Equity Audit Report

Community High School District 99

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EXECUTIVE SUMMARY

This executive summary is a brief synopsis of the Equity Audit findings only. The full Equity Audit report provides comprehensive information about the purpose and research of an equity audit, its features, process, extensive quantitative and qualitative details and the overall findings. Those findings lead to recommendations grounded in research. The final recommendations are categorized into one of five strands – *Systems, Teaching and Learning, Student Voice, Climate and Culture, Professional Learning and Family and Community as Agency* - for clear alignment to systemic equity.

STRAND 1

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

1.1 District widely communicates its adopted common language and understanding about equity, diversity and
   inclusion.
1.2 District develops a long-term plan to increase diversity among teachers and administrators with a focus on people of color.
1.3 District develops a measurable long-term plan to monitor its equity journey.

STRAND 2

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

2.1 District internally evaluates and regularly reviews curriculum and resources for anti-bias language and representation.
2.2 District embeds culturally responsive pedagogy and practice expectations among all staff members.
2.3 District critically examines their accelerating programs with an equity lens.

STRAND 3

Student Voice, Climate and Culture: To consistently seek students' feedback and experiences and nurture a positive, authentic and meaningful organizational culture and climate.

3.1 District develops process to regularly survey staff on their employer satisfaction and areas of needed attention.

3.2 District develops long-term, proactive solutions to student behaviors and adult mindsets surrounding school expectations.

3.3 District advises schools to develop a student leadership committee and/or include students in the district-
    level equity advisory committee.

STRAND 4

Professional Learning: To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.

4.1 District continues its mandatory professional development continuum for all staff on issues of equity, while expanding the facilitation responsibility.

STRAND 5

Family and Community as Agency: To partner with families and the community for authentic opportunities to serve the students, the school and district.

5.1 District assembles an equity advisory committee to effectively collaborate and communicate its commitment and work to advance equity.

Section 1

During school year 2019-20, Community High School District 99 (D99) engaged in an equity audit. An equity audit is a proactive opportunity for districts to critically examine the ways equity has been advanced in their district while it also aids in the identification of needed improvement. This report is a detailed culmination of the equity audit process, findings and research-based recommendations.

What is equity?

There are numerous definitions of equity and each district would decidedly choose which adhere to their values. The consistent theme in quality equity definitions include language that clearly states school systems are responsible for their own inequities, particularly among historically marginalized populations. Those populations include, but are not limited to people of color[1], differently-abled individuals, English Language Learners, immigrants, religious minorities, and other minoritized affinity groups.

The Midwest and Plains Equity Assistance Center (MPEAC), which is funded by the U.S. Department of Education, Office of Civil Rights, defines educational equity as:

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

> MPEAC, *Equity Dispatch Classic Education,*
> January 2012.

The American Institute for Research recognizes a similar definition. It states, "Educational equity is achieved when *all* students receive the resources, opportunities, skills and knowledge they need to succeed in our democratic society" (2018). Several research-based entities such as The Education Trust, The National Equity Project, Teaching Tolerance and Rethinking Schools advocate that equity must disrupt any forms of "ism's"; that is, racism, classism, sexism, normative beliefs associated with heterosexuality, cisgender, national origin and other forms of superiority based on dominant social constructs of race, gender, gender identity, socio-economic status, religion, language, abilities and so on. Educational equity demands committed, systemic transformations at all levels of schooling organization. In order to leverage access, opportunity and outcomes for each student, especially historically marginalized populations, equity-

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[1] All non-White individuals.

focused action is needed (Freire, 1970; Kincheloe, 2008; Gorski, 2018). To understand equity, one must understand inequities and how every major U.S. institution, including education, has been designed to be inequitable; thus, to achieve equity must be intentional. Equity will not be reached without continuous action. By doing so, we actively work to transform systems to ensure each student obtains what is needed to achieve (Shields, 2013; Blankstein et al, 2016; Gorski, 2018). Fullan (2003, p. 47) lists these whole system transformations as follows:

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

Over the last few decades, school districts across the country have committed to educational equity. Despite the growing attention, educational equity should not be viewed as the latest initiative. It is not an initiative at all. It is a transformative mindset shift that encapsulates the ways schools should operate. We cannot do school well without authentic reflection and action toward equity for all students. If the primary premise of schooling is to shape future citizens to be contributing members of greater society, then the principles of equitable human development and societal environments are embedded (Howard, 2010; Shields, 2013; Gorski, 2018). Educational equity is critical, and it cultivates courageous unraveling of power and privilege among individuals and within institutions. The increasing popularity around equity over the last several years has led to several visual illustrations to describe its complexities. A quick internet search yields many images including the[2] popular one below.

The image on the left represents *equality* where all receive the same access and opportunity despite individual needs; while, the image on the right represents *equity*, in which individuals may receive accommodations, resources and such based on unique circumstances. In schools across the country, students are legally and justifiably able to ascertain additional supports to aid in their learning, such as in Special Education (SPED) and English Language Learners (ELL) programs. However, national data has shown that despite these efforts too many students continue to academically struggle in comparison to their mainstream peers. Educational

EQUALITY   EQUITY

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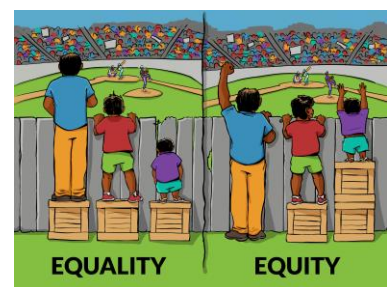
[2] Creator, Craig Froehle, Ph.D., University of Cincinnati

equity advocates for these programs to exist, but it goes deeper than programmatic structures. Educational equity also impacts a much larger group than SPED and ELL students. Educational equity demands understanding to the conditions that marginalize SPED and ELL students, but also other historically disenfranchised students (e.g. students of color, LGBTQ+). Scholars understand that legal protections for these groups is insufficient to reach equity. Thus, an urgent investigation to how society and institutions perpetuate inequities by examining biases, explicit and implicit, is necessary to unpack narrow or limited mindsets, beliefs and practices. Equity begs the question whether certain district policies and procedures are exclusionary or catered to dominant views, whether academic supports are effective, whether students' needs are being met, whether students are being heard, whether other factors are contributing to disparities or a combination of all the above and more. In other words, have we examined all with an equity lens?

Equity is considered one of the fundamental dynamics in the creation of the Every Student Succeeds Act (ESSA) aimed to leverage resources to close the opportunity gaps and improve learning outcomes for all students. In May 2018, The Illinois State Board of Education (ISBE) adopted ESSA and released in its purpose in the Executive Summary (p. 2-3):

> Supporting students in achieving our state goals begins and ends with equity. The Illinois ESSA Plan represents the belief of ISBE and our stakeholders that the students with the greatest needs deserve the greatest share of our public education resources. Grounding our work in the practice of equity will ensure that we provide all students with the supports they need to succeed from pre-K through high school and onto purposeful lives. All students need safe and inclusive schools and challenging and individualized curriculum and instruction. Even so, each student comes to the classroom with different strengths. Equity requires that each child receives the attention, resources, access, and supports he or she needs to become socially and economically secure adults. Equity must occur as we create the inclusionary conditions for whole schools, whole communities, and whole systems to work together. Students and schools are nested in communities with vastly different histories and resources. Achieving our goals requires a comprehensive approach to supporting students' cognitive growth, social and emotional development, and physical well-being. Illinois is committed to providing integrated, differentiated, transparent, and equitable supports to school districts.

As mentioned previously, one of the most fundamental urgencies about educational equity is that every area must be examined with an equity lens. It requires attention to demographic conditions of disenfranchised populations. The first and possibly the most challenging shift toward prioritizing educational equity is the attention to attitudes, behaviors and actions to consider all aspects of schooling with an equity lens (Schuerick and Skrla, 2003; Dweck, 2007; Lewis & Diamond, 2015). For instance, when standardized assessments are reviewed, we must disaggregate such data by demographics and specialized populations[3] and its intersectionality in order to investigate the underlying conditions (Johnson, 2002; Williams, 2003; Ross, 2014; Kendi, 2016). When we scrutinize racial discipline data, we must do so with an understanding of root causes to certain behaviors and actions authentically exerting energies to combat inappropriate assumptions to transform historical power and privilege (Tatum, 1997; Howard, 2010; Ross, 2014; DiAngelo, 2018). When we review the student populations participating in rigorous opportunities and those identified as readily able to partake, we must genuinely practice such considerations void of any deficit thinking (Sleeter, 2012; Kendi, 2016; Gorski & Pothini, 2018). In order to keep educational equity at the forefront of all deliberations, there must be intentional and continuous conversations about it in every aspect of schooling (Kozol, 1991; Singleton & Linton, 2006; Gorski & Pothini, 2018).

Thoughtful, critical and systemic equity considerations ought to be embedded in all the work of an educational institution, including but not limited to curriculum development, assessments, professional development, discipline and programmatic structures (Darling-Hammond, 2010; Chenoweth & Theokas, 2012; Gorksi, 2018; Edley et al, 2019). These discourses and actions must be relentless and continuously allow for improvement contributing to equity as foundational and a moral imperative (Freire, 1970; Kincheloe, 2008; Gorski, 2018). It demands a continuous and heartfelt commitment for every child to be successful. A firm understanding of educational equity clearly imparts the knowledge that equity is transformative and good for all students (Shields, 2013). Even the most advantaged pupils do better in an equitable school setting (Boykin & Noguera, 2011; Shields, 2013; Smith et al, 2017; Gorski, 2018). This is important to point out as equity can be narrowly viewed as taking from one to give to another rather than the critical recognition that sameness for all does not equate to fairness. It also must be understood that individuality does not contribute to a holistic society. Collective voices foster harmony when individual

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[3] ELL, FRL and IEP

interests outweigh the betterment of a community, marginalized people will suffer. This is particularly relevant in schools.

 Although an equity audit can provide a comprehensive view, it cannot fully capture all the efforts to advance equity. There are educator practices occurring daily throughout any district to ensure students are getting what they need to be successful, and to address inclusion and inequities ingrained in the system and structures. However, when districts create and monitor equity-driven plans with associated measurable indicators, then the opportunity and expectations gaps experienced by marginalized students may be narrowed (Scheurich & Skrla, 2003, Edley et al, 2019). The intent of an equity audit is to formulate a plan. Such a plan aids in identifying inequities in order to advance systemic improvements (Skrla et al, 2009; Skrla, et al, 2011; Edley et al, 2019). In doing so, the research is clear that there is no absolute manner to this work. There is no one size fits all or pre-packaged program to guarantee equity for all students. Strategies that suggest "best" practices to meet the needs of *all* students or one measuring tool or assessment to demonstrate fulfillment of educational equity should be approached with caution. Such suggestions perpetuate singular attitudes that all students will be successful by utilizing one or a few approaches. If there were one or even a collection of a few strategies to combat educational inequities, school districts across the country would have implemented such practices years ago.

Kim Anderson, the newly hired Executive Director for the National Education Association, the largest teachers' union, stated that the most important challenge facing public education today is equity (Peters, 2019). The American Federation of Teachers has a long history of commitment to equity and social justice:

> That the starting point of our work in the area of racial equity must
> be reflection and internal examination, whereby our union—at the local,
> state and national levels—will look for ways to engage our members
> in open and courageous conversations on racism, inequity and privilege.

Educational equity is a *continual* pursuit to enable all students to have equitable access and opportunity as demonstrated by outcomes (Macey et al, 2012; Blankstein et al, 2016; Smith et al, 2017). It is an approach constantly fluctuating based on the circumstances of each student while paying particular attention to a student's diverse background and experiences (Bartolome, 1994; Ladson-Billings, 1994; Tatum, 1997; Valenzuela, 1999; Lindsey et al, 2003; Kendi, 2018; Edley et al, 2019). All the recommendations in this equity audit report are firmly supported by research as well as unique considerations of **Community High School District 99.**

National Student Demographics

The increasing demand by federal and local governments call for state boards of education and school districts to address the academic and opportunity gaps among minoritized demographics, which is the fastest-growing population in the United States. According to the U.S. Department of Education, National Center for Education Statistics (NCES), there are approximately 56.6 million students enrolled in elementary and secondary school, with the projected enrollment to climb to 58.2 million by 2027. Of the current enrollment, 47.1% of students identify as White while 58.23% students identify as non-White (Black, Hispanic, Asian, Pacific Islander, American Indian/Alaskan Native, Two or More Races[4]). NCES reported, White student enrollment is projected for continual decline through at least fall 2027 while the percentage of students of color and Two or More races increases with projections of 61.7%. (NCES, 2017 Tables and Figures). These demographic shifts should be valued as the U.S. begins to mirror global racial, ethnic and cultural diversity. Schools must become the epicenter of modeling sociopolitical context about social constructs, especially considering in a recent poll conducted by Pew Research Center, most Americans indicated this demographic shift would lead to increased conflicts between racial and ethnic groups (Wells, et al, 2019). As a society, we must reaffirm the benefits of racially and ethnically diverse communities and we can model this positive affirmation in schools.

Illinois Student Demographics

These statistics parallel the emerging demographic changes in Illinois. According to the 2018-19 Illinois Report Card, the race/ethnic diversity of students continues to increase while the White population decreases.

Table 1.1: Student Racial/Ethnic Diversity in Illinois		
Race/Ethnicity	2015	2019
White	49%	48%
Black	18%	17%
Hispanic	25%	26%
Asian	5%	5%
Two or more races	3%	4%

Data derived from 2018-19 Illinois Report Card

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[4] NCES, Table 203.60

The need to be increasingly responsive to students' equitable needs goes beyond race and ethnicity. Attention and resources are also necessitated for student specialized populations: English Language Learners (ELL, EL or LEP), Free, Reduced Lunch (FRL) and Individualized Education Plan (IEP or SPED). The trend in Illinois indicates two specialized populations (ELL and IEP) are rising while one (FRL) is decreasing.

Table 1.2: Specialized Populations in Illinois		
	2015	2019
ELL	10%	12%
FRL/Low Income	54%	49%
IEP	14%	18%

Data derived from 2015-2019 Illinois Report Card

Plenty of research and scholarship exists about the criticalness of equity audits as a tool to strategically identify inequities in systems and structures (Skrla et al, 2009; Skrla, et al, 2011; Smith et al, 2017; Edley, et al, 2019). Equity cannot be achieved if the organization does not deliberately identify the barriers that perpetuate biases. Intentional deconstruction of inequities and such biases require schools and all impacted stakeholders to relentlessly reflect and transform their beliefs. Developing equity literacy is a constant journey and requires critical and considerable reflection to our personal, interpersonal and structural unpacking (Gorski, 2018).

Equity literacy is the *knowledge* and *skills* educators need to become a threat to the existence of bias and inequity in our spheres of influence. The *knowledge* refers to developing those bigger understandings, [and] strengthening our abilities to recognize the inequities students experience in and out of school and how those inequities impact their school engagement. The *skills* refers to cultivating our abilities to act for equity, to advocate, to prioritize the education success of students experiencing the most inequity by reshaping policy and practice.

(Gorksi, 2018, p. 17)

As part of this Equity Audit, Community High School District 99 (D99) completed a historical background review that included achievements and challenges within each strand. The below is its non-exhaustive list.

SYSTEMS

Achievements
-D99 has spent the past few years adjusting our hiring practices. We place emphasis on recruiting and hiring staff with diverse identities. We embedded unconscious bias training in our interview teams. We built supports for staff with historically marginalized identities. The district created a Diversity Committee composed of teachers, counselors, and administrators in 2013.This group met monthly to discuss challenges and issues facing the district, and ways to move forward. This group transitioned to the district Equity and Inclusion Council during the 2019-20 school year. -Approximately 3 years ago, the College Board rolled out a new tool called AP Potential. The tool uses scores on the SAT suite of assessments to determine any/all of the AP courses that might be a good fit for the student. We pair that with data on student grades, gender, and race in order to come up with a list of students that teachers should be looking at when recommending students for courses. Our core departments have been using those lists to try to increase the diversity of students in our honors and AP courses.

Challenges
D99 is still trying to find the right leadership balance between the central office and the schools. Some work is best led by the central office and some is best led by building leadership teams. We are still trying to figure out how to share leadership of this work.

TEACHING AND LEARNING

Achievements
-Every English class requires the teaching of a book from a non-white author. -Teams have had significant time over the years at institutes and other meetings to discuss diverse authors and use texts that allow all students to see themselves. -5 years now of hosting an African American Read-In at the end of February. Classes join; students perform. -Targeted attempts, through data review, of inviting minoritized students to apply for and/or take honors/AP courses -Global Connections has redesigned its curriculum to include a lot more non-Western history. This includes an increased focus on Africa, the Middle East, India, China, and Central and South America. This course is also designed in a way that focuses on deconstructing grand Western narratives and teaching students to critically analyze the language we use to describe the society we live in and justify the actions we take. Course curriculum includes teaching: ethnocentrism, civilization from multiple lenses, world religions, Eastern and Western philosophy, Southernization (the major role the East played in advancing technology and thought), African Civilizations and Kingdoms, Haitian Revolution, social psychology of inhumanity and evil (in conjunction with genocides), world hunger (Oxfam Hunger Banquet) and other international issues. -US History and Global Connections have added in Literature Circle activities where students are reading and discussing books about minoritized people or non-Western countries. -US History is a course that is designed around the question, "How do we create a more just society?" Using an issues-centered approach and focusing units on essential questions, students are taught historical and modern issues for the purpose of understanding the current world they live in and how they may best work to improve it. Course curriculum includes teaching: Native American roots of the United States, the development of the colonies focusing on the roles Black colonists and slaves played in the development of the colonies, Bacon's Rebellion, slavery in the Constitution, Native American removal and modern Native American civil rights movement, 1619 project, redlining, white flight, social construction of race, modern day doll test in conjunction with Brown v. Board (1954), historical and modern immigration policy including nativist movements, economics and organized labor including the role of women and the role of minoritized groups in the labor movement along with the growth of the US Economy, Mexican-American Deportation, New Deal policies and the limits placed on them, rise of the FHA and its discriminatory practices from 1934-1962, an entire unit titled the "Struggle for Equality" that includes the LGTBQ+ rights movement, Chicano Movement, Women's Rights Movement, (Dis)abilities Rights Movement, and Japanese Internment

-Multicultural Studies is a course completely dedicated to teaching students the history and sociology of race in the United States. The course includes deep analysis of the role systems and institutions have played, and currently play in racializing our society in ways that have led to major inequity for minoritized groups. -Sociology of Gender is a course completely dedicated to teaching students the sociological underpinnings of the ways in which we have constructed gender, sex, and sexual orientation in the United States historically and today. -Our other electives all put issues of equity as indispensable aspects of the course. For instance, Law in American Society always analyzes the role race/ethnicity/gender play in our justice system. American Government teaches students to understand the power and impact of demographics on elections and policies. Modern World History (20th Century) focuses on countries all around the world, purposely not taking a Euro-centric approach. Sociology teaches students how to use the major theoretical perspectives to deconstruct and understand the ways in which we have created and how we perpetuate the social constructions we live with today.
Challenges
-Providing better access to all minoritized students to both take and succeed in honors/AP courses (ideally--someday--moving to earned honors to create much more equal access) -The data still shows that Ds/Fs are higher proportionately amongst our minoritized students, so there is more work that needs to be done with regards to our instruction and assessment practices.

Student Voice, Climate and Culture

Achievements
-D99 partnered with My Name, My Story to empower a cohort of 150+ students at each campus to lead empathy-based student equity work. These Changemaker students have led some student equity activities, led an adult professional learning session, and created a lesson for students and staff related to microaggressions. -D99 has created affinity groups within the Student Activities programs. These affinity groups are included in student leadership opportunities. D99 has also created opportunities for participants of these affinity groups to speak their truth to their experiences within the schools.
Challenges
-D99 is figuring out how to embed the Changemakers into our equity work. We have stipends for adult sponsors, but we still need to figure out how to design them in as partners in our work. -D99 transitioned from one model of student support to another. Previously, we hired the services of a retired educator to reach out to families and students, specifically from our African American student population. The new model employs current staff members, paid through a stipend, to reach out to all students, regardless of identity, who seem to be struggling to connect with school. While this model better serves all students, there have been some struggles moving to this model related to finding the time to embed the School Engagement Mentors into support systems already in place.

Professional Learning

Achievements
-D99 has offered SEED (Seeking Educational Equity & Diversity) training for a few years. This has been popular for staff who choose to participate in it. -D99 offers a multi-day workshop designed around the Gary Howard Deep Equity program. This also has been popular for staff who choose to participate in it. -D99 dedicates six late-start mornings (80 minutes each) for all staff (teaches, administrators, support staff) to engage in equity-based lessons which are created by our Equity Team. -Our instructional coaches are now embedding equity conversations into their work with teachers. -Leadership teams are engaging in book studies related to equity and inclusion. Learning from those book studies are being developed further within departments.
Challenges
-⅔ of our equity professional learning is opt-in. This leaves only our late-starts as time to engage all staff. These 80-minute sessions prevent us from going very deep in equity work.

Family and Community as Agency

Achievements
-The district has seen an increase in participation by our Latin X community in our monthly Bilingual Parents' Advisory Council (BPAC) meetings over the last few years. The district also employed an African-American Parent Liaison for 6 years. This individual coordinated monthly meetings with parents.
Challenges
-D99 has not re-engaged the parents of our African-American students after the resignation of our parent liaison. This is related to our challenges with implementing the School Engagement Mentor positions.

The Five-Phase Equity Audit© is a fact-finding quantitative and qualitative analysis that aids in identifying areas of growth and needed improvement to advance educational equity. The audit process provides an opportunity to critically review various data points and collect stakeholder perspectives, feedback and experiences. The purpose of an equity audit is to lead to actionable shifts to systemically advance equity. Following the Five-Phases of an Equity Audit©, the timeline to conduct is approximately one school year: Phase 1 (Summer or Early Fall); Phase 2 and 3 (Fall semester) and Phase 4 and 5 (Spring semester).

Illustration 1.1: Visual Representation of Five-Phases of an Equity Audit©

Phase 1	**Phase 2**	**Phase 3**	**Phase 4**	**Phase 5**
Conduct needs assessment. Determine next Phase 2 and 3.	*Ascertain wide range of disaggregated data.*	*Conduct focus groups with stakeholders.*	*Analyze data and identify common themes.*	*Findings and recommendations aligned with strands*
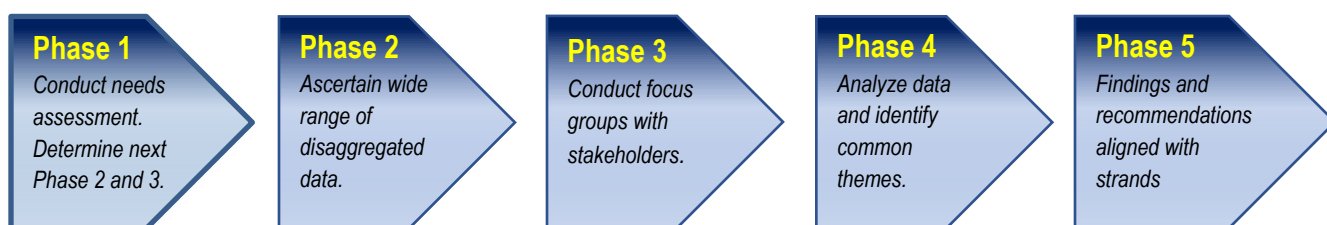
PHASE I

Upon the district forming a District Equity Leadership Team (DELT), they meet with the auditor. During this phase DELT members conducted a District/School Assessment on Systemic Equity© to discuss and rate areas of strengths and needed improvement in equity. The central results of that assessment are used as a data point in this report (see pages 16-24). A prioritization activity follows, and it provides an insight to the varying perspectives of what one believes is urgent to actionable equity. This is an important reminder the priorities fluctuate based on personal and professional views, yet collectively, a consensus must be reached to develop an actionable and accountable plan – a primary goal of an equity audit.

Also, during Phase I, DELT determines the direction of the equity audit in terms of quantitative and qualitative data it seeks. DELT is provided a list of quantitative consideration and decides which data to be analyzed in the audit (see page 20). DELT is then provided a bank of questions to consider for each of the stakeholder focus groups: (1) staff, (2) students and (3) parents/guardians/caretakers. For ease of reference, we will refer to the stakeholder group, Parents/Guardians/Caretakers as Families.

DELT then discussed the questions they prefer to be asked of each focus group and/or developed their own questions (see pages 85-87). About one hour is allocated per focus group. Focus groups take place by stakeholder role and there is no intermingling of stakeholders in one focus group. In other words, students participated with students, staff participated with staff members and so on. Based on cost and time, the focus groups were limited to three days and the following rules were set by the auditor,

- Staff: Any staff member may participate as long adherence to the 5-8 Rule. This rule indicates that if DELT would like 8 staff members per focus group, then they are limited to approximately 5 questions. If they would prefer 5 staff members per focus group, then 8 questions will be asked.
- Students: Up to 10 students may participate in student focus groups. Grade-level mixing is allowed. Up to 8 questions may be asked of students.
- Families: Up to 10 individuals may participate in this focus group. Up to 8 questions may be asked.

Once DELT commences the important logistics of Phase I, then the subsequent phases may proceed.

PHASE II

The district spends the Fall semester gathering the agreed-upon data. It is submitted to the auditor for analysis.

PHASE III

The auditor conducts on-site focus groups. The district determines if participation into any of the focus groups is first come, first serve basis, sign-up, by invitation or by a combination of the two. Logistically, about seven focus groups can be conducted in one day. Some focus groups take place in the evening to accommodate families and translation needs. All focus groups were voluntary and confidential.

PHASE IV & PHASE V

Phase IV is the extensive analysis where emerging themes are identified within the quantitative and qualitative data. During Phase IV, the Superintendent and district leadership are requested to complete a brief background survey to briefly highlight previous equity work. This is another data point that contributes to the final report. For a synopsis of that background survey see pages 11-13.

Phase V are the recommendations. Prior to finalizing the equity report, a draft is submitted to the District Superintendent for review. The purpose of the draft is to allow the Superintendent and/or designees to ensure accuracy in a number of district details, but no other edits or changes are allowed. After the review, a final report is submitted. This report serves as the full **EQUITY AUDIT REPORT**.

As part of Phase I of the Equity Audit, DELT completed a District/School Assessment Systemic Equity© to provide context, deeper discussion and understanding about equity. The needs assessment provided an opportunity for self-reflection on ten components of equity against a given rubric. The rubric contained these four levels of attainment

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

For each component, groups were tasked to provide a rating and rationale as well as make suggestions for next steps. DELT was divided into five groups. Each group rating is marked with an "X" in the preceding summary.

Component	Developing	In Progress	Strong, but structure needed	Robust
1. COMMON UNDERSTANDING, CONSISTENT LANGUAGE: Our district has clearly defined equity, diversity and inclusion. We have communicated these meanings in a consistent language to our staff and community.	X	XXXX		

Rationale for Rating

Developing	• Staff has been introduced to terms through the late start Mondays lens (Deep Equity) and staff were given common definitions and language in yesterday's session. Outside of Deep Equity, however, staff has not been explicitly addressed regarding these concepts as they relate to curriculum and instruction. Furthermore, we do not include this language on textbook evaluation forms.
In Progress	• We don't think we have communicated to all stakeholders the work we are doing with staff related to this component. • Actively in-progress. Student handbooks need to be reviewed. Late starts and workshops support these initiatives. We have placed resources (people) around supporting this work and in professional development opportunities. Still working on common language and understanding of the work. Website promoting the work. Hiring process. • Robust for staff but we haven't given definitions of equity, inclusion, and diversity to the community. • While we are putting lots of energy into this as a district with our staff, everyone isn't at the same level of understanding or comfort level with these topics. Additionally, we haven't strongly communicated our equity and inclusion goals with the larger community.

Suggestions for Next Steps

Developing	• Language for course proposals should be included this language. Language for textbook proposals should be included this language. Common language should be formally discussed and utilized with students AND staff (and community).
In Progress	• Start communicating this with parents in multiple ways, for example, sending the information out for those who cannot attend meetings and translating information. • Continuation of late start work, use data that shows gaps to justify and to focus the work, update website to help those looking for information, review of student handbooks, continue to encourage discussion and point out when something needs to be addressed (call out culture). • Parents Club and/or capitalize on My Name, My Story and explain to parents what students are learning as well as the definitions. We would want to make sure we "capture" parents from all demographics • Continue the commitment to Deep Equity through Monday morning sessions, SEED, and Deep Equity Workshops. Look at folding Deep Equity strands into the work of our New Teachers. Also share more intentional communication with the community. Continue to do more intentional work with our students. (Need to make equity and inclusion part of the fabric of our culture.) - We also need to work on including support staff more so that they truly feel a part of this work like we are all truly in it together as a team.

Component	Developing	In Progress	Strong, but structure needed	Robust
2. MISSION, VISION AND/OR STRATEGIC ALIGNMENT: Our district has a clear mission and vision for equity as evidenced in our strategic plan, Board policies and/or district goals.		X	XXX	X

Rationale for Rating	
In Progress	• Following annual reviews of data, instructional practices are gradually changing. We will take on a Z4 (40%) policy for missing work in an effort to promote second chances and minimize the impact of low scores or missing scores. Furthermore, certain content areas at North High have value statements (see English) that reflect values of diversity.
Strong, but structure needed	• Our mission statement is sufficient but we could use more communication regarding our strategic plan for parents. • Our website is robust, but people have to go there; information is not widely communicated. Board policy regarding nondiscrimination shared with students and staff. District mission statement has ALL in it. • We have Board policies and District goals that support equity. However, there is confusion and frustration from staff because some don't understand where we are going and when are they going to obtain strategies that are going to help them implement equity into the classroom.
Robust	• Connected mission statement to equity mission. Communicated to staff and community (students soon).

Suggestions for Next Steps	
In Progress	• "Potential value statements for all departments in D99 (that encompass equity and inclusion). District 99 mission statement should include terms "inclusion," "equity," and "diversity."
Strong, but structure needed	• Re-frame our vision and strategic plan in language that is friendly for the community and stakeholders. • Our students don't really hear this information - can we get information out there via student newspapers, announcements, etc.? Also, our activities reflect what we value. How do we provide students who are in our minority groups opportunities to be seen and heard? • Communicate to staff about where to find goals and education around the fact that we don't "DO EQUITY" but rather it is a journey with no end. (One goal is to eliminate predictable gaps in achievement & discipline.) -
Robust	• (no additional information added)

Component	Developing	In Progress	Strong, but structure needed	Robust
3. EQUITY GOALS: Our district has a plan that includes short and/or long-term, equity-driven goals to hold us accountable for advancing systemic equity.	XXX	XX		

Rationale for Rating	
Developing	• The district and schools as a whole have equity-driven goals, but there are no classroom goals that are equity-driven, and no measurable objectives to hold instructors accountable for said equity. These also do not exist for individual departments. • Our goal is to get the work started and to make it part of the D99 identity. • The discipline data and the academic achievement data is available, but we don't have objectives set up around it to hold all staff members accountable to contribute to improving systemic equity. We need guidance on it.

In Progress	• We only have goals related to discipline and this was required by the state. There are initiatives such as Deep Equity, but they are not necessarily measurable objectives. • We're starting to look at gap data - both academics and discipline. At this point we don't have measurable objectives, especially systemically.

Suggestions for Next Steps

Developing	• Create district, school, department, and classroom goals that are, in fact equity-driven. • Start encouraging groups to identify metrics to track progress. Use tools like 5-labs to support this work. • We need to look at the data & we need to crunch it & we need to develop objectives that are measurable that can guide staff actions to achieve systemic equity. (We would like to see examples of goals from the ROE and from other successful districts.)
In Progress	• Those driving the initiatives can collaborate to articulate a specific goal. • We need to make more efforts to include support staff in our work. We need to involve more people in looking at the data and do this regularly. Use 5 Labs to start drilling down and finding patterns. We need to define measurable objectives. Maybe use interns for some of this work.

Component	Developing	In Progress	Strong, but structure needed	Robust
4. TEACHING AND LEARNING: In each grade and among every content, we have curriculum and resources aligned with equitable pedagogical beliefs and culturally responsive instructional practices that promote elimination of implicit biases and affirmation of student self-identities.		XXXX	X	

Rationale for Rating

In Progress	• We can name several examples of revision of curricula by various teachers and departments to make it more culturally responsive. • Common experience work alongside equity work has some of these conversations going. Equity workshop has a focus on this work. • SEED argues for this, and some staff agree and are trying to ensure that their curriculum is culturally responsive, but we cannot say that this is happening universally. It really depends on the department and even the teacher. • This happens in certain areas, but not everywhere.
Strong, but structure needed	• There have been moves for culturally responsive materials and activities across disciplines; however, it needs to be taken a step further to deconstruct biases and capitalize on positive student self-identity.

Suggestions for Next Steps

In Progress	• Do a curriculum audit to see how much it reflects a diverse student population. Also, we suggest individual department work to look at curriculum. • Dedicate time in the future for evaluation of implicit bias in curricula. Examine where students get scheduled and who teaches our most at-risk students. • Focus more on culturally responsive teaching strategies - require all instructional coaches to take SEED, Deep Equity, and other culturally responsive teaching PD; require staff to take SEED or Deep Equity. Make sure all administrators are trained in culturally responsive teaching - more than just the Deep Equity sessions. • So, let's really talk about discipline & test scores. Instructional Coaches, Diversity Advisers, Deans & Social Workers could also work with staff on how to respectfully respond to individual student's needs & cultural backgrounds.

Component	Developing	In Progress	Strong, but structure needed	Robust
5. ACADEMIC PROGRAMMING: Across the district, we have and continue to take a critical lens to our academic programming (e.g. ESL, SPED, Gifted/Honors/AP, etc.) to analyze proportionate representation, and have developed opportunities to expand representation.		XXXX	X	

Rationale for Rating	
In Progress	• Conversations are being had about programming and placement processes primarily because of data. The AVID program and seminar programs have been put in place to bridge some gaps within specialized populations. • Using data to identify is students should be placed in Honors & AP. Have looked at disproportionate data in programming and discipline. • Strength is that we have maximized co-teaching and minimized self-contained. • We need to continue looking at our student population to ensure that representation from all demographics are included in all of our academic programs. We also want to decrease the predictability gap (for example AP enrollment should reflect the student enrollment percentages).
Strong, but structure needed	• We need more consistency and a system to analyze this (for example, case studies for ED). We do a lot of communication to families regarding our programming.

Suggestions for Next Steps	
In Progress	• We need to revisit gate keeping that happens with placement and application processes. • Needs to be continually looked at. Limit tracks and allow for greater on-ramps and pathways. • Recommendation procedures for teachers need more attention/direction. Staff needs to see the demographics of different levels - data talks. PD needed for honors/AP teachers on how to teach the student who doesn't fit the typical profile of an honors student. • Equal Opportunity Schools, AVID for ALL, BRIDGE Courses, Better promotion & marketing of our TCD programs! Invite skilled trade people to our building to promote their careers in addition to college representatives.
Strong, but structure needed	• Include student voices in this discussion; Prepare teachers by increasing cultural awareness of students.

Component	Developing	In Progress	Strong, but structure needed	Robust
6. DISCIPLINE/BEHAVIOR/STUDENT SUPPORTS - Our district regularly analyzes student discipline data and disaggregates said data by race and specialized populations categories, as well as intersectionality of known social constructs. We have proactive practices in place (e.g. restorative justice, trauma-informed resources, SEL approaches, etc.) to support all students, especially historically marginalized populations.	XX	XXX		

Rationale for Rating	
Developing	• We are inconsistent in restorative and educational disciplinary practices. SEL practices are largely considered to be part of CSSS, but teachers could use more involvement. • We have begun to better understand our disproportionate discipline data and have started to discuss how to improve this data through changing practices. We have started to use the term "restorative practices".

In Progress	• Conversations are being had with staff across the board, but many teachers do not regularly have access to disciplinary data in general or do not have access to data specific to their disciplines and grade levels.
	• We have been a good job at looking at data and have experimented with restorative justice and ISI practices, but we have a long way to go there. PBIS lessons are proactive. UMS/UWS at North and Care Team at South Snowball. We have transfer student groups and alpha teams. We have a student engagement mentor.
	• As a District we are looking at the data and we are sharing it with the entire staff!

Suggestions for Next Steps

Developing	• We need to educate parents on these practices. Opportunities for community partnerships and communication with the middle schools. Consider a parent mentor program.
	• Need to take a more intentional approach to restorative practices and provide better Tier II discipline options.
In Progress	• Analyze data specific to departments and grade levels. Communicate restorative justice practices and terms. Access eligibility data for building.
	• Investigate bringing a student mentorship program to South; Pair student mentors with students who have been identified by feeder schools as needing extra support. We need a systematic intervention for ISI. We need to communicate clearly with staff opportunities available for student support. We need to increase communication between teachers and CSSS staff.
	• We need to take it a step further and analyze the data and educate ourselves about restorative practices. For example, we need to design the program, implement the program, and sustain the program (commit fiscal and personnel support.)

