Pelham Public Schools

Equity Audit

Metropolitan Center for Research on Equity and the Transformation of Schools

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INTRODUCTION

Pelham Public Schools contracted New York University's Metropolitan Center for Research on Equity and the Transformation of Schools (NYU Metro Center) to conduct a review of the efforts to foster inclusivity and a sense of belonging within the district. NYU Metro Center's mission is the following:

> **We advance equity and excellence in education, connecting to legacies of justice work through critical inquiry and research, professional development and technical assistance, community action and collaboration.**

Within the NYU Metro Center there are a number of different units that work with schools, districts, and organizations in varied ways. Metro Center's Center for Strategic Solutions (CSS) has developed national expertise in supporting educators and individuals who have contact and influence in education, to consider the impact of race, power, and privilege on the lives of students and their learning trajectories. CSS was founded on the belief that an equitable and just society loves and invites its members to be their authentic selves and openly reflects how disparities and historical inequities in education contradict the principles of racial justice.

CSS operates from this definition of educational equity from the New York State Department of Education (2019) as:

> The state, quality, or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice. To be achieved and sustained, equity needs to be thought of as a structural and

systemic concept, and not as idealistic. Equity is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes. *Systematic equity* is a complex combination of interrelated elements designed to create, support, and sustain social justice.

Additionally, the New York State Department of Education (2019) defines racial justice as:

The systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live. Racial justice — or racial equity —goes beyond "anti-racism." It's not just about what we are against, but also what we are for. A Culturally Responsive-Sustaining education framework should move us from a reactive posture to a more powerful, proactive and even preventative approach.

With these definitions forefronted, CSS encourages Pelham to consider the systematic ways to take an intentional, methodical approach to address the acute disparities in lived experiences, access, opportunity, and outcomes, in furtherance of the goal of ensuring every Pelham student, family member, and staff member, is included and feels they belong as their full and whole selves.

THE EQUITY AUDIT PROCESS

The CSS team designed an equity audit model, tailored to meet the specific needs of Pelham Public Schools. Assessing a district's ability to provide equitable educational opportunity to all students requires understanding of which policies and practices require improvement. The model seeks to:

❖ **Define the students, by category, who are not receiving an equitable education;**

❖ **Identify the key functions that produce inequitable educational opportunities and disparate student outcomes;**

❖ **Incorporate the voices and lived experiences of parents/guardians/community members;**

❖ **Propose strategies and interventions to improve how a school implements its core functions so that all students receive an equitable education; and**

❖ **Analyze how the implementation of those core functions produce inequitable opportunities and outcomes.**

A district-level equity audit is a process designed to identify existing disparities in educational opportunities and analyze their relationship to student outcomes. These disparate opportunities and the effect on students' experiences are often structured into the DNA of a district and its schools' operational structure. Other instances of inequity result from internalized and interpersonal displays of racism, sexism, misogyny, homophobia, classism, ableism, and xenophobia, as well as biases and prejudices held by individual community members who exercise decision-making power in the allocation and use of school resources. An equity audit can identify the district's specific policies and practices associated with those disparities, in addition to highlighting the emergent patterns across the system.

In their assessment, CSS Director, Natalie McCabe Zwerger, and CSS Equity Coach, Cathleen Antoine-Abiala, conducted preliminary conversations and meetings with district leaders including school leadership, and met with the co-facilitators of the Cultural Competence Committee (CCC). They then hosted town halls and meetings with various stakeholder groups including: Board of Education Trustees, Administrators, Alumni, Current Students, Families, Staff, the members of the CCC and Black Indigenous and People of Color (BIPOC) Staff. The CSS team utilized feedback from these town halls and meeting conversations to inform the review and analysis of materials provided by the Pelham leadership team. The materials that were received included - but were not limited to - leadership communication practices, Cultural Competence Committee background, training materials from the Campbell Jones cohorts, strategic plan materials, student demographics and enrollment, suspension data, achievement data, AP/honors course enrollment data, the district code of conduct and student handbooks, special education identification and classification data and welcoming policies (**See Appendix A for a complete list of reviewed materials**). Although CSS was also prepared to review disaggregated discipline referral data to identify where disproportionalities exist, Pelham leadership reported that there is no formal process for collecting discipline referral or outcome data aside from recorded suspensions.

Through this initial review period, it became clear that the audit must be conducted in two parts: first, pairing community conversations with an analysis of policies, practices, and available quantitative data, and second, a study of Curriculum and Pedagogy. The second part of this audit will need to include a closer examination of curriculum paired with opportunities to engage with current students about the content of what they learn and how it is taught. It is important to emphasize here that this initial assessment marks only the beginning of a conversation on how systems of inequity operate within the Pelham Public School district. In the following pages, the CSS team has outlined their preliminary recommendations based on their findings.

PRELIMINARY RECOMMENDATIONS

The following recommendations will include a number of ways to leverage information from both qualitative and quantitative data to promote racial justice and equity in Pelham. While qualitative data cannot always be generalized to the thoughts, impressions, and feelings of the whole community, the perspectives CSS uplifts are reflected in multiple areas of review, such as Pelham's practices, policies, and quantitative data. Ultimately, the reflections of Pelham's efforts will be best assessed by reported shifts in the lived experiences of the most marginalized and underrepresented members of the community. Equity and racial justice through more inclusive and affirming policies and practices will manifest a more positive and welcoming culture and climate. As a next step, CSS will support Pelham district leaders to outline a roadmap for moving forward intentionally. When executed, the recommendations proposed by the CSS team have the potential to propel this work forward.

Recommendations are in the following areas: Repairing ongoing harm through positive relationship-building and rebuilding, addressing race-based patterns of disparity, shifting hiring and retention practices, intentionally using data collection systems, and ensuring equitable access to school resources.

Though these recommendations are listed here separately, they are deeply related and interconnected. In fact, in many ways, their success and effectiveness will heavily depend on each other. Further, the embedded assumption here is that the more equity is woven into the fabric of Pelham, the harder it becomes to dissent, overlook, or deprioritize. This structural intersectionality is imperative to the work being recommended. Finally, these recommendations should be responsive, evolving with growing opportunities for cross-stakeholder dialogue between the Cultural Competence Committee, district and school leaders, and the community, leading to actionable practice and policy changes.

Pelham is infusing a language of celebrating diversity and fostering belonging on the school website and in community-wide resources; however, using the language and *operationalizing* it are two separate processes. Currently, Pelham lacks a consistent commitment to fostering an equitable and racially just school environment. The word *equity* appears in some places such as in the Strategic Plan, but does not appear on the district website in the language describing Pelham's vision. Celebrating diversity and fostering a sense of belonging will not become reality without also fostering equity and racial justice. Pelham must work to communicate a clear commitment to racial justice and equity before working towards operationalizing it. Pelham leaders must examine how individuals are either confirming or confronting issues of inequity throughout the district. The recommendations below explore interrelated avenues to do this.

RECOMMENDATION I

Pelham leadership must methodically work to repair community harms and build a positive relationship and climate amongst leadership, staff, students and the larger Pelham community.

In order to repair harm and build a positive school culture and climate, a focus is needed on *relational trust,* an interrelated set of mutual dependencies embedded within the social exchanges in a school community. For a school community to work well, it must achieve agreement in each role relationship in terms of the understandings held about these personal obligations and expectations of others (Bryk, et al., 2010). Throughout a series of stakeholder town halls conducted by CSS, Pelham community members voiced concern over issues of trust and student connection, a theme which was supported by previous comments included in the Cultural Competence and Whole Child Thoughtexchange results. Although town hall opportunities were provided to multiple stakeholder groups, the overall number of attendees was not high in proportion to the population of the district. The attendance chart below lists the town hall stakeholder group by order in which they took place.

Stakeholder Group	Total Participants	BIPOC Speakers	White Speakers
Alumni town hall	15	75%	25%
Current Students town hall	15	44%	56%
Board of Education meeting	7	0%	100%
Families town hall	50	40%	60%
Administrators meeting	19	15%	85%
Staff town hall	26	38%	62%
BIPOC Staff town hall	9	100%	0%
CCC meeting	18	50%	50%
Additional meetings	10	60%	40%

Findings from these conversations are therefore limited given the sample size, but are strengthened by their alignment with results from the Strategic Plan surveys, feedback from professional development sessions with Campell Jones, Whole Child Thoughtexchange results, feedback from professional development sessions with CSS (administrators, staff, and the CCC), and conversations with community members conducted previously by Pelham leadership. Community members offered both personal and observed feelings about social dynamics and issues of inclusion. Amongst the relationship dynamics discussed were: student-student, student-teacher,

student-counselor, leadership-staff, leadership-families, and teacher-families. The specific narratives offered by community members in these findings were aligned with data found in the other contexts listed above.

The lingering effects of segregationist history emerged as a theme across the narrative offered by community members. Many community members mentioned how this history played an active role in the current stereotypes and narratives that operate within school walls.

