



PHASE 1 REPORT ISSUED FOR



SUMMARY OF FINDINGS PRESENTED TO THE BOARD OF EDUCATION
JUNE 28, 2021

by

A.L. Berry Consulting, Inc.

Executive Summary

The following represents a summary of the Phase 1A work performed by A.L.Berry Consulting, Inc. for **Bay Village City School District**, Bay Village, Ohio, for stakeholders to include teachers, staff, and administrators. Leadership sought the first phase of an Equity Audit in a fairly monoethnic society where cultural and socioeconomic diversity prevails and is less easily identified. Leadership seeks to develop stakeholder awareness and a comprehensive understanding of equity for students of various groups, namely those who may be culturally diverse and inclusive of those learners with special needs.

The goal was not for the consultant team to hand the District a document, but rather to guide the Project Owner and Key Stakeholders through the process understanding the data analysis and synthesis, so that the District has ownership of the output. The Process Owner communicates the findings based on the data collection, leads the facilitation of future meetings, and manages document generation. To move forward, the Project Owner must identify a Key Stakeholder team. The work tasked to the Key Stakeholder team requires a variety of differing perspectives among the participants.

At the request of the district, A.L.Berry Consulting provided the first half of Phase 1 of what is normally a 3-Phase Equity Audit for schools and Districts:

- Phase 1: Data Collection – Measuring Equity Assets and Challenges
- Phase 2: Action Planning – Creating a Common Culture of Equity
- Phase 3: Equity Improvement Plan Implementation – Leveraging Our New Culture for Transformational Change

Project Owner: Dr. Holly Schafer

Process Owner: A.L.Berry Consulting

PHASE 1A: MEASURING EQUITY ASSETS AND CHALLENGES

In Phase 1, A.L.Berry Consulting collected a range of quantitative and qualitative data through a mixed methods approach. Through an integration of traditional forms of data collection with educational ethnography we gain a holistic view into Bay Village City School District's equity assets and challenges. To respect the time, effort, and commitment of stakeholders we made every attempt to leverage existing data and conduct research in a manner that did not disrupt teaching and learning.

To meet the budgetary constraints of the District, Phase 1 was separated into two segments.

- Phase 1A was conducted March – June, 2020.

Surveys

We administered teacher, administrator, central office, and school board trustee surveys via online tools to gather measurements and perceptions on:

- school culture
- school climate
- curriculum
- perceptions of equity

Step 1. Setting the Groundwork (Requirements and Needs Analysis)

We worked with the Project Owner and senior leadership to develop a common understanding about equity and review the roadmap for the work that would normally occur across the three Phases, with special emphasis placed on the collection of data in Phase 1. We worked to create safe spaces for dialogue about the collection of data and any concerns that might arise, either on the part of our researcher/s or the District's participants.

Understand Goals & Visions

- For the District to derive the greatest benefit from the audit, we began by gaining a solid understanding of the District's goals and visions. We began with a review of the District's strategic plan, mission statement, desired outcomes, and administrative focus.

Determine Areas of Focus

- A tremendous amount of interdependency and overlap typically exists across goals. We work with the Project Owner and key leadership to determine the areas of focus and necessary categories that need to be included as part of Phase 1A of the audit. In the search for academic equity, we focus on those ways which work to effectively educate each student through your curriculum, instruction, accommodations, and assessment.

Analyze Current Practice

Using the above-described quantitative and qualitative data collection methods, we determined areas of relative strength and relative weakness based on current practices.

Step 2. Equity Mindset Audit, Part 1

The equity mindset audit focused on Climate and Culture. We sought to collect data to answer two questions:

1. What is the culture of the District and is it embraced at the school level?
2. What tactical actions will move the District toward a culture of equity?

Step 3. Presentation of Data

All data and findings from Phase 1A are included in this report. Findings to be presented at the meeting of the Board of Education of Bay Village Schools on June 28, 2021.

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Equity Sentiment

The Equity Sentiment Survey

was opened on March 1, 2021, and closed on March 15, 2021. The Project Manager (PM) reported an estimated 400 employees from across the district received the link and the request to respond. The survey had a 77% response rate, with 308 fully recorded responses at its close. An additional 49 responses were incomplete or in progress at the closing of the survey. Those incompletes bring the attempted rate to 89%. Of the incomplete responses, the vast majority (96%) had no activity in the previous four days; 61% were less than 10% complete, and 97% were less than 30% complete. The majority of responses, 59%, were recorded in the first five days.

The survey measured employee sentiment on eight variables:

1. Addressing Equity
2. Cultural Awareness
3. Culturally Appropriate Content
4. Culturally Appropriate Teaching
5. Restorative Justice
6. Professional Development Engagement
7. Opting In (to Participation)
8. Key Stakeholder (Participation)

Descriptive statistics for each of those eight variables appear in the following charts. Generally, respondents supported the idea of addressing equity, with 81.4% in favor of the district taking a formal approach to addressing the topic. Respondents were slightly less favorable to participating in professional development to support changes in practice, with only 79.0% stating their likelihood of fully engaging in professional learning to eliminate implicit bias from instructional, disciplinary, and social practices. Participants were also less likely to participate in the equity audit if given the option to opt-in or -out, with 74.3% likely to voluntarily participate. A significantly smaller percentage, 39.3%, expressed a likelihood to participate as a key stakeholder.

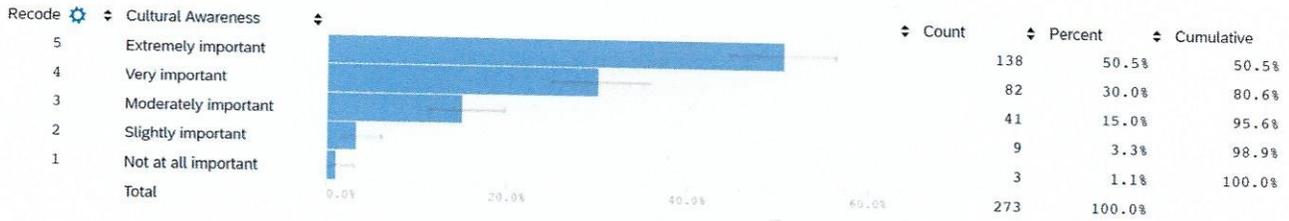
Summary of Addressing Equity

Sample Size	Number of Distinct Categories
285	5



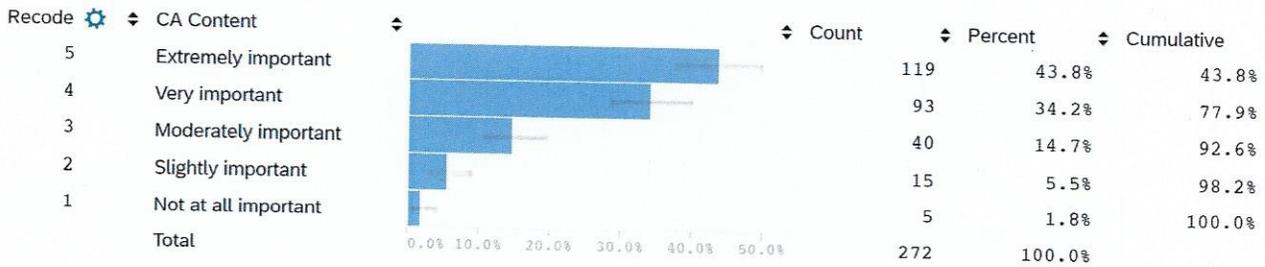
Summary of Cultural Awareness

Sample Size	Average	Median	Number of Distinct Categories
273	4.3	5	5



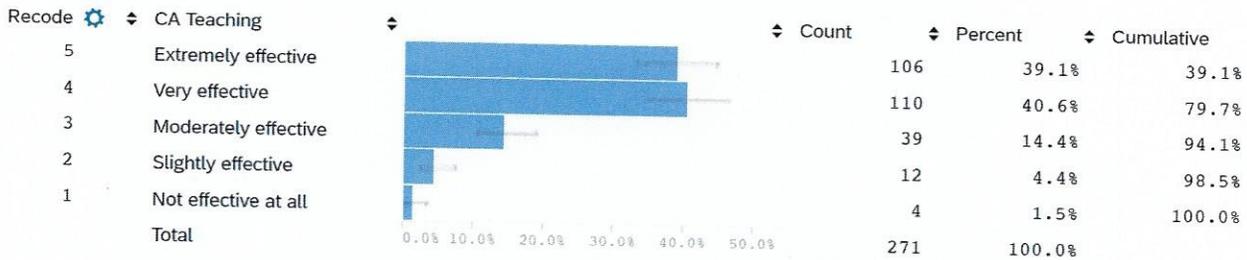
Summary of CA Content

Sample Size	Average	Median	Number of Distinct Categories
272	4.1	4	5



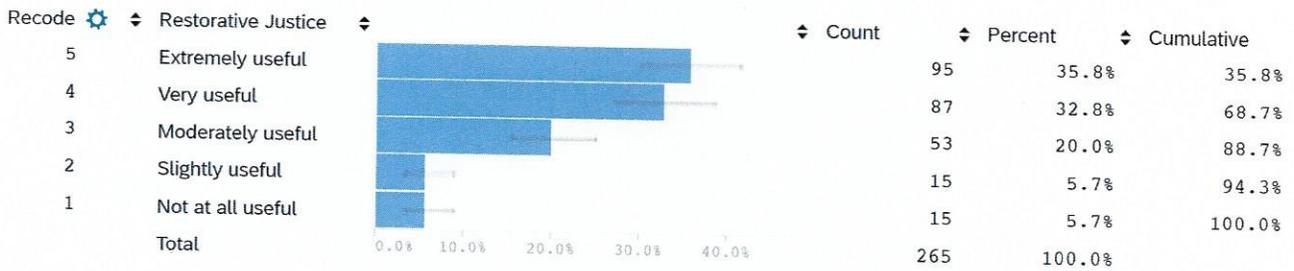
Summary of CA Teaching

Sample Size	Average	Median	Number of Distinct Categories
271	4.1	4	5



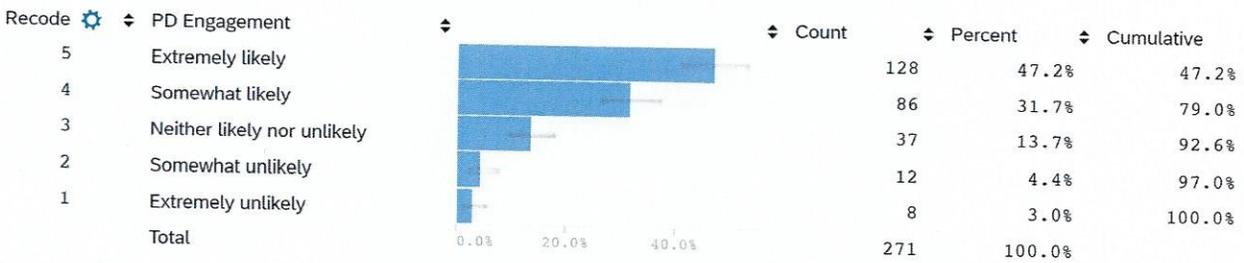
Summary of **Restorative Justice**

Sample Size	Average	Median	Number of Distinct Categories
265	3.9	4	5



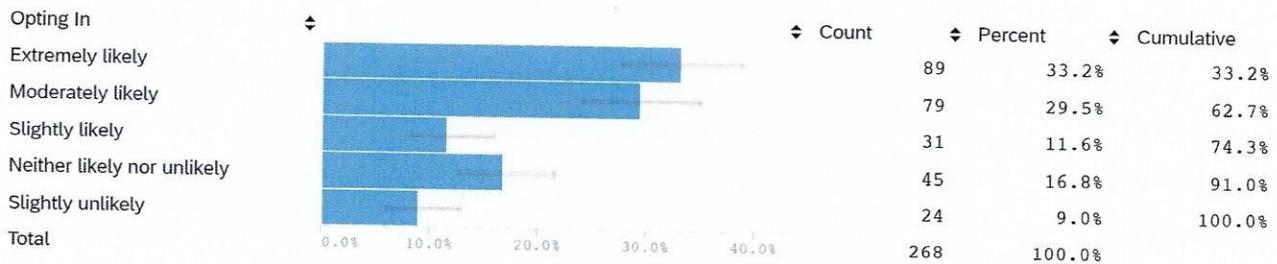
Summary of **PD Engagement**

Sample Size	Average	Median	Number of Distinct Categories
271	4.2	4	5



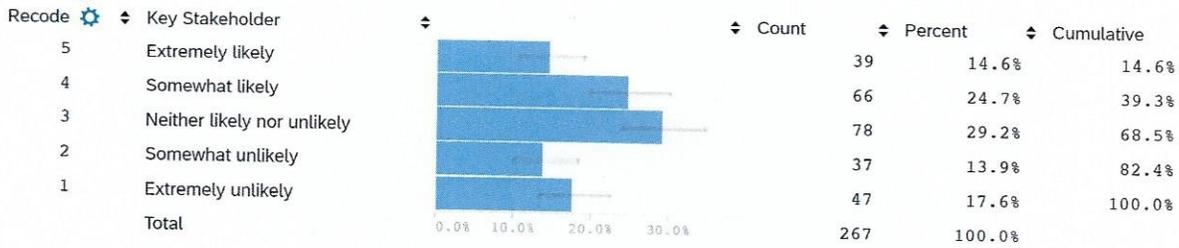
Summary of **Opting In**

Sample Size	Number of Distinct Categories
268	5



Summary of Key Stakeholder

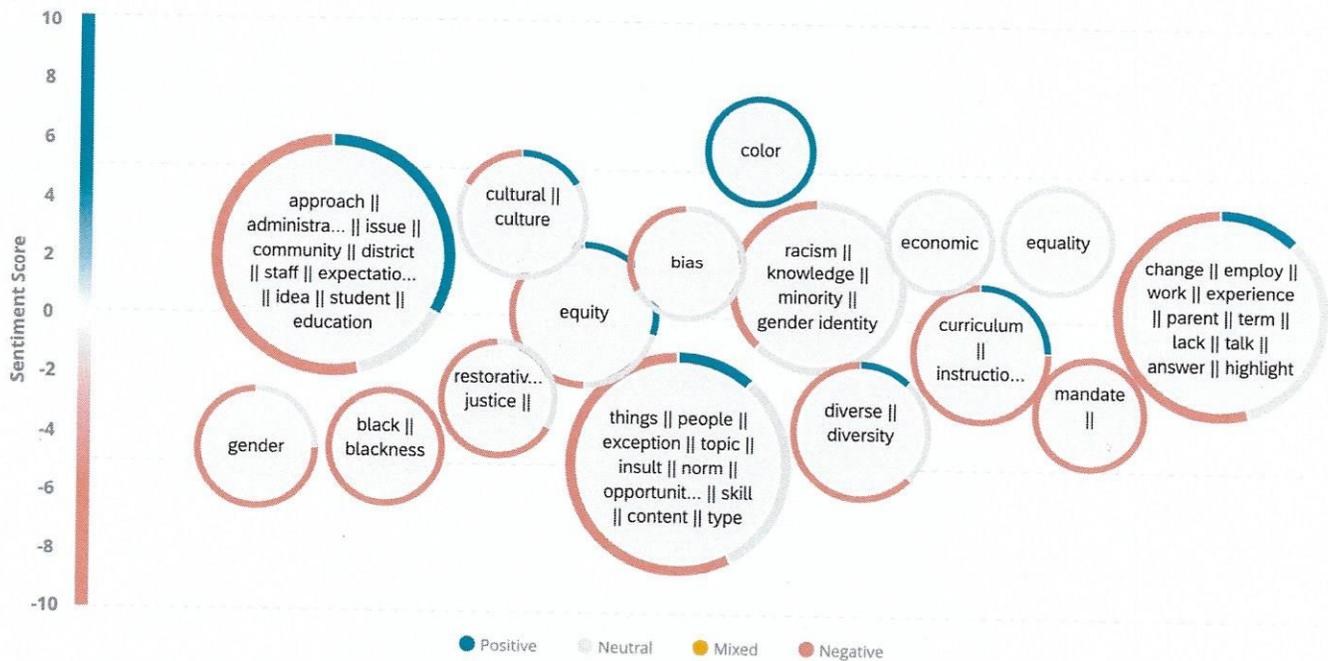
Sample Size	Average	Median	Number of Distinct Categories
267	3.0	3	5



