COMPREHENSIVE EQUITY AUDIT

Chappaqua Central School District

Insight
EDUCATION GROUP
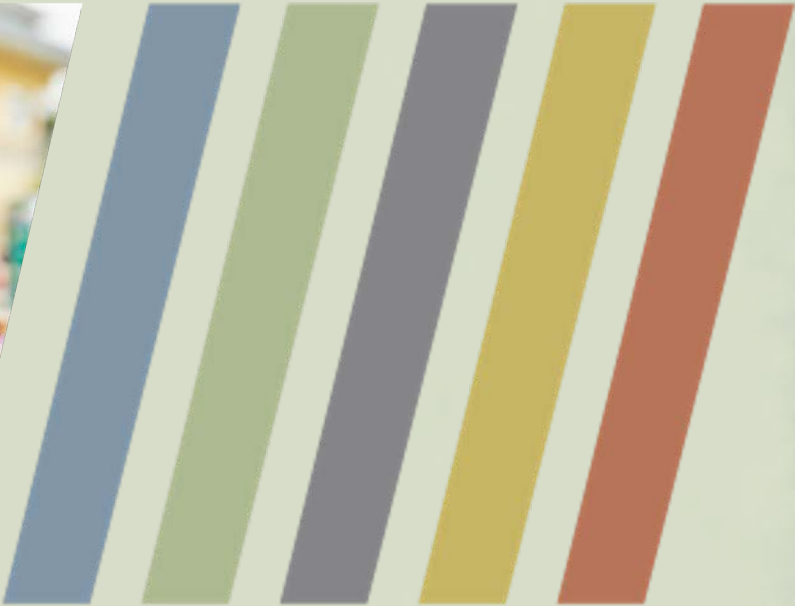
CONTENTS

PART I

CONTEXT

In this section, please find:

- An overview of the audit process including background and methodology
- Important district context and background

INTRODUCTION

There is currently an active discussion in schools and districts regarding how to ensure that each and every student has equitable access to a high-quality education. Schools and school districts are uniquely situated to impact both educator and student views and actions related to equity. However, without thoughtful planning, clear objectives, and an honest assessment of the current situation, districts will be less likely to achieve educational equity for each and every student.

The purpose of this report is to share the results of a comprehensive equity audit that Insight Education Group's audit team conducted in the Chappaqua Central School District (CCSD). The team met with stakeholders from the district and larger community in order to gain as many perspectives as possible and to confirm trends identified through examination of multiple data sets. The audit included an analysis of district student achievement data, graduation and discipline data, district staffing, professional development, and stakeholder perceptual data.

Data shows that students in the United States face significant disparities in educational opportunity and outcomes. This is especially true for students of color and students from low-income communities. (U.S. Department of Education Office for Civil Rights, 2016; Reardon, 2014). When considering disparities in educational opportunity and outcomes, it is important to also consider access, a third variable that we consider to be the critical bridge between the first two. It is our belief that the pressing challenge facing schools and districts is to provide all students with both equitable opportunity and access to high-quality educational experiences in order for them to achieve successful life outcomes.

The Equity Audit Team has developed this report in alignment with our Racial Equity Framework. It includes recommendations that are aligned to each domain in the framework for the superintendent and her team's consideration. This report addresses the current district landscape pertaining to equity and presents an important opportunity for district leadership to develop a plan to implement the recommendations in an aligned, coherent and intentional manner. It is recommended that the district take time to study and make sense of the findings and recommendations to develop a plan to stage the necessary work efficiently and effectively in order to improve outcomes for each and every student in CCSD.

Chappaqua Central School District

Overview

The Chappaqua Central School District is a nationally renowned, suburban public school system characterized by highly motivated students, a broadly educated and talented staff, and an actively involved parent community. The mission of the Chappaqua Central School District is to create a community for learning, where students, parents and staff are joined in the pursuit of academic excellence and personal growth in a caring environment. CCSD seeks to develop each student's full potential through a challenging curriculum, a diversified faculty, and a commitment to intellectual freedom.

In the Spring of 2021, Chappaqua Central School District circulated a request to agencies across the nation seeking support for CCSD in the form of professional learning for members of the school community explicitly focused on disrupting the existing systems and structures that oppress and marginalize groups of people including BIPoC, LGBTQ+, women, and others. Chappaqua Central School District and Insight Education Group formed a partnership in July 2021, where Insight and its audit team members began the work of shepherding an equity focused, system-wide needs assessment of CCSD. The purpose of the Equity Audit was to (a) review CCSD practices and policies; (b) find areas of strength and growth as it related to equitable practice in CCSD; (c) recommend future equitable practices for CCSD leaders and staff; and (d) develop and implement a scope and sequence for professional learning for all school community stakeholders.

CHAPPAQUA
Central School District

DISTRICT CONTEXT

Chappaqua Central School District in New York, served approximately 3,590 students in 2020-2021. With 6 school sites, CCSD offers an array of educational opportunities for students in grades K-12. In all, CCSD consists of 3 elementary schools, 2 middle schools, and 1 high school. The student population at CCSD can be broken down into the following by race and ethnicity: White (76%), Black or African American (0.8%), Hispanic/Latinx (approximately 7.1%), Asian (15.9%), and American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander (OPI) are each less than .1%. An illustration of student demographics by race is provided in Figure 1. titled, Chappaqua Central School District Student Demographics.

Figure 1
Chappaqua Central School District Student Demographics

Chappaqua Central School District Demographics

Asian
15.9%

Black or African American
0.8%

Hispanic or Latinx
7.1%

Native Hawaiian or Other…
0.1%

White
76.0%
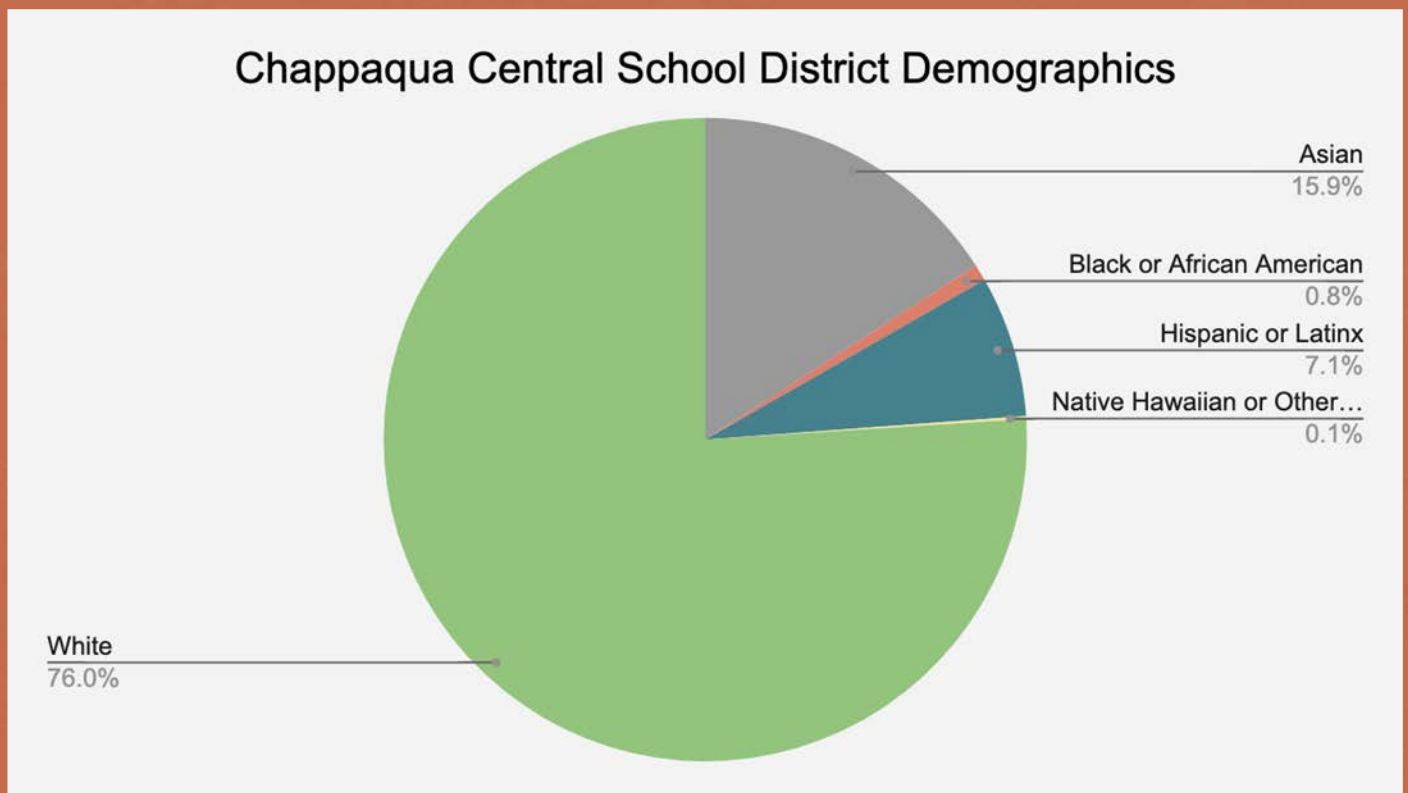
METHODOLOGY

DATA COLLECTION

Insight Education Group conducted an Equity Audit in CCSD between August 2021 and November 2021. The team met with stakeholders from the district and larger community to gain as many perspectives as possible to determine district trends using an equity-focused lens by collecting multiple datasets.

In this section of the report, we will review the foremost components of our methods surrounding the Comprehensive Equity Audit for CCSD. To begin we will provide a detailed overview of the data collection process. We will share data analysis techniques employed to inform our understanding of trends occurring in CCSD both in strengths and areas for future improvement.

The Insight audit team worked closely with the district to amass a robust set of district data and documents for review in the initial phase of the Equity Audit as well as to engage stakeholder groups throughout the data collection process during the first semester of the 2021-2022 school year.

The data collection process included the following activities to assess district beliefs, policies, and practices in relation to equity:

- Review of graduation, attendance, MTSS, course enrollment and discipline data

- Evaluation of student achievement data

- Review of district documents

- Assessment of district finances

- Stakeholder surveys

- Focus groups

- One on one interviews

DISTRICT DOCUMENTS

In addition to preliminary quantitative datasets provided by CCSD, the audit team conducted an evaluative review of district documents to establish additional trends involving equitable beliefs, practices, and policies maintained by the district. The audit team evaluated district artifacts within the scope of five domains outlined by the Insight Equity Framework. The five domains are outlined as follows and will be described in further detail with relevant research in later sections of this report: 1) Structures, Systems, and Resources; 2) Culture and Community; 2) Equity in the Educator Workforce; 4) Professional Learning and Personal Growth; and 5) Curriculum, Instruction, and Learning.

