

Kyrene School District Visioning Survey- Equity Policy

Results and Analysis

Kyrene School District

School year: 2021-2022



Overview of the Research Project

The Kyrene School District Visioning Survey asked staff members and families for feedback in 3 areas: Portrait of a Kyrene Student, Strategic Plan, and Equity Policy. This slide deck focuses on the items related to developing the district's **Equity Policy**. Participants rated the degree of importance they attribute to including various statements in an equity policy.

The survey was open Feb. 22 through March 7. Email invitations with unique survey links were sent to families and staff members. Invitations were also sent to families via text message. Reminders were sent Feb. 25 and 28 and March 2, 4, and 6.

This report summarizes district-level survey results and breaks them down by participant group.

Results do not reflect random sampling; therefore, they should not be generalized to all district employees or families. Rather, results reflect only the perceptions and opinions of survey participants.

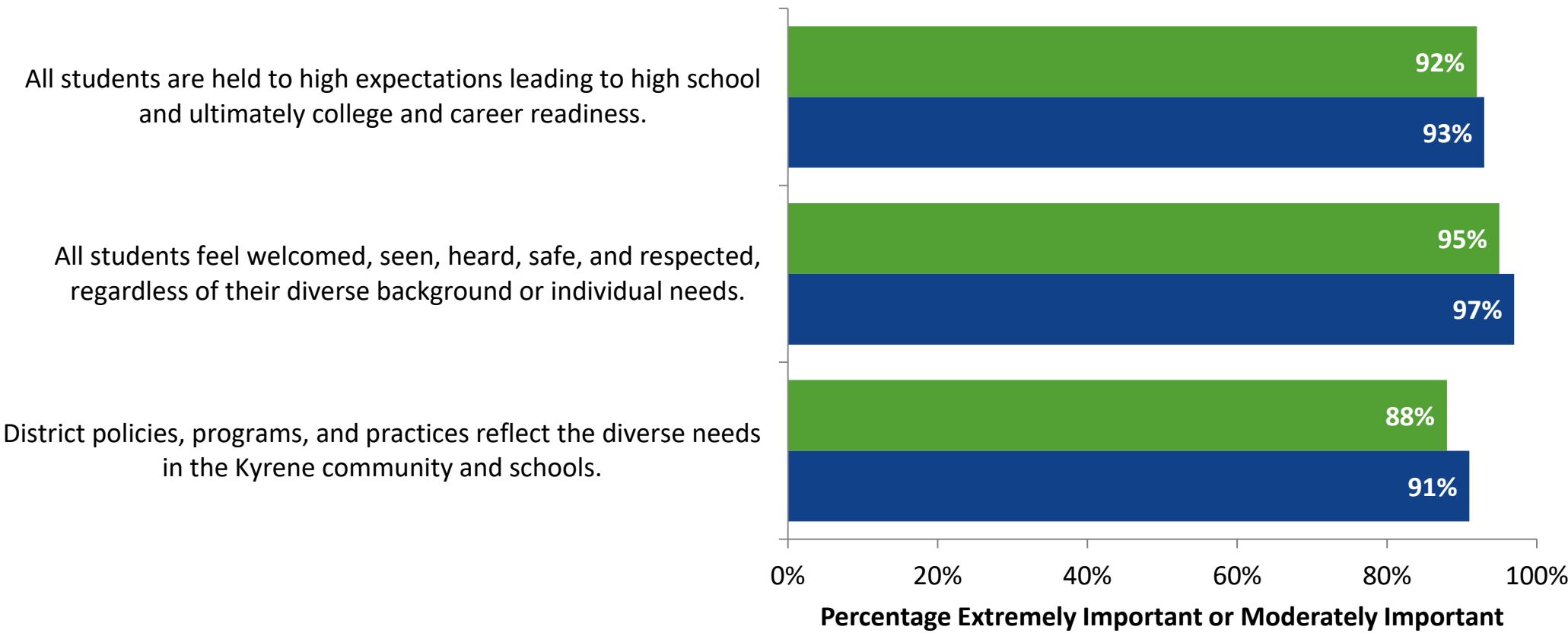
Findings for each item in the report exclude participants who did not answer. Data labels less than 5 percent are not shown in charts and graphs. Percentages may not total 100 due to rounding.

Participation

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public-access Link Responses	Total Responses
Families	17,797	2,684	15%	21	2,705
Staff	1,933	901	47%	3	1,020

Equity — District and School Culture: Comparison by Participant Group

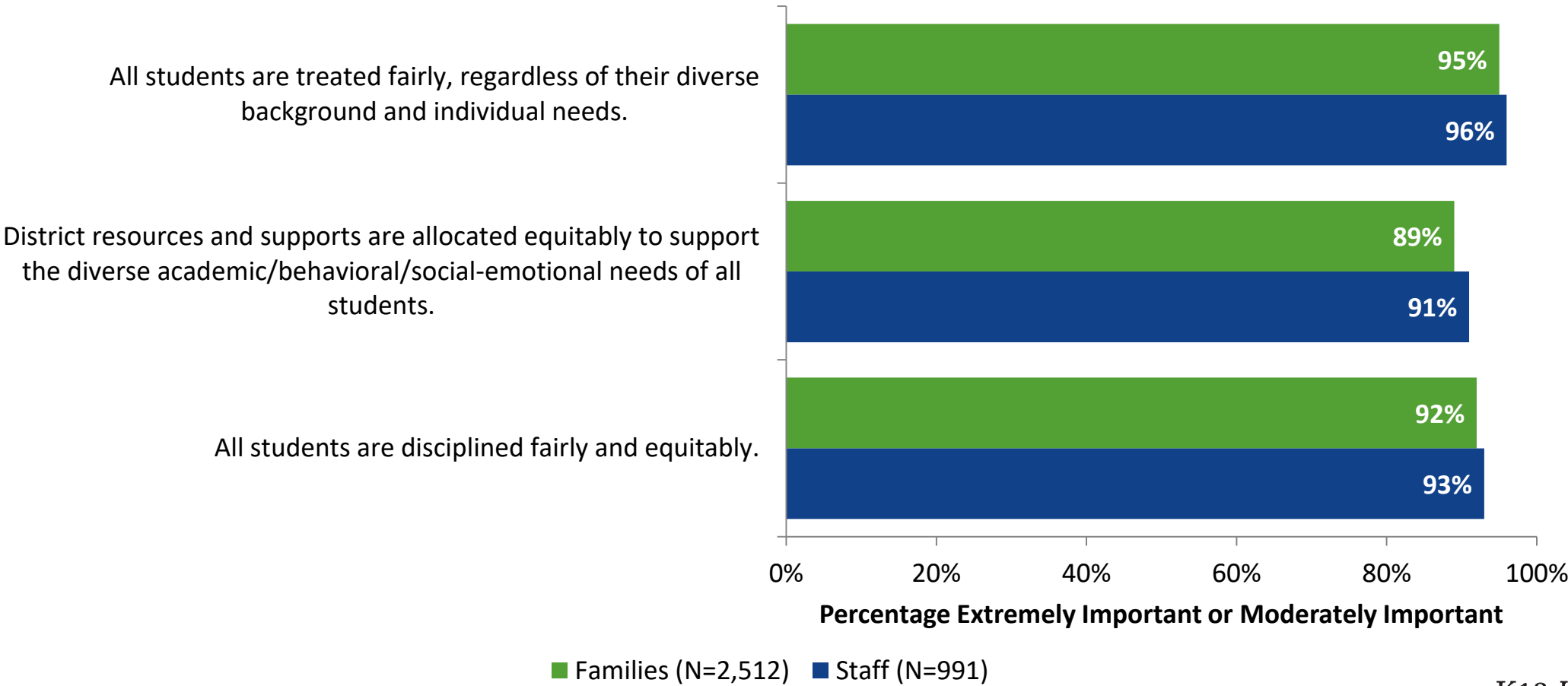
How important do you feel it is to include the statement in Kyrene's Equity Policy?



