

Equimetrics: A view into LTUSD's organizational culture, diversity, and inclusion



Presented for LTUSD Board of Trustees

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What is Equimetrics?

- A survey allowing LTUSD to gain critical, data driven insight
 - Diversity
 - Equity
 - Inclusion
- Provides a data to guide subsequent improvement efforts
 - Fact-based dialogue with Stakeholders
 - Insight into organizational culture
 - Allows for streamlined use of resources to effect change
- Measures cultural baseline and progress toward strategic objectives
 - Identified within the LCAP and through the LCAP process
 - Efforts should be aligned with goals, strategies, mission
 - Allows for annual measurable data to measure progress

5 Key Reasons for Improving Our Diversity, Equity, & Inclusion

- Team diversity fosters innovation and creativity leading to increased student engagement
- Improved Innovation and Community insights that lead to increased performance
- Enhanced ability to provide leadership around increasing diversity, equity, & inclusion within our organization and systems
- Ability to provide strategic insight allowing for a plan and actions to be developed to align with LCAP priorities, goals, and actions
- Interrupt inequitable practices, challenging biases, and create inclusive school environments for all

LTUSD Equimetrics Survey

What did we measure?

- **Diversity:** presence of individuals of varying backgrounds and/or experience
- **Equity:** fair, transparent treatment of all, and equal opportunity for all, including underrepresented groups
- **Inclusion:** an environment in which all individuals of all background are treated fairly, respectfully and all voices are being heard.
- **Cultural Competency:** ability to understand, effectively interact with people across various cultures

Survey continued.....

- **Mission, Vision, & Values:** intentionality around support, enhancement or LTUSD's Mission, Vision, & Values
- **Communication:** sharing information about Diversity, Equity, & Inclusion issues and initiatives
- **Leadership:** leaders are taking ownership of and supporting Diversity, Equity, & Inclusion
- **Alignment:** policies, communication, and action are connected
- **Policy and Practice:** components reflected in LTUSD's policies and practices

LTUSD Survey Structure

- 9 Scales with 29 Items
- Items rated on a 0-10 scale
 - 9-10 = strongly agree
 - 7-8 = agree
 - 1-6 = Neutral to Strongly Disagree
- 350 Responses from 433 total surveys sent
 - Response Rate: 80.8%
- Distributed in April 2020 for 3 weeks

LTUSD Survey Results: Key Observations

Equimetrics® Data Review



Overall Data



Key Observations

- Strongly Agree Responses (9-10): 19.1%
- Agree Responses (7-8): 23.4%
- Strongly Agree (9-10) and Agree (7-8): 42.5% ■

Focus Questions

- What needs to happen to move 7-8 responses to 9-10? ■
 - What would the district look like when that is the case?
- What could happen to move the 7-8 responses back toward neutral, or down to disagree? ■
 - What would the district look like if this was the case?

Equimetrics® Data Review



Scale Data

Focus Area		EQ Score (Strongly Agree %)
Inclusion	●	27.1
Leadership	●	22.2
Cultural Competency	●	20.9
Diversity	●	20.6
Equity	●	17.8
Mission, Vision & Values	●	16.2
Policy & Practice	●	16.1
Alignment	●	13.0
Communication	●	9.3

Strongly Agree

19.1%

Agree

23.4%

Neutral - Disagree

57.5%



Equimetrics® Data Review



Scale Data

Key Observations

- Relative relationship between inclusion and diversity: inclusion ranking higher than diversity means that as you support increased diversity, the efforts will be built on a stronger foundation than if inclusion was low.
- Communication being at the bottom of the ranking:
 - With this toward the bottom, the other scores make sense: how can we be strong in these areas without communicating them regularly?
 - All other scales will move up with stronger and more consistent communication
- Mission/Vision/Policy: Including, solidifying and continuing to broadly communicate priorities will have a large impact on all areas.
 - These two sitting close together is a positive: alignment between values and written policy

Focus Area	EQ Score (Strongly Agree %)
Inclusion	27.1
Leadership	22.2
Cultural Competency	20.9
Diversity	20.6
Equity	17.8
Mission, Vision & Values	16.2
Policy & Practice	16.1
Alignment	13.0
Communication	9.3

Strongly Agree

19.1%

Agree

23.4%

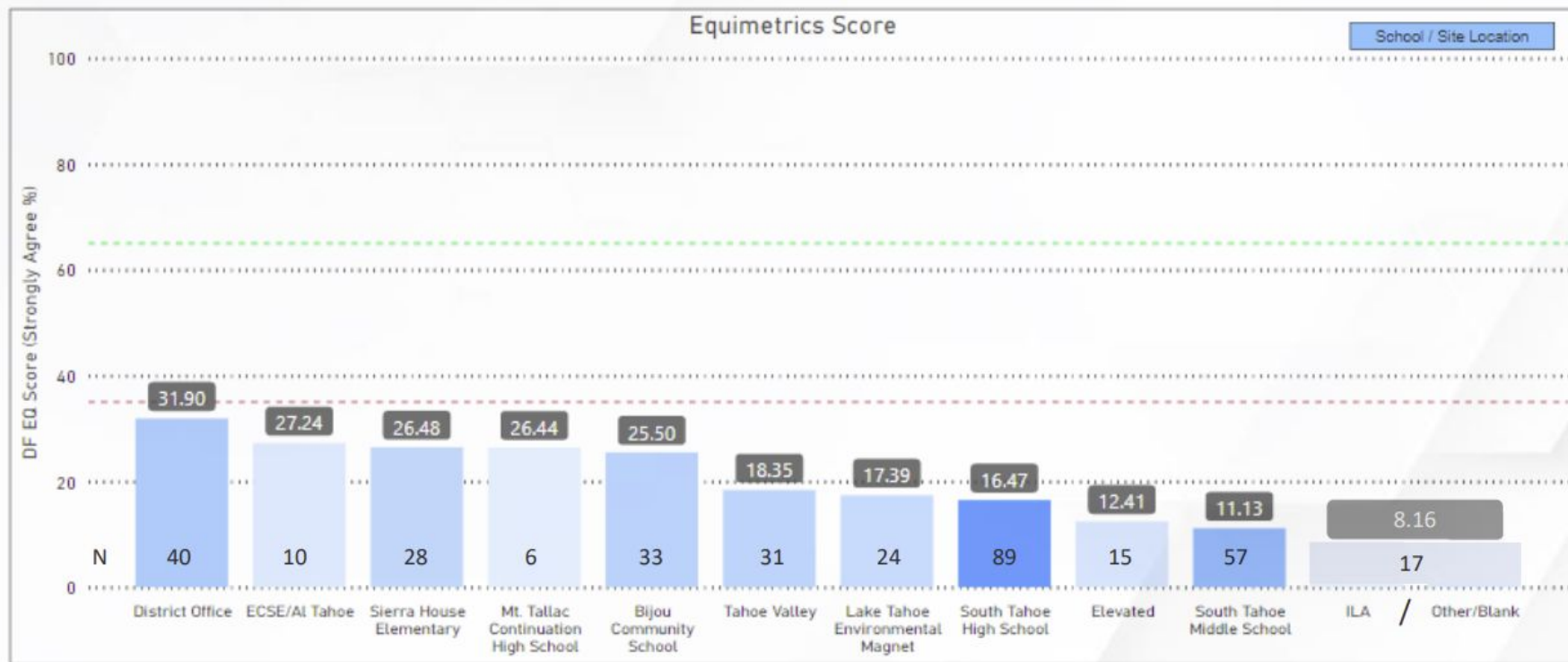
Neutral - Disagree

57.5%

Equimetrics® Data Review



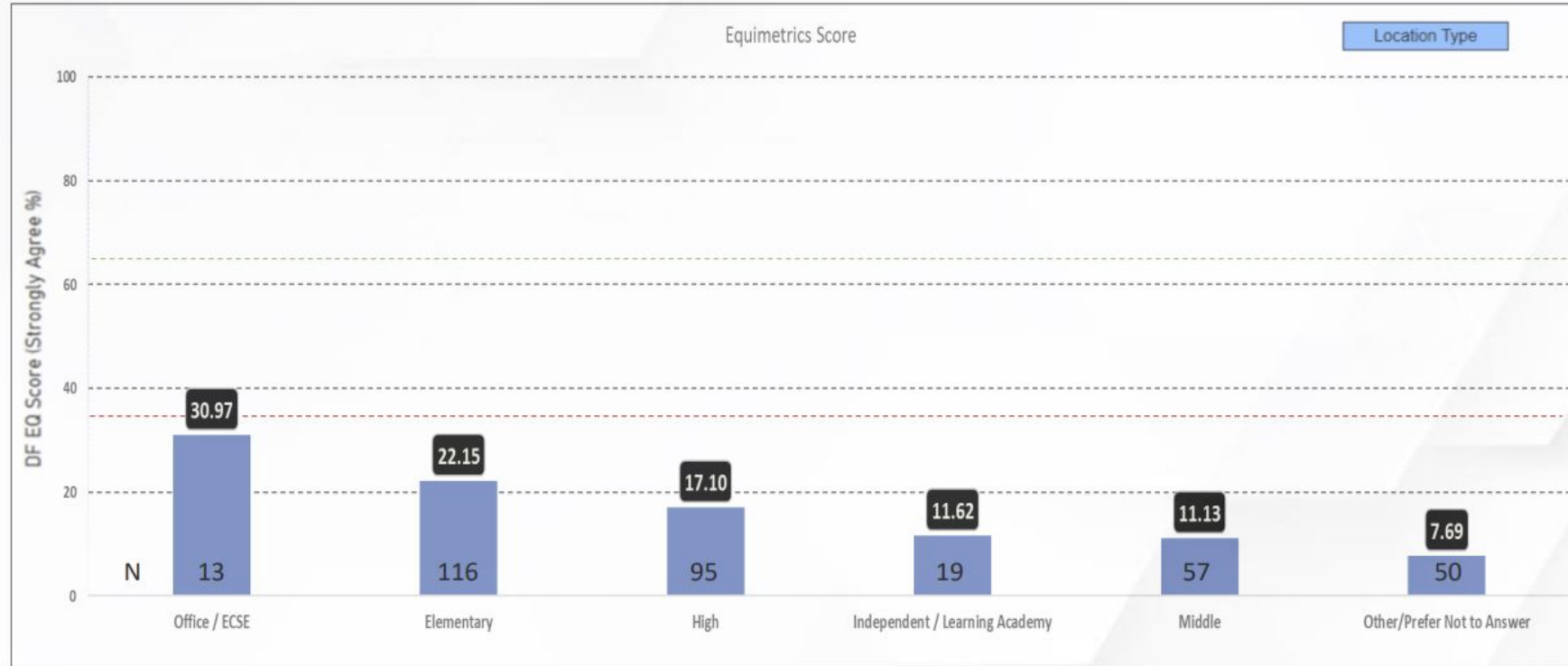
Demographic Data



Equimetrics® Data Review



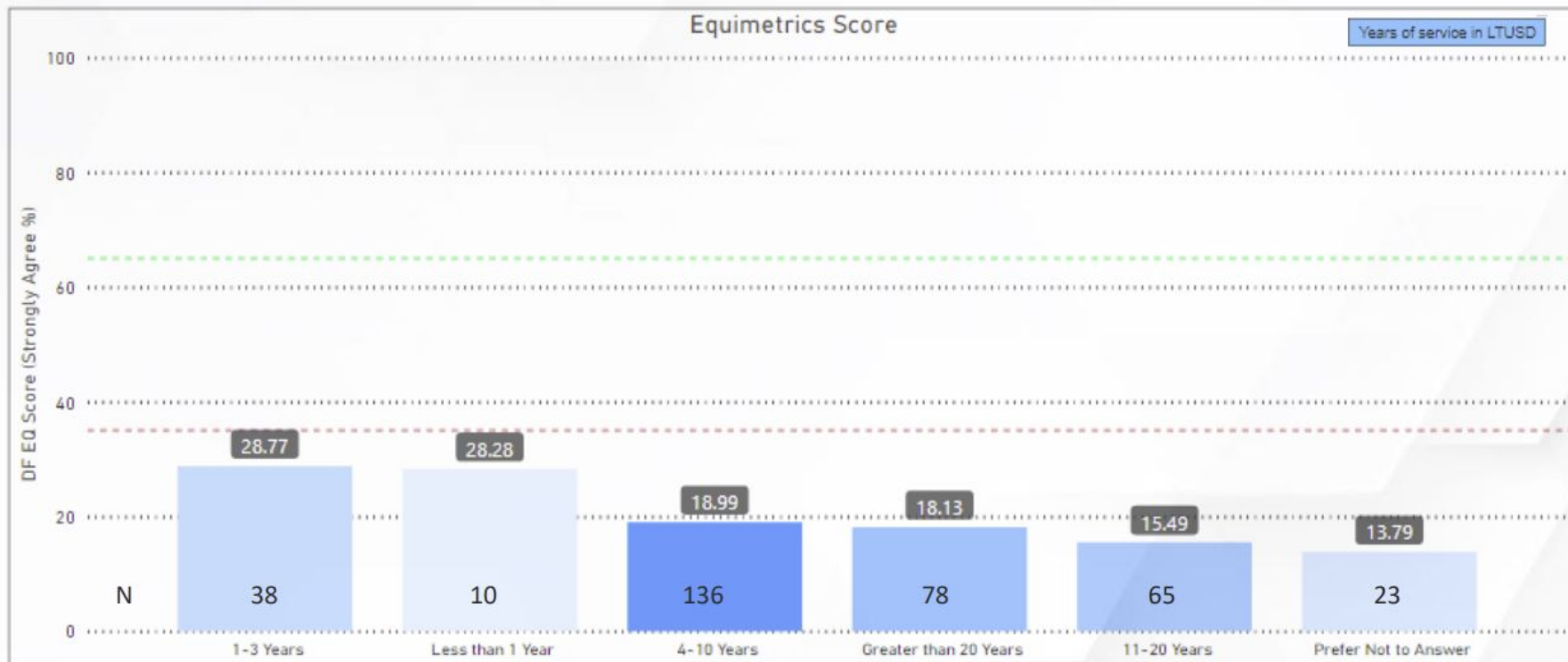
Demographic Data



Equimetrics® Data Review



Demographic Data



Equimetrics® Data Review



Demographic Data

Key Observations

- Strongly Agree Responses (9-10), highest in District Office **31.9%**
- 20+ point difference from highest location to lowest (District Office-Elementary-High-Middle)
- Newer employees (less than 1 year and 1-3 years) agreeing more strongly than others: **28%** vs. (13-18% among other groups)

Focus Questions

- What needs to happen to move District Office up higher?
- What needs to happen to close gap between District Office and locations with lowest agreement?
 - What would the district look like when that is the case?
- What is driving the response among newer employees?
 - How do we get employees with more experience to agree at the same level?

Equimetrics® Data Review



Key Observations (Overall)

Strengths

- Respondents feel there is inclusion (highest ranked scale) and that leaders are inclusive of team members (second highest ranked scale)
- Cultural Competency (third highest scale)
- Demographics (newer employees, district office, etc.)

Opportunities

- There is a continued opportunity for broader DE&I communications with action plans connected to the message.
- Further, district-wide DE&I efforts could be better communicated. Ensure that the message is consistent across all communication mechanisms and relevant sources.
- Describe the plan and lay out what the goals are and what actions individuals can take to contribute to the plan.



LTUSD Action Outcomes Moving Forward

- Engage in equity conversations that feel productive and safe in order to gain a new level of discourse about issues of oppression and privilege
- Examine racial inequity and implicit bias as a lens to support reflection and action toward educational equity
- Increase cultural responsiveness to diagnose challenges and support students to grow and learn in an effort to reach cultural proficiency
- Learn strategies for productively addressing implicit bias and systemic inequality

QUESTIONS OR COMMENTS?

