



K12 Equity and Inclusion Diagnostic

Prepared for our K12 partners

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SURVEY OVERVIEW

In this section, we summarize the Diversity, Equity, and Inclusion survey core sections and frequently asked questions. To develop the survey instrument, content experts and survey methodologists worked collaboratively to identify key and recurrent themes. We relied heavily on the available literature and referenced existing survey instruments.

CORE SECTIONS

The Hanover K12 Diversity, Equity, and Inclusion core sections are listed below. In addition to these core sections, the survey includes background questions such as respondents' roles within the district or school, their school/building affiliation, and grade-level affiliation.

CORE SECTIONS:

- Beliefs about Equity
- School Environment
- Academic Environment
- Social Environment
- Staff Perceptions
- Engagement & Outreach
- District Priorities

FREQUENTLY ASKED QUESTIONS

HOW DID HANOVER CREATE THE DIVERSITY, EQUITY, AND INCLUSION SURVEY INSTRUMENT?

To develop the survey instrument, content experts and survey methodologists at Hanover examined relevant literature, resources developed by organizations dedicated to DEI, and trends in DEI instruments Hanover has designed for our K-12 education clients. Based on this comprehensive review, we identified the above core sections to measure.

IS THIS INSTRUMENT VALID?

Hanover's team of survey methodologists and content experts have tested the survey for face validity and construct validity in order to reduce measurement error. Reducing measurement error refers to our ability to ensure that individual survey items measure what they intend to measure.

IS IT POSSIBLE TO TRANSLATE THE SURVEY INTO ANOTHER LANGUAGE?

Yes, the current instrument is available in English. For any additional language translations, Hanover may hire a professional translation company at an additional cost to the client. Alternatively, the client may use the school or district internal translation services.

COULD I ADMINISTER THE SURVEY TO ELEMENTARY STUDENTS? WHAT ABOUT COMMUNITY MEMBERS?

The survey is designed for students in Grade 6 through Grade 12, parents, and staff members. Each question is programmed for specific groups. The questions are not developmentally appropriate for students below Grade 6.

HOW WILL MY SCHOOL/DISTRICT SEND THE SURVEY TO RELEVANT STAKEHOLDERS?

By default, Hanover will provide a universal survey link. The first survey question asks respondents to specify their primary affiliation/relationship with the district/school. Thereafter, population-specific question logic is triggered by this first question. Your district/school may place this universal link on the district/school home page or share the link with respondents through other communication forums.

In addition to providing a universal link, if the district/school is able to provide Hanover with individual email addresses (e.g., for staff, parents, or students), Hanover can share the survey with stakeholders through individualized and customized emails. Please work with your Content Director to discuss the best administration approaches for your context.

COULD MY DISTRICT/SCHOOL MAKE ANY CHANGES TO THE SURVEY QUESTIONS?

In order to benefit from the expedited timelines associated with the use of the standard survey instrument (i.e., reduced survey design editing time, reduced analysis time), edits must adhere to the following guidelines:

- An entire construct (e.g., District Priorities) may be deleted; however, we cannot edit or remove individual survey items except to modify minor context-specific aspects such as the district/school name.¹

WHAT IF SOMEONE TRIES TO TAKE THE SURVEY MORE THAN ONCE?

We have a variety of quality control mechanisms in place to ensure that our final results include only valid responses. For example, we assess the quality of respondents' open-ended comments, flagging gibberish. We assess whether respondents answer uniformly (e.g., all "Agree" selection) for an entire question set. If respondents exhibit odd behaviors with multiple response questions (selecting all items), we flag those individuals as well. We then sum all flags and remove the worst offenders up to a certain threshold.

WHAT DOES THE FINAL DELIVERABLE INCLUDE?

The standard survey analysis includes a dashboard with various filters for segmenting responses. If the district elects to administer the survey over multiple years, the results will appear in the same dashboard.

¹ For example, "English Learners" rather than "English Language Learners."

