

Adams 12 Five Star Schools
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Equity Review Project with a Focus on Race for



Final Report

of the

Arrow Performance Group, LLC Consulting Team

April 20, 2022

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Background

Background of Adams 12 Five Star Schools

Background points that contain historical and contextual information for the Equity Review Focusing on Race are provided below.

- Adams 12 Five Star Schools is a public school district located on the northern tier of the Denver metropolitan area and serves five distinctive communities: Broomfield, Federal Heights, Northglenn, Thornton, and Westminster.
- The district's boundaries include portions of two counties - Adams and Broomfield. The district's current enrollment is over 36,000 students and a staff consisting of approximately 5,000 full and part-time professional and support personnel located in 57 schools, inclusive of four charter schools.
- The mission of Adams 12 Five Star Schools is to engage and inspire all students to innovate, achieve and succeed in a safe environment by ensuring high-quality instruction in every classroom, every day.
- The vision of Adams 12 Five Star Schools is to be a caring, inclusive, and engaging district which exists so the students it serves can attain the knowledge and skills necessary to pursue the future of their choosing and are equipped to navigate and thrive in our rapidly changing world.
- In 2017-18, a year-long strategic process and plan called ELEVATE was undertaken. The process was designed to bring together parents, community members, students, and staff to develop a new strategic plan for the district. It is also the plan to elevate student success for years to come.
- The 2017-18 ELEVATE Plan has six focus areas: 21st Century Learners, Diverse Learning, Outside-the-Classroom Learning, Safe Schools, Social-Emotional Learning and World-Class Staff. The plan includes three primary goals: 1) Student Achievement, 2) Climate and Culture, and 3) Social-Emotional Well-Being.
- In the last decade, the district saw gains in areas that were regularly monitored for progress in the interest of closing achievement gaps. Below are some highlights of those results:
 - The overall four-year graduation rate improved from 61.7% for the class of 2010 to 84.0% for the class of 2020.
 - The four-year graduation rate of English Language Learners (ELLs) improved from 49.6% for the class of 2010 to 71.1% for the class of 2020.
 - The four-year graduation rate of homeless students improved from 41.2% for the class of 2010 to 66.8% for the class of 2020.
 - Between 2013 and 2015, the majority of school-level growth percentiles on Assessing Comprehension and Communication in English State-to-State (ACCESS) were below the 50th percentile. Between 2016 and 2020, the majority of school-level growth percentiles were at or above the 50th percentile.

- The number of schools receiving a priority improvement or turnaround rating decreased from seven in 2010 to one in 2020.
- The percentage of student subgroups scoring at or above the 50th percentile of growth for Reading and Writing TCAP in 2013 was 10%, which increased to 70% on the Colorado Measures of Academic Success English Language Arts (CMAS ELA) assessment in 2019. Those subgroups included genders, ethnicities, students qualifying for free/reduced lunch, students with Individualized Education Programs (IEPs), and ELLs.
- To facilitate and advance the purpose of the ELEVATE plan, a separate Equity Review Project with a Focus on Race was identified. In May 2021, Adams 12 Five Star Schools issued a request for proposal (RFP) for an equity consultant.

District Demographics and Statistics

Below is demographic and statistical information for the Five Star District that helps place the Equity Review Project in perspective.

- The district serves approximately 36,000 pk-12 students of which approximately 10 percent are in charter schools and the remainder are in district-managed schools. The schools comprise 29 elementary schools, seven middle schools, five high schools, one P-8 school, one K-5 magnet school, three K-8 magnet schools, two career and technical education schools, four alternative schools, one online school, and four charter schools.
- Excluding charter schools, the 2020 class achieved an 85.6% graduation rate as compared to the state average of 81.9%.
- Percentage of students by race: 44.5% are white, 43.2% are Hispanic/Latino, 5.7% are Asian, 1.6% are Black/African American, .4% are American Indian/Alaskan Native, .1% are Native Hawaiian/Pacific Islander and 4.4% report two or more ethnicities.
- 4,255 (11.6%) students are served through special education.
- 15,249 (41.6%) of students are on the free or reduced-price lunch program.
- There are 6,221 (16.9%) students who are identified as having limited English proficiency and there are 4,405 (12.0%) students identified and participating in the Gifted and Talented program.

The Equity Review Project

Project Goal and Objectives

The goal of the Equity Review Project Focused on Race was to identify opportunities for continuous improvement that will move the district toward ensuring access to opportunity and a sense of belonging and inclusion for each student and staff member.

The objectives of the project were to 1) work in partnership with the district to co-design an equity review process unique for Adams 12 Five Star Schools, 2) to conduct a district-wide equity review focused on race, and 3) to share perspectives gained and provide recommendations to continue to build on existing equity efforts in the district.

Project Scope

The scope of this project included a districtwide study, review, and assessment of the experiences and treatment, access to opportunities, and overall achievement results for students, families, and staff of color.

While the district acknowledged many areas of equity can and should be monitored, reviewed, and continuously improved, including but not limited to gender identity, sexual orientation, and individuals with disabilities, the particular focus of this review was on equity related to race.

The rationale for this focus on race includes the following:

- While there was work occurring in other areas related to equity, including students with disabilities, English language learners, gender identity, and sexual orientation, work was not being performed directly relating to race equity.
- If the district focuses efforts on one area of equity, the lessons learned and successful practices in that area can and will be applied to other areas, as a long-term commitment to ongoing equity work in the Five Star District.
- Conversations about race tend to be difficult and a focus on this area of equity will ensure that issues of race will be addressed. Given current events and challenges within our nation, our state, and our neighborhoods, we know that issues of race are relevant and essential to our growth as a community.
- An emphasis on and current work regarding other areas, such as special education, sexual orientation, gender identity, and diversity within the socioeconomic status, will be ongoing during and after this review.

While the district identified what it believed were successes with student achievement and efforts to close opportunity gaps for groups of students, it also realized that it continued to have gaps and opportunities to improve. The following areas were initially identified to be considered in this review:

- Discipline practices and results
- Performance management practices
- Staff training and development
- Family engagement and meaningful connections with families of students of color
- Engagement and connection with employees of color
- School boundaries
- Curriculum and Instructional materials

- Partnerships with law enforcement and the role of law enforcement in Five Star Schools
- Identification for and access to district programming including, but not limited to, CTE courses, AP/IB coursework, and gifted and talented programming

As the project started, the project scope was adjusted to **exclude** the following areas as other studies were underway to collect this information:

- Partnerships with law enforcement
- School boundaries
- Detail review of curriculum and instructional materials

While the Equity Project was underway, concurrent initiatives were underway which included:

- A Long-Range Academic and Facilities Plan - BLUEPRINT 2032 supported by an outside consultant, Cooperative Strategies, LLC.
- The district's annual Panorama Survey™ that sought input from students, parents, and staff.
- A separate facilitated effort to gather feedback responses from district and school leaders regarding a draft of the superintendent's Equity Values statement.

Project Approach

The project had five segments of work that included:

- I. Organize the Project – This activity occurred in August 2021 and involved: 1) finalizing the contract, 2) meeting with district leadership team to create and finalize the equity review process (project approach), 3) launching the project with the district contact and relevant stakeholders to create alignment, and 4) drafting key communication points for a project announcement.
- II. Collect Data – This activity spanned the months of August 2021 through January 2022 and included: 1) reviewing existing district and school climate and culture data, 2) conducting an online survey of various stakeholder groups which include parents, community members, students, support staff, teachers, administrators, board members, 3) reviewing district policies, 4) facilitating listening sessions, and 5) conducting school visits. More information on the data collection effort is provided below.
- III. Review Findings and Identify Priorities – This activity occurred between December 2021 and March 2022 and included reviewing all data collected during the segment of work described above and identifying common themes and occurrences of observations. To become a finding, a finding or observation needed to be identified from at least three data sources (i.e., one-off findings were not included as an overall project finding).

- IV. Develop Recommendations – This activity occurred between February and April 2022 and included reviewing all findings summarized above, identifying possible short-term and long-term actions, and placing them into higher-level actionable strategic themes that could move the district forward in achieving overall goals and objectives when implemented.
- V. Manage Project – This activity occurred throughout the entire project, August 2021 through April 2022, and included conducting weekly status meetings:
 - a. One sprint planning session was conducted weekly among the APG Team to plan and align work, provide updates, and ensure team communication.
 - b. One status session with the Adams 12 Project Management Team was conducted weekly. During those meetings, the topics of work completed; work due, work not completed; plans for the next period; and management discussion topics were discussed.

Task Force - An addition to the project scope that was made soon after the project was initiated. The adjustment was to add an Equity Project Task Force. This was a cross-functional group of 52 stakeholders representing students, parents, community members, Board of Education members, and licensed, classified, and administrative staff. This group met monthly and sessions were designed to provide opportunities for two-way communication, to hear their concerns and experiences as stakeholders, and to share information about the project process, findings, and recommendations.

Project Timeline

The original timeline for the Equity Review Project was July through December 2021. With the continued challenges of Covid-19 and Omicron variant outbreaks in autumn/winter 2021, the Adams 12 Project Management Team decided to extend the timeline through April 2022.

Equity Review Project Timeline									
Project Activities	Month								
	August	September	October	November	December	January	February	March	April
1.0 Organize project									
2.0 Collect Data									
2.1 Existing Data Analysis									
2.2 Review Policies & Regulations									
2.3 Administer Surveys									
2.4 Conduct Listening Sessions									
2.5 Conduct School Visits									
3.0 Review Findings & Identify Priorities									
4.0 Develop Recommendations									
5.0 Manage Project									
Task Force Meetings			★	★		★		★★★	★

Data Collection

Data collection was a significant aspect of the Equity Project. This data included perceptions and lived experiences (e.g., data from surveys, listening sessions, or task force meetings); ethnographic research (e.g., observations made during school visits); and statistical facts (e.g., attendance and graduation rates). A summary of the data sources and analyses follows.

1. Existing Data – This was a descriptive analysis (i.e., no statistical significance testing) of data that was already available at Adams 12. The analysis focused on addressing the question, “Are there race/ethnicity, language, gender, and/or staff position differences in the following areas across Adams 12 families, staff, and students?” This analysis examined the question in the context of 14 metrics: student attendance; student achievement; student disciplinary actions; graduation rates; dropout rates; grade distribution; student plans to go to college; student enrollment in special programs; DEI perceptions; preferred language; school resource officer interactions and referrals; staff, parent and student counts; staff training and development opportunities; and staff turnover.

The process used was to request the existing data noted above from designated Adams 12 staff in Excel format that conformed to a defined structure. The data was integrated into a single analysis spreadsheet that allowed for a comparison of each metric for all people within a stakeholder group (e.g., students) to the metrics for each available race/ethnicity, gender, and position breakout group. Breakout groups having a 10% higher or lower metric value compared to the combined groups were highlighted in the Existing Data Analysis report in Attachment A.

Because the team was analyzing data from various sources and at varying levels of detail, the analysis highlighted observations as they pertained to the objectives and scope of the project. See Attachment A for a report on Existing Data analysis.

2. Policy Review – This activity included a review of current Adams 12 Policies and Regulations through an equity lens. This included reviewing policies using a rubric consisting of four components:
 - a. Evidence of regulations (or specific steps to be taken) to direct policy action and/or implementation,
 - b. Equity Lens: Policy addresses the stakeholder(s) who are culturally, ethnically, racially, and/or non-English speaking (diverse),
 - c. Equity Lens: Policy addresses access to opportunities for all students and/or parent/guardian/groups,
 - d. Equity Lens: Acknowledges and accommodates diverse communication needs, (e.g., language, literacy, etc.).

An overall policy equity rating was then calculated using a 1-5 scale from low to high.

During this process, district policies were vetted to determine if they were pertinent to the objective of this review process. Subsequently, 79 of 154 policies (approximately 51%) were examined and comments were noted as needed. The policies reviewed in more detail were reviewed for evidence, patterns of language and/or district direction that could be interpreted as inequitable and/or non-inclusive practices. From there, policies were rated on a scale of 1 (no evidence of equity application) to 5 (high evidence of equity application) in terms of policies recommended to be updated based on the

Policy Review. There were 47 policies that were rated on the scale of 1 - 3 that were recommended to receive the district's most serious attention. See Attachments B1 and B2 for the Policy Review report and associated scoring worksheet.

3. Surveys – The focus of this effort was to ask Classified Staff in Adams 12 for their opinions and experiences about equity in the district. To do this, a custom equity survey was developed using multiple research methods and resources. The result was a 6-scale survey with 39 items that were rated on a 1 to 5 scale. Open-ended comments could be added. 1,750 Classified Staff were invited to complete the survey and 1,043 staff completed the survey with a 60% participation rate (high participation). In addition, 563 comments were analyzed by the scale and by survey item. See Attachment C for the Classified Staff Equity Survey Report.

4. Listening Sessions - The purpose of the listening sessions was to hear lived experiences and stories of stakeholders across the district including students, staff, and families. By creating safe spaces for honest dialogue, the team learned about the lived experiences of those stakeholders in their efforts to better understand how racism and discrimination may be impacting Adams 12 schools and the district.

The essential questions asked during the staff and family listening sessions included “What has been your experience in engaging with the Adams 12 schools and school district?” and “What are the opportunities for Adams 12 schools and the school district to increase access and opportunities/engagement for all students (especially students of color)?” Students were asked these and other questions regarding their understanding, perceptions and experiences of racism in the classroom and in the district. Over 308 stakeholders participated in listening sessions with 143 students attending 21 student listening sessions, over 111 staff attending 19 staff listening sessions, and 54 people attending eight family listening sessions. See Attachment D for the Listening Sessions Report.

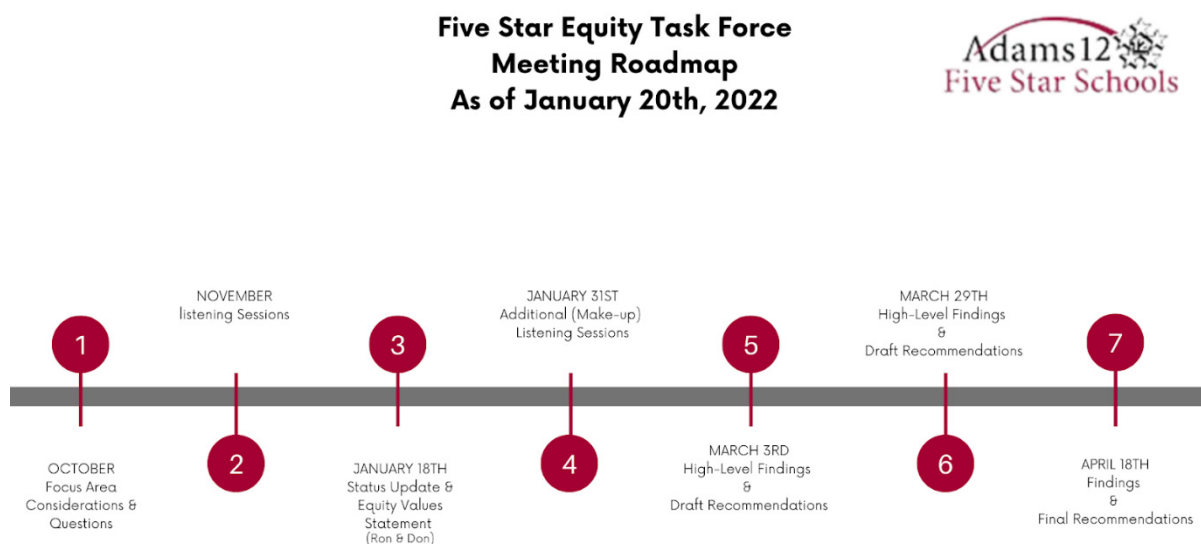
5. School Visits – The purpose of school visits was for Adams 12 Leadership to take the opportunity for schools to see themselves through a racial equity lens. This included visiting 16 schools that were geographically spread throughout the district. For each school visit, the school visit team included school leadership, teachers and/or staff, central office leaders and APG educator consultants.

The essential question asked during school visits was, “To what extent does the school demonstrate a welcoming, inclusive, and belonging environment (climate and culture) to its staff, students, and parents, particularly to students who are culturally, racially, ethnically, and/or linguistically different?” During the visits, schools were observed in two categories:

- a. In the Classroom where four indicators were evaluated: 1) connecting with students, 2) classroom environment, 3) instructional materials and curriculum reflecting students' culture, language, and backgrounds, and 4) affirming student displays are present in classrooms or hallways.
- b. Outside the Classroom where one indicator relating to the school's physical environment was evaluated.

During each visit, the school visit team observed and documented objective, “low-inference,” data about the schools meaning that the results were observable and could be expressed in a non-judgmental way. Thus, the results for each question asked were recorded as simply “Yes (observed visually and/or auditorily)” or “No (the element was not evident).” Each member of the school visit team submitted data using an on-line tool as they went from one classroom to another. Overall, 1,269 observation data points were collected for “Inside the Classroom” indicators and 110 data points contributed to the “Outside the Classroom” indicators. See Attachment E for a Summary and Analysis of School Visits Report.

6. Task Force Meetings – A cross-functional group of 52 people representing students, parents, community members, Board of Education members, licensed, classified, and administrative staff met on a consistent basis. Meetings were designed to provide opportunities for two-way communication; to hear their concerns and experiences as stakeholders, and to share information about the project process, findings, and recommendations. The infographic below illustrates the timing and topics for the Task Force meetings.



- Meeting #1 - October 5, 2021 – This was a kickoff session which included connecting the Equity Review Project with the ELEVATE strategic plan, creating common ground and shared understanding of the task force role to provide input, and collecting input into priority focus areas.
- Meeting #2 - November 2, 2021 – This session acknowledged input from the October session and included listening to lived experiences of task force members.
- Meeting #3 (rescheduled) – The December meeting was canceled due to the Covid-19 Omicron variant and was rescheduled for January 2022.

- Meeting #3 - January 18, 2022 – This session included sharing listening session themes, the Superintendent’s equity values statement, and results of the policy review.
- Meeting #4 - March 3, 2022 – This session included presenting and gaining feedback on the overall findings.
- Meeting #5 - March 29, 2022 – This session included presenting and gaining feedback on the overall recommendations.
- Meeting #6 – April 18, 2022 – This session included presenting the overall findings and recommendations, discussing next steps, acknowledging contributions, and celebrating Task Force accomplishments.

Project Staffing

Several organizational entities were created for the project. They included:

- Project Sponsors – Chris Gdowski, Superintendent, and Priscilla Straughn, Deputy Superintendent
- Adams 12 Project Management Team – This included nine district leaders who were highly involved in the project and provided consistent input, review, and direction.
- Adams 12 Task Force – This was a group of 52 individuals representing students, parents, community members, Board of Education members, and licensed, classified, and administrative staff.
- Arrow Performance Group (APG), LLC project team members – This included a total of ten APG consultants who performed activities such as data collection and analysis, session facilitation, project management, and project support.

See Attachment F for a listing of the members of each of the groups above.

Many other groups were involved throughout the project including school site personnel (e.g., certified, classified, and administrative staff), students, and families.

Findings

The process used to analyze and summarize findings was a two-step process. The first step was for the teams working with each data source to summarize findings for that data set. The second step was for the APG team to combine all findings identified from each data set into a consolidated findings document. Once all findings had been combined, they were categorized (i.e., affinity analysis) into seven overall themes which are listed below.

Criteria to be classified as a finding: In most cases, to be classified as a finding, an individual observation had to be identified from at least three independent data collection sources (e.g., policy review, listening session, and Classified Staff Survey). To be classified as a finding from a listening session, an observation needed to be heard on at least twenty occurrences.

The overall thematic findings are listed below, as well as the data sources that support the finding:

1. There is an opportunity and desire for more meaningful and effective two-way engagement with staff, students, and community members of color so that they feel safe and supported to show up and participate as their genuine selves.

<input checked="" type="checkbox"/> Existing Data	<input checked="" type="checkbox"/> Policy Review	<input checked="" type="checkbox"/> Surveys	<input checked="" type="checkbox"/> Listening Sessions	<input checked="" type="checkbox"/> School Visits
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2. There are questions regarding the district's interest, willingness, resolve and commitment to address racial equity issues and improve the system.

Existing Data	<input checked="" type="checkbox"/> Policy Review	<input checked="" type="checkbox"/> Surveys	<input checked="" type="checkbox"/> Listening Sessions	<input checked="" type="checkbox"/> School Visits
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3. There are perceptions of biased or inconsistent district-wide policies & practices, including hiring, training, career progression, evaluation, and discipline.

Existing Data	<input checked="" type="checkbox"/> Policy Review	<input checked="" type="checkbox"/> Surveys	<input checked="" type="checkbox"/> Listening Sessions	<input checked="" type="checkbox"/> School Visits
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4. Racially charged instances are regularly occurring in school and district buildings and some staff and students of color do not feel safe.

<input checked="" type="checkbox"/> Existing Data	<input checked="" type="checkbox"/> Policy Review	<input checked="" type="checkbox"/> Surveys	<input checked="" type="checkbox"/> Listening Sessions	School Visits
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5. Meaningful, equitable, effective, and timely language access remains a challenge at all levels of the system.

Existing Data	<input checked="" type="checkbox"/> Policy Review	<input checked="" type="checkbox"/> Surveys	<input checked="" type="checkbox"/> Listening Sessions	<input checked="" type="checkbox"/> School Visits
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6. There is a concern that students of color do not have equitable access to district programming.

<input checked="" type="checkbox"/> Existing Data	Policy Review	Surveys	<input checked="" type="checkbox"/> Listening Sessions	<input checked="" type="checkbox"/> School Visits
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7. Some parents, students, and employees believe there are resource inequities between North and South geographic boundaries.

Existing Data	Policy Review	<input checked="" type="checkbox"/> Surveys	<input checked="" type="checkbox"/> Listening Sessions	<input checked="" type="checkbox"/> School Visits
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The findings were shared with the Project Management Team, the Cabinet, Principals, District Leadership, and the Task Force. Small tweaks in language were made as appropriate during each review. See Attachment G for the Equity Review Detail Findings wallcharts.

Recommendations

The process used to create recommendations was a three-step process. The first step was for the sub-teams working with each data source to summarize recommendations for that data set as a separate document. The second step was for the APG team to combine all recommendations identified from each data set into one large set of recommendations. The third step was to round out recommendations by adding actions from established equity frameworks including:

- “Leading for Equity Framework” by National Equity Project¹,

¹ <https://www.nationalequityproject.org/framework/leading-for-equity-framework>

- “Culturally Responsive Leadership: A Framework for School & School System Leaders” by The Leadership Academy², and
- “The National CLAS (Culturally and Linguistically Appropriate Services) Standards” by the U.S. Department of Health & Human Services³.

Once all recommendations had been consolidated, the recommendations were categorized (i.e., affinity analysis) into eight overarching recommendations which are listed below.

1. Institute training that fosters greater awareness of racial, cultural, and linguistic practices among leadership and workforce.
2. Identify and adopt culturally representative and historically accurate curriculum and instructional materials.
3. Advance and sustain organizational leadership that models, promotes and advocates racial, cultural, and linguistic equity.
4. Utilize data on a consistent and ongoing basis to support equity-driven strategies and instructional practices and to identify and resolve issues of inequity.
5. Communicate school and district information consistently, accessibly, clearly, and equitably (i.e., real-time school events/activities, policies, program registration, etc.).
6. Ensure that there is two-way dialogue through consistent outreach and engagement with stakeholders.
7. Establish, document, and implement equitable recruitment, hiring, retention, and promotion practices to ensure that the district workforce reflects the students served.
8. Establish a discrimination resolution process for employees, families, and students to bring forth and resolve racial/equity concerns.

The recommendations were shared with the Project Management Team, the Cabinet, Principals, District Leadership, and the Task Force. Small changes in language were made as appropriate during each review.

See Attachment H for the Equity Review Detail Recommendations Wallcharts.

² <https://www.leadershipacademy.org/resources/culturally-responsive-leadership-a-framework-for-school-school-system-leaders/>

³ <https://thinkculturalhealth.hhs.gov/clas>

Findings and Recommendations Cross-reference

The table below illustrates the linkages between recommendations and how they will have an impact on findings.

Recommendation	Findings						
	#1 Opportunity for meaningful two-way engagement	#2 District commitment	#3 Inconsistent district wide practices	#4 Racially charged instances	#5 Meaningful, language access	#6 North & South Inequities	#7 Access to District programming.
1. Institute training that fosters greater awareness of racial, cultural, and linguistic practices among leadership and workforce.	X	X		X	X		X
2. Identify and adopt culturally representative and historically accurate curriculum and instructional materials.	X	X	X		X		X
3. Advance and sustain organizational leadership that models, promotes and advocates racial, cultural, and linguistic equity.	X	X	X	X	X	X	X
4. Utilize data on a consistent and ongoing basis to support equity-driven strategies and instructional practices and to identify and resolve issues of inequity.		X	X		X		X
5. Communicate school and district information consistently, accessibly, clearly, and equitably (i.e., real-time school events/activities, policies, program registration, etc.).	X	X	X		X		X
6. Ensure that there is two-way dialogue through consistent outreach and engagement with stakeholders.	X	X		X	X		X

Recommendation	Findings						
	#1 Opportunity for meaningful two-way engagement	#2 District commitment	#3 Inconsistent district wide practices	#4 Racially charged instances	#5 Meaningful, language access	#6 North & South Inequities	#7 Access to District programming.
7. Establish, document, and implement equitable recruitment, hiring, retention, and promotion practices to ensure that the district workforce reflects the students served.		x	x			x	
8. Establish a discrimination resolution process for employees, families, and students to bring forth and resolve racial/equity concerns.	x	x	x	x	x		

Overall Priorities

After presenting recommendations, three groups ranked the recommendations according to how they believed the recommendation would impact students, families and staff. A matrix of the recommendations and associated ‘top’ item for each group is illustrated in the matrix below.

