Equity Audit Report

The purpose of this Equity Audit is to identify the most common causes of inequities that exist in Jackson Public School district. This report represents data collected from stakeholders, including administrators, staff, parents, and students among other groups. Equity Audits are tools that allow districts to make guided reforms, which are based on data. By comparing the findings from the 8 Equity Areas, they allow districts to see which Equity Areas are most pressing, and in which areas the schools or districts are faring well. Equity Audits allow for alignment of equity-related efforts. And Equity Audits allow for districts to understand differences in how students/ parents may see schooling when compared to staff or administrators. All of this information can be useful in explaining why there are current inequity trends in the district, and what reforms can be implemented to move to a more equitable context.

Assessment Purposes

1. To understand the factors that contribute to achievement inequities in Jackson Public Schools and identify areas of significant achievement differences (e.g, race, socioeconomic status, gender, etc.). This includes identifying home, school, classroom, and individual-level barriers to high academic performance.
2. To assist the district in identifying professional development and educational interventions to reduce achievement gaps and enhance school success for all students.

Assessment Questions

1. What does current district data reveal about achievement inequities in Jackson Public Schools?
2. What factors do staff, students, and parents identify as contributing to achievement inequities in Jackson Public Schools?
3. What initiatives (district-level, school-level, classroom-level) can be implemented to build cultural competency and enhance students' schooling experiences in Jackson Public Schools?

General Methodology

Quantitative research methods were used to complete the audit. Data was conducted via survey administration, and online data analysis. See Table 1 for total number of sample participants in qualitative and quantitative data collection. Appendix A provides a breakdown of the sample demographics.

Audit Participation: Total Number of participants

Participant Group	# Submitted	# Started	% Complete
Parent Survey	2115	429	20.2
Administrator Survey	39	25	64.1
Staff Survey	786	277	35.2
Student Survey	4825	2131	44.2

Why the 8 Equity Areas (EA)?

After careful analysis and comprehensive review of scholarly research, findings were categorized according to 8 Equity Areas related to students', staff, administrators', and parents' overall opinions of the school district and specific perceptions of factors contributing to achievement and discipline gaps for students:

1. Accepting/marginalizing student identity and voice (AMSIV)
2. Culturally relevant school leadership, teaching, and curriculum (CRSLTC)
3. Discriminatory behavior and practices (DBP)
4. School culture and climate (SCC)
5. School-community relations (SCR)
6. Thoughts on achievement gaps (TAG)
7. Thoughts on discipline gaps (TDG)
8. Teacher rating and expectations (TR)

The sections below offer a comparative overview between equity areas, and racial implications of that. Within each Equity Area, the items with the most difference are included in this report. Appendix A offers a thorough and robust description of the Equity Areas with guiding questions that can improve understanding of each area. What follows is an overview of major findings within each in each topic area based on the quantitative data. The 8 Equity Areas help us identify the causes for achievement and disciplinary inequities and disproportionalities in your schools and district.

Results

8 Equity Areas:

1. **Accepting or Marginalizing Student Identity and Voice (AMSIV)**
   a. **Summary of Equity Area**
      Addresses how comfortable students feel voicing opinions and expressing behaviors in school? Here are some of the core interests in this equity area:
      1. All student identity and voice is recognized equally in school
      2. Minority student identity is welcomed in school
      3. Student identity and voice is celebrated in school
      4. Student identity or voice is discouraged or punished in school
   5. Student voice impacts policymaking in school/ district

   b. **Visual Presentation**
      This is how your district scored on the AMSIV Equity Area relative to the other equity areas. The graph indicates that when compared to the other Equity Areas, AMSIV is one of the areas in which JPS scored best. This is a positive sign, which indicates that support of student identity and voice is more present:
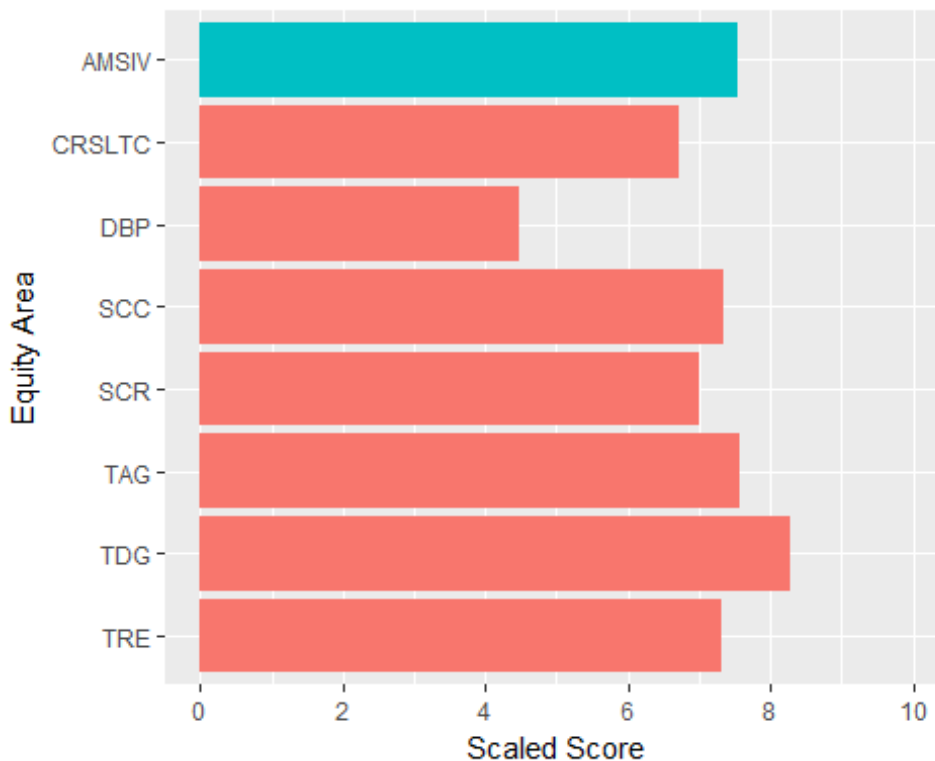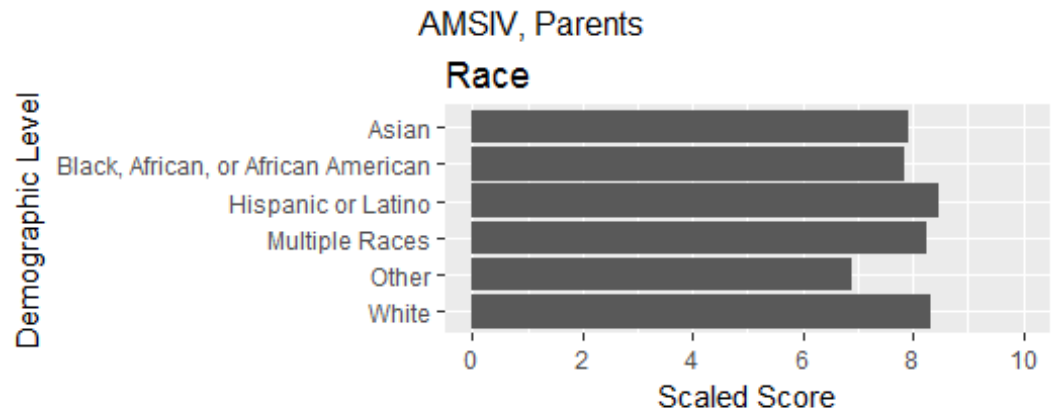
c. **Significant differences among respondents**

    i.   **Students:** These groups of students showed the biggest differences in their responses to this equity area:

AMSIV, Students

Race

    ii.   **Parents:** These groups of parents showed the biggest differences in their responses to this equity area:

AMSIV, Parents

Race

    iii.   **Teachers:** These groups of teachers showed the biggest differences in their responses to this equity area:

AMSIV, Staff

Race
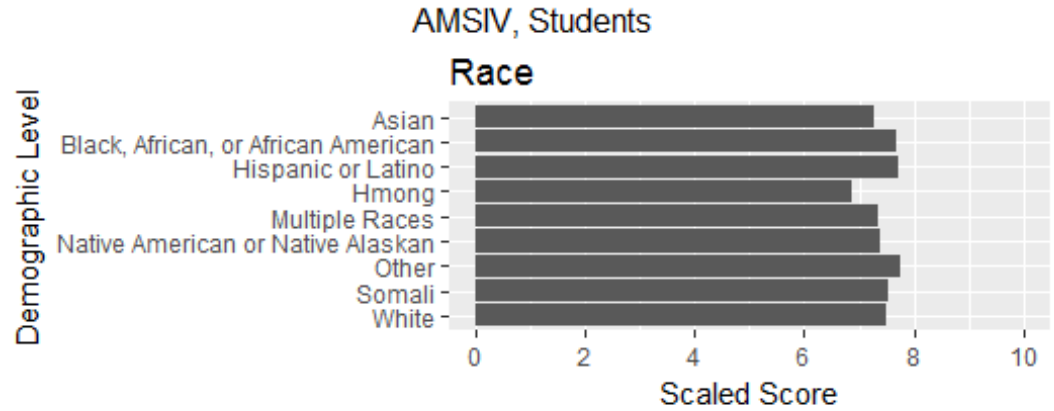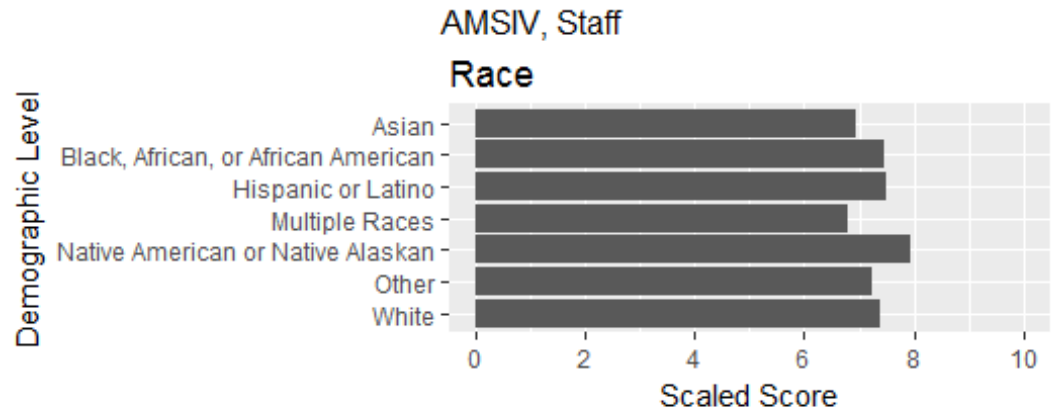
d. **Individual item analysis**
   (1) Some student identities are more accepted than others in the classroom
      – 32% of administrators responded 'Extremely' or ' Very likely'
      – 16% of staff responded 'Extremely' or 'Very likely'
   (2) Students who have been in the district for a long time are treated better or worse than those who recently came
      – 60% of administrators responded 'About the same'
      – 73% of staff responded 'About the same'
      – 41% of students responded 'About the same'
   (3) Students contribute to crafting school policy
      – 4% of administrators responded 'Large' contribution'
      – 72% of administrators responded 'Little' or 'No' contribution'
      – 2% of staff responded 'Large contribution'
      – 69% of staff responded 'Little' or 'No' contribution'
      – 19% of students responded 'Large contribution'
      – 25% of students responded 'Little' or 'No' contribution'

Overall Summary:
The summary of this Equity Area is that student identity and voice is one of the more positive aspects in this district. Racial differences were reported among students, staff, and parents, but it was positive that the largest racial groups, Black and Hispanic/Latino students, had more positive perceptions of student identity/ voice.

Overall Recommendations:
Based on the data collected in this Equity Area, we recommend attention be given to this Equity Area. The good news is that indications of AMSIV can really improve with cost-effective, or even cost-free- recommendations. Primarily, we recommend instituting both school and district-based *Youth Participatory Action Research* processes. YPAR incurs very low costs, but significantly allows for student voice to enhance student identity and voice, especially for minoritized students, and it improves so many of the other Equity Areas. This student voice can and should be used to influence curriculum and pedagogy, district and school policy, and community engagement practice, as well as other aspects of schooling.

2. **Culturally Responsive School Leadership, Teaching and Curriculum (CRSLTC)**
   a. **Summary of Equity Area**
      Address perceptions of how well diverse backgrounds and experiences are incorporated in classroom content and responded to in classroom interactions. Here are some of the questions addressed in this equity area:
      1. School environments accept/celebrate students' cultural behaviors/language;
      2. Student can culturally relate to teachers and curriculum; can teachers pedagogy/curriculum culturally relate to students/communities
      3. Student is able to express cultural selves in school;
   b. **Visual Presentation**
      This is how your district scored on the CRSLTC Equity Area relative to the other equity areas. This is an indication that Culturally Responsive School Leadership, Teaching and Curriculum are gaps and serious growth-areas for the district. When compared to the strength of the equity areas, this was the lowest-ranked Equity Area. This is one of the EAs that we recommend JPS focus its equity reform efforts:


   c. **Significant differences among respondents:**

i. **Students:** These groups of students showed the biggest differences in their responses to this equity area:

CRSLTC, Students

ii. **Parents:** These groups of parents showed the biggest differences in their responses to this equity area:

CRSLTC, Parents

iii. **Teachers:** These groups of teachers showed the biggest differences in their responses to this equity area:

CRSLTC, Staff

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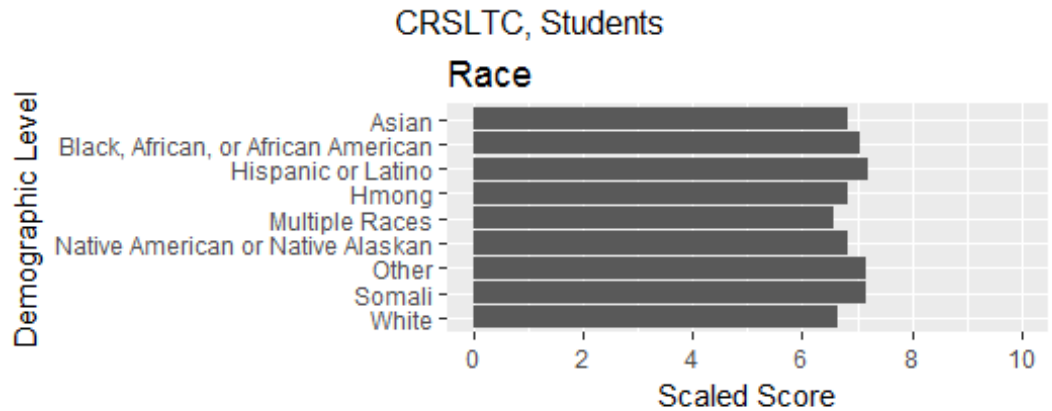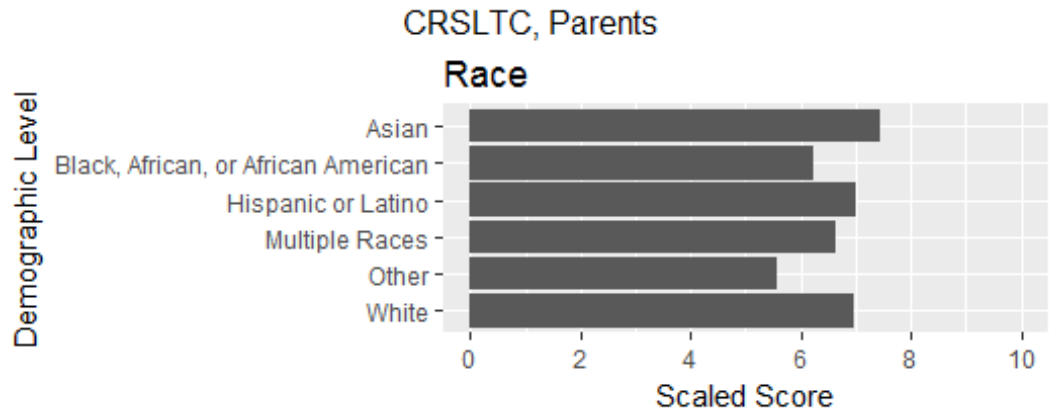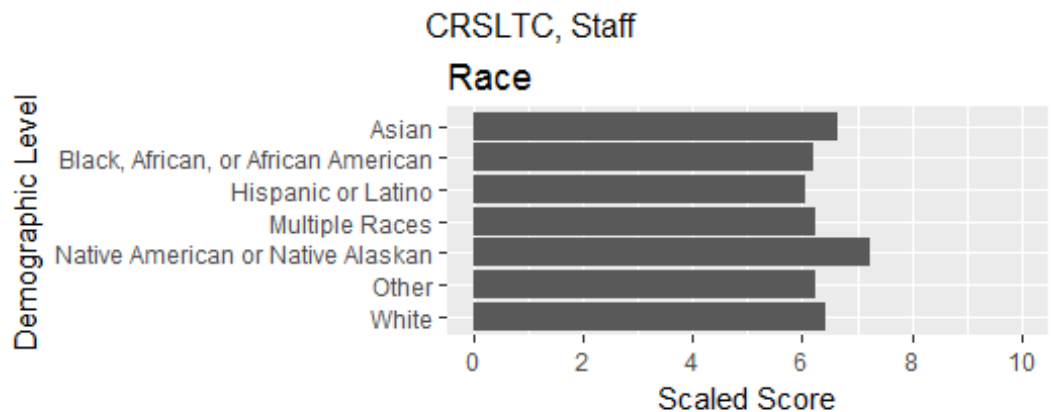
d. **Individual item analysis**

    (1) Perceived capacity to close the discipline gaps in school
- 48% of administrators responded 'Complete' or 'A great capacity'
- 23% of parents responded 'Complete' or 'A great capacity'
- 13% of staff responded 'Complete' or 'A great capacity'

    (2) School has less or more resources than what is necessary to successfully educate all children equally
- 44% of administrators responded 'Much less' or 'Somewhat less resources'
- 24% of parents responded 'Much less' or 'Somewhat less resources'
- 46% of staff responded 'Much less' or 'Somewhat less resources'
- 15% of students responded 'Much less' or 'Somewhat less resources'

    (3) Students from poor families have more or fewer educational opportunities than students from wealthy families
- 60% of administrators responded 'Somewhat or Many fewer opportunities'
- 40% of parents responded 'Somewhat or Many fewer opportunities'
- 56% of staff responded 'Somewhat or Many fewer opportunities'
- 25% of students responded 'Somewhat or Many fewer opportunities'

Overall Summary:
The summary of this Equity Area is that it is one of the areas deserving the most attention. Both the EA comparative data and differences in racial data all indicate a need for greater attention to having culturally responsive teaching, curriculum, and administration. There is an indication that Black, Latino, and other minoritized students are not being confirmed in the lessons they receive in school. And likewise, that their own experiences and voices are not coming out in classrooms.

