

Equity Audit Report

Urbana School District 116

School Year: 2022-23

A special thank you to the District Equity Leadership Team

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Executive Summary

This executive summary includes the findings only from the Equity Audit. All findings are categorized using an accountability framework – *Five Strands of Systemic Equity*® - which serves as a roadmap to educational equity. The full Equity Audit report that follows provides comprehensive information about the purpose, process, quantitative and qualitative analysis¹, findings, and considerations for next steps informed by current research.

Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.

- 1.1 Implement measurable, accountable and transparent equity-driven goals and widely communicate to stakeholders.
- 1.2 Develop strategies to hire and retain specialized staff and continue efforts to diversify staff.

Teaching and Learning

To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

- 2.1 Develop a curriculum map for each grade level that includes alignment to learning standards, a scope and sequence, instructional supports and rigor for varying levels of learners, embeds cultural and linguistic pedagogy and practices, and autonomy for equitable resources.
- 2.2 Enhance the dual language and special education programs by fostering collaboration on instructional approaches between them, and then develop regular 'best practices' to share with the monolingual and general education classrooms.
- 2.3 Examine the root causes of lower academic performance among Black/African American students.

¹ Analysis and findings are customized to the district data, input and information ascertained.

Student Voice, Climate and Culture

To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

- 3.1 Establish a student equity advisory committee.
- 3.2 Heighten positive, meaningful connection opportunities with Black/African American and Free/Reduced Lunch students.

Professional Learning

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

- 4.1 Provide mandatory learning opportunities for teachers on the varying pedagogical needs of students that contribute to educational equity.

Family and Community as Agency

To partner with families and the community for authentic opportunities to serve the students, the school(s) and the district.

- 5.1 Establish a community equity advisory committee or integrate equity and belonging awareness in current parent/guardian collaboration opportunities.

Section 1

INTRODUCTION

During school year 2022-23, Urbana School District 116 proactively sought and engaged in an educational Equity Audit. An educational Equity Audit is an opportunity to critically examine areas of strength and needed improvement particularly impacting students from historically marginalized groups or identities² (Skrla et al., 2009; Smith et al., 2017).

What is educational equity?

There are numerous interpretations of educational equity, or equity (used interchangeably throughout this report), and each school district adopts or creates a definition that adheres to their values. The well-known attributes of educational equity include fairness in access, and opportunity for all students. This becomes especially salient among historically marginalized groups since inherited stratified systems have not allowed for fair access and opportunity among all people (Doob, 2019). Equity seeks a transformative approach by providing students what they need to thrive while also removing barriers that perpetuate unfairness (Scheurich & Skrla, 2003; Shields, 2018; Gorski, 2018; Blankstein et al., 2016; Aguilar, 2020; Chardin & Novak, 2021).

According to the Midwest and Plains Equity Assistance Center, an agency funded by the U.S. Department of Education, Office of Civil Rights, educational equity is defined as:

Educational policies, practices, interactions, and resources, representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that empowers them towards self-determination and reduced disparities in outcomes regardless of individual characteristics and cultural identities.

The American Institute for Research recognizes a similar definition as it states, “Educational equity is achieved when all students receive the resources, opportunities, skills and knowledge they need to succeed in our democratic society.” Leading organizations in education and equity experts call for the disruption of biases, exclusion and oppression in schools such as the Association of Supervision and Curriculum Development (ASCD), Learning for Justice, Learning Forward, Rethinking Schools, Teaching for Change, Teach Plus, The Education Trust and the Zinn Project. Equity advocates aim to identify and address unfairness that may encompass underpinnings of racism, classism, sexism, ableism, homophobia, transphobia, xenophobia, and other forms of identity biases.

² Historically marginalized identities/groups include but are not limited to: Black, Indigenous, and People of Color (BIPOC), female gender, minoritized gender identity and sexuality, low socio-economic status, people who are disabled, undocumented individuals, English Language Learners (ELL)/Emergent Bilinguals (EB), and non-dominant religions.

In 2021, the National School Board Association (NSBA) declared the following in their definition of equity:

We affirm in our actions that each student can, will, and shall learn. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated.

The NSBA delved deeper on issues of equity in schools by developing DIRE³ which urges school systems to recognize how systemic racism shows up in educational institutions and structures. The acknowledgment of identity disparities is expressed by other professional associations such as: National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Education Association (NEA) and The School Superintendents Association (AASA).

In Illinois, several professional coalitions across the state recognize the significance of educational equity, and have indicated it as a commitment, value, or focus on their mission.

- Illinois Arts Education Association (IAEA)
- Illinois Association for Career and Technical Education (IACTE)
- Illinois Association for Gifted Children (IAGC)
- Illinois Association of Multilingual Multicultural Education (IAMME)
- Illinois Association of Teachers of English (IATE)
- Illinois Athletic Directions Association (IADA)
- Illinois Education Association (IEA)
- Illinois Elementary School Association (IESA)
- Illinois High School Association (IHSA)
- Illinois Music Education Association (ILMEA)
- Illinois Principals Association (IPA)
- Illinois School Counselor Association (ISCA)
- Illinois Science Teaching Association (ISTA)
- Illinois State Board of Education (ISBE)

³ DIRE = Dismantling Institutional Racism in Education Initiative. Retrievable at nsba.org

RESEARCH

To understand equity, one must understand equality (Kim, 2020; Mertens, 2012; Healey, et al., 2019). Equality is about sameness, and in schools, it translates to all students receiving the same education. At the onset, this may appear reasonable, however, sameness pedagogy and practices does not allow for differentiation based on student needs (Blankstein, et al., 2016; Aguilar, 2020; Safir & Dugan, 2021). For example, some students require extra time on an assessment and others may benefit from direct vocabulary instruction. A sameness, or equal view of schooling, would not allow for flexibility in providing such support for students. Equality demands universal resources and support. It hinders a student's capacity to be presented with additional academic rigor or supplementary scaffolds. Consider a new kindergarten class of students in which one group had access to early childhood education and another did not. The students advantaged by an early childhood education may have mastered multiple sight words, can count to 100 and state their ABCs. The other kindergarten group of students that did not have exposure to early childhood education may be absent of these skills. A strict equality approach would not allow a kindergarten teacher to differentiate these skill-building gaps. Whether it is an opportunity to be exposed to rigorous curriculum or access to additional supports for academic growth, neither would exist because equality in schools disallows personal approaches (Tomlinson, et al., 2016; Marzano, 2018; Pollock & Tolone, 2020). This outcome would be harmful to all students and demeans the purpose of schooling (Freire, 1970; Rury, 2019; Scheurich & Skrla, 2003).

Educational equity protects the integrity of educating the whole child. It seeks a transformative approach to address issues of unfairness (Scheurich & Skrla, 2003; Shields, 2018; Creswell & Creswell, 2018; Gorski, 2018; Blankstein et al., 2016; Aguilar, 2020; Chardin & Novak, 2021). As no two individuals are alike in every way, students, too, are unique in their learning needs, background, culture, circumstances and experiences. Educators are professionally trained instructors constantly developing their skillset to meet the inevitable, and evolving necessities to support academic growth and the whole child (Pollock & Tolone, 2020; Aguilar, 2020; Lewis & Diamond, 2015; Roegman, et al., 2020).

Educational equity is the critical action that can leverage access, opportunity, expectations and empathy for and toward each student to thrive as a learner (Kincheloe, 2008; Gorski, 2018; Noddings, 2013; Smith, et al., 2017). Since equality falls short of reality while equity accelerates humanity, school districts across the country are increasingly amplifying their efforts in pursuit of educational equity (Chardin & Novak, 2021; Kim, 2020; Muhammad & Cruz, 2019; Peters, 2019). Educational equity, perhaps by a different name such as common business sense and best practice, has existed for decades, the naming of it as evolved for centuries. (American Institute of Research, 2018; Berg & Gleason, 2018; Blankstein, et al., 2018; Johnson, 2002; Leonard & Woodland, 2022; Freire, 1970; Williams, 2003).

The examination of equality and equity is not limited to the schoolhouse. History has shown that multiple institutions, systems and structures such as employment, finance, health care, housing and others have perpetuated unfair access and opportunity (Rothstein, 2017;

Healey et al., 2019; McGhee, 2022). These public goods or institutions were not designed to benefit all members of society as historically marginalized groups have especially endured exclusion, mistreatment, dehumanization and oppression (Cohen 2021; Rothstein, 2017; Doob, 2019; Warde, 2016). Although, there has been considerable improvements as a society to identify and disrupt the disenfranchisement, it has not obliterated the overt and subtle barriers and biases that continue to exist today (McGhee, 2022; Adams, et al., 2020; Wilkerson, 2020).

There are multiple small and big steps that can be intentionally sought (Aguilar, 2020; Gorski, 2018; Chardin, 2020; Dugan, 2021). Strategies that suggest one way, however, to meet the needs of all students should be approached with caution (Safir & Dugan, 2021; Dugan, 2021). Ways to disrupt unfairness in schools may include the following:

1. Foster deep commitment to the moral imperative.
2. Small number of ambitious goals relentlessly pursued.
3. Establish a developmental culture and investment in capacity building.
4. Build leadership at all levels.
5. Cultivate district wide engagement.
6. Learn from work.
7. Use transparent data to improve practice for innovation and improvement.

(Fullan, 2015).

For decades, schools have analyzed their data and ascertained stakeholder perspectives and experiences to identify inequities (Cart & Miller, 2020; Chenoweth & Theokas, 2012; Gorski & Pothini, 2018; Howard, 2010; Johnson, 2002; American Institute of Research, 2018; Darling-Hammond, 2010). The ability to unravel these facts has been catapulted by the Civil Rights Act of 1964, Bilingual Education Act of 1968 and Education for All Handicapped Children Act (EHA) of 1975. Legislation and legal rulings have introduced equity-focused initiatives like Individualized Education Plans (IEP) and English Language Learner (ELL) programs in addition to the racial desegregation of schools (Kim, 2020). Educational equity does not end with legal rulings. It encapsulates the ways schools operate. It places the human aspect to care for the whole child and their learning (Noddings, 2013). The premise of schools is academia, and students are people with a kaleidoscope of needs and experiences. When student needs are met, their academic success is leveraged (Johnson, 2002; Ladson-Billings, 1994; Lewis & Diamond, 2015; Miranda-Wolff, 2022). Efforts to cultivate future generations to be contributing members of society demands an understanding of equity and critical thinking (Shields, 2018; Bocala & Holman, 2021; Roegman et al., 2020; Terry, 1996; Desmond & Emirbayer, 2020).

School districts can often determine their educational equity efforts in the evaluation of their data (Dweck, 2007; Aguilar, 2020; American Institute of Research, 2018). Thousands of research studies conducted about education demand that we disaggregate quantitative data by a variety of identities to analyze access and opportunity gaps that influence academic achievement (e.g., summative assessments, grades, benchmarking) and whole child considerations (e.g., absenteeism, tardiness, discipline extracurricular participation). This information leads to awareness and collaborative discussions that can lead to a continual

assessment of school policies, programs, processes, practices, resource allocation and more (Smith et al., 2017; Berg & Gleason, 2018; Chenoweth & Theokas, 2012; Edley, et al., 2019).

National Student Demographics

Minoritized demographics are one of the fastest-growing populations, and school districts are expected to address the academic and opportunity gap among these often-underserved students according to the U.S. Department of Education, National Center for Education Statistics (NCES). These racial, ethnic and cultural demographics mirror global diversity. Schools organically become the first formal epicenter of diverse communities. The total enrollment of students in public and private elementary and secondary enrollment was 56 million students (NCES). Enrollment in both public and private enrollments are projected to be higher in 2028 than in 2016, with the majority of students attending public schools. The table below provides a historical, current and projected enrollment in K-12 public schools in the U.S. by race/ethnicity.

The following is reported:

Table 1.1: Historical, current, and projected enrollment in U.S. K-12 public schools by race/ethnicity			
Race/Ethnicity	Fall 1999	Fall 2022	Fall 2028
American Indian/Alaska Native	1.2%	1.0%	0.9%
Asian/Pacific Islander ⁴	4%	5.9%	6.4%
Black	17.2%	15.1%	15.3%
Hispanic/Latinx ⁵	15.6%	28%	27.9%
Two or More Races	NA	4.7%	5.4%
White	62%	45.4%	44.1%

NA = not available

⁴ Pacific Islander was combined with Asian until 2007. Since 2008, Pacific Islander was its own racial/ethnic category, and from that time rounds to zero.

⁵ Hispanic is a limiting term as it refers to people whose origin are from Spain. For the purpose of this report, Hispanic/Latinx will be used as an all-encompassing category for Hispanic/Latina/Latino.

Illinois Student Demographics

In Illinois, there are approximately 1.9 million students enrolled in PreK-12 schools. Table 1.2 and Table 1.3 represent the trend demographic data in the last five years.

Table 1.2: Five-year difference of racial/ethnic diversity of students enrolled in Illinois PreK-12 public schools		
Race/Ethnicity	2018	2022
American Indian	0.3%	0.3%
Asian	5.1%	5.4%
Black/African American	16.8%	16.6%
Hispanic/Latinx	26.2%	27.2%
Pacific Islander	0.1%	0.1%
Two or More Races	3.5%	4.1%
White	48%	46.4%

Table 1.3: Five-year difference of special populations enrolled in Illinois PreK-12 public schools		
Special populations	2018	2022
English Language Learner (ELL)	11.7%	13.7%
Low Income/Free-Reduced Lunch (FRL)	49.4%	46.5%
Individualized Education Plan (IEP)	15%	17%

EQUITY AUDIT PROCEESS

The *Five Phases of an Equity Audit*[®] is a fact-finding, quantitative and qualitative process that involves team collaboration, and collection of, synthesis of and analysis of data. An Equity Audit can take 9-12 months to complete. School districts vary in their demographics, personnel, geographical location, financial status, and the climate and culture of its- schools and community. Equity Audits can often be customized to synthesize these datasets (Skrla, et al., 2009). A mixed method approach of collecting and analyzing quantitative and qualitative data compliments objective metrics and relational, human experiences (Creswell & Creswell, 2018). Examples of quantitative data include disaggregated data by race, ethnicity, gender, and special populations (e.g., EL, IEP and Free/Reduced Lunch [FRL]) as required by each state's education agency to identify gaps and trends (Hammond, 2015; Chenoweth & Theokas, 2012; Edley et al., 2019; Mickelson, 2020).

Qualitative data in the form of focus groups, interviews and surveys can contribute to profound insights, views and experiences (Mertens, 2009; Mertens, 2012). Equity Audits generally provide a comprehensive analysis; however, it should be noted that an Equity Audit cannot fully capture the nuances of an organization's strengths and weaknesses. For example, in one school, there could be teachers who cultivate a sense of belonging and ensure each student thrives academically while there are a few other classrooms that fail to support the whole child and allow only one way for a student to understand content.

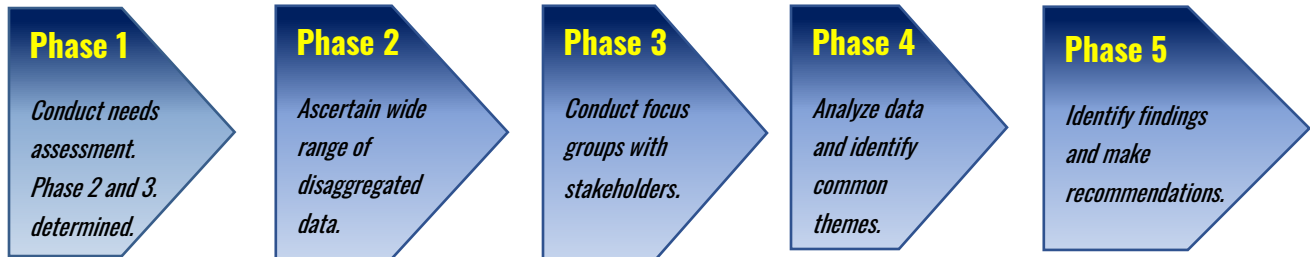
Following an Equity Audit, organizations typically desire to work on next steps especially when there are recommendations for improvement. In whatever direction a school district pursues to identify and advance their educational equity goals, it is best when those goals are clearly known, include measurable outcomes, accountable stakeholders and a timeline (Edley, et al., 2019; Tran, et al., 2017; Smith, et al., 2017; Shields, 2018; Muhammad, 2020; Roegman, et al., 2020; Miranda-Wolff, 2022).

All the recommendations in this Equity Audit report are firmly grounded in research as well as the unique positionality of **Urbana School District 116**.

Pre-Phase 1

- District forms a District Equity Leadership Team (DELT) in preparation for Phase 1 of Equity Audit.

Visual Representation of Five-Phases of an Equity Audit[®]



Phase 1

- DELT meets with the auditor to complete the *District/School Assessment on Systemic Equity[®]* to discuss and rate areas of strengths and needed improvement in its organization. The results of that assessment are on page 19-26 of this report.
- DELT is provided with the *Data with an Equity Lens[®]* document to identify the quantitative data the district will collect and submit to the auditor for analysis.
- DELT determines the stakeholders that will participate in focus groups and/or surveys and selects the questions and statements to be used. A bank of sample questions and statements is provided to DELT for determination.

Phase 2

- District staff gather and synthesis data.

Phase 3

- The auditor conducted open-ended focus groups (Creswell & Creswell, 2018).
- In alignment with applied social research methods, all focus groups are voluntary and confidential (Stewart & Shamdasani, 2014). Identity of participants are confidential and any assertion to identify focus group participants is based on assumption.
- Focus groups occur by stakeholder role, and there is no intermingling of stakeholders in focus groups (Stewart & Shamdasani, 2014). In other words, students participate with students, staff participate with staff members and so on.
- It should be noted that audits must have a finite number of focus groups, and there is no industry standard number of focus groups (Stewart & Shamdasani, 2014).
- The focus groups were organized by affinity/homogeneity, but with sufficient variation among participants to allow for contrasting opinions among a limited number of people. Affinity-specific focus groups have shown to foster culturally responsive approaches to qualitative inquiry (Hall, 2020; Walker-Dalhouse & Risko, 2020). The affinity can be a wide range of identities such as by race/ethnicity, gender, LGBTQ+ individuals, socio-economic status, language, religion, students with disabilities and more. DELT may determine affinity-specific focus groups only, sign-up of random

individuals into focus groups only or a mix of both approaches. In most cases, school districts choose both approaches. Also, in most cases, school districts find it difficult to fill each determined affinity-specific focus group. Urbana School District 116 chose a mix of focus groups.

- Several focus groups were unfulfilled, meaning no participants showed up. A total of 10 focus groups out of 27 scheduled resulted in zero participants. This is not a typical result for focus groups. In an effort to make-up those focus groups and encourage participation, towards the end of the focus group window, five complimentary focus groups were offered, at no cost, to the district. It still resulted in low turnout.
- The district nor the auditor received a rationale from the individual

- Individuals who registered for the focus groups and did not attend, but research suggests that employees in public organizations may feel that their traditions and values require them to participate in focus groups open to the public resembling public hearings in which citizens come to watch others as they share their perspectives (Agar & McDonald, 1995).
- It should also be noted that non-certified and certified staff members inquired about payment as a condition for participation in the focus group, which was denied by the district. The district stated that compensation for focus group participation would cause inequity issues for participants that volunteered without the request for compensation.

Table 1.4: Focus Groups and Participants		
Focus Groups	Total Number of Focus Groups	Total Number of Participants
students	13	64
staff	10	24
families	4	15
TOTAL	27	103

Student Focus Group Questions

1. *What do you like most about your school? What do you wish were you different about your school?*
2. *How have you felt welcomed and included in your school? How have you not felt welcomed and included in your school?*
3. *In what ways has your unique identity and experiences been acknowledged, affirmed and valued by your school?*
4. *In what ways, if any, have you not experienced a meaningful connection with the adults at your school?*
5. *In what ways, if any, have the adults in the school asked for your input, voice and experience in your educational experience?*
6. *In what ways do you think the school is fair and inclusive for all students? Can you provide an example?*
7. *In what ways do you see yourself in the curriculum? How does representation in the curriculum shape your learning?*
8. *What associations or assumptions, if any, are made about students in the school? 9. Is there anything else you would like to add or share?*

Staff Focus Group Questions

1. *When you hear diversity, equity and inclusion, what comes to mind?*
2. *In what ways have you reflected on your own identity when it comes to diversity, equity and inclusion?*
3. *In what ways has your school done a good job in meeting the needs of students? In what ways does your school need to improve to meet the needs of students?*
4. *What are some examples of how your school has closed or narrowed the access and opportunity gap for students? What are areas to consider to close or narrow the access and opportunity gap for students?*
5. *In what ways has your district or the community engaged in conversations about identities (e.g., race, gender/gender identity, sexual orientation, abilities, language, socio-economic status, etc.)? If your district has not, what would be some of the challenges in such learning? If your district has, what have been some of the positive and not-so-positive outcomes of it?*
6. *How does your background (e.g., race, gender/gender identity, sexual orientation, abilities, language, socio-economic status, etc.) differ from students and families? In what ways does this impact your role in affirming student identities?*
7. *How has equity impacted your instruction and relationship with students?*
8. *In what ways have positive, meaningful relationships been built with students? With families?*
9. *Is there anything else you would like to add or share?*

Family Focus Group Questions

1. *When you hear diversity, equity and inclusion, what comes to mind?*
2. *What do you like about your student(s) school? What do you wish were different about your student(s)' school?*
3. *Does your student(s)' school feel welcoming to all? Why or why not?*
4. *Do you feel your child and family are represented in the curriculum? If so, how? If not, why not?*
5. *Besides academic, what else do you believe schools should teach, value, affirm or provide for students?*
6. *Have you experienced and/or do you have concerns that you believe are inequitable or unfair? Please describe.*
7. *What associations or assumptions might the community have about educational equity?*
8. *What do you think the school or district needs to do to advance systemic equity?*
9. *Is there anything else you would like to add or share?*

Surveys were distributed to the same stakeholders during this phase. The district communicated about the Equity Audit multiple times to its stakeholders. The survey was distributed via email by district personnel. All stakeholders that received the survey were encouraged to participate. It is extremely rare for each person to complete a survey, thus completed surveys are considered a sample (Dillman et al., 2014).

- The survey for 5th through 12th grade students was open from 10/17/2022-11/21/2022; and due to low completion rate among high schoolers was reopened for them from 3/27/2023-3/31/2023.
- The survey for staff members and families was open 10/17/2022 – 11/22/2022.
- Family surveys were provided in English, French and Spanish.
- Google Form was the platform used to collect all of the surveys.
- Since all surveys were anonymous, and no names were solicited, it is possible that individuals completed multiple surveys.
- Survey results are captured in Section 3 and the Appendices of this report.

Table 1.5: Survey Completion Rate			
Stakeholders	Total Number Invited to Survey	Total Number of Completed Surveys	Percentage of Submitted Surveys
students	2,370	1,143	48%
staff	1,042	320	31%
families	2,864	374	13%
TOTAL	6,276	1,837	29%

Phase 4

- Analysis of all data by the auditor is conducted.
- Quantitative data is presented in a table for raw, numeric form. Aligned chart, when possible is presented in percentile form.
- Information from all focus groups is coded and themes identified. Quotes are extracted from focus groups based on frequency. Highlights of strengths and areas of needed improvement are established.
- Focus group responses are analyzed and categorized into the accountability framework – *Five Strands of Systemic Equity*®:
 - **Systems:** To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.

- **Teaching and Learning:** To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.
 - **Student Voice, Climate and Culture:** To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.
 - **Professional Learning:** To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.
 - **Family and Community as Agency:** To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.
-
- Responses that aligned with districtwide or building wide decision-making such as policies, programs, procedures, processes, and personnel were categorized under **Systems**. Responses that correlated with instruction, curriculum, assessments, culturally responsive practices, and academic programs were categorized under **Teaching and Learning**. Responses that aligned with student behavior, discipline, adult-student relationships, SEL, trauma, restorative practices, climate and culture among student and staff were categorized under **Student Voice, Climate and Culture**. Responses about professional development and growth were categorized under **Professional Learning**. Finally, responses that aligned with family and community communication, engagement and empowerment were categorized into **Family and Community as Agency**. Various quotes from the focus groups were extracted and identified for areas of strength and needed improvement. Any identifying information was removed.

Phase 5

- A draft report is submitted to the district Superintendent for review. The purpose of the draft is to allow the Superintendent and designees to ensure accuracy of data. No edits of findings are allowed.
- Following the review, the report is finalized and submitted to the school district.

DISTRICT HISTORICAL EFFORTS TO ADDRESS EQUITY

Urbana School District 116 was invited to share a non-exhaustive list of ways educational equity has been advanced in the last three to five years. The below reflects the information shared.

- August 2016: Leading for Racial Equity in USD 116 Reflection Journal
- October 2016: Coaching for Equity Administrative Seminar
- December 2017: Dialing into Growth Mindsets for Racial Equity Seminar
- Summer 2017: Transformative Leadership for Racial Equity (two-day seminar)
- Summer 2017: Summer Institute Keynote Speaker Dr. Anthony Muhammad: *Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change*
- January 2018: Working Together to Confront Complicity Workshop
- February 2018: Central Office Racial Equity Goals Document
- February 2018: Committing to Racial Equity Workshop
- Summer 2018: Leading for Racial Equity Summer Institute
- November 2018: Board of Education Racial Equity Resolution
- January 2021: Equity Task Force was created
- August 2021: Hired Director of Diversity, Equity, and Inclusion
- September 2021: Manifest Male Mentorship Program for Tier 2/Tier 3 African American boys (Elementary)
- October 2021: Adopted Educational Equity Policy
- February 2022: Ken Williams, Ruthless Equity (Winter Institute)
- April 2022: Approved formation of District Affinity Groups
- June 2022: District-wide Summer Equity Institute
- June 2022: Launched District Equity Audit
- August 2022: National Calendar (Religious, International & National Holidays and Observations)
- August 2022: Diversity Champions Staff/Student Recognition Campaign Launched
- August 2022: Published first USD116 DEI glossary
- August 2022: Launched year-long Equity PD sessions with Dr. Dubiel
- August 2022: LGBTQIA+ Rights and Responsibilities Pamphlet
- February 2023: Launched 21 Day Equity Challenge

NEEDS ASSESSMENT

As part of Phase I of the Equity Audit, DELT completed a *District/School Assessment on Systemic Equity*[®] to provide context, deeper discussion and understanding about equity. Prior to completing this assessment, DELT members were grouped to complete the needs assessment. The needs assessment provided an opportunity for self-reflection on ten components of equity against the given rubric. For each component, groups were tasked to provide a rating and rationale as well as suggestions for next steps. An “X” was marked in the needs assessment to designate the group ratings, and the bullet-point list is indicative of group responses. The needs assessment rubric was as followed:

- **Robust:** Systemic and committed throughout the district and all schools, widely communicated to all stakeholders.
- **Strong, but structure needed:** Developing stages across the district and schools, but clear expectations and directions are needed.
- **In Progress:** We’re working on it, but not yet what we’d call strong.
- **Developing:** We’re just getting started on this work.

Component		Developing	In Progress	Strong, but structure needed	Robust
1: COMMON UNDERSTANDING, CONSISTENT LANGUAGE – Our district has clearly defined equity, diversity, and inclusion. We have communicated these meanings in a consistent language to our staff and community.			XXXX	X	
Rationale for Rating					
In Progress	<ul style="list-style-type: none"> We have clearly defined terms and a DEI Plan and mission statement, but it hasn't been communicated with all stakeholders. There is a disconnect between inside and outside stakeholder groups' experiences. We have a good start and good work that needs to go beyond where it currently is. We have hired a DEI Director, we have an Equity Policy, but we need to develop common language, communicate it and then hold people accountable for using it. We need have a need for clear expectations and directions in our school district. 				
Strong, but structure needed	<ul style="list-style-type: none"> More intentionality to communicate with the community, for new staff in a structured way each year since we have lots of turnover. Visuals that represent equity have been communicated to staff. 				
Suggestions for Next Steps					
In Progress	<ul style="list-style-type: none"> Need to do roundtables and or roadshow. Be intentional about inviting unheard voices to engage and participate in our process. Find ways for the community to come into our schools to share voices, experiences, needs, et cetera. Create common language through required professional development during their contract work time/meeting time utilize the 3 hours of PD time that is incorporated into the work schedule for TAs (teacher assistants) and include SRS and building based subs. Our schools and school leaders need directions for conversations about what equity, diversity, and inclusion look like in their schools. 				
Strong, but structure needed	<ul style="list-style-type: none"> Need a structured presentation for new staff and community; pamphlet or manual or flyer. 				
Component		Developing	In Progress	Strong, but structure needed	Robust
2: MISSION, VISION AND/OR STRATEGIC ALIGNMENT – Our district has a clear mission and vision for equity as evidenced in our Board policies, district goals, strategic plan and/or value statements.			XX	X	XX
Rationale for Rating					
In Progress	<ul style="list-style-type: none"> It needs to be embedded across all continuous improvement plans as a strategic plan is created. We are just starting to create that vision for equity through a policy, completing this audit, but we have goals that need to be embedded into everything. We also need Board buy-in and agreement with the equity policy. We have good alignment with district goals and building goals around a common equity goal. 				
Strong, but	<ul style="list-style-type: none"> We need to go beyond the words in our policies, goals, and statements, and move 				

structure needed	to the actions to bring the words to fruition.			
Robust	<ul style="list-style-type: none"> N/A Intentional work that the equity task force completed last year. 			
Suggestions for Next Steps				
In Progress	<ul style="list-style-type: none"> We need to be more intentional. Take the priorities from the Equity Audit and the action steps to start prioritizing a new Strategic Plan. We need to consistently communicate our district goals and building goals equity goals in intentional spaces. 			
Strong, but structure needed	<ul style="list-style-type: none"> We need to look at each school's equity goals to make sure they are in alignment with the school district's goals. We need to strengthen the equity aspect of our school improvement goals to ensure impact and action. An Equity Audit will assist us in identifying the work that needs to be done within. 			
Robust	<ul style="list-style-type: none"> N/A N/A 			
Component	Developing	In Progress	Strong, but structure needed	Robust
3: EQUITY GOALS – Our district has a plan that includes equity-driven goals and measurable objectives to hold us accountable for advancing systemic equity.	X	X	XX	X
Rationale for Rating				
Developing	<ul style="list-style-type: none"> Currently the goals are not aligned with other goals, but they have been developed. 			
In Progress	<ul style="list-style-type: none"> We need to go beyond the words in our policies, goals, and statements, and move to actions to bring the words to fruition. Accountability and measurable objectives are lacking in our school improvement plan process. School leaders were not held accountable for their school improvement goal progress by district administration or the school board. 			
Strong, but structure needed	<ul style="list-style-type: none"> Clear SIP (school improvement plan) goals for the district and schools, more accountability is needed. Data walls need to be made more widely available. We have foundation and the process to create equity goals and align them. 			
Robust	<ul style="list-style-type: none"> PD, district SIP, still need to be strengthened. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> Continue to develop tools and create the measures for accountability. 			
In Progress	<ul style="list-style-type: none"> We need to evaluate whether we have measurable objectives. Do our goals deal with systemic equity or pieces of the puzzle? Moving forward, we need to make systemic equity personable for everyone involved. 			
Strong, but structured needed	<ul style="list-style-type: none"> Make data available to all staff on an ongoing basis, move discussion from bullet point to primary focus. Define accountability-How do we hold ourselves accountable? What are the consequences (evaluations, raises, et cetera)? Explain the expectations, keep the equity goals in the forefront, and hold people accountable for them at the district level and at the building level. 			
Robust	<ul style="list-style-type: none"> N/A 			

Component	Developing	In Progress	Strong, but structure needed	Robust
<p>4: TEACHING AND LEARNING – In each grade and within each content, we have curriculum and resources aligned with equitable pedagogical beliefs and culturally responsive instructional practices that promote elimination of implicit biases and affirmation of student self-identities.</p>	XXX	XX		
Rationale for Rating				
Developing	<ul style="list-style-type: none"> No framework/alignment/point of reference district wide. PD limited to optional attendance. We have been more intentional about being culturally responsive, but we have much work to do. We need the structure and systems to make sure everyone understands the WHY and the need to eliminate biases and barriers. There are places and spaces where this exists, but it is not systemic across all grades and content. We do not have spaces for all students in our diverse population to affirm their self-identity. 			
In Progress	<ul style="list-style-type: none"> Currently it occurs in pockets of grade levels and content areas. Highly inconsistent classroom to classroom, building to building, program to program, teacher to teacher, content area resources, DL, SPED. Staff get stuck doing the same thing year after year and are not considering new resources or meeting the needs of a new class each year. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> Standards referenced grading. More mandatory training/PD for all staff, mandated units of study. Understanding of terms and vocabulary, history, models of culturally responsive instruction, culturally responsive teaching strategies, mandatory PD for the understanding of the common language. In order to align curriculum resources with pedagogical beliefs, professional development and curriculum development are essential. We have to take a strong look at how we are explicitly affirming students' identities. We have to hold teachers accountable for their own self reflections. We need a systemic way that we are asking teachers to take a look at their own practices, beliefs, and identities. We must ensure resources are accessible to all classrooms, students, families, and community members to ensure that curriculum is equitable. We need to look at our six elementary schools to determine if we have established equitable access for all schools and families. We also need to have non-negotiables that ensure equitable access for all schools and families. 			
In Progress	<ul style="list-style-type: none"> Need more professional development and alignment across grade levels. In the process of acquiring resources, curriculum. Getting new curriculum takes so long for the district, red tape (committee, approval etc.). Should be considering multiple subjects at once to move quicker through the process. 			

Component		Developing	In Progress	Strong, but structure needed	Robust
5: ACADEMIC PROGRAMMING – Across the district, we have and continue to take a critical lens to our academic programming (e.g., ESL, SPED, Gifted/Honors/AP, etc.) to analyze student representation by socially constructed identities.		XX	XXX		
Rationale for Rating					
Developing	<ul style="list-style-type: none"> We are having the conversations, we have the system, but we are not taking the next steps to get to the root cause and the barriers as to why our students of color are not in some of the higher-level spaces, we are not analyzing that data, or collaborating with teachers to change instructional practices. We have not had a consistent critical systemic examination of academic programming aligned with student representation in our school district. 				
In Progress	<ul style="list-style-type: none"> We look at this in areas but not done with intention. Opportunities are limited, some data sets are being analyzed but not apparent. Need to be more consistent across the board for all students, acceleration cases referred by parents is inequitable, ways of determining who is in AP and higher-level courses versus who is being referred and identified for special ed. Native English speakers in DL are outperforming native Spanish speakers in DL. We are currently making decisions based on privileged students and that is our standard for assessing everyone versus taking students where they are and their set of experiences, strengths and challenges. 				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none"> What is the data? Clear objectives and expectations on how to use the data? We need to develop a systemic approach to analyzing student representation and setting and implementation to improve representation. 				
In Progress	<ul style="list-style-type: none"> Need to analyze the data and programs systemically. AVID at high school? Intentional outreach to underrepresented students/families to participate in AP classes. Instructional coaches/interventionists to support gifted/talented students with extensions in the classroom. Good programing decisions meeting needs of transitionally marginalized students. More consistent structure for referring students for acceleration, AP, and higher-level courses that considers marginalized populations and not just comparing. 				
Component		Developing	In Progress	Strong, but structure needed	Robust
6: DISCIPLINE/BEHAVIOR/STUDENT SUPPORTS – Our district regularly analyzes student discipline data and disaggregates said data by race and special population categories, as well as intersectionality of known social constructs. We have proactive practices in place (e.g., restorative justice, trauma-informed resources, SEL approaches, etc.) to support all students, especially historically marginalized populations.		XX	XX	X	

Rationale for Rating				
Developing	<ul style="list-style-type: none"> We have not looked at intersectionality, need to do more. We do not review data in a consistent systemic manner at building or district level. We have some proactive practices in places in some schools. 			
In Progress	<ul style="list-style-type: none"> We do analyze and disaggregate data. Need to be more intentional and proactive with the use of strategies to make change. We have the MTSS systems in place, but the proactive practices are not in place district wide. Pre-Covid we are in a better place structurally but since we returned in person this year it has been fight or flight and crisis response mostly. The first semester was getting back to teaching basic social skills and routines but by the end of the year we were able to get back to some of our proactive practices. 			
Strong, but structure needed	<ul style="list-style-type: none"> Lots of support staff, practices/strategies for supporting students. Data is not unified in collection method. 			
Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> Need to prioritize data teams to desegregate the data. Need to identify the components. We need to develop a system of data use that is intersectional and that leads to proactive practices instead of just looking at data on the surface level. We need a sound structure in place that supports consistent data driven conversations. 			
In Progress	<ul style="list-style-type: none"> Consistent implementation of strategies. Core instruction for SEL and trauma informed across buildings and continue to be implemented. PD for new staff. All staff use SEL strategies. Building relationships with students is the key. Start the year with built in time to look at discipline data with the staff. Hold staff accountable to teaching SEL. 			
Strong, but structure needed	<ul style="list-style-type: none"> One student information system district wide. 			
Component	Developing	In Progress	Strong, but structure needed	Robust
7: STUDENT VOICE, CULTURE AND CLIMATE – We consistently seek out ways to solicit students’ feedback and experiences. We adjust our organizational culture and climate based on needs (e.g., extracurricular, activities, athletics, clubs, LGBTQ+ accommodations).	X	XXXX		
Rationale for Rating				
Developing	<ul style="list-style-type: none"> Need to be more intentional when including student voice. 			
In Progress	<ul style="list-style-type: none"> Still need to do more student feedback, hear student voices Have students complete surveys but not having conversations about why we are doing this and what we are going to do with this information. Not just a checkbox. Should be a conversation and kids should have a voice in the discussion not just complete the survey as a requirement. We have some structures in place at secondary school but not at elementary. We started using Panorama as a tool this year as one lens to get student feedback, but we need to seek out other ways to get student voice at all levels. We have systems in place to collect students' feedback and experiences district wide. We are not making consistent adjustments to our organizational culture and climate based on the data we collect. We would like to note that it is also important to use the data to make instructional adjustments. 			

Suggestions for Next Steps				
Developing	<ul style="list-style-type: none"> Need to adjust our organizational culture and climate. 			
In Progress	<ul style="list-style-type: none"> Student needs assessments. Having a conversation with students about surveys and tests that they are taking. Listening to kids and valuing their input. Look for other tools to gather this student feedback, give our administrators ideas on how they can do this at elementary. Include more student voice around organizational culture not just specific topics. We need a systemic approach to soliciting student feedback and experiences as well as a process for making the necessary adjustments. 			
Component	Developing	In Progress	Strong, but structure needed	Robust
8: EMPLOYMENT & RETAINMENT – We have implemented practices to attract and retain highly qualified, diverse teachers and administrators at our district.		XX	XXX	
Rationale for Rating				
In Progress	<ul style="list-style-type: none"> We don't feel this is a strong component. We do not have a staff population that is representative of our student population. We are not retaining staff. 			
Strong, but structure needed	<ul style="list-style-type: none"> Challenges with the DL program teacher retention Implementing many things but need to do more. Fighting to get and keep diverse staff. Need to offer incentives for hard to fill positions. Pathways for sped teachers? We have the structures in place for retention, but things are so hard with COVID that people are leaving the field for other reasons right now. Recruitment measures are in place too but due to the teacher shortage that has become even more challenging. 			
Suggestions for Next Steps				
In Progress	<ul style="list-style-type: none"> Need to look more into hiring more staff that represents our population. We need to have strong professional development about what it means to be a member of an interview team that identifies strong candidates. We need to teach people how to set up a diverse interview team to attract a candidate pool that is representative of our student population. We need to continue to strengthen the plan to recruit and develop from within. We need to clearly identify why we are not retaining staff and creating work on retaining staff. We need to create a system to analyze exit interview data across the district. 			
Strong, but structure needed	<ul style="list-style-type: none"> Stipends, higher pay and support for DL staff. Universities and colleges need to address this. Buildings have to have a sustainable culture and climate that is conducive to keeping people working as professionals. More intentional check-ins for retaining people. Make sure our diverse teachers are part of the staff and feel connected. 			

Component		Developing	In Progress	Strong, but structure needed	Robust
9: PROFESSIONAL DEVELOPMENT – Our district has demonstrated its commitment to equity by offering a continuum of professional development and growth to all staff.			XXX	X	X
Rationale for Rating					
In Progress	<ul style="list-style-type: none"> We have a lot of PD to offer but need to improve in this specific area. We have held several District level Equity focused PD opportunities. We have the structures in place but need to add the PD lens for the "Equity 101" common language piece and PD needs to be required. Our school district makes a variety of professional development opportunities available to all staff members. School district evaluators make recommendations for professional development. We do not have a continuum in place to ensure there is an equity component. 				
Strong, but structure needed	<ul style="list-style-type: none"> Doing well but need more strategic approach. 				
Robust	<ul style="list-style-type: none"> Our PD Director works tirelessly to provide us with high quality PD. Many offerings and offering board credit for salary increases. 				
Suggestions for Next Steps					
In Progress	<ul style="list-style-type: none"> Need to improve efforts to recruit staff with the expertise to present. Need to make PD an expectation. We need to develop a mandatory continuum of professional development. 				
Strong, but structure needed	<ul style="list-style-type: none"> Make more PD mandatory for ALL staff. 				
Robust	<ul style="list-style-type: none"> N/A 				
Component		Developing	In Progress	Strong, but structure needed	Robust
10: FAMILY AND COMMUNITY AS AGENCY – We have a structure in place to actively seek out and/or sustain communication and engagement with parents/guardians/caretakers on issues of equity.		XX	X	XX	
Rationale for Rating					
Developing	<ul style="list-style-type: none"> We are getting there but need to do better outside the district. We do not have structures in place for discussing issues of equity with families. 				
In Progress	<ul style="list-style-type: none"> We need more of an equity focus to family engagements and increase our numbers to include more of the disenfranchised voices. 				
Strong, but structure needed	<ul style="list-style-type: none"> Participation is low at panels and roundtables. Increase engagement. Same voices, same people completing surveys and attending events. Same staff members completing surveys which does not reflect feedback. 				
Suggestions for Next Steps					
Developing	<ul style="list-style-type: none"> We need to be more intentional in reaching out and engaging families and community outside district staff. We can require building administrators to engage families in conversations about equity during already established family engagement opportunities. 				
In Progress	<ul style="list-style-type: none"> We need to take the community involvement to people's neighborhoods and their 				

	personal spaces if we want to increase participation.
Strong, but structure needed	<ul style="list-style-type: none"> • Incentivize (food, prizes) to increase engagement. • N/A
Other comments or suggestions	
(none)	

Section 2

QUANTITATIVE DATA

All submitted data has been analyzed with an equity approach meaning the disaggregation by student identities and/or special populations. The district provided a mix of datasets by count and percentages. Any dataset that does not include a count is based on information provided. It must be noted that data from SY 2019-20, SY 2020-21 and SY 2021-22 may be drastically unique. During this time, there was a global pandemic due to Covid-19. This pandemic impacted school operations throughout the country, affecting curriculum, instruction, resources, and relationships with students. Most data were disaggregated by race/ethnicity⁷, special populations⁸ and intersectionality⁹.

Index of Quantitative Data	
Demographics & Attendance	
Table/Chart 2.1-2.5	General demographic
Table/Chart 2.6-2.22	Absenteeism, transfer, truancy, dropout rate and attendance center
Table/Chart 2.23-2.28	Early childhood and graduation rate
Table/Chart 2.29-2.34	Demographic of various disabilities and 504 Plans
Academics & Support	
Table/Chart 2.35-2.51	Dual language programming, dual credit enrollment, honors, AP and CTE
Table/Chart 2.52-2.63	Growth benchmarks and standardized assessments
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Discipline, Behavior & Engagement	
Table/Chart 2.79-2.92	Retention, promotion, credit recovery, and summer school
Table/Chart 2.93-2.103	Suspensions and behavioral references
Table/Chart 2.104-2.109	Outplacement and extracurricular
Staff & BOE	
Table/Chart 2.110.-2.113	Demographic and licensures and endorsements of staff and BOE
Table/Chart 2.114-2.115	BOE demographic
Resources	
Table/Chart 2.116	1:1 device by grade level
Table 2.117	Percent of languages spoken by EL students

⁷ ISBE requires a wide range of data segregated by racial/ethnic categories such as: American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latina/e/o/x, Native Hawaiian or Pacific Islander, Two or More Races, White or Caucasian. For the purpose of this report, the following shorthand was used for the racial/ethnic categories: Asian, Black/African American, Hispanic/Latinx, Two or More, White.

⁸ Special population refers to specialized populations of English Language Learners (ELL), Free/Reduced Lunch (FRL) and Students with Individualized Education Plan (IEP).

⁹ Intersectionality refers to the intersecting identities by social constructs.

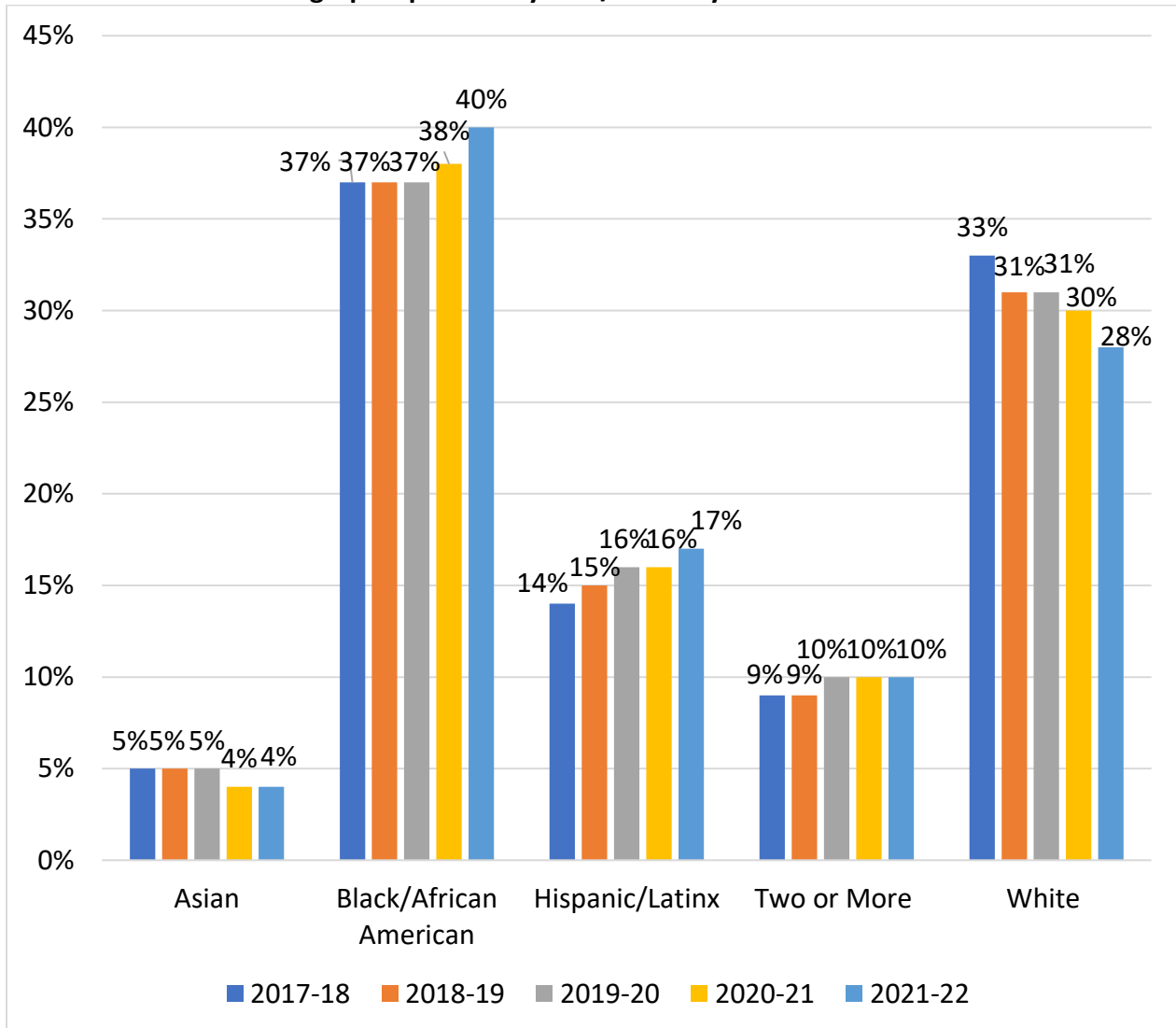
The quantitative data that did not reveal an immediate inequity is listed below. This does not mean there are no issues of inequity but based on data, it either revealed no glaring indications of inequities, or additional information beyond the scope of this audit is needed.

- Tables/Charts: 2.1-2.5
- Tables/Charts: 2.7-2.8
- Tables/Charts: 2.10-2.11
- Tables/Charts: 2.12-2.14
- Tables/Charts: 2.16-2.25
- Tables/Charts: 2.27-2.28
- Tables/Charts: 2.29C-2.29D
- Tables/Charts: 2.29F-2.29I
- Tables/Charts: 2.30A-2.30I
- Tables/Charts: 2.31A-2.31I
- Tables/Charts: 2.32-2.40
- Tables/Charts: 2.42-2.43
- Tables/Charts: 2.45-2.51
- Tables/Charts: 2.53-2.54
- Tables/Charts: 2.56-2.57
- Tables/Charts: 2.59-2.60
- Tables/Charts: 2.52-2.63
- Tables/Charts: 2.64-2.78
- Tables/Charts: 2.80-2.84
- Tables/Charts: 2.85-2.87
- Tables/Charts: 2.89-2.92
- Tables/Charts: 2.94
- Tables/Charts: 2.97
- Tables/Charts: 2.100
- Tables/Charts: 2.102-2.109
- Tables/Charts: 2.111
- Tables/Charts: 2.114-2.117

Table 2.1: Student demographic count by race/ethnicity¹⁰

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	248	1701	641	413	1534	4590
2018-19	240	1709	675	433	1436	4566
2019-20	220	1631	708	434	1353	4421
2020-21	179	1537	660	383	1183	4002
2021-22	163	1665	722	420	1176	4208

Chart 2.1: Student demographic percent by race/ethnicity



¹⁰ American Indian or Alaskan Native, and Native Hawaiian and Other Pacific Islander are collectively less than 1% of the student demographic and not consistently reported in all datasets. Thus, identity category not included.

Table 2.2: Student demographic count by gender

Year	Female	Male
2017-18	2183	2407
2018-19	2202	2364
2019-20	2119	2302
2020-21	1916	2086
2021-22	2003	2205

Chart 2.2: Student demographic percent by gender

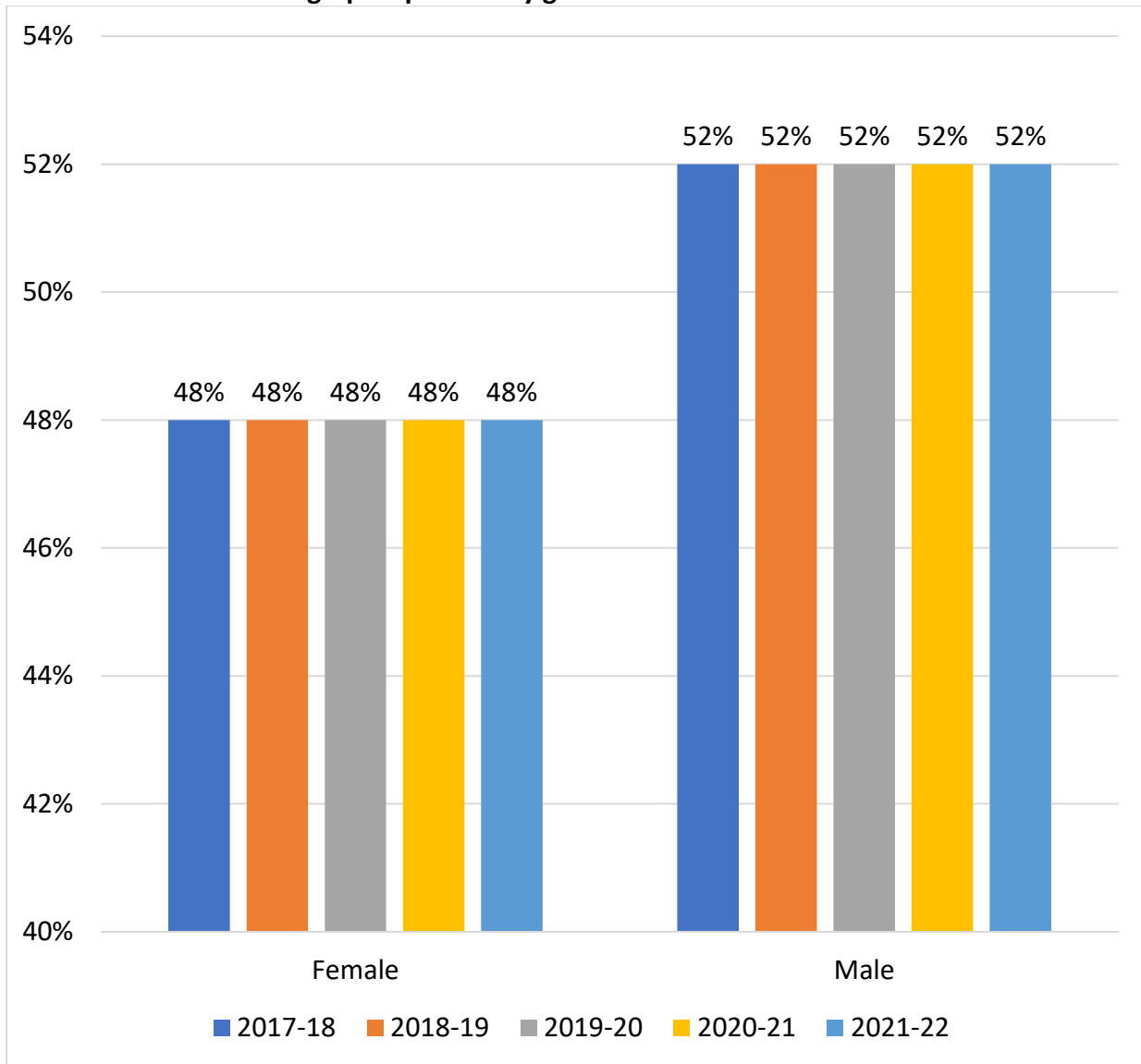
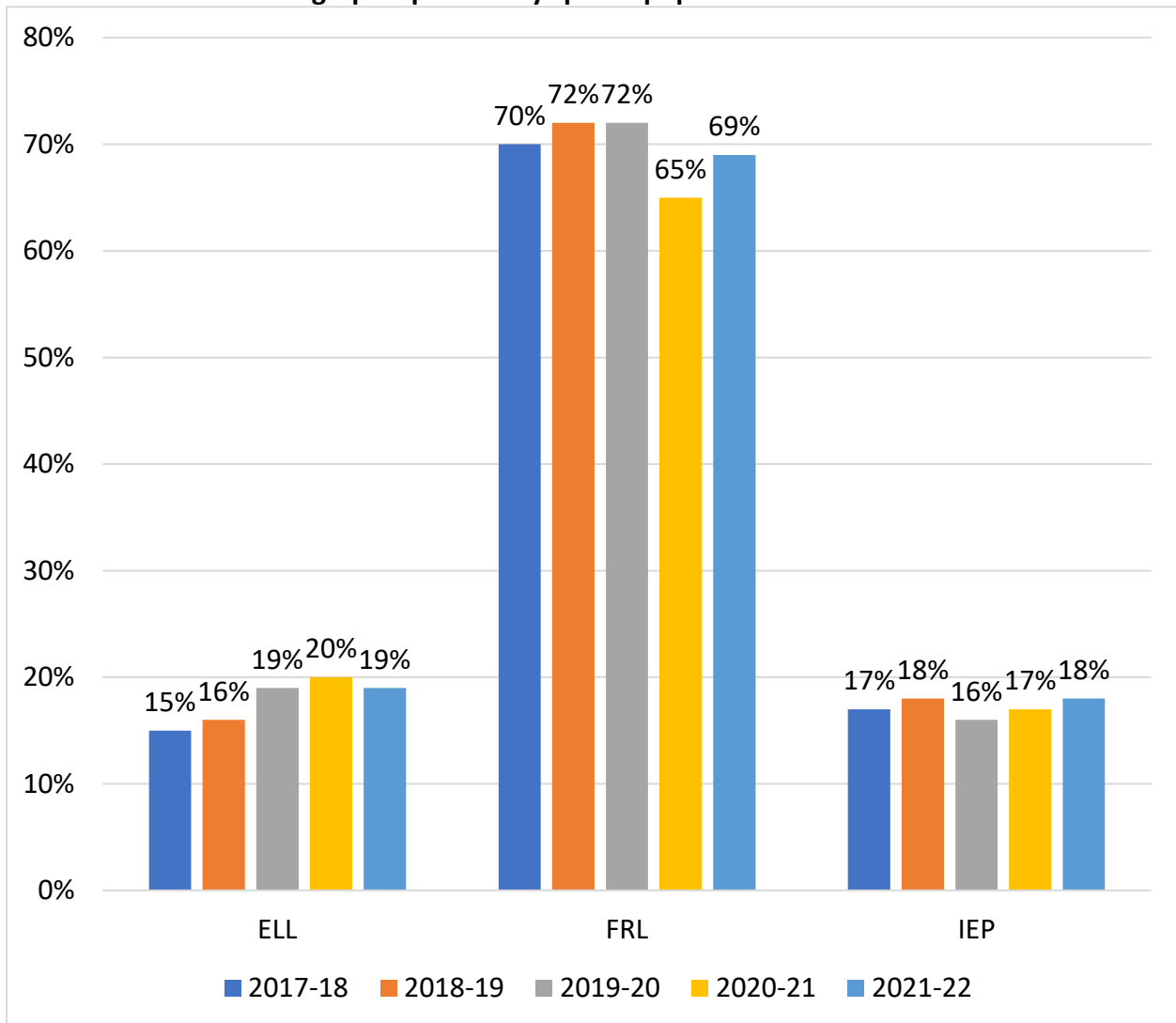


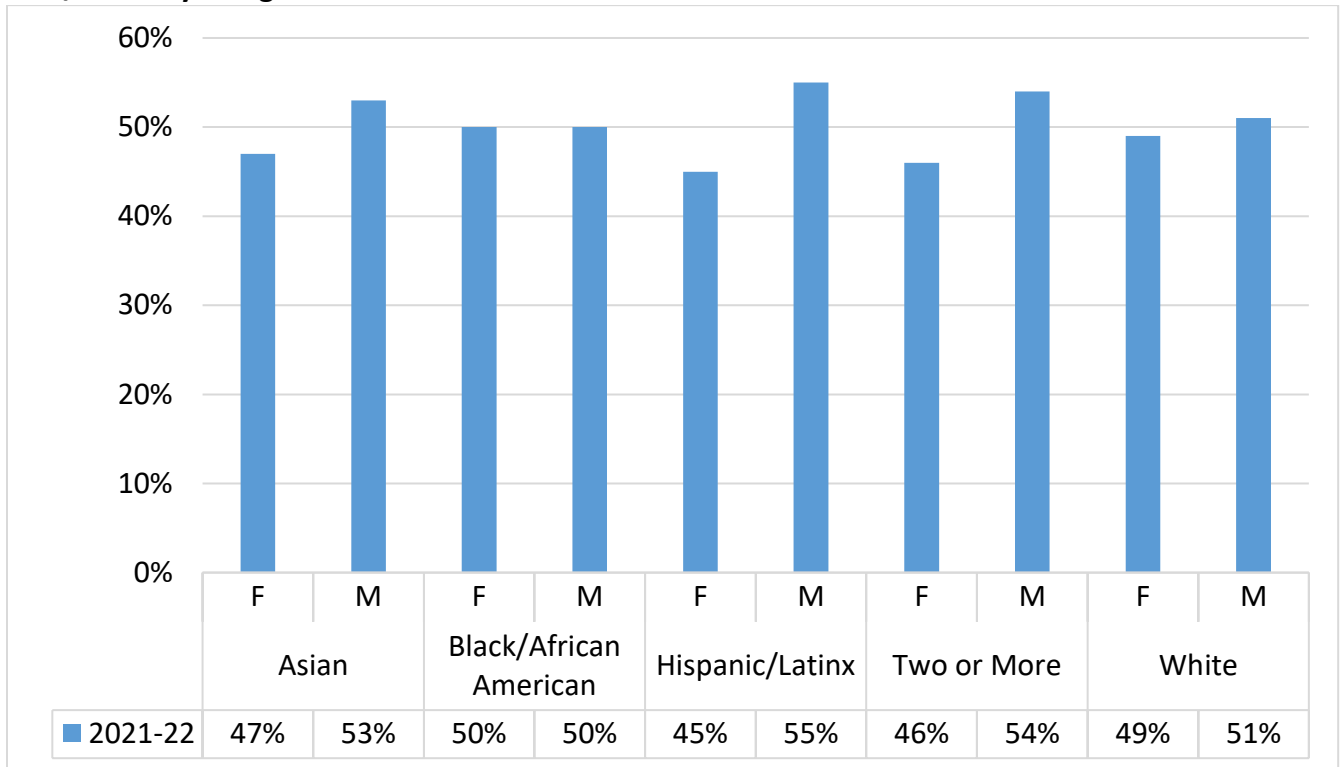
Table 2.3: Student demographic count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2017-18	690	3900	3231	1359	794	3796
2018-19	744	3822	3296	1270	840	3726
2019-20	838	3583	3199	1222	702	3719
2020-21	786	3216	2603	1399	674	3328
2021-22	787	3421	2883	1325	776	3432

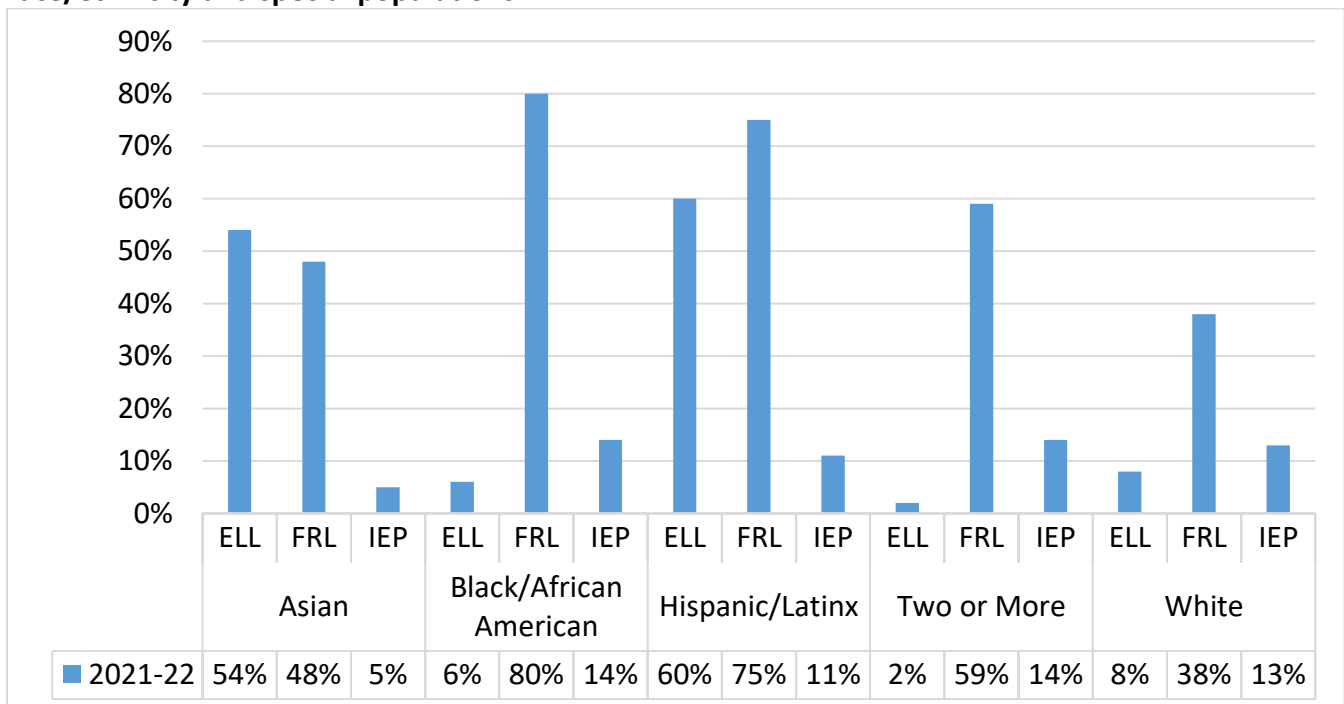
Chart 2.3: Student demographic percent by special populations



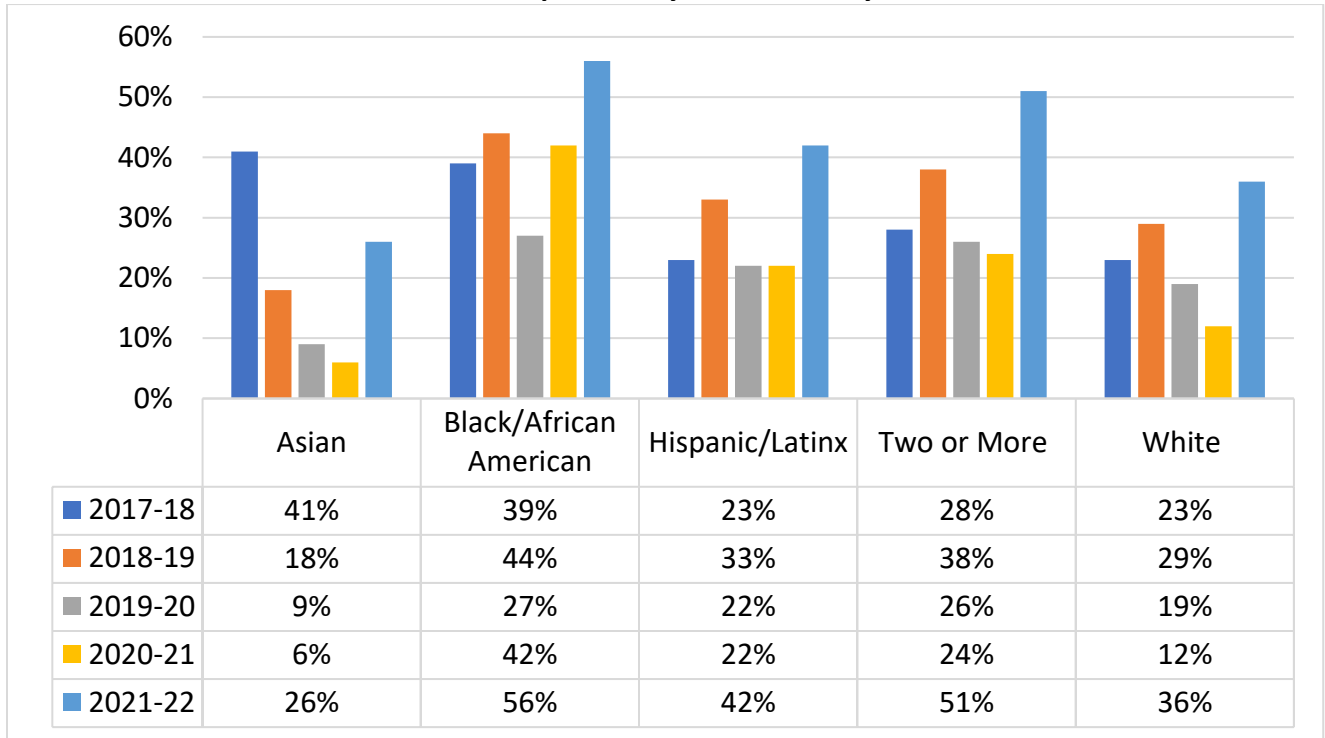
Table/Chart 2.4: SY 2021-22, Student demographic percent by the intersectionality of race/ethnicity and gender



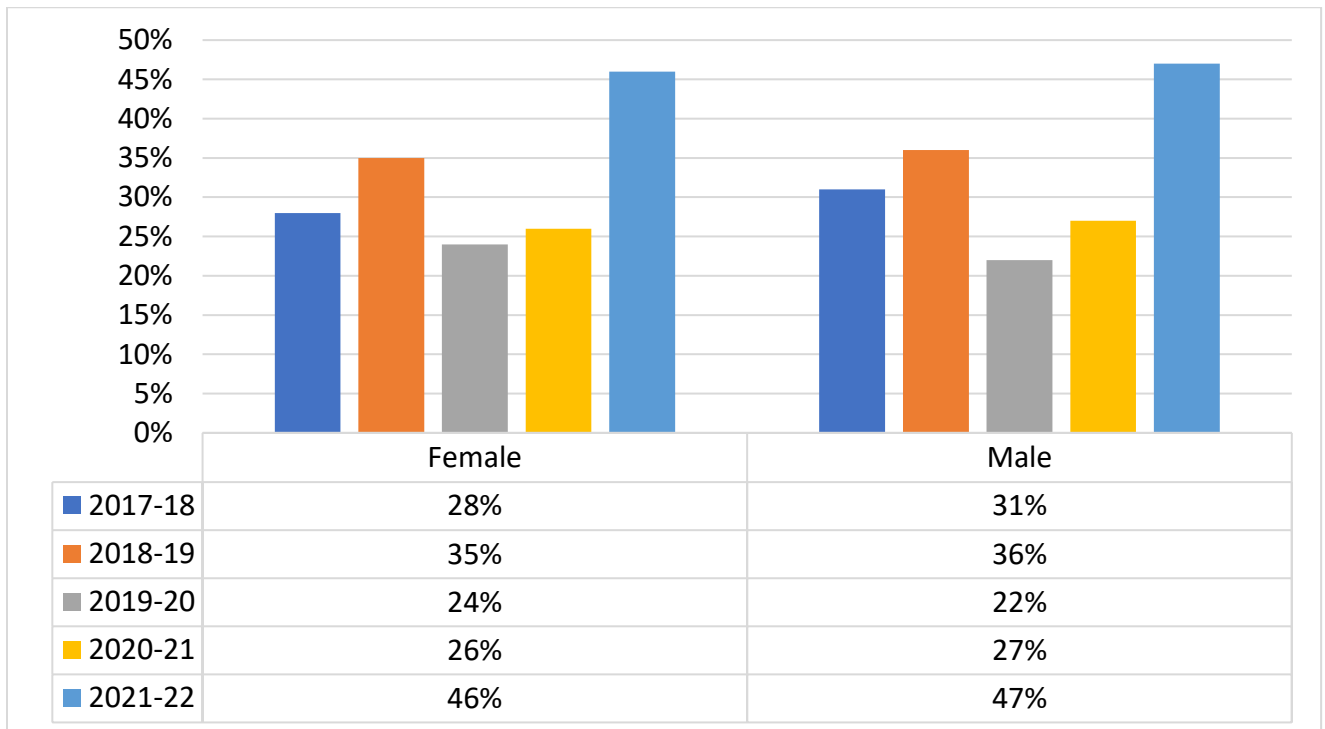
Table/Chart 2.5: SY 2021-22, Student demographic percent by the intersectionality of race/ethnicity and special populations



Table/Chart 2.6: Student absenteeism¹¹ percent by race/ethnicity

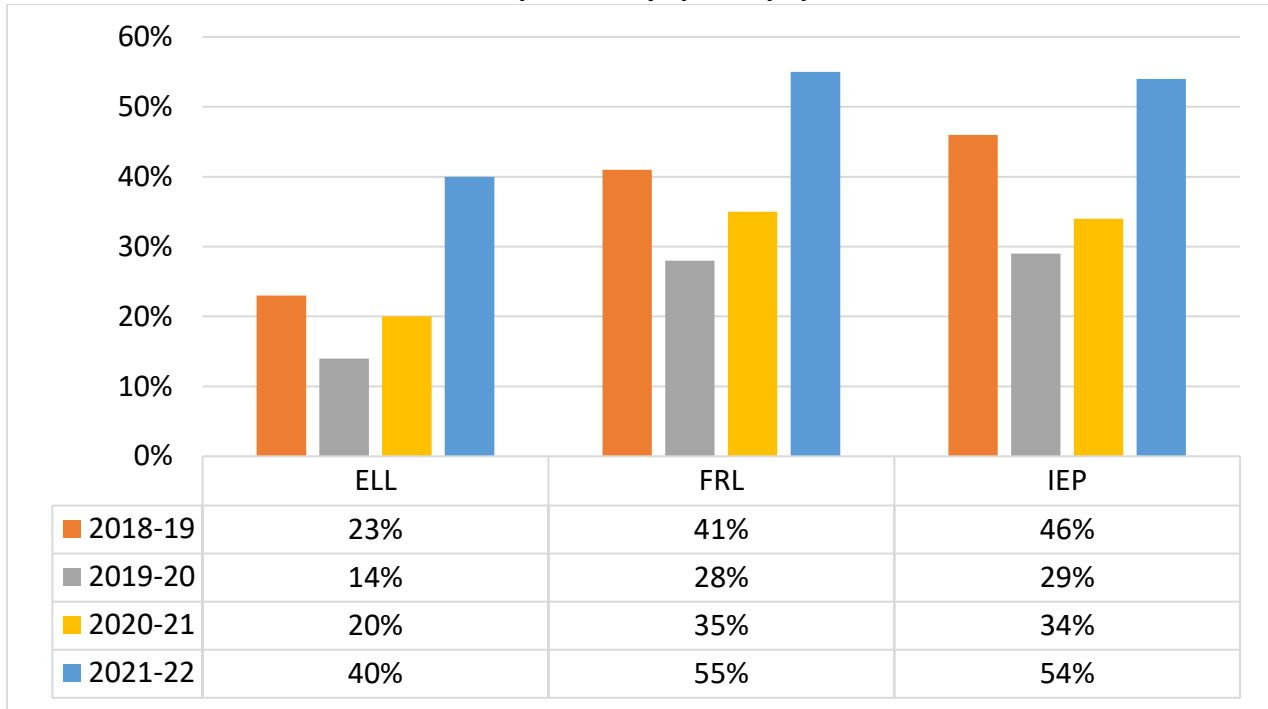


Table/Chart 2.7: Student absenteeism percent by gender

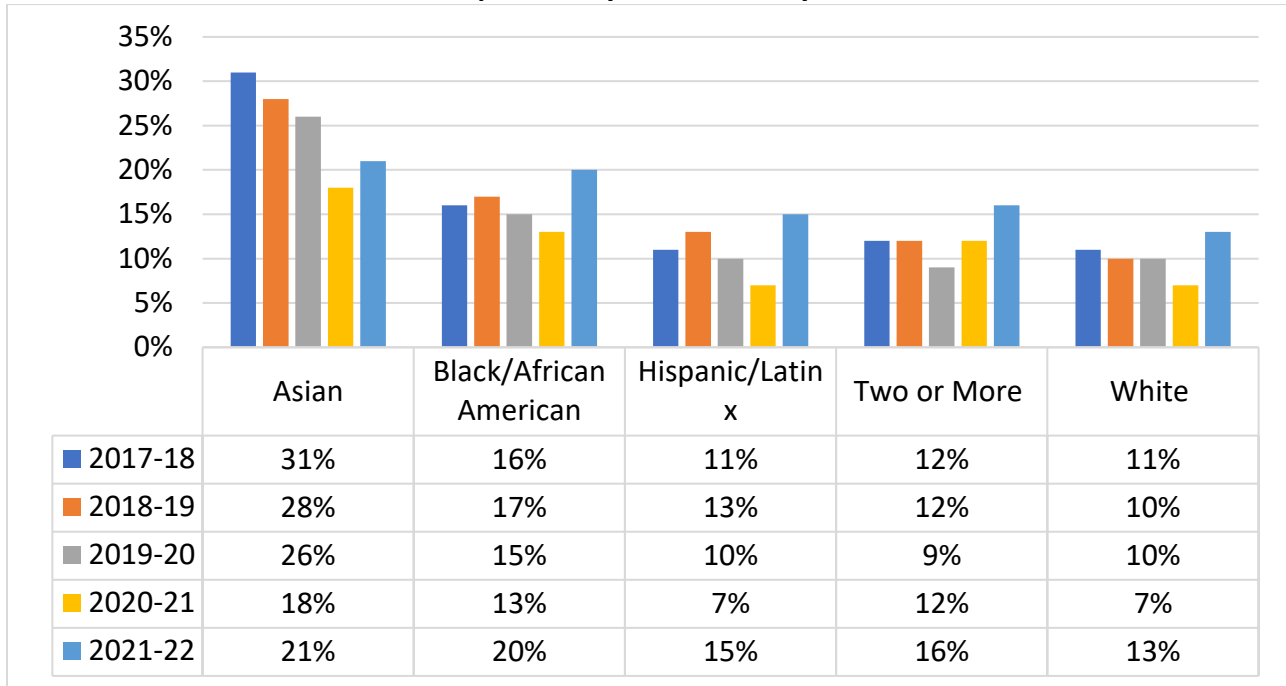


¹¹ Students who missed 10% or more of school days.

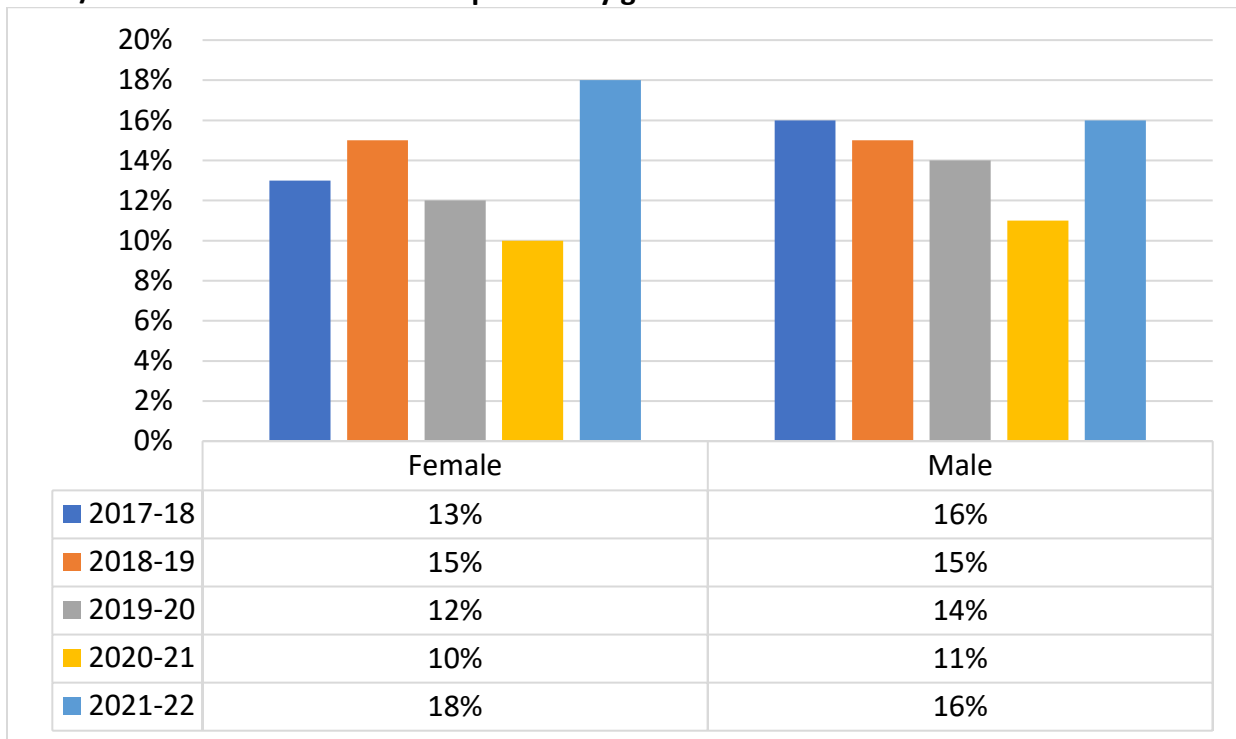
Table/Chart 2.8: Student absenteeism percent by special populations



Table/Chart 2.9: Student transfer¹² percent by race/ethnicity

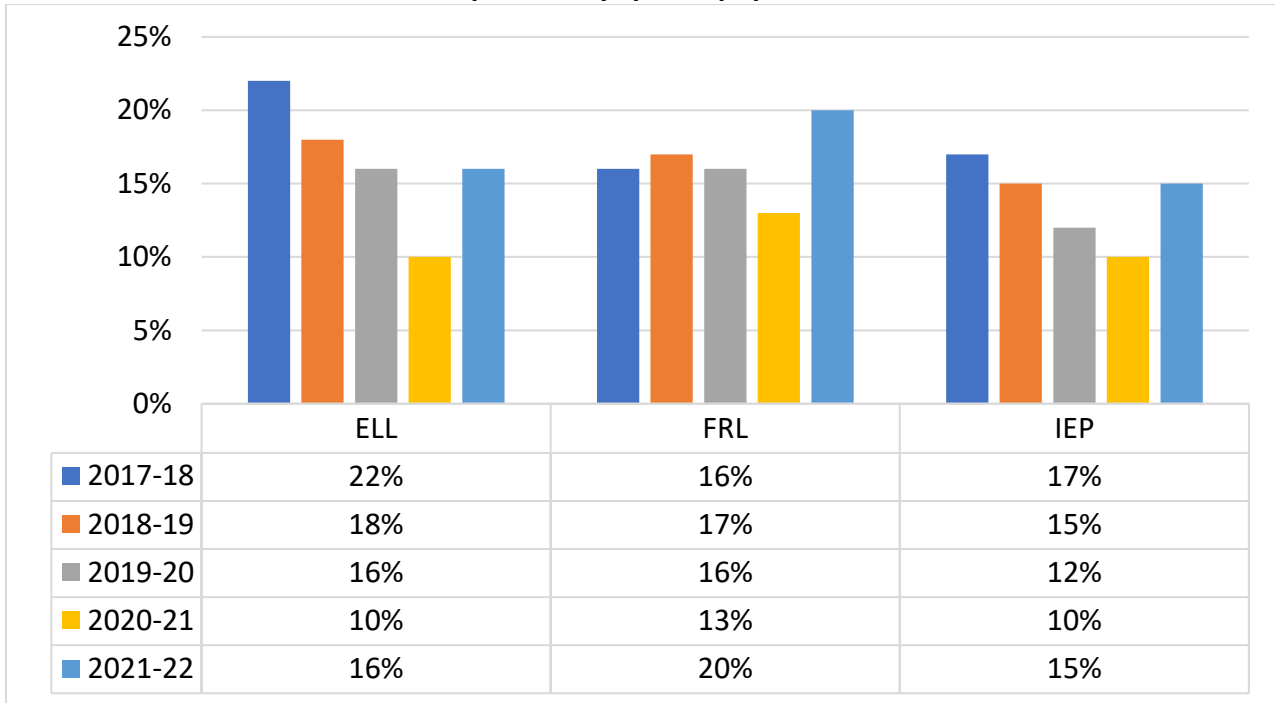


Table/Chart 2.10: Student transfer percent by gender

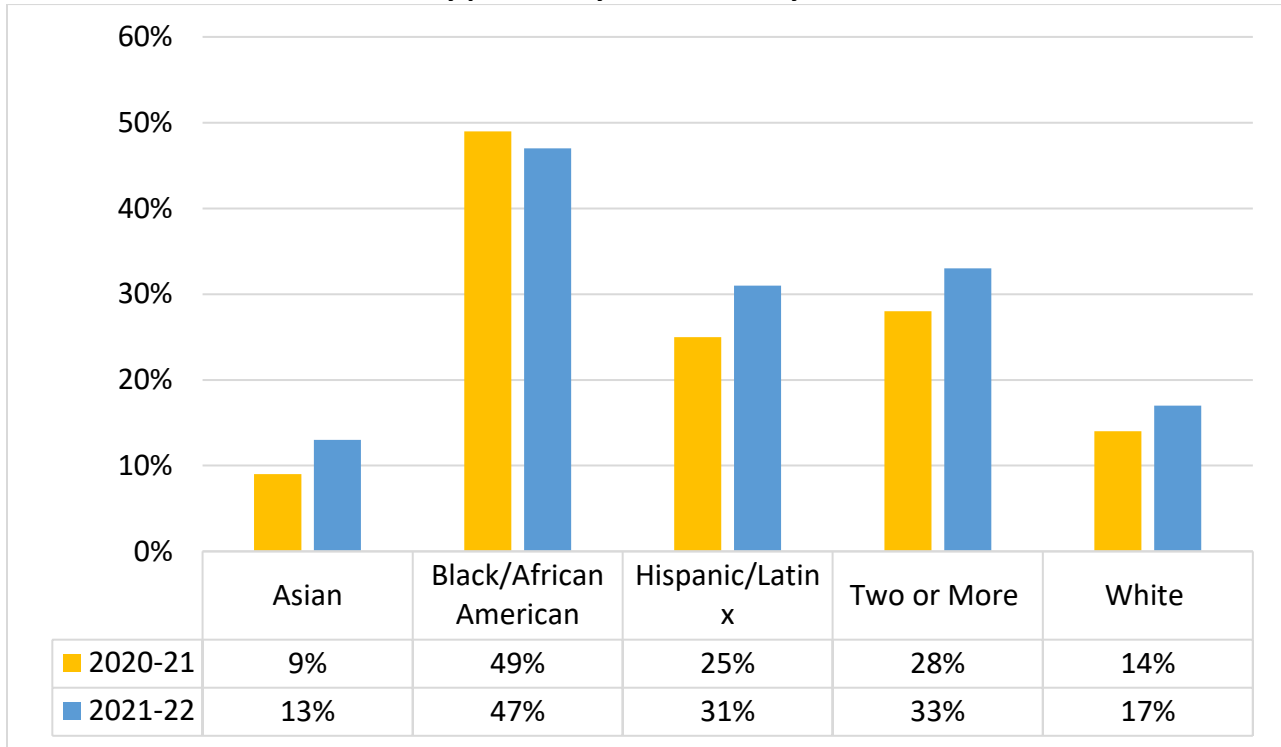


¹² A student’s mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first day of October and the last day of the school year, not including graduates.

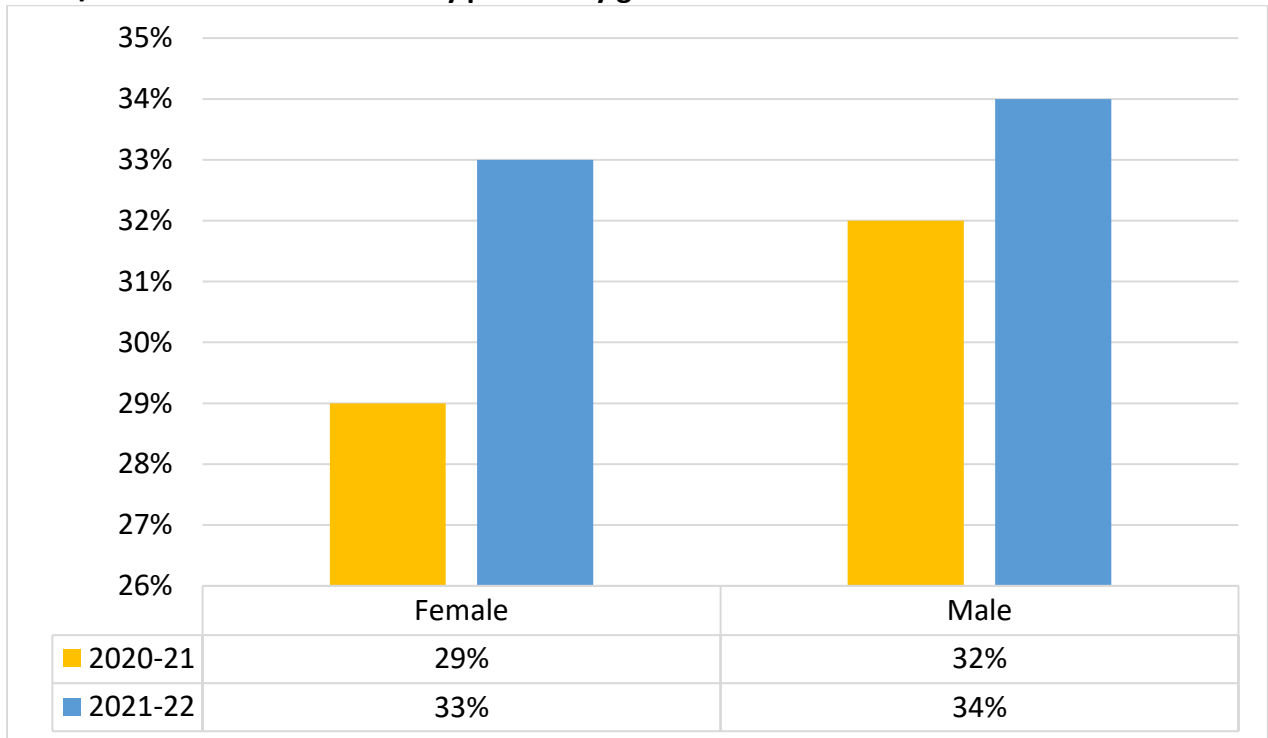
Table/Chart 2.11: Student transfer percent by special populations



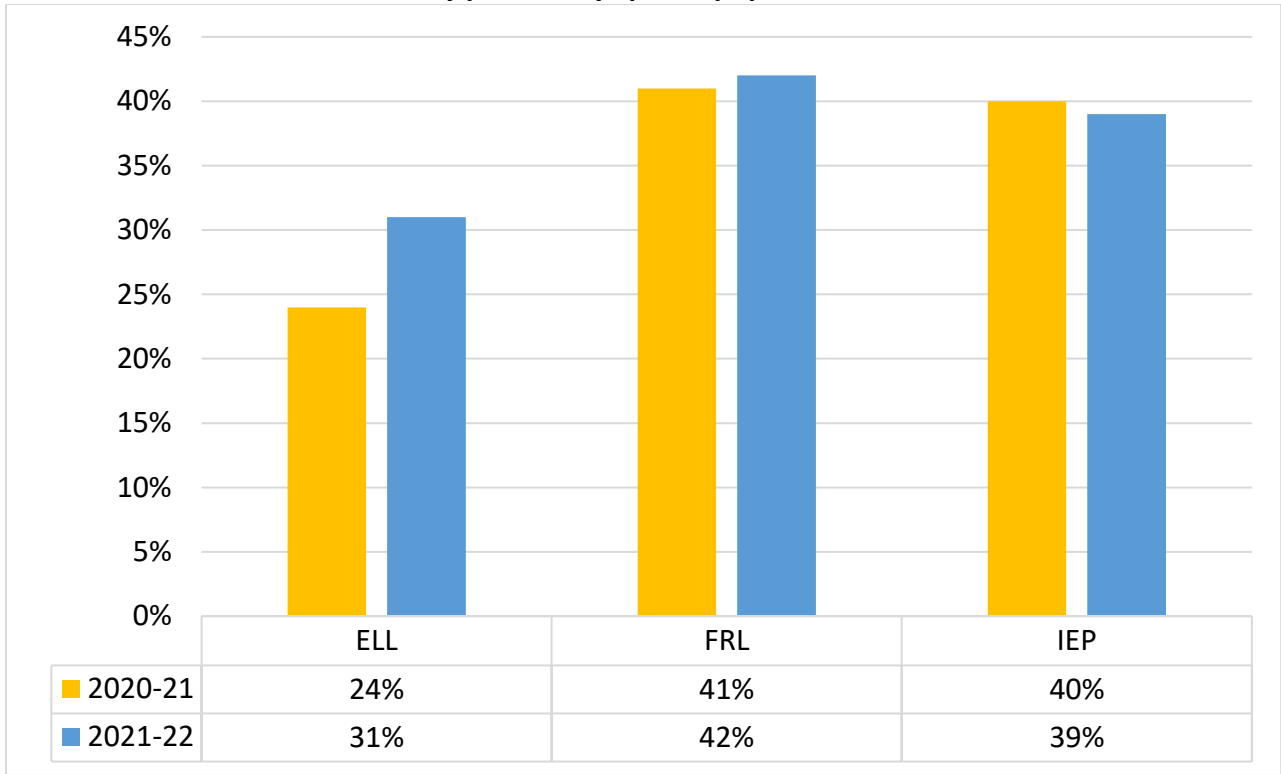
Table/Chart 2.12: Student truancy percent by race/ethnicity



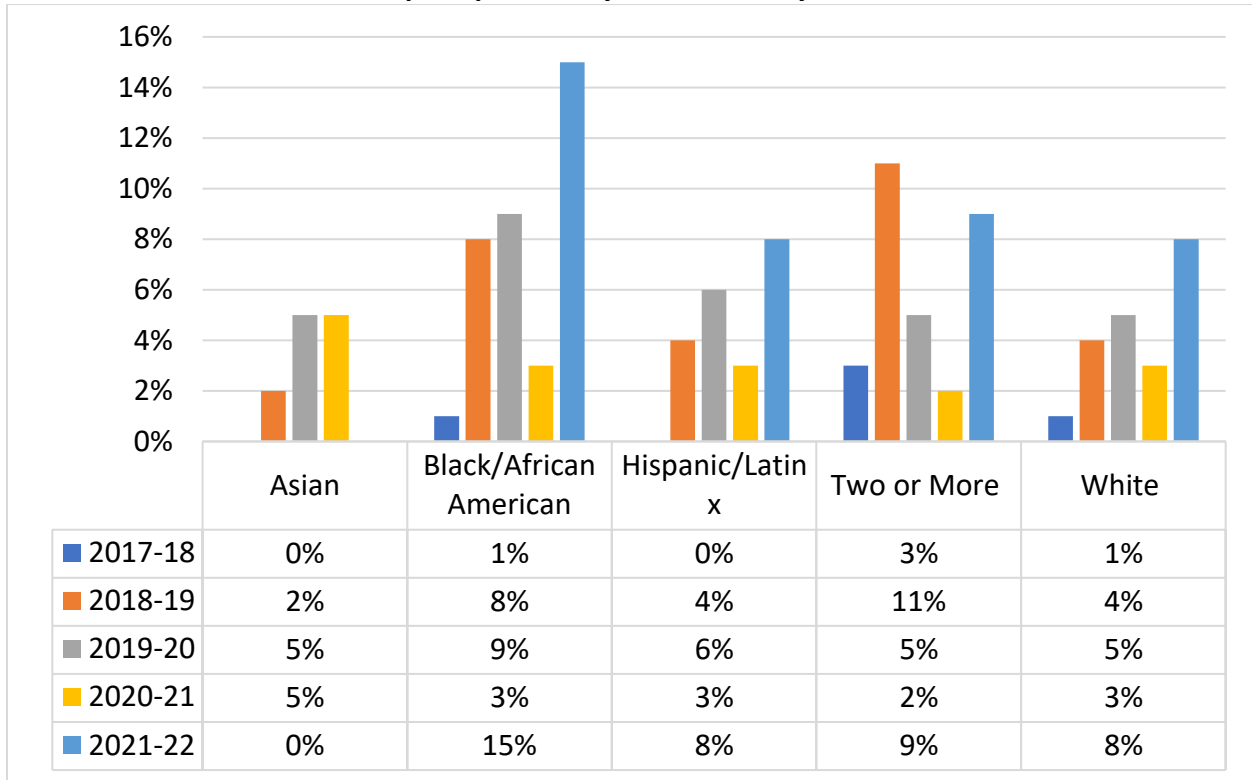
Table/Chart 2.13: Student truancy percent by gender



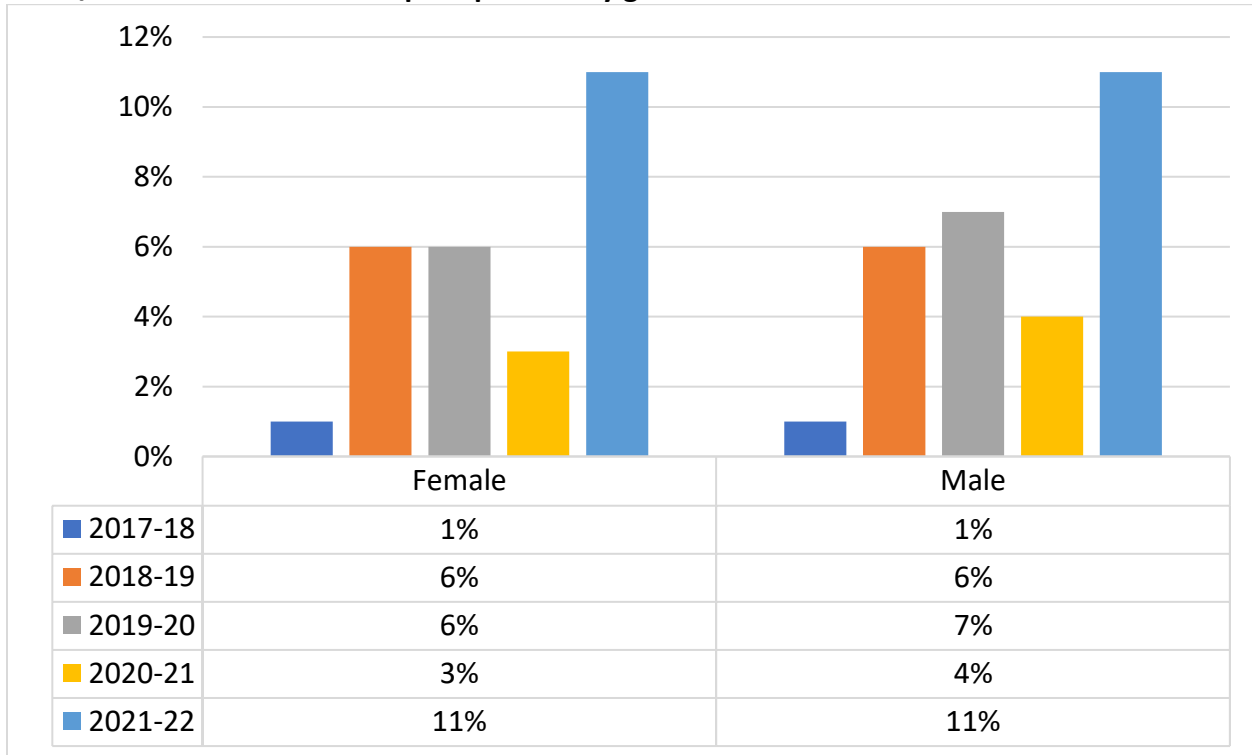
Table/Chart 2.14: Student truancy percent by special populations



Table/Chart 2.15: Student dropout percent by race/ethnicity



Table/Chart 2.16: Student dropout percent by gender



Table/Chart 2.17: Student dropout percent by special populations

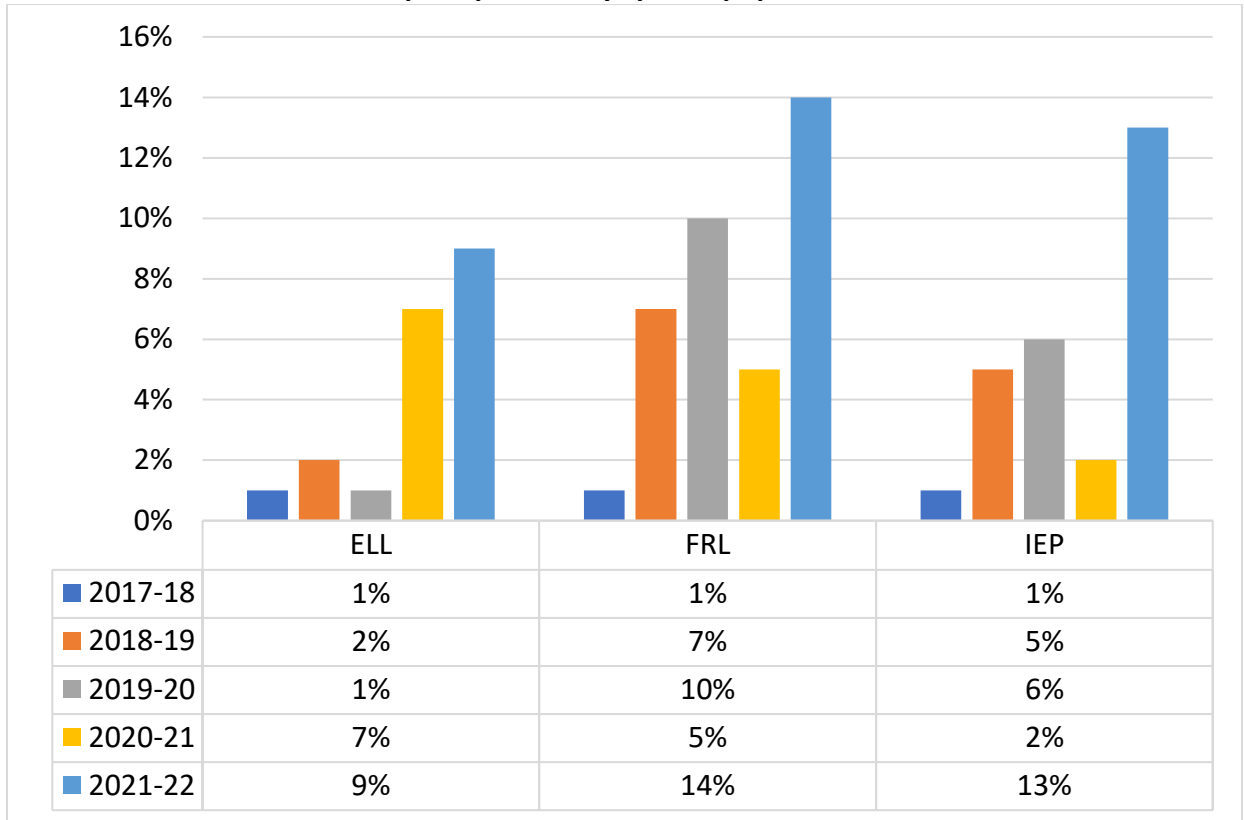
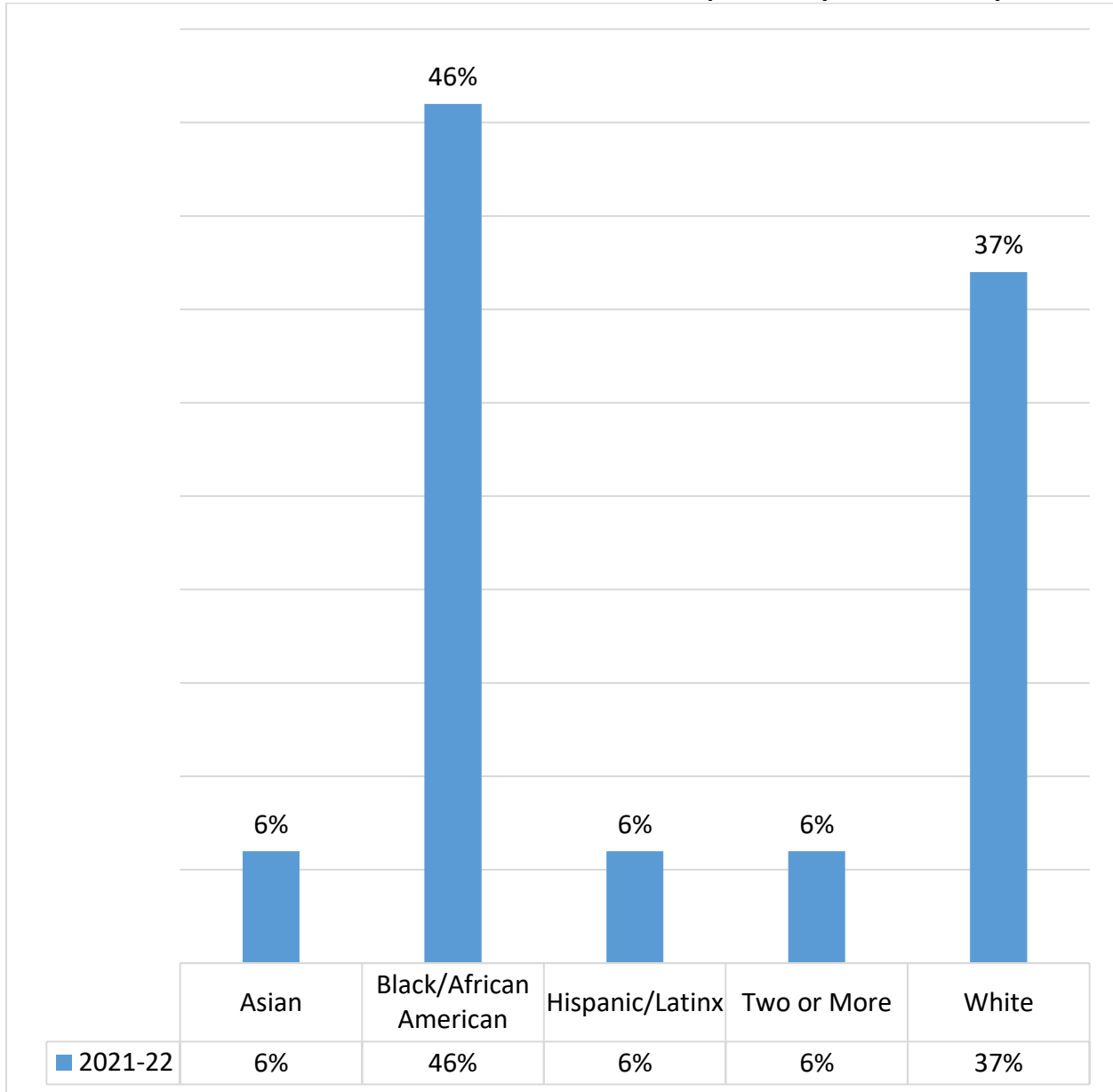


Table 2.18: SY 2021-22, Students outside attendance center¹³ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2021-22	2	16	2	2	13	35

Chart 2.18 SY 2021-22, Students outside attendance center percent by race/ethnicity



¹³ Attendance center: Students not attending their home school due to services such as EL and IEP, which may be received outside of their home school.

