However, it is encouraged that the district pursues a research-based structure that can support the multiple, systemic ways it decides to advance equity. It is typically recommended that the district *not* pursue all findings immediately. The district could engage a prioritization of each of the findings and determine a timeline that best meets their needs. Ultimately, for the district to shift its practices with an equity commitment, they must be constantly engaged in stakeholder awareness from historically marginalized communities to identify equitable access and opportunities that benefit all students (Berg & Gleason, 2018; Bocala & Holman, 2021) . A plan of action that allows for this type of engagement and systemic decision-making can lend itself towards an equity lens.

SYSTEMS

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

- | | |
|------------|---|
| 1.1 | SET CLEAR LANGUAGE ON EQUITY AND IMPLEMENT INTENTIONAL, MEASURABLE, ACCOUNTABLE AND TRANSPARENT EQUITY GOALS |
|------------|---|

EVIDENCEFindings

According to the completed need's assessment, and the equity history provided by the district, there has been extensive professional development and action around equity. The district website indicates, "District 214 is fully committed to and engaged in anti-racism, diversity, equity and inclusionary practices and initiatives. This means creating a culture and school climate that supports every student and staff member. The national events and racial justice awakening of recent months have prompted District 214 to expand action and efforts that already were underway and had stemmed from much discussion among 214 leadership and Associations (employee groups)." Despite these efforts, stakeholders seem to be unclear on the district definition and/or goals surrounding equity. Focus groups from staff and families consistently remarked on the district's need to set and communicate its equity goals. Staff stakeholders who participated in the survey indicated equity understanding and the need for it, per collective 97% and 96% of respondents, respectively; while 90% revealed that they were aware of the district's commitment to equity. A total of 63% of staff survey respondents stated that the district has demonstrated its commitment to equity by working to identify and mitigate inequities. High School District 214 has, and continues, to invest extensive efforts to develop their knowledge and action around equity. This is further supported by evidence of their historical efforts. Yet, there are discrepancies among its stakeholders of a shared understanding of equity goals. This comes across as either performative commitment to equity, lack of district follow-up despite its investment, unsatisfied acceptance to the district's work on equity or a combination of the above.

Recommendations

A districtwide campaign on either revisiting its definition, expanding on it, adding nuanced language to it, publishing on the district website or all of the above may aid in the shared knowledge surrounding it. A clear definition of equity that expounds looking inward at the institution can lead to navigating organizational approaches. Its communication and outreach efforts can be followed up with including it on the website, email communication, in-house district professional development opportunities, visual displays in each building, and regular discussion about equity; and always considering the linguistic needs of the district community in all these forms of communication. The work to advance districtwide, or systemic, equity goals must be a constant and relentless pursuit. It will be necessary to not only demonstrate to stakeholders the commitment to equity, but more significantly, acknowledge that barriers exist, and then work to eliminate them. Coherent and explicit goals that include accountable and measurable ways to mitigate inequities while advancing equity are ideal. An accountability framework that lends itself to systemic, research-based equity action would benefit the district and schools. Such a framework serves as a plan of

action in achieving the stated goals that have been formed by the carefully selected members of the district's equity leadership team. Whether these equity goals are referenced as a separate action plan or embedded in a district's strategic plan, the district should be mindful of organizational-wide responsibilities. In other words, a plan that allows for identification of districtwide shortcomings in multiple areas such as grading expectations, discipline approaches, talent development, programmatic structures, and communication efforts, and not merely one equity-driven goal. This will be daunting as the opportunities of improvement are massive, but they cannot be reasonably deconstructed and reconstructed at once. Prioritizing five areas, for instance, as opposed to a dozen will rightfully keep equity at the forefront of progress. As the district journeys through this process of developing equity-focus goals or plans using an accountability framework or a similar framework, it can expect, assuming the work is done with authenticity and fidelity, that a transformative shift will occur. An important consideration for the district is that effective Fall 2022, ISBE will utilize an Equity Impact Analysis Tool wherein districts will be guided to answer these six questions, which this district has addressed through this Equity Audit: *What is the policy, program, practice or budget decision under consideration, and what are the desired results and outcomes?; What data is obtainable, and what does it tell us?; How have stakeholders been engaged? How can we expand engagement opportunities?; Who will benefit from or be burdened by your proposal? What are your strategies for advancing equity or mitigating unintended consequences?; What is your plan for implementation?; How will you ensure accountability, then communicate and evaluate results?* Through the implementation of equity-driven goals and plans, the district would be in alignment with ISBE's expectations.

Research

Being clear on the definition and interpretation of educational equity is crucial and a framework should be employed to purposely disrupt inequities (Stembridge, 2020). It is critical that equity is not loosely defined or unknown, and that the district positions itself to develop reflection and actions to combat systemic biases, whether intentional or unintentional (Aguilar, 2020). An equity lens to decision-making will serve all students in meeting their whole needs (Roegman, et al, 2020; Bocala & Holman, 2021). School leaders have the capacity and responsibility to lead their staff in developing a vision and common language aimed to achieve equity (Diem & Welton, 2021). Consistent, reliable collection of quantitative and qualitative data allows critical analysis that can enlighten the district toward transformative shifts (Edley, et al, 2019). Through the implementation of a specific equity plan, the district may readily identify indicators to progress-monitor its culture and climate shift. A design process is feasible through an equity plan, and not a typical districtwide strategic plan. Equity must be systemic to ensure collective responsibility in disrupting inequities especially inequities encountered by historically marginalized groups (Singleton & Linton, 2006; Shields, 2018). Scholarship informs how these foundational frameworks to interrogate educational equity in hopes to disrupt injustices particularly those experienced by historically excluded groups can aid in mitigating inequities (Aguilar, 2020). Through transparency efforts and systemic plans, the district positions itself to develop collaborative, authentic actions to advance equity and intentionally disrupt explicit and implicit forms of - isms (Bocala & Holman, 2021; Diem & Welton, 2021). Consistent, reliable collection of

quantitative and qualitative data allows critical analysis that can enlighten the district toward transformative shifts (Edley, et al, 2019; Shields, 2018).

1.2	PRODUCE AN EQUITY BOARD POLICY, BOARD STATEMENT AND/OR DISTRICT STATEMENT.
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EVIDENCE

Findings

Following the new or revisited definition on equity, it would behoove the district to cement its commitment with a Board policy, statement or district statement. BOE policies can be meaningful for organizational expectations. When a BOE policy is not possible, legal experts have indicated that either a BOE statement or district statement on equity is welcomed. There have been previous resolutions created by the BOE on racial justice following national outcries of acknowledgement. Authentic racial reckoning occurs when organizations are willing to internalize how they have intentionally, or not, contributed to biased beliefs and practices. Stakeholder perceptions were inconsistent about top leadership supporting equity in its mission, vision and strategic alignment according to the needs assessment; yet 85% of survey respondents indicated that school leadership has communicated the importance of equity to staff. A BOE policy or strong BOE or district statement on equity will serve as critical and transparent support of equity.

Recommendations

The purpose of an equity policy and/or statement is to leverage opportunities to advance systemic equity. This is a common, legal strategy to support equity work, especially in times of gross misinformation about diversity, inclusion and belonging. Districts empowered with such policies or statements plainly communicate to their stakeholders that all students are valid and affirmed, and intentional efforts to remove biased barriers will be pursued. The BOE and leadership will join districts across the country with such efforts and may seek out their legal team to employ sample language. More importantly, equity reminds us of the racially changing demographics that mirror the globe. What is often referred to as *People of the Global Majority* (PGM), the human population is comprised mostly of BIPOC individuals and that will soon be reflected in the population in the U.S. An equity BOE policy, district policy and/or statement will finally and rightfully lend itself for BIPOC, and other marginalized identities, to see themselves in the curriculum and fully participate in the school experience. When, not if, there is pushback, fear propaganda and intimidation attempt to negate any and all equity efforts, the BOE and district can rely on their commitment to all students in their stated policies or such. Stakeholders often appreciate knowing the diversity, equity and inclusion stance of their BOE and district values through these unambiguous and transparent means.

Research

Through the implementation of a Board policy and/or statements, the district can position itself to acknowledge the systemic way its practices may implicitly obstruct action (Scheurich & Skrla, 2003; Smith et al, 2017). Board of education members can rally behind equity through these powerful statements and critically examine the structural changes needed

(Savage-Williams, 2018). The need for explicit policies on anti-racism are necessary to uphold the district's stance and long-term commitment of equity (Diem & Welton, 2021).

1.3	INCREASE STRATEGIC PRACTICES TO ATTRACT AND RETAIN HIGHLY QUALIFIED RACIALLY DIVERSE AND SPECIALIZED TEACHERS AND ADMINISTRATORS.
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EVIDENCE

Findings

DELT members consistently rated and recognized their need to diversify their staff. Attention for more diversity among staff was shared by students, staff and families that participated in the focus groups. However, over the last four years, the number of Asian, Black/African American and Hispanic/Latinx teachers and administrators has grown. The district may position itself in developing a long-term plan to recruit educators and leaders of color as their student racial diversity continues to grow. Collectively, BIPOC students have represented 44%-47% while the White student population has decreased 56%-52% from SY 2016-17 to SY 2020-21. Each of the special student populations has also grown over the same number of years contributing to the need of personnel with specialized endorsements. According to the staff licensure/endorsements data, there are no more than 24 LBS endorsed teachers at any of one of the schools, and up to 37 ESL teachers in the same building. This does strategically align with recruiting and hiring specialized teachers to meet the growing special populations. As the district considers innovative and regular ways to recruit racially diverse and specialized educators and leaders, it appears they may need to evaluate their retention efforts as needs assessment results and focus groups indicated attention to it.