2018 - 2019	Asian	Black	Latinx	Multiracial	White
COLONIAL 18-19	3%	2%	9%	8%	77%
HUTCHINSON 18-19	12%	13%	26%	8%	40%
PROSPECT HILL 18-19	5%	3%	11%	5%	76%
SIWANOY 18-19	5%	3%	8%	11%	74%
PMS 18-19	4%	6%	16%	6%	68%
PMHS 18-19	6%	5%	17%	6%	66%
Pelham SD 18-19	6%	5%	15%	7%	67%

2019 - 2020	Asian	Black	Latinx	Multiracial	White
COLONIAL 19-20	5%	2%	10%	9%	74%
HUTCHINSON 19-20	10%	9%	30%	10%	41%
PROSPECT HILL 19-20	4%	2%	12%	7%	75%
SIWANOY 19-20	4%	3%	11%	12%	70%
PMS 19-20	5%	7%	16%	6%	66%
PMHS 19-20	6%	6%	14%	5%	69%
Pelham SD 19-20	6%	5%	16%	7%	66%

The student demographic breakdowns by school are an essential component of the analysis to follow. There is an existing narrative about Hutchinson Elementary School that effectively follows students through their high school careers. Hutchinson is the building with the highest percentage of BIPOC students and what some community members referred to as a more "transient population," in many cases coded language for renters as opposed to homeowners. In fact, PMHS is physically set up to maintain this segregation; the two entrances to the high school mirror the two economically different sides of Pelham - one on the north side where there is less socioeconomic advantage and one on the south side, which contains Pelham Manor where there is more socioeconomic advantage. There is visual and spatial segregation by entrance. Students are automatically stereotyped from the moment they enter the high school building. Staff and administrators shared that some Hutchinson students drop classes if there are no other fellow Hutchinson students in the class. The CSS Team pushes Pelham to question what can be done in the middle school - the point where all elementary school students come together - to help foster friendships and relationships among all the students. CSS spoke with Bridges of Pelham, a community-based organization of more than 50 parents of Black children who formed a community four years ago, honoring Ruby Bridges, working to advocate for a more inclusive environment where children feel safe, welcomed, validated and

empowered. One BIPOC parent recommended organizing elementary sports teams across buildings rather than by buildings which is currently reinforcing segregation and missing opportunities for cross-school friendships. While elementary sports team organization is a decision of town recreation, Pelham district leadership should be in conversation with the town about opportunities for integration. A BIPOC staff member shared, "All these white liberals like to talk about living in communities like Pelham, because they want to be around diverse populations, but they do everything in their power to make sure that their kids don't interact with kids who don't look like their own. And that's really troubling. And I think that's what's getting lost to me is like, there's no talk about the greater good. So you talk about living in a community like this, you talk about trying to like, promote diversity, but you're not. You're just talking to talk to the point you're not walking the walk. And your actions have to reflect what you're saying you want." Various stakeholders reported the following comments regarding the impact of segregation in Pelham:

- ❖ *As soon as I got to 6th grade, we played the game of guessing what elementary school you went to. [Students said to me], 'you look like the type of person that went to Hutch'.* - BIPOC alum

- ❖ *There are real disparities in the way kids are treated from other parts of town.* - White parent

- ❖ *With the testing visual [of student testing scores across Elementary Schools], people would say, oh I didn't realize. The data shows that they are a little lower, but not "knock it out of the park lost causes.* - BIPOC staff member

- ❖ *People will literally refer to [Hutch] in meetings as if the school has the plague. It is very upsetting because there is nothing at all wrong with Hutch, so we need to do a better job showing that to the community.* - BIPOC staff member

- ❖ *The responses to students in need are problematic and often laden with microaggressions. There is an empathy gap.* -White administrator

- ❖ *We need to talk about what happens in Pelham. Kids are racially profiled. Mount Vernon and New Roc kids that come over, don't want to go through Pelham.* - BIPOC student

The Princeton Plan, where elementary school enrollment is based on grade levels and not neighborhoods, would have been powerful in addressing the issues created by segregation. However, as one parent expressed during the parent town hall, "Those of us who were in the district about 10 years ago remember the discussions around the Princeton Plan. It was so distressing to hear the barely veiled and not at all veiled racism expressed by parents in that time. There was huge resistance from some parents to having their kids mix with "those kids." I suspect that none of those parents are on this call tonight. How do we include the entire district in these efforts towards diversity?" Additionally, there was significant push back against the creation of a new building for Hutchinson Elementary, which as a white administrator explained, "is truly falling apart" while at the same time another white administrator explained that "she listened to town people saying they don't want their tax dollars going to "those kids." A white BOE member shared during their town hall, "It was one of the largest long propositions that we have ever put in front of a community and it was very clearly weighted onto a particular side of town with more diversity than the rest of Pelham. And it would require everybody coming together and believing that that was, you know, the most important priority for our financial commitment. And we spent a lot of time, a lot of talking to people having town halls, hearing good feedback, hearing some bad feedback. I remember being really really worried that the town wasn't going to come behind the school because of where it was located… but it didn't go that way. So I think that that's a real testament to how the thinking has changed over the years and how people really do see it as one community."

According to several community members, the past segregation still continues to create a "haves versus have nots" system that informs social and academic divisions, perpetuates racial segregation and discrimination, and fractures the relationship between Pelham families and leadership. Simply put, if the student is a member of a well-known or well-connected family in Pelham, they are considered one of the "haves" - the portion of the student population which receives the accommodation and resources that should be allocated to all students. The "have nots" are those community members that do not receive the same attention, largely BIPOC, transfer students, less economically advantaged, bilingual and multilingual students. For example, a BIPOC staff member noted the poor accessibility of staff and leadership communication practices saying, "We don't print things in a different language. So if you are a family for whom English isn't your first language, and you're filling out a COVID form, perhaps you get it wrong. And what does that look and feel like for you?" A BIPOC staff member offered, "I've seen, with grading, when teachers were asked to do what's right for kids - do the best thing for kids. I've seen how we have students who failed a class with a 64, and others passing with a 65. Then I've seen others who were given an opportunity to do a summer assignment, so that a 60 could turn into a 65." Several counselors mentioned throughout the town halls, if the exception to the rule exists, then staff and faculty should be educating *all* families on the opportunity. Similar comments regarding the accessibility of school resources for Pelham families include the following:

❖ *I think part of what we need to do as a community and as a school is to educate families about what is available.* - White staff member

❖ *Immigrants and families of color usually assume that the people in power are doing right by you.* - BIPOC staff member

Pelham leadership will need to consider all the ways to ensure an integration of students by racial, linguistic, cultural, and socioeconomic background from the start of their Pelham careers including reconsidering the merits of the Princeton Plan, reconfiguring the way sports and other extracurricular opportunities span across the elementary schools, and intentionally focusing planning at the middle school for how to bring students together and increase opportunities to "connect across lines of difference" (NYSED Culturally Responsive-Sustaining Education Framework, 2019).

Leadership must explore how welcoming Pelham is to its students and families. The NYSED's Culturally Responsive-Sustaining Education framework (2019) defines a welcoming and affirming environment as, "a space where people can find themselves represented and reflected, and where they understand that all people are treated with respect and dignity. The environment ensures all cultural identities (i.e. race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed, valued, and used as vehicles for teaching and learning." The need to consider inclusivity through an intersectional lens is also warranted based on comments heard at town halls and provided in feedback to the Campbell Jones training. One Black alum shared, "In sixth grade, if I wasn't being called an f-word, I was called the n-word." Another parent talked about ballroom dancing sessions offered at Hutchinson as an example of reinforcing gender norms in ways that we don't want to do with young children. Furthermore, many of the policies including the code of conduct, and communications we reviewed included numerous reinforcements of gendered language referring to he or she, his or her, etc.

A few additional community members commented on curriculum and school climate concerns:

❖ *I haven't seen Latinx or Asian authors outside celebration months. In February, they had to do whole plan on the Holocaust, but maybe could have talked about Black history? The teacher likes the kids to read out*

novels out loud and say the n-word when they read so of course all the white students look at the Black students. - BIPOC parent

❖ *Make the content more available and tell multiple and true histories. - BIPOC parent*

❖ *Racist jokes are told all the time and we don't know what to do. - White student*

❖ *Dr. Champ sent daily emails during COVID to give updates, so there should be a similar process for consistent, regular equity updates. It should not just be committees meeting behind closed doors. - BIPOC student*

❖ *People are all really close. I think that brings along some negative things because then people feel entitled to say whatever they want because they're your friend.'And it's the same excuse a lot of white people give when they say the n-word - like, no, no but we're friends. - Black alum*

Other community members shared during the town halls that they have very positive experiences overall at Pelham. For instance, a white parent shared, "Our experience in Pelham as a multicultural, interracial, interreligious, and international family has been incredibly inclusive, welcoming, and warm. We've lived in different towns, cities and states and this is the most wonderful place from our experience." Pelham leadership needs to assess how this can be the experience for some, but not all families. After reviewing the district's documents regarding Pelham's welcoming policies for new families **(See Appendix A for a detailed list)** and pairing the analysis with community conversation data, CSS found a need for Pelham to interrogate how their efforts at fostering an inclusive environment of belonging are manifesting in practice. One document titled "Parent and Family Engagement Policy for Hutchinson School" (2018) states that "Hutchinson School's policy is designed to keep parents informed by actively involving them in planning and decision- making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Site Based Council, as trained volunteers and welcomed members of our school community." While these opportunities may exist, they are accompanied by expressed sentiments of being unheard. One white BOE member reflected, "I know that there's only a small subset of parents who are able to volunteer sometimes at Hutchinson and that the resources aren't always the same." Thus, while there may be opportunities for Hutchinson family involvement, CSS encourages Pelham to use regular mechanisms to specifically address concerns of being unheard and encountering barriers to access.

CSS recommends Pelham leadership examine their commitment to practices that foster a welcoming and affirming environment, such as the following discussed in the NYSED's Culturally Responsive-Sustaining Education framework (2019):

❖ Build rapport and develop positive relationships with students, and their families, by learning about their interests and inviting them to share their opinions and concerns. Find opportunities to address and incorporate their opinions and concerns.

❖ Provide multiple opportunities for parents to communicate in their language and method of preference, such as digital and in-person formats, class visits, phone conversations, text message, email, collaborative projects, and impromptu conferences.

❖ Work with families early and often to gather insight into students' cultures, goals, and learning preferences.

- ❖ Work toward creating an environment that establishes mutually agreed-upon norms and encourages students to act out of a sense of personal responsibility to follow those norms, not from a fear of punishment or desire for a reward.

There must be opportunities for families to engage and communicate in their home language. Translated materials and interpretation services are one effort to make Pelham a more inclusive and welcoming environment. The purpose of the event should inform what type of support is provided. For example, if delivering information to parents, then simultaneous live translation means the same information is being interpreted into Spanish for monolingual-Spanish speakers to have access. If it is a town hall or community conversation where the goal is to be hearing from families in dialogue together, then simultaneous live interpretation services serve to have the English-speakers hear from the Spanish speakers (and vice versa), so headsets or pauses in speaking to interpret are essential. This is where the purpose of the event is an exchange of ideas and viewpoints. Interpretation services must be thoughtfully offered in all forums including, but not limited to, Board meetings, parent-teacher conferences, etc. Parent events like Principal Nights and Back to School Nights must be offered in both English and Spanish. In addition to home language access, administrators and staff shared the need to better highlight student work and honor community members on the walls of buildings. Administrators shared that the actual walls of the high school building are not inviting or celebratory of the school community. Leadership and staff shared that there are no bulletin boards and there is no student work on display. While CSS understands increased high school enrollment and PMHS maximizes space when rooms can be used for many purposes, this does not mean student work cannot be displayed on the walls. Spaces can be shared while still allowing for different departments to have space on walls to share and display student work. Without it, an instructional opportunity to access visual cues, anchor charts, and other teaching tools, as well as a mechanism to elevate student work, is lost.