Ranking Input by Adams 12	Top Priority for Recommendations by Impacted Stakeholder Group		
	Students	Families	Staff
Adams 12 Project Management Team	Institute training that fosters greater awareness of racial, cultural, and linguistic practices among leadership and workforce.	Ensure that there is two-way dialogue through consistent outreach and engagement with stakeholders.	Institute training that fosters greater awareness of racial, cultural, and linguistic practices among leadership and workforce.
Adams 12 DAT Team	Identify and adopt culturally representative and historically accurate	Ensure that there is two-way dialogue through consistent outreach and engagement with stakeholders.	Institute training that fosters greater awareness of racial, cultural, and linguistic

Ranking Input by Adams 12	Top Priority for Recommendations by Impacted Stakeholder Group		
	Students	Families	Staff
	curriculum and instructional materials.		practices among leadership and workforce.
Adams 12 Equity Task Force	Identify and adopt culturally representative and historically accurate curriculum and instructional materials.	Communicate school and district information consistently, accessibly, clearly, and equitably (i.e., real-time school events / activities, policies, program registration, etc.).	Institute training that fosters greater awareness of racial, cultural, and linguistic practices among leadership and workforce.

In addition to the prioritization activities conducted during the project, further prioritization input is being planned for students, families, and the rest of the staff. See Attachment I for the Equity Review Detail Recommendations Wallcharts.

While the Arrow Performance Group Team worked to maintain an unbiased perspective throughout the project, the team was asked to contribute their opinions as well. Based upon that request, the APG Team recommends #3 “Advance and sustain organizational leadership that models, promotes and advocates racial, cultural and linguistic equity” as its highest priority recommendation. Without courageous leaders who drive the process, most other equity initiatives and activities are unlikely to occur.

Next Steps for Adams 12 Five Star Schools

The following next steps have been identified as next steps by the Adams 12 Equity Review Project Sponsors:

1. Communicate project findings, recommendations, and next steps to district stakeholder groups (planned for late April/May 2022).
2. Prioritize recommendations at the overall and detail level using input provided and in context of all ELEVATE strategies. Identify synergies across multiple ELEVATE initiatives.
3. Determine budget impacts based on report findings that include:
 - a. Identifying professional development needs for administrators, certified and classified staff,
 - b. Establishing a process for equitable review, selection, and adoption of instructional and professional development materials, and
 - c. Providing additional leadership and staff resources for Diversity, Equity, and Inclusion activities.
4. Create an Equity Action Plan that includes further opportunities for stakeholders to engage in the 2022-23 school year.
5. Implement Equity Strategies in the context of ELEVATE and consistently monitor progress.

Conclusion

This concludes a half-year study of the Adams 12 Equity Review Project with a Focus on Race that engaged stakeholders from groups including students, parents, teachers, and administration. During the project, participants shared their life experiences regarding living, working and learning in Adams 12 Five Star Schools. Hundreds of people participated through in-person data-collection activities and thousands participated in surveys. The participants engaged and spoke their truth as they shared their life experiences in the hope that their engagement and contributions will make the district more equitable in its practices. Several times throughout the project, it became uncomfortably evident, disappointing, humbling, and heartbreaking to school leadership as they realized that inequitable situations still exist, and that there is much more to do. Many times, the words of Maya Angelou were shared, “Do the best you can do until you know better. Then when you know better, do better.”

With the above in mind, the APG team would like to acknowledge and thank everyone who participated and engaged in the project. They gave their time, shared their trust, their stories, and their tears. This comprehensive effort included Task Force members, students, office staff, teachers, school leaders at school visits, central office personnel who dedicated time to provide information and support, and all employees in the Five Star District who completed the surveys and participated in the Listening Sessions.

The APG team recognizes and appreciates that improvement activities on some of the items are already underway. We recognize that there are many competing demands and requests for resources for the next iteration of the ELEVATE plan.

The APG team encourages district leaders to continue their passion, courage, and commitment and to act on the recommendations with a sense of great urgency and intent to ensure access, opportunity, and a sense of belonging for students, families, and staff. We urge district leaders to recognize the immediacy of the need to persevere in an unrelenting manner.

A special thank you to the district leaders for their request to have the Arrow Performance Group (APG) conduct this Equity Review Project Focusing on Race. Conducting a review such as this is an act of leadership and requires a willingness to look at oneself in the mirror, listen to the voices of those who have different perspectives, and commit to and take action to change perceptions and practices. It is one step along the journey to improve the environments in which we live, work, and learn in the hope that we can create the best and most equitable environment possible for students of all backgrounds.

Respectfully Submitted,

Arrow Performance Group, LLC

APG Team Members

- Allison Faeder
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Attachments Index

Attachment / Description	Attachment Page Number
A. Existing Data Analysis Report	2
B. Policy Review	
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Review of Adams 12 Existing Data From an Equity Lens

Presented by
Dr. Randy Law & the APG Team

Draft at November 2, 2021



AGENDA

01 Overview

02 Key Questions

03 Method

04 Demographics Overview

05 Findings by Focus Area



Elevating every student in every classroom, every day.

Draft at November 2, 2021

OVERVIEW

- This is a descriptive analysis, which is not the same as statistical significance testing
- Highlighted where there are 10% or more differences between groups unless otherwise noted
- The causes and relevance of observed differences throughout this presentation need to be viewed within the context of other data collected for this project, including policy reviews, interviews, listening sessions and surveys.

KEY QUESTIONS

Are there race / ethnicity, language, gender, and / or staff position differences in the following areas across Adams 12 families, staff and students?

Families

- Equity perceptions (Panorama surveys)

Staff

- Turnover
- Training and development

Students

- Student attendance
- *Student enrollment in special programs*
- Student grade distribution
- Student achievement/gaps
- *Student disciplinary actions*
- Student dropout rates
- *Student graduation rates*
- Students going to college
- *Number / types of SRO interactions with students*

METHOD - OVERVIEW

- Requested relevant Adams 12 data
- Integrate data by 4 breakouts / segments
 - Race / ethnicity
 - Gender
 - Language
 - Staff position category (when relevant)

METHOD - ANALYSIS APPROACH

Determine expected value for each metric

- Example: Asian student graduation rates
- Expected Value = 84%: Average graduation rate of all students

Obtain actual value for each metric

- Actual value of Asian student graduation rate = 93%

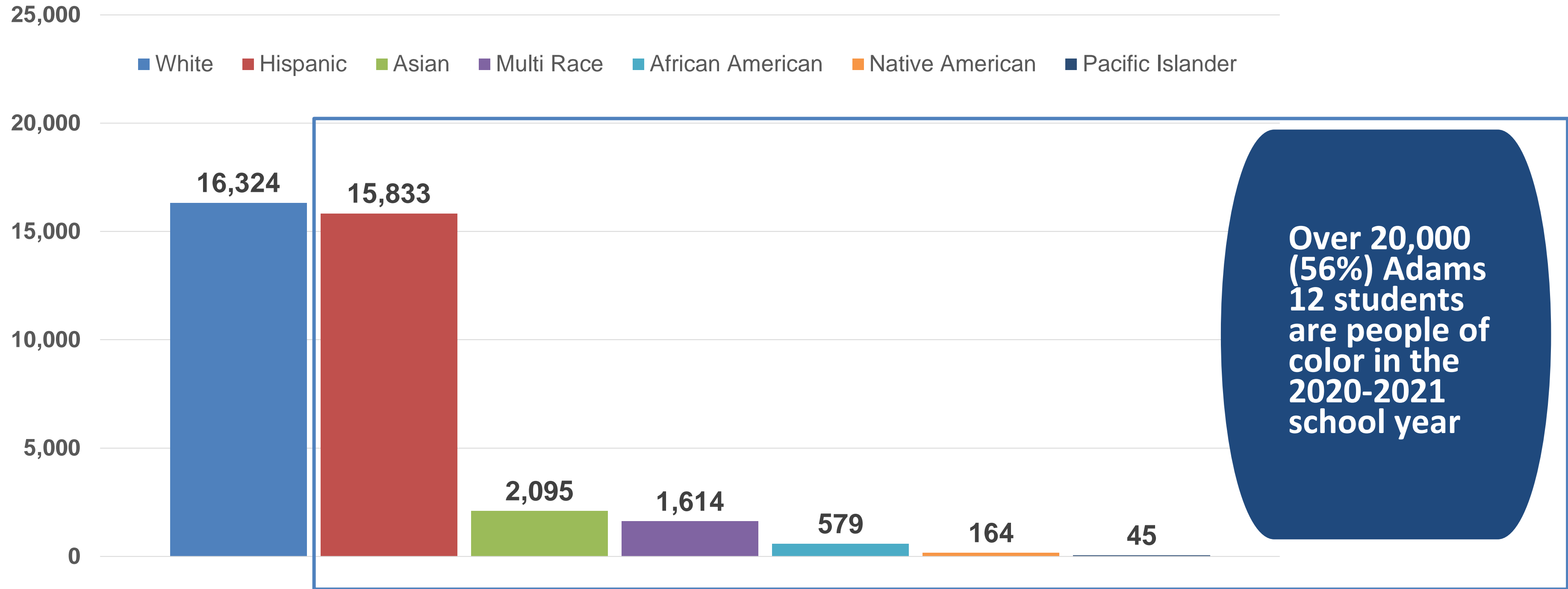
Calculate how far off from expectation

- 11% Higher than expected graduation rates for Asian students
- Calculation: $(93\% - 84\%) / 84\% = 11\%$ higher

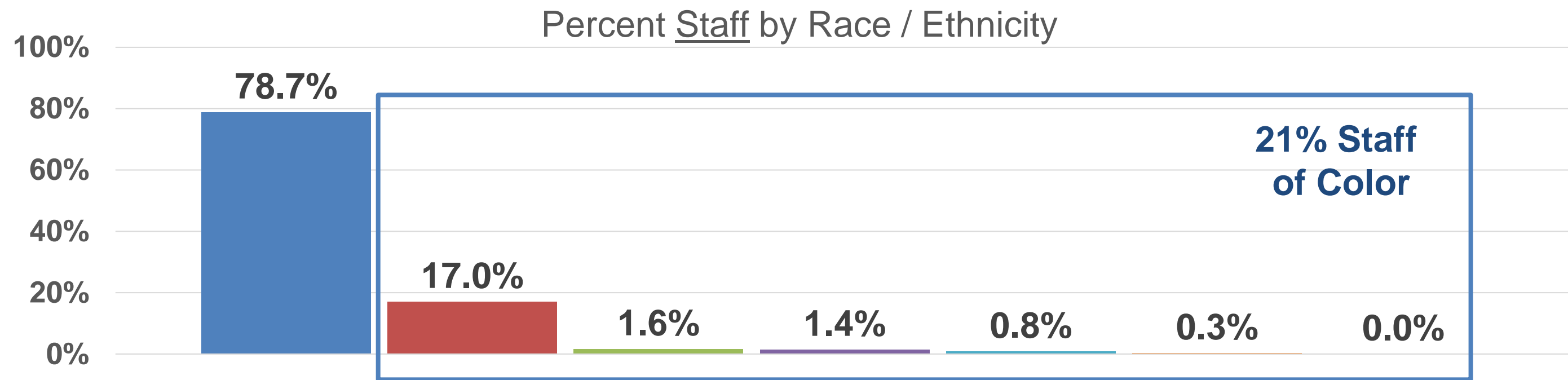
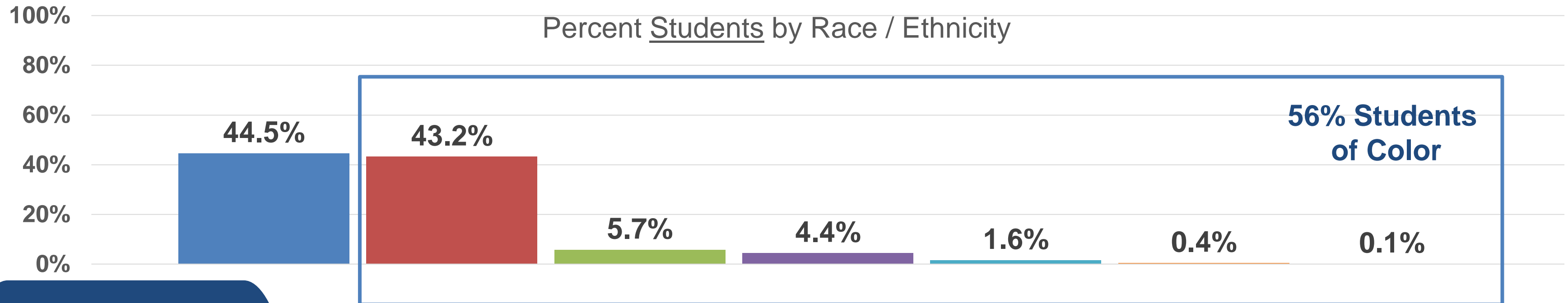
Demographics Overview



Student Demographics – Race / Ethnicity



Comparing Student and Staff Race / Ethnicity



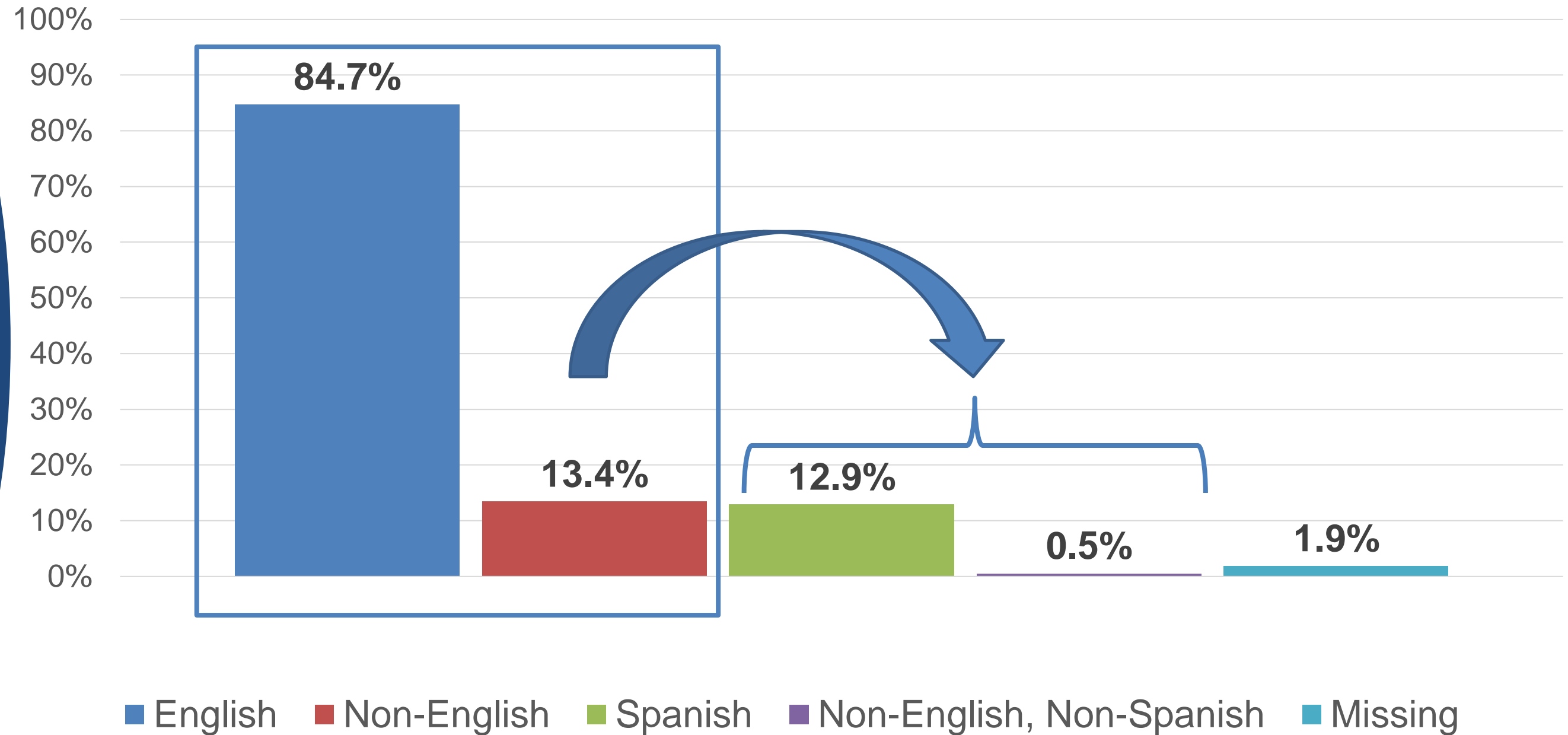
While 56% of Adams 12 students are people of color, 21% of staff are the same in 2020 to 2021

■ White ■ Hispanic ■ Asian ■ Multi Race ■ African American ■ Native American ■ Pacific Islander

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Student Demographics – Correspondence Language

Percent Students by Family Correspondence Language



About 13% of Adams 12 students have families with a non-English correspondence language – mostly Spanish in 2020 to 2021

Findings By Equity Review Focus Area

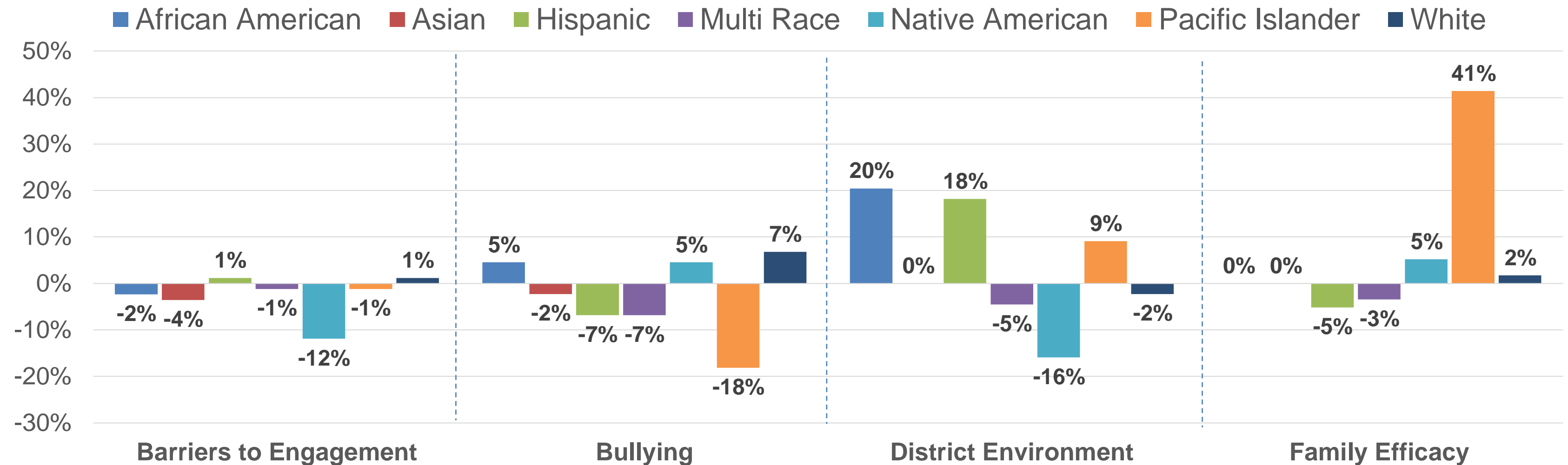
1. Family engagement & meaningful connections with families of students of color
2. Staff training & development
3. Engagement & connection with employees of color
4. Identification for & access to district programming (CTE courses, AP/IB coursework, GT programming, etc.)
5. Discipline practices & results
6. Partnerships with law enforcement & the role of law enforcement in Adams 12 schools

Family engagement & meaningful connections with families of students of color



Family Panorama Scores by Race / Ethnicity

- African American and Hispanic families gave higher than expected approval ratings on District Environment
- Native American families gave lower than expected approval ratings on (1) District Environment and (2) Barriers to Engagement.
- Pacific Islander families gave lower than expected approval ratings on Bullying and higher than expected approval ratings on Family Efficacy.

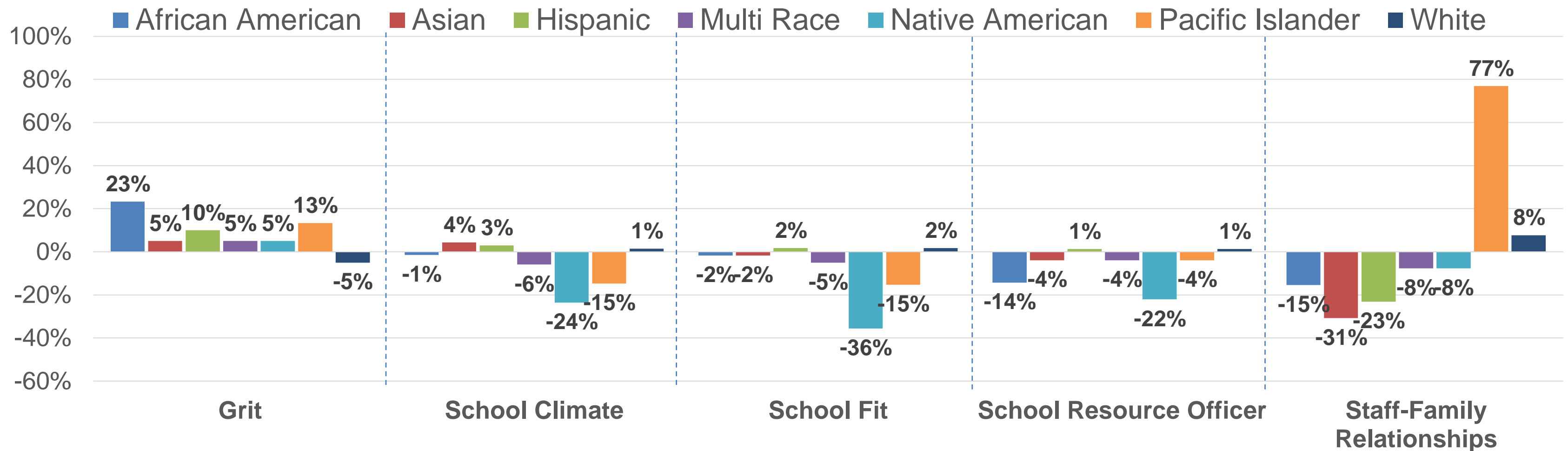


*2020 to 2021 data. Expected scores are the average per metric across all families. Average approval scores for Barriers to Engagement, Bullying, District Environment and Family Efficacy are 84%, 44%, 44% and 58%, respectively. See slide 30 for metric definitions.

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Family Panorama Scores by Race / Ethnicity

- African American, Asian and Pacific Islander families gave higher than expected approval ratings on Grit
- African American families gave lower than expected approval ratings on (1) Staff-Family Relationships, and (2) School Resource Officers.
- Asian and Hispanic families gave lower than expected approval ratings on Staff-Family Relationships.
- Native American families gave lower than expected approval ratings on (1) School Fit, (2) School Climate, (3) School Resource Officers
- Pacific Islander families gave lower than expected approval ratings on (1) School Fit, and (2) School Climate, and higher than expected approval ratings on Staff-Family Relationships



*2020 to 2021 data. Expected scores are the average per metric across all families. Average approval scores for Grit, School Climate, School Fit, School Resource Officer and Staff-Family Relationships are 60%, 68%, 59%, 77% and 13%, respectively. See slide 30 for metric definitions. Draft at November 2, 2021

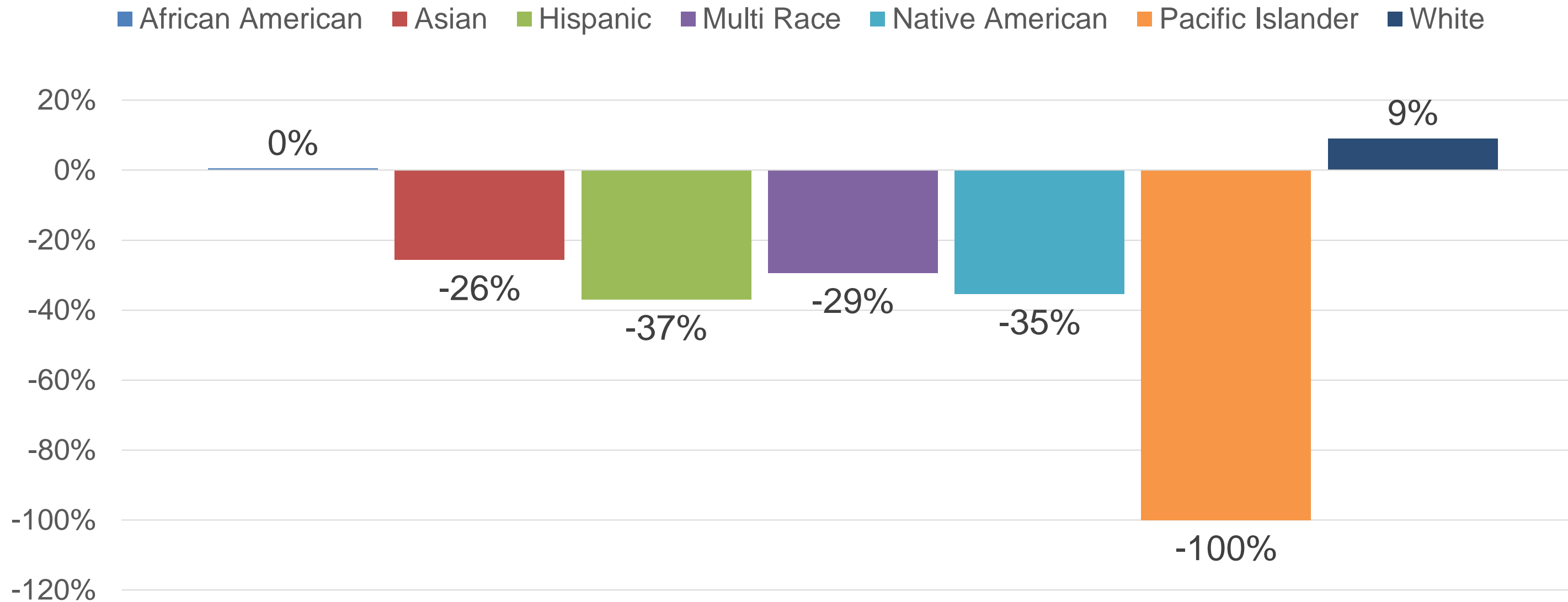


Staff training & development



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Staff Training Participation by Race / Ethnicity



Pacific Islander, Hispanic, Native American, Multi-Race and Asian staff participate less than expected in training

*2020 to 2021 data. Expected participation rate is proportion of race / ethnicity across all Adams 12 staff, which is shown on slide 9.