The Insight audit team reviewed district organizational charts and strategic planning documents to evaluate the structures and systems in place at the district level and how they are utilized to provide an equitable education for all Chappaqua students. Additionally, the team reviewed the CCSD website, social media sites, and outgoing communication to the community, such as published Board of Education meeting notes, to evaluate trends aimed towards building a culture and community grounded in equity. Team members reviewed district discipline policies and student codes of conduct for punitive actions and escalation practices as well as any biased or discriminatory language.

Furthermore, audit team members reviewed professional learning opportunities offered to CCSD educators to understand their opportunities for development and advancement. Lastly, the district provided several artifacts, including but not limited to, assessment calendars, district policies, and samples of selected curricula.

STAKEHOLDER SURVEYS

In partnership with Insight's audit team, CCSD invited a diverse stakeholder group to complete a survey evaluation of equity within the district as well as the assessment of equitable practices and policies exhibited throughout the district. Survey questionnaires ranged in length from 25 questions to 40 questions depending on which stakeholder group the participant maintained membership. The six stakeholder groups included: central office staff, school leaders, school district staff, non-school based staff (district directors and administrators), family and caregivers, and students. There were a total of 2,557 respondents. In the first section of each survey, respondents provided descriptive information including personal demographics: race, age, gender, length of professional career, and school affiliation.

After completing this demographic section, participants were asked to respond to equity specific questions related to the district and district schools. In this portion of the survey respondents recorded their answers on a 4-point Likert scale. Participants responded to a statement prompt and recorded their level of agreement with the statement. As an example, a student participant would respond to the statement, "My school prioritizes equity." In response, the student participant indicated their agreement using the following: "1" strongly disagree, "2" disagree, "3" agree, and "4" strongly agree.

The third section of the stakeholder survey was qualitative in nature. Participants were asked three to five questions, depending on their respective stakeholder group, centered on equity in the district.

Responses provided by participants were securely acquired, stored, and managed by the Insight audit team. Insight Analysts quantified levels of agreement with a score of '3.0' or higher indicating consensus among stakeholders. Respondents participated on a voluntary basis and were assured that their confidentiality throughout the data collection and reporting process would be upheld.

FOCUS GROUPS

CCSD recruited stakeholders from multiple groups to engage in focus group sessions with Insight audit team members. During the recruitment process, CCSD invited potential group members from the following stakeholder groups: school-based staff, non-school based staff (district directors and administrators), students, families and caregivers, the PTA Diversity Committee, and the CARES Committee.

Focus groups were facilitated by Insight team members held virtually via Zoom tele-conferencing platform with attendees. Twenty-seven focus groups were held with a total of 270 participants across all sessions. During the focus groups, participants were provided the opportunity to share their lived experiences in the district. In particular, focus group participants conveyed the district's definition of equity as well as their understanding of equity as communicated by the school district in beliefs, policies, and practices. All focus groups maintained a standard operating procedure where group members were led in a discussion guided by the same set of questions across all groups facilitated by audit team members.

For ethical and integrity reasons, participants were notified their participation in the focus group was voluntary and should they choose to no longer participate, they were at liberty to terminate their involvement. Participants were assured their identifying information and views expressed during the focus group would remain confidential. As such, audit team members would anonymize all details during the reporting process.

DATA ANALYSIS

Insight audit team members conducted data analysis in three stages. In one stage, audit team members employed descriptive statistical analysis to data sets provided by the district where analysts documented trends in school profiles, student demographics, and discipline rates. Insight analysts also coded the qualitative data sets derived from district artifacts during this stage of analysis.

During a second stage, Insight analysts conducted survey response analysis across all stakeholder surveys in relation to the five domains of the Equity Framework first with descriptive statistics followed by inferential statistics. All participant responses were coded and cleaned prior to analysis whereby all responses were de-identified using numeric demographic codes, response codes, and responses containing missing data not at random were removed prior to analysis. As part of this stage of analysis, Insight analysts utilized the statistical software package SPSS to evaluate differences in mean scores of respondents by subgroups.

Lastly, analysts began qualitative data analysis for focus groups as well as researcher field notes and memos (Emerson et al., 2011). Analysts employed an iterative coding cycle to documents and texts where they executed coding cycles until saturation was reached (Hammersley & Atkinson, 2007; Saunders et al., 2018). Audit team members collaborated during the data analysis phase of the equity audit to ensure inter-rater reliability was achieved among team members for each of the noted district trends, findings, and recommendations. Of note, audit team members triangulated data sources to support all discussed trends, findings, and recommendations from the equity audit of CCSD.

PART II
FINDINGS AND RECOMMENDATIONS

In this section, please find:

- A description of the overall assets of the district found through the review process
- Findings and recommendations for the district grounded in the five domains of the Insight Racial Equity Framework.

OVERALL ASSETS

For each focus area, the report provides an overview of relevant research and/or best practices, an analysis of the current structure, specific areas for improvement, and recommendations to achieve improvement. Prior to delving into areas in need of improvement, it is important to highlight some overall assets observed during the CCSD Equity Audit process. It will be essential to understand these assets and their relationship as to how the district is considering equity work, and how these assets might be leveraged to enact change more quickly.

LEADERSHIP

A review of the 2021-22 Strategic Plan articulated "cultivating equitable, affirming and culturally inclusive learning environments" as a district priority. This priority was evident in the CCSD's 2020-2021 New Hire Orientation, where educators had the opportunity to focus intentionally on access and equity as practitioners. A session description read, *"The Chappaqua Central School District is committed to providing a safe, equitable, and accessible learning experience for all of its students…in this session, we will learn how to be an anti-racist and create a safe learning environment."* Additionally, the district integrated an executive leader to serve in the role of Director of Equity, Inclusion and Wellness and a Staff developer of DEI & SEL, indicating the need to have senior staff members leading this important work.

CULTURE AND COMMUNITY

As outlined more specifically in Domain 2 below, there were indications that many families and caregivers felt comfortable in their children's schools and that they were able to engage school leadership and staff in conversation. This asset provides a solid foundation to continue to build on and to ensure that all families come to feel the same way.

PROFESSIONAL LEARNING AND PERSONAL GROWTH

As evidenced in Domain 4 below, staff members at all levels in the organization expressed interest in developing their understanding of equity and expanding their skills in providing equitable opportunities for students. Staff members who recognize their growth areas and are interested in developing those areas of need will prove a tremendous asset as the district begins its journey toward developing mindsets and practices related to equity.

CURRICULUM, INSTRUCTION AND LEARNING

As evidenced in Domain 5, members at all levels of the organization expressed a consistent level of agreement that students' academic needs are being met across CCSD.

DOMAIN 1
STRUCTURES, SYSTEMS, AND RESOURCES

Operations, finance, and organizational structure can feel very technical in a school district. But what sits under those technical components is a belief system and understanding of the impacts of bias on adults and students. A growing body of scholarship emphasizes the critical role of district leadership in ensuring equitable access to resources and opportunities for students. Districts must intentionally design organizational structures and routines that support the success of historically underserved students, otherwise schools may "function as sites of oppression" rather than places of opportunity (Irby et al., 2019).

A district's commitment to equity relies on fundamental systemic change throughout the organization, as well as the anti-racist beliefs and actions of individual educators and leaders (Welton et a., 2018). Furthermore, districts must explicitly centralize equity in their school improvement plans to ensure that resources are equitably distributed to students in both policy and practice (Starr, 2018; Gorski, 2019).

At the foundation, strategic planning (a district process of establishing goals and the strategies that will be employed to achieve those goals) should explicitly name race and equity as a priority in the organization. Goals must be meaningful and represent access and opportunity, not just absolute achievement, in order to ensure equitable support of all students. In order to achieve this, district goals, as well as their measurable targets, must be developed collaboratively with leaders and stakeholders.

Upon the foundation of strategic planning sit the technical decisions and systems that comprise budgeting; the allocation of resources; access to clean, healthy and updated facilities, access to technology hardware, software and internet; quality food and nutrition programs; and safe and effective transportation. Therefore, this domain addresses both the degree to which the school board and senior leadership team have and continue to develop racial competence and use that to plan strategically, make technical decisions and create structures and systems that promote equity.

There is a clear and direct link between student achievement and access to material and nonmaterial resources such as effective teachers, high-quality instructional materials, academic rigor, and learning-ready facilities (Travers, 2018). The allocation of these resources at the macro level can alleviate or exacerbate inequities across an organization. Research suggests that districts and school boards often do not direct resources to students with equity in mind, resulting in intra-district disparities in teacher assignment, curriculum, and building quality (Darden & Cavendish, 2011). Cheatham, Baker-Jones, and Jordan-Thomas (2020) suggest that districts can demonstrate their commitment to racial equity by "intentionally allocating their resources more flexibly based on the changing needs of individual students" through strategies such as reconfigured funding formulas and differentiated instructional designs.

FINDINGS

An important aspect of the structures, systems, and resources that allow a district to ensure equitable practices and improved outcomes for each student is a clear message that equity is important to all members of the district. Frequently, this is represented through an equity plan, including the district's vision for equity, that all stakeholders are aware of and understand. In our review of data in CCSD, it became evident that stakeholders were unclear about the district's definition and vision of equity. Across all stakeholders, there was an average level of agreement of 2.4 with the prompt: "The District has a clear definition of equity.", as seen in Appendix A titled, "CCSD Perception of District Definition of Equity".

When district leaders were asked to share CCSD's definition of equity one stakeholder explicitly stated, "I would be surprised if you could find a clear definition across the district. I don't know that there's a universal definition." Similarly, in another teacher focus group, when asked to share or define the district's messaging around equity, one member said, "I don't feel like there is a clear one. No one is working under the same definition. The first time I heard equity uttered was June 2020." A second group member shared, "I don't think there's a clear definition but they're trying to achieve equality for all students and staff."