Table 2.19: SY 2021-22, Students outside attendance center count by gender

Year	Female	Male
2021-22	12	23

Chart 2.19: SY 2021-22, Students outside attendance center percent by gender

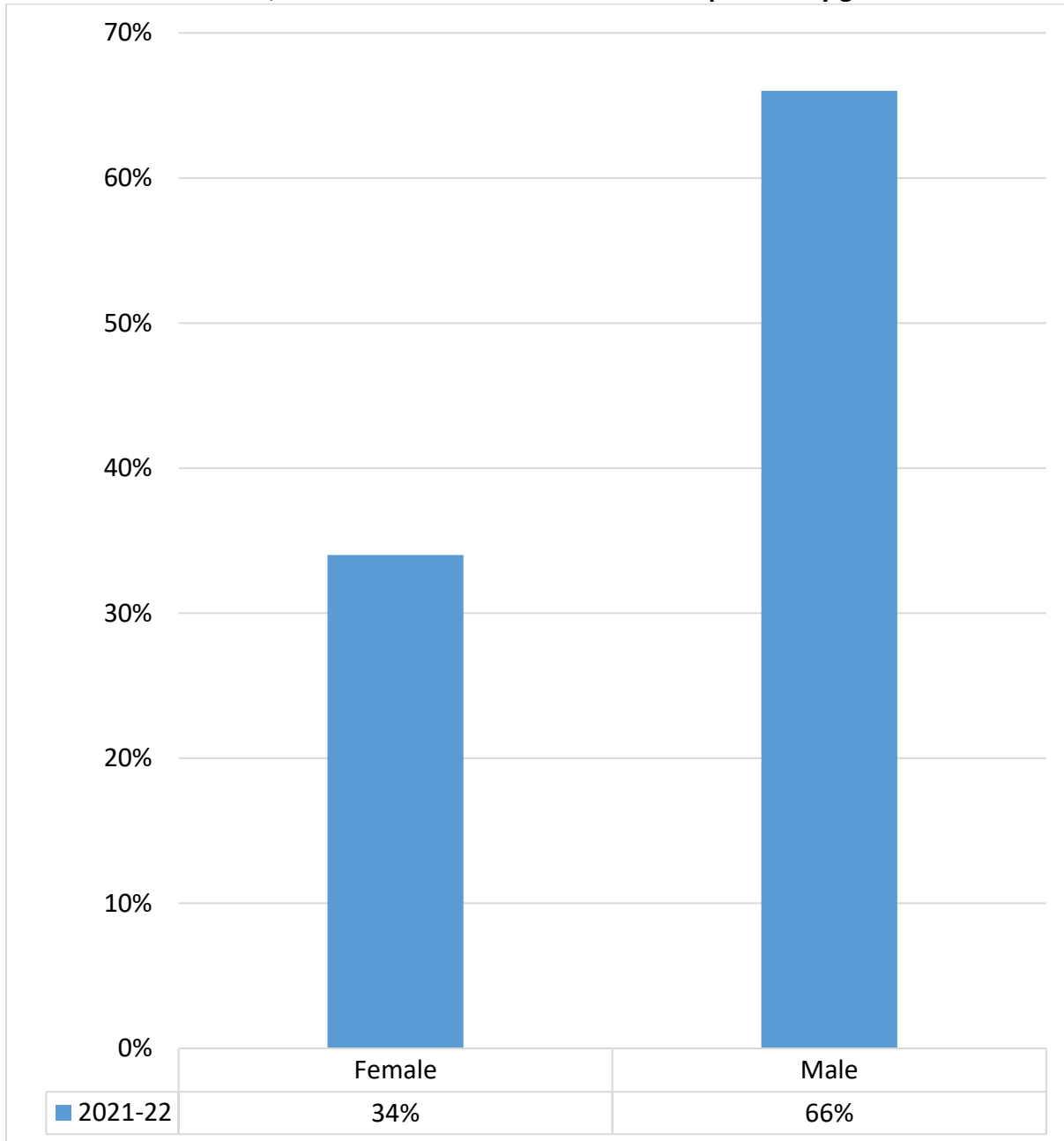


Table 2.20: SY 2021-22, Students outside attendance center count by special populations

Year	ELL		FRL		IEP	
	Yes	No	Yes	No	Yes	No
2021-22	6	29	15	20	35	0

Chart 2.20: SY 2021-22, Students outside attendance center percent by special populations

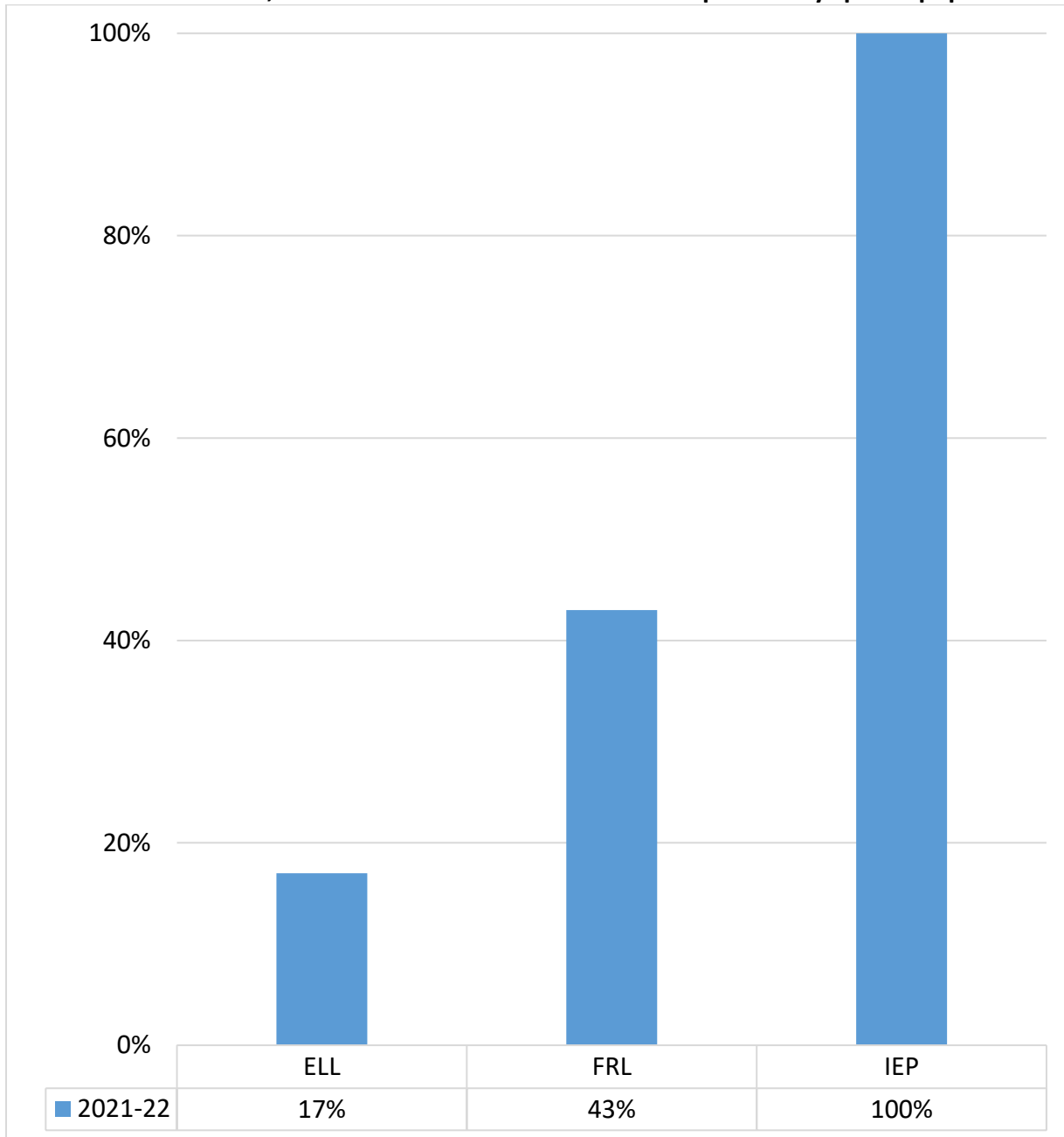


Table 2.21: SY 2021-22, Students outside attendance center count by the intersectionality of race/ethnicity and gender

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2021-22	0	2	3	13	1	1	0	2	8	5

Chart 2.21: SY 2021-22, Students outside attendance center percent by the intersectionality of race/ethnicity and gender

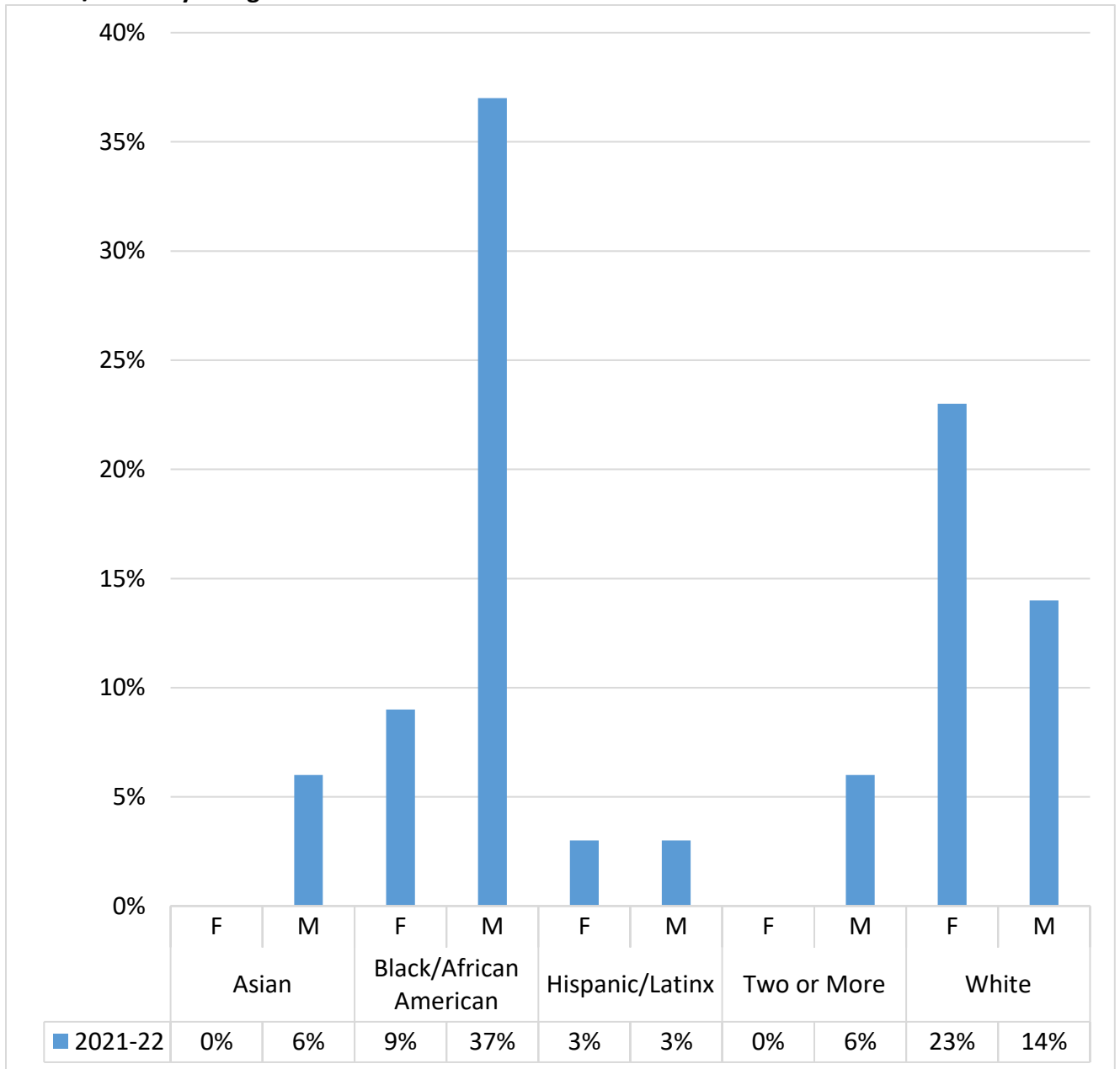


Table 2.22: SY 2021-22, Students outside attendance center count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2021-22	1	1	2	3	9	16	2	2	2	0	1	2	0	2	13

Chart 2.22: SY 2021-22, Students outside attendance center percent by the intersectionality of race/ethnicity and special populations

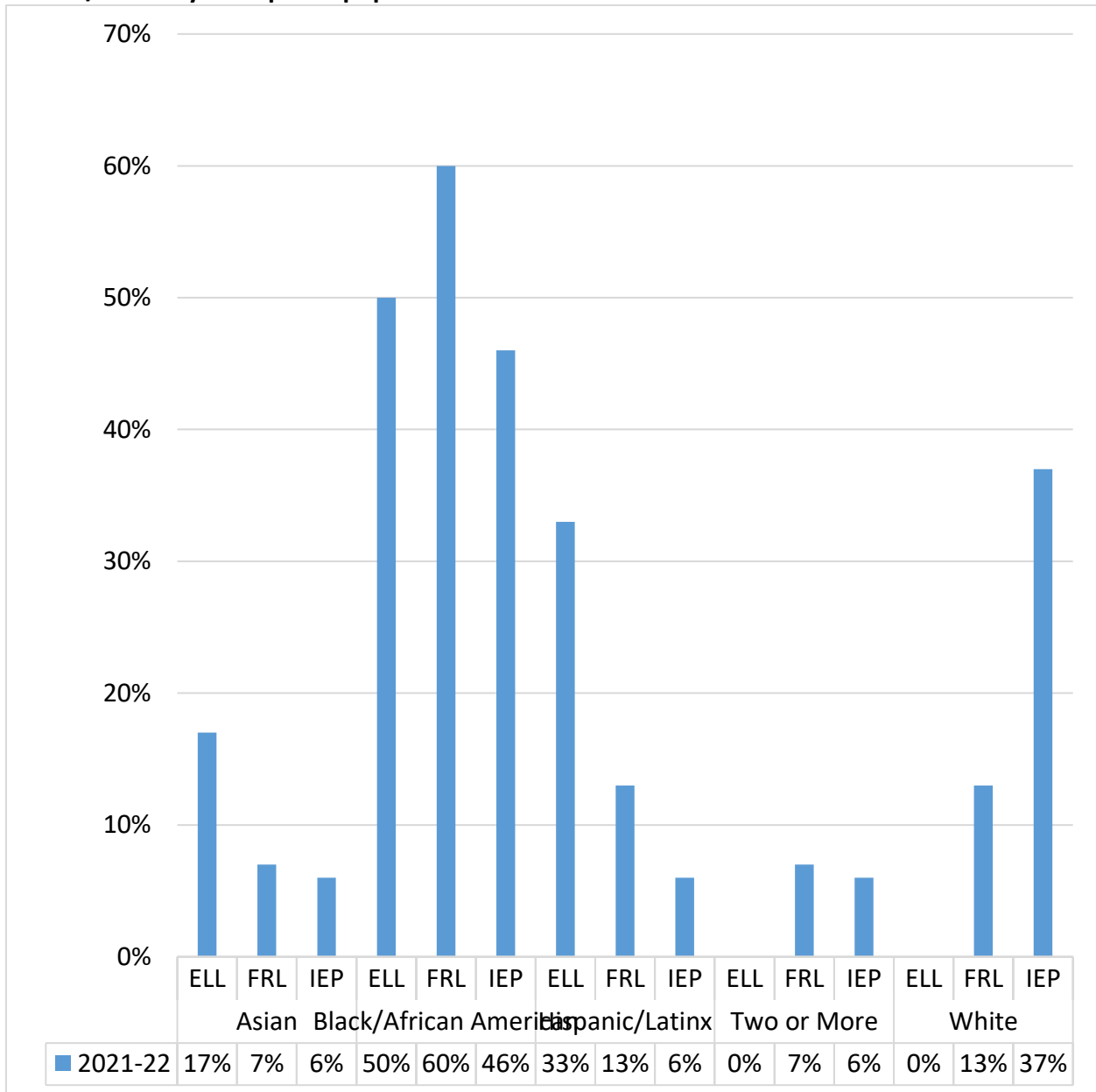


Table 2.23: Student enrollment count in early childhood by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	7	161	44	33	73	318
2018-19	9	136	29	46	54	274
2019-20	7	132	49	40	65	293
2020-21	0	93	40	22	51	206
2021-22	14	109	65	31	38	257

Chart 2.23: Student enrollment percent in early childhood by race/ethnicity

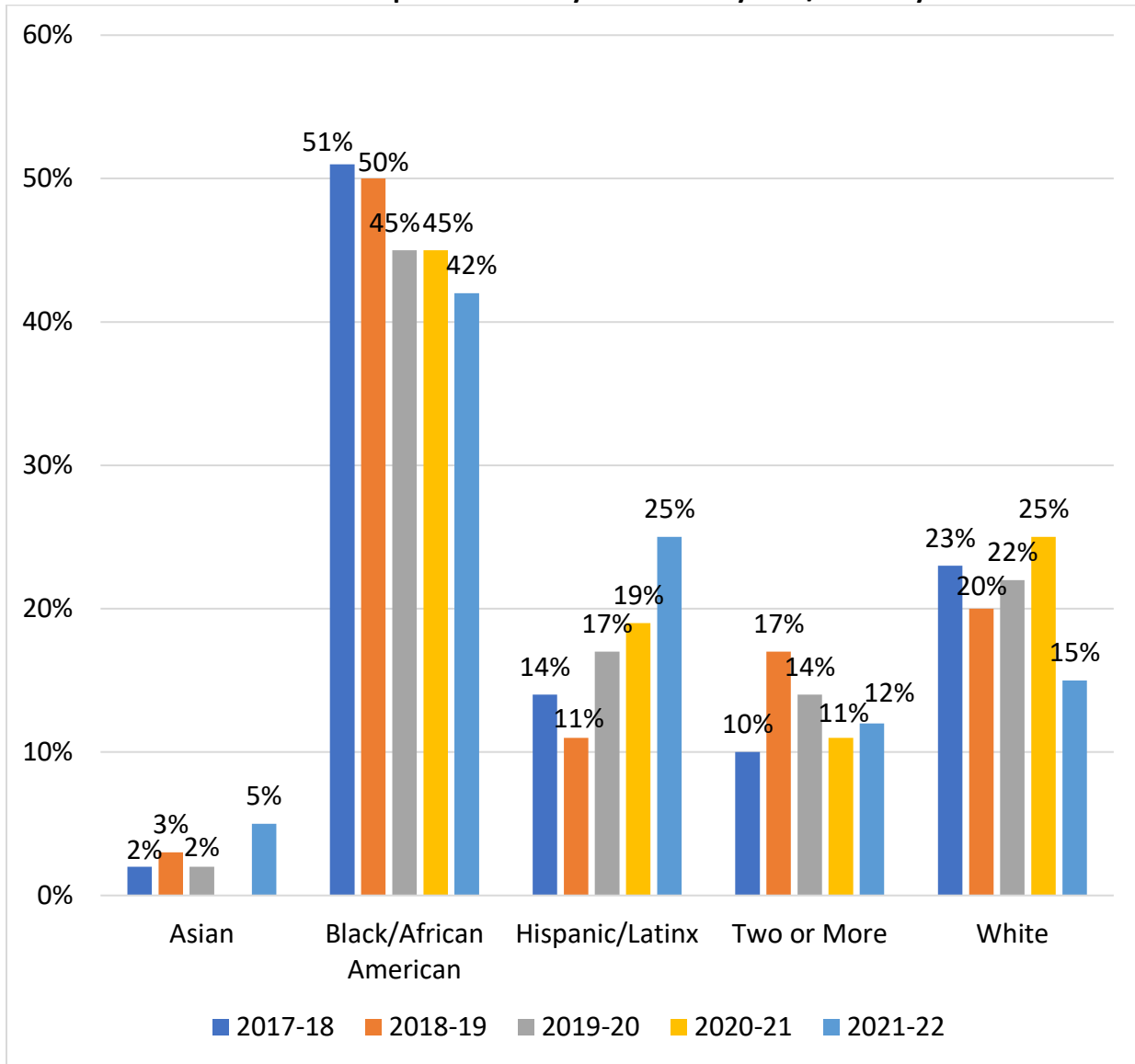
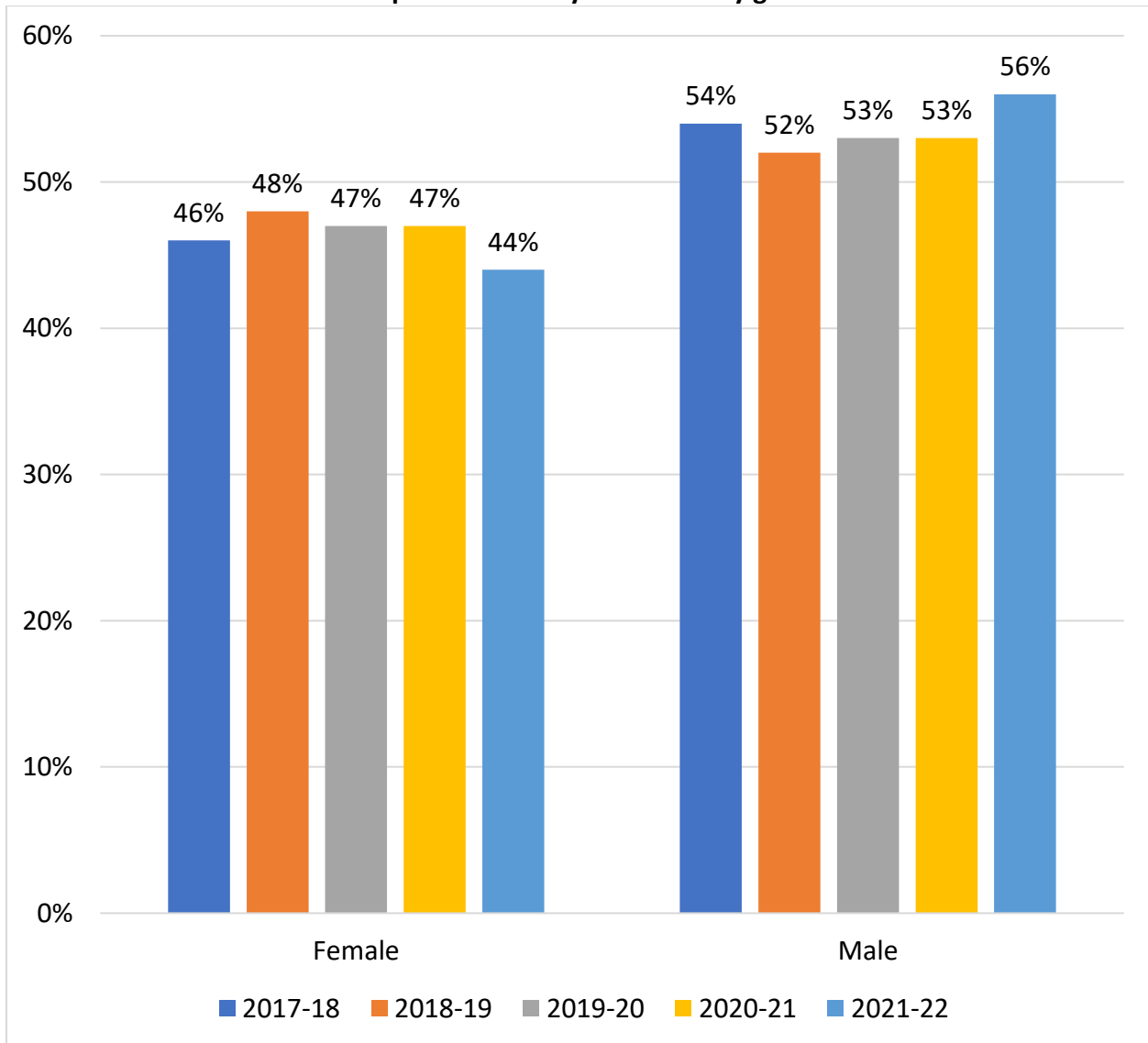


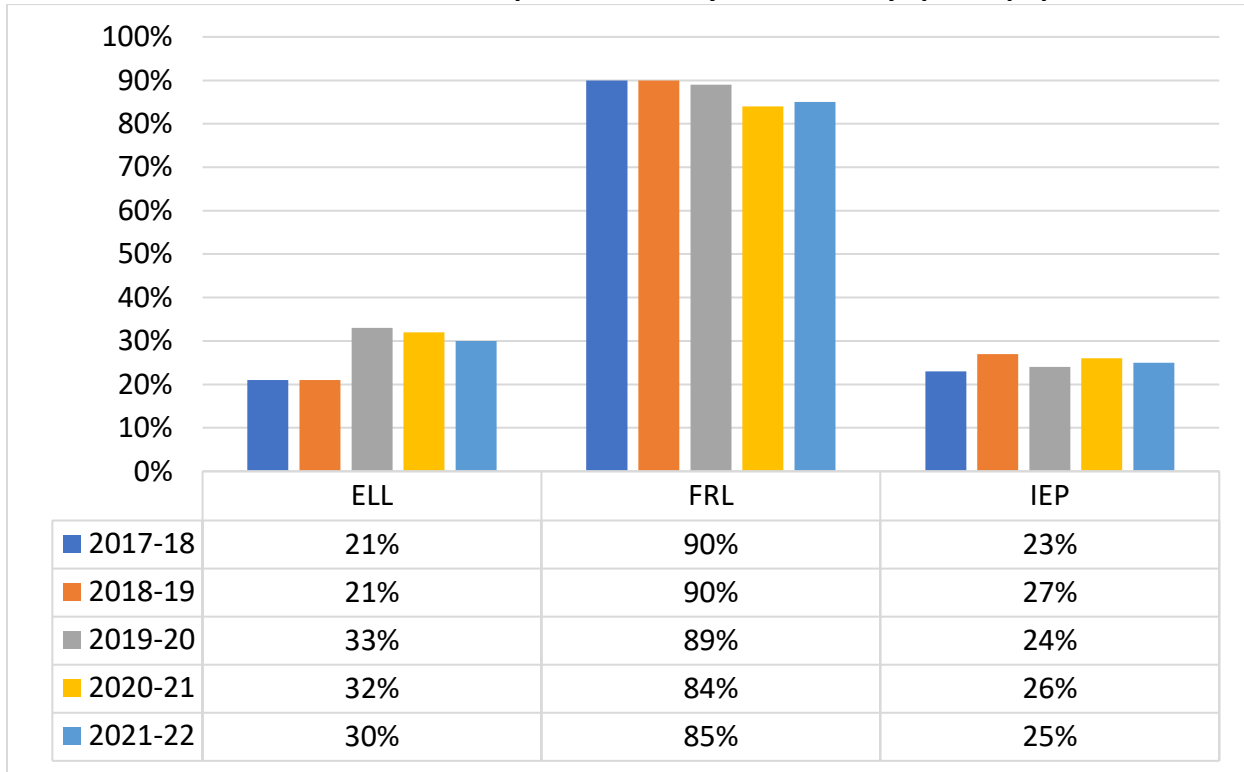
Table 2.24: Student enrollment count in early childhood by gender

Year	Female	Male	Total
2017-18	147	175	322
2018-19	135	148	283
2019-20	141	158	299
2020-21	100	112	212
2021-22	113	146	259

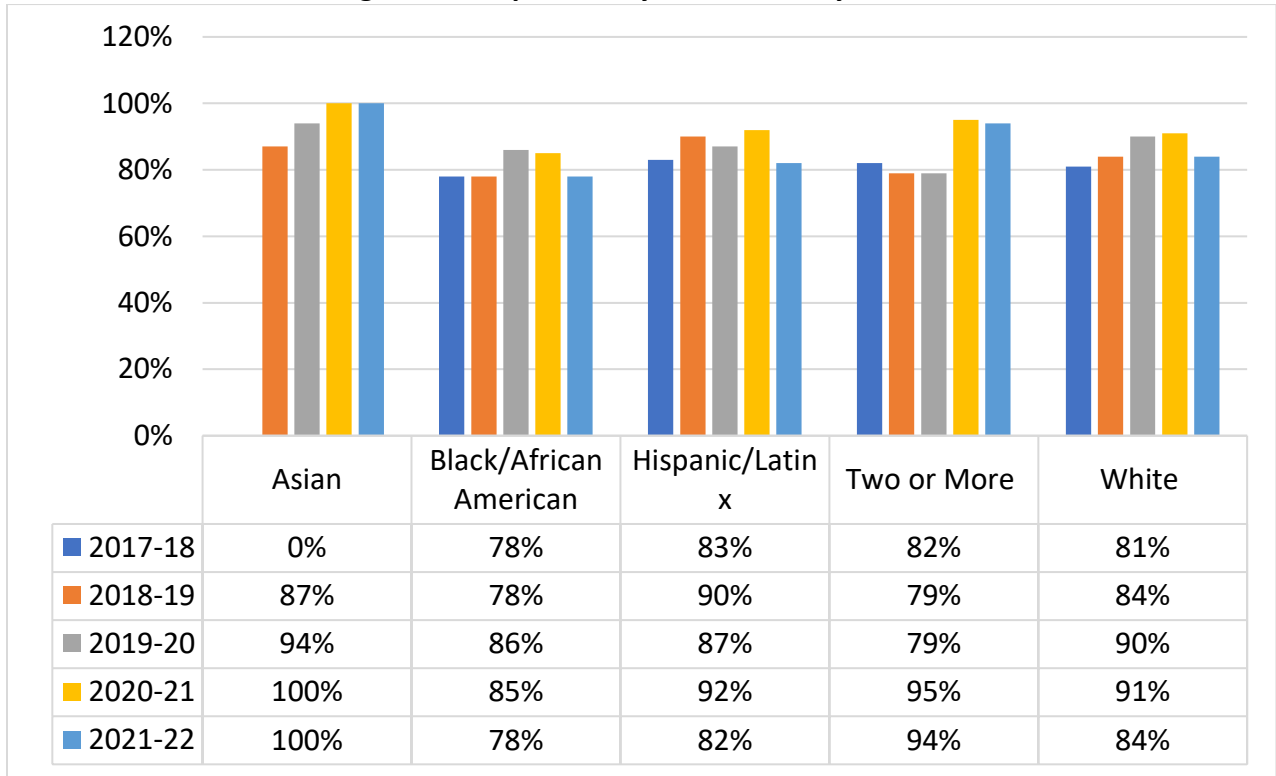
Chart 2.24: Student enrollment percent in early childhood by gender



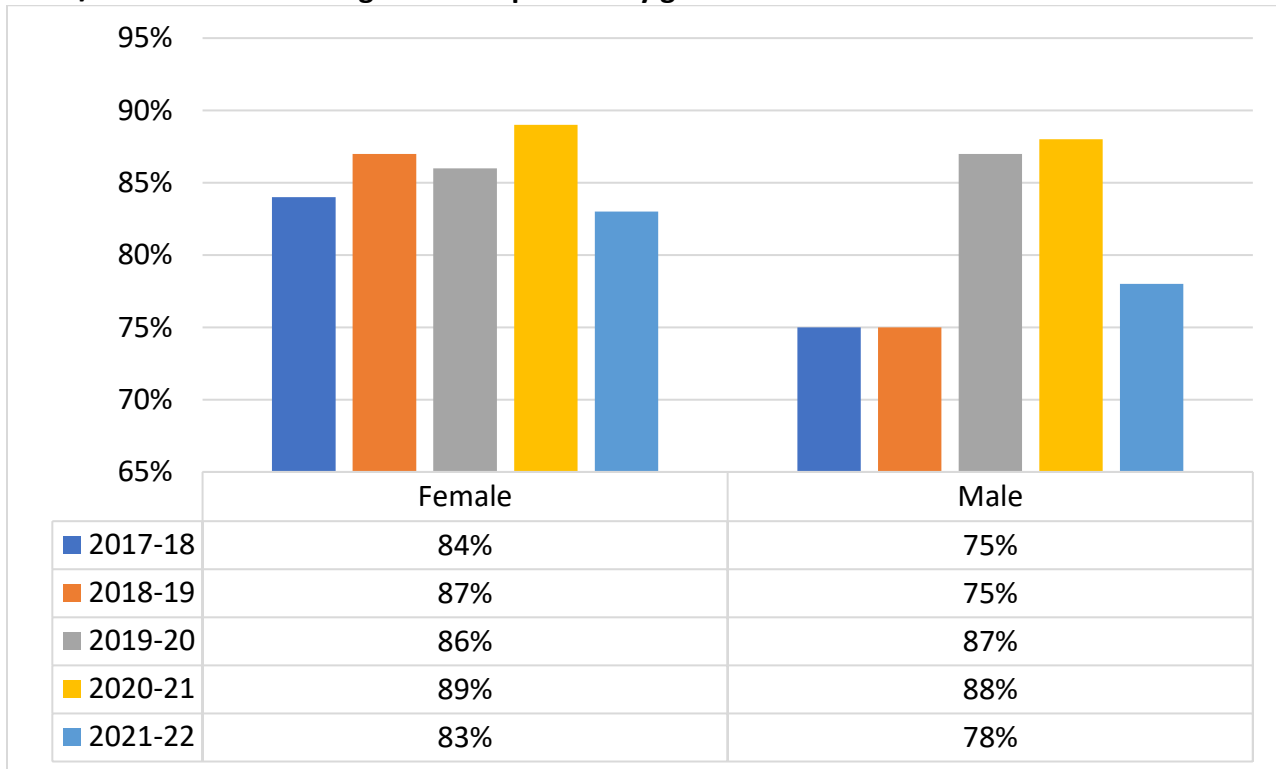
Table/Chart 2.25: Student enrollment percent in early childhood by special populations



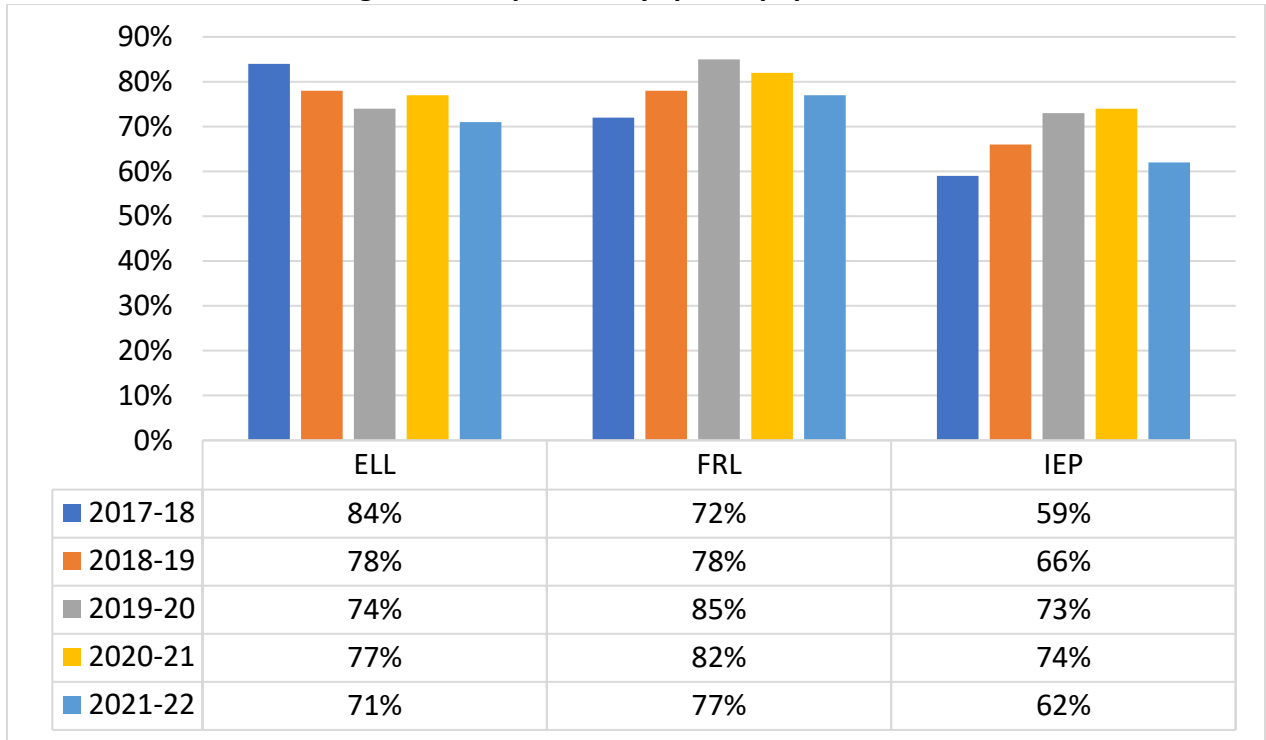
Table/Chart 2.26: Student graduation percent by race/ethnicity



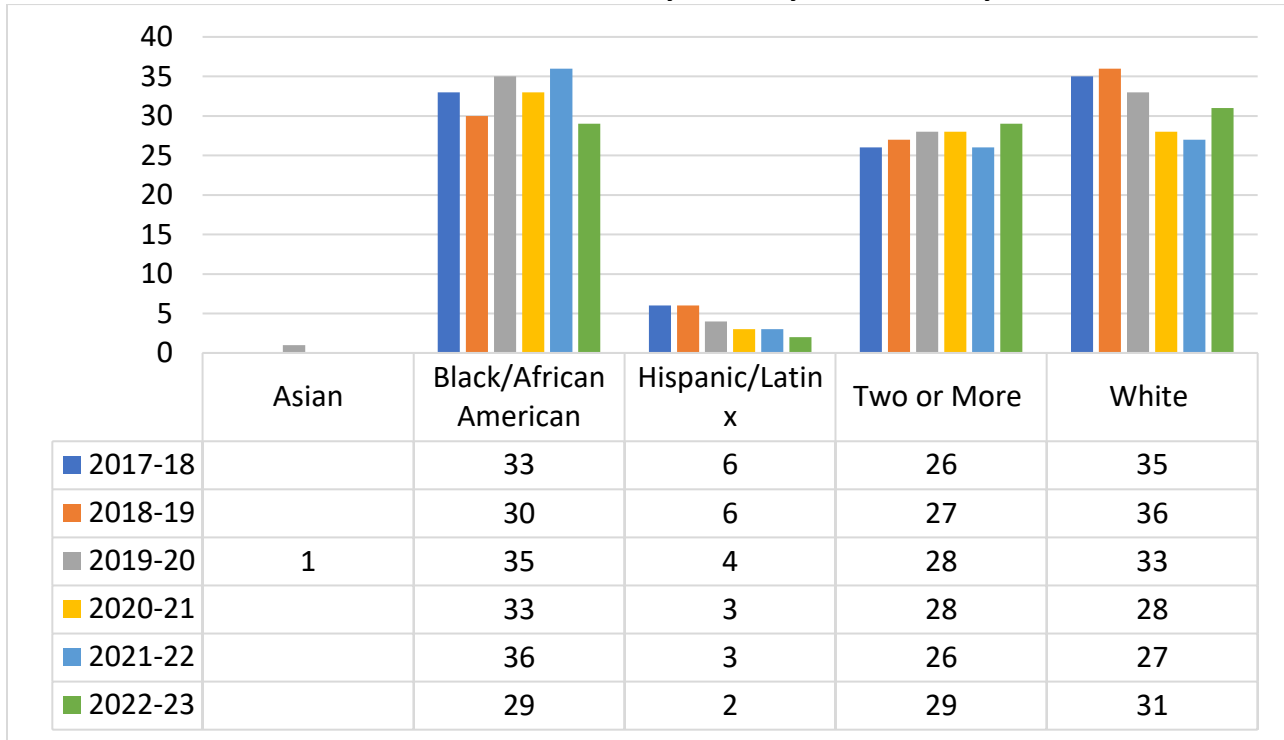
Table/Chart 2.27: Student graduation percent by gender



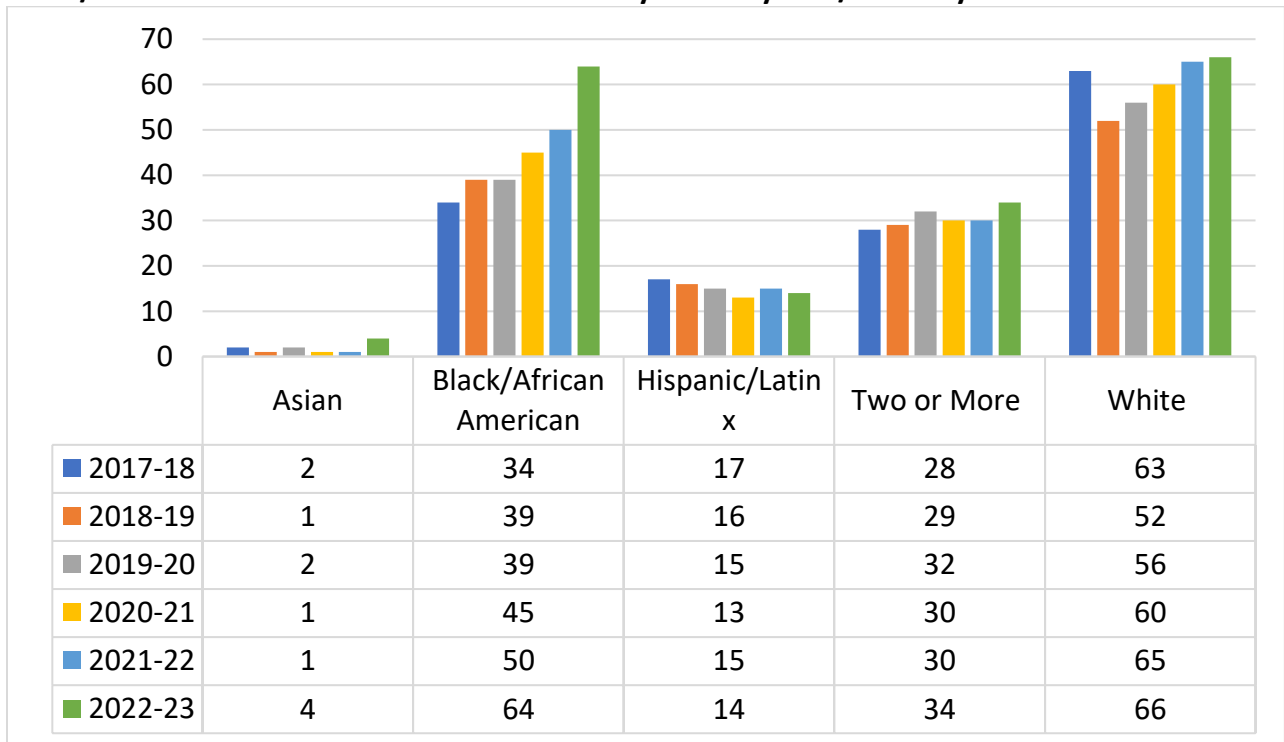
Table/Chart 2.28: Student graduation percent by special populations



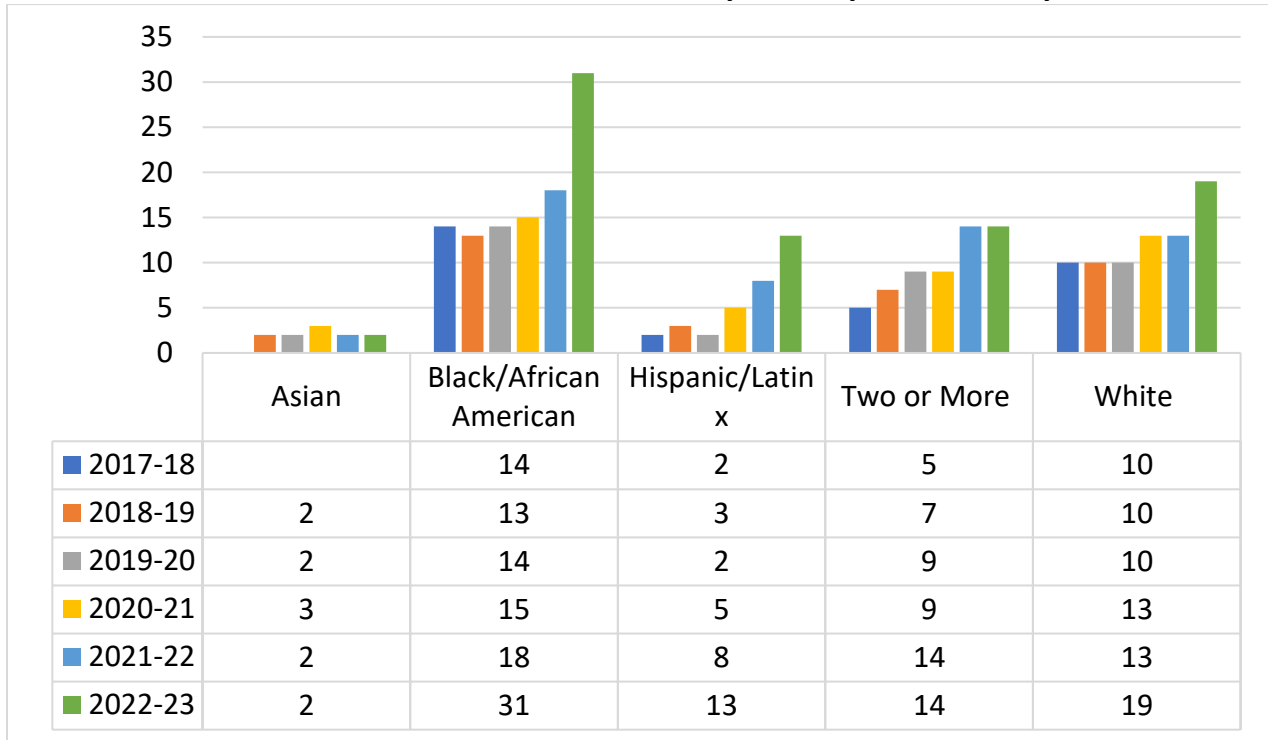
Table/Chart 2.29A: Student BEHAVIORAL disability count by race/ethnicity



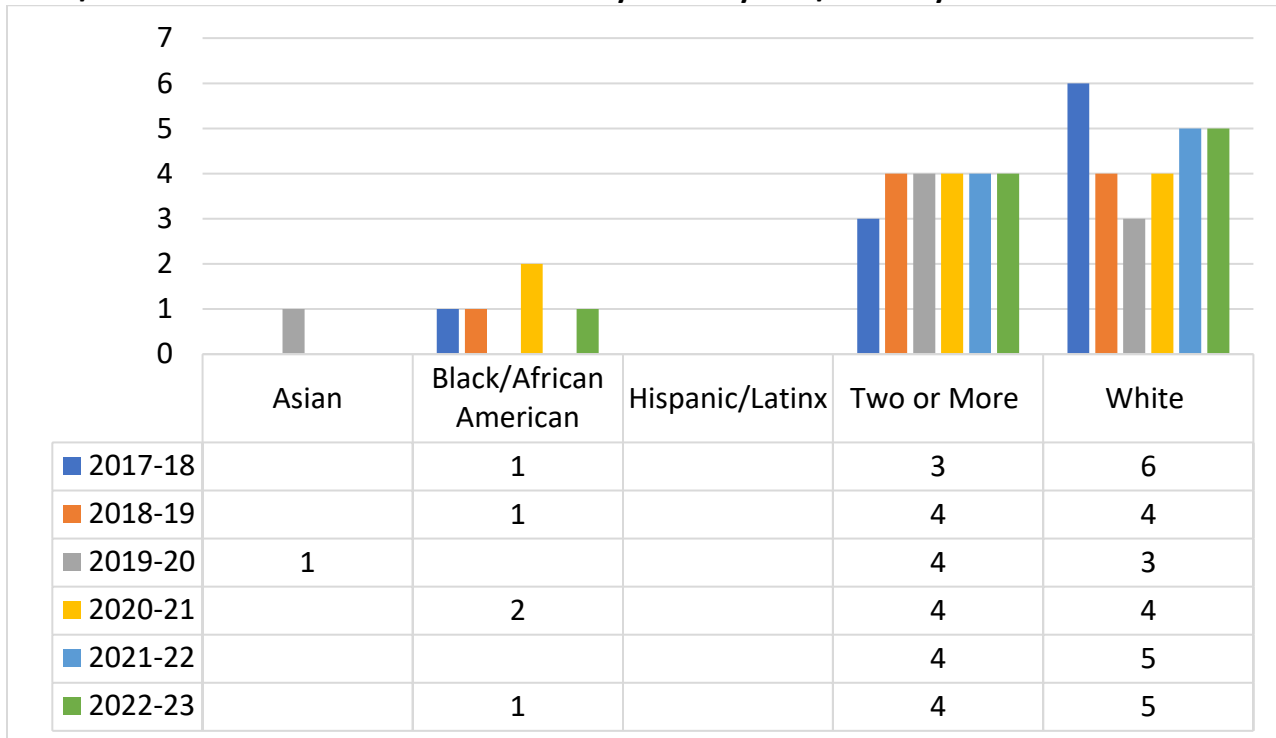
Table/Chart 2.29B: Student COGNITIVE disability count by race/ethnicity



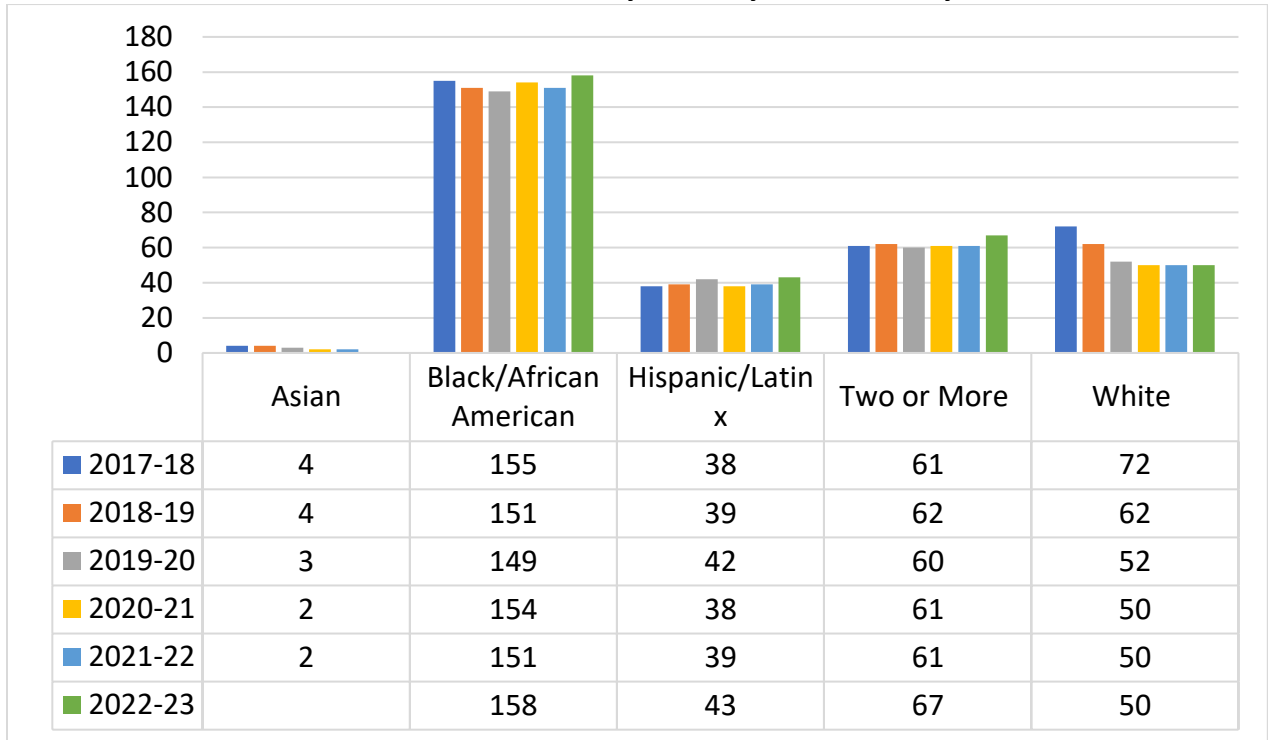
Table/Chart 2.29C: Student DEVELOPMENTAL disability count by race/ethnicity



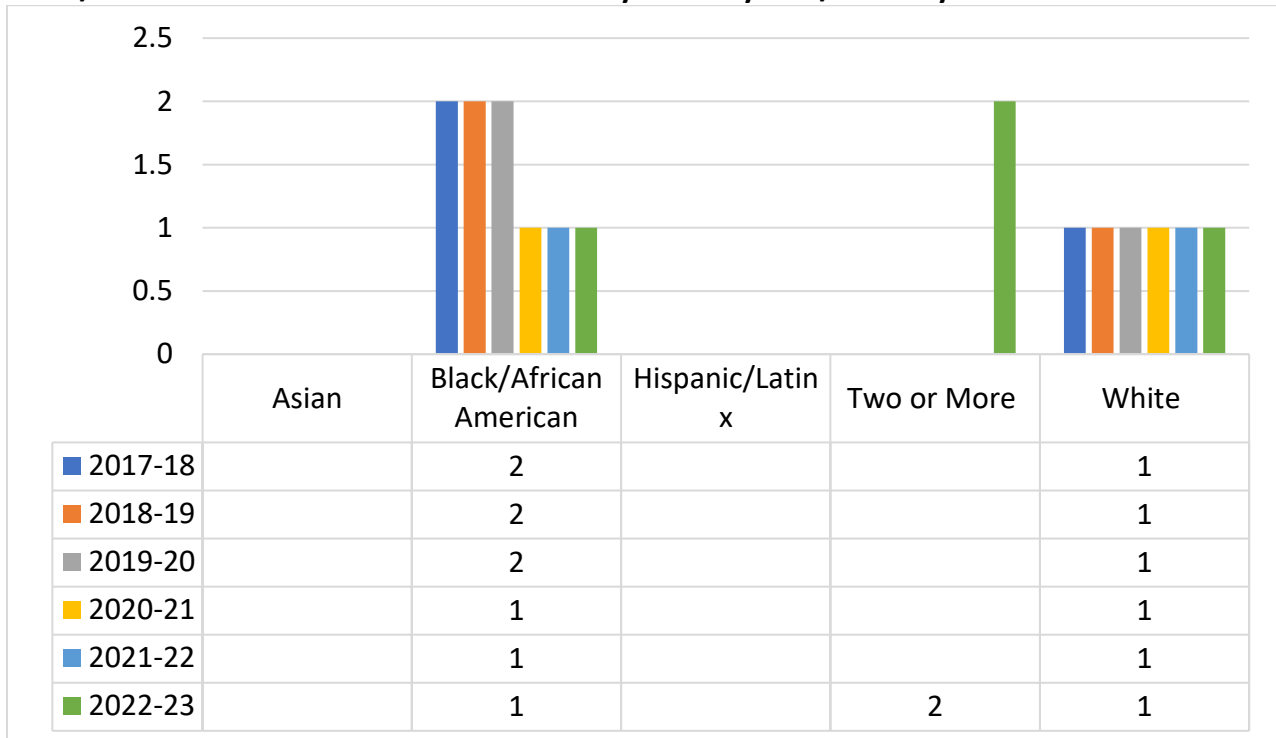
Table/Chart 2.29D: Student HEARING disability count by race/ethnicity



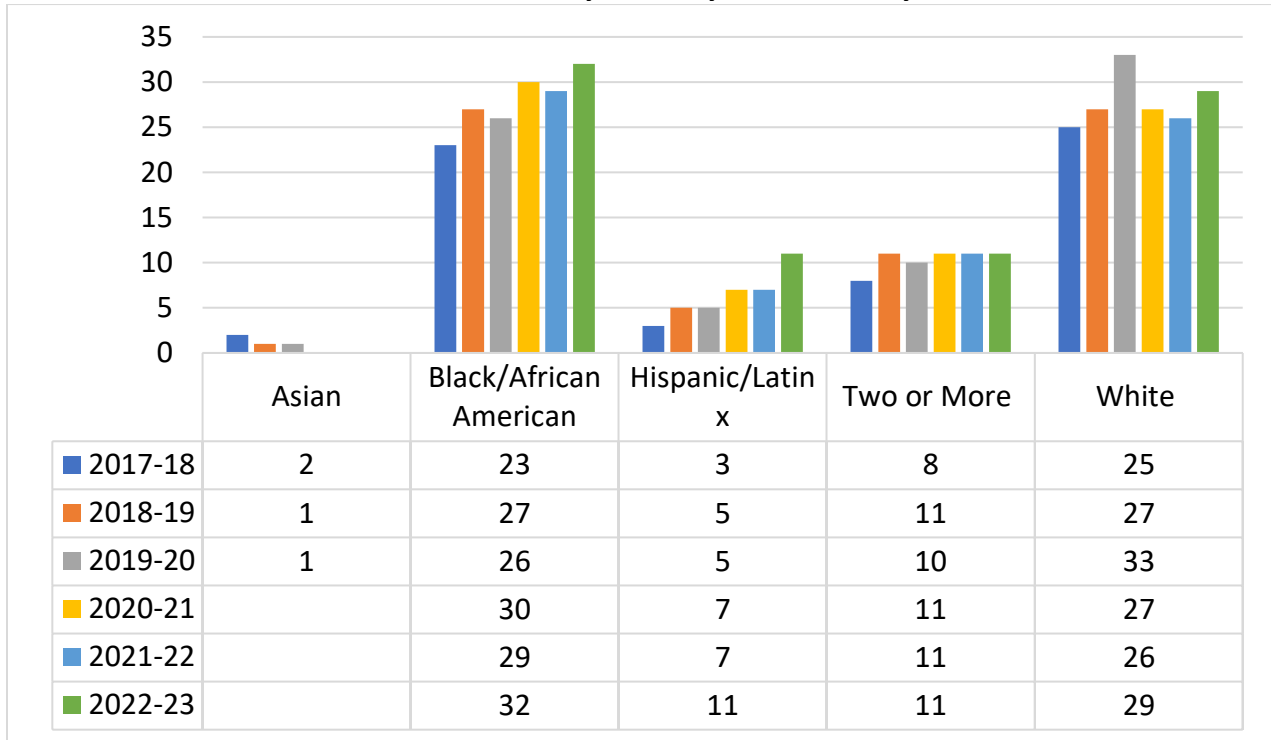
Table/Chart 2.29E: Student LEARNING disability count by race/ethnicity



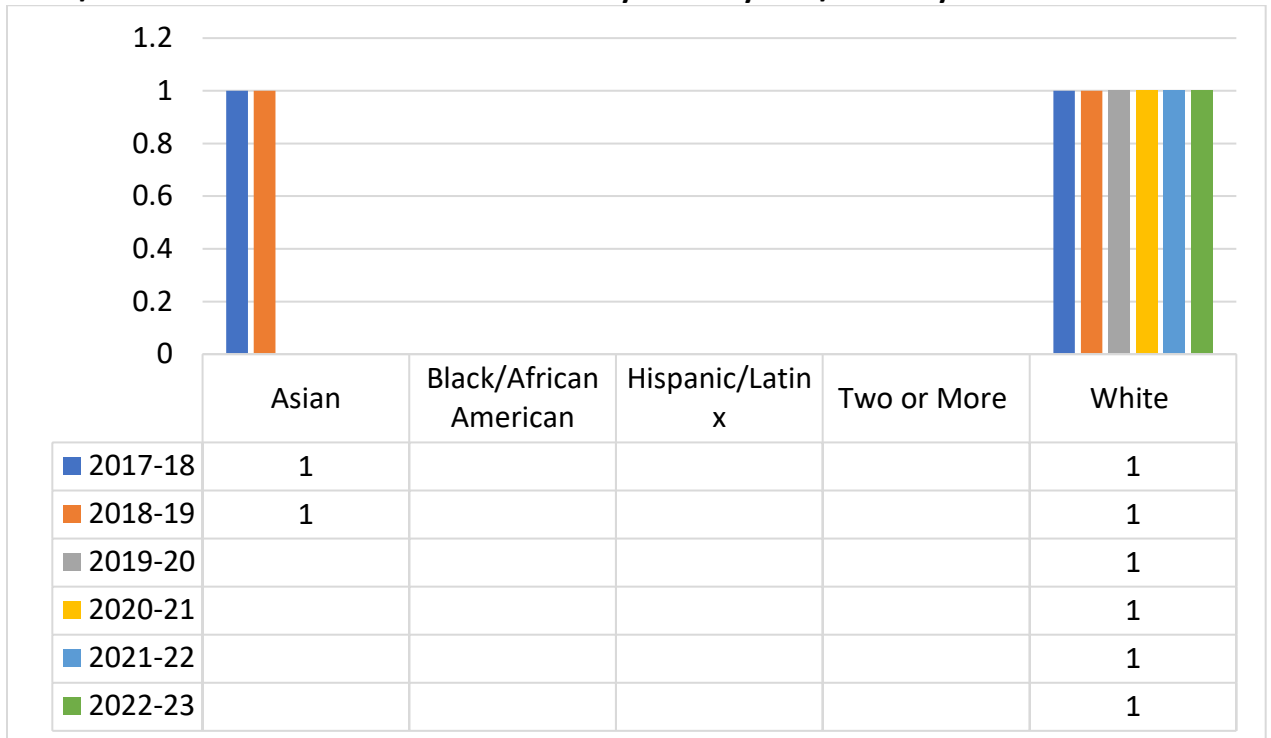
Table/Chart 2.29F: Student MULTIPLE disability count by race/ethnicity



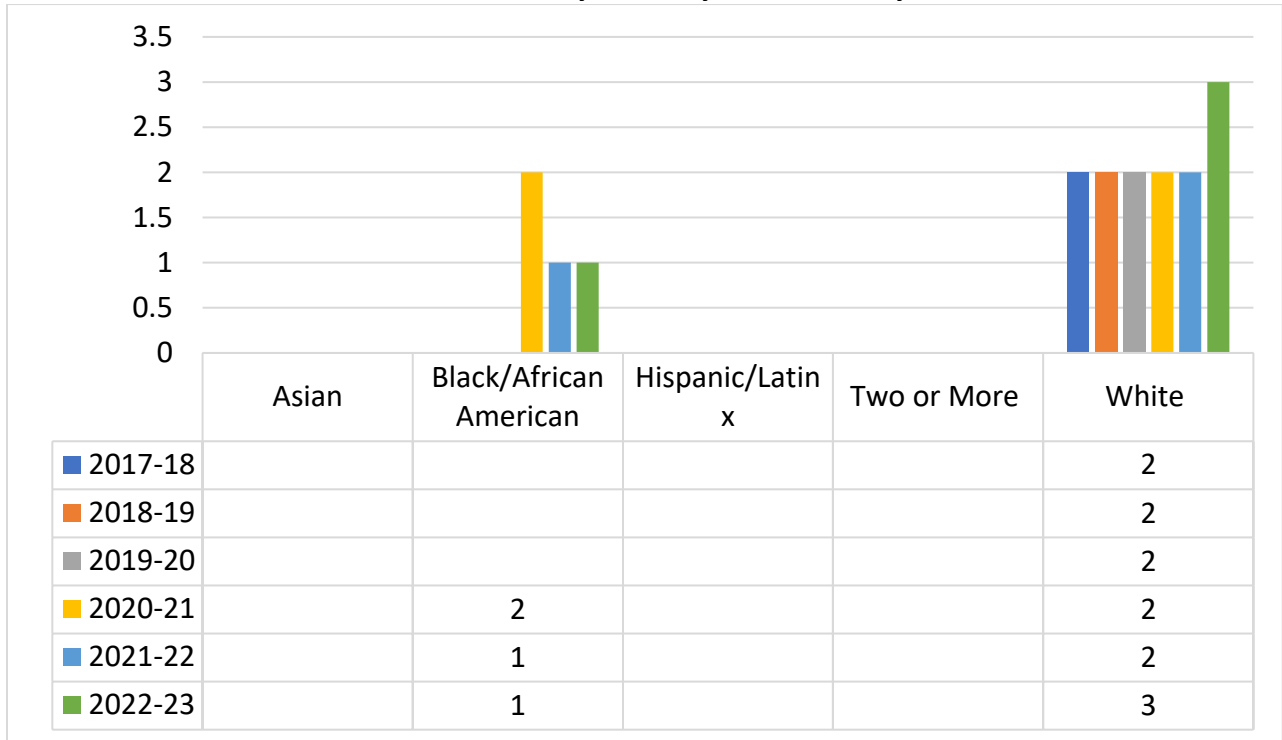
Table/Chart 2.29G: Student OTHER disability count by race/ethnicity



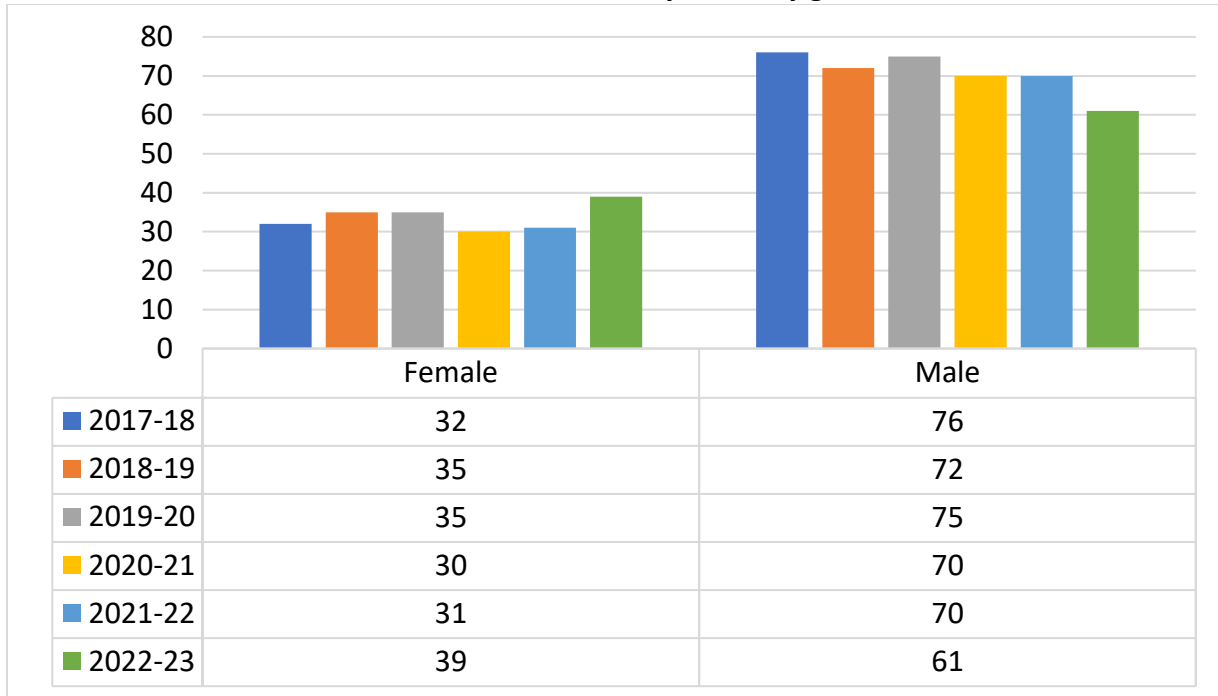
Table/Chart 2.29H: Student PHYSICAL disability count by race/ethnicity



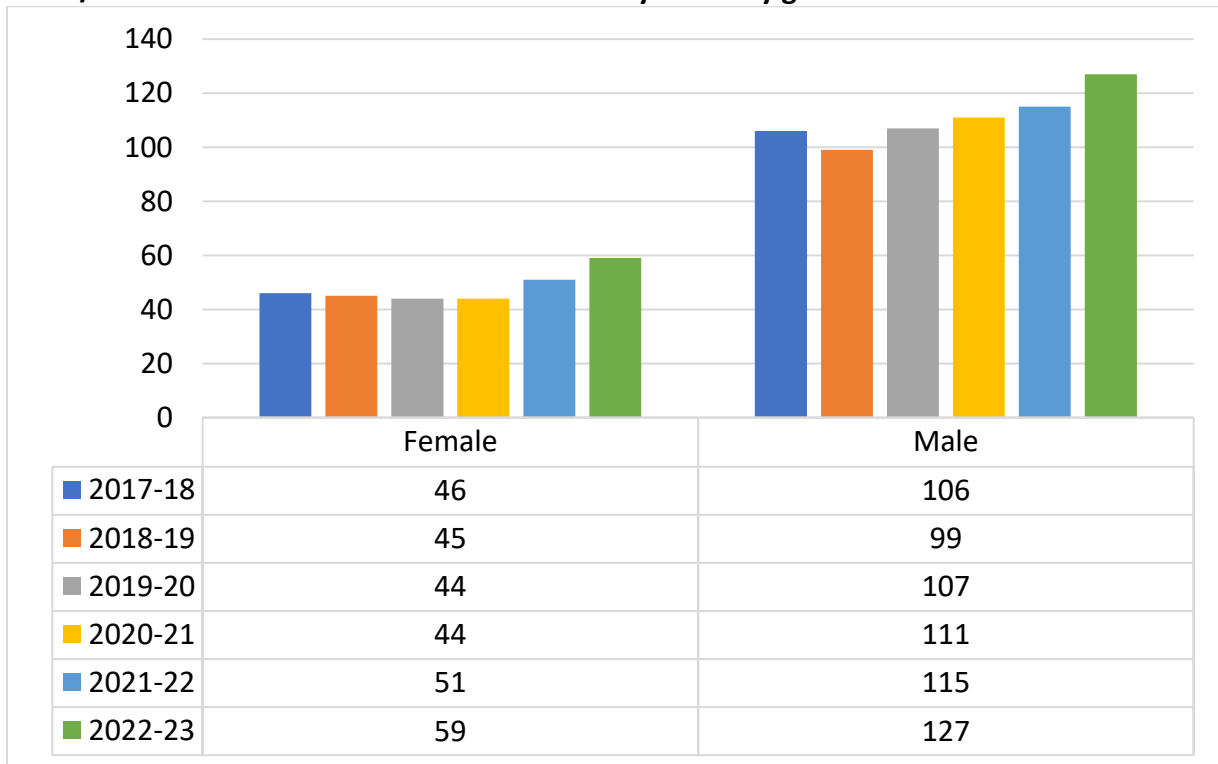
Table/Chart 2.29I: Student VISUAL disability count by race/ethnicity



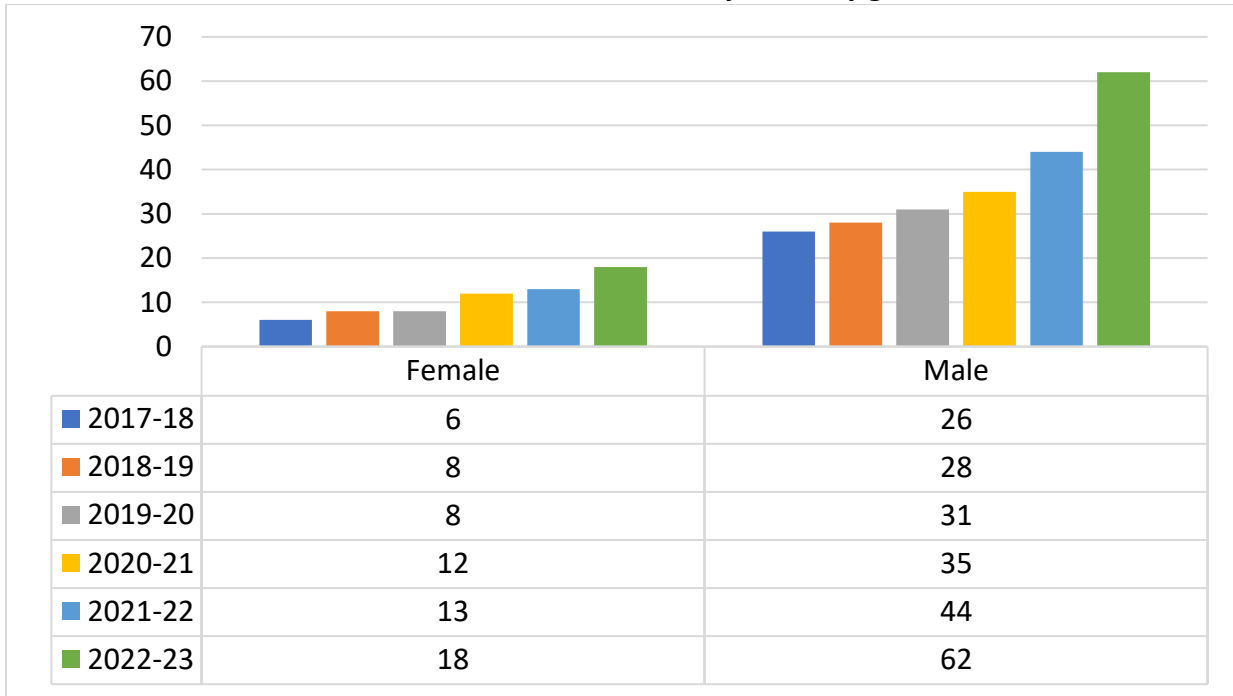
Table/Chart 2.30A: Student BEHAVIORAL disability count by gender



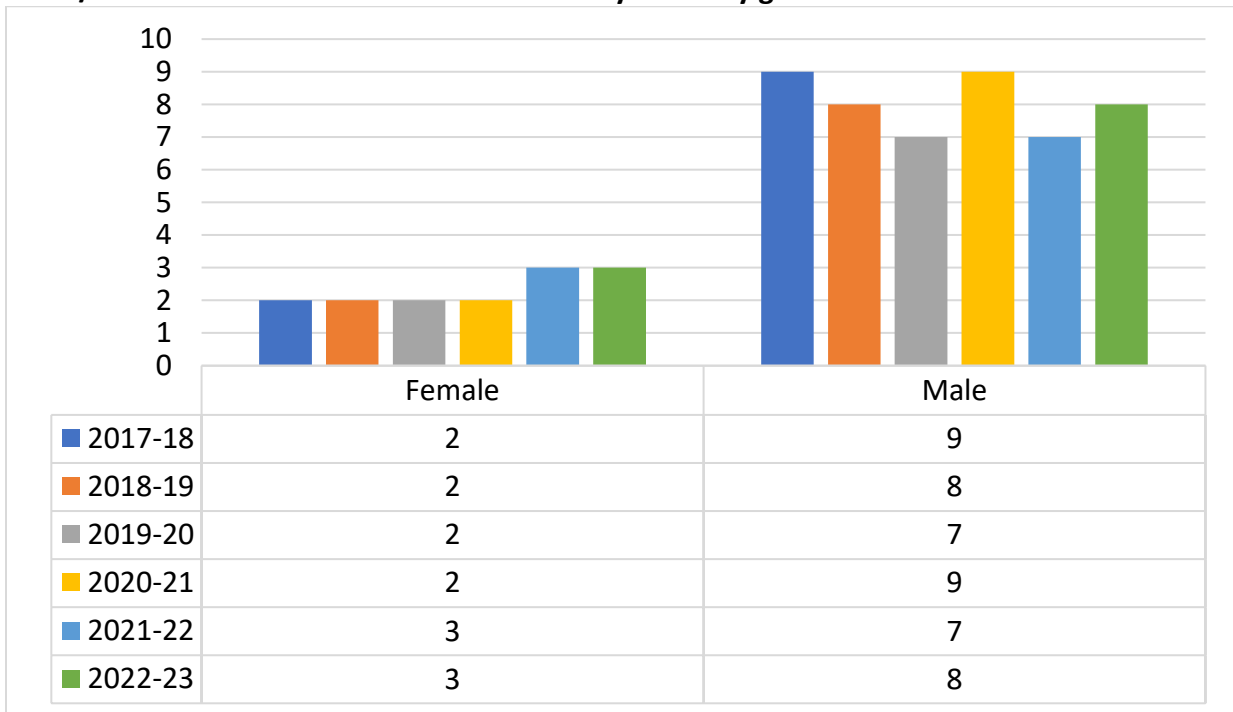
Table/Chart 2.30B: Student COGNITIVE disability count by gender



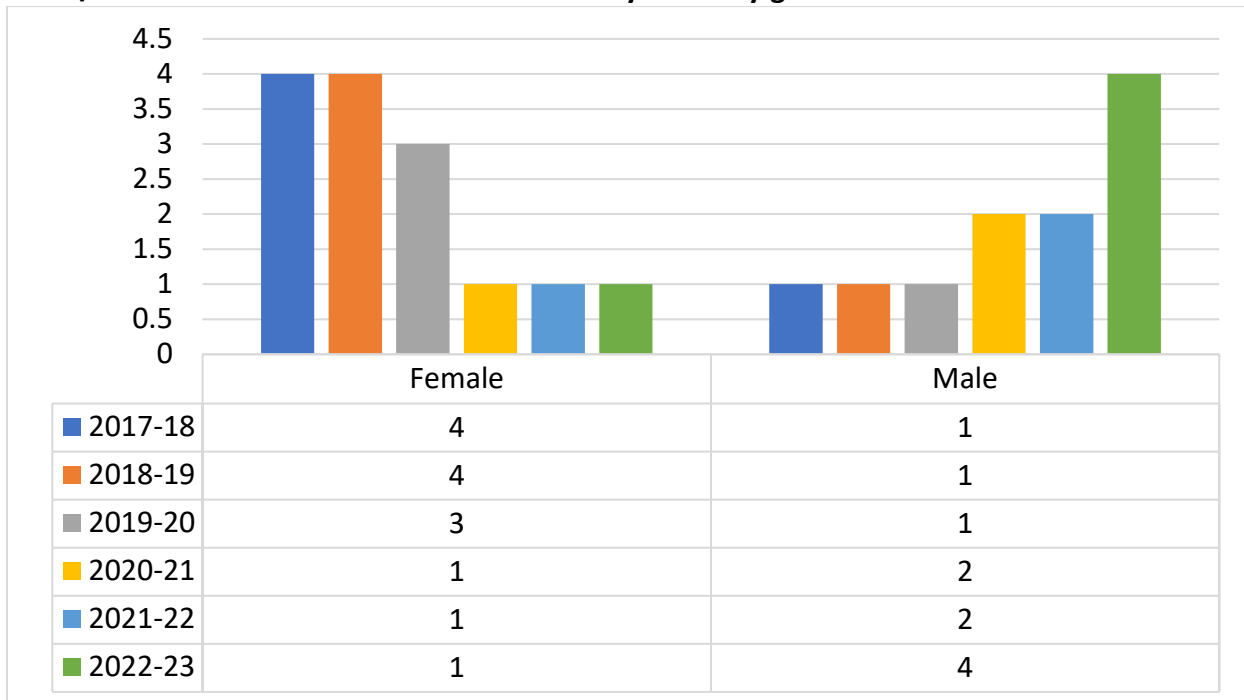
Table/Chart 2.30C: Student DEVELOPMENTAL disability count by gender



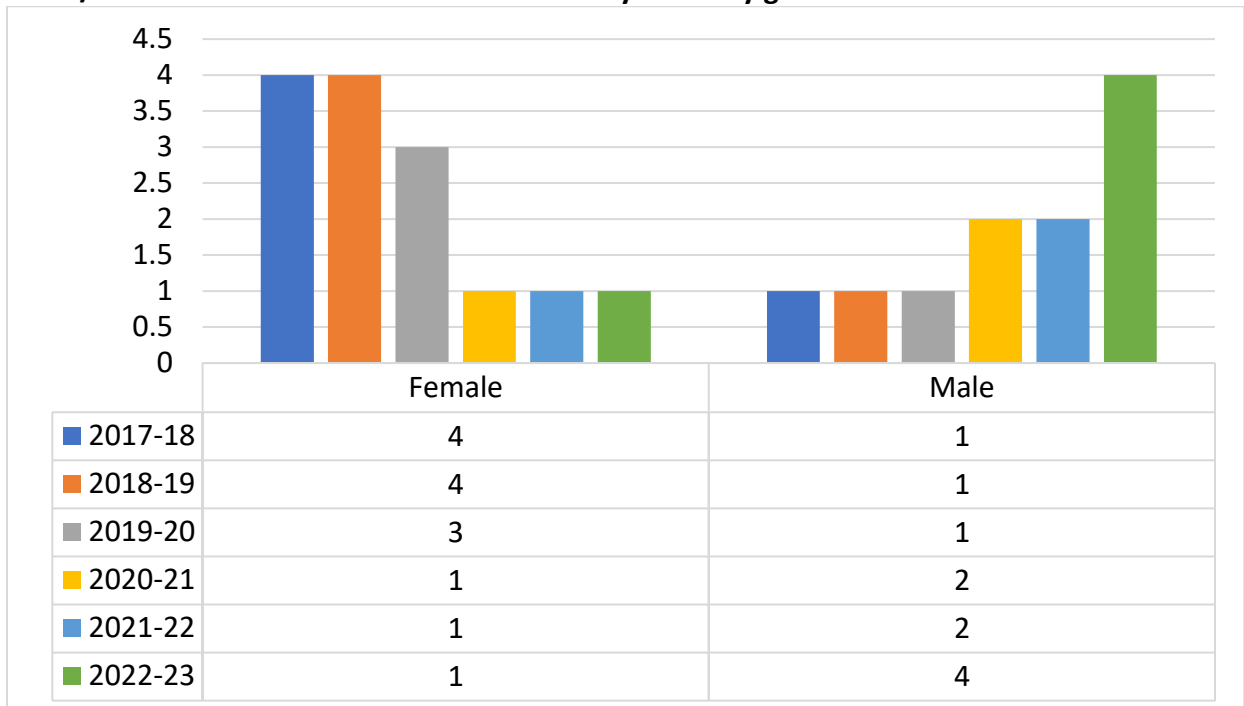
Table/Chart 2.30D: Student HEARING disability count by gender



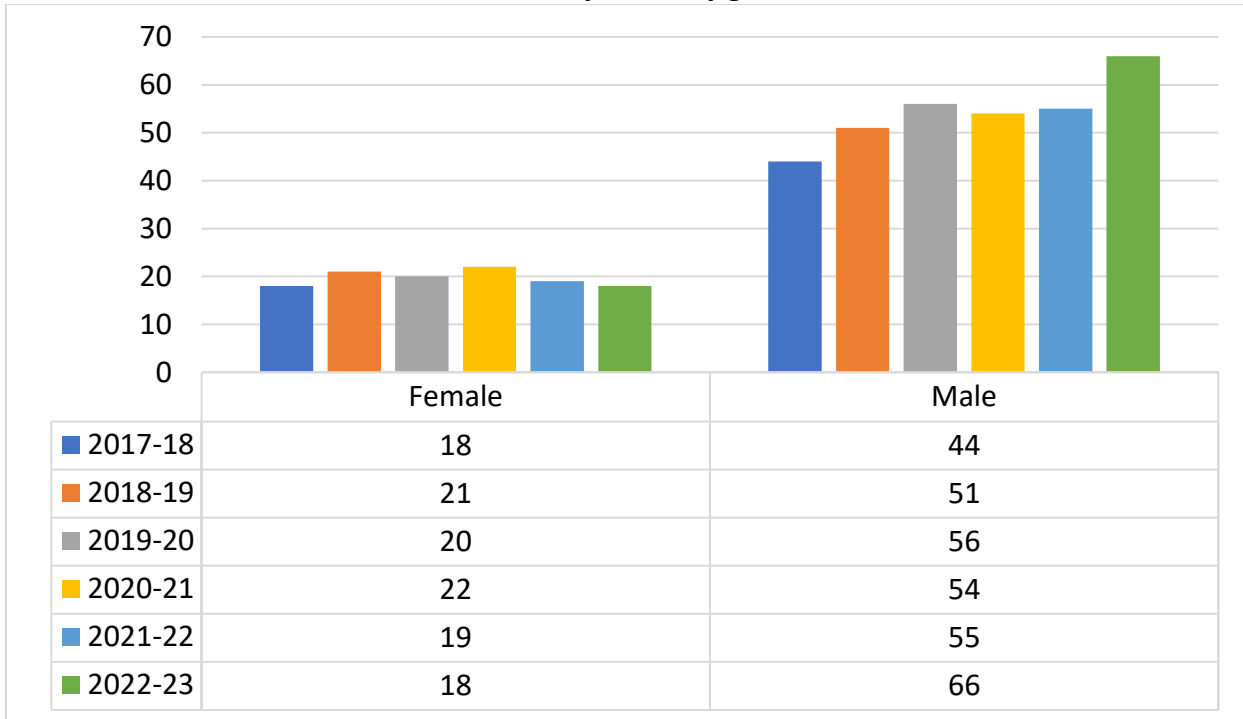
Table/Chart 2.30E: Student LEARNING disability count by gender



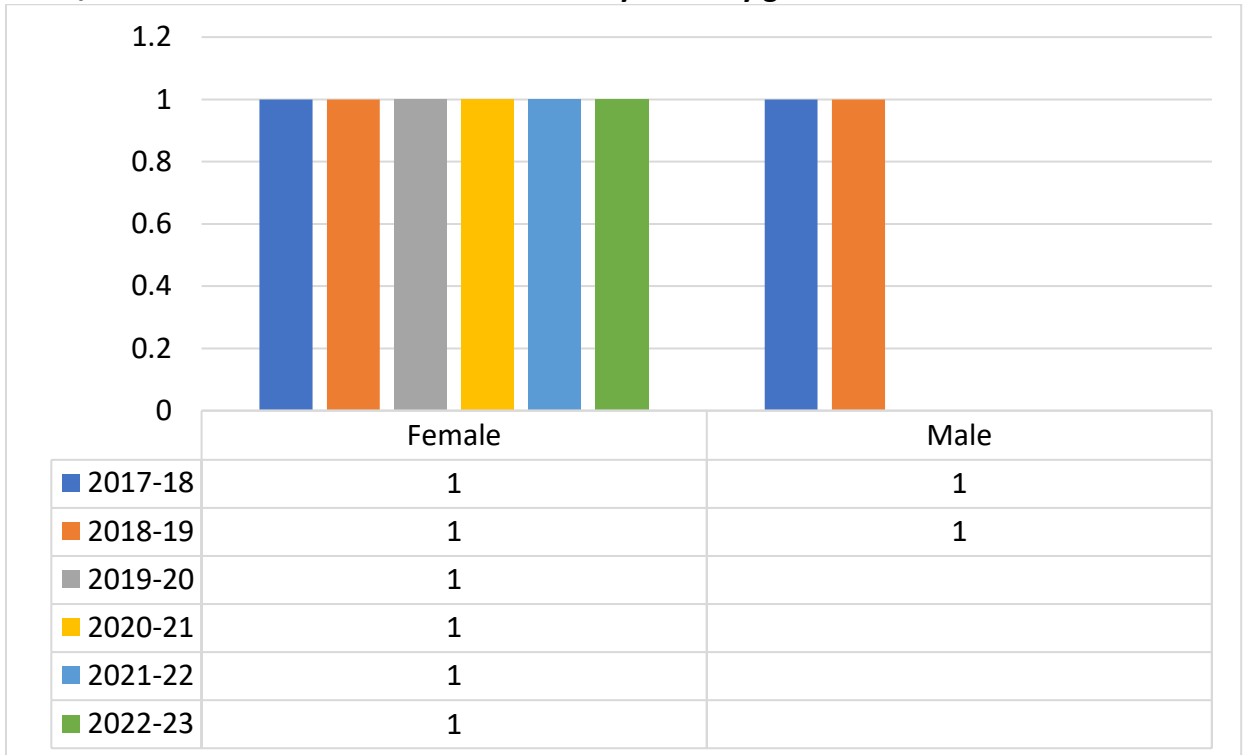
Table/Chart 2.30F: Student MULTIPLE disability count by gender



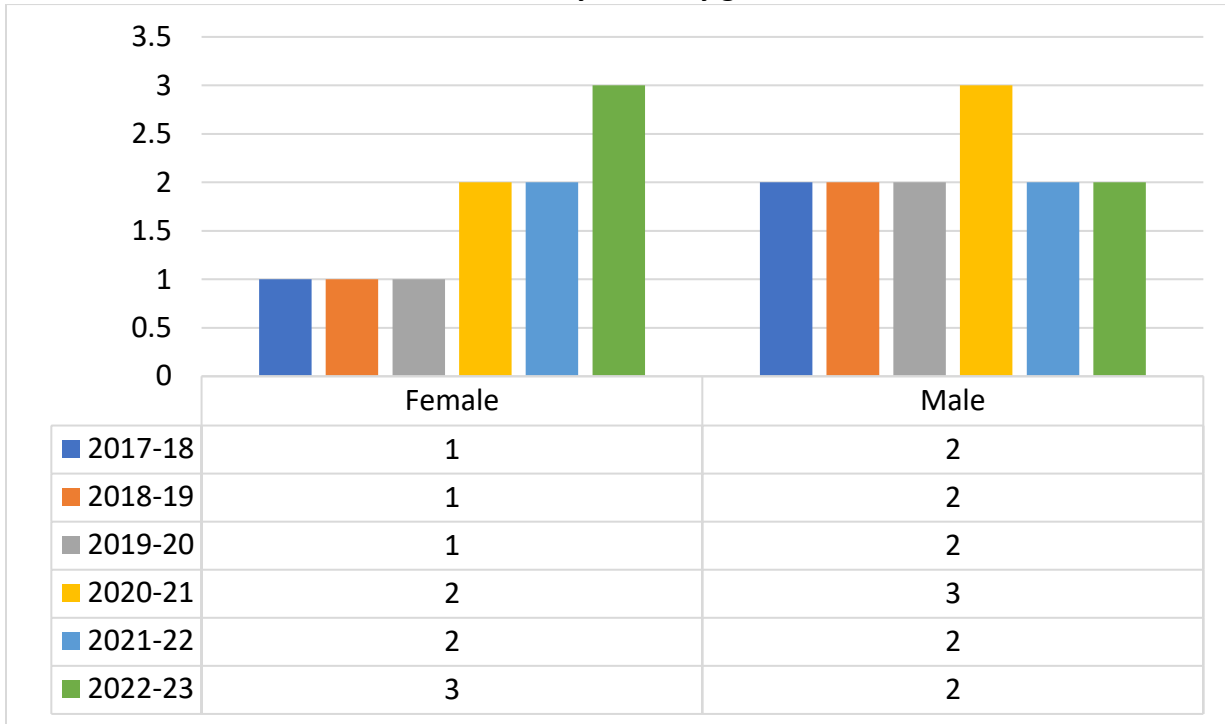
Table/Chart 2.30G: Student OTHER disability count by gender



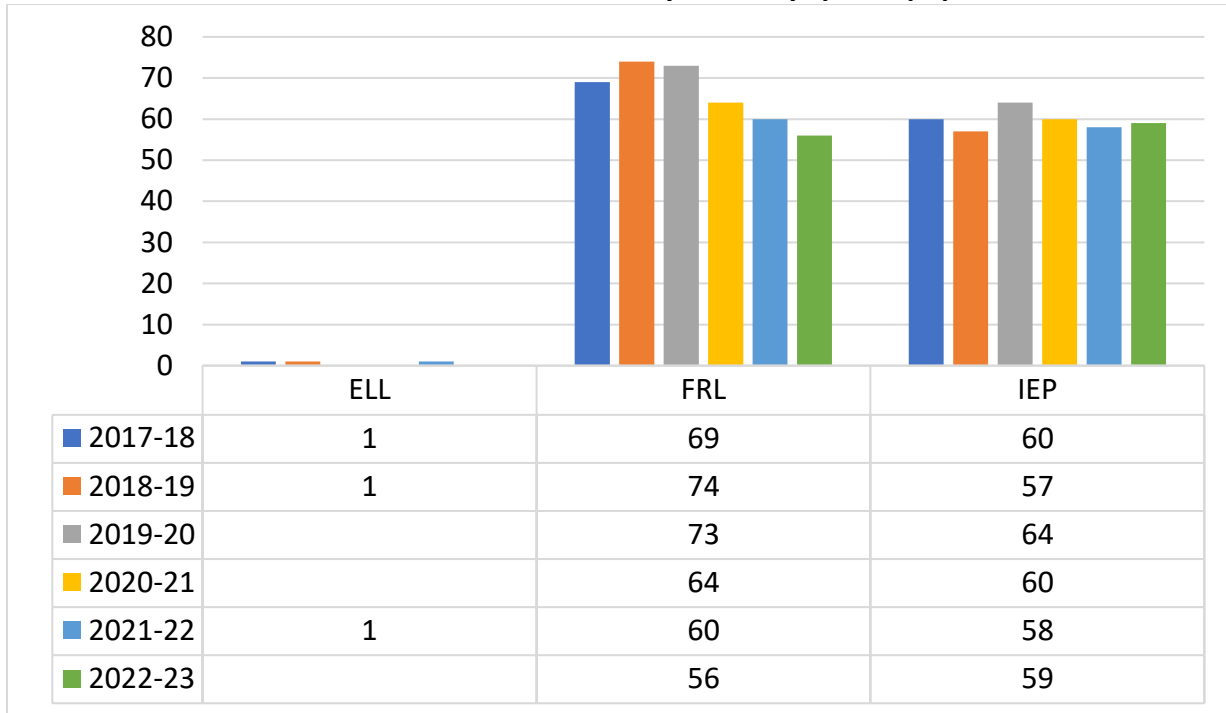
Table/Chart 2.30H: Student PHYSICAL disability count by gender



