What are Wisconsin Schools Doing to Promote Equity? What do Schools Need to do so More Effectively?

WEERP
Wisconsin Educator Effectiveness Research Partnership

November 2021

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The state of Wisconsin has the largest education opportunity gap between Black and White students in the United States (Levine, 2020). The deep inequities in the Wisconsin education system affect student academic growth and affect their health and well-being, the racial makeup of the teacher workforce, and the strength of communities. To understand how we can move schools toward equity and racial justice, we surveyed school-based educators and administrators about school equity practice. From 11,162 educators and 464 administrators we learn about current equity-focused school practices and what schools need to go beyond their current practices.

Although many schools have started to examine how their own biases and practices contribute to opportunity gaps, the work has largely been superficial, inconsistent, and without clear objectives. To successfully support all students in Wisconsin, it is imperative districts and the state provide schools the support and space to fully address inequities.

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What are Wisconsin Schools Doing to Promote Equity? What do Schools Need to do so More Effectively?

As part of the statewide evaluation of the Wisconsin Educator Effectiveness System, in the spring of 2021, the Office of Socially Responsible Evaluation in Education at the University of Wisconsin Milwaukee surveyed school-based educators and administrators about their schools' equity practices. Questions were derived from conversations with educators and from various existing survey instruments such as the Panorama.[1] 11,162 educators and 494 administrators responded, representing 364 different Wisconsin school districts. Questions and summary results for both surveys are included in Appendix A and B.

What is your school doing to promote racial equity and equity with other groups?

Wisconsin schools are partially focused on understanding race and racism and their impact on schools and communities.

Both educators and administrators were first asked about the conversations about race occurring between adults and students in schools. In general, these questions speak to the space provided adults to examine their own biases and to develop an understanding of the impact of race on society, themselves, each other, and their school. Figures 1 and 2 summarize the frequency educators and administrators reported they engaged in examining the impact of race.

- In general, about one-quarter to one-third of educators reported adults in their school talk or think about race with each other "*frequently*". Another one-third reported they "*rarely/never*" engage in conversations about race.

- Administrators were less likely to report they received feedback from their supervisor about how to promote racial equity in their school.

- Both educators and administrators were most likely to report educators are encouraged to teach about people from different races, ethnicities, or cultures. This is consistent with educator reports of students being given opportunities to learn about people for different

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[1] https://www.panoramaed.com/panorama-student-survey

races or cultures (Figure 3). Even so, fewer than one-third indicated this a happened frequently. The rest reported it happened "*sometimes*" or "*rarely/never*".

Figure 1: How often do adults in schools engage in conversations about race – educator perspectives?
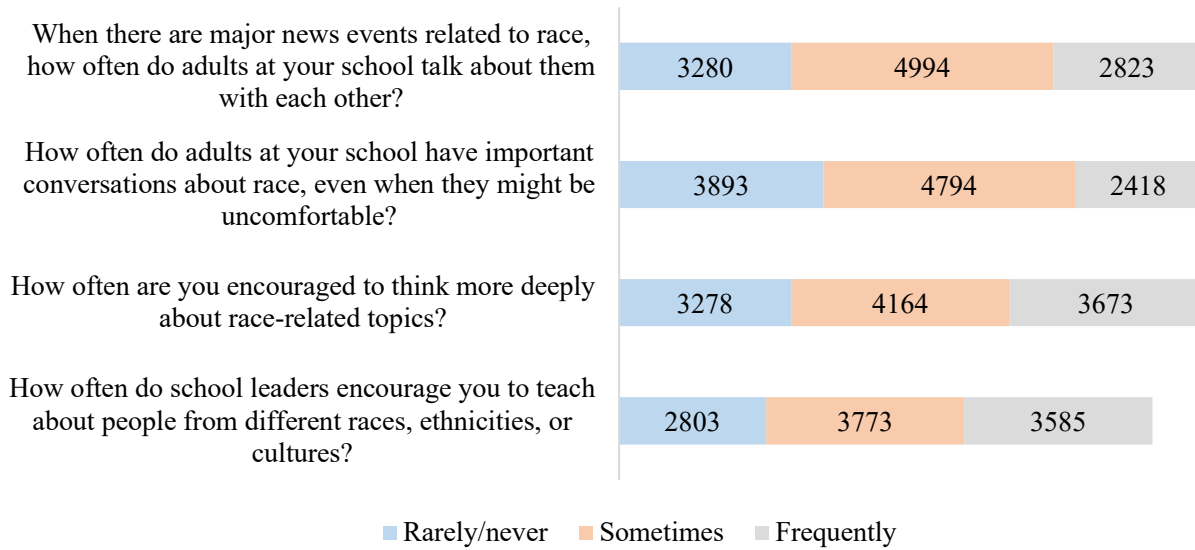
Question	Rarely/never	Sometimes	Frequently
When there are major news events related to race, how often do adults at your school talk about them with each other?	3280	4994	2823
How often do adults at your school have important conversations about race, even when they might be uncomfortable?	3893	4794	2418
How often are you encouraged to think more deeply about race-related topics?	3278	4164	3673
How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures?	2803	3773	3585

■ Rarely/never ■ Sometimes ■ Frequently

Figure 2: How often do adults in schools engage in conversations about race – administrator perspectives?

Question	Rarely/never	Sometimes	Frequently
When there are major news events related to race, adults at your school have conversations about them with each other?	74	287	132
Adults at your school have conversations about race, even when they might be uncomfortable?	101	280	112
You encourage your educators to think more deeply about race-related topics?	53	253	186
School leaders encourage faculty to teach about people from different races, ethnicities, or cultures/languages?	37	243	213

■ Rarely/never ■ Sometimes ■ Frequently

Figure 3: How often do students engage in conversations about race – educator perspectives?

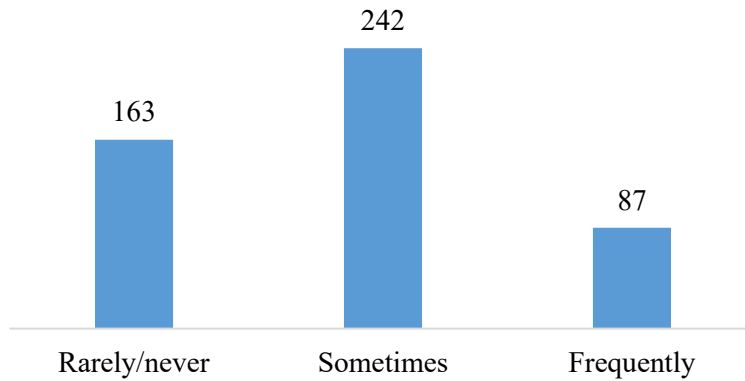| Question	Rarely/never	Sometimes	Frequently
When there are major news events related to race or culture, how often do adults at your school talk about them with students?	3216	5137	1725
How often do students at your school have important conversations about race and culture, even when they might be uncomfortable?	3333	5219	1527
How often are students encouraged to think more deeply about race and culture-related topics?	2312	5438	2339
How often are students given opportunities to learn about people from different races, ethnicities, or cultures?	1320	5603	3190

■ Rarely/never   ■ Sometimes   ■ Frequently

Few schools are centering their Educator Effectiveness processes to focus improvement efforts on equity.

The Educator Effectiveness process integrates a number of development opportunities for educators and administrators into a school's administration[2]. Educators establish classroom growth goals, or student learning objectives (SLOs), and receive performance feedback from administrators who observe their practice. Similarly, school administrators establish school learning objectives and also receive feedback from a district administrator. The question asked of both groups was to what extent these development opportunities focus on equity.

Administrators suggested the feedback they receive is not consistently focused on issues of equity. Only 18% of administrators reported the feedback they receive "*frequently*" focuses on racial equity (Figure 4). Administrators were nearly twice as likely (33%) to report feedback never focused on equity.
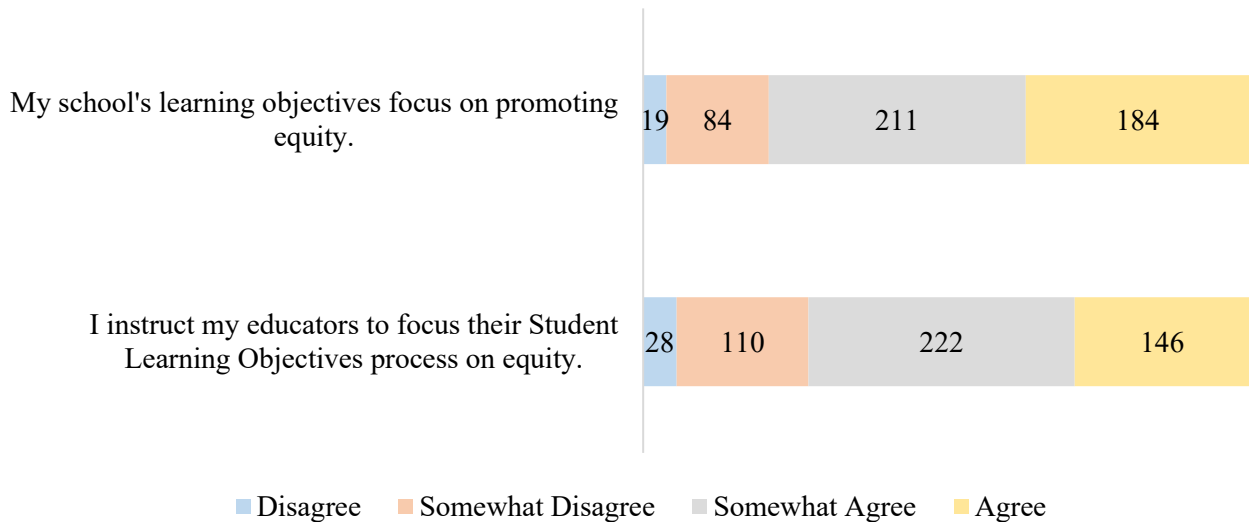
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[2] Cosner, S., Kimball, S., Carl, B., Barkowski, E., & Jones, C. J. (2014). Principal Roles, Work Demands, and Supports Needed to Implement New Teacher Evaluation. UIC Research on Urban Education Policy Initiative Policy Brief. 3.

Figure 4: How often does feedback provided by your supervisor focus on how to more effectively promote racial equity in your school – administrator perspectives?

Given the inconsistent centering of equity in the feedback provided to administrators in the Educator Effectiveness process it is not surprising that school and student learning objectives are rarely centered on equity (Figure 5). Only 37% of administrators "*agree*" that their school's learning objectives focus on equity. Fewer (29%) "*agree*" that they instruct their educators to focus student learning objectives (SLOs) on equity.
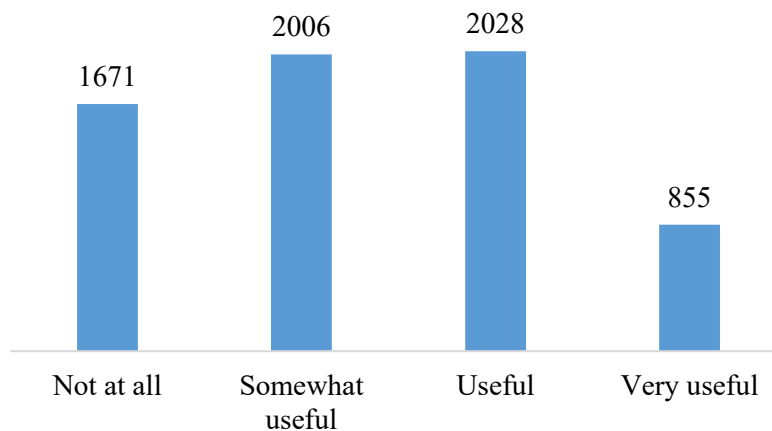
Figure 5: To what extent do school and student learning objectives focus on equity – administrator perspectives?

Educators evaluated the usefulness of feedback provided to them for helping promote racial/cultural/ethnic equity. Fewer than half (44%) reported the feedback they received was either "*useful*" or "*very useful*" to this end. Many (25%) reported it was "*not at all*" useful. Together, these

results suggest few schools are centering their Educator Effectiveness processes on equity. Exactly what schools are doing to at least partially focus their Educator Effectiveness processes on equity is worth further study.

Figure 6: How useful is the feedback provided to you by your supervisor for helping you promote racial/cultural/ethnic equity in your practice – educator perspectives?

Equity audits are used by some schools to organize their efforts to promote equity.
About one-third of administrators indicated their school used equity audits (Figure 4) to focus their equity efforts. Equity audits can take many forms but at the center they are designed to identify inequitable practices engaged in by a school. These can involve a number of methods, but often include stakeholder surveys and student data analysis. Data can be analyzed to identify under and over representation in such things as discipline, Advance Placement course taking, attendance, or participation in extracurricular activities. More involved audits might include surveys of different student or family groups about their perceptions of their school. Of those who indicated their school used equity audits, about 79% indicated audits were "*useful"* or "*somewhat useful"* (Figure 5). It is not clear exactly what methods each school used to inform their audits so it is not possible to identify the most useful specific audit practices used by schools. Future data collection could examine the utility of equity audit practices more fully.

