



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# Responses to New Diversity, Equity, and Inclusion (DEI) Questions on the District- Wide Survey, 2020-21

New questions related to the topics of diversity, equity, and inclusion were added to the District-Wide Surveys in spring 2021. Key findings after analyzing responses to those questions include:

- Students and support staff responded to diversity, equity, and inclusion (DEI) questions less positively than other groups (teachers, principals/assistant principals, and parents/guardians).
- English Learners, students receiving special education services, and students of color had lower perceptions of DEI than their peers.
- Parents/guardians of English Learners had lower perceptions of DEI while parents/guardians of students receiving special education services and parents/guardians of white students had higher perceptions of DEI.
- Male principals/assistant principals and white principals/assistant principals had higher perceptions of DEI than their peers.

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## Introduction

Each spring, the Office of Research and Evaluation (ORE) administers the District-Wide Surveys (DWS) to students, parents/guardians, teachers, school-based support staff, and principals/assistant principals. The surveys ask about five key areas (constructs) tied to school improvement: Leadership, Professional Capacity, School Climate, Instruction, and Parent/Guardian Community Ties. In the winter of the 2020-21 school year, ORE worked with members of the newly developed Equity Coalition to develop new DWS questions about diversity, equity, and inclusion (DEI) that could help us understand the perspectives and experiences of parents/guardians, students, teachers, principals/assistant principals, and support staff.

## Survey Data & Administration

The District-Wide Surveys were administered online via SurveyMonkey from March 24 to May 28, 2021. To ensure the validity of the survey responses, District teachers, principals/assistant principals, and support staff accessed the survey through their employee portal. Unique survey links were sent to Charter teachers and principals/assistant principals. Students and parents/guardians could complete the survey through their portal accounts as well (if applicable). Otherwise, students and parents/guardians were required to enter a valid student ID in order to complete the survey. Only students in grades 6-12 received the DEI questions.<sup>1</sup>

## Response Rates

In 2020-21, about 62,400 students, 8,300 teachers, 240 principals/assistant principals (APs), parents/guardians from 24,300 households, and 1,530 school-based support staff members completed the District-Wide Surveys (Table 1).<sup>2</sup>

Table 1. District-Wide Survey Response Rates, 2020-21

Survey	Number of Respondents	Response Rate
Teacher	12,243	68%
Parent/Guardian	24,313	15%
Principal/AP	242	45%
Student	62,353	42%
Support Staff	1,525	43%

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<sup>1</sup> For a list of all questions asked on the District-Wide Surveys, see <https://www.philasd.org/research/programsservices/district-wide-surveys/allquestions/>.

<sup>2</sup> For information about the representativeness of student and parent responses, see <https://www.philasd.org/research/2021/10/12/representativeness-of-the-2019-20-district-wide-student-and-parent-guardian-survey-results-2/>. For response rates by demographics for teachers, principals/assistant principals, and support staff, see Appendix A.

## Diversity, Equity, and Inclusion Questions

The survey team adopted and adapted items from existing validated staff and student instruments developed by Panorama Education.<sup>3</sup> In some cases, items were adopted verbatim; in others, the wording was adapted to fit the specific SDP context and/or be appropriate for parent and guardian respondents, as the Panorama surveys were designed for students and school-based staff. Questions for each respondent group, listed by sub-topic, are shown in Tables 2-6. Results for each question are available in a previously published [slide deck](#), while this report focuses on the topic and sub-topic scores.

Table 2. Teacher Survey DEI Questions

Sub-topic	Question Text
Belonging	I feel like I belong at my school.
	I feel connected to other adults at my school.
	My colleagues understand me as a person.
Cultural Awareness and Action	In my classes, I give my students opportunities to learn about people from different races, ethnicities, or cultures.
	I can easily interact with students in my classes who are from a different cultural background than my own.
	I am comfortable incorporating new material about people from different backgrounds into my lessons.
	I am comfortable discussing race-related topics with my students.
	When a sensitive issue of diversity arises in class, I can implement strategies to appropriately address the situation.
Anti-racist Professional Culture	I am comfortable discussing race-related topics with my colleagues.
	Teachers at my school have important conversations with each other about race, even when the conversation might be uncomfortable.
	My professional development experiences help me explore new ways to promote equity in my practice.
	Leaders at this school work to advance student equity.
	The equity-focused professional development I have received is valuable.

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<sup>3</sup> The Panorama Equity and Inclusion Surveys: <https://go.panoramaed.com/thanks/measuring-equity-inclusion?submissionGuid=baac0511-51e1-4196-aabd-9c9669cf5dad>

Table 3. Parent/Guardian Survey DEI Questions

<b>Sub-topic</b>	<b>Question Text</b>
Belonging	My child feels like he or she belongs at their school.
	I feel connected to the teachers at my child's school.
	My child feels connected to the teachers at their school.
	My child's teachers understand my child as a person.
Cultural Awareness and Action	Adults at my child's school talk with students about race, even when the conversation might be uncomfortable.
	When there are major news events related to race, adults in my child's school talk about them with students.
	Adults at my child's school treat people from different races, ethnicities, or cultures fairly.
	Adults at my child's school are able to address sensitive issues of diversity when they arise.
	At school, my child learns about people from different races, ethnicities, or cultures.