Narrative Responses

One open-ended question, "What other thoughts do you have on the topic?" allowed respondents the opportunity to express and elaborate on the topic. Seventy-one respondents (23.1%) commented. Sentiment analysis on the narratives recorded sentiment across 16 topic areas. This sentiment is based on the language in the response and keywords we identify as expected in the survey's context. Each sentiment in a recorded narrative comes with a polarity (positive, neutral, mixed, or negative) and a numeric score.

All Topics



In general, expressed sentiments trended negatively across the majority of keywords. The three broadest areas – policy, time, and learning – represented by the three largest circles, showed majority negative responses: 54%, 58%, and 54%, respectively. The prevalence of negative responses may speak more to the comfort respondents felt in expressing negative views through an anonymous survey than all respondents' overall sentiment. Sentiment analysis measures all

sentiment, from a minimum of 1 to a maximum of 26 responses, on any of the keywords or topics analyzed. However, this sentiment analysis is valuable as it provides insight into the level of an entrenched negative mindset and the potential of distractors to disrupt the initiative.

Inferential statistics were run to explore the relationships between certain variables.

We found that views on culturally appropriate teaching methods were strongly positively correlated to those on culturally appropriate curriculum content with a P-value < 0.00001 , an effect size (Pearson's r) of 0.799, and a confidence interval 0.752 to 0.839. Of 270 responses, only 7.4% and 5.9% stated that culturally appropriate content and culturally appropriate teaching were slightly or not at all important or effective, respectively. Positive responses were more prevalent, as 78.1% and 79.6% stated that culturally appropriate content and culturally appropriate teaching were extremely or very important or effective, respectively. Simple linear regression was calculated, and a significant regression equation was found with an R-squared of 0.639, as displayed below.

We found that views on cultural awareness were strongly positively correlated to a willingness to fully engage in professional development with a P-value < 0.00001 , an effect size (Pearson's r) of 0.649, and a confidence interval 0.574 to 0.713. Of 271 responses, only 4.4% were somewhat or extremely unlikely to engage in professional development willingly, while 78.9% were somewhat extremely likely to do so. That similarly reflects the 7.4% who stated cultural awareness was not at all or only slightly important to a better understanding of their learners. In comparison, 80.4% saw it as very to extremely important. Simple linear regression was calculated, and a significant regression equation was found with an R-squared of 0.421, as displayed below.

An ANOVA was conducted to compare the willingness to opt-in on key stakeholder participation likelihood in 267 responses. We found a strong statistically significant relationship between participants' willingness to voluntarily opt-in to participate in the equity audit and their willingness to become a key stakeholder with $P < 0.00001$ and Cohen's $f = 0.908$.

A chi-square test of independence showed a significant association between opting-in and key stakeholder participation, $P < 0.0001$ and Cramér's $V = 0.397$. Results were similarly significant between opting-in and the importance of addressing equity. A chi-square test of independence showed a strong statistically significant relationship with $P < 0.00001$ and Cramér's $V = 0.342$.

Implications

This survey measured overall sentiment across the district without identification of subgroups or demographic markers. The district may use this data to inform the key stakeholder team about the broader need for professional learning on equity in general and the work needed to protect the initiative from detractors. Upcoming Phase 1 surveys are more targeted in their audience and collect critical demographic data to provide more meaningful inferential statistics based on subgroups.



District Climate and Culture

The Climate and Culture Survey was opened on May 17, 2021, and closed on June 2, 2021. The Project Manager (PM) reported that an estimated 400 employees from across the district received the link and the request to respond. The survey had a 58% response rate, with 233 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, 94%, were recorded in the first three days. Eighty-three percent (83%) of responses were recorded on the first day.

The survey measured employee sentiment in five broad areas:

9. Shared Mission
10. Leadership
11. Learning Environment
12. Communication
13. Self Determination and Equity

Demographic data collected identified respondents:

1. Relationship with the district
2. Length of time with the district
3. Primary work location within the district
4. Role/Duties

A list of all probes appears in **Appendix A**.

Descriptive Statistics

Demographics

Of the 233 respondents, 100% answered only the probe related to the work location.

- 97.8% identified themselves as employees or school board members
- 96.5% of respondents identified the number of years they had been serving the district
- 93.1% of employees identified their role in the district (educator, administrator, clerical/support, health and welfare)

Shared Mission and Vision

Shared mission refers to shared goals, commitments, and actions between the district's leaders, teachers, staff, students, parents, and community members. Shared vision refers to the hoped-for future state of equity for all learners in the district. These probes seek to describe to what level the leaders, teachers, and staff share the district's focus on and goal of equity.

An average of 194 responses was recorded for five probes in this area: a response rate of 83.2%.

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 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.

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 (Figures 1 – 5) below.

A majority of respondents (79.7%) indicated they had a somewhat to extremely clear understanding of the district's mission to advance equity (Figure 1). The overwhelming majority, 92.8%, indicated the district's focus on equity inspired them to do their best for every student most of the time to always, while 2.1% indicated it never inspired them (Figure 2). Reinforcing and promoting the focus on equity did not trend as positively. Only 70.1% somewhat to strongly agreed that everyone in the district does a great job of reinforcing and promoting the focus on equity (Figure 3). That response is mirrored by the 71.2% who somewhat to strongly agreed that everyone was working towards the same goals around equity (Figure 4). Concerning an equitable learning environment, 79.3% believed that BVCSD was the best choice for students and their families (Figure 5). No respondents strongly disagreed with that statement.