Qualitative data revealed that the district has an abundance of resources and initiatives aimed at advancing equity. Frequently cited across all stakeholder groups include the CARES Committee, ChappEquity Fellows, and the PTA Diversity Committee. While stakeholders are aware of the various district efforts, there was a consistent level of disagreement that systems exist in the district and in schools to identify and address potential inequities (ex. allocation of resources, access to academic support and interventions, implementation of discipline policies, etc.).

When asked, "Are there systems in place in your school and in the district to identify and address potential inequities?", one focus group respondent shared, "Administrators just jump in and make it work. The problem with that is we're reinventing the wheel on a case by case basis. Consistency is non-existent." Another responded, "If they do exist, I'm not aware of what those systems would be. I guess if it's inequities between students we would start with the guidance team. I really don't feel like we have any systems in place."

Finally, a key critical aspect of ensuring that the district's vision for equity is being executed with fidelity, is the ability to strategically use data to track and monitor progress. There was an average level of agreement of 2.2 that student achievement, attendance, discipline, and other student level data is disaggregated to monitor and respond to gaps between groups of students.

RECOMMENDATIONS

1.1	Develop a District Equity Team (DET) to serve in an advisory capacity to ensure equitable practices are enacted in the District

- Enlist the Director of Equity, Inclusion & Wellness and the Staff Developer of DEI & SEL to chair the work of the DET and to identify key District stakeholders at all levels of the organization to co-lead equity work.
- Identify clear roles and responsibilities for the DET.
- Use the DET to develop a District equity plan that includes a vision of equity, definition of equity, review of pertinent District data, goals for progress in identified areas, metrics to measure progress toward goals, and professional learning opportunities for all stakeholders.
- Use the DET to examine current practices around identifying and addressing potential inequities in schools.
- Ensure that the District Equity Team has formal structures to collaborate with the CARES Committee and the PTA Diversity Committee to nurture alignment.

1.2	Assist each school in developing a School-based Equity Team (SET) to serve as leaders in developing equitable practices in the building

- Identify SET participants in each building.
- Identify clear roles and responsibilities for the SET.
- Use the SET to develop a building-based equity plan aligned to the school improvement plan and the District equity plan.
- Ensure that the SET provides ongoing equity-related professional learning opportunities to all staff members.
- Ensure alignment between the processes and structures of the DET and SET.

RECOMMENDATIONS

1.3	Develop system-wide data practices that examine equitable opportunities, access, and outcomes for all students.

- Identify consistent, ongoing processes at the District office, and in each school, for reviewing data that reveals disproportionalities in students' opportunities, access and outcomes.
- Identify consistent data points (*academic achievement, disciplinary infractions and outcomes, access to enrichment programs, etc.)* that will be examined at the District office and in each school to identify areas for programmatic improvement.
- Develop specific planning processes at the District office, and in each school, to mitigate the disproportionalities discovered in the data review.

CULTURE AND COMMUNITY

Racial competence is central to a culture in which students, educators, and families of color feel safe, welcome, and valued as integral members of their school and district community. Establishing a culture of racial competence requires creating an anti-racist climate in every building, utilizing social and emotional supports for active engagement with racial issues, and leveraging family and community partnerships to develop social trust. With racial competence as the foundation of a district's culture, students, educators, and families can understand and challenge the racial biases that affect every aspect of teaching and learning, engage in productive conversations about race and equity, and reach their full potential in a safe and supportive school environment.

The distinction between school climate and school culture is nuanced but can be explained as follows: climate refers to a school's attitude, while culture refers to its personality. A school or district's culture is shaped over time through changes to its climate (Gruenert, 2008). Therefore, creating an equitable, anti-racist climate in every school is necessary for establishing a deeply ingrained culture of racial competence throughout a district.

An equitable school climate gives all students, staff, and families—regardless of racial or socioeconomic background—access to "effectively supported high expectations for teaching, learning, and achievement; emotionally and physically safe, healthy learning environments for all; caring, courageous, self-reflective relationships among and between peers and adults; and multiple, culturally responsive pathways to participation" (Ross, Brown, & Biagas, 2020).

A district's commitment to racial competence requires teachers and leaders to have an asset-based approach to educating and serving students and families of color. This means that diversity is viewed as a strength and individuals are valued for their unique contributions to the school and district community.

A racially competent school climate mitigates the potentially harmful effects of policies and practices on staff and students of color. Dress, hair, and conduct policies often include coded or racialized language about appearances and attitudes, with negative consequences for students of color, including harsher punishments and increased time away from the classroom (Fregni & Zingg, 2020). Black children, especially males, are disciplined at higher rates than their white peers as early as preschool and throughout grades K-12, with long-term implications for their likelihood of arrest and incarceration as adults (U.S. Department of Education Office for Civil Rights, 2016; Bacher-Hicks, Billings, & Deming, 2020).

Restorative discipline is a promising alternative to traditional disciplinary methods that "fosters belonging over exclusion" and helps improve school climate and culture (Institute for Restorative Justice and Restorative Dialogue, n.d.). Social and emotional learning (SEL) can also be used as a driver for racial equity in education. According to the National Equity Project, SEL "offers the possibility of acknowledging, addressing, and healing from the ways we have all been impacted by racism and systemic oppression" (National Equity Project, n.d.). SEL in schools should be approached with the explicit purpose of creating a culture of racial competence through improving the self-awareness and social and emotional intelligence of all students and educators with respect to race and equity.

Establishing an equitable school climate also requires including the voices of diverse students, staff, families, and community members in decisions related to school policy and facilitating "courageous conversations" about equity on an ongoing basis (Ross, Brown, & Biagas, 2020). Research has shown that family and community engagement benefits not only individual student achievement, but also overall school improvement. Yet many districts do not effectively involve families and communities of color in their school improvement efforts, often due to misguided deficit thinking about non-white cultures and attitudes about education (McAlister, 2013). School and district leaders must develop social trust and positive relationships with families and community organizations to strengthen the culture of racial competence and improve.

FINDINGS

Qualitative survey and focus data reveal that CCSD families and caregivers have a consistent sense of comfort discussing student progress with teachers. When asked, "How comfortable are you interacting with teachers and the principal at your child's school?", a focus group participant responded, "I know that I can always contact and engage with my child's teachers. They're responsive and willing to address any need I have. If they can't answer my question, they help me find someone who can."

While some stakeholders in CCSD believe that they have a voice in the district, an emergent theme from the PTA Diversity Committee focus group was, "positionality as voice" which suggests district stakeholders maintain a contributing voice based on informal and formal titles or positions within the district-community. One PTA member agreed to having a voice in the district yet equally expressed concern for other members of the district as that might not have a formal position within CCSD as they stated, "I have a voice [cites leadership position within the community], but I have the means and ability to insert myself into the places where decisions are being made. Everyone does not that opportunity."

Student feelings of belonging in the district vary depending on identity (e.g., gender and race). As a whole, CCSD students that participated in stakeholder surveys reported an average level of agreement with two well-being indicators: feeling valued and maintaining a sense of belonging in their school environment. Of 1,835 student respondents, when asked their level of agreement to feeling valued in their school setting students reported an average score of 3.12. Additionally, student respondents reported an average level of agreement with feeling a sense of belonging in their school at 3.18. An analysis of student feelings of belonging by race revealed overall consensus among subgroups (Appendix B, Figure 1).

While each of these scores indicate consensus, differences appeared in terms of student feelings of belonging when looking more closely at student subgroups by gender identity, as seen in Appendix B, Figure 2 titled, "Perceptions of Belonging by Gender". CCSD male students indicated an average agreement level to feeling a sense of belonging in their school at 3.28. Compared to their peers- female (3.12), nonbinary (2.54), and those students that chose not to disclose their gender identity (2.84)- male student respondents reported a higher sense of belonging at a statistically significant threshold. A second statistically significant difference between mean scores of feelings of belonging was found between female student respondents compared to non-binary student respondents. The differentiation of mean scores found between cis-gender students compared to those students that identity as non-binary or gender nonconforming illuminates an opportunity for further development of the school environment into one that is affirming, welcoming, and inclusive for all students.

FINDINGS

A district's culture and climate are also driven by policies and practices. Stakeholders reported low levels of agreement to the prompt, "School discipline policies and practices are enforced consistently with all students." CCSD family and caregiver respondents reported a mean level of agreement at 2.84, as seen in Appendix C, Figure 1, Stakeholder Perceptions of Discipline Policies and Practices . Differences in mean scores by school site arose among family and caregiver respondents as families from Horace Greeley reported a lower level of agreement to the prompt at 2.76- the lowest among all school sites- compared to Roaring Brook and West Orchard respondents at 3.08.

CCSD school based staff respondents reported a level of agreement of 2.63, and CCSD non school-based staff reported a level of agreement of 2.20. While CCSD student respondents reported an average level of agreement to the prompt at 3.02, a differentiation worth noting is that male student respondents indicated a higher level of agreement. Male student respondents recorded a mean score of 3.07 compared to female respondents and respondents that chose not to disclose their gender identity at 2.97 and 2.80 respectively.

School leaders that participated in the survey reported high levels of agreement with the prompt, "School discipline policies and practices are enforced consistently with all students" with a mean score of 3.33. Although there is no statistically significant difference between family and caregivers, staff, and non school-based staff respondents, the sizable separation between mean scores among stakeholder groups presents an area for future alignment when enforcing discipline with all students in both perception and practice. Student focus group participants cited the frequent occurrence of unaddressed microaggressions as an area of concern:

> "I have been the victim of and witnessed microaggressions that have been reported. Unless it is egregious, or a parent makes a huge fuss, they don't want to do anything. They don't understand the impact of the "small" things. We can't foster a more inclusive and equitable society if we don't address microaggressions."

A review of disciplinary referrals revealed that students with disabilities are disproportionately impacted by out of school suspensions. In 2021, 57% (4 of 7) of the district's out of school suspensions were students with disabilities, despite comprising approximately 10% of the overall student population.

RECOMMENDATIONS

2.1	Enlist the entire school community to work toward establishing a supportive community, focused on equitable outcomes and inclusivity among all stakeholder groups.

- Work actively to elevate the DET as a visible, recognized, and leading voice in the CCSD, where authentic dialogue is encouraged.
- Establish a culture of two-way communication by developing and communicating a transparent process by which all stakeholder voices can be heard and acknowledged.
- Develop stakeholder comfort by holding meetings with CCSD leaders, staff, caregivers and students (particularly students of color, from the LGBTQ+ community, those with disabilities, etc.), on specific issues relevant to them. It is critical to use a process of deep listening with students, parents and staff, who endeavor to be part of a more inclusive and transparent school improvement process. Ensure access to these opportunities by varying the time of occurrence, utilizing remote platforms and providing translation services.
- Promote an affirming school culture using the tenets of RULER.
- Track and monitor data collected through the Anonymous Alert system to identify trends and needed supports accordingly.