Table 4. Principal/AP Survey DEI Questions

<b>Sub-topic</b>	<b>Question Text</b>
Belonging	I feel like I belong in my school.
	I feel connected to other adults in my school.
	My colleagues understand me as a person.
Cultural Awareness and Action	Staff at my school have important conversations with each other about race, even when the conversation might be uncomfortable.
	I think about what my colleagues of different races, ethnicities, or cultures experience.
	In my school, students have opportunities to learn about people from different races, ethnicities, or cultures.
	My professional development experiences help me explore new ways to promote equity in my practice.
	I can easily interact with students in my school who are from a different cultural background than my own.
	I am comfortable discussing race-related topics with students.
	I am comfortable discussing race-related topics with my colleagues.

Table 5. Student Survey DEI Questions

<b>Sub-topic</b>	<b>Question Text</b>
Educating All Students	I spend time at school with students from different races, ethnicities, or cultures.
	Students from different races, ethnicities, or cultures hang out with each other at school.
	Students at my school treat people from different races, ethnicities, or cultures fairly.
	Adults at my school treat people from different races, ethnicities, or cultures fairly.
	Students at my school have close friends from different racial, ethnic, or cultural backgrounds.
Cultural Awareness and Action	Teachers encourage me to learn about people from different races, ethnicities, or cultures.
	Students at my school have important conversations with each other about race, even when the conversation might be uncomfortable.
	When there are major news events related to race, adults at my school talk about them with students.
	I feel comfortable sharing my thoughts about race-related topics with other students at my school.
	My teachers care about my culture, ethnicity, and identity.

Table 6. School Support Staff Survey DEI Questions

<b>Sub-topic</b>	<b>Question Text</b>
Belonging	Leaders at my school work to advance student equity.
	I feel like I belong at my school.
	I feel connected to other adults at my school.
	My colleagues understand me as a person.
Cultural Awareness and Action	I am comfortable discussing race-related topics with students.
	I am comfortable discussing race-related topics with my colleagues.
	When a sensitive issue of diversity arises at school, I can implement strategies to appropriately address the situation.
	The equity-focused professional development I have received is valuable.

## Data Validation and Reliability Testing

For each of the surveys, we conducted a factor analysis and Cronbach's alpha calculations to examine whether the DEI items were reliable and valid measures. Since the items were taken from existing instruments with validated topics and sub-topics, we first ran Cronbach's alpha calculations that included all the DEI questions for each survey. Then, we ran factor analyses to identify questions that, when removed, could increase the validity of the topics. Additionally, we used the factor analyses findings to group the items into sub-topics, which vary by survey. For more information about topic and sub-topic scores, see Box 1.

### Box 1: A Deep Dive into Topic and Sub-Topic Scores

#### How do we create District-Wide Survey topic and sub-topic scores?

Calculating topic and sub-topic scores helps us compare responses across different topics. To calculate the sub-topic scores, we first assign each possible response a numeric value, with the most positive response assigned the highest value and the least positive the lowest. Next, we add these values for all of the items in the sub-topic. Finally, the sum is divided by the total count of survey items comprising that sub-topic (excluding those with missing values). The topic score is calculated by averaging all the sub-topic scores.

Take, for example, the parent/guardian Belonging sub-topic. For each of the four items of this sub-topic, there are four scored response options (strongly disagree, disagree, agree, and strongly agree). Each response corresponds with a number from 0-10, with 0 being the most negative and 10 being the most positive (i.e., strongly disagree = 0 and strongly agree = 10). To get the sub-topic score, we add up all the response values (each ranging from 0-10) and then divide by four (the total number of items). We repeat this process with each of the sub-topics, so each sub-topic has a score from 0-10. See below for an example on calculating the average for the parent/guardian Belonging sub-topic:

	Item 1	Item 2	Item 3	Item 4
Survey Responses and Values	Strongly disagree = 0	Agree = 6.66	Strongly agree = 10	Disagree = 3.33
Belonging sub-construct average score: $(0+6.66+10+3.33)/4 = 5$				

#### What is a small or big difference in score?

Scores for the DEI topics and sub-topics as presented in this report range from 6.11 to 8.70. While these scores fall close together, we also ran statistical significance tests. Differences that are statistically significant are not due to chance and therefore might warrant further attention.

## Exploratory Questions

1. How did different groups (students, parents/guardians, teachers, principals/assistant principals, and support staff) respond to the Diversity, Equity, and Inclusion topic on the District-Wide Survey?
2. How did responses differ by respondent demographic characteristics?

## Findings

First, we looked at how DEI scores differed by respondent group. Then, we looked at perceptions of DEI by demographic characteristics for each respondent group. For students, we considered gender, gender identity, sexual orientation, English Learner status, whether they received special education services, and race/ethnicity.<sup>4</sup> For parents, we considered the gender, English Learner status, special education service status, and race/ethnicity of their student. For teachers, principals/assistant principals, and support staff, we considered gender and race/ethnicity.

### Students and support staff felt less positive about DEI topics than other groups.

Overall, students and support staff felt less positive about DEI topics than other respondent groups (Table 7). Cultural Awareness and Action received the lowest scores across respondent groups, except for teachers, where it was the highest score.

