

FINAL REPORT FOR 2020-21 SCHOOL YEAR

Building a Community of Trust Through Developing Racial Awareness:

An Assessment of Climate

Challenges and Opportunities in Eanes ISD

PRESENTED TO:
The Board of Trustees
&
Dr. Tom Leonard
Superintendent of Schools

Eanes ISD

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Background

Eanes ISD (EISD) is committed to its primary goal of meeting each student's needs. In fact, it offers a comprehensive curriculum and a variety of enrichment opportunities to EISD's students to meet this important commitment. Moreover, EISD has taken the lead of high-performing school systems across the country by recognizing that an important component of providing an excellent education involves addressing issues of diversity, equity, and inclusion.

While work in culturally responsive teaching started in EISD in 2019, the need to address this important component was heightened more directly in Spring 2020 when many alumni, parents, and community members began presenting narratives that they or their children had experienced a racist climate within the district. These early reports pointed to specific issues on race and racism in EISD and were corroborated in news accounts that included narratives from EISD students, Open Forum Comments at Board Meetings, and other types of input from community groups, parents, alumni, and concerned citizens who provided their accounts. The EISD Board concluded that racism was an issue which resulted in students of color feeling excluded and/or unwelcome in the district. The board noted that it needed help in this area and came up with a plan to address these issues.

At the onset, EISD made a commitment to address this issue, stating, "We pledge to promote social justice and to address racism in Eanes ISD." That pledge included a commitment to listen better and plan thoughtfully, particularly with regard to next steps. To obtain assistance, EISD recruited a Diversity, Equity, and Inclusion facilitator and committed to training staff to recognize implicit bias. By that summer, the district had created a list of resources for parents to use when discussing racial justice with their children. Part of the process was to examine its handbooks and policies as well as some "troubling traditions."

While EISD has a long history of providing educators with high-quality professional development and support on instructional matters, as implied above, only a fraction of EISD educators had received formal training or support on how to integrate social and cultural differences appropriately into the fabric of schools and classrooms. Consequently, engaging around issues of race, culture, class, gender identity, and sexual orientation was perceived as difficult to navigate, often resulting leaving these matters untouched or ignoring them. On one hand, attempts by parents to discuss issues of equity in these areas usually evoke feelings of anxiety, apprehension, and disbelief. On the other hand, genuine attempts by educators to integrate relevant equity work into their teaching left some parents feeling confused, apprehensive, and disbelieving.

Because the struggle to address issues of race and equity is made difficult by a range of factors, including the paucity of multicultural conversations, many educators, parents, and community members want to recognize differences but not examine the impact that results from responses to these differences. In the case of educators, they strive to serve all students and families well and resolve to treat all people "the same." Well-meaning educators often adopt a "colorblind" perspective to support this effort. While this is a noble effort and a sincere attempt to treat everyone equally, it does not change the fact that some students and families experience

school differently, and often those are experiences correlated with social, cultural, and racial factors.

Educators may be unaware that their attempts at fairness and equality in school can go unnoticed by some student, family, and community groups who have been historically and traditionally marginalized because of their social identity (race, class, culture, gender, etc.). In fact, these communities may feel as if responses to inequities within the school environment still leave them feeling as if they do not belong because of their identity. This sentiment can impact performance and ultimately diminish the academic experiences of students in this situation. In many ways, this dilemma frames the reason that EISD initiated a partnership with Dr. Mark Gooden to explore this issue formally, including examining those personal experiences that may not be widely known or accepted and make recommendations for a path forward.

Assessment Purpose

1. To understand the factors that contribute to feelings of racial isolation and exclusion in EISD and identify areas of significant differences (e.g., race, socioeconomic status, gender, etc.) in how students, faculty, and leaders experience the climate in EISD.
2. To assist the district in identifying professional development and educational interventions to improve the climate and enhance school success for all students by paying attention to making the environment more welcoming and increasing belongingness.

General Methodology

Primarily quantitative research methods were used to conduct the climate survey. Data were collected via an online survey administration and online data analysis. See Table 1 for the total number of sample participants in the qualitative and quantitative data collection.

Data were also qualitatively collected formally via student focus groups at the secondary schools: Hill Country Middle School, and West Ridge Middle School & Westlake High School. In the Fall, two focus groups were conducted at Westlake High School, with one being the main group, and the other was conducted with a group of students who were involved in the arts. Finally, one focus group was conducted at each middle school. These students were selected by the principals. A total of four focus groups were conducted in the Fall.

During the Spring, three of the focus groups were repeated. The purpose was to see if there were any changes in climate for the students. Thus, all three groups were invited back, except for students from the arts because they comprised a special focus group.

Finally, while not part of the formal data collection process, a number of community meetings, staff meetings, and student meetings contributed to the construction of the work and the process. There were meetings with student leaders, including those of the robotics team and their advisor and mentors. There were also other meetings with student leaders and teacher teams. Additionally, there were monthly meetings with the DEI Advisory Committee and the

cabinet. At each meeting, members of the consulting team took notes which were refined to support a developing plan and informed the range of experiences and responses around climate in the district.

Table 1. *Climate Survey Participation*

Position	Responses	Invites	% Complete
Campus Leader	25	25	100
District Leader	22	39	56
Instructional Staff	568	759	75
Non-instructional Staff	125	272	46

Climate Survey Design

The survey of the climate had a clear focus on race and racism as charged. As such, it was narrowly tailored to address racial climate issues, and the questions clearly reflected that on all versions. One can rightfully characterize the approach as antiracist, which certain pockets of the community called for as part of the process. Some teachers and leaders expressed interest in having conversations about race and expressed a desire to learn better ways to support students as these issues of race had come up frequently in the course of doing their jobs, sometimes multiple times per week.

The survey team then created a survey for leaders and staff based on the perceived issue of race and a suggested approach to start addressing it. Leaders were separated into Campus Leaders and District Leaders, while staff members were separated into Non-instructional Staff and Instructional Staff (see Table 1). By request, a Spanish version of the survey was developed for non-instructional staff, but the percentage completed fell below the needed number; thus, those surveys were not included in the process. The Instructional Staff version allowed for further branching into levels of secondary or elementary in case these data might be needed for further analysis.

Preliminary results of the needs assessment survey seemed to support the idea that the district’s response was reasonable. Other responses and “data points” also supported the idea there was a serious issue of race and racism in the district, and it made sense to explore this idea further.

While 64 invites were sent to leaders, a total of 47 leaders completed the survey, at a 72% completion rate (25 Campus, 22 District). That suggests that of the main portion of the survey (not demographic questions), leaders who answered at least 36 out of 50 questions or 72% were included in this count of 47. These scores are analyzed and reported in Table 3 below.

While a total of 1,031 invites were sent to staff members, a total of 693 staff completed the survey at a 70% completion rate (568 instructional, 125 non-instructional). That suggests that of the main portion of the survey (not demographic questions), staff who answered at least 35 out of 50 questions or 70% were included in this count of 693. Those answers were the scores that were analyzed and reported in Table 3 below.

Table 2. *Likert Scale*

1	2	3	4	5	6
VSD	SD	D	A	SA	VSA

Although the total group responses are provided above, the decision was made to examine these data by four separate groups, which would be helpful in designing the professional development for specific groups who participate in the mission of the district in varied yet related ways. All scores below were based on questions that can be found in Appendix A. The first group or block was Campus Leaders, 25 of whom completed the major questions at a 72% rate. All versions of the assessment used the same scale above, so it will not be repeated. The other three groups are represented by the headers on each table, including District Leaders (22), Instructional Staff (568), and Non-instructional staff (125). Below the header row, each table includes the name of the scale, the number of questions on that scale, and the score for each group on that scale.

Scales

All four scales on the assessment used a Likert scale, which assumes that the strength/intensity of an attitude is linear on a continuum ranging, for example, from strongly disagree (SD) to strongly agree (SA), and can be assigned numeric properties. The specific scale used assumes that attitudes can be measured via self-report. The items on this assessment were constructed using this approach and ranged from very strongly disagree (VSD, 1) to very strongly agree (VSA, 6) (see Table 2 above). On the actual assessment, the items in the middle were denoted only by numbers. Some scores were reverse-coded to prevent a response set and to encourage careful reading of the questions. Recall that there were 50 main questions in the section and four scales. The scales are listed below and briefly explained.

- Achievement (emphasis) measures the degree of focus on academic achievement to such an extent that it may fail to account for other aspects of climate. The scores for these questions ranged from 1-6, where a higher score indicated greater emphasis on achievement but at the expense of some other aspect of climate. Again, refer to the key for the range of scores.
- General Awareness measures overall racial awareness in the environment generally, but it may also provide information on the representation of diversity or equity. Item scores ranged from 1-6, where a higher score indicated greater awareness of antiracist principles.

- General Action measures overall degree of direct actions to examine and/or take action to address racial inequities in the environment. The scores for this item ranged from 1-6, where a higher score indicated a greater tendency to take action.
- Personal Awareness & Action measures personal examination of race and direct actions taken to address racial inequities in the environment. Item scores ranged from 1-6, where a higher score indicated a greater amount of awareness and/or willingness to take action personally.

Campus Leaders as a group scored closer, mostly between disagree (3) and agree (4) on the first two scales of Achievement and General Awareness. In other words, their attitudes tended toward the middle of the road regarding excessive emphasis on Achievement (3.48). They also were moving slightly toward disagreement that there was General Awareness on their campus (3.48). Even stronger was the attitude that General Action to address racial inequities was not present as their score moved beyond disagree to strongly disagree. As leaders, though, it was clear that they tended to disagree on whether they were deeply aware of race or taking action personally to disrupt it. This score was below the middle (2.70).

District Leaders as a group scored mostly between disagree (3) and agree (4) on the first two scales of Achievement (3.64). and General Awareness 3.60), as did the Campus Leaders. However, District Leaders' attitudes tended more toward agree regarding excessive emphasis on Achievement in the district. They also were moving more toward agreement that there was General Awareness in the district. Even stronger was the attitude that General Action to address racial inequities was not present (2.68) as their score moved beyond disagree toward strongly disagree. As district leaders, though, it was clear that they disagreed on being deeply aware of race or taking action personally to disrupt it. This average score was 2.69 for the group.