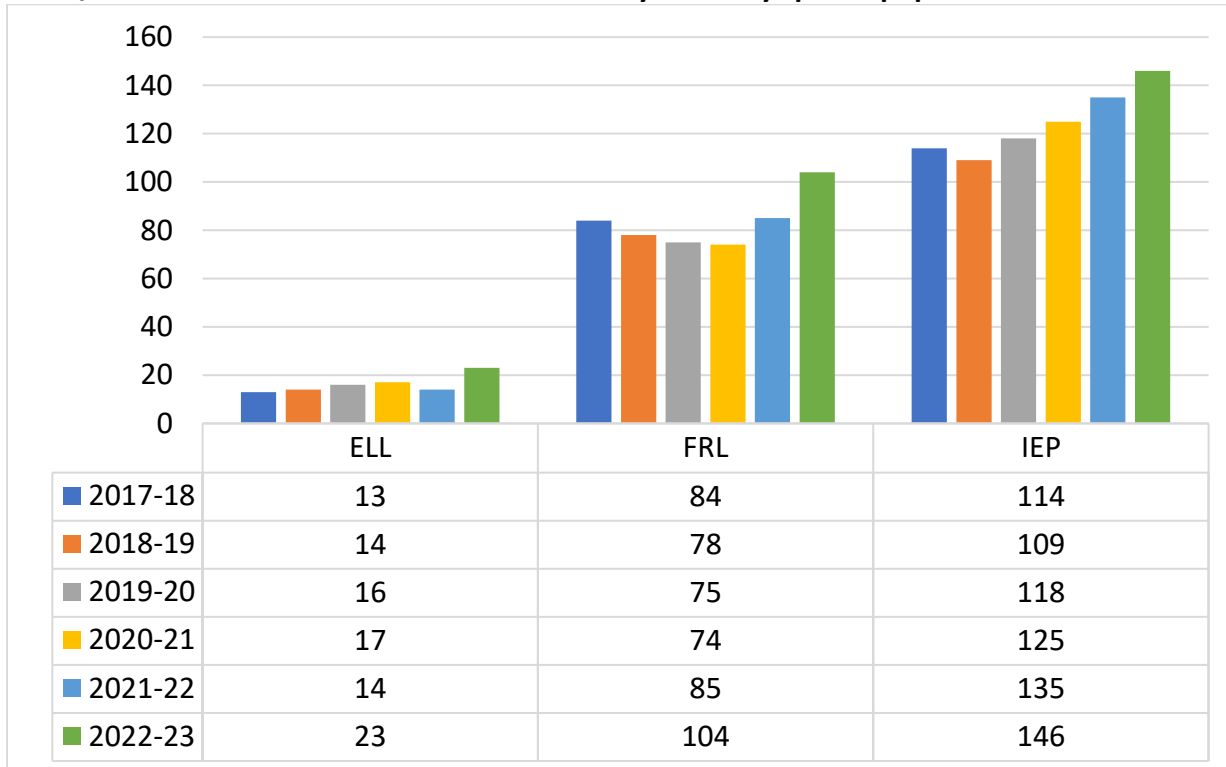
Table/Chart 2.30I: Student VISUAL disability count by gender



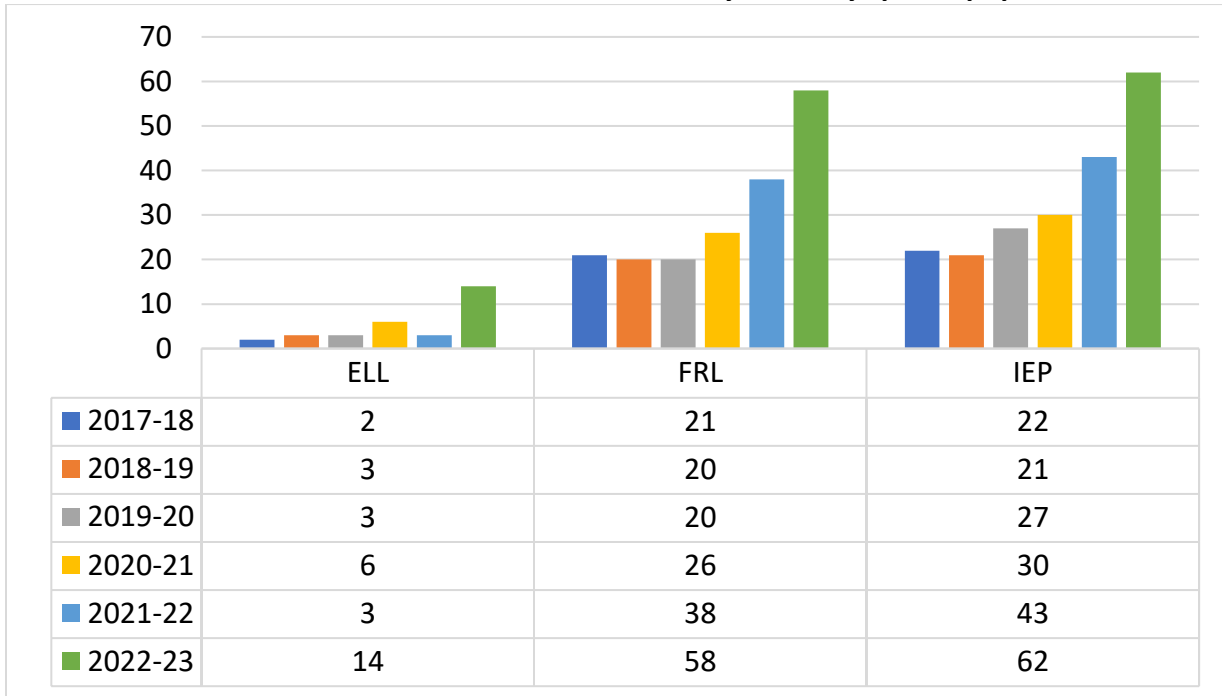
Table/Chart 2.31A: Student BEHAVIORAL disability count by special populations



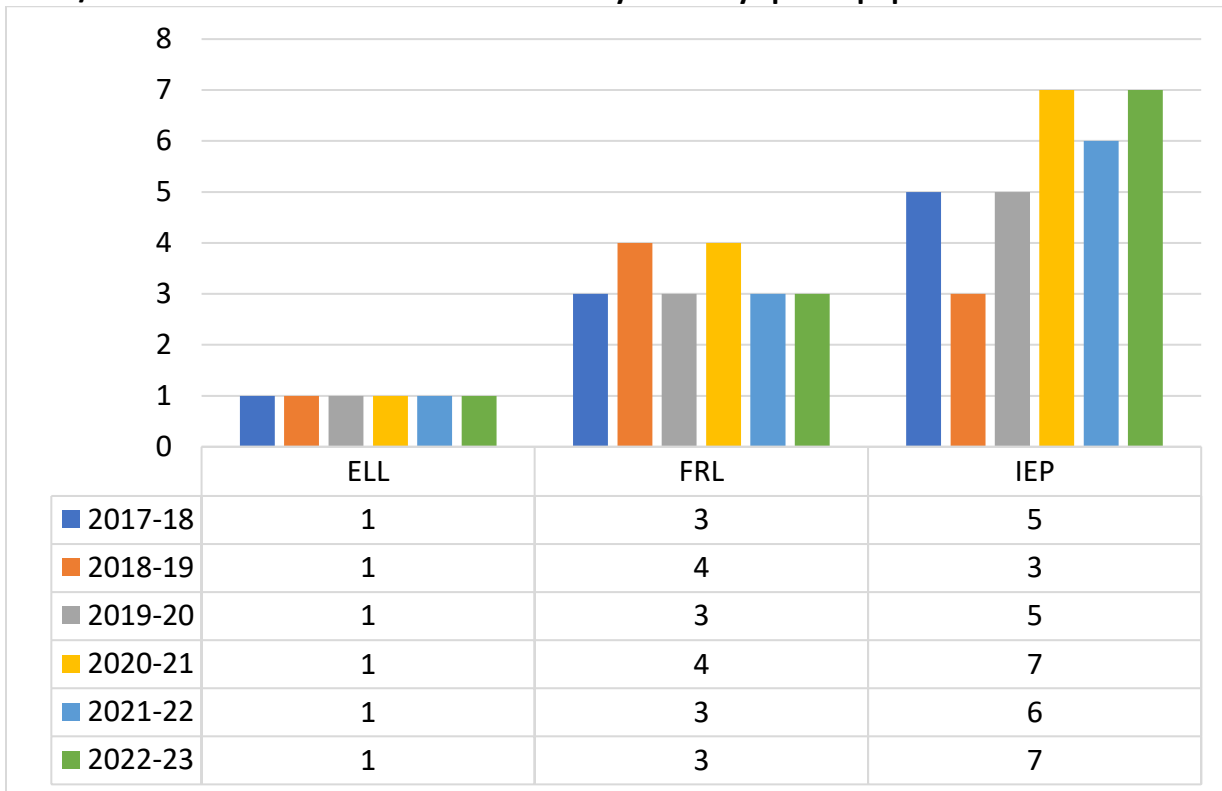
Table/Chart 2.31B: Student COGNITIVE disability count by special populations



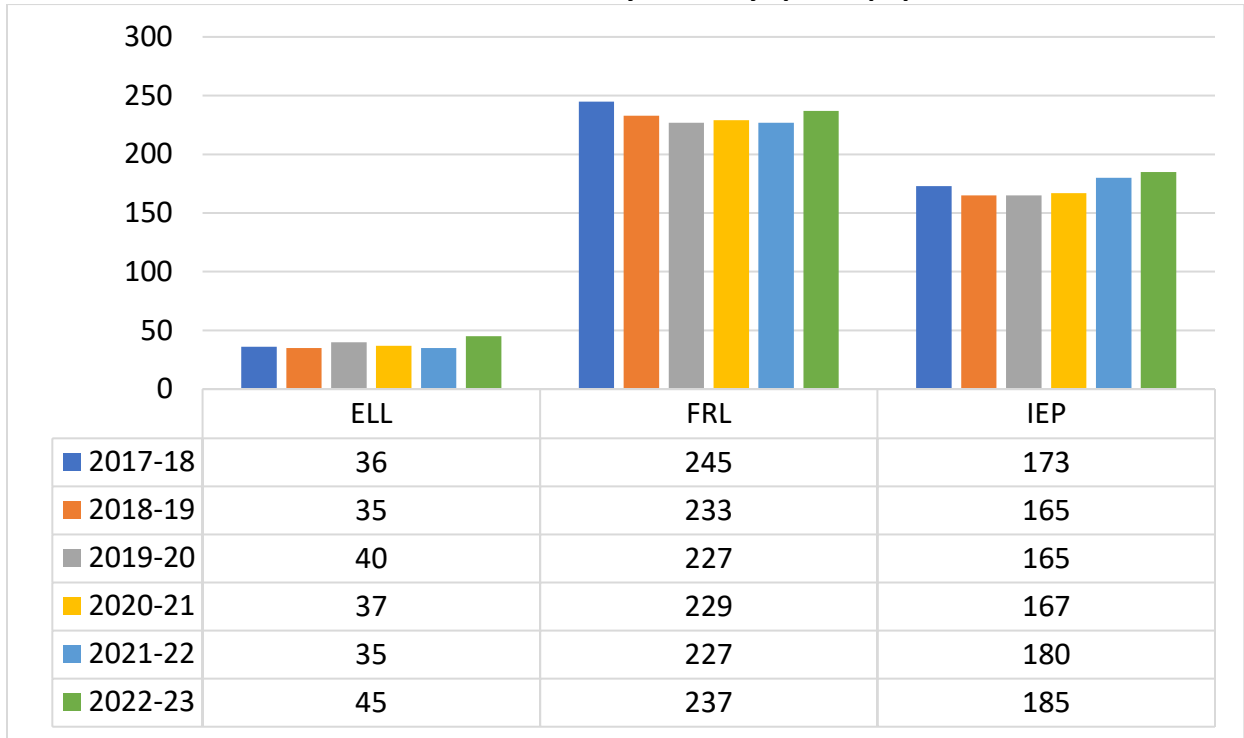
Table/Chart 2.31C: Student DEVELOPMENTAL disability count by special populations



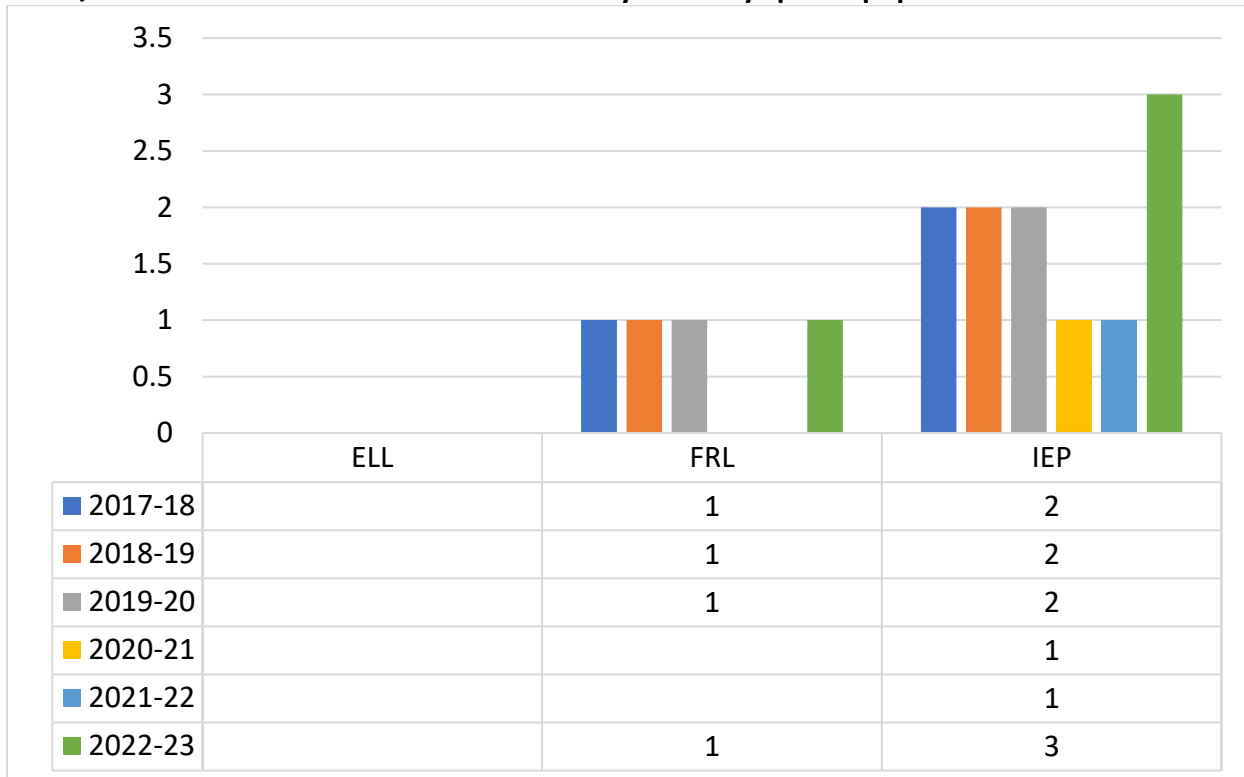
Table/Chart 2.31D: Student HEARING disability count by special populations



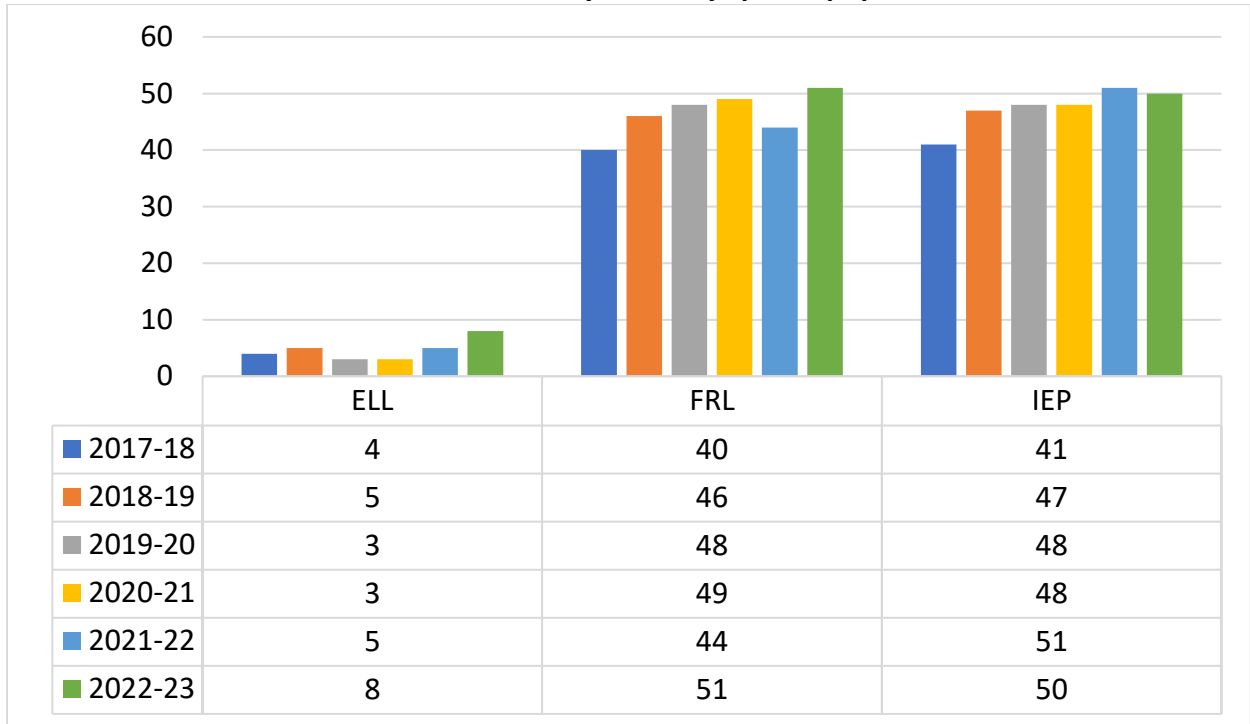
Table/Chart 2.31E: Student LEARNING disability count by special populations



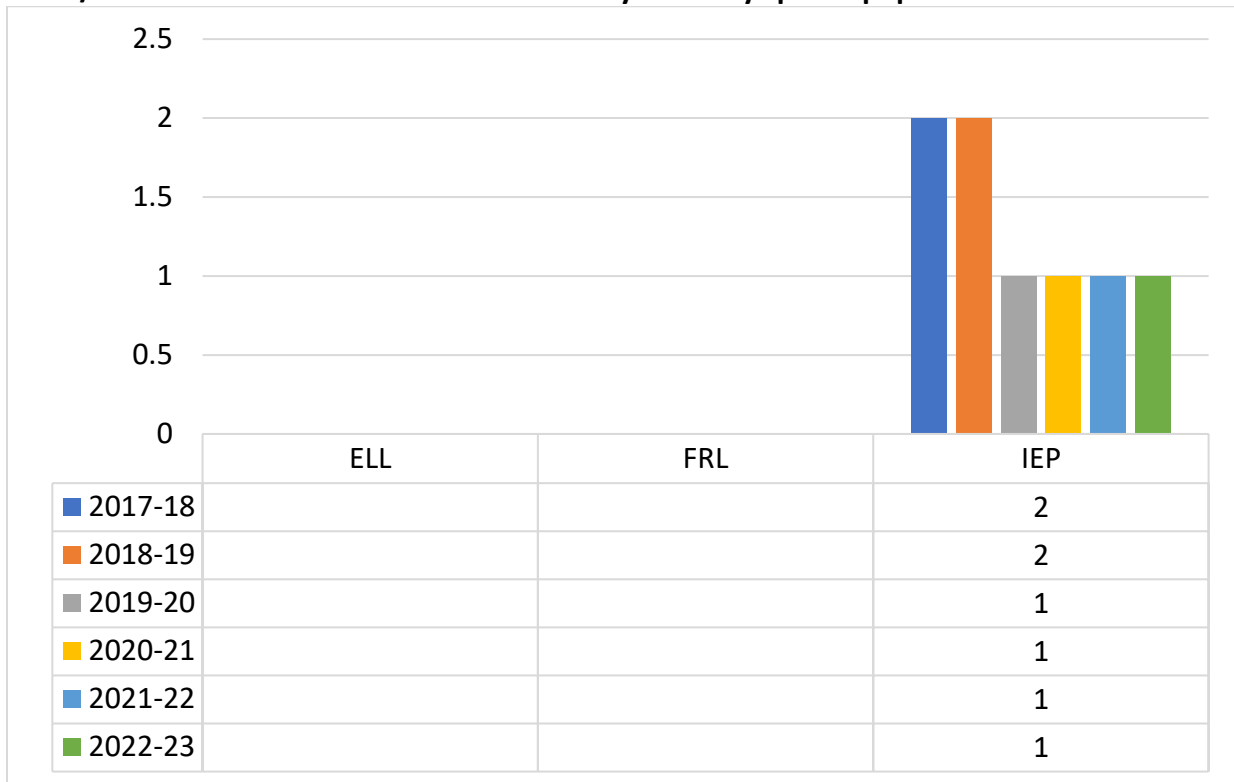
Table/Chart 2.31F: Student MULTIPLE disability count by special populations



Table/Chart 2.31G: Student OTHER disability count by special populations



Table/Chart 2.31H: Student PHYSICAL disability count by special populations



Table/Chart 2.31I: Student VISUAL disability count by special populations

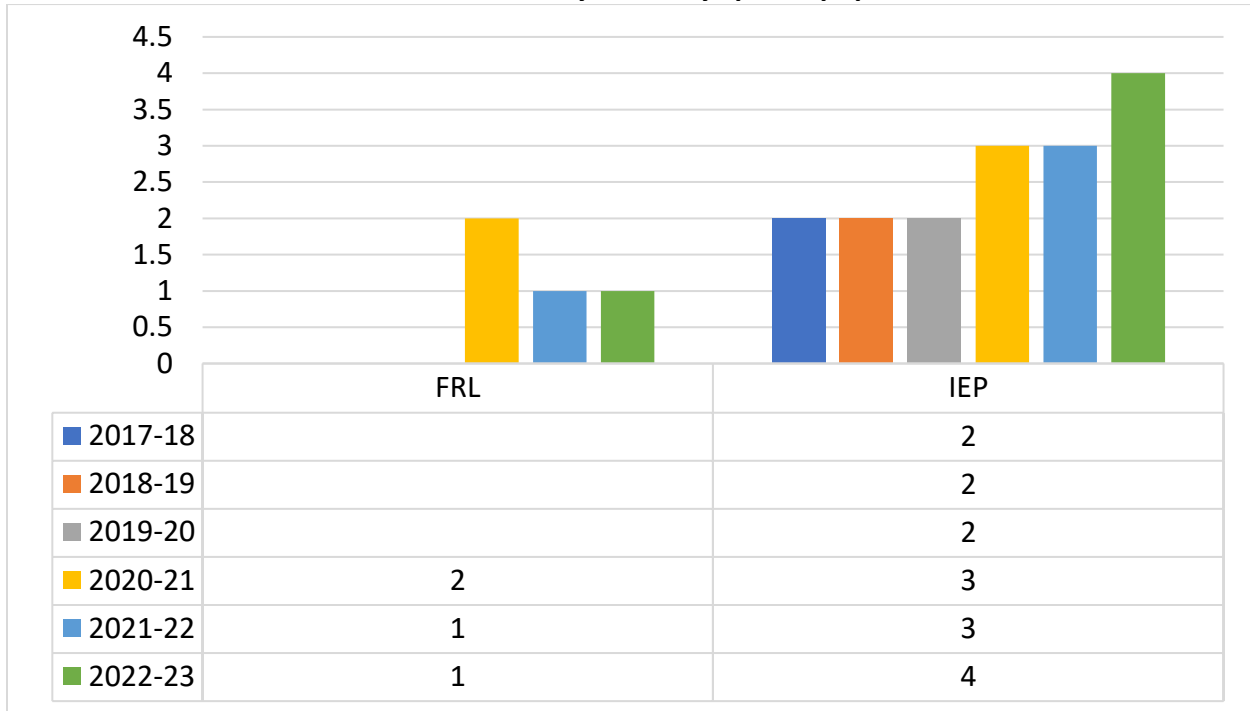


Table 2.32: Student 504 Plan count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2021-22	1	28	17	25	76	147

Chart 2.32: Student 504 Plan percent by race/ethnicity

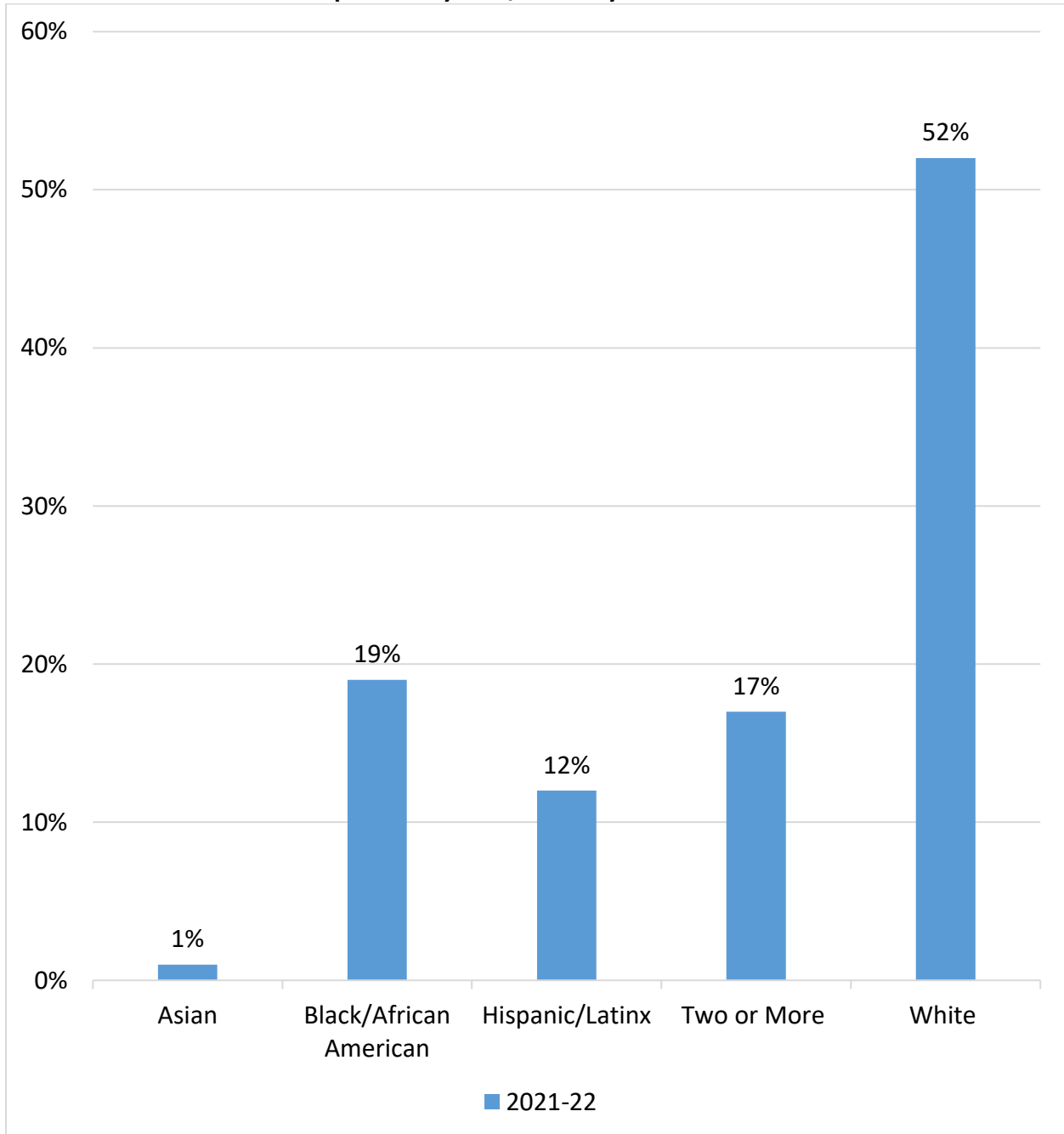


Table 2.33: Student 504 Plan count by gender

Year	Female	Male	Non-binary (newest identity category per ISBE)	Total
2021-22	60	79	5	144

Chart 2.33: Student 504 Plan percent by gender

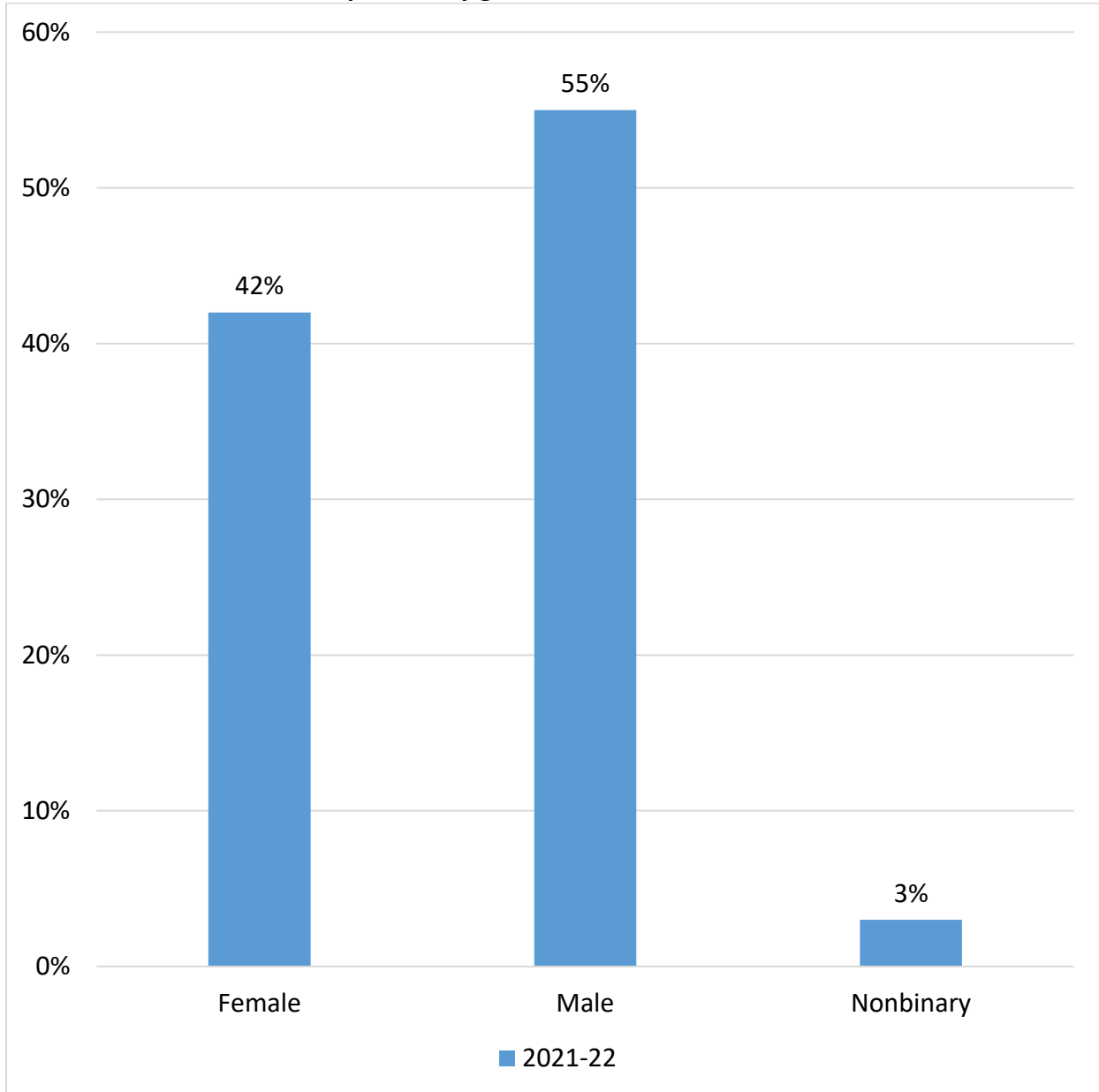


Table 2.34: Student 504 Plan count by special populations

Year	ELL	FRL	IEP
2021-22	6	42	2

Chart 2.34: Student 504 Plan percent by special populations

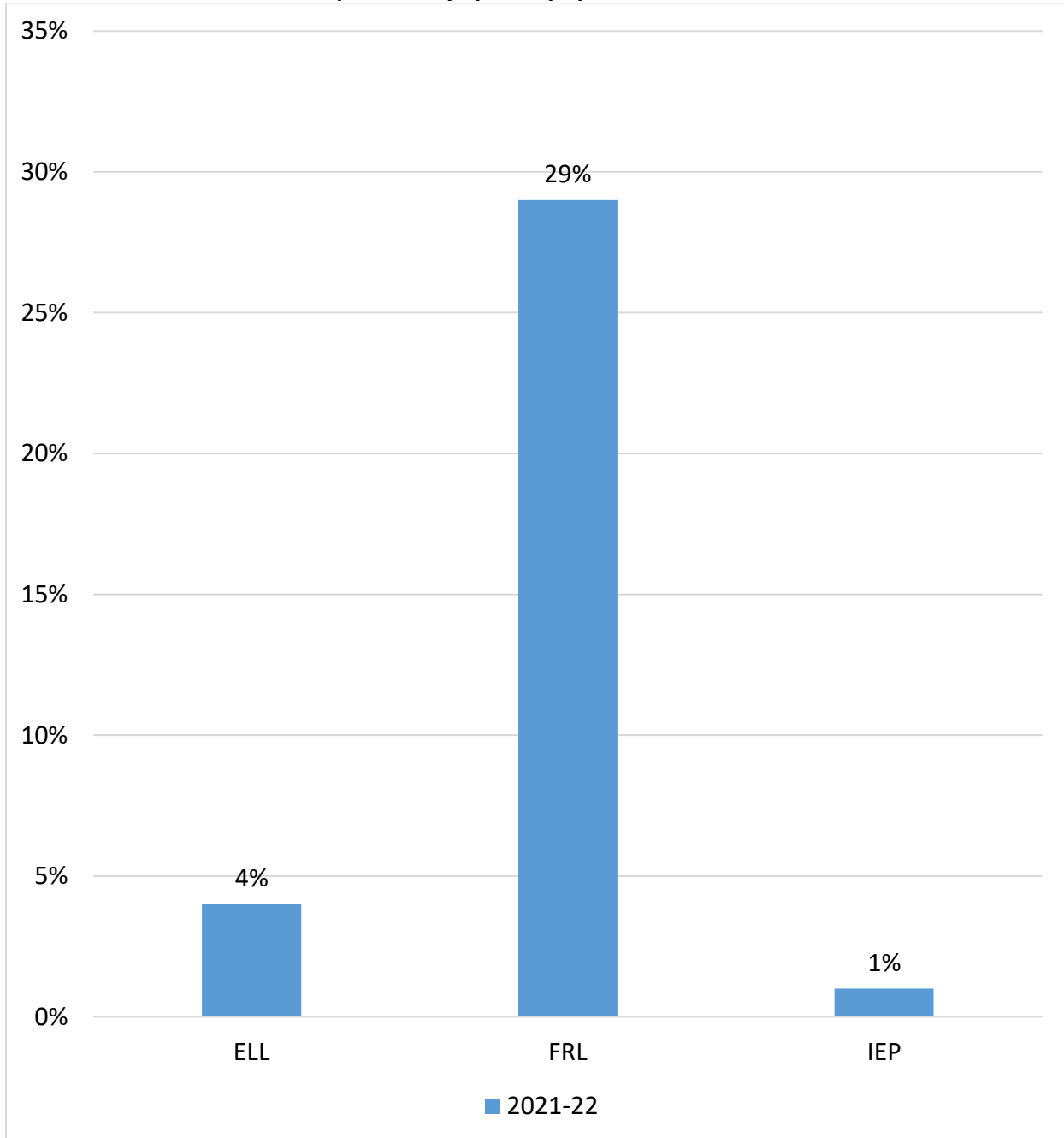


Table 2.35: Student dual language programming count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2021-22	4	74	465	28	165	736

Chart 2.35: Student dual language programming percent by race/ethnicity

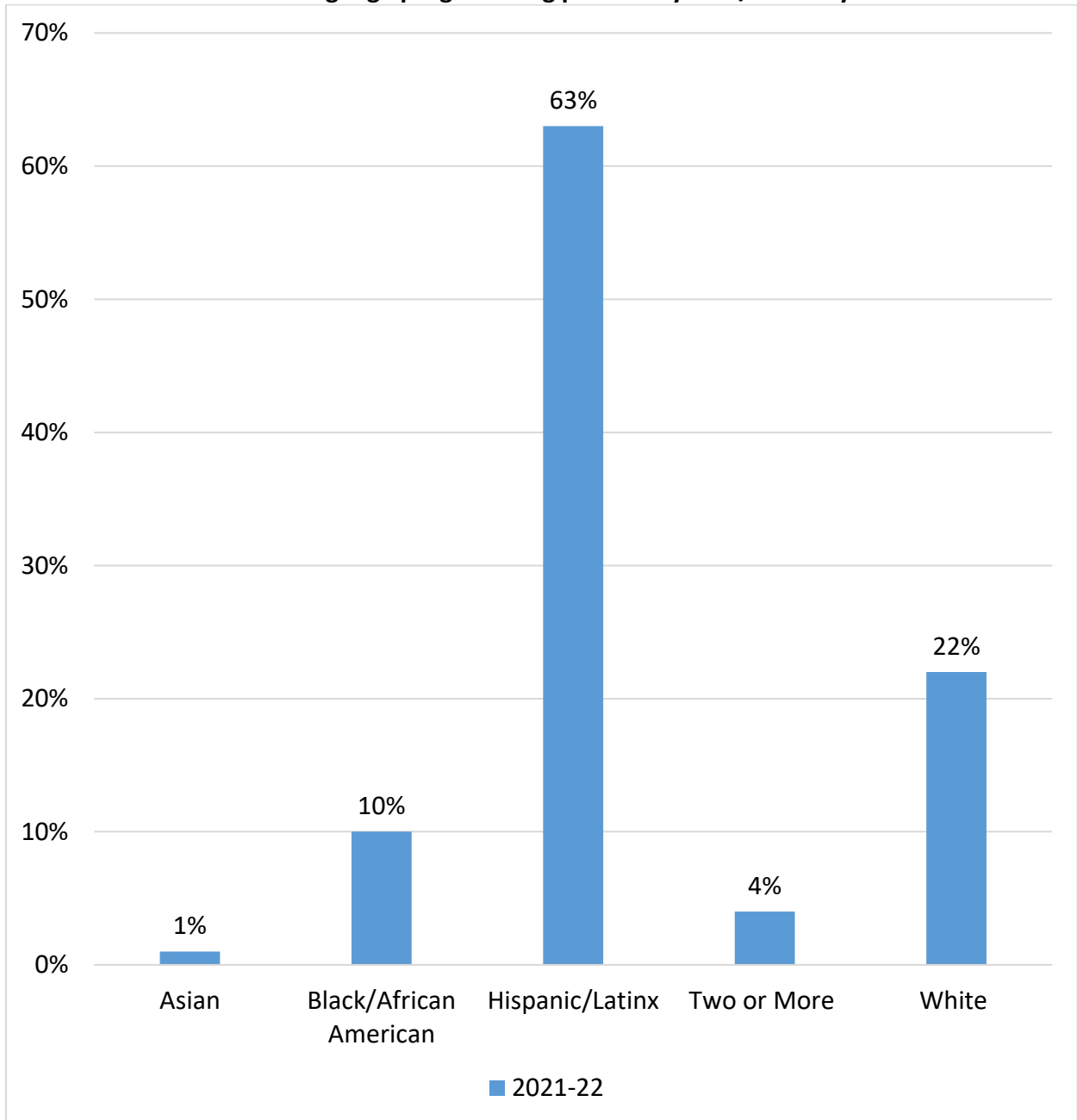


Table 2.36: Student dual language programming count by gender

Year	Female	Male	Non-binary	Total
362	360	1	1	362

Chart 2.36: Student dual language programming percent by gender

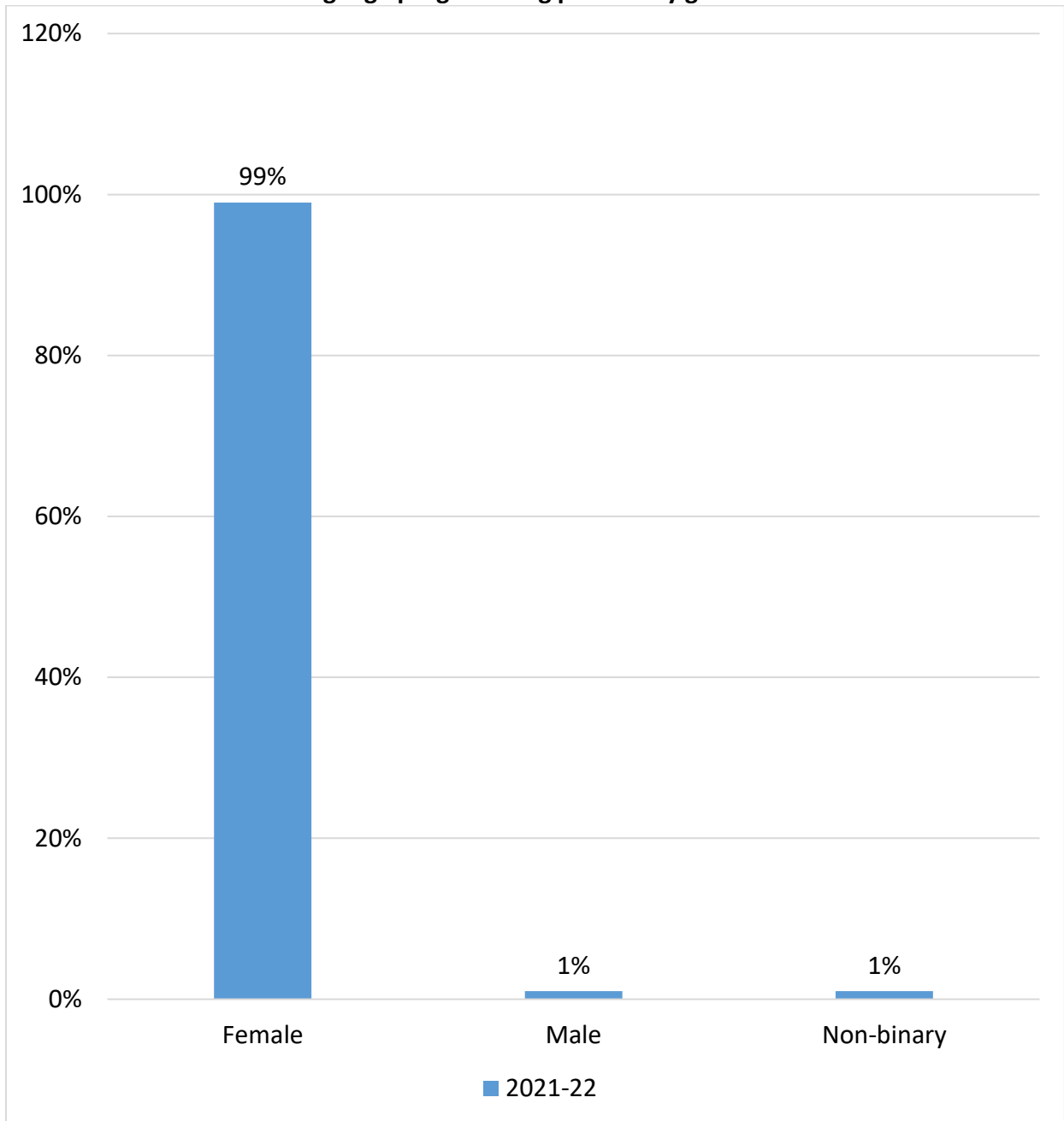


Table 2.37: Student dual language programming count by special populations

Year	ELL	FRL	IEP
2021-22	501	570	49

Chart 2.37: Student dual language programming percent by special populations

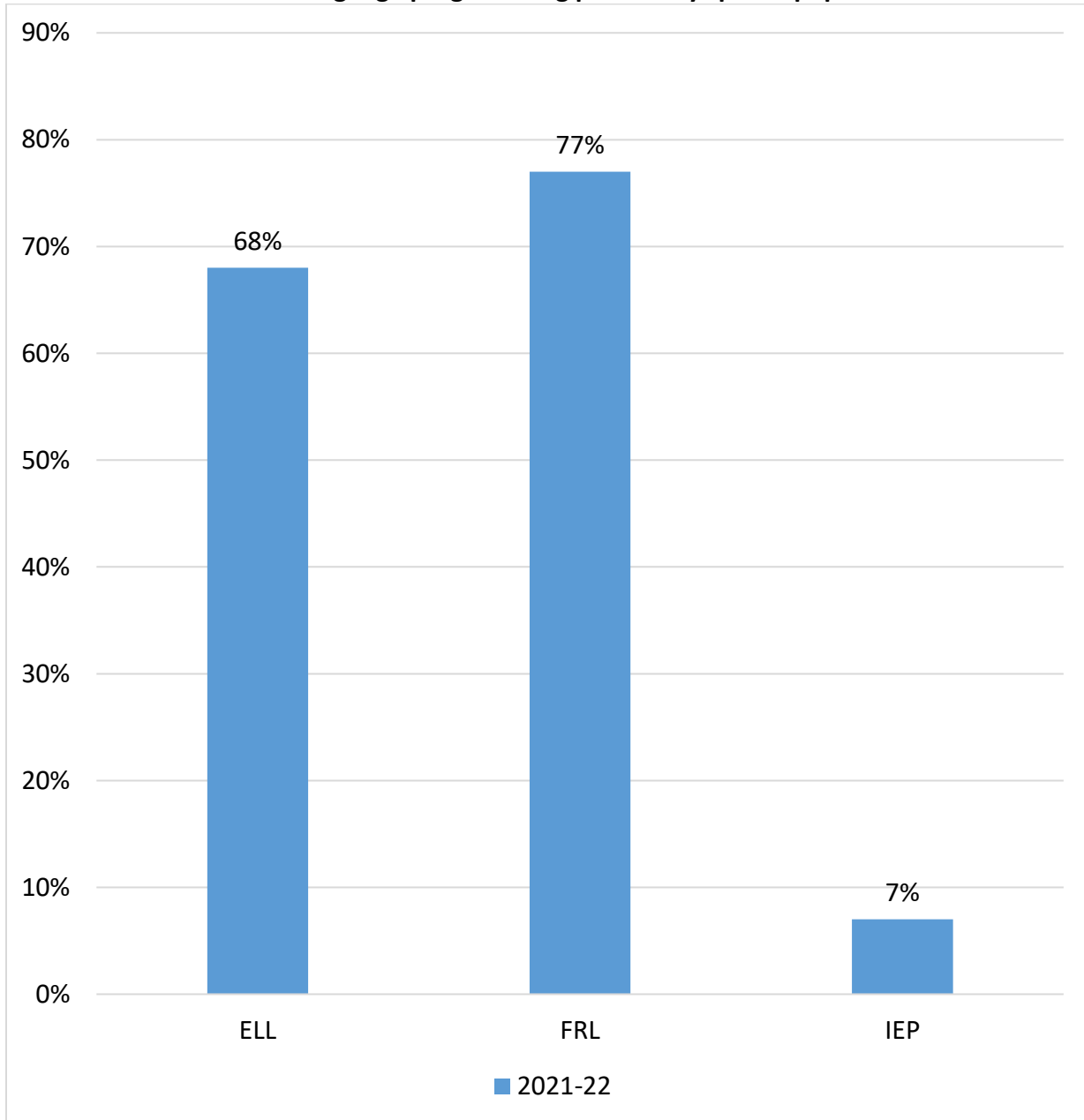


Table 2.38: Student dual credit enrollment count in grades 9-12 by race/ethnicity

Non-Applicable SY 2019-20. No disaggregated data prior to SY 2021-22.

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	redacted	redacted	redacted	redacted	42	66
2018-19	redacted	redacted	redacted	redacted	35	60
2020-21	redacted	10	redacted	redacted	25	54
2021-22	3	3	4	4	35	49

No disaggregated data prior to SY 2021-22.

Chart 2.38: Student dual credit enrollment percent in grades 9-12 by race/ethnicity

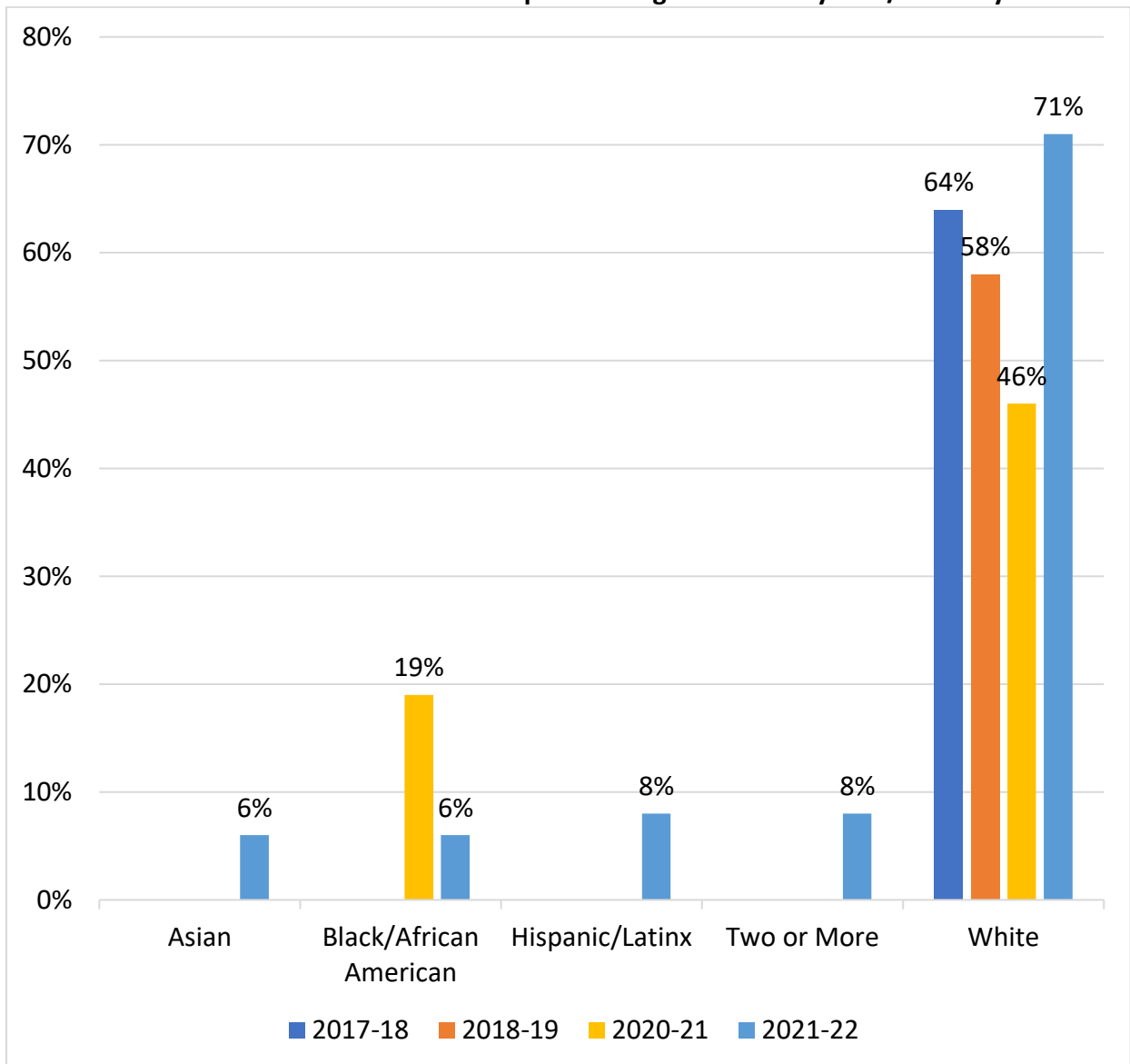


Table 2.39: Student dual credit enrollment count in grades 9-12 by gender

Non-Applicable SY 2019-20. No disaggregated data prior to SY 2021-22.

Year	Female	Male	Total
2017-18	redacted	redacted	66
2018-19	redacted	redacted	60
2020-21	redacted	redacted	46
2021-22	22	27	49

Non-Applicable SY 2019-20. No disaggregated data prior to SY 2021-22.

Chart 2.39: Student dual credit enrollment percent in grades 9-12 by gender

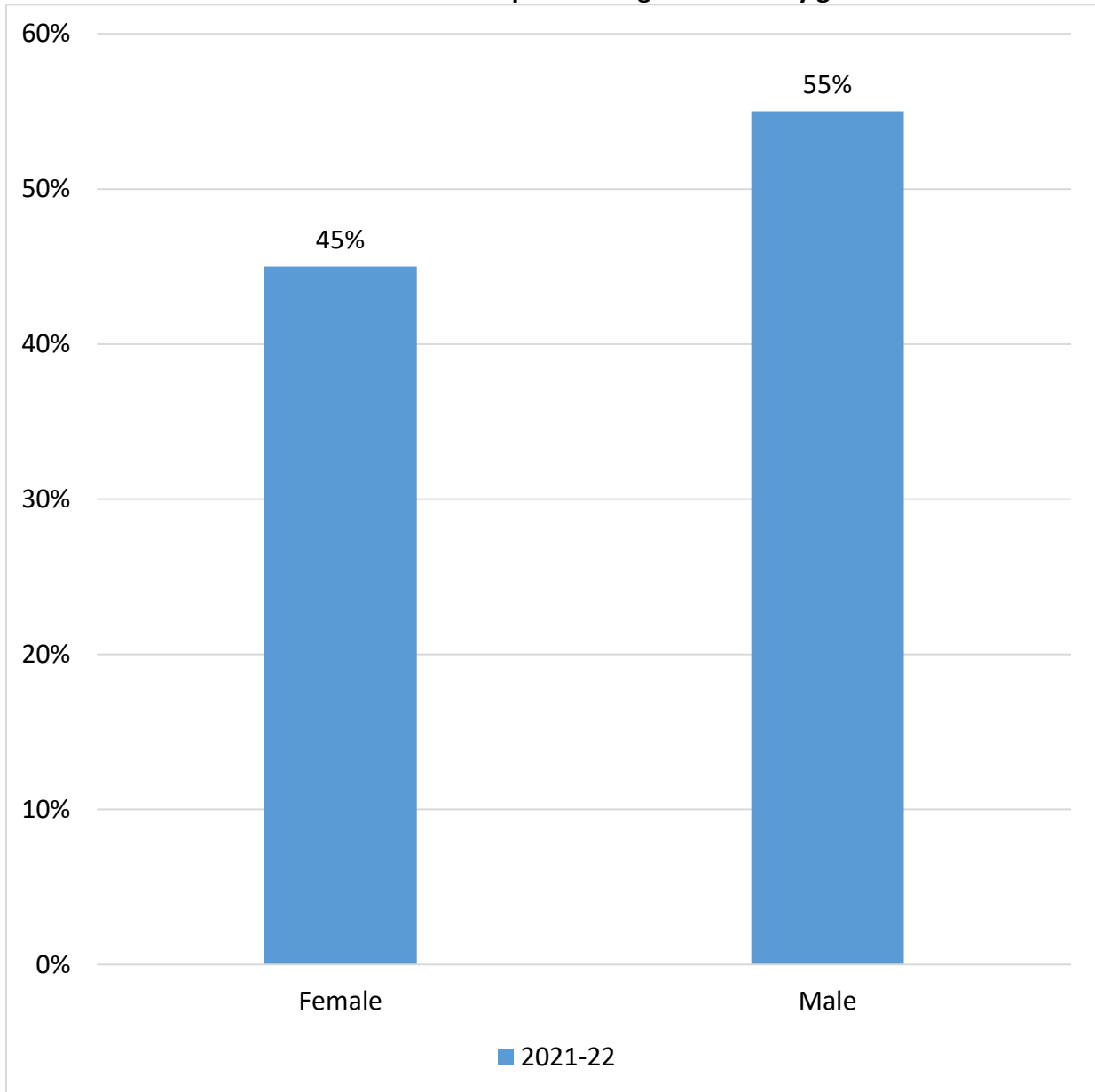


Table 2.40: Student dual credit enrollment count in grades 9-12 by special populations

Non-Applicable SY 2019-20. No disaggregated data prior to SY 2021-22.

Year	ELL	FRL	IEP
2017-18	unknown	19	unknown
2018-19	unknown	30	unknown
2021-22	2	12	1

Non-Applicable SY 2018-19 and SY 2019-20. No disaggregated data prior to SY 2021-22.

Chart 2.40: Student dual credit enrollment percent in grades 9-12 by special populations

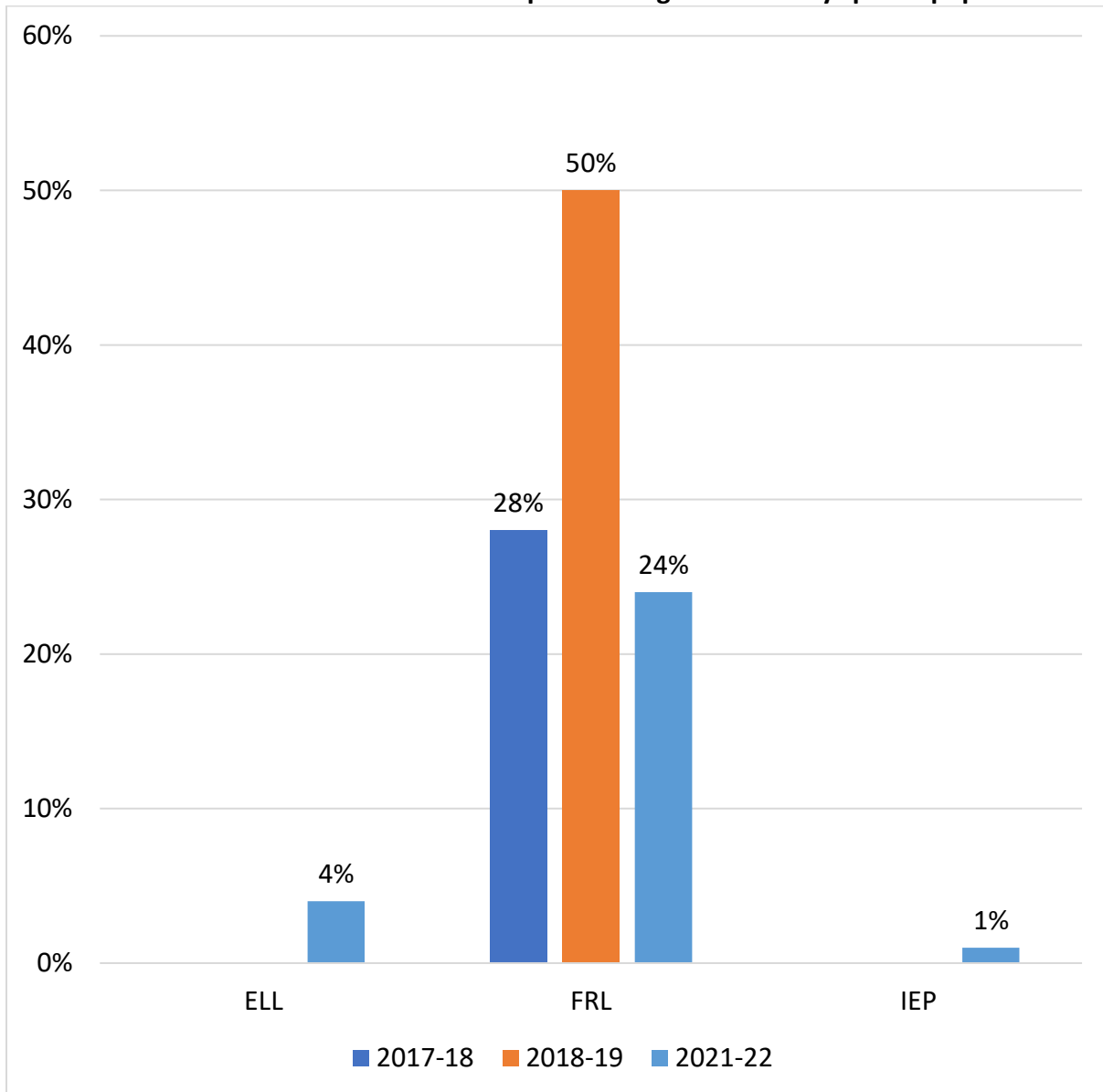


Table 2.41: Student honors count in grades 9-12 by race/ethnicity

Non-Applicable SY 2019-20. No disaggregated data prior to SY 2021-22.

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2020-21	unknown	unknown	unknown	unknown	unknown	507
2021-22	38	106	66	38	252	500

No disaggregated data prior to SY 2021-22

Chart 2.41: Student honors percent in grades 9-12 by race/ethnicity

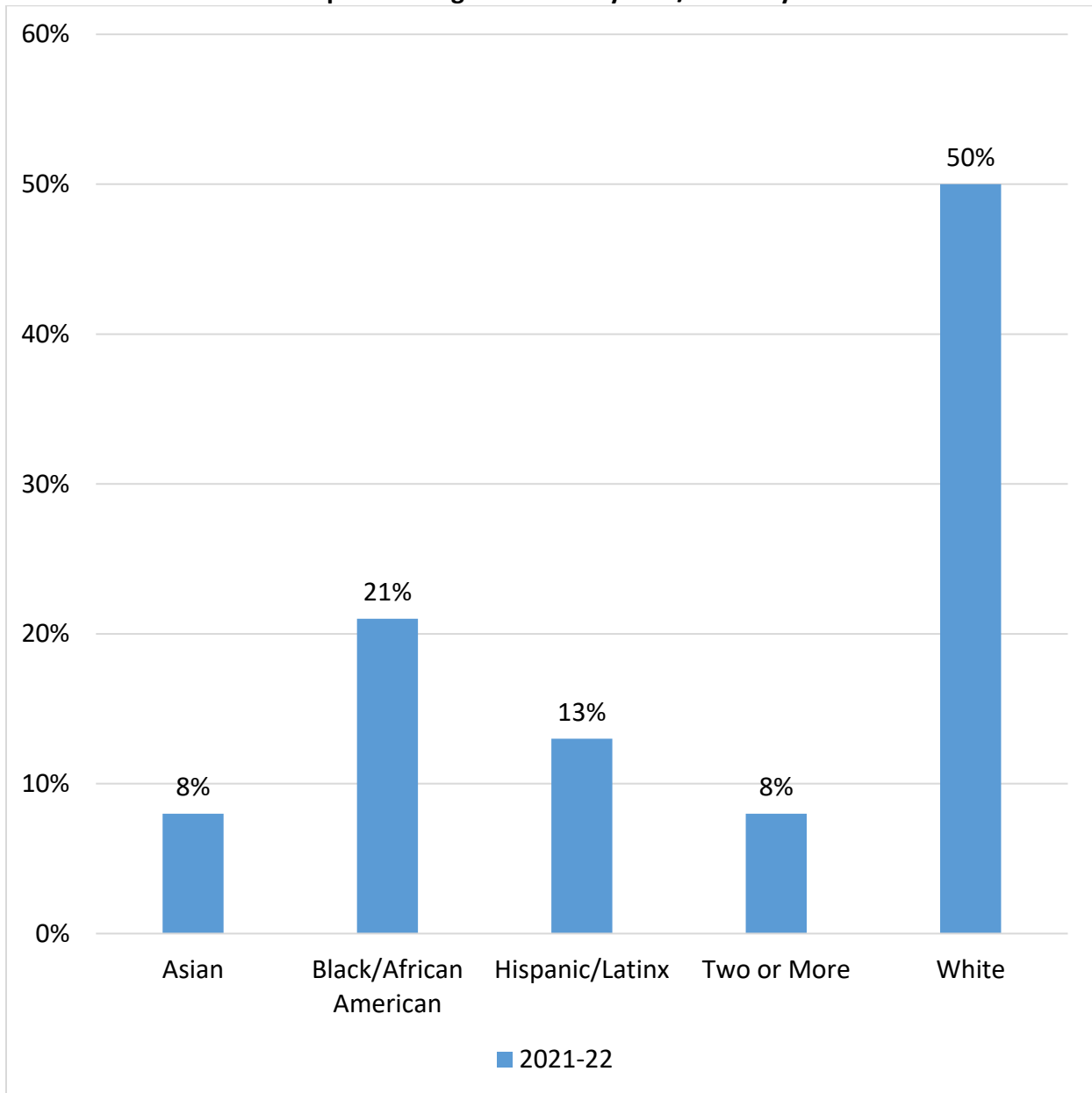


Table 2.42: Student honors count in grades 9-12 by gender

Non-Applicable SY 2019-20. No disaggregated data prior to SY 2021-22.

Year	Female	Male	Total
2020-21	unknown	unknown	507
2021-22	264	243	507

No disaggregated data prior to SY 2021-22

Chart 2.42: Student honors percent in grades 9-12 by gender

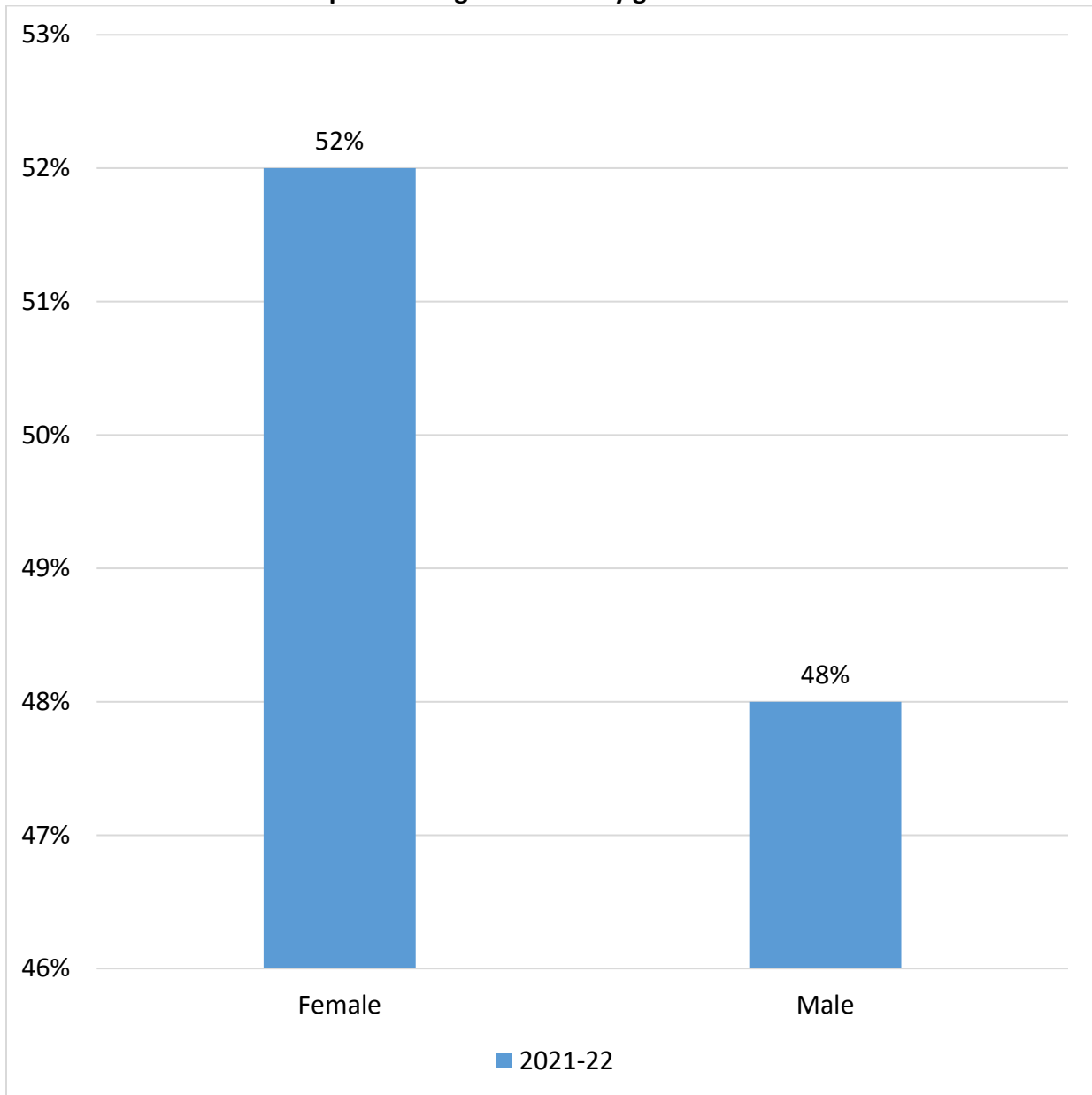


Table 2.43: Student honors count in grades 9-12 by special populations

Year	ELL	FRL	IEP
2021-22	44	172	10

No disaggregated data prior to SY 2021-22

Chart 2.43: Student honors percent in grades 9-12 by special populations

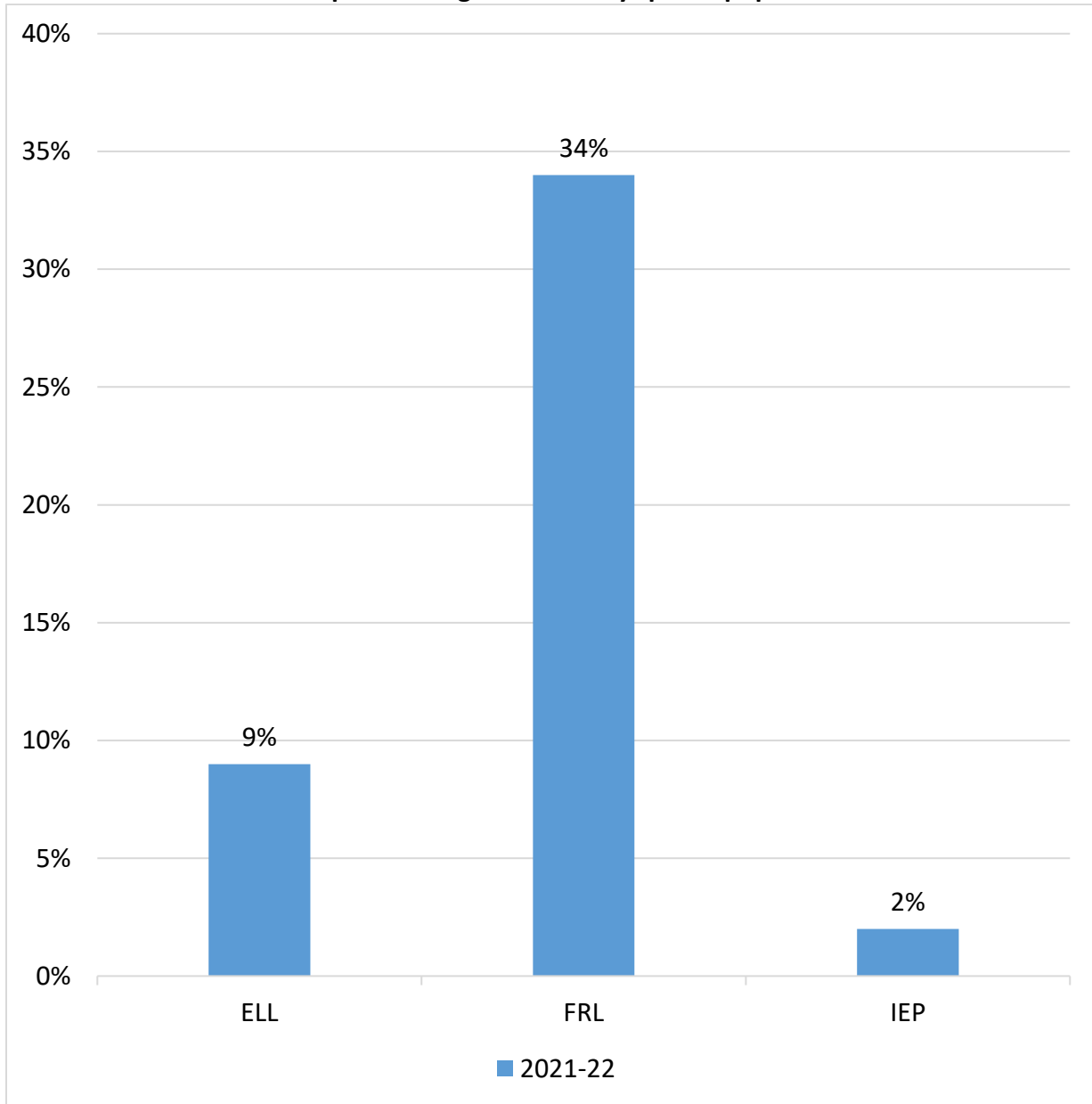


Table 2.44: Student advance placement count in grades 9-12 by race/ethnicity

Non-Applicable SY 2019-20. No disaggregated data prior to SY 2021-22.

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	11	26	N/A	N/A	105	170
2018-19	27	15	11	N/A	93	180
2019-20	14	14	16	N/A	86	165
2020-21	N/A	42	NA/	N/A	138	229
2021-22	17	26	17	16	138	214

No disaggregated data prior to SY 2021-22

Chart 2.44: Student advance placement percent in grades 9-12 by race/ethnicity

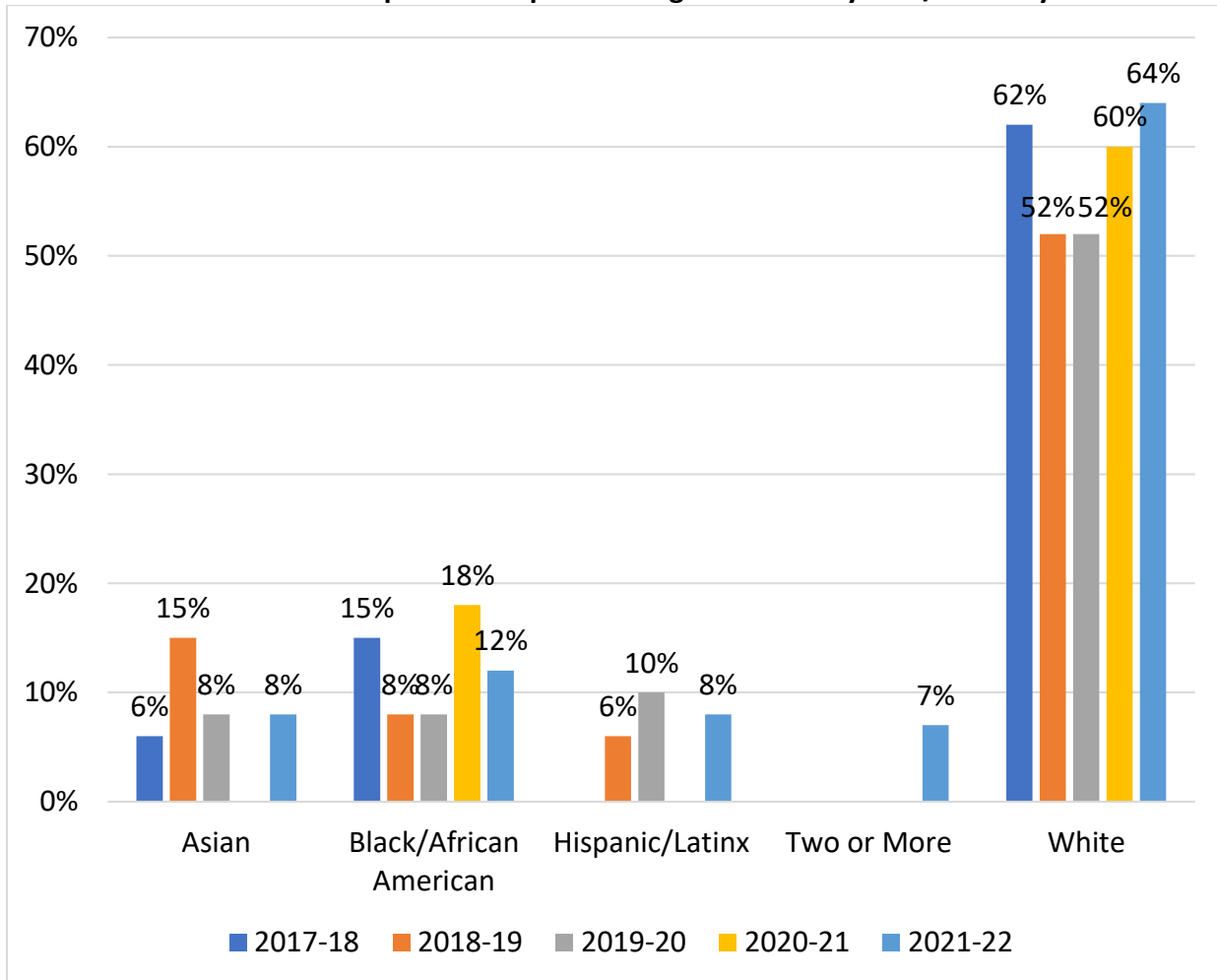


Table 2.45: Student advance placement count in grades 9-12 by gender

Non-Applicable SY 2019-20. No disaggregated data prior to SY 2021-22.

Year	Female	Male	Total
2017-18	unknown	unknown	170
2018-19	unknown	unknown	180
2019-20	unknown	unknown	165
2020-21	unknown	unknown	229
2021-22	93	118	211

No disaggregated data prior to SY 2021-22

Chart 2.45: Student advance placement percent in grades 9-12 by gender

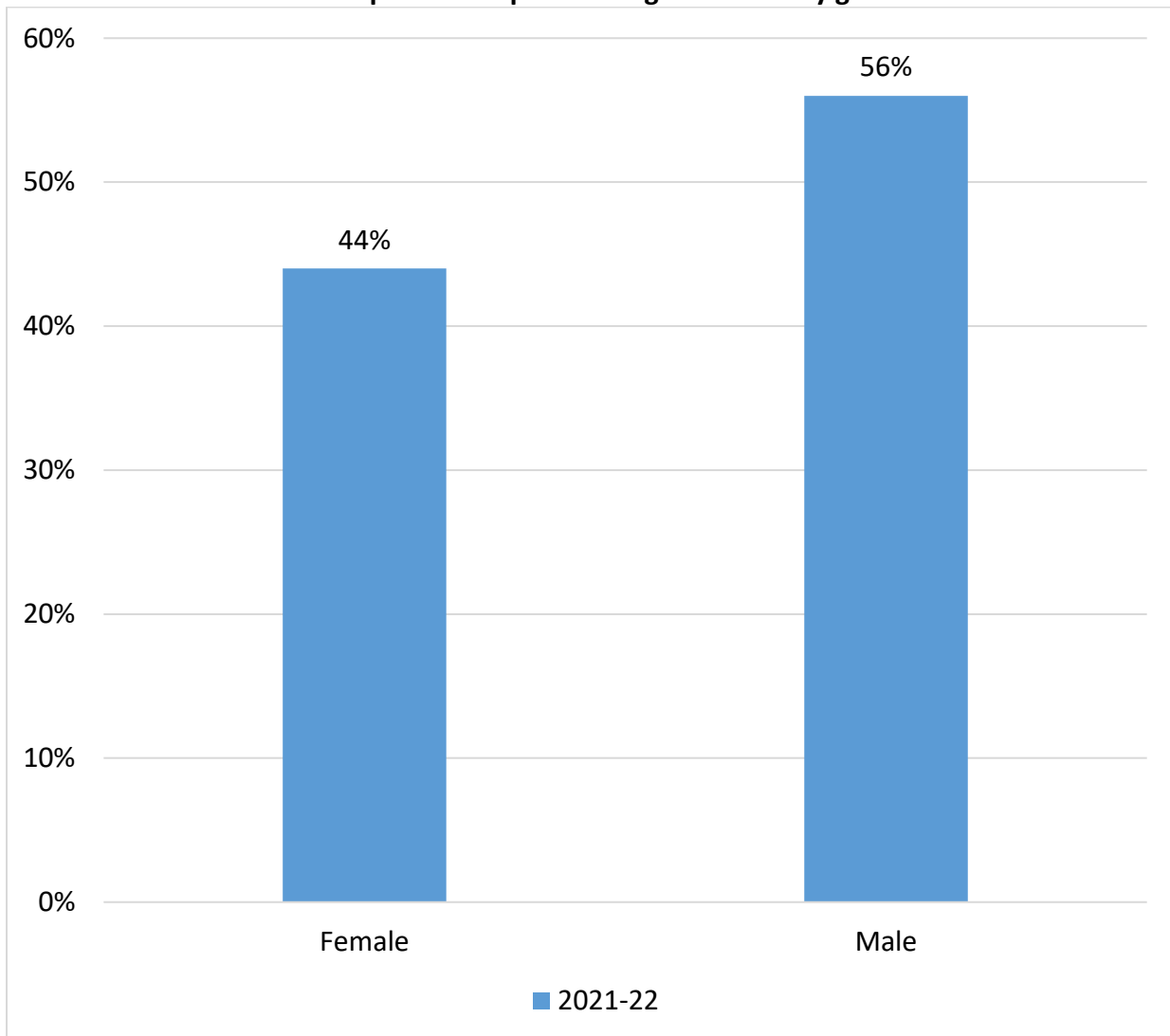


Table 2.46: Student advance placement count in grades 9-12 by special populations

Year	ELL	FRL	IEP
2021-22	5	44	3

No disaggregated data prior to SY 2021-22

Chart 2.46: Student advance placement percent in grades 9-12 by special populations

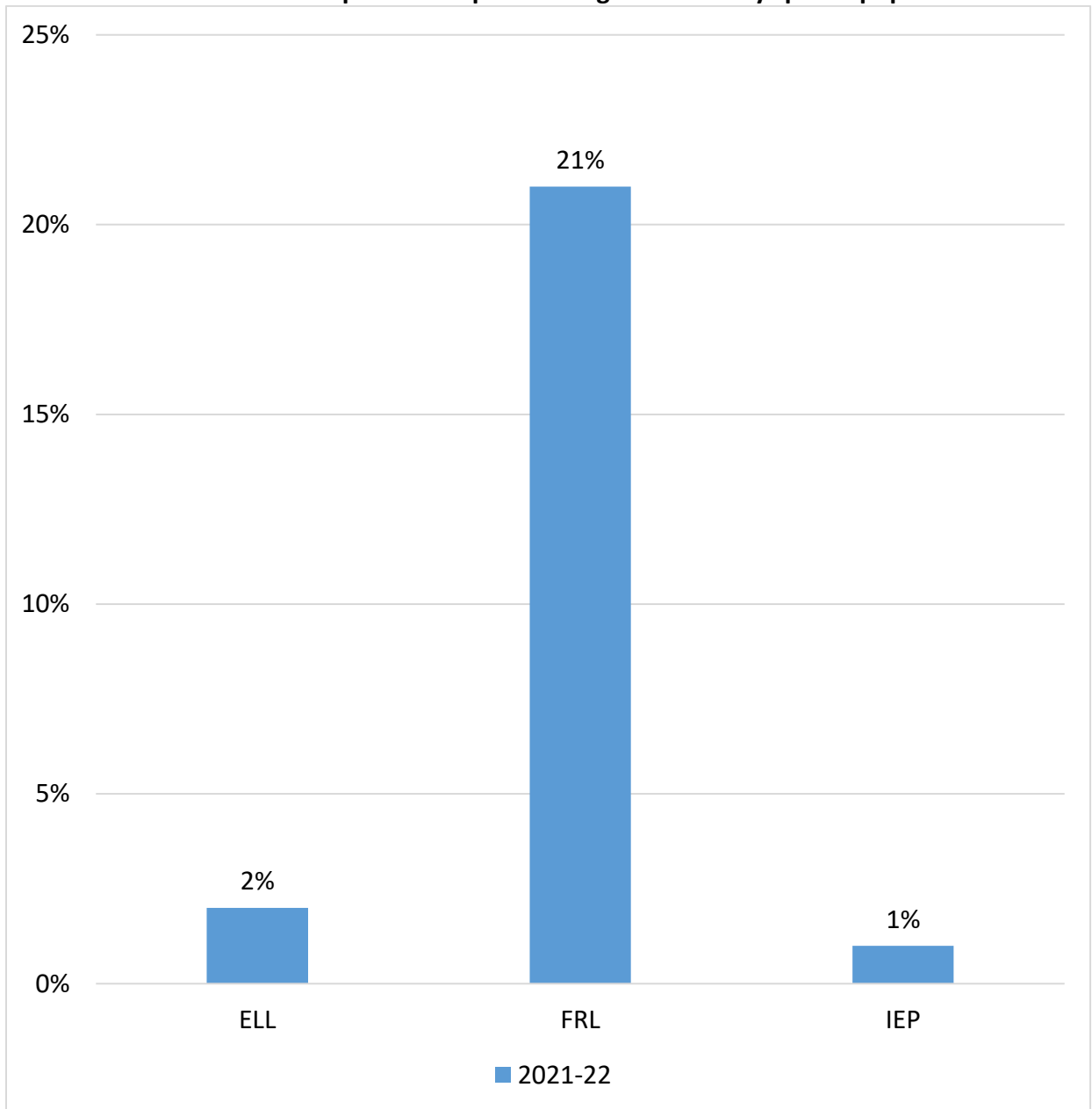


Table 2.47: Student Career Technical Education (CTE) enrollment count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	24	309	99	56	233	736
2018-19	33	341	122	50	252	813
2019-20	36	310	133	57	258	822
2020-21	27	310	100	58	231	754
2021-22	35	293	94	69	191	693

Chart 2.47: Student CTE enrollment percent in grades 9-12 by race/ethnicity

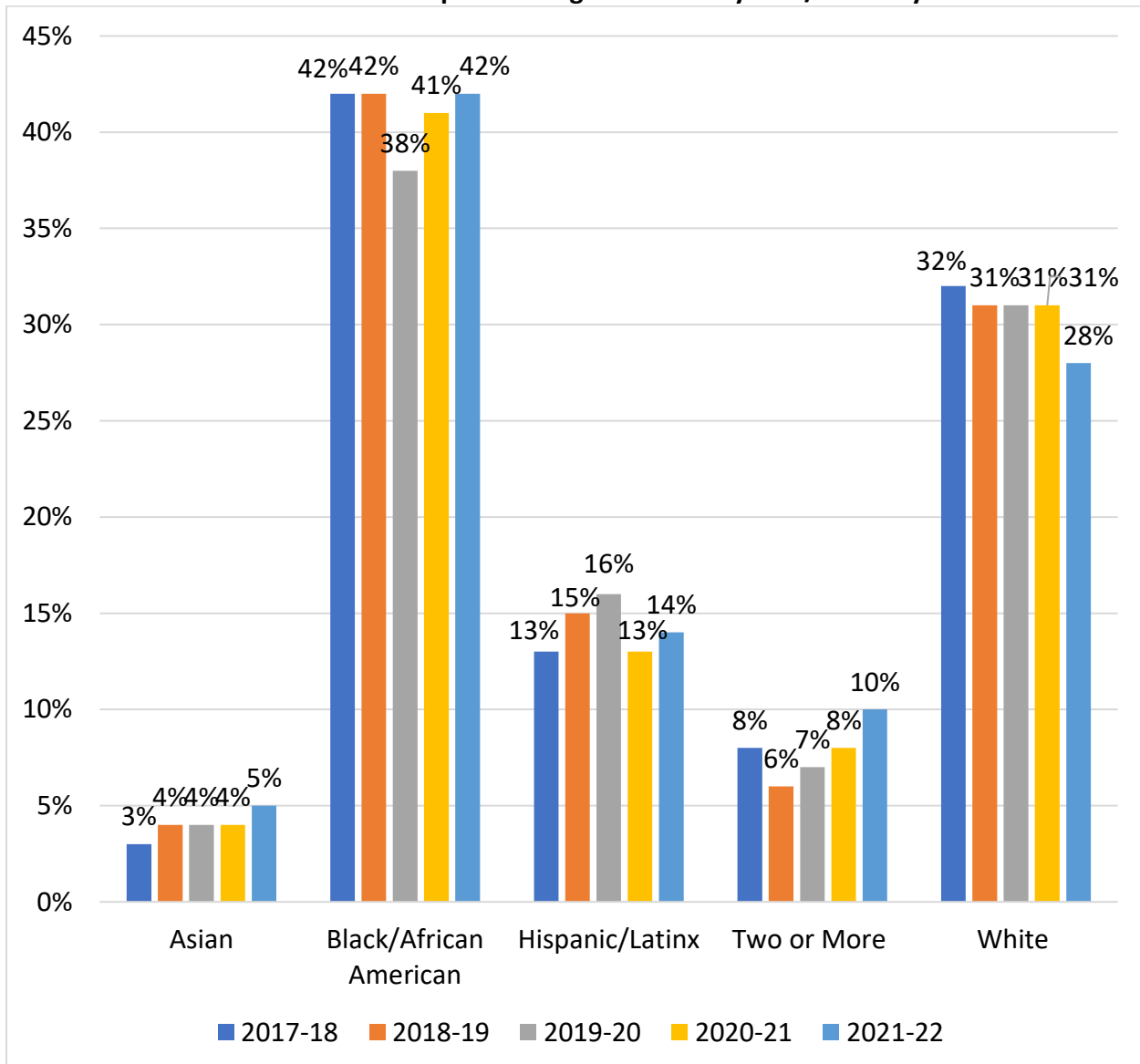


Table 2.48: Student CTE enrollment count in grades 9-12 by gender

Year	Female	Male	Total
2017-18	357	378	735
2018-19	362	450	812
2019-20	386	436	822
2020-21	363	391	754
2021-22	323	364	687

Chart 2.48: Student CTE enrollment percent in grades 9-12 by gender

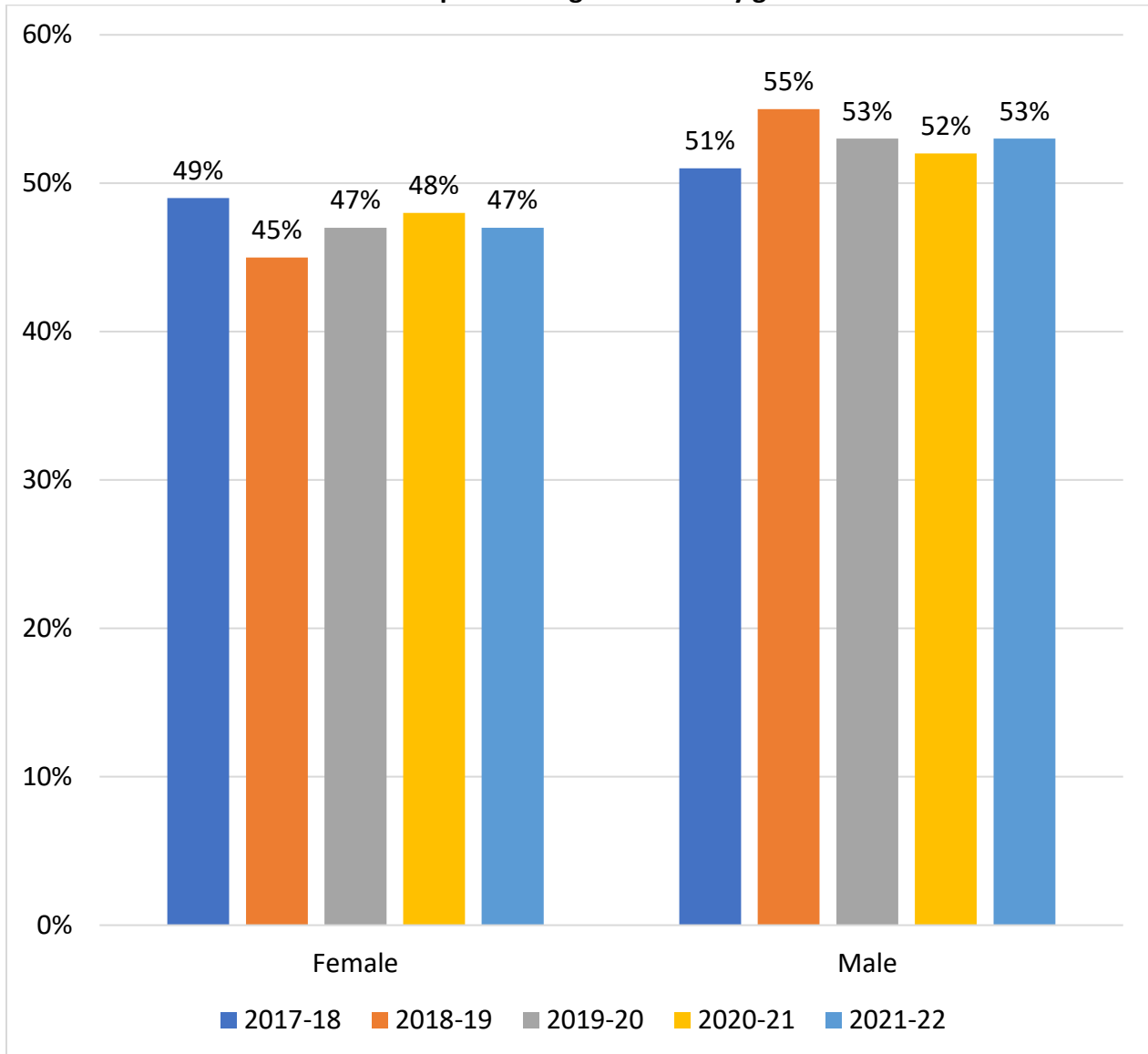


Table 2.49: Student CTE enrollment count in grades 9-12 by special populations

Year	ELL	FRL	IEP
2017-18	57	394	72
2018-19	65	437	81
2019-20	75	397	77
2020-21	72	361	63
2021-22	77	387	102

Chart 2.49: Student CTE enrollment percent in grades 9-12 by special populations

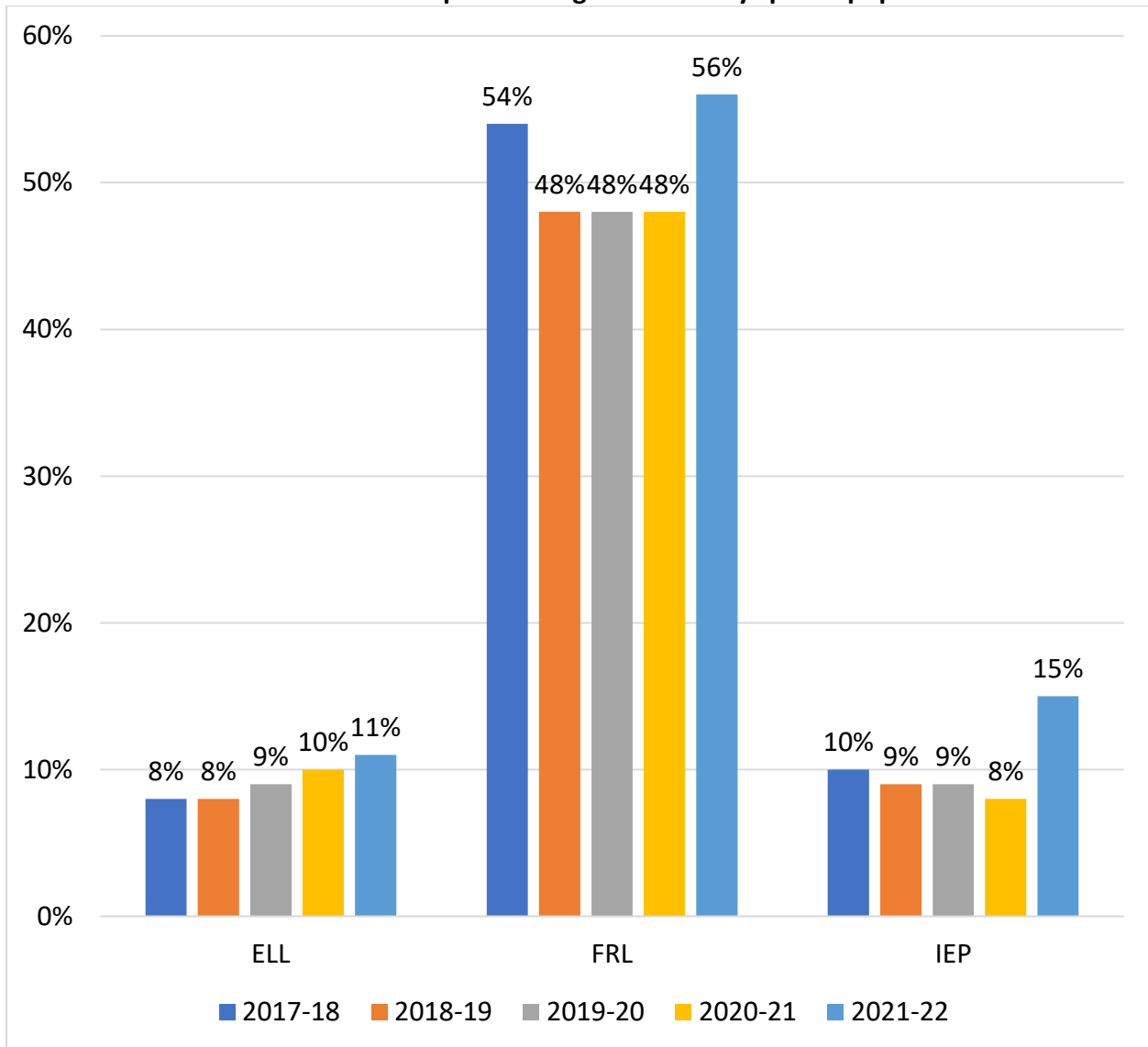


Table 2.50: Student CTE enrollment count in grades 9-12 by the intersectionality of race/ethnicity and gender

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2017-18	3	4	137	180	15	51	24	22	118	173
2018-19	7	17	169	205	42	65	23	34	114	135
2019-20	9	31	186	206	50	76	31	35	91	179
2020-21	10	18	183	164	46	95	48	21	104	145
2021-22	18	26	218	168	70	62	17	32	123	158

Chart 2.50: Student CTE enrollment percent in grades 9-12 by the intersectionality of race/ethnicity and gender



Table 2.51: Student CTE enrollment count in grades 9-12 by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2017-18	0	3	1	18	241	57	24	61	6	0	26	1	7	81	43
2018-19	8	9	0	14	271	25	22	78	3	4	27	2	6	106	28
2019-20	5	15	0	29	269	42	26	102	2	0	33	11	0	112	56
2020-21	11	7	0	25	197	31	42	81	11	0	36	5	4	88	33
2021-22	18	21	1	22	226	53	36	67	17	0	14	0	4	102	50

Chart 2.51: Student CTE enrollment percent in grades 9-12 by the intersectionality of race/ethnicity and special populations

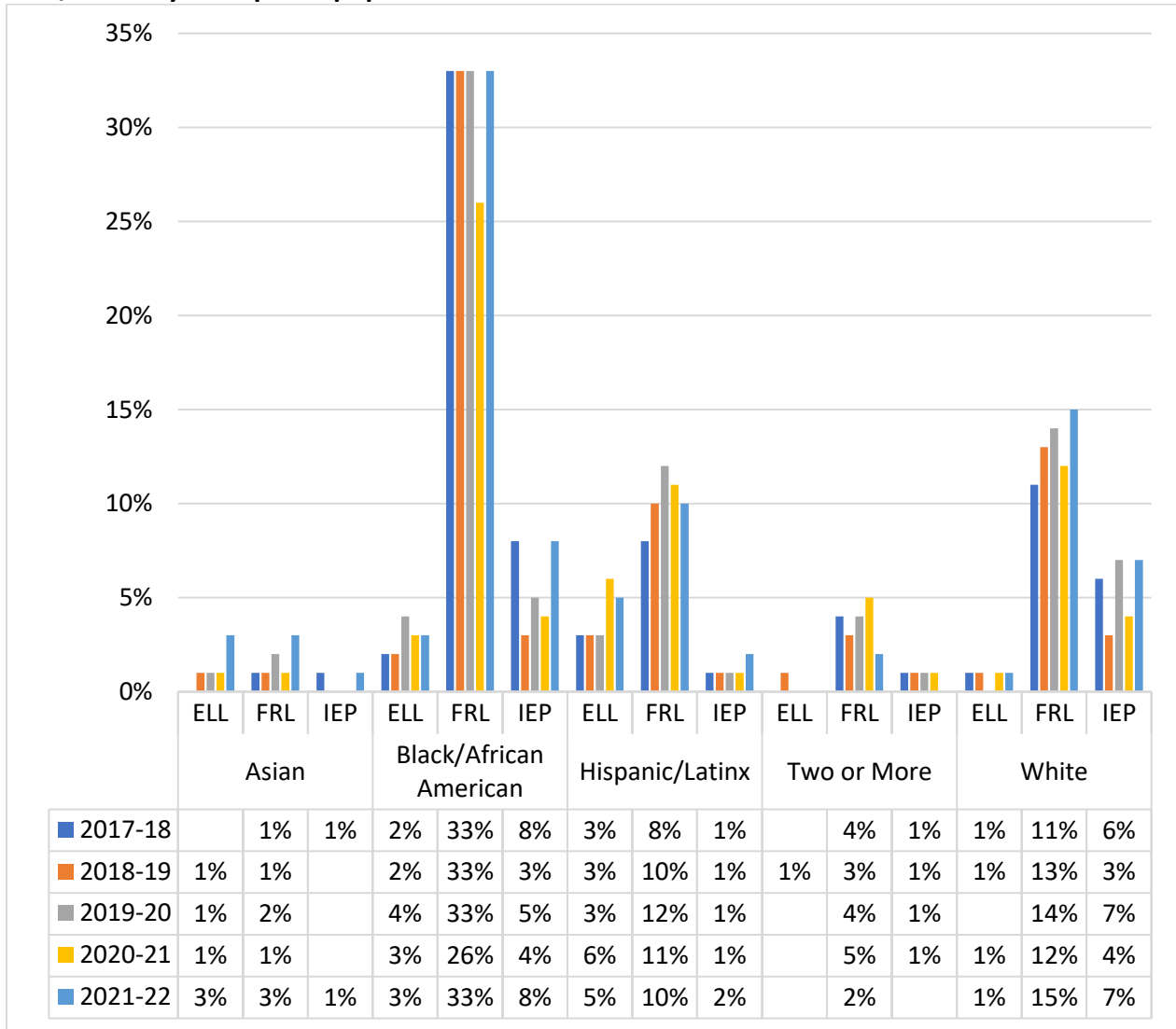
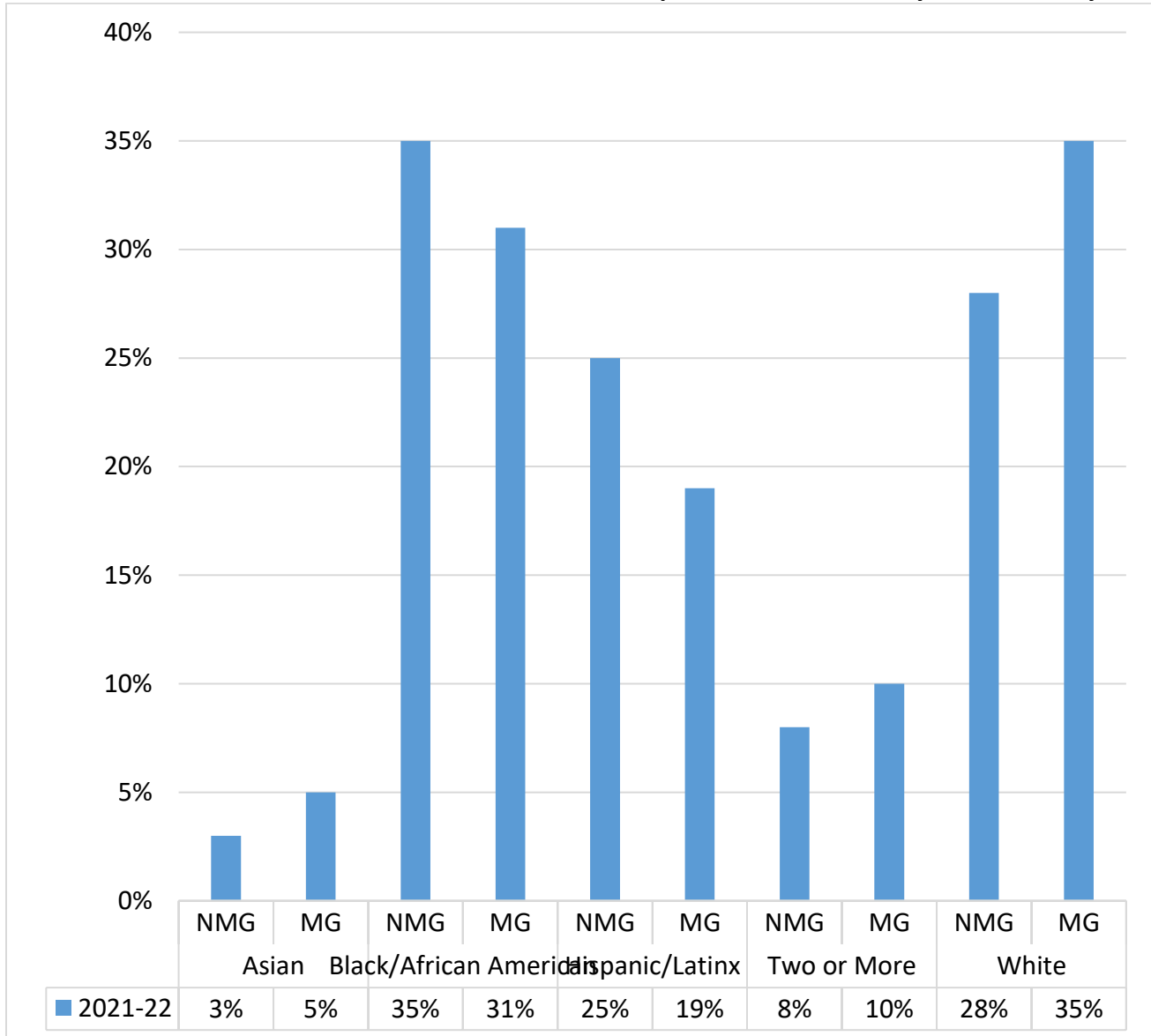


Table 2.52: SY 2021-22, Growth benchmark¹⁴ assessment count in READING by race/ethnicity

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	NMG	MG	NMG	MG	NMG	MG	NMG	MG	NMG	MG
2021-22	59	39	672	230	484	142	159	75	538	257

NMG = Not Met Growth; MB = Count Met Growth

Chart 2.52: SY 2021-22, Growth benchmark assessment percent in READING by race/ethnicity



¹⁴ NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) is given Fall, Winter, and Spring. Assessment implemented in SY 2021-22. Thus far, one full year of data.