Overall Recommendations:
The primary recommendation for improving CRSLT is increased training and PDs, equity-guided professional learning communities, and activities that allow students and community-based people (such as parents in district) to develop curricular content, and contribute to policies impacting instruction. A potential YPAR project will help, but also frequent engagement in community-based projects by staff could help them understand and incorporate more of culturally responsive practices in school, and improve community-school overlap.

3. **Discriminatory Behaviors and Practices (DBP)**
   a. **Summary of Equity Area**
      Addresses perceptions about discrimination that some students experience.
      (i.e., certain student characteristics or groups are treated better than others).
      Here are some of the interests in this particular equity area:
      1. Racism is reproduced in the school or district;
      2. School is actively trying to reduce racism
      3. Minority students have been consistently marginalized in the same ways
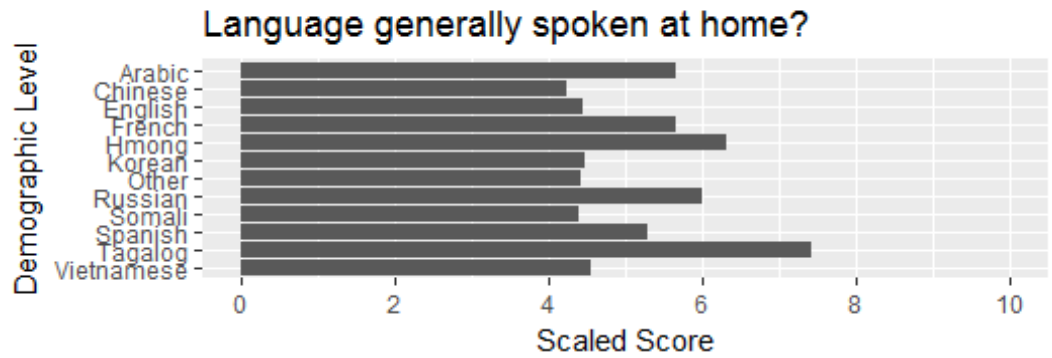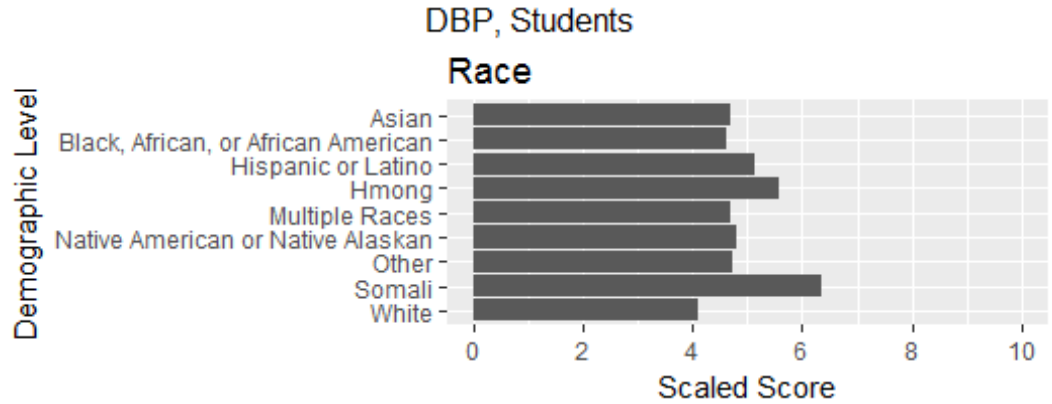   for more than 3 consecutive years

   b. **Visual Presentation**
      This is how your district scored on the DBP Equity Area relative to the other
      equity areas. Contrary to what it may seem, this DBP score is inversely
      calculated, and the low score means that stakeholder perceptions of DBP are
      that it is not widespread. It suggests that Discriminatory Behavior and
      Practices are not the most pressing EA. There are several reasons for this,
      including the prevalence of this EA throughout all other EAs measured and the
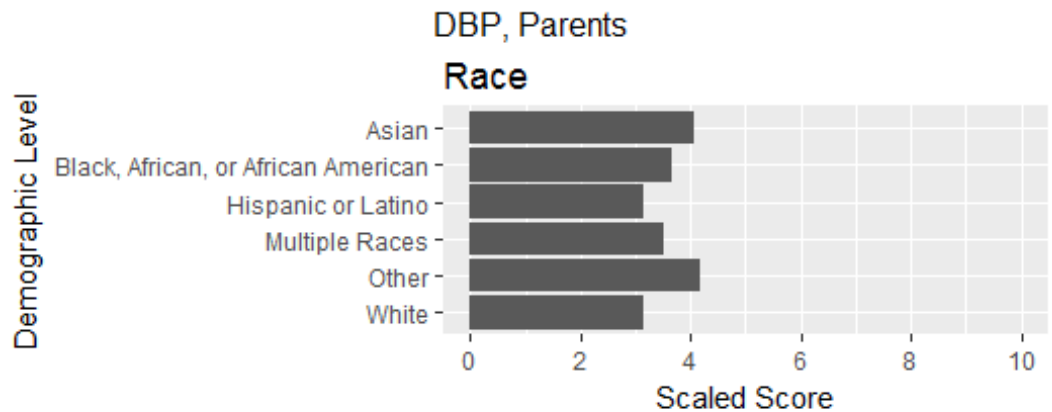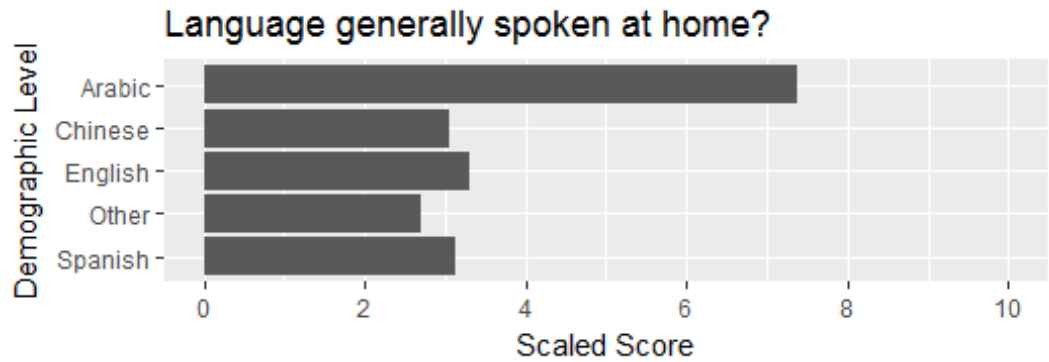   inability to recognize the discriminatory practices:
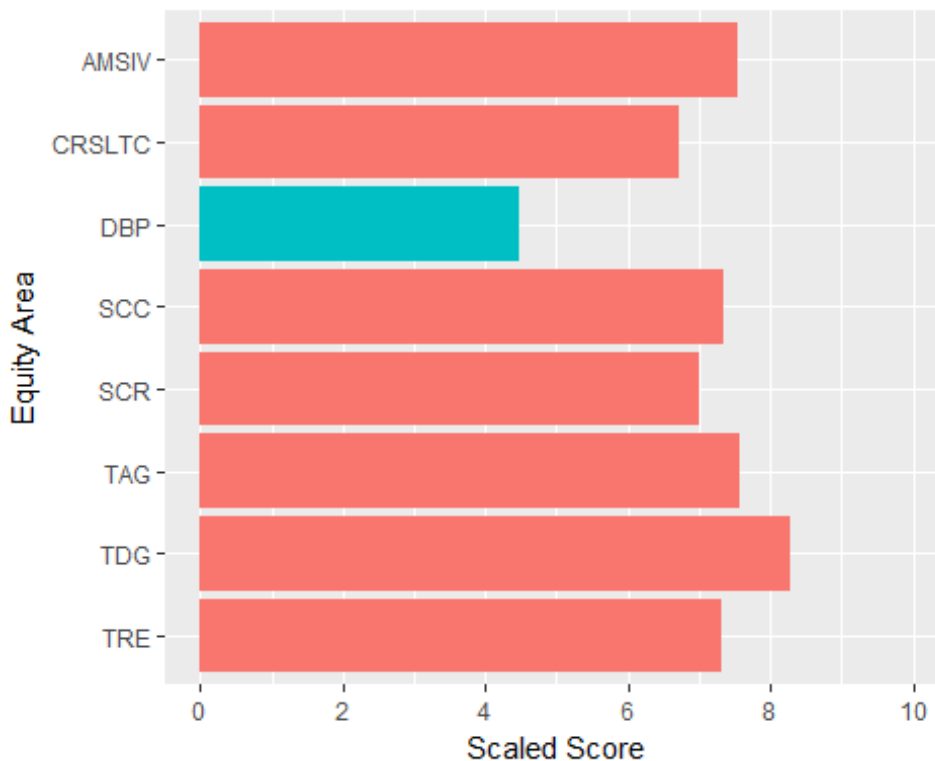
c. **Significant differences among respondents**
   i. **Students:** These groups of students showed the biggest differences in their responses to this equity area:

DBP, Students
Race

Language generally spoken at home?

   ii. **Parents:** These groups of parents showed the biggest differences in their responses to this equity area:

DBP, Parents
Race

Language generally spoken at home?

iii. **Teachers:** These groups of teachers showed the biggest differences in their responses to this equity area:

DBP, Staff
Race

DBP, Staff
Race
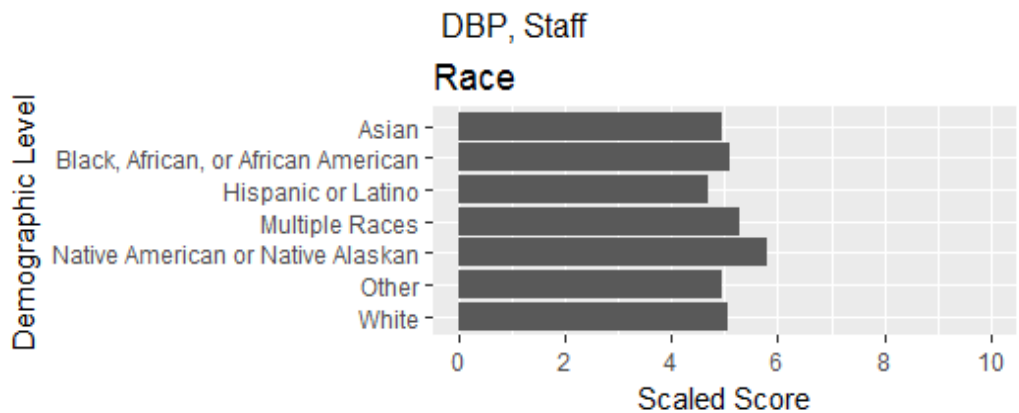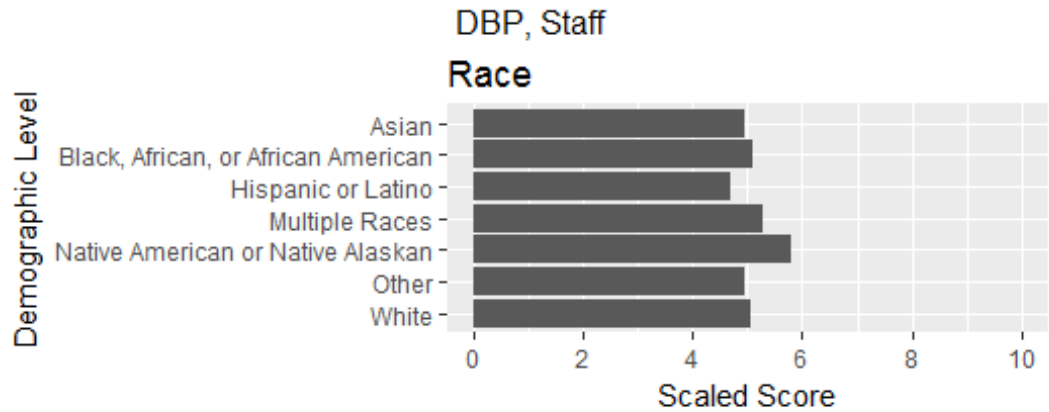
d. **Individual item analysis**
   (1) School staff members are respectful when speaking to parents
       – 52% of administrators responded 'All of the time'
       – 60% of parents responded 'All of the time'
       – 83% of staff responded 'All of the time'
       – 34% of students responded 'All of the time'

- – Also: *8% of students responded 'Staff never speaks with my parents'*
(2) School staff members are respectful when speaking to students
    - – 60% of administrators responded 'All of the time'
    - – 25% of parents responded 'All of the time'
    - – 55% of staff responded 'All of the time'
    - – 26% of students responded 'All of the time'
    - – Also: 4% of students responded 'Staff never speaks with me'
(3) Some students are discriminated against because of their sexual orientation
    - – 32% of administrators responded 'Never'
    - – 38% of staff responded 'Never'
    - – 8% of students responded 'Never'

Overall Summary:

The summary of this Equity Area is that there are low perceptions that discriminatory behaviors and practices exist. But this finding can be read in another way: that stakeholders are not aware of discrimination that we know is there (from district data and other aspects of this report). Another noteworthy mention was that there was great difference between races and language groups. This suggests that minoritized families experience more discrimination in the district, than traditional White families.

Overall Recommendations:

Based on the data collected in this Equity Area, there are certainly discriminatory behaviors and practices, but we believe it to be at a level that would be addressed best by focusing efforts on other equity areas. The primary recommendation here is to look at all of the "equity" data, across programs, across teachers, and across student groups, at once and in an aligned way. Some of the data might need to be anonymous (such as teacher equity data) but mostly, all of the equity data should be put into the same place, and discussed several times a year, including but not limited to: racial academic and discipline data, graduation, attendance data, programmatic data, GT data, student government and extra-curricular data, teacher data, special education data, ELL data (i.e., length of time in ELL classes), and parent engagement data.

4. **School Culture and Climate (SCC)**
   a. **Summary of Equity Area**
      Addresses how respectful adults (and students) in the school building are when speaking to students as well as the overall positivity of student experiences.
      1. School climate as the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, as well as organizational processes and structures (source: NSCC).
         – School climate sets the tone for all teaching and learning in the school environment.
         – Positive school climate supports learning and positive youth development and is predictive of students' ability to learn and develop in healthy ways.
         – High-performing urban schools have climates that nurture the commitment and engagement of teachers, parents, and students. In these learning environments, students:
            i. are eager to attend school;
            ii. perceive that adults in the school sincerely care about them and their success;
            iii. feel safe both physically and emotionally;
            iv. believe they are likely to succeed academically;
            v. feel a personal connection to the adults at their school.

b. **Visual Presentation**

This is how your district scored on the SCC Equity Area relative to the other equity areas. A higher score would have meant more positive culture and climate in the district. The School Culture and Climate was the 4th highest score in EA rankings, indicating that this EA is one of the more Equity Areas needing attention in the district:
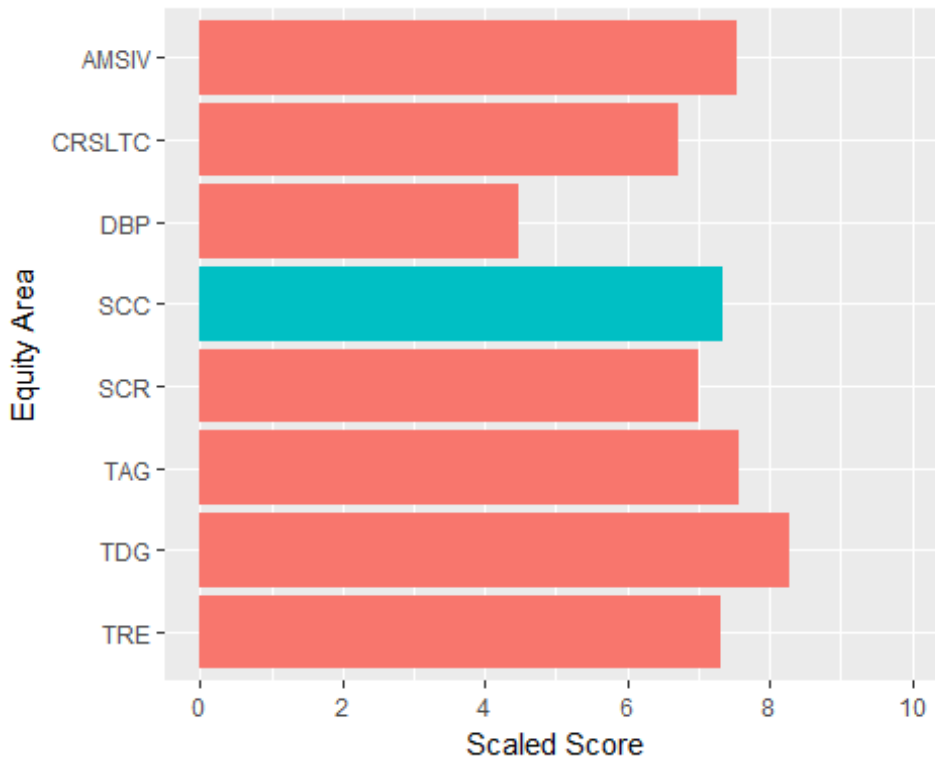
c. **Significant differences among respondents**

i. **Students:** These groups of students showed the biggest differences in their responses to this equity area:

ii. **Parents:** These groups of parents showed the biggest differences in their responses to this equity area:

SCC, Parents

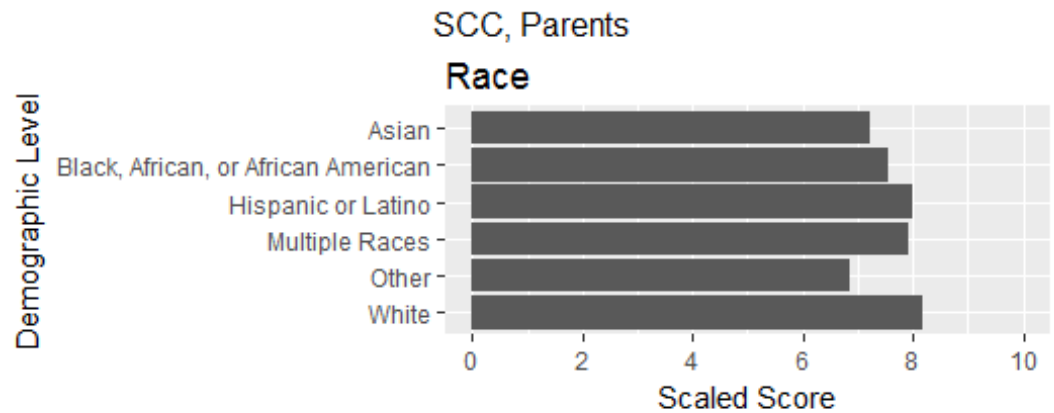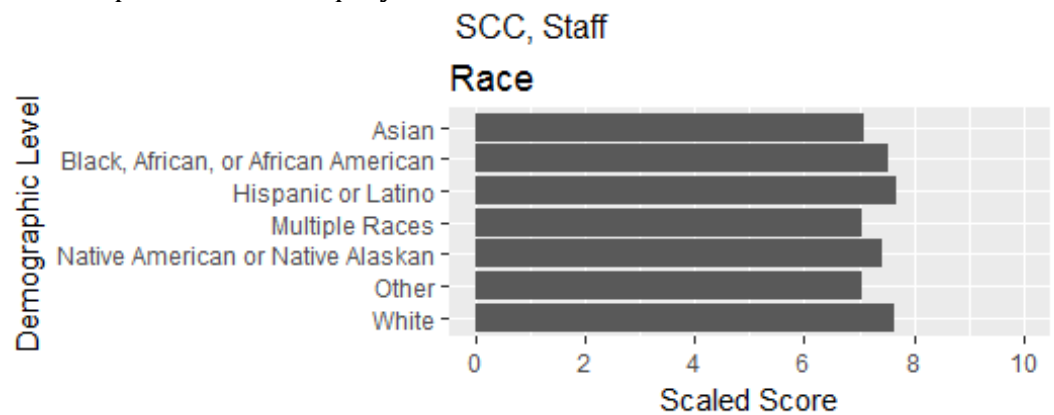iii. **Teachers:** These groups of teachers showed the biggest differences in their responses to this equity area:

SCC, Staff
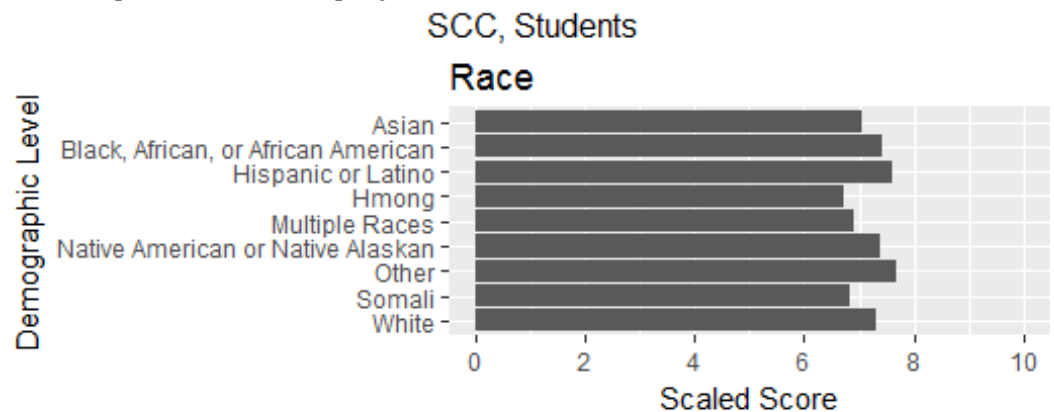
d. **Individual item analysis**
   (1) Some groups of students are more likely to be gossiped about by school staff than other groups of students
       – 8% of administrators responded 'No'
       – 8% of administrators responded 'School staff do not gossip about students'
       – 28% of staff responded 'No'
       – 17% of staff responded 'School staff do not gossip about students'
   (2) Students' experience at the school is:
       – 56% of administrators responded 'Extremely or Very positive'
       – 48% of parents responded 'Extremely or Very positive'
       – 48% of staff responded 'Extremely or Very positive'
       – 48% of students responded 'Extremely or Very positive'

(3) Parents' experience visiting or attending events at school
- – 68% of administrators responded 'Extremely or Very positive'
- – 78% of parents responded 'Extremely or Very positive'
- – 71% of staff responded 'Extremely or Very positive'
- – 43% of students responded 'Extremely or Very positive'

Overall Summary:

The summary of this Equity Area is that there is a need to improve JPS school climates. More than other Equity Areas, it seems as though minoritized parents feel more so than White parents that the climate is poor. And given that this Equity Area is middle-ranked in comparison to other EAs, we suggest that a significant amount of resources is directed into improving this Equity Area. Note, there are significant differences in how students interpret climate from how adults (educators, and even parents) interpret climate. This remains a serious concern, and suggests that adults may not know the differences in how they and their students interpret climate.

Overall Recommendations:

Based on the data collected in this Equity Area, SCC needs to be a major focus area. A number of studies have linked SCC to student pushout and estranged community relationships with school. Restorative Justice and Positive Behavior Supports are good options, but must be considered with care. We recommend reaching out to local Indigenous Native American groups and other community-based groups within the Black and Latinx communities in the area. As earlier noted, youth-led research projects, such as Youth Participatory Action Research (YPAR), can give students a stronger sense of belonging. This might be a way to help students and community members choose artifacts, readings, curriculums that are natural and recognizable to students, and in particular, minoritized students. We also recommend nuanced versions of restorative justice and/or PBIS programs. And finally, we suggest community-based mentoring programs for poor, minoritized, and disadvantaged students in the district. If there are none available in the area, we recommend that JPS partner with other community-based organizations to start such a mentoring program.

5. **School Community Relationship (SCR)**
   a. **Summary of Equity Area**
      Addresses how comfortable parents feel attending school events, approaching school staff, and effectiveness of communication between parents and schools. Some of the interests taken up in this equity area are as follows:
      1. There exist overlapping space between school and community
      2. Parent voice is welcomed in the school
      3. Parent voice shapes policy in the school
      4. Educators have a presence in the communities they serve
      5. Community behaviors are allowed/celebrated in school
   b. **Visual Presentation**
      This graph represents how your district scored on the SCR Equity Area relative to the other equity areas. Compared to other Equity Areas, this was one of the worst-scored EAs. This score is the second-lowest, suggesting that community-stakeholders and school staff all believe the school-community relations are not as good in comparison to other Equity Areas:

   c. **Significant differences among respondents**

i. **Students:** These groups of students showed the biggest differences in their responses to this equity area:

SCR, Students

Race

Language generally spoken at home?

ii. **Parents:** These groups of parents showed the biggest differences in their responses to this equity area:

Language generally spoken at home?

iii. **Teachers:** These groups of teachers showed the biggest differences in their responses to this equity area:

SCR, Staff

Race

Language generally spoken at home?
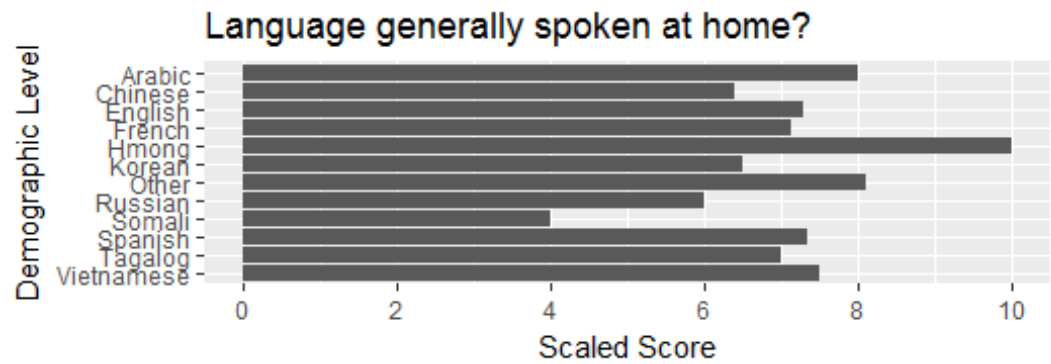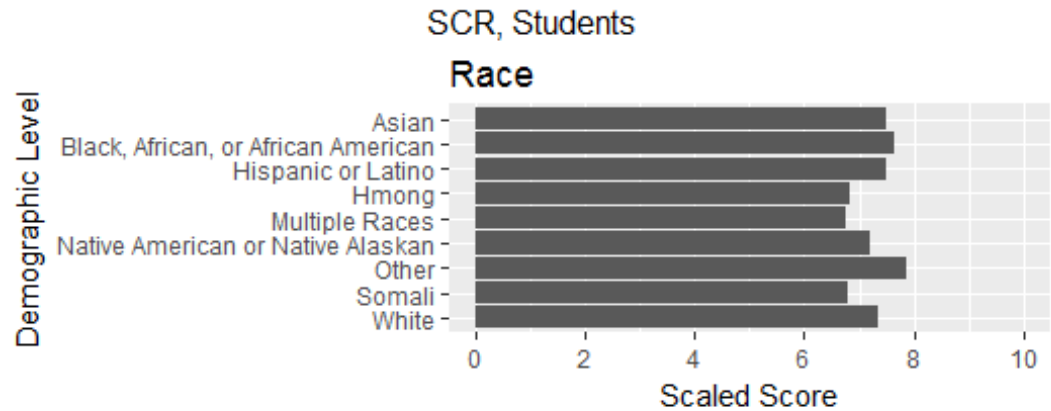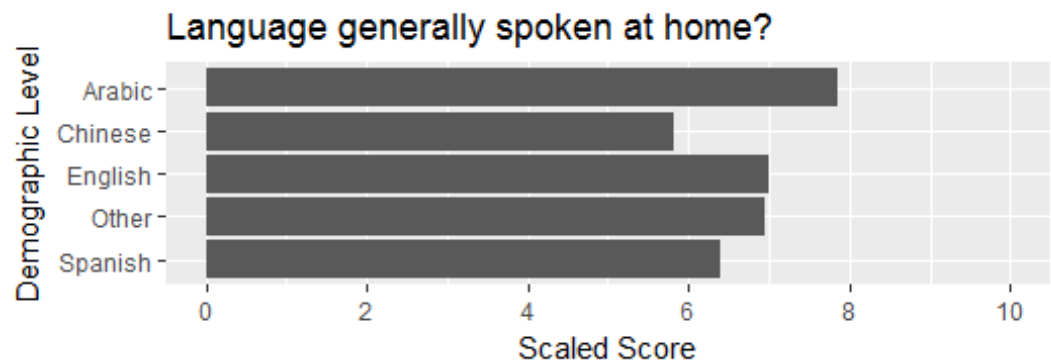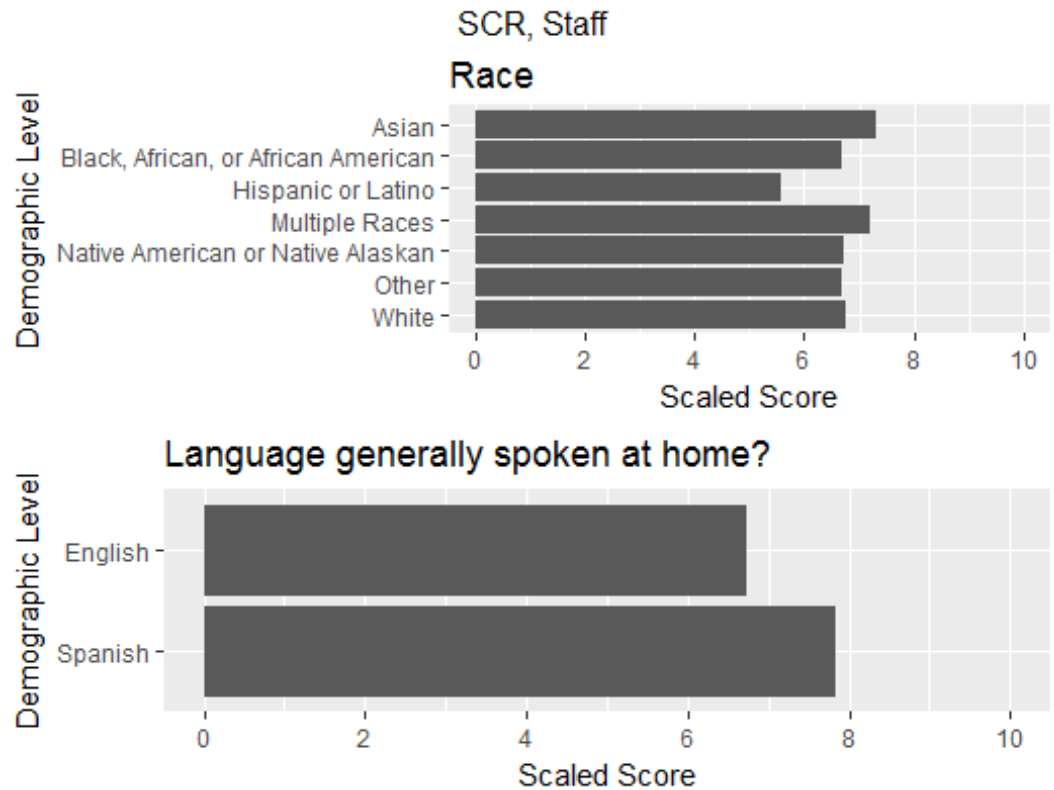
d. **Individual item analysis**
   (1) Parents are allowed to contribute to crafting school policy
     – 52% of administrators responded 'Little or No contribution'
     – 67% of parents responded 'Little or No contribution'
     – 38% of staff responded 'Little or No contribution'
   (2) Parents find principals approachable
     – 46% of administrators responded 'Very approachable'
     – 38% of parents responded 'Very approachable'
     – 52% of staff responded 'Very approachable'
   (3) Achievement gaps exist in the school because of lack of parent involvement in their children's education
     – 52% of administrators responded 'A great or Complete extent'
     – 49% of parents responded 'A great or Complete extent'
     – 75% of staff responded 'A great or Complete extent'

Overall Summary:
The summary of this Equity Area (School-Community Relations, or Community Engagement) is that this is the second most serious Equity Area, and requires serious attention. The data suggest that many parents feel a disconnect between themselves and the school. Also, parents and staff have very different interpretations of SCR and community engagement. For example, in the item directly above this box, it is a troubling finding that staff is more likely to blame families for the achievement gap. But even that the parents blame themselves is quite problematic and contradicts the most current research. Improving this EA can greatly enhance other equity areas as well, such as SCC, CRSLTC, and AMSIV. Significant differences exist in how White and minoritized parents interpret SCR.

Overall Recommendations:
Based on the data collected in this Equity Area, we suggest that non-traditional community engagement strategies are brought into JPS. Instead of traditional parent-teacher conferences or sports programs, a deeper community engagement is needed. For example, incentivizing teachers and administrators to attend community-based meetings and then advocating for the goals of the local community is one potential strategy. We also recommend an investment into ways that will allow a more overlap between school and community. Becoming involved in community-based activities will go along way in improving SCR, as well as many other equity areas. Because some minoritized parents have less favorable SCR experiences than White parents, we suggest leaders and teachers discover local community interests, concerns, and causes, and get involved.

6. **Thoughts on Achievement Gap (TAG)**
   a. **Summary of Equity Area**
   Addresses how staff, parents, students, and teachers understand the reasons for why the disparities in achievement (i.e., achievement gaps) exist::
      1. are eager to attend school;
      2. perceive adults in the school care sincerely about them and their success;
      3. feel safe physically and emotionally;
      4. believe they are likely to succeed academically; and,
      5. feel a personal connection to the adults at school.
      6. believe they are part of a team that is making a powerful difference in the lives of students;
      7. believe their work has a purpose;
      8. believe administrators care sincerely about them and their success;
      9. see administrators as sources of support and leadership who are skillful enough and caring enough to help them achieve excellent learning results
   b. **Visual Presentation**
   This is how your district scored on the TAG, relative to the other equity areas. This is the second highest score in relation to other EA values. This is positive, because it indicates that educators maintain more positive thoughts on eliminating the Achievement Gap, and therefore have a greater capacity to change, and to reject "deficit-based" descriptions of students and communities:
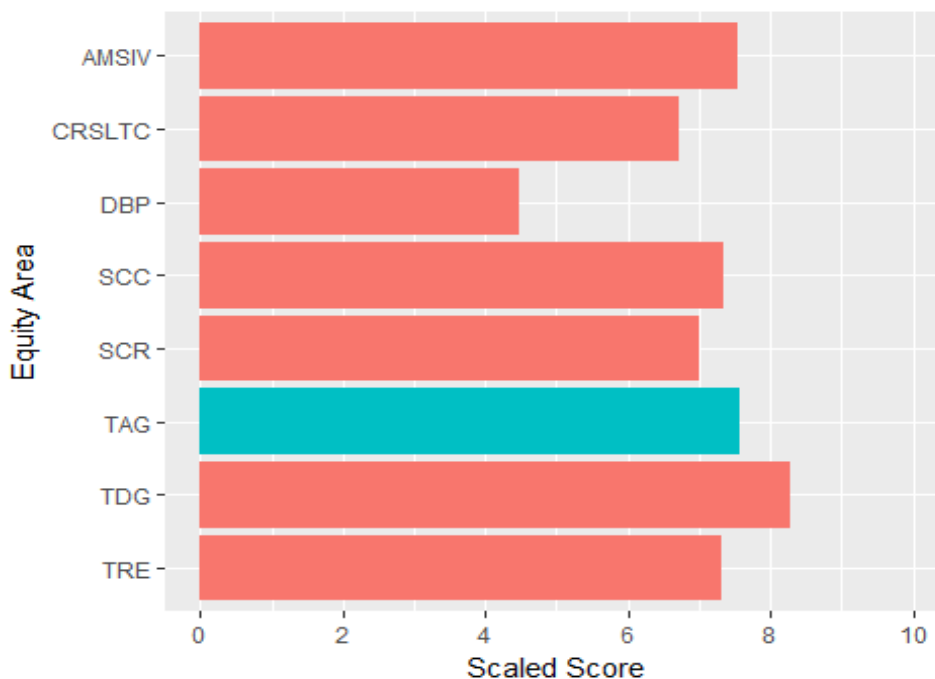
c. **Significant differences among respondents**
   i. **Students:** These groups of students showed the biggest differences in their responses to this equity area:

TAG, Students
Race

Language generally spoken at home?

   ii. **Parents:** These groups of parents showed the biggest differences in their responses to this equity area:

Language generally spoken at home?

iii. **Teachers:** These groups of teachers showed the biggest differences in their responses to this equity area:

TAG, Staff

Race
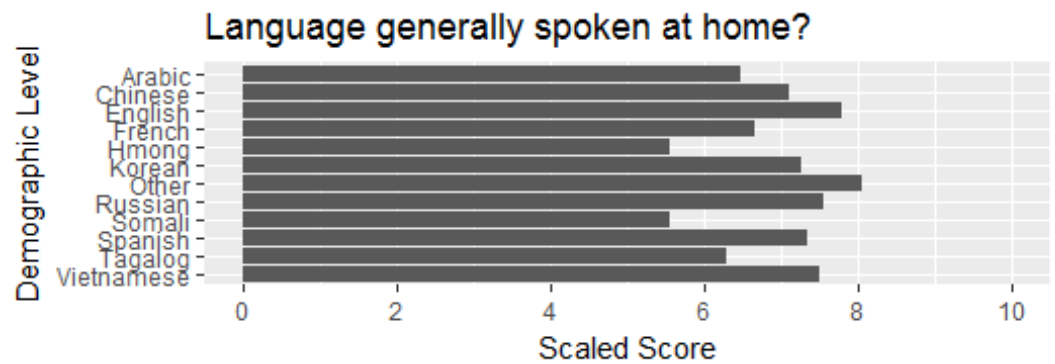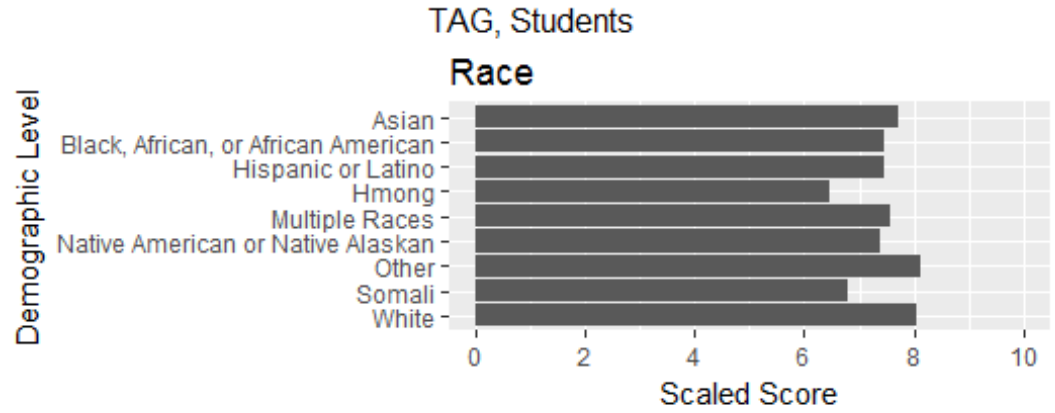
d. **Individual item analysis**

(1) School staff is responsible for contributing to achievement gaps in this school
   - 48% of administrators responded 'Not at all or Slightly responsible'
   - 26% of parents responded 'Not at all or Slightly responsible'
   - 62% of staff responded 'Not at all or Slightly responsible'
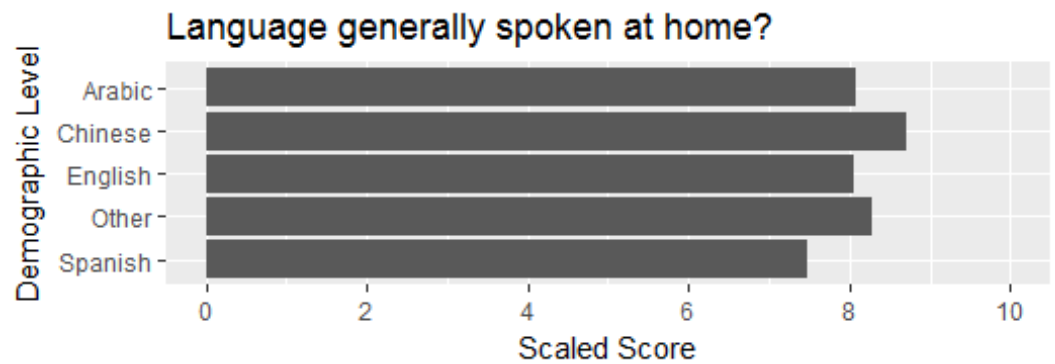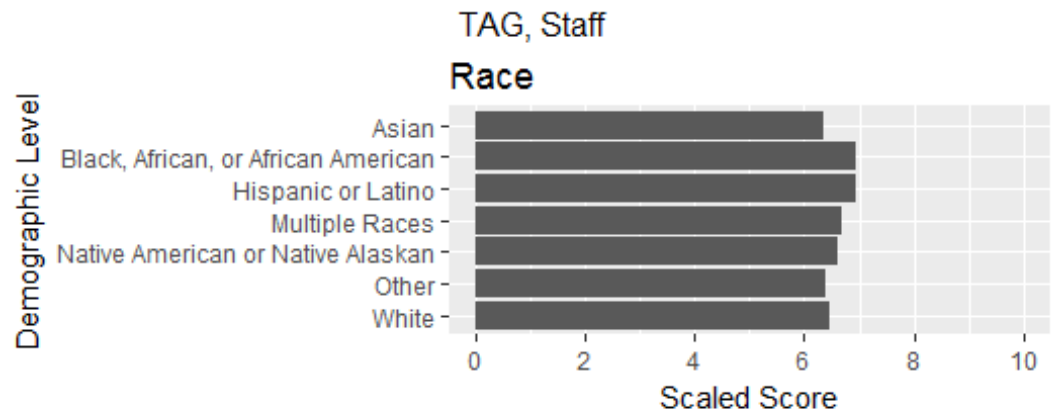   - Also: *1% of staff responded 'Achievement gaps do not exist in the school'*

(2) School staff is responsible for closing achievement gaps in this school
   - 4% of administrators responded 'Slightly responsible'
   - 52% of administrators responded 'Very responsible'
   - 12% of parents responded 'Slightly responsible'
   - 25% of parents responded 'Very responsible'
   - 7% of staff responded 'Slightly responsible'
   - 51% of staff responded 'Very responsible'

(3) The achievement of students from wealthy families is higher or lower than the achievement of students from poor families in this school?
   - 12% of administrators responded 'About the same'
   - 38% of parents responded 'About the same'
   - 22% of staff responded 'About the same'
   - 45% of students responded 'About the same'

Overall Summary:
The summary of this Equity Area is one in which the district performed better than most other Equity Areas. There was still some deficit thinking, where teachers seemed to attribute low performance to students or families. Yet, they seemed to have a deep capacity and willingness to change as well. There is a significant difference in how school staff and parents assign responsibility for the Gap. This is a hugely important finding because research suggests that the *capacity* and *willingness* to change are some of the most necessary aspects to equity reforms.

Overall Recommendations:
Based on the data collected in this Equity Area, we recommend 3-5 PDs and PLC learning activities that focus on culturally responsive teaching and pedagogy. This should be sufficient in helping staff and leaders to understand their role, responsibility, and ability to impact the audits. The district might also design a few brief guides or booklets with the aim of:
1. Getting all staff into a general understanding of equity-related concepts
2. Ensuring that all schools regularly discuss the data around their gaps
3. Introducing and implementing a 'common' equity vocabulary across district
4. Adding timeline and accountability to district and school equity plans

7. **Thoughts on Discipline Gap (TDG)**
   a. **Summary of Equity Area**
      Addresses how staff, parents, students, and teachers understand the reasons for why the disparities in discipline (i.e., discipline or suspension gaps) exist:
      1. minoritized parents and students believe educators care about their child;
      2. minoritized parents and students feel welcome at school;
      3. minoritized parents feel that educators perceive them as strong, positive partners in the education of their child; and,
      4. parents and students feel that their concerns and insights are appreciated
   b. **Visual Presentation**
      This is the highest of all scores in relation to other EA values. This is positive, and indicates educators are willing to see themselves as contributing to the discipline gap. While some educators likely blame students and communities for the discipline gap, this score demonstrates a willingness (i.e., capacity) to take responsibility and address this. This is how your district scored on the TDG Equity Area relative to the other equity areas:
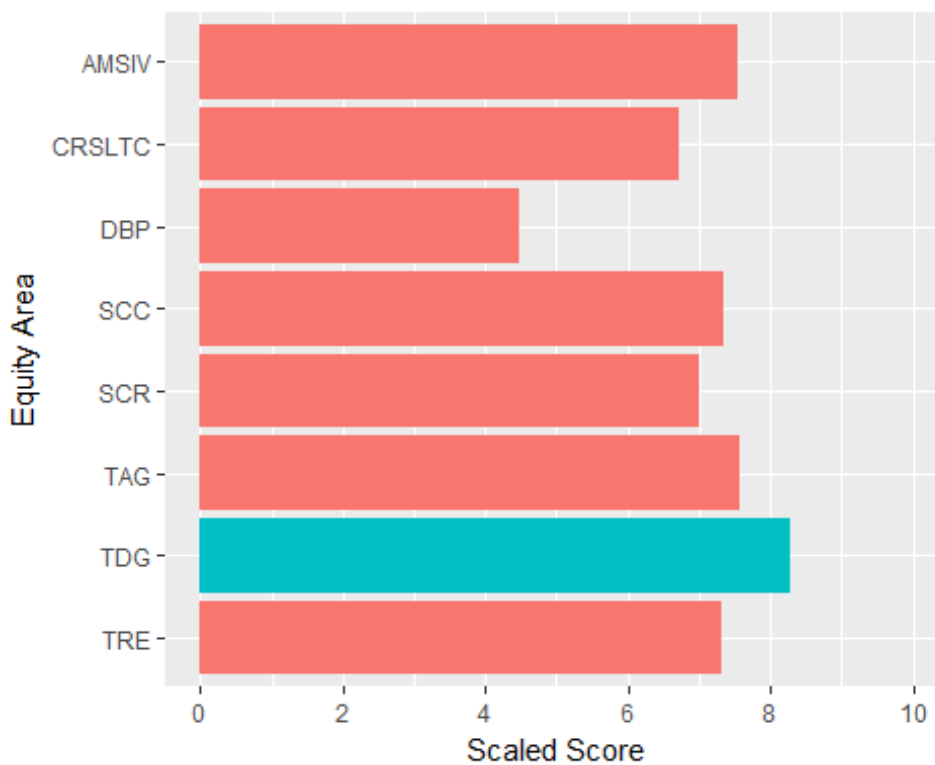
   c. **Significant differences among respondents**
      i. **Students:** These groups of students showed the biggest differences in their responses to this equity area:

TDG, Students

Race

Demographic Level

- Asian
- Black, African, or African American
- Hispanic or Latino
- Hmong
- Multiple Races
- Native American or Native Alaskan
- Other
- Somali
- White

Scaled Score

Language generally spoken at home?

Demographic Level

- Arabic
- Chinese
- English
- French
- Hmong
- Korean
- Other
- Russian
- Somali
- Spanish
- Tagalog
- Vietnamese

Scaled Score

ii.   **Parents:** These groups of parents showed the biggest differences in their responses to this equity area:

TDG, Parents

Race

Language generally spoken at home?

iii. **Teachers:** These groups of teachers showed the biggest differences in their responses to this equity area:

TDG, Staff

Race
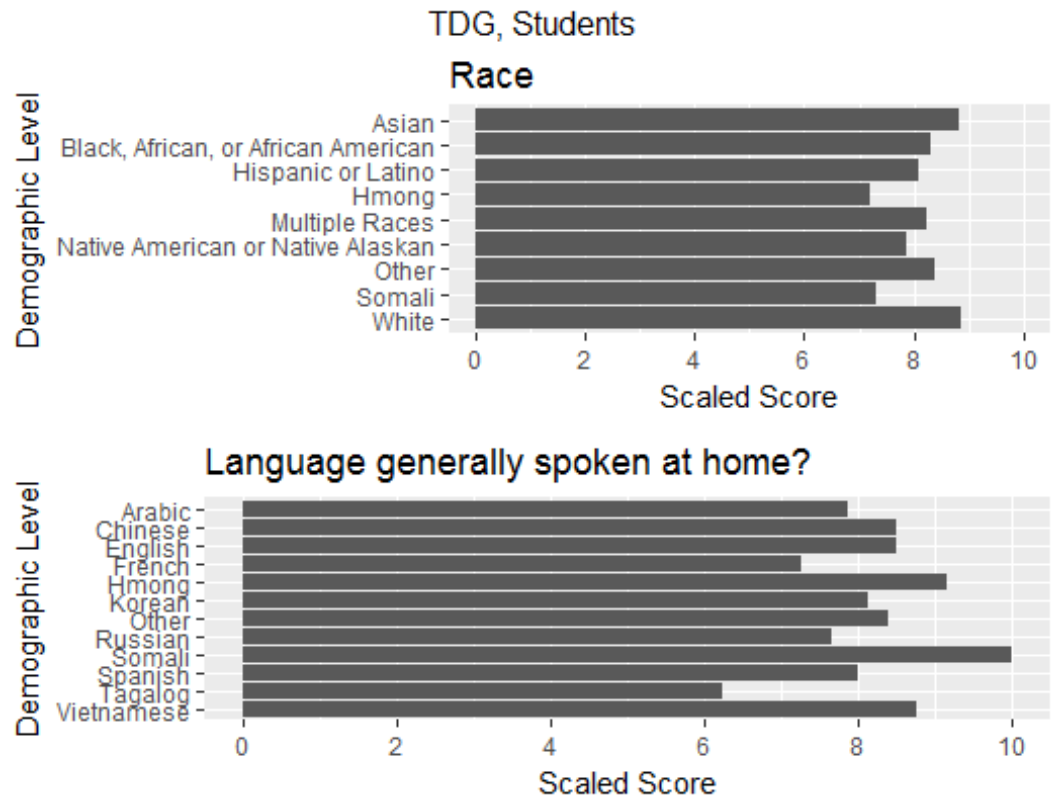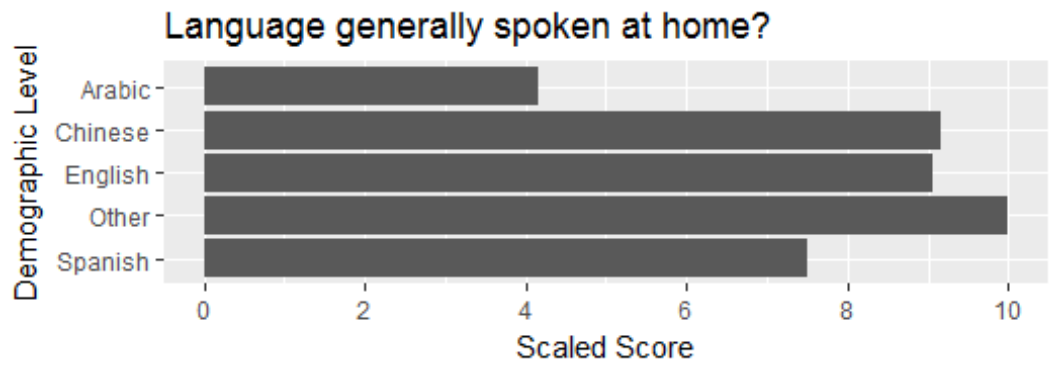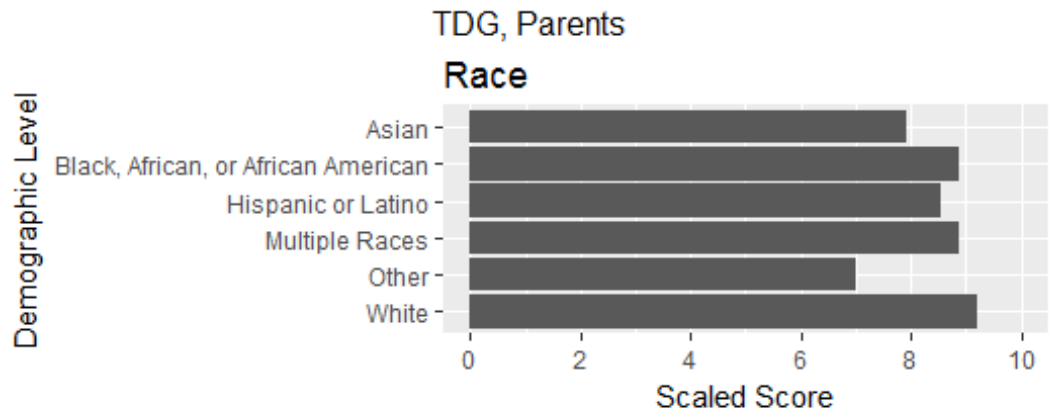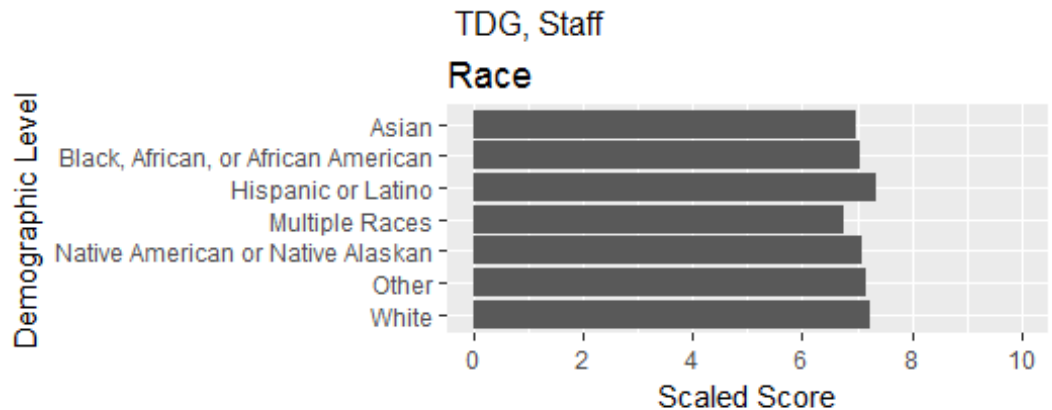
d. **Individual item analysis**

    (1) Students with discipline problems in classrooms that are poorly managed by the teacher

        – 36% of administrators responded 'Most of the students'

        – 7% of staff responded 'Most of the students'

    (2) White students are disciplined more or less than minority students in this school

        – 20% of administrators responded 'Much less'

- 4% of parents responded 'Much less'
- 5% of staff responded 'Much less'
- 8% of students responded 'Much less'

(3) Parents think the school teachers unfairly single their child out for discipline
- 63% of parents responded 'No'
- 6% of parents responded 'Yes'
- 59% of students responded 'No'
- 17% of students responded 'Yes'

Overall Summary:

The summary of this Equity Area is that this is the highest scored equity area. This is really a positive finding because it suggests that Staff did see themselves as contributing to the over-disciplining of specific groups of students. Staff and students, and parents, did not always see discipline in the same way. The data here suggests that stakeholders recognize: a.) that students are treated differently based on race or other factors, and b.) that there is a discipline gap (i.e., are disciplined differently even when they commit similar or like offenses). But more than anything, the stakeholders recognize the problem and seem to have the capacity to want to improve the problem and eliminate the gap. This is positive because in many other districts, teachers have more of a tendency to blame the students and communities themselves, and refuse to recognize that Staff and Administrators play a role in over-disciplining some students.