Component	Developing	In Progress	Strong, but structure needed	Robust
7. STUDENT VOICE, CULTURE AND CLIMATE - We consistently seek out ways to solicit students' feedback and experiences. We adjust our organizational culture and climate based on needs (e.g. extracurricular, activities, athletics, clubs, LGBTQ+ accommodations).		X	XXXX	

Rationale for Rating

In Progress	• We need to consistently seek out student feedback. Currently, we do seek out feedback, but can get better at it. Some ways we do include student voice are: Student Safety Committee, Principal's Lunch, SAALT, West Suburban Conference "idea exchange", ability to create new clubs, door is open for students to have conversations and make suggestion. We also have a student Board Representative.
Strong, but structure needed	• We are great at identifying student leaders; however, we have a profile of what student leadership looks like. As a result, quiet leaders often get left behind.
	• Need more consistency, but we offer many options for student voices to be heard.
	• Student leadership opportunities and respond to student interests
	• North has Student Advisory Council, South and North both have meetings with students (Pizza with the Principal), we have students on the board of education. We included students in the equity work at the end of last year. We add clubs when students' needs are articulated.

Suggestions for Next Steps

| In Progress | • Upcoming Changemaker Workshop. Create a Suggestion Box for improvements. Figure out systemic ways to consistently seek diverse student voice to inform changes. |

Strong, but structure needed	- Explore more inclusive occasions for students to participate (brown bag lunches for LBGTQ awareness, various cultural months and awareness dates). - Formalize a way to monitor and measure student feedback. - Need a more dynamic process for assigning sponsors and stipends to changing student interests. - We need to be more consistent and systemic to be sure ALL voices are heard. We need opportunities to share feedback with others, including students. We actually need to adjust and be sure that our responses are nonbiased and equitable. We need to follow up after we make changes to ensure that we did has made a difference.

Component	Developing	In Progress	Strong, but structure needed	Robust
8. EMPLOYMENT & RETAINMENT - We have implemented practices to attract and retain highly-qualified, diverse teachers and administrators at our district.	X	X	X	XX

Rationale for Rating	
Developing	Diversity, equity, and inclusion need to be readily advertised to attract candidates.
In Progress	We have our Diversity Committee committed to hiring and retaining minority staff.
Strong, but structure needed	We have videos, administrators have had training, we have increased stipend for diversity advisor, affinity groups in Deep Equity Late starts and Intro to Teaching
Robust	- Our hiring practices are robust, and we are developing practices to mentor diverse staff. - Defined the process, we are intentional in recruiting diverse staff, we have put resources in place to retain staff members.

Suggestions for Next Steps	
Developing	Structure websites to promote values of equity, diversity, and inclusion.
In Progress	Host a minority job fair. Partner with universities that have high representation of students of color to commit to providing student teaching experiences in D99. Consider partnering with the WSC to have minority job fair and provide student teaching experiences.
Strong, but structure needed	Increasing communication with staff and maybe getting ideas from them on what else to do. Teaching internship program for candidates who maybe aren't quite there yet - pay them not a full teacher salary but something that is livable so that they can work with an excellent teacher for a full year. Advocate for teachers - make the profession attractive!
Robust	- Continue to develop supports to retain staff. - N/A

Component	Developing	In Progress	Strong, but structure needed	Robust
9. PROFESTUDENTSIONAL DEVELOPMENT: Our district has demonstrated its commitment to equity by providing specific professional development to all staff.			XXX	XX

Rationale for Rating	
Strong, but structure needed	- Our district took on Deep Equity last year and has made changes based on feedback to improve the experience. - We offer SEED, Deep Equity and we require all staff to participate in late start discussions. Support staff is included. Security will be trained on an Institute Day. - We offer Seed, Deep Equity Workshop, Late Start Deep Equity Mornings. We also offer D99 Literacy, Assessment Literacy, Differentiation, Cooperative Learning. In addition to that we have instructional coaching, Professional Personalized Learning, and ALICE training & GCN training and sessions with our lawyers.
Robust	- SEED, Deep Equity - Established programming addressing diversity from a variety of programs, some that include all adults in the organization.

Suggestions for Next Steps	
Strong, but structure needed	- Make SEED/Deep Equity required strand of PD? (staff chooses one). Communicate Deep Equity PD offerings and advertise to staff. Continue to gauge feedback. - We need measurable goals - is anything changing? How do we know? Permanent sub for our support staff so people can attend workshops and students and staff are not adversely impacted. Be sure that workshops relate to non-certified staff. - One suggestion is to offer more options that are accessible to the diverse employment classifications of our support staff. Another suggestion is to figure out how to combine and integrate the professional development workshops to instruct using an equity lens.
Robust	Continue to communicate with parents what we are doing

Component	Developing	In Progress	Strong, but structure needed	Robust
10. FAMILY AND COMMUNITY ENGAGEMENT: We have a structure in place to actively seek out and/or sustain communication and engagement with parents/guardians/caretakers on issues of equity.	XXX	X	X	

Rationale for Rating	
Developing	• There is a new position developed (student engagement mentor) for staff to advocate for marginalized students and families. We do not have curriculum or processes to foster connections with families at this point. • We need to communicate with parents the work that we're doing. We communicate, but not on issues of equity. • We do some things, such as student engagement mentoring and Parents Club
In Progress	We have a District Bilingual Parent Advisory Committee. The BPAC also attends the Bilingual Parent Summit hosted by the ROE every spring. We also have the Principal Parent Advisory Committee. In the past, we have also conducted outreach meetings for our African-American community. We have a language line available to all staff members & we also have paid Spanish translators in the building at both North & South.
Strong, but structure needed	• Strong communications out to families and community

Suggestions for Next Steps	
Developing	• Explore a parent network program of some sort. Make it a clear focus to engage parents. • We need to do more to communicate regarding equity (parent forums, community spaces, childcare, identify barriers). • We need to engage the community - be deliberate. Take a look at what other schools are doing to engage community. My Name My Story - share with community
In Progress	• Perhaps, we can bring back Parent University and other similar outreach options. Could we offer SEED for community members?
Strong, but structure needed	• Could use more 2-way communications.

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Section 2

Table/Chart	Quantitative data selected by DELT
2.1 – 2.3	Student demographic by race/ethnicity and specialized populations[5]
2.4-2.9	Student discipline (in and out-of-school referrals, suspensions and expulsions) by race/ethnicity, specialized populations, gender and intersectionality of same
2.10-2.17	Students enrolled in AP by race/ethnicity, specialized populations, intersectionality of same
2.18-2.23	Standardized assessment scores for reading and math by race/ethnicity and specialized populations as well as intersectionality
2.24-2.26	Graduation rates by race/ethnicity, specialized populations as well intersectionality
2.27-2.29	Final grades (semester/quarterly optional) by race/ethnicity, specialized populations and intersectionality
2.30-2.32	Dropout rates by race/ethnicity, specialized populations as well intersectionality
2.33-2.35	Student absenteeism and tardiness by race/ethnicity and specialized populations and intersectionality of aforementioned
2.36-2.38	Student truancies by race/ethnicity and specialized populations and intersectionality of aforementioned
2.39-2.41	Student transfers (in and out) within academic years by race/ethnicity and specialized populations
2.42-2.43	Teacher and administrator demographic by race/ethnicity and gender
2.44	The number and percentages of ELL and languages spoken 1-3 years
2.45-2.46	Board of Education diversity by race/ethnicity and gender

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[5] ELL, FRL and IEP

Table 2.1: Number of students by race/ethnicity

	Asian	Black	Hispanic	Two or More	White	TOTAL[6]
2015	391	552	680	152	3409	5198
2016	367	526	752	141	3340	5142
2017	372	506	787	114	3296	5090
2018	376	495	833	109	3297	5130
2019	365	475	877	108	3299	5146

Chart 2.1: Percent of students by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	8%	11%	13%	3%	66%
2016	7%	10%	15%	3%	65%
2017	7%	10%	15%	2%	65%
2018	7%	10%	16%	2%	64%
2019	7%	9%	17%	2%	64%

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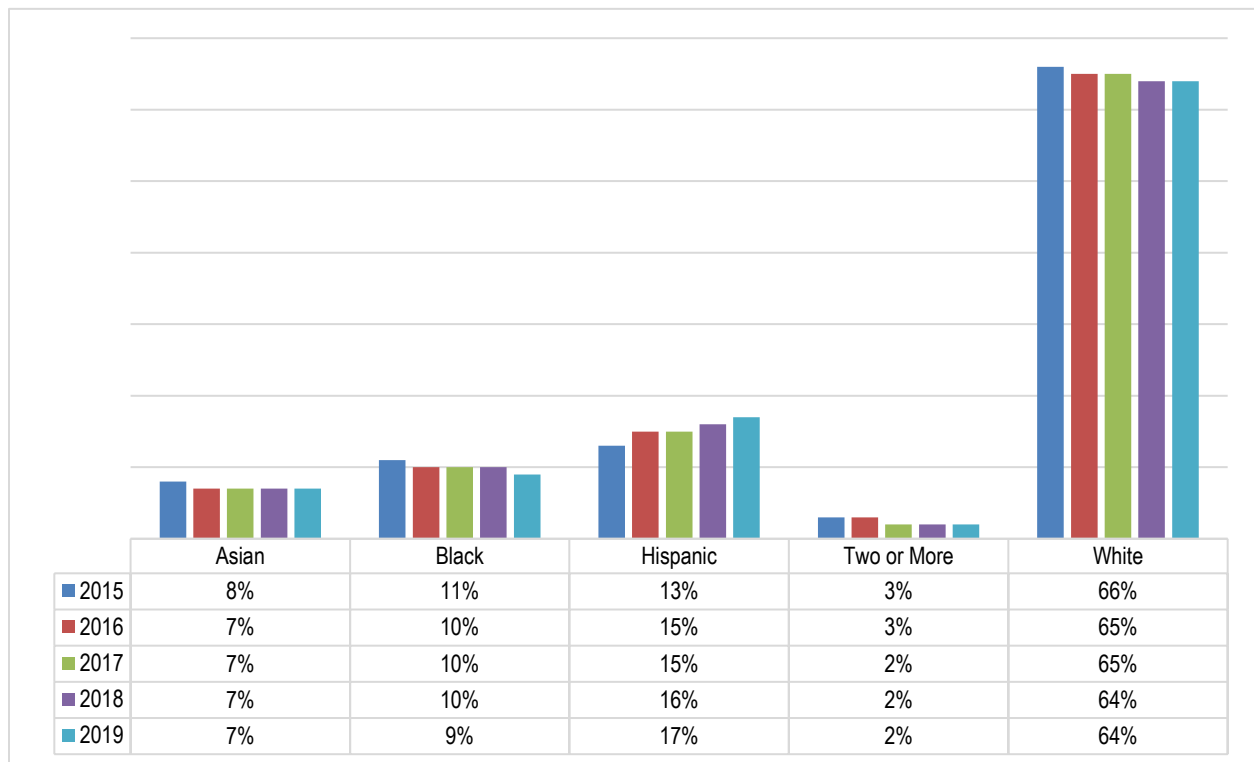
[6] Reflects total student enrollment, but not all racial specialized populations included in table

Table 2.2: Number of students by specialized populations

	ELL	FRL	IEP
2015	114	1438	669
2016	124	1349	625
2017	138	1033	631
2018	158	1228	763
2019	184	1295	760

Chart 2.2: Percent of students by specialized populations

	ELL	FRL	IEP
2015	2%	28%	13%
2016	2%	26%	12%
2017	3%	20%	12%
2018	3%	24%	15%
2019	4%	25%	15%
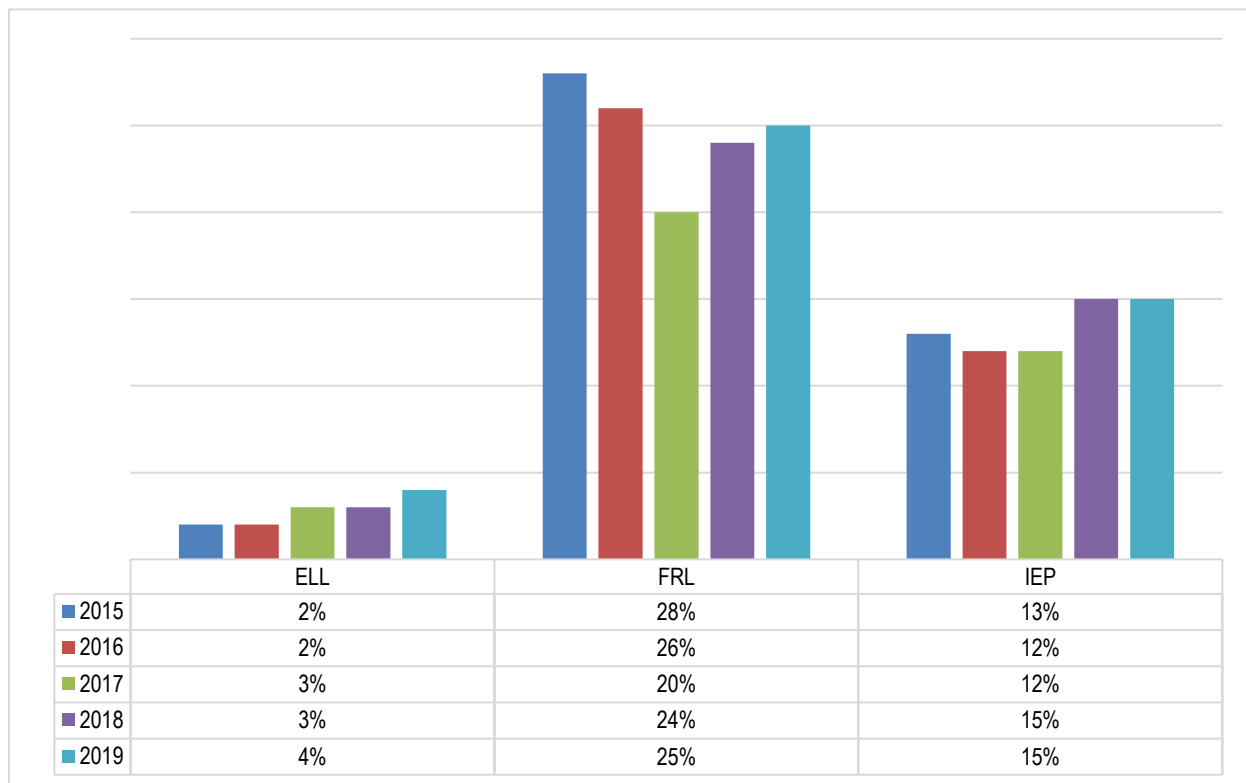
Table/Chart 2.3: Number of students by race/ethnicity and specialized populations

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black			Hispanic			Two or More			White	
2015	26	105	16	4	369	115	56	392	116	0	50	30	26	514	389
2016	20	92	15	9	352	119	66	401	128	0	45	23	28	451	338
2017	25	69	17	5	286	114	79	371	130	0	23	20	28	281	349
2018	29	87	26	3	294	136	89	418	155	0	24	18	37	400	427
2019	36	83	31	5	292	127	97	465	177	0	24	15	46	425	408
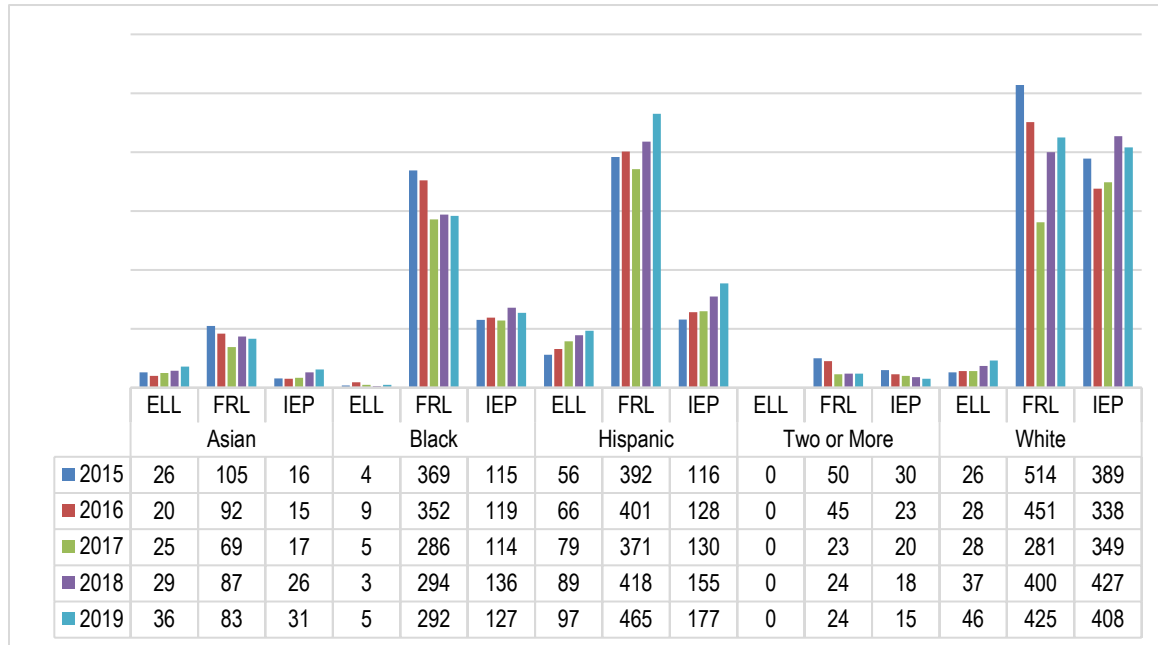
Table 2.4: Number of students disciplined by race/ethnicity

	Asian	Black	Hispanic	Two or More	White	TOTAL[7]
2015	50	253	249	45	645	1246
2016	70	274	314	50	881	1596
2017	90	282	351	47	957	1736
2018	59	259	355	26	734	1444
2019	45	238	306	23	590	1208

Chart 2.4: Percent of students disciplined by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	4%	20%	20%	4%	52%
2016	4%	17%	20%	3%	55%
2017	5%	16%	20%	3%	55%
2018	4%	18%	25%	2%	51%
2019	4%	20%	25%	2%	49%
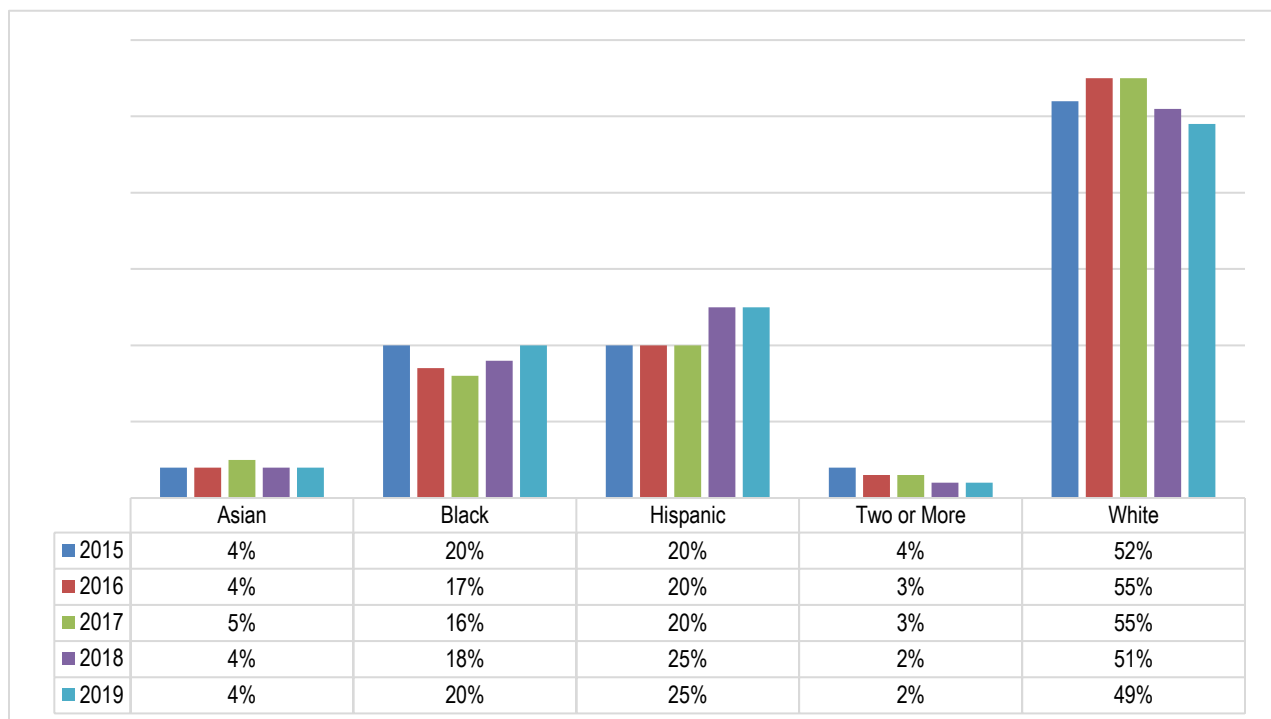
[7] Reflects total student discipline, but not all racial categories (e.g. Alaskan/Native Hawaiian).

Table 2.5: Number of students disciplined by specialized populations

	ELL	FRL	IEP
2015	38	570	242
2016	47	658	261
2017	65	541	273
2018	74	567	286
2019	67	513	271

Chart 2.5: Percent of students disciplined by specialized populations

	ELL	FRL	IEP
2015	33%	40%	36%
2016	38%	49%	42%
2017	47%	52%	43%
2018	47%	46%	37%
2019	36%	40%	36%
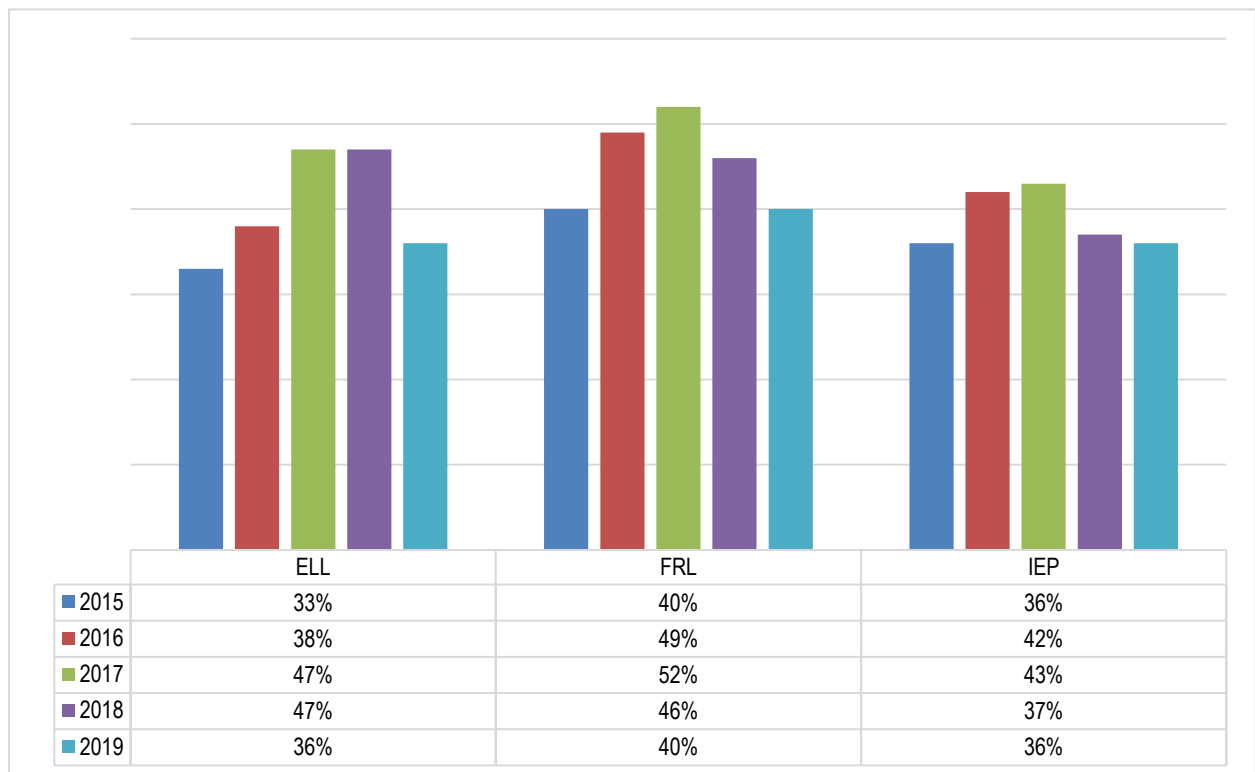
Table 2.6: Number of students disciplined by gender

	Female	Male
2015	538	708
2016	764	831
2017	808	924
2018	591	850
2019	475	733

Chart 2.6: Percent of students disciplined by gender

		Female	Male
■	2015	43%	57%
■	2016	48%	52%
■	2017	47%	53%
■	2018	41%	59%
■	2019	39%	61%
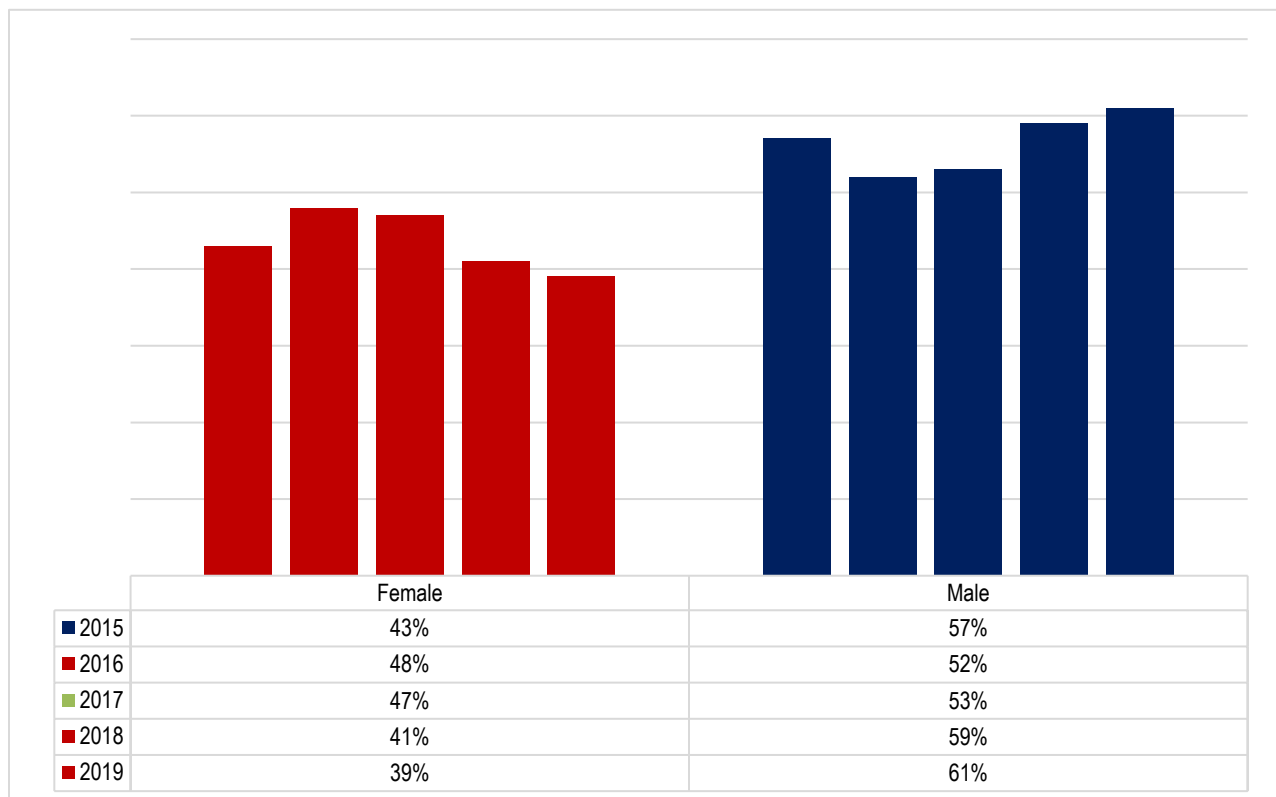
Table/Chart 2.7: Number of students disciplined by race/ethnicity and specialized populations

	Asian			Black			Hispanic			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015	5	17	5	2	193	56	23	171	53	0	29	15	8	157	111
2016	3	21	3	3	212	67	34	210	66	0	23	11	6	187	112
2017	7	16	4	2	185	63	45	191	71	0	11	9	11	136	125
2018	5	18	5	2	178	71	57	231	80	0	9	4	10	128	126
2019	6	18	5	3	162	69	43	196	84	0	8	5	15	125	107
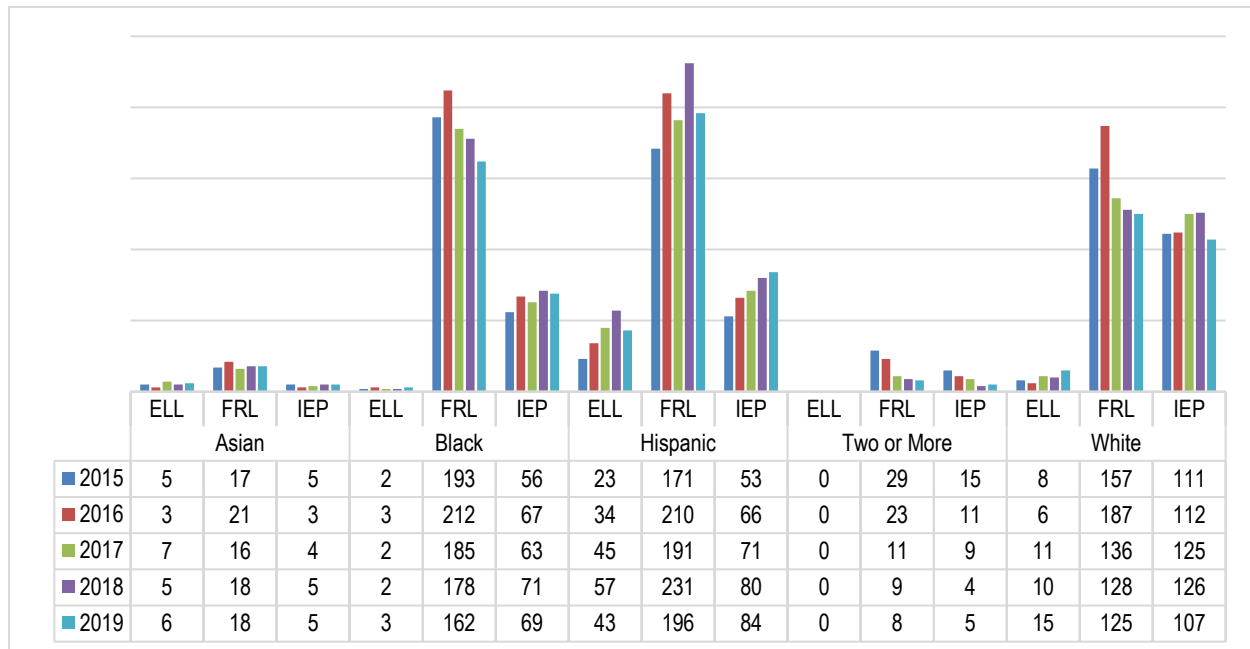
Table/Chart 2.8: Number of students disciplined by race/ethnicity, specialized populations and FEMALE

	Asian			Black			Hispanic			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015	1	10	2	1	85	14	4	65	13	0	11	3	1	69	75
2016	2	8	1	2	101	21	14	94	26	0	11	5	2	87	34
2017	4	8	1	1	80	23	17	79	20	0	4	4	3	65	43
2018	3	9	1	0	83	26	20	105	23	0	2	1	3	53	30
2019	3	6	0	1	71	23	12	80	26	0	0	1	4	55	30
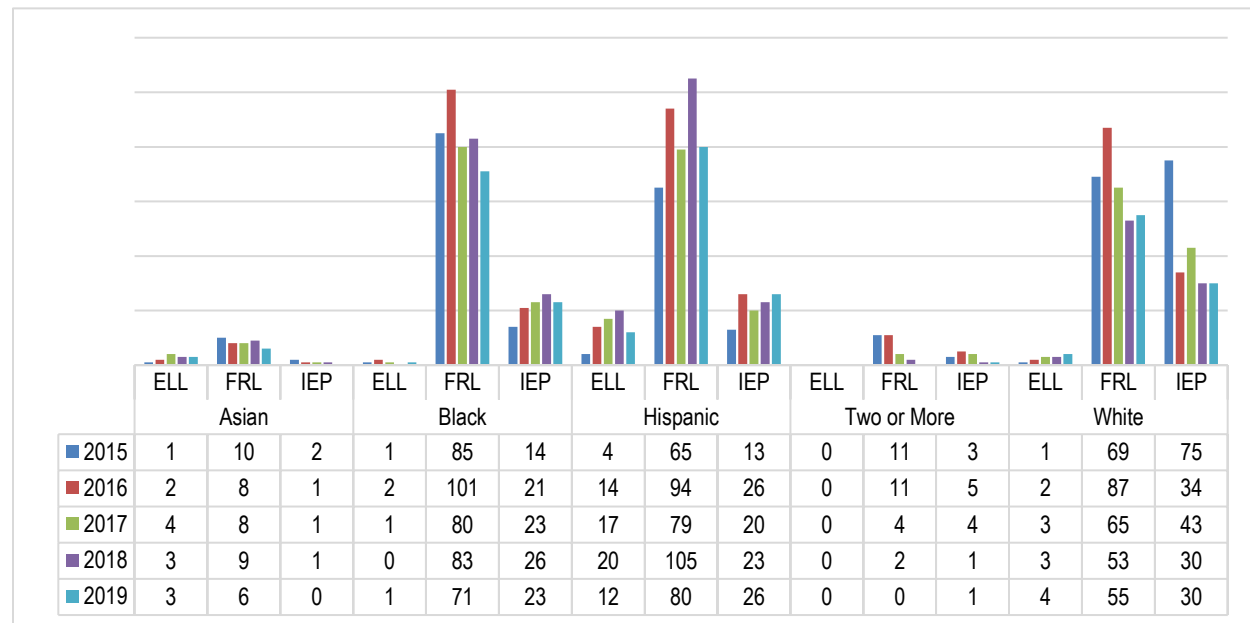
Table/Chart 2.9: Number of students disciplined by race/ethnicity, specialized populations and MALE

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black			Hispanic			Two or More			White	
2015	4	7	3	1	108	42	19	106	40	0	18	12	7	88	75
2016	1	13	2	1	111	46	20	116	40	0	12	6	4	100	78
2017	3	8	3	1	105	40	28	112	51	0	7	5	8	71	82
2018	2	9	4	2	95	45	37	126	57	0	7	3	3	75	96
2019	3	12	5	2	91	46	31	116	58	0	8	4	11	70	77
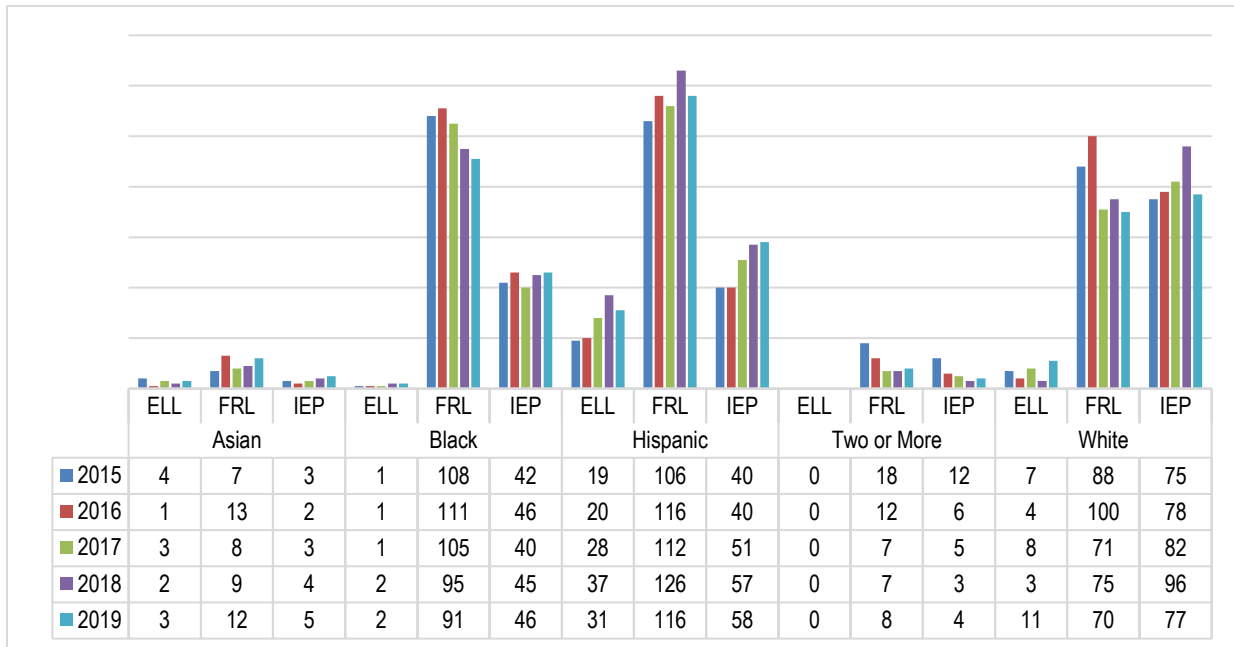
Table 2.10: Number of students enrolled in AP by race/ethnicity

	Asian	Black	Hispanic	Two or More	White	TOTAL[8]
2015	238	74	167	63	1738	2282
2016	227	75	201	64	1770	2340
2017	239	75	192	55	1782	2348
2018	229	78	222	54	1790	2383
2019	216	70	222	60	1774	2355

Chart 2.10: Percent of students enrolled in AP by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	10%	3%	7%	3%	76%
2016	10%	3%	9%	3%	76%
2017	10%	3%	8%	2%	76%
2018	10%	3%	9%	2%	75%
2019	9%	3%	9%	3%	75%

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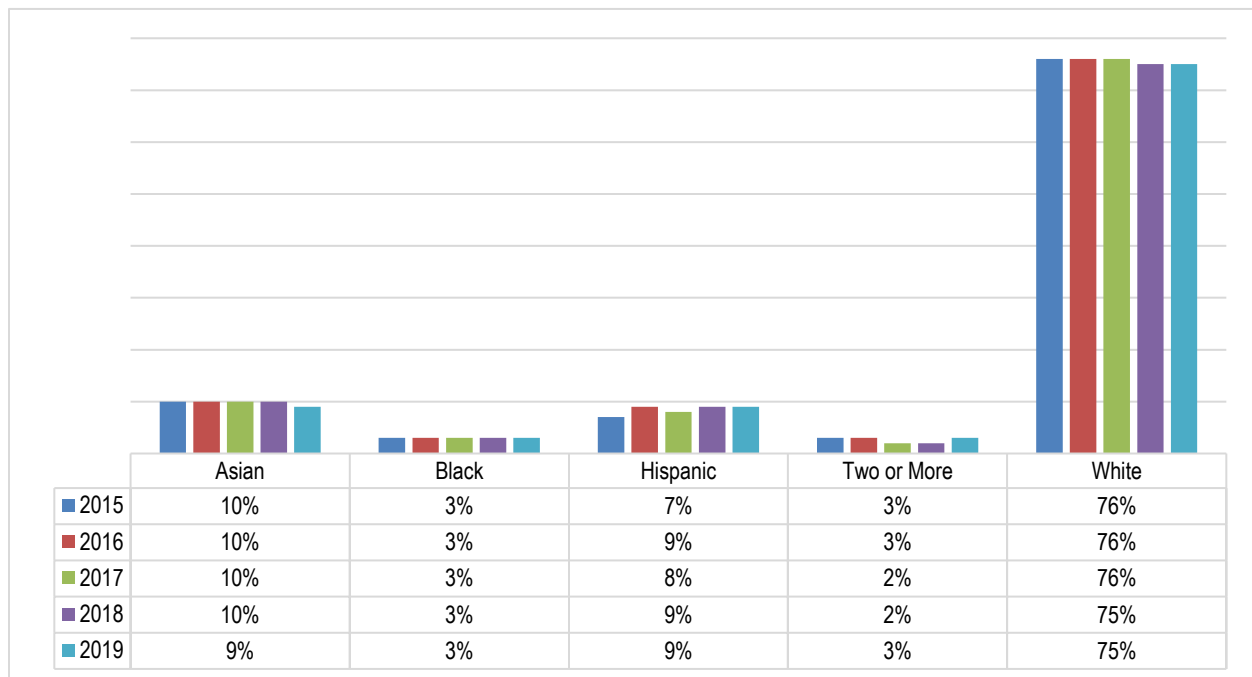
[8] [8] Reflects total student discipline, but not all racial categories (e.g. Alaskan/Native Hawaiian).