Figure 1. Summary of Probe 6

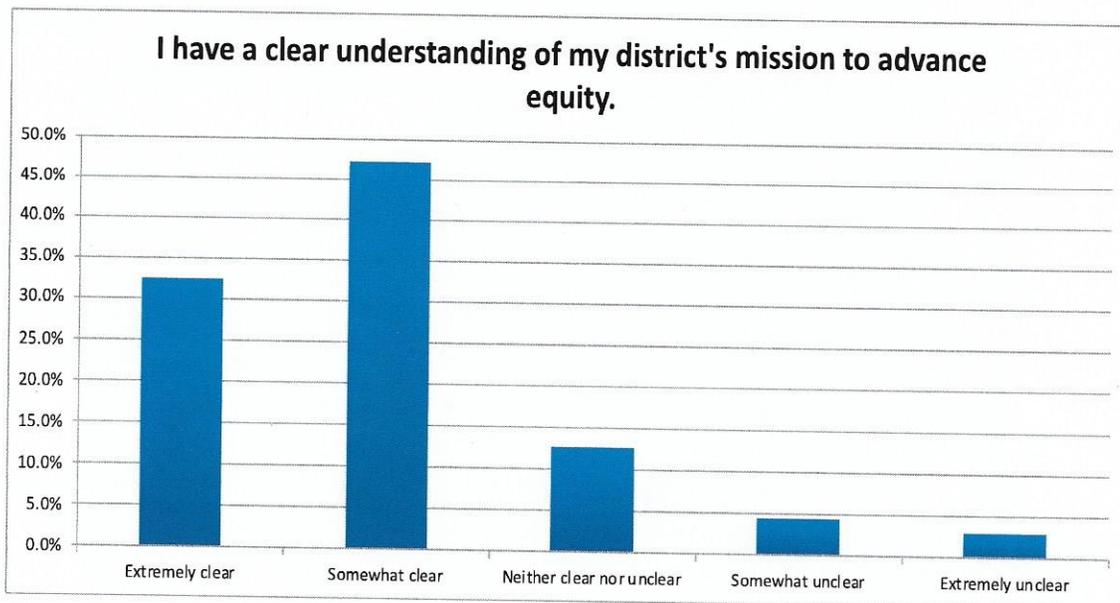


Figure 2. Summary of Probe 7

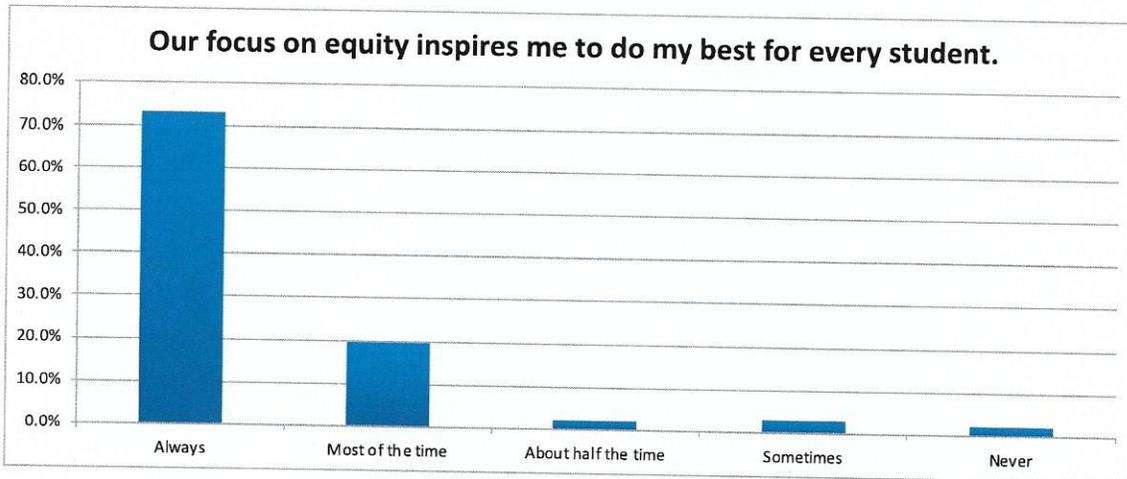


Figure 3. Summary of Probe 8

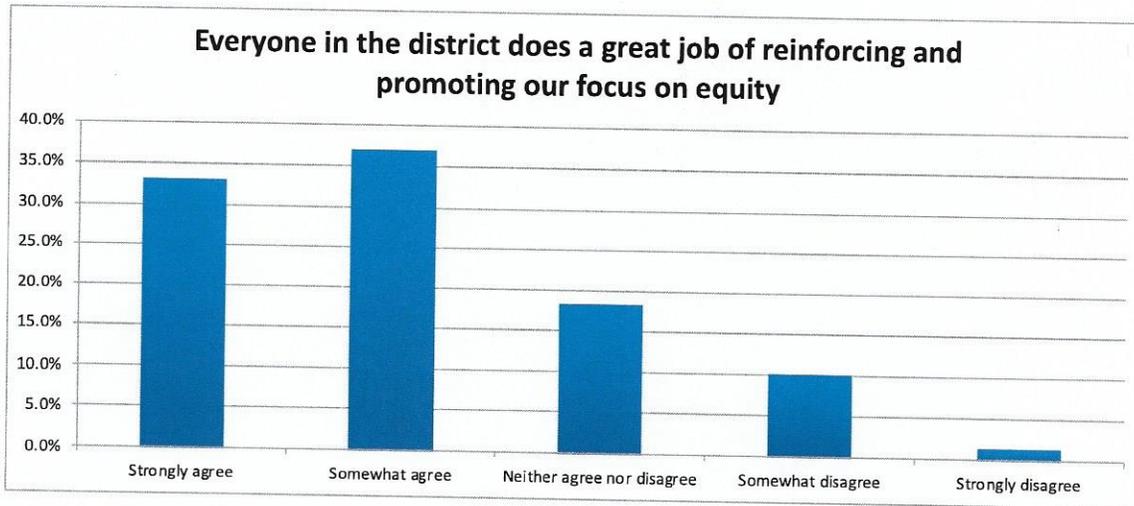


Figure 4. Summary of Probe 9

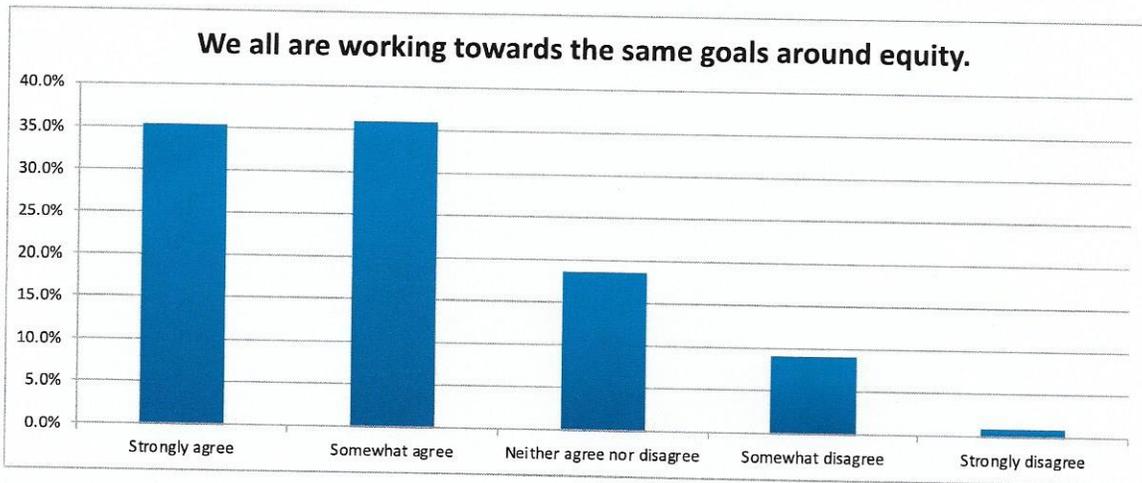
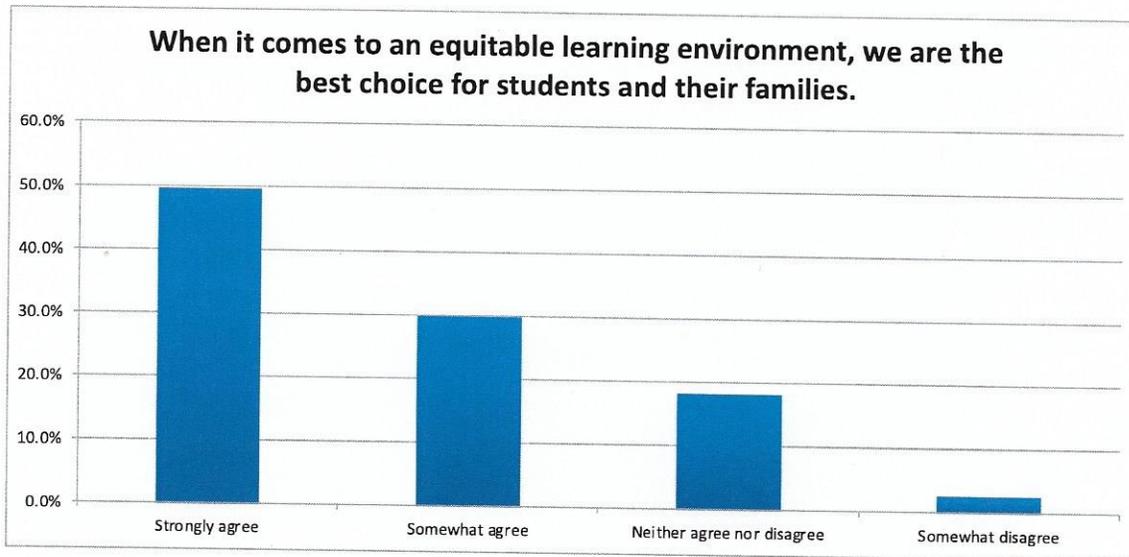


Figure 5. Summary of Probe 10



Generally, respondents share the district's mission of equity; however, there are variances regarding the nuances of that mission. Those nuances, along with relationships between them and the demographics of the respondents, are addressed below under the heading of Inferential Statistics.

Leadership

Leadership is an essential element in any change or strategic initiative. One may define leadership as simply the art of motivating a group of people to act towards a common goal. In this instance, the vision of equity for all learners in the district. These probes seek to describe how leaders, teachers, and staff perceive district leadership's commitment to equity.

An average of 178 responses was recorded for four probes in this area: a response rate of 75.9%. Probes Q12 and Q13 were presented only to the 208 respondents who identified their primary work location as not in the central office. Both probes Q12 and Q13 recorded 176 responses, 84.6%.

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.

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 (Figures 6 – 10) below.

A majority of respondents, 82.8%, believe in the district's vision of equity (Figure 6). On average, educators viewed administrators' support of equity as very effective, with 36.4% rating it extremely and 37.5% rating it very effective (Figure 7). The leadership team was rated slightly lower (an average of 3.95 compared to 4.04) on encouraging educators to take risks and innovate to support equity goals, with 31.3% in strong agreement and 36.4% somewhat in agreement (Figure 8). When it came to resistance to change, 64.4% of employees view the district as slightly to moderately resistant (Figure 9). Employees were more evenly disbursed on the district's behavior towards problems: 25.8% strongly agreed the district took a proactive stance, 37.4% somewhat agreed, 20.3% neither agreed nor disagreed, and 16.4% either somewhat or strongly disagreed.

Figure 6. Summary of Probe 11

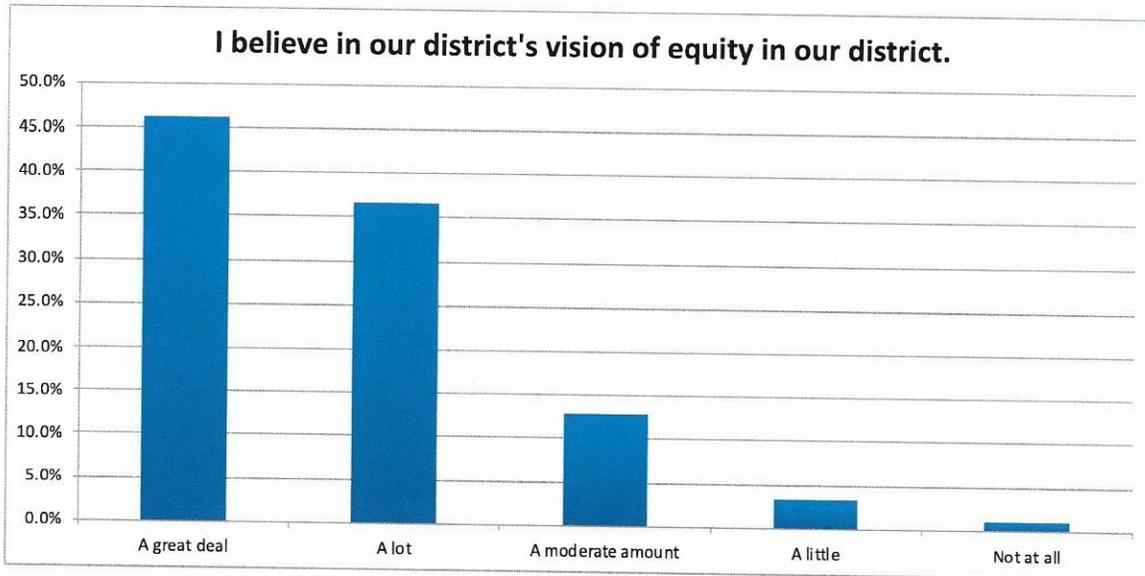


Figure 7. Summary of Probe 12

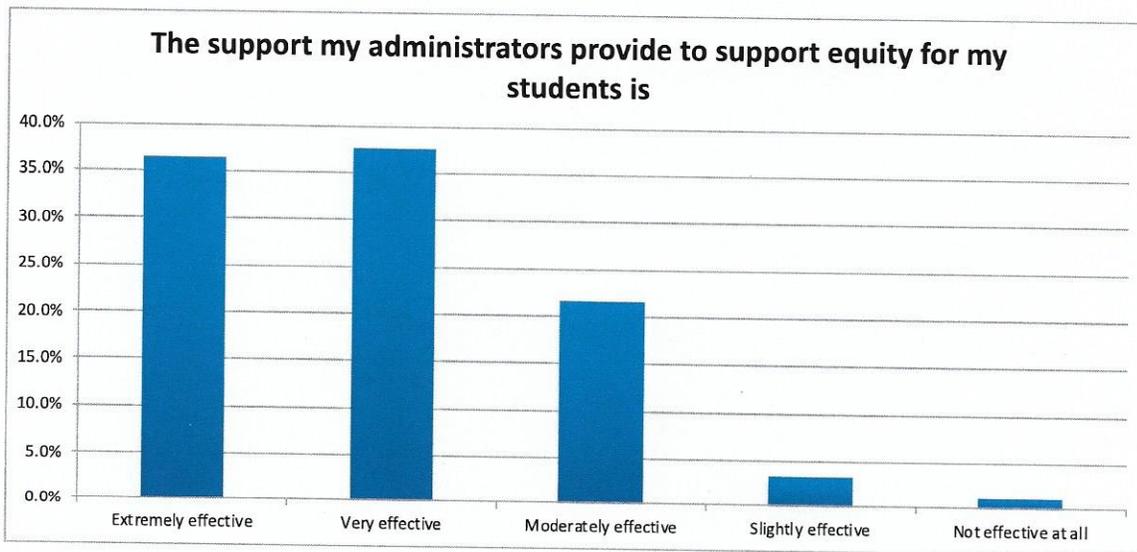


Figure 8. Summary of Probe 13



Figure 9. Summary of Probe 14

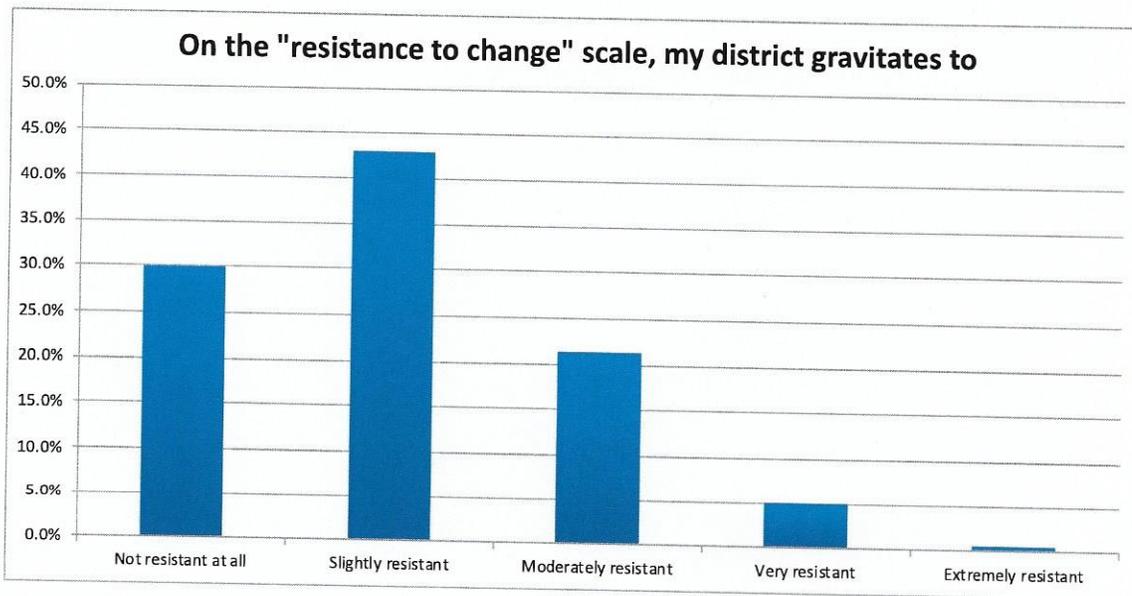
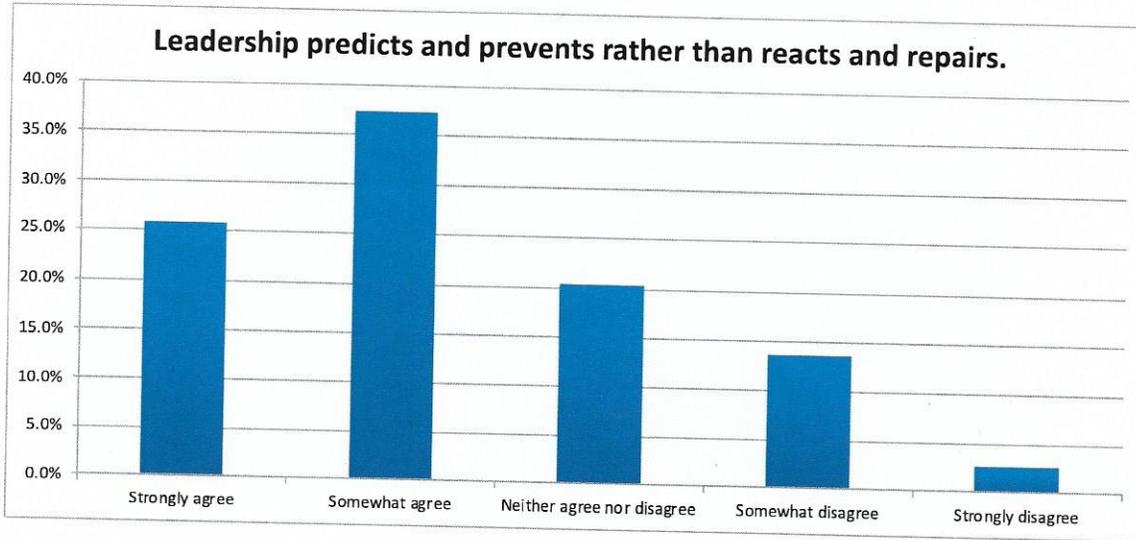


Figure 10. Summary of Probe 15



Generally, respondents believe in the district's mission of equity; however, there appear to be mitigating variables. Those variables, along with relationships between each probe and the demographics of the respondents, are addressed below under the heading of Inferential Statistics.

Learning Environment

The learning environment is a critical point of observation for measuring whether or not the district meets the goal of equity. A significant amount of study remains in this area and is the focus of a subsequent sprint. For this survey, the probes provide only a high-level view of how leaders, teachers, and staff perceive the district's commitment to a culturally appropriate, equitable education for every child.

One hundred eighty responses were recorded for each of the probes Q16, Q17, and Q18 presented to all respondents in this area: a response rate of 77.2%. Probe Q19 was presented only to the 186 respondents who identified their primary role as educator, administrator, or health and welfare. Probe Q19 recorded 159 responses, 85.5%.

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.

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 (Figures 11 – 14) below.

A very large majority of respondents, 93.3%, somewhat or strongly agree that everyone in the district believes in putting students first (Figure 11). However, only 85% somewhat or strongly agree that the district provides an effective, equitable learning environment for every child (Figure 12). Fewer somewhat or strongly agree that the district is doing a great job of providing a culturally appropriate education for every child, with 6.1% in disagreement (Figure 13). Of those presented Q19, 89.9% somewhat or strongly agree that students have access to all the resources they need to succeed in the classroom (Figure 14).