Overall Recommendations:

Based on the data collected in this Equity Area, we recommend PBIS and Restorative practices, community-based mentoring programs, and community forums to address the humanization of students in school. This forum, for example, might highlight student-led presentation on diversity and equity. When community and student identity and voice are enhanced, the discipline gap will begin to decline. Regular review of discipline data with staff, and discussing the specific discipline data of specific staff would be extremely useful and allowed in most union-district contractual agreements. Though difficult at first, one or two years, Staff will grow to expect the conversations. And again, some brief booklets or equity guides would be helpful. Sample equity tools/guides may be found here:

- http://www.racialequitytools.org/resourcefiles/RACIAL%20EQUITY%20GUID E%20DRAFT.pdf
- http://www.racialequityresourceguide.org/about/glossary

8. **Expectations and Teacher Ratings (TR)**
    a. **Summary of Equity Area**
        Addresses perceptions on how committed and successful students from various
        backgrounds can be, and the expectations that are held of various student
        groups. Here are some of the core components of interest in this equity area
        area:
        1. Teachers have high or low expectations of minoritized students
        2. Teachers encourage students to attend college
        3. Minority students are allowed to disengage from working hard
        4. Minority students are allowed to demonstrate poor behavior
        5. Teachers assign challenging homework and tests
        6. Minority students are encouraged to take advanced classes
        7. Minority students are placed in remedial classes
        8. Minority student are referred to/placed in special education courses
    b. **Visual Presentation**
        This EA score is in the middle-to-low range in comparison to other scores,
        indicating that the need to address the amount of expectations have for
        students is quite serious. The is how your district scored on the TR Equity Area
        relative to the other equity areas:
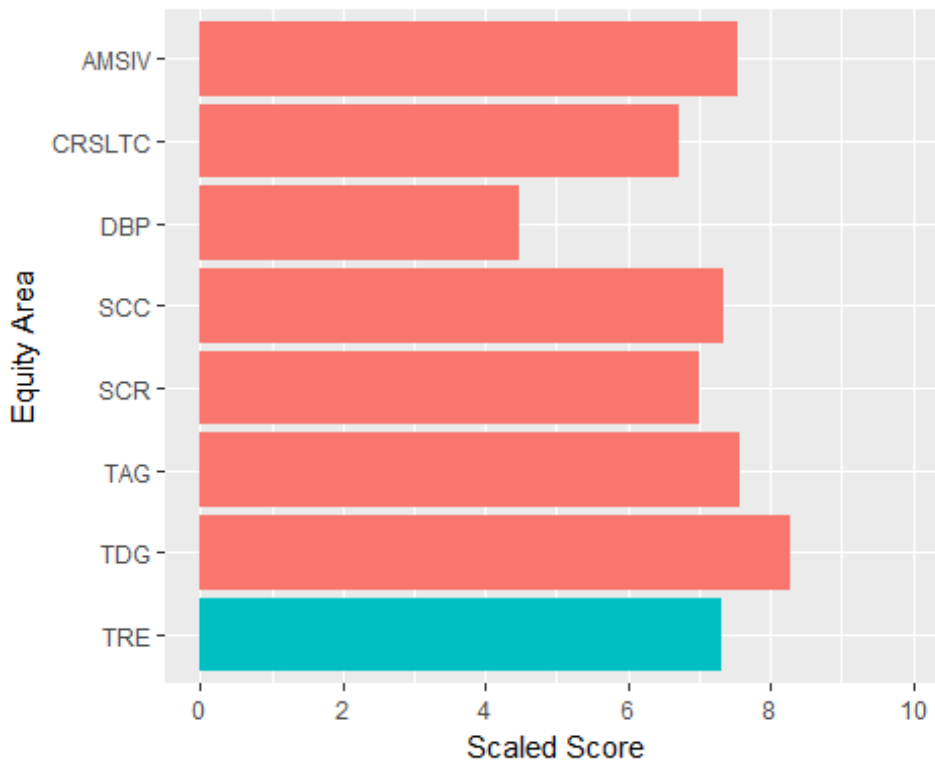
    c. **Significant differences among respondents**

i. **Students:** These groups of students showed the biggest differences in their responses to this equity area:

TRE, Students

ii. **Parents:** These groups of parents showed the biggest differences in their responses to this equity area:

TRE, Parents

iii. **Teachers:** These groups of teachers showed the biggest differences in their responses to this equity area:

TRE, Staff
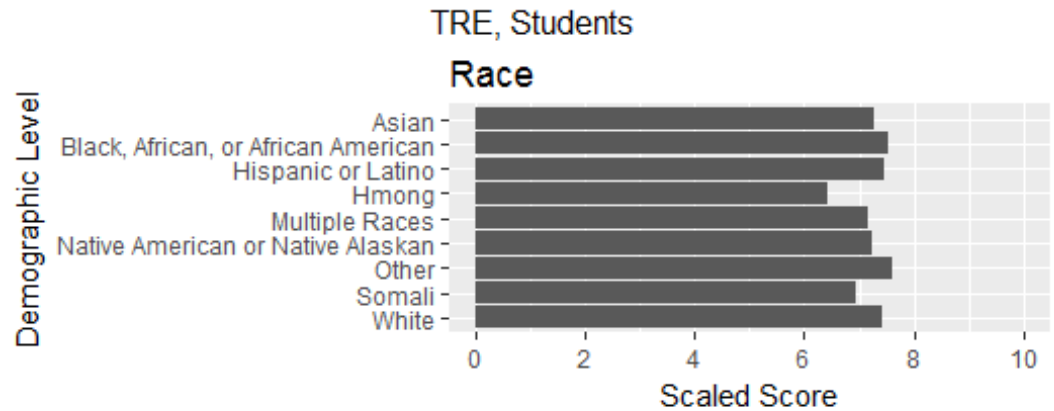
d. **Individual item analysis**
    (1) Discipline gaps in this school exist due to community and family reasons
        – 44% of administrators responded 'A great extent'
        – 49% of staff responded 'A great extent'
    (2) Teachers' expectations for students from poor families are higher or lower than their expectations for students from wealthy families
        – 48% of administrators responded 'About the same'
        – 66% of parents responded 'About the same'
        – 62% of staff responded 'About the same'
        – 51% of students responded 'About the same'
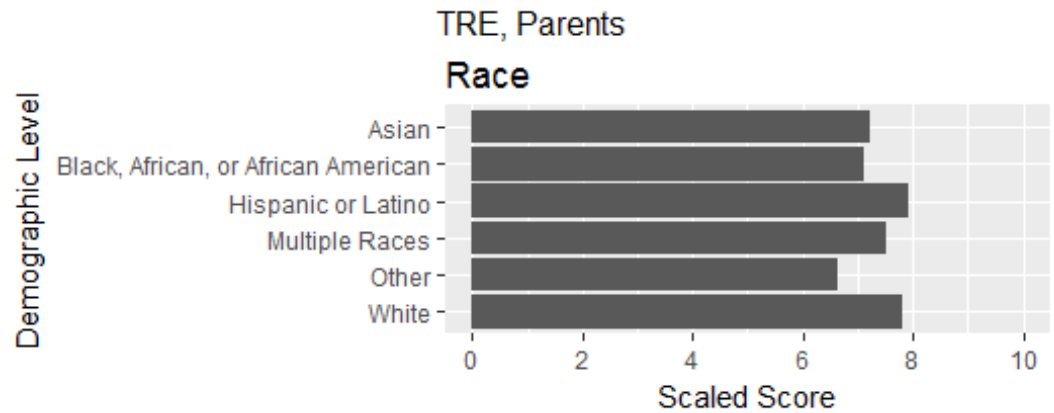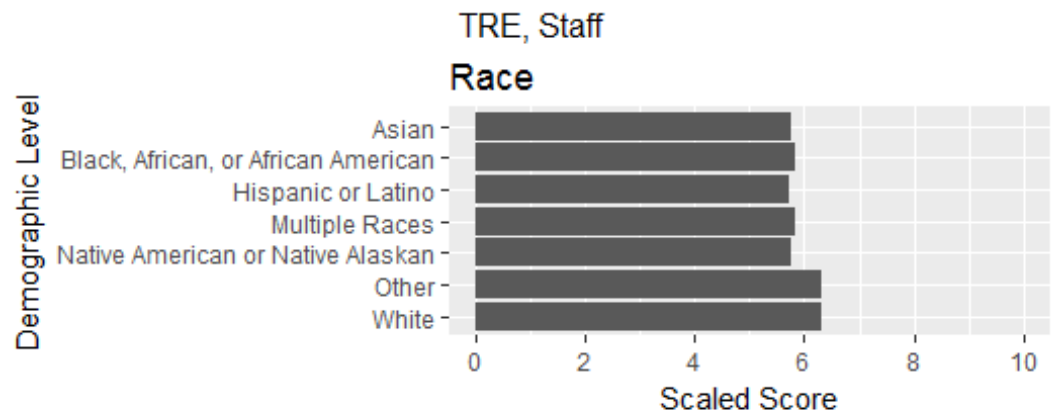   (3) Teachers' expectations for minority students are higher or lower than their expectations for white students
        – 52% of administrators responded 'About the same'
        – 73% of parents responded 'About the same'
        – 69% of staff responded 'About the same'
        – 56% of students responded 'About the same'

Overall Summary:
The summary of this Equity Area is that teacher expectations of students remain a problem. Teachers expectations, like other equity areas, is linked to deficit-based understandings of students and communities: if teachers believe that students have cultural handicaps or are culturally deficient, they will not expect them to learn at high levels. Race, too, seems to be a factor in how teacher expectations happen in the district.

Overall Recommendations:
Based on the data collected in this Equity Area, teacher expectations of students' academic performance and behavior is low. If improved, this will likely enhance the climate, and student performance. For this, we recommend PDs around teacher expectations of student achievement. We also believe that ensuring that AP, advanced, and enrichment courses should be open to all students. Another suggestion is to have an extra layer of review for Special Education referrals, disciplinary referrals, and any other program in which minoritized students are disproportionately represented. Here, a group of staff from each building can look at the referrals and look at the language used to describe their placement of students, for example. Also, teacher observation sheets, as used by administrators, should have specific attention paid to equity in the classroom. And finally, quarterly or bi-annual administrator-staff discussions (perhaps within PLCs) should discuss the expectations teachers have for minoritized students. Sample questions of this can be found on p. 144 Dr. Khalifa's recent book, *Culturally Responsive School Leadership.*

School Results

Middle School at Parkside

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	67	15
Administrator Survey	1	0
Staff Survey	50	72
Student Survey	798	12

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and Middle School at Parkside

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
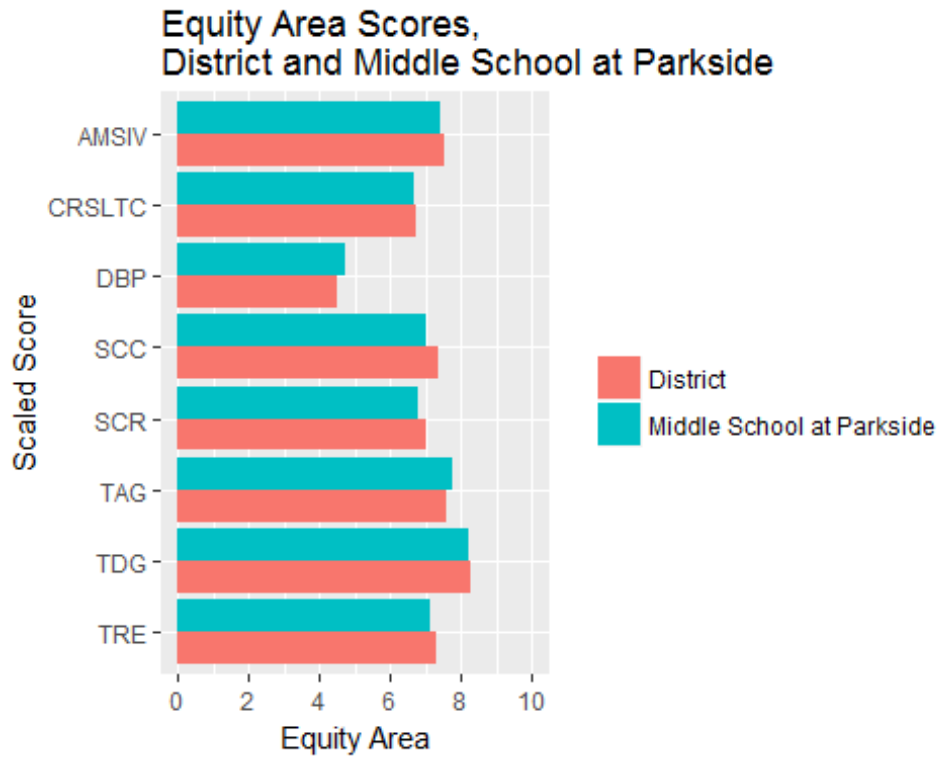
School Results

Hunt Elementary

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	30	20
Administrator Survey	1	0
Staff Survey	34	65
Student Survey	140	5

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and Hunt Elementary

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
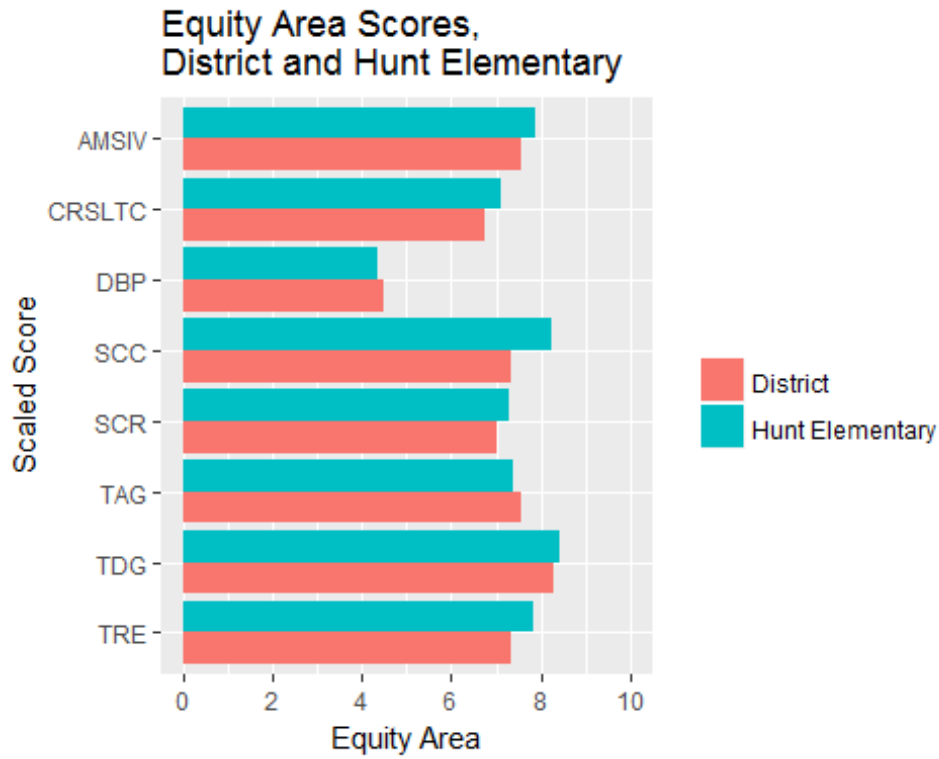
School Results

Dibble Elementary

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	51	12
Administrator Survey	1	0
Staff Survey	18	61
Student Survey	126	4

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and Dibble Elementary

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
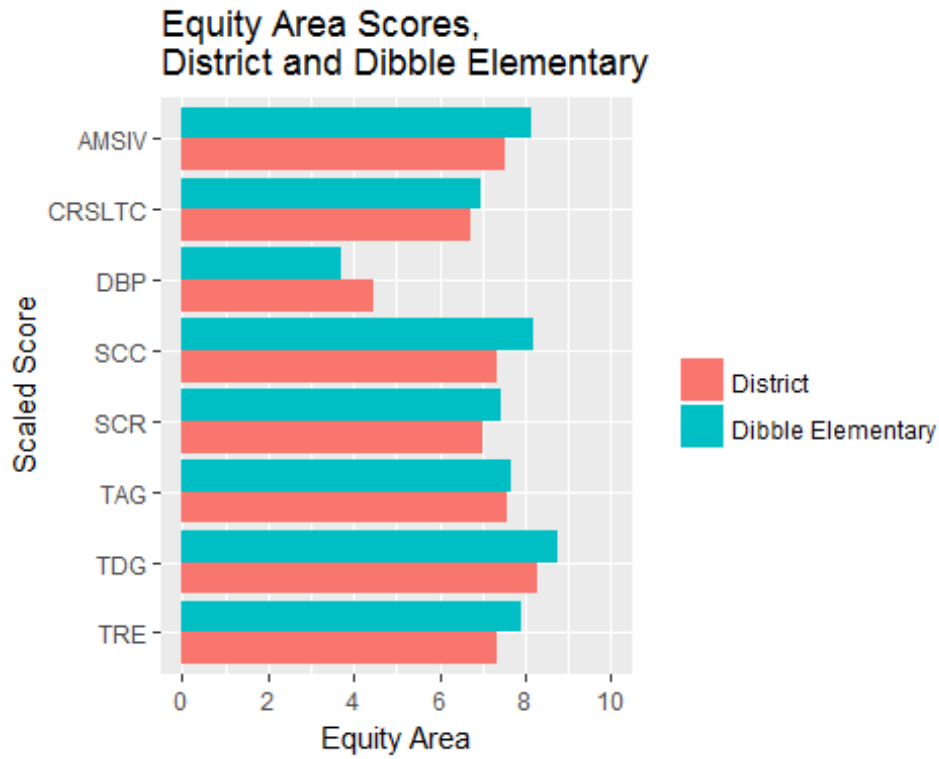
School Results

Frost Elementary

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	18	22
Staff Survey	19	74
Student Survey	141	2

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores, District and Frost Elementary

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
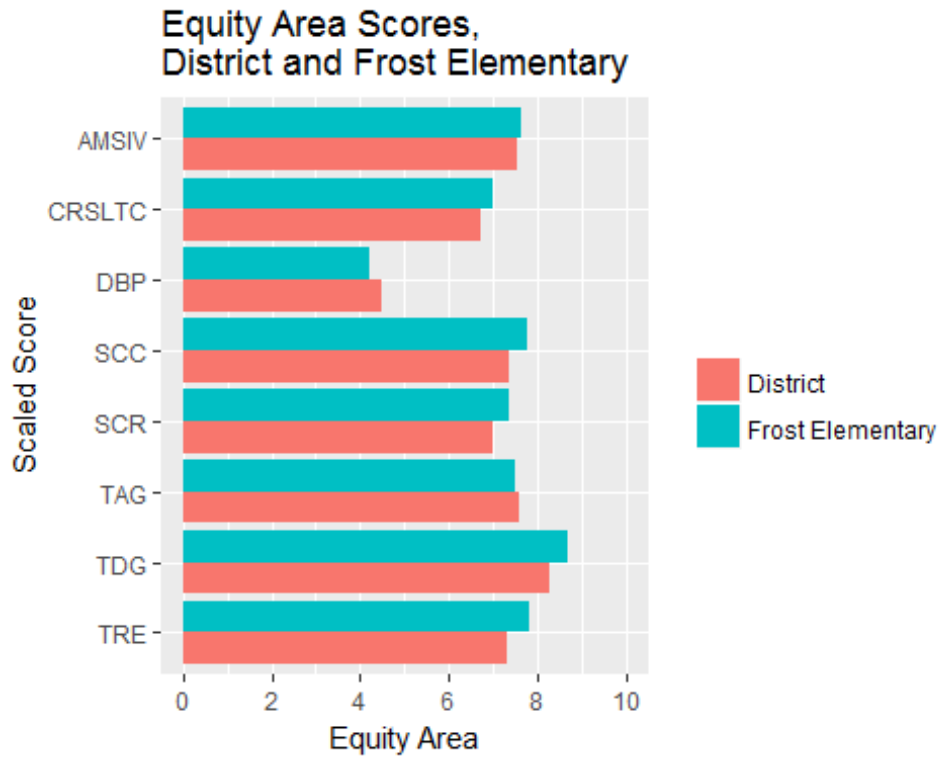
School Results