Table 7. DEI topic scores and sub-topic scores by respondent group, District only

Topic/Sub-Topic	Average Score for Students	Average Score for Parents	Average Score for Teachers	Average Score for Principals/APs	Average Score for Support Staff
Overall DEI	7.50 (n=24,983)	7.50 (n=13,279)	8.01 (n=5,838)	8.17 (n=165)	7.32 (n=1,387)
Educating all Students	7.94 (n=24,950)				
Cultural Awareness and Action	7.05 (n=24,904)	7.42 (n=11,874)	8.47 (n=5,833)	8.00 (n=165)	7.16 (n=1,377)
Belonging		7.63 (n=13,163)	8.04 (n=5,766)	8.36 (n=163)	7.49 (n=1,366)
Anti-Racist Professional Culture			7.52 (n=5,824)		

Note: Includes District schools only. Only students in grades 6-12 are asked the DEI questions.

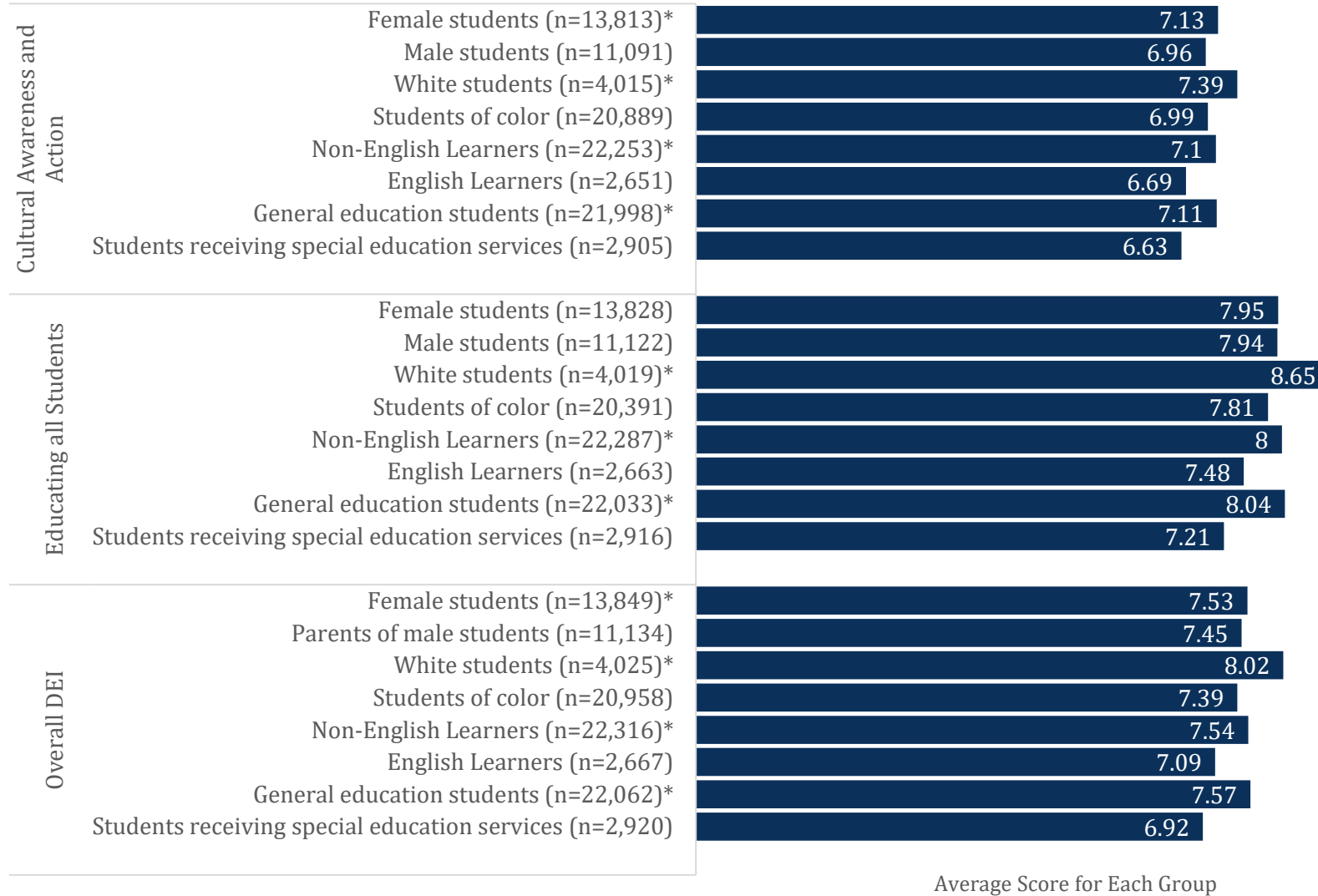
<sup>4</sup> Gender identity and sexual orientation are self-reported on the District-Wide Survey.



**Students of color, English Learners, and students receiving special education services had lower perceptions of DEI than their peers.**

White students felt more positive about DEI topics than students of color (Figure 1). English Learner (EL) students and students receiving special education services both felt less positive about DEI topics than their peers. Female students rated Overall DEI and Cultural Awareness higher than their male peers. While that categorization comes from the student information system, we also asked students in grades 6-12 in the survey about their gender identity and sexual orientation. Students identifying themselves as female felt more positive about DEI topics than their peers, as did students self-identifying as gay, lesbian, or bisexual (Tables 8 and 9). For a full breakdown of DEI scores by all racial/ethnic groups, see Appendix B.

Figure 1. White students felt more positive about DEI topics than their peers



Note: Includes District schools only. Only students in grades 6-12 are asked the DEI questions.  
 Source: Student demographic information is from the Student Information System.

