Q16 is positively correlated with Q17 with a medium effect size (Pearson's r) of 0.462, and a confidence interval 0.339 to 0.570. Paired difference test showed Q16 means to be larger than Q17 with a small effect size (Cohens d) of 0.317.

Q16 is positively correlated with Q18 with a medium effect size (Pearson's r) of 0.361, and a confidence interval 0.227 to 0.482. Paired difference test showed Q16 means to be larger than Q18 with a small effect size (Cohens d) of 0.425.

Q16 is positively correlated with Q19 with a medium effect size (Pearson's r) of 0.417, and a confidence interval 0.280 to 0.538. Paired difference test showed no statistically significant relationship between Q16 and Q19 with a negligible effect size (Cohens d) of 0.139.

Q17: WE ARE PROVIDING AN EFFECTIVE, EQUITABLE LEARNING ENVIRONMENT FOR EVERY STUDENT.

Q17 is strongly positively correlated with Q18 with a large effect size (Pearson's r) of 0.697, and a confidence interval 0.613 to 0.765. Paired difference test showed Q17 means to be larger than Q18 with a small effect size (Cohens d) of 0.241.

Q17 is strongly positively correlated with Q19 with a large effect size (Pearson's r) of 0.524, and a confidence interval 0.401 to 0.629. Paired difference test showed Q17 means to be smaller than Q19 with a negligible effect size (Cohens d) of 0.184.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q17 with a p-value = 0.831 and a Cohen's f = 0.131. See Figure 39.

Ranked ANOVA reported no statistically significant relationship between Q5 and Q17 with a p-value = 0.193 and a Cohen's f = 0.155. See Figure 40.

Figure 39. Ranked ANOVA Q17:Q3

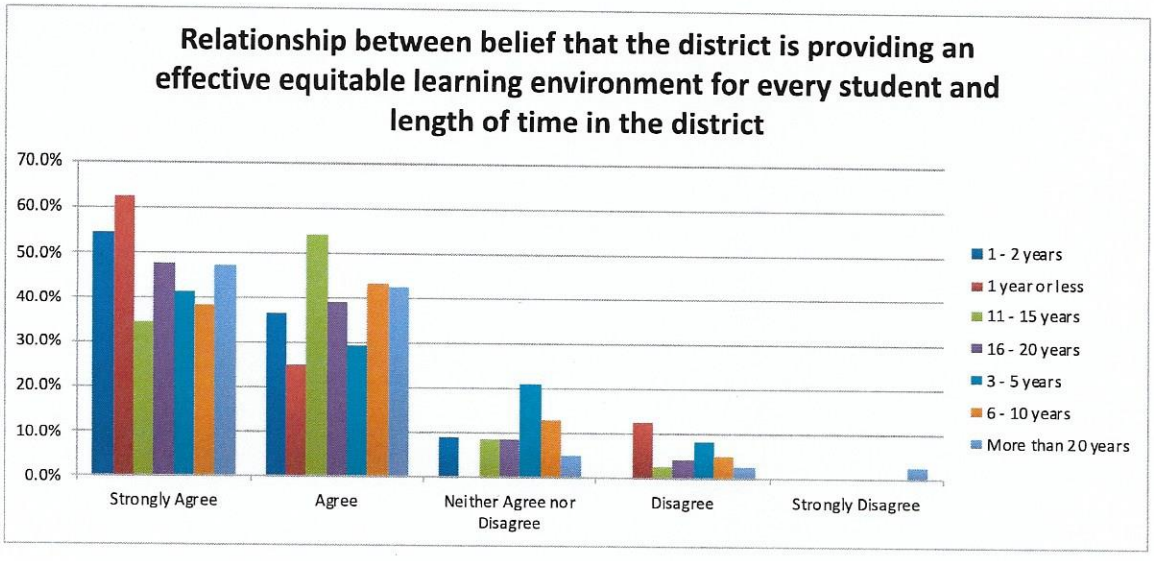
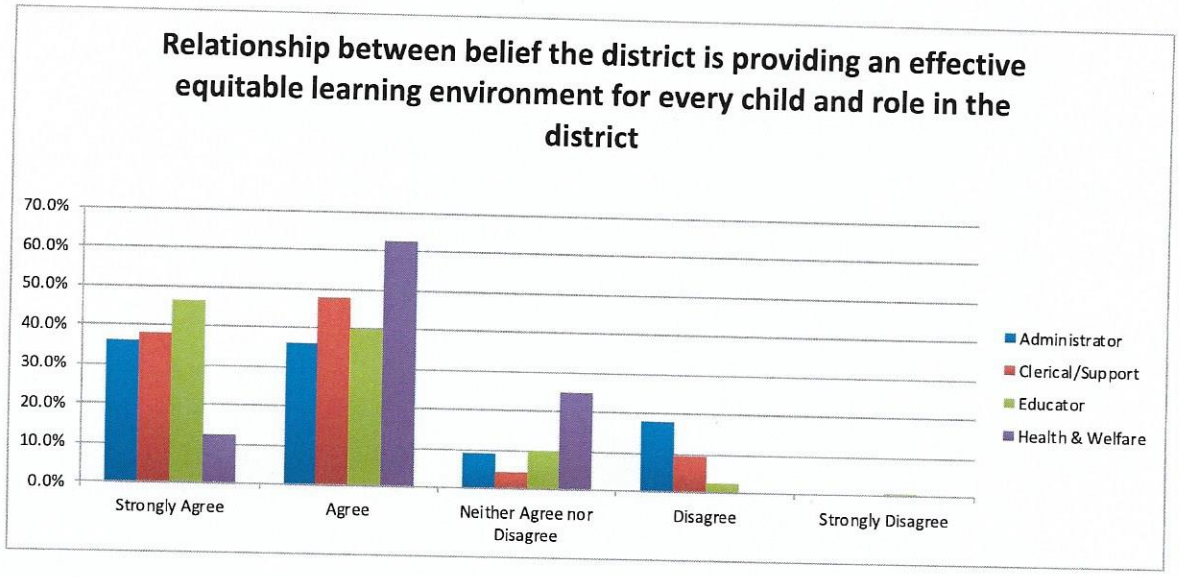


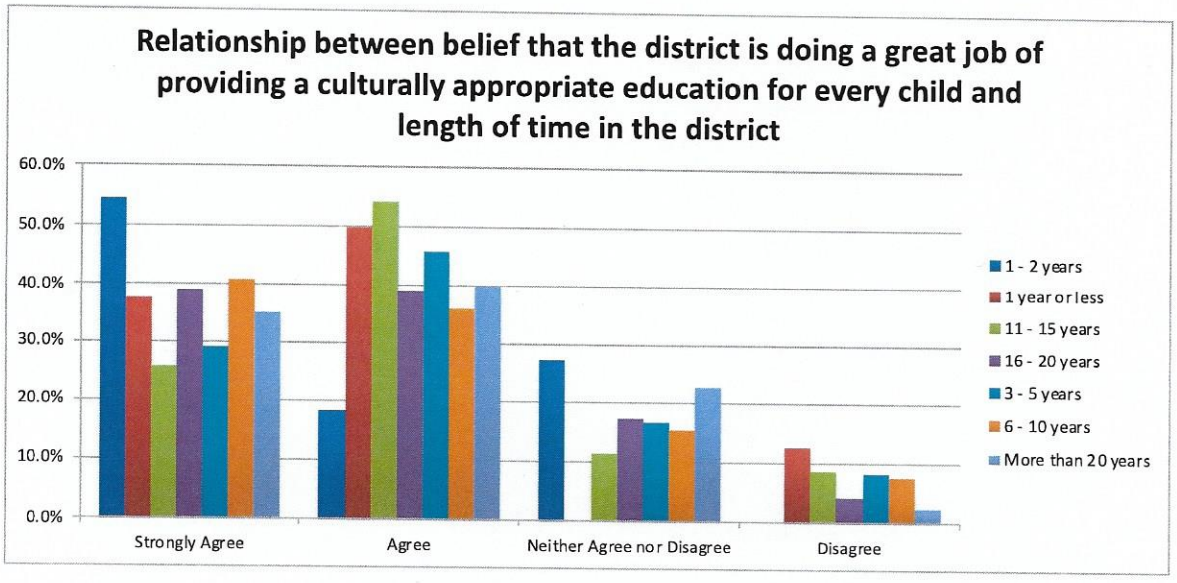
Figure 40. Ranked ANOVA Q17:Q5



Q18: WE ARE DOING A GREAT JOB OF PROVIDING A CULTURALLY APPROPRIATE EDUCATION FOR EVERY CHILD.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q18 with a p-value = 0.941 and a Cohen's f = 0.105. See Figure 41.

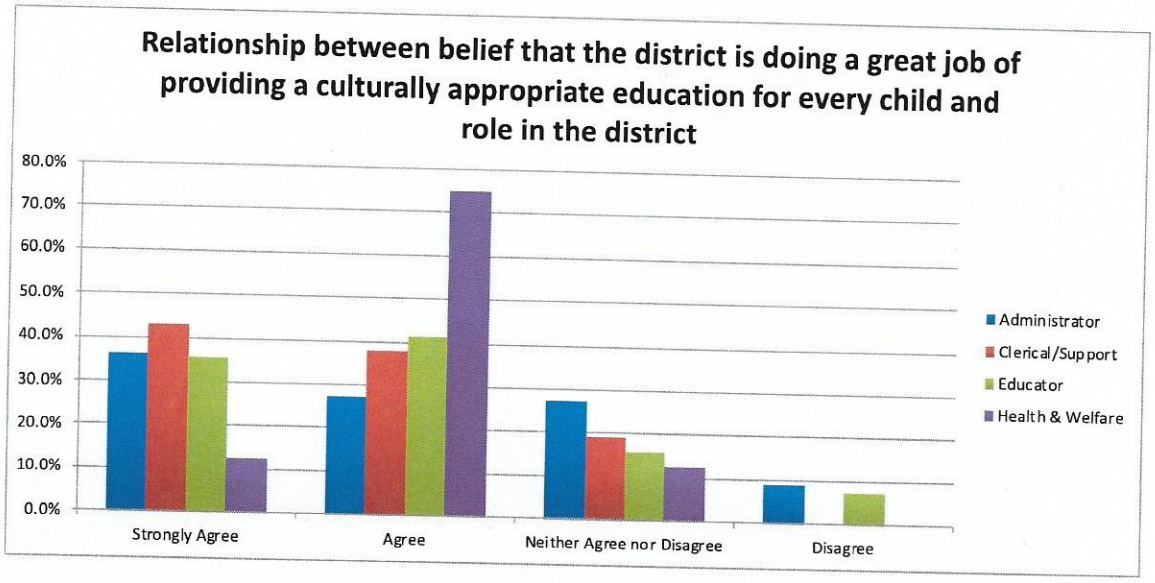
Figure 41. Ranked ANOVA Q18:Q3



Ranked ANOVA reported no statistically significant relationship between Q5 and Q18 with a p-value = 0.720 and a Cohen's f = 0.080. See Figure 42.