■ Families (N=2,512) ■ Staff (N=991)

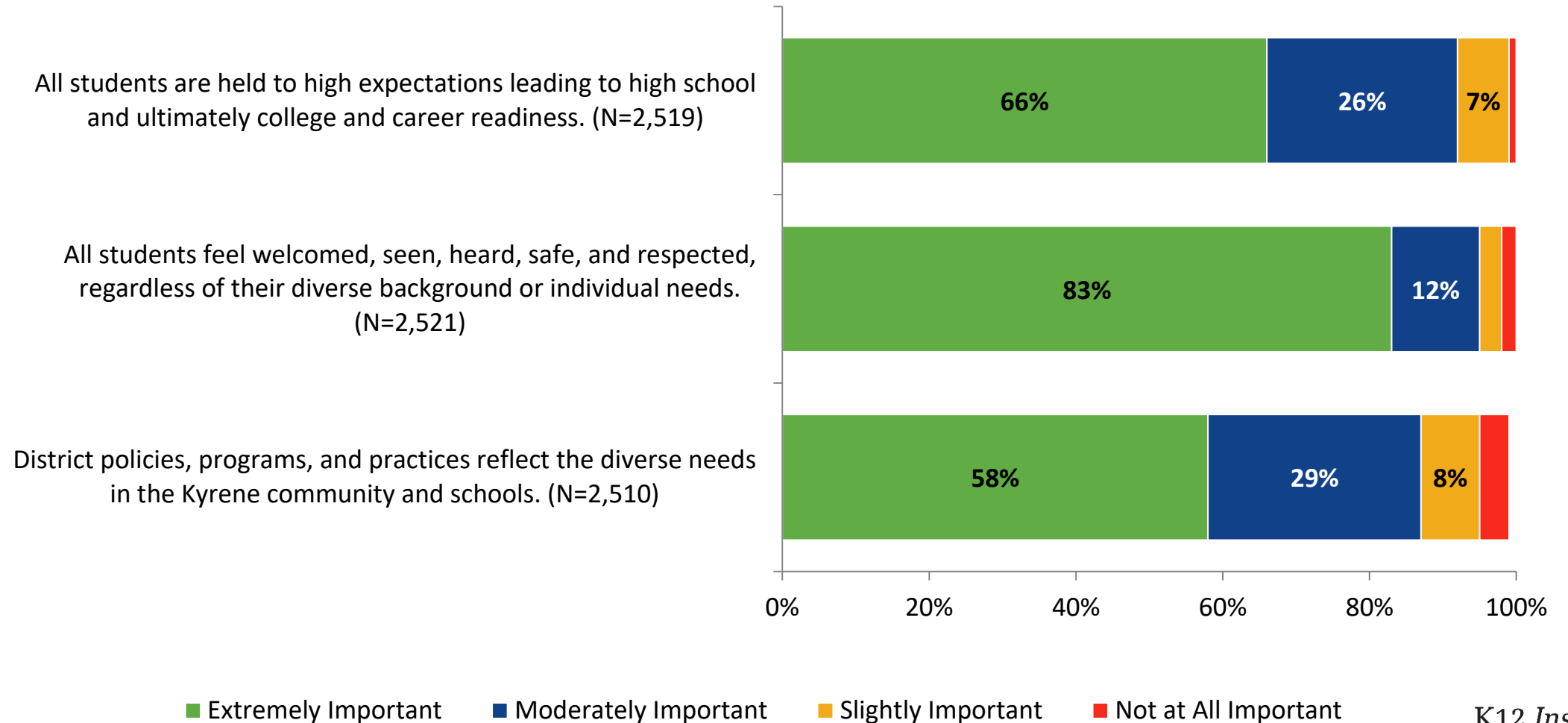
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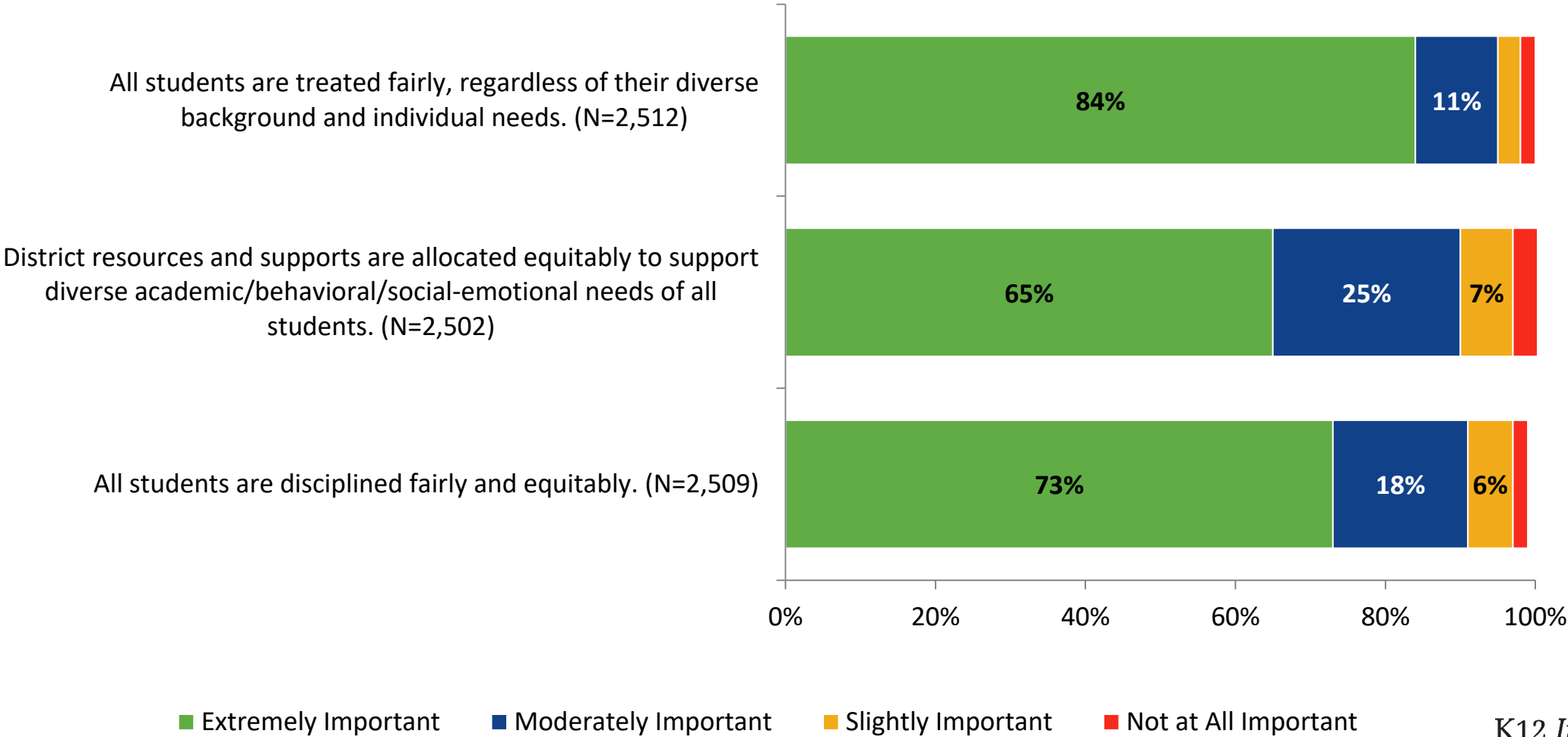
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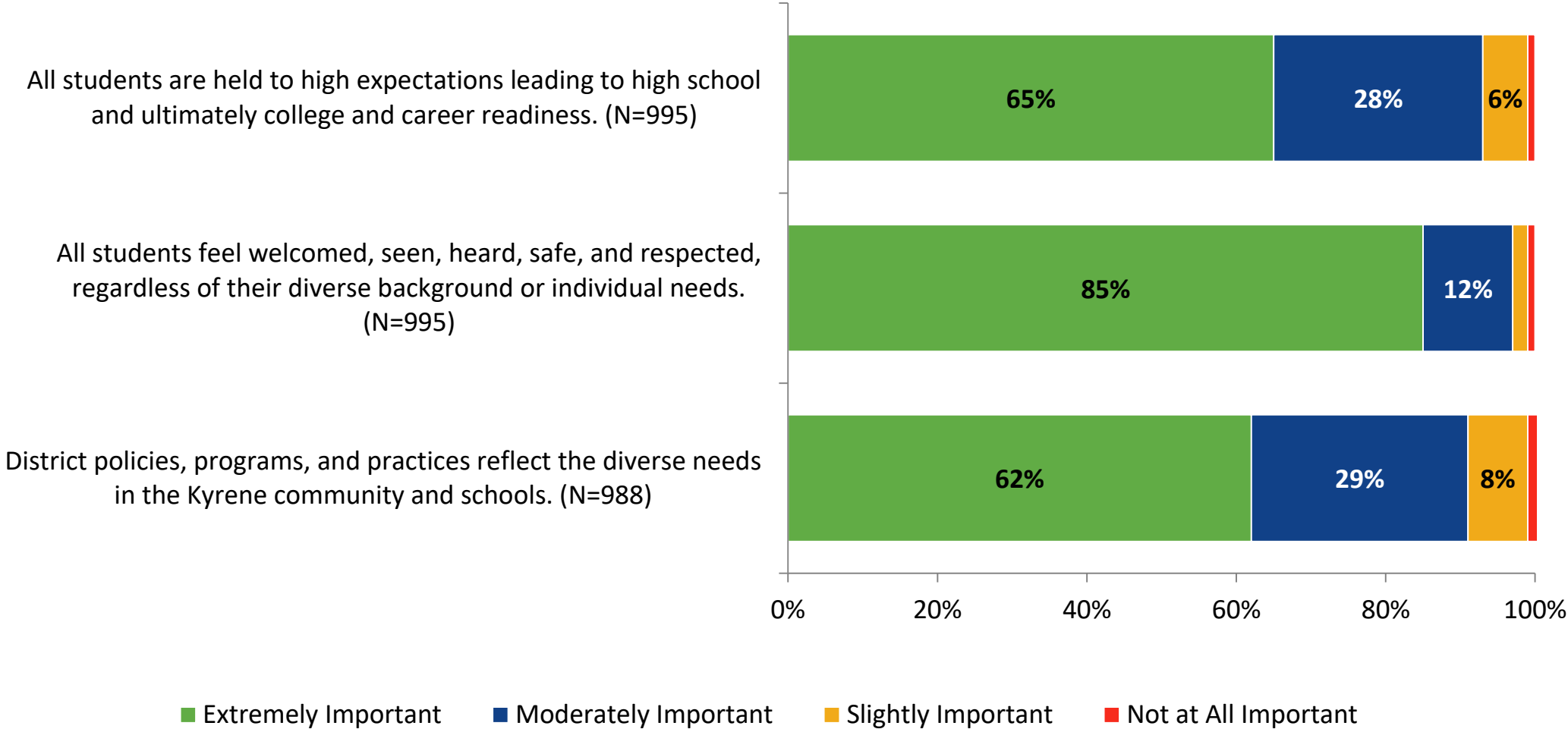
Equity — District and School Culture (Continued)