Table 2.11: Number of students enrolled in AP by specialized populations

	ELL	FRL	IEP
2015	3	293	42
2016	3	286	30
2017	5	205	33
2018	7	277	48
2019	17	289	41

Chart 2.11: Percent of students enrolled in AP by specialized populations

	ELL	FRL	IEP
2015	0%	13%	2%
2016	0%	12%	1%
2017	0%	9%	1%
2018	0%	12%	2%
2019	1%	12%	2%
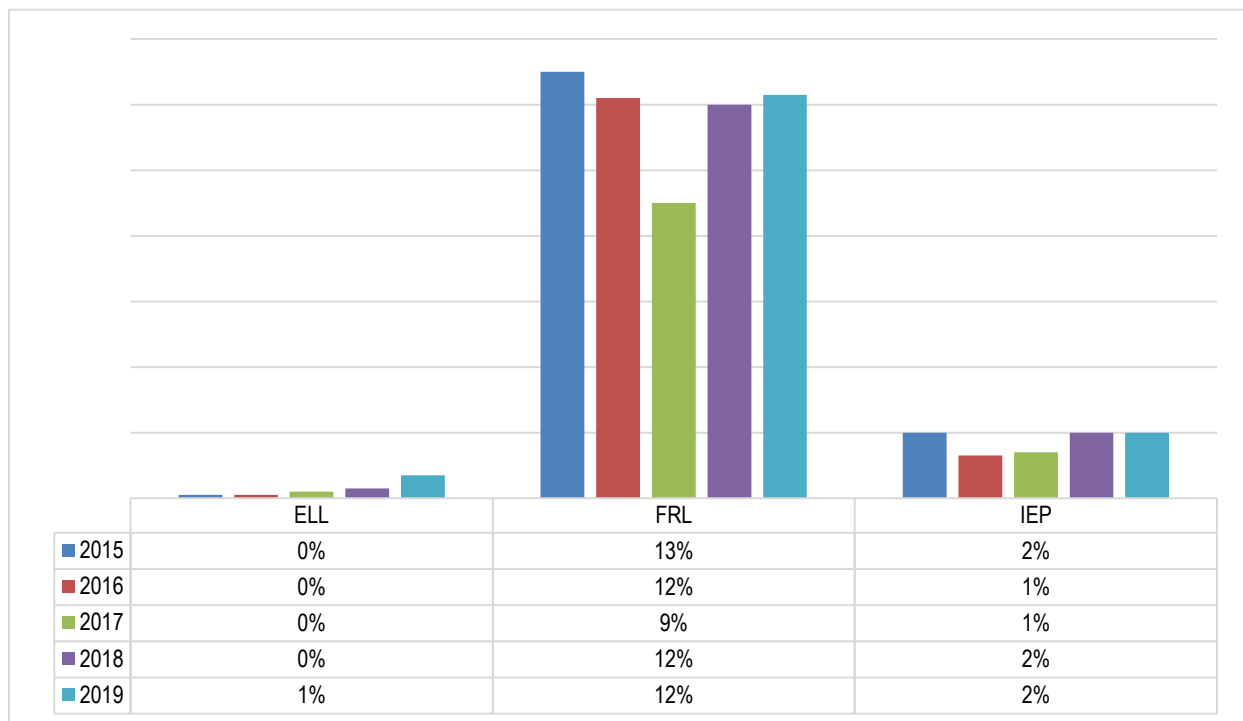
Table/Chart 2.12: Number of students enrolled in AP by race/ethnicity and specialized populations

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black			Hispanic			Two or More			White	
2015	1	46	3	0	41	0	0	62	3	0	9	2	1	133	34
2016	0	42	2	0	38	0	0	0	0	0	12	1	3	186	27
2017	0	34	2	1	30	1	1	60	5	0	8	1	3	73	24
2018	4	41	4	0	32	1	0	0	0	0	7	1	3	181	41
2019	7	35	4	0	30	2	5	85	7	0	8	0	5	129	28
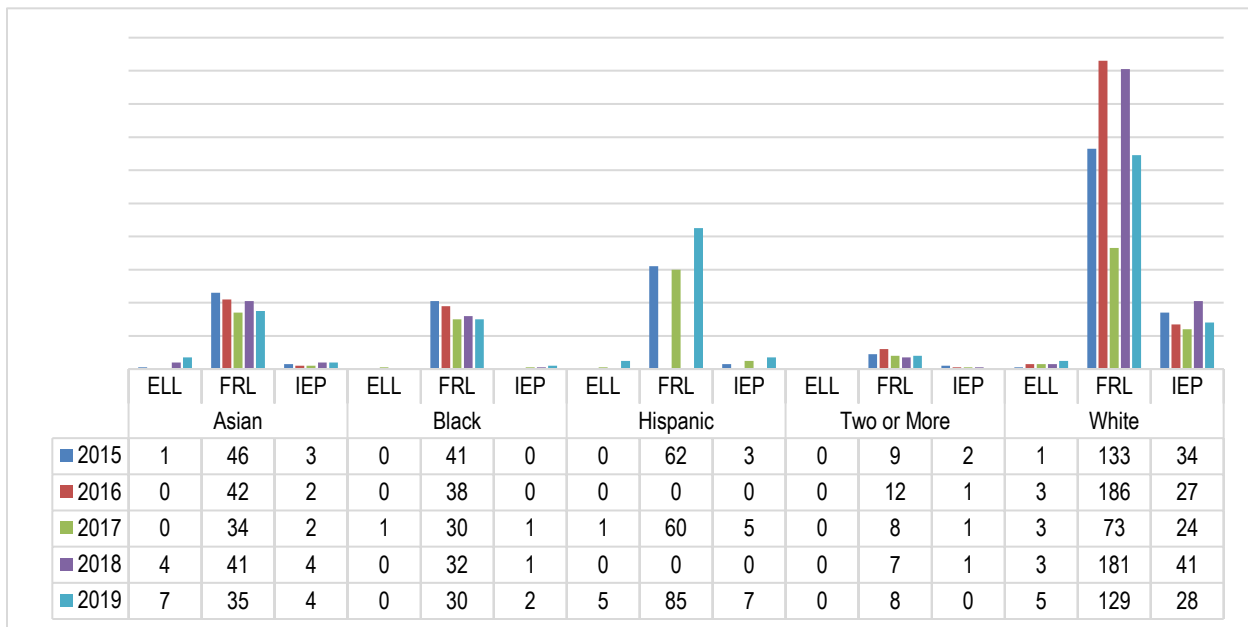
Table/Chart 2.13: Number of students enrolled in AP by race/ethnicity, specialized populations and FEMALE

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black			Hispanic			Two or More			White	
2015	0	22	0	0	27	0	0	35	2	0	5	0	1	78	13
2016	0	21	0	0	24	0	0	0	0	0	7	0	1	102	5
2017	0	15	0	1	24	0	1	33	4	0	3	0	1	47	6
2018	0	21	1	0	24	0	0	0	0	0	2	0	2	102	14
2019	1	16	1	0	19	1	3	53	5	0	3	0	2	74	10
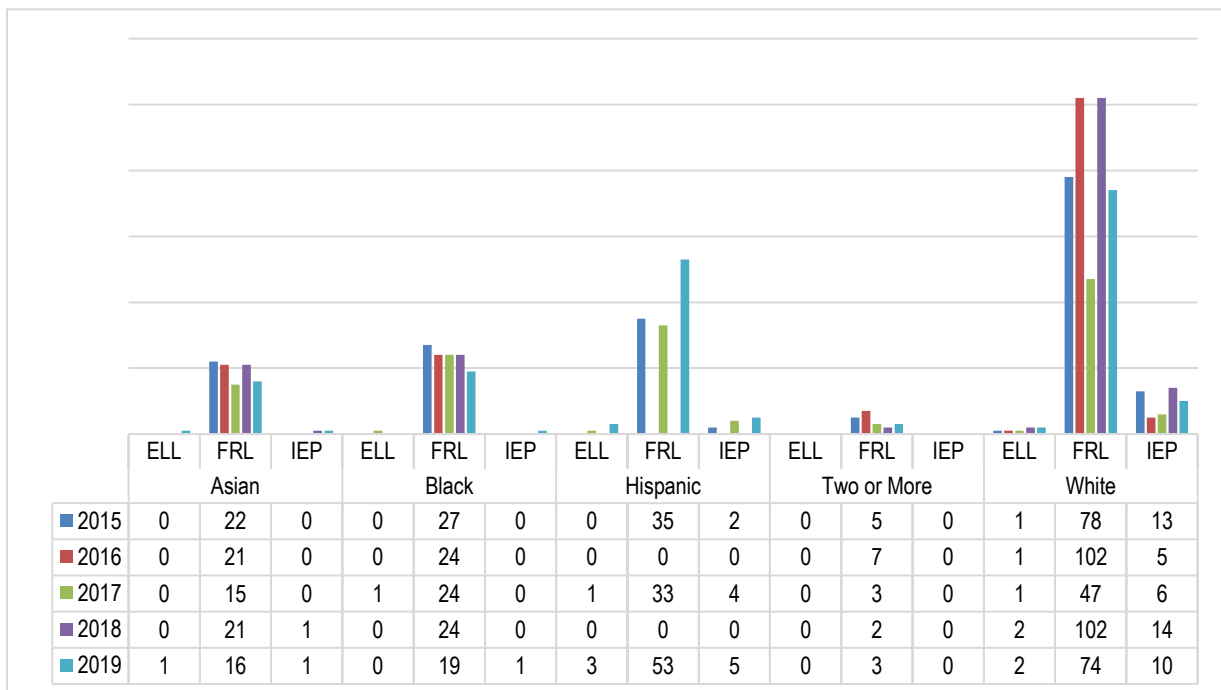
Table/Chart 2.14: Number of students enrolled in AP by race/ethnicity, specialized populations and MALE

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black			Hispanic			Two or More			White	
2015	1	24	3	0	14	0	0	27	1	0	4	2	1	55	21
2016	0	21	2	0	14	0	0	0	0	0	5	1	2	84	22
2017	0	19	2	0	6	1	0	27	1	0	5	1	2	26	18
2018	4	20	3	0	8	1	0	0	0	0	5	1	1	79	27
2019	6	19	3	0	11	1	2	32	2	0	5	0	3	55	18
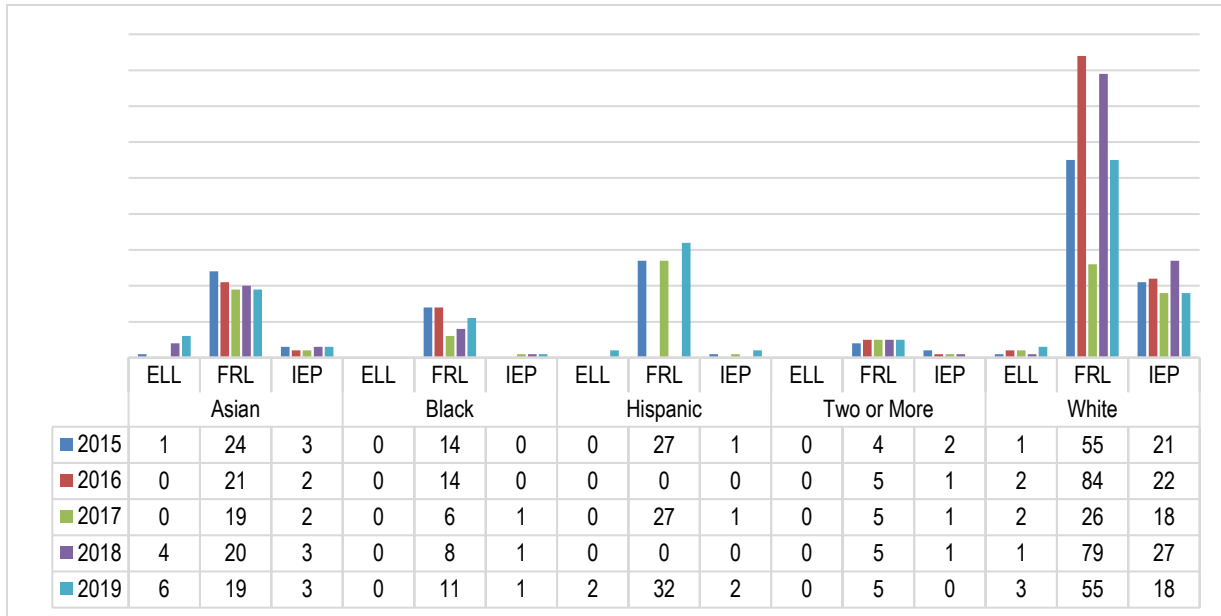
Table 2.15: Number of students enrolled in TCD by race/ethnicity

	Asian	Black	Hispanic	Two or More	White	TOTAL[9]
2015	3	25	31	6	93	158
2016	4	20	29	5	71	130
2017	7	7	28	6	62	110
2018	6	10	32	4	75	127
2019	7	20	26	0	67	120

Chart 2.15: Percent of students enrolled in TCD by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	2%	16%	20%	4%	59%
2016	3%	15%	22%	4%	55%
2017	6%	6%	25%	5%	56%
2018	5%	8%	25%	3%	59%
2019	6%	17%	22%	0%	56%

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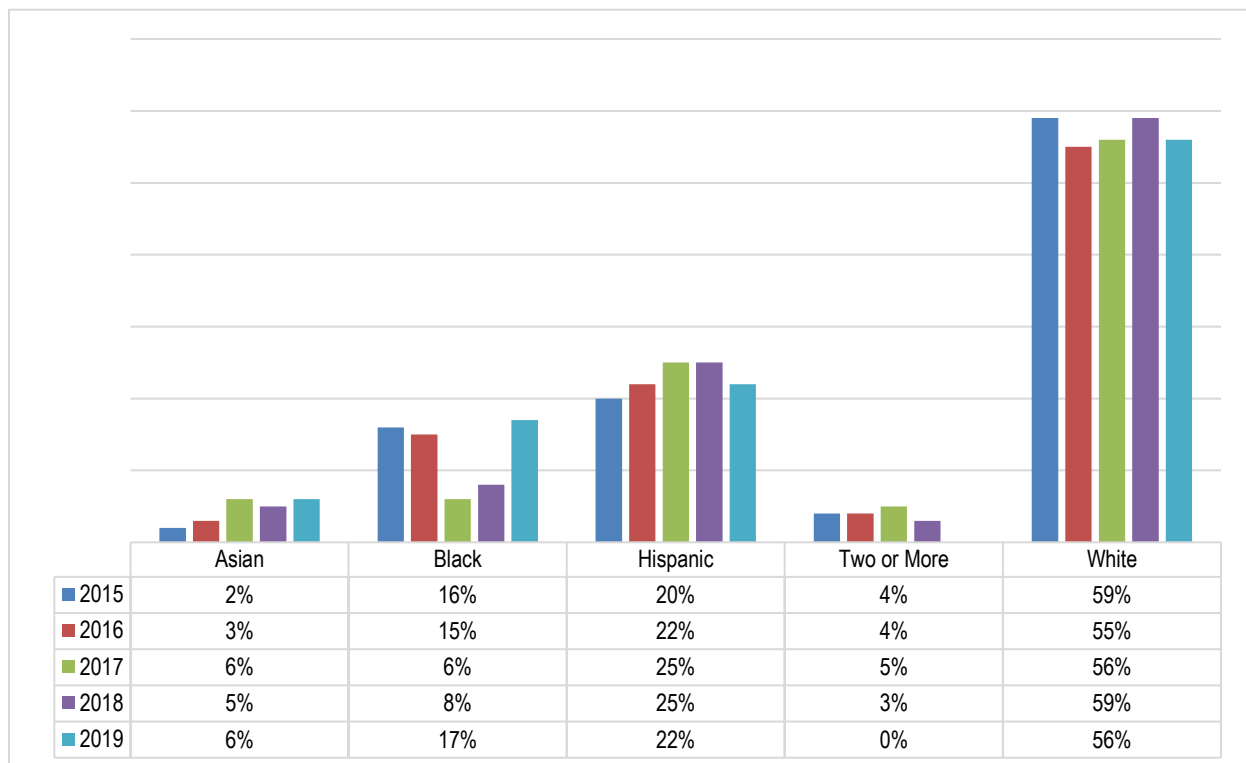
9 9 Reflects total student discipline, but not all racial categories (e.g. Alaskan/Native Hawaiian).

Table 2.16: Number of students enrolled in TCD by specialized populations

	ELL	FRL	IEP
2015	2	70	55
2016	2	72	35
2017	2	22	23
2018	6	35	45
2019	7	46	37

Chart 2.16: Percent of students enrolled in TCD by specialized populations

	ELL	FRL	IEP
2015	1%	44%	35%
2016	2%	55%	27%
2017	2%	20%	21%
2018	5%	28%	35%
2019	6%	38%	31%
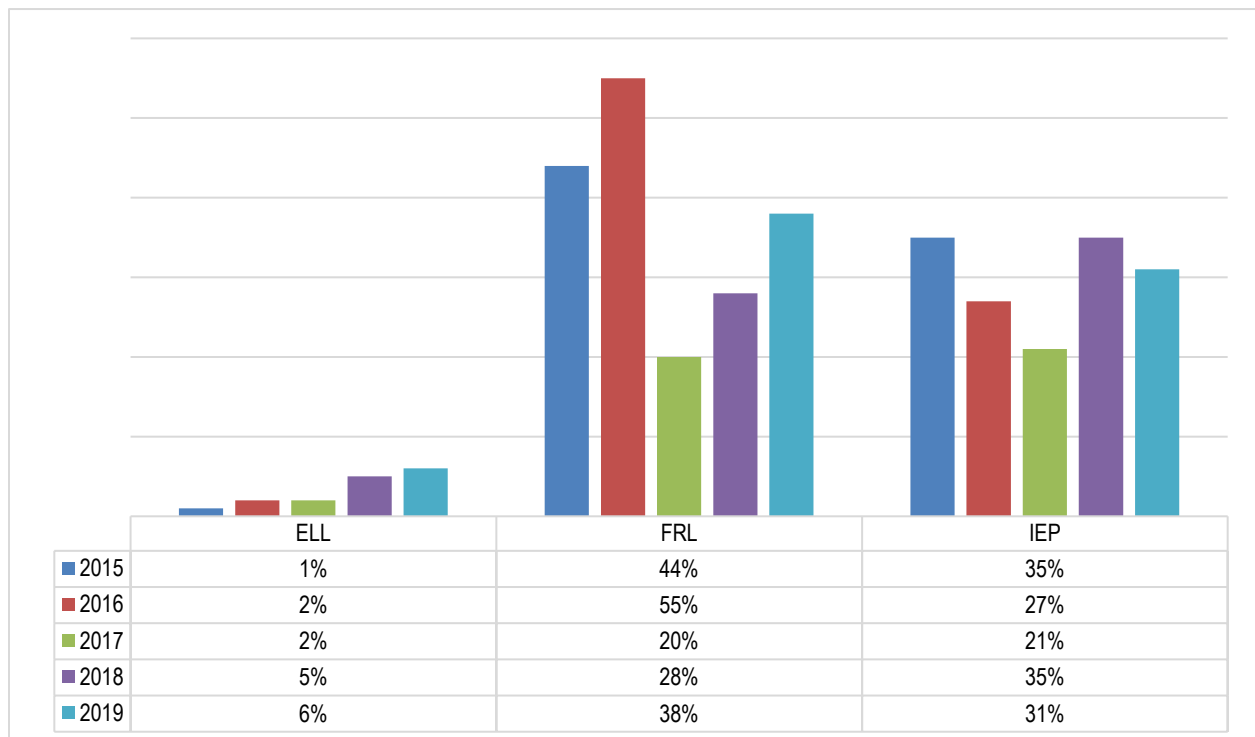
Table/Chart 2.17: Number of students enrolled in TCD by race/ethnicity and specialized populations

		ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
			Asian			Black			Hispanic			Two or More			White	
■	2015	0	2	1	0	19	6	2	21	8	0	2	2	0	26	38
■	2016	1	4	1	0	19	2	1	22	9	0	2	2	0	24	20
■	2017	1	1	0	0	3	1	1	13	6	0	2	2	0	3	14
■	2018	0	1	1	0	6	6	5	18	12	0	1	1	1	9	25
■	2019	0	0	1	0	15	9	5	12	10	0	0	0	2	19	17

41
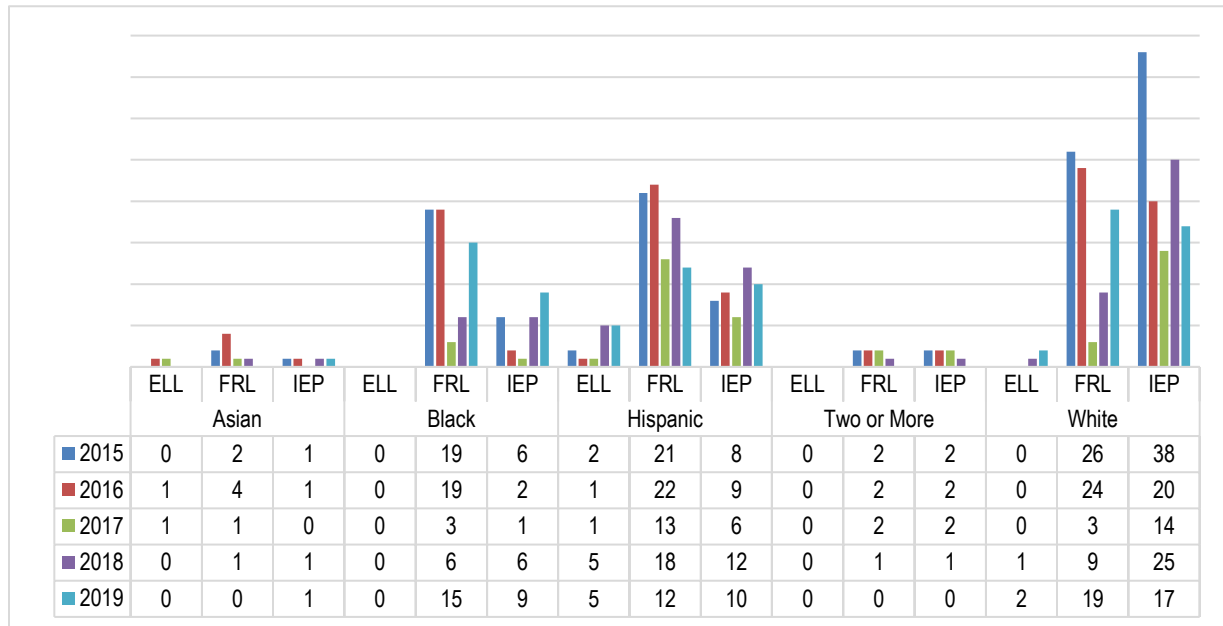
Table/Chart 2.18: Multi-grade average of PSAT/SAT assessment in READING by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	625	457	508	588	576
2016	569	456	477	535	556
2017	552	442	467	528	546
2018	537	435	461	522	536
2019	519	428	449	524	521
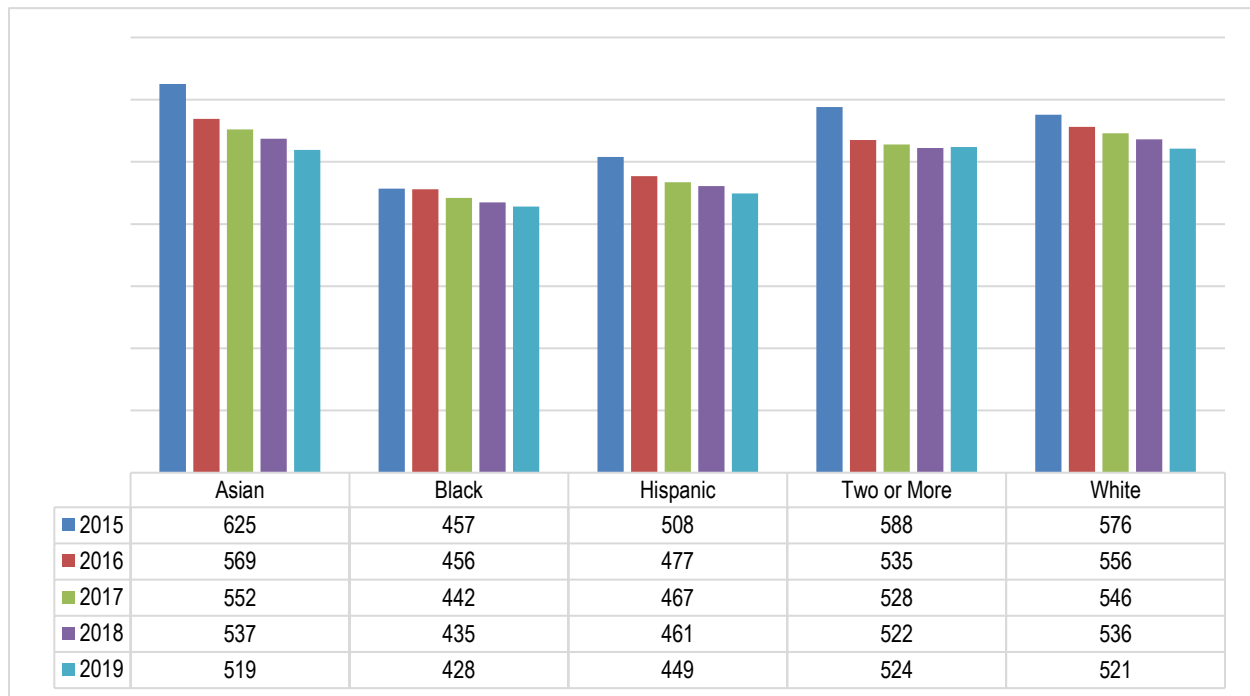
Table/Chart 2.19: Multi-grade average of PSAT/SAT assessment in READING by specialized populations

	ELL	FRL	IEP
2015	449	517	463
2016	410	470	443
2017	494	456	436
2018	488	454	429
2019	392	443	416
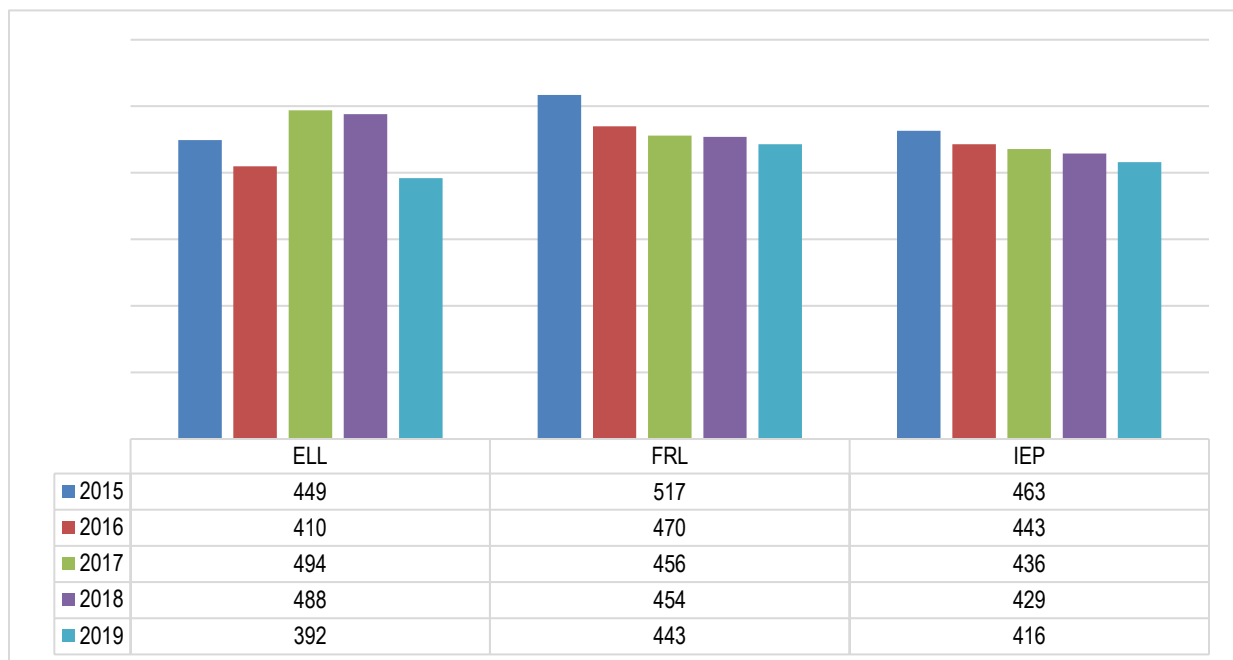
Table/Chart 2.20: Multi-grade average of PSAT/SAT assessment in READING by race/ethnicity and s pecialized populations

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black			Hispanic			Two or More			White	
2015	0	596	630	430	479	368	398	484	390	0	500	490	523	524	473
2016	454	517	413	408	439	397	387	450	416	0	500	472	434	500	467
2017	467	495	419	444	423	388	458	442	407	0	519	472	526	489	462
2018	496	496	431	422	422	384	458	438	407	0	477	441	525	483	451
2019	405	471	423	414	414	375	375	428	391	0	484	421	411	472	439
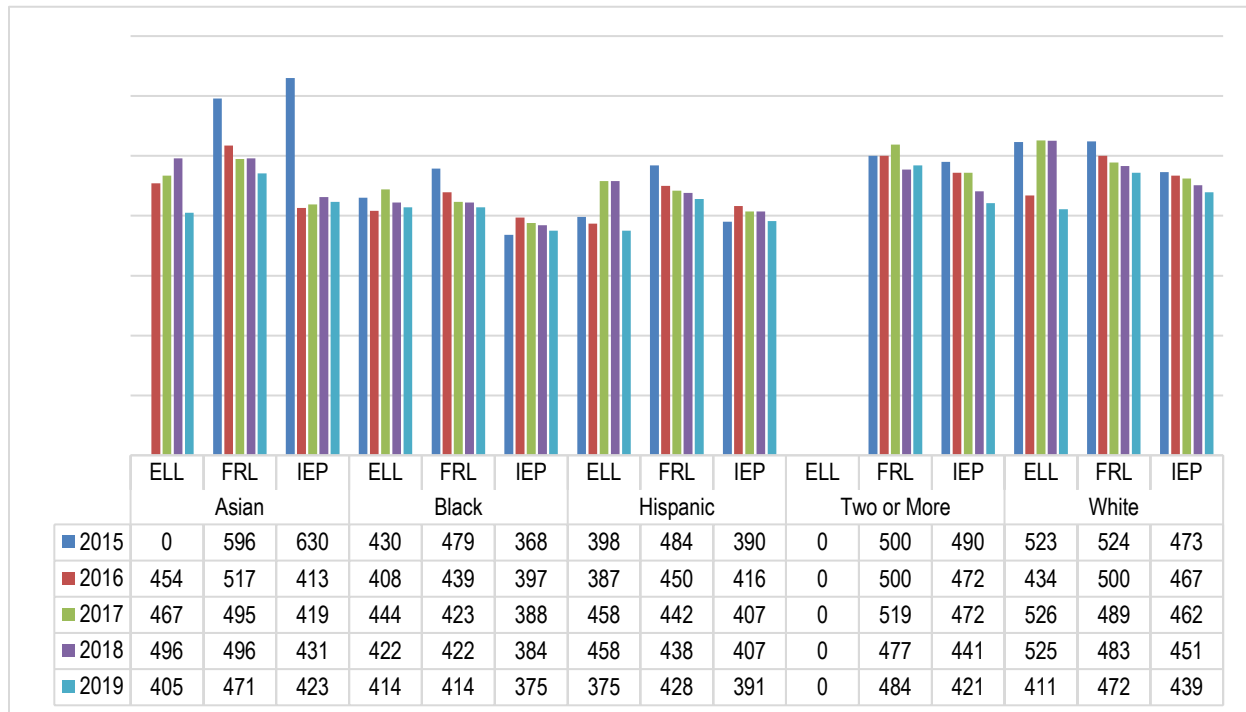
Table/Chart 2.21: Multi-grade average of PSAT/SAT assessment in MATH by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	646	458	528	610	588
2016	599	457	492	557	567
2017	582	441	479	546	556
2018	561	435	471	537	543
2019	542	429	455	533	524
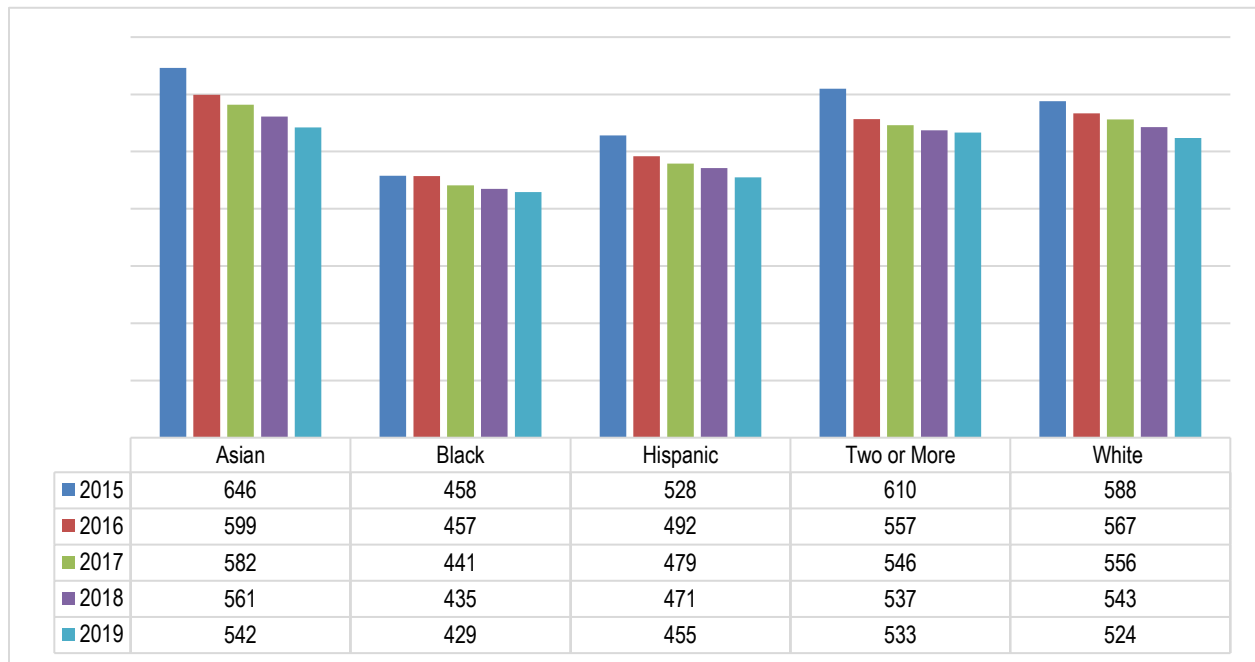
Table/Chart 2.22: Multi-grade average of PSAT/SAT assessment in MATH by specialized populations