Table 2.53: SY 2021-22, Growth benchmark assessment count in READING by gender

Year	Female		Male	
	NMG	MG	NMG	MG
2021-22	894	378	1050	374

Chart 2.53: SY 2021-22, Growth benchmark assessment percent in READING by gender

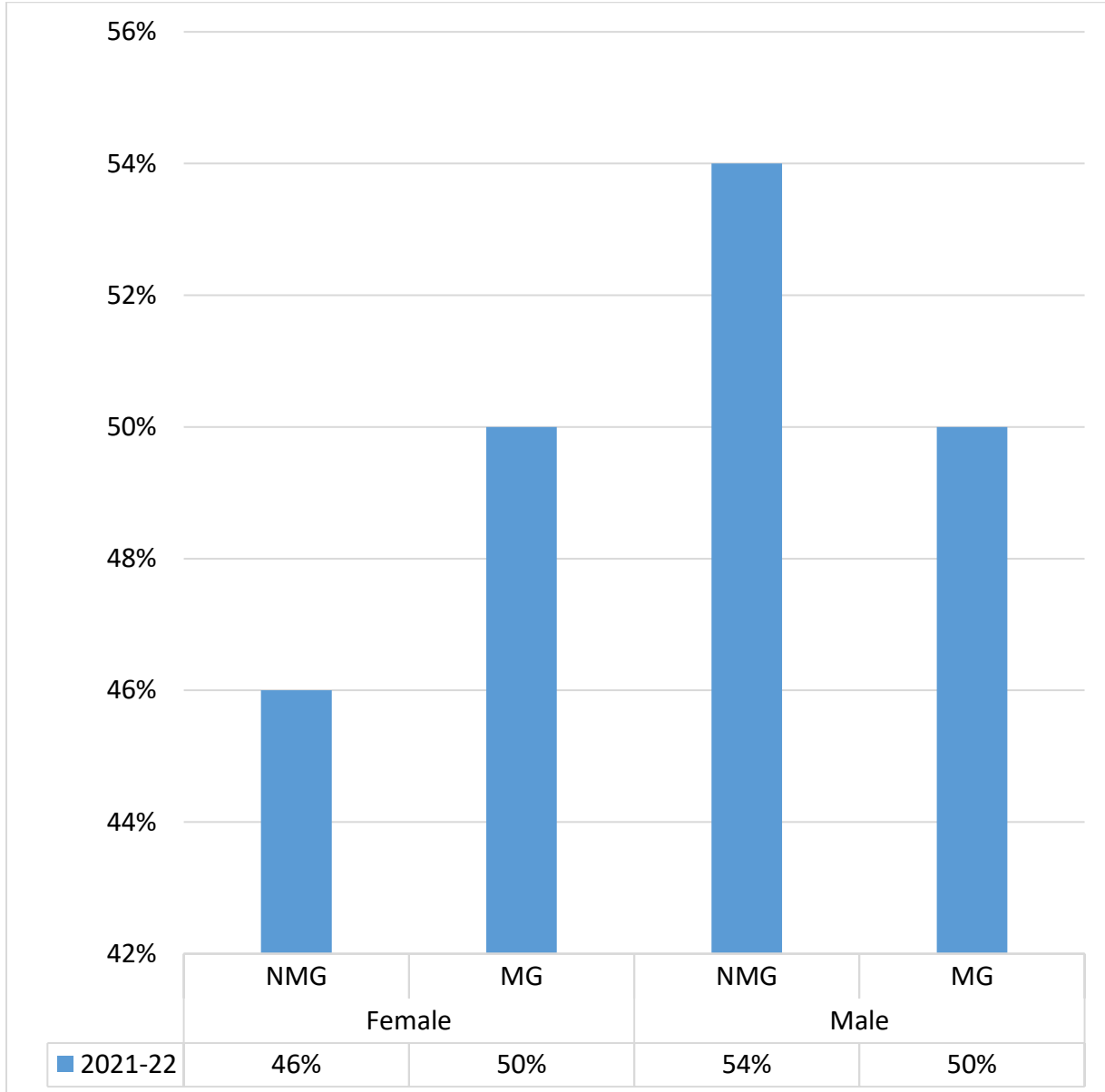


Table 2.54: SY 2021-22, Growth benchmark assessment in READING by special populations

Year	ELL		FRL		IEP	
	NMG	MG	NMG	MG	NMG	MG
2021-22	410	134	1155	393	2421	266

NMG = Not Met Growth; MB = Count Met Growth

Chart 2.54: SY 2021-22, Growth benchmark assessment in READING by special populations

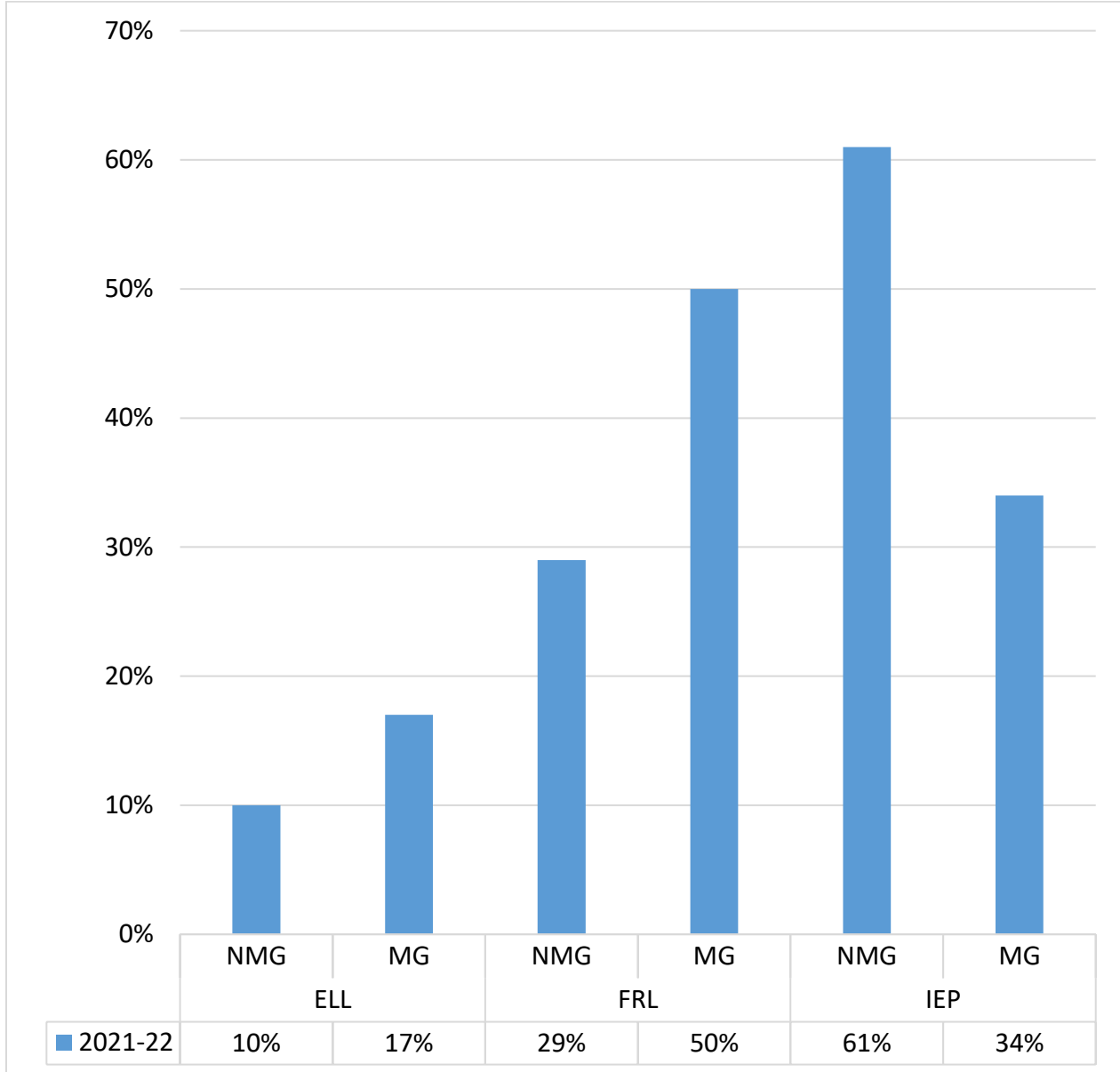


Table 2.55: SY 2021-22, Growth benchmark assessment count in MATH by race/ethnicity

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	NMG	MG	NMG	MG	NMG	MG	NMG	MG	NMG	MG
2021-22	65	49	661	285	302	155	158	100	439	307

Chart 2.55: SY 2021-22, Growth benchmark assessment percent in MATH by race/ethnicity

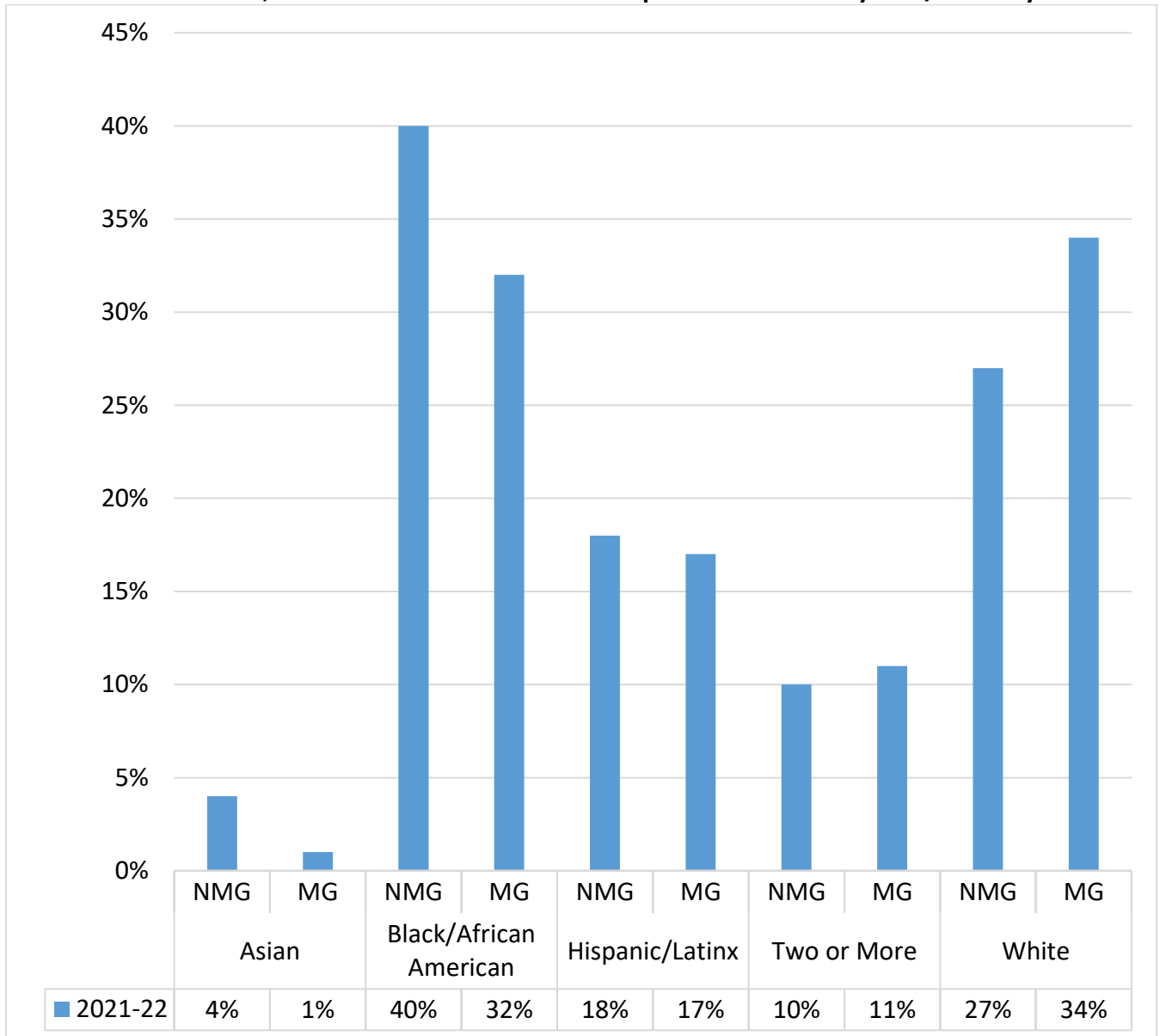


Table 2.56: SY 2021-22, Growth benchmark assessment count in MATH by gender

Year	Female		Male	
	NMG	MG	NMG	MG
2021-22	804	401	848	504

Chart 2.56: SY 2021-22, Growth benchmark assessment percent in MATH by gender

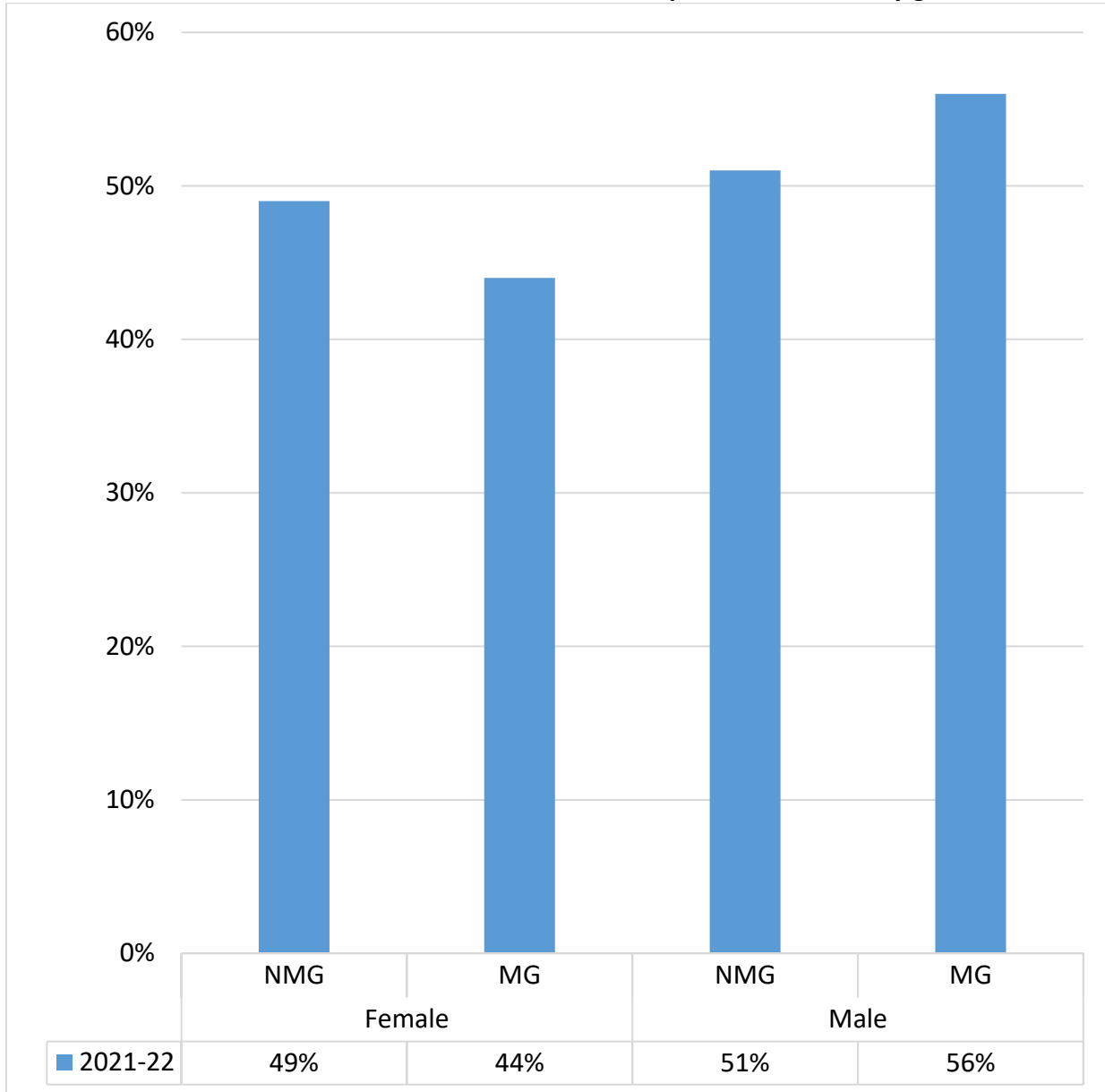
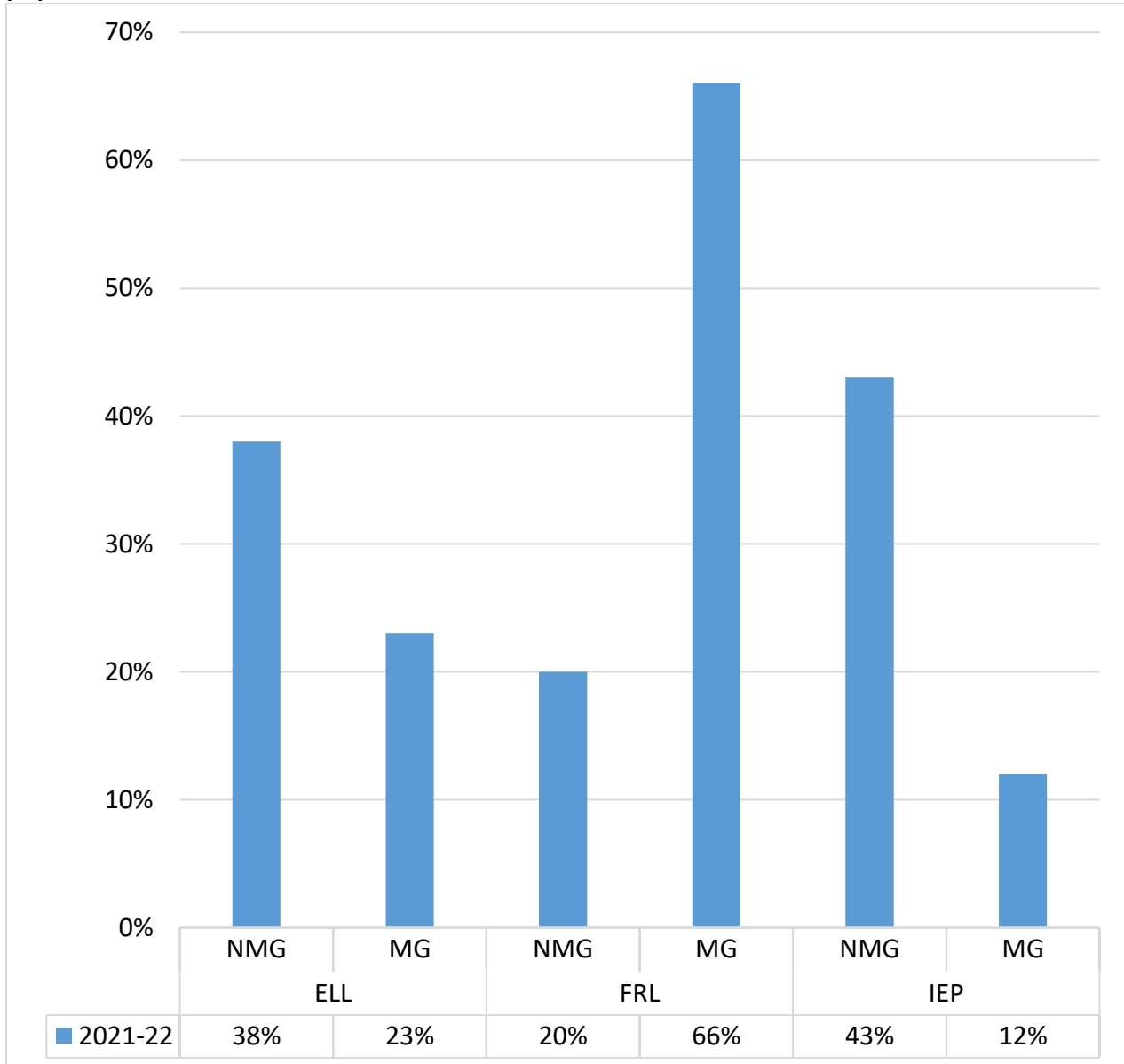


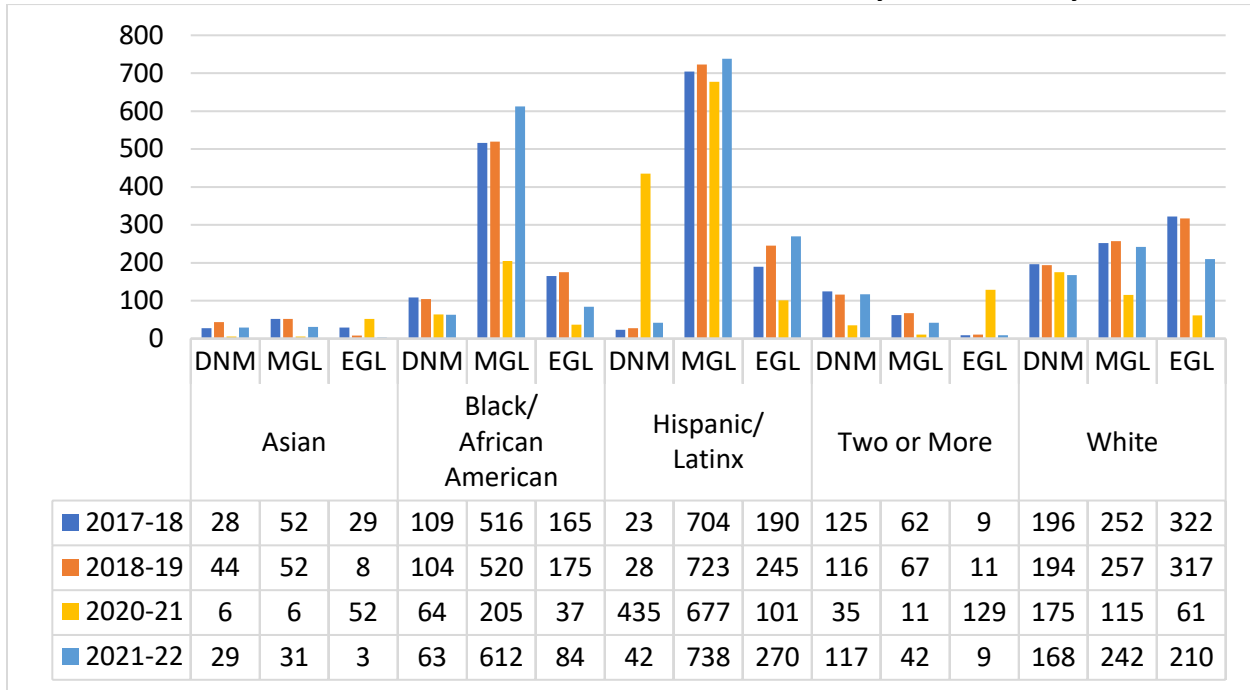
Table 2.57: SY 2021-22, Growth benchmark assessment count in MATH by special populations

Year	ELL		FRL		IEP	
	NMG	MG	NMG	MG	NMG	MG
2021-22	2025	514	1054	1496	2286	264

Chart 2.57: SY 2021-22, Growth benchmark assessment percent in MATH by special populations



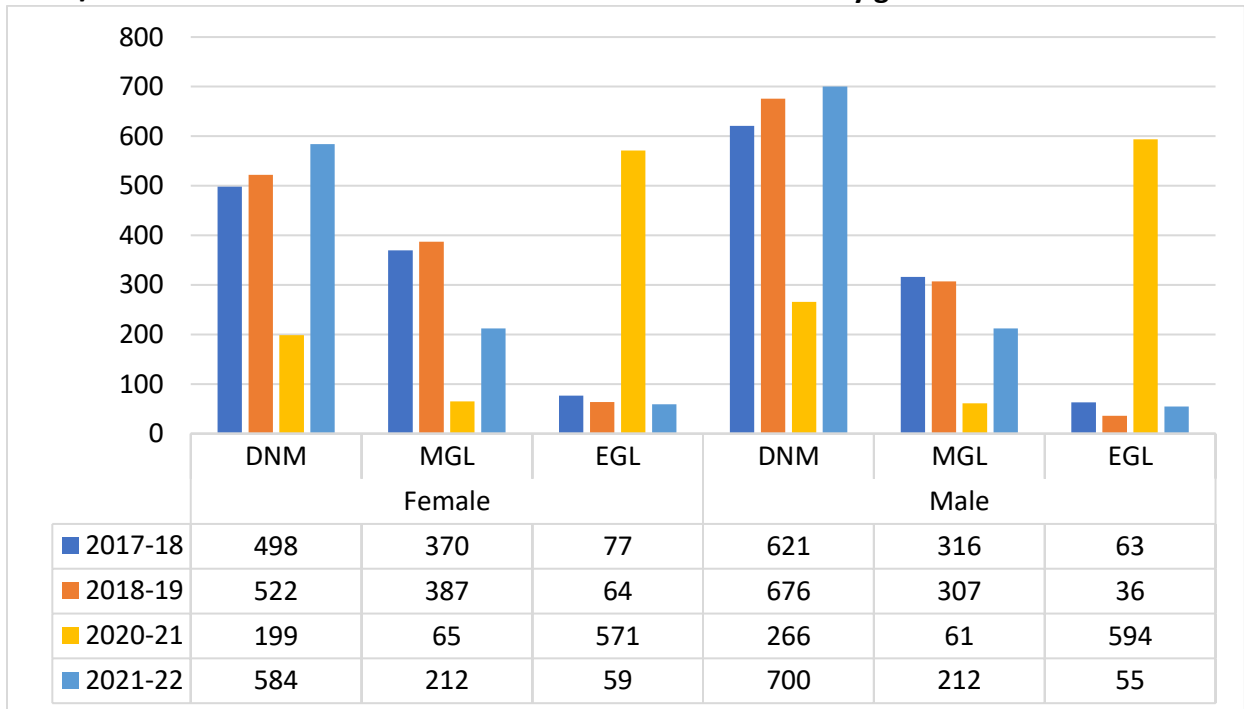
Table/Chart 2.58: Standardized¹⁵ assessment count in READING by race/ethnicity



Assessment not administered during SY 2019-20 due to Covid-19

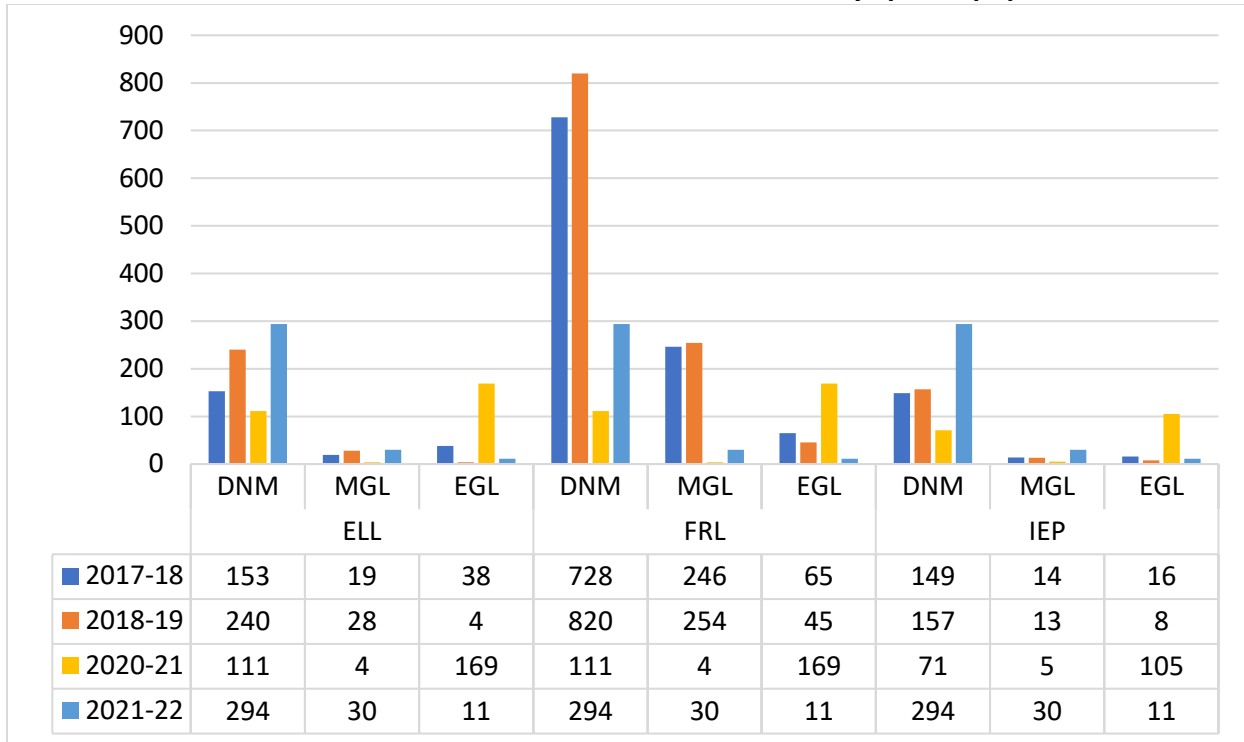
DNM = Did Not Meet Grade Level Expectations; MGL = Met Grade Level Expectations; EGL = Exceeded Grade Level Expectations

Table/Chart 2.59: Standardized assessment count in READING by gender



¹⁵ IAR = Illinois Assessment of Readiness

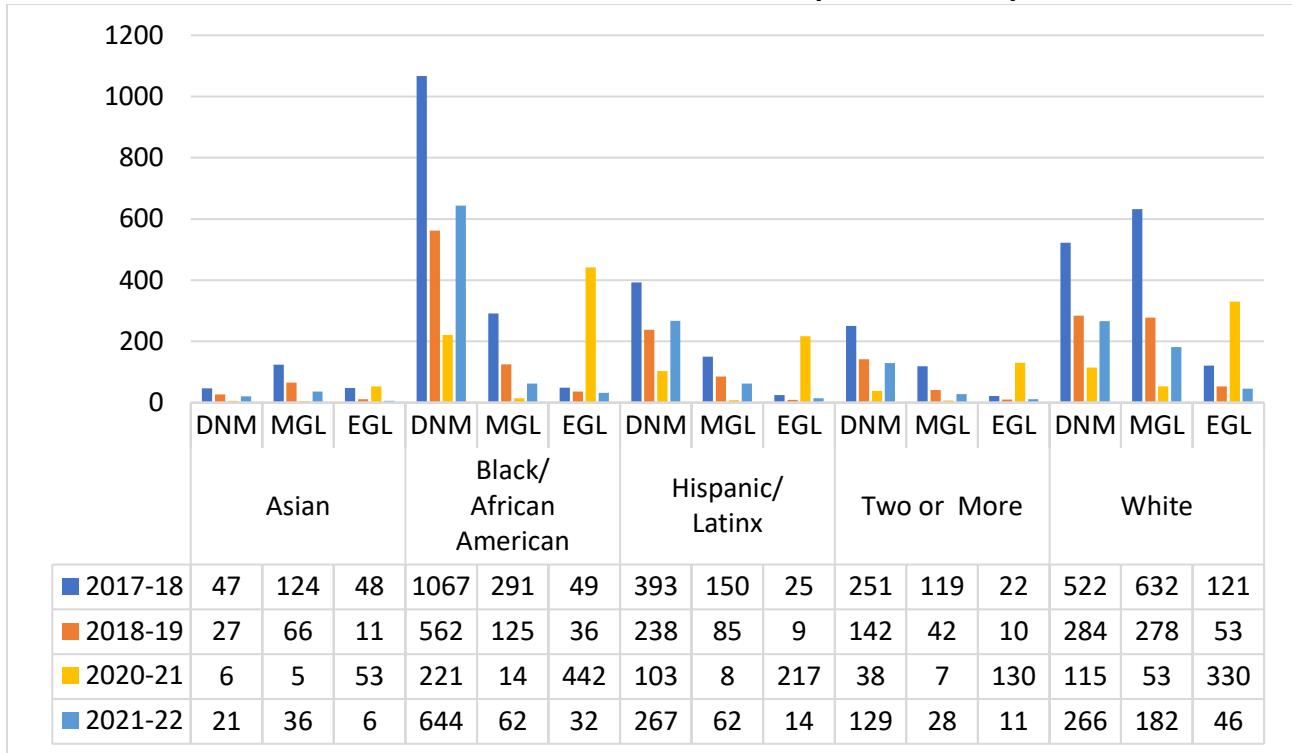
Table/Chart 2.60: Standardized assessment count in READING by special populations



Assessment not administered during SY 2019-20 due to Covid-19

DNM = Did Not Meet Grade Level Expectations; MGL = Met Grade Level Expectations; EGL = Exceeded Grade Level Expectations

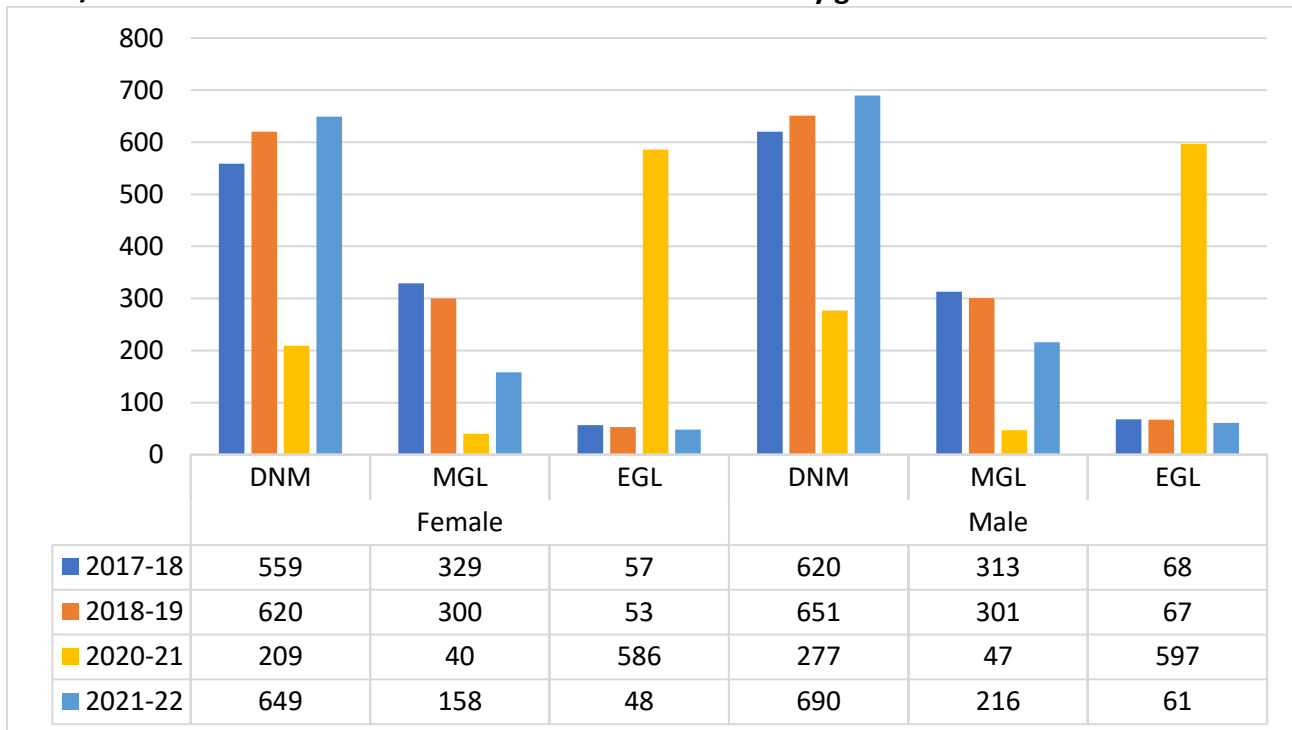
Table/Chart 2.61: Standardized assessment count in MATH by race/ethnicity



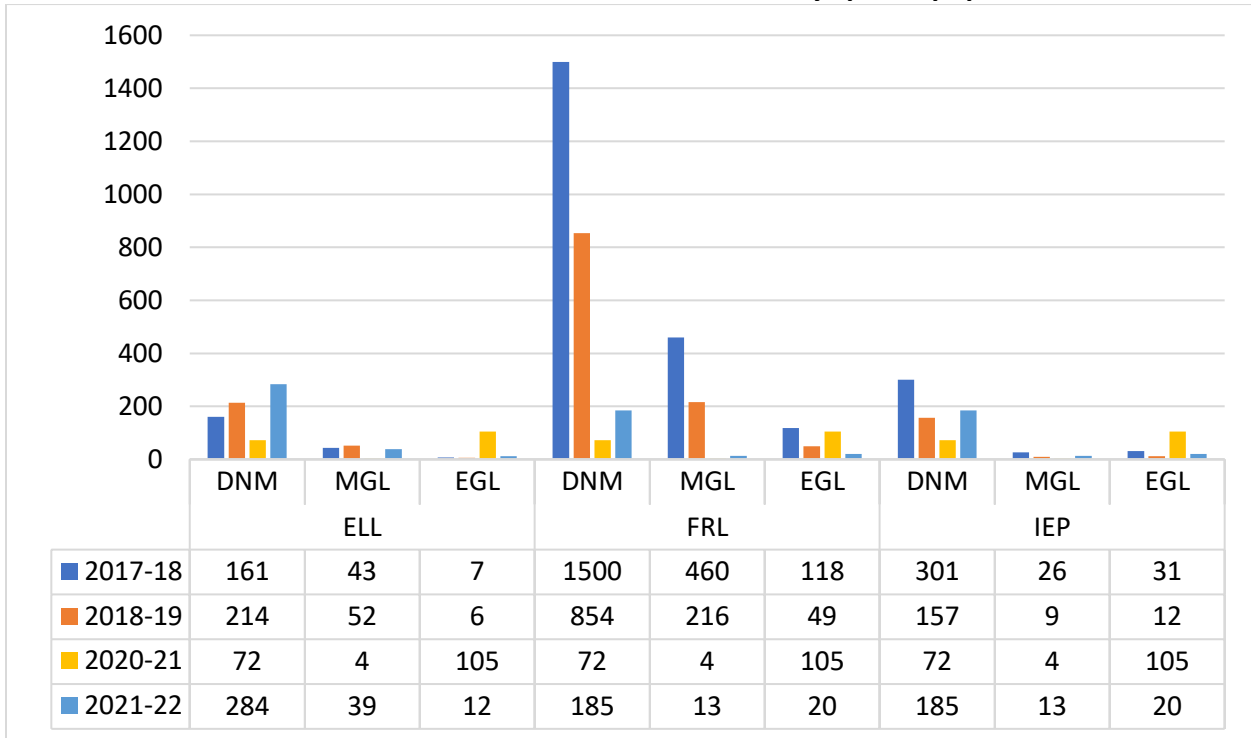
Assessment not administered during SY 2019-20 due to Covid-19

DNM = Did Not Meet Grade Level Expectations; MGL = Met Grade Level Expectations; EGL = Exceeded Grade Level Expectations

Table/Chart 2.62: Standardized assessment count in MATH by gender



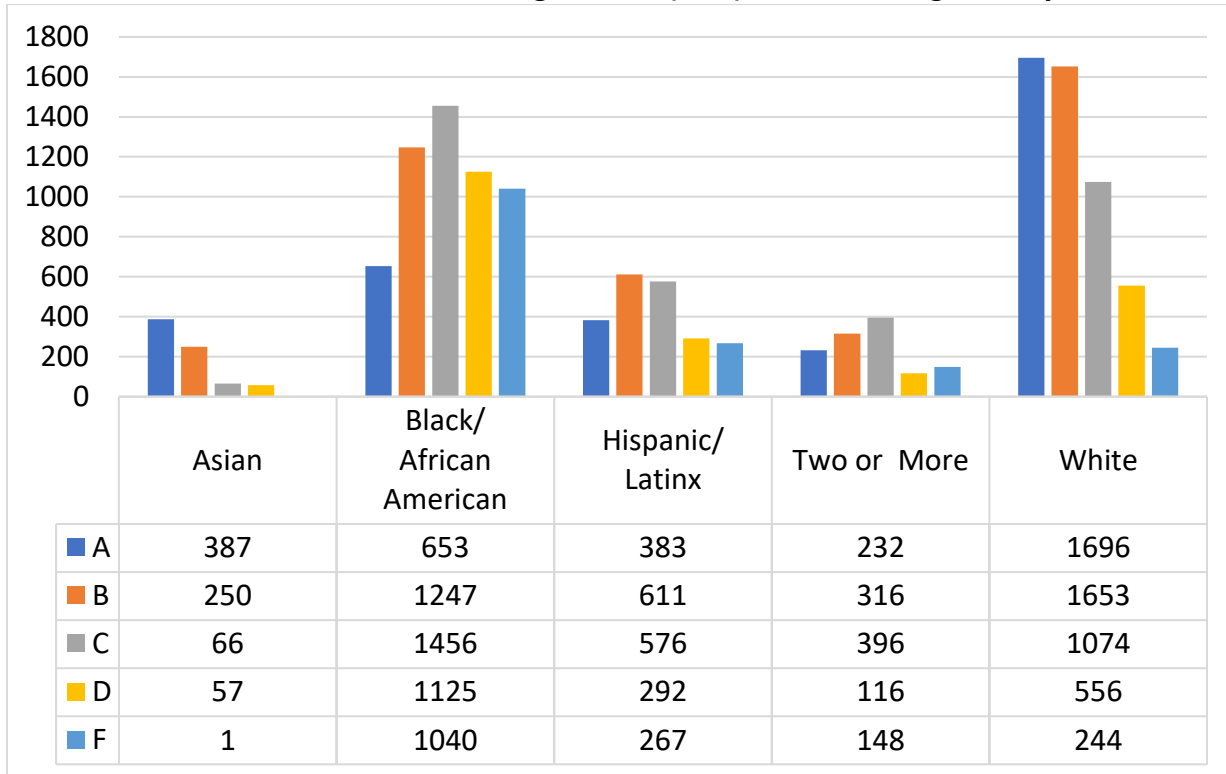
Table/Chart 2.63: Standardized assessment count in MATH by special populations



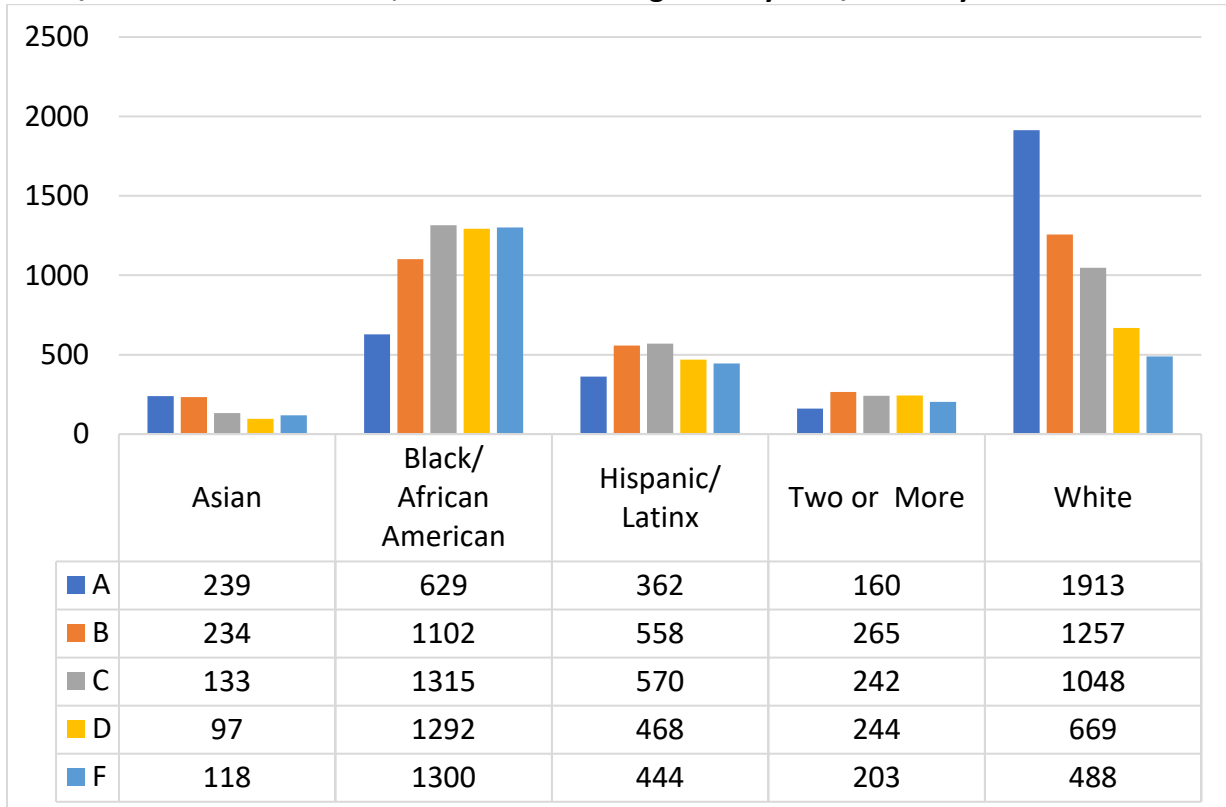
Assessment not administered during SY 2019-20 due to Covid-19

DNM = Did Not Meet Grade Level Expectations; MGL = Met Grade Level Expectations; EGL = Exceeded Grade Level Expectations

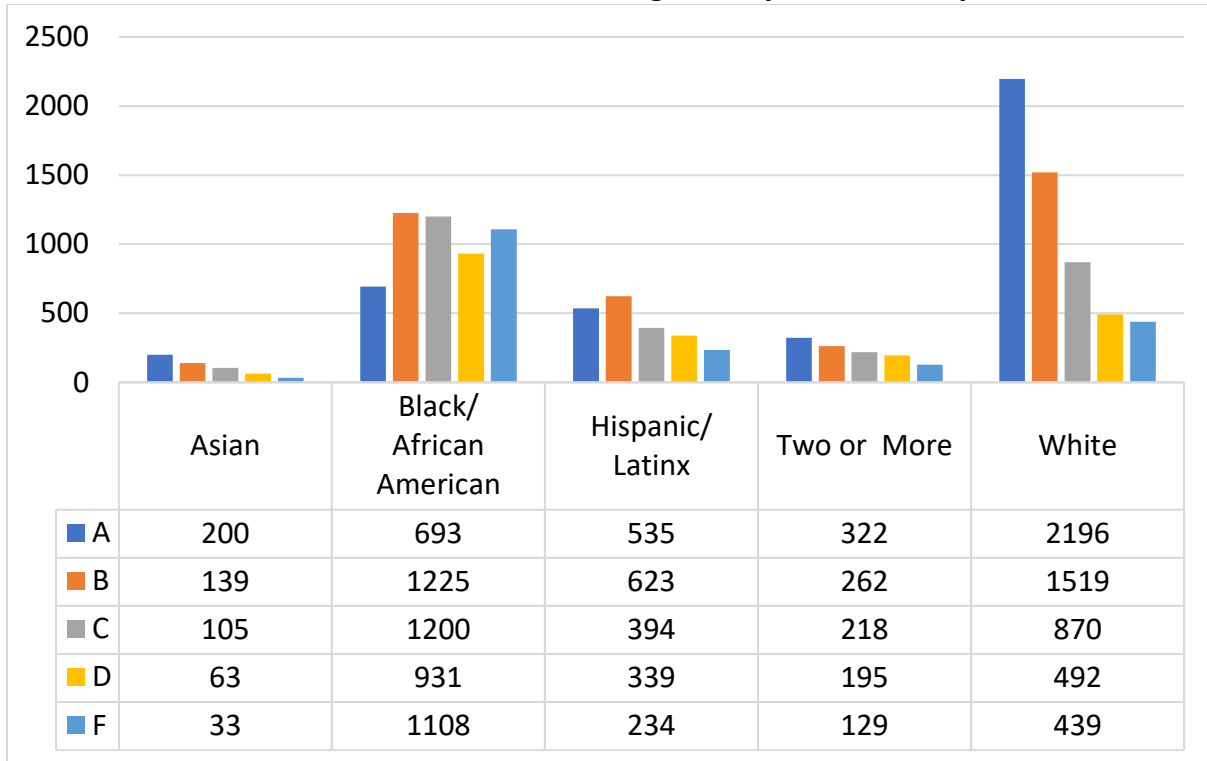
Table/Chart 2.64 SY 2017-18, Urbana High School (UHS) Student final grades by race/ethnicity



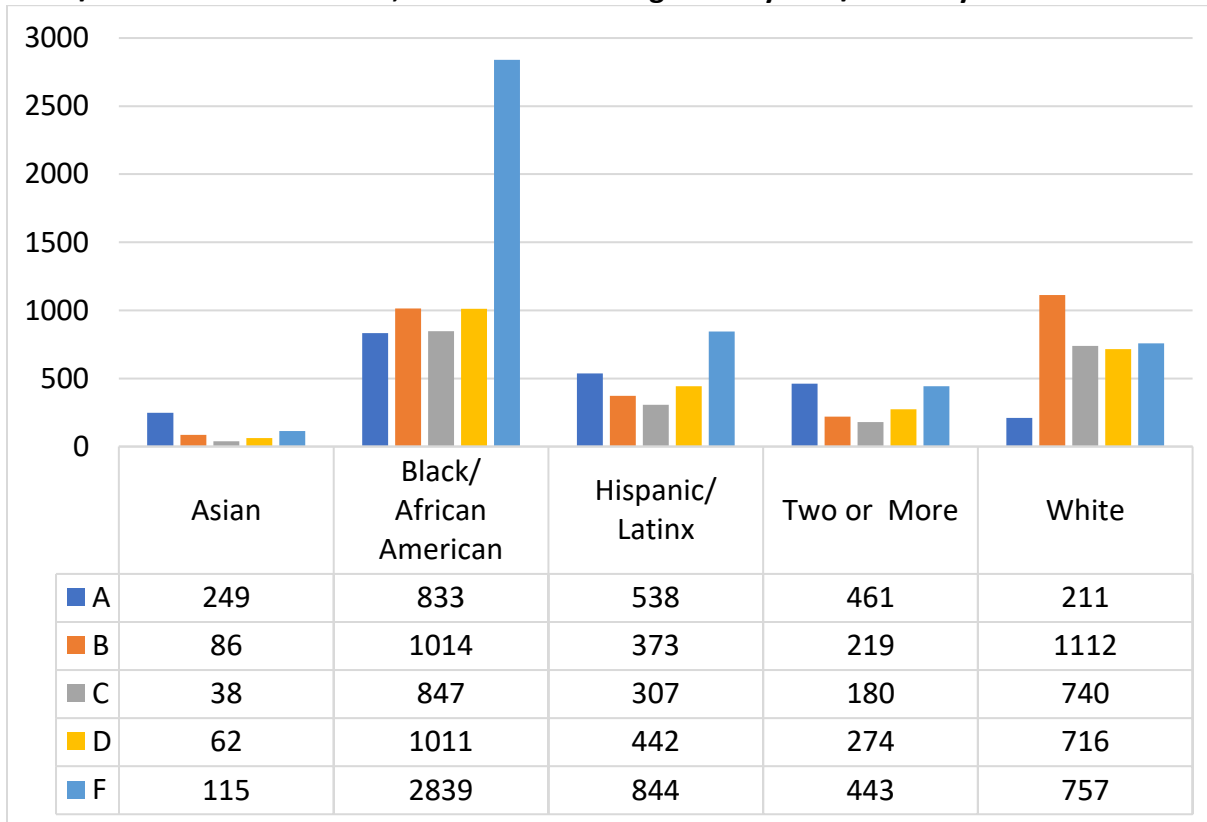
Table/Chart 2.65: SY 2018-19, UHS Student final grades by race/ethnicity



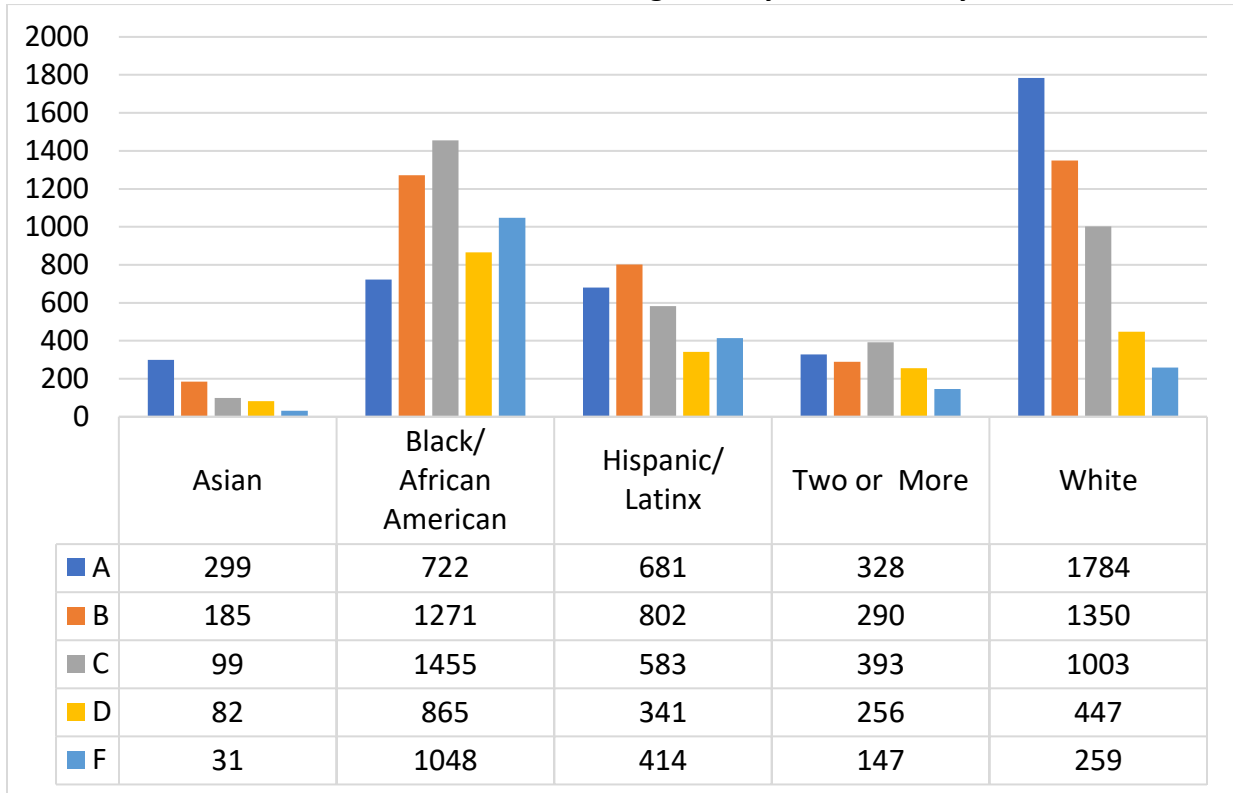
Table/Chart 2.66: SY 2019-20, UHS Student final grades by race/ethnicity



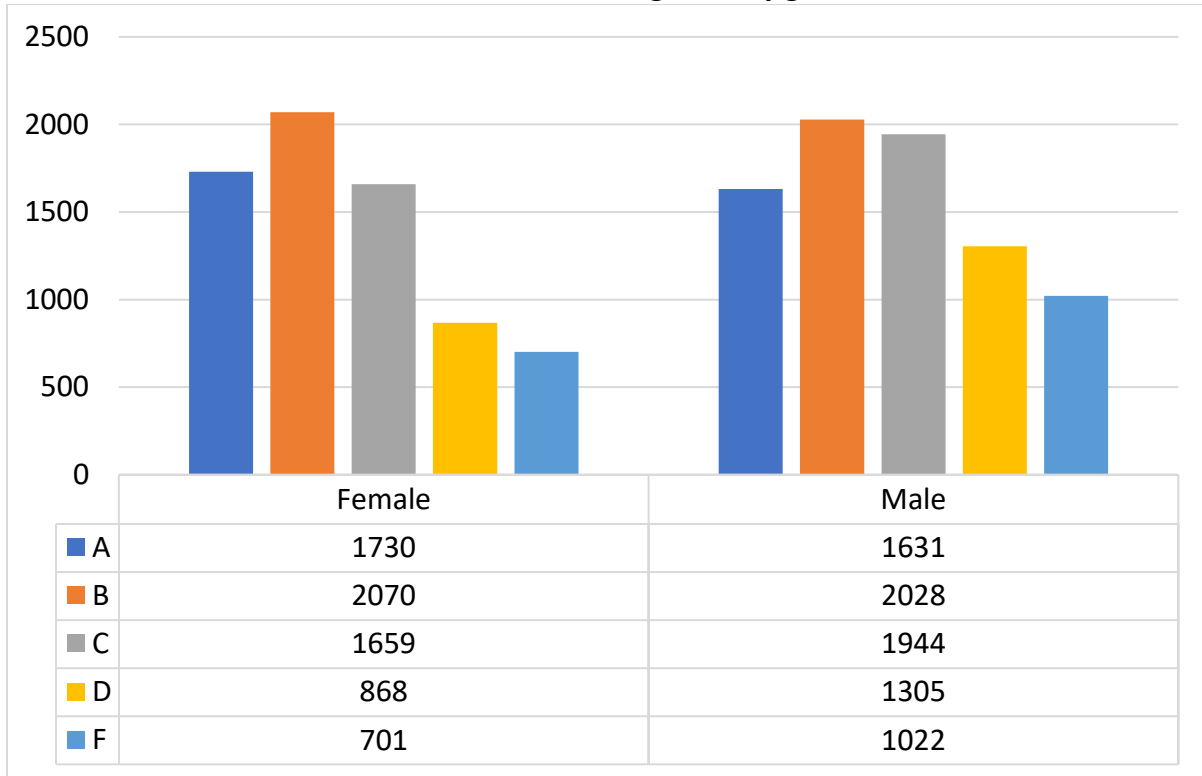
Table/Chart 2.67: SY 2020-21, UHS Student final grades by race/ethnicity



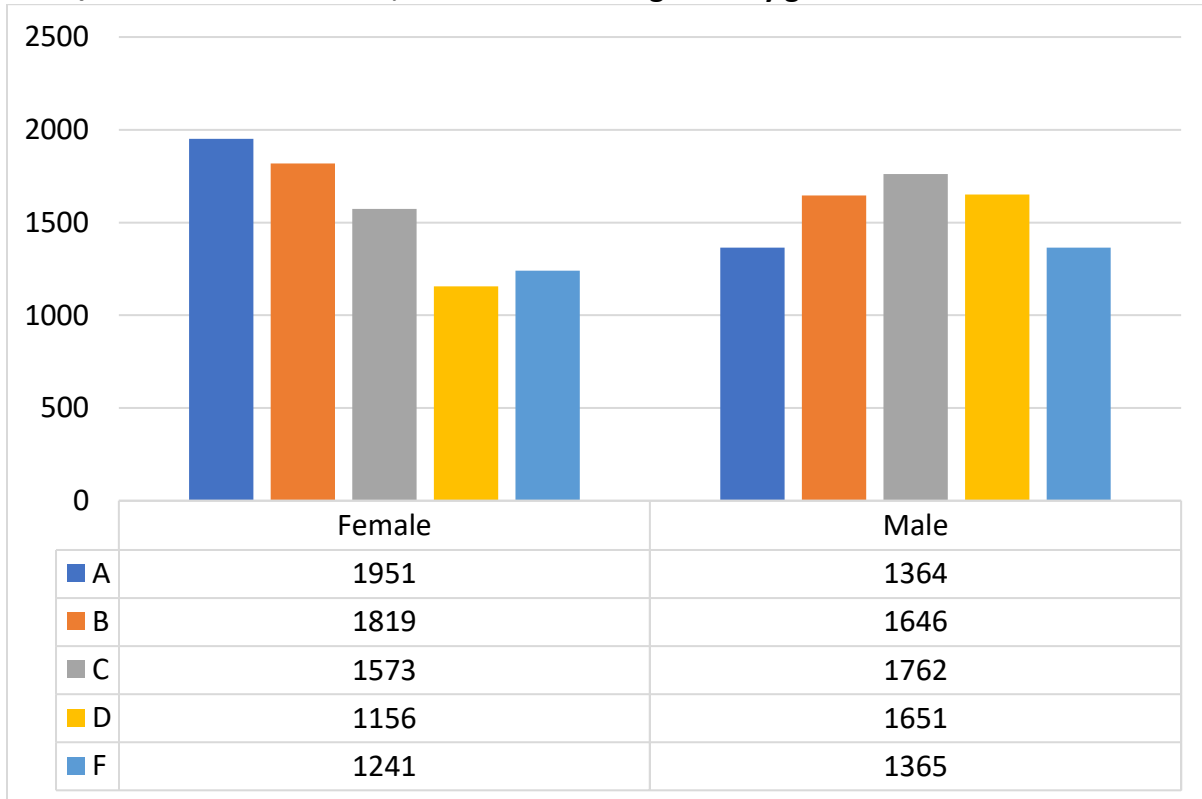
Table/Chart 2.68: SY 2021-22, UHS Student final grades by race/ethnicity



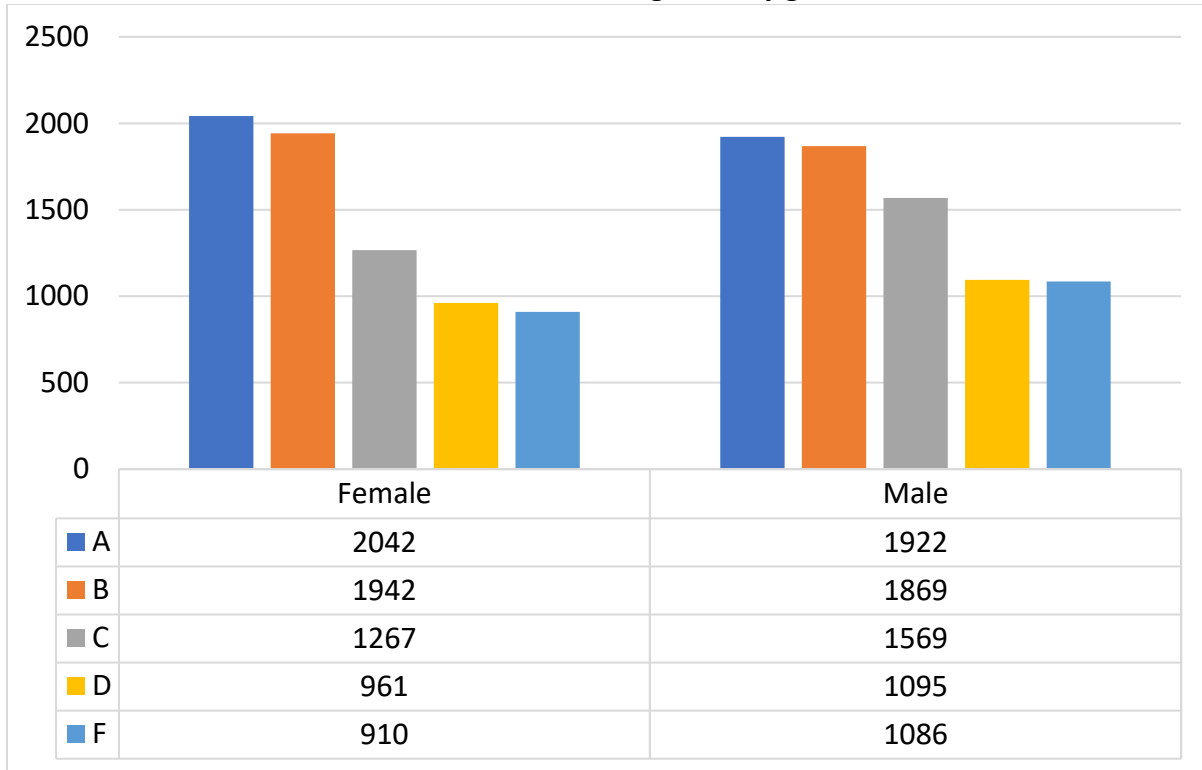
Table/Chart 2.69: SY 2017-18, UHS Student final grades by gender



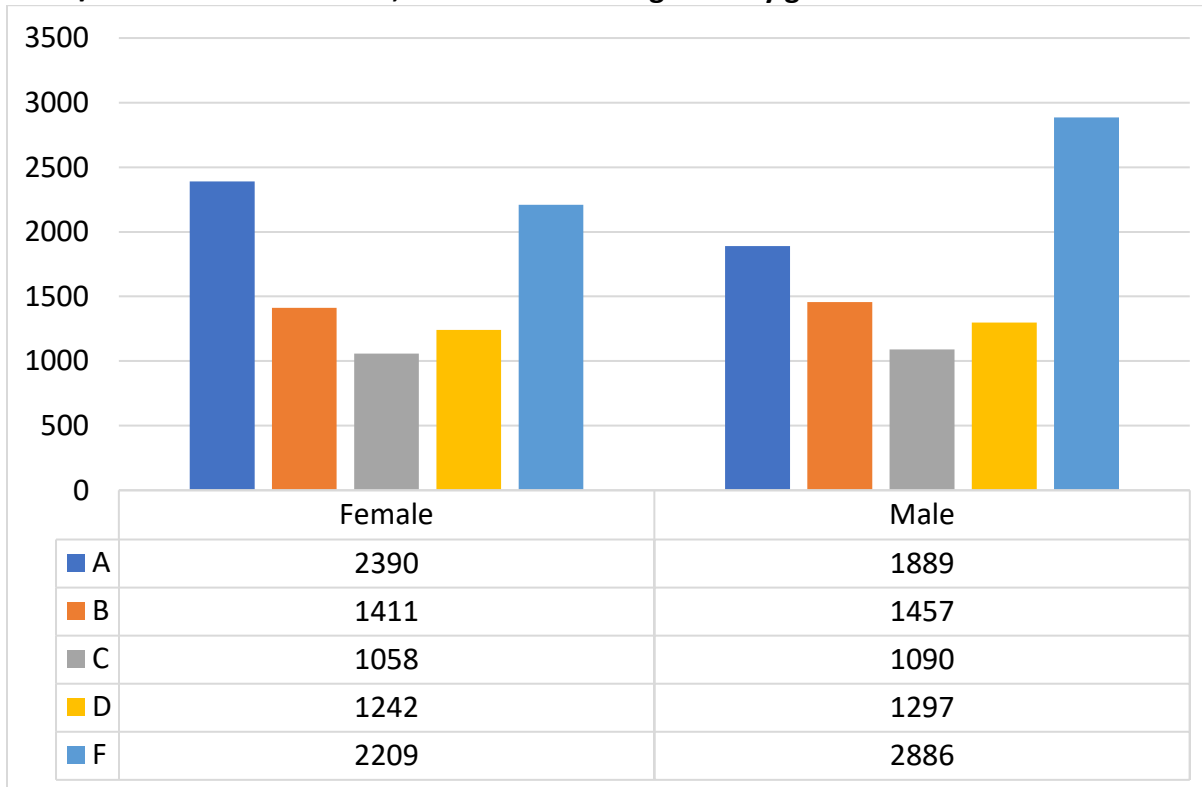
Table/Chart 2.70: SY 2018-19, UHS Student final grades by gender



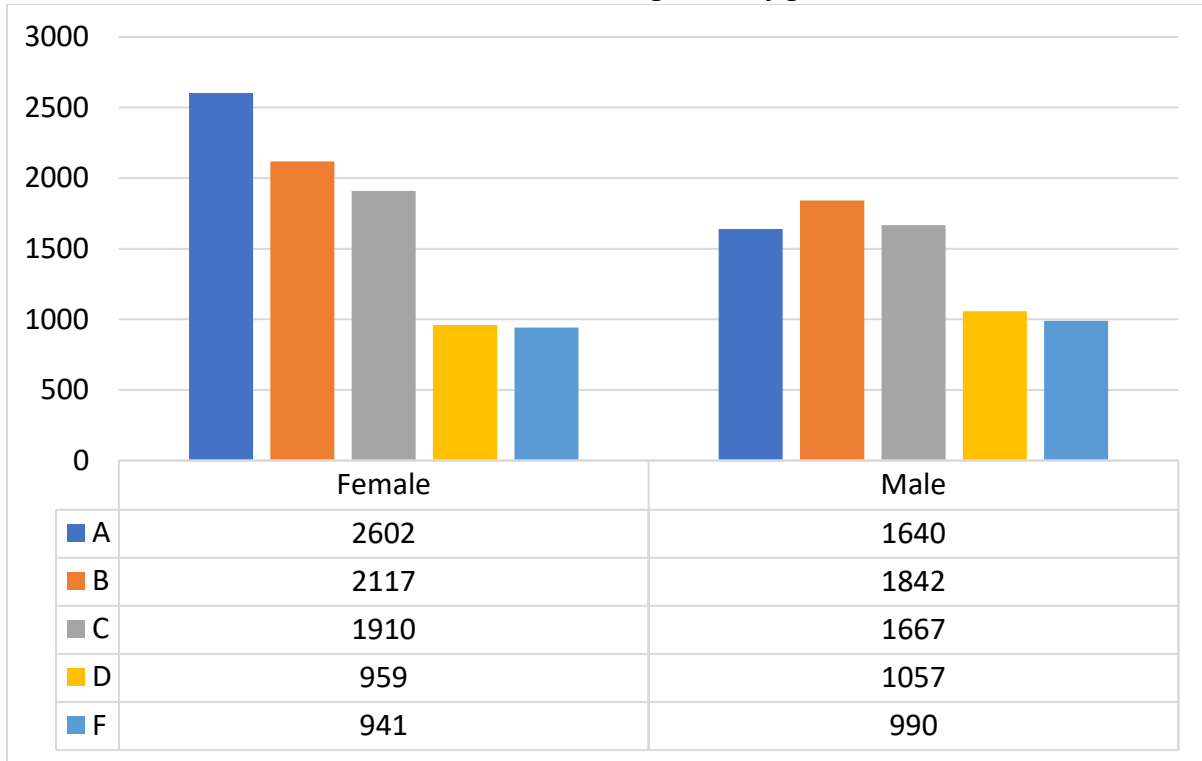
Table/Chart 2.71: SY 2019-20, UHS Student final grades by gender



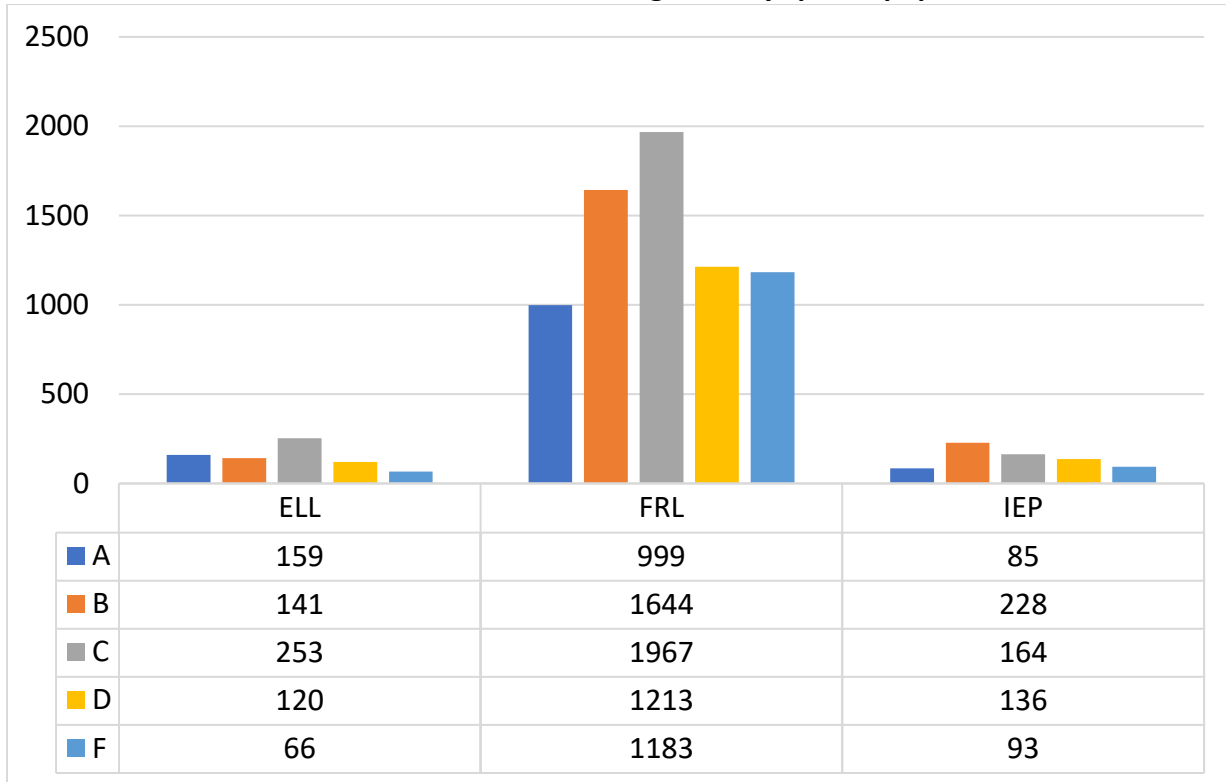
Table/Chart 2.72: SY 2020-21, UHS Student final grades by gender



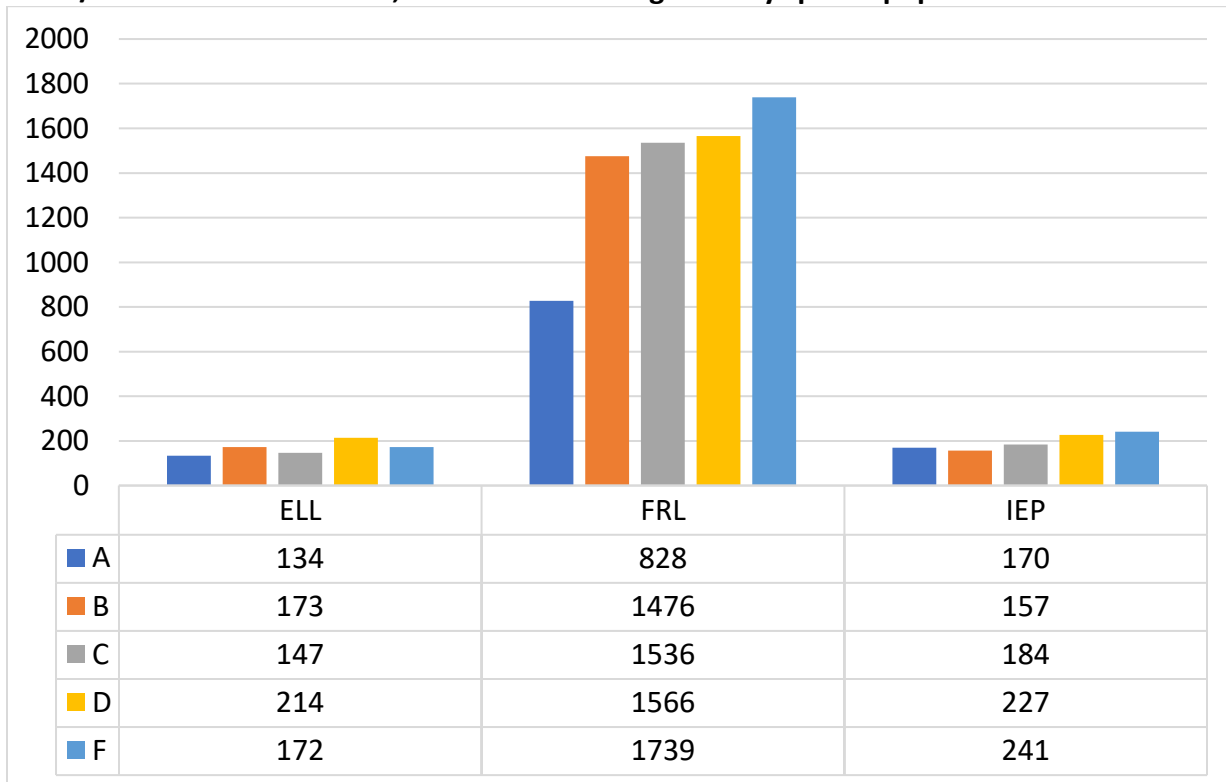
Table/Chart 2.73: SY 2021-22, UHS Student final grades by gender



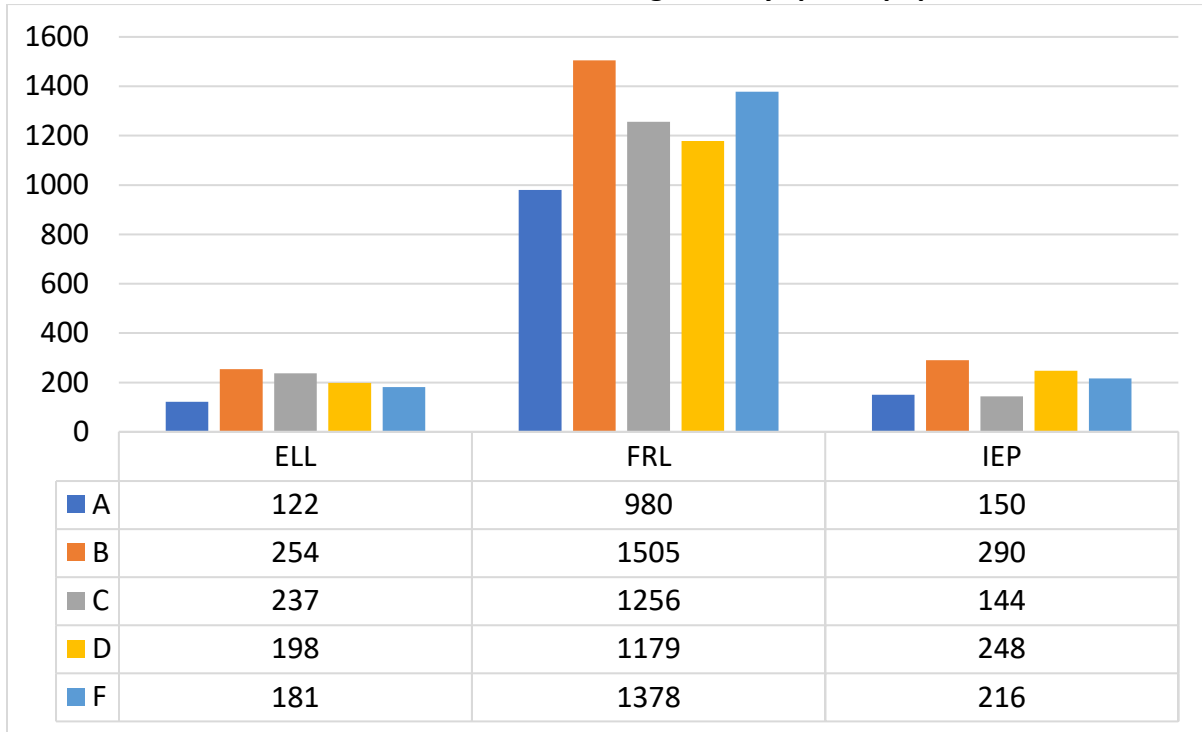
Table/Chart 2.74: SY 2017-18, UHS Student final grades by special populations



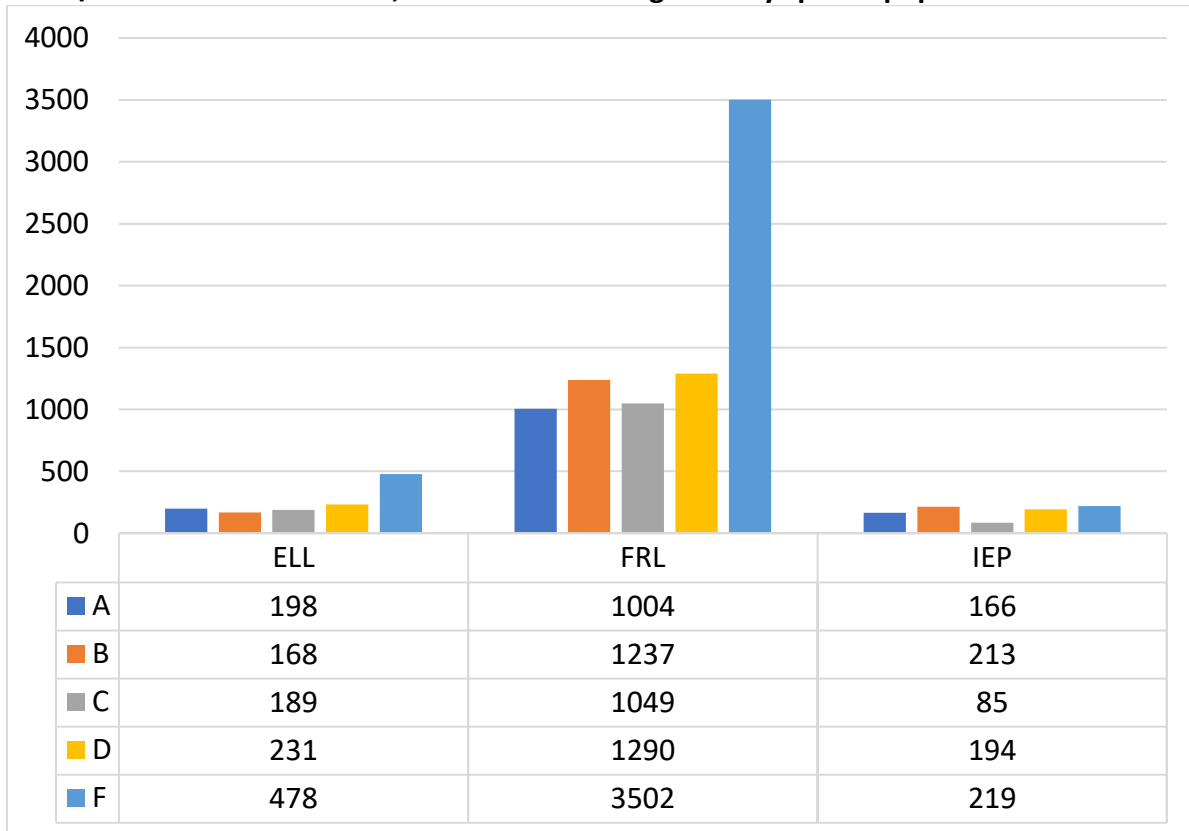
Table/Chart 2.75: SY 2018-19, UHS Student final grades by special populations



Table/Chart 2.76: SY 2019-20, UHS Student final grades by special populations



Table/Chart 2.77: SY 2020-21, UHS Student final grades by special populations



Table/Chart 2.78: SY 2021-22, UHS Student final grades by special populations

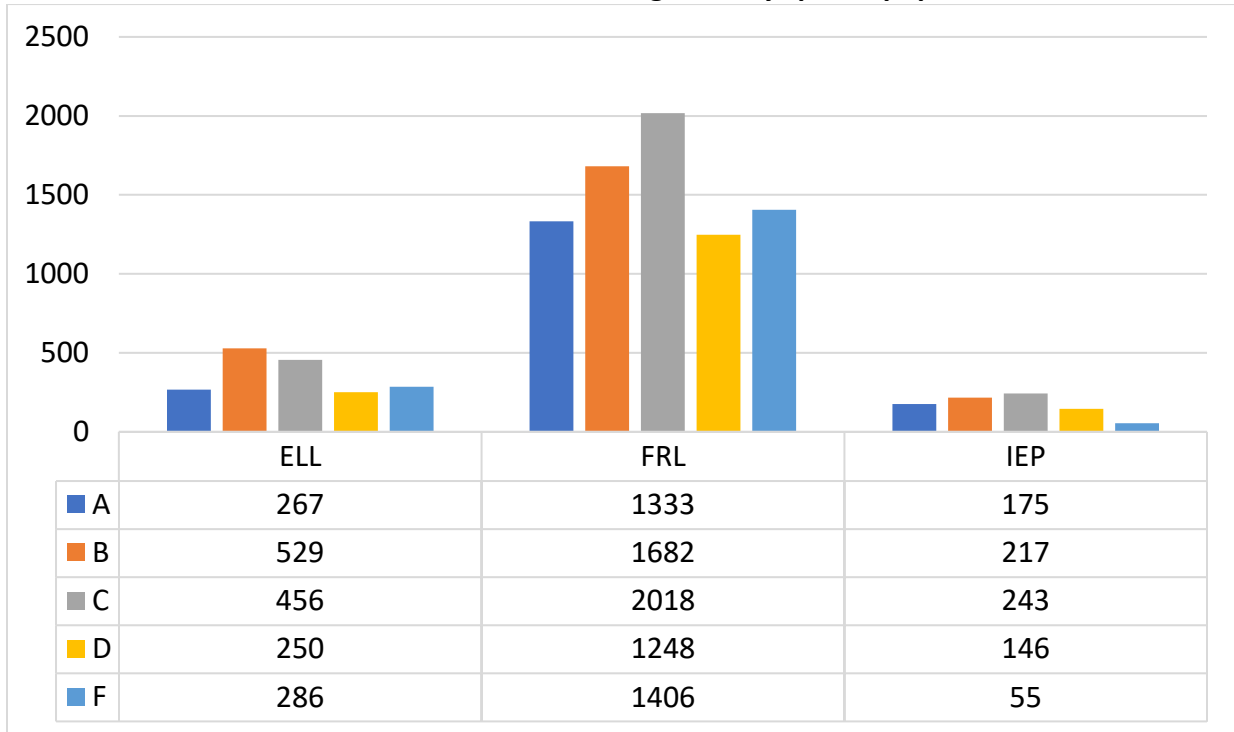
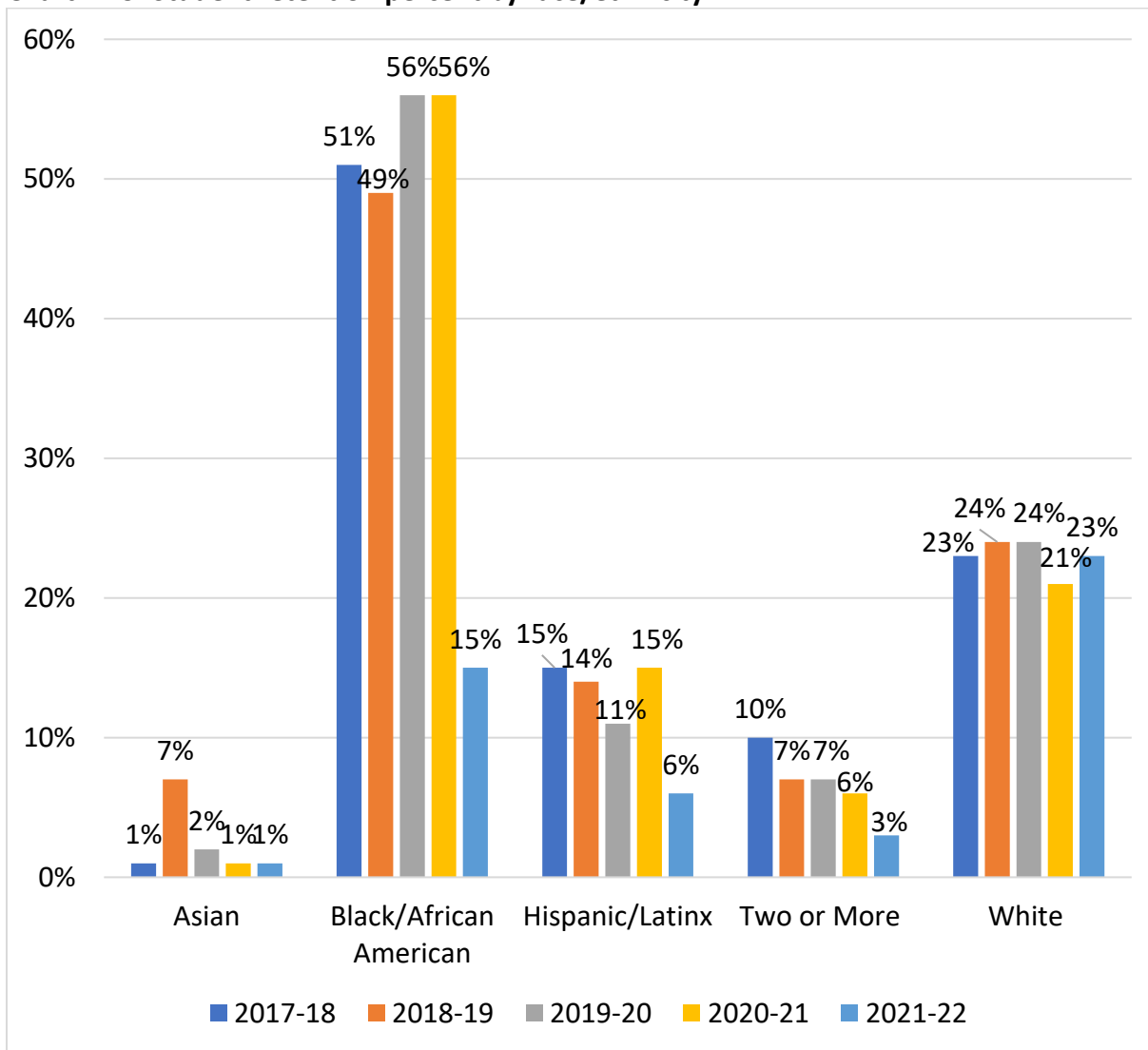


Table 2.79: Student retention¹⁶ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	1	53	15	10	24	103
2018-19	10	74	21	10	36	151
2019-20	2	59	12	7	25	105
2020-21	2	109	30	12	41	194
2021-22	1	54	22	12	26	115

Chart 2.79: Student retention percent by race/ethnicity



¹⁶ Retention and Promotion is defined by the withdrawal code in Skyward or Advanced or Retained, which determines if student will be placed in the next grade level for the following year primarily at the high school.

