

Perceptions of Equity Surveys

Results and Analysis

Saline Area Schools

School Year: 2021-2022



Project Overview

The Saline Area Schools (SAS) Perceptions of Equity Surveys asked parents/guardians, staff, **and** students in grades 6-12 for feedback on equity in the district. Results will be used to inform the district's Diversity, Equity, and Inclusion Advisory Committee as it continues to examine and improve equity and justice in the district.

K12 *Insight* partnered with district team members to develop the survey, which addressed the following topics:

- Overall perceptions of equity
- Valuing equity
- Current performance
- Safety and behavior
- Policies and procedures
- Curriculum and instruction
- Instructional practices
- Community engagement (parents/guardians and staff only)

The survey was conducted from Nov. 15, 2021, to Jan. 10.

Email invitations with unique survey links were sent to parents/guardians and staff members. Reminders were sent Nov. 19, 23, and 30 and Dec. 3 and 8, 2021, and Jan. 4, 6, and 8. Parents could also participate via a public link on the district's website. The surveys were translated into Spanish.

Students in grades 6-12 accessed the survey in school using their student IDs.

Understanding the Results

This report summarizes the overall survey findings and breaks them down by parents/guardians, staff members, and students.

Results do not reflect random sampling; therefore, they should not be generalized to all SAS parents/guardians, staff members, and students in grades 6-12. Rather, results reflect only the perceptions and opinions of survey participants.

The findings for each item do not include participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Open-ended feedback is available in a separate report.

Executive Summary

- Saline Area Schools administered the Perceptions of Equity Surveys to better understand how its stakeholders experience — or don't experience — equity in the district. The SAS Diversity, Equity, and Inclusion Advisory Committee will analyze the survey findings as part of its investigation and evaluation of policies, practices, and initiatives related to creating equitable experiences for all SAS students.
- A strong majority of participants — 92% of staff members, 87% of parents/guardians, and 79% of students — strongly agreed or agreed that they feel comfortable and welcome at SAS. In addition, 87% of participating students said teachers/staff at their school treat them fairly and 78% said they feel comfortable and welcome at their school.
- 87% of participating parents/guardians, 83% of participating staff members, and 79% of participating students said student academic needs are being met. However, 78% of participating parents/guardians said student emotional needs are being met compared with only 57% of participating students and 52% of participating staff members.
- 80% of participating staff members, 73% of participating students, and 71% of participating parents said SAS treats students of all backgrounds with equity. However, 36% of student participants, 30% of staff, participants and 25% of parent/guardian participants said SAS should prioritize equity more.
- There were perceptual differences between participant groups in the Overall Perceptions of Equity dimension. For example, 66% of students said teachers at SAS reflect the diversity in the community, while only 53% of parents/guardians and 43% of staff members said the same. Similarly, 67% of students said all schools within SAS receive resources equitably compared with only 59% of parents/guardians, and 45% of staff members.

Executive Summary (Continued)

- Within the Safety and Behavior dimension, more participants had heard about harassment or bullying than had experienced it personally. For example, 53% of parents/guardians said they had heard about harassment/bullying based on race/ethnicity happening to students but only 7% said it had happened to their student. Similarly, 73% of participating staff members said they had heard of harassment/bullying based on race/ethnicity happening to students but only 1% said it had happened to them.
- 13% of participating students said they sometimes experience bullying/harassment based on their gender and 10% said the same about their sexual orientation.
 - 59% of participating students said they would feel comfortable reporting discrimination in SAS
- 32% or more of all participants said curriculum should include more lessons/materials related to different cultures, diverse religious and faith communities, and accomplishments of women/girls, people of color, LGBTQ+ people, and people with disabilities.

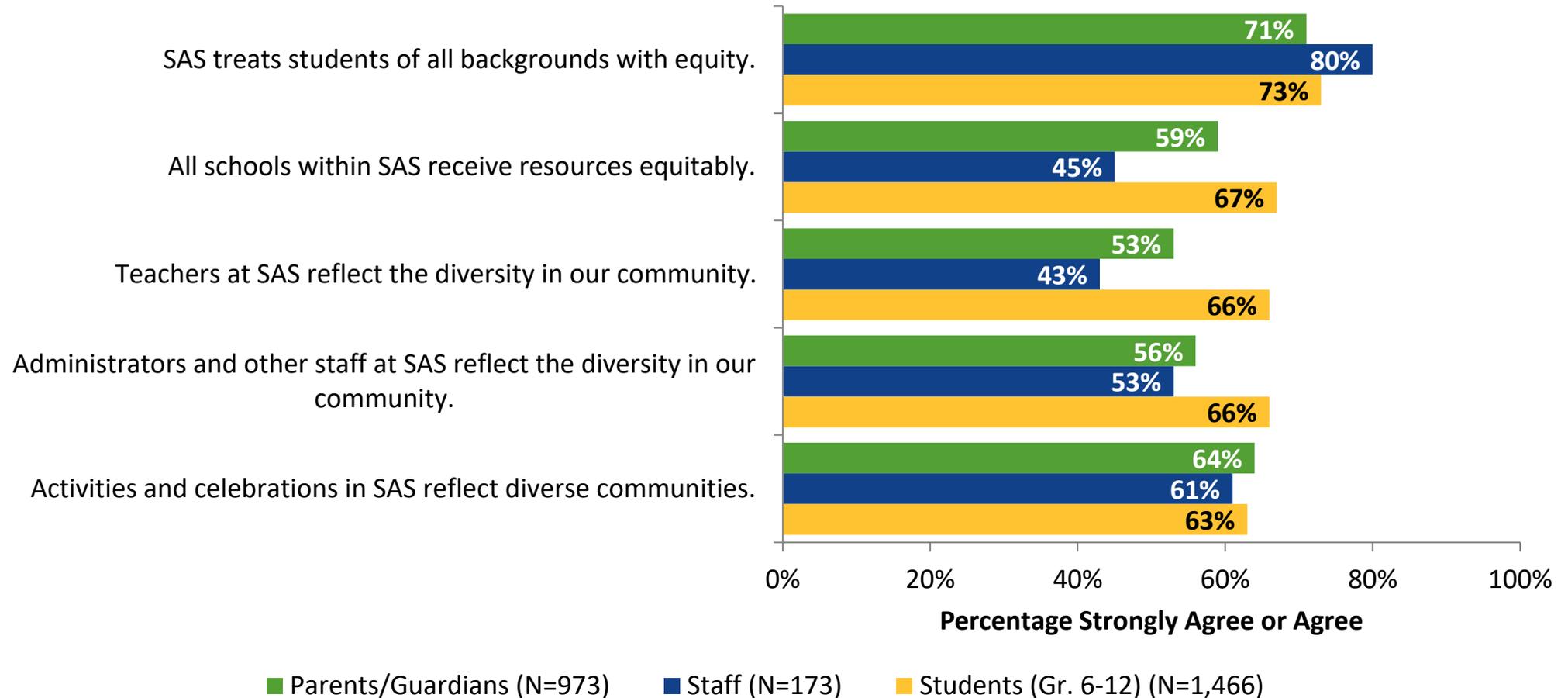
Participation

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate (%)	Public-access Link Responses	Total Responses
Parents/Guardians	5,801	970	—	8	978
Staff	664	174	26%	—	174
Students (Gr. 6-12)	3,097	1,478	48%	—	1,478

Parent/Guardian Language of Participation	Total Responses
English	977
Spanish	1

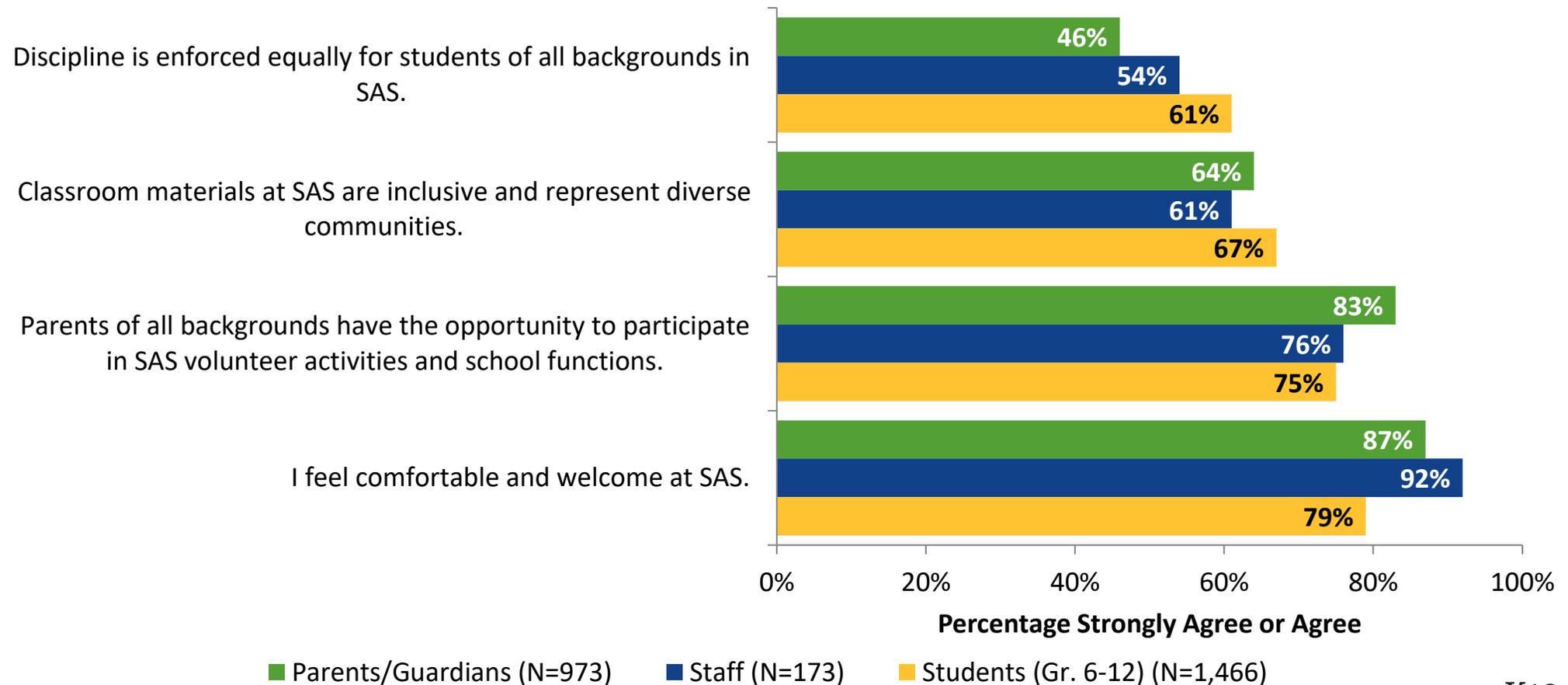
Overall Perceptions of Equity: Comparison by Participant Group

Please select your level of agreement for the following statements.



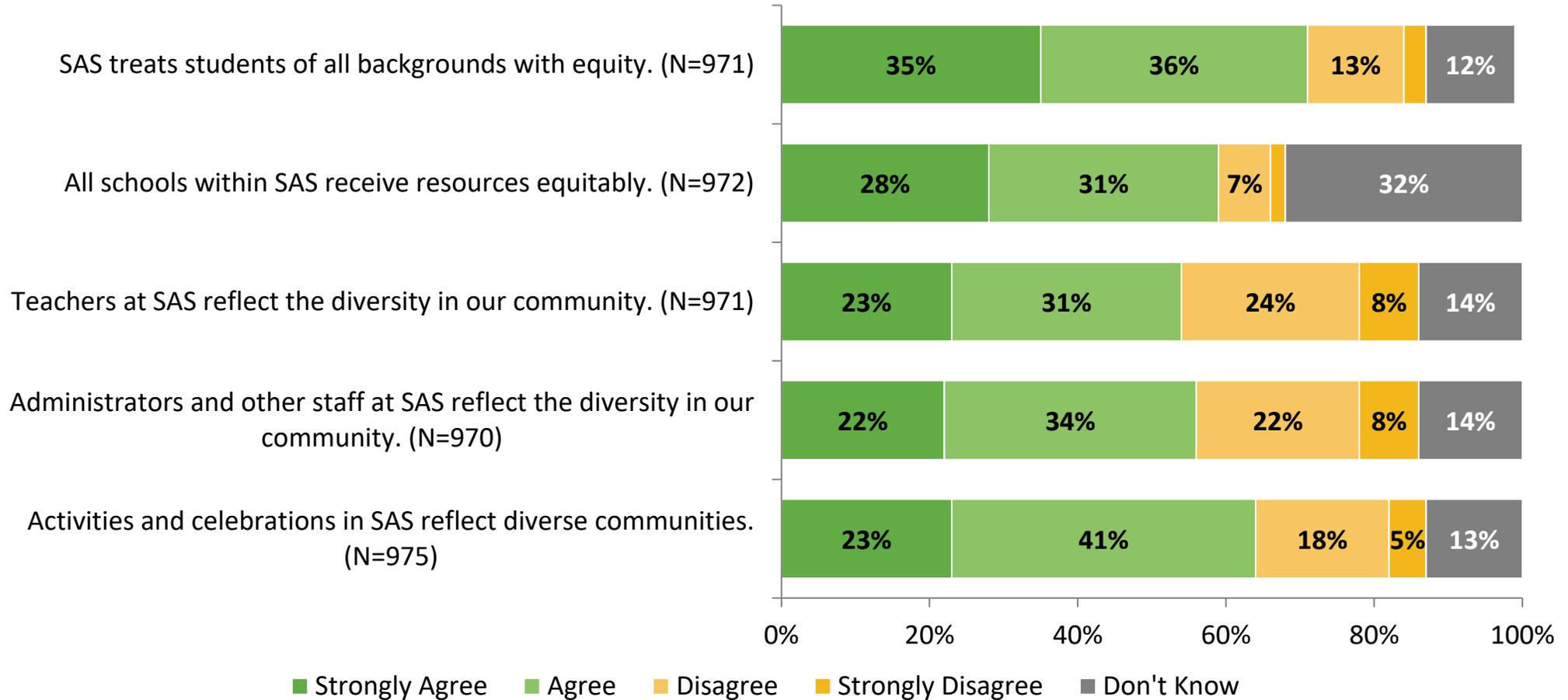
Overall Perceptions of Equity: Comparison by Participant Group (Continued)

Please select your level of agreement for the following statements.



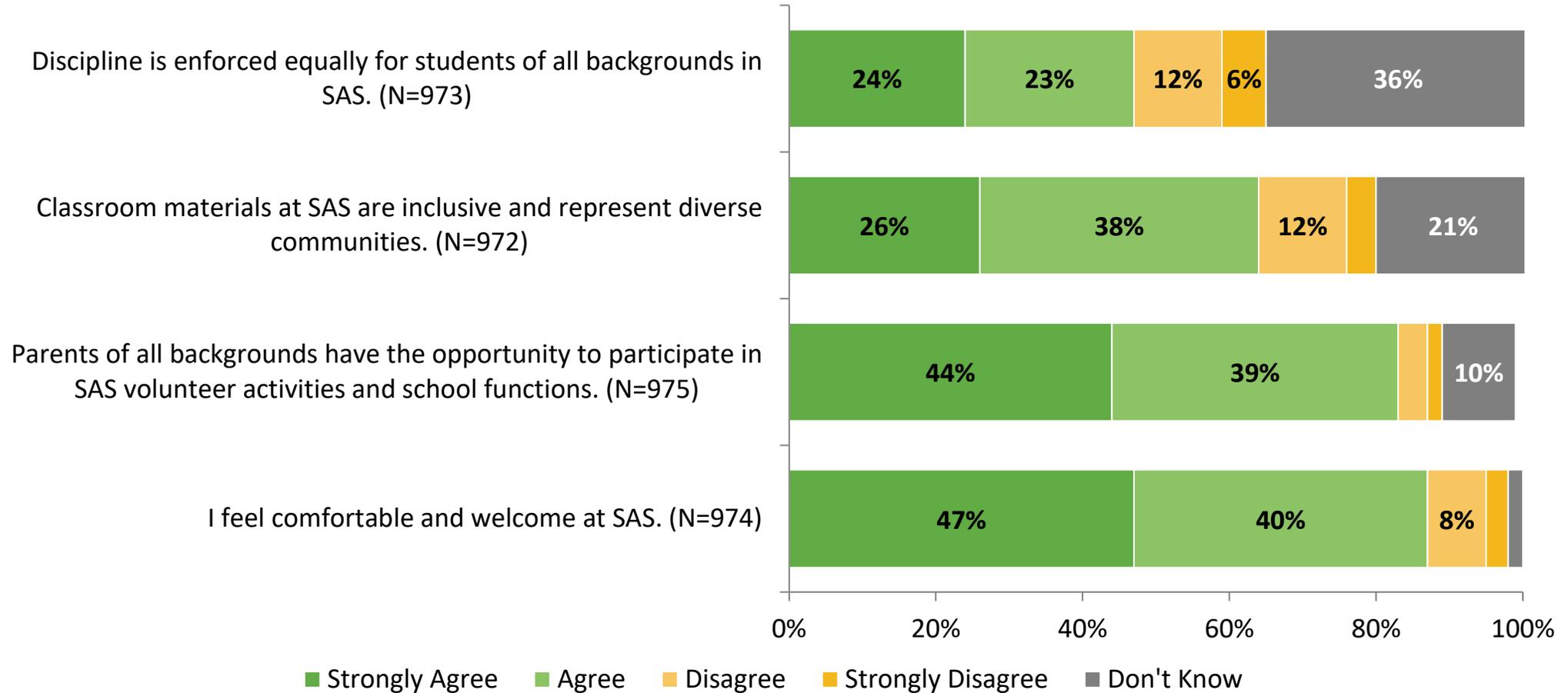
Overall Perceptions of Equity

Please select your level of agreement for the following statements.



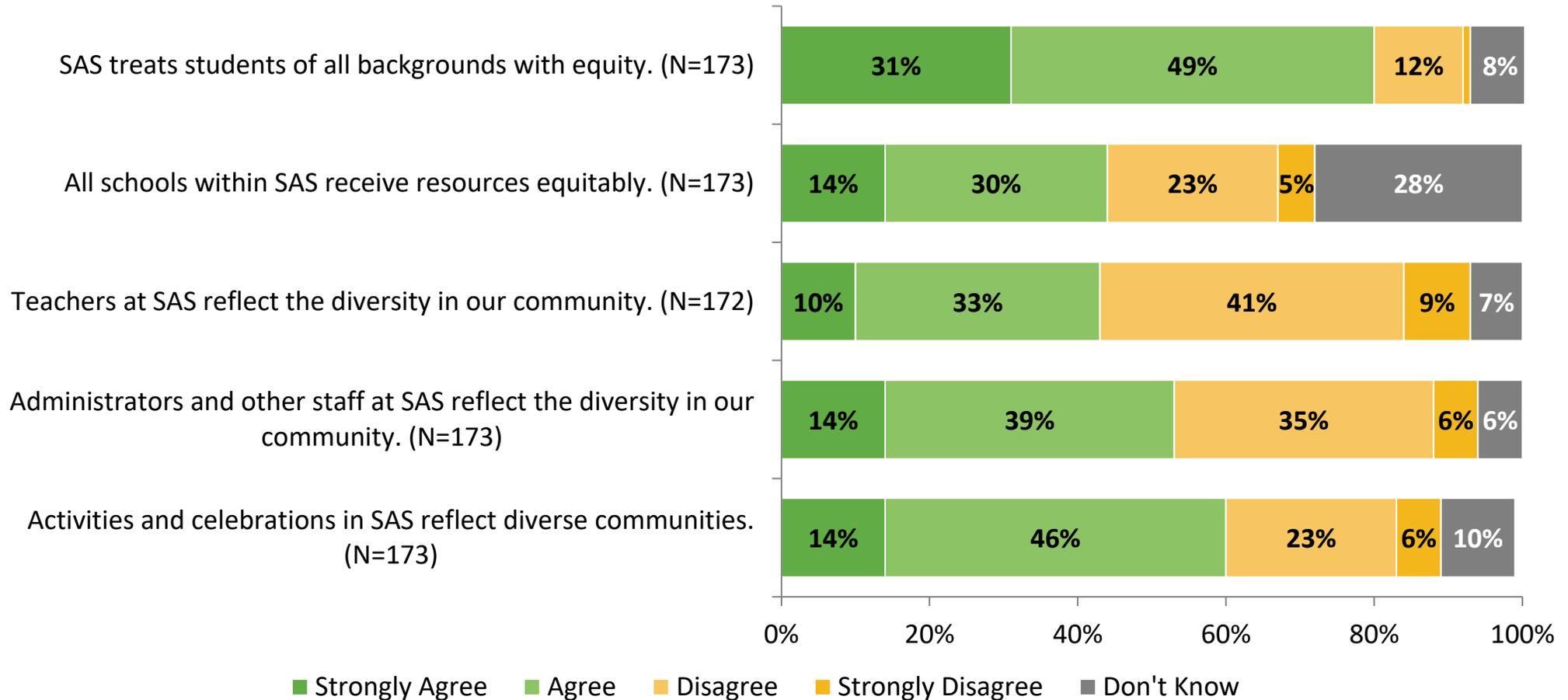
Overall Perceptions of Equity (Continued)

Please select your level of agreement for the following statements.