	ELL	FRL	IEP
2015	449	543	468
2016	425	483	444
2017	503	468	434
2018	499	461	424
2019	415	449	407
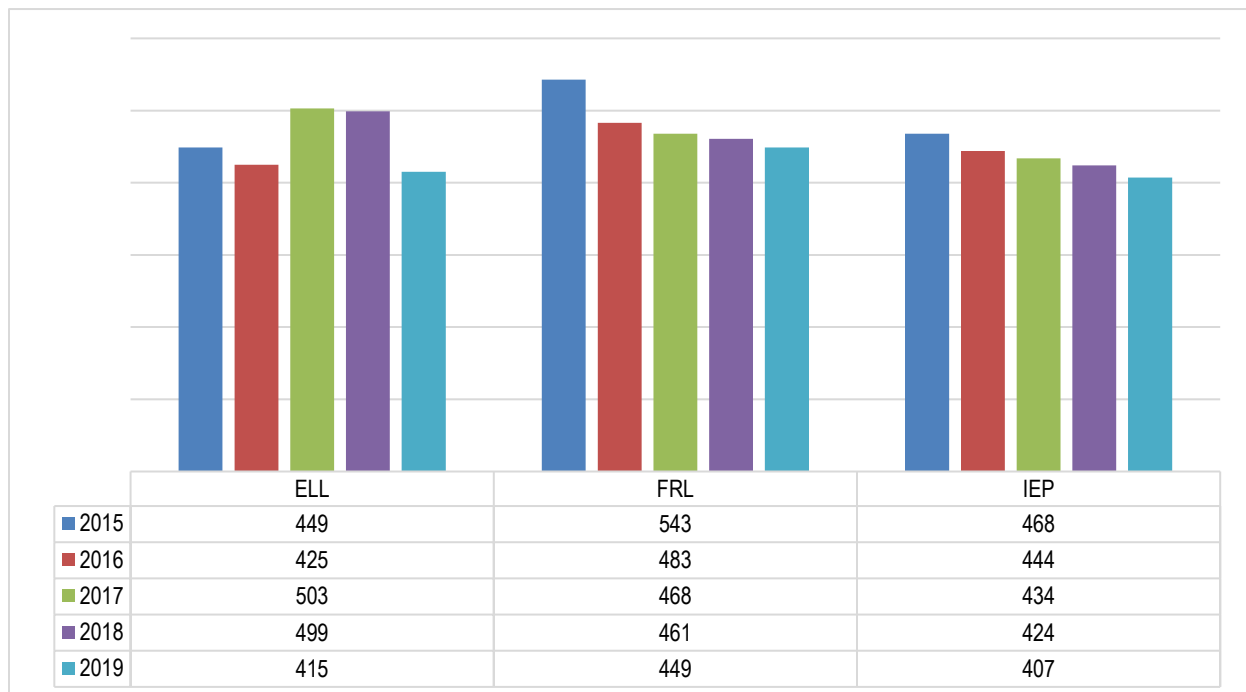
Table/Chart 2.23: Multi-grade average of PSAT/SAT assessment in MATH by race/ethnicity and specialized populations

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black			Hispanic			Two or More			White		
2015	0	612	700	340	479	335	410	529	407	0	580	480	520	547	480
2016	509	541	455	365	446	392	399	473	424	0	529	444	458	504	466
2017	461	531	439	464	425	379	483	460	411	0	543	446	527	497	460
2018	527	524	436	437	422	377	475	451	411	0	501	426	529	484	442
2019	467	496	425	404	417	374	386	436	395	0	496	410	430	472	423
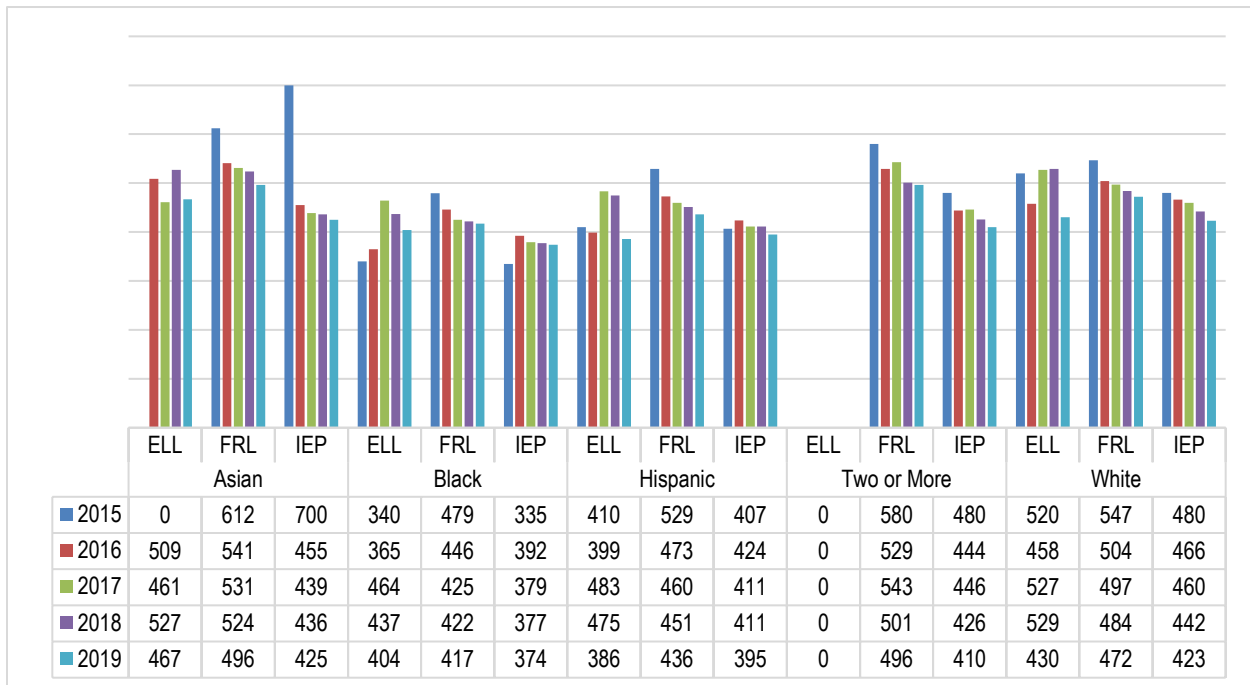
Table 2.24: Number of students graduated by race/ethnicity

	Asian	Black	Hispanic	Two or More	White	TOTAL[10]
2015	101	98	121	30	778	1131
2016	90	118	139	38	771	1158
2017	93	93	139	31	797	1155
2018	90	105	162	26	780	1165
2019	72	91	187	25	735	1116

Chart 2.24: Percent of students graduated by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	9%	9%	11%	3%	69%
2016	7%	10%	12%	3%	67%
2017	8%	8%	12%	3%	69%
2018	8%	9%	14%	2%	67%
2019	6%	8%	17%	2%	66%

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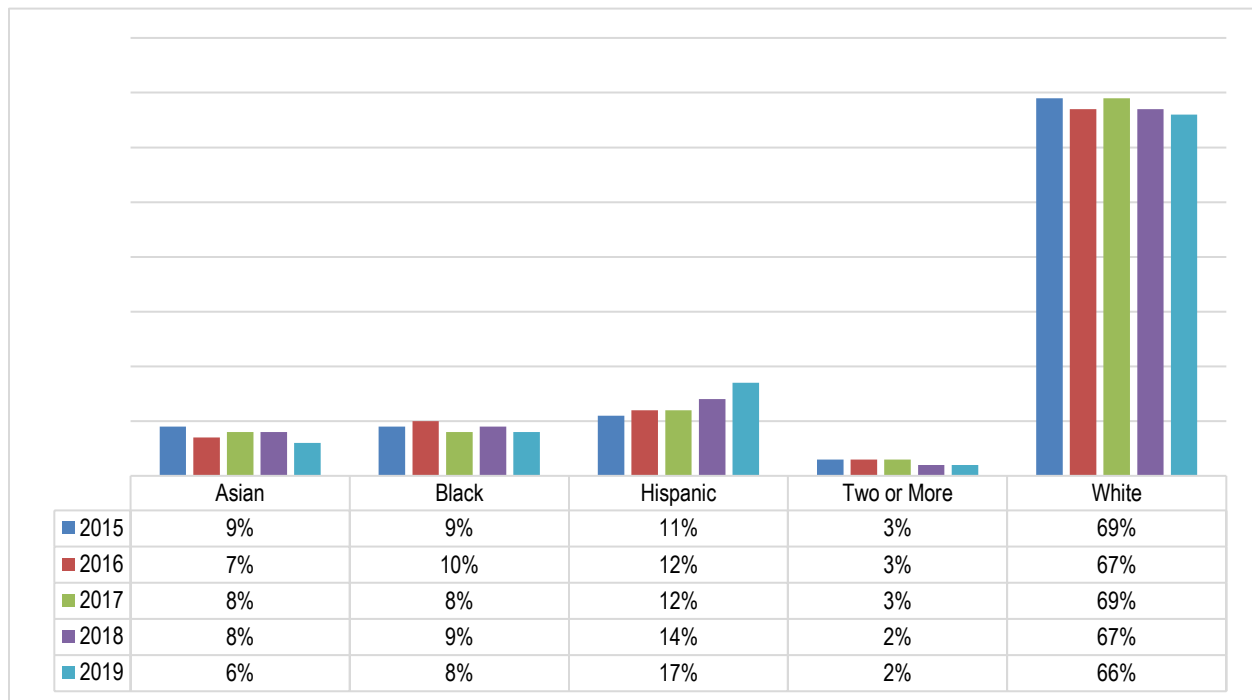
[10] Reflects total graduation rate, but not all racial specialized populations included in table

Table 2.25: Number of students graduated by specialized populations

	ELL	FRL	IEP
2015	14	274	145
2016	7	321	123
2017	17	196	119
2018	19	230	148
2019	41	259	135

Chart 2.25: Percent of students graduated by specialized populations

	ELL	FRL	IEP
2015	1%	24%	13%
2016	1%	28%	11%
2017	1%	17%	10%
2018	2%	20%	13%
2019	4%	23%	12%
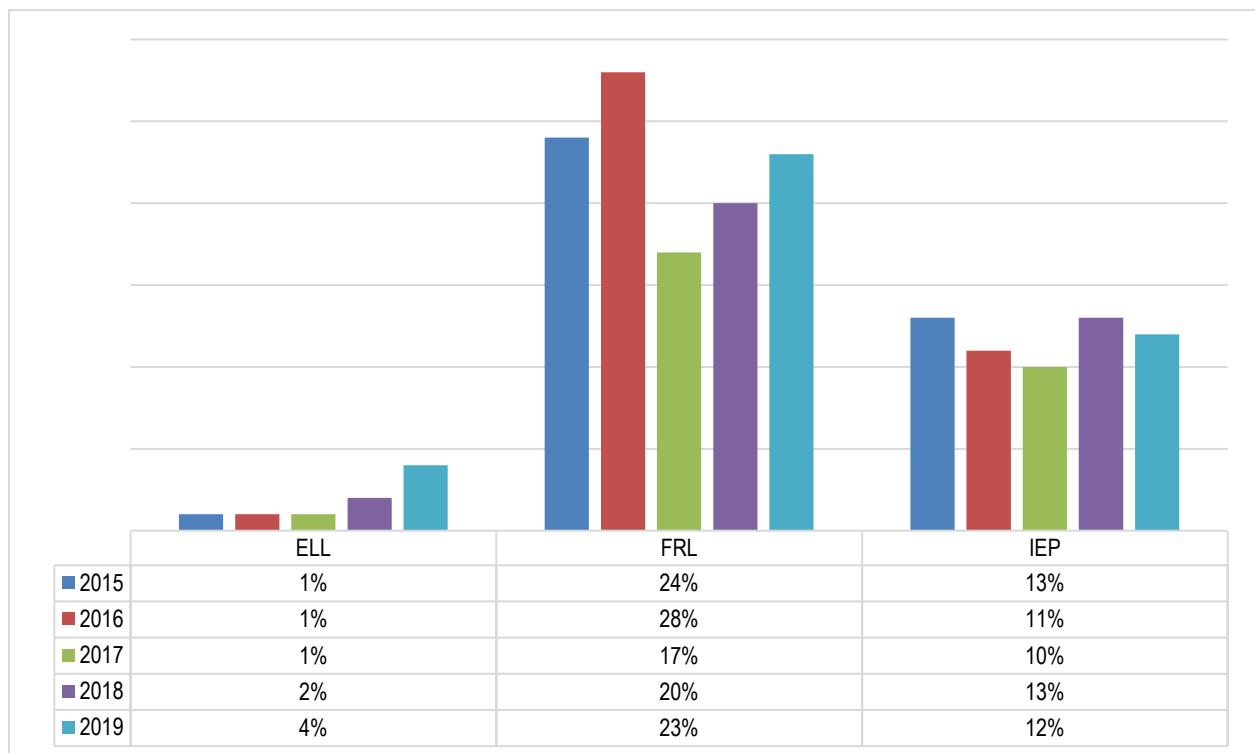
Table/Chart 2.26: Number of students graduated by race/ethnicity and specialized populations

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black			Hispanic			Two or More			White	
2015	4	21	3	1	68	22	5	68	20	0	7	6	4	108	94
2016	2	26	4	0	86	22	4	72	24	0	13	7	1	123	66
2017	4	20	3	1	56	18	5	58	18	0	5	4	6	55	75
2018	3	22	3	1	56	25	9	75	26	0	3	4	6	74	90
2019	9	17	2	1	56	24	22	91	37	0	9	2	9	85	70
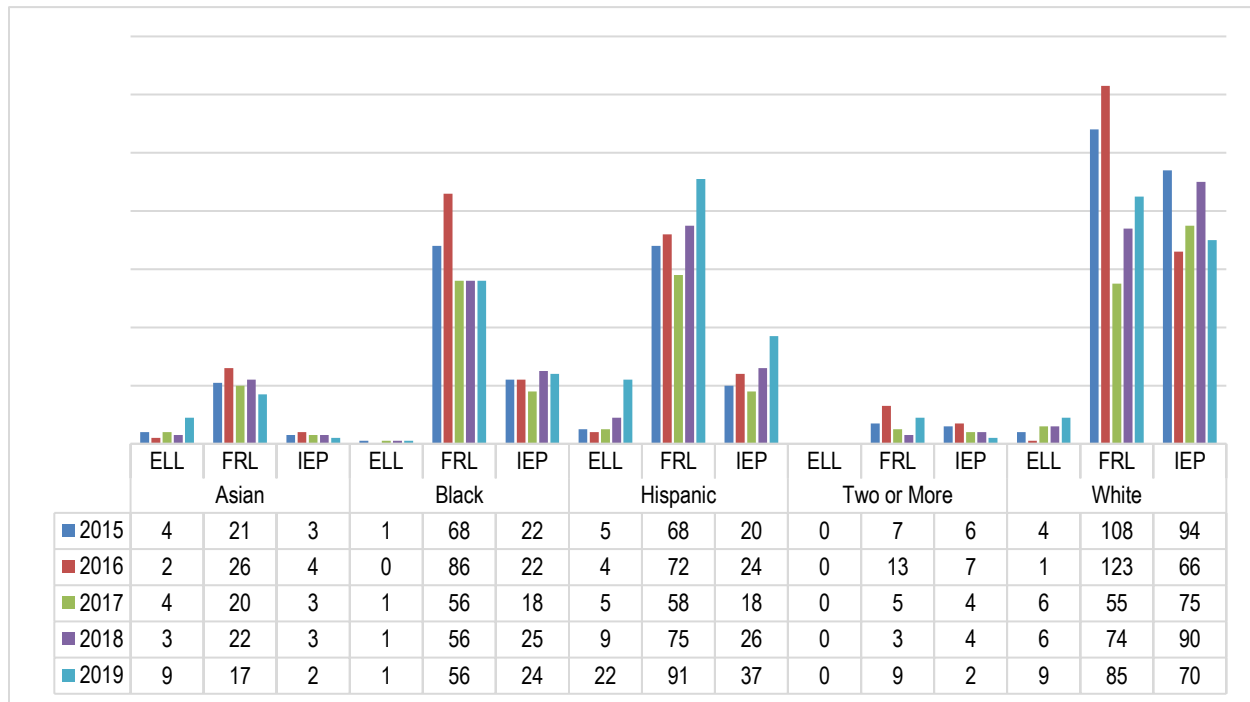
Table 2.27: Number of students' final grades by race/ethnicity

	(final grade)	Asian	Black	Hispanic	Two or More	White
2015	A	2387	1064	1963	588	17,534
	B	1649	1642	2502	579	14,158
	C	668	1616	1769	369	6903
	D	220	996	988	186	2326
	F	63	511	644	74	863
	(final grade)	Asian	Black	Hispanic	Two or More	White
2016	A	2294	1110	2373	680	18,056
	B	1471	1630	2825	450	13,342
	C	612	1604	2014	366	6716
	D	203	959	1084	171	2309
	F	69	367	538	67	720
	(final grade)	Asian	Black	Hispanic	Two or More	White
2017	A	2394	1083	2677	504	18,839
	B	1403	1568	2892	402	12,378
	C	607	1466	2059	291	6389
	D	183	889	1159	104	2115
	F	50	408	549	27	716
	(final grade)	Asian	Black	Hispanic	Two or More	White
2018	A	2455	1266	2990	568	18,594
	B	1438	1608	2976	424	12,662
	C	618	1460	2196	238	6213
	D	165	872	1129	77	2236
	F	55	423	613	29	769
	(final grade)	Asian	Black	Hispanic	Two or More	White
2019	A	2519	1264	3202	584	19,588
	B	1357	1592	3062	418	12,088
	C	520	1326	2198	226	6109
	D	166	745	1284	69	2136
	F	67	361	638	17	659

Chart 2.27A: Percent of students' final grades that identify as Asian

	A	B	C	D	F
2015	48%	33%	13%	4%	1%
2016	49%	32%	13%	4%	1%
2017	52%	30%	13%	4%	1%
2018	52%	30%	13%	3%	1%
2019	54%	29%	11%	4%	1%
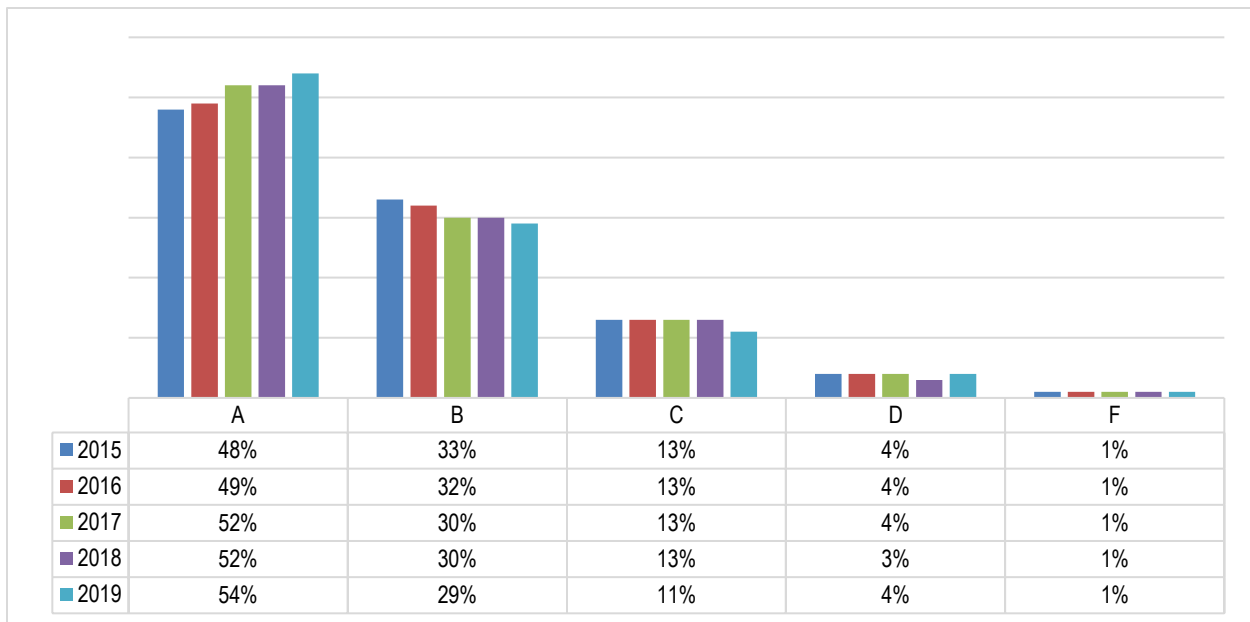
Chart 2.27B: Percent of students' final grades that identify as Black

	A	B	C	D	F
2015	18%	28%	28%	17%	9%
2016	20%	29%	28%	17%	6%
2017	20%	29%	27%	16%	8%
2018	22%	29%	26%	15%	8%
2019	24%	30%	25%	14%	7%
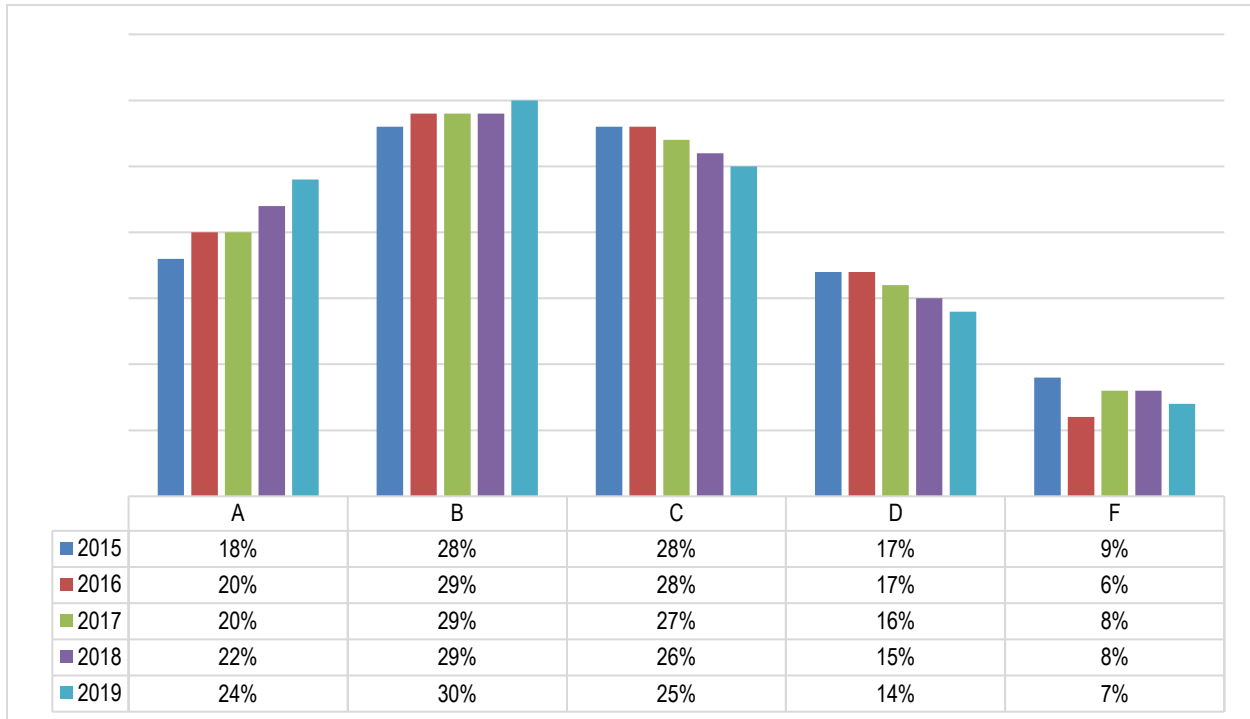
Chart 2.27C: Percent of students' final grades that identify as Hispanic

	A	B	C	D	F
2015	25%	32%	22%	13%	8%
2016	27%	32%	23%	12%	6%
2017	29%	31%	22%	12%	6%
2018	30%	30%	22%	11%	6%
2019	31%	29%	21%	12%	6%
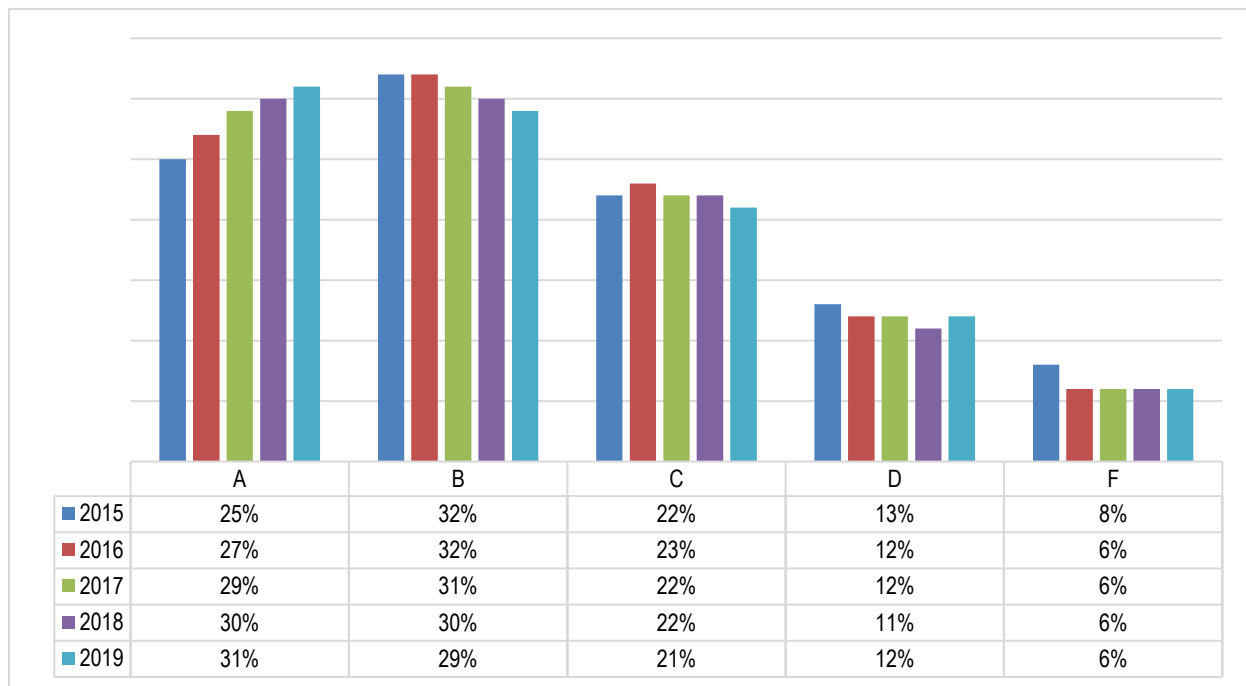
Chart 2.27D: Percent of students' final grades that identify as Two or More

	A	B	C	D	F
2015	33%	32%	21%	10%	4%
2016	39%	26%	21%	10%	4%
2017	38%	30%	22%	8%	2%
2018	43%	32%	18%	6%	2%
2019	44%	32%	17%	5%	1%
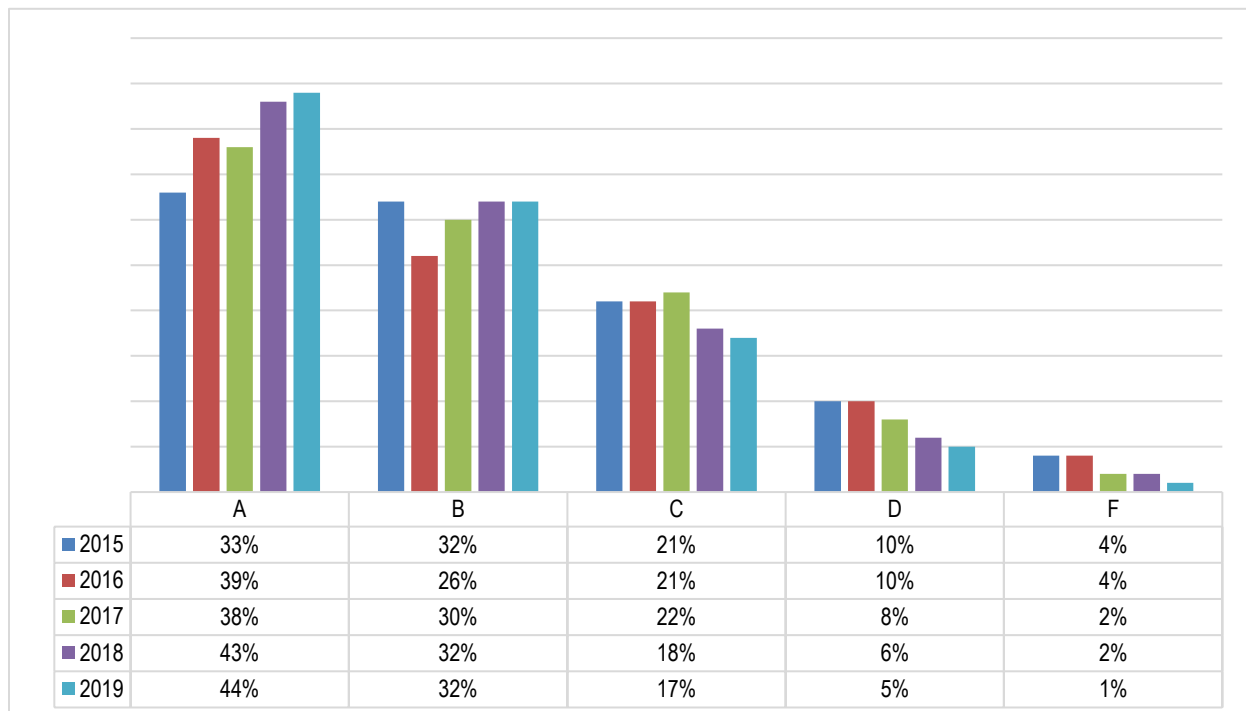
Chart 2.27E: Percent of students' final grades that identify as White

	A	B	C	D	F
2015	42%	34%	17%	6%	2%
2016	44%	32%	16%	6%	2%
2017	47%	31%	16%	5%	2%
2018	46%	31%	15%	6%	2%
2019	48%	30%	15%	5%	2%
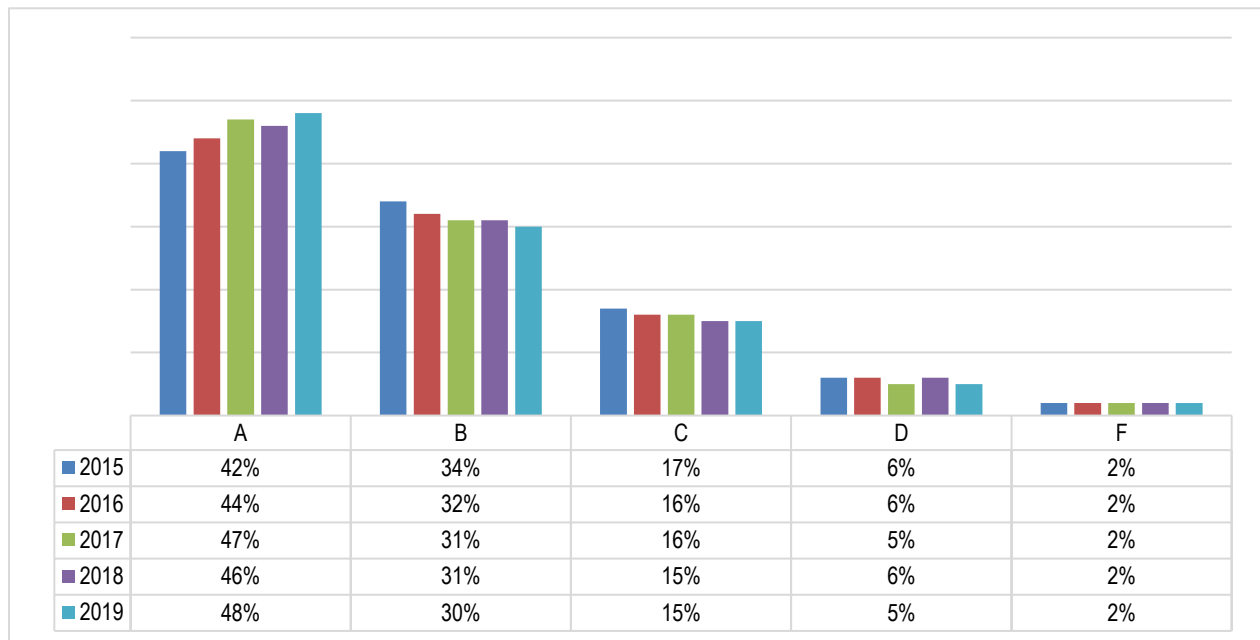
Table 2.28: Number of students' final grades by specialized populations

	final grade	ELL	FRL	IEP
2015	A	350	3829	1575
	B	364	4821	2093
	C	227	3904	1731
	D	169	2325	848
	F	97	1356	381
	final grade	ELL	FRL	IEP
2016	A	350	3692	1461
	B	394	4663	1926
	C	285	3874	1695
	D	157	2167	828
	F	103	1059	300
	final grade	ELL	FRL	IEP
2017	A	387	2994	1700
	B	508	3335	1860
	C	363	2882	1542
	D	212	1788	820
	F	70	853	291
	final grade	ELL	FRL	IEP
2018	A	492	3975	2238
	B	533	4162	2395
	C	398	3298	1641
	D	229	1840	870
	F	120	1037	422
	final grade	ELL	FRL	IEP
2019	A	666	4413	2301
	B	599	4362	2352
	C	375	3266	1707
	D	226	1885	811
	F	136	984	346

Chart 2.28A: Percent of students' final grades that quality for ELL

	A	B	C	D	F
2015	29%	30%	19%	14%	8%
2016	27%	31%	22%	12%	8%
2017	25%	33%	24%	14%	5%
2018	28%	30%	22%	13%	7%
2019	33%	30%	19%	11%	7%
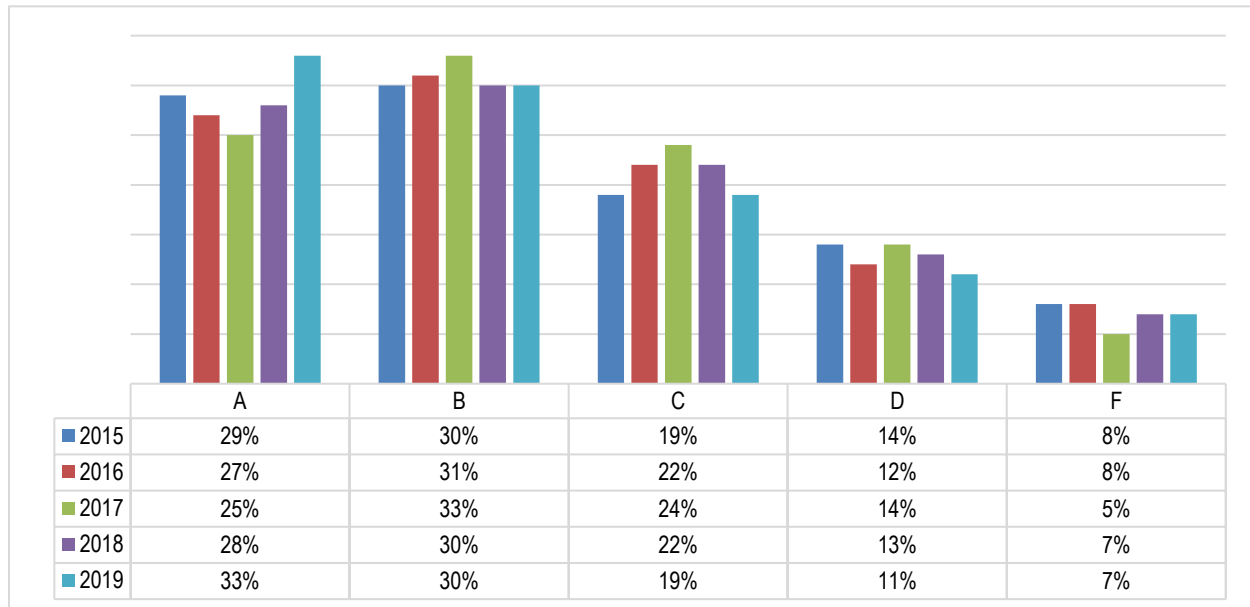
Chart 2.28B: Percent of students' final grades that quality for FRL