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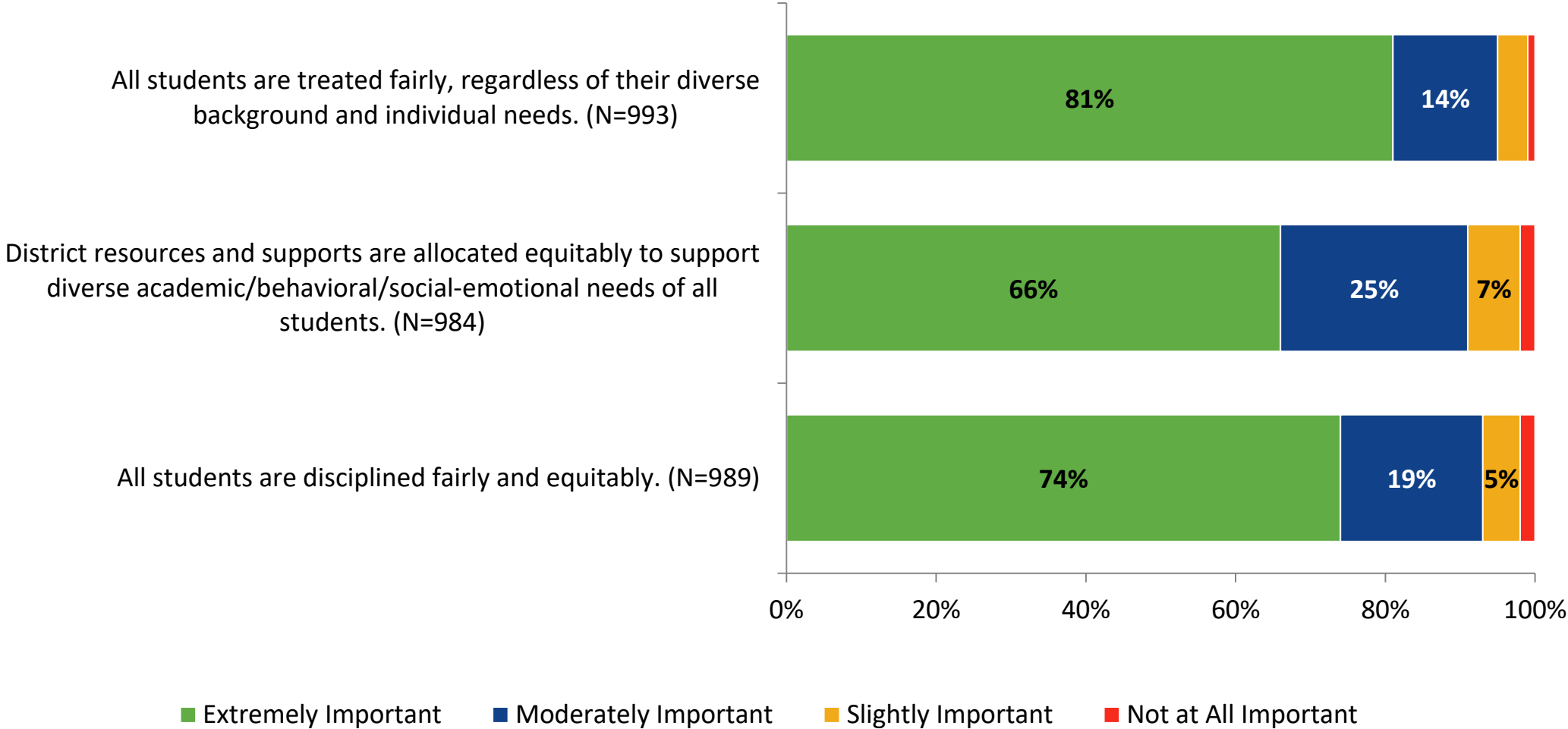
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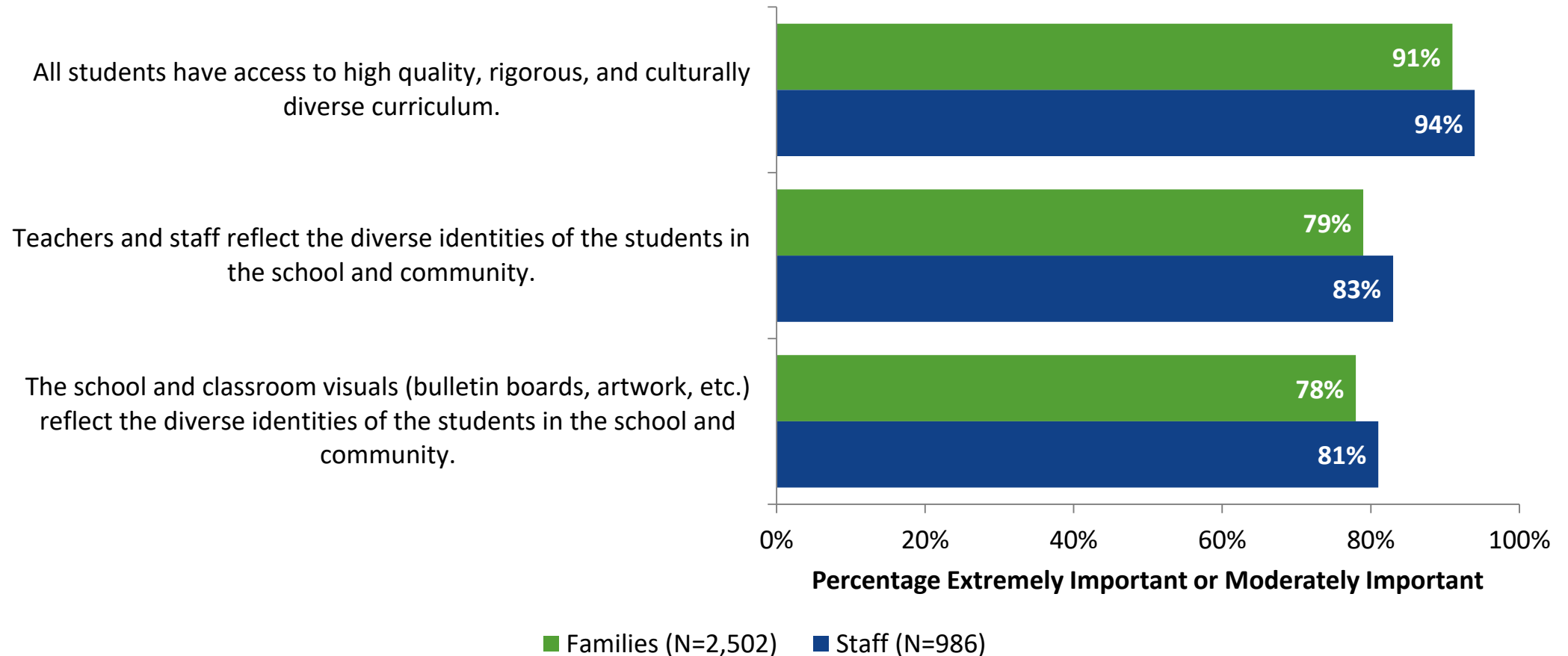
Equity — District and School Culture (Continued)