Instructional Staff was the largest group and its average scores landed mostly between disagree (3) and agree (4) on the first two scales of Achievement and General Awareness. However, their attitudes tended more toward disagree regarding excessive emphasis on Achievement in their school. They also were moving more toward middle in agreement that there was General Awareness in their school, even though it was not strong. Even stronger was the attitude that General Action to address racial inequities was not present (2.67) as their score moved beyond disagree toward strongly disagree. As instructional staff, though, they disagreed that they were deeply aware of race or taking action personally to disrupt it. This average score was 3.13 for the group, which is the highest among these four groups.

Non-instructional Staff developed a slightly different pattern from the other groups in how they scored. Average scores for this group still landed mostly between disagree (3) and agree (4) on the first two scales of Achievement and General Awareness. However, their attitudes for Achievement tended more toward agree (3.90) regarding excessive emphasis on Achievement in their school. They were also moving more toward disagreement that there was General Awareness in their school (3.37). Stronger than any groups was the attitude that General Action to address racial inequities was not present (3.21) as their scores moved beyond disagree toward strongly disagree. Non-instructional staff disagreed that they were personally deeply aware of race or taking action to disrupt it. This average score was 2.83 for the group.

Table 3. *Four Scales and Participant Groups*

Campus Leaders (25)		
Scale	Number of Questions	Average
Achievement	12	3.48
General Awareness	12	3.48
General Action	13	2.70
Personal Awareness + Action	13	3.22

District Leaders (22)		
Scale	Number of Questions	Average
Achievement	12	3.64
General Awareness	12	3.60
General Action	13	2.68
Personal Awareness + Action	13	2.69

Instructional Staff (568)		
Scale	Number of Questions	Average
Achievement	12	3.24
General Awareness	12	3.42
General Action	13	2.67
Personal Awareness + Action	13	3.13

Non-Instructional Staff (125)		
Scale	Number of Questions	Average
Achievement	12	3.90
General Awareness	12	3.37
General Action	13	3.21
Personal Awareness + Action	13	2.83

Summary of Quantitative Data

The quantitative scores appeared to be fairly consistent across groups. On average, all groups tended to agree that there was a strong emphasis in EISD on achievement that, at times, may eclipse other aspects of the climate, such as an awareness of diverse voices in the academic content or even the emotional stress that accompanies academic press. Clearly, there also was a strong pull toward the attitude for all groups that General Awareness of race in the environment was lacking. It is not surprising that if the general awareness of race and how it impacts the environment is lower, then the ability or willingness to take action will likely be on the lower side as well. To better understand this connection, consider that in solutions-oriented approaches, we must be aware there is an issue before we can take steps to correct it. This turned out to be the case for all groups, with scores being well below 3, except for the Non-instructional Staff group.

General Action as a scale measures overall degree of direct actions to examine and/or take action to address racial inequities in the environment. The scores for this item ranged from 1-6, where a higher score indicated a greater tendency to take action.

Finally, Personal Awareness & Action, which measures the personal examination of race and direct actions taken to address racial inequities in the environment, was the highest for Campus Leaders and lowest for District Leaders. Considering these two groups spend dramatically different amounts of time engaging with staff, students, and the community, the results made sense. Campus leaders must personally be involved more and make more decisions, given their engagement with staff and students around race. This resonates nationally with the number of times that principals have to address all kinds of issues, including those involving race and racism. The group closest to the principals in scoring on this scale was teachers, for some of the same reasons including frequent contact with race issues, even if they were unclear on how to address them. Finally, Non-instructional Staff was the lowest for the same reasons, as many of them had less contact with students in the learning space.

Summary of Qualitative Data

We also included an open-ended question on the survey. It essentially was a “free write” and allowed members of all groups to share any thoughts they wanted, based on this question: “Is there anything else you would like to share about the work in your school?”

Campus leader qualitative comments

A total of 7 comments were offered in the “free write” area. Generally, all were positive and supportive of the equity work to address racism because they recognized it as a need on their campus and in the district. While two leaders expressed that they had worked hard as a district, and some even believed this was rightfully focused on inclusivity and being more welcoming, they acknowledged that there still was a need to do more and focus specifically on race—an issue which could be ignored in a district where the majority of students are White and upper-middle-class. There were concerns of limited exposure to communities that did not fit this profile. Below is a sample of one of the seven responses.

Is there anything else you would like to share about the work in your school?

We've worked hard as a school community to promote and embody inclusivity with all stakeholders. However, I do believe that explicit work in the area of race, racial identities, personal bias/bias-recognition, and equity audits with actionable goals specific to race would benefit my school community. I believe I am an antiracist leader who can always continue to learn and grow. I think applying my beliefs to my practices with a wide range of staff members' backgrounds is a challenge that I feel is essential for me to take on this year. I do believe my staff would describe me as a just, inclusive, and equity-driven leader, but I know I can grow in leading others to personally self-assess, and I will always need to continue to work on my own personal biases as an individual and a leader. I welcome and appreciate this critical work, and it's an honor to do it with such a gifted group of educational leaders! Thank you!

District leader qualitative analysis

A total of 7 comments were offered in the "free write" area. Comments ranged from neutral to supportive of antiracist work in district. Neutral comments included "new to district with limited access and involvement" and "at this point my-work is not directly related to teachers, children, and families." There also was a "N/A" for non-applicable. The remaining comments were supportive and made points such as work in the district has been isolated, but more cohesive work is needed. They also noted that EISD is just beginning the work of antiracism, and hiring a consultant supported that effort. A sample response is presented below.

Is there anything else you would like to share about the work in Eanes ISD?

We recognize we have a problem, and that while we may have done some isolated work in this area in the past, our current practices indicate that we need to do a deeper dive into the work as an organization.

Instructional staff qualitative comments

With 568 usable surveys, the Instructional Staff was the largest group. As such, there were 191 comments. About 52 of those were neutral, with responses such as "N/A," "not at this time," "I am a new hire to the district," or "not enough information." Another 75 responses pointed out at least one issue with uses of biased or racist language in their school; in those cases, that staff member suggested or at least implied there was a need to do antiracist or equity work with other staff and/or leaders in the district. Interestingly, we did not really find what we would characterize as an outright negative response or one that was entirely opposed to the work. However, some comments, which are described below, did not fit neatly into these categories.

A set of 17 comments also indicated that everything was just fine in its current state. Some of these responses aimed to treat all students equally and thus embrace a colorblind approach. These included "I love my school" or "My school is very diverse and welcoming." One of those comments is included below to provide an illustration.

We love our students know matter what color or background they came from. We are here to educate and love our students like our own kids.

Finally, 5 comments showed that some teachers had done some antiracist work through formal training prior to the start of this initiative or were aware of racism issues in their class and either addressed them directly or simply did not tolerate allowing their classrooms to be unsafe in the first place. They had taken concrete steps to make their environment a safe place. Some of the staff members had participated in antiracist workshops and organized book clubs or groups to develop them. A sample response is provided below.

I have partnered with other staff members and led culturally responsive training for staff at my school. We also share reliable resources and facilitated a voluntary 4-week summer antiracist group study which we hope to continue throughout the school year. There is so much work to be done, and as a staff member of color I have felt the pressure of leading this work. There have been many challenges spear heading this important work that hasn't been done before.

As noted above, some questions really did not fit easily into a category but were nonetheless informative in providing personal background for the teacher as well as some insight into questions they had about the survey questions.

Some of these questions were quite difficult to answer because I don't know exactly what the curriculum in other departments entails (beyond some comments I have heard from students). I do not think the curriculum at the state level (and this is probably true in a majority of states) does an adequate job of teaching students about our country's racial issues. I think there is good work on racial awareness being done in some areas of our school, but not in a coordinated or widespread fashion. I implicate myself in this as well—I continue to seek antiracist resources and education and make changes to my curriculum and approaches based on what I know and continue to learn, and I know others who do as well, but my work in this area is really limited to my own classroom/planning team.

Student Focus Groups

At the end of Fall, we conducted three student focus groups. The first and third focus groups included students from middle schools in a consultee school district; the second included students from a district high school. At the high and middle schools, various grades and backgrounds were represented, including race and identity. For these student focus groups, we followed recommended research size and requested between 6 and 8 students. The first middle school contained eight students, the second contained nine, and the high school contained nine. In each group, students were distributed across the grade levels. The facilitation team of each group was comprised of three researchers: Mark Gooden, Ph.D., Laura Smith, Ph.D. Cathryn and Devereaux, Ed.D. The sessions were organized, planned, and executed by the three researchers, who then collected and analyzed the data independently. They were then brought together for a group analysis.

During each 90-minute session, focus group members were presented with open-ended semi-structured prompts to which they were invited to respond spontaneously in any way they wished. Focus group members could also respond to each other's contributions. Near the end of the meeting, a facilitator offered a summary of the group's proceedings thus far to allow participants to supplement or amend her impressions of their process. The following analysis and summary are based on the qualitative data collected from these focus group interviews. They are organized by themes and a summary of major impressions from that team. Each theme's heading describes its content.

One aspect we recognized was that students of color presented a particular narrative about race that had appeared in news stories and on social media. We also heard versions presented by alumni who truly appreciated the strong academic press of EISD. However, they lamented that there were too few experiences with diverse perspectives. Additionally, alumni and current students indicated issues of racist and other biased language appeared to go unchecked. We asked principals to help with a purposeful sampling of students from the high school and the two middle schools. Because we had engaged with a group of students in another meeting, we thought it would be good to conduct a focus group with that group as well.

The Fall Semester

In the Fall, we conducted two focus groups at Westlake High School, with one being the main group and the other conducted with a group of students involved in the arts. Main group means that the principals selected those students and all three researchers participated in the data collection and analysis. Another focus group was added to interview students in the arts. We also conducted two main groups at the middle schools. For the main group, we asked that that principal purposefully oversample students of color. Thus, four focus groups (3 main ones plus a bonus) were conducted in the Fall.

Middle School Themes

The in-crowd

In general, students were nervous and excited about entering middle school. Those who had been in the district had an easier time than new transfers partially because they already knew people. All felt they received support from others as they made the transition into middle school. However, students acknowledged the important role cliques played at school. While this is not unusual for middle school, students noted that cliques tended to relish wearing certain types of expensive clothes and used that as one of several ways to exclude those who were not part of their circle. If a person in a certain clique were to be friends with someone outside the circle, others in the clique would receive that negatively. Based on several factors, many of these cliques were predominantly or exclusively White. Still some students of color reported that it was not unusual to have a friend group that was part of the clique and another who was not broadly accepted.