Table 2.80: Student retention count by gender

Year	Female	Male	Total
2017-18	47	66	113
2018-19	67	93	160
2019-20	45	67	112
2020-21	89	118	207
2021-22	54	66	120

Chart 2.80: Student retention percent by gender

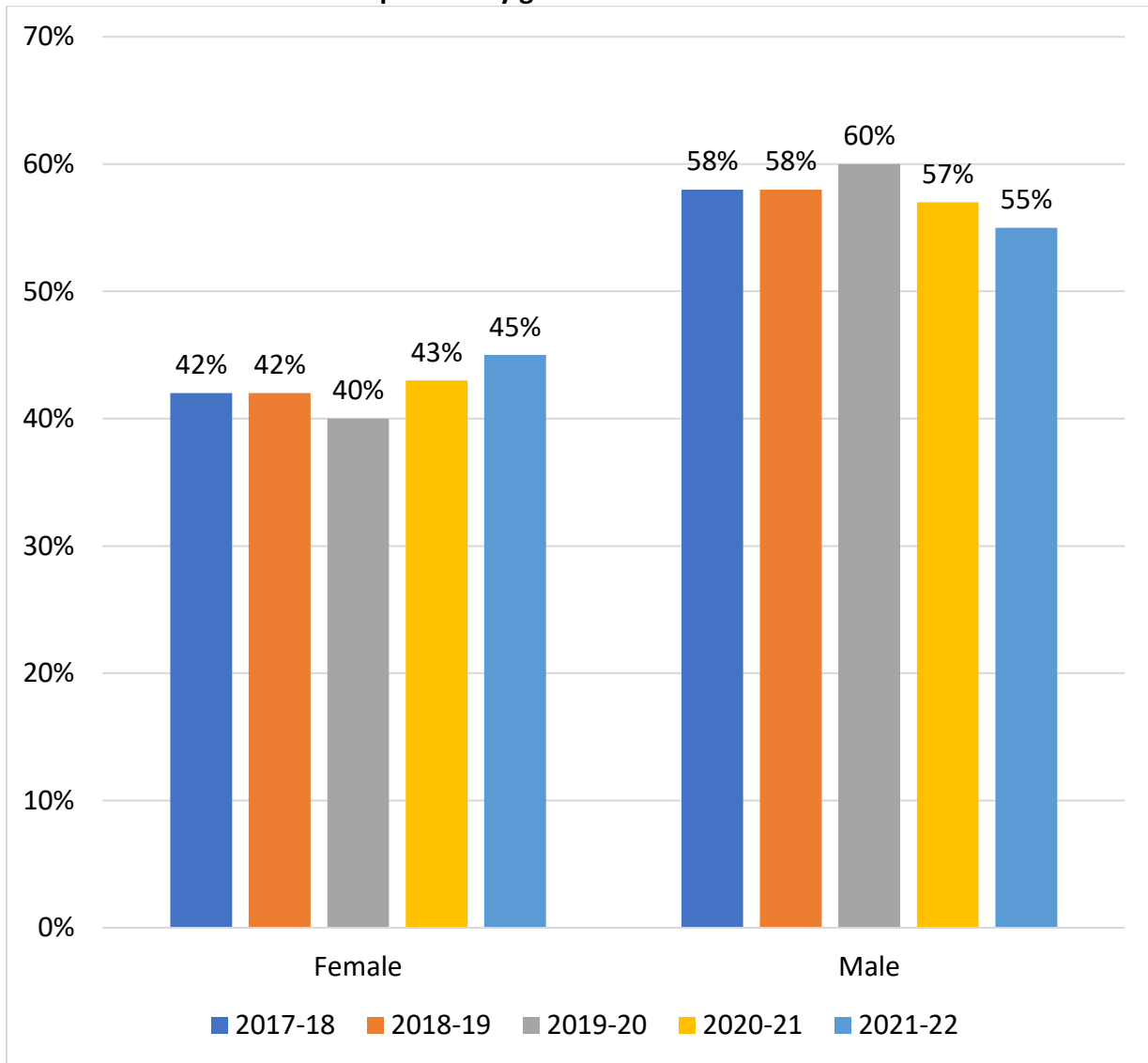


Table 2.81: Student retention count by special populations

Year	ELL	FRL	IEP
2017-18	103	36	88
2018-19	143	58	124
2019-20	99	42	82
2020-21	177	63	182
2021-22	100	33	96

Chart 2.81: Student retention percent by special populations

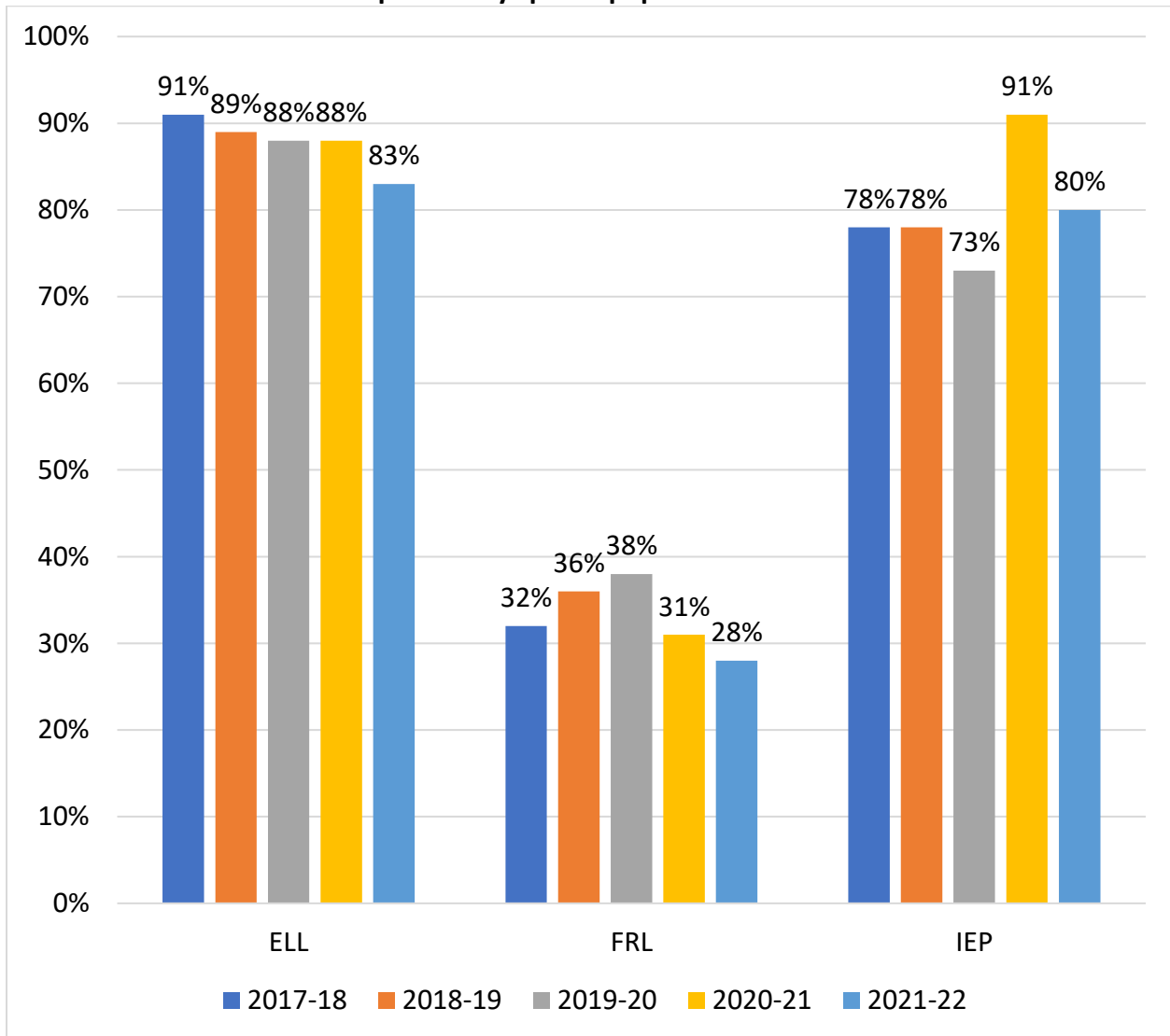
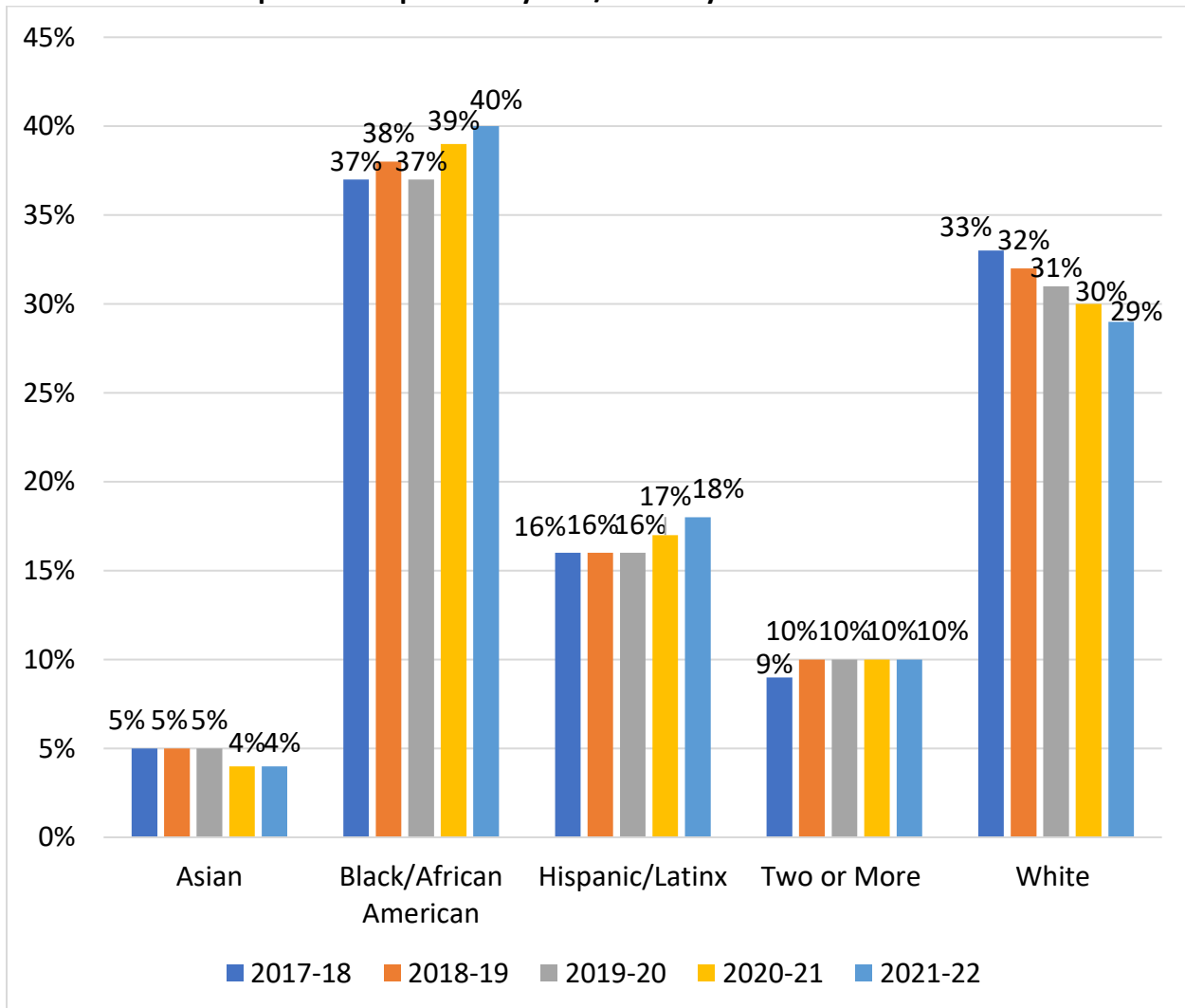


Table 2.82: Student promotion¹⁷ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	203	1443	622	365	1320	3953
2018-19	208	1459	630	371	1237	3905
2019-20	178	1442	632	397	1207	3856
2020-21	142	1392	602	360	1057	3553
2021-22	156	1503	670	382	1083	3794

Chart 2.82: Student promotion percent by race/ethnicity



¹⁷ Retention and Promotion is defined by the withdrawal code in Skyward or Advanced or Retained, which determines if student will be placed in the next grade level for the following year primarily at the high school.

Table 2.83: Student promotion count by gender

Year	Female	Male	Total
2017-18	1940	2056	3996
2018-19	1901	2059	3960
2019-20	1875	2036	3911
2020-21	1704	1898	3602
2021-22	1843	2007	3850

Chart 2.83: Student promotion percent by gender

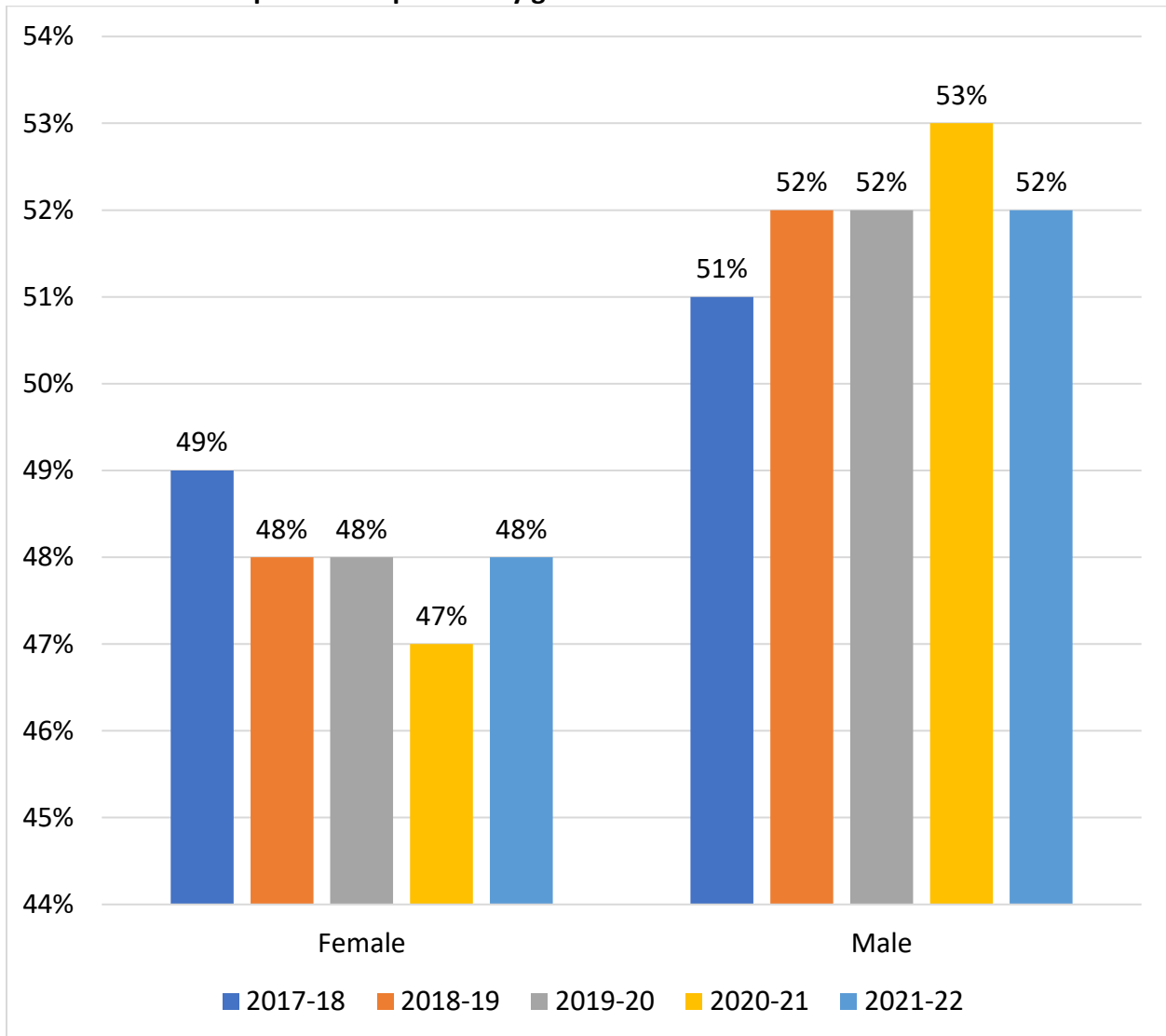


Table 2.84: Student promotion count by special populations

Year	ELL	FRL	IEP
2017-18	503	2203	402
2018-19	566	2244	402
2019-20	615	2169	419
2020-21	548	2040	428
2021-22	655	2358	468

Chart 2.84: Student promotion percent by special populations

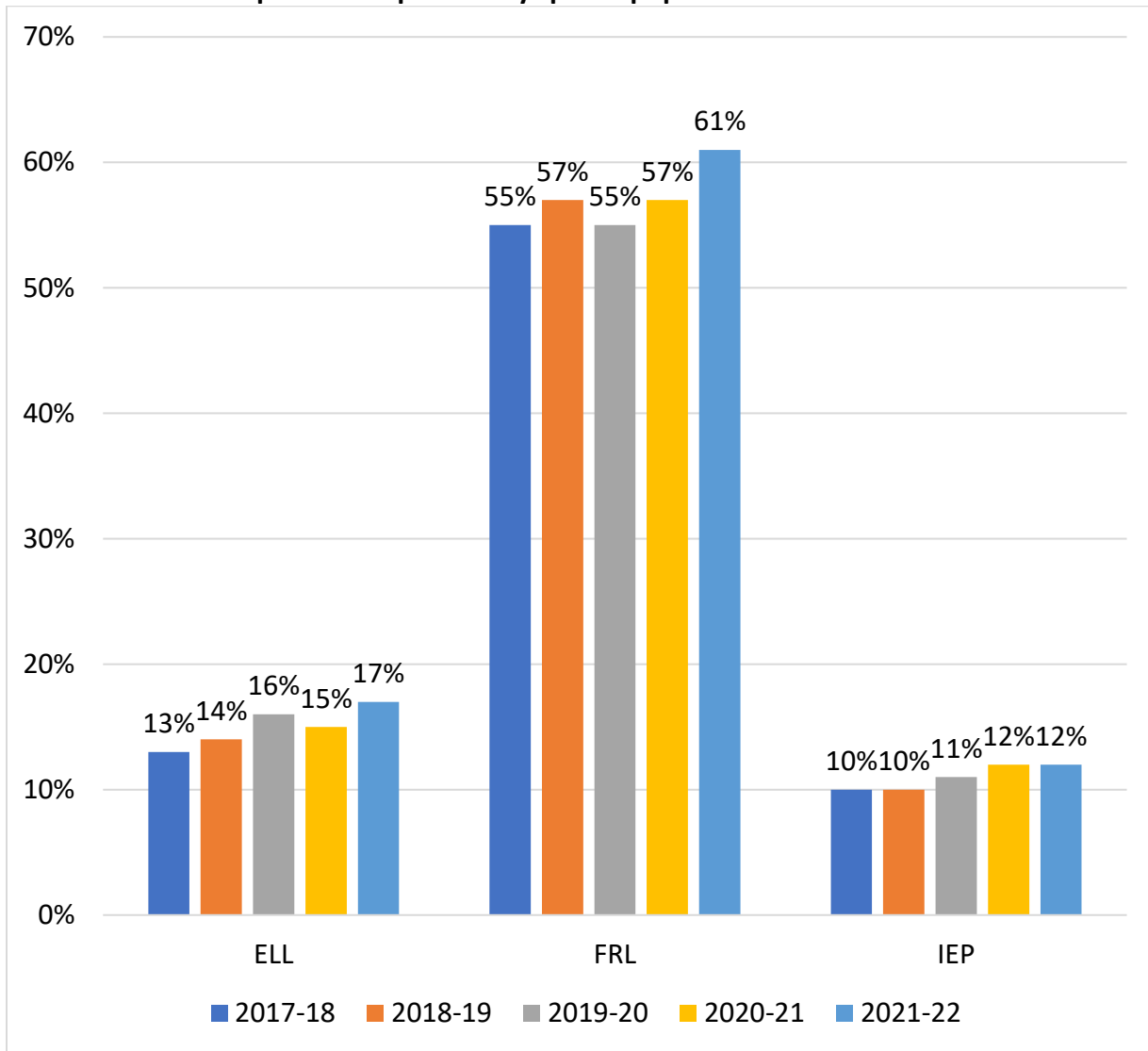


Table 2.85: Student credit recovery count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	3	23	4	2	20	52
2018-19	2	67	16	7	34	127*
2019-20	1	47	16	6	43	113
2020-21	4	46	17	19	12	98
2021-22	2	22	5	1	6	37*

*One Native American in SY 18-19 and one Native American in SY 2021-22

Chart 2.85: Student credit recovery percent by race/ethnicity

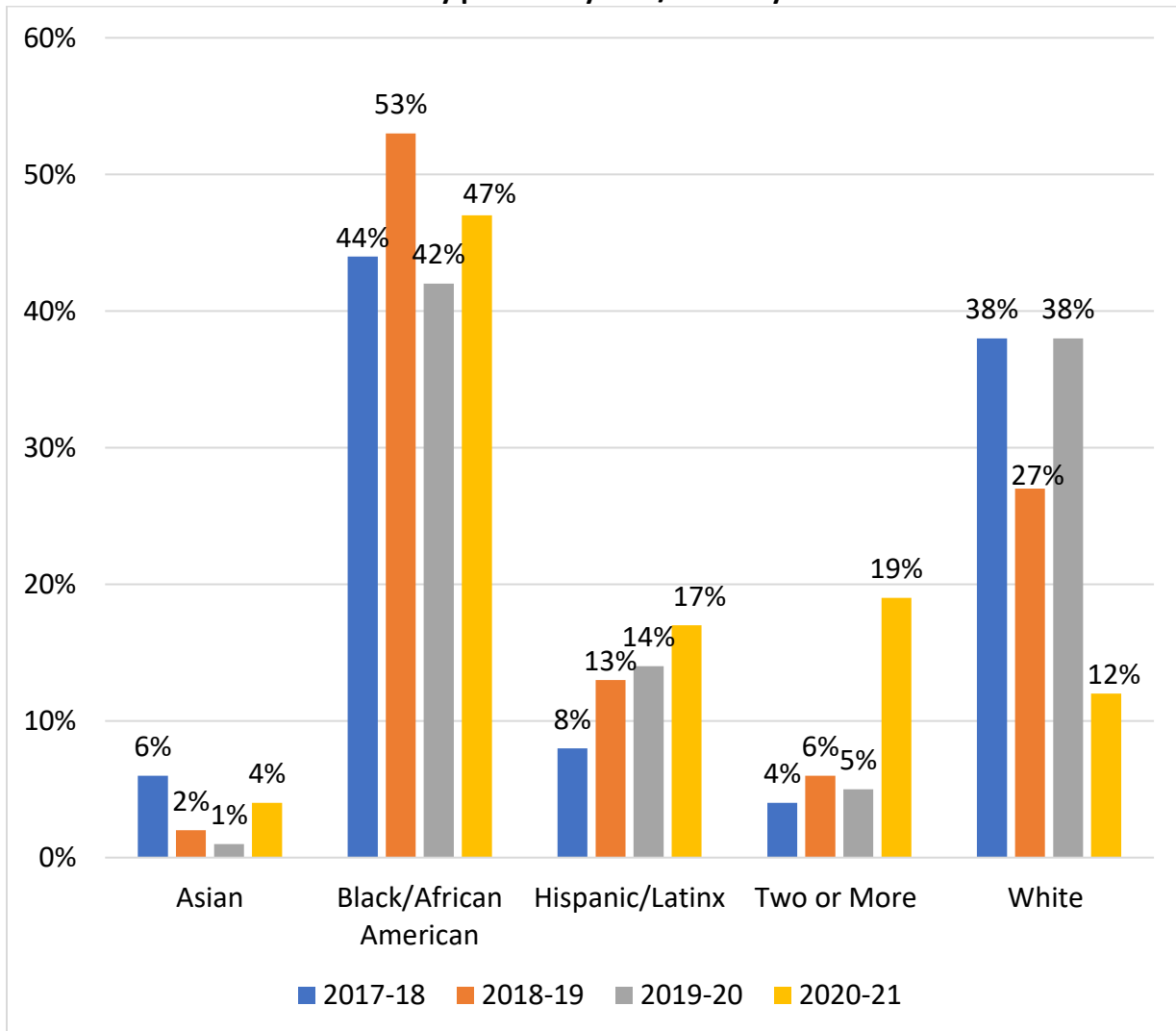


Table 2.86: Student credit recovery count by gender

Year	Female	Male	Total
2017-18	29	23	52
2018-19	61	66	127
2019-20	65	48	113
2020-21	48	50	98
2021-22	21	16	37

Chart 2.86: Student recovery percent by gender

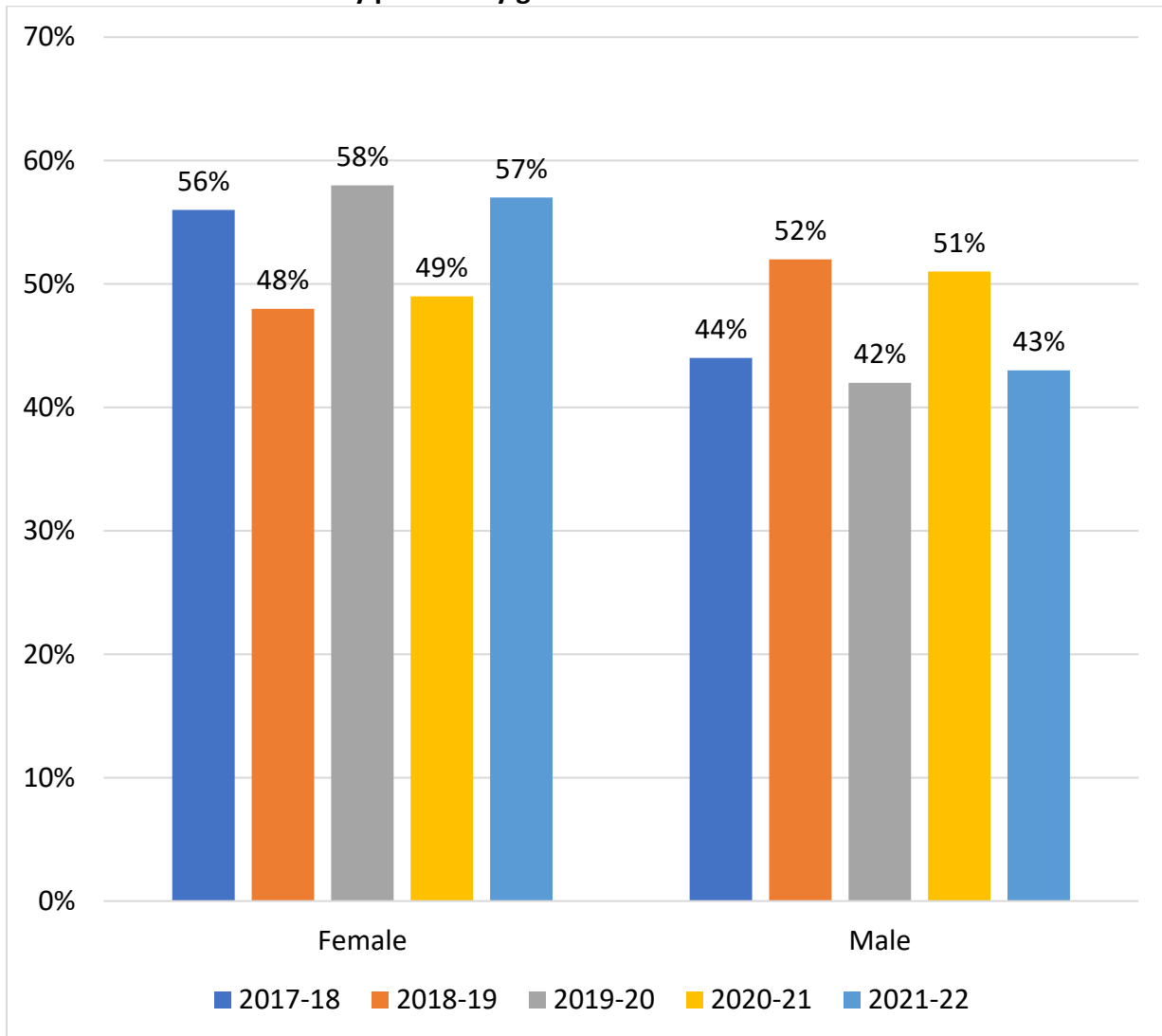


Table 2.87: Student credit recovery count by special populations

Year	ELL	FRL	IEP
2017-18	4	33	11
2018-19	3	87	3
2019-20	5	63	20
2020-21	3	50	9
2021-22	5	22	3

Chart 2.87: Student credit recovery percent by special populations

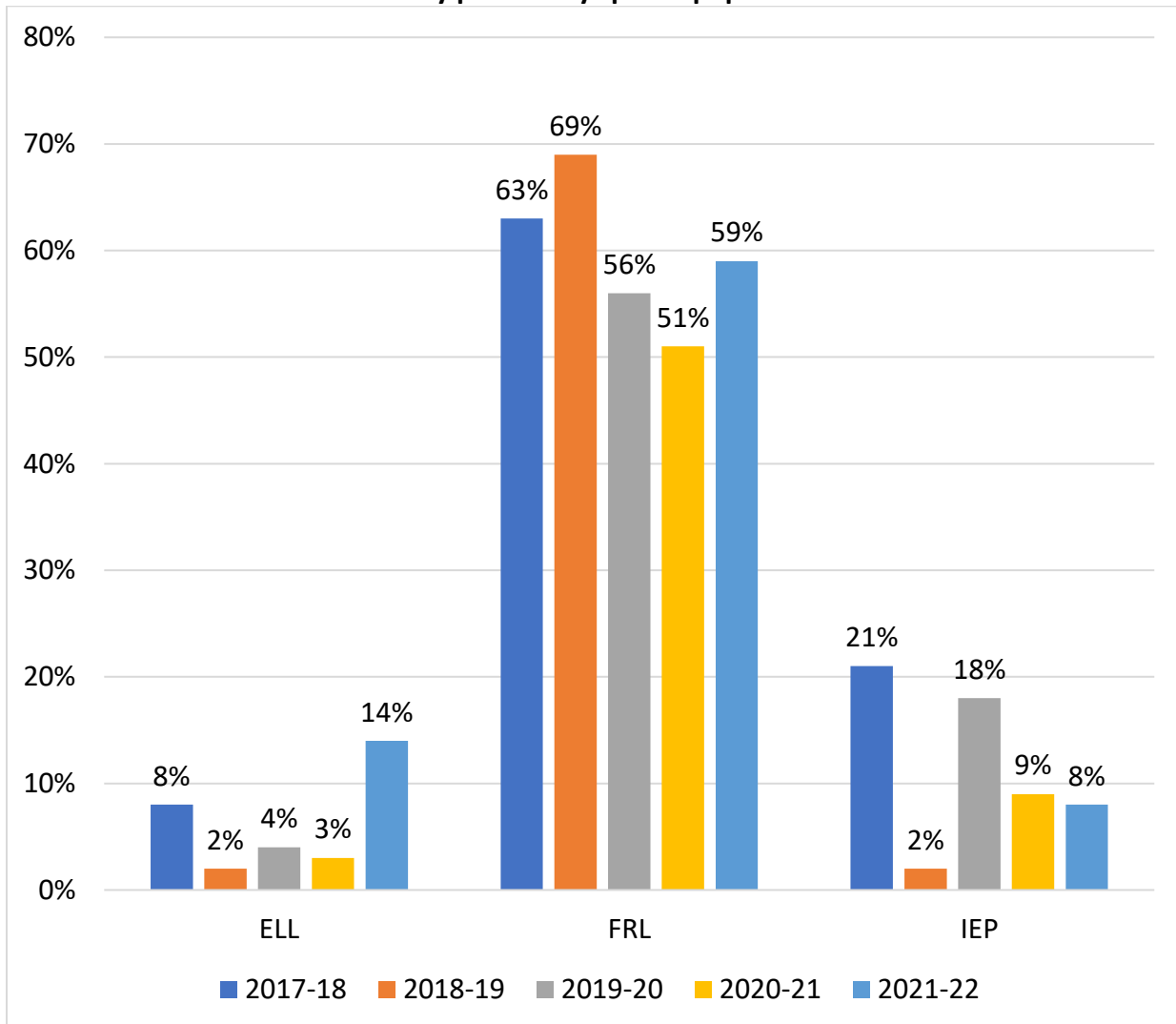


Table 2.88: Student credit recovery count by the intersectionality of race/ethnicity and gender

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2017-18	3	0	15	8	4	0	1	1	6	14
2018-19	2	0	26	41	13	3	0	7	19	15
2019-20	0	1	24	23	12	4	5	1	24	19
2020-21	0	4	32	14	5	12	7	12	4	8
2021-22	0	2	16	6	3	2	1	0	1	5

Chart 2.88: Student credit recovery percent by the intersectionality of race/ethnicity and gender

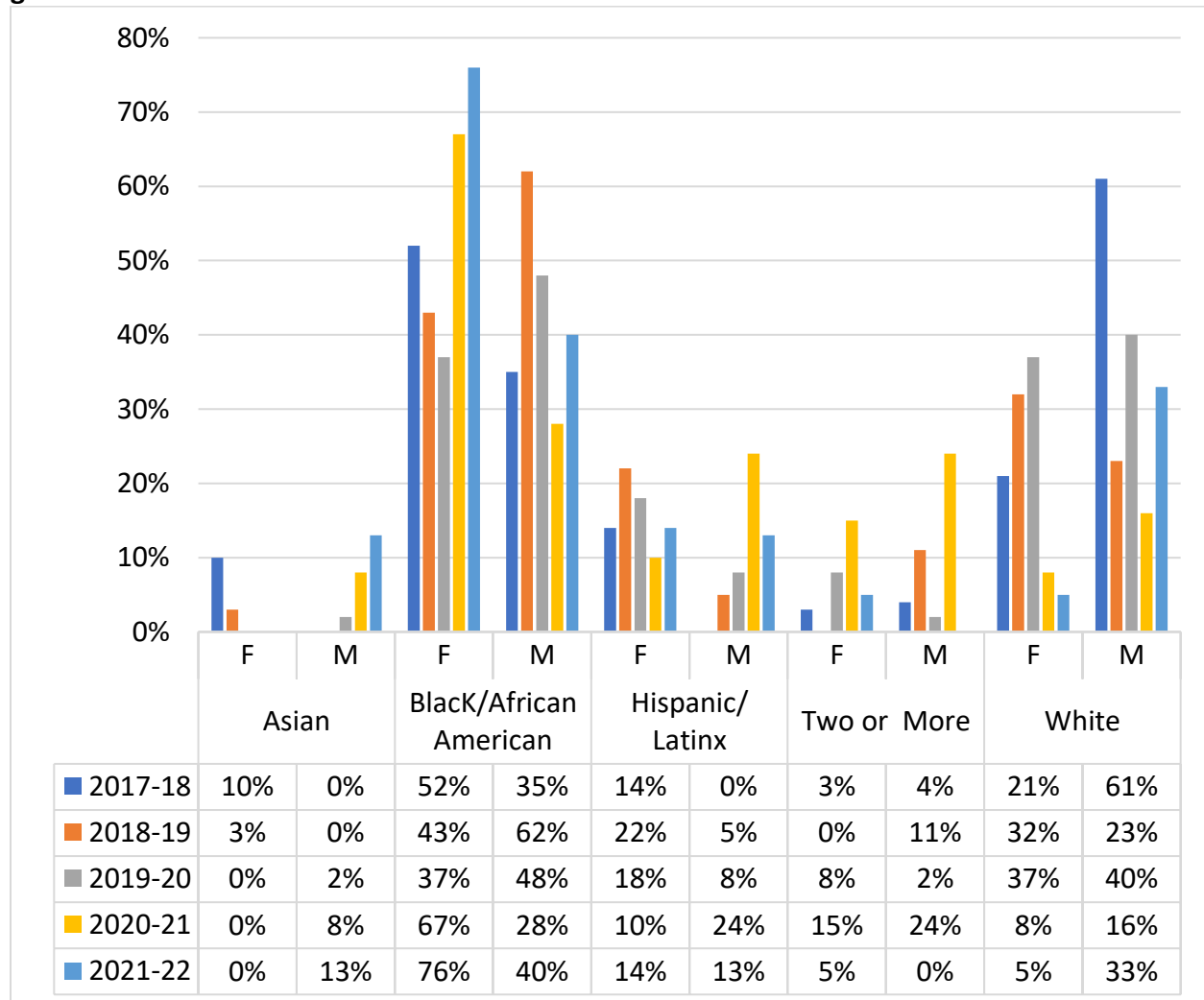


Table 2.89: Student credit recovery count by the intersectionality of race/ethnicity and special populations

Year	Asian			Black/African American			Hispanic/Latinx			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2017-18	0	0	0	7	21	4	0	4	0	6	1	1	1	7	6
2018-19	0	0	0	4	56	0	0	14	1	1	0	0	6	17	2
2019-20	0	1	0	0	39	4	1	12	3	0	3	3	2	8	10
2020-21	0	0	0	4	23	8	3	12	0	3	12	0	10	3	1
2021-22	0	0	0	8	16	2	0	1	0	0	1	0	1	3	1

Chart 2.89: Student credit recovery percent by the intersectionality of race/ethnicity and special populations

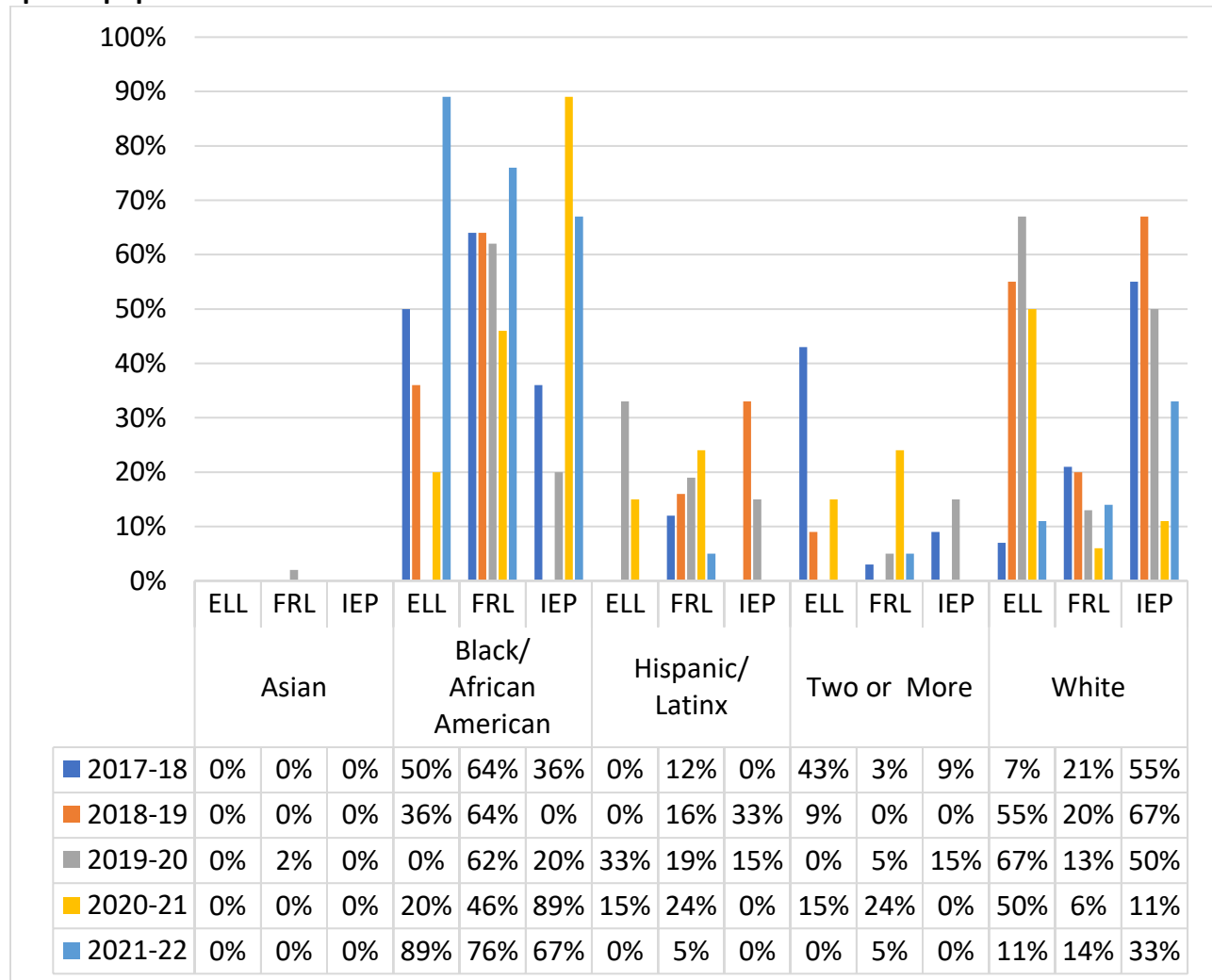


Table 2.90: UHS summer school count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2018-19	0	11	1	3	2	17
2019-20	18	49	19	13	33	132
2020-21	5	104	23	16	101	249
2021-22	13	112	31	13	52	222

Chart 2.90: UHS summer school percent by race/ethnicity

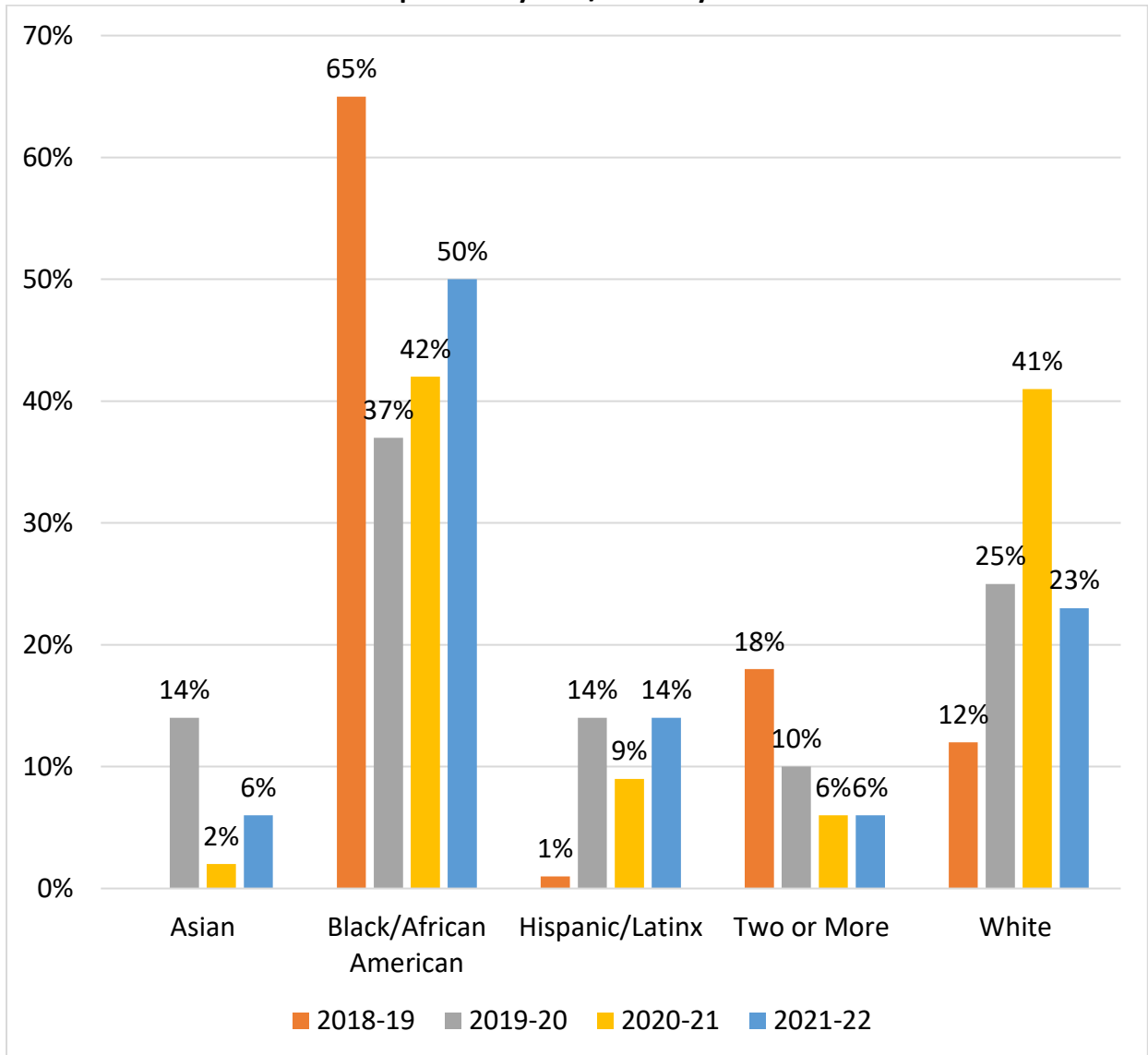


Table 2.91: UHS summer school count by gender

Year	Female	Male	Total
2018-19	7	10	17
2019-20	84	48	132
2020-21	127	122	249
2021-22	105	117	222

Chart 2.91: UHS summer school percent by gender

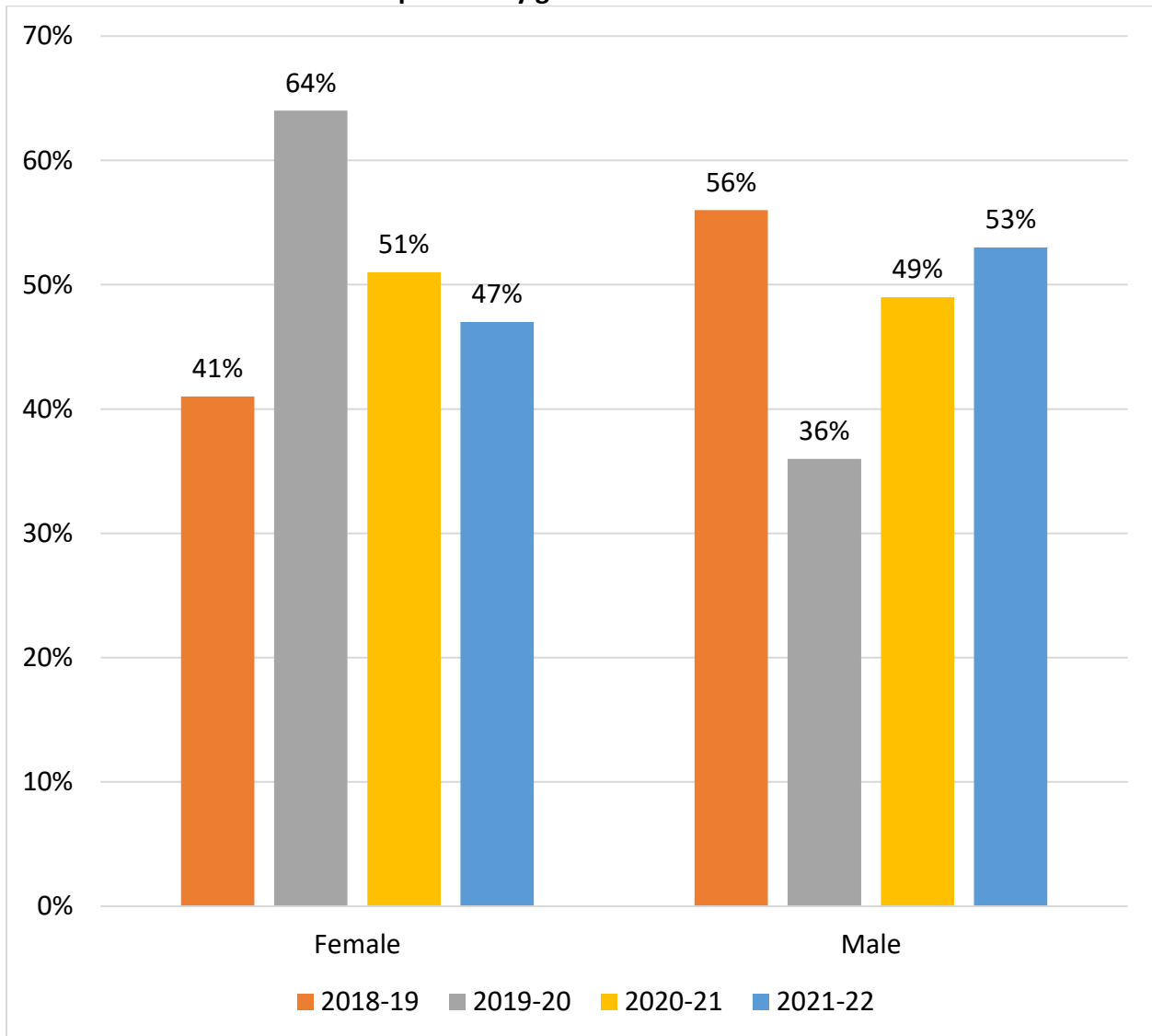


Table 2.92: UHS summer school count by special populations

Year	ELL	FRL	IEP
2018-19	17	10	10
2019-20	4	43	10
2020-21	22	107	36
2021-22	25	17	38

Chart 2.92: UHS summer school percent by special populations

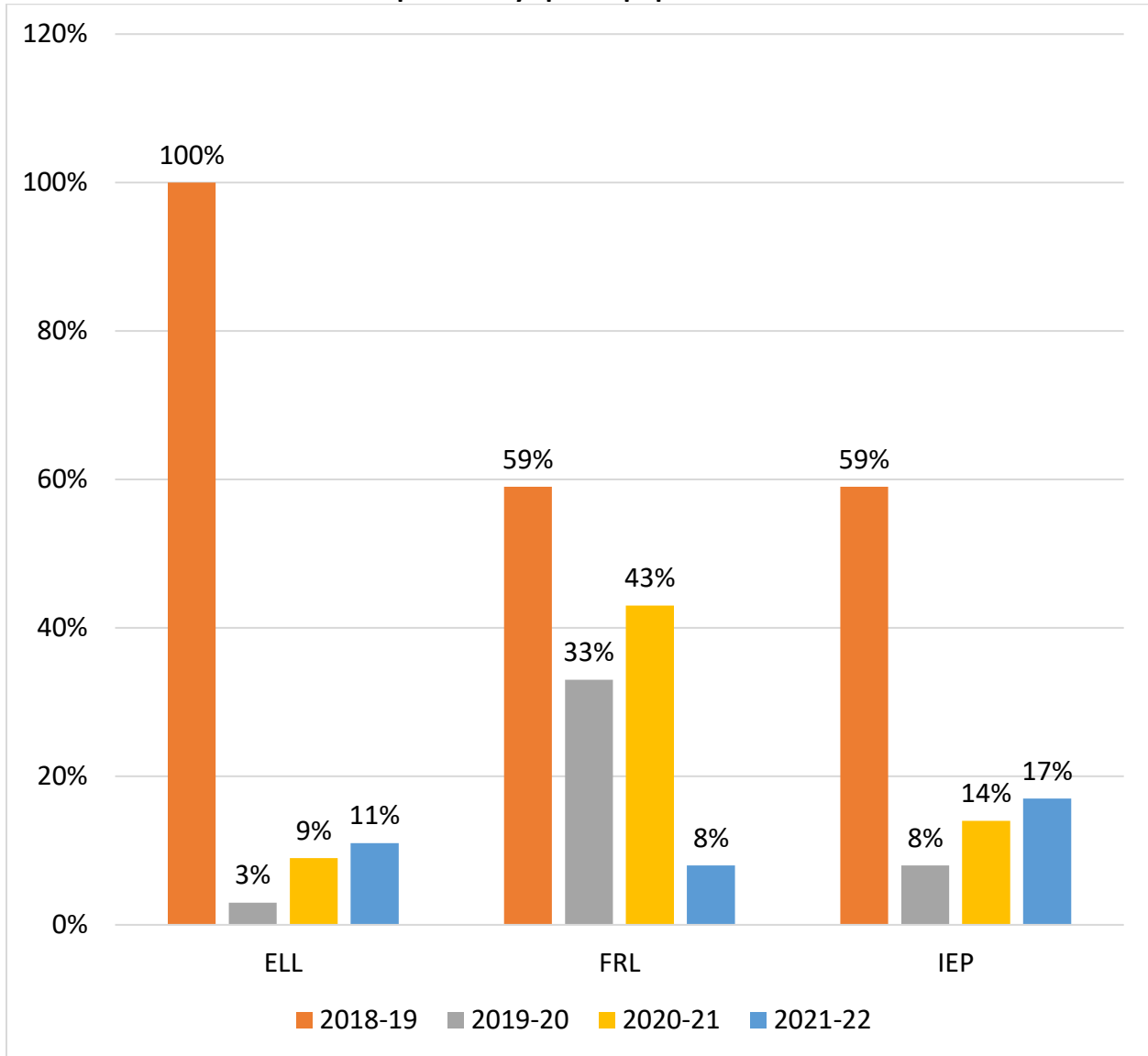
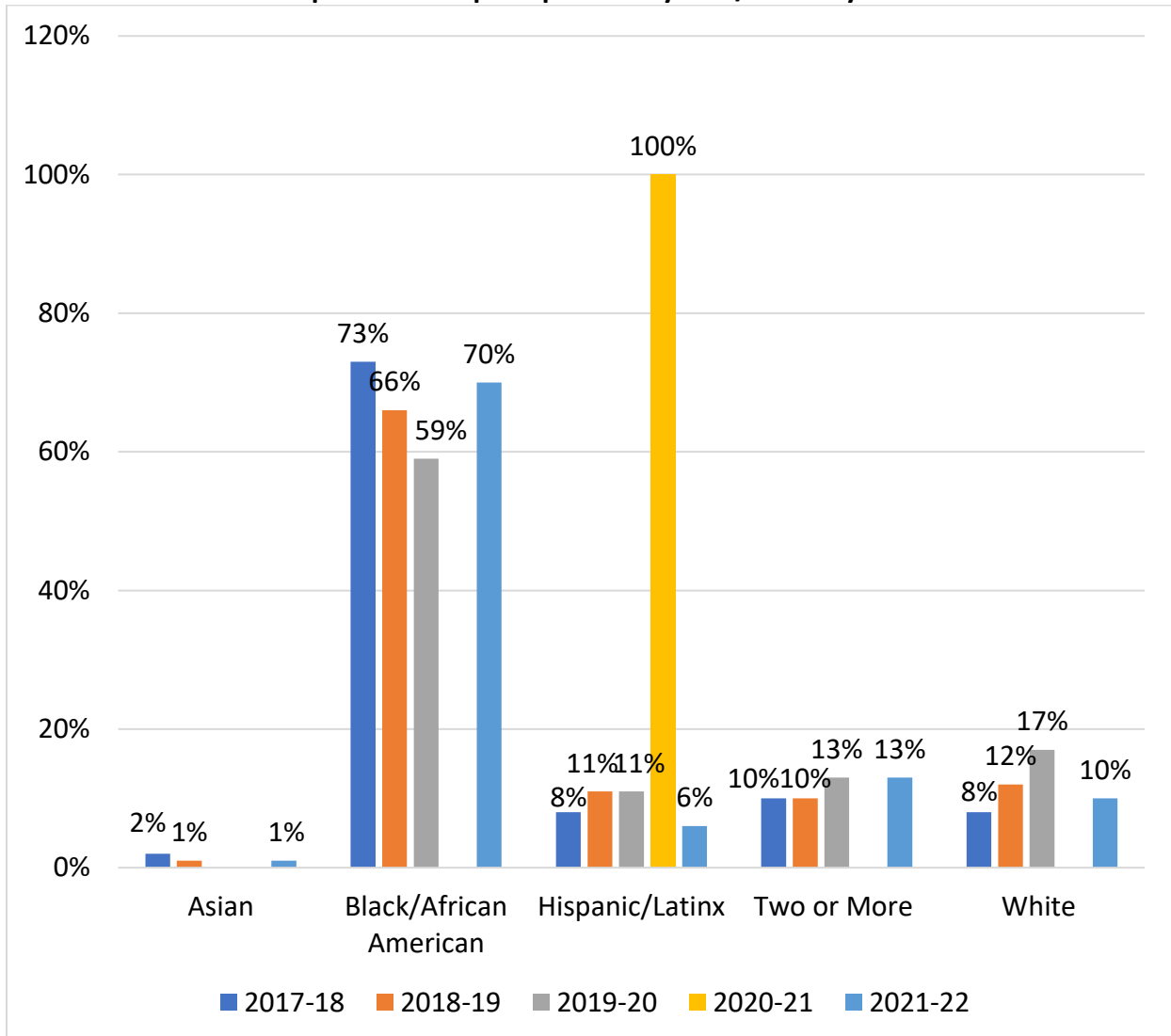


Table 2.93: In-school suspension discipline¹⁸ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	33	1421	147	198	160	1959
2018-19	6	343	58	52	64	523
2019-20	0	198	36	44	57	335
2020-21	0	0	1	0	0	1
2021-22	5	257	21	49	37	369

Chart 2.93: In-school suspension discipline percent by race/ethnicity

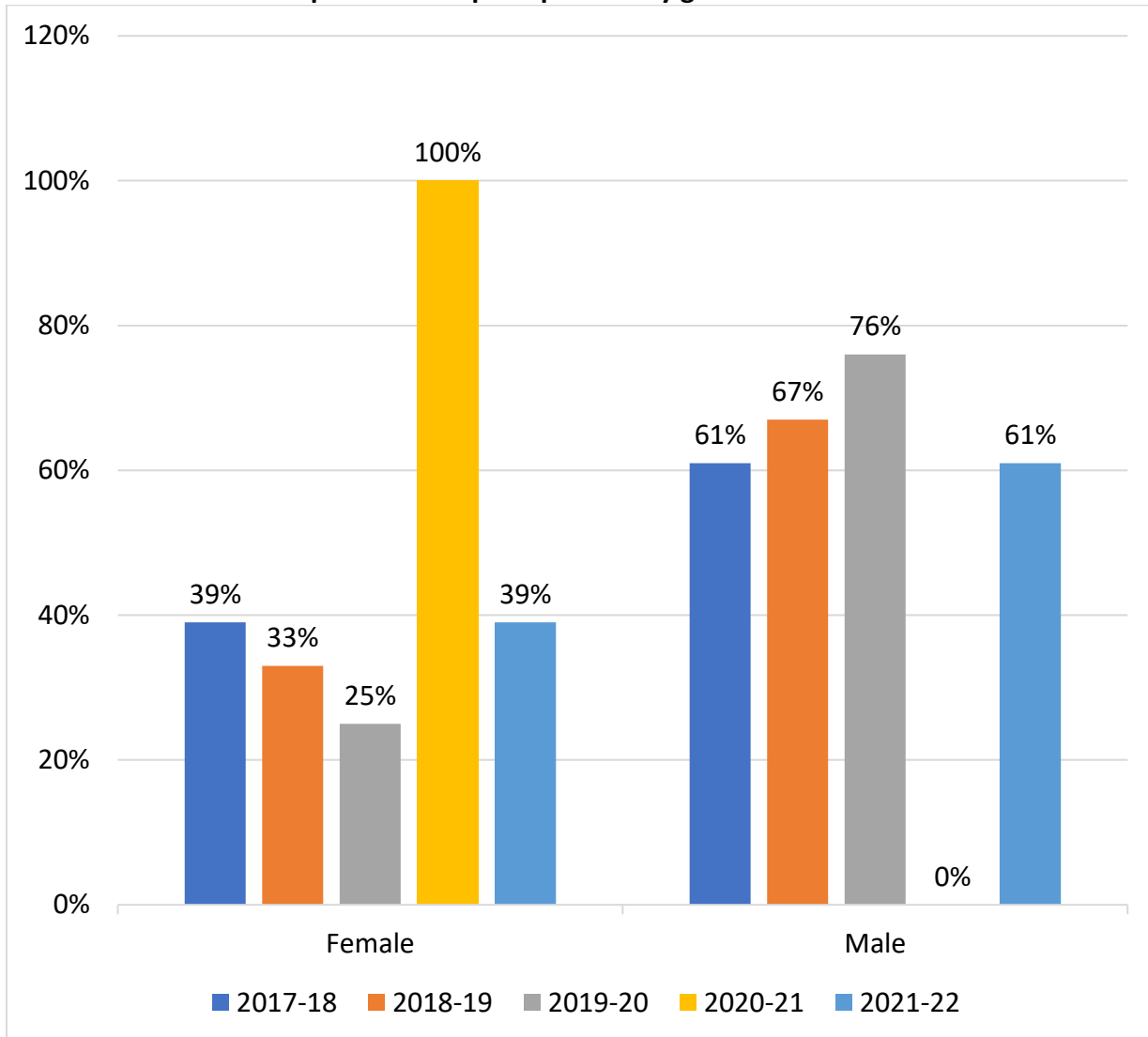


¹⁸ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.94: In-school suspension discipline¹⁹ count by gender

Year	Female	Male	Total
2017-18	770	1191	1961
2018-19	175	351	526
2019-20	85	254	339
2020-21	1	0	1
2021-22	144	226	370

Chart 2.94: In-school suspension discipline percent by gender

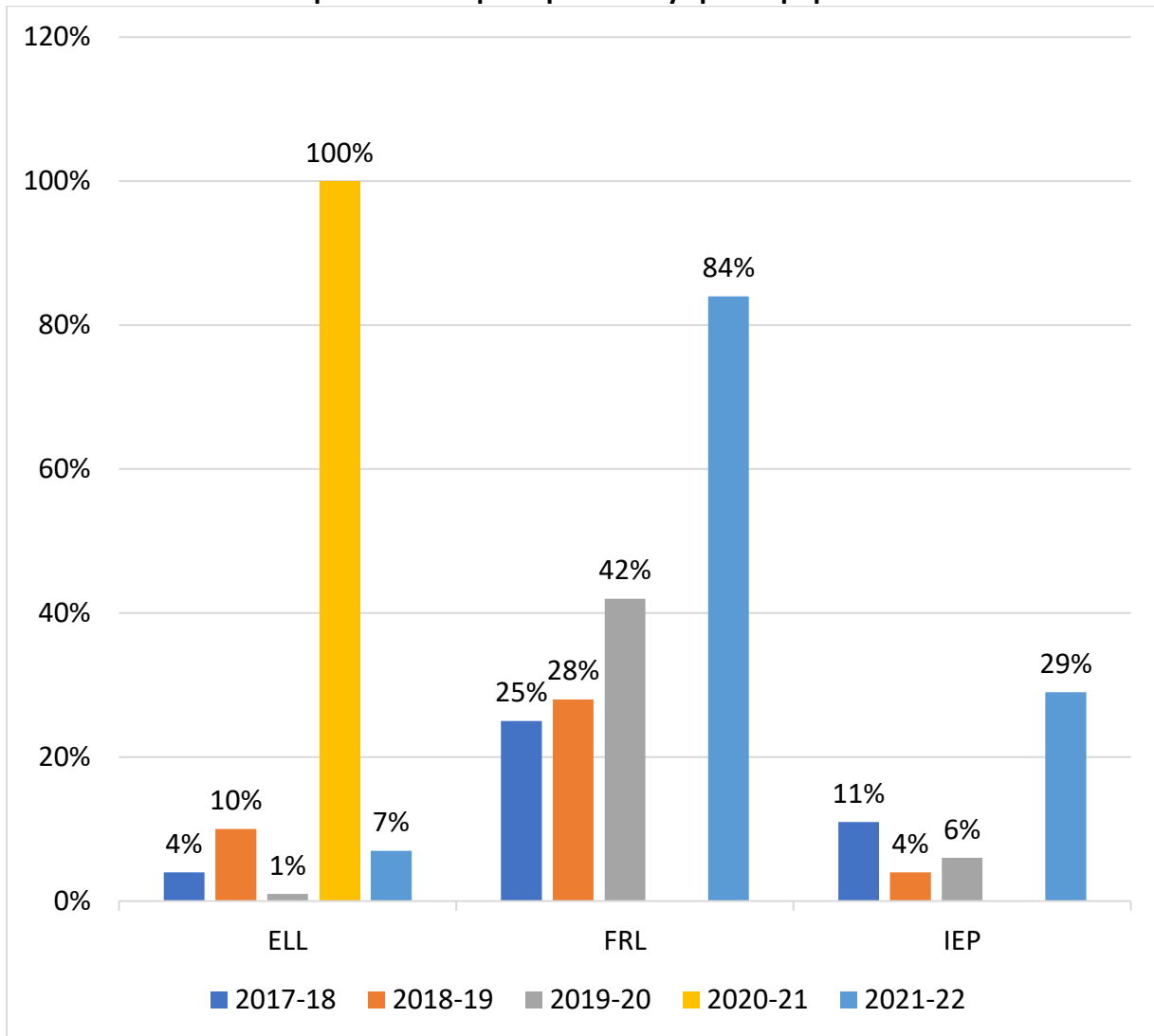


¹⁹ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.95: In-school suspension discipline²⁰ count by special populations

Year	ELL	FRL	IEP
2017-18	86	499	211
2018-19	51	149	19
2019-20	1	142	21
2020-21	1	0	0
2021-22	27	309	107

Chart 2.95: In-school suspension discipline percent by special populations

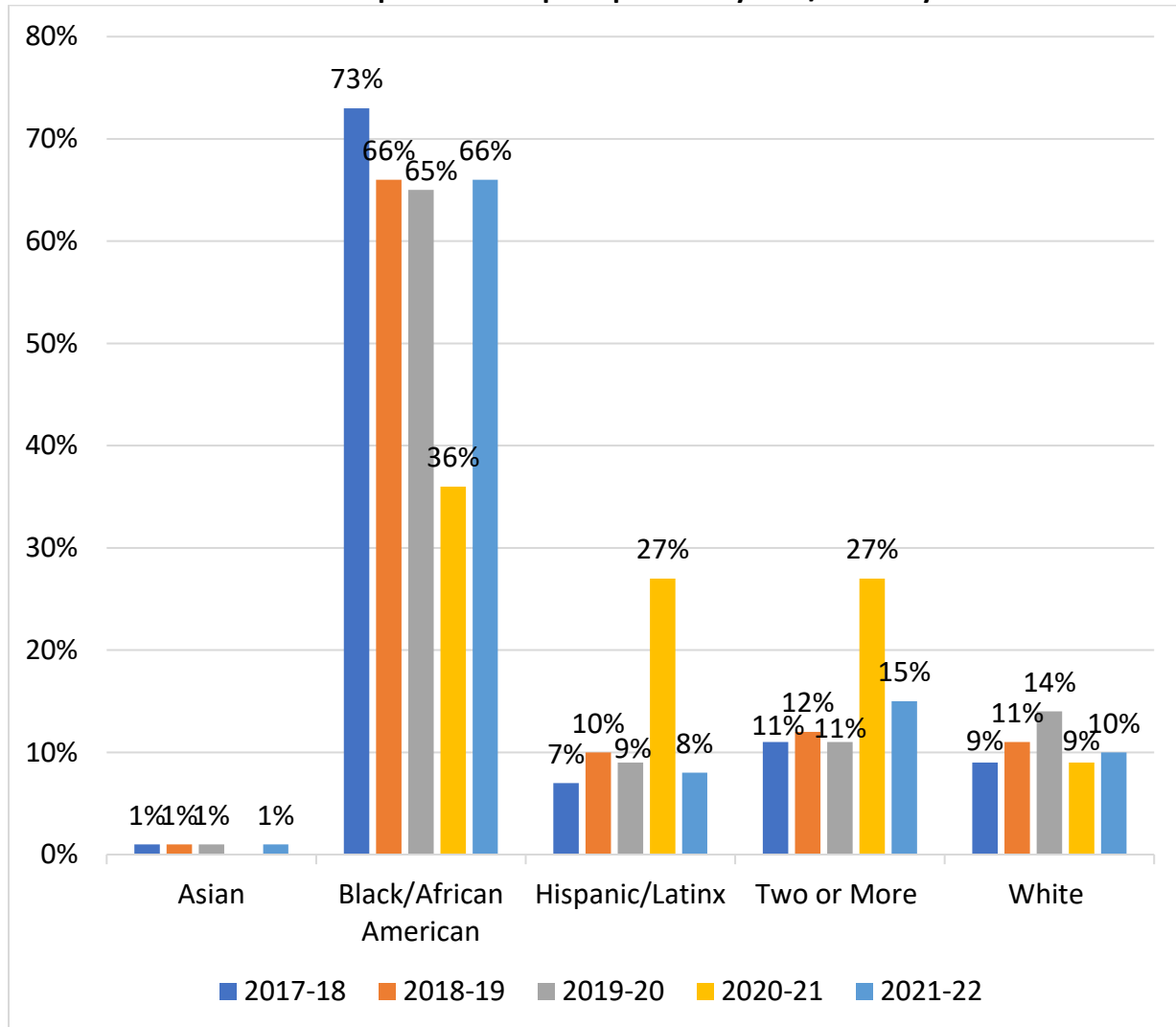


²⁰ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.96: Out-of-school suspension discipline²¹ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	1	302	27	44	38	412
2018-19	6	457	71	82	79	695
2019-20	2	367	49	64	79	561
2020-21	0	4	3	3	1	11
2021-22	7	603	68	138	90	906

Chart 2.96: Out-of-school suspension discipline percent by race/ethnicity

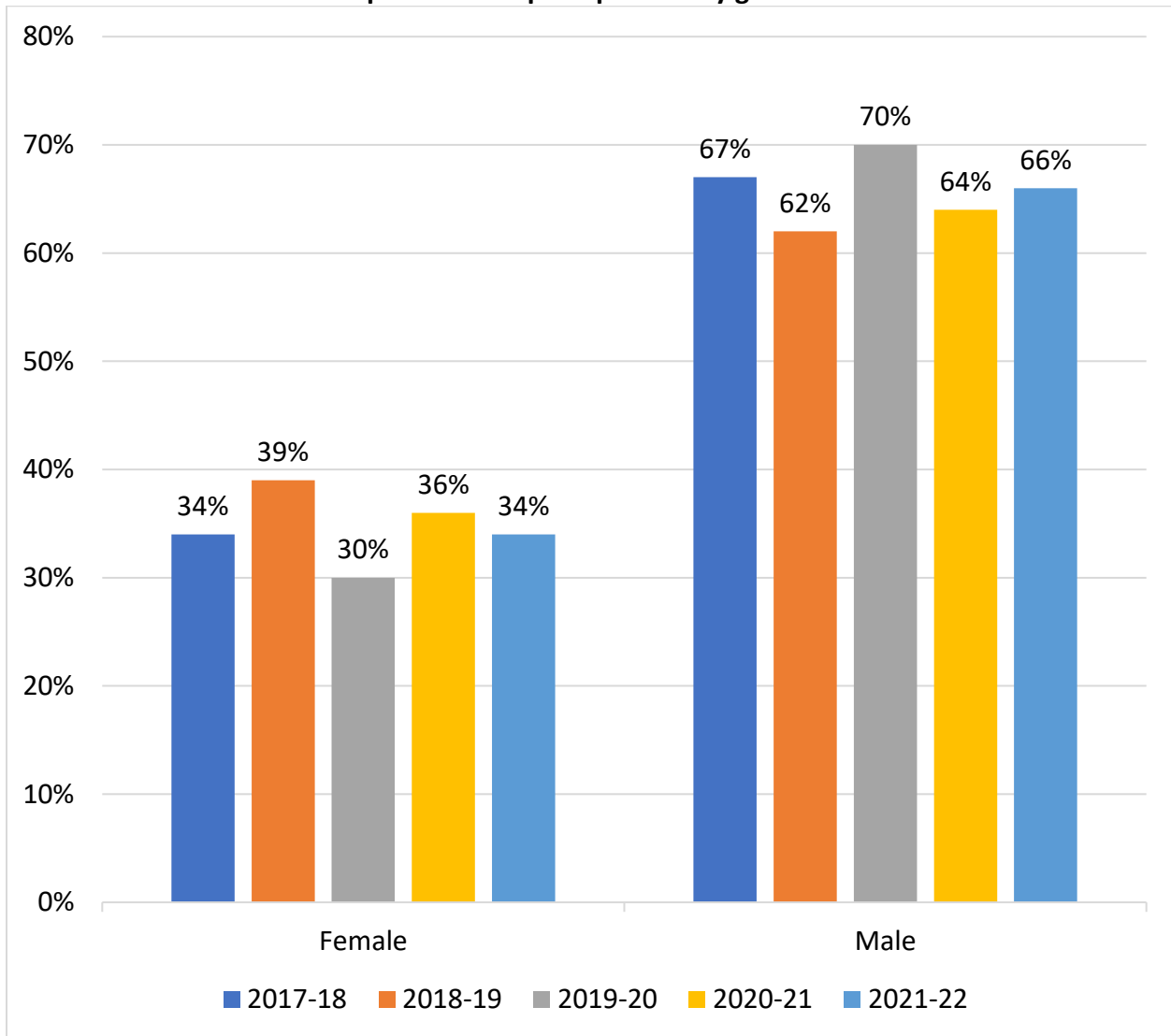


²¹ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.97: Out-of-school suspension discipline²² count by gender

Year	Female	Male	Total
2017-18	139	274	413
2018-19	268	431	699
2019-20	170	394	564
2020-21	4	7	11
2021-22	310	597	907

Chart 2.97: Out-of-school suspension discipline percent by gender

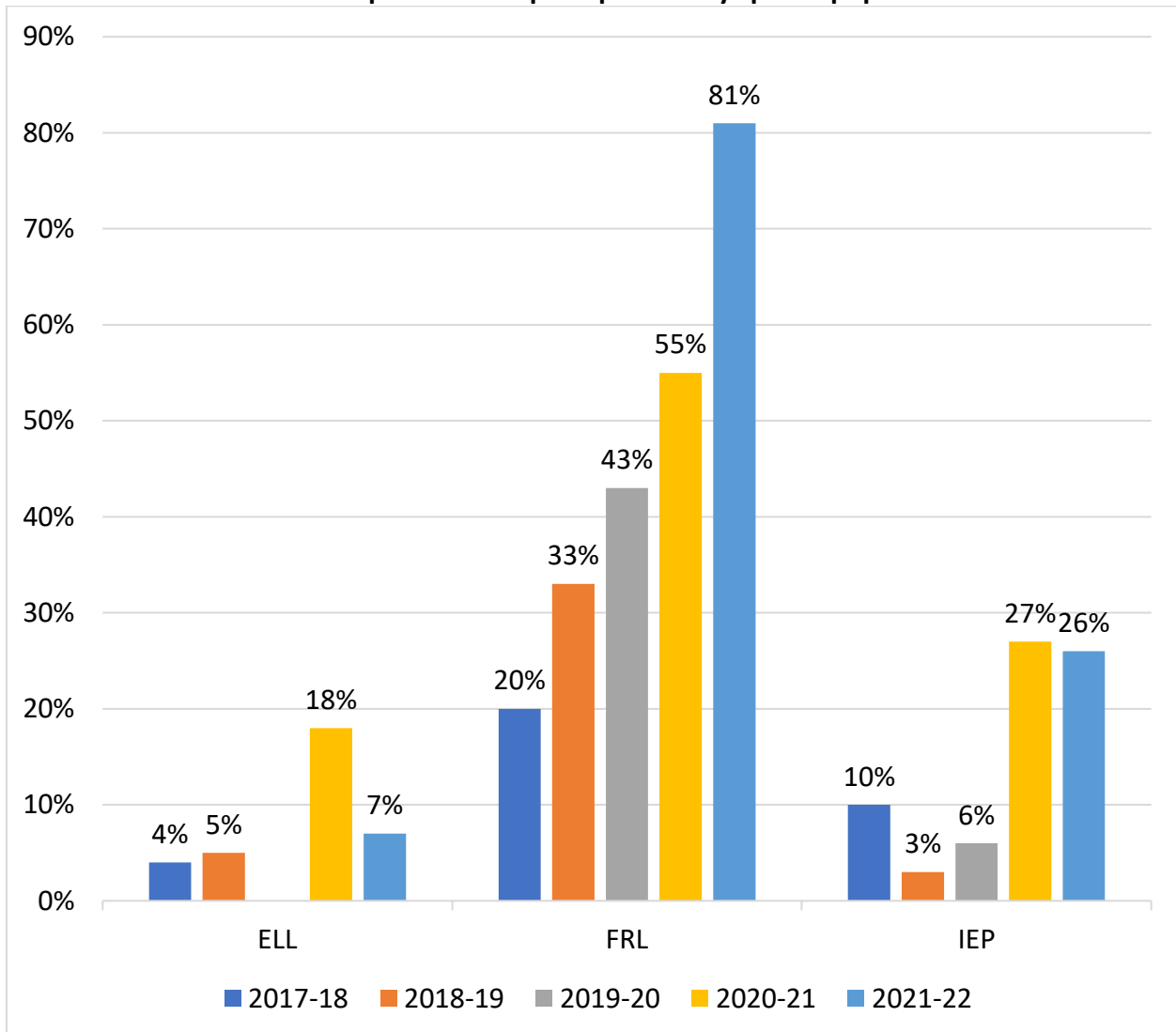


²² The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.98: Out-of-school suspension discipline²³ count by special populations

Year	ELL	FRL	IEP
2017-18	16	83	43
2018-19	38	228	21
2019-20	0	240	31
2020-21	2	6	3
2021-22	60	735	233

Chart 2.98: Out-of-school suspension discipline percent by special populations



²³ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

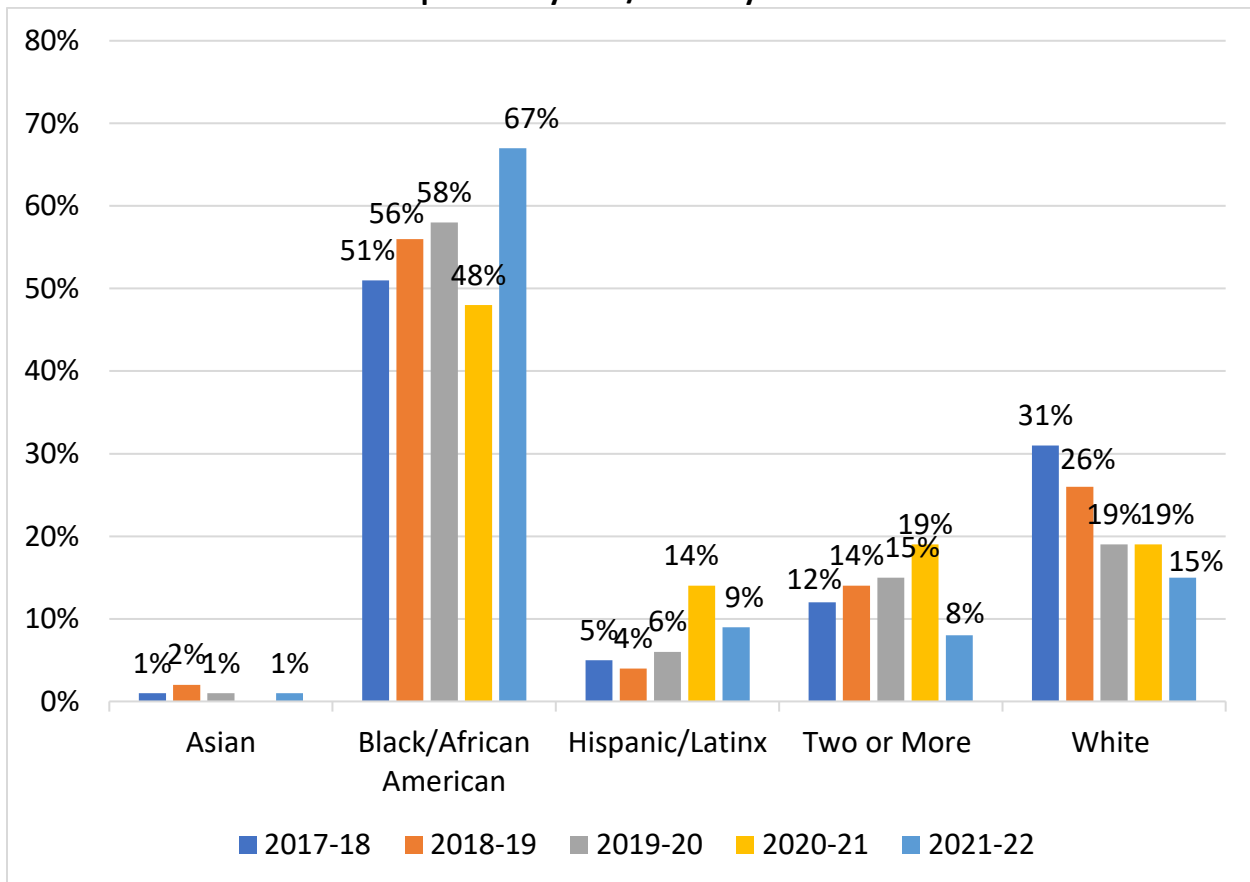
Table 2.99: Student behavioral²⁴ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	97	5785	592	1386	3525	11385*
2018-19	28	1028	67	253	472	1848
2019-20	26	1239	128	328	416	2137
2020-21	0	10	3	4	4	21
2021-22	10	1829	260	228	420	2750**

*SY 2017-18 race not listed

**SY 2021-22, three Native Americans

Chart 2.99: Student behavioral percent by race/ethnicity

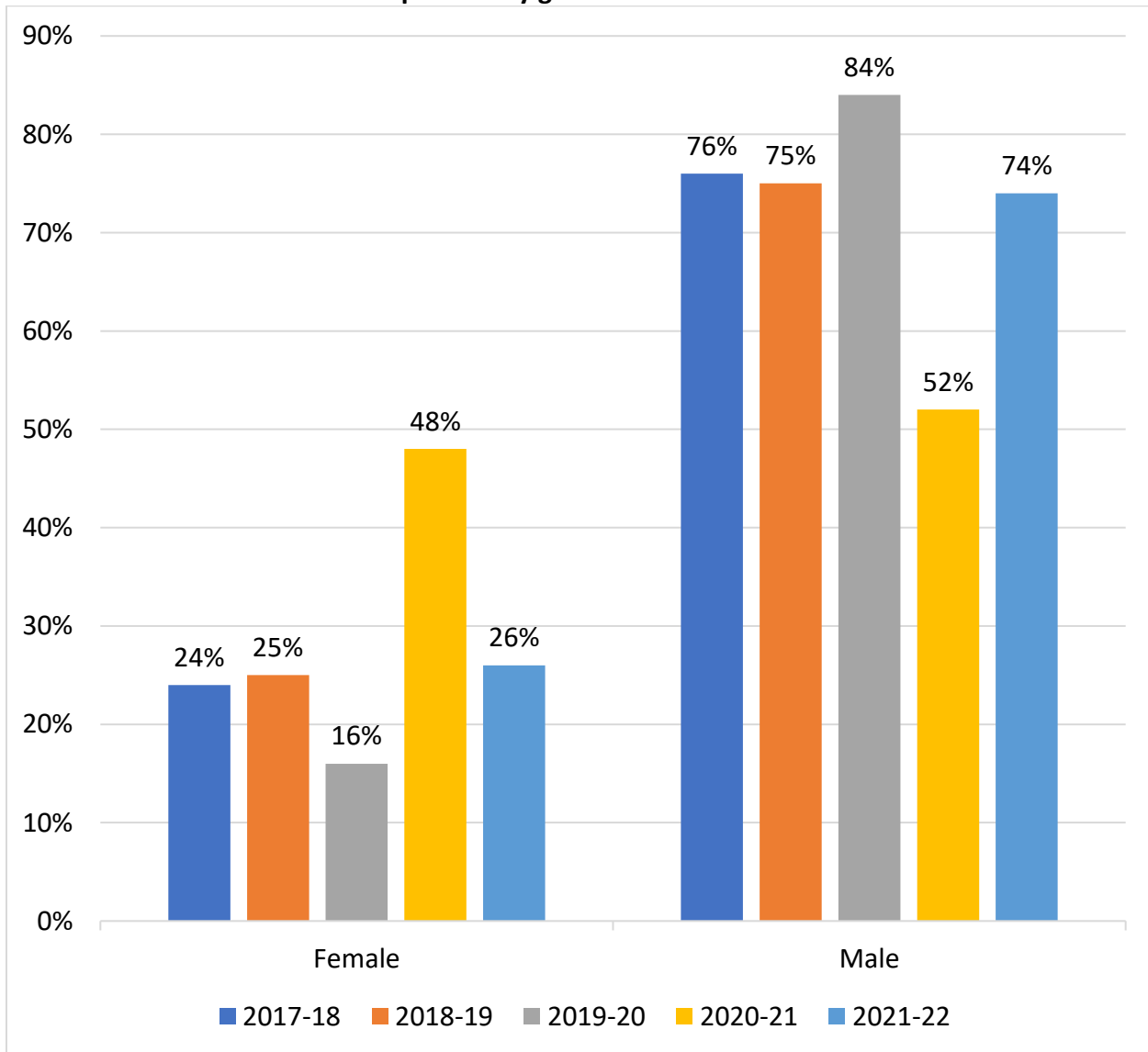


²⁴ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22. UMS data for the data represented is not included because they documented behaviors using a different system. UMS has approximately 1000 6th-8th grade students. Systems were put in place district-wide in school year 2022-2023. Every school now uses Skyward to document major referrals. Since there is another spreadsheet to represent Alternative School, In and Out of School Suspensions, that data was excluded from this data set. Examples of actions taken for the student behavior are detentions, sent to office, called parent, and conferenced with student (these categories are just examples). The data should be interpreted with caution because the data inputs are based on staff inputting the demographics.

Table 2.100: Student behavioral²⁵ count by gender

Year	Female	Male	Total
2017-18	3306	10234	13540
2018-19	455	1393	1848
2019-20	334	1817	2151
2020-21	10	11	21
2021-22	702	2048	2750

Chart 2.100: Student behavioral percent by gender



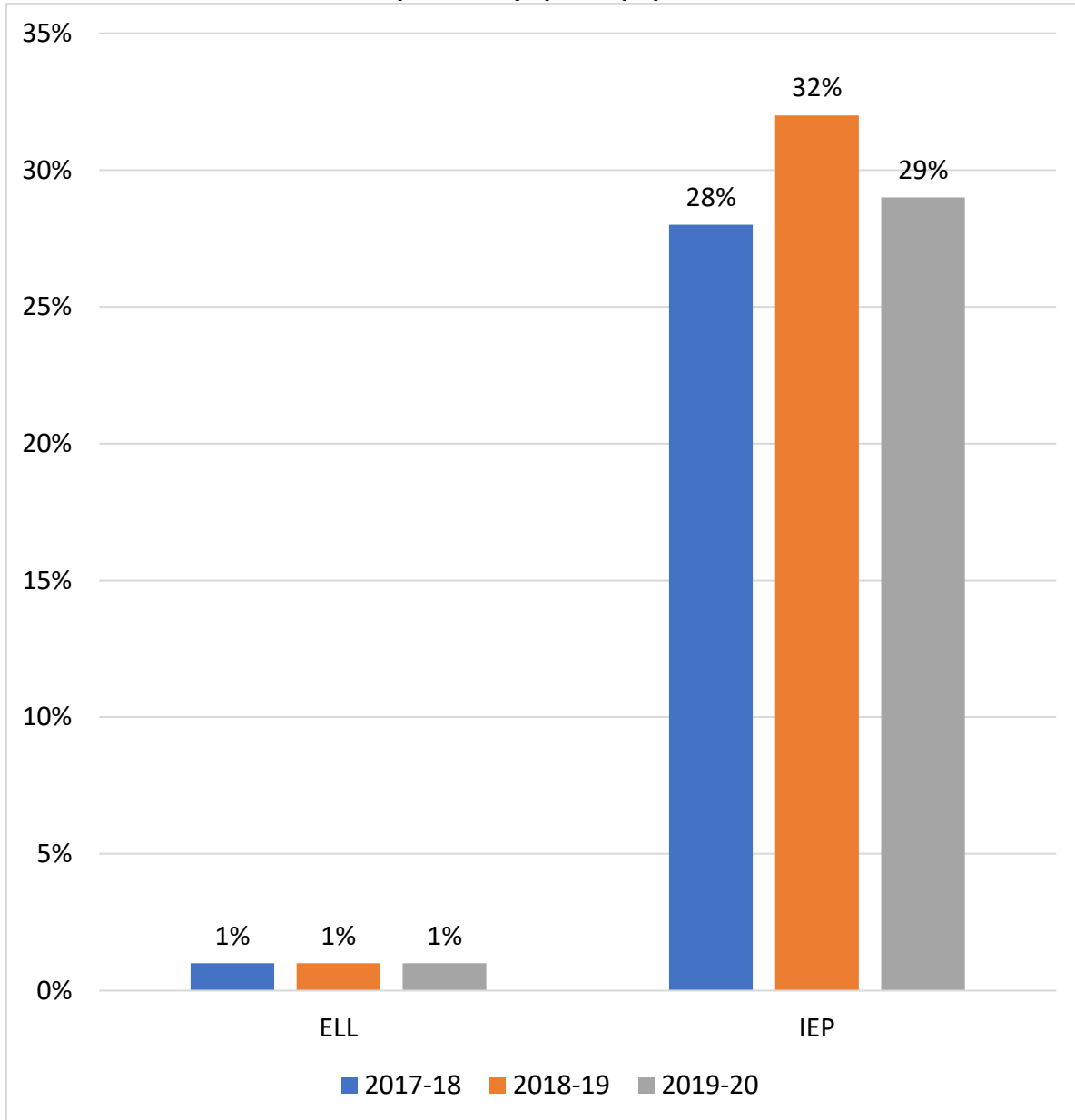
²⁵ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.101: Student behavioral²⁶ count by special populations

Year	ELL	IEP
2017-18	1	3192
2018-19	19	600
2019-20	20	624

District unable to identify the demographic data for students for SY 2020-21 and 2021-22.

Chart 2.101: Student behavioral percent by special populations



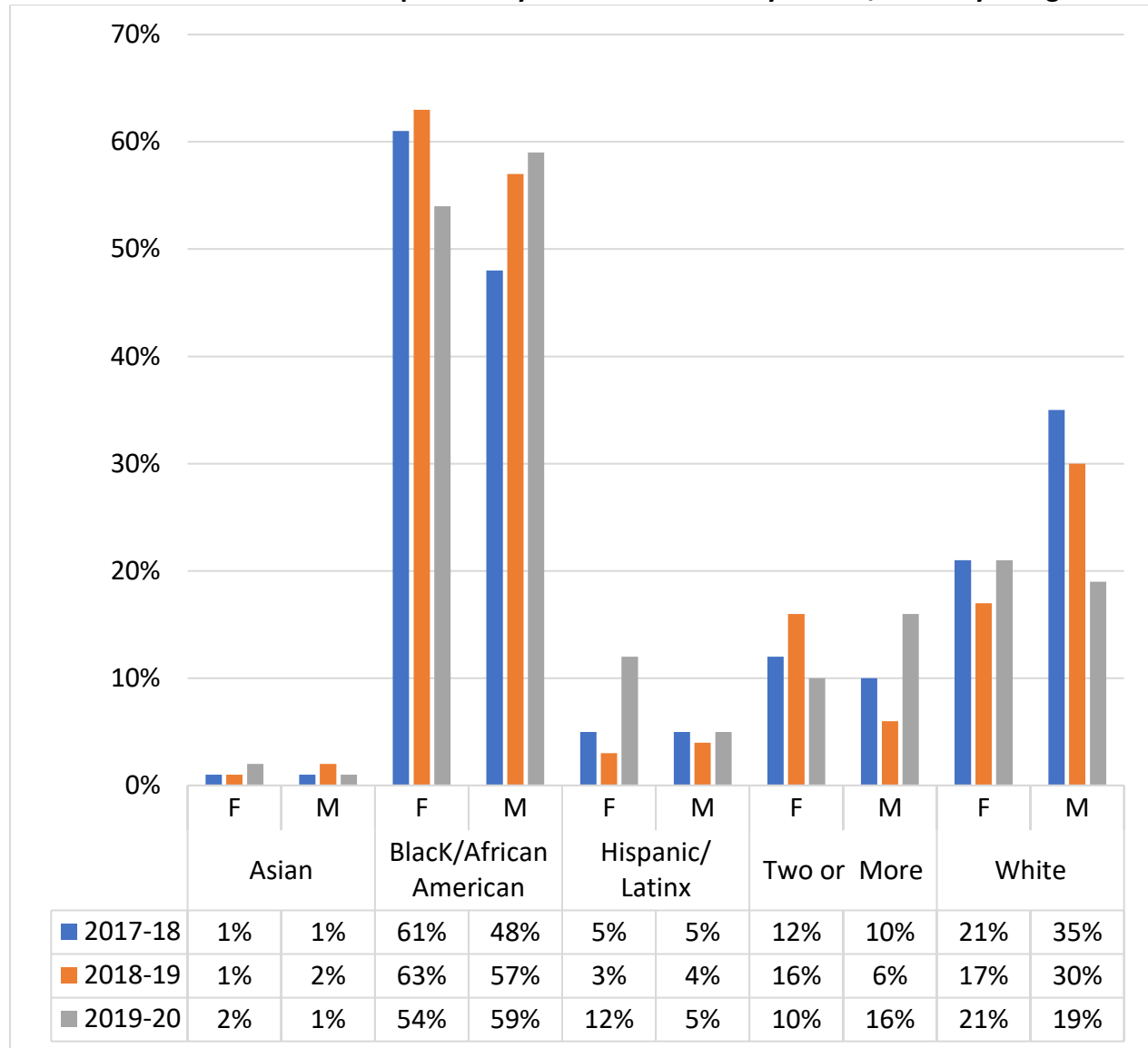
²⁶ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.102: Student behavioral²⁷ count by the intersectionality of race/ethnicity and gender

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	F	M	F	M	F	M	F	M	F	M
2017-18	20	77	1693	4092	133	459	338	885	596	2929
2018-19	4	24	288	740	13	54	71	82	79	393
2019-20	7	19	181	1058	41	87	34	294	71	345

District unable to identify the demographic data for students for SY 2020-21 and 2021-22.

Chart 2.102: Student behavioral percent by the intersectionality of race/ethnicity and gender

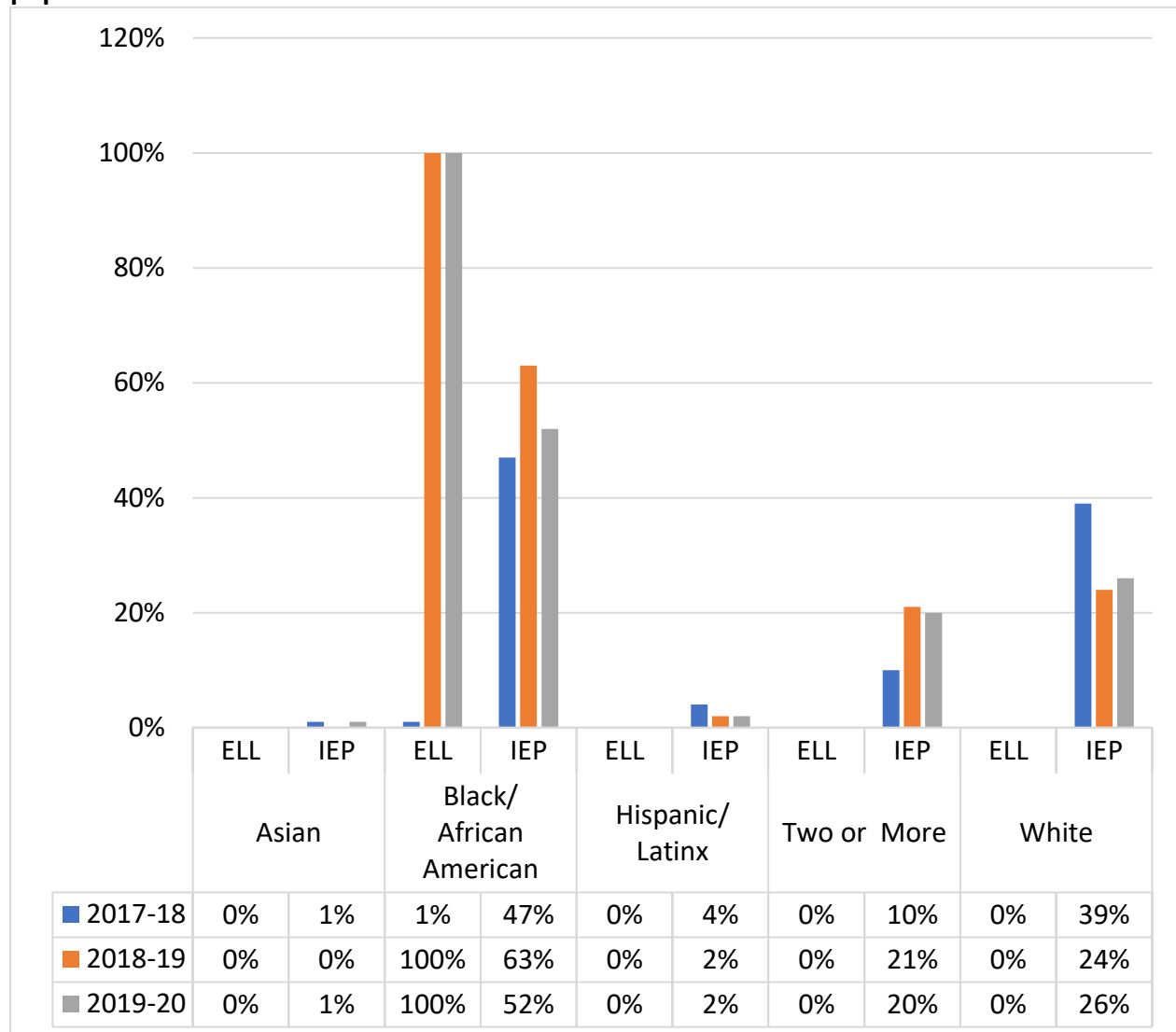


²⁷ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.103: Student behavioral²⁸ count by the intersectionality of race/ethnicity and special populations

Year	Asian		Black/African American		Hispanic/Latinx		Two or More		White	
	ELL	IEP	ELL	IEP	ELL	IEP	ELL	IEP	ELL	IEP
2017-18	0	12	1	1382	0	117	0	289	0	1139
2018-19	0	0	19	375	0	25	0	57	0	143
2019-20	0	1	20	325	0	14	0	123	0	161

Chart 2.103: Student behavioral percent by the intersectionality of race/ethnicity and special populations



²⁸ The Covid-19 pandemic may have impacted student behavior and subsequent discipline during remote learning of SY 2019-20, SY 2020-21 and SY 2021-22.

