



K12 Staff Equity and Inclusion Survey

Prepared for our K12 partners

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SURVEY OVERVIEW

In this section, we summarize the Staff Equity and Inclusion Survey, core survey sections, and frequently asked questions. To develop the survey instrument, Hanover content experts and survey methodologists worked collaboratively Cleveland Metropolitan School District (CMSD) to identify key and recurrent themes. We relied heavily on the available literature and referenced existing survey instruments.

CONSTRUCTS

The Hanover Staff Equity and Inclusion Survey Constructs, or Impact Areas, are listed below. These constructs and the questions contained within them were developed based on work by Evangelina Holvino and Bailey W. Jackson, and especially Holvino's work, *Developing Multicultural Organizations: A Change Model*. Construct items are spread throughout the core sections to improve survey flow and readability.

CONSTRUCTS

- Culture Practices Inclusion
- Culture Embraces Individuals
- Structures, Policies, and Leadership
- People and Relationships

CORE SECTIONS

The Hanover Staff Equity and Inclusion Survey core sections are listed below. In addition to these core sections, the survey includes background questions such as respondents' roles within the district and department.

CORE SECTIONS:

- Agency, Expressing Oneself, and Leadership Inclusion
- Supervisor Questions
- Minority Status
- Embracing Diverse Identities
- Bullying and Harassment
- Retention and Development
- Professional Development

FREQUENTLY ASKED QUESTIONS

HOW DID HANOVER CREATE THE EQUITY AND INCLUSION SURVEY INSTRUMENT?

To develop the survey instrument, content experts and survey methodologists at Hanover and CMSD 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. We then mapped questions from each of the core sections onto four Constructs, or Impact Areas. These constructs and the questions contained within them were developed based on work by Evangelina Holvino and Bailey W. Jackson, and especially Holvino's work, *Developing Multicultural Organizations: A Change Model*.

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 and Spanish. 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 school- and district-level staff and is not intended to be fielded to students, parents, or the community. Hanover offers a different survey that includes students, parents, and staff.

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 (i.e., for staff), Hanover can share the survey with stakeholders through 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., People and relationships) 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.

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.

SURVEY QUESTIONS

SCREENERS/BACKGROUND

QUESTION	SCALE	TARGET POPULATION
Do you currently work for [District] ¹ ?	Multiple Choice ²	All
Do you currently work at a single school or multiple schools?	Multiple Choice ³	Staff
For which department do you currently work? If you split your time between multiple departments, select the department where you spend the most time. Please note that every employee fits within one department, so please review the list carefully.	Multiple Choice ⁴	Staff
You may answer survey questions about a specific school and/or your department (i.e., [Department Name] ⁵) since you are affiliated with a school and a department. Do you prefer to answer survey questions about a specific school, your department, or both?	Multiple Choice ⁶	Staff who work at one school or multiple schools
At which school do you currently work? This survey will ask you specific questions about your school or building. If you split your time between multiple schools or buildings, please answer the survey for the building where you spend the most time. All your answers should be for this school or building.	Multiple Choice ⁷	Staff who work at one school or multiple schools and wish to answer the survey for their school

¹ The name of the district will appear here.

² Respondents may select a single item from the following options: Yes, No.

³ Respondents may select a single item from the following options: I work at a single school, I work at multiple schools, I do not work at a school.

⁴ Respondents may select a single item from the following options: Client should provide list of any departments or sub-departments

⁵ The name of the respondent's department will pipe in here (e.g., "Operations").

⁶ Respondents may select a single item from the following options: Specific school; Department (i.e., [Department Name]); Both school and department.

⁷ We will customize the list of schools and buildings to your district.

AGENCY, EXPRESSING ONESELF, AND LEADERSHIP INCLUSION (SCHOOL)

Please indicate how much you disagree or agree with the following statements about your school:

QUESTION	SCALE	TARGET POPULATION
My school provides information in a language (e.g., Spanish) that I understand.	Agreement ⁸	Staff indicating they would like to answer for their school
My school values my identity.		
My school values my perspective.		
I feel welcome at my school.		
I can be myself while interacting with most of my school coworkers.		
I think that my school leaders are approachable.		
My school leaders encourage my feedback.		
Leaders within my school ask for my opinion when making decisions that impact my work.		
My school is more likely to have written policies and procedures rather than word-of-mouth policies and procedures.		
When professional development opportunities are made available within my school (e.g., committee participation), I am overlooked or excluded.		
I often feel left out or excluded from school activities (e.g., after-school events or socials).		

