



EQUITY AND INCLUSION DIAGNOSTIC 2020-2021 SURVEY RESULTS

American Association of School Administrators

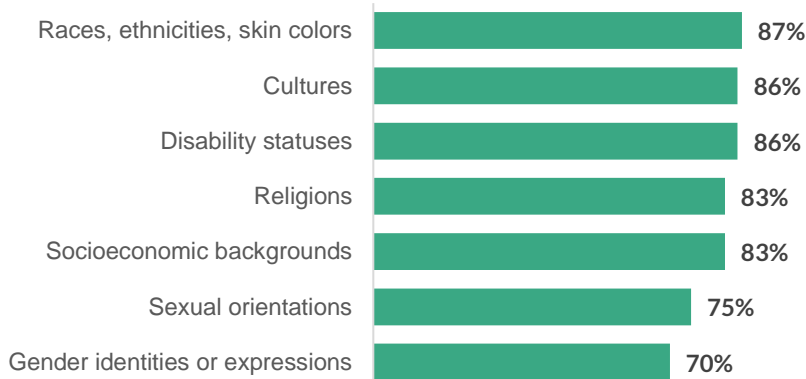
In 2021, the American Association of School Administrators (AASA) invited students, parents, and staff members to participate in a survey gathering stakeholder perceptions of the district's efficacy in key equity-related areas. The AASA will use the survey results to inform priorities and goals for 2020-2021 and future school years. This brief shares key findings from the survey, illustrated using results from select questions.

OVERALL PERCEPTIONS

- Most respondents agree that schools support individuals from diverse backgrounds. However, slightly smaller shares agree that this support extends to individuals with different sexual orientations (75%) and gender identities (70%).

Schools support individuals from all different...

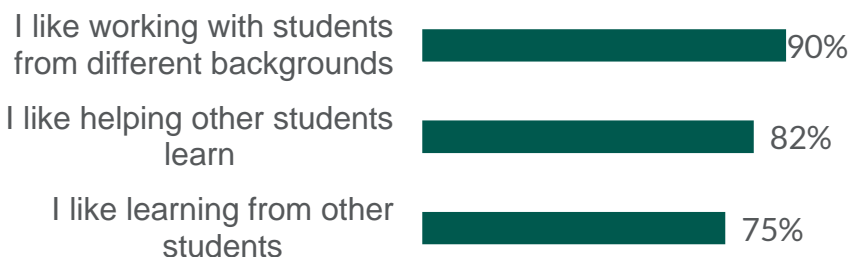
% Agree + % Strongly Agree



STUDENT PERCEPTIONS

- Most students report that they like working with students from different backgrounds (90%) and helping other students learn (82%). However, slightly fewer students report that they like learning from other students (75%).

% Agree or Strongly Agree

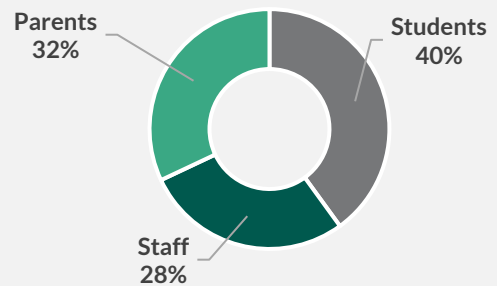


Note: Only students answered this question.