2.2	Develop a restorative, system-wide, process for implementation, enforcement and reporting of disciplinary matters. As a public school district, accountability and transparency are a priority.

- Convene the DEI and District leadership team to review examples of systems of positive behavior supports that exist nationally. Identify a system and begin implementation in CCSD.
- Review the District's current Policy 5030: Code of Conduct. Identify opportunities to supplement punitive consequences with existing restorative practices, and develop a plan for consistent implementation at the building level. Enlist the support of the Committee on Special Education to ensure that practices are equitable for students with disabilities.
- Review the language in the roles of each stakeholder group, and provide opportunities for those stakeholders to understand the actionable responsibilities associated with those roles.
- Develop common definitions of terminology found in District discipline documents for elementary students, so that all stakeholders have a clear understanding of infractions and expectations for restoration and discipline.
- Ensure equitable access to policies by providing a brief video on how to locate the policies online for new families, non-English speaking families, families of students with disabilities, and families who may need ADA accommodations.

EQUITY IN THE EDUCATOR WORKFORCE

Every student deserves educators who will provide them with the knowledge and skills they need to be successful in school today and in their futures. Some of the most compelling research in recent years indicates the significant positive impact that teachers of color have on all students—particularly students of color—in terms of achievement, expectations for success, and long-term life outcomes. A racially diverse educator workforce represents a district's dedication to creating equitable access to excellent educational opportunities for all students, as well as its commitment to eliminating barriers to entry and providing equitable career advancement opportunities for educators of color.

Given the significant impact of effective educators on student outcomes, getting the right people in the right positions should be a top priority for school districts. When educator talent is managed well, a district can transform entrenched bureaucratic systems into more nimble processes that support the ultimate goal of ensuring all students have access to effective teachers in every classroom and effective leaders in every school.

Equitable beliefs, policies, and practices are necessary at every stage of an educator's progression through a school district, from recruitment and hiring, to retention, to placement and promotion. People of color are both less likely to enter education at all and more likely to leave if they do enter. Therefore, a district must employ intentional strategies to attract racially diverse candidates into open positions, equitably place them in schools and classrooms, encourage them to remain in the district at proportional rates, and provide equitable opportunities for them to progress upwards in the organization.

These strategies could include involving diverse voices in the hiring and onboarding process; implementing induction programs and leadership academies specifically for educators of color; and ensuring that school and district leaders understand the positive and negative experiences of teachers and staff of color. Together, these strategies can mitigate racial inequities and ensure the equitable representation of educators of color at all levels of the organization.

Diversity benefits every workforce, and teaching is no exception. Research repeatedly indicates that teachers of color benefit students of color—particularly Black males—in a variety of ways, including increased test scores, lowered school suspensions, improved academic attitudes, increased student attendance, and reduction in the risk of dropping out (Gershenson et al., 2017; Lee, 2018; Miller, 2018; Partelow et al., 2017). Racial diversity among teachers also helps break down biases across races, thus having a positive effect on all students (Partelow et al., 2017).

Yet most districts do not effectively recruit and retain educators of color. In 40% of U.S. schools, there is not a single teacher of color on staff, and teachers of color only represent 18% of the overall teaching population (Partelow et al., 2017; Putman & Walsh, 2016). Many school districts are not yet implementing strategies to address this challenge: only one in three districts actively recruits from HBCUs or MSIs, only 40% of districts even consider a teacher's contribution to workforce diversity when hiring teachers, and 80% of districts "do not provide any specific supports geared toward inducting teachers of color" (Konoske-Graf, Partelow, & Benner, 2016).

Teachers of color tend to leave the profession or transfer schools at higher rates than white teachers (Barshay, 2018). In fact, national data indicates that there is a turnover disparity of approximately 7 percentage points between Black and white teachers (Barnum, 2018). According to a recent report by Dixon, Griffin, and Teoh (2018), teachers of color often leave their districts and/or education altogether due to antagonistic school culture, unfavorable work conditions, lack of agency and autonomy, feeling undervalued, and the high social and emotional cost of being a teacher of color.

In many districts, there is a trend to place higher percentages of teachers of color in hard-to-staff, low-income schools with less experienced leadership and with fewer professional development opportunities, leading to frustration and teachers exiting the district. Additionally, findings suggest that Black teachers tend to change schools or leave the profession if they aren't exposed to Black colleagues or a principal of color (Mahnken, 2018).

FINDINGS

The data regarding equity in the educator workforce in CCSD reflects many of the challenges outlined in the aforementioned research. Specifically, evidence collected in the district suggested that both recruitment and retention are areas in need of improvement, as the district remains majority white at all levels of staff (Appendix D, CCSD Staff Hiring 2016-2021).

CCSD school-based staff members that participated in stakeholder surveys indicated a low level of agreement with the prompts "District leaders effectively recruit staff of color" and "District leaders effectively retain staff of color." Staff respondents (n=209) indicated an average level of agreement to effective staff of color recruitment at 2.41, where over half of respondents disagreed or strongly disagreed with the prompt at 52%. Moreover, staff respondents reported a mean score of 2.53 when indicating their level of agreement with effective staff of color retention; where 43.5% of staff respondents either disagreed or strongly disagreed with the aforementioned prompt. The low level of agreement to district recruitment and retention efforts of educators of color is consistent with non-school based staff stakeholders. Non-school based staff respondents (n=5) reported mean scores of 2.0 and 1.8 to effective district leader recruitment and retention efforts for staff of color respectively.

A student focus group participant shared, "Every last one of my teachers has been white in the 11 years that I've been a student here. I'm really not getting the chance to hear from teachers that have different experiences or backgrounds and I think that's criminal." A teacher focus group participant shared, "When teachers of color join this district, they rarely stay. I don't see where we really make a huge effort to embrace and acknowledge the challenges they may experience in an all white space."

Research supports the importance of encouraging racially diverse candidates to remain in districts at proportional rates, and providing them equitable opportunities to progress upwards in the organization. CCSD displayed limited opportunities for career advancement for educators and professionals of color given the demographic descriptive statistics derived from school leader survey respondents. Of 10 school leader respondents, 9 school leaders identified as White whereas one respondent preferred not to disclose their race.

RECOMMENDATIONS

3.1	Develop an Office of Talent Management that is led by a senior leader familiar with talent management strategies, addressing recruitment, retention and development of a talent pipeline to encourage career options and advancement specific to staff of color.

- Create conditions for District leaders to engage in deep reflection about their personal biases and their institution's history with race, and how these factors may be impacting their hiring practices, decisions regarding recruitment, retention and advancement of staff of color.

- Develop District processes and structures to support the active recruitment, retention and advancement of staff of color.

- Offer a robust induction program to support teachers of color in their first years of teaching. This may include being matched with a veteran mentor-teacher, additional professional development opportunities and/or extra coaching support (Carver-Thomas, 2018).

- Build on existing recruitment practices by developing meaningful partnerships with Historically Black Colleges and Universities (HBCU) and local Minority Serving Institutions (MSI) to actively recruit teachers of color into administrative roles, especially those who have evidenced commitment to working in hard-to-staff schools.

- Develop a pipeline that includes opportunities for career growth for staff of color, including participation in leadership academies, instructional and leadership coaching, and other leadership development opportunities.

PROFESSIONAL LEARNING AND PROFESSIONAL GROWTH

For years, educational equity work has centered primarily (and necessarily) on our students- their race, culture, language, socioeconomic status, and identity. However, too often, the impact of educators' race, culture, and identity on students has been left unacknowledged. Placing equity at the center of educator practice means building structural, individual, and collective consciousness among all staff around issues related to racism, bias, and power, and the ways in which they interact to undermine equitable education for students. By engaging all educators in personalized, aligned professional learning that critically examines individual and systemic biases and provides effective tools and practices, schools can improve their effectiveness in working with diverse populations.

As districts work towards creating systems that dismantle systemic racism, it is imperative that their professional learning examine, question, and address personal and institutional issues of race, bias, and power head-on. People are not born racially competent–the skills and attitudes that comprise racial competence are learned through continuous questioning, reflection, and realignment. And yet, that work is often avoided out of fear that it will "expose our gaps in racial competence, and people might think we are racist. But without asking questions or taking risks, we can't grow. If schools adopt a growth mindset about race, we can create a culture in which everyone is continuously developing their racial competence" (Michael, n.d.).

Additionally, research shows that professional learning is most effective when it is content-focused and job-embedded. When creating professional learning to develop the racial consciousness of educators across the district, it is important to not only meet staff where they are in their personal learning, but also to ensure that the offerings are tailored, as is appropriate, for their specific role. Engaging educators in collaborative professional learning and providing opportunities for them to have an active role in the development and implementation of professional learning is essential for sustaining an effective and responsive professional learning program.

In order to ensure that the district creates a professional learning culture grounded in the need for continuous development of racial competence, it is critical to seize every opportunity to engage educators in the understanding and ownership of the priorities around equity. In doing so, improvement feels cohesive and relevant, and becomes an invaluable part of what it means to be a racially competent educator.

Recent research repeatedly corroborates the link between teacher quality and outcomes for students (Kraft, Blazar, & Hogan, 2018). According to the Center for Public Education, teacher quality has a greater impact on student achievement than other factors often associated with academic outcomes, including a student's race, socioeconomic status, and prior academic record (Schmidt et al., 2017).

In order to have a positive impact on outcomes for all students, teachers must be provided with the training, resources, and supports needed to deliver high-quality instruction to all students. Research also shows that teachers and their implicit biases can be a barrier to students of color reaching their full academic potential (Gershenson, Holt, & Papageorge, 2016). Teachers must be provided with opportunities to participate in equity-focused training so that they are willing and able to continually and critically reflect on the ways in which their personal and professional identities inform their ability to effectively meet the needs of a diverse student population (Larrivee, 2000).

While the impact of teachers cannot be overstated, students' experiences in schools are influenced by all adults employed by the district. Ongoing professional learning in equity and bias must be designed to allow all educators to reflect on their implicit biases and learn culturally responsive best practices.