Q6 is strongly positively correlated with Q21 with a large effect size (Pearson's r) of 0.736, and a confidence interval 0.660 to 0.797. Paired difference test showed Q6 means to be larger than Q21 with a small effect size (Cohens d) of 0.200.

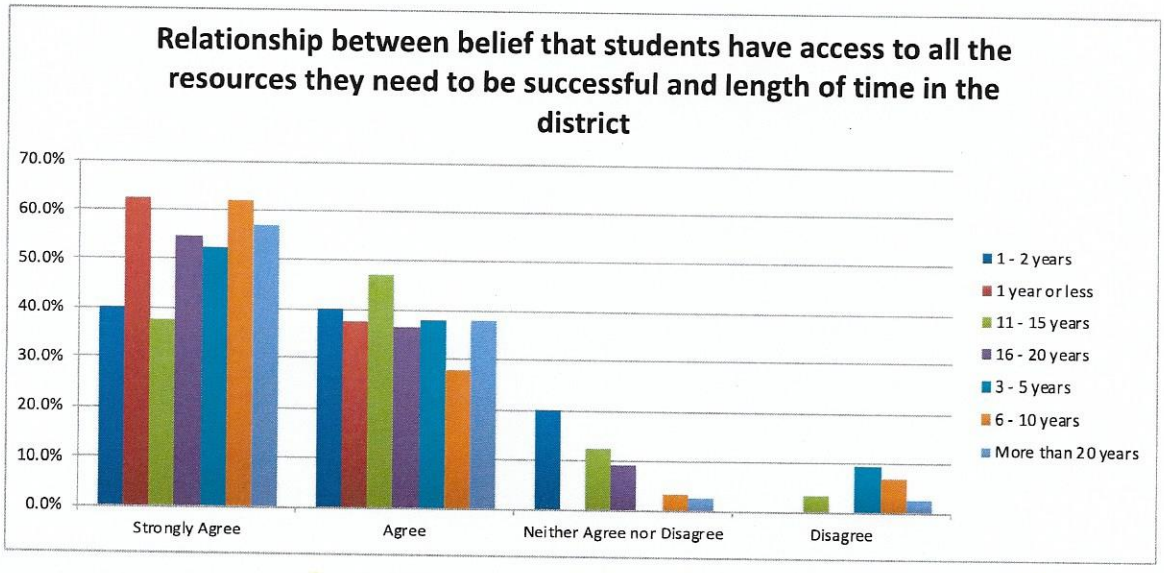
Figure 42. Ranked ANOVA Q18:Q5



Q19: OUR STUDENTS HAVE ACCESS TO ALL THE RESOURCES THEY NEED TO BE SUCCESSFUL IN OUR CLASSROOMS.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q19 with a p-value = 0.542 and a Cohen's f = 0.173. See Figure 43.

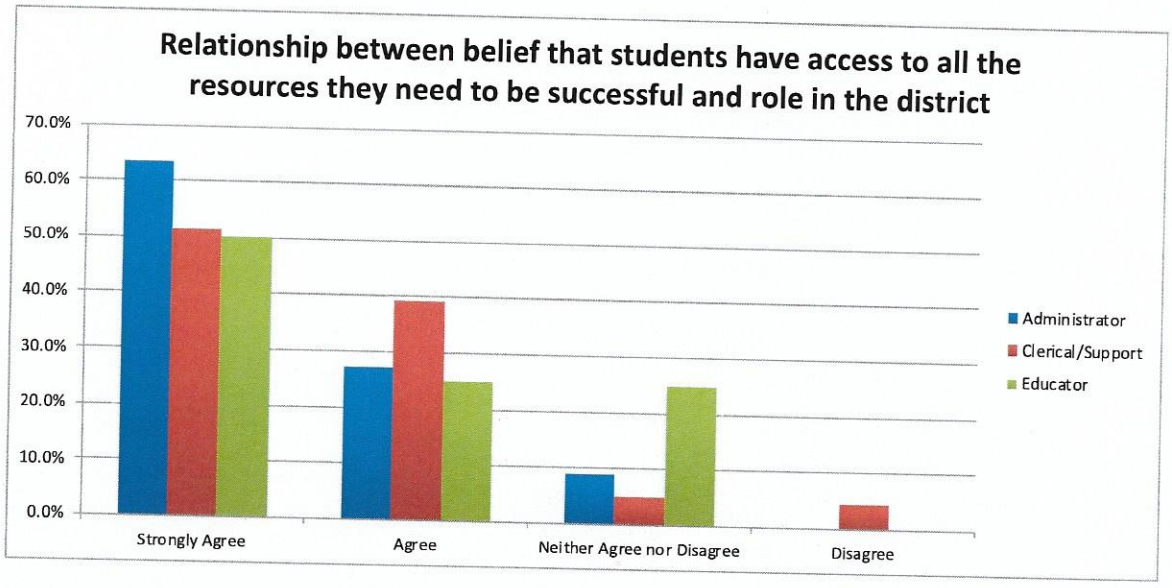
Figure 43. Ranked ANOVA Q19:Q3



Ranked ANOVA reported no statistically significant relationship between Q5 and Q19 with a p-value = 0.694 and a Cohen's f = 0.068. See Figure 44.

Q6 is strongly positively correlated with Q22 with a large effect size (Pearson's r) of 0.539, and a confidence interval 0.426 to 0.637. Paired difference test showed Q6 means to be larger than Q21 with a small effect size (Cohens d) of 0.298.

Figure 44. Ranked ANOVA Q19:Q5

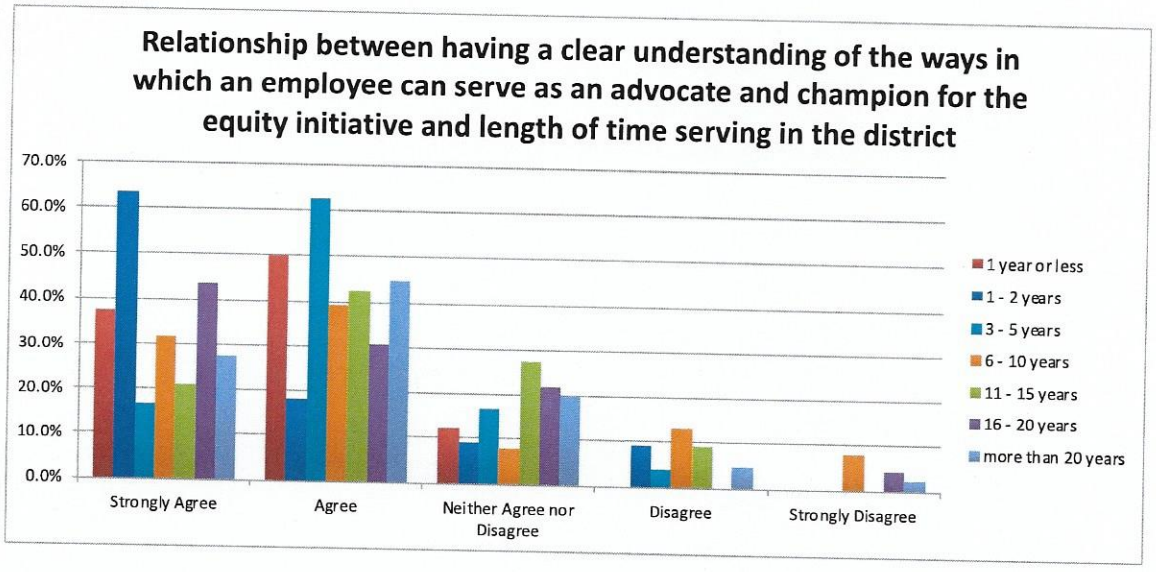


Communication

Q21: I HAVE A CLEAR UNDERSTANDING OF THE WAYS I CAN SERVE AS AN ADVOCATE AND CHAMPION FOR OUR EQUITY INITIATIVE.

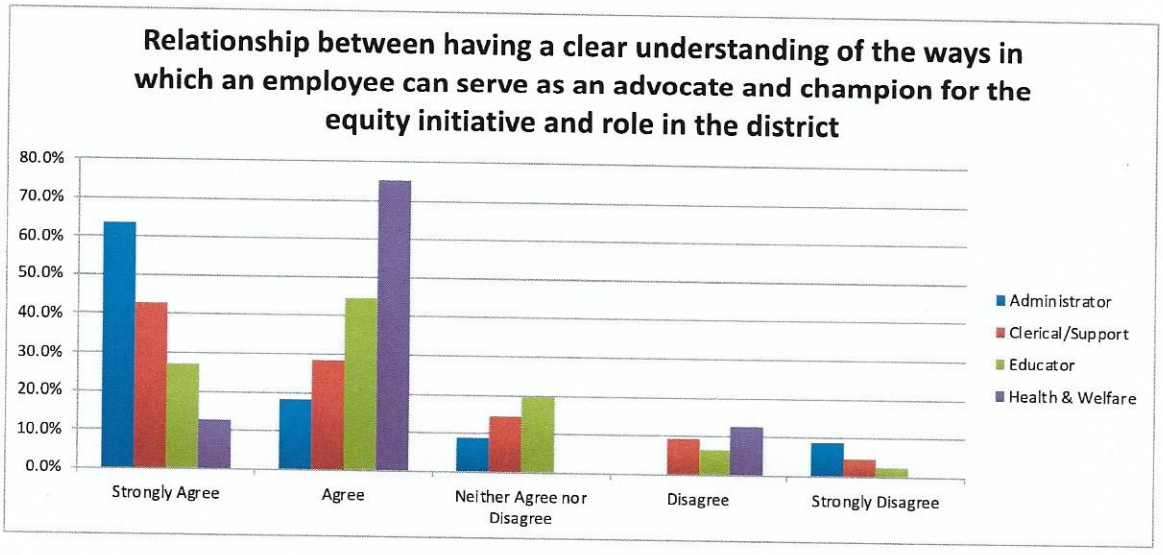
Ranked ANOVA reported no statistically significant relationship between Q3 and Q21 with a p-value = 0.412 and a Cohen's f = 0.203. See Figure 45.

Figure 45. Ranked ANOVA Q21:Q3



Ranked ANOVA reported no statistically significant relationship between Q5 and Q21 with a p-value = 0.413 and a Cohen's f = 0.151. See Figure 46.

Figure 46. Ranked ANOVA Q21:Q5



Q6 is strongly positively correlated with Q21 with a large effect size (Pearson's r) of 0.736, and a confidence interval 0.660 to 0.797. Paired difference test showed Q6 means to be larger than Q23 with a small effect size (Cohens d) of 0.200.

Q21 is strongly positively correlated with Q22 with a large effect size (Pearson's r) of 0.590, and a confidence interval 0.485 to 0.679. Paired difference test showed Q21 means tend to be larger than Q22 with a negligible effect size (Cohens d) of 0.163.