	A	B	C	D	F
2015	24%	30%	24%	14%	8%
2016	24%	30%	25%	14%	7%
2017	25%	28%	24%	15%	7%
2018	28%	29%	23%	13%	7%
2019	30%	29%	22%	13%	7%
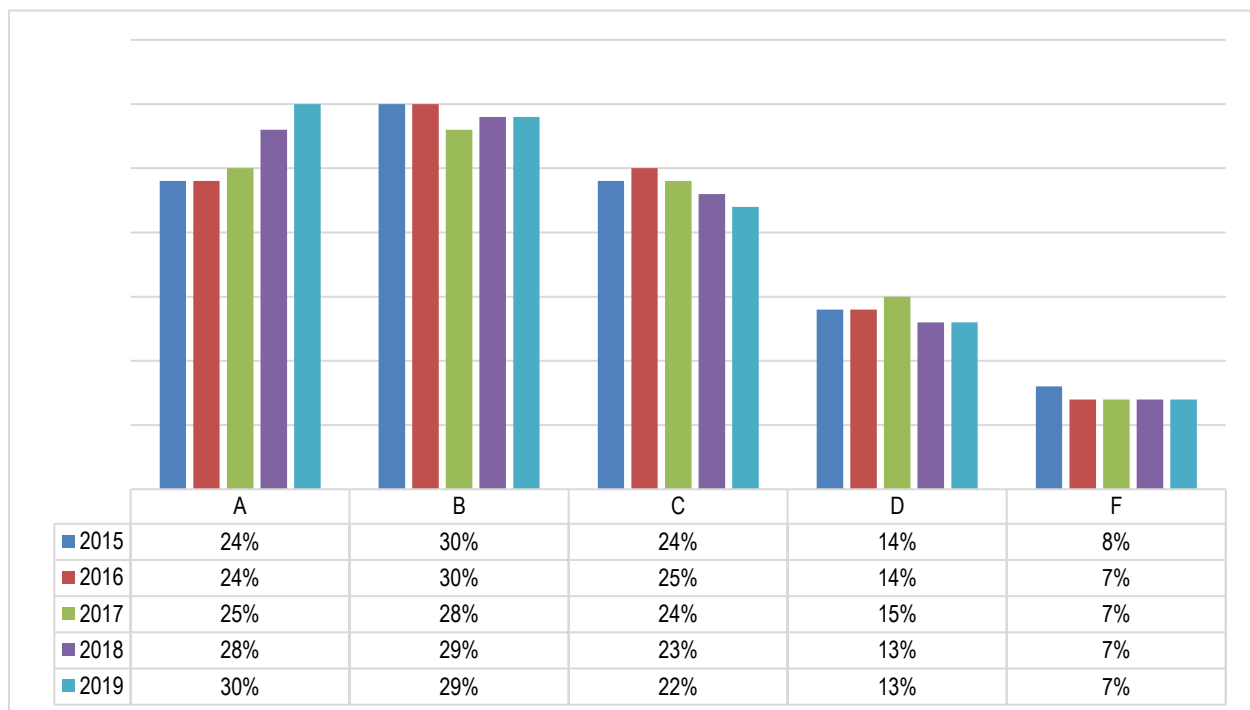
Chart 2.28C: Percent of students' final grades that quality for IEP

	A	B	C	D	F
2015	24%	32%	26%	13%	6%
2016	24%	31%	27%	13%	5%
2017	27%	30%	25%	13%	5%
2018	30%	32%	22%	11%	6%
2019	31%	31%	23%	11%	5%

Table 2.29: Number of students' final grades by race/ethnicity and specialized populations

Year	final grade	Asian			Black			Hispanic			Two or More			White		
		ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015	A	134	524	56	13	633	171	87	817	191	x	106	57	113	1734	1095
	B	96	438	49	16	1083	292	154	1344	353	x	156	100	92	1779	1294
	C	42	214	30	8	1101	355	132	1079	358	x	157	72	41	1340	911
	D	23	87	26	8	765	201	110	687	196	x	109	47	23	661	371
	F	0	22	10	3	412	71	79	537	103	x	44	18	15	334	176
	final grade	Asian			Black			Hispanic			Two or More			White		
		ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2016	A	76	407	54	31	611	181	120	975	235	x	142	45	118	1550	944
	B	74	379	52	26	1048	324	183	1423	433	x	127	56	105	1668	1051
	C	27	208	26	24	1121	368	177	1181	352	x	137	74	56	1208	869
	D	10	88	14	11	743	196	121	690	210	x	72	40	15	555	366
	F	4	33	13	8	277	54	80	430	80	x	38	23	11	262	125
	final grade	Asian			Black			Hispanic			Two or More			White		
		ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2017	A	119	358	44	18	544	199	155	972	286	x	91	33	88	1019	1135
	B	105	249	66	25	846	294	258	1177	415	x	67	49	116	987	1031
	C	32	135	37	17	884	299	235	1109	353	x	58	39	79	692	811
	D	17	70	17	7	570	197	162	739	231	x	25	26	26	380	348
	F	4	19	3	1	290	82	59	341	94	x	5	5	6	189	107
	final grade	Asian			Black			Hispanic			Two or More			White		
		ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2018	A	143	489	72	4	637	291	175	1256	416	x	104	50	170	1481	1401
	B	88	334	121	16	875	379	295	1475	499	x	79	59	134	1386	1332
	C	50	188	42	6	874	326	265	1226	420	x	64	30	77	927	822
	D	17	62	18	1	613	219	182	672	227	x	30	18	29	455	388
	F	15	20	5	0	347	114	88	422	111	x	7	17	17	238	175
	final grade	Asian			Black			Hispanic			Two or More			White		
		ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2019	A	169	453	129	32	690	290	287	1446	456	x	86	40	178	1722	1379
	B	130	324	118	11	962	419	283	1592	542	x	90	55	175	1382	1208
	C	54	170	46	8	817	330	220	1249	440	x	66	39	93	954	849
	D	22	65	13	4	488	159	160	818	299	x	22	7	40	481	332
	F	22	40	9	4	273	78	83	435	120	x	10	1	27	208	134

Chart 2.29A: Percent of students' final grades that identify as Asian and qualify for ELL

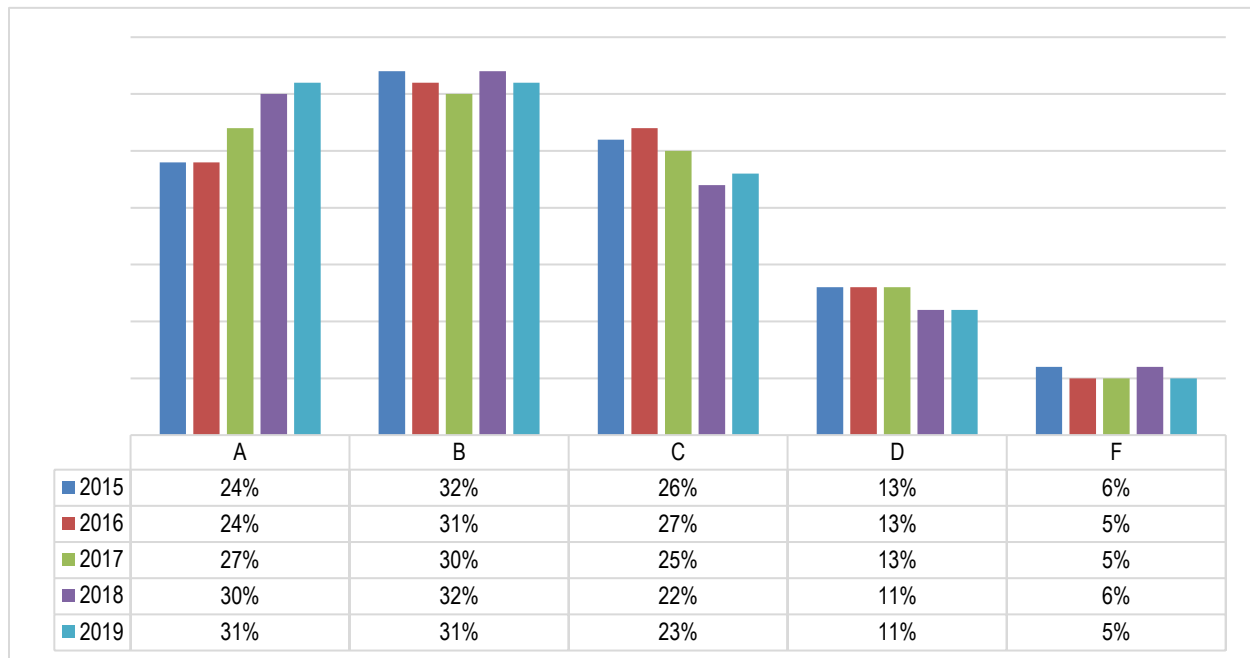|	A	B	C	D	F
2015	45%	33%	14%	8%	0%
2016	40%	39%	14%	5%	2%
2017	43%	38%	12%	6%	1%
2018	46%	28%	16%	5%	5%
2019	43%	33%	14%	6%	6%
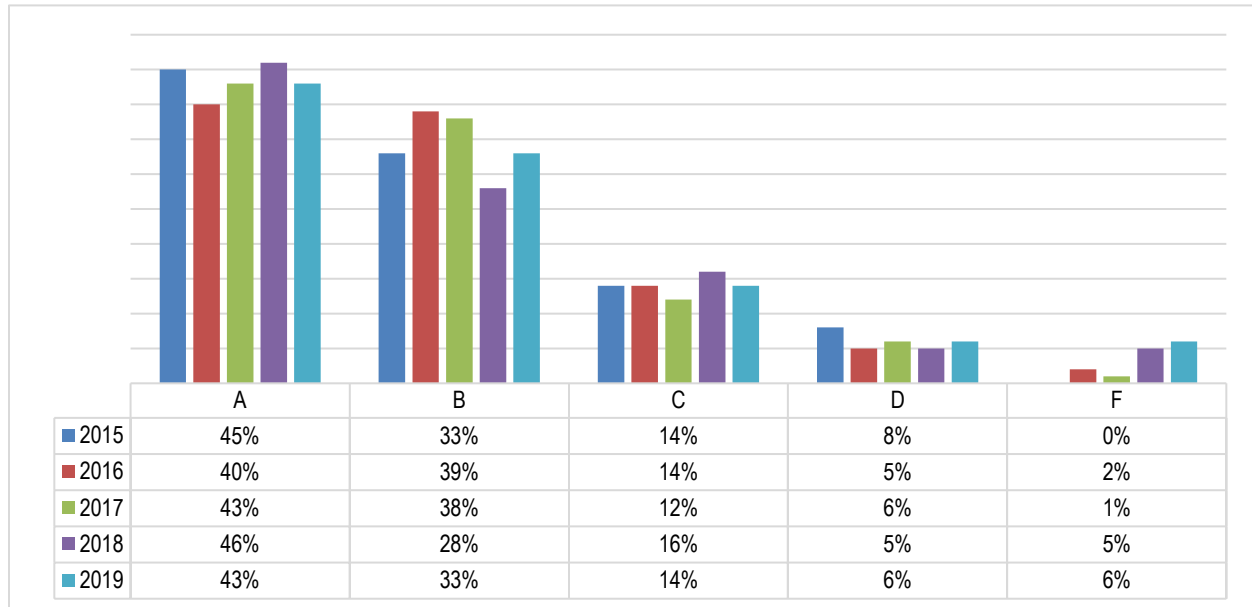
Chart 2.29B: Percent of students' final grades that identify as Asian and qualify for FRL

	A	B	C	D	F
2015	41%	34%	17%	7%	2%
2016	37%	34%	19%	8%	3%
2017	43%	30%	16%	8%	2%
2018	45%	31%	17%	6%	2%
2019	43%	31%	16%	6%	4%
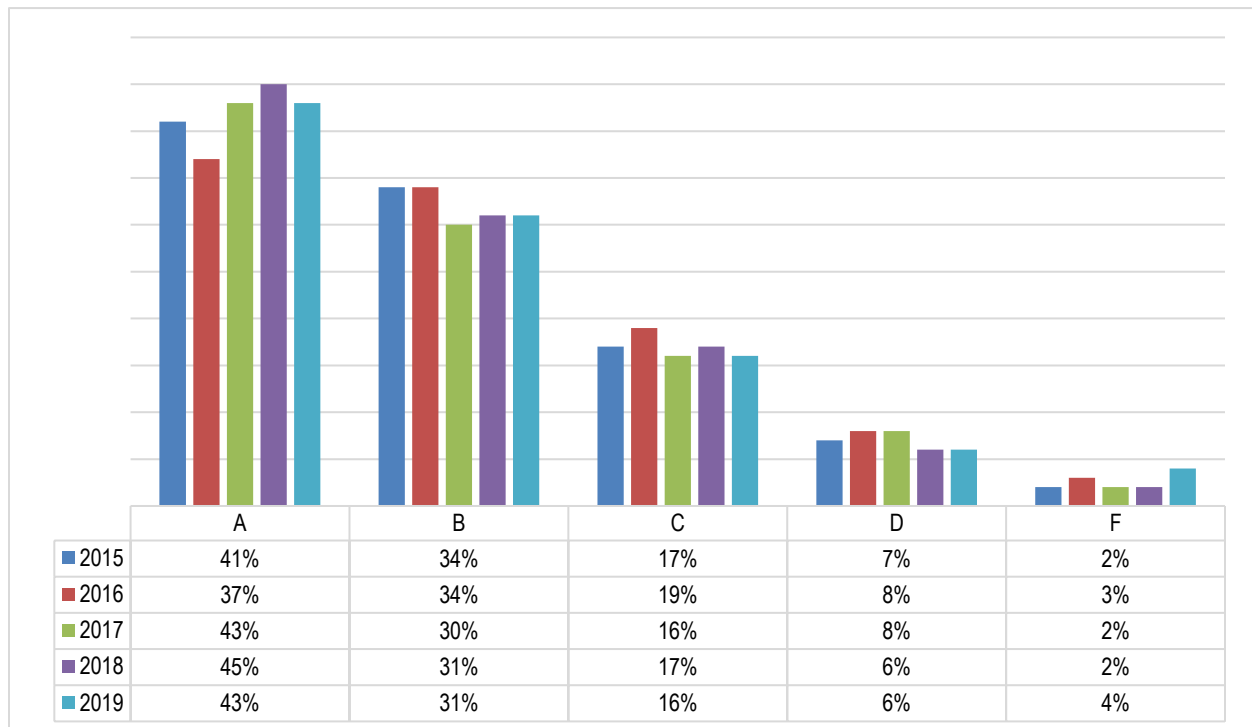
Chart 2.29C: Percent of students' final grades that identify as Asian and qualify for IEP

	A	B	C	D	F
2015	33%	29%	18%	15%	6%
2016	34%	33%	16%	9%	8%
2017	26%	40%	22%	10%	2%
2018	28%	47%	16%	7%	2%
2019	28%	47%	16%	7%	2%
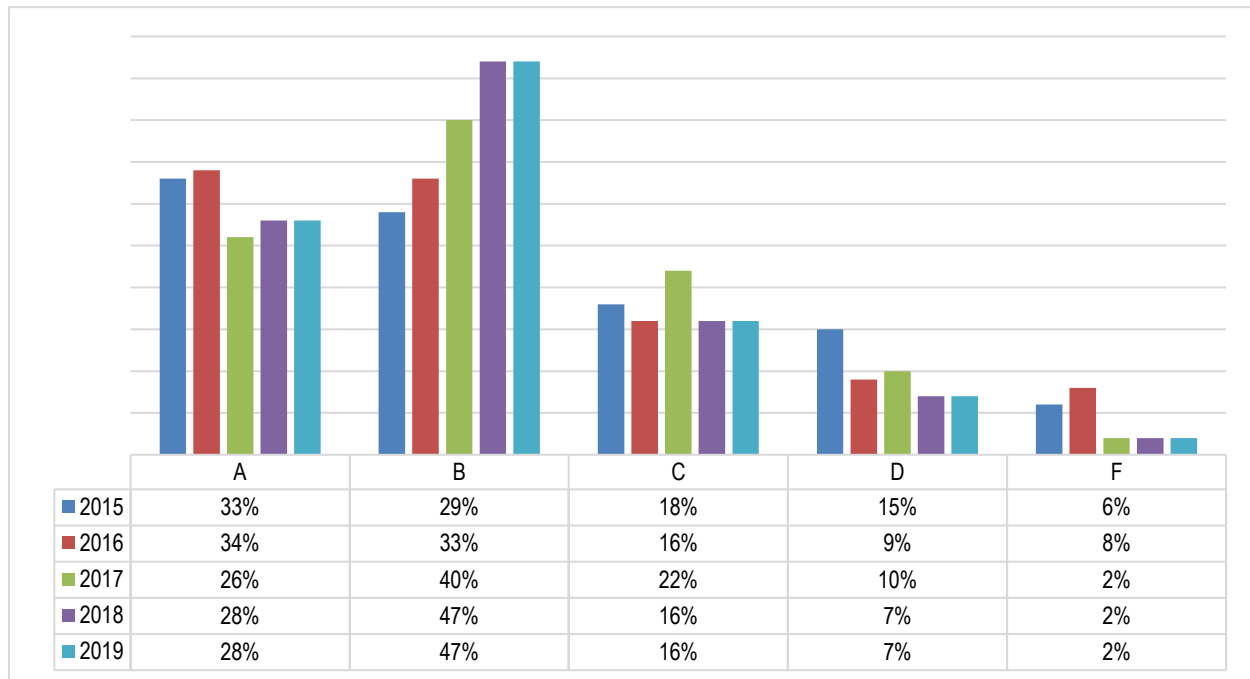
Chart 2.29D: Percent of students' final grades that identify as Black and qualify for ELL

	A	B	C	D	F
2015	27%	33%	17%	17%	6%
2016	31%	26%	24%	11%	8%
2017	26%	37%	25%	10%	1%
2018	15%	59%	22%	4%	0%
2019	54%	19%	14%	7%	7%
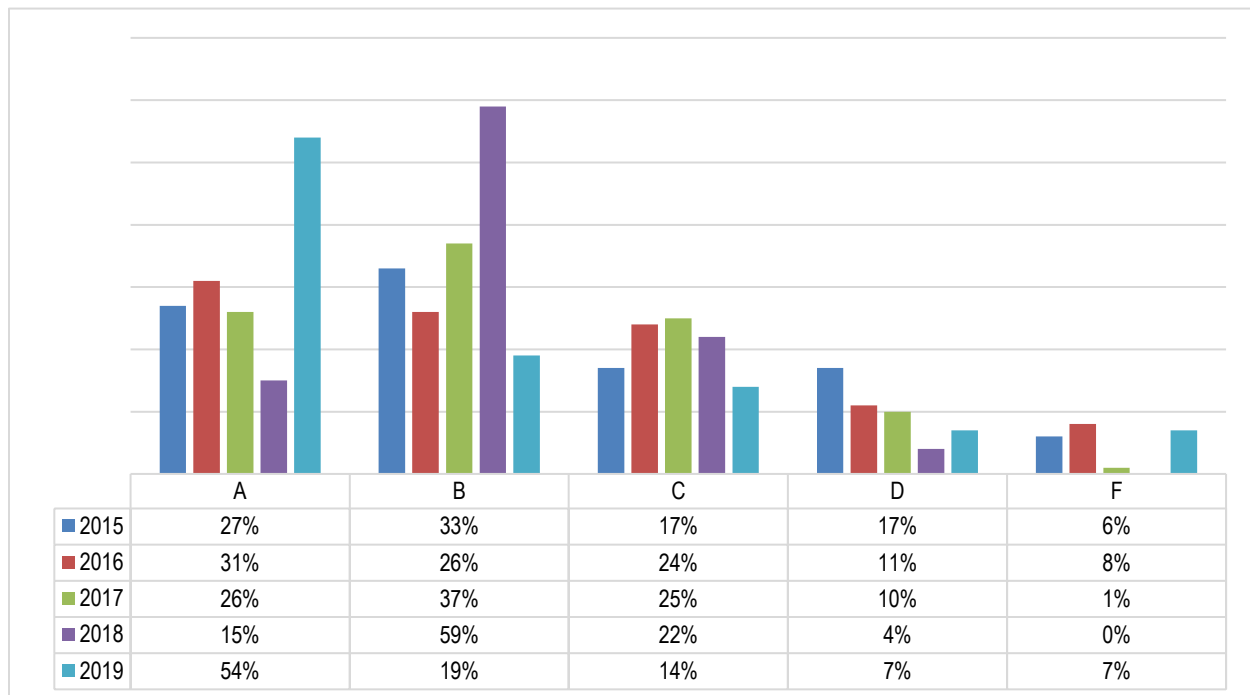
Chart 2.29E: Percent of students' final grades that identify as Black and qualify for FRL

	A	B	C	D	F
2015	16%	27%	28%	19%	10%
2016	16%	28%	30%	20%	7%
2017	17%	27%	28%	18%	9%
2018	19%	26%	26%	18%	10%
2019	21%	30%	25%	15%	8%
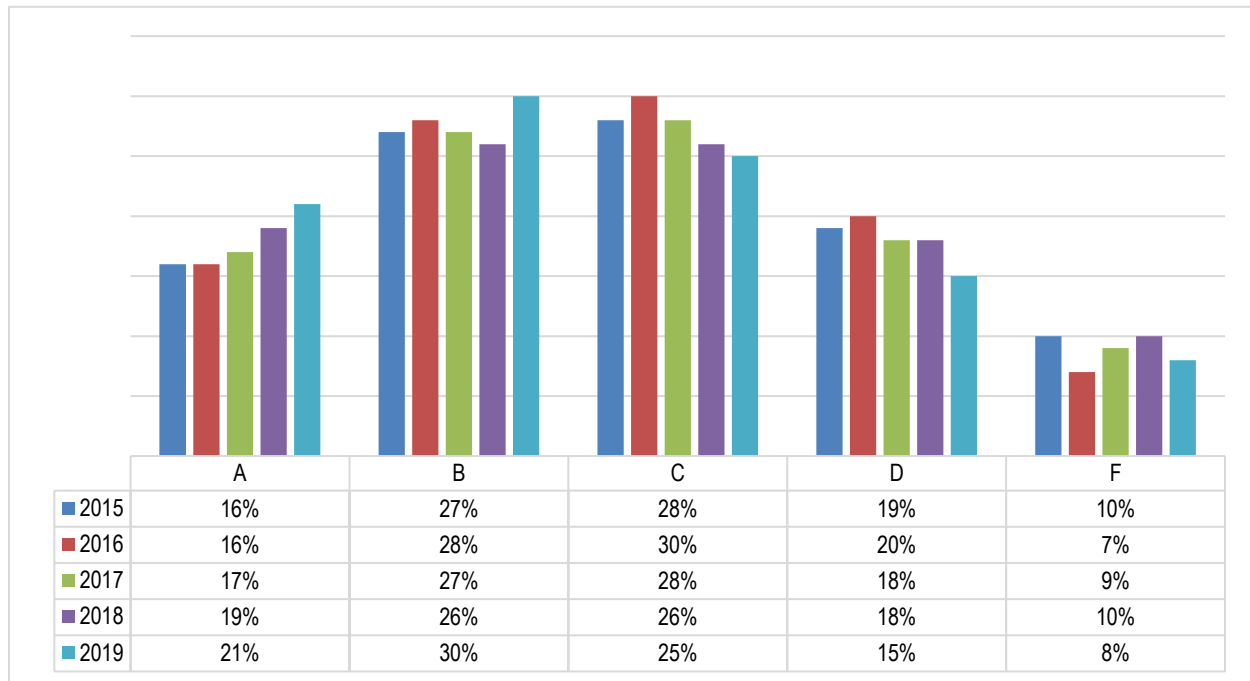
Chart 2.29F: Percent of students' final grades that identify as Black and qualify for IEP

	A	B	C	D	F
2015	16%	27%	33%	18%	7%
2016	16%	29%	33%	17%	5%
2017	19%	27%	28%	18%	8%
2018	22%	29%	25%	16%	9%
2019	23%	33%	26%	12%	6%
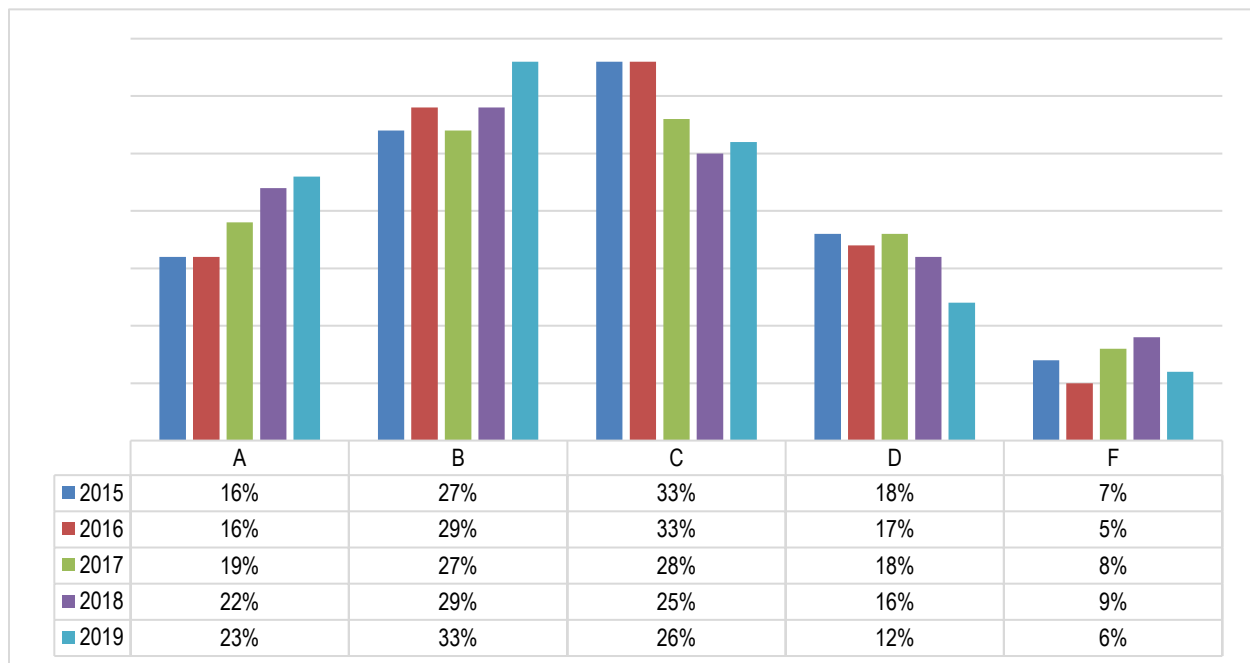
Chart 2.29G: Percent of students' final grades that identify as Hispanic and qualify for ELL

	A	B	C	D	F
■ 2015	15%	27%	23%	20%	14%
■ 2016	18%	27%	26%	18%	12%
■ 2017	18%	30%	27%	19%	7%
■ 2018	17%	29%	26%	18%	9%
■ 2019	28%	27%	21%	15%	8%
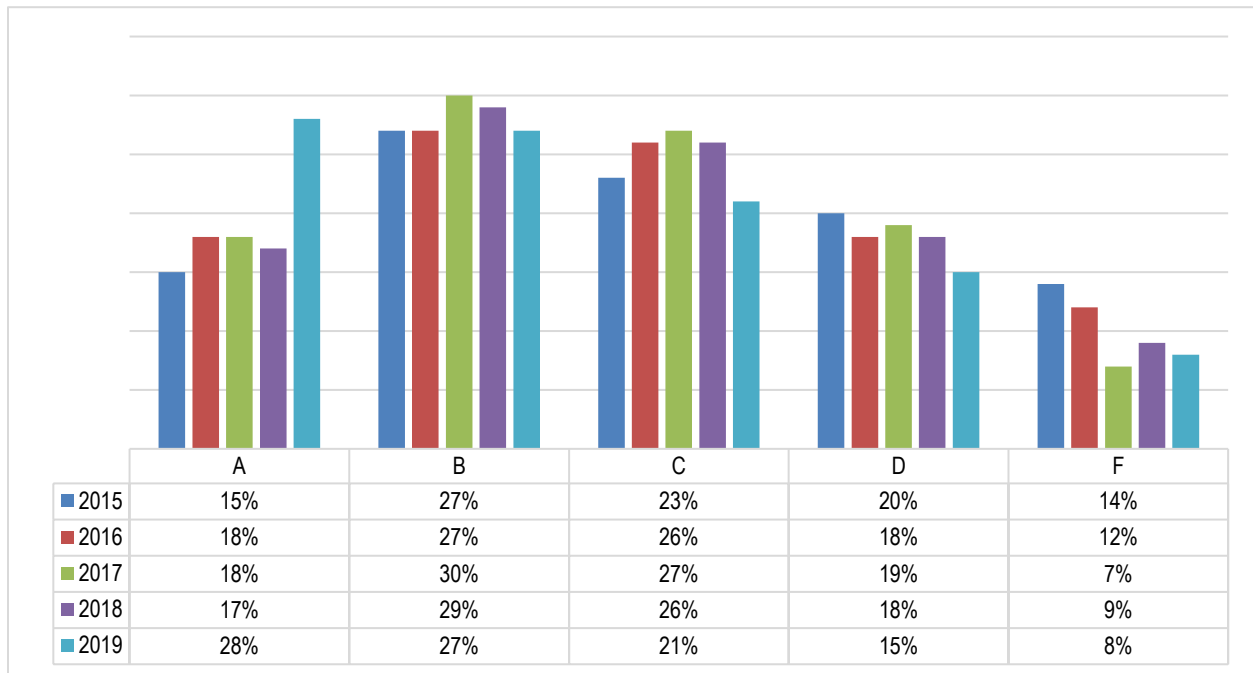
Chart 2.29H: Percent of students' final grades that identify as Hispanic and qualify for FRL

	A	B	C	D	F
■ 2015	18%	30%	24%	15%	12%
■ 2016	21%	30%	25%	15%	9%
■ 2017	22%	27%	26%	17%	8%
■ 2018	25%	29%	24%	13%	8%
■ 2019	26%	29%	23%	15%	8%

60
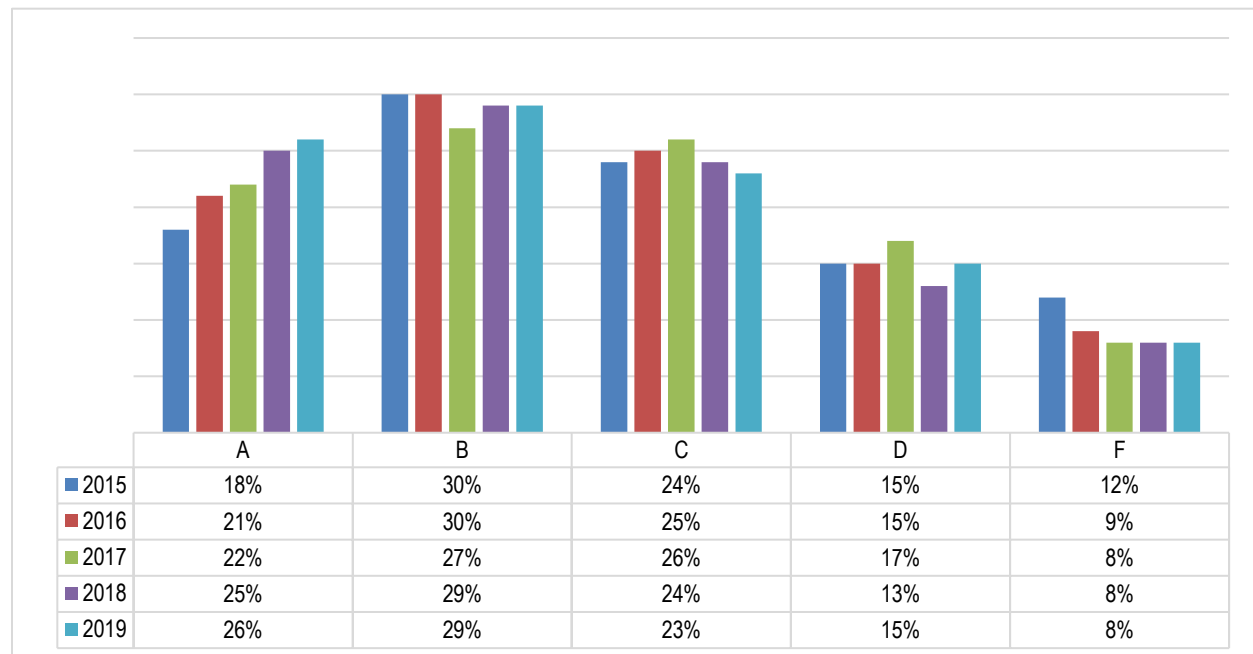
Chart 2.29I: Percent of students' final grades that identify as Hispanic and qualify for IEP

	A	B	C	D	F
2015	16%	29%	30%	16%	9%
2016	18%	33%	27%	16%	6%
2017	21%	30%	26%	17%	7%
2018	25%	30%	25%	14%	7%
2019	25%	29%	24%	16%	6%
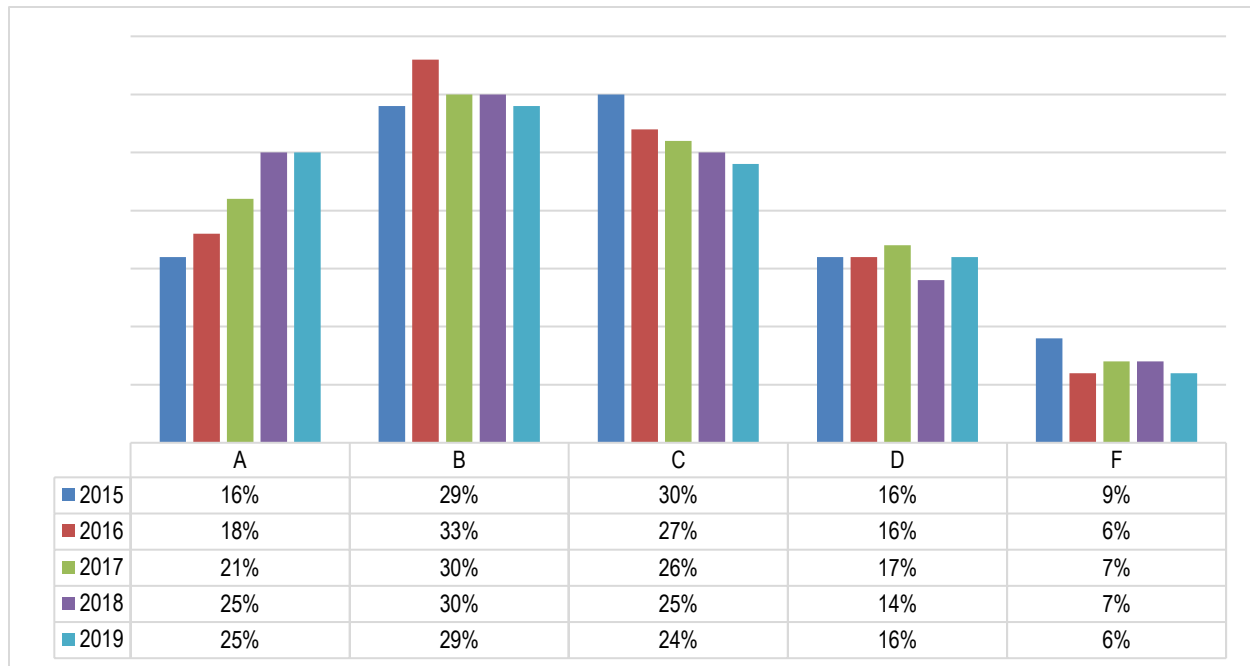
Chart 2.29J: Percent of students' final grades that identify as White and qualify for ELL