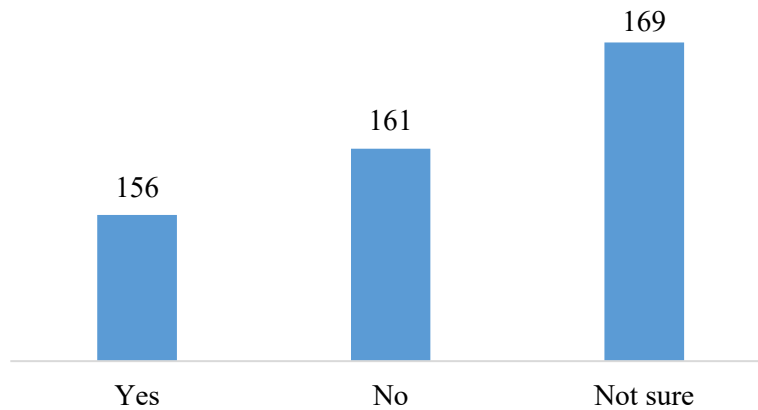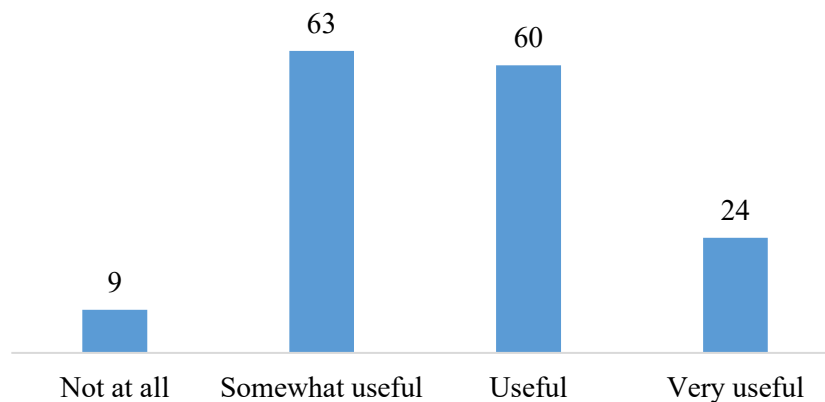Figure 4: Does your school conduct equity audits – administrator perspectives?

Figure 5: How useful are the audits for promoting racial/ethnic/cultural equity in your school – administrator perspectives?

Generally, administrators and educators view equity-focused professional development as useful.

Figures 6 and 7 present the perspectives of administrators and educators regarding equity-focused development opportunities. It is important to note that it is not clear exactly what format or content is being shared through equity-focused professional development opportunities. Future data collection efforts could examine the utility of specific professional development content.

- Most administrators (75%) find professional development focused on equity "*useful*" or "*very useful*" (Figure 6).
- Of those who have accessed support from their Cooperative Educational Service Agency (CESA), only half (50%) felt it was "*useful*" or "*very useful*" (Figure 6).
- Slightly more (63%) felt professional development provided by the Association for Wisconsin School Administrators was "*useful*" or "*very useful*" (Figure 6).

- Teachers hold a less positive view on the usefulness of equity-focused professional development, with just over half (52%) reporting it as "*useful*" or "*very useful*" (Figure 7).

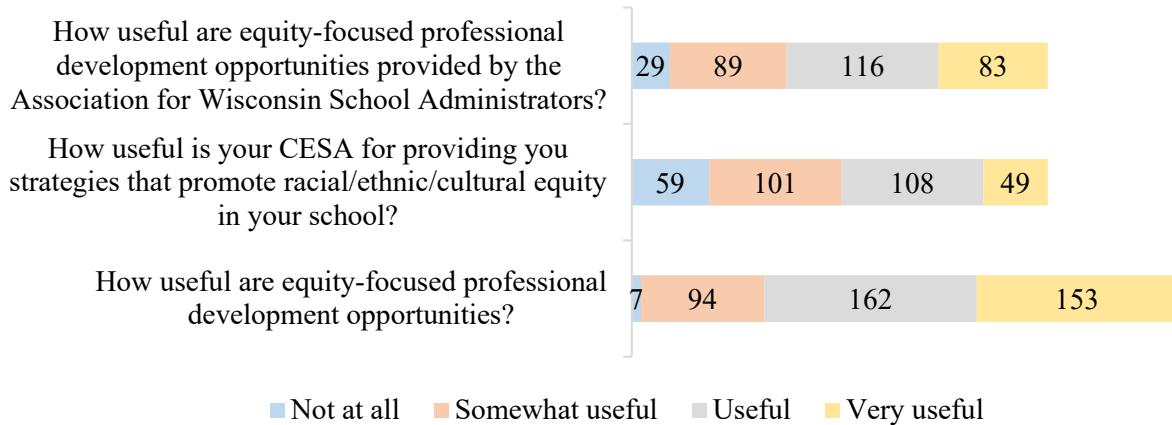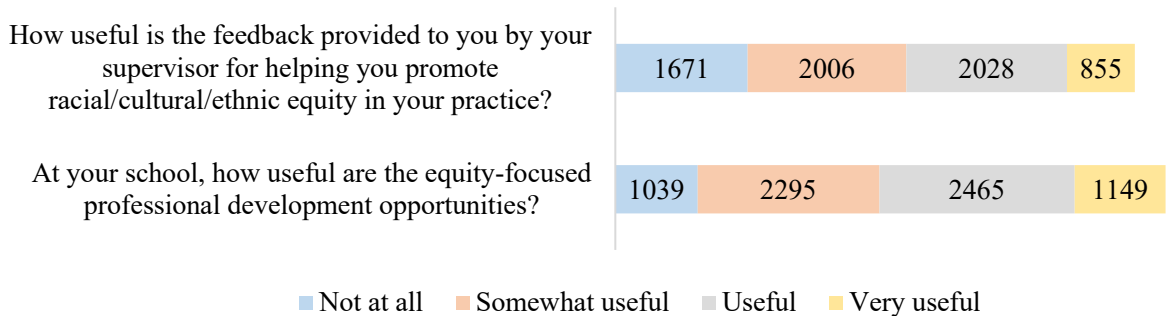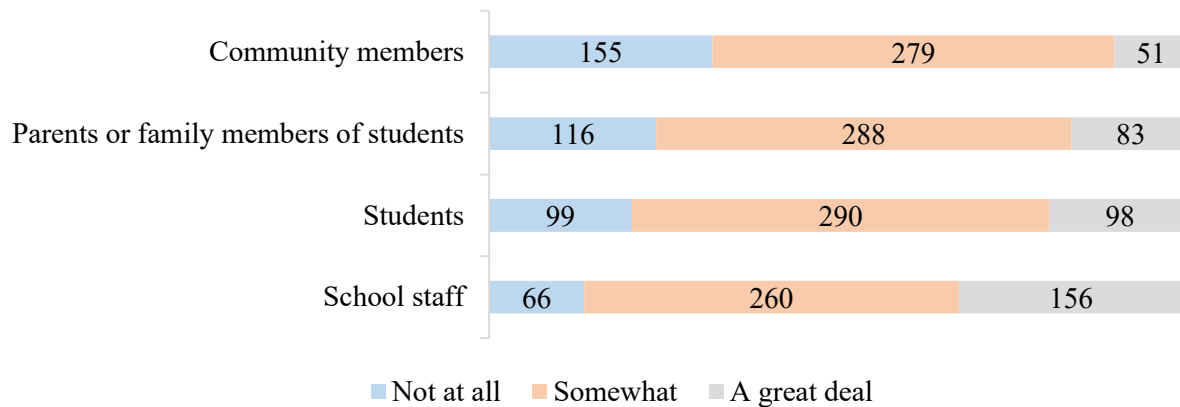Figure 6: How do administrators perceive the usefulness of equity-focused professional development?

	Not at all	Somewhat useful	Useful	Very useful
How useful are equity-focused professional development opportunities provided by the Association for Wisconsin School Administrators?	29	89	116	83
How useful is your CESA for providing you strategies that promote racial/ethnic/cultural equity in your school?	59	101	108	49
How useful are equity-focused professional development opportunities?	7	94	162	153

■ Not at all   ■ Somewhat useful   ■ Useful   ■ Very useful

Figure 7: How do educators perceive the usefulness of equity-focused professional development?

	Not at all	Somewhat useful	Useful	Very useful
How useful is the feedback provided to you by your supervisor for helping you promote racial/cultural/ethnic equity in your practice?	1671	2006	2028	855
At your school, how useful are the equity-focused professional development opportunities?	1039	2295	2465	1149

■ Not at all   ■ Somewhat useful   ■ Useful   ■ Very useful

A necessary condition for creating equitable and inclusive school conditions is to involve stakeholder groups in decision-making more generally and certainly regarding how a school should approach its efforts to promote equity. Figure 8 suggests few schools are consistently gathering feedback from parents, students, or their community to help guide their efforts. More are gathering feedback from staff but even then it is only "*somewhat*" informing efforts.

Figure 8: To what extent does your school use feedback provided by each of the following groups to inform its efforts to promote racial/ethnic/cultural equity – administrator perspectives?

	Not at all	Somewhat	A great deal
Community members	155	279	51
Parents or family members of students	116	288	83
Students	99	290	98
School staff	66	260	156

What specifically are schools doing to create equitable conditions?

The most common identified focus of local efforts for promoting equity was on racial equity (46 administrators). However, schools are also engaged in promoting equitable opportunities for low-income students (identified by 29), LGBTQ+ students (identified by 24), and students identified for special education services (identified by 21). The responses of other administrators often inferred to these student groups but did not explicitly mention them.

Across schools many school administrators reported they were still at the beginning of the process of examining their practices to focus on equity. This is reflected in statements such as:

> *"We are just beginning this journey."*

> *"We are just embarking on the work of equity within my school district."*

Those who indicated they had started reported using a myriad of approaches for promoting equity and shifting their school's role in perpetuating inequities. This took many forms but commonly involved engaging in reading groups.

> *"**Purchased several books about anti-racism, equity, and diversity** for PBIS Library and self; Expressed interest in joining district equity group. Shared informational articles during staff meeting about racial inequities within schools for young black boys; Challenged staff to purchase materials that promote equality and diversity."*

> *"**Admin team is digging into book studies and professional development surrounding equity and culturally responsive teaching**."*

*"Administrative team had **focused book study**. Having difficulty determining next steps."*

*"**All students are reading the book the Hate you Give** as freshmen. We feel this has given us a good starting point for all students in our school."*

Some schools reported making progress toward changing their school to be more inclusive to diverse groups through strategies like focusing on social-emotional learning, mental health, culturally responsive teaching, and restorative justice.

*"Technology equity across all districts including broadband, student devices, tech in classrooms. **SEL learning for staff and students. Restorative Practices for schools**."*

*"We have **hired a school social worker and a school psychologist**--both new positions--this school year, and they have been very important in helping us grow in support of families with mental health issues, financial issues, and educational inequities."*

*"...incorporation of **culturally relevant teaching** and curricular resources around BIPOC, gender identity, students/family members with disabilities are regular parts of our monthly staff meetings."*

*"**Common bathrooms** for everyone's use."*

Schools even further down the path toward promoting equity have worked to define effective teaching as equity-focused, partnered with community agencies, and engaged their communities and various stakeholders in finding solutions.

*"This year we started having conversations at our monthly committee meetings. Each certified staff member was asked to have a **create goal for their PPG** (Professional Practice Goal). The conversations have been rich among staff; however, we need to continue to identify our biases to support our community."*

*"Our district has recently partnered with the Great Lakes Equity Center. We are in the planning stages for professional development for the 2021-22 school year. Our district leadership has also established a **community diversity committee** which actively meets to discuss efforts to promote equity and specifically racial equity."*

*"**Equity committee** and staff focus on whole school community activities connected to student/teacher classroom work on equity. **Student focused small group collaborative (real conversations and situations) activities** to engage in learning from each other and*

*community/research about race and how to be more anti-bias and anti-racist. Integrated approaches for increased equity learning and engagement (put learning into practice). **Student led groups and activities for gender, racial, ability, etc. equity and understanding.** Create and experience more "stories/experiences" in our community to expand awareness and understanding of others' core experiences."*

*"We have established a **coalition of leaders group** which meets regularly w/ the principal, superintendent and the central office admin. **This student group is comprised of our Multicultural Student Union, our GSA and our Allies groups**."*

*"This is such an important area of focus for all schools, communities, and the nation. We have engaged in numerous professional development trainings, **added an anti-racism policy**, **developed a staff survey about macroaggressions**, **developed a micro aggression survey for students**, **added a diversity club at the middle and high school levels**, **involve students in our professional learning**, incorporated a core group of teachers within professional learning trainings, **working to analyze our curriculum to ensure all students "see themselves" in the activities, reading**, etc. And simply...working on getting better each day for ALL students."*

On the other end of the spectrum are a minority of administrators who do not believe there is a connection between equity and quality teaching, who do not feel inequities and the factors that perpetuate it are real, or view equity as irrelevant to their school.

"Why have these questions been added to the survey? This has veered away from quality teaching that EE was originally about."

"My only concern is staff looking for problems that do not exist and them pushing their own agendas when not needed or inappropriate for certain age groups."

"Our school is pretty much Caucasian, so staff are open and fair among everyone."

"Start talking about unity, not equity."

What does your school need the most to help promote racial/ethnic/cultural equity?

Schools need to fully commit to creating equitable learning conditions.

Most educators reported their school was either "*not at all*" supportive (19%) or only "*somewhat supportive"* (40%) in helping them advance racial/cultural/ethnic equity. This is consistent with school administrator responses that their school is only "*somewhat focused*" (49%) or "*not at all focused*" (6%) on establishing an anti-racist environment that supports the success of all student groups. Creating anti-racist schools is not something that can be accomplished through half measures.

