

# **Pennsbury School District Educational Equity Audit Report**



**April 2021**

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Pennsbury School District

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## **Introduction**

School districts across the country are working to address systemic inequities that persist in school systems. Systemic equity is defined as the “transformed ways in which systems and individuals habitually operate to ensure that every learner - in whatever learning environment that learner is found - has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and life” (Scott, 2018). A commitment to ensure systemic equity requires that school districts continuously collect, analyze, and evaluate all aspects of the educational process through an equity lens. As such, research indicates that comprehensive and on-going equity audits are essential to ensuring education equity (Hanover, 2020-a; 2020-b).

Although the Pennsbury School District (PSD) has demonstrated efforts to ensure educational equity and excellence for all students over the years, the District had not previously conducted an equity audit. In July 2020, the Pennsbury Board of School Directors appointed the District’s first Director of Equity, Diversity, and Education and charged the Equity Office with coordinating and guiding all district efforts to define, understand, assess, foster, and cultivate equity among the district’s students, faculty, staff, and community members. A vital step in ensuring educational equity entails conducting an equity audit to assess the current state of the district in relation to its ideal state.

Equity audits are intended to help educators understand the inequities that exist in their district and schools, identify gaps in practice, and inform the development of systemic solutions (policies and practices) to address them. The Pennsylvania Department of Education (PDE) defines equity as “every student having access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income” (PDE, 2021). The PSD Equity Audit was conducted from August 2020 through February 2021.

The purpose of this Equity Audit was to identify the common causes of inequities that exist in the PSD. This report represents data collected from stakeholders, including students, parents, faculty, staff, administrators, and community members. The audit summarizes current progress and identifies areas of growth pertaining to educational equity. The findings of the PSD Equity Audit outlines specific goals and recommended actions based on the data reviewed.

## Methodology: What data were collected?

Research on educational equity audits indicates that there is no universal framework for conducting an equity audit. Historically, equity audits in K-12 school districts were mandated to ensure compliance with non-discrimination civil rights laws and measure state and federal school accountability. However, these audits failed to provide school districts with tangible information to understand how to best address the needs identified in such audits. More recently, research on equity audits suggests that a more comprehensive approach to educational equity audits is needed to support systemic equity reforms. In the 2019 text, *Culturally Responsive School Leadership*, Khalifa outlines four main areas of focus for comprehensive equity audits:

1. **Equity Trends:** an examination of district data across schools, programs, and groups to understand patterns of and differences in student equity.
2. **Survey Data:** a series of surveys to stakeholders about climate, culture, engagement and other school related practices.
3. **Policy Analysis:** a critical analysis of policies that may contribute to disproportionality.
4. **Culturally Responsive Curriculum, Pedagogy, and Leadership:** an examination of curriculum, instruction, and leadership practices (Khalifa, 2019).

In accordance with research on educational equity practices, the PDE established Equity Pillars of Practice to guide school districts in addressing educational equity. The Pillars of Practice represent a comprehensive set of components, best practices, and models to promote intentional equity within school systems. The following six Pillars of Practice are outlined by PDE:

1. **General Equity Practices:** How can our educational community consider global equitable practices in our specific context?
2. **Self-Awareness:** What is the role of educators, staff - or more broadly YOU - in shaping the educational community towards greater equity?
3. **Data Practices:** How might our educational community use our own specific data in order to drive equity efforts within our community?
4. **Family/Community Engagement:** What is the role of the educational community beyond the school in driving educational equity efforts?
5. **Academic Equity:** How might what we teach, practice, and enforce shape educational equity? How are we providing academic access and opportunity?
6. **Disciplinary Equity:** Does our system of discipline reflect equity among all student subgroups? (PDE, 2021)

To understand the whole experience of the district, data were gathered in a variety of areas. Victoria Bernhardt's (2018) Continuous School Improvement and Multiple Measures of Data Framework were used as guiding tools in the data collection (see Appendix B). The multiple measures of data include four major types of school data - demographic, perceptions, student learning, and school process data. Each of the four types of data can provide valuable information, however, enhanced levels of analysis and understanding can be obtained from the intersections of the data sets. When used together, the four types of data yield vital information needed to improve teaching and learning (Bernhardt, 2018).

Additionally, PDE aligned their six Pillars of Practice with a recommended comprehensive equity audit tool developed by the Mid-Atlantic Equity Consortium (MAEC). The MAEC Equitable School-Equity Audit contains seven equity areas that assist schools and districts in identifying areas of inequity through a systems lens. After review and analysis of best practice for conducting comprehensive equity audits and continuous school improvement, the PSD equity audit process was conducted based on the intersection of Khalifa's equity audit research and the PDE recommended MAEC audit tool, in conjunction with Bernhardt's Multiple Measures of Data to fit the needs of the district. Both quantitative and qualitative methods were used to complete the PSD Equity Audit. Data collected and analyzed for the audit included existing student records and survey data. The guiding questions, process, and data collected to complete the PSD Equity Audit are outlined below.

### ***Guiding Questions***

Two essential questions guided the process of the PSD Equity Audit:

1. Are there patterns of inequity based on demographic factors that exist in the data being analyzed? If yes, in what areas and for which students?
2. What system practices or policies are helping/hindering equitable opportunity, access, experience, and achievement for the student groups identified in the data?

**Equity Trends:** Trends were examined to identify disproportionality in student outcomes. Five years (2014-2015; 2015-2016; 2016-2017; 2017-2018; 2018-2019) of existing achievement and enrollment data were collected and analyzed to understand types of equity gaps in achievement and opportunity among student groups. Four years (2015-2016; 2016-2017; 2017-2018; 2018-2019) of existing discipline data were examined to understand the discipline gaps. The equity trends examined in the PSD audit are listed below:

- ***Achievement Gap:*** academic disparities and/or differences between groups of students, as indicated through variances in academic indicators such as test scores, grade point average and graduation rates.
  - State Assessment Data: Reading & Math PSSA and Literature & Algebra I Keystone Exam data were analyzed for students in grades 3-8 and 11.
- ***Discipline Gap:*** patterns of differences in behavioral outcomes and types of disciplinary responses across demographic groups.
  - Office Discipline Referrals (ODR) and Suspensions for students in grades 6-12 were analyzed.
- ***Opportunity Gap:*** disparities in the delivery of educational and extracurricular opportunities, funding, and other resources between and among different student groups, leading to different academic, extracurricular, social, and economic outcomes for students.
  - Student program enrollment data in the following areas were analyzed: Special Education, Gifted Education, Advanced Placement, Honors Courses, 7<sup>th</sup> Grade Math Course, and Matriculation to 2- or 4-year College or University.

To understand disproportionality between student groups, risk ratios were calculated for Equity Trend areas: Achievement Gap, Discipline Gap and Opportunity Gap.

“Risk ratios represent the likelihood of an outcome for one group in relation to a comparison group. Risk ratios are calculated by dividing the risk index of a group of interest by the risk index of a comparison group. A risk ratio of 1.0 shows that the risk for the two groups is equal, whereas a risk ratio greater than 1.0 is indicative of overrepresentation, and a risk ratio less than 1.0 is indicative of underrepresentation” (PBIS, n.d.-a).

**Survey Data:** Survey data were collected in January 2021 to assess a fourth type of equity gap. The *Experience/Sense of Belonging Gap* is the disparity and/or difference between groups of students or other stakeholder groups, as indicated through perception data of school climate and culture. Survey instruments were administered to students in grades 9-12 at Pennsbury High School, all K-12 faculty, as well as PSD parents to understand how the various stakeholder groups perceived the school environment relative to equity and inclusion.

**Policy Analysis:** To assess the impact that district policies and procedures may have on equity, PSD contracted with the Equity Literacy Institute to conduct a policy and document analysis of all Educational Program School Board policies and the Student Code of Conduct.

**Culturally Responsive Curriculum, Pedagogy, and Leadership:** District and building leadership completed the Inclusionary Practices - Support for District Change Self-Assessment from the Washington Association of School Administrators (Novak, 2019) to understand strengths and needs related to multi-tiered systems of support for inclusive practices, culturally responsive curriculum, pedagogy and leadership. In addition, a group of 23 PSD stakeholders also completed the MAEC Equitable School-Equity Audit to establish a baseline of equitable practices in the district.

### ***PSD Audit Participation***

The PSD Equity Audit was conducted internally, under the direction of the Director of Equity, Diversity and Education. In an effort to ensure a comprehensive audit and limit assumptions regarding the data, a broad group of stakeholders participated in the equity audit process. A District Equity Leadership Team, composed of a diverse group of students, parents, faculty, staff, administrators, and community members was established to guide the work of the PSD Equity Audit. The team met throughout the year to define equity and develop an educational equity vision for the district. As equity data were gathered and summarized, the District Equity Leadership Team reviewed the various data summaries, discussed patterns of inequity observed in the data, identified root causes of the disparities, and set goals to address the disparities.

| <b>Participating Group</b>                         | <b># of Participants/Responses</b> |
|--|------------------------------------|
| District Equity Leadership Team                    | 29                                 |
| Inclusive Practices Self-Assessment                | 37                                 |
| MAEC Equitable School-Equity Audit                 | 23                                 |
| Student School Climate & Sense of Belonging Survey | 999                                |
| Parent/Family Engagement & School Climate Survey   | 2,378                              |
| Faculty School Climate Survey                      | 612                                |

The seven Equity Areas identified in the MAEC Equitable School-Equity Audit were used to guide the recommendations of PSD Audit.

1. **School Policy** - *Aligned to PDE's General Equity Practices*
2. **School Organization/Administration** - *Aligned to PDE's General Equity Practices*
3. **School Climate/Environment** - *Aligned to PDE's Family Engagement & Disciplinary Equity*
4. **Staff** - *Aligned to PDE's General Equity Practices*
5. **Assessment/Placement** - *Aligned to PDE's Data Practices/Academic Equity*
6. **Professional Learning** - *Aligned to PDE's Self-Awareness/General Equity Practices*
7. **Standards & Curriculum Development** - *Aligned to PDE's Academic Equity*  
(PDE, 2021; MAEC, 2021)

## Demographic Summary: Who are we?

### Current Context

PSD is located in southeastern Pennsylvania and it encompasses four municipalities in lower Bucks County: Yardley Borough, Lower Makefield Township, Falls Township, and Tullytown Borough. PSD student enrollment is approximately 10,000 and consists of ten elementary schools (K-5), three middle schools (6-8), and one high school (9-12) with two campus buildings.

The data tables below describe the demographic composition of PSD professional staff and students. The cells shaded in beige indicate a decrease in the data relative to the 2014-2015 school year; cells shaded in green indicate an increase in the data relative to the 2014-2015 school year. The white cells indicate performance that is constant or equal to percentages in the 2014-2015 school year.

Table 1: Professional Staff Demographics

| Race/Ethnicity                | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.1%      | 0.1%      | 0.1%      | 0.1%      | 0.1%      | 0.1%      | 0.1%      |
| Asian                         | 0.5%      | 0.4%      | 0.4%      | 0.4%      | 0.4%      | 0.7%      | 0.5%      |
| Black/African American        | 1.1%      | 1.1%      | 1.1%      | 1.0%      | 1.2%      | 1.2%      | 1.4%      |
| Hispanic                      | 0.3%      | 0.3%      | 0.4%      | 0.4%      | 0.6%      | 0.7%      | 0.7%      |
| White (Not Hispanic)          | 98.0%     | 98.1%     | 98.0%     | 98.2%     | 97.7%     | 97.4%     | 97.3%     |
| <b>Total</b>                  | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      |

Table 2: Support Staff Demographics

| % Support Staff               | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.0%      | 0.0%      | 0.0%      | 0.2%      | 0.1%      | 0.1%      | 0.20%     |
| Asian                         | 0.7%      | 0.6%      | 0.6%      | 0.8%      | 0.8%      | 0.5%      | 1.00%     |
| Black/African American        | 1.8%      | 1.5%      | 2.6%      | 2.8%      | 2.8%      | 2.8%      | 3.40%     |
| Hispanic                      | 0.0%      | 0.8%      | 1.5%      | 1.7%      | 2.0%      | 1.8%      | 2.40%     |
| White (Not Hispanic)          | 97.5%     | 97.1%     | 95.2%     | 94.5%     | 94.3%     | 94.8%     | 93.10%    |
| <b>Total</b>                  | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      |

Table 3: Student Demographics by Race/Ethnicity

| % Students                    | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.2%      | 0.2%      | 0.2%      | 0.2%      | 0.2%      | 0.30%     | 0.20%     |
| Asian                         | 6.1%      | 6.2%      | 6.5%      | 6.5%      | 6.6%      | 6.30%     | 6.80%     |
| Black/African American        | 6.2%      | 6.2%      | 6.5%      | 6.4%      | 6.4%      | 6.50%     | 5.80%     |
| Hispanic                      | 4.3%      | 4.7%      | 4.9%      | 5.1%      | 5.8%      | 6.50%     | 7.10%     |
| Multi-racial                  | 4.6%      | 5.1%      | 5.4%      | 5.5%      | 5.9%      | 6.20%     | 6.60%     |
| White (Not Hispanic)          | 78.6%     | 77.5%     | 76.5%     | 76.2%     | 75.2%     | 74.20%    | 73.50%    |
| <b>Total</b>                  | 100%      | 100%      | 100%      | 100%      | 100%      | 100.00%   | 100.00%   |

Table 4: Student Demographics by Economic Status

\*Based on qualification for free and reduced priced meals

|   | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|---------|---------|
| <b>Total District % Economically Disadvantaged*</b> | 19.5%   | 23.8%   | 24.8%   | 26.1%   | 25.2%   |

Table 5: Student Demographics by IEP Status

\*2019-2020 data is included for IEP status only based on recent PDE Cyclical Compliance Monitoring

|   | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-2020* |
|---|---------|---------|---------|---------|---------|------------|
| <b>Total District % Special Education</b> | 18.8%   | 18.5%   | 19.2%   | 19.4%   | 18.9%   | 21.6%      |

Table 6: Student Demographics by Gifted IEP Status

|  | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|---------|---------|
| <b>Total District % Gifted Education</b> | 6.6%    | 7.2%    | 7.3%    | 5.9%    | 5.7%    |

Table 7: Students Identified as Limited English Proficiency

|   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| <b>Total District LEP # of Students</b> | 211     | 237     | 220     |
| <b>Total # of Languages</b>             | 22      | 22      | 22      |

\*Top three languages spoken in each year listed were Spanish, Polish & Russian.

Table 8: District Graduation Rates

|                        | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|------------------------|---------|---------|---------|---------|---------|
| <b>Graduation Rate</b> | 95.8%   | 96.9%   | 95.9%   | 94.8%   | 94.4%   |

***Background: Where have we been?***

PSD is committed to ensuring a high-quality educational program and fostering an inclusive environment for all learners. PSD is a school community with a rich tradition of academic excellence and strong character. Below is a brief list of PSD highlights.

- PSD earned the distinction of a National District of Character in 2015 and again in 2020. In addition, all 15 of the District’s individual schools earned State and National School of Character recognition in 2015 by Character.org in Washington, D.C. More recently, seven of our schools earned the distinction again from Character.org in 2020 and the remaining District schools are due for reevaluation in 2021.
- In 2019, Pennsbury High School was ranked by U.S. News and World Report in the top 15% of high schools in the nation.
- In 2020, Pennsbury High School was ranked by U.S. News & World Report to be among the top 200 high schools in the Commonwealth.
- In 2020, nine of the District’s Elementary Schools were recognized for “high fidelity implementation” of Positive Behavior Interventions and Supports (PBIS) by the Pennsylvania Positive Behavior Support Network.

While PSD has a rich tradition of academic success, patterns of racial and economic inequity persist within the district. In the process of striving for continuous improvement and the life-long success of all students, PSD has demonstrated its commitment to equity and excellence over the years in the following ways.

- The school district’s mission acknowledges the rich diversity of the PSD community and the PSD values emphasize the “inherent worth and dignity” of every learner and the importance of a “culture of caring” to foster learning.
- The 2016-2019 PSD Comprehensive Plan established a goal of “Promoting the Academic Success of Each Child” to advance student achievement and identified the objective of ensuring interventions via a Multi-Tiered System of Support (MTSS) framework to address the diverse learning needs of all students.
- In 2016, PSD established an Excellence & Equity Taskforce to “develop a learning environment for equity and promote inclusiveness and responsiveness for ALL (Access to Learning and Leadership).” The taskforce worked to address the following goals:
  - Self-assessment through data collection
  - Join and participate in the Delaware Valley Consortium for Excellence & Equity in partnership with the University of Pennsylvania
  - Examine hiring practices through the lens of diversity and equity
  - Provide professional learning for the administrative team through a book study of Cultural Proficiency for School Leaders and consultation services with experts in the field
- In 2016, PSD adopted Policy 253.1: Transgender and Gender Expansive Students to ensure a safe, supportive, and inclusive learning environment for all students.

- The 2020-2023 PSD Comprehensive Plan established a goal to “initiate, support and maintain programs and strategies that will support the whole child.” This goal included strategies focused on the expansion of social and emotional learning; specific action steps related to equity were as follows:
  - Create a professional development plan to build social awareness and cultural proficiency of all professional and support staff to support equitable student outcomes.
  - Examine achievement, discipline, and school process (program/course enrollment, tracking, Program of Studies, prerequisite criteria, etc.) data by demographic groups to identify inequities. Develop steps to address the identified inequities.
  - Continue the efforts to diversify faculty and staff to provide role models for students K-12.

### ***Who are we? - Overall Summary***

PSD is a high performing suburban school district with a rich history of academic excellence and community traditions. The student population is predominantly White and upper-middle class, with growing trends of racial/ethnic and economic diversity. During the past five years, the White student population has decreased by almost 3.5%, while the Hispanic and Multi-racial student populations have increased a net of 1.5 % and 1.3%, respectively. In the same period, Black, Asian, and American Indian/Alaska Native student populations, as well as students identified as Limited English Proficiency have remained relatively consistent. The percent of students identified as economically disadvantaged (ED) has steadily increased from 2015 (19.5%) to 2019 (25.2%).

The professional staff is also predominantly White and the professional staff has remained relatively constant, 98% to 97% White, over the last seven years. However, the professional staff data does reveal an incremental pattern of increased diversity. PSD has made focused efforts to diversify the workforce through recruitment efforts, attendance at job fairs, and the development of college and university partnerships. The net increase in professional staff of color was .7% from 2014 to 2021. Further, since the 2017-2018 year, the number of professional staff of color has seen a 58% increase from 11 professional staff of color in 2017-2018 to 30 professional staff of color in 2020-2021. During the last three years, about 18% of new professional staff hires were people of color. While the overall representation of teachers from diverse backgrounds remains an area of needed focus, PSD has seen some measurable gains.

Similar to the professional staff, the support staff is also predominantly White. However, during the past seven years, the support staff is slowly increasing in racial/ethnic diversity. In the 2017-2018 school year the support staff was composed of 97.5% White staff and 3.5% staff of color. Over the past seven years, the number of support staff of color has steadily increased; as of the 2020-2021 school year, about 93% of the support staff was White and about 7% were people of color. This indicates a measurable increase in workforce diversity.

The overall success of the PSD has illustrated consistently high graduation rates that average 95.6% over the five years studied. The percent of students identified for Gifted Education services has decreased by just under 1% during the period studied while the percent of students identified for Special Education services has minimal net change from 2015 (18.8%) to 2019 (18.9%). However, data examined in conjunction with the District's recent PDE Cyclical Compliance Monitoring indicates that the percentage of students identified for Special Education services increased to 21.6% for the 2019-2020 school year.

## Equity Audit Data Summary: Where are we now?

### *Equity Trends*

This section of the report summarizes the data collected during the Equity Audit process and provides an overall summary of each data set. The section begins with a summary of equity trends related to student achievement, discipline, and opportunity. The equity trends are followed by a summary and analysis of survey data collected to explore patterns, equity, and inequity in school climate and student experience. Finally, a summary of school process data including a policy analysis, as well as an examination of culturally responsive curriculum, pedagogy, and leadership follows the survey data.

### *Achievement Gap*

An achievement gap is defined as persistent unequal academic outcomes across demographic groups. To explore patterns of achievement inequity based on demographic factors, five years of state assessment data were analyzed. State assessment data were examined for students in grades 3-8 and 11. The following state assessments were examined in this study: Reading & Math PSSA and Literature & Algebra I Keystone Exams. In the data tables that follow, cells shaded in beige indicate underperformance relative to the *All Student* comparison group within the data set, while cells shaded in green indicate over-performance compared to the *All Student* group. White cells indicate performance that is equal to the *All Student* group.

*\*Other - Denotes students within the following racial/ethnic groups: American Indian/Alaska Native and Pacific Islander/Native Hawaiian*

*\*ED- Denotes Economically Disadvantaged -students who qualify for free or reduced-priced meals*

*\*LEP - Denotes students with Limited English Proficiency*

 *Denotes an overall increase in achievement in the five-year period*

 *Denotes an overall decrease in achievement in the five-year period*

**Elementary PSSA Achievement Data**

*Table 9: Elementary Achievement by Race (Grades 3-5 PSSA)*

|                        | %Proficient & Advanced |               |               |               |               |                |                |                |                |                |
|------------------------|------------------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|
| Race                   | 2014-2015 ELA          | 2015-2016 ELA | 2016-2017 ELA | 2017-2018 ELA | 2018-2019 ELA | 2014-2015 Math | 2015-2016 Math | 2016-2017 Math | 2017-2018 Math | 2018-2019 Math |
| Asian                  | 95%                    | 90%           | 93%           | 96%           | 95%           | 79%            | 77%            | 88%            | 94%            | ↑ 90%          |
| Black/African American | 47%                    | 48%           | 50%           | 56%           | ↑ 56%         | 28%            | 24%            | 38%            | 39%            | ↑ 43%          |
| Hispanic               | 56%                    | 63%           | 64%           | 62%           | ↑ 68%         | 38%            | 36%            | 44%            | 54%            | ↑ 67%          |
| Multi-racial           | 77%                    | 74%           | 75%           | 69%           | ↓ 75%         | 51%            | 55%            | 58%            | 56%            | ↑ 66%          |
| Other*                 | 44%                    | 60%           | 100%          |               | ↑ 100%        | 22%            | 20%            | 25%            |                | ↑ 100%         |
| White (Not Hispanic)   | 80%                    | 81%           | 80%           | 80%           | 80%           | 58%            | 66%            | 69%            | 72%            | ↑ 73%          |
| <b>All Students</b>    | <b>78%</b>             | <b>78%</b>    | <b>79%</b>    | <b>78%</b>    | <b>↑ 79%</b>  | <b>56%</b>     | <b>62%</b>     | <b>66%</b>     | <b>70%</b>     | <b>↑ 71%</b>   |

*Table 10: Elementary Achievement by Gender & Program (Grades 3-5 PSSA)*

|                     | %Proficient & Advanced |               |               |               |               |                |                |                |                |                |
|---------------------|------------------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|
|                     | 2014-2015 ELA          | 2015-2016 ELA | 2016-2017 ELA | 2017-2018 ELA | 2018-2019 ELA | 2014-2015 Math | 2015-2016 Math | 2016-2017 Math | 2017-2018 Math | 2018-2019 Math |
| Female              | 83%                    | 82%           | 84%           | 82%           | ↑ 84%         | 54%            | 59%            | 66%            | 71%            | ↑ 73%          |
| Male                | 72%                    | 75%           | 74%           | 74%           | ↑ 74%         | 59%            | 65%            | 66%            | 68%            | ↑ 69%          |
| ED                  | 64%                    | 65%           | 64%           | 64%           | ↑ 66%         | 41%            | 47%            | 49%            | 55%            | ↑ 53%          |
| LEP*                | 30%                    | 39%           | 42%           | 47%           | ↑ 56%         | 30%            | 24%            | 31%            | 44%            | ↑ 47%          |
| Spec. Ed            | 47%                    | 48%           | 49%           | 50%           | ↑ 49%         | 28%            | 36%            | 40%            | 44%            | ↑ 45%          |
| Gen. Ed             | 91%                    | 91%           | 90%           | 89%           | ↓ 89%         | 68%            | 74%            | 77%            | 79%            | ↑ 80%          |
| <b>All Students</b> | <b>78%</b>             | <b>78%</b>    | <b>79%</b>    | <b>78%</b>    | <b>↑ 79%</b>  | <b>56%</b>     | <b>62%</b>     | <b>66%</b>     | <b>70%</b>     | <b>↑ 71%</b>   |

**Middle School PSSA Achievement Data**

*Table 11: Middle School Achievement by Race (Grades 6-8 PSSA)*

| Race                   | %Proficient & Advanced |               |               |               |               |                |                |                |                |                |
|------------------------|------------------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|
|                        | 2014-2015 ELA          | 2015-2016 ELA | 2016-2017 ELA | 2017-2018 ELA | 2018-2019 ELA | 2014-2015 Math | 2015-2016 Math | 2016-2017 Math | 2017-2018 Math | 2018-2019 Math |
| Asian                  | 90%                    | 92%           | 92%           | 94%           | ↑ 95%         | 65%            | 71%            | 76%            | 71%            | ↑ 80%          |
| Black/African American | 58%                    | 53%           | 52%           | 50%           | ↓ 46%         | 17%            | 17%            | 18%            | 12%            | ↑ 18%          |
| Hispanic               | 53%                    | 58%           | 56%           | 65%           | ↑ 54%         | 22%            | 25%            | 21%            | 20%            | ↑ 26%          |
| Multi-racial           | 70%                    | 74%           | 67%           | 76%           | ↑ 72%         | 31%            | 28%            | 32%            | 28%            | ↓ 30%          |
| Other*                 | 80%                    | 71%           | 75%           | 80%           | ↑ 100%        | 40%            | 57%            | 25%            | 30%            | ↑ 50%          |
| White (Not Hispanic)   | 78%                    | 78%           | 80%           | 80%           | ↓ 77%         | 46%            | 47%            | 49%            | 45%            | 46%            |
| <b>All Students</b>    | <b>76%</b>             | <b>77%</b>    | <b>78%</b>    | <b>79%</b>    | <b>↓ 75%</b>  | <b>44%</b>     | <b>46%</b>     | <b>47%</b>     | <b>43%</b>     | <b>44%</b>     |

*Table 12: Middle School Achievement by Gender & Program (Grades 6-8 PSSA)*

|                     | %Proficient & Advanced |               |               |               |               |                |                |                |                |                |
|---------------------|------------------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|
|                     | 2014-2015 ELA          | 2015-2016 ELA | 2016-2017 ELA | 2017-2018 ELA | 2018-2019 ELA | 2014-2015 Math | 2015-2016 Math | 2016-2017 Math | 2017-2018 Math | 2018-2019 Math |
| Female              | 81%                    | 84%           | 84%           | 86%           | ↑ 82%         | 43%            | 44%            | 45%            | 42%            | ↑ 44%          |
| Male                | 71%                    | 71%           | 72%           | 72%           | ↓ 69%         | 45%            | 47%            | 49%            | 44%            | 45%            |
| ED                  | 55%                    | 57%           | 60%           | 63%           | ↑ 63%         | 20%            | 23%            | 27%            | 24%            | ↑ 26%          |
| LEP*                | 14%                    | 23%           | 38%           | 45%           | ↑ 52%         | 0%             | 15%            | 26%            | 17%            | ↑ 20%          |
| Spec. Ed            | 32%                    | 38%           | 44%           | 49%           | ↑ 50%         | 12%            | 14%            | 21%            | 19%            | ↑ 23%          |
| Gen. Ed             | 87%                    | 88%           | 89%           | 90%           | ↓ 85%         | 52%            | 55%            | 56%            | 52%            | ↑ 53%          |
| <b>All Students</b> | <b>76%</b>             | <b>77%</b>    | <b>78%</b>    | <b>79%</b>    | <b>↓ 75%</b>  | <b>44%</b>     | <b>46%</b>     | <b>47%</b>     | <b>43%</b>     | <b>44%</b>     |

