# Equity and Inclusion Diagnostic

Hanover Research

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# INTRODUCTION

The following survey aims to collect perspectives from [district] stakeholders about their perceptions of equity and inclusion practices in their school and district. When reviewing the survey instrument, please note the following structural aspects of the draft:

- Question numbers (e.g., Q3) pertain to the online survey programming numbers and may be non-linear.
- **Orange text** is survey programming notes that are not seen by respondents.
- Questions are formatted into "Blocks" or core survey sections.
- " ○ " denotes radio buttons where the respondent can only select one answer.
- "❏" denotes a check box where the respondent can select more than one answer option.
- "*" denotes questions that are mandatory for survey completion.

## BEST PRACTICES IN SURVEY DESIGN

Hanover designs surveys that align with best practices in survey design. While we are sensitive to your needs and will make modifications as necessary, we strongly encourage you to maintain the following survey design standards moving forward.

- Present matrix questions (e.g., Likert scales going from strongly disagree to strongly agree) from **negative to positive**.
- **Randomize questions** when multiple options are present to decrease "order-effects," which is common for questions of a similar structure.
- **Balance Likert scales**, for this survey, we primarily utilized three, four, and five-point scales.
- **Use "N/A" or "Don't know"** options when the question is either not relevant or the respondent is unsure. These are often consolidated because there is not an analytical reason to separate these results. Moreover, extending the scale (i.e., separating "N/A" and "Don't know" as two different options) may encourage respondents to select more "positive" responses due to the relative physical position of the extended scale.
- **Keep open-ended comments to a minimum.** Respondents start providing redundant answers when faced with more than two or three open-ended responses.
- **Use skip logic** to ensure that respondents only answer questions pertinent to them.
- **Avoid too many or too few questions in a single page**. You may view these aesthetic aspects of the survey once the survey has been programmed into the online platform.

- Avoid questions with the following characteristics:
    - **Avoid double-barreled questions** (e.g., asking two question at once).
    - **Avoid leading questions.** For example, asking "Many staff members indicate that district buildings are clean. Is your building clean?" may lead a respondent to indicate that their building is clean regardless of their objective opinion. Asking leading questions makes respondents susceptible to social desirability. That is, respondents might then answer questions based on the question wording and not their objective opinion.
    - **Avoid subjective language** for survey questions to ensure that all respondents will interpret the survey item the same way.

# SURVEY INSTRUMENT

## WELCOME

**Welcome!**

Hanover research is conducting a survey to gather {district} stakeholders' perceptions of equity and inclusion in their schools and district.

This survey is for research purposes only: all information you provide will be maintained on a confidential basis by Hanover Research and will only be used and reported in an aggregate form, so please be candid in your responses.

This survey will only take about 15 minutes to complete. Thank you for your participation!

Please click the arrow button below to begin.

*If you have any questions, please contact Hanover Research at* <mark>XXXX</mark>*@hanoverinsights.com*

1. *Hanover Research takes protecting your personal information seriously. We use your data for research and analysis purposes only. Please see our* <u>*Privacy Policy*</u> *to learn how we collect and process your data.\**
   - ❍ **I consent** to having my personal data collected for this survey.
   - ❍ **I do not consent** to having my personal data collected and wish to **exit the survey**. **Disqualify**

## SCREENER

**2.  Which of the following best describes your role in {district}?***
- ❍  District Administrator
- ❍  School Administrator (e.g., principal, assistant/vice principal)
- ❍  Instructional Staff (e.g., classroom teacher)
- ❍  Instructional Coach
- ❍  School Counselor
- ❍  Other {district} staff member (please specify):_____
- ❍  None of the above **Disqualify**

