

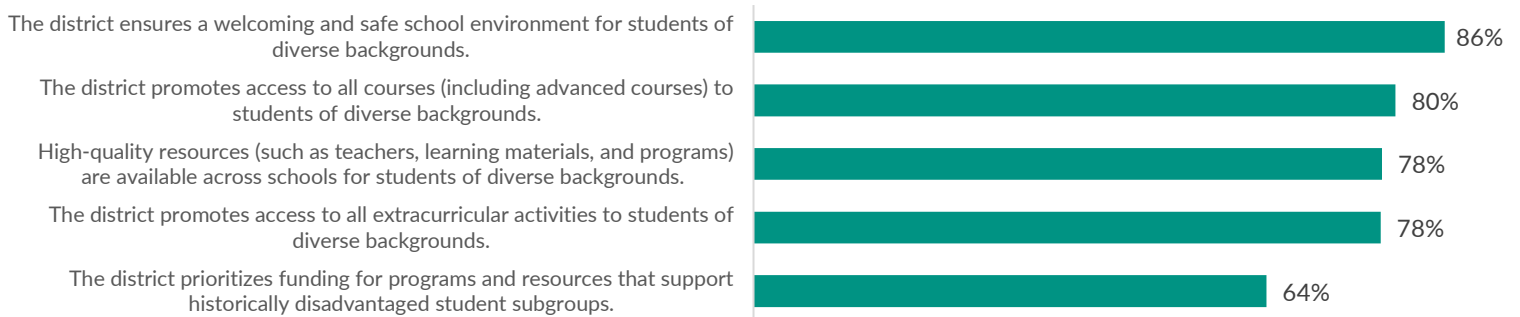
This document provides a summary and overview of two Hanover Research (Hanover) studies completed on behalf of Addison Central Unified School District (ACUSD) to support its ongoing strategic planning process – the Diversity, Equity, and Inclusion (DEI) Diagnostic Survey and Equity Scorecard and Data Dashboard. The findings of these studies can be used by ACUSD to identify priorities and areas of need during strategic planning.

## DISTRICT PRIORITIES

### PRIORITIES FOR SUPPORTING DEI IN EDUCATION

- Ensuring a welcoming and safe environment for students of diverse backgrounds is respondents' top priority. Other top priorities include equal access to all courses, to high-quality resources, and to all extracurricular activities.

**Top 5 Priorities**  
(% High Priority + Essential)



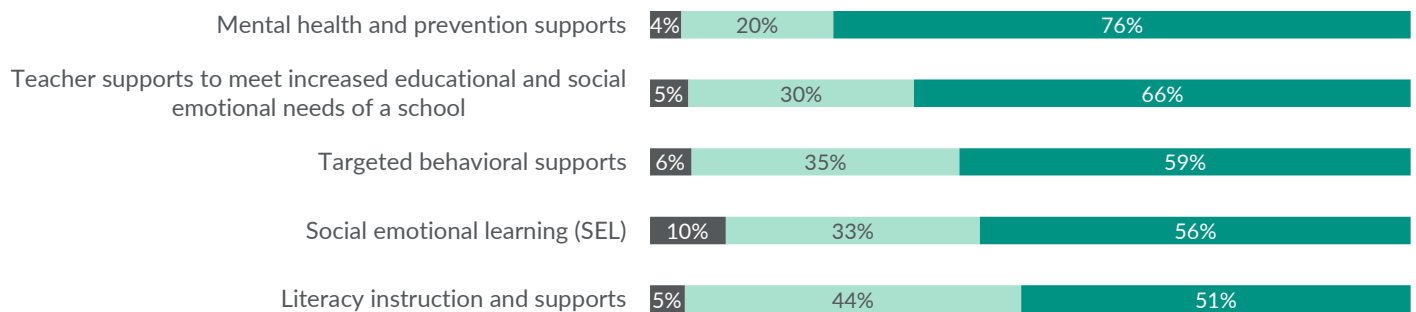
Note: The percentages above represent the percentage of respondents that consider these areas *should be* a district priority.