**Middle & High School Keystone Exam Achievement Data**

\*Groups denoted with an asterisk have less than 20 students

Table 13: Literature Keystone Achievement by Race (High School Grades)

| Race                   | %Proficient & Advanced |                |                |                |                |
|------------------------|------------------------|----------------|----------------|----------------|----------------|
|                        | 2014-2015 Lit.         | 2015-2016 Lit. | 2016-2017 Lit. | 2017-2018 Lit. | 2018-2019 Lit. |
| Asian                  | 86%                    | 96%            | 88%            | 86%            | ↑ 97%          |
| Black/African American | 49%                    | 57%            | 53%            | 48%            | ↑ 50%          |
| Hispanic               | 56%                    | 60%            | 60%            | 64%            | ↑ 59%          |
| Multi-racial           | 73%                    | 86%            | 65%            | 67%            | ↓ 64%          |
| Other*                 | 67%                    | 100%           | 50%            | 100%           | ↑ 100%         |
| White (Not Hispanic)   | 78%                    | 83%            | 78%            | 81%            | ↑ 82%          |
| <b>All Students</b>    | <b>75%</b>             | <b>80%</b>     | <b>75%</b>     | <b>78%</b>     | <b>↑ 79%</b>   |

Table 14: Literature Keystone Achievement by Gender & Program (High School Grades)

|                     | %Proficient & Advanced |                |                |                |                |
|---------------------|------------------------|----------------|----------------|----------------|----------------|
|                     | 2014-2015 Lit.         | 2015-2016 Lit. | 2016-2017 Lit. | 2017-2018 Lit. | 2018-2019 Lit. |
| Female              | 80%                    | 84%            | 82%            | 82%            | ↑ 86%          |
| Male                | 71%                    | 76%            | 69%            | 74%            | ↑ 72%          |
| ED                  | 56%                    | 63%            | 60%            | 57%            | ↑ 64%          |
| LEP*                | 50%                    | 0%             | 25%            | 0%             | ↑ 60%          |
| Spec. Ed            | 42%                    | 43%            | 37%            | 39%            | ↓ 37%          |
| Gen. Ed             | 82%                    | 88%            | 86%            | 86%            | ↑ 87%          |
| <b>All Students</b> | <b>75%</b>             | <b>80%</b>     | <b>75%</b>     | <b>78%</b>     | <b>↑ 79%</b>   |

Table 15: Algebra I Keystone Achievement by Race (Middle & High School Grades)

| Race                    | 2014-2015 Alg. |            | 2015-2016 Alg. |            | 2016-2017 Alg. |            | 2017-2018 Alg. |            | 2018-2019 Alg. |             |
|-------------------------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|----------------|-------------|
|                         | MS             | HS          |
| Asian                   | 100%           | 61%        | 100%           | 61%        | 96%            | 66%        | 95%            | 59%        | 98%            | ↓45%        |
| Black/African American* | 100%           | 31%        | 100%           | 16%        | 100%           | 12%        | 100%           | 12%        | 100%           | ↓7%         |
| Hispanic*               | 100%           | 21%        | 88%            | 28%        | 89%            | 30%        | 100%           | 29%        | 100%           | ↑23%        |
| Multi-racial*           | 88%            | 45%        | 90%            | 55%        | 100%           | 24%        | 100%           | 13%        | 100%           | ↓11%        |
| Other*                  | 100%           | 0%         | 100%           | 50%        | 100%           | 33%        | 100%           | 0%         | 100%           | 0%          |
| White (Not Hispanic)    | 96%            | 36%        | 97%            | 35%        | 95%            | 35%        | 93%            | 33%        | 95%            | ↓30%        |
| <b>All Students</b>     | <b>97%</b>     | <b>35%</b> | <b>96%</b>     | <b>34%</b> | <b>96%</b>     | <b>32%</b> | <b>94%</b>     | <b>30%</b> | <b>96%</b>     | <b>↓27%</b> |

Table 16: Keystone Achievement by Gender & Program (Includes MS & HS Grades)

|                     | 2014-2015 Alg. |            | 2015-2016 Alg. |            | 2016-2017 Alg. |            | 2017-2018 Alg. |            | 2018-2019 Alg. |             |
|---------------------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|----------------|-------------|
|                     | MS             | HS          |
| Female              | 96%            | 33%        | 97%            | 34%        | 98%            | 38%        | 95%            | 31%        | 95%            | ↓32%        |
| Male                | 97%            | 38%        | 97%            | 33%        | 93%            | 28%        | 92%            | 29%        | 97%            | ↓21%        |
|                     |                |            |                |            |                |            |                |            |                |             |
| ED                  | 94%            | 29%        | 96%            | 26%        | 95%            | 23%        | 85%            | 21%        | 94%            | ↓15%        |
| LEP*                | 100%           | 0%         | 0%             | 0%         | 0%             | 23%        | 50%            | 27%        | 86%            | ↑17%        |
| Spec. Ed            | 87%            | 20%        | 100%           | 18%        | 100%           | 15%        | 88%            | 15%        | 89%            | ↓9%         |
| Gen. Ed             | 97%            | 40%        | 96%            | 39%        | 95%            | 39%        | 95%            | 35%        | 96%            | ↓34%        |
| <b>All Students</b> | <b>97%</b>     | <b>35%</b> | <b>96%</b>     | <b>34%</b> | <b>96%</b>     | <b>32%</b> | <b>94%</b>     | <b>30%</b> | <b>96%</b>     | <b>↓27%</b> |

**Advanced Placement Exam Data**

In addition to analyzing state assessment data, Advanced Placement (AP) Exam data were also examined to explore patterns in achievement across groups. The data tables below summarize student participation and performance on AP exams over the past five-year period. The subsequent tables focus on the 2018-2019 AP Exam data to understand participation and performance details disaggregated by demographic groups to explore patterns of disproportionality. In the data tables that follow, cells shaded in green indicate an overrepresentation of the relative group compared to each group’s total percent within the student population. Cells shaded in beige indicate an underrepresentation compared to the relative total percent within the student population. White cells indicate no significant over or under representation.

Table 17: Advanced Placement Exam Participation & Performance Summary

|                                      | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Total # of AP Testers</b>         | 317       | 329       | 350       | 404       | 426       |
| <b>% of Testers with Score of 3+</b> | 96.0%     | 92.7%     | 95.7%     | 90.8%     | 89.4%     |

Table 18: 2018-2019 Advanced Placement Exam Score Summary

| AP Exam Score | Total Exams | % of Total Exams |
|---------------|-------------|------------------|
| 1             | 12          | 1.6%             |
| 2             | 52          | 6.9%             |
| 3             | 148         | 19.7%            |
| 4             | 250         | 33.2%            |
| 5             | 291         | 38.6%            |
| <b>Total</b>  | <b>753</b>  | <b>100.0%</b>    |

Table 19: 2018-2019 Advanced Placement Exam Summary by Race

| Race/Ethnicity                   | Total Testers | % of Total Testers | % of Overall Population | % of Student Population in AP Data | % of Exams 3+ | Mean Score |
|----------------------------------|---------------|--------------------|-------------------------|------------------------------------|---------------|------------|
| American Indian or Alaska Native | 3             | 0.7%               | 0.3%                    | 25.0%                              | 100.0%        | 4          |
| Asian                            | 69            | 16.2%              | 8.0%                    | 27.0%                              | 96.4%         | 4.3        |
| Black or African American        | 9             | 2.1%               | 6.7%                    | 4.2%                               | 100.0%        | 4.1        |
| Hispanic                         | 19            | 4.5%               | 4.8%                    | 12.5%                              | 90.0%         | 3.7        |
| White                            | 298           | 70.0%              | 76.0%                   | 12.3%                              | 89.4%         | 3.9        |
| Multi-racial                     | 15            | 3.5%               | 4.1%                    | 11.6%                              | 96.6%         | 4.5        |
| No response                      | 13            | 3.05%              |                         |                                    | 100.0%        | 4.3        |
| Totals:                          | 426           | 100.0%             | 100.0%                  | 13.4%                              | 91.5%         | 4.1        |

Table 20: 2018-2019 Advanced Placement Exam Summary by Gender & Program

|                            | Total Testers | % of Total Testers | % of Overall Population | % of Exams 3 or Above | Mean Score |
|----------------------------|---------------|--------------------|-------------------------|-----------------------|------------|
| ED- Fee Reductions Granted | 21            | 4.93%              | 23.60%                  | 81.08%                | 3.49       |
| Male Students              | 206           | 48.36%             | 51.60%                  | 95.17%                | 4.16       |
| Female Students            | 220           | 51.64%             | 48.40%                  | 87.50%                | 3.84       |

### ***Achievement Gap Overall Summary***

The Achievement Gap data indicates that there are persistent patterns of unequal outcomes across demographic groups. The five-year data illustrates significant disproportionality for students in historically marginalized groups. Specifically, Black, Hispanic, Multi-racial, Economically Disadvantaged (ED), Limited English Proficiency and students with IEPs were persistently at a higher risk of scoring basic or below basic on state assessments than the *All Student* group. In 2018-2019, when compared to White students, Black students were 2.19 times more likely to score basic or below basic on a Reading/Literature state assessment and 1.75 in Math/Algebra I than White students. Hispanic students and Multi-racial students were 1.85 and 1.34 times as likely as the White comparison group to score basic or below basic in Reading/Literature, and 1.46 and 1.33 in Math/Algebra I, respectively. By contrast, Asian students demonstrated patterns of elevated achievement compared to the *All Student* group and the White student comparison group.

Similar patterns of disproportionality were evident for students with IEPs and ED status. When calculating risk ratios for basic and below basic performance for ED students compared to Non-ED disadvantaged students, the risk for ED students was 1.29 to 1. The risk for students with IEPs was almost three times that of students without IEPs at 2.89 to 1. When considering the intersectionality of race/ethnicity and ED status, the risk of scoring basic or below basic increases for White/ED (1.7 to 1), Black/ED (2.56 to 1), Hispanic/ED (2 to 1), and Multi-racial/ED (1.79 to 1) students, relative to the White, Non-ED comparison group. Similarly, when examining the intersectionality of race/ethnicity and IEP status, the relative risk for White/IEP (2.75 to 1), Black/IEP (4.06 to 1), Hispanic/IEP (3.42 to 1), Multi-racial/IEP (3.11 to 1), and Asian/IEP (2.12 to 1) students, relative to the White, Non-IEP comparison group.

The AP data above indicates that during the 2018-2019 school year there were a total of 426 Pennsbury High School students who participated in one or more of the 24 AP Exams offered. The percent of total testers for each demographic group should be proportionate to the overall percent in the student population. Table 18 displays clear underrepresentation of Black, Multi-racial, and White students compared to their relative makeup in the overall student body. By contrast, Asian student representation in the AP data exceeds their relative proportion within the overall population. In Table 19, underrepresentation is evident for students from ED backgrounds. The representation of male and female students in the AP data is relatively proportionate, although there is slight indication of overrepresentation of female students compared to male students. However, higher percentages of males score a 3 or above than their female peers and the mean score for males is 4.16 compared to the female mean of 3.84. Testers from ED backgrounds earned a mean score of 3.49.

Further, about 13% of the overall student population is reflected the AP Exam data, which would suggest that proportional representation of each demographic group should also be at about 13% of each group. Table 18 indicates that Native American/Alaskan Native and Asian student groups are overrepresented in the AP Exam data at 25% and 26.9% respectively, while Black students are underrepresented with only about 4.1% of the Black students participating in AP Exams. The AP Exam data reveals that Black students are underrepresented in both the percent of total AP Exam testers and in the relative percent of their demographic group. However, the

data indicates that 100% of Black students tested score 3 or above and the mean score for Black students on an AP Exam is similar to their peers, at a score of 4. Multi-racial students earned the highest mean score at 4.45, despite being underrepresented the percent of testers.

The PSSA and Keystone assessment data illustrate patterns of basic or below basic performance on state assessments predictable by race, socioeconomic status, language proficiency, and IEP status. While the AP Exam data reinforces the racialized and economic patterns in disproportionality for specific groups of students, the achievement gap disparities are one of the areas deserving the most attention. There is an indication that historically marginalized students persistently achieve at levels below their White and Asian, upper middle class, and non-disabled peers.

**Discipline Gap**

The Discipline Gap is defined as the patterns of differences in behavioral outcomes and types of disciplinary responses across demographic groups. To investigate patterns of disproportionality and inequity based on demographic factors, four years of school discipline data were collected and analyzed for students in grades 6-12. The data set analyzed included all office discipline referrals (ODRs) entered into the PSD student information system during the 2015-2016 to 2018-2019 school years. This data includes the type of incident and corresponding disciplinary actions for each ODR. The ODR data represents only students in grades 6-12 for whom an ODR occurred. Therefore, some students were counted multiple times within the data set based on ODR occurrences.

In the data tables that follow, cells shaded in the dark gray color indicate an overrepresentation in discipline of a relative group compared to each group’s total percent within the student population. Cells shaded in beige indicate an underrepresentation compared to the relative total percent within the student population. White cells indicate no significant over or under representation.

Table 21: Grades 6-12 - 4 Year Trend of Office Discipline Referrals (ODR) 2016-2019

| Race                          | 4-year Avg. % of Population | 2015-2016 ODR | 2016-2017 ODR | 2017-2018 ODR | 2018-2019 ODR |
|-------------------------------|-----------------------------|---------------|---------------|---------------|---------------|
| American Indian/Alaska Native | 0.2%                        | 0.0%          | 0.3%          | 0.4%          | 0.8%          |
| Asian                         | 6.4%                        | 1.0%          | 0.8%          | 2.0%          | 2.4%          |
| Black/African American        | 6.4%                        | 19.7%         | 20.5%         | 15.6%         | 18.3%         |
| Hispanic                      | 5.1%                        | 9.5%          | 7.8%          | 6.4%          | ↓ 5.2%        |
| Multi-racial                  | 5.5%                        | 4.6%          | 6.2%          | 8.3%          | ↑ 10.9%       |
| White (Not Hispanic)          | 76.4%                       | 65.2%         | 64.3%         | 67.4%         | 62.4%         |
|                               | 100%                        | 100%          | 100%          | 100%          | 100%          |

↑ Denotes an increasing trend of overrepresentation in ODRs. ↓ Denotes a downward trend.

Table 22: Grades 6-12 - 4 Year Average of ODRs by Race (2016-2019)

| Race                          | 4-year Avg. % of Population | 4-year Avg. % ODR | 4-year Avg. % Suspensions |
|-------------------------------|-----------------------------|-------------------|---------------------------|
| American Indian/Alaska Native | 0.2%                        | 0.3%              | 0.5%                      |
| Asian                         | 6.4%                        | 1.5%              | 1.3%                      |
| Black/African American        | 6.4%                        | 18.7%             | 19.4%                     |
| Hispanic                      | 5.1%                        | 7.3%              | 9.6%                      |
| Multi-racial                  | 5.5%                        | 7.4%              | 7.3%                      |
| White (Not Hispanic)          | 76.4%                       | 64.8%             | 61.9%                     |
|                               | 100%                        | 100%              | 100%                      |

Table 23: Grades 6-12 - 4 Year Average of ODRs by Gender & Program (2016-2019)

|          | 4-year Avg. % of Population | 4-year Avg. % ODR | 4-year Avg. % Suspensions |
|----------|-----------------------------|-------------------|---------------------------|
| Female   | 48.3%                       | 24.7%             | 21.1%                     |
| Male     | 51.7%                       | 75.3%             | 78.9%                     |
| ED       | 25.0%                       | 46.1%             | 48.9%                     |
| Non-ED   | 75.0%                       | 53.9%             | 51.1%                     |
| Spec. Ed | 20.7%                       | 58.6%             | 62.8%                     |
| Gen. Ed  | 78.3%                       | 41.4%             | 37.2%                     |

Table 24: Grades 6-12 - Discretionary ODRs vs. Non-Discretionary ODRs (2016-2019)

| Race                          | 4-year Avg. % of Population | 4-year Avg. % Discretionary ODRs | 4-year Avg. % All Other ODRs |
|-------------------------------|-----------------------------|----------------------------------|------------------------------|
| American Indian/Alaska Native | 0.2%                        | 0.3%                             | 0.4%                         |
| Asian                         | 6.4%                        | 1.3%                             | 1.7%                         |
| Black/African American        | 6.4%                        | ↑ 20.2%                          | 17.7%                        |
| Hispanic                      | 5.1%                        | ↑ 8.5%                           | 6.6%                         |
| Multi-racial                  | 5.5%                        | ↑ 8.0%                           | 7.0%                         |
| White (Not Hispanic)          | 76.4%                       | 61.7%                            | 66.7%                        |
|                               | 100%                        | 100.0%                           | 100.0%                       |

\*Discretionary ODRs include incidents identified as Inappropriate Behavior, Disrespect, Defiance, Class Disruption, and Disorderly Conduct that are subjective in nature and not clear policy violations. ↑ Denotes a higher rate of discretionary ODRs compared to non-discretionary.

Table 25: Grades 6-12 - Discretionary ODRs vs. Non-Discretionary ODRs (2016-2019)

|          | 4-year Avg. % of Population | 4-year Avg. % Discretionary ODRs  | 4-year Avg. % All Other ODRs |
|----------|-----------------------------|---|------------------------------|
| Female   | 48.3%                       | 18.4%   | 28.7%                        |
| Male     | 51.7%                       |  81.6% | 71.3%                        |
| ED       | 25.0%                       |  49.3% | 44.1%                        |
| Non-ED   | 75.0%                       | 50.7%   | 55.9%                        |
| Spec. Ed | 20.7%                       |  66.1% | 53.7%                        |
| Gen. Ed  | 78.3%                       | 33.9%   | 46.3%                        |

**Discipline Gap Overall Summary**

The summary of the Discipline Gap data indicates that there are clear patterns of disparity in ODRs and types of disciplinary responses across demographic groups. The four-year data displayed in the Discipline Gap tables illustrate persistent overrepresentation of historically marginalized demographic groups. The percentage of ODRs for American Indian/Alaskan Native, Black, Hispanic, Multi-racial, ED, male, and students with IEPs was consistently overrepresented relative to each group’s total percent within the student population. When examining the risk of racial/ethnic minority groups receiving an ODR relative to White students as a comparison group in the 2018-2019 school year, American Indian/Alaskan Native students were 2.83 to 1, Black students 3.43 to 1, Hispanic students 1.18 to 1, and Multi-racial students 2.59 to 1. Asian students were underrepresented in the ODR data. The most significant overrepresentation was evident for Black students who make up about 6.4% of the student population over the four-year period, yet consistently account for three times as many ODRs than their overall percent of the population. Similar patterns of disproportionality were evident in the suspension data: American Indian/Alaskan Native (3.63 to 1), Black (3.67 to 1), Hispanic (1.52 to 1), and Multi-racial (2.81 to 1), relative to the White comparison group.

The patterns of disproportionality are evident for other demographic groups as well. In 2018-2019, the risk of an ED student compared to a Non-ED student was 2.35 to 1 for ODRs and 2.52 to 1 for suspensions. In the same year, male students were 2.62 times more likely than female students to receive an ODR and 3.14 times more likely to be suspended. Students with IEPs were at a significant risk of an ODR and suspension compared to their non-disabled peers with risk ratios of 5.53 to 1 and 6 to 1, respectively.

When examining the intersectionality of race/ethnicity and ED status, the risk for ODRs significantly increases. Relative to the White, Non-ED comparison group, White/ED students were 2.29 to 1, Black/ED 5.01 to 1, Hispanic/ED 1.79 to 1, Multi-racial/ED 3.87 to 1, and Asian/ED 1.4 to 1. Similarly, the intersectionality of race/ethnicity and IEP status reveal disproportionality. The risk of ODR for White/IEP (4.96 to 1), Black/IEP (11.38 to 1), Hispanic/IEP (4.89 to 1), Multi-racial/IEP (12.68 to 1), and Asian/IEP (5.87 to 1) students,

relative to the White, Non-IEP comparison group was significantly higher. The intersectionality of race/ethnicity and gender indicated disproportionality as well. American Indian/Alaskan Native (3.56 to 1), Black/Male (2.95 to 1), Hispanic/Male (1.15 to 1), and Multi-racial/Male (2.6 to 1) students were at higher risk for ODRs than their White, male counterparts.

Further investigation into ODR data illustrates patterns of disparity in the type of behavior for which ODRs are issued. When disaggregated by discretionary incidents (subjective violations including: inappropriate behavior, disrespect, defiance, class disruption, and disorderly conduct) and nondiscretionary incidents (clear policy violations), patterns of disproportionality are evident by demographic group. There is a heightened disproportionality of discretionary ODRs for Black, Hispanic, Multi-racial, ED, Male and students with IEPs compared to non-discretionary ODRs.

**Opportunity Gap**

The opportunity gap is defined as patterns of differences in access to educational programs, resources, and supports across demographic groups. To explore patterns of inequity of opportunity based on demographic factors, five years of program and advanced course enrollment was analyzed for students in grades K-12. The following data sets were examined: Special Education and Gifted Education Program Enrollment, Advanced Placement, Honors Course, and 7<sup>th</sup> Grade Math Course Enrollment, as well as matriculation to 2- or 4-year college or university.

In the data tables below, cells shaded in green indicate an overrepresentation for a positive outcome of each group compared to their total percent within the overall student population; the dark gray color indicates overrepresentation for a remedial program. Cells shaded in beige indicate an underrepresentation compared to the relative total percent. White cells indicate no significant over or under representation.

*Table 26: PSD Special Education Program Enrollment by Race/Ethnicity*

| Race/Ethnicity                | 5-year Avg. % of Population | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------------------------|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.2%                        | 0.2%      | 0.2%      | 0.3%      | 0.3%      | 0.2%      |
| Asian                         | 6.4%                        | 2.2%      | 2.7%      | 2.6%      | 2.5%      | 2.4%      |
| Black/African American        | 6.3%                        | 8.9%      | 8.3%      | 8.7%      | 8.8%      | 9.6%      |
| Hispanic                      | 5.0%                        | 6.0%      | 6.3%      | 6.2%      | 6.5%      | 6.7%      |
| Multi-racial                  | 5.3%                        | 5.1%      | 5.0%      | 6.6%      | 7.3%      | 7.4%      |
| White (Not Hispanic)          | 76.8%                       | 77.6%     | 77.5%     | 75.6%     | 74.6%     | 73.6%     |
|                               | 100%                        | 100%      | 100%      | 100%      | 100%      | 100%      |

Table 27: PSD Gifted Education Program Enrollment by Race/Ethnicity

| Race/Ethnicity                | 5-year Avg. % of Population | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------------------------|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.2%                        | 0.1%      | 0.3%      | 0.3%      | 0.3%      | 0.2%      |
| Asian                         | 6.4%                        | 12.0%     | 12.6%     | 13.5%     | 14.3%     | 16.5%     |
| Black/African American        | 6.3%                        | 1.0%      | 0.9%      | 0.5%      | 0.8%      | 0.5%      |
| Hispanic                      | 5.0%                        | 1.4%      | 2.1%      | 1.5%      | 1.3%      | 1.5%      |
| Multi-racial                  | 5.3%                        | 2.4%      | 3.1%      | 3.5%      | 4.1%      | 4.4%      |
| White (Not Hispanic)          | 76.8%                       | 83.1%     | 81.1%     | 80.6%     | 79.2%     | 76.8%     |
|                               | 100%                        | 100%      | 100%      | 100%      | 100%      | 100%      |

Table 28: 5-Year Summary of PSD Program Enrollment by Gender, ED, & Address

|                                | 5-year Avg. % of Population | 5-year Avg. % Special Education | 5-year Avg. % Gifted Education |
|--------------------------------|-----------------------------|---------------------------------|--------------------------------|
| Female                         | 48.3%                       | 36.2%                           | 48.0%                          |
| Male                           | 51.7%                       | 63.8%                           | 52.0%                          |
| ED                             | 20.4%                       | 37.8%                           | 5.2%                           |
| Non-ED                         | 79.6%                       | 62.2%                           | 94.8%                          |
| Tullytown Borough & Falls Twp. | 53.2%                       | 64.5%                           | 22.5%                          |
| Yardley Borough & LMT          | 46.5%                       | 34.9%                           | 77.5%                          |
| Other                          | 0.3%                        | 0.6%                            | 0.0%                           |

Table 29: Middle School Enrollment in Advanced 7<sup>th</sup> Grade Math by Race/Ethnicity

| Race/Ethnicity                | 5-year Avg. % of Population | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------------------------|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.2%                        | 0.0%      | 0.2%      | 0.8%      | 0.0%      | 0.3%      |
| Asian                         | 6.4%                        | 10.4%     | 12.0%     | 14.6%     | 11.1%     | 10.7%     |
| Black/African American        | 6.3%                        | 2.7%      | 2.4%      | 1.3%      | 3.3%      | 3.0%      |
| Hispanic                      | 5.0%                        | 2.2%      | 1.9%      | 3.2%      | 1.0%      | 2.4%      |
| Multi-racial                  | 5.3%                        | 2.2%      | 2.8%      | 3.5%      | 4.9%      | 3.9%      |
| White (Not Hispanic)          | 76.8%                       | 82.5%     | 80.7%     | 76.5%     | 79.7%     | 79.8%     |
|                               | 100%                        | 100%      | 100%      | 100%      | 100%      | 100%      |

Table 30: High School Enrollment in Honors Courses by Race/Ethnicity

| Race/Ethnicity                | 5-year Avg. % of Population | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------------------------|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.2%                        | 0.0%      | 0.1%      | 0.2%      | 0.3%      | 0.4%      |
| Asian                         | 6.4%                        | 10.9%     | 9.9%      | 10.3%     | 12.0%     | 14.3%     |
| Black/African American        | 6.3%                        | 1.8%      | 2.4%      | 2.5%      | 2.4%      | 1.8%      |
| Hispanic                      | 5.0%                        | 2.0%      | 1.9%      | 2.4%      | 2.9%      | 2.7%      |
| Multi-racial                  | 5.3%                        | 1.2%      | 1.6%      | 1.8%      | 2.7%      | 2.4%      |
| White (Not Hispanic)          | 76.8%                       | 84.1%     | 84.2%     | 82.8%     | 79.8%     | 78.3%     |
|                               | 100%                        | 100%      | 100%      | 100%      | 100%      | 100%      |

Table 31: High School Enrollment in Advanced Placement Courses by Race/Ethnicity

| Race/Ethnicity                | 5-year Avg. % of Population | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------------------------|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.2%                        | 0.0%      | 0.0%      | 0.0%      | 0.1%      | 0.3%      |
| Asian                         | 6.4%                        | 22.5%     | 19.6%     | 18.1%     | 15.4%     | 19.1%     |
| Black/African American        | 6.3%                        | 2.5%      | 1.5%      | 1.4%      | 1.5%      | 1.8%      |
| Hispanic                      | 5.0%                        | 2.5%      | 1.5%      | 2.0%      | 2.0%      | 2.5%      |
| Multi-racial                  | 5.3%                        | 1.0%      | 0.2%      | 1.0%      | 2.1%      | 2.3%      |
| White (Not Hispanic)          | 76.8%                       | 71.5%     | 77.1%     | 77.4%     | 78.9%     | 74.1%     |
|                               | 100%                        | 100%      | 100%      | 100%      | 100%      | 100%      |

Table 32: Matriculation to 2-4 Year College or University by Race/Ethnicity

| Race/Ethnicity                | 5-year Avg. % of Population | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------------------------|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| American Indian/Alaska Native | 0.2%                        | 0.0%      | 0.2%      | 0.2%      | 0.0%      | 0.2%      |
| Asian                         | 6.4%                        | 7.0%      | 7.1%      | 7.2%      | 6.9%      | 7.7%      |
| Black/African American        | 6.3%                        | 7.1%      | 7.2%      | 4.6%      | 7.2%      | 6.4%      |
| Hispanic                      | 5.0%                        | 3.0%      | 4.1%      | 4.1%      | 4.7%      | 4.9%      |
| Multi-racial                  | 5.3%                        | 1.6%      | 2.9%      | 1.4%      | 2.4%      | 2.5%      |
| White (Not Hispanic)          | 76.8%                       | 81.3%     | 78.6%     | 82.5%     | 78.8%     | 78.3%     |
|                               | 100%                        | 100%      | 100%      | 100%      | 100%      | 100%      |

Table 33: 5-Year Summary of PSD Advanced Courses & Matriculation by Gender and ED

|        | 5-year Avg. % of Population | 5-year Avg. % 7th Grade Adv. Math Course | 5-year Avg. % Honors Course | 5-year Avg. % AP Course | 5-year Avg. % Matriculation |
|--------|-----------------------------|--|-----------------------------|-------------------------|-----------------------------|
| Female | 48.3%                       | 47.1%                                    | 53.6%                       | 45.9%                   | 52.3%                       |
| Male   | 51.7%                       | 52.9%                                    | 46.6%                       | 54.1%                   | 47.7%                       |
|        |                             |  |                             |                         |                             |
| ED     | 20.4%                       | 9.7%                                     | 8.7%                        | 8.1%                    | 18.6%                       |
| Non-ED | 79.6%                       | 90.3%                                    | 91.3%                       | 91.9%                   | 81.4%                       |

### **Opportunity Gap Overall Summary**

The summary of the Opportunity Gap data indicates clear patterns of disparity in access to program and advanced course enrollment across demographic groups. The five-year data trends indicate persistent overrepresentation of historically marginalized demographic groups in Special Education programs and persistent underrepresentation of those same groups in Gifted Education and advanced course offerings. The trends in college and university matriculation also show some patterns of disparity.