People of Color do not easily experience a sense of belonging

Most socially important cliques were predominantly White, and students of color did not feel welcome in these groups. There were instances of other marginalized students (e.g., race, gender identity, class, religion, culture, language, or ability) feeling this way as well. If they were accepted into these groups, they were expected to accept that sometimes others would make fun of them because of their differences. Racist remarks were frequent and stemmed from common stereotypes. Often, expressions were subtle but could be blatant. Type and intensity sometimes aligned with the speaker's gender. For example, White girls might remark pejoratively, "You're dark!" White boys would be more likely to make some outwardly racist statement. Usually, a leader or two would lead in the racist insult, while others might laugh or say nothing. Many of these indirect yet hurtful comments were framed as "jokes."

It's just a joke

Repeatedly, we heard the invoking of "a joke" language at all three schools. This pattern indicated that if a person of color attempted to call out racist and other biased language, offending students using that language would express objection and immediately perceive the victimized person as being overly sensitive. Because this pattern was so consistent, it felt part of the culture. This power of group think had forced many students of color or those with other marginalized identities to hesitate bringing up when they were offended. Therefore, cross-conversations were greatly stifled in peer-to-peer spaces around this troubling pattern. To be clear, biased language went beyond race and focused on more than Black students as targets. Marginalized students were targeted if they were, for example, Muslim, Asian, LGBTQIA, or of low socioeconomic status.

Staff response perceived as tolerant

Students of color perceived the staff to be tolerant of the students' racist language, and a few factors led to this conclusion. First, the frequency and ease of using racist and biased language made it feel very normalized. Though students noted not everybody, and definitely not all White kids, did this, it was clearly part of the environment and the casual, non-shocked responses by most bystanders confirmed it. Second, when there were reports of such use and perpetrators named, it was unclear if they received any punishment. Frequently, offending peers would say, "See? Nothing happened to me!" even after an adult intervened and followed steps to discipline the student. The lack of response frequently led to further harassment and bullying for the person who reported the incident. This was true even when students tried to report incidents anonymously, using Quick Reports. They felt that given the specificity and infrequency of reporting biased incidents, it was not hard to figure out who reported it.

Inconsistency of discipline

Finally, students felt an inconsistency in the punishment of racist infractions. For example, while some teachers and leaders addressed this biased language, others seemed to ignore it. As an example, it was noted that a teacher was more upset at a student for using

profanity than a racial slur and disciplined the student only for the former infraction. Consequently, students of color and those with marginalized identities do not feel they have anyone at school with whom they can reliably speak about racial or biased issues.

Pervasiveness of racism was heavy and exhausting

All students in the groups expressed that some blatant issues around race were just not being addressed. In addition to above issues, students emphasized that some teachers would make errors in teaching and/or were unable to handle race and curricular issues very well. For example, they experienced teachers using racist language, such as “accidentally” referring to Native Americans as “savages.” In some instances of disciplinary action, students felt that the consequences were unfair and biased towards students whose views were contrary to popularly expressed political views, which were taken to be White, wealthy, and conservative in political viewpoint. Additionally, students expressed their feelings of exhaustion and frustration towards “whitewashed curriculum,” particularly in history classes, and a lack of diversity among teachers.

Student Suggestions

Students suggested that we seek to educate students and staff about race to be certain to include how misunderstandings about race impact people of color. Also, create educational interventions for the entire school. During the first focus group, participants were wary that the community would care enough to engage with the content on race other than to oppose addressing it. Finally, they suggested that the schools create consistent responses and repercussions to racist speech and/or acts.

High School Themes

We found the high school themes to be similar to the middle school themes, although there were fewer. We provide some nuances that arose at the high school level.

Exclusivity interacted more with belongingness

Most participants described their first day at the high school as generally overwhelming and stressful, although some remembered it as manageable or “not as bad as expected.” Part of the stress involved figuring out how to get to know other students. They noted that if one already knew people from middle school or from activities or sports, it was easier. With regard to the sense of belonging experienced by students of color, participants again mentioned that, as was the case more generally, it was much easier for students of color who had been part of the school system since elementary school and/or middle school. One participant mentioned eventually being able to meet new friends at lunch; another offered that some groups, though exclusive, had members who behaved cordially.

People of color do not easily experience a sense of belonging

Some participants of color mentioned having White friends by virtue of having known them for a long time. This could contribute to their ease in transitioning into high school. However, to maintain their White friendships, they now had to have separate social groups of friends of color, who were not necessarily welcome in the White social groups. Some participants felt pressures involved in trying to maintain their connections to both groups. Participants of color noted that White friends and acquaintances often did not seem exclusionary toward them on a one-on-one basis, yet later treated them differently when they were in the presence of their White social group.

It's just a joke

As noted earlier, the joke device was part of the culture. Participants reported that racist comments at school usually took the form of jokes, and the students making the jokes often failed to understand the offensive nature of their comments and did not intend them to be attacks. Jokes were rooted in stereotypes. Some felt that White students who considered themselves to be friends should want to have more awareness of the impact of racist jokes and comments, and participants spoke of the difficulty of forgetting these hurtful moments once they had occurred.

Many participants acknowledged that the common occurrence of racist comments and jokes at school created a climate in which students of color felt unwelcome and like outsiders. Nevertheless, they themselves most often chose to say nothing about these incidents because they were certain that their reactions held no importance for anyone at their school. Some participants mentioned they had never observed an apology or any accountability regarding racist jokes or comments at school, and the best way to protect oneself in these moments was to appear to brush it off. As a result, students of color reported they did their best to convey no reaction in the presence of these normalized and incisive comments, although in fact they felt hurt, sad, and/or angry.

Student Suggestions

Participants believed that these problems could be possibly ameliorated by education at all levels (including teachers and administrators) on race, racism, and the impact of multiple forms of racism on students of color. They felt that, in theory, this could happen via direct interventions and/or workshops as well as through school curricula.

However, many participants were significantly skeptical that the motivation for this work existed in their school community. "White people don't understand race because they don't have to," mentioned one, with another proposing that perhaps involving people in conversations would be most effective, yet many would never be convinced to do it.

Some participants wished for a forum where school-based racist incidents could be reported and given weight, but they did not see such opportunities at present. Participants expected negative reactions and backlash in association with initiatives such as these at their school.

This sample of students expressed some sentiment toward positive change in the racial-cultural climate of their school; however, there was also a marked feeling of resignation in this group. Students appeared to hold out little hope for growth toward a more positive racial-cultural climate at their school; their positions seemed to be (a) *This is just the way things are here*; and (b) *I'm on my own to deal with this in the best way that I can*.

The Spring Semester

During the Spring, the three main focus groups were convened again. This round of focus groups constituted a follow-up to the three focus groups conducted earlier in the Fall of the school year. As noted, most students in this round had also participated in one of the previous groups. All groups in this round were asked for their experiences with particular reference to the period of time that had elapsed since the previous round.

As with the Fall groups, the Spring groups of students were asked to observe conditions of confidentiality regarding group process, and all students assented to that request. During the 90-minute session, focus group members were presented with open-ended semi-structured prompts to which they were invited to respond spontaneously in any way they wished. Focus group members could also respond to each other's contributions. Toward the end of the meeting, a facilitator offered a summary of the group's proceedings thus far to allow participants to supplement or amend her impressions of their process.

First Middle School Themes

The middle schools did not align as much in terms of their themes. Because they are different this time, they are presented separately. The students in the first middle school pointed out more progress.

Virtual world friendships challenging

Students began by describing the nature of their attendance at school in the context of the possibility of in-person learning. Some students found it easier to focus on classwork in person; others felt it was helpful to their learning to be in their own spaces. Students agreed that developing and/or maintaining friendships was more difficult when school was all or primarily virtual, although this was a less challenging situation for students who already had a solidly established friendship group or convenient opportunities to socialize outside class.

Building on these points, students generally felt that it had been a year in which it was not easy to feel a sense of belonging in the school community. Students who did not have friendship groups wished they had; some students believed that if they could have been at school in person, they would have found different friendship groups that were more comfortable for them.

Marginalized students still face difficulty

Students felt that these difficulties experienced during the pandemic were more pronounced for students of color and other members of marginalized groups. One student who

identified as LGBTQ felt that their primary discovery during the school year was that the school community did not welcome their presence. Several group members were aware that a recent school-based LGBTQ-affirmative sticker campaign had been defaced and/or removed by other students.

Jokes feeling more serious

All participants agreed that the most frequent response among the students at school regarding racism-related topics was joking or sarcasm; at these times, racist remarks were defended as “just jokes.” Participants described hearing overt racist and heterosexist slurs, especially among particular friendship groups. A few group members gave first-hand accounts of having been targeted by these students repeatedly. They expressed disappointment that, at times, even students who they knew had anti-bias views did not feel free to state that openly at school, presumably because the climate was unwilling or unable to address bias. Jokes and sarcastic language were described as leading to slurs.

Positive developments

Despite the consensus that their school climate was still inhospitable to students of color, group members felt they had seen small signs of positive development during the year. One group member had experienced an occasion when another student unexpectedly showed awareness that a joke *could* be racist (i.e., that referring to a racist remark as a joke does not automatically make it acceptable). Another group member had witnessed a teacher identify a classroom remark as racist; other students had not seen such in person but had heard (and appreciated) that it had happened. Students reported hearing that teachers had given extensions on homework and other assignments to acknowledge national racism-related events and tragedies; they also mentioned that African American and Asian American heritage months were observed at school for the first time in their memory. “We’re just getting started but I do see progress,” said one student.

Want more ways to get involved

Group members were unanimous in not having heard any news regarding Quick Report and new categories. All agreed that Quick Report seemed representative of good intentions, but they wondered if it was an effective tool that anyone took seriously at any level. Instead, they considered how students themselves could be more involved in equity-related efforts. Group members were aware of the organization All for Equality as one option. The organization’s events, however, were seen as undermined because numerous attendees came only to make jokes and heckle as they availed themselves of refreshments. Students described their appreciation for the current focus group as an opportunity to speak openly and share thoughts and feelings. They were open to sharing more ideas with a school community that can implement change.

Student Suggestions

When the foregoing observations of the group’s process were shared with them, group members wished to underscore that they saw the aforementioned signs of change as a good

foundation on which to build, but the road ahead still appeared to be long. Students believed there were still too many members of the school community who were unwilling to extend any attention to problems of racism because they did not feel personally affected by those problems—some were even willing to state as much, having been heard to make comments like, “That sounds like a *you* problem.” As one member commented about the year, “It’s the best that I’ve seen, but I don’t feel confident.”