Figure 9: Overall, how supportive has your school administration been in helping you advance racial/cultural/ethnic equity – educator perspectives?
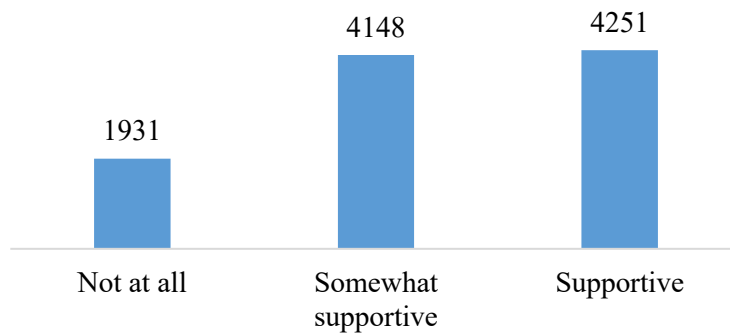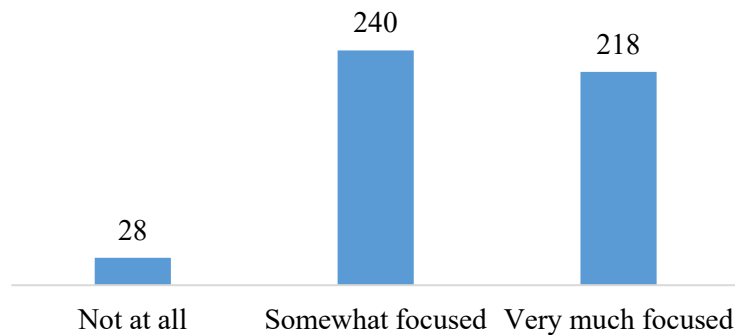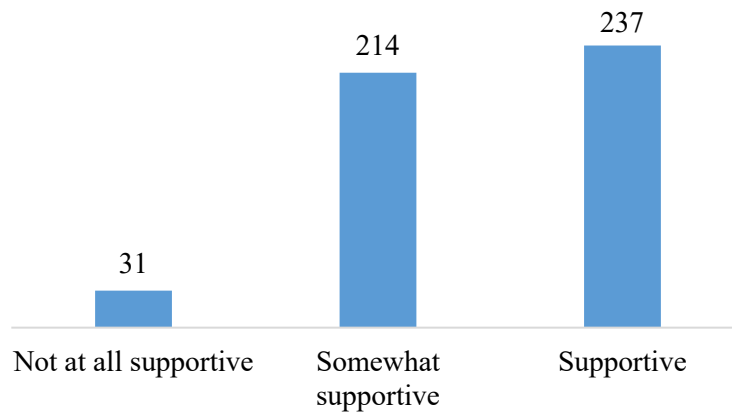

Figure 10: To what extent is your school focused on establishing an anti-racist environment that supports the success of all student groups – administrator perspectives?

Districts need to examine their practices and policies through an equity lens.
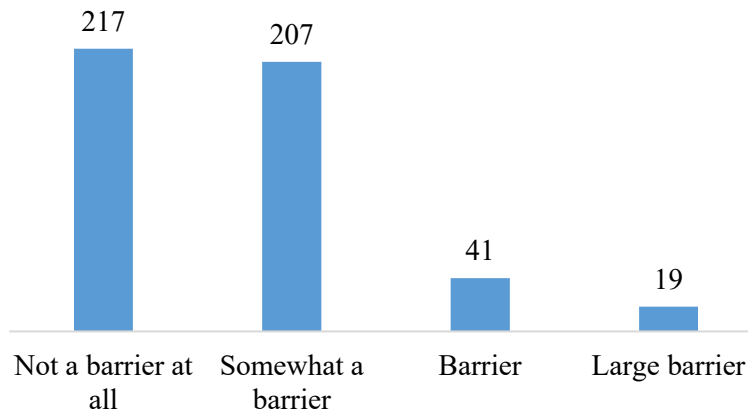
Schools can only fully realize their potential for promoting equity with support from their district. Unfortunately, many school administrators indicated their district was only partially supportive of the work. Slightly less than half (49%) of school administrators felt district leadership was "*supportive*" of helping advance racial/ethnic/cultural equity in their school (Figure 11).

Figure 11: Overall, how supportive has district leadership been in helping you advance racial/ethnic/cultural equity in your school – administrator perspectives?

Further, district policies can represent a real barrier for realizing equitable schools. Such policies that dictate discipline, curricula, human resources, testing, tracking, and grading can and do all interfere with the ability of educators to create inclusive and equitable opportunities for all students. Most school administrators identified district policies as a barrier. 55% of school administrators identified district policies as at least somewhat a barrier for advancing racial/ethnic/cultural equity in their school (Figure 12).

Figure 12: To what extent do your district's policies represent a barrier to advancing racial/ethnic/cultural equity in your school – administrator perspectives?

217 — Not a barrier at all
207 — Somewhat a barrier
41 — Barrier
19 — Large barrier

Specific feedback about what schools need the most to help promote racial/ethnic/cultural equity.

When answering the question, "*What does your school need the most to help promote racial/ethnic/cultural equity,*" many responded with requests for **more support, resources, and in-service time**. Relatedly, administrators commonly reported barriers to this work, such as a lack of district leadership, the politicization of education, and community attitudes.

Fifty administrators specifically mentioned **time** in reference to training new staff, professional development, and data analysis:

> "Just **time to focus** on the data and disproportionality, some educational pieces to help staff understand the cultural relevance before referring for special education."

> "We need a **dedicated time** to begin the conversation about current disparities and we need to develop an action plan to continue the slow work that is needed for meaningful change. We may need a staff or a team that focuses on promoting racial/ethnic/cultural equity."

> "Professional learning communities that use the equity lens and **time during the day** for those communities to dive into very hard, most likely uncomfortable, yet highly rewarding for selves, students, and community-work."

> "Teacher **workloads are overfilled** with too many standards, testing, and other priorities. DPI, please reduce the amount of state/local testing and state standards so teachers can also focus on social emotional learning, equity, and culturally/linguistically responsive teaching."

Resources for learning, unlearning, and acting on racial inequities on schools appeared to be particularly important to administrators with "**resources**" directly mentioned by 28 administrators, such as:

> "I would love to see **additional resources that are easy to access** as a principal to help provide PD for staff."

> "We need **additional financial resources and staffing** to be more effective at addressing systemic inequities among our student population."

Professional development as a resource appeared 30 times with specific mentions like:

> "We need **professional development that focus on implicit bias that is ongoing, timely, and authentic**. Staff can no longer have one professional development session that is never spoken of again. There needs to be an investment in differentiated professional development that meat people where they are."

> "Professional development experiences from experts outside of our organization. This **professional development should sustained over the course of multiple years** if we want to see the changes we hope for in our organization. With professional development comes the opportunity to create changes in our practices and our traditions."

Many respondents placed a specific focus on the **need for district and state support in their efforts**. One respondent describes their district's efforts as, "A strand in continuous improvement that can be started and stopped at will," in lieu of initiating system-wide policies directly aimed at the inequities students are facing everyday.

> "District leadership that is willing to build their critical consciousness with regard to their own identity. **Just because this district is predominantly white does not mean this work isn't critically needed**. We need someone hired at the district level to educate district and building leadership so that equity work can be advanced system wide."

> "... school leaders have to also, understand how important it is. Sometimes, it can be very difficult because **many school leaders, don't feel that there is a problem and everything is just brushed under the rug**."

> *"**Our Board has paid this lip service, but has made no effort to prioritize this work**. My only success has been to add specific language to the handbook regarding discipline consequences for racially charged speech or action."*

> *"To ensure the promotion of racial equity, this needs to begin with district leaders. District leaders need to have extensive training in racial equity. Unfortunately, **district leaders are somewhat disconnected from what is occurring in the schools**."*

> *"We also have **LBGTQ students who do not have any support in our district**."*

> *"This is a **divided effort due to leadership buy-in and governance policies**."*

> *"I have created PD opportunities for my staff in the past. The **current superintendent focus is centered on academic achievement only** and disregards work in the areas we have previously worked to educate our staff in."*

> *"The curricular and financial resources required to teach themselves are often little to none. Administrators often described the **need for reframed or additional resources and support from across the state** to supplement their growth."*

Similarly, districts with equity initiatives often utilize top-down approaches to professional development. The lack of school-district-community partnership in the development and execution on this work often makes administrators feel "forced," as this respondent describes:

> *"Some of the work that is coming from the district is **top down and staff feel that is being forced.** This impacts their openness to engage and receive PD. It feels as if **we do not have a comprehensive plan** and we are rolling things out in a rush. I welcome the focus and appreciate the support. I hope that this is better coordinated in the future."*

Several administrators described informational resources as a critical need, particularly when coupled with resisting anti-Blackness within and amongst administrators and families in schools:

> *"The way schools are a **political footballs** is an issue especially in rural schools."*

> *"**Equity for LGBTQ+ is very precarious in this community** and I believe across the state and nation right now. These kids are a focus or restriction for the "Christian" flock and the far right."*

*"[Our] community is very conservative and are strongly against change. These attitudes makes it a challenge to address racial and social issues at times. **We have received kick back for trying to teach acceptance and empathy to other races and beliefs.** Even with these challenges we continue to try to educate students on acceptance and empathy towards others."*

*"**Accurate information for families and community members who are lashing out at us about teaching "Critical Race Theory."** For the most part the information being perpetuated is inaccurate and hostile to creating equitable school environments. We are seeing "white flight" to districts west of us that have a stronger showing of those who oppose implementing diversity training and inclusion efforts."*

Discussion

The state of Wisconsin is widely known for perpetuating some of the most racially inequitable education systems in the United States. The state should examine its own policies and practices to understand how it can better support local school equity efforts. As part of this, the state should lead by guiding schools as to what is necessary to realize equity for all students. DPI should guide the efforts of schools by examining its own goals and providing schools the messaging and tools for truly transforming Wisconsin education.

There was an undercurrent of frustration in school administrator responses as they shared their experiences trying to promote equity in their schools. District administrators were sometimes viewed as barriers to making equity a priority. The same was said about school boards and the community itself, as schools have become more politicized. So while some districts seem to be on a path toward creating settings that support all students' success, others have failed even to begin.

When schools have started to think about equity, the work has often been superficial. School efforts to promote equity include training, sharing articles among school staff, and building learning cohorts. Together, these efforts add up to just a slight resistance to the strong societal current against marginalized students and families. It is fine to start reading groups focused on equity but to truly realize its potential, schools must graduate to much more involved systemic changes such as restorative justice practices, culturally responsive pedagogy, and a focus on social emotional development. Very few administrators indicated their school was engaged in any of these larger, necessary systemic changes.

As mentioned by administrators, district and state-level emphasis on test preparation, the hyper-politicization of equitable school policies, and unclear expectations on the ways to move forward leaves little to no time, energy, or resources to focus on supporting all students' needs. Even amongst schools and districts who have begun to act on equity, the obstacles presented by the lack of time, resources, energy, and clarity of direction severely limit progress. Although things like book studies and professional learning can make positive shifts, when not paired with the implementation of different practices equity will not be realized. Recognizing that each community has its own unique assets and challenges, what matters most is what principals do structurally within their schools to support this work. From the macro (professional development scope, schedule, professional learning communities) to the micro (instructional feedback) there are many

things that a principal does have agency over. Leading for equity is not a binary choice that is simply based on external factors. It's a matter of choosing to engage in it. Ultimately, it is the daily interactions and decisions that educators make with students and families that will move the needle. What are principals doing to put their staff in positions to engage in this work? Whether big or small, there are no shortage of opportunities to do so. It's a part of every decision that we all make, every day.

Methods

As part of the 2021 Wisconsin Educator Development Support and Retention Survey,[3] administered in the spring of 2021, school-based educators and administrators answered questions about their school's equity practices. Questions were derived from conversations with educators and from various existing survey instruction such as the Panorama.[4] In total 11,162 educators and 494 administrators responded to equity-focused questions, representing schools from across the whole state of Wisconsin. Educators from 364 different school districts responded (Table 1).