### PRIORITIES FOR SPENDING ARP ESSER FUNDS

- Top spending priorities for the one-time ARP ESSER grant funds include mental health and prevention supports, teacher supports to meet increased educational and social emotional needs of a school, targeted behavioral supports, and literacy instruction and supports.

**Top 5 Priorities**  
(% High Priority + Essential)

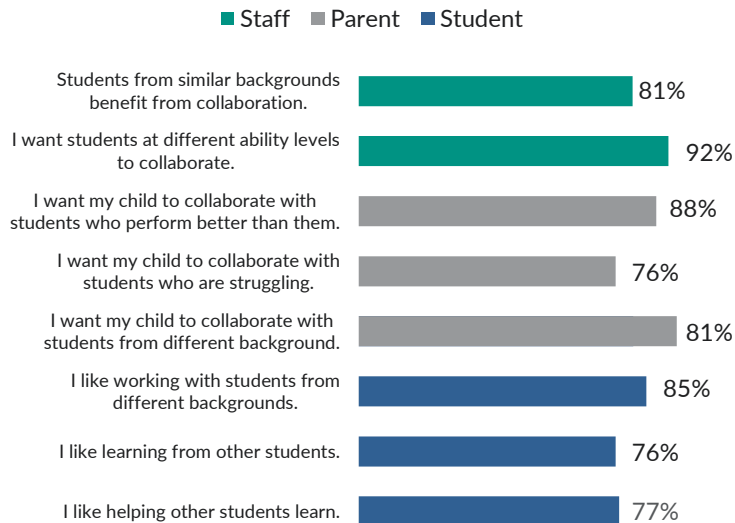
■ Not at all a priority ■ Somewhat a priority ■ High priority



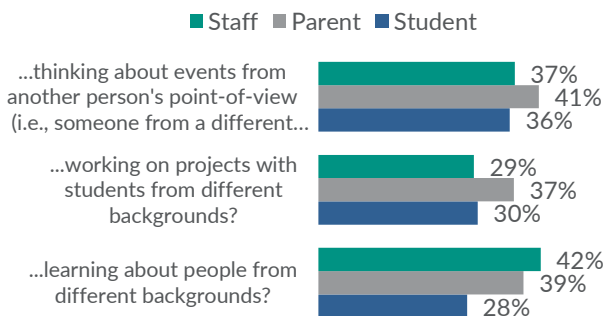
# ACADEMICS & INSTRUCTION

- **Student Collaboration:** Most parents, staff, and student respondents are in favor of student collaboration with other students from different backgrounds and of different ability levels.
- **Diversity in Instruction and Curriculum:** Most (73%) agree or strongly agree that teachers are using books, stories, or lesson materials from many different perspectives. However, fewer report that often they or their student were learning about people from different backgrounds (32%) or thinking about events from another person’s point of view (38%). Fewer than 30% indicated that students engaged in classroom conversations about a range of diversity and equity-related topics.
- **Diversity among Teachers:** Most parent, staff, and high school student respondents do not agree that district schools/their school/their child’s school hires or retains teachers from diverse backgrounds.

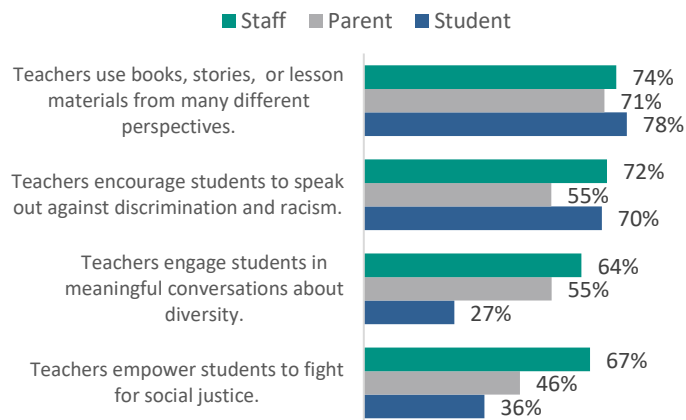
## Student Collaboration (% Agree + Strongly Agree)



