Equity Context Analysis Process
Stakeholder Survey Report (SSR)
The Illinois Math and Science Academy

INDIANA UNIVERSITY
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INTRODUCTION

The purpose of this document is to summarize the data collected through three surveys based on demographics of respondents (race and ethnicity and gender) and their role (parent/caregiver, administrator and staff). Stakeholder perspectives are categorized by the following systemic change domains:

1) Climate
2) Environment and Resources
3) Leadership and Governance
4) Continuous Improvement and Inquiry
5) Instruction and Assessment
6) Student Engagement and Outcomes
7) Family and Community Partnerships

All items rated positively (i.e. "Strongly Agree" and "Agree," or "Frequently" and "Very Frequently") indicate the degree to which respondents reported the standard domain is demonstrated in the school. The percentage score for each domain is calculated by dividing the total actual score for the domain by the total possible score for the domain. Additionally, some data were analyzed on question-by-question basis to give the reader more information for evaluating the district's policies and practices in relation to the specific domains addressed above.
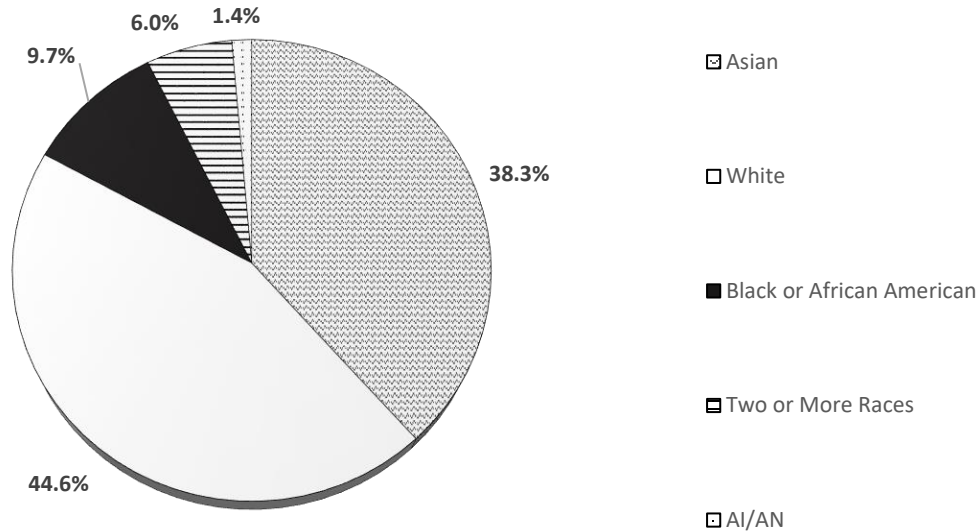
The parent/caregiver survey was administered between September 29th, 2019 and February 9th, 2020. The staff surveys were administered between January 1st, 2020 and January 30th, 2020. There were 8 respondents for the administrator survey and 69 respondents for the staff surveys. 131 parents/caregivers completed the survey. 2018 and 2019 IMSA Student Diversity Climate Survey results were obtained directly from IMSA. There were 424 respondents for the 2018 student climate survey and 428 respondents for the 2019 student climate survey. All relevant demographic information is included in this report below. If a demographic category had less than 10 respondents, that group was not included as a separate demographic category in the analysis, but they are included in the totals. This was done to preserve the anonymity of the data.

Those respondents who selected "American Indian/Alaskan Native (AI/AN)", "Other" and "Multiracial" not included as separate groups in the analysis, as there were less than ten respondents for each category.

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SUMMARY DEMOGRAPHIC INFORMATION

2018 Student Race
Student Diversity Climate Survey, n=424

- ⊠ Asian — 38.3%
- ☐ White — 44.6%
- ■ Black or African American — 9.7%
- ☐ Two or More Races — 6.0%
- ☐ AI/AN — 1.4%

2019 Student Race
Student Diversity Climate Survey, n=428

- ⊠ Asian — 40.9%
- ☐ White — 40.0%
- ■ Black or African American — 10.5%
- ☐ Two or More Races — 6.8%
- ☐ AI/AN — 1.8%

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2018 Student Sexual Orientation
Student Diversity Climate Survey, n=424