Table 1: Survey responses

CESA	Educator survey responses	Administrator survey responses	Administrators who answered open-ended question 1	Administrators who answered open-ended question 2
1	2448	146	69	39
2	2535	88	36	28
3	217	13	4	0
4	544	27	11	9
5	680	29	11	9
6	1393	40	14	11
7	789	34	11	8
8	430	24	7	4
9	556	29	11	8
10	481	27	12	6
11	797	26	10	9
12	292	11	1	0
Total	11162	494	196	131

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[3] www.uwm.edu/sreed/wedsr
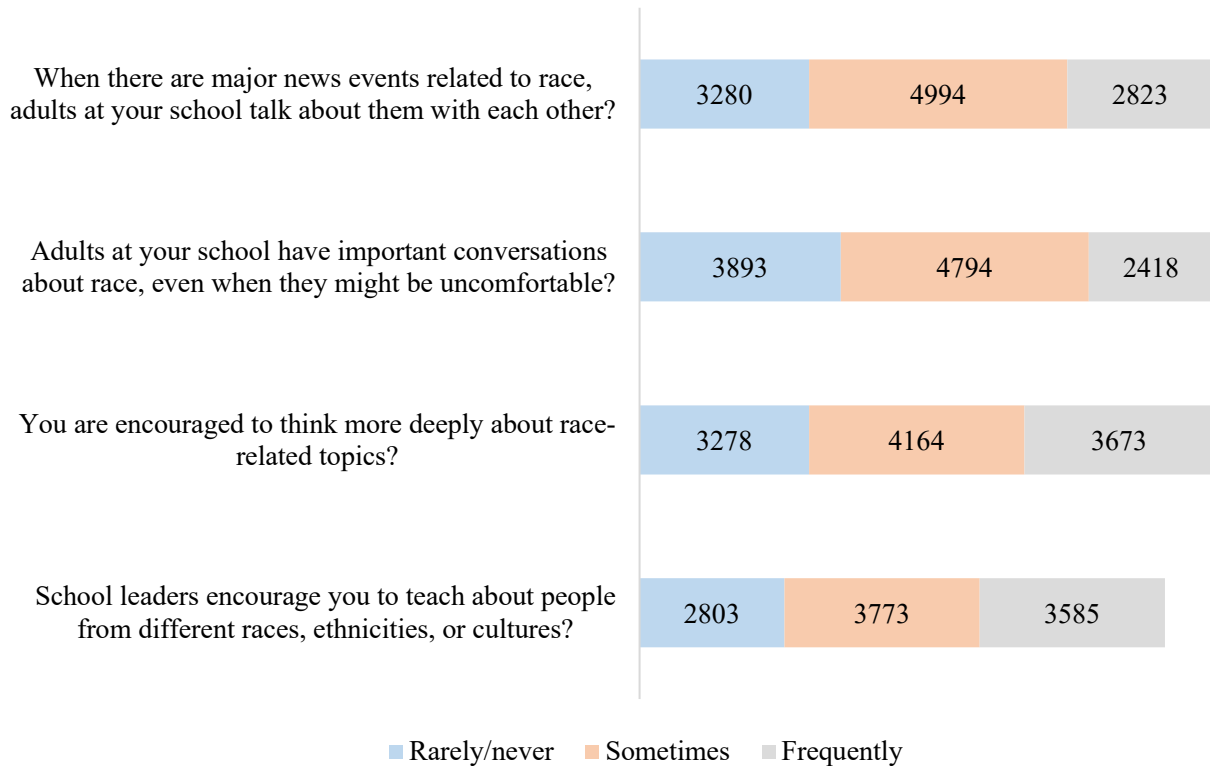[4] https://www.panoramaed.com/panorama-student-survey

In addition to close-ended questions, administrators were asked to describe the equity practices in the school and barriers for implementing equity practices. Of the 494 responding administrators, 196 answered the question, *"What does your school need the most to help promote racial/ethnic/cultural equity?"* and 131 answered the question about what their school is doing to promote racial equity and equity with other groups. Of 494 responding school administrators, 393 were school principals, 97 were assistant principals, and 4 were in unknown roles in their school. Responding administrators worked in schools from across the state, with every CESA (Cooperative Educational Service Agency) represented (Table 1). Each of the open-ended responses were coded for theme and tone.
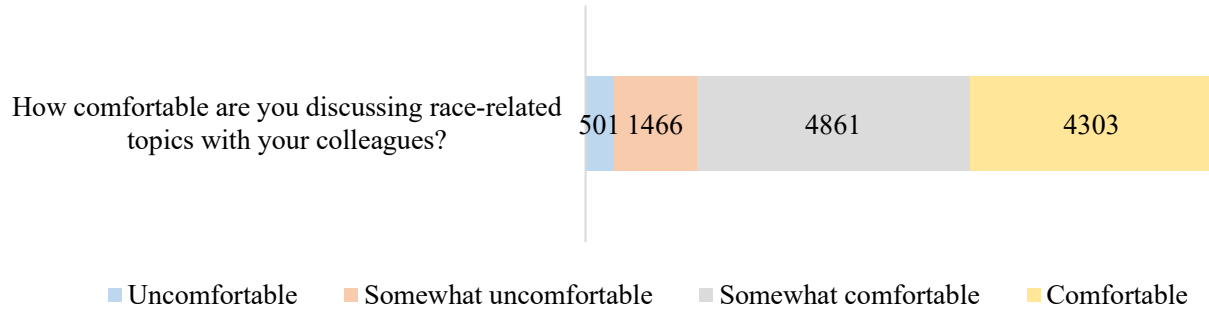
Appendix A – Educator survey results

How often do each of these equity-focused activities happen at your school?

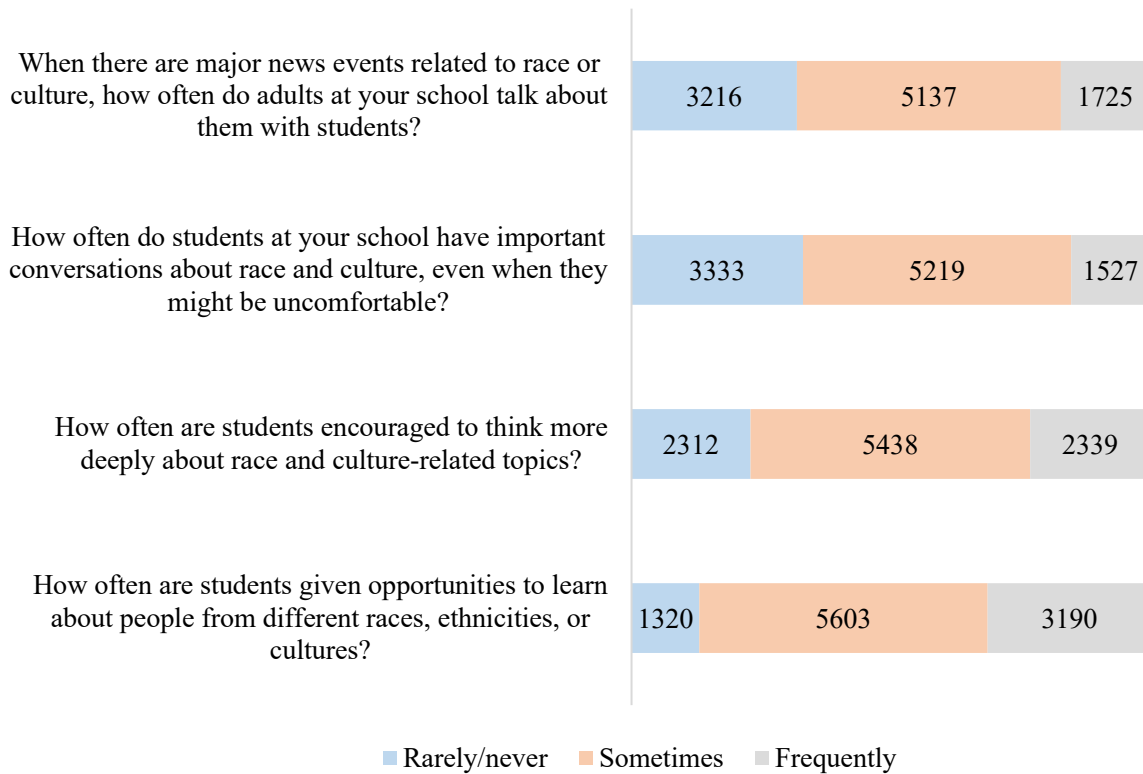|	Rarely/never	Sometimes	Frequently
School leaders encourage faculty to teach about people from different races, ethnicities, or cultures/languages?	2803	3773	3585
You encourage your educators to think more deeply about race-related topics?	3278	4164	3673
Adults at your school have conversations about race, even when they might be uncomfortable?	3893	4794	2418
When there are major news events related to race, adults at your school have conversations about them with each other?	3280	4994	2823

	Uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Comfortable
How comfortable are you discussing race-related topics with your colleagues?	501	1466	4861	4303

How comfortable are you discussing race-related topics with your colleagues?

501	1466	4861	4303

■ Uncomfortable ■ Somewhat uncomfortable ■ Somewhat comfortable ■ Comfortable

How often do each of these equity-focused activities happen at your school?
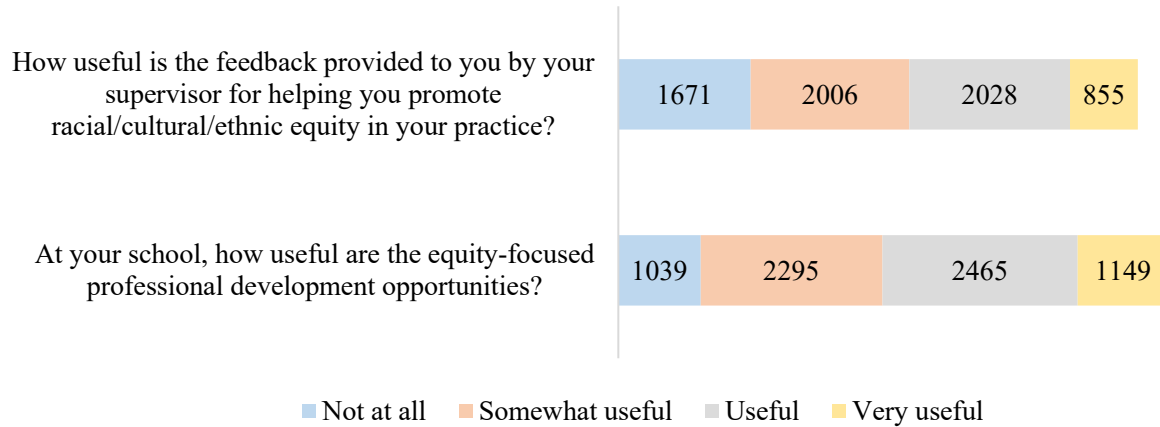
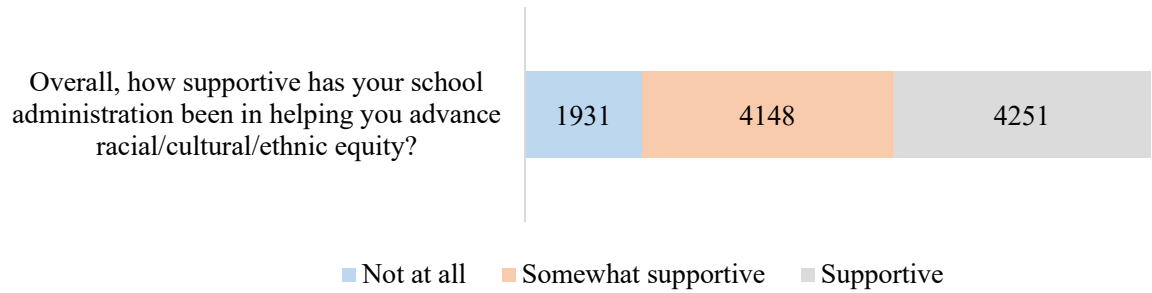|	Rarely/never	Sometimes	Frequently
How often are students given opportunities to learn about people from different races, ethnicities, or cultures?	1320	5603	3190
How often are students encouraged to think more deeply about race and culture-related topics?	2312	5438	2339
How often do students at your school have important conversations about race and culture, even when they might be uncomfortable?	3333	5219	1527
When there are major news events related to race or culture, how often do adults at your school talk about them with students?	3216	5137	1725

	Uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Comfortable
If students from different racial and cultural backgrounds struggled to get along in your class, how comfortable would you be intervening?	177	1016	3920	4959
How comfortable are you discussing race-related topics with students?	243	1144	3690	2933
To what extent are you comfortable incorporating new perspectives from different racial and cultural backgrounds into your curriculum?	273	1194	3858	2630
When a sensitive issue of race or culture arises in class, how comfortable would you be in addressing the situation?	259	1262	3796	2690

	Not at all	Somewhat useful	Useful	Very useful
At your school, how useful are the equity-focused professional development opportunities?	1039	2295	2465	1149
How useful is the feedback provided to you by your supervisor for helping you promote racial/cultural/ethnic equity in your practice?	1671	2006	2028	855

How useful is the feedback provided to you by your supervisor for helping you promote racial/cultural/ethnic equity in your practice?
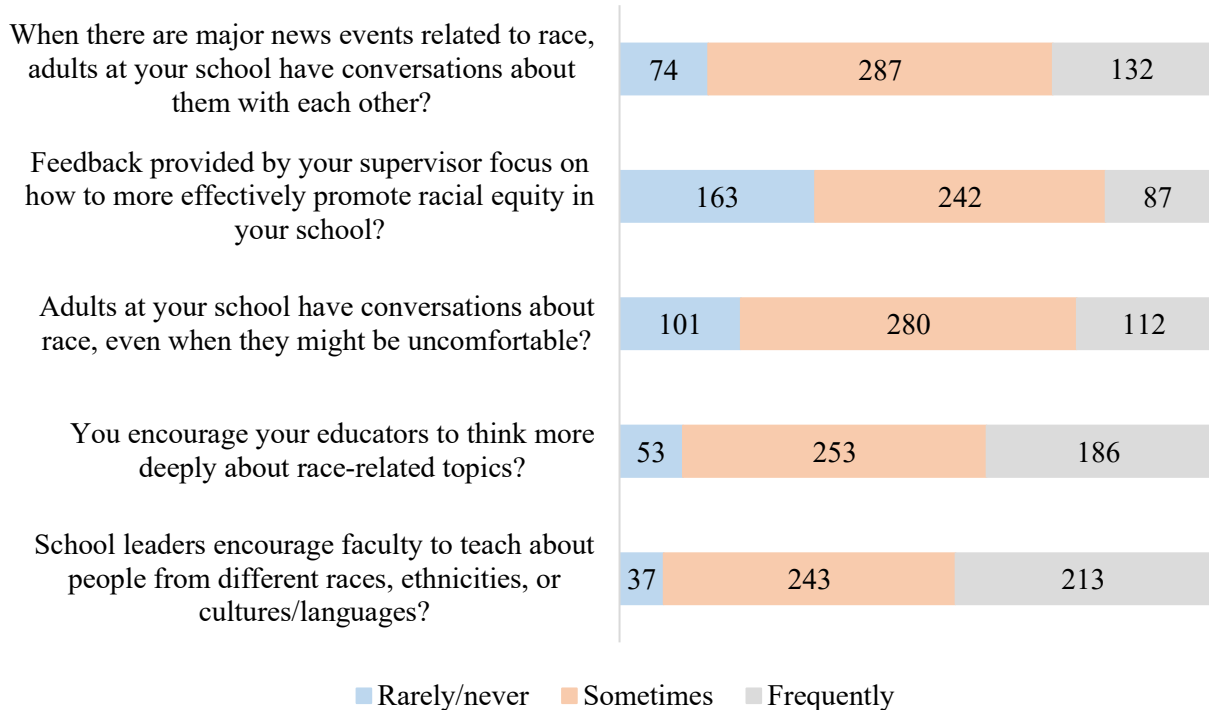
| 1671 | 2006 | 2028 | 855 |