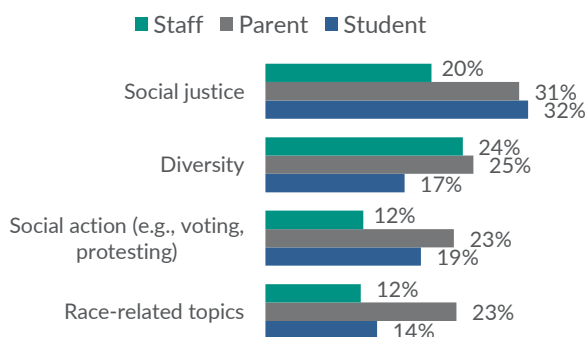
## In Past Week, How Often Spent... (% Often + Very Often)



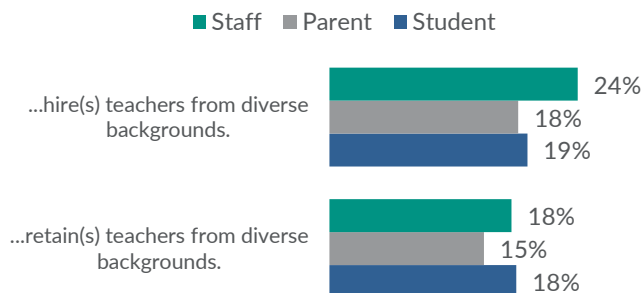
## Diversity in Instruction (% Agree + Strongly Agree)



## In Past Week, How Often Spent... (% Often + Very Often)



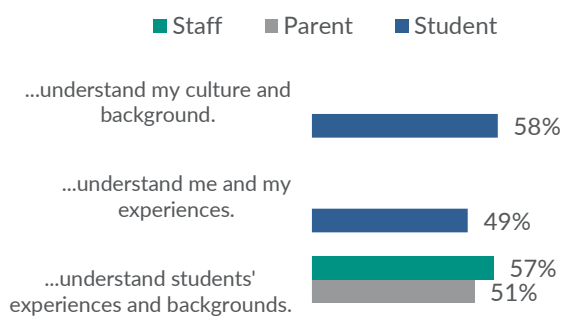
## Teacher Diversity (% Agree + Strongly Agree)



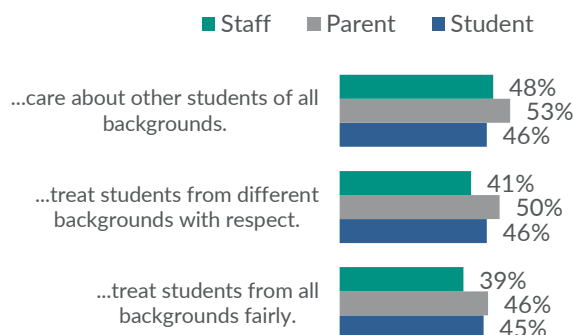
## SOCIAL ENVIRONMENT

- **Student-Adult Relationships:** Most respondents agree or strongly agree that adults respect (78%) and care about (81%) students of all backgrounds, treat students from all backgrounds fairly (74%), and care about and support students beyond their schoolwork (69%). However, agreement or strong agreement that adults understand students' backgrounds and experiences is less common.
- **Student-Student Relationships:** Fewer than half of all respondents agree or strongly agree that students care about (48%), respect (47%), or treat other students fairly (44%) regardless of their background.