## DEFINING EQUITY

**3.  Please indicate how much you disagree or agree with the following statements:**

| ALL ITEMS RANDOMIZED | STRONGLY DISAGREE | SLIGHTLY DISAGREE | NEITHER AGREE NOR DISAGREE | SLIGHTLY AGREE | STRONGLY AGREE | UNSURE |
|---|---|---|---|---|---|---|
| I can distinguish between equality and equity. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| I can identify different types of inequity. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| I understand how different forms of inequity affect public/private education. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| I know how inequity leads to achievement gaps. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

**4.  Please indicate how much you disagree or agree with the following statements: My district…**

| ALL ITEMS RANDOMIZED | STRONGLY DISAGREE | SLIGHTLY DISAGREE | NEITHER AGREE NOR DISAGREE | SLIGHTLY AGREE | STRONGLY AGREE | UNSURE |
|---|---|---|---|---|---|---|
| …has a shared definition of equity among all stakeholders. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| …has a systematic approach to addressing equity issues. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| …is continually monitoring its progress around equity. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| …is continually evaluating its progress around equity. | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

# PRIORITIES

## INSTRUCTION

**5.  Please indicate how much of a priority the following are for your district.**

| ALL ITEMS RANDOMIZED | NOT A PRIORITY | LOW PRIORITY | MEDIUM PRIORITY | HIGH PRIORITY | DON'T KNOW/NA |
|---|:---:|:---:|:---:|:---:|:---:|
| Supporting struggling students | ○ | ○ | ○ | ○ | ○ |
| Providing high-level curriculum to all schools in the district | ○ | ○ | ○ | ○ | ○ |
| Identifying biases (implicit or explicit) in instructional strategies | ○ | ○ | ○ | ○ | ○ |
| Incorporating rigor for all students | ○ | ○ | ○ | ○ | ○ |
| Communicating high expectations for all teachers | ○ | ○ | ○ | ○ | ○ |
| Acknowledging students' cultural heritage | ○ | ○ | ○ | ○ | ○ |
| Accommodating diverse learning styles in the classroom | ○ | ○ | ○ | ○ | ○ |
| Acknowledging students' cultural heritage | ○ | ○ | ○ | ○ | ○ |
| Setting clear expectations for student learning | ○ | ○ | ○ | ○ | ○ |
| Setting clear expectations for student behavior | ○ | ○ | ○ | ○ | ○ |
| Providing ongoing professional development on equitable instructional strategies | ○ | ○ | ○ | ○ | ○ |
| Supporting teachers with their support of struggling students | ○ | ○ | ○ | ○ | ○ |
| Supporting a culturally responsive pedagogy | ○ | ○ | ○ | ○ | ○ |
| Ensuring a safe learning environment for all students | ○ | ○ | ○ | ○ | ○ |

**6.  Please indicate how much of a priority the following are for your district.**

| ALL ITEMS RANDOMIZED | NOT A PRIORITY | LOW PRIORITY | MEDIUM PRIORITY | HIGH PRIORITY | DON'T KNOW/NA |
|---|:---:|:---:|:---:|:---:|:---:|
| Hiring and retaining <u>effective</u> teachers | ○ | ○ | ○ | ○ | ○ |
| Hiring and retaining <u>diverse</u> teachers | ○ | ○ | ○ | ○ | ○ |

# Discipline

### 7. Please indicate how much of a priority the following are for your district.

| All Items Randomized | Not a Priority | Low Priority | Medium Priority | High Priority | Don't Know/NA |
|---|:---:|:---:|:---:|:---:|:---:|
| Establishing alternatives to exclusionary discipline | ○ | ○ | ○ | ○ | ○ |
| Monitoring and adjusting disciplinary practices that disproportionately impact certain subgroups | ○ | ○ | ○ | ○ | ○ |
| Using restorative practices | ○ | ○ | ○ | ○ | ○ |
| Ensuring discipline policies are clear and explicit | ○ | ○ | ○ | ○ | ○ |