SURVEY RESPONDENTS

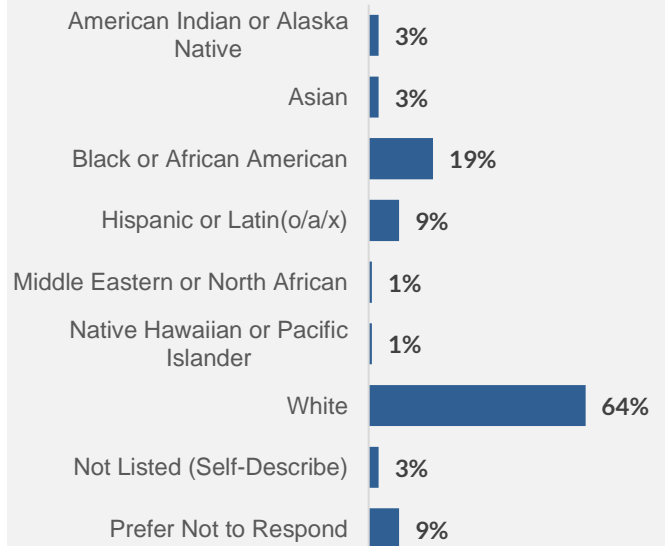
11,332 Total

by Stakeholder Group

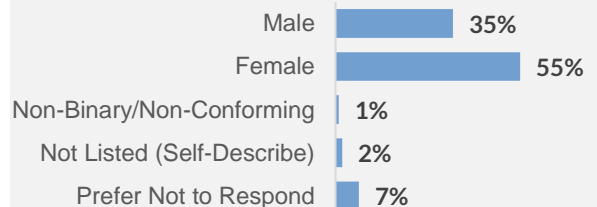


Self/Child Identity: Race/Ethnicity

Please select all that apply.



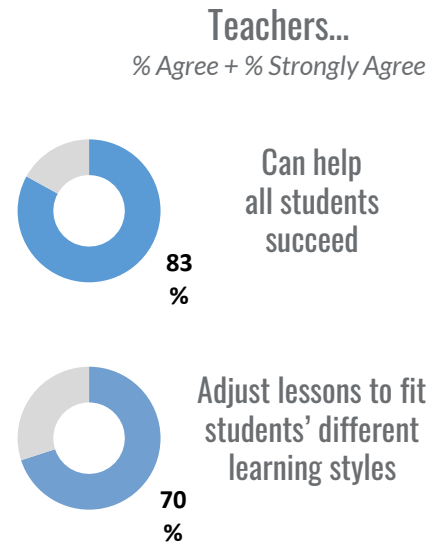
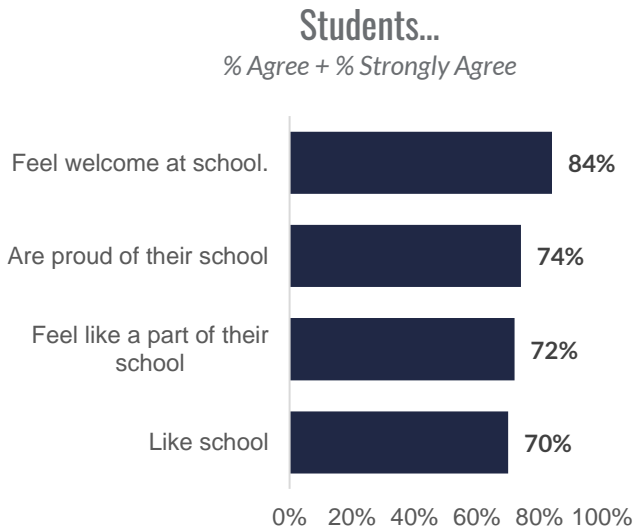
Self/Child Identity: Gender



