



EQUITY CAPSTONE REPORT

Prepared for Anchorage School District

December 2021

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EXECUTIVE SUMMARY

INTRODUCTION

Anchorage School District (ASD) has been deeply involved in ensuring all students have equitable access to learning opportunities and are achieving success regardless of group or community identification. To support this initiative, ASD has partnered with Hanover Research (Hanover) and the Bond Educational Group on a series of projects related to equity. This capstone report synthesizes these projects to help guide ASD with next steps in addressing disparities, expanding district-wide equity initiatives, and further engaging ASD stakeholders in the path forward toward raising the achievement bar and creating a welcoming environment for all students and families.

METHODOLOGY

Hanover analyzed its own Equity Data Analysis Scorecard and Dashboard and the Bond Educational Group's Equity Audit Report. This capstone summarizes the results from these projects to offer insight into the practices and implementation of district-wide equity practices. Following these project summaries is a District Equity Planning and Communication Infographic Hanover created for ASD to communicate strategic equity plans and engage in equity dialogues with community members. Figure ES 1 outlines each project.

Figure ES 1: Summary of Research Projects



Equity Data Analysis Scorecard and Dashboard

Within the Equity Data Analysis Scorecard and Dashboard, Hanover combined NWEA MAP, State Assessments, Student Discipline, and Student Enrollment data provided by ASD to determine student outcomes for six school years, 2014-15 to 2019-20. Hanover developed a number of binary metrics to measure student success in academics, behavior, and access to programs. These data were uploaded into the Equity Scorecard and Dashboard template and adjusted to meet the needs of the district.



Equity Audit

Through a mixed-methods approach, the Bond Educational Group conducted an equity audit of ASD, including a climate survey, focus group interviews, and listening sessions. The climate survey was administered in May 2021 and gauged perceptions of educators affiliated with ASD's teachers' union community. Eight focus group interviews and listening sessions took place throughout February and April 2021 including members from ASD's leadership team, principals, students, and community stakeholders.



District Equity Planning and Communication Infographic

Hanover developed the District Equity Planning and Communication Infographic as a resource to inform families of the equity work done thus far at ASD, guide at-home equity conversations, and support steps in prioritizing equity districtwide. The district is working with school leaders and the community to develop strategic equity plans and engage in equity dialogues with community members.

SECTION I- HANOVER'S EQUITY DATA ANALYSIS: SUMMARY OF FINDINGS, RECOMMENDATIONS, AND SUPPORTING DATA

KEY FINDINGS



Hanover finds consistent opportunity gaps in academic outcomes, behavioral outcomes, and program access in the district. From 2015-2020, the following student subgroups are persistently underrepresented in many of these outcomes: Black/African American students, Hispanic/Latino students, economically disadvantaged students, English Learners (discounting MAP outcomes), and students with disabilities (Section 504 eligible), or those receiving special education services. Please note that Black/African American students, English Learners, and Section 504 eligible students are among the smaller subgroups in the district.

- The representation of these subgroups among students with successful academics, behavior, and program access outcomes are less than for their respective reference groups (e.g., Hispanic/Latino students when compared to white students, ELs when compared to non-ELs).
- In cases where a high proportion of students have the successful outcome (having no failed courses, having no suspensions), the representation index does not highlight disparities that may exist in the outcome across subgroups, which are more visible in the percentage values in the **Equity Outcomes** tab.



Female students generally have better academic and disciplinary outcomes than male students. Female students are more likely to have a 3.0 GPA or higher (67.1 percent compared to 50.8 percent of males), more likely to have no disciplinary incidents during the school year (89 percent compared to 80), more likely to take an AP class (23 percent compared to 15) and more likely to graduate in four years (90 percent compared to 84).



Earlier disparities in access to Gifted and Talented services in Grades K-8 translate to later disparities in enrollment in AP courses in Grades 9-12. Almost 60 percent of students who were ever identified as gifted later take AP classes. This is in comparison to only 22 percent of students who were never identified as gifted. Meanwhile, disparities among student who are identified as gifted among different subgroups begin early during a student's education. During the 2020 school year, 1.4 percent of Black and Hispanic students were identified as gifted compared to 2.8 percent of White students in Grades 0-2. Such a disparity in previous years may play a role in the fact that in that same year only 18.4 percent of black and Hispanic students in High School had ever taken an AP class compared to 31.6 percent of white and Asian students. The group with lowest AP class participation, after SPED students, were EL students. EL students are five times less likely to be identified as gifted or enrolled in AP classes compared to non-EL students.



Black, Hispanic, multi-racial students and economically disadvantaged students are more likely to have participated in restitutorial justice if they have ever had a disciplinary infraction. However, those groups are also more likely to have been cited for a disciplinary incident during the school year and more likely to have received a suspension.



White students are by a wide margin, far more likely to have a teacher of the same race or ethnicity than any other group. Ninety-three percent of White students have a White teacher, compared to 11 percent of Hispanic students who have a Hispanic teacher, nine percent of Black

students, and eight percent of Asian students. Compared to the racial/ethnic makeup of the student population, the teacher population is heavily skewed towards White teachers. Forty-one percent of the student population is White, compared to 82 percent of teachers. **No group besides White students have a teacher population that meets or exceeds their population proportionally.**

RECOMMENDATIONS

Based on our findings, Hanover recommends that Anchorage School District (ASD):



Target new teacher recruitment towards minority teachers. Hanover identified a large disparity between the racial/ethnic makeup of the teacher population compared to students. Minority students who have teachers that match their race or ethnicity are more likely to achieve higher academic success¹ and are less likely to be suspended.²



Investigate further into the performance gaps that exist between students of different racial/ethnic groups. A regression analysis will provide more explanation about performance differences between white and minority students by accounting for confounding factors that sometimes make it appear as though a racial minority group is inherently worse than non-minority groups. For example, because economically disadvantaged students typically underperform non-disadvantaged students³ and racial minorities are more likely to be economically disadvantaged, these factors need to be further analyzed through a regression study.⁴



Evaluate access to advanced courses and the identification process for gifted education. Starting as early as Kindergarten, non-white students, economically disadvantaged students, and English Learners are underrepresented among students who receive advanced academic services. These gaps persist through Grade 8 after which gifted program participation drops. These gaps also exist for student enrollment in Advanced Placement (AP) courses.