# Grading

### 8. Please indicate how much of a priority the following are for your district.

| All Items Randomized | Not a Priority | Low Priority | Medium Priority | High Priority | Don't Know/NA |
|---|:---:|:---:|:---:|:---:|:---:|
| Reducing subjective grading practices | ○ | ○ | ○ | ○ | ○ |
| Reducing grading variability between teachers | ○ | ○ | ○ | ○ | ○ |
| Ensuring assessments are equitable | ○ | ○ | ○ | ○ | ○ |
| Ensuring assessments are not culturally biased | ○ | ○ | ○ | ○ | ○ |
| Ensuring assessments are taken in equitable conditions | ○ | ○ | ○ | ○ | ○ |

# Advanced Courses

### 9. Please indicate how much of a priority the following are for your district.

| All Items Randomized | Not a Priority | Low Priority | Medium Priority | High Priority | Don't Know/NA |
|---|:---:|:---:|:---:|:---:|:---:|
| Ensuring identification methods are equitable | ○ | ○ | ○ | ○ | ○ |
| Using multiple criteria for identifying students for gifted/talented programs or advanced courses | ○ | ○ | ○ | ○ | ○ |
| Reviewing criteria and assessment instruments for cultural and linguistic bias | ○ | ○ | ○ | ○ | ○ |
| Monitoring the diversity of gifted/talented programs and advanced courses | ○ | ○ | ○ | ○ | ○ |

# ENGAGEMENT & OUTREACH

### 10. Please indicate how much of a priority the following are for your district.

| ALL ITEMS RANDOMIZED | NOT A PRIORITY | LOW PRIORITY | MEDIUM PRIORITY | HIGH PRIORITY | DON'T KNOW/NA |
|---|---|---|---|---|---|
| Addressing language barriers in family engagement and outreach efforts | ❍ | ❍ | ❍ | ❍ | ❍ |
| Identifying barriers to participation for some communities | ❍ | ❍ | ❍ | ❍ | ❍ |
| Mitigating barriers to participation for some communities | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing personalized communications to families from all backgrounds | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing translators | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing written materials in multiple languages | ❍ | ❍ | ❍ | ❍ | ❍ |

# PERFORMANCE

## INSTRUCTION

11. *Please rate your district's current performance in the following areas.*

| ALL ITEMS RANDOMIZED | DOES NOT MEET EXPECTATIONS | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS | DON'T KNOW/NA |
|---|---|---|---|---|
| Supporting struggling students | ○ | ○ | ○ | ○ |
| Providing high-level curriculum to all schools in the district | ○ | ○ | ○ | ○ |
| Identifying biases (implicit or explicit) in instructional strategies | ○ | ○ | ○ | ○ |
| Incorporating rigor for all students | ○ | ○ | ○ | ○ |
| Communicating high expectations for all teachers | ○ | ○ | ○ | ○ |
| Acknowledging students' cultural heritage | ○ | ○ | ○ | ○ |
| Accommodating diverse learning styles in the classroom | ○ | ○ | ○ | ○ |
| Acknowledging students' cultural heritage | ○ | ○ | ○ | ○ |
| Setting clear expectations for student learning | ○ | ○ | ○ | ○ |
| Setting clear expectations for student behavior | ○ | ○ | ○ | ○ |
| Providing ongoing professional development on equitable instructional strategies | ○ | ○ | ○ | ○ |
| Supporting teachers with their support of struggling students | ○ | ○ | ○ | ○ |
| Supporting a culturally responsive pedagogy | ○ | ○ | ○ | ○ |
| Ensuring a safe learning environment for all students | ○ | ○ | ○ | ○ |

12. *Please rate your district's current performance in the following areas.*

| ALL ITEMS RANDOMIZED | DOES NOT MEET EXPECTATIONS | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS | DON'T KNOW/NA |
|---|---|---|---|---|
| Hiring and retaining <u>effective</u> teachers | ○ | ○ | ○ | ○ |
| Hiring and retaining <u>diverse</u> teachers | ○ | ○ | ○ | ○ |

