Equity Audit

November
2020

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AHISD Student Profile

I. AHISD Profile Enrollment

Year	Enrollment	Number Change	Percent Change
2014-15	4,760		
2015-16	4,808	+48	+ 1 %
2016-17	4,838	+30	+0.6%
2017-18	4,786	-52	- 1 %
2018-19	4,843	+57	+ 1.2%
2019-20	4,917	+74	+1.5%

II. 2019-2020 AHISD Profile Racial Demographics

Ethnic Distribution	AHISD Count	AHISD Percentage	State Count	State Percentage
African American	118	2.4%	691,582	12.6%
Hispanic	1,942	39.5%	2,892,928	52.8%
White	2,613	53.1%	1,477,699	27.0%
American Indian	18	0.4%	19,999	0.4%
Asian	157	3.2%	250,065	4.6%
Pacific Islander	13	0.3%	8,466	0.2%
Two or More Races	56	1.1%	138,434	2.5%

III. AHISD Profile Racial Demographics Change Since 2014-15

Ethnic Distribution	2015 AHISD Count	2015 AHISD Percentage	Number Change Since 2015	Percent Change Since 2015
African American	57	1.2%	+61	+1.2%
Hispanic	1,919	40.3%	+23	-0.8%
White	2,578	54.2%	+35	-1.1%
American Indian	17	0.4%	+1	0.0%
Asian	113	2.4%	+44	+0.8%
Pacific Islander	2	0.0%	-11	-0.3%
Two or More Races	74	1.6%	-18	-0.5

IV. Economically Disadvantaged Learners

	2020 State %	2020 AHISD %	2015 AHISD %	AHISD Percent Change Since 2015
Economically Dis. Learners	60.3%	19.7%	20.6%	-0.9%

*State change in Eco-Dis Since 2015 was +1.5%

V. English Language Learners

	2020 State %	2020 AHISD %	2015 AHISD %	AHISD Percent Change Since 2015
English Language Learners	20.3%	6.7%	4.9%	+1.8%

*State change in English Language Learners Since 2015 was +2.1%

VI. Special Education Learners

	2020 State %	2020 AHISD %	2015 AHISD %	AHISD Percent Change Since 2015
Special Education Learners	10.5%	9.1%	9.4%	-0.3%

*State change in Special Education Learners Since 2015 was +2.0%

VII. Gifted and Talented Learners

	2020 State %	2020 AHISD %	2015 AHISD %	AHISD Percent Change Since 2015
Gifted and Talented Learners	8.1%	21.1%	17.8%	+3.3%

*State change in Gifted and Talented Learners Since 2015 was +0.5%

VIII. Graduation and Attendance Rates

	2020 State %	2020 AHISD %	2015 AHISD %	AHISD Percent Change Since 2015
Attendance Rate	95.4%	96.2%	96.4%	-0.2%
Graduation Rate	90%	97.6%	93.8%	+3.8%

*State change in Attendance Rate Since 2015 was -0.5%
*State change in Graduation Rate Since 2015 was +1.7%

AHISD State Accountability Profile- Comparing Last Two Years of A-F

Accountability Measure	2018-19	2017-18
Overall District Score (0-100 Range)	91	89
Student Achievement Score (0-100 Range) *Student Achievement shows how much students know and are able to do at the end of the school year on STAAR.*	92	90
School Progress Score (0-100 Range) *School Progress shows how students perform over time and how that growth compares to similar schools.*	85	84
Closing the Gaps Score (0-100 Range) *The Closing the Gaps domain tells us how well different populations of students in a district are performing.*	88	86
College, Career, and Military Readiness Rate *There are several ways a student can demonstrate college, career, or military readiness. These include, but are not limited to, earning minimum scores on national college entrance exams, completing college-level classes in high school, or earning a qualifying industry credential. This measure illustrates the percentage of students who have met one or more of these criteria to demonstrate they are ready for one of those paths.*	97.7%	97.9%
STAAR Performance, Approaches Grade Level or Above (All Subjects) *Student who Approach Grade Level meet minimum passing standard on STAAR tests.*	85%	85%
STAAR Performance, Meets Grade Level or Above (All Subjects) *Students who Meet Grade Level generally demonstrate the ability to think critically and apply grade level knowledge and skills in familiar contexts.*	61%	60%
STAAR Performance, Masters Grade Level (All Subjects) *Students who Master Grade Level know content well enough to apply those skills, even in unfamiliar contexts, outside the classroom.*	32%	29%

Students Who Grew a Year Academically (All Subjects)	73%	72%

Statistical Analysis and Terms Used in the Equity Audit

The p-value is the measure of statistical significance, indicating whether the relationship between the two variables is consistent enough that it is unlikely to be a coincidence. A value less than 0.05 means that a relationship is "statistically significant" - unlikely to be a coincidence.

Effect size indicates whether a relationship is meaningful in a practical sense, regardless of the amount of data (given enough data, even meaninglessly weak relationships are statistically significant).

General rules of thumb for t-test effect size interpretation:

> 0.8	Large effect
> 0.5	Medium effect
> 0.2	Small effect
< 0.2	Trivial or no effect

Rules of thumb for chi-square size interpretation (dependent on the number of groups)
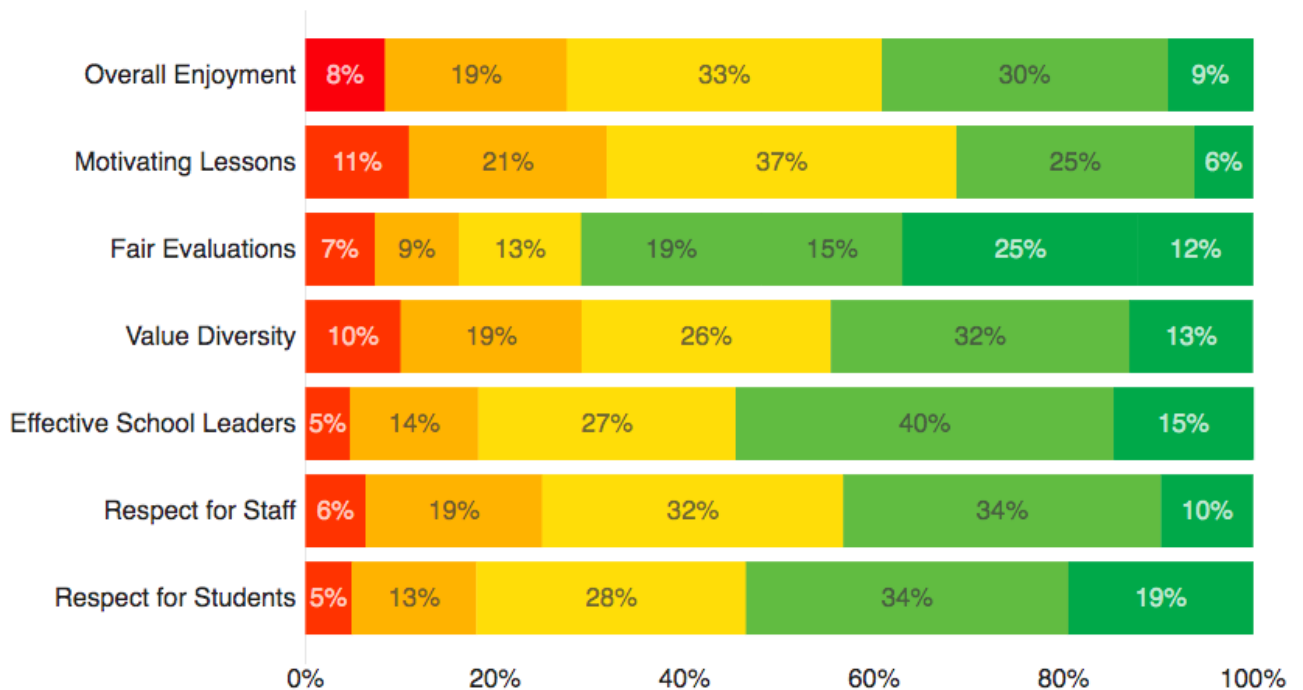
	2 Groups	3 Groups	4+ Groups
Large	> 0.5	> 0.35	> 0.29
Medium	> 0.3	> 0.21	> 0.17
Small	> 0.1	> 0.07	> 0.06
Trivial/None	< 0.1	< 0.07	< 0.06

