



**Piper Schools  
Equity Audit Detailed Report**

**15 September 2021**

Dear Beloved:

We're honored to play a role in Piper Schools's equity journey and hope that the results of your Equity Audit provide some clarity on your path forward. This report includes key descriptors and definitions, an overview of your user profile, complete responses from the Equity Audit, narrative and graphic results, and recommendations on how these diagnostics may inform Piper Schools's strategy development.

The Equity Audit is designed to provide comprehensive feedback on Piper Schools's capacity for diversity, equity, and inclusion with all stakeholder groups. A group of key leaders at Piper Schools spent hours completing this self-study and identifying relevant data sets for each area. The Equity Audit is designed with 14 sub-standards and 180+ indicators about nearly every facet of organizational work life.

The Equity Audit asks three key questions about every stakeholder group:



- To what extent is \_\_\_\_\_ population reflective of Piper Schools's regional demographics?
- To what extent are participants' outcomes predictable by their demographics?
- To what extent are participants' voices respected, trusted, and empowered about decisions that impact their success in the organization?

The Equity Audit is a formative tool. The substandards are designed to identify a starting point for organizational development in each area. Your responses indicate likely areas of need in each standard like:



- Within diversity for all stakeholders, is Piper Schools's greatest need in marketing and messaging, access, selection bias, or adult culture?
- With respect to equity, is Piper Schools's greatest need the development of ongoing internal equity audits, assignment bias in staffing, promotion bias in talent, resource equity, or performance outcomes?
- When understanding inclusion for all stakeholders, is Piper Schools's greatest need in establishing clear statements about DEI, establishing inclusive feedback structures, implementation of established structures, or developing culturally relevant practices?

At Beloved Community, we believe that people change systems. As you begin to process your results, we encourage you to center your people. What will each level of leadership or key stakeholder group need to understand about the report from their unique perspective? How can your leadership help them contextualize the organizational results and proposed next steps? How can you leverage this report as an opportunity to engage your community in inclusive equity strategy development?

Looking forward,

Rhonda J. Broussard  
Founder, CEO

# Equity Audit & Equity Lens Map Results Summary

## Equity Audit Summary

Equity Audit Results		
	Category	Score
<b>Standard/ Substandard</b>	Diversity	47%
	D1: Awareness	56%
	D2: Application	44%
	D3: Selection	56%
	D4: Participation	36%
	Inclusion	40%
	I1: Language	36%
	I2: Shared Voice, Shared Power	41%
	I3: Belonging	42%
	I4: Cultural Relevance	42%
	Equity	57%
	E1: Audits & Access	50%
	E2: Assignment	58%
	E3: Advancement	72%
	E4: Financial	52%
	E5: Performance Outcomes	63%
<b>Stakeholder/ Function</b>	Administrators	64%
	Students	54%
	Parents/Guardians	30%
	Board of Directors	58%
	Scholarships	N/A
	Employee Assistance Grants	51%
	Community Partners	32%
	Faculty/Staff	63%
	Subcontractors/Vendors	29%
	Institutional Advancement	36%

# Equity Audit Detailed Report

- Section I: Respondent Profile
- Section II: Equity Audit Results Analysis: Standards & Substandards
  - Diversity
  - Inclusion
  - Equity
- Section III: Equity Audit Results Analysis: Stakeholder/Function Groups
- Section IV: Global Results Comparison

The Equity Audit Analysis contains a score for each standard, substandard, and stakeholder/function group applicable to your organization. Scores are reported as a percentage of total possible points. Any questions you may have left unanswered on the Equity Audit have not been factored into your scores.

To help understand your score and to frame the context for potential growth, Beloved Community defines five score bands for Equity Audit Results, as displayed below.



The Global Results Comparison in Section IV provides an analysis of all organizations who have taken the Equity Audit since inception. While each organization's strengths and areas of development will be different, the analysis is helpful in contextualizing how other organizations in your sector are performing.