Q21 is strongly positively correlated with Q23 with a large effect size (Pearson's r) of 0.578, and a confidence interval 0.471 to 0.669. Paired difference test showed Q21 means tend to be smaller than Q23 with a negligible effect size (Cohens d) of 0.170.

Q21 is positively correlated with Q24 with a medium effect size (Pearson's r) of 0.357, and a confidence interval 0.222 to 0.480. Paired difference test showed Q21 means tend to be smaller than Q24 with a medium effect size (Cohens d) of 0.582.

Q21 is positively correlated with Q25 with a medium effect size (Pearson's r) of 0.494, and a confidence interval 0.375 to 0.599. Paired difference test showed no statistically significant relationship between Q21 and Q25 means with a negligible effect size (Cohens d) of 0.031.

Q22: MY FEEDBACK IS ENCOURAGED AND RESPECTED.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q22 with a p-value = 0.209 and a Cohen's f = 0.198. See Figure 47.

Figure 47. Ranked ANOVA Q22:Q3

Ranked ANOVA reported no statistically significant relationship between Q5 and Q22 with a p-value = 0.447 and a Cohen's f = 0.119. See Figure 48.

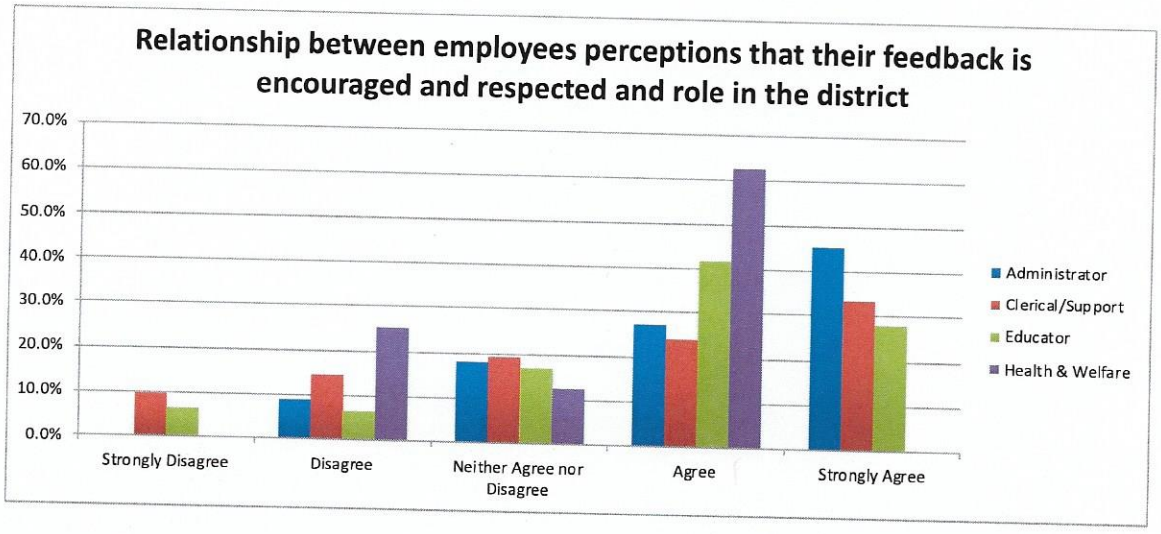
Q6 is strongly positively correlated with Q22 with a large effect size (Pearson's r) of 0.539, and a confidence interval 0.426 to 0.637. Paired difference test showed Q6 means tend to be larger than Q22 with a small effect size (Cohens d) of 0.298.

Q22 is positively correlated with Q23 with a medium effect size (Pearson's r) of 0.468, and a confidence interval 0.344 to 0.557. Paired difference test showed Q22 means tend to be smaller than Q23 with a small effect size (Cohens d) of 0.290.

Q22 is positively correlated with Q24 with a medium effect size (Pearson's r) of 0.350, and a confidence interval 0.214 to 0.474. Paired difference test showed Q22 means tend to be smaller than Q24 with a medium effect size (Cohens d) of 0.670.

Q22 is strongly positively correlated with Q25 with a large effect size (Pearson's r) of 0.596, and a confidence interval 0.492 to 0.684. Paired difference test showed no statistically significant relationship between Q22 and Q25 means with a negligible effect size (Cohens d) of 0.121.

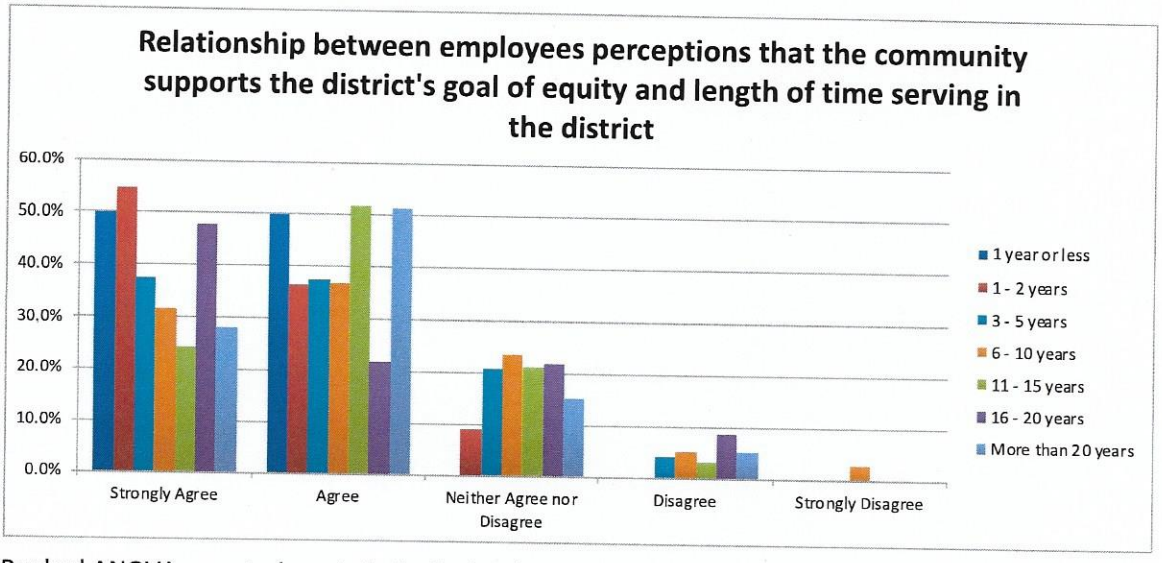
Figure 48. Ranked ANOVA Q22:Q5



Q23: OUR COMMUNITY SUPPORTS THE DISTRICT'S GOAL OF EQUITY.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q23 with a p-value = 0.283 and a Cohen's f = 0.191. See Figure 49.

Figure 49. Ranked ANOVA Q23:Q3



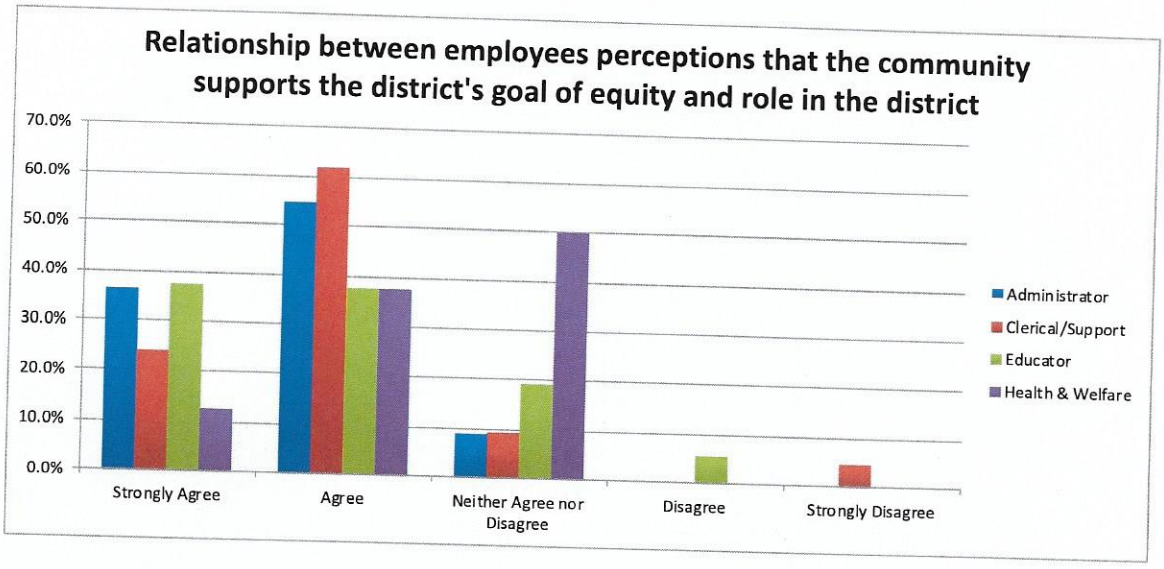
Ranked ANOVA reported no statistically significant relationship between Q5 and Q23 with a p-value = 0.006 and a Cohen's f = 0.281. See Figure 50.

Q6 is strongly positively correlated with Q23 with a large effect size (Pearson's r) of 0.515, and a confidence interval 0.398 to 0.616. Paired difference test showed no statistically significant relationship between Q6 and Q23 with a negligible effect size (Cohens d) of 0.006.

Q23 is positively correlated with Q24 with a medium effect size (Pearson's r) of 0.348, and a confidence interval 0.211 to 0.472. Paired difference test showed Q23 means tend to be smaller than Q24 with a small effect size (Cohens d) of 0.491.

Q23 is positively correlated with Q25 with a medium effect size (Pearson's r) of 0.484, and a confidence interval 0.362 to 0.590. Paired difference test showed no Q23 means tend to be larger than Q24 with a negligible effect size (Cohens d) of 0.173.