Pelham leadership must also examine the everyday lived experiences of students in assessing how welcoming, inclusive, and equitable Pelham schools are. According to a white staff member at PMHS, "I've had students tell me that, as they walk down the hall, people won't look them in the eyes and won't welcome them. They don't feel welcome in their classes, either." Outside of class, administrators shared that the all white School Safety Agents often do not greet students upon entering the building explaining, "Certain families and students feel more or less welcome based on who staff are and how staff present." A welcoming environment must go beyond the actions and practices of teachers in classrooms to all adults with whom families and students interact.

After reviewing comments from the town hall conversations, welcoming policies documents, and various leadership communication mailings, CSS compiled the following findings:

- ❖ There is a perception of racial divide amongst students, exacerbated by the negative narrative that follows students from Hutchinson Elementary.

- ❖ Celebrations of diversity must move beyond tokenized events, such as the diversity book bag initiative, missing opportunities for deeper learning around diversity, equity, and inclusion.

- ❖ There is a perceived lack of communication and transparency regarding specific incidents of staff bias against students, namely Black children.

- ❖ Leadership and staff are not adequately trained to respond to incidents of harm, particularly those relating to issues of racism.

- ❖ There is a perception of a racial divide amongst families and community members at Pelham, with instances of harm that include disparaging comments toward "those students," referencing students in Regents-level courses.

- ❖ There is a perceived lack of cross-cultural and cross-racial understandings made evident through white teachers' misinterpretation of language and behavior of students of color, particularly Black students. This is reinforced with a number of examples on feedback forms that staff feel ill-prepared to navigate issues around identity, equity, and justice.

- ❖ Intersectional efforts are needed to approach inclusivity.

- ❖ There is a palpable lack of student, family, and staff buy-in on district-level efforts toward diversity, equity, inclusion, and belonging.

- ❖ Out of 300+ staff members invited to the staff town hall, only 22 people were in attendance, which included Superintendent Dr. Cheryl Champ, Board of Education members, and several administrators. CSS does want to note that this town hall took place during a global pandemic during the first months of school and was only offered one time. This demonstrates the need for more opportunities for staff to come together around issues of inequity in Pelham. CSS recommends that during these opportunities, there be a revisiting of past climate surveys to compare findings over the years. There should also be opportunities for monolingual Spanish speakers to attend a town hall and offer their experience and recommendations. One staff member who filled out the feedback form after a foundational professional development session with NYU Metro Center in September said, "It is more important than ever that we take action towards racial justice."

The totality of these stakeholder town halls and the overlap of impressions from leadership suggest that attention must be paid to continuing forums that welcome and invite more family, student, and alumni feedback and, in turn, offer transparency about Pelham's efforts at promoting equity moving forward, and ensure that staff who are trained understand how to operationalize their learning in the context of the cultural proficiency skills developed. There will inevitably be community members who feel equity efforts are not moving fast enough and others who feel they are moving too fast. There were a few parents and teachers who expressed hesitation with ongoing conversations on race, which they found divisive and incomplete. CSS encourages equity work that is explicit about race, but not *exclusive* to issues of race. In a review of the feedback from participants in the Campbell Jones training cohorts and in conversation with participants, it was apparent that the experience was transformative for the vast majority of participants. What was less consistent were feelings of capacity for application, access to tools for change given the various stakeholder roles, and then localizing the learning to the unique Pelham context. The participants in these trainings are a great cohort of community members to access in roadmapping plans as a result of these findings since they have felt the palpable power of transforming individual mindsets. In determining future courses of learning for the community, these participants will be tremendously important, to define who else might be exposed to the Campbell Jones training and how. It is imperative that Pelham continues to assess how the intersecting identities of its community members impact the development of trust, connection, and relationships within their schools, and push to promote an equitable and inclusive environment for students, staff, and families of all backgrounds.

RECOMMENDATION II

Address race-based patterns of disparity and their intersections with other student identities.

The CSS team reviewed and analyzed multiple points of quantitative data including: Achievement scores, AP and Honors enrollment, identifications and classifications of students with disabilities, and suspensions. A discussion of the analysis by each area is below. CSS is explicit in regards to race, but not exclusive. All data analyses showed race-based disparities, along with other identity-based patterns of disparity. It is clear that Pelham must not only focus on racial justice, but it's intersections with disability, economic advantage, bilingualism, multilingualism, and gender. Additionally, CSS reviewed the district code of conduct and the family/student handbooks for each building; findings are also below.

ELA and Math Achievement:

A narrative district report on 2018-2019 data shared with the CSS team showed disparities in performance.

❖ Multiracial and Black students' proficiency rates decreased 3 to 8 percentage points in ELA, whereas Latinx students' proficiency rate increased 1 percentage point.

❖ The proficiency rate of students with disabilities rose 2 percentage points while English Language Learners' proficiency rate decreased 17 percentage points.

❖ Less economically advantaged students across the district also showed a lower proficiency rate by 6 percentage points in ELA.

With specific attention to bilingual and multilingual learners, Souto-Manning (2016) offers:

> In teaching bilingual and multilingual children, it is important to see them as capable, to learn from them, and to communicate their importance in the curriculum. Valuing their multiple languages, supporting and encouraging children to develop bilingually and multilingually, and holding equally high standards for both or all of their languages are essential. Otherwise, we communicate to them that the language of their home, their language of love, is not valuable.

Offering from this abundance or asset-focused perspective, complicates and avoids deficit thinking around the expectations we set and hold for bilingual and multilingual learners.

In another narrative data report shared with the CSS Team detailing district data analysis from 2016-2018, similar patterns emerged. The report states:

❖ From 2016 - 2018 several categories of students underperformed the school average on both the new and old versions of the ELA assessment: Latinx, Black, less economically advantaged and students with

disabilities. These disparities were most acute at the elementary school serving the greatest percentage of BIPOC and less economically advantaged students, Hutchinson Elementary School.

❖ On the math assessments, the Latinx, Black, less economically advantaged, and students with disabilities subgroups underperformed the school average.

As Dr. Pedro Noguera (2003) explains, there is considerable evidence that the ethnic and socioeconomic backgrounds of students have bearing on how students are perceived and thus treated by the adults who work with them within schools. With this, he explains that if students do not believe that their teachers care about them and are actively concerned about their academic performance, the likelihood that they will succeed is greatly reduced. Morris and Perry (2016) add that exclusionary punishment hinders academic growth and contributes to racial disparities in achievement.

Thus, in reviewing lower achievement scores of Latinx, Black, less economically advantaged and students with disabilities, Pelham leadership and staff must seek to investigate how students move through their day, how they are perceived and treated by adults, and if exclusionary treatment, such as being removed from the classroom, disproportionately affects BIPOC students and their academic performance.

Additional stakeholder comments and recommendations relevant to the conversation include:

❖ *Teachers and administrators should have implicit bias training and think about triggers, being able to connect, communicate, and work with parents on this as well.* - White parent

❖ *One thought on determining quality of a teacher is that we have a certain understanding of metrics that are built, in some sense, on systemic racism. Other dimensions of equality include diversity and other dimensions to ensure that all students' needs are met. It isn't a dichotomy, of course, all is very nuanced - but we have to make sure that the reality of metrics is also well understood.* - White parent

❖ *I had a personal problem that Hutch was learning to dance and not how to pass a bill or a foreign language. I think you're setting children behind when you do things of that nature.* - BIPOC parent

❖ *Especially in Hutch, there's a need to diversify teaching and staff.* - BIPOC parent

❖ *At Hutch, key sticky topics went unaddressed and both students and their parents were shushed and made quiet so the masses could be more comfortable. This is unacceptable in this day and age.* - BIPOC parent

❖ *I agree that Black parents need to be able to speak directly to teachers and administrators, but I extend it further - white parents also need to speak up when we see racism happening in the schools.* - White parent

❖ *We need teachers who understand anti-blackness and how it operates.* - BIPOC parent

AP and Honors Enrollment

❖ Despite the open enrollment policy that was implemented in 2017-2018, BIPOC representation in AP classes remains disportionately low. The percentages lower even further when you look at students by race who were enrolled in more than 2 AP classes - this data point is 0% for Black students in both 2018-2019 and 2019-2020. **See Appendix B, Figure 1 for detailed numbers.**

- This pattern is also reflected in middle school honors courses; Black and Latinx student representation is disproportionately low for both 2018-2019 and 2019-2020. **See Appendix B, Figure 2 for detailed numbers.**

This lack of representation in AP and honors classes was mentioned several times in different town halls. A BIPOC high school student explained, "Because our school is predominantly white, there are some days I'll be in school where I won't see another person who looks like me, especially because of how tracking works. I'm in honors classes, and very often, I'll be the only Black person in class." A Black parent shared, "Black students feel uncomfortable around the idea of going into higher level classes because they know they'll have to be the voice for students of color and they know they'll be the only ones." Superintendent Dr. Cheryl Champ stated in the BOE town hall, "We're still struggling with tracking and open enrollment and how to create an environment where all students are represented in all academic levels. We had a track system. We shifted to open enrollment, just at the high school, but did not do anything to change the practices of the Middle School." Miller (2018) offers "school administrators must be intentional about providing support to students to ensure they are able to succeed in higher-level courses. Teacher training, especially in "individualized and peer group learning strategies that have been shown to be effective in promoting learning in a heterogeneous class" should also be adopted." Practices must continue to evolve with the goals of attending to specific disparities and increasing access to opportunities for BIPOC students, bilingual and multilingual students, and students with disabilities.