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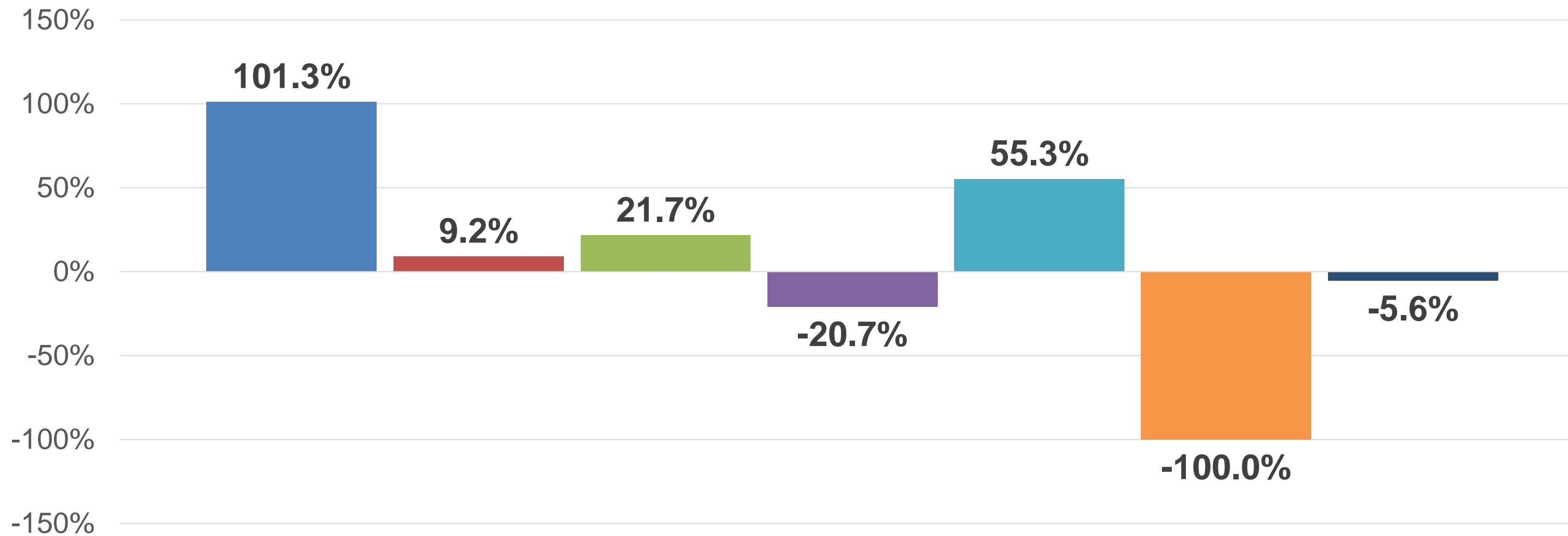


Engagement & connection with employees of color

Staff Turnover Rates by Race / Ethnicity

Percent Higher or Lower Staff Turnover Rates Than Expected by Race / Ethnicity*

■ African American ■ Asian ■ Hispanic ■ Multi Race ■ Native American ■ Pacific Islander ■ White



African American, Native American, and Hispanic staff have higher turnover rates than expected.

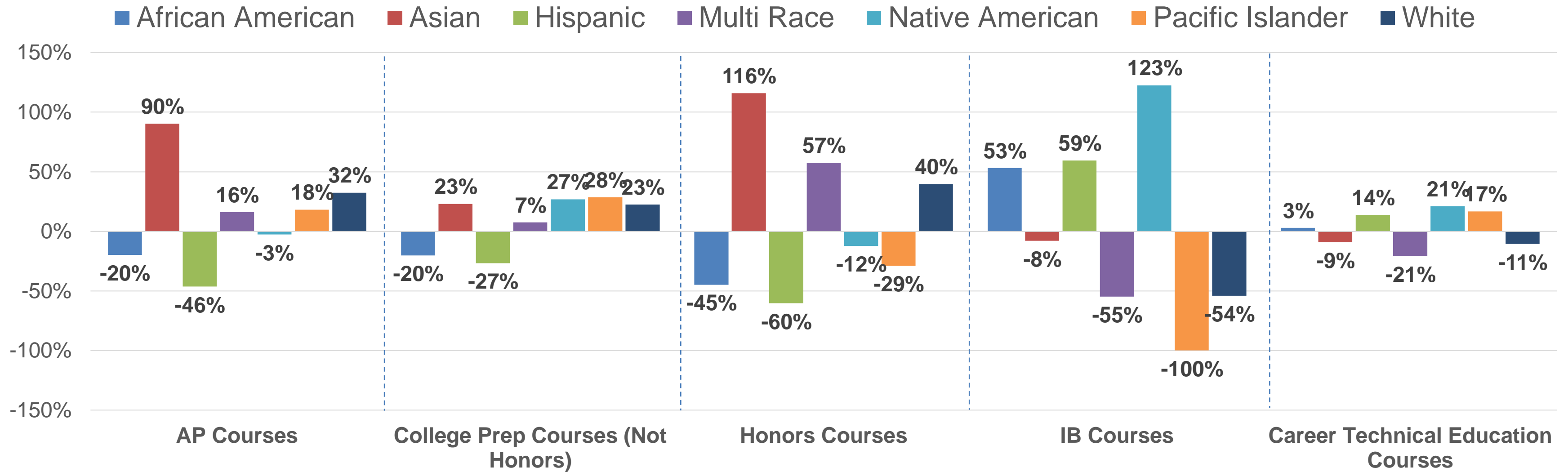
*2020 to 2021 data. Expected turnover rate is the average turnover rate across all Adams 12 staff, which is 13.8%.

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Identification for & access to district programming (CTE courses, AP/IB coursework, GT programming, etc.)

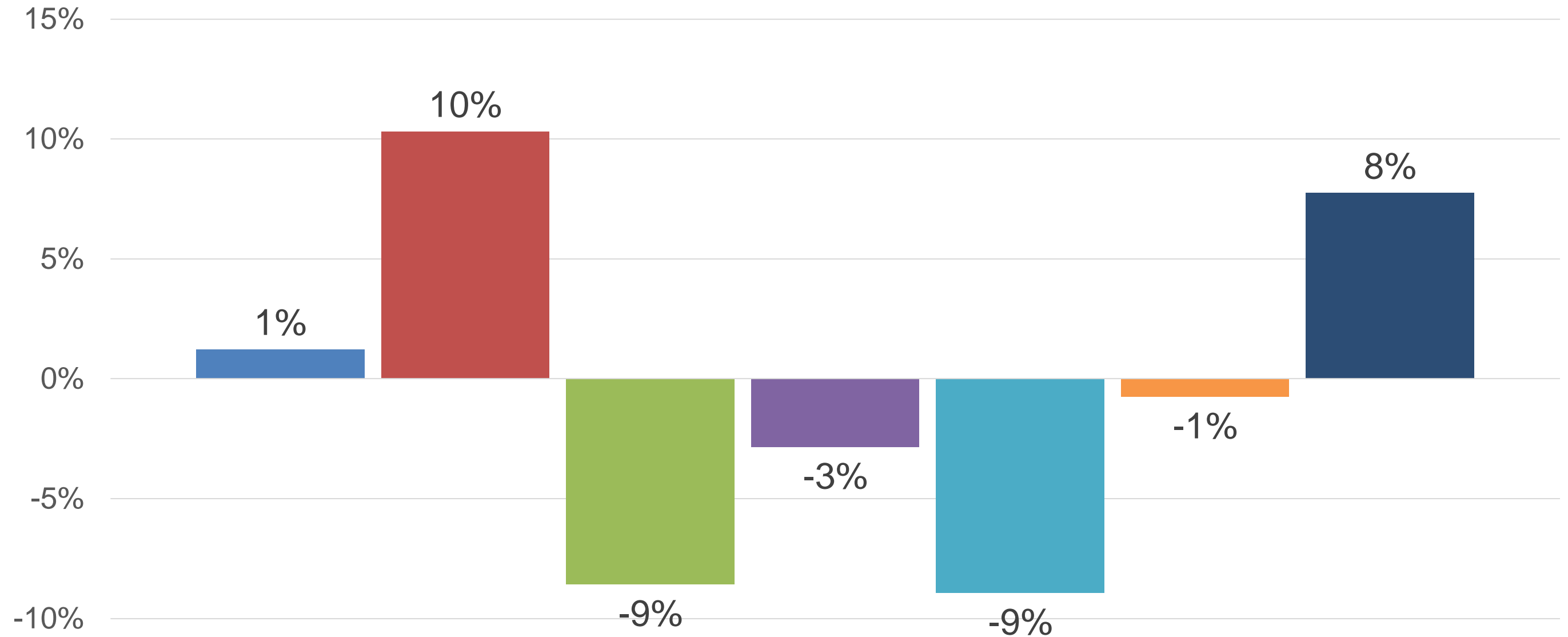
Student Special Programs by Race / Ethnicity



African American and Hispanic students are enrolled less often than expected in AP, College Prep, and Honors classes, while more often than expected enrolled in IB and CTE courses. Multi-race, White and Pacific Islander students are enrolled less often than expected in IB courses. Multi Race and White students enrolled less often than expected in CTE courses.

Graduation Rates by Race / Ethnicity

■ African American ■ Asian ■ Hispanic ■ Multi Race ■ Native American ■ Pacific Islander ■ White



Hispanic and Native American students have 9% lower graduation rates 4 years after entering high school. Asian students have higher graduation rates than expected.

*Latest data is for the 2019 to 2020 school year. Expected graduation rate is average graduation rate across all Adams 12 high school students, which is 84.0%.

Draft at November 2, 2021



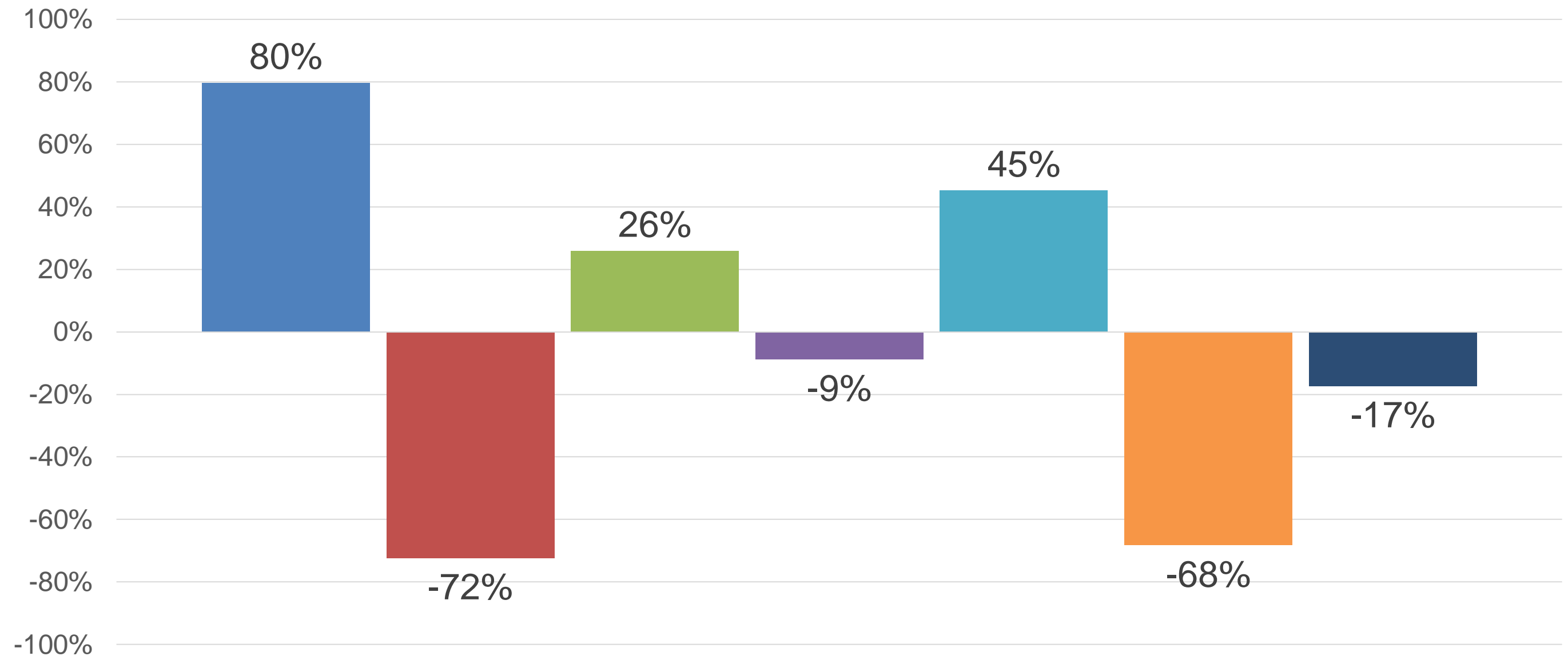
22

Discipline practices & results

Students Disciplined by Race / Ethnicity

■ African American ■ Asian ■ Hispanic ■ Multi Race ■ Native American ■ Pacific Islander ■ White

African American, Native American and Hispanic students received higher while Asian and Pacific Islander students received lower than expected disciplinary actions



Unduplicated Count of Students Disciplined

*Latest data is for the 2019 to 2020 school year. Expected discipline rate is proportion of student race / ethnicity across all Adams 12 students, which is on slide 9.

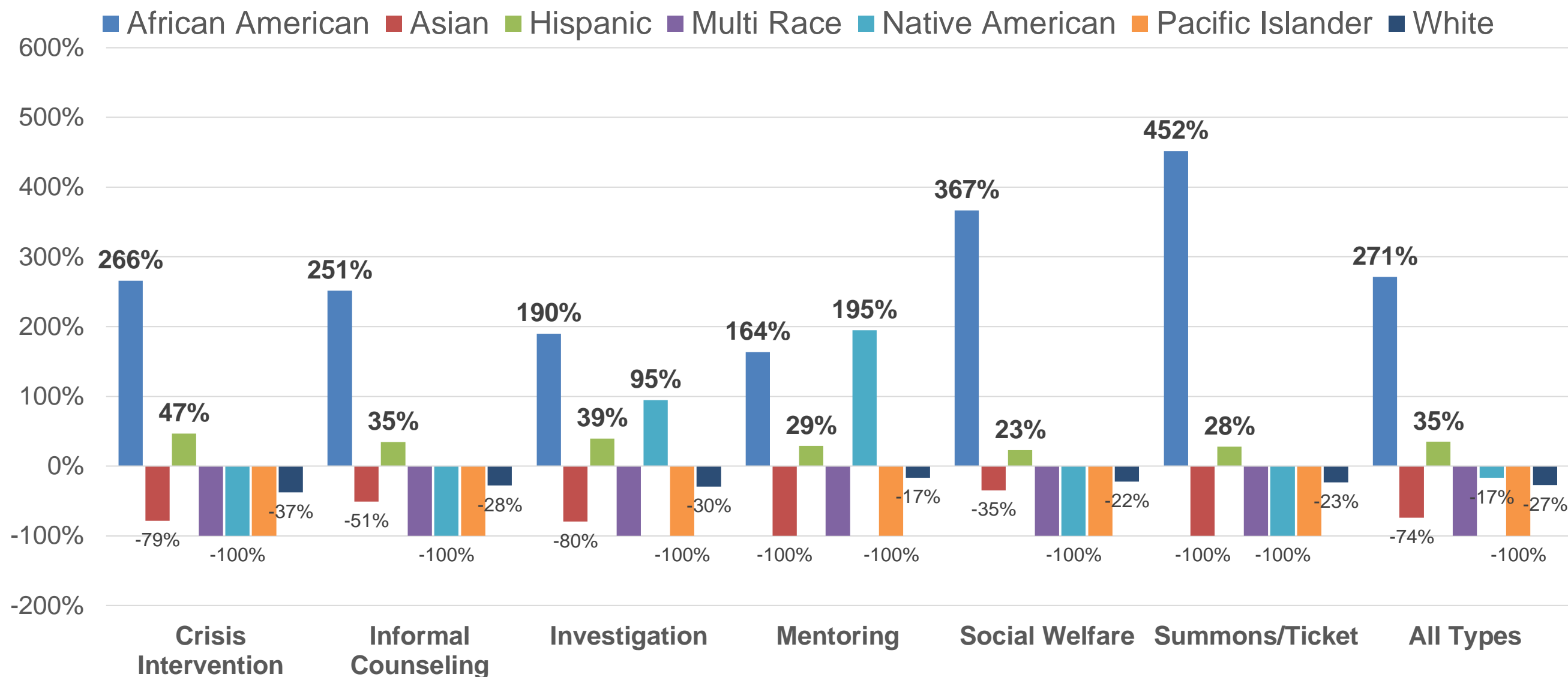
Draft at November 2, 2021

Partnerships with law enforcement & the role of law enforcement in Adams 12 schools



Student Safety Resource Office (SRO) Interactions

African American and Hispanic students received higher than expected SRO involvement of all types, with Native American students receiving higher than expected involvement in Investigations and Mentoring.



*Based on pilot program data February to May 2021 from 4 participating Adams 12 municipalities (Thornton, Northglenn, Broomfield, and Westminster). Expected number of interactions is proportion of students within each race / ethnicity category as shown on slide 33. See slides 31 and 32 for metric definitions which are still in-process of alignment across municipalities. See slide 34 for the raw number of SRO interactions for each metric during the pilot program.

Draft at November 2, 2021



Summing it all up

Families of Students of Color

- Many groups give lower, but some give higher approval ratings on Adams 12 Panorama school topics

Staff of Color

- Typically participate in less district training
- Tend to leave their jobs at higher rates

Students of Color

- Participate less in most, but sometimes more often in other special programs
- Most have lower, while one has higher graduation rates
- Some groups have more disciplinary actions while others have less
- Some have lower while others have higher SRO interaction rates

Questions?

Contact Us

WE'D LOVE TO HEAR FROM YOU.

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Appendix Slides



Family Panorama Topic Definitions

- **Barriers to Engagement** – Factors that can create challenges for families to interact with or become involved with their child’s school. Survey-takers responded to the question, “How big of a problem are the following issues for becoming involved with your child’s current school?”
- **Bullying** – Perceptions of student physical and psychological safety at school.
- **District Environment** – To what extent does the district create environments where parents can engage in the work of the district.
- **Family Efficacy** – How confident families are with regard to key parenting skills.
- **Grit** – How well students are able to persevere through setbacks to achieve important long-term goals.
- **School Climate** – Perceptions of the overall social and learning climate of the school.
- **School Fit** – Families’ perceptions of how well a school matches their child's developmental needs.
- **School Resource Officer** – Families give feedback on their experiences and feelings about school resource officers.
- **Staff-Family Relationships** – Perceptions of faculty and staff relationships with the families at their school.

SRO Interaction Metric Definitions*

- **Crisis Intervention** – Responding to social emotional concerns and active suicidal ideation:

- Out of control student
- Emotional-based outward behaviors
- Tips involving suicidal students (S2T)
- Assisting school based mental health teams
- Active suicidal student on or off school property (risk assessment & M1 holds)

- **Informal Counseling** – Contact needs to be qualified by content:

- Family Issues
- Law enforcement/judicial guidance
- School Safety
- School Issues
- Domestic/relationships
- Truancy
- Re-directing behaviors (drugs, alcohol, use of weapons)
- Mental health support

- **Investigation:**

- Criminal behavior
- Intelligence gathering (S2T)
- Suspicious behavior
- Threat Assessment
- Child abuse
- School Safety Concerns

- **Mentoring:**

- Teen/youth academy
- For improvement/development
- Explorer Programs
- Coaching
- Student Engagement

*Proposed definitions from pilot program February to May 2021 from 4 participating Adams 12 municipalities (Thornton, Northglenn, Broomfield, and Westminster) which are still in-process of alignment across municipalities.

Draft at November 2, 2021

SRO Interaction Metric Definitions*

- **Social Welfare**

- Welfare checks at home
- Homelessness
- Title student support

- **Summons / Ticket**

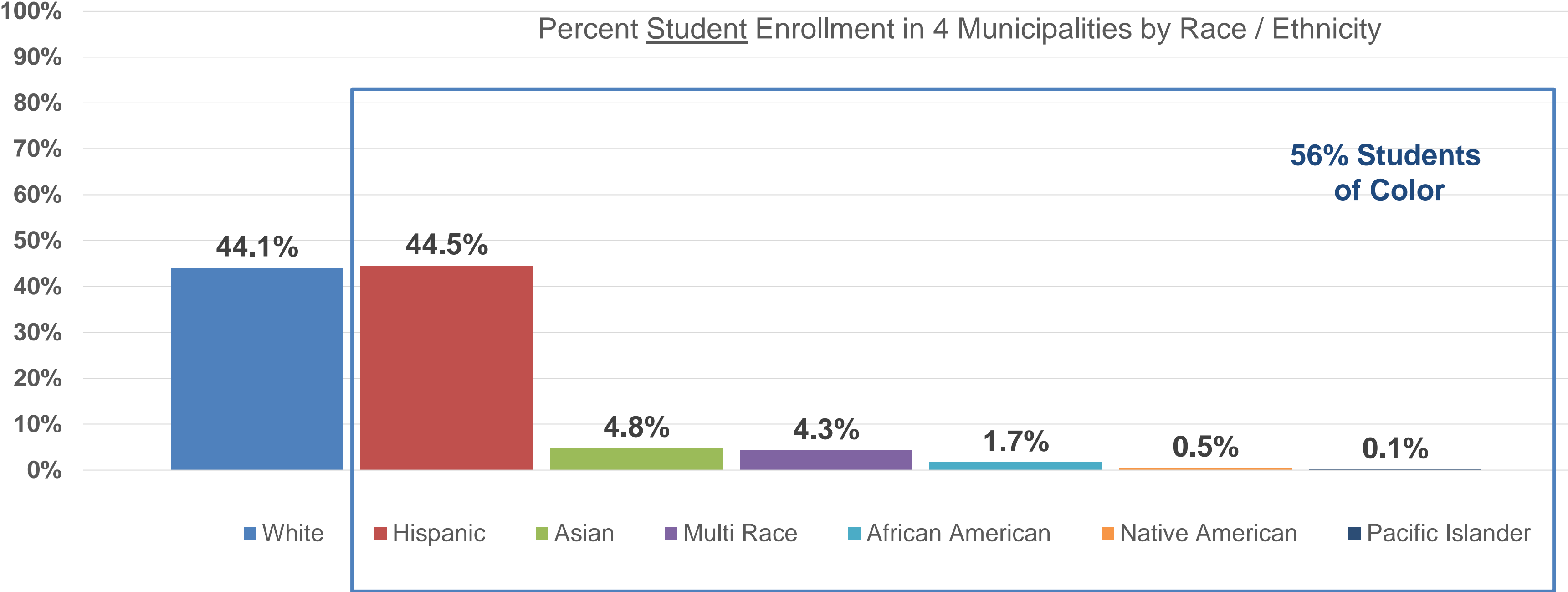
- Arrest definition for the purpose of the state statute 22-32-146: (different than NIBRS)
- Student in handcuffs on school property, in a school-sanctioned event in school transportation
- When you take a student into custody while on school property, or at school sanctioned events for the sole purpose of criminal behavior. (handcuffed and transported)
- It is not M1 Holds, transporting to juvenile assessments centers, tickets/summons

*Proposed definitions from pilot program February to May 2021 from 4 participating Adams 12 municipalities (Thornton, Northglenn, Broomfield, and Westminster) which are still in process of alignment across municipalities.

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Student Race / Ethnicity in 4 Municipalities

Percent Student Enrollment in 4 Municipalities by Race / Ethnicity



*Data from pilot program February to May 2021 from 4 participating Adams 12 municipalities (Thornton, Northglenn, Broomfield, and Westminster)

Draft at November 2, 2021

Student Safety Resource Office (SRO) Interactions

Number of SRO Interactions by Metric and Student Race / Ethnicity in 4 Municipalities*

<u>SRO Metric</u>	<u>Overall</u>	<u>African American</u>	<u>Asian</u>	<u>Hispanic</u>	<u>Multi Race</u>	<u>Native American</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Other/Unk</u>
Crisis Intervention - Count	99	6	1	64	0	0	0	27	1
Informal Counseling - Count	86	5	2	51	0	0	0	27	1
Investigation - Count	104	5	1	64	0	1	0	32	1
Mentoring - Count	97	3	0	39	0	1	0	25	29
Social Welfare - Count	64	5	2	35	0	0	0	22	0
Summons/Ticket - Count	66	6	0	37	0	0	0	22	1
All Types - Count	516	30	6	290	0	2	0	155	33

*Pilot program data February to May 2021 from 4 participating Adams 12 municipalities (Thornton, Northglenn, Broomfield, and Westminster). See slides 31 and 32 for metric definitions .