How important do you feel it is to include the statement in Kyrene's Equity Policy?



Equity — Curriculum and Instruction: Comparison by Participant Group

How important do you feel it is to include the statement in Kyrene's Equity Policy?

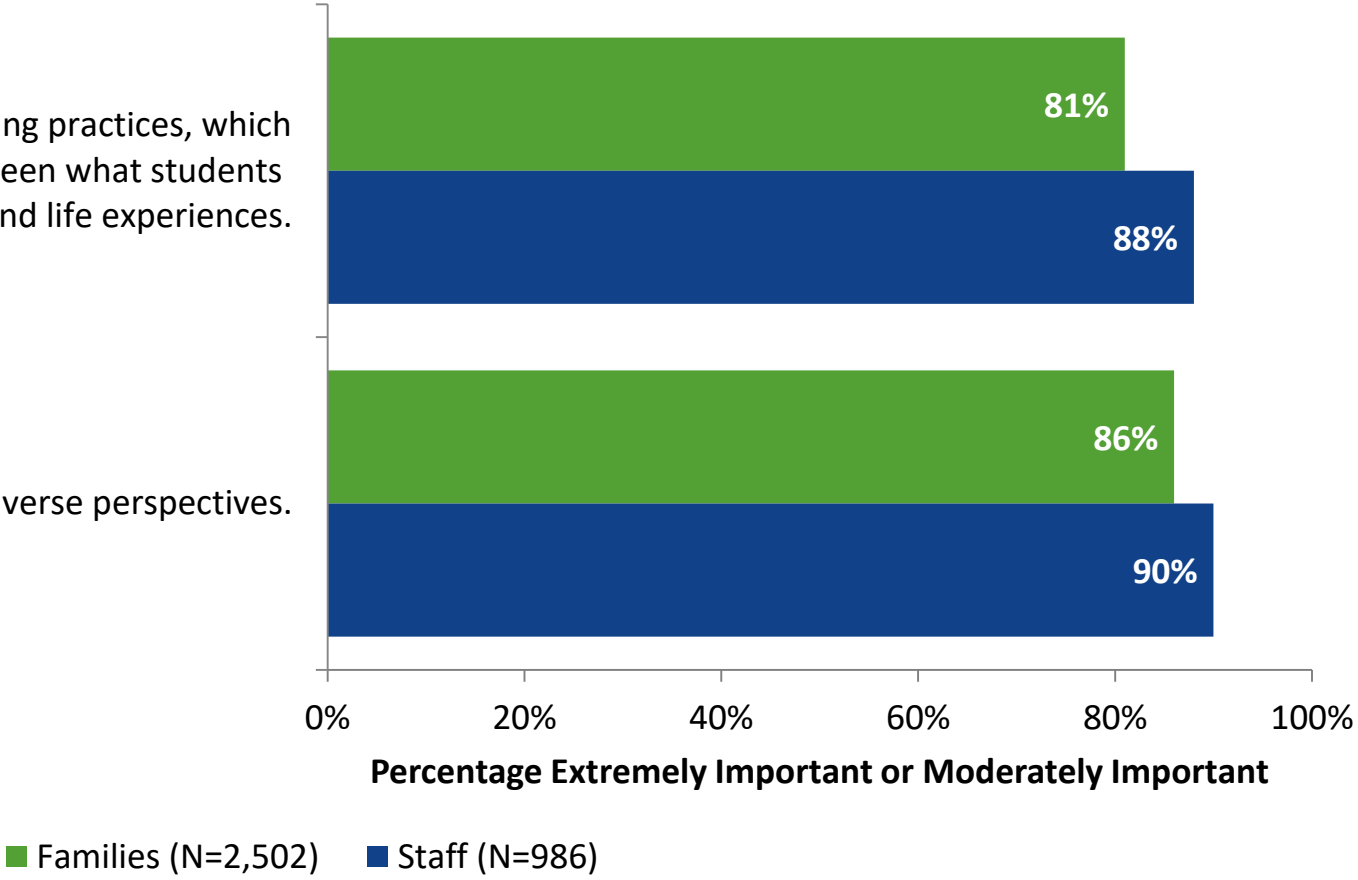


Equity — Curriculum and Instruction: Comparison by Participant Group (Continued)

How important do you feel it is to include the statement in Kyrene's Equity Policy?

