



TANGIBLE
DEVELOPMENT

Scotia Glenville Central School District

*Part 2: Students,
Parents/Caregivers, &
Community*

Assessment Findings
Presentation

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Scope of Work: Project Goals

- Understand SGCSD's organizational structure and workflow
- Understand the current state of DEI at SGCSD, including strengths, gaps, threats, and needs
- Understand SGCSD policies and procedures
- Develop relationships with stakeholders across SGCSD to facilitate buy-in and credibility
- Identify factors that prevent SGCSD from being a fully inclusive organization
- Understand the experiences of SGCSD staff to develop a culture of belonging and inclusion that creates an empowering workplace where all employees feel valued and creativity thrives

Scope of Work: Project Activities

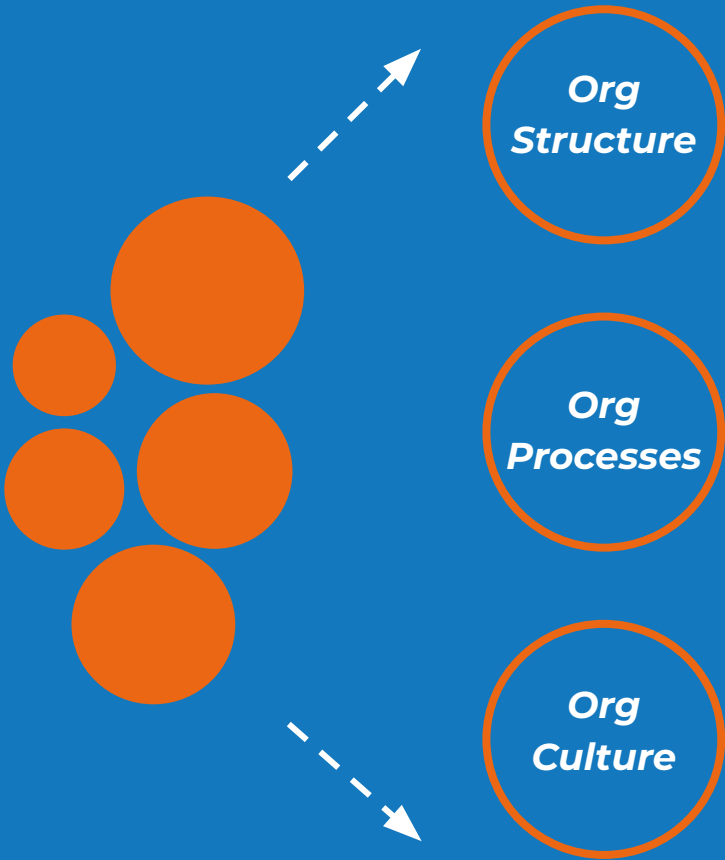
In order to accomplish the aforementioned goals and support the real time needs of the organization, the following activities were accomplished in Phase 1:

- Project Management
- Policy & Practice Review
- Custom Student DEI Survey
- Student Focus Groups
- Custom Parent/Caregiver & Community Survey.
- Parent Focus Groups
- DEI Climate Assessment Tool (CAT) © ® ™
- Employee Focus Groups
- BOE 1:1 Inclusion Interviews
- Project Communications Support

Our Methods

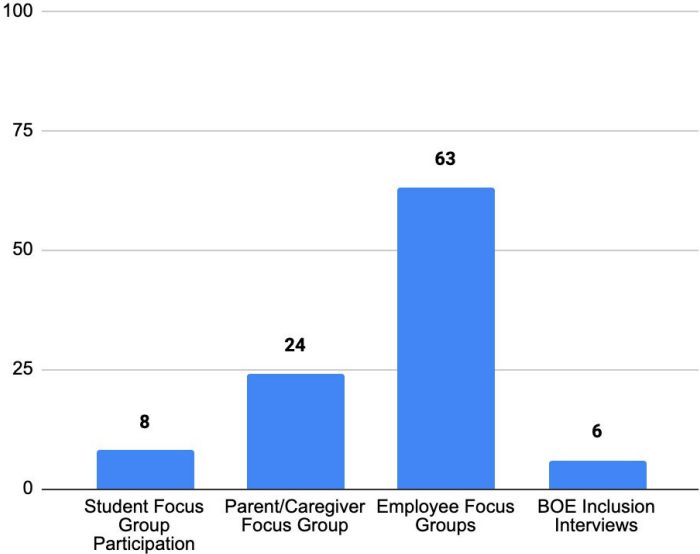
Critical Content Analysis examines the ways issues of identities and power construct a system in an organization. This technique allows us to:

- Discover and describe the focus of individual, group, and organizational practice.
- Look for trends and patterns
- Help SGCSD understand how they currently approach diversity, equity, and inclusion in its written documents, policy, and practice



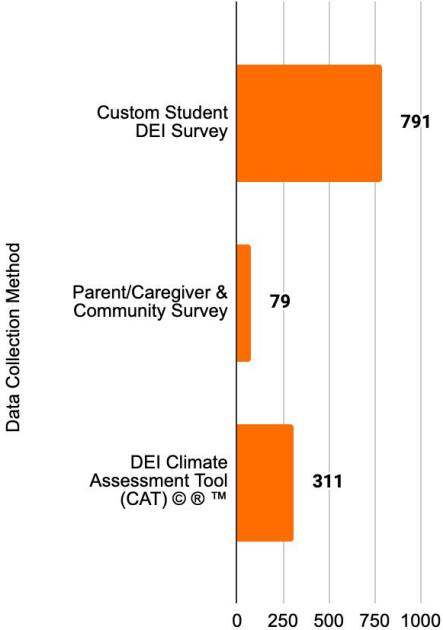
Data Types

Focus Group & Inclusion Interview Participant Counts

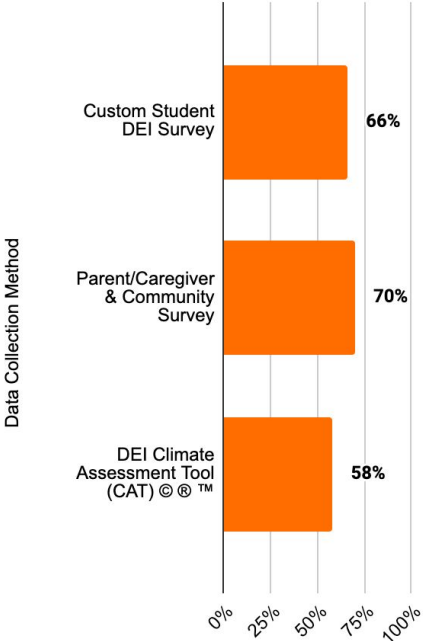


Data Collection Method

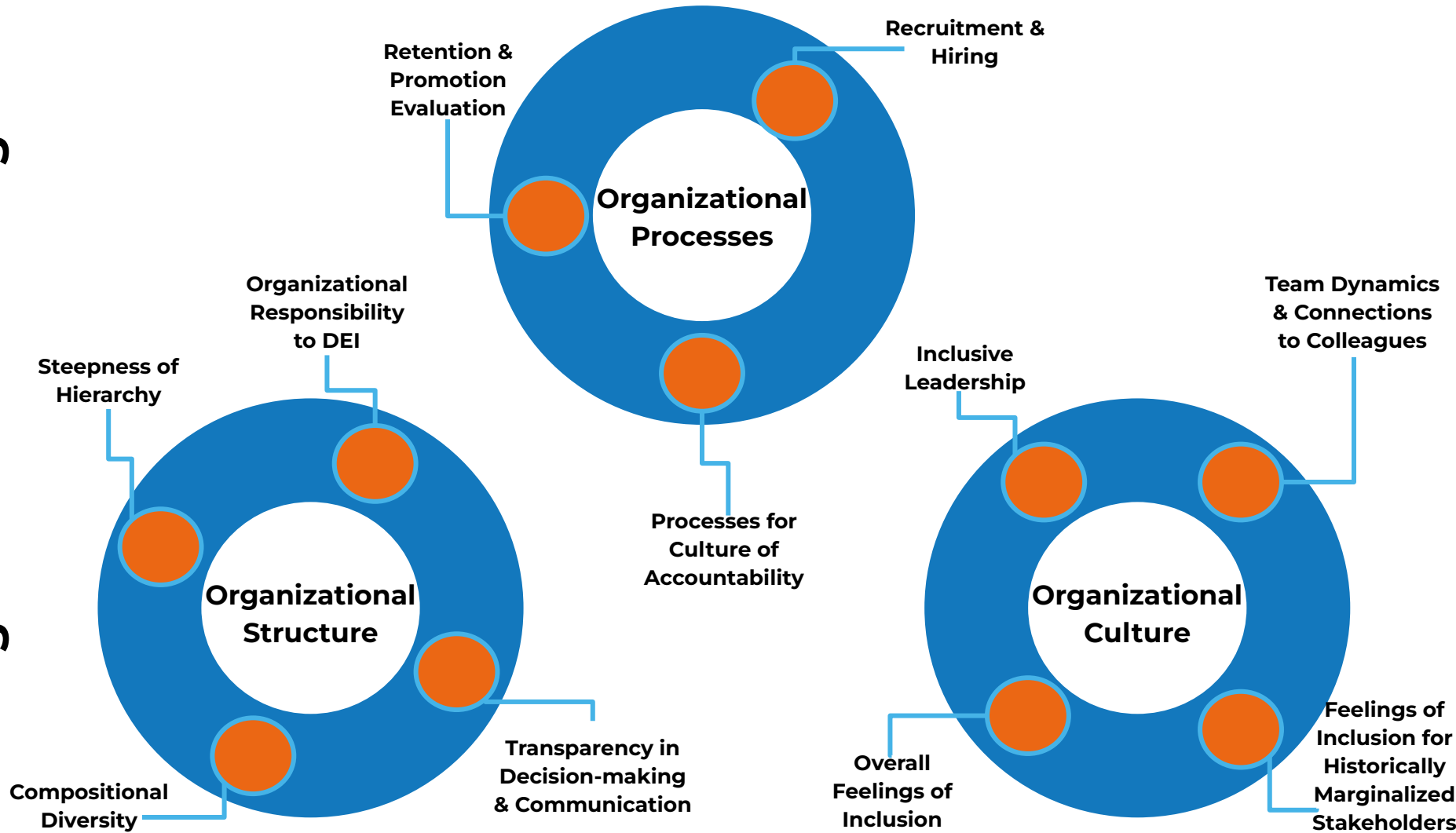
Survey Response Counts



Survey Response Rates (%)



Categories for Measuring DEI



DEI Assessment Findings

SCGSD | February | 2023 | Part 2 Assessment



Major Themes Across Stakeholders

- Mixed Experiences
- Connection
- Employee Training and Knowledge
- Inequitable Experiences
- Emotional and Psychological Labor
 - This includes the theme that emerged from 2% of students responding to the open-ended question, *What else would you like us to know about your experiences with teachers and or administrative staff at Scotia-Glenville?*, that a teacher or admin staff member have acted “creepy” by saying something or behaving inappropriately toward or around students.