ACADEMICS & INSTRUCTION

ACADEMIC ENVIRONMENT

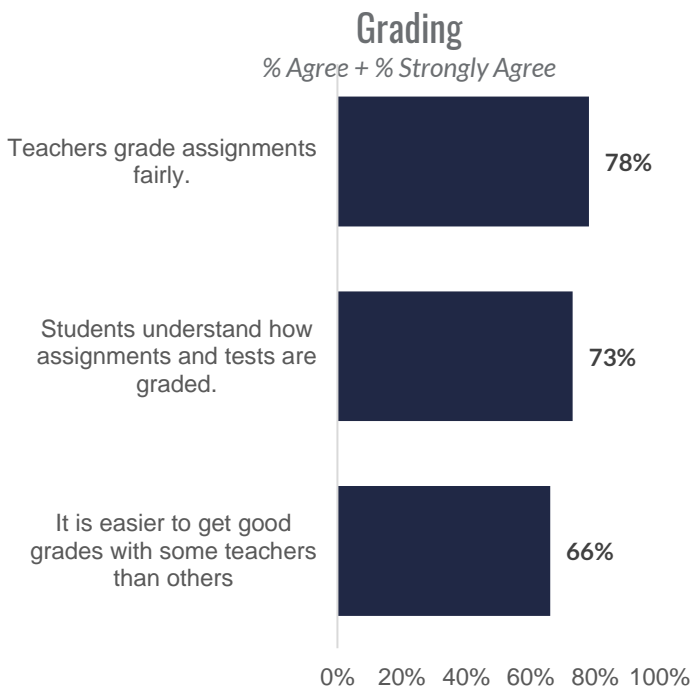
- Most respondents find the academic environment at their school positive and supportive. More than two-thirds indicate that students feel welcome at school (84%), are proud of their school (74%), feel part of (72%) their school, and like school (70%). More than three-quarters also think teachers can help all students succeed (83%). However, a smaller majority of respondents agree that teachers adapt lessons to suit different learning styles (70%).



GRADING

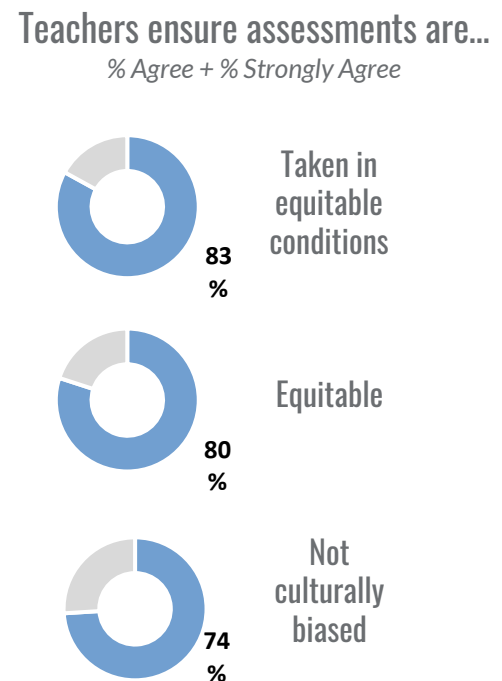
GENERAL PERCEPTIONS

- Most respondents agree that teachers grade assignments fairly (78%) and that students understand grading policies (73%). However, 66 percent of respondents report variation in grading practices across teachers.



ASSESSMENTS

- More respondents credit teachers with ensuring assessments are equitable (80%) and taken in equitable conditions (83%) than with ensuring assessments are not culturally biased (74%).



Note: Only staff answered these questions.

