



Easton, Redding & Region 9 School Districts

Analysis of Diversity, Equity, and Inclusion Task Force Surveys

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Developed for:

Superintendent of the Easton, Redding & Region 9 School Districts

By

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Introduction

In the late summer of 2021, the interim superintendent of the Easton, Redding & Region 9 school districts contacted the Center for Program Research & Evaluation (CPRE) at EdAdvance to conduct a brief analysis of the districts Diversity, Equity, and Inclusion Task Force surveys. The surveys were hosted on SurveyMonkey and administered by the school district. CPRE was contracted to verify the authenticity of the results and to provide a summary of the findings.

Methodology

The surveys were reviewed for trends across data and agreement with prompts when appropriate. CPRE identified 65% as the cutoff score for relevant questions as items that warrant further review by the district. This is standard practice for self-reporting surveys. Summaries of survey data are included below.

However, great care should be taken in assuming the analysis of this data represents the population. The low response rates make any large-scale conclusions inappropriate. There are, however, points of interest associated with several questions that could be used for further investigation. What follows are the results of each question on all three surveys. The two student surveys are combined as they ask the same questions.

Verification

The school district granted access to the three surveys (middle school, high school, and parent). Access was given to the raw SurveyMonkey files, which the user cannot manipulate. CPRE reviewed every survey response individually to identify possible sources of survey owner or user input manipulation. Additionally, an analysis of individual responses was done to check for input consistency. There is little evidence to suggest the surveys were modified or manipulated in any way. The data collected and shared below appears to be an authentic representation of the population being addressed. Finally, there is no evidence that the data was manipulated in any way by the survey owner.

Summary of Findings - Student Survey

It is impossible to draw any correlation between the results of these surveys and the feelings of the student population due to the low response rate. Additionally, evidence suggests that the students who completed the survey may be those most directly affected by the topic, which is not uncommon in diversity and inclusion survey administrations.

Key findings:

- Students in both middle and high school feel safe and respected.

- A high number of respondents do not feel welcome at school events.
- Areas where some students have been made to feel uncomfortable include how they express their gender, their appearance, and their political views.
- Middle school students expressed a higher level of being uncomfortable for many of the questions asked than high school students. This is not uncommon given the emotional maturity differences between the age groups.
- There are few opportunities for students to discuss race, gender, and sexual preference in their classes.
- Many respondents to the middle school survey felt that incidences of mistreatment and bullying around gender and sexual orientation are increasing.

Summary of Findings – Parent/Guardian Survey

The low response rate for the parent/guardian survey also makes the analysis of findings limited. There were very few areas on the Likert Scaled questions that parents/guardians identified as being of concern.

The most interesting and relevant aspect of the parent/guardian survey was in reading the open-ended responses. It is clear that there were three points of view among the respondents regarding diversity, inclusion, and equity. The first group felt as if the district was taking positive steps in the right direction. Those respondents agreed with the administration of the survey and efforts they had seen the district take to make diversity, inclusion, and equity a focus for the district.

The second group felt as if things in the district were going well and nothing should be changed. This group was not antagonistic in their responses; they did not believe there was a pressing need to change.

The final group was vocal and adamant in their disagreement about the usefulness of the survey. Further, they felt as if the district was harming students by addressing these issues. Several noted that they did not feel accepted in their community because of their political beliefs and that the district was moving toward teaching their children ideas and thoughts they did not share.

Key Findings:

- Less than 50% of parents/guardians felt that education and guidance are provided on talking to their child(ren) about current diversity, equity, and inclusion issues.
- The area where parents/guardians felt as if there was an increase in bullying and mistreatment was around student's political views.

- A relatively low % of parents/guardians felt the school encourages students to share differences.

ER9 Diversity, Equity, and Inclusion Task Force Student Surveys

Number of Responses	
Middle School	20
High School	40

Location	
Middle School	
Which school do you attend?	
John Read MS	10
Hellen Keller MS	10
High School	
In which town do you live?	
Easton	22
Redding	18