Second Middle School Themes

The conversation for the second middle school influenced by an event. These themes appeared to point to less progress than the first middle school. However, suggested solutions were very similar.

Virtual world is a challenge

The predominant characterization of the past school year was to call it “different,” with group members mentioning that their experience of this year of their lives was not what they had expected, but it was also “not bad.” Teachers’ efforts to manage pandemic-related academic changes were noted and appreciated, and mention was made of accommodations such as giving students access to their own notes during tests.

Climate made more tense by election

Less change seemed apparent at the second middle school, mostly around what students perceived as a contentious 2020 Presidential Election event. Group members described the emotional climate among the student body this year as “tense.” Students felt that although some of their friendships had improved, many other relationships had deteriorated during a year when there were recurrent problems with interactions and words that were “not nice.”

People of color do not easily experience a sense of belonging

With regard to the climate of belonging for students of color at their school, group members were unequivocal in their observations that circumstances had not improved; if anything, the past year was the worst they had seen in terms of racist language and actions. Group members agreed that racist comments, slurs, and jokes were so common at their school that students considered them normal. “It’s just not seen as wrong,” said one. Group members observed that if any students did speak up in response to a racist joke or comment, they were met with silence. “There’s no one to support you,” said one.

Courageous teachers still needed

Group members believed that the climate among the student community could be better addressed if teachers and administrators became more involved. “If somebody would say something!” offered one student, with others agreeing that staff involvement would mitigate the freedom to behave in racist ways that students currently felt. Members observed that many

teachers did not appear to know what to say or how to intervene, and/or they were concerned about being liked; members felt that perhaps a training could help prepare them with skills.

Student Suggestions

Students from both middle schools converged on solutions or goals for equity work. First, both schools were unaware of the changes in Quick Report about language on discrimination. Most rarely used it because it was thought of as a joke. If changes at the staffing and curricular levels could take place, group members felt that students would feel more enabled to address racism themselves.

“All students could become involved,” said one group member, rather than just leaving it to targets (or other individuals) to take on the problem without support. Some group members had heard about student participation in school-based DEI efforts, but others had not. They believed there had been limited opportunities to join and no follow-up for other ways to get involved.

Group members speculated that increased opportunities for participation could include new clubs, groups, or spaces for sharing thoughts and opinions; one member offered that perhaps the membership list of such a group should be anonymous as students there would risk being bullied in the current climate. Group members wished for more community publicity and affirmation of diversity-related values in general. “Even just posters,” offered one. “Even just some inspirational quotes.”

High School Themes

Positive climate developing

Most group members felt relatively isolated from the school community and their friends, but given the lack of social interaction, they considered the academic environment to have been generally positive.

Some group members were not aware that the school had made any efforts to increase the feelings of belongingness for students of color. None had heard of any changes about Quick Report procedures. Awareness of a teacher who was Muslim was encouraging as an example of diverse representation that was valued. A member also noted a period during Ramadan where they got a “no-homework night” in one class; thus, students “felt seen.” Conversations with the basketball coach on diversity-related topics were also appreciated.

Group members felt that meaningful treatment of race within their curricula was generally lacking, but they saw the English Department as an exception because they observed that they were studying more authors of color than before and hoped this trend would continue and also include more women of color. Members suggested that the history and sociology curricula were especially promising areas in which to expand scholarly attention to race and racism. They wished aloud that students could begin to have culturally diverse curricula even

earlier, beginning in elementary and middle school. Members also noted students' appreciation of the initiation of organizations like the Muslim Student Alliance.

Some tension on local election

Comments and dialogue about race and racism among students and within the school community were remembered as generally conflictual. Members reported numerous examples that derived from recent school board elections, and they had observed that antiracism protests and protestors were usually portrayed negatively when they were mentioned; students had heard protesters being called "rioters" and "terrorists." Members also observed that having conversations with White students about DEI issues had been difficult because many seemed to feel attacked immediately. Group members appreciated the efforts of some students to indicate their support via social media, but they were worried that some examples were merely performative.

Student Suggestions

Members hoped there would be more community conversations about race and racism, with opportunities for students to share their own narratives in small group settings. Social media is useful for reaching large numbers of people, but it lacks the nuance and richness of small group interactions. They asked to please consider a schoolwide course on racial-cultural awareness; one student even thought it would be helpful for the school community to have more clarification on what DEI work *is* and could be. They appreciated the current efforts of the Student Council and hoped they would expand their attention to DEI initiatives.

Conclusion

Using quantitative and qualitative approaches, this climate study sought to understand the factors that contribute to feelings of racial isolation and exclusion in Eanes ISD (EISD) and to identify areas of significant differences (e.g. race, socioeconomic status, gender, etc.) in how students, staff, and leaders experience the climate in the district. Furthermore, this assessment set out to assist the district in identifying professional development and educational interventions to improve the climate and enhance the well-being and success for all students, staff, and leaders by paying attention to the environment and establishing ways to make it more welcoming and increasing belongingness.

The data presented here have confirmed that EISD leaders and staff have identified several areas of accomplishment and some of growth as well. Relying on the four scales of Achievement, General Awareness, General Action, and Personal Awareness & Action, the assessment explains where leaders land according to average scores as divided into two groups of leaders and two groups of staff. Generally, the scores present a picture of where there is emphasis in achievement and how much. They also present an assessment of where EISD is on enacting antiracist principles individually and collectively. Taken together these scores present a measure of these four scales for all groups that approximate the climate of the district from the perspective of the educators.

Where the quantitative responses might tell us what a person stated, qualitative responses might provide insight into why a person may have responded the way that she did. To better understand such responses, we added a “free write” section to the assessment and collected some interesting answers. Again, these responses confirmed some of the big themes around what leaders and teachers thought about equity work in response to a general prompt. Their answers provided several “whys” which are summarized above. It is important to note that the majority of staff stood in support of equity work even as they indicated being open to learning more about how best to do it, especially relative to race and racism. Moreover, the qualitative responses also support the fact that while some teachers and leaders have had experience in learning and presenting DEI work, most are in need of some support of their learning.

Finally, the focus groups from the perspective of the students present an exciting, complex, sometimes heartbreaking, and yet hopeful picture of what life is like for some students in the secondary schools when it comes to everyday interactions. Students captured some of the best qualities of EISD from their perspectives and in who they are as young learners. However, focus group participants also reported that they had heard racist and other biased language used so frequently that it felt very normalized. For several them, this made the environment feel unwelcome, unfriendly, and even unsafe. They offered information that appeared to fall into a set of themes, most of which were common across schools. They were honest, concerned, hopeful, and also open to sharing possible solutions to some these issues, which we captured above.

In summary, the climate assessment provides the Board of Trustees, Dr. Tom Leonard, and all stakeholders with concrete information that paints a picture of challenges and possibilities for continuing the important work of Building a Community of Trust in EISD. Because the Board and the district leadership paid attention to preliminary data and took action throughout the year, there are now concrete goals to build upon as well. Below I list those goals and end with some brief related recommendations.

Goals

- Create a shared understanding of DEI through racial equity leadership training to build capacity and support sustainability
- Assess, monitor and work to modify the climate to ensure inclusivity for all staff and students
- Develop a system of equity-focused restorative justice in support of all learners
- Engage the broader community in a shared responsibility for DEI
- Embed, over time, the ongoing importance of DEI in curricula, instructional materials and resources
- Increase personal growth and learning of trustees, administrators, staff and students to support DEI efforts
- Align DEI goals and their integration with Board policies, administrative procedures and the Eanes ISD Graduate/Staff Profile (WHEEL)

Recommendations

- Continue with equity leadership capacity building plan in the secondary schools but expand this process to include the elementary schools
- Include and integrate more student voice within the DEI work
- Consider securing a person who can support DEI work (either an internal employee and/or an external consultant) by building on the great foundation that has been established
- If external, consider having a second person working within the district who knows the EISD school district and understand the Westlake community
- Continue addressing and integrating the key points within the Board DEI Goals

Appendix A

Survey in English

EISD_Leader Assessment 1.0

Start of Block: Default Question Block

Q1.1 Directions. Below is a set of questions that collect basic demographic information. Note that the first question asks you to develop a code to be used instead of your name as your personal data provided on this survey WILL NOT be shared individually with anyone. Please make a note of this code as it will only be used for pairing your scores later. All responses on this survey will be aggregated and your identity will be held in strict confidence. Please answer each question truthfully. Remember your individual answers are confidential.

Q1.2 What is your mother's birthdate (MMDDYY)? Ex. For April 12, 1930 use 041230.

Q1.3 What is your gender?

- Male
 - Female
 - Non-binary
 - Fill in the blank _____
-

Q1.4 What is your race?

Q1.5 What is your ethnicity?

Q1.6 Do you consider yourself a person of color?

- Definitely yes
- Probably yes
- It depends
- Probably no
- Definitely no

End of Block: Default Question Block

Start of Block: Instructions

Q2.1 Directions. Below is a set of questions that explores your opinion about work happening in Eanes ISD, or your school within Eanes ISD. Carefully read and note the wording of each question. Using the 6-point scale, please give your honest rating about the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can and please answer each question, even if it's difficult for you. There are no right or wrong answers. Some questions are similar so

please read each one carefully. Remember your individual answers are held in strict confidence. Record your responses by selecting the corresponding radio button on each item.

End of Block: Instructions

Start of Block: Conditional

Q3.1 Are you a Campus Leader (as opposed to Central Administration Leader)?

- Yes
- No

End of Block: Conditional

Start of Block: Central Office

Q4.1

We actively participate in ongoing work on developing an anti-racist identity as a district.