Overall School Climate and School Fit- Student Survey

Student survey- 1,119 responses Junior School and High School campuses (grades 6-12)

Overall Climate-AHISD Scores in the 40th percentile of nat'l norms

Perceptions of the overall social and learning climate of the school.

Category	Red	Orange	Yellow	Light Green	Green
Overall Enjoyment	8%	19%	33%	30%	9%
Motivating Lessons	11%	21%	37%	25%	6%
Fair Evaluations	7%	9%	13%	19%	15% / 25% / 12%
Value Diversity	10%	19%	26%	32%	13%
Effective School Leaders	5%	14%	27%	40%	15%
Respect for Staff	6%	19%	32%	34%	10%
Respect for Students	5%	13%	28%	34%	19%

There were not strong differences in the way different student groups responded to school climate survey questions.

- There is no statistically significant relationship between **Eco Disadvantaged** and **School Climate**
- There is no statistically significant relationship between **Ethnic Name** and **School Climate**
- There is no statistically significant relationship between **Special Education** and **School Climate**
- There is no statistically significant relationship between **Bilingual Program** and **School Climate**
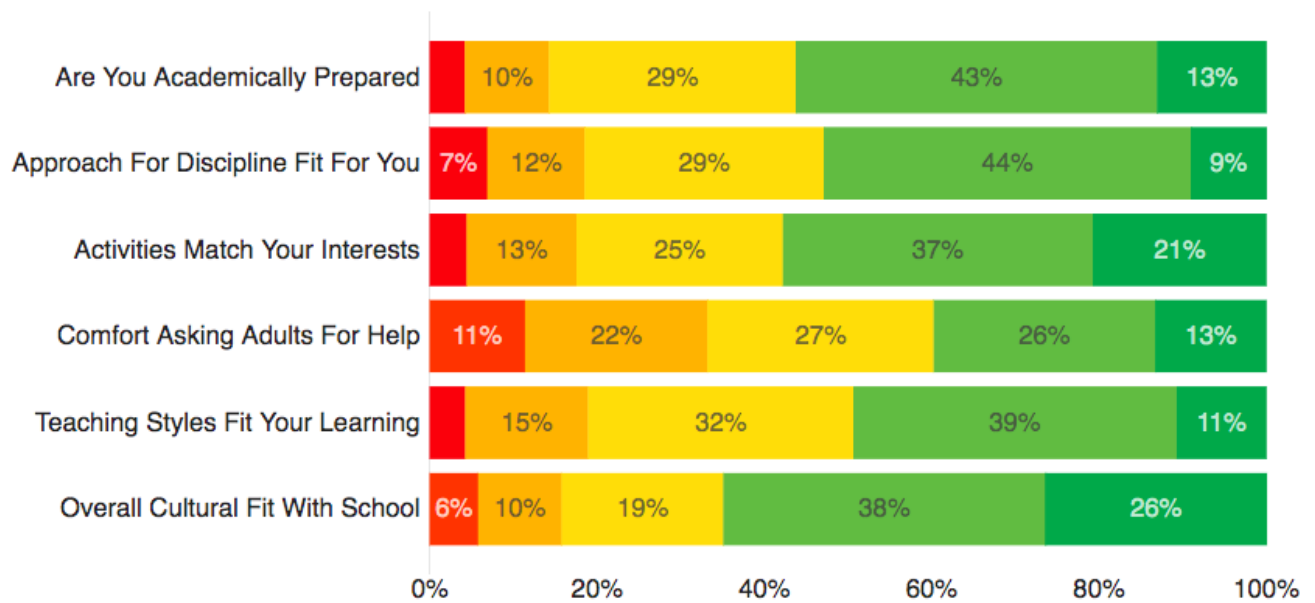
School Climate Percent of Positive Student Responses- Change over Time

Feb. 2018	Feb. 2019	Feb. 2020	Nov. 2020
45%	48%	51%	48%

Student survey- 1,119 responses Junior School and High School campuses (grades 6-12)

School Fit- New survey and national norms not available
How well a school matches unique student needs, preferences, and interests

	Red	Orange	Yellow	Light Green	Green
Are You Academically Prepared		10%	29%	43%	13%
Approach For Discipline Fit For You	7%	12%	29%	44%	9%
Activities Match Your Interests		13%	25%	37%	21%
Comfort Asking Adults For Help	11%	22%	27%	26%	13%
Teaching Styles Fit Your Learning		15%	32%	39%	11%
Overall Cultural Fit With School	6%	10%	19%	38%	26%

0% 20% 40% 60% 80% 100%

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- There is no statistically significant relationship between **Eco Disadvantaged** and **School Climate**

- There is no statistically significant relationship between **Special Education** and **School Climate**

- There is no statistically significant relationship between **Bilingual Program** and **School Climate**