Sharp Park Academy

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	40	5
Administrator Survey	1	0
Staff Survey	15	73
Student Survey	97	0

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and Sharp Park Academy

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
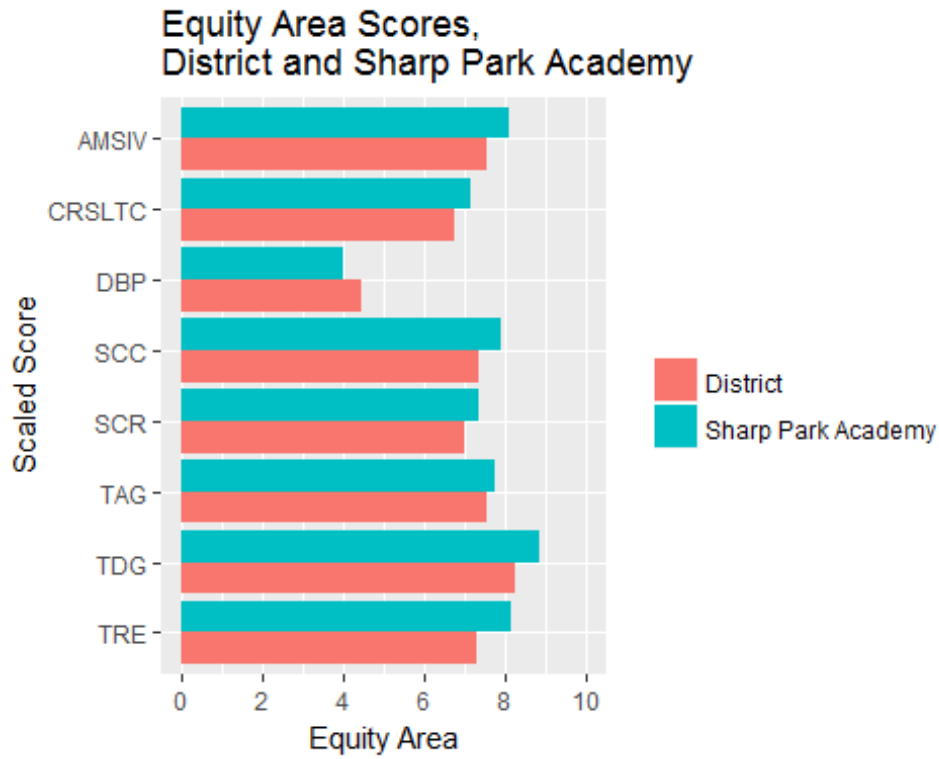
School Results

Jackson High School

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	159	20
Administrator Survey	3	0
Staff Survey	44	59
Student Survey	537	43

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores, District and Jackson High School

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.

School Results

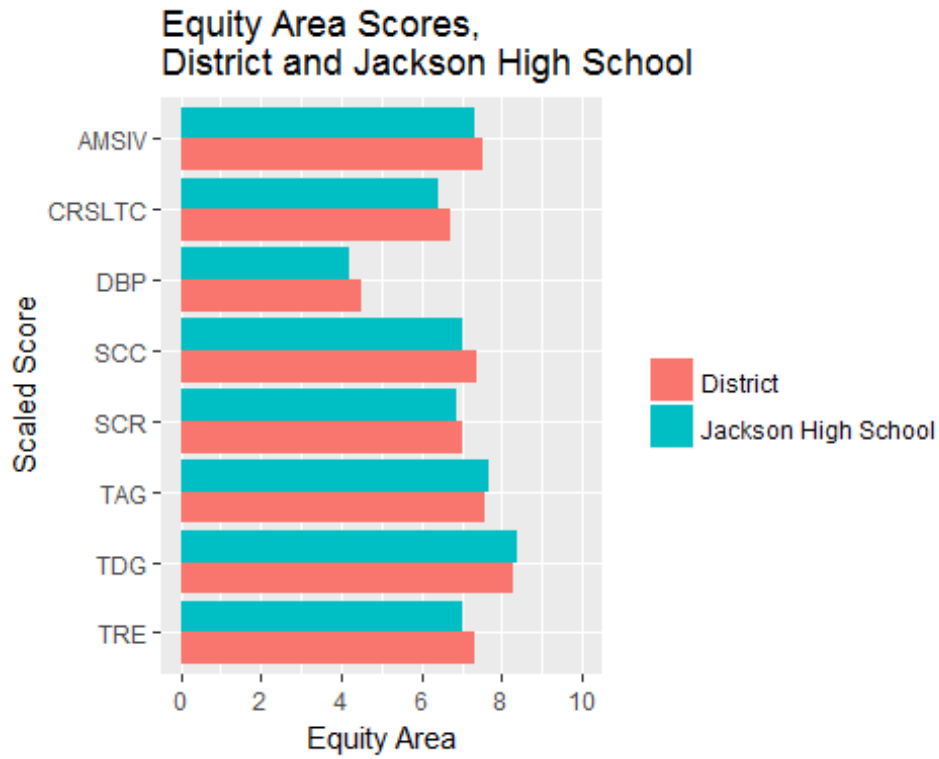## Fourth Street Learning Center

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	3	0
Administrator Survey	1	100
Staff Survey	6	50
Student Survey	22	14

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and Fourth Street Learning Center

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.

School Results

Northeast Elementary

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.
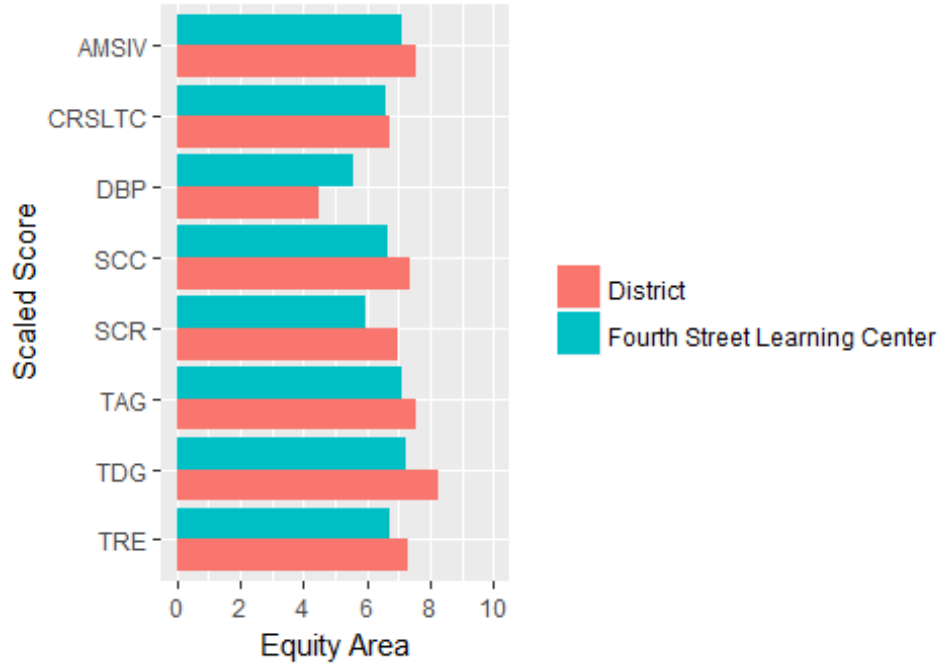
Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	15	13
Staff Survey	24	46
Student Survey	196	4

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores, District and Northeast Elementary

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
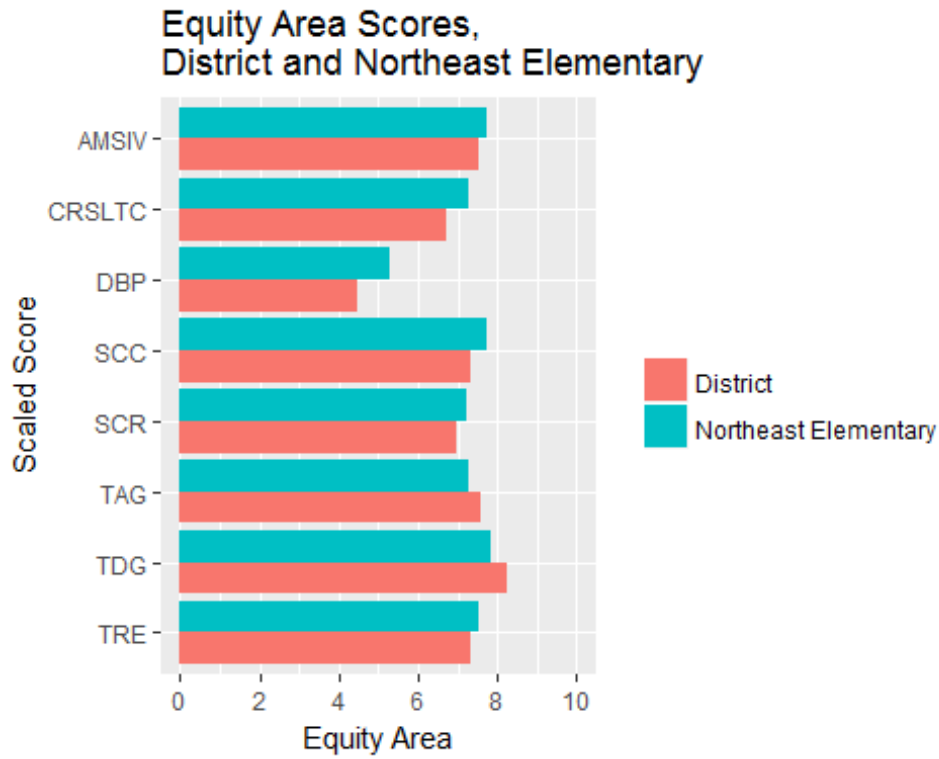
School Results

Cascades Elementary

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	9	22
Staff Survey	10	60
Student Survey	4	0

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores, District and Cascades Elementary

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
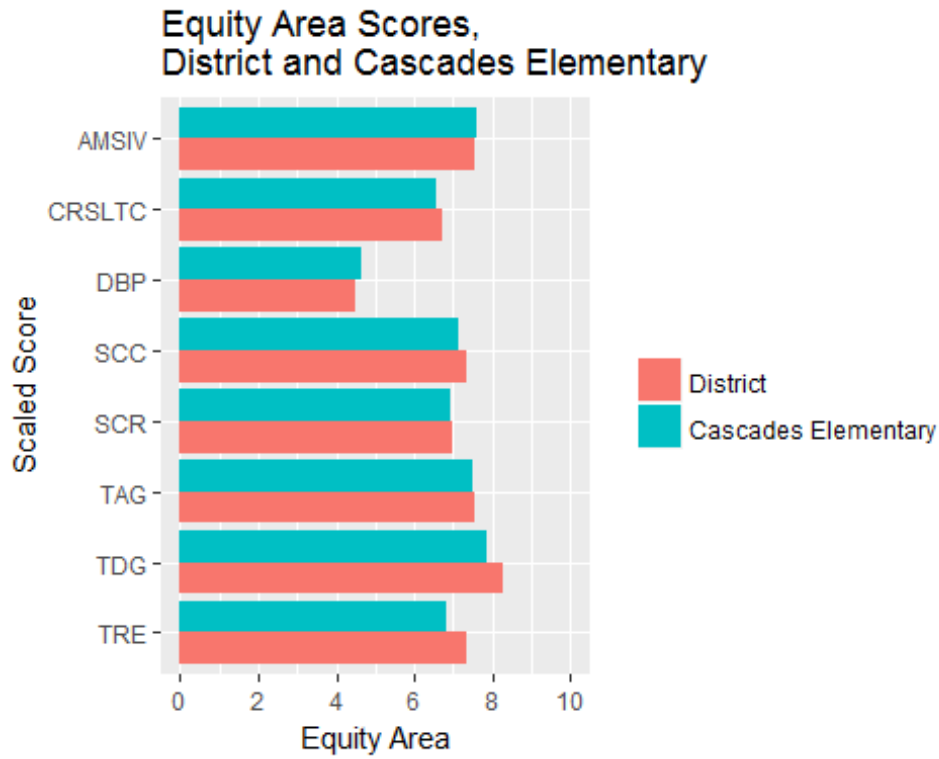
School Results

JPS Montessori Center

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	12	0
Staff Survey	11	73
Student Survey	20	0

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and JPS Montessori Center

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.

School Results

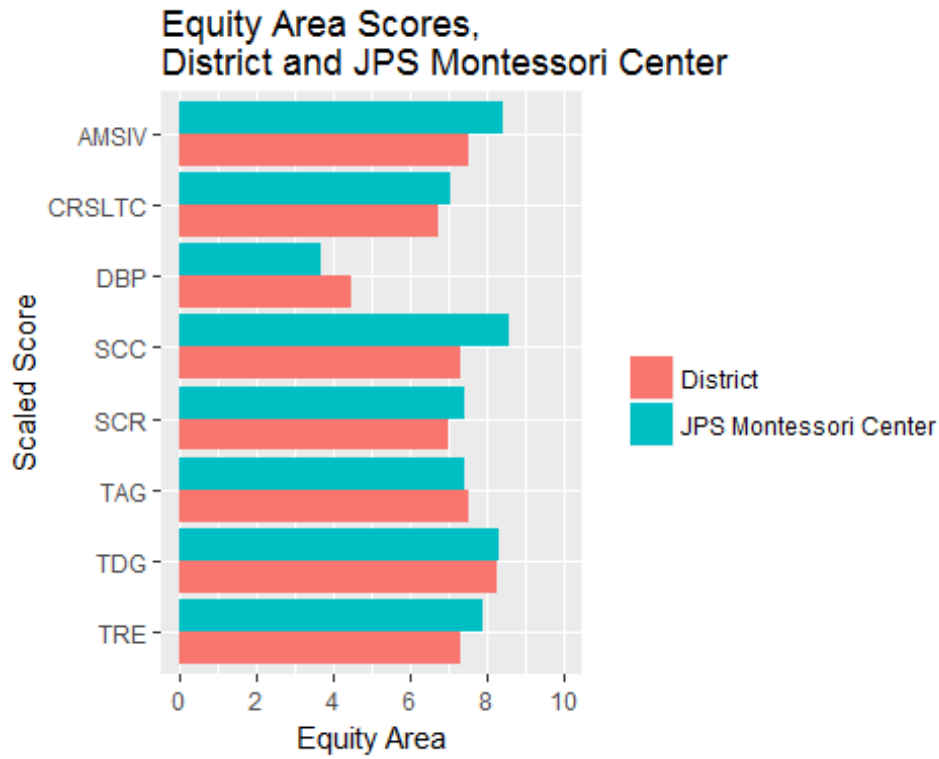## South Central Michigan Virtual

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	8	0
Staff Survey	1	100
Student Survey	7	0

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and South Central Michigan Virtual

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.

School Results

Bennett Elementary

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.
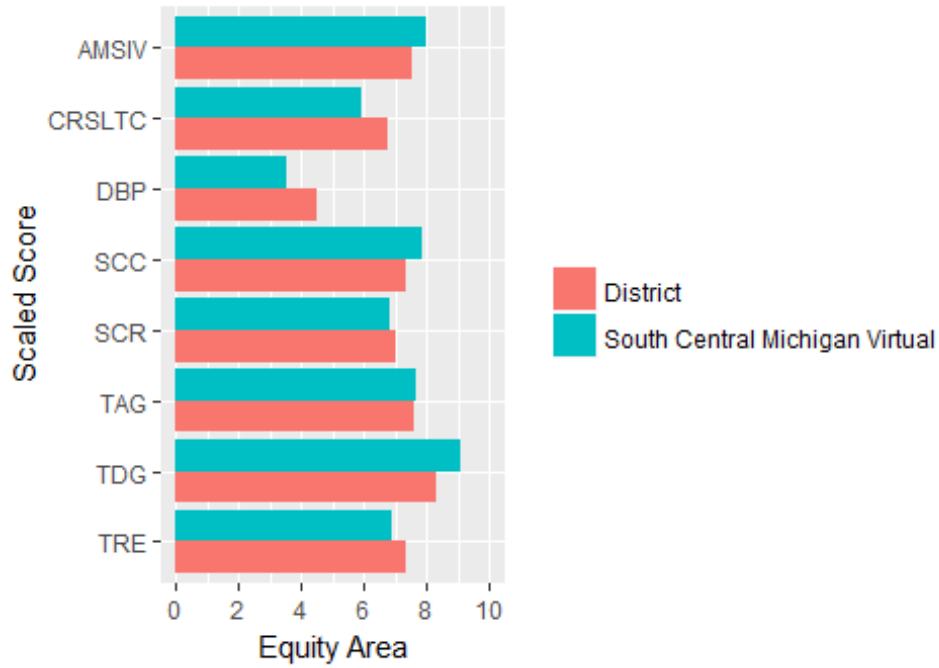
Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	13	0
Staff Survey	19	47
Student Survey	1	0

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and Bennett Elementary

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
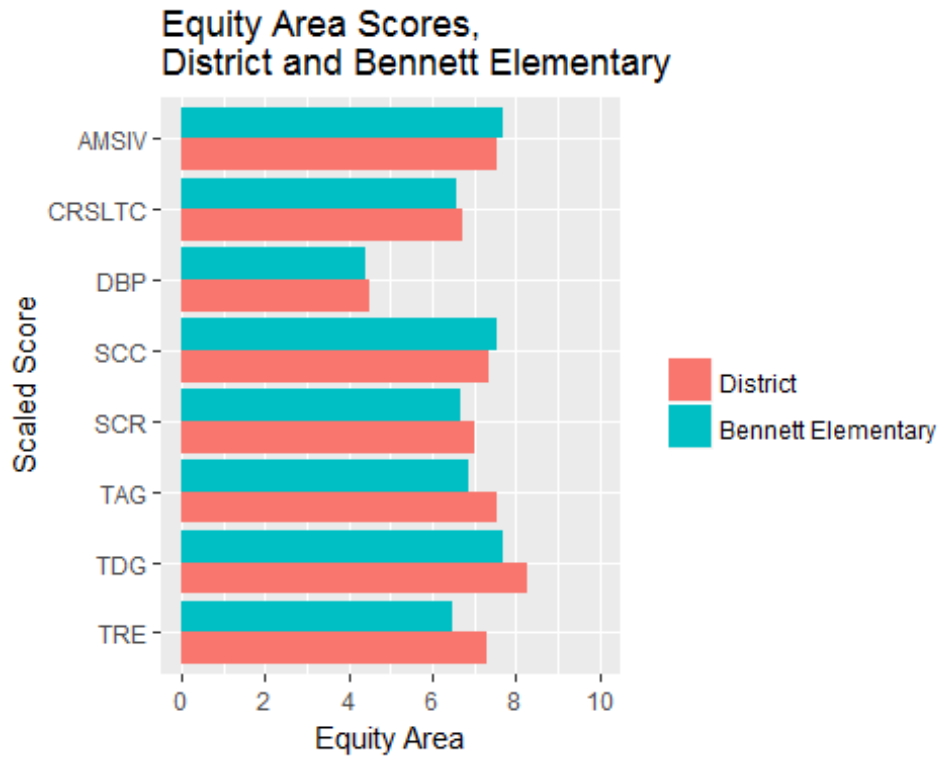
School Results