At your school, how useful are the equity-focused professional development opportunities?

| 1039 | 2295 | 2465 | 1149 |

■ Not at all   ■ Somewhat useful   ■ Useful   ■ Very useful

	Not at all	Somewhat supportive	Supportive
Overall, how supportive has your school administration been in helping you advance racial/cultural/ethnic equity?	1931	4148	4251

Overall, how supportive has your school administration been in helping you advance racial/cultural/ethnic equity?

| 1931 | 4148 | 4251 |

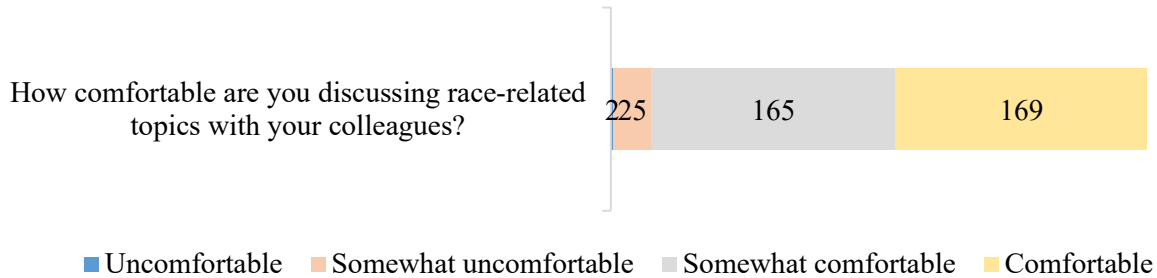■ Not at all ■ Somewhat supportive ■ Supportive

Appendix B – School administrator survey results

How often do each of these equity-focused activities happen at your school?

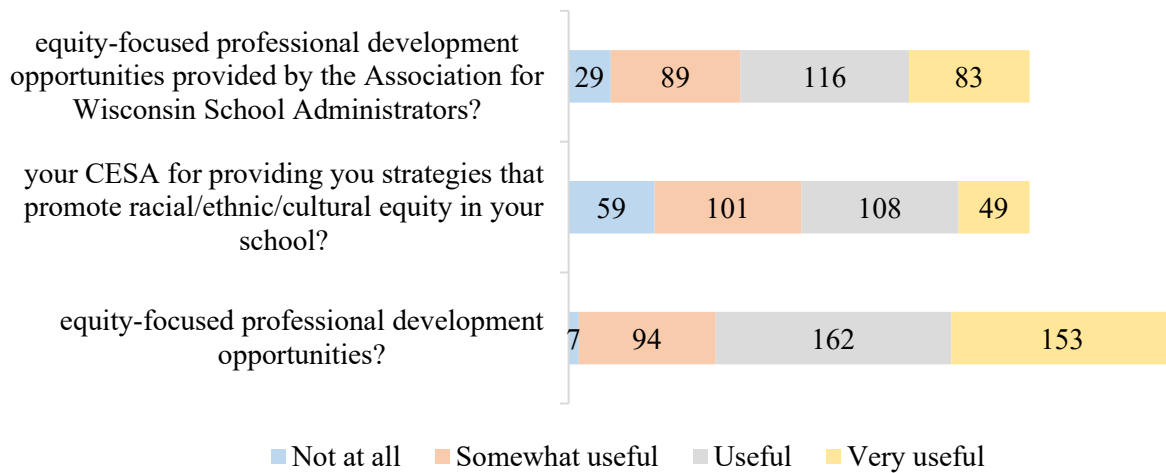|	Rarely/never	Sometimes	Frequently
School leaders encourage faculty to teach about people from different races, ethnicities, or cultures/languages?	37	243	213
You encourage your educators to think more deeply about race-related topics?	53	253	186
Adults at your school have conversations about race, even when they might be uncomfortable?	101	280	112
Feedback provided by your supervisor focus on how to more effectively promote racial equity in your school?	163	242	87
When there are major news events related to race, adults at your school have conversations about them with each other?	74	287	132

	Uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Comfortable
How comfortable are you discussing race-related topics with your colleagues?	2	25	165	169

How comfortable are you discussing race-related topics with your colleagues?

- Uncomfortable
- Somewhat uncomfortable
- Somewhat comfortable
- Comfortable

How useful is/are each of the following

	Not at all	Somewhat useful	Useful	Very useful
equity-focused professional development opportunities?	7	94	162	153
your CESA for providing you strategies that promote racial/ethnic/cultural equity in your school?	59	101	108	49
equity-focused professional development opportunities provided by the Association for Wisconsin School Administrators?	29	89	116	83

- Not at all
- Somewhat useful
- Useful
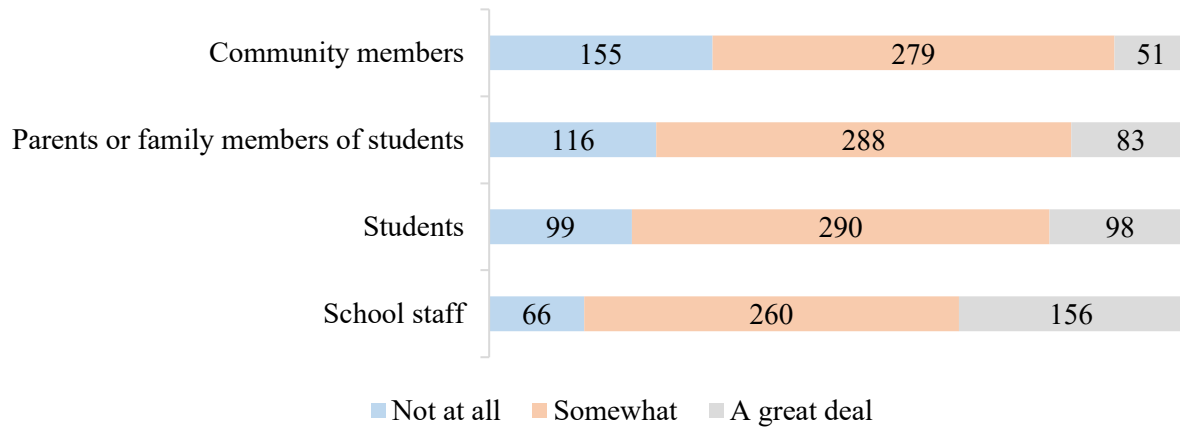- Very useful

Does your school conduct equity audits?

How useful are the audits for promoting racial/ethnic/cultural equity in your school?

To what extent does your school use feedback provided by "group" to inform its efforts to promote racial/ethnic/cultural equity?
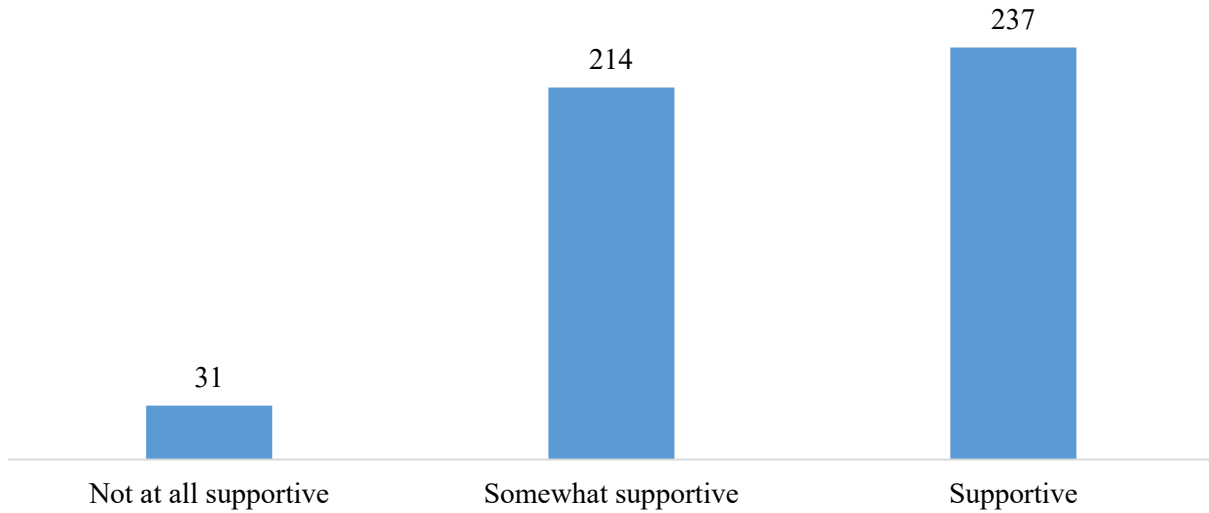
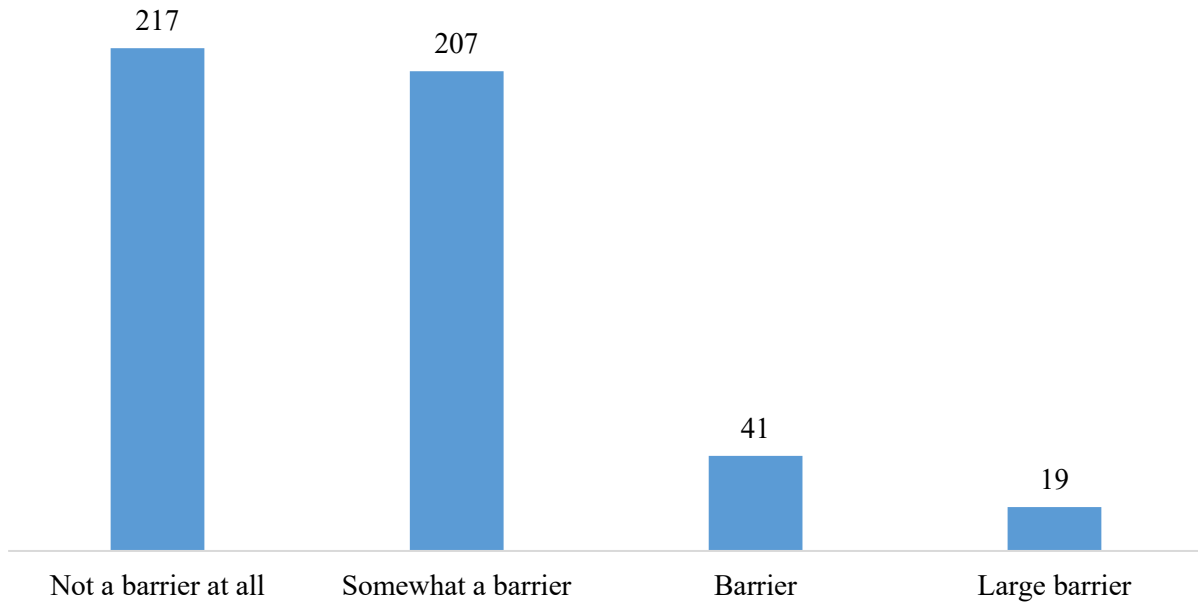|	Not at all	Somewhat	A great deal
School staff	66	260	156
Students	99	290	98
Parents or family members of students	116	288	83
Community members	155	279	51

Overall, how supportive has district leadership been in helping you advance racial/ethnic/cultural equity in your school?