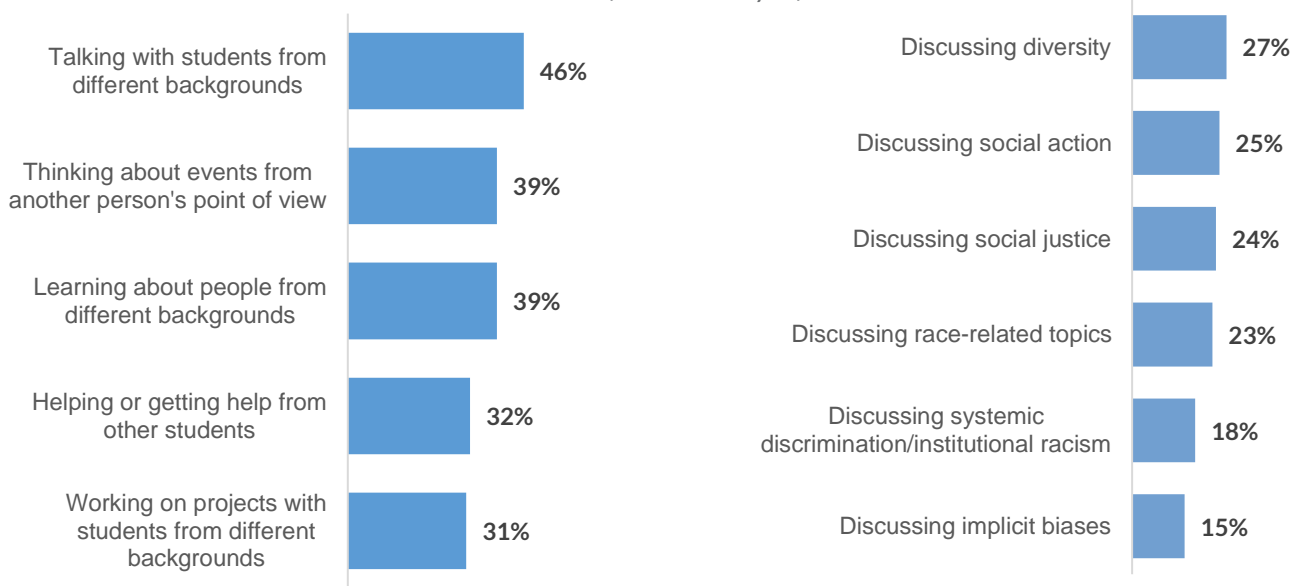
ACADEMICS & INSTRUCTION

EQUITY AND INCLUSION

COURSE CONTENT AND ACTIVITIES

- Classroom lessons and discussions typically do not focus on equity-related topics. Less than half of respondents report that students engaged with these topics often or very often in the past week.

Time Spent in Class During Past Week
% Often + % Very Often

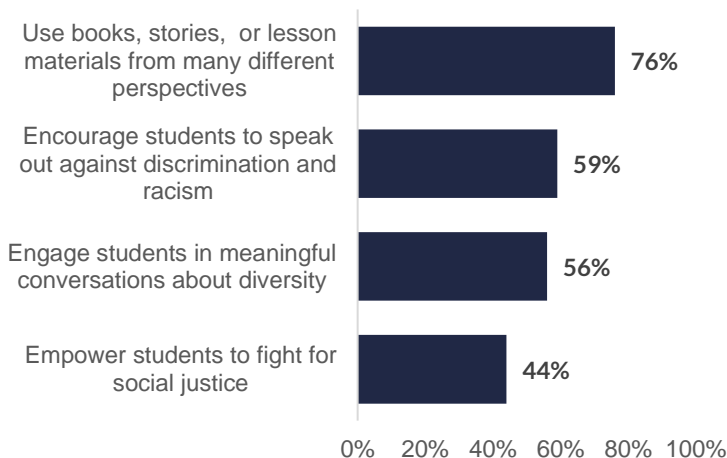


CLASSROOM INSTRUCTION

- Thinking about instruction more generally, 76 percent of respondents say teachers use instructional materials that reflect different views, but fewer report that teachers have meaningful discussions with students about diversity (56%) and encourage them to speak out against discrimination and racism (59%).

Teachers...

% Agree + % Strongly Agree

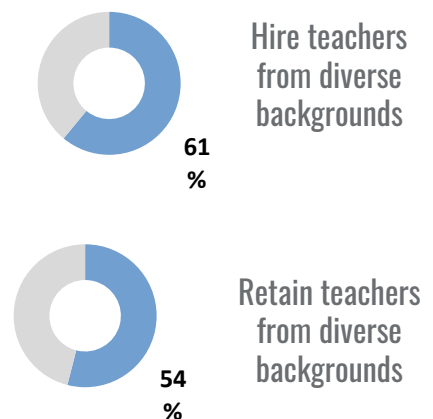


TEACHER DIVERSITY

- More than half (61%) of respondents think their school hires teachers from diverse backgrounds, but fewer (54%) agree their school retains teachers from diverse backgrounds.