Educators who engage in professional learning related to race and equity learn to formulate strategies for collectively addressing equity issues in their schools. Through this process educators gain a deeper understanding of equity and equity-related problems in their school context and are more empowered to contribute to the solutions.

FINDINGS

Various sources of evidence indicated that since the 2019-2020 school year, CCSD has provided an array of opportunities for professional learning around equity, race, and cultural competence. The following examples of professional learning opportunities were identified through a review of district documents and conversations with stakeholders:

- Color Lines
- ChappEquity Fellows
- White Ally Learning Team
- Thinking About Equity & Creating a Culturally Responsive Classroom (2020 Summer PD)
- Confronting Racism: How to lead difficult but critical conversations with students (2021 Summer PD)

There was consensus among school leaders with respect to having access to professional learning opportunities to deepen their understanding of equity at 3.44. Similarly, CCSD school based staff indicated they have access to equity based professional learning with an average level of agreement at 3.14.

Teachers also recognized the importance of beginning to develop their cultural competence in order to have a positive impact on outcomes for all students. A teacher shared, "The district needs to provide way more training. What's the district's message? We are getting mixed messaging. A cohesive message and then training that relates to our practice- setting up classrooms, reviewing materials. The only people getting it right now are in a department where race will be discussed in the content, or self-seeking by joining affinity groups, etc. " A second teacher elaborated on the need for action, and asked the district to, "Give release time for us to do this work. If they value it, they should structure the time and require it." In addition to professional learning opportunities on race and equity, educators of CCSD also requested the district to, "Offer professional development for working with students that are under-represented such as LGBTQ+."

There are currently limited opportunities for mandatory development within contractual work hours, and there was no evidence of professional learning opportunities for clerical staff. One focus group participant stated, "As a clerical staff, I feel in the dark about all of this. I know it's important, and I see and hear all of the focus on race and equity but I never get to really learn my role. Which I think is important seeing as though I'm usually the first line of defense when parent issues arise." Another school-based staff member stated, "I have a strong desire to participate in learning teams and the fellowship, but my circumstances around childcare just won't allow it."

RECOMMENDATIONS

4.1	Develop and implement a plan for District-wide, consistently implemented professional learning, with a focus on cultural competence for all levels of staff; including District office staff members.

- Elevate the leadership of DEI team members by providing opportunities for them to receive advanced, intensive cultural competence professional learning so that they can then develop and deliver professional learning sessions for all CCSD Stakeholders (all staff, students, parents & community members).

- Partner with an external organization with demonstrated experience in training District staff members in developing culturally competent mindsets and practices.

- Ensure that all aspects of equity and cultural competence, including race, ethnicity, LGBTQ+ and other identities, are addressed during professional learning.

- Develop a multi-year training plan that ensures consistency in professional learning schedules and content for all staff..

- Examine CCSD structures, calendar and contract language to support high-quality professional development structures and time.

- Ensure that professional development offerings are guided by data (*quantitative and qualitative*) and student outcomes.

- Ensure competencies in educational equity are made an integral part of all performance evaluations.

- Provide ongoing training and professional development in SEL, culturally responsive teaching, Universal Design for Learning and anti-racism instructional practices.

CURRICULUM, INSTRUCTION, AND LEARNING

The quality of a student's learning environment and their access to opportunity play a key role in their academic and developmental life outcomes. Research has shown that a racially conscious curriculum and teaching practices are beneficial to all educators and learners. An equitable learning environment provides the culture, climate, and content needed to enable all students to thrive in the global economy. The establishment of equitable teaching and learning practices and the equitable provision of teaching materials and resources ensure positive student outcomes by providing racially affirming and high-quality instruction, diverse and inclusive curriculum, and programmatic access and equity.

Good practice dictates that educators analyze student performance and identify gaps in learning. However, if those educators do not reflect on the systems, biases, and practices that lead to such inequitable outcomes, there is a tendency to engage in deficit thinking and seek to "fix" the students. Educators who instead focus on fixing the system are those who have invested in increasing their own understanding of the historical and social context of students, their culture, and education through reading, reflection, and discussion with colleagues and students. These race-conscious educators:

- Ensure each student feels like an active member of an inclusive learning family through engagement and connection.
- Center all students by promoting their voice and celebrating their identities, interests, cultures, and context.
- Actively engage each student in meaningful learning experiences through collaboration, differentiation, and exploration.

Providing students with equitable learning opportunities builds trust, enhances rapport with learners and, consequently, improves student motivation (Weimer, 2010). As noted by Chiefs for Change in their 2019 report "Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials," a commitment to cultural relevance is a commitment to honoring student diversity and increasing student engagement and cannot result in the decrease of academic rigor. Providing a high-quality education to all students requires that a district offer them equitable access to a variety of courses. Students are best prepared for successful lives when they are engaged in teaching and learning that goes beyond knowledge transfer and pushes them to generate new ideas, engage with content critically, express themselves effectively, and work with others to solve problems in a global world.

FINDINGS

CCSD is a highly academically focused school district where students are held to high standards and are provided a rigorous and challenging education. As noted on surveys, students perceive they have rigorous academic experiences in the district. This was evident in the curriculum samples provided as artifacts, which evidenced tasks and content that were designed to develop students' ability to perform rigorous tasks with increasing levels of independence.

School leader, student, and family & caregiver respondents demonstrated consistently high levels of agreement regarding students' academic needs being met (Appendix F, Perceptions of Effectiveness of the Academic Program). School leader respondents (n=9) reported a high level of agreement to the prompt, "All students are supported academically at our school" with an average score of 3.11 where roughly 90% of school leaders agreed or strongly agreed with the statement. Family and caregiver respondents (n=255) indicated a high level of agreement with the prompt, "My student(s) is supported academically at their school(s)" where 85% of respondents either agreed or strongly agreed. Overall family and caregiver respondents are satisfied with the support their child receives academically as there were no significant differences detected between subgroup scores with regard to race, gender, school site, or students with or without services. CCSD male students indicated an average agreement level to being supported academically at 3.33. Compared to their peers- female (3.25), nonbinary (2.92), and those students that chose not to disclose their gender identity (3.10).

When asked their level of agreement to having opportunities to discuss race, gender and identity in the classroom, CCSD student respondents indicated a mean level of agreement of 2.89. While school site differences arose among respondents at the middle school and high school level, it is important to note that Horace Greeley maintained the highest level of agreement at 3.00 compared to middle schools Robert E. Bell (2.69) and Seven Bridges (2.78). One student shared, "I only hear it in English, but there are other opportunities for it to be brought up in other places. I can't say that there's a 100% commitment to talking realistically about race and its impact. In history, we're still reading documents and talking about a particular war that I would rather call the seven years war instead of the other name. It's disquieting that we still see derogatory language in some of our materials."

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A review of student achievement data in Mathematics (school year 2020-2021) revealed that overall, students in the district were performing at or above proficiency. When reviewing data for specific subgroups, academic gaps between populations were noted as follow (Appendix G, 2020-21 CCSD 3rd and 8th Grade Math and ELA Proficiency)

- Students with Disabilities were significantly outperformed by their peers, with 58.33% of 3rd graders scoring at or above proficient in comparison to 83.61% of the total 3rd grade population. 52.38% of 8th grade students with disabilities scored at or above proficient, in comparison to 90.46% of all 8th graders.

- Students from low-income households were significantly outperformed by their peers, with 61.54% of 3rd graders from low-income households scoring at or above proficient in comparison to 83.61% of the the total 3rd grade population. 37.5% of 8th graders from low-income households scored at or above proficient, in comparison to 73.53% of all 8th graders.

A review of student achievement data in English Language Arts (school year 2020-2021) revealed that overall, students in the district were performing at or above proficiency. When reviewing data for specific subgroups, academic gaps between populations were noted as follows:

- Students from low-income households were significantly outperformed by their peers, with 58.33% of 3rd graders scoring at or above proficient in comparison to 87.5% of the total 3rd grade population.

- Students with disabilities were significantly outperformed by their peers, with 52.38% of 8th graders scoring at or above proficient in comparison to 90.46% of all 8th graders.

A review of 2021 graduation data revealed that 98.7% of all CCSD seniors graduated, and that 99% of those students enrolled in a 4-year college or university (Appendix H, 2021 Chappaqua Central School District 4-Year Graduation & Dropout Rates).

Another point discovered during the equity audit data collection relates to data practices in the district. Stakeholder surveys revealed an opportunity for growth in leaders' use of data to determine students' opportunities, access and outcomes. Specifically, school leaders (n=10) evidenced a low level of agreement (where an agreement level of 3 indicates consensus) on two survey prompts:
- My team and I monitor enrollment in special education, and advanced courses for disproportionality (1.67)
- My team and I monitor resources- including funding, materials, facilities, and staffing- to ensure equitable allocation / distribution (2.33)

Among instructional school-based staff, 37% of respondents (n=173) either disagreed or strongly disagreed with the prompt, "My colleagues and I use data to identify and address the opportunity and access gaps students face" where the average level of agreement was 2.77.

RECOMMENDATIONS

5.1	Develop or expand current curricula and instructional materials in all content areas to prioritize inclusion and equity.

- Convene the DEI team, ChappEquity Fellows and Staff Developers to identify a tool to conduct a curriculum and materials review to understand where gaps in inclusion and equity exist (*outdated images, ideas, social constructs, e.g.*).
- Develop or revise curricula based on findings, working toward ensuring representation of a diversity of perspectives, authors and characters; a focus on social justice, and; resources for customizing curriculum to meet students' unique needs and interests.
- Provide professional learning for all levels of staff in the use of new/revised curricula and materials

5.2	Establish a District-wide culture of developmental responsiveness which ensures that the practices adults use respond to students' individual, cultural and developmental learning needs and strengths.

- Invest in professional development that provides educators with robust support and resources in the following areas:
  - Use of active and interactive teaching practices
  - Creating and sustaining a classroom environment that represents all students
  - Use of words and non-linguistic models
  - Developing connections and relationships with their students

RECOMMENDATIONS

5.3	Develop and staff an internal data alignment, data evaluation and systematic review process, with clear expectations for closing opportunity and achievement gaps.

- Charge an internal data driven-program evaluation team with disaggregating and analyzing student performance data across subgroups at consistent points across the year.