Recommendations

Across the country, school districts struggle to recruit racially diverse candidates as fewer people of color seek a career in education. Although there are infinite ways to attract and recruit high-quality teacher candidates, the district may find it needs to consistently be innovative in its recruitment process. For instance, innovative approaches include outreach to affinity groups at local colleges and universities or *Grow Your Own* programs targeted toward diverse identities. Unfortunately, there is no immediate turnaround to increase racial/ethnic diversity if there are few positions to fill. In the meantime, there are several opportunities to examine. For one, the district could review its current recruitment efforts at HBCU (Historically Black Colleges and Universities) and other higher education institutions that have a diverse teacher preparation program. The district may also employ marketing techniques to undecided college majors. The district may also offer guaranteed teacher interviews to district alumni. The district will not immediately diversify its staff as most schools are aggressively competing for diverse teachers and administrators; therefore, the district could also review its interview questions of candidates. Asking inquiries related to diversity, equity and inclusion will provide interviewing teams information about candidate pedagogy and practices. Finally, the district, with complete vulnerability, can interrogate its retention efforts through the exit surveys it has offered previous employees, seek out feedback from minoritized identities, and consider its reputation as having concerning DEI climate and culture. It is well-known that people will inform one another of a positive, belonging space in their place of employment. This is especially investigated by POC who

often know they will be in the minority in the education field, as White teachers comprise 87% of all educators across the country. There is no magical formula or one way the district will diversify its teaching or leadership staff. A call to action on multiple recruitment efforts, retention efforts, and its overall commitment to equity, will likely position the district as a sought-after place of employment.

Research

The benefits of a historically marginalized diverse staff include increased positive adult-student relationships, higher student engagement, meaningful connections to the school, mitigating access and expectation gaps, as well as improved intergroup relations, role-modeling and combating of stereotypes and biases. (Wells, et al, 2016; TeachPlus, 2019). When cultural mismatch occurs, cultural misunderstandings may also contribute to unfavorable assumptions that impact impacting student learning and efficacy (Taylor, 2021).

TEACHING AND LEARNING

To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

2.1	EMBED CULTURALLY RESPONSIVE CURRICULUM AND RESOURCES IN EACH CONTENT AND GRADE.
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EVIDENCEFindings

The needs assessment feedback on culturally responsive pedagogy and practices coupled with focus groups and surveys signifies the inexistence of districtwide implementation. Students commented on the need for diverse curriculum and representation as well praised fragmented efforts of inclusive accountability. Majority of the students, per survey responses, favorably agreed on diversity in the curriculum. Specifically, they indicated the following: 73% favorably agreed that they learned about all kinds of people that look and sound different than themselves; while, 78% favorably agreed they liked learning about different people; 83% believe it's important to learn about different types of people; 84% favorably agreed they feel comfortable learning about similarities and differences between people; and, 77% favorably agreed it is important to learn about similarities and differences between people at school. From staff surveys, 57% indicated that curriculum and resources provided students the opportunity to see themselves.

Recommendations

There is an overwhelming amount of research that show students are engaged in their learning when they feel connected to the content, and when it is designed to be meaningful and relevant to their lives. It is impossible at this juncture to identify all the reasons of academic gaps between racial student groups, but a constructive consideration that can be employed with fidelity is culturally responsive pedagogy and practices. When educators strive for culturally responsive learning spaces, it organically encompasses relationships as teachers would need to know the students they are teaching, and vice versa. Cultural responsiveness is the responsibility of all workers that occupy the public sector. It aids in developing empathy and understanding for another whose background and lived experiences may be different from one's own positionality. Transforming the district culture to recognize and engage in conversation about cultural responsiveness as embracing diverse identities will be needed to accelerate care and humanity. Extensive, long-term professional development to support educators on culturally responsive practices will aid in centering the voices and experiences of BIPOC, Bilingual, and other marginalized students. All certified staff may benefit from professional development around the recently approved Illinois Culturally Responsive Teaching and Leading Standards, which provide performance indicators. Administrator and teacher evaluations that include the expectation of culturally responsive pedagogy and practices catapult its urgency. An equity lens of all curricula, resources and assessments will be necessary to identify the numerous ways dominant culture is centered. The Understanding by Design (UDL) framework (Chardin & Novak, 2021) is a powerful

opportunity for educators to collaborate, personalize learning, tap into students' funds of knowledge, and sustain culturally responsive pedagogy.

Research

Culturally responsive pedagogy must be intentional, affirming, and explicit in its practices (Hammond, 2015; Muhammad, 2020). This is not only obvious in daily practices like cultural games, poetry, song, art, and adult self-examination, but in output as well demonstrated by social justice and community-based projects (Johnson, 2002; Ladson-Billings, 2007; Blankstein et al, 2016; Hammond, 2015). UDL lends itself to social justice by calling for transformative calibration and evidence-based intentional learning (Chardin & Novak, 2021; Fritzgerald, 2020).

2.2 ANALYZE THE ACADEMIC ACHIEVEMENT DISPARITIES AMONG THE BIPOC STUDENTS AND SPECIAL POPULATIONS.

EVIDENCE

Findings

The College Board evidence-based assessment in reading, writing and math as well as the PSAT test reveals racial disparities of meeting or exceeding in the tested content. Although there is proportionality between each of the racial groups in overall demographics to their performance on these assessments, racial predictability of success must be eliminated. In other words, the fact that the percentages aligned in demographics and benchmarks is similar does not translate to lower academic success. Whether it's a school with 100% White student or BIPOC students, the aim for all students to academically perform well on assessments is important. To balance the often biases associated with standardized testing, and that it is only one indicator of academic learning, student grades tend to be a strong indicator of cognitive growth. This makes the grading trends alarming. Over the last five years, Black/African American and Hispanic/Latinx students tended to earn the most Ds and Fs. Considering the graduation rate at the district is high and in alignment with overall demographics, it appears that some students may be graduating without fully achieving high grades or high results on assessments. The district has several programs in place to mitigate inequities for students in their academic journey. The additional supports may be helpful for students, but the quantitative data shows that BIPOC and special population students are the majority. In other words, the positive academic outcomes are mostly experienced by White and Asian students and the failing grades and low academic success are from Black/African American and Hispanic/Latinx students. Consider these data sets: In the last five years, the dropout rate among the Hispanic/Latinx populations has been the highest representing 35%-76% of all dropouts. Racial disproportionality exists between the overall demographic and student outplacement of Black/African American students with 6%-7% of all outplacements while making up only 2% of the student population. The absenteeism rate of Hispanic/Latinx student is disproportionate to their overall population. The tardiness and transfers are sporadic among all student racial groups, but especially high among Black/African American and Hispanic/Latinx students when compared to their overall demographic.

Recommendations

Examining the root causes may provide a feasible explanation for academic achievement disparities, which can aid the district in their equity journey. Placing too much emphasis on any one measure of performance is not implied, but what is encouraged, is understanding why this incongruency exists. Schools are known for their long-term institutional effects to shape on the lives of young people. The business of school is to educate the student. Educating the whole child includes academics, social and emotional learning including self-worth, fostering independence, critical thinking, problem-solving, conflict resolution, and a host of other skills needed to be a contributing member of greater society. What may seem minimal in a grade outcome can cultivate a love or dislike for learning. A deep data dive with school teams for the purpose of examining its MTSS process may identify trends and themes for the school.

Research

Any hierarchical suggestion or predictability of academic performance based on race is problematic. A call for a standard of excellence from all students is foundational to any academic setting. At the same time, attention must be paid to knowledge, skills, and cultural codes that students are expected to manifest that could impact their navigation of school expectations and assessment performances (Howard, 2010; Cart & Miller, 2020).

STUDENT VOICE, CLIMATE AND CULTURE

To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

3.1 INTERROGATE THE ROOT CAUSES OF DISPROPORTIONATE RACIAL DISCIPLINE OUTCOMES.
EVIDENCEFindings

Needs assessment results showed inconsistent practices of restorative mindset and the unpacking of discipline data vary among schools. All racial categories of students showed proportionality in discipline compared to overall demographic except for Black/African and Hispanic/Latinx students. Of all students disciplined in the last five years, Black/African American students were proportionally higher, 3%-6%, than population, which has been consistently 2%; the same holds true with Hispanic/Latinx students representing 48%-61% of all discipline, and 31%-34% in general demographic. There may be valid justifications for the proportionality, which is why either a reactive interrogation to root causes may be helpful, and/or proactive solutions to determine underlying issues. As each behavioral incident may be unique so is the student and school. Often, it is important for individual schools to have discretionary control by its leadership, because their immediate decision-making is based on the student needs in front of them. However, there are ways to set universal reviews of discipline data through a critical lens and problem-solve for various situations. It seems, according to student focus groups, that some schools are lax following student discipline and others send a clear message of firm expectations. Student survey responses indicated that 63% believed the school rules were fair; and 55% believe all students were treated fairly.

Recommendations

During the Equity Audit process, it was learned that the district sent a cohort of staff to be trained on restorative practices. This is promising advancement toward equity, and the district should be fully supported in this endeavor. Restorative practice offers deliberate relationship-building, healing, and unpacking of root causes to behavior. It benefits districts to investigate discipline details such as school, classroom, content, time of day and infraction. The district may also benefit from learning about the ISBE's Illinois Partnership to Disciplinary Equity to provide training for teachers and administrators in Empathetic Instruction.

Research

Restorative practices aim to identify the root causes of behavior, misunderstandings, and fosters meaningful relationship building that has been damaged or lacks care (Smith, et al, 2017). Numerous studies have demonstrated the positive impact of restorative practices as a pathway to educational equity (Gomez, et al, 2020). Racial discipline disparities perpetuate a dangerous school-to-prison pipeline. The urgency to address this discipline issue is paramount to academic success, student engagement, student view of self, affirmation of self-identities, individual prejudices and biases, institutional racism, power, privilege, and other forms of realities that impact oppression (Tatum, 1997; Singleton & Linton, 2006; Kincheloe, 2008; Howard, 2010; DiAngelo, 2018; Gorski, 2018).