Table 8. Female students rated Cultural Awareness and Action higher than their peers

Topic/Sub-Topic	Student Self-Identified Gender Identity	Average Score from Survey Responses	Number of Students
Educating all Students	Male	8.00	10,210
	Female	7.95	12,135
	Other	7.98	782
	Total	7.97	23,127
Cultural Awareness and Action <sup>1</sup>	Male	7.00	10,188
	Female	7.15	12,122
	Other	7.00	782
	Total	7.08	23,092
Overall DEI	Male	7.50	10,217
	Female	7.55	12,153
	Other	7.48	784
	Total	7.52	23,154

Note: Includes District schools only. Only students in grades 6-12 are asked the DEI questions.

Source: Gender identity is self-reported on the District-Wide Survey.

<sup>1</sup>Differences are statistically significant using an ANOVA ( $F=15.55, p=.00$ ).

Table 9. Students identifying as gay, lesbian, or bisexual felt slightly more positive about DEI topics than their peers

Topic/Sub-Topic	Average Score for Students Identifying as Straight	Average Score for Students Identifying as Gay, Lesbian, or Bisexual
Educating all Students	7.99 (n=16,490)	8.03 (n=3,309)
Cultural Awareness and Action <sup>1</sup>	7.08 (n=16,466)	7.18 (n=3,304)
Overall DEI	7.53 (n=16,509)	7.60 (n=3,311)

Note: Includes District schools only. Only students in grades 6-12 are asked the DEI questions.

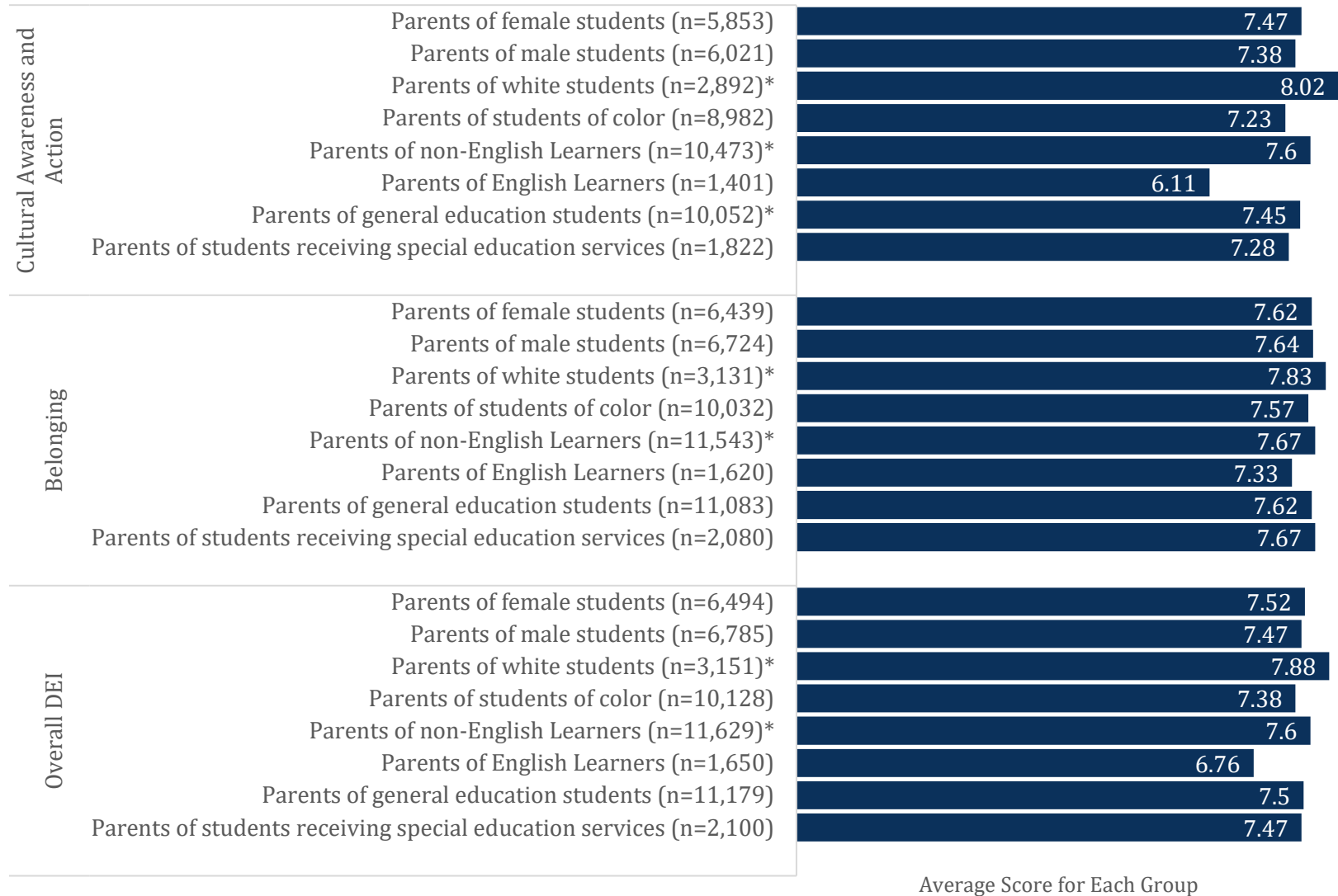
Source: Sexual orientation is self-reported on the District-Wide Survey.

<sup>1</sup>Differences are statistically significant using an independent samples t-test ( $t=2.38, p=.02$ ).