12.3%

3.8%

7.5%

7.5%

68.9%

☒ Straight/Heterosexual

☐ Gender Non-conforming

■ Gay/Lesbian/Queer

⊟ Questioning/I don't know

☐ Bisexual/Pansexual

2019 Student Sexual Orientation
Student Diversity Climate Survey, n=428

10.0%

6.8%

7.0%

6.1%

70.1%

☒ Straight/Heterosexual

☐ Gender Non-conforming

■ Gay/Lesbian/Queer

⊟ Questioning/I don't know

☐ Bisexual/Pansexual

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Child Race and Ethnicity

n=131, Parent Caregiver Survey

☐ African American and/or Black

☒ White

☐ Asian or Pacific Islander

■ Multiracial

⊟ Missing

☐ Prefer Not to Disclose

▨ Hispanic/Latinx

■ Other

- 2%
- 8%
- 12%
- 14%
- 30%
- 11%
- 5%
- 18%

Child Ethnicity

Parent Caregiver Survey, n=131

☒ Not Hispanic

☐ Hispanic

■ Missing

- 24.4%
- 8.4%
- 67.2%

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Child Gender
Parent/Caregiver Survey, n=131

11.5%

12.2%

43.5%

32.8%

⊠ Woman/Girl

☐ Man/Boy

■ Prefer Not to Disclose

⊟ Missing
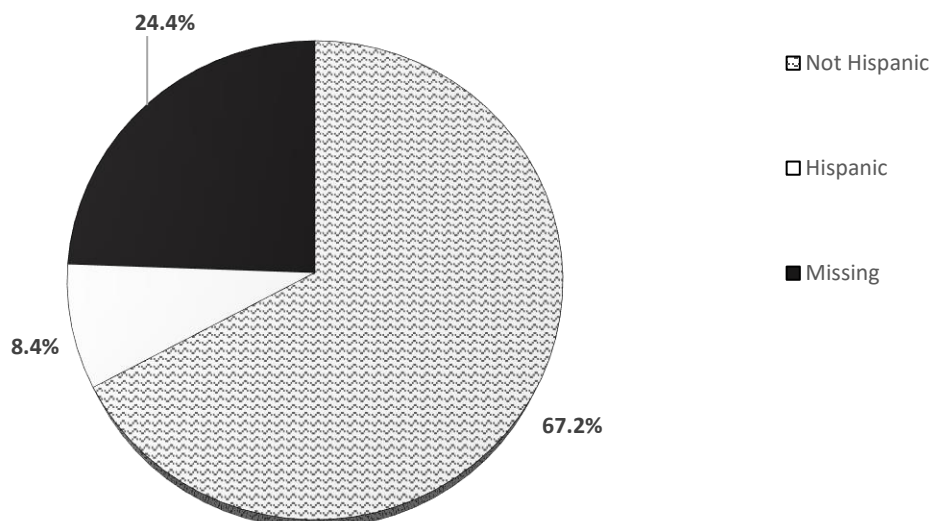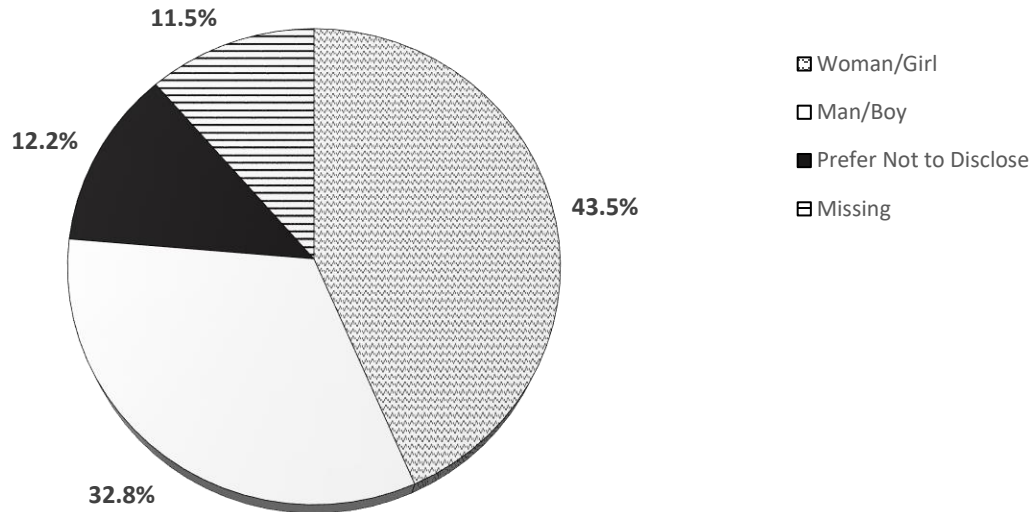
Child Dis/ability
Parent/Caregiver Survey, n=131