SURVEY QUESTIONS

SCREENERS/BACKGROUND

QUESTION	SCALE	TARGET POPULATION
Which of the following best describes your relationship with {District}? If you are both an employee and a parent of a child at a {District} school, please take this survey as an employee.	Multiple Choice ²	All
Which of the following best describes your role at {District}?	Multiple Choice ³	Staff
How many children do you have who currently attend a {District} school?	Multiple Choice ⁴	Parents
What is [your/your child's] current grade level?	Multiple Choice ⁵	Students, Parents
With which grade level(s) do you primarily work? Please select all that apply.	MRV ⁶	Classroom teachers, Other certified staff
Please select your [child's] school./At which school/building do you primarily work? If you work at multiple schools, please select the school at which you spend the majority of your time.	Multiple Choice	All
In which of the following programs [do you/does your child] participate.	MRV ⁷	Students, Parents

² Respondents may select a single option from the following set of options: Student, Parent or guardian of a student, [District] staff or administrator, or None of the above (disqualified)

³ Respondents may select a single option from the following set of options: District administrator, School administrator, Classroom teacher, Other certified staff, Non-instructional staff, or None of the above (disqualified)

⁴ Respondents may select a single option from the following set of options: None (disqualified), 1 child, 2 children, 3 children, 4 children, 5 children or more

⁵ Respondents may select a single option from the following set of options: Pre-K, Transitional kindergarten, Kindergarten, Grade 1 through 12, and Adult education. These options can be changed based on client needs

⁶ Respondents may select all options that apply from the following set of options: Pre-K, Transitional kindergarten, Kindergarten, Grade 1 through 12, and Adult education. These options can be changed based on client needs

⁷ Respondents may select all options that apply from the following set of options: English Language Learner (ELL), Special Education Services, Gifted and Talented, Free or Reduced-Price Lunch, None of the above, Don't know/Unsure

OVERALL SATISFACTION

Please say how much you agree or disagree with the following statements about overall support for people from diverse backgrounds. **Diverse backgrounds include various ethnicities, races, cultures, genders, sexualities, religions, abilities, socioeconomic backgrounds, and all other identities.**

Overall, [my school supports/my child’s school supports/district schools support] [students/families/staff] from all different:

QUESTION	SCALE	TARGET POPULATION
Races, ethnicities, skin colors	Agreement ⁸	All
Cultures		
Religions		
Disability statuses		
Socioeconomic backgrounds (e.g., how much money they have)		
Gender identities or expressions (e.g., transgender)		Students (Grade 9-12), Parents, Staff
Sexual orientations		

⁸ The agreement scale commonly includes the following response options: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree, Don’t Know/NA. Students Grade 8 and below will only see “Disagree”, “Agree”, and “Don’t Know/NA”.

BELIEFS ABOUT EQUITY

QUESTION	SCALE	TARGET POPULATION
Students from similar backgrounds benefit from collaboration.	Agreement ⁸	Staff
I want students at different ability levels to collaborate.		
I want my child to collaborate with students from different backgrounds (e.g., ethnicities, races, cultures).		Parents
I want my child to collaborate with students who perform better than him/her.		
I want my child to collaborate with students who are struggling.		Students
I like working with students from different backgrounds (e.g., ethnicities, races, cultures).		
I like learning from other students.		
I like helping other students learn.		

SCHOOL ENVIRONMENT

[I/My child/Students at my school/Students at district schools]...

QUESTION	SCALE	TARGET POPULATION
...feel(s) welcome at school.	Agreement ⁸	All
...like(s) school.		
... [am/is/are] proud of [my/their] school.		
...feel(s) like [I am/they are] a part of [my/their] school community.		

ACADEMIC ENVIRONMENT

INSTRUCTIONAL CLIMATE

In the past week, how often [did you/did your child/did your students] spend time during lessons...

QUESTION	SCALE	TARGET POPULATION
...thinking about events from another person's point-of-view (i.e., someone from a different background)?	Frequency ⁹	Students, Parents, Classroom teachers, Other certified staff
...learning about people from different backgrounds?		
...helping or getting help from other students?		
...working on projects with students from different backgrounds?		
...talking with students from different backgrounds?		

In the past week, how often [did you/did your child/did your students] spend time in class discussing the following:

QUESTION	SCALE	TARGET POPULATION
Race-related topics	Agreement ⁸	Students, Parents, Classroom teachers, Other certified staff
Social action (e.g., voting, protesting)		
Diversity		
Social justice		Students (Grade 9 - 12), Parents, Classroom teachers, Other certified staff
Systemic discrimination/ Institutional racism		
Implicit biases		

⁹ The frequency scale commonly includes the following response options: Almost Never, Rarely, Sometimes, Often, Very Often, Don't Know/NA

[My teachers/My child's teachers/Teachers at my school/District teachers] ...