## Parents/guardians of white students had higher perceptions of DEI while parents/guardians of English Learners had lower perceptions of DEI.

Parents/guardians of white students had higher perceptions of DEI than other parents/guardians (Figure 2). DEI scores did not differ for parents/guardians of male students versus female students, but parents/guardians of English Learners had lower perceptions of DEI than other parents/guardians. Parents/guardians of general education students rated Cultural Awareness and Action higher than parents of students receiving special education services. For a full breakdown of DEI scores by all races/ethnicities, see Appendix B.

Figure 2. Parents of English Learners felt the least positive about DEI topics



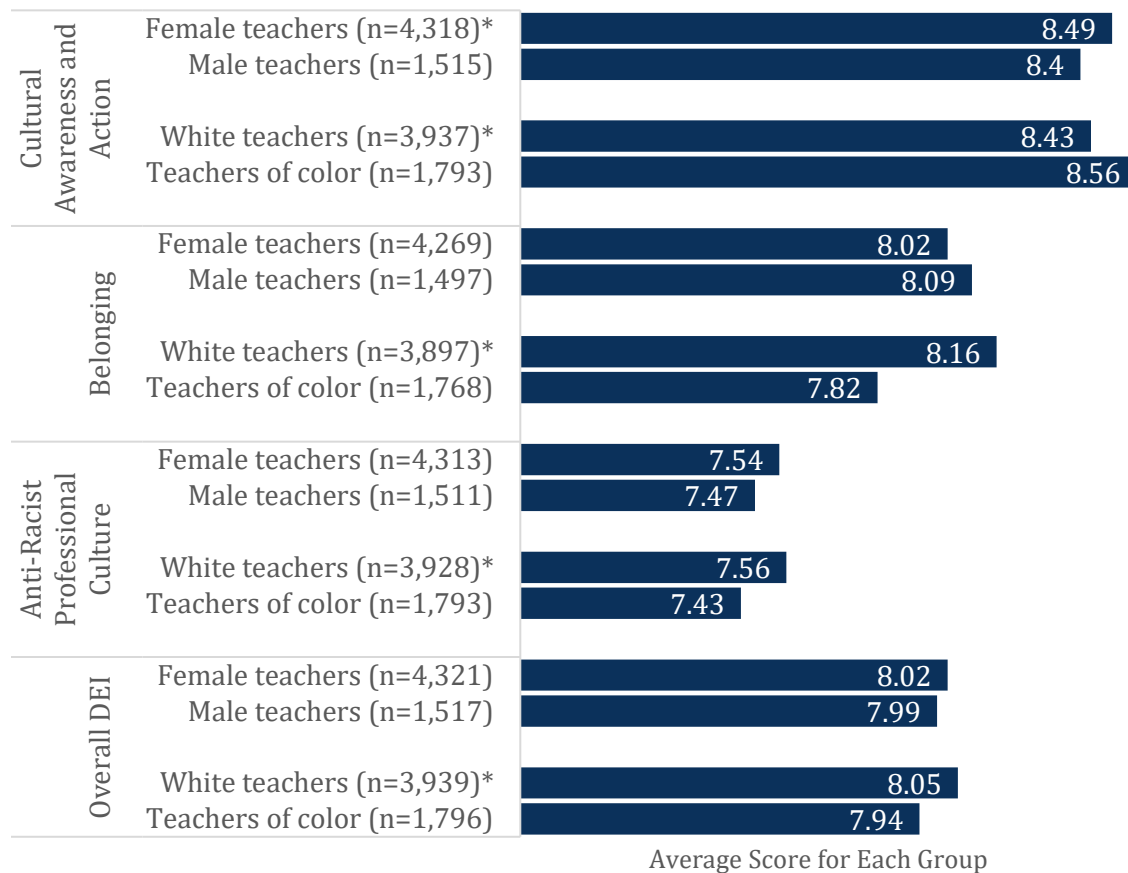
Note: Includes District schools only.

\*Indicates difference is statistically significant using an independent samples t-test ( $p < .05$ ).

**Teachers of color rated the Cultural Awareness and Action sub-topic higher than white teachers.**

Male and female teachers had similar perceptions of DEI, with the exception of the Cultural Awareness and Action sub-topic, where female teachers felt more positive than male teachers (Figure 3). On most of the DEI scores, teachers of color felt less positive than their peers. However, Cultural Awareness and Action was the exception again where teachers of color gave higher scores. This sub-topic asks questions about how comfortable the teacher is discussing race-related topics and providing opportunities for students to learn about diverse perspectives, while the other sub-topics ask about the culture of equity at the school, which may explain the difference in the direction of the trends. For a full breakdown of DEI scores by all races/ethnicities, see Appendix B.