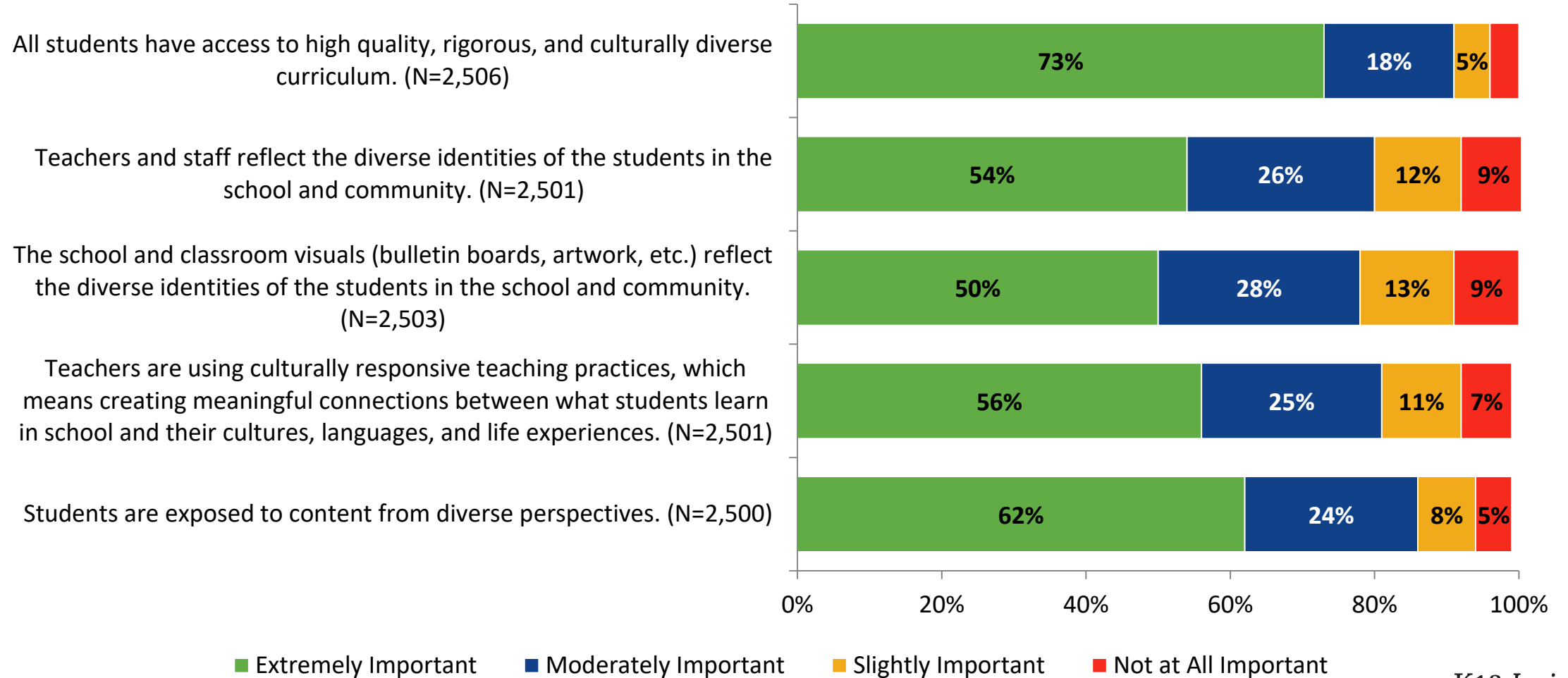
Teachers are using culturally responsive teaching practices, which means creating meaningful connections between what students learn in school and their cultures, languages, and life experiences.

Students are exposed to content from diverse perspectives.



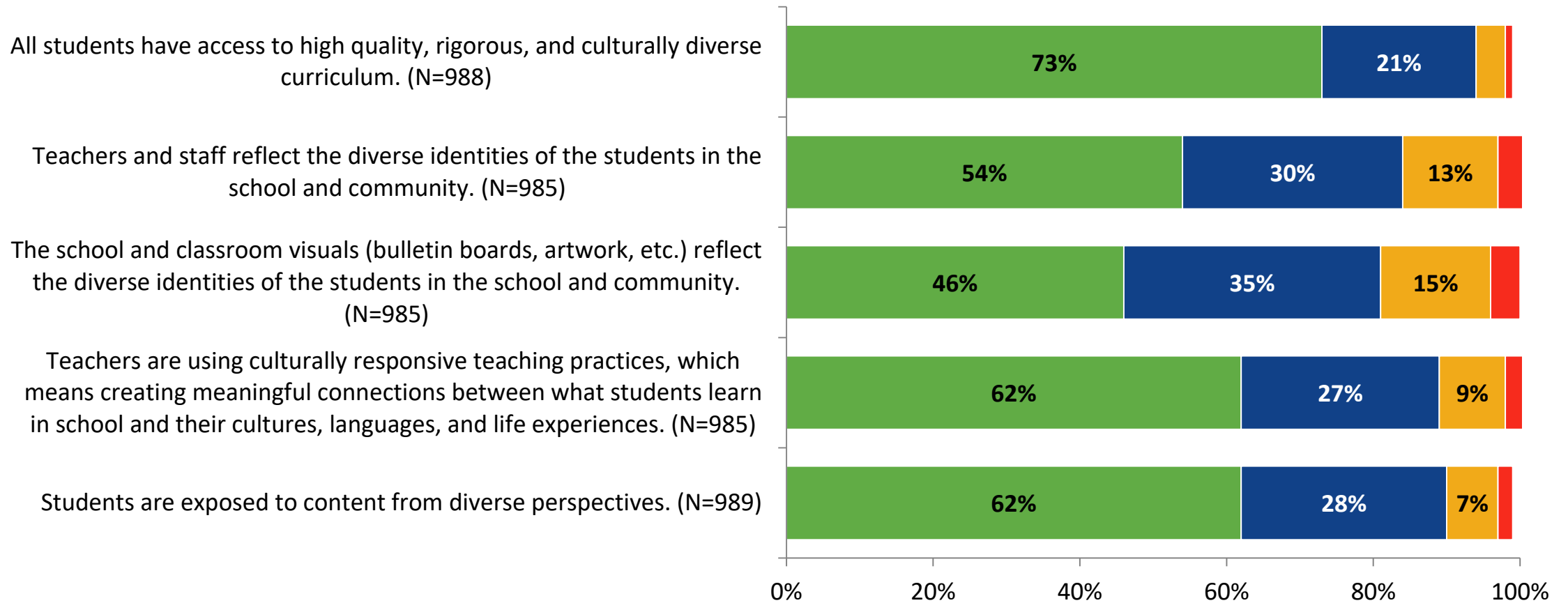
Equity — Curriculum and Instruction

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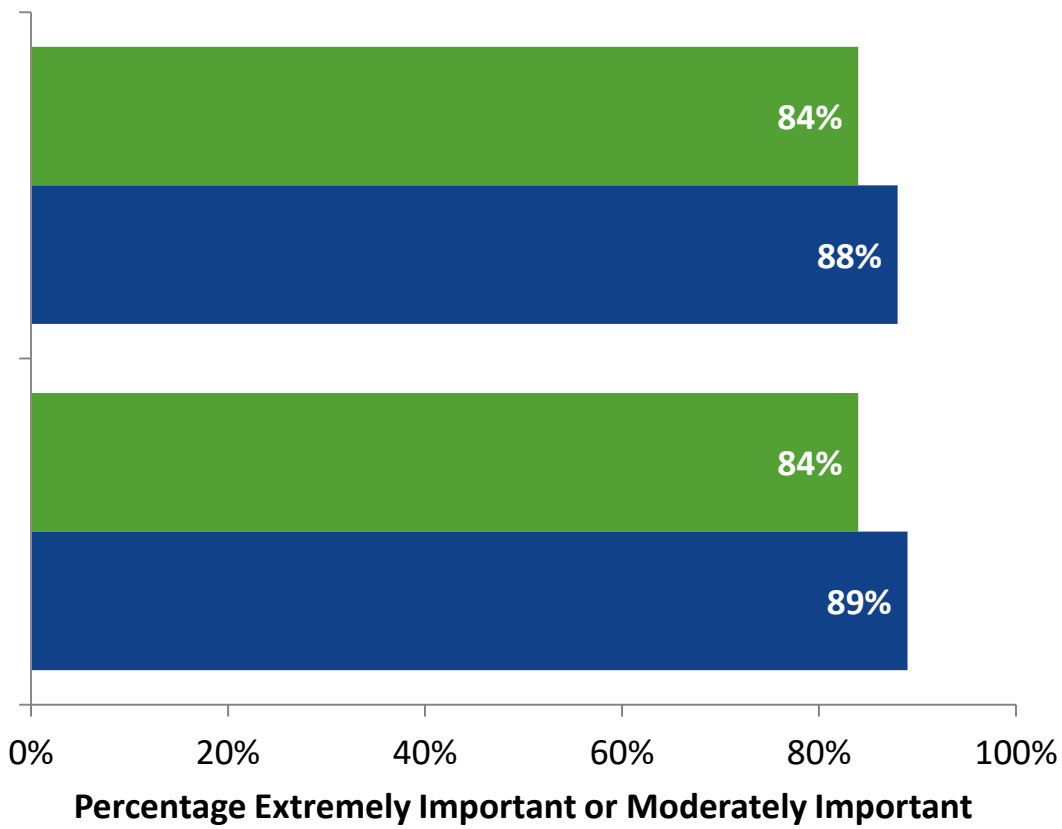


Equity — Family and Community Engagement: Comparison by Participant Group

How important do you feel it is to include the statement in Kyrene's Equity Policy?