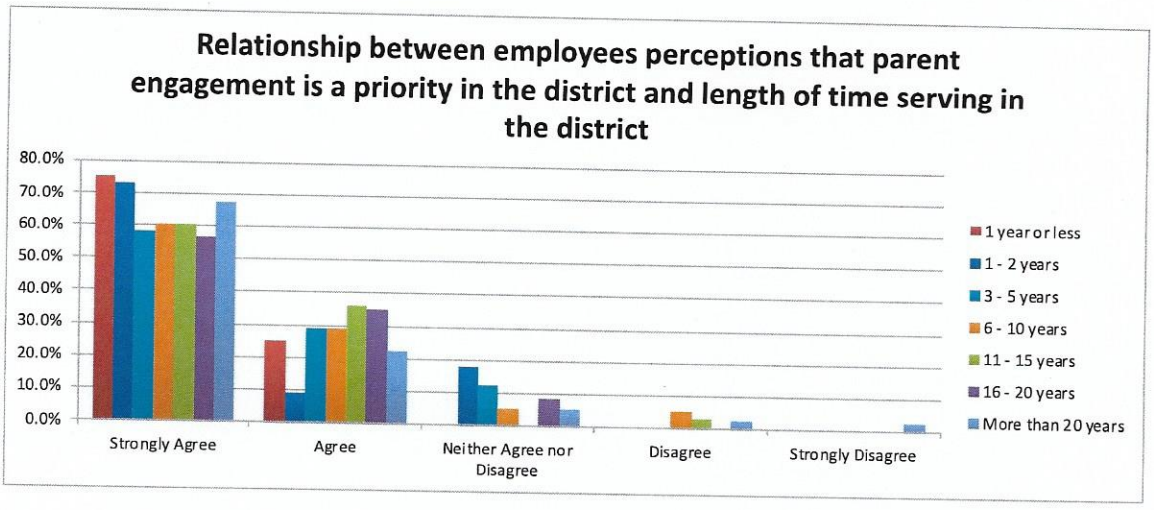
Figure 50. Ranked ANOVA Q23:Q5



Q24: PARENT ENGAGEMENT IS A PRIORITY IN OUR DISTRICT.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q24 with a p-value = 0.871 and a Cohen's f = 0.086. See Figure 51.

Figure 51. Ranked ANOVA Q24:Q3

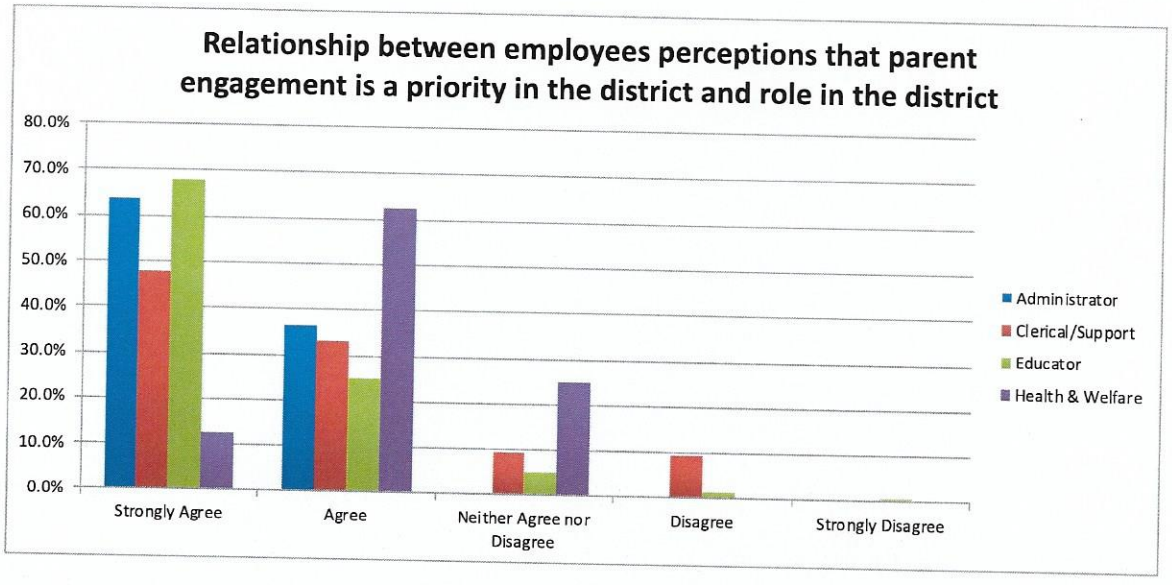


Ranked ANOVA reported a statistically significant relationship between Q5 and Q24 with a p-value = 0.006 and a Cohen's f = 0.281. See Figure 52.

Q6 is positively correlated with Q24 with a medium effect size (Pearson's r) of 0.332, and a confidence interval 0.194 to 0.457. Paired difference test showed Q6 means tend to be larger than Q24 with a small effect size (Cohens d) of 0.457.

Q24 is positively correlated with Q25 with a medium effect size (Pearson's r) of 0.371, and a confidence interval 0.237 to 0.492. Paired difference test showed no Q24 means tend to be larger than Q25 with a medium effect size (Cohens d) of 0.562.

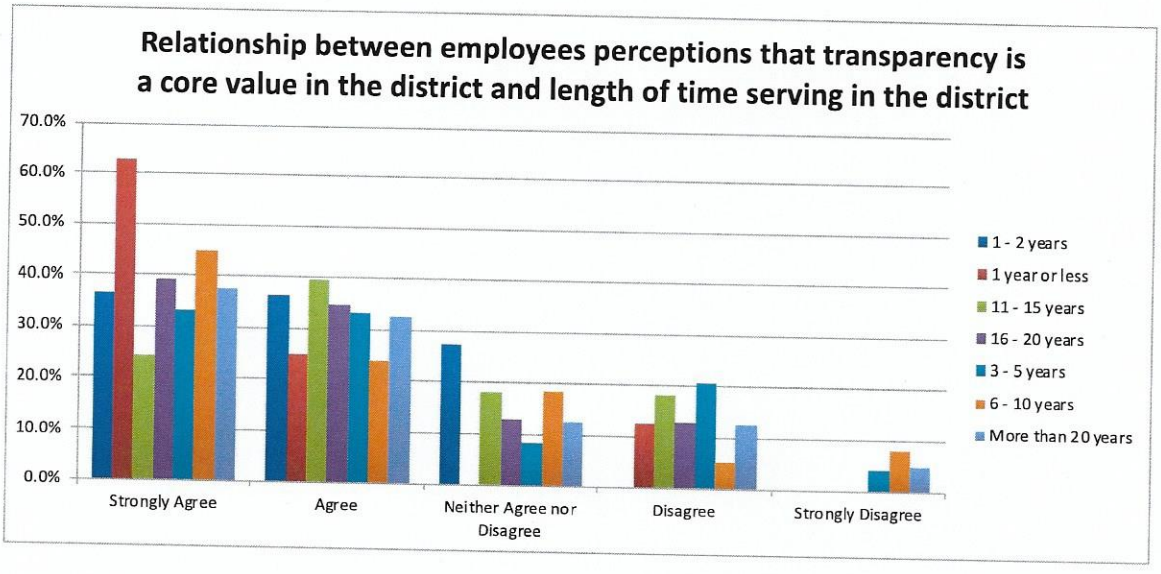
Figure 52. Ranked ANOVA Q24:Q5



Q25: TRANSPARENCY IS A CORE VALUE OF OUR DISTRICT.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q25 with a p-value = 0.679 and a Cohen's f = 0.144. See Figure 53.

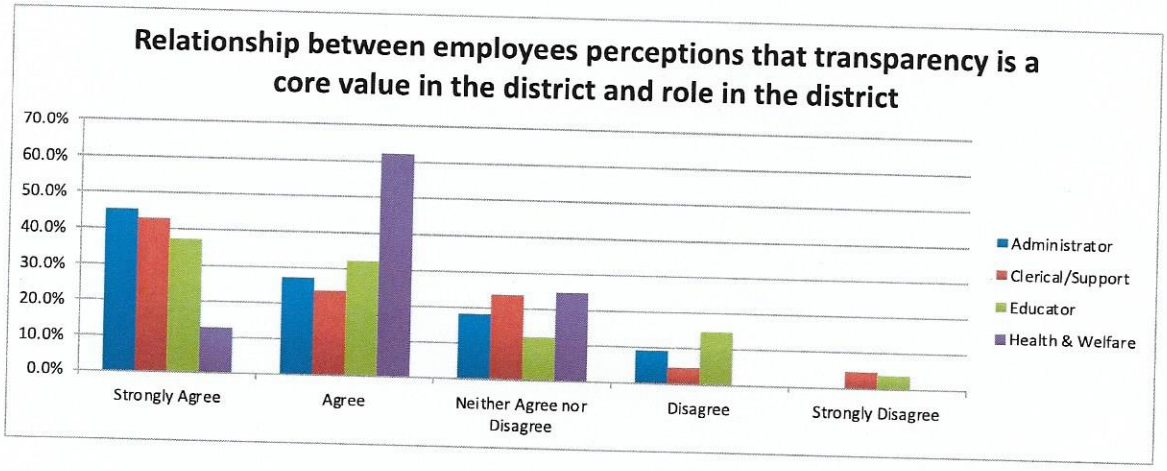
Figure 53. Ranked ANOVA Q25:Q3



Ranked ANOVA reported no statistically significant relationship between Q5 and Q25 with a p-value = 0.810 and a Cohen's f = 0.064. See Figure 54.

Q6 is strongly positively correlated with Q25 with a large effect size (Pearson's r) of 0.517, and a confidence interval 0.400 to 0.617. Paired difference test showed Q6 means tend to be larger than Q25 with a small effect size (Cohens d) of 0.169.

Figure 54. Ranked ANOVA Q25:Q5

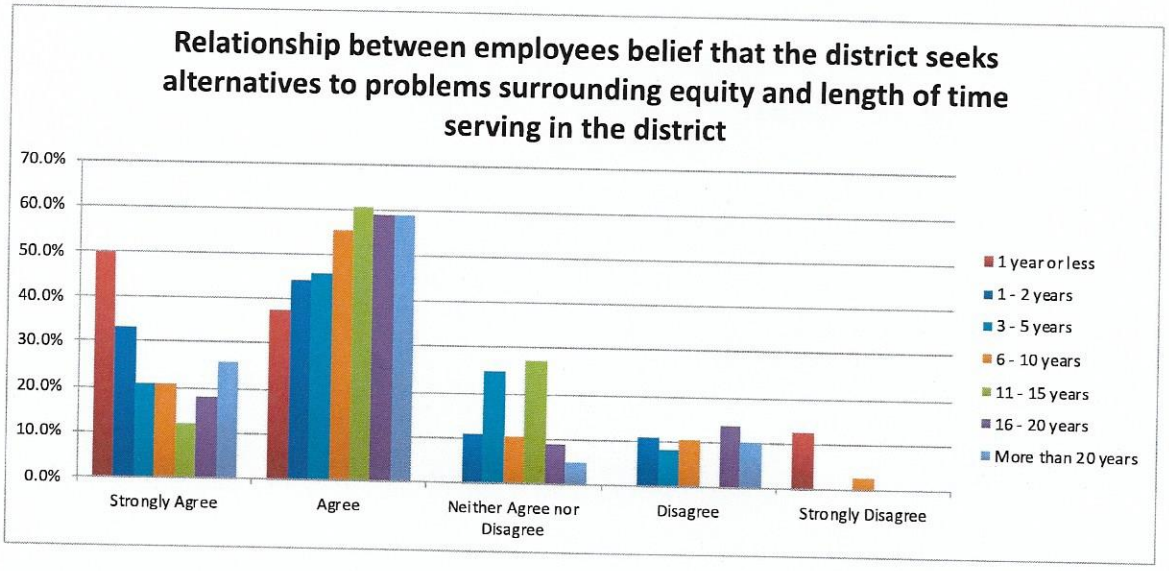


Self-Determination

Q26: AS A COMMUNITY, WE SEEK ALTERNATIVES TO PROBLEMS SURROUNDING EQUITY RATHER THAN REPEATING PAST PRACTICES.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q26 with a p-value = 0.678 and a Cohen's f = 0.169. See Figure 55.