- Develop a standardized method of data review at each building, with the expectation that a written plan is developed to mitigate differences in achievement among subgroups.
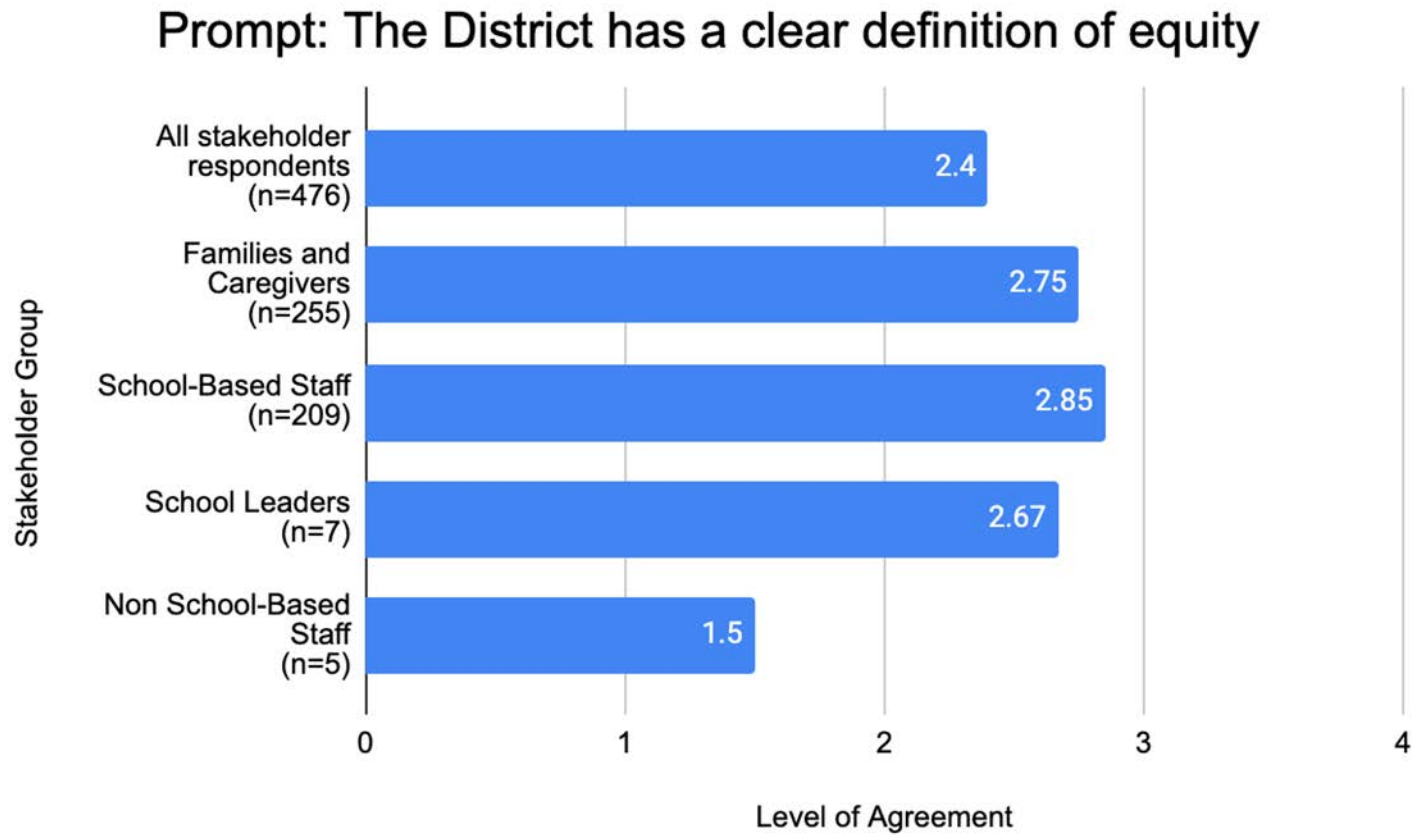
PART III

APPENDICES AND REFERENCES

In this section, please find:

- Appendices that support the findings and recommendations noted in Part II
- List of all references used in the compilation of this report.

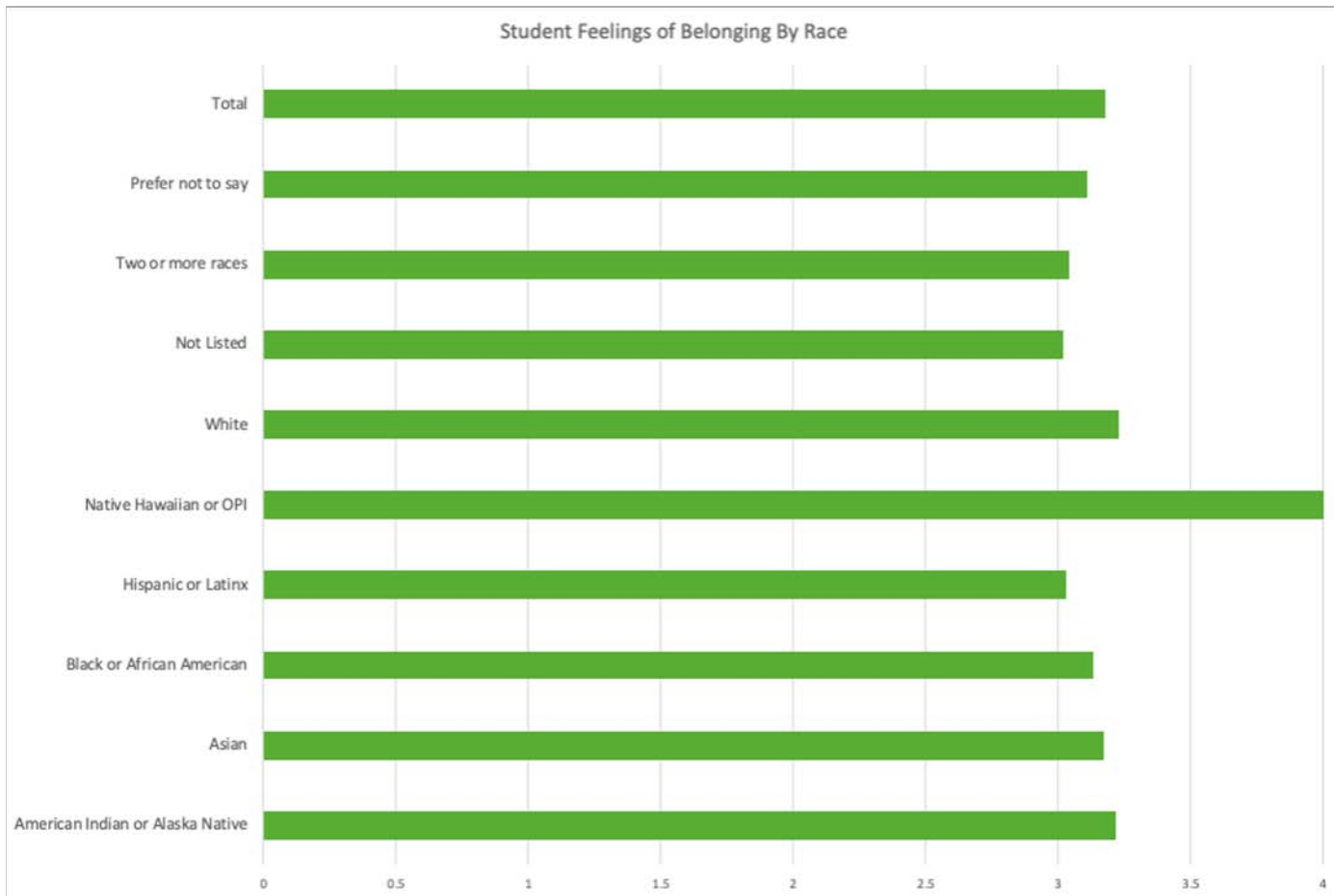# CCSD Perceptions of District Definition of Equity

Figure 1. Perceptions of District Definition of Equity

CCSD Student Feelings of School Belonging

Figure 1. Perceptions of Belonging by Race

Note to Figure 1

In referencing BLG Figure 2, the mean scores of students are present according to their identified race or ethnicity. With an average level of agreement to the prompt, "I feel like I belong in my school," CCSD students (n= 1835) reported a mean score of 3.18.