3.2 CONTINUE WITH THE STUDENT EQUITY ADVISORY COMMITTEE.**EVIDENCE**Findings

The only consistent rating in the needs assessment was in student voice, climate and culture. Significant attention must be paid to solicit student voice and center their lived experiences in schools. A committee of rotating students or regular check-in with students allows the school district to take a pulse on the sense of safety and belonging at schools. In the surveys, students indicated the following: 78% felt safe at school; 75% felt welcomed at their school; 80% felt respected by the adults; and 80% felt they respected the adults at school. Besides elevating student voice in relation to student-adult relationships, attention is needed within the peer-to-peer relationships. Students in the focus groups commented on frequent hate speech occurring in the school. From racist and ableist slurs to homophobic and transphobic remarks, the microaggressions and hate speech appear districtwide, but according to survey responses from students, it might be more concentrated in some schools than others. Student focus groups indicated the following: 24% agreed that other student have said hurtful things about them or their background; 74% indicated that they have not said hurtful things about a student and their background; and 16% indicated that bullying was a problem at the school. According to staff surveys, 42% agree that the school(s) proactively engages in anti-bias and anti-bullying learning with students. A significant percent of staff has also heard hate speech. It is unclear as to the audience that stated it and received it, but the claim of it should be concerning as survey feedback reported the following: 54% indicated they have heard a racist or culturally harmful comment at the school; 56% have heard a sexist or gendered comment at the school; 49% have heard a linguistically biased comment at the school; and, 52% have heard inappropriate comments or “jokes” at the school that are disparaging toward people based on race, gender, sexual orientation, language, socio-economic status and/or abilities.

Recommendations

Recently, the district established an anti-racist student advisory committee. The development and sustenance of this committee is one that should be strongly supported by all stakeholders to leverage the student voice and belonging, especially experienced among historically excluded identities.

Research

Fostering student voice is at the heart of equity (Safir & Dugan, 2021). Intentional nurturing, input and co-creation from historically marginalized students that have been harmed by educational institutions, is critical. By centering the often-negated experiences of marginalized populations, it emphasizes overdue attention and action (Aguilar, 2020; Gorski, 2018).

PROFESSIONAL LEARNING

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

4.1 PROVIDE SCAFFOLDED AND TARGETED OPPORTUNITIES FOR STAFF TO BUILD THEIR CAPACITY ON EQUITY.

EVIDENCEFindings

The district has a long history of providing training to its staff on equity. It ranges from teachers attending racial equity conferences to all administrator DEI academics, and from external guest speakers on Institute Days to onboarding equity for newly hired personnel. The district recently launched affinity groups for staff to foster personalized connections and common experiences. The reception to affinity groups and PDs may range, but the learning on it is long-term. Equity training that can be scaffolded dependent on staff choice and targeted learning opportunities to develop capacity about multiple identities can be beneficial. Staff focus groups expressed frustration with the lack of follow-through in the trainings.

Recommendations

As the district continues its commitment to equity with non-negotiable trainings, it will benefit from a PD structure that allows for staff selection. The knowledge on equity topics varies, and without placing burden on the most impacted groups of people – BIPOC and other historically marginalized groups – the district could consider differentiated approaches. The district must be mindful of the unfair labor it expects from staff leading PD or affinity groups without proper compensation or incentive. The district may consider aligning transformed practices to embed equity goals within staff evaluations.

Research

Equity work and development is never-ending. There is no final destination (to it). It requires understanding inequities and how it manifests in schools. Organizational change management to advance equity includes culture, identity, and healing as part of professional learning (Dugan, 2021). Equity and social justice are complex topics that are not exclusive to education. Many other institutions have demonstrated long histories of oppression against minoritized groups (Shields, 2018). Education is a microcosm of larger society. With that, comes limited understanding and experiences to the depth of equity and inequities (Tatum, 1997; Dweck, 2007; Darling-Hammond, 2010; Gorski, 2018). Hesitations, uncertainties and outright rejection and anger can be expected in broaching such topics. Leadership must understand that transformative movement is often contentious (Williams, 2003; Singleton & Linton, 2006; Sleeter, 2012; Shields, 2018; Minor, 2019). Equity shifts often take time, but it a never-ending journey (Chenoweth & Theokas, 2012; Howard, 2010; Peters, 2019; Muhammad, 2020).

FAMILY AND COMMUNITY AS AGENCY

To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

5.1	MONITOR THE DIVERSE COMMUNICATION EFFORTS TO CULTIVATE FAMILY AND COMMUNITY AWARENESS AND ENGAGEMENT.
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EVIDENCEFindings

Families that participated in the focus groups shared dislike with the website, but it should be noted, it was recently updated, and includes translations to aid for non-English speaking families to navigate it. Quality bilingual translations, perceived low family outreach, inconsistent communication and welcoming spaces were also concerns shared by participants. Staff surveys revealed a split view that families from various racial, linguistic, economic backgrounds are engaged and involved in the school, with 38% favorably agreeing and 31% unfavorably agreeing.

Recommendations

As family liaisons skilled in multiple languages are in place to develop community relationships, it may behoove the district to interrogate ways to communicate this valuable resource. Translation needs, quality interpretations and community outreach tend to be areas that require frequent check-ins by all districts. High School District 214 may be able to proactively position themselves by developing a quality control system in these efforts.

Research

The identity-affirmation of students naturally encompasses their families (Muhammad, 2020; Ishimaru, 2020). Deliberate acts that value a student's home and family cultivate trust, and influence relationships. All members of the school community should aim to diligently connect with students and their families (Ishimaru, 2020)

5.2	CONTINUE WITH THE ESTABLISHED COMMUNITY EQUITY ADVISORY COMMITTEE.
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EVIDENCEFindings

Family and community focus groups revealed varying views on equity. Transparency to the district's equity work may aid in the support. Feedback in the needs assessment from staff stakeholders denoted the absence of community voice and experience to equity. Such a community may entice interest for BOE roles as 100% of the members in the last five years have been White, in a rapidly growing diverse community.

Recommendations

The district has since established an anti-racist parent council and has partnered with the League of Women Voters to elevate its community outreach on the understanding and support to diversity, equity and inclusion. These efforts should be maintained especially as the district can anticipate lack of knowledge or pushback by some community members. Efforts that might be helpful are personal invitations to minoritized community members, hosting a neighborhood listening session and conducting home visits, as appropriate.

Research

A community-development model serves as agency for continual intellectual and human growth (Stefanski et al, 2016; Ishimaru, 2020). Families can be levers in the education of their child(ren). School-community collaboration has proven to empower active participation and investment in the education of children. Meaningful partnerships between schools and the community it serves are necessary for justice and liberation among minoritized people (Costanza-Chock, 2020).

As the district chose this preemptive and proactive measure to conduct an equity audit, it is assumed the district will engage in next steps to continue to move the equity needle forward. Research explains the criticality of equity audits as a tool to strategically identify inequities in systems and structures (Skrla et al, 2009; Smith et al, 2017). Equity cannot be achieved if the organization does not deliberately identify the barriers that perpetuate biases. Intentional deconstruction of inequities and such biases require schools and all impacted stakeholders to relentlessly reflect and transform their beliefs. Developing equity literacy is a constant journey and requires critical and considerable reflection to our personal, interpersonal, and structural unpacking (Gorski, 2018).

These recommendations are not exhaustive, and the district must be cognizant that equity work never ends. Although each finding is important, the district should be thoughtful as to which recommendations will be short-term and others that require consistent oversight. It is recommended that the district implement an equity plan that includes metrics and accountability. In developing an equity action plan, the district should identify current initiatives, to also include in the equity plan. This demonstrates a systemic commitment to consider all initiatives with an equity lens. As the district explores their next steps, it can expect resistance from a variety of stakeholders. The findings and recommendations can be difficult realities to accept. Despite the district's proactive undertaking to pursue an equity audit, the magnitude of improvements needed may be a challenge. Systemic transformation is a process, and implementation on any of the recommendations will take finite time. To execute, it is recommended the district reconvene DELT and share the audit report. From there, DELT should work closely to prioritize and identify each finding. Determine the measure for each finding, if applicable, and progress monitor the equity achievement. With each transformative shift, the district may adopt the implementation of additional findings and/or recognize other inequities that need to be addressed. It is critical for the district and its stakeholders to fully understand there is no final destination to reach equity. There is no stopping point. It is a constant, prevalent, and complex paradigm in efforts to maximize humanity and social justice for historically marginalized identities.

LIST OF FREQUENT ACRONYMS

ABAR = anti-bias/anti-racist

BIPOC = Black, Indigenous and People of Color

BOE = Board of Education

DEI = Diversity, Equity and Inclusion

ELA = English Language Arts

ELL = English Language Learners, maybe used interchangeably with EL or LEP

ESL = English as a Second Language

GenEd = General Education

FRL/FRP = Free/Reduced Lunch or Free/Reduced Population, maybe used interchangeably

IEP = Individualized Education Plan

LEP = Limited English Proficient, may be used interchangeably with ELL

LGBTQ+ = Lesbian, gay, bisexual, transgender, queer/questioning, and other identities within
the LGBTQ community

MTSS = Multi-tiered System of Support

PLC = Professional Learning Communities

PD = Professional Development

POC = People of Color

SEL = Social Emotional Learning

SES = Socio-Economic Status

SPED = Special Education

SY = School Year

GLOSSARY

Agency: The efficacy to navigate systems and institutions.

Anti-bias/Anti-racist (ABAR): To be anti-bias and/or anti-racist is to actively identify and disrupt explicit and implicit forms of biases and racism in and among individuals, cultures, and institutions.

Bias: An organic information process of the human brain to identify preferences, inclination, disposition, or preferences.

Belonging: The impact of wholistic acceptance of a person in all their forms.

Cisgender: A person that identifies their gender to their biological sex.

Classism: The oppressive state of discrimination, exclusion and prejudice based on socio-economic status.

Diversity: The mix of unique backgrounds, identities, and experiences, not limited to culture, language, or race/ethnicity, but as often misused to describe minoritized racial and ethnic groups.