Figure 3. Teachers of color rated Cultural Awareness and Action higher than white teachers



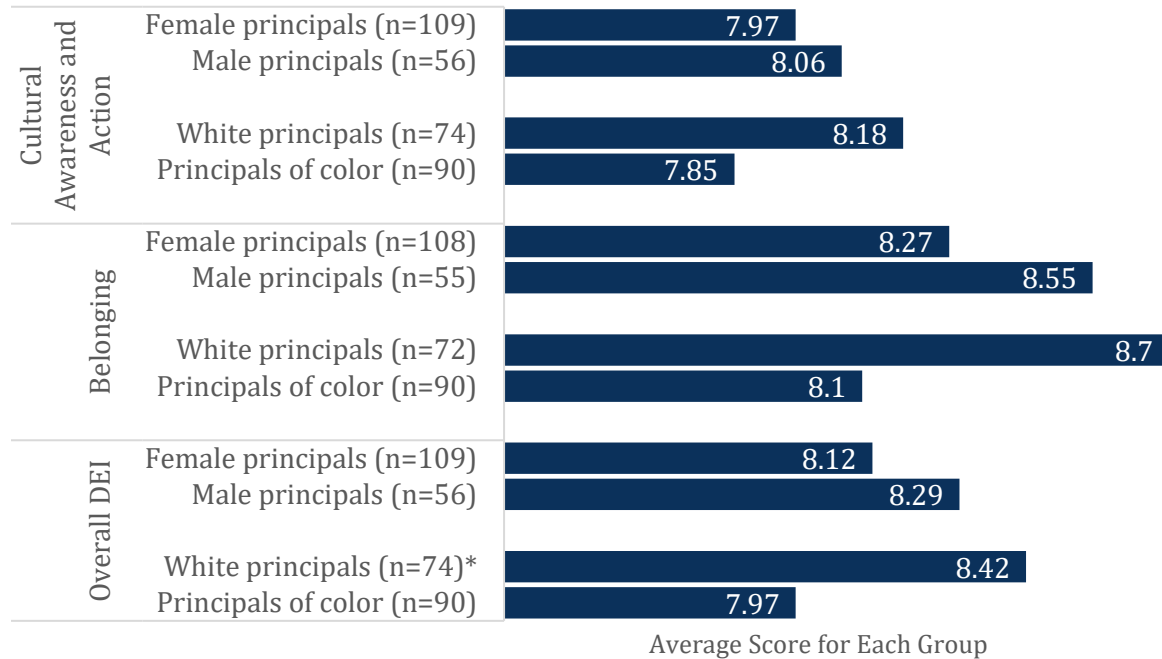
Note: Includes District schools only.

\*Indicates difference is statistically significant using an independent samples t-test (p<.05).

**White principals/assistant principals had higher perceptions of DEI than their peers.**

White principals/assistant principals had higher perceptions of DEI than principals/assistant principals of color (Figure 4). Male principals/assistant principals rated DEI topics slightly higher than female principals/assistant principals (although none of the differences were statistically significant). For a full breakdown of DEI scores by all races/ethnicities, see Appendix B.

Figure 4. White principals/APs rated DEI scores higher than principals/APs of color



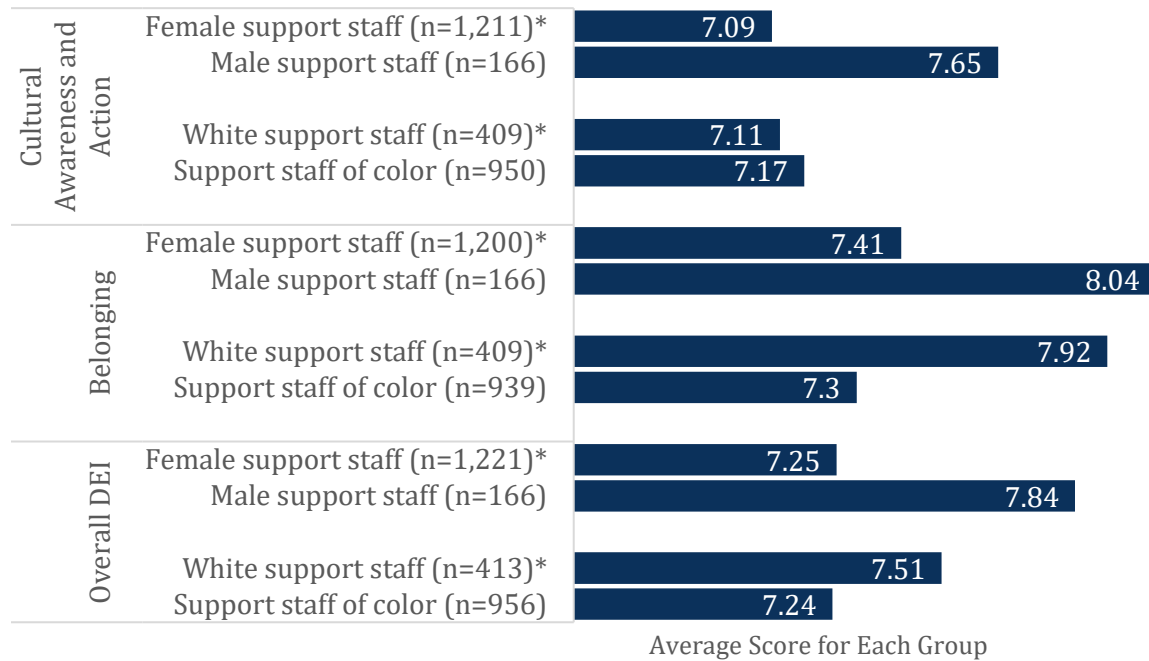
Note: Includes District schools only.

\*Indicates difference is statistically significant using an independent samples t-test (p<.05).

**Support staff of color rated Cultural Awareness and Action higher than white staff.**

Similar to principals/assistant principals, male support staff had higher perceptions of DEI than female support staff (though in this case all three differences in scores were significant; Figure 5). Similar to teachers, support staff of color rated Cultural Awareness and Action higher than white support staff, but otherwise white support staff had more positive perceptions of DEI. For a full breakdown of DEI scores by all races/ethnicities, see Appendix B.