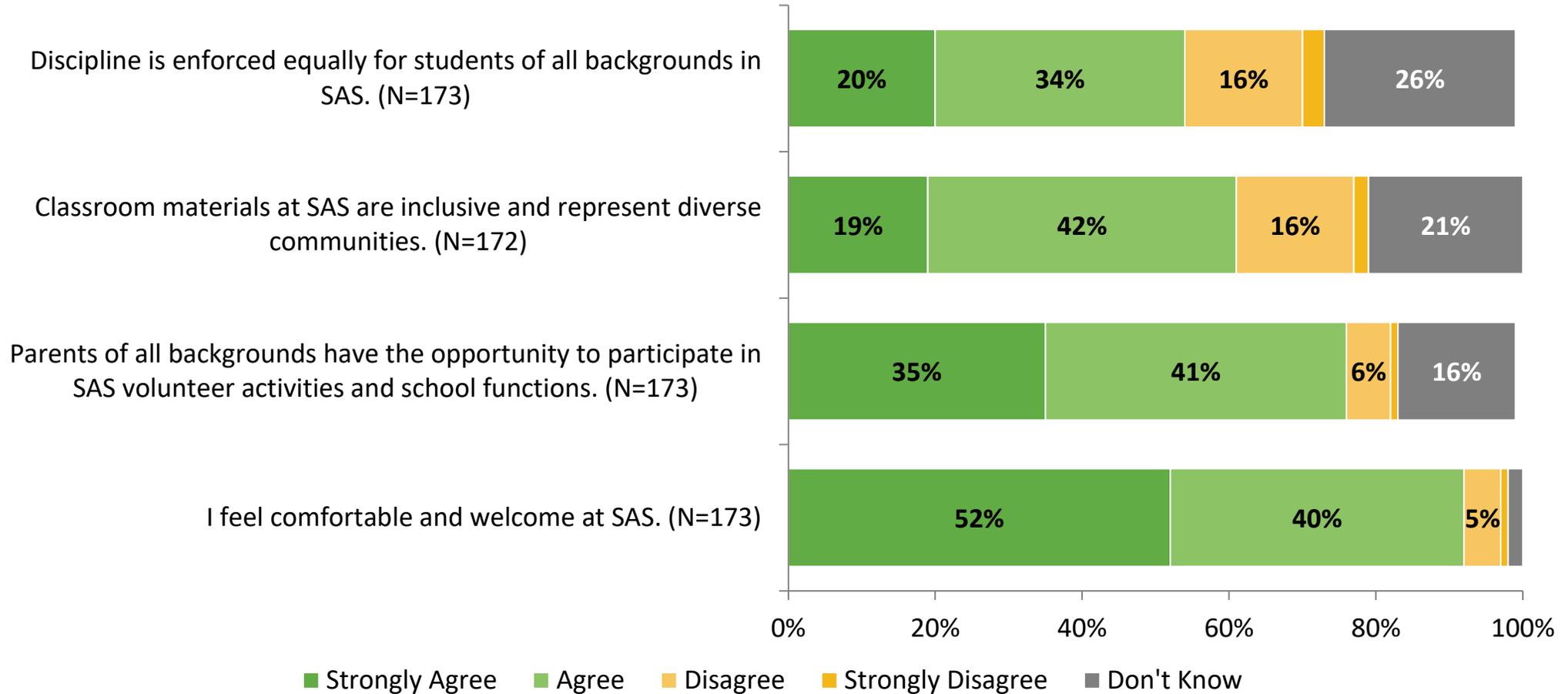
Overall Perceptions of Equity

Please select your level of agreement for the following statements.



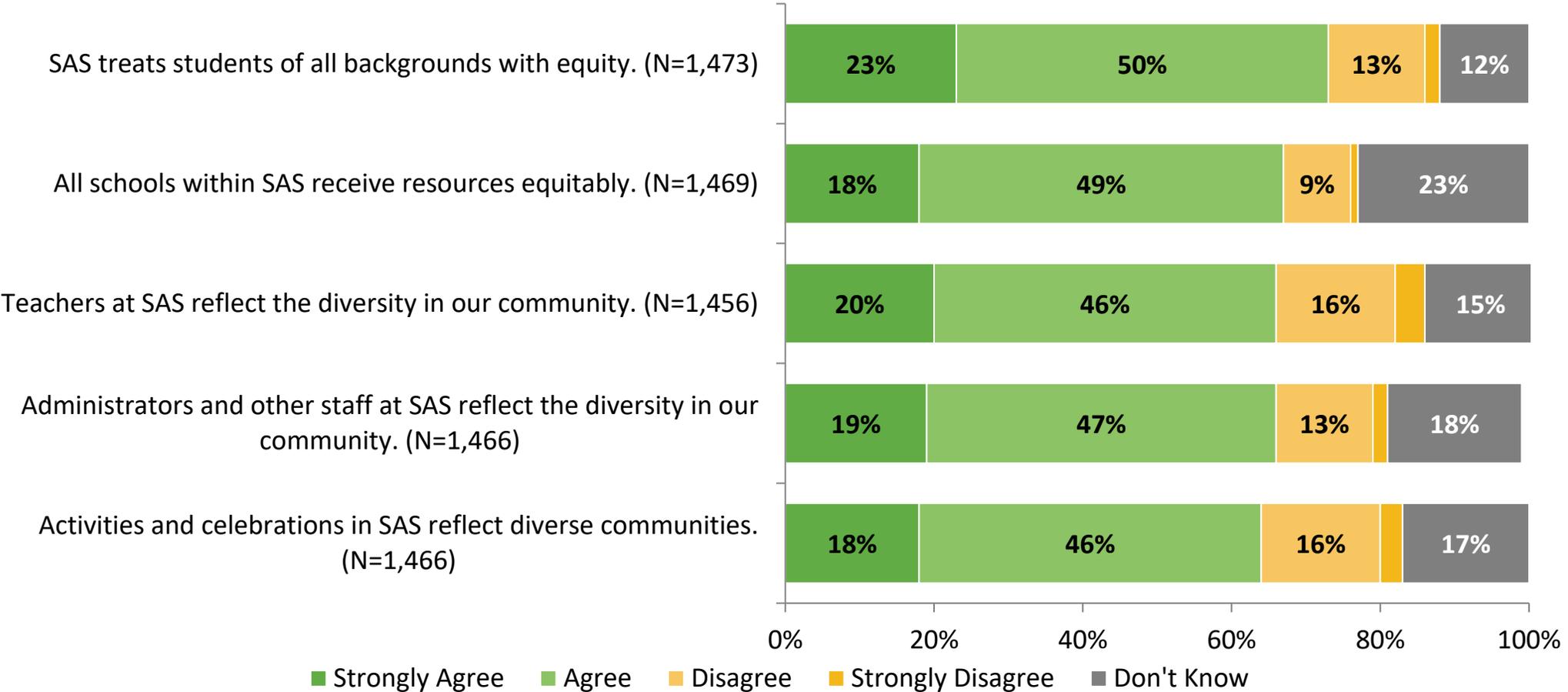
Overall Perceptions of Equity (Continued)

Please select your level of agreement for the following statements.



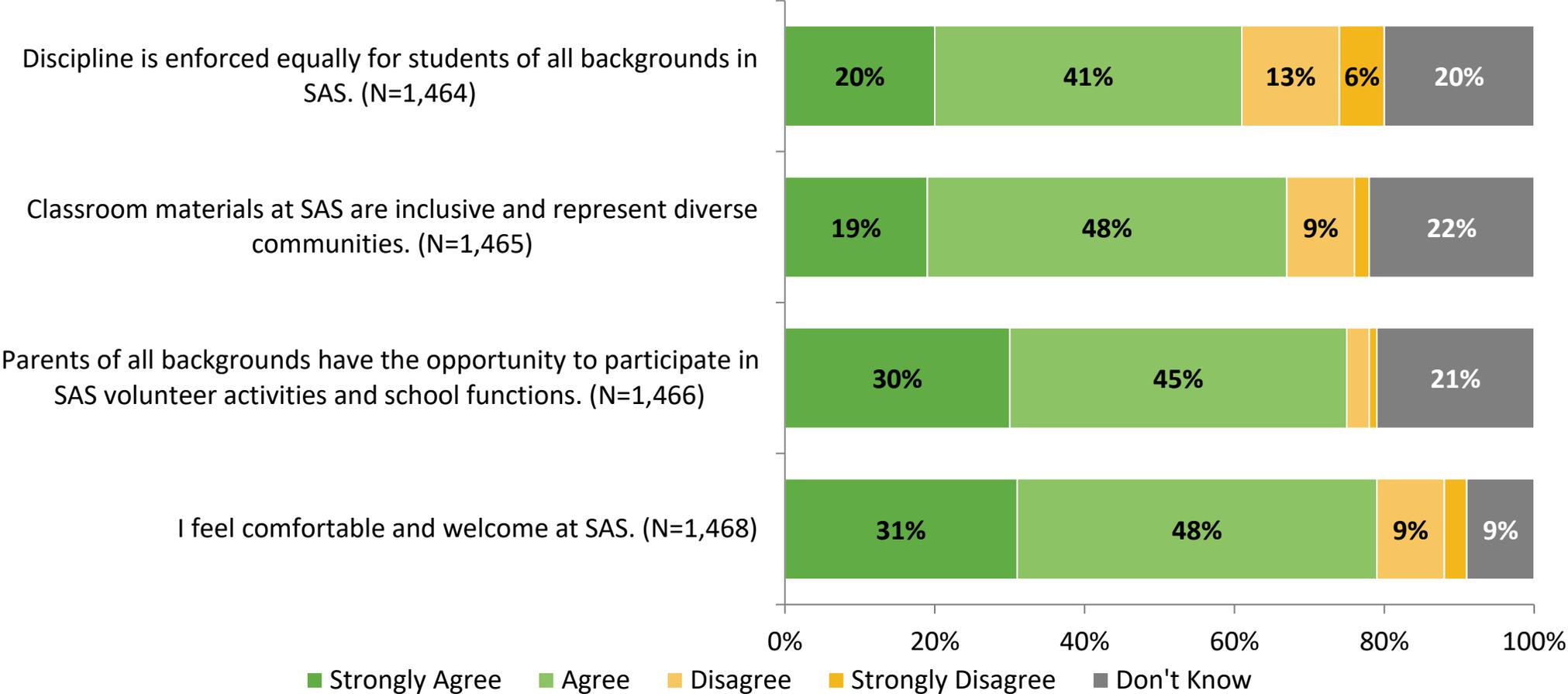
Overall Perceptions of Equity

Please select your level of agreement for the following statements.



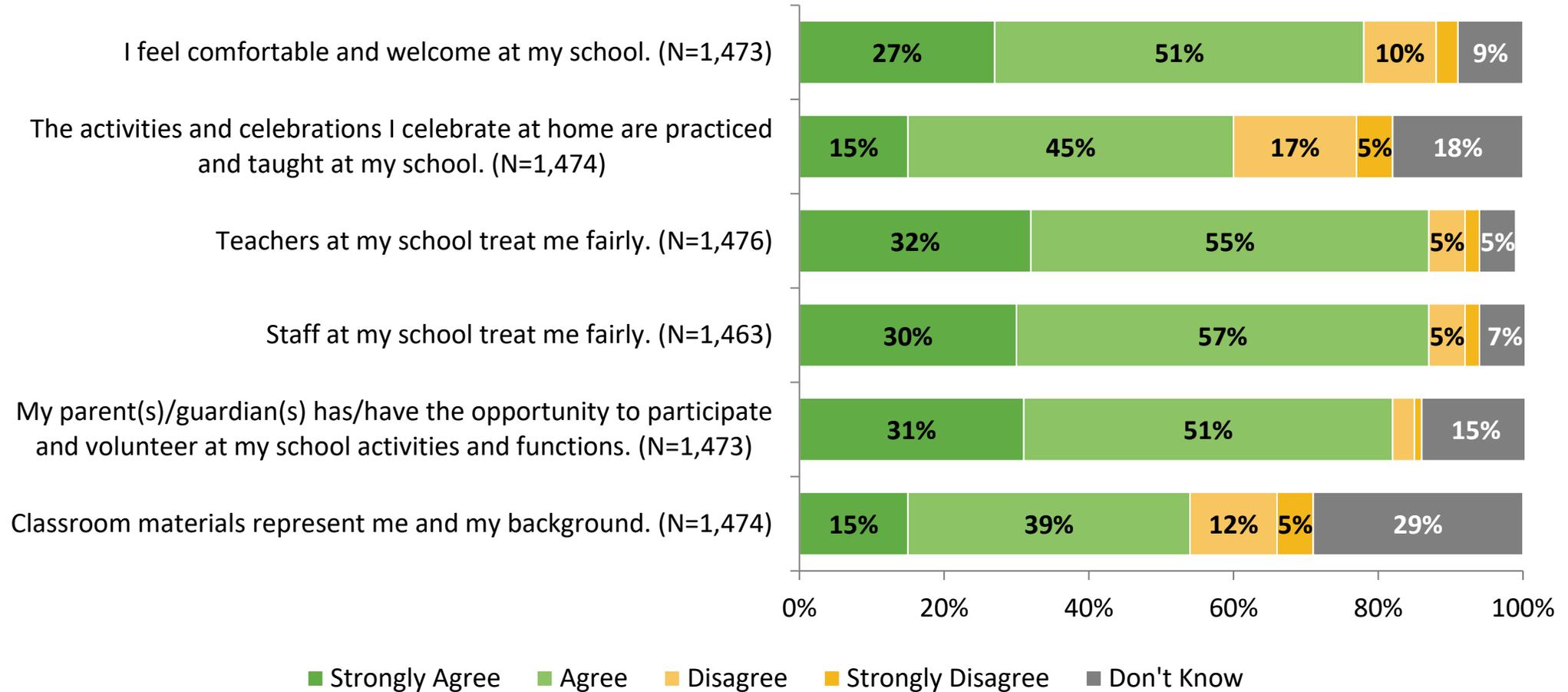
Overall Perceptions of Equity (Continued)

Please select your level of agreement for the following statements.



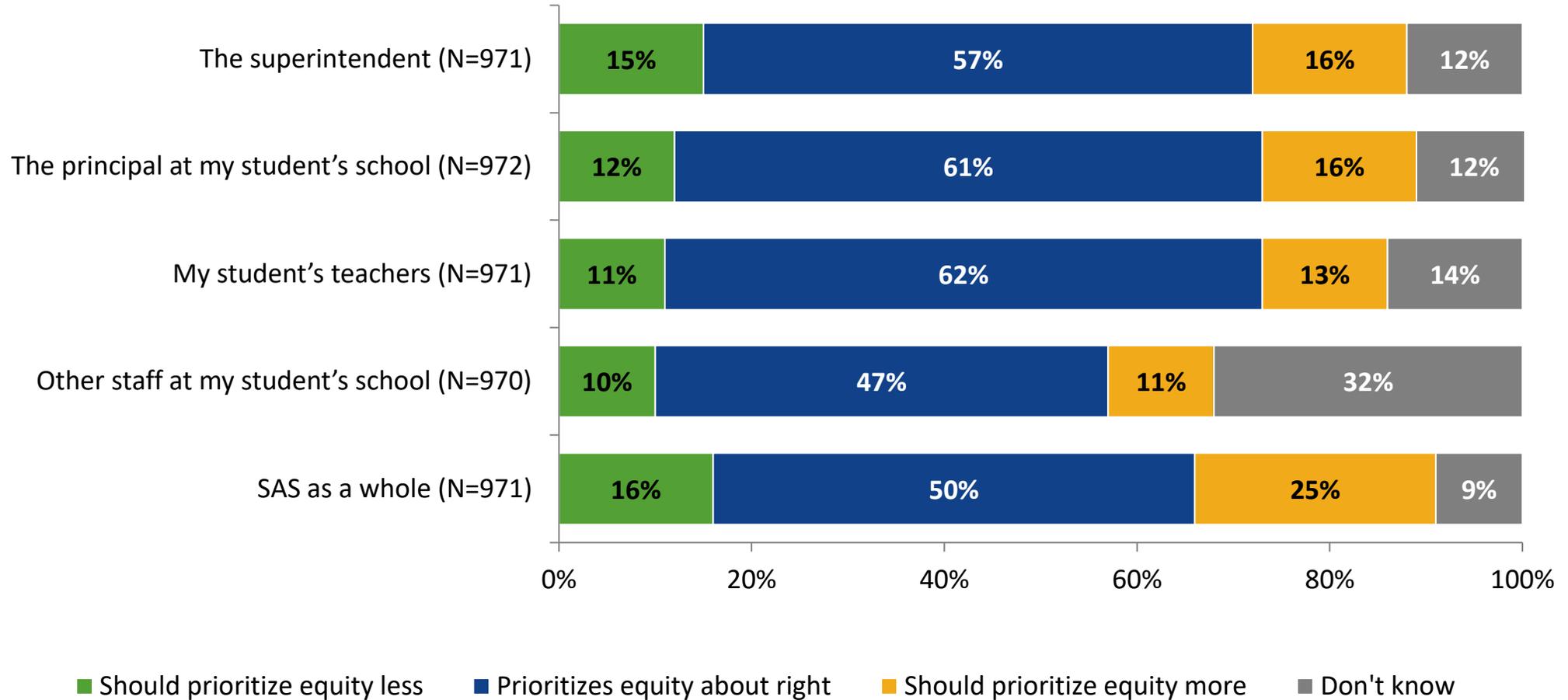
Student Perceptions of Equity

Please select your level of agreement for the following statements.



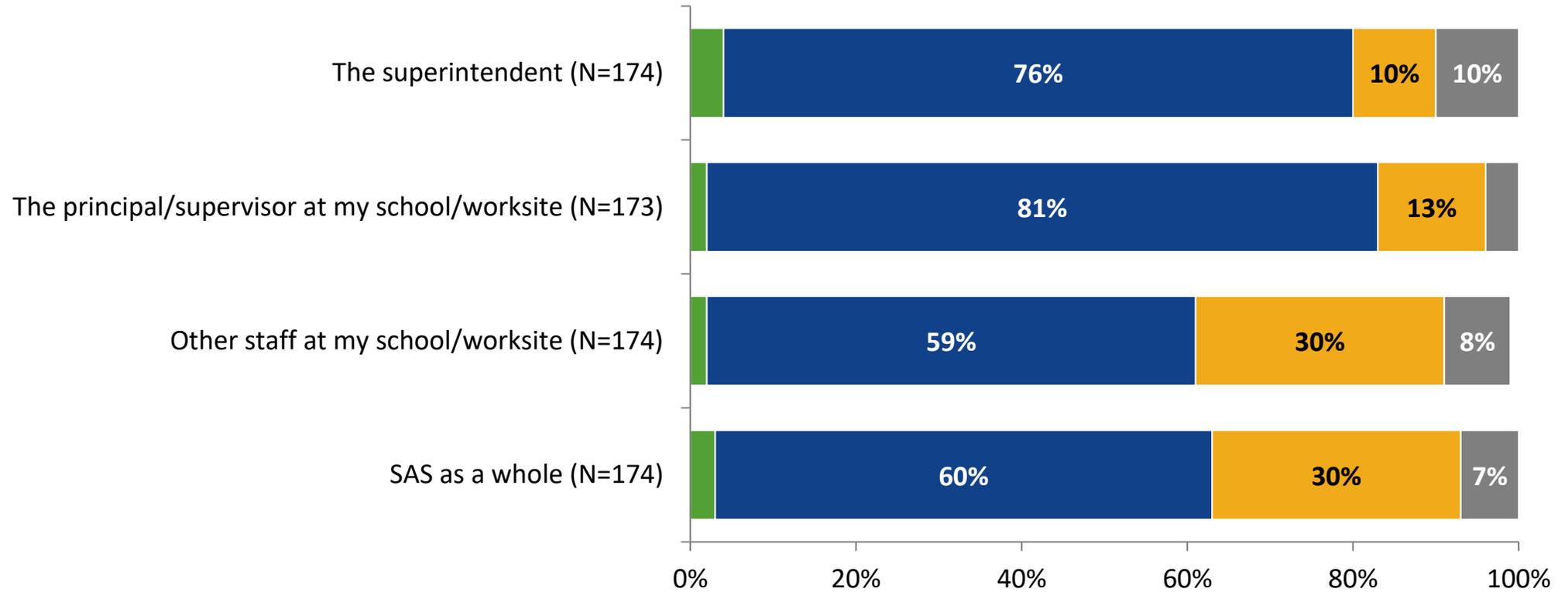
Valuing Equity

Would you say that each of these people/groups within SAS place(s) too much, too little, or about the right amount of priority on equity?



Valuing Equity

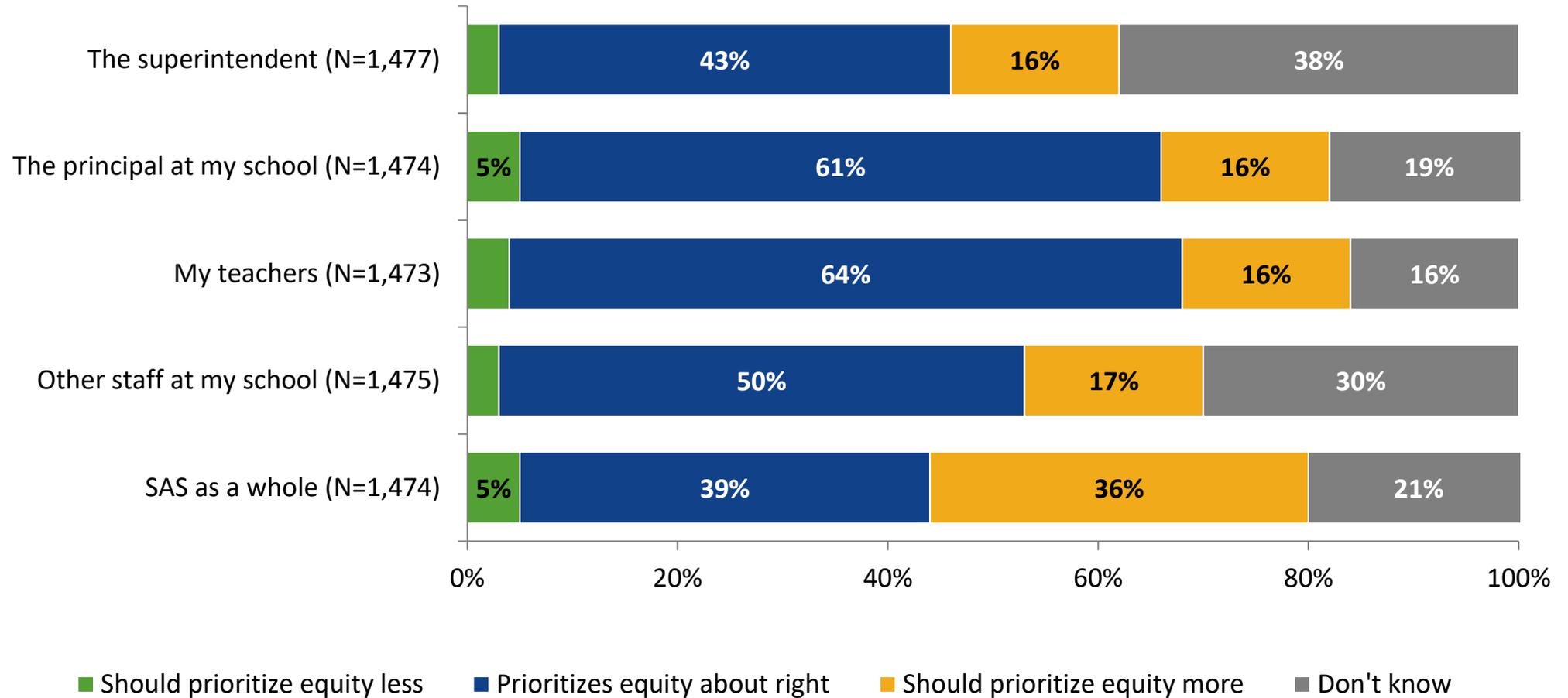
Would you say that each of these people/groups within SAS place(s) too much, too little, or about the right amount of priority on equity?