11.5%

6.1%

6.9%

75.6%

⊠ No Dis/ability

☐ Dis/ability

■ Prefer to Not Disclose

⊟ Missing

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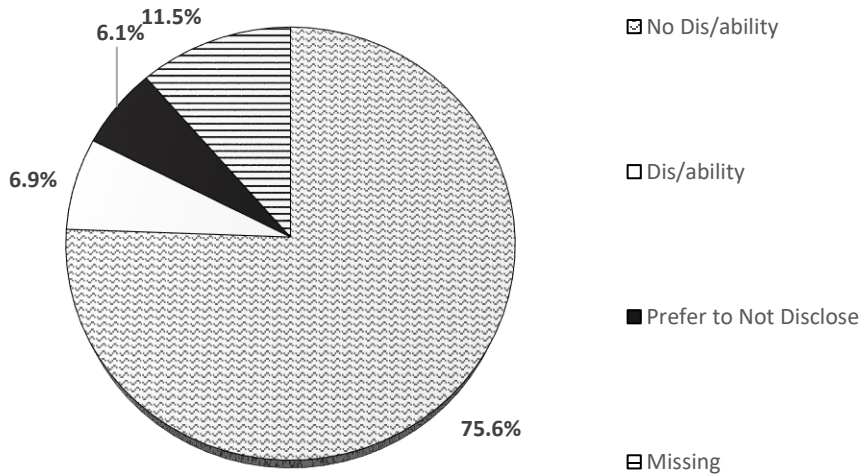
Parent Race and Ethnicity
n=131, Parent Caregiver Survey

- ☐ African American and/or Black
- ⊠ White
- ☐ Asian or Pacific Islander
- ■ Multiracial
- ⊟ Missing
- ☐ Prefer Not to Disclose
- ▦ Hispanic/Latinx
- ■ Other

1%
7%
4%
10%
24%
45%
9%
1%
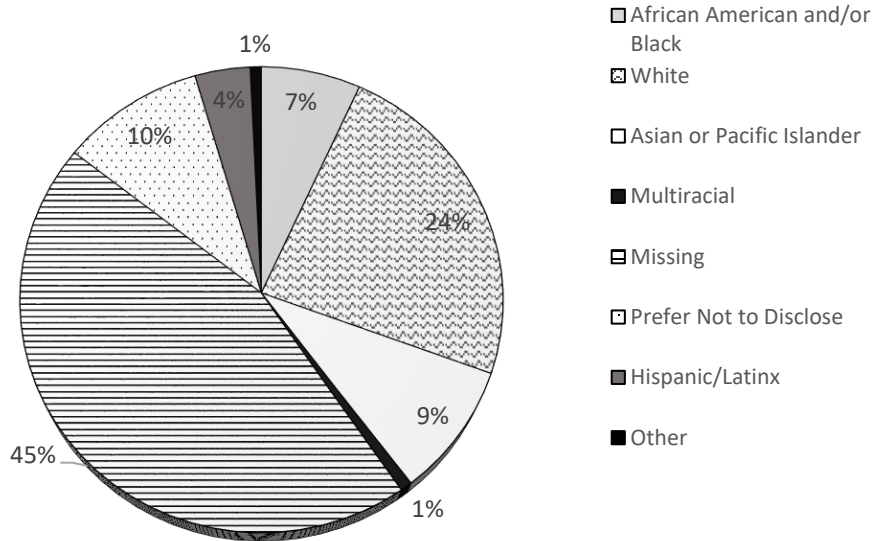
Parent Gender
Parent/Caregiver Survey, n=131

- ☐ Not Provided
- ■ Gender Non-Conforming
- ⊟ Man/Boy
- ☐ Prefer Not to Disclose
- ▦ Woman/Girl

37.9%
53.0%
1.0%
7.9%
0.2%

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Staff Race
Staff Survey, n=16

1.4%   1.4%
4.3%
31.9%
33.3%
1.4%

- African American
- Hispanic/Latino
- Multiracial
- White
- Prefer Not to Disclose
- Other
- Missing

Staff Race, Dichtomous
Staff Survey, n=69

31.9%
33.3%
24.6%
10.1%

- White
- Non-white
- Prefer to Not Disclose
- Missing

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Staff Gender
Staff Survey, n=69

20.3%

30.4%

☒ Woman

☐ Man

■ Missing

31.9%

17.4%

⊟ Prefer to Not Disclose

*Demographic information for administrators is not provided due to protect the anonymity of respondents.

Summary of Responses from Open-ended Questions

The purpose of this section is to summarize open-ended questions from the staff and parent/care-giver survey for the IMSA to highlight common themes.