Figure 11. Summary of Q16

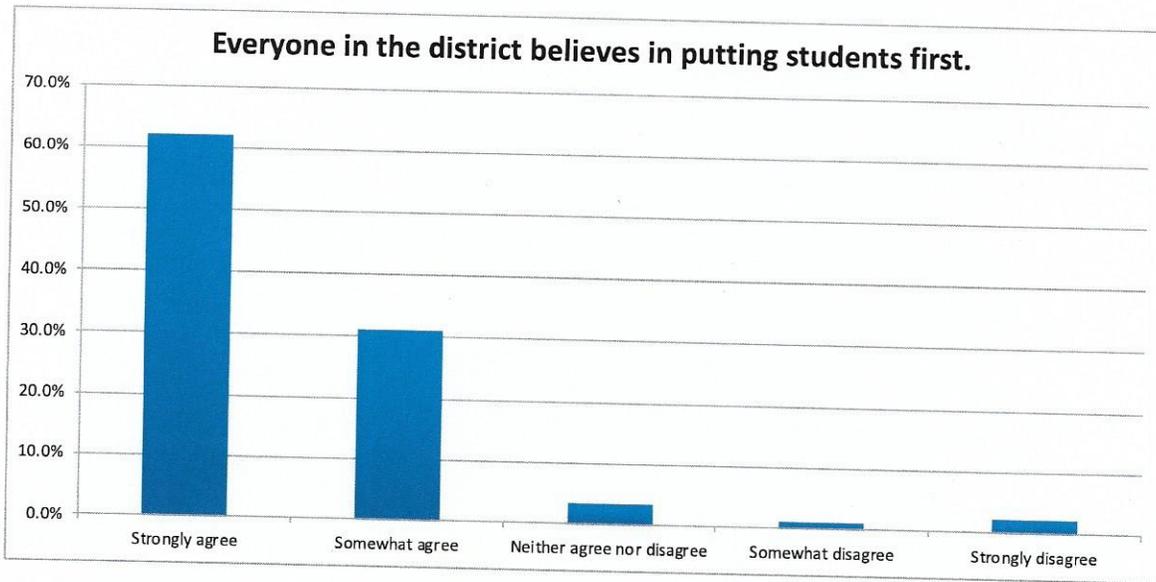


Figure 12. Summary of Q17

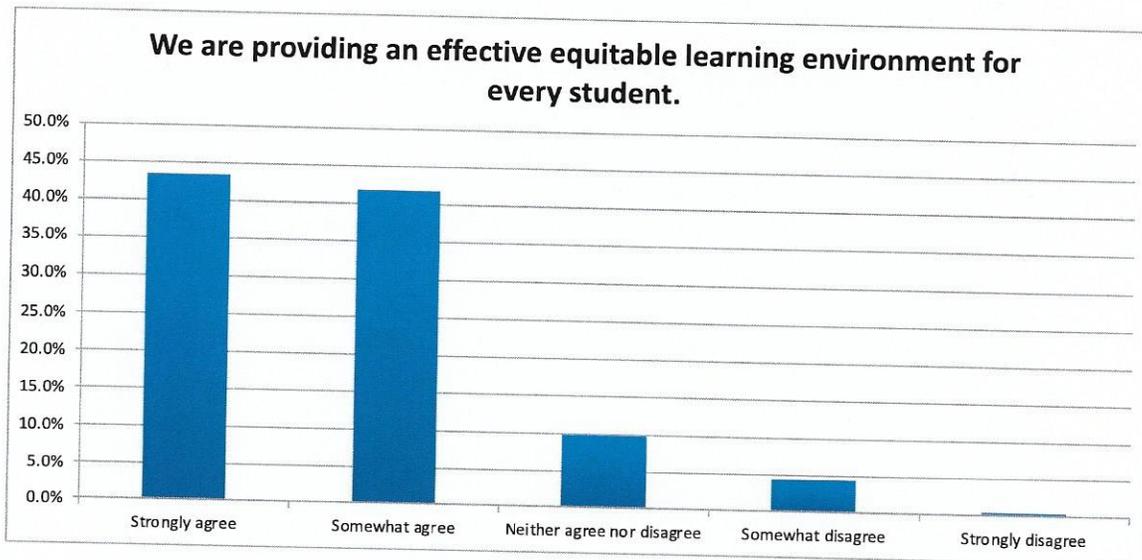


Figure 13. Summary of Q18

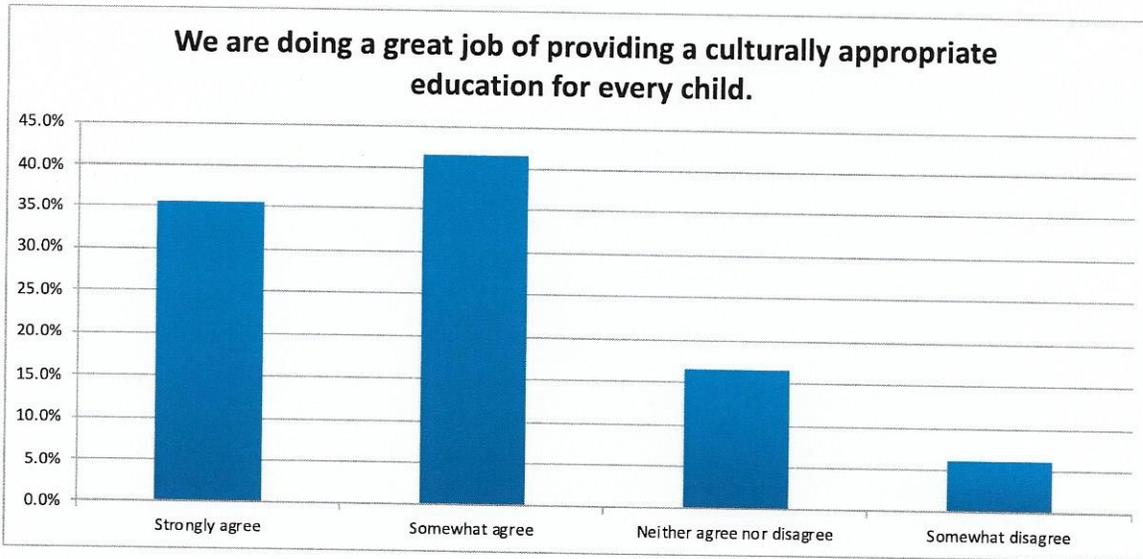
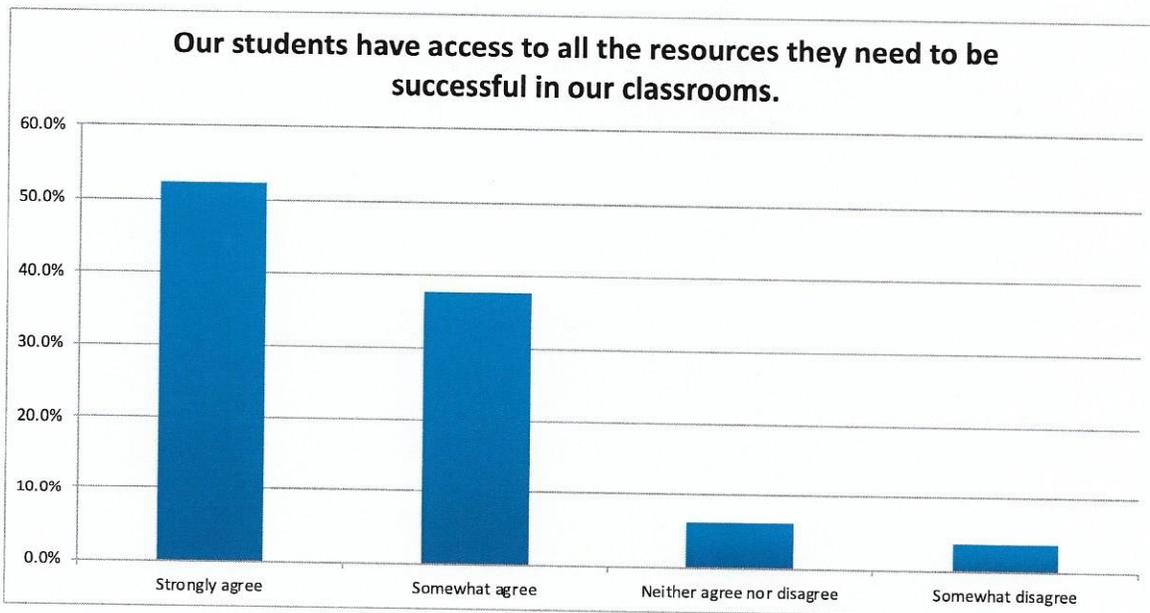


Figure 14. Summary of Q19



Respondents overwhelmingly agree that the district prioritizes the learner. The strength of agreement in terms of favoritism for the learner diminishes on the topics of equity, culturally appropriate instruction, and access to instructional resources. Those relationships, along with relationships between the probes and the demographics of the respondents, are addressed below under the heading of Inferential Statistics.

Communication

Clear and transparent communication is critical in any organization. It improves performance builds teamwork and community and is the number one factor in determining workplace happiness. In schools and districts, communication impacts both internal and external stakeholders' perception of the education children receive and employees' desire to support both mission and vision. Responses to the five probes in this area provide insight into how employees view district communication around the goal of equity.

An average of 176.6 responses was recorded for probes Q21 – Q25: a response rate of 75.8%.

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.

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 (Figures 15 – 19) below.

Respondents appear to lack clarity of understanding the ways they can serve as advocates and champions for the district's equity initiative, with only 30.5% extremely clear (Figure 15). Of the remainder, 42.4% are somewhat clear, 17.5% neither clear nor unclear, and 8.4% somewhat to extremely unclear. Similarly, 28.4% feel that their feedback is encouraged and respected, while 39.8% mostly feel so, 17.0% moderately feel so, and 14.8% do not at all to slightly feel so (Figure 16). In terms of perspective around the community's support of the district's goal of equity, 76.1% somewhat to strongly agree that the community supports the goal. However, the level of uncertainty to this probe is high, with 18.8% unsure of community sentiment (Figure 17). Respondents were much more certain of the focus on parent engagement, with 91.1% somewhat to strongly in agreement that it is a priority on the district (Figure 18).

With an average score of 3.87 on the 5-point Likert (just below "somewhat agree"), employee perception of transparency as a district's core value is low. While 37.3% of employees strongly agree that transparency is a core value (Figure 19), the 15.8% of employees who somewhat to strongly disagree is a significant percentage.