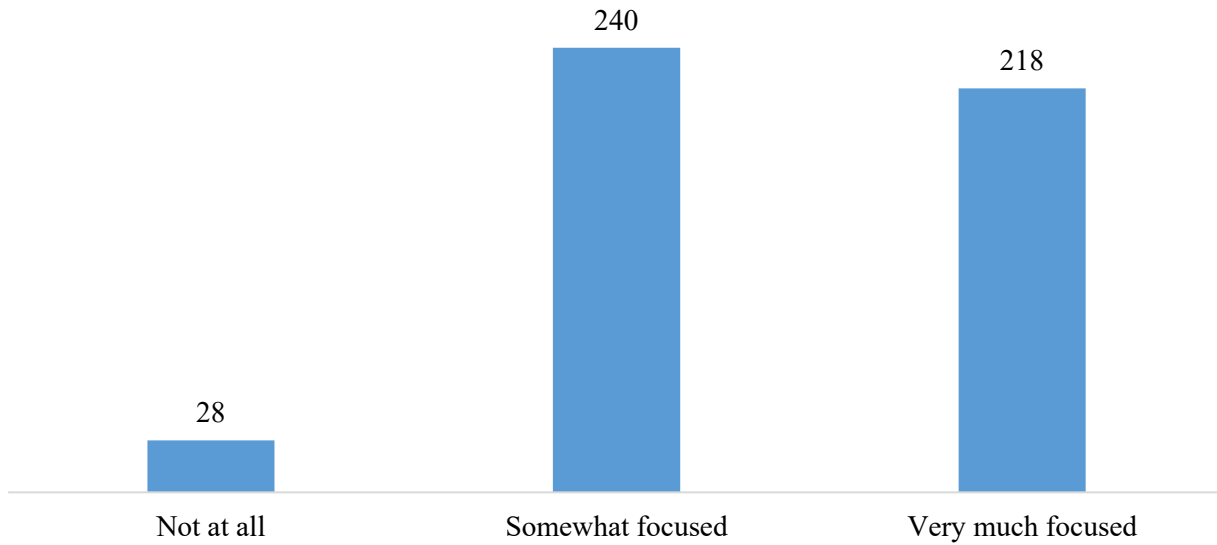|	Not at all supportive	Somewhat supportive	Supportive
Overall, how supportive has district leadership been in helping you advance racial/ethnic/cultural equity in your school?	31	214	237

To what extent do your district's policies represent a barrier to advancing racial/ethnic/cultural equity in your school?

	Not a barrier at all	Somewhat a barrier	Barrier	Large barrier
To what extent do your district's policies represent a barrier to advancing racial/ethnic/cultural equity in your school?	217	207	41	19

To what extent is your school focused on establishing an anti-racist environment that supports the success of all student groups?

	Not at all	Somewhat focused	Very much focused
To what extent is your school focused on establishing an anti-racist environment that supports the success of all student groups?	28	240	218

Although this survey focuses on racial/ethnic/cultural equity, we understand there are other identities for which equity is needed and may be a part of your local equity priorities. We appreciate any additional information you can share about your efforts toward promote racial equity and equity with other groups.

- Besides working to get to know every child, we focus on students' needs and learning styles.
- Book studies
- "Busing and school zones
- suspensions, expulsions, and school transfers
- special education assignments for students especially sped % per school and looking at specific special ed diagnosis per school
- Looking at Principal/AP assignments ethnic/cultural identities per school (south vs north side)
- Certificated vs non certificated staff assignments per school"
- Conversations, book studies, goal-setting around, incorporation of culturally relevant teaching and curricular resources around BIPOC, Gender identity, Students/family members with disabilities are regular parts of our monthly staff meetings. The Equity Coaches Collaborative has been a great resource. Recent book study on Coaching for Equity has helped to raise the bar.
- Equity between socio economic groups is also a huge issue
- Equity committee and staff focus on whole school community activities connected to student / teacher classroom work on equity. Student focused small group collaborative (real conversations and situations) activities to engage in learning from each other and community / research about race and how to be more anti-bias and anti-racist. Integrated approaches for increased equity learning and engagement (put learning into practice). Student led groups and activities for gender, racial, ability, etc. equity and understanding. Create and experience more "stories / experiences" in our community to expand awareness and understanding of others' core experiences.
- Equity is very important to a school building also, with the students.
- I am an active member of the Real Conversations About Race Cohort. My goal is to implement or replicate what we are learning about in our group discussions with staff at my school. I would like to begin with a book study.
- I put it in staff communications and at staff meetings as an expectation, however we need to do something more in-depth and covert.
- I would like to see district wide PD offered to staff and administration. There need to be checks for understanding and growth in this area. Teachers and Administration need to be help more accountable for promoting racial/ethnic/cultural equity.
- Like other districts, we are focusing equity for ALL students. Gender equity, ELL, Special Education, and Socioeconomic Status.
- My school has many LGBTQ students and we work to include this group in our conversations and our practices. We have a growing number of ELL students and this population is often overlooked. The families have specific needs and the district does not always organize information to allow access. There are limited languages that information is provided and we as a district need to do more and be more proactive. We wait until there is a request and then we are working to address the request and often time is a challenging in getting information translated.
- Our District leadership is in flux at this time. We have no strong leadership at the top.
- Schools should be supported based on their needs and not their sizes.
- Teacher workloads are overfilled with too many standards, testing, and other priorities. DPI, please reduce the amount of state/local testing and state standards so teachers can also focus on social emotional learning, equity, and culturally/linguistically responsive teaching.

- "Technology equity across all districts including broadband, student devices, tech in classrooms.
- SEL learning for staff and students   Restorative Practices for schools"
- The LGBTQ+ community continues to be marginalized and challenged in our community.
- The PD and information is provided however when it matters the most admin in schools are not fully supported to do this work.
- This is a divided efforts due to leadership buy in and governance policies.
- This school year we had consecutive equity trainings with Ubuntu and Derute Consulting Firms. Each training was a multi series of 4 or more sessions.
- This year our school ordered "LGBTQ+ Black and Brown Lives Matter" rainbow and colors stickers for the entire staff. Staff were asked to take a sticker and place it on their door plaque if they wanted to identify as an ally for these groups. Students would more easily know who they might go to if they felt unsafe, scared, unsupported or inquisitive. Staff were so excited to display the sticker that many asked for more than one so they could place one on their ID badge. Students have noticed the stickers and are excited to see inclusion is so important to the staff. Some students have asked for a sticker too.
- To ensure the promotion of racial equity, this needs to begin with district leaders. District leaders need to have extensive training in racial equity. Unfortunately, district leaders are somewhat disconnected from what is occurring in the schools.
- To me racial equity is EXTEREMELY important! But school leaders have to also, understand how important it is. Sometimes, it can be very difficult because many school leaders, don't feel that there is a problem and everything is just brushed under the rug. Many people feel that one or two people are just making a fuss about racial equity because you, as the individual is Black.
- We are starting with ourselves and reflecting on our beliefs by having PD's and talk sessions.
- WE AS EDUCATORS NEED TO FIND A WAY FOR MORE ETHNICITY IN OUR PROFESSION.
- We continue to focus on providing an environment that is inclusive to all groups who are marginalized including those with special education needs, LGBTQ, and religious groups. We have worked to affirm all of our children.
- "We disaggregate our data regularly to look for inconsistencies with achievement and create plans to close those gaps.
- We work every day to build classroom communities where all students feel seen, heard, and accepted by their teachers and peers.
- We are working to ensure that our building reflects the diversity of our staff and students in all images and literature."
- We have a persistent gap with students w disabilities that we need to focus on.
- We have a very equitable community within Montessori. We have a diversity and inclusion committee. My only concern is staff looking for problems that do not exist and them pushing their own agendas when not needed or inappropriate for certain age groups.
- We have a wide range of socio-economic levels represented in our school building. We also have a higher number of students with learning needs than our district average.
- We have also implemented a strong focus on culturally responsive practices.
- We have an engagement team established moving forward for next year. They will participate in the Racial Equity Institute as a first step in planning strategies and universal expectations for our school in this area.
- We have been engaging in PD with teachers on building anti-racist classroom communities within the school.

- We have started a global awareness committee but it came to an abrupt halt after 3 meetings.
- We must also look at the unique cultural and linguistic needs of the students and families we serve. Additionally, with over 30% of our total enrollment (within one of the largest K-5 schools in the City), we give careful consideration to the range of needs that we must be prepared to carefully support while doing all that we can to ensure access to high-quality learning experiences within learning environments set up for student success, using high-quality, up-to-date, and relevant resources/materials in both English and Spanish that are specifically designed to address these needs.
- We need strategies for activating all families to engage in school decision making.
- We participated in a coaching experience with the Nina collective to look at our practices through an equity lens. We found the experience to be very meaningful.
- We strive to integrate racial equity into all content areas of instruction
- Work includes all identities including race, gender, and sexual orientation. The ideas of bias, oppression, and intersectionality have been central to our work this year.
- Admin team is digging into book studies and professional development surrounding equity and culturally responsive teaching. After this training, we will go under an all staff training.
- Administrative team had focused book study. Having difficulty determining next steps.
- Along with our work with anti-racism, we have also attempted to focus our equity lens for our populations with the label of special education and low socioeconomic status as our equity audits and data digs into assessments has found significant gaps with these groups and the white, affluent peer groups.
- As an elementary school, we are seeing more transgender students in our building. We have learned a LOT over the last several years and provide a welcoming space to all students who identify LGBTQIA. As a district we continue to learn more about our own identities and the history of marginalization to better meet the needs of our black and brown learners. This is a never-ending and incredibly important work for our 90%+ white school and community.
- Difficult to promote when you have a largely homogeneous population
- Economic equity is another major concern (entitlement of those who have more)
- Equity for students with disabilities and those whose English is not there first language.
- Heterogeneous grouping with academic areas. Maintain universal instruction for all groups by keeping the students in the regular education setting.
- I happen to also be the Equity Coordinator for our entire district, as well as the Coordinator of our large 4K program with 19 sites. We have honed our equity work over the past several years and have made some progress. We have some schools that do a better job than others. There is definitely more work to do, but I am hopeful about the support we are receiving from high level administration to target equity work with purpose now and moving forward.
- I lead a voluntary book group that read Stamped (the young adult version) and discussed. This was very helpful and a good learning experience for those involved.
- In our district, our largest subgroup is low SES, and I would like more professional development on how to target this group.
- LGBTQ+ communities.
- Our building has a CREATE team that meets regularly and provides professional development for our staff. In our School Improvement Plan, we have an equity goal as well as academic goals. Our district supports our diversity and equity initiatives.
- Our district is just starting this work. The last district I was in focused on equity a great deal!
- "there is a basic effort to involve educators who are doing racial equity work in more racial equity work in the district

- There are basic efforts to partner with groups who help promote student leadership and student voice
- There are basic efforts around curriculum that supports all students"
- This is a MUST! WE have to address race and equity as this is who we are serving and they MUST be centered and the focus of the work. Race and equity values and supports everyone. WE would not be serving our scholars appropriately if we didn't address this with staff, scholars and families.
- This is hard work that takes time. Some people want things to change fast while others fight change. Being a good human is more than being a kind person to someone when they are front of you. It is being good in ways that people do not see everyday. It is exhausting work to say the least.
- This is such an important area of focus for all schools, communities, and the nation. We have engaged in numerous professional development trainings, added an anti-racism policy, developed a staff survey about microaggressions, developed a microaggression survey for students, added a diversity club at the middle and high school levels, involve students in our professional learning, incorporated a core group of teachers within professional learning trainings, working to analyze our curriculum to ensure all students "see themselves" in the activities, reading, etc. And simply... working on getting better each day for ALL students.
- This year we started having conversations at our monthly committee meetings. Each certified staff member was asked to have a Create goal for their PPG. The conversations have been rich among staff, however, we need to continue to identify our biases to support our community.
- Transgender is a newer topic in our district and buildings.
- We are examining all areas of equity including SES equity, LGBTQ+ equity, equity for mental health needs, racial equity, students with disabilities, etc.
- We have a great discrepancy between families with and without financial resources. We need to be better about intentionally planning/discussing events that negatively impact our families.
- We have an established equity statement for our school that focuses on people of color. We are looking to expand that definition to include English language learners, immigrants, LGBTQIA+, and students with identified disabilities.
- We have been working heavily with our local PFLAG organization. With that relationship we have done roundtables with families and local organizations with our staff to create awareness.
- We have booked a speaker for our opening staff PD days and 2 times throughout next school with a focus on racial equity.
- We have established a coalition of leaders group which meets regularly w/ the principal, superintendent and the central office admin. This student group is comprised of our Multicultural Student Union, our GSA and our Allies groups.
- We hold monthly conversations by affinity groups for staff to develop antiracist literacy. Parallel conversations occur monthly for students as well.
- We provide PD especially in the area of microaggression. We look at data for many different groups including poverty and specifically address goals in our School Improvement Plan for groups with gaps.
- For a small school district, we try to teach equity in all areas such as social-economic, gender, and disabilities.
- I am new this year, with the pandemic as a major factor - I am still figuring out how we do things, so gave it my best guess -
- "Purchased several books about anti-racism, equity, and diversity for PBIS Library and for self; Expressed interest in joining district equity group;
- Shared informational articles during staff meeting about racial inequities within schools for young black boys; Challenged staff to purchase materials that promote equality and diversity"

- receiving 4 part workshop with this very topic
- "Social Economic Status
- Students with disabilities"
- We are not a very diverse community, so the topic is starting to become more prominent in conversations. We have a large group of students who come from low income families. We are seeing a large increase in students with trauma also.
- We have also tried to become more aware of particular needs of our students/families of poverty.
- We have done some work with cornerstone 1 with not just racial equity, but ethnicity, gender, sexuality and mental health and abilities.
- We started a GSA club at school.
- I left a section of questions blank because the choices did not allow for me to answer the questions completely. I could use spaces for clarifying some answers.
- Low socio-economic equity is very prevalent. My mantra is to remove all barriers!
- Low socio-economic, one-parent families, homeless, drug addicted adults, and mental health afflicted families
- Our focus also needs to include socio-economic equity. We've done a pretty good job with this in providing equal opportunity but have more work to do.
- Our population is almost all white. Issues of race have not been prevalent here at all.
- Socioeconomic equity and disability related equity are concerns in our area. Racial/ethnic/cultural equity is still relevant, but often less noticed.
- The way schools are a political footballs is an issue especially in rural schools. When there are issues within our state or nation, I meet with the small number of students I have who are non-white and ask them their opinion and what we should do. I did this for the last ten years as a way to learn, change, and advocate for my students.
- We have a school level team of staff that work specifically on guiding staff learning in these areas- particularly around race, class, and gender. We are collecting survey data from our families that will guide our future work. Shared learning in small and large groups happen regularly. We are dabbling in crucial conversations.
- We have started the conversations in my building this year. We will be focusing on equity moving forward in the next year.
- Community is very conservative and are strongly against change. These attitudes makes it a challenge to address racial and social issues at times. We have received kick back for trying to teach acceptance and empathy to other races and beliefs. Even with these challenges we continue to try to educate students on acceptance and empathy towards others.
- It feels that our community is working from a deficit model. We work to create a safe an accepting school for all students, but when an incident occurs some parents have the position the school/staff as doing nothing.
- It would be helpful if each school was not planning the equity PD on their own. We need to collaborate with a group who has a better understanding of the direction we should be going in.
- Students with IEPs and students with lower socio-economic status
- The Danielson Model and Rubric is much better than the Stronge Model and rubric at really getting to improvement in teaching practices.
- Through our PBIS and Anti-Bully programming we recognize al teach about all differences in people not just race and culture.
- We are having the difficult conversations around equity and we have begun with education adults in the building to become more aware of the gaps and possible causes/sources of unequitable practices.