Figure 55. Ranked ANOVA Q26:Q3

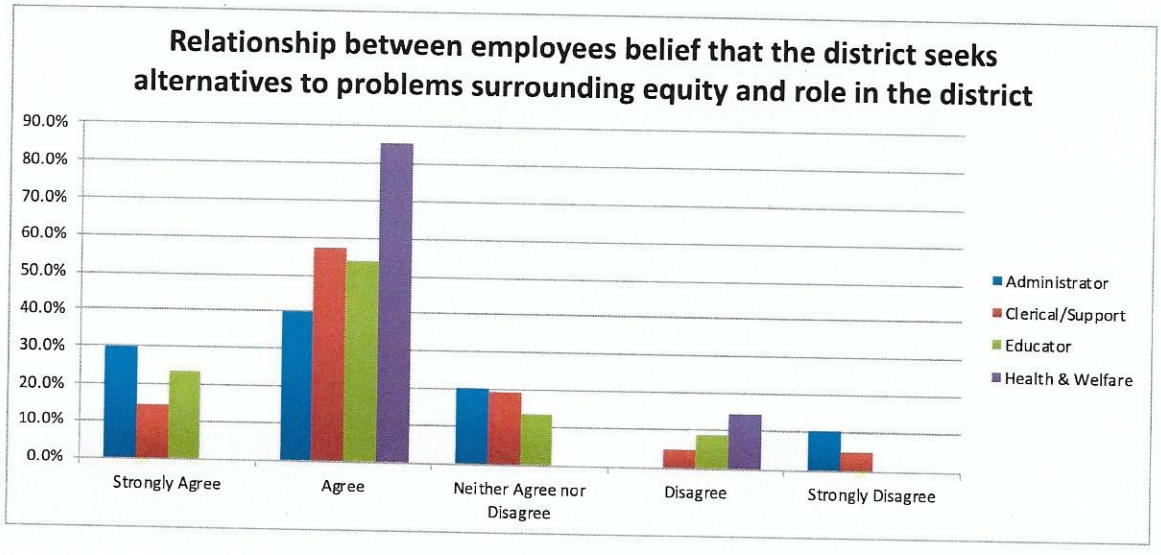


Ranked ANOVA reported no statistically significant relationship between Q5 and Q26 with a p-value = 0.643 and a Cohen's f = 0.089. See Figure 56.

Q6 is strongly positively correlated with Q26 with a large effect size (Pearson's r) of 0.604, and a confidence interval 0.501 to 0.692. Paired difference test showed Q6 means tend to be larger than Q26 with a small effect size (Cohens d) of 0.221.

Q26 is strongly positively correlated with Q27 with a large effect size (Pearson's r) of 0.790, and a confidence interval 0.727 to 0.841. Paired difference test showed no statistically significant relationship between Q26 and Q27 means with a negligible effect size (Cohens d) of 0.010.

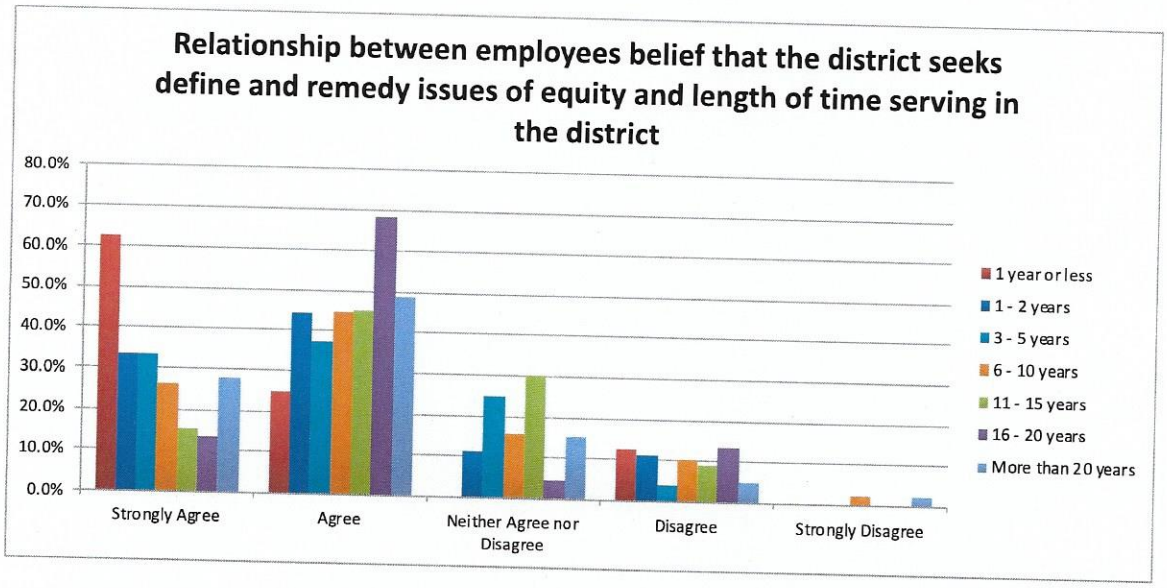
Figure 56. Ranked ANOVA Q26:Q5



Q27: AS A COMMUNITY, WE SEEK TO DEFINE AND REMEDY ISSUES OF EQUITY RATHER THAN BLAME OTHERS.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q27 with a p-value = 0.415 and a Cohen's f = 0.207. See Figure 57.

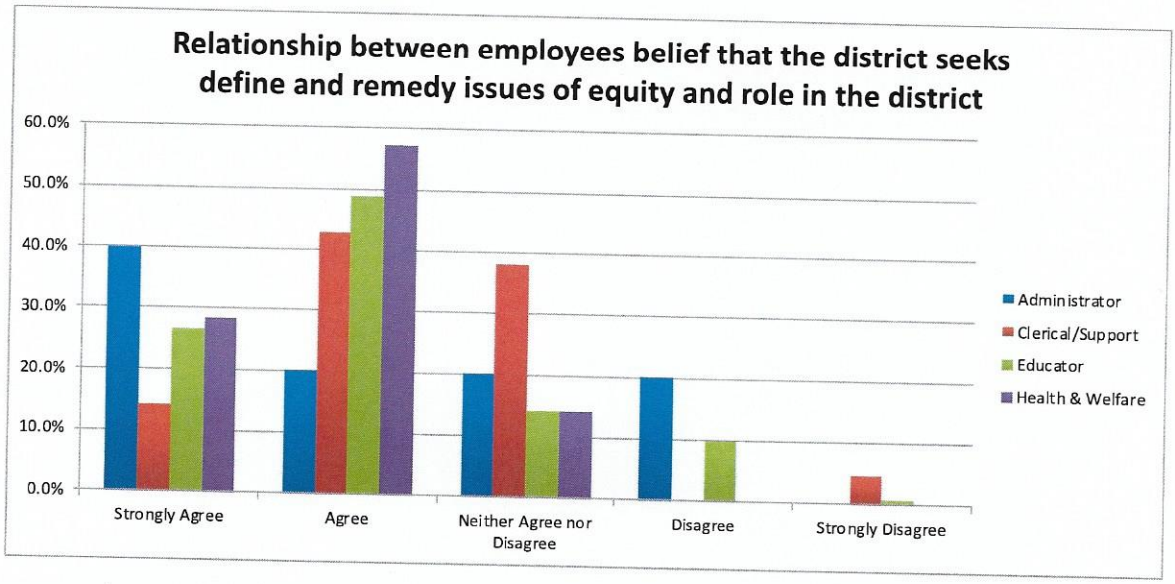
Figure 57. Ranked ANOVA Q27:Q3



Ranked ANOVA reported no statistically significant relationship between Q5 and Q27 with a p-value = 0.465 and a Cohen's f = 0.119. See Figure 58.

Q6 is strongly positively correlated with Q27 with a large effect size (Pearson's r) of 0.532, and a confidence interval 0.416 to 0.631. Paired difference test showed Q6 means tend to be larger than Q27 with a small effect size (Cohens d) of 0.208.

Figure 58. Ranked ANOVA Q27:Q5



Regression Analyses

Ordinary least squares (OLS) regression estimates the relationship between one probe (the dependent variable) and one or more other probes (independent variables). OLS regression estimates the relationship between observed and predicted values of the dependent variable probe. OLS helps inform us as to what efforts on the part of the district (independent variables) can be manipulated to affect the change in behavior in the future.

Logistic regression models a relationship between a predictor variable and a categorical response variable. Logistic regression analyzed probe Q3 to help inform us of the role the length of time as an employee of the district had on perceptions of various probes.

Shared Mission and Vision

OLS regression analysis of Q6 found the Q9 probe to account for 33% of what the model tells us about Q6 concerning the mission and vision input variables (Q7, Q8, Q9, and Q10). Controlling for other variables in this model, an increase of 1 in Q9 is associated with an increase of 0.23 in Q6.

OLS regression analysis of Q9 found the Q8 probe to account for 50% of what the model tells us about Q9 concerning the shared mission and vision input variables (Q6, Q7, Q8, and Q10). Q6 and Q10 account for 21.6% and 21.2%, respectively.

Leadership

OLS regression analysis of Q6 found the Q11 probe to account for 41% of what the model tells us about Q6 concerning the leadership input variables (Q11, Q12, Q13, Q14, Q15). Q14 and Q15 account for 17.1% each.

OLS regression analysis of Q11 found the Q14 probe to account for 87.2% of what the model tells us about Q11 concerning the leadership input variables (Q12, Q13, Q14, Q15).

Learning Environment

OLS regression analysis of Q6 found the Q18 probe to account for 46.2% of what the model tells us about Q6 concerning the learning environment input variables (Q16, Q17, Q18, Q19). Q17 accounts for 31.0%.

OLS regression analysis of Q16 found the Q17 probe to account for 62.9% of what the model tells us about Q16 concerning the leadership input variables (Q17, Q18, Q19).

Communication

OLS regression analysis of Q6 found the Q21 probe to account for 49.3% of what the model tells us about Q6 concerning the communication input variables (Q21, Q22, Q23, Q24, Q25).

OLS regression analysis of Q21 found no statistically significant difference between the Q23 and Q22 probes, which accounted for 36.5% and 35.4% (71.9%) of what the model tells us about Q21 concerning communication input variables (Q22, Q23, Q24, Q25). Q23 $p > 6.79$ and Q22 $p > 4.83$.

OLS regression analysis of Q22 found the Q25 probe to account for 56.8% of what the model tells us about Q22 concerning communication input variables Q23, Q24, and Q25.