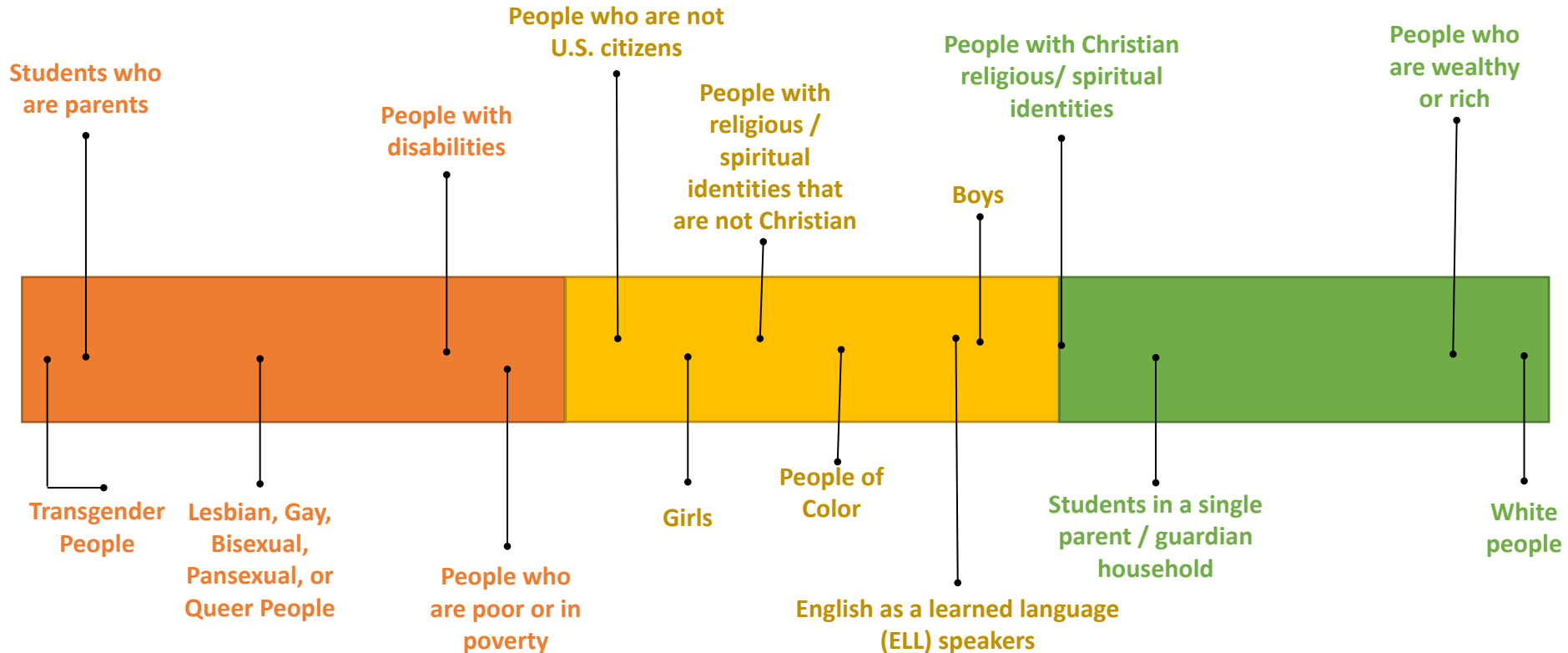


Tolerance Thermometers



Student Tolerance Thermometer

Now as you consider the working environment at your company/organization, how inclusive an environment do you think it is for each of the following people? A ten (10) is fully inclusive, a zero (0) is threatening, a five (5) is accepting but not welcoming.