Dominant (dominant culture): All non-dominant or historically marginalized identities such as White, male, heterosexual, cisgender, upper class, abled-bodied, U.S. born, native English-speaker, college-educated, Christian, young, desirable in stature, size, and appearance.

Ethnicity: Groups of people that share common ancestry, heritage, history, geography, and language influenced by background and culture.

Historically marginalized identity (group or population): Any socially constructed identity based on race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status that has experienced institutional oppression. May be used interchangeably with minoritized identities, groups, or populations.

Inclusion: The act of being involved or active participation.

Isms: The act that systemically eliminate fair distribution of access and opportunity impacting power dynamics and group privileges based on identity attribute.

Equity: In terms of educational equity, equity is intentional identification of barriers to ensure every student has access and opportunity to academic and whole child needs in the school setting as measures by quantitative and qualitative outcomes, while examining the policies, procedures, processes, resources, and practices of the institutional structures that explicitly or implicitly, knowingly, or not, perpetuate inequities.

Institutions: The wide range of public goods and private entities developed to serve society such as criminal justice, education, employment, health care, housing, and policing.

Intersectionality: The intersecting of marginalized identities. Such identities include one or more intersections of race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status.

Minoritized (also known as minority): The non-dominant social constructs of race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment and family status. May be used interchangeably with historically marginalized identities, groups, or populations.

Oppression: The exercise of power to unjustly manipulate resources and treatment against others, often experienced by minoritized identities.

Power: The capacity and ability to exercise influence among individuals, or at a structural or systemic level.

Racism: The individual, cultural, and institutional beliefs, and actions of oppression that manifest privileges to White people, or those that identify or are perceived White, based on devaluing the experience and humanity of Black, Indigenous and/or People of Color (BIPOC), or those that identify as BIPOC. Racism is fueled by White supremacy ideology.

Sexism: The individual, cultural, and institutional beliefs, and acts of oppression that manifest privileges to men, or those that identify as males, based on devaluing women, or those that identify as female. Sexism is fueled by male supremacy, also known as the patriarchy.

Social Constructs: All dominant and non-dominant identities that exist in visible and invisible social stratification systems of one's value, positionality, and full humanity.

Social Justice: The relationship of historically marginalized identities measured by full and equal participation in distribution, resources, and opportunities to leverage human privileges.

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Appendix A: Student respondents by school and grade

School	N of respondents	Grade	N respondents per grade
Buffalo Grove High School	1,663	9 th	404
		10 th	438
		11 th	418
		12 th	403
Elk Grove High School	1,569	9 th	408
		10 th	395
		11 th	390
		12 th	376
John Hersey High School	1,763	9 th	433
		10 th	477
		11 th	436
		12 th	417
Prospect High School	1,914	9 th	468
		10 th	498
		11 th	501
		12 th	447
Rolling Meadows High School	1,646	9 th	435
		10 th	498
		11 th	501
		12 th	447
Wheeling High School	1,349	9 th	332
		10 th	339
		11 th	346
		12 th	332
Newcomer Center	30	9 th	11
		10 th	9
		11 th	7
		12 th	3
The Academy at Forest View	46	9 th	4
		10 th	1
		11 th	6
		12 th	35
Vanguard School	57	10 th	11
		11 th	22
		12 th	24
Young Adult Program	1	12 th	1

Appendix B: Student respondents by school and race/ethnicity

School	American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer	left blank	Total
Buffalo Grove High School	8	169	22	422	114	859	61	8	1,663
Elk Grove High School	9	162	37	589	95	584	67	26	1,569
John Hersey High School	11	202	22	175	105	1,176	63	9	1,763
Prospect High School	6	156	37	182	119	1,349	55	10	1,914
Rolling Meadows High School	11	129	77	476	94	774	61	24	1,646
Wheeling High School	4	96	40	746	79	321	48	1	1,349
Newcomer Center		1		18	1	5	1	4	30
The Academy at Forest View		4	2	14	2	15	4	5	46
Vanguard School	1	1	2	25	6	15	2	5	57
Young Adult Program						1			1

Appendix C: Student respondents by school and gender identity

School	Female	Gender Variant/Non-Binary	Male	Not Listed	I prefer not to answer	left blank	Total
Buffalo Grove High School	768	31	815	8	31	10	1,663
Elk Grove High School	716	36	747	2	42	26	1,569
John Hersey High School	835	35	855	4	27	7	1,763
Prospect High School	878	44	931	9	43	9	1,914
Rolling Meadows High School	700	44	821	9	52	20	1,646
Wheeling High School	599	28	666	6	35	1	1,349
Newcomer Center	9		17			4	30
The Academy at Forest View	8	1	31		2	4	46
Vanguard School	26	4	19	1	2	5	57
Young Adult Program			1				1

Appendix D: Student respondents by school and Postsecondary – 1st Year Plan

School	Associate	Bachelor	Certificate	Apprenticeship	Armed Services	Start a Family	Get a Job	Volunteer/Missionary	Travel	Other	Not Sure	Total
Buffalo Grove High School	470	1,003	282	114	51	55	80	3125	371	75	211	1,663
Elk Grove High School	549	790	305	104	65	59	834	108	352	73	232	1,569
John Hersey High School	366	1262	246	116	50	45	750	125	358	61	183	1,763
Prospect High School	5	11	1		4	2	12	1	4	6	2	1,914
Rolling Meadows High School	393	1399	297	134	67	41	854	175	448	74	241	1,646
Wheeling High School	474	876	306	113	61	68	834	136	366	104	284	1,349
Newcomer Center	13	7	4	4		6	22	6	8	7	7	30
The Academy at Forest View	24	10	9	4	2	4	33	6	14	6	16	46
Vanguard School	454	633	296	102	62	53	760	88	318	63	238	57
Young Adult Program	1											1

Appendix E: Student responses by school

School	1. I feel safe at my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	12	51	234	985	366	20	1668
Elk Grove High School	20	84	302	884	246	41	1577
John Hersey High School	11	27	145	1010	562	7	1761
Prospect High School	11	61	202	1088	539	25	1926
Rolling Meadows High School	29	69	256	928	341	29	1652
Wheeling High School	21	83	357	698	173	22	1354
Newcomer Center		1	4	14	6	4	29
The Academy at Forest View	2		8	16	8	5	39
Vanguard School	1		8	24	18	7	58
Young Adult Program					1		1
School	2. I feel welcomed at my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	19	75	347	943	337	22	1668
Elk Grove High School	14	57	234	864	229	43	1577
John Hersey High School	21	90	298	989	458	9	1761
Prospect High School	27	58	302	1030	461	26	1926
Rolling Meadows High School	13	51	314	910	325	30	1652
Wheeling High School	2	2	1	776	175	25	1354
Newcomer Center	2	1	7	12	8	4	29
The Academy at Forest View			5	16	7	6	39
Vanguard School				30	16	7	58
Young Adult Program				1			1

School	3. The adults at my school make me feel comfortable every day.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	10	58	271	946	360	23	1668
Elk Grove High School	22	55	280	902	275	43	1577
John Hersey High School	12	45	226	981	487	10	1761
Prospect High School	20	73	304	1015	486	28	1926
Rolling Meadows High School	23	59	264	904	369	33	1652
Wheeling High School	11	41	272	773	233	24	1354
Newcomer Center		5	1	13	6	4	29
The Academy at Forest View	1	5	4	15	9	5	39
Vanguard School			5	28	18	7	58
Young Adult Program			1				1
School	4. The adults at my school respect me.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	14	53	244	971	363	23	1668
Elk Grove High School	17	65	234	909	306	46	1577
John Hersey High School	10	53	193	979	513	13	1761
Prospect High School	15	92	258	1030	506	25	1926
Rolling Meadows High School	24	62	216	912	404	34	1652
Wheeling High School	9	41	210	793	278	23	1354
Newcomer Center		2	2	9	12	4	29
The Academy at Forest View	3	3	5	16	7	5	39
Vanguard School		2	4	27	18	7	58
Young Adult Program			1				1

School	5. I respect all the adults at my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	13	94	189	882	466	24	1668
Elk Grove High School	19	75	203	838	393	49	1577
John Hersey High School	19	91	172	906	560	13	1761
Prospect High School	30	137	230	944	555	30	1926
Rolling Meadows High School	33	76	200	818	487	38	1652
Wheeling High School	14	45	160	732	379	24	1354
Newcomer Center		4	2	7	12	4	29
The Academy at Forest View	2	2	4	15	10	6	39
Vanguard School			4	27	20	7	58
Young Adult Program			1				1
School	6. I respect all the students at my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	28	126	287	861	341	25	1668
Elk Grove High School	50	154	313	742	265	53	1577
John Hersey High School	48	182	265	856	397	13	1761
Prospect High School	64	224	317	863	426	32	1926
Rolling Meadows High School	43	130	304	766	371	38	1652
Wheeling High School	22	104	263	694	246	25	1354
Newcomer Center		3	1	14	7	4	29
The Academy at Forest View	3	3	6	12	10	5	39
Vanguard School		5	4	26	16	7	58
Young Adult Program				1			1

School	7. I like my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	39	70	319	906	312	22	1668
Elk Grove High School	48	110	393	778	205	43	1577
John Hersey High School	28	78	268	957	419	11	1761
Prospect High School	41	91	318	980	466	30	1926
Rolling Meadows High School	49	77	339	817	337	33	1652
Wheeling High School	32	84	367	660	186	25	1354
Newcomer Center	1	2	1	12	9	4	29
The Academy at Forest View	4	1	6	16	6	6	39
Vanguard School			5	27	18	8	58
Young Adult Program				1			1
School	8. I do not like my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	351	766	366	120	43	22	1668
Elk Grove High School	219	590	466	188	66	48	1577
John Hersey High School	458	797	337	115	44	10	1761
Prospect High School	477	874	359	128	60	28	1926
Rolling Meadows High School	365	679	357	138	80	33	1652
Wheeling High School	235	522	400	131	43	23	1354
Newcomer Center	10	9	1	4		5	29
The Academy at Forest View	8	8	9	3	6	5	39
Vanguard School	24	18	8			8	58
Young Adult Program		1					1