	A	B	C	D	F
2015	40%	32%	14%	8%	5%
2016	39%	34%	18%	5%	4%
2017	28%	37%	25%	8%	2%
2018	40%	31%	18%	7%	4%
2019	35%	34%	18%	8%	5%
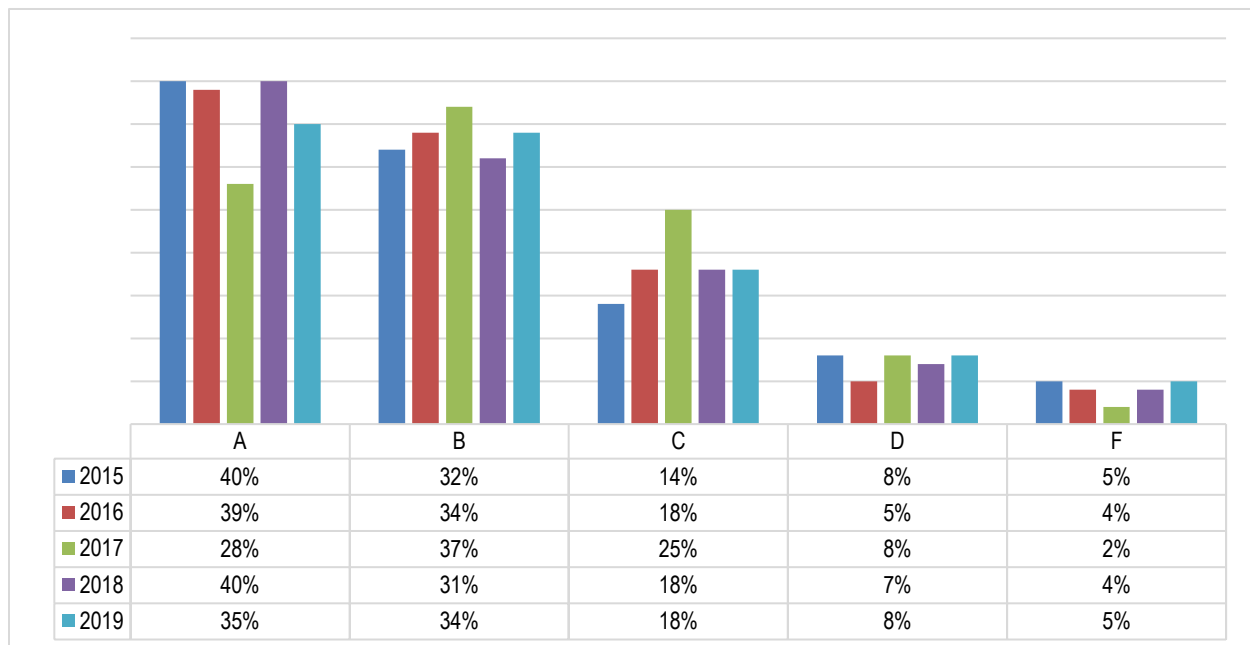
Chart 2.29K: Percent of students' final grades that identify as White and qualify for FRL

	A	B	C	D	F
2015	30%	30%	23%	11%	6%
2016	30%	32%	23%	11%	5%
2017	31%	30%	21%	12%	6%
2018	33%	31%	21%	10%	5%
2019	36%	29%	20%	10%	4%
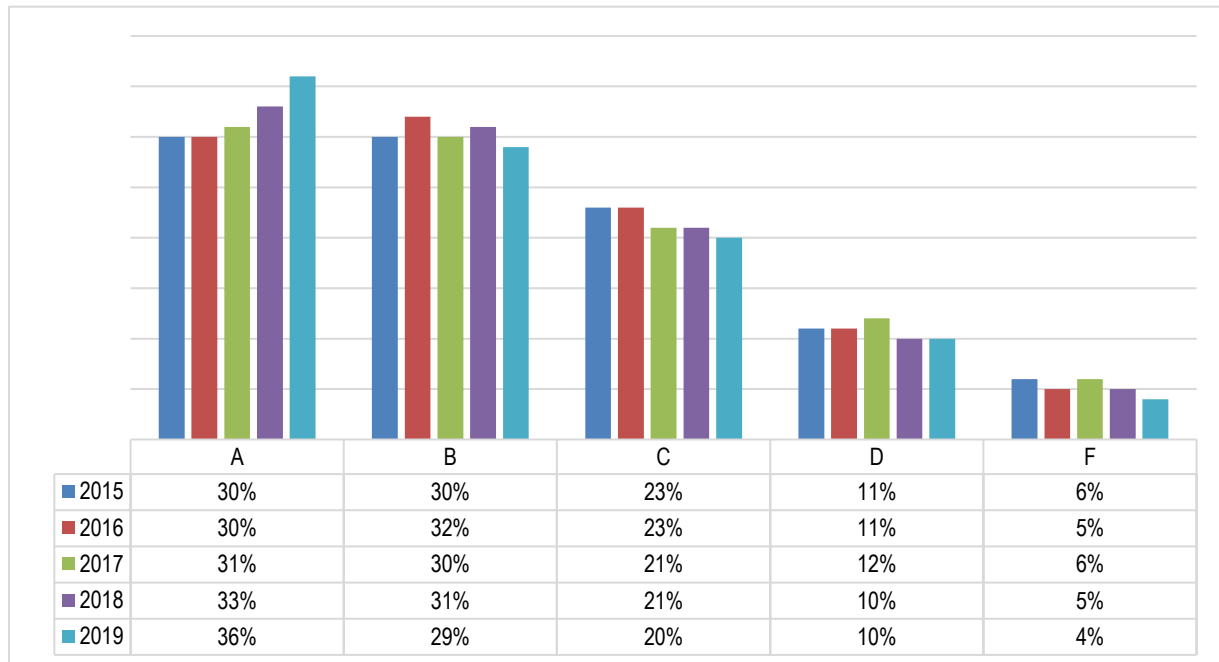
Chart 2.29L: Percent of students' final grades that identify as White and qualify for IEP

	A	B	C	D	F
2015	28%	34%	24%	10%	5%
2016	28%	31%	26%	11%	4%
2017	33%	30%	24%	10%	3%
2018	34%	32%	20%	9%	4%
2019	35%	31%	22%	9%	3%
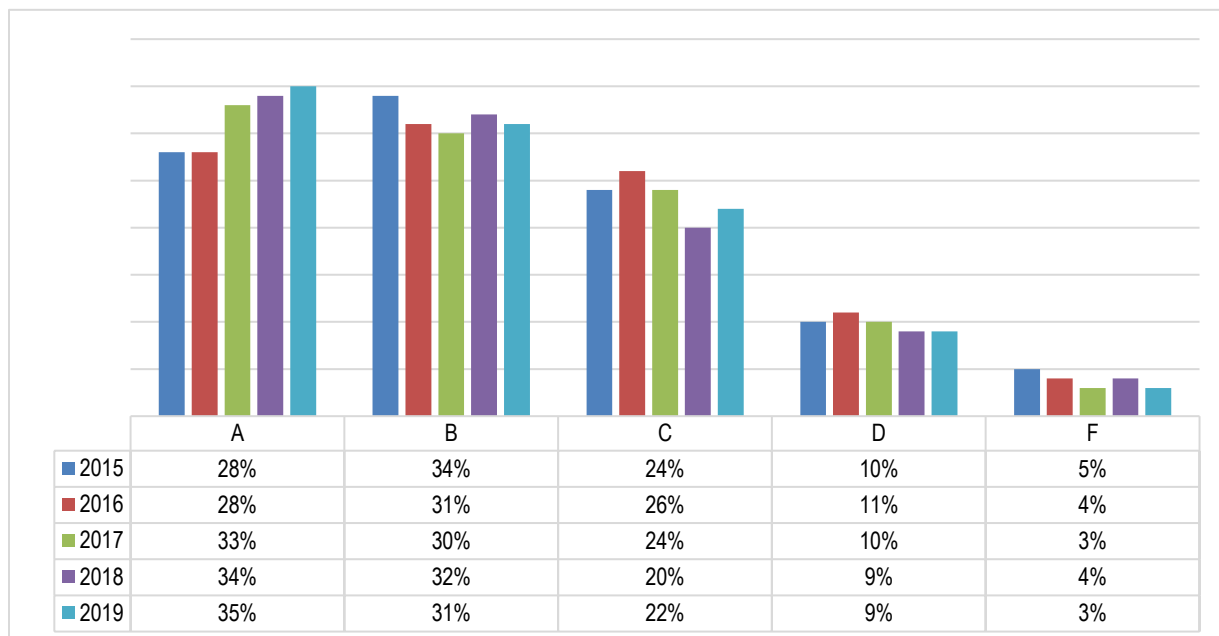
Table 2.30: Number of students who dropped out by race/ethnicity

	Asian	Black	Hispanic	Two or More	White	TOTAL[11]
2015	2	8	13	0	21	45
2016	0	12	17	0	17	46
2017	2	19	21	0	20	62
2018	0	14	12	1	18	46
2019	1	13	8	1	12	35

Chart 2.30: Percent of students who dropped out by race/ethnicity

|	Asian	Black	Hispanic	Two or More	White
2015	4%	18%	29%	0%	47%
2016	0%	26%	37%	0%	37%
2017	3%	31%	34%	0%	32%
2018	0%	30%	26%	2%	39%
2019	3%	37%	23%	3%	34%
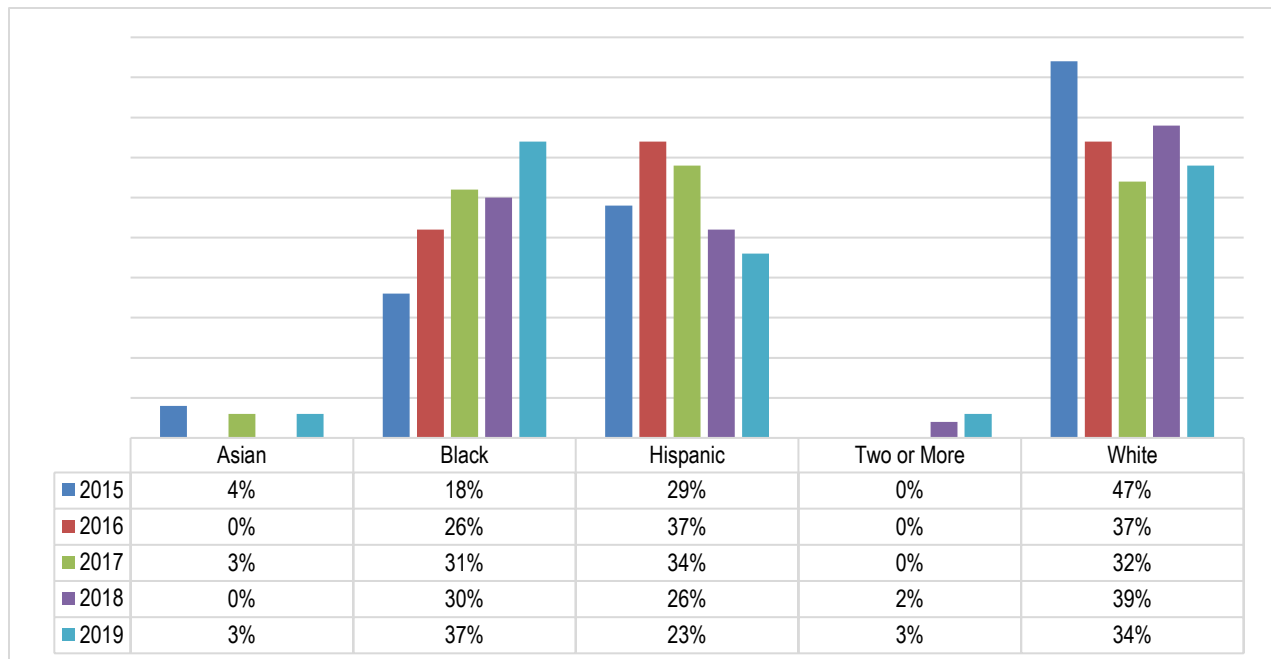
[11] Reflects total dropout rate, but not all racial specialized populations included in table

Table 2.31: Number of students who dropped out by specialized populations

	ELL	FRL	IEP
2015	0	29	11
2016	4	33	10
2017	4	34	12
2018	3	29	14
2019	2	21	11

Chart 2.31: Percent of students who dropped out specialized populations

	ELL	FRL	IEP
2015	0%	64%	24%
2016	9%	72%	22%
2017	6%	55%	19%
2018	7%	63%	30%
2019	6%	60%	31%
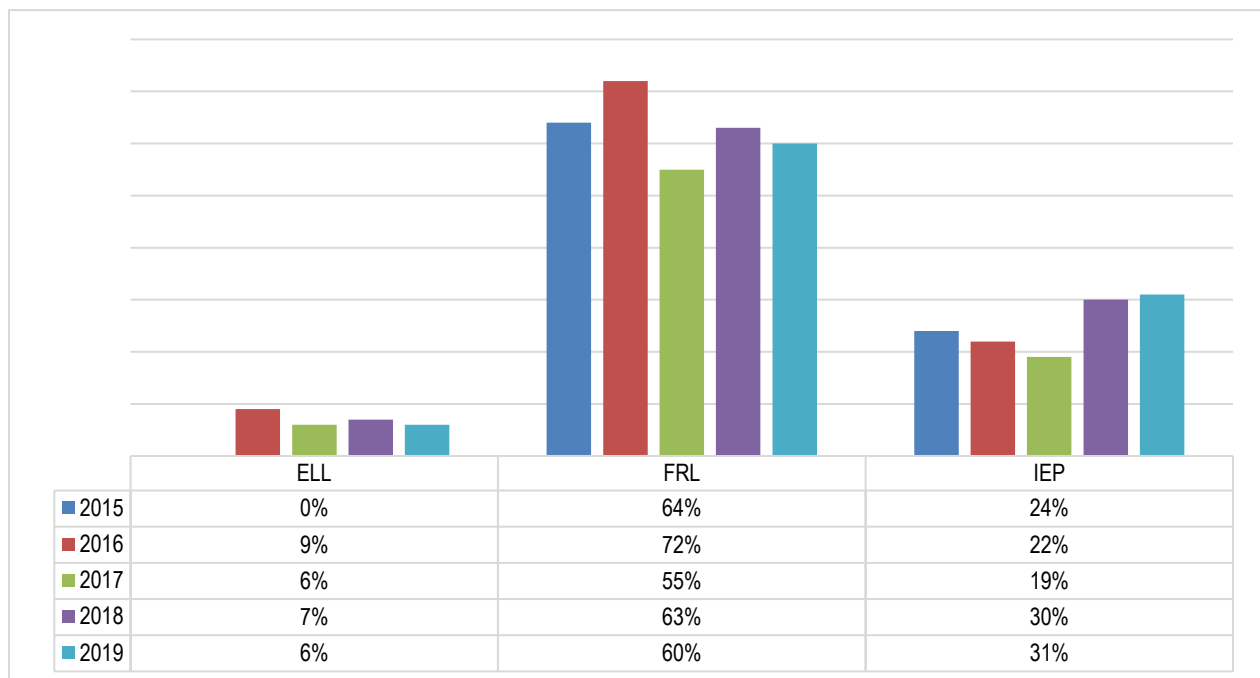
Table/Chart 2.32: Number of students that dropped out by race/ethnicity and specialized populations

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
		Asian			Black			Hispanic			Two or More			White	
2015	0	1	0	0	7	2	0	11	3	0	0	0	0	9	5
2016	0	0	0	0	9	4	4	15	3	0	0	0	0	9	3
2017	0	1	0	0	11	3	3	14	1	0	0	0	1	8	8
2018	0	0	0	0	11	7	3	9	1	0	0	1	0	8	5
2019	1	0	0	0	11	4	1	5	3	0	0	1	0	5	3
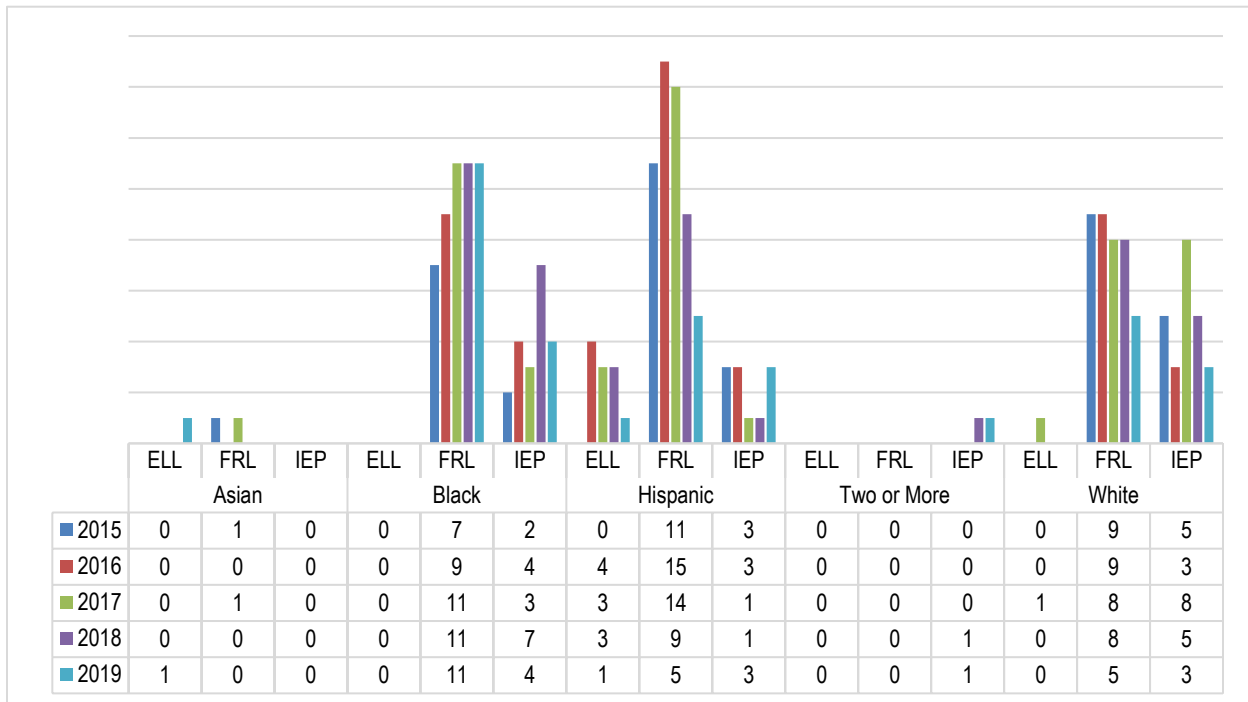
Table/Chart 2.33: Percent of student attendance by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	96%	93%	93%	95%	95%
2016	96%	93%	93%	94%	94%
2017	96%	91%	93%	94%	94%
2018	95%	92%	93%	95%	94%
2019	95%	90%	90%	94%	94%
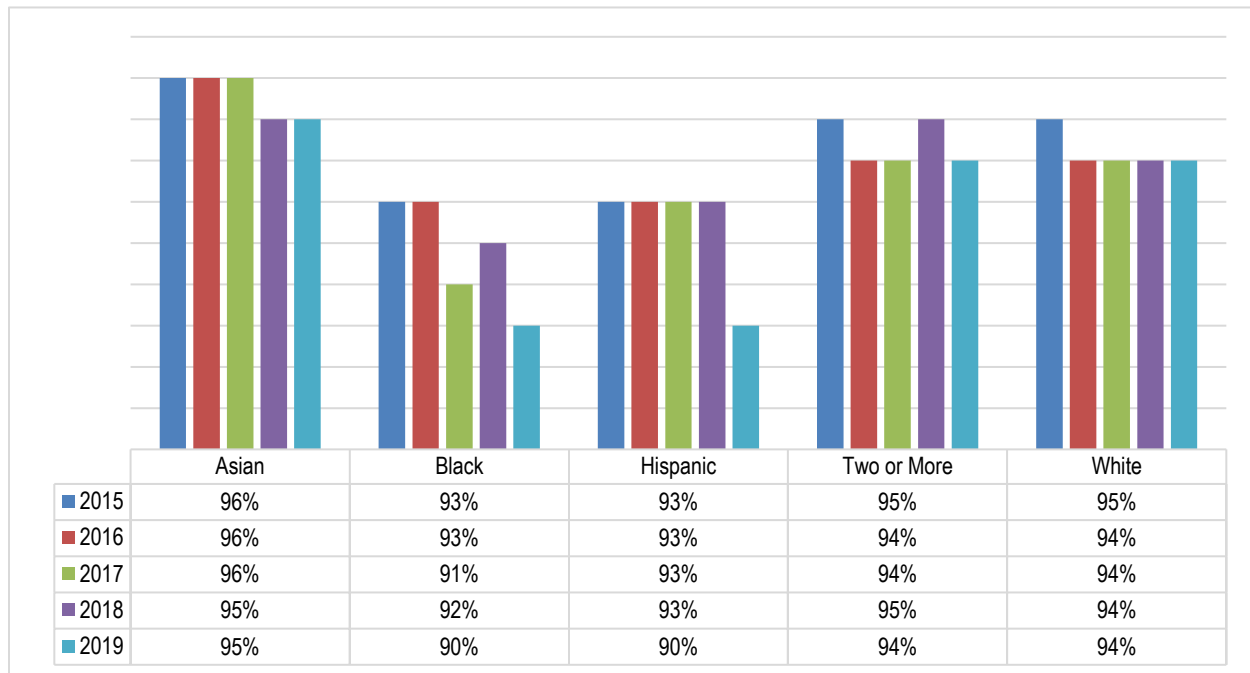
Table/Chart 2.34: Percent of student attendance by specialized populations

	ELL	FRL	IEP
2015	95%	92%	93%
2016	93%	91%	92%
2017	92%	91%	93%
2018	92%	91%	93%
2019	88%	90%	91%
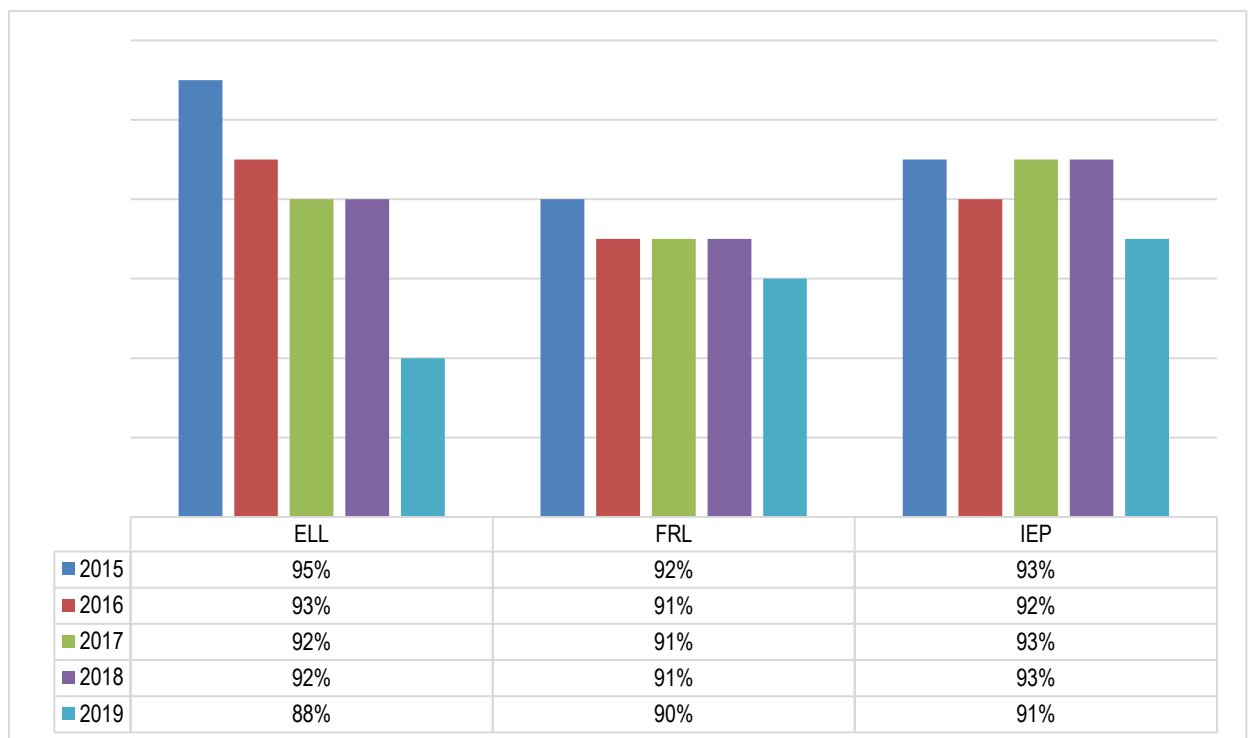
Table/Chart 2.35: Percent of student attendance by race/ethnicity and specialized populations

		Asian			Black			Hispanic			Two or More			White	
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015	97%	95%	94%	96%	92%	92%	94%	91%	92%	0	92%	93%	95%	92%	94%
2016	97%	95%	95%	96%	92%	92%	91%	90%	91%	0	91%	89%	95%	91%	93%
2017	95%	94%	92%	96%	90%	92%	92%	91%	92%	0	90%	90%	91%	91%	93%
2018	96%	94%	92%	98%	90%	91%	91%	92%	92%	0	95%	95%	92%	91%	93%
2019	90%	93%	97%	92%	88%	89%	88%	89%	88%	0	94%	95%	87%	91%	92%
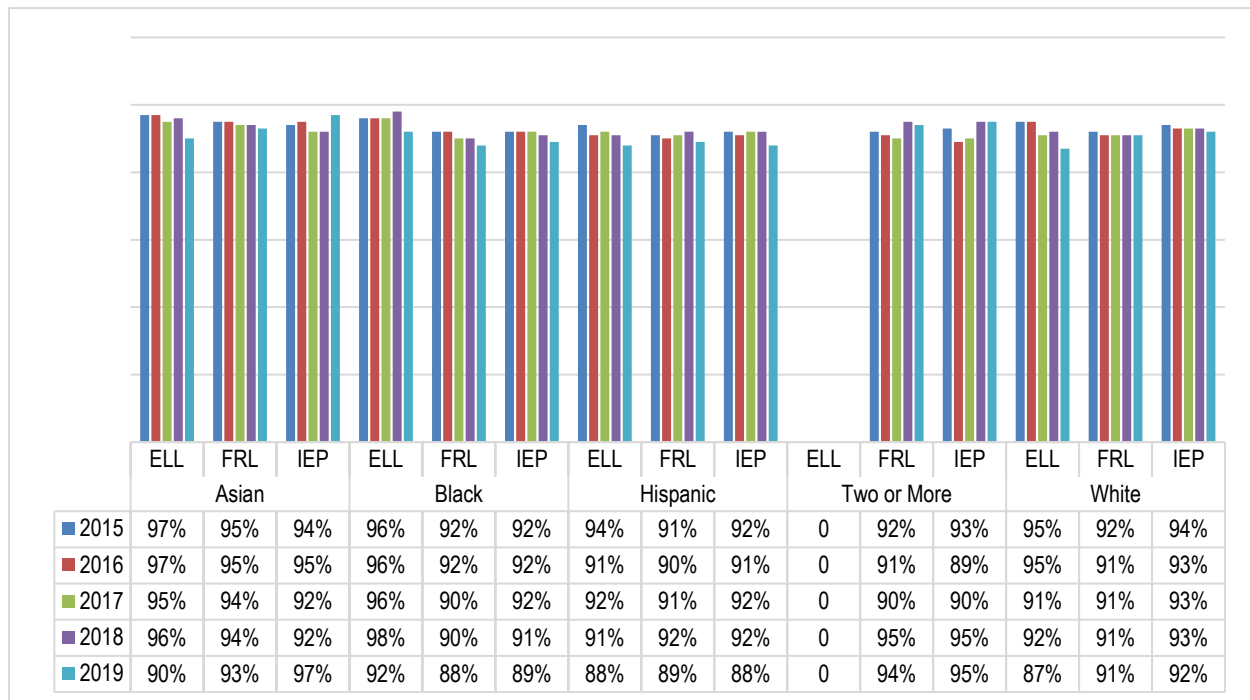
Table/Chart 2.36: Percent of truancies by race/ethnicity

	2015	2016	2017	2018	2019
Asian	1%	1%	1%	1%	1%
Black/African American	4%	4%	5%	5%	5%
Hispanic/Latino	5%	4%	4%	4%	4%
Two or More	2%	2%	2%	2%	1%
White	1%	1%	2%	2%	1%
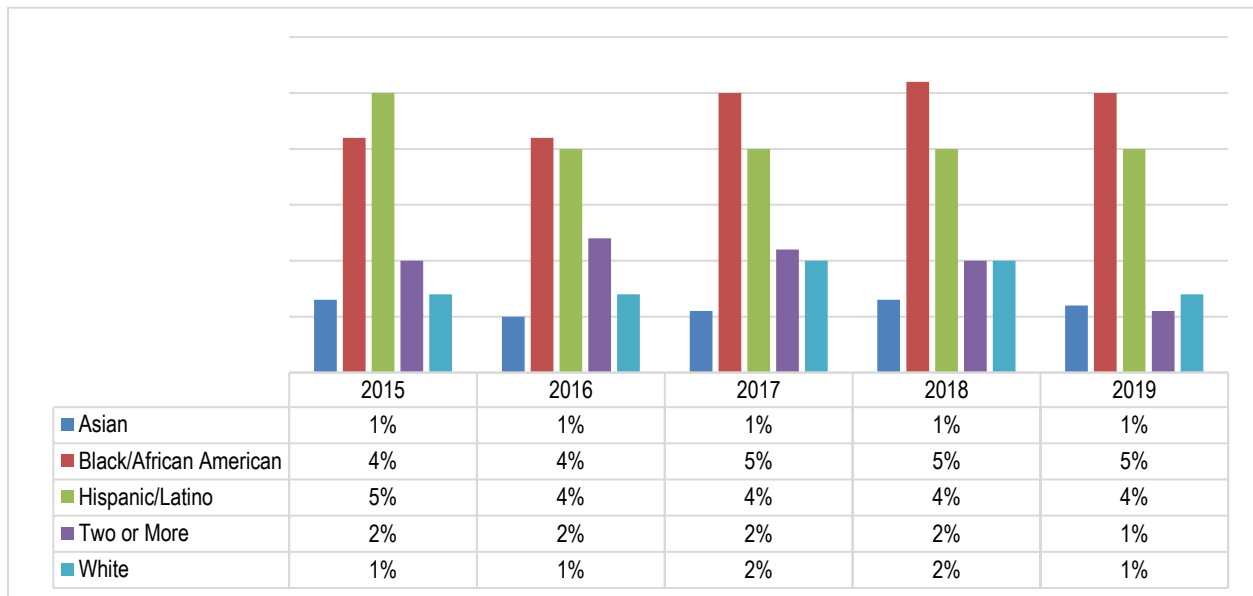
Table/Chart 2.37: Percent of truancies by specialized populations

	ELL Yes	ELL No	FRL Yes	FRL No	IEP Yes	IEP No
2015	3%	2%	5%	1%	4%	2%
2016	4%	2%	5%	1%	4%	2%
2017	5%	2%	5%	2%	4%	2%
2018	6%	2%	5%	2%	5%	2%
2019	5%	2%	5%	1%	4%	2%
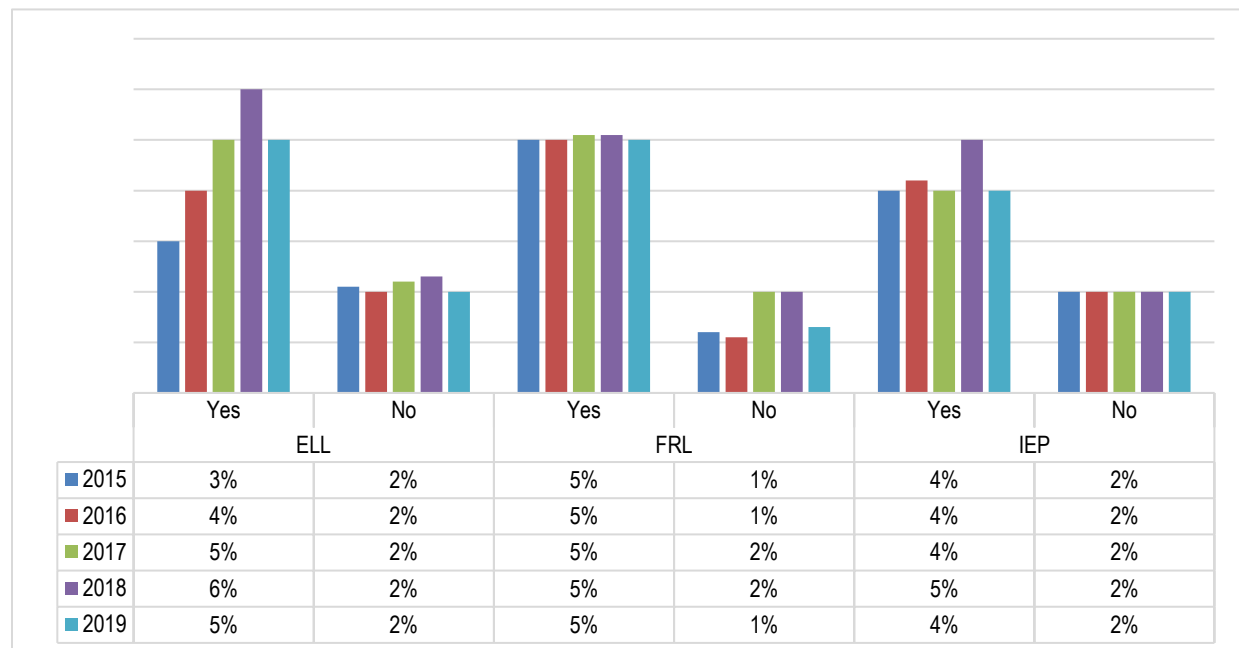
Table/Chart 2.38: Percent of truancies by race/ethnicity and specialized populations

	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
	Asian			Black/African American			Hispanic/Latino			Two or More			White		
2015	1%	2%	3%	0%	5%	5%	4%	7%	6%	0%	4%	4%	3%	3%	3%
2016	1%	2%	3%	1%	5%	5%	6%	6%	6%	0%	5%	8%	2%	4%	3%
2017	2%	2%	3%	1%	6%	5%	6%	6%	4%	0%	5%	5%	6%	4%	3%
2018	2%	2%	3%	0%	7%	8%	8%	5%	6%	0%	1%	2%	3%	5%	4%
2019	3%	2%	1%	6%	6%	5%	7%	5%	5%	0%	2%	2%	3%	4%	3%
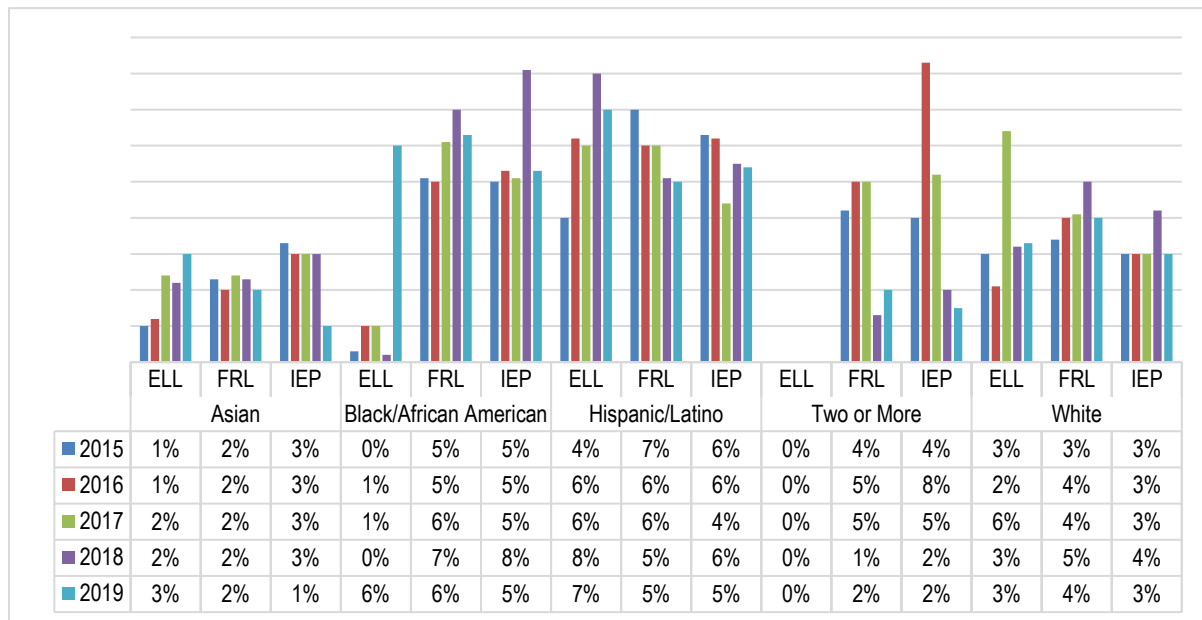
Table 2.39: Number of students transferred by race/ethnicity

	Asian	Black	Hispanic	Two or More	White	TOTAL[12]
2015	54	170	99	15	213	556
2016	58	170	121	5	211	569
2017	57	153	107	4	219	542
2018	53	140	121	0	200	516
2019	53	116	121	0	179	472