The District and school make an extra effort to reach diverse families who may have a difficult time getting involved by actively removing barriers of language, work hours, transportation, and access to technology.

Families of diverse backgrounds are engaged in meaningful ways and provide input on school and District decisions.



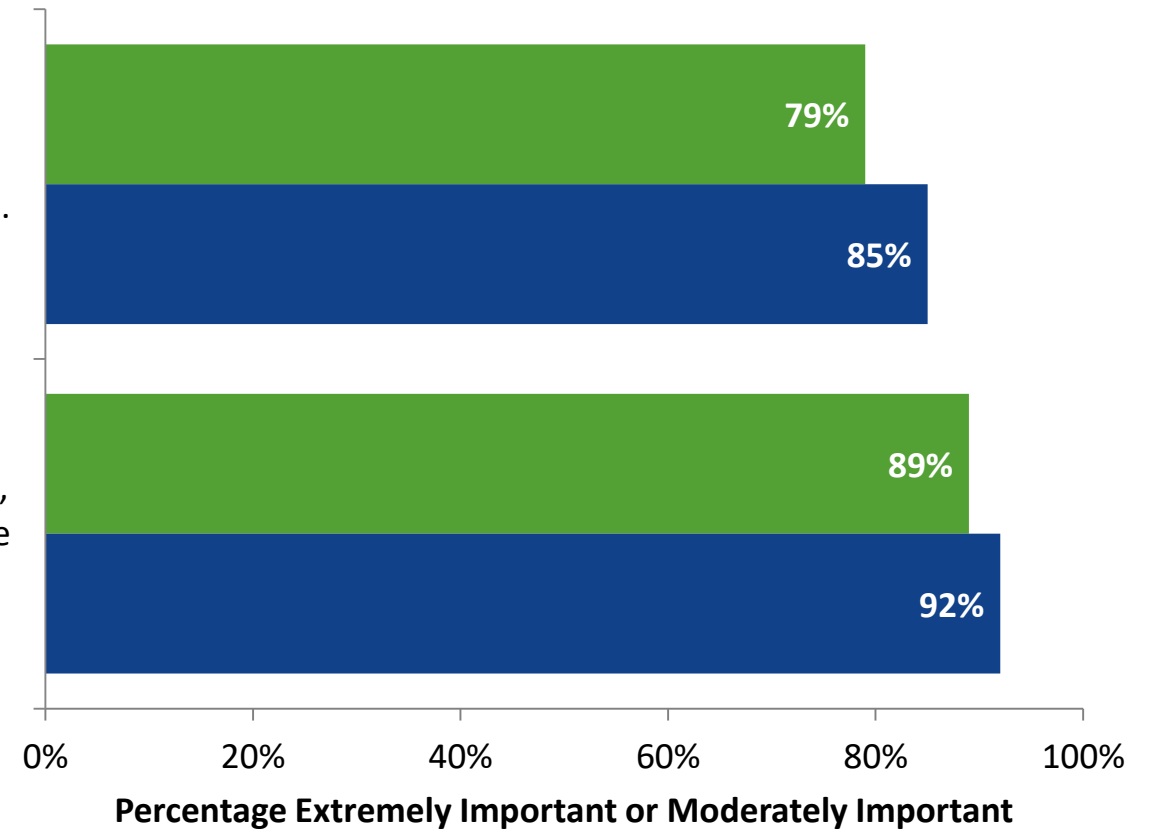
Families (N=2,485) Staff (N=984)

Equity — Family and Community Engagement: Comparison by Participant Group

How important do you feel it is to include the statement in Kyrene's Equity Policy?

Community members of diverse backgrounds are engaged in meaningful ways and provide input on District and school decisions.

The District and school provide opportunities for families, teachers, leadership, staff, and the community to develop partnerships in the best interests of all students.



■ Families (N=2,485) ■ Staff (N=984)

Equity — Family and Community Engagement

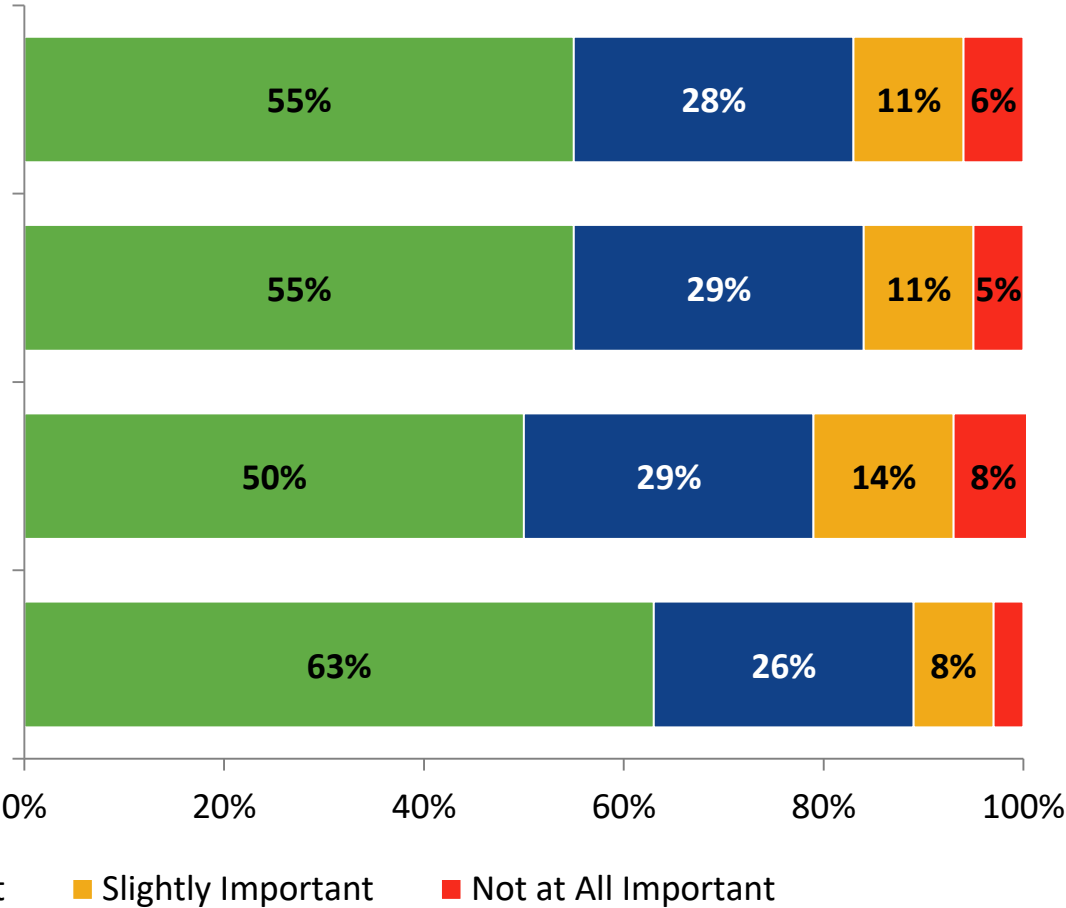
How important do you feel it is to include the statement in Kyrene's Equity Policy?