Table 2.104: Student outplacement count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2017-18	4	27	2	8	36	77
2018-19	0	26	8	4	38	76
2019-20	2	26	5	11	36	80
2020-21	0	24	5	9	34	71
2021-22	0	29	6	9	29	73

Chart 2.104: Student outplacement percent by race/ethnicity

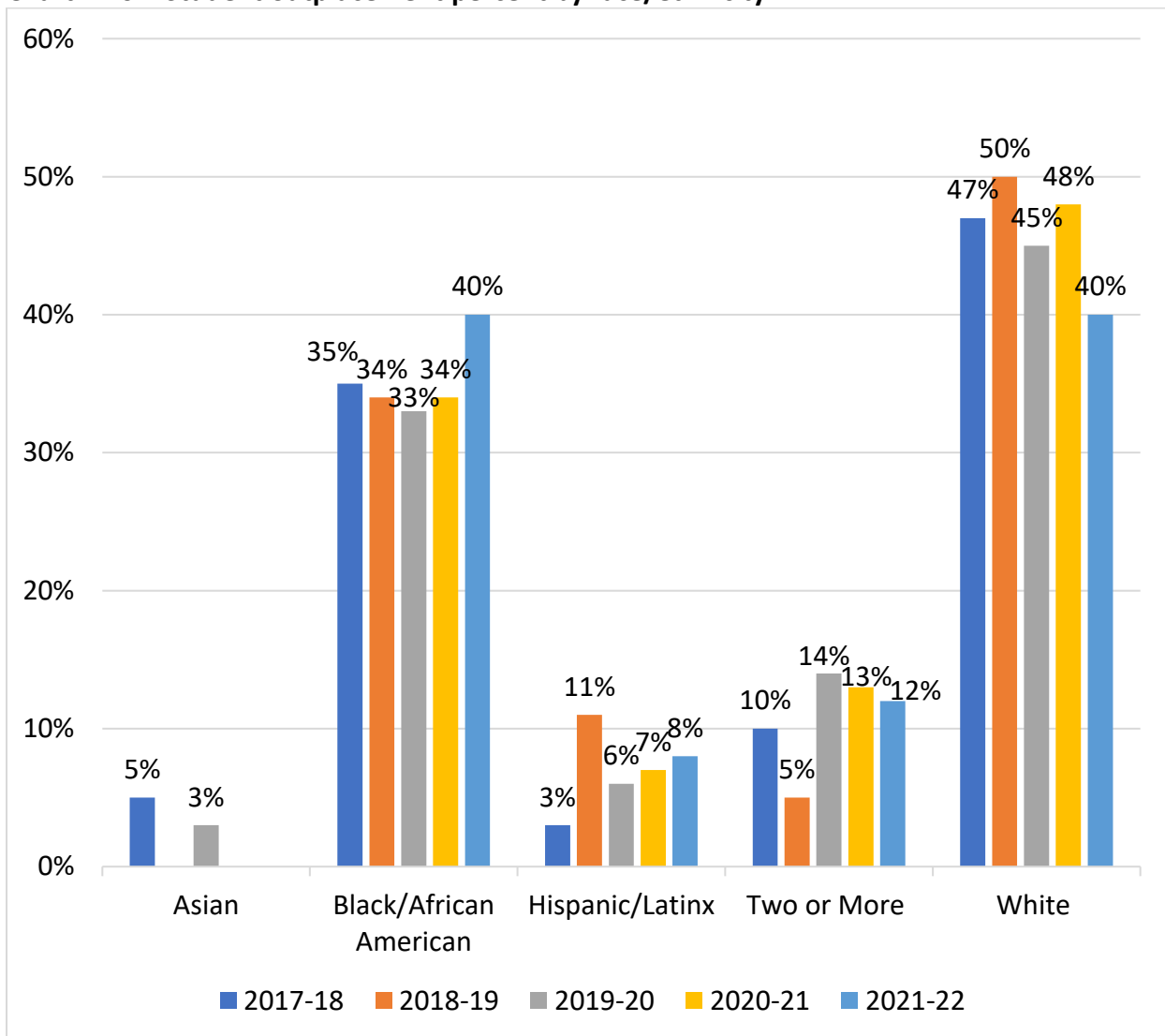


Table 2.105: Student outplacement count by gender

Year	Female	Male	Total
2017-18	29	48	77
2018-19	26	50	76
2019-20	25	55	80
2020-21	15	57	72
2021-22	21	52	73

Chart 2.105: Student outplacement percent by gender

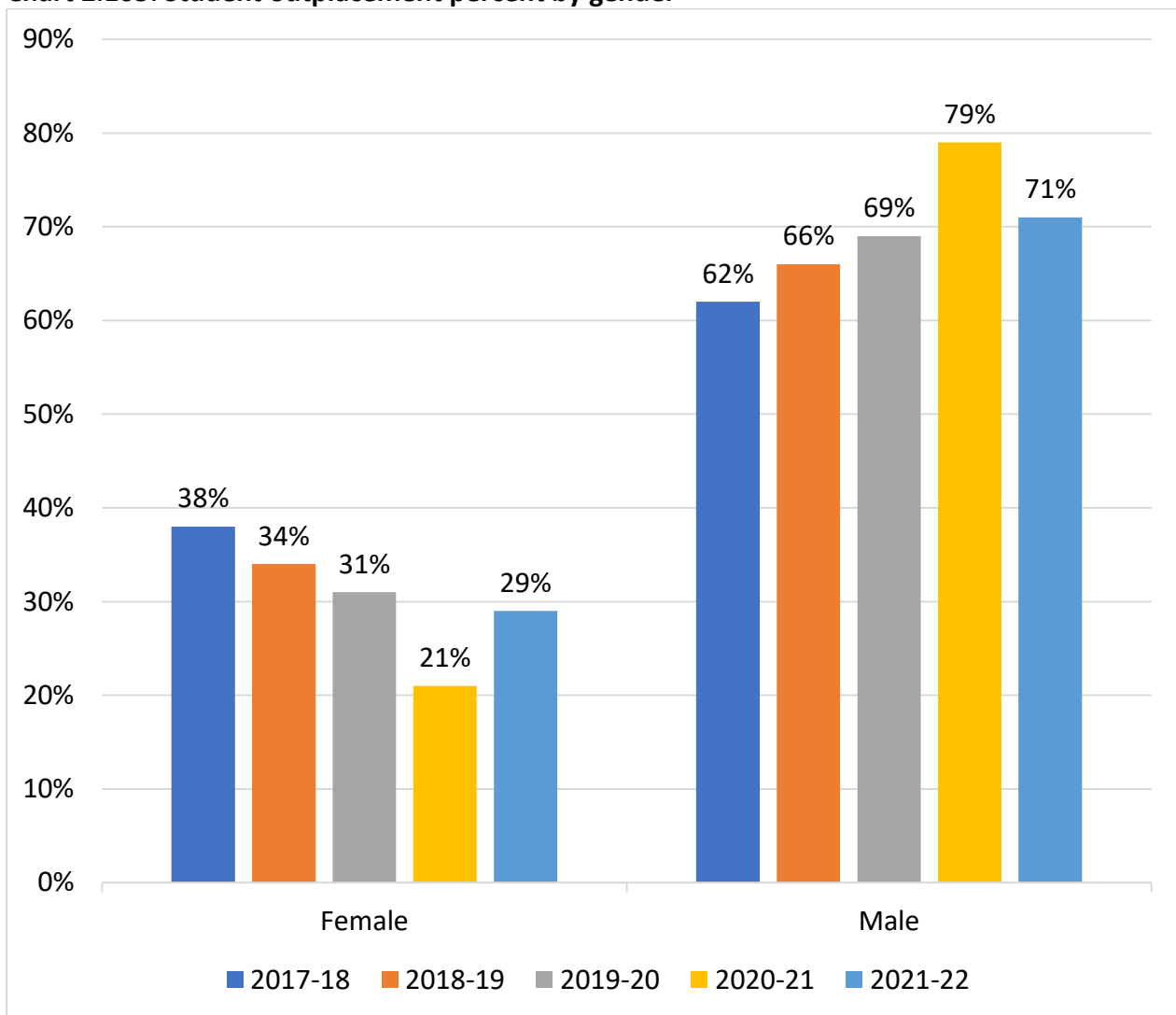


Table 2.106: Student outplacement count by special populations

Year	ELL	FRL	IEP
2017-18	1	67	49
2018-19	0	72	50
2019-20	1	72	53
2020-21	2	60	54
2021-22	2	60	53

Chart 2.106: Student outplacement percent by special populations

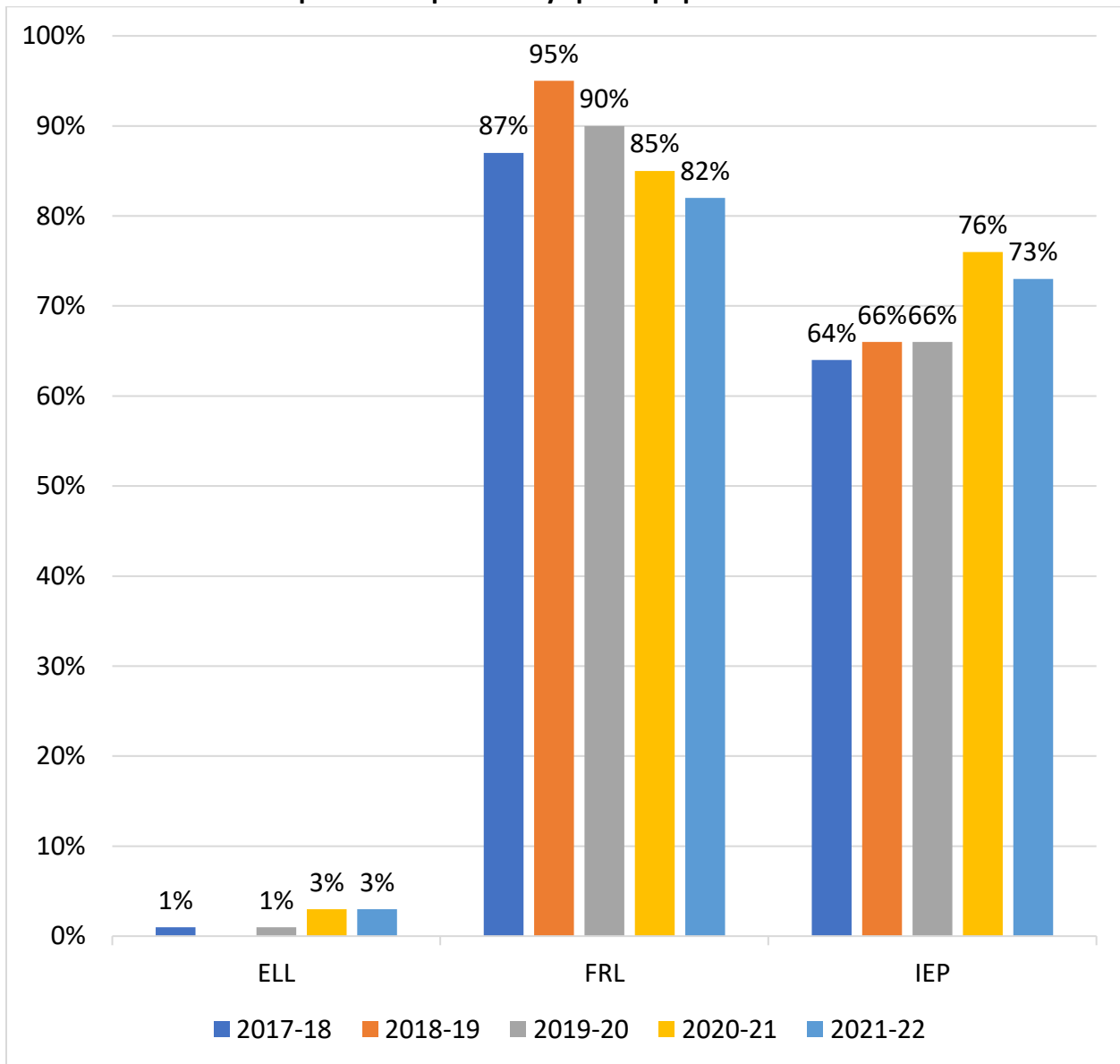
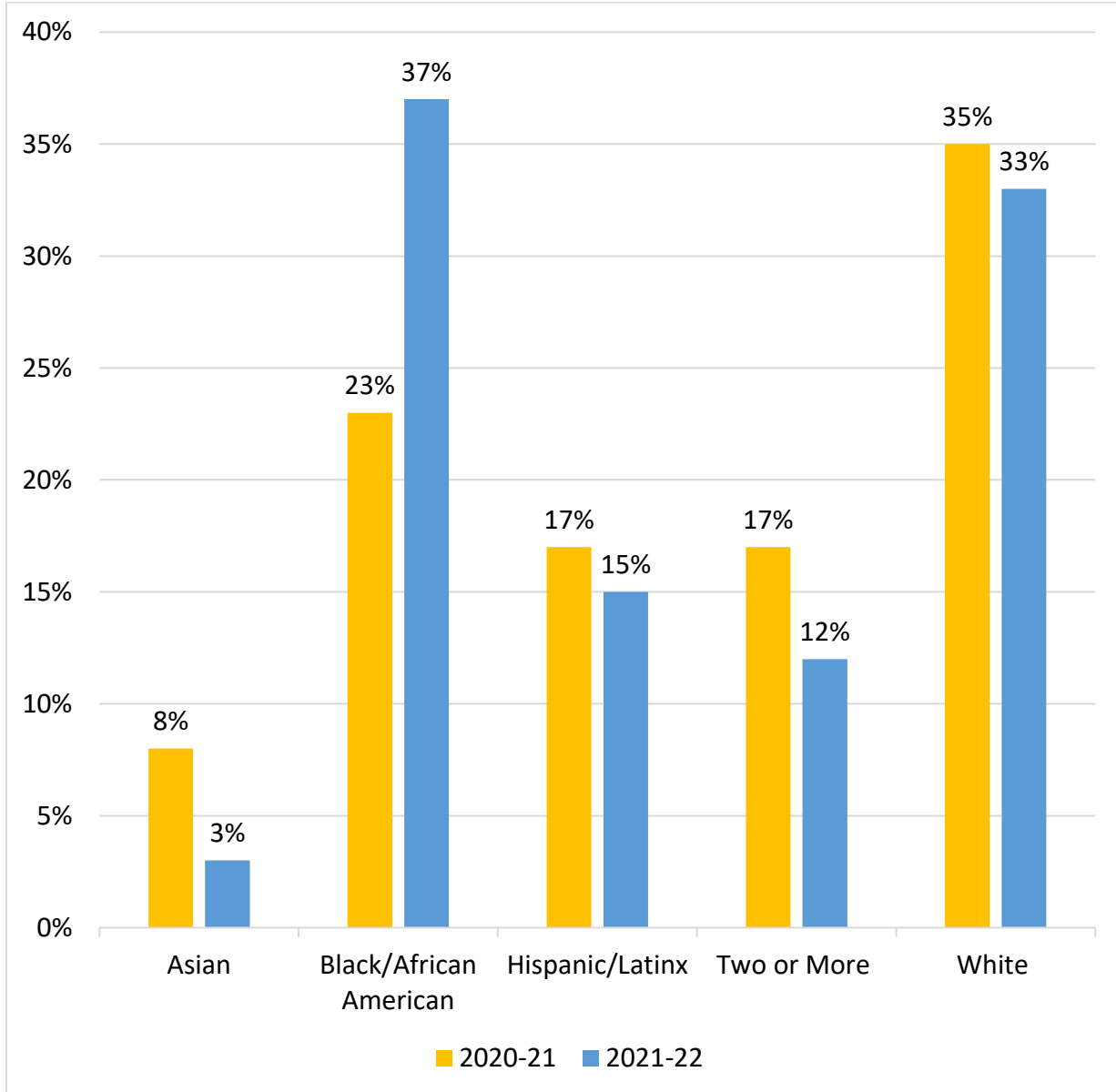


Table 2.107: Students extracurricular²⁹ count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Two or More	White	Total
2021-22	34	101	72	73	152	432
2022-23	60	715	287	222	638	1922

Chart 2.107: Students extracurricular percent by race/ethnicity



²⁹ District began this dataset collection SY 2021-22

Table 2.108: Students extracurricular count by gender

Year	Female	Male	Total
2021-22	213	218	431
2022-23	967	968	1935

Chart 2.108: Students extracurricular percent by gender

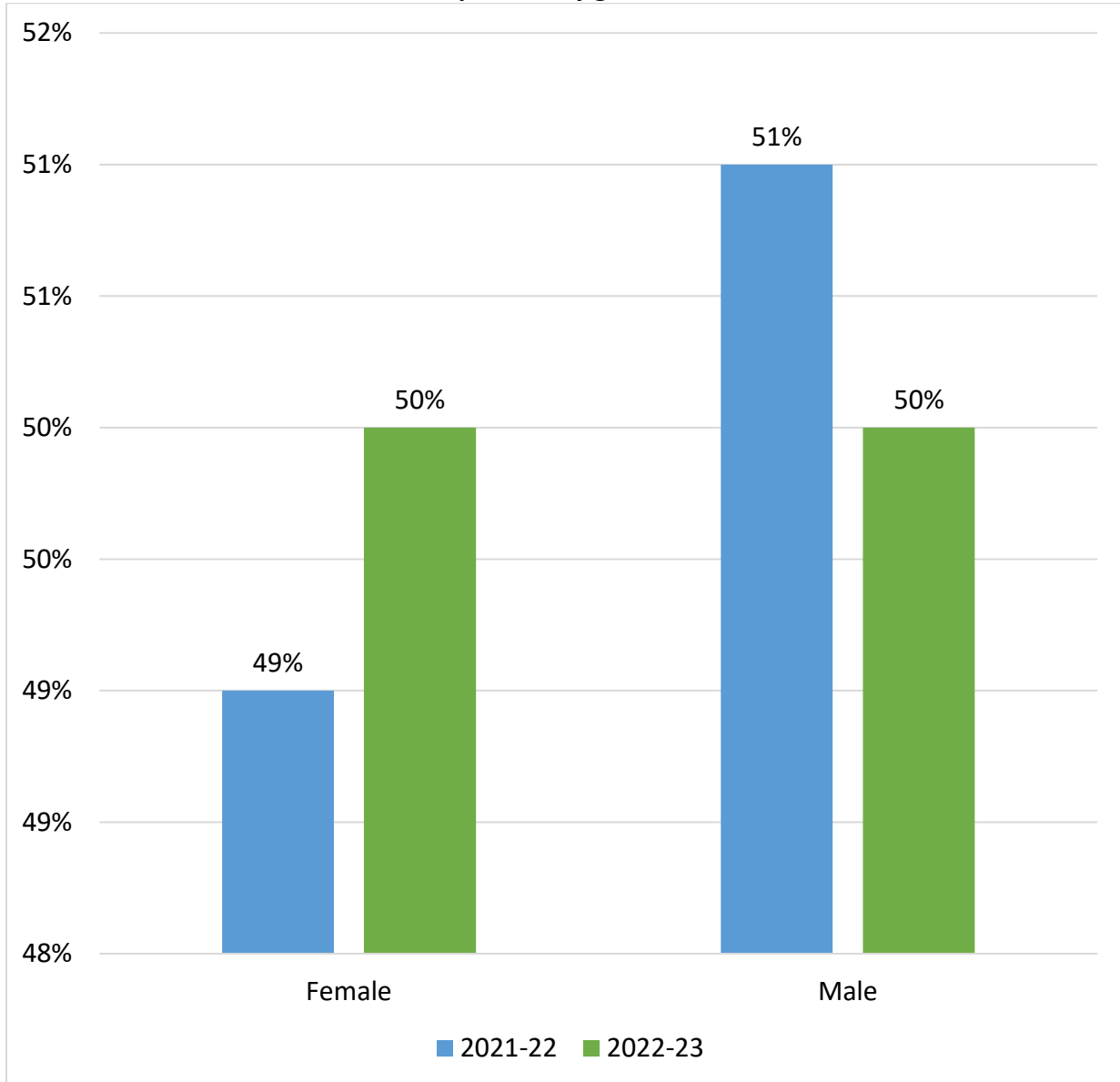


Table 2.109: Students extracurricular count by special populations

Year	ELL	FRL	IEP
2021-22	53	198	57
2022-23	264	1189	257

Chart 2.109: Students extracurricular percent by special populations

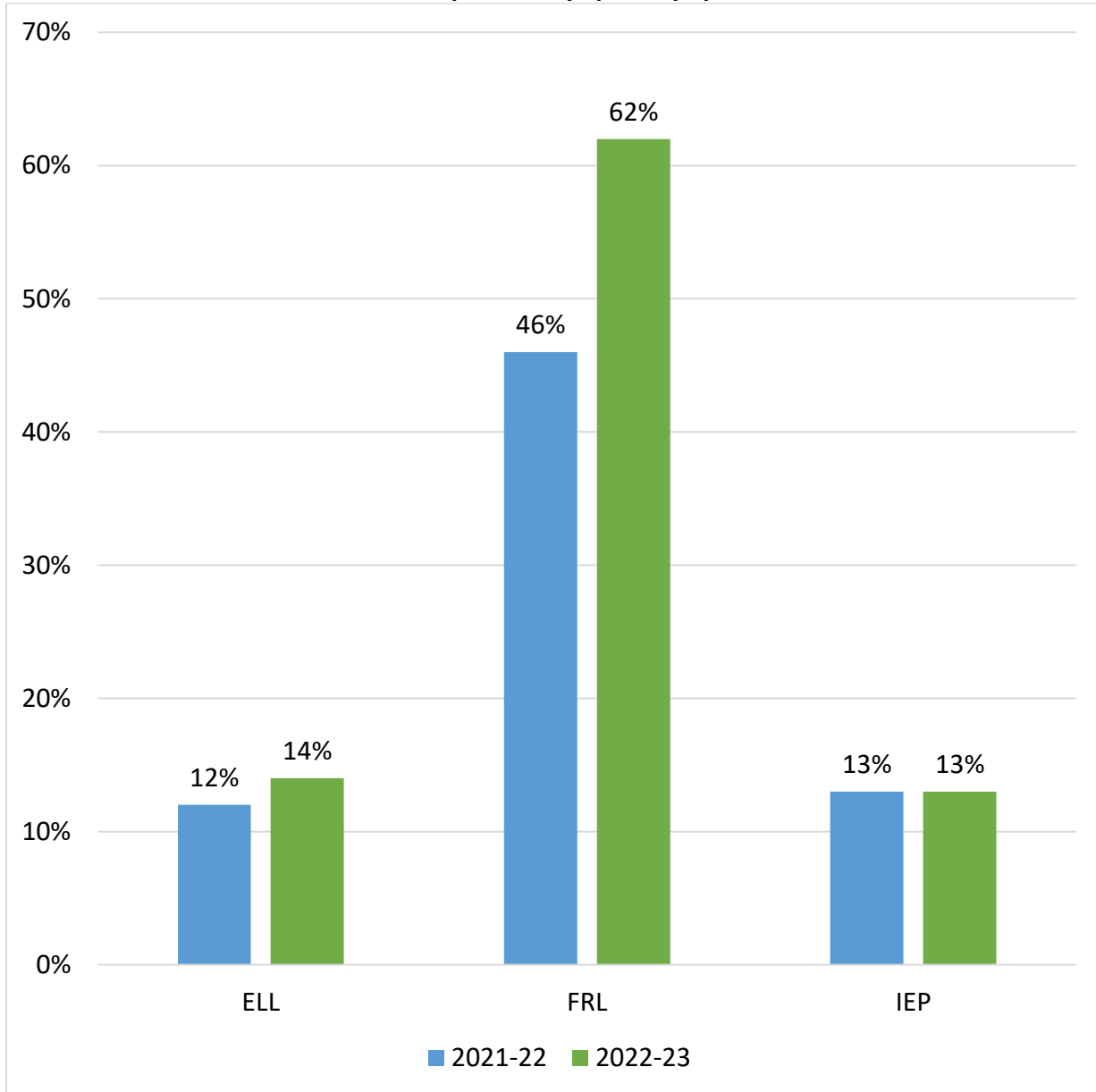


Table 2.110: Teacher and administrator demographic count by race/ethnicity

Year	Asian	Black/African American	Hispanic/Latinx	Native American	Two or More	White	Total
2017-18	13	47	32	0	15	372	479
2018-19	21	68	37	2	18	357	503
2019-20	18	70	38	2	17	359	504
2020-21	16	62	43	2	17	357	497
2021-22	14	70	42	1	14	359	500

Chart 2.110: Teacher and administrator demographic percent by race/ethnicity

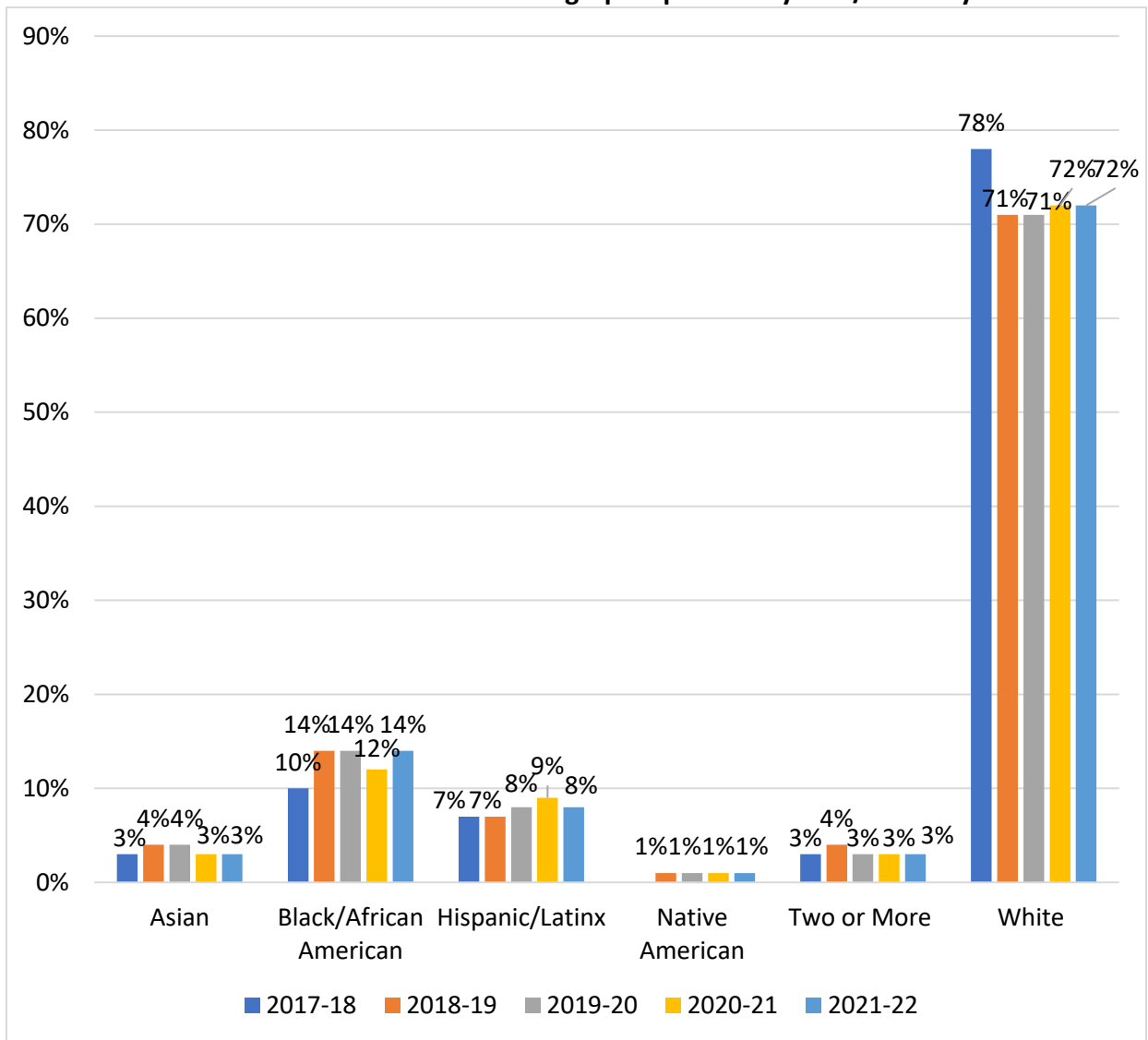
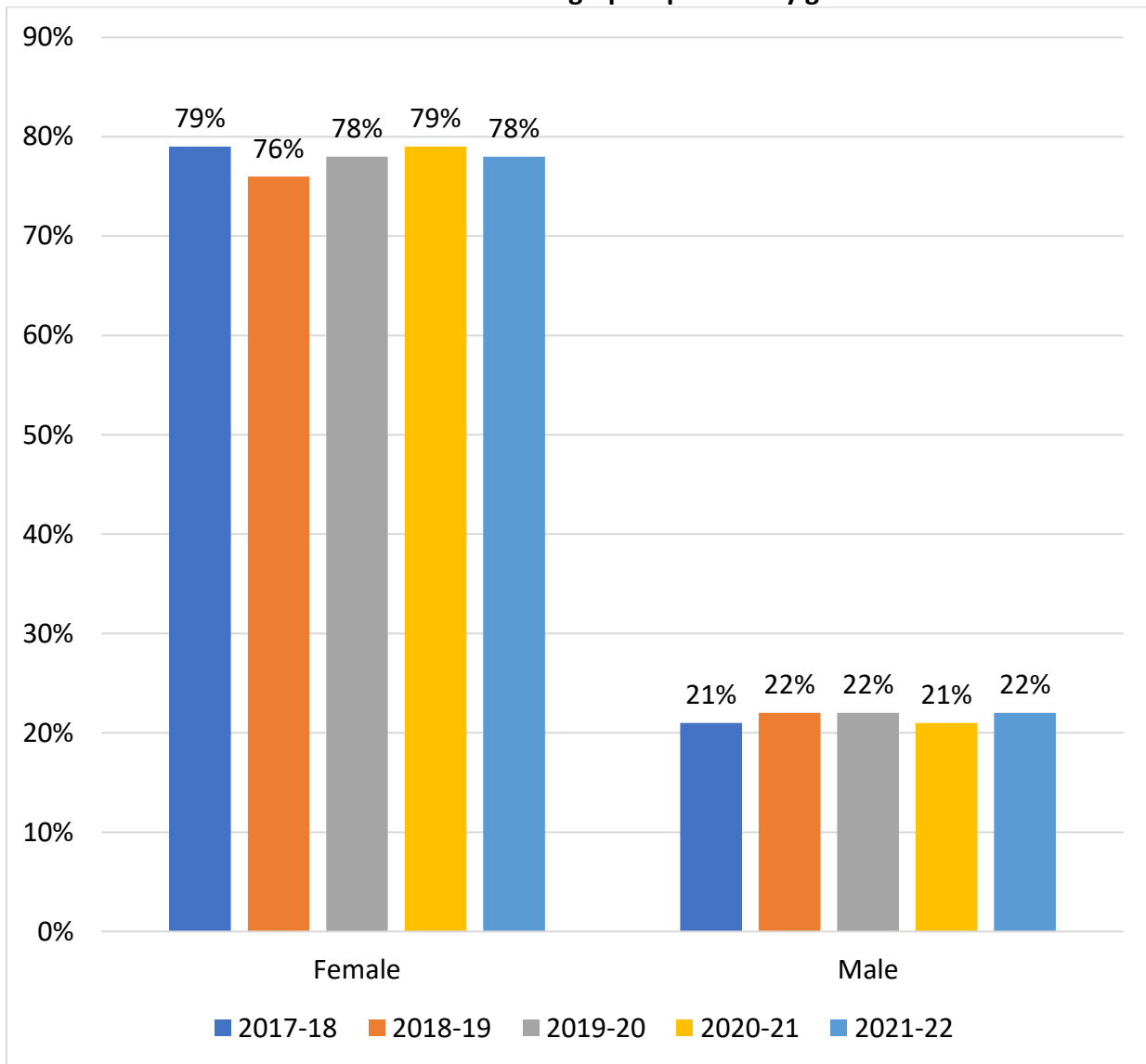


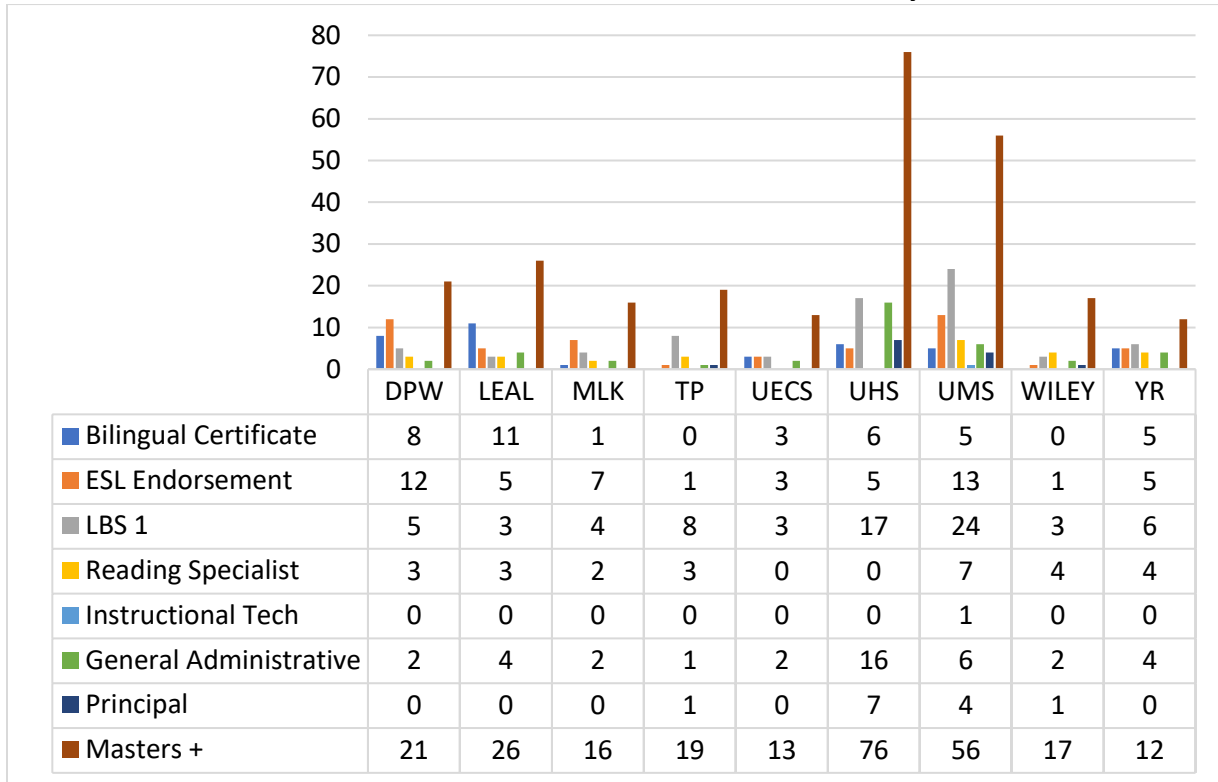
Table 2.111: Teacher and administrator demographic count by gender

Year	Female	Male	Total
2017-18	380	99	479
2018-19	390	113	503
2019-20	392	112	504
2020-21	392	105	497
2021-22	391	109	500

Chart 2.111: Teacher and administrator demographic percent by gender



Table/Chart 2.112: SY 2021-22, Staff licensures and endorsements by school



Table/Chart 2.113: SY 2022-23, Staff licensures and endorsements by school

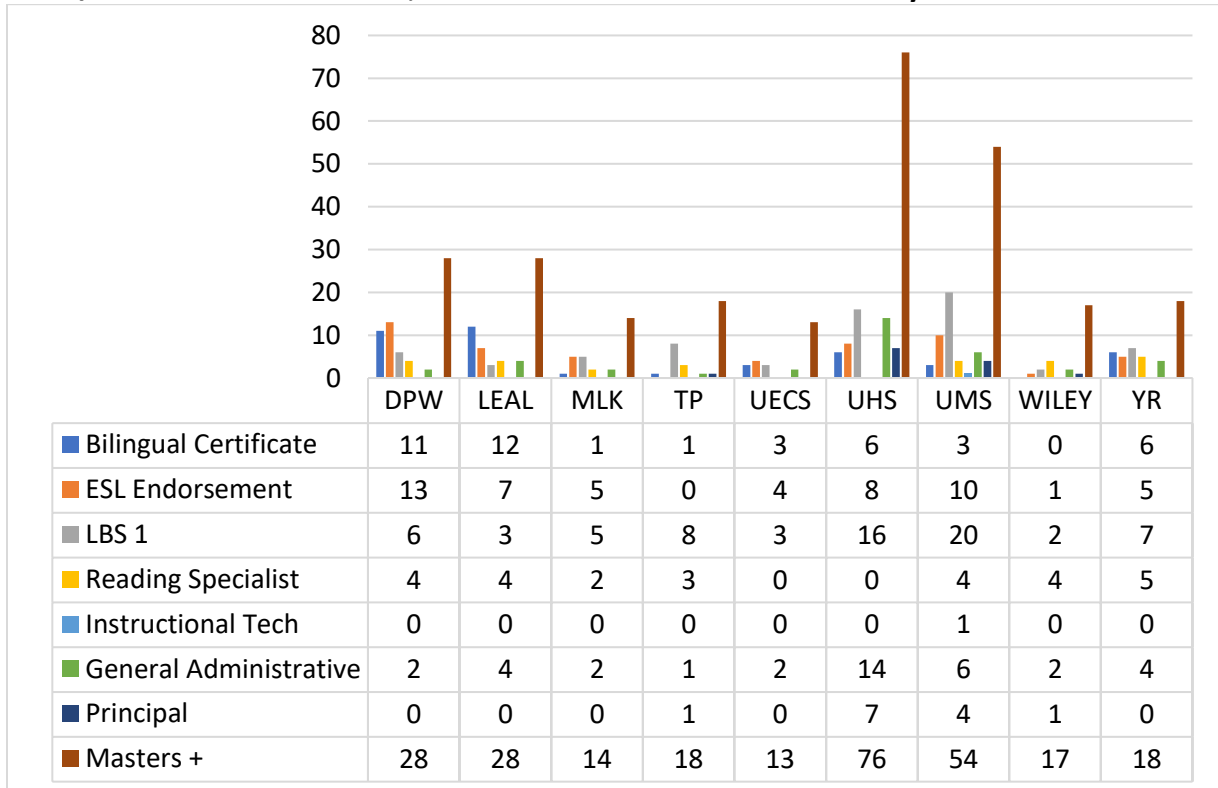


Table 2.114: BOE demographic count by race/ethnicity

Year	Asian	Black/African American	White	Total
2017-18	0	1	6	7
2018-19	0	1	6	7
2019-20	0	1	6	7
2020-21	0	1	6	7
2021-22	1	1	5	7

Table 2.114: BOE demographic percent by race/ethnicity

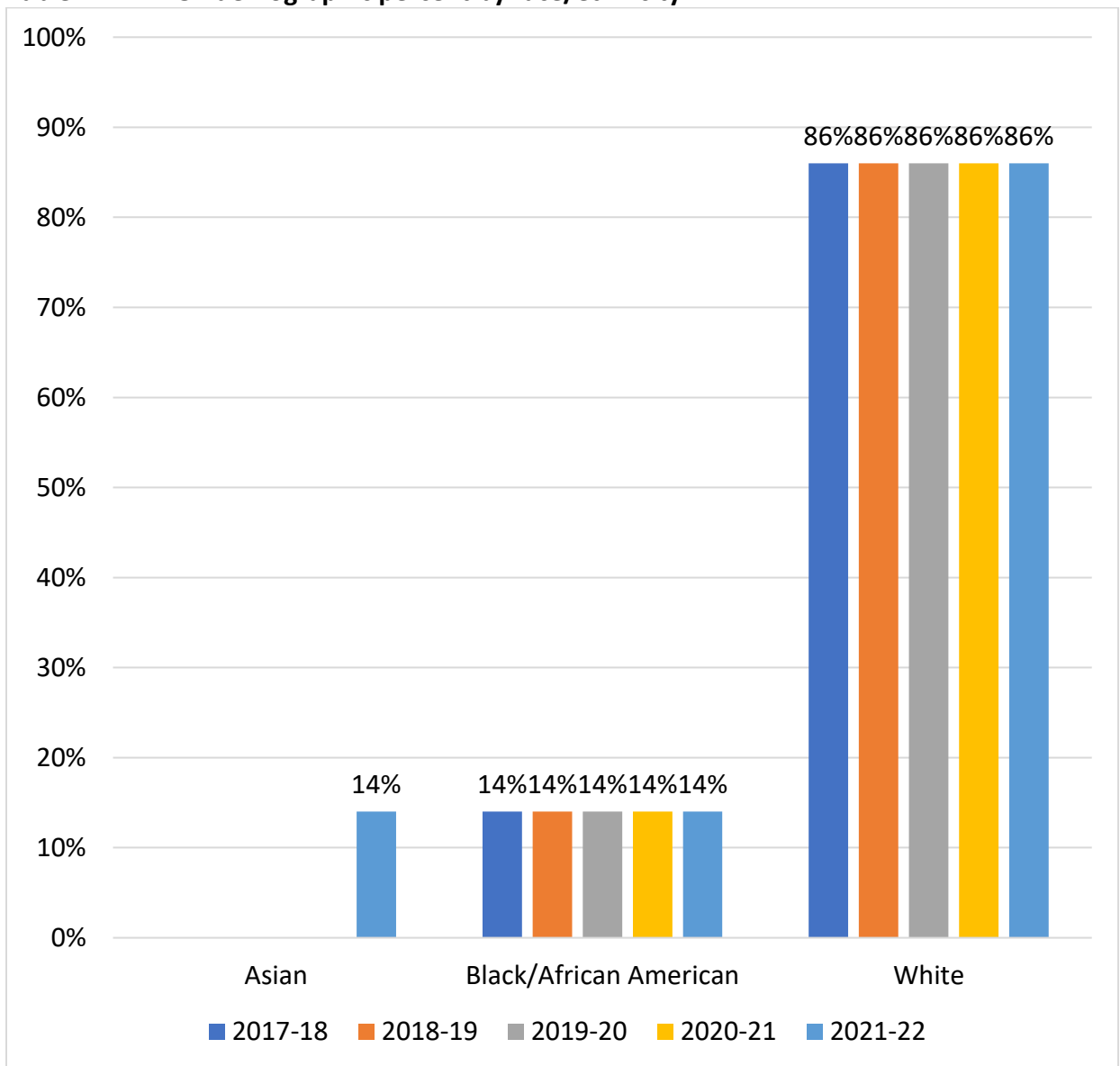


Table 2.115 BOE demographic count by gender

Year	Female	Male	Total
2017-18	5	2	7
2018-19	5	2	7
2019-20	5	2	7
2020-21	5	2	7
2021-22	4	3	7

Chart 2.115: BOE demographic percent by gender

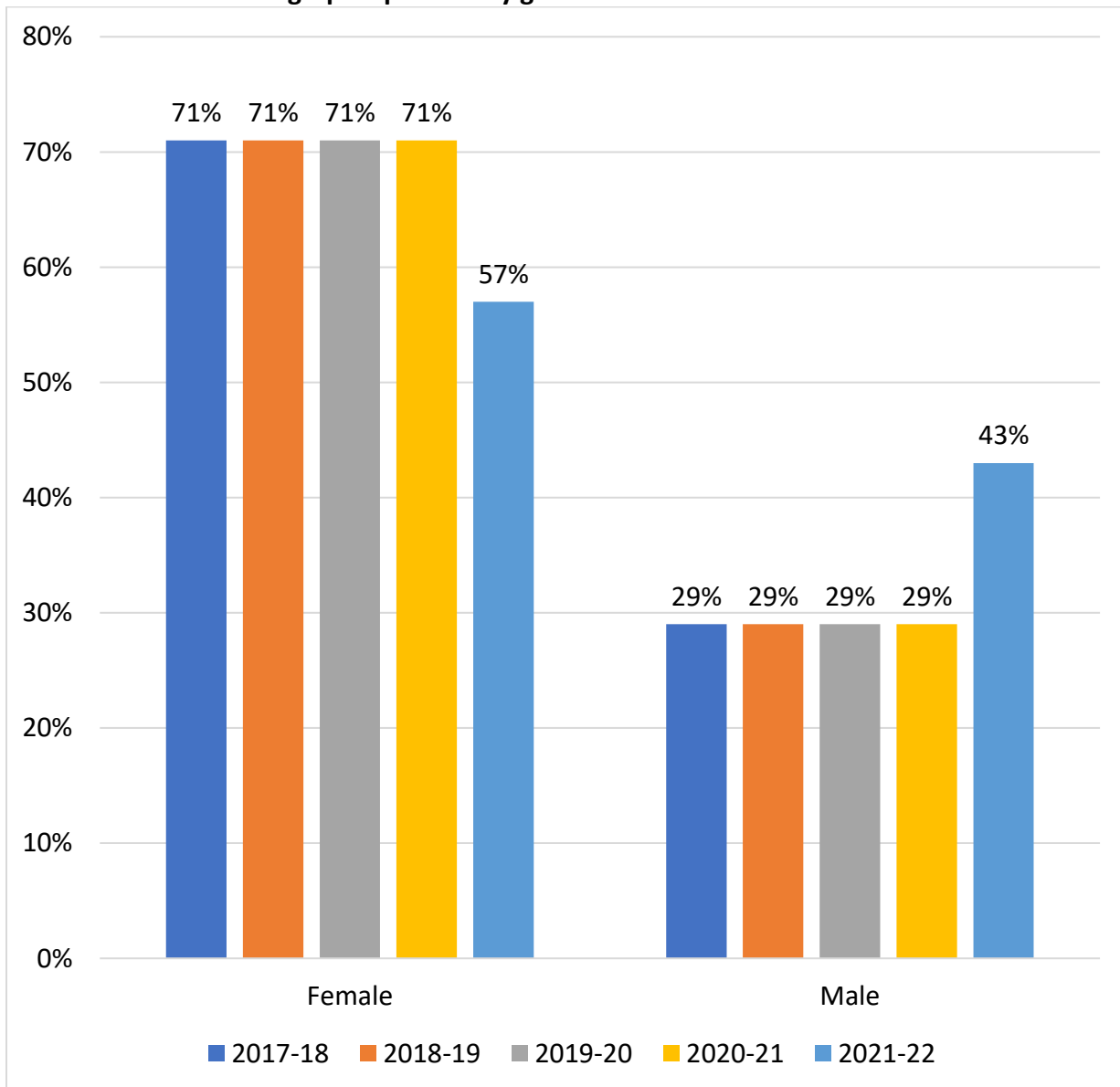


Table 2.116: 1:1 Devices count by grade level

Year	Pk-K	1 ST – 2 ND GRADE	3 RD – 5 TH GRADE	6 TH – 8 TH GRADE	9 TH – 12 TH GRADE
2017-18	351	698	1046	Not 1:1	Not 1:1
2018-19	354	647	1002	Not 1:1	Not 1:1
2019-20	347	665	1001	Not 1:1	Not 1:1
2020-21	288	614	889	855	1128
2021-22	362	643	906	884	1125

Chart 2.116: 1:1 Device percent by grade level



Table 2.117: Percent of languages spoken by ELL students (not including English)

Year	0-15% Home Languages	60%+ Home Languages (no languages where 16-59% are home languages)
2017-18	Arabic Bengali Cambodian (Khmer) English Farsi (Persian) French Hindi Ilonggo (Hiligaynon) Indonesian Italian Japanese Lao Mandarin (Chinese) Nepali Other Pashto (Pushto) Pilipino (Tagalog) Portuguese Q'anjob'al (Kanjobal) Russian Swahili Turkish Urdu Vietnamese Yoruba	Spanish (62%)
2018-19	Arabic Cambodian (Khmer) English French German Hindi Indonesian Korean Lao Lingala Mandarin (Chinese) Nepali Other Pashto (Pushto) Pilipino (Tagalog) Portuguese Q'anjob'al (Kanjobal) Russian Swahili Urdu Vietnamese	Spanish (68%)
2019-20	American Sign Language Arabic	Spanish (69%)

	<p>Cambodian (Khmer) English French Gujarati Hindi Indonesian Japanese Korean Lao Lingala Mandarin (Chinese) Nepali Other Pashto (Pushto) Pilipino (Tagalog) Portuguese Q'anjob'al (Kanjobal) Swahili Urdu Vietnamese</p>	
2020-21	<p>American Sign Language Arabic Bengali Cambodian (Khmer) Chin (Haka) English French Gujarati Hindi Indonesian Japanese Korean Lao Lingala Mandarin (Chinese) Nepali Other Pashto (Pushto) Pilipino (Tagalog) Q'anjob'al (Kanjobal) Swahili Telugu (Telegu) Vietnamese</p>	Spanish (73%)
2021-22	<p>Arabic Bengali Cambodian (Khmer) Chin (Haka) English French</p>	Spanish (74%)

	<p>Gujarati Hindi Ibo/Igbo Indonesian Korean Lao Lingala Mandarin (Chinese) Nepali Pashto (Pushto) Pilipino (Tagalog) Portuguese Q'anjob'al (Kanjobal) Russian Swahili Turkish Urdu Vietnamese</p>	
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Section 3

As mentioned earlier in this report, focus group responses were analyzed and categorized into the accountability framework – *Five Strands of Systemic Equity*[®]:

- **Systems:** To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.
- **Teaching and Learning:** To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.
- **Student Voice, Climate and Culture:** To consistently seek students’ feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.
- **Professional Learning:** To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.
- **Family and Community as Agency:** To partner with families and the community for authentic opportunities to serve the students, the school(s), and the district.

Responses that aligned with districtwide or building wide decision-making such as policies, programs, procedures, processes, and personnel were categorized under **Systems**. Responses that correlated with instruction, curriculum, assessments, culturally responsive practices, and academic programs were categorized under **Teaching and Learning**. Responses that aligned with student behavior, discipline, adult-student relationships, SEL, trauma, restorative practices, climate and culture among student and staff were categorized under **Student Voice, Climate and Culture**. Responses about professional development and growth were categorized under **Professional Learning**. Finally, responses that aligned with family and community communication, engagement and empowerment were categorized into **Family and Community as Agency**. Various quotes from the focus groups were extracted and identified for areas of strength and needed improvement. Any identifying information was removed.

FOCUS GROUPS

Quotes from the focus groups themed under **Systems** were extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From students

- “I feel like we have more diversity in students than teachers and that influences your experience. We might have different people teaching but 90% of teachers are still White.”
- “If you want to play an instrument and don't have money to play it, you can get help. Same with field trips. There are people that can't pay.”
- “For the high school, I don't know who hires teachers, but they don't listen to the students when it comes to keeping the teachers. My favorite teacher stayed for about three and then she left so we're not really good at retaining teachers.”

From staff

- “When I hear diversity, I think of different cultures, genders, races. When I hear equity, I think having access to which looks different for each individual and not doing things on a grand scale like everyone is alike. When I hear inclusion, everyone in the room feeling comfortable and safe to share, learn, and participate.”
- “Individually DEI are words that are supposed to be about the individual person. Diversity is the recognition of what's different. Equity is simply put fairness. Inclusion means all. Individually that's what it represents when it comes to my mind. Together, it's the ideology that when these words come together so do people. At least that's the optimistic view.”
- “The dress code at middle school is wonderful. It changed years ago. It is inclusive and embraces styles, cultures and ways students show themselves as long as long as not dangerous to self or others. Most elementary schools have sexist and culturally awful dress codes. For example, a student can wear spaghetti strap until third grade. Students can't wear durags and a hat. People get in trouble for hoodies too. But, in middle school and high school, students are allowed. We changed it so it's more reflective to students. No school should send students home for dress code violations.”
- “We talk about DEI, which is good, but it leads to negative part of it. When talking about it, mostly as it relates to race but not to other groups or identities and feel like that's the only piece we talk about when DEI specific.”
- “Our school district has a done a good job of hiring POC compared to other school districts. We are also doing a better job of POC in leadership and not just leadership in schools but also at central office. That's something to be proud of and proud to work in the school district. I've talked to students, and they see that too. Students have more opportunities to see themselves. I notice that we have a lot of support staff of color and that's where you see the most POC, in our non-certified roles like school hall monitors, lunch assistants, teacher assistants, and substitute teachers. If we unionized them and provided them with intentional training, then they wouldn't get so burned out and feel like we support them at front end. We can offer mentoring programs. Also, affinity groups are great however not

paying the people leading affinity groups is systemically racist. Making Black and gay affinity groups but not pay them for their time. We have to not get just marginalized people here but keep them here.”

- “We need more specialized staff. I can’t think of one classroom in my building that doesn’t need a TA. We need continued social work services too.”
- “Hiring more staff to shrink the class sizes will help with pulling up students.”
- “I don't think students should pay for things like school dances, or going to games, or yearbooks.”
- “If students want extra milk or juice, I don't think students at any time should pay for something if public school is for everyone then everything needs to be accessible to everyone. That will close up the gap. If it's equitable, that's what we need.”
- “I would like to applaud the school district for going deep into the discussion of equity but also like to see changes in the policies and procedures. I would like to see equity reflected in policies and procedures and not have to fight for it every time.”
- “For this equity work to not be in vain, we need to be transparent, intentional about what our goals are and make them tangible. Are we trying to narrow the gap suspension for Black and Brown students? What are we doing? What are we creating? How are we ensuring people are doing the work? That the work is supported. Make sure students know we're doing the work and being transparent about it. I am concerned that once the Equity Audit is done, then what? I don't want it to be another review or document that is put on the shelf. When heard audit was unsure because hear judgement. We know shame and guilt follow judgement and when feeling shame or guilt not in the mood to do the work. We share out what we learned but want to be intentional with goals for moving forward.”
- “Equity doesn't look the same and true inclusion where everyone feels included is intentional. Our best practice research is that being in one space can be achieved if in one space but currently not equitable because not in the same space with grade level partners, so students have equitable space where feel welcomed and celebrated.”

From families

- “Equal opportunity for everyone is important to DEI. If there is an opportunity for teachers or authority figures to provide opportunities to a student and not make assumptions about students, it can increase equity.”
- “Diversity has positive connotations in the community too and it is something that we talk about a lot about in Urbana. We talk about percentile that are foreign born and a lot of excitement that comes with being on a diverse team. Lots of positive associations.”
- “Being fair, treating all students equally, having the same expectations for all students is equity to me. Also, how expectations are met for differences. Inclusion to me is being treated the same as a disabled student the same as a neurotypical student. Same with African American students, gender neutral students, all treated as people and not as labels and being treated together.”
- “DEI to me is for the students to feel valued and for parents to feel welcomed.”
- “Equity doesn't mean you take from one group and give to another. Everybody gets what they need like more intervention.”

- “Equity to me is having IEPs blown up so it is readable. Handouts can be helpful.”
- “Inclusion is intentional, and it doesn't just happen because have diverse group.”
- “Inclusion has to be thoughtful, purposeful. It needs to be proactive not reactive.”
- “What I like about my school is when I see male teachers. It matters to a lot to the students especially to the students that don't have father figures or adult males in their lives and home.”
- “I wish class sizes were different especially at middle school level.”
- “My son’s elementary class is of 26 students. That’s a lot.”
- “I like the way they include parents in the hiring committee.”
- “When people talk about neighborhood schools in Urbana, they are not. One school is walkable and primarily a high-income demographic. I live in area that is equal distance to two schools, and is low SES, primarily African American and public housing, and the rest are mixed or Latino. There are maybe two White families. We get bussed to one of the majority-minority schools that is majority African American. The idea that we are neighborhood schools is ridiculous especially because bussed in the schools. We don't get luxury to say neighborhoods schools. Same with Dual Language students in those programs. If we truly are neighborhood schools, there are severe inequities of who has access to Dual Language program. There is disperse income. We have fifty percent of White population opting out of school district. Vast majority that concentrate in area. Only five percent of the Black population is in the Dual Language program. We have the ‘poor’ school and there are several issues there. I wanted to advocate for Dual Language program, and this is about equity, and we have these two schools where eighty percent of population are African American and do not have access to Dual Language program.”
- “Hard to know if and when voice useful. Pitting of Black and Latinx families against each other. Marginalized people against each other is so pronounced in the Dual Language program. Dynamics that come up especially when which school to pick, it simmers in the conversation about behavior issues at the middle school. A dynamic that we need to confront too.”
- “I'm a new school district parent and my son is a second grader and was in Kindergarten in Zoom. I thought my student’s school was welcoming but we've gotten caught up to the Dual Language debate and according to testimony, it isn't as welcoming to Latine families. I've had welcoming experiences, but it hasn't been true for all.”
- “I would have an assumption that we do not do a great deal of equity when have such segregated schools. Even though on paper, we’re diverse, have economic diversity, and educational attainment diversity.”
- “We have segregation at elementary and then all mingled at middle school, and some students are not as prepared for the volume of diversity.”
- “Our biggest challenge is accountability at all levels and among all stakeholders.”
- “I am excited to see end result of Equity Audit and will come next.”
- “I am thankful to have a seat at the table about equity in the school district. I’m doing this for my students and other students.”

Table 3.1: Focus group themes aligned with SYSTEMS			
Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Districtwide policies, processes, procedures, resources, and equity-focused decision-making	students	-financial support provided for students	-lack of racial diversity among teachers -retention of teachers
	staff	-understanding and support for DEI -dress code at middle school -hiring of BIPOC staff -affinity groups and spaces -willingness to engage in DEI discussion and work	-absence of collective bargaining benefits for classified staff -lack of compensation for affinity group facilitators -the need to hire specialized roles -the need to hire more teachers -fees and costs associated for certain privileges -communication and transparency around equity goals -disconnect between dual language and monolingual classroom staff -possibility for dual language programming to be restructured in another building
	families	-understanding and support for DEI -hiring of male teachers -inclusion of parents/caregivers to participate in hiring process -diversity of schools	-need for smaller class sizes -disconnect and polarized views/experiences around neighborhood schools, redistricting, and dual language program accessibility and participants

Quotes from the focus groups themed under **Teaching and Learning** were extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From students

- “I wish I had a math teacher. I feel like haven't learned anything in math since 6th grade and I’m in 8th grade. Last year, the teacher wasn't very good and this year, the teacher quit. We have a sub right now.”
- “The subs don't know how to teach, or they give us 6th grade worksheets to do in class and we're in 8th grade.”
- “Teachers that aren't able to read social cues or don't respect them or respect of students’ 504 plans or specific needs. Teachers have been told not do something, and they continue.”
- “Just yesterday my teacher asked us what we think about school and asked for our opinions. We said how the curriculum can be better.”
- “In some classes, the activities that we do I am able to understand because of the way the teachers explain things but other times, I’ll ask for clarifications and get the same response. Some teachers don't help you by explaining it in a different way. They are set in their ways and don't necessarily make a change that helps students understand.”
- “For me, I don’t really see myself in the curriculum since I am Cambodian. Only time learn about Cambodian culture is with people outside of the school.”
- “I see myself in the American history and English, and in American Social Studies. When talking about Black people, slavery, reconstruction, we only read trauma-based stories and don't get to learn about Black excellence and joy.”
- “When learning about Black people, it's always slavery, segregation and never good things of Black people.”
- “We only learn about MLK and every time and not learning nothing new.”
- “The only people that teach us Social Studies are White teachers.”
- “The education system is very much Whitewashed. The teachers are White. How as POC are we supposed to learn true culture, history if not being taught to us correctly?”
- “I realize the stuff they teach us is repeated. When I went to a college thing, I got to talk about African American studies with an African American teacher. He told us way more in college than high school. Why learn more history about myself in high school than college? Not everyone goes to college. Why have to go somewhere else to learn about my culture instead of learning it in high school?”
- “How many times heard about Holocaust? It's weird. So many things repeated.”
- “We spend time learning about wrong stuff about our history. If they take time to teach us Algebra extensively, they can teach us something more valuable.”
- “When I see myself in curriculum and books, I pay attention more. “
- “They keep teaching us about Christopher Columbus. How many people actually know about Malcolm X and what he did?”

- “If people who live here would understand how hard it is to leave their country. Just to live. To get a better education. They don't have people that can speak English or access to college because supporting my family. They don't teach that in the curriculum and should.”
- “The 2024 class brought dual language (DL) program to UHS. They took our rights to have electives classes if stay in DL program because Spanish classes have to take as elective. It's not fair for people, for their future.”
- “We are not only learning the same content as everyone else but also learning in both languages.”
- “We should get more credits than monolinguals students because we have to learn the content in two languages.”
- “The school should have translators. There are students that have specific languages and no one here to explain it. Some students don't even know basic Spanish. If able to explain to the students that haven't mastered Spanish, it would help because teachers are unable to support it.”
- “When it comes to teaching material in Spanish and the grammar is not translated well so we will learn less than a monolingual class and that's not fair.”
- “It's important to have that representation in the curriculum. It's more important than people think.”
- “I like that we have a choice to choose our electives. I like that school is more open with space and layout.”
- “My freshmen year during Covid, we had a sex ed unit in health and I could tell they were trying to be trans friendly. It was not done well, and it did more harm than good for me. It was difficult to be a part of it because there were things they could use with trans friendly terminology and respect. They made an attempt, but it did not really lead to it. So far, especially gender wise, not in the curriculum of what they are teaching. At the beginning of the year, they put emphasis on pronouns and names to go by. We could inform teachers. That's important and glad people are making steps to try and be more inclusive.”
- “Other than learning about racism in history class that is the only time learning about my background as a Black person. I don't see LGBTQ+ at all in the curriculum and never heard anything about homosexuals. I've only heard things about homosexuals were included in the Holocaust, which is bleak information. There was an exception in freshmen year with a teacher, who sadly is not teaching here anymore, had a whole unit on queer and trans people that made a difference. I believe during PRIDE week that teacher was intentional and focused on intersectionality. It affected me as a freshman and helped me find who I was as a person. He had a wonderful experience with students because he genuinely cares about the students.”
- “There was a book slide show about trans person as main character, and it was nice to be centered.”
- “We haven't read many books in ELA yet as focusing on writing right now which is sad because I like reading. I am seeing myself in library books recommended by my ELA teachers.”

- “Half of the teachers were not taught multiple ways to teach, and half of the students have a learning disability or teachers teaching it the wrong way. There are so many ways to pass and not learning anything.”
- “I feel like the curriculum is about White people.”
- “We set low standards for the quality of teachers. They cannot necessarily teach us. What they bring to the classroom is not a healthy environment. Actually learning, standards are pretty low here. I think that it has gotten better but we also still have a lot that we can change in an effort to make it easier for students.”
- “My [extracted] teacher needs to control the classroom and tell people to shut up. It’s really loud and I can’t learn in that class.”
- “I don’t care about UHS anymore. I think adult education is a lot better. It’s peaceful, more positive. People that come here have maturity. Not a lot of cliques. No bullying. You are here because of choice and time to grow up. I like that about the school.”
- “At UHS they teach you things that don’t connect with you. I feel learning here is much more relevant.”

From staff

- “For students whose first language isn’t English, there is some supports in place. I see a lot of teacher assistants that speak their languages a lot of the time. But more can be done to support those students. Teacher assistants are not enough.”
- “Over the years, we’ve had a special education team that worked well together and sometimes we go back and forth disagreeing, but the goal is always to be in the interest of special education students. Secondly, we have a current principal that really puts in effort to meet the needs of students and families by asking questions of people in the building and thinking about the best way to help in a particular situation. We’ve done a good job with trying to engage families.”
- “In one building, we have five SPED contained classrooms, and it is outdated. Its approach to serving students does not serve students well. It’s a school within a school. It’s not well supervised by anyone who specializes in intense needs of students. Teachers are overwhelmed. Students difficult to serve with multiple disabilities, autism in particular. A lot of complacency that is seen, like we got them in a classroom, not sure who is monitoring or making any improvements in how they are served. The school district as a whole is overwhelmed from administration down. There is a lot of ways to serve our students better.”
- “I’ve been at my school for several years. I’ve seen 21st century slash program, free after school for all students four days week, 24 weeks per year plus free summer school, and pulling students to do academic and enrichment that may not have access. We don’t have those grants benefiting students the way they used to so now tutoring but different and impacting fewer students. Getting that back somehow through partnerships with city, park districts is something to consider.”
- “Through SIP saw that as focused on reading and math, from presentations scores have been improving. I don’t know what is happening in the classroom to make it happen, but things are improving. We continue to over identify Black and Brown boys for SPED and self-

contained programs. As long as we continue to do that, then general education support not provided, and we push these students away from their peers.”

- “The math department piloting new program based on an entire open-source curriculum. A positive is no homework so no different in access there. Workbooks in the classroom. Don't bring it home and for students that don't have access to safe, quiet or normal space to work in at home, they don't have to worry about falling behind from peers because of these difficulties. It is word dense and relies on prerequisite language so students that have reading trouble or lower reading level or not a full prior education, it's a bit difficult for them. It's especially difficult for ELs students because so word heavy and dense. There are positives and negatives.”
- “My school previously issued homework detentions for those that didn't turn in homework and not OK for many reasons. Mainly a lot of students that needed to go home by certain time for their siblings or someone who rides the bus, or family has to figure out how to pick-up students. We did a whole school poll on punitive measures to find a way of no homework detention or get homework helper available after school. Students can get help and now grades K-2 don't send homework home because people at home may not support or other there are other things students could do at home such as talking to family and helping at home as life experiences.”
- “We've closed the gap by moving toward standard based grading that have been historically racist and traditional. If look at the history of grading, it came after the Industrial Revolution as schools were created to help you get ready for work but then as jobs weren't only in the field, you started to see people have selection processes. We're doing better as a community moving away from weighted classes of accelerated learning and moving more like colleges. In a couple of years, college will get rid of ACT or standardized tests, so they are not an end all-be all for college entry.”
- “We did close the gap as far as getting away from standardized tests and having more assessment-based learning. Tackling each student as an individual rather than clumping all students together and that's where we're working to close the gap. Work needs to continue and get better at it as well. Things we can do to close the gap is we need more tutor-based staff members that can deal with more 1:1 small groups or instruction. Students need that and not only SPED students but students in general education classes need it as well. Even in colleges, people have tutors. People get help and go to community colleges because big university might not be ready yet. It provides space to have different learning environments to help close the gap swiftly.”
- “I can't think of any examples of how the school has closed or narrowed the access and opportunity gap if being completely honest. Considering Covid, the gap has widened further. Areas to consider to close or narrow the access and opportunity gap would be to look at Black and Brown student data. By data, I mean how many students have smart phones and how many don't. The reason I'm bringing up this up is because in this day and age, students rely on information from their phones. That's a fact. When they don't believe their teacher, they go to Google, but Google doesn't give you all the information. The quickest answer, yes. That's where students are looking for the quickest ways to get things done, quickest way to answer questions. The easy way out. This correlates because students would rather read what's on the smart phone than what's in a book. Those

students who don't have them rely on other people's smart phones to get the information. Looking at data with students who don't have smart phones or aren't on social media, what are their grades like? What are their literal lifestyle choices? How can we incorporate how the students are learning today in the classroom? A smart phone doesn't have a race, gender, class, SES, etc. but it's the most accessible piece of technology that anyone can have information directly to them. I have to be able to consider that as part of their development. Also, I want to add that calculating or gathering data around students to teachers or students to administrator relationships is critical because if the teacher doesn't have relationships with student, students won't give effort in the classroom. Similarly with administration, all in all the data that we can look at how this relationship and how technology has transformed classrooms is one way we can look at narrowing the gap."

- "Equity has always been something at the forefront for me. When I originally started, I was a SPED teacher, and it was very important to me that my students felt included and a part of the classroom. When I think of equity itself, it is thinking about how to differentiate something. It's on me. Thinking about how I am now in a general education setting, I look at all the students in the classroom and look at ways to be able to see themselves. I think about providing experiences and it's weird how many new things are able to be changed in the classrooms. I try different approaches to teacher in a way so every student can feel a part of it. Some people say I am an overthinker and planner because of it but that helps a student feel connected. When students feel connected or relationship with the curriculum or with the classroom setting, it makes a student want to be in your classroom. They participate in the materials because it creates intrinsic opportunity for them."
- "When dual language first started, we didn't have resources and when students learning in two or more languages, need more language learning support and not just literacy support. Sometimes lack correct intervention for our students."
- "The priorities that we have to manage if have all these students coming from interventions, we can't help all students. We should be helping because not enough support so only gets to help certain number of students when we wish we could help more."
- "We have been fairly good as teachers and staff at giving input about things we need. Every year, I've been here and asked for scope and sequence in dual language and apparently monolingual programs as well but never make progress. We're asked to work on things we don't care about, so it doesn't get attended to. I hesitated participating in this focus group, because I wondered if this was another thing they wouldn't take seriously. Also, I've had students in the classroom that have been on the autism spectrum and if have anxiety, motor issues, we spend hours trying to explain to people that it is ok for these students to do things differently. If the student is tapping on every locker while walking in the hallway, they may have high sensory needs and we need more education on that because you see the look on teachers' faces. They look at that child and roll their eyes. They may say that we're not doing X, Y, and Z or don't have enough boundaries. The frustration doesn't go away. We're better with Black students and working on with different languages but with our special education students, we're still very behind in how we educate classroom teachers on how to work with those students. It's not a good system in place to help understanding. Special education teachers don't have time, and some have never been in the classroom full-time to know that classroom complexity."

- “There are a lot of gaps that have not been closed so not a lot of things came to mind at moment that are positive. Dual language is in a program in a building and being that program, we are the second, third, fourth or etc. thought and I don't think we come first from building administration and higher up lens like central office. Not a lot of central office members have experience, knowledge, or visiting dual language programs and so feel like we're an afterthought. They don't know what dual language in 90/10 program looks like so at this moment, I don't know what ways we have closed opportunity gaps for students. Our staff has been phenomenal in providing students with resources, transportation needed, and teamwork need so that every student gets resources like gloves, coat, etc.”
- “The gaps are still so glaring; things have gotten better. We used to not have special education services in Spanish and that closes opportunity gap for students. Literacy program is more stable and some of our literacy staff are bilingual. Some materials in Spanish and we have bilingual secretaries and that helps closes the opportunity gaps. Even if it is spoken to by a nurse, someone in the office can understand. We still have work to do on what we need to close. We need welcoming spaces and signage. We need to have a curriculum that reflects language programs and not monolingual programs. Dual language staff trained in best practices but not always on the same page and might take extra time to get things done. Might mean more work involved and if don't have time, those students suffer which creates more gaps.”
- “A lot of work has been done in advocating dual language programs from one building to another. Reflecting and seeing equity issues can be addressed if in one space together.”
- “The voices of educators in dual language program does not seem to be as heard as much as voices of teachers in other programs and it has not felt equitable in that way, so we've been put on hold, and it feels like our voice does not matter in spaces.”

From families

- “I like it that they have students of different backgrounds visually represented. They know how to use their teachers in a strengthened way and how teachers address students as scholars and not just students.”
- “I like the learning we offer students here. The way our school district has a different curriculum than other school districts like the way teachers interact with students as far as differences. They bring outside material into the classroom, and different learning experiences into the classroom. I like the sports and extra activities.”
- “One thing disappointed is in special needs program. Initially there was a lot of fight and push back with nurse for my son to come to school. Eventually, it worked out. Right now, we're just dealing with hurdles with no nurse on Fridays. This year, teachers a lot more inclusive for my student.”
- “The band at elementary school that goes to middle school is amazing.”
- “My student is at early childhood and one thing impressed with is the teachers and teacher aides. They know what they are doing and are very professional.”

- “My little ones is in elementary school and has ADHD. We thought Montessori school would be better for him and it was a disaster. It's better here and they have the resources to help manage those skills.”
- “My son just started 6th grade. His 504 plan meeting with the teachers gave me specific feedback that made me feel they see him and have strategies to support him even though their classroom is way too crowded. I am impressed with the middle school teachers. They are phenomenal, and elementary teachers as well,”
- “Appreciate the teachers and school that provide students direct learning. One of my students is in the ESL program at the school. I appreciate that opportunity in whatever school it happens in.”
- “I have two students at high school and wish there wasn't two track systems - AP and non-AP courses. For example, my son was in Social Studies class during the pandemic and was asked if this was a globe or map in freshman Social Studies, and it was a picture of each. Seems outdated. I asked the administration three years ago why it takes long to develop courses. Need high expectation as not everyone goes to top college but still have access to higher education.”
- “I went here for high school. Dropped out of trigonometry and didn't fit in with teachers. I had the option to be in AP track or be in regular math. I was bored in that one and struggled in the other one. Math was not my strong suit. I would like something in the middle. I know it's hard because people on the spectrum but so much competitiveness in the AP track and not healthy for students. On the other hand, I've heard anecdotal points of opening up AP classes to anyone of interest rather than testing to get in. It raises the bar for all students and students could peer assist. There is potential for stuff like that.”
- “My daughter came from a middle school that offered high school AP to any student. My daughter is on the AP track and it's working for her.”
- “If talking about race and equity, my students who are not White are very aware that they don't fit in because they look around and don't see themselves reflected.”
- “At the middle school level, I don't see the curriculum. It's been a question I have had for a few years. Being a parent that pays hefty fees, I've seen a MAC book, but not Social Studies or Science textbooks. I haven't seen a textbook and my students have gone through elementary, middle and high school.”
- “I don't feel I have seen a curriculum at the elementary level. I get the vocab words.”
- “When I think about my current elementary and high school student, and before Covid, we were invited to come in during curriculum night. I have not seen textbooks lately. In the last two to three years, nothing like curriculum night.”
- “A lot of things that they put on Google classroom. Maybe they try to stay away from textbooks with everything on technology. There has been a struggle with getting an app. A lot of different things with lesson plans. It's very interesting and students love it. They get to engage with the lessons. I was in the art room recently and they had to design their own shoe and it's nice to see the different things they do.”
- “White identity is overrepresented. I don't need my student to be represented. I need my student to understand other identities, other facets of our identity.”

- “When thinking of family structure, I have a gay parent, so my student has a gay grandparent and do not really see a lot of representation of different family structures. As a single parent, I see things are still structured with two-parent households. In the curriculum, there were noticeable things that talked about different family structures at elementary level so seemed like they were making gesture to include different family structures.”
- “Lack of minoritized religions represented. White students are seen as privileged. There was an assumption by the teachers that we had not experienced SES hardship, discrimination, mistreatment because we are White. Feels like culture war.”
- “Certain schools are doing the Holocaust curriculum and that is not representing Jewish families and the experience of their history.”
- “Teach history beyond focusing on heritage months.”
- “Celebrating African American accomplishments is not the same as learning about African American history.”
- “SPED students have IEPs, and they are not always followed. It’s a federal document that teachers, students and parents agree to these accommodations but then they don't happen. I understand there are shortages and last year, no one was notified that there was no speech teacher so students with IEP received no speech services. Legally the school must contact the parents to notify them that there was no speech teacher. Communication and transparency are critical. If can't get a speech teacher, inform parents to get it done elsewhere. Feels like they are not being transparent so that parents don't complain. Students are seriously physically hurting self and other people because school district and IEP procedures and policies are not being followed through on. Students are labeled as the problem. Things are constantly changing, and we need the flexibility, willingness, and adaptability at school to make changes. Staff members take personal hits when bringing to their attention that there is a problem.”
- “I wish there was a life skills class for students like financial literacy, empathy, civic responsibility and career readiness.”
- “My students have a 504 and IEP. I’ve seen inequity in access to resources that they can use to address their dyslexia and difficulty working with SPED. Teachers aren't always notified. For example, every Sept 15th, I need to advocate to the teachers that my student has a 504 plan. These are accommodations that would help them succeed.”
- “I’ve heard from daughter that she has seen 504s ignored by teachers.”
- “I have concerns that every year up to parents of 504s and IEP to inform teachers because it doesn’t start day one with teachers knowing which students in the class have a 504 and IEP.”
- “We need to have high expectations of students. Students aren’t being challenged to learn at level which is appropriate for them.”
- “I would like the school district to look at literacy rates and make strong efforts to address especially among African American and EL students in Dual Language program. Use evidence-based, structured literacy practices and train the teachers. If students can’t read by 3rd grade, they are passed along. I had a teacher that voice recorded an entire book in her voice because the students at high school couldn’t read.”
- “They haven’t assessed well in identifying students with dyslexia.”

Table 3.2: Focus group themes aligned with TEACHING AND LEARNING			
Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Academics, academic programming, instructional supports, resources, assessments and culturally responsive pedagogy	students	<ul style="list-style-type: none"> -student feedback opportunities about curriculum -content instruction and learning support from teachers -inclusive cultural and identity representation in the curriculum -inclusive sex education program -academic program and supports offered at Urbana Adult Education -elective course options 	<ul style="list-style-type: none"> -lack of consistent teachers -subs not prepared to work with all students -lack of accommodations and modifications for students with an IEP and/or 504 Plan -lack of cultural and identity representation in the curriculum -overrepresentation of Black oppression in the curriculum -repetition of historical figures and events -lack of electives based on dual language participation -quality of Spanish language -need to increase instructional modalities -lack of high expectations in learning for all students -inconsistent classroom management
	staff	<ul style="list-style-type: none"> -supports offered to EL students -collaborative Special Education team -after school offerings -increase in reading and math goals as established in SIP -continuous improvement considerations toward curriculum -new homework policies -standards based grading -continuous improvement consideration toward assessment and student demonstration of learning 	<ul style="list-style-type: none"> -outdated Special Education spaces of self-contained classrooms -over reliance of technology impeding instruction -need for increased instructional supports for neurodivergent students -lack of staff knowledge regarding dual language program

		<ul style="list-style-type: none"> -inclusive cultural and identity representation in the curriculum -an increase of customized supports for students in dual language program 	
	families	<ul style="list-style-type: none"> -inclusive cultural and identity representation in the curriculum -differentiated learning for students -strong music program, early childhood program, Special Education teams, and EL program 	<ul style="list-style-type: none"> -lack of consistent classroom supports for students with an IEP -AP tracking system and offerings that is preventing/reducing student access -lack of cultural and identity representation in the curriculum -over reliance of technology -lack of accommodations and modifications for students with an IEP and/or 504 Plan -lack of executive functioning learning skills for students

Quotes from the focus groups themed under **Student Voice, Climate and Culture** were extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From students

- “A good thing about our school is that it's very inclusive. Different clubs for people.”
- “I know some schools struggle with bullying and here it is not tolerated. It's refreshing because a lot of students don't know how to handle such situations.’
- “I like the diversity.”
- “I like how we have a good diversity of people but wish that we had more clubs to join. We need rules at school but wish we didn't have as many to remember; others set in the middle of the year like last week we got one and I know that we need them to help behavior but wish staff understood that students need to know why we need certain rules. We're just expected to follow them.”
- “I like diversity. One thing wish was different is that we all got along because a bunch of fights.”
- “We have a lot of diversity. A lot of skin color is not just Black or White. What I wish were different is if we had cleaner, better bathrooms.”
- “I like the theatre and music program in general. Like the fact that it is more diverse than schools in the area. I feel decisions are made not based on what students or teachers specifically need, but by the school district. They are not in the classrooms and decisions are made by them.”
- “A lot of the school rules are made by the administration not in the schools. I know it annoys teachers and student and it don't make a difference.”
- “I like the sports program. They’re pretty good, tennis team specifically.”
- “We have a lack of advertisement like clubs and events. They are posted with flyers but don't announce different clubs. They won't say if male or female so don't know.”
- “They don't advertise concerts.”
- “For theatre, it's theatre people promoting the theatre and we don't get everyone who might be interested.”
- “A lot of communication is student based. A lot of people don't know about Black or Hispanic clubs. Have to spread the word yourself.”
- “I didn't know African American club existed until last year, until a friend told me about it.”
- “We have certain clubs for certain people to give safe spaces but problem with that is when let other people in those safe spaces and now these safe spaces aren't safe anymore. For example, with Black History Month and Hispanic History Month last year, there was a certain White person at the assembly, and she didn't understand cause, purpose. She wanted to be there to say that she was there to help and when tried to explain, she alluded her White savior complex, white guilt.”
- “Being in an African American club for African American students so having White people there trying to join, doesn't make sense to me. It’s not like the White people there want to be in the club to learn.”

- “Being a White person in a Black safe space is making it self-centered. I had to apologize to her because she was crying. It's not a single experience. I never understand how it feels to be in an AP course. Being the only Black student and I will never understand White person point of view.”
- “I like that the teachers here are very willing to help students as much as they can. A lot of the teachers are ethnically diverse as well. It's becoming more diverse. The teachers contribute to you wanting to be more involved and stepping up.”
- “I wished the adults listened to students more or whoever makes rules. Right now, we have a hallway rule going on that if in hallway without pass after passing period or during class, you will get sent home. But some things take more time than usual. They want us to stay in contact with teachers but that takes time, or we may have an instance, as women, during passing period and have to go to washroom. By the time finish and if I don't feel comfortable telling you, not going and can't return to school until I have meeting with parents. If my dad is working and I miss out on school, I fall behind, I can't go to games. It's very inconsiderate.”
- “I wish the hallway monitors would stop following us and they keep following us to see where we're going because we don't have access.”
- “I like the extracurriculars here, like theatre. It's a welcoming place for me. Some of the teachers are really chill, and some are not nice. I don't like how much homework we get and general classwork. It's a mental thing for me as it takes me time to process, and it can get difficult when things pile up. I don't like how they send students home if they don't have a hallway pass during class time. I know it's important for students not to wander hallways but sending them home is not productive. I know why they are doing it but it's insensitive to student needs.”
- “One thing that I don't like is that freshman and sophomore can't go outside for lunch. I don't like being too close to anyone. Covid is still going around. People don't have masks on when they are eating, and people can't go outside to eat.”
- “Last time we tried to take things in our own hands and had an unplanned event. Then, they take credit for positive change.”
- “We wanted to make statement that administration is not taking action when people harassed in the hallways, so we walked out. Then administration took it over. Made it seem like it was their idea. Forced us back inside. That's not protection. It was upsetting. They weren't listening to us.”
- “They took our signs for protest and ripped them up even in places that typically allowed to put posters.”
- “Some students used the walkout as an excuse to skip class. I can see where that is bias. We were bringing up serious concerns. We weren't being heard. It was upsetting to see.”
- “I like the library and band program.”
- “I like how the library gets a lot of different books.”
- “The bathroom is a problem because there is always graffiti in the bathroom.”
- “The bathrooms are filled with students but just standing near each other and not doing anything.”
- “Students take pictures or film other students. Mostly during fights.”

- “The school lunch is a problem. It's not good. Really small portion.”
- “Some student is going to beat another student for juice.”
- “The only think I like about school is seeing my friends.”
- “I like some of the teachers because once when I was sad, one of the teachers asked why. She listened to me and gave me a hug.”
- “I don't like the teacher's attitude. They get mad easily and scream for no reason.”
- “Teachers yell at us and don't let us talk back.”
- “Some teachers are rude, and I talk back because they are rude to me, and if they are nice to me, I'm nice to them.”
- “I wish they were stricter because there is a lot of bad behavior.”
- “I like the education center. The open schedule because I have a job and being able to work at school and get to my job, it's perfect.”
- “They teach us real life stuff like budgeting at the education center that they don't teach the high school.”
- “I like the alternative here because the classes and campus are smaller at the education center.”
- “What I like most about my school are my teachers. They are really nice, but I have heard from my friends that they don't have the best teachers. I think it's because they are not really nice or it's a boring class. I wish we could sit where we want to during lunch because right now, we are divided by team sections, but the purpose of lunch is to socialize and not be with everyone's friends on the same team. You risk lunch detention if want to sit with friends.”
- “A time I felt unwelcomed was I when in predominantly White classes. They think you're stupid. They say we're learning about so-so, and another student will ask you, 'Do you know X?'"
- “In my AP class, all the Black people there were either in the back of the room, or a clump of four Black people at end. I noticed it when partner work. It's always Black students together.”
- “I feel like teachers see our actions different than White students. When White students talking as opposed to Black student, we might be louder. I had a teacher that changed seating arrangements because we were accused of talking too much.”
- “I was in class, and she gave us a paper. All the White students were fine, and she walked up to the Black students and asked if we understood it.”
- “There is a teacher that still gets my name mixed up. I'm the only other Black student in the class.”
- “There are some teachers especially in the arts that provide a welcoming space. A lot of teachers this year. They are more lenient and respectful especially as my identity as a trans student in the classroom.”
- “Most of my teachers have been respecting my pronouns and I appreciate it. Teachers are using the pronoun ‘they ‘in front of my parents. The only homophobic teachers I had is the [extracted]. He discriminated against a lot of people, and it was not a safe environment in that class. He's not a normal teacher. He's very opinionated and he can prevent you from

getting your [extracted] if he doesn't like you. He's been reported several times and the school does nothing about it. He keeps doing it beside warning."

- "I know that teacher. He's not willing to listen to opinions other than his own. No debate about it. He goes off the ramp about political stuff. Rants about how masks don't work. He says PE needs to get rid of mental health. He says since he has been pulled over by the police as a male, White person, there is no racial profiling. That it's not a thing."
- "One of my friends was frustrated because school acknowledged Black History Month and not Asian month."
- "I've had various kinds of slurs used against me. The f-word slur toward gay people. An adult heard it and said to students, 'We are not using that word'."
- "With bullying, there are students that are trying to mess with you for fun. Happened to me and others. Bothers me that people think ok to get on someone like that."
- "I've had people pull my mask out of my face and one guy was being really transphobic by me. Teachers were in the general vicinity and didn't do anything."
- "I've felt welcomed and included because there is a GSA club. Some teachers put out Google documents asking questions about pronouns. That is important to me."
- "We're not required to wear uniforms and what I wear defines me. I like that I don't have to wear uniforms."
- "My brother describes it as Urbana fight club rather than Urbana Middle School."
- "Some of the teachers have said racist things to students."
- "The school doesn't value my Mexican heritage."
- "There is a Halloween dance, and some students can't go because they don't celebrate Halloween."
- "I told my teacher it was gender fluid visibility week and on Wednesday, he wished me happy third day for gender fluid visibility week. That feels nice as not everybody gets to have their identity celebrated that way."
- "With track and cross country, when they include names of athletes on the board, I feel welcomed."
- "I sometimes don't feel connected with teachers because of the way they come off to you. They don't think you're able to do something so don't feel encouraged and don't feel safe talking to them."
- "I have seen a few teachers be passive aggressive with students especially when students don't understand something about the subject. My freshmen year there was a class when didn't understand something. The teacher said it once and if we didn't understand, she assumed we weren't paying attention. She was not being patient with us."
- "I have felt left out when I see my teachers talk to other students which are mostly White students. They don't talk to me."
- "I was told at tryouts that I could not play because I don't speak English but told I was a good player. I don't understand why I can't play if told I'm a good player. I'm going to school to learn English why can't I play"
- "There are no Spanish-speaking or Hispanic coaches which they need especially in volleyball and soccer which is like the dream sport for many Hispanic students."

- “I was one of those students rejected here from playing because don't speak English. The only thing good here for students is the Latino club during lunch hour because many Hispanic students can't go after school.”
- “There are a couple of teachers that are racist. Not only just language. Some teachers are racist toward me. Just ignore me. Walk past me when I talk to them because I have dark skin as a Hispanic. I get ignored all the time.”
- “Assumption that all Hispanic and Latino students are Mexican.”
- “Last week, I took an elevator with permission and the [extracted] stopped me and asked if supposed to get on elevator. I told her but was not listening. She was lecturing me and not listening to me. She doesn't listen to anybody.”
- “Last year, we had a sexual assault and rally at school. They told us it was OK at a certain date and time. Everyone was waiting by door #3 to walkout. We got out late. Walked across the street then [extracted] started to rush us back to school. We were not there late. They started threatening people about the punishment they would get and there was a video of [extracted] ripping student posters from protest.”
- “Last year, there was a student making fun of a smaller, White student. This student had a disability and I turned around and told this student to shut up. The teacher heard me, and I got threatened to be suspended for two days. I tried to explain what happened. Tried to explain myself. If I can't tell my story, how will they give me a punishment if they don't know what my side is. This was last year, and it was my first year the school This happened two months into the school.”
- “There is a classroom down the hall that is really loud because there is no control in there. The teacher had a mental breakdown.”
- “Everyone gets punished when it is individual student that misbehaves. The adults yell at everyone. They don't listen to us when trying to explain our side. There are adults here that talk behind students' back and other people hear it.”
- “There was a Panorama survey that asked us so many questions. Nothing changed.”
- “We then started talking about favoritism with budget when it comes to sports. We don't have a high budget and some sports teams have a higher budget than theatre. We don't have money for equipment in the theatre like mics, prop pieces but sports team get money for new jerseys and seems like privilege. The art club is gone because no money and support.”
- “We get graded on filling out on our planners, it's a grade in advisory class for filling it out. We have to also fill out on a scale of 1-10 how we control emotions. We're judged if moving or bounce leg when it's ordinary even if not making a noise.”
- “We have an emotional wheel and in my advisory class. We have to tell them how feeling based on emotion of wheel but hard when so many emotions per zone. It's too hard to confine emotions to the wheel and sometimes emotion so strong can't come out in words.”
- “Last year, I had a friend physically bullied and beat up by one kid. The teacher did nothing. Same student punched me, and I had to get a no contact with this student.”
- “I don't know what is happening. They don't talk to us. We are just ghosts and then they tell us to do things that we didn't know to do. We have lost opportunities because they just don't care about us.”

- “Black girls and clothing are different. Girls with big boobs, they say something to her but not other person who doesn’t have big butt or boobs.”
- “All of the teachers view Black students like we don't want to be here. Feel like running prison, or day care. They talk down to me or try to boss me around. They wouldn't do with other students. White students get ignored if do something wrong. I'm a decent student and get called out for same thing White students do.”
- “Students have asked if I’m here illegally. Maybe some people are here illegally. People joke around and not funny. Then teachers started saying we're illegal. She didn't know Puerto Rico is part of the U.S.”
- “I’ve had a teacher ask me if it was hard to cross the border even though I was born here.”
- “Homophobic and transphobic slurs are thrown around like candy in a parade. I don't think I can go a day at middle school without the n-word being used.”
- “White students using the n-word toward Black students all the time.”
- “A lot of assumptions made about all students except the White students.”
- “We have a lot of teachers that have said blatant racist and transphobic things telling student that they don’t want their opinions. One teacher said his opinion is the only right one and not interested in student opinion.”
- “Teachers constantly dead naming and misgendering students in class.”
- “We need more teachers who actually want to teach.”
- “Teachers tell us that they don't want to be here.”
- “We need more student rights. It’s not equal among teams and only one team had access for field trip. Some teams are divided by language.”

From staff

- “In my experience reflecting on my identity, I noticed that are a lot of parts to me that I am not attached to but don't hold significance to except for the marginalized identity parts of me. There are definitely aspects of my identity and background that give me more privileges, which let me get where I am now whether race, SES, gender. Those have had a profound effect on things.”
- “I had always thought about until about six to seven years ago in the school district that being on the right side of causes is enough. Now I know not enough and still have work to do. I feel like a different person after doing that investigation.”
- “Professionally, I have worked with very diverse groups of staff members. Students always helped me to reflect on how I saw myself. How can I connect with multiple types of students? That meant for me dealing with students from SES backgrounds, different racial and ethnic backgrounds and abilities. I have also worked with SPED teachers that have helped me learn more about students with learning disabilities and how best to help and serve them. That made me appreciate more of my educational experience. In the things my students struggle with and the things they do and if they get what they need. I wonder how I can help change somebody's life for the better.”
- “As an educator, I try to reflect every day in my teaching practices. I reflect on how my teaching practices can be better. I serve different roles to different students and try to be mindful of that as well and how I can impact students in the classroom. Also, how can I use

my background to serve those students and be a role model to those students. Reflect every day in teaching practices as well as in general, not consciously but in demographic role be a role model.”

- “In terms of school district, we’re very progressive in inclusion, welcoming, affirmation but still in the mix of how look and how we work to share the same mission across buildings is difficult.”
- “There is talk about having support for students in general but not really any, or a lot of action behind it, even talking about it this past week. If a student is sent home because of hallway behavior, well nice and all but does that solve the problem? Do punitive measures do much to improve the problem or push under rug? There is a mismatch between talk and action. It is noticeable.”
- “We have lip service down. Following through and being consistent we lack. No carry over between what we say and do. It hurts students with disabilities, Black and Brown, our EL students, LGBTQIA+ students and families. It seems that what we want to do is check a box and say doing this thing but not actually implement so looks good to families and community but in actuality it is not happening. From a building point of view, there is a focus on equity as it relates to race but when we bring up other groups in terms of students with disability or LGBTQIA+, it is not treated with the same amount of time, support, and energy. When district thinks of equity, it tends to be race specific and not other identities that we need to consider meeting their needs as well.”
- “One way school does a good job in meeting the needs of students is recognizing that students have different learning needs. Another way is hiring staff that reflect student population. Finally, the school focuses purely on restorative practices and mental health, which is great. In terms of improvement, one way is the school having better relationships with the students. When I say better relationships, it is not judging them for their choices, and another way the school can improve is by following through on consequences and awards. Staff morale needs to be improved so the relationships with the students can improve therefore the whole building as a system can improve.”
- “There are really wonderful people who work in our school district trying their best. I see and appreciate it. One example of a way we are not meeting the needs of our students is that many of our students need to talk to process what is happening around them. Emotions, academic content and relationships - talking is a critical component of their thinking and what I hear from administration and teachers is shutting students down. Telling them to stop talking in a variety of manners, and it’s sometimes condescending. They’re not making space for students to talk to each other, and they defend those practices saying that’s the expectation. It’s not fair. Teachers go about communicating with students in a dehumanizing way. Telling them they don’t have a right to talk. I see that as a big problem.”
- “I came in at the cusp of restorative practices. It helped students to communicate more effectively with one another and not be so quick to anger. Students worked to try to understand how others felt and as we implemented more, fights going down because students able to effectively communicate with one another instead of getting angry and

blowing up. But then pandemic happened and now we don't have a team to help students effectively communicate in a structured way.”

- “In cases where I am different from students, I try to remember to be humble, listen and not pretend like I do understand or have answers but can direct their attention to people who might be able to help with issues.”
- “We have failed the LGBTQIA+ community over and over again. It shouldn't matter what school go to, to be accepted and our upper leadership has not provided the leadership. Our school district needs to make sure that all schools required to at least have basic amount of education, responsibility, and conversation around queer identities. The school district has caused harm and continues to cause harm. The students at the high school can't find a bathroom to use, and they do not make school accessible. I don't know about middle school but at the high school, it's not enough, and we have to call it out.”
- “There was a student that was nonbinary and was dead named in school yearbook. It was reprehensible.”
- “Our school is good at emphasizing the whole child. Everybody is somebody and we help students feel valued. Strong emphasis on it and especially in recent years, more acceptance and celebration of honoring where our students are and not as separate from monolingual program. More efforts have been made to bridge with monolingual staff. We try to advocate for dual language students if have knowledge, but we cannot always place it on dual language teachers and staff. When look at literacy data, it's red. We've had conversations, we look at background languages of our students who are EL and native English speaker, we celebrate progress especially when native English speakers progress in both languages, but it is not the same recognition for other students. We have signage, access to resources more than in the past as dual language program but school is a very monolingual space.”
- “I've seen grown from nothing about dual language program and we were learning but have come a long way. More people who know what we're doing and interact with students in a positive way. Huge strides made, and yet still feels like a monolingual, separate space. Students have commented on it too. They hear comments about dual language students and 'those kids'. There are people who Othering dual language kids and we need to pay attention to it. I know there are ways we can better meet student needs in dual language program but barriers like monolingual expectations, building and district level differences and state mandates prevent it otherwise.”

From families

- “My students’ school is welcoming. Principal is approachable. Greet us and our children. The energy in our school is very good, positive. Morale going up with onset of new school and trying to come out of Covid. It’s really heartwarming to see a lot of different cultures. The optics feels welcoming to me, whether it is or not. I can't speak to it but know seeing other cultures appear is welcoming to all.”
- “One thing wish were different within the schools is some way that the teachers are being kept safe. Keep them protected in the classroom and students too because when discipline

happens, there are instances when students say mean things to the teacher that are unnecessary. I wish there was more of a safety net for the teachers.”

- “I like all the activities, clubs, sports, theatre, and music. All the other things that aren't related to academics to give students a place and space for who they are.”
- “We need more SEL for students.”
- “I would like less violence in middle school. More opportunity for teaching time to students. There are fights at the middle school.”
- “At elementary school level, there is aggressive behavior. Wish the difference did not feel alienated because there are ways, I can fix part of the problem. There are a lot of egos from what I dealt with, and our number one focus should be the students. We should chop our egos at school and focus on students. When SPED parents and I would love to send students to school, and we want to be part of the solution, but not a very cohesive, partnership. It's very much an us against them. Just as SPED parents are stereotyped, we're stereotyping teachers and staff. By the time SPED parents walk into the classroom, we have reached out multiple times to the school.”
- “I notice that there is emphasis on LGBTQ+ in middle school and high school which I love but there are young students too. My youngest is gender fluid and only male in class with long hair. He's constantly misgendered, not necessarily by his own teachers but other students, or other parents or teachers that don't know him. It would be nice to make space where kids are just kids and not worry about how they identify.”

Table 3.3: Focus group themes aligned with STUDENT VOICE, CLIMATE AND CULTURE

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
-student climate/culture, student voice, student experience, student input	students	<ul style="list-style-type: none"> -inclusive and welcoming schools -diversity of student population -inclusive and welcoming theater program -extracurricular offering, sports programming, library access and resources, and band and arts programming -positive experiences and learning at Urbana Education Center -acknowledgement of student pronouns and names -positive, meaningful connection with some adults at school 	<ul style="list-style-type: none"> -school rules and consequences -lack of advertisement or unfair acknowledgment of extracurriculars -lack of belonging among minoritized students -attempt to limit student voice (e.g., lunch spaces, protest) -destruction of school property -excessive number of students unnecessarily in the bathroom -student-to-student microaggressions, treatment and altercations -teachers that yell and make assumptions about students -perception of students from staff -isolated teachers not cultivating inclusivity for all students -teachers that perpetuate microaggressions and biases -lack of positive, meaningful connection with adults -absence of fair access for EL students in sports -unfair discipline outcomes and classroom management -student perspective ignored -teachers misgendering and dead-naming students -overall climate and culture between students and adults at school

	staff	<ul style="list-style-type: none"> -identity introspection to benefit and work with all students -welcoming, inclusive and affirming spaces for all student -attempts to foster a positive, meaningful relationship between students-to-faculty -emphasis on whole child 	<ul style="list-style-type: none"> -lack of restorative practice strategies and actions -inconsistent and/or absence of systemic improvements -lack of positive, meaningful relationships between students-to-students and student-to-faculty - teachers misgendering and dead-naming students -need for bilingual signate and diverse representation in multiple facility spaces -negative perceptions against students in dual language program
	families	<ul style="list-style-type: none"> -welcoming and inclusive schools -extracurricular opportunities offered to students 	<ul style="list-style-type: none"> -ensuring that teachers and students are safe -need for less violence -lack of consistent centering of students -ignoring LGBTQ+ students in early grades -need for more SEL among students

Quotes from the focus groups themed under **Professional Learning** were extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From staff

- “Some of the PD we've had has been helpful for teachers thinking about equity which is not meaning to give the same to all students. Students get to same goal and recognize differences to support the differences among students. That has been useful in closing the gap. The trainings have been useful, and the school has recognized and has been trying to get staff the education.”
- “We had a big push about racial equity around five years ago. Took a lot of PD days during the school year. It focused on racial equity within our building. There were teams facilitating discussions among buildings and we had multiple days come together, get to know each other and put a lot of time into going deeper and sharing about people’s experiences with racial injustices in their lives. Thinking about how we, as a school, can be aware of our biases as we interact with students and parents felt like we were building and getting to a place but then all of a sudden, it evaporated and that coincided with some leadership leaving. I don't know what happened with that.”
- “Not all the White people were resistant to that PD years ago. Some people hated it. The sessions required were POC in leadership positions that were running the sessions. They were great. I loved them. I went to all of them. There were several opportunities to go to a retreat in the summer for two days. It helped me to dig deep and look at my own views, my own life and job and how I approach things. As a White woman, I was very naïve. My family had no diversity. We were middle class and did not have a lot of interaction with people from different races, SES, and languages. I did not have those experiences growing up so helped me as a person to go on my own journey. I felt like that was important and there were people very resistant, negative and making jokes about it. Some of the uncomfortable sessions where people getting into arguments. I don't think that was helpful. It was a few years ago. There have been changes in leadership. People were demoted, fired and it was a whole mess that had racial undertones. Hiring practices were in question. A lot of information not available to all of us but something big was going on.”
- “A lot of opportunity in the past. Equity and everyone were there. Our school district has LGBTQ+ resources to share but it's been optional for staff. If looking for PD to support students in special education, it's optional. It’s not systematic. It's not embedded. It does not feel as intentional. If someone does not want to do it, easily not to.”
- “If do want to participate in the optional PD, they are scheduled at times that are not convenient. It feels like it's not a priority to include everybody in it. A level of coaching staff needs to be there too because incredible resources shared. We know there is a lot about transgender participation in sports. The school district does a great amount of work to educate staff but not all staff expected to know about it. No requirement to be trained in it.”