- Strongly Disagree
- 2
- 3
- 4
- 5
- Strongly Agree

Q4.2 Our school district groups students by their ability levels in classes for the purpose of teaching them.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.3 We have not discussed the historical, pervasive nature of racial bias in our school district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.4 Our curriculum recognizes that the US was founded on the racist institution of slavery.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.5 Race plays an important part in who gets placed in special education courses in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.6 Race plays an important role in who gets access to advanced courses in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.7 I have noticed the curriculum in our district has a particular bias as it has limited contributions from people of color.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.8 Our students learn that the legacy of slavery impacts the economic realities of people today.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.9 Our curriculum prioritizes the contributions of White people while minimizing or excluding contributions of others.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.10 Because we are a high achieving district and most students are successful, racial inequity is not really an issue.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.11 I have participated in an assessment of my own racial awareness and I am aware of the results.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.12 In our district, we are encouraged to be colorblind when it comes to race so that we can treat all students the same.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.13 Focusing on race can take valuable time away from academics, especially when time is limited.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.14 I have led equity audits that include disaggregation of race data and establishing concrete measurable goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.15 I have developed an action plan with effective measures of progress and follow-up relative to personal racial equity goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.16 In our district, academic achievement is tied to race and socio-economic status of the student.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.17 Supporting social and emotional learning of students of color is just as important as academic achievement in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.18 Our district could possibly have a culture of bias that might interfere with the learning of all students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.19 I have participated in the creation of policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.20 In our district, we have created policies/practices that definitely punish bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.21 We have a racially/ethnically diverse staff in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.22 In our district, I have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.23 We have created practices that facilitate engaging with families from non-dominant communities.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.24 I have come to the aid of a colleague who clearly was the victim of race-based bullying.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.25

Everyone who works hard in our district, no matter what race they are, has an equal chance to do well.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.26 In our district, academic achievement of students of color is an important focus as it is a measure of effectiveness in race work.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.27 Through my direct actions I have worked to ensure our district is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.28 I have supported the collection of resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.29 In our district, I have created policies/practices that definitely punish bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.30 Racial occurrences in our district are rare, isolated situations.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.31

We have created policies/practices that facilitate the productive development of an anti-racist identity with staff.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.32 Our district curriculum has been examined to determine whether it perpetuates racial bias.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.33 I am aware of my racial identity and its impact when engaging with families from non-dominant communities.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.34 In our district, we have discussed and acknowledged the historical, pervasive nature of racial bias in society.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.35 We actively engage in ongoing work on our own racial bias in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.36 Racial awareness is an important goal for all students as it is a key measure of effectiveness for race work with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.37 Race plays a major role in the quality of education that is received at our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.38 In our district, it is important for educators to talk about racism to help work through or solve the district's issues.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.39 We have learned how to be actively engaged in ongoing work on our own individual racial biases.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.40

As a district, we have conducted an assessment of our racial awareness and are aware of the results.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.41 Race plays an important role in who gets disciplined and how in our school district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.42 Racial awareness is an important goal for all staff as it is a key measure of effectiveness for race work with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.43 As a district, we have conducted equity audits that include disaggregation of race data and establishing of concrete measurable goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.44 We have created policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.45 As a district, we have developed an action plan with effective measures of progress and follow-up relative to racial equity goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.46 We have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.47 I actively participate in ongoing learning in developing my anti-racist identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.48 We have created resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree
- 2
- 3
- 4
- 5
- Strongly Agree

Q4.49 I have searched for professional resources that can facilitate the productive development of an anti-racist identity within my school district.

- Strongly Disagree
- 2
- 3
- 4
- 5
- Strongly Agree

Q4.50 We have ensured through our direct actions that our district is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree
- 2
- 3
- 4
- 5
- Strongly Agree

Q4.51 Is there anything else you would like to share about the work in Eanes ISD?

End of Block: Central Office

Start of Block: Block Campus Ld

Q5.1 Our school groups students by their ability levels in classes for the purpose of teaching them.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.2 Our curriculum recognizes that the US was founded on the racist institution of slavery.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.3 Race plays an important part in who gets placed in special education courses.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.4 Race plays an important role in who gets access to advanced courses.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.5 I have noticed the curriculum used in my school has a particular bias as it has limited contributions from people of color.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.6 Our students learn that the legacy of slavery impacts the economic realities of people today.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.7 Our curriculum prioritizes the contributions of White people while minimizing or excluding contributions of others.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.8 Because we are a high achieving school and most students are successful, racial inequity is not really an issue.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.9 I have participated in an assessment of my own racial awareness and I am aware of the results.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.10 At our school, we are encouraged to be colorblind when it comes to race so that we can treat all students the same.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.11 Focusing on race can take valuable time away from academics, especially when time is limited.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.12 I have led equity audits that include disaggregation of race data and establishing concrete measurable goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.13 In our school, academic achievement is tied to race and socio-economic status of the student.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.14 I have developed an action plan with effective measures of progress and follow-up relative to personal racial equity goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.15 Supporting social and emotional learning of students of color is just as important as academic achievement in our school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.16 Our school could possibly have a culture of bias that might interfere with the learning of all students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.17 I have participated in the creation of policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.18 We have created policies/practices that definitely punish bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.19 I have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.20 We have a racially/ethnically diverse staff at our school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.21 I have come to the aid of a student who clearly was the victim of race-based bullying.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.22 We have created practices that facilitate engaging with families from non-dominant communities.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.23

Everyone who works hard at our school, no matter what race they are, has an equal chance to do well.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.24 We have conducted equity audits that include disaggregation of race data and establishing concrete measurable goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.25 In our school, academic achievement of students of color is an important focus as it is a measure of effectiveness in race work.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.26 We have ensured through our direct actions that our school is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.27 I have curated resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.28 We have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.29 Through my direct actions I have worked to ensure our school is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.30 We have created resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.31 I have created policies/practices that definitely punish bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.32 Racial occurrences in our school are rare, isolated situations.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.33 Our curriculum has been examined to determine whether it perpetuates racial bias.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.34 I am aware of my racial identity and its impact when engaging with families from non-dominant communities.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.35 We have discussed and acknowledged the historical, pervasive nature of racial bias in society.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.36 Racial awareness is an important goal for all students as it is a key measure of effectiveness for race work with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.37 We actively engage in ongoing work on our own racial bias in our school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.38 Race plays a major role in the quality of education that is received at our school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.39

We actively participate in ongoing work on developing an anti-racist identity as a school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.40 We have not discussed the historical, pervasive nature of racial bias in our school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.41 In our school, it is important for educators to talk about racism to help work through or solve the school's issues.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.42

We have created policies/practices that facilitate the productive development of an anti-racist identity with staff.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.43

As a school, we have conducted an assessment of our racial awareness and are aware of the results.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.44 We have learned how to be actively engaged in ongoing work on our own individual racial biases.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.45 Race plays an important role in who gets disciplined and how in our school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.46 Racial awareness is an important goal for all staff as it is a key measure of effectiveness for race work with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.47 We have developed an action plan with effective measures of progress and follow-up relative to racial equity goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.48 I actively participate in ongoing learning in developing my anti-racist identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.49 We have created policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree
- 2
- 3
- 4
- 5
- Strongly Agree

Q5.50 I have searched for professional resources that can facilitate the productive development of an anti-racist identity within my school.

- Strongly Disagree
- 2
- 3
- 4
- 5
- Strongly Agree

Q5.51 Is there anything else you would like to share about the work in your school?

End of Block: Block Campus Ld

Start of Block: Default Question Block

Q1.1 Directions. Below is a set of questions that collect basic demographic information. Note that the first question asks you to develop a code to be used instead of your name as your personal data provided on this survey WILL NOT be shared individually with anyone. Please make a note of this code as it will only be used for pairing your scores later. All responses on this survey will be aggregated and your identity will be held in strict confidence. Please answer each question truthfully. Remember your individual answers are confidential.

Q1.2 What is your mother's birthdate (MMDDYY)? Ex. For April 12, 1930 use 041230.

Q1.3 What is your gender?

- Male
 - Female
 - Non-binary
 - Fill in the blank _____
-

Q1.4 What is your race?

Q1.5 What is your ethnicity?

Q1.6 Do you consider yourself a person of color?

- Definitely yes
- Probably yes
- It depends
- Probably no
- Definitely no

End of Block: Default Question Block

Start of Block: Instructions

Q2.1 **Directions.** Below is a set of questions that explores your opinion about work happening in Eanes ISD, or your school within Eanes ISD. Carefully read and note the wording of each question. Using the 6-point scale, please give your honest rating about the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can and please answer each question, even if it's difficult for you. There are no right or wrong answers. Some questions are similar so please read each one carefully. Remember your individual answers are held in strict confidence. Record your responses by selecting the corresponding radio button on each item.

End of Block: Instructions

Start of Block: Conditional

Q3.1 Are you a Campus Leader (as opposed to Central Administration Leader)?

- Yes
- No

End of Block: Conditional

Start of Block: Central Office

Q4.1

We actively participate in ongoing work on developing an anti-racist identity as a district.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.2 Our school district groups students by their ability levels in classes for the purpose of teaching them.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.3 We have not discussed the historical, pervasive nature of racial bias in our school district.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.4 Our curriculum recognizes that the US was founded on the racist institution of slavery.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.5 Race plays an important part in who gets placed in special education courses in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.6 Race plays an important role in who gets access to advanced courses in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.7 I have noticed the curriculum in our district has a particular bias as it has limited contributions from people of color.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.8 Our students learn that the legacy of slavery impacts the economic realities of people today.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.9 Our curriculum prioritizes the contributions of White people while minimizing or excluding contributions of others.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.10 Because we are a high achieving district and most students are successful, racial inequity is not really an issue.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.11 I have participated in an assessment of my own racial awareness and I am aware of the results.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.12 In our district, we are encouraged to be colorblind when it comes to race so that we can treat all students the same.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.13 Focusing on race can take valuable time away from academics, especially when time is limited.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.14 I have led equity audits that include disaggregation of race data and establishing concrete measurable goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.15 I have developed an action plan with effective measures of progress and follow-up relative to personal racial equity goals.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.16 In our district, academic achievement is tied to race and socio-economic status of the student.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.17 Supporting social and emotional learning of students of color is just as important as academic achievement in our district.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.18 Our district could possibly have a culture of bias that might interfere with the learning of all students.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.19 I have participated in the creation of policies/practices that facilitate the productive development of an anti-racist identity with students.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.20 In our district, we have created policies/practices that definitely punish bullying of students because of their racial identity.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.21 We have a racially/ethnically diverse staff in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.22 In our district, I have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.23 We have created practices that facilitate engaging with families from non-dominant communities.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.24 I have come to the aid of a colleague who clearly was the victim of race-based bullying.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.25