Adults at School...  
(% Agree + Strongly Agree)



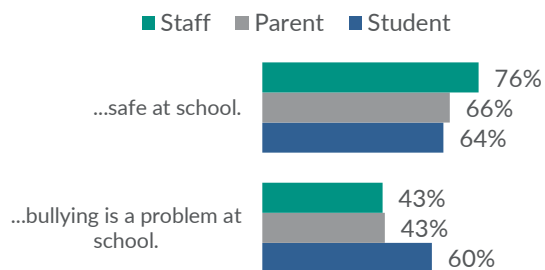
Students at School...  
(% Agree + Strongly Agree)



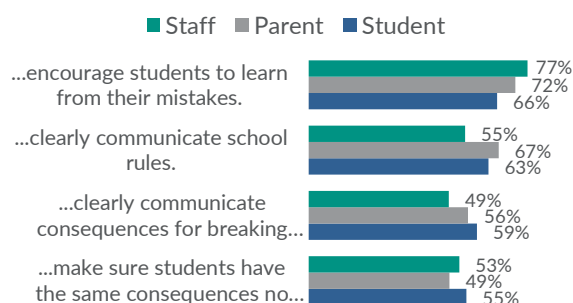
## DISCIPLINE & SAFETY

- **Overall Safety:** Overall, 67% of respondents agree or strongly agree that they/their child feel(s) safe at school. Feeling safe at school is most common among staff (76%) and respondents at the elementary school level (83%), and least common among students (64%) and respondents at the middle school level (57%).
- **Bullying:** A greater proportion of student respondents and middle school respondents perceive bullying as a problem at school compared to respondents overall.
- **Rules and Consequences:** Most (63% of respondents) agree or strongly agree that adults at schools clearly communicate the rules, and 56% agree or strongly agree that the consequences for breaking the rules are clearly communicated, but only 53% of respondents agree or strongly agree that adults make sure that students have the same consequences no matter what the student's background.

I Feel / My Child Feels...  
(% Agree + Strongly Agree)



Adults at School...  
(% Agree + Strongly Agree)



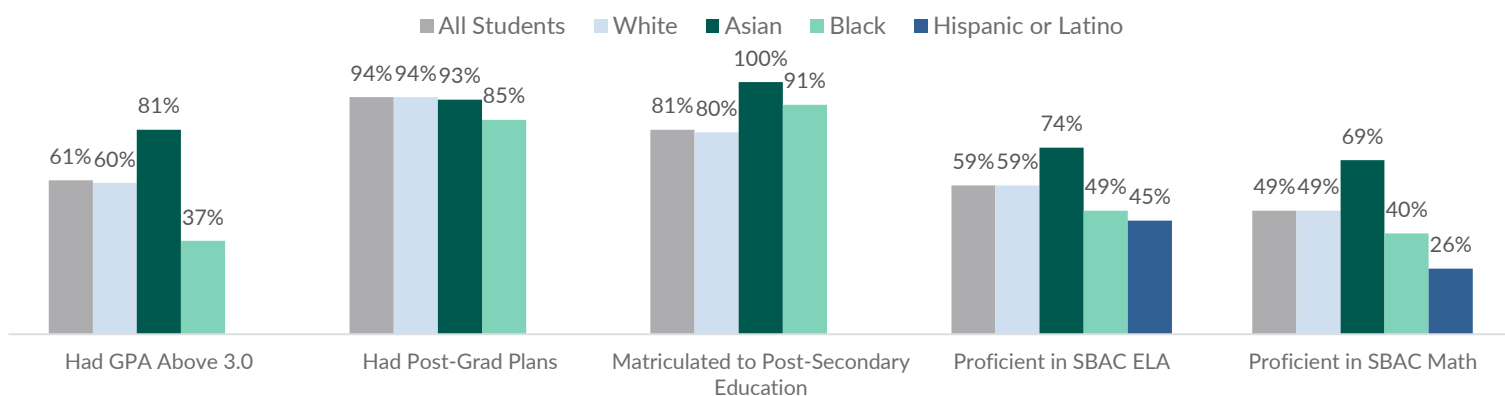
# EQUITY SCORECARD ANALYSIS

Hanover finds consistent disparities in academic, behavioral, and program participation outcomes among students from 2018-2022. The following student groups are consistently underrepresented in many success outcomes and overrepresented in risk outcomes:

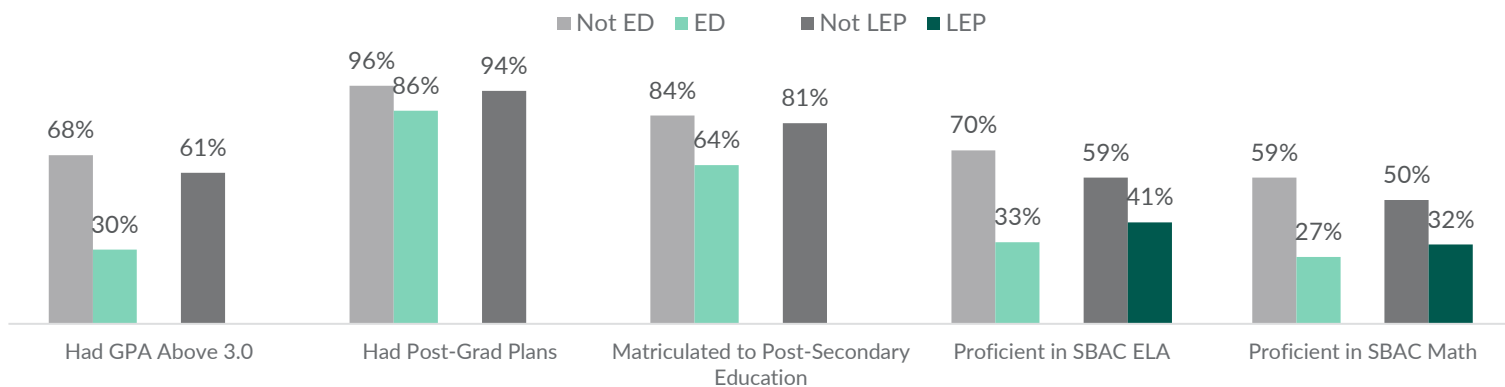
- Black or African American (Black) students
- Students who are economically disadvantaged
- Students receiving Special Education services
- Students with a 504 plan