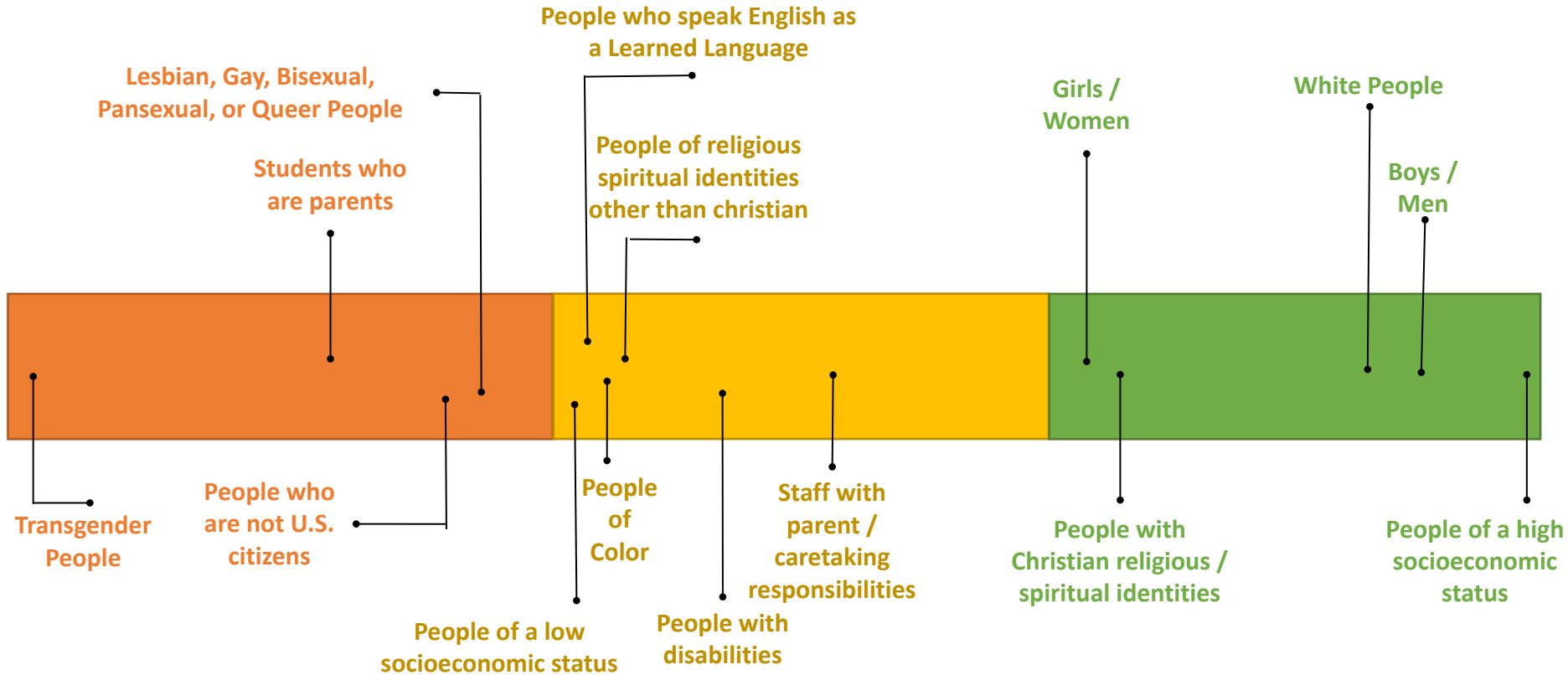


Student Survey Tolerance Thermometer

Social Identity	Mean	Std. Deviation
White people	9.09	1.82
People who are rich or wealthy	8.81	1.77
Students in a single parent/guardian household	8.17	2.11
People with Christian religious/spiritual identities	8.00	2.24
Boys	7.73	2.18
English as a learned language (ELL) speakers	7.69	2.28
People of Color	7.58	2.56
People with religious/spiritual identities that are not Christian	7.51	2.40
Girls	7.24	2.13
People who are not U.S. citizens	7.16	2.48
People who are poor or in poverty	6.76	2.52
People with disabilities	6.66	2.73
Lesbian, Gay, Bisexual, Pansexual, or Queer People	6.23	2.73
Students who are parents	5.83	2.83
Transgender people	5.82	3.00

Parent / Caregiver Tolerance Thermometer

Now as you consider the working environment at your company/organization, how inclusive an environment do you think it is for each of the following people? A ten (10) is fully inclusive, a zero (0) is threatening, a five (5) is accepting but not welcoming.



Parent/Caregiver & Community Survey Tolerance Thermometer

Social Identity	Mean	Std. Deviation
People of high socioeconomic status	9.28	1.76
Boys/Men	9.02	2.03
White people	8.91	2.70
People with Christian religious/spiritual identities	8.33	2.57
Girls/Women	8.26	2.28
Staff with parents/caretaking responsibilities	7.97	2.14
People with disabilities	7.48	2.67
People of religious/spiritual identities that are not Christian	7.28	2.33
People of Color	7.22	2.74
People who speak English as a Learned Language (ELL)	7.10	2.54
People of a low socioeconomic status	7.02	2.78
Lesbian, Gay, Bisexual, Pansexual, or Queer People	6.89	2.62
People who are not U.S. Citizens	6.86	2.70
Students who are parents	6.52	2.63
Transgender people	5.84	3.21

Tolerance Thermometer Comparison: SGCSD Employees, Students, and Parents / Caretakers