Open enrollment alone does not create an equitable and inclusive school environment. It certainly does not necessarily address a lack of feeling of belonging for BIPOC students in AP classes. Furthermore, before students enter the high school, teachers and guidance counselors must ensure students know which prerequisite classes are needed in order to access high school AP and honors courses. Such courses are paced differently and students should be prepared for the increased amount of reading and studying that will be asked of them. Once in classes there must also be opportunities for additional support. As a BIPOC parent expressed, highlighting socio-economic disparity, "I felt like those types of [academic] supports and opportunities aren't available for everyone...not everybody can afford to pay $50/hour for a tutor. That's a big problem when, you know, some of these kids really need help and unfortunately, their parents can't afford to help them." There is an intersection here of access to resources for less economically advantaged students that, when entangled with race, creates entrenched disparities in opportunity. Additionally, once open enrollment provides access, there must be structural attention and support to help students thrive, particularly when they feel isolated and underrepresented in the space. There is a need for vertical alignment with open enrollment at the middle school through the high school pushing the timeline back even further for attention to disparities and methodical efforts to address them, supporting students to be able to demonstrate their full brilliance in AP/honors settings.

Students with Disabilities Identification

Districtwide

- Over the last two years (2018-2019 & 2019-2020) Black students, and in particular Black boys, are greatly disproportionately represented in *every* category (with the exception of "Multiple Disabilities"). **See Appendix B, Figure 3.1 for detailed numbers.**

- Other BIPOC racial groups are also disproportionately overrepresented across various categories. **See Appendix B, Figure 3.1 for detailed numbers.**

- White students are only overrepresented in "Other Health Impairment," of which there are low numbers in that category overall.

By School Building

- While Black students are overrepresented in every building, they are overrepresented by 5% or more than their overall population percentage the last two years at Hutchinson, the middle school, and the high school (+ Colonial ES in 2019-2020). **See Appendix B, Figure 3.2 for detailed numbers.**

  - For example, in 2019-2020 at Hutchinson Black students made up 9% of the total population but 22% of the Hutchinson population of students with disabilities. The breakdown of Black students with disabilities was:

    - 15% Learning Disability

    - 31% Other Health Impairment

    - 54% Speech and Language Impairment

- Both years, Asian students are overrepresented in identifications of students with disabilities by 5% or more at Siwanoy Elementary School, and at Colonial in 2018-2019. **See Appendix B, Figure 3.2 for detailed numbers.**

- Latinx students in 2018-2019 were overrepresented in identifications of students with disabilities by 5% or more at Prospect Hill ES and Siwanoy ES, and in 2019-2020 they were overrepresented by 5% again at Prospect Hill ES and also the high school. **See Appendix B, Figure 3.2 for detailed numbers.**

Pelham reflects national trends of students of color, and particularly Black students, and Black boys specifically, continually being overrepresented in special education (Aston & Brown, 2020). With this, Black children are more likely to receive subpar educational services and support. As Blacchett (2006) explains, once labeled as having disabilities and placed in special education, Black students make achievement gains and exit special education at rates considerably lower than those of white students identified as having disabilities. In reviewing Pelham's CSE Referral Procedures, CSS proposes that Pelham define processes for the MTSS team to unpack the influence of bias and mitigate deficitizing students. Doing so is imperative in both understanding and addressing disportionality in Pelham's disability identification.

Suspensions

- In the high school, every year from 2014 to 2019, male students, Black students, Latinx students, and SWD are disproportionately suspended at higher rates (*Not 2018-2019 for Latinx students). **See Appendix B, Figure 4.1 for detailed numbers.**
- In the middle school, every year looking from 2014 to 2019, male students, Black students, Latinx students, and SWD are disproportionately suspended at higher rates (*2016-2017 + 2017-2018 was proportional for Black students) **See Appendix B, Figure 4.2 for detailed numbers.**

There is a clear pattern here of disportionality in suspensions. See **Recommendation IV** for a discussion of streamlining Pelhams's data collection processes. Pelham leadership and staff must understand what is happening before behavioral matters escalate to suspension in order to address the disparate treatment of different student groups. For example, Bell's (2020) findings suggest that "Black students and their parents perceive out-of-school suspension as unfair because (a) school officials marginalize their voices throughout the disciplinary process, and (b) students feel school officials target them for out-of-school suspension based on their style of dress, hair, and music preference" (p. 1). Pelham must investigate the ways in which bias is enacted in interpretation of behavior and more severe disciplinary actions for certain student groups.

Given the acute disparities across these data in outcomes for BIPOC students, bilingual and multilingual learners, and students with disabilities, Pelham must conduct a root causal analysis to get to the foundation of these persistent disparities that also reflect national trends. Much of the data reviewed for this report can be utilized to begin the root causal analysis in the areas of achievement, suspension, AP/honors course enrollment, and special education identification.

Codes of Conduct and Student Handbooks

Finally, the CSS team recommends that Pelham leadership revisit the language used (and resulting practices) in the district code of conduct and the family/student handbooks for each building. The Pelham UFSD Code of Conduct lacks a commitment to restorative practices and a commitment to attending to disparities by race, gender, and students with disabilities. This is particularly needed in discussions of disciplinary action on page 21-22 and in the section of teacher removals of disruptive students on page 24. A code of conduct is only as equitable as its implementation. There can be equitable language in the code that is implemented disparately across identities (race, ethnicity, language, disability, gender, sexual orientation, socioeconomic status, religion, citizenship status, etc.) There is currently no language in the district code of conduct providing safeguards for disparities in implementation.

There were a number of examples of criminalizing language in the code of conduct. A few are named below:
- ❖ The term disorderly conduct is used to name an infraction despite it actually being associated with criminal behavior.
- ❖ Terms such as violations, penalties, misconduct and offenses are used as opposed to "code of conduct infractions." Similarly, enforcement is the term used as opposed to implementation despite criminal association.
- ❖ There is a conflation of searches and questioning students about potential code of conduct infractions with legal rights during searches and interrogations that are potential violations of the law and this language should be disentangled.
- ❖ There is significant subjectivity allowable in determining consequences for behavioral infractions which is both an invitation for bias to influence decision-making and a predictor of increased likelihood of disparities in application.

Given the entanglements of racial disparities in discipline, stereotype threat, anti-Black systemic racism, and racially disparate contact with the justice system, schools have an obligation to avoid criminalizing child behavior and see opportunities to reconnect young people to learning when they have become disconnected (Noguera, 2003). One way to counter these entanglements is to incorporate efforts with the goal of restoration as opposed to an exclusively punitive focus. As Noguera (2008) explains, "Discipline strategies that rely upon humiliation and exclusion are based on the assumption that removing disruptive children from the learning environment, others

will be allowed to learn in peace. While the logic behind this approach may seem compelling, a closer look at the consequence of these practices reveals obvious flaws. Students who frequently get into trouble may have so many negative experiences in school that they conclude school is not for them and that the rewards associated with education are beyond their reach" (p. 134). Restorative practices are an equitable alternative, however, Pelham's code of conduct lacks language around providing opportunities to use restorative practices as opposed to exclusively punitive approaches. Kline (2016) examines the research on restorative approaches mitigating racial disparities:

> Restorative practices are an inclusive alternative intended to keep students in schools, engaged in the learning process, and ultimately close the achievement gap. Restorative approaches are both preventive and responsive, placing an emphasis on teaching and community building while offering students an opportunity to make things right when wrongdoing has occurred. As a nation we must reflect on our philosophy of discipline. We must shift from a paradigm of punitive responses to address discipline to a paradigm of cultural responsibility and restorative approaches to address discipline.

In addition to a lack of restorative approaches for addressing conflict and student behavior, there is problematic language in the district code of conduct including subjective language that we know often results in discipline disparities, language reinforcing a gender binary that needs to be more inclusive, and culturally-informed phrasing that must be defined. An example of culturally-informed phrasing needing greater definition can be found on page 4: "Principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity." Additionally, language on page 12 regarding appropriate dress and appearance are also culturally-informed practices. An example of subjective language can be found on page 14; defining conduct that is insubordinate as "failing to comply with reasonable directions of teachers, school administrators, or other district employees" is subjective and needs further defining. Similarly, defining insubordination as "demonstrating disrespect" uses another culturally-informed, subjective term in the definition and needs clarification.

As an equitable practice, the CSS team highly encourages a student review of this code as an annual process. It should also be a practice for the CCC to review and offer feedback. As it stands, there is no language within this code that aligns with Pelham's commitment to cultural proficiency and unpacking the infiltration of bias. Similar patterns were found during a review of the individual school student handbooks. There was often a reinforcement of the gender binary using the language of he/she, or him/her. More inclusive language uses they/them/their as gender inclusive pronouns. Additionally, subjective language that is culturally-informed, such as "respecting others" and "respectful greetings" was seen throughout the handbooks and needs clarity and unpacking. These culturally-informed ways of being tied to behavioral standards is problematic. As Martin and Smith (2017) explain, BIPOC students are cited more often for subjective concerns than their white counterparts.

Subjective behavior requirements can lead to discriminatory practice of "subjective discipline," which is imparted by teachers and motivated by implicit bias. For example, the concept of "disrespect" is inherently subjective. If one student receives no consequences for a conflict, when another student receives all of the consequences, implicit bias often plays a role. Pelham must define how they are both understanding and enforcing subjective behavioral requirements.

Pelham leadership and the CCC must examine the code of conduct itself, but more importantly, interrogate their discipline system as a whole to unpack the ways that bias may be influencing the way student behavior and communication are interpreted that could be influencing some of the racial disparities that arise in suspensions and were described above. Considering culturally responsive-sustaining behavioral and academic interventions is

one way to address these influences. By drilling down to the level of disciplinary referrals and getting closer to the actual interactions that occurred, staff can closely identify when the staff member might have de-escalated a situation before it resulted to the level of requiring a referral or suspension down the road. **See Recommendation IV for a discussion on the need to analyze disciplinary referral data**.

RECOMMENDATION III

Diversify hiring and strengthen retention practices with the intention of growing and fostering affinity spaces available to BIPOC students, staff, and families.