Jackson Pathways

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	2	0
Staff Survey	2	0
Student Survey	4	0

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and Jackson Pathways

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
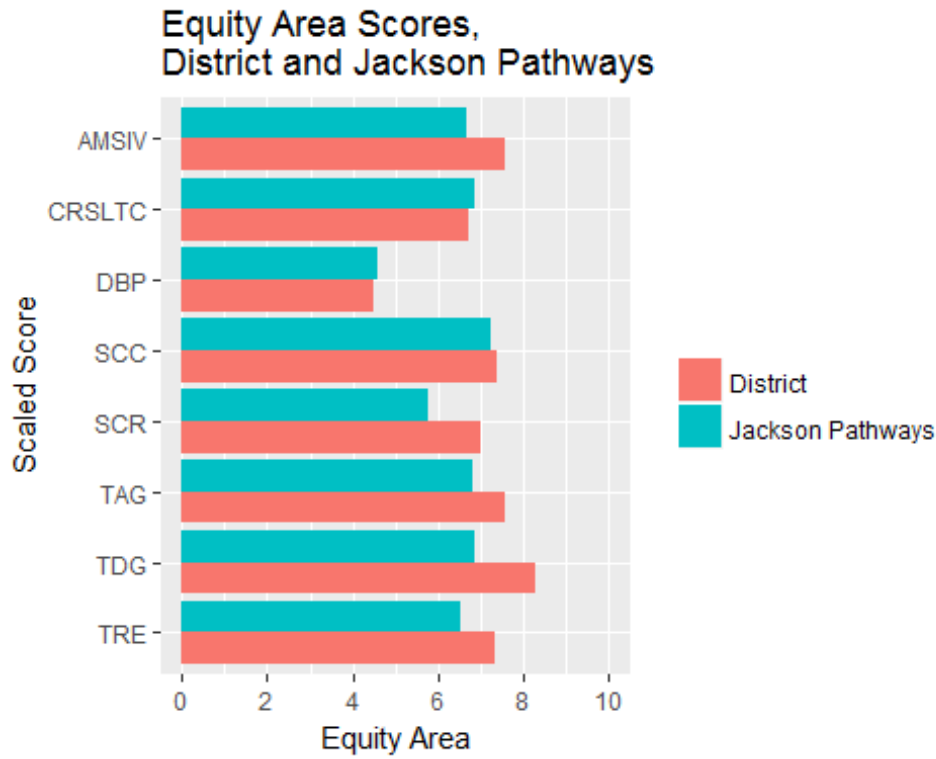
School Results

T.A. Wilson Academy

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Parent Survey	1	0
Staff Survey	1	100
Student Survey	24	33

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

Equity Area Scores,
District and T.A. Wilson Academy

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.

School Results

Administration

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.
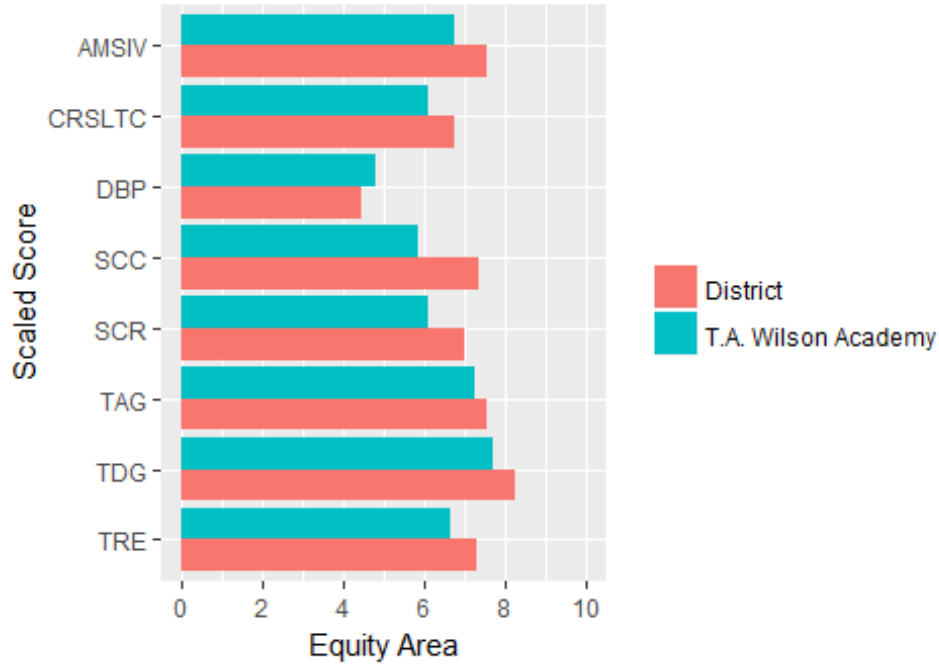
Audit Participation: Total Number of participants

Participant Group	N	% Complete
Administrator Survey	14	0
Staff Survey	6	17

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
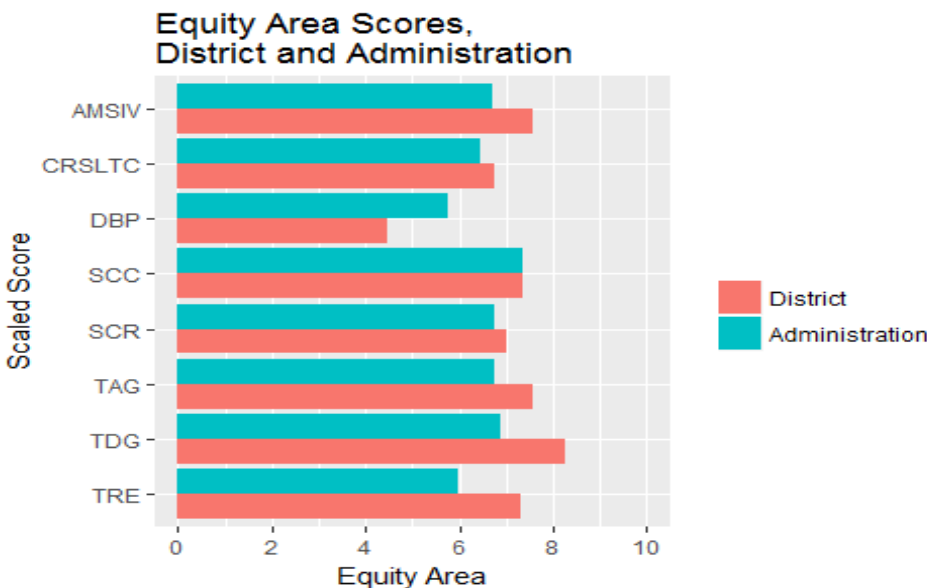
School Results

Transportation

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Administrator Survey	1	0
Staff Survey	3	33

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
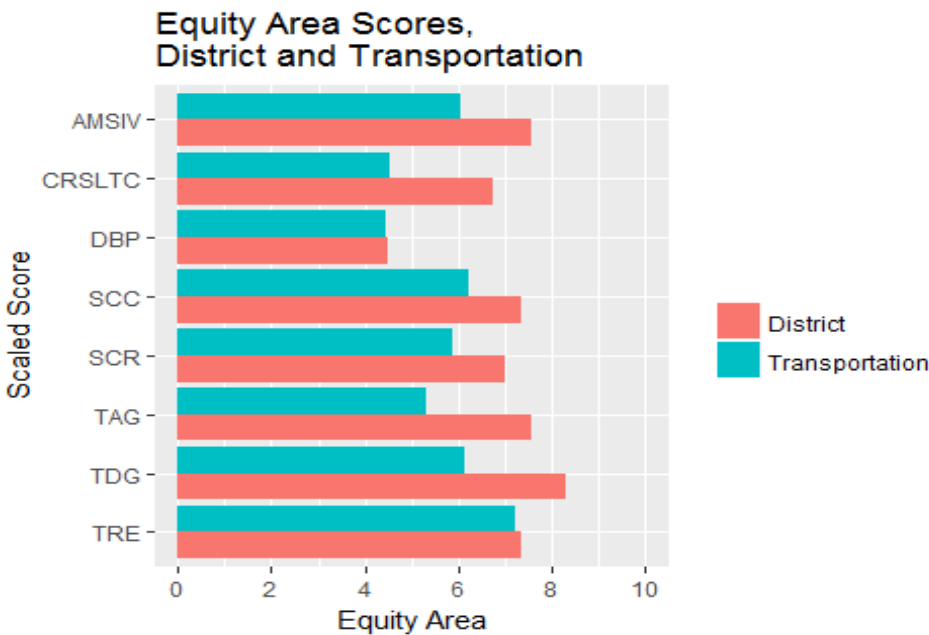
School Results

District Support Personnel

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Administrator Survey	1	0
Staff Survey	3	33

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.
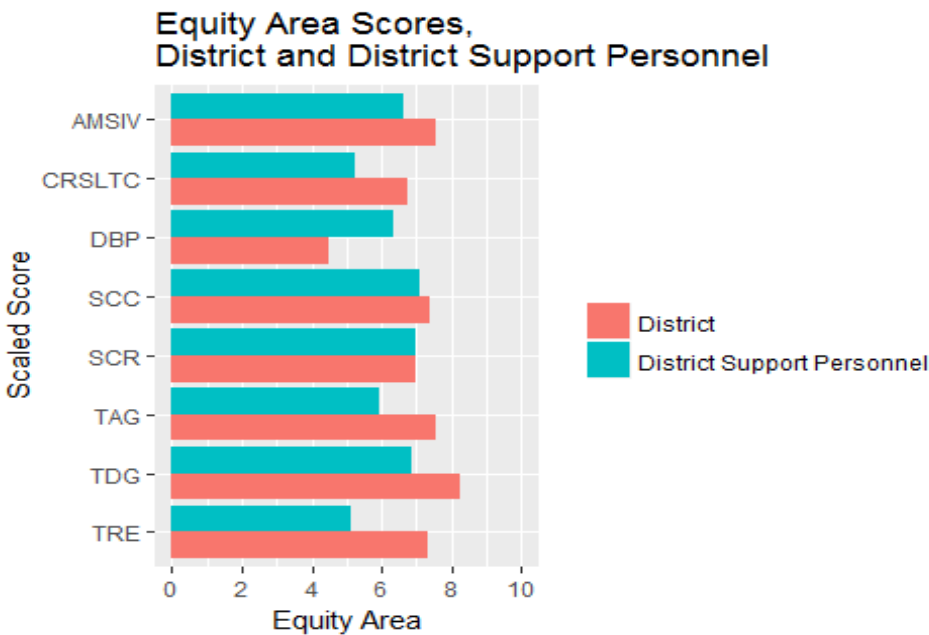
School Results

Athletics

This quantitative survey data offers a school-level analysis of the equity data in the district. The audit offers comparative data across all schools in the district. In this section, we share additional data at the school level, and we connect to one of the 8 equity areas.

Audit Participation: Total Number of participants

Participant Group	N	% Complete
Staff Survey	9	33

Equity Area School Comparisons

The data in this section offers a comparison between the schools in the district. Each visual representation is based on the data collected from that school. The comparative analysis is useful in comparing schools, and schools to the district as a whole. Schools that are not reported did not have enough participation, and thus did not yield enough data for sufficient analysis.

This is a visual representation of how your school performed compared to the district overall. This graph shows a single school compared to the average of all schools.

Audit Summary

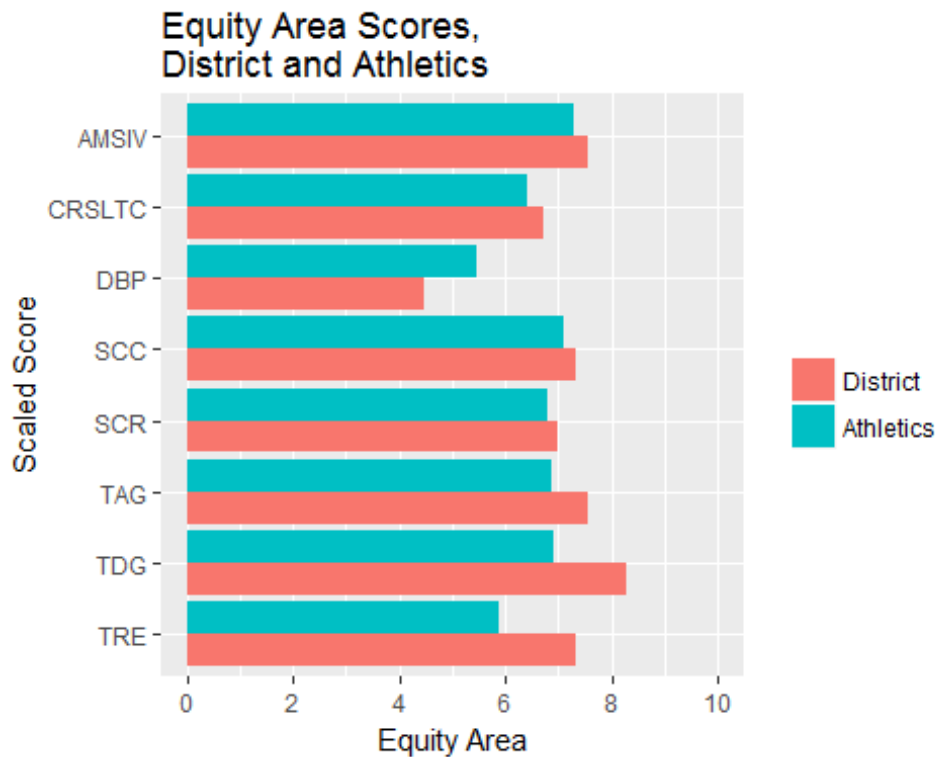After careful analysis and comprehensive review of scholarly research, findings were categorized according to 8 topic areas related to students', staff, administrators', and parents' overall opinions of Jackson Public Schools and specific perceptions of factors contributing to achievement and discipline gaps for students: 1) accepting/marginalizing student identity and voice; 2) culturally relevant school leadership, teaching, and curriculum; 3) discriminatory behavior and practices; 4) school culture and climate; 5) school-community relations; 6) thoughts on achievement gaps; 7) thoughts on discipline gaps; and 8) teacher rating and expectations. The Equity Areas are based on ongoing expansive literature review, some published (Khalifa, Gooden and Davis, 2016; Khalifa, Khalil, Marsh, and Halloran, 2018). This research, along with related scholarship about equity, inclusion, and student success, has revealed that there are 8 core areas connected to achievement (opportunity) and discipline gaps and other disproportionalities.

What follows is an overview of major themes in each topic area based on the qualitative and quantitative data findings. Achievement disparities, opportunity gaps, and discipline gaps remain problems in schools and districts that have problems in these 8 core equity areas. Overall, the data suggests the district has very serious concerns in most of the equity areas. The following chart below offers a visual representation of this:

Visual Presentation
This is how your district scored on each of the Equity Areas:
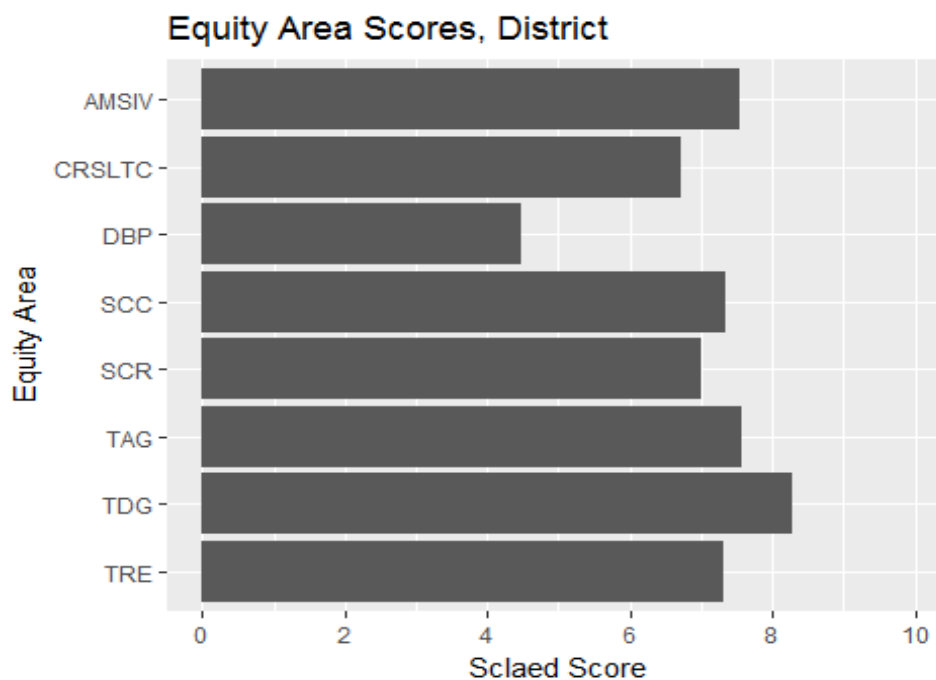
Recommendations (Overall Summary)

The Equity Audit conducted for your district revealed institutionalized inequities between the educational experiences and well being of students in the district. In addition to perceiving differences in access to academic opportunities, the audit also documented that some students felt unsafe and targeted for disciplinary actions in their schools and classrooms. The audit suggests that the problems in the district can be overcome by the staff, teachers, and administrators currently in the District.

This Equity Audit suggests that the district must incorporate an institutionalized approach that involves continuous critical reflection of equity within the school district. This will help implement effective practices of measures of educational success, as well as identify areas of needed growth related to cultural responsiveness, equity, and inclusion. This should be examined within school policies, School Improvement Plans, and practices of leadership, instruction, and learning throughout the district.

Priority Equity Area

Based on the results above, we recommend starting with AMSIV, CRSLT, SCC and TR. Our recommendations are based on a number of factors: the severity of how the EAs were rated in comparison to other equity areas, indication of positive growth, the ease and accessibility of addressing that particular EA, and the JPS goals of achievement equity among all students served by JPS.