■ Should prioritize equity less ■ Prioritizes equity about right ■ Should prioritize equity more ■ Don't know

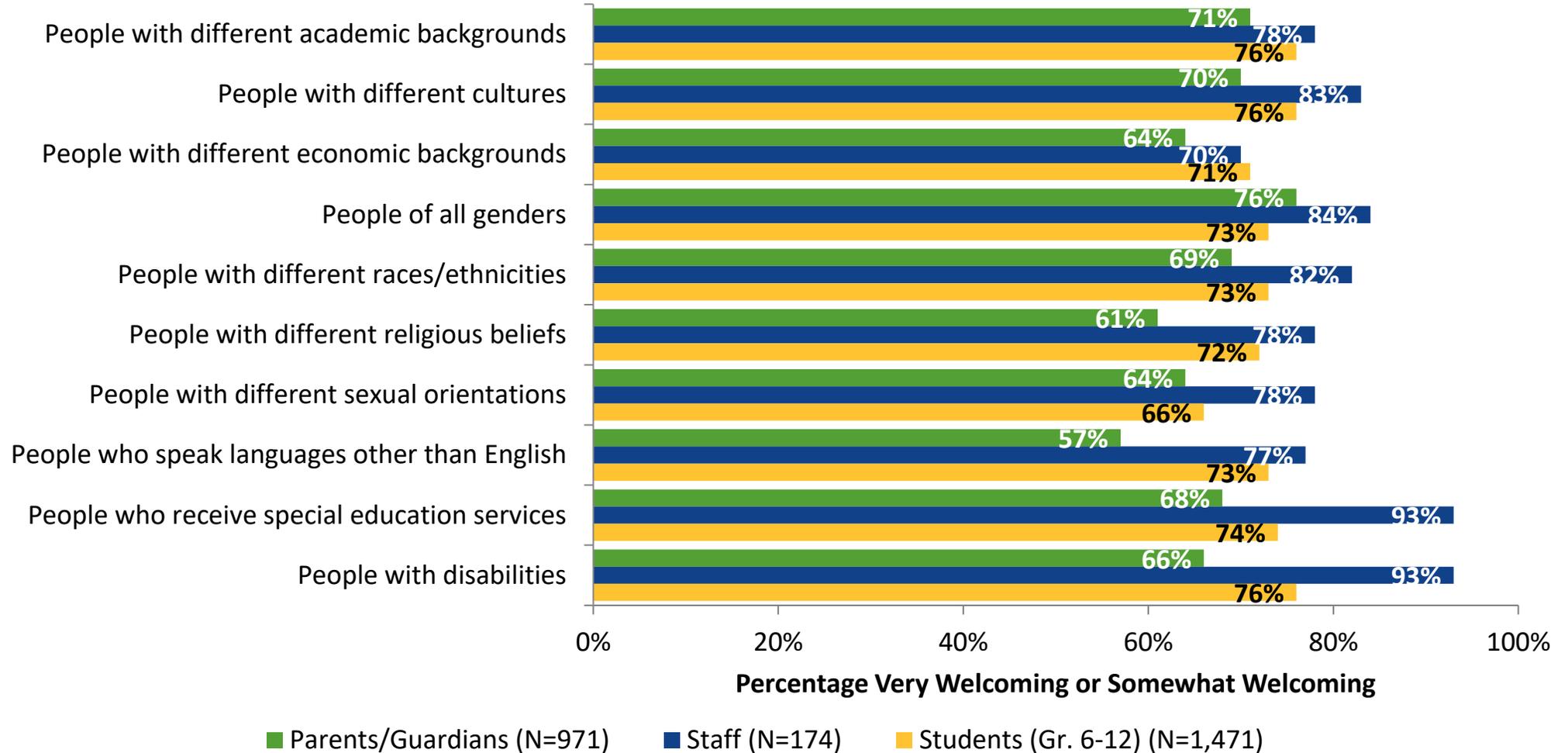
Valuing Equity

With equity in mind, would you say that each of these people/groups within SAS place(s) too much, too little, or about the right amount of priority on equity?



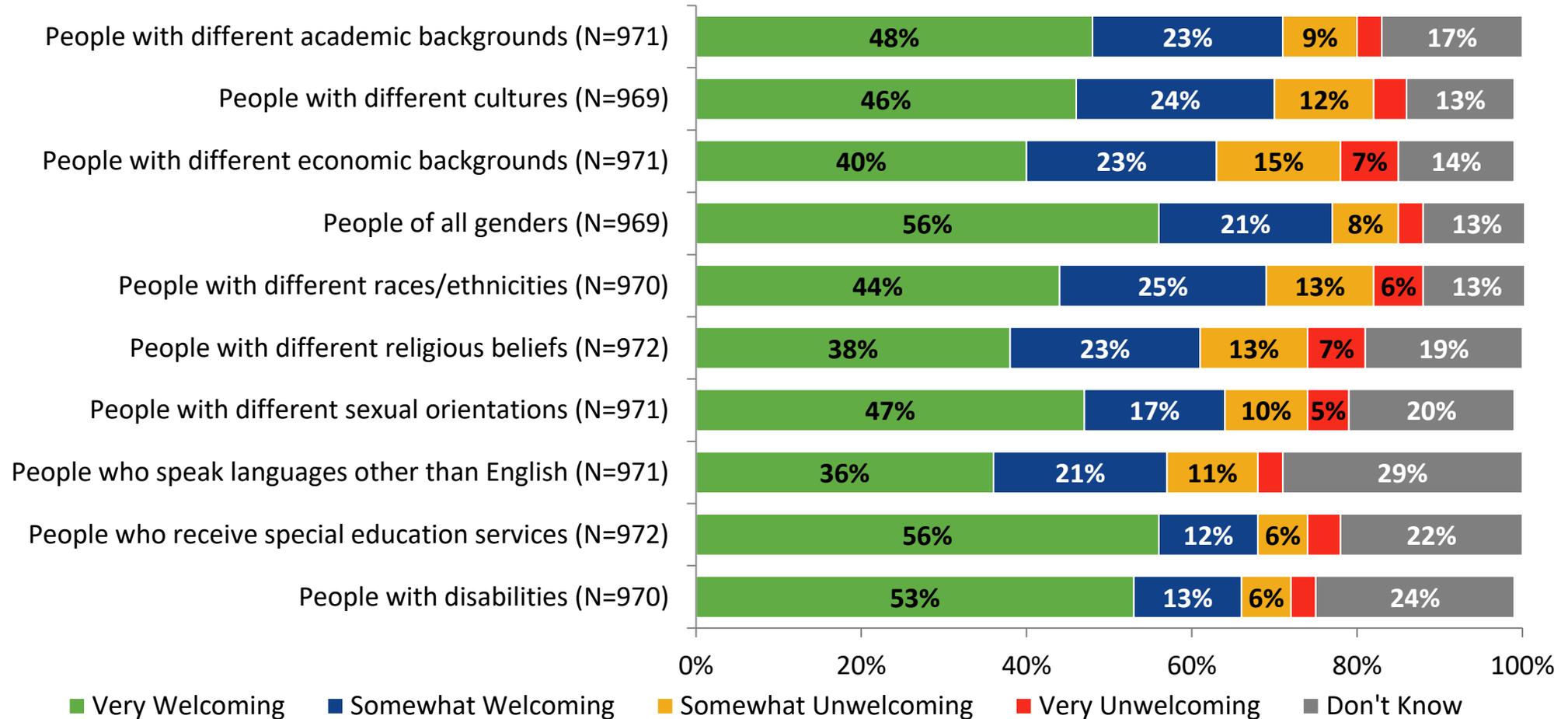
Current Performance: Comparison by Participant Group

How welcoming or unwelcoming is SAS to each of the people/groups below?



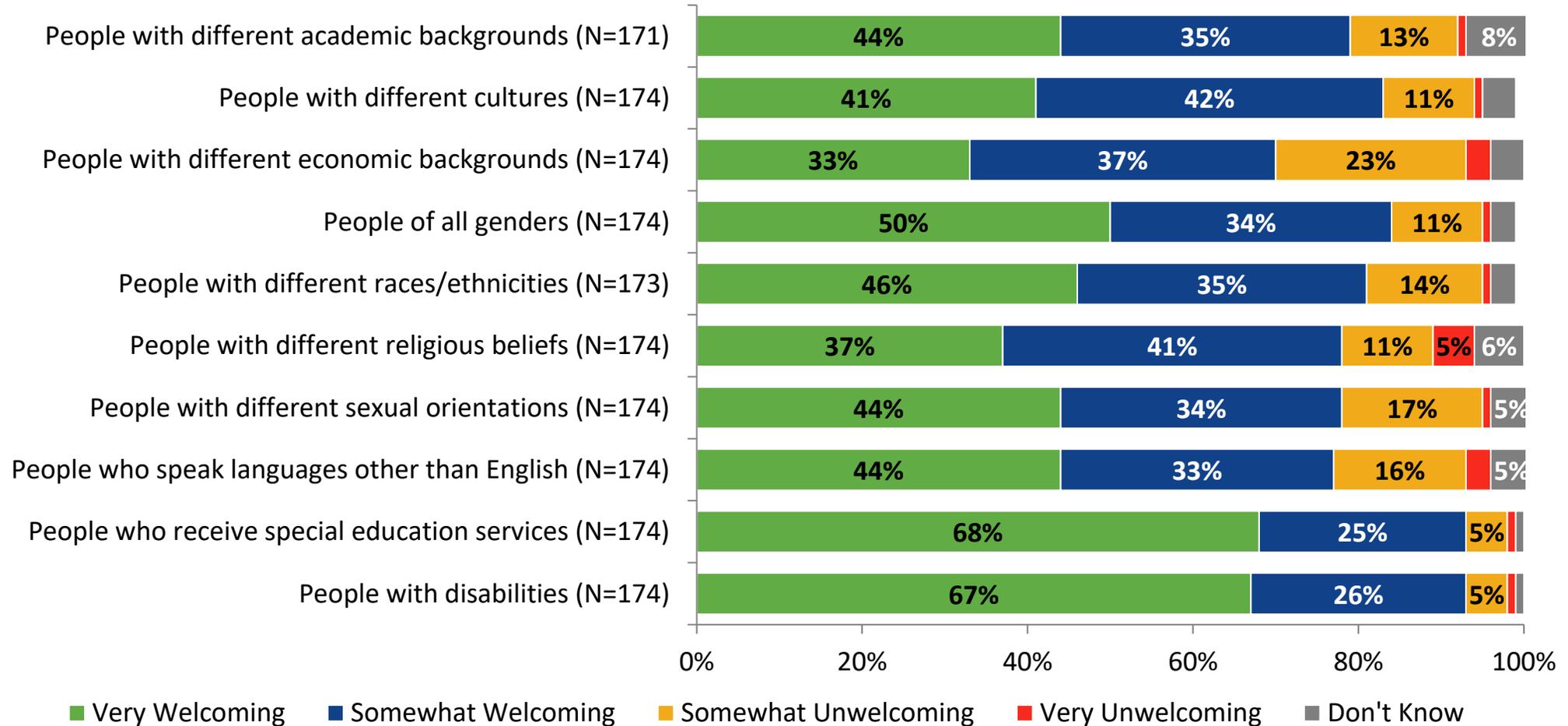
Current Performance

How welcoming or unwelcoming is SAS to each of the people/groups below?



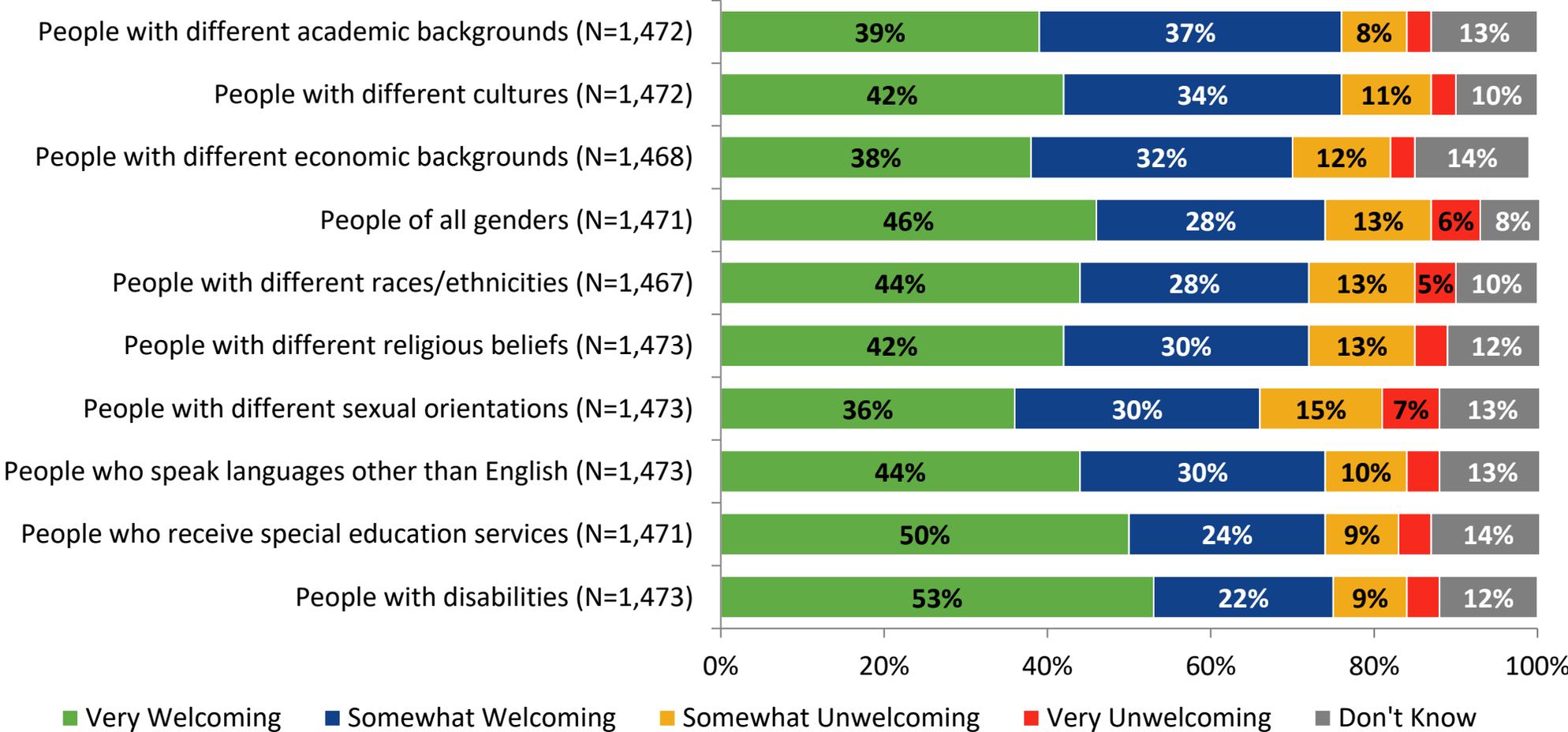
Current Performance

How welcoming or unwelcoming is SAS to each of the people/groups below?



Current Performance

How welcoming or unwelcoming is SAS to each of the people/groups below?



Safety and Behavior

Which of the following types of harassment or bullying have you encountered or heard about?

Response	Have not heard of a problem	Has happened to other adults	Has happened to other students	Has happened to me	Has happened to my student
Harassment or bullying based on academic backgrounds (N=1,000)	75%	1%	18%	1%	9%
Harassment or bullying based on cultures (N=1,030)	53%	6%	41%	1%	6%
Harassment or bullying based on economic background (N=1,028)	68%	4%	27%	2%	6%
Harassment or bullying based on gender (N=1,001)	68%	2%	28%	1%	6%
Harassment or bullying based on language (N=988)	80%	4%	17%	1%	1%
Harassment or bullying based on race/ethnicity (N=1,067)	41%	9%	53%	2%	7%
Harassment or bullying based on religion (N=1,045)	75%	6%	19%	3%	7%
Harassment or bullying based on sexual orientation (N=1,018)	64%	4%	33%	1%	5%
Harassment or bullying based on special educational needs (N=999)	79%	1%	17%	1%	6%
Harassment or bullying based on disabilities (N=991)	83%	1%	15%	1%	4%

Notes: Percentage totals may exceed 100 since participants could select more than one answer. The number of respondents may exceed the number of parent/guardian participants since participants could select more than one answer.

Safety and Behavior

Which of the following types of harassment or bullying have you encountered or heard about?

Response	Have not heard of a problem	Has happened to other adults	Has happened to students	Has happened to me
Harassment or bullying based on academic backgrounds (N=177)	62%	3%	37%	2%
Harassment or bullying based on cultures (N=184)	45%	6%	56%	1%
Harassment or bullying based on economic background (N=178)	43%	3%	56%	2%
Harassment or bullying based on gender (N=183)	41%	4%	58%	4%
Harassment or bullying based on language (N=175)	71%	2%	29%	0%
Harassment or bullying based on race/ethnicity (N=186)	25%	10%	73%	1%
Harassment or bullying based on religion (N=181)	66%	5%	33%	2%
Harassment or bullying based on sexual orientation (N=180)	37%	5%	61%	1%
Harassment or bullying based on special educational needs (N=171)	55%	2%	44%	0%
Harassment or bullying based on disabilities (N=175)	56%	3%	42%	1%

Notes: Percentage totals may exceed 100 since participants could select more than one answer. The number of respondents may exceed the number of staff participants since participants could select more than one answer.

Safety and Behavior

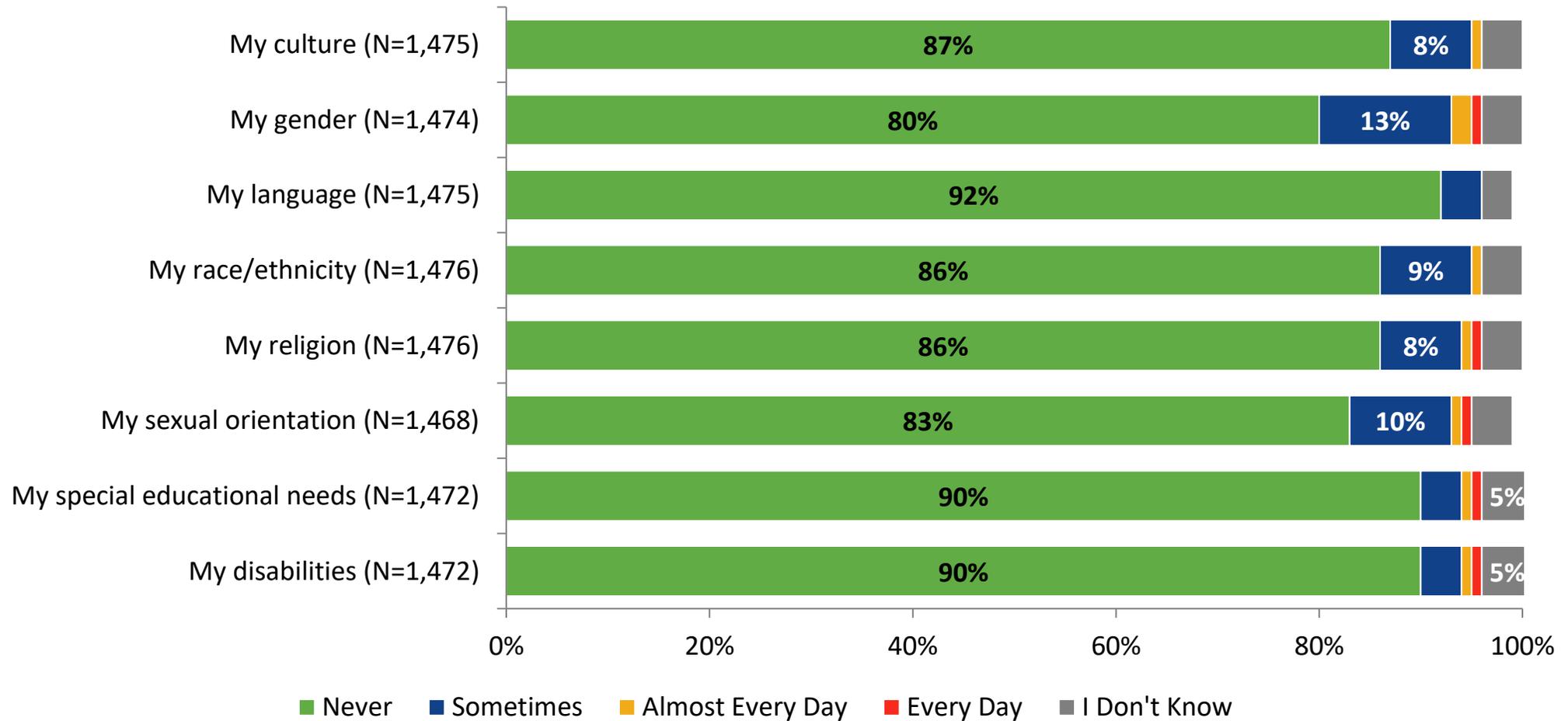
Which of the following types of harassment or bullying have you encountered or heard about?