- ASD should therefore conduct a multi-methods, course utilization study that analyzes course enrollment patterns, investigates course enrollment procedures (e.g. the various ways students are invited, encouraged, or discouraged to enroll in advanced courses), and tracks student achievement in advanced courses by affected subgroups.
- ASD should also provide school counselors and instructional leaders with research-based guidance on best practices around opening access to advance courses and how best to support first-time advanced students.

¹ Gershenson, S. et al. "The Long Run Impact of Same-Race Teachers." IZA Discussion Paper. 2017.

<https://www.iza.org/publications/dp/10630/the-long-run-impacts-of-same-race-teachers>

² Wright, A. "Teachers' Perceptions of Students' Disruptive Behavior: The Effect of Racial Congruence and Consequences for School Suspension." 2015.

https://www.researchgate.net/publication/342339365_Teachers%27_Perceptions_of_Students%27_Disruptive_Behavior_The_Effect_of_Racial_Congruence_and_Consequences_for_School_Suspension

³ American Psychology Association, 2020, Education and Socioeconomic Status,

<https://www.apa.org/pi/ses/resources/publications/education>

⁴ American Psychology Association, 2020, Ethnic and Racial Minorities and Socioeconomic Status,

<https://www.apa.org/pi/ses/resources/publications/minorities>

DATA

In line with the Key Findings, the following visuals present data that encompass equity outcomes and an equity scorecard corresponding with each outcome (Figures 1.1 and 1.2, respectively) specific to ASD student data spanning from the 2014-15 to 2019-20 academic years. Moreover, equity dashboard data represent comparisons between student subgroups over a particular outcome by school year. Figures 1.3 through 1.5 provide sample comparison visuals from the equity dashboard. Hanover's **Equity Data Analysis** platform provides an expansive set of interactive visualizations of ASD's data within the **Equity Scorecard**, **Equity Outcomes**, and **Equity Data Dashboard** tabs.

Figure 1.1: Equity Outcomes

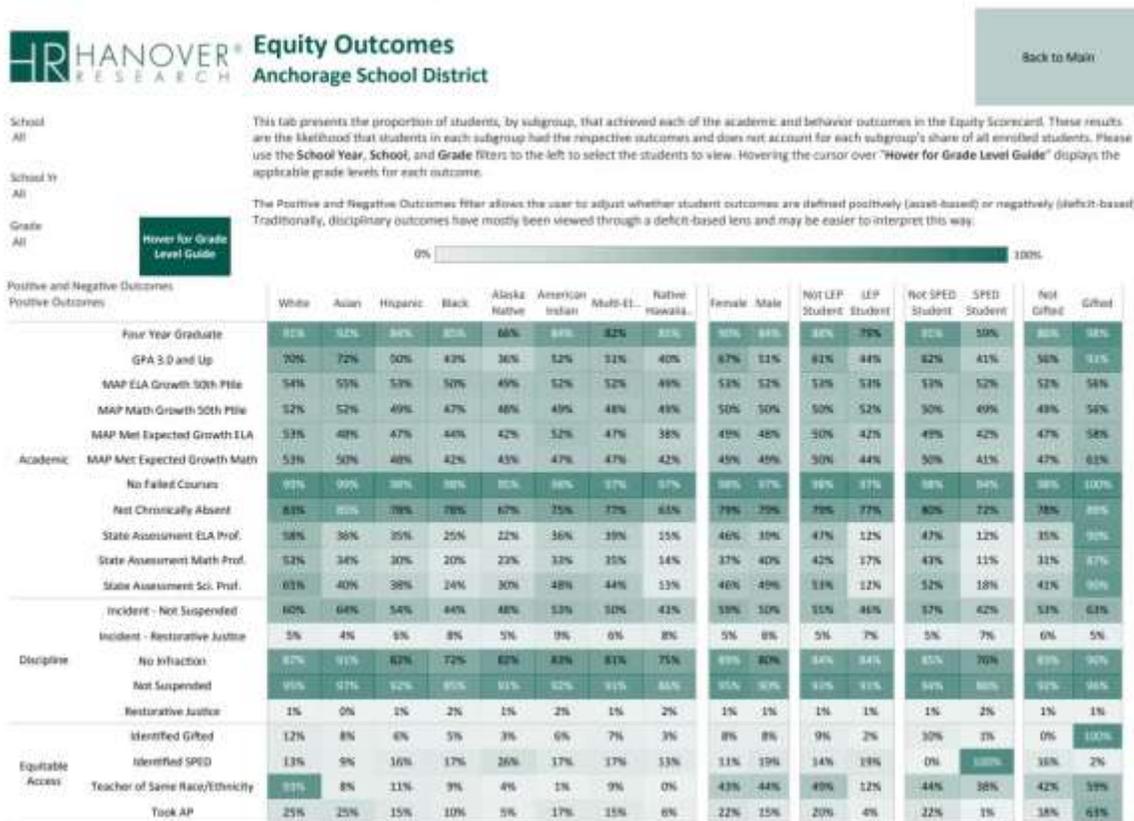


Figure 1.2: Equity Scorecard



GPA of 3.0 and Above (Figures 1.3 A-1.3 C)

Figure 1.3 A: Grades K-12 GPA of 3.0 and Above: White Students (Group A)