When examining program enrollment, Black and Hispanic students were identified for Special Education programs at higher percentages than their relative percent within the overall population for all five years. Multi-racial student identification for Special Education programs indicated an upward trend in the last three years with a net increase of 2.1%. White student identification is trending down in the past three years. Asian students are underrepresented in all five years for identification for Special Education programs. Relative to White students in the 2018-2019 school year, Black students were 1.53 times and Multi-racial students 1.28 times more likely to be identified for Special Education than their White peers. In addition, male students and students identified as ED are overrepresented in the Special Education program enrollment. When compared to female students, male students were identified 1.69 times more than female students; ED students were 1.85 to 1 relative to Non-ED students. Also evident in the data is disproportionality by student home address. Students who live in southern geographic areas of the district (Tullytown Borough and Falls Township) are overrepresented in Special Education programs relative to their overall district population.

By contrast, when exploring demographic patterns of Gifted Education program enrollment, historically marginalized student groups demonstrate patterns of underrepresentation while White, Asian, and Non-ED disadvantaged students are persistently overrepresented. Black students are the most significantly underrepresented. When establishing Black students as the comparison group, all racial/ethnic groups were significantly more likely to be identified for Gifted Education than Black students in 2018-2019. White students were 12.72 to 1 compared to Black students, while Asian students were 2.46 to 1 compared to White students and 31.34 to 1 relative to Black student identification for Gifted Education. When examining economic status, Non-ED students were 4.27 times more likely than ED students to be enrolled in a Gifted Education program. Gifted program enrollment by gender was relatively proportionate to the overall makeup of the population. However, disproportionality by student home address is clear in the Gifted Education program data. Students who reside in Yardley Borough and Lower Makefield Township make up about 47% of the overall population, but account for almost 78% of all students identified for Gifted Education programs. By contrast, students who reside in Tullytown Borough and Falls Township are underrepresented in Gifted Education programming.

Similar patterns of disproportionality were evident for advanced course enrollment. Math course enrollment is a significant predictor of access to advanced courses. Research suggests that Algebra I performance is a determining factor in access to advanced math courses (McManus, 2019). In PSD, roughly 50% of 7<sup>th</sup> grade students enroll in a variation of Algebra I. Because of this, enrollment in 7<sup>th</sup> Grade Advanced Math courses, as well as high school Honors and Advanced Placement course enrollment were examined. The data reveals that Black, Hispanic,

Multi-racial, and ED students are persistently underrepresented in 7<sup>th</sup> Grade Advanced Math, Honors Courses and Advanced Placement Courses across all five years. White student enrollment is relatively proportionate with some overrepresentation, while Asian student enrollment significantly exceeds their relative proportion in the population in all advanced courses, across all five years. In 2018-2019, all racial/ethnic groups were significantly more likely to be enrolled in advanced courses than their Black peers. When examining 7<sup>th</sup> Grade Advanced Math course enrollment, 20% of Black students were enrolled in advanced math, compared to 45% of White students. There was similar disproportionality in Honors and Advanced Placement courses at the high school level. Relative to Black students, enrollment in Honors and Advanced Placement courses for White students were 3.72 to 1, Hispanic 2.06 to 1, Multi-racial 2.18 to 1, and Asian students 6.83 to 1. Advanced course enrollment by gender indicated some overrepresentation of female students in Honors courses, yet underrepresentation in Advanced Placement courses. The opposite was true for male students: males were slightly underrepresented in Honors courses, yet overrepresented in Advanced Placement. Non-ED students were 2.95 times more likely than their ED peers to be enrolled in Honors and Advanced Placement courses.

The data indicates that college matriculation is relatively proportionate for American Indian/Alaskan Native, White, Black and Asian students, with some slight overrepresentation. Hispanic and Multi-racial students demonstrate patterns of underrepresentation in the 2-4 year college matriculation data, which Multi-racial students matriculating at significantly lower rates than their relative population. When examining gender and economic status, the data indicates proportionate college, matriculation rates compared to the overall makeup of the population.

### ***Experience & Sense of Belonging Gap***

The experience and sense of belonging gap is defined as the disparities and/or differences between groups of students, as indicated through perception data of school climate and culture. To explore patterns of inequity of experience based on demographic factors, a series of school climate surveys were administered to students in grades 9-12 (999 responses), parents/families of students in grades K-12 (2,378 responses), and all district faculty (612 responses). The data tables below provided detailed descriptions for each of the three surveys administered.

### ***Student School Climate & Sense of Belonging Survey***

The Student School Climate & Sense of Belonging Survey was administered through an electronic survey to all students in grades 9-12 at Pennsbury High School; 999 student responses were collected and account for the summary data below. The 999 responses account for about one third of the student body. Both the racial/ethnic and socioeconomic breakdown of the data is proportionate to the representation of each relative group in the overall population. The survey responses were also balanced across all four grade levels: 9<sup>th</sup> grade accounted for 24.6%, 10<sup>th</sup> grade 23.5%, 11<sup>th</sup> grade 26.8%, and 12<sup>th</sup> grade 25.1% of the responses. About 20% of student respondents indicated that a language other than English was spoken in their home. The student survey analyzed students feelings of belonging and perspectives on inclusiveness to understand school climate. Each survey questions was measured on a 5-point Likert Scale.

Table 34: Student School Climate & Sense of Belonging Survey by Race

| Race/Ethnicity<br>(897 responses)   | % of Total Responses | # of Responses |
|-------------------------------------|----------------------|----------------|
| American Indian/Alaska Native       | 1.2%                 | 11             |
| Asian                               | 7.1%                 | 64             |
| Black/African American              | 6.9%                 | 62             |
| Hispanic                            | 5.0%                 | 45             |
| Multi-Racial                        | 4.1%                 | 37             |
| Native Hawaiian or Pacific Islander | 0.1%                 | 1              |
| White/Caucasian                     | 73.6%                | 660            |
| Unavailable/Unknown/Decline         | 1.9%                 | 17             |

Table 35: Student School Climate & Sense of Belonging Survey by Gender

| Gender               | % of Total Responses | # of Responses |
|----------------------|----------------------|----------------|
| Male                 | 371                  | 41.4%          |
| Female               | 498                  | 55.5%          |
| Other/Non-binary     | 16                   | 1.8%           |
| Prefer not to answer | 12                   | 1.3%           |

Figure 1: Students at this school respect me.

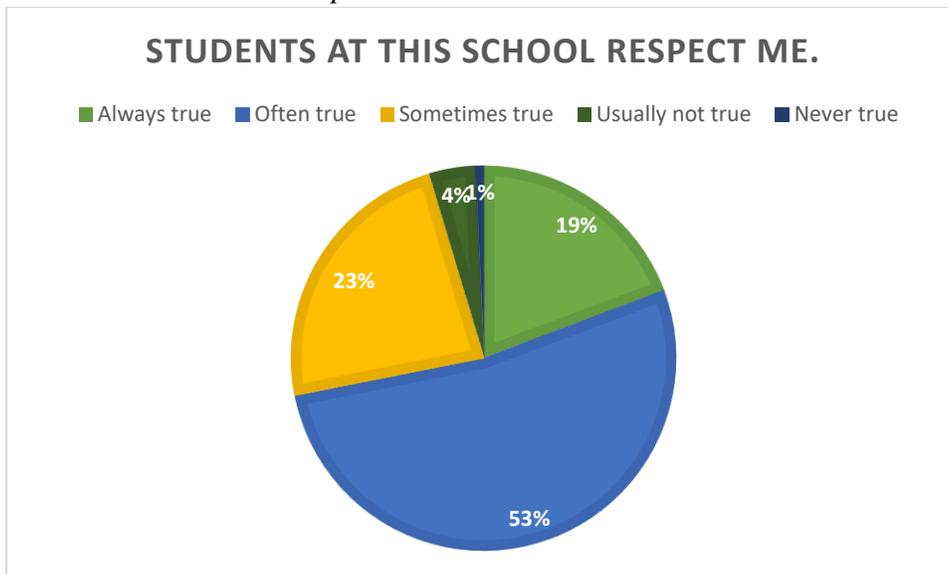


Figure 2: Teachers at this school respect me.

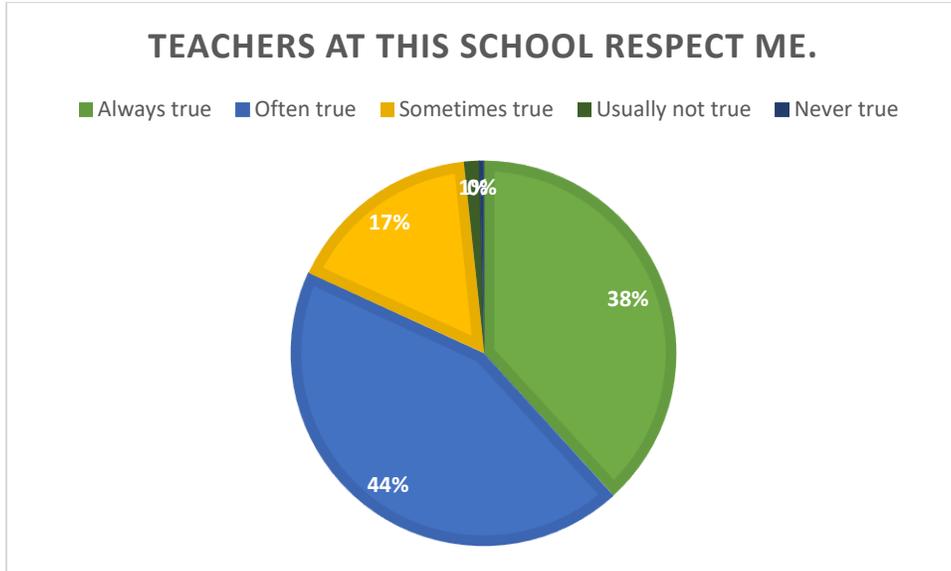
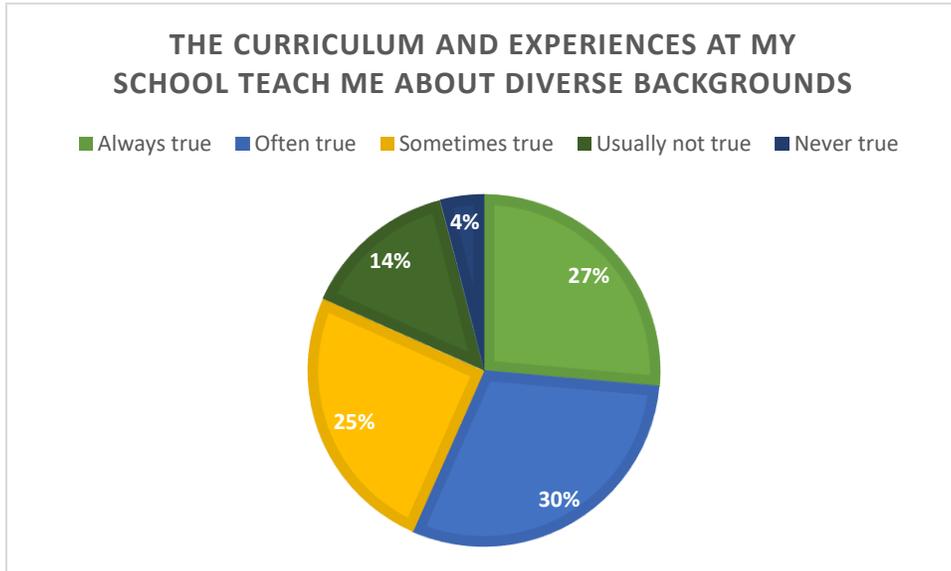


Figure 3: The curriculum and experiences at my school teach me about diverse backgrounds.



**Summary of Student School Climate & Sense of Belonging Survey**

The student survey results indicate that 72% of students felt respected “always or often” by their peers and 82% of students felt respected “always or often” by teachers. When asked about the school curriculum and learning experiences, 57% of students responded that they “always or often” learned about people from diverse backgrounds.

Disaggregating the student survey data by demographic factors reveals there some differences in group perceptions. For example, students from ED backgrounds reported lower levels of respect from peers (63% compared to Non-ED peers at 75%) and teachers (75% compared to Non-ED peers at 84%) than their Non-ED counterparts. There were also disparities in perceptions of respect based on gender identification. Compared to male counterparts, female students and students with non-binary gender identities felt less respected by teachers and students. About 90% of males reported that they “always or often” felt respected by teachers, compared to 78% by females, and only about 47% by students with non-binary identities. When examining feelings of respect from peers, 81% of males, 67% of females, and 27% of non-binary students responded “always or often”. Students with disabilities also reported low levels of respect from peers (60%), but high levels of respect from teachers (82%).

When exploring perceptions of respect by racial demographic groups there are also differences in student responses. Asian students reported the highest levels of respect from both teachers and peers with 87.3% and 83.9%, respectively. White students also reported high levels of respect from teachers with 83.7% noting that they “always or often” felt respected. Multi-racial students reported the lowest feelings of respect from teachers at 68.6%. American Indian/Alaskan Native (72.7%), Black (76.4%), Hispanic (74.4%) reported comparable levels of respect from teachers. American Indian/Alaskan Native and Hispanic students reported identical levels of respect from teachers and peers, 72.7% and 74.4% respectively. However, White (71.3%) and Black (65.5%) students reported significantly lower levels of respect from peers compared to the levels of respect they reported from teachers. By contrast, Multi-racial students reported significantly higher levels of respect from peers (82.9%) compared to their perceptions of respect by teachers (68.6%).

When surveyed about the diversity of the curriculum and learning experiences, 57% of students reported that the school “always or often” teaches about diverse backgrounds. Disaggregating the curriculum responses by racial demographics, 55% of American Indian/Alaskan Native, 52% of Asian, 40% of Black, 62% of Hispanic, 46% of Multi-racial, and 59% of White students indicated that school “always or often” teach about diverse backgrounds. Further, 69% of males, 49% of females, and only 13% of students from non-binary gender identities reported that the curriculum and learning experiences taught about diverse backgrounds. Students from ED backgrounds reported higher levels of diversity in curriculum (60%) than their Non-ED counterparts (56%). Students with disabilities reported comparable responses to their non-disabled peers. The survey data indicates that only about half of students feel that the curriculum is reflective of diverse backgrounds and students from racial and gender minority groups report significantly lower levels of diversity in the curriculum than their counterparts.

The Student School Climate & Sense of Belonging Survey results suggest that overall, students feel respected by teachers (82%) and peers (72%). However, notable differences in feelings of respect and belonging were evident based on economic status, disability status, racial, and gender identity. Students from ED backgrounds, students with disabilities, females, and students with non-binary gender identities reported lower levels of respect from teachers and peers than their counterparts. Of particular concern, were the low levels of respect perceived by students who indicated a gender identity of non-binary. White and Asian students perceived high levels of respect from teachers, while other historically marginalized racial groups, reported slightly lower levels of teacher respect. The general student population indicated that there is room for growth in regard to diversifying the curriculum and learning experiences to reflect diverse backgrounds.

***Parent/Family Engagement & School Climate Survey***

The Parent/Family Engagement & School Climate Survey was administered through an electronic survey to all parents in the school district; 2,378 parent responses were obtained and account for the summary data below. Responses account for about 24% of all PSD parents and reflect all 15 school buildings in the district. Areas analyzed in the Parent/Family Engagement & School Climate Survey were School Climate, School Engagement, School Fit & Inclusiveness, and Barriers to Engagement. Each area contained a series of questions to assess parent/family perceptions of the four areas of focus using a 5-point Likert Scale.

*Table 36: Parent/Family Engagement & School Climate Survey by School*

| <b>School</b><br>(2096 responses) | <b>% of Total Responses</b> | <b># of Responses</b> |
|-----------------------------------|-----------------------------|-----------------------|
| Pennsbury High School             | 31.2%                       | 743                   |
| William Penn                      | 12.8%                       | 305                   |
| Pennwood                          | 8.5%                        | 202                   |
| Charles Boehm                     | 7.5%                        | 179                   |
| Afton                             | 7.4%                        | 176                   |
| Eleanor Roosevelt                 | 6.7%                        | 159                   |
| Edgewood                          | 6.1%                        | 146                   |
| Quarry Hill                       | 5.5%                        | 130                   |
| Manor                             | 4.4%                        | 104                   |
| Oxford Valley                     | 4.3%                        | 103                   |
| Penn Valley                       | 4.3%                        | 103                   |
| Walt Disney                       | 3.8%                        | 90                    |
| Makefield                         | 3.7%                        | 89                    |
| Fallsington                       | 3.3%                        | 79                    |
| Village Park Academy              | 0.2%                        | 5                     |

Table 37: Parent/Family Engagement & School Climate Survey by Student Race/Ethnicity

| Race/ Ethnicity<br>(2093 responses) | % of Total Responses | # of Responses |
|-------------------------------------|----------------------|----------------|
| American Indian/Alaska Native       | 0.2%                 | 5              |
| Asian                               | 5.5%                 | 116            |
| Black/African American              | 3.3%                 | 70             |
| Hispanic                            | 3.2%                 | 68             |
| Multi-Racial                        | 7.0%                 | 147            |
| Native Hawaiian or Pacific Islander | 0.1%                 | 3              |
| White                               | 75.8%                | 1586           |
| Unavailable/Unknown/Decline         | 4.7%                 | 98             |

Table 38: Language Spoken in the Home

| Does your family speak a language other than English in the home? | % of Total Responses | # of Responses |
|---|----------------------|----------------|
| Yes   | 19.2%                | 402            |
| No  | 80.8%                | 1694           |

Table 39: Free or Reduced Priced Meals

| Does your child receive free or reduced meals at school? | % of Total Responses | # of Responses |
|--|----------------------|----------------|
| Yes  | 18.3%                | 375            |
| No   | 81.7%                | 1672           |