Response	Have not heard of a problem	Has happened to adults	Has happened to other students	Has happened to my family	Has happened to me
Harassment or bullying based on academic backgrounds (N=1,595)	61%	2%	35%	2%	9%
Harassment or bullying based on cultures (N=1,590)	49%	4%	48%	3%	5%
Harassment or bullying based on economic background (N=1,547)	65%	2%	32%	2%	4%
Harassment or bullying based on gender (N=1,616)	48%	3%	49%	2%	8%
Harassment or bullying based on language (N=1,519)	72%	3%	26%	1%	2%
Harassment or bullying based on race/ethnicity (N=1,611)	41%	5%	56%	3%	5%
Harassment or bullying based on religion (N=1,553)	69%	3%	28%	2%	5%
Harassment or bullying based on sexual orientation (N=1,623)	49%	4%	49%	2%	8%
Harassment or bullying based on special educational needs (N=1,519)	61%	2%	37%	1%	2%
Harassment or bullying based on disabilities (N=1,524)	62%	2%	37%	2%	2%

Notes: Percentage totals may exceed 100 since participants could select more than one answer. The number of respondents may exceed the number of student participants since participants could select more than one answer.

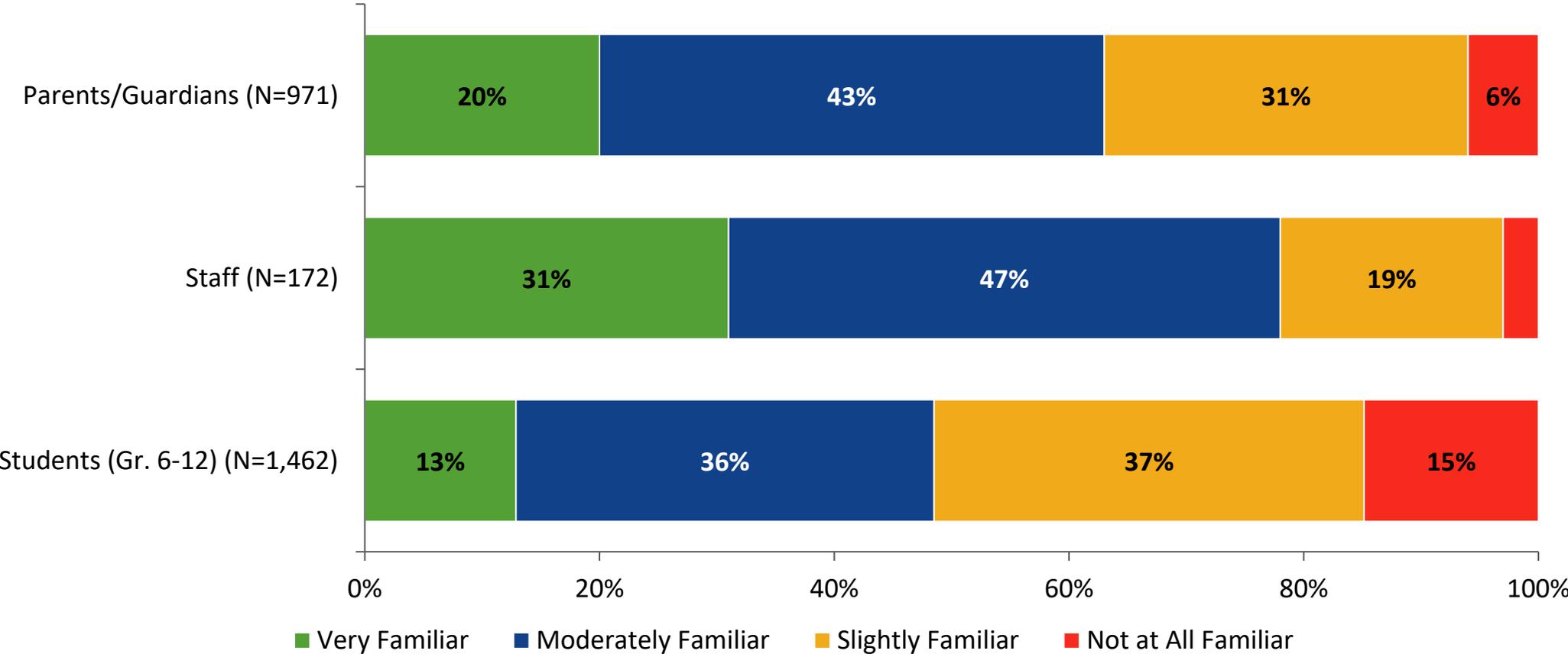
Student Safety and Behavior

How often have you experienced following types of harassment or bullying based on each of the areas below?



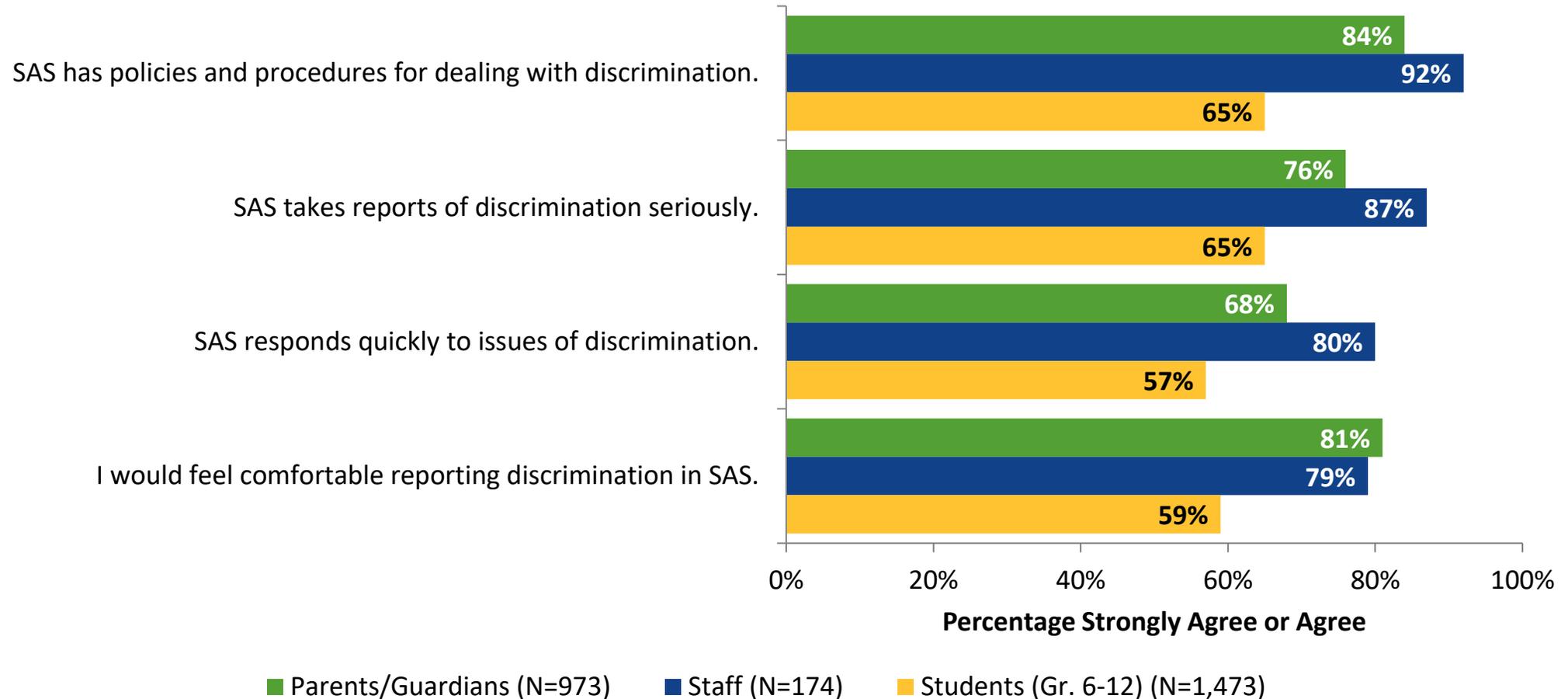
Familiarity With SAS DEI Policies: Comparison by Participant Group

How familiar are you with the SAS policies about diversity, equity, and inclusion?



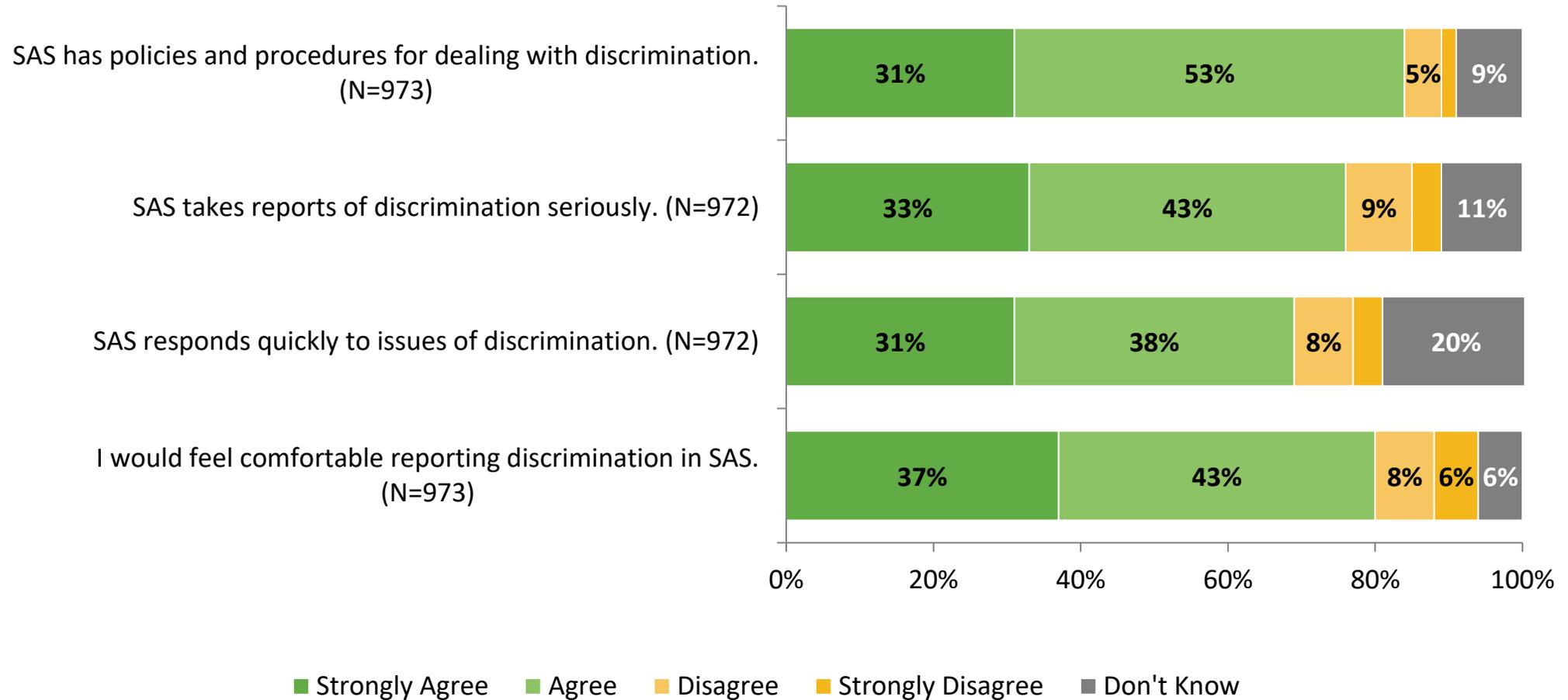
Policies and Procedures: Comparison by Participant Group

Please select your level of agreement for the following statements.



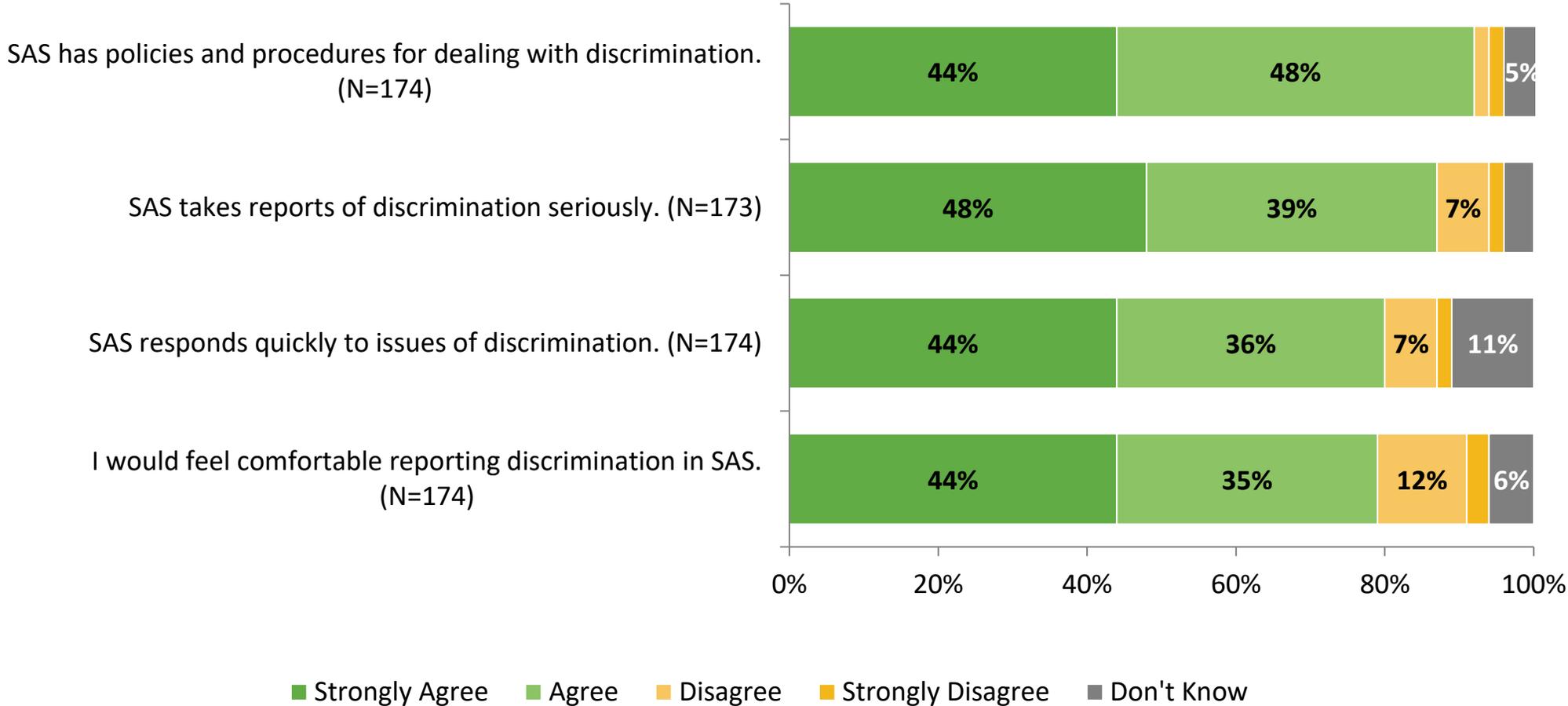
Policies and Procedures

Please select your level of agreement for the following statements.



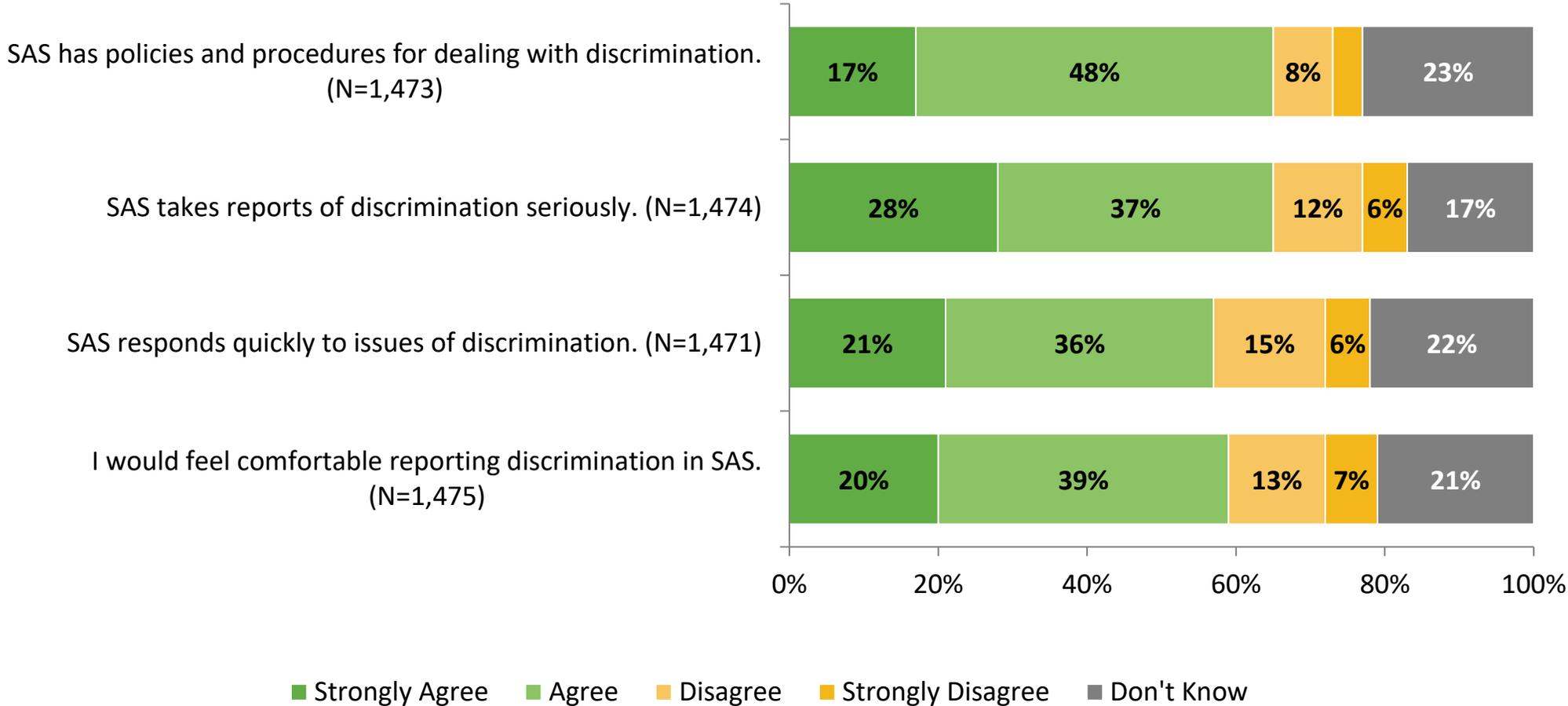
Policies and Procedures

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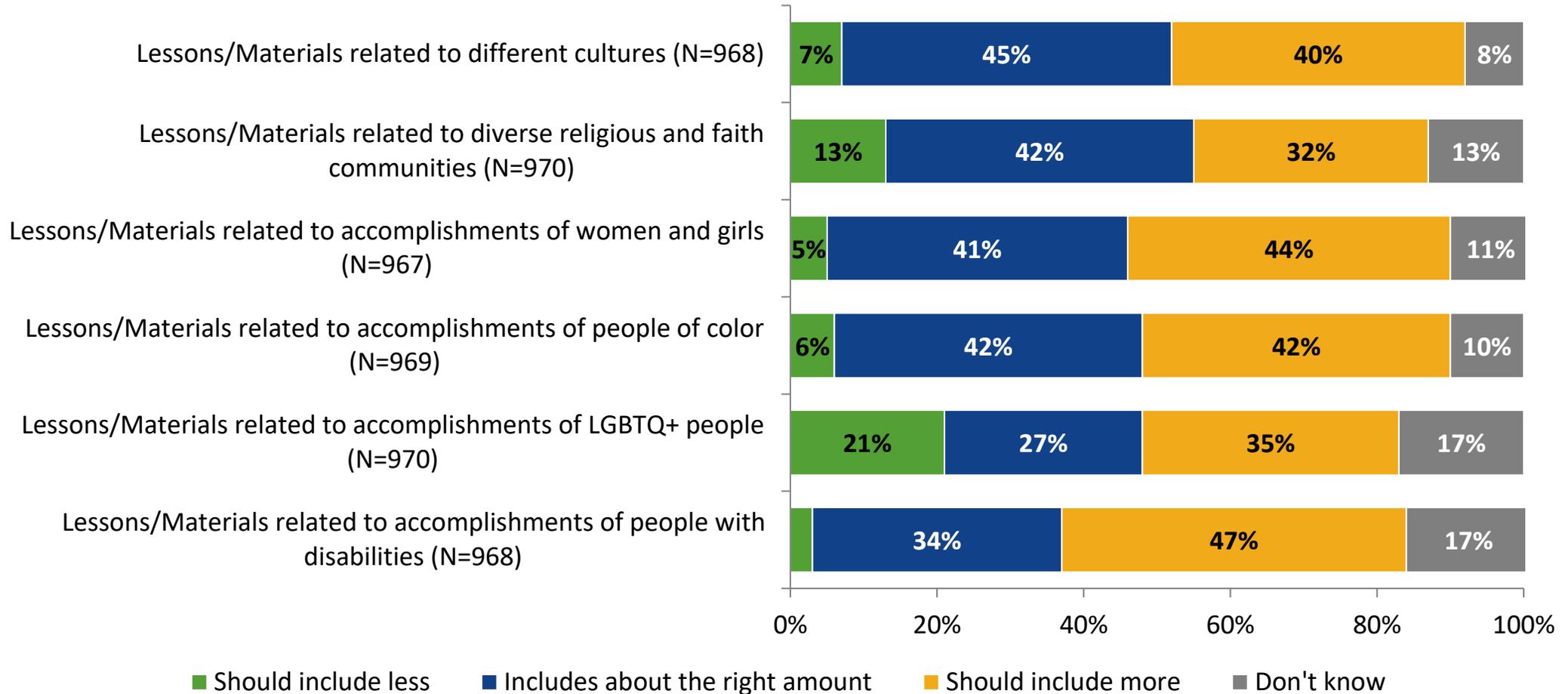
Policies and Procedures

Please select your level of agreement for the following statements.