At least one group from <u>RACE</u> tends to have higher values for <u>SCHOOL FIT</u> than another group, but sample sizes are small.
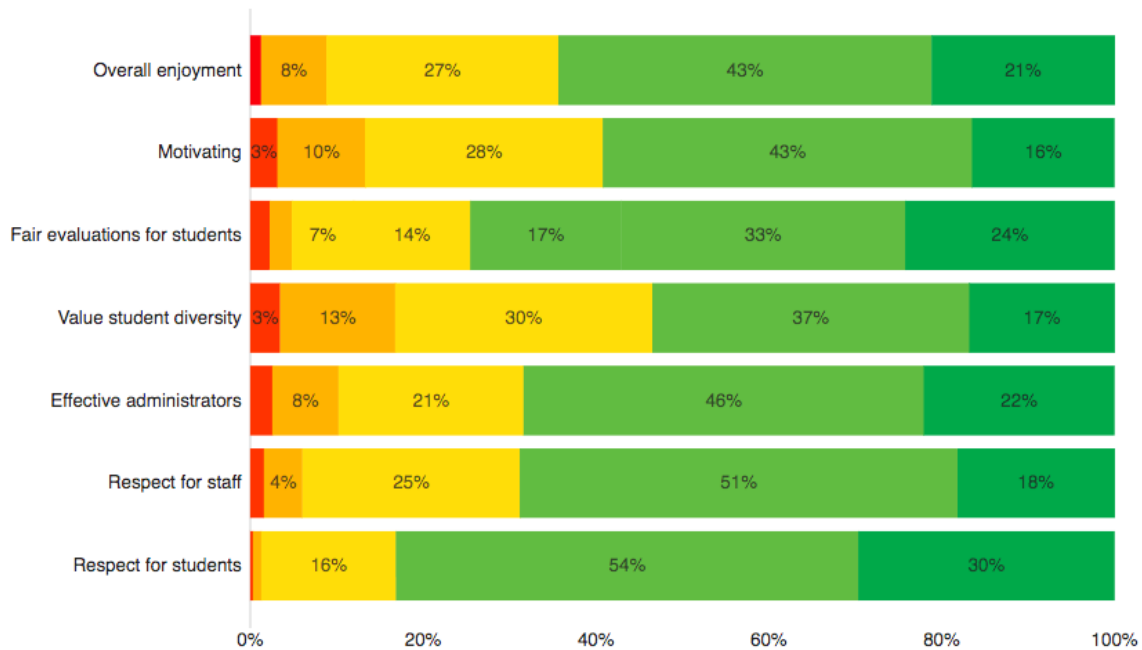
ANOVA

P-Value	0.0351
Effect Size (Cohen's f)	0.143

Ethnic Name	Count	Average	Median	% N
Two or More Races	16	3.52	3.58	
White	583	3.39	3.50	
American Indian or Alaskan Native	2	3.33	3.33	
Asian	40	3.19	3.33	
Hispanic/Latino of any race	417	3.13	3.33	
Black or African American	20	3.01	2.83	
Native Hawaiian or Pacific Islander	1	2.83	2.83	
Total (7)	1,079	3.27	3.50	

Overall School Climate and School Fit- Staff Survey

Staff survey- 323 responses staff from all campuses

Overall Climate- AHISD Scores at the 70th percentile of nat'l norms

	Red	Orange	Yellow	Light Green	Dark Green
Overall enjoyment		8%	27%	43%	21%
Motivating	3%	10%	28%	43%	16%
Fair evaluations for students		7%	14%	17%	33%	24%
Value student diversity	3%	13%	30%	37%	17%
Effective administrators		8%	21%	46%	22%
Respect for staff	4%		25%	51%	18%
Respect for students			16%	54%	30%

Overall Climate Percent of Positive Staff Responses- Change over Time

Feb. 2018	Feb. 2019	Feb. 2020	Nov. 2020
71%	65%	67%	67%

There is a statistically significant relationship between <u>CAMPUS</u> and <u>SCHOOL CLIMATE</u>

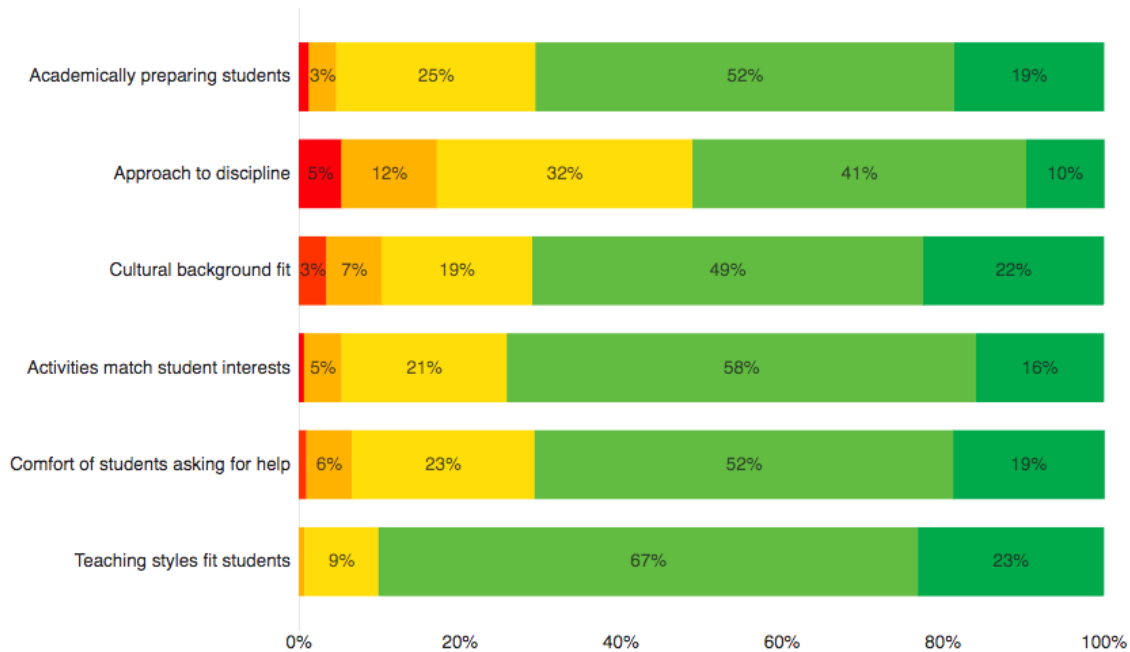| Campus	Count	Average	Median	% N
MAINTENANCE	1	5.00	5.00	
ADMIN BUILDING	7	4.29	4.29	
HOWARD EARLY CHILDHOOD	48	4.26	4.36	
EDC	7	4.16	4.29	
CAMBRIDGE ELEMENTARY	46	4.06	4.29	
WOODRIDGE ELEMENTARY	42	3.90	4.00	
ALAMO HEIGHTS HIGH SCHOOL	109	3.69	3.71	
ALAMO HEIGHTS JR SCHOOL	63	3.65	3.86	
Total (8)	323	3.87	4.00	

There are no statistical differences between staff groups
- Race
- Gender

Overall School Climate and School Fit- Staff Survey

Staff survey- 323 responses staff from all campuses

School Fit

Academically preparing students	3%	25%	52%	19%
Approach to discipline	5% 12%	32%	41%	10%
Cultural background fit	3% 7%	19%	49%	22%
Activities match student interests	5%	21%	58%	16%
Comfort of students asking for help	6%	23%	52%	19%
Teaching styles fit students	9%	67%	23%	

(0% — 20% — 40% — 60% — 80% — 100%)

At least one staff group from <u>RACE</u> tends to have higher values for <u>SCHOOL FIT</u> than another group, but sample sizes are small.