School	9. Students have said hurtful things about me or my background.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	391	587	349	259	56	26	1668
Elk Grove High School	254	472	373	319	112	47	1577
John Hersey High School	430	596	332	304	88	11	1761
Prospect High School	419	660	345	374	101	27	1926
Rolling Meadows High School	355	533	335	268	124	37	1652
Wheeling High School	250	445	335	229	72	23	1354
Newcomer Center	7	10	6	1	1	4	29
The Academy at Forest View	8	9	8	4	3	7	39
Vanguard School	22	16	6	5		9	58
Young Adult Program					1		1
School	10. I have said hurtful things about a student and their background.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	648	629	236	108	21	26	1668
Elk Grove High School	488	535	307	158	47	42	1577
John Hersey High School	704	669	236	119	24	9	1761
Prospect High School	837	663	257	112	32	25	1926
Rolling Meadows High School	628	589	226	122	54	33	1652
Wheeling High School	465	478	257	108	25	21	1354
Newcomer Center	7	8	4	5	1	4	29
The Academy at Forest View	12	11	5	3	1	7	39
Vanguard School	28	13	7	2	1	7	58
Young Adult Program		1					1

School	11. Adults at the school have said hurtful thing about me or my background.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	742	586	215	83	19	23	1668
Elk Grove High School	570	543	285	102	35	42	1577
John Hersey High School	832	623	208	64	24	10	1761
Prospect High School	903	667	230	77	26	23	1926
Rolling Meadows High School	687	549	236	94	53	33	1652
Wheeling High School	550	459	244	64	13	24	1354
Newcomer Center	9	7	3	5		5	29
The Academy at Forest View	16	7	3	4	3	6	39
Vanguard School	30	11	7	2		8	58
Young Adult Program				1			1
School	12. In school, I learn about all kinds of people that look and sound different than me.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	23	82	246	1002	283	32	1668
Elk Grove High School	26	95	265	873	269	49	1577
John Hersey High School	26	136	249	1021	313	16	1761
Prospect High School	41	204	305	1059	292	25	1926
Rolling Meadows High School	40	87	254	891	343	37	1652
Wheeling High School	12	73	230	765	240	34	1354
Newcomer Center	2	2	2	14	4	5	29
The Academy at Forest View	3	3	6	14	6	7	39
Vanguard School	2	1	10	28	9	8	58
Young Adult Program				1			1

School	13. I like learning about different people.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	22	62	253	921	378	32	1668
Elk Grove High School	13	59	269	848	334	54	1577
John Hersey High School	12	62	285	950	432	20	1761
Prospect High School	14	72	262	1053	502	23	1926
Rolling Meadows High School	25	61	235	857	437	37	1652
Wheeling High School	13	51	244	753	261	32	1354
Newcomer Center		2	3	13	7	4	29
The Academy at Forest View	1	2	5	16	8	7	39
Vanguard School	2		9	27	12	8	58
Young Adult Program				1			1
School	14. I think it is important to learn about different types of people.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	18	38	193	846	537	36	1668
Elk Grove High School	14	46	202	825	432	58	1577
John Hersey High School	12	46	207	862	614	20	1761
Prospect High School	16	45	184	934	714	33	1926
Rolling Meadows High School	22	36	167	832	550	45	1652
Wheeling High School	6	33	166	743	362	44	1354
Newcomer Center	1	1	3	13	7	4	29
The Academy at Forest View	1	3	7	12	8	8	39
Vanguard School	1		5	28	16	8	58
Young Adult Program				1			1

School	15. I feel comfortable learning about similarities and differences between people.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	14	30	181	936	476	31	1668
Elk Grove High School	13	33	211	880	388	52	1577
John Hersey High School	5	28	175	1005	532	16	1761
Prospect High School	6	43	164	1063	625	25	1926
Rolling Meadows High School	19	22	174	912	483	42	1652
Wheeling High School	8	24	185	782	315	40	1354
Newcomer Center	1	2	5	9	8	4	29
The Academy at Forest View	1	3	7	12	9	7	39
Vanguard School	1		5	29	15	8	58
Young Adult Program				1			1
School	16. I do not feel comfortable learning about similarities and differences between people.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	478	776	254	101	29	30	1668
Elk Grove High School	380	692	284	130	38	53	1577
John Hersey High School	595	833	210	73	33	17	1761
Prospect High School	667	908	212	83	32	24	1926
Rolling Meadows High School	492	741	232	98	50	39	1652
Wheeling High School	339	588	267	95	28	37	1354
Newcomer Center	4	10	6	4	1	4	29
The Academy at Forest View	6	9	11	3	3	7	39
Vanguard School	18	21	9	1	1	8	58
Young Adult Program	1						1

School	17. I think it is important to learn about similarities and differences between people at school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	21	53	285	848	427	34	1668
Elk Grove High School	19	57	274	800	374	53	1577
John Hersey High School	16	65	273	881	508	18	1761
Prospect High School	17	64	257	968	591	29	1926
Rolling Meadows High School	28	52	243	820	467	42	1652
Wheeling High School	12	38	265	692	306	41	1354
Newcomer Center	1	3	7	11	3	4	29
The Academy at Forest View	1	2	8	16	5	7	39
Vanguard School	1	1	9	23	15	9	58
Young Adult Program	21	53	285	1			1
School	18. I have learned about similarities and differences between people outside of school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	17	61	232	939	383	36	1668
Elk Grove High School	21	65	259	871	306	55	1577
John Hersey High School	15	76	234	976	440	20	1761
Prospect High School	14	80	237	1082	486	27	1926
Rolling Meadows High School	28	75	239	847	424	39	1652
Wheeling High School	13	47	243	754	257	40	1354
Newcomer Center	2	4	5	11	3	4	29
The Academy at Forest View	2	1	7	17	5	7	39
Vanguard School	1	1	8	25	14	9	58
Young Adult Program				1			1

School	19. I am treated fairly at school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	8	42	193	1015	375	35	1668
Elk Grove High School	18	51	268	917	270	53	1577
John Hersey High School	12	45	165	1060	460	19	1761
Prospect High School	15	56	201	1152	478	24	1926
Rolling Meadows High School	24	59	210	940	384	35	1652
Wheeling High School	9	35	209	851	217	33	1354
Newcomer Center	1	2	3	12	7	4	29
The Academy at Forest View	2	5	5	12	8	7	39
Vanguard School	2	2	4	25	16	9	58
Young Adult Program				1			1
School	20. I treat other students fairly at school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	7	13	113	979	516	40	1668
Elk Grove High School	12	22	149	949	386	59	1577
John Hersey High School	4	7	86	1024	614	26	1761
Prospect High School	4	8	93	1083	707	31	1926
Rolling Meadows High School	18	15	118	929	525	47	1652
Wheeling High School	3	9	124	818	358	42	1354
Newcomer Center	1		1	15	8	4	29
The Academy at Forest View	1		3	21	6	8	39
Vanguard School	1	1	4	22	20	10	58
Young Adult Program				1			1

School	21. The school rules are fair.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	23	114	306	909	276	40	1668
Elk Grove High School	47	195	452	655	167	61	1577
John Hersey High School	32	154	321	925	304	25	1761
Prospect High School	40	224	412	924	301	25	1926
Rolling Meadows High School	55	172	370	762	250	43	1652
Wheeling High School	64	181	369	561	138	41	1354
Newcomer Center	1		2	16	6	4	29
The Academy at Forest View	6	1	7	11	8	6	39
Vanguard School	1	1	10	24	14	8	58
Young Adult Program				1			1
School	22. The school rules are not fair.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	273	751	352	204	47	41	1668
Elk Grove High School	159	493	480	293	91	61	1577
John Hersey High School	304	790	351	233	60	23	1761
Prospect High School	265	807	433	320	71	30	1926
Rolling Meadows High School	222	619	392	273	96	50	1652
Wheeling High School	138	403	411	280	79	43	1354
Newcomer Center	5	11	2	5	1	5	29
The Academy at Forest View	6	6	9	4	7	7	39
Vanguard School	15	19	12	2	1	9	58
Young Adult Program		1					1

School	23. I think all students are treated fairly.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	60	220	394	741	217	36	1668
Elk Grove High School	74	275	397	607	161	63	1577
John Hersey High School	48	275	352	802	257	27	1761
Prospect High School	88	410	404	800	190	34	1926
Rolling Meadows High School	90	230	383	690	208	51	1652
Wheeling High School	46	171	368	590	135	44	1354
Newcomer Center	2	2	10	6	4	5	29
The Academy at Forest View	4	4	7	13	4	7	39
Vanguard School	1	5	10	22	12	8	58
Young Adult Program		1					1
School	24. The adults at school have high expectations for me.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	18	87	443	813	278	29	1668
Elk Grove High School	16	75	402	780	254	50	1577
John Hersey High School	9	55	348	969	363	17	1761
Prospect High School	15	73	411	1022	382	23	1926
Rolling Meadows High School	28	81	371	798	338	36	1652
Wheeling High School	22	64	394	641	198	35	1354
Newcomer Center	1	6	4	13	1	4	29
The Academy at Forest View	3		9	12	8	7	39
Vanguard School		3	15	20	11	9	58
Young Adult Program			1				1