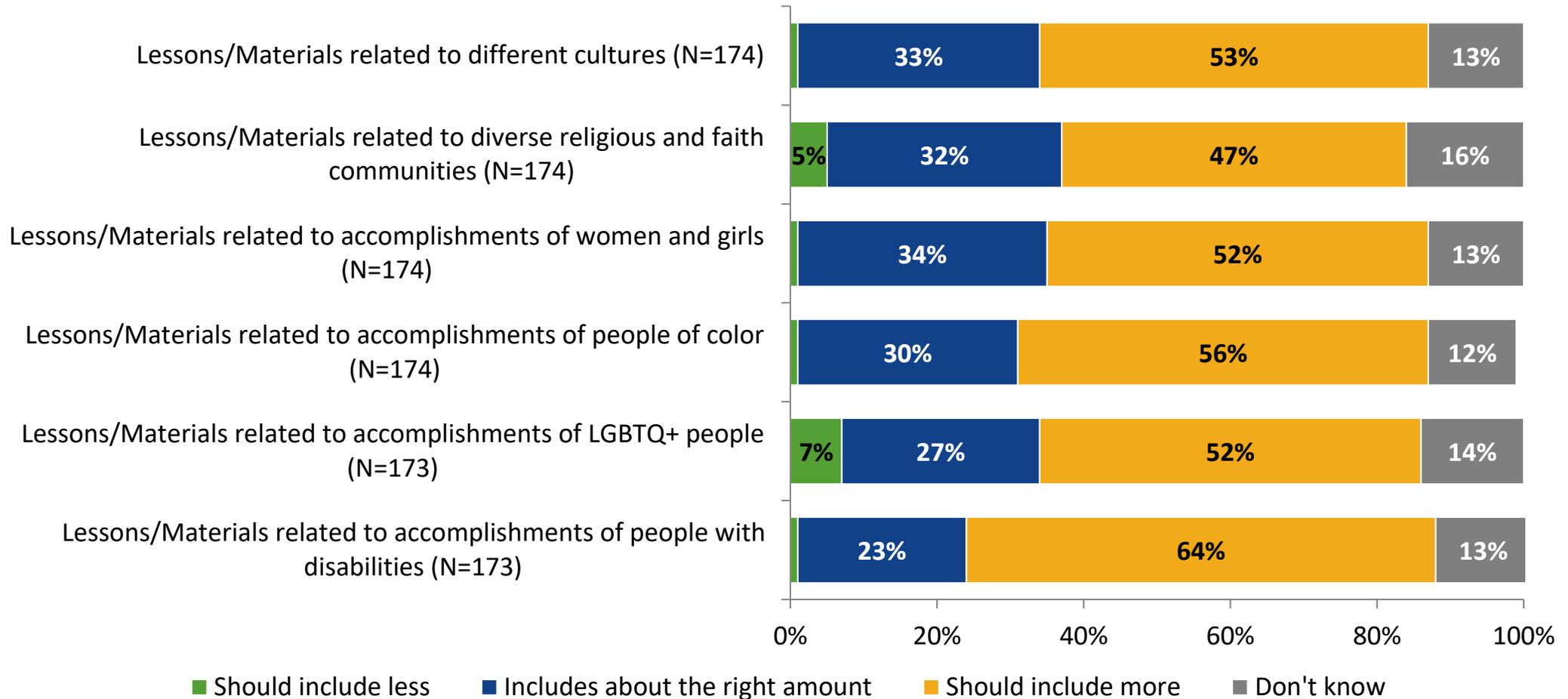
Curriculum and Instruction

Would you say that the curriculum should include more, less, or about the same amount of instruction in the following areas?



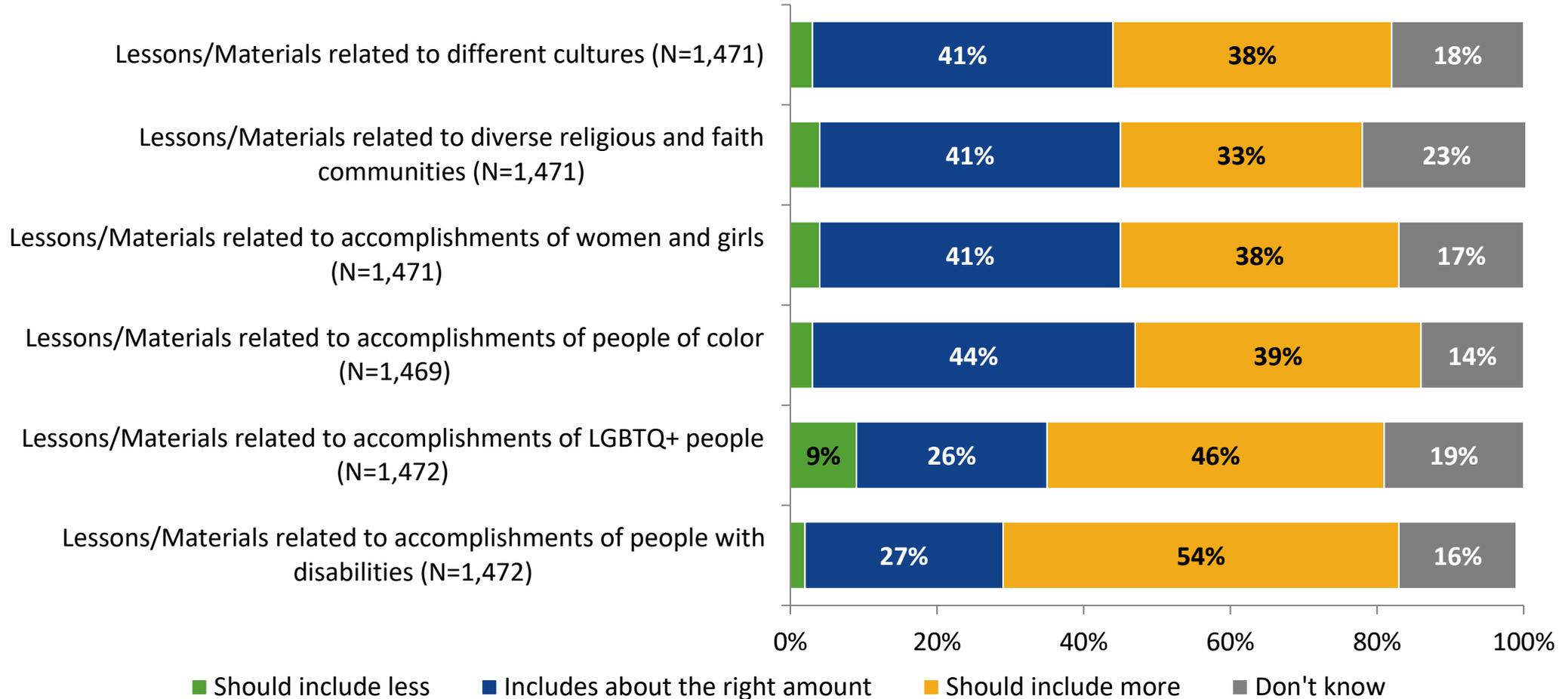
Curriculum and Instruction

Would you say that the curriculum should include more, less, or about the same amount of instruction in the following areas?



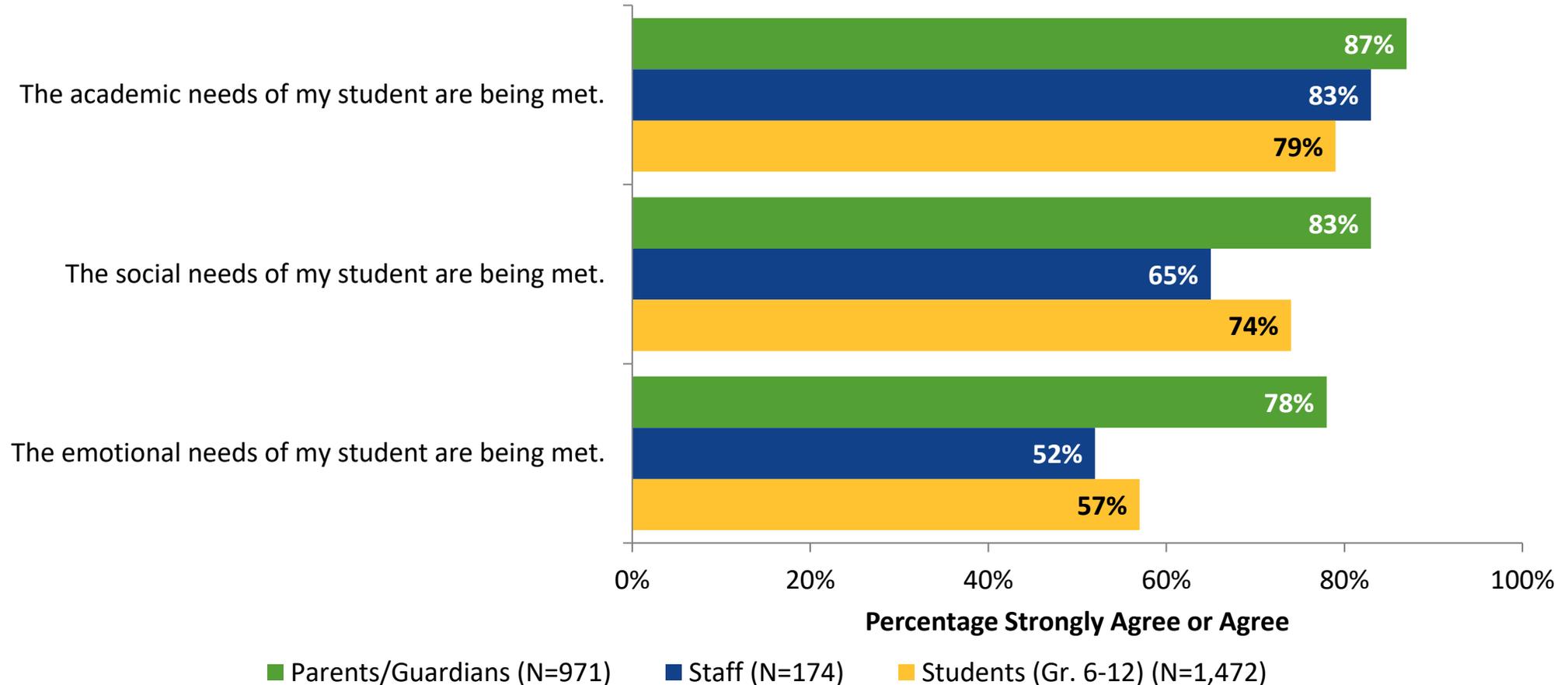
Curriculum and Instruction

Would you say that the curriculum should include more, less, or about the same amount of instruction in the following areas?



Instructional Practices: Comparison by Participant Group

Please select your level of agreement for the following statements.

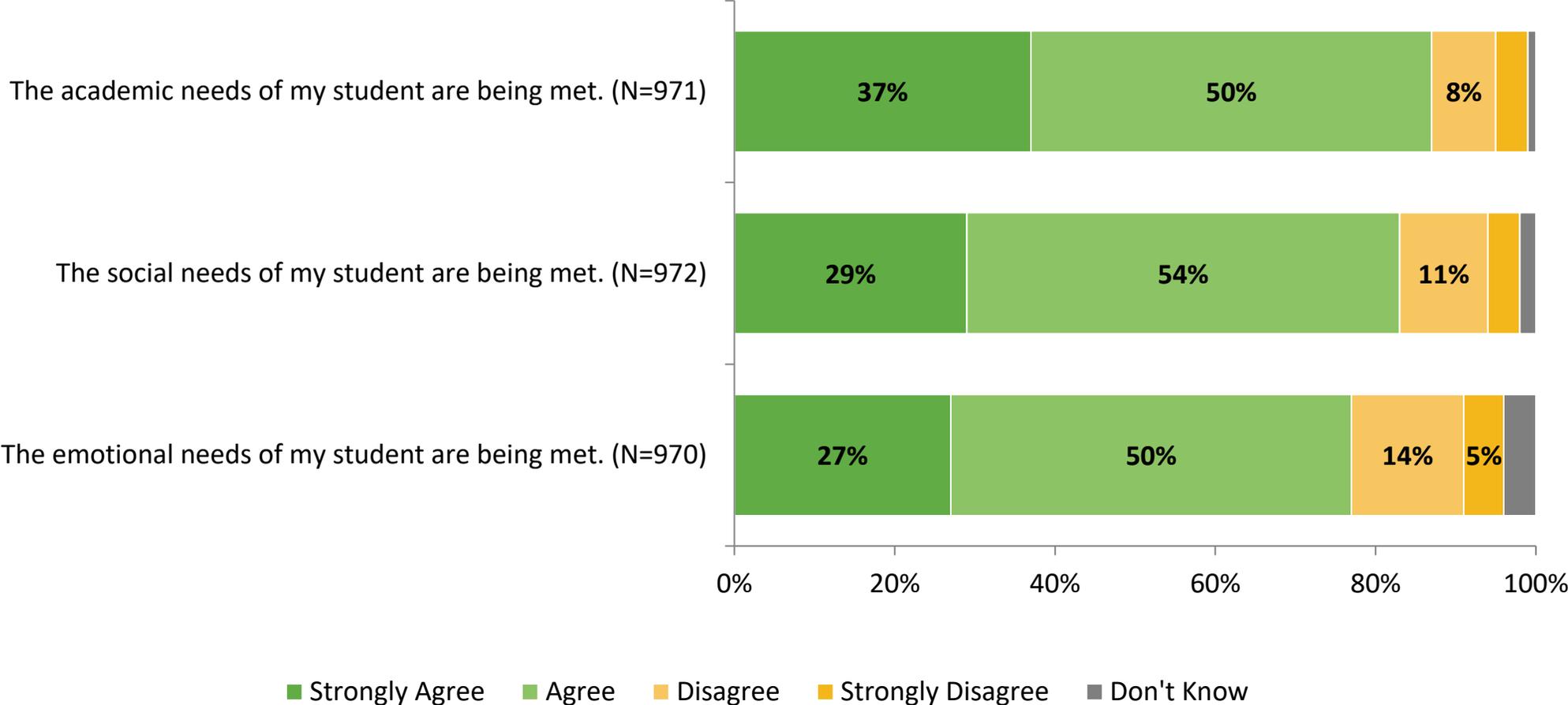


Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

Note: Text varies slightly between participant groups. Text displayed is from the parent/guardian survey.

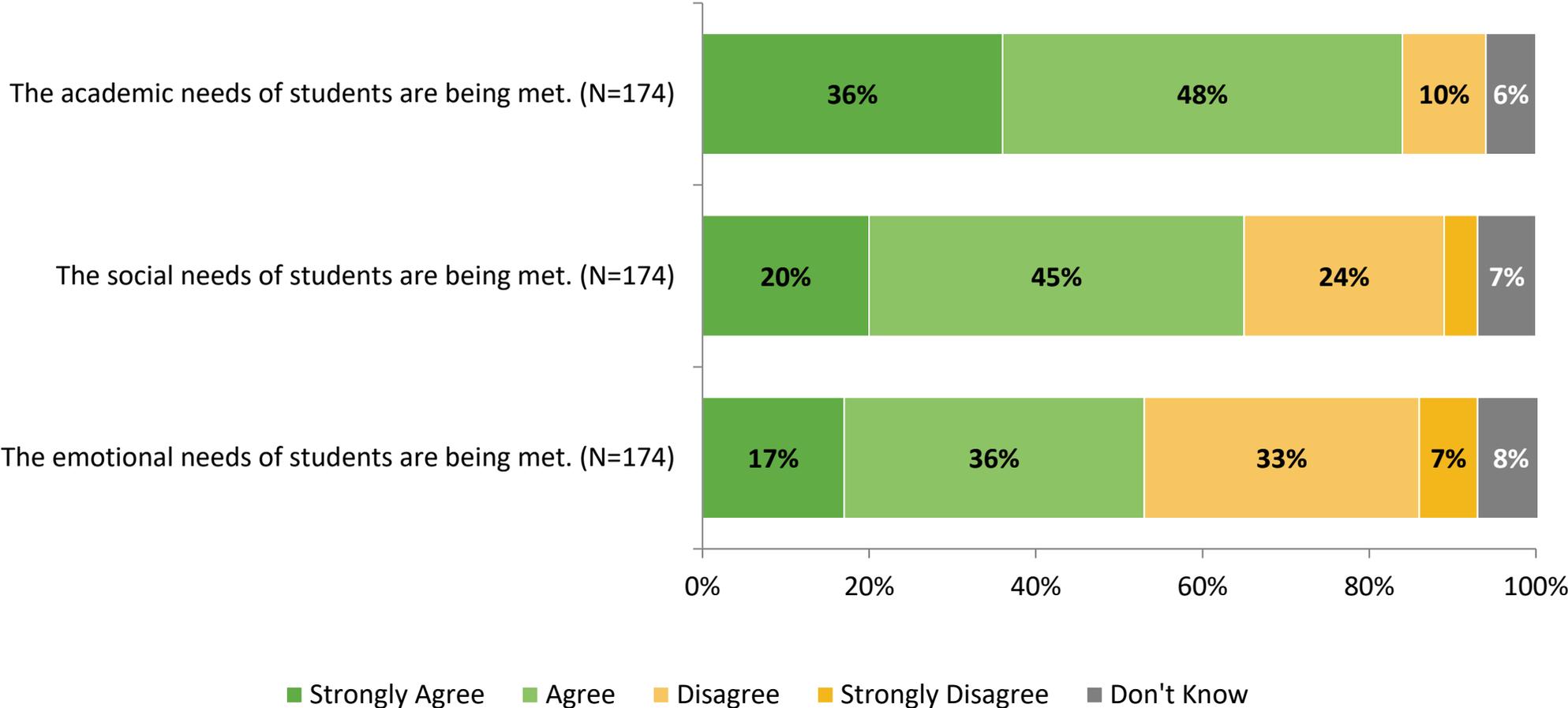
Instructional Practices

Please select your level of agreement for the following statements.



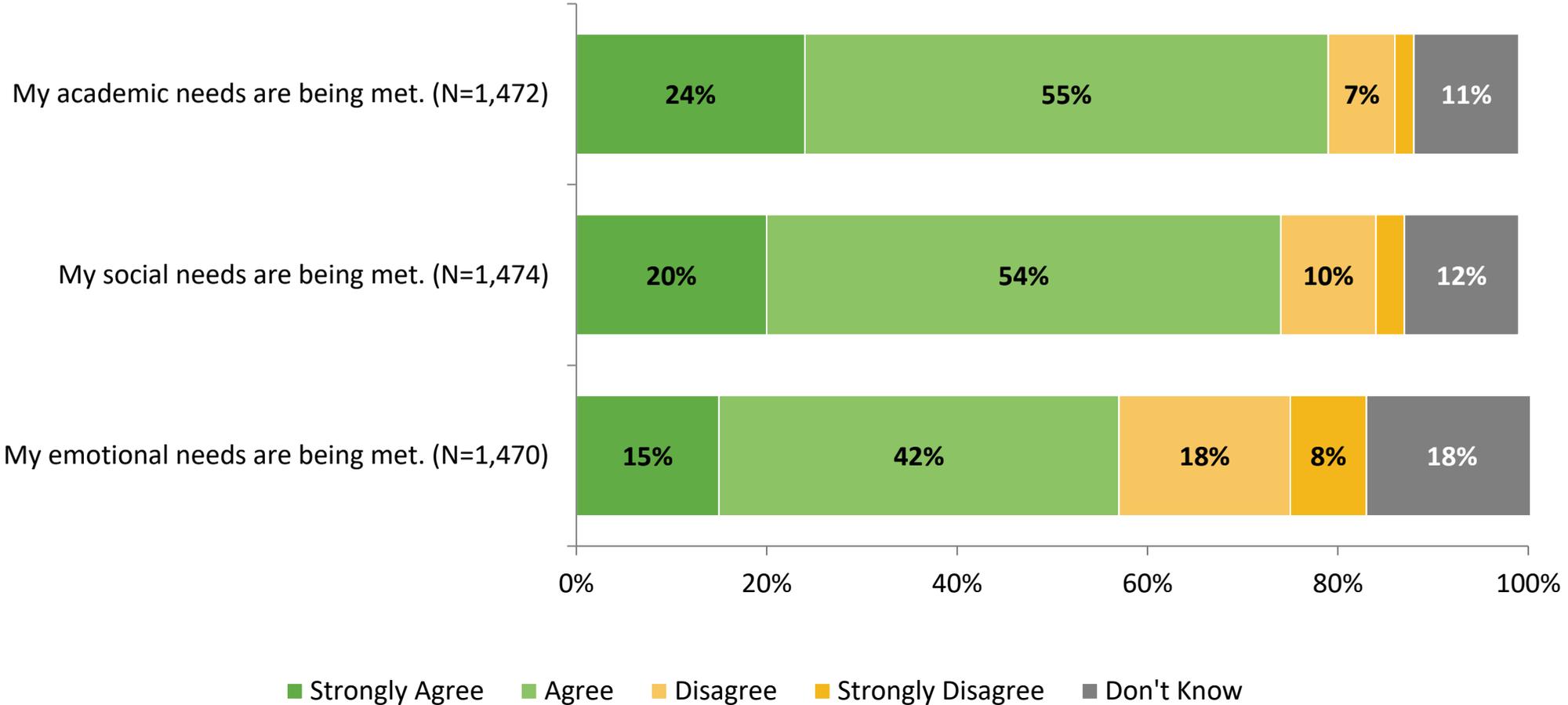
Instructional Practices

Please select your level of agreement for the following statements.