ANOVA

P-Value	0.0965
Effect Size (Cohen's f)	0.195

Race	Count	Average	Median	% N
Two or more	6	3.92	3.75	
White	195	3.76	3.83	
Black or African American	5	3.67	3.83	
Asian	5	3.57	3.50	
Hispanic	111	3.52	3.50	
Total (5)	322	3.68	3.67	

There are no statistical differences between other staff groups
- Campus
- Gender

Goals 4 Opportunity to Learn about Equity, Cultural Awareness and Action

Student and staff perceptions and agendas from recent professional development and character education lessons (advisory and class meeting) should demonstrate opportunities for students and staff to learn about, discuss, and confront issues of equity, race, ethnicity, and culture.

(CBAS Pillar 4 Professional Learning and CBAS Pillar 5 Students Opportunities and Support)

Key Questions

- Are all teachers provided with adequate professional development for teaching all students?
- Do students and staff feel they have a reasonable opportunity to learn about and discuss issues of equity, cultural awareness and actions?
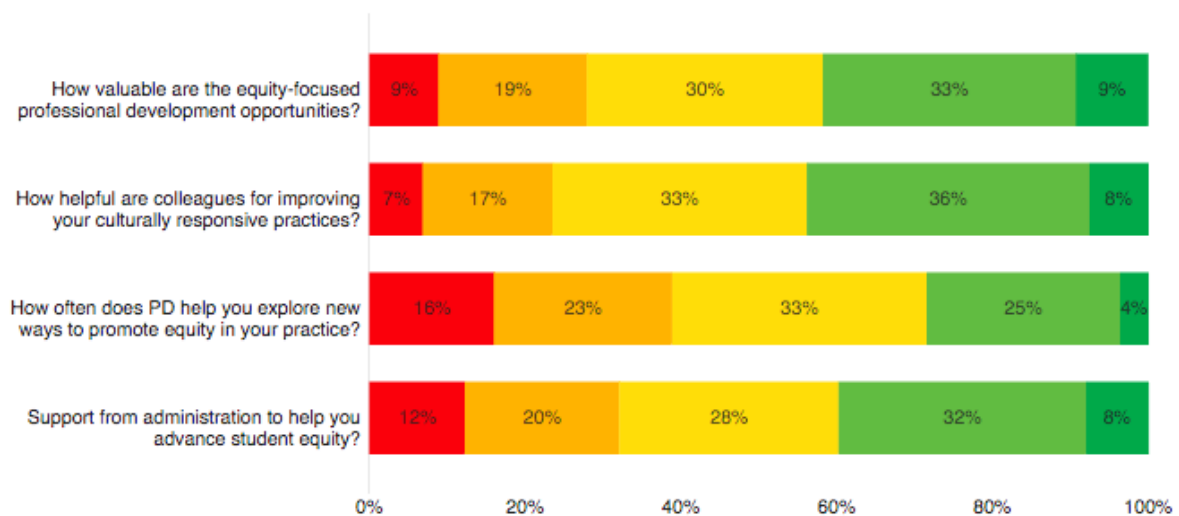
Staff Survey about Equity and Inclusion November 2020
323 Responses from all campuses

Professional Learning About Equity
New survey does not have nat'l norms yet

Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.
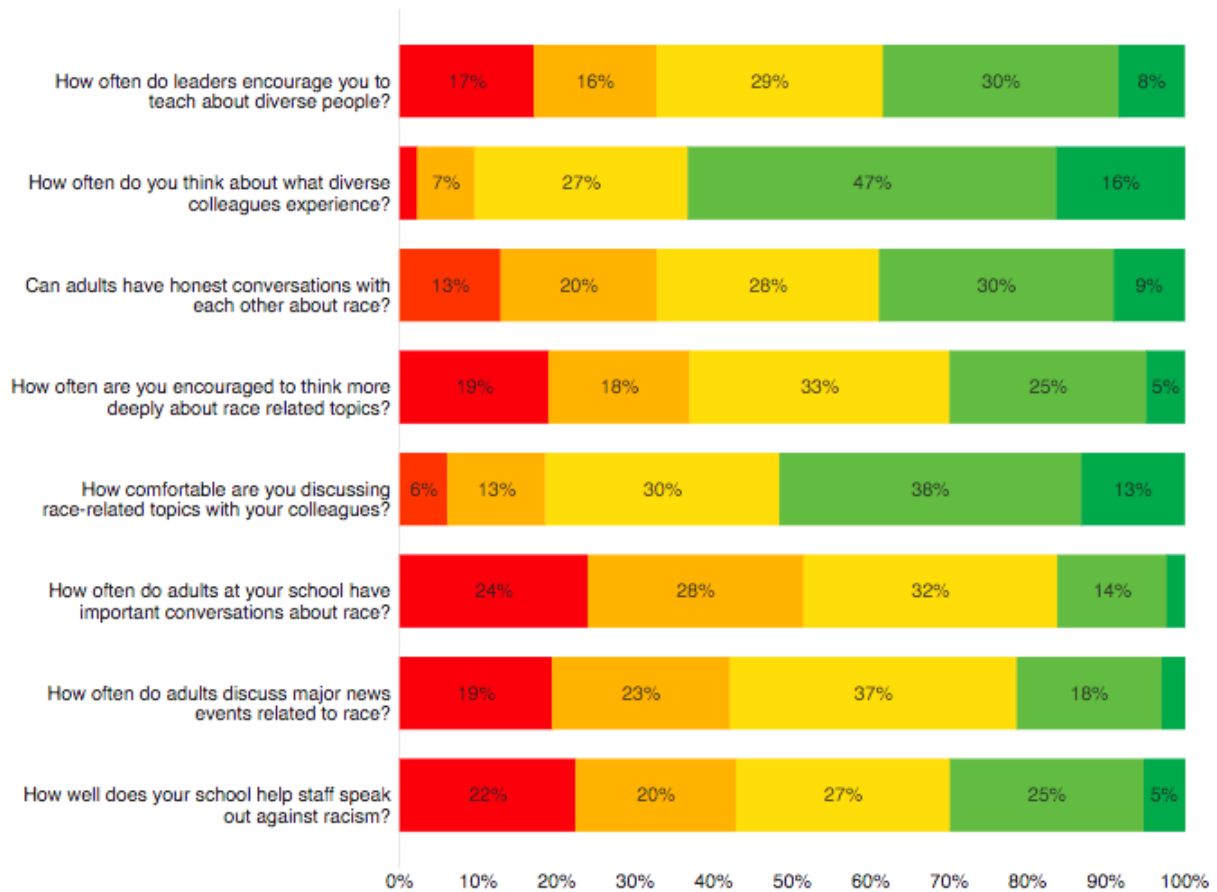