Everyone who works hard in our district, no matter what race they are, has an equal chance to do well.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.26 In our district, academic achievement of students of color is an important focus as it is a measure of effectiveness in race work.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.27 Through my direct actions I have worked to ensure our district is a place where students have a sense of belonging, regardless of their race.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.28 I have supported the collection of resources that facilitate the productive development of an anti-racist identity with families.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.29 In our district, I have created policies/practices that definitely punish bullying of students because of their racial identity.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.30 Racial occurrences in our district are rare, isolated situations.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.31

We have created policies/practices that facilitate the productive development of an anti-racist identity with staff.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.32 Our district curriculum has been examined to determine whether it perpetuates racial bias.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.33 I am aware of my racial identity and its impact when engaging with families from non-dominant communities.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.34 In our district, we have discussed and acknowledged the historical, pervasive nature of racial bias in society.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.35 We actively engage in ongoing work on our own racial bias in our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.36 Racial awareness is an important goal for all students as it is a key measure of effectiveness for race work with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.37 Race plays a major role in the quality of education that is received at our district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.38 In our district, it is important for educators to talk about racism to help work through or solve the district's issues.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.39 We have learned how to be actively engaged in ongoing work on our own individual racial biases.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.40

As a district, we have conducted an assessment of our racial awareness and are aware of the results.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.41 Race plays an important role in who gets disciplined and how in our school district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.42 Racial awareness is an important goal for all staff as it is a key measure of effectiveness for race work with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.43 As a district, we have conducted equity audits that include disaggregation of race data and establishing of concrete measurable goals.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.44 We have created policies/practices that facilitate the productive development of an anti-racist identity with students.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.45 As a district, we have developed an action plan with effective measures of progress and follow-up relative to racial equity goals.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.46 We have created policies/practices that clearly discourage bullying of students because of their racial identity.

Strongly Disagree

2

3

4

5

Strongly Agree

Q4.47 I actively participate in ongoing learning in developing my anti-racist identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.48 We have created resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.49 I have searched for professional resources that can facilitate the productive development of an anti-racist identity within my school district.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.50 We have ensured through our direct actions that our district is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q4.51 Is there anything else you would like to share about the work in Eanes ISD?

End of Block: Central Office

Start of Block: Block Campus Ld

Q5.1 Our school groups students by their ability levels in classes for the purpose of teaching them.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.2 Our curriculum recognizes that the US was founded on the racist institution of slavery.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.3 Race plays an important part in who gets placed in special education courses.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.4 Race plays an important role in who gets access to advanced courses.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.5 I have noticed the curriculum used in my school has a particular bias as it has limited contributions from people of color.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.6 Our students learn that the legacy of slavery impacts the economic realities of people today.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.7 Our curriculum prioritizes the contributions of White people while minimizing or excluding contributions of others.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.8 Because we are a high achieving school and most students are successful, racial inequity is not really an issue.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.9 I have participated in an assessment of my own racial awareness and I am aware of the results.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.10 At our school, we are encouraged to be colorblind when it comes to race so that we can treat all students the same.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.11 Focusing on race can take valuable time away from academics, especially when time is limited.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.12 I have led equity audits that include disaggregation of race data and establishing concrete measurable goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.13 In our school, academic achievement is tied to race and socio-economic status of the student.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.14 I have developed an action plan with effective measures of progress and follow-up relative to personal racial equity goals.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.15 Supporting social and emotional learning of students of color is just as important as academic achievement in our school.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.16 Our school could possibly have a culture of bias that might interfere with the learning of all students.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.17 I have participated in the creation of policies/practices that facilitate the productive development of an anti-racist identity with students.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.18 We have created policies/practices that definitely punish bullying of students because of their racial identity.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.19 I have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.20 We have a racially/ethnically diverse staff at our school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.21 I have come to the aid of a student who clearly was the victim of race-based bullying.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.22 We have created practices that facilitate engaging with families from non-dominant communities.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.23

Everyone who works hard at our school, no matter what race they are, has an equal chance to do well.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.24 We have conducted equity audits that include disaggregation of race data and establishing concrete measurable goals.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.25 In our school, academic achievement of students of color is an important focus as it is a measure of effectiveness in race work.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.26 We have ensured through our direct actions that our school is a place where students have a sense of belonging, regardless of their race.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.27 I have curated resources that facilitate the productive development of an anti-racist identity with families.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.28 We have created policies/practices that clearly discourage bullying of students because of their racial identity.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.29 Through my direct actions I have worked to ensure our school is a place where students have a sense of belonging, regardless of their race.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.30 We have created resources that facilitate the productive development of an anti-racist identity with families.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.31 I have created policies/practices that definitely punish bullying of students because of their racial identity.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.32 Racial occurrences in our school are rare, isolated situations.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.33 Our curriculum has been examined to determine whether it perpetuates racial bias.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.34 I am aware of my racial identity and its impact when engaging with families from non-dominant communities.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.35 We have discussed and acknowledged the historical, pervasive nature of racial bias in society.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.36 Racial awareness is an important goal for all students as it is a key measure of effectiveness for race work with students.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.37 We actively engage in ongoing work on our own racial bias in our school.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.38 Race plays a major role in the quality of education that is received at our school.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.39

We actively participate in ongoing work on developing an anti-racist identity as a school.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.40 We have not discussed the historical, pervasive nature of racial bias in our school.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.41 In our school, it is important for educators to talk about racism to help work through or solve the school's issues.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.42

We have created policies/practices that facilitate the productive development of an anti-racist identity with staff.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.43

As a school, we have conducted an assessment of our racial awareness and are aware of the results.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.44 We have learned how to be actively engaged in ongoing work on our own individual racial biases.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.45 Race plays an important role in who gets disciplined and how in our school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.46 Racial awareness is an important goal for all staff as it is a key measure of effectiveness for race work with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.47 We have developed an action plan with effective measures of progress and follow-up relative to racial equity goals.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.48 I actively participate in ongoing learning in developing my anti-racist identity.

Strongly Disagree

2

3

4

5

Strongly Agree

Q5.49 We have created policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.50 I have searched for professional resources that can facilitate the productive development of an anti-racist identity within my school.

- Strongly Disagree
 - 2
 - 3
 - 4
 - 5
 - Strongly Agree
-

Q5.51 Is there anything else you would like to share about the work in your school?

End of Block: Block Campus Ld

Appendix B

Survey in Spanish

EISD_Staff 1.0

Start of Block: Language Conditional

Q1.1 ¿Prefieres hacer esta encuesta en español?
Would you prefer to take this survey in Spanish?

- Yes(Si) (4)
- No(No) (5)

End of Block: Language Conditional

Start of Block: Default Question Block

Q2.1 Directions. Below is a set of questions that collect basic demographic information. Note that the first question asks you to develop a code to be used instead of your name as your personal data provided on this survey WILL NOT be shared individually with anyone. Please make a note of this code as it will only be used for pairing your scores later. All responses on this survey will be aggregated and your identity will be held in strict confidence. Please answer each question truthfully. Remember your individual answers are confidential.

Q2.2 What is your mother's birthdate (MMDDYY)? Ex. For April 12, 1930 use 041230.

Q2.3 What is your gender?

- Male (1)
- Female (2)
- Non-binary (3)
- Fill in the blank (5) _____

Q2.4 What is your race?

Q2.5 What is your ethnicity?

Q2.6 Do you consider yourself a person of color?

- Definitely yes (1)
- Probably yes (2)
- It depends (3)
- Probably no (4)
- Definitely no (5)

End of Block: Default Question Block

Start of Block: Instructions

Q3.1 **Directions.** Below is a set of questions that explores your opinion about work happening in Eanes ISD, or your school within Eanes ISD. Carefully read and note the wording of each question. Using the 6-point scale, please give your honest rating about the degree to which you personally agree or disagree with each statement. Please be as open and honest as you can and please answer each question, even if it's difficult for you. There are no right or wrong answers. Some questions are similar so please read each one carefully. Remember your individual answers are held in strict confidence. Record your responses by selecting the corresponding radio button on each item.

End of Block: Instructions

Start of Block: Conditional 2

Q4.1 Please select the option that best describes your work in Eanes ISD.

- Instructional (Campus Teachers, Administrators, Counselors, Teaching Assistants & Related Services Staff) (4)
- Non-Instructional (Central Administration, CIA, HR, Business, Technology and Legal; Operations-Custodial, CDC, Food Services, Campus and Administrative Support Staff) (3)

End of Block: Conditional 2

Start of Block: Instructional

Q5.1 Our school groups students by their ability levels in classes for the purpose of teaching them.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.2 Our curriculum recognizes that the US was founded on the racist institution of slavery.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.3 Race plays an important part in who gets placed in special education courses.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.4 Race plays an important role in who gets access to advanced courses.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.5 I have noticed the curriculum used in my school has a particular bias as it has limited contributions from people of color.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.6 Our students learn that the legacy of slavery impacts the economic realities of people today.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.7 Our curriculum prioritizes the contributions of White people while minimizing or excluding contributions of others.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.8 Because we are a high achieving school and most students are successful, racial inequity is not really an issue.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.9 I have participated in an assessment of my own racial awareness and I am aware of the results.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.10 At our school, we are encouraged to be colorblind when it comes to race so that we can treat all students the same.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.11 Focusing on race can take valuable time away from academics, especially when time is limited.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.12 I have led equity audits that include disaggregation of race data and establishing concrete measurable goals.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.13 In our school, academic achievement is tied to race and socio-economic status of the student.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.14 I have developed an action plan with effective measures of progress and follow-up relative to personal racial equity goals.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.15 Supporting social and emotional learning of students of color is just as important as academic achievement in our school.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.16 Our school could possibly have a culture of bias that might interfere with the learning of all students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.17 I have participated in the creation of policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.18 We have created policies/practices that definitely punish bullying of students because of their racial identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.19 I have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.20 We have a racially/ethnically diverse staff at our school.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.21 I have come to the aid of a student who clearly was the victim of race-based bullying.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.22 We have created practices that facilitate engaging with families from non-dominant communities.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.23

Everyone who works hard at our school, no matter what race they are, has an equal chance to do well.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.24 We have conducted equity audits that include disaggregation of race data and establishing concrete measurable goals.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.25 In our school, academic achievement of students of color is an important focus as it is a measure of effectiveness in race work.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.26 We have ensured through our direct actions that our school is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.27 I have curated resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.28 We have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.29 Through my direct actions I have worked to ensure our school is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.30 We have created resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.31 I have created policies/practices that definitely punish bullying of students because of their racial identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.32 Racial occurrences in our school are rare, isolated situations.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.33 Our curriculum has been examined to determine whether it perpetuates racial bias.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.34 I am aware of my racial identity and its impact when engaging with families from non-dominant communities.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.35 We have discussed and acknowledged the historical, pervasive nature of racial bias in society.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.36 Racial awareness is an important goal for all students as it is a key measure of effectiveness for race work with students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.37 We actively engage in ongoing work on our own racial bias in our school.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.38 Race plays a major role in the quality of education that is received at our school.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.39

We actively participate in ongoing work on developing an anti-racist identity as a school.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.40 We have not discussed the historical, pervasive nature of racial bias in our school.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.41 In our school, it is important for educators to talk about racism to help work through or solve the school's issues.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.42

We have created policies/practices that facilitate the productive development of an anti-racist identity with staff.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.43

As a school, we have conducted an assessment of our racial awareness and are aware of the results.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.44 We have learned how to be actively engaged in ongoing work on our own individual racial biases.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.45 Race plays an important role in who gets disciplined and how in our school.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.46 Racial awareness is an important goal for all staff as it is a key measure of effectiveness for race work with students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.47 We have developed an action plan with effective measures of progress and follow-up relative to racial equity goals.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.48 I actively participate in ongoing learning in developing my anti-racist identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.49 We have created policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q5.50 I have searched for professional resources that can facilitate the productive development of an anti-racist identity within my school.

- Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- Strongly Agree (6)

Q5.51 Is there anything else you would like to share about the work in your school?

End of Block: Instructional

Start of Block: Area of Work

Q6.1 What is your primary area of work?

- High School (4)
- Middle School (5)
- Elementary (6)
- ATS (7)
- N/A (8)

End of Block: Area of Work

Start of Block: Non-Instructional

Q7.1

We actively participate in ongoing work on developing an anti-racist identity as a district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.2 Our school district groups students by their ability levels in classes for the purpose of teaching them.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.3 We have not discussed the historical, pervasive nature of racial bias in our school district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.4 Our curriculum recognizes that the US was founded on the racist institution of slavery.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.5 Race plays an important part in who gets placed in special education courses in our district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.6 Race plays an important role in who gets access to advanced courses in our district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.7 I have noticed the curriculum in our district has a particular bias as it has limited contributions from people of color.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.8 Our students learn that the legacy of slavery impacts the economic realities of people today.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.9 Our curriculum prioritizes the contributions of White people while minimizing or excluding contributions of others.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.10 Because we are a high achieving district and most students are successful, racial inequity is not really an issue.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.11 I have participated in an assessment of my own racial awareness and I am aware of the results.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.12 In our district, we are encouraged to be colorblind when it comes to race so that we can treat all students the same.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.13 Focusing on race can take valuable time away from academics, especially when time is limited.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.14 I have led equity audits that include disaggregation of race data and establishing concrete measurable goals.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.15 I have developed an action plan with effective measures of progress and follow-up relative to personal racial equity goals.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.16 In our district, academic achievement is tied to race and socio-economic status of the student.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.17 Supporting social and emotional learning of students of color is just as important as academic achievement in our district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.18 Our district could possibly have a culture of bias that might interfere with the learning of all students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.19 I have participated in the creation of policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.20 In our district, we have created policies/practices that definitely punish bullying of students because of their racial identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.21 We have a racially/ethnically diverse staff in our district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.22 In our district, I have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.23 We have created practices that facilitate engaging with families from non-dominant communities.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.24 I have come to the aid of a colleague who clearly was the victim of race-based bullying.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.25

Everyone who works hard in our district, no matter what race they are, has an equal chance to do well.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.26 In our district, academic achievement of students of color is an important focus as it is a measure of effectiveness in race work.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.27 Through my direct actions I have worked to ensure our district is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.28 I have supported the collection of resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.29 In our district, I have created policies/practices that definitely punish bullying of students because of their racial identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.30 Racial occurrences in our district are rare, isolated situations.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.31

We have created policies/practices that facilitate the productive development of an anti-racist identity with staff.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.32 Our district curriculum has been examined to determine whether it perpetuates racial bias.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.33 I am aware of my racial identity and its impact when engaging with families from non-dominant communities.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.34 In our district, we have discussed and acknowledged the historical, pervasive nature of racial bias in society.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.35 We actively engage in ongoing work on our own racial bias in our district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.36 Racial awareness is an important goal for all students as it is a key measure of effectiveness for race work with students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.37 Race plays a major role in the quality of education that is received at our district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.38 In our district, it is important for educators to talk about racism to help work through or solve the district's issues.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.39 We have learned how to be actively engaged in ongoing work on our own individual racial biases.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.40

As a district, we have conducted an assessment of our racial awareness and are aware of the results.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.41 Race plays an important role in who gets disciplined and how in our school district.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.42 Racial awareness is an important goal for all staff as it is a key measure of effectiveness for race work with students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.43 As a district, we have conducted equity audits that include disaggregation of race data and establishing of concrete measurable goals.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.44 We have created policies/practices that facilitate the productive development of an anti-racist identity with students.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.45 As a district, we have developed an action plan with effective measures of progress and follow-up relative to racial equity goals.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.46 We have created policies/practices that clearly discourage bullying of students because of their racial identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.47 I actively participate in ongoing learning in developing my anti-racist identity.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.48 We have created resources that facilitate the productive development of an anti-racist identity with families.

- Strongly Disagree (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - Strongly Agree (6)
-

Q7.49 I have searched for professional resources that can facilitate the productive development of an anti-racist identity within my school district.

- Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- Strongly Agree (6)

Q7.50 We have ensured through our direct actions that our district is a place where students have a sense of belonging, regardless of their race.

- Strongly Disagree (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- Strongly Agree (6)

Q7.51 Is there anything else you would like to share about the work in Eanes ISD?

End of Block: Non-Instructional

Start of Block: Spanish Default Question Block

Q8.1 Instrucciones. A continuación, hay un conjunto de preguntas que recopilan información demográfica básica. Tenga en cuenta que la primera pregunta le pide que desarrolle un código para ser utilizado en lugar de su nombre, ya que sus datos personales en esta encuesta no se compartirán con nadie. Por favor tome nota de este código, ya que solo se utilizará para aumentar sus puntuaciones mas tarde. Todas las respuestas en esta encuesta serán agregadas y su identidad se mantendrá en estricta confidencial. Por favor, responda a cada pregunta con sinceridad. Recuerde que sus respuestas son confidenciales.

Q8.2 ¿Cuál es la fecha de nacimiento de su madre? Por ejemplo, si nació el 12 de abril de 1930, escriba 041230.

Q8.3 ¿Cuál es su genero?

- Masculino (1)
 - Femenino (2)
 - Ningún genero (3)
 - Llene el espacio en blanco (5) _____
-

Q8.4 ¿Cuál es su raza?

Q8.5 ¿Cuál es su origen étnico?

Q8.6 ¿Te consideras una persona de color?

- Definitivamente si (1)
- Probablemente si (2)
- Depende (3)
- Probablemente no (4)
- Definitivamente no (5)

End of Block: Spanish Default Question Block

Start of Block: Spanish Instructions

Q9.1 Instrucciones. A continuación, hay un conjunto de preguntas que explora su opinión sobre el trabajo que sucede en Eanes ISD o su escuela dentro de Eanes ISD. Lea atentamente y anote la redacción de cada pregunta. Usando la escala de 6 puntos, por favor de su calificación honesta sobre el grado en que usted personalmente está de acuerdo o en desacuerdo con cada declaración. Por favor, sea lo mas honesto y por favor responda a cada pregunta, aunque sea difícil para usted. No hay respuestas correctas o incorrectas. Algunas preguntas son similares, así que por favor lea cada una cuidadosamente. Recuerde que sus respuestas se mantienen en estricta confianza. Grabe sus respuestas seleccionando el botón de opción correspondiente en cada ítem.

End of Block: Spanish Instructions

Start of Block: Spanish Conditional 2

Q10.1 Seleccione la opción que mejor describa su trabajo en Eanes ISD.

- Educativo (Maestro/as, Administrador/ora, Consejero/a, Ayudante de Maestro/as, Personal de Servicio Relacionado) (4)
- Personal No Docente (Administración Central, CIA, HR, Empresario, Tecnología y legal, Persona de Custodia, CDC, Servicios de Comida, Campus y el Personal de Apoyo Administrativo) (3)

End of Block: Spanish Conditional 2

Start of Block: Spanish Non-Instructional

Q11.1 Participamos activamente en el trabajo en curso en el desarrollo de una identidad antirracista como distrito.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.2 Nuestro distrito escolar agrupa a los estudiantes por sus niveles de habilidad en las clases con el propósito de enseñarles.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.3 No hemos discutido la naturaleza histórica del sesgo racial en nuestro distrito escolar.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.4 Nuestro plan de estudios reconoce que los Estados Unidos fue fundado sobre la institución racista de la esclavitud.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.5 Raza juega un papel importante en quién se coloca en cursos de educación especial en nuestro distrito.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.6 Raza juega un papel importante en quién tiene acceso a cursos avanzados en nuestro distrito.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.7 He notado que el currículo en nuestro distrito tiene un sesgo particular, ya que tiene contribuciones limitadas de personas de color.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.8 Nuestros estudiantes aprenden que el legado de la esclavitud impacta las realidades económicas de la gente de hoy.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.9 Nuestro plan de estudio prioriza las contribuciones de personas blancas mientras que minimiza o excluye las contribuciones de otros.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.10 Porque somos un distrito de alto rendimiento y la mayoría de los estudiantes tienen éxito, la desigualdad racial no es realmente un problema.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.11 He participado en una evaluación de mi propia conciencia racial y soy consciente de los resultados.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.12 En nuestro distrito, promovemos no fijarlos en el color racial para intentar tratar a todos los estudiantes de la misma manera.

- totalmente en desacuerdo (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- totalmente de acuerdo (6)

Q11.13 El enfoque en la raza puede tomar tiempo valioso lejos de lo académico, especialmente cuando el tiempo es limitado.