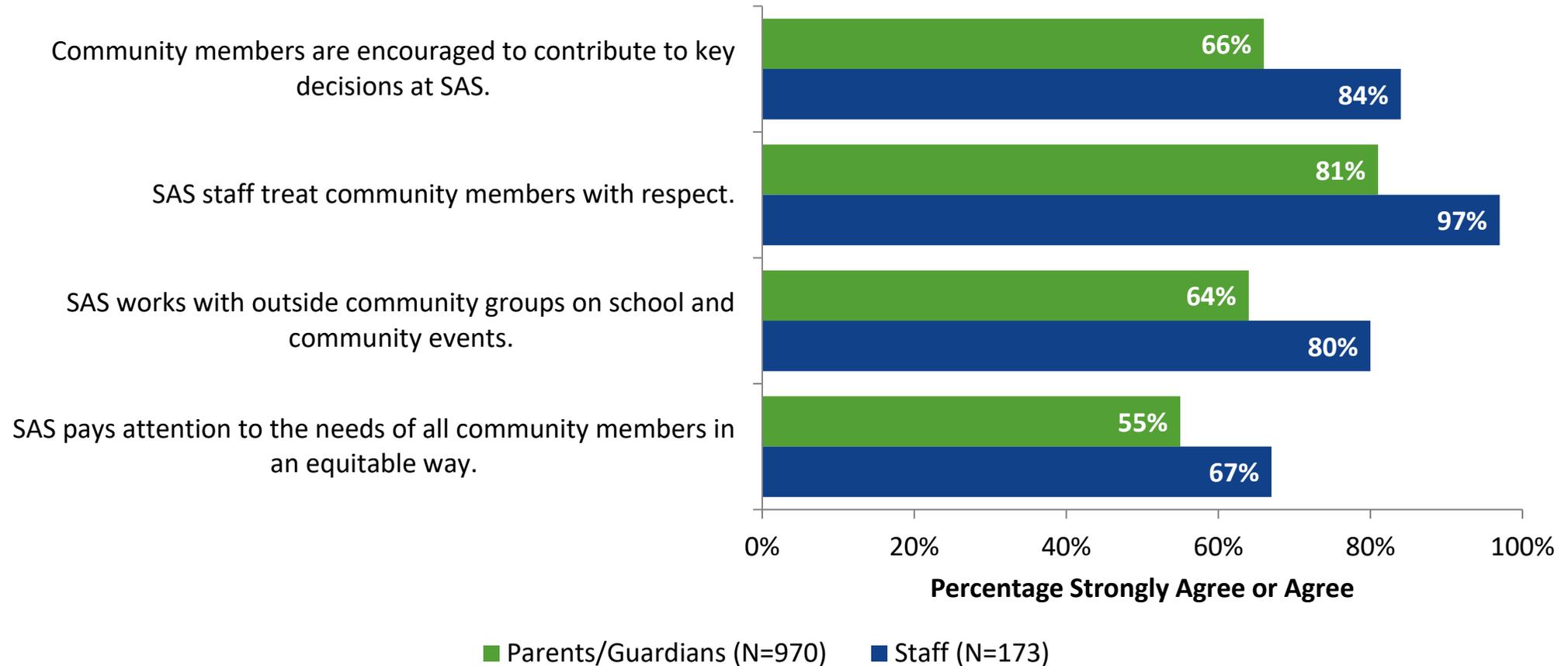
Instructional Practices

Please select your level of agreement for the following statements.



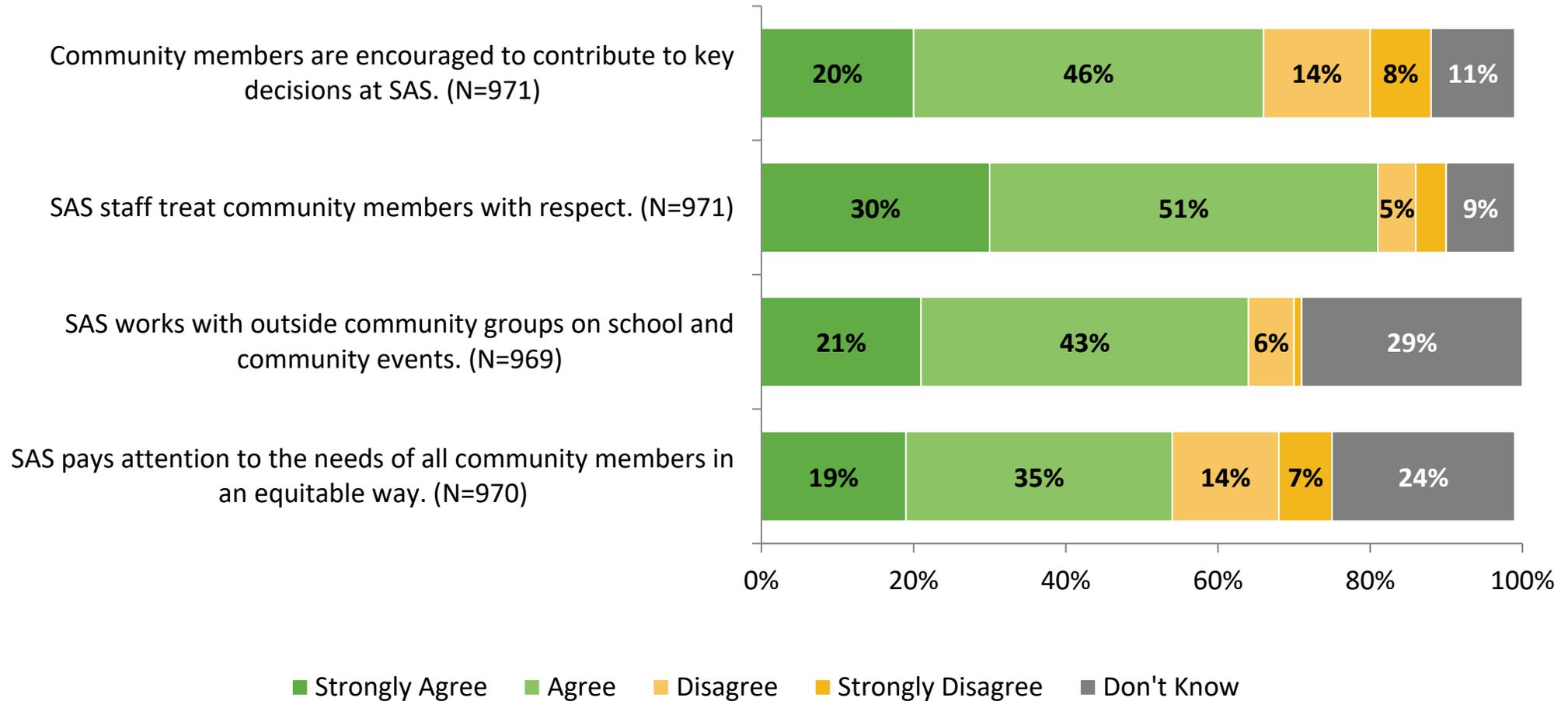
Community Engagement: Comparison by Participant Group

Please select your level of agreement for the following statements.



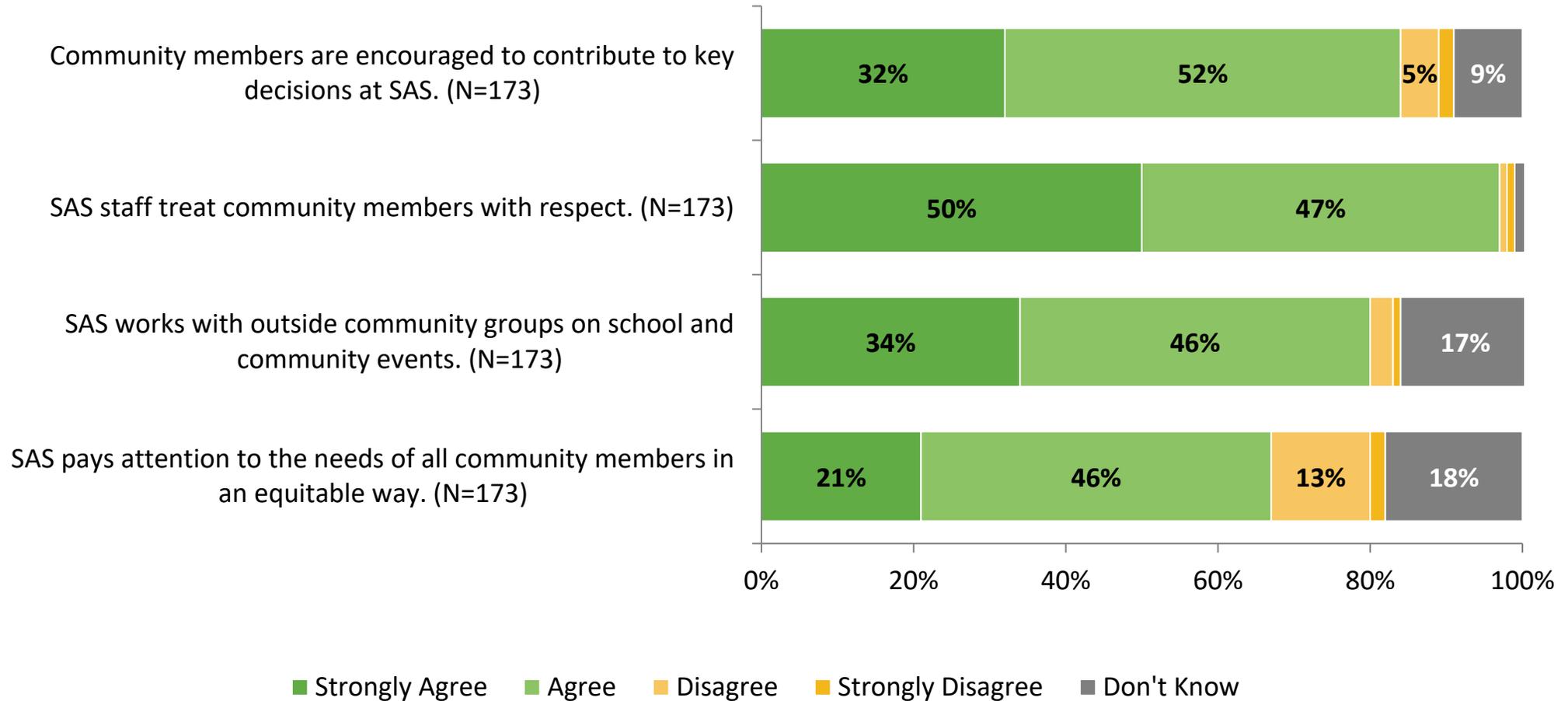
Community Engagement

Please select your level of agreement for the following statements.



Community Engagement

Please select your level of agreement for the following statements.



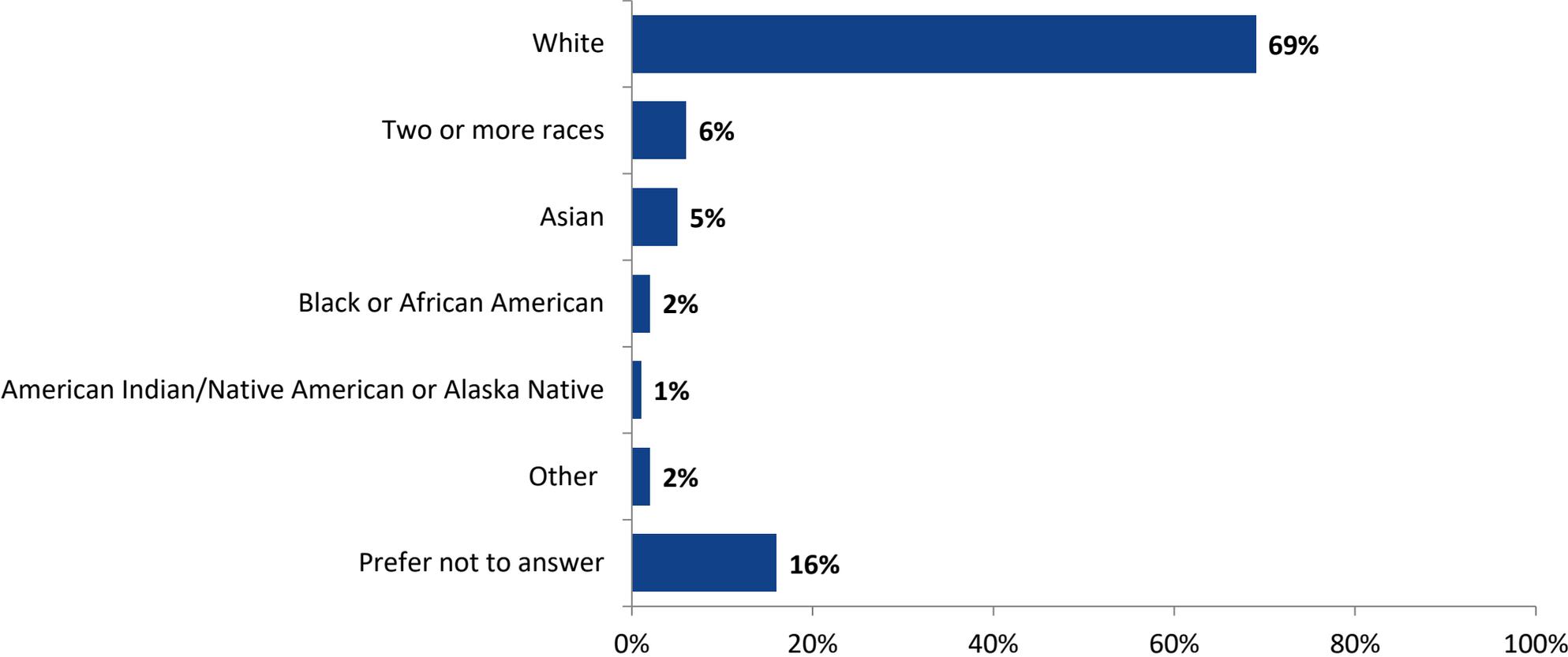
Participant Demographics

School

School Name	Parents/Guardians (N=978)	Staff (N=174)	Students (N=1,478)
Harvest Elementary School	112	17	—
Pleasant Ridge Elementary School	122	19	—
Woodland Meadows Elementary School	109	13	—
Heritage School	237	26	—
Saline Middle School	368	47	879
Saline Alternative High School	10	1	23
Saline High School	430	39	576
South & West Washtenaw Consortium (SWWC)	7	5	—
Liberty School	4	2	—
Young Adult Program	3	5	—

Race

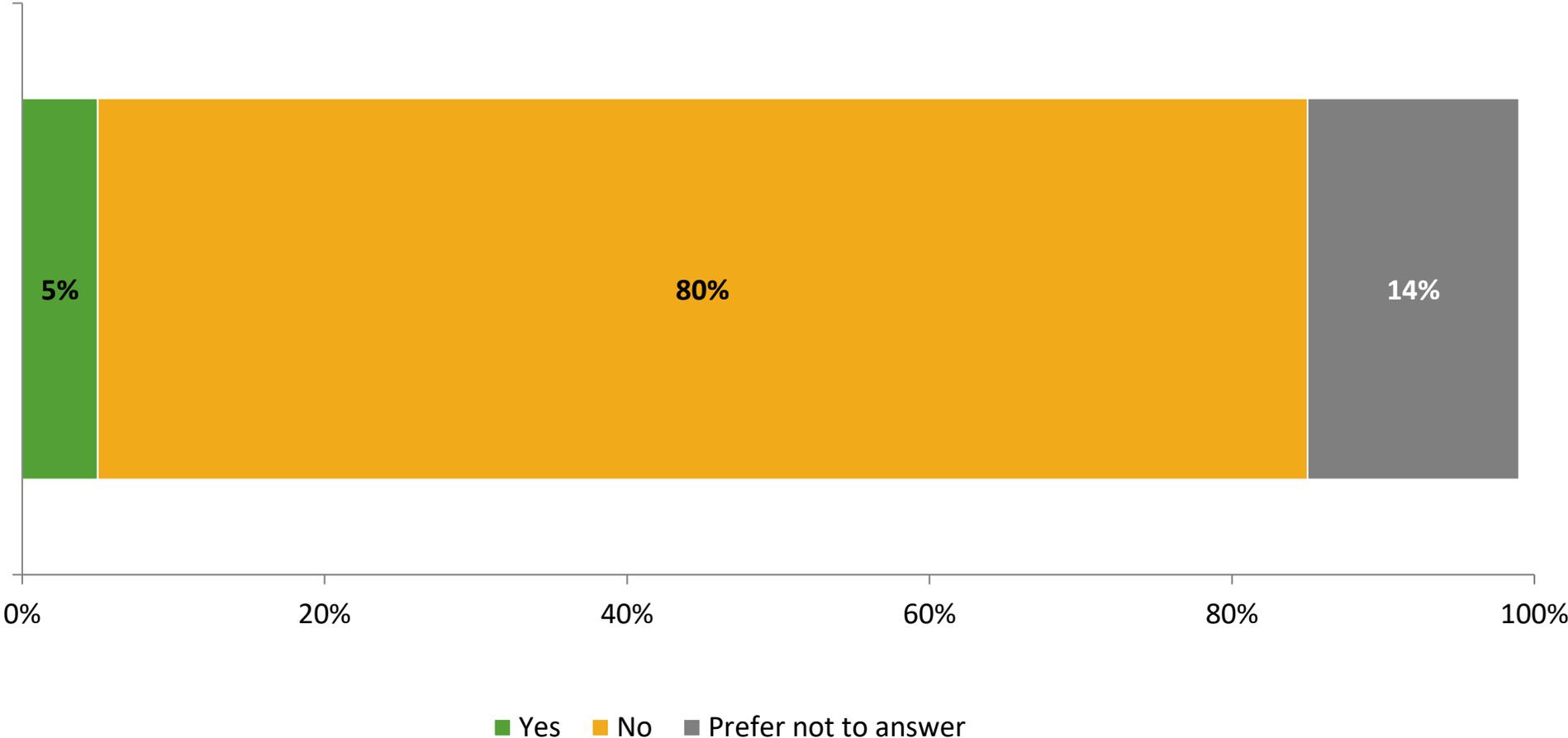
What is your race/ethnicity? (N=929)



44 Note: Answer options with no responses are excluded.

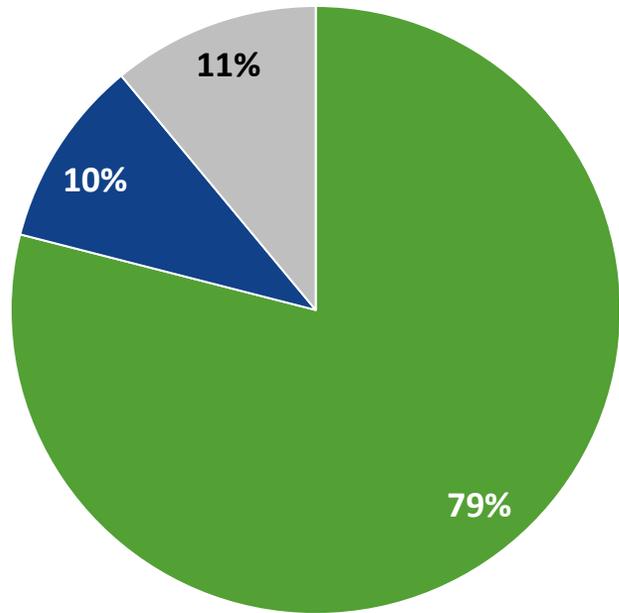
Ethnicity

Are you of Hispanic or Latino/Latina/Latinx origin? (N=920)