Social Identity	SGCSD Employees	SGCSD Students	SGCSD Parents / Caretakers
White People	9.54	9.09	8.91
Men (or boys)	9.50	7.73	9.02
People of high socioeconomic status	9.39	8.81	9.28
People in active military/veteran status	9.06		
Women (or girls)	8.68	7.24	8.26
People with Christian religious/spiritual identities	8.62	8.00	8.33
People with Disabilities	8.30	6.66	7.48
People with parental/caretaking responsibilities	8.12		7.97
People of Color	7.93	7.58	7.22
People of low socioeconomic status	7.87	6.76	7.02
English as a Learned Language (ELL)	7.83	7.69	7.10
People of religious/spiritual identities that are not Christian	7.72	7.51	7.28
Lesbian, Gay, Bisexual, Pansexual, or Queer People	7.62	6.23	6.89
People who are not U.S. Citizens	7.54	7.16	6.86
Transgender People	7.04	5.82	5.84
Students in a single parent/guardian household		8.17	
Students who are parents		5.83	6.52



Organizational Structure

Organizational Responsibility to DEI

- Strong belief in DEI across all stakeholder groups
- Adult stakeholders see schools as welcoming but with space to be more inclusive
- 94% of parent/caregiver respondents either somewhat agreed, agreed, or strongly agreed with the statement that *I think SGCSD should prioritize all students feeling included at school.*

Steepness of the Hierarchy

- Hierarchical and bureaucratic
 - Like many educational institutions
- Power imbalances
 - Student have some awareness of power imbalance between students and staff.
 - Students are frustrated by their lack of power and voice.
 - Parents/caregivers may be encountering a similar dynamic.



Organizational Structure

Compositional Diversity

- The homogeneity of the district came up across stakeholder groups.
- However, in terms of the student population, SGCSD is a district that is diversifying, both racially and socioeconomically.
- A homogeneous employee population means that students with marginalized identities are less likely to see their identity represented on staff or by those teaching them.

Transparency in Decision-Making & Communication

- Students expressed a desire to be more heard.
 - By teachers and administrators
 - Students also want to listen more to one another.
- Parents/caregivers identified a parallel desire regarding communication from teachers and administrators.
- Employees, parents/caregivers, and members of the BOE all see a need for improved communications with an eye towards being proactive and transparent.



Organizational Processes

Retention, Promotion, & Performance Evaluation

- Almost one quarter (23%) of student survey respondents—experience their teachers as not really caring about teaching or student learning.
- In contrast, parents/caregivers in the majority of their focus groups expressed that they experience their child(ren)'s teachers as effective or impactful.
- The lower scores on the DEI CAT © ® ™ on items related to mentorship may be one explanation for why teachers are perceived by some students as not caring about teaching and learning.

Processes for Culture of Accountability

- Both parents/caregivers and students noted discipline and related behavioral interventions as an area for improvement.
- Students want more consistent application of policy by teachers and admin: addressing bullying, use of slurs & discriminatory language.
 - The majority of students are not experiencing their teachers and administrators as effective preventers of or interveners in bullying or discrimination.
 - And are experiencing teachers and administrators engaging in bias and discrimination with disciplinary decisions.



Organizational Culture

Processes for Culture of Accountability (cont.)

- Parents/caregivers seem to be having a more mixed and more positive experience in this arena, generally feeling that bias and discrimination are adequately addressed.
 - Places where parents/caregivers and students align:
 - At least one-third ($\frac{1}{3}$) of both parent/caregiver and student respondents think that they would not be appropriately supported if they reported harassment or discrimination.
- Reinforced by policies that are vague enough to allow for inconsistent and potentially biased or discriminatory application.



Organizational Culture

Feelings of Inclusion (Overall)

- Overall, students feel welcome (85%) and safe (83%) at school.
 - However, almost half of students feel excluded by other students (42%) and like they cannot be their whole selves at school (43%).
- Parents/caregivers overwhelmingly experienced their child(ren)'s school(s) as welcoming (90%) and safe (91%) and feel connected to the school community (84%).
 - However, almost a quarter (24%) reported that their student(s) are regularly bullied at school by other students.

Feelings of Inclusion (Stakeholders from Historically Marginalized Populations)

- Both students (62%) and parents/caregivers (31%) reported that they have aspects of their identities that they hide at school.
- Students are experiencing harassment and/or discrimination, at least once a month and as often as “more times than I count,” because of who they are, from both peers (28%) and teachers (7%).
- Students identified several kinds of bias and discrimination that they had observed or experienced: racism, homophobia, transphobia, fatphobia/sizeism, sexism, and ableism.