Policies and Regulations Review Findings

Adams 12 School District

To:

Chris Gdowski, Superintendent
Project Management Team

Created by:

Dr. Ron Cabrera
Dr. Darlene LeDoux
Arrow Performance Group

Date: 10.21.2021

Subject: Review of Adams 12 District Policies and Regulations

Introduction

As part of the Adams 12 Racial Equity Review, the Arrow Performance Group performed a review of district policies and regulations to determine if there was evidence, patterns of language, or district direction that encouraged, or could be interpreted as inequitable and/or non-inclusive practices.

Objective of the Review

- Provide an overview of current policies and regulations through an equity lens.
- Share findings and recommendations for initial next steps.

Scope of Review

The Adams 12 School District has 154 policies, some with related forms that complement the required action dictated by the policy. Some policies that require parent/guardian and/or student sign-off or specific information for individuals are also translated into Spanish.

Through a vetting process of looking at policy categories, titles, and content, it was determined that not all Policies were pertinent to the objective of this review process. Subsequently, 79 of 154 policies (approximately 51%) were examined and comments were noted as needed.

As a point of reference, policies from the following categories were considered and reviewed:

- 1000 Series: Community
- 2000 Series: Administration
- 3000 Series: Business
- 4000 Series: Personnel
- 5000 Series: Students

- 6000 Series: Instruction
- 7000 Series: Physical Plant (Facilities and Grounds)
- 8000 Series: Internal Superintendent Policies

Approach Used

Looked for evidence, patterns of language and/or district direction that encouraged, or could be interpreted as inequitable and/or non-inclusive practices.

As policies were reviewed, the reviewers applied a rubric consisting of five components:

- 1) Evidence of regulations to direct policy action and/or implementation - Y/N;
- 2) Equity Lens: Policy addresses the stakeholder(s) who are culturally, ethnically, racially, and/or non-English speaking (diverse) - Y/N;
- 3) Equity Lens: Policy addresses access to opportunities for all students and/or parent/guardian/groups - Y/N or N/A
- 4) Equity Lens: Acknowledges and accommodates diverse communication needs, e.g., language, literacy, etc - Y/N
- 5) Policy Rating relative to equity in application (1-5 rating from low to high)
 - Policies rated on the scale of 3 or less were given close attention to determine and to clarify the inequitable racial-equity themes that surfaced.

It is recommended that policies rated on the scale of 1 - 3 receive the District's most serious attention. Determine and clarify if the District needs to improve and/or address the questions and/or recommendations provided. (Please see the "Policy and Regulations Review Worksheet" for additional policies that need attention.)

Findings

The review of policies surfaced eight racial-equity themes.

- **Communication.** Concerns and limitations regarding communication with diverse cultural, ethnic, racial, and/or non-English speaking groups. Many policies intended to be inclusive did not address or direct how the policy was going to be communicated to diverse stakeholder groups; and yet, clear communication of the policy and information is required and necessary.
- **Translation.** While many policies were translated into Spanish, there was no direction or requirement to ensure policy actions and/or information be communicated in a language or form that is accessible to non-English and non-Spanish speakers. This failure is consistent throughout the policies.
- **Parent/Community Engagement.** Parent/Community Engagement in Education Policy needs to clearly identify and articulate District expectations for active parent engagement.

- What is the "planned systemic, and interactive communication" system and process that deals directly with this policy?
- Does the District have a system and structure in place for active parent engagement?
- Is there training for district and school leaders, teachers, and parents?
- **Equitable Inclusion.** Instructional/curriculum policies are silent on practices and instructional materials with respect to inclusion and/or consideration of cultural, ethnic, racial, linguistic and/or religious stakeholders; additionally, the policies do not include steps and expectations to address diverse representation for course/program development or selection and purchase of instructional materials; lastly, there is no direction that requires representation of culturally, ethnically, and/or racially diverse people to be included and participate on curriculum review and selection committees.
- **Student Behavior/Discipline.** District/Student disciplinary/behavior policies lack direction and consideration of the students' cultural, ethnic, and/or racial background that might be unique to these students.
 - Policy regarding physical intervention and/or restraints and the use of intervention or restorative justice is not included.
 - Policies lack sensitivity to cultural, ethnic, and/or racial differences. This can lead to possible discrimination or biases by the staff and administration at schools and the type of intervention or consequences used.
- **Lack of Opportunity and Access.** In general, policy language does not provide access for cultural, ethnic, racial, linguistic, and/or lower socio-economic students, parents and community members to receive information, services and actions as directed by policy.
- **Personnel.**
 - Policy does not specify a district commitment to recruit, hire, and retain employees from diverse backgrounds.
 - Policy language does not clearly define "best qualified" and/or "considering interests of the district." Potentially confusing to applicants.
- **Staff Dress and Conduct**
 - The phrase "appropriate to the situation as a professional" is not clear; the term is ambiguous: What does "appropriate to the situation as a professional" mean? Can staff and employees wear culturally and/or ethnically representative clothing?
 - Staff Conduct - Policies do not specify district training so as to provide employees from diverse backgrounds the opportunity to express their culture and/or characteristics within the district without fear of discrimination, e.g., "passion vs combative" or "expressive vs angry."

The table of Summary Findings provides a statement of equity themes and examples of specific policies connected to inequitable Racial-Equity themes.

Summary Findings

Findings	Examples
1. Policies often do not explicitly direct how a	Policy 1000 Parent/Community Engagement

<p>policy will be communicated to--either in writing or in some manner--for non-English speakers.</p> <p>For example:</p> <ul style="list-style-type: none"> - What is the "planned systemic, and interactive communication" process that ensures parents who do not speak English have access to the policies and information? - With threat assessments, there is a need to address how the threat assessment is communicated to non-English speakers; also, to what extent are cultural, ethnic, racial and linguistic considerations taken into account in the threat assessment process? - Graduation Requirements provided in Policy 6340 are only published in English. 	<p>Policy 5000 Student Code of Conduct</p> <p>Policy 5510 Threat Assessment</p> <p>Policy 6220 Controversial Issues</p> <p>Policy 6310 Reporting Student Progress</p> <p>Policy 6340 Graduation Requirements</p> <p>Policy 8410 Sexual Harassment (Title IX)</p>
<p>2. The majority of the policies are available in Spanish but this is not consistent. All policies and forms must be translated into Spanish and other high incidence languages for non-English speaking stakeholders. It is not evident in the policies that there is a translation process accessible and available to translate documents, forms and the Policies.</p>	<p>Policy 1000 Parent/Community Engagement</p> <p>Policy 1100 Shared Decision-Making</p> <p>Policy 1120 Waiver of District Policy</p> <p>Policy 1200 Visitors to Schools/Educational Support Center</p> <p>Policy 4115 Classroom Removal of Disruptive Students</p> <p>Policy 5080 Gangs, Secret Societies and Disruptive Groups</p>
<p>3. Policies specific to parent engagement and the creation of school district policies are silent on the district commitment and/or directive to actively recruit and engage parents of students from diverse, racial, ethnic and linguistic backgrounds in decision making and to be on the school board - the policy makers and governing body of the school district.</p>	<p>Policy 1000 Parent/Community Engagement</p> <p>Policy 1100 Shared Decision-Making</p> <p>Policy 1110 Policy Development</p>
<p>4. Instructional/curriculum policies are silent on instructional practices to include cultural, ethnic, racial, linguistic and/or religious considerations in lesson design and/or learning activities.</p> <p>Similarly, policies are silent on the processes for selection and purchase of instructional</p>	<p>Policy 6200 Course/Program Development</p> <p>Policy 6230 Instructional Materials</p>

<p>materials in the consideration of cultural, ethnic, racial, linguistic and/or religious representation, either in the make-up of a review committee or in the actual purchasing of materials.</p>	
<p>5. District/Student disciplinary/behavior policies lack direction as to consideration of cultural, ethnic, and/or racial mannerisms as part of students' behavior that might be different than the traditional school expectation, but acceptable in the cultural-ethnic-racial community.</p>	<p>Policy 4115 Classroom Removal of Disruptive Students Policy 5090 Student Habitually Disruptive Behavior Policy 5530 At-Risk Students</p>
<p>6. Policy regarding response to student misbehavior and use of physical intervention and restraints are not sensitive to possible cultural, ethnic, and/or racial differences of the teachers and administrators issuing the consequences and the nature of intervention that is used.</p>	<p>Policy 3550 Law Enforcement in Schools Policy 4115 Classroom Removal of Disruptive Students Policy 5150 Physical Intervention, restraint, and seclusion</p>
<p>7. Lack of accountability or training by the people in positions of authority <i>who make policy decisions that inadvertently discriminate against students from</i> cultural, ethnic, racial, and/or language differences.</p>	<p>Policy 4100 Staff Dress, Accessories, and Grooming Policy 4115 Classroom Removal of Disruptive Students Policy 5800 Before and After School Enrichment (BASE) Programs</p>
<p>8. Policies that direct the hiring of employees do not include a clear commitment to equity, diversity and inclusion for hiring diverse staff and employees.</p> <p>Definitions will add clarity, such as, defining "best qualified" and "considering interests of the district."</p> <p>Similarly, defining "appropriate to the situation as a professional." Policy is not clear as to whether District employees may wear culturally and/or ethnically representative clothing.</p>	<p>Policy 4000 Personnel Policy 2100 Selection and Appointment of Administrators Policy 4100 Staff Dress Accessories and Grooming Policy 4135 Staff Conduct</p>

Recommendations

Based on the review of the Adams 12 policies and regulations from a racial-equity lens, the following actions are recommended:

- Policies should be revised to include language that directs and commits to expectations for inclusion of all stakeholders, whether it is in receipt of information, solicitation of strategic and active engagement and decision making, and/or expected/required participation of parents/guardians, students and schools.
- Policies that affect students in general, such as behavior, dress, grooming, extra curricular activities and/or student conduct must take into account differences and/or distinctions that are related to culture, ethnicity, race, language and/or religion.
 - For example, a data review of referrals, suspensions, and expulsions in regard to the number of students who are impacted by the policies specific to behavior, referrals, and consequences must be done to determine if the policy is inadvertently targeting student groups based on race and/or ethnicity.
 - There is a need for professional development for district staff to address culturally responsive education, diversity, equity and inclusion training along with social emotional support to guide the implementation of policies and practices in a non-biased and non-discriminatory manner.
- Policies addressing curriculum and instructional materials should reflect students in the district and globally, including an array of cultures, ethnicities, races and/or religions.
 - Policies directing the selection of curricular and instructional materials should include a clear commitment to form selection committees that are diverse and reflective of the District's school community so that multiple perspectives are included, heard and considered.
- Policies should be revised to include an explicit commitment to the selection and hiring of staff and administration that is diverse and reflective of the school community. The selection process should include hiring committees that are representative of diverse members of cultural, ethnic, racial and linguistic stakeholders so that their perspectives are included, heard and considered.
- Add language specific to the District's commitment to actively engage all parents, representing the diversity of stakeholders in Adams 12 schools. This includes an expectation that parents of students in schools, representing diverse cultures, ethnic groups and languages, will be actively recruited to engage in shared decision making committees and processes.

Conclusion

The purpose of the review of the Adams 12 policies and regulations was to identify whether there was evidence of policy statements and language that either ignored inclusionary practices and/or inhibited access to stakeholders who are culturally, ethnically, racially, and/or non-English speaking.

The review of Adams 12 policies and regulations revealed consistent patterns of inequitable and/or non-inclusive language, processes, systems and structures.

Recommendations are provided as a starting point for Adams 12 leadership. By reviewing and revising current policies, it is hoped the district can remove barriers, become more accessible to

parents and the community, so as to reflect its commitment to diversity, inclusion, and belonging.

Adams 12 Five Star Schools
2021-22 Equity Review Project
Policy Scoring Worksheet

All Adams 12 policies and regulations that have been vetted. 4 point rubric plus rating scale applied to policies and regulations reviewed.

Policy Number	Policy Name	Evidence of regulations to direct policy action and/or implementation - Y/N	Equity Lens: Policy addresses the stakeholder(s) who are culturally, ethnically, racially, and/or non-English speaking (diverse) - Y/N	Equity Lens: Policy addresses access to opportunities for all students and/or parent/guardian/groups - Y/N or N/A	Equity Lens: acknowledges and accommodates diverse communication needs, e.g., language, literacy, etc - Y/N	Policy rating relative to equity in application: 1 - 5; 1=non-existent/little -- 5 = high evidence of equity application
Section Community -						
1000	Parent/Community	Yes	No	Yes	Yes, in Spanish	3
1100	Shared Decision-	Yes	No	No	Yes, in Spanish	2
1110	Policy Development	Yes - if there is a	No	No	Yes, in Spanish	2
1120	Waiver of District	Yes -	No	No	No	3
1200	Visitors to District	Yes	No	No	No	3
1300	Community Use of	Yes	Yes	Yes	Yes, in Spanish	4
1400	Booster	Yes	Yes	Yes	Yes. Spanish.	3
1500	Challenges-	Yes	Yes	Yes	Yes	4
1550	Public Complaint	Yes	No	Yes	No	2
1600	Charter Schools	Yes	Yes	Yes	No	3
1800	Public Records	No	No	No	Yes	2
Section Administration						
2100	Selection and	No	Yes	N/A	Yes, in Spanish.	2
2110	Administrative	Yes.	Yes	N/A	N/A	1
Section Business						
3500	Safe Schools	Yes.	No	Yes	Yes	2
3510	Emergency Response	Yes - "NIMS",	No .	No.	No	2
3520	Video and Audio	Yes	N/A	Yes	Yes	2
3530	Hazardous Materials	Yes	All students, all	No	Yes	4
3540	SEX OFFENDER	Yes	Yes	No	Yes - in Spanish.	3
3550	Law Enforcement in	Yes	No	No	Yes	2
3600	Student Transportation	Yes	Yes	Yes	Yes	4
Section Personnel						
4000	General Personnel	Yes	No	No	No	1
4100	Staff Dress,	Yes	No	N/A	No	1
4110	Staff Relations with	Yes	No	No	No	2
4115	Classroom Removal of	Yes	No	Yes	No	1

Adams 12 Five Star Schools
2021-22 Equity Review Project
Policy Scoring Worksheet

All Adams 12 policies and regulations that have been vetted. 4 point rubric plus rating scale applied to policies and regulations reviewed.

Policy Number	Policy Name	Evidence of regulations to direct policy action and/or implementation - Y/N	Equity Lens: Policy addresses the stakeholder(s) who are culturally, ethnically, racially, and/or non-English speaking (diverse) - Y/N	Equity Lens: Policy addresses access to opportunities for all students and/or parent/guardian/groups - Y/N or N/A	Equity Lens: acknowledges and accommodates diverse communication needs, e.g., language, literacy, etc - Y/N	Policy rating relative to equity in application: 1 - 5; 1=non-existent/little -- 5 = high evidence of equity application
4115	Classroom Removal	Yes	No	Yes	No	1
4130	Staff Ethics/Conflicts of	Yes	No	N/A	No	3
4135	Staff Conduct	Yes	N/A	N/A	N/A	4
4136	Weapons	Yes	No	N/A	N/A	5
4140	Equal Employment	Yes	Yes	Yes	Yes	5
4240	Parental Notification of	Yes	N/A	No	No	3

Session Students

5000	Student Code of	Yes	No - nothing	No	Yes, in Spanish.	2 - limited distribution; not clear
5010	Student Due Process	Yes	No - nothing	No	Yes, policy has a Spanish	2
5020	Student Attendance	Yes	N - nothing specific	No	Yes, in Spanish.	4 - while not a lot of explicit
5025	Parental Notice of	Yes	No - nothing specific	No	Yes, in Spanish.	3 -
5035	Student use of District	Yes. Includes the	No - nothing	No.	Yes, in Spanish.	3
5040	Student Drug,	Yes.	No - nothing	No - language is neutral	Yes, in Spanish.	4
5050	Student Tobacco	Yes.	N - nothing specific	No - language is neutral	Yes, in Spanish.	4
5060	Student Dress Code	Yes	No.	No - language generalizes	Yes, in Spanish.	2 -
5070	Student Violence,	Yes	No.	No - language generalizes	Yes, in Spanish.	4
5080	Gangs, Secret	Yes	No.	Yes	Yes, in Spanish.	3
5090	Student Habitually	Yes	No	Yes	Yes, in Spanish.	3
5100	Student Weapons and	Yes	No - language is	Yes	Yes, in Spanish.	4
5110	Student Bullying,	Yes	No - language is	Yes	Yes, in Spanish.	4 - policy requirements and
5120	Off Campus Behavior	No	No - language is	Yes	Yes, in Spanish.	4 - policy requirements and
5130	Search and Seizure	Yes	No - language is	No	N/Y - see language for	4
5140	Corporal Punishment	Yes	No - language is	No	Yes, in Spanish.	5
5150	Physical Intervention,	Yes	No	No	Special consideration key	2
5210	Student Residency	Yes	No - language is	No	Yes, in Spanish.	5
5250	School Attendance	Yes	Yes - language	Yes	Yes, in Spanish.	5
5275	English Language	Yes, the steps to	Yes - language	Yes	Yes, in Spanish.	5
5510	Threat Assessments	No	No	No	No, though policy is translated	2

Adams 12 Five Star Schools
2021-22 Equity Review Project
Policy Scoring Worksheet

All Adams 12 policies and regulations that have been vetted. 4 point rubric plus rating scale applied to policies and regulations reviewed.

Policy Number	Policy Name	Evidence of regulations to direct policy action and/or implementation - Y/N	Equity Lens: Policy addresses the stakeholder(s) who are culturally, ethnically, racially, and/or non-English speaking (diverse) - Y/N	Equity Lens: Policy addresses access to opportunities for all students and/or parent/guardian/groups - Y/N or N/A	Equity Lens: acknowledges and accommodates diverse communication needs, e.g., language, literacy, etc - Y/N	Policy rating relative to equity in application: 1 - 5; 1=non-existent/little -- 5 = high evidence of equity application
5520	Suicide Assessments	No	No	No	No, though policy is translated	2
5530	At-Risk Students	No	No - language is	Yes	Yes, in Spanish.	3 - Policy can be strengthened by
5610	Memorials, Vigils,	No	No - language is	Yes	Yes, in Spanish.	4 - need for clarity of definition
5620	Co-Curricular Student	No	No - language is	Yes, but with	Yes, in Spanish.	4
5630	Student Fees	Yes	No - language is	Yes, but with	No. Not translated into any	3
5800	Before and After	No	No	No	No. Not translated into any	2 - policy does not address
Section	Instruction					
6200	Course/Program	Yes.	No	No	No.	2
6210	Religious Content and	Yes	Yes	No	Yes, in Spanish.	4
6220	Controversial Issues	Yes	Yes	No	No.	3 - needs to include the
6230	Instructional Materials	Yes	language is culture, equity	Yes/No	No--in English only	3
6240	Movies, Music, and	Yes	No	No	No	2 - policy has to be broadened
6260	Student Press	Yes	No	No	Yes, in Spanish.	4
6270	Field Trips and Activity	Yes	Yes	Yes	Yes, in Spanish.	4 - increase language to
6280	Homework	Yes	No	Yes,	Yes, in Spanish. Note: in	4 - address communication to
6281	Makeup work	Yes	No	No	Yes, in Spanish	3
6285	Post-Secondary	Yes	Yes	Yes	No, only in English. Section 2.9	3
6291	Dual Enrollment	Yes	NA	Yes	Yes, in Spanish	5
6295	Independent Study	Yes	No.	No	Yes, in Spanish	3
6300	Student Assessment	Yes	Yes	Yes	No, only in English	2
6310	Reporting Student	Yes	No	NA	No	2
6320	Retention	Yes	yes	yes	Yes, in Spanish also	4
6340	Graduation	Yes	Yes	Yes.	No	4
Section	Physical Plant					
7400	Use of Classroom	Yes	No	No	No	3
7500	Naming of Facilities	Yes	No	No	No	3
Section	Internal Supt Policies					
8400	Nondiscrimination	Yes	Yes	Yes	Yes	4

Adams 12 Five Star Schools
2021-22 Equity Review Project
Policy Scoring Worksheet

All Adams 12 policies and regulations that have been vetted. 4 point rubric plus rating scale applied to policies and regulations reviewed.

Policy Number	Policy Name	Evidence of regulations to direct policy action and/or implementation - Y/N	Equity Lens: Policy addresses the stakeholder(s) who are culturally, ethnically, racially, and/or non-English speaking (diverse) - Y/N	Equity Lens: Policy addresses access to opportunities for all students and/or parent/guardian/groups - Y/N or N/A	Equity Lens: acknowledges and accommodates diverse communication needs, e.g., language, literacy, etc - Y/N	Policy rating relative to equity in application: 1 - 5; 1=non-existent/little -- 5 = high evidence of equity application
8410	Sexual Harassment	Yes	No	Yes	No	2
8800	Volunteer Authorization	Yes	Yes	No	Yes	4
8900	Individual	Yes	Yes	Yes	Yes	4

Adams 12 Five Star Schools - Equity Review

Adams 12 Classified Staff Equity Survey Results

Initial Review of Findings Report

Presented by
Myla Shepherd, Darlene LeDoux, Ph.D. and Stuart Thomas

December 14, 2021



AGENDA

I Overview

II Summary Results

III Detailed Results

IV Attachments





I. Overview

Objectives for Today

- Review results from Classified Staff Equity Survey
- Have this group review and discuss the data
- Discuss and identify key observations
- Suggest next steps

Overview

- Purpose: The purpose of this survey was to ask Classified Staff in Adams 12 for their opinions and experiences about equity in the district.
- Custom Survey:
 - Custom equity survey was developed using multiple research methods and resources.
 - Contains 6 scales and 39 Items
 - Each item was rated on a 1 to 5 scale, where 1 = Strongly Disagree and 5 = Strongly Agree.
 - Open-ended comments could be added.
- Launched on October 6, 2021, and open for 13 days.
- Audience and Participation
 - 1,750 Classified Staff were invited to complete the survey.
 - 1,043 staff completed the survey for a 60% participation rate (high participation).
 - 563 comments were analyzed by scale and by survey item.

Overview

A Six Dimension Equity Scale Was Used

A six scale Equity model was used for this survey.
The dimensions include:

- **Access** – Being invited and having access to resources, opportunities and activities (6 items)
- **Achievement** – Looking back and acknowledging one’s contributions, receiving feedback and contributing to the greater good of the organization (7 items)
- **Aspiration** – Looking to the future and being a part of the district vision and having voice and work valued (6 items)
- **Power** – Working in a safe and welcoming environment. Examining how one feels about work, even when challenging, and not fearing being harassed or discriminated against (8 items)
- **Identity** - Acknowledging, valuing, and respecting one’s background (6 items)
- **Diversity** – The district promoting and celebrating diversity and encouraging one to engage with people from different backgrounds and experiences (6 items)

Note: See the Attachments section for: 1) detailed lists of items by equity scale for reference, and 2) a list of resources used to develop the survey tool.