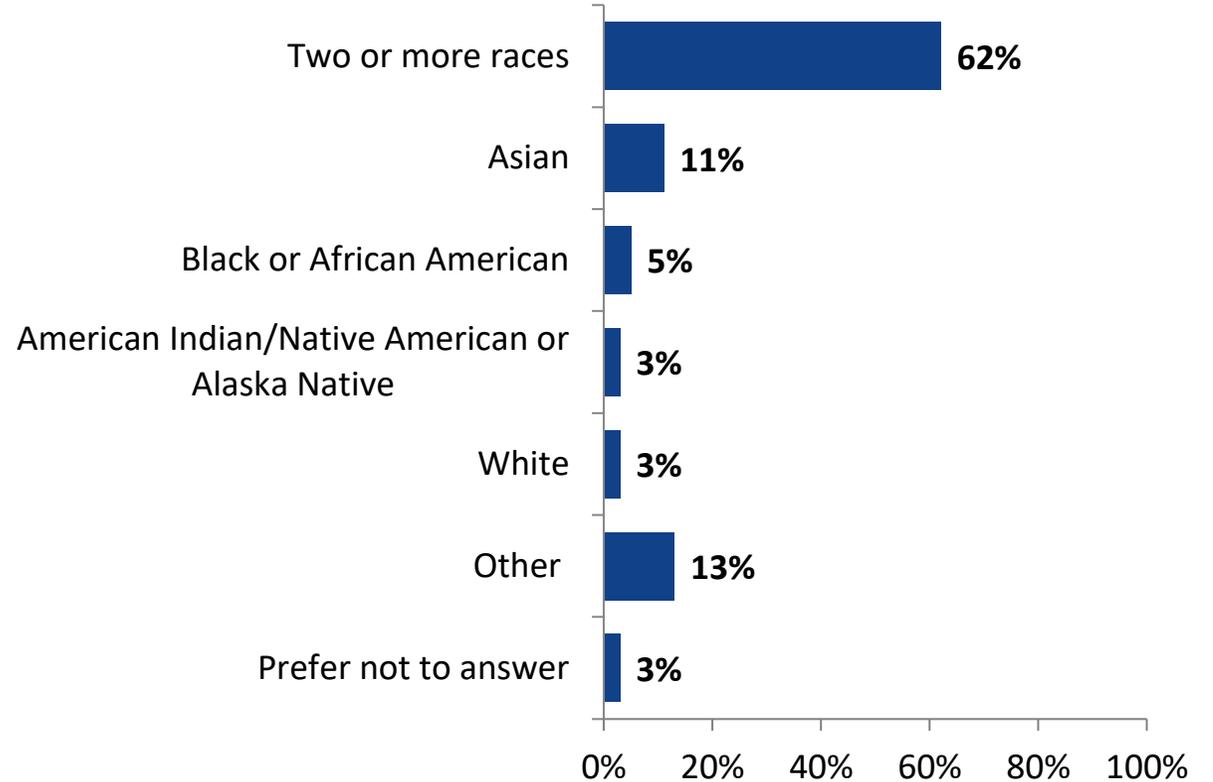
Student Race/Ethnicity

Is your student the same race/ethnicity as you?
(N=942)



■ Yes ■ No ■ Prefer not to answer

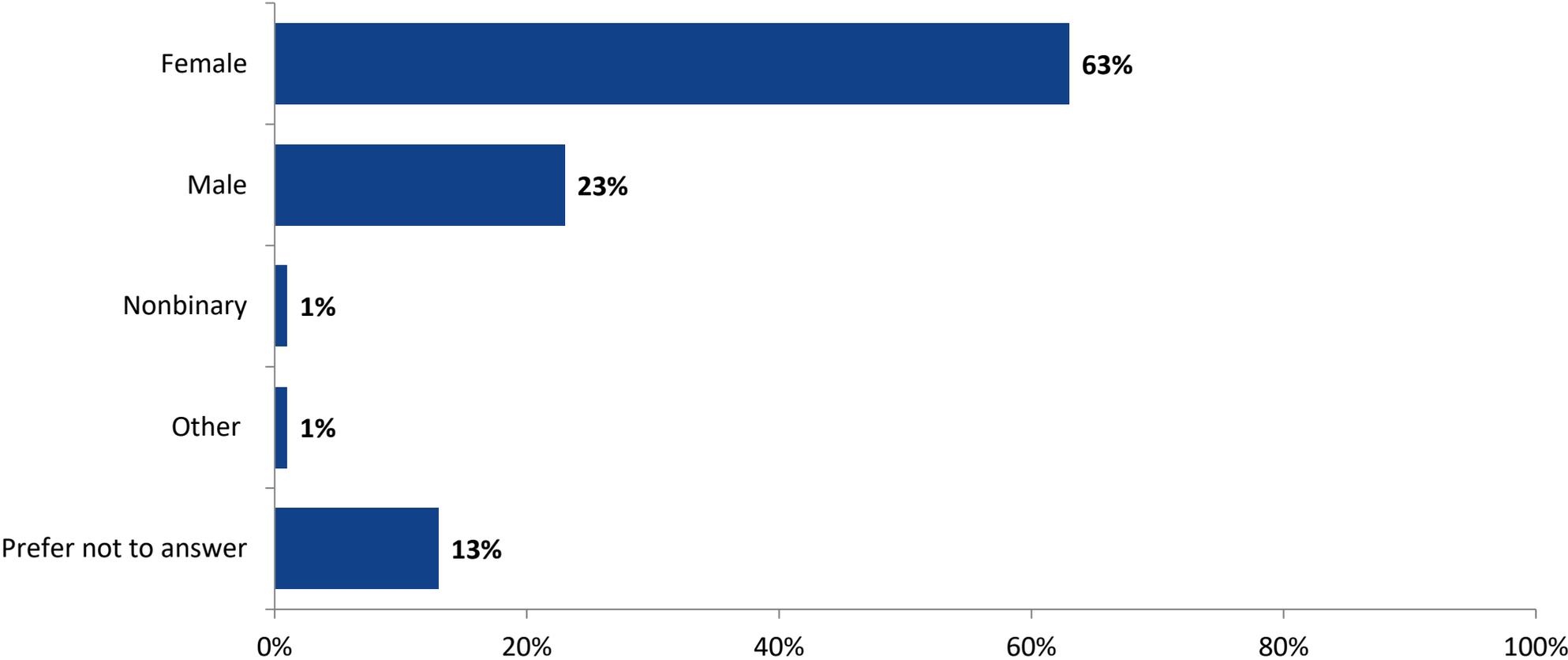
What is the race/ethnicity of your student? (N=94)



Notes: Only participants who responded that their student is a different race/ethnicity as themselves answered this question. Answer options with no responses are excluded.

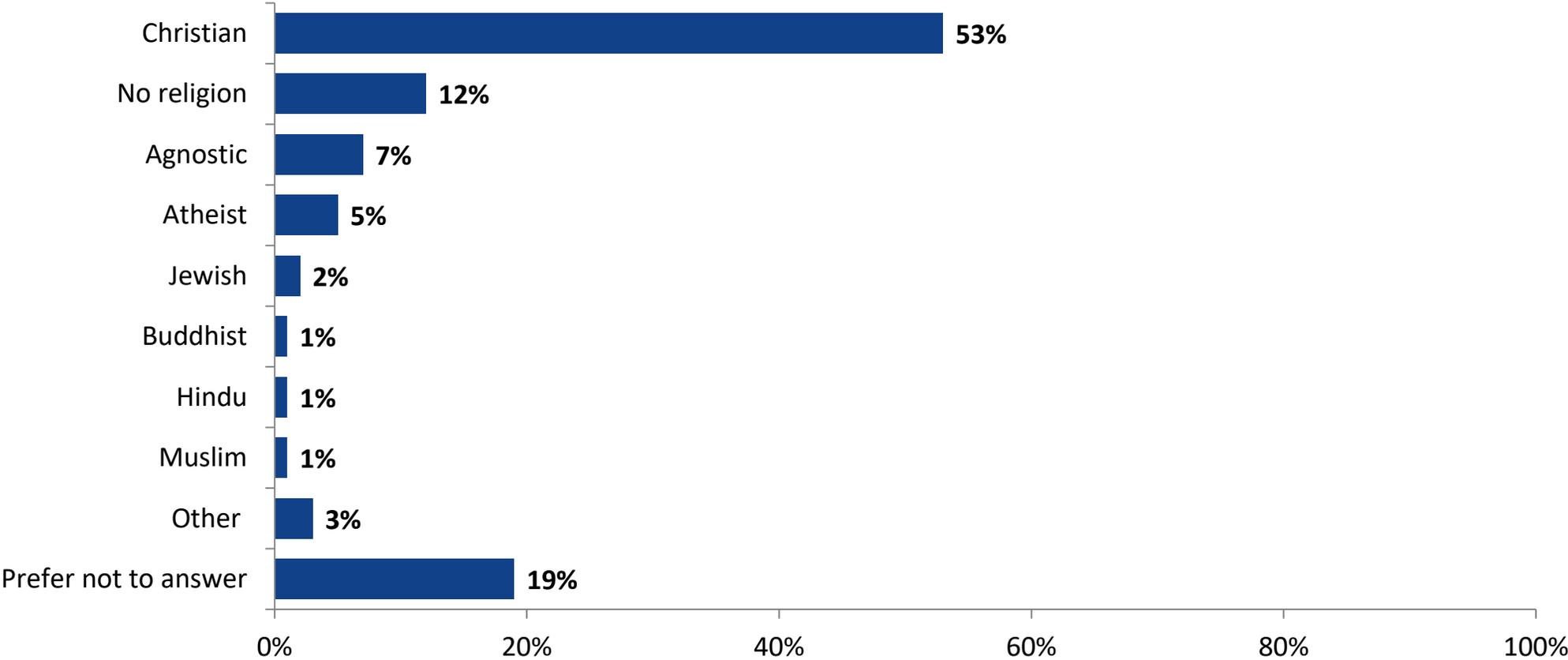
Gender

What is your gender? (N=933)



Religious Affiliation

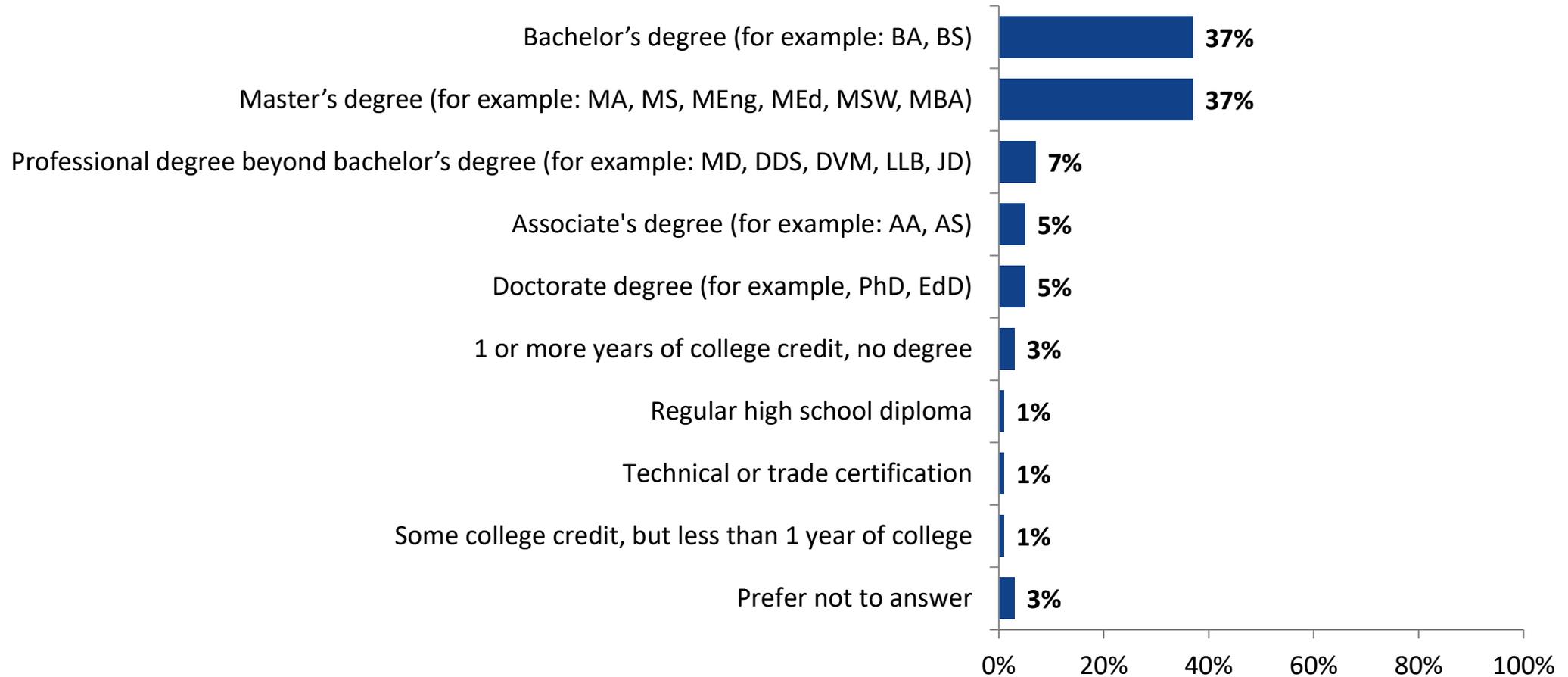
What, if any, is your religious affiliation? (N=931)



Note: The sum may exceed 100 percent since participants could select more than one answer.

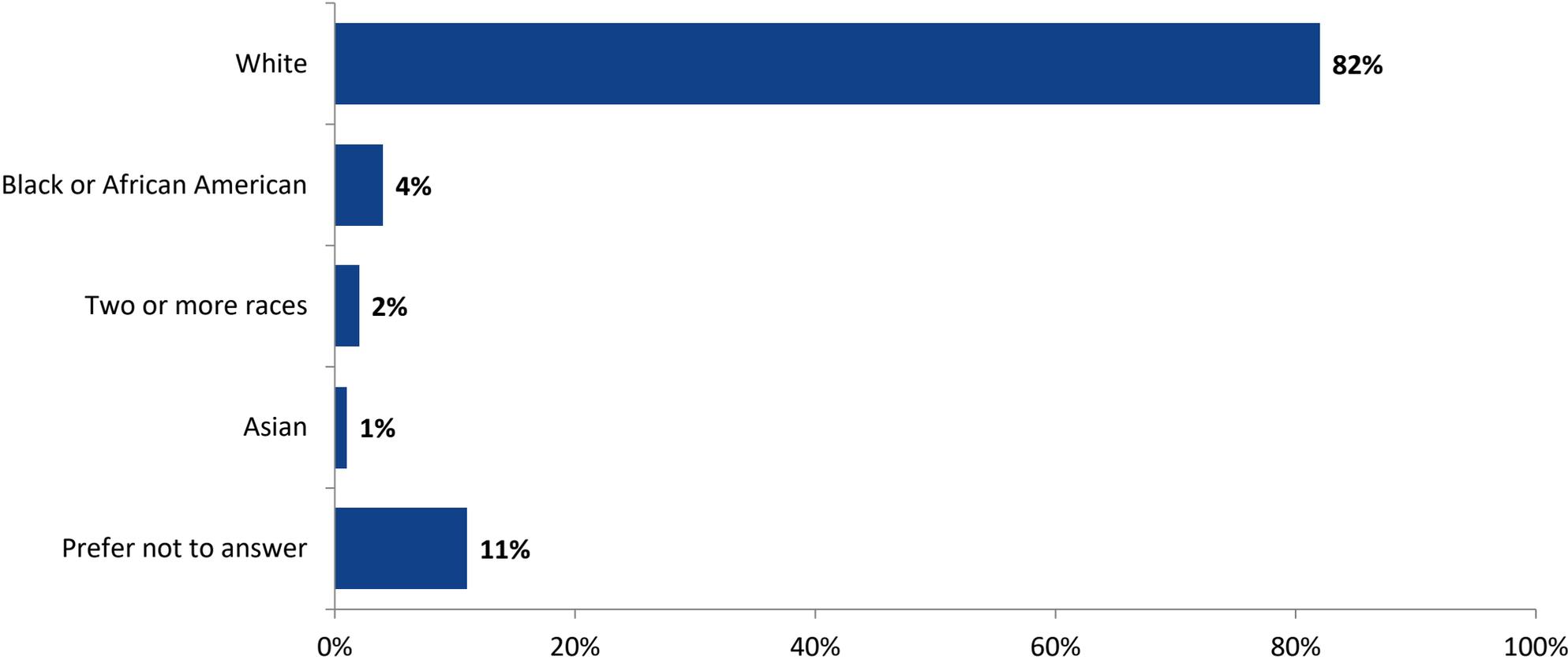
Highest Degree

What is the highest degree or level of school you have completed? (N=944)



Race

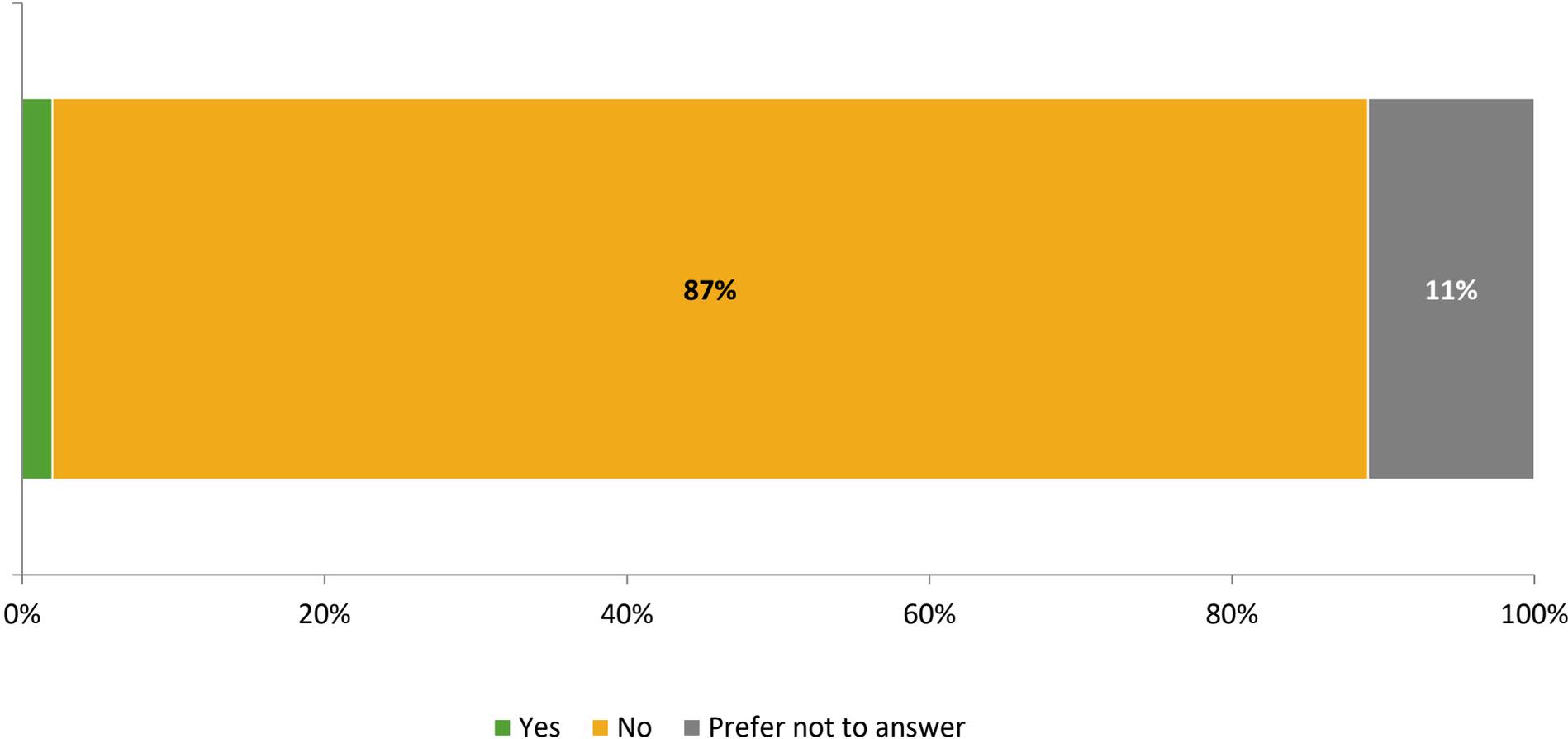
What is your race/ethnicity? (N=171)



50 Note: Answer options with no responses are excluded.

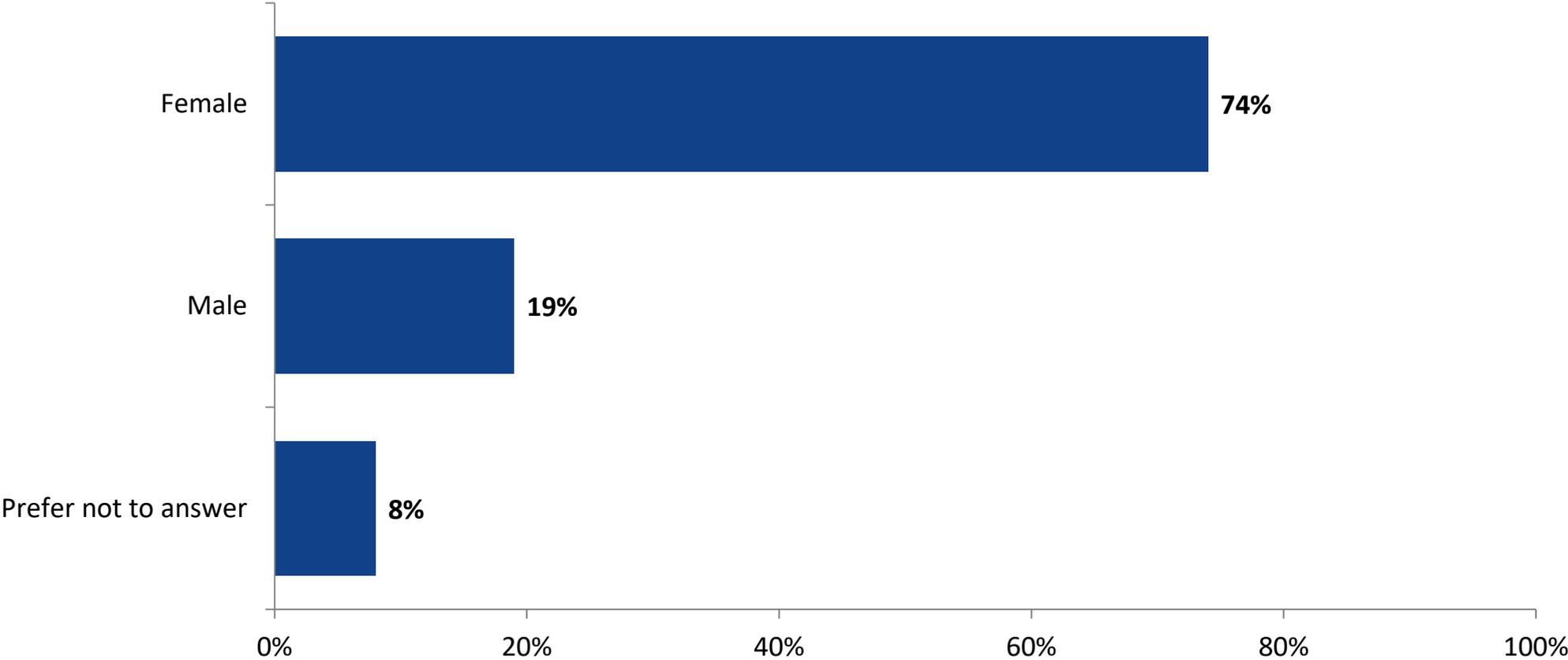
Ethnicity

Are you of Hispanic or Latino/Latina/Latinx origin? (N=164)