Figure 1: Overall School Climate

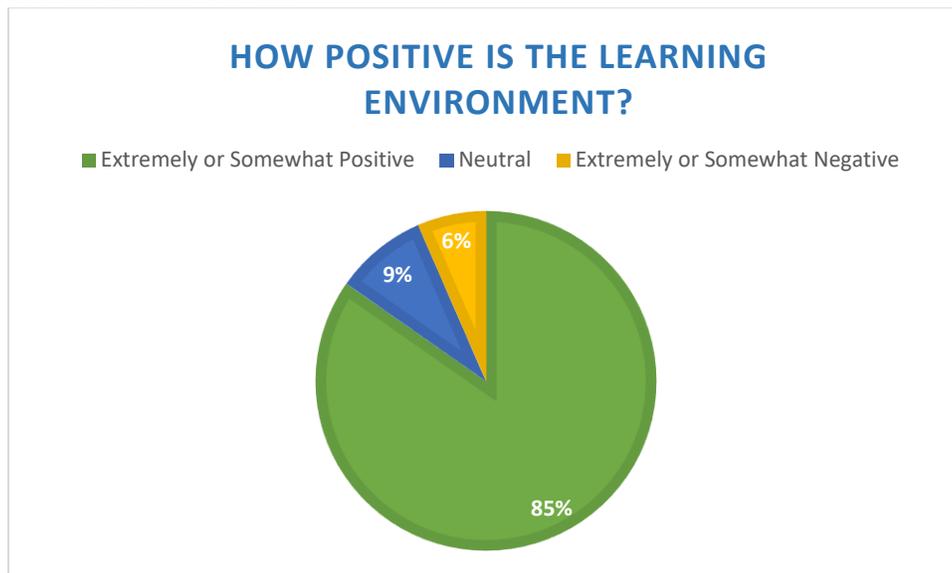


Figure 2: Overall School Climate by Race

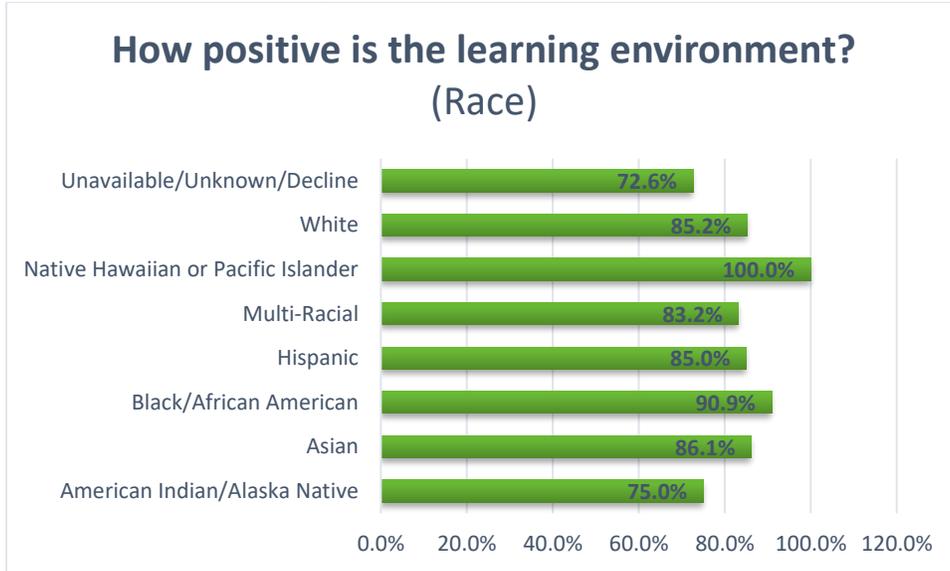


Figure 3: Overall Engagement

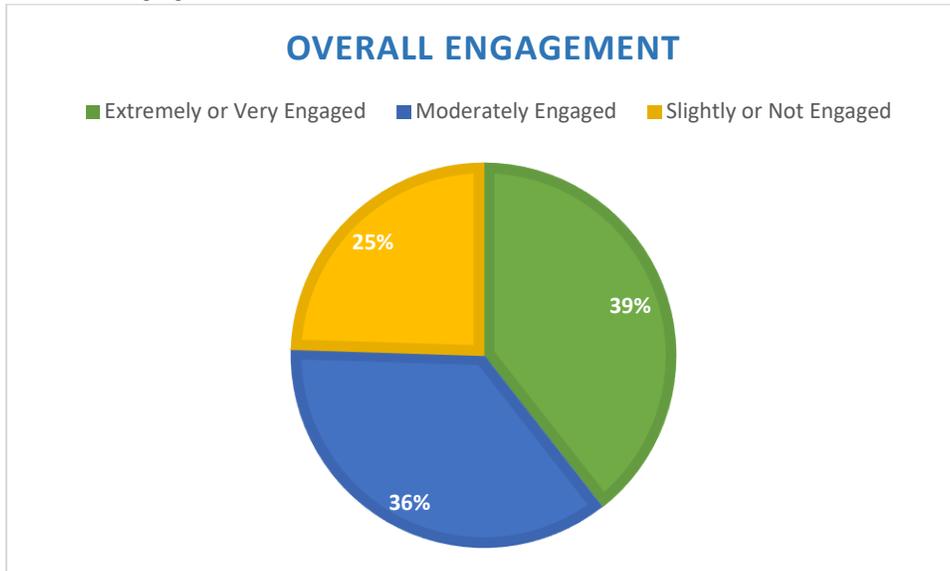


Figure 4: Overall Engagement by Race

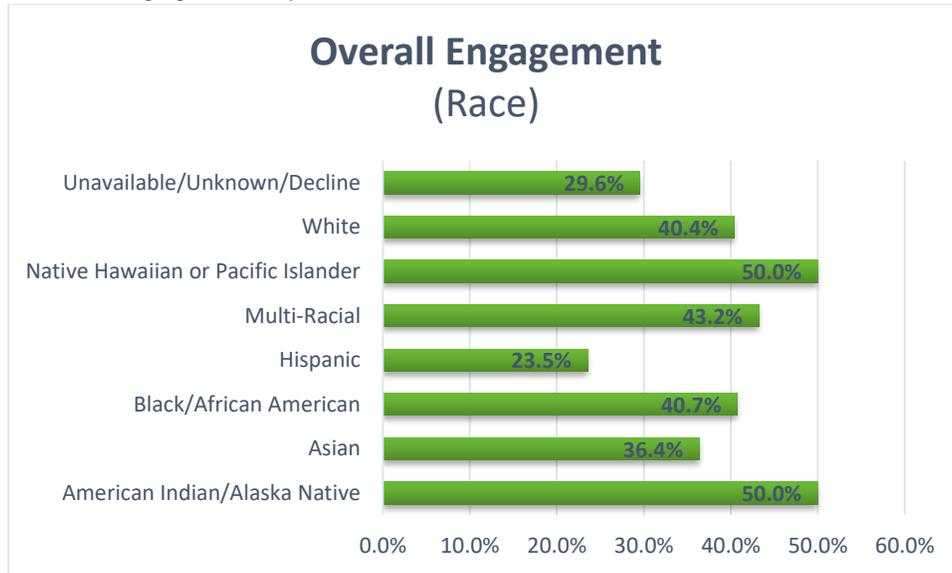


Figure 5: Engagement Barriers

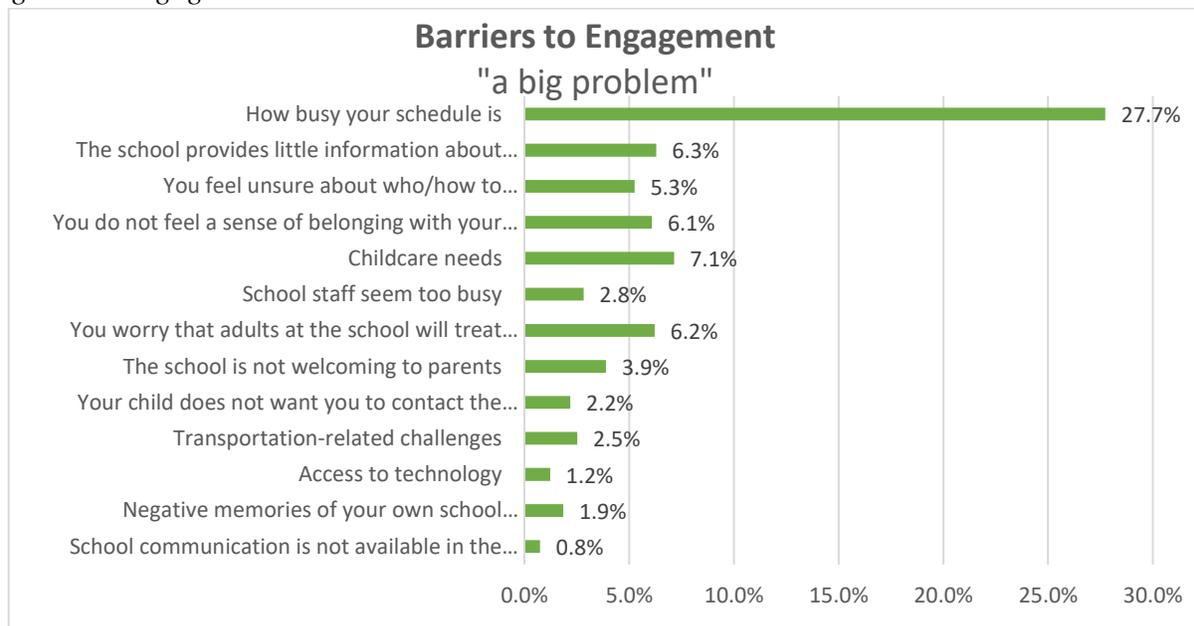


Figure 6: Overall School Fit & Inclusiveness

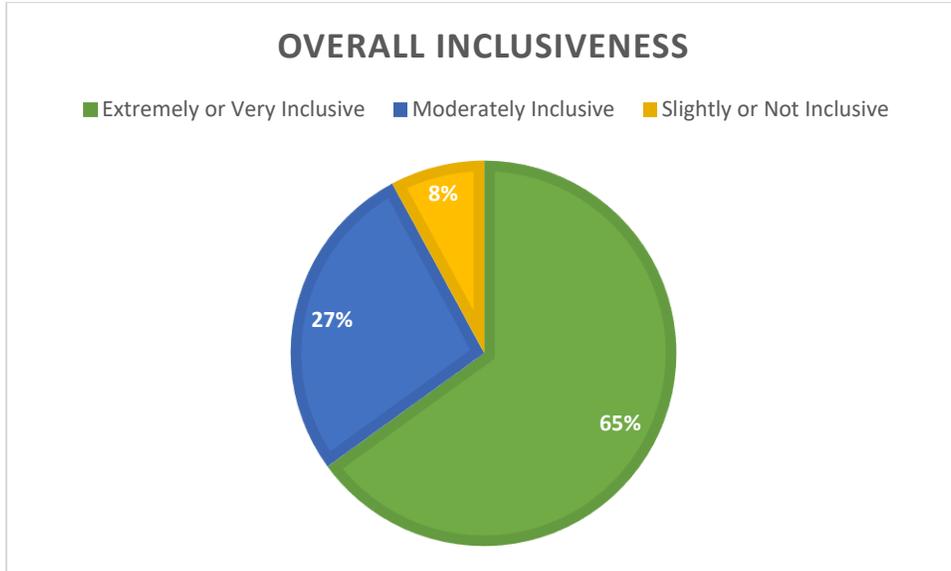
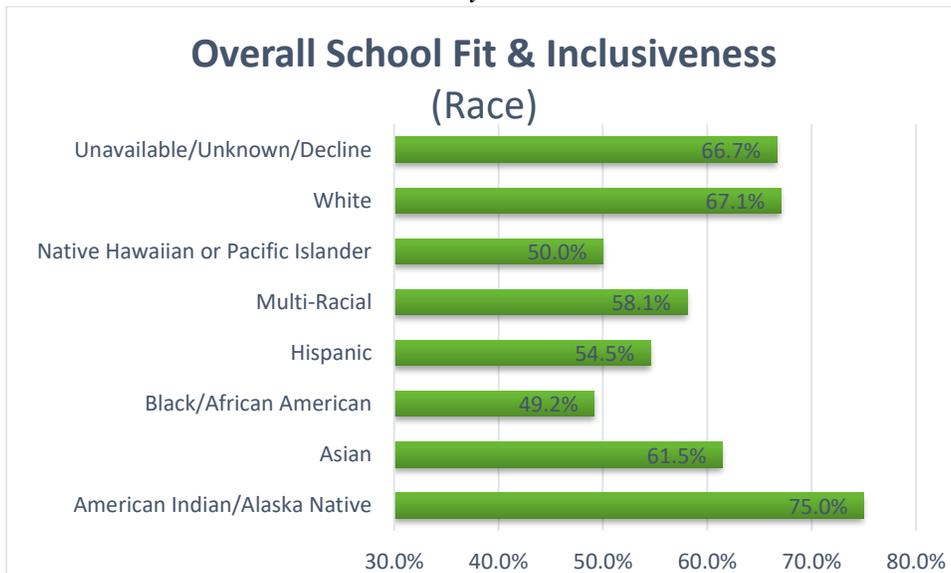


Figure 7: Overall School Fit & Inclusiveness by Race



### ***Summary of Parent/Family Engagement & School Climate Survey***

The responses from the Parent/Family Engagement & School Climate Survey indicate that 85% of PSD parents and families report that the overall learning environment and school climate is positive. When disaggregated by various demographic groups, the percentage of parents/families who report an overall positive school climate remains consistently at or above 80%: race/ethnicity (see Figure 2), free/reduced lunch status (83% positive), and home language other than English (83% positive).

Overall school engagement was examined in the Parent/Family Engagement & School Climate Survey. Collectively, 75% of parents/families reported they were Very/Extremely Engaged (39%) or Moderately Engaged (36%), while 25% of families indicated that they were only Slightly/Not Engaged in the school environment. When disaggregating the engagement data by demographic factors, families with free/reduced lunch status and a home language other than English reported comparable levels of engagement as the overall survey population. When the engagement data were disaggregated by race/ethnicity, most racial groups reported levels of engagement comparable to the overall survey population, with the exception of parents of Hispanic students. Only 23% of Hispanic parents reported they were Very/Extremely Engaged compared to the overall average of 39%; this is a significantly lower level of engagement compared to other racial ethnic groups.

The survey also investigated possible barriers to engagement. Parents and families were given a list of 13 possible barriers to engagement and asked to rate each barrier on a 3-point Likert Scale (1-Not at all a problem, 2-Somewhat of a problem, 3-A big problem). Of the 13 possible barriers listed, 75% or more of parents indicated that most (9 of 13 barriers) were “Not at all a problem.” Figure 5 above displays the percent of “A big problem” responses for each of the 13 barriers in the survey. According to the survey results, the biggest barrier to engagement was “Busy schedules” with about 28% noting it was “A big problem,” 45% of parents indicated that it was “Somewhat of a problem.” Other barriers revealed in the data were as follows:

- Not feeling a sense of belonging with your child's school community: Not at all a problem - 71%, Somewhat of a problem - 23%, A big problem - 6%
- Unsure about who/how to communicate with the school: Not at all a problem - 70%, Somewhat of a problem - 25%, A big problem - 5%
- The school provides little information about involvement opportunities: Not at all a problem - 67%, Somewhat of a problem - 26%, A big problem - 6%

The final area of the Parent/Family Engagement & School Climate Survey was School Fit & Inclusiveness. The survey indicates that 65% of PSD parents and families report that the overall inclusiveness was positive. When disaggregated by various demographic groups the percentage of parents/families who report positive ratings for overall inclusiveness indicates some disproportionality. Figure 7 displays inclusive ratings by race/ethnicity. According to the data, White parents report statistically significant higher rates of inclusiveness, while Black parents report statistically significant lower rates of inclusiveness than other racial groups in the survey population. White parents reported 67% inclusiveness; Black parents reported 49% inclusiveness. Though not statistically significant, Asian, Hispanic, Multi-racial and Native

Hawaiian parents reported lower rates of inclusiveness compared to both White parents and the overall survey population.

Inclusiveness was also disaggregated by economic status and home language. Parents who indicated that their student(s) held free/reduced lunch status reported statistically significantly lower rates of inclusiveness (60%) than families who are not free/reduced lunch status (67%). Parents who indicated that a language other than English was spoken in the home did report similar levels of inclusiveness as their English-speaking counterparts. The Parent/Family Engagement & School Climate Survey results suggests that parents of students from racial minority and ED groups perceive a less inclusive school environment or “fit” than their White and more economically advantaged counterparts.

**Faculty School Climate Survey**

The PSD Faculty School Climate Survey was administered through an electronic survey to all professional employees in the school district; approximately 56% (612) professional employees participated in the survey. Professional employees from all levels of the school district (Elementary, Middle, High, and Central Office) were invited to participate in the survey. The data summarized below reflects responses from all 15 school buildings and central office. The Faculty School Climate Survey questions were separated into two area School Climate and Educating All Students. Each area contained a series of questions to assess faculty perceptions using a 5-point Likert Scale. The rating scale was as follows: 1-Excellent/Always; 2-Good/Most; 3-Average/Half the Time; 4-Poor/Sometimes; and 5-Terrible/Never.

Table 40: Faculty School Climate Survey by Race/Ethnicity

| Level<br>(587 responses) | % of Total Responses | # of Responses |
|--------------------------|----------------------|----------------|
| Elementary               | 46.0%                | 270            |
| Middle                   | 26.2%                | 154            |
| High                     | 25.4%                | 149            |
| CO & Other               | 2.4%                 | 14             |

Table 41: Faculty School Climate Survey by Race/Ethnicity

| Race/ Ethnicity<br>(587 responses) | % of Total Responses | # of Responses |
|------------------------------------|----------------------|----------------|
| Asian                              | 1.0%                 | 6              |
| Black/African American             | 0.5%                 | 3              |
| Hispanic                           | 1.5%                 | 9              |
| Multi-Racial                       | 0.2%                 | 1              |
| White/Caucasian                    | 93.7%                | 550            |
| Prefer not to respond              | 3.1%                 | 18             |

Figure 8: Respectful Relationships between Teachers & Students

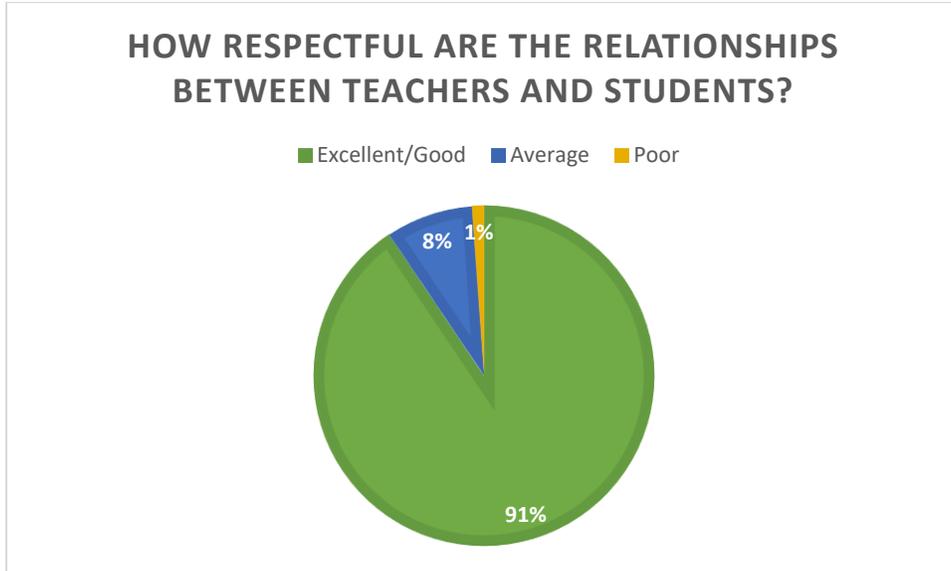


Figure 9: Supportive Interactions among Students

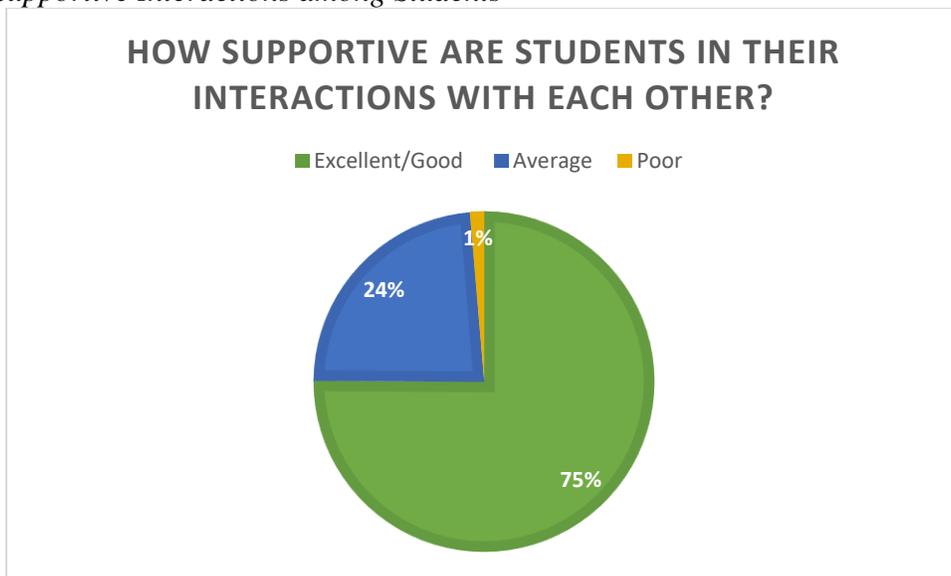
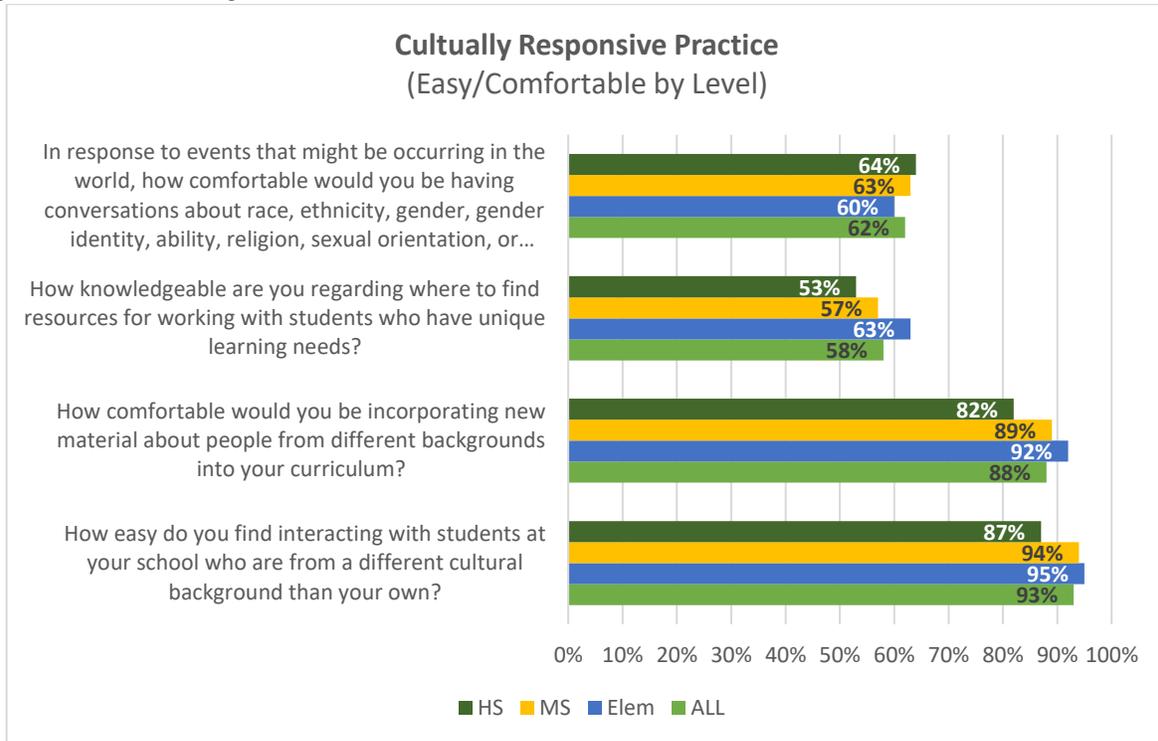


Figure 10: Educating All Students



**Summary of Faculty School Climate Survey**

According to the Faculty School Climate Survey, professional staff have positive perceptions of the overall school climate. Figure 8 depicts that 91% of PSD professional employees reported that the interactions between teachers and students were respectful. When examining the school climate and respectful interactions data by demographic level, 96% of elementary, 93% of middle school and 79% of high school faculty reported that interactions between teachers and students are respectful. When asked about supportive interactions among students, 75% of faculty indicated that interactions were *Excellent/Good*. Elementary faculty reported significantly higher rates of supportive interactions among students (90%), while the high school faculty reported significantly lower supportive interactions among students (51%).

The Faculty School Climate Survey also examined faculty perceptions about educating students from various cultural backgrounds. Collectively, 93% of faculty reported comfortability interacting with students from different cultural backgrounds than their own; 88% reported comfortability with incorporating curriculum material that represents diverse backgrounds. While the overwhelming majority of faculty report positive attitudes towards diverse populations, the survey data indicates that there is less comfort among faculty relative to facilitating conversations about current events and diverse populations; 62% of respondents indicated comfort facilitating such conversations. Finally, 58% of faculty indicated ease or comfort with locating resources to support diverse learners.

### ***Experience & Sense of Belonging Gap Overall Summary***

The responses from the Experience & Sense of Belonging Gap data indicates that the various stakeholder groups surveyed believe the learning environment is positive across the school district. The surveys reveal that 85% of parents and families report positive climate, 91% of teachers report respectful relationships between teachers and students and 75% report respectful relationships among students, and 72% of students felt respected “always or often” by their peers and 82% of students felt respected “always or often” by teachers.

While the overall climate data reflects a positive learning environment, there were patterns of disparity in experience and feelings of inclusiveness among subgroups. The student survey indicated that some student subgroups (students of color, students from ED backgrounds, and students with non-binary gender identities) reported lower levels of respect from peers and teachers. Similarly, the family survey revealed that families of color, as well as families from ED backgrounds perceive lower levels of inclusiveness than White families and their non-ED counterparts. Additionally, the Parent/Family Engagement & School Climate Survey results suggest that despite positive feelings about school climate, busy schedules are a significant barrier to increasing family engagement.

The Faculty School Climate Survey and the Student School Climate & Sense of Belonging surveys both address questions relative to diverse curriculum materials and comfortability teaching diverse populations. The student data indicates that only about half the students perceive the curriculum to reflect diverse backgrounds. The results of the Faculty School Climate Survey suggest that the PSD faculty values diversity and has comfortability with teaching curriculum reflective of diverse populations, but resources and supports may be needed to build faculty capacity for educating all students.

### ***Policy & Document Analysis***

A critical analysis of district policies and documents through an equity lens is vital to understand how policies and procedures may contribute to disproportionality and outcome inequity. An educational equity analysis of PSD Educational Program Policies and the Student Code of Conduct was conducted by the Equity Literacy Institute (ELI) to identify potential bias or inequitable practice, as well as highlight any policies that demonstrated a strong approach to educational equity. The summary of the trends and patterns identified by the Equity Literacy Institute’s analysis are below.

#### ***Educational Policies***

The ELI analyzed all Educational Program Policies (indexed as 100s in PSD). This set of policies included 23 individual policies that outline district procedures for Comprehensive Planning, Discrimination/Title IX, Special Education, Gifted Education, Curriculum, and all other policies pertaining to educational programming. The Equity Literacy Institute noted the following findings pertaining to the PSD Educational Program Policies.

1. Generally, the PSD Educational Program Policies demonstrate a general commitment to providing educational opportunities and services to all students. The commitment to all students is repeated within the context of several PSD Educational Program Policies. Repetition of this stated commitment encourages the district will hold itself accountable to the goal of equitable access.
2. PSD Educational Program Policies documents do a good job identifying protected classes, but omit some groups of people who also are marginalized. The ELI recommended that in any list of protected classes or potentially marginalized people, the district add socioeconomic status, ethnicity, home language, gender identity, and gender expression, as these groups were not currently identified in policy documents.
3. The ELI noted that the PSD Educational Program Policies were full of binary gender language such as “he or she” and “his or her.” The use of gender binary language may hinder inclusivity for some marginalized groups. The ELI recommended the use of gender-neutral language such as the now grammatically acceptable universal “they.”
4. The ELI identified potential accessibility barriers in the policy documents. For example, the ELI recommended that documents said to be available for community review be made available in multiple languages and in multiple locations and formats to increase accessibility. One suggested method of increasing access included providing electronic access to district policy documents.
5. The ELI offered recommendations specific to the PSD Nondiscrimination policies. The recommendation is provided below.

“Hire a trained compliance officer. People reviewing discrimination complaints should be specifically trained to do so. They also should be people you know for sure will not be tempted to make decisions in order to avoid controversy or protect the reputation of a school or district. They should have expertise on matters of discrimination and understand issues like racism at an institutional level, not just an individual level, not just people who happen to be in positional authority because they were hired for a different role. We strongly recommend rethinking the compliance officer role and hiring a district-level compliance officer” (ELI, 2020).

### ***Student Code of Conduct***

The ELI analyzed the PSD Student Code of Conduct document. The Student Code of Conduct is a district document that outlines discipline procedures for all students in grades K-12. The ELI noted the following findings pertaining to the PSD Student Code of Conduct.

1. The language outlined in the PSD Student Code of Conduct suggests that PSD's discipline procedures are not attuned to the most current research and best practices related to trauma-informed education and social-emotional learning (SEL). The ELI stated that the language of the PSD Student Code of Conduct suggests that the document "was not created with a trauma-informed lens and that many sections reflect a hyper-punitive approach that is disinterested in the underlying causes of behaviors." For example, there are policies that might punish addictions in children who use illicit substances to self-medicate. Trauma-informed education and SEL frameworks indicate that schools should not be reactive when it comes to discipline—that old hyper-punitive models of discipline do damage to students, and always do the most damage to the students who already are the most marginalized students. The ELI recommends reconsidering the entire Student Code of Conduct document and approaches, with a trauma-informed lens.
2. Another area noted in the ELI analysis of the PSD Student Code of Conduct were practices that deny students access to learning as a punishment. Best discipline practice discourages denying students' access to classroom time or other learning opportunities as punishment when in the present moment they are not a threat to themselves or to other people. The ELI noted that the PSD Student Code of Conduct appeared to have many instances in which such denials of learning are built into document. The ELI recommended that the district find other ways to hold students accountable—ways that do not run the risk of making students who feel disconnected feel even more disconnected.

### ***Policy & Document Analysis Summary***

In summary, the ELI noted PSD's overall commitment to supporting all students, yet identified areas that do pose considerable equity threats or demonstrate dated models of practice. The ELI did not identify any explicitly oppressive policies or practices in the PSD Policy and Document Analysis. However, it was noted that often subtle measures and/or practices can yield largely inequitable accumulative outcomes for students, not in line with the district's stated intentions. The ELI recommends that concerns identified within the PSD Educational Program Policies and the Student Code of Conduct be regularly revisited and applied to other PSD policy areas. Regular analysis of district policy and documents can ensure the district practice reflects research-informed best practice and aide in identifying the subtleties that might contribute to unintended inequity. The ELI suggests that the district should reflect on, "Not just whether the policy is equitable on the surface; but attend also to whether policy is applied equitably in practice."

### ***Culturally Responsive Curriculum, Pedagogy, and Leadership Analysis***

The final area of analysis in the PSD comprehensive equity audit focused on the district's curriculum, instruction and leadership practices. A reflective examination of practices was conducted to assess the system and structures in place that disrupt or reproduce inequity. The Inclusionary Practices: Support for District Change Self-Assessment tool was administered to PSD stakeholders to understand curriculum, instruction and leadership relative to equitable practice.

#### ***Inclusionary Practices: Support for District Change Self-Assessment***

The Inclusionary Practices: Support for District Change Self-Assessment is a tool designed to help district teams self-assess the effectiveness of leadership, capacity, and implementation relative to inclusive practices. Inclusive practice is an equitable approach to teaching that recognizes the diversity of students and provides access to course content to all students, allowing them to fully participate in learning activities and demonstrate their knowledge and strengths at assessment. The Inclusionary Practices: Support for District Change Self-Assessment was administered as an anonymous survey to approximately 50 district administrators and members of the PSD District Implementation Team for MTSS; 37 responses were obtained and makeup the summary data provided below.