- We are just beginning this journey
- We are just embarking on the work of equity within my school district. However, I was a part of the Fond du Lac School District and Menasha School District prior and their focus on equity was very strong. So I have had training. Our district currently is primarily white and why there hasn't previously done a lot of equity training.
- We are receiving equity training from our district beginning the 20/21 school year.
- We have focused mainly on low - income student equity. We have had this group in mind for two years and spend most of our time and energies on it. We have greatly improved the success of this targeted group.
- Additional resources.
- All students are reading the book the Hate you Give as freshmen. We feel this has given us a good starting point for all students in our school
- LGBTQ particularly trans students. Bathrooms, pronouns, etc.
- Literature and text book reviews to prove equity; honoring of Black History and Women's History month events; civil discourse in classes
- Our district has recently partnered with the The Great Lakes Equity Center. We are in the planning stages for professional development for the 2021-22 school year. Our district leadership has also established a community diversity committee which actively meets to discuss efforts to promote equity and specifically racial equity.
- We are just beginning as a district and as a school. Our Dean of Students will complete her Master's at UW-Madison in the Wisconsin Initiative. We are using the equity audit she did this past year for guidance in our goals. As principal, I am beginning the Wisconsin Initiative PhD cohort this fall at UW-Madison through ELPA. We also focus on gender and socio-economic equity at our school. Our district has been involved in book study and work with St. Norbert on equity this year.
- We are working hard to promote equity among those with mental illnesses
- We have a presentation ready to go that will lead to a staff book study as well as direct PLC work focused on this. Our Board has paid this lip service, but has made no effort to prioritize this work. My only success has been to add specific language to the handbook regarding discipline consequences for racially charged speech or action.
- "behavioral equity
- socio-economic equity"
- I have created PD opportunities for my staff in the past. The current Superintendent focus is centered on academic achievement only and disregards work in the areas we have previously worked to educate our staff in.
- The understanding that students come to school with trauma issues throughout their year in school.
- Title I Family Nights and other activities, Title IV meetings (Gresham Native American Parent Advisory Committee), Collaboration with College of Menominee Nation (e.g. beading and quilling activities that are open to students of all ages), attendance by district administration at village and tribal education department board meetings.
- "LGBTQIA+ equity is a needed area too although race/ethnic/cultural identity should be both isolated and viewed through an intersectional lens.
- I had been leading equity learning on racial justice and how practitioner identity can influence policies, practices, and procedures as well as bringing in resources and learning from the Disproportionality Technical Assistance Network and the Pacific Education Group (Courageous Conversations about Race) and an incredibly wide variety learning as to how equity is connected to our continuous improvement drivers (UDL, SEL, PLCs, and target-based assessment). But I was

forced to stop because other things were ""more important."" District leadership sees equity as if it's a strand in continuous improvement that can be started and stopped at will versus a whole system change that we are always working toward.

- I dislike the hierarchical dynamics in my district, the prioritization of white comfortability and positionality, and district leadership's apathy about equity; all of it is infuriating. They have collectively fallen into the equity trap in which the word equity was put into a shiny new mission statement without digging into the work. It's become a box to check.
- Equity and social justice has been the basis of my administrative work as well as my doctorate. Yet, because I am ""just an associate principal,"" I am told to stay in my lane rather than using my knowledge, skill sets, and connections to support and mobilize equity efforts. Equity here looks great on paper but it's not what we do in practice. And district leadership and some of our district's principals will answer this survey and say they are ""doing equity."" But it's performative and superficial.
- Anything equity related in our district is something that I have advocated for and driven only to hit the hierarchical leadership barrier. I don't feel valued or supported in my growth and skills in this district, especially with regard to advancing equity and social just"
- Our district is a part of the RPIC grant work that is sponsored by DPI. If we were not engaged in this process, my answers to the questions related to equity would have been very different. I am thankful we are engaging in this process, have both an internal and external coach leading us in this systems change.
- Racial equity is very important. We also need to be mindful of socioeconomic status equity as well.
- Social economic status, students with disabilities, students with trauma
- Start talking about unity, not equity.
- We don't have a lot of diversity when it comes to ethnicity and race in my building or district but we do have a high poverty rate. Sometimes the state puts too much of an emphasis on just race. I need to focus on closing the gaps with student that have disabilities and students that come from low socioeconomic status.
- We would like focus our equity work around students with disabilities and poverty. Our race conversations/learning are embedded into our EL Curriculum.
- While we do not have a great amount of racial diversity on our community, we have promoted focus on our small Hispanic population and equitable resources.
- Low SES & Special Education populations
- Our district has been participating in a great partnership with UWEC EDI staff. The PD has been phenomenal.
- Our school is pretty much Caucasian, so staff are open and fair among everyone.
- Our student body is very homogeneous.
- We have a large Spanish speaking population and we still do not have adequate assistance for these students and their parents. We also have LBGTQ students who do not have any support in our district.
- "Why have these questions been added to the survey?
- This has veered away from quality teaching that EE was originally about."
- Common bathrooms for everyone's use
- Economically Disadvantaged Equity
- Equity for LGBTQ+ is very precarious in this community and I believe across the state and nation right now. These kids are a focus or restriction for the "Christian" flock and the far right.
- Gender equity is more prominent issue here, compared to racial equity.

- Throughout the 20-21 school year, promoting racial equity and equity with other groups has been a priority.
- We are working on growing our understanding of the tribal community near us as there has not been much PD for staff prior to the last 2 years.
- We do a lot with helping those with financial burdens--more of those students this year due to job loss of parents during the pandemic. We have hired a school social worker and a school psychologist--both new positions--this school year, and they have been very important in helping us grow in support of families with mental health issues, financial issues, and educational inequities. We are adding more EL support to our building as well beginning next fall.
- We have a lot of focus on equity when it comes to socio-economic status and that of our students. This is the primary barrier for our students in regards to equity.
- We work on improving the educational outcome for our students with special needs being successful in the regular curriculum.

What does your school need the most to help promote racial/ethnic/cultural equity?

- Help for teachers to weave equity issues into their conversations with students and their teaching. 2. Lessons for engaging students in DEI conversations.
- A better understanding of how important this work is by those who are in decision-making positions for our entire district.
- A change in educational direction in our district, state, and country.
- A community and School Board that accept that there are equity and racial inequities that need to be addressed.
- a conscious awareness that other racial/ethnic/cultural groups exist and are worthy of respect.
- A directed plan
- A framework to use when professionally developing our staff.
- A good first step would be to change the school nickname, as we are one of the remaining districts using "Indians" as a nickname. To date the school board has shown little interest in pursuing this matter.
- a more diverse staff
- A more robust PD partnership
- A system that allows for equitable practices for all schools and not some. The district-wide systems have to be dismantled to see real change.
- A whole student approach that honors ALL work that supports students and not just academic test related.
- Accurate information for families and community members who are lashing out at us about teaching "Critical Race Theory." For the most part the information being perpetuated is inaccurate and hostile to creating equitable school environments. We are seeing "white flight" to districts west of us that have a stronger showing of those who oppose implementing diversity training and inclusion efforts.
- An anti-poverty government approach.
- An open-minded community.
- An understanding and supportive community.
- Appropriate ratios and staffing.
- Appropriate training for staff.
- As with anything....time to provide PD. I also think there needs to be a requirement to teach a SEL curriculum. In order to do this we need time to educator all staff. This would take time out of everyday instruction, so DPI and legislators need to find the balance of academics to taking care of students. It would be great to make this topic more important than academics and scores on standardized testing/state report cards.
- Availability of anti bias and anti racism resources and community connections for whole community and differentiated learning experiences.
- Awareness
- Awareness and training
- Buckets of time and people to plan.
- Community education on equity.
- Concrete ways to better document teacher growth (or lack thereof) as well as help them reflect on their own practice and how it impacts students in front of them
- Continual focus on growing in culturally responsive practices and teaching - studying the belief of ourselves as educators.
- Continued capacity building without having multiple initiatives presenting fatigue.

- Continued conversations and real actionable steps to execute. The PD and theory we have received and discussed needs to live out in our day-to-day interactions and actions.
- Continued development of staff capacity to understand and make connections with cultures/groups/individuals to promote racial/ethnic/cultural equity
- Continued equity professional development from top to bottom while the acknowledgement of the current status of achievement and its slant to students that are both affluent and white.
- Continued PD opportunities
- Continued professional development and resources to meet the needs of students in the classrooms.
- Counseling resources
- Courage
- Courageous conversations on white privilege and how it impacts our bias and how it stifles diversity, openness and rich opportunities for all.
- Curriculum/ to give to teachers to implement.
- Dedicated time throughout the year to have conversations about this. Too often we spend time at the beginning of the year and then occasionally at a PD during the year. In reality this should be happening on a monthly basis, however, the schedule does not typically allow this to occur.
- Different parental and community views
- Direction and strong leadership.
- District leadership that is more than symbolic talk, listens to principals to identify problems and solutions to equity issues, and develops district wide vision and supports. We have a large disconnect between central office perception and the reality in school. COVID is a factor but is not the real underlying issue.
- District leadership that is willing to build their critical consciousness with regard to their own identity. Just because this district is predominantly white does not mean this work isn't critically needed. We need someone hired at the district level to educate district and building leadership so that equity work can be advanced system wide.
- District level guidance, common language, and strategies need to be developed which will help with challenging conversations that come up with the public. We need a way to explain the WHY behind our decisions. Continuous opportunities to learn together and reflect. HIRING diverse staff and including those staff in decisions around policy and curriculum.
- "District support Parent buy In"
- Diverse staff; change in curriculum and resources that accurately portray US History; opportunities for training and work in equity for staff and parents
- Diversity in staffing, accountability
- Doing more things together as a team, also being introduced to how different cultures do things in their communities. A lot of our situations come from not knowing.
- DOK
- Easy to access (and use) resources to use with staff and students surrounding the issue of equity.
- Education on what it should/could look like. Examples.
- Educational and legal material for school boards.
- Equity Allies and a focus on policy and curriculum changes to improve the institutional nature of disparities that exist in our district.
- Equity audits, professional development of what good strategies look like to shift the equity lens, Curriculum review for equity audit
- Establish an understanding of race equity and inclusion principles.

- Exposure to diversity. We are an extremely rural district. We have worked over the last 15 months to intentionally steer our curriculum towards diversity and cultural equity. We will continue to look for opportunities for speakers and other activities to help expose our students to diversity.
- Finding ways to incorporate equity into daily classes and not just through special events.
- For federal, state, and local governments to reduce the amount of mandates on schools. Teachers are overworked and, in my view, are unable to meet all the expectations. This, I believe, negatively impacts student learning and the teacher shortage.
- Full support from the school board.
- Funding support for staff PL, look-for tools and rubrics for success indicators in various school areas.
- funding to support our most financially struggling families and those drug/mental health involved.
- GSA professional development
- Guest speakers
- Honestly, I really do not know. We are a very small school (40 students, 7-12 grade) that has less than a handful of students who are non-white. Our core beliefs reflect a belief to accept everyone, regardless of race, sexual orientation, etc. I believe we are very accepting. I am always open to learning more.
- How to work with parents and guardians with students with trauma.
- I feel like we're in a better place. We just need continued support (and maybe a year without COVID!)
- I think that if it is the popular flavor, our school might discuss it. If it was mandated by the State, I think they would do the minimum requirement. Therefore, I would promote a state mandated initiative with high requirements for compliance and outcomes.
- I would like someone to talk to my staff about age appropriate language and topics - gender issues for instance. Someone who can observe what we have and to address what we need and do not need. Staff is so gung-ho on talking about gender identity with small children and it is entirely inappropriate for our community. I am fully in support of equity for all students but do not feel the need to introduce topics that are not needed or welcomed by parents.
- I would love to see additional resources that are easy to access as a principal to help provide PD for staff.
- Individuals with open minds who are ready to have real conversations.
- Information on specific strategies and measures to take that will make a difference.
- Intentional and focused use of student and family voice is needed in the decision making process.
- It needs to start with a deep understanding of unintentional biases.
- Just a greater understanding on what's available to us so that we can do a better job of promoting racial/ethnic/cultural equity.
- Just time to focus on the data and disproportionality, some educational pieces to help staff understand the cultural relevance before referring for special education
- "Leadership structures to building systems of supports within-
- Full time social worker and school psych
- Behavior support- to promote Trauma sensitive schools
- PATH
- Family engagement- funds to continue educating and supporting our parents"
- Leadership who can give support and directions on this topic.
- Learning related to the more "hidden" impacts and ways to increase awareness of and then alter any institutionalized or organizational inequities.