Figure 5. Male support staff felt more positive about DEI topics than female support staff



Note: Includes District schools only.

\*Indicates difference is statistically significant using an independent samples t-test (p<.05).

## Conclusions

In the winter of the 2020-21 school year, ORE worked with members of the newly developed Equity Coalition to develop new District-Wide Survey questions about diversity, equity, and inclusion that could help us understand the perspectives and experiences of parents/guardians, students, teachers, principals/assistant principals, and school-based support staff. Overall, students and school-based support staff had lower perceptions of DEI than other respondent groups. English Learners, students receiving special education services, and students of color had lower perceptions of DEI than their peers. Parents/guardians of English Learners had lower perceptions of DEI, though parents/guardians of students receiving special education services and white students had higher perceptions of DEI. Teachers of color and support staff of color rated Cultural Awareness and Action higher than white teachers and staff. Male principals/assistant principals and white principals/assistant principals had higher perceptions of DEI than other principals/assistant principals.

This information can be used to target professional development or other supports at schools with lower DEI scores or where there are significant differences in the perceptions of DEI based on the demographic characteristics of members of the school community. The Equity Coalition is using this information to drive their interventions and monitor progress. This data is also useful in the progress monitoring of Guardrail 4 which states “Our students’ potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.”<sup>5</sup> To see full results from the District-Wide Surveys, visit <https://philasd.org/dwsresults>.

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<sup>5</sup> For more information about the Board Goals and Guardrails, see <https://www.philasd.org/schoolboard/goals-and-guardrails/>.



## Appendix A: Teacher, Principal/Assistant Principal, and Support Staff Response Rates by Demographics (for District schools only)

Table A.1. Teacher response rates by demographics

	<b># of Responses</b>	<b># of Teachers</b>	<b>Response Rate</b>
Male	1517	2166	70.04%
Female	4321	5926	72.92%
Black/African American	1308	1906	68.63%
Asian/Pacific Islander	189	242	78.10%
White	3939	5350	73.63%
Hispanic/Latinx	213	305	69.84%
American Indian/Alaskan Native	8	16	50.00%
Other	78	122	63.93%

Note: Includes District schools only.

Table A.2. Principal/AP response rates by demographics

	<b># of Responses</b>	<b># of Principals/APs</b>	<b>Response Rate</b>
Male	56	130	43.08%
Female	109	266	40.98%
Black/African American	68	199	34.17%
Asian/Pacific Islander	5	7	71.43%
White	74	154	48.05%
Hispanic/Latinx	12	25	48.00%
American Indian/Alaskan Native	0	0	
Other	5	9	55.56%

Note: Includes District schools only.

Table A.3. School-based Support Staff response rates by demographics

	<b># of Responses</b>	<b># of Support Staff</b>	<b>Response Rate</b>
Male	166	467	35.55%
Female	1221	3012	40.54%
Black/African American	795	2114	37.61%
Asian/Pacific Islander	30	85	35.29%
White	413	850	48.59%
Hispanic/Latinx	108	291	37.11%
American Indian/Alaskan Native	3	9	33.33%
Other	20	65	30.77%

Note: Includes District schools only.

## Appendix B: DEI Scores and Sub-Topic Scores by Race/Ethnicity

Table B.1. Student DEI scores and sub-topic scores by student race/ethnicity

Topic/Sub-Topic	Student Race/Ethnicity	Average Score	N
Educating all Students <sup>1</sup>	American Indian/Alaskan Native	7.69	56
	Asian	8.27	3,678
	Black/African American	7.53	11,284
	Hispanic/Latinx	8.03	4,671
	Multi Racial/Other	8.14	1,203
	Native Hawaiian/Pacific Islander	8.23	39
	White	8.65	4,019
	Total	7.94	24,950
Cultural Awareness and Action <sup>2</sup>	American Indian/Alaskan Native	6.78	56
	Asian	7.19	3,674
	Black/African American	6.91	11,258
	Hispanic/Latinx	7.02	4,663
	Multi Racial/Other	6.98	1,200
	Native Hawaiian/Pacific Islander	6.40	38
	White	7.39	4,015
	Total	7.05	24,904
Overall DEI <sup>3</sup>	American Indian/Alaskan Native	7.24	56
	Asian	7.73	3,685
	Black/African American	7.22	11,300
	Hispanic/Latinx	7.53	4,675
	Multi Racial/Other	7.56	1,203
	Native Hawaiian/Pacific Islander	7.30	39
	White	8.02	4,025
	Total	7.50	24,983

Note: Includes District schools only.

<sup>1</sup>Differences are statistically significant using an ANOVA ( $F=179.49, p=.00$ ).

<sup>2</sup>Differences are statistically significant using an ANOVA ( $F=31.30, p=.00$ ).

<sup>3</sup>Differences are statistically significant using an ANOVA ( $F=112.95, p=.00$ ).