Areas analyzed in the Inclusionary Practices: Support for District Change Self-Assessment include resource allocation, family engagement, staffing practices, quality of curriculum and pedagogy, professional development, assessment and data practices, and a number of other school systems and structures. The results of the self-assessment are organized in three areas: Leadership Drivers, Competency Drivers, and Implementation Drivers. Each driver consists of several elements that describe school systems and structures that are essential to effective inclusionary practice. Elements were rated based on a scale of 1-5 as follows: *1-Unknown; 2-Not in Place; 3-Partially in Place; 4-Mostly in Place; and 5-Fully in Place.*

*Table 42: Leadership Drivers*

| <b>Leadership Drivers</b>                   | <b>Average</b> |
|---|----------------|
| Leadership Team                             | 3.79           |
| Communication & Collaboration Structures    | 3.67           |
| Strategic Planning Model                    | 3.33           |
| Tiered Scheduling                           | 3.55           |
| Common Planning Time                        | 3.42           |
| Inclusive & Equitable Resources             | 3.58           |
| Effective Communication with Families       | 3.79           |
| Shared Power & Responsibility with Families | 3.48           |
| Community Partnerships                      | 3.48           |
| <b>Leadership Drivers Overall Average</b>   | <b>3.57</b>    |

Table 43: Competency Drivers

| <b>Competency Drivers</b>                                   | <b>Average</b> |
|---|----------------|
| Core Understanding and Beliefs                              | 3.63           |
| Hiring and Onboarding                                       | 3.31           |
| High-Quality PD   | 3.25           |
| Adult Learning Culture                                      | 3.44           |
| Coaching/Mentoring  | 3.41           |
| Feedback to Support Implementation                          | 3.47           |
| Academic Focused Feedback & Evaluation                      | 3.41           |
| Social-Emotional & Behavioral Focused Feedback & Evaluation | 3.34           |
| <b>Competency Drivers Overall Average</b>                   | <b>3.41</b>    |

Table 44: Implementation Drivers

| <b>Implementation Drivers</b>                              | <b>Average</b> |
|--|----------------|
| Academic Supports & Interventions                          | 3.72           |
| Social-Emotional and Behavioral Supports & Interventions   | 3.28           |
| Supporting Students with Disabilities                      | 3.75           |
| Supporting English Learners                                | 3.22           |
| Measures & Processes to Monitor Fidelity                   | 3.53           |
| Data Culture and Competency                                | 3.31           |
| District and School Data Systems                           | 3.47           |
| Assessment Maps  | 3.31           |
| Universally Designed and Culturally Sustaining Instruction | 3.25           |
| High Quality Materials                                     | 3.88           |
| <b>Implementation Drivers Overall Average</b>              | <b>3.47</b>    |

### ***Summary of Inclusionary Practices: Support for District Change Self-Assessment***

The responses from the Inclusionary Practices: Support for District Change Self-Assessment indicate that PSD is working toward instituting many of the inclusive practice elements identified in the assessment, but is in the beginning stages of implementation. The Inclusionary Practices: Support for District Change Self-Assessment examined a total of 27 elements that support effective inclusive practice in schools. PSD scored between of 3.22 and 3.79 in all elements measured on the Inclusionary Practices: Support for District Change Self-Assessment. This range of scores on the assessment indicates that many of the elements are partially in place, but not fully implemented for fidelity of practice.

Leadership Drivers include in this assessment seek to understand the shared leadership practices, resource allocation, and family and community engagement to support inclusive practices. Specific areas of need identified in the Leadership Drivers include Strategic Planning Model

(3.33), Common Planning Time (3.42), Shared Power & Responsibility with Families (3.48), and Community Partnerships (3.48). Areas where PSD is noted as approaching “Mostly in Place” include Leadership Team (3.79) and Effective Communication with Families (3.79). The overall average for Leadership Drivers was 3.57 indicating that PSD is solidly in the “Partially in Place” phase of inclusive practices based on the self-assessment.

Competency Drivers contained in the self-assessment address elements related to staff recruitment, professional development, feedback, and evaluation. This section of the assessment consisted of eight elements that serve to determine competency for inclusive practice. Based on the responses of the survey, seven of the eight elements averaged below 3.5 and the overall average for Competency Drivers was 3.41. The three Competency Drivers with the lowest ratings were Hiring and Onboarding (3.31), High Quality Professional Development (3.25), and Social-Emotional & Behavioral Focused Feedback & Evaluation (3.34). The element that was rated highest was Core Understanding and Beliefs (3.63). The self-assessment results for Competency Drivers suggest that increased competency is an area of focus for PSD to support practices that are more inclusive for students.

Implementation Drivers in the self-assessment analyze continuums for support and evidence-based practices, implementation fidelity, data-based decision making, and high-quality curriculum and instruction. Three areas were rated 3.7 or above (Academic Supports & Interventions, Supporting Students with Disabilities, and High Quality Materials) indicating that PSD is approaching “Mostly in Place” for those readiness elements. Areas of need identified in the Implementation Drivers include Social-Emotional and Behavioral Supports & Interventions (3.28), Supporting English Language Learners (3.22), Data Culture and Competency (3.31), Assessment Maps (3.31), and Universally Designed and Culturally Sustaining Instruction (3.25). The overall average for Implementation Drivers was 3.47 indicating that PSD is solidly in the “Partially in Place” phase of inclusive practices for elements related to implementation.

The Inclusionary Practices: Support for District Change Self-Assessment provides a district-level perspective on the effectiveness of systems and structures to support inclusionary practices. Overall, the responses reflect that PSD is solidly in the “Partially in Place” phase of supporting inclusive practices. The assessment suggests that staff value inclusion but may lack the capacity and system structures to provide appropriate supports to all students.

### ***MAEC Equitable School-Equity Audit***

The MAECs Equitable School-Equity Audit was utilized to examine equity practices of the district at a systems level. The MAEC (2020) asserts that an equitable school provides the climate, process, and content to enable all students and staff to perform at their highest level. Equitable School ensure successful academic outcomes by providing equitable resources and appropriate instructional strategies for each student. The MAECs Equitable School-Equity Audit tool is organized into seven equity areas that are essential to ensuring educational equity in K-12 schools. Each of the equity areas contains several elements that describe school district systems and structures that are essential equitable practice. The MAEC Audit requires respondents to select No (0), Needs Improvement (1), or Yes (2) for each elements listed in the equity audit tool. The data below reflects the 23 responses submitted by the following PSD stakeholders: administrators, teachers/professional employees, and support staff.

Table 45: MAEC Equitable School-Equity Audit-School Policy

| <b>School Policy</b>   | <b>Average</b> |
|--|----------------|
| SP5-Is the policy monitored for consistent and complete implementation as well as any necessary modification?  | 0.29           |
| SP2-Does the policy clearly explain the procedures for reporting complaints, fact finding, and appeals?  | 0.43           |
| SP1-Does the school/school system have a specific policy regarding educational equity?   | 0.67           |
| SP4-Are the policies and mission statement publicized regularly to staff, students, and parents?   | 0.67           |
| SP6-Has the school developed an equity plan of action based on the policy, mission statement, and analysis of its current equity needs?  | 0.86           |
| SP7-Did all component groups: the staff, parents, students, and community participate in the development of the mission statement and equity plan?   | 0.9            |
| SP3-Does the school have a clear mission statement regarding educational equity?   | 1              |
| SP8-Are there policies and procedures to assure that no student is denied participation in extracurricular or co-curricular activities because of race/ethnicity, language, gender or gender identity, socioeconomics, disability status, or transportation limitations? | 1.19           |
| <b>School Policy Overall Average</b>   | <b>0.75</b>    |

Table 46: MAEC Equitable School-Equity Audit-School Organization/Administration

| <b>School Organization/Administration</b>   | <b>Average</b> |
|---|----------------|
| SO4-Have interpreters been identified for the varied languages present in the school community?   | 0.52           |
| SO7-Have policies or programs been implemented to respond to this data?   | 0.71           |
| SO2-Is there an equitable distribution of highly-qualified teachers?  | 0.76           |
| SO8-Have curriculum and/or instructional strategies been modified as a result of data analysis combined with anecdotal and other information?   | 0.81           |
| SO9-Are the parents, community members, and business people involved in school planning, support, and governance, representative of the school community?   | 0.81           |
| SO1-Are school administrator(s) able to identify equity issues, and trained to provide leadership in developing alternative strategies to achieve excellence and equity among staff and students? | 1.05           |
| SO3-Is there a team or advisory committee that coordinates school improvement and assures equity compliance in all phases of school management?   | 1.05           |
| SO5-Are enrollments monitored in special education, gifted education, and advanced courses for disproportionate representation of one racial or ethnic group, language or by gender identity?     | 1.05           |
| SO6-Is data regularly collected, disaggregated, and analyzed in the following areas and by different ethnic groups?   | 1.05           |
| <b>School Organization/Administration Overall Average</b>   | <b>0.87</b>    |

Table 47: MAEC Equitable School-Equity Audit-Staff

| <b>Staff</b>   | <b>Average</b> |
|--|----------------|
| ST11-When staff members are assessed, are competencies in educational equity an integral part of their performance?  | 0.43           |
| ST5-Is the composition of the school staff representative of the racial/ethnic/gender/disability composition of the student body and larger school community?                                      | 0.48           |
| ST6-Are staff members of different genders, races, ethnic backgrounds, or disabilities distributed equitably across the various job classifications from administration to noncertified positions? | 0.67           |
| ST7-Are all staff members familiar with the varied demographic groups and neighborhoods in the school?   | 0.9            |
| ST2-Are discipline infractions and praise distributed equitably in the classroom?  | 0.95           |
| ST9-Have all staff members received in-service training to recognize strategies for countering bias?   | 0.95           |
| ST1-Are all students talked to in the same manner and held to consistent standards of behavior?  | 1              |
| ST10-Are members of the instructional staff able to utilize personalized instructional methods to meet diverse student needs and learning preferences?   | 1.05           |
| ST3-Are students given access to resources, facilities, and academic placement dependent on individual talent, skill and interest?   | 1.1            |
| ST4-Are acceptable standards for students' behavior, language, and dress nondiscriminatory?  | 1.1            |
| ST8-Do staff members communicate well and on a regular basis with staff members from other ethnic, racial, language, gender or disability groups?  | 1.33           |
| ST12-Are people at different job levels, paid or volunteer, treated with comparable respect?   | 1.62           |
| <b>Staff Overall Average</b>   | <b>0.97</b>    |

Table 48: MAEC Equitable School-Equity Audit-School Climate/Environment

| School Climate/Environment  | Average     |
|---|-------------|
| SC7-Do all segments of the school community attend and participate in school events including athletic, dramatic, service, PTA/PTO, etc.?   | 0.57        |
| SC6-Are the people involved in planning school events and programs representative of the school community by race, ethnicity, language, gender or gender identity, disability, and socioeconomic status?                            | 0.71        |
| SC4-Is the code of student conduct applied fairly and equitably to all students?  | 0.76        |
| SC10-Are materials, notices, and other school communication available in multiple languages, Braille, or audio versions as required?  | 0.86        |
| SC3-Are special efforts made to achieve classroom integration when students self-segregate in the classroom (e.g. teams for contests, groups for instruction, or other forms of classroom organization)?                            | 0.95        |
| SC1-Do bulletin boards, displays, hall decorations, classrooms, and offices show diverse students of varied racial, ethnic, language, gender or gender identity groups, and people with disabilities in a variety of roles?         | 1           |
| SC5-Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?   | 1           |
| SC2-Does the interaction of school staff with each other, students, and parents, convey a respect of people regardless of race, ethnicity, language, gender or gender identity, disability, age, religion, or socioeconomic status? | 1.19        |
| SC9-Does the library/media center have recent visual, print, and non-print materials that accurately provide information about diverse student groups in traditional and non-traditional roles?                                     | 1.24        |
| SC8-Are school emblems, mascots, team names, and other symbols free from racial, ethnic, language, gender or gender identity, or disability bias?   | 1.67        |
| <b>School Climate/Environment Overall Average</b>   | <b>1.00</b> |

Table 49: MAEC Equitable School-Equity Audit-Assessment Practices

| Assessment Practices   | Average     |
|--|-------------|
| AP4-Are all levels of classes, including special education, vocational education, gifted education programs, and advanced courses comprised of students who proportionately reflect the diversity within the overall student population? | 0.38        |
| AP5-Is guidance and counseling provided to encourage all students to take higher level courses, particularly in the critical filter areas of Honors, STEM, AP, and IB courses?   | 0.81        |
| AP2-Is all assessment data analyzed according to individual student progress as well as disaggregated patterns and outcomes by race, gender, ethnicity, disability, socioeconomic status, and geographic location?                       | 1.05        |
| AP3-Are assessment procedures available, which accommodate English Learners and students with disabilities?  | 1.38        |
| AP1-Are multiple instruments used for student assessment, including performance measures?  | 1.62        |
| <b>Assessment Practices Overall Average</b>  | <b>1.05</b> |

Table 50: MAEC Equitable School-Equity Audit-Standards &amp; Curriculum Development

| <b>Standards &amp; Curriculum Development</b>   | <b>Average</b> |
|---|----------------|
| CD11-Does the curriculum suggest ways to examine the perspectives and contributions of people of color and women in every subject area, especially in Mathematics, Science, Social Studies, History, and English?                         | 0.52           |
| CD13-Are lists and descriptions of resources (e.g. community organizations, parent volunteers, events, historical sites, etc.) provided to reinforce curriculum relevant to the experiences and contributions of diverse cultural groups? | 0.52           |
| CD8-Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?   | 0.57           |
| CD7-Does the teacher use classroom lessons to increase awareness and counter the past effects of bias and discrimination?   | 0.67           |
| CD12-Are teachers encouraged to use and provide examples of materials produced by women, people of color, and people with disabilities as part of the curriculum?   | 0.71           |
| CD5-Do recommended textbooks and other instructional materials reflect, as much as possible, the experiences and perspectives of diversity among racial, ethnic, language, religious and gender groups?                                   | 0.76           |
| CD6-Are the teachers' classroom activities and examples culturally responsive according to race, ethnicity, language, gender or gender identity, religion, and disability?  | 0.81           |
| CD2-Are all students held to the same standards?  | 0.9            |
| CD4-Does the curriculum utilize print and non-print materials that represent diverse groups?  | 1.05           |
| CD9-Are people with disabilities shown in the curriculum actively interacting with both people with and without disabilities?   | 1.05           |
| CD10-Is language used which does not stereotype people or groups?   | 1.24           |
| CD1-Are all teachers involved in curriculum development to meet standards?  | 1.29           |
| CD3-Are the policy and instructional modifications put in place when students are unable to meet the standards?   | 1.29           |
| <b>Standards &amp; Curriculum Development Overall Average</b>   | <b>0.88</b>    |

Table 51: MAEC Equitable School-Equity Audit-Professional Learning

| <b>Professional Learning</b>  | <b>Average</b> |
|---|----------------|
| PL6-Are translators or sign language interpreters available for participants in staff development who are from particular language minority or disability groups?   | 0.19           |
| PL7-Is content training offered to provide staff with curricular information and knowledge of multicultural print, non -print, and human resources available to enhance educational equity?   | 0.43           |
| PL5-Are in-service opportunities offered to provide dialogues between policymakers, administrators, teachers, support staff parents, as well as business and community leaders, to develop comprehensive strategies for addressing equity issues? | 0.52           |
| PL4-Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?  | 0.62           |
| PL8-Do staff members receive training in culturally responsive communication and group processes to increase their effectiveness in working with diverse populations?   | 0.67           |
| PL10-Are presenters and facilitators of in -service programs representative of the gender, racial, ethnic, and disability composition of the school system?   | 0.67           |
| PL2-Are relevant equity issues infused throughout all professional learning activities?   | 0.86           |
| PL11-Is professional learning delivered in ways which model techniques and authentic perspectives which are relevant to the diverse groups in the school community?   | 0.86           |
| PL3-Are opportunities provided for staff at all levels and in all job descriptions to obtain in -service training regarding educational equity issues and concerns relevant to specific populations?  | 1              |
| PL9-Are critical educational issues addressed in ways that do not stereotype or stigmatize particular groups?   | 1.14           |
| PL1-In order to ensure flexible, heterogeneous, and integrated grouping within classes, are teachers exposed to a variety of instructional approaches to meet differing learning preferences and foster both competitive and cooperative skills?  | 1.35           |
| <b>Professional Learning Overall Average</b>  | <b>0.76</b>    |

Table 52: MAEC Equitable School-Equity Audit-Overall Summary

| <b>Equity Area</b>                       | <b>Average</b> |
|--|----------------|
| School Policy (SP)                       | 0.75           |
| School Organization/Administration (SOA) | 0.87           |
| School Climate/Environment (SCE)         | 1.00           |
| Staff (S)                                | 0.97           |
| Assessment/Placement (AP)                | 1.05           |
| Professional Learning (PL)               | 0.76           |
| Standards & Curriculum Development (SCD) | 0.88           |

***MAEC Equitable School-Equity Audit Overall Summary***

The MAEC Equitable School-Equity Audit is a comprehensive audit tool that outlines 77 elements organized in seven equity areas. The average scores for the seven equity areas in the audit, displayed in Table 52, ranged from .75 to 1.05 on a scale from 0-2. The two highest rated equity areas were School Climate/Environment (1.00) and Assessment/Placement (1.05), which each equate to “Needs Improvement” ratings on the scoring scale. The equity areas rated lowest were School Policy (.75) and Professional Learning (.76) which fall between “Needs Improvement” and the area not being in place at all. The collective range of scores on the equity audit tool indicate that the District is solidly in the “Needs Improvement” phase of equitable practice. The MAEC results suggest that PSD has room to grow in all seven of the equity areas. Specific areas of focus based on the MAEC results should be on the development of school policies and procedures that support equity and take steps to ensure professional learning builds staff capacity to address equity, diversity, and inclusion.

## Equity Audit Findings: What are the gaps in practice?

The intention of PSD is to serve all students through equitable educational practices. The purpose of the PSD Equity Audit was to understand the inequities that exist within the District, identify gaps in practice, and inform the development of systemic solutions to address the gaps. Two essential questions guided the process of the audit and are addressed in the audit findings:

1. Are there patterns of inequity based on demographic factors that exist in the data being analyzed?
2. What system practices or policies are helping/hindering equitable opportunity, access, experience, and achievement for the student groups identified in the data?

The sections below provide a summary of the gaps in practice and identify areas where PSD's intentions and impact do not align. The PSD Equity Audit data reveals patterns of inequity for historically marginalized groups. The findings are organized by the seven equity areas of the MAEC Equitable School-Equity Audit tool to make clear the system practices and policies that serve to help or hinder educational equity.

### ***School Policy***

PSD does not, as of the writing of this report, have an educational equity policy, equity action plan, or a clear process for implementing and monitoring district-wide equity efforts. While the District has demonstrated a commitment to all students through a number equity focused practices (i.e. Excellence & Equity Taskforce in 2016, Transgender & Gender Expansive Student Policy) there has not been a clearly articulated, comprehensive approach to establishing equity as a foundation across the district. As a result, PSD's equity efforts have occurred in pockets; some schools in the district have implemented equity practices, while others have not. This is supported by both the MAEC audit tool score of "needs improvement" (.75 on a 0-1 point scale) for the School Policy section, as well as the Inclusive Practices: Self-assessment scores indicating that key leaderships drivers are only partially in place (Communication & Collaboration Structures: 3.67; Strategic Planning Model: 3.33).

Further, in the absence of a clearly articulated equity vision and educational equity policy, the District's equity efforts have been largely mitigative, rather than systematic and transformative. Mitigative efforts are programs and initiatives put in place in response to identified inequities, but often do not address the underlying institutional factors or root causes of the inequities (Gorski, 2017; 2020). The development and adoption of a comprehensive educational equity vision and educational equity policy are essential first steps in moving away from mitigative, random acts of equity and towards a transformative equity approach. PSD set a goal of developing and adopting a district equity vision and policy in an effort to establish equity as the system's foundation during the course of this equity audit. PSD's process of developing and adopting an educational equity policy is described in more detail in the *Vision, Beliefs and Goals* section of this report.

### ***School Organization/Administration***

The School Organization/Administration equity area examines the organizational structures and practices present in the district and school systems to support equity efforts. The overall score

for this equity area on the MAEC audit tool was .87, indicating that there is a recognized need for improvement in organizational practices to support equity as a foundation. Gaps in practice evident in the PSD Equity Audit data include system-wide data practices to disaggregate, analyze, and address data of demographic subgroups, development of curriculum and instructional practices reflective of the diverse populations and perspectives of the student body, and the intentional and consistent involvement of diverse stakeholders in school decision-making.

The clear patterns of disparity across demographic groups outlined in the Achievement Gap, Discipline Gap and Opportunity Gap data, suggest that the systems in place for disaggregating, analyzing and responding to data inequities require further development. Across all three gap areas mentioned above, there is a higher risk for negative outcomes (Basic/Below Basic academic performance, office discipline referral (ODR) and suspensions, underrepresentation in advanced courses and overrepresentation in support services) for historically marginalized demographic groups. In conjunction with the quantitative data collected, the qualitative data obtained through the Inclusionary Practices: Support for District Change Self-Assessment and the MAEC Equitable School-Equity Audit indicate that data systems are only “partially in place” or “need improvement.” The establishment and implementation of a district-wide data culture that utilizes data for accountability purposes, but also to measure the effectiveness of the overall instructional program and identify inequities is essential to address this gap in practice.

Further, the quantitative and qualitative data summarized in the PSD Audit indicate the need to develop systems for routine review and assessment of curricular and instructional strategies (MAEC: .81), the equitable distribution of teachers (MAEC: .76), and the inclusion of diverse stakeholders in the school planning process (MAEC: .81). The qualitative data from the Inclusive Practices Self-assessment relative to curriculum, instruction and stakeholder involvement (Universally Designed and Culturally Sustaining Instruction: 3.25; High Quality Materials: 3.88; Shared Power & Responsibility with Families: 3.48; Community Partnerships: 3.48) point to the need for improvement in organizational structures and capacity.

To begin to address the gaps in practice relative to School Organization/Administration, a framework for routinely collecting, disaggregating, and analyzing multiple measures of data, and subsequently developing actions steps to address the data findings is vital. The Continuous School Improvement Framework asserts that in order to change the results we are getting within our schools, we have to first understand why we are getting the results and then change what we are doing in order to get different results. Such a process would enable the district to take a comprehensive look at organizational data (demographic, perceptions, school process, and student learning data) to determine the best actions, programs, and processes to meet the needs of all students (Bernhardt, 2018).

### ***School Climate/Environment***

The findings pertaining to School Climate/Environment indicated that general perceptions of school climate were positive, while data collected to explore the Discipline Gap yields clear disproportionality in school discipline practices across demographic groups. Collectively, the qualitative and quantitative data revealed that there are gaps in practice relative to ensuring an inclusive and safe school environment for all learners in PSD.

The Experience & Sense of Belonging Gap perception surveys administered to parents/families, teachers and students across the district reveal overall positive feelings of school climate: 85% positive, 91% positive and 75% positive feelings, respectively. However, the Experience & Sense of Belonging Gap survey data did reveal some disparity across demographic groups; White parents/families and non-ED parents/families reported higher levels of inclusiveness than their historically marginalized counterparts. Specifically, Black parents/families reported 49% inclusiveness, compared to 67% inclusiveness reported by White parents/families. Likewise, parents/families from ED backgrounds reported 60% inclusiveness compared to 67% by their non-ED counterparts. The differences in feelings of belonging and inclusiveness of historically marginalized groups were supported by the ODR and suspension data in the Discipline Gap summary. Both students and families of color, as well as students and families from ED backgrounds perceived lower levels of respect and inclusiveness in PSD schools. The quantitative data makes clear that the same groups were consistently overrepresented in ODRs and suspensions across a four-year period. Demographic groups with the most concerning levels of overrepresentation in discipline data were Black, Multi-racial, ED, male, and students with IEPs.

Further context is provided to support the gap in practice relative to School Climate in the Equity Literacy Institute's (ELI) analysis of the Student Code of Conduct and PSD Educational Program Policy documents. While the ELI did not note any explicitly discriminatory policies or practices in the documents reviewed, they did identify areas that did not reflect the most recent research in best practice, and may unintentionally contribute to accumulative inequity. Specifically, the ELI indicated the need for social-emotional learning and trauma-informed practice approaches to replace approaches that are more punitive in nature. Additionally, portions of the Inclusive Practices: Self-assessment data underscore the findings of the ELI's analysis. Competency and implementation drivers for inclusive practices such as Social-Emotional & Behavioral Focused Feedback & Evaluation (3.34) to support faculty in meeting the needs of all learners, and a range of tiered Social-Emotional and Behavioral Supports & Interventions (3.28) targeted to student needs and supported by data practices are only "partially in place."

Qualitative data collected from leaders within the District using the MAEC Equitable School-Equity Audit and the Inclusive Practices Self-assessment support the need for improvement in school climate practices. The MAEC results in areas such as representation of diverse groups in school event planning and participation (MAEC: .57 and .71), in conjunction with the Inclusive Practices results (Effective Communication with Families: 3.79; Shared Power & Responsibility with Families: 3.48; Community Partnerships: 3.48, Supporting English Learners: 3.22) suggest that traditional leadership practices to foster strong, diverse school-community partnerships are only partially effective.

### ***Staff***

The overall score for Staff practices according to the results of the MAEC audit tool was .97 on a 0-2 point scale indicating a gap in practice and the need for improvement. Two particular areas of need suggested in the data were the inclusion of educational equity competency measures in the performance evaluation process (.43) and the proportional representation of racial/ethnic/gender/disability within the faculty and staff composition (.48). Also evident in the

data were the need for targeted and continuous training of staff in the areas of understanding bias (MAEC: .95), inclusive practices and beliefs (Core Understanding & Beliefs: 3.63; High-Quality PD: 3.25), and equitable hiring practices (Hiring & Onboarding: 3.31).

The District demographic data reinforces the qualitative data results. The student population is about 74% White and non-ED, compared to the professional staff, which has remained about 98% to 97% White, over the last seven years. The demographic data trends depict an increasingly diverse student population in contrast to an unchanging staff demographic. Moreover, the results of the Faculty School Climate Survey support the MAEC and Inclusive Practices: Self-assessment results in suggesting a gap in practice for staff training and support. The Faculty School Climate Survey data reveals a lack of comfort among faculty relative to facilitating conversations about current events and diverse populations as well as discomfort with locating resources to support diverse learners.

The data suggests that gaps in practice relative to staffing require clear goals focused on equitable educational practices, specifically, recruitment, retention and training of faculty and staff from diverse backgrounds and/or those with firm understanding of inclusive practices. Such a focus would serve to increase proportional representation of faculty and staff relative to student demographics and support equitable learning outcomes for all learners. Further, high-quality professional development, paired with equity-focused performance evaluation practices are also essential to closing this gap in practice.

### ***Assessment/Placement***

The equity area of Assessment/Placement earned the highest score of all equity areas assessed on the MAEC tool for PSD. The overall score was 1.05, solidly in the “needs improvement” range on the 0-2 rating scale. The highest individual component of the Assessment/Placement equity area was the use of multiple instruments/measures of student assessment (1.62). However, practices to drive equitable and proportionate representation of students across programs and course levels was rated lowest (.38) indicating a significant gap in placement practices. The MAEC data were reinforced by both the quantitative measures summarized in the Achievement Gap and Opportunity Gap data, as well as qualitative perception data obtained in the Inclusive Practices: Self-assessment.

As previously noted, Achievement and Opportunity Gap data clearly illustrates an elevated risk for historically marginalized demographic groups (students of color and students from ED backgrounds) for Basic/Below Basic academic performance, underrepresentation in advanced courses and programs, and overrepresentation in Special Education compared to their peers. Qualitative school process data collected through the Inclusive Practices: Self-assessment provides context for the gaps in achievement and opportunity predictable by demographic groups. Data suggests that the following structures to support inclusive practices are only “partially in place”: Tiered Scheduling (3.55), Common Planning Time (3.42), Academic Focused Feedback & Evaluation (3.41), Social Emotional & Behavioral Focused Feedback & Evaluation (3.34), Assessment Maps (3.41). Comprehensive, data-focused assessment and placement practices are imperative to address the gaps in Achievement and Opportunity for historically marginalized student groups.