Schools...

% Agree + % Strongly Agree

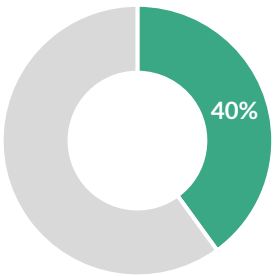


STUDENT SUPPORT & RESOURCES

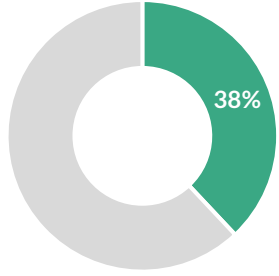
- At least three-quarters of respondents agree that students have access to co-curricular activities (81%), extra-curricular activities (82%), and all classes (including advanced courses) (78%). However, fewer agree that students have access to effective college and career supports to meet their goals (68%). Staff, meanwhile, share noticeably less positive perceptions of diversity and resource distributions across schools, with approximately half or fewer agreeing that:

% Agree + % Strongly Agree

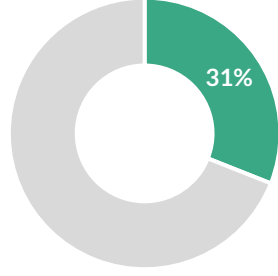
Resources are equally distributed across all district schools.



Staff diversity is similar across all district schools.



Student diversity is similar across all district schools.



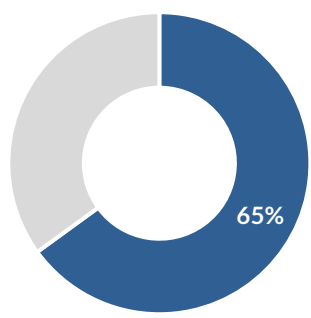
Note: Only staff answered these questions.

SOCIAL ENVIRONMENT

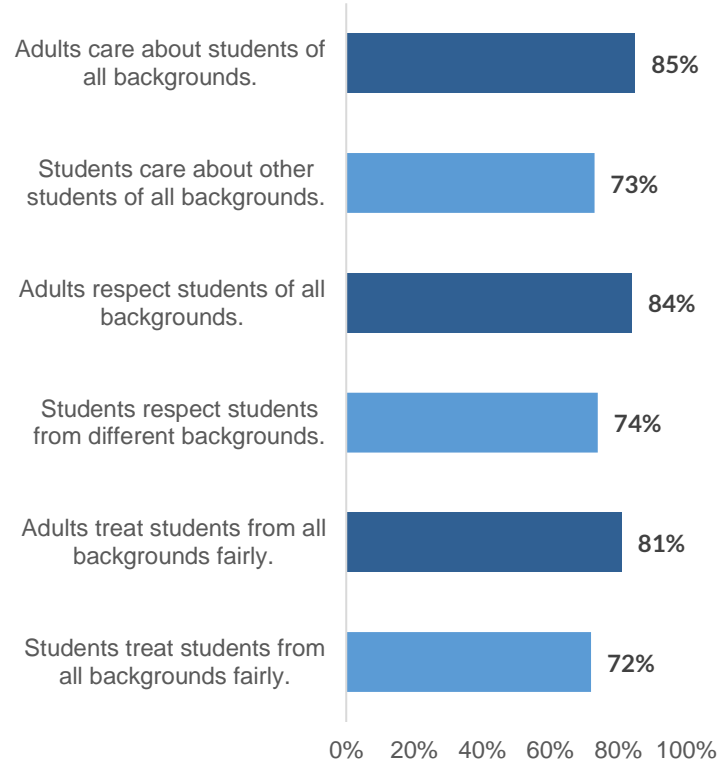
- Respondents are more likely to agree that students of all backgrounds are cared about, respected, and treated fairly by the adults at their school than by other students. Fewer respondents (65%) agree that adults at their school understand students' backgrounds and experiences.