School	25. I am bored at school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	74	384	510	501	164	35	1668
Elk Grove High School	54	249	493	511	219	51	1577
John Hersey High School	84	470	493	524	165	25	1761
Prospect High School	73	514	543	590	175	31	1926
Rolling Meadows High School	59	382	443	514	211	43	1652
Wheeling High School	38	248	441	432	157	38	1354
Newcomer Center	6	11	6	2		4	29
The Academy at Forest View	6	6	4	10	6	7	39
Vanguard School	7	12	16	10	3	10	58
Young Adult Program					1		1
School	26. I am challenged at my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	13	118	344	966	194	33	1668
Elk Grove High School	25	103	396	857	142	54	1577
John Hersey High School	19	99	285	1104	231	23	1761
Prospect High School	15	118	338	1199	224	32	1926
Rolling Meadows High School	30	100	337	946	196	43	1652
Wheeling High School	20	96	365	722	107	44	1354
Newcomer Center	2	3	3	15	2	4	29
The Academy at Forest View	5	2	6	15	4	7	39
Vanguard School		4	17	20	8	9	58
Young Adult Program			1				1

School	27. I like when learning challenges me.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	61	268	487	691	123	38	1668
Elk Grove High School	53	227	448	658	133	58	1577
John Hersey High School	54	315	473	743	149	27	1761
Prospect High School	65	329	522	818	160	32	1926
Rolling Meadows High School	76	247	462	658	164	45	1652
Wheeling High School	31	227	436	524	94	42	1354
Newcomer Center	1	1	4	14	4	5	29
The Academy at Forest View	2	3	8	14	4	8	39
Vanguard School		14	11	14	9	10	58
Young Adult Program		1					1
School	28. I want to pursue a career in education someday.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	404	503	347	244	134	36	1668
Elk Grove High School	309	388	344	323	150	63	1577
John Hersey High School	515	563	330	222	112	19	1761
Prospect High School	528	674	349	246	105	24	1926
Rolling Meadows High School	364	463	357	290	136	42	1652
Wheeling High School	290	324	328	251	122	39	1354
Newcomer Center	3	3	6	10	3	4	29
The Academy at Forest View	5	3	9	8	6	8	39
Vanguard School	11	13	14	5	6	9	58
Young Adult Program			1				1

School	29. I do not want to pursue a career in education someday.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	144	219	327	520	424	34	1668
Elk Grove High School	152	247	343	457	319	59	1577
John Hersey High School	138	198	314	579	507	25	1761
Prospect High School	132	225	316	697	522	34	1926
Rolling Meadows High School	142	243	337	509	378	43	1652
Wheeling High School	130	200	323	376	283	42	1354
Newcomer Center	9	9	1	5	1	4	29
The Academy at Forest View	4	8	8	6	5	8	39
Vanguard School	6	8	13	13	9	9	58
Young Adult Program			1				1
School	30. Bullying is a problem at my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	254	671	485	185	38	35	1668
Elk Grove High School	169	476	534	273	71	54	1577
John Hersey High School	323	788	432	157	38	23	1761
Prospect High School	188	690	580	359	83	26	1926
Rolling Meadows High School	230	636	494	184	67	41	1652
Wheeling High School	158	486	479	154	34	43	1354
Newcomer Center	6	9	5	4	1	4	29
The Academy at Forest View	3	7	10	4	7	8	39
Vanguard School	15	20	11	3		9	58
Young Adult Program		1					1

School	31. Bullying is not a problem at my school.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	63	179	445	709	230	42	1668
Elk Grove High School	87	250	508	517	155	60	1577
John Hersey High School	57	173	399	802	303	27	1761
Prospect High School	115	337	543	706	188	37	1926
Rolling Meadows High School	79	183	467	660	217	46	1652
Wheeling High School	53	160	461	491	147	42	1354
Newcomer Center	3	3	3	11	4	5	29
The Academy at Forest View	9	4	6	9	3	8	39
Vanguard School	1	1	8	26	11	11	58
Young Adult Program				1			1
School	32. I appreciate this survey.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	160	142	669	516	147	34	1668
Elk Grove High School	148	137	620	465	148	59	1577
John Hersey High School	172	168	631	583	189	18	1761
Prospect High School	193	155	696	674	176	32	1926
Rolling Meadows High School	238	159	571	475	167	42	1652
Wheeling High School	107	106	520	451	123	47	1354
Newcomer Center		1	8	12	4	4	29
The Academy at Forest View	3	2	8	12	6	8	39
Vanguard School	4	5	17	20	4	8	58
Young Adult Program			1				1

School	33. I think my school should survey students often.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	182	259	574	456	161	36	1668
Elk Grove High School	160	247	563	390	158	59	1577
John Hersey High School	182	316	548	485	203	27	1761
Prospect High School	198	266	627	593	214	28	1926
Rolling Meadows High School	240	299	511	385	173	44	1652
Wheeling High School	139	186	461	395	129	44	1354
Newcomer Center		1	10	14		4	29
The Academy at Forest View	5	4	9	9	4	8	39
Vanguard School	8	5	19	13	4	9	58
Young Adult Program			1				1
School	34. I am comfortable talking to an adult at school about a personal matter.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	107	238	364	712	215	32	1668
Elk Grove High School	113	227	395	585	203	54	1577
John Hersey High School	130	305	386	676	246	18	1761
Prospect High School	151	335	385	790	238	27	1926
Rolling Meadows High School	138	249	360	628	234	43	1652
Wheeling High School	116	201	320	524	153	40	1354
Newcomer Center	3		6	14	2	4	29
The Academy at Forest View	3	1	6	15	6	8	39
Vanguard School	1	4	10	22	12	9	58
Young Adult Program	1						1

School	35. I am uncomfortable talking to an adult at school about a personal matter.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	219	626	390	290	110	33	1668
Elk Grove High School	196	462	422	331	112	54	1577
John Hersey High School	240	623	405	343	131	19	1761
Prospect High School	225	721	410	397	147	26	1926
Rolling Meadows High School	203	532	393	328	157	39	1652
Wheeling High School	153	421	365	269	106	40	1354
Newcomer Center	7	8	4	5		5	29
The Academy at Forest View	5	8	10	5	3	8	39
Vanguard School	16	14	11	7	1	9	58
Young Adult Program					1		1
School	36. I am comfortable talking to an adult at school about a learning matter.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	28	72	197	937	397	37	1668
Elk Grove High School	34	67	258	835	332	51	1577
John Hersey High School	10	56	184	972	519	20	1761
Prospect High School	27	75	182	1095	519	28	1926
Rolling Meadows High School	36	73	217	846	440	40	1652
Wheeling High School	25	54	220	724	292	39	1354
Newcomer Center	1	3	3	11	7	4	29
The Academy at Forest View	1		6	16	8	8	39
Vanguard School			7	29	14	8	58
Young Adult Program					1		1

School	37. I am uncomfortable talking to an adult at school about a learning matter.						
	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree	left blank	Total
Buffalo Grove High School	369	798	260	152	53	36	1668
Elk Grove High School	306	651	331	173	65	51	1577
John Hersey High School	493	859	233	121	35	20	1761
Prospect High School	490	957	227	169	58	25	1926
Rolling Meadows High School	390	720	276	155	74	37	1652
Wheeling High School	273	585	268	146	43	39	1354
Newcomer Center	5	9	3	7	1	4	29
The Academy at Forest View	8	9	7	5	2	8	39
Vanguard School	18	20	10	2		8	58
Young Adult Program	1						1

Appendix F: Student responses by race/ethnicity

(All “left blank” responses not included in below table)

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
1. I feel safe at my school.	Strongly Disagree	4	9	10	23	8	40	11
	Disagree	1	35	11	104	30	175	20
	Neutral or Does Not Apply	5	131	47	565	117	563	84
	Agree	25	529	126	1487	343	2960	170
	Strongly Agree	14	211	42	453	115	1353	71
2. I feel welcomed at my school.	Strongly Disagree	2	6	9	28	13	39	18
	Disagree	3	42	13	99	34	176	28
	Neutral or Does Not Apply	6	172	66	600	122	755	71
	Agree	26	508	110	1479	343	2910	188
	Strongly Agree	11	188	37	419	101	1208	51
3. The adults at my school make me feel comfortable every day.	Strongly Disagree	2	4	8	25	9	37	13
	Disagree	1	28	11	83	28	171	19
	Neutral or Does Not Apply	10	158	50	522	113	696	74
	Agree	23	523	125	1519	356	2845	182
	Strongly Agree	12	203	41	477	106	1334	67
4. The adults at my school respect me.	Strongly Disagree	2	5	4	16	7	42	14
	Disagree	1	21	8	79	26	215	23
	Neutral or Does Not Apply	9	129	48	427	106	590	56
	Agree	22	534	129	1549	362	2859	185
	Strongly Agree	14	221	45	555	111	1380	77
5. I respect all the adults at my school.	Strongly Disagree	2	8	6	27	9	66	11
	Disagree	1	48	10	81	45	312	27
	Neutral or Does Not Apply	7	90	42	307	92	577	48
	Agree	21	496	121	1451	330	2573	172
	Strongly Agree	17	268	55	754	132	1553	98
6. I respect all the students at my school.	Strongly Disagree	2	15	12	44	28	137	20
	Disagree	3	90	30	157	76	546	29
	Neutral or Does Not Apply	5	164	57	469	140	846	77
	Agree	22	458	103	1385	276	2424	160
	Strongly Agree	16	186	32	556	90	1125	70