### ***Professional Learning***

The equity area of Professional Learning earned the second lowest overall score (.76 on a 0-2 point scale) on the MAEC Equitable School-Equity Audit suggesting that this is a notable gap in practice for PSD. Specific areas of concern are those related to building staff capacity to enhance and infuse educational equity into professional learning (.87), training in the identification of and instructional methods to address diverse populations (.62), and curricular information and materials to support diverse students (.43). The MAEC results are substantiated by the intersection of the Faculty School Climate Survey data, which suggests a lack of faculty capacity to identify resources to effectively support diverse learners, and the Inclusive Practices: Self-Assessment results. Scores for Supporting English Language Learners (3.22), High Quality PD (3.25), and Universally Designed and Culturally Sustaining Instruction (3.25) yielded the lowest three scores of the 27 areas assessed on the Inclusive Practices: Self-Assessment. Similarly, scores in the areas of Adult Learning Culture (3.44) and Coaching/Mentoring (3.41) suggest critical gaps in professional learning practices.

The data in this equity area suggests that clearly defined structures and practices for professional learning focused on calibrating a shared understanding of educational equity as the foundation of teaching and learning should be embedded into the district-wide planning. Closing the gap in Professional Learning will require the creation of a district-wide adult learning culture and a commitment to implementing culturally responsive and sustaining instructional practices to improve learning outcomes for all students.

### ***Standards & Curriculum Development***

The last of the seven equity areas was Standards & Curriculum Development, for which the overall score was .88 on the MAEC audit tool. This equity area addresses both the content and process of the curriculum through an equity lens. Areas such as broad stakeholder involvement in the curriculum development process (1.29) and the use of instructional modifications to support students who are unable to meet standards (1.29) were solidly in the “needs improvement” range. However, other components of the Standards & Curriculum Development area were indicated as areas of concern. For example, the component focused on the examination of diverse perspectives and contributions of people of color and women in the curriculum content, and the component pertaining to culturally relevant resources to reinforce curriculum both earned a rating of .52 on the 0-2 point scale of the MAEC audit. Likewise, the audit results revealed a lack of culturally responsive information infused in instructional practices (.57) and a lack of practices to increase cultural awareness and present counter narratives to address the effects of past biases and discrimination (.67).

The MAEC results are supported by the School Climate & Sense of Belonging survey data. Both parents and students of color reported lower levels of inclusiveness than their counterparts. One specific item on the Parent/Family Engagement & School Climate Survey asked respondents to rate the effectiveness of the curriculum and learning experiences in teaching students about diverse populations; White parents reported higher levels of effectiveness on this survey item than Asian, Black, Hispanic and Multi-racial parents. By contrast, higher percentages of parents of color responded that the curriculum was “slightly effective” or “not effective” in teaching students about diverse populations compared to White parents; 9.6% of

White parents indicated slightly/not effective compared to 17.5% of Asian, 30.6% of Black, 21.4% of Hispanic, and 24% of Multi-racial parents. Data for the same survey item disaggregated by economic status reinforced the disparities in overall inclusiveness by demographic groups: 11.4% of families from non-ED backgrounds indicated the curriculum was only slightly/not effective in teaching about diverse backgrounds compared to 16.8% of families from ED backgrounds.

When examining the same survey item from the Student School Climate & Sense of Belonging Survey, overall only 56.6% of students responded that it was “always true” or “often true” that the curriculum and learning experiences reflected people from diverse backgrounds; 18.1% of all student responses indicated that it was “usually not true” or “never true.” Disaggregating the same information by demographic groups reveals some disparities in perceptions of the curriculum by demographic groups. Only 39.3% of Black students and 44.4% of Multi-racial students reported “always/often true,” which is significantly lower than the all student group. Conversely, 16.6% of White students indicated “usually not/never true” compared to 28.1% of Asian, 30.4% of Black, and 25% of Multi-racial students. The Faculty School Climate Survey data, as previous described, also suggests a lack of diversity in the curriculum and instructional practices illustrated by the lack staff comfort with identifying resources to support diverse students.

Lastly, the result of the Inclusive Practices: Self-assessment underscore the gap in equitable Standard & Curriculum Development and clearly reinforce the Experience & Sense of Belonging Gap data collected in the various perception surveys. The component of High Quality Materials was rated a 3.88 and the component of Universally Designed and Culturally Sustaining Instruction earned a 3.25 rating, the second lowest rating on the self-assessment tool. While both scores fall in the “partially in place” range, the lack of culturally responsive curriculum and instructional practices was revealed as a substantial gap in practice and barrier to equitable outcomes for groups of students based on the multiple measures of data analyzed in the PSD audit process.

## Root Cause Analysis: How did we get here?

The data findings of the PSD Equity Audit indicate that the educational outcomes and experiences of students from historically marginalized subgroups are not equal to the outcomes and experiences of their dominant group counterparts. The term dominant group refers to individuals whose cultural norms align with the majority group in a society or in this case a school setting, and who, as a result of their cultural match with the majority group, are insulated by societal privileges (Lindsey, et al., 2009). There are patterns of underrepresentation of historically marginalized students in high-level courses and advanced programs, and clear patterns of overrepresentation of the same subgroups in special education programs, school discipline data, and poor academic performance. In contrast, there are particular populations (White and Asian students and students from non-ED backgrounds) who are consistently overrepresented in advanced courses and underrepresented in special education programs and discipline data.

In order to begin to disrupt and address the patterns of inequity, it is vital to understand the root causes of the disparate outcomes. The disparities evident in the data are symptoms of various root causes; it is essential to dig deeper into the systemic practices and structures to discover why and how the patterns of disparities are reproduced before targeted solutions can be identified (Hanover, 2020-b). A root cause analysis was conducted to identify possible factors driving the disparities and unequal outcomes among groups. Members of the District Equity Leadership Team and other PSD educators participated in root cause analyses to investigate the inequities revealed in the data and identify short-term and long-term strategic solutions aligned to the root causes. The following factors were identified as potential root causes of the disparate outcomes in the PSD Equity Audit findings.

1. Capacity Factors
2. Institutional Practices: Policy & Procedure
3. Bias (Implicit or Explicit) Factors
4. Longitudinal or Accumulative Factors
5. Climate & Learning Environment Factors
6. Intervention Factors

Capacity factors were identified most commonly as an underlying root cause of the inequities revealed in the audit. Capacity refers to faculty and staff having the capacity (skills, training, supports, resources and systems) to effectively respond to the needs of all learners. The Culturally Responsive Curriculum, Pedagogy, and Leadership Analysis data summarized within the PSD Equity Audit supports that capacity factors are an essential area of need to improve outcomes for all students. Specifically, the results of the Inclusive Practices: Support for District Change Self-Assessment indicate that PSD is in the beginning stages of implementing many of the inclusive practices outlined in that assessment tool. Likewise, the MAEC Equitable School Audit indicated that Professional Learning (.76) was the second lowest rated area of the comprehensive audit. This supports the identification of capacity building as an essential factor in addressing the inequities evident in the data.

Institutional practices, such as policies, procedures, and common practices were also identified as a common cause of outcome disparities. Existing practices that have been relatively unexamined for long periods of time likely contribute to normalizing decisions based on implicit bias and yield unintentional impacts on historically marginalized populations. The MAEC Equitable School Audit and the Equity Literacy Institute's analysis of PSD policies and the Student Code of Conduct support the identification of institutional practices, bias, and accumulative factors as root causes. For example, the Student Code of Conduct analysis revealed a punitive approach to discipline, rather than a more research-based approach aligned to trauma-informed education and social-emotional learning (SEL) framework. The root cause analysis suggested that explicit and implicit bias factors, in the form of perceptual errors based on limited understandings of cultural differences and societal factors, also contribute to the outcome disparities.

Longitudinal and accumulative factors, the series of small or isolated routine decisions that appear sensible yet accumulate to disparate opportunity and access, were identified as a root cause to the gaps in the data. Gaps in practice outlined in the equity area of School Organization/Environment illustrate accumulative factors that reproduce inequity. An example of an accumulative factor might be recommendations or criteria requirements for advanced courses that unintentionally limit access to historically marginalized groups of students. Closely linked to accumulative factors are climate and learning environment factors. Climate factors such as a lack of sense of belonging, fewer opportunities to participate in high-level classes, and a lack of representation in faculty and staff illustrate some examples of climate barriers for historically marginalized students. The School Climate survey data suggests that students and families from historically marginalized groups perceived less inclusiveness which aligns with climate factors as a root cause of disparities.

The final root cause identified during the analysis was intervention factors. This refers to both the availability of relevant interventions and the appropriate use and implementation of interventions for students. Table 26 above depicts the disproportionate identification of Black, Hispanic, and Multi-racial students for special education services; Table 28 depicts over-identification of males, ED students, and students from specific neighborhoods for special education services. This suggests that gaps in the equity area of Assessment/Placement, coupled with implicit bias and accumulative factors may be yielding intervention issues whereby historically marginalized students are incorrectly identified as having special education needs. Intervention issues may also include circumstances where students believed to require support receive more restrictive interventions and less access to the general education curriculum than their peers. The Inclusive Practices Self-assessment data supports intervention factors as a root cause of the data disparities. Areas of need identified in the self-assessment that align to intervention factors include the need to strengthen Social-Emotional and Behavioral Supports & Interventions, Supports for English Language Learners, and Universally Designed and Culturally Sustaining Instruction.

## **Vision, Beliefs and Goals: Who do we want to be?**

The PSD is committed to fostering an inclusive educational environment that understands, respects, and embraces individual differences as assets that serve to enhance our school community. Educational equity-- the practice of distributing resources, access, and opportunity based on fairness and justice regardless of race, ethnicity, color, age, religion, gender, gender identity, gender expression, sexual orientation, language, disability, or socio-economic status-- will serve as the foundation of all decision-making to ensure equitable outcomes for every learner.

PSD believes...

- Caring, supportive relationships, feelings of belonging, and social emotional development are foundational to healthy identity development and meaningful learning.
- All students deserve access to and opportunity for academic excellence and positive identity development in school.
- Culturally relevant curricula, universally designed instructional practices, and diverse extracurricular programs foster academic success, strong character, positive identity development, and civility in all of our students.
- Faculty and staff composed of diverse backgrounds and talents are essential to supporting culturally responsive instruction and practice.
- Strong, supportive family-school and community-school partnerships are essential to student success and an inclusive educational environment.
- Learning is a lifelong process and intelligence can be developed through effort and perseverance.
- Self-awareness, critical reflection of system processes, and data driven practices are essential to growth and accountability.

The equity vision and belief statements above outline PSD's commitment to pursuing educational equity for every learner. The District has taken clear steps to establish equity as the foundation of educational practice and decision-making. During the summer of 2020, PSD developed and hired a cabinet level administrative position, Director of Equity Diversity, and Education to guide the district's equity work and identify clear equity goals for the district. Below is a summary of the 2020-2021 PSD Educational Equity Goals and progress made thus far to reach the goals outlined.

### ***2020-2021 PSD Educational Equity Goals***

1. Establish Equity Leadership Teams
2. Professional Development: Transformative SEL & Cultural Competence
3. Complete an Equity Audit & Strategic Plan
4. Approve an Educational Equity Policy

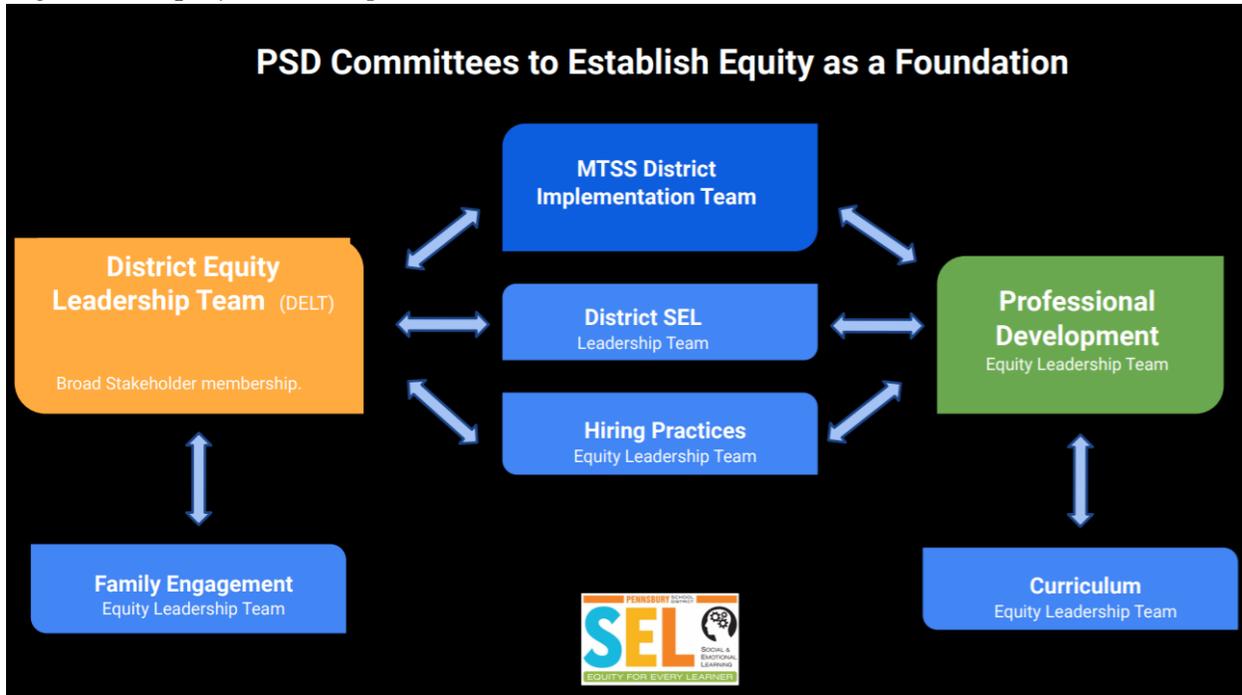
### *Equity Leadership Teams*

The first goal of the district was to ensure broad stakeholder involvement to elevate the voices of historically marginalized groups and ensure equitable representation. During the 2020-2021 school year, a District Equity Leadership Team, composed of a diverse group of students, parents, faculty, staff, administrators, and community members was established and led by the Director of Equity Diversity, and Education to guide the work of the PSD Equity Audit and Educational Equity Policy development. The District Equity Leadership Team participated in learning sessions focused on understanding bias and racism, defining equity and equality, and understanding the data collected in the PSD Equity Audit. The District Equity Leadership Team collaboratively developed the PSD Equity Vision and Belief Statements, identified strategic goals areas and contributed to proposed PSD Educational Equity Policy.

A sub-committee of the District Equity Leadership Team, a Family & Community Engagement Team, formed in the fall of 2020 with the belief that strong, supportive family-school and community-school partnerships are essential to student success and an inclusive educational environment. The Family & Community Engagement Team consisted of approximately 25 stakeholders (students, parents, faculty, staff, administrators, School Board and community members) and served to identify barriers to family engagement and set priorities to support improved family-school partnership. The Family & Community Engagement Team was instrumental in developing the Parent/Family Engagement & School Climate Survey and reviewing the survey results to determine priorities areas to support equitable engagement for all families. The team identified building relational trust and family capacity to navigate school supports as two areas of priority to improve family and community engagement for historically marginalized groups. Although there is much work to be done, the collective efforts of the District Equity Leadership Team and the Family & Community Engagement Team have already made great strides to address the gaps in practice outlined in the School Climate/Environment results of the PSD Equity Audit.

In addition to the teams noted above which focus on broad family and community involvement, an Equity Hiring Team, a Multi-Tiered Systems of Support (MTSS) District Team, a SEL District Team, a Professional Development Equity Team, and a Curriculum Equity Team formed within the District. Each team established focused on a specific component of the school district system through an equity lens. The various teams meet regularly to review data, assess institutional practices and plan strategic steps to support equity for every learner. Figure 11 below illustrates the interconnected nature of the various equity leadership teams to establish equity as a foundation of PSD decision-making.

Figure 11: Equity Leadership Teams



*Professional Development*

Professional development focused on transformative SEL and cultural competence was the second equity goal established for the 2020-2021 school year. Transformative SEL refers to the process of building teacher–student relationships grounded in the acknowledgement of similarities and differences concerning race, power, and privilege. This process is necessary to promote the development of all students, especially those who have been historically marginalized (Jagers, 2018). This approach to SEL involves building the cultural competence of adults and students to ensure that the diverse backgrounds and experiences of all students are honored as relationship and rapport are built within classrooms.

All faculty and staff have participated in six to eight required hours of professional development focused on transformative SEL, cultural competence and inclusive practices as of the writing of this report. Furthermore, approximately 120 faculty are participating in professional learning communities focused on cultural competence and/or SEL as a part of the professional evaluation process. Before the end of the 2020-2021 school year, two additional required professional development sessions will be provided, as well as optional learning opportunities to increase cultural competence and inclusive practice.

In May of 2021, PSD will kick off a new Pennsbury Partnerships of Diversity (PoD) professional learning certificate program. The Pennsbury PoD program is a series of optional professional learning courses available to all faculty and staff designed to build capacity in cultural competence and inclusive practices, as well as foster a culture of adult learning throughout the school district. The Pennsbury PoD program will offer a variety of courses annually to ensure that cultural competency is a continued professional development focus throughout the system.

### *Equity Audit*

The completion of a comprehensive equity audit and development of a strategic plan for equity was the third goal identified. This report outlines the PSD Equity Audit process and findings. The recommendation section that follows will outline the strategic goal areas and recommended action steps to address the audit findings.

### *Educational Equity Policy*

The final goal for the 2020-2021 school year was to develop and adopt a district equity policy. School Board policies serve as local legislation to which the school district is held accountable. Establishing an educational equity School Board policy is an essential step in systematically embedding transformative equity practices into the structure of the PSD. Throughout the 2020-2021 school year, the Director of Equity, Diversity and Education has utilized the Pennsylvania School Boards Association (PSBA) Educational Equity Policy-Leading for Equity Guide in collaboration with PSD administration and the members of the District Equity Leadership Team to draft a comprehensive educational equity policy for PSD.

PSBA provides a detailed users guide that outlines the components, content, and action steps needed to develop an educational equity policy that frames equity as the foundation of all district operations and decision-making. The proposed PSD Educational Equity Policy (Appendix F) is assigned to the 800-Operations Policy section as it encompasses “every aspect of the educational system including curriculum, instruction, professional development, budget planning, family and community engagement, and school climate” (PSBA, 2020). The proposed policy articulates clear expectations and guidelines to establish educational equity as the foundation of the District’s practice. Clear timelines and components for equity audits, action plans, and updates are outlined. The policy also states clear guidelines to direct and prioritize equity within the district practice. The PSD Educational Equity Policy prioritizes the following guidelines in accordance with PSBA’s recommendations:

- Multiple Pathways to Success/High Expectations
- Access to Equitable Resources
- Welcoming and Inclusive Environment
- Partnerships and Inclusion
- Data Focus
- Equity Lens
- Cultural Proficiency
- Workforce Diversity
- Professional Development

The proposed PSD Educational Equity Policy is a vital step in addressing the needs identified in MAEC Equitable School Audit tool School Policy section. The proposed PSD policy is currently under review by the PSD Board Policy Committee; it is anticipated that the Educational Equity Policy will be approved the PSD Board of School Directors at a public meeting in May 2021.

## Discussion & Recommendations: What can we do differently?

*“It pays to look at opportunity with a telescope. It’s real, but it’s distant. The telescope brings it into focus and helps you find your way there. Telescopes are easy to find if you look for them. And it often pays to look at trouble with a microscope. Not to get intimidated by the amorphous blob that could snuff out your dreams, but instead to look at the tiny component parts, learning how it is constructed and taking away its power. Once you realize how it’s built, you can deal with it.”*

*~Seth Godin*

Although PSD has demonstrated an ongoing commitment to educational equity for several years and has made notable accomplishments and progress thus far, the equity audit reveals gaps in practice. Clear patterns of disparity are evident across the system for historically marginalized student groups compared to their dominant group counterparts. The patterns of disparity suggest that despite PSD’s positive intentions and concerted efforts, not all students are benefiting equally from the existing educational practices. Black, Hispanic, and Multi-racial students, as well as those with disabilities and from ED backgrounds, consistently underperform on state achievement tests, are underrepresented in advanced courses, are disciplined at higher rates, and report less sense of belonging than their peers report. These persistent unequal outcomes and experiences, reflected across multiple measures of data, point to the need for systemic change and a clear plan of action to prioritize the needs historically marginalized student groups.

In his 1991 text, *Savage Inequalities*, Jonathan Kozol describes the persistent inequities in education as two kinds of schools: “children in one set of schools are trained to be governors; children in the other set of schools are trained for being governed.” School policies and practices that, intentionally or unintentionally, perpetuate inequity reproduce systems of advantage based on race, class, and other cultural factors, that benefit dominant groups and systematically disadvantage historically marginalized groups. Kozol’s words illustrate the broad systemic impact that educational inequity has on the lives of students and the moral imperative to ensure opportunity and access for all students. Educational equity requires a departure from the traditional system that sorts students into “governors” and “the governed” and a transformation to a system in which the “equity tide lifts all boats” (Blankstein & Noguera, 2016).

A firm commitment to self-awareness and direct action is needed to correct the systems and structures that reproduce racial, economic and gender disparities in outcomes and experience. Based on the findings of the PSD Equity Audit and the current work taking place in the District, the following theory of action and six strategic goals areas were developed.

### ***Theory of Action***

If PSD leads with cultural proficiency to implement a multi-tiered system of support with the strategic use of data for equity and access built on a foundation of high quality core instruction and professional learning, then PSD will reach the vision of: *Equity for every learner.*

## ***Equity Strategic Goal Areas***

1. Institutional Practices
2. High-Quality and Culturally Responsive Instruction
3. Inclusive School Climate
4. Learning Culture & Professional Development
5. Data-focused, Multi-tiered Systems of Support
6. Workforce Diversity

The sections that follow describe each of the six strategic goal areas and identify recommended actions to enhance equitable educational practices across the District.

### ***Institutional Practices***

*“Every system is perfectly designed to get the result that it does.”*

*~W. Edwards Deming*

In an effort to address the gaps in progress identified in the equity areas of School Policy and School Organization/Administration it is imperative that PSD establish institutional practices that clearly define and center equity as the foundation of all decision-making. This requires the District to ensure that the established vision and beliefs are calibrated within the school community and a common understanding and commitment to educational equity permeates all district operations. Subsequently, PSD should work to examine existing policies and practices through the lens of the articulated equity vision and develop institutional practices that serve to disrupt inequity, rather than perpetuate equality. School systems that undergo paradigm shifts away from traditional, one-size-fits-all, compliance models and move toward transformative approaches to teaching and learning that value differences as assets, expect and plan for variability, and universally design learning experiences break the cycles of inequity in student outcomes that sort students into tracks of privilege and subordination (Chardin & Novak, 2021; Fitzgerald & Rice, 2020).

An essential factor in establishing effective institutional practices to enhance educational equity is the continuous practice of critical self-reflection, both as individuals within the District as well as the system as a whole. Traditional school systems, leadership models, and norms were designed during a historical period when people of color, individuals from low-economic backgrounds, and even females, were openly excluded from public schools (Khalifa, 2019; Chandler-Ward, 2020). School leaders who apply an anti-racism lens and practice critical self-reflection have the power to transform policies and practices, which on the surface may appear to promote equality but ultimately privilege some while subjugating others, into equitable systems that meet the unique learning needs of all (Blankstein & Noguera, 2016; Khalifa, 2019).

The recommended actions below outline institutional practices to develop an equity lens approach and ensure equitable opportunity and access for every learner.

- Communicate the PSD equity vision and calibrate a district-wide understanding of educational equity for the school community.
- Adopt an Educational Equity Policy to outline the required processes of data analysis, strategic planning, and accountability for the district and schools to enhance equitable practice (see proposed PSD Educational Equity Policy in Appendix F).
- Establish a PSD Equity Lens Approach decision-making protocol to support equity as the foundation and guide district decision-making at all levels of the system.
- Examine opportunity and access to high level content and courses by demographics.
- Align administrative goals (district and building level) to strategic planning processes and evaluate annually for accountability.
- Implement a process for annual building-level equity analysis.
- Increase the capacity of the leadership team to assess and implement equitable practices through targeted and ongoing professional learning.
- Maintain the District Equity Leadership/Family Engagement Equity Teams to elevate the voice of historically marginalized stakeholder groups.
- Establish Building Equity Teams and Building Equity Lead positions at each school to embed equitable practices throughout the system.

### ***High-Quality and Culturally Responsive Instruction***

*“Authentic engagement begins with remembering that we are wired to connect with one another.”*

*~Zaretta Hammond*

The results of the PSD audit uncovered a gap in practice relative to Standards & Curriculum Development. A lack of culturally relevant content and resources, as well as a lack of diverse perspectives were communicated through the perception surveys, the MAEC audit, and the Inclusive Practices Self-assessment. Teaching is a cultural activity that involves a series of cross-cultural interactions, entrenched in beliefs, values, assumptions and behaviors, that take place between teachers and students, and among students daily (Gay, 2018; Ladson-Billings, 1995; Lindsey, et al., 2009). In order to reduce the persistent gaps in achievement, opportunity, discipline and experience for historically marginalized students, all aspects of the educational system must be examined through a cultural lens.

Curricular materials and instructional practices that ignore cultural differences function as institutional structures of inequity for groups of students and perpetuate privilege for dominant group students. They are designed to teach the mythical “average” students who experience minimal or no barriers (culturally, linguistically, economically, academically or otherwise) while simultaneously excluding historically marginalized groups (Chardin & Novak, 2021). On the other hand, culturally responsive teaching (CRT) and universally designed practices empower students socially, emotionally, and intellectually by focusing on cultural differences as assets to engage students traditionally excluded or marginalized in school settings. High-quality curriculum entails designing learning experiences with “mirrors, windows and doors” so that all students benefit from the diversity that exists within society (Sims Bishop, 1990). Curriculum

should offer students the opportunity to see their culture and identities reflected (mirrors), understand and learn about the cultures and experiences of others (windows), as well as enable students to enter into new worlds or experiences (doors). CRT practices foster positive identity development while simultaneously providing access to high-level achievement for all students (Gay, 2018; Ladson-Billings, 1995). Teaching is an art that requires educators to build on prior experiences and background knowledge, acknowledge multiple learning styles and develop meaningful engagement opportunities for learning. CRT encompasses all of those foundational components of good teaching, but goes further by acknowledging the power of cultural experiences as cognitive scaffolds. Hammond (2015) asserts that all teaching is culturally responsive; the question to ask is, “responsive to whom?”

CRT in conjunction with Universal Design for Learning (UDL), a framework based on firm instructional goals and flexible instructional practices to accommodate individual learning differences, creates equitable learning experiences for all students (CAST, 2018). Both CRT and UDL are grounded in the beliefs that high expectations and the use of students’ background experiences are essential to learning. Furthermore, both approaches focus on kids over content, acknowledge that the “average student” does not exist, and create co-generated, engaging learning opportunities based on student needs and assets (Hammond, 2015; CAST, 2018; Chardin & Novak, 2021). In order to close the achievement gap and provide outcomes and experiences that are more equitable, it is recommended that PSD implement culturally responsive curriculum and universally designed instructional practices as a tier one, core system of practice for all students. Below is a list of recommended actions to address the gaps in Standards & Curriculum Development.