There are no statistical differences between staff groups
- Race
- Campus
- Gender

Cultural Awareness and Action (Adult Focus)
New survey does not have nat'l norms yet

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.
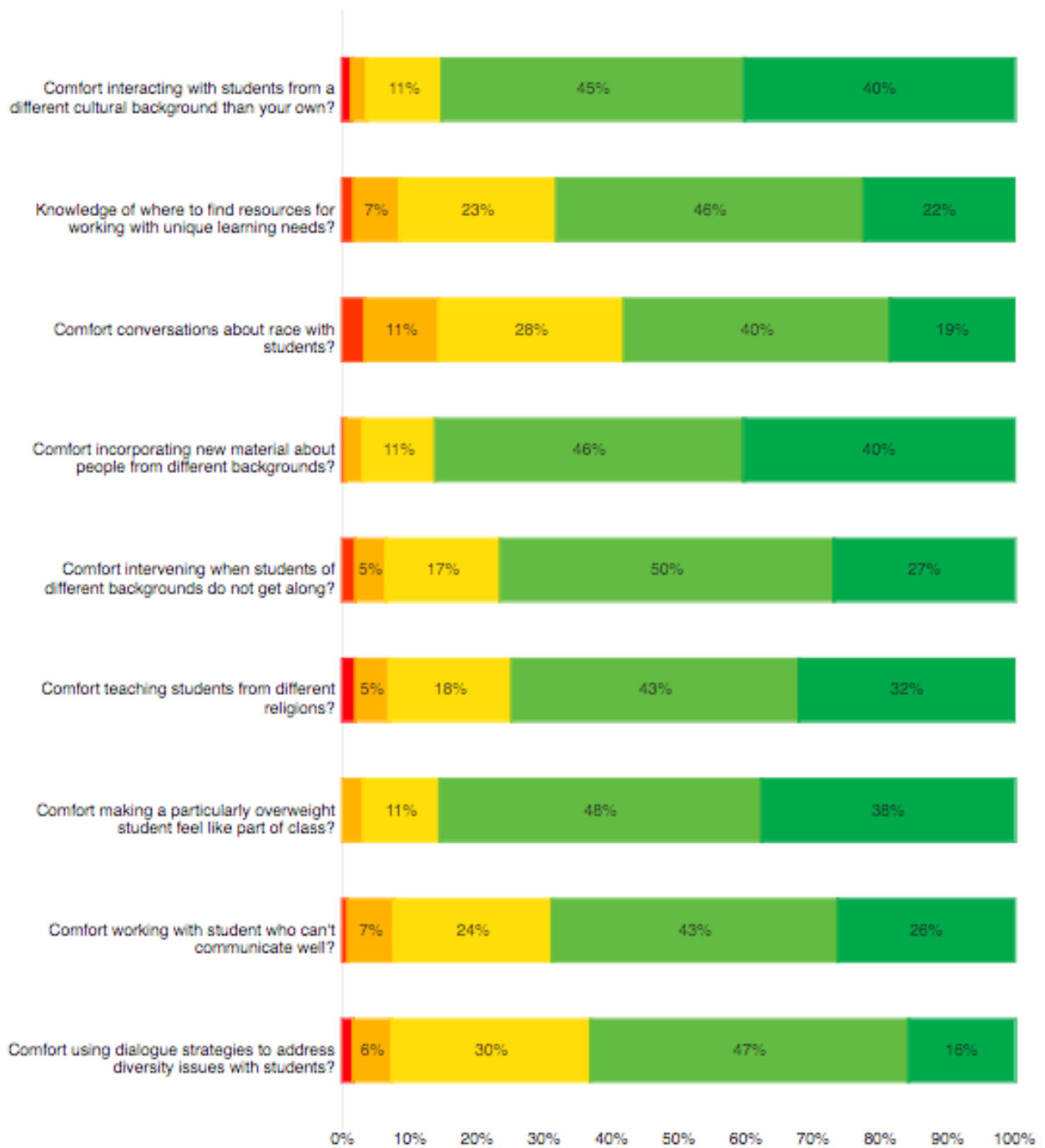
Question					
How often do leaders encourage you to teach about diverse people?	17%	16%	29%	30%	8%
How often do you think about what diverse colleagues experience?		7%	27%	47%	16%
Can adults have honest conversations with each other about race?	13%	20%	28%	30%	9%
How often are you encouraged to think more deeply about race related topics?	19%	18%	33%	25%	5%
How comfortable are you discussing race-related topics with your colleagues?	6%	13%	30%	38%	13%
How often do adults at your school have important conversations about race?	24%	28%	32%	14%	
How often do adults discuss major news events related to race?	19%	23%	37%	18%	
How well does your school help staff speak out against racism?	22%	20%	27%	25%	5%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

There are no statistical differences between staff groups
- Race
- Campus
- Gender

Educating All Students- AHISD Scores at the 90th% of nat'l norms

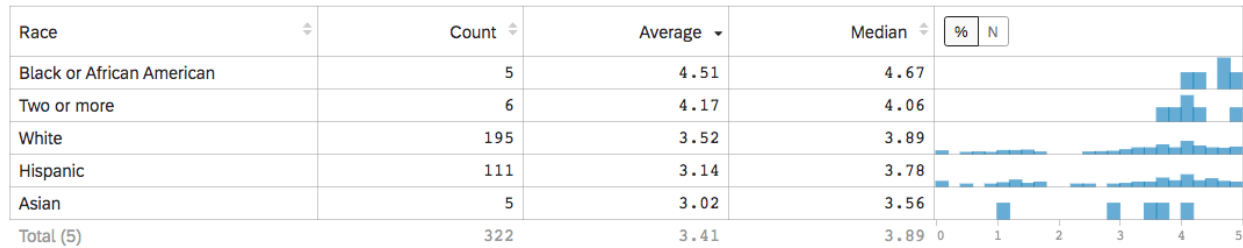Faculty perceptions of their readiness to address issues of diversity.