⁸ The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

AGENCY, EXPRESSING ONESELF, AND LEADERSHIP INCLUSION (DEPARTMENT)

Please indicate how much you disagree or agree with the following statements about your department (i.e., [Department Name]):

QUESTION	SCALE	TARGET POPULATION
My department provides information in a language (e.g., Spanish) that I understand.	Agreement ⁹	Staff indicating they would like to answer for their district, do not work at a school, or work at a non-traditional or non-public school if applicable
My department values my identity.		
My department values my perspective.		
I feel welcome within my department.		
I can be myself while interacting with most of my department coworkers.		
I think that my department leaders are approachable.		
My department leaders encourage my feedback.		
Leaders within my department ask for my opinion when making decisions that impact my work.		
My department is more likely to have written policies and procedures rather than word-of-mouth policies and procedures.		
When professional development opportunities are made available within my department (e.g., committee participation), I am overlooked or excluded.		
I often feel left out or excluded from department activities (e.g., after-hours events or socials).		

⁹ The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

SUPERVISOR QUESTIONS

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

QUESTION	SCALE	TARGET POPULATION
My supervisor has the same performance expectations for me and my peers (i.e., individuals who perform similar work).	Agreement ¹⁰	Staff
During my annual review, feedback from my supervisor helps me grow professionally.		
My supervisor provides me with the work-life balance support I need or access to services that support my work-life balance.		

AGENCY, EXPRESSING ONESELF, AND LEADERSHIP INCLUSION (DISTRICT)

Please indicate how much you disagree or agree with the following statements about [District]:

QUESTION	SCALE	TARGET POPULATION
[District] values my identity.	Agreement ¹¹	Staff
[District] values my perspective.		
[District] is more likely to have written policies and procedures rather than word-of-mouth policies and procedures.		
I feel welcome within the [District] community.		
I think that [district] leaders are approachable.		
[District] leaders encourage my feedback.		

¹⁰ The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

¹¹ The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

MINORITY STATUS

QUESTION	SCALE	TARGET POPULATION
Do you personally identify with an underrepresented or minority group?	Multiple Choice ¹²	Staff
If you personally identify as an underrepresented or minority group, what aspect(s) of your identify <u>best</u> reflect that group status? Select all that apply.	MRV ¹³	

¹² Respondents may select a single item from the following options: Yes, No.

¹³ Respondents may select all items that apply from the following options: Sexual orientation; Socioeconomic background (e.g., income, education); Race, ethnicity, or skin color; Religious beliefs; Gender identity or expression (e.g., woman, trans woman); Disability status; Political beliefs; Physical appearance; Age; Socioeconomic background (e.g., income, education); Sexual orientation; Prefer not to respond; I do not identify with an underrepresented group based on the above classifications.

EMBRACING DIVERSE IDENTITIES

Please indicate how much you disagree or agree with the following statements about your school:

QUESTION	SCALE	TARGET POPULATION
Staff diversity is valued at my school.	Agreement ¹⁴	Staff indicating they would like to answer for their school
My school provides a welcoming environment for staff members with diverse backgrounds.		
My school promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds.		
Staff members within my school reflect the diversity of the student body.		
Staff members with diverse backgrounds regularly engage in meaningful conversations at my school.		
My school effectively communicates with diverse individuals (e.g., socioeconomic, language, and cultural backgrounds).		

Please indicate how much you disagree or agree with the following statements about your department (i.e., [Department Name]):

QUESTION	SCALE	TARGET POPULATION
Staff diversity is valued within my district.	Agreement ¹⁵	Staff indicating they would like to answer for their district, do not work at a school, or work at a non-traditional or non-public school if applicable
My district provides a welcoming environment for staff members with diverse backgrounds.		
My school promotes cultural inclusivity by holding events and activities that celebrate diverse cultures and backgrounds.		
Staff members within my department reflect the diversity of our customers (e.g., students, parents, and staff).		
Staff members with diverse backgrounds regularly engage in meaningful conversations within my department.		
My department effectively communicates with diverse individuals (e.g., socioeconomic, language, and cultural backgrounds).		