Organizational Culture

Feelings of Inclusion (Stakeholders from Historically Marginalized Populations) [cont.]

- Students are experiencing issues including bullying, targeting identities, but those concerns are often going unaddressed.
 - May be because teachers do not know how to address it because they lack the lived experience or the training to effectively intervene or educate. Teachers may not even recognize the problem, even if they are witness to it, and teachers are likely not feeling empowered, with knowledge or to act, to address these issues.



Organizational Culture

Inclusive Leadership

- Students are having a mixed experience with administrators.
 - Most student respondents did not have feedback about the administration, but the ones that did: 2% described them as great; 1% described them as average; and 1% revealed that they had observed or experienced bias or discrimination from administrators.
- Coupled with conflict avoidance and an employee experience that is dependent upon school or building administrators, this raises concerns about who is positioned to confront leadership when needed and sounds a clarion call for inclusive leadership that can hold one another accountable.

Team Dynamics & Connections to Colleagues

- Like the employee experience being dependent on building or school leadership, parents/caregivers in three-quarters of focus groups noted that the student experience is dependent on their teacher(s).
- Parents'/caregivers' connection to their student's school is typically highest in elementary school and gradually drops off as students advance into high school.
- There are barriers to being involved for parents/caregivers, particularly balancing work and parenting and socioeconomics.
- Popularity is a factor in peer dynamics and connections for middle and high schoolers.



Organizational Culture

Data Examples

Team Dynamics & Connections to Colleagues

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- There are barriers to being involved for parents/caregivers, particularly balancing work and parenting and socioeconomics.
- Popularity is a factor in peer dynamics and connections for middle schoolers and high schoolers.