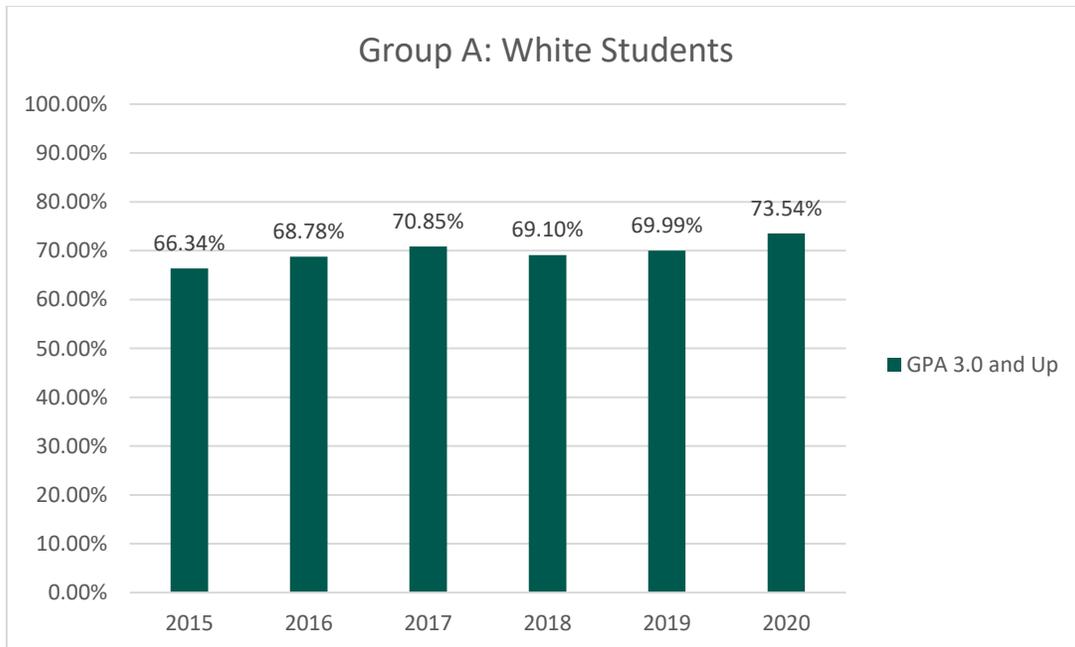


Figure 1.3 B: Grades K-12 GPA of 3.0 and Above: Black Students (Group B)

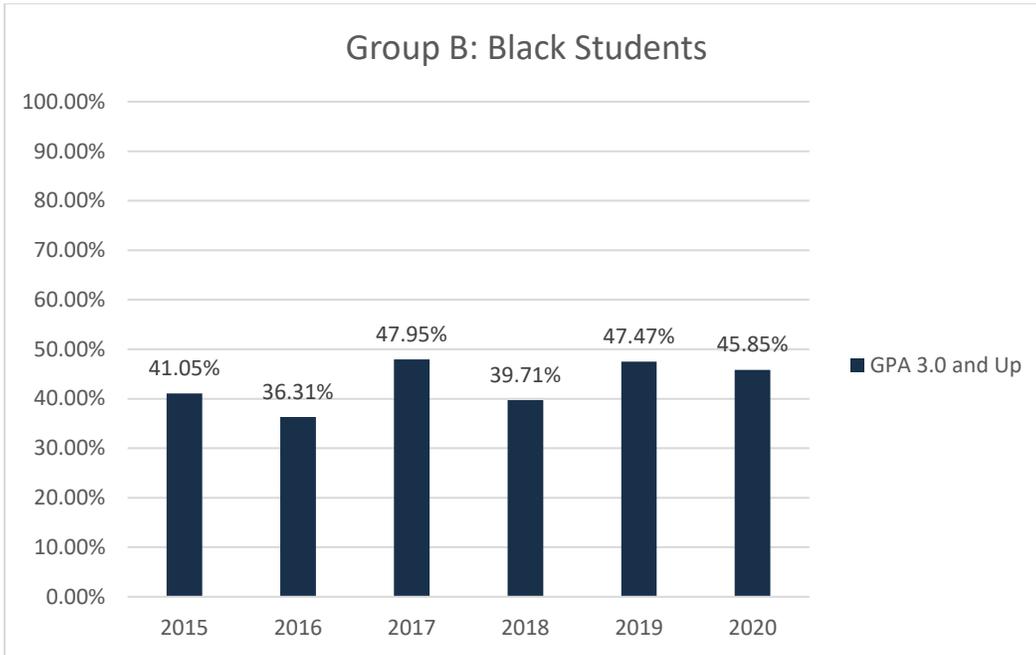
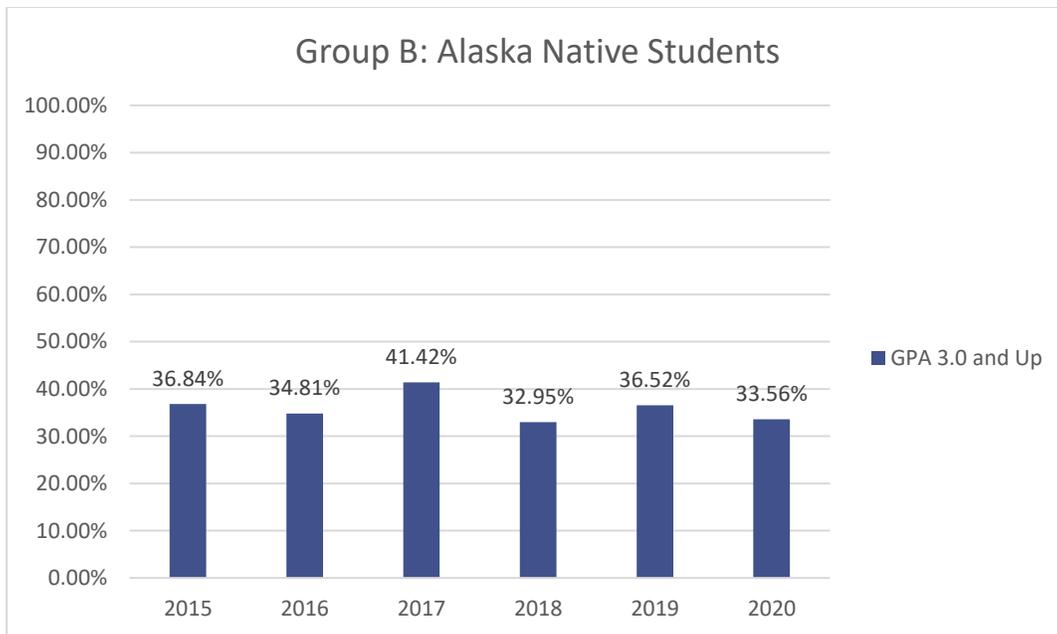