Opposing Views Related to a Focus on Equity for IMSA

There were 15 total comments related to the need for a focus on equity at IMSA. Sixty percent or nine responses that although there is rhetoric about advancing educational equity, there appears to be a lack of understanding of specific instructional and curricular practices that would lead to equitable outcomes for all students, including students across racial and ethnic

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backgrounds, gender identity and expression, national origin, socio-economic status and sexual orientation. Comments suggest that questions of equity have been raised and discussed but more needs to be done to address practices and policies. The comments below illustrate these views:

"*There is much talk about diversity, but in practice, this is one of the worst places with respect to discriminatory and sexist practices. Moreover, inequities exist beyond the racial, ethnic, and gender categories.*"

"*Overall, what is most missing is concrete steps that we can take with teaching. I've found that I (and some others) disagree philosophically with some statements about privilege and bias - but we all agree we want our students to be as successful as possible, so what can we do that will help that? For example, we have a project in SI Physics aimed at URPs - is it good? Bad? Helpful? Not? Are there ways we can improve it? As a teacher, what matters to me more than anything is how well my students learn, and I would like to see some more concrete suggestions regarding equity that I can try out to improve student performance.*

Forty percent, or six responses, reflected the sentiment that the idea that equity as a construct has no usefulness and is of little value in the context of schooling in IMSA. For example, one such comment below captures this perspective.

The school needs to be focused on obtaining the best students around the state, and not concern themselves with diversity and equity of outcome. This only leads to mediocrity and falling standards at the school.

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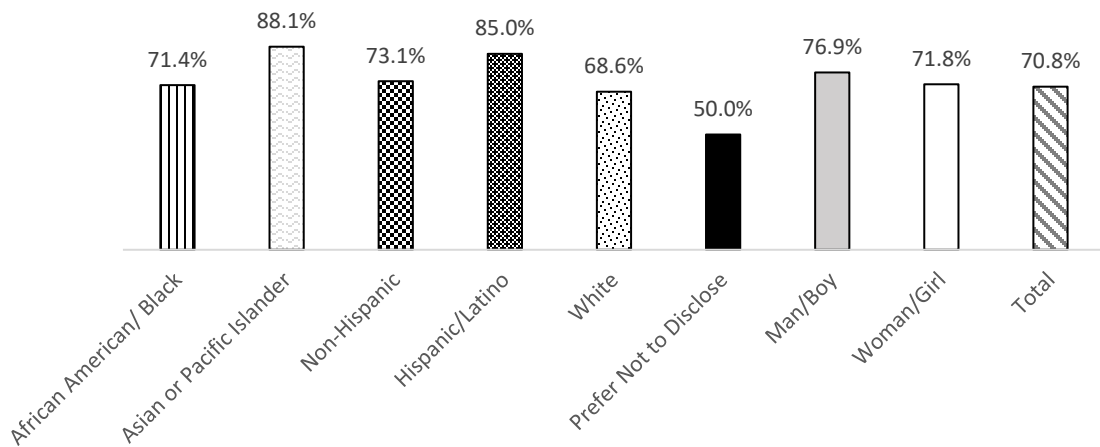IUPUI

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A. CLIMATE

All members of the learning community experience safe, supportive, and inclusive learning environments, where there is a recognition and valuing of students' differences and the creation of spaces for families and students to participate in decisions that affect their learning trajectories (Waitoller & Artiles, 2013; Waitoller & Kozleski, 2013).

Relationships, Rigor and Inclusion

A.1. The school cultivates respectful and supportive learning environments through asset-based perspectives such that every member enjoys a safe, positive, and affirming climate in which deficit thinking is appropriately reframed (Access).

Agreement with A.1 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Percent
African American/ Black	71.4%
Asian or Pacific Islander	88.1%
Non-Hispanic	73.1%
Hispanic/Latino	85.0%
White	68.6%
Prefer Not to Disclose	50.0%
Man/Boy	76.9%
Woman/Girl	71.8%
Total	70.8%

Agreement with A.1 by Staff Race and Gender
Staff Survey, n=69

Category	Percent
White	58.7%
Non-white	43.8%
Prefer Not to Disclose	46.9%
Woman	57.1%
Man	62.5%
Total	54.3%

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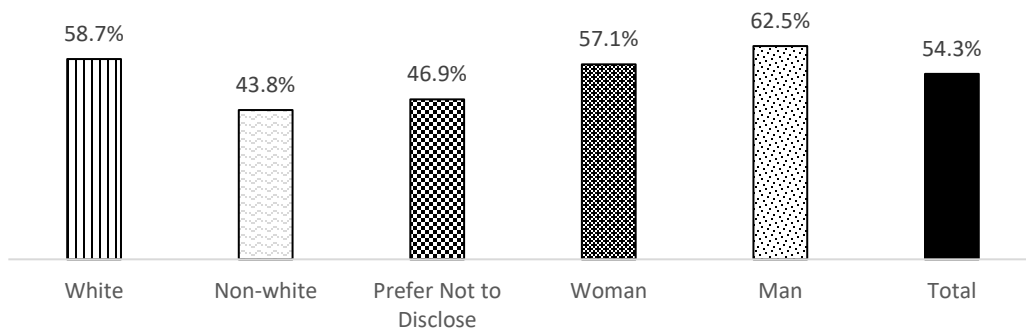
Administrator Agreement with A.1
Administrator Survey
n=8
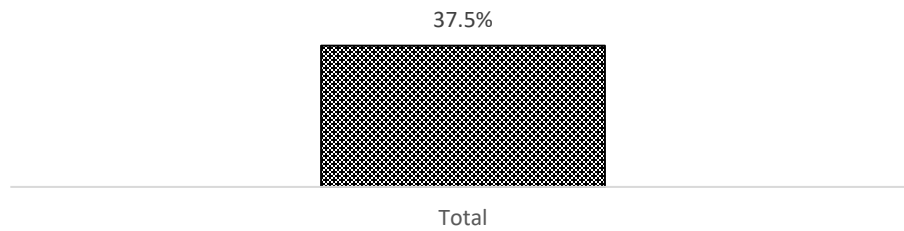
37.5%