- “There is a lot of PD that does not pertain to every grade level that I can’t take back to my classroom because resources provided are for upper grade level rather than lower grade level.”
- “Our school district does a good job at starting processes in creating committees, creating affinity groups and safe space but follow through has not been the greatest. It’s hard because a person of color does not always want to lead affinity groups because tiresome so another thing left on plate of POC or LGBTQ+ person who might not at the moment need extra layer of something to do. They do a great job of starting committees, but follow-through is lacking. Lack of pay to run affinity groups is also lacking. It would be nice to get paid for it.”
- “It seems like there are types of identities emphasized over others. We do have a lot of work to do to understand students with different abilities and neurodivergent children like how they learn. It is not something recognized much at school district level. I feel like certain types of training have been specifically for multilingual learning but only for dual language staff and not the rest of the staff. But, those teachers also work in the building with dual language students. Giving students access to same materials, there was training for literacy programs offered to monolingual staff, never given option to dual language staff to go or different timing so something for one group and then for another. There is awareness of all identities but no focus on immigrant or newcomer communities, it seems to be just emphasis on Black students and LGBTQ+ community.”
- “There are some negative perceptions on families and that is less comfortable to discuss than LGBTQ+ issues. It seems more political to discuss immigration, and everyone has a box and people being put in a box but what about a person who is in three boxes? We have teachers walking hallway with immigrant student but not received any PD on how to be with immigrant students or migrant workers. Yet, those same people feel like they are not seen as being welcoming but maybe taught them how to be welcoming. Someone who crosses the border or someone who sends their child to a different country without a mom. As dual language teachers, we teach students learning both languages and still need to know how to teach English literacy. Don't leave us out of that.”

Table 3.4: Focus group themes aligned with PROFESSIONAL LEARNING

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Professional development continuum	staff	-equity PD	-equity PD -some resistance to racial equity PD -PD that could benefit all staff not mandated -need for working with dual language and immigrant students PD needed -need for working with neurodivergent students PD needed

Quotes from the focus groups themed under **Family and Community as Agency** were extracted. At least 80% of themed quotes are listed below. Quotes not included were repetitive or closely related to statements shared.

From students

- “In middle school from high school transition, the paper was in English and Spanish. Parents didn't understand English, and they give us orientation. They didn't explain anything to us about high school because they could not explain it well, even though there were teachers there to translate. They have to be careful with the papers too. They need someone that understands Spanish well because some of those interpreters don't speak Spanish well.”
- “We need better communication with parents. A lot of White parents involved in the school and know what to give their students to get them into programs, scholarships, and most Hispanic parents don't have that communication. School will not communicate that information to students to have that same access so a lot of missed opportunity.”
- “There is only one person in the school that talks to Hispanic parents, and she doesn't know half the stuff because the school doesn't communicate with her directly about school stuff.”
- “They should have more people to be more engaged with Latino families.”

From staff

- “To improve, we still need to work on trying to reach more families. Always room to reach more families. We don't have all the certified teachers that we need and using long term subs is not meeting the needs of students. Some students are two to three grade levels below and we all feel the weight of that on our shoulders because we talk about it, particularly, this year. Even if we have the right number of teachers, it is still one teacher with 27 students. That is too high, and we still need extra support.”
- “I've seen some teachers try to engage with families. I've brought up ideas on how to do so with some teachers. They most often say that they don't expect much participation, probably not going to work, families not interested and so on. I would love to see a greater effort to overcome that barrier, or apparent barrier, and not just as a one-time thing. Making it a routine to show families that we appreciate them and consider them a valuable contributor to their child's education.”
- “As far as community goes, there is still disconnect in the community as far as segregation and a lot of efforts in the community but very separated as far as different racial backgrounds or SES, especially among those two groups.”
- “We have community roundtables, and they pick topics based on identity. They are positive because the goal is to be inclusive of all these differences.”
- “I often hear colleagues, White middle class in almost in all cases, criticizing families either individually or hear teachers say it's parents' fault or bad parent. I always counter with, ‘Do you have any idea how it is to have three jobs?’ For families to afford housing, and then come into meetings where people don't speak the language, looked down upon because different culturally and racially from staff. I try to get people to think about the massive problems with public education, not a victim blaming thing. It doesn't work.”

- “Certain families of higher SES go beyond just placement of SPED students. There are extreme examples of SPED students not getting suspended wherein Black students get suspended for much lesser infractions. The school district is happy to comply with those demands of privileged parents. It's a huge equity issue.”

From families

- “I am really happy with the school district. I feel that I can always find a person if I have a question. I can find help and that’s important.”
- “I love the family engagement in the school district and attempts to get more people involved, the networking. I love that we get a lot of resources. One thing I can say about our school district that I didn't know was the different things that existed like different holidays to celebrate, PRIDE month, all that was going on in Urbana. They just keep people in the loop about things in the community. I feel like we’re almost the breeding ground for equity. The type of energy that we want to put out is that we are all inclusive.”
- “Love the parenting mentoring program that is partnering with local not-for profit and community organization. Inviting parents to come in, be present in the classroom, support teachers to be another set of hands.”
- “I wish there was a better process for dealing with problematic things that happen in the classroom. I’ve worked with the principal when things happen but there is only so much able to do. They are really supportive and responsive to us but doesn't mean anything changed because school district decisions couldn't be changed. When teachers do inappropriate or not OK things, there should be a way to not have a student in the class. I’ve been told if don't like something to leave, but when the teacher is the one that did something wrong, nothing done but perhaps there is staff pressure to keep certain teachers.”
- “Communication about what happens in the classroom varies by teachers.”
- “Some teachers are awesome, and others don't know. Even when ask, some don’t have sense how student is doing,”
- “Communication is hit and miss. Need transparency and consistent communication.”
- “Restriction of communication means if you contact teachers, principal or district and then the email is spread, they feel like one person fighting different areas of school district. They pick and choose what they answer or what they want to deal with and feel like putting it on a list. Like you're not welcome, or you're a bother.”
- “There needs to be accountability at the building level. I can contact central office and feel they are approachable people. The district administration genuinely cares, and I think it is the building administration that need to communicate consistently.”
- “For being a diverse city, we have very segregated communities and have diverse model at times concerned.”
- “I feel like it’s becoming welcoming over time for families. For my middle school student, it was not as welcoming. For my older son that graduated high school last year, the transition from elementary to middle school was a shock because came from a school with fewer behavior issues. The transition to sixth grade can be very unwelcoming for students. Student expectations at elementary are different and lots of students come with baggage

from home. They have a lot of challenges and seeing that come into the schools especially from older middle school student and high school, the community violence trickled into the school. I do appreciate efforts of central office and principals to try and reduce it.”

- “With SPED, I don't feel that elementary school is welcoming however do feel middle school is awesome for SPED department. With redistricting, some of the schools go by where you live, and some are known as rough schools. There is a lot of diversity, not a lot of parental support, SES issues and think some students can't go on field trips because students' parents can't afford it. It should be schoolwide to have field trip access. Some of the violence and things happening in the community, my daughter was shocked by some of the things seeing at middle school with violence. It has to start at kindergarten with discipline and consistency in the school district.”
- “Wish we had a space for parents to talk and share concerns on a regular basis and don't just see parents unless an event.”
- “Communication could be better. I don't know if direct line to systemic equity, on what is happening and doing in the schools. A lot of mistrust all around.”
- “Parents don't have the opportunity to discuss these issues. School district fears criticism.”
- “My student plays sports and when I bring up concern, the coaches take it personal. Like I am attacking them when I am asking a clarifying question about something. Then my student is targeted. I've spoken to the leadership about it, but those coaches are still coaching. It had not deterred my student from playing in sports. We keep speaking positive affirmations.”

Table 3.5: Focus group themes aligned with FAMILY AND COMMUNITY AS AGENCY

Theme	Stakeholder	Areas of strength	Areas of needed attention/improvement
Family inclusion, community care and empowerment	students		-translated documents for families -better communication -disconnect with Latinx families
	staff	-family outreach and communication -community roundtables	-family outreach and communication -perception of families
	families	-family engagement and outreach -parent mentoring program -communication to families -increasingly welcoming for families	-inconsistent communication from teachers -need for consistent and transparent communication from schools -need for parent/caretaker dialogue -inability to critique school district

SURVEYS

Table 3.6: Student Survey, Section Title: *Participant Background – Question 1*

Q1: What school do you attend?	N
Dr. Martin Luther King Jr. Elementary	11
Dr. Preston L. Williams Jr. Elementary	63
Flossie Wiley Elementary	31
Leal Elementary	6
Thomas Paine Elementary	46
Yankee Ridge Elementary	10
Urbana Middle School	519
Urbana High School	412
Urbana Early Childhood School	8
Urbana Adult Education	37
Total	1,143

Chart 3.6: Student Survey, Section Title: *Participant Background – Question 1*

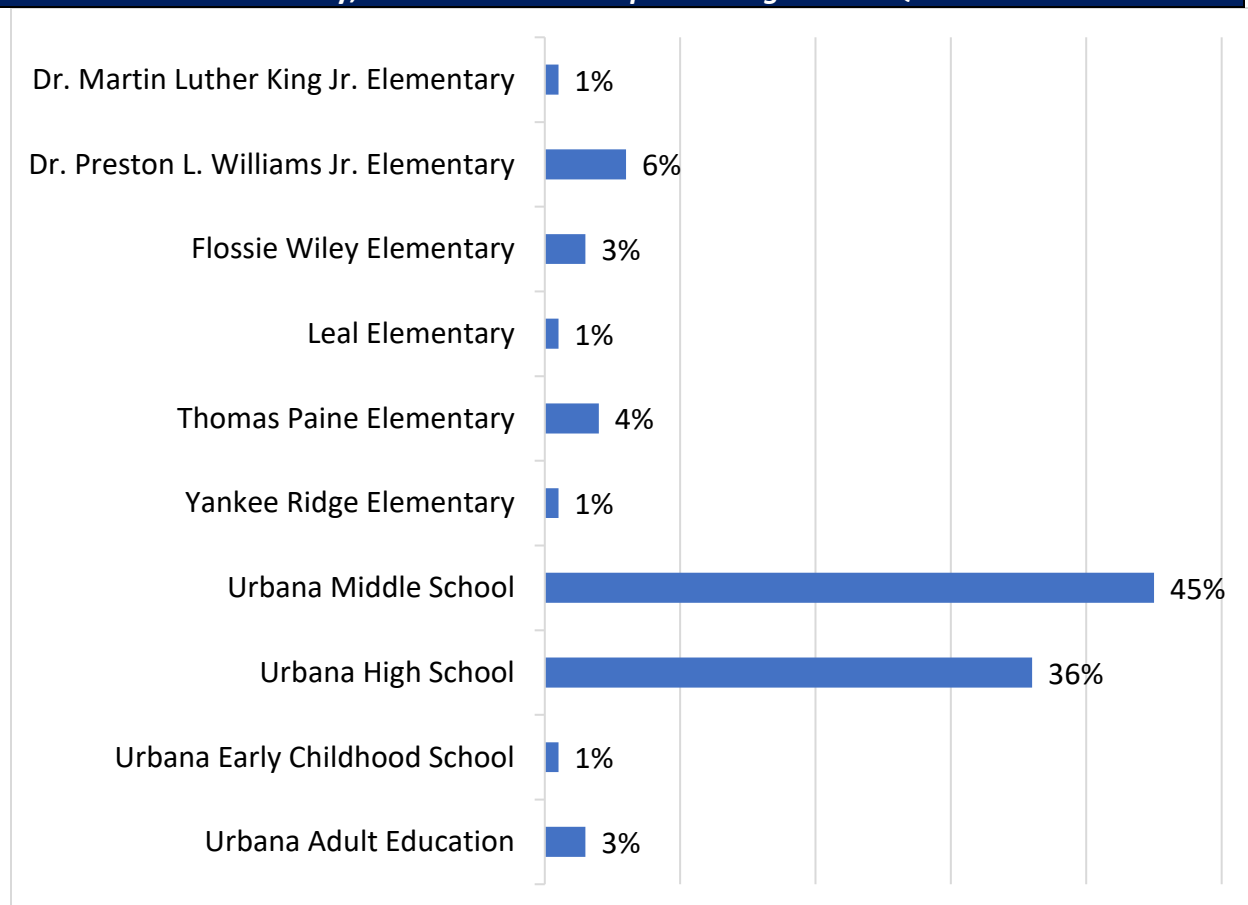


Table 3.7: Student Survey, Section Title: Participant Background – Question 2

Q2: What grade are you in?	N
5 th	133
6 th	223
7 th	172
8 th	169
9 th	136
10 th	117
11 th	114
12 th	56
Other	23
Total	1,143

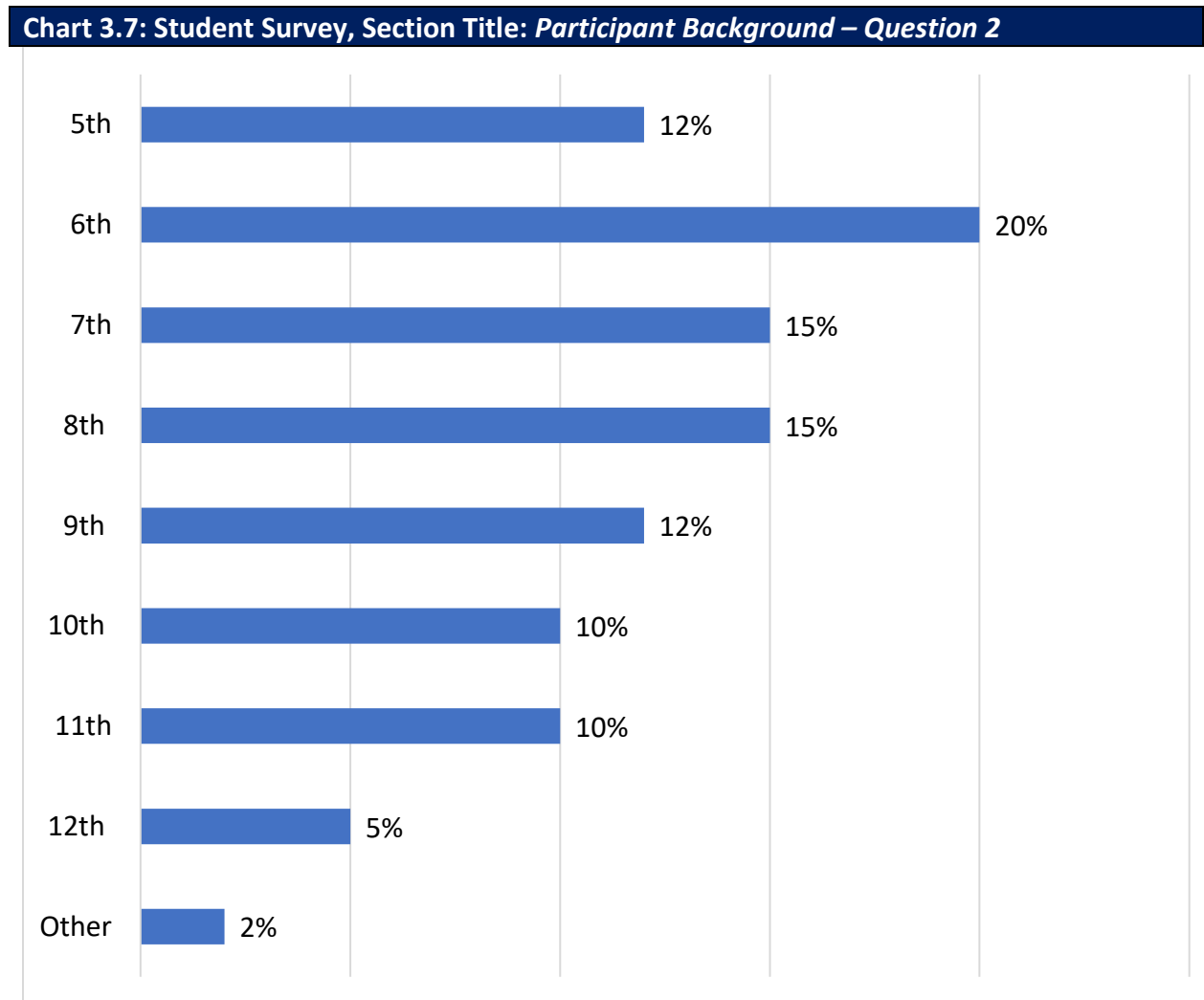


Table 3.8: Student Survey, Section Title: *Participant Background – Question 3*

Q3: What is your race/ethnicity?	N
American Indian or Alaskan Native	26
Asian, Asian American or Pacific Islander	48
Black or African American	373
Hispanic or Latina/o/e/x	176
Two or More Races	139
White or Caucasian	274
I prefer not to answer	107
Total	1,143

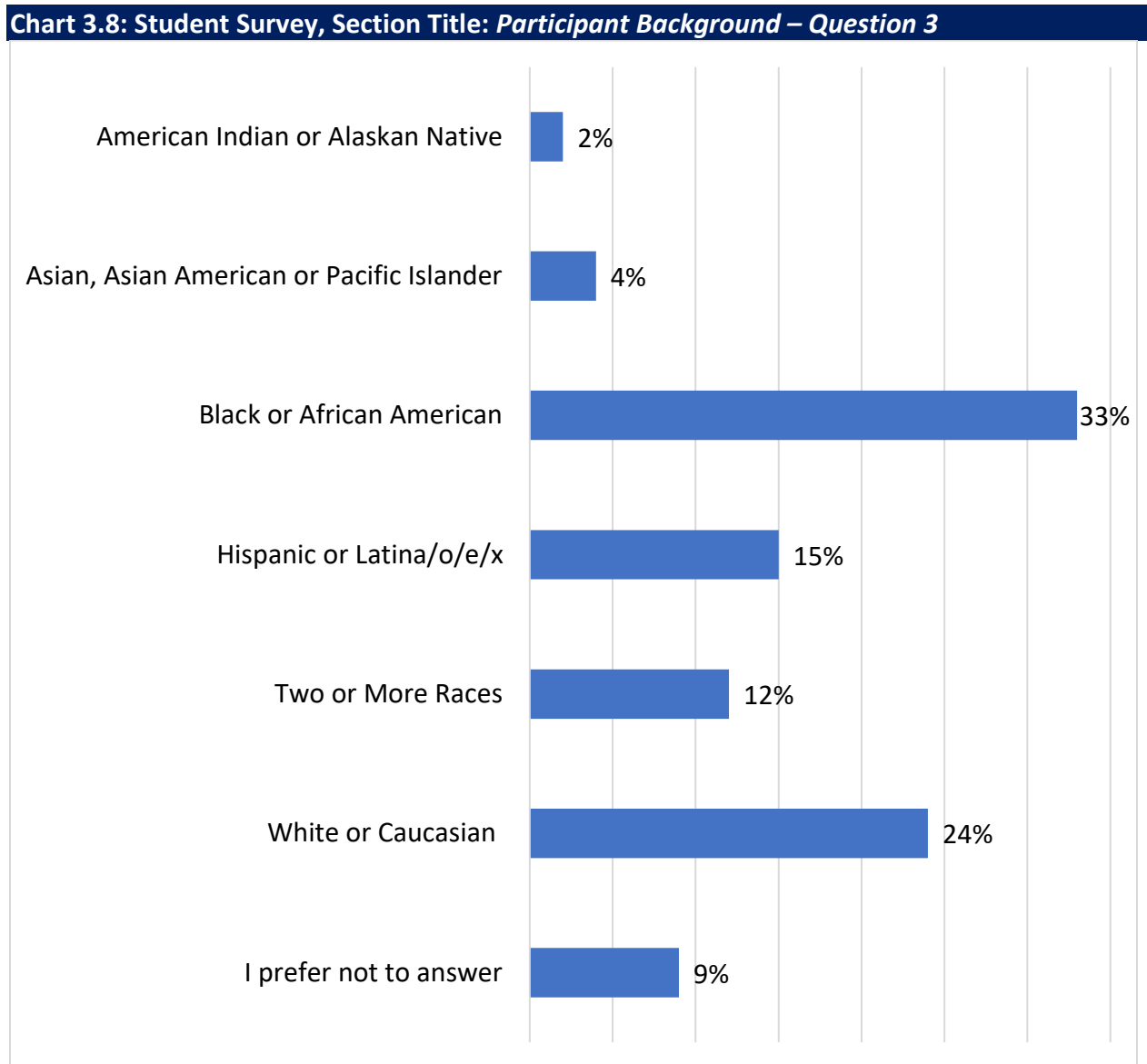


Table 3.9: Student Survey, Section Title: Participant Background – Question 4	
Q4: What is your gender/gender identity?	N
Boy	536
Girl	514
Gender Variant/Non-binary	47
Not listed	13
I prefer not to answer	33
Total	1,143

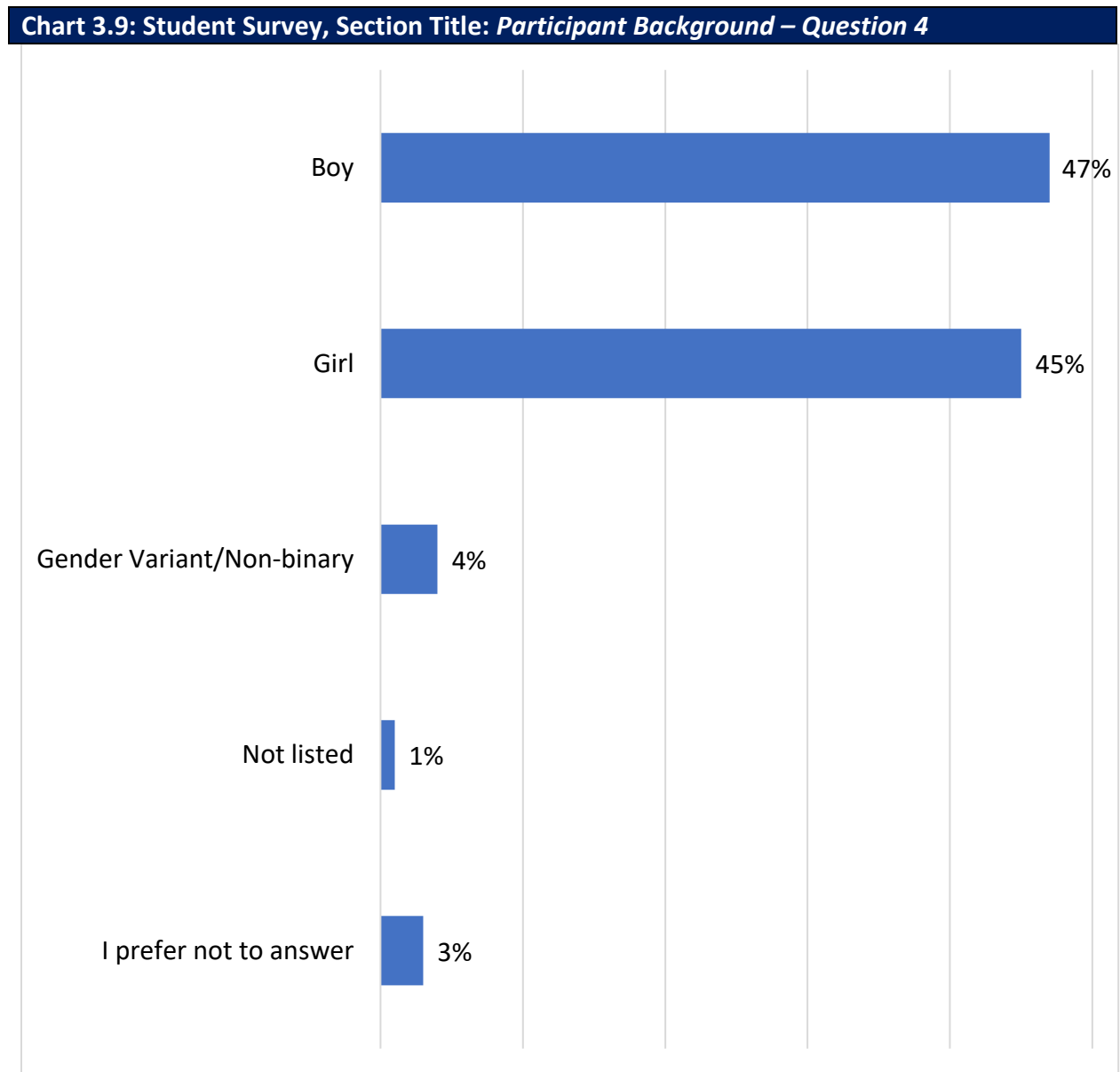


Table 3.10: Student Survey Section Title: Safety and Identity Scale

Statement	No		I do not know		Sometimes		Yes	
	N	%	N	%	N	%	N	%
1. I feel safe at my school.	100	9%	89	8%	498	44%	456	40%
2. I feel welcomed at my school.	89	8%	120	10%	400	35%	534	47%
3. The adults at my school make me feel comfortable every day.	79	7%	104	9%	414	36%	546	48%
4. The adults at my school respect me.	67	6%	123	11%	336	29%	617	54%
5. I respect all the adults at my school.	51	4%	47	4%	303	27%	742	65%
6. I respect all the students at my school.	88	8%	88	8%	447	39%	520	45%
7. I like my school.	197	17%	141	12%	415	36%	390	34%
8. Students have said hurtful things about me or my background.	320	28%	250	22%	239	21%	334	29%
9. I feel comfortable and accepted by other students.	119	10%	143	13%	475	42%	406	36%
10. I have said hurtful things about a student and their background.	649	57%	202	18%	168	15%	124	11%
11. Adults at the school have said hurtful things about me or my background.	668	58%	286	25%	86	8%	103	9%

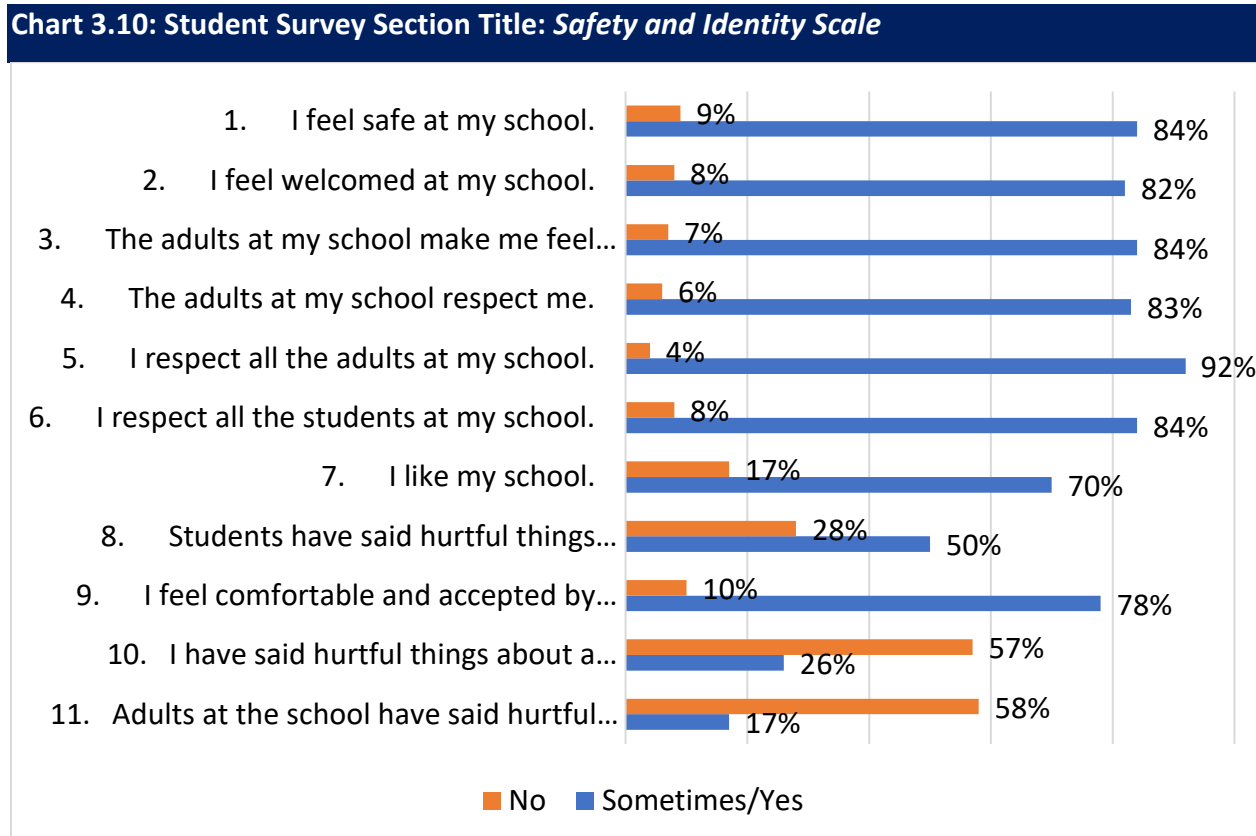


Table 3.10: Student Survey Section Title: <i>Learning Environment</i>								
Statement	No		I do not know		Sometimes		Yes	
	N	%	N	%	N	%	N	%
12. In school, I learn about all kinds of people that look and sound different than me.	55	5%	72	6%	362	32%	654	57%
13. I like learning about different people.	57	5%	91	8%	342	30%	653	57%
14. I think it is important to learn about different types of people.	31	3%	85	7%	199	17%	828	72%
15. I feel comfortable learning about similarities and differences between people.	29	3%	70	6%	220	19%	824	72%
16. I think it is important to learn about similarities and differences between people at school.	33	3%	89	8%	225	20%	796	70%
17. I have learned about similarities and differences between people outside of school.	58	5%	108	9%	267	23%	710	62%
18. I am treated fairly by the adults at the school.	65	6%	103	9%	331	29%	644	56%
19. I treat other students fairly at school.	44	4%	55	5%	293	26%	751	66%
20. The school rules are fair.	206	18%	167	15%	421	37%	349	31%
21. I think all students are treated fairly.	247	22%	174	15%	379	33%	343	30%
22. The adults at the school have high expectations of me.	52	5%	222	19%	315	28%	554	48%
23. I am positively challenged in the learning at my school.	114	10%	118	10%	421	37%	490	43%
24. I like when learning challenges me.	167	15%	126	11%	440	38%	410	36%
25. I want to be a teacher someday.	713	62%	216	19%	103	9%	111	10%
26. Bullying is a problem at my school.	188	16%	258	23%	328	29%	369	32%
27. I feel comfortable telling an adult at school if I am bullied.	228	20%	199	17%	249	22%	467	41%
28. I am comfortable talking to an adult at school about a personal matter.	293	26%	187	16%	297	26%	366	32%
29. I am comfortable talking to an adult at school about a learning matter.	96	8%	114	10%	295	26%	638	56%

Chart 3.10: Student Survey Section Title: *Learning Environment*

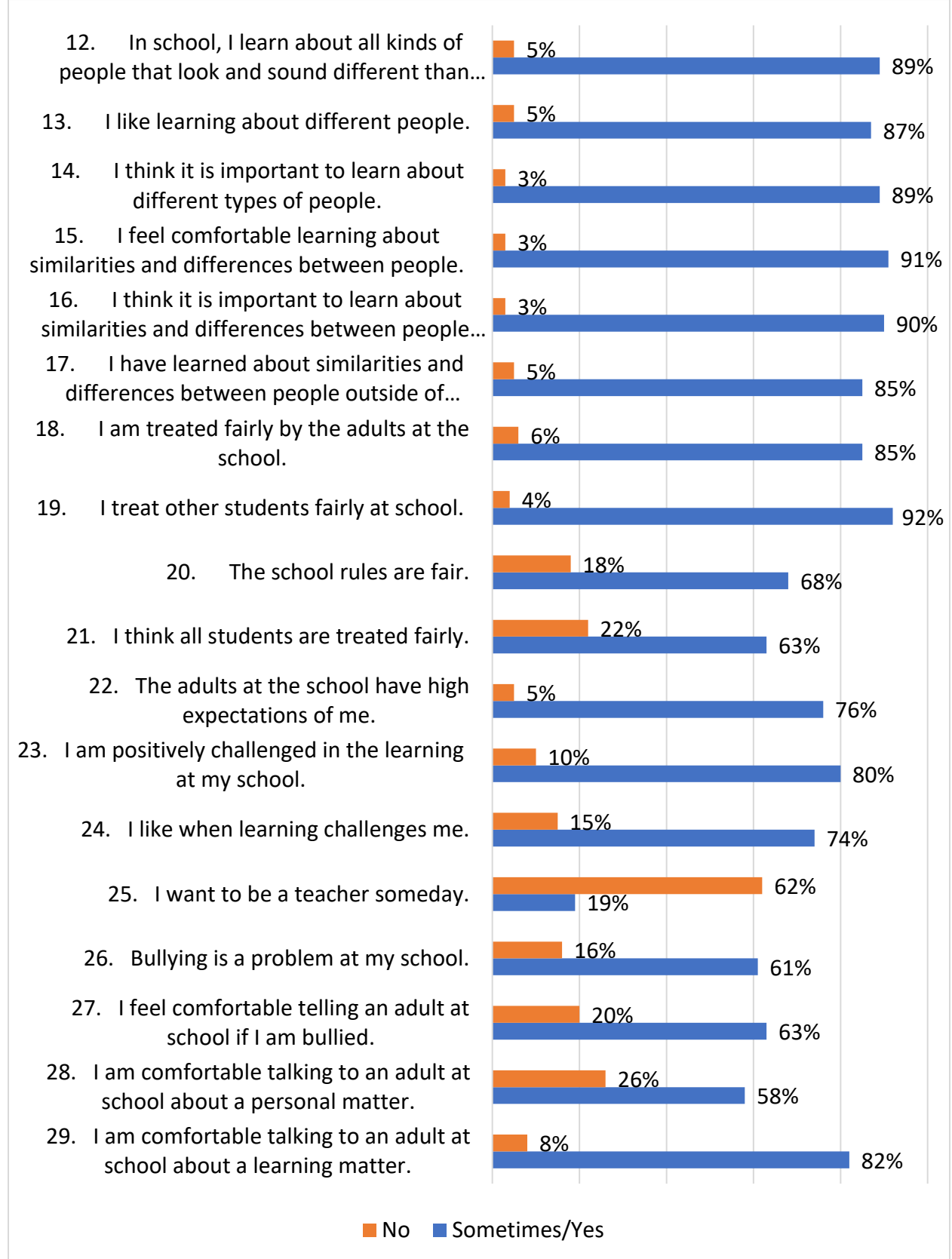


Table 3.11: Staff Survey, Section Title: <i>Participant Background – Question 1</i>	
Q1: What is your role in the district?	N
Administrator (e.g., district office, building leader, department chair)	23
Educator (e.g., classroom teacher, instructional coach, intervention specialist)	194
Certified Staff (e.g., Social Worker, Psychologist, Occupational Therapist, Speech Pathologist)	35
Classified Staff (e.g., paraprofessionals, nurse)	15
Support Staff (e.g., administrative assistant, bus driver, custodian)	33
None of the above	9
I prefer not to answer	11
Total	320

Chart 3.11: Staff Survey, Section Title: *Participant Background – Question 1*

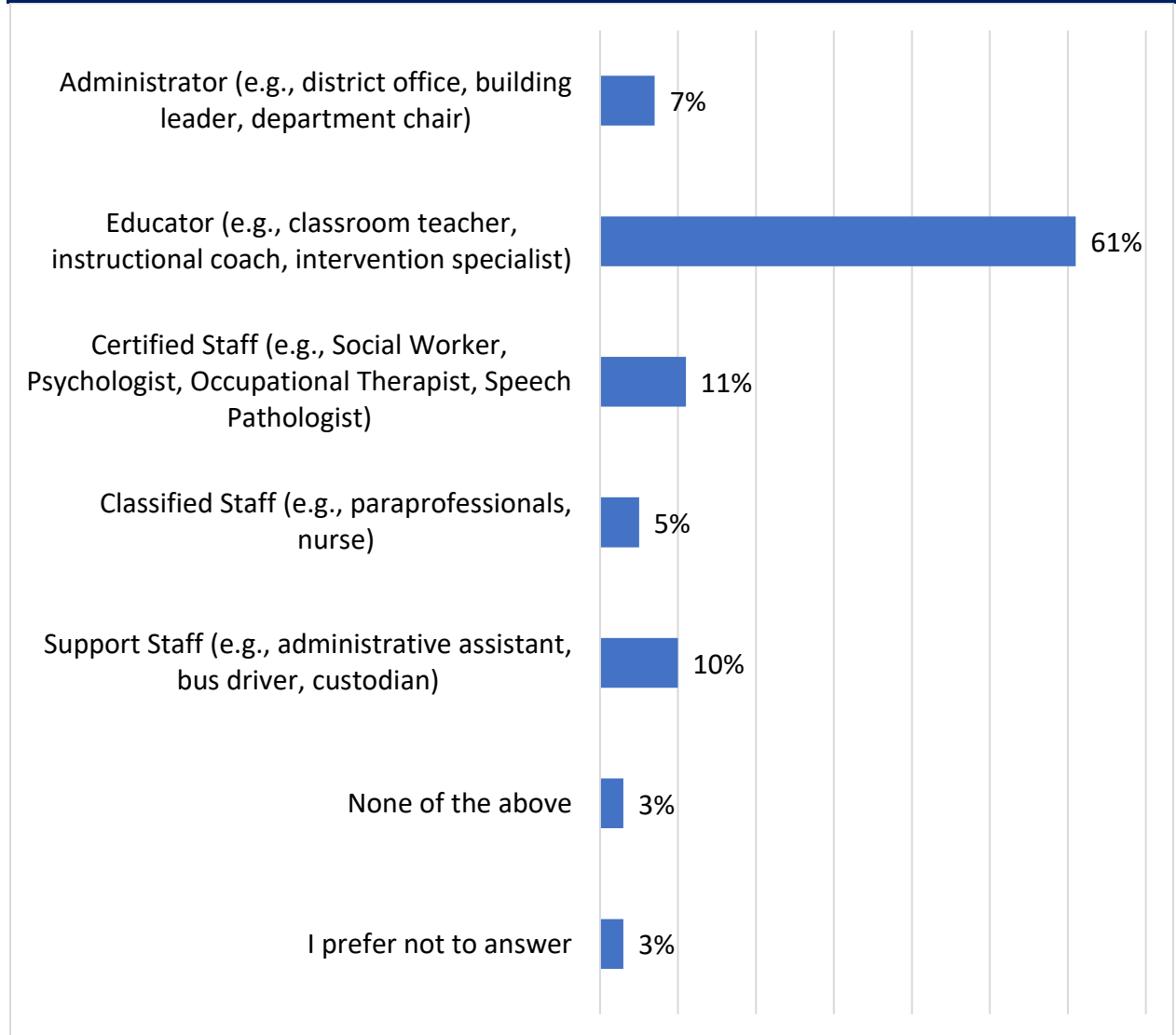


Table 3.12: Staff Survey, Section Title: <i>Participant Background – Question 2</i>	
Q2: How long have you worked in the district?	N
0 – 2 years	93
3 – 5 years	57
6 – 10 years	73
11 – 15 years	39
Over 16 years	57
I prefer not to answer	1
Total	320

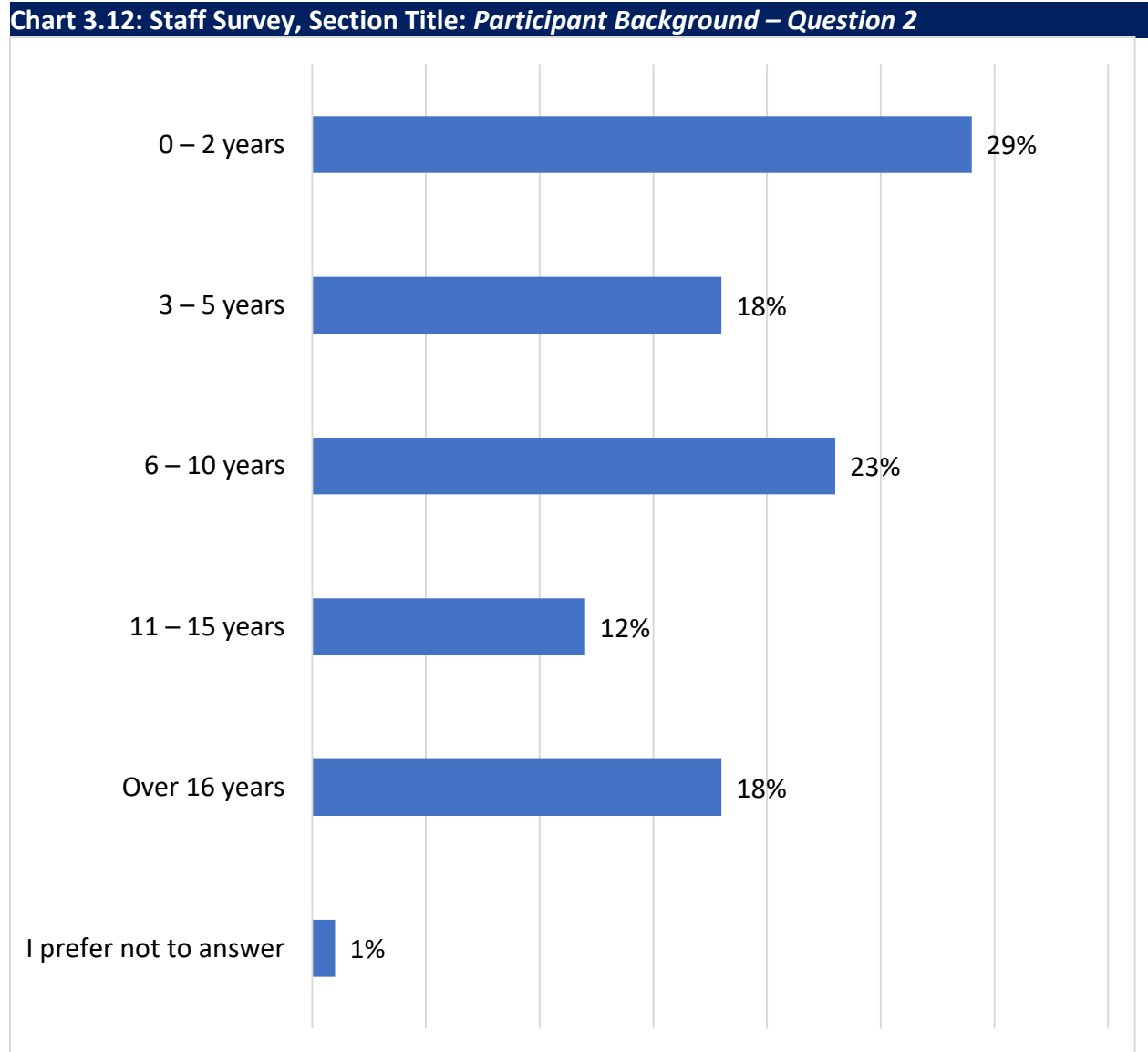


Table 3.13: Staff Survey, Section Title: <i>Participant Background – Question 3</i>	
Q3: What is your race/ethnicity?	N
American Indian or Alaskan Native	0
Asian, Asian American or Pacific Islander	4
Black or African American	46
Hispanic or Latina/o/e/x	16
Two or More Races	14
White or Caucasian	214
I prefer not to answer	26
Total	320

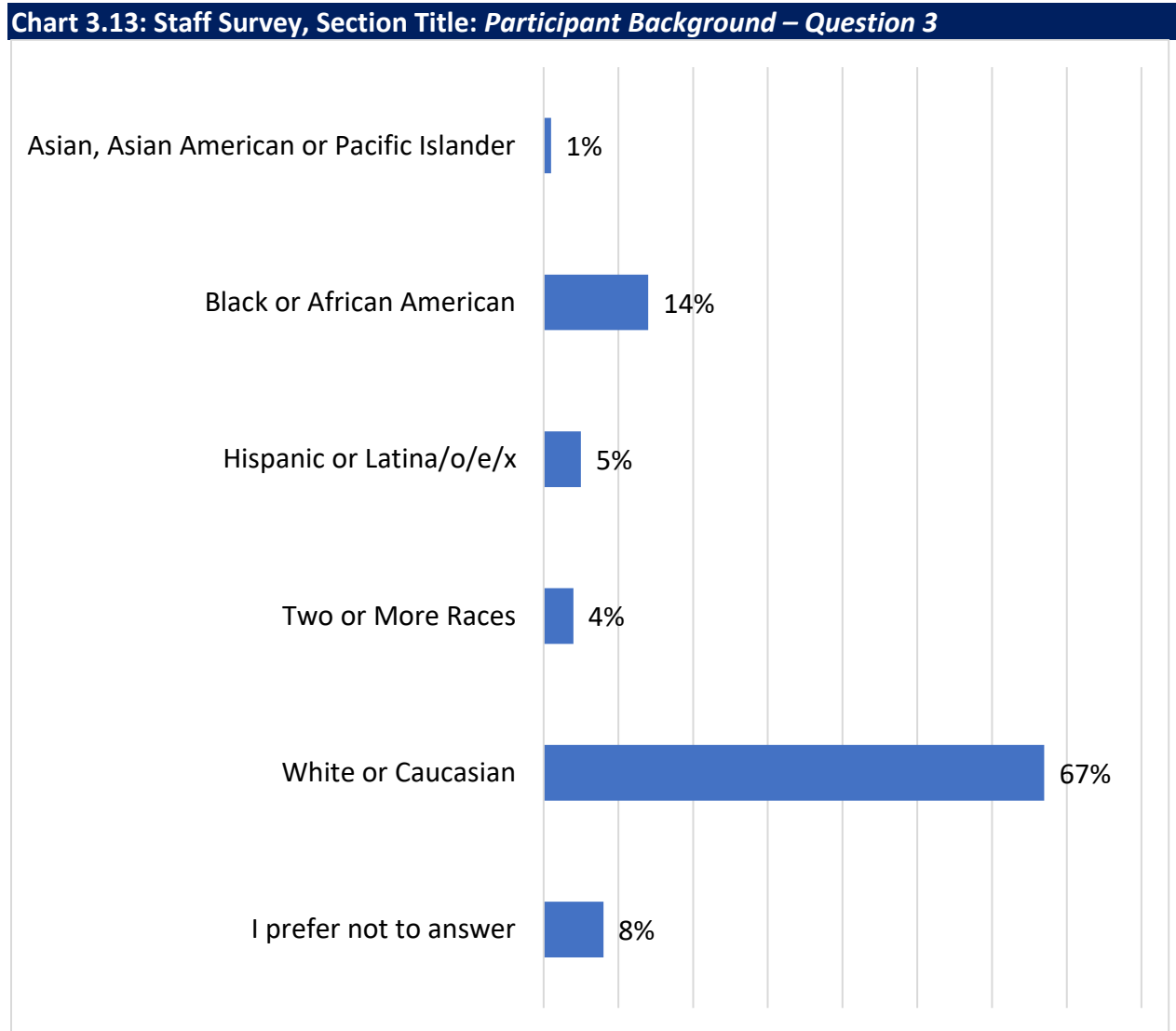


Table 3.14: Staff Survey, Section Title: <i>Participant Background – Question 4</i>	
Q4: What is your gender/gender identity?	N
Female	238
Male	61
Gender Variant/Non-Binary	6
Not Listed	1
I prefer not to answer	14
Total	320

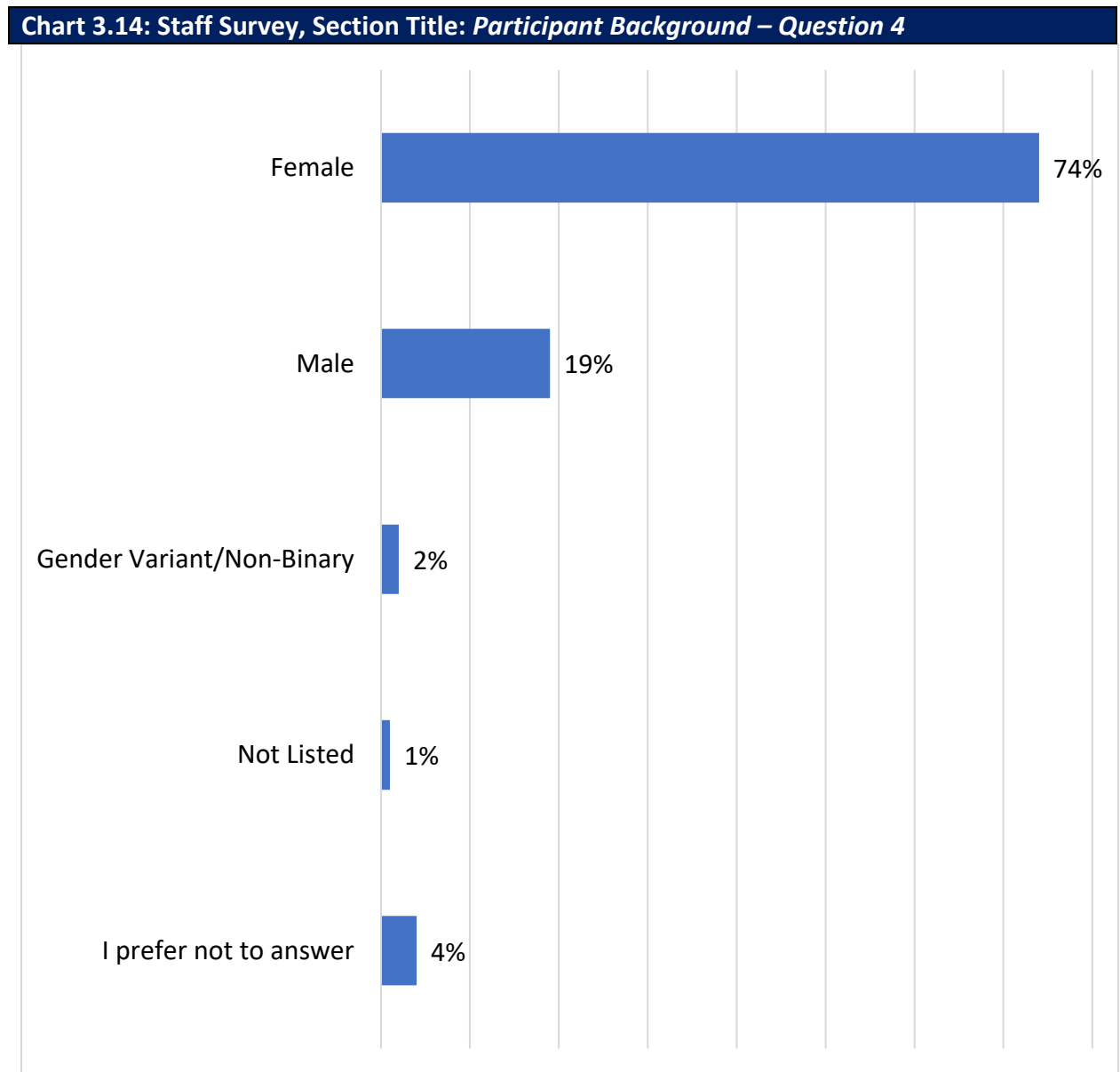


Table 3.15: Staff Survey, Section Title: <i>Personal Awareness</i>										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. I understand educational equity.	0	0%	1	1%	8	3%	189	59%	122	38%
2. I understand the need for educational equity.	1	1%	2	1%	4	1%	111	35%	202	63%
3. I am knowledgeable on issues of equity at my school.	1	1%	9	3%	26	8%	191	60%	93	29%
4. I am knowledgeable on issues of equity in greater society (e.g., housing, health care).	0	0%	14	4%	17	5%	171	53%	118	37%
5. I am comfortable discussing issues of equity in schools.	3	1%	16	5%	31	10%	145	45%	125	39%
6. I am interested in learning about equity.	6	2%	14	4%	59	18%	113	35%	128	40%
7. I have personally invested in learning about equity outside of my work.	3	1%	28	9%	55	17%	121	38%	113	35%
8. I often reflect upon my biases and actively work to be anti-bias at my workplace.	2	1%	6	2%	26	8%	168	53%	118	37%
9. Professional development opportunities on equity and related topics are needed in my district.	3	1%	15	5%	70	22%	117	37%	115	36%

Chart 3.15: Staff Survey, Section Title: *Personal Awareness*

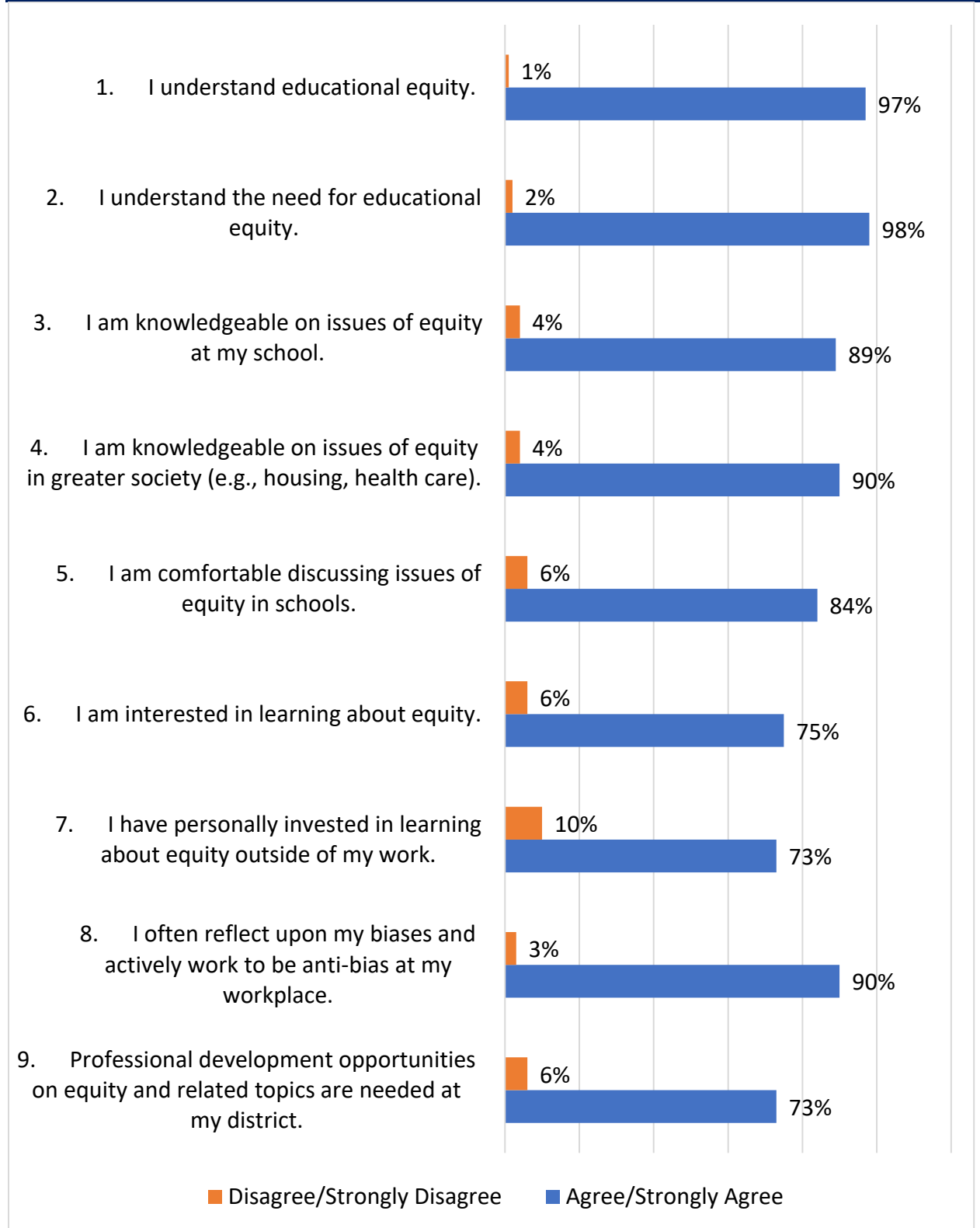


Table 3.16: Staff Survey, Section Title: <i>Organizational Awareness</i>										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
10. I am aware of the district's commitment to equity.	3	1%	8	3%	15	5%	162	51%	132	41%
11. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	6	2%	6	3%	29	9%	170	53%	109	34%
12. District and/or school leadership actively recruits teachers from diverse backgrounds.	2	1%	13	4%	57	18%	148	46%	100	31%
13. District and/or school leadership has communicated the importance of equity to staff.	3	1%	11	3%	27	8%	148	46%	131	41%
14. Equity is a problem in our district.	7	2%	32	10%	98	31%	125	39%	58	18%
15. Our school proactively engages in anti-bias and anti-bullying learning with students.	11	3%	46	14%	96	30%	131	41%	36	11%
16. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	13	4%	65	20%	128	40%	90	28%	24	8%
17. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	13	4%	74	23%	83	26%	117	37%	33	10%
18. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	14	4%	34	11%	62	19%	158	49%	58	18%

Chart 3.16: Staff Survey, Section Title: *Organizational Awareness*

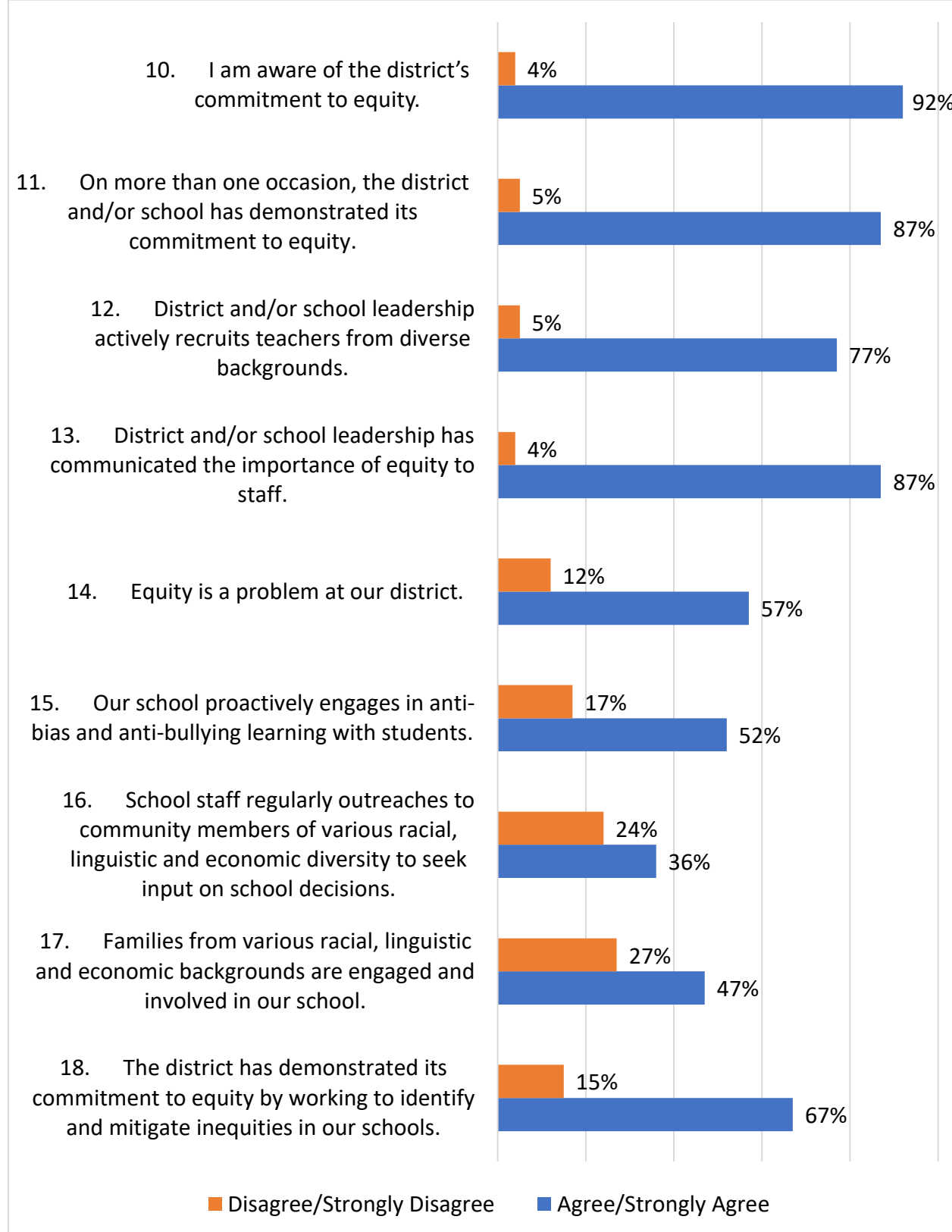


Table 3.17: Staff Survey, Section Title: <i>Climate and Culture</i>										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
19. I feel comfortable being myself at my workplace.	6	2%	36	11%	29	9%	146	46%	103	32%
20. I often encourage students to be themselves at school.	0	0%	2	1%	26	8%	131	41%	161	50%
21. All adults at my school communicate care, warmth and personal regard for all students.	17	5%	80	25%	72	23%	111	35%	40	13%
22. Every adult holds high expectations for each student at my school.	21	7%	82	26%	73	23%	104	33%	40	13%
23. Curriculum and resources provide students the opportunity to see themselves.	6	2%	57	18%	95	30%	121	38%	41	13%
24. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	13	4%	49	15%	77	24%	127	40%	54	17%
25. I have heard inappropriate comments at my school related to race, gender, gender identity, sexual orientation, abilities, language, socio-economic status, religion or any other student identity.	33	10%	70	22%	54	17%	107	33%	56	18%

Chart 3.17: Staff Survey, Section Title: *Climate and Culture*

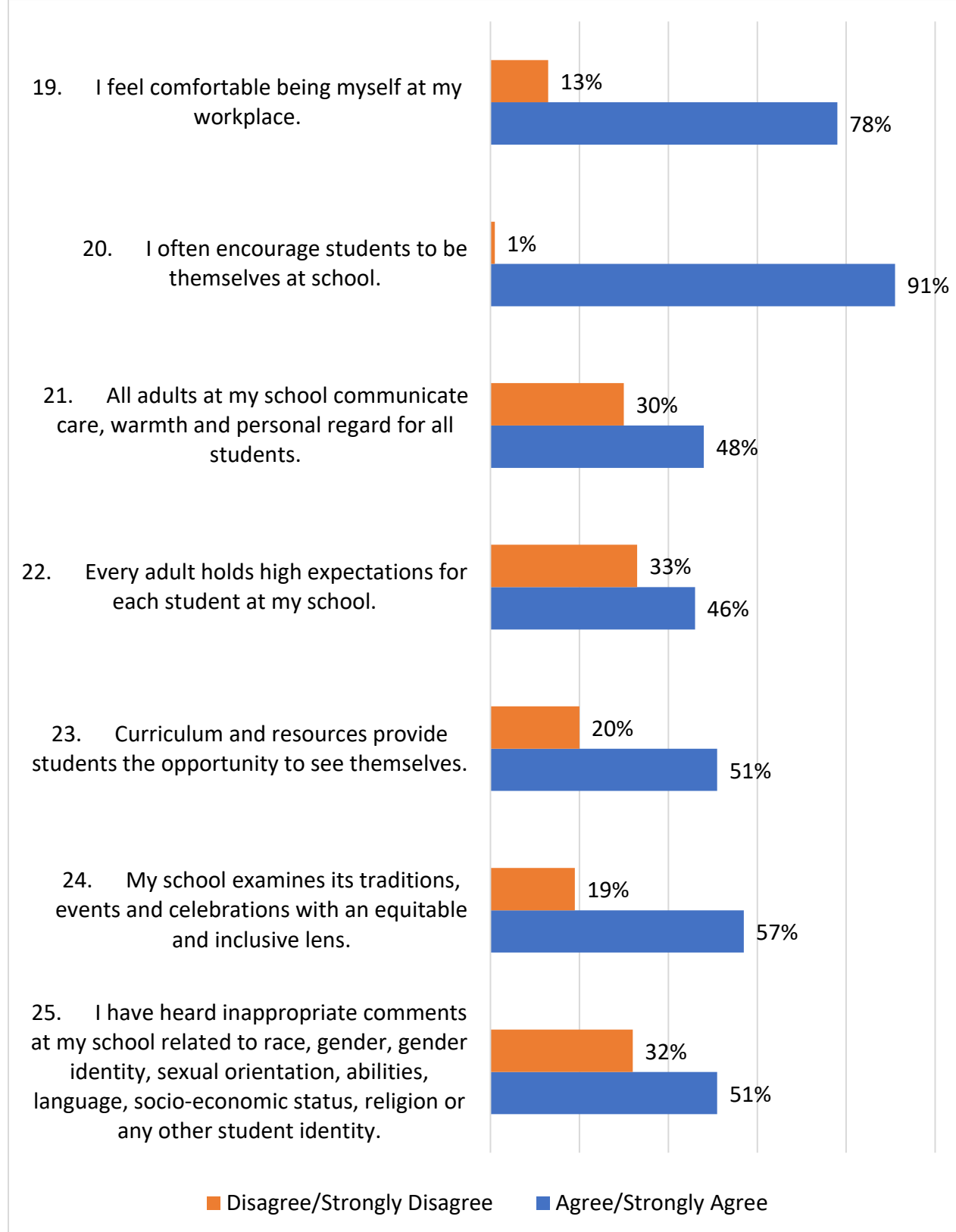


Table 3.18: Family Survey, Section Title: Participant Background – Question 1	
Q1: What school do you attend? (Choose all that apply)	N
Dr. Martin Luther King Jr. Elementary	18
Dr. Preston L. Williams Jr. Elementary	37
Flossie Wiley Elementary	20
Leal Elementary	101
Thomas Paine Elementary	30
Yankee Ridge Elementary	25
Urbana Middle School	99
Urbana High School	134
Urbana Early Childhood School	20
Urbana Adult Education	0
Total Responses	484
Total Respondents	374

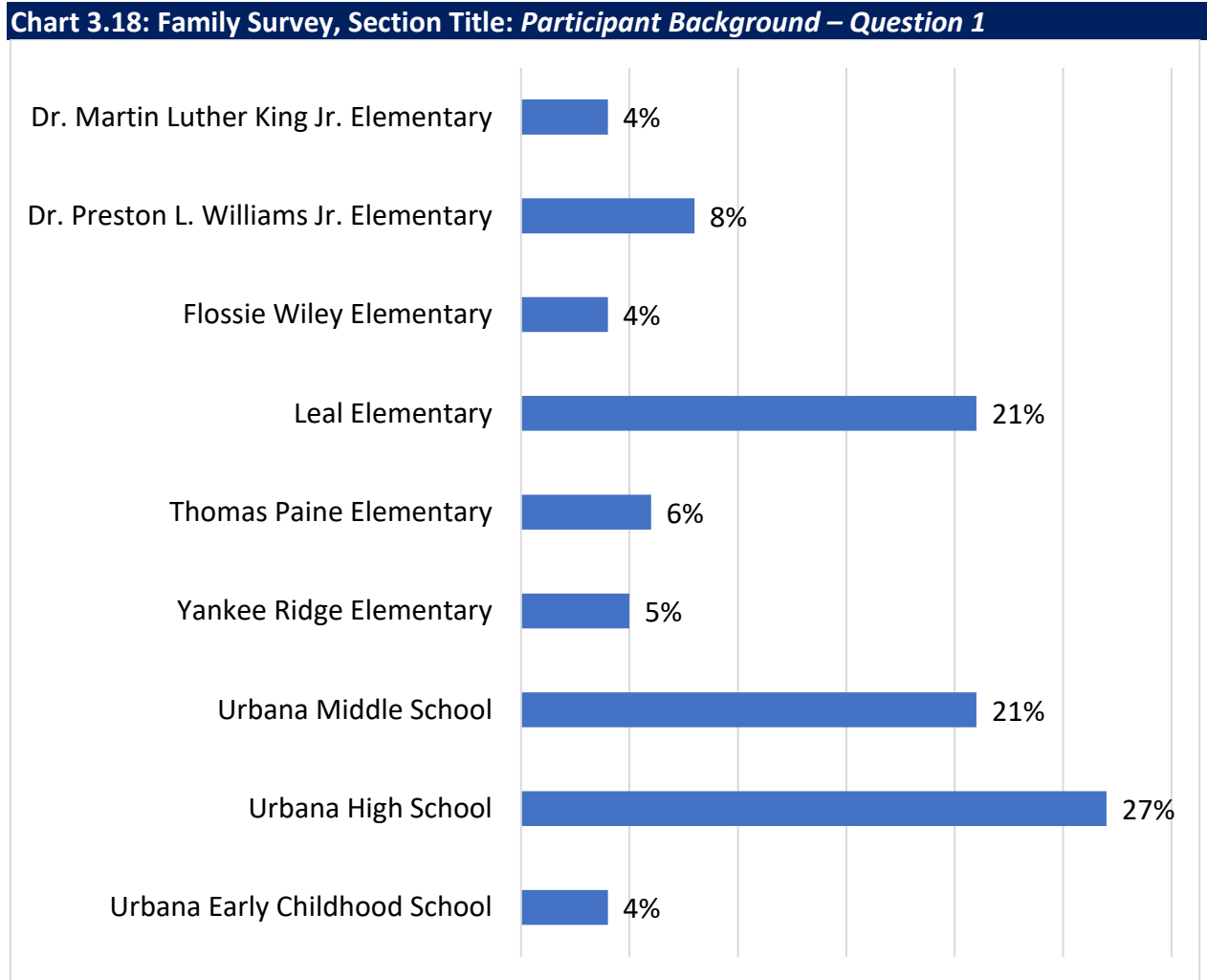


Table 3.19: Family Survey, Section Title: Participant Background – Question 2	
Q2: What is your race/ethnicity?	N
American Indian or Alaskan Native	1
Asian, Asian American or Pacific Islander	26
Black or African American	65
Hispanic or Latina/o/e/x	33
Two or More Races	16
White or Caucasian	205
I prefer not to answer	28
Total	374

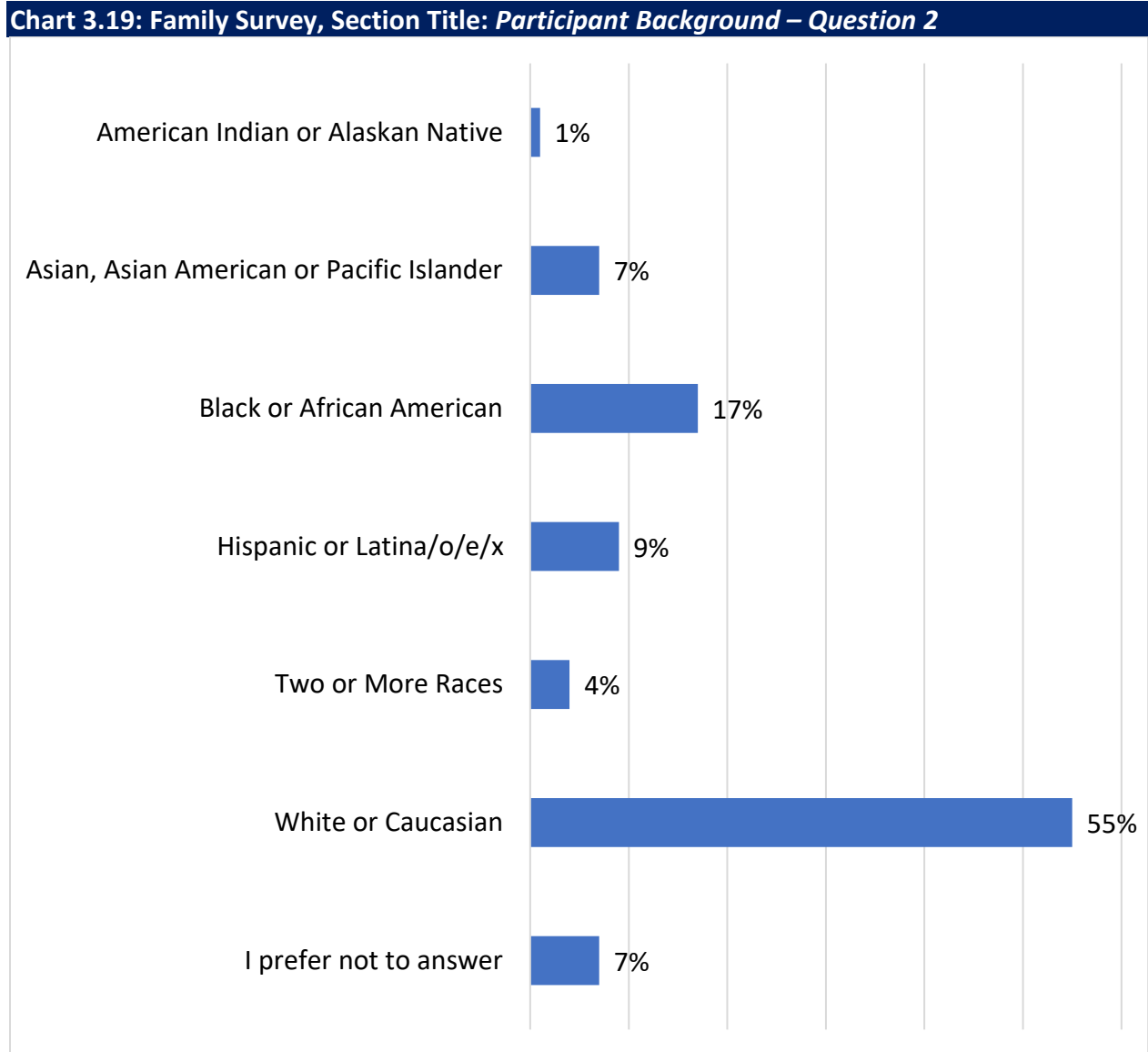


Table 3.20: Family Survey, Section Title: <i>Participant Background – Question 3</i>	
Q3: What is your gender/gender identity?	N
Female	257
Male	86
Gender Variant/Non-Binary	6
Not Listed	2
I prefer not to answer	23
Total	374

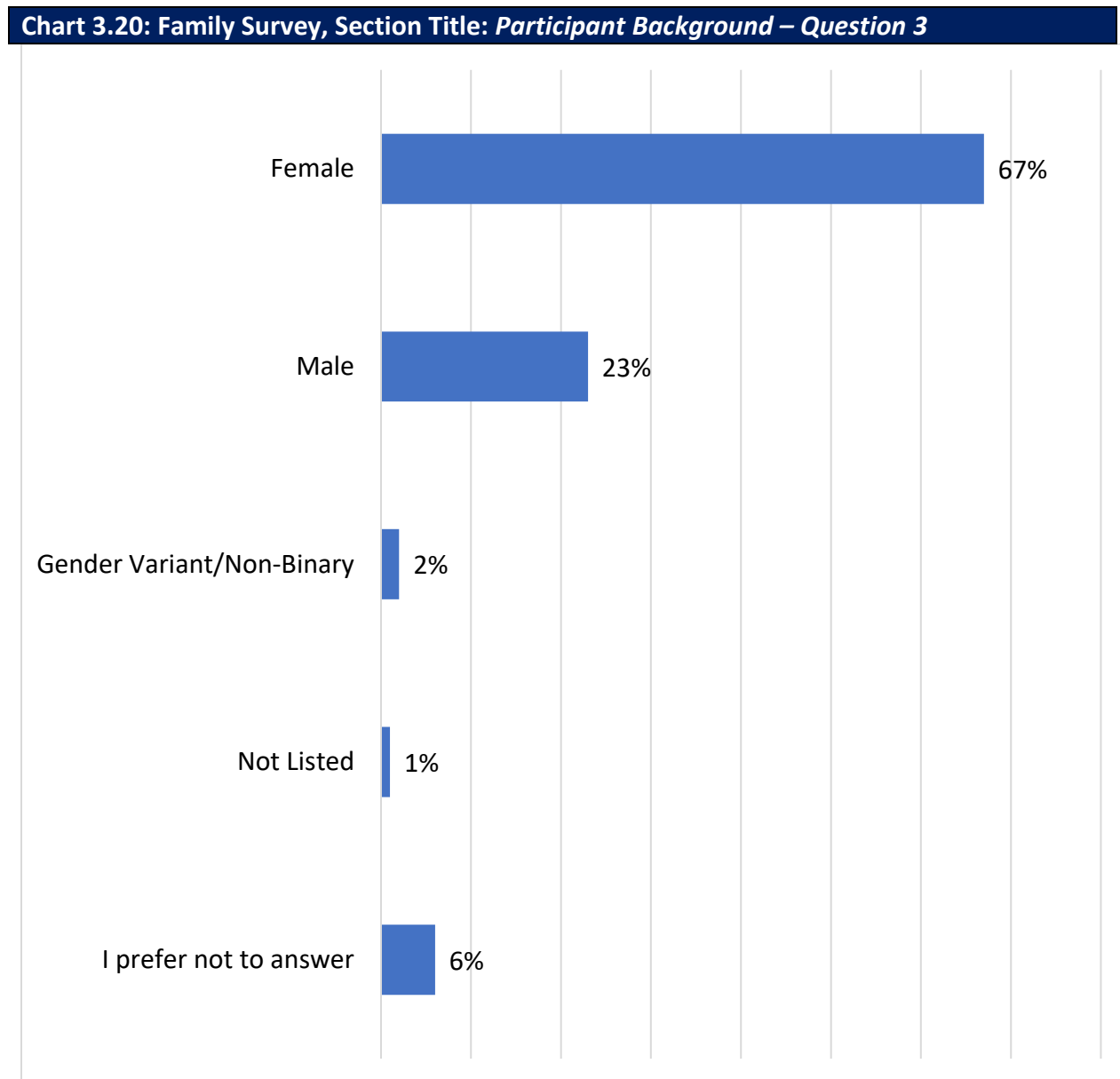


Table 3.21: Family Survey, Section Title: Participant Background – Question 4	
Q4: What is your household’s annual gross (before taxes) income?	N
No income	2
Less than \$10,000	14
\$10,000 - \$24,999	29
\$25,000 - \$49,999	51
\$50,000 - \$74,999	57
\$75,000 - \$99,999	46
\$100,000 - \$149,999	58
\$150,000 and up	64
I prefer to answer	53
Total	374

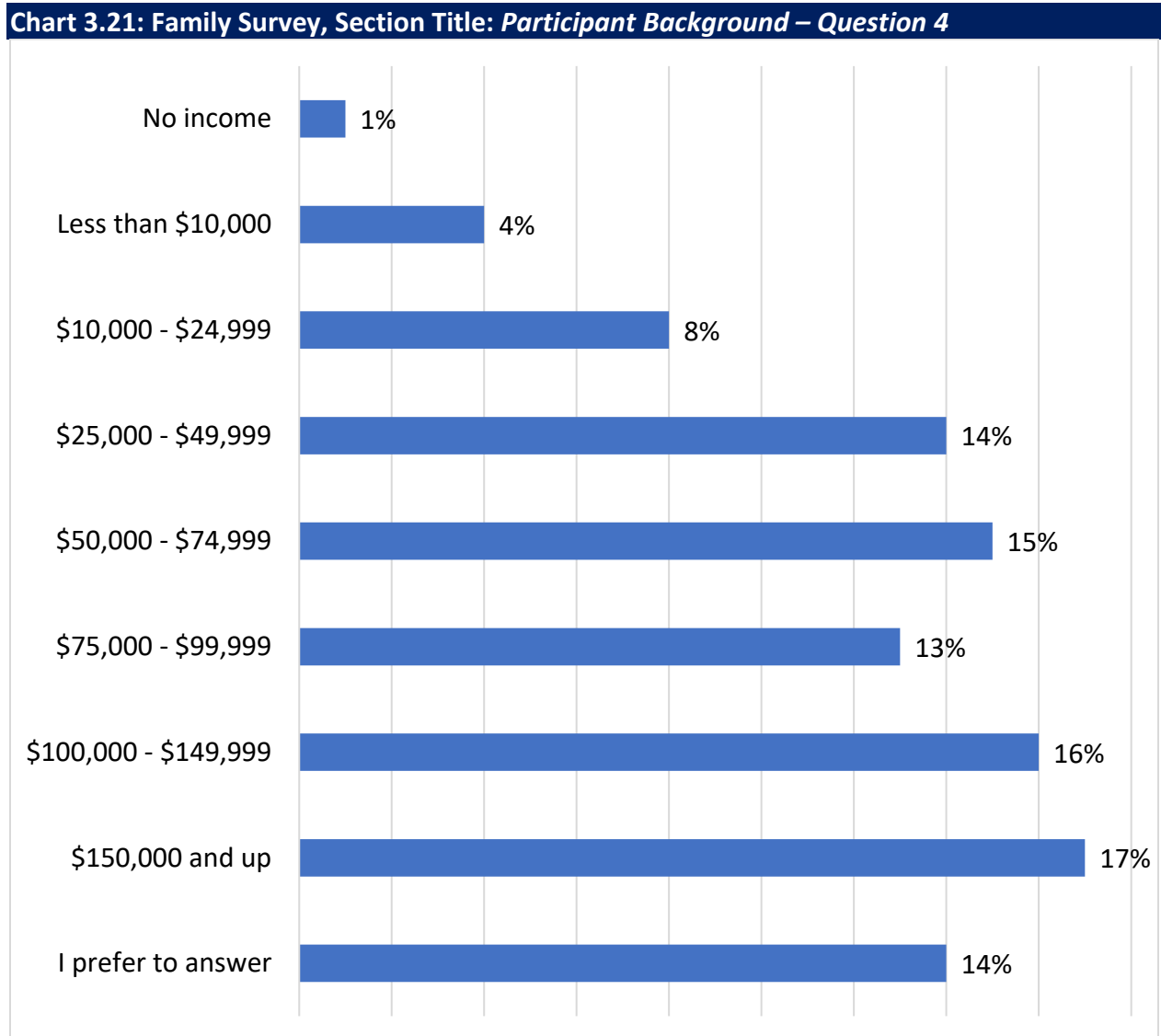


Table 3.22: Family Survey, Section Title: Participant Background – Question 5	
Q5: Does your child or children qualify in any of these services? (Choose all that apply)	N
Accelerated Math	58
Accelerated or Enrichment Reading	30
Multilingual Services/Emergent Bilingual	61
Free/Reduced Lunch	36
Individualized Education (IEP)/Special Education	79
504 Plan	37
None of the above	108
I prefer not to answer	28
Total Responses	437
Total Respondents	374

Chart 3.22: Family Survey, Section Title: Participant Background – Question 5

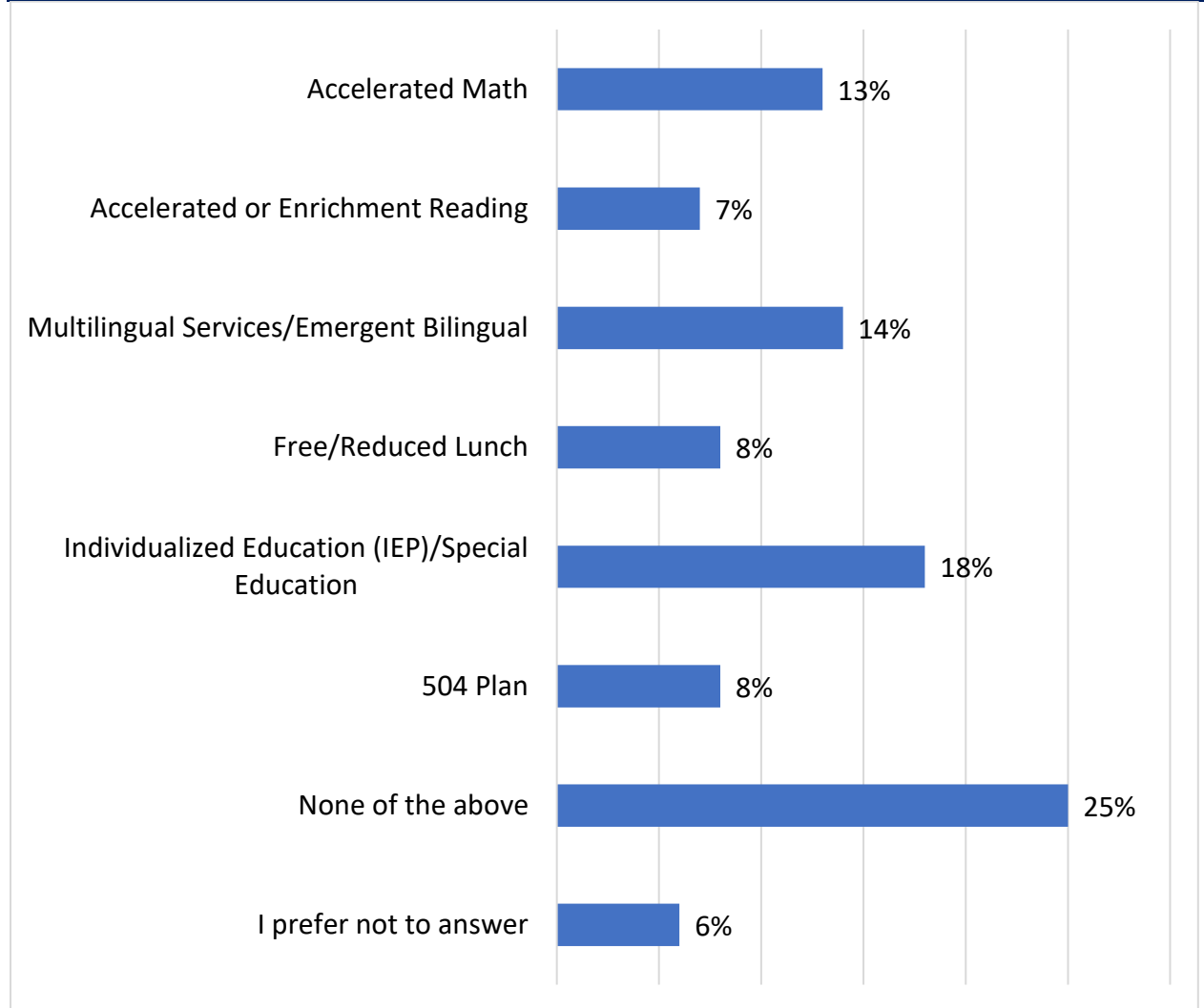


Table 3.23: Family Survey, Section Title: *Personal Awareness*

Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
1. I understand educational equity.	3	1%	13	3%	29	8%	176	47%	153	41%
2. I understand the need for educational equity.	11	3%	6	2%	23	6%	116	31%	218	58%
3. I am knowledgeable on issues of equity.	4	1%	20	5%	43	11%	168	45%	139	37%
4. I am personally comfortable discussing issues of equity.	4	1%	12	3%	41	11%	145	39%	172	46%
5. I have personally invested in learning about equity.	7	2%	28	7%	74	20%	125	33%	140	37%

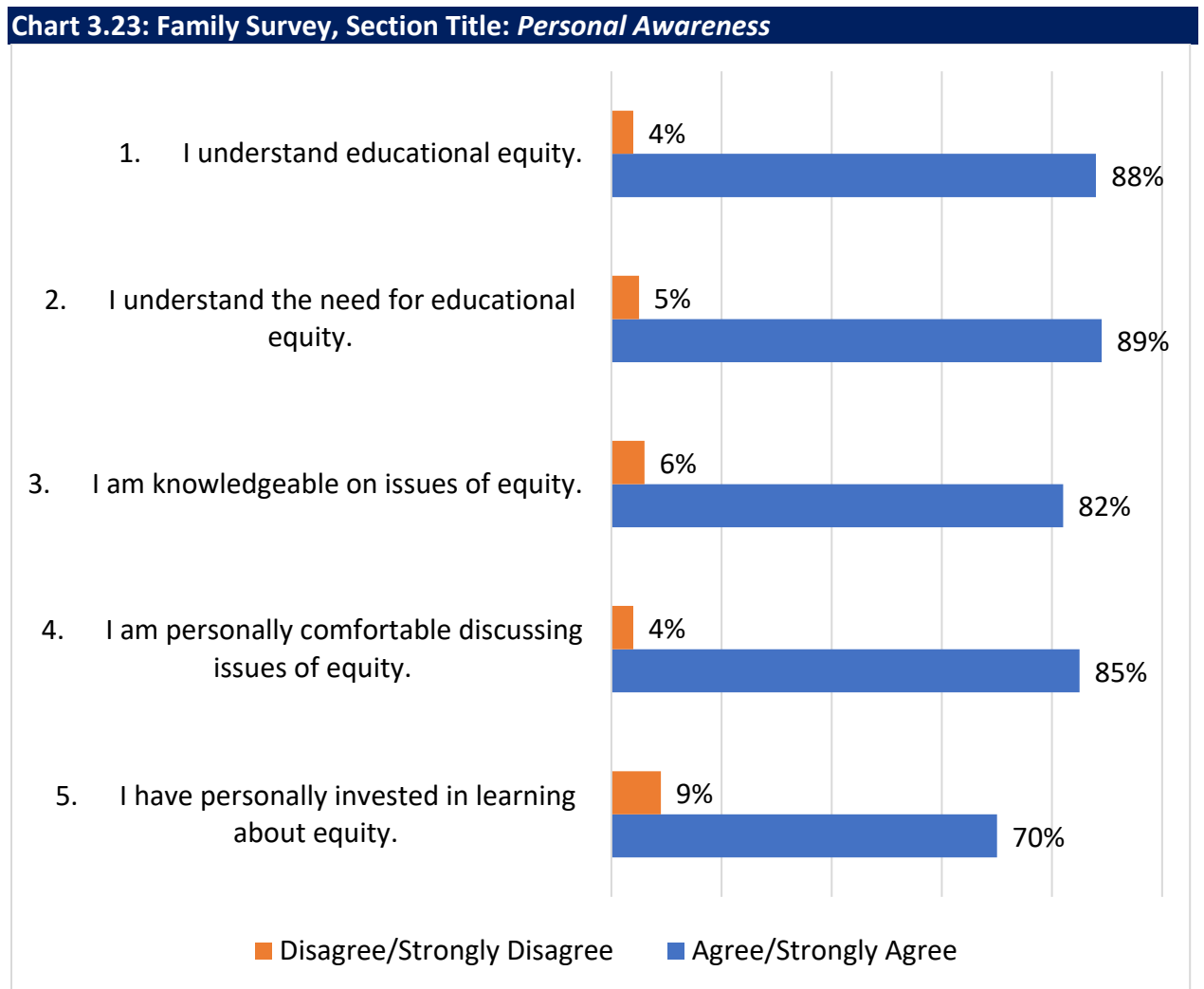


Table 3.24: Family Survey, Section Title: <i>Communication</i>										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
6. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	5	1%	3	1%	16	4%	100	27%	250	67%
7. It is important for schools to identify root causes of inequities at school.	15	4%	4	1%	18	5%	88	24%	249	67%
8. It is important for the district to be committed to equity.	11	3%	6	2%	19	5%	103	28%	235	63%
9. It is important for the district to be an inclusive and welcoming environment for all students and families.	3	1%	1	1%	8	2%	79	21%	283	76%
10. My family feels welcomed and included at my student(s)' school.	17	5%	25	7%	45	12%	138	37%	149	40%
11. It is important for school leadership to communicate the importance of equity.	12	3%	4	1%	28	7%	108	29%	222	59%
12. Equity is a problem at my school.	30	8%	46	12%	131	35%	103	28%	64	17%
13. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	9	2%	11	3%	23	6%	90	24%	241	64%
14. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	32	9%	31	8%	136	36%	112	30%	63	17%
15. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	15	4%	47	13%	117	31%	129	34%	66	18%
16. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	22	6%	33	9%	110	29%	143	38%	66	18%

Chart 3.24: Family Survey, Section Title: *Communication*

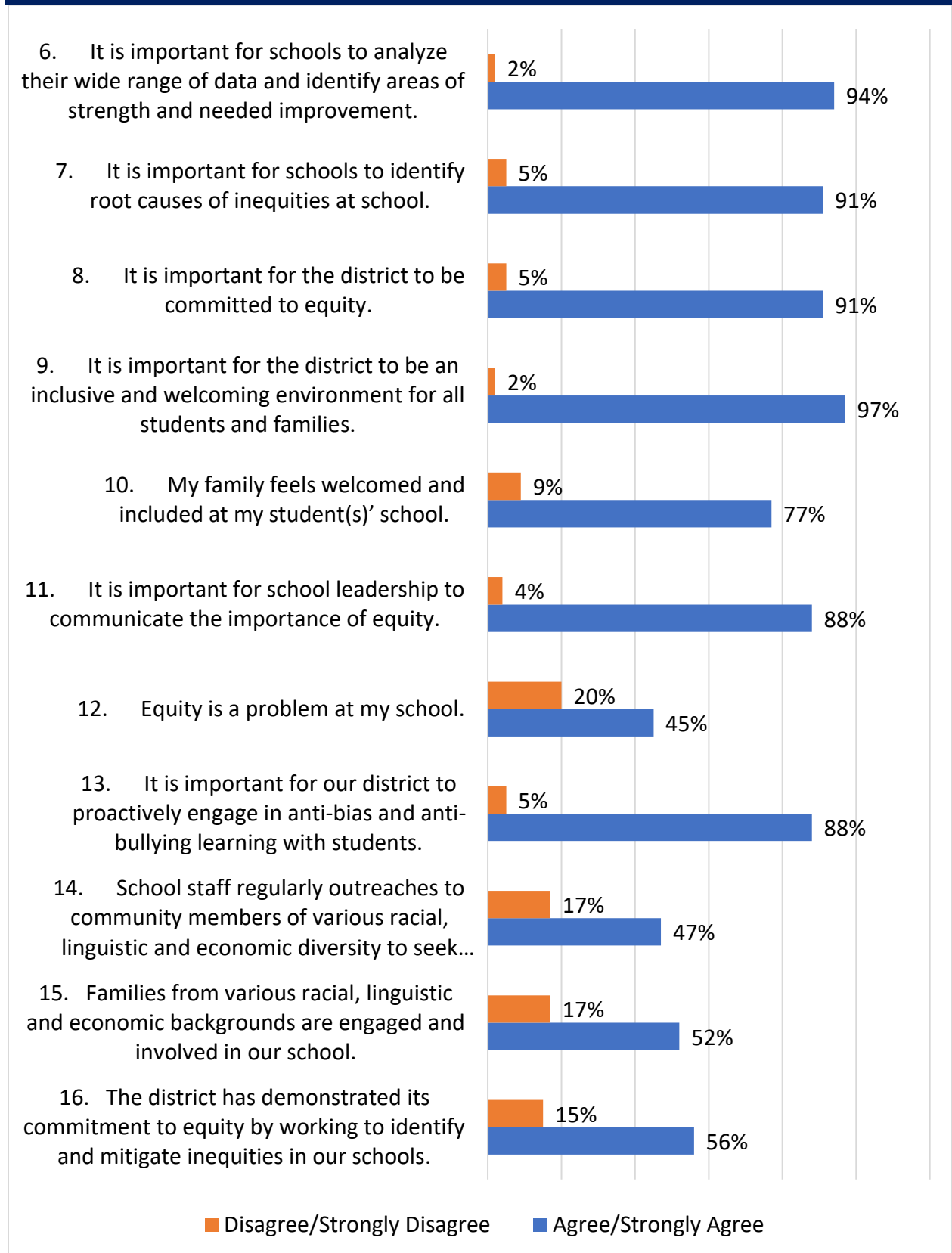
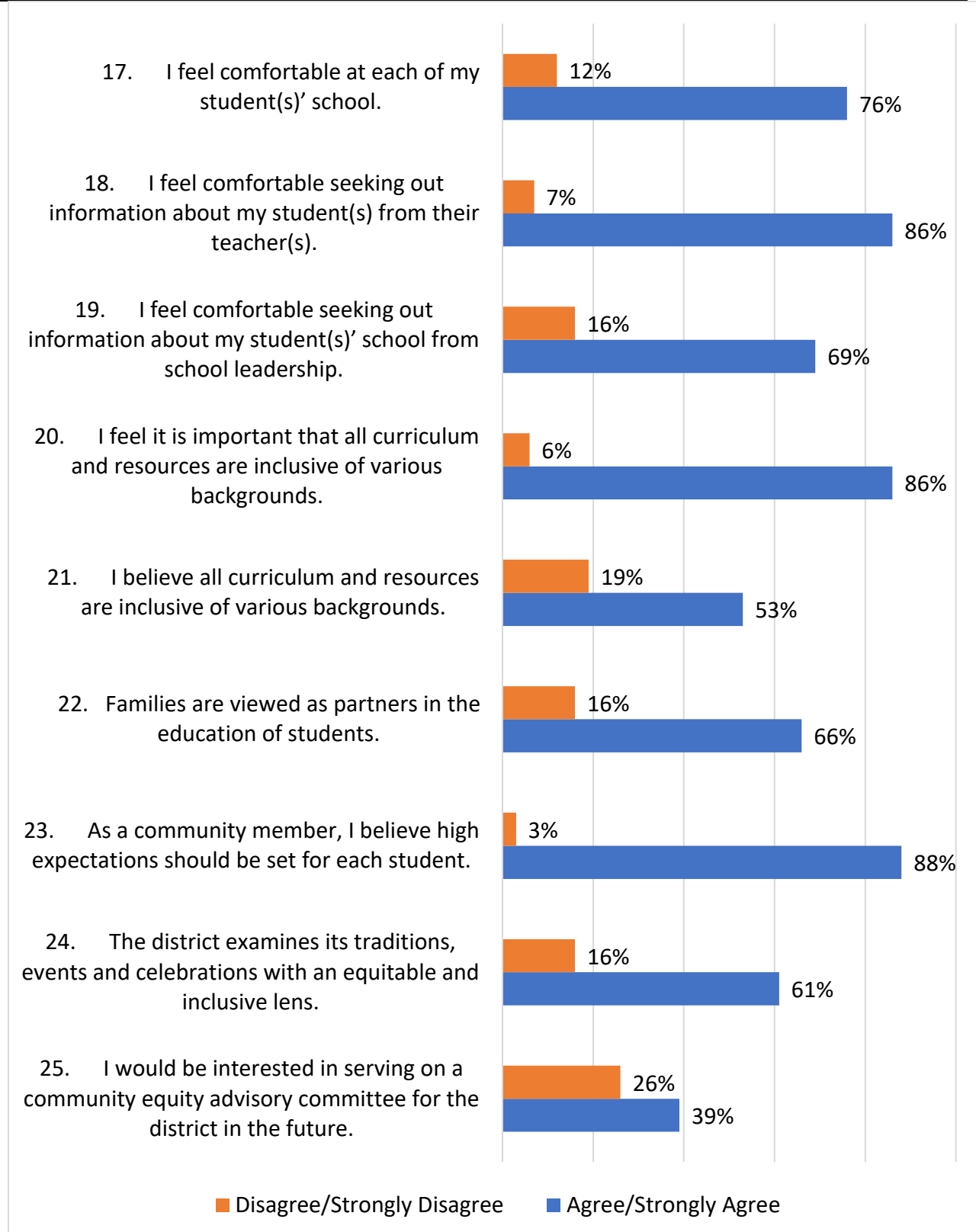


Table 3.25: Family Survey, Section Title: School Environment										
Statement	Strongly Disagree		Disagree		Neutral/Does Not Apply		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
17. I feel comfortable at each of my student(s)' school.	20	5%	26	7%	43	11%	164	44%	121	32%
18. I feel comfortable seeking out information about my student(s) from their teacher(s).	9	2%	17	5%	28	7%	137	37%	183	49%
19. I feel comfortable seeking out information about my student(s)' school from school leadership.	23	6%	38	10%	53	14%	125	33%	135	36%
20. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	6	2%	14	4%	31	8%	101	27%	222	59%
21. I believe all curriculum and resources are inclusive of various backgrounds.	17	5%	51	14%	109	29%	107	29%	90	24%
22. Families are viewed as partners in the education of students.	25	7%	35	9%	67	18%	149	40%	98	26%
23. As a community member, I believe high expectations should be set for each student.	2	1%	7	2%	33	9%	117	31%	215	57%
24. The district examines its traditions, events and celebrations with an equitable and inclusive lens.	18	5%	43	11%	86	23%	138	37%	89	24%
25. I would be interested in serving on a community equity advisory committee for the district in the future.	45	12%	52	14%	130	35%	84	22%	63	17%

Chart 3.25: Family Survey, Section Title: School Environment



Section 4

FINDINGS AND RECOMMENDATIONS

As the district implements any of the Equity Audit findings, the following is suggested for implementation:

- District leadership distributes the Executive Summary (or full report) to DELT members.
- District leadership distributes full report to BOE members.
- District leadership prioritizes and adopts Equity Audit findings utilizing an accountability framework.
- District leadership creates, implements, and progress monitor equity goals each year with accountable, measurable, and transparent features.
- District leadership maintains the existence of DELT to collaboratively develop and progress monitor equity goals.