Overview

Primary Racial or Cultural Group Respondents

Number of Group Respondents

1. Asian	13
2. Black	7
3. Hispanic	216
4. Native American / Alaska Native / Pacific Islander / Native Hawaiian	7
5. White	634
6. Two or more	55
7. Other	11
8. Prefer not to say	100
Total =	1,043

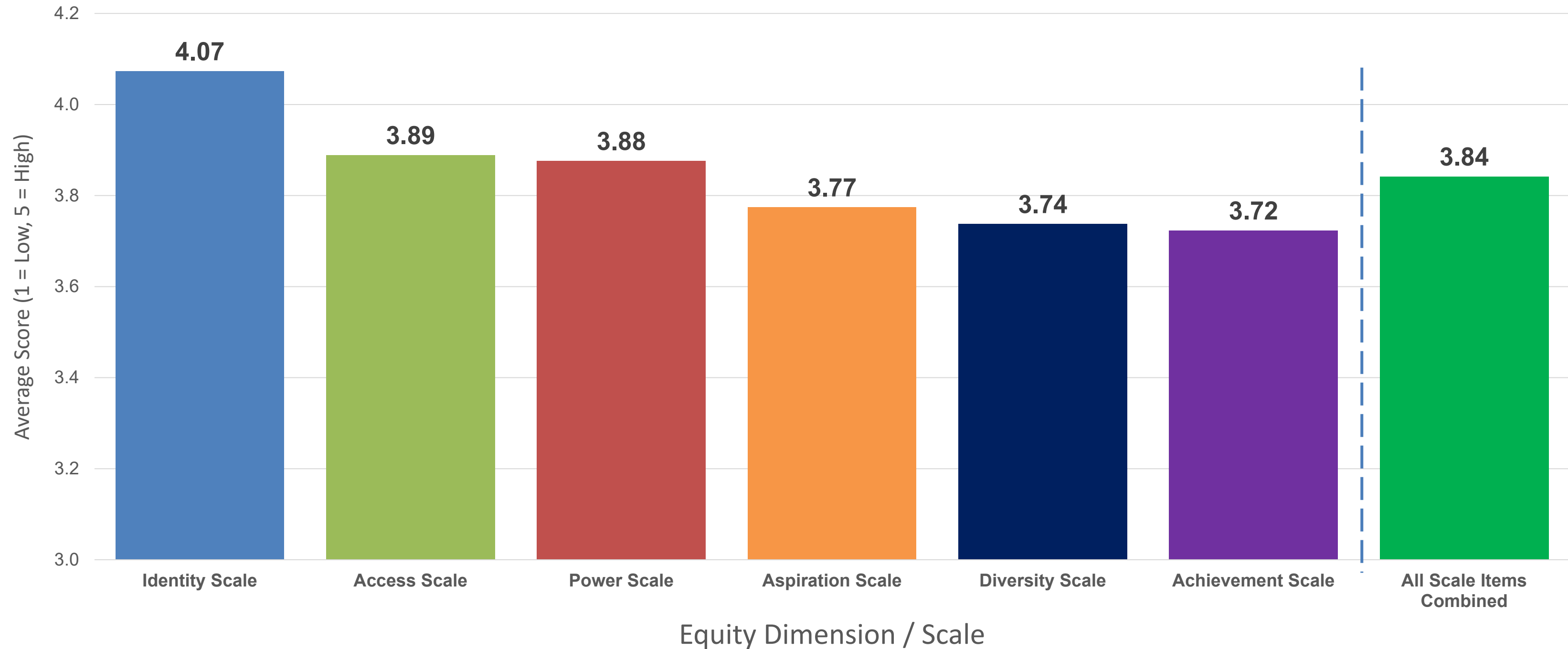


II. Summary Results



Summary - Equity Survey Results by Dimension / Scale

Adams 12 scored highest on the Identity scale questions and lowest on the Achievement scale questions



Overall Comment Analysis by Equity Scale

Positive Comments and Counts

- Aspiration 59
- Power 28
- Achievement 25
- Diversity 24
- Access 20
- Identity 20

Total = 176

Leading positive comments within scales

- Aspiration ‘My supervisor takes an interest in me.’ (25) and ‘I would recommend Adams 12.’ (18)
- Power ‘I am excited to come to work’ (8) and ‘I am treated fairly’ (7)
- Achievement ‘I am recognized for work well done’ (15)
- Diversity ‘We invest time and energy to build diverse teams’ (9) and ‘The organization communicates that diversity is critical’ (7)
- Access ‘I have access to resources’ (7)
- Identity ‘I feel a sense of belonging’ (8)

Areas for Improvement Comments and Counts

- Achievement 97
- Aspiration 79
- Power 71
- Access 56
- Diversity 44
- Identity 40

Total = 387

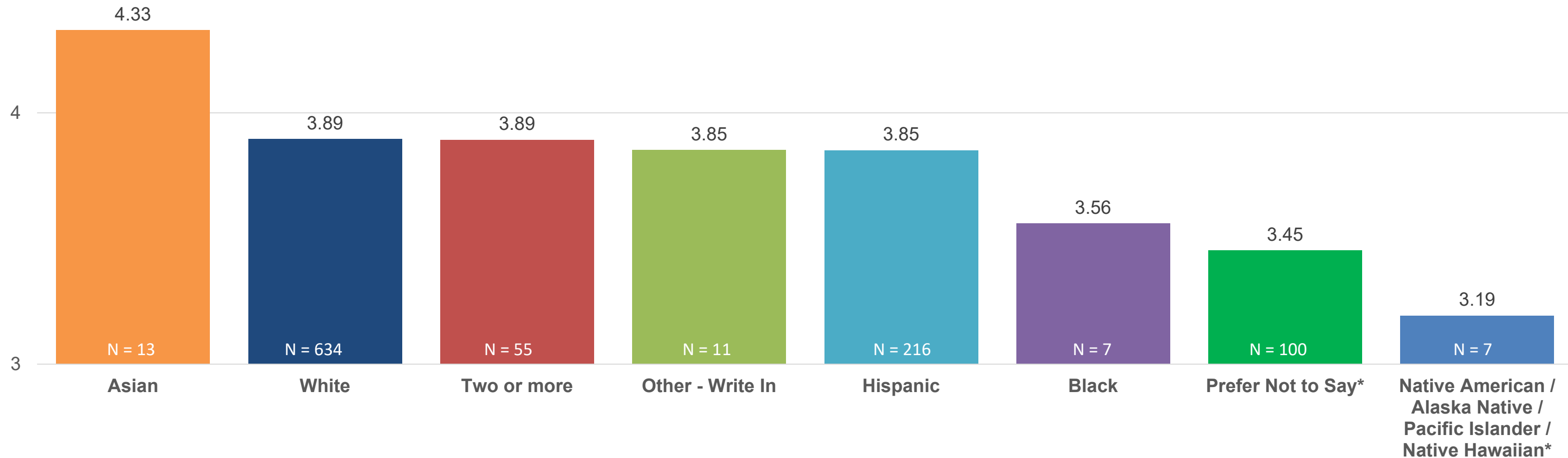
Leading areas for improvement comments within scales

- Achievement ‘I am compensated fairly’ (48) and ‘My contributions and achievements are recognized in evaluations’ (22) and ‘I am recognized for work well done’ (12) and ‘2nd language is compensated’ (12)
- Aspiration ‘My supervisor takes an interest in me.’ (24) and ‘Opportunities to advance my career’ (20)
- Power ‘I am treated fairly’ (23) and ‘My supervisor builds a safe and inclusive workplace’ (13) and ‘I believe my organization will take action for harassment or discrimination’ (10)
- Access ‘I have access to resources’ (27) and ‘I am invited and included’ (11)
- Diversity ‘We invest time and energy to build diverse teams’ (14) and ‘We have training and discussions to help our people value diversity’ (7) and ‘I am encouraged to work with people with different backgrounds’ (7)
- Identity ‘My unique background and identity are valued’ (17) and ‘My organization values differences among individuals’ (7)

Overall Equity Score Results by Race / Culture

Native American / Alaska Native / Pacific Islander / Native Hawaiian Classified Staff scored significantly lower than white Classified Staff on the overall survey. Classified staff who would “Prefer Not to Say,” their race or culture also scored significantly lower than white Classified Staff on the overall survey.

Overall Survey Average by Race (1 = Low, 5 = High)

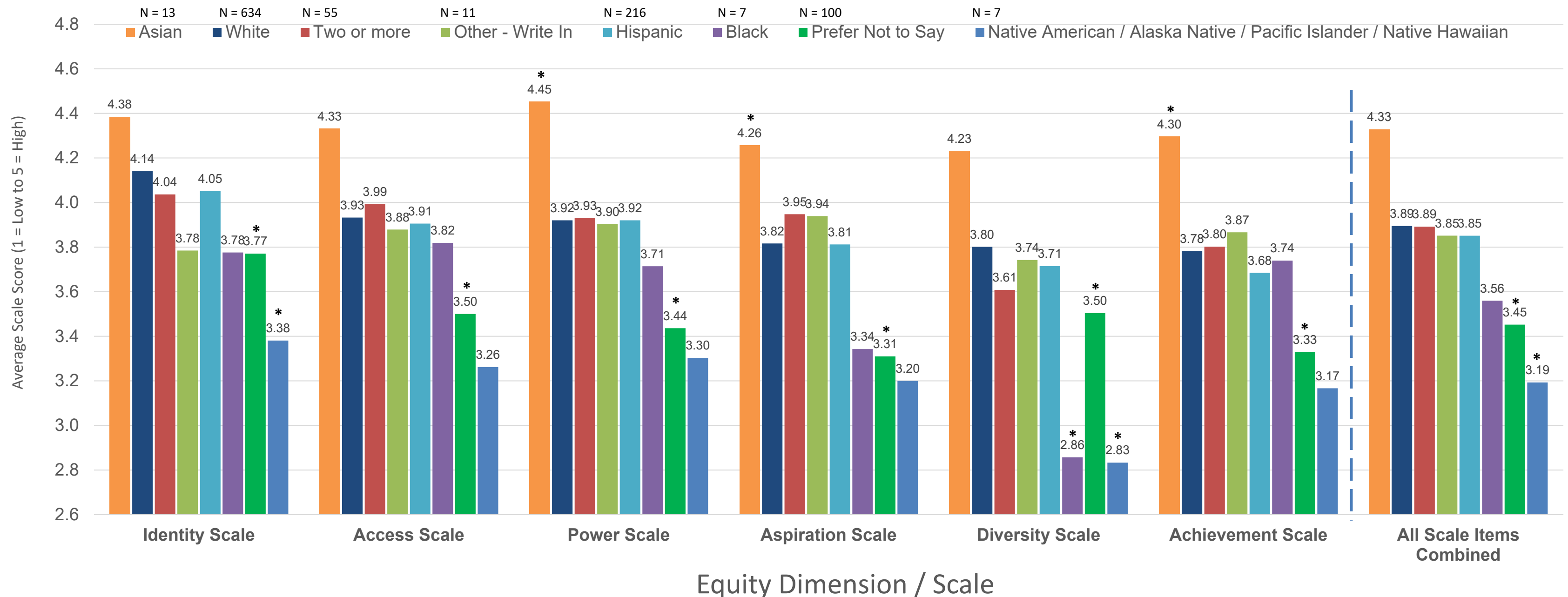


*Significantly different from white Classified Staff with 95% confidence.

Equity Survey Scale Results by Race / Culture

Significant differences between white and non-white staff ratings on several equity dimensions:

- **Identity Scale** – Prefer Not To Say and Native American / Alaska Native / Pacific Islander / Native Hawaiian staff gave lower ratings
- **Access Scale** – Prefer Not To Say staff gave lower ratings
- **Power Scale** – Asian staff gave higher while Prefer Not To Say staff gave lower ratings
- **Aspiration Scale** – Asian staff gave higher while Prefer Not To Say staff gave lower ratings
- **Diversity Scale** – Black, Prefer Not To Say and Native American / Alaska Native / Pacific Islander / Native Hawaiian staff gave lower ratings
- **Achievement Scale** – Asian staff gave higher while Prefer Not To Say staff gave lower ratings



*Significantly different from white Classified Staff within scale with 95% confidence.

High Level Recommendations

- 1) Conduct a focus group or interviews with a cross-racial group and explore more deeply on:
 - Achievement ‘I am compensated fairly’ (48) and ‘My contributions and achievements are recognized in evaluations’ (22) and ‘I am recognized for work well done’ (12) and ‘2nd language is compensated (12)
 - Aspiration ‘My supervisor takes an interest in me.’ (24) and ‘Opportunities to advance my career’ (20)
 - Power ‘I am treated fairly’ (23) and ‘My supervisor builds a safe and inclusive workplace’ (13) and ‘I believe my organization will take action for harassment or discrimination (10)
 - Access ‘I have access to resources’ (27) and ‘I am invited and included’ (11)
 - Diversity ‘We invest time and energy to build diverse teams’ (14) and ‘We have training and discussions to help our people value diversity’ (7) and ‘I am encouraged to work with people with different backgrounds’ (7)
 - Identity ‘My unique background and identity are valued’ (17) and ‘My organization values differences among individuals’ (7)

- 1) Conduct focus group or interviews with racial groups that include ‘Native American, Alaska Native, Pacific Islander, Native Hawaiian’. Include all scales but focus on the *diversity* and *identity* scales.

- 1) Conduct focus group or interviews with the racial group ‘Blacks’. Include all scales but focus on *diversity* scale.

- 1) Conduct a focus group or interviews with the Transportation Department. Include all scales but explore more on the *access, power, aspiration, diversity and achievement* scales.

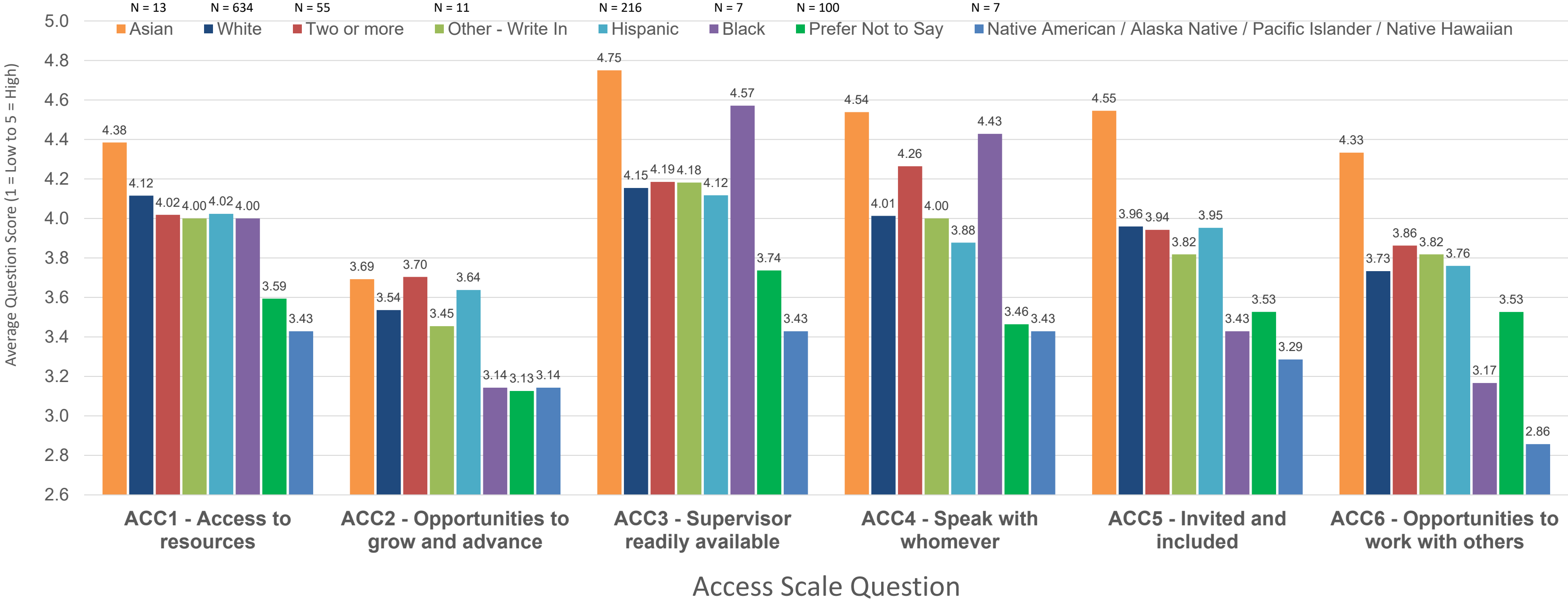
- 1) Conduct a focus group or interviews with the Maintenance Department. Include all scales but explore more on the *aspiration and achievement* scales.

III. Detail Results



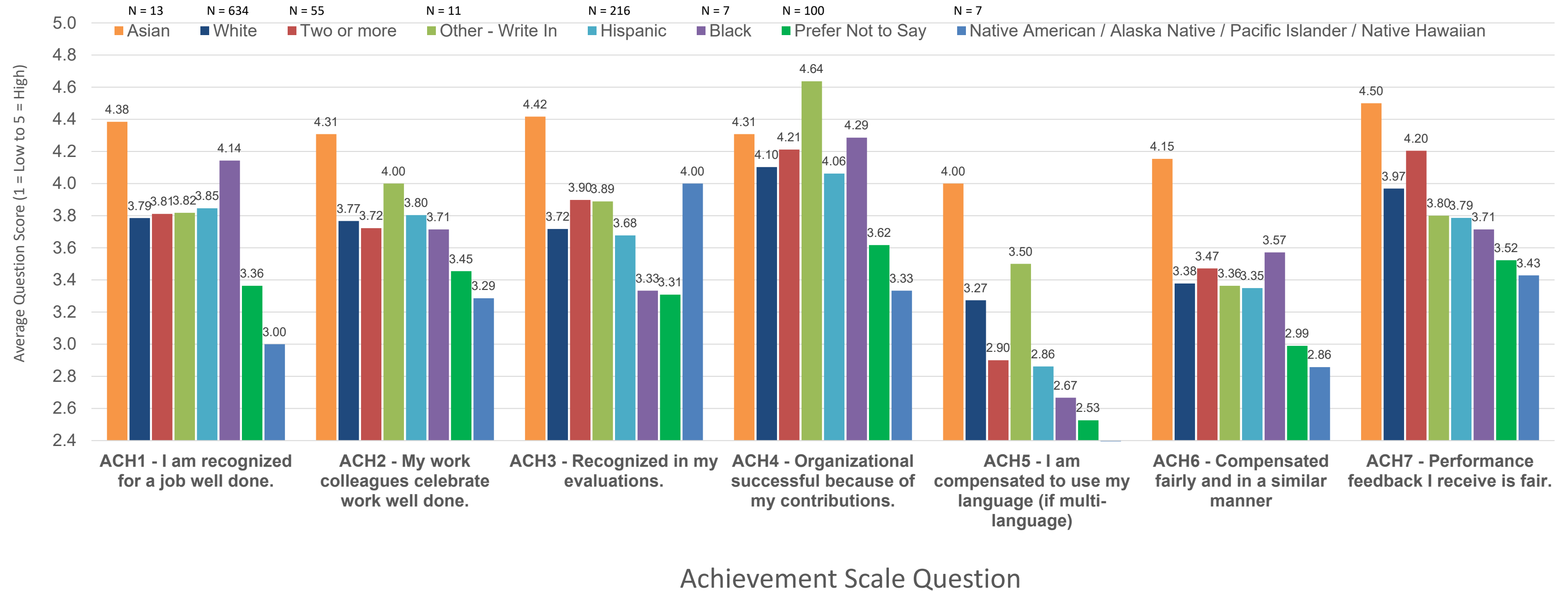
Access Results by Race / Culture

Similar pattern of differences by race / culture as seen in the Overall and Access scale findings



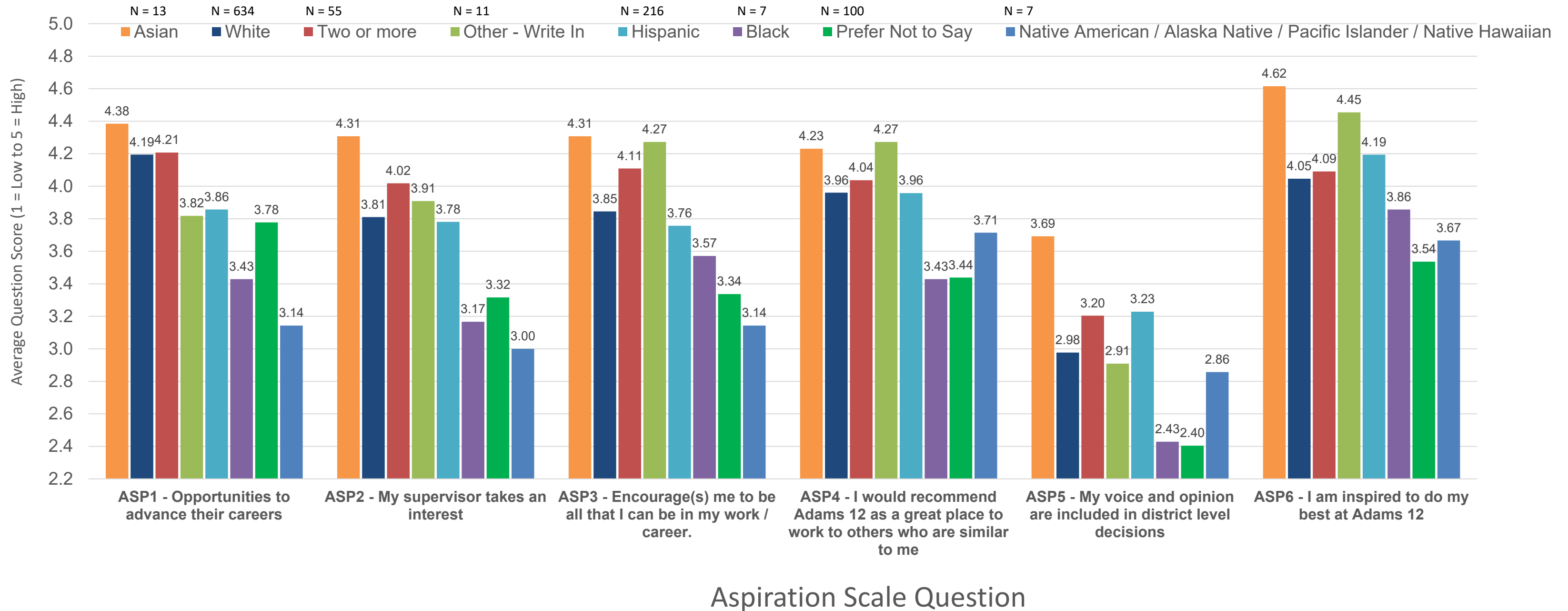
Achievement Results by Race / Culture

Similar pattern of differences by race / culture as seen in the Overall and Achievement scale findings



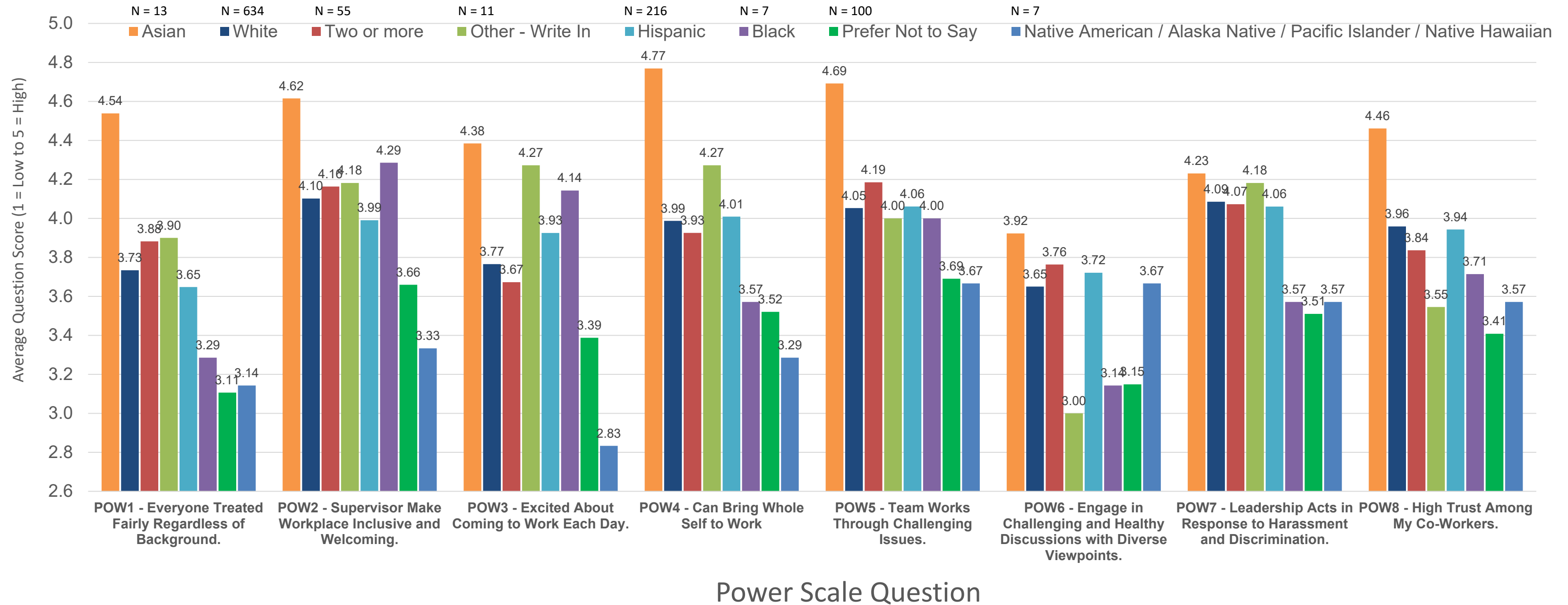
Aspiration Results by Race / Culture

Similar pattern of differences by race / culture as seen in the Overall and Aspiration scale findings



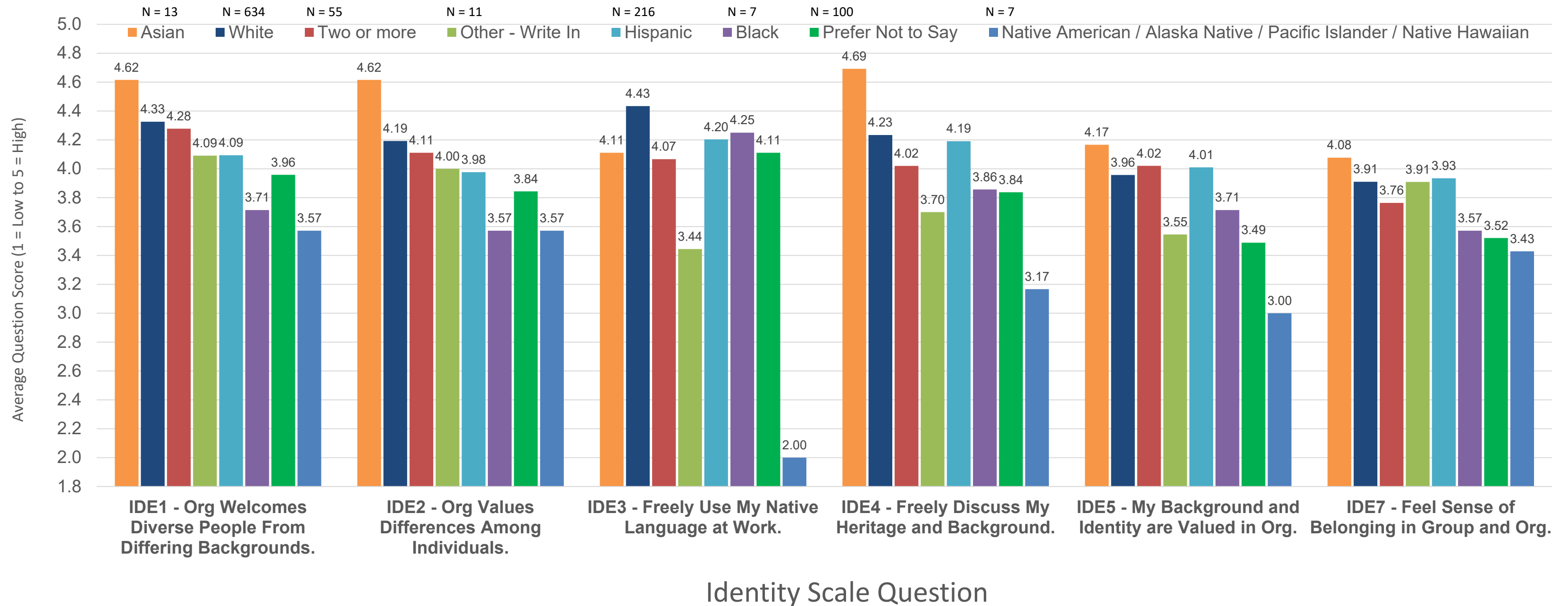
Power Results by Race / Culture

Similar pattern of differences by race / culture as seen in the Overall and Power scale findings