Table B.2. Parent DEI scores and sub-topic scores by student race/ethnicity

Topic/Sub-Topic	Student Race/Ethnicity	Average Score	N
Belonging <sup>1</sup>	American Indian/Alaskan Native	7.31	20
	Asian	7.52	1,547
	Black/African American	7.61	5,209
	Hispanic/Latinx	7.47	2,596
	Multi Racial/Other	7.79	643
	Native Hawaiian/Pacific Islander	7.30	17
	White	7.83	3,131
	Total	7.63	13,163
Cultural Awareness and Action <sup>2</sup>	American Indian/Alaskan Native	6.56	18
	Asian	6.38	1,352
	Black/African American	7.42	4,679
	Hispanic/Latinx	7.20	2,339
	Multi Racial/Other	7.84	577
	Native Hawaiian/Pacific Islander	6.43	17
	White	8.02	2,892
	Total	7.42	11,874
Overall DEI <sup>3</sup>	American Indian/Alaskan Native	6.94	21
	Asian	6.99	1,570
	Black/African American	7.48	5,250
	Hispanic/Latinx	7.30	2,624
	Multi Racial/Other	7.80	646
	Native Hawaiian/Pacific Islander	6.87	17
	White	7.88	3,151
	Total	7.50	13,279

Note: Includes District schools only.

<sup>1</sup>Differences are statistically significant using an ANOVA ( $F=8.56, p=.00$ ).

<sup>2</sup>Differences are statistically significant using an ANOVA ( $F=59.53, p=.00$ ).

<sup>3</sup>Differences are statistically significant using an ANOVA ( $F=43.29, p=.00$ ).

Table B.3. Teacher DEI scores and sub-topic scores by teacher race/ethnicity

Topic/Sub-Topic	Teacher Race/Ethnicity	Average Score	N
Cultural Awareness and Action <sup>1</sup>	Black/African American	8.62	1,306
	Asian/Pacific Islander	8.09	188
	Hispanic/Latinx	8.59	213
	American Indian/Alaskan Native	7.75	8
	White	8.43	3,937
	Other	8.80	78
	Total	8.47	5,730
Belonging <sup>2</sup>	Black/African American	7.81	1,287
	Asian/Pacific Islander	7.84	187
	Hispanic/Latinx	7.84	209
	American Indian/Alaskan Native	6.39	8
	White	8.16	3,897
	Other	7.91	77
	Total	8.05	5,665
Anti-Racist Professional Culture	Black/African American	7.43	1,305
	Asian/Pacific Islander	7.31	189
	Hispanic/Latinx	7.57	213
	American Indian/Alaskan Native	6.33	8
	White	7.56	3,928
	Other	7.50	78
	Total	7.52	5,721
Overall DEI <sup>3</sup>	Black/African American	7.95	1,308
	Asian/Pacific Islander	7.74	189
	Hispanic/Latinx	8.00	213
	American Indian/Alaskan Native	6.82	8
	White	8.05	3,939
	Other	8.08	78
	Total	8.01	5,735

Note: Includes District schools only.

<sup>1</sup>Differences are statistically significant using an ANOVA ( $F=7.55, p=.00$ ).

<sup>2</sup>Differences are statistically significant using an ANOVA ( $F=6.96, p=.00$ ).

<sup>3</sup>Differences are statistically significant using an ANOVA ( $F=3.17, p=.01$ ).

Table B.4. Principal/AP DEI scores and sub-topic scores by principal/AP race/ethnicity

<b>Topic/Sub-Topic</b>	<b>Principal/AP Race/Ethnicity</b>	<b>Average Score</b>	<b>N</b>
Cultural Awareness and Action	White	8.18	74
	Black/African American	7.80	68
	Hispanic/Latinx	8.33	12
	Asian/Pacific Islander	7.71	5
	Other	7.52	5
	Total	8.00	164
Belonging <sup>1</sup>	White	8.70	72
	Black/African American	7.89	68
	Hispanic/Latinx	9.63	12
	Asian/Pacific Islander	8.89	5
	Other	6.44	5
	Total	8.37	162
Overall DEI <sup>2</sup>	White	8.42	74
	Black/African American	7.84	68
	Hispanic/Latinx	8.98	12
	Asian/Pacific Islander	8.30	5
	Other	6.98	5
	Total	8.18	164

Note: Includes District schools only.

<sup>1</sup>Differences are statistically significant using an ANOVA ( $F=3.91, p=.01$ ).

<sup>2</sup>Differences are statistically significant using an ANOVA ( $F=3.30, p=.01$ ).

Table B.5. School-based Support Staff DEI scores and sub-topic scores by staff race/ethnicity

<b>Topic/Sub-Topic</b>	<b>Staff Race/Ethnicity</b>	<b>Average Score</b>	<b>N</b>
Cultural Awareness and Action	White	7.11	409
	Black/African American	7.22	791
	Hispanic/Latinx	7.12	106
	American Indian/Alaskan Native	Insufficient Sample	Insufficient Sample
	Asian/Pacific Islander	6.78	30
	Other	6.47	20
	Total	7.15	1359
Belonging <sup>1</sup>	White	7.92	409
	Black/African American	7.31	781
	Hispanic/Latinx	7.21	106
	American Indian/Alaskan Native	Insufficient Sample	Insufficient Sample
	Asian/Pacific Islander	7.52	30
	Other	7.43	19
	Total	7.49	1348
Overall DEI	White	7.51	413
	Black/African American	7.26	795
	Hispanic/Latinx	7.17	108
	American Indian/Alaskan Native	Insufficient Sample	Insufficient Sample
	Asian/Pacific Islander	7.15	30
	Other	6.84	20
	Total	7.32	1369

Note: Includes District schools only.

<sup>1</sup>Differences are statistically significant using an ANOVA ( $F=4.40, p=.00$ ).