Adults at school understand students' experiences and backgrounds.

% Agree + % Strongly Agree



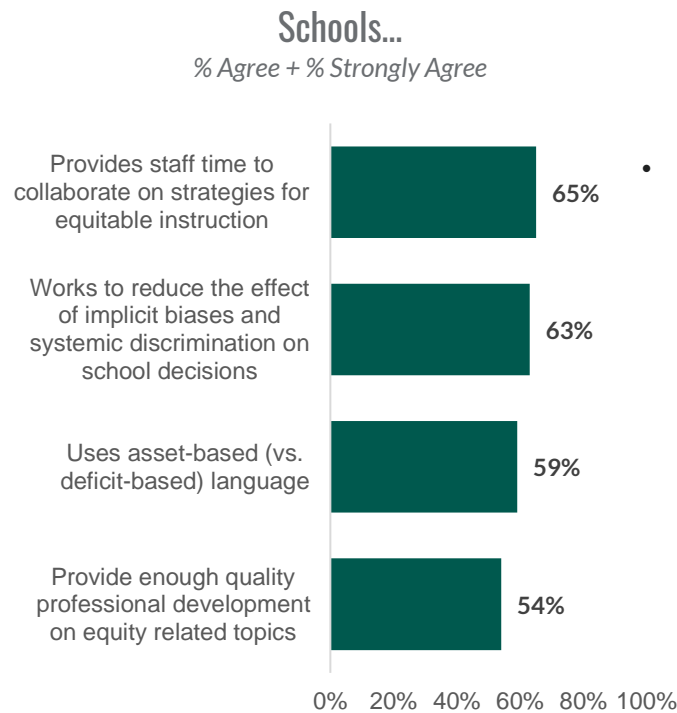
% Agree + % Strongly Agree



DISCIPLINE & SAFETY

- Most students, parents, and staff report positive perceptions of the disciplinary practices at their school, such as clearly communicating rules (86%) and consequences of rule-breaking (81%) and encouraging students to learn from their mistakes (85%). However, comparatively fewer agree that adults at their school make sure students face the same consequences when they break the rules regardless of their background (73%).
- More generally, respondents also agree that schools are safe (83%), well-maintained (80%), and meet the needs of all students (84%). However, a substantial minority of respondents (32%) believe that bullying is a problem at their school.

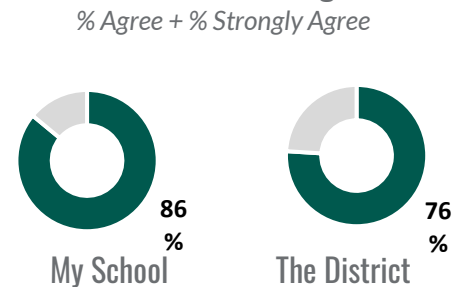
STAFF PERCEPTIONS



Note: Only staff answered these questions.

- Staff are more likely to perceive their school as treating staff from diverse backgrounds with respect than the district. Two-thirds or more of staff also agree that schools communicate high expectations for all teachers (83%), help teachers assist struggling students (74%), and support culturally sustaining practices (68%).
- However, fewer staff respondents agree that schools provide enough quality professional development focused on equity issues (54%), use asset-based language (59%), and work to reduce the effect of implicit bias and systemic discrimination (63%).

Treats Staff Members from All Backgrounds with Respect



Note: Only staff answered these questions.

ENGAGEMENT & OUTREACH

- Parents and staff express positive perceptions of schools' family engagement and outreach efforts, with at least three-quarters agreeing, for example, that schools communicate well with parents (78%), make families feel welcome (80%), work with families to help students succeed (81%), and encourage parents to support students' schoolwork at home (84%). Parents also report feeling comfortable approaching school staff (83%), having found them friendly and responsive (78%). However, parents indicate that some barriers to engagement persist, and only 60 percent of parents are satisfied with the current level of parental involvement.