¹⁴ The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

¹⁵ The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

Please indicate how much you disagree or agree with the following statements about [District]:

QUESTION	SCALE	TARGET POPULATION
Staff diversity is valued at [District].	Agreement ¹⁶	Staff
[District] provides a welcoming environment for staff members with diverse backgrounds.		
[District] effectively communicates with diverse individuals (e.g., socioeconomic, language, and cultural backgrounds).		

BULLYING AND HARASSMENT

Since the start of the school year, how often have you observed the following behavior?

QUESTION	SCALE	TARGET POPULATION
Staff-to-staff <u>physical</u> threats or harassment	Frequency ¹⁷	Staff
Staff-to-staff <u>electronic</u> threats or harassment (e.g., text message, email, social media)		
Staff-to-staff <u>verbal</u> threats or harassment		

¹⁶ The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

¹⁷ The frequency scale includes the following response options: Never, 1 Time, 2 Times, 3 Times, 4 or More Times, Not Sure.

QUESTION	SCALE	TARGET POPULATION
<p>If you were threatened or harassed (physically, verbally, electronically) by another staff member within the district, would you understand the appropriate procedures for reporting the incident to <u>school</u> personnel?</p>	<p>Multiple Choice¹⁸</p>	<p>Staff indicating they would like to answer for their school</p>
<p>If you were threatened or harassed (physically, verbally, electronically) by another staff member within the district, would you understand the appropriate procedures for reporting the incident to <u>department</u> (i.e., [Department Name]) personnel?</p>		<p>Staff indicating they would like to answer for their district, do not work at a school, or work at a non-traditional or non-public school if applicable</p>

¹⁸ Respondents may select a single item from the following options: Yes, No, Not sure.

RETENTION AND DEVELOPMENT

Are the following compensation and advancement opportunities equitably distributed within your school?

QUESTION	SCALE	TARGET POPULATION
Salary (e.g., adjustment, increase, differential)	Equity ¹⁹	Staff indicating they would like to answer for their school
Advancement opportunities		
Access to professional development (e.g., attending a conference, obtaining credentials/certificates relevant to my job, taking coursework)		
Opportunities to earn supplemental income (e.g., summer school, coaching/athletics, field trips)		

Are the following compensation and advancement opportunities equitably distributed within your department (i.e., [Department Name])?

QUESTION	SCALE	TARGET POPULATION
Salary (e.g., adjustment, increase, differential)	Equity ²⁰	Staff indicating they would like to answer for their district, do not work at a school, or work at a non-traditional or non-public school if applicable
Advancement opportunities		
Access to professional development (e.g., attending a conference, obtaining credentials/certificates relevant to my job, taking coursework)		

¹⁹ The agreement scale includes the following response options: Not at All Equitably Distributed, Somewhat Equitably Distributed, Very Equitably Distributed, Don't Know or Not Applicable.

²⁰ The agreement scale includes the following response options: Not at All Equitably Distributed, Somewhat Equitably Distributed, Very Equitably Distributed, Don't Know or Not Applicable.

Please indicate how much you disagree or agree with the following statements:
My school does a good job retaining staff members...

QUESTION	SCALE	TARGET POPULATION
...across gender identities (e.g., woman, trans woman).	Agreement ²¹	Staff indicating they would like to answer for their school
...across sexual orientations.		
...across religious backgrounds.		
...from diverse ethnic and racial backgrounds.		
...across socioeconomic classes (e.g., education, income).		
...with disabilities.		
...across political affiliations.		
...across age groups.		

Please indicate how much you disagree or agree with the following statements:
My department (i.e., [Department Name]) does a good job retaining staff members...

QUESTION	SCALE	TARGET POPULATION
...across gender identities (e.g., woman, trans woman).	Agreement ²²	Staff indicating they would like to answer for their district, do not work at a school, or work at a non-traditional or non-public school if applicable
...across sexual orientations.		
...across religious backgrounds.		
...from diverse ethnic and racial backgrounds.		
...across socioeconomic classes (e.g., education, income).		
...with disabilities.		
...across political affiliations.		
...across age groups.		

²¹ The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

²² The agreement scale includes the following response options: Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Don't Know or Not Applicable.