OLS regression analysis of Q23 found the Q25 probe to account for 71.4% of what the model tells us about Q23 concerning communication input variables Q24 and Q25.

Self-Determination

OLS regression analysis of Q26 found the Q6 probe to account for 85.7% of what the model tells us about Q26 concerning demographic input variables (Q3, Q4, Q5) and shared mission and vision input variable (Q6).

OLS regression analysis of Q27 found the Q6 probe to account for 79.4% of what the model tells us about Q27 concerning demographic input variables (Q3, Q4, Q5) and shared mission and vision input variable (Q6).

Implications

Shared Mission and Vision

Positive and strong positive correlations exist between all aspects of shared mission and vision probes. For example, the clearer one's understanding of the district's mission to advance equity, the more likely one is to be inspired to: do their best for every student, view everyone as doing a great job of reinforcing and promoting the focus on equity, work toward the goal of equity, and see the district as providing the best choice of schools in terms of providing an equitable learning environment. The clarity of understanding of the district's mission was unrelated to the role of the respondent. Nor was role related to perception on any other probe in the area of shared mission and vision. However, those based in the central office tended to have a greater understanding than those based at one or more school sites. No one in the central office had any ambiguity about the mission; however, 4.1% of school-site-based employees remain somewhat unclear. Regression analysis informs us that clarity is most influenced by cohesion: everyone working toward the same goals around equity. Cohesion is most influenced by reinforcement and promotion of the district's focus on equity.

Since these outcomes pointed toward multiple broad areas, we chose the Q6 probe on clarity as an indicator to measure the relationship between shared mission in each of the other four areas.

Leadership

Beliefs and perceptions of district leadership were mixed and confounding. Belief in the district's vision of equity is greater amongst those who have spent less time in the district, irrespective of their role. A majority of employees with two years or less believe in the vision a great deal. There is a general downward trend at that metric based on time in the district, with one anomaly (Figure 23).

Central office employees were unanimous in holding a great deal of belief in the work. School-site-based employees are skewed towards a great deal of belief but lack a majority in any one category. Of those who work across multiple school sites, 9.1% do not believe in the vision at all. Educators expressed belief in the vision of equity is significantly influenced by their perception of administrative support for equity for their students. Educators are more likely to believe in the vision the more they perceive their administrators as supporting equity for that educators' students (Figure 27) to encourage risk-taking and innovation (Figure 28) and to be perceived as proactive – preventing and predicting, rather than reacting and repairing problems (Figure 30).

All employees who indicated they did not believe in the vision reported their administrators as not effective at all in supporting equity for their students, as not encouraging risk-taking and innovation, and not being proactive.

The clarity of understanding of the district's mission was strongly positively related to belief in the vision, perceptions of administrator support and encouragement of risk-taking, and proactivity. All employees who indicated they were extremely unclear (Q6) do not believe in the vision of equity at all (Figure 26).

In viewing the district's resistance to change, strong relationships exist between how employees see the district as a change agent and their perception of administrative support for equity, and their belief in the district's vision. Those employees who view the district as a change agent perceive their administrators as supportive of equity and as supportive of risk-taking and innovation. Demographically, there was no relationship based on time in the district; however, administrators were more likely to view the district as slightly to very resistant to change.

Regression analysis informs us that clarity is most influenced by employees' belief in the district's mission, while the perception of resistance to change and proactivity was less but equally influential. Belief in the vision is overwhelmingly influenced by the perception of the district's resistance to change.

Learning Environment

Positive and strong positive correlations exist between all aspects of the learning environment probes. For example, the stronger an employee's belief that the district is providing an equitable learning environment for every child, the stronger their belief that they are doing a great job of providing equity.

Neither time in service to the district nor primary role had any relationship regarding perception of any probes regarding the learning environment.

Regression analysis informs us that clarity is most influenced by employees' belief that the district is doing a great job providing a culturally appropriate education for every child. In addition, a belief that everyone in the district puts students first is most strongly influenced by a belief that the learning environment is equitable for all students.

Communication

Positive and strong positive correlations exist between all aspects of the communication probes. For example, the more employees believe their feedback is encouraged and respected, the greater their belief in the district holding transparency as a core value.

Time in service to the district had no relationship in terms of perception of any probes regarding communication.

However, role in the district was related to the strength of perception that parent engagement is a priority. All administrators agree or strongly agree that parent engagement is a priority. While a majority of educators agree, a statistically significant percentage of clerical and support staff (9.5%) disagree. On this probe alone, was there any relationship to the role in the district.

Regression analysis informs us that clarity is most influenced by employees' clarity on how they can serve as advocates and champions for the equity initiative. In addition, serving as an advocate and champion is equally influenced by a belief that an employee's feedback is encouraged and respected or that the community supports the district's goal of equity.

We ran additional regression to determine what most influenced the perceptions of feedback encouragement and respect and community support of the district's goal of equity. In both instances, analysis indicates it lies heavily in the belief that transparency is a core value in the district.

Self-Determination

Strong positive correlations exist between all aspects of the self-determination probes. For example, the more employees believe that the district seeks alternatives to equity problems rather than repeating past practices, the more they believe that the district seeks to define and remedy equity issues rather than blame others.

Neither time in service to the district nor primary role had any relationship regarding perception of any probes regarding self-determination.

Regression analysis informs us that clarity significantly influenced employees' perceptions of self-determination, overwhelmingly more so than did time in service to the district, location of work assignment, or role.

Summary and Recommendations

Project leaders may use these implications to work with the key stakeholder team on the broader need for professional learning on equity in general and the work needed to protect the initiative from detractors. Clarity stood out as an area of focus in terms of the district communicating both internally and externally. In order for employees to believe in the mission of equity, they must clearly understand the district's mission and vision. That awareness at the non-supervisory level begins with administrators understanding the mission and vision and acting on it at their school sites. Data indicates employees will be more cohesive and clearer and can champion the initiative when their administrators support and encourage risk-taking and innovation, are proactive in problem-solving, encourage and respect employee feedback, and the district operates with greater transparency.

The district must be proactive in overcoming the potential for detractors to derail the work. Keep in mind that 9.1% of employees do not believe in the vision of equity. They are extremely unclear about the mission. These current nonbelievers see their administrators as ineffective in supporting equity, discouraging risk-taking and innovation, and reactive.

While the district's mission and belief statements are published, internal stakeholders lack awareness, understanding, or belief. Developing this awareness of mission and vision and articulating the district's path to achievement is a critical first step.

Coalition Building

The Coalition Building Survey was opened on May 14, 2021, and closed on June 2, 2021. The Project Manager (PM) reported that all leadership employees from across the district received the link and the request to respond. The survey had a 100% response rate, with 15 fully recorded responses at its close. No additional responses were incomplete or in progress at the closing of the survey. The vast majority of responses, 80%, were recorded on May 17.

Demographic data collected identified respondents:

5. Highest academic qualification
6. Length of time with the district
7. Type of assignment
8. Grade levels served (if site-based)
9. Role (if site-based)
10. Title (if central office based)
11. Duties

Respondents were probed on four-to-five items to gauge their commitment to build a coalition to further the work on equity.

1. Understanding of the district's equity initiative (Q1)
2. Comfort level with the district's equity initiative (Q11)
3. Site-based leaders' willingness to support the observation of their school's classrooms (Q12)
4. Willingness to support the observation of their department meetings (Q13)
5. Willingness to contact the Project Owner to volunteer to participate in the first round of observations (Q16)

Respondents who indicated unwillingness to open their school or department meetings for observation were asked to describe their concerns (Q15).

Descriptive Statistics

Demographics

The majority of administrators have graduate work beyond the master's degree (Figure 1) and have been in the district for six or more years (Figure 2). Nine respondents were based at a school site, six based in the central office. Participants identified as superintendent (2), chief (1), director (2), or supervisor (1), principal (6), assistant principal (1) or other site-based (2). Figure 3 shows the distribution of respondents by primary duties.