## ACADEMIC SUCCESS OUTCOMES

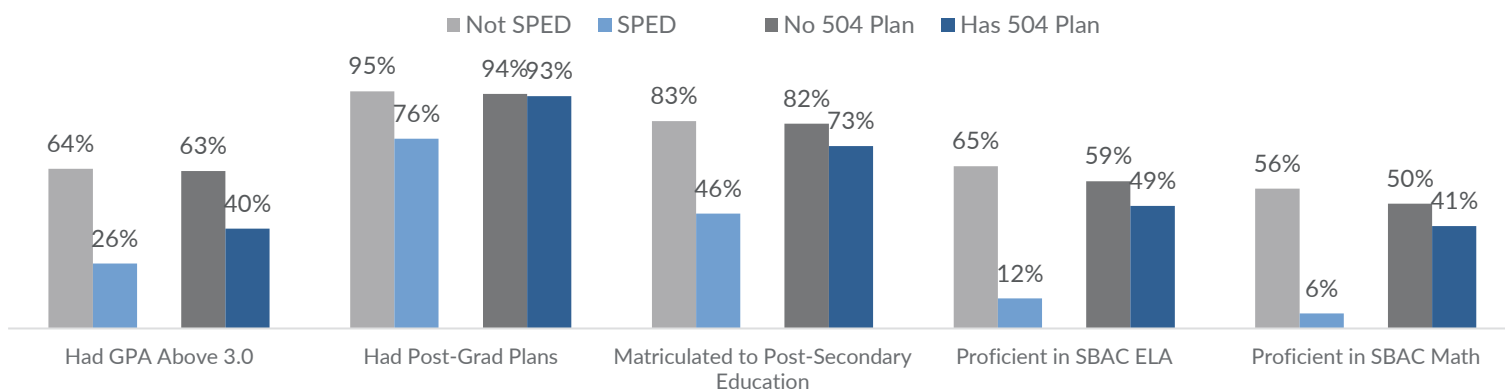
### By Race/Ethnicity



### By Group (ED and LEP)



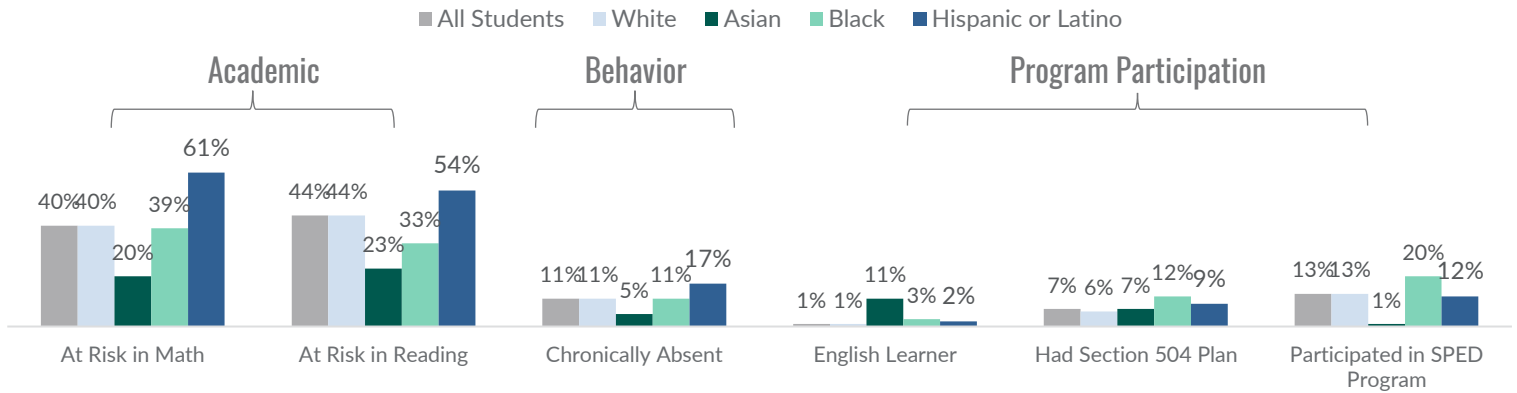
### By Group (SPED and 504 Plan)