## **Section I: Respondent Profile**

### **Organization Name & Location**

Piper Schools

Kansas City, KS

### **Organization Website**

PiperSchools.com

## **Contact Information**

Amber Buck

ABuck@PiperSchools.us

Role/Title: Coordinator of Community Relations, Partnerships, and Inclusion

## **Organization Description**

Number of Employees: 150 to 499

Age of Organization: Mature (20+ years)

Geographic Areas Served: Ex-urban, Suburban, Rural

## Section II: Equity Audit Results Analysis: Standards & Substandards

### Diversity



### **47% (Emerging)**

Organization has identified clear diversity goals for all stakeholders and is actively collecting and analyzing data, but is not yet seeing consistent results across the board. Now is the time for strategy development. Make sure that stakeholder research includes questions like: What do you know about your target population(s) and their expectations of your service/product? Who is participating/attending/purchasing currently and why?

D1: Awareness - 56%

Some organization leaders and/or stakeholders have embedded diversity goals into their work. Next steps for the organization include: developing an action plan and benchmarks for diversity goals and related data analysis.

D2: Application - 44%

Organization needs to solidify diversity goals and parameters. Organization would benefit from identifying specific data collection needs for their diversity goals that will produce valid and reliable analysis.

D3: Selection - 56%

Organization has achieved parity with regard to representative diversity. Next steps for the organization include: implement data collection and analysis protocols that track and codify success and progress; develop consistent anti-bias trainings/practices for all team members involved in selection.

D4: Participation - 36%

Data collection for diverse participation across identities and functions is viable. Organizational managers are having variable results in their diverse participation. Next steps: identify best practices in your organization and create internal management trainings to increase retention of diverse team members. The organization's Inclusion results will provide more strategies for how to increase diverse participation.

## Inclusion

**Inquiring**

Up to 25%

**Emerging**

26% - 50%

**Developing**

51% - 74%

**Expanding**

75% - 90%

**Refining**

91% - 100%

### **40% (Emerging)**

Organization has a stated commitment to inclusion and has built clear frameworks, engagement processes, and data collection tools for all stakeholders. Organization may have written inclusion expectations and some leadership team members who excel at inclusionary practices. Now is the time to codify shared goals for inclusion and identify the frequency of advisory practices across the organization.

I1: Language - 36%

Organization exhibits a commitment to inclusion replete with frameworks, engagement processes and data collections tools for stakeholders. Next steps: audit communications for systemic application of inclusive language, provide ongoing coaching and accountability for influential leaders to use inclusive language consistently.

I2: Shared Voice, Shared Power - 41%

Organizational need: Use existing frameworks, engagement processes and data collection tools to determine existing gaps and build an inclusive environment that seeks, listens to and employs critical feedback from all stakeholders.

I3: Belonging - 42%

Belongingness has not been identified as a strategic goal. Data collection and analysis suggest it may be a possible organizational value.

I4: Cultural Relevance - 42%

Process and practices have not been evaluated for cultural relevance. Organizational culture indicators may provide additional information and understanding around inclusive practices for all stakeholders.

## Equity



### **57% (Developing)**

Organization has an articulated equity strategy and personal commitment from senior leaders. Current leaders are driving equity throughout their teams and services and getting results. Next steps are to codify equity practices, build in clear equity on-ramps for new leaders/managers, and institutionalize disaggregated data analysis across all functions in the organization.

#### **E1: Audits & Access - 50%**

Equity strategies have been designed and implemented. Systems feedback has yet to incorporate equity strategies, therefore organizational data is not yet reliable. Existing schema about equity are confronted with obvious shifts in defining and applying access and structures.

#### **E2: Assignment - 58%**

Roles and tasks are well defined and suggest growth areas and strategies that may produce reliable data. Leadership teams assess the efficacy and efficiency of job functions and consider how to ensure an equitable lift among roles and tasks.

#### **E3: Advancement - 72%**

Tracks for advancement are clear and accessible. The organization has not yet identified which of their strategies and protocols have the biggest impact on equitable advancement. Next steps: convene focus groups to identify the practices that they experience as most beneficial to their success in the organization.