Total

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A. 1 How often do you hear racist remarks made at school?
2018 & 2019 Student Diversity Climate Survey
n=432, n=440

■ Never ■ Rarely ■ Sometimes □ Often ▦ Frequently
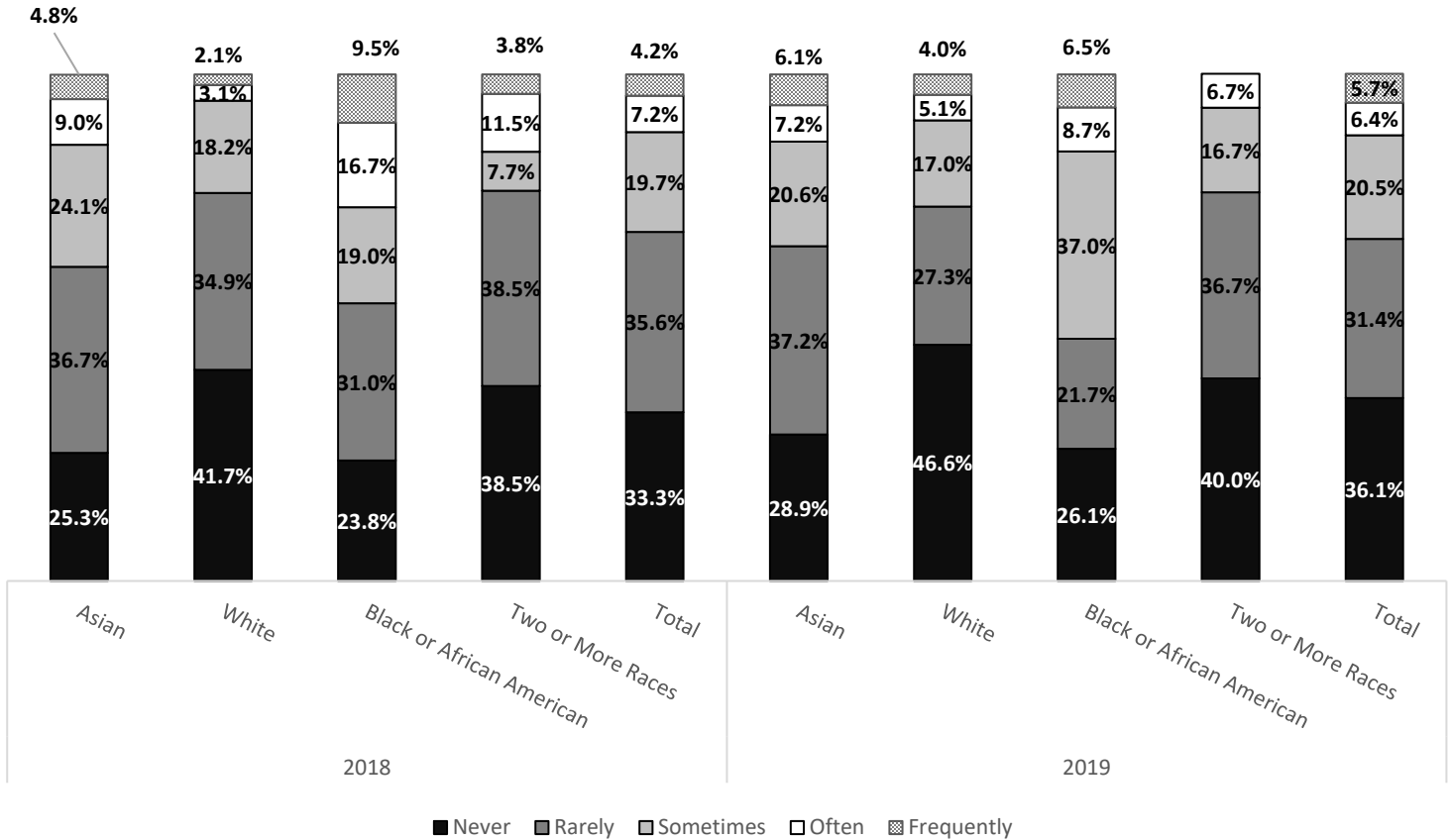
A.1 How often do you hear racist remarks made at school?
2018 & 2019 Student Diversity Climate Survey
n=451, n=464