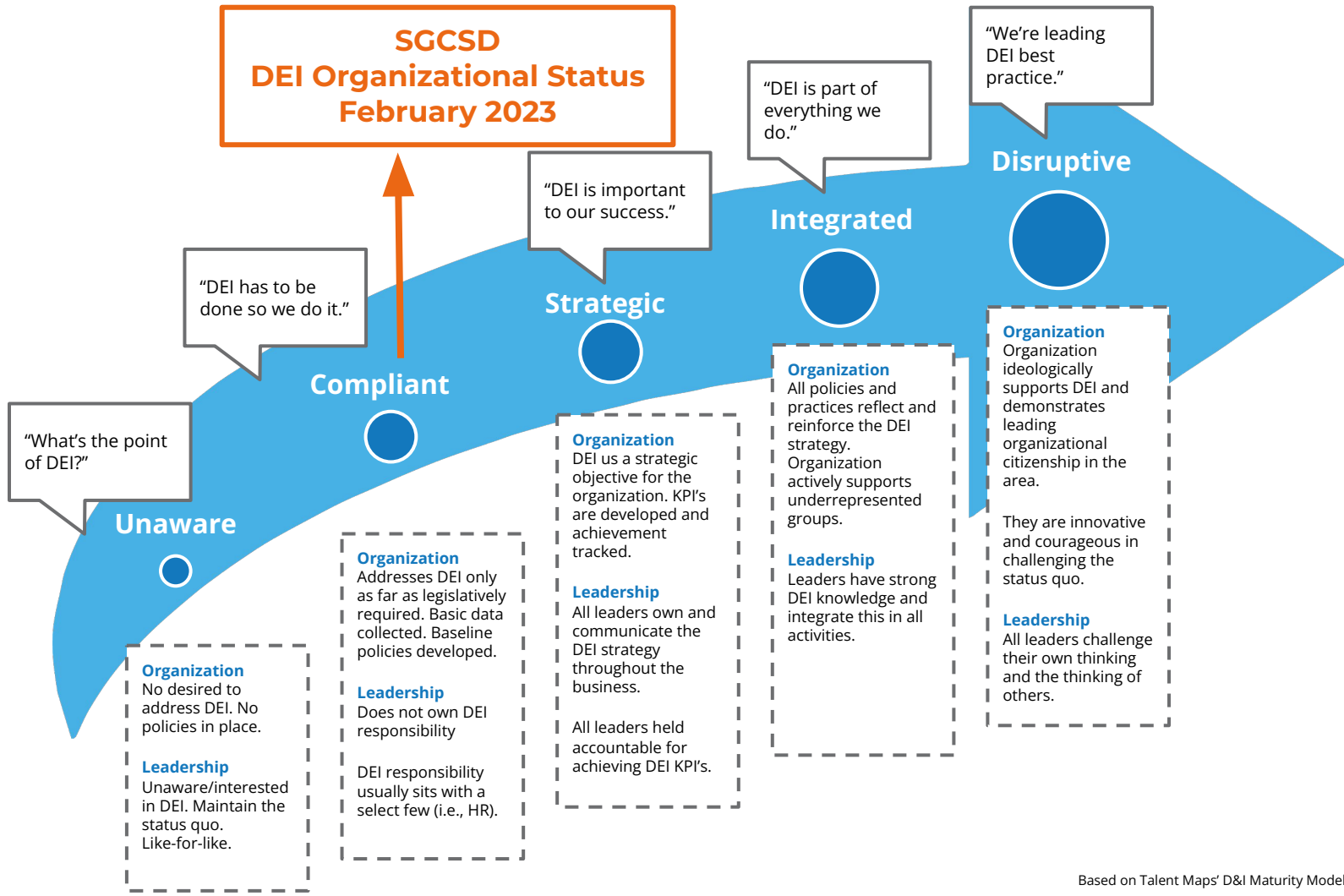
Student Focus Groups

- Among students a culture of homogeneity, conformity (i.e., absence of difference) is reinforced.
 - Punctuating this point, high school participants shared that they had observed a peer being “targeted” for their identities or being different.
 - Middle school participants shared the sentiment that they are just trying to fit in.

Parent/Caregiver Focus Groups

- Parents/caregivers in 2 of the 4 focus groups noted that balancing work and parenting roles serves as a barrier to further involvement with their students' school(s).

Diversity & Inclusion Maturity Model



Recommendations



- Develop and integrate DEI commitment and vision language that emphasizes equity, inclusion, and addressing systemic inequities (racism, sexism, ableism, etc.).
- Create DEI strategic goals towards a DEI strategic plan based on the developed DEI commitment and vision mentioned above.
- Identify a senior staff member(s) to spearhead the strategic DEI goals and ensure the long-term sustainability of DEI efforts.
- Explore the creation of affinity groups/identity-based student resource groups (ie. BIPOC Student Caucus, LGBTQ+ Student Affinity Group, Disability at SGCSD, etc). Like with the staff, given the homogeneity of the student population, SGCSD could consider implementing a Social Justice Alliance group that allows folks from all backgrounds to join and champion equity and inclusion.

Recommendations



- Create a system to track the social and school identities of students who are disciplined and their consequence(s), as well as tracking which teacher, administrator, or other staff member made the decision.
- Make sure that teachers, administrators, and school counselors are on the same page with punishable behaviors, levels of punishment, and who needs to be called into what situation(s) and when.
- Find ways to be A) transparent about the school's disciplinary policies with parents/caregivers and B) identify when parents/caregivers can/should be brought into the process and C) make sure that teachers, counselors, administrators, parents/caregivers, and the Board of Education know when parents/caregivers can/should be engaged in the process.
- Explore where and how socioeconomic barriers can be removed for both student and parent/caregiver engagement and involvement.

Recommendations



- Create opportunities, like dialogue sessions, for teachers and administrators to deeply listen to and hear students & similar opportunities for students to do the same with one another.
- Develop new communication channels and/or lean further into existing channels to better connect with parents/caregivers.
- Explore and implement new, low-barrier ways for parents/caregivers to engage with their student's/students' school and teacher(s).
- Explore and implement ways to build trust with students so that, for example, if there is a teacher who is being “creepy,” students will feel confident and safe reporting it.
- Enhance required training with DEI curriculum that includes learning and development sessions for all employees.

**Full report includes more recommendations for work, as well as policy/document level recommendations.

Next Steps:

- Socializing the report
 - Presenting to:
 - Admin Council
 - Staff
 - Sharing results with:
 - Parents/Caregivers
 - Students
 - Community
- Wrapping up this phase of work; exploring next phase work.



Q&A