#### **E4: Financial - 52%**

Strategies and protocols that support financial equity are identified. Organizational data is collected to determine the scope of any existing wage disparities as compared to national data.

#### **E5: Performance Outcomes - 63%**

Equity benchmarks are set from analysis of level of engagement. Onboarding and professional development are offered and impacts are designed to be measured and evaluated.



## Section III: Equity Audit Results Analysis: Stakeholder/Function Groups

**Inquiring**  
Up to 25%

**Emerging**  
26% - 50%

**Developing**  
51% - 74%

**Expanding**  
75% - 90%

**Refining**  
91% - 100%

### Administrators - 64%

Some policies and procedures have been identified and implemented to create a diverse administrative team. Administrators encourage communication across the community to better understand what contributes to an inclusive community. Develop constructive feedback loops to help identify strengths and areas for growth regarding diversity and inclusion in the school community. That data can help develop strategic diversity and inclusion goals as well as responsive policies and procedures to meet initial benchmarks.

### Board of Directors - 58%

Board of directors have established an inclusive community. Diversity, inclusion and equity training is taking place. Some inclusive and equitable practices have been implemented by the board and, without consistent data collection and analysis, the impacts have not been assessed. Data collection and analysis offer insight into setting strategic diversity and inclusion goals and benchmarks, as well as policies, practices and procedures that create a diverse and inclusive community.

### Community Partners - 32%

School community partners have used data to understand the diversity present (and lacking) across the community. In-depth data analysis will identify strategic inclusion, diversity and equity goals and benchmarks for implementation. Implementing critical feedback loops will help to qualitatively assess systems processes and the impacts on community members.

### Employee Assistance Grants - 51%

Implementing a few granting policies, practices and procedures has reached a diverse group of awardees. Leveraging diversity, equity and inclusion training and consistent analysis of systems processes and the implementation of new strategies and practices will help identify strategic diversity and inclusion goals that can be applied to the granting process. Training that seeks to expose and mitigate reviewers' biases in selection and awarding would ensure a more fair and equitable grant process.

#### Faculty/Staff - 63%

Faculty and staff are diverse. Strategies to create and maintain an inclusive community have been implemented. Equitable practices help retain and support faculty from historically marginalized groups. Establishing constructive feedback loops for faculty and staff will help identify strengths and areas for growth regarding diversity, equity and inclusion. Additional qualitative as well as quantitative measures will help to create systems processes that are responsive and maximize outcomes.

#### Institutional Advancement - 36%

#### Parents/Guardians - 30%

The data suggest some starting points with regard to diversity, equity and inclusion goals for the school community regarding parents/families. Next steps: Use data to indicate area for growth regarding family diversity and inclusion. Use parent/family feedback to set goals and benchmarks as well as identify equitable practices that will optimize fair and equitable outcomes for parents/families.

#### Scholarships - N/A

#### Students - 54%

Strategies to achieve a diverse student body have been identified with a plan for implementation. Inclusive community protocols and procedures are noticeably effective. Equitable policies and procedures are in place. Data collection and/or analysis is inconsistent or has not yet been implemented to fully understand the scope and impact of strategic diversity, equity and inclusion goals and benchmarks.