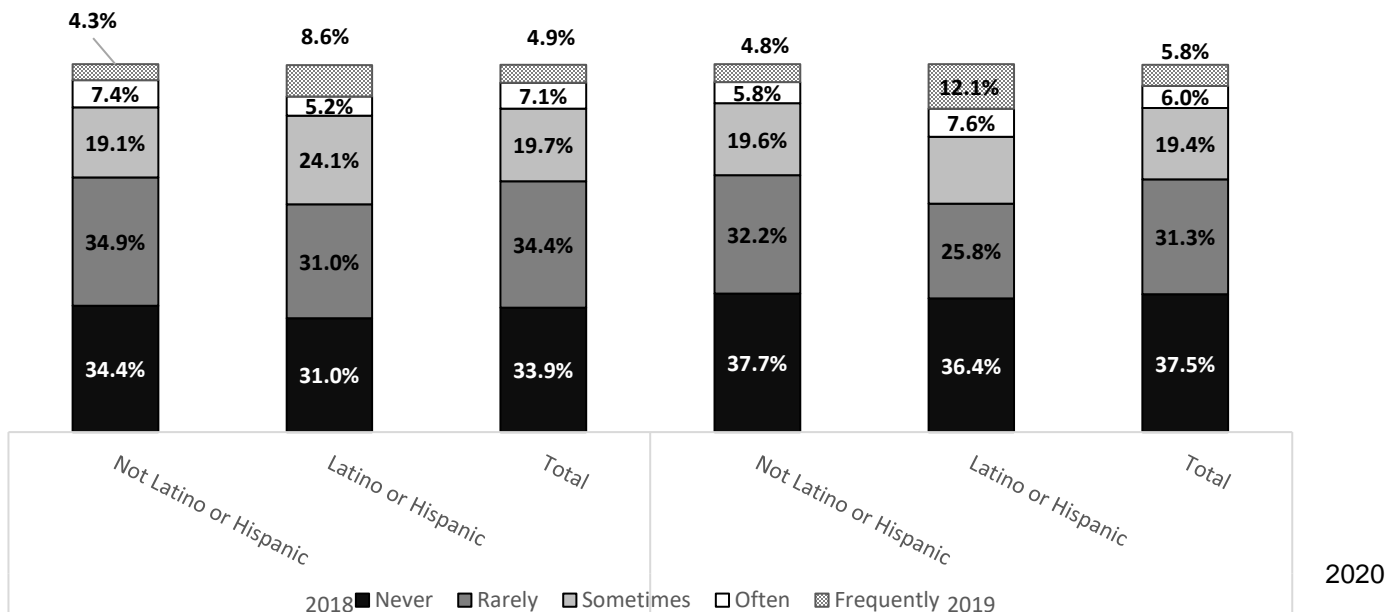2018 ■ Never ■ Rarely ■ Sometimes □ Often ▦ Frequently 2019

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A.1 How often have you heard homophobic remarks made at school?
2018 & 2019 Student Diversity Climate Survey
n=424, n=426

Legend: ■ Never ■ Rarely ▨ Sometimes ☐ Often ▨ Frequently

2018

	Straight/Heterosexual	Gender Non-conforming	Gay/Lesbian/Queer	Questioning/I don't know	Bisexual/Pansexual	Total
Frequently	3.8%	3.1%	3.1%		3.8%	3.5%
Often	5.8%		15.6%	6.3%	1.9%	
Sometimes	13.7%	12.5%	12.5%	6.3%	15.4%	5.7%
Rarely	37.3%	40.6%	37.5%	43.8%		13.4%
						38.9%
Never	39.4%	43.8%	31.3%	43.8%	32.7%	38.4%

2019

	Straight/Heterosexual	Gender Non-conforming	Gay/Lesbian/Queer	Questioning/I don't know	Bisexual/Pansexual	Total
Frequently	6.0%	4.0%		3.4%		6.3%
Often	4.3%	8.0%	13.8%	6.9%	7.0%	4.0%
Sometimes	11.0%	12.0%	6.9%	34.5%	16.3%	11.3%
Rarely	32.7%	32.0%	10.3%		32.6%	33.1%
			37.9%			
Never	46.0%	44.0%	31.0%	55.2%	44.2%	45.3%