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
7. I like my school.	Strongly Disagree	2	13	12	65	14	114	22
	Disagree	4	56	17	138	30	243	24
	Neutral or Does Not Apply	7	196	59	655	154	861	82
	Agree	23	479	107	1330	323	2725	159
	Strongly Agree	12	171	39	432	91	1142	69
8. I do not like my school.	Strongly Disagree	13	185	49	489	95	1243	73
	Disagree	17	403	77	1027	280	2340	116
	Neutral or Does Not Apply	7	226	65	741	163	1001	95
	Agree	7	78	26	259	58	348	49
	Strongly Agree	3	23	15	108	17	151	23
9. Students have said hurtful things about me or my background.	Strongly Disagree	11	182	43	515	114	1206	64
	Disagree	12	308	51	910	193	1764	88
	Neutral or Does Not Apply	10	197	60	614	139	966	98
	Agree	8	178	58	446	122	870	78
	Strongly Agree	7	48	21	134	44	274	28
10. I have said hurtful things about a student and their background.	Strongly Disagree	18	379	76	925	223	2067	126
	Disagree	13	334	75	955	230	1875	109
	Neutral or Does Not Apply	9	133	40	468	101	706	76
	Agree	5	57	32	220	42	344	35
	Strongly Agree	3	12	12	57	17	94	10
11. Adults at the school have said hurtful things about me or my background.	Strongly Disagree	19	407	97	1015	253	2411	134
	Disagree	14	336	68	940	215	1773	102
	Neutral or Does Not Apply	7	120	47	463	91	623	76
	Agree	5	40	19	154	41	206	30
	Strongly Agree	3	13	3	54	12	77	10
12. In school, I learn about all kinds of people that look and sound different than me.	Strongly Disagree	6	15	14	42	14	68	14
	Disagree	4	70	19	157	51	362	19
	Neutral or Does Not Apply	6	136	33	451	107	748	83
	Agree	20	516	123	1512	332	2981	174
	Strongly Agree	13	177	47	442	105	910	64

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
13. I like learning about different people.	Strongly Disagree	3	5	5	25	7	40	17
	Disagree	4	26	12	95	23	188	21
	Neutral or Does Not Apply	9	101	34	429	90	825	72
	Agree	19	508	126	1508	319	2779	171
	Strongly Agree	13	276	58	551	167	1234	71
14. I think it is important to learn about different types of people.	Strongly Disagree	3	7	4	15	9	40	13
	Disagree	2	14	7	47	16	141	19
	Neutral or Does Not Apply	6	70	28	314	67	577	64
	Agree	23	439	118	1490	309	2549	162
	Strongly Agree	14	381	77	727	206	1743	91
15. I feel comfortable learning about similarities and differences between people.	Strongly Disagree	2	6	4	20	5	21	10
	Disagree	2	14	8	54	12	84	9
	Neutral or Does Not Apply	10	82	29	342	66	508	63
	Agree	19	512	127	1542	345	2889	187
	Strongly Agree	15	299	65	646	180	1564	82
16. I do not feel comfortable learning about similarities and differences between people.	Strongly Disagree	14	278	66	668	203	1673	76
	Disagree	14	440	99	1169	279	2438	135
	Neutral or Does Not Apply	10	131	36	494	86	634	87
	Agree	5	46	24	206	31	233	39
	Strongly Agree	5	19	12	60	10	94	15
17. I think it is important to learn about similarities and differences between people at school.	Strongly Disagree	2	4	5	24	8	57	16
	Disagree	4	26	7	91	21	170	16
	Neutral or Does Not Apply	10	113	37	467	104	796	87
	Agree	20	471	110	1400	305	2576	168
	Strongly Agree	11	300	79	613	170	1457	65
18. I have learned about similarities and differences between people outside of school.	Strongly Disagree	2	8	6	35	7	42	13
	Disagree	1	36	13	125	25	194	14
	Neutral or Does Not Apply	10	125	32	430	87	692	81
	Agree	24	490	123	1476	329	2889	186
	Strongly Agree	11	253	61	521	158	1252	59

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
19. I am treated fairly at school.	Strongly Disagree	2	8	5	24	6	35	11
	Disagree	3	35	10	86	19	127	15
	Neutral or Does Not Apply	9	109	48	432	97	484	74
	Agree	19	550	124	1606	375	3108	196
	Strongly Agree	15	213	51	450	110	1317	56
20. I treat other students fairly at school.	Strongly Disagree	4	3	6	11	3	14	10
	Disagree		6	6	26	6	25	5
	Neutral or Does Not Apply	8	54	30	258	49	240	47
	Agree	16	551	129	1607	366	2963	200
	Strongly Agree	19	297	65	686	179	1806	87
21. The school rules are fair.	Strongly Disagree	5	17	13	81	15	118	17
	Disagree	3	88	25	278	82	525	39
	Neutral or Does Not Apply	9	216	68	694	146	1018	94
	Agree	21	450	97	1196	295	2573	148
	Strongly Agree	10	141	33	334	67	823	55
22. The school rules are not fair.	Strongly Disagree	12	124	28	329	70	773	50
	Disagree	11	387	73	866	251	2207	103
	Neutral or Does Not Apply	12	234	72	777	145	1098	99
	Agree	4	135	41	471	111	774	72
	Strongly Agree	7	31	18	139	28	203	26
23. I think all the students are treated fairly.	Strongly Disagree	2	37	11	98	24	218	23
	Disagree	4	171	44	360	113	851	45
	Neutral or Does Not Apply	9	216	69	702	159	1074	92
	Agree	23	370	75	1140	256	2253	148
	Strongly Agree	8	115	36	282	54	648	42
24. The adults at school have high expectations for me.	Strongly Disagree	3	5	6	39	10	35	14
	Disagree		35	8	161	29	191	17
	Neutral or Does Not Apply	13	220	65	809	161	1016	107
	Agree	21	481	106	1225	312	2759	159
	Strongly Agree	10	175	52	368	96	1074	55

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
25. I am bored at school.	Strongly Disagree	3	42	12	81	20	218	24
	Disagree	8	240	47	476	148	1304	52
	Neutral or Does Not Apply	3	7	5	48	9	36	10
	Agree	12	268	74	880	209	1527	121
	Strongly Agree	4	83	40	314	76	539	43
26. I am challenged at school.	Strongly Disagree	4	10	8	44	4	41	15
	Disagree	3	66	15	176	33	317	32
	Neutral or Does Not Apply	12	156	57	676	137	959	89
	Agree	24	561	120	1433	377	3137	184
	Strongly Agree	5	118	32	263	57	601	31
27. I like when learning challenges me.	Strongly Disagree	5	21	14	82	23	175	21
	Disagree	5	142	44	437	105	850	48
	Neutral or Does Not Apply	12	233	72	814	183	1420	112
	Agree	19	416	80	1052	247	2171	141
	Strongly Agree	6	101	24	201	49	431	27
28. I want to pursue a career in education someday.	Strongly Disagree	12	238	76	459	153	1406	83
	Disagree	9	310	55	609	178	1694	75
	Neutral or Does Not Apply	8	202	56	633	138	963	79
	Agree	12	124	29	611	96	638	85
	Strongly Agree	7	39	17	283	40	360	27
29. I do not want to pursue a career in education someday.	Strongly Disagree	8	46	20	294	47	403	37
	Disagree	7	112	27	480	90	587	50
	Neutral or Does Not Apply	8	188	46	621	133	895	88
	Agree	13	324	68	725	174	1755	100
	Strongly Agree	12	242	75	467	160	1412	77
30. Bullying is a problem at my school.	Strongly Disagree	6	103	36	367	77	696	59
	Disagree	12	362	60	964	234	2059	88
	Neutral or Does Not Apply	16	285	93	843	188	1475	124
	Agree	11	130	34	323	88	668	66
	Strongly Agree	3	35	14	95	17	162	13

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
31. Bullying is not a problem at my school.	Strongly Disagree	2	41	20	135	26	210	33
	Disagree	6	138	31	323	84	661	46
	Neutral or Does Not Apply	9	274	82	791	182	1380	115
	Agree	22	356	67	998	239	2138	107
	Strongly Agree	8	103	35	332	73	656	49
32. I appreciate this survey.	Strongly Disagree	2	75	32	201	64	582	65
	Disagree	4	75	26	213	51	479	26
	Neutral or Does Not Apply	14	349	88	1007	241	1903	131
	Agree	20	310	64	895	194	1622	101
	Strongly Agree	7	104	25	274	56	470	27
33. I think my school should survey students often.	Strongly Disagree	3	79	45	245	75	589	75
	Disagree	6	138	39	369	94	892	43
	Neutral or Does Not Apply	19	327	70	929	203	1648	121
	Agree	13	269	57	770	173	1378	76
	Strongly Agree	7	98	26	275	62	542	35
34. I am comfortable talking to an adult at school about a personal matter.	Strongly Disagree	3	59	24	217	62	350	45
	Disagree	5	181	33	388	105	787	58
	Neutral or Does Not Apply	9	200	70	651	151	1054	91
	Agree	20	377	82	1019	215	2131	119
	Strongly Agree	11	99	28	317	72	742	39
35. I am uncomfortable talking to an adult at school about a personal matter.	Strongly Disagree	13	89	32	314	70	697	47
	Disagree	14	340	60	805	206	1916	72
	Neutral or Does Not Apply	12	222	69	728	156	1111	107
	Agree	7	202	48	543	118	972	80
	Strongly Agree	2	61	26	207	55	372	43

Survey Statement		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
36. I am comfortable talking to an adult at school about a learning matter.	Strongly Disagree	3	7	7	56	13	63	13
	Disagree	3	32	11	136	30	167	20
	Neutral or Does Not Apply	1	5	3	44	10	36	10
	Agree	20	515	119	1425	336	2874	172
	Strongly Agree	15	243	58	511	144	1470	82
37. I am uncomfortable talking to an adult at school about a learning matter.	Strongly Disagree	16	219	63	475	144	1357	73
	Disagree	14	453	85	1091	292	2549	121
	Neutral or Does Not Apply	10	158	47	590	97	624	85
	Agree	4	63	25	336	52	397	51
	Strongly Agree	4	20	16	109	20	140	21

Appendix G: Staff respondents by school and role

School	Administrator/ Supervisor	Teacher	Other Certified Staff	Classified Staff	Support Staff	I prefer not to answer
Buffalo Grove High School	133	94	12	7	13	1
District Staff/FVEC	16	1	1	1	12	1
Elk Grove High School	12	78	8	9	10	1
John Hersey High School	10	84	8	6	12	3
Prospect High School	6	77	5	8	12	2
Rolling Meadows High School	8	89	9	7	15	7
Specialized Schools (Vanguard, The Academy, Newcomer, Young Adult Program)	3	20	3	10	20	
Wheeling High School	3	73	4	6	10	1