Gender

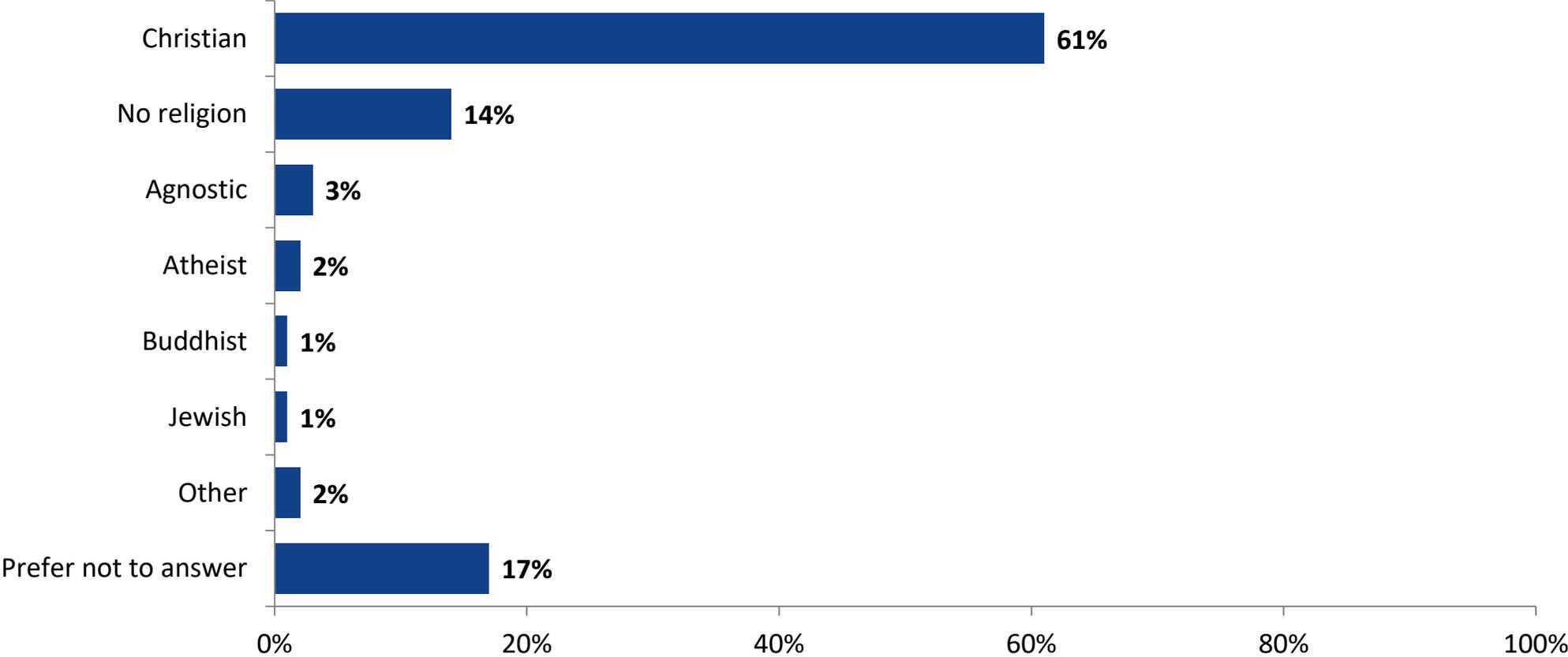
What is your gender? (N=170)



52 Note: Answer options with no responses are excluded.

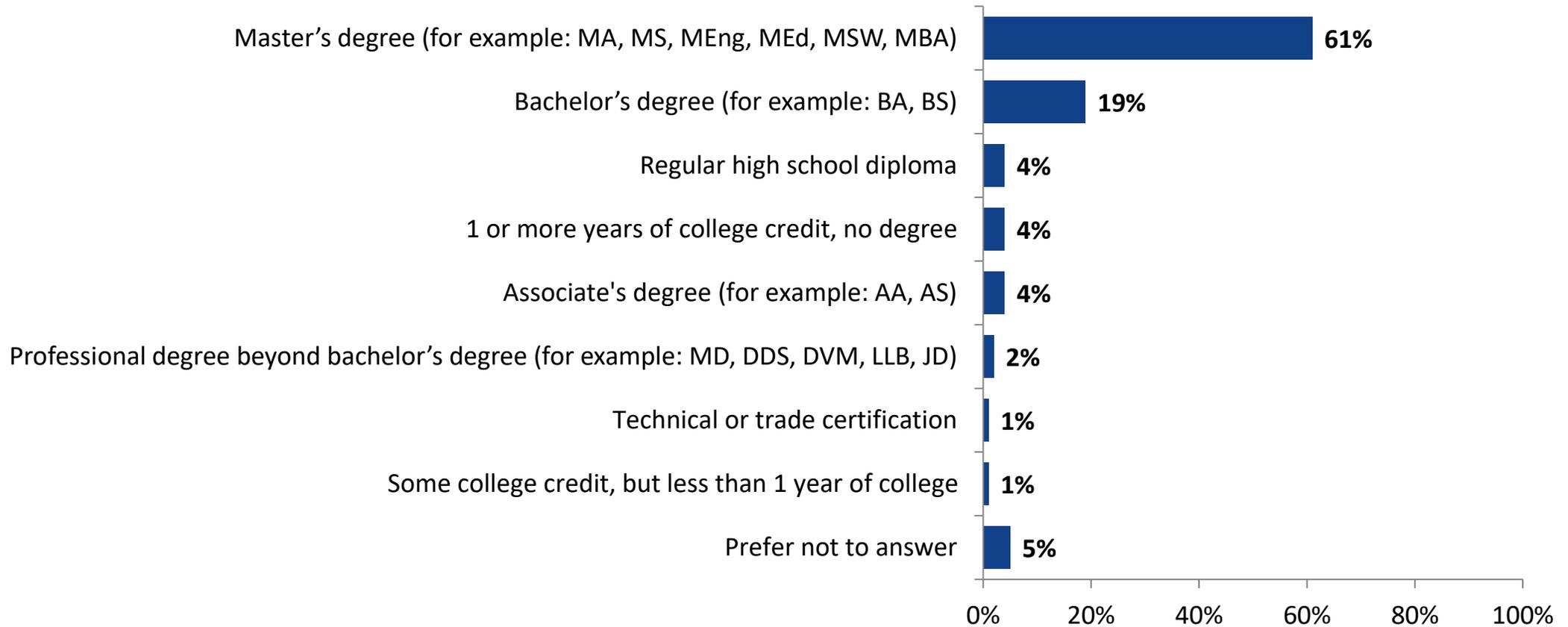
Religious Affiliation

What, if any, is your religious affiliation? (N=168)



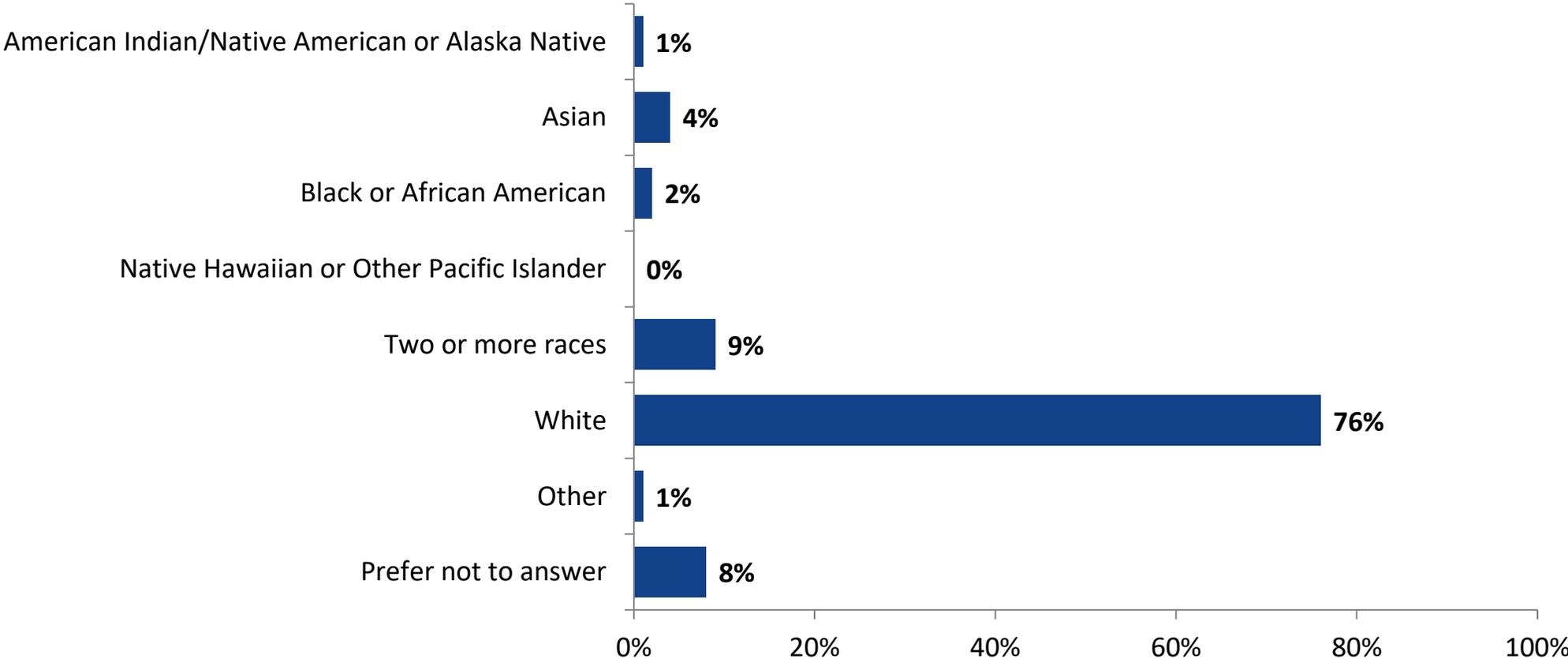
Highest Degree

What is the highest degree or level of school you have completed? (N=171)



Race

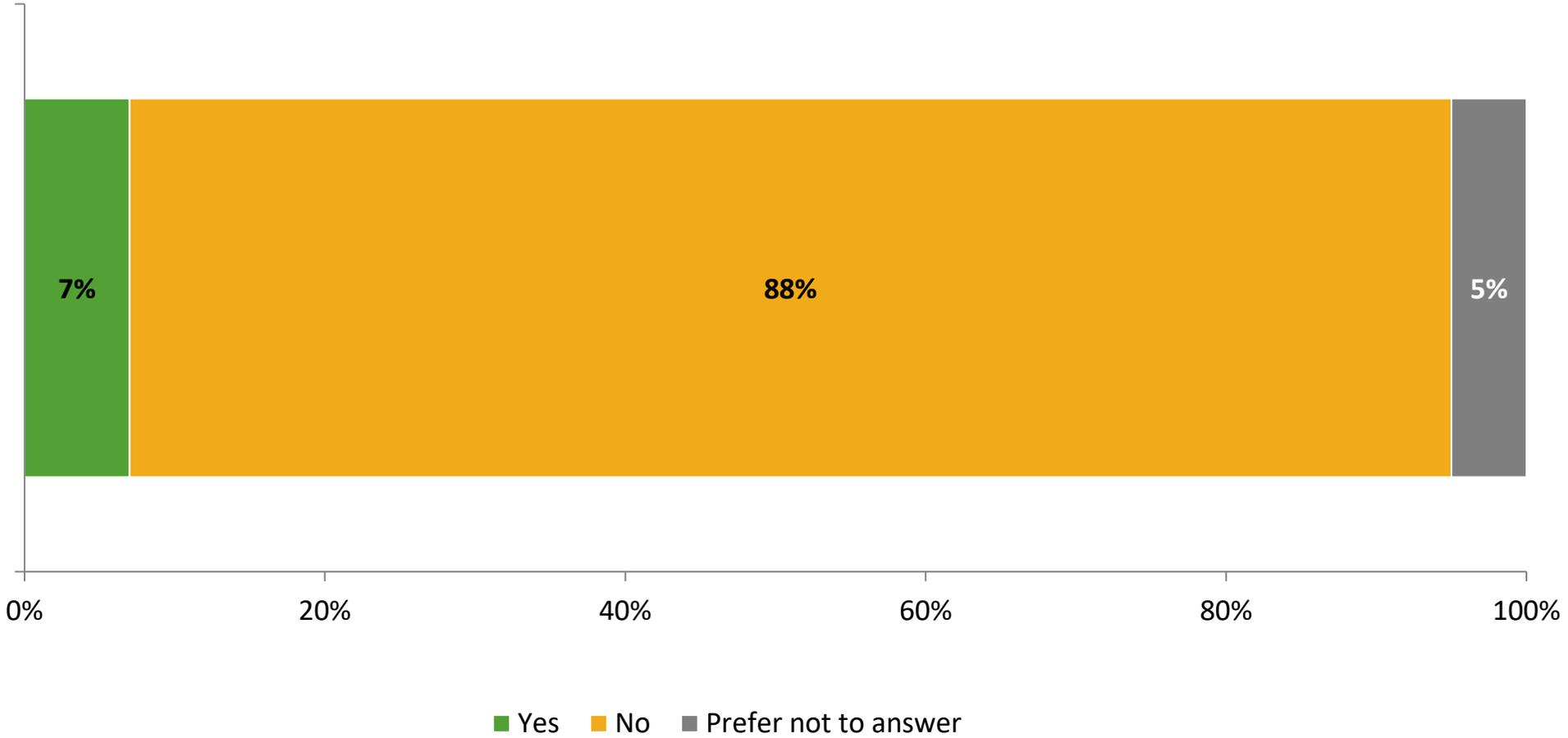
What is your race/ethnicity? (N=1,437)



55 Note: Answer options with no responses are excluded.

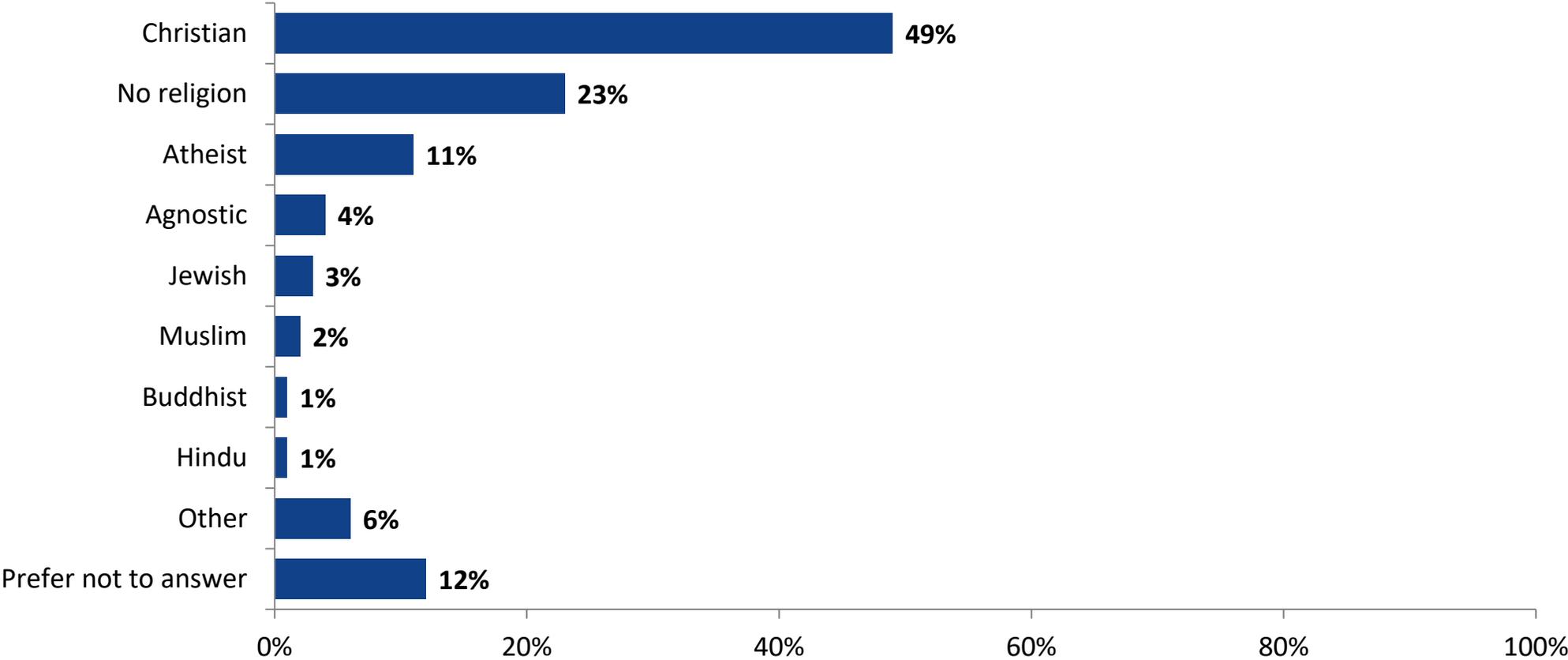
Ethnicity

Are you of Hispanic or Latino/Latina/Latinx origin? (N=1,402)



Religious Affiliation

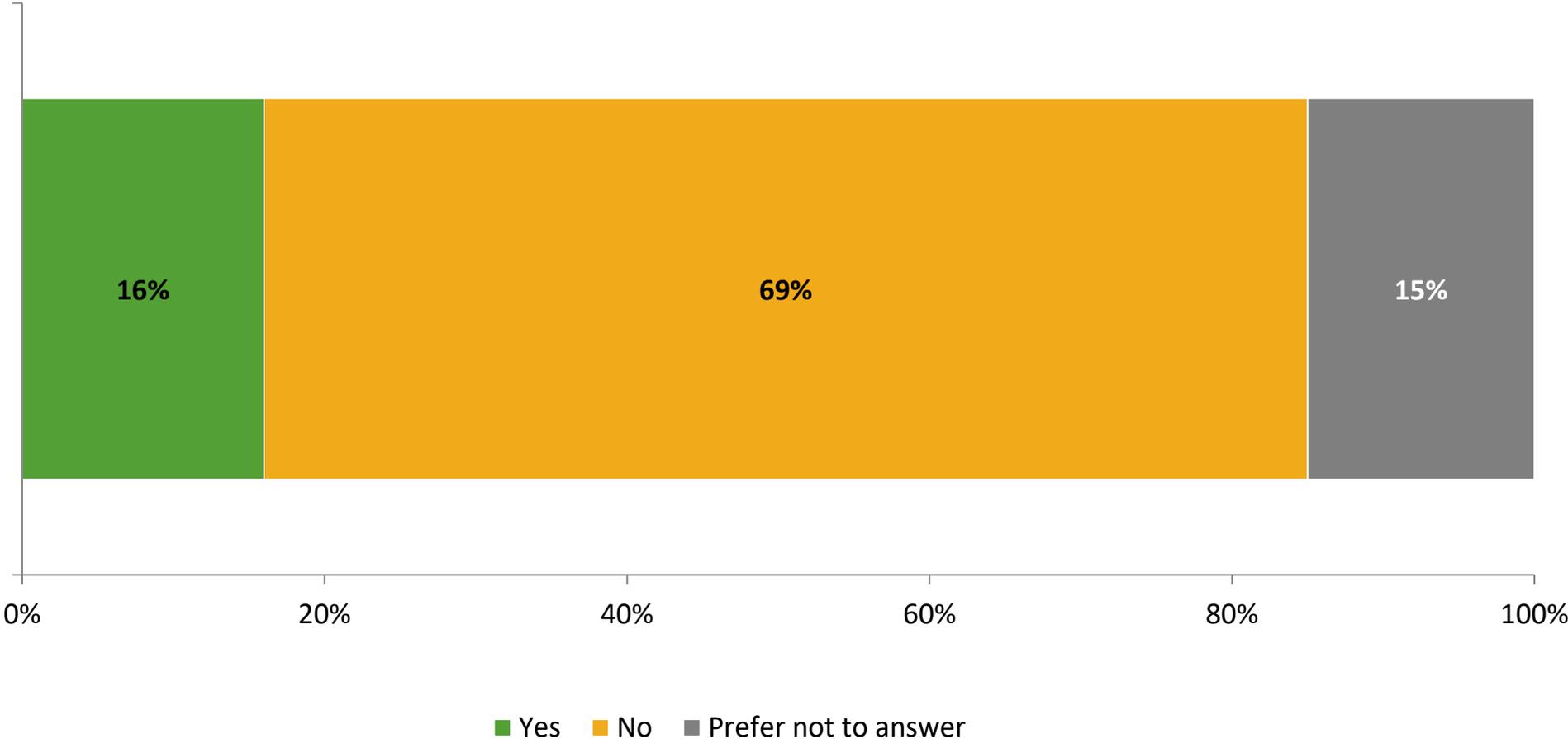
What, if any, is your religious affiliation? (N=1,419)



Note: The sum may exceed 100 percent since participants could select more than one answer.

Sexual Orientation

Do you identify as part of the LGBTQ+ community? (N=1,461)



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