The findings and recommendations in this Equity Audit report are not exhaustive. It is the district's responsibility to determine the next steps, and continuously progress monitor and improve toward systemic equity. Districts committed to equity understand that it involves time and resources to consistently advance systemic equity. As a practice of the Equity Audit, all findings are categorized using the *Five Strands of Systemic Equity*®. The district does not have to utilize the aforementioned accountability framework; however, it is encouraged that the district pursues a research-based structure that can support the multiple, systemic ways it decides to advance educational equity. A plan of action that allows for engagement and systemic decision-making is ideal, but it is not recommended that the district pursue all of the equity findings at once. The district could engage in a prioritization of each of the findings and determine a reasonable timeline that best meets their needs.

Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.

1.1 Implement measurable, accountable and transparent equity-driven goals and widely communicate to stakeholders .

Clear indicators of equity-driven goals are either lacking and/or not clearly communicated according to consistent feedback from DELT members. They remarked the following in the needs assessment:

- We need to have a need for clear expectations and directions in our school district.
- We need to consistently communicate our district goals and building goals equity goals in international spaces.
- Currently the goals are not aligned with other goals, but they have been developed.
- We need to go beyond the words in our policies, goals, and statements, and move to actions to bring the words to fruition. Accountability and measurable objectives are lacking in our school improvement plan process. School leaders were not held accountable for their school improvement goal progress by district administration or the school board.

Various staff stakeholders embrace DEI, understand its benefit for all students to and the impact it can have to educational excellence as it aims to provide pupils what they need to thrive. Specific to clear equity goals, focus group respondents reported the following:

- “I would like to applaud the school district for going deep into the discussion of equity but also like to see changes in the policies and procedures. I would like to see equity reflected in policies and procedures and not have to fight for it every time.”
- “For this equity work to not be in vain, we need to be transparent, intentional about what our goals are and make them tangible.”

From the family survey respondents, 56% felt the district has demonstrated its commitment to equity by working to identify and mitigate inequities in our school. An Equity Action Plan (EAP), or similar, that allows the district to develop and implement SMART (smart, measurable, achievable relevant and time-bound) goals would be beneficial (Edley, et al., 2019). Areas of needed attention and improvement that can be included as equity goals, per focus group feedback, can be extensive such as,

- identify opportunities to waive student fees for equitable access;
- absence of collective bargaining for classified staff;
- compensation for affinity group facilitators; and
- strategies to decrease classroom sizes and/or the hire of additional staff to accelerate small group supports and one-to-one with students.

1.2 Develop strategies to hire and retain specialized staff and continue efforts to diversify staff.

A clear consensus from the needs assessment and focus groups is the need to hire and retain specialized staff such as dual language teachers, social workers and paraprofessionals. The district has demonstrated its ability to hire bilingual staff as it has increased four individuals from SY 2021-22 to SY number of bilingual staff increased from SY 2022-23. However, the special education or LBS1 staff has decreased from 73 such specialists in SY 2021-22 to 70 in SY 2022-23. Considering the EL student population incrementally increases each year and students that require an IEP has remained steady in the last five years, the district may proactively implement strategies to focus on the recruitment and retention of these specialized staff. It may be challenging for general education staff to develop bilingual skills but tuition credit or similar incentive for general education teachers to obtain their LBS1 and/or ESL endorsement may support the growing special populations.

School districts across the country have struggled, and continue to struggle, in - diversifying their teacher and leadership staff (NCES). Whether it is less BIPOC people considering a career in education, competitive compensation for highly qualified BIPOC educators and/or other reasons, it remains a challenge to diversify the teacher pipeline in public schools (Schaeffer, 2021; Allegretto & Mishel, 2020; Ingersoll et al., 2019; Teach Plus, 2019). When many school districts have 85% or more of mostly White educators like the national data which reports 80% of teachers being White, at Urbana School District 116, it is above average in its diversification of educators and administrators. This does not translate that the school district should abandon efforts to diversify its teachers and leaders, but positively recognize their efforts. As reported in the DELT needs assessment, the district can implement more to keep its diverse staff and strengthen the plan to recruit and develop from within the district. Benefits of a teaching staff that reflects the student population has shown to increase positive adult-student relationships, student engagement, meaningful connections to the school, mitigation of access and expectation gaps as well as role-modeling (Wells, et al., 2016; Taylor, 2021, Teach Plus 2019). Impressively, the district has steadily diversified its teachers and administrators in the last five years as the following is reported,

- an increase of 4%, or 23 count, of Black/African American individuals
- an increase of 2%, or 10 count, of Hispanic/Latinx individuals

Additionally, these issues will likely not remedy in the short-term; thus, consistent, intentional strategies will serve the district well in accountability. Whether it is active higher education recruitment or Grow Your Own programs for non-teaching staff, alumni and or community members, the district could develop strategies and structures to hone in on their personnel recruitment efforts. Guaranteed job interviews, not employment, of alumni may entice people to return to their early schooling. Interviewing all teacher and administrator candidates with equity-focused questions can contribute to a staff committed to DEI, which may entice additional BIPOC individuals to pursue employment at the school district.

Teaching and Learning

To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.

2.1 Develop a curriculum map for each grade level that includes alignment to learning standards, a scope and sequence, instructional supports and rigor for varying levels of learners, embeds cultural and linguistic pedagogy and practices, and autonomy for equitable resources.

According to every stakeholder role – students, staff and families – that participated in the focus group as well as feedback from the needs assessment, there are pockets of educators that integrate students’ interests, perspectives and experiences within the instruction, but it is not a systemic practice. There were comments made that there was no consistency of content in grade levels, no framework, no scope and sequence and no mandated PD to curriculum development. Focus group participants also expressed concern about the lack of cultural and linguistic representation in the curriculum. When students can make relevant connections to content, their engagement increases (Howard, 2010; Stenbridge, 2020; Tomlinson, 2016). It can be overwhelming to consider all the ways teachers can incorporate cultural and linguistic responsive pedagogy and experiences especially if they do not know how to do so. A concise curriculum across all grade levels is an ideal first step to embed culturally relevant instructional approaches and discussion of diverse resources (Ladson-Billings, 2007; Hammond, 2015).

Student comments such as the following were made,

- “Just yesterday my teacher asked us what we think about school and asked for our opinions. We said how the curriculum can be better.”
- “We set low standards for the quality of teachers. They cannot necessarily teach us. What they bring to the classroom is not a healthy environment. Actually learning, standards are pretty low here. I think that it has gotten better but we also still have a lot that we can change in an effort to make it easier for students.”
- “I wish I had a math teacher. I feel like haven't learned anything in math since 6th grade and I'm in 8th grade. Last year, the teacher wasn't very good and this year, the teacher quit. We have a sub right now.”
- “The subs don't know how to teach, or they give us 6th grade worksheets to do in class and we're in 8th grade.”
- “I see myself in the American history and English, and in American Social Studies. When talking about Black people, slavery, reconstruction, we only read trauma-based stories and don't get to learn about Black excellence and joy.”
- “When it comes to teaching material in Spanish and the grammar is not translated well so we will learn less than a monolingual class and that's not fair.”
- “I feel like the curriculum is about White people.”

- “Half of the teachers were not taught multiple ways to teach, and half of the students have a learning disability or teachers teaching it the wrong way. There are so many ways to pass and not learning anything.”

Some staff members remarked as follows about the curriculum and instruction during the focus groups,

- “For students whose first language isn't English, there is some supports in place. I see a lot of teacher assistants that speak their languages a lot of the time. But more can be done to support those students. Teacher assistants are not enough.”
- “In one building, we have five SPED contained classrooms, and it is outdated. Its approach to serving students does not serve students well. It’s a school within a school. It’s not well supervised by anyone who specializes in intense needs of students. Teachers are overwhelmed. Students difficult to serve with multiple disabilities, autism in particular. A lot of complacency that is seen, like we got them in a classroom, not sure who is monitoring or making any improvements in how they are served. The school district as a whole is overwhelmed from administration down. There is a lot of ways to serve our students better.”
- “We did close the gap as far as getting away from standardized tests and having more assessment-based learning. Tackling each student as an individual rather than clumping all students together and that's where we're working to close the gap. Work needs to continue and get better at it as well. Things we can do to close the gap is we need more tutor-based staff members that can deal with more 1:1 small groups or instruction. Students need that and not only SPED students but students in general education classes need it as well. Even in colleges, people have tutors. People get help and go to community colleges because big university might not be ready yet. It provides space to have different learning environments to help close the gap swiftly.”

Some of the family individuals that participated in the focus group stated the below about the curriculum and representation,

- “I like the learning we offer students here. The way our school district has a different curriculum than other school districts like the way teachers interact with students as far as differences. They bring outside material into the classroom, and different learning experiences into the classroom. I like the sports and extra activities.”
- “At the middle school level, I don't see the curriculum. It's been a question I have had for a few years. Being a parent that pays hefty fees, I've seen a MAC book, but not Social Studies or Science textbooks. I haven't seen a textbook and my students have gone through elementary, middle and high school.”
- “We need to have high expectations of students. Students aren't being challenged to learn at level which is appropriate for them.”
- “Teach history beyond focusing on heritage months.”

According to the student surveys 76% indicated that the school have high expectations of them, and 80% said they are positively challenged in the learning at school. When it came to learning about similarities and differences about people, the student survey responses were high. With 89% stating they do such learning regarding similarities and differences about people, 87% indicating they like such learning, 89% indicating that such learning is important, 91% comfortable in such learning and 85% indicating that such learning has occurred.

Reportedly, 46% of staff members that participated in the survey suggested that every adult holds high expectations for each student at the school and 51% indicated that the curriculum and resources provide students the opportunity to see themselves. Survey responses from families indicated 86% felt it was important that all curriculum and resources are inclusive of various backgrounds, 53% believed all current curriculum and resources were inclusive of various backgrounds and 88% agreed or strongly agreed that high expectations should be set for each student.

Ideally and assumingly as the district develops an action plan infused with equity following this audit, it is recommended that this finding is a priority under Teaching and Learning to have the most systemic impact to improve learning conditions for all students. This may also be the most time consuming and costly as content teachers will need to be pulled to adopt a curriculum mapping framework or reference for each unit across all grade levels and departments. A robust curriculum map can aid in situations of substitutes, sharing of instructional activities, scaffolded formative assessments, examples of cultural and linguistic tied into the content as well as customized guidance to support learning and offer accelerated rigor.

2.2 Enhance the dual language and special education programs by fostering collaboration on instructional approaches between them, and then develop regular ‘best practices’ to share with the monolingual and general education classrooms.

In an effort to cultivate a sense of inclusion and belonging, and subsequently meet the varying learning needs of students, dual languages students and their teachers should have proactive opportunities to interact with monolingual pupils and staff. Language acquisition instructional approaches, for example, are beneficial for all students (Williams, 2003; Valenzuela, 1999; Tran, et al., 2017). Besides mandated PD on how to teach and work with non-Native English speakers, consistent efforts for dual language teachers and monolingual teachers appears to be a central concern as dual language teachers remarked the following:

- “There are a lot of gaps that have not been closed so not a lot of things came to mind at moment that are positive. Dual language is in a program in a building and being that program, we are the second, third, fourth or etc. thought and I don't think we come first from building administration and higher up lens like central office. Not a lot of central office members have experience, knowledge, or visiting dual language programs and so feel like we're an afterthought. They don't know what dual language in 90/10 program

looks like so at this moment, I don't know what ways we have closed opportunity gaps for students.”

- “The voices of educators in dual language program does not seem to be as heard as much as voices of teachers in other programs and it has not felt equitable in that way, so we've been put on hold, and it feels like our voice does not matter in spaces.”

During this Equity Audit process, it was learned through comments at BOE meetings (October-December 2022) and focus group respondents that the results of stated audit would determine if the dual language program would be restructured in one school building. This premise is based on an assumption as such a conclusion would be beyond the scope of this Equity Audit. There are limitations to this Equity Audit, and the one of the best ways to determine the future of the dual language program is through an exclusive and extensive program evaluation. Whether the comprehensive program evaluation is conducted internally or through a third-party, it needs to narrowly examine outcomes in multiple scenarios. These questions are offered to assist:

- What is the anticipated academic growth and benefits among dual language students at one attendance center?
- What type of infrastructure modifications, if any, are needed to accommodate a dual language school and its potential growth?
- What is the anticipated transportation expense and timeline for all students with the restructure of a dual language school?
- How will neighborhood kids be affected if moved to another school to make room for the dual language school?
- How will this maintain and/or elevate family engagement among dual language families with one central school?
- How would special education services for dual language students be supported in one school?
- What would be the expenses and community impact of restructuring a neighborhood school to a dual language school?
- Knowing that it would be rare to have consensus among all stakeholders to have a dual language school that may affect hundreds of students and their families, how will the district offer, at best, a democratic process to this long-term decision?

As students from the dual language program accelerate through grades, a comment that requires additional investigation with an emphasis on equity is that dual language students do not have the opportunity to participate in elective courses. If true, this is an equity point of concern as removing such learning autonomy and interests from students perpetuates exclusion by using their marginalized identity to marginalize them further.

Attention must also be given to special education students and the teachers that serve them as several had mixed experiences. Some stakeholders remarked positively on the special

education programs at the school while others stated there was a lack of following IEP and/or 504 plans. Staff and families commented as follows about the special education in the district:

- “In one building, we have five SPED contained classrooms, and it is outdated. Its approach to serving students does not serve students well. It’s a school within a school. It’s not well supervised by anyone who specializes in intense needs of students. Teachers are overwhelmed. Students difficult to serve with multiple disabilities, autism in particular. A lot of complacency that is seen, like we got them in a classroom, not sure who is monitoring or making any improvements in how they are served. The school district as a whole is overwhelmed from administration down. There is a lot of ways to serve our students better.”
- experiences into the classroom. I like the sports and extra activities.”
- “One thing disappointed is in special needs program. Initially there was a lot of fight and push back with nurse for my son to come to school. Eventually, it worked out. Right now, we’re just dealing with hurdles with no nurse on Fridays. This year, teachers a lot more inclusive for my student.”
- “SPED students have IEPs, and they are not always followed. It’s a federal document that teachers, students and parents agree to these accommodations but then they don't happen. I understand there are shortages and last year, no one was notified that there was no speech teacher so students with IEP received no speech services. Legally the school must contact the parents to notify them that there was no speech teacher. Communication and transparency are critical. If can't get a speech teacher, inform parents to get it done elsewhere. Feels like they are not being transparent so that parents don't complain. Students are seriously physically hurting self and other people because school district and IEP procedures and policies are not being followed through on. Students are labeled as the problem. Things are constantly changing, and we need the flexibility, willingness, and adaptability at school to make changes. Staff members take personal hits when bringing to their attention that there is a problem.”

The enhanced collaboration could also support the monolingual, general education classrooms as some commented that it lacked with such comments as follows:

- “We did close the gap as far as getting away from standardized tests and having more assessment-based learning. Tackling each student as an individual rather than clumping all students together and that's where we're working to close the gap. Work needs to continue and get better at it as well. Things we can do to close the gap is we need more tutor-based staff members that can deal with more 1:1 small groups or instruction. Students need that and not only SPED students but students in general education classes need it as well. Even in colleges, people have tutors. People get help and go to community colleges because big university might not be ready yet. It provides space to have different learning environments to help close the gap swiftly.”
- “The priorities that we have to manage if have all these students coming from interventions, we can't help all students. We should be helping because not enough

support so only gets to help certain number of students when we wish we could help more.”

Research overwhelmingly states that teachers who are able to collaborate, strategize for student learning, compare instructional strategies that increase engagement and offer a range of formative assessment to gauge content learning can effectively improve and sustain high student performance (Blankstein, et al., 2016; Johnson, 2002; Muhammad & Cruz, 2019; Pollock & Tolone, 2020). Some staff that participated in focus groups shared frustration at the absence of problem-solving opportunities and/or follow-through when trends in student data are noticed.

2.3 Examine the root causes of lower academic performance among Black/African American students.

According to multiple datasets, Black/African American students are exhibiting poorer academic performance than any other racial group. In unpacking the root causes for this negative trend among the largest racial group in the district is critical. Forecasting that this racial group will continue to grow for the district, it is urgent the district prioritize the why behind the academic disenfranchisement. Consider these data trends:

- Black/African American students are dropping out a high rate than any other racial group. Although this racial group is the largest of the district, the dropout trend may continue to increase without an intense, proactive interventions starting at earlier grades to emphasize the criticalness of completing a K-12 education. Black/African American students are the lowest demographics of students graduating in at least the last five years.
- A campaign focused on student attendance and on-time to school expectation can be emphasized to students and their families. The Black/African American student population represents the largest count of absenteeism, transfer and truancy in comparison to all other student racial groups in the last five years.
- It is unknown without an intense program evaluation to determine with certainty if biases are impacting the identification of Black/African American students as neurodivergent. According to datasets, Black/African Americans are the largest group identified as disabled in behavior, learning, and cognitive.
- The district did not have enough disaggregated racial data to determine the enrollment of Black/African American students in honors and AP courses. Moving forward, the district may benefit in monitoring this data.
- In reading and math benchmark assessments, Black/African American were the largest racial group to not meet growth. However, in reading standardized assessments, Black/African American students were second lowest of did not meet grade level expectations and the lowest in math standardized assessments.
- Black/African American students are the largest racial group experiencing retention and in credit recovery opportunities in at least SY 2017-18 to SY 2021-22.

Student Voice, Climate and Culture

To consistently seek students' feedback and experiences, and nurture a positive, authentic, and meaningful organizational culture and climate.

3.1 Establish a student equity advisory committee.

Whether at the individual school level and/or districtwide, a consistent student group that can offer insight to their experiences as a student could benefit the district. There was consensus among DELT members in the needs assessment to focus on intentional inclusion of student voices. Students reported experiences of microaggressions, hate speech directed at them based on identity, a feeling of isolation, and the lack of positive, meaningful connections between adults and students at the school. These instances can occur daily and one of the ways to become aware of its manifestation is through committee opportunities dedicated to listening to student voice (Smith et al., 2017; Gomez et al., 2020). Staff also commented on the need for students from historically marginalized groups to be supported, so the ability to actively recruit targeted students can cultivate a sense of belonging. This committee can also aid in learning about students' interests that can be offered as an after-school activity or replicated with such an opportunity that can arise during the school day. A student equity advisory or committee can contribute to understanding student survey responses such as 50% agreed/strongly agreed that students have said hurtful things about them and their background, and 61% agreed/strongly agreed that bullying is a problem at the school.

3.2 Heighten positive, meaningful connections opportunities with Black/African American and Free/Reduced Lunch students.

According to the multi-year datasets in discipline and behavior, Black/African American and FRL students are likely experiencing the most disconnection to their schools as evidenced in punitive consequences. With the exception of SY 2020-21, likely due to remote learning because of the Covid-19 pandemic, Black/African American students represented the majority of in-school suspensions, out-of-school suspensions and behavior incidents over the last five years. The FRL special population is the largest subgroup in the district but exceeded, percentage wise, in-school suspension SY 2017-18 and SY 2021-22. The FRL subgroup has consistently increased in the out-of-school suspension from 20% in SY 2017-18 to 81% in SY 2021-22. It is important to note that without knowing the full circumstances in each case that led to the punitive consequences, the quantitative data in particular, is suggestive that the district can benefit from heightened restorative practices, SEL, trauma-informed skills and other expertise to connect young people to the schoolhouse (Gomez et al., 2020; Tatum 1997; Kincheloe, 2008; Howard, 2010; Smith et al., 2017).

Professional Learning

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.

4.1 Provide mandatory learning opportunities for teachers on the varying pedagogical needs of students that contribute to educational equity.

DELT needs assessment ranged from *we're working on it and not yet what we'd call strong to systemic and committed throughout the district and all schools, widely communicated to all stakeholders*. Staff also commented in the focus groups that they have experienced equity PD over the years, and its reception to it varied. Educational and social equity topics can be challenging as it necessitates introspection, and possible contributions to unfairness and biases; thus, DEI PD tends to unpack historical realities and current distribution of access and opportunity and power imbalances (Dugan, 2021; Tatum, 1997; Gorski, 2018). Continued PD on DEI is encouraged as human interactions, relationships, society environments and social justice constantly evolves. PD may occur through book studies, individualized learning opportunities, identity empathy (e.g., LGBTQ+ and special education), affinity group connections and in other ways. Further, it was apparent in the focus groups that PD which allows for the varying cultural and linguistic differences as well as neurodivergent needs of students be mandated for all educators. Such required, systemic, and consistent professional learning can benefit all students, because of the wavering cognitive modalities of students.

Family and Community as Agency

To partner with families and the community for authentic opportunities to serve the students, the school(s) and the district.

5.1 Establish a community equity advisory committee or integrate equity and belonging awareness in current parent/guardian collaboration opportunities.

An equity advisory committee or similar are deliberate acts that value a family's input and can nurture the home-school connections and could offer opportunities for families to share their perspectives and experiences (Ishimaru, 2020).

According to the staff survey, the following was indicated,

- 47% agreed/strongly agreed that school staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions;
- 52% agreed/strongly agreed that families from various racial, linguistic and economic backgrounds are engaged and involved in our school; and,
- 66% agreed/strongly agreed that families are viewed as partners in the education of students.

Common themes from the family focus groups fluctuated from positive interactions with the school district and consistent communication efforts, to being pushed away from sharing negative experiences and desiring accountability from leadership. Some family responses via focus groups stated the following,

- "Communication is hit and miss. Need transparency and consistent communication."
- "Restriction of communication means if you contact teachers, principal or district and then the email is spread, they feel like one person fighting different areas of school district. They pick and choose what they answer or what they want to deal with and feel like putting it on a list. Like you're not welcome, or you're a bother."
- "There needs to be accountability at the building level. I can contact central office and feel they are approachable people. The district administration genuinely cares, and I think it is the building administration that need to communicate consistently."
- "Wish we had a space for parents to talk and share concerns on a regular basis and don't just see parents unless an event."
- "Communication could be better. I don't know if direct line to systemic equity, on what is happening and doing in the schools. A lot of mistrust all around."
- "Parents don't have the opportunity to discuss these issues. School district fears criticism."

An equity advisory committee, or opportunities of discussion surrounding equity, could aid community understanding of it, and demonstrate transparency on behalf of the district.

LIST OF FREQUENT ACRONYMS

ABAR = anti-bias/anti-racist
AP = Advanced Placement
BIPOC = Black, Indigenous and People of Color
BOE = Board of Education
CTE = Career Technical Education
DEI = Diversity, Equity and Inclusion
ELA = English Language Arts
ELL = English Language Learners, used interchangeably with EL or LEP
ESL = English as a Second Language
GenEd = General Education
FRL = Free/Reduced Lunch
IEP = Individualized Education Program
ISS = In-school suspension
LEP = Limited English Proficient, may be used interchangeably with ELL
LGBTQ+ = Lesbian, gay, bisexual, transgender, queer/questioning, and other identities within the LGBTQ+ community
MTSS = Multi-tiered System of Support
OSS = Out-of-school suspension
PD = Professional Development
POC = People of Color
SEL = Social, Emotional Learning
SES = Socio-Economic Status
SIP = School Improvement Plan
SPED = Special Education
SY = School Year

GLOSSARY

(The terms and definitions included in this glossary are not exhaustive. They have been adapted from the various references cited in this report and based on recurring themes.)

Agency: The efficacy and ability to navigate systems, structures and institutions.

Ally: A person that is committed to support and promote a common interest.

Anti-bias/Anti-racist (ABAR): To actively identify and disrupt explicit and implicit forms of biases on the basis of race and other identities.

Belonging: A person's perception to be holistically accepted.

Bias: An organic information process of the human brain to identify preferences, inclinations, dispositions, or preferences.

Cisgender: A person that identifies their gender to their sex assigned at birth.

Culture: A social system of meaning and custom that is developed by a group of people that may shape their values, beliefs, habits, patterns of behavior and communication.

Deficit thinking: An automatic negative perspective that attributes failure and deficiency against a person(s) rather than awareness of the limitations of a system.

Disproportionality: A group's representation in a particular dataset that exceeds overall demographic or differs substantially from the representation of others in that dataset.

Diversity: The variety of backgrounds, identities, and experiences.

Dominant Identities (dominant culture): Non-dominant identities (based on race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment, family status, etc.) determined by historical stratification of sociopolitical power and context in various institutions (e.g., education, employment, health care, housing, etc.).

Educational equity: The ability to identify, address, rectify, remedy, and resolve unequal access and opportunity in education. In short, every student fairly gets what they need in schools regardless of what they look like, come from, their home/environmental factors and circumstances beyond their control.

Ethnicity: Groups of people that share common ancestry, heritage, history, geography, and language influenced by background and culture.

Historically marginalized identities (also known as minority or minoritized): Excluded and/or disadvantaged socially constructed identities (based on race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment, family status, etc.) determined by historical stratification of sociopolitical power and context in various institutions (e.g., education, employment, health care, housing, etc.).

Identities (also known as social constructs/socially constructed identities): Include but not limited to race/ethnicity, gender/gender identity, sexuality, ability, socio-economic status, language, age, national origin, religion/non-religious affiliation, physical attributes, education attainment, family status, etc.

Inclusion: The act of being involved or active participation of individuals.

Institutions: The wide range of public goods and private entities developed to serve society such as criminal justice systems and formal education.

Intersectionality: The intersection of two or more identities.

Ism's (e.g., classism, racism, sexism): Systemic elimination, discrimination, exclusion and/or disenfranchisement that impacts the fair distribution of access and opportunity based on power dynamics.

Microaggressions: The everyday verbal, nonverbal, and environmental slights, snubs or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to persons based solely upon their marginalized group membership.

Minoritized (originally minority): The racial, ethnic, religious or social stratification of a society that suggests lower end of a hierarchy to dominant groups in political, financial, or social power.

Oppression: The exercise of power to unjustly manipulate resources and treatment against others.

Power: The capacity and ability to exercise influence among individuals, in social, structural and other systemic ways.

Socialization: The process of consciously and unconsciously learning norms, beliefs and practices from various agents in human socialization such as family, peers, media, colleagues, religion, and cultural backgrounds.

Social Justice: The view that all people deserve equitable opportunities.

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Following the conclusion of the Equity Audit, the district included the below data which has been accepted as additional appendices to this report.

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Appendix A: Student respondents by school and grade

(actual student responses may not represent factual information and likely a selection error)

School	N of respondents	Grade	N respondents per grade
Dr. Martin Luther King Jr. Elementary	11	5 th	4
		6 th	4
		8 th	3
Dr. Preston L. Williams Jr. Elementary	63	5 th	53
		6 th	7
		7 th	1
		8 th	2
Flossie Wiley Elementary	31	5 th	30
		6 th	1
Leal Elementary	6	6 th	3
		8 th	3
Thomas Paine Elementary	46	5 th	40
		6 th	3
		7 th	3
Yankee Ridge Elementary	10	5 th	1
		6 th	3
		7 th	4
		8 th	1
		11 th	1
Urbana Middle School	519	5 th	2
		6 th	201
		7 th	162
		8 th	152
		9 th	1
		11 th	1
Urbana High School	412	8 th	6
		9 th	135
		10 th	117
		11 th	109
		12 th	44
		Other	1
Urbana Early Childhood School	8	5 th	3
		6 th	1
		7 th	2
		8 th	2
Urbana Adult Education	37	11 th	3
		12 th	12
		Other	22

Appendix B: Student respondents by school and race/ethnicity

	American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer	Total
Dr. Martin Luther King Jr. Elementary	1	2	3	1	2	1	1	11
Dr. Preston L. Williams Jr. Elementary	2	1	20	17	5	2	16	63
Flossie Wiley Elementary			16	2	3	4	6	31
Leal Elementary			1	1	1	2	1	6
Thomas Paine Elementary	1	1	10	2	6	6	20	46
Yankee Ridge Elementary		1	6			1	2	10
Urbana Middle School	16	13	153	97	73	119	48	519
Urbana High School	5	29	144	46	43	135	10	412
Urbana Early Childhood School			2	2	1		3	8
Urbana Adult Education	1	1	18	8	5	4		37
Total	26	48	373	176	139	274	107	1,143

Appendix C: Student respondents by school and gender

	Boy	Girl	Gender Variant/ Non-binary	Not listed	I prefer not to answer	Total
Dr. Martin Luther King Jr. Elementary	7	4				11
Dr. Preston L. Williams Jr. Elementary	24	38	1			63
Flossie Wiley Elementary	21	9	1			31
Leal Elementary	2	3			1	6
Thomas Paine Elementary	31	12	1		2	46
Yankee Ridge Elementary	4	4		2		10
Urbana Middle School	245	233	18	7	16	519
Urbana High School	191	178	25	4	14	412
Urbana Early Childhood School	5	3				8
Urbana Adult Education	6	30	1			37
Total	536	514	47	13	33	1,143

Appendix D: Student responses by school

1. I feel safe at my school.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	2		4	5	11
Dr. Preston L. Williams Jr. Elementary		5	17	41	63
Flossie Wiley Elementary	2		5	24	31
Leal Elementary			4	2	6
Thomas Paine Elementary	2	3	19	22	46
Yankee Ridge Elementary			5	5	10
Urbana Middle School	33	31	232	223	519
Urbana High School	60	49	209	94	412
Urbana Early Childhood School	1	1	3	3	8
Urbana Adult Education				37	37
Total	100	89	498	456	1,143

2. I feel welcomed at my school.					
	No	I do now know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1		3	7	11
Dr. Preston L. Williams Jr. Elementary		5	14	44	63
Flossie Wiley Elementary	5		9	17	31
Leal Elementary	1		3	2	6
Thomas Paine Elementary	2	4	15	25	46
Yankee Ridge Elementary			6	4	10
Urbana Middle School	33	51	185	250	519
Urbana High School	46	59	162	145	412
Urbana Early Childhood School	1		3	4	8
Urbana Adult Education		1		36	37
Total	89	120	400	534	1,143

3. The adults at my school respect me.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	2		2	7	11
Dr. Preston L. Williams Jr. Elementary	2	6	19	36	63
Flossie Wiley Elementary	2		9	20	31
Leal Elementary			1	5	6
Thomas Paine Elementary		3	19	24	46
Yankee Ridge Elementary		1	2	7	10
Urbana Middle School	31	45	175	268	519
Urbana High School	42	49	184	137	412
Urbana Early Childhood School			2	6	8
Urbana Adult Education			1	36	37
Total	79	104	414	546	1,143

4. The adults at my school respect me.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1	1	3	6	11
Dr. Preston L. Williams Jr. Elementary		4	15	44	63
Flossie Wiley Elementary	2		4	25	31
Leal Elementary			2	4	6
Thomas Paine Elementary	1	7	8	30	46
Yankee Ridge Elementary			3	7	10
Urbana Middle School	21	54	143	301	519
Urbana High School	42	55	152	163	412
Urbana Early Childhood School		1	5	2	8
Urbana Adult Education		1	1	35	37
Total	67	123	336	617	1,143

5. I respect all the adults at my school.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary			1	10	11
Dr. Preston L. Williams Jr. Elementary		2	12	49	63
Flossie Wiley Elementary	1		9	21	31
Leal Elementary			2	4	6
Thomas Paine Elementary		1	12	33	46
Yankee Ridge Elementary	1		1	8	10
Urbana Middle School	12	19	118	370	519
Urbana High School	37	23	145	207	412
Urbana Early Childhood School			2	6	8
Urbana Adult Education		2	1	34	37
Total	51	47	303	742	1,143

6. I respect all the students at my school.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary			2	9	11
Dr. Preston L. Williams Jr. Elementary	4	2	19	38	63
Flossie Wiley Elementary	3		15	13	31
Leal Elementary			4	2	6
Thomas Paine Elementary	2	1	19	24	46
Yankee Ridge Elementary		2	5	3	10
Urbana Middle School	33	36	214	236	519
Urbana High School	45	46	165	156	412
Urbana Early Childhood School	1		2	5	8
Urbana Adult Education		1	2	34	37
Total	88	88	447	520	1,143

7. I like my school.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	3		4	4	11
Dr. Preston L. Williams Jr. Elementary	3	6	20	34	63
Flossie Wiley Elementary	2	2	3	24	31
Leal Elementary		2	1	3	6
Thomas Paine Elementary	5	3	16	22	46
Yankee Ridge Elementary	3		4	3	10
Urbana Middle School	76	69	173	201	519
Urbana High School	103	59	189	61	412
Urbana Early Childhood School	2		1	5	8
Urbana Adult Education			4	33	37
Total	197	141	415	390	1,143

8. Students have said hurtful things about me or my background.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	2	3	2	4	11
Dr. Preston L. Williams Jr. Elementary	13	13	18	19	63
Flossie Wiley Elementary	6	6	6	13	31
Leal Elementary	2	2	1	1	6
Thomas Paine Elementary	8	10	7	21	46
Yankee Ridge Elementary	3		1	6	10
Urbana Middle School	146	86	126	161	519
Urbana High School	117	119	75	101	412
Urbana Early Childhood School		1	3	4	8
Urbana Adult Education	23	10		4	37
Total	320	250	239	334	1,143

9. I feel comfortable and accepted by other students.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1		5	5	11
Dr. Preston L. Williams Jr. Elementary	8	3	16	36	63
Flossie Wiley Elementary		2	7	22	31
Leal Elementary	1		3	2	6
Thomas Paine Elementary	5	5	19	17	46
Yankee Ridge Elementary	1	1	5	3	10
Urbana Middle School	48	65	229	177	519
Urbana High School	53	66	180	113	412
Urbana Early Childhood School			5	3	8
Urbana Adult Education	2	1	6	28	37
Total	119	143	475	406	1,143

10. I feel said hurtful things about a student and their background.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	9		1	1	11
Dr. Preston L. Williams Jr. Elementary	40	9	7	7	63
Flossie Wiley Elementary	14	2	8	7	31
Leal Elementary	4	1	1		6
Thomas Paine Elementary	29	5	7	5	46
Yankee Ridge Elementary	5	1	3	1	10
Urbana Middle School	293	97	76	53	519
Urbana High School	223	79	61	49	412
Urbana Early Childhood School	4	1	2	1	8
Urbana Adult Education	28	7	2		37
Total	649	202	168	124	1,143

11. Adults at the school have said hurtful things about me or my background.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	8	2		1	11
Dr. Preston L. Williams Jr. Elementary	43	10	5	5	63
Flossie Wiley Elementary	23	5	1	2	31
Leal Elementary	3	2	1		6
Thomas Paine Elementary	31	11	1	2	46
Yankee Ridge Elementary	6	1	2	2	10
Urbana Middle School	325	110	39	45	519
Urbana High School	200	135	35	42	412
Urbana Early Childhood School	2	1	1	4	8
Urbana Adult Education	27	9	1		37
Total	668	286	86	103	1,143

12. In school, I learn about all kinds of people that look and sound different than me.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1		2	8	11
Dr. Preston L. Williams Jr. Elementary		3	11	49	63
Flossie Wiley Elementary	2		7	22	31
Leal Elementary				6	6
Thomas Paine Elementary	2	2	7	35	46
Yankee Ridge Elementary	1	1	3	5	10
Urbana Middle School	15	34	148	322	519
Urbana High School	32	29	177	174	412
Urbana Early Childhood School	1		3	4	8
Urbana Adult Education	1	3	4	29	37
Total	55	72	362	654	1,143

13. I like learning about different people.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	2	1	3	5	11
Dr. Preston L. Williams Jr. Elementary	1	3	10	49	63
Flossie Wiley Elementary	2	2	6	21	31
Leal Elementary			2	4	6
Thomas Paine Elementary	1	4	8	33	46
Yankee Ridge Elementary		3	3	4	10
Urbana Middle School	24	44	170	281	519
Urbana High School	25	34	133	220	412
Urbana Early Childhood School	1		3	4	8
Urbana Adult Education	1		4	32	37
Total	57	91	342	653	1,143

14. I think it's important to learn about different types of people.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1		1	9	11
Dr. Preston L. Williams Jr. Elementary		3	9	51	63
Flossie Wiley Elementary	2	1	3	25	31
Leal Elementary			1	5	6
Thomas Paine Elementary	1	4	7	34	46
Yankee Ridge Elementary		4	2	4	10
Urbana Middle School	13	39	92	375	519
Urbana High School	14	34	77	287	412
Urbana Early Childhood School			4	4	8
Urbana Adult Education			3	34	37
Total	31	85	199	828	1,143

15. I feel comfortable learning about similarities and differences between people.

	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1	1		9	11
Dr. Preston L. Williams Jr. Elementary		3	11	49	63
Flossie Wiley Elementary	2		7	22	31
Leal Elementary			2	4	6
Thomas Paine Elementary		2	11	33	46
Yankee Ridge Elementary		1	4	5	10
Urbana Middle School	13	31	96	379	519
Urbana High School	13	31	84	284	412
Urbana Early Childhood School		1	1	6	8
Urbana Adult Education			4	33	37
Total	29	70	220	824	1,143

16. I think it is important to learn about similarities and differences between people at school.

	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1	1	1	8	11
Dr. Preston L. Williams Jr. Elementary	1	3	11	48	63
Flossie Wiley Elementary	2	1	4	24	31
Leal Elementary			1	5	6
Thomas Paine Elementary		4	12	30	46
Yankee Ridge Elementary	1	2	3	4	10
Urbana Middle School	8	45	98	368	519
Urbana High School	19	33	89	271	412
Urbana Early Childhood School	1		3	4	8
Urbana Adult Education			3	34	37
Total	33	89	225	796	1,143

17. I have learned about similarities and differences between people outside of school.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1		2	8	11
Dr. Preston L. Williams Jr. Elementary		5	16	42	63
Flossie Wiley Elementary	3	2	6	20	31
Leal Elementary			2	4	6
Thomas Paine Elementary	5	4	6	31	46
Yankee Ridge Elementary	1	1	1	7	10
Urbana Middle School	29	49	133	308	519
Urbana High School	17	45	95	255	412
Urbana Early Childhood School			3	5	8
Urbana Adult Education	2	2	3	30	37
Total	58	108	267	710	1,143

18. I am treated fairly by the adults at the school.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary			1	10	11
Dr. Preston L. Williams Jr. Elementary	2	4	15	42	63
Flossie Wiley Elementary	2		5	24	31
Leal Elementary			3	3	6
Thomas Paine Elementary	1	1	8	36	46
Yankee Ridge Elementary		1	4	5	10
Urbana Middle School	25	46	138	310	519
Urbana High School	34	50	154	174	412
Urbana Early Childhood School	1		3	4	8
Urbana Adult Education		1		36	37
Total	65	103	331	644	1,143

19. I treat other students fairly at school.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary			2	9	11
Dr. Preston L. Williams Jr. Elementary	2	1	15	45	63
Flossie Wiley Elementary	2		14	15	31
Leal Elementary			2	4	6
Thomas Paine Elementary	1	2	15	28	46
Yankee Ridge Elementary		1	3	6	10
Urbana Middle School	18	26	145	330	519
Urbana High School	21	25	94	272	412
Urbana Early Childhood School			3	5	8
Urbana Adult Education				37	37
Total	44	55	293	751	1,143

20. The school rules are fair.					
	No	I do not know	Sometime	Yes	Total
Dr. Martin Luther King Jr. Elementary	1	1	2	7	11
Dr. Preston L. Williams Jr. Elementary	2	5	21	35	63
Flossie Wiley Elementary	2	4	10	15	31
Leal Elementary		1	3	2	6
Thomas Paine Elementary	4	3	12	27	46
Yankee Ridge Elementary	3	2	3	2	10
Urbana Middle School	80	70	200	169	519
Urbana High School	113	78	168	53	412
Urbana Early Childhood School	1	3	2	2	8
Urbana Adult Education				37	37
Total	206	167	421	349	1,143

21. I think all students are treated fairly					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	2	1	3	5	11
Dr. Preston L. Williams Jr. Elementary	6	7	16	34	63
Flossie Wiley Elementary	5	2	5	19	31
Leal Elementary	1	1	3	1	6
Thomas Paine Elementary	7	5	11	23	46
Yankee Ridge Elementary	3		4	3	10
Urbana Middle School	96	88	171	164	519
Urbana High School	124	69	162	57	412
Urbana Early Childhood School	3		3	2	8
Urbana Adult Education		1	1	35	37
Total	247	174	379	343	1,143

22. The adults at the school have high expectations for me.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	2		5	4	11
Dr. Preston L. Williams Jr. Elementary		6	12	45	63
Flossie Wiley Elementary	2	2	3	24	31
Leal Elementary		1	1	4	6
Thomas Paine Elementary	1	11	9	25	46
Yankee Ridge Elementary		4	3	3	10
Urbana Middle School	16	105	128	270	519
Urbana High School	30	89	151	142	412
Urbana Early Childhood School		2	2	4	8
Urbana Adult Education	1	2	1	33	37
Total	52	222	315	554	1,143

23. I am positively challenged in the learning at my school.					
	No	I do not now	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary			4	7	11
Dr. Preston L. Williams Jr. Elementary	1	3	19	40	63
Flossie Wiley Elementary	4	1	8	18	31
Leal Elementary		1	2	3	6
Thomas Paine Elementary	2	4	18	22	46
Yankee Ridge Elementary	1	2	4	3	10
Urbana Middle School	45	45	181	248	519
Urbana High School	61	60	180	111	412
Urbana Early Childhood School			4	4	8
Urbana Adult Education		2	1	34	37
Total	114	118	421	490	1,143

24. I like when learning challenges me.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	3	1	3	4	11
Dr. Preston L. Williams Jr. Elementary	3	4	24	32	63
Flossie Wiley Elementary	3	2	6	20	31
Leal Elementary	1		2	3	6
Thomas Paine Elementary	13	1	19	13	46
Yankee Ridge Elementary	2	2	6		10
Urbana Middle School	87	57	194	181	519
Urbana High School	54	57	175	126	412
Urbana Early Childhood School	1	1	1	5	8
Urbana Adult Education		1	10	26	37
Total	167	126	440	410	1,143

25. I want to be a teacher someday.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	7	1	2	1	11
Dr. Preston L. Williams Jr. Elementary	28	11	6	18	63
Flossie Wiley Elementary	16	7	2	6	31
Leal Elementary	4	1	1		6
Thomas Paine Elementary	27	10	2	7	46
Yankee Ridge Elementary	7		1	2	10
Urbana Middle School	345	86	34	54	519
Urbana High School	263	81	50	18	412
Urbana Early Childhood School	5		2	1	8
Urbana Adult Education	11	19	3	4	37
Total	713	216	103	111	1,143

26. Bullying is a problem at my school.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary		3	1	7	11
Dr. Preston L. Williams Jr. Elementary	10	7	10	36	63
Flossie Wiley Elementary	7	3	9	12	31
Leal Elementary	1		2	3	6
Thomas Paine Elementary	5	5	8	28	46
Yankee Ridge Elementary	1	2	6	1	10
Urbana Middle School	77	100	150	192	519
Urbana High School	57	130	141	84	412
Urbana Early Childhood School	2		1	5	8
Urbana Adult Education	28	8		1	37
Total	188	258	328	369	1,143

27. I feel comfortable telling an adult at school if I am bullied.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1	1	2	7	11
Dr. Preston L. Williams Jr. Elementary	11	7	12	33	63
Flossie Wiley Elementary	7	2	6	16	31
Leal Elementary	1	1	2	2	6
Thomas Paine Elementary	7	7	12	20	46
Yankee Ridge Elementary	3	1	3	3	10
Urbana Middle School	89	91	112	227	519
Urbana High School	107	87	98	120	412
Urbana Early Childhood School	1		1	6	8
Urbana Adult Education	1	2	1	33	37
Total	228	199	249	467	1,143

28. I am comfortable talking to an adult at school about a personal matter.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1	1	3	6	11
Dr. Preston L. Williams Jr. Elementary	12	7	13	31	63
Flossie Wiley Elementary	4	5	7	15	31
Leal Elementary	1	2	2	1	6
Thomas Paine Elementary	14	8	12	12	46
Yankee Ridge Elementary	2	2	5	1	10
Urbana Middle School	139	89	130	161	519
Urbana High School	116	69	116	111	412
Urbana Early Childhood School	2	1	2	3	8
Urbana Adult Education	2	3	7	25	37
Total	293	187	297	366	1,143

29. I am comfortable talking to an adult at school about a learning matter.					
	No	I do not know	Sometimes	Yes	Total
Dr. Martin Luther King Jr. Elementary	1	2	2	6	11
Dr. Preston L. Williams Jr. Elementary	5	2	17	39	63
Flossie Wiley Elementary	2	1	4	24	31
Leal Elementary			2	4	6
Thomas Paine Elementary	3	6	8	29	46
Yankee Ridge Elementary	2	2	4	2	10
Urbana Middle School	42	56	126	295	519
Urbana High School	41	44	130	197	412
Urbana Early Childhood School			2	6	8
Urbana Adult Education		1		36	37
Total	96	114	295	638	1,143

Appendix E: Student responses by race/ethnicity

		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
1. I feel safe at my school.	No	2	3	36	12	12	29	6
	I do not know	2	3	27	16	9	24	8
	Sometimes	9	27	162	66	74	118	42
	Yes	13	15	148	82	44	103	51
2. I feel welcomed at my school.	No	1	0	34	14	12	21	7
	I do not know	7	5	36	23	13	27	9
	Sometimes	7	21	138	32	64	107	31
	Yes	11	22	165	107	50	119	60
3. The adults at my school make me feel comfortable every day.	No	2	3	36	9	6	18	5
	I do not know	3	5	43	13	10	19	11
	Sometimes	6	19	129	53	61	106	40
	Yes	15	21	165	101	62	131	51
4. The adults at my school respect me.	No	2	1	25	6	7	23	3
	I do not know	5	3	38	19	17	29	12
	Sometimes	5	19	133	28	44	83	24
	Yes	14	25	177	123	71	139	68
5. I respect all the adults at my school.	No	1	1	15	6	2	22	4
	I do not know	3	1	17	6	5	11	4
	Sometimes	3	10	112	30	48	82	18
	Yes	19	36	229	134	84	159	81
6. I respect all the students at my school.	No	0	4	33	6	12	24	9
	I do not know	6	1	36	8	9	21	7
	Sometimes	4	19	160	49	74	105	36
	Yes	16	24	144	113	44	124	55
7. I like my school.	No	5	8	74	21	20	55	14
	I do not know	1	7	44	17	24	38	10
	Sometimes	7	22	136	58	56	107	29
	Yes	13	11	119	80	39	74	54
8. Students have said hurtful things about me or my background.	No	8	15	98	55	37	83	24
	I do not know	8	8	68	48	26	72	20
	Sometimes	4	12	89	33	28	49	24
	Yes	6	13	118	40	48	70	39

		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
9. I feel comfortable and accepted by other students.	No	5	3	41	10	15	33	12
	I do not know	5	4	52	23	14	33	12
	Sometimes	8	26	150	66	71	115	39
	Yes	8	15	130	77	39	93	44
10. I have said hurtful things about a student and their background.	No	19	30	161	113	65	195	66
	I do not know	3	10	55	34	36	44	20
	Sometimes	1	5	91	19	19	23	10
	Yes	3	3	66	10	19	12	11
11. Adults at the school have said hurtful things about me or my background.	No	18	28	194	110	79	167	72
	I do not know	4	16	96	44	38	70	18
	Sometimes	0	3	36	11	13	19	4
	Yes	4	1	47	11	9	18	13
12. In school, I learn about all kinds of people that look and sound different than me.	No	2	2	23	10	1	15	2
	I do not know	2	5	19	15	9	13	9
	Sometimes	7	17	117	53	53	90	25
	Yes	15	24	214	98	76	156	71
13. I like learning about different people.	No	1	3	21	13	4	8	7
	I do not know	2	3	30	14	8	23	11
	Sometimes	6	17	124	55	46	66	28
	Yes	17	25	198	94	81	177	61
14. I think it's important to learn about similarities and differences between people.	No	2	2	16	3	0	5	3
	I do not know	2	1	28	19	10	17	8
	Sometimes	4	9	78	34	24	29	21
	Yes	18	36	251	120	105	223	75
15. I feel comfortable learning about similarities and differences between people.	No	0	0	14	6	3	3	3
	I do not know	4	2	28	10	5	13	18
	Sometimes	4	10	92	29	28	35	22
	Yes	18	36	239	131	103	223	74
16. I think it is important to learn about similarities and differences between people at school.	No	1	1	18	6	2	2	3
	I do not know	5	2	33	17	5	18	9
	Sometimes	2	13	87	32	34	38	19
	Yes	18	32	235	121	98	216	76

		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
17. I have learned about similarities and differences between people outside of school.	No	4	1	22	13	3	4	11
	I do not know	4	2	47	11	17	20	7
	Sometimes	3	16	90	51	40	41	26
	Yes	15	29	214	101	79	209	63
18. I am treated fairly by the adults at the school.	No	2	4	24	10	6	14	5
	I do not know	6	2	33	18	13	27	4
	Sometimes	3	17	124	38	44	80	25
	Yes	15	25	192	110	76	153	73
19. I treat other students fairly at school.	No	3	4	23	2	0	9	3
	I do not know	0	1	23	4	10	10	7
	Sometimes	6	9	136	35	39	41	27
	Yes	17	34	191	135	90	214	70
20. The school rules are fair.	No	5	5	77	27	26	53	13
	I do not know	4	6	55	27	17	42	16
	Sometimes	3	23	139	58	55	111	32
	Yes	14	14	102	64	41	68	46
21. I think all students are treated fairly.	No	4	8	99	26	28	71	11
	I do not know	3	6	52	30	28	37	17
	Sometimes	7	23	124	56	46	97	26
	Yes	12	11	98	64	37	69	52
22. The adults at the school have high expectations of me.	No	1	3	19	3	4	17	5
	I do not know	10	7	66	45	27	50	17
	Sometimes	4	20	110	39	34	85	23
	Yes	11	18	178	89	74	122	62
23. I am positively challenged in the learning at my school.	No	1	4	42	15	8	39	5
	I do not know	3	5	27	19	22	34	8
	Sometimes	6	23	134	70	52	100	36
	Yes	16	16	170	72	57	101	58
24. I like when learning challenges me.	No	6	6	59	23	16	38	19
	I do not know	3	2	33	20	25	33	10
	Sometimes	6	26	150	62	55	109	32
	Yes	11	14	131	71	43	94	46
25. I want to be a teacher someday.	No	15	32	228	114	95	174	55
	I do not know	4	12	51	41	26	58	24
	Sometimes	1	3	56	6	7	21	9
	Yes	6	1	38	15	11	21	19

		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/a/o/x	Two or More Races	White or Caucasian	I prefer not to answer
26. Bullying is a problem at my school.	No	4	3	68	34	27	40	12
	I do not know	6	14	67	50	28	74	19
	Sometimes	7	21	114	37	27	97	25
	Yes	9	10	124	55	57	63	51
27. I feel comfortable telling an adult at school if I am bullied.	No	5	7	81	36	26	58	15
	I do not know	8	9	58	29	24	52	19
	Sometimes	3	17	84	29	38	59	19
	Yes	10	15	150	82	51	105	54
28. I am comfortable talking to an adult at school about a personal matter.	No	4	15	94	47	41	66	26
	I do not know	6	7	56	31	19	46	22
	Sometimes	4	12	106	33	40	81	21
	Yes	12	14	117	65	39	81	38
29. I am comfortable talking to an adult at school about a learning matter.	No	4	1	35	20	9	17	10
	I do not know	4	4	34	20	15	23	14
	Sometimes	5	19	107	41	32	67	24
	Yes	13	24	197	95	83	167	59

Appendix F: Student responses by gender

		Boy	Girl	Gender variant/ Non-binary	Not listed	I prefer not to answer
1. I feel safe at my school.	No	48	38	5	5	4
	I do not know	35	41	8	2	3
	Sometimes	201	247	26	2	22
	Yes	252	188	8	4	4
2. I feel welcomed at my school.	No	34	39	7	4	5
	I do not know	49	56	9	3	3
	Sometimes	177	186	20	3	14
	Yes	276	233	11	3	11
3. The adults at my school make me feel comfortable every day.	No	34	34	4	3	4
	I do not know	39	54	7	3	1
	Sometimes	202	173	26	2	11
	Yes	261	353	10	5	17
4. The adults at my school respect me.	No	33	23	4	2	5
	I do not know	55	57	5	2	4
	Sometimes	141	156	27	5	7
	Yes	307	278	11	4	17
5. I respect all the adults at my school.	No	26	17	4	2	2
	I do not know	23	18	3	0	3
	Sometimes	139	135	19	3	7
	Yes	348	344	21	8	21
6. I respect all the students at my school.	No	51	31	4	0	2
	I do not know	37	40	5	3	3
	Sometimes	214	194	23	6	10
	Yes	234	249	15	4	18
7. I like my school.	No	86	87	14	4	6
	I do not know	53	65	16	3	4
	Sometimes	189	191	14	4	17
	Yes	208	171	3	2	6
8. Students have said hurtful things about me or my background.	No	157	143	10	1	9
	I do not know	116	110	13	2	9
	Sometimes	103	118	11	3	4
	Yes	160	143	13	7	11

Survey Statement		Boy	Girl	Gender variant/ Non-binary	Not listed	I prefer not to answer
9. I feel comfortable and accepted by other students.	No	45	54	9	5	6
	I do not know	55	72	7	4	5
	Sometimes	212	222	24	2	15
	Yes	224	166	7	2	7
10. I have said hurtful things about a student and their background.	No	295	298	26	10	20
	I do not know	89	94	11	3	5
	Sometimes	77	80	6	0	5
	Yes	75	42	4	0	3
11. Adults at the school have said hurtful things about me or my background.	No	316	305	23	8	16
	I do not know	132	131	14	2	7
	Sometimes	41	34	6	2	3
	Yes	47	44	4	1	7
12. In school, I learn about all kinds of people that look and sound different than me.	No	25	23	2	3	2
	I do not know	35	30	3	2	2
	Sometimes	172	167	15	0	8
	Yes	304	294	27	8	21
13. I like learning about different people.	No	35	18	1	1	2
	I do not know	52	32	4	0	3
	Sometimes	178	147	10	1	6
	Yes	271	317	32	11	22
14. I think it is important to learn about different types of people .	No	23	5	2	0	1
	I do not know	55	22	4	1	3
	Sometimes	105	87	2	0	5
	Yes	353	400	39	12	24
15. I feel comfortable learning about similarities and differences between people.	No	21	6	1	0	1
	I do not know	35	30	2	1	0
	Sometimes	117	91	5	1	6
	Yes	363	387	39	11	24
16. I think it is important to learn about similarities and differences between people at school.	No	25	6	1	0	1
	I do not know	49	34	3	1	2
	Sometimes	128	85	4	0	8
	Yes	334	389	39	12	22
17. I have learned about similarities and differences between people outside of school.	No	35	20	1	1	1
	I do not know	55	44	7	0	2
	Sometimes	122	132	8	2	3
	Yes	324	318	31	10	27

		Boy	Girl	Gender variant/ Non-binary	Not listed	I prefer not to answer
18. I am treated fairly by the adults at the school.	No	36	24	0	2	3
	I do not know	45	48	9	0	1
	Sometimes	147	145	25	6	8
	Yes	308	297	13	5	21
19. I treat other students fairly at school.	No	28	14	0	0	2
	I do not know	23	23	7	1	1
	Sometimes	139	136	9	1	8
	Yes	346	341	31	11	22
20. The school rules are fair.	No	94	88	12	7	5
	I do not know	78	67	16	2	4
	Sometimes	191	197	14	4	15
	Yes	173	162	5	0	9
21. I think all students are treated fairly.	No	103	108	20	7	9
	I do not know	77	81	11	2	3
	Sometimes	181	169	12	3	4
	Yes	175	156	4	1	7
22. The adults at the school have high expectations of me.	No	27	20	2	1	2
	I do not know	96	103	13	3	7
	Sometimes	155	133	14	6	7
	Yes	258	258	18	3	17
23. I am positively challenged in the learning at my school.	No	62	35	7	4	6
	I do not know	52	51	10	3	2
	Sometimes	202	190	17	4	8
	Yes	220	238	13	2	17
24. I like when learning challenges me.	No	77	70	9	3	8
	I do not know	55	57	8	3	3
	Sometimes	199	208	18	5	10
	Yes	205	179	12	2	12
25. I want to be a teacher someday.	No	349	299	31	10	24
	I do not know	88	112	10	1	5
	Sometimes	48	49	4	1	1
	Yes	51	54	2	1	3
26. Bullying is a problem at my school.	No	98	79	5	2	4
	I do not know	115	117	16	1	9
	Sometimes	159	145	11	4	9
	Yes	164	173	15	6	11

		Boy	Girl	Gender variant/ Non-binary	Not listed	I prefer not to answer
27. I feel comfortable telling an adult at school if I am bullied.	No	104	93	18	4	9
	I do not know	84	101	9	2	3
	Sometimes	117	110	10	3	9
	Yes	231	210	10	4	12
28. I am comfortable talking to an adult at school about a personal matter.	No	145	120	15	4	9
	I do not know	84	89	8	2	4
	Sometimes	136	135	14	4	8
	Yes	171	170	10	3	12
29. I am comfortable talking to an adult at school about a learning matter.	No	40	43	8	2	3
	I do not know	49	58	2	2	3
	Sometimes	146	121	14	4	10
	Yes	301	292	23	5	17

Appendix G: Staff respondents by role

		What is your race?						
		Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer	Total
What is your role?	Administrator		7		1	14	1	23
	Educator	2	18	12	7	137	18	184
	Certified Staff		6	2	2	25		35
	Classified Staff		2		3	9	1	15
	Support Staff		9	2	1	20	1	33
	None of the above	2	3			4		9
	I prefer not to answer		1			5	5	11
Total		4	46	16	14	214	26	320

Appendix H: Staff respondents by gender

		What is your gender identity?					
		Female	Male	Gender Variant/Non-binary	Not Listed	I prefer not to answer	Total
What is your role?	Administrator	16	7				23
	Educator	142	38	3	1	10	194
	Certified Staff	31	3	1			35
	Classified Staff	11	3			1	15
	Support Staff	24	7	1		1	33
	None of the above	7	1	1			9
	I prefer not to answer	7	2			2	11
Total		238	61	6	1	14	320

Appendix I: Staff responses by role

Personal Awareness Statements		Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
1. I understand educational equity.	Administrator				15	8
	Educator		1	5	109	79
	Certified Staff				22	13
	Classified Staff				8	7
	Support Staff			3	23	7
	None of the above				7	2
	I prefer not to answer				5	6
2. I understand the need for educational equity.	Administrator				9	14
	Educator	1	1	2	62	128
	Certified Staff				8	27
	Classified Staff				6	9
	Support Staff		1	2	14	16
	None of the above				7	2
	I prefer not to answer				5	6
3. I am knowledgeable on issues of equity at my school.	Administrator		1		6	16
	Educator	1	2	17	116	58
	Certified Staff				23	12
	Classified Staff		1		9	5
	Support Staff		4	8	17	4
	None of the above			1	6	2
	I prefer not to answer		1		4	6
4. I am knowledgeable on issues of equity in greater society.	Administrator		1	1	15	6
	Educator		8	7	105	74
	Certified Staff		1	2	16	16
	Classified Staff		1		10	4
	Support Staff		1	5	17	10
	None of the above			2	4	3
	I prefer not to answer		2		4	5
5. I am comfortable discussing issues of equity in schools.	Administrator		1	3	13	6
	Educator	2	10	13	95	74
	Certified Staff			3	12	20
	Classified Staff	1		2	6	6
	Support Staff		2	9	10	12
	None of the above		2		4	3
	I prefer not to answer		1	1	5	4

Personal Awareness Statements		Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
6. I am interested in learning about equity.	Administrator			3	8	12
	Educator	2	9	38	76	69
	Certified Staff	1	1	4	3	26
	Classified Staff	1		3	6	5
	Support Staff	1	1	7	12	12
	None of the above		2	3	4	
	I prefer not to answer	1	1	1	4	4
7. I have personally invested in learning about equity outside of my work.	Administrator	1	1	3	8	10
	Educator	2	15	28	79	70
	Certified Staff		2	7	7	19
	Classified Staff		1	3	8	3
	Support Staff		7	10	13	3
	None of the above		2	3	1	3
	I prefer not to answer			1	5	5
8. I often reflect upon my biases and actively work to be anti-bias at my workplace.	Administrator			2	15	6
	Educator	1	2	14	103	74
	Certified Staff			3	14	18
	Classified Staff				12	3
	Support Staff	1	2	4	15	11
	None of the above		1	2	5	1
	I prefer not to answer		1	1	4	5
9. Professional development opportunities on equity and related topics are needed at my district.	Administrator			3	10	10
	Educator	2	13	46	70	63
	Certified Staff			3	8	24
	Classified Staff			5	5	5
	Support Staff	1		8	15	9
	None of the above		1	2	3	3
	I prefer not to answer		1	3	6	1

Organizational Awareness Statements		Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
10. I am aware of the district's commitment to equity.	Administrator				13	10
	Educator	1	5	9	101	78
	Certified Staff		1		15	19
	Classified Staff	1		1	8	5
	Support Staff		2	2	17	12
	None of the above	1			4	4
	I prefer not to answer			3	4	4
11. On more than one occasion, the district and/or school has demonstrated its commitment to equity.	Administrator	1		1	13	8
	Educator	3	5	17	106	63
	Certified Staff		1	1	17	16
	Classified Staff	1		3	9	2
	Support Staff			3	17	13
	None of the above	1		1	4	3
	I prefer not to answer			3	4	4
12. District and/or school leadership actively recruit teachers from diverse backgrounds.	Administrator			5	11	7
	Educator	1	9	30	92	62
	Certified Staff			7	17	11
	Classified Staff	1	1	3	9	1
	Support Staff		2	6	13	12
	None of the above			2	4	3
	I prefer not to answer		1	4	2	4
13. District and/or school leadership has communicated the importance of equity to staff.	Administrator	1		3	9	10
	Educator	1	6	13	95	79
	Certified Staff		1	1	15	18
	Classified Staff	1	1	2	7	4
	Support Staff		3	5	12	13
	None of the above			2	4	3
	I prefer not to answer			1	6	4
14. Equity is a problem in our district.	Administrator	1		6	12	4
	Educator	6	24	56	77	31
	Certified Staff		3	6	16	10
	Classified Staff		1	5	6	5
	Support Staff		2	16	11	4
	None of the above		1	6		2
	I prefer not to answer		1	3	3	4

Organizational Awareness Statements		Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
15. Our school proactively engages in anti-bias and anti-bullying learning with students.	Administrator		2	6	151	3
	Educator	7	33	56	75	23
	Certified Staff	1	3	13	12	6
	Classified Staff	1	1	5	6	2
	Support Staff	1	3	9	16	4
	None of the above		1	4	4	
	I prefer not to answer	1	3	3	3	1
16. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Administrator		6	9	7	1
	Educator	7	42	70	58	17
	Certified Staff	1	9	15	7	3
	Classified Staff	2	2	10		1
	Support Staff	1	5	14	12	1
	None of the above				4	5
	I prefer not to answer	2	1	5	2	1
17. Families from various racial, linguistic and economic backgrounds are engaged involved in our school.	Administrator		4	9	10	
	Educator	7	52	44	68	23
	Certified Staff	1	8	7	15	4
	Classified Staff	1	4	5	4	1
	Support Staff	1	3	11	14	4
	None of the above	1	1	4	3	
	I prefer not to answer	2	2	3	3	1
18. The district has demonstrated its commitment to equity by working to identity and mitigate inequities.	Administrator	1	2	2	16	2
	Educator	9	24	37	91	33
	Certified Staff	1	1	8	17	8
	Classified Staff	1	2	1	10	1
	Support Staff		1	9	19	4
	None of the above	1		2	4	2
	I prefer not to answer	1	4	3	1	2

Climate and Culture Statements		Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
19. I feel comfortable being myself at school.	Administrator		2	1	12	8
	Educator	3	26	17	89	59
	Certified Staff		1	5	17	12
	Classified Staff	1	2	2	5	5
	Support Staff		2	1	15	15
	None of the above	1	1		5	2
	I prefer not to answer	1	2	3	3	2
20. I often encourage students to be themselves at school.	Administrator			5	12	6
	Educator		2	5	81	106
	Certified Staff			2	12	21
	Classified Staff				6	9
	Support Staff			10	11	12
	None of the above			3	2	4
	I prefer not to answer			1	7	3
21. All adults at my school communicate care, warmth and personal regard for all students.	Administrator		5	8	10	
	Educator	9	54	42	66	23
	Certified Staff	3	7	7	13	5
	Classified Staff	3	2	4	4	2
	Support Staff		9	6	11	7
	None of the above	1		2	4	2
	I prefer not to answer	1	3	3	3	1
22. Every adult holds high expectations for each student at my school.	Administrator		9	7	7	
	Educator	15	49	38	67	25
	Certified Staff	3	6	10	10	6
	Classified Staff	2	1	4	6	2
	Support Staff		8	12	9	4
	None of the above	1	2	2	3	1
	I prefer not to answer			7	2	2

Climate and Culture Statements		Strongly Disagree	Disagree	Neutral/Does Not Apply	Agree	Strongly Agree
23. Curriculum and resources provide students the opportunity to see themselves.	Administrator		6	6	11	
	Educator	5	38	50	74	27
	Certified Staff		5	10	16	4
	Classified Staff	1		6	6	2
	Support Staff		2	19	7	5
	None of the above		1	3	4	1
	I prefer not to answer		5	1	3	2
24. My school examines its traditions, events and celebrations with an equitable and inclusive lens.	Administrator	1	4	6	11	1
	Educator	9	31	44	77	33
	Certified Staff		5	8	13	9
	Classified Staff	1	3	1	7	3
	Support Staff	1	1	14	13	4
	None of the above	1	2	2	2	2
	I prefer not to answer		3	2	4	2
25. I have heard inappropriate comments at my school related to race, gender, gender identity, sexual orientation, abilities, language, socio-economic status, religion or any other student identity.	Administrator	1	5	7	8	2
	Educator	19	42	28	65	40
	Certified Staff	5	7	1	17	5
	Classified Staff	2	2	2	5	4
	Support Staff	4	7	13	6	3
	None of the above	1	4	2	1	1
	I prefer not to answer	1	3	1	5	1

Appendix J: Family respondents by race/ethnicity and gender

		What is your race?							
		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer	Total
What is your gender/ gender identity?	Female		18	54	26	11	138	10	257
	Male		8	9	6	5	55	3	86
	Gender Variant/Non-binary						6		6
	Not listed						2		2
	I prefer not to answer	1		2	1		4	15	23
Total		1	26	65	33	16	205	28	374

Appendix K: Family respondents by race/ethnicity and annual income

		What is your race?							
		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer	Total
What is your household annual income?	No income			1	1				2
	Less than \$10,000		1	9	1		3		14
	\$10,000-\$24,999		4	13	6	1	5		29
	\$25,000-\$49,999		5	12	7	6	19	2	51
	\$50,000-\$74,999		1	8	4	1	36	7	57
	\$75,000-\$99,999		2	4	3	2	33	2	46
	\$100,000-\$149,000	1	2	5	1	3	44	2	58
	\$150,000 and up		4	5	2	1	52		64
	I prefer not to answer		7	8	8	2	13	15	53
Total		1	26	65	33	16	205	28	374

Appendix L: Family responses by race/ethnicity
(DNA = Does Not Apply)

Personal Awareness		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
1. I understand educational equity.	Strongly Disagree			1	1			1
	Disagree			5		1	6	1
	Neutral/DNA		1	3	5	1	14	5
	Agree		14	27	14	8	106	7
	Strongly Agree	1	11	29	13	6	79	14
2. I understand the need for educational equity.	Strongly Disagree			1	1		4	5
	Disagree						4	2
	Neutral/DNA		2	3	4	2	7	5
	Agree		12	21	12	4	63	4
	Strongly Agree	1	12	40	16	10	127	12
3. I am knowledgeable on issues of equity.	Strongly Disagree			1	1		1	1
	Disagree		1	5	1	1	11	1
	Neutral/DNA		4	9	6	2	18	4
	Agree		13	21	14	6	106	8
	Strongly Agree	1	8	29	11	7	69	14
4. I am personally comfortable discussing issues of equity.	Strongly Disagree				1	1	1	1
	Disagree		1	1	2		6	2
	Neutral/DNA		1	4	8	3	23	2
	Agree		16	24	6	3	88	8
	Strongly Agree	1	8	36	16	9	87	15

Communication		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
5. I have personally invested in learning about equity.	Strongly Disagree				1	1	5	
	Disagree		3	7	3		12	3
	Neutral/DNA		6	14	9	3	33	9
	Agree		10	20	6	4	82	3
	Strongly Agree	1	7	24	14	8	73	13
6. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	Strongly Disagree				1		3	1
	Disagree		1		1		1	
	Neutral/DNA				2		7	7
	Agree		14	16	9	4	51	6
	Strongly Agree	1	11	49	20	12	143	14
7. It is important for schools to identify root causes of inequities at school.	Strongly Disagree		1		2		7	5
	Disagree		1				3	
	Neutral/DNA			1	2	1	8	6
	Agree		11	13	7	3	49	5
	Strongly Agree	1	13	51	22	12	138	12
8. It is important for the district to be committed to equity.	Strongly Disagree				1		4	6
	Disagree		1			1	2	2
	Neutral/DNA		2	1	2		10	4
	Agree		11	15	8	7	57	5
	Strongly Agree	1	12	49	22	8	132	11
9. It is important for the district to be an inclusive and welcoming environment for all students and families.	Strongly Disagree				1	1	1	
	Disagree							1
	Neutral/DNA		1	1	2		2	2
	Agree		10	14	8	3	38	6
	Strongly Agree	1	15	50	22	12	164	19
10. My family feels welcomed and included at my student(s)' school.	Strongly Disagree		1		1	2	7	6
	Disagree		1	1	3		18	2
	Neutral/DNA		4	7	4	2	23	5
	Agree	1	13	20	12	5	78	9
	Strongly Agree		7	37	13	7	79	6
11. It is important for school leadership to communicate the importance of equity.	Strongly Disagree		1		1		3	7
	Disagree						3	1
	Neutral/DNA		1	2	2		18	5
	Agree		11	16	10	6	59	6
	Strongly Agree	1	13	47	20	10	122	9

Communication		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
12. Equity is a problem at my school.	Strongly Disagree		4	6	2	1	10	7
	Disagree		4	3	3	1	30	5
	Neutral/DNA		7	29	11	6	68	10
	Agree	1	5	17	9	4	63	4
	Strongly Agree		6	10	8	4	34	2
13. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	Strongly Disagree		1		1		3	4
	Disagree			1		1	5	1
	Neutral/DNA		2	1	4		9	7
	Agree		10	17	3	6	52	5
	Strongly Agree	1	13	46	25	9	136	11
14. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Strongly Disagree		2	1	2	2	19	6
	Disagree		2	6	1	1	19	2
	Neutral/DNA		8	16	11	8	80	13
	Agree	1	12	21	8	3	61	6
	Strongly Agree		2	21	11	2	26	1
15. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	Strongly Disagree				2	1	9	3
	Disagree		3	4	1	3	34	2
	Neutral/DNA		8	18	9	2	73	7
	Agree		11	21	15	7	65	10
	Strongly Agree	1	4	22	6	3	24	6

School Environment		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
16. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	Strongly Disagree		1	1	2	2	11	5
	Disagree		2	1	1	4	23	2
	Neutral/DNA		5	20	8	4	63	10
	Agree	1	16	27	10	4	77	8
	Strongly Agree		2	16	12	2	31	3
17. I feel comfortable seeking out information about my student(s)' school.	Strongly Disagree		1	1	1	1	10	6
	Disagree			4	2	2	18	
	Neutral/DNA		2	4	4	1	24	8
	Agree		13	26	14	6	98	7
	Strongly Agree	1	10	30	12	6	55	7
18. I feel comfortable seeking out information about my student(s)' school from their teachers.	Strongly Disagree		1		1	1	3	3
	Disagree			4	1	1	9	1
	Neutral/DNA		1	7	5	1	9	5
	Agree		10	20	14	5	83	5
	Strongly Agree	1	14	34	12	8	100	14
19. I feel comfortable seeking out information about my student(s)' school from school leadership.	Strongly Disagree				1	2	13	7
	Disagree		2	4	2	1	26	3
	Neutral/DNA		2	6	5	3	30	7
	Agree		11	21	13	5	71	4
	Strongly Agree	1	11	34	12	5	65	7
20. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree				1		2	3
	Disagree		2	2	1	1	6	2
	Neutral/DNA		3	4	5	2	12	5
	Agree		8	17	9	4	57	6
	Strongly Agree	1	13	42	17	9	128	12
21. I believe all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree			1	1	1	12	2
	Disagree		8	10	4	3	23	3
	Neutral/DNA	1	2	15	10	5	66	10
	Agree		10	16	11	5	60	5
	Strongly Agree		6	23	7	2	44	8
22. Families are viewed as partners in the education of students.	Strongly Disagree		1		3	2	13	6
	Disagree		1	6	1	2	24	1
	Neutral/DNA		5	11	6	3	36	6
	Agree		11	22	15	4	85	12

	Strongly Agree	1	8	26	8	5	47	3
School Environment		American Indian or Alaskan Native	Asian, Asian American or Pacific Islander	Black or African American	Hispanic or Latina/o/x	Two or More Races	White or Caucasian	I prefer not to answer
23. As a community member, I believe high expectations should be set for each student.	Strongly Disagree				1		1	
	Disagree		1	1	1		4	
	Neutral/DNA		2	4	4	3	16	4
	Agree		13	20	14	2	61	7
	Strongly Agree	1	10	40	13	11	123	17
24. The district examines its traditions, events and celebrations with an inclusive and equitable lens.	Strongly Disagree		1	1	2	2	7	5
	Disagree		2	3	2	1	21	2
	Neutral/DNA		4	17	4	5	48	8
	Agree		18	21	16	4	86	5
	Strongly Agree	1	1	23	9	4	43	8
25. I would be interested in serving on a community equity advisory committee for the district in the future.	Strongly Disagree		2	2	2	2	31	6
	Disagree		4	6	3	1	38	
	Neutral/DNA	1	6	20	13	4	74	12
	Agree		12	19	9	4	38	2
	Strongly Agree		2	18	6	5	24	8

Appendix M: Family responses by gender

(DNA = Does Not Apply)

Personal Awareness							
			Female	Male	Gender Variant/ Non-binary	Not Listed	I prefer not to answer
1. I understand educational equity.	Strongly Disagree		1	1			1
	Disagree		6	6			1
	Neutral/DNA		18	8	1		2
	Agree		121	44	4		7
	Strongly Agree		111	27	1	2	12
2. I understand the need for educational equity.	Strongly Disagree		1	5			5
	Disagree		1	4			1
	Neutral/DNA		12	9			2
	Agree		80	29	1		6
	Strongly Agree		163	39	5	2	9
3. I am knowledgeable on issues of equity.	Strongly Disagree		2	1			1
	Disagree		7	12			1
	Neutral/DNA		30	11	1		1
	Agree		117	41	4		6
	Strongly Agree		101	21	1	2	14
4. I am personally comfortable discussing issues of equity.	Strongly Disagree		2	1			1
	Disagree		10	1			1
	Neutral/DNA		26	13			2
	Agree		102	33	4		6
	Strongly Agree		117	38	2	2	13

Communication							
			Female	Male	Gender Variant/ Non-binary	Not Listed	I prefer not to answer
5. I have personally invested in learning about equity.	Strongly Disagree	4	2			1	
	Disagree	18	8			2	
	Neutral/DNA	48	21			5	
	Agree	86	30	4	1	4	
	Strongly Agree	101	25	2	1	11	
6. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	Strongly Disagree	1	3			1	
	Disagree	2	1				
	Neutral/DNA	9	2	2		3	
	Agree	66	28	1		5	
	Strongly Agree	179	52	3	2	14	
7. It is important for schools to identify root causes of inequities at school.	Strongly Disagree	3	7			5	
	Disagree	2	2				
	Neutral/DNA	11	4			3	
	Agree	57	25	1		5	
	Strongly Agree	184	48	5	2	10	
8. It is important for the district to be committed to equity.	Strongly Disagree	1	4			6	
	Disagree	3	2			1	
	Neutral/DNA	10	7			2	
	Agree	65	32			6	
	Strongly Agree	178	41	6	2	8	
9. It is important for the district to be an inclusive and welcoming environment for all students and families.	Strongly Disagree	3					
	Disagree	1					
	Neutral/DNA	5	2			1	
	Agree	47	26			6	
	Strongly Agree	201	58	6	2	16	
10. My family feels welcomed and included at my student(s)' school.	Strongly Disagree	8	3			6	
	Disagree	17	5		1	2	
	Neutral/DNA	32	10	1		2	
	Agree	88	35	4	1	10	
	Strongly Agree	112	33	1		3	

Communication		Female	Male	Gender Variant/ Non-binary	Not Listed	I prefer not to answer
11. It is important for school leadership to communicate the importance of equity.	Strongly Disagree	3	2			7
	Disagree		2			1
	Neutral/DNA	17	9			2
	Agree	71	30			7
	Strongly Agree	166	42	6	2	6
12. Equity is a problem at my school.	Strongly Disagree	13	11			6
	Disagree	34	10			2
	Neutral/DNA	89	32	3		7
	Agree	75	20	3		5
	Strongly Agree	46	13		2	3
13. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	Strongly Disagree	3	2			4
	Disagree	4	3			1
	Neutral/DNA	9	10			4
	Agree	60	28	1		4
	Strongly Agree	181	43	5	2	10
14. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Strongly Disagree	16	9			7
	Disagree	22	6		1	2
	Neutral/DNA	91	33	4		8
	Agree	77	27	1	1	6
	Strongly Agree	51	11	1		
15. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	Strongly Disagree	8	5			2
	Disagree	32	9	2	1	3
	Neutral/DNA	78	30	3		6
	Agree	90	31	1	1	6
	Strongly Agree	49	11			6

School Environment		Female	Male	Gender Variant/ Non-binary	Not Listed	I prefer not to answer
16. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	Strongly Disagree	11	7			4
	Disagree	23	7	1	1	1
	Neutral/DNA	65	31	4		10
	Agree	108	28	1	1	5
	Strongly Agree	50	13			3
17. I feel comfortable seeking out information about my student(s)' school.	Strongly Disagree	11	4			5
	Disagree	22	4			
	Neutral/DNA	29	9			5
	Agree	105	44	6	2	7
	Strongly Agree	90	25			6
18. I feel comfortable seeking out information about my student(s)' school from their teachers.	Strongly Disagree	6				3
	Disagree	15	1			
	Neutral/DNA	19	8			1
	Agree	94	32	3		8
	Strongly Agree	123	44	3	2	11
19. I feel comfortable seeking out information about my student(s)' school from school leadership.	Strongly Disagree	15	3			5
	Disagree	28	6	2		2
	Neutral/DNA	35	14		1	3
	Agree	86	28	3		8
	Strongly Agree	93	35	1	1	5
20. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree	1	1			4
	Disagree	5	8			1
	Neutral/DNA	24	6			1
	Agree	62	29	1		9
	Strongly Agree	165	42	5	2	8
21. I believe all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree	11	3		1	2
	Disagree	36	11	2		2
	Neutral/DNA	76	21	2		10
	Agree	70	33	1		3
	Strongly Agree	64	18	1	1	6
22. Families are viewed as partners in the education of students.	Strongly Disagree	10	9			6
	Disagree	29	6			
	Neutral/DNA	43	17	3		4
	Agree	110	29	1		9
	Strongly Agree	65	25	2	2	4

School Environment		Female	Male	Gender Variant/ Non-binary	Not Listed	I prefer not to answer
23. As a community member, I believe high expectations should be set for each student.	Strongly Disagree	2				
	Disagree	6	1			
	Neutral/DNA	23	6	1		3
	Agree	75	34	1		7
	Strongly Agree	151	45	4	2	13
24. The district examines its traditions, events and celebrations with an inclusive and equitable lens.	Strongly Disagree	10	3			5
	Disagree	16	12	1	1	1
	Neutral/DNA	61	19	1		5
	Agree	109	33	2	1	5
	Strongly Agree	61	19	2		7
25. I would be interested in serving on a community equity advisory committee for the district in the future.	Strongly Disagree	25	16	1		3
	Disagree	39	13			
	Neutral/DNA	93	23	3	1	10
	Agree	59	18	2	1	4
	Strongly Agree	41	16			6

Appendix N: Family responses by income

(DNA = Does Not Apply)

Personal Awareness		No income	Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50,000-\$74,999	\$75,000-\$99,999	\$100,000-\$149,999	\$150,000 and up	I prefer not to answer
1. I understand educational equity.	Strongly Disagree				1					2
	Disagree		1	1	2	1	2	2	3	1
	Neutral/DNA		1	2	8	4	2	2	2	8
	Agree	1	8	9	25	25	24	31	34	19
	Strongly Agree	1	4	17	15	278	18	23	25	23
2. I understand the need for educational equity.	Strongly Disagree				1	3	2	1		4
	Disagree		1		1	2		1		1
	Neutral/DNA		1	2	4	2	1	3	3	7
	Agree	1	6	7	23	21	13	12	16	17
	Strongly Agree	1	6	20	22	29	30	41	45	24
3. I am knowledgeable on issues of equity.	Strongly Disagree				1		1			2
	Disagree		1		4	3		6	4	2
	Neutral/DNA	1	5	6	6	3	6	3	3	10
	Agree		6	10	25	29	23	27	31	17
	Strongly Agree	1	2	13	15	22	16	22	26	22
4. I am personally comfortable discussing issues of equity.	Strongly Disagree			1			1			2
	Disagree		1		4	2		1	2	2
	Neutral/DNA		3	3	6	8	2	6	7	6
	Agree	1	8	9	21	21	22	24	22	17
	Strongly Agree	1	2	16	20	26	21	27	33	26

Communication		No income	Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50,000-\$74,999	\$75,000-\$99,999	\$100,000-\$149,999	\$150,000 and up	I prefer not to answer
5. I have personally invested in learning about equity.	Strongly Disagree			2	1		1	1		2
	Disagree			3	7	8	1	2	3	4
	Neutral/DNA		5	5	11	10	9	10	11	13
	Agree	1	8	9	15	16	17	22	23	14
	Strongly Agree	1	1	10	17	23	18	23	27	20
6. It is important for schools to analyze their wide range of data and identify areas of strength and needed improvement.	Strongly Disagree					1		2		2
	Disagree					1	1	1		
	Neutral/DNA			1	3	3	4		1	4
	Agree		5	6	15	14	14	13	11	22
	Strongly Agree	2	9	22	33	38	27	42	52	25
7. It is important for schools to identify root causes of inequities at school.	Strongly Disagree					5	2	2	1	5
	Disagree						2	1		1
	Neutral/DNA		1	2	2	4	1		3	5
	Agree		4	6	12	14	13	8	11	20
	Strongly Agree	2	9	21	37	34	28	47	29	22
8. It is important for the district to be committed to equity.	Strongly Disagree					3	2	1		5
	Disagree					1		1	2	2
	Neutral/DNA		2	1	2	4	1	1	1	7
	Agree		5	6	21	12	13	16	13	17
	Strongly Agree	2	7	22	28	37	30	39	48	22
9. It is important for the district to be an inclusive and welcoming environment for all students and families.	Strongly Disagree								1	2
	Disagree					1				
	Neutral/DNA		2		1	1		1		3
	Agree		4	5	13	12	8	12	8	17
	Strongly Agree	2	8	24	37	43	38	45	55	31
10. My family feels welcomed and included at my student(s)' school.	Strongly Disagree				1	2	1	1	4	8
	Disagree			1	2	4	2	3	5	8
	Neutral/DNA		1	2	8	9	7	5	4	9
	Agree		6	9	21	19	21	24	21	17
	Strongly Agree	2	7	17	19	23	15	25	30	11
11. It is important for school leadership to communicate the importance of equity.	Strongly Disagree					4	2	1		5
	Disagree					1		1	1	1
	Neutral/DNA		2	1	2	5	4	2	6	6
	Agree		5	7	15	13	16	16	14	22
	Strongly Agree	2	7	21	34	34	24	38	43	19

Communication		No income	Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50,000-\$74,999	\$75,000-\$99,999	\$100,000-\$149,999	\$150,000 and up	I prefer not to answer
12. Equity is a problem at my school.	Strongly Disagree		1	1	5	5	6	2	2	8
	Disagree		1	6	5	11	5	5	10	3
	Neutral/DNA	2	8	12	21	22	16	20	15	15
	Agree		2	4	12	10	15	21	21	18
	Strongly Agree		2	6	8	9	4	10	16	9
13. It is important for our district to proactively engage in anti-bias and anti-bullying learning with students.	Strongly Disagree						2	1	1	5
	Disagree				1	2	1	1	1	2
	Neutral/DNA		1		4	7	2	1	1	7
	Agree		5	3	15	11	15	14	15	15
	Strongly Agree	2	8	26	31	37	26	41	46	24
14. School staff regularly outreaches to community members of various racial, linguistic and economic diversity to seek input on school decisions.	Strongly Disagree				1	3	2	4	10	12
	Disagree			1	3	5	1	7	10	4
	Neutral/DNA	1	5	7	20	27	23	17	22	14
	Agree		4	9	19	13	15	18	17	17
	Strongly Agree	1	5	12	8	9	5	12	5	6
15. Families from various racial, linguistic and economic backgrounds are engaged and involved in our school.	Strongly Disagree				2	2			8	3
	Disagree			2	3	7	6	12	13	4
	Neutral/DNA		3	7	15	20	16	17	22	17
	Agree	1	7	12	21	19	17	18	17	17
	Strongly Agree	1	4	8	10	9	7	11	4	12

School Environment		No income	Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50,000-\$74,999	\$75,000-\$99,999	\$100,000-\$149,999	\$150,000 and up	I prefer not to answer
16. The district has demonstrated its commitment to equity by working to identify and mitigate inequities in our schools.	Strongly Disagree			1	4	1	3	5	8	
	Disagree		1	2	8	2	7	10	3	
	Neutral/DNA		3	7	17	17	12	18	19	
	Agree	1	9	11	17	20	18	25	27	15
	Strongly Agree	1	2	10	14	8	8	11	4	8
17. I feel comfortable seeking out information about my student(s)' school.	Strongly Disagree		1	1	3	4	1		2	8
	Disagree			1	3	6	3	2	7	4
	Neutral/DNA		1		8	8	8	3	5	10
	Agree	1	5	12	24	21	22	32	28	19
	Strongly Agree	1	7	15	13	18	12	21	22	12
18. I feel comfortable seeking out information about my student(s)' school from their teachers.	Strongly Disagree				1	1		1	1	5
	Disagree				2	4	3	2	2	4
	Neutral/DNA		1	1	4	7	3	3	4	5
	Agree	1	7	11	21	15	21	22	21	18
	Strongly Agree	1	6	17	23	30	19	30	36	21
19. I feel comfortable seeking out information about my student(s)' school from school leadership.	Strongly Disagree				2	3	1	1	4	12
	Disagree				4	10	4	7	5	8
	Neutral/DNA		1	1	8	8	8	8	10	9
	Agree	1	6	12	16	14	19	19	22	16
	Strongly Agree	1	7	16	21	22	14	23	23	8
20. I feel it is important that all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree					1				5
	Disagree				3	1	1	3	3	3
	Neutral/DNA		2	1	5	8	4	3	2	6
	Agree	1	4	9	16	10	13	11	20	17
	Strongly Agree	1	8	19	27	37	28	41	39	22
21. I believe all curriculum and resources are inclusive of various backgrounds.	Strongly Disagree				2	1	1	4	6	3
	Disagree			1	5	11	5	10	10	9
	Neutral/DNA		2	4	15	22	15	19	16	16
	Agree	1	5	8	17	10	14	14	22	16
	Strongly Agree	1	7	16	12	13	11	11	10	9

School Environment		No income	Less than \$10,000	\$10,000-\$24,999	\$25,000-\$49,999	\$50,000-\$74,999	\$75,000-\$99,999	\$100,000-\$149,999	\$150,000 and up	I prefer not to answer
22. Families are viewed as partners in the education of students.	Strongly Disagree				1	3	3	3	6	9
	Disagree			1	3	7	4	6	10	4
	Neutral/DNA		2	2	9	11	11	11	12	9
	Agree	1	5	11	23	23	18	23	23	22
	Strongly Agree	1	7	15	15	13	10	15	13	9
23. As a community member, I believe high expectations should be set for each student.	Strongly Disagree				1					1
	Disagree					2		2	2	1
	Neutral/DNA		2	3	10	5	4	2	1	6
	Agree		6	7	18	20	16	14	19	17
	Strongly Agree	2	6	19	22	30	26	40	42	28
24. The district examines its traditions, events and celebrations with an inclusive and equitable lens.	Strongly Disagree				2	4	1	2	3	6
	Disagree			1	3	7	2	6	9	3
	Neutral/DNA		1	5	9	13	16	13	17	12
	Agree		8	12	26	22	19	18	23	22
	Strongly Agree	2	5	11	11	11	8	19	12	10
25. I would be interested in serving on a community equity advisory committee for the district in the future.	Strongly Disagree			1	6	9	5	6	12	6
	Disagree			5	10	7	7	6	14	3
	Neutral/DNA	1	6	9	14	14	19	27	17	23
	Agree	1	6	5	13	13	13	11	12	10
	Strongly Agree		2	9	8	14	2	8	9	11

Appendix O: Student behavioral incidents (referrals) by school represented by demographics.

Dr. Martin Luther King Jr. Elementary

Year	Asian	Black/African American	Hispanic	Native American	Two or More	White	Total
17-18	9	1264	14	0	53	83	1423
18-19	24	326	1	0	14	61	426
19-20	13	396	9	0	44	11	473
*20-21	0	0	0	0	0	0	0
21-22	5	169	3	0	5	4	186

*Remote Year

**39 Unknown Race of Students

Year	Female	Male	NB	Total
17-18	881	3316	0	4197
18-19	82	344	0	426
19-20	85	388	0	473
*20-21	0	0	0	0
21-22	50	135	0	185

*Remote Year

Year	ELL		FRL		IEP	
	No	Yes	No	Yes	No	Yes
17-18	4196	1	N/A	N/A	3371	826
18-19	407	19	N/A	N/A	300	126
19-20	449	24	N/A	N/A	331	142
*20-21	0	0	0	0	0	0
21-22	83	103	N/A	N/A	144	42

*Remote Year

Appendix P: Student behavioral incidents (referrals) by school represented by demographics.

Dr. Preston L. Williams Jr. Elementary

Year	Asian	Black/African American	Hispanic	Native American	Two or More	White	Total
17-18	1	1606	183	0	213	347	3489
18-19	0	884	94	0	30	140	1148
19-20	0	716	90	58	14	60	938
*20-21	0	0	0	0	0	0	0
21-22	0	488	28		22	48	586

*Remote Year

Year	Female	Male	NB	Total
17-18	847	2642	0	3489
18-19	208	940	0	1148
19-20	160	778	0	938
20-21	0	0	0	0
21-22	176	410	0	586

*Remote Year

Year	ELL		FRL		IEP	
	No	Yes	No	Yes	No	Yes
17-18	3489	0			2873	616
18-19	1148	0			996	152
19-20	938	0			870	68
*20-21	0	0			0	0
21-22	580	6			542	44

*Remote Year

Appendix Q: Student behavioral incidents (referrals) by school represented by demographics.

Flossie Wiley Elementary

Year	Asian	Black/African American	Hispanic	Native American	Two or More	White	Total
17-18	54	2751	45	2	466	1115	4433
18-19	0	158	32	0	28	63	281
19-20	0	219	30	0	0	48	297
*20-21	0	1	0	0	46	1	48
21-22	1	141	30	0	20	36	228

*Remote Year

**167 Unknown Race of Students

Year	Female	Male	NB	Total
17-18	1108	3492	0	4600
18-19	94	188	0	282
19-20	50	293	0	343
*20-21	0	0	0	0
21-22	21	186	0	207

*Remote Year

Year	ELL		FRL		IEP	
	No	Yes	No	Yes	No	Yes
17-18	4600	0			3753	847
18-19	282	0			209	73
19-20	343	0			261	82
*20-21	2	0			1	1
21-22	207	0			155	52

*Remote Year

Appendix R: Student behavioral incidents (referrals) by school represented by demographics.

Leal Elementary

Year	Asian	Black/African American	Hispanic	Native American	Two or More	White	Total
17-18	31	388	643	12	120	765	1959
18-19	4	74	82	0	34	154	348
19-20	6	38	88	0	10	166	308
20-21	0	0	0	0	0	0	0
21-22	2	60	110	0	26	72	270

*Remote Year

**18 Unknown Race of Students

Year	Female	Male	NB	Total
17-18	452	1525	0	1977
18-19	72	276	0	348
19-20	42	266	0	308
*20-21	0	0	0	
21-22	56	214	0	270

*Remote Year

Year	ELL		FRL		IEP	
	No	Yes	No	Yes	No	Yes
17-18	1977	0			1632	345
18-19	348	0			250	98
19-20	308	0			222	86
*20-21	0	0			0	0
21-22	228	42			202	68

*Remote Year

Appendix S: Student behavioral incidents (referrals) by school represented by demographics.

Thomas Paine Elementary

Year	Asian	Black/African American	Hispanic	Native American	Two or More	White	Total
17-18	13	2357	84	6	895	2308	5663
18-19	1	368	6	1	124	202	702
19-20	0	348	9	1	46	139	543
20-21	0	0	0	0	0	0	0
21-22	3	274	6	0	22	60	365

*Remote Year

**94 Unknown Race of Students

Year	Female	Male	NB	Total
17-18	1609	4148		5757
18-19	182	520		702
19-20	74	469		543
*20-21	0	0		0
21-22	94	271		365

*Remote Year

Year	ELL		FRL		IEP	
	No	Yes	No	Yes	No	Yes
17-18	5757	0			4125	1632
18-19	702	0			513	189
19-20	543	0			416	127
*20-21	0	0			0	0
21-22	161	204			284	81

*Remote Year

Appendix T: Student behavioral incidents (referrals) by school represented by demographics.

Yankee Ridge Elementary

Year	Asian	Black/African American	Hispanic	Native American	Two or More	White	Total
17-18	66	2945	148	5	609	1996	5769
18-19	3	626	0	0	222	305	1156
19-20	9	473	0	0	286	236	1004
*20-21	0	0	0	0	0	0	0
21-22	0	299	18	1	46	145	509

*Remote Year

**130 Unknown Race of Students

Year	Female	Male	NB	Total
17-18	1704	4195		5899
18-19	285	871		1156
19-20	128	876		1004
*20-21	0	0		0
21-22	70	439		509

*Remote Year

Year	ELL		FRL		IEP	
	No	Yes	No	Yes	No	Yes
17-18	5899	0			4545	1354
18-19	1156	0			725	431
19-20	1004	0			662	342
*20-21	0	0			0	0
21-22	500	9			367	142

*Remote Year

Appendix U: Student behavioral incidents (referrals) by school represented by demographics.

Urbana High School

Year	Asian	Black/African American	Hispanic	Native American	Two or More	White	Total
17-18	0	0	0	0	0	0	0
18-19	0	20	13	0	0	3	36
19-20	3	502	133	0	46	146	830
*20-21	0	9	3	0	4	3	19
21-22	0	398	85	2	87	55	627

*Remote Year

Year	Female	Male	NB	Total
17-18	0	0		0
18-19	16	20		36
19-20	289	541		830
*20-21	10	9		19
21-22	235	392		627

*Remote Year

Year	ELL		FRL		IEP	
	No	Yes	No	Yes	No	Yes
17-18	0	0			0	0
18-19	36	0			28	8
19-20	830	0			530	300
*20-21	18	1			14	5
21-22	62	565			390	237

*Remote Year