Chart 2.39: Percent of students transferred by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	10%	31%	18%	3%	38%
2016	10%	30%	21%	1%	37%
2017	11%	28%	20%	1%	40%
2018	10%	27%	23%	0%	39%
2019	11%	25%	26%	0%	38%

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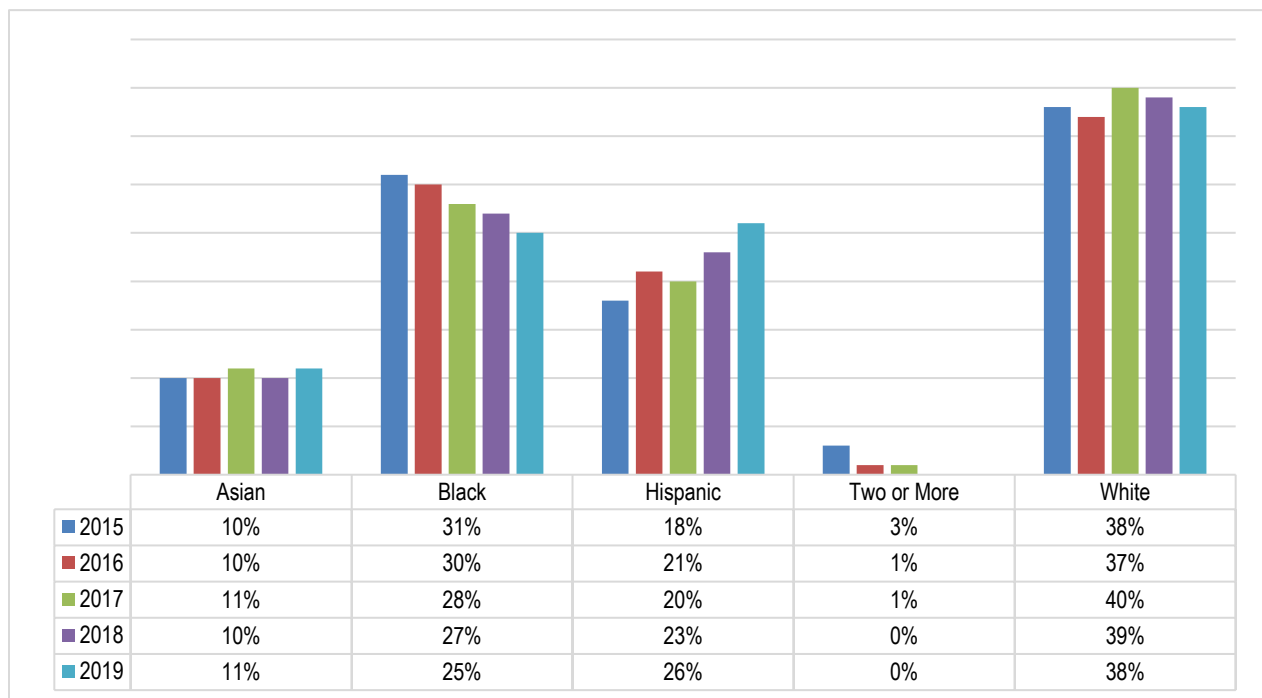
[12] Reflects total transfers, but not all racial specialized populations included in table

Table 2.40: Number of students transferred by specialized populations

	ELL	FRL	IEP
2015	57	302	86
2016	62	284	84
2017	55	213	71
2018	60	242	104
2019	72	224	104

Chart 2.40: Percent of students transferred by specialized populations

	ELL	FRL	IEP
2015	10%	54%	15%
2016	11%	50%	15%
2017	10%	39%	13%
2018	12%	47%	20%
2019	15%	47%	22%
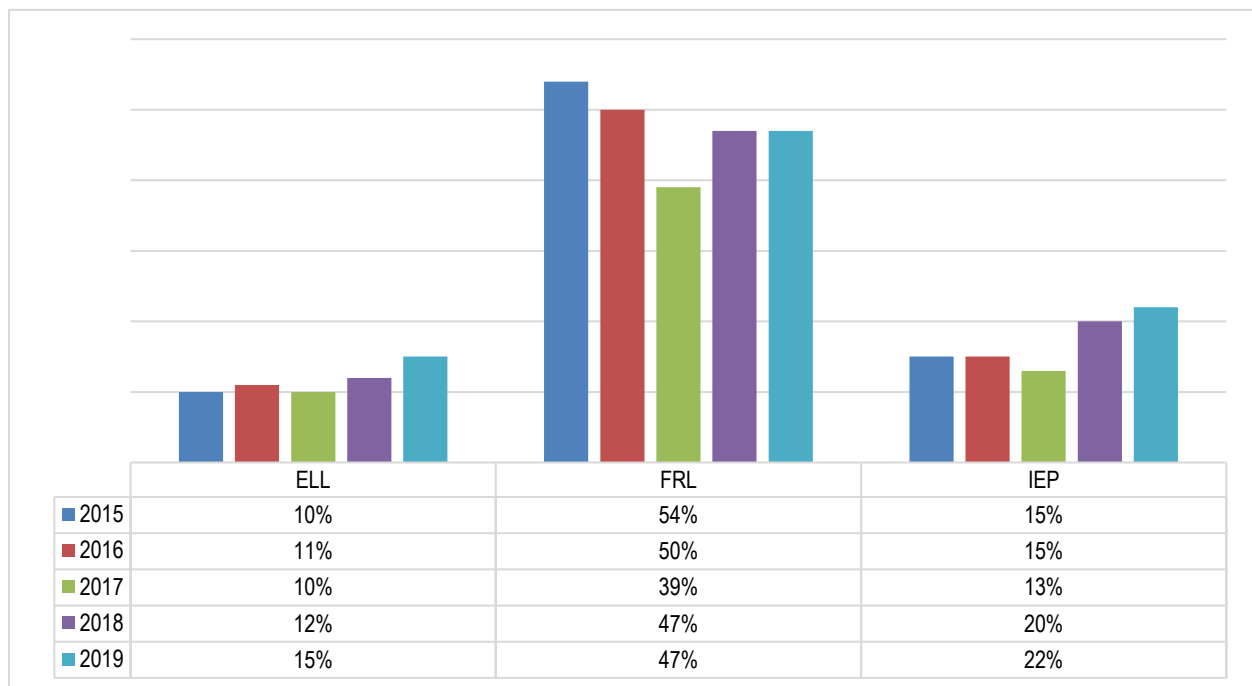
Table 2.41: Number of students transferred by race/ethnicity and specialized populations

	Asian			Black			Hispanic			Two or More			White		
	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP	ELL	FRL	IEP
2015	19	25	0	3	119	30	18	59	16	0	10	4	16	86	35
2016	15	24	1	6	119	37	23	66	16	0	3	2	17	68	27
2017	16	17	1	3	90	33	16	50	11	0	1	2	19	54	24
2018	17	21	2	1	91	49	21	65	13	0	0	0	21	63	40
2019	21	24	3	3	76	40	28	67	19	0	0	0	20	55	42

Chart 2.41A: Percent of students transferred by race/ethnicity and ELL

	Asian	Black	Hispanic	Two or More	White
2015	34%	5%	32%	0%	29%
2016	25%	10%	38%	0%	28%
2017	30%	6%	30%	0%	35%
2018	28%	2%	35%	0%	35%
2019	29%	4%	39%	0%	28%
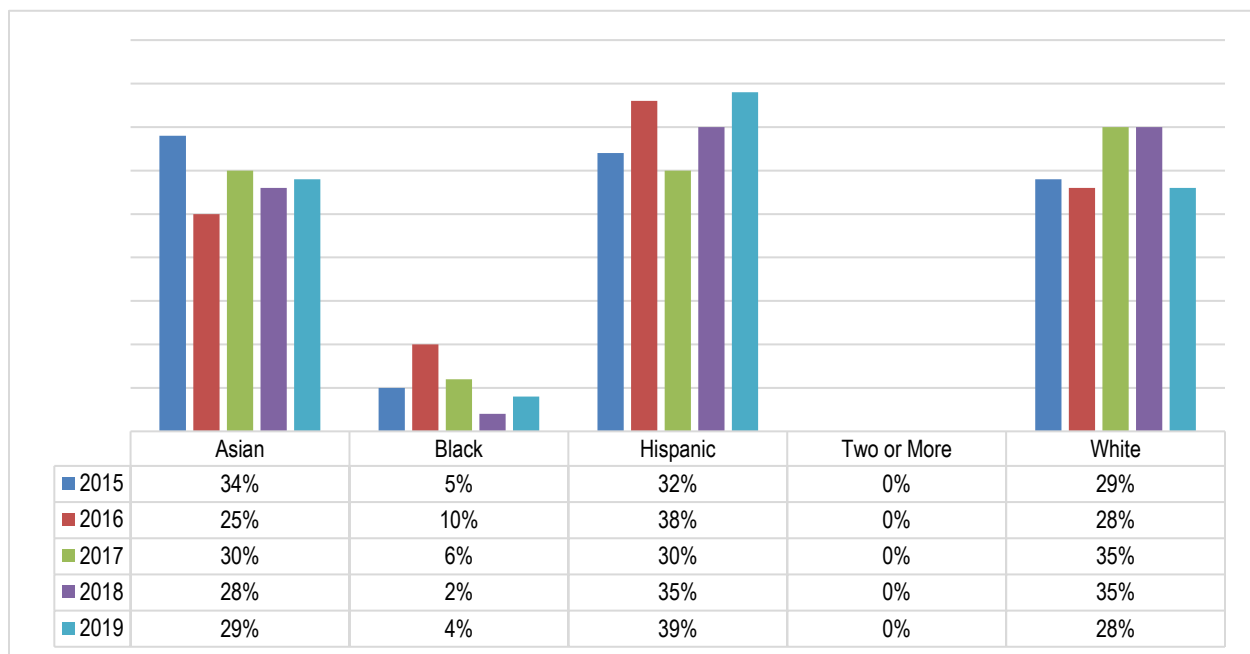
Chart 2.41B: Percent of students transferred by race/ethnicity and FRL

	Asian	Black	Hispanic	Two or More	White
2015	8%	40%	20%	3%	29%
2016	9%	43%	24%	1%	24%
2017	8%	42%	24%	0%	25%
2018	9%	38%	27%	0%	26%
2019	11%	34%	30%	0%	25%
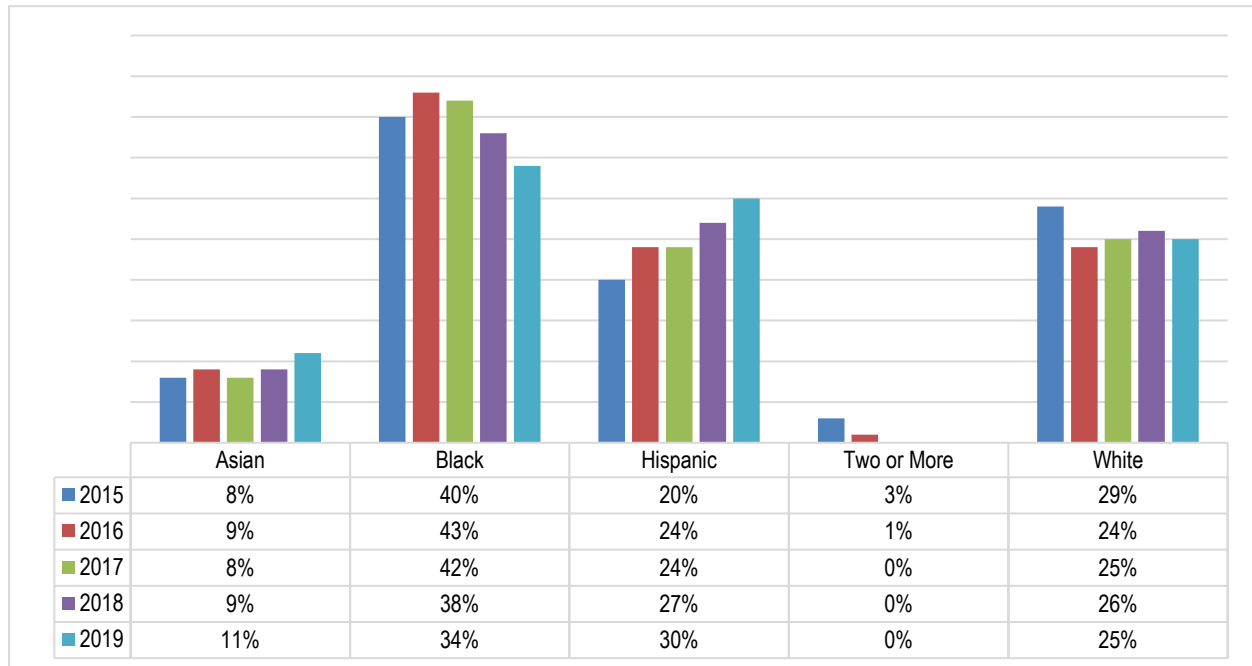
Chart 2.41C: Percent of students transferred by race/ethnicity and IEP

	Asian	Black	Hispanic	Two or More	White
2015	0%	35%	19%	5%	41%
2016	1%	45%	19%	2%	33%
2017	1%	46%	15%	3%	34%
2018	2%	47%	13%	0%	38%
2019	3%	38%	18%	0%	40%
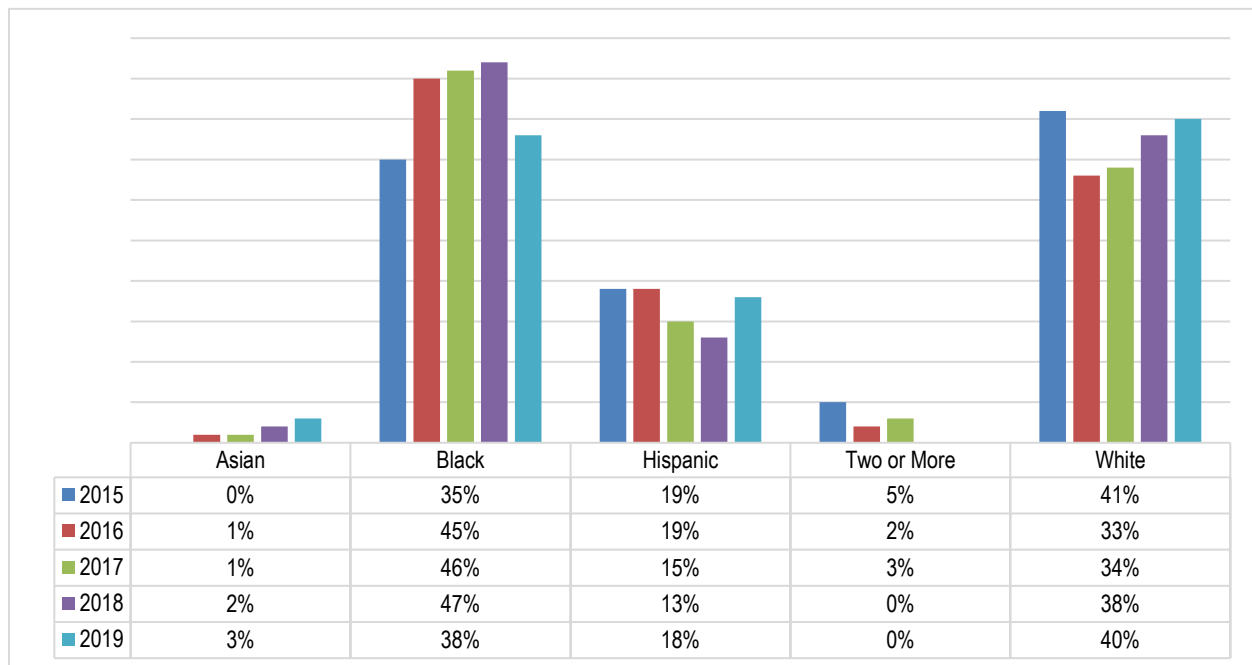
Table/Chart 2.42: Number of teachers and administrators by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	4	8	10	1	413
2016	0	0	0	0	0
2017	3	8	13	1	414
2018	2	10	14	1	416
2019	2	12	19	1	412
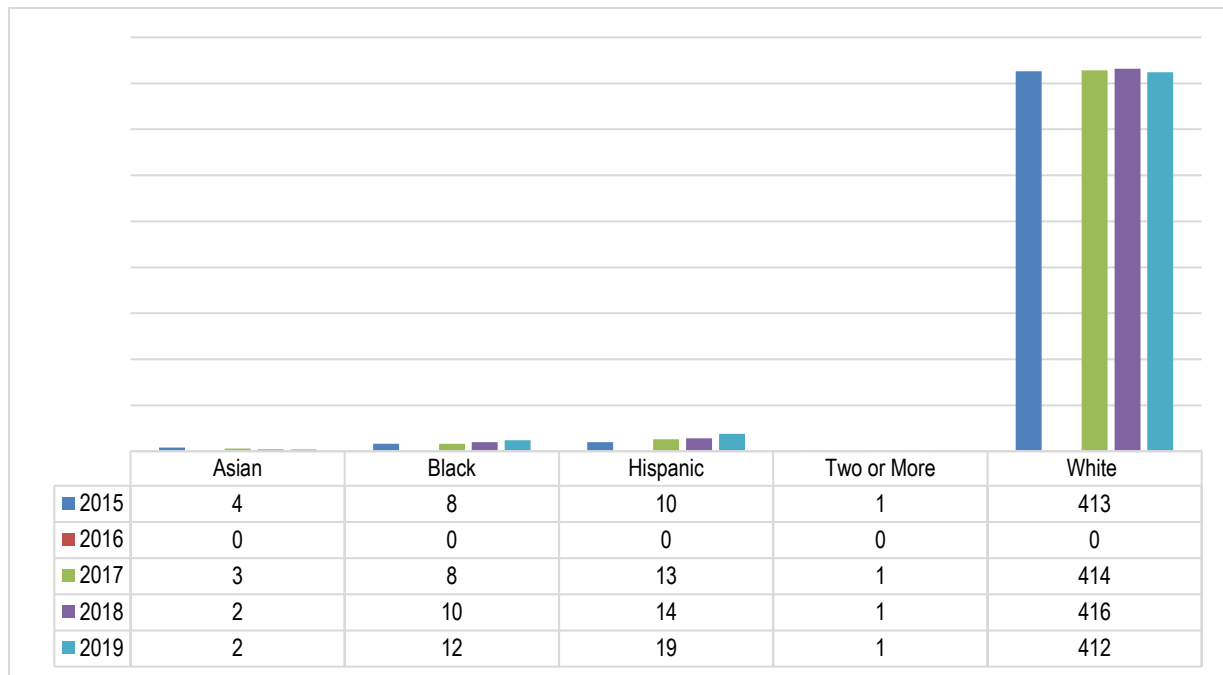
Table/Chart 2.43: Number of teachers and administrator by gender

	2015	2016	2017	2018	2019
Female	263	0	264	269	272
Male	172	0	175	174	174

Table/Chart 2.44: Percent of ELL languages

	All Other Languages	Spanish
2017	37%	63%
2018	41%	59%
2019	45%	55%
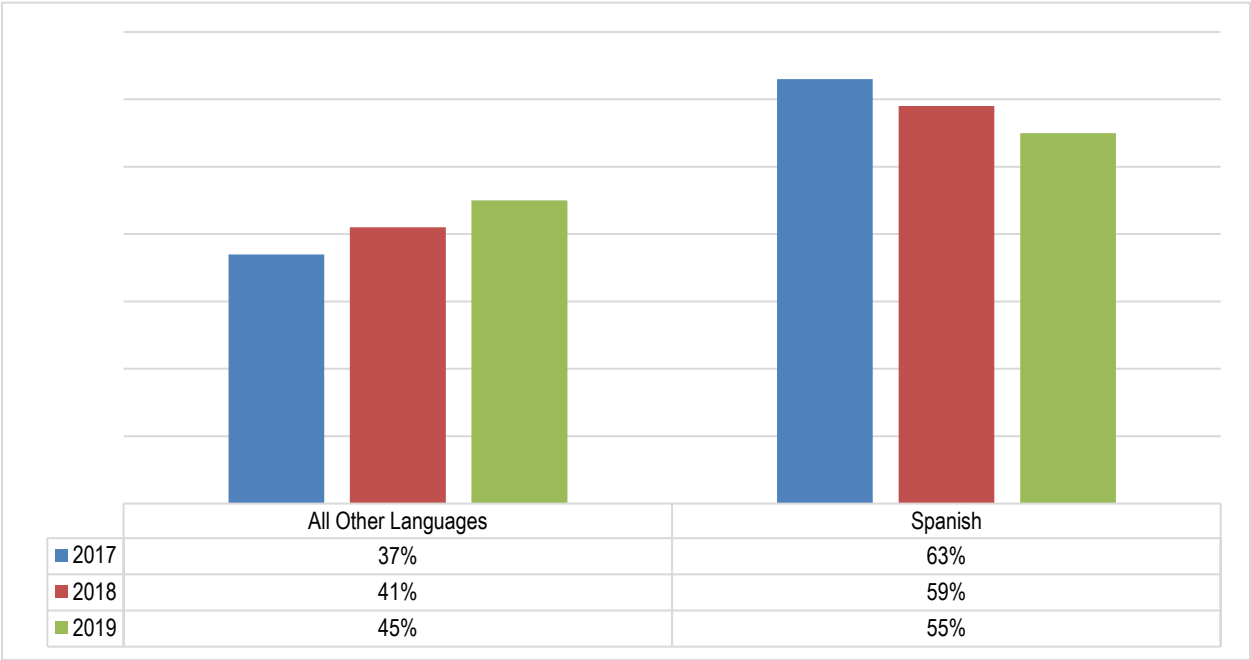
Table/Chart 2.45: BOE demographic by race/ethnicity

	Asian	Black	Hispanic	Two or More	White
2015	0	0	0	0	7
2016	0	0	0	0	7
2017	0	1	0	0	6
2018	0	1	0	0	6
2019	0	1	1	0	5
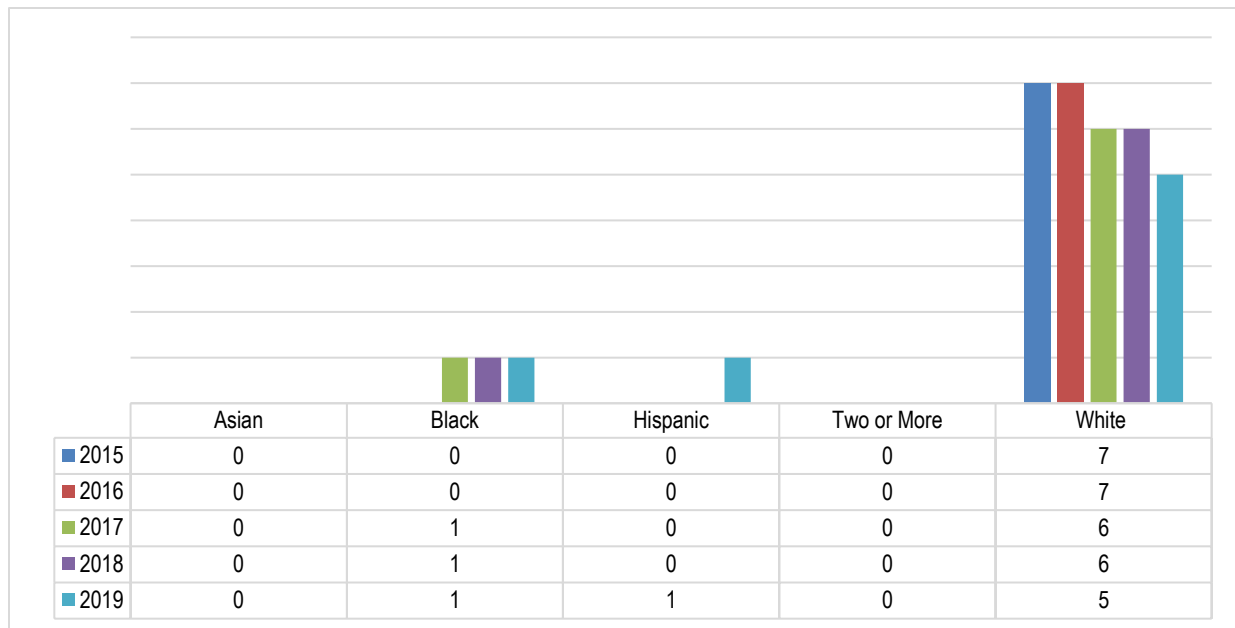
Table/Chart 2.46: BOE demographic by gender

	2015	2016	2017	2018	2019
Female	4	4	3	3	4
Male	3	3	4	4	3
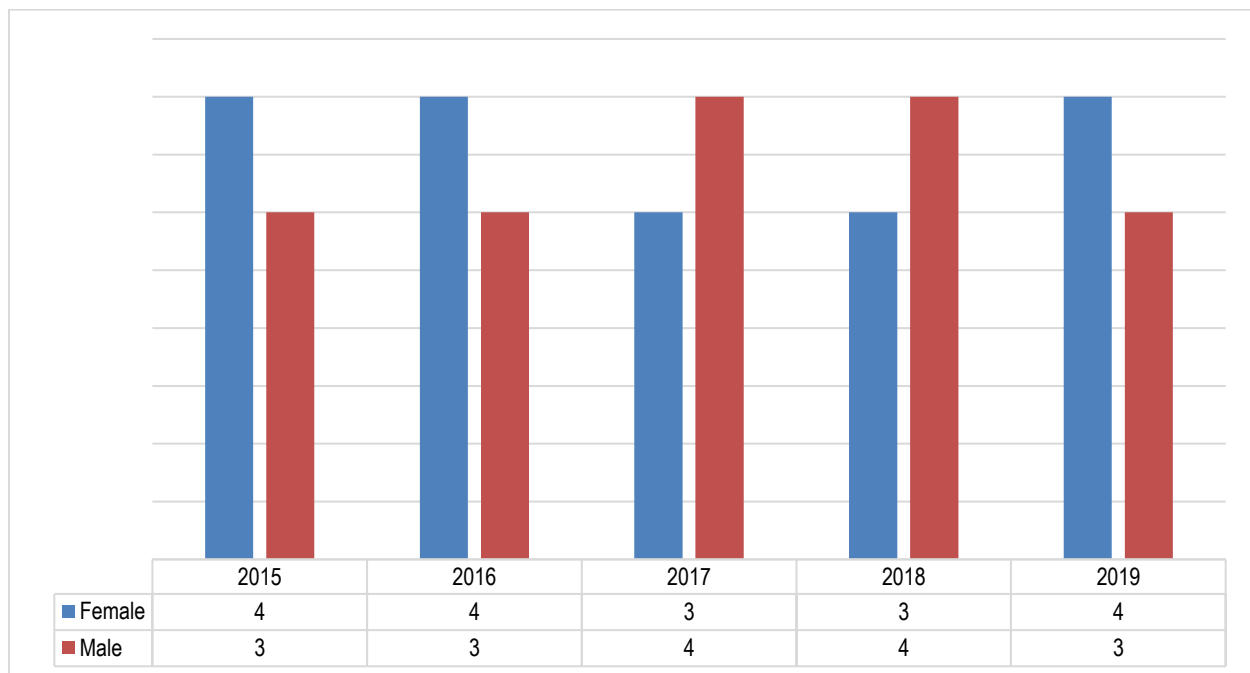
Section 3

As mentioned previously, Phase III of the Equity Audit are the focus groups. Focus groups take place by stakeholder role – students, staff and parents/guardians/caretakers - and there is no intermingling of stakeholders in one focus group. In other words, students participated with students, staff participated with staff members and so on. For the ease of reference, we will refer to the stakeholder group, Parents/Guardians/Caretakers as Families. It should also be noted that there were several one-on-one interviews with the auditor. This occurred based on scheduling preferences and/or one person showed up for the focus group. No names or identifying information was gathered or used in this report to protect confidentiality. Any attempts to identify an individual included in this report are mere coincidence. About one hour is allocated per focus group. Based on cost and time, the focus groups were limited to six days and the following rules set by the auditor.

- Staff: Any staff member as long as adherence to the 5-8 Rule. This rule indicates that if DELT would like 8 staff members per focus groups, then they are limited to approximately 5 questions. If they would prefer 5 staff members per focus group, then they may have 8 questions.
- Students: Up to 10 students may participate in student focus groups and grade level mixing is allowed. Up to 8 questions may be asked of students.
- Families: Up to 10 individuals may participate in this focus group. Up to 8 questions may be asked.

Table 3.1: Focus Groups and Participants		
Focus Group	Total Number of Focus Groups	Total Number of Participants
Staff	7	28
Students	5	30
Families	2	8
TOTAL	14	66

The questions for each of the focus groups were identical based on role and were as follows:

Staff
1. In what ways has your school done a good job in meeting the needs of all students? In what ways does your school need to improve to meet the needs of all students?
2. What are the greatest challenges your school or district face when it comes to equity?
3. How have you felt welcomed and included as an employee? How have you not felt welcomed and included as an employee?

4. How does your experience, or lack of, with students and families differ from you? How does this impact your role in the district?
5. How has equity impacted your instruction and relationship with students?
6. Is there anything else you'd like to add or share?

Students
1. What are ways you and a staff member have connected?
2. How have you felt welcomed and included in your school? How have you not felt welcomed and included in your school?
3. How have your peers been welcoming and inclusive or not welcoming and inclusive?
4. Have you ever advocated for yourself and if so, how did it go?
5. In what ways has your unique identity and experience been celebrated or valued by your school? By your teachers(s)?
6. Describe any negative interactions you have had with adults in the building that you feel were result of your identities?
7. Is there anything else you'd like to add or share?

Families
1. When you hear "equity" what comes to mind?
2. Besides academics, what else do you believe school should teach, value, affirm or provide for students?
3. In what ways, do you believe your school is doing a good job in meeting the needs of your student(s)?
4. What are the areas of needed improvement in order to meet the needs of your student(s)?
5. Have you ever advocated for your student(s) and if so, how did it go?
6. Have you experienced and/or do you have concerns that you believe are inequitable or fair? Please describe.
7. Is there anything else you'd like to add or share?

Focus group responses were analyzed and categorized into the *Five Strands of Systemic Equity*©:

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

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

Student Voice, Climate and Culture: To consistently seek students' feedback and experiences and nurture a positive, authentic and meaningful organizational culture and climate.

Professional Learning: To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.

Family and Community as Agency: To partner with families and the community for authentic opportunities to serve the students, the school and district.

For example, responses that best aligned with districtwide or building-wide decision-making such as policies, programs, procedures, processes, personnel and Board of Education were categorized under **Systems**. Responses that correlated with instruction, curriculum, assessments, daily classroom occurrences, culturally responsive practices and academic programming and professional educator autonomy were categorized under **Teaching and Learning**. Responses that indicated student behavior, discipline, adult-student relationships, SEL, trauma, restorative practices, climate and culture among student and staff groups were categorized under **Student Voice, Climate and Culture**. Responses about professional development and growth were categorized under **Professional Learning**. Finally, responses that discussed family and community communication and engagement, parent groups, academic and other wholistic resources that involve families were classified into **Family and Community as Agency**. Areas of strength and needed improvement were identified to determine emphasis. Several quotes from the focus groups have been included in this report. Below is a visual representation of the qualitative analysis.

Illustration 3.1: Visual Representation of Qualitative Response Analysis

The following were emerging identifiable themes based on focus group responses. The themes placed into this strand closely aligned with systems. **Systems**, as defined by the Five Strands to Systemic Equity©, is to ***ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.*** There is no one question asked that could inquire so broadly about systems, but numerous responses demonstrated areas of strength and needed improvement within the **systems** strand.

From Staff
- "It's pretty obvious, everyone in there [DGS] has new desk, computers, white boards, new lounge space, new carpet but going to some of the spaces where support is, it's an after-thought, no resources, old table, put up drywall."
- "Students have to walk through hallway where it rains and snows. Understand under construction, but when they say upgrading a place for students, but then upgrading for administration area first, it sends a different message to students. Who are we upgrading the school for?"
- One student did not feel comfortable in either locker room, so we had students use athletic locker room of their choice. But, in swimming no additional locker there and had a student that wanted to change in his own swimming area, so we needed to have a separate space. Student had to walk down the hall dripping wet to change and that is not ok. If male and identify as female, but what happens if that is not the best for another student or if parent complains about student with a penis in the girls' locker room. There has been no guidance or protocol and so it is uncomfortable."
- Part of the motivating factor to meet needs of students especially those disadvantaged based on social identities is trying to think about their experiences. When making policy changes and we become too worried that policy changes can be harmful, are we solidifying status quo? We think about meeting the needs of all students rather than thinking about those students who have specific needs."
- "Wonder if district interested in checking boxes but not pursuing what to really do and getting into teams and share strategic decision making."
- "Week-long academy and mentors for new teachers really positive and feel welcome."

From Families
- "Anonymous tipster line is totally anonymous and safe to call in concerns."
- "They communicate to students about health-related issues, vaping, safety and active shooter drills. My child told me they were really honest said to trust instincts. Made him feel very comfortable. Same with vaping, he knows a lot about vaping now."
- "Lack of cultural reflection from students to staff and there are very little teachers of color."
- "They need to build relationships with parents. I ask questions and they say they want our feedback, but why want me there if already decided?"

From Students
- "Good job with security here and it helps the students feel safe and know that there are security people here to help."

Themes aligned with Systems			
Theme	Stakeholder	Areas of Strength	Areas of Needed Improvement
Decision-Making, Policies, Processes, Procedures, Resources, and Fiscal Responsibilities	Staff	-strides to diversify staff -improved policy on utilizing two, as opposed to one, religious holiday -improved mentoring for new hires	-examine equitable safe and humanizing area for staff and students to pray, as needed/desired -equitable access students to reasonable working spaces for staff members -consider equitable accommodations for a variety of scenarios for transgender/gender non-conforming and other non-cisgender students -mindset shift needed from equality to equity, especially when confronted with status quo
	Families	-existence for anonymous hotline -information about safety, drugs and related topics -Chromebook rollout	-lack of authentic listening to feedback to make informed decisions -lack of staff diversity
	Students	-sense of safety	

The following were emerging identifiable themes based on focus group responses. The themes placed into this strand closely aligned with systems. **Teaching and Learning**, as defined by the Five Strands to Systemic Equity©, is to *intentionally embed equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for each student.* There is no one question asked that could inquire so broadly about teaching and learning, but numerous responses demonstrated areas of strength and needed improvement within the **teaching and learning** strand.

From Staff
- "Good job of meeting mandated needs (IEPs)."
- "We have an honors level, regular and support level in almost of our curricular levels."
- "We co-teach many contents and all GLs"
- "Preparing to teach deep equity academically and hearing lived experiences and stories from students helps me teach all my other courses. I see more the realities of lived experiences of all students even if curriculum not necessarily focused on their lives. That has been beneficial for me and teaching that course has helped me facilitate deep equity considerations but mostly interaction with students as it is about bringing our students stories to administration."
- "Co-taught classes are close to capacity and when transfer students come in, mostly end up in those classes which are then are overloaded."
- "We're doing a better job w/504 as now accessible and knowing which students need IEP and 504 support is a step in the right direction but doesn't mean those teachers know how to support those students or have had proper training."
- "Our co-taught classes are overloaded. Many IEP students, overwhelming, even with students without IEP. It's unintentional tracking. It is happening and students who have more challenges may be missed."
- "Need more support for ESL department."
- "We need time to reflect systematically what we have in place of equity. We used to limit library by grade level and students weren't getting equal access because of master schedule so changed schedule to Alpha and it's new, better now."
- "As male/white, grew up in academically privilege situation and that is different from 30% of our students from low SES. Even though working on understanding and compassionate, sometimes make mistake of my experience and normalize aspects of my instruction. For example, using the term house instead of apartment, mortgage instead of rent, parents instead of parent or guardian - true to my situation but may differ from students' home, SES, and may seem like discounting them, but not intentional. It's easy to make those kinds of mistakes."
- "Encouraged to choose text from African American authors and bring in speaker but feel like checking off box as opposed to establishing procedures that are going to support the way students are reflected in the curriculum. In the English department, whose stories are being told? It is centered on dominant race, gender, class lines. Not only relevant in English department but any other department as well. We have a lot of work to do to move away from male/white centric experience."

From Families
- "Access for lower and higher-level performers."
- "Harlem Renaissance - why not talk about it? Why don't student learn about some of the historical marginalization?"
- "Does our history reflect students' experience. What else is going in society - the marginalization they are talking about?"
- "I feel like some students may not be aware of resources available to them. Kids in honors or AP are more in touch with what is available and student who struggle more or average may not be aware of what is available to them after high school."
- "Course load is heavy."
- "School gave no assistance for college search whatsoever."
- "Unless I press it, there is no assistance with college prep."
- "Everything in high school is so college-oriented and not every student is college-bound and though they offer other paths, the message is still there, even with standardized testing pressure."