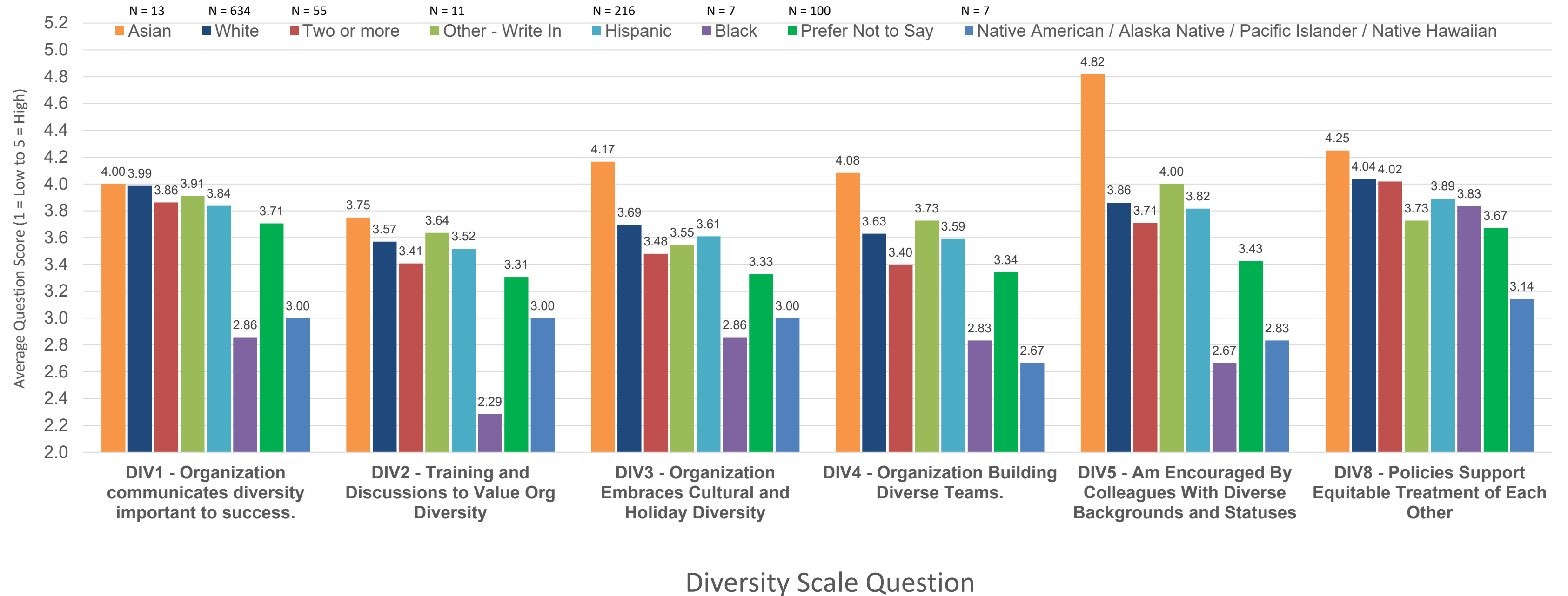
Identity Results by Race / Culture

Similar pattern of differences by race / culture as seen in the Overall and Identity scale findings



Diversity Results by Race / Culture

Similar pattern of differences by race / culture as seen in the Overall and Diversity scale findings



IV. Attachments



Method

- **Question Rating Scale** – Rated by staff on a 1 to 5 scale, where 1 = Strongly Disagree and 5 = Strongly Agree.
- **Dimensions / Scales** – Scores for the six scales were created for each staff member by computing the average value of all rated questions for each dimension.
- **Overall Survey Scale** – The overall survey score was created for each staff member by computing the average value of all rated questions across all dimensions.
- **Scale Summaries** – Most of the findings in this report are average scale scores and the differences observed across staff of different race / culture and departmental groups.
- **Combined 2 Race / Culture Groups** – Given the small number of surveys completed by Native American / Alaska Native staff (N = 4) and Pacific Islander / Native Hawaiian staff (N = 3), these 2 race / culture groups were combined for reporting purposes.

Overview

A Six Dimension Equity Scale Was Used

A six scale Equity model was used for this survey.
The dimensions include:

- **Access** – Being invited and having access to resources, opportunities and activities (6 items)
- **Achievement** – Looking back and acknowledging one’s contributions, receiving feedback and contributing to the greater good of the organization (7 items)
- **Aspiration** – Looking to the future and being a part of the district vision and having voice and work valued (6 items)
- **Power** – Working in a safe and welcoming environment. Examining how one feels about work, even when challenging, and not fearing being harassed or discriminated against (8 items)
- **Identity** - Acknowledging, valuing, and respecting one’s background (6 items)
- **Diversity** – The district promoting and celebrating diversity and encouraging one to engage with people from different backgrounds and experiences (6 items)

Note: See the Attachments section for: 1) detailed lists of items by equity scale for reference, and 2) a list of resources used to develop the survey tool.

Equity Survey Scale Items

Access

- ACC1 - I am able to access resources (e.g., good workspace, internet connectivity, supplies, well maintained and current equipment) to do quality work.
- ACC2 - There are opportunities for me to grow and advance in my career at my organization regardless of my background.
- ACC3 - My supervisor(s) is/are readily available to support me when needed.
- ACC4 - I am able to speak with whomever needed to have discussions, address challenges and issues.
- ACC5 - I am invited to and included in department and district activities and events.
- ACC6 - I have opportunities to work with colleagues in other departments to get my work done effectively.

Achievement

- ACH1 - I am recognized for a job well done.
- ACH2 - My work colleagues celebrate work well done.
- ACH3 - My contributions and achievements are recognized in my evaluations.
- ACH4 - I believe this organization will be successful in the future because of my contributions.
- ACH5 - I am compensated to use my language (if multi-language)
- ACH6 - I believe I am compensated fairly and in a similar manner with other colleagues in similar positions inside and outside this organization.
- ACH7 - I believe the performance feedback I receive is fair.

Equity Survey Scale Items

Aspiration

- ASP1 - People from diverse ethnic backgrounds and cultures have equitable opportunities to advance their careers within the organization.
- ASP2 - My supervisor takes an interest in my personal and professional interests.
- ASP3 - My supervisor (and the overall organization) encourage(s) me to be all that I can be in my work / career.
- ASP4 - I would recommend Adams 12 as a great place to work to others who are similar to me.
- ASP5 - My voice and opinion are included in district level decisions that impact the future of Adams 12.
- ASP6 - I am inspired to do my best at Adams 12.

Power

- POW1 - Everyone in the District is treated fairly regardless of background.
- POW2 - The person I report to takes steps to make the workplace inclusive, trusting, safe and welcoming.
- POW3 - I look forward to and am excited about coming to work each day.
- POW4 - I feel I can bring my whole self to work including all parts of my background.
- POW5 - My team successfully works through challenging issues.
- POW6 - I feel free to engage in challenging and healthy discussions where parties have differing viewpoints.
- POW7 - I believe my supervisor and the organization will take appropriate action in response to incidents of harassment or discrimination.
- POW8 - I have high trust with among my co-workers.

Equity Survey Scale Items

Identity

- IDE1 - My organization welcomes a diverse group of people from differing backgrounds.
- IDE2 - My organization values the differences among individuals.
- IDE3 - I am able to freely use my native language at work.
- IDE4 - I am able to freely discuss my heritage and background.
- IDE5 - I feel my unique background and identity are valued in the organization.
- IDE7 - I feel a sense of belonging in my group and in the organization.

Note: Several items (i.e., IDE6, DIV6 and DIV7) were in the original survey but omitted during data analysis due to similarity with other items.

Diversity

- DIV1 - My organization communicates that diversity is critical to our future success.
- DIV2 - We have training and discussions that help our group value the diversity in our organization.
- DIV3 - The organization embraces diverse cultural rituals and holidays.
- DIV4 - The organization invests time and energy into building diverse teams.
- DIV5 - I am encouraged to work with colleagues who have backgrounds and status different from mine.
- DIV8 - We have clear policies in place that support equitable and fair treatment of each other.

Sources for Equity Survey Design

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Adams 12 Racial Equity Review

An Analysis and Summary of Adams 12 Listening Sessions

Adams 12 Team

Manny Gonzalez
Marie McKenzie
Tara Peña

APG Team

Maria Carreón Ayers
Roz Bedell
Allison Faeder

April 18, 2022

MEMORANDUM

To: Chris Gdowski, Superintendent, Adams 12 School District
Priscilla Straughn, Deputy Superintendent, Adams 12 School District

From: Maria Carreón Ayers, Roz Bedell & Allison Faeder - APG Consultants
Manny Gonzalez, Marie McKenzie & Tara Peña - Adams12 Leaders of Color Leads

Date: April 19th, 2022

Subject: A Summary and Analysis of Adams 12 Equity Review Listening Sessions

Introduction

As part of the Adams 12 School District's Equity Review Project, the Arrow Performance Group (APG) consultants were tasked with collecting qualitative data from stakeholders across the school district through listening sessions. The purpose of the listening sessions was to hear the lived experiences of staff, students, and families of color. The listening sessions process began by collaborating with select members of the Adams 12 executive team to identify subsets of stakeholders to invite to participate in the listening sessions. The Adams 12 Leaders of Color leaders—Manny Gonzales, Marie McKenzie, and Tara Peña—took the lead in conducting student listening sessions. The APG team conducted listening sessions with staff and families. Between November and February, a total of 45 listening sessions were conducted to hear directly from over 350 Adams 12 community members.

The report contains five parts:

1. An executive summary of the overall themes arising from the listening sessions
2. An explanation of the listening session process
3. Analysis of the listening session themes
4. Recommendations for next steps
5. An appendix of listening session groups organized by stakeholder group

Executive Summary

An Analysis and Summary of Adams 12 Listening Sessions

As part of the Adams 12 Equity Review project, listening sessions were conducted to understand the experiences of staff, families and students of color in Adams 12. Participants of the listening sessions

represented a variety of voices from across the school system, including administrators, building leaders, teachers, staff, students, and families. The listening sessions were conducted by consultants from the Arrow Performance Group (APG) team as well as by Senior Leaders at Adams 12. Hearing the stories and lived experiences of community members from across the district allowed for a personal understanding of the role race plays in Adams 12. The objective of the listening sessions was to hear the lived experience of staff, students, and families of color.

Primary themes from all listening sessions with students, staff and families of color include the following:

1. Diverse cultures are not seen or celebrated. There is an opportunity and desire for more genuine, meaningful, and effective engagement around issues of race with our students, staff and family members of color so that diverse cultures are acknowledged and celebrated.
2. There are perceptions of biased and inconsistent application of district-wide policies & practices, including hiring, training, career progression, and evaluation.
3. Racially charged instances, including the use of racial slurs (especially the N-word) are pervasive in school and district buildings.
4. There is a lack of confidence as to whether or not there is a genuine interest and resolve within the system to move forward with meaningful change around racial equity issues.
5. Equitable access to district programming, diverse curriculum and instructional material is lacking.
6. There are perceptions of biased disciplinary practices with a negative impact on students of color.
7. Meaningful, equitable, effective and timely language access remains a challenge at all levels of the system.
8. There are program and resource inequities between North and South geographic boundaries with 120th Avenue serving as the demarcation point.

Listening Session Process

As part of the Adams 12 Equity Review project, listening sessions were conducted to understand the lived experiences of students, staff and families across the district. The process of collecting these stories and experiences from across the Adams 12 district was an emotional one. For many, this was the first opportunity they have had to share their experiences, and though tears were shed at almost every session, there was also gratitude that the space and time were given to share and connect with others' shared experiences and stories.

This section of the report provides an explanation of the listening session process including how participants were chosen, the format, and the data collection methodology.

Participants

45 Listening sessions were conducted with 362 students, staff and family members. The Adams 12 team took the lead in identifying the stakeholder groups to invite and participant recruitment. Participants joined listening sessions through a direct invitation from the district or by “all-call” email invitations to staff and family members of color.

Nineteen listening sessions were conducted with students. The Adams 12 team took the lead in organizing, administering, and summarizing student listening sessions. Student listening sessions were conducted at all of the Adams 12 comprehensive high schools and middle schools.

Twenty listening sessions were offered to staff and facilitated by the APG team. These listening sessions were organized by the District and grouped by certified and classified staff, as well as by the staff of color, administrators, coaches, liaisons, and senior staff. Careful consideration was given to staff groupings to ensure employees and supervisors were not grouped, allowing everyone the opportunity to share their experiences openly and candidly. Of the 20 listening sessions offered, 19 had enough attendance for adequate discussion and participation except for a classified staff of color listening session which had zero attendance.

Eight listening sessions were conducted with family and community members. To recruit participants, the District distributed an all-call email to family members of students of color inviting them to participate in any of the scheduled sessions. A session was also conducted with parents that were also part of the Equity Task Force. Thanks to the leadership of Native American community members on the Equity Task Force, two additional listening sessions were conducted with the Native American community.

Format

A key component of effective listening sessions was to ensure a safe and respectful environment so that the voices of staff, students and families of color could be heard. To that end, a variety of dates and times, as well as formats (virtual and in person), were offered. The Adams 12 team members provided guidance on which sessions to host virtually or in person. Participants were fully engaged in both formats and participants found the chat feature of Zoom useful for engaging during the virtual sessions.

Staff participating in listening sessions were offered interpretation services, although no one requested the support. Family listening sessions were offered and conducted in both English and Spanish. Families of other language groups were also invited to participate by the district, with the only response coming from a Dari speaking family, whom the APG team attempted to contact on several occasions without luck.

To provide as many opportunities for participation as possible to community members from across the District, listening sessions were scheduled for 60 minutes. Staff and parent listening sessions opened with an introduction to the facilitators, an explanation of the process, a review of the session norms, and a description of the prompt. The session prompt was intentionally broad to allow participants to share whatever they thought relevant and important, and the facilitators let the conversation flow in whatever direction participants wanted to go. Staff and family session prompts are described in the table below.

Staff & Family Listening Session Prompts
What has been your experience in engaging with the Adams 12 schools and the school district?
What are the opportunities for Adams 12 schools and the school district to increase access and opportunities/engagement for all students (especially those of color)?

Native American task force members came forward and expressed a desire for additional listening sessions for the Native community of Adams 12. Under their leadership and guidance, two additional listening sessions (one in person and one via Zoom) were conducted with the Native American community. These sessions differed from the family sessions in that these were organized by trusted Native American community leaders and included cultural considerations that made the Native American community more likely to attend and engage. This included a meal provided by Native American leaders, an opening blessing, and an extended time format. Unlike the other sessions where participants had 60 minutes to share, there was no hard start or stop time. The families shared their experiences over a three to four hour period. The Native American listening sessions included a review of the same norms and prompts listed above.

Student listening sessions were 90 minutes long but typically went longer than the scheduled time. Student participants were invited by their school’s principal, and parent permission was given for students to participate. The listening sessions averaged eight to twelve students per session with some as large as 16 in a session. Each session began with a review of the equity audit and listening session purpose, introductions including celebrations about what is going well in school/life, and a review of the Glenn Singleton’s *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (2015) four Courageous Conversation norms used to encourage students to safely and fully engage in the listening session. To foster safe and active participation, Adams 12 facilitators relied on a set of session prompts to help the conversation and to indicate to students that it was okay to talk about race. In many instances, the facilitators shared examples of their own lived experiences as educators of color to model vulnerability for students. Many of the below prompts, but not all, were used in each of the student listening sessions.

Student Listening Session Prompts
Name, grade, and a little about yourself.
What do you like about your school? What's going well?
Define: What is your Nationality, Race, and Ethnicity?
Define: What does diversity, equity, and inclusion mean to you?
What does racism look and sound like to you?
What are examples of racist language, stereotypes, and behavior you have seen in school?
Do you have opportunities to talk about race in class?
Are you able to share your views in class?
Do your teachers use positive examples of races, genders, religions like yours?
Overall, how much do you feel like you belong at school?
What changes would you like to see in the classroom or in the school and why do those changes matter to you?

Data Collection

The staff and family listening sessions were facilitated by two APG team members, one person helped lead the discussion while the other took notes. See Appendix C for the notes template. The meetings were not recorded to ensure the comfort and privacy of the participants. The groups were led through the session's norms based on Glenn Singleton's *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (2015) in addition to reviewing privacy expectations that any information shared was not to be discussed outside of the session.

The groups were given the session prompts to contemplate and then share their experience. To ensure everyone had time to share, participants were each given a few minutes to speak. Near the end of the hour, the APG team would summarize the key themes or ideas shared by the group, checking that these were correctly captured and giving the group a final opportunity to reflect or add comments before concluding the session. The notes and themes were reviewed and combined by the APG team and organized into a matrix to categorize and quantify themes across all listening session groups along with the listening session findings for students.

Thematic Findings & Analysis

To analyze the themes heard in the listening sessions, the APG team cross-referenced notes from each session to the overall themes identified in the process. If a theme was discussed during the corresponding listening session, that theme was given a tally mark. The themes are listed below in order of prevalence with the themes most commonly discussed at the top.

The section below is organized in the following manner. Each theme contains the corresponding percentage discussed in relation to all listening sessions conducted (students, staff and families). A brief explanation of the finding by the stakeholder group is provided as well as sample quotes heard during listening sessions to provide context.

To achieve the objective of the listening sessions, understanding the lived experiences of students, staff, and families of color, the facilitators did not direct the conversation or confirm themes across groups. These findings were affirmed in conversation amongst participants. Additionally, some staff listening sessions were conducted with other relevant stakeholders who were not necessary staff members of color.

- 1. Diverse cultures are not seen or celebrated. There is an opportunity and desire for more genuine, meaningful, and effective engagement around issues of race with our students, staff and family members of color so that diverse cultures are acknowledged and celebrated.**

Prevalence - 96% of all listening sessions mentioned this finding.

Students - There is a lack of opportunity for students to talk about race and the current issues that are impacting them. The schools are silent and there is a perception that students are expected to operate with “business as usual” while witnessing a modern-day Civil Rights Movement.

Staff - Staff of color feel like their racial and ethnic background is always presented as a deficit. They stated that they cannot and are not bringing their whole, authentic self to work.

Families - A lot of the families of color feel that their cultures and backgrounds are celebrated only through heroes, holidays, and food. They are not acknowledged, celebrated, or represented in the curriculum or in the school environment.

Impactful Quotes

- Students - “We’ve talked about slavery since Elementary school and not much else.”
- Staff - “We need a deeper level of understanding of where our families are coming from, it’s not enough to do a Cinco de Mayo potluck.”
- Families - “Parent involvement also has many other challenges like parents' work schedules and single parents that can’t be involved in the school. I’ve seen that they don’t have the time

or they don't know that they can ask for help or that help is available. Problems get worse and everyone gets frustrated and it gets to a boiling point so people show up ready to fight and not talk."

- Families - "Parents want to be involved but they get challenged and asked 'what's the problem' when they show up to volunteer."
- Families - "Respect, relationships and responsibility need to be the foundation, that is what we live by."

2. There are perceptions of biased or inconsistent district-wide policies & practices, including hiring, training, career progression, and evaluation.

Prevalence - 80% of all listening sessions mentioned this finding.

Students - The lack of representation of staff of color has an impact on students of color. They don't see themselves represented in the staff that they engage with during their school experience.

Staff - The staff of color feel the impact of the lack of workforce diversity. Staff expressed a desire for intentional training around diversity, equity and inclusion issues, unbiased and transparent hiring practices, equitable career progression, and evaluation policies and practices.

Families - Families of color expressed concern about how their children are perceived and treated because staff don't understand racial and cultural differences. Families expressed a desire for training to help staff understand these differences and better support students. Families feel like they have to teach the teachers about their cultural background. Additionally, families expressed concern related to the lack of workforce diversity and clearly articulated a desire for staff to be more reflective of the student body.

Impactful Quote

- Students - "I've been an Adams 12 student all my life and I've never had a teacher that looks like me."
- Students - "We deserve more teachers of color. I don't always feel safe telling my white teachers I have experienced racism because they don't understand."
- Staff - "We are even more prepared but we are passed over, because dominant culture will hire people that look like them."
- Families - "Kids can't be what they can't see—we need more diversity in our schools reflective of students and we need more from the district to support them."
- Families - "Teachers mistake the intention of kids who don't make eye contact and are humble. They are not disengaged. They are showing respect."

3. Racially charged instances, including the use of racial slurs (especially the N-word) are pervasive in school and district buildings.

Prevalence - 78% of all listening sessions mentioned this finding.

Students - Racial slurs are heard regularly throughout classrooms, hallways and schools. If teachers address the issue it is only by reminding peers about their language with little further action. When students of color address it, they are viewed as angry and taking things too seriously. So to not cause a scene, students of color try to laugh it off and try to fit in.

Staff - Microaggressions happen regularly from both colleagues and supervisors. Staff reported hearing racial slurs in staff meetings. There is a fear of retaliation among the staff of color if they were to call attention to these issues based on past experience.

Families - Parents report their children of color experience microaggressions and are the targets of racial slurs and bullying. Families are burdened with reporting these wrongdoings to school leadership with mixed results. Families do not see consistent disciplinary actions or follow-through from leadership.

Impactful Quotes

- Students - "When I hear the N-word used in schools, I feel less than human."
- Students - "Kids are called 'beaner,' 'terrorist,' 'wet-back,' 'monkey,' 'N-word,' 'border jumper,' 'china virus,' and 'kung-flu.'"
- Students - "Kids used to do war chants at me and ask if I danced around the fire. I get called 'little Indian'."
- Students - "A teacher told my brother that Natives are extinct."
- Staff - A staff member reported being called a "wet-back" in a staff meeting.
- Staff - "You know what, I am just going to let the educated people handle it."
- Families - "Hispanic boys are seen as troublemakers. They followed us around through the building and mentioned that 'we don't allow gang members.'"

4. There is a lack of confidence as to whether or not there is a genuine interest and resolve within the system to move forward with meaningful change around racial equity issues.

Prevalence - 73% of all listening sessions mentioned this finding.

Students - Students wanted to know why we were holding these conversations about race now and not sooner. Students of color live with racial issues daily because racism has gone unchecked for so long that it's "out of control." Students believe there is no possible way to change it. In addition, some students (and staff) expressed concern about School Resource Officers (SROs) hanging Blue Lives Matter banners and are questioning their ability to protect them (the students) while having a symbol that reminds them of past and present racial trauma.

Staff - There is a sense of blaming the "victim" and placing the responsibility of change on staff of color. Some staff of color suspect that they are invited to the table as a form of checking the box or tokenism. Many staff feel that the silence or "neutral response" from leadership to racially charged instances is evidence of support for dominant cultural views. Additionally, there is fear of retribution for bringing these issues forward based on past experience.

Families - Many families of color do not believe the District can or will address racism. There is concern that District leadership is not taking a firm enough stance on the issue because of the political environment.

Impactful Quotes

- Student - "If you are not seeing color, you are not seeing us."
- Student - "Black people have been doing movements and marches forever. The only thing that's changed is slavery. Racism will never go away."
- Staff - "We are afraid of retaliation and don't want to speak up because of retaliation in the form of 'plausible justification.'"

5. Equitable access to district programming and diverse curriculum and instructional material is lacking.

Prevalence - 73% of all listening sessions mentioned this finding.

Students - Students believe that their curriculum is not representative of issues that celebrate their cultures and positive contributions. They learn about their culture from their families, not from school. Students do not feel seen or valued.

Staff - Staff of color as well as dominant culture staff are concerned with the lack of access to district programming and supports across the educational needs spectrum from 504s to GT. Staff see that students of color don't get the opportunities to access advanced programming like AP and GT courses while other students, especially ELL students, do not get the support they need, such as in language instruction. Staff of color note the lack of representation and diverse curriculum.

Families - Families expressed concern about the system integrating appropriate and representative instructional materials to support their children of color, particularly around the need for accurate historical representation of diverse groups such as Native American history and acknowledgement of the historical racial trauma faced by many diverse communities. Parents feel support for their students of color is lacking, and there is a sense that students of color are not getting the resources they need, especially those with dual language diagnoses (i.e., English Language Learners (ELL) and special education). Parents of color feel they are left to figure things out on their own. Parents struggle with this because of the district centric and highly technological approach making it especially difficult for families that speak languages other than English and may have limited access to technology.

Impactful Quotes

- Students - "The counselors and social workers call me 'stupid' without saying it. They have low expectations for me."
- Staff - "No kids ever drop out, we push them out."
- Family - "Education is for the individual, not the group."
- Family - "Recognize historical trauma and the truth, what was stolen since 1492, there is a void of history before 1492."

6. There are perceptions of biased disciplinary practices.

Prevalence - 64% of all listening sessions mentioned this finding.

Students - Students called attention to biased discipline practices which seem to have harsher consequences for students of color. Some students of color feel profiled.

Staff - Some staff expressed concern that students of color are punished more frequently and harshly for 'minor infractions' as well as usage of racial slurs as compared to their dominant culture counterparts.

Families - Some families of color expressed dissatisfaction with disciplinary approaches that were not working to address the root issues or seek to find ways to support their children more constructively, such as restorative practices, instead of leaning towards punitive measures which seem more severe towards their children of color than dominant culture students.

Impactful Quotes

- Students - “ We still hear the N-word at all of our schools. There is nothing being done – no staff/admin interference. Black students got caught saying the N-word got really intense punishment. Other students of different races don’t get in trouble at all.”
- Families - “We need to move beyond “zero tolerance” which can have a negative impact on students of color and move toward something like ‘zero silence’.”
- Families - “Administration bias toward white students writing off offensive racial offenses as ‘they didn’t mean it’ while the offending white students don’t receive any disciplinary action.”