An important step to fostering an environment that is truly equitable, accessible, and welcoming to all students is staff diversity. Of the stakeholders in attendance at town halls held by the CSS team, the overwhelming majority raised concerns about the lack of diversity in hiring within the Pelham community. Some comments on staff diversity are listed below:

❖ *Not enough Black teachers. Full stop.* - White Parent

❖ *Candidates put in front of us [on the hiring committee] are not diverse... Something has to be happening at the beginning stages of hiring that leads to the lack of diversity we're seeing.* - White Parent

❖ *How many times have I sat on hiring committees and walked away so disappointed.* - White Parent

❖ *A great fear of mine is that my kids won't be able to see diversity in all of its dimensions.* - White Parent

❖ *I am thrilled that the District has hired school leaders from NYC who, I hope, can help recruit more teachers of color.* - White Parent

❖ *Higher level diversity hiring does not solve issues of equity. Representation means nothing if you are not showing these children who they can be within the classroom, if you are not in a place that they can meet you and relate.* - BIPOC Parent

The misalignment in teacher and student demographics was a factor emphasized by students and parents across town halls and Cultural Thoughtexchange results. This discrepancy has tangible, negative effects for students of color, both academically and socially. According to education researchers, the benefits of same-race or similar-demographic teacher match are widely recognized, with one of the most influential factors being perceived student potential based on teacher identity (Gershenson et al., 2016; Ferguson, 2003). In Pelham, where BIPOC students make up 34% of the population and BIPOC teachers make up only 9% of the staff population, there is great concern for lowered student expectations due to perceived potential. The concern is further highlighted by stories from families who claim they had to personally and continuously advocate for their children. One BIPOC parent is recorded saying, "I had to constantly remind my teachers that our kids are third generation college students." In addition to possible effects on student expectations, new reports of happiness in class, increased academic motivation, greater feeling of care and mattering, and lowered discipline referral rates are amongst the positive outcomes listed in the research on similar-demographic student-teacher dynamics (Egalite, A. & Kisida, B., 2016; Dee, 2004; Wright, 2015). These positive effects are most noticeable for Black male students matched with Black male teachers and for Black female students matched with Black female teachers; although, it is still true that students from all demographics perceive teachers of color more positively, and all students experience more positive effects on their grades when taught by a teacher of color as opposed to a White teacher (Egalite, et al. 2015 ; Cherng & Halpin, 2016).

Although the need for a more diverse and representative teaching staff is clear, some parents expressed disappointment at the idea that current Pelham teachers, specifically White teachers, could be replaced. One parent said, " I think that substituting out an excellent teacher who happens to be Caucasian, who happens to have grown up here, but who is an excellent teacher, I think, would also be doing the same kind of disservice that we're talking about a lack of diversity doing. So I think that we can't." Comments like this demonstrate the belief in the myth that increasing diversity will inherently lower the standards of an institution, a myth that several other parents protested strongly:

> ❖ *So there are two things in there: One is that we need to debunk this idea that to diversify means we can't find good, high quality, women of color, men of color to come into the system. Two, people of high standard grew up in this community, and are still in this community. So I think there's a campaign and reeducation, of what diversity really is and what it really is not, so that the parents can also say what we [as a Pelham community] believe to their children.* - BIPOC Parent

> ❖ *It's assumed that a quality teacher would be selected. Why would we assume standards would be compromised for the sake of hiring a Black teacher??? THAT is the problem.* - Anonymous (attended Parent town hall comment typed in the chat)

It is both possible and vitally important for BIPOC *and* white students to have access to role models of color in their schools. The CSS team recommends reevaluating the recruitment and hiring process to identify points at which bias enters the equation, in hopes of addressing its effects and mitigating roadblocks to equity from the system. Currently, there is only one Black teacher at the elementary level and two on the secondary level. Toward their diversification efforts, we must also acknowledge that Pelham district has added two higher level Black administrators as well, including a new principal for Siwanoy Elementary School and a new director of physical education, but one Black principal left the district in summer of 2020. While the district student population is 66% white, the teaching staff is 91% white. According to Dr. Gloria Ladson-Billings, a professor of education at the University of Wisconsin-Madison, diverse representation alone cannot "change attitudes and behaviors about school… We need teachers who view their students of color as whole people" (Boisrond, 2017). The Strategic Plan for 2019 through 2024 highlights movement toward the Whole Child Approach as a key priority. It is unclear, though, to the CSS team which specific steps are currently being taken to advance its progress. At the Parent town hall, a BIPOC parent stressed the need for teachers who will strive to create this environment for its students; "It's about having a teacher who understands anti- Blackness and that it has no place in education... who can embrace your child, your child's ability and not have prejudices and stereotypes that have been pounded into all of us through a racist society," she shared. In alignment with the goals for community conversations explored in **Recommendation I** and those listed in the Pelham Strategic Plan, the explicit, critical exploration of the prejudices and stereotypes that operate within Pelham are necessary stepping stones to repair the harms of educational inequities in the current school system. As Gregory et al. (2014) discuss, "Educators' connectedness to their individual students, as well as to ongoing events in students' communities, can bridge any "identity gulf" and stop misjudgments, unintentionally hurtful comments ("microaggressions"), or overly harsh reactions to child and adolescent misbehavior," (p. 3). Pelham must work to cultivate this connectedness between students and educators paying close attention to when and why it is not being fostered.

While turning attention to creating a more diverse staff, current leadership and community members must also focus on developing systems of support specific to BIPOC, LGBTQ+, immigrant students, bilingual and multilingual learners, and other marginalized groups in the community. According to several community members, there are no trustworthy systems of support for BIPOC community members specifically. "It's not my place to go and speak to the principal. We need space for Black parents and parents of minorities to feel welcome and be able to share these issues with administration," said a white staff member. When instances of harm occur, whether amongst students or between staff and students, it does not appear that there are clear outlets for the families to raise their concerns to leadership or to grieve the situation with one another. If there is an available channel, this

information was not provided to the CSS for the preliminary analysis. Within the current system, families must first navigate the barriers created by the perceived system of "haves and have nots," which dictates access to adequate and rapid leadership response, attention, and resources. This really alludes to issues of proximity to power and influence coupled with access to resources, connectedness, and a platform to be heard. In a system where proximity to power is entangled with both race and socioeconomic advantage and fueled by privileges (both real and perceived) afforded to homeowners over renters and residents who have lived in Pelham for many years, the narrative of who has power and who does not is complex and textured. Although all families have access to leadership - in theory - counselors present at the Staff town hall mentioned that BIPOC, bilingual, and multilingual families do not often approach leadership with their questions and concerns. A BIPOC staff member said, "Many Black and Brown families are content. We are very accommodating as a people. It does not occur to us to just call the superintendent and bypass everyone, because we are trusting that we are sending our children here, and that the teachers and the principals and the assistant principals and faculty and staff are doing right by our kids. And we [at Pelham] do not do that. We don't." If resources and accommodations can be made for white and other powerful and influential community members in Pelham, the accessibility of such resources should be clarified for all families attending school within the district. This information can be made available at the start of the school year, and communicated in a way that is truly accessible to each family in the district, accounting for language and technological differences.

In addition to developing support systems for BIPOC students and families, leadership must also cultivate similar spaces for BIPOC staff, who are currently serving as the de facto go-to support for students of color. As several BIPOC staff members mentioned, it is not the sole responsibility of people of color to address the harm inflicted upon all marginalized community members. The weight of this responsibility is too much for one teacher or one counselor to bear. Both teachers and staff have recommended re-examining the structure of the counseling department to look for opportunities to share responsibility. Across the data reviewed by CSS, there is an unfortunate sentiment that increased levels of diversity will directly lead to more equitable student circumstances. This is not true. This mentality falls short of what is necessary to sufficiently serve Pelham students, but particularly BIPOC, and even more specifically, Black students. There was a perception amongst some families and staff that the lack of explicit support for BIPOC, LGBTQ+, bilingual and multilingual staff and students that many families and educators of color often leave the district so soon after moving in or soon after their children graduate. Regarding hiring and recruitment, the goal should be to increase and *maintain* diversity levels within the district, which requires dedicated effort toward the cultivation of spaces in which BIPOC community members can bring their full selves. At the town hall session held specifically for **BIPOC staff members,** all of the attendees commented on the need for space dedicated to BIPOC stakeholders to convene:

❖ *As a person of color, you always feel that if you express displeasure, about something, or that you're unhappy about the situation, that you're going to be perceived as the angry Black person.*

❖ *Because you will be perceived, you're more than likely to be perceived in a more negative light versus a white counterpart who may feel the same way and can yell and scream and it's okay but for them. They just have a right to feel however they feel.*

❖ *It's just I think leadership is not quite prioritizing this. And that's because they're not stakeholders. And so what do we do, we just, we air this out, but then what happens?*

❖ *I mean, I'm so glad we're doing this, but I have to be honest, again, I'm afraid that this is going to lead to nowhere, like you guys [NYU Metro Center] are going to present it or it's going to be like "Thank you, and we're not paying for you guys to continue." Because we don't want to deal with this similar to what happened with the Princeton plan. I had very high hopes that the Princeton plan will get pushed through. It sounded like such a great opportunity to diversify to create links between kids across elementary schools and then it got shut down.*

❖ *The stakes are not high for people who are not in this room right now.*

- *The Board is a reflection of Pelham, the community. The Board has not reflected all of Pelham, never, ever, at least not since I've been here.*

- *Regarding the way English language learners are treated in our district, I think there's this idea that, you know, they're not that populous, there aren't that many yet. So we don't really have to address their needs. And then you're talking about a population that oftentimes doesn't feel empowered, right, so the parents aren't calling the Board, they're not out there, like screaming that they're certain their needs aren't being met. So I think until we have critical mass, I don't think that district like fellow is going to react to the needs of that population.*

Given the sentiments above and the underrepresentation of BIPOC community members in general in Pelham, spaces to convene in proximity to critical mass are essential for thriving, connecting, and feeling the sense of belonging the district intends to foster. BIPOC racial affinity groups at their core are about designing spaces of support, learning and healthy career development that are culturally responsive to a group who experiences the consequences of institutional racism in particular ways (Mosely, 2018). In a study of Black educator affinity spaces, Mosely (2018) found that teachers reported the affinity group served as a safe space to bring their identity into the conversation about their educational practices. Participants also appreciated a space to talk about navigating the inequity and microaggressions and the affinity group provided knowledge and support not present before that impacted their decision to remain in the classroom.