From Students
- "Teacher in general are very adaptive to your needs. Last year, teachers provided me extra time or another time to take a test based on what I needed."
- "A group of students picked to go to library to talk about identity so not run by teachers, but school brought somebody in to talk to the students about identities."
- "Teachers bring outside topics to class. It shows they want to relate to us."
- "I have a 504 plan and get extra time. Teachers have discussed with me and asked me where I want to sit in class, give me opportunities and nice they take extra time and help me with it. "
- "During foreign language week, teacher asked if there are students who can share about their culture for a week. I appreciate more to learn more about it and ways to connect and learn about the cultures. Think it's cool!"
- "Flaw in system in math competition because after school yet heavy weighted part of grade."
- "There was one class that ok if started talking about topics that mattered to us, not only historical. They make you feel open to talk about it in class and there are definitely people don't talk at all or feel comfortable talking in there."
- "If talking about race, the n-word in the book reading *Huckleberry Finn* and 200x that word is in there. So, when we talk about it, some students think that word should be there because historically accurate, but no consideration as why that word should not be there."
- "When they talk history specifically about African Americans, it's slavery and not about the creation and positivity out of Africa. It's taught from the White perspective. They don't care about our perspective."
- "Freshmen year, one teacher was so biased that she graded tests by handwriting and if not neat handwriting, she marked it up. I barely passed class, but she didn't learn my name. She pushed her views on us, especially upon students of color."
- "Teachers should be more open to criticism, not instructive criticism, but more like if don't agree with teachers. It shouldn't be taboo to speak to a teacher about it. Worried about saying something."
- "Teachers gave out a mid-semester survey to students. Students commented that she talked to fast, but then she complained to the students about that response. What is the point about giving such a survey if not going to listen?"

Themes aligned with Teaching and Learning			
Theme	Stakeholder	Areas of Strength	Areas of Needed Improvement
Academics, Academic Programming, Instructional Supports and Resources, Assessments	Staff	-improved meeting of needs for IEP and 504 plans -effort to advance equitable access to resources (e.g. use of technology, devices)	-not all departments feel supported (e.g. ESL) -student and work overload in co-taught classes
	Families	-provide information regarding AP courses for students to make informed decision -Seal of Biliteracy option	-lack of instruction for historically marginalized populations -lack of information and/or resources for college process and options
	Students	-teachers support student learning and are adaptive to student needs	-examining academic opportunities to be available during the school day
Culturally Responsive Pedagogy	Staff	-staff increasingly aware of their advantages and privileges leading to professional self-reflection in -expansion of racially diverse resources	-systemic practice for transgender or gender transitioning students in the use of preferred name and pronoun -systemic need to ensure culturally responsive pedagogy and practices
	Students	-teachers encouraging and inquiring about students' backgrounds and culture	-raised consciousness and support needed for challenging learning opportunities

The following were emerging identifiable themes based on focus group responses. The themes placed into this strand closely aligned with systems. **Student Voice, Climate and Culture**, as defined by the Five Strands to Systemic Equity©, is ***to consistently seek students' feedback and experiences and nurture a positive, authentic and meaningful organizational culture and climate.*** There is no one question asked that could inquire so broadly about student voice, climate and culture, but numerous responses demonstrated areas of strength and needed improvement within the student **voice, climate and culture** strand.

From Staff

- "In last 4 years, we had Superintendent that said our #1 priority was caring for our students. SEL was primary. The other stuff we can only do if we address kindness, caring and understanding of students' lived experiences, lack of opportunity and equality for students to feel whole. That [message from Superintendent] is not typical. Knowing when we focus on students' emotions and needs first feels like real opportunity. Individually, I am affirmed when making decisions trying to do right by my students and opportunity for district that other places in the country generally not making a lot progress. The negative stuff people saying, I'm hopeful that administration does want to hear negative feedback because they are interested in change and best outcomes of our students. If we thought the district wasn't going to respond to it, we wouldn't be sharing this. The fact going through this process shows that leadership really cares and it as a priority for the district."
- "We have an administration that does a nice job making sure people feel welcomed."
- "Nice place to work. A lot of work culture comes from administration and think leadership is welcoming and I feel supported."
- "We have so many different clubs and organizations that students can be involved in. They are updating and changing clubs too allowing students to come up with their own ideas for clubs."
- "Teachers tend to find ways to get to know students across the board."
- "Uncertified staff given more options to be involved and grow more within the school."
- "In this school environment, it is very hierarchy. Used to everyone being created equally, but feel in this school setting, it's very much about administration on top, then teachers and then support staff at the bottom. My previous background everyone was treated equally, and everyone's job was important. But, feel like here it's a class system and you can't talk to certain people because of their role. Everyone welcoming in my role but very different from my experience of how people are treated. The layers of people one needs to talk and go through is a lot. There is a chain of command and if there is a problem and you have to talk to so-and-so, then have to talk to additional people and never get to talk to a person to get it addressed."
- "When people of color are hired, people will say you got hired because solely you are a person of color. We've all heard those comments. I was told by someone here, 'I hate hiring females because they have babies, they don't coach.' What do you that with that? I cannot report it because crappy work schedule and good ol' boys club mentality so just process it on own."
- "I haven't been taken seriously, demeaning comments from administration, demoralizing situations. It's a double standard or they don't see themselves based on similarity bias. It's clear they don't see the double standards."

- "Administration yelling at support staff and students hear how some of the adults are being treated by administration."
- "We're asked for our opinion, they [administration] ask employees on committees, but when decision has already been made, feel like there it was to check a box."
- "Disparity opinions between DGN and DGS by community and their ability to educate students; misleading reputation of DGN better and not DGS."
- "Helped for students to know I'm not like the other White teachers so they know I have some experience that they can relate to and more willing to talk to others and not enough people they feel comfortable with."
- "Our support staff is treated terribly when it comes to docking in early/late. They really worry get docked an hour when they arrive late."
- "Hard to speak our mind in the deep equity sessions because administration is present."
- "Disproportionate referrals and when the students vocalize themselves, not comfortable, especially students of color."
- "If our students of color are acting out in class, have phones out, doing so as internally and not so much actively explicitly acting out. It's fight or flight mentality."
- "I don't think we have action plans specific to fill in the gaps. Some predictable gaps year after year. Discipline data show disproportionate to African American students and rather than coming up with real solutions we just stop suspending students rather than disproportionately finding out why it's happening to African American low SES and ELL students."
- "There is an expectation that students are here to learn and if they are having a bad day, sent to the Dean's office, and yet we all have bad days. We need to impact students positively."
- "From SEL perspective, would not call [entire district] a welcoming place. No genuine sense of inclusion and welcoming."
- "There is an epidemic in this school of students who feel empowered to use racist language, act in racist ways and its manifesting its way into bad behaviors. Why do our students feel empowered to act this way? I would continue to say, our staff often feel likes its someone else's problem to address. It really is all of us to be responsible."

From Families
- "Staff is invested in the students."
- "Wide variety of clubs and activities and constantly adding new things."
- "Having more intramurals for students not athletic superstars who make the official sports team."
- "A lot of opportunities for students in different clubs, activities, extracurricular to develop who they are - band, drama."
- "Is there anything to help student workers balance school and work? Like a workshop for students with school to help balance work."
- "Teaching students to be able to sort through, prioritize time management, pressure to perform in every single facet of your high school experience is not achievable, setting them up for failure."
- "Unsettled by how things are handled by SRO. They have questioned students without parents."
- "Both of my children experienced derogatory statement and the n-word. When my child shared that with counselor and instructors, and nothing is done about it."
- "Minorities are the highest for discipline compared to the amount of White students."
- "Students do not have a voice."

- "About social equity, a lot of opportunities for students, but have child that is not proactive, aggressive and outgoing. Then, there is no place for them to go, any staffing or initiatives to get them involved; either go for it yourself if that kind of kid or your loss"
- "What is process for disrespectful teachers especially if they are supposed to be role models."
- "Teachers complain or speak negative about students. If teachers don't do well, then nothing can be done about them."
- "There is not enough sensitivity training for this inclusion to work."

From Students
- "Tons of resources at my disposal for each subject where I can go if having trouble. Not just academically. If having trouble with relationships, counselors willing to listen and see what can do to help."
- "In my English class at beginning of year, teacher had us write information about us and preferred pronouns and thought it was very courteous to ask us."
- "Mix in upper/younger classman and remember freshman year a bunch of seniors in culinary class and they were very helpful."
- "Teacher do not try to offend anyone and same with students. Don't feel afraid to speak out against their beliefs or what they want to do."
- "Teacher in school very inclusive and helpful. Teachers helpful as I don't normally come to this wing and check to see if I need a pass, teachers are welcoming into this school and very inclusive."
- "I advocate for yourself in certain parts of the building so depends if person willing to listen to it or I believe person is willing to listen, depends on situation."
- "I've advocated for myself in class and it went well, felt like I was being heard and felt I can talk."
- "I never felt left out, being in so many clubs, welcomed by teachers and clubs. It really helps build up to connect with teachers and never felt left out. Plenty of opportunities to get involved."
- "Sports, within and across sports (ex. volleyball players and basketball players supporting each other) feels like a tight knit family, supportive of each other."
- "Some teachers really make an effort to get to know you and make everyone get to know each other. Feel like know everyone's name and it helps get closer to people."
- "The past 3 years, suicide awareness and teachers are lot more willing to talk and if students have an issue, they feel/know they can reach out to someone."
- "There are workshops and even those that aren't about race, they are trying to include different perspectives if not race-related clubs."
- "No steps in school for Black students or any minority students when racial incident occurred. Did not call us down and make sure that we were ok."
- "Some teachers that greet you don't say 'Hi' back and you know they heard you."
- "There was a teacher that was a creep, he would pet the girls' hair in class, put arm around you and ask questions about our day and it would be creepy. We've shared with counselors and nothing has been done. I've told my counselor and others told counselors and I know he's been talked to, observed by department chair."

Themes aligned with Student Voice, Climate/Culture

Theme	Stakeholder	Areas of Strength	Areas of Needed Improvement
Staff Climate/ Culture	Staff	-extensive extracurriculars options for students -strong teacher/student relationships	-focus needed on mutual respect, communication and transparency among all staff members to improve workplace culture -sense of hierarchy or silenced by administrators when opposition arises -lack of reactive or proactive roles to address growing concerns of racial tension
Student Climate/ Culture, Feedback, Experience, Student Voice	Staff	-some teachers look for and are open for student feedback and voice	-unfair, or perceived unfair, view and discipline against students of color -lack of consistent, strong climate and culture among staff and students -address inequities in extracurricular participation beyond waving fees (e.g. instrument costs)-purposeful and continuous methods of ascertaining students' voice -create opportunities for students to connection with other adults beside teachers -peer-to-peer respect and clear intolerance by district on racists or other derogatory language -focus on restorative practices -need to address disparate attitudes between DGN and DGS
	Families	-strong school leaders -extracurriculars offered for students -wellness opportunities for students	-access to students by SRO concerning -racial disproportionality in discipline -condescending remarks made to student -lack of student voice
	Students	-variety of extracurricular clubs -positive, meaningful relationships between teachers and students, and other adults in the school	-racial bullying not addressed

The following were emerging identifiable themes based on focus group responses. The themes placed into this strand closely aligned with systems. **Professional Learning**, as defined by the Five Strands to Systemic Equity©, is ***to provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.*** There is no one question asked that could inquire so broadly about professional learning, but numerous responses demonstrated areas of strength and needed improvement within the **professional learning** strand.

From Staff

- "Like the approach district has taken that is not top-down. They went from approach that we can all improve biases not exclusive to race and how we can improve for all students. That biases are human condition, rather than fixing the problem."
- "The study of equity over the last two years has caused a shift in my thinking from where I used to believe I had the answers and the solution because the life I have lead but believe shifted to listening/understanding what students need and help them find their own solutions (e.g. White savior mentality)."
- "Best part of deep equity when they shared data what students are saying and those are the moments, I want more of. Give us more information about specifics."
- "People coming up with lesson plans for the dominant racial group. Folks that are volunteering and willing and not take us [people of color] up on our interest because not paying us. But, person willing to pay are White people so people to do equity/diversity work but that's not diverse representation."
- "We are doing our equity work, which is wonderful, but we can't exist in a vacuum. We can't say this is our equity work to improve setting culture for our students because when issues come up, they are not addressed "
- "We live in a school reflected of society in that White teachers and students feel empowered to act negatively or put blinders on."
- "Our administration recognizes gap with equity. But sense that many teachers don't see equity as a problem and truly believe they are doing ok in providing all supports for students. Understanding is rapidly coming, but still need to support staff."
- "Deep equity is offensive. The limited narrative and equivocation of social constructs of greater society among students of color (e.g. prison population with students of color in school) is a false correlation of statistics suggestive that exclusive to low SES, Black/Brown Students."
- "Lack of knowledge and need for training on connecting w/minoritized students. "
- "Lack of buy-in from all staff. We have people interested and want to grow and others that aren't educated enough on it. "

Themes aligned with Professional Learning			
Theme	Stakeholder	Areas of Strength	Areas of Needed Improvement
Professional development continuum	Staff	-professional development focus on equity -student voice in equity professional development	-equity professional development led by dominant racial group -develop measurable objectives that equity training is effective -find individuals from historically marginalized populations to lead or co-lead equity professional development

The following were emerging identifiable themes based on focus group responses. The themes placed into this strand closely aligned with systems. **Family and Community as Agency,** as defined by the Five Strands to Systemic Equity©, is *to partner with families and the community for authentic opportunities to serve the students, the school and district.* There is no one question asked that could inquire so broadly about family and community as agency, but numerous responses demonstrated areas of strength and needed improvement within the **family and community as agency** strand.

From Staff
- "Good job of communicating systems as far as Chromebooks, emails and how to give out assignments to students, communicating to parents, good transportation for students getting on buses; activities buses offered to students."
- "The bold action required to invest resources to address inequities outside of school that would ensure or get us closer to academic and social outcomes for students is hard to conceive politically or optically in relatively conservative community."
- "Things that have happened in social media in our district that parents accuse every employee in the district of being racist, or inequitable. That we don't have enough teachers of color and we are all White."

From Families
- "Accessibility of the principal - open communicate and monthly opportunities to do so by parents."
- "Staff is relatively responsive when you reach out to them"
- "Open invitation of staff to reach to them via email if certain problems."
- "The Christmas concert, sing certain Christian songs and there are Jewish ppl and non-religious ppl and ppl were standing up, and asked ppl to stand up; don't think this is school open for religious, economic, behavior diversity."
- "Don't think minorities have a fair share of anything here."
- "They say that want parents involved but don't ask them - do they know something is disrespectful for families? Not enough acknowledgement about families."
- "BPAC needs to help parents move forward and up."

Themes aligned with Family and Community as Agency			
Theme	Stakeholder	Areas of Strength	Areas of Needed Improvement
Partner with families and community	Staff	-constant communication with student families via multiple means -connecting resources for families (e.g. Angel fund, community assistance groups)	-educate community on equity and its critical importance) -clear communication to families regarding fees (e.g. fee waiver, AP testing fees)
	Families	-strong communication from schools	-need for increased religious diversity or no religious-type songs in concerts -need for increased parent engagement -lack of parent volunteering opportunities and/or communication about volunteering opportunities -lack of translating services for parents

Section 4

To maintain the integrity and purpose of DELT and the *Five Systemic Strands to Equity©*, the following is suggested. District leadership share and distribute this full report to each member of DELT. Allow DELT members to independently read and review it over a couple of weeks. DELT members should then reconvene and discuss the findings and recommendations. DELT should develop a template or Equity Implementation Plan (EIP) to progress monitor agreed-upon objectives in alignment with this report's recommendations. It is suggested that the EIP include the district role, school role, measurable metrics, accountability, evidence, status and alignment to district/BOE goals (see Illustration 4.1).

Illustration 4.1: Example Template of EIP

Goal

Strand								
Objectives	District Role	School Role	Measure/ Metrics	Timeline	Accountability	Evidence	Status	Alignment
1.								
2.								

Objectives

The strand serves as a comprehensive goal while the recommendations offered is a specific objective or "how to" pursue each goal. DELT should then be divided into five smaller groups in alignment with the five strands. The five specialized populations of DELT will oversee objective progress in each strand. DELT should meet regularly to progress monitor equity movement. BOE presentations and community transparency to this report is highly recommended. Although, this Equity Audit is extremely comprehensive and robust offering many recommendations, it is **NOT** recommended for a district to implement all of them, at least, not in the short-term. Most of these recommendations may be long-term objectives. The district must use their best judgment and allocate energies and resources to rollout each objective thoughtfully and with integrity. The Equity Audit research-based recommendations are grounded in finding. Several considerations are offered for actionable and measurable ways to advance equity. Each recommendation adheres to the five strands.

	Systems *To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.*
1.1.	**District widely communicate its adopted common language and understanding about equity, diversity, and inclusion.**

Findings: From the DELT assessment results and throughout focus groups, it was apparent that many staff stakeholders were familiar with equity, diversity and inclusion. This is to be properly acknowledged. The specific area to address is to communicate these terms regularly and formulate common mindsets around them.
Considerations: Website page dedicated to equity and the work the district has accomplished. Presumably, the district will pursue an equity plan and they can highlight it on this page while aligning it to district and BOE goals. Resources regarding, equity, diversity, inclusion and culturally responsive practices can also be readily present on such a page. In whatever definition is adopted or created within these terms, it should include language on racial equity, equitable needs for marginalized populations and the acknowledgement that the systems and structures are continually examined for anti-bias. Poster or some type of visual display at each school may also be helpful.
Research: There are various interpretations of equity that should be explored. Any of the references cited in this Equity Audit offer plenty of considerations. Particular attention should be paid to research and practitioner organizations like the Great Lakes Equity Center, funded by the U.S. Department of Education, Office of Civil Rights.

1.2	**District develop a long-term plan to increase diversity among teachers and administrators with a focus on people of color.**

Findings: Each stakeholder focus group commented on the absence and/or low racial demographic of its staff. Although it is slower than desired, the district has made gains in its personnel diversity over the last five years. Both the Black and Hispanic teacher and administrator hires have increased. From 2% to 3% for Black personnel and 3% to 4% for Hispanic staff. As the district continues to recruit and retain their high-quality staff, efforts must be made to monitor the undue burden (e.g. cultural taxation) often placed on teachers of color. One of the ways in doing so, which was reiterated during one focus group, is checking-in with staff of color. It is often assumed that people of color are hired merely to diversify staff and not due to qualifications. Such assumptions are hurtful and demeaning. If the administration does not regularly connect with its small number of diverse staff members, an unintentional message of uncaring is interpreted. It also undermines the district's commitment to diversify its staff and could reverse the time, energy and cost invested to recruit and maintain highly-qualified, diverse staff.
Considerations: By checking-in with staff or developing a regular, anonymous survey to solicit staff feedback, the district can proactively gauge employee satisfaction. Other considerations include creating a campaign focused on the strengths and benefits of working in the district. Partner with community members and local affinity groups to work on the campaign. Maintain consistent marketing on district's website and communication about the district's commitment to diversify. Build relationships with local colleges and universities in their teacher prep courses. Reach out to college affinity groups for undecided majors to share benefits of a career in education. Research a 'Grow Your Own' program and ways to ensure interviewing pools include diverse candidates ('Rooney Rule'). While the diversifying of staff may take time as the shortage of teachers of color is dire throughout the country, the district would benefit from developing protocols in hiring staff that embraces diversity, culture and inclusion. DELT could create a bank of interviewing questions focused on the importance of diversity, inclusion and culturally responsive practices. Such questions can include scenario-type inquiries from candidates. This can help shape the district's desire to hire individuals that understand, value, affirm and validate equity paradigms.
Research: Overwhelming research points to the benefits of a racially and ethnically diverse staff that parallels the continued diversity among students. This does not suggest that predominantly White schools not commit to racial and ethnic diversity among staff. Teachers and administrators responsible for the education and well-being of students should comprise a great number of people of color as it has demonstrated increased positive adult-

student relationships, higher student engagement, connection and expectations, as well improved intergroup relations, role-modeling and combating stereotypes and biases (Ladson & Lewis, Eds, 2016; Wells, et al, 2016; TeachPlus, 2019).

| 1.3 | District develop a measurable long-term plan to monitor its equity journey. |

Findings: CSD 99 has devoted considerable time and focus on professional development focused on equity. There have also been numerous indicators of equity-driven actions – increase of diverse resources, eliminating the technological opportunity by offering 1:1 device, uptick of diversifying staff, student voice in extracurricular offerings – which are all tangible products of equitable success. However, through the creation of a robust, equity plan that includes measurable metrics, the district could continuously monitor its progress, and be transparent in its areas of strength and needed improvements.

Considerations: Robust 'equity implementation plans' or alike allow for strong and transparent indicators to advance equity. Such plans should include any current initiatives the district is working on as it accelerates that every major effort is examined with an equity lens. The plan could include specifics to transformed mindset for struggling staff that fail to acknowledge that each is responsible for advancing equity. This can be done by associating employee evaluations to anti-bias instruction, team collaborative meetings that ensure equity is infused and continuous analysis of disaggregated data.

Research: Equity is complex and involves multiples layers, some of which are challenging to measure such as mindset shifts. Despite the associated difficulties with equity, districts can continuously progress monitory and identify areas of improvement when clear objectives or indicators are formulated (Edley, et al, 2019).

Teaching and Learning

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

| 2.1 | District internally evaluate and regularly review curriculum and resources for anti-bias language and representation. |

Findings: There is a lack of systemic, anti-bias curriculum and resources utilized. Although there has been remarkable progress in the teaching and learning realm according to the district's background information, there remains transformative shifts throughout the organization. The focus group discussions revealed that some educators strongly evoked understanding and vulnerability in their equity journey, while others disconnected themselves and their professional obligation to it. Fragmented anti-bias curriculum and resources cultivate stagnant results. Equity aims to transform pedagogy and practices, which cannot be achieved by piecemeal commitments. It is expected that from a thorough evaluation of curriculum and resources, formative and summative assessments will be examined as well. This is critical as racial disproportionality emerged in the final grades among White and Asian students compared to Black and Brown pupils. From 2015 to 2019, 48%-54% respectively, of Asian students received an "A" and this percentage was comparable to the White population, wherein from 2015-2019, 42% to 48% respectively, also received an "A". In 2015, 18% of Black students received an "A", and that has increased to 24% in 2019. For Hispanics, 25% received an "A" in 2015 up to 31% in 2019. One way to examine the root causes of these grade gaps is to ensure meaningful formative and summative assessment, which can be reached when curriculum and resources align. When curriculum and resources also align with culturally responsive, anti-bias language and representation then a targeted focus is developed to support the most racially marginalized students. The disparate academic variance was also evident in the reading and math standardized assessments. According to the data, for at least five consecutive years, Black and Hispanic student scored the lowest.

Considerations: Equity-driven, systemic transformations to curriculum and resources require uprooting status quo. The study and perpetuation of so-called classic textbooks with "historically accurate" language praises oppression. It causes unnecessary trauma, stress and/or discomfort among historically marginalized populations. This is not to suggest complete disregard for "classic" text, but to examine, perhaps, the attitudes and actions of book characters as inhumane. Utilizing current, relevant text will likely increase student interest and engagement. It can also be a powerful pathway to identifying additional issues of inequities in general society. If the district pursues an evaluation

of its curriculum and resources, the curriculum writers tasked with this responsibility should understand its end goal of heightened inclusion, diversity and intentional anti-bias language and representation.

Research: Critical engagement in text, and opportunities for value-based assessments that measure diversity, fairness and collaborative discussions on justice are some of the monumental benefits that impact anti-bias curriculum and resources (Ladson-Billings, 1994; Gorski, 2018). Every effort should be made to support educators in aiding students to connect their learning to anti-bias realities or improvements. These practices are fostered in hands-on opportunities, cooperative groups and critical dialogues in learning environments. All of which are anti-oppressive pedagogy as students are viewed as capable beings and not mere receptacles to information (Freire, 1970; Bartolome, 1994; Ross, 2014; Hammond, 2017).

2.2	District embed culturally responsive pedagogy and practice expectations among all staff members.

Findings: Similar to the review of curriculum and resources, culturally responsive instructional practices in each content is organic sequence to examining anti-bias learning for students. In focus groups, remarks were made about many teachers being supportive of transgender students, which is to be acknowledge. But, unless all educators are allies in the affirmation and validation of student identities, them there are substantial equity holes that need to be addressed. A district's commitment to equity should include culturally responsive pedagogy and practices for each student. The fact that each stakeholder focus group -staff, students and families – commented on this need speaks to the raised conscious and desire to support and advocate an equitable education.

Considerations: Besides extensive, long-term professional development to support educators on culturally responsive practice, the district could identify those teachers that are strong practitioners in this area to model instruction, to allow for peer observation and to create a system of common language and expectations. District could work with their curriculum teams to be explicit in example ways each lesson could be culturally responsive and offer related resources. This could be included in the review of its curriculum and resources. District might also benefit in considering examples of formative assessments and modification to summative assessments to support learner modality and culturally responsive pedagogy. Anonymous student feedback on ways to improve the content connection to students' backgrounds and lived experiences could serve as constructive areas to consider.

Research: Culturally responsive pedagogy must be intentional and explicit in its practices (Ladson-Billings, 1994; Hammond, 2018). This is not only obvious in daily practices like cultural games, poetry, song, art and adult self-examination, but in output as well which can be demonstrated by social justice and community-based projects (Bartolome, 1994; Johnson, 2002; Ladson-Billings, 2007; Sleeter, 2012; Blankstein et al, 2016; Hammond, 2018).

2.3	District critically examine their accelerating programs with an equity lens.

Findings: Exclusively examining the participation in Honors/AP by racial demographic shows significant disparities. A startling majority of students, 84% that identify as White or Asian, are in this program, while a combined 11% are Black and Hispanic students, 3% and 9%, respectively. By examining the data further, a great contrast is revealed. The total demographic of students by percentile in 2019 is as follows: 7% Asian, 9% Black, 17% Hispanic and 64% White; yet, the total percent of students in Honors/AP in 2019 was 9% Asian, 3% Black, 9% Hispanic and 75% White. In this data set, the percentage of Asian and White students in Honors/AP is higher than the overall percentile demographic.

Consideration: Identify the barriers that are discouraging access or opportunity for Black and Hispanic student to pursue Honors/AP. Partner with Honors/AP teachers to address pathways to expand participation. Encourage "visitation" sessions in Honors/AP classes by students who have been historically marginalized. Survey students on their willingness, or lack thereof, in choosing such courses. Survey current and former students in Honors/AP to learn strengths and needed improvement in the program. Compare workload and homework expectations in Honors/AP compared to general education classes that may be a pressing issue for low enrollment among Black and Hispanic students. Other issues may be course schedule, fees and/or previous experience in such courses.

Research: Transparency to student placement and opportunities for each student to have challenging learning environments aids in equitable practices (Smith, et al, 2017). Students in racially minoritized groups are likelier to exhibit problematic behavior in non-engaging, rigorous environments (Howard, 2010).

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

3.1	**District develop process to regularly survey staff on their employer satisfaction and areas of needed attention.**

Findings: An emerging theme in the focus groups is the disconnect between staff roles. Some paraprofessionals felt disregarded from staff while some educators shared similar feelings from administration. An inequitable learning environment can be an unintended consequence of personnel disharmony or tension. Regular, anonymous surveys are opportunities for employers to analyze its sense of community among and between all stakeholders.

Considerations: Collecting employee perspectives and experiences can serve as a catalyst for improved climate and culture. Utilizing DELT members to evaluate survey responses and offer suggestions in the district's efforts to organizational commitment, work productivity and overall positive climate and culture among staff can serve as an equity model in valuing the voices of its personnel. It also naturally extends in the learning environment for students because positive and meaningful organizational culture and climate is likelier to be felt and experienced.

Research: Biases, such as a group think, is a powerful phenomenon that transpires in many social and professional environments (Ross, 2014). Focus groups reveal wide ranges of perspectives and experiences. Very rarely is one-hundred percent consensus or beliefs reached by participants. Nonetheless, what should be clear is an organization's mission, vision and values. Employees should know it, even if they do not adhere to it. There is a need to first support all employees to be familiar with equity and expectations of employee fairness. With that, equity and employee fairness should be communicated often and embedded in all areas. Soon thereafter, accountability measures could evolve to determine growth and sustainability. Employers rely on their employees to move an organization's mission forward, and thus, must invest in personnel satisfaction (Dweck, 2007; Chenoweth & Theokas, 2012; Howard, 2015).

3.2	**District develop long-term, proactive solutions to student behaviors and adult mindsets surrounding school expectations.**

Findings: From racial bullying to lack of restorative practices, there was common concern from the focus groups to the absence of proactive measures to address inequitable situations. This is also evident in the discipline data. Over the last three school years, 2017-2019, the discipline of Asian and White students has decreased while it has increased among Black and Hispanic students. Among the specialized populations, the FRL population is the largest, which correlates with the largest specialized populations of discipline. Interestingly, through an intersectionality lens, the largest racial group within FRL is White students, but it is the Black and Hispanic males that are FRL specialized populations that recipients of discipline. The district would benefit in examining whether these case-by-case discipline incidents are bias-free. There are also critical benefits to exploring the scenarios these discipline issues occur as well as the root causes of behavior/misbehavior.

Considerations: Regular, proactive restorative practices, check-ins and/or dialogue circles could be explored. Mentorship with positive adults for male students of color can be a promising exchange. Scenario dialogue with staff to discuss clear punitive situation could be helpful. For example, staff and community agreements that vandalism results in discipline, but that a student rolling their eyes does not. Frequent conversations with students regarding expectations and positive reinforcements can supplement the constant messaging of community and supports. Monthly, disaggregated reports of student discipline shared with school data team can foster structured and long-term exchanges of examining personal biases, student expectations and relationship-building. A clear training plan for staff on restorative practices, SEL and trauma-informed situations could be benefit for all stakeholders.

Research: Overwhelming amounts of research point to the racial discipline disparities in schools across the country and the dangerous school-to-prison pipeline it cultivates. The urgency to address discipline issue is paramount to academic success, student engagement, student view of self, affirmation of self-identities, individual prejudices and biases, institutional racism, power, privilege and other forms of realities that impact oppression (Tatum, 1997; Singleton & Linton, 2006; Kincheloe, 2008; Howard, 2010; DiAngelo, 2018; Gorski, 2018).

3.3	**District advise schools to develop a student leadership committee and/or include students in the district-level equity advisory committee.**

Findings: In several focus groups and via the DELT needs assessment, the need to amplify student voice surfaced. From school-based advisory committees to student representation in BOE meetings, the district can identify meaningful opportunities for students to impact positive, transformative shifts that compliment the overall culture and climate of its school.

Considerations: The district could benefit on proactive measures of equity by systemically ensuring gender neutral restrooms in each school. They could also be responsive to students' social justice passion by incorporating a recycling program. The schools should find ways to proactively seek feedback from all students on an anonymous basis but utilize student leadership committees to addressed raised concerns. The schools must be mindful that their committee members are diversely represented and interested in the betterment of school community.

Research: Overwhelming amounts of research point to the racial discipline disparities in schools across the country and the dangerous school-to-prison pipeline it cultivates. The urgency to address discipline issue is paramount to academic success, student engagement, student view of self, affirmation of self-identities, individual prejudices and biases, institutional racism, power, privilege and other forms of realities that impact oppression (Tatum, 1997; Singleton & Linton, 2006; Kincheloe, 2008; Howard, 2010; DiAngelo, 2018; Gorski, 2018).

Professional Learning
To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.

4.1	**District continue its mandatory professional development continuum for all staff on issues of equity, while expanding the facilitation responsibility.**

Findings: CSD 99 promising opportunities of equity in its structured sessions and offerings through SEED and Deep Equity. There were suggestions to expand the facilitation responsibility to staff of color, and although once of the shared barriers to the facilitation is the district's inability to compensate staff, the district may find creative solutions for incentivizing leading this work. At minimum, leader and co-leads to equity professional development should include a person of color. A classic example to fully comprehend the weight of this important nuance is if there is training provided on safe wheelchair usage by someone that does not use a wheelchair. Not only could a physically abled-body function without the use of a wheelchair, such an individual could not fully comprehend the daily struggles, mental health, and experienced and perceived biases associated with living in a wheelchair.

Considerations: Consider expanding professional learning to non-certified staff. Expand the learning to support staff too. Tying examples of culturally responsive practices or an equity mindset to evaluations may aid in leveraging the systemic understanding that equity is the responsibility of all stakeholders.

Research: As mentioned previously, equity and social justice are complex topics that are not exclusive to education. Inequities in school is not just occurring in education systems. Health care, housing, employment, policing, criminal justice systems, military, politics and other institutions have demonstrated long histories of oppression against minoritized groups (Ferguson, Eds, 2020). Education is another entity entailed in the larger society. With that, comes limited understanding and experiences to depth of equity and inequities (Tatum, 1997; Dweck, 2007; Darling-Hammond, 2010; Gorski, 2018). Hesitations, uncertainties and outright rejection and anger to discussions of equity often curtail broaching the topic. Courageous entities willing to pursue must prepare and expect the pushback associated with such conversations and transformative movement towards social justice (Williams, 2003; Singleton & Linton, 2006; Sleeter, 2012; Shield, 2013; Minor, 2019). It is personal work that requires all parties to be vulnerable, it challenges deeply ingrained beliefs and is suggestive a privilege stance – an emphasis that people often reject about owning. Any entity, including school districts, that engage in humanizing conversations about societal -ism's must stay on a long-term, predictable path of resistance. Equity shifts take considerable time and never-ending commitment (Dewey, 1938; Kozol, 1991; Fullan, 2003; Chenoweth & Theokas, 2012; Howard, 2015; Peters, 2019; Muhammad, 2020

Family and Community as Agency
To partner with families and the community for authentic opportunities to serve the students, the school and district.

5.1	**District assembles an equity advisory committee to effectively collaborate and communicate its commitment and work to advance equity.**

Findings: Tapping into parents, community stakeholders, students outside of the classroom, BOE members and variety of staff roles can provide perspective and experiences to advance equity. Such a committee will also be critical in communicating the district's commitment to support each student. This Community Advisory Group on Equity (CAGE), or whatever developed name, can serve as a catalyst of mutual communication and support.

Considerations: Consider a collaborative with leaders from all existing parent groups, plus BOE members, personal invitation underrepresented affinity groups, staff and students. Thoughtful involvement of community members, staff and students to inform the district on positive scenarios and areas of needed improvement such as personally identifying underrepresented groups to lead, not just attend, community discussions related to their needs (e.g. navigating the American education system, understanding district's curriculum, latest instructional approaches and assessments). Consider rotating administrators and staff members to host engagement talks in local neighborhoods, libraries, firehouses and/or establishments to nurture relationships with community. Conduct in-home visits as needed, as appropriate and as feasible. This larger advisory committee could also advise the district improved ways to communicate to families beyond digital dependence. Through the creation of such a committee, the district may learn of further needs and ideas to engage families.

Research: Numerous studies have demonstrated improved transparency and overall well-being when districts collaborate with local community members (Darling-Hammond, 2010; Smith et al, 2017; Jagers et al, 2019).

In conclusion, since the district chose this preemptive and proactive measure to conduct an equity audit, it is assumed the district will engage in next steps to continue to move the equity needle forward. There is plenty of work to do in ALL districts in their equity journey. These recommendations are very likely in many school districts. This works takes time. This works requires intentionality. This work is relentless and brave. This work is necessary. The district should be thoughtful as to which recommendations it will consider in the short and long-term. Careful examination about the metrics and accountability should be thoroughly vetted against the reasonable resources it holds while challenging itself to do better. District should also identify current initiatives and include them in the Equity Implementation Plan (EIP). The EIP will allow for intentional conversations and planning to examine its actions with an equity lens. The recommendations in this report are not exhaustive. The district has the autonomy to include other objectives or indicators to toward equity. Next steps for the district following this equity audit is entirely independent of the auditor. It is strongly suggested that DELT members reconvene and read this report in its entirety. DELT should be at liberty of creating of designing reasonable objectives to create actionable plans toward equity. DELT should also be transparent and share findings with their BOE members. Transparency can be a strong accountability tool and could aid the district in identifying and learning new ways to advance equity for its students. A Board presentation indicating the details and nuances of this equity audit would catapult communication with its community. There are plentiful ways the district could highlight its equity work and in doing so, should be clear on its current efforts. The district has an option of continuing its partnership with this auditor if so desired to support its next, actionable planning towards equity. Options have been presented to district for the continued support.

List of Abbreviations

AP = Advanced Placement

BOE = Board of Education

BPAC = Bilingual Parent Advisory Council

CSSS = Counseling and Student Support Services

DGN = Downers Grove North

DGS = Downers Grove South

EIP = Equity Implementation Plan

ELA = English Language Arts

ELL = English Language Learners, maybe used interchangeably with EL or LEP

ESL = English as a Second Language

GenEd = General Education

GL = grade level

GPA = Grade Point Average

GSA = Gay/Straight Alliance

FRL = Free/Reduced Lunch

HR = Human Resources

HS = High School

IEP = Individualized Education Program

LEP = Limited English Proficient, may be used interchangeably with ELL

PLC = Professional Learning Communities

PD = Professional Development

SES = Social Economic Status

SPED = Special Education

SRO = School Resource Officer

TCD = Technology Center of DuPage

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