Figure 15. Summary of Probe 21

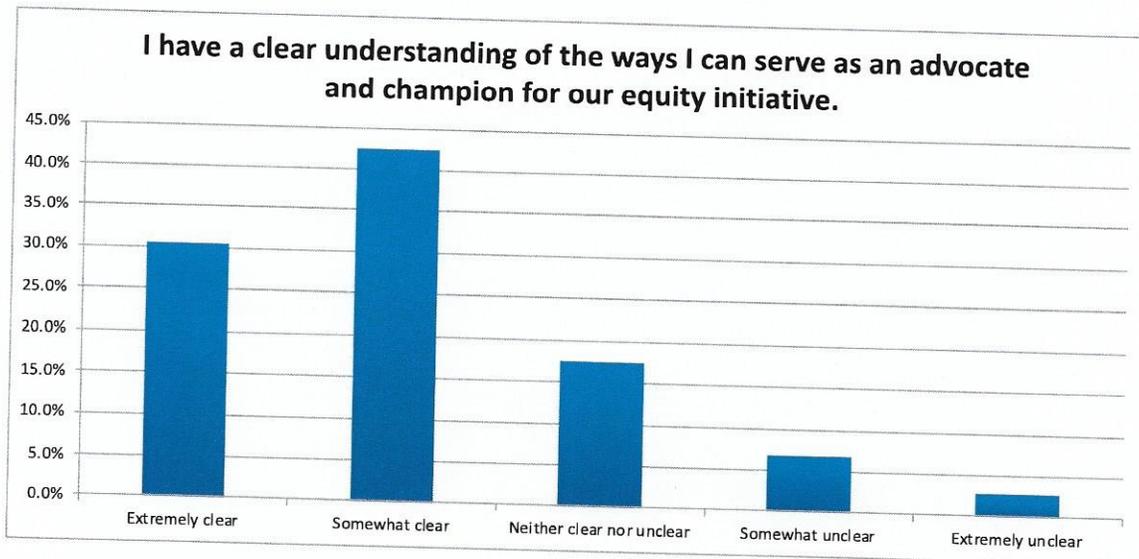


Figure 16. Summary of Probe 22

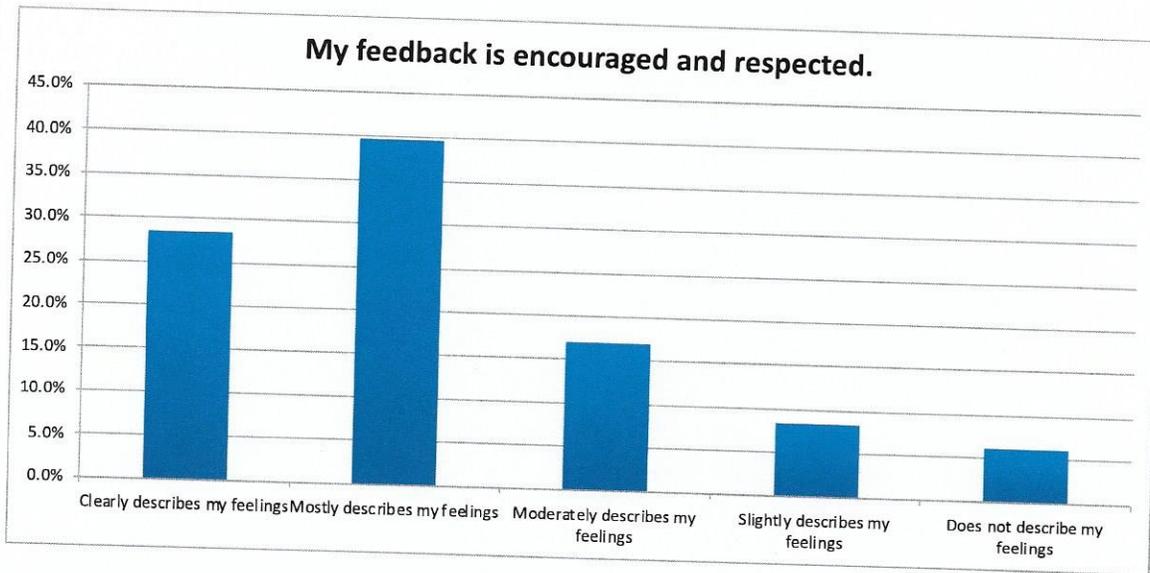


Figure 17. Summary of Probe 23

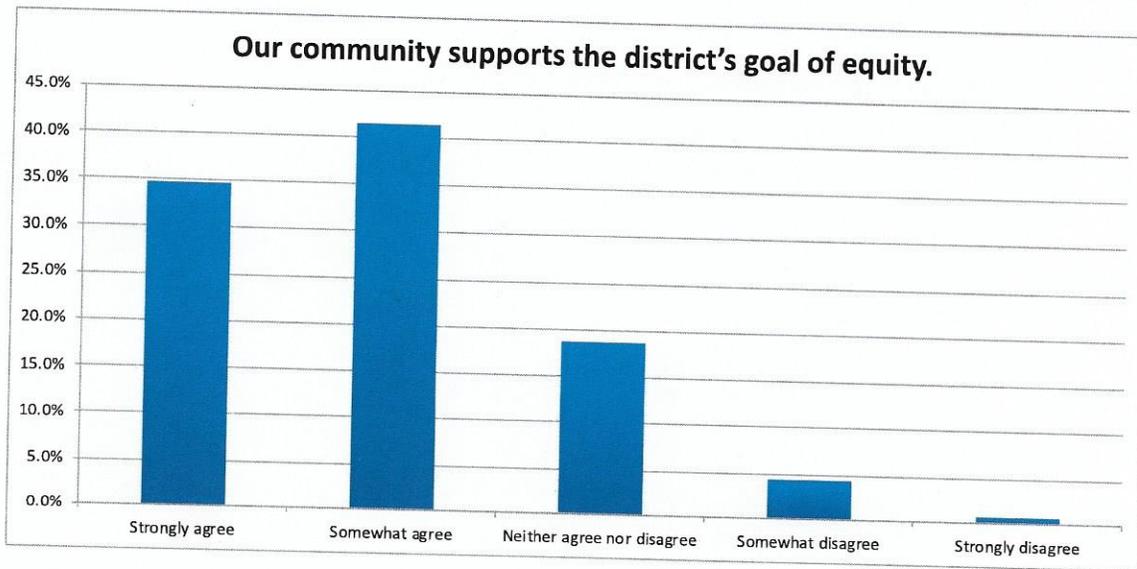


Figure 18. Summary of Probe 24

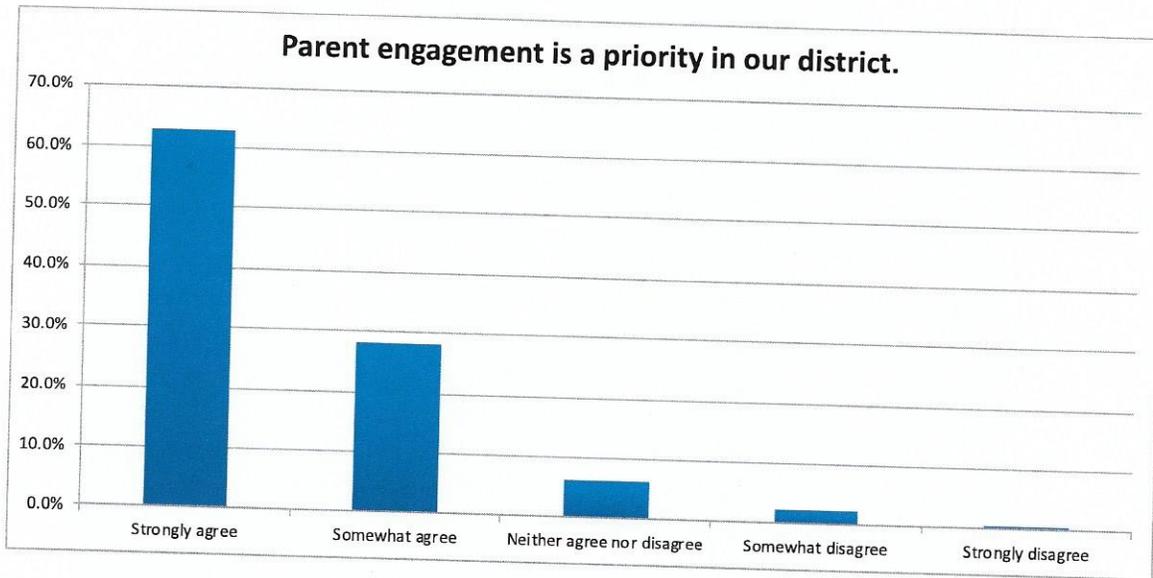
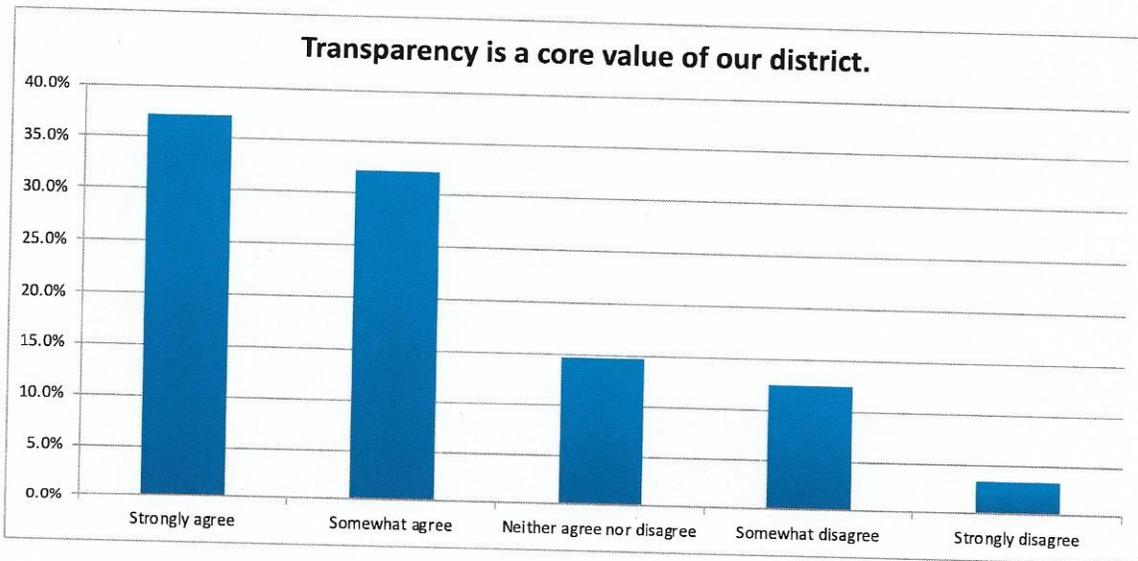


Figure 19. Summary of Probe 25



In terms of communication, there appears to be a lack of clarity of understanding how individuals can advocate, along with the levels of ambiguity and ambivalence surrounding internal and external communication. The relationships between these variables, along with relationships between the probes and the demographics of the respondents, are addressed below under the heading of Inferential Statistics.

Self-Determination

Self-determination theory suggests that people are motivated to develop and adjust to their environment by three innate and universal psychological needs: competence, connection, and autonomy. A district's equity initiative often disrupts the status quo, so measuring employee's feelings of connectedness to the district community and competence in the community provide insightful metrics. Responses to the two probes in this area provide insight into how employees view the district's competence in remedying inequities in a novel manner.

One hundred seventy-three responses were recorded for both probes Q26 – Q27: a response rate of 74.2%.

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.

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 (Figures 20 – 21) below.

A simple majority of respondents, 54.9%, see the district as seeking alternatives to problems surrounding equity rather than repeating past practices most of the time, with 68.8% saying it occurs about half to most of the time. Similarly, 64.2% of respondents believe the district community seeks to define and remedy issues of equity rather than blame others about half to most of the time.

Figure 20. Summary of Probe 26

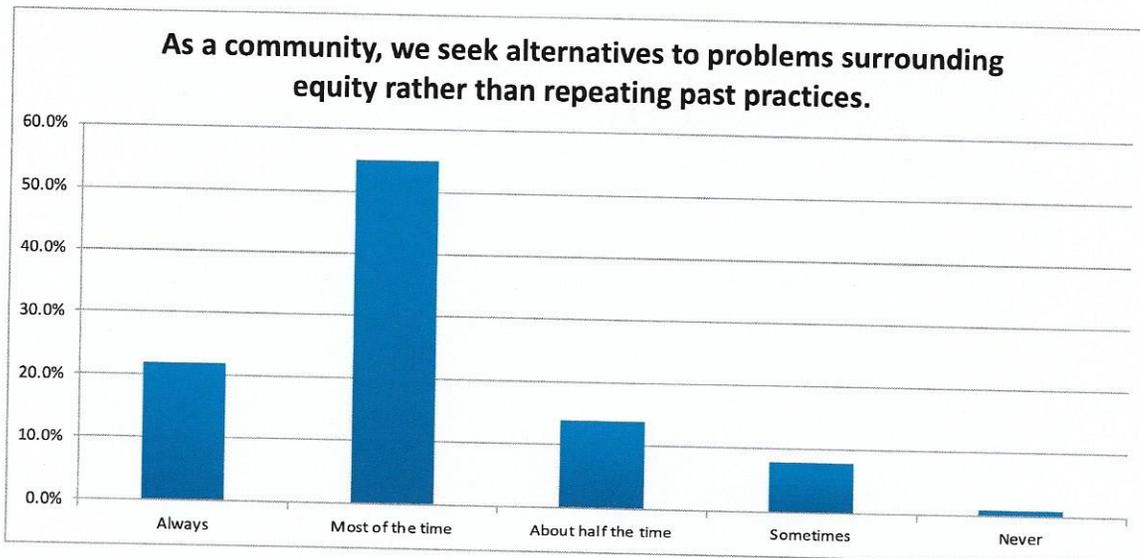
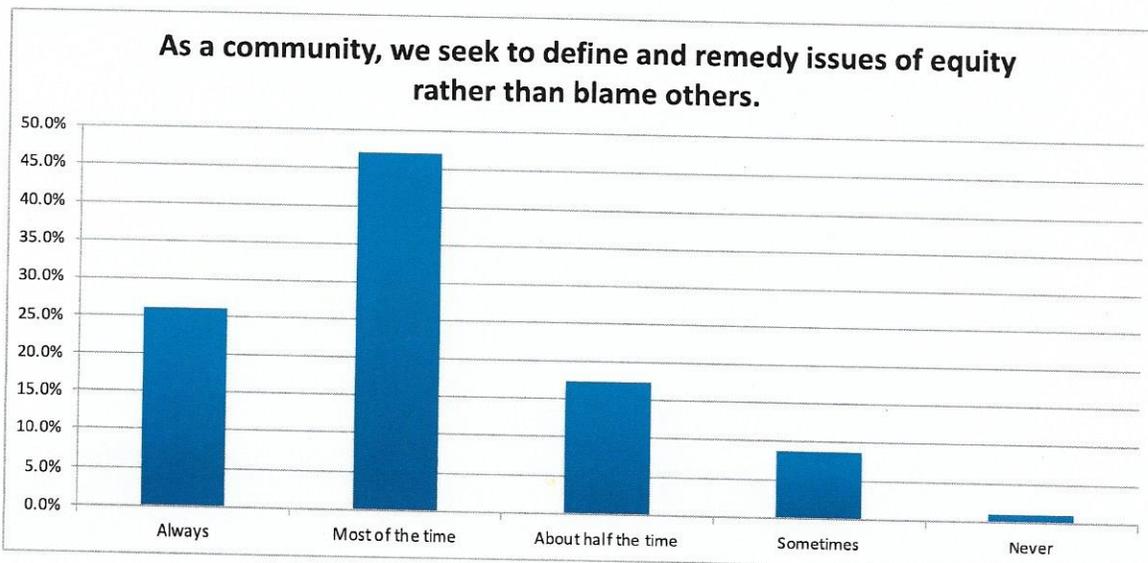


Figure 21. Summary of Probe 27



The relationships between these two variables, along with relationships between the probes and the demographics of the respondents, are addressed below under the heading of Inferential Statistics.

Inferential statistics explored the relationships between certain variables. For each of the five broad areas, inferential statistics tests were run between probes within the area and for each probe to demographic data, where appropriate and feasible, based on the number of respondents within a category (n). For example, since only one respondent identified as a board member, no analyses were performed using that category. We set that the smallest acceptable n for any category at eight ($n \geq 8$) to allow for anonymity when the data was examined unless the results indicated a unanimous response.

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, and Q5.

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: 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.

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

Shared Mission and Vision

Q6: I HAVE A CLEAR UNDERSTANDING OF MY DISTRICT'S MISSION TO ADVANCE EQUITY.

Q6 is positively correlated with Q7 with a medium effect size (Pearson's r) of 0.412, and a confidence interval 0.448 to 0.643. Paired difference test showed Q6 mean to be smaller than Q10 with a medium effect size (Cohens d) of 0.557.

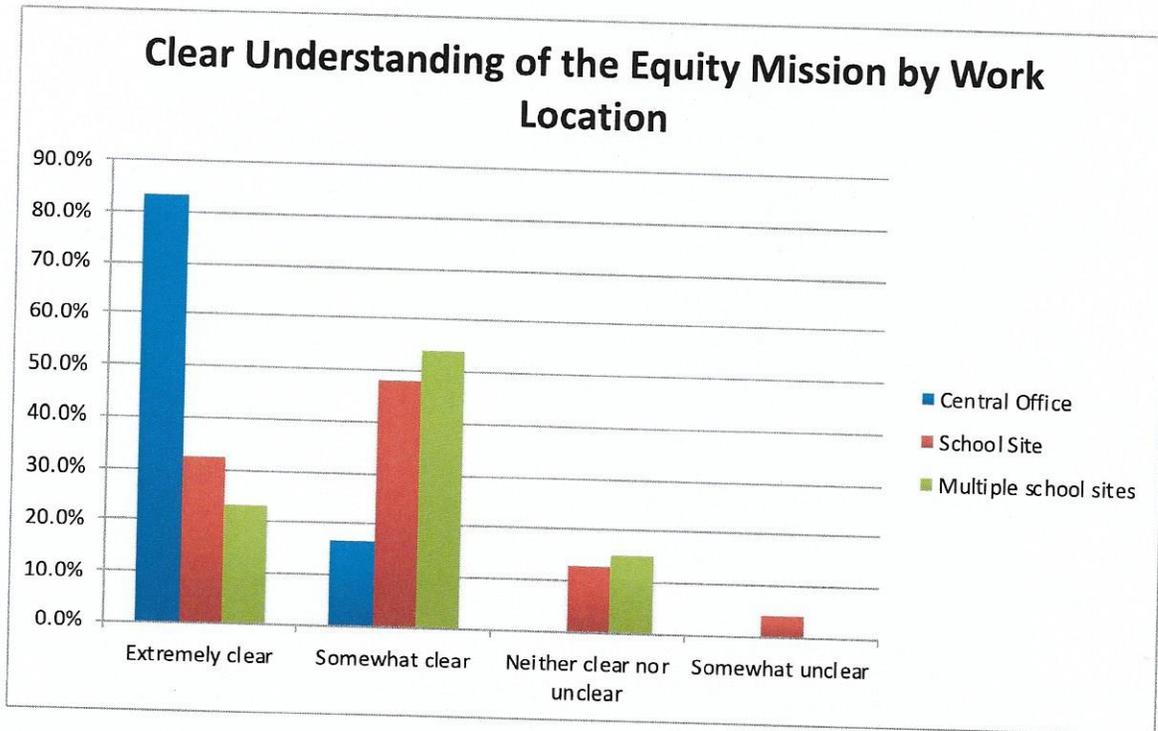
Q6 is strongly positively correlated with Q8 with a large effect size (Pearson's r) of 0.600, and a confidence interval 0.503 to 0.683. Paired difference test showed no statistically significant relationship between Q6 and Q8 with a negligible effect size (Cohens d) of 0.132.