- learning, discussion time, key practices to promote.
- Link to relevance to their own life. We live in a rural area with not much diversity (although our ethnic group populations are growing) which may cause some mindsets still in the, "I don't see race," place. This view does not honor our students and we need to be acutely aware of any microaggressions we may send out in our schools without being aware of it.
- More awareness and professional development. We are not a racially diverse district, so how to approach many of the issues would be helpful.
- More connections with other schools who share our demographics and have been successful in promoting and advancing the equity work in their communities. We are an island in our own district!
- more funding for lower class sizes, more resources, and professional learning.
- More in-service time for staff training
- More open and transparent community dialogue.
- More outside professional development to come to our building/staff to help us learn and teach us how to have conversations with one another, with students and the community, to address microaggressions/racial slurs, and address inequities in our curriculum. Always looking for more resources and more people to help us grow.
- more pd
- More resources
- More time and small group opportunities to have tiered professional development. Also I think the virtual environment for meetings often posses problems for diving down into real conversations.
- More time to provide specific training in practices and analyzing data to fill gaps.
- n/a
- N/A
- N/A
- N/A
- NA
- NA
- None
- Not sure at this time.
- Nothing I can think of.
- Nothing. How about we focus on reading and/or math achievement.
- Once of the challenges we face is our population is not very diverse, so the majority of our students are talking about it without a great deal of personal experience
- On-going professional development.
- On-going professional development.
- Opportunities for staff to share with each other. It would be great if someone outside of the building could lead these shadings.
- Our school board needs to be connected to the equity and anti-racist work. I feel our board could actively work against our equity work based on comments from individuals in the community and individuals on the school board.
- Our school needs to build more awareness of how current practices either do/do not promote equity.
- Our school needs to continue to have conversations to identify our own biases, while instructionally focusing on culturally responsiveness.
- Our school needs to provide extensive and long term professional development and work with staff to remove the bias and inequitable classroom and curricular practices.

- Our state department to conversations in this area vs. bending toward the political winds of foundational reading skills and other low impact areas of focus.
- "Paid In-service time so training can be school specific and all staff are required to participate. We also need funds to purchase books for staff book studies and pay for the book studies so it can be a required book study.
- It would be nice if the district selected three to five recommended books for the school staff to read. Schools could choose the book that they are most interested in and require book discussions a mandatory part of being in our district."
- Personal understanding by all staff members.
- Professional development and accountability measures.
- Professional development and conversations.
- Professional development experiences from experts outside of our organization. This professional development should sustained over the course of multiple years if we want to see the changes we hope for in our organization. With professional development comes the opportunity to create changes in our practices and our traditions.
- Professional development support on changing beliefs. We are ALL primed in US society to have lower expectations for certain groups of students. Belief change is difficult work that takes time, even for those who believe in equity work. When we truly believe that all students will find success, then gaps will begin to close. Ask yourself honestly what groups you think will do better in public schools, regardless of why. See what I mean? Belief change is a requirement.
- Professional Development, tools to help guide our leaders
- professional learning communities that use the equity lens and time during the day for those communities to dive into very hard, most likely uncomfortable, yet highly rewarding for selves, students, and community-work.
- Racial diversity
- Real life expectations for our students and their families.
- Resources
- resources
- Resources to share with families about the work being done as an educational system in our district and state.
- Resources we can actually use and provide to families and community members to promote racial/ethnic/cultural equity.
- Seeing the need for these conversations and review of our practices.
- Some of the work that is coming from the district is top down and staff feel that is is being forced. This impacts their openness to engage and receive PD. It feels as if we do not have a comprehensive plan and we are rolling things out in a rush. I welcome the focus and appreciate the support. I hope that this is better coordinated in the future.
- Staff training after acknowledgement by staff that it is needed.
- Strategies that we feel comfortable in teaching and supporting each other around racial/ethnic/cultural equity.
- "Support from District administration. Building leaders (including teacher/staff and student leaders) need support to have hard conversations, dig into racial bias, and take stands on racial justice issues.
- ALL building admin need to be involved in equity learning and anti-racist work
- All building admin should feel comfortable coaching their staff around equity and be expected to receive training if they don't feel ready for this work."
- Support from the community.

- Supporting resources
- The ability for adults outside of school to have a conversation that is not politically motivated and without threats.
- The ability to feel like these issues are important to our school and community even though we are mostly white.
- The communities sharing equally or taking the lead on the promotion of racial/ethnic/cultural equity.
- The general Wisconsin community is shockingly unaware of expectations of schools with respect to antiracist literacy practices. We need support from our districts, DPI and local universities to help educate our white citizens of this work.
- The need better curriculum and they need to have other people, besides myself talking about the important of racial/ethnic/cultural equity. Uncomfortable conversations need to be had.
- Time
- TIME
- "Time - to use for this professional learning along with all of the other initiatives.
- Outside speakers to present topics."
- Time and commitment. We have too many initiatives going on and equity is just one of them. To actually move the needle we need to focus and let go of some of the other initiatives.
- Time and resources
- Time and resources
- Time for the District and principals to plan.
- Time for trainings and professional development. Leadership that puts that as a focus without it falling on building leaders only.
- Time set aside for professional developments time focused on equity. Bring professors and experts to lead training rather than peer/admin as we need the coaching as well. It is received differently when it comes from a third party.
- Time to come together and work on topics that have been identified. The pandemic has taken a great deal of focus and not all staff are in-person teaching.
- Time to plan and implement strategies with leadership who has experience in planning PD and equity.
- Time together to work on the work as a team.
- Time, money, energy, suggestions, resources
- Time, training, resources
- Time. The last several years many base social problems and academic issues have come up. They have taken the fore front and consumed the one thing you can't create more of, valuable time.
- Time. We need more time to onboard new staff and dive deeper into our equity work.
- To allow all voices to be heard and create a plan that meets the needs of all voices.
- To make our students more aware of equity through diverse texts, conversations, presentations, and general awareness and tolerance of their peers.
- Training and more experiences
- Training for our teachers and administrators.
- Training in how to promote teaching that is critical of America's racist past without causing large numbers of people to get overly defensive. Equity-the assurance that all students get what they need, no matter who they are.
- Trainings.
- True support when issues arise instead of turning a eye or placing the responsibility solely on the shoulders of the principal.

- Ways in which to do so that we maybe have not yet thought of.
- We are a smaller rural school with few racial issues. If we had a larger population of minorities, we would look for help and services. I think overall society and social media play a much larger role promoting equity and inequity among these social issues. We try to promote positive-ness and working together as often as possible.
- We are in a good place now that we have started the process. The Equity Center is valuable to lead the way and provide training and guidance.
- We are moving in the right direction. However we need to better retain staff in order to reap the benefits of all the training that we are receiving.
- We are not a very diverse school and when we do have race/culture/ethnic concerns, they are quickly addressed to the best of our ability. We need funding to support students who speak a foreign language. Our allotment of Title III isn't enough to bring in the supports necessary for students to acquire English.
- We are part of the Inclusive Communities and Equity project so we are doing a lot in this area. I don't think we need to do any more than what we are doing at this time. We are doing a lot.
- We are prominently white, with less than 2% racial/ethnic/cultural equity. It is hard for our students to understand inequity when they just treat everyone the same.
- We completed the Equity training last summer. We have done a couple trainings, but we also have implemented many things this year (PLC's, Grading for Impact, etc.) It would be nice to have simple activities that lead into deep conversations. The ICS is too cumbersome to go through.
- We have begun the work of getting staff to recognize their own biases; now, we need extensive training to focus on the promotion of racial/ethnic/cultural equity.
- We have developed our own Black Excellence Curriculum. However, we need develop curriculum for our Latinx scholars, Asian/Pacific Islander scholars, Native American scholars, etc. We have been doing race/equity work in our school prior to our district using the language of race/equity deliberately. We still have a great deal of work to do.
- We just need to keep taking steps forward. We need to stay focused on our district goal of ALL students feel they are a part of our school community.
- We need a dedicated time to begin the conversation about current disparities and we need to develop an action plan to continue the slow work that is needed for meaningful change. We may need a staff or a team that focuses on promoting racial/ethnic/cultural equity.
- We need a PD and open discussions about our practices related to equity.
- We need accountability measures. We need teachers to be more open to learning about the racial and cultural identity of our students.
- We need accountability to act upon data and other information regarding disproportionality.
- We need additional financial resources and staffing to be more effective at addressing systemic inequities among our student population.
- We need additional resources to continue our courageous conversations and activities.
- We need an honest reflection of our current practices and ideas about how we can move towards equity being woven into our daily practice.
- We need help finding and funding at least one EL teacher for our district. I also need help explaining this need to our school board. We need access to professional PD that will help us address our staff and our community about the equity that we lack in our district.
- We need more and easily accessible ways to inform school teachers and staff. Things such as podcasts and webinars are easy ways to access info. I've encouraged staff to join Learning for

Justice. I'm hoping to have staff choose self-guided learning in small groups using things available on their website.

- We need more PD's on how model equity in the classroom and how to accommodate different learning styles.
- We need more time and experience to go by so that ALL can have the perspective and make changes to correct equity issues.
- We need professional development
- We need professional development that focus on implicit bias that is ongoing, timely, and authentic. Staff can no longer have one professional development session that is never spoken of again. There needs to be an investment in differentiated professional development that mean people where they are.
- We need support from our district leadership and school board. We need people willing to do the right thing and withstand the inevitable heat that comes with doing the right thing. Courage is a rare commodity right now.
- We need the space and time to discuss these ideas. Also we need the time to create, observe and review our own school's data around equity/race and culture. Furthermore, to help begin this dialogue, we need coaches (in these topics) to work with us a "school level" to begin and moderate these discussions/activities. When it comes from the building leader, automatically, some staff will "tune out" or believe that this is "just something else on our plate."
- We need time to schedule professional development. We need support from outside of our school to help with the professional development. We need to stop focusing on too many things and only pick one and make it a priority. We have too many initiatives going on at once.
- We need to better understand what to do to support our youngest learners in learning more about racial equity.
- We need to continue to diversify the composition of our staff.
- We need to find ways to communicate with our families and communities explains what we do and who we are without triggering backlash.
- We need to stay the course and continue to engage the community.
- We need ways to support the adult learning of our families. As diverse as our school community is, many of our parents do not recognize the extent of the importance of equitable learning experiences for all. Providing learning opportunities for families is a priority.
- We serve an extremely conservative population that becomes easily offended by talks of equity and advocacy.
- We should start with an equity audit and getting feedback from stakeholders in my opinion.
- We should stop avoiding the topic of racial equity.
- We want to make a more concerted effort to improve curriculum so we are teaching about other races/religions/etc. to expand our student and teacher understanding.
- What do we need? We need DPI to have our back. When the ruling for *** came forward (I am from ***) it was very frustrating to see. We know there is work to do, so do you given the need to even give this survey to schools, but we also need to know we are not in this alone. We have been a target for the news and DPI and are beyond disappointed in how DPI responded. The school environment is a unique environment, one that is a small microcosm of the community. We happen to be used as the example for the state. An example where - instead of DPI leaning into the work with us. Saying... *** has work to do BUT so do all of us!!! ALL OF US! It is almost comical to have read the headline that came out after the DPI ruling. It said, "Wisconsin orders **** to fix racial environment". We wish we could do that - just not sure how we are supposed to do that on our own. The need for true diversity, equity, and inclusion is a national issue that we all need to own in

order to make any progress for our students. We are up for the challenge, we truly are, but when you ask what we need the most... we need to feel as though we are on a team, with DPI and others. However, we were left to row our own boat versus row together. And we all know... the more people you have rowing in the same direction the faster you will see change. We need to be leaders together. We need to be vulnerable and humble enough to do right for students versus worry about politics or the news. And when I say WE... I mean all of us. Whoever is reading this, DPI, Wisconsin, the Nation, all schools, every human being. Our students deserve better than this - without teamwork and support our students will be the ones who suffer the most from it. Let's not get into the pointing fingers game as that is not what leaders do. Leaders take ownership and lean into the work. DPI did not take any ownership as the states leader in education. Districts need DPI to be there with

- Where to start and what areas would be the most beneficial to enrich the lives of our students.

- Within ***, we have adopted an Equity Policy that was intended to drive the work and an Office dedicated to supporting the work, however, we remain largely dependent on site-based efforts to advance the work. The textbook adoptions are a step in the right direction to address the curricular needs, which was an area we have focused on internally based on our own textbook and classroom library audit. Resources and materials do help, but we would also benefit from a targeted district-led approach to supporting and growing teachers' daily practice to more effectively utilize the teaching resources they have and employ best practices to reach authentic engagement and rigor for our culturally and linguistically diverse students.

- Yes

Thanks to the following individuals for their feedback on drafts of this report:

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