Figure 1.3 C: Grades K-12 GPA of 3.0 and Above: Alaska Native Students (Group B)



No AP Classes (Figures 1.4 A and 1.4 B)

Figure 1.4 A: Grades 9-12 No AP Classes: Not SPED Students (Group A)

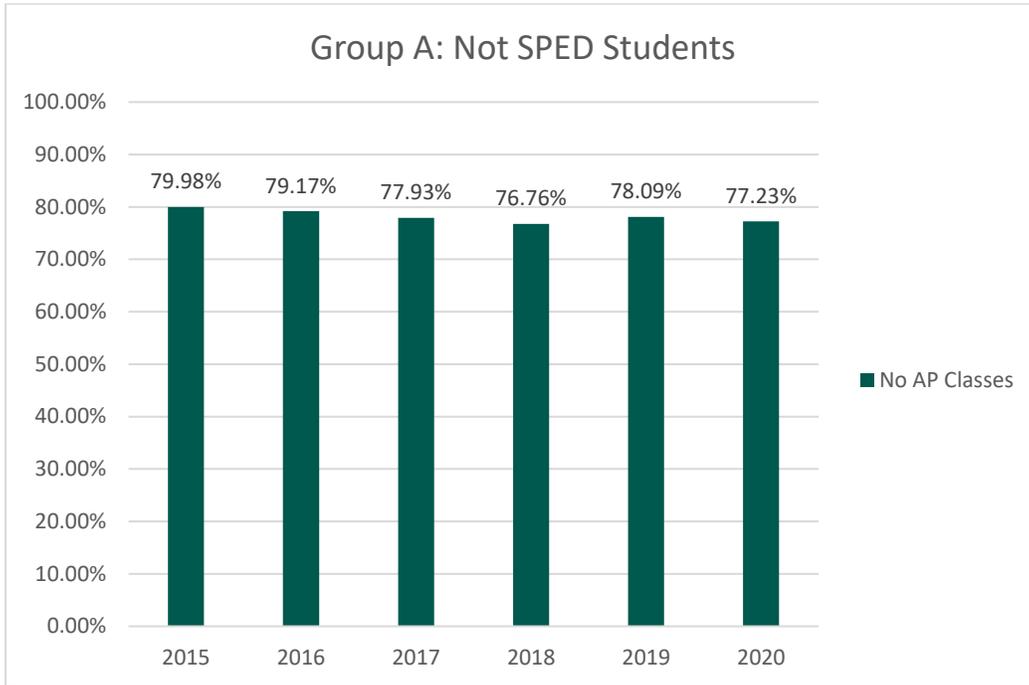
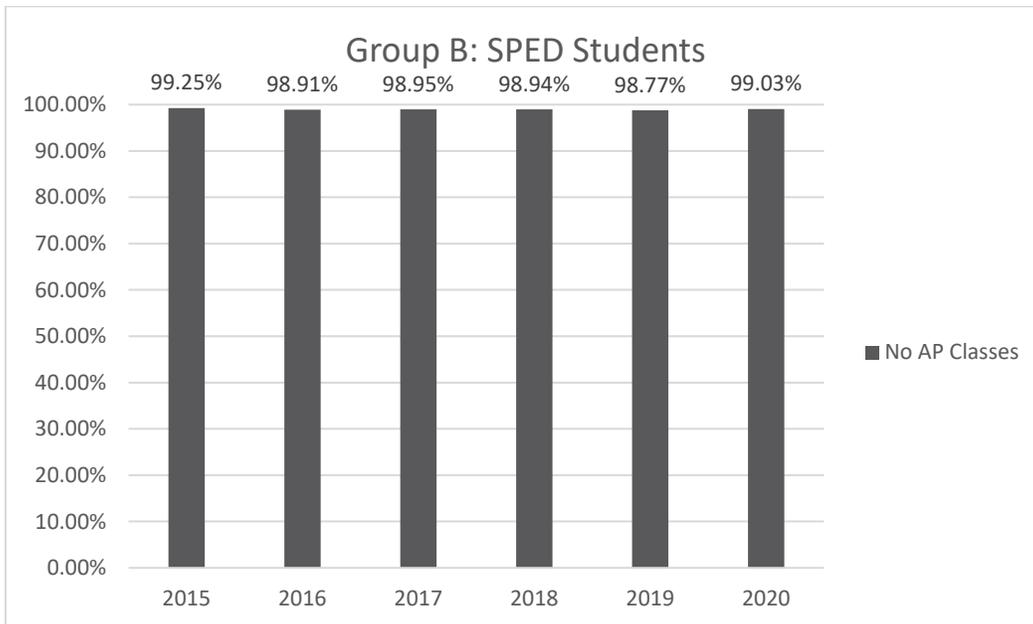


Figure 1.4 B: Grades 9-12 No AP Classes: SPED Students (Group B)



No Teacher Matches Race/Ethnicity (Figures 1.6 A-1.6 C)

Figure 1.5 A: Grades K-12 No Teacher Matches Race/Ethnicity: White Students (Group A)