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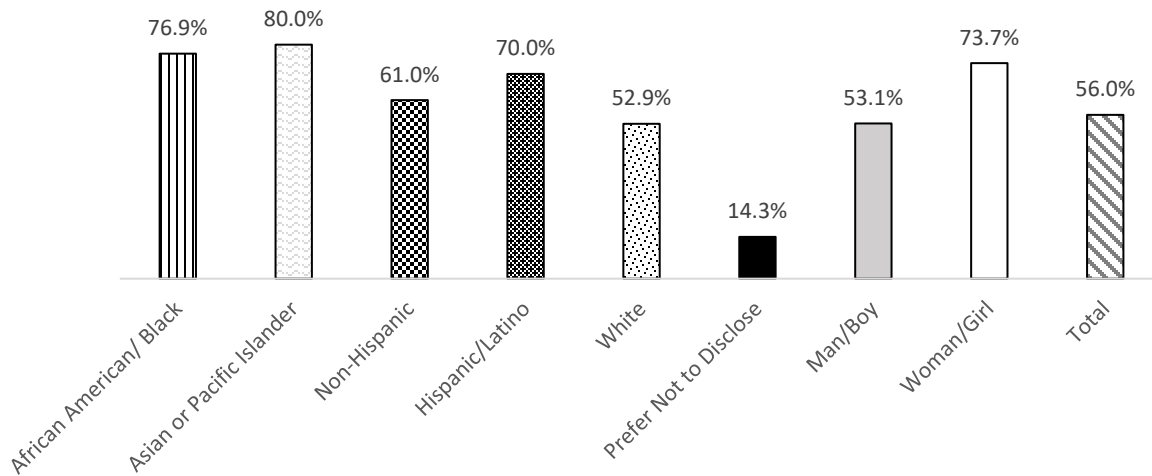
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A.2. Students, families, and staff members are empowered to express emotions, desires, opinions, and critiques constructively without fear of retaliation. (Meaningful Participation).
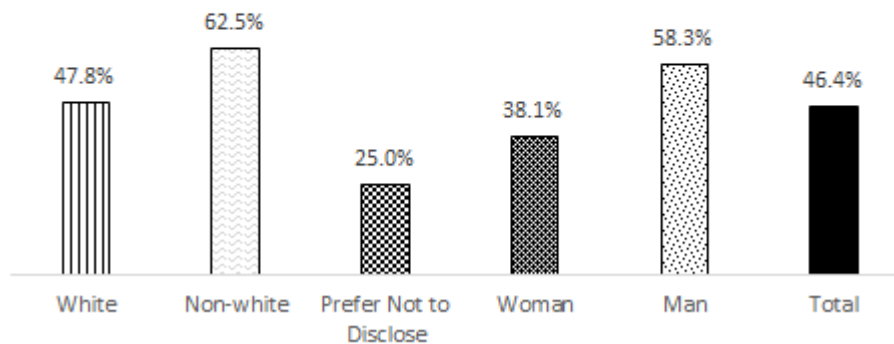
Agreement with A.2 by Child Race, Ethnicity and Gender
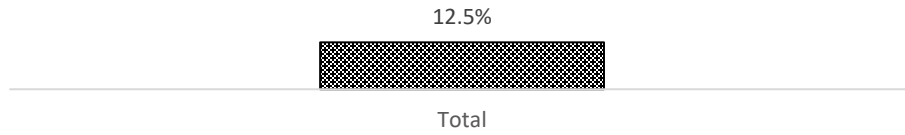*Parent/Caregiver Survey, n=131*

- African American/ Black: 76.9%
- Asian or Pacific Islander: 80.0%
- Non-Hispanic: 61.0%
- Hispanic/Latino: 70.0%
- White: 52.9%
- Prefer Not to Disclose: 14.3%
- Man/Boy: 53.1%
- Woman/Girl: 73.7%
- Total: 56.0%

Agreement with A.2 by Staff Race and Gender
Staff Survey, n=69

- White: 47.8%
- Non-white: 62.5%
- Prefer Not to Disclose: 25.0%
- Woman: 38.1%
- Man: 58.3%
- Total: 46.4%

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Agreement with A.2
Administrator Survey
n=8

12.5%

Total

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A.3. Behavior expectations are clearly defined and communicated to every member of the learning community (Access).
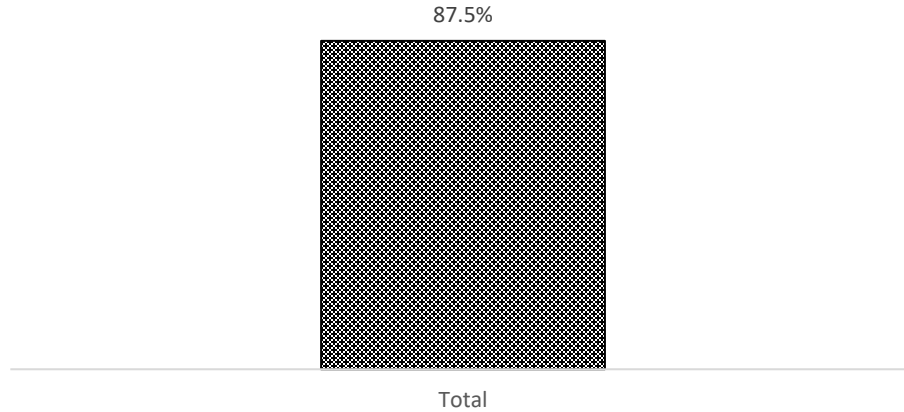
Agreement with A.3 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