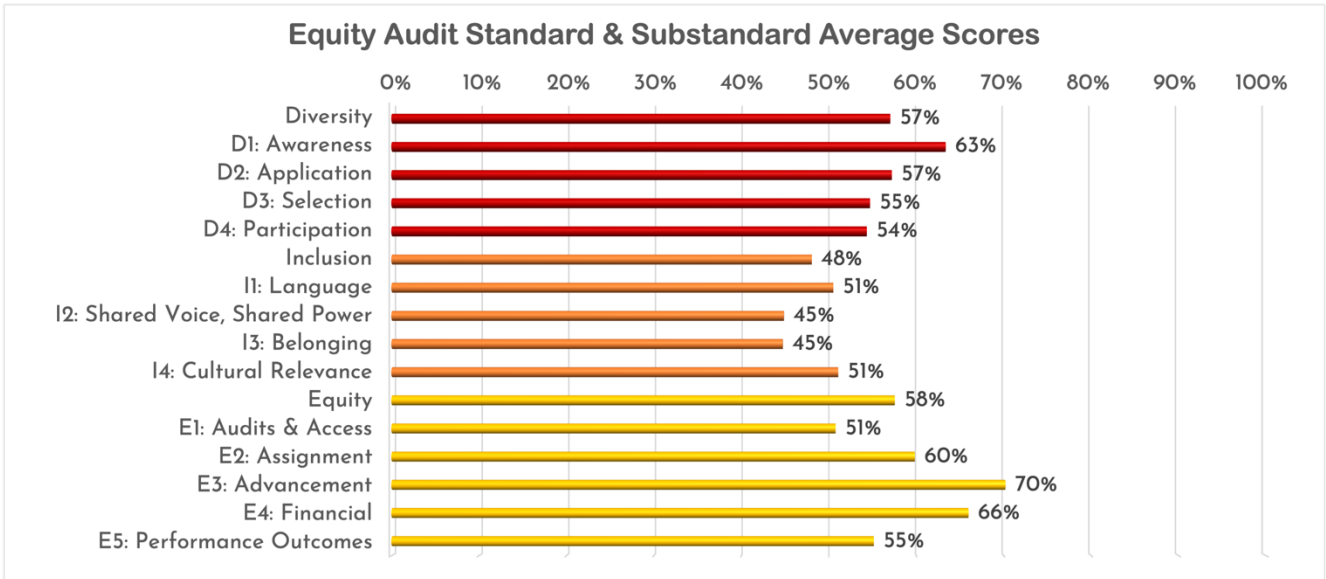
#### Subcontractors/Vendors - 29%

Organization is evaluating policies and procedures to hire diverse sub-contractors and vendors. Based upon the data the organization has analyzed, the organization contracts sub-contractors and vendors that align with their diversity, inclusion and equity goals. Information and potential training regarding the organization's strategic diversity and inclusion goals has been identified for potential sub-contractors and vendors.