Likewise, according to Bell (2015), racial affinity groups for students in school are necessary because schools, like other institutions, are spaces in which those outside the dominant culture can feel disregarded, whether this is intentional or not. Trying to navigate and learn in these spaces often makes the process of going to school stressful. BIPOC students may experience what Howard Stevenson (2014) calls racial stress: anxiety or fear that stems from racial encounters with individuals who are unaware or uncaring about the experience of BIPOC. This can contribute to feelings of being unseen as school. Thus, affinity groups are needed not because BIPOC students wish to segregate themselves from the rest of the population, but because the population is excluding them to begin with. Affinity groups can provide safe spaces for BIPOC students to engage in conversations about how they can subvert the structures that push them to the margins. This is also true of affinity groups for BIPOC staff and families, providing a communal space to discuss experiences navigating an institution that is often not welcoming or inclusive.

CSS recommends the prioritization of BIPOC affinity spaces in Pelham for staff, students, and families. PMHS is currently hosting listening sessions by family affinity groups. This should take place across school buildings. As one BIPOC staff member explained, "I would like to see Dr. Champ come out and strongly say that this is a K 12 initiative. I think it's great that at the high school we are having outreach meetings. But why just at the high school? Why aren't they happening at the middle school? Why aren't they happening at the elementary schools? Why did Colonial School have a Diversity Committee? Because Tonya Wilson was running Colonial School? Why wasn't that done system wide? So I would really like for Dr. Champ to say something other than thank you, we hear you, we see you. I want you to do something."

One anonymous staff member who responded to the feedback form after the September foundational professional development session with NYU Metro Center wrote, " Is this a true commitment to the cause or is this a "check the box" moment?" A member of the district administration team wrote on a feedback form after the August professional development session, that 2-3 things they want to explore further are "Clearly defined vision, circle protocols to permeate our work, equity policy, rubrics to help us in evaluating with an equity lens in all

leadership decision making." Consistency and sustainability will support the goal of demonstrating to the community that something will be different about these efforts this time around, despite the lingering history of the past.

RECOMMENDATION IV

Streamline data collection systems to illuminate disparities that - if gone unrecognized - will continue to perpetuate negative narratives about and lived experiences of different student groups.

To promote equity in Pelham, it is imperative that data systems are used to illuminate disparities. Both structural and capacity issues must be addressed. First and foremost, school leadership must require regular, streamlined data collection, reporting, and analysis. School leaders must weave this data analysis into the fabric of professional development and use data to drive instructional decisions, curriculum, and academic and behavioral interventions (Kramarczuk et al., 2017).

As of the time of these findings, Pelham did not have a formal system for tracking discipline referral or outcome data, beyond suspensions (**Suspension data reviewed in Recommendation III**) that could be reviewed for previous years. District leadership shared that during 2020-2021, schools are beginning to use Infinite Campus to better document disciplinary referrals. Tracking this data is key to understanding inequity and disproportionality. With this, Pelham must look at data across subgroups, including categories of race and disability to understand the intersections of inequity. Beyond formal tracking of discipline referrals, it is important to track the daily happenings within a classroom. This means paying special attention to informal exclusionary tactics, such as taking a timeout, visiting a buddy classroom, taking a walk down the hall, etc. Each of these tactics results is what Dr. Pedro Noguera terms humiliation and exclusion (Noguera, 2008). Humiliation occurs when the student is called out in front of their peers and may potentially fall prey to a stereotype like a reputation for misbehaving (Noguera, 2008; Steele, 2011). Exclusion occurs because, even if for a brief amount of time, the student is removed from their classroom community and loses out on valuable instructional time (Noguera, 2008).

In schools that are not formally collecting data about these informal disciplinary tactics, disproportionalities fester unchecked. When this data is not available, there is a missed opportunity for staff to interrogate how their own cultural norms about behavior are influencing their disparate discipline of students. This reflection is especially relevant in understanding the enforcement of subjective behavioral requirements found in the district code of conduct and school building handbooks, such as "respecting others." (**See Recommendation II for a more in depth discussion of the code of conduct**). Behavior, communication style, and engagement in learning all intersect with school climate. Where a student does not feel they belong, they will certainly not be in a position to thrive or experience joy in learning. Understanding and analyzing data, such as how many positive and negative interactions teachers typically have with students everyday, can afford a lens into how inclusivity must be better promoted in a classroom. As Gregory et al. (2010) explain, discipline and achievement are two sides of the same coin; exclusion from school or learning spaces damage the learning process. Suspended students, or students sent out of class, may become less bonded to school, less invested in school rules and course work, and subsequently, less motivated to achieve academic success. Another point of data to consider is also student voice. As scholar Pamela Perry explains (2008), teachers must stay open to feedback from their students, particularly students who hold marginalized identities, in order to learn when teacher behaviors or interactions make them feel afraid, unwelcomed, or ignored. It is important that teachers recognize that students of color may be particularly

vulnerable in white-dominated spaces to experiencing student and teacher behaviors as exclusionary or stigmatizing (Perry, 2008). Valuing and capturing student voice is thus another entry point for promoting and sustaining equity in the classroom.

The most predictable challenges that can be anticipated when collecting and analyzing data are the perceptions that data analysis is burdensome and that there is a negative impact of reporting data that elucidates disparities by race, gender, socioeconomic status, or disability status. However, the streamlining of data analysis and reporting will strategically inform work with students and communication with parents about academic and behavioral interventions and becomes routine with emphasis over time (Kramarczuk et al., 2017). Mechanisms for reporting and identifying disparities will elucidate unconscious ways that policies and practices can perpetuate negative outcomes for students of color. Data will support how to disrupt these cycles of inequity.

During the families and alumni town halls facilitated by the CSS team, a number of community members expressed concern for the way in which Black students have been and are treated in Pelham. A recent BIPOC graduate shared it was she who got in trouble when she stood up for herself after a classmate made a racially charged comment to her. Additionally, she shared that it often feels that family connections make certain students "untouchable" where actions or words said by some students are ignored while the reactions of Black students to these actions and words garner negative attention from teachers and staff. A Black parent shared: "My daughter got sent to the principal's office because she was patting her hair when it itched, and they said she was hurting herself in class [for patting her head]. Because there's no Black teacher in the building, or any administrator at that time, [there was no one who] could have said she wasn't hurting herself; her hair was just itching." Another parent shared that she was told her Brown son has an attitude when he is actually just a very quiet child. This disparate treatment of Black and Brown children was also reinforced by a parent who shared that her Black son has been in the district since kindergarten and is now in the high school. She said: "It is time consuming to find an advocate for each grade and in each school and to make sure your child is being treated appropriately. One would think the time spent with your child's educators is spent discussing their academic growth and not educating professionals on cultural awareness." A parent of two Black children at Hutchinson Elementary also shared that her daughters have come home telling her "horrifying stories about what has happened in the classroom."

In reviewing feedback from the Campbell Jones training on cultural proficiency last October, comments from Pelham staff reflect a distance between cultural proficiency goals and shifting practice:

❖ "[We need to] create a clearer outline of what exactly our goals are as a community - this would include highlighting specific issues that we are facing, how members of the community feel about these issues, what they hope to change, and HOW they hope to see these changes happen. There also needs to be a more active effort to inform members of the community (INCLUDING STUDENTS) about what we are trying to achieve, why, and how."

❖ "This training was a start for our district and I did learn new things about cultural competency. I do not think we should continue with this training unless you will have people who are willing to turnkey these types of activities. I feel at the end of the day we are not reaching our students in a meaningful way as well as the community."

❖ "I would like to suggest more time discussing or preparing how to apply the work. We discussed how some topics can be infused in lessons. However I would like to share or brainstorm how to build on creating a more empathetic community in each building-students, parents, staff. Perhaps researching practical events, activities or approaches happening in other districts. Perhaps visiting off site institutions who share similar goals or successes on improving the climate of their communities. Further plans to

continue deeper faculty discussions to improve overall relationships, as well as sharing resources and literature that support our goals."

Without a streamlined system of collecting formal and informal disciplinary practices, Pelham will remain unable to examine the ways in which Black students and other students of color are continually marginalized, othered, and made to feel unsafe at school. This analysis will also help to highlight the ways in which marginalized students experience stereotype threat, what Dr. Claude Steele (2011) describes as being in a situation or doing something to which a negative stereotype about (an) identity is relevant. When a student faces stereotype threat, the anxiety created by that negative assumption increases cognitive stress. This can cause a task or exam to become more difficult as a student wastes time and energy focusing on the implications of the stereotype.

Once the collection of disciplinary practices is streamlined, CSS recommends that particular attention be paid to subjective descriptors for behavior like disrespectful, defiant, disruptive, or insubordinate (**See a discussion of these terms used in the district code of conduct in Recommendation III**). This is a great place for staff to start interrogating how *who they are* informs how they teach, relate, and engage with young people differently. Paying attention to the impact of teacher bias in interpreting behavior and disciplining students will elucidate where some students are treated disparately. Beyond discipline data, Pelham must consider similar analyses for special education identification and classification, attendance, academic achievement, and more. These quantitative data, paired with qualitative data described above, illuminate the narrative of lived experiences of Pelham young people and families and must inform commitments to racial justice and equity, as well as the monitoring of progress in all efforts.

RECOMMENDATION V

Ensure equity and access to school resources with specific attention to COVID-related needs.