Question				
Comfort interacting with students from a different cultural background than your own?		11%	45%	40%
Knowledge of where to find resources for working with unique learning needs?	7%	23%	46%	22%
Comfort conversations about race with students?		11%	28%	40%	19%
Comfort incorporating new material about people from different backgrounds?		11%	46%	40%
Comfort intervening when students of different backgrounds do not get along?	5%	17%	50%	27%
Comfort teaching students from different religions?	5%	18%	43%	32%
Comfort making a particularly overweight student feel like part of class?		11%	48%	38%
Comfort working with student who can't communicate well?	7%	24%	43%	26%
Comfort using dialogue strategies to address diversity issues with students?	6%	30%	47%	16%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

There is a subtle but statistically significant relationship between <u>EDUCATING ALL STUDENTS</u> and

<u>RACE</u>

ANOVA

P-Value	0.000528
Effect Size (Cohen's f)	0.207

Race	Count	Average	Median	% N
Black or African American	5	4.51	4.67	
Two or more	6	4.17	4.06	
White	195	3.52	3.89	
Hispanic	111	3.14	3.78	
Asian	5	3.02	3.56	
Total (5)	322	3.41	3.89	

There are no statistical differences between staff groups
- Campus
- Gender

Overall Climate Percent of Positive Staff Responses- Change over Time

Feb. 2018	Feb. 2019	Feb. 2020	Nov. 2020
79%	79%	78%	74%

Diversity and Inclusion
New survey does not have nat'l norms yet

How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures.
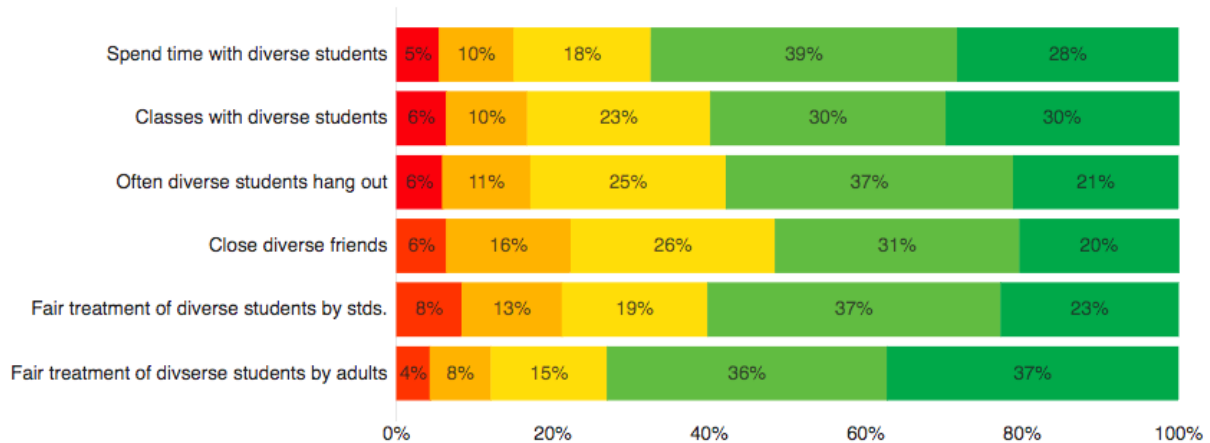
Category	Red	Orange	Yellow	Light Green	Dark Green
Spend time with diverse students	5%	10%	18%	39%	28%
Classes with diverse students	6%	10%	23%	30%	30%
Often diverse students hang out	6%	11%	25%	37%	21%
Close diverse friends	6%	16%	26%	31%	20%
Fair treatment of diverse students by stds.	8%	13%	19%	37%	23%
Fair treatment of divserse students by adults	4%	8%	15%	36%	37%

Cultural Awareness and Action is subtly negatively correlated with GRADE. The Junior School tends to have very slightly higher values for Cultural Awareness and Action than High School. Of note, 68% students in 6th grade report having close friends from different racial and cultural backgrounds compared to only 38% of students in 12th grade.

There are slight differences of positive perceptions of diversity and inclusion between student racial groups, but the differences are not statically different.
- Two or More Races- 70% positive perception
- White- 64% positive perception
- Hispanic- 60% positive perception
- Asian- 60% positive perception
- Black 58% positive perception
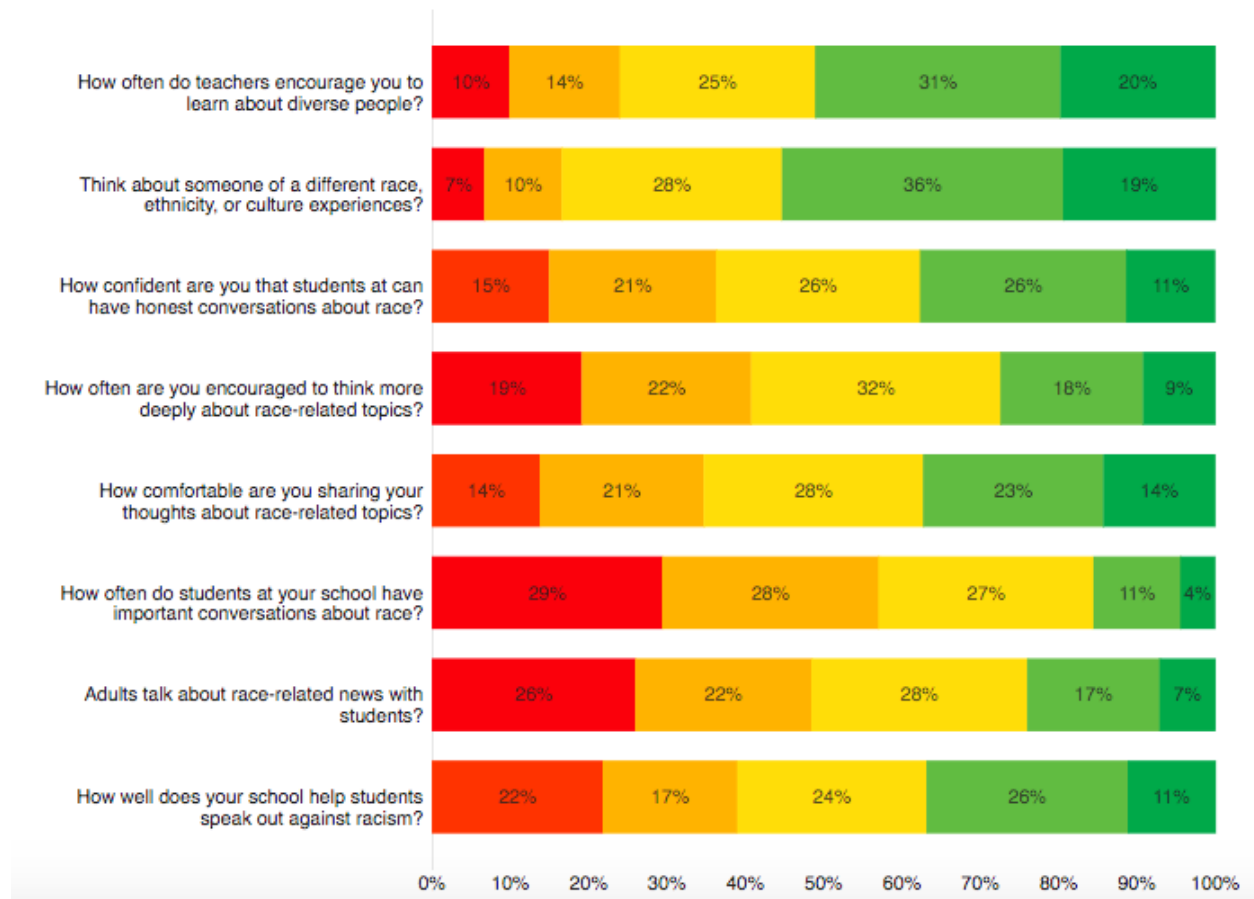- American Indian 42% positive perception