## Discipline

*13. Please rate your district's current performance in the following areas.*

| ALL ITEMS RANDOMIZED | DOES NOT MEET EXPECTATIONS | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS | DON'T KNOW/NA |
|---|:---:|:---:|:---:|:---:|
| Establishing alternatives to exclusionary discipline | ○ | ○ | ○ | ○ |
| Monitoring and adjusting disciplinary practices that disproportionately impact certain subgroups | ○ | ○ | ○ | ○ |
| Using restorative practices | ○ | ○ | ○ | ○ |
| Ensuring discipline policies are clear and explicit | ○ | ○ | ○ | ○ |

## Grading

*14. Please rate your district's current performance in the following areas.*

| ALL ITEMS RANDOMIZED | DOES NOT MEET EXPECTATIONS | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS | DON'T KNOW/NA |
|---|:---:|:---:|:---:|:---:|
| Reducing subjective grading practices | ○ | ○ | ○ | ○ |
| Reducing grading variability between teachers | ○ | ○ | ○ | ○ |
| Ensuring assessments are equitable | ○ | ○ | ○ | ○ |
| Ensuring assessments are not culturally biased | ○ | ○ | ○ | ○ |
| Ensuring assessments are taken in equitable conditions | ○ | ○ | ○ | ○ |

## Advanced Courses

*15. Please rate your district's current performance in the following areas.*

| ALL ITEMS RANDOMIZED | DOES NOT MEET EXPECTATIONS | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS | DON'T KNOW/NA |
|---|:---:|:---:|:---:|:---:|
| Ensuring identification methods are equitable | ○ | ○ | ○ | ○ |
| Using multiple criteria for identifying students for gifted/talented programs or advanced courses | ○ | ○ | ○ | ○ |
| Reviewing criteria and assessment instruments for cultural and linguistic bias | ○ | ○ | ○ | ○ |
| Monitoring the diversity of gifted/talented programs and advanced courses | ○ | ○ | ○ | ○ |

## ENGAGEMENT & OUTREACH

**16. Please rate your district's current performance in the following areas.**

| ALL ITEMS RANDOMIZED | DOES NOT MEET EXPECTATIONS | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS | DON'T KNOW/NA |
|---|---|---|---|---|
| Addressing language barriers in family engagement and outreach efforts | ○ | ○ | ○ | ○ |
| Identifying barriers to participation for some communities | ○ | ○ | ○ | ○ |
| Mitigating barriers to participation for some communities | ○ | ○ | ○ | ○ |
| Providing personalized communications to families from all backgrounds | ○ | ○ | ○ | ○ |
| Providing translators | ○ | ○ | ○ | ○ |
| Providing written materials in multiple languages | ○ | ○ | ○ | ○ |

## DESIRED OUTCOMES

**17. Which of the following topics related to equity and inclusion are you most interested in learning about? Please select all that apply.***

- ❑ Developing a district wide definition of equity
- ❑ Recognizing sources of inequity
- ❑ Identifying opportunities in my district
- ❑ Identifying resources in my district
- ❑ Identifying achievement gaps in my district
- ❑ Identifying where my district's culture and climate may contribute to current disparities
- ❑ Setting goals for reducing inequities in my district
- ❑ Developing an equity plan
- ❑ Monitoring progress toward equity goals
- ❑ Updating stakeholders on equity progress
- ❑ Other (please specify):_____

# ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

## OUR SOLUTIONS

### ACADEMIC SOLUTIONS

- **College & Career Readiness:**
  Support on-time student graduation and prepare all students for post-secondary education and careers.

- **Program Evaluation:**
  Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.

- **Safe & Supportive Environments:**
  Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

### ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
  Expand and strengthen family and community relationships and identify community partnerships that support student success.

- **Talent Recruitment, Retention & Development:**
  Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.

- **Operations Improvement:**
  Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

### LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

## OUR BENEFITS

**EXPERT**
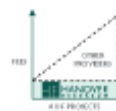200+ analysts with multiple methodology research expertise

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