Ensuring equity will require overcoming some of the caution, fear, and denial about the importance of this work demonstrated by a number of community members:

❖ *There is the discomfort of tackling the conversation around race.* - BOE member

❖ *Physical education classes are spaces where language and culture of bias comes up and it is seen as a less controlled and less welcoming environment.* - BOE member

❖ *Two hires who were People of Color at the high school level had to deal with diversity issues.* -BOE member

❖ *Teachers need to be able to facilitate conversations about race that avoid victimizing students of color and we need to get all teachers up to speed, particularly because you cannot control when these issues come up.* -White administrator

❖ *Hearing about systemic racism is overwhelming.* - BOE member

❖ *I didn't think the problem was there...maybe just a couple of bad apples. Is it really rampant? - BOE member*

❖ *They can completely ignore part of the conversation or discuss a topic and ignore the sensitivities of those students of color in the classroom. I think it's a huge issue not only for white students to not have that conversation with people, but also for the teachers not to have to practice being conscious about how you're teaching a subject.* - BIPOC alum

❖ *Teachers feel that because it's a history class, they're allowed to be very blatant about the topic, instead of understanding that there are students in their class who would be sensitive to these kinds of topics.* - BIPOC alum

❖ *One recommendation is that teachers prompt discussions around what it means to be a first generation student and have those opportunities, versus just taking away someone else's opportunity would be interesting."* - BIPOC alum

❖ *Race was an odd thing that I felt but no one really discussed.* - BIPOC alum

❖ *And you know, it was up until last year, didn't get brought to the attention to middle school administration, that when they were teaching about slavery, that there was actually a lesson where students had to give the pros and cons of slavery. Really, really.* - BIPOC Staff member

❖ *To be honest, I never ever was taught how to talk about race, and in my family, how we thought about race, and I know that I was told when I was a little girl, you always have to work extra, extra hard. One, because you're Bblack and two, because you're a girl. So whatever you have to bring to the table, you always have to go above and beyond what other people have to bring to the table. But in terms of how to talk about race, and access and equity, with people that are not from your family or from your community.*

That was never taught to me and I feel like it's also a disservice to many of us, that hinders our conversation with our young people about talking about it. And it's a disservice for the adults, because I think we're awkward about talking about it. - BIPOC staff member

The work to promote equity will also have to become typical as a part of the way Pelham schools operate. To that end, it cannot just be on the agenda when the CCC meets or when NYU Metro Center is in partnership.

It is apparent that stakeholders who attended the town halls, shared feedback on the Campbell Jones trainings, and participated in the Strategic Plan surveys feel and recognize disparate levels of equity and access to resources in the Pelham community. Several counselors at the staff town hall expressed the sentiment that "exceptions" are made for families that are well connected or play the role of being "squeaky wheels." If only the loudest voices receive attention and action, Pelham will continue to perpetuate inequity and perpetuate the current school culture of "haves and have nots," given entanglements with proximity to power and distance from bias and stereotyping. Administrators shared that, though there are many affluent families, there are about 15-20% of families who have a high need for resources at the high school. Pelham must ensure that these families have access to what they need. To ensure these families have access to what they need, Pelham must offer multiple mechanisms to assess needs including surveys for families to share what they would like to see, what they need, what they hope for, and what they expect, but also be in ongoing informal conversation to assess how district efforts are changing impacts. Particularly given the current conditions with COVID-19, there are going to be evolving levels of needs in the community. Attention should be paid to families who do not respond to outreach and Pelham should attempt to connect in other ways with these families—i.e., through phone calls, texting, in-person check-ins, emails, video conferences, etc. Additionally, Pelham should hold community meetings, either in person or virtually, to discuss how students, families, staff, and the school community are doing.

Addressing access to resources has been heightened in the time of COVID-19. During online learning, inequity is fortified when students are told to be on camera. Online learning means educators are coming into students' homes. Demanding that they show their living environment can cause a host of issues, such as student anxiety, that unnecessarily impede the ultimate goal of learning. An equitable practice is accepting that there are many ways to show up and be present, including not using the camera. Boykin and Noguera (2011) explain that classroom-based engagement can be understood as three distinct, yet interrelated types: behavioral, cognitive, and affective. Behavioral engagement entails efforts such as paying attention, asking pointed questions, seeking help that enables one to accomplish the learning task, and participating in class discussions. Cognitive engagement refers to investment in comprehending complex concepts and issues and acquiring difficult skills. Finally, affective learning connotes emotional reactions linked to task investment; the greater the student's interest level and curiosity, the greater the affective engagement. These engagement types must be accounted for in online learning environments and that involves some innovation on the part of educators. Boykin and Noguera (2011) state that at the most fundamental level, a teacher must ensure that students are engaged in the learning process. Fostering these different types of engagement rather than policing the manner in which students are engaging will help Pelham move towards creating an equitable environment and sense of belonging. Furthermore, it is a noteworthy ableist approach of demanding to "see" students on camera.

Assumptions made about children who may not show video or who are logging on via their phones is deficitizing and conflating issues of access to resources with disengagement. Using a video can also add strain on a weak or stretched wifi network, thus turning off the video can allow students to engage through hearing and speaking. Instead of moving to punish actions such as using a phone or having the camera turned off, student and/or family actions should be understood. Pelham staff needs to implement ways to better assess and ensure that the families they serve are being provided the resources they need. Gorski and DuBose (2020) recommends following the

"prioritization principle" of equity literacy which considers the interests of families with the least amount of access to material resources or who, for other reasons, are impacted by the crisis in disproportionate ways. The proporitazation principle states: "In order to achieve equity we must prioritize the interests of the students and families whose interests historically have not been prioritized. Every policy, practice, and program decision should be considered through the question, What impact is this going to have on the most marginalized students and families? How are we prioritizing their interests?"

During the different stakeholder town halls community members shared the challenges in learning they've experienced and noticed during remote learning:

- ❖ *If students are in a virtual format, there needs to be an emphasis on the fact that people are there to support them socially and emotionally.* - White student

- ❖ *There's a certain type of student that is able to remain engaged and is able to maintain relationships while virtual learning.* - BIPOC student

- ❖ *We know that Black and Brown families are disproportionately affected by COVID. But there was no blanket statement that said, if you were affected please reach out and we can work with you for grading. Same thing with cohorts. We did cohorts, allegedly by alphabet, by space availability. But cohorts have been changed to accommodate sports, but maybe not for students who don't have friends. If we're going to make that exception then put it out there, so that all families know that if this cohort doesn't work for you there's an appeals process.* - BIPOC staff

- ❖ *It was a very homogenized process and not very interesting and hard to engage. [My child] struggled with staying engaged in some classes. If his resource room teacher was present it would be a better scenario for him. If it was a non-core class, it was a big struggle and we are wondering how to prioritize that for remote learning.* - White parent

The pandemic has created space to rethink and refocus on promoting equity in schools. In Metro Center's Guidance on Culturally Responsive-Sustaining School Reopenings (Kirkland, 2020), the following questions are posed to districts and schools:

How might we interrogate how our own experiences and positionalities have impacted and continue to impact our navigation through crises, whether and to what extent are we in alignment with students' intersectional needs and responsive to their culturally textured experiences? Each decision we make should involve one simple question: "How will this impact our most vulnerable populations?" They are the case study, the barometer, from which we navigate the space.

In a district where there is disparate access to resources, creating clear lines of communication and regular check ins is key. The work should be embedded across the district.

CONCLUSION

What must be the charge now for the community as a whole but most specifically for the Pelham Board of Education, district and building leadership, and staff is to spend the rest of 2020-2021 and the years to come focused on operationalizing commitment to equity and racial justice. In order for this to be possible, a few challenges need to be overcome.

A. A clear roadmap is needed to prioritize and define the trajectory of manifesting these recommendations and the NYU Metro Center will support the Board of Education, district leadership, and building leadership in that process.

B. An equity policy should be developed to clearly articulate the commitments that this Board of Education is making to operationalizing practices that will foster and sustain inclusivity and a sense of belonging.

C. Access networks of local districts who are engaged in similar commitments like the Putnam|Northern Westchester BOCES ACTION Network.

D. Examine professional learning plans based on what was learned and continues to be learned with Campbell Jones and now as a result of this audit to make plans for all staff who have contact and influence on children (direct and indirect) to be engaged in capacity-building, equity, inclusivity, and racial justice.

E. Leverage the brilliance of young people in every imaginable way with disproportionate representation on the CCC, with a dedicated student equity leader activist space at the high school and middle school, and as essential participants in the curriculum audit.

F. Manifest ways to hear from more of the community through a climate survey, additional town halls and community conversations, affinity spaces, focus groups, and interviews so that their voices are not just always at the table, but are powerful guides in the efforts to manifest necessary changes in Pelham schools.

As follow up to these findings, CSS will support the district to next examine Curriculum and Pedagogy in collaboration with the CCC, leadership, staff, and students, to better align with the NYSED's Culturally Responsive-Sustaining Education (2019) definition of CR-SE as: (1) affirming racial, linguistic, and cultural identities; (2) preparing students for rigor and independent learning; (3) developing students' abilities to connect across lines of difference; (4) elevating historically marginalized voices; and (5) empowering students as agents of social change.

In a community where harm runs deep, where communication and transparency have been questioned, and where there is a level of skepticism about ongoing efforts to this work, action must be intentional, thoughtful, responsive, and vigilant in order to foster the equitable, inclusive, and racially just environment to which Pelham students, especially those from the most marginalized and underrepresented identities, are entitled.

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Appendix A - Materials Reviewed

1. **Communication**
   a. BOE Work Session 11/2019
   b. Cultural Proficiency - Parents' Awareness Seminar
   c. District Mail - Cultural Competence Thoughtexchange Overview
   d. District Mail - PMHS Freshman Welcome Night + Cultural Proficiency Interview
   e. District Mail - Unfortunate Incident
   f. Internal Staff Email - Holocaust Survivors Assembly Announcement
   g. PMHS Mail - Letter to 7th Grade Parents about Classroom Debate on Slavery
   h. PMHS Quarterly Newsletter - PRIDE Post, A Publication of Pelham Middle School
   i. Public Relations Email - Describe standard incident policy
2. **CSE + MTSS Processes**
   a. AIS Grades K-5 Notes
   b. AIS Plan 2018 - 2019
   c. CSE Referral Form 2019
   d. CSE Referral Procedures Summary
   e. Hutch MTSS Data 2019 - 2020
   f. MS Prevention Programs
   g. MSHS Counseling Services
3. **Cultural Competency Committee Notes**
   a. Background of Diversity Work at Pelham Review for BOE Meeting 1/2019
   b. Cultural Competence Committee Members 2019 - 2020
   c. Cultural Competence Immediate Needs 2020
   d. Cultural Competence Work Outline 2019 - 2020
   e. District Oversight Diversity Celebrations + Progress 2018
   f. Diversity Oversight Committee Welcome Packets 2016
   g. Diversity Task Force Final Report 2014
4. **Cultural Proficiency Training**
   a. Cultural Proficiency Cohorts
   b. Cultural Proficiency Professional Learning Proposal 2018
   c. Facing History and Ourselves Outline + Notes
   d. Hutch Cult Comp Work 2020
   e. PHill Cult Comp Work 2020
   f. Training Feedback Responses
5. **Demographics**
   a. Pelham UFSD Demographics
   b. SWD Demographics
6. **ELL / ENL**
   a. ELL PMHS Faculty Meeting 1/2019
   b. ELL Projections 2020 - 2021
   c. ENL Students 2019 - 2020
   d. PMHS ENL Projections 2019 - 2020
7. **Guidelines for Community Conduct**
   a. Colonial Handbook 2020 + Code of Conduct 2019