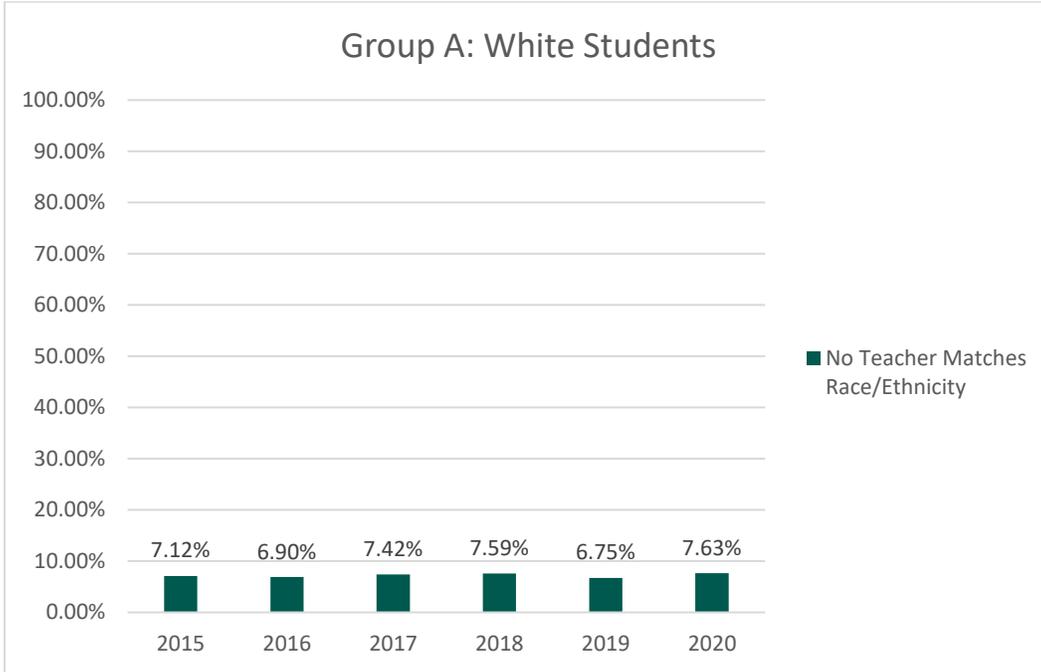


Figure 1.5 B: Grades K-12 No Teacher Matches Race/Ethnicity: Black Students (Group B)

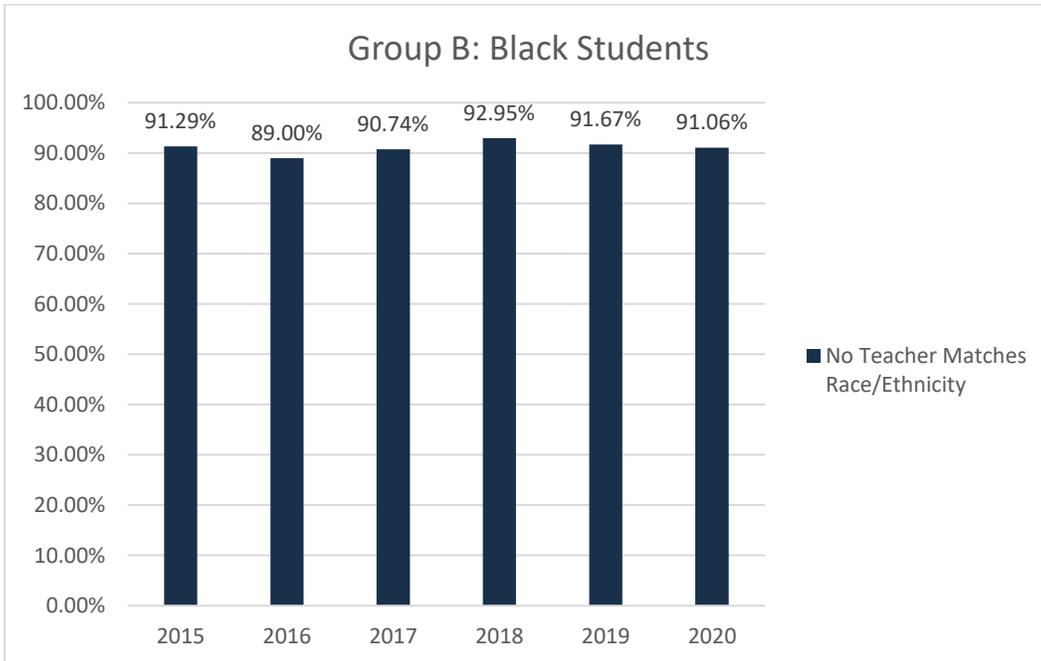
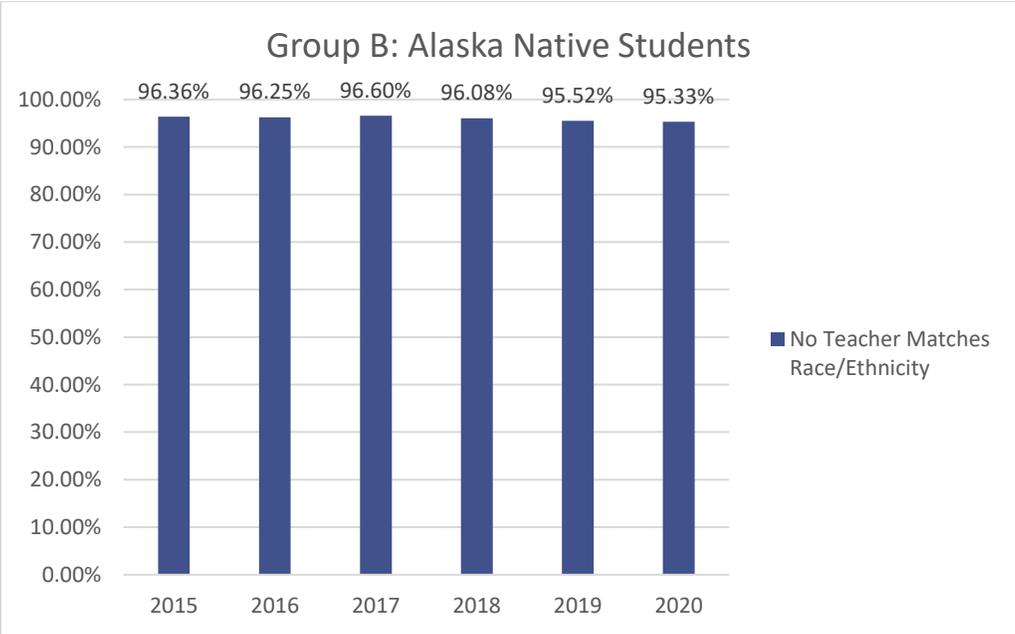