CCSD Student Feelings of School Belonging

Figure 2. Perceptions of Belonging by Gender

## Prompt: I feel a sense of belonging in my school
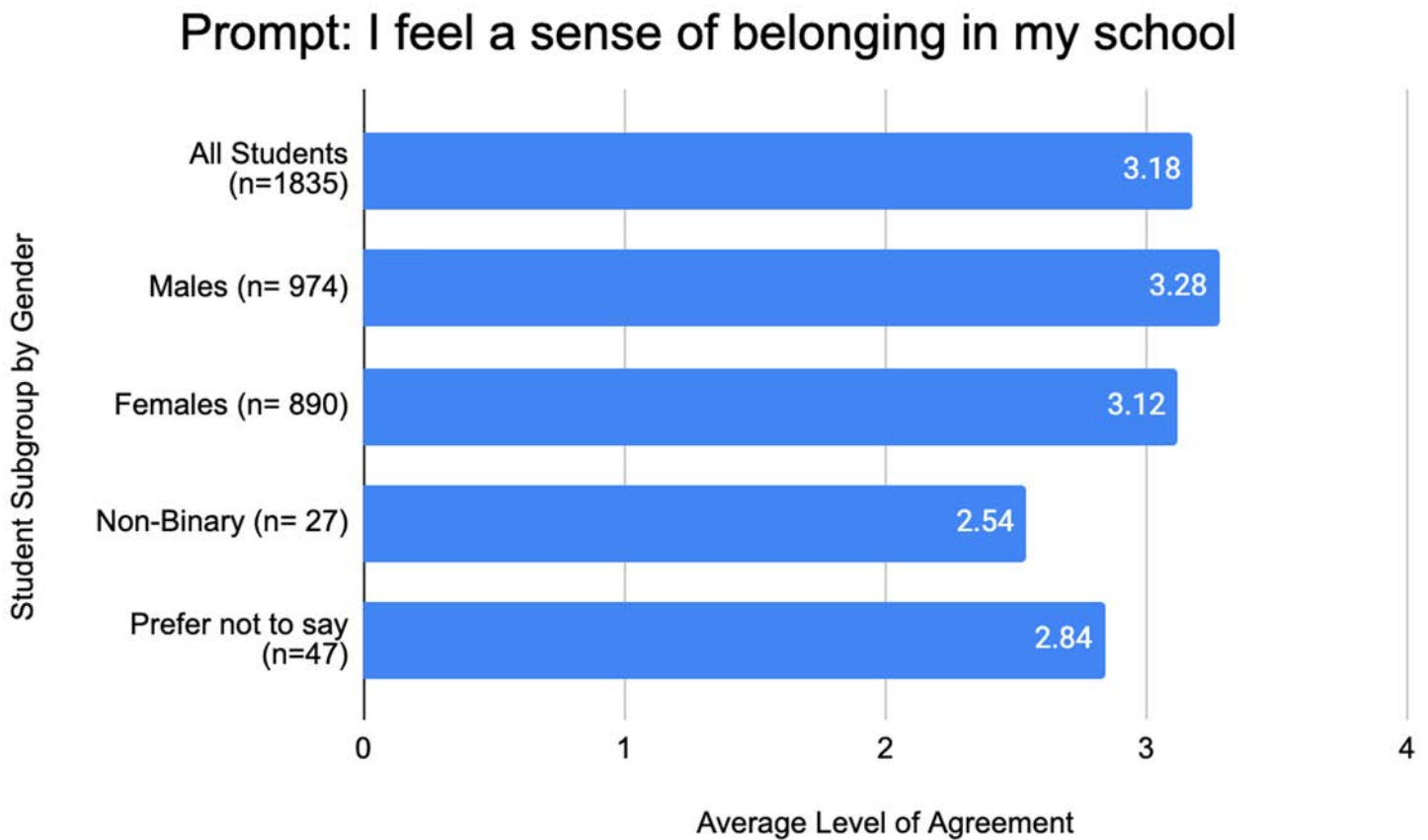
Note to Figure 2

Students' sense of belonging to their school has strong correlations to student engagement, academic achievement, and social-emotional health. CCSD students received the opportunity to share their level of agreement to the prompt, "I feel like I belong in my school" through Insight stakeholder surveys deployed by the school district. As such a total of 1835 CCSD students voluntarily participated in the survey. During the data analysis process, Insight analysts discovered a statistically significant difference between how student subgroups reported their average level of agreement to the aforementioned prompt. In referencing Figure 1, the agreement mean scores are illustrated by gender subgroups on a scale of one to four where one represents strongly disagree and four represents strongly agree. The total mean score for all student respondents was 3.18 which indicates an average level of agreement among the group. Of note is the difference between male students who reported a 3.28 agreement mean score which is high and statistically different than the mean scores of their peers who identified as female (3.12), non-binary (2.54), or those students that chose not to disclose their gender 2.84).
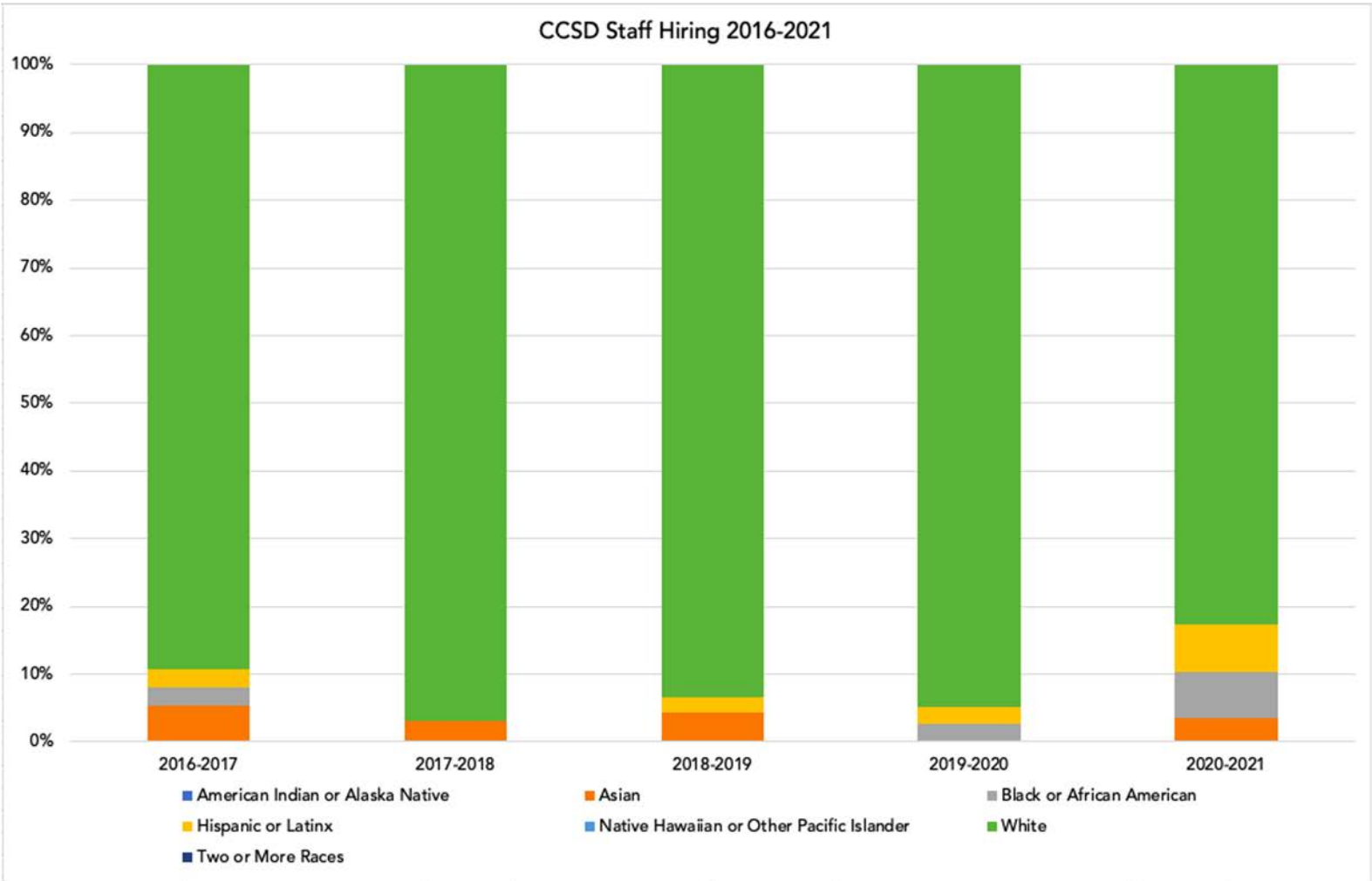
CCSD Stakeholder Perception of Discipline Policies and Practices