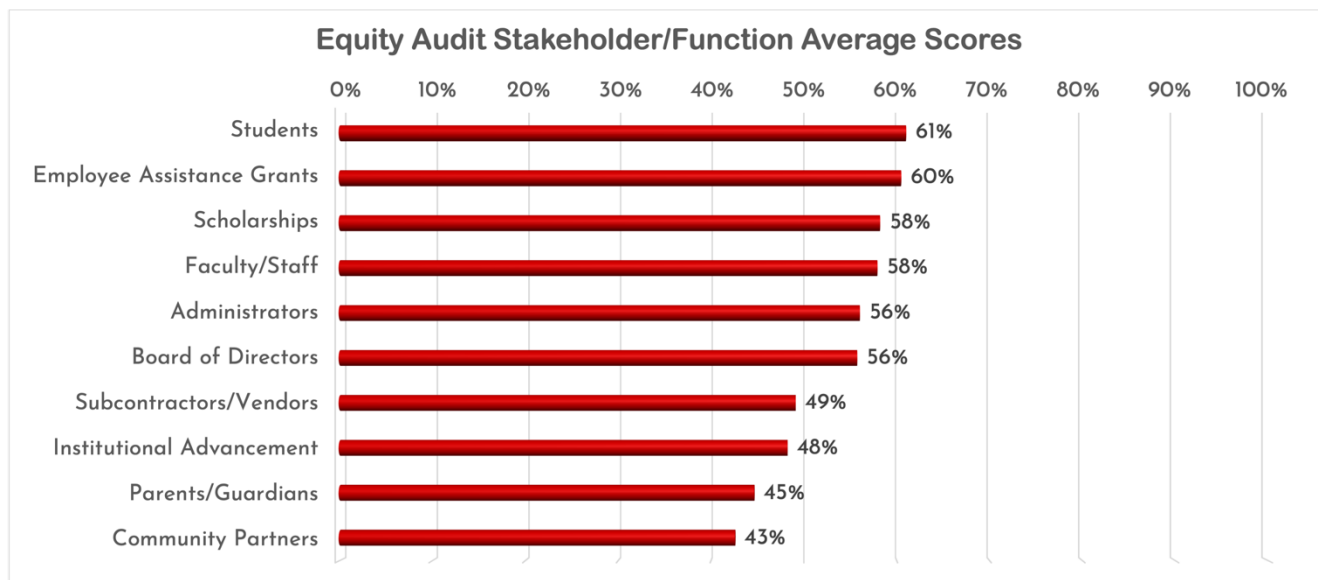
# Section IV: Global Results Comparison

As an organization, you may be curious as to how your organization’s Equity Audit results compare with other similar organizations. The charts below present a global analysis of all K-12 schools who have completed Beloved Community’s Equity Audit.

On average, organizations self-rate slightly higher in Equity indicators than in Diversity and Inclusion. The Diversity substandard of Awareness is typically self-reported as higher than the others, followed by Application, Selection, and Participation. When it comes to Equity, organizations report higher levels of established practices around Advancement. As for Inclusion practices, organizations report strengths in Language and Cultural Relevance and consistent needs for Shared Voice, Shared Power and Belonging.



The chart below displays the average scores for K-12 schools self-ratings by stakeholder/function groups. On average, schools report more established practices around Diversity, Equity, and Inclusion regarding their Students. Three areas of reported need are Parents, Community Partners, and Institutional Advancement.



While analyzing data trends and comparing your organization's results to others' can feel helpful in normalizing information, it is important to remember that each organization's DEI journey is unique. All aspects of an organization impact which areas are strengths and areas of growth.

Below are a couple recommended questions to consider as you compare your organization's results to the Global Analysis:

- Do our organization's results align with the trends for K-12 schools? In which standards, substandards, and stakeholder groups did we perform higher? Celebrate these with your teams and stakeholders as areas of strength!
- Which, if any, of our standard and substandard scores are significantly lower than other schools? Consider the Indicators in these standards and substandards to determine where the specific needs show up in your organization. This will help you begin to identify specific strategies for moving forward.

# Appendix A: Guide to the Standards & Substandards

Beloved Community centers its work on three key standards - Diversity, Equity, and Inclusion - and thirteen more discrete substandards. The Standards and Substandards are at the heart of Beloved Community trainings, consulting, and online tools.

## Diversity

The extent to which any population group within or associated with your organization reflects your regional demographics

- Awareness (D1): The extent to which a diverse population is aware that your organization exists
- Application (D2): The extent to which a diverse population applies to participate in or associate with your organization
- Selection (D3): The extent to which your organization selects a diverse population to participate in or associate with your organization
- Participation (D4): The extent to which a diverse population self-selects in to participate or associate with your organization once they have been selected by you

## Equity

The extent to which the outcomes from any stakeholder or function are predictable by participants' demographics

- Audits & Access: The extent to which your organization has established internal audit procedures for your various functions
- Assignment: The extent to which an individual's demographics or identities predict their assignment within your organization
- Advancement: The extent to which an individual's demographics or identities predict their advancement within your organization
- Financial: The extent to which your organization invests or distributes equitable financial resources across demographics and identities
- Performance Outcomes: The extent to which the actual performance outcomes are predictable by demographics or identities

## Inclusion

The extent to which our diverse populations feel comfortable, respected, and empowered within our organization, and to what extent are diverse community perspectives included in decision-making

- Language: The extent to which your organization uses inclusive language in every medium of communication
- Shared Voice, Shared Power: The extent to which an individual, regardless of demographics or identities, have actual shared voice and shared power; the extent to which we create a space for all identities to advocate for themselves (shared voice) and to participate in decision-making for themselves and their community (shared power)

- Belonging: The extent to which an individual, regardless of demographics or identities, reports a strong sense of belonging within your organization
- Cultural Relevance: The extent to which an individual, regardless of demographics or identities, has access to culturally relevant communications and celebrations within your organization

## Appendix B: Beloved Community Key Terms Glossary

The Equity Audit and Equity Lens Map are two assessments that help organizations identify strengths and needs in operationalizing their commitments to diversity, equity, and inclusion. While respondents are not required to have any expertise in the field of diversity, equity, and inclusion to complete the Equity Audit and Equity Lens Map, we find that it is helpful for them to have some familiarity with key terms. Where relevant, we reference the specific definition from sociologists who have coined or codified this vocabulary. The online tools include links and reference to the following terminology and definitions.