- b. Hutchinson Handbook 2019
- c. Pelham Memorial High School Handbook 2019
- d. Pelham UFSD Code of Conduct
- e. PMHS Suspension Report 2014 - 2020
- f. Prospect Hill Handbook + Code of Conduct 2020
- g. Siwanoy Code of Handbook

8. **Performance Data**
   - a. Analysis of District Data 2016 - 2018
   - b. AP / Honors Raw Data for Enrollment + Assessment Scores
   - c. Civil Rights Data Collection + Report
   - d. ELA / Math Assessment Scores 2019
   - e. Narrative Report on Data 2018 - 2019

9. **Town hall Narratives**
   - a. Meeting with Administrative Team including Tonya Wilson before she left the district in July 2020
   - b. Meeting with the Cultural Competence Committee
   - c. Town hall with Alumni
   - d. Meeting with Board of Education
   - e. Town hall with BIPOC Staff
   - f. Town hall with Parents, Guardians, and Family Members
   - g. Town hall with Current Students
   - h. Meetings with individual community members who could not attend scheduled town halls and meetings

10. **Special Education**
    - a. Bilingual Indicator Packet 2017 - 2018
    - b. Criteria + Explanation of Disproportionality by Race/Ethnicity 2016 - 2017
    - c. Criteria + Explanation of Disproportionality by Race/Ethnicity 2018 - 2019
    - d. Indicator 10 Self Review Training and Work Session
    - e. NYS Performance Review Letter
    - f. School District Data - Disproportionality in Special Education

11. **Strategic Plan**
    - a. Authentic Learning Action Plan 2019 - 2024
    - b. Cultural Competency Action Plan
    - c. Final Report of Strategic Plan 2019 - 2024
    - d. Goals + Action Steps
    - e. Goals for Admin Team
    - f. Pelham Survey Data - Community
    - g. Pelham Survey Data - Elementary Parents
    - h. Pelham Survey Data - Elementary Students
    - i. Pelham Survey Data - High School Faculty
    - j. Pelham Survey Data - High School Parents
    - k. Pelham Survey Data - High School Students
    - l. Pelham Survey Data - Instructional Support Staff
    - m. Pelham Survey Data - K-3 Faculty
    - n. Pelham Survey Data - Middle School Faculty
    - o. Pelham Survey Data - Middle School Students
    - p. Pelham Survey Data - Non-instructional Support Staff

Appendix B - Data Analysis

High School AP Enrollment

Figure 1

% in red = less than total subgroup population %

High School AP Enrollment 17-18	Asian	Black	Latinx	Multiracial	White	Male	Female
HS 17-18 count of unique students	30	8	65	17	312	201	231
% of Unique Students	7%	2%	15%	4%	72%	46%	53%
% of Unique Students in >2 classes	7%	2%	13%	5%	73%	52%	48%
% of Total HS Population	5%	6%	19%	4%	66%	50%	50%

High School AP Enrollment 18-19	Asian	Black	Latinx	Multiracial	White	Male	Female
HS 18-19 count of unique students	30	11	46	23	315	196	229
% of Unique Students	7%	3%	11%	5%	74%	46%	54%
% of Unique Students in >2 classes	10%	0%	10%	5%	75%	45%	55%
% of Total HS Population	6%	5%	16%	7%	67%	52%	48%

High School AP Enrollment 19-20	Asian	Black	Latinx	Multiracial	White	Male	Female
HS 19-20 count of unique students	33	8	42	30	301	207	207
% of Unique Students	8%	2%	10%	7%	73%	50%	50%
% of Unique Students in >2 classes	10%	0%	6%	9%	75%	51%	49%
% of Total HS Population	6%	5%	17%	6%	66%	50%	50%

Middle School Honors Enrollment

Figure 2

% in red = less than total subgroup population %

MS Honors Enrollment 18-19	Asian	Black	Latinx	Multiracial	White	Male	Female
MS 18-19 count of unique students	10	5	11	12	72	59	51
% of Unique Students	9%	4%	10%	11%	66%	54%	46%
% of Unique Students in >2 classes	6%	4%	8%	12%	70%	47%	53%
% of Total MS Population	4%	6%	16%	6%	68%	52%	48%

MS Honors Enrollment 19-20	Asian	Black	Latinx	Multiracial	White	Male	Female
HS 19-20 count of unique students	6	6	14	9	79	64	50
% of Unique Students	5%	5%	13%	8%	69%	56%	44%
% of Unique Students in >2 classes	8%	4%	12%	10%	67%	55%	45%
% of Total MS Population	5%	7%	16%	6%	66%	54%	46%

Students with Disabilities

Figure 3.1

% in red = 5% or more than subgroup total population

SPED Classification 18-19	Asian	Black	Latinx	White	Total Number of Students
Autism	**14%**	**14%**	14%	57%	28
Gender	50% F | 50% M	0% F | 100% M	0% F | 100% M	31% F | 69% M	
Emotional Disturbance	10%	**19%**	**33%**	38%	21
Gender	50% F | 50% M	0% F | 100% M	33% F | 67% M	50% F | 50% M	
Learning Disability	5%	**13%**	**22%**	60%	108
Gender	60% F | 40% M	34% F | 64% M	38% F | 62% M	43% F | 57% M	
Multiple Disabilities	**22%**	0%	11%	67%	9
Gender	100% F | 0% M	0% F | 0% M	0% F | 100% M	50% F | 50% M	
Other Health Impairment	4%	**14%**	11%	71%	117
Gender	0% F | 100% M	31% F | 69% M	25% F | 75% M	16% F | 84% M	
Speech or Language Impairment	**12%**	**22%**	13%	53%	114
Gender	29% F | 71% M	40% F | 60% M	31% F | 69% M	32% F | 68% M	
% of total district population	**6%**	**5%**	**15%**	**67%**	**397**

*While "Multiracial" was not a race category in the data set, Multiracial accounts for 7% of the 2018-2019 population

SPED Classification 19-20	Asian	Black	Latinx	White	Total Number of Students
Autism	**13%**	**16%**	19%	53%	32
Gender	50% F | 50% M	0% F | 100% M	0% F | 100% M	35% F | 65% M	
Emotional Disturbance	4%	8%	**29%**	58%	24
Gender	0% F | 100% M	50% F | 50% M	57% F | 43% M	43% F | 57% M	
Learning Disability	3%	**14%**	**23%**	60%	104
Gender	67% F | 33% M	47% F | 53% M	42% F | 58% M	39% F | 61% M	
Multiple Disabilities	**22%**	0%	11%	67%	9
Gender	100% F | 0% M	0% F | 0% M	0% F | 100% M	50% F | 50% M	
Other Health Impairment	3%	**12%**	12%	**73%**	118
Gender	25% F | 75% M	29% F | 71% M	21% F | 79% M	20% F | 80% M	
Speech or Language Impairment	**15%**	**17%**	15%	54%	110
Gender	25% F | 75% M	53% F | 47% M	31% F | 69% M	27% F | 73% M	
% of total district population	**6%**	**5%**	**16%**	**66%**	**397**

*While "Multiracial" was not a race category in the data set, Multiracial accounts for 7% of the 2019-2020 population

Figure 3.2
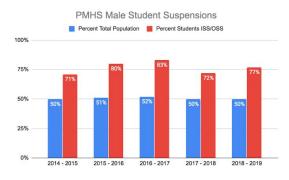
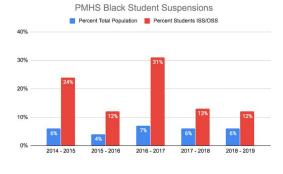% in red = 5% or more than subgroup total population

2018 - 2019 SWD by Building	Asian	Black	Latinx	White
COLONIAL 18-19 SWD	15%	5%	12%	68%
COLONIAL 18-19 Overall	**3%**	**2%**	**9%**	**77%**
HUTCHINSON 18-19 SWD	11%	30%	16%	43%
HUTCHINSON 18-19 Overall	**12%**	**13%**	**26%**	**40%**
PROSPECT HILL 18-19 SWD	6%	6%	19%	68%
PROSPECT HILL 18-19 Overall	**5%**	**3%**	**11%**	**76%**
SIWANOY 18-19 SWD	17%	7%	13%	63%
SIWANOY 18-19 Overall	**5%**	**3%**	**8%**	**74%**
MS 18-19 SWD	4%	13%	15%	68%
MS 18-19 Overall	**4%**	**6%**	**16%**	**68%**
HS 18-19 SWD	6%	15%	21%	58%
HS 19-19 Overall	**6%**	**5%**	**17%**	**66%**

2019 - 2020 SWD by Building	Asian	Black	Latinx	White
COLONIAL 19-20 SWD	7%	7%	7%	79%
COLONIAL 19-20 Overall	**5%**	**2%**	**10%**	**74%**
HUTCHINSON 19-20 SWD	12%	22%	24%	42%
HUTCHINSON 19-20 Overall	**10%**	**9%**	**30%**	**41%**
PROSPECT HILL 19-20 SWD	6%	6%	19%	68%
PROSPECT HILL 19-20 Overall	**4%**	**2%**	**12%**	**75%**
SIWANOY 19-20 SWD	19%	5%	8%	68%
SIWANOY 19-20 Overall	**4%**	**3%**	**11%**	**70%**
MS 19-20 SWD	5%	15%	16%	64%
MS 19-20 Overall	**5%**	**7%**	**16%**	**66%**
HS 19-20 SWD	4%	14%	21%	60%
HS 19-20 Overall	**6%**	**6%**	**14%**	**69%**

Suspensions

Figure 4.1

PMHS Male Student Suspensions

PMHS Black Student Suspensions

PMHS Latinx Student Suspensions

PMHS Students with Disabilities Suspensions

Figure 4.2

PMS Male Student Suspensions

PMS Black Students Suspensions

PMS Latinx Student Suspensions

PMS Student with Disabilities Suspensions