Figure 1.5 C: Grades K-12 No Teacher Matches Race/Ethnicity: Alaska Native Students (Group B)



SECTION II- THE BOND EDUCATIONAL GROUP’S EQUITY AUDIT ANALYSIS: PERCEPTIONS AND RECOMMENDED ACTION STEPS

Reflective of the opportunity gaps revealed in the Equity Data Analysis, ASD stakeholders’ perceptions affirm areas needing improvement with cultivating equity across the district. In an Equity Audit Report, the Bond Educational Group gauged ASD stakeholders’ perceptions of equity focus areas needing improvement. Moreover, these perceptions provided insights in identifying action steps to navigate district-wide equity initiatives moving forward. This section synthesizes areas needing improvement along with action steps to improve each area.

AVAILABILITY VS. ACCESSIBILITY TO SCHOOL CHOICE AND PROGRAMS

Although ASD stakeholders noted the availability of school choice and programs within the district, they expressed that access to them is challenged.⁵ Figure 2.1 summarizes stakeholders’ perceptions of challenges to accessing available school choices and programs. Figure 2.2 outlines the Bond Educational Group’s recommended action steps to improve school choice and program accessibility.

Figure 2.1: Perceived Challenges to Accessing School Choice and Programs

 <p>Geography</p>	<p>Respondents indicated busing has limitations and is only available to transport students to neighborhood schools. Further it was reinforced that, transportation can be expensive for many families, and if a student comes from a higher socio-economic class, they are more likely to have [access to] school choice because they can travel outside of their neighborhood to attend a school without being bused. Although there are waivers, students and parents are either unfamiliar with the process or encouraged not to attend certain schools based on the lack of programming.</p>
 <p>Programming Disparity</p>	<p>Students and school leaders expressed concern with programs being cut in some schools throughout ASD based on school size. These program cuts are reportedly occurring more so within schools serving low-income students. The challenge identified with funding cuts based on school size is correlated with families being discouraged from attending certain schools along with the perception that some schools are promoted more by leaders over other schools in the district. Respondents also attributed budget cuts causing a deficit in programming leading to unequal program availability from school to school.</p>
 <p>Reported Bias</p>	<p>Respondents implied that there are existent misconceptions based on race, which may drive student placement and opportunities reflective of a ‘poor performer’ mentality. For example, respondents shared hearing educators and student leaders express that minority students as well as students with learning disabilities will tend to perform more poorly.</p>
 <p>Technological Gaps</p>	<p>Respondents raised the concern that during the pandemic, low-income students do not have access to the same technological or library resources outside of school in their homes or communities. Hence, it was noticeable that some students were able to excel while learning virtually from home while other students were unable to learn as they did not have adequate resources, nor transportation to get to resources outside of their community.</p>

⁵ The Bond Educational Group. “Anchorage School District: Equity Audit Final Report.” 2021. P. 3.



Poor Communication Plans

Respondents felt that ASD has a baseline of good ideas and programming, but the access to all students and their families was inadequate. This perception of inadequacy stems from **inclusivity challenges associated with the lack of sufficient communication support for ASD's multilingual community members to audio translations, written translations, videos, etc. of information that could be included in school and district-wide newsletters.**

Source: The Bond Educational Group⁶

Figure 2.2: Action Items to Improve Access to School Choice and Programs

	<p>Action Items</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine whether the reduction of school tracking could benefit from improvements with affordable transportation to schools outside of one's neighborhoods. Hence, this can contribute to creating the youth-to-success pipeline for students who may not have the financial capital to commute and attend certain schools. <input type="checkbox"/> Improve family engagement to all student/family locations and improve online and hard copy information for parents with the support of multilingual community members and parents. The inclusion of all voices (e.g., parents and students) in the beginning of school programming and policy conversations to implementation is key to student success. <input type="checkbox"/> Create information exchanges throughout the district. An information exchange can enable the district to leverage the wealth of information within each school and engage in more co-designing of initiatives to increase the resource supply across schools.
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Source: The Bond Educational Group⁷

INCREASE EDUCATOR DIVERSITY AND CAPACITY

According to the Bond Educational Group, participants overall shared the view that the student body at ASD is diverse; however, participants indicated that ASD's teacher diversity needs improvement to reflect the diverse student body.⁸ In line with this view, participants conveyed the need for improvements in efforts to recruit and retain teachers.⁹ Although participants determined teacher diversity as an area of improvement, participants expressed the view that ASD principals and teachers have been supportive and responsive to students and their needs.¹⁰ For example, cultural humility and trauma-informed atmospheres were practiced in an effort to meet students' cultural needs.¹¹ Figure 2.3 highlights additional steps to increase educators' capacity to meet students' diverse needs as well as increase ASD's teacher and staff diversity.

⁶ Figure information reproduced verbatim with adaptations, from: Ibid.p. 5-6.

⁷ Figure information reproduced verbatim with adaptations, from: Ibid. p. 16.

⁸ Ibid. p. 6.

⁹ Ibid. p. 6.

¹⁰ Ibid. p. 4.

¹¹ Ibid. p. 4.