- totalmente en desacuerdo (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- totalmente de acuerdo (6)

Q11.14 He dirigido auditorías de equidad que incluyen la desagregación de datos raciales y el establecimiento de metas concretas mensurables.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.15 He elaborado un plan de acción con medidas efectivas de progreso y seguimiento en relación con los objetivos personales de equidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.16 En nuestro distrito, el logro académico está ligado a la raza y la situación socioeconómica del estudiante.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.17 Apoyando el aprendizaje social y emocional de los estudiantes de color es tan importante como el logro académico en nuestros distritos.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.18 Nuestro distrito podría tener posiblemente una cultura de sesgo que podría interferir con el aprendizaje de todos los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.19 He participado en la creación de practicas que facilitan el desarrollo productivo de una identificación antirracista con los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.20 En nuestro distrito, hemos creado practicas que definitivamente castigan el acoso (bullying) de los estudiantes debido a su identidad racial

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.21 Tenemos un personal racialmente/étnicamente diverso en nuestro distrito.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.22 En nuestro distrito, he creado practicas que claramente desalientan el acoso (bullying) escolar de los estudiantes debido a su identidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.23 Hemos creado practicas que facilitan la participación con familias de comunidades no dominantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.24 He ayudado un colega que claramente fue víctima de acoso (bullying) racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.25 Todos los que trabajan duro en nuestro distrito, no importa cuál sea la raza, tienen la misma oportunidad de tener éxito.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.26 En nuestro distrito, el logro académico de los estudiantes de color es un enfoque importante, ya que mide la eficacia en el trabajo racial.

- totalmente en desacuerdo (7)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.27 A través de mis acciones directas tengo trabajo para asegurar que nuestro distrito sea un lugar donde los estudiantes tengan un sentido de pertenencia, independientemente de su raza.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.28 He apoyado la colección de recursos que facilitan el desarrollo productivo de una identidad antirracista con familias..

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.29 En nuestro distrito, he creado practicas que definitivamente castigan el acoso (bullying) a los estudiantes debido a su identidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.30 Los acontecimientos raciales en nuestro distrito son situaciones raras y aisladas.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.31

Hemos creado practicas que facilitan el desarrollo productivo de una identidad antirracista con el personal.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.32 Nuestro plan de estudios del distrito ha sido examinado para determinar si perpetua el sesgo racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.33 Soy consciente de mi identidad racial y de su impacto involucrarme con familias de comunidades no dominantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.34 En nuestro distrito, hemos discutido y reconocido la historia y profundidad del sesgo racial en la sociedad.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.35 Participamos activamente en el trabajo continuo sobre nuestro propio sesgo racial en nuestro distrito.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.36 La conciencia racial es un objetivo importante para todos los estudiantes, ya que es una medida clave de la eficacia para el trabajo racial con los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.37 Raza juega un papel importante en la calidad de la educación que se recibe en nuestro distrito.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.38 En nuestro distrito, es importante para educadores que hablen sobre el racismo para ayudar resolver los problemas del distrito

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.39 Hemos aprendido a participar activamente en el trabajo en curso sobre nuestros propios sesgos raciales individuales.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.40 Como distrito hemos llevado a cabo una evaluación de nuestra conciencia racial y somos consientes de los resultados.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.41 Raza juega un papel importante en quien se disciplina en nuestro distrito escolar.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.42 La conciencia racial es un objetivo importante para el personal, ya que es una medida clave de la eficacia para el trabajo racial con los estudiantes

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.43 Como distrito, hemos llevado a cabo auditorías de equidad que incluyen la desagregación de datos de raza y el establecimiento de metas medibles concretas.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.44 Hemos creado prácticas que facilitan el desarrollo productivo de una identidad antirracista con los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.45 Como distrito, hemos desarrollado un plan de acción con medidas efectivas de progreso y seguimiento en relación con los objetivos de equidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.46 Hemos creado practicas que desalientan claramente el acoso (bullying) escolar de los estudiantes debido a su identidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.47 Participo activamente en el aprendizaje continuo en el desarrollo de mi identidad antirracista.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.48 Hemos creado recursos que facilitan el desarrollo productivo de una identidad antirracista con las familias.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.49 He buscado recursos profesionales que puedan facilitar el desarrollo productivo de una identidad antirracista dentro de mi distrito escolar.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.50 Hemos asegurado a través de nuestras acciones directas que nuestro distrito es un lugar donde los estudiantes tienen un sentido de pertenencia independientemente de su raza.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q11.51 ¿Hay algo más que quieras compartir sobre su trabajo en Eanes ISD?

End of Block: Spanish Non-Instructional

Start of Block: Spanish Instructional

Q12.1 Nuestra escuela agrupa a los estudiantes por sus niveles de habilidad en las clases con el propósito de enseñarles.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.2 Nuestro plan de estudios reconoce que los Estados Unidos fue fundado sobre la institución racista de la esclavitud.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.3 Raza desempeña un papel importante en quien es colocado en cursos de la educación especial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.4 Raza desempeña un papel importante en quien consigue el acceso a cursos avanzados.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.5 He notado que el currículo utilizado en mi escuela tiene un sesgo particular, ya que tiene contribuciones limitadas de personas de color.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.6 Nuestros estudiantes aprenden que el legado de la esclavitud afecta las realidades económicas de las personas hoy en día.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.7 Nuestro plan de estudios prioriza las contribuciones de personas Blancas minimizando o excluyendo contribuciones de otros.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.8 Debido a que somos una escuela de alto rendimiento y la mayoría de los estudiantes tienen éxito, la inequidad racial no es realmente un problema

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.9 He participado en una evaluación de mi propia conciencia racial y soy consciente de mis resultados.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.10 En nuestro distrito, promovemos no fijarlos en el color racial para intentar tratar a todos los estudiantes de la misma manera.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.11 El enfoque en la raza puede tomar tiempo valioso lejos de lo académico, especialmente cuando el tiempo es limitado.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.12 He dirigido auditorías de equidad que incluyen la desagregación de datos raciales y el establecimiento de metas concretas mensurables

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.13 En nuestra escuela, el logro académico está ligado a la raza y la situación socioeconómica del estudiante.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.14 He elaborado un plan de acción con medidas efectivas de progreso y seguimiento en relación con los objetivos personales de equidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.15 Apoyando el aprendizaje social y emocional de los estudiantes de color es tan importante como el logro académico en nuestros distritos.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.16 Nuestro distrito podría tener posiblemente una cultura de sesgo que podría interferir con el aprendizaje de todos los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.17 He participado en la creación de practicas que facilitan el desarrollo productivo de una identificación antirracista con los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.18 Hemos creado prácticas que definitivamente castigan el acoso a los estudiantes debido a su identidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.19 He creado practicas que desalientan claramente el acoso escolar de los estudiantes debido a su identidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.20 Tenemos un personal racialmente/étnicamente diverso en nuestra escuela.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.21 He ayudado a un estudiante que claramente fue victima de acoso (bullying) racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.22 Hemos creado practicas que facilitan la participación con familias de comunidades no dominantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.23 Todos los que trabajan duro en nuestro distrito, no importa cuál sea la raza, tienen la misma oportunidad de tener éxito.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.24 Hemos realizado auditorías de equidad que incluyen la desagregación de datos raciales y el establecimiento de objetivos medibles concretos.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.25 En nuestra escuela, el logro académico de los estudiantes de color es un enfoque importante ya que es una medida de la eficacia en el trabajo racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.26 Hemos asegurado a través de nuestras acciones directas que nuestra escuela es un lugar donde los estudiantes tienen un sentido de pertenencia, independiente de su raza.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.27 He comisariado recursos que facilitan el desarrollo productivo de una identidad antirracista con las familias.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.28 Hemos creado prácticas que desalientan claramente el acoso (bullying) escolar de los estudiantes debido a su identidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.29 A través de mis acciones directas tengo trabajo para asegurar que nuestra escuela sea un lugar donde los estudiantes tengan un sentido de pertenencia, independiente de su raza.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.30 Hemos creado recursos que facilitan el desarrollo productivo de una identidad antirracista con las familias.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.31 He creado practicas que definitivamente castigan el acoso (bullying) a los estudiantes debido a su identidad racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.32 Los sucesos raciales en nuestra escuela son situaciones raras y aisladas.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.33 Nuestro plan de estudio ha sido examinado para determinar si perpetúa el sesgo racial.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.34 Soy consciente de mi identidad racial y de su impacto cuando me involucro con familias de comunidades no dominantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.35 Hemos discutido/reconocido la naturaliza histórica y generalizada del sesgo racial en la sociedad.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.36 La conciencia racial es un objetivo importante para todos los estudiantes, ya que es una medida clave de la eficacia para el trabajo racial de los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.37 Participamos activamente en el trabajo continuo sobre nuestro propio sesgo racial en nuestra escuela.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.38 Raza juega un papel importante en la calidad de educación que se recibe en nuestra escuela.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.39 Participamos activamente en el trabajo en cursos sobre el desarrollo de una identidad antirracista como escuela.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.40 No hemos discutido/reconocido la naturaliza histórica y generalizada del sesgo racial en la sociedad.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.41 En nuestra escuela, es importante que los educadores hablen sobre el racismo para ayudar y resolver los problemas de la escuela.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.42 Hemos creado practicas que facilitan el desarrollo productivo de una identidad antirracista con el personal.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.43 Como escuela, hemos llevado a cabo una evaluación de nuestra conciencia racial y somos conscientes de los resultados.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.44 Hemos aprendido a participar activamente y trabajar en nuestros propios sesgos raciales.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.45 Raza juega un papel importante en quien se disciplina y como en nuestra escuela.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.46 La conciencia racial es un objetivo importante para todo el personal, ya que es una medida clave de la eficacia para el trabajo racial con los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.47 Hemos desarrollado un plan de acción con medidas efectivas de progreso y seguimiento en relación con los objetivos de equidad racial..

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.48 Participo activamente en el aprendizaje en el desarrollo de mi identidad antirracista.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.49 Hemos creado practicas que facilitan el desarrollo productivo de una identidad antirracista con los estudiantes.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.50 He buscado recursos profesionales que puedan facilitar el desarrollo productivo de una identidad antirracista dentro de mi escuela.

- totalmente en desacuerdo (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - totalmente de acuerdo (6)
-

Q12.51 ¿Hay algo mas que le gustaría compartir sobre el trabajo en su escuela?

End of Block: Spanish Instructional

Start of Block: Spanish Area of Work

Q13.1 ¿Cuál es su área de trabajo principal?

- Escuela preparatoria (9)
- Escuela secundaria (10)
- Escuela primaria (11)
- ATS (12)
- No aplica (13)

End of Block: Spanish Area of Work