QUESTION	SCALE	TARGET POPULATION
...use books, stories, or lesson materials from many different perspectives.	Agreement ⁸	All
...encourage students to speak out against discrimination and racism.		
...can help all students succeed.		
...adjust lessons to fit [my/students' different] learning style[s].		Students (Grade 9 - 12), Parents, Staff
...engage students in meaningful conversations about diversity.		
...empower students to fight for social justice.		
... help me feel confident that I can do well in school.		
...encourage me to take challenging classes.	Students (Grade 9-12)	

[My school/My child's school/District schools]...

QUESTION	SCALE	TARGET POPULATION
...hire(s) teachers from diverse backgrounds.	Agreement ⁸	Students (Grade 9-12), Parents, Staff
...retain(s) teachers from diverse backgrounds.		
My teachers come from many different backgrounds.		Students (Grade 6-8)

STUDENT SUPPORT AND RESOURCES

At school, [I have/my child has/students from all backgrounds have] ...

QUESTION	SCALE	TARGET POPULATION
...effective college and career support to meet [my/his/her/their] goals.	Agreement ⁸	High School Students, Parents, Staff
...access to extra-curricular activities (e.g., sports, clubs).		All
...access to co-curricular activities (e.g., drama, theater, band).		
...access to all classes (e.g., a chance to choose or be chosen for advanced classes).		

Please say how much you agree or disagree with the following statements about district diversity.

QUESTION	SCALE	TARGET POPULATION
Resources are equally distributed across all district schools.	Agreement ⁸	Staff
Student diversity is similar across all district schools.		
Staff diversity is similar across all district schools.		

GRADING

[I/Teachers at my school] ensure assessments...

QUESTION	SCALE	TARGET POPULATION
...are equitable.	Agreement ⁸	Staff (not District administrator)
...are not culturally biased.		
...are taken in equitable conditions.		

At [my school/my child's school] ...*

QUESTION	SCALE	TARGET POPULATION
...students understand how assignments and tests are graded.	Agreement ⁸	Students, Parents, Staff (not District administrator)
...it is easier to get good grades with some teachers than with others.		
...teachers grade assignments fairly.		

SOCIAL ENVIRONMENT

STUDENTS' POSITIVE RELATIONSHIPS

Adults at [my school/my child's school/district schools] ...

QUESTION	SCALE	TARGET POPULATION
...respect students of all backgrounds.	Agreement ⁸	All
...care about students of all backgrounds.		
...treat students from all backgrounds fairly.		
...understand [me and my/students'] experiences [and backgrounds].		
...care about and support students beyond schoolwork (e.g., how they are feeling, what they like/dislike, family).		
...understand my culture and background.		Students

Students at [my school/my child's school/district schools] ...

QUESTION	SCALE	TARGET POPULATION
...treat students from different backgrounds with respect.	Agreement ⁸	All
...care about other students of all backgrounds.		
...treat students from all backgrounds fairly.		
...have close friends from different backgrounds.		
...take classes with other students from different backgrounds.		

How often [do you/does your child/do students] do the following?

QUESTION	SCALE	TARGET POPULATION
Spend time out of class interacting with students from different backgrounds (e.g., lunch, recess, study hall)	Frequency ⁹	All
Spend time at school events interacting with students from different backgrounds (e.g., sports events, music performances)		

DISCIPLINE AND SAFETY

Adults at [my school/my child's school/district schools] ...

QUESTION	SCALE	TARGET POPULATION
...clearly communicate school rules.	Agreement ⁸	All
...clearly communicate consequences for breaking rules.		
...encourage students to learn from their mistakes.		
...make sure students have the same consequences when they break the rules, no matter what their background is (e.g., gender, race, religion).		

[I feel/My child feels] ...

QUESTION	SCALE	TARGET POPULATION
...safe at school.	Agreement ⁸	Students, Parents, Staff (not District administrator)
...the school is well-maintained (e.g., clean, things are fixed when they break).		
...the school meets the needs of all students (e.g., wheelchair ramps and accommodations, translators).		
...bullying is a problem at school.		

STAFF PERCEPTIONS

[My school/District schools]...