7. Meaningful, equitable, effective and timely language access remains a challenge at all levels of the system.

Prevalence - 53% of all listening sessions mentioned this finding.

Students - Many bilingual students expressed feelings of disappointment because, in their experience, being bilingual and bicultural isn’t celebrated as an asset in school but rather something they have to overcome. The only time during the school day many of them have an opportunity to speak their native language is in World Language Spanish class (where their language skills far exceed the standards being taught). Many of the bilingual students in Adams 12 are from Mexico (or are 1st generation) and Spanish is either their first or second language but is universally spoken in the home. The Spanish they are being taught in class is usually taught by Spanish speakers native to Spain where the vernacular is very different. Instead of teachers trying to learn from the students or with the students, students have experienced feelings of shame and embarrassment for not being able to “speak correctly” the Spanish from Spain. Students also have felt shame for not being able to speak another language. Because of their race or ethnicity, for example, students of color have been ridiculed or made fun of for not being able to speak Spanish/Chinese/Tamil, etc.

Staff - The lack of interpretation or in-language learning support for kids that speak languages other than English along with slow and poor translation services were identified as significant issues by many staff. Staff reported instances of teachers getting mad at students for not speaking English. Bilingual staff expressed feelings of being over-utilized and under-compensated, especially liaisons who are expected to be the sole point of contact for families and the catch-all for fulfilling the language needs of staff.

Families - Families expressed concern about the system integrating appropriate and timely structures to support children and families who speak languages other than English. Families for whom English is not a primary language feel discriminated against so they are hesitant to engage the schools.

Impactful Quotes

- Students - “You need to learn how to say things correctly”, said to a native Spanish speaker in a World Language class by the teacher
- Staff - “When ELL students have modifications in place, teachers are not providing any of those modifications even when I’ve told them about it. So what happens, the student fails because the teacher is refusing to provide the modification in the students IEP or 504.”
- Staff - “Lots of kids don’t speak English and there is no interpreter support and on top of that the teacher gets mad at them.”
- Families - “I tried to enroll my child 3 times and because I spoke Spanish I was turned away by the lady at the front desk who always had some excuse not to help me. I got frustrated and called a contact I had at the district and I asked for help. It was resolved within 15 min and all they wanted was a signature, not all the paperwork I had prepared and was turned away with. Since then I avoid this white lady at the front desk and try to focus my relationship with my child’s teachers.”

8. There are inequities between North and South geographic boundaries.

Prevalence - 49% of all listening sessions mentioned this finding.

Students - Perception of some students from the Southern part of the District feeling unwelcomed by peers at District level events for Honors/GT activities.

Staff - Staff pointed out the lack of extracurriculars for students, challenges with PTA and involvement of white and non-white parents, minimum school resources, and lack of access to GT in the Southern school district.

Families - Family members called attention to the resource, infrastructure, fundraising inequities, and extracurricular activities, such as the need for middle school sports, between the Northern and Southern parts of the District.

Impactful Quotes

- Students - “When we are in sporting events, other kids say we are from the ‘ghetto’ school.”
- Staff - “Equity in resources like north and south, my school is in the middle and that is a hard place for families, we lack the resources but are considered a northern school, and we don’t get as much as title schools.”
- Families - “I was at an event with a Northern school, when I heard one parent say, “Oh, I’ll just write a \$1000 check.”

Recommendations for Next Steps

There is a lot of pain experienced by staff, students, and families across the district who encounter racial barriers and hardships, but there is also a desire and hope for positive change. Many who participated in these listening sessions were grateful for the opportunity to share their experiences and hope that the district will continue to engage them in meaningful ways to understand and learn about their experiences to create more inclusive environments where students, staff and families feel safe and supported.

The recommendations outlined below are based on feedback from participants from across the district. These recommendations highlight the many possibilities for Adams 12 schools and the school district to increase access, opportunities, and engagement for all students, especially those of color. The APG and Adams 12 listening session team believe that these recommendations can more equitably move toward elevating every student in every classroom, every day.

1. Share and acknowledge what we heard in listening sessions and make a clear statement of intention to address/take a stand against racism moving forward.
2. Continue with listening sessions on an ongoing basis (quarterly at a minimum). These sessions should be culturally and linguistically focused ensuring the mechanisms for outreach and engagement are community-centric.
3. Invite stakeholders from the dominant culture, particularly leadership, staff and teachers into the listening sessions so that they may learn about diverse cultures and customs and continue to build relationships with people from different backgrounds.
4. Train staff on how to appropriately engage courageous conversations around race creating the time and space for these to happen on an ongoing basis.
5. Establish and communicate a clear policy and disciplinary practice on addressing racial slurs, As recommended directly by students, staff and families of color - Incorporate Diversity, Equity and Inclusion training expectations/requirements for all staff as part of annual performance review.
6. Develop a framework for racial equity in education and create metrics to measure progress. Make this a part of the annual planning process.

Appendix A: Listening Session Group

Listening Session	Stakeholder Group	Group Name	# of participants
1	Staff	Building Admin Staff of Color	10
2	Staff	Central Staff of Color	11
3	Staff	Central Staff	9
4	Staff	Certified Staff of Color	9
5	Staff	ELD Teacher/Coach	10
6	Staff	Leaders of Diverse Communities	8
7	Staff	Newcomer Assistants/Family Liaisons	5
8	Staff	Senior Staff of Color	5
9	Staff	Nov. Task Force - Directors -Darlene	5
10	Staff	Nov. Task Force - Script/Cabinet/Associations	9
11	Staff	Nov. Task Force - Directors Stuart	6
12	Staff	Nov. Task Force - Building Leaders/EDs	8
13	Staff	Nov. Task Force - Teachers & Support Staff	7
14	Staff	Jan. All-Call - Staff of Color MCA	4
15	Staff	Jan. All-Call - Staff of Color 6	6
16	Staff	Jan. All-Call - Staff of Color ST	3
17	Staff	Jan. All-Call - Staff of Color DL	7
18	Staff	Jan. All-Call - Staff of Color JA	3
19	Staff	Feb. Leaders of Color	24
20	Families	#1 - English	11
21	Families	#2 - Spanish	3
22	Families	#3 - English	5
23	Families	#4 - English	6
24	Families	#5 - English	1
25	Families	Native American #1	14
26	Families	Native American #2	8
27	Families	Nov. Task Force - Parents	6
28	Students	Nov. Task Force	3

29	Students	Shadow Ridge Middle School	6
30	Students	Northglenn High School	11
31	Students	Superintendent Leadership Group	15
32	Students	Vantage Point High School	7"
33	Students	Mountain Range High School	9
34	Students	Thornton Middle School	7
35	Students	Thunder Vista P8	4
36	Students	Century Middle School	8
37	Students	Rocky Top Middle School	9
38	Students	Hulstrom K8	7
39	Students	Pathways High School	5
40	Students	Northglenn Middle School	20
41	Students	Silver Hills Middle School	11
42	Students	Westlake Middle School	7
43	Students	Horizon High School	11
44	Students	Stem lab	9
45	Students	Stem Launch K8	10
		Total Participants	362

Appendix B: Listening Session Norms

Adams 12 Equity Review Listening Session Norms

We will use these norms to ensure a safe and engaging environment for all during the Adams 12 equity review listening sessions.

1. **Stay engaged/mantenerse inmerso/presente:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”. (p.59)
2. **Experience discomfort/ experiencia incomoda:** This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness - divisiveness already exists in society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.
3. **Speak your truth/ compartir tu verdad:** This means being open about thoughts and feelings and not just saying what you think others want to hear.
4. **Expect and accept nonclosure/ esperar y aceptar no-realización:** This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).
5. **Respect personal privacy/ respetar la privacidad de los participantes:** We are asking each of you to share your stories. Please respect each other by not sharing what you have heard today outside of this room. *Added by APG - *not part of the Courageous Conversation Norms.*

Adapted from Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2006. pp.58-65. Thousand Oaks, CA: Corwin.

Appendix C: Staff & Family Listening Session Notes Template

Date:

Lead:

Notetaker:

Stakeholder Group:

Participants:

Prompt:

Themes Identified:

- 1.
- 2.
- 3.
- 4.
- 5.

Notes:

Adams 12 Five Star Schools - Equity Review

Adams 12

Summary and Analysis of School Visits

From a Racial Equity Lens

Dr. Ron Cabrera, Dr. Darlene LeDoux & the APG Team

February 2022



Adams 12 School Visits from a Racial Equity Lens

Our Special Thanks

School Teams who participated during the visits

Central Office Leaders who attended and supported schools throughout the district

Adams 12 Leadership for this opportunity for schools to see themselves through an Racial Equity Lens



Adams 12 School Visits from a Racial Equity Lens

School Visits - One component of the overall Adams 12 Equity Review Project

Essential Question

To what extent does the school portray a welcoming, inclusive, and belonging environment (climate and culture) to its staff, students, and parents, particularly to students who are culturally, racially, ethnically, and/or linguistically different?

Adams 12 School Visits from a Racial Equity Lens

Process

- Quasi-stratified sample: Sixteen schools selected by Adams 12 to represent schools throughout the district
 - Geographically spread across the district
- At each school, the school visit team included school leadership, teachers and/or staff, central office leaders and APG Consultants/Educators; the team conducted the environmental scan
- The Scan: Observed and documented objective, “low-inference,” data about the schools’ classroom settings, the hallways, and in the schools’ physical environments

Adams 12 School Visits from a Racial Equity Lens

- The quantitative and qualitative data from the school visits collected
- Data aggregated and used to create recommendations about the relative school culture and climate for racial equity, welcomingness, belonging, and inclusiveness.

Adams 12 School Visits from a Racial Equity Lens

School Visit Themes

Schools were observed into two key categories:

- 1) In the Classroom** – Four indicators: 1) Connecting with students; 2) Classroom environment; 3) Instructional materials and curriculum reflect students' culture, language, and backgrounds; 4) Student displays are affirming—classroom, hallways
- 2) Outside the Classroom** – One indicator relating to many aspects of the school's physical environment

Adams 12 School Visits from a Racial Equity Lens

Four Inside Classroom Indicators

Indicator 1 - Connecting with students

Indicator 2 - Classroom environment

Indicator 3 - Instructional Materials and Curriculum reflect students' culture, language, and backgrounds - multiple dimensions of diversity - to support student learning

Indicator 4 - Student work is displayed in an affirming manner – classroom or hallway

Adams 12 School Visits from a Racial Equity Lens

Twelve Outside the Classroom Elements

For these data, hallways, common areas, gyms, lunchrooms, libraries were observed to see to what extent the physical environment demonstrates and encourages a sense of welcoming, inclusiveness, and belonging.

Indicator 1

Furniture arrangement provides spaces for students to work both independently and collaboratively.

Indicator 2

Space is designed to be accessible to people of all ages and abilities (Universal Design).

Indicator 3

High Quality pictures and artifacts of diverse students, their families and their community are prominently displayed.

Adams 12 School Visits from a Racial Equity Lens

Indicator 4

Bilingual/Multilingual signage.

Indicator 5

Family members are present and engaged in school life.

Indicator 6

Approach, entrance, and exit to school building are clean and tidy; signs welcome students, parents, and the community.

Adams 12 School Visits from a Racial Equity Lens

Indicator 7

Visitors know where to enter the school - signage is available in multiple languages advising visitors how to identify and enter the main entrance.

Indicator 8

School Office - the reception and waiting area is inviting, students and parents are welcomed and assisted by a staff member in the office, signage in multiple languages.

Indicator 9

The school physical environment sends *positive messages* to all students and parents; artifacts are inclusionary and representative of numerous/multiple diverse groups of students/families, e.g., murals, posters, students and/or family photos, etc...

Adams 12 School Visits from a Racial Equity Lens

Indicator 10

The school physical environment is supportive of diversity. Evidence of the students' cultural artifacts are included in the school environment to demonstrate inclusiveness and respect for all ethnic groups and cultures, e.g., family heirlooms, artifacts specific to a variety of cultural and ethnic groups represented by the students in the school.

Indicator 11

Evidence of positive, respectful staff to staff interaction in the school.

Indicator 12

Evidence of positive staff to parent interaction.

Adams 12 School Visits from a Racial Equity Lens

Quantitative Scoring – standardizing the observation

Each element of each indicator was scored as either:

1= The element is evident (observable—visually and/or auditorily).

2 = The element was not evident (was not observable and/or did not occur).

On the survey tool, the observers submitted their scoring at the end of each classroom visit and also when they completed their “outside the classroom” review of the physical environment of the building, hallways, library, etc..

At the completion of the school visits, all of the scores across all district schools for each element were aggregated and then averaged.

Scores that average 1.4 or less indicate the indicator is likely to be evident; scores with averages greater than 1.5 suggest that the indicator is not evident.

Adams 12 School Visits from a Racial Equity Lens

Use of the Racial Equity Environmental Scan Tool. The Racial Equity Environmental Scan Tool for “Inside the Classroom” and “Outside the Classroom” (two different applications) was used at all 16 schools and helped to standardize what observers were looking for and also to provide a defined scoring structure to each indicator.

“Inside the Classroom” tool - 1,269 responses collected by school teams, district leaders, and APG facilitators.

“Outside the Classroom” tool - 110 responses collected by school teams, district leaders, and APG facilitators.

The difference in number of responses between the two applications is based on the fact that there was an “Inside the Classroom” submission by each observer after each classroom visit (approximately 700 classrooms were visited), whereas there was only one “Outside the Classroom” submission per observer per school visit (16 schools).

Adams 12 School Visits from a Racial Equity Lens

Inside the Classroom Quantifiable Findings

These data are based on observers inputting data on the electronic environmental scan tool with Inside the Classroom Indicators and associated elements after each classroom visit.

Quantifiable findings: **Note: there were almost 1300 data points (1269 data points) that contributed to the “Inside the Classroom” indicators.**

- The overall average across the four “Inside the Classroom” indicators = 1.49.

Explanation of averages

- #1 - Connecting with students. Average **1.49**
- #2 - Classroom environment. Average **1.33**
- #3 - Classroom Instructional materials and curriculum reflect student’ culture, language and background - multiple dimensions of diversity - to support student learning. Average **1.71**
- #4 - Student work displayed in an affirming manner - classroom or hallway. Average **1.72**

Adams 12 School Visits from a Racial Equity Lens

- Indicator #2, “Classroom Environment,” indicates that there is **consistent evidence** that classrooms have clear procedures and routines in place, therefore supporting and guiding students to be regularly self-regulating and engaging in instructional activities. Within this indicator, one finds frequent staff to student interaction to be positive, productive, and respectful.
- In contrast, Indicator #1, “Connecting with Students” is **inconsistently demonstrated**.
 - Instruction inclusive and respectful, but
 - Lack of a balance of voices from all students
 - Inconsistent practice of calling students by their names

Adams 12 School Visits from a Racial Equity Lens

- Indicator #3 regarding instructional materials and curriculum resources averaged 1.71
 - The district has a great opportunity to identify and to use diverse instructional materials and curriculum resources that connect to culturally, racially, ethnically, and/or linguistically diverse students.
- Indicator 4, “Student work displayed in an affirming manner - classroom or hallway,” does indicate that there is evidence of celebration of students and/or student’s work in classroom and/or hallway, albeit inconsistent (average 1.55).
 - **Note:** Scarce evidence of either student work displays that includes work from all students and honors students’ racial/ethnic identities and diverse families (average 1.77) or displays that show exemplary work samples and demonstrate progress and growth (average 1.84).

Adams 12 School Visits from a Racial Equity Lens

Outside the Classroom Quantifiable Findings

Note: there were 110 data points that contributed to the “Outside the Classroom” indicators.

- Quantifiable findings: Average of all 12 elements for “Outside the Classroom” = 1.4

Influencers to the overall average:

- #2 - Space is designed to be accessible to people of all ages and abilities (Universal Design): Average 1.17
- #6 - Approach, entrance, and exit to the school buildings are clean and tidy, signs welcome students, parents, and community: Average 1.23
- #8 - School Office - “the reception and waiting area is inviting, students and parents are welcomed and assisted by staff members in the office . . .”: Average 1.23
 - Note: most of the “evidence” was based on the welcoming receptionists/personnel, who were friendly and accommodating. The actual waiting areas tended to sparse with limited multilingual signage.
- #11 - Evidence of positive, respectful staff-to-staff interaction in the school and reflects a positive, professional environment: Average 1.07

Adams 12 School Visits from a Racial Equity Lens

- Consider the remaining key elements for “Outside the Classroom:
 - Indicator #3 - Need for high-quality pictures and artifacts of diverse students, their families, and their community so that they are prominently displayed. Average 1.61
 - Indicator #4 - Need for bilingual/multilingual signage. Average 1.54
 - Indicator #5 - Limited evidence of family members being present and engaged in school life. Average 1.55
 - Indicator #7 - Inconsistent signage to support visitors know where to enter the school - signage in multiple languages advising visitors how to identify and enter the main entrance (or other entrances that students might enter). Average 1.58
 - Indicator #10 - Need for the school's physical environment to be supportive of diversity. Average 1.67

Adams 12 School Visits from a Racial Equity Lens

School Visit Process

Two of APG's equity consultants—Dr. Ron Cabrera and Dr. Darlene LeDoux—led combined district and school teams through the school visit process and conducted actual visits at the school site.

The sample size included eight elementary schools, three middle schools, two K8 schools, and three high schools.

The duration of the school visits lasted 3.5 to 4.5 hours, depending on the size of school, number of classrooms observed, and included a pre-observation meeting and a post observation debrief meeting.

Adams 12 School Visits from a Racial Equity Lens

Post observation debrief - Qualitative Themes

After the visitation, the APG consultants facilitated a dialogue with the combined members of the observation teams to identify themes—what was evident and what are current opportunities for further follow-up—based on the indicators on the observation tools:

- Identified themes were noted and recorded and later distributed to district leaders and respective school leaders.
- Solicited feedback from district participants to improve the school visit process for the next school visit (continuous improvement).
- Quantified data were averaged by indicator and then distributed to district leaders and respective school leaders.

Recommendations

Recommendations

Inside the Classroom some of the following actions will advance the district's goals:

- **Targeted professional development to:**
 - Increase student-to-student interaction to actively engage more students in the process of learning.
 - Understand and use instructional materials that are more culturally, racially, and ethnically diverse and support the implementation of such use.
 - Understand the importance and strategic use of posting students' quality and exemplary work, especially those students' products that demonstrate rigor and then growth over time

Recommendations

- District action to adopt, train teachers and school leaders and fully implement teacher curricula resources that are culturally, racially, and ethnically diverse across many content areas.
- Call students by name regularly and frequently.
- The district should implement and expand GT/Honors programming throughout all levels.

Recommendations

- **Outside the Classroom** actions provide the potential to convey messages to students, parents, and community. The following actions can readily recast school physical environments to be more welcoming, inclusive, and a place where students feel like they belong:
 - Increase the use of clear, visible, multilingual signage at school entrances and throughout the building.
 - Clearly marked entrances and exits. Signs that explicitly denote “Main Entrance” or “School Entrance” are very helpful and necessary to parents and community members, especially if they do not frequent the building often.

Recommendations

- Utilize the physical school environment space to acknowledge, welcome, and celebrate culturally, racially, ethnically, and linguistically diverse students, parents, and the school community.
- Increase the number of office receptionists who are bilingual, especially in Spanish since that is the district's largest non-English speaking population.
- There is an opportunity for school libraries to build their collections—hard copy, digitally and at all levels of schools - to reflect students' culture, language, and racial backgrounds.

Summary

One of several components of the Adams 12 Racial Equity Review Project that the Arrow Performance Group (APG) has been tasked to complete was an environmental scan for racial equity of schools.

This report identified several positive areas in schools that promote a sense of welcome, inclusion, and belonging in schools; however, there are numerous areas that can serve as opportunities to greatly enhance the climate and culture in schools to create a greater sense of being welcomed and included, and belonging.

Some of the findings and themes from the environmental scan school visits will likely reaffirm and reinforce findings in other areas of data collection in the Racial Equity Review Project.

Adams 12 can use these findings to advance its strategic work in reshaping the district's climate and culture.

Contact Us

WE'D LOVE TO HEAR FROM YOU.

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This document includes names and titles/areas of responsibility for three groups:

- Adams 12 Project Management Team
- Adams 12 Equity Project Task Force
- Arrow Performance Group Project Team

The Adams 12 Project Management Team included:

- Beau Foubert Chief Academic Officer
- Chris Gdowski Superintendent
- Joe Ferdani Chief Communications Officer
- Marie McKenzie Executive Director of Curriculum & Instruction
- Melanie Dills Senior Executive Assistant
- Myla Shepherd Chief Human Resources Officer
- Priscilla Straughn Deputy Superintendent
- Raquel Williams Culture and Engagement Manager
- Tara Peña Executive Director of Schools

The Adams 12 Equity Project Task Force included over 50 cross-functional representatives:

Name	Stakeholder Group	Role
Amira Assad-Lucas	Board	Board of Education Director
Kathy Plomer	Board	Board of Education President
Lori Goldstein	Board	Board of Education Director
Chelsea Behanna	Building leadership	Principal, Rocky Top Middle School
Colleen Urlik	Building leadership	Principal, Hulstrom K-8
Tiffany Hansen	Building leadership	Principal, Mountain Range High School
Tim Griffin	Building leadership	Principal, Glacier Peak Elementary School
Andrea Overton	Certified staff	STEM Coordinator, STEM Lab K-8
Andres Martinez	Certified staff	Teacher, Thornton High School
Heather Wimmer	Certified staff	Teacher, Thornton Middle School
Stuart Sanks	Certified staff	Teacher, The Studio School
Tonya Dexter	Certified staff	Teacher, Thornton Middle School
Cathy Goodell	Classified staff	Campus Security Officer, Legacy High School
Lorraine Nichols	Classified staff	Office Manager, Northglenn Middle School
Melanie Dills	Classified staff	Senior Executive Assistant
Amanda Clayton	District leadership	Director of English Language Learners
Beau Foubert	District leadership	Chief Academic Officer
Chris Gdowski	District leadership	Superintendent
Dave Lockley	District leadership	DTEA President
Greg Mortimer	District leadership	Executive Director of Administrative Data Services
Heather Greicius	District leadership	Executive Director of Special Populations
James Scott	District leadership	Executive Director of Schools
Joe Ferdani	District leadership	Chief Communications Officer
Katrina Fernandez	District leadership	Director of Multi-Tiered Systems of Support
Lee Peters	District leadership	Executive Director of Schools
Lori Bailey	District leadership	Director of Student Engagement Initiatives
Lynn Saltzgaver	District leadership	Director of Gifted Services and Advanced Academics
Manny Gonzalez	District leadership	Intervention Services Case Manager
Marianne Sammons	District leadership	Director of Charter Partnerships
Marie McKenzie	District leadership	Executive Director of Curriculum & Instruction
Myla Shepherd	District leadership	Chief Human Resources Officer
Paul Williams	District leadership	CSEA President
Phil Gover	District leadership	SEI - Title VI Native American Youth Advocate
Phil Spare	District leadership	General Counsel
Priscilla Straughn	District leadership	Deputy Superintendent
Raquel Williams	District leadership	Culture and Engagement Manager
Rochelle Garcia Gomez	District leadership	Title Coordinator
Sarah Hunter	District leadership	Crisis Recovery and Suicide Prevention Coordinator
Tara Peña	District leadership	Executive Director of Schools
Tobey Bassoff	District leadership	Executive Director of Schools
Ana Karina Guzman Reyes	Parent	Parent

Name	Stakeholder Group	Role
Joy Castillo	Parent	Parent
Joy Rollins	Parent	Parent
Melissa Clyde	Parent	Parent
Mike Marquez	Parent	Parent
Mollie Kehmeier	Parent	Parent
Tara Raju	Parent	Parent
11th Grade Student	Student	Horizon High School
11th Grade Student	Student	Mountain Range High School
11th Grade Student	Student	Thornton High School
8th Grade Student	Student	Northglenn Middle School

The Arrow Performance Group Project Team included:

- Allison Faeder Co-project manager
- Darlene LeDoux, PhD PK12 education subject matter expert (SME)
- David Remson Facilitator
- Julie Auger Facilitator
- Kelly Escorcía Project support
- Maria Carreón Ayers Facilitator and interpreter
- Randi Tolme Project support
- Randy Law, PhD Data specialist
- Ron Cabrera, PhD PK12 education subject matter expert (SME)
- Roz Bedell Facilitator
- Stuart Thomas Co-project manager

#1 - There is an opportunity and desire for more genuine, meaningful, and effective engagement with staff, students and community members of color so that they feel safe and supported to show up and participate as their genuine selves.

COMMUNITY MEMBERS OF COLOR

A. Listening Sessions:

1. Interactions are District centric and not Family centric (i.e. when a family has a question - we tell them to look through our website... and the family doesn't speak English or have access to a computer). Representation of student and family voice in decision making, it should not be on them to come up with the solutions.
2. It feels like the District has a deficit view of different cultural groups.
3. There is a sense that people of color cannot or aren't bringing their authentic selves. It's a shared responsibility to create a truly inclusive system or overcome the hurdles the system creates.
4. My culture is always presented as a deficit. Anything outside of the dominant culture is usually portrayed as a deficit.
5. Lack of celebration of students of color
6. Diverse student achievement in area of success is not acknowledged or celebrated just "ethnic invisibility"

B. Classified staff survey

1. Native American/PI/AN/NH are not as excited about coming to work each day
2. Power - my supervisor does not build a safe and inclusive workplace (13)
3. Access - I am not invited or included (11)
4. Aspiration - Black and prefer not to say - my voice is not included in District level decisions.
5. Achievement - some classified staff do not feel recognized for work well done

6. Segregated workgroups - black and native Americans are not encouraged to work with colleagues from different background and status different than theirs

C. Site Visits

1. Outside the classroom - use of physical and environment space to acknowledge, welcome, celebrate culturally, racially, ethnically diverse students, parents, and communication in the languages of the students and families within that school community
2. Outside the classroom - increase the use of clear, visible, multilingual signage throughout the building
3. Strategic use of posting quality and exemplary work. Also, student work to celebrate students' cultural diversity.