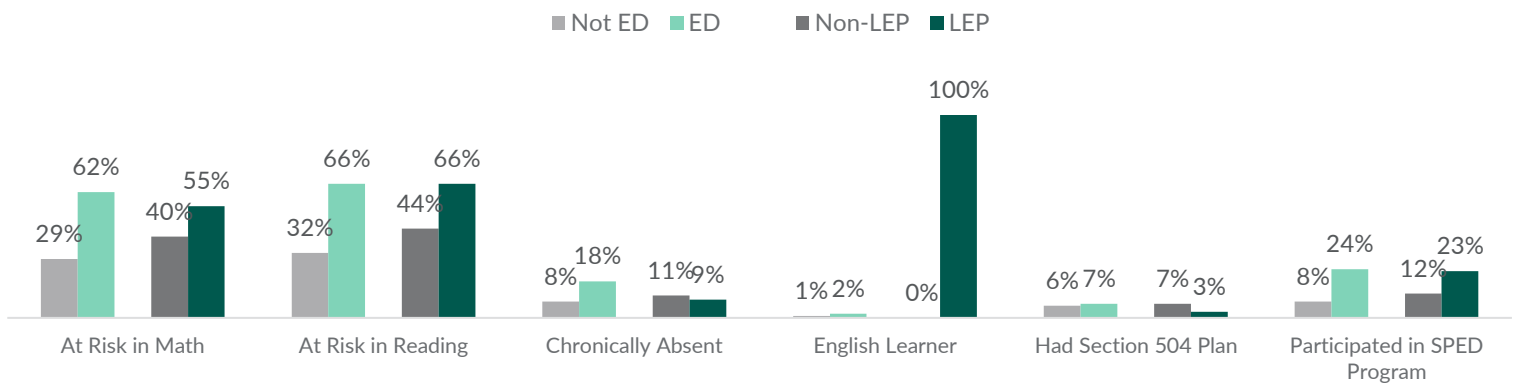
# EQUITY SCORECARD ANALYSIS

## RISK OUTCOMES

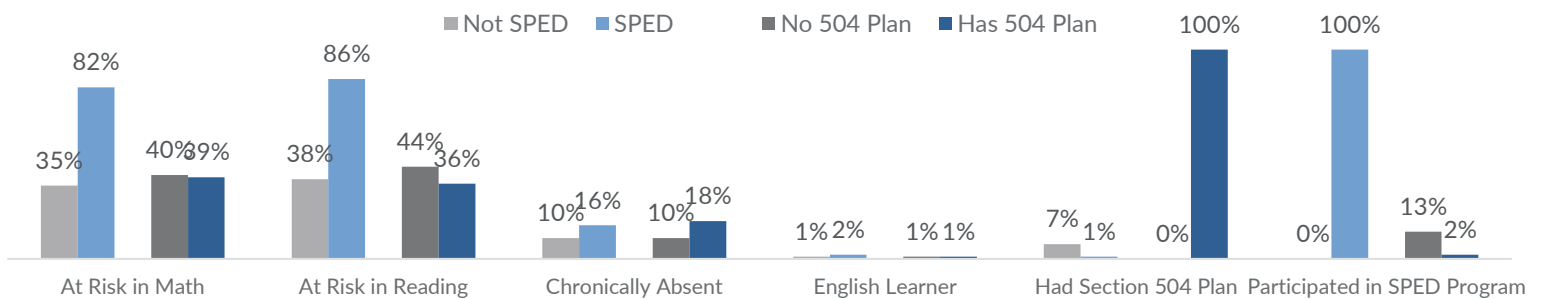
### By Race/Ethnicity



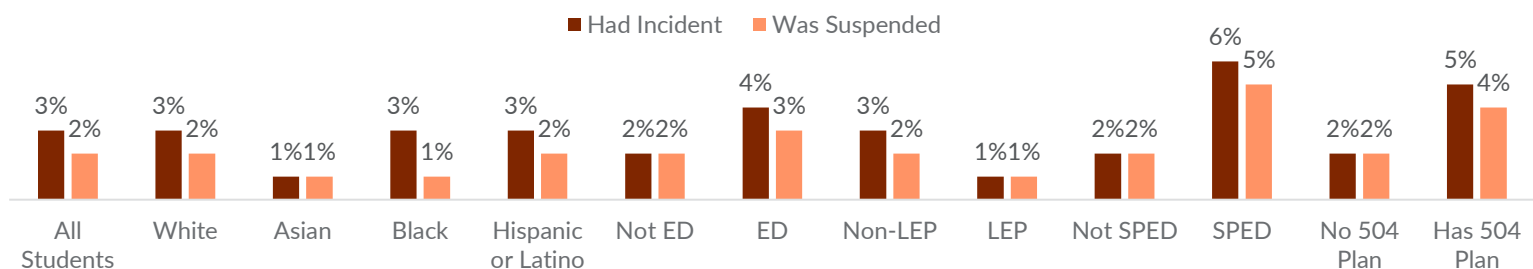
### By Group (ED and LEP)



### By Group (SPED and 504 Plan)



### Additional Behavior Risk Outcomes



Note: Narrowed figure scale to improve readability of data