Appendix H: Staff respondents by school and race/ethnicity

School	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
Buffalo Grove High School	5	4	11	1	101	11
District Staff/FVEC	1	1	3	1	23	3
Elk Grove High School	7		15	5	85	6
John Hersey High School	3		3	1	108	8
Prospect High School	2	1	3	1	99	4
Rolling Meadows High School	4	3	16	6	94	12
Specialized Schools (Vanguard, The Academy, Newcomer, Young Adult Program)	2	2	9		26	2
Wheeling High School	2	2	9	1	74	9

Appendix I: Staff responses by role

Personal Awareness Statement Items	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
1. I understand educational equity.	Administrator			2	40	22
	Teacher	2	6	11	306	191
	Other Certified Staff				30	23
	Classified Staff			1	35	18
	Support Staff		1	6	52	27
	I prefer not to answer				7	9
2. I understand the need for educational equity.	Administrator			2	16	46
	Teacher	2	4	12	169	329
	Other Certified Staff				13	40
	Classified Staff		1	3	16	34
	Support Staff		1	4	37	44
	I prefer not to answer			1	7	8
3. I am knowledgeable on issues of equity at my school.	Administrator		1	7	40	16
	Teacher	2	19	32	332	131
	Other Certified Staff			1	36	16
	Classified Staff	1	1	9	27	16
	Support Staff		4	15	49	18
	I prefer not to answer			2	8	6
4. I am knowledgeable on issues of equity in greater society.	Administrator			3	45	16
	Teacher	1	11	33	291	180
	Other Certified Staff			1	30	22
	Classified Staff		1	6	32	15
	Support Staff		4	8	49	25
	I prefer not to answer				9	7
5. I am comfortable discussing issues of equity in schools.	Administrator	1	4	7	38	14
	Teacher	9	41	78	239	149
	Other Certified Staff	1		2	32	18
	Classified Staff	3	5	9	25	12
	Support Staff	3	8	20	35	20
	I prefer not to answer		3	1	6	6

Personal Awareness Statement Items	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
6. I am uncomfortable discussing issues of equity in schools.	Administrator	15	24	10	11	4
	Teacher	129	197	78	82	30
	Other Certified Staff	15	22	4	7	5
	Classified Staff	14	18	10	10	2
	Support Staff	20	30	18	13	5
	I prefer not to answer	4	6	3	3	
7. I am interested in learning about equity.	Administrator	1	2	5	24	32
	Teacher	18	27	105	208	158
	Other Certified Staff	1	2	10	19	21
	Classified Staff	1	5	11	22	15
	Support Staff	2	7	17	37	23
	I prefer not to answer	4	1	4	4	3
8. I have personally invested in learning about equity outside of my work through such mediums as literature.	Administrator	1	7	7	24	25
	Teacher	15	61	81	197	162
	Other Certified Staff		6	5	22	20
	Classified Staff	4	9	11	17	13
	Support Staff	7	14	22	28	15
	I prefer not to answer	1		4	5	6
9. I often reflect upon my biases and actively work to be anti-bias at my workplace.	Administrator		2	7	33	22
	Teacher	3	17	62	271	163
	Other Certified Staff			3	26	24
	Classified Staff	2	1	7	26	18
	Support Staff	4	3	11	47	21
	I prefer not to answer	1		4	5	6
10. Professional development opportunities on equity and related topics are needed at my district.	Administrator	2	3	9	35	15
	Teacher	27	48	128	206	107
	Other Certified Staff	2	5	4	22	20
	Classified Staff	1	1	22	14	16
	Support Staff	4	13	22	32	15
	I prefer not to answer	2	3	2	4	5

Organizational Awareness Statement Items	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
11. I am aware of the district's commitment to equity.	Administrator	1	1	1	25	36
	Teacher	3	21	32	264	196
	Other Certified Staff		1	5	32	15
	Classified Staff	1	2	3	32	16
	Support Staff		5	2	50	29
	I prefer not to answer			2	7	7
12. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	Administrator		1	3	28	32
	Teacher	4	21	49	292	150
	Other Certified Staff			6	34	13
	Classified Staff	1	4	5	32	12
	Support Staff	3	1	5	53	24
	I prefer not to answer		1	1	6	8
13. School leadership actively recruits teachers from racially diverse backgrounds.	Administrator	1	10	9	30	14
	Teacher	10	63	145	219	79
	Other Certified Staff	1	13	13	20	6
	Classified Staff	3	4	14	29	4
	Support Staff	2	5	21	37	21
	I prefer not to answer		2	5	6	3
14. School leadership has communicated the importance of equity to staff.	Administrator		2	4	34	24
	Teacher	3	29	48	263	173
	Other Certified Staff		3	5	33	12
	Classified Staff	1	4	5	32	12
	Support Staff		3	5	46	32
	I prefer not to answer		1	2	5	8
15. Equity is not a problem in our district.	Administrator	11	29	15	5	4
	Teacher	100	206	135	52	23
	Other Certified Staff	20	17	11	4	1
	Classified Staff	7	18	17	9	3
	Support Staff	10	20	31	18	7
	I prefer not to answer	2	3	6	2	3

Organizational Awareness Statement Items	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
16. Equity is a problem in our district.	Administrator	3	5	17	27	12
	Teacher	30	60	146	201	79
	Other Certified Staff	1	3	11	20	18
	Classified Staff	2	6	20	17	9
	Support Staff	9	19	27	23	8
	I prefer not to answer	3	1	6	4	2
17. Our school proactively engages in anti-bias and anti-bullying learning with students.	Administrator	2	10	22	22	8
	Teacher	21	124	126	199	46
	Other Certified Staff	2	18	9	20	4
	Classified Staff	3	9	13	21	8
	Support Staff	2	10	28	33	13
	I prefer not to answer	2	2	3	7	2
18. School staff regularly outreaches to community members of various racial, linguistic and economic differences.	Administrator	3	11	29	17	4
	Teacher	40	110	193	140	33
	Other Certified Staff	7	15	21	8	2
	Classified Staff	5	9	22	15	3
	Support Staff	1	15	45	17	8
	I prefer not to answer	2	1	9	2	2
19. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	Administrator	2	14	22	18	8
	Teacher	29	150	142	164	31
	Other Certified Staff	6	17	18	10	2
	Classified Staff	6	7	21	14	6
	Support Staff	3	17	29	25	12
	I prefer not to answer	1	2	6	4	3
20. The district has demonstrated its commitment to equity by working to identify and mitigate inequities	Administrator		7	9	37	11
	Teacher	16	64	111	263	62
	Other Certified Staff	2	14	11	23	3
	Classified Staff	2	3	17	24	8
	Support Staff	2	10	19	41	14
	I prefer not to answer	2	1	4	6	3

Organizational Awareness Statement Items	Role	Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
21. I feel comfortable being myself at school.	Administrator	1	5	6	33	19
	Teacher	9	52	37	263	155
	Other Certified Staff	1	6	4	25	17
	Classified Staff	2	5	4	29	14
	Support Staff	1	4	4	54	23
	I prefer not to answer	2	1	2	8	3
22. Most of my colleagues are committed to equity work.	Administrator		9	12	37	6
	Teacher	6	58	91	269	92
	Other Certified Staff		6	10	26	11
	Classified Staff	1	6	7	33	7
	Support Staff	2	4	11	53	16
	I prefer not to answer		2	3	8	3
23. I often encourage students to be themselves at school.	Administrator			13	26	25
	Teacher		2	19	224	271
	Other Certified Staff			1	15	37
	Classified Staff			3	20	31
	Support Staff			34	34	18
	I prefer not to answer			1	7	8
24. All adults at my school communicate care, warmth and personal regard for all students.	Administrator	2	13	13	30	6
	Teacher	8	90	76	270	72
	Other Certified Staff	1	21	7	15	9
	Classified Staff	1	9	8	21	15
	Support Staff	2	14	22	35	13
	I prefer not to answer		4	4	4	4
25. Curriculum and resources provide students the opportunity to see themselves.	Administrator	1	10	21	27	5
	Teacher	4	66	125	256	65
	Other Certified Staff	2	14	18	14	5
	Classified Staff		8	15	24	7
	Support Staff	3	7	33	32	11
	I prefer not to answer	1	2	5	5	3

Organizational Awareness Statement Items	Role	Strongly Disagree	Disagree	Neutral/ Does Not Apply	Agree	Strongly Agree
26. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	Administrator	1	11	13	29	10
	Teacher	7	62	112	274	61
	Other Certified Staff	5	9	15	19	5
	Classified Staff	1	5	12	22	14
	Support Staff	5	6	22	38	15
	I prefer not to answer	1	2	3	5	5
27. I have heard racist or culturally hurtful comments at my school.	Administrator	2	18	5	32	7
	Teacher	51	103	78	233	51
	Other Certified Staff	4	10	6	19	14
	Classified Staff	8	6	11	22	7
	Support Staff	15	22	17	25	7
	I prefer not to answer	3	3	4	5	1
28. I have heard sexist or gendered comments at my school.	Administrator	3	11	8	35	7
	Teacher	49	91	73	241	62
	Other Certified Staff	4	8	5	23	13
	Classified Staff	8	12	11	17	6
	Support Staff	17	21	18	26	4
	I prefer not to answer	1	3	3	6	3
29. I have heard linguistically biased comments at my school.	Administrator	3	15	9	31	6
	Teacher	40	105	114	215	42
	Other Certified Staff	5	6	5	25	12
	Classified Staff	7	11	15	15	6
	Support Staff	15	18	25	25	3
	I prefer not to answer	4	2	5	4	1
30. I have heard inappropriate comments or jokes at my school that are disparaging toward people based on race, gender, sexual orientation, language, socio-economic status, and/or abilities.	Administrator	6	11	13	27	7
	Teacher	56	97	77	240	46
	Other Certified Staff	4	11	6	18	14
	Classified Staff	9	11	12	14	8
	Support Staff	16	26	16	25	3
	I prefer not to answer	1	3	3	7	2