- Conduct a comprehensive curriculum audit to assess the alignment of the written, taught and assessed curriculum, as well as the district governance structures to ensure implementation and monitoring of the curriculum through an equity lens.
- Ensure all staff have a firm understanding of equitable education practices and receive professional development in SEL, CRT, UDL, anti-racism instructional practices and inclusion, and believe that all students can be successful with appropriate levels of support.
- Establish diverse Curriculum Steering Committees and an ongoing process to review instructional material, methods and strategies to ensure that they are universally designed (e.g. to determine accessibility and engagement) and culturally responsive (e.g. materials are free of bias and inclusive of diverse cultural perspectives).
- Increase the courses and content offerings that teach students about the contributions and perspectives of diverse cultures.
- Ensure that UDL, CRT, and inclusive practice are foundational to educational programming. IEPs and plans for English learners are designed to ensure access to the least restrictive environment and enable students to progress effectively in the content area of the general curriculum.
- Utilize the MTSS framework to analyze data and continuously assess the quality of core instruction across all levels.

## ***Inclusive School Climate***

*“People will forget the things you do, and people will forget the things you say. But people will never forget how you made them feel.”*

*~ Maya Angelou*

An inclusive school climate and a culture that fosters a sense of belonging are foundational to learning. All students within the school setting should have access and opportunity for rigorous learning and positive identity development. The results of the MAEC indicate that School Climate (1.0) across the PSD system has room for improvement. The Experience & Sense of Belonging Gap perception surveys indicate that parents and students from historically marginalized groups feel lower levels of inclusiveness than their dominant group counterparts. Furthermore, the patterns of disparity in the District’s achievement, discipline, and opportunity data for minoritized racial, economic and ability groups suggest the need to address culture and climate gaps in the school environment.

A school environment is composed of both the climate and culture. “School climate is how people feel. Culture is the way people do things” (Cobb & Krownapple, 2019). The rules, policies, norms, curriculum, instructional practices, visual displays, and many other aspects of the school experience communicate messages about the climate and culture of a school. To foster a truly equitable and inclusive school environment, a critical cultural lens must be applied to all aspects of a school system, namely school environment. (Cobb & Krownapple, 2019; Khalifa, 2019; Chardin & Novak, 2021). Historically, school norms and practices have reflected the dominant cultural groups’ values and traditions, often leaving those outside of the dominant group to experience a lack of belonging and sense of marginality (Lindsey, et al., 2009; Tatum, 2017). This equates to students from marginalized groups having to learn not only the explicitly taught curriculum, but also to decipher and learn the “hidden curriculum” (implicit rules, values and expectations) of the dominant cultural group (Alsubaie, 2015; Chardin & Novak, 2021).

Enhancing equitable practices and fostering an inclusive school environment requires a system-wide commitment to recognizing and honoring differences to achieve unconditional belonging and positive identity development for every member of the school community. In her text *Biased*, Dr. Jennifer Eberhardt explains that “When we try not to see color, we don't see discrimination, so ironically an attempt at color blindness can lead to more racial inequality, rather than less.” Ignoring differences in cultural identity perpetuates the Discipline and Sense of Belonging Gaps by subordinating groups of students through compliance and assimilation to dominant cultural norms.

In practice, this means schools and districts should strive for shared power and responsibly between educators and students, effective communication with families and developing strong school-community partnerships to elevate the voices of the students and families served. “Listening as the core of healthy relationships” (Cobb & Krownapple, 2019). Recognizing racial and cultural differences as assets and ensuring proportionate representation of historically marginalized students and families in the decision-making process are essential to removing the barriers to unconditional belonging and ultimately closing the gaps between groups. In his 1972 text, educator, Haim Ginott stated,

“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a toll of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

Ginott’s words are applicable to the classroom environment, but also more broadly to a district level approach to fostering an inclusive school environment. Below are district level recommendations for creating a climate that honors differences as assets and establishing unconditional belonging as a foundational element of learning.

- Maintain a District Equity Leadership/Family Engagement Equity Team to ensure relative representation of historically marginalized groups in planning school events and programs.
- Annually administer perceptions surveys to assess school climate and sense of belonging from stakeholders: students, parents, faculty, and staff.
- Assess and revise the Student Code of Conduct to reflect restorative, trauma informed practices. Monitor discipline data to ensure the Student Code of Conduct is applied fairly and equitably to all students.
- Adopt policies and procedures to implement researched based SEL and trauma-informed practices for students in grades K-12. Provide professional development and training for all faculty and staff in SEL and trauma-informed practices.
- Assess and plan action steps to increase the representation of all segments of the school community who have access to attend and participate in school events including athletic, dramatic, service, PTA/PTO, back to school night, etc.
- Ensure materials, notices, and other school communications are available in multiple languages. Establish two-way communication that reflects culturally responsive dialogue.
- Ensure that classrooms and library/media centers have recent visual, print, and non-print materials that accurately provide information about diverse student groups in traditional and non-traditional roles.
- Establish student leadership groups/clubs K-12 to support school culture and climate, build understanding of cultural differences, and promote a sense of belonging for historically marginalized groups.
- Establish a student program to promote college and career readiness for historically underserved student populations.

### ***Learning Culture & Professional Development***

*“You don’t need to be an expert to believe in and do this work; you just need to be open, humble and committed.”*

*~Mirko Chardin & Dr. Katie Novak*

In order to foster more equitable learning environments, educators need to commit to lifelong learning, ongoing professional growth, and a continuous process of self-reflection. Key to educational equity, is the intentional practice of identifying and removing barriers that prevent students from learning (Khalifa, 2019; Chardin & Novak, 2021). The equity area of Professional Learning was rated .76 on the MAEC's 0-2 point scale, indicating that this is a significant area of need for PSD. It is recommended that PSD establish a clearly articulated goal focused on ongoing professional development in cultural competency, cultural responsiveness, implicit bias, explicit bias, anti-racism education, and universally designed instructional practices.

Teaching is a cultural activity rooted in beliefs and behaviors that are largely subconscious; these implicit beliefs and assumptions often serve to preserve and transmit cultural systems over time. Educator cultural beliefs render unconscious educator behaviors that either affirm or send negative messages to students about their identity or ability (Ladson-Billings, 1995; Gay, 2018; Hammond, 2015; Stigler & Hiebert, 1998; Steele, 1997). Dr. Howard Stevenson (2014) coined the phrase "the elephant in the classroom" to describe racial and other social-cultural stressors present in daily school interactions between teachers and students, as well as among students. Stevenson explains that taking a colorblind approach, ignoring or silencing conversations about race or cultural differences, does not lessen or make those stressors invisible; rather it increases the risk for historically marginalized students for adverse educational experiences (Stevenson, 2014). Professional learning that builds the cultural competence of the adults within the system is a cornerstone of enhancing equitable practice.

In addition to ongoing and focused professional learning, meaningful feedback and evaluation of educator practice is crucial. Effective teaching is a necessary condition for student success and every student deserves access to quality teaching (Marzano & Waters, 2009; Danielson, 1996). A system-wide, equitable approach to high-quality instruction, supported by focused feedback to improve educator practice will enable schools to disrupt the status quo and take action to ensure all students have access to high-quality teaching and learning. Research indicates that effective districts establish nonnegotiable goals for high-quality instructional practice and student achievement "for the district as a whole, for individual schools, and for subpopulations within the district" (Marzano & Waters, 2009). Clear instructional goals coupled with effective feedback enables schools to develop intentional and actionable goals to impact and measure student learning. It promotes an adult learning culture where success is not measured by perceived expertise, but instead by a commitment to continuous growth. (Novak, 2019; Chardin & Novak, 2021).

Before educators can truly design instructional practices that meet the needs of all learners, an acknowledgement that differences matter and an asset-based approach to teaching and learning is essential. Ongoing professional learning, focused feedback and effective evaluation, paired with a commitment to cultural competency and anti-racism educational practices ensure that educators examine their own beliefs, culture and values and how they impact student opportunity and access to meaningful learning. To eliminate inequities in teaching and learning, the following action steps are recommended for PSD.

- Clearly define time, resources, energy and personnel to align curriculum, instruction, and professional learning across the district. Outline a plan to delineate roles and responsibilities to ensure ongoing and cohesive professional learning.

- Examine District structures, calendar, and contract language to support high quality professional development structures and time.
- Establish a 3- to 5-year professional development cycle to ensure continuity of focus areas for high quality professional learning.
- Ensure that professional development offerings are guided by data (quantitative and qualitative) and student outcomes.
- Establish dedicated professional development time to help faculty and staff learn how to use data to drive instruction and monitor interventions.
- Utilize the educator evaluation process to provide formal and informal feedback specific to meeting the academic, social-emotional and behavioral needs of students in inclusive settings. Ensure competencies in educational equity are made an integral part of all performance evaluations.
- Provide ongoing training and professional development in SEL, CRT, UDL and anti-racism instructional practices.

### ***Data-focused, Multi-tiered Systems of Support***

*“Equity isn’t an outcome. It is a process. What we want as the outcome is equality.”*

*~ Dr. Kevin Ahmaad Jenkins*

The results of the MAEC audit indicated that PSD’s structures for Assessment Practices (1.05) and School Organization/Administration (.87) are areas for continued focus. More specifically, it is recommended that PSD work to refine, build and support a district-wide infrastructure for the implementation of Multi-Tiered Systems of Support (MTSS). MTSS is a data-driven, problem-solving framework to improve outcomes for all students. It relies on multiple measures of academic, social-emotional, and behavioral data and a continuum of evidence-based practices to match instruction to student needs. MTSS is a three-tiered framework (Appendix G) that begins with a foundation of strong core instruction and universal supports followed by intensified interventions matched to student needs based on the continuous use of data and progress monitoring. (PBIS, n.d.-b).

The Inclusive Practices: Support for District Change Self-Assessment utilized as a part of the PSD Equity Audit is a tool designed to help district teams self-assess the effectiveness of district systems and structures in fostering an effective MTSS framework built on a foundation of UDL. The data responses from the Inclusive Practices Self-assessment suggest that PSD would benefit from improved systems for data analysis, taking inventory of evidence-based interventions and supports, delineated schedule structures, as well as dedicated resources to ensure fidelity of implementation across all three tiers of the MTSS framework.

Furthermore, a clearly established data-culture across the system would enable educators to examine the persistent disparities in the Opportunity Gap. The PSD audit reveal pervasive inequities in access to advanced courses and programs predictable by race and economic status. A recent examination of PSD's math course offerings was conducted to understand the impact of Algebra I course variations on access to advanced level math and science courses. The findings of the study indicated that students were being tracked into lower level math courses, predictable by race, economic status, and disability. Tracking pattern data indicated that students, who were removed from the core curriculum track and placed in remedial variations of Algebra I, subsequently had limited access to high-level math and science curriculum (McManus, 2019). In response to the findings of this study, PSD reduced the number of math tracks at the middle level from fourteen possible tracks to eight tracks. This self-reflective practice of collecting, disaggregating and analyzing data to drive decision-making is critical to ensuring equitable opportunity and access for all learners, and to closing the Opportunity Gap.

Dr. Amber Green said it plainly, "Equity implementation is MTSS" (PaTTAN, 2018). Equity is not a program, curriculum, or practice for a specific group of students; likewise, MTSS is a general education framework that supports success for all learners. The MTSS framework provides a data-focused lens on teaching and learning that functions as a lever for educational equity. It connects Bernhardt's (2018) multiple measures of data approach with the CRT and UDL instructional approaches to create a comprehensive, multi-level prevention system for enhancing academic, behavioral and social-emotional outcomes for all students from an asset-based perspective (PaTTAN, 2018). Below are recommended actions steps that PSD can take to implement data-focused, MTSS.

- Increase the effectiveness of a district-wide data culture to identify and address inequities, and to drive instructional decisions.
- Utilize the District MTSS teaming structure to refine, build, and support MTSS infrastructure district-wide.
- Establish a district-wide MTSS and Inclusionary Practices position to build system-wide continuity and fidelity of data practices.
- Ensure the schedule (K-12) allows time for interventions to be delivered across all three tiers of the MTSS model in addition to students being included in the inclusive general education classroom.
- Continuously examine of all levels of classes, including special education, gifted education programs, and advanced courses to ensure classes are composed of students who proportionately reflect the diversity within the overall student population.
- Evaluate tracking structures that perpetuate disparate outcomes predictable by race and socioeconomic status.

### ***Workforce Diversity***

*"Diversity may be the hardest thing for a society to live with, and perhaps the most dangerous thing for a society to be without."*

*~ William Sloane Coffin*

The findings of the PSD Equity Audit illustrate that there is an underrepresentation of diverse groups in the composition of the faculty and staff compared to the overall student population. The demographic data reveals that the student body is becoming more and more diverse, while the District workforce remains remarkably consistent. The Staff equity area of the MAEC audit earned a score of .97; Hiring and Onboarding on the Inclusive Practices: Self-assessment earned a score of 3.31. Collectively, the results of the two tools in conjunction with the demographic data signal the need to take focused actions to identify and address barriers to the recruitment, hiring, retention, and development of employees from diverse backgrounds.

A diverse teaching force is vital to improving learning and equitable education for all learners, but especially true for historically marginalized students. Diversity is a broad term that refers to the wide range of characteristics that differentiate individuals from one another. In the case of PSD's focus on diversity in the workforce, there is a need to focus on demographic factors such as race, gender, gender identity, economic status, ability, religion etc. as well as diversity of experiences, perspectives, and thought. Research (Goldhaber, et al., 2020; Figlio, 2017) suggests that a demographic match between teachers and students positively affects educational outcomes such as attendance, discipline rates, test scores. Specifically, this points to the need for increased representation of racially, linguistically and culturally diverse teachers so that minoritized students are exposed to teachers of their same background.

While there is a clear need to increase the demographic diversity of the workforce to enable students to see themselves reflected in our schools and community, it is important to note that this does not mean that only educators from diverse demographic backgrounds possess the capacity or responsibility for ensuring the school success of historically marginalized student groups. Educators with diverse experiences, perspectives and cognitive capacities also optimize the District's ability to implement culturally responsive practices and provide educational equity to all students (Gay, 2018).

Recruitment efforts are a necessity of diversifying the workforce, but retention and development of diverse candidates are also imperative. The onboarding and induction process for new hires must involve supports that foster a sense of belonging and inclusiveness, as well as build capacity for culturally responsive practice. Coaching and mentoring of new hires is an essential component of establishing a culture that values differences as assets and serves to retain new hires committed to equity. Below are recommended action steps to identify barriers and develop strategies for recruitment, retention, and development of employees from diverse backgrounds.

- Increase the diversity (racial, gender, linguistic, religious, and other cultural identities) in faculty and staff to reflect the proportionate representation of the student population.
- Establish procedures and practices for recruitment of candidates who are committed to educational equity and have culturally diverse backgrounds and/or experiences.
- Ensure that hiring criteria, recruitment, and selection for all district employees include the assessment of knowledge, skill, and experience teaching in inclusive classrooms.
- Establish procedures to monitor faculty and staff attrition and retention.
- Partner with colleges and universities, including historically Black (HBCU's) institutions, to recruit diverse candidates and candidates committed to educational equity.
- Develop programs within the District to promote teaching as a career to existing students.

## ***Summary of Discussion & Recommendations***

*“We shall overcome because the arc of the moral universe is long, but it bends towards justice.”*

*~Dr. Martin Luther King, Jr.*

The goal of educational equity is to eliminate unequal student outcomes. The PSD Equity Audit makes clear that the PSD is committed to pursuing educational equity for every learner. The District’s vision and beliefs for educational equity are clearly articulated in the recent adoption of the PSD Equity Vision and Belief Statements and PSD has conducted a comprehensive, district-wide equity audit to identify and hold itself accountable for the inequities that exist within the district and its schools. Furthermore, the District has demonstrated a history of taking steps to enhance excellence and equity for all students. However, it is possible to take the right steps in the wrong way, and as a result well-intentioned efforts result in little or no impact on practice (Cobb & Krownapple, 2019).

Equity is a journey. Godin’s (2019) analogy of approaching “opportunity with a telescope” to focus efforts and provide long-range vision, while simultaneously examining barriers or “trouble with a microscope” to dismantle it into its component parts is pertinent to embarking on the long journey towards educational equity. While the PSD Equity Audit findings revealed gaps in practice throughout the system, it is important to acknowledge that identifying barriers and gaps in practice (the component parts of the District’s inequity) are essential first steps in any continuous improvement process. PSD has begun the processes of critical self-reflection and deep learning that foster courageous leadership for equity.

Establishing educational equity as the foundation of all District operations and practices requires continuously collecting, analyzing, and evaluating all aspects of the educational process through an equity lens. Hammond (2015) notes that in order to change the system, we must change practices; in order to change practices; we must look inside and change ourselves. The data and analysis in the PSD Equity Audit revealed six strategic areas for systems level improvement. It is recommended that the leadership team at PSD work to develop and monitor detailed action plans to address each of the strategic goal areas in pursuit of educational equity. Additionally, it is recommended that each action plan outline specific measureable indicators of progress to evaluate the effectiveness of the plans.

The PSD mission statement recognizes the value of a diverse community and notes the importance of developing “ethical and critical thinkers for life long success in a global society.” Educational equity is the ethical and collective responsibility of educators to ensure a socially just education and society for each and every learner. It is not an easy journey, but it is the task at hand, and the arc of the moral universe bends towards justice.

## Appendix

### *Appendix A: Definition of Key Terms*

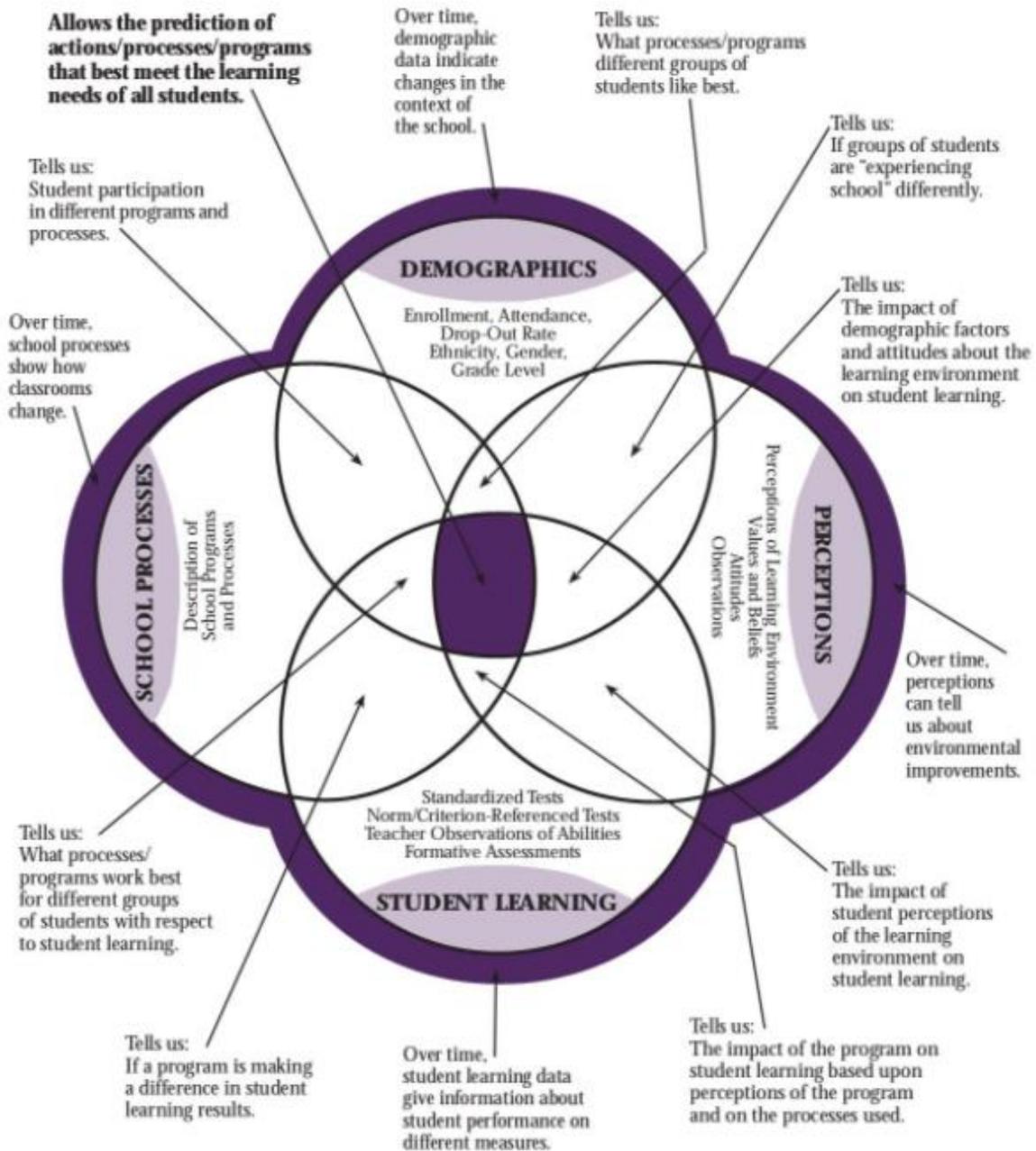
| <b>Term</b>                     | <b>Definition</b>  |
|---------------------------------|--|
| Achievement Gaps                | The academic disparities and/or differences between groups of students, as indicated through variances in academic indicators such as test scores, grade point average and graduation rates.   |
| Anti-racism                     | The work of actively opposing all forms of racism.   |
| Cultural Proficiency            | The level of knowledge-based skills and understanding that is required to successfully teach and interact with students and to work effectively with colleagues, families and communities from other cultures. It requires an ongoing examination and self-reflection to challenge one's own cultural biases and understand the cultural perspectives and experiences of others. |
| Culturally Responsive           | The inclusion of students' cultural references in all aspects of learning, school experiences and student engagement.  |
| Cultural Lens                   | When school staff understands and honors the attitudes, values, norms, and beliefs of a culture, they are using a cultural lens that goes beyond the superficial aspects of that culture, such as major holidays, manner of dress, foods specific to the culture, and family customs.  |
| Discipline Gap                  | Patterns of differences in behavioral outcomes and types of disciplinary responses across demographic groups.  |
| Dominant Group                  | Individuals whose cultural norms align with the majority group in a society and who, as a result of their cultural match with the majority group, are insulated by societal privileges.  |
| Economically Disadvantaged (ED) | The term used to identify the poverty status of students, as defined in the Pennsylvania Department of Education “free or reduced-price meal” eligibility data   |
| Educational Equity              | The practice of distributing resources, access and opportunity based on fairness and justice regardless of race, ethnicity, color, age, religion, gender, gender identity, gender expression, sexual orientation, language, disability or socio-economic status.   |
| Educational Equity Action Plan  | The steps education stakeholders in a district engage in to pursue equity.   |
| Educational Equity Audit        | A comprehensive equity and inclusion benchmarking instrument that assesses a district's barriers to opportunity and progress towards achieving the equity outcomes described in this policy and the district's Educational Equity Action Plan.   |
| Educational Inequity            | Educational services and contexts that are marginalizing for some students and give greater access to other students to be academically successful.  |

|                                       |  |
|---------------------------------------|--|
| Equity Lens                           | An intentional focus on assessing any inequitable impact the execution of a program, practice, operation, decision or action may have on a student or group of students.   |
| Experience/Sense of Belonging Gap     | Disparities and/or differences between groups of students, as indicated through perception survey data of school climate and culture.  |
| Gender                                | The range of characteristics pertaining to, and differentiating between, masculinity and femininity, including a person’s gender identity and gender expression which includes a person’s internal sense of being male, female, some combination of male and female or neither male nor female.  |
| Hidden Curriculum                     | Implicit and unspoken school and/or classroom values, rules and expectations.  |
| Historically Marginalized             | Student populations who do not have the same opportunity at being academically successful as their comparison group peers, and are, therefore, at a disadvantage. This has happened in the U.S. for a number of reasons, which include but are not limited to reasons of: race, income, religion, language, gender, sexual orientation, disability, behavior, national origin, and legal status. |
| Implicit Bias                         | The actions, attitudes or stereotypes that affect our understanding, actions and decisions in a subconscious manner.   |
| Intersectionality                     | The complex and cumulative ways in which different forms of discrimination (racism, classism, sexism and other aspects of identity) combine, overlap and “intersect” with one another, informing the way in which individuals simultaneously experience oppression and privilege in their daily lives interpersonally and systemically.  |
| Microaggression                       | The verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and/or insults toward any group or member of a group, particularly culturally marginalized groups.   |
| Multi-Tiered System of Support (MTSS) | The standards-aligned, comprehensive school improvement framework used to provide targeted support for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social and emotional services.   |
| Non-binary                            | A term used to describe genders that do not fall into the binary categories of male or female.   |
| Opportunity Gaps                      | The disparities in the delivery of educational and extracurricular opportunities, funding and other resources between and among different student groups, leading to different academic, extracurricular, social and economic outcomes for students.   |
| Racism                                | The systems of advantage based on race and supported by institutions, policies and practices that benefit dominant groups and disadvantage subordinate groups.   |

|                                 |  |
|---------------------------------|--|
| Root Cause Analysis             | The process of identifying factors that drive specific gaps in services and unequal outcomes for groups of students. This process supports schools in addressing the underlying causes of the gaps, rather than focusing on only the results that emerge in the data.  |
| School Climate                  | The quality and character of school life based on patterns of students', parents' and school personnel's experience; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.  |
| Social–Emotional Learning (SEL) | Process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve favorable goals, feel and show empathy for others, establish and maintain favorable relationships, and make responsible decisions.   |
| Systemic Racism                 | The systems, institutions, policies and practices that perpetuate racial disparities and serve to the detriment and harm of persons of color and keep them in negative cycles. These systems, institutions, policies and practices are not necessarily explicit in mentioning any racial group, but work to create advantages for White persons and disadvantages for people of color. |
| Transformative SEL              | Process of building teacher–student relationships grounded in the acknowledgement of similarities and differences concerning race, power, and privilege. This process is necessary to promote the development of all students, especially those who have been historically marginalized.   |
| Universal Design for Learning   | The educational framework utilized to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The framework guides the development of firm instructional goals and flexible instructional practices that accommodate individual learning differences.  |

**Appendix B: Multiple Measures of Data**

# Multiple Measures of Data



Bernhardt, 2018

## ***Appendix C: Student School Climate & Sense of Belonging Survey***

### **2020-21 Student School Climate Survey (Grades 9-12)**

Before you begin, please read the following information. You are being asked to complete this survey as part of a Pennsbury School District Equity Audit. The information provided will help all members of the school community (students, parents, and the adults who work at the school) understand how everyone feels about the school environment. The results of the survey will be used to help us improve our school community for everyone. As you respond to each item, focus on your thoughts and feelings based on your own personal experience as a student at your school.

There are no right or wrong answers— this is not a test! We just want to know how you feel. Your responses will provide us with important information to help our school become even better.

All of your responses are completely anonymous; no identifying information (such as name, ID number, classroom or survey ID) will be recorded with your answers.

All results will be reported to your school only in terms of how groups of students responded. Your individual responses are never seen by your school.

The survey should take you approximately 5-10 minutes to complete.

Please try to respond to all items.

Which category best describes your Ethnicity/Race?

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic
- Multi-Racial
- Native Hawaiian or Pacific Islander
- White/Caucasian
- Unavailable/Unknown/Decline

What is your gender?

- Male
- Female
- Other
- Prefer not to answer

Does your family speak a language other than English in the home?

- Yes
- No

What grade are you in?

- 9th
- 10th
- 11th
- 12th

Do you receive free or reduced meals at school?