There are no noticeable differences in the responses of other student groups.
- Special Education
- English Learners
- Economically Disadvantaged Learners

Cultural Awareness and Action
New survey does not have nat'l norms yet

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.

Question	Red	Orange	Yellow	Light Green	Green
How often do teachers encourage you to learn about diverse people?	10%	14%	25%	31%	20%
Think about someone of a different race, ethnicity, or culture experiences?	7%	10%	28%	36%	19%
How confident are you that students at can have honest conversations about race?	15%	21%	26%	26%	11%
How often are you encouraged to think more deeply about race-related topics?	19%	22%	32%	18%	9%
How comfortable are you sharing your thoughts about race-related topics?	14%	21%	28%	23%	14%
How often do students at your school have important conversations about race?	29%	28%	27%	11%	4%
Adults talk about race-related news with students?	26%	22%	28%	17%	7%
How well does your school help students speak out against racism?	22%	17%	24%	26%	11%

Cultural Awareness and Action is subtly negatively correlated with GRADE. The Junior School tends to have very slightly higher values for Cultural Awareness and Action than High School. While 45% of 6th graders have a positive perception of cultural awareness at their schools, that number drops to 30% by 12th grade.

There are no statistical differences between student groups
- Race
- Special Education
- English Learners
- Economically Disadvantaged Learners

Q41 <u>Staff</u> Suggestions Equity and Inclusion from Survey November 2020

Theme	Staff Example	Frequency Count
Provide additional professional development on equity	*We need intentional professional development in which we, as adults, first learn how to talk about these issues with each other. Then, intentional training about what needs to change in our own practice toward kids. Then, finally, how to talk to kids about it.*	40
Discuss issues of race, culture, and equity as a staff	*Actually bringing up how we can confront issues of race, ethnicity, and culture. I feel like as a staff we do not talk about it often. I am very comfortable talking issues with my students, but not every adult seems as receptive.* *First off, admin have to be willing to talk about it. If race is something people refuse to talk about it will continue to be a problem. If admin fears talking about race teachers won't talk about it either.*	33
Admin should support teachers in the face of a lack of community support	*The community generally discourages these types of conversations in the classroom as "political," and I do not feel supported to have such "political" conversations with my students during class time for lack of support from the community.*	10
Engage in book studies	*There was a very good book study about racism at the end of the summer with very good conversations and the opportunity to hear from people of different ethnic and racial backgrounds, their feelings and struggles. this was very helpful for self-reflection and how to be more inclusive.*	10
Consider all races and cultures	*Provide information about ALL races, ethnicities, and cultures, not just the ones that are struggling or are in the news currently.* *I think you need to consider ALL races and culture. There is a STRONG anti conservative, anti white dynamic at the district among admin, staff and students.*	10
More than a month	*This will take a cross-curricular, school-wide approach. Go beyond Advisory and _____-American History Month and ask teachers to develop lessons that can get students talking about equity issues both in relation to subject and in broader community.*	10
Invite other to share their experiences	*Have others of different backgrounds speak about their experiences*	9
Include more topics about racism and cultural awareness in Advisory lessons and elementary class meetings	*Provide opportunities via our morning news to prompt discussions and give discussion guides. Give teachers an outline of what topics will be addressed so they can be prepared to lead class discussions.*	8
Provide time	*It's important to give space and time to do so. I put that colleagues "sometimes" talk about issues like that because we do but it may be cut short because of logistical things.*	6
Create a safe atmosphere for conversations	*Continue to provide safe spaces for conversations*	6
Add more diversity into the curriculum.	*We could easily include authors or topics into our curriculum that address issues of culture and stories of inequity and perseverance and lives of meaning.*	5

Theme	Staff Example	Frequency Count
We are off to a good start now	*It is happening now. We are off to a very good start by making it a priority.*	5
Provide additional resources	*Making sure that resources are aligned and making sure these conversations are happening in every classroom. It would be wonderful if our counselors could do the leg work to give more resources on this and even give classes about this when they visit our classes. It would be great that throughout the year, our librarian were to suggest books about different races/traditions so all of our students are culturally aware and accepting of others backgrounds and make it a norm to respect everybody no matter where they come from.*	5
Train staff how to have conversations	*Don't avoid it. Train us how to have healthy conversations instead of avoiding them all together.*	5
Adults model acceptance	*I think our school had a great idea with having different groups of teachers working together to look for different resources for various cultures but it needs to go beyond that. I've always felt that there is some division in our staff. For instance, I've always felt the division in our grade levels with language teachers and general education teachers. I know several general education teachers have voiced their concerns about feeling uncomfortable because the language teachers speak in Spanish. If the adults can't model true ethnicity and acceptance of languages and cultures that exist in our country then how can they expect that from the students.* *Starts with staff treating other staff fairly..we must model*	4
Admin should reflect on personal bias and privilege.	*Our leaders have to be willing to acknowledge their own privilege and biases and the systematic issues that work in favor of white and wealthy students only. Our leaders have to be willing to put in personal work to help all our students even when it's uncomfortable and unpopular or would create change.*	4
Need more diverse school leadership	*ELL should be a part of the campus leadership to have a voice at the table. It speaks volumes when they are excluded from the campus leadership level. The position has never been recognized at the level which makes that student population unrepresented in major decisions. This is extremely troubling.*	4
Admin should learn beside the staff	*Admin should be willing to model listening, learning, and participating in conversations around these issues with students as well as teachers. Modeling that inclusion is a constant practice that involves real individuals. Learn with us.*	3
Admit there is racism in our community	*Teachers who are not a minority need to accept that there are systematic issues of race.*	3
Develop a common vocabulary	*Give teachers the appropriate language as it relates to race/gender/body image, etc.*	3
Admin should lead by example	*By modeling the expected behaviors for those students who are persistent in their actions that "reflect" behavior indicative of maltreatment of others (disrespect, misunderstanding and non-inclusive).*	3
There is no need for improvement	*No need for improvement*	3