Figure 2.3: Action Items to Increase Educator Diversity and Capacity

	<p>Action Items</p> <ul style="list-style-type: none"><input type="checkbox"/> Create a recruitment and retention plan for educators and health care workers (e.g., nurses, social workers, counselors) within the schools.<input type="checkbox"/> Hire a recruitment officer to create or expand upon existing teacher incentive programs for local professionals throughout ASD and staff working in schools with teaching backgrounds but are not yet certified.<input type="checkbox"/> Include greater representation of minority groups in the curriculum. The curriculum should mirror the diversity found throughout the state and should critically discuss how historical laws have impacted various populations, tributing to the history and multicultural environment specific to the district's context.<input type="checkbox"/> Create DEI training for staff that go beyond surface level conversations as part of professional development. The training should support educators in having peer-to-peer conversations and teacher-student conversations. Professional development should also include: cultural competence, cultural humility, micro and macro aggressions and creating space for minority leadership.<input type="checkbox"/> With the goal of improving overall staff well-being, create forums for labor unions and employees to talk about what is working and what is not working in addition to what supports teachers need to serve students holistically.<input type="checkbox"/> Permit teachers and schools to have more flexibility in their approach to the curriculum with the baseline of reflecting the diversity of ASD and the intent to improve student achievement. Teachers should also be given agency to make decisions on needed courses or activities.
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Source: The Bond Educational Group¹²

IMPROVE EQUITABLE FUNDING DECISIONS

ASD students and school leaders who participated in the Bond Educational Group's study expressed their concerns around annual budget cuts and funding limitations resulting in school program cuts (i.e. well-being and cultural immersion programs) and staff cuts, along with low school spirit.¹³ Study participants also indicated that student bodies smaller in size and that are comprised of minority students from low socio-economic backgrounds were susceptible to being underfunded.¹⁴

"We're losing language departments (Russian, French and Chinese); so, it's hard to appreciate culture and we used to have a culture club and that's gone too! We don't think or put effort into equity. Funding is based on school size and the smaller student bodies usually have more minorities."

-ASD student respondent

Moreover, the Bond Educational Group highlighted that a key takeaway on study participants' perceptions on funding is that 'funding based on community income creates inequalities throughout the school district' and that 'some schools do not feel seen.'¹⁵ This takeaway reflects participants' sentiments that "programs are often cut for socio-economically disadvantaged schools while other schools enjoy the privilege of having

¹² Figure information reproduced verbatim with adaptations, from: Ibid. p. 16 & 17.

¹³ Ibid., p.7.

¹⁴ Ibid. p. 7.

¹⁵ Ibid. p. 7.

more investments from their communities which permit them to thrive.”¹⁶ Figure 2.4 outlines action items to improve parity in funding.

Figure 2.4: Action Items to Improve Parity in Education Funding

	<p>Action Items</p> <ul style="list-style-type: none"> □ Balance the budget to ensure schools and programming (for students and teachers) can be funded at higher levels throughout ASD. <ul style="list-style-type: none"> ▪ Student Funding Priorities: Promote each school within the district equally through accolades and funding support. Maintain and expand programs throughout the district, especially for schools with students from predominantly low-income areas. ▪ Staff Funding Priorities: Develop DEI focused professional development. (See action item in Figure 2.3 regarding DEI training) □ Create community partnerships to increase funding to underfunded schools often serving minority students. Leverage partnerships in the community (e.g., universities, school exchanges, activity fairs) to garner resources for underfunded schools and programs. □ Create information exchanges throughout the district. An information exchange can enable the district to leverage the wealth of information within each school and engage in more co-designing of initiatives to increase the resource supply across schools.
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Source: The Bond Educational Group¹⁷

MAINTAIN EQUITY CONVERSATIONS

ASD stakeholders who participated in the Bond Educational Group’s study indicated conversations focused on DEI topics (e.g. ethnicity, gender identification, the history of Alaska and its native people, educator recruitment from minority groups) have taken place at some schools within the district:¹⁸ However, study participants felt their voices were excluded during the voting process on anti-racism and instructional equity policies.¹⁹ Study participants also expressed concerns over a lack of shared language, stemming from perceptions of limited congruence in written and oral communication that may be contributing to unconscious bias.²⁰ In response, the Bond Educational Group devised considerations outlined in Figure 2.5 to uphold equity conversations and develop shared language.

Figure 2.5: Action Items to Maintain Equity Conversations

	<p>Action Items</p> <ul style="list-style-type: none"> □ Develop a shared lexicon and inform current staff, new hires, and students. The lexicon should include how the district defines diversity, equity and inclusion in order for those definitions to be upheld in hiring, policies, and procedures. <ul style="list-style-type: none"> ▪ Explain how equity is not equal with the recognition that access to the same resources are limited for some students over others. Explain that inclusion of all groups requires an audit and re-design of operations, space and procedures.
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¹⁶ Ibid. p. 7.

¹⁷ Figure information reproduced verbatim with adaptations, from: Ibid. p. 16.

¹⁸ Ibid. p. 4.

¹⁹ Ibid. p. 8.

²⁰ Ibid. p. 8.

<ul style="list-style-type: none"><input type="checkbox"/> Account for the history and age of Alaska in DEI policymaking through taking a more phased-in approach <input type="checkbox"/> Establish a Continuous Quality Improvement (CQI) plan on DEI for programming across the district.<ul style="list-style-type: none">▪ <i>The CQI plan should address "how [the district] does business," highlight needed culture/mental equity shifts and include measurable goals. A district may also consider adding DEI into performance evaluations. Moreover, student and staff perceptions as well as feedback should be incorporated into a CQI plan.</i>

Source: The Bond Educational Group²¹

²¹ Figure information reproduced verbatim with adaptations, from: Ibid. p. 16.

SECTION III- HANOVER'S DISTRICT EQUITY PLANNING INFOGRAPHIC: STAKEHOLDER ENGAGEMENT

DISTRICT EQUITY PLANNING & COMMUNICATION

Prepared for Anchorage School District



Anchorage School District (ASD) is deeply involved in ensuring all students have equitable access to learning opportunities and are achieving success regardless of group or community identification. The district is working with school leaders and the community to develop strategic equity plans and engage in equity dialogues with community members. To further this effort, ASD partnered with Hanover Research (Hanover) in creating this resource to inform families of the equity work done thus far, guide at-home equity conversations, and support steps in prioritizing equity districtwide.