The District and school make an extra effort to reach diverse families who may have a difficult time getting involved by actively removing barriers of language, work hours, transportation, and access to technology. (N=2,493)

Families of diverse backgrounds are engaged in meaningful ways and provide input on school and District decisions. (N=2,486)

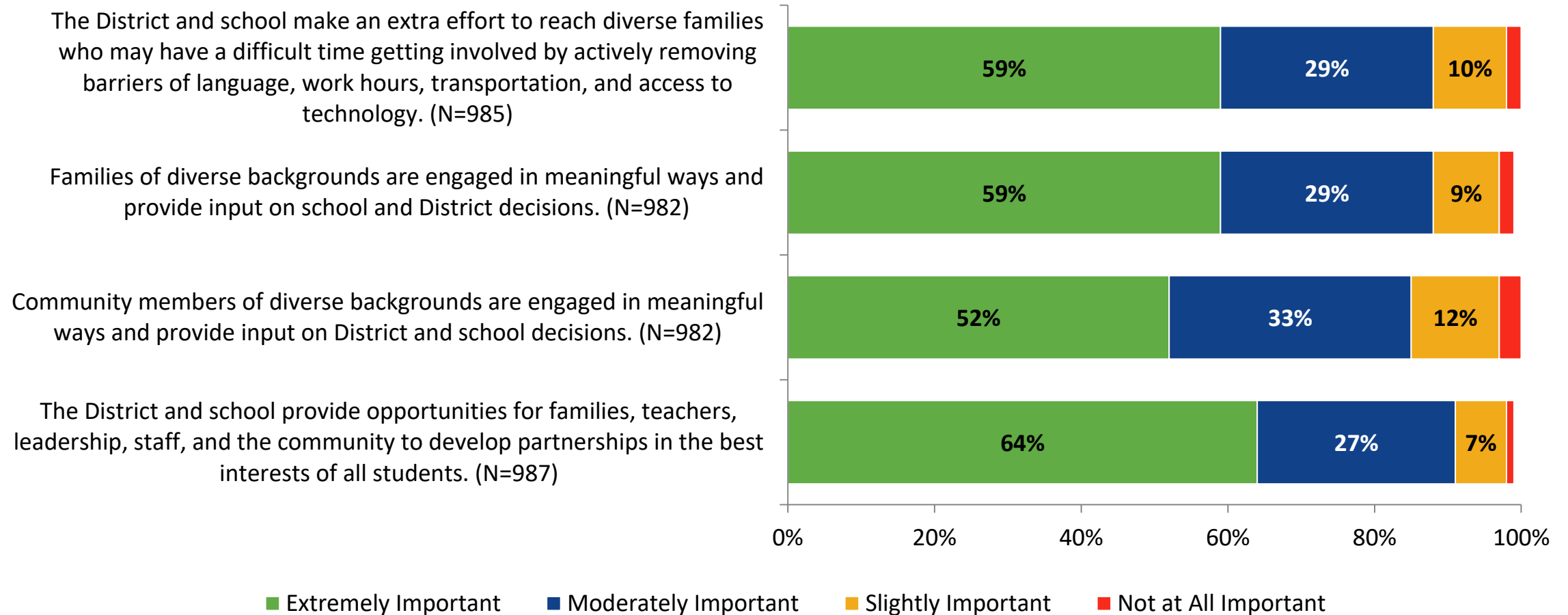
Community members of diverse backgrounds are engaged in meaningful ways and provide input on District and school decisions. (N=2,481)

The District and school provide opportunities for families, teachers, leadership, staff, and the community to develop partnerships in the best interests of all students. (N=2,481)



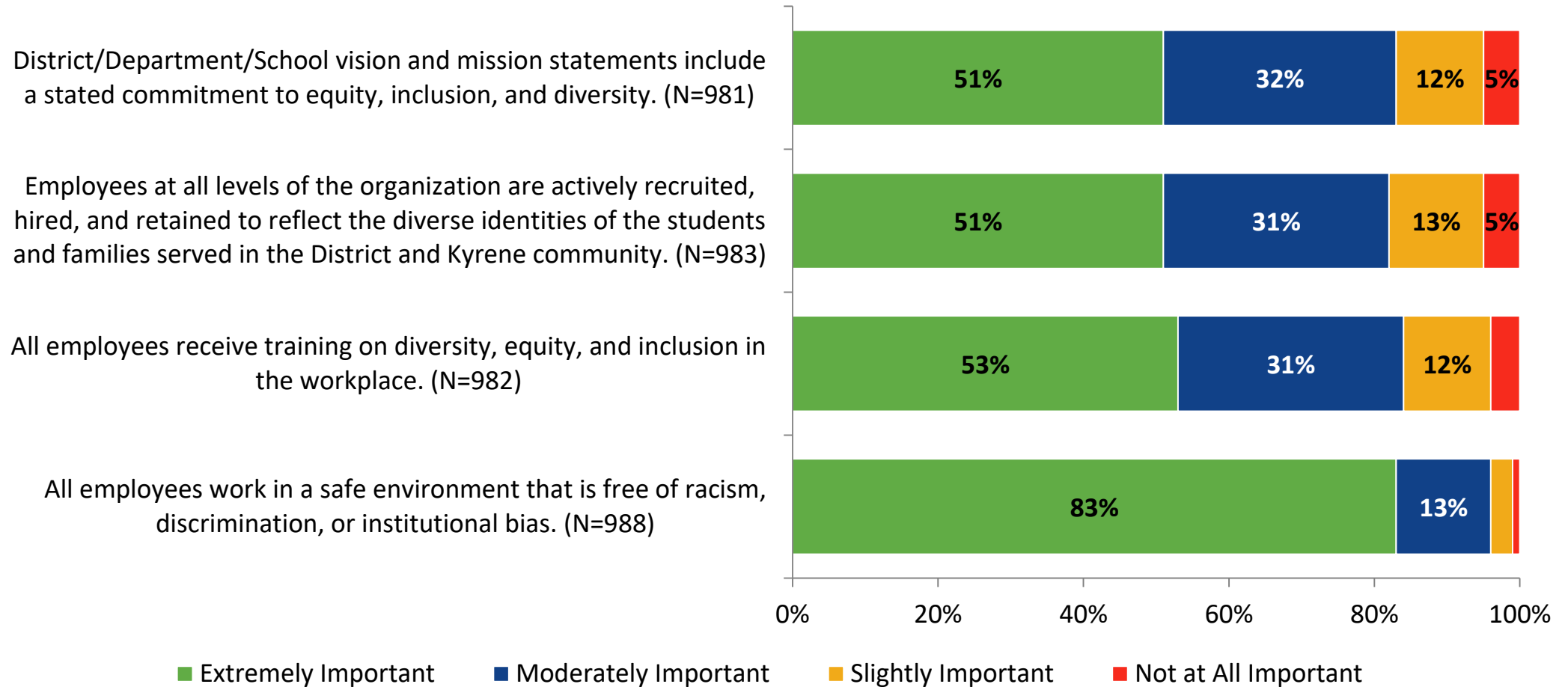
Equity — Family and Community Engagement