QUESTION	SCALE	TARGET POPULATION
...communicate(s) high expectations for all teachers.	Agreement ⁸	Staff
...provide(s) enough quality professional development on equity related topics.		
...support(s) teachers with their support of struggling students.		
...support(s) culturally sustaining practices and pedagogies.		
...use(s) asset-based (vs. deficit-based) language.		
...work(s) to reduce the effect of implicit biases and systemic discrimination on school decisions.		
...provide(s) staff time to collaborate on strategies for equitable instruction.		

Please say how much you agree or disagree with the following statements.

QUESTION	SCALE	TARGET POPULATION
The <u>district</u> treats staff members from all backgrounds with respect.	Agreement ⁸	Staff
<u>My school</u> treats staff members from all backgrounds with respect.		Staff (not District administrator)

ENGAGEMENT & OUTREACH

[My school/My child's school]...

QUESTION	SCALE	TARGET POPULATION
...provides families with opportunities to be involved at the school.	Agreement ⁸	Parents, Staff
...encourages parents to support students with their schoolwork at home.		
...communicates well with parents.		
...works with parents to reduce barriers to parents' participation in school activities.		
...makes families feel <u>welcome</u> .		
...makes families feel <u>valued</u> .		
...works with families to help students succeed.		
...welcomes families into decision-making processes.		
...provides translation services to families who need it.		
...encourages families to visit their child's classroom.		

Please say how much you agree or disagree with the following statements about parent involvement.

QUESTION	SCALE	TARGET POPULATION
I am satisfied with the level of parental involvement at my school.	Agreement ⁸	Parents, Staff (not District administrator)
Staff are friendly and responsive to parent concerns.		Parents
I am comfortable approaching school personnel to discuss my child's needs.		Students
My family attends school events.		
My family feels welcome at school events.		
My family is involved in my education.		
Adults at my school care about my family.		

DISTRICT PRIORITIES

To what extent do you feel each of the following should be a district priority for supporting diversity and equity in education for students of diverse backgrounds?

QUESTION	SCALE	TARGET POPULATION
The district ensures that high-quality resources (such as teachers, learning materials, and programs) are available across schools for students of diverse backgrounds.	Priority ¹⁰	Parents, Staff
The district prioritizes funding for programs and resources that support historically disadvantaged student subgroups.		
The district ensures a welcoming and safe school environment for students of diverse backgrounds.		
The district promotes access to all courses (including advanced courses) to students of diverse backgrounds.		
The district promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds.		
The district promotes access to all extracurricular activities to students of diverse backgrounds.		
The district's staff reflect the diversity of the student body.		

¹⁰ The priority scale commonly includes the following response options: Not a Priority, Low Priority, Medium Priority, High Priority, Essential, Don't Know/NA

ADDITIONAL THOUGHTS AND DEMOGRAPHICS

QUESTION	SCALE	TARGET POPULATION
<p>Please use the space provided to share any additional thoughts that you may have regarding the district's effort to promote educational equity and support diversity. Your answers will help [District] inform its policies and procedures moving forward.</p> <p>Please note that these responses will be shared with [District] directly, so please avoid providing any personally identifying information.</p>	OE	All
With which of the following gender identities [do you/does your child] most identify?	Multiple Choice ¹¹	
With which of the following categories do you identify? Select all that apply.	MRV ¹²	
Which of the following languages do you speak at home? Please select all that apply.	MRV ¹³	
How long have you worked at [District]?	Multiple Choice ¹⁴	Staff

¹¹ Respondents may select a single option from the following set of options: Female, Male, Non-binary/Gender non-conforming, Not listed, Prefer to self-describe (specify, if desired):, Prefer not to respond

¹² Respondents may select all options that apply from the following set of options: American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latin(o/a/x), Middle Eastern or North African, Native Hawaiian or Pacific Islander, White, Not listed/Prefer to self-describe (specify, if desired):, Prefer not to respond

¹³ Respondents may select all options that apply from the following set of options: English, Spanish, Mandarin, Tagalog, Vietnamese, French, Korean, German, Russian, Arabic, Italian, Portuguese, Other (please specify):, Prefer not to respond

¹⁴ Respondents may select a single option from the following set of options: Less than 1 year, 1 to 3 years, 4 to 6 years, 7 to 10 years, 11 to 15 years, 16 to 20 years, More than 20 years, Prefer not to respond

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



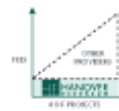
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