DISTRICT EQUITY GOALS & GUARDRAILS

DEFINING EQUITY

The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.



DISTRICT GOALS

These goals reflect community and district priorities for growth, and they rely on equitable practices and diverse opportunities.

 <p>READING PROFICIENCY Grade 3 reading proficiency will increase from 40% to 80% from September 2020 to May 2026.</p>	 <p>MATH PROFICIENCY Grades 3-9 math proficiency will increase from 40% to 55% from September 2020 to May 2026.</p>	 <p>POST-GRAD READINESS The percentage of high school students graduating college-, career-, and life-ready will be 90% by Spring 2026.</p>
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DISTRICT ACTIONS

Professional Development centered on Diversity, Equity, Inclusion, and Antiracism



- Academic Achievement
- Reading
- Advanced Placement
- Student and Family Support
- Staff Recruitment and Retention

DISTRICT GUARDRAILS

These guardrails represent the importance of equity in achieving district goals. The Superintendent is committed to promoting student achievement without relying on the following inequitable practices.

-  The Superintendent will not leave student groups underrepresented in lottery- or application-based programs.
-  The Superintendent will not operate without a plan to develop a diverse or culturally-responsive workforce.
-  The Superintendent will not allow unsatisfactory employee performance to go unidentified or unaddressed.
-  The Superintendent will not operate elementary schools without mental health services.

ASD'S COMMUNICATION PROMISE



In discussing equity, ASD believes it is essential to communicate with families in a way that raises the voice and opinions of the people who interact with students most.

DISTRICT EQUITY-RELATED POLICIES

The ASD school board has three policies that demonstrate the district's commitment to equity.

-  **BOARD POLICY 6140 INSTRUCTIONAL EQUITY**
 - The Anchorage School Board believes in equity for all students to support their academic achievement.
 - The Board believes instructional equity involves increasing justice and fairness within the procedures, processes, and allocation of resources within the district and its systems.
-  **BOARD POLICY 0400 ANTI-RACISM**
 - The Anchorage School Board and Superintendent shall work to end the predictive value of race on students' academic success and access to educational opportunities.
 - The Board will work with the Superintendent to identify and redesign any racially inequitable policies and procedures that limit academic opportunities.
-  **BOARD POLICY 0410 NONDISCRIMINATION**
 - The Anchorage School Board is committed to equal opportunity for all individuals in education.
 - District programs and activities shall be free from discrimination based on any area of identity, demographic, or any other unlawful consideration.

The above policy descriptions have been abbreviated. To read these policies in full, please view the [Anchorage School Board Policy Manual](#).

DISTRICT EQUITY PLANNING & COMMUNICATION

Prepared for Anchorage School District



GUIDING EQUITY QUESTIONS

EQUITY CONVERSATIONS FOR TEACHERS & SCHOOL ADMINISTRATORS

Faculty, staff, and school administrators should engage in regular conversations around equity by reviewing school-level data and assessing existing opportunity gaps and discrepancies within student discipline and academic outcomes by demographics. To begin these conversations, consider working together to answer the following questions:

Who is at the decision-making table? Do they reflect the student population and a diversity of roles and experiences?

What problem are we trying to solve, for whom, and by when?

Does this solution work for the most marginalized and vulnerable student and staff groups?

What are the plans for ongoing data collection and analysis, publicizing progress and results, and course corrections?

EQUITY CONVERSATIONS FOR PARENTS & FAMILIES

ASD is dedicated to having two-way conversations with families and community members about equity in the school district.



Two-way communication relies on participation of school and district administrators along with families and community members.



Both groups can serve as sender and receiver of information, and both should listen to each other and share their thoughts and questions.



Strengthening the link between school and home and the community can help promote equity in family and community engagement and ensure everyone is heard.

District stakeholders can have equity conversations at home by discussing the following questions.



What is our district's plan to ensure every student has access to a quality education?



What role do I play in promoting an inclusive and equitable school environment?



What are the district's strengths as it relates to diversity, equity, and inclusion? How do I know?



What does personal accountability for educational equity look like?



What are opportunities for district growth as it relates to diversity, equity, and inclusion? How do I know?

EQUITY CONVERSATIONS FOR STUDENTS

Teachers, parents, and families can all engage with their students to discuss the importance of equity while also preparing students to have conversations amongst themselves. Students can start learning and talking about equity at an early age, and teachers, parents, and other family members can adapt conversations to meet their students where they are in their learning. Hanover recommends using the following questions and conversations starters in having equity-related discussions with students.

CONVERSATIONS WITH YOUNGER STUDENTS

Equity conversations with younger students can help them explore and discuss issues related to fairness, understand fairness versus unfairness, and brainstorm how they can show fairness to others.

Start with the following guiding questions in equity conversations with younger students:

What does it mean to be fair?

Why is it important to be fair?

What can you do to make sure things are fair?

CONVERSATIONS WITH OLDER STUDENTS

Equity conversations with older students should build off their understanding of fairness and apply to real-world examples. Using current or historical contexts can help them find opportunities to demonstrate fairness to improve their lives and communities.

Start with the following guiding questions in equity conversations with older students:

What role does fairness play in relationships and life success?

How can developing fairness equip people as world citizens who contribute to the common good?

Sources: [1] "How Two-Way Communication Can Boost Parent Engagement." Waterford, 2018. <https://www.waterford.org/education/two-way-communication-parent-engagement/> [2] "Lesson: What's Fair?" Learning for Justice, 2017. <https://www.learningforjustice.org/classroom-resources/lessons/whats-fair-0> [3] "Lesson: Character Education - Fairness." Learning to Give. <https://www.learningtogive.org/units/character-education-fairness-grade-7>

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



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