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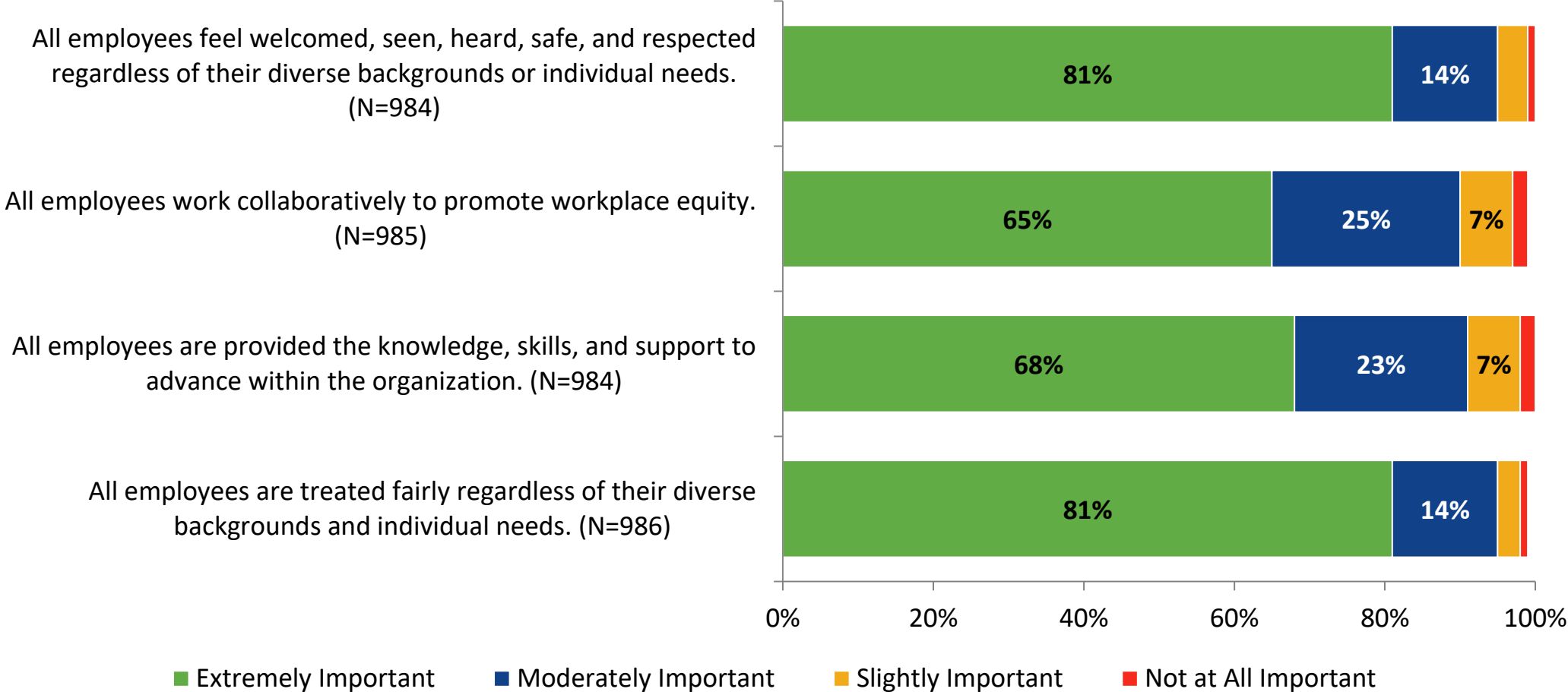
Workplace Equity

How important do you feel it is to include the statement in Kyrene's Equity Policy?



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Key Insights — Equity

- At least 88% of family and staff participants said that all equity statements related to district and school culture are extremely or moderately important. More than 90% of participants in both groups said four of the six equity statements are important.
- A majority of staff and family participants agreed with all equity statements related to curriculum and instruction. For example, 91% of families and 94% of staff members said including “All students have access to high quality, rigorous, and culturally diverse curriculum” in the District Equity Policy is important. Statements deemed important less frequently were that teachers and staff reflect the diverse identities of the students in the school and community (79% of families and 83% of staff members), and school and classroom visuals reflect the diverse identities of the students in the school and community (78% of families and 81% of staff members).
- More than 80% of staff participants said the following three statements are the most important to include in Kyrene’s Equity Policy: All employees work in a safe environment that is free of racism, discrimination, or institutional bias; all employees feel welcomed, seen, heard, safe, and respected regardless of their diverse backgrounds or individual needs; and all employees are treated fairly regardless of their diverse backgrounds and individual needs.

Is there anything else Kyrene should consider to ensure educational equity for all students? – Families (N=484)

Thematic Analysis

Division of Opinions regarding Equity: Participating parents were split in their perceptions of equity. Some parents said they want the district to provide diversity, equity, diversity, and inclusion training for all its staff members. They also encouraged training for students and parents. They included positive comments related to the district’s attempts to be more equitable and its efforts so far. In contrast, other parents said they want the district to ensure equality for all students and not focus on equity. They said they want the district to treat all students the same.

Division of Opinions regarding Hiring Practices: Participating parents were also divided on hiring practices in the district. Some said the district should recruit and hire staff members that are representative of the diversity of the community. They suggested partnering with Historically Black Colleges and Universities (HBCU) and recruiting international teachers to increase the diversity of its staff. In contrast, other parents said the district should hire and promote staff members based on ability and merit.

Accessibility: Participating parents said the equity policy should include special education services to ensure all students receive equitable opportunities and access in their learning. They also said alternative materials/learning methods should be available (for home assignments) to families who may not have access to the same technology and resources that other families have at home. For example, assignments should not solely be computer/Internet based because not all families have the same access.

Family Involvement: Participating parents said the district should try to increase family involvement as part of its equity efforts. Parents said Parent Teacher Organizations can be intimidating and as a result do not get involved. They said efforts to increase comfortability in family participation would help increase family involvement.

Is there anything else Kyrene should consider to ensure educational equity for all students?– Staff (N=227)

Thematic Analysis

Special Education: Participating staff members said special education students should be considered and included in the district’s equity plan to ensure they are receiving equal educational opportunities.

Consistent Discipline Policy: Participating staff members said that the equity policy should include a discipline portion. They want student discipline applied fairly and consistently between students with similar behavioral issues.

Curriculum Materials: Participating staff members stated the curriculum materials should be diversified and include multiple/varied perspectives.

Hiring Practices: Participating staff members were divided on hiring practices in the district. They said the district should recruit and hire staff members that are representative of the diversity of the student body. They also said the district should have competitive salaries to entice new hires to district. In contrast, they also said the district should hire and promote staff members based on ability and merit.

Training: Participating staff members said the district should train all staff with diversity, equity, and inclusion practices. The training should focus on helping staff members increase awareness of their own biases and how to be more sensitive to peers and the diverse community. They requested the training be conducted centrally to ensure consistency in the sessions for all staff. They also suggested bringing back equity teams.

Miscellaneous Recommendations: Participating staff members made several recommendations for improving equitable practices within the district to include, education/cultural nights, remote/zoom tutoring after school for students in need, and more course options for students who do not want to pursue a college degree. They also suggested a district Parent Teacher Organization to help create more consistency in PTOs across the schools.

Is there anything else Kyrene should consider to ensure workplace equity for all employees? – Staff (N=161)

Thematic Analysis

Compensation and benefits: Participating staff members said compensation should be equitable, specifically for teaching assistants and aides who said they want higher salaries. Staff members said pay raises/increases should occur for all positions each year, not just the teaching staff. They also said planning periods and/or breaks should be equal among staff.

Religious Holidays: Participating staff members requested equality with religious holidays. They said as it is now, they need to use their personal days for the Jewish high holidays and Muslim holidays whereas their Christian colleagues enjoy their religious holidays off. If the district will not add additional holidays to their calendar, staff members said they want the ability to take religious leave without penalty or use of their personal time.

Hiring Practices: Participating staff members were divided on hiring practices in the district. They said the district should make concerted efforts to recruit and hire a more diverse staff. In contrast, they also said the district should hire and promote staff members based on ability and merit.

Professional Development and Training: Participating staff members said the district should train all staff, not just teachers, on diversity, equity, and inclusion practices.

Staff Support: Participating staff members said staff members should be supported equally, specifically as it relates to student behavior issues.



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