D. Policy Review

1. Parent/Community - engagement in educational needs clarification - need to set district expectations
2. Lack of opportunity and access, especially for parents and community on the basis of communication

E. Existing Data

1. Native American and other parents have lower panorama ratings on many dimensions
2. Multi-other race teachers rate diversity scale lower than white teachers

F. Quotes:

1. "When we moved, I went to enroll my student and I was prepared with all the documents I would need. The white women at the front desk did not want to speak to me, I don't speak English very well but I am able to communicate. She was rude and turned me away 3 times every time giving some excuse as to why I could not enroll my child. I got frustrated and contacted someone I knew at the district and we were enrolled that very day, they didn't even ask me for any of the documents I had prepared. I know that women at

the front desk didn't want me there and I was happy to never have to speak with her again.”

STAFF & FAMILIES OF COLOR

A. Listening Sessions

1. It feels like we are invited to the table to demonstrate diversity but our contributions are not truly valued.
2. People of color want transparency and to be included in decision making and leadership positions.
3. Staff feel like they can't show up at their genuine staff
4. It feels lonely to be the only people of color: I feel alone, and it's a leap of faith when I am the only non white leader in the room. It is a scary place to be. Where are all the black and brown people where can I go sit, and I asked if I'm ready for this.
5. Microaggressions are constant and staff don't feel like they can respond to these for fear of retaliation, so much so that one person shared this as the primary reason for wanting to leave their position

B. Classified Staff Survey

1. My unique background and identity is not valued (#17)
2. Native American etc. do not feel free to use native languages at work
3. NA/AN/PI/NH score statistically lower on identity scale

C. JHU

1. Parents of Black students rate identity and diversity scales lower than parents of white students
2. Parents of Native American students lower on identity scale
3. Hispanic teachers rate identity and diversity scales lower than white teachers

D. Policy Review

1. Staff dress and conduct does not consider culture, race, ethnicity and/or non-English background

E. Quote

1. “We are even more prepared but we are passed over, because dominant culture will provide opportunities to people that look like them”
2. “A Lot of people don’t realize how much we all have to bite our tongue, and the white privilege, of not reacting and how I will be treated differently by the majority and what that will do to our opportunities”.

Draft

#2 - There are questions regarding the District's genuine interest, willingness, resolve and commitment to address racial equity issues and improve the system.

A. Listening Sessions:

1. There is a sense of blaming the victim.
2. Inconsistencies across schools & the District in awareness and meaningful action to address racial equity.
3. The feeling that the system is counting on the 'victim' to be the impetus of change. For some, it feels that the onus of change is being placed on the people of color, who actually are only responding to the district environment.
4. Perceptions that the children of color carry the burden of working through issues of discrimination and name calling themselves instead of the adults in the school doing this as a matter of support, guidance, and safety for the student being discriminated against^{x2}
5. Educators need to feel they are supported from the highest place
6. There is a belief that responsibility of change should be placed on the dominant culture and, as a result, the District leadership.
7. A concern of the narrow focus of this effort - is leadership really committed to sustainable change? This can't be a one and done type project.
8. Concerns with the timing and intentionality of the equity work - we are late to the game and I am concerned that there will be no follow-through. Doubtful this work will lead to meaningful change.
9. Feelings of pain and insult among staff of color and doubt that yet another equity effort will do anything besides provide lip service.

B. Classified Staff Survey:

1. Diversity scale - "We do not invest time and energy to build diverse teams" (14)
2. Diversity scale - Black and Native Americans responded that the District does not embrace cultural and holiday diversity.
3. Diversity scale - Black and Native Americans responded that they do not believe the District is building diverse teams
4. Diversity scale - Do not believe the district is leading nor training nor discussions about the importance of diversity.
5. Overall results - Black and NA/AN/PI/NH score statistically lower on how they see the District's effort to improve diversity.

C. JHU Survey

1. Hispanic teachers rate identity and diversity scales lower than white teachers
2. Black, hispanic, and multi-other race students rate 4 to 5 (of 6) equity scales lower than white students

D. Site Visits

1. Outside classroom - Increase diversity outside the classroom - need for/to increase hard copy, digitally within the school libraries.
2. Understand and use instructional materials that are more culturally, racially and ethnically diverse. (posters, articles, photos, classroom library, books, specific assignments, and classroom projects).

E. Policy Review

1. Equitable inclusion - instruction/curriculum policies do not address selection, adoption of materials, resources that are diverse - culturally, racially, ethnically

F. Equity Values Statement:

1. School leaders suggest the District move beyond the 'Supt's heart' and get to real action

2. School leaders ask “is the work inclusive enough? FRL, LGBTQ+, etc.

G. Quote

1. “Can’t believe I have to sit through another equity session.”
2. “I don’t see color.”

Draft

#3 - Perceptions of biased or inconsistent district-wide policies & practices, including hiring, training, career progression, discipline and evaluation.

A. Listening Sessions:

1. Bi-lingual staff are over utilized and under compensated, especially family liaisons
2. Hiring lacks accountability
3. Reliance on bilingual staff for all communication with family - as a result teachers do not make an effort to build relationships with families
4. We need teachers to be evaluated with equity in the forefront.
5. Low-pay for family liaisons and newcomer assistance, bilingualism is not a valued or compensated skill.
6. Perceived bias in disciplinary practices towards students of color
7. Limited mentoring opportunities for staff of color
8. Training: Belief that there is a lack of awareness of the dominant culture. How do we give some kind of mini-immersion of the dominant culture to understand the lived experiences of the parents & students of minority cultures. it is not appropriate to ask internal people of color to lead the training. We need to be intentional about training if we want it to be effective in changing behavior.. We need to get to the 'why' — and it cannot be about compliance.
9. Curriculum is not reflective of diverse cultures and backgrounds. Diverse cultural references in curriculum are often presented from a deficit or victim perspective, with no celebration or recognition of contributions or achievements of diverse groups.
10. Perceptions that we (leadership and staff) avoid looking at the data and when we do look at data by race, no action is taken. When leadership does look at the data, they respond with a “wait and see” attitude, rather than proactive action.
11. Black and hispanic students have higher SRO interactions of all types

12. Asian, Hispanic, Multi-race, Native American and Pacific Islander staff training participation is lower
13. Black, Hispanic and Native American staff higher turnover rates
14. Hispanic staff most likely classified while white staff most likely certified

B. Site Visits

1. Targeted professional development
2. District adopt, train teachers and school leaders and fully implement teacher curriculum resources that are culturally, racially, and ethnically diverse
3. Targeted professional development, especially in the area of increased student engagement and student acknowledgement and recognition.

C. Classified Staff Survey

1. Achievement scale - some classified staff do not feel they are compensated for their 2nd language. Groups Hispanic, Black, 2 or more, N/A/ AN/PI/NH
2. Aspiration scale - some classified staff do not feel their supervisors take an interest in them. (#24)
3. Aspiration scale - some classified staff do not feel they have opportunities to advance their careers (#20)
4. Achievement scale - some classified staff do not feel they are evaluated fairly in evaluations (#22)
5. Access - I do not have access to resources (#27)
6. There is a “prefer not to say” group that scores statistically lower on all 6 scales and overall equity score results by race/culture
7. Some classified staff feel they are compensated lower / unfairly (#48)

D. Policy Review

1. Policy does not specify a district commitment to recruit, hire, retain employees from diverse backgrounds - lack of definition for ‘best qualified’

E. Quote

1. “Automatically screening for my two kids that are Latino (and not my white kids).” Perception that they were automatically screened for language supports because their physical appearance aligned with Hispanic traits (and/or they had Hispanic names).
2. Quote: “we need to move away from “zero tolerance,” which can have a negative effect on students of color and toward something like “zero silence” related to the racial slurs students of color encounter.

Draft

#4 - Racially charged instances are regularly happening in school and district buildings and some staff and students of color do not feel safe.

A. Listening Sessions:

1. Many people experience Microaggressions regularly. People are uncertain if these actions are a result of ignorance or unprofessionalism (or both).
2. Racial slurs are rampant.
3. N-word and N-passes.
4. Perceived tolerance for the 'n-word' and other racial slurs from the building admin & district.
5. There was no standard discipline/response to ALL students for using racial slurs. Stories of brushing it under the rug when it's a white student and more harsh discipline for students of color. Different reactions depending on student gender and race.
6. Onus on students of color to report these instances.
7. Need to move beyond "zero tolerance" which can have a negative impact on students of color with education and move toward something like "zero silence."

B. JHU

1. Parents of Black students rate identity and diversity scales lower than parents of white students

C. Classified Staff Survey

1. Power scale - "I am not treated fairly" (23)
2. Some classified staff from multiple backgrounds reported being or seeing others being treated rudely, treated with hostility or contempt by superiors, and/or threatened by students and/or parents with little or now action being taken. The comments were not specifically about race, but rather about general respect and safety.

D. Policy Review

1. Student behavior/Discipline - policies lack direction and consideration of students' cultural, racial, ethnic, linguistic backgrounds

E. Existing data

1. Black students gave lower Panorama scores on school climate and SRO

F. Equity Values Statement

1. School leaders acknowledge differences in reporting on behavior - a lack of standardization

G. Quote

1. "Happy 9-11" to an Arab student

Draft

#5 - Meaningful, equitable, effective and timely language access remains a challenge at all levels of the system.

A. Listening Sessions:

1. Feels like the District/schools use 'threatening' language in family communication (ex. 'mandatory')
2. Lack of equitable and meaningful support and engagement for the community and students especially related to language access.
3. Some teachers do not follow/ignore modifications/support for non-english speakers (even when it is brought to their attention by liaisons) which leads to failing grades and frustration from the student which then turns into behavioral issues. Accommodations are being ignored when there is a language barrier
4. Language services available are not working and need to have better quality and responsiveness - translation department, timeline, language line, etc. The auto dialer only translates to Spanish and it's not done well. There is a belief that families that do not speak English are at a disadvantage because of the timing it takes to receive translation services (and the limited access to language support besides Spanish.
5. Language is a huge barrier to parent involvement (i.e. volunteer opportunities). There is a clear desire for participation from parents, especially Hispanic/Latino parents, they just don't know how to engage and the schools have not reached out to them in any meaningful way.
6. Terminology and language used in family communication is sometimes perceived as threatening, especially by those that speak English as a second language.

B. Classified Staff Survey

1. Native Americans, etc do not feel free to use native language at work

C. Policy Review

1. Communication and translation policies need to be inclusive of parents/families of students who speak languages other than English.
2. Translation - some policies translated into Spanish - need to be consistent throughout ALL policies

D. Site Visits

1. School office receptionists - need for bilingual capabilities in English and Spanish - Districts largest non-English population.
2. Clearly marketed entrances and exits. Signs that explicitly denote 'main entrance' are very helpful and necessary to parents and community members (in languages of school population)

E. Quotes

1. "When the student does not speak English, the teacher often doesn't follow the support outlined in the student's 504 or IEP, even when I bring it to their attention. When students don't speak English, I've seen teachers get mad at them and yell at them because they don't understand."

#6 - Some parents, students and employees believe there are resource inequities between North and South geographic boundaries

A. Listening Sessions:

1. Fundraising - it's harder to raise funds in the South (and sometimes in the Middle). This is because of the socioeconomic disparities of families that impact the ability to participate in fundraising efforts & contribute funds.
2. Resource allocation - Basing resources off of counts alone is problematic. Infrastructure inequities - challenges with transportation and building maintenance in the Southern part of the district impact student experience.

B. Equity Values Statement:

1. School leadership groups acknowledged the North & South economic divide

C. Quotes

1. "We apply **equality** and what we are asking for is **equity**"
2. "We are in communities with fewer families so we get lower funding, and Title schools don't have resources for extracurricular activities, such as band or sports."

#7 - Concern that students of color do not have as much access to District programming.

A. Listening Sessions:

1. Challenges around dual identification and getting the right tools for the students
2. Students of color don't get offered opportunities for Gifted & Talented

B. Existing Data:

1. Black & Hispanic students enrolled less often in AP college prep & honors classes

C. Site Visits:

1. G/T honors programming was an area noticeably absent in many schools.

D. Quotes

1. "Teachers have lower expectations of me because I am 'brown'"
2. "Teachers have ignored 504 or IEP supports of non-English speaking students, even after having it called to their attention"

1. Institute training that fosters greater awareness of racial, cultural and linguistics practices among leadership and workforce

a. Who would be the recipient of this recommendation:

All staff at all levels

b. What: Ongoing Diversity, Equity and Inclusion (DEI) training and refinement

- i. Train leadership and the workforce on racial, cultural, and linguistic policies and practices to increase awareness and foster inclusion. (e.g., unconscious bias training, courageous conversations, equity foundations 101, microaggressions, gaining an understanding of one's level of cultural proficiency)
- ii. Train school staff on culturally responsive pedagogy, equitable, and inclusive practices in addition to instruction (e.g., use of student names, student voice/engagement, exhibit exemplary student work, effective parent engagement practices, etc.).
- iii. Train staff on appropriate use of curriculum and instructional materials that connect with cultural/racial/ethnic student groups
- iv. Train leadership and workforce on effective language access policies, practices, and federal requirements that are culturally and linguistically respectful and responsive to diverse cultural/racial/ethnic groups, preferred languages, literacy level, accessibility, and other communication needs.
- v. Train facilitators on how to engage district employees in conversations about race, culture and language - to support all staff and students in opportunities for ongoing and supportive dialogues.

c. Why: ELEVATE goal - Student Achievement; Climate & Culture; Social-Emotional Well-being

2. Identify and adopt culturally representative curriculum and instructional materials

- a. **Who would be the recipient of this recommendation:**
Teachers & Central Office and students.

- b. **What:** Ongoing process and refinement
 - i. Identify and provide culturally and linguistically relevant books and instructional materials for teachers to use to instruct all students.
 - ii. Train teachers on best practices on how to effectively use culturally and linguistically relevant books and instructional materials for students.
 - iii. Establish a system and required process to ensure representation of diverse committee members for curriculum selection/adoption.
 - iv. Implement equitable screening and access to all district programs at all levels for students and staff including gifted and talented education, AP classes, IB enrollment, high levels positions in the district, etc.
 - v. Provide language assistance and support to linguistically diverse students with staff and parents to ensure meaningful access to all curricular and extracurricular programs as well as student intervention programs, i.e., special education, 504, ELL, G/T to avoid unnecessary segregation or exclusion of these students.

- c. **Why:** ELEVATE goal - Student Achievement; Climate & Culture; Social-Emotional Well-being

3. Advance and sustain organizational leadership that models, promotes and advocates racial, cultural and linguistic equity through policy, practices, allocated resources and equitable systems and structures throughout the district.

- a. **Who would be the recipient of this recommendation:**
Board of Education, Superintendent and Cabinet, School Leaders (Principals), and all staff.
- b. **What:** Ongoing process and refinement
- i. Identify and implement practices that promote cultural/racial/ethnic and linguistic equity through policy and explicit actions, practices, and allocated resources.
 - ii. Establish a district equity value statement to bring clarity of purpose to the District's equity, diversity and inclusion work.
 - iii. Create and document the district's Equity diversity and inclusions vision, mission, goal(s), and action(s) for Adams 12.
 - iv. Create an Equity Accountability Model to track, guide and report the district's efforts and progress.
 - v. Form a diverse Policy Council tasked with ensuring equitable cultural/racial/ethnic and linguistic considerations for all policies and practices. Considerations should include items identified by districts stakeholder groups:
 1. Create clear policies and practices on dealing with racial slurs and other racially charged instances
 2. Evaluate district-wide discipline policies and procedures and consider implementation of restorative practices as alternatives to more punitive practices to foster more constructive student engagement and accountability.
 3. Increase equitable access to all policies and procedures including technological and language

considerations and practices (currently only some have that expectation), including translation of policies.

4. Partner with staff, students, and community to design, implement, and evaluate policies, practices, and educational support services to ensure cultural/racial/ethnic and linguistic appropriateness of all school resources, efforts, and activities for all stakeholders.
- vi. Evaluate the budget development practice in order to address the northern & southern inequities. Actions to consider include;
1. Create weighted indices to address equity needs, e.g., a SBB formula, weighted for SpEd and for ELL, Free and Reduced Lunch students and ensure the differential is adequate and equitable.
 2. Conduct a resource audit for schools to consider equitable allocation of school budgets, such as fundraising and annual amounts obtained by fundraising efforts by parents and school communities

c. **Why:** ELEVATE goal - Student Achievement; Climate & Culture; Social-Emotional Well-being

4. Utilize data on a consistent and on-going basis to support equity driven strategies and instructional practices and to identify and resolve issues of inequity.

a. Who would be the recipient of this recommendation:

Superintendent, Cabinet, Central Office Leaders and School Leaders (Principals), Teachers and Students

b. What: Ongoing process and refinement

- i. Collect and maintain accurate, complete and reliable demographic data to monitor efforts to inform district DEI efforts.
- ii. Establish system-wide expectations for data collection and review by ethnicity, race, language (student and families), gender identity, etc. to examine:
 1. Suspensions
 2. Expulsions
 3. Graduation Rates
 4. On-track to graduate
 5. G/T, Honors, AP, IB enrollment
 6. On track for multilingual language learners (movement toward reclassification)
 7. Evaluating the Effectiveness of a District's ELL Program
- iii. Utilize data to assess and address students' needs and increase more equitable access to district programming. Creating an Access Scorecard to monitor the students' access to programming could be a way to ensure proportionate representation of the student population.
- iv. Examine and report out data broken out by race, ethnicity, language, and gender (student and families) regularly to help inform equity efforts across the district.
- v. Build annual measures for equity into the Panorama Survey to measure progress. Consider Classified Staff equity survey scales and items.

c. **Why:** ELEVATE goal - Student Achievement; Climate & Culture; Social-Emotional Well-being

5. Communicate school and district information consistently, accessibly, clearly, and equitably (i.e., real-time school events/activities, policies, program registration, etc.)

- a. **Who would be the recipient of this recommendation:**
District's Communication Department, School Staff,
Students,
Parents and Community
- b. **What:** Ongoing process improvement and refinement
- i. Communicate the organization's progress in implementing and sustaining racial, cultural and linguistic efforts to all stakeholders. Example: Create a scorecard or other visual dashboard to report the district's progress.
 - ii. Provide consistent easy-to-understand print and multimedia materials and signage in the languages commonly used by the linguistically diverse communities in the district. Examples of multilingual signage could include: Increase the number of clear, visible, multilingual signage at entrances to schools - "Welcome," "Office," and specific language that emphasizes a district commitment to actively engage all parents, representing the diverse stakeholders.
 - iii. Provide timely and consistent multilingual translation and interpretation of district and school communications, especially those requiring real time response such as emergency situations (active shooter) for all language groups.
 - iv. Establish an equity communications strategy and plan based on a Theory of Action that is inclusive and responsive to the linguistic needs of the community.
 - v. Create a clear equity communication plan to address equity challenges.
 - vi. Offer timely, effective and meaningful, language assistance to all linguistically diverse families and individuals that support communication needs.

vii. Implement Plain language (also called plain writing or plain English) communication that is accessible and understandable the first-time audiences read or hear it.

c. **Why:** ELEVATE goal - Climate & Culture; Student Achievement

6. Ensure that there is two-way dialogue through consistent outreach and engagement with all stakeholders

a. Who would be the recipient of this recommendation:

All staff, students, and community members

b. What: Ongoing process and refinement

- i. Create safe spaces for all voices through intentional meeting design & facilitation and conduct regular, accessible, and linguistically inclusive listening sessions with students, staff, and family members of color as well as integrate people from dominant cultures. These efforts should be community centric and considerate of technological capabilities or limitations of the community, keeping in mind that the most effective communications channels for reaching the community and stakeholders may be outside of established district channels.
- ii. Emphasize recruitment of parents from diverse cultural/racial/ethnic and language groups for school and district activities and committees.
- iii. Offer language assistance to all linguistically diverse families and individuals to support communication needs, at no cost, to facilitate timely access to all school and district communication and educational services.
- iv. Conduct regular assessments of community assets and needs that are accessible across diverse languages and considerate of technological access and capabilities of the community.

c. Why: ELEVATE goal - Climate & Culture

7. Establish, document and implement equitable recruitment, hiring, retention, and promotion practices to ensure that the district workforce reflects the students served.

a. **Who would be the recipient of this recommendation:**
Human Resources and Cabinet

b. **What:** Ongoing process and refinement

- i. Recruit, promote, retain, and support cultural/racial/ethnic and linguistically diverse leadership and workforce that are reflective of and responsive to students and communities.

Considerations include:

1. Establish explicit policy and practices that support the above recommendation.
2. Establish diverse hiring committees; create mentorship programs and employee support groups or affinity groups for staff of color.
3. Increase bilingual personnel and ensure equitable practices, roles, skills, and compensation systems to support schools on a daily basis (e.g., office receptionists, paraprofessionals, custodians, etc.).
4. Implement leadership pathways for advancement opportunities and training that is open to all staff across all levels of the organization.

c. **Why:** ELEVATE goal - Student Achievement; Climate & Culture; Social Emotional Well-being

8. Establish a discrimination resolution process for employees, families and students to bring forth and resolve racial equity concerns

- a. **Who would be the recipient of this recommendation:**
Staff, Families, & Students

- b. **What:** Ongoing process improvement and refinement
 - i. Create and fully implement a confidential system and district-wide process to intake issues of concern specific to cultural, ethnic, language and equity issues. Provide resources to clients and identify patterns of concern to district leaders - without sharing confidential information, e.g., Ombudsperson, Safe2Tell, etc.
 - ii. Provide information to stakeholders about how to access the system established (i.e., Ombudsperson Office) to submit a conflict or grievance issue specific to culture/race/ethnicity or language. Communicate this information via multi-media realia in the top 3 languages, in addition to English, and provide access through technology
 - iii. For example, provide translated copies of the US Department of Education "Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts" document (hardcopy at all points of contact across the district.

- c. **Why:** ELEVATE goal - Climate & Culture; Social-Emotional Well-Being

This worksheet summarizes prioritization activities from:

1. The Equity Review Project Task Force on March 29, 2022
2. The Equity Review Project Management Team on April 11, 2022
3. The District Administration Team (DAT) session on April 14, 2022

The Equity Project Task Force on March 29, 2022

Numbers in columns represent the rank order of votes by stakeholder group.

Recommendation	Students (blue)	Staff (yellow)	Family (green)
1. Institute training that fosters greater awareness of racial, cultural, and linguistic practices among leadership and workforce.		1	4 (tie)
2. Identify and adopt culturally representative and historically accurate curriculum and instructional materials.	1	5	4 (tie)
3. Advance and sustain organizational leadership that models, promotes and advocates racial, cultural, and linguistic equity.	4 (tie)		
4. Utilize data on a consistent and ongoing basis to support equity-driven strategies and instructional practices and to identify and resolve issues of inequity.	2	3	
5. Communicate school and district information consistently, accessibly, clearly, and equitably (i.e., real-time school events/activities, policies, program registration, etc.).			1
6. Ensure that there is two-way dialogue through consistent outreach and engagement with stakeholders.	5	4	2
7. Establish, document, and implement equitable recruitment, hiring, retention, and promotion practices to ensure that the district workforce reflects the students served.	3	2	
8. Establish a discrimination resolution process for employees, families, and students to bring forth and resolve racial/equity concerns.	4 (tie)		3

The Equity Review Project Management Team on April 11, 2022

Recommendation	Students	Staff	Families
1. Institute training that fosters greater awareness of racial, cultural, and linguistic practices among leadership and workforce.	1	1	5
2. Identify and adopt culturally representative and historically accurate curriculum and instructional materials.	3	7	8
3. Advance and sustain organizational leadership that models, promotes and advocates racial, cultural, and linguistic equity.	2	2	3
4. Utilize data on a consistent and ongoing basis to support equity-driven strategies and instructional practices and to identify and resolve issues of inequity.	6	6	6
5. Communicate school and district information consistently, accessibly, clearly, and equitably (i.e., real-time school events/activities, policies, program registration, etc.).	7	8	2
6. Ensure that there is two-way dialogue through consistent outreach and engagement with stakeholders.	5	5	1
7. Establish, document, and implement equitable recruitment, hiring, retention, and promotion practices to ensure that the district workforce reflects the students served.	4	3	4
8. Establish a discrimination resolution process for employees, families, and students to bring forth and resolve racial/equity concerns.	8	4	7

The District Administration Team (DAT) on April 14, 2022

Recommendation	Students	Staff	Families
1. Institute training that fosters greater awareness of racial, cultural, and linguistic practices among leadership and workforce.	2	1	4
2. Identify and adopt culturally representative and historically accurate curriculum and instructional materials.	1	7	5
3. Advance and sustain organizational leadership that models, promotes and advocates racial, cultural, and linguistic equity.	6	3	6
4. Utilize data on a consistent and ongoing basis to support equity-driven strategies and instructional practices and to identify and resolve issues of inequity.	4	4	7
5. Communicate school and district information consistently, accessibly, clearly, and equitably (i.e., real-time school events/activities, policies, program registration, etc.).	5	8	2
6. Ensure that there is two-way dialogue through consistent outreach and engagement with stakeholders.	3	6	1
7. Establish, document, and implement equitable recruitment, hiring, retention, and promotion practices to ensure that the district workforce reflects the students served.	7	2	8
8. Establish a discrimination resolution process for employees, families, and students to bring forth and resolve racial/equity concerns.	8	5	3