Figure 59. Q3 Summary

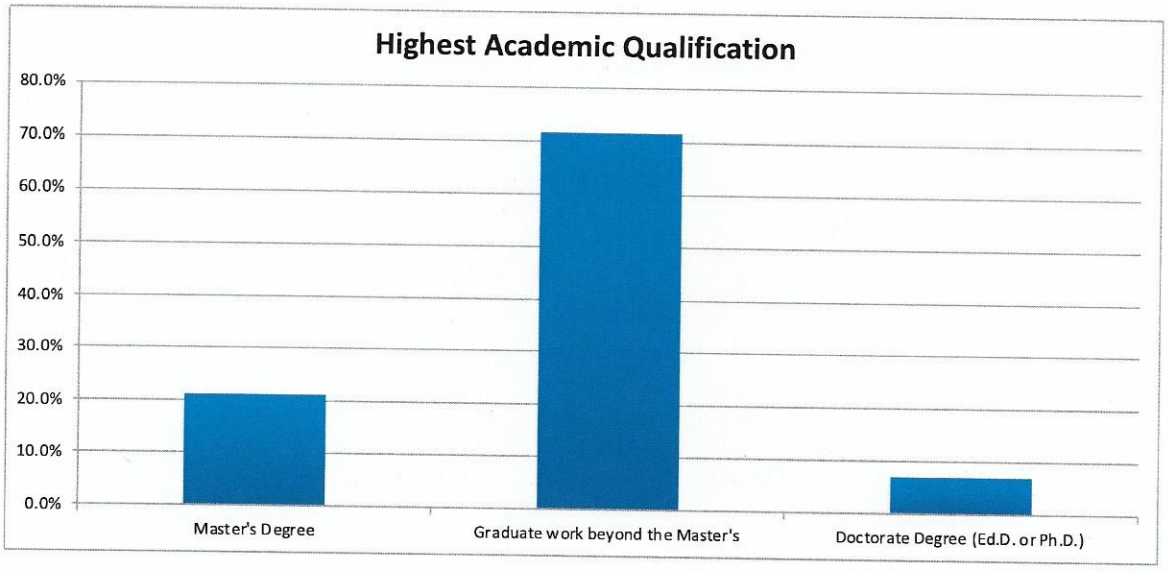


Figure 60. Q4 Summary

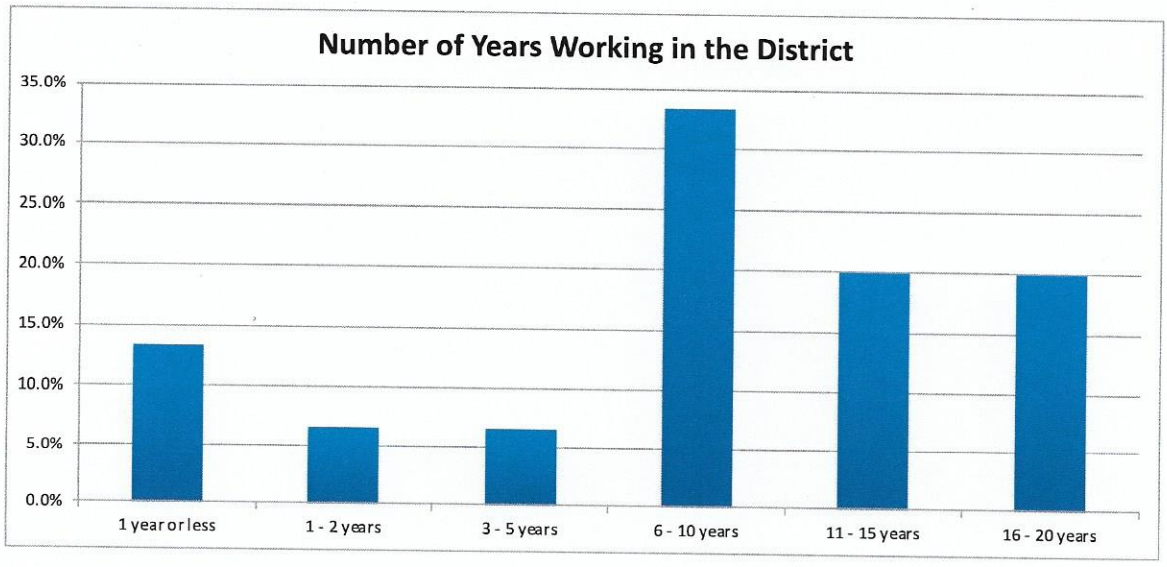
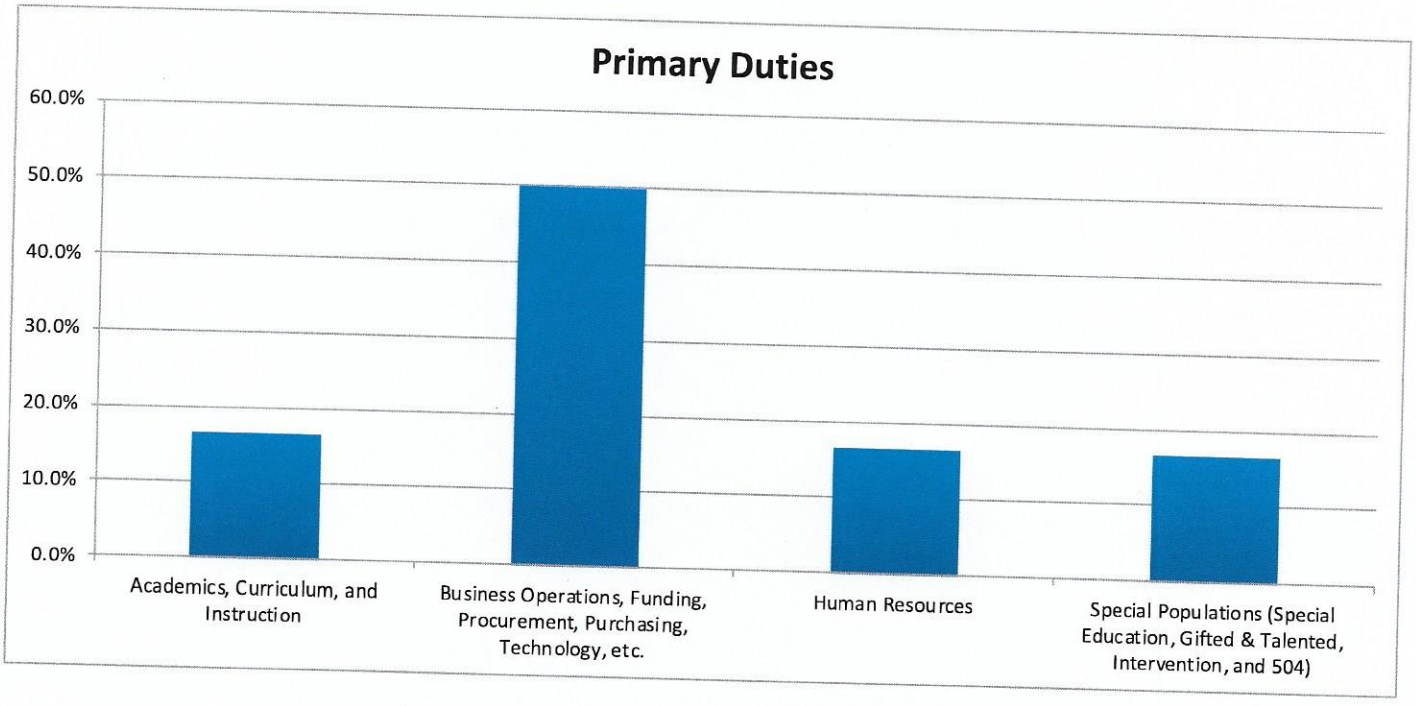


Figure 61. Q10 Summary



Coalition Building

Coalition building refers to administrators working together to influence and develop the equity policy, changing mindset and behavior, and building a healthy school community that promotes an equitable learning environment for all children. These probes seek to describe to what level individual leaders are willing to open their schools and departments and participate actively in the district's focus on and goal of equity.

The probes recorded a 93.3% overall response rate.

Q1: Understanding of the district's equity initiative

Q11: Comfort level with the district's equity initiative

Q12: Site-based leaders' willingness to support the observation of their school's classrooms

Q13: Willingness to support the observation of their department meetings

Q15: Reason for unwillingness to open their school or department meetings for observation

Q16: Willingness to contact the Project Owner to volunteer to participate in the first round of observations

Each probe recorded sentiment appropriate to the language of the probe on a 5-point Likert scale. The scale is provided on the x-axis (horizontal axis) in each of the probes' summary figures below.

Forty percent (40%) of respondents indicated they had an "average" understanding of the district's equity initiative. Only 28% rated their understanding as "somewhat" or "far above" average (Figure 4).

The majority, 57.1% stated they were "extremely comfortable" with the initiative, while 21.4% were "somewhat comfortable" and 21.4% were ambiguous (Figure 5).

Of the six principals and one assistant principal, only five (71%) responded to probe Q12. Of those, three (60%) stated they would definitely support the observation of their school's classrooms. One responded, "probably yes" and one "might or might not" (Figure 6).

Respondents were much more open to having department meetings observed, as 78.5% responded in the positive; however, one respondent (7.1%) indicated they would "probably not" support the observation (Figure 7). That individual indicated they did not believe their subordinates would willingly participate.

One respondent indicated they would contact the Project Owner and volunteer to participate in the first round of observation. One responded they would not. Thirteen did not respond.

Figure 62. Summary Q1

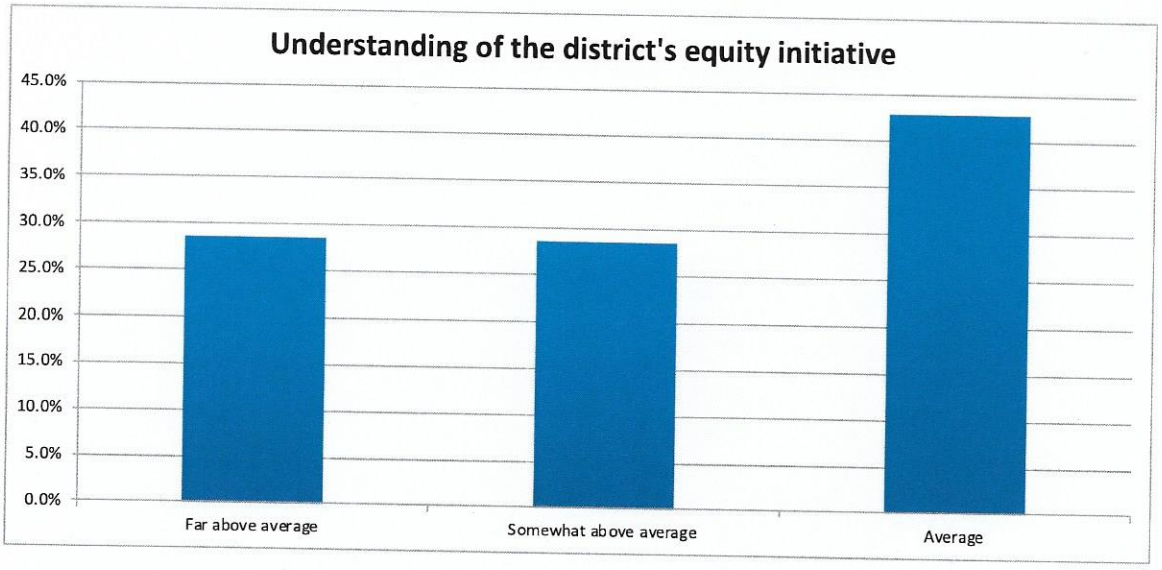


Figure 63. Summary Q4

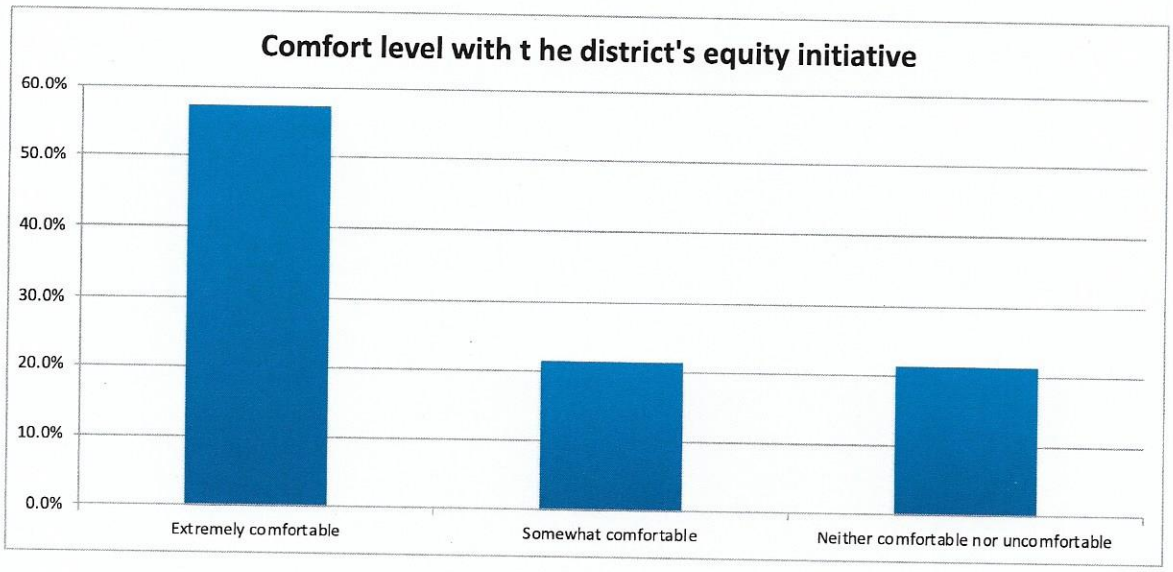


Figure 64. Summary Q12

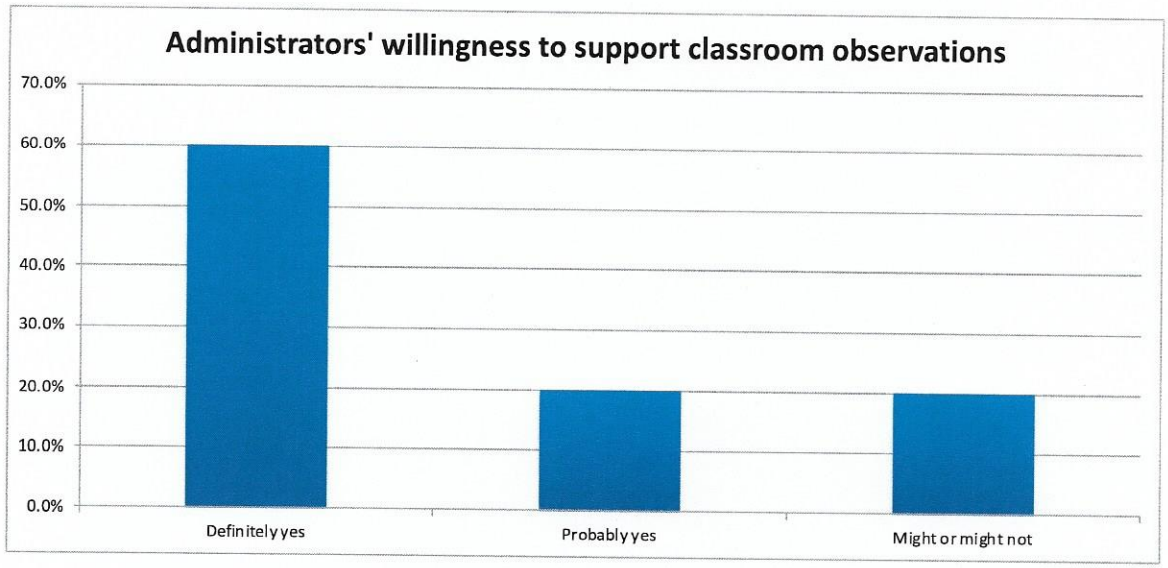
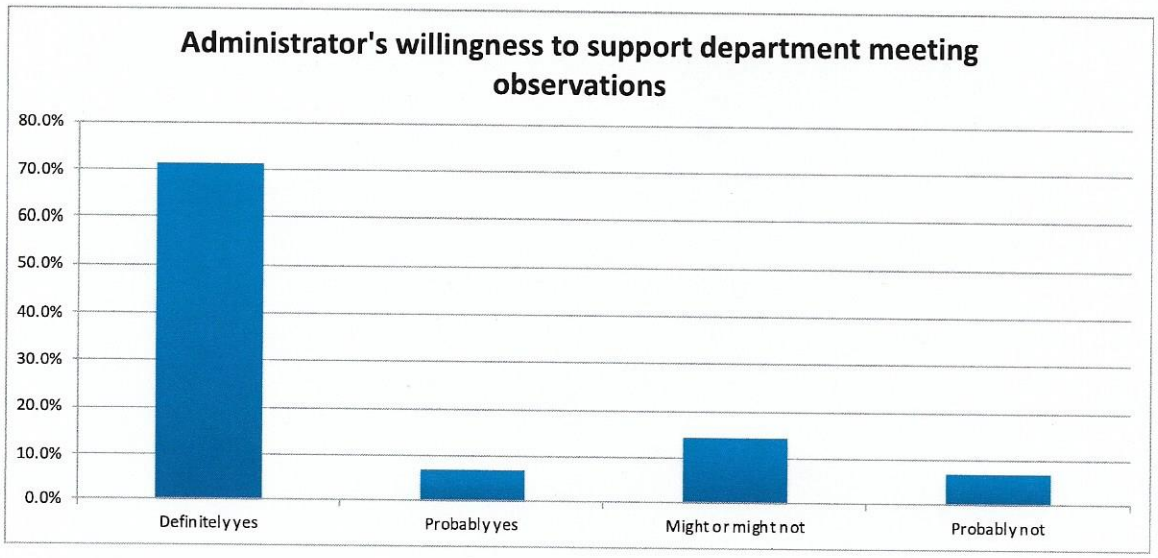


Figure 65. Summary Q13



Inferential statistics explored the relationships between certain variables. Inferential statistics tests were run between probes within the area and for probe to demographic data, where appropriate and feasible, based on the number of respondents within a category (n). These tests were limited due to the small pool of respondents. We set that the smallest acceptable n for any category at six ($n \geq 6$) to allow for anonymity when the data was examined unless the results indicated a unanimous response. The sample sizes were generally small and confidence intervals are probably less reliable with samples of this size.

Correlations measure the linear relationship between two probes. For all correlations, **paired difference** tests compare the means of the correlated probes to determine whether the actual population means differed based on information in the descriptive data otherwise not seen. These tests increase the statistical power of the reported correlation.

Pearson's chi-squared tests determine whether there were statistically significant differences between expected and observed frequencies in one or more categories of probes. Generally, these measure the differences in response to a probe by categories within demographic markers: Q3, Q4, Q5, Q8, Q9, Q10, and Q14.

Ranked ANOVA (Analysis of Variance) determines any statistical differences between the means of three or more independent groups. The results help with understanding how various demographic groups respond to a probe.

Demographic variables analyzed are reported as:

Q3: Highest academic qualification
Q4: Time in service to the district
Q5: Location: central office or school site

This section reports on the findings of the statistical analysis for each probe. Interpretation of the findings is detailed under the heading ***Implications***.

Understanding of the district's equity initiative (Q1)

The chi-squared test reported no statistically significant relationship between Q1 and Q3 with a p-value = 0.083 and a Cramér's v = 0.562. An ANOVA could not be run because there was not enough variation across each group.

The chi-squared test reported no statistically significant relationship between Q1 and Q4 with a p-value = 0.526 and a Cramér's v = 0.568. An ANOVA could not be run because there was not enough variation across each group.

The chi-squared test reported no statistically significant relationship between Q1 and Q10 with a p-value = 0.587 and a Cramér's v = 0.623. An ANOVA could not be run because there was not enough variation across each group.

Q1 is strongly positively correlated with Q11 with a large effect size (Pearson's r) of 0.604, and a confidence interval 0.108 to 0.859. Paired difference test showed Q11 mean tends to be larger than Q1 with a medium effect size (Cohens d) of 0.658.

There is no statistically significant relationship between Q1 and Q12 with a large effect size (Pearson's r) of 0.612, and a confidence interval -0.587 to 0.970.

Comfort level with the district's equity initiative (Q11)

Ranked ANOVA reported no statistically significant relationship between Q11 and Q3 with a p-value = 0.625 and a Cohen's f = 0.278.

There is no statistically significant relationship between Q11 and Q12 with a large effect size (Pearson's r) of 0.859, and a confidence interval -0.058 to 0.991. Paired difference test showed no statistically significant relationship between Q11 and Q12 with a small effect size (Cohens d) of 0.447.

Q11 is strongly positively correlated with Q13 with a large effect size (Pearson's r) of 0.706, and a confidence interval 0.281 to 0.900. Paired difference test showed no statistically significant relationship between Q11 and Q13 with a negligible effect size (Cohens d) of 0.098.

Support of classroom observations in my school for the district's equity initiative (Q12)

There is no statistically significant relationship between Q12 and Q13 with a large effect size (Pearson's r) of 0.839, and a confidence interval -0.168 to 0.989. The chi-squared test reported no statistically significant relationship between Q12 and Q13 with a p-value = 0.287 and a Cramér's v = 0.707.

Regression Analyses

Ordinary least squares (OLS) regression estimates the relationship between one probe (the dependent variable) and one or more other probes (independent variables). OLS regression estimates the relationship between observed and predicted values of the dependent variable probe. OLS helps inform us as to what efforts on the part of the district (independent variables) can be manipulated to affect the change in behavior in the future.

Logistic regression models a relationship between a predictor variable and a categorical response variable. Logistic regression analyzed probe Q3 to help inform us of the role the length of time as an employee of the district had on perceptions of various probes.

Support of Classroom Observation

OLS regression analysis of Q12 found the Q11 probe to account for 44% of what the model tells us about Q12 concerning the coalition building input variables (Q1, Q11, Q12, and Q13). Controlling for other variables in this model, an increase of 0.052 in Q1 is associated with an increase of 0.052 in Q12.

The sample size precluded the ability to run additional regression models.

Implications

Strong positive correlations exist between administrators' comfort level with the equity initiative and willingness to support classroom and department meeting observations, as well as their understanding of the initiative. Generally, the stronger the administrator's comfort level with the equity initiative, the more likely the administrator is to open their school and or department meeting. These administrators' comfort levels and willingness tend to be tied with their understanding of the initiative.

The small sample size limits the conclusions that may be drawn.

Summary and Recommendations

Project leaders may use these implications to work with the administrator team providing professional learning on equity in general which appears to be the primary needed driver to support the work.

Appendix A – List of Probes by Area

Demographics

Q2: Relationship with the district: employee, school board member
Q3: Time in service to the district
Q4: Location: central office, school site, or multiple school sites
Q5: Primary role: educator, administrator, clerical/support staff, or health and welfare.

Shared Mission and Vision

Q6: I have a clear understanding of my district's mission to advance equity.
Q7: Our focus on equity inspires me to do my best for every student.
Q8: Everyone in the district does a great job of reinforcing and promoting our focus on equity, both within the district and in the broader community.
Q9: We all are working towards the same goals around equity.
Q10: When it comes to an equitable learning environment, we are the best choice for students and their families.

Leadership

Q11: I believe in our district's vision of equity in our district.
Q12: The support my administrators provide to support equity for my students is
Q13: My leadership team encourages risk-taking and innovation to support the goals of equity.
Q14: On the "resistance to change" scale, my district gravitates to
Q15: When there is a problem in our district/school/department, leadership predicts and prevents rather than reacts and repairs.

Learning Environment

Q16: Everyone in the district believes in putting students first.
Q17: We are providing an effective, equitable learning environment for every student.
Q18: We are doing a great job of providing a culturally appropriate education for every child.
Q19: Our students have access to all the resources they need to be successful in our classrooms.

Communication

Q21: I have a clear understanding of the ways I can serve as an advocate and champion for our equity initiative.
Q22: My feedback is encouraged and respected.
Q23: Our community supports the district's goal of equity.
Q24: Parent engagement is a priority in our district.
Q25: Transparency is a core value of our district.

Self-Determination and Equity

Q26: As a community, we seek alternatives to problems surrounding equity rather than repeating past practices.
Q27: As a community, we seek to define and remedy issues of equity rather than blame others.