PROFESSIONAL DEVELOPMENT

QUESTION	SCALE	TARGET POPULATION
Which training opportunities would be helpful for supporting the district's efforts to become increasingly equitable, inclusive, and welcoming? Select all that apply.	MRV ²³	Staff
Which of the following are most important to you so you can bring your whole self to work (i.e., your diverse identities, experiences, and perspectives)? Select all that apply.	MRV ²⁴	

ADDITIONAL THOUGHTS

QUESTION	SCALE	TARGET POPULATION
Please use this space to describe how the district may become more equitable, inclusive, and welcoming:	Open-Ended ²⁵	Staff

²³ Respondents may select all options that apply from the following options: Addressing stereotypes or implicit bias; Building good relationships with peers; Addressing bullying or harassment; Addressing discrimination; Maintaining neutrality (e.g., not expressing preference toward specific groups, consciously or unconsciously); Culturally inclusive practices; Diversity training; Other (please specify); None of the above.

²⁴ Respondents may select all options that apply from the following options: [District] establishes that equity and inclusion is important; Inclusive structures exist at CMSD (e.g., shared decision-making is supported); [District] employees share responsibility for helping the district become a more equitable and inclusive organization; Inclusive policies and practices exist at [District] (e.g., fair/transparent policies); [District] shows a commitment to confronting discriminatory practices; [District] hires and promotes personnel across diverse identities and backgrounds; Decision-makers include employees that reflect [District]'s diverse employees (e.g., employee roles, cultures, interests, and world views); None of the above.

²⁵ Respondents will be able to fill in a text box to answer this question.

DEMOGRAPHICS

QUESTION	SCALE	TARGET POPULATION
Are you a full-time district employee?	Multiple Choice ²⁶	Staff
How many years have you worked at the district?	Multiple Choice ²⁷	
Are you an instructional staff member (e.g., teacher, aide, paraprofessional)?	Multiple Choice ²⁸	
What is your age?	Multiple Choice ²⁹	
With which of the following categories do you identify? Select all that apply.	MRV ³⁰	
Do you primarily speak English at home?	Multiple Choice ³¹	
With which of the following gender identities do you most identify?	Multiple Choice ³²	
Which of the following best describes your sexual orientation?	Multiple Choice ³³	
What is the highest level of education you have completed?	Multiple Choice ³⁴	
Please select your religious affiliation or identity. Select all that apply.	MRV ³⁵	
Have you been diagnosed with a visible or invisible disability or impairment?	Multiple Choice ³⁶	Staff
Which of the following best aligns with your political party affiliation?	Multiple Choice ³⁷	

²⁶ Respondents may select a single item from the following options: Yes, No, Prefer not to respond.

²⁷ Respondents may select a single item from the following 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.

²⁸ Respondents may select a single item from the following options: Yes, No, Prefer not to respond.

²⁹ Respondents may select a single item from the following options: Under 20, 20 to 29, 30 to 39, 40 to 49, 50 to 59, 60 or older, Prefer not to respond.

³⁰ Respondents may select all options that apply from the following options: American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latin(o/a/x), Middle Eastern or Alaska Native, Native Hawaiian or Pacific Islander, White, Not listed/Prefer to self-describe (specify, if desired), Prefer not to respond.

³¹ Respondents may select a single item from the following options: Yes, No, Prefer not to respond.

³² Respondents may select a single item from the following options: Female, Male, Non-binary/Gender non-conforming, Not listed/Prefer to self-describe (specify, if desired), Prefer not to respond.

³³ Respondents may select a single item from the following options: Heterosexual (straight), Gay/Lesbian, Bisexual, Questioning or unsure, Not listed/Prefer to self-describe (specify, if desired), Prefer not to respond.

³⁴ Respondents may select a single item from the following options: Some high school, High school diploma/GED, Some college or postsecondary technical training, 2-year degree, 4-year degree, Some graduate school, Graduate degree, Prefer not to respond.

³⁵ Respondents may select all options that apply from the following options: Agnostic, Atheist, Baha'i, Buddhist, Christian (including Catholic and Protestant sects), Confucian, Daoist, Hindu, Muslim, Jain, Jewish, Native American, Shinto, Sikh, Zoroastrian, Not listed (specify, if desired), Prefer not to respond.

³⁶ Respondents may select a single item from the following options: Yes, No, Prefer not to respond.

³⁷ Respondents may select a single item from the following options: Democrat, Independent, Republican, Not listed (specify, if desired), 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



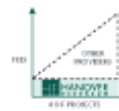
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



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