- Yes
- No
- I don't know
- Prefer not to answer

What is the highest level of education that one or both of your parents or guardians have completed?

- Less than high school
- High school
- Vocational or trade school
- Some college
- College degree
- Master's degree
- Doctorate or professional degree
- I don't know
- Prefer not to answer

Do you receive services or supports from Special Education programs?

- Yes
- No
- I don't know
- Prefer not to answer

**Sense of Belonging:** This section asks questions about you feel as a member of the school community.

Students at this school are friendly and respect me.

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

Teachers at this school respect me.

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

I feel like a valued member of my school community.

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

My teachers and peers treat me with as much respect as other students at my school.

- Always true
- Often true
- Sometimes true
- Usually true
- Never true

There is at least one teacher or other adult in school that I can talk to if I have a problem.

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

I am included in extracurricular and/or club activities at my school.

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

I feel comfortable being myself at this school.

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

I feel proud to be a part of this school.

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

The adults in this school model good examples of the values the school teaches (like respect and kindness, advocating for others, embracing diversity, fairness).

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

People from different backgrounds (races, ethnicities, languages, genders, abilities, religions, sexual orientations, and cultures) are treated fairly in my school.

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

The curriculum and learning experiences in my school teach me about people from different backgrounds (races, ethnicities, languages, genders, abilities, religions, sexual orientations, and cultures).

- Always true
- Often true
- Sometimes true
- Usually not true
- Never true

We value your voice and your story and want to hear more from you. As a follow up to the survey, there is the opportunity to participate in small focus group interviews to help give more personal context and voice to the results of the survey. Students who participate in the focus groups will be contacted by email invitation to participate and additional information will be provided at that time.

If you are interested in participating in a PHS Student Focus Group, please complete the information below. ***Only complete the information below if you wish to participate in focus groups.***

Provide the information below if you are interested in participating in a PHS Student Focus Group to discuss the School Climate Survey.

- Last Name \_\_\_\_\_
- First Name \_\_\_\_\_
- Grade \_\_\_\_\_
- School Email Address \_\_\_\_\_

## ***Appendix D: Parent/Family Engagement & School Climate Survey***

### **PSD Family Engagement/School Climate Survey**

Before you begin, please read the following information. You are being asked to complete this survey as part of a Pennsbury School District Equity and School Climate audit. The information provided will help all members of the school community (students, parents, and the adults who work at the school) understand how everyone feels about the school environment. The results of the survey will be used to help us improve our school community for everyone. As you respond to each item, focus on your thoughts and feelings based on your own personal experience with the school, as well as your perceptions of your child's experiences as a student.

There are no right or wrong answers — this is not a test! We just want to know how you feel. Your responses will provide us with important information to help our school become even better.

All of your responses are completely anonymous; no identifying information (such as name or survey ID) will be recorded with your answers.

All results will be reported to your school only in terms of how each population responded. Individual responses are never seen by your school.

The survey should take you approximately 5-10 minutes to complete.

Please try to respond to all items.

### **Background Questions**

Which category best describes your Ethnicity/Race?

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic
- Multi-Racial
- Native Hawaiian or Pacific Islander
- White
- Unavailable/Unknown/Decline

Which category best describes the Ethnicity/Race of your child?

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic
- Multi-Racial
- Native Hawaiian or Pacific Islander
- White
- Unavailable/Unknown/Decline

Does your family speak a language other than English in the home?

- Yes
- No

Does your child receive free or reduced meals at school?

- Yes
- No
- I don't know.

What school does your child attend? (If you have more than one child, select all schools that apply.)

- Afton
- Edgewood
- Eleanor Roosevelt
- Fallsington
- Makefield
- Manor
- Oxford Valley
- Penn Valley
- Quarry Hill
- Walt Disney
- Charles Boehm
- Pennwood
- William Penn
- Pennsbury High School
- Village Park Academy

**School Climate:** This section asks questions about perceptions of the overall social and learning climate of the school.

To what extent do you think that children like going to your child's school?

- Like a great deal
- Like somewhat
- Neither like nor dislike
- Dislike somewhat
- Dislike a great deal

How well do adults at your child's school create a school environment that helps children learn?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

How comfortable is your child in asking for help from school adults?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable

How fair or unfair is the school's system of evaluating students' academic progress/needs?

- Extremely fair
- Very fair
- Moderately fair
- Slightly fair
- Not fair at all

How fair or unfair is the school's system of evaluating students' behavioral progress/needs?

- Extremely fair
- Very fair
- Moderately fair
- Slightly fair
- Not fair at all

Overall, how positive is your experience with the learning environment at your child's school?

- Extremely positive
- Somewhat positive
- Neither positive nor negative
- Somewhat negative
- Extremely negative

**School Fit:** This section asks questions about perceptions of the school's ability to address students' needs, as well as issues of diversity and inclusion.

How well do you feel your child's school is preparing him/her for his/her next academic year?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

How much of a sense of belonging does your child feel at school?

- A great deal
- A lot
- A moderate amount
- A little
- None at all

How much does the school value the diversity of children's backgrounds?

- A great deal
- A lot
- A moderate amount
- A little
- None at all

Given your child's cultural background, how good a fit is his/her school?

- Extremely good
- Somewhat good
- Neither good nor bad
- Somewhat bad
- Extremely bad

At your child's school, how well does the overall approach to discipline work for your child?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

How effective are the curriculum and learning activities at your child's school in teaching students about people from different backgrounds (races, ethnicities, genders, abilities, religions, and other cultural groups)?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

Overall, how inclusive is the learning environment at your child's school?

- Extremely inclusive
- Very inclusive
- Moderately inclusive
- Slightly inclusive
- Not inclusive at all

**Family Engagement:** This section asks questions about the degree to which families become involved with and interact with their child's school.

How often do you meet or speak with teachers or other adults at your child's school?

- Almost never
- Once or twice per year
- Every few months
- Monthly
- Weekly or more

In the past year, how often have you helped out or visited your child's school?

- Almost never
- Once or twice
- Every few months
- Monthly
- Weekly or more

How involved have you been with a parent group(s) at your child's school?

- Extremely involved
- Very involved
- Moderately involved
- Slightly involved
- Not involved at all

In the past year, how often have you participated in a fundraiser or other activity at your child's school?

- Almost never
- Once or twice
- Every few months
- Monthly
- Weekly or more

How effective is your child's school in including all families (from various backgrounds and groups) in school events?

- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

How confident are you in your ability to make sure your child's school meets your child's learning needs?

- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not confident at all

How confident are you in your ability to connect with other parents/families in the school community?

- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not confident at all

Overall, how engaged do you feel with your child's school?

- Extremely engaged
- Very engaged
- Moderately engaged
- Slightly engaged
- Not engaged at all

**Barriers to Family Engagement:** This section will ask you to identify factors that can create challenges for families to interact with or become involved with your child's school.

How big of a problem are the following issues for becoming involved with your child's school?

|  | Not at all a problem  | Somewhat of a problem | A big problem         |
|--|-----------------------|-----------------------|-----------------------|
| Childcare needs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to technology   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Transportation-related challenges  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How busy your schedule is  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School staff seem too busy   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You feel unsure about who/how to communicate with the school                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The school provides little information about involvement opportunities                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The school is not welcoming to parents   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School communication is not available in the language your family speaks at home             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You do not feel a sense of belonging with your child's school community                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Negative memories of your own school experience  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your child does not want you to contact the school   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You worry that adults at the school will treat your child differently if you raise a concern | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## ***Appendix E: Faculty School Climate Survey***

### **2020-21 PSD Teacher/Professional Staff School Climate & Equity Survey**

Before you begin, please read the following information. You are being asked to complete this survey as part of a Pennsbury School District Equity and School Climate Audit. The information provided will help all members of the school community (students, parents, and the adults who work at the school) understand how everyone feels about the school environment. The results of the survey will be used to help us improve our school community for everyone. As you respond to each item, focus on your thoughts and feelings based on your own personal experience with the school, as well as your perceptions of your students' experiences. Depending on your role in the school community, some survey questions may not apply to your role. For example, questions that pertain to specific classroom interactions may not apply to support staff. Please answer only those questions that relate to your role in the school community.

There are no right or wrong answers—this is not a test! We just want to know how you feel. Your responses will provide us with important information to help our school become even better.

All of your responses are completely anonymous; no identifying information (such as name or survey ID) will be recorded with your answers.

All results will be reported to your school only in terms of how each population responded. Individual responses are never seen by your school.

The survey should take you approximately 10 minutes to complete.

Please try to respond to all items.

### **Background Questions**

Which category best describes your Ethnicity/Race?

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic
- Multi-Racial
- Native Hawaiian or Pacific Islander
- White/Caucasian
- Prefer not to respond

What is your gender?

- Male
- Female
- Other
- Prefer not to respond

How many years have you been an educator?

- 0-5 years
- 6-10 years
- 11-15 years
- 15-20 years
- 20 or more years

How many years have you worked at PSD?

- 0-5 years
- 6-10 years
- 11-15 years
- 15-20 years
- 20 or more years

Which building do you currently work in?

- Afton
- Edgewood
- Eleanor Roosevelt
- Fallsington
- Makefield
- Manor
- Oxford Valley
- Penn Valley
- Quarry Hill
- Walt Disney
- Charles Boehm
- Pennwood
- William Penn
- PHS East
- PHS West
- Village Park Academy
- Central Office
- Other

**School Climate:** This section asks questions about perceptions of the overall social and learning climate of the school.

How positive are the attitudes of your colleagues?

- Extremely positive
- Somewhat positive
- Neither positive nor negative
- Somewhat negative
- Extremely negative

How supportive are students in their interactions with each other?

- Excellent
- Good
- Average
- Poor
- Terrible

How respectful are the relationships between teachers and students?

- Excellent
- Good
- Average
- Poor
- Terrible

How often do you see students helping each other without being prompted?

- Always
- Most of the time
- About half the time
- Sometimes
- Never

When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?

- Excellent
- Good
- Average
- Poor
- Terrible

Overall, how positive is the working environment at your school?

- Extremely positive
- Somewhat positive
- Neither positive nor negative
- Somewhat negative
- Extremely negative

**Educating All Students:** This section asks questions about perceptions of readiness to address issues of diversity.

How fairly do students at your school treat people from different races, ethnicities, genders, gender identities, abilities, religions, sexual orientations, and cultures?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

How fairly do adults at your school treat people from different races, ethnicities, genders, gender identities, abilities, religions, sexual orientations, and cultures?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

How easy do you find interacting with students at your school who are from a different cultural background than your own?

- Extremely easy
- Somewhat easy
- Neither easy nor difficult
- Somewhat difficult
- Extremely difficult

How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable

How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?

- Extremely knowledgeable
- Very knowledgeable
- Moderately knowledgeable
- Slightly knowledgeable
- Not knowledgeable at all

If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable

In response to events that might be occurring in the world, how comfortable would you be having conversations about race, ethnicity, gender, gender identity, ability, religion, sexual orientation, or culture with your students?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable

When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?

- Extremely easy
- Somewhat easy
- Neither easy nor difficult
- Somewhat difficult
- Extremely difficult

How easy would it be for you to teach a class with groups of students from very different religions from each other?

- Extremely easy
- Somewhat easy
- Neither easy nor difficult
- Somewhat difficult
- Extremely difficult

How comfortable would you be having a student who could not communicate well with anyone in class because their home language was unique?

- Extremely comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Extremely uncomfortable

**Appendix F: Proposed PSD Educational Equity Policy**

|         |   |
|---------|---|
| Section | 800 Operations  |
| Title   | Educational Equity  |
| Code    | 832   |
| Status  | From PSBA   |
| Legal   | 1. Pol. 100<br>2. Pol. 103<br>3. Pol. 103.1<br>4. Pol. 105<br>5. Pol. 112<br>6. Pol. 113<br>7. Pol. 113.1<br>8. Pol. 114<br>9. Pol. 115<br>10. Pol. 116<br>11. Pol. 121<br>12. Pol. 122<br>13. Pol. 123<br>14. Pol. 124<br>15. Pol. 138<br>16. Pol. 142<br>17. Pol. 146<br>18. (Pending anticipated policy adoption)<br>19. (Pending anticipated policy adoption)<br>20. Pol. 218.1<br>21.(Pending anticipated policy adoption)<br>22. Pol. 250.1<br>23. Pol. 304.1R1 & 304.2R1 (Pending anticipated policy revision)<br>24.(Pending anticipated policy adoption)<br>25. Pol. 602<br>26. Pol. 603<br>27. Pol. 604<br>28. Pol. 917<br>29. Pol. 918<br>30. Pol. 104<br>31. Pol. 249.1R2<br>32. Pol. 235.1<br>33. Pol. 220<br>34. (Pending anticipated policy adoption)<br>35. Pol. 913<br>36. Pol. 253.1 (Existing Pennsbury policy added as cross reference) |

## **Pennsbury School District Equity Vision Statement**

The Pennsbury School District is committed to fostering an inclusive educational environment that understands, respects and embraces individual differences as assets that serve to enhance our school community. Educational equity -- the practice of distributing resources, access and opportunity based on fairness and justice regardless of race, ethnicity, color, age, religion, gender, gender identity, gender expression, sexual orientation, language, disability or socio-economic status -- will serve as the foundation of all decision-making to ensure equitable outcomes for every learner.

### **Purpose**

The Board adopts this policy to prioritize the principle of educational equity through the fair and just allocation of resources, opportunities and treatment of students based upon each individual student's needs. The pursuit of educational equity requires the continuous and collaborative effort of identifying various aspects of district programs and operations in which consideration of educational equity shall be analyzed, incorporated and prioritized.

To facilitate educational equity for all, the district shall be committed to:

1. Promptly identifying and addressing barriers that cultivate achievement, opportunity, discipline and/or experience/sense of belonging gaps for students.
2. Ensuring that a student's educational achievement is neither predicted nor predetermined by explicit or implicit biases.
3. The acknowledgement that potentially unequal learning needs among students require equitable, not equal, distribution of resources.

### **Definitions**

**Achievement gaps** shall mean the academic disparities and/or differences between groups of students, as indicated through variances in academic indicators such as test scores, grade point average and graduation rates.

**Anti-racism** shall mean the work of actively opposing all forms of racism.

**Barriers** shall mean factors that block or hinder movement or progression. Barriers to educational equity may include, but are not limited to, policies, administrative regulations and practices; explicit and implicit biases; facilities; budgeted funds; curriculum and instruction; personnel; class size; Code of Conduct; and school climate.

**Cultural competency** shall mean an ability to interact effectively with individuals of other cultures.

**Cultural proficiency** shall mean the level of knowledge-based skills and understanding that is required to successfully teach and interact with students and to work effectively with colleagues, families and communities from other cultures. It requires an ongoing examination and self-reflection to challenge one's own cultural biases and understand the cultural perspectives and experiences of others.

**Culturally responsive** shall mean the inclusion of students’ cultural references in all aspects of learning, school experiences and student engagement.

**Educational equity** shall mean the practice of distributing resources, access and opportunity based on fairness and justice regardless of race, ethnicity, color, age, religion, gender, gender identity, gender expression, sexual orientation, language, disability or socio-economic status.

**Educational equity action plan** shall mean the steps education stakeholders in a district engage in to pursue equity.

**Educational equity audit** shall mean a comprehensive equity and inclusion benchmarking instrument that assesses a district’s barriers to opportunity and progress towards achieving the equity outcomes described in this policy and the district’s Educational Equity Action Plan.

**Equity lens** shall mean an intentional focus on assessing any inequitable impact the execution of a program, practice, operation, decision or action may have on a student or group of students.

**Experience/sense of belonging gap** shall mean the disparities and/or differences between groups of students, as indicated through perception survey data of school climate and culture.

**Explicit bias** shall mean the actions, attitudes and beliefs we have about a person or group on a conscious level.

**Gender**, for purposes of this policy, shall mean the range of characteristics pertaining to, and differentiating between, masculinity and femininity, including a person’s gender identity and gender expression which includes a person’s internal sense of being male, female, some combination of male and female or neither male nor female.

**Implicit bias** shall mean the actions, attitudes or stereotypes that affect our understanding, actions and decisions in a subconscious manner.

**Inclusion** shall mean engaging, valuing and respecting all groups (students, parents/guardians, community members, administrators, instructional and support personnel and other education stakeholders) and including all groups as essential partners in the education process.

**Intersectionality** shall mean the complex and cumulative ways in which different forms of discrimination (racism, classism, sexism and other aspects of identity) combine, overlap and “intersect” with one another, informing the way in which individuals simultaneously experience oppression and privilege in their daily lives interpersonally and systemically.

**Multi-tiered systems of support (“MTSS”)** shall mean the standards-aligned, comprehensive school improvement framework used to provide targeted support for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social and emotional services.

**Opportunity gaps** shall mean the disparities in the delivery of educational and extracurricular opportunities, funding and other resources between and among different student groups, leading to different academic, extracurricular, social and economic outcomes for students.

**Racism** shall mean the systems of advantage based on race and supported by institutions, policies and practices that benefit dominant groups and disadvantage subordinate groups.

**School climate** shall mean the quality and character of school life based on patterns of students', parents' and school personnel's experience; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

**Universal design for learning** shall mean the educational framework utilized to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The framework guides the development of firm instructional goals and flexible instructional practices that accommodate individual learning differences.

### **Authority**

The Board is committed to the provision of an equitable education system that reflects the principles of fairness and justice for all students regardless of gender, race, ethnicity, socio-economic status, English learner status, disability and other characteristics, as well as the intersection of those characteristics.

### **Delegation of Responsibility**

The Superintendent and/or designee(s) shall use an equity lens and quantitative and qualitative data to assess systematically which students and/or student groups are experiencing the least achievement, determine why, and target resources and efforts to address identified needs and improve overall outcomes.

Each school employee shall be expected to conduct themselves in a manner consistent with the principles of this policy and for fostering a school climate that is equity focused and culturally responsive. Employees shall receive support in the form of training regarding cultural competency, cultural proficiency, cultural responsiveness, implicit bias, explicit bias, anti-racism, diversity and inclusion.

The Superintendent or designee shall establish Administrative Regulations to ensure consistent implementation of this policy and equitable student outcomes.

### Educational Equity Audit

The Superintendent or designee(s) shall conduct an audit at least every three years to benchmark educational equity in school and district-wide achievement and opportunities and inform the development of the District's comprehensive planning. The Educational Equity Audit shall include, but not be limited to:

1. **Equity Trends:** an examination of district data across schools, programs and groups to understand patterns of and differences in student equity.
2. **Perception Survey Data:** a series of surveys to stakeholders about climate, culture, engagement and other school related practices.
3. **Policy & Procedure Analysis:** a critical analysis of policies, procedures and processes that may contribute to disproportionality.
4. **Culturally Responsive Curriculum, Pedagogy and Leadership:** an examination of curriculum, instruction, and leadership practices.

### Educational Equity Action Plan

The Superintendent and designee(s) shall develop and update the district's Educational Equity Action Plan every three years with clear accountability goals and metrics to address inequities. The Educational Equity Action Plan shall be reflective of the voices of administrators, teachers, staff, students, families and members of the community.

The Educational Equity Action Plan shall:

1. Embed equity practices throughout the district's educational system.
2. Include equity goals and practices embedded in the district's comprehensive planning strategies.[1]
3. Ensure personnel performance observations encompass consideration of the expectations and goals of this policy.
4. Include action steps and accountability measures to raise the achievement of all students while minimizing the gaps for historically disadvantaged student groups.

### Educational Equity Update

The Superintendent or designee(s) shall annually provide an educational equity update to the Board that reflects the efforts undertaken and progress made to achieve the goals of this policy. Based on the equity goals and activities set by the district, the educational equity update may include data on:

*Students -*

The following student-related data shall be disaggregated and intersected by gender, race, ethnicity, socio-economic status, English learner status and disability whenever possible:

1. Enrollment of each school.
2. Achievement indicators.
3. Attendance and behavior indicators - such indicators may include data regarding excused and unexcused absences, out-of-school suspension, in-school suspension, alternative education enrollment, the Office for Safe Schools Reports, expulsion and other school discipline factors.
4. Opportunity indicators - such indicators may include enrollment in gifted programs, advanced placement classes, honors classes, career and technical education and participation in extracurricular programs and activities.
5. Experience and sense of belonging indicators - such indicators may include school climate and culture surveys and/or other experience indicators.

*Administrators, Teachers and Staff –*

1. The race, ethnicity, gender and years of experience of support staff, teachers, building administrators and district administration.
2. Efforts to recruit, hire and retain personnel.
3. The ways in which professional development at each school is delivered through an equity lens.
4. Efforts to embed cultural responsiveness into the curriculum.
5. Efforts to implement multi-tiered systems of support and universally designed learning practices.
6. The ways in which district resource allocations reflect the district's commitment to educational equity. Including but not limited to curriculum and instruction, personnel and staffing, facilities, and budgeting.

Note: Federal funds are intended to be supplemental and may not supplant state and local resources. The use of federal funds should not limit the ability of districts to distribute resources to achieve equitable students' outcomes.

**Guidelines**

Educational equity shall serve as the foundational structure upon which all aspects of the district's educational systems are built and maintained. An equity-focused structure is essential to grow knowledge and skills, provide necessary resources, include diverse voices, promote accountability, implement effective practices, produce partnerships and address barriers to learning and participation. In the pursuit of educational equity for all students, district programs, operations and functions shall be structured to prioritize the following guiding principles:

### Multiple Pathways to Success/High Expectations

The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement and excellence from each student.

All students shall be encouraged and provided opportunities to:[3][8][9][12][13][14]

1. Pursue their goals and interests without regard to biases and other barriers.
2. Enroll in challenging programs.
3. Participate in school activities and interscholastic athletics.

### Access to Equitable Resources

Each student shall be provided equitable access to instructional materials, assessments, curriculum, support, facilities, highly qualified staff, teaching practices and other educational resources and services that reflect an appreciation for the diverse cultural perspectives, identities and needs of students and their families by strategically differentiating allocations as necessary to remove barriers and improve outcomes.[1][2][3][4][5][6][8][9][10][11][14][15][16][17][22][23][25][26][27][36]

### Inclusive Environment and School Climate

The district shall strive to create a sense of belonging and a welcoming, inclusive and bias-free school climate that values, reflects and is responsive to the diversity of the students, their families and the community.[2][3][28][29][30][31][36]

Respectful and civil discourse and interactions among all district leaders, staff, students, families and community members shall be expected at all times.

### Partnerships and Inclusion

The district shall welcome and empower students and families, including but not limited to, families of color, low-income families, individuals with disabilities, individuals whose first language may not be English and other underrepresented groups, as essential partners in their student's educational experiences, school planning and district decision-making. The district shall provide multiple and flexible opportunities for dialogue and engagement with families and communities.[28][29]

In addition, the district shall include other partners who have modeled culturally proficient practices, such as government agencies, nonprofit organizations, businesses, institutions of higher learning and the general community in meeting equitable educational outcomes.

### Data Focused

To make informed decisions in the pursuit of educational equity, the district shall systematically and strategically use multiple measures of quantitative and qualitative district-wide and school-level data. Such data may include anecdotal information from teachers and staff, as well as formally collected and reported data. Data shall be disaggregated and intersected, where feasible, based on available demographics.[32]

In addition, the district shall use multiple measures of quantitative and qualitative district-wide and school-level data as the basis for equitable decision making and continuous improvement.

### Equity Lens

The district shall, as a continuous practice, review current and newly developed policies, administrative regulations, practices, programs, procedures, professional development and locally controlled budget allocations with an equity lens. The district shall be aided in this process through the use of district established educational equity analysis and auditing tools.

### Cultural Proficiency

The district shall provide instructional materials and assessments, and promote teaching practices that reflect and are responsive to the diverse cultural perspectives and identities of students and their families.

The district's curriculum shall:

1. Promote equity and respect.
2. Reflect the distinctive contributions and perspectives of a diverse society.
3. Embed culturally responsive and universally designed teaching practices.
4. Provide opportunities for staff and students to develop and model cultural proficiency.

### Workforce Diversity

The district recognizes the benefits of a highly effective workforce that reflects racial, gender and linguistic diversity. In the promotion of workplace diversity, the district shall strive to:[23]

1. Maintain an employment process that is free of discrimination and bias.[23][30]
2. Identify and address barriers to the recruitment, hiring, retention, development and promotion of district employees from diverse backgrounds.
3. Actively recruit and/or promote highly qualified candidates who are committed to culturally proficiency and educational equity.

### Professional Development

The district shall ensure the provision of professional development opportunities for advancement of employees' understanding and skill sets relative to addressing barriers to students' opportunities and access. An equity lens shall be embedded in all professional development.

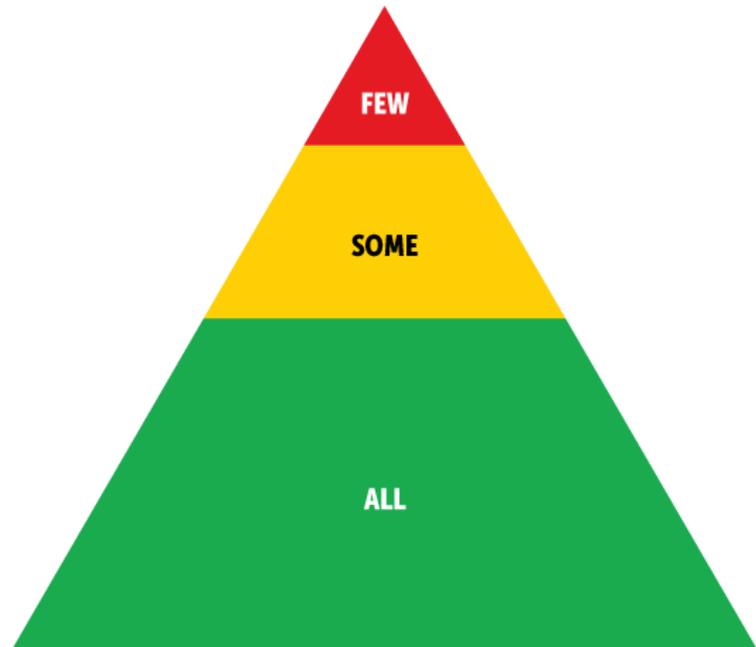
Professional development shall be ongoing, mandatory and foster the skills, knowledge and beliefs to cultivate equity, including cultural proficiency, social-emotional learning and mental health to create a learning environment that is student-centered and meets the individual and diverse needs of students.

## ***Appendix G: Multi-Tiered Systems of Support (MTSS) Framework***

A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs.

### **Three Tiers of Support**

MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model as a way to align to academic, behavioral, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 supports, they are not Tier 2 students.



### **Tier 1: Universal Prevention (All)**

Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

### **Tier 2: Targeted Prevention (Some)**

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

### **Tier 3: Intensive, Individualized Prevention (Few)**

Tier 3 supports are the most intensive supports the school offers. These supports require are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior support.

### **Key Components at Every Tier**

Each tier has its own set of systems and practices, but some key components appear across every level. Each of these features needs to be present in order for MTSS to be implemented with fidelity.

- Practices are based on evidence to be effective in a similar context with similar populations.
- Practices are organized along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs.
- Data are collected and used to screen, monitor, and assess student progress.
- Resources are allocated to ensure systems and practices are implemented with fidelity over time.

*Positive Behavioral Interventions & Supports (PBIS)*

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