Figure 1. Stakeholder Perception of Discipline Policies and Practices

Prompt: School discipline policies and practices are enforced consistently with all students
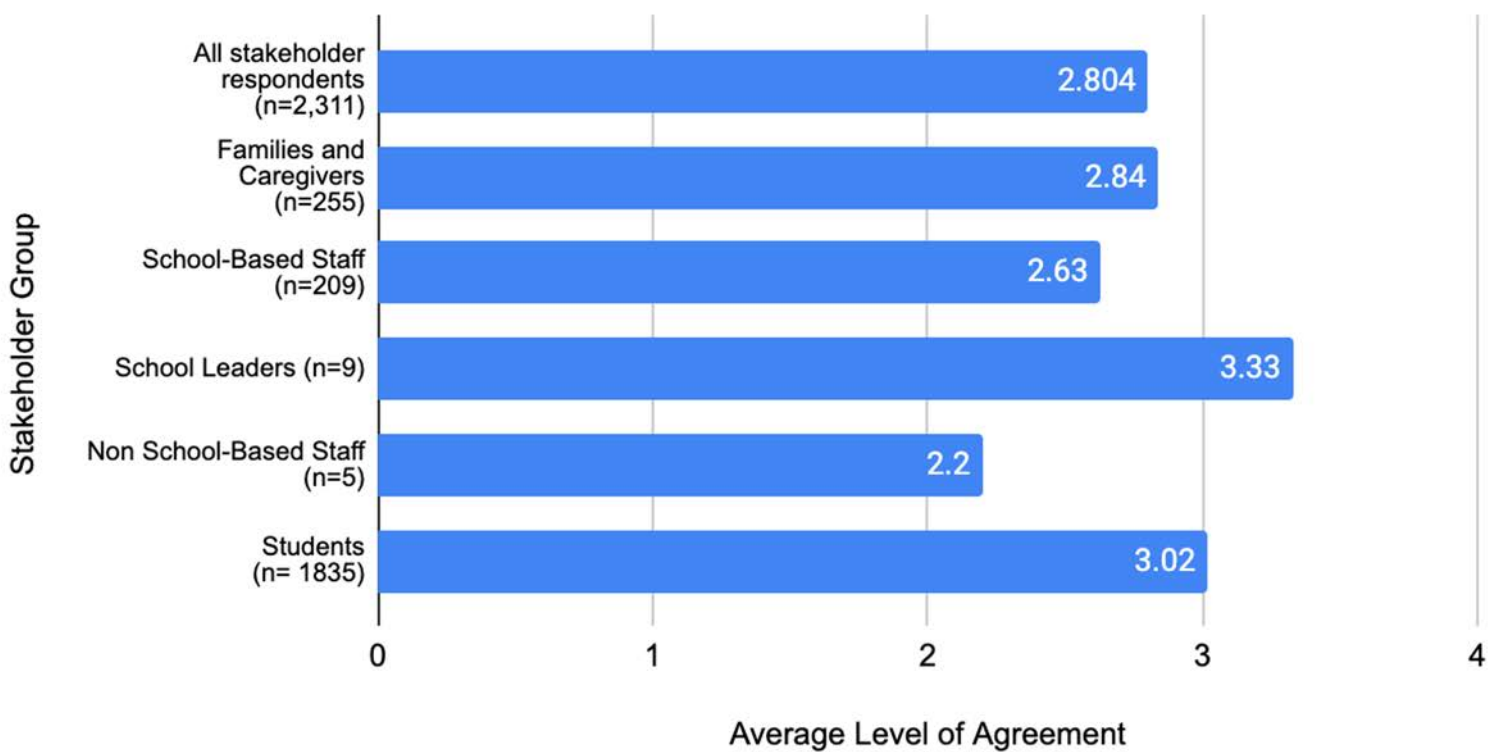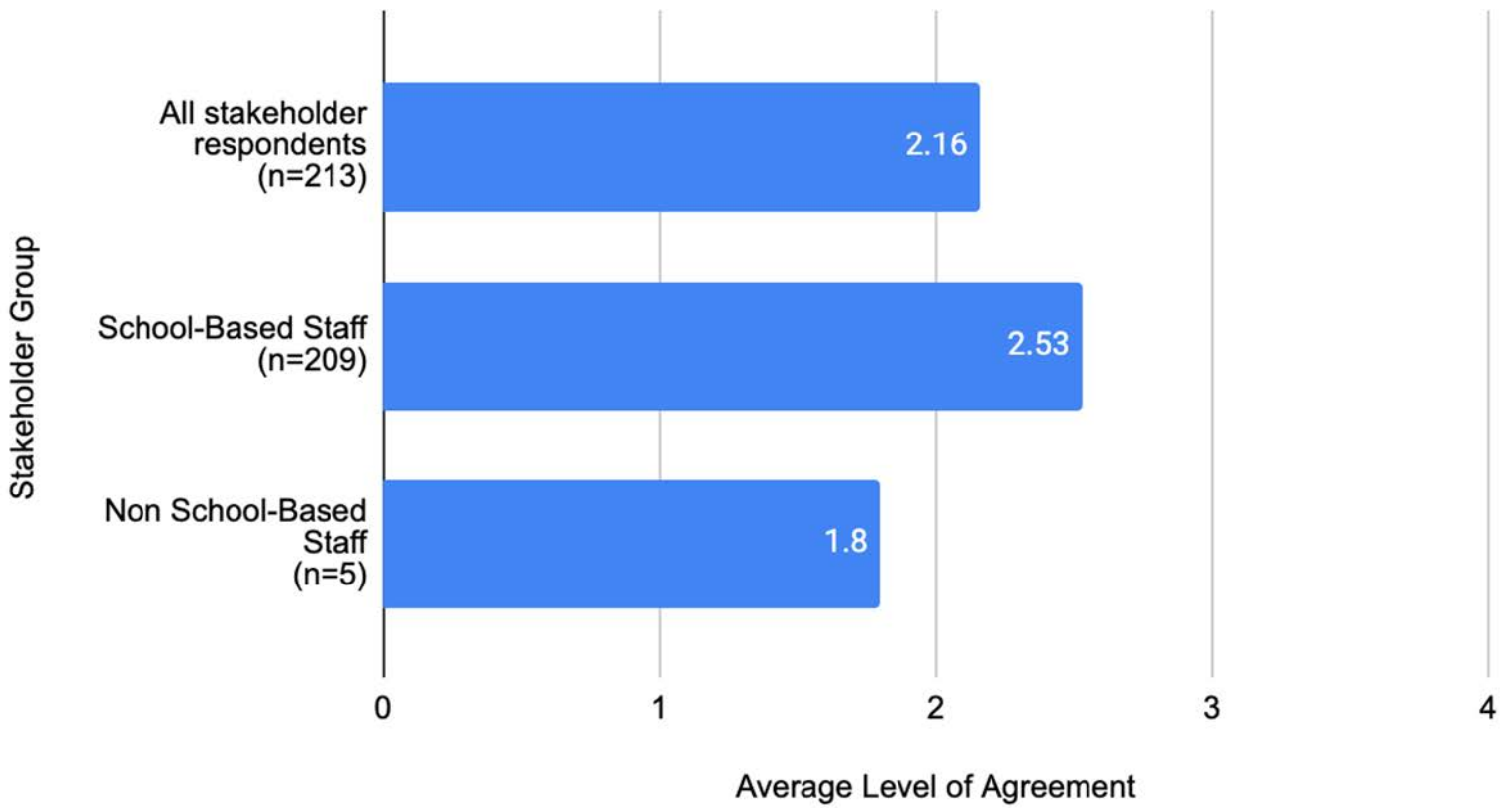
CCSD Staff Hiring 2016-2021

CCSD Staff Hiring 2016-2021

Staff Perception of Educator of Color Retention

Prompt: District leaders effectively retain staff of color

Perceptions of Effectiveness of the Academic Program

Prompt: Student academic needs are being met

Stakeholder Group	Average Level of Agreement
All stakeholder respondents (n=2,311)	3.172
Families and Caregivers (n=255)	3.4
School-Based Staff (n=209)	3.2
School Leaders (n=9)	3.11
Non School-Based Staff (n=5)	3
Students (n= 1835)	3.15
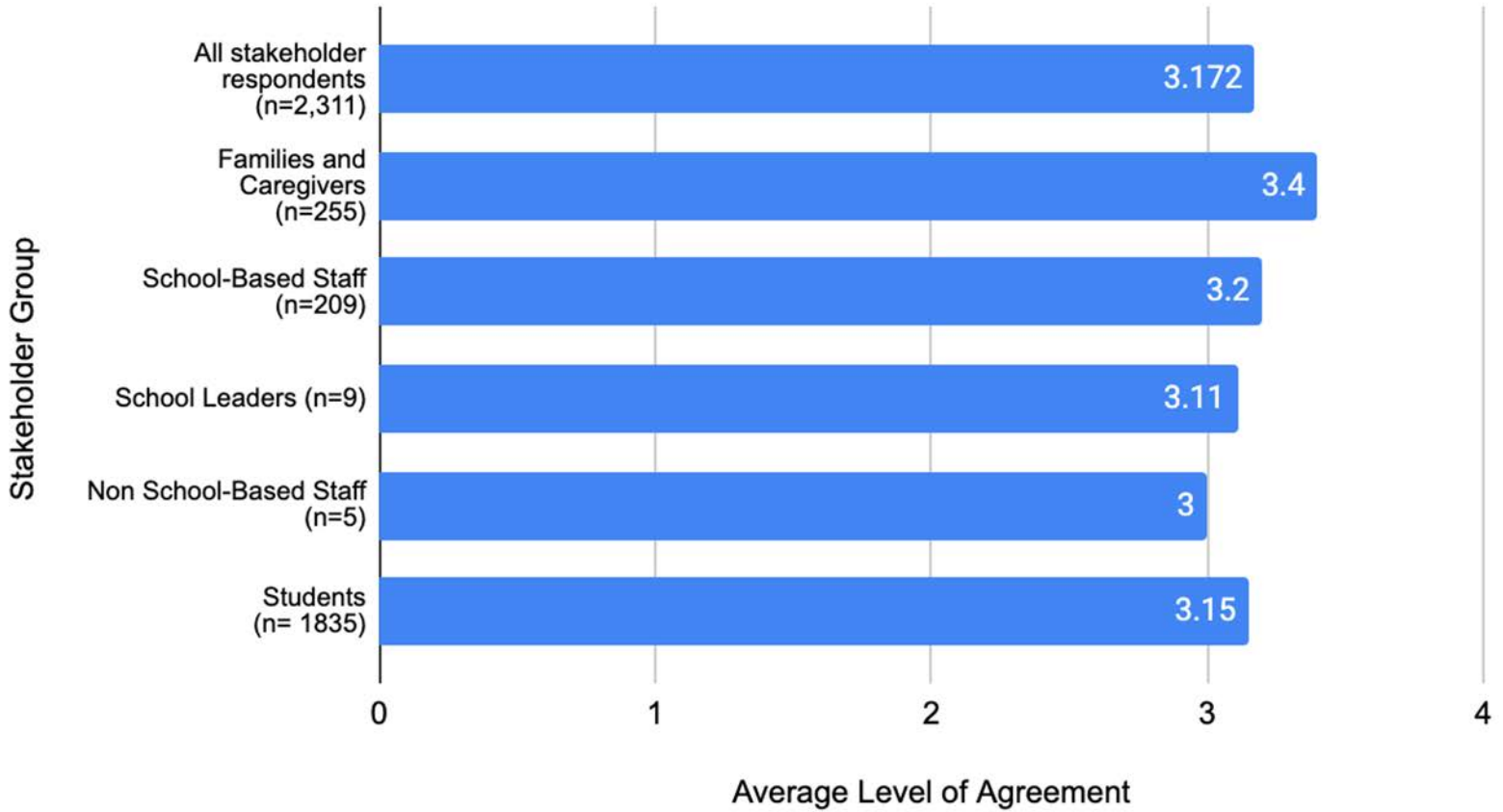
2020-21 Chappaqua Central School District 3rd and 8th Grade Math & ELA Proficiency

2020-21 Chappaqua Central School District 3rd Grade and 8th Grade Math & ELA Proficiency	3rd Grade ELA	3rd Grade Math	8th Grade MATH	8th Grade ELA
All Students	87.5%	83.61%	90.46%	73.53%
Male	87.18%	88.33%	86.38%	68.35%
Female	87.8%	79.03%	94.62%	78.95%
American Indian or Alaska Native	NA	NA	NA	NA
Asian	94%	98.04%	93.2%	88.37%
Black or African American	100%	100%	100%	100%
Hispanic or Latinx	78.95%	71.43%	75%	50%
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA
White	85.35%	79.75%	89.29%	70.59%
Multi-Racial	100%	91.67%	100%	90.91%
Low-Income	58.33%	61.54%	75%	37.5%
Not Low-Income	89.04%	84.85%	90.94%	74.62%
English Learners	87.5%	88.89%	NA	NA
Non-ELs	87.5%	83.4%	90.46%	73.53%
Students with Disabilities	72.73%	58.33%	52.38%	14.29%
Students without Disabilities	88.99%	86.36%	93.78%	78.49%

2021 Chappaqua Central School District 4-Year Graduation & Dropout Rates

2021 Chappaqua Central School District 4-Year Graduation Rates	Graduated	Still in High School (Retained)	Dropped Out
All Students	98.7%	1.3%	0%
Male	98%	2%	0%
Female	99.4%	0.6%	0%
American Indian or Alaska Native	NA	NA	0%
Asian	97.3%	2.7%	0%
Black or African American	100%	0%	0%
Hispanic or Latinx	100%	0%	0%
Native Hawaiian or Other Pacific Islander	NA%	NA%	0%
White	98.7%	1.3%	0%
Multi-Racial	100%	0%	0%
Low-Income	95.7%	4.3%	0%
Not Low-Income	99%	1%	0%
English Learners	100%	0%	0%
Non-ELs	98.7%	1.3%	0%
Students with Disabilities	90.5	9.5%	0%
Students without Disabilities	100%	0%	0%

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