African American/ Black	Asian or Pacific Islander	Non-Hispanic	Hispanic/Latino	White	Prefer Not to Disclose	Man/Boy	Woman/Girl	Total
46.2%	60.0%	55.8%	60.0%	55.9%	14.3%	55.1%	52.6%	50.0%
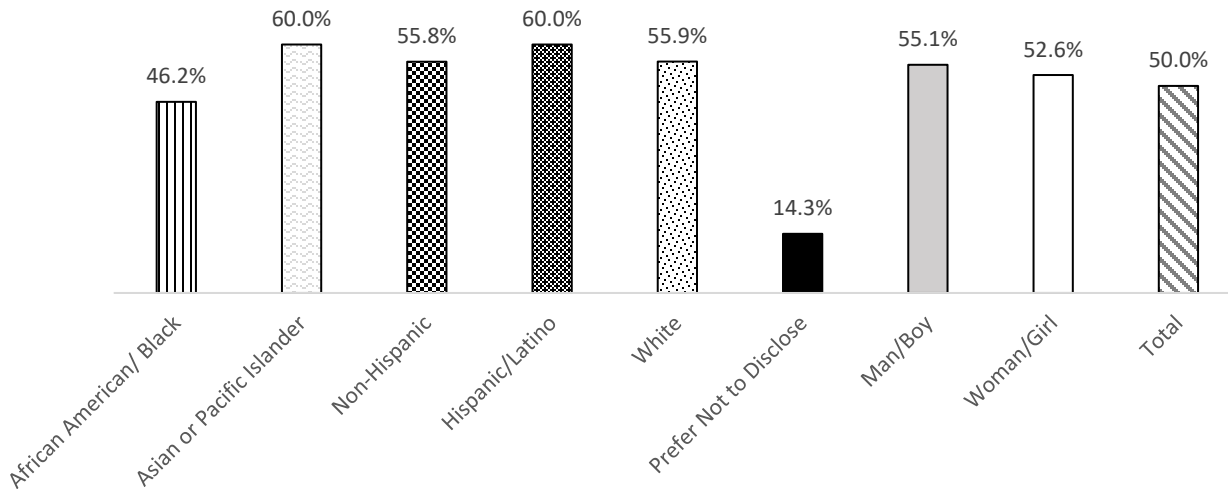
Agreement with A.3 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
52.2%	54.5%	38.5%	47.6%	50.0%	50.7%

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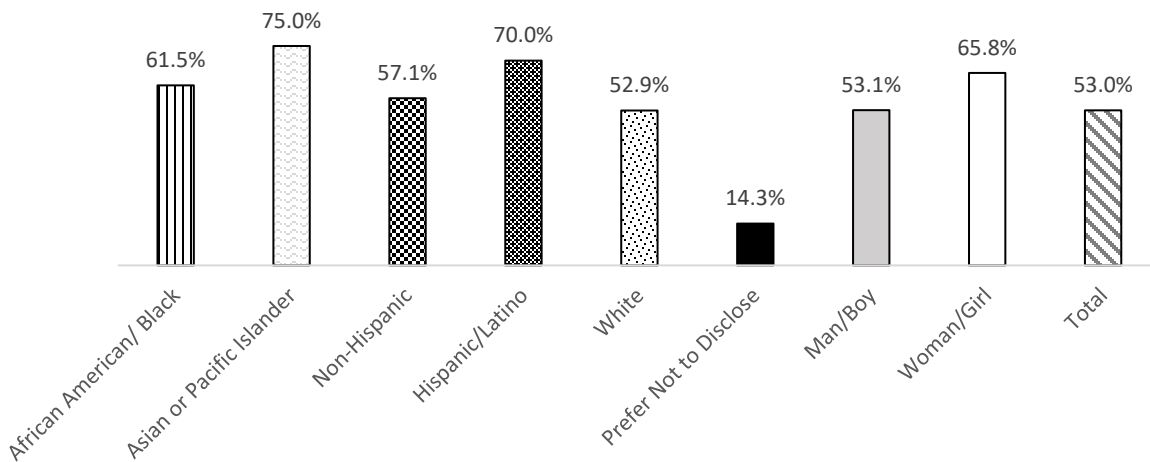INDIANA UNIVERSITY
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