Equity Areas to be prioritized by JPS	Highlights of Relevance
AMSIV	• This is one of the areas in which JPS already has positive success in comparison to other EAs • This is one of the cross-cutting EAs that, if improved, will positively influence all other areas • Through projects like YPAR, affinity groups, and community engagement projects, improving AMSIV can be relatively inexpensive
CRSLT	• Compared to other EAs, this EA needs most attention. • The data revealed that Students and Parents are much less likely than Staff and Administrators to feel that they have the proper resources to educate student. • We also feel that without attention to CRSLT, other EAs will not improve as rapidly

SCC	• The data here indicate that Students 'positive' school experiences are under 50%; this is low, and suggests SCC should be a focus EA • This is crucial for so many other EAs that are related to if students are comfortable and feel valued in school—such as AMSIV, SCR, DBP, and others. • The data suggests that school staff are not aware of this well-established research fact: if students feel "othered," discriminated against, or unwelcomed in school, they are most likely to disengage and unlikely to learn from the staff in that building.
TR	• While SCC is most important for student comfort in school, TR is connected other EAs that are related to if students academic achievement and success. • The data indicate a higher than normal prevalence of blaming students for academic and achievement gaps • The data suggests that school staff are not aware of this well-established research fact: when teacher of students increase, student academic and behavioral output also increases to meet the expectations. But it has to be done in culturally appropriate ways.

Recommendations by EA

Below, we included recommendations throughout this report under each Equity Area. We suggest those as a start. But we want to give more recommendations. Thus, below we suggest additional recommendations for improvement. Below, we recommended a number of cost-friendly or free strategies for improvement.

Accepting or Marginalizing Student Identity and Voice (AMSIV)

This audit revealed some evidence that Jackson Public Schools minoritized students and parents do not always feel their racial and ethnic identity or cultural heritage and language are represented within the schools. At times, these groups feel marginalized within the district where White culture is celebrated as the norm and reinforced with an overall color-blind approach by many teachers in the classroom. Both teachers and students value positive relationships and respect, but may have different opinions about how it is conveyed in the classroom. Students who expressed having positive relationships in their schools felt affirmed in their identity, and felt they had voice and ownership in their educational path. But many minoritized students who performed well, felt that they had to do so at the expense of their authentic identities. Below, we highlight some of the research-based best practices that would enhance AMSIV:

- Drafting an equity policy that has specific language around being inclusionary toward all student voice and identity
- Providing Professional Development around exclusionary and inclusionary practices in school
- Identifying student behaviors and voices that are typically marginalized in school
- Developing student safe spaces and making available staff with whom minoritized students are comfortable
- Identifying space and allocating resources for sustained cultural studies and programing
- Hiring representative minoritized community members as dialogue facilitators and mentors within schools
- Facilitate staff engagement with youth voice in community-based settings

Culturally Responsive School Leadership, Teaching and Curriculum (CRSLTC)

Jackson Public Schools would benefit from adopting an approach that would institutionalize the practice of identifying and addressing issues of inequity. Dr. Khalifa, in his book Culturally Responsive School Leadership (2018), describes culturally responsive school leadership as being characterized by a core set of unique leadership behaviors, namely: (a) being critically self-reflective; (b) developing and sustaining culturally responsive teachers and curriculums; (c) promoting inclusive, anti-oppressive school contexts; and (d) engaging students' indigenous (or local neighborhood) community contexts. Culturally responsive teaching and curriculum must pull knowledge and pedagogy deep from authentic student contexts, and center this within classroom instruction and learning. Below are a set of recommendations that enhance CRSLTC in schools:

- Explore and help develop critical action plans that correspond to sustaining a more equitable, socially just, and inclusive school improvement agenda
- Evaluate the development and implementation process of the aforementioned critical action plans. The values that guide these evaluations will align with the equity-centered system-wide approach
- Establish a common language on how the intersectionality of race, class, gender, sexual orientation, and other socially constructed identifications operate and interact to shape individual and group dynamics within schooling environments within Jackson Public Schools
- Actively participate in on-going critical self-reflections and anti-racism work
- Create action plans to develop continual critical analysis skills, particularly with issues of equity, racial/ethnicity responsiveness, and inclusion within individual and schooling practices
- Collaborate with stakeholders within and beyond the school grounds (i.e. students, families, teachers, administrators, community organizations & businesses, etc.) to implement change to achieve equity

- Seek external assistance (from experts in equity practices) when district or school resources are not able to meet the needs of students, staff and administrators

Discriminatory Behaviors and Practices (DBP)

In many districts, teachers express difficulty in understanding or believing there are discriminatory practices that lead to achievement or discipline gaps for certain groups of students. Then, the typical response is to claim gaps are because of students or communities, and not themselves as educators. In your district, minoritized students expressed that they are not treated equally within the school system, and at times students are labeled into categories they are unable to discard. Many White students reported that, in their view, teachers discriminated against minoritized students in their classes. Some students reported that they were often teased or shamed for speaking their native language among their friends. This Equity Audit data strongly aligns with other district data that suggests the presence of discriminatory practices, such as academic and disciplinary disparities. Below are a set of recommendations that will address DBP:

- Prioritize student and community perceptions of discrimination in the schools
- Prioritize and center equity data (for ex., discipline gap data) in all equity discussions
- Begin using teacher-specific and program specific equity data
- Provide equity training and professional development for teachers, including: recruitment, disciplinary referrals, gifted and talented programs, special education programs, and classroom management
- Include equity/cultural responsive interview questions for potential job candidates
- Use teacher observations and administrative walk-thru forms with explicit focus on race, gender, SES, and other markers of difference

School Culture and Climate (SCC)

This audit suggests a strong need to improve the School Culture and Climate in the district and schools. The tone for school culture and climate is set by administrators in partnership with teachers, parents, and students. Therefore, it must have the input of all of these stakeholders (and possibly other voices). We recommend that schools and districts use tools to measure SCC that can be used regularly. The school must represent the community, and must accept not only a few cultural customs, but language, behaviors and epistemologies. Here are a few additional recommendations:

- Explore ways to critically assess school data in terms of equity, and the racial demographics of students
- Engage in critical dialogue to identify, apply, and critique the terminology and application of daily school operations (i.e. school policies, classroom practices, school meetings, and interactions with students, parental guardians, and faculty)
- Ensure that the voices and experiences of all students, especially those that have shared narratives of marginalization in this audit, are included in the policies that will identify and address areas of inequity

- Explore the impact of historical inequities and privileges, as well as colorblind ideology within the many dynamics of the school structure (i.e. curricula, school policies, and student discipline within the classroom)
- Make schools more community-accessible and community-based. This means findings creative ways to bring diverse parents (not the same actors) into conversations about how schooling happens and school/district policies are formed
- School and district leadership must be more explicit about resisting oppression of minoritized students both in words and action

School Community Relationship (SCR)

Establishing good school and community relationships (SCR) is one of the most elusive tasks because there are so few resources that districts have to accomplish this goal. However, time and again, it has been done successfully within the confines of school budgets. Community-based knowledge must be sought and used to inform policy and practice in schools. But it must be done without "training" parents in ways that cause them to lose their authentic voice and community-based perspectives. Many of the healing and difficult conversations should happen with the help of a person who is viewed as impartial; I suggest that you hire a community-based person for that. Here are a few additional SCR recommendations that I have:

- Identify strategies for understanding how to best meet parents' needs for their child(ren)
- Offer PDs that help your staff identify and use community knowledge and epistemology in thier lessons.
- Identify strategies for increasing parent engagement in the schooling process
- Establish a larger, positive presence in the community
- Determine how to integrate community resources into the curriculum through partnerships, field trips, homework assignments, after-school programming, etc.
- Ask parents, including non-engaged minoritized parents, to participate directly in policy-making at the school or district level. Policies without their voice should be sent back per community approval

Thoughts on Achievement Gap (TAG)

We examine all stakeholders Thoughts on the Achievement Gap (TAG) in the district as a way to understand their awareness of the issue. We also are hoping to get a better understanding of staff's capacity toward change. Often, educators will blame students and communities for the achievement gap despite the fact that the gap could be overcome with the proper teaching, curriculum, and reforms. Raising awareness and bringing culturally responsive teaching strategies are the primary ways to improve TAG scoring. Raising awareness can happen through multiple ways, including having direct and consistent conversations about achievement disparities and TAG data. The link between TAG and

discipline data should not be thought of as being disconnected from achievement data. Below are other strategies that should be included to address TAG concerns:

- Culturally responsive language, examples and artifacts should be included in the curriculum
- Sustained professional development focused on anti-racist, anti-oppressive pedagogy and practice
- Enact culturally responsive classroom teaching and practice
- Enact culturally responsive discipline and classroom management
- Anti-bias training at school level is needed
- Clear vision, policies, and activities for School Equity Teams; and more resources to free their time to engage the work
- Culturally-based mentoring programs, for example:
- Bring community-based mentoring programs for minoritized students, such as: https://newlensurbanmentoring.org/
- More positive community and parent outreach (i.e., inviting minoritized families into schools to help with building an environment of academic excellence)

Thoughts on Discipline Gap (TDG)

Multiple studies over the past 30 years have found that the disciplinary disparities are not a results of differences in student behaviors. So despite popular belief, it is not true that lower-income or Black students "just don't have good home training" as a cause for why they are more likely to be suspended from school. Rather, studies show that teacher biases are the reason that some groups of students are more likely to be more punished in school. Therefore, a strong and consistent anti-bias program must be put into place. But this is not simply about drafting new policies. Rather, deep learning must happen for anti-bias training to be sustained. Here are other TDG suggestions:

- Disaggregate the discipline data by teacher and infraction. Find trends with the data and address those trends with individual teachers
- Identify clear discipline policies and procedures
- Identify alternative discipline programs that support cultural responsiveness in discipline
- Eliminate any Zero Tolerance Policies that prevent students from maximizing their time in the classroom
- Revisiting other disciplinary policies that target minoritized students
- Individual teachers that have discriminatory discipline practices must be identified and helped (mentored) out of such practices
- Repurpose support staff and School Equity Teams to address some of the issues that have been illuminated throughout the data
- PLCs and collective learning around the issue of disciplinary bias

- More anti-bias PDs at every levelâ€"administration, teaching, support, students, and parents

Expectations and Teacher Ratings (TR)

There is much truth in the saying, "students will rise to the challenges set before them." High expectations must be held for all students. All students perform well benefit most when teachers have high academic expectations of them. And low expectations is a type of "soft bigotry" because it is assuming students are not capable of improving and academically succeeding at high levels. Lowering expectations is often supplanted with kindness or empathy for students, and it shouldn't be. Rather, the approach of being a "warm demander" is preferred. Educators and school leaders should become smarter about what being 'warm' and being a 'demander' means in their specific communities. Here are other suggestions for TR below:

- Establish subject-level and grade-level committees, that involve community-based or parental input, and include cultural knowledge throughout the curriculum
- Anti-bias training that embrace both 'equity' and 'excellence'; teachers hold high expectations of all learners as 'warm demanders'
- Establish a teacher mentoring and modeling program that addresses concerns of equity
- Identify teachers who exhibit trends of underperformance for minoritized students, and provide mentoring and modeling
- Have quarterly (or monthly) review of individual teacher's academic and discipline equity data
- Include cultural aesthetic throughout the school, that is indigenous for minoritized students (such as hip hop)
- Provide ongoing training and PD for school leaders to foster school-wide culturally responsive buildings

Additional Resources for Improving School Climate (Anti-Bullying):
As you know, bullying is a major problem in schools. It is often based on race, ethnicity, income, sexual orientation, culture, or language. As you may also know, many students interpret school climate and culture based on how they are treated, not only by staff, but other students. Anti-bullying will go a tremendously long way in improving SCC.

- National Education Association; Teaching Students to Prevent Bullying
- National Education Association recommended series of short lessons, activities, and games will help students understand the serious problem of bullying
- Teaching Students to Prevent Bullying; Curriculum Resources Address Identifying, Confronting and Stopping Bullying: (http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html)
- Teacher Workshop Preventing Bullying & Empowering Students: (https://www.youtube.com/watch?v=rfhu9Km9L5c)

- Bully Proof Your School Webinar Replay (Australian / New Zealand): "This webinar examines the difficult subject of bullying. The presenter draws on international research to deal with the following questions: What is bullying? How common is it? Why do bullies bully? Who are the victims? What are the effects of bullying? Does your school have a problem?"
- Bully Proof Your School Webinar: (https://www.youtube.com/watch?v=MwL-uYXNkTk)
- K-6 Anti-Bullying Resources Pacer's National Bullying Prevention Center. (2006). Elementary School, Educational Lesson Plan. From Pacer.org: http://www.pacer.org/bullying/classroom/elementary/ele-lesson-plan.asp
- Pacer Center. (2017). Are You a Target â€" Videos. From Pacer's Center Kids Against Bullying: https://pacerkidsagainstbullying.org/are-you-a-target/are-you-a-target-videos/
- Middle School and High School Anti-Bullying Resources Stiller, B., Nese, R., Tomlanovich, A., Horner, R., & Ross, S. (2013). Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect. From pbis.org/: http://www.pbis.org/common/cms/files/pbisresources/2013_02_18_FINAL_COVR_MANUAL_123x.pdf
- Ethnic and religious group Anti-Bullying Resources Bridging Refugee Youth and Children's Services. (n.d.). Tool 4: Refugee and Immigrant Youth and Bullying; Frequently Asked Questions. From Refugee Children in US School; A toolkit for Teachers and School Personnel: (ING), I. C. (2014). ing.org. From Bullying Prevention Guide, for public and private schools (including Muslim fulltime and weekend schools): http://ing.org/downloads/ING_Bullying_Prevention_Guide.pdf
- Addressing Religious Liberties in School: https://maec.org/resource/webinar-religious-liberties/

Appendix A: Equity Area and Descriptions

1. **Accepting or Marginalizing Student Identity and Voice (AMSIV)**: Addresses how comfortable students feel voicing opinions and expressing behaviors in school? Here are some of the core interests in this equity area:
   a. All student identity and voice is recognized equally in school
   b. Minority student identity is welcomed in school
   c. Student identity and voice is celebrated in school
   d. Student identity or voice is discouraged or punished in school
   e. Student voice impacts policymaking in school/ district

2. **Culturally Responsive School Leadership, Teaching and Curriculum (CRSLTC)**: Address perceptions of how well diverse backgrounds and experiences are incorporated in classroom content and responded to in classroom interactions. Here are some of the questions addressed in this equity area:
   a. School environments accept/celebrate students' cultural behaviors/language;
   b. Student can culturally relate to teachers and curriculum;
   c. Student is able to express cultural selves in school;

3. **Discriminatory Behaviors and Practices (DBP)**: Addresses perceptions about discrimination that some students experience. (i.e., certain student characteristics or groups are treated better than others). Here are some of the interests in this particular equity area:
   a. Racism is reproduced in the school or district;
   b. School is actively trying to reduce racism;
   c. Minority students have been consistently marginalized in the same ways for more than 3 consecutive years

4. **School Culture and Climate (SCC)**: The National School Climate Center defines school climate as the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, as well as organizational processes and structures. In these learning environments:
   a. students are eager to attend school;
   b. students perceive that adults in the school sincerely care about them and their success;
   c. feel safe both physically and emotionally;
   d. students believe they are likely to succeed academically;
   e. students feel a personal connection to the adults at their school.

f. teachers believe they are part of a team that is making a powerful difference in the lives of students

g. believe administrators care sincerely about them and their success;

5. **School Community Relationship (SCR)**: Addresses how comfortable parents feel attending school events, approaching school staff, and effectiveness of communication between parents and schools. Some of the interests taken up in this equity area are as follows:

a. There exist overlapping space between school and community

b. Parent voice is welcomed in the school

c. Parent voice shapes policy in the school

d. Educators have a presence in the communities they serve

e. Community behaviors are allowed/celebrated in school

f. parents believe educators care about their child;

g. feel that their concerns and insights are appreciated.

6. **Thoughts on Achievement Gap (TAG)**: Addresses how staff, parents, students, and teachers understand the reasons for why the disparities in achievement (i.e., achievement gaps) exist.

a. are eager to attend school;

b. perceive adults in the school care sincerely about them and their success;

c. feel safe physically and emotionally;

d. believe they are likely to succeed academically; and,

e. feel a personal connection to the adults at school.

f. believe they are part of a team that is making a powerful difference in the lives of students;

g. believe their work has a purpose;

h. believe administrators care sincerely about them and their success;

i. see administrators as sources of support and leadership who are skillful enough and caring enough to help them achieve excellent learning results

7. **Thoughts on Discipline Gap (TDG)**: Addresses how staff, parents, students, and teachers understand the reasons for why the disparities in discipline (i.e., discipline or suspension gaps) exist.

a. minoritized parents and students believe educators care about their child;

b. minoritized parents and students feel welcome at school;

c. minoritized parents feel that educators perceive them as strong, positive partners in the education of their child; and,

d. parents and students feel that their concerns and insights are appreciated

8. **Expectations and Teacher Ratings (TR)**: Addresses perceptions on how committed and successful students from various backgrounds can be, and the expectations that are held of various student groups. Here are some of the core components of interest in this equity area area:
    a. Teachers have high or low expectations of minoritized students
    b. Teachers encourage students to attend college
    c. Minority students are allowed to disengage from working hard
    d. Minority students are allowed to demonstrate poor behavior
    e. Teachers assign challenging homework and tests
    f. Minority students are encouraged to take advanced classes
    g. Minority students are placed in remedial classes
    h. Minority student are referred to/placed in special education courses

Appendix B: Definition of Core Items

Core Terms	Definition
Equity Audit/Assessment	A research-based way of identifying the causes of inequities in education, and based on the data, identifying appropriate reforms that will remedy causes of inequities.
Educational Equity	Providing educational services and fostering educational contexts in a way that gives all children the same level of opportunity to become academically successful. Most schools in the U.S are designed in a way that gives White, middle-class students greater access and opportunity.
Educational Inequity	Educational services and contexts that are marginalizing for some students and give greater access to other students to be academically successful
Minoritized	Students who have been historically marginalized, and thus do not have the same opportunity at being academically successful. This has happened in the U.S. for a number of reasons, which include but are not limited to reasons of: race, income, religion, language, gender, sexual orientation, disability, behavior, national origin, and legal status.
Oppression (in school)	Systemic (or personal) ways of blocking the well-being or learning opportunities of children; unjust or distressing educational environments for children; lack of addressing unjust educational opportunities or contexts. Examples in the U.S. are disproportionate school failure, drop out rate, or disciplinary measures. Cultural or racial shaming, punishing cultural behaviors, not hiring minority teachers, and favoring White students are all established type of oppression.
Culturally Responsiveness	When instruction and curriculum, classroom and school climate, interactions, treatment, persons in schools represent the knowledge and culture of all students in buildings. Currently, U.S. schools only reflect White histories/knowledges/cultures, yet claim that it is simply â€œAmerican.â€ This approach hides or invisiblizes White privilege, and thereby default allows White students to be more successful. But when cultural referents, language, behaviors, and knowledge from minoritized students are usedâ€"and they are honored and protectedâ€"their chances of academic success drastically increase.
Achievement Gap	When demographic groups of students systematically, academically out-perform another group of students. In the U.S. context, educators

are most comfortable blaming this problem on students or communities. But many significant research studies indicate that it is neither the students nor community's fault, or because of a unintelligence or lack of student motivation, but rather, it is that either the learning environments are not conducive for minoritized students, or the academic content is not culturally responsive.