### **Belongingness**

Belongingness is a universal need to be a part of a group by forming strong, stable interpersonal relationships. In this work, belongingness refers to two schools of thought: Baumeister and Leary's work that belongingness increases motivation and performance outcomes, and John A. Powell's work that belongingness is the manifestation of inclusion and shared humanity across perceived differences.

### **Cisgender**

Cisgender is a term for people whose gender matches the sex that they were assigned at birth.

### **DBE**

Disadvantaged Business Enterprise: 51% of business is owned or controlled by a socially or economically disadvantaged person. The US Small Business Administration defines disadvantaged as women, Black Americans, Hispanic Americans, Native Americans, Asian-Pacific Americans, Subcontinent Asian-Pacific Americans. Certain persons with disabilities may apply for determination as well.

### **Diverse**

Demographic diversity prioritizes socio-economic, race, ethnicity, linguistic, sex, age, disability, nationality, migrant status, and homelessness as federally-reported data. Demographic diversity should also include gender, sexual orientation, religion, undocumented status, geography and other self-reported identity markers.

### **Heteronormative**

Suggesting or believing that all relationships conform to heterosexual practices. For our purposes, heteronormative policies, practices, and decision-making establishes traditional heterosexual coupling as the basis for work life expectations.

### **Institutional Bias vs. Interpersonal Bias**

Institutional bias refers to ways that a company's policies and practices privilege some groups over others, regardless of who implements them. Interpersonal bias refers to ways that an individual experiences and implements their actions, regardless of the company's policies.

### **Marginalized (People)**

Marginalization is the process of pushing a particular group or groups of people to the edge of society by not allowing them an active voice, identity, or place in it.

Through both direct and indirect processes, marginalized groups may be relegated to a secondary position or made to feel as if they are less important than those who hold more power or privilege in society. (*from Syracuse University*)

## **MBE**

Minority Owned Business Enterprise: 51% of business is owned or controlled by a racial or ethnic minority. This typically means Asian, Black, Hispanic, East Asian Indian and Native American.

## **Microaggression**

Coined by Dr. Charles M. Pierce in the 1970s, microaggression refers to "subtle, stunning, often automatic, and non-verbal exchanges which are 'put downs'" directed to black Americans." Microaggressions fall short of overt and deliberately hostile racism.

## **Racialized (People)**

Historically, it has been white people who hold the social, political, and economic power to name and categorize people of colour and Indigenous peoples according to white people's categories of race. As a result, in popular, dominant discourse, the word race has typically been used to refer to people of colour and Indigenous people (i.e., people who were seen by white people as "not like us"/not white). White-skinned people doing the naming/categorizing often categorize themselves as white or Caucasian (and therefore, superior) or they may think of themselves as "raceless" and "normal." This "normalcy" is defined by the assumed "otherness" or "abnormality" of people of colour. In either case, the position of "white" has remained dominant and self-sustaining. (*from Alberta Civil Liberties Research Centre*)

## **SES**

Socio-economic status (wealthy, upper income, middle income, working class, lower income, below poverty line, extreme poverty, etc.)

## **Stereotype Threat**

Stereotype threat refers to being at risk of self-characteristically confirming a negative stereotype about one's social group. People challenged with stereotype threat recognize that there are negative expectations placed on them. (Steele & Aronson, 1995)

## **Systemic (Levels of Oppression & Change)**

When the laws of a country, society, or company are deeply entrenched to favor one population over all others. For example, systemic racism favors white populations in economics, banking, housing, education access etc. Systemic change requires changing each of the implicated systems, policies, and practices.