



Root Cause Report Irvington Union Free School District

Prepared in the Summer of 2021 by
Innovations in Equity and Systemic
Change (IESC) - New York University

New York University
Metropolitan Center for Research on Equity and the Transformation of Schools
Steinhardt School of Culture, Education, and Human Development
726 Broadway, 5th Floor
New York, New York 10003



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IESC's Mission

Innovations in Equity and Systemic Change (IESC) provides professional development, technical assistance, and consultancy to educational institutions in general and special education. IESC's mission is to advance educational equity by disrupting, dismantling, and eliminating disproportionality by building the capacity of educators to implement Culturally Responsive Sustainable Equity-Based Systems that meet the needs of all students and families.

About School District

Name: Irvington Union Free School District

The root cause report offers a synthesis of both the quantitative and qualitative data collected from Irvington UFSD throughout the root cause analysis process. As a part of the root cause analysis process, NYU Metro Center's IESC requested two years of district student outcome data (2018-19 and 2019-20). Additionally, a staff survey, parent/caregiver focus groups and the root cause teams' review and analysis of policies, practices and procedures are reflected in this report. The overarching data offered at a glance below will be further unpacked within the body of the report.

District Overview:

Irvington UFSD is a small-size suburban school district with a total of four schools. There were a total of 1,761 students enrolled in the district during the 2018-19 academic year. According to the district level data for 2018-2019 school year, Black students comprised 4.77% of the district's population and made up 13.04% of the total students identified as students with disabilities. Latino/a students in Irvington comprised 9.03% of the district population and were 13.04% of the total students identified as students with disabilities in the district. White students made up 68.88% and comprised 64.13% of the total students identified with disabilities in the district. Asian students were 10.96% of the total district's student population and comprised 5.98% of the total students identified with disabilities. Overall, during the 2018-19 school year, 222 students i.e., 12.61% of the total student population, received at least one disciplinary referral. 34 students i.e., 1.93% of the total student population received at least one suspension.

There were a total of 1,767 students enrolled in the district during the 2019-20 academic year. According to the district level data in the 2019-20 school year, Black students in Irvington comprised 4.98% of the district population and were 8.98% of the total students identified with disabilities in the district. Latino/a students comprised 9.28% of the district's population and made up 11.46% of the total students identified as students with disabilities. White student enrollment in the district was at 68.48% and comprised 72.14% of the total students identified with disabilities. Asian students were 11.15% of the total district's student population and comprised 4.33% of the total students identified as students with disabilities. Overall, during the year, a total of 173 students i.e., 9.79% of the total student population received at least one disciplinary referral. Also, 18 students i.e., 1.02% of the district's total student population received at least one suspension.



Notes from the Field:

Irvington UFSD engaged in a root cause analysis process with 32 participants including the superintendent, assistant superintendent, director of PPS, assistant director of PPS, director of technology, 2 principals, teachers across grade levels, a psychologist, social worker, district data manager, two board of trustees, and 11 parent/community members. As noted, the district comprised a group of widely diverse stakeholders with an emphasis on parent/community participation.

The first session started with participants being asked to define “disproportionality” in their own words. This introductory activity made clear that the stakeholders assembled had varying degrees of experience with work around equity and disproportionality. As is the case with all root cause teams, the team spent significant time focusing on key frameworks for engaging and processing the work to come. These included: 1) highlighting and co-creating community norms - from ‘active listening’ to ‘pushing your growing edge,’ 2) understanding the three tensions that come up in doing racial equity work - personal, structural and strategic and lastly, 3) learning how to name the elephants in the room - that is, naming the specific individuals and communities that continue to be impacted by disproportionality in the district. The group looked at national and state academic outcome scores that were disaggregated by race and free and reduced lunch designation (accounting for socio-economic status). In doing so, a few participants brought up that poverty becomes an impacting circumstance but even if a child who is Black, Indigenous or a Person of Color (BIPOC) is not from a low SES group they often get stigmatized as such in the Irvington community.

Root cause members came into the second session energized by the work they had started. One participant said that they left the first session with “a sense of the enormity of the work before us but a belief that we will make progress and that we are all committed to this work and to the students in our community.” In session two, there was a concerted push for participants to recognize that the work of building racial equity in schools starts with a color-conscious lens. There were moments in the first and second sessions where individuals maintained color-evasive conversations or even explicitly commented that they “do not see color.” This is common with primarily White participants engaging in racial equity work for the first time. Understanding that equity means seeing individuals and communities for everything they are, including their racial background, becomes a critical understanding for growth in a root cause analysis process. These comments by a few however, were balanced by several participants, commenting on the importance of dialogue around race and racism for their children, White children in particular.

It was clear that many educators in the group were holding tensions around the unpacking of the behavioral and academic workbooks - two years of district-level data gathered and then processed by IESC’s senior research associate. At the end of the second session, the team briefly looked at the behavioral workbooks. There was a concern shared that the referral data didn’t seem correct and overall, that looking at the data across district schools was difficult because depending on the school, behavioral data is tracked differently. This became the first moment when questions and concerns around the district and school-based data systems were expressed as well as an underlying tension held by staff around the data that was being presented to the group. The data analysis process of root cause work often unveils similar personal tensions from participants - connected to their readiness for systemic equity work - that often become barriers for district-level shifts. It was critical that these tensions were brought to light, engaged and grappled with as the group continued through the root cause series.



Even with the participants that were struggling to engage the data in front of them, the group as a whole pushed forward and made deep connections to the district behavioral data. One participant was emotional to the point of tears, acknowledging the real life impact the data patterns have on students of color and Black males in particular. One community member highlighted how their group was grappling with the reality that behavioral “referrals are always cumulative,” that with each of them there was a ripple effect not just impacting the student, but their family as well. This comment spoke to the overall impact of exclusionary discipline and the ways in which Black students in particular are often labeled and perceived as having behavior problems. Additionally, one of the last comments of this session was made by a parent who highlighted that while Black students make up a small percentage of the district, the fact that they are disproportionately referred and suspended actually speaks volumes to how the system itself sees those particular students - how they become stigmatized and labelled.

The following session started with a dialogue around culturally responsive behavior support. One participant asked if educators are supposed to respond differently to students depending on their race/ethnicity. Other members of the group highlighted how there needs to be cultural variation in how we support students because students of color are often treated with bias. The group was further developing their understanding of equity, where policies and practices are built on giving every student what they need and not just the same thing across the board. This session also highlighted a discrepancy in the data, where the multi-racial student enrollment from one year was not a part of the data processed for the following year, which was attributed to an issue with the state data collection systems. The district leaders and facilitation team highlighted this for the group, noting that the books will be revised to account for the discrepancy. The new academic and behavioral data was brought into the next session and facilitators, including the senior research associate at IESC, noted that the patterns of disproportionality remained consistent.

One of the parent/caregivers in the group brought in a summary of additional analysis they had done based on the behavioral workbooks. They shared with the group how they found high levels of disproportionately particularly at the intersection of students with an IEP and Black students. They commented on the impact of the check system that is used to monitor behavior and how the overwhelming proportion of students receiving these negative marks are students with an IEP. It was clarified that the check system was a way to monitor behavior in select classrooms and not across the entire district. They also noted how Latinx students are significantly impacted by disproportional access to AP and Honors classes - a comment that was echoed by a high school teacher in the group. This analysis exemplified the importance of taking a race-conscious, intersectional lens when looking at the data. The need to understand the levels of complexity in identifying inequities in a school system was shared by another team member who added, “I think, especially for teachers who are a part of this group - in addition to continuing to examine our own practice, how can we make a difference at the school-wide level - the idea that there are multiple spheres of influence.”

The root cause team moved into analyzing the code of conduct, referral forms and overall discipline process in small breakout groups. This particular session finished with a look at the staff survey given as a part of the root cause process. The group highlighted that there was a relatively low number of respondents and wanted to know if all staff had received the survey. District leaders later confirmed that it was indeed sent out to all school staff (n = 380). It is worth noting that the survey was given toward the end of the school year which can become a difficult time to complete another task while balancing a wide range of priorities.

In the following session the group started by engaging the Paul Gorski article, *Avoiding Racial Equity Detours*. In doing so, several team members commented on the detour of “pacing for privilege” - not moving



racial equity work because of community pushback, particularly in majority White communities like Irvington. Participants commented on this phenomenon being present within the Irvington community as well and being determined to work past the discomfort and defensiveness. The group moved into the last session by co-creating a moral imperative statement, finishing the CR-SE District Assessment and beginning the initial outlining of the multi-year action plan. The group highlighted the importance of having youth voice connected to the action plan, which exemplified their push to center the voices of those that most need to be a part of the process moving forward. The facilitators shared that it will be critical to use the root cause report and the multi-year action plan as a jumping off point to further engage youth and families, particularly those who have been historically marginalized and are seen in the data as continually being disproportionately impacted by the schooling system. As the group moved into the start of action planning and finished the last session, parent/caregivers brought up the tension of not knowing what's next and feeling like so much was invested in the root cause process, but feeling unclear about what their involvement would look like moving forward. IESC facilitators shared that the multi-year action will still require small group work to finish outlining a plan for five years of implementation and that it will be critical for parent/caregivers to be a part of this process.

Focus Group Findings:

Experiences of Parents/Caregivers in Irvington

Parent/caregiver focus groups took place between June 29 to July 1, 2021. A total of 19 parents/caregivers were invited to participate in the focus group, ultimately, there were 10 parent/caregivers that completed the focus group interviews. There were parent/caregiver representatives across grade levels and representing each school throughout the district. Several of the parents shared that their children had been attending Irvington since kindergarten and some even moved to Irvington for their child to attend the district. Parents/caregivers were asked a series of questions (see Appendix B for Interview Protocol) to gain a deeper understanding of the district's overall responsiveness to families along with issues of equity/inequity in the district. They were also asked similar open-ended questions to hear the thoughts and experiences of families as district stakeholders. The focus group transcripts were read multiple times to uncover common patterns that were shared across multiple parents/caregivers. The following consistent themes were identified across multiple parents/caregivers. The patterns listed below are general common patterns, and specificity connected to these themes are offered below with direct quotes that demonstrate what parents/caregivers shared.

- 1) Overall mixed experiences in Irvington, including both positive and negative
- 2) Racial incidents and differential treatment
- 3) Varied expectations of students of color and students with an IEP
- 4) Parents/caregivers wanting the hiring of diverse staff and DEI training for current staff

Parents/caregivers shared having mixed experiences in Irvington. While they stressed the quality rigorous supportive education their children are experiencing, they also spoke of moments when they have not felt welcomed in the district. Parents/caregivers offered insight on what they value in the district, including feeling supported, the resources available in the district, and the academics in the district.

It's been a positive experience being in this district, for the most part.

The district has been amazing to my son.



I just wanted to keep that feel you know, for them, so the Irvington school district, I feel like it's a private school quality education. But it's still a public school.

I am very proud that they attend Irvington. Because Irvington is a district that offers a lot of support in comparison to other districts. It is a good school because when my daughters needed help they always assisted them. They have helped me. The teachers are amicable.

So I liked the various clubs that they had to offer. The various sports opportunities that they had to offer, the academics as well. The fact that the school is on a campus so it gives the children an idea of what a college setting looks like. Most of the schools in the city in the tri-state area you're moving from floor to floor because some of the schools have multiple schools in one building. I like the idea of the course offerings. I like how students are able to pick their own electives. A lot of the programs that are not afforded to kids that are in the city.

I really liked the academics. I really like the help, especially if there are certain things that you do not understand they offer you one on one reading. I really appreciate the help that they do for the kids like they go beyond, to make sure that your child understands whatever the school is teaching. I really love the way they take care of the kids in school-what they learn.

I felt a big change coming to this district. The academic rigor; there is a lot of discipline in comparison to the other district they were at. Despite the pandemic I felt that they held academic rigor. There was a change. My child was in ENL. The language person said he no longer needed it because they had passed that test. My child is fine. They do not need it anymore.

On the other hand, parents/caregivers shared multiple moments when they have not felt welcomed in the district and schools. Verbal and non-verbal messages of not being part of the Irvington community have come from other parents and staff.

In my experience it [feels] like I am not welcome. I feel like when there is a meeting or a class event, a school event I feel that I am not welcomed.

I don't feel welcome in Irvington because, one time, I remember a couple of years ago, a mother told me where do you live, live around here, I said yes, I live in Tarrytown: 'Oh, you are the people that live in Tarrytown and enjoying our taxes.'

First time, three to five people just walked up to me, 'oh nice to meet you, what do you do?' So, I was like I am a stay at home mom. They look down [at me]. I'm feeling down, couple of years ago, so I made myself stay away from the school. That's what I did. I do not go to any events at all. I will just do phone calls and all of that. I will stay away even when they have a program, like playing music outside, when I take the kids I feel left out.

At the beginning I felt like they gave me a bad look because I am Hispanic. Like when my child started school there were not many in the school.

I was minding my business at school one day, and this woman came up to me, one of the parents. I was standing by myself, my son's father and he was somewhere in the quad. I was just standing there and [she] walked up to me. And she goes oh nice bag and I was like 'oh,



thank you.’ Then she goes ‘oh that bag was really expensive, did you get a discount’.... I’m not trying to join the group, I’m not trying to get involved with all of this stuff. I’m there to support my son and maybe even help the other kids. To find me to bring all of this stuff is extra and I don’t need to deal with it. I don’t put myself in those situations where I have to [deal] with the nonsense from a lot of these parents.

I don’t like when we are in a meeting with the teacher or superintendent there isn’t Spanish closed captioning, because I would like to hear in Spanish the technical language that you don’t know [in English]. They speak fast and you are left lost. I am left lost. I would like to offer a recommendation for them to add closed captioning in Spanish...I had to tell them I didn’t understand so then they found someone who speaks Spanish to help and that was at the end.

I don’t think that they have engaged me directly. They send a general letter. I have not tried getting involved because I feel you have to speak and write English well to be able to participate in the classroom or other events.

Parents/caregivers also shared racial incidents that have occurred. They highlighted experiencing differential treatment, and the impact that has had on their children.

You know, playing four squares and the N word was used. There was also a situation where one of the teachers during Black history month used the N word. He was shocked to hear and [they] ‘teaching us the N word’.

I feel like my kids were targeted. Like there's only 4%. African Americans in the school district, and I think the kids are treated terribly. They're coming at you like you're a charity case and if you're not accepting that charity then it's like you're an enemy and that's just that's just been my experience.

I will say that you can notice how your experience is different when you are the minority. You notice, you feel you are treated differently.

..the counselor and principal talked to him and separated him. But, he was no longer allowed to go to recess. He was not allowed to go to recess for a week and stayed with the principal. He said I don’t know when they will lift my punishment. Sometimes it’s good that, not that they should punish that way because it was not just, the other [kids] who were involved did not receive a punishment, and it just wasn’t him. I didn’t like that. When I was talking with the counselor, the social worker and principal [on zoom] they were laughing. I don’t know if they were texting, but I felt like they did not pay a lot of attention to the conversation.

With Covid she was being homeschooled. She loved it so much. She was like mom, I wish this is something that continue[s] because people don’t like me in our school. [I said] you force yourself and just ignore them. But it's not as easy as you think. She was like mom, is there anything that you can do because you're not going to work, I can [be] homeschooled online. Begging me. [I tell her] you have to tell them, show them that you're very strong. They're going to put you down, you have to go. But, it’s not diverse and keeps the African American kids to feel left out, even though sometimes they will not tell us.



Such differential treatment has also impacted the perceptions held by some educators about their children, including assumptions that children of color and children with an IEP will not attend college. Two separate parents/caregiver shared the following:

There was just one teacher that I had to tell her that my son is going to college. She referenced a work program for when he graduates. But I had to make it clear to her that oh my son's going to college.

I have to tell the school that she will be going to college, just like all the others. Because she is in special education, she will not go to college, she will go to college.

Given the racial incidents shared by parents/caregivers, they stressed the importance of hiring diverse district and school staff for students to see themselves and for diversity training to occur for district and school staff.

I don't particularly like the lack of diversity, when it comes to the faculty and staff. I remember them saying how it was hard to find people to fill the positions and I don't know if I necessarily agree with that. I don't know if one of the criteria is you have to live in the Irvington school district which I don't think that's a criterion. I personally know so many you know academics, social workers. A good balance of faculty for the kids to see somebody that looks like them. Even having clubs, you know, not to say that it has to be a segregated thing, and you know that, just to have some type of awareness of you know just getting to know or the students being able to like you know feed off one another and things like that and also what I what I don't particularly like for lack of a better word the ignorance of not knowing how to or choosing to not learn how to deal with Black and African American or students of color... from my own personal experience, especially with my older daughter, I just wish that there was more just more awareness on the faculty part and more diversity and inclusion from the staff.

The whole district, they need to go to some type of workshop training on diversity, because there's absolutely none. They need to go to some kind of training.

District and School Data: Enrollment and Discipline data

NYU Metro Center's IESC began the Root Cause series by processing district and school level discipline outcome data disaggregated by race, gender, IEP status, and grade level. The methods used to calculate the data are common approaches to assess disproportionality, including the composition index, risk index, and relative risk ratio. Composition index gives the proportion of students by race/ethnicity in a particular outcome. Composition indexes are used to determine if a particular group is over or underrepresented in a particular outcome. The risk index identifies at what rate, or percentage of risk, students of a particular racial/ethnic group have in a particular outcome. Relative risk ratios are comparisons of the risks of a particular outcome of one group to the risk of the remaining group(s) experiencing the same outcome.

District Level Data (2018-2019)

For the year 2018-19, Black students were 7.19 times more likely to be suspended than the rest of their peers and Latino/a students were 1.34 times more likely to be suspended in comparison to the rest of the students (see Table 1b). The relative risk ratio of suspension for White students was at 0.45. Latino/a students in the district accounted for 9.03% of the total student enrollment but represented 14.86% of the total students

who received disciplinary referrals. Similarly, Black students accounted for 4.77% of the total district enrollments but represented 12.61% of the total students who received disciplinary referrals.

Table 1a. District Level Referral Data

<i>Race</i>	<i>District Composition</i>	<i>Count of Incidents (Students counted multiple times)*</i>	<i>Count of Students Receiving a Disciplinary Incident (students counted once)</i>	<i>Risk index of students referred (students counted once)**</i>	<i>Relative risk of students referred (students counted once)</i>
American Indian	0.23%	0.00%	0.00%	0.00%	0.00
Asian	10.96%	5.61%	7.66%	8.81%	0.67
African American or Black	4.77%	30.91%	12.61%	33.33%	2.88
Latino/a	9.03%	11.06%	14.86%	20.75%	1.76
White	68.88%	44.70%	58.56%	10.72%	0.64
Multiple	6.13%	7.73%	6.31%	12.96%	1.03

*total referrals given, students who received multiple referrals were included multiple times

**total students who received referrals regardless of the number of referrals received

Table 1b. District Level Suspension Data

<i>Race</i>	<i>District Composition</i>	<i>Count of Incidents (Students counted multiple times)</i>	<i>Count of Students Receiving Suspensions (students counted once)</i>	<i>Risk index of students receiving Suspensions (students counted once)</i>	<i>Relative risk of students receiving Suspensions (students counted once)</i>
American Indian	0.23%	0.00%	0.00%	0.00%	0.00
Asian	10.96%	5.13%	5.88%	1.04%	0.51
African American or Black	4.77%	25.64%	26.47%	10.71%	7.19
Latino/a	9.03%	15.38%	11.76%	2.52%	1.34
White	68.88%	48.72%	50.00%	1.40%	0.45
Multiple	6.13%	5.13%	5.88%	1.85%	0.96

Summary of Analysis (based on district provided data)

Based on the district level discipline referral and suspension data, a higher number of Black and Latino/a students received disciplinary referrals in comparison to White and Asian students. The risk index of the count of students who received disciplinary referrals was highest for Black students at 33.33%. The risk index of the count of students who received disciplinary referrals for Latino/a students was at 20.75%. The risk index of the count of students who received disciplinary referrals was 10.72% for White students and 8.81% for Asian students. The relative risk ratios of the count of students who received disciplinary referrals were at 2.88 and 1.76 for Black and Latino/a students, respectively. The relative risk ratios of the count of students who received disciplinary referrals were at 0.64 and 0.67 for White and Asian students, respectively. Similarly, the risk index for the count of students suspended was highest for Black students at 10.71%. This was followed by the risk index of 2.52% for Latino/a students. The risk index of the count of students suspended was at 1.40% for White students and 1.04% for Asian students. The relative risk of the count of students suspended was highest for Black students at 7.19, followed by the relative risk of the

count of students suspended for Latino/a students at 1.34. The relative risk ratios of the count of students suspended were at 0.45 and 0.51 for White and Asian students, respectively.

Table 1c. Top Outcomes and Referrals

Top 5-Incidents	Top 5-Outcomes
1. Violence - Physical aggression 2. Insubordination - Failure to follow school rules 3. Bully/Harassment - Intimidation 4. Attendance - Cut class 5. Insubordination - Repeated disruptive behaviors	1. Detention (Period) 2. Parent Contact (Phone/EMail/Letter) 3. Warning 4. Loss of Privilege 5. Out-of-School Suspension

Table 2a. School Level Disciplinary Report

School	Race	Racial Composition of School	Composition of Students Referred (student counted once)*	Risk Index of Count of Students Referred (student counted once)	Relative Risk Ratio of Count of Students Referred (students counted once)
<i>Dows Lane ES</i>	American Indian	0.19%	0.00%	0.00%	0.00
	Asian	10.38%	0.00%	0.00%	0.00
	Black	3.08%	12.50%	12.50%	4.50
	Latino/a	9.81%	12.50%	3.92%	1.31
	White	68.27%	68.75%	3.10%	1.02
	Multiple	8.27%	6.25%	2.33%	0.74
<i>Main Street School</i>	American Indian	0.00%	0.00%	-	-
	Asian	12.64%	9.84%	17.14%	0.75
	Black	4.33%	13.11%	66.67%	3.33
	Latino/a	10.11%	14.75%	32.14%	1.54
	White	67.51%	57.38%	18.72%	0.65
	Multiple	5.42%	4.92%	20.00%	0.90
<i>Irvington MS</i>	American Indian	0.00%	0.00%	-	-
	Asian	10.77%	7.32%	13.33%	0.65
	Black	4.55%	9.76%	42.11%	2.27
	Latino/a	10.05%	14.63%	28.57%	1.53
	White	67.94%	59.76%	17.25%	0.70
	Multiple	6.70%	8.54%	25.00%	1.30
<i>Irvington HS</i>	American Indian	0.55%	0.00%	0.00%	0.00
	Asian	10.81%	7.94%	8.47%	0.71
	Black	6.78%	15.87%	27.03%	2.60
	Latino/a	6.96%	15.87%	26.32%	2.52
	White	70.88%	55.56%	9.04%	0.51
	Multiple	4.03%	4.76%	13.64%	1.19

*Students who received referrals regardless of number of referrals received



Table 2b. School Level Suspension Report

School	Race	Racial Composition of School	Count of Students Receiving Suspensions (students counted once)	Risk index of students receiving Suspensions (students counted once)	Relative risk of students receiving Suspensions (students counted once)
Dows Lane ES*	American Indian	0.19%	0.00%	0.00%	0.00
	Asian	10.38%	0.00%	0.00%	0.00
	Black	3.08%	0.00%	0.00%	0.00
	Latino/a	9.81%	0.00%	0.00%	0.00
	White	68.27%	100.00%	0.56%	-
	Multiple	8.27%	0.00%	0.00%	0.00
Main Street School	American Indian	0.00%	0.00%	-	-
	Asian	12.64%	0.00%	0.00%	0.00
	Black	4.33%	66.67%	16.67%	44.17
	Latino/a	10.11%	0.00%	0.00%	0.00
	White	67.51%	33.33%	0.53%	0.24
	Multiple	5.42%	0.00%	0.00%	0.00
Irvington MS	American Indian	0.00%	0.00%	-	-
	Asian	10.77%	12.50%	2.22%	1.18
	Black	4.55%	25.00%	10.53%	7.00
	Latino/a	10.05%	12.50%	2.38%	1.28
	White	67.94%	50.00%	1.41%	0.47
	Multiple	6.70%	0.00%	0.00%	0.00
Irvington HS	American Indian	0.55%	0.00%	0.00%	0.00
	Asian	10.81%	4.76%	1.69%	0.41
	Black	6.78%	23.81%	13.51%	4.30
	Latino/a	6.96%	14.29%	7.89%	2.23
	White	70.88%	47.62%	2.58%	0.37
	Multiple	4.03%	9.52%	9.09%	2.51

*All suspensions for the year went to White students.

Summary of Analysis (based on the school data provided)

Overall, the relative risk ratios of disciplinary referrals were highest for Black students and Latino/a students. In looking at the school level breakdown, for Dows Lane ES, the relative risk ratio of the count of students who received a disciplinary referral was highest for Black students at 4.50, followed by the relative risk ratio for Latino/a students at 1.31. The relative risk ratio of the count of students who received disciplinary referral for White students was at 1.02.

For Main Street School, the relative risk ratio of the count of students who received a disciplinary referral was highest for Black students at 3.33, followed by the relative risk ratio for Latino/a students at 1.54. The relative risk ratio of the count of students who received disciplinary referral for White students was at 0.65. For Irvington MS, the relative risk ratio of the count of students who received a disciplinary referral was highest for Black students at 2.27, followed by the relative risk ratio for Latino/a students at 1.53. The relative risk ratio of the count of students who received disciplinary referral for White students was at 0.70.



For Irvington HS, the relative risk ratio of the count of students who received a disciplinary referral was highest for Black students at 2.60, followed by the relative risk ratio for Latino/a students at 2.52. The relative risk ratio of the count of students who received disciplinary referral for White students was at 0.51.

For Dows Lane ES, the risk index of count of students suspended for White students was at 0.56%. For Main Street School, the relative risk ratio of count of students suspended was highest for Black students at 44.17. The relative risk ratio of count of students suspended for White students was at 0.24. For Irvington MS, the relative risk ratio of count of students suspended was highest for Black students at 7.00. This was followed by the relative risk ratio for Latino/a students at 1.28. The relative risk ratio of count of students suspended for White students was at 0.47. For Irvington HS, the relative risk ratio of count of students suspended was highest for Black students at 4.30. This was followed by the relative risk ratio for Latino/a students at 2.23. The relative risk ratio of count of students suspended for White students was at 0.37 (see table 2b).

Table 2c. Discipline Referral Racial Disparities by School

School Name	Relative Risk of Count of Students referred
1. Dows Lane ES	Relative Risk Black: 4.50 Relative Risk Latino/a: 1.31
2. Main Street School	Relative Risk Black: 3.33 Relative Risk Latino/a: 1.54
3. Irvington MS	Relative Risk Black: 2.27 Relative Risk Latino/a: 1.53
4. Irvington HS	Relative Risk Black: 2.60 Relative Risk Latino/a: 2.52

District Level Data (2019-20)

For the year 2019-20, Black students were 5.45 times more likely to be suspended than the rest of the students. This was followed by the relative risk ratio of count of students suspended for Latino/a students at 1.22. The relative risk ratios of count of students suspended for White students was at 0.92 (see table 3b). Black students in the district accounted for 4.98% of the total student enrollment but represented 12.72% of the total students who received a disciplinary referral.

Table 3a. District Level Referral Data

<i>Race</i>	<i>District Composition</i>	<i>Count of Incidents (Students counted multiple times)</i>	<i>Count of Students Receiving a Disciplinary Incident (students counted once)</i>	<i>Risk index of students referred (students counted once)</i>	<i>Relative risk of students referred (students counted once)</i>
American Indian	0.11%	0.00%	0.00%	0.00%	0.00
Asian	11.15%	10.06%	9.25%	8.12%	0.81
African American or Black	4.98%	21.70%	12.72%	25.00%	2.78
Latino/a	9.28%	12.03%	10.98%	11.59%	1.21
White	68.48%	48.72%	60.12%	8.60%	0.69
Multiple	6.00%	7.50%	6.94%	11.32%	1.17

Table 3b. District Level Suspension Data

<i>Race</i>	<i>District Composition</i>	<i>Count of Incidents (Students counted multiple times)</i>	<i>Count of Students Receiving Suspensions (students counted once)</i>	<i>Risk index of students receiving Suspensions (students counted once)</i>	<i>Relative risk of students receiving Suspensions (students counted once)</i>
American Indian	0.11%	0.00%	0.00%	0.00%	0.00
Asian	11.15%	0.00%	0.00%	0.00%	0.00
African American or Black	4.98%	25.93%	22.22%	4.55%	5.45
Latino/a	9.28%	7.41%	11.11%	1.22%	1.22
White	68.48%	66.67%	66.67%	0.99%	0.92
Multiple	6.00%	0.00%	0.00%	0.00%	0.00

Summary of Analysis (based on district provided data)

Based on the district level referral and suspension data, Black and Latino/a students were disproportionately impacted. The risk index and relative risk of count of students who received disciplinary referrals for Black students were at 25.00% and 2.78, respectively. Similarly, the risk index and relative risk of count of students who received disciplinary referrals for Latino/a students were at 11.59% and 1.21, respectively (see table 3a). The risk index and relative risk for White students were at 8.60% and 0.69, respectively.

The risk index and relative risk of the count of students suspended at the district level was highest for Black students at 4.55% and 5.45, respectively (see table 3b). The risk index and relative risk ratio of count of students suspended for Latino/a students were at 1.22% and 1.22, respectively. The risk index and relative risk ratio of count of students suspended for White students were at 0.99% and 0.92, respectively. Despite the schools closing early in March due to the pandemic, the disproportionality patterns remained consistent for both years i.e. the Black and Latino/a students continued to be suspended disproportionately.



Table 3c. Top Outcomes and Referrals

Top 5-Incidents	Top 5-Outcomes
1. Electronic Device - Violation of acceptable use policy 2. Violence - Physical aggression 3. Insubordination - Repeated disruptive behaviors 4. Bully/Harassment - Defamation 5. Insubordination - Failure to follow school rules	1. Parent Contact 2. Warning 3. Detention 4. Loss of Privilege 5. In School Suspension

Table 4a. School Level Disciplinary Report

School	Race	Racial Composition of School	Composition of Students Referred (student counted once)	Risk Index of Count of Students Referred (student counted once)	Relative Risk Ratio of Count of Students Referred (students counted once)
<i>Dows Lane ES</i>	American Indian	0.00%	0.00%	-	-
	Asian	11.15%	20.00%	1.69%	1.99
	Black	4.35%	20.00%	4.35%	5.50
	Latino/a	8.88%	0.00%	0.00%	0.00
	White	68.43%	60.00%	0.83%	0.69
	Multiple	7.18%	0.00%	0.00%	0.00
<i>Main Street School</i>	American Indian	0.00%	0.00%	-	-
	Asian	12.09%	6.82%	9.09%	0.53
	Black	2.93%	9.09%	50.00%	3.31
	Latino/a	11.36%	13.64%	19.35%	1.23
	White	66.67%	63.64%	15.38%	0.88
	Multiple	6.96%	6.82%	15.79%	0.98
<i>Irvington MS</i>	American Indian	0.00%	0.00%	-	-
	Asian	11.29%	12.50%	24.49%	1.12
	Black	5.07%	9.38%	40.91%	1.94
	Latino/a	11.29%	12.50%	24.49%	1.12
	White	66.36%	58.33%	19.44%	0.71
	Multiple	5.99%	7.29%	26.92%	1.23
<i>Irvington HS</i>	American Indian	0.38%	0.00%	0.00%	0.00
	Asian	10.55%	0.00%	0.00%	0.00
	Black	6.59%	28.57%	22.86%	5.67
	Latino/a	6.97%	3.57%	2.70%	0.49
	White	71.19%	60.71%	4.50%	0.63
	Multiple	4.33%	7.14%	8.70%	1.70



Table 4b. School Level Suspension Report

<i>School</i>	<i>Race</i>	<i>Racial Composition of School</i>	<i>Count of Students Receiving Suspensions (students counted once)</i>	<i>Risk index of students receiving Suspensions (students counted once)</i>	<i>Relative risk of students receiving Suspensions (students counted once)</i>
<i>Main Street School</i>	American Indian	0.00%	0.00%	-	-
	Asian	12.09%	0.00%	0.00%	0.00
	Black	2.93%	0.00%	0.00%	0.00
	Latino/a	11.36%	0.00%	0.00%	0.00
	White	66.67%	100.00%	1.10%	-
	Multiple	6.96%	0.00%	0.00%	0.00
<i>Irvington MS</i>	American Indian	0.00%	0.00%	-	-
	Asian	11.29%	0.00%	0.00%	0.00
	Black	5.07%	40.00%	9.09%	12.48
	Latino/a	11.29%	20.00%	2.04%	1.96
	White	66.36%	40.00%	0.69%	0.34
	Multiple	5.99%	0.00%	0.00%	0.00
<i>Irvington HS</i>	American Indian	0.38%	0.00%	0.00%	0.00
	Asian	10.55%	0.00%	0.00%	0.00
	Black	6.59%	18.18%	5.71%	3.15
	Latino/a	6.97%	9.09%	2.70%	1.34
	White	71.19%	72.73%	2.12%	1.08
	Multiple	4.33%	0.00%	0.00%	0.00

Summary of Analysis (based on the school data provided)

At the school-level, the relative risk ratios of disciplinary referrals were highest for Black students and Latino/a students. For Dows Lane ES, the relative risk ratio of the count of students who received a disciplinary referral was highest for Black students at 5.50. The relative risk ratio of the count of students who received disciplinary referral for White students was at 0.69. For Main Street School, the relative risk ratio of the count of students who received a disciplinary referral was highest for Black students at 3.31, followed by the relative risk ratio for Latino/a students at 1.23. The relative risk ratio of the count of students who received disciplinary referral for White students was at 0.88.

For Irvington MS, the relative risk ratio of the count of students who received a disciplinary referral was highest for Black students at 1.94, followed by the relative risk ratio for Latino/a students at 1.12. The relative risk ratio of the count of students who received disciplinary referral for White students was at 0.71. For Irvington HS, the relative risk ratio of the count of students who received a disciplinary referral was highest for Black students at 5.67. The relative risk ratio for Latino/a students was at 0.49. The relative risk ratio of the count of students who received disciplinary referral for White students was at 0.63.

Similarly, the relative risk ratios of the suspensions were highest for Black and Latino/a students. For Main Street School, the risk index of count of students suspended was highest for White students at 1.10%. For Irvington MS, the relative risk ratio of count of students suspended was highest for Black students at 12.48. This was followed by the relative risk ratio for Latino/a students at 1.96. The relative risk ratio of count of students suspended for White students was at 0.34. For Irvington HS, the relative risk ratio of count of

students suspended was highest for Black students at 3.15. This was followed by the relative risk ratio for Latino/a students at 1.34. The relative risk ratio of count of students suspended for White students was at 1.08 (see table 4b). There were no suspensions reported for Dows Lane ES.

Table 4c. Discipline Referral Racial Disparities by School

School Name	Relative Risk of Count of Students referred
1. Dows Lane ES	Relative Risk Black: 5.50 Relative Risk Latino/a: 0.00
2. Main Street School	Relative Risk Black: 3.31 Relative Risk Latino/a: 1.23
3. Irvington MS	Relative Risk Black: 1.94 Relative Risk Latino/a: 1.12
4. Irvington HS	Relative Risk Black: 5.67 Relative Risk Latino/a: 0.49

District and School Data: Academic data

NYU Metro Center’s IESC also processed the district and school level academic data disaggregated by race/ethnicity, gender, and grade level. For the purpose of the analysis, benchmark assessment data included ELA and MATH. Annual Report Card Grades, Electives, AP, Honors enrollment have also been included. All the academic data included in the analysis was provided by the district.

The table (5a) below highlights the composition of district level student enrollment disaggregated by race/ethnicity. It also includes the IEP enrollments, risk index for IEP enrollments, and relative risk for IEP enrollments disaggregated by race.

District Level Academic Data (2018-19)

Summary of Analysis (based on the school data provided below)

There was an over-representation of White and Asian students in AP and Honors enrollment. Asian students with a risk index of 47.67% and White students with a risk index of 38.33% were most likely to be enrolled in AP Classes (wherein higher risk index equates to greater chance of being enrolled). The risk index for Latino/a students’ enrollment in AP classes was at 16.98%. For honors enrollment, Asian students had the highest risk index of 40.41%. This was followed by White students with a risk index of 34.13%. The risk index of Honors enrollment for Black students was at 23.81%.

For the K- 5 Academic assessments (see table 6a to 7f), Black and Latino/a students performed lower than the rest of their peers. Overall, for the Annual Report Card Grades (ARCG) namely English, Math, Science and Social Studies, the relative risk ratios of students failing the course was higher for Black and Latino/a students (see tables 8a to 8d).



Table 5a. District Composition

<i>Race</i>	<i>District Composition</i>	<i>District Composition of IEP Enrollments</i>	<i>District Risk Index of IEP Enrollments</i>	<i>District Relative Risk Ratio of IEP Enrollments</i>
American Indian	0.23%	1.09%	50.00%	4.83
Asian	10.96%	5.98%	5.70%	0.52
African American or Black	4.77%	13.04%	28.57%	2.99
Latino/a	9.03%	13.04%	15.09%	1.51
White	68.88%	64.13%	9.73%	0.81
Multiple	6.13%	2.72%	4.63%	0.43

Academic Data (Marking Period 2) (Grades K-5)

Table 6a. Behavior

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	10.71%	0.00%	4.45%	64.16%	31.39%
Black	3.33%	2.34%	25.45%	63.38%	8.83%
Latino/a	9.09%	0.38%	11.53%	68.16%	19.92%
White	69.88%	0.45%	9.26%	69.15%	21.15%
Multiple	7.00%	0.62%	8.79%	69.80%	20.79%

Table 6b. Core

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	10.96%	0.78%	7.34%	67.74%	24.14%
Black	3.09%	10.92%	30.77%	55.08%	3.23%
Latino/a	9.04%	2.42%	18.62%	67.60%	11.36%
White	69.88%	0.39%	12.48%	71.94%	15.18%
Multiple	7.03%	0.14%	7.85%	74.22%	17.79%



Table 6c. ELA (Special Education Only)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	0.00%	-	-	-	-
Black	18.32%	0.00%	62.16%	37.84%	0.00%
Latino/a	9.90%	0.00%	40.00%	60.00%	0.00%
White	64.36%	5.38%	62.31%	32.31%	0.00%
Multiple	7.43%	53.33%	46.67%	0.00%	0.00%

Table 6d. Math (Special Education Only)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	0.00%	-	-	-	-
Black	15.45%	0.00%	15.79%	84.21%	0.00%
Latino/a	8.94%	0.00%	36.36%	63.64%	0.00%
White	69.11%	2.35%	54.12%	43.53%	0.00%
Multiple	6.50%	12.50%	62.50%	25.00%	0.00%

Table 6e. PLTW (Project Lead the Way)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	10.76%	0.00%	0.95%	96.04%	3.01%
Black	3.30%	1.03%	13.40%	85.05%	0.52%
Latino/a	9.40%	0.00%	3.62%	95.29%	1.09%
White	69.91%	0.00%	2.75%	96.35%	0.90%
Multiple	6.62%	0.00%	3.34%	96.14%	0.51%



Table 6f. Social Sciences and Science

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	10.88%	0.31%	3.52%	77.37%	18.81%
Black	3.51%	2.84%	24.64%	72.51%	0.00%
Latino/a	9.63%	0.00%	7.77%	83.59%	8.64%
White	69.44%	0.29%	4.22%	85.15%	10.35%
Multiple	6.54%	2.80%	2.80%	86.51%	7.89%

Academic Data (Marking Period 3) (Grades K-5)

Table 7a. Behavior

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	10.72%	0.00%	3.15%	52.06%	44.79%
Black	3.34%	1.82%	24.68%	62.86%	10.65%
Latino/a	9.08%	0.19%	11.16%	55.34%	33.30%
White	69.64%	0.17%	7.20%	58.87%	33.76%
Multiple	7.22%	0.12%	6.96%	60.86%	32.05%

Table 7b. Core

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	11.00%	0.37%	4.34%	57.80%	37.49%
Black	3.11%	11.04%	29.83%	54.66%	4.47%
Latino/a	8.95%	2.42%	14.09%	64.84%	18.65%
White	69.67%	0.28%	8.02%	67.14%	24.57%
Multiple	7.28%	0.06%	4.54%	67.02%	28.38%

Table 7c. ELA (Special Education Only)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	11.00%	0.37%	4.34%	57.80%	37.49%
Black	3.11%	11.04%	29.83%	54.66%	4.47%
Latino/a	8.95%	2.42%	14.09%	64.84%	18.65%
White	69.67%	0.28%	8.02%	67.14%	24.57%
Multiple	7.28%	0.06%	4.54%	67.02%	28.38%



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AI	0.00%	-	-	-	-
Asian	0.00%	-	-	-	-
Black	18.36%	0.00%	57.89%	42.11%	0.00%
Latino/a	9.66%	0.00%	30.00%	70.00%	0.00%
White	63.29%	0.76%	57.25%	41.98%	0.00%
Multiple	8.70%	72.22%	22.22%	5.56%	0.00%

Table 7d. Math (Special Education Only)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	0.00%	-	-	-	-
Black	18.50%	0.00%	18.75%	81.25%	0.00%
Latino/a	8.09%	0.00%	28.57%	71.43%	0.00%
White	63.01%	2.75%	54.13%	43.12%	0.00%
Multiple	10.40%	0.00%	77.78%	22.22%	0.00%

Table 7e. PLT (Project Lead the Way)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	10.81%	0.15%	1.24%	85.60%	13.00%
Black	3.30%	1.02%	14.72%	77.16%	7.11%
Latino/a	9.47%	0.00%	2.65%	89.93%	7.42%
White	69.61%	0.00%	2.28%	88.46%	9.26%
Multiple	6.81%	0.00%	2.70%	89.43%	7.86%

Table 7f. Social Sciences and Science

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	10.65%	0.00%	2.87%	67.04%	30.10%
Black	3.58%	2.37%	24.17%	73.46%	0.00%
Latino/a	9.38%	0.00%	7.41%	78.30%	14.29%
White	69.60%	0.19%	3.97%	76.52%	19.32%
Multiple	6.80%	0.00%	3.99%	78.55%	17.46%



Academic Data (Grades 6-12)

Table 8a. English (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.70%	0.71%	0.00%	1.01	0.00
Asian	10.07%	10.18%	0.00%	1.01	0.00
Black	5.34%	5.22%	16.67%	0.98	3.54
Latino/a	7.53%	7.17%	41.67%	0.95	8.77
White	72.59%	72.92%	41.67%	1.02	0.27
Multiple	3.77%	3.81%	0.00%	1.01	0.00

Table 8b. Math (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.53%	0.54%	0.00%	1.01	0.00
Asian	12.67%	12.73%	8.33%	1.01	0.63
Black	5.11%	4.64%	41.67%	0.90	13.26
Latino/a	7.03%	6.90%	16.67%	0.98	2.65
White	70.50%	70.98%	33.33%	1.02	0.21
Multiple	4.15%	4.21%	0.00%	1.01	0.00

Table 8c. Science (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.60%	0.61%	0.00%	1.02	0.00
Asian	11.21%	11.31%	5.56%	1.01	0.47
Black	6.01%	5.50%	33.33%	0.91	7.83
Latino/a	7.01%	6.83%	16.67%	0.97	2.65
White	70.87%	71.46%	38.89%	1.03	0.26
Multiple	4.30%	4.28%	5.56%	0.99	1.30

Table 8d. Social Sciences (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.46%	0.46%	0.00%	1.01	0.00
Asian	10.74%	10.80%	0.00%	1.01	0.00
Black	5.23%	5.08%	33.33%	0.97	9.05
Latino/a	6.80%	6.74%	16.67%	0.99	2.74
White	72.45%	72.58%	50.00%	1.01	0.38
Multiple	4.32%	4.34%	0.00%	1.00	0.00



Electives (Grades 6-12)

Table 9a. Art (Students Passing and Failing a Course)

Race	Racial Composition of Students who completed	Composition of Students passing the course	Composition of Students failing the course	Relative Risk Ratio of Students passing	Relative Risk Ratio of Students failing
AI	0.31%	0.31%	-	1.00	-
Asian	9.77%	9.77%	-	1.00	-
Black	4.50%	4.50%	-	1.00	-
Latino/a	7.75%	7.75%	-	1.00	-
White	72.09%	72.09%	-	1.00	-
Multiple	5.58%	5.58%	-	1.00	-

Table 9b. Foreign Language (Students Passing and Failing a Course)

Race	Racial Composition of Students who completed	Composition of Students passing the course	Composition of Students failing the course	Relative Risk Ratio of Students passing	Relative Risk Ratio of Students failing
AI	0.44%	0.44%	0.00%	1.00	0.00
Asian	11.64%	11.68%	0.00%	1.00	0.00
Black	4.21%	4.12%	33.33%	0.98	11.37
Latino/a	6.76%	6.67%	33.33%	0.99	6.89
White	72.62%	72.75%	33.33%	1.01	0.19
Multiple	4.32%	4.34%	0.00%	1.00	0.00

Table 9c. Unified Art (Students Passing and Failing a Course)*

Race	Racial Composition of Students who completed	Composition of Students passing the course	Composition of Students failing the course	Relative Risk Ratio of Students passing	Relative Risk Ratio of Students failing
AI	0.00%	0.00%	0.00%	-	-
Asian	9.69%	9.59%	33.33%	0.99	4.66
Black	1.48%	1.49%	0.00%	1.00	0.00
Latino/a	7.94%	7.84%	33.33%	0.99	5.80
White	75.37%	75.54%	33.33%	1.01	0.16
Multiple	5.52%	5.54%	0.00%	1.00	0.00

*Grades 6-8 Only

Benchmark Data (Grades K-8)

Table 10a. Aims Web

Race	Racial Composition of Students who completed	Composition of Students below 25 th percentile (At-Risk)	Risk Index of Students below 25 th percentile (At-Risk)	Relative Risk Students below 25 th percentile (At-Risk)
AI	0.09%	0.00%	0.00%	0.00
Asian	11.29%	7.39%	6.47%	0.63
Black	3.70%	12.38%	33.06%	3.68
Latino/a	9.90%	17.53%	17.50%	1.93
White	67.60%	56.45%	8.25%	0.62
Multiple	7.42%	6.26%	8.34%	0.83



Advanced Placement, Honors Courses

Table 11a. Enrollment in AP Classes by Race

<i>Race</i>	<i>Racial Composition of School</i>	<i>Composition of Students Enrolled in AP Courses</i>	<i>Risk Index of enrollment in AP Courses</i>
AI	0.23%	0.00%	0.00%
Asian	10.96%	14.44%	47.67%
Black	4.77%	2.98%	22.62%
Latino/a	9.03%	4.24%	16.98%
White	68.88%	73.00%	38.33%
Multiple	6.13%	5.34%	31.48%

Table 11b. Enrollment in Honors Classes by Race

<i>Race</i>	<i>Racial Composition of School</i>	<i>Composition of Students Enrolled in Honors Courses</i>	<i>Risk Index of enrollment in Honors Courses</i>
AI	0.23%	1.23%	175.00%
Asian	10.96%	13.68%	40.41%
Black	4.77%	3.51%	23.81%
Latino/a	9.03%	4.91%	17.61%
White	68.88%	72.63%	34.13%
Multiple	6.13%	4.04%	21.30%

District Level Academic Data (2019-20)

For the purpose of the analysis, benchmark assessment data included ELA and Mathematics. Apart from the benchmark data, Annual Report Card Grades, Electives, AP, Honors enrollment have also been included.

The table (12a) below highlights the composition of district level student enrollment disaggregated by race/ethnicity. It also includes the IEP enrollment, risk index for IEP enrollment, and relative risk ratio for IEP enrollment.

Summary of Analysis (based on the school data provided below)

There was an over-representation of White and Asian students in AP and Honors enrollment. The risk index of AP enrollment for Asian students was at 54.31% and for White students the risk index for AP enrollment was at 34.55%. The risk index for Latino/a students' enrollment in AP classes was at 10.37%.

For honors enrollment, Asian students had the risk index of 37.56%. For White students, the risk index of honors enrollment was at 32.31%. Latino/a students were least likely to be enrolled in an honors course with a risk index of 14.02%.

For the K-5 Academic assessments (see table 13a to 13c), Black and Latino/a students performed lower than the rest of their peers. Overall, for the Annual Report Card Grades (ARCG) namely English, Math, Science and Social Studies, the relative risk ratios of students failing the course was higher for Black and Latino/a students (see tables 14a to 14d).



Table 12a. District Composition

<i>Race</i>	<i>District Composition</i>	<i>District Composition of IEP Enrollments</i>	<i>District Risk Index of IEP Enrollments</i>	<i>District Relative Risk Ratio of IEP Enrollments</i>
American Indian	0.11%	0.31%	50.00%	2.74
Asian	11.15%	4.33%	7.11%	0.36
African American or Black	4.98%	8.98%	32.95%	1.88
Latino/a	9.28%	11.46%	22.56%	1.26
White	68.48%	72.14%	19.26%	1.19
Multiple	6.00%	2.79%	8.49%	0.45

Academic Data (Marking Period 2) (Grades K- 5)

Table 13a. Core

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	11.09%	0.20%	5.37%	69.69%	24.74%
Black	3.70%	10.58%	33.17%	53.40%	2.85%
Latino/a	8.63%	1.40%	17.51%	65.08%	16.00%
White	69.09%	1.03%	10.34%	72.80%	15.84%
Multiple	7.50%	1.49%	6.83%	73.43%	18.25%

Table 13b. PLTW (Project Lead the Way)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.00%	-	-	-	-
Asian	11.47%	0.21%	2.27%	92.98%	4.55%
Black	3.65%	0.65%	35.71%	61.69%	1.95%
Latino/a	8.91%	0.00%	5.32%	93.35%	1.33%
White	68.67%	0.00%	4.04%	94.31%	1.66%
Multiple	7.30%	0.00%	4.22%	93.83%	1.95%



Table 13c. World Language

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Risk Index: Not Meeting Expectations</i>	<i>Risk Index: Progressing Towards Expectations</i>	<i>Risk Index: Meets Expectations</i>	<i>Risk Index: Constantly Meets and Exceeds Expectations</i>
AI	0.39%	0.00%	0.00%	100.00%	0.00%
Asian	12.02%	0.00%	0.00%	96.77%	3.23%
Black	3.10%	0.00%	4.17%	93.75%	2.08%
Latino/a	10.08%	0.00%	0.00%	96.15%	3.85%
White	67.83%	0.00%	0.57%	95.71%	3.71%
Multiple	6.59%	0.00%	0.00%	96.08%	3.92%

Academic Data (Grades 6-12)

Table 14a. English (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.17%	0.18%	0.00%	1.01	0.00
Asian	10.62%	10.63%	9.09%	1.00	0.84
Black	6.44%	6.24%	27.27%	0.97	5.45
Latino/a	8.27%	8.17%	18.18%	0.99	2.47
White	69.97%	70.21%	45.45%	1.01	0.36
Multiple	4.53%	4.57%	0.00%	1.01	0.00

Table 14b. Math (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.11%	0.11%	0.00%	1.01	0.00
Asian	11.98%	12.09%	0.00%	1.01	0.00
Black	5.41%	5.03%	50.00%	0.93	17.49
Latino/a	7.85%	7.70%	25.00%	0.98	3.91
White	69.99%	70.37%	25.00%	1.02	0.14
Multiple	4.67%	4.71%	0.00%	1.01	0.00

Table 14c. Science (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.20%	0.20%	0.00%	1.02	0.00
Asian	11.47%	11.58%	5.56%	1.01	0.45
Black	5.74%	5.04%	44.44%	0.87	13.14
Latino/a	8.61%	8.36%	22.22%	0.97	3.03
White	69.14%	69.99%	22.22%	1.04	0.13
Multiple	4.85%	4.83%	5.56%	0.99	1.154

Table 14d. Social Sciences (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.18%	0.19%	0.00%	1.01	0.00
Asian	10.90%	11.01%	0.00%	1.01	0.00
Black	5.95%	5.74%	27.27%	0.96	5.93
Latino/a	8.06%	7.68%	45.45%	0.95	9.51
White	70.24%	70.77%	18.18%	1.03	0.09
Multiple	4.67%	4.63%	9.09%	0.98	2.04

Electives (Grades 6-12)

Table 15a. Art (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.00%	0.00%	0.00%	-	-
Asian	11.04%	11.06%	0.00%	1.00	0.00
Black	4.48%	4.48%	0.00%	1.00	0.00
Latino/a	9.10%	8.97%	100.00%	0.98	-
White	70.15%	70.25%	0.00%	1.01	0.00
Multiple	5.22%	5.23%	0.00%	1.00	0.00

Table 15b. Foreign Language (Students Passing and Failing a Course)

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.22%	0.22%	0.00%	1.00	0.00
Asian	10.74%	10.77%	0.00%	1.00	0.00
Black	3.47%	3.37%	33.33%	0.97	13.92
Latino/a	6.82%	6.85%	0.00%	1.00	0.00
White	73.94%	73.96%	66.67%	1.00	0.70
Multiple	4.81%	4.83%	0.00%	1.00	0.00

Table 15c. Unified Art (Students Passing and Failing a Course)*

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students passing the course</i>	<i>Composition of Students failing the course</i>	<i>Relative Risk Ratio of Students passing</i>	<i>Relative Risk Ratio of Students failing</i>
AI	0.00%	0.00%	0.00%	-	-
Asian	13.05%	13.22%	0.00%	1.01	0.00
Black	3.33%	3.12%	20.00%	0.94	7.27
Latino/a	8.74%	8.48%	30.00%	0.97	4.47
White	68.47%	68.95%	30.00%	1.02	0.20
Multiple	6.40%	6.23%	20.00%	0.97	3.65

*Grades 6-8 only



Benchmark (Grades K-8)

Table 16a. Aims Web

<i>Race</i>	<i>Racial Composition of Students who completed</i>	<i>Composition of Students below 25th percentile (At-Risk)</i>	<i>Risk Index of Students below 25th percentile (At-Risk)</i>	<i>Relative Risk Students below 25th percentile (At-Risk)</i>
AI	0.00%	0.00%	-	-
Asian	11.44%	8.39%	7.55%	0.71
Black	4.15%	13.49%	33.48%	3.60
Latino/a	10.04%	17.57%	18.02%	1.91
White	67.72%	56.65%	8.62%	0.62
Multiple	6.65%	3.90%	6.04%	0.57

Advanced Placement, Honors Courses

Table 17a. Enrollment in AP Classes by Race

<i>Race</i>	<i>Racial Composition of School</i>	<i>Composition of Students Enrolled in AP Courses</i>	<i>Risk Index of enrollment in AP Courses</i>
AI	0.11%	0.49%	150.0%
Asian	11.15%	17.46%	54.31%
Black	4.98%	4.89%	34.09%
Latino/a	9.28%	2.77%	10.37%
White	68.48%	68.19%	34.55%
Multiple	6.00%	6.20%	35.85%

Table 17b. Enrollment in Honors Classes by Race

<i>Race</i>	<i>Racial Composition of School</i>	<i>Composition of Students Enrolled in Honors Courses</i>	<i>Risk Index of enrollment in Honors Courses</i>
AI	0.11%	0.38%	100.00%
Asian	11.15%	14.02%	37.56%
Black	4.98%	2.84%	17.05%
Latino/a	9.28%	4.36%	14.02%
White	68.48%	74.05%	32.31%
Multiple	6.00%	4.36%	21.70%

Policy Analysis:

One of the central policies that is examined during the root cause process with the district root cause team is a district’s code of conduct to assess how the language in policies are leading to disproportionate discipline referrals and suspensions. In this process NYU Metro Center’s IESC requests the district share the code of conduct for the root cause team to review. The root cause team reviewing the code of conduct included board of trustee members, parents, and district staff representing all four schools. They reviewed the code of conduct for two hours and addressed the questions in table 18a. In this review of the code of conduct the perspective of the district root cause team is central. They are best equipped to offer the context to the code of conduct, including the purpose, development, and implementation. The findings below include the strengths and limitations revealed through the code of conduct review, and next steps to build on the strengths and address the limitations.



The strengths of the code of conduct include:

- 1) It aims to be aspirationally inclusive
- 2) Procedural description can be instructive to families
- 3) There is willingness to include a range of stakeholders

Conversely, the areas of improvement that the team highlighted within the code of conduct include:

- 1) A lack of language clarity, subjective language (e.g., “insubordinate”, “disruptive”), and it seems to be based on individual’s feeling about perceived behavior
- 2) There is deficit thinking that is underlying the code of conduct
- 3) A timely annual review with meaningful community input is missing
- 4) There is some criminalizing (e.g., juvenile delinquent/offender)/punitive language; unclear language; lack of supports for students in the document
- 5) It does not acknowledge student circumstances that may be impacting students

Additional gaps identified by the team were more procedure and practice based, including the following:

- 1) While there is an intent to give the code of conduct to parents annually, the root cause team members highlighted that parents don’t always receive a hard copy of it
- 2) The team shared that there is a lack of training for faculty and staff, in particular, in restorative practices. Such an approach would generate spaces of restoration rather than just consequence focused.
- 3) While there are efforts to offer training to staff on the code of conduct supplementary training would be essential to develop an understanding of the purpose, and usage appropriateness of the code of conduct for current and new staff.

Moving forward, the district needs to revise the code of conduct, including removing ambiguous, criminalizing (e.g., juvenile offender) and subjective language (e.g., insubordinate), offering language that centers equity and the recognition of cultural variation in behavior. The revisions should include various stakeholders’ voices from social identity differences, in particular students and families of color and language differences. It is recommended that the code of conduct center restorative approaches and lay out specific restorative practices. The code of conduct should also lay out a clear matrix that includes what discipline incidents lead to what disciplinary actions. Additionally, the code of conduct needs to highlight how Irvington staff, students and families develop an understanding of the code of conduct.

Table 18a. Code of Conduct Analysis

<p>How does the code of conduct align with your overall district culture and mission?</p>	<p><i>‘The mission of the Irvington Union Free School District is to create a challenging and supportive learning environment in which each student attains his or her highest potential for academic achievement, critical thinking and lifelong learning. Our schools encourage the discovery and development of each student’s individual strengths, skills and talents and foster social and civic responsibility’</i> (from the website)</p> <p>The code of conduct and district mission don’t align.</p>
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How was the code of conduct created?	The code of conduct self-refers to a process that included many stakeholders when it was initially developed. A more representative group should be involved with updates. The model used for the ‘Dress Code’ update could be used. However, more attempts should be made to bring more than the “usual suspects” on board to update the code of conduct.
Was there parent, student, and community involvement in the creation of the code of conduct?	The code of conduct self-refers to a process that included many stakeholders, a more representative group should be involved with updates.
How often is the code of conduct revised? Who is involved in making the revisions to the code of conduct?	The code of conduct is supposed to be reviewed once a year before being submitted for approval to the board-- because of various circumstances a full review has been rescheduled since 2018. The hope is that the code of conduct is on the calendar for 2021-22 school year and will include full stakeholder involvement (including students). Please note comments above about stakeholder participation and identification of participants.
What is the purpose of the code of conduct? What are the goals of the code of conduct?	Page 1 of the code of conduct alludes to its purpose: “The District believes that order and discipline are essential to effective education. Maintaining a supportive orderly educational environment requires everyone in the school community play a role in contributing to the development of responsible and productive citizens. It also requires the development and implementation of a code of conduct that clearly defines individual responsibilities, describes unacceptable behavior, and provides a procedural framework for disciplinary decisions regarding inappropriate behavior or misconduct.” Based on the document the goal of the code of conduct is: <i>“Our goal as an educational organization is to begin with an instructive approach to discipline and teach students that they can all achieve and play an important role in maintaining an environment that is conducive to learning. When at all possible, behaviors that are contrary to this Code of Conduct will be identified, and constructive interventions will be implemented before moving to disciplinary consequences.”</i>
Does the code of conduct consider how culture shapes variation in behavior?	The code of conduct does not consider the differences in home lives/origins/lived experiences.
How does the code of conduct move past punishment and into support?	The code of conduct aims to intersect SEL/student health and discipline. However, there is concern that there are deficit-thinking practices. As such, there needs to be a clear separation of the two documents, although each document will need to refer to the other.



Does the code of conduct move away from exclusionary discipline and use suspension as a last resort?	There might be a range of interventions, but students are often dealt with in an exclusionary manner. The team highlighted that there are not a good range of support options to meet the needs of students coming from challenging contexts so they are often met with in a disciplinary fashion (i.e., kids sleeping in class).
Is there a progressive ladder of support embedded into the code of conduct and aligned to the disciplinary responses?	There is no progressive ladder of support embedded into the code of conduct and it is open to subjectivity based on the individual called to work with a student. Infractions in the code of conduct often lead to disciplinary action but there are incidents that should really be dealt with from a SEL perspective. In some buildings this support doesn't exist for students OR for staff -- so disciplinary action is often the only resort. In some buildings there is more support than others.
For each infraction, is there a range of possible discipline responses that can be used?	The code of conduct does include a range of discipline responses based on teachers/administrators. There is not a streamlined set of expectations/responses. The root cause team reviewing the code of conduct shared that when teachers start in the district the message on expectations for discipline response varies widely.
Does the code of conduct make space for restoration and relationship building?	The root cause team shared that there is space for restoration and relationship building to occur, but it is not necessarily commonplace or expected. It's not the norm and there is no practice for ensuring this happens. Further, there is a lack of oversight that practices that happen in professional development are taking place in the classrooms/buildings (as well as lack of PD on the issue of discipline).
How does your school use the code of conduct – how is it used by teachers? -how is it used by school administrators?	There are concerns about the dynamic created due to a conflation of SEL/discipline issues especially at secondary level.
How does your school ensure that all staff members have the same understanding of the code of conduct?	The code of conduct is distributed electronically at the beginning of the school year with a link. Professional development is necessary related to discipline/behavior to lift such a document to good practice.
How do students and families receive the code of conduct?	A summary of the code of conduct is distributed to students and families, is electronically, and mentioned at open houses. The code of conduct is not fully unpacked with students and families for a deep understanding.
How does your school ensure that every student understands the code of conduct?	A summary of the code of conduct is distributed, available electronically, and mentioned at the beginning of the school year. But, how schools ensure understanding is unknown.
What ambiguous language or language that is open to interpretation exists in the code of conduct?	There is vague and subjective language such as “insubordinate” and “disruptive” in the code of conduct.



<p>Is there language in the code of conduct that leads to criminalizing students?</p>	<p>Yes, there is criminalizing language in the code of conduct under section 8 (Referrals) -- there's language</p> <p>Page 1: "distinguish between minor and serious offenses, as well as between first time and repeated offenses" (this language is more appropriate to criminal justice than to an educational environment where we could perhaps speak about something along the lines of infractions of the code vs. "offenses" and "repeat offenses"</p> <p>Penalty is also used in the code of conduct: page 15-- "...a student's first violation <i>may</i> merit a lighter penalty or action than subsequent violations; however, <i>depending upon the nature of the violation</i>, any one of these penalties/actions can be implemented."</p> <p>'Guilt or innocence, charged is language that exists in the code of conduct: "In determining the guilt or innocence of a student, the Principal or his/her designee shall not consider any information other than the evidence relevant to the guilt or innocence of the student with regard to the conduct with which the student is charged." (pg. 16)</p>
<p>Does the code of conduct reflect age appropriate responses to discipline?</p>	<p>While the elementary school building discipline referral forms consider age appropriate responses to disciplines, an age and development framework should be more explicit in the code of conduct.</p>
<p>Does the code of conduct include relevant protections from state and federal law on the rights of students with disabilities and the responsibilities of the school in these cases?</p>	<p>Yes, the code of conduct does include protections for students with disabilities.</p>
<p>Does the code of conduct clearly spell out due process, including a process of appealing suspensions?</p>	<p>The process is spelled out in the code of conduct. On page 3 there is an overview on the process and page 23 Appeal of Superintendent's Decision. But it's confusing. Overall, there seems to be an onus on parents/students to understand the process itself and in particular for students with disability to prove how the incident may be related to disability.</p>
<p>Does the code of conduct clearly indicate under what conditions law enforcement may become involved?</p>	<p>Yes, the code of conduct does include information on under what conditions law enforcement may become involved on pages 13, and 32-33, but more information is needed on the process.</p>
<p>Does the code of conduct allow discretion to be used in consequences on a case by case basis?</p>	<p>Yes, code of conduct does include language that allows for discretion to be used in consequences (e.g., student's age). However, the team reviewing the code of conduct highlighted that it isn't necessarily a good thing because staff isn't trained in restorative practices and it often leads to disciplinary action.</p>



<p>Does the code of conduct clearly spell out what can lead to detention, ISS and OSS? And the number of days of detention, ISS and OSS?</p> <p>Provide examples.</p>	<p>The code of conduct lays out suspension, but greater clarity is needed on what specific behaviors can lead to different disciplinary actions (e.g, detention, ISS, OSS).</p> <p>Insubordination and disruptiveness are listed as a possible reason for suspension. “Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of themselves and/or others.” (pg. 20)</p> <p>Further, code of conduct should explain or reference school building procedures on what detention/ISS processes are implemented in each building.</p>
<p>Does your code of conduct lead to equal or equitable outcomes?</p>	<p>No, it does not--as evidenced by review of disciplinary referrals.</p>
<p>How is the code of conduct distributed?</p>	<p>The code of conduct is distributed electronically and available on the district website.</p>

The Root Cause team was asked to complete an analysis of the discipline referral forms. The root cause team reviewing the code of conduct included board of trustee members, parents, and district staff representing all four schools. In this process NYU Metro Center’s IESC requested the district share the discipline referral forms for the root cause team to review. The root cause team reviewed the discipline referral forms with their accompanying documents for schools that had them (e.g., student reflection form) for two hours and addressed the questions in table 18b. The district root cause team reviewing the discipline referral form was paramount as they were best equipped to offer the context of the purpose and usage of the discipline referral form. However, the analysis may not reflect all of the processes/procedures that the district/schools follow. The overall finding highlighted by the team was that the form is not uniform across the district; every school has their own form. The following are additional findings from the team’s review, including the strengths and limitations:

The strengths of the form include:

- 1) That there are forms to document discipline.
- 2) Main Street School’s form includes discipline incidents and consequences aligned with the code of conduct.
- 3) Main Street School forms do include space to list interventions/supports.
- 4) Dows Lane/Main Street School has a student reflection form and the middle school has an incident form to be completed by student.

The form has the following shortcomings:

- 1) The detail of information requested in the forms vary by schools
- 2) There is a lack of differentiation in form on the type of incidents (e.g., minor incidents vs. more significant incidents)
- 3) Overall there is a lack of consistency in the form across schools that includes supports that are available for students



- 4) There needs to be a notification option in the form when the incident is race-based and potentially a violation of DASA.
- 5) Add restorative language to the form
- 6) The most widely used forms do not make space for student voice (the elementary school uses various reflective forms for students). All forms should include a space for student voice.
- 7) The Main Street form uses ‘offender’ language (e.g., offender name, conference with offender) and ambiguous/subjective language exists (e.g, insubordination, disruptive behavior) in Dows Lane and the high school form.

Moving forward there should be one districtwide discipline referral data collection form that overall captures the important information such as student name, grade, adult reporter incident description, intervention supports, outcome, and student description of the incident. An addendum should be included in the discipline referral forms to differentiate for developmental appropriateness. The form should include options of restorative practices that are available to resolve incidents. All the forms should also align with the code of conduct. Ambiguous/subjective and criminalizing (i.e., offender) language should be removed. Finally, the form requests the student's name and grade, it should also include student demographic information.

Table 18b. District and School Discipline Referral Analysis

What is the purpose of the discipline referral form?	The purpose of the discipline referral form is to document incidents that happen and for administrative review.
When is this form used?	Varies by school.
How does your school use this form? -How is it used by teachers and how is it used by school administrators? -When are teachers and staff trained on the purpose and usage of this form?	At Dows Lane/Main Street School there is a reflective component on the part of the student. In the MS there is a student incident reporting form. Main Street School staff reported that they spend a lot of time as a school defining/refining the disciplinary referral process, including tiered responses. The IMS/IHS staff shared it was unclear how direct training for teachers occurs on the purpose and usage of the form. Further, they reported that it is unclear how teachers were involved in the developing process; no tiered behavior supports listed in forms.
What are the possible outcomes when this form is used?	Possible outcomes when the form is used include meetings (supported by school psychologists/social workers) between involved students/staff (when safe to do so) and disciplinary actions--detention, suspension, phone call, etc.
When is the form entered into a data system?	Varies by school.

Do the behavior infractions and consequences in the form align with code of conduct?	At Main Street School, the behavior incident and consequences align with the code of conduct. The middle school form on the second page has code of conduct codes and VADIR codes.
What ambiguous language or language that is open to interpretation exists in this form?	The discipline referral forms have ambiguous language and language open to interpretation such as, “insubordination” and “disruptive behavior”. Such language is culturally defined and/or include racialized assumptions--also could result in “othering” students who don’t meet model student ideals. Further, there are some references to whistling, tapping as problematic behaviors--raise questions--is this always an incidence of insubordination/disruption? “Victim/Wrongdoer” language is on the IMS form; ‘Victim/Offender is on the Main Street School form.
Does the form include space to list interventions/supports that have been offered to students to address behavior?	The Main Street School forms do include space to list interventions/supports, others don’t appear to do so.
Does the form require that administrators, teachers and staff include student demographic information (i.e., race, ethnicity, gender, IEP/Non-IEP status)?	None of the forms directly request demographic information. The forms request the student's name and grade.

Practice Analysis:

School Discipline Process

The school discipline process allows schools to examine the practices employed when students start to exhibit a behavioral need. The process lays out critical questions that school personnel ask and potential outcomes for each stage, including: (1) key policies and practices that may affect or determine the student’s outcome at each of the stages, (2) critical questions that should be considered at each stage, and (3) possible outcomes. Root cause team members completed Table 18c.

Table 18c. Stages involved in the School Discipline Process

Stage 1	Questions	Why is this happening? How can we help?
	Outcomes	Student to meet with the faculty/staff member who observes the problem behavior/need or another faculty staff member to understand and offer support.



Stage 2	Questions	<p>Why is this happening?</p> <p>Have we engaged the family?</p> <p>How can we support this student?</p> <p>How can we help?</p>
	Outcomes	<p>Author of referral to connect with the student in advance of this step.</p> <p>AP to meet with the student to understand their perspective.</p> <p>AP to connect student with support.</p> <p><i>Main Street School does not have an AP- the principal is the only admin</i></p>
Stage 3	Questions	<p>Why is this happening?</p> <p>Have we engaged the family?</p> <p>How can we support this student?</p> <p>How can we help?</p>
	Outcomes	<p>All buildings-Possible interventions through a possible referral to MTSS</p> <p>AP to meet with the student to understand their perspective.</p> <p>Administrator to communicate with and partner with family.</p> <p>Administrator to connect student with support to help in moving forward.</p>
Stage 4	Questions	<p>Why is this happening?</p> <p>Have we engaged the family?</p> <p>How can we support this student?</p> <p>How can we help?</p>
	Outcomes	<p>AP to meet with the student to understand their perspective and conduct full investigation.</p> <p>Administrator to communicate with and partner with family.</p> <p>Administrator to connect student with support to help in moving forward (could be through a possible referral to MTSS).</p>



Practice Analysis: Tier 1, 2, and 3 Interventions

An analysis of the multi-tiered interventions and supports was conducted to assess the level of tiered support, identify how students are referred, and identify how interventions are progress monitored and monitored for implementation fidelity. Fundamentally, Tier 1 academic support centers high quality differentiated instruction, research-based instruction, collaborative teaming in general and special education, and data driven decisions (McIntosh & Goodman, 2016). Ideally, Tier 2 support increases targeted intervention intensity that addresses students' specific skill needs without replacing high quality differentiated instruction, research-based instruction and data driven decision making. Tier 3 should increase the intensity of student’s targeted intervention, including individualized intervention support (McIntosh & Goodman, 2016). The Root Cause team identified a variety of tiered interventions occurring in the district.

While it is not a fully exhaustive list, the table below provides a sense of the wide spectrum of supports and interventions students are offered in the district. Particularly from the elementary level, there is a distinct vision from leadership of what the multi-tiered system of support looks like and the academic and behavior pathways available to students. That said, across the K-12 spectrum, interventions are not grounded in culturally responsive practices.

Table 18d. Tier 1, 2, and 3 Interventions and Supports

District and School Interventions		
<i>Tier 1</i>	<i>Academic</i>	<i>Behavior</i>
	Standards-based differentiated core instruction and learning in all academic areas (modalities for notetaking, document production/completion, assessments, etc.)	Morning meeting/class meeting
	Small group mini lessons	Mindful practices within the classroom
	Individual and small group conferencing	Consistent behavior expectations (common K-5, connected to habits of mind and codes of conduct)
	Differentiated text selection	Mental health resource magnets
	Station learning	Monthly character building assemblies
		Daily recitation of Pledge of Respect
		Recess Incentives
		Recess games/behavior unit in PE
		Reflection sheet
		Behavior checklist



		Break systems
		School counselor lessons
		Dows Lane (DL) Behavior Action Plans, depending on behavior
		DL Character building program and SEL
<i>Tier 2 and 3</i>	<i>Academic</i>	<i>Behavior</i>
	Dedicated extra help periods	Check and Connect
	Content/skill specific support/enrichment classes (e.g. Reader’s/Writer’s workshop, MTSS Lab, MTSS Reading, MTSS Math, related services)	Phone call home from the teacher/meeting
	After School homework/extra help club	Behavior checklist (maintained by staff)
	Non-mandated counseling services	Conversation with teacher
	Academic support classes, resources room, ICT, Special Class, etc.	Regular counseling, small group
	Multiple modalities for curricular materials and support with material for organization (e.g. additional sets of books, materials, eBooks, audiobooks)	Behavior contract
	Supports for attention and processing	Safety plan
	Supports for cognitive organization and executive function in written narrative	Network meeting (outside agency to put external supports in place)
	Supports for visual, motor and auditory ability	Referral to Crisis Team
		Meeting with principal
		Home visit
		Regular counseling 1:1
		Behavior reporting sheet
		Access to preferred point person to connect with (HS level)
		Conflict resolution strategies via preferred point person (IHS level)



Table 18e. Tier 1, 2, and 3 Interventions and Support Gaps

Intervention Gaps	
Tier 1	<ul style="list-style-type: none"> ● The MTSS structure that exists is not grounded in equity, diversity and inclusion. ● Differences in scheduling between elementary and secondary schools. Lack of alignment of scheduling to support a streamlined MTSS when needed. ● Prioritization of time. ● Need for Social Emotional Learning (SEL) across the board. ● Interventions and supports are not explicitly tailored to support culturally, racially and linguistically diverse student populations. ● Deficit ideology held with students within the structure of interventions. ● Lack of common language and messaging around the interventions that do exist and need to exist for every child in the district. ● Lack of assessment of intervention fidelity. ● At the secondary level, there is a conflict between student access to electives/interests and their ability to access support classes and extra help. ● The need to center students in the decision making process around what is available to them. ● Need to include families in the academic pathways of a student.
Tier 2 and 3	<ul style="list-style-type: none"> ● Interventions and supports are not explicitly tailored to support culturally, racially and linguistically diverse student populations nor is there training to support culturally responsive implementation. ● Lack of consistency around tracking the effectiveness of tier 2 and 3 interventions.



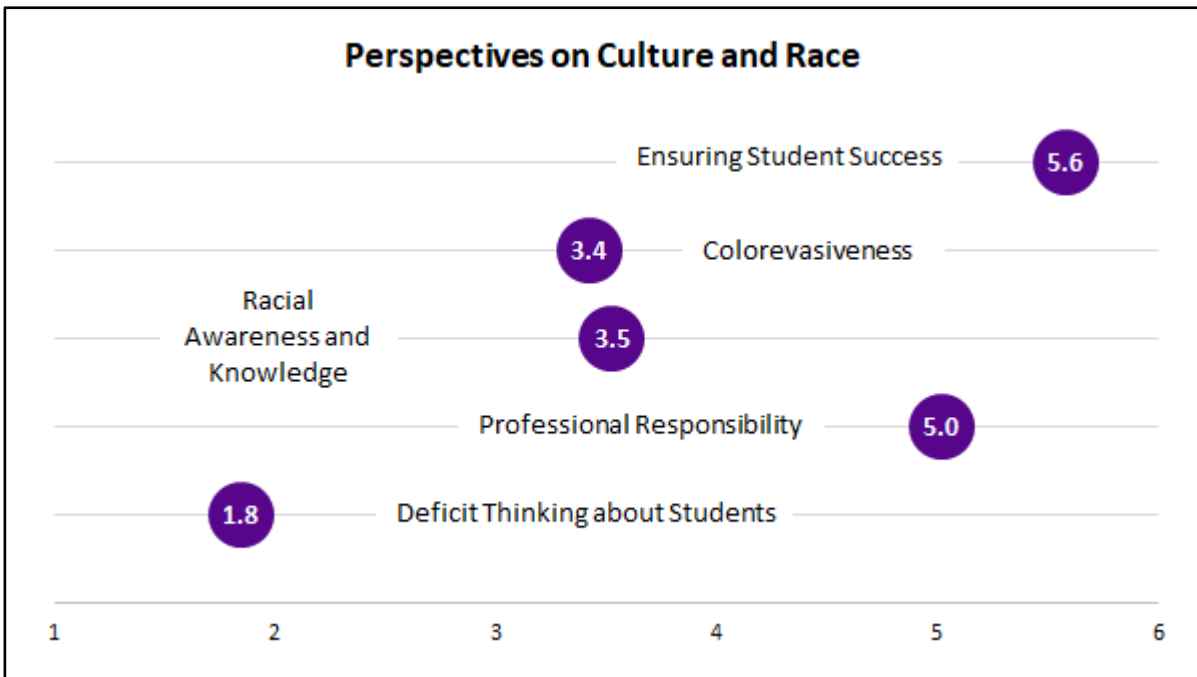
Beliefs-Survey Data

The school staff survey was carried out by NYU Metro Center’s IESC to assess the school climate, educator’s self-efficacy, instructional support, and educator’s responsiveness to the needs of diverse students. Out of the 380 district staff members, 120 responded to the survey. The following are key highlights from the survey responses:

Administrator and Program Director Perceptions of Teaching	67% of the administrators agreed that the teachers are provided support on the administration of assessment methods that consider the student's cultural background. 67% of the administrators agreed that the teachers are experts in instruction and management and know how to effectively challenge and support the students.
Intervention and Referral Processes	Only 20% of the respondents agreed that they will be provided with feedback on their respective teaching practices. 91% of the respondents agreed that when a student is exhibiting academic and/or behavioral difficulty, they can refer him or her to the school’s pre-referral or early intervention system.
Self-Efficacy (Internal and External)	Overall, 87% of the educators agreed that when they really try, they can get through to their most difficult students. Only 42% of the educators mentioned that they have enough training to deal with almost any learning problem. 38% of the respondents believed that if students aren't disciplined at home, they aren't likely to accept any discipline.
Practitioner’s Perspectives on Culture and Race	20% of the respondents perceived that African American children from disadvantaged neighborhoods do not have the role models they need to be successful in school. However, 91% of the respondents agreed that as educators, it is their responsibility to raise questions about the ways the school system serves students of color. 39% of the respondents mentioned that they try not to notice a child's race or skin color in the classroom setting.

The perspectives on race and culture measurements are based on the diversity scale developed by Russell Skiba and others at the Indiana University Equity Project. The modified scale has five sub-scales that measure perceptions on student’s success, color evasiveness, racial awareness and knowledge, professional responsibility and deficit thinking about students from racially, culturally and linguistically diverse backgrounds.

The overall respondent score for ensuring students’ success is at 5.6 i.e., staff takes a high level of ownership and accountability for students’ success. The color evasiveness sub-scale assesses educator’s ability to ignore the race and color of students. There exists a high level of color evasiveness in the district with an aggregate average of 3.4. The racial awareness and knowledge subscale measures the level of awareness and knowledge staff has about the issues related to race. The survey results indicate that there is a low level of racial awareness and knowledge at 3.5. The staff responded at higher levels of awareness when it comes to understanding and acknowledging their professional responsibility with an aggregate average of 5.0. However, a comparatively lesser number of educators feel that they need to make adjustments to the instructions on a regular basis to accommodate students’ cultures. The deficit thinking subscale assesses educator’s perception of student deficits. The overall score for the deficit thinking about students sub-scale stands at 1.8, which highlights a relatively low level of deficit thinking held by respondents.



Ensuring Student Success, Color Evasiveness, Racial Awareness and Knowledge, Deficit Thinking and Professional Responsibility scales are measured on a scale of 1 to 6, with 1 being ‘Strongly Disagree’ and 6 being ‘Strongly Agree’.



The CR-SE District Assessment

The CR-SE District assessment utilizes the CR-S indicators listed from the NYSED Culturally Responsive Sustaining Education (CR-SE) framework highlighting the beliefs, policies and practices critical to building and fostering culturally responsive and sustaining district and school environments. Six teams completed one domain of the CR-SE assessment each, followed by discussing the total score of the indicators together. The teams jointly scored each indicator and offered their scoring for each indicator. The teams added the total for each domain. The following are the results.

Table 19a. CR-SE District Assessment Results

Summary of Total Score for Each Indicator Domain		
<i>Total Score for Each Indicator Domain (From Above)</i>	<i>Total Score</i>	<i>Percentage</i>
Student-Centered, Welcoming and Affirming Environment	9/32	28%
High Expectations and Rigorous Instruction	5/16	31%
Instructional Guidance: Inclusive Curriculum and Assessment	13/28	46%
Ongoing Professional Learning and Support to Build Staff Capacity	10/22	45%
Family and Community Ties	11/26	42%
School Leadership	11/28	40%

Root Causes for Inequities and Disproportionality in the District

Root Causes identified by the Root Cause Team

In engaging a root cause analysis process with multiple in-district stakeholders (teachers, community members, district and school leaders), it is critical to draw on the expertise and experiences each individual brings to the group. To that end, as the root cause team moved through sessions, they were asked to hypothesize potential root causes of disproportionality/inequities based on the information gathered and the ongoing discussions that were taking place. The following were identified by participants:

- 1) Equity has not been a priority. We need to approach everything we do with the lens of equity first and foremost - consider who is impacted, harmed, or helped by *every* choice and decision. The lens of equity overlays everything else in the district and needs to be our primary focus. We need continued, ongoing, dynamic systems for reevaluating and responding to our equity work including feedback from stakeholders (students, faculty, parents, etc.), reflecting, and implementing adjustments. This work is never “done.”



- 2) Structural racism and discrimination drive the disproportionality in our district whereby students of color, particularly Black and Brown students, are negatively impacted by policies, practices, resources and systems that are not responsive to their needs.
- 3) Efforts to engage families have not been as responsive, inclusive, and proactive as they could have been; they have (unintentionally) excluded many community members from needs assessments and decision-making. The voices with the most access are from a limited group that directly influences decisions. These decisions have resulted in the creation of imbalanced and inequitable systems and practices that do not serve the needs and interests of all students.
- 4) Faculty underestimate the impact of the BIPOC student experience in Irvington schools.
- 5) Curriculum and instructional materials have not been reviewed through the CRSE lens and/or faculty may not recognize material that would be offensive/hurtful to BIPOC or LGBTQ students.
- 6) Implicit bias. Lack of training/support for our educators. Many privileged folks are unwilling to disrupt the status quo.
- 7) Faculty and staff do not reflect the racial makeup of our student body.
- 8) Perception of one “right” way to behave.
- 9) Color-evasiveness is still perceived (by some) to be the most respectful way to approach others regardless of their race/identity.
- 10) Many teachers (definitely not all) are unaware of how race plays a role in all of our lives, for better or for worse. School teams need to take time to examine the effect that race has on their lives, whether it limits them or provides privilege, the biases that are implicit in their own thinking, and how our programs, curriculum and language can be modified to better serve the needs of *all* members of our community.
- 11) Literacy curriculum does not have mid-unit formative assessments to help monitor students’ progress. There is an over reliance on informative assessment placing too much ownership on teachers who are not getting regular professional development in culturally responsive education and new literacy strategies.
- 12) The hiring process needs best practice supports for employees to allow for retention of a diverse workforce.
- 13) There is an assumption by educators of either limitless time or limitless resources by families and a lack of this equals a “disengaged” learner who is not worth the extra effort.
- 14) As a community, we have to commit to the work and understanding where the inequities are and then we have to commit to naming them and implementing changes to make sure we address the systemic issues, rather than focusing on individuals. We also need the stamina for this and need to avoid equity detours.
- 15) Move away from assuming that curriculum is responsive based solely on introduction of new texts, resources, or content. We need to consider daily teaching practices as part of the move towards culturally responsive-sustaining education.
- 16) Focus by the district on “success” and “outcomes” for appearances on surveys of best schools in order to keep taxpayers happy.
- 17) Subjectivity inherent in the code of conduct and other documents related to discipline drives disparate outcomes for students of color as well as students with disabilities.
- 18) Lack of equal access to all support and enrichments, e.g. transportation.
- 19) Results-driven strategies need to be implemented. We cannot accept “we tried” as an answer if equity is not attained.
- 20) The perception by the families that it’s a competition/race for “the best” for their particular child and despite people “wanting equality,” they only want it if they don’t “lose” anything.



Root Cause focus areas for the Multi-year Action Plan

Moving into the final root cause session, using all of the quantitative and qualitative data that the group analyzed, the following focus areas were chosen for the district's coherent multi-year action plan. Responses to the causes for inequities that the root cause team highlighted above will be situated within the broader focus areas below. The root cause team was split into groups based on the focus areas. They then were tasked with outlining the implementation phases (from year 1 through 5) to strategically respond to the root causes of inequities in the district by identifying a usable practice and accompanying smart goals for each focus area.

- 1) Culturally Responsive Restorative Practices
- 2) Teaching and Learning
- 3) Professional Learning and Development
- 4) Family and Community Engagement

IESC Recommendations

1. Train teachers and staff in culturally responsive-sustaining education practices, focusing on creating welcoming and affirming environments for historically marginalized students. Develop district-wide learning spaces and supports that actively challenge the ways in which White, affluent culture has become normalized/expected, disproportionately impacting Black and Latinx students and students with an IEP. Build the district's internal capacity to ground all teaching in cultural responsiveness, understanding that creating equitable learning environments for students who are the most vulnerable will inevitably support the success of every child.
2. Audit the Honors and AP programmatic structure. Assess the pathways by which students are selected for these tracks and critically engage the disproportionality that currently exists within these enrichment offerings.
3. Train staff and students in culturally responsive restorative practices. Further develop a school and district culture that holds individuals accountable through restorative measures (e.g. restorative circles and conferences). Foster a youth-driven restorative justice community, with trained youth facilitators to engage in peer-to-peer restorative work.
4. Further develop family engagement pathways that reach out to Black and Latinx families, families with lower SES, and families of students with an IEP. Engage these families proactively, to develop an ongoing feedback loop, through periodic surveys, community forums and continual district communication systems.
5. Develop fidelity tools for interventions/programs, monitor progress through the collection of disaggregated data (e.g. by race, gender, IEP status), and evaluate effectiveness of interventions/programs. Build pathways of support and communication between elementary, middle and high school levels to further strengthen the overall MTSS structure. Invest in collaborative time for school leaders across buildings to share best practices, particularly as they relate to culturally responsive intervention tools and programs.



6. Allocate time and resources to the implementation and progress monitoring of the district's Multi-year Action Plan. Ensure that the components of the plan are messaged to critical stake-holding groups (e.g. board members, district and school leaders, community/family members). Align additional district-based initiatives with the coherent action plan and continue to engage messaging and participation across community stake-holding groups.



References

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RtI and PBIS*.
New York, NY: Guildford Press.



Appendix B: Parent/Caregiver Interview Protocol

- 1) What does it feel like being a parent/family/caregiver of a student at _____ (Name of District)?
 - a. What does it feel like being a parent/family/caregiver of a student at _____ (Name of School)?

- 2) What do you like about being a parent/family/caregiver of a student at _____ (Name of School)?

Probe:

 - a. Tell about one of your best experiences with the school.

- 3) What do you dislike about being a parent/family/caregiver of a student at _____ (Name of School)?

Probe:

 - a. Tell about one of your worst experiences with the school.

- 4) How does the principal/school leader engage you in your child's school?
 - a. **Follow-Up:** Does the school proactively reach out to you to be a part of your child's education or is it something you have to start?

 - b. **Follow-Up:** Does the school honor/listen to/acknowledge the knowledge and expertise that you have?
 - i. **If so, how? If not,** how don't they honor/listen to/acknowledge your knowledge and expertise?

- 5) How does the principal/school leader/teachers/staff at this school promote family and community engagement in the school, especially from families of racial, ethnic and linguistic backgrounds that have historically been excluded?

- 6) Is the principal/school leader at the school committed to sharing decision making and power with families and the community.
 - a. **Follow-Up:** If yes, how so? Follow-Up: If no, why do you think they are not?

- 7) Does your child's principal/school leader/teachers/staff talk to you like an equal and value your experiences, ideas and opinion?
 - a. **Follow-Up:** If yes, how so? Follow-Up: If no, why do you think they do not?



- 8) When do issues of RACE come up at school? Describe how.
Probe:
 - a. Tell me about a personal experience

- 9) What can your child’s school do better?

- 10) If a new parent was coming to _____ (Name of School), what would you tell them about the school?

- 11) What else would you like to share with me that I didn’t ask you about?

Thank you all for sharing your thoughts and participating.