Q6 is strongly positively correlated with Q9 with a large effect size (Pearson's r) of 0.653, and a confidence interval 0.565 to 0.727. Paired difference test showed Q6 no statistically significant relationship between Q6 and Q9 with a negligible effect size (Cohens d) of 0.081.

Q6 is strongly positively correlated with Q10 with a large effect size (Pearson's r) of 0.553, and a confidence interval 0.448 to 0.643. Paired difference test showed Q6 mean to be smaller than Q10 with a small effect size (Cohens d) of 0.297.

Ranked ANOVA reported no statistically significant relationship between Q6 and Q5 with a p -value = 0.251 and a Cohen's f = 0.161. However, an analysis of Q6 by Q4 indicated greater clarity of understanding of the equity mission for those employees based in the central office (Figure 22).

Figure 22. Ranked ANOVA Q6:Q5



Q7: OUR FOCUS ON EQUITY INSPIRES ME TO DO MY BEST FOR EVERY STUDENT.

Q7 is positively correlated with Q8 with a medium effect size (Pearson's r) of 0.367, and a confidence interval 0.239 to 0.484. Paired difference test showed Q7 mean to be larger than Q8 with a medium effect size (Cohens d) of 0.629.

Q7 is positively correlated with Q9 with a medium effect size (Pearson's r) of 0.382, and a confidence interval 0.253 to 0.495. Paired difference test showed Q7 mean to be larger than Q9 with a medium effect size (Cohens d) of 0.613.

Q7 is positively correlated with Q10 with a medium effect size (Pearson's r) of 0.376, and a confidence interval 0.248 to 0.491. Paired difference test showed Q7 mean to be larger than Q10 with a small effect size (Cohens d) of 0.311.

Ranked ANOVA reported no statistically significant relationship between Q7 and Q5 with a p -value = 0.232 and a Cohen's f = 0.128.

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.

Q8 is strongly positively correlated with Q9 with a large effect size (Pearson's r) of 0.837, and a confidence interval 0.790 to 0.875. Paired difference test showed no statistically significant relationship between Q8 and Q9 with a negligible effect size (Cohens d) of 0.08.

Q8 is strongly positively correlated with Q10 with a large effect size (Pearson's r) of 0.647, and a confidence interval 0.558 to 0.722. Paired difference test showed Q8 mean to be smaller than Q10 with a small effect size (Cohens d) of 0.462.

Ranked ANOVA reported no statistically significant relationship between Q8 and Q5 with a p -value = 0.846 and a Cohen's f = 0.065.

Q9: WE ALL ARE WORKING TOWARDS THE SAME GOALS AROUND EQUITY.

Q9 is strongly positively correlated with Q10 with a large effect size (Pearson's r) of 0.634, and a confidence interval 0.543 to 0.711. Paired difference test showed Q9 mean to be smaller than Q10 with a small effect size (Cohens d) of 0.385.

Ranked ANOVA reported no statistically significant relationship between Q9 and Q5 with a p -value = 0.788 and a Cohen's f = 0.08.

Q10: WHEN IT COMES TO AN EQUITABLE LEARNING ENVIRONMENT, WE ARE THE BEST CHOICE FOR STUDENTS AND THEIR FAMILIES.

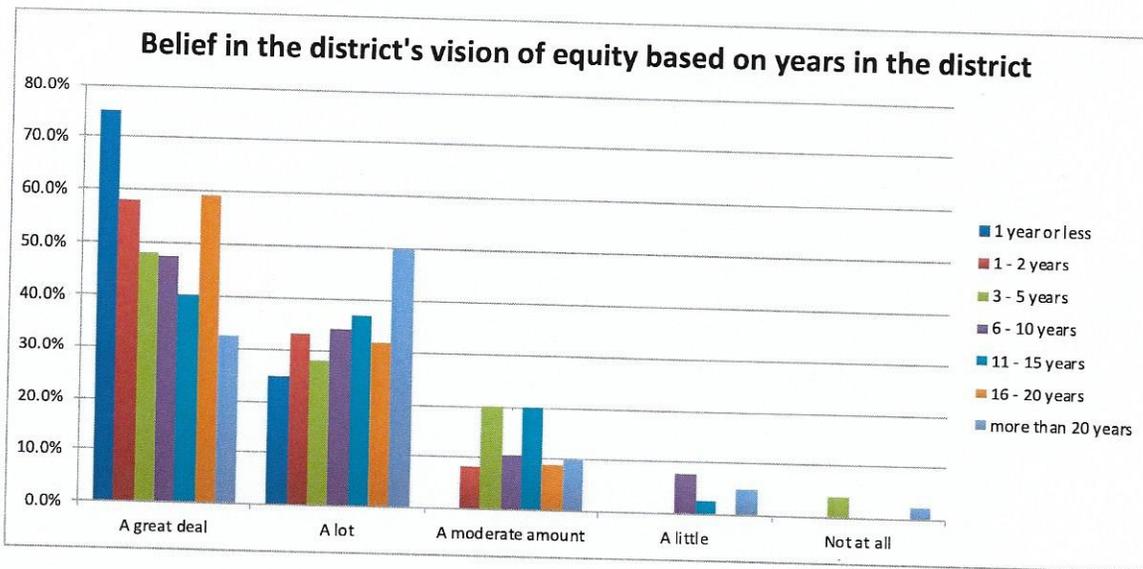
Ranked ANOVA reported no statistically significant relationship between Q10 and Q5 with a p -value = 0.915 and a Cohen's f = 0.061.

Leadership

Q11: I BELIEVE IN OUR DISTRICT'S VISION OF EQUITY IN OUR DISTRICT.

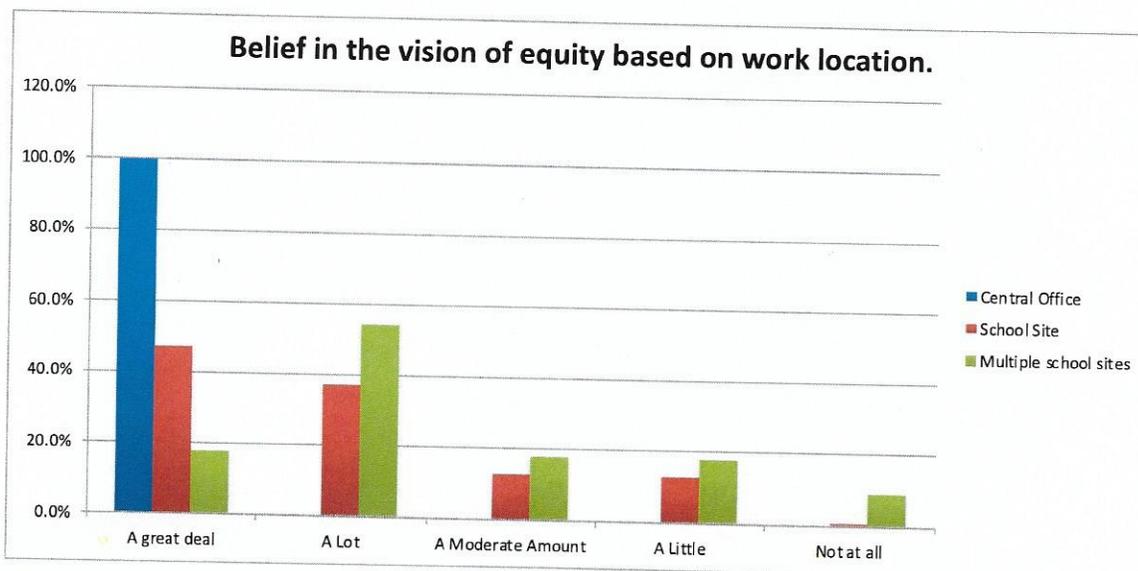
The chi-squared test reported a statistically significant relationship between Q11 and Q3 with a p -value = 0.659 and a Cramér's v = 0.169. See Figure 23.

Figure 23. Chi-squared Test Q11:Q3



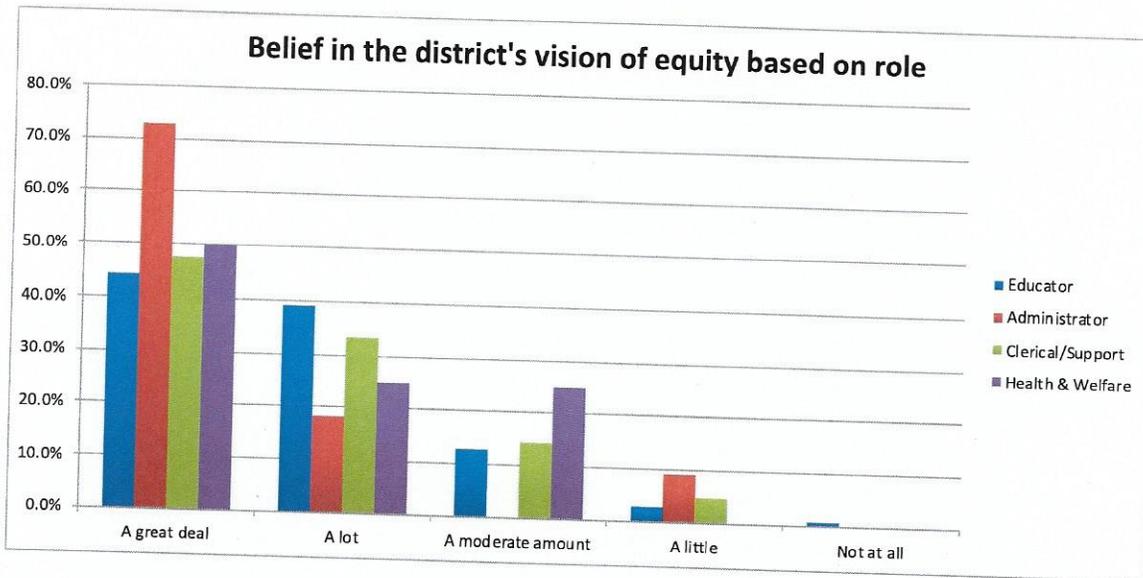
A crosstabulation analysis of Q11 by Q4 indicated a greater belief in the vision of equity for those employees based in the central office (Figure 24).

Figure 24. Crosstabulation Q11:Q4



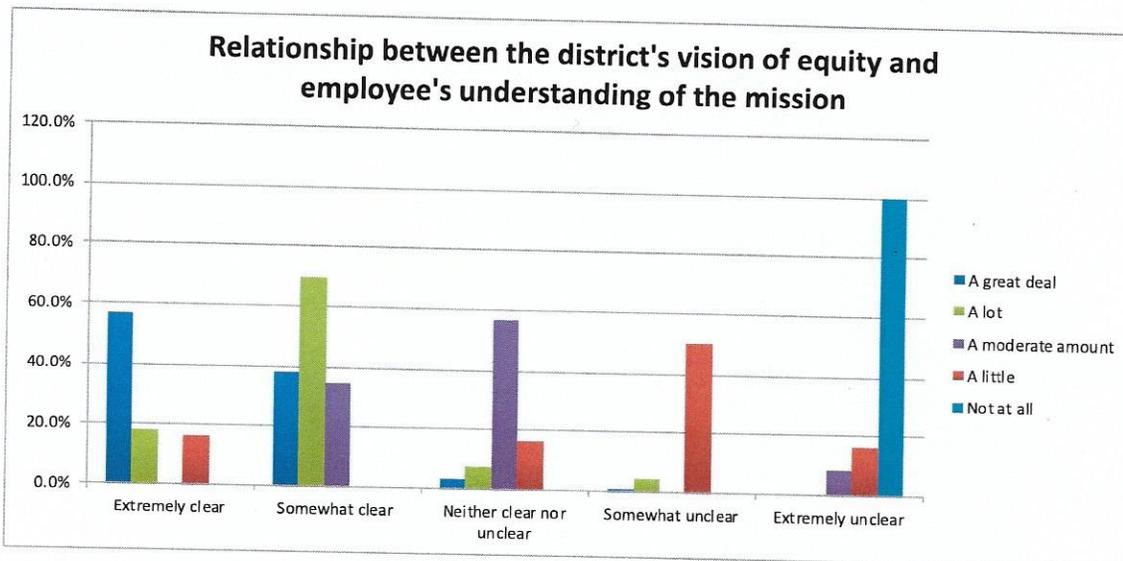
The chi-squared test reported no statistically significant relationship between Q5 and Q11 with a p -value = 0.814 and a Cramér's v = 0.119. See Figure 25.

Figure 25. Chi-squared Test Q11:Q5



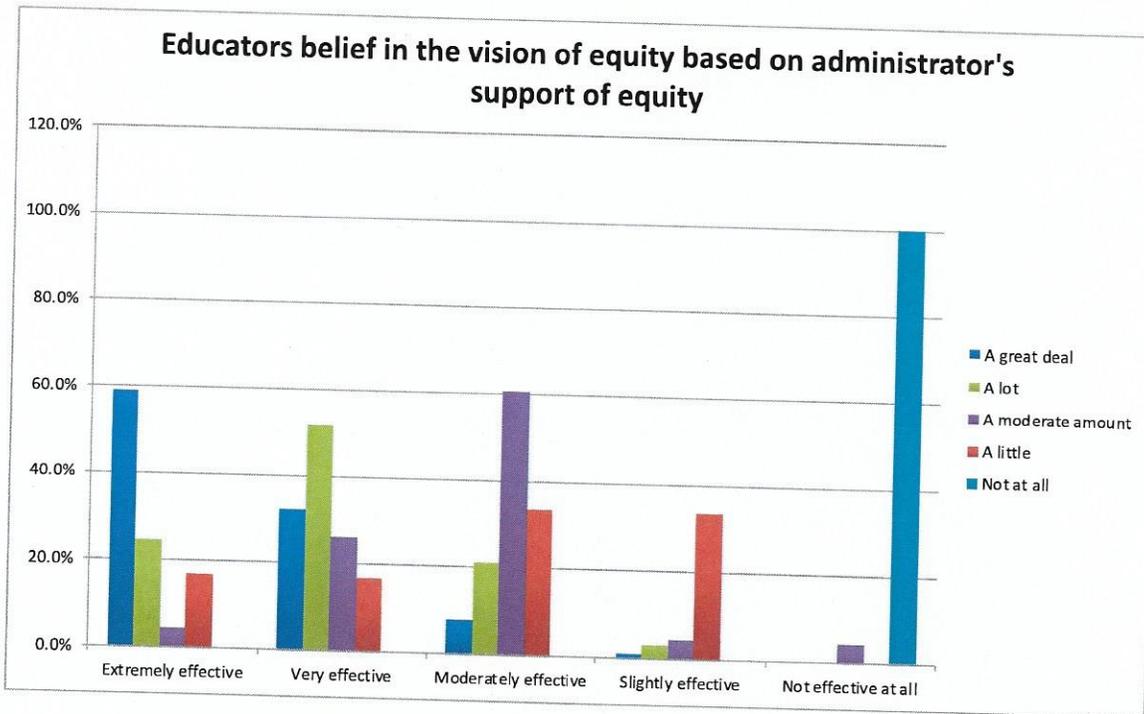
Ranked ANOVA reported a strong statistically significant relationship between Q11 and Q6 with a p -value = 0.000 and a Cohen's f = 0.751. See Figure 26.

Figure 26. Ranked ANOVA Q11:Q6



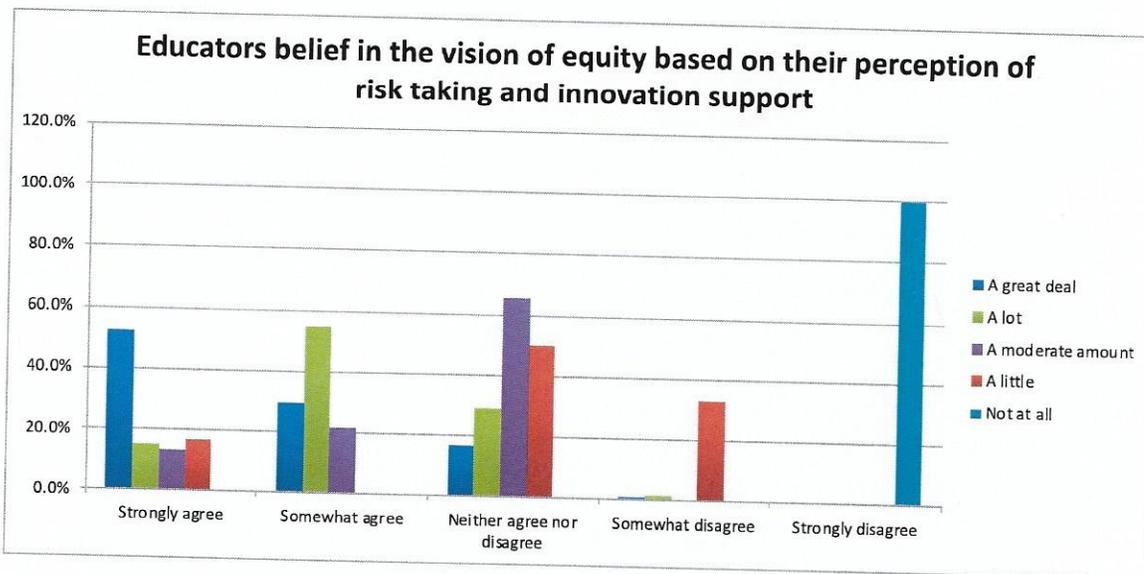
Ranked ANOVA reported a strong statistically significant relationship between Q11 and Q12 with a p -value = 0.000 and a Cohen's f = 0.625. See Figure 27.

Figure 27. Ranked ANOVA Q11:Q12



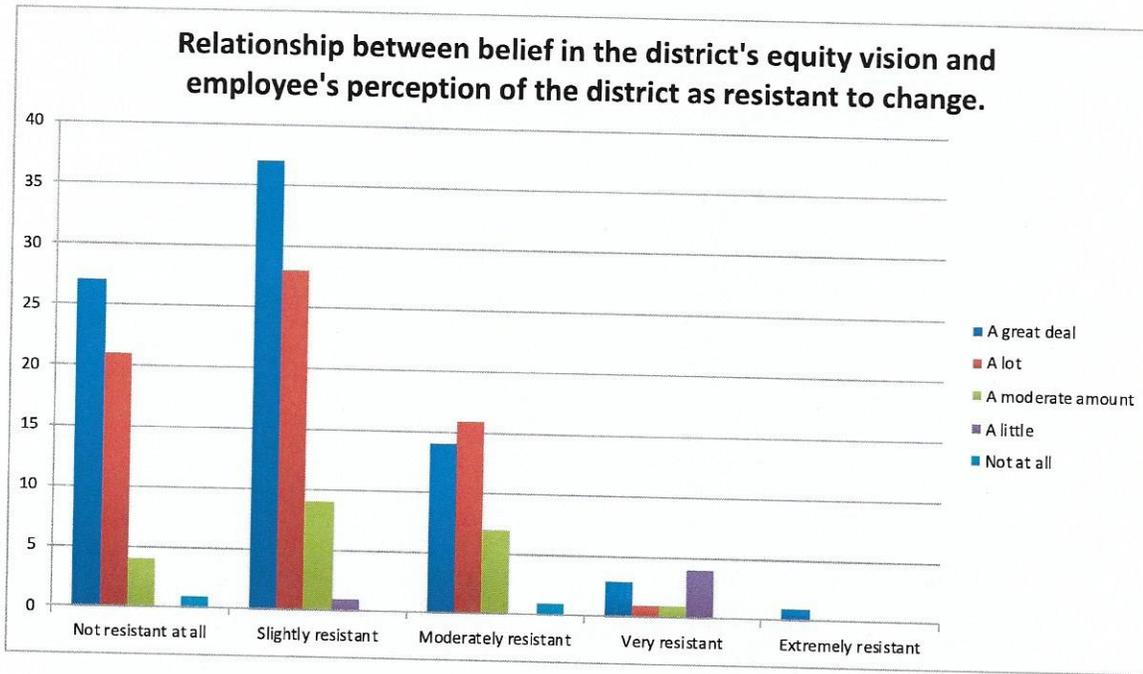
Ranked ANOVA reported a strong statistically significant relationship between Q11 and Q13 with a p -value = 0.000 and a Cohen's f = 0.567. See Figure 28.

Figure 28. Ranked ANOVA Q11:Q13



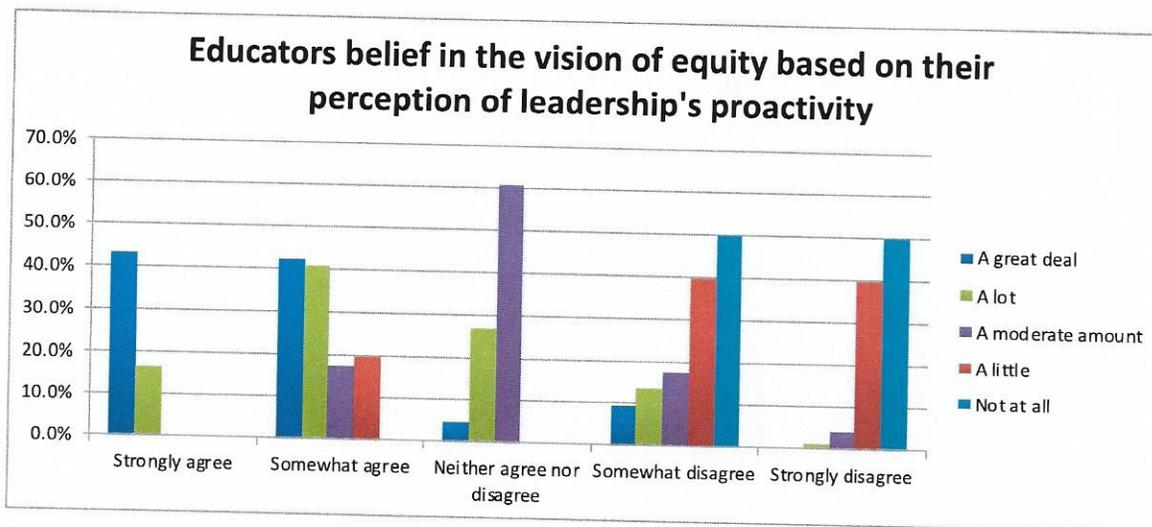
The chi-squared test reported a strong statistically significant relationship between Q11 and Q14 with a p -value = 3.7 and a Cramér's $v = 0.307$. See Figure 29.

Figure 29. Chi-squared test Q11:Q14



Ranked ANOVA reported a strong statistically significant relationship between Q11 and Q15 with a p -value = 0.000 and a Cohen's $f = 0.612$. See Figure 30.

Figure 30. Ranked ANOVA Q11:Q15



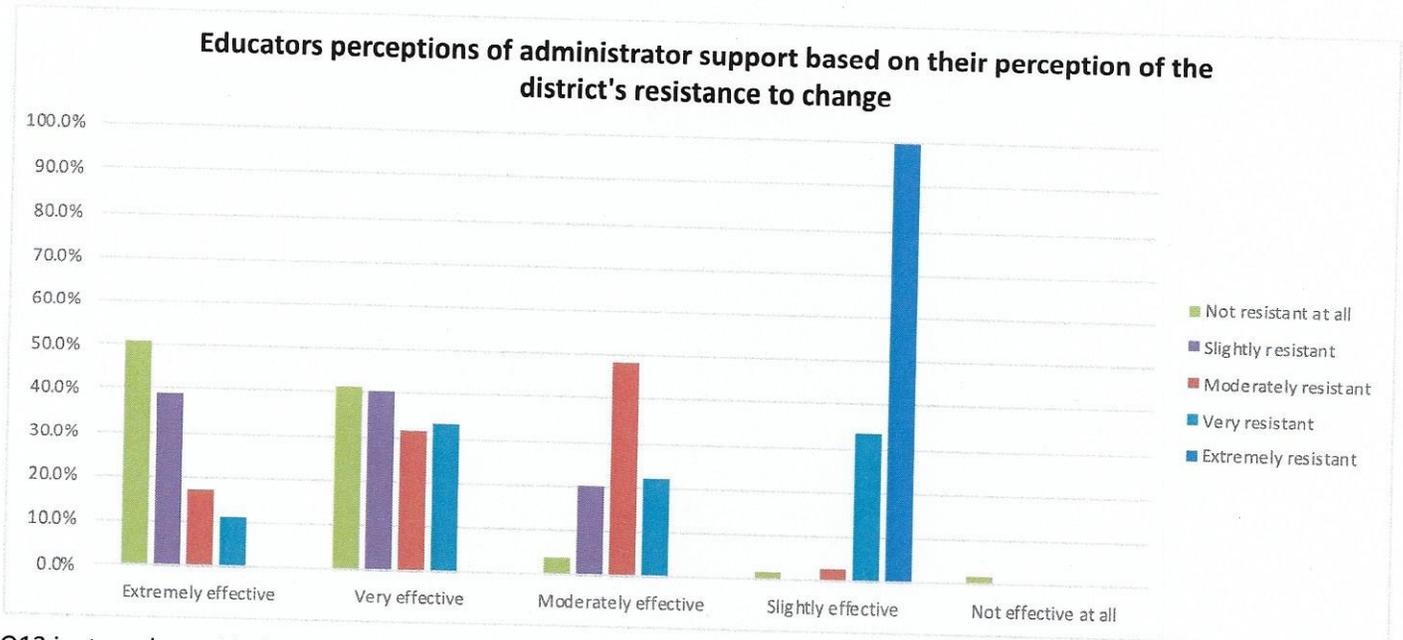
Q12: THE SUPPORT MY ADMINISTRATORS PROVIDE TO SUPPORT EQUITY FOR MY STUDENTS IS

Q6 is strongly positively correlated with Q12 with a large effect size (Pearson's r) of 0.530, and a confidence interval 0.415 to 0.629. Paired difference test showed no statistically significant relationship between Q5 and Q12 with a negligible effect size (Cohens d) of 0.026.

Q12 is strongly positively correlated with Q13 with a large effect size (Pearson's r) of 0.618, and a confidence interval 0.517 to 0.702. Paired difference test showed no statistically significant relationship between Q12 and Q13 with a negligible effect size (Cohens d) of 0.118.

Ranked ANOVA reported a strong statistically significant relationship between Q12 and Q14 with a p -value = 0.000 and a Cohen's f = 0.469 (Figure 31).

Figure 31. Ranked ANOVA Q12:Q14



Q12 is strongly positively correlated with Q15 with a large effect size (Pearson's r) of 0.616, and a confidence interval 0.449 to 0.654. Paired difference test showed Q12 means to be larger than Q15 with a small effect size (Cohens d) of 0.416.

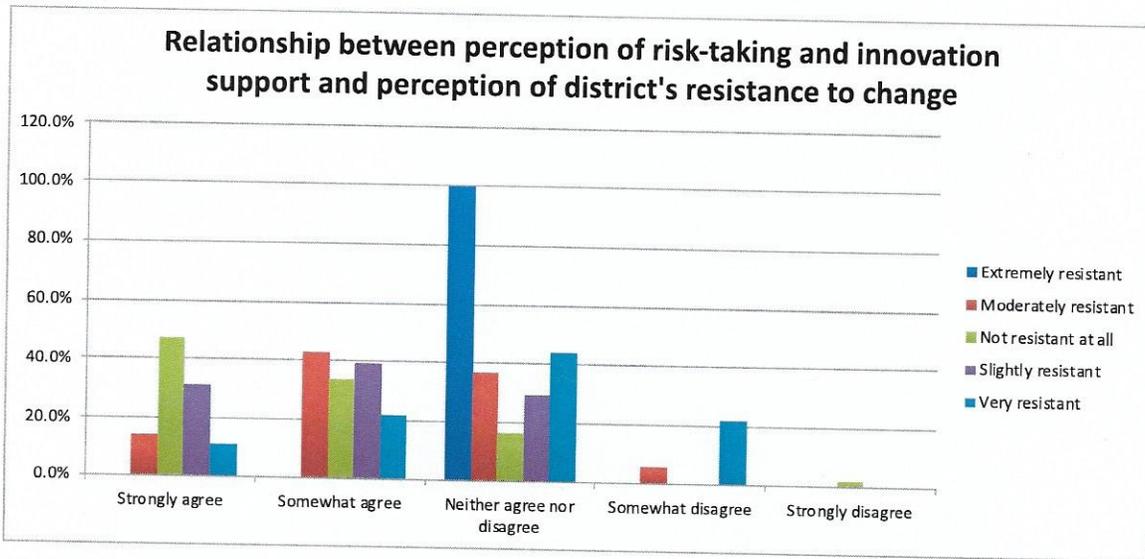
Q13: MY LEADERSHIP TEAM ENCOURAGES RISK-TAKING AND INNOVATION TO SUPPORT THE GOALS OF EQUITY.

Q6 is strongly positively correlated with Q13 with a large effect size (Pearson's r) of 0.514, and a confidence interval 0.397 to 0.615. Paired difference test showed no statistically significant relationship between Q6 and Q13 with a negligible effect size (Cohens d) of 0.091.

Ranked ANOVA reported a statistically significant relationship between Q13 and Q14 with a p -value = 0.005 and a Cohen's f = 0.344. See Figure 32.

Q13 is strongly positively correlated with Q15 with a large effect size (Pearson's r) of 0.560, and a confidence interval 0.449 to 0.654. Paired difference test showed Q13 means to be larger than Q15 with a small effect size (Cohens d) of 0.291.

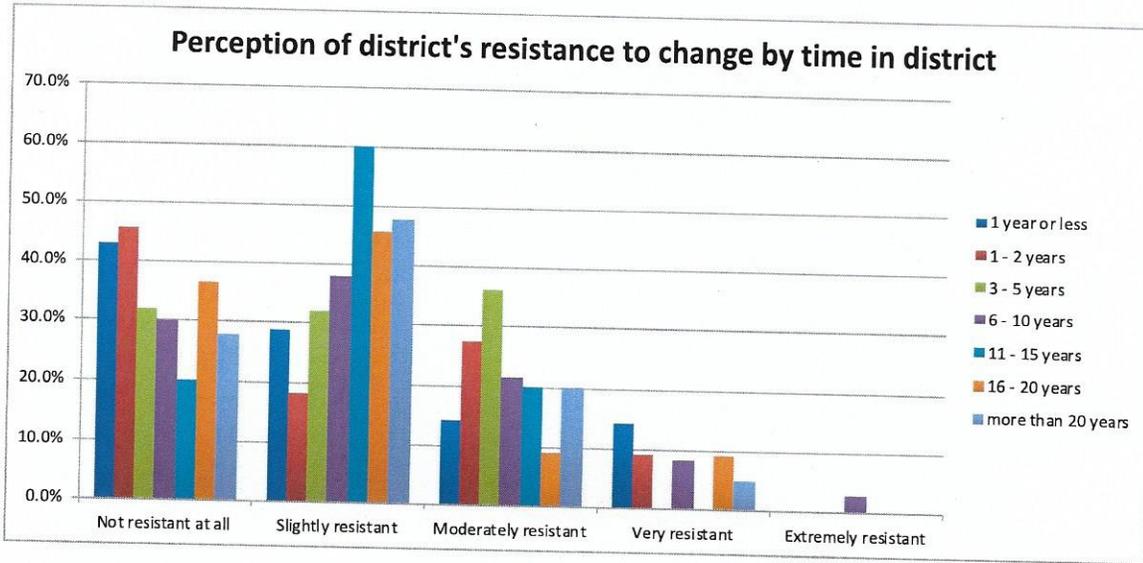
Figure 32. Ranked ANOVA Q13:Q14



Q14: ON THE "RESISTANCE TO CHANGE" SCALE, MY DISTRICT GRAVITATES TO

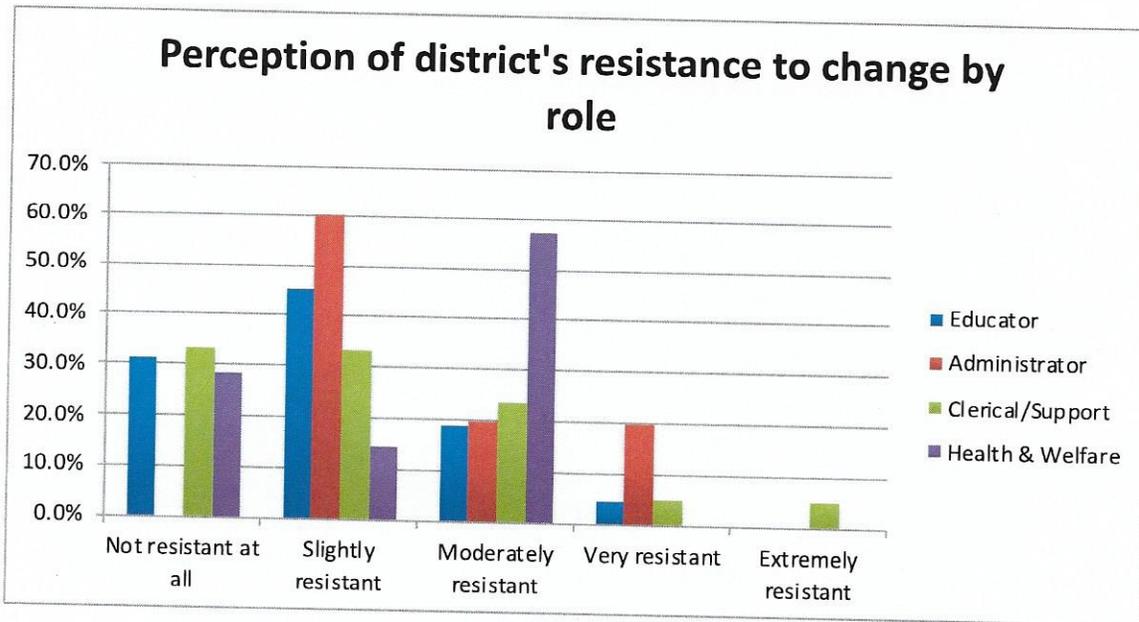
The chi-squared test reported no statistically significant relationship between Q3 and Q14 with a p -value = 0.553 and a Cramér's v = 0.177. See Figure 33.

Figure 33. Chi-squared test Q14:Q3



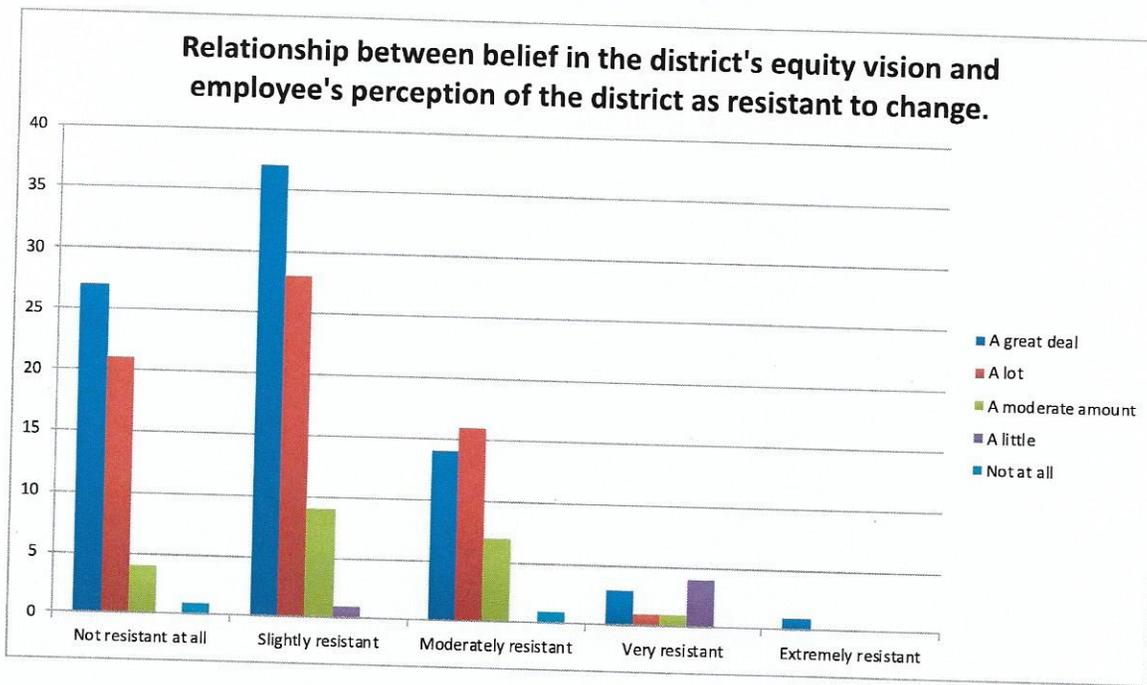
The chi-squared test reported a statistically significant relationship between Q5 and Q14 with a p -value = 0.031 and a Cramér's v = 0.207. See Figure 34.

Figure 34. Chi-squared test Q14:Q5



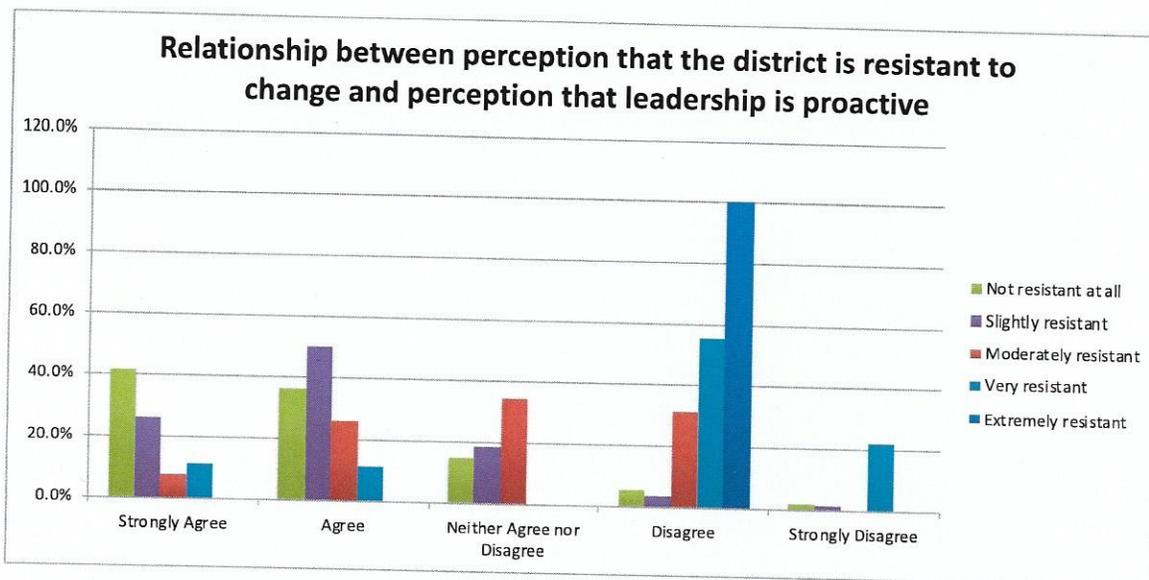
The chi-squared test reported a strong statistically significant relationship between Q11 and Q14 with a p -value = 3.700 and a Cramér's $v = 0.307$. See Figure 35.

Figure 35. Chi-squared test Q11:Q14



Ranked ANOVA reported a strong statistically significant relationship between Q14 and Q15 with a p -value = 0.000 and a Cohen's $f = 0.511$. See Figure 36.

Figure 36. Ranked ANOVA Q14:Q15



Q15: WHEN THERE IS A PROBLEM IN OUR DISTRICT/SCHOOL/DEPARTMENT, LEADERSHIP PREDICTS AND PREVENTS RATHER THAN REACTS AND REPAIRS.

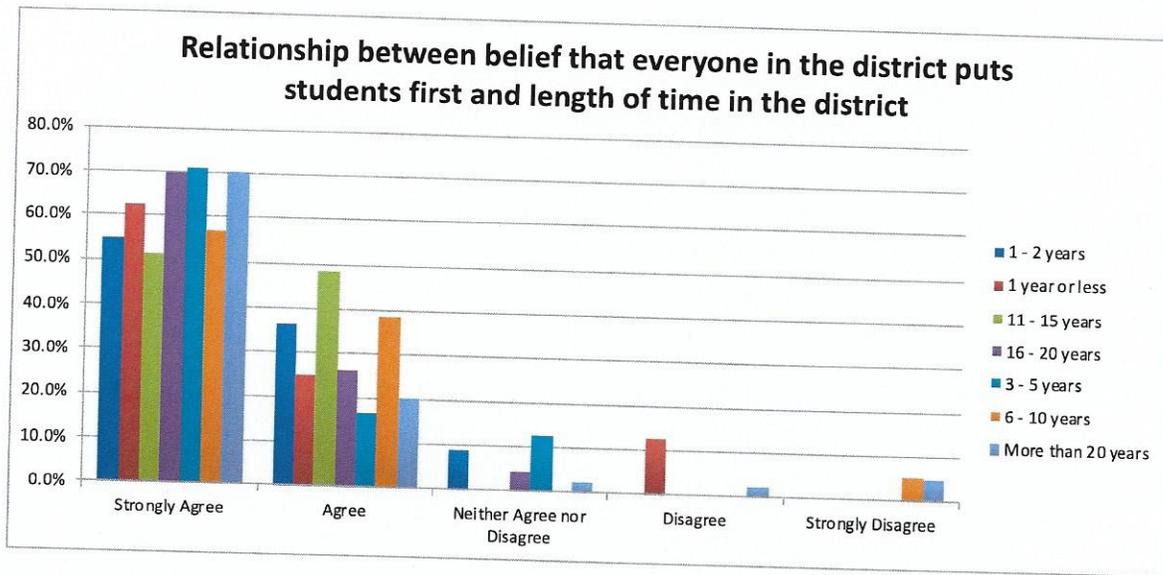
Q6 is strongly positively correlated with Q15 with a large effect size (Pearson's r) of 0.579, and a confidence interval 0.475 to 0.669. Paired difference test showed Q15 means to be smaller than Q6 with a small effect size (Cohens d) of 0.345.

Learning Environment

Q16: EVERYONE IN THE DISTRICT BELIEVES IN PUTTING STUDENTS FIRST.

Ranked ANOVA reported no statistically significant relationship between Q3 and Q16 with a p -value = 0.905 and a Cohen's f = 0.102. See Figure 37.

Figure 37. Ranked ANOVA Q16:Q3



Ranked ANOVA reported no statistically significant relationship between Q5 and Q16 with a p -value = 0.180 and a Cohen's f = 0.177. See Figure 38.

Figure 38. Ranked ANOVA Q16:Q5