Q41 Student Suggestions Equity and Inclusion from Survey November 2020

Theme	Student Example	Frequency Total	Frequency Count from White Students	Frequency Count from Non-White Students
Treat all students the same	*Well, to start off, don´t make students of color feel like they are different; we are all still people and in a way or another, we are all the same. Just treat them how you would want to be treated*	71	42	29
I don't know	*I honestly don't know.*	67	41	26
Provide safe opportunities for discussions about equity	*We need to talk more about racial issues. Keeping quiet won't do any good.* *Have encouraging conversations based in kindness and empathy, if we place the focus on those easy to grasp concepts that aren't as contentious as race and ethnicity, it's easier for students to implement*	48	21	27
School is doing well. Keep should doing what we are already doing.	*We all get along and all the questions this has asked are not a concern here because its good* *We are doing good with equity at our school, and we don't need to change anything.*	47	31	16
The school should punish racism and hate speech	*Create guidelines that are clear and concise as to what will occur for varying degrees of racist actions announce them to the school and follow through with them.* *Punish kids when the say a racial slur or do something that puts another race, ethnicity or culture down, do not let them slide*	42	22	20
We should be more inclusive	*I think the most important thing admin need to keep doing is encouraging students to include everyone in their daily activities. be inclusive of people know matter what their differences*	34	23	11
Teach students about different races and cultures	*We can learn about each race and culture and we might be a little more appreciative of them.*	29	8	21
Students should be more kind to each other.	*Just be kind. Honestly it's not that hard.*	23	12	11

Theme	Student Example	Frequency Total	Frequency Count from White Students	Frequency Count from Non-White Students
Support students of color	*they can make us happy by helping us with things* *Support them in any way possible*	20	12	8
Amplify student voices of color	*Let us speak. As I said before--please just let us speak. We have ideas--check your inbox for emails from students trying to get you to hear those ideas. Let us have meetings with you. Let us have places of power in the school and talk with POCs and the Black community REAL TIME to see what you can do. Again, not on a screen.* *Actually listen to kids and what they have to say*	16	8	8
We should not talk about equity and race	*Quit talking about it and let students be friends with who they want. Bringing it up more, just creates bigger division among the school*	15	8	7
Take an antiracist stand	*Maybe instead of just teaching us ABOUT it, you tell us how to STAND up against racism*	13	6	7
We should not overreact	*You should not target things specifically towards race. At least in my case, every time there's an activity or something that is specifically targeted towards this stuff for me it just makes it feel more different. Just treat everyone the same way, don't force race on everything. Just because it is in the news does not mean it is in AH.*	10	1	9
Teach students about the history of racism and inequality	*Speak out on the unfairness the school has participated in the past and on how they will prevent it from happening again. Also, rather than punishing students, educate them on why what they said/did towards others is incorrect.* *teach about stonewall riots in history, LGBTQ+ in sex ed, and the difference between Asian countries*	10	4	6
Nothing is being done right now to promote equity.	*I'm not sure that the school is doing anything to "support students of..." and if they are, it isn't working. I think this school needs to realize that, throughout history, white people have had an advantage and power over people of color and this school seems to be ignoring the fact that this hasn't changed. People of color or of different sexuality than normally seen at this school are getting repeatedly put down and silenced.*	9	5	4

Theme	Student Example	Frequency Total	Frequency Count from White Students	Frequency Count from Non-White Students
Bring more awareness to issues	*We can be more aware and raise awareness.*	8	4	4
Activities and clubs help to form friendships	*Keep students interacting in events and activities. When you share common interest, you get to know people. That's the best way to end racism.*	8	4	4
Use Mule Tube and announcements to raise awareness	*I do like the thing they do on the announcements because it helps inform us about cultures but still we are treated like we don't have knowledge of a subject even though you just gave me a lesson that you thought would help me learn, that doesn't make sense.*	8	6	2
Increase the diversity of the school.	*Let in more people of different races, ethnicities, and cultures. This minorities at this school are heavily outnumbered by the number of white students at this school making it hard for them to fit in anywhere really.*	7	3	4
Faculty needs to be aware of their own biases	*I think the admin and the teachers should constantly educate themselves on racial issues. They may hold unintentional biases and should constantly be bettering themselves.* *I believe that almost all of my teachers have been very open minded and are aware of many other different cultures and race regarding the latinx cultures but are somewhat lacking in the black community.*	6	2	4
Diversify the classes more	*Like I said previously, there needs to be a big push a more racially diverse group into honors classes, maybe starting at the junior school. An active encouragement towards these students who show potential for challenging classes would be beneficial in ending this cycle.*	6	3	3
Divsersity the groups students work with more	*mixing up group projects with people*	6	4	2
There is nothing the school can do to promote equity	*Honestly there isn't much. Some of those racist kids just don't listen. They still do it. I don't know what makes them stop.* *This type of education comes from home. These are human values (respect, empathy, etc) that sadly not everyone has them. I don't think the school can do much, it's the parents who should educate their kids to be more respectful towards others.*	6	2	4

Theme	Student Example	Frequency Total	Frequency Count from White Students	Frequency Count from Non-White Students
Language is a barrier	*I believe that the most vital aspect of fostering a more racially accepting environment and what is often times forgotten by the majority of native English speakers is language barriers and the lack of outreach programs available, for a student can easily be left to their own devices or ignored completely by staff and students alike if they and their parents lack a full comprehension of the English language.*	4	1	3
Jokes about race and culture are not funny	*I think schools should be taught to not normalize making jokes about other races. Even if it is funny it still isn't right to talk or joke about someone's ethnicity.* *Actually try to show some respect to other countries??!! Do yk how uncomfortable it is when we're learning about Asia and these little hillbilly white kids are laughing and saying i stated corona??*	4	1	3
Respect the LGBTQ community	*The lgbtq community is not safe at Alamo Heights. I know a lot of homophobic boys that don't understand common decency and respect for others. I think that should be talked about more.*	3	2	1
School should focus on similarities rather than on differences.	*Talk about our similarities. Not focus on skin color. "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."- Dr Martin Luther King*	3	1	2
Support Black Lives Matter	*Talk about Black Lives Matter more often.*	2	1	1
Actually care rather than just checking off boxes	*Actually care and make real change instead of this performative bs.*	2	1	1
Students should spend more time with diverse students.	*be friends support them hang out with them*	2	1	1
We should be more welcoming	*By welcoming everyone happily.*	2	1	1
Do not make assumptions	*Stop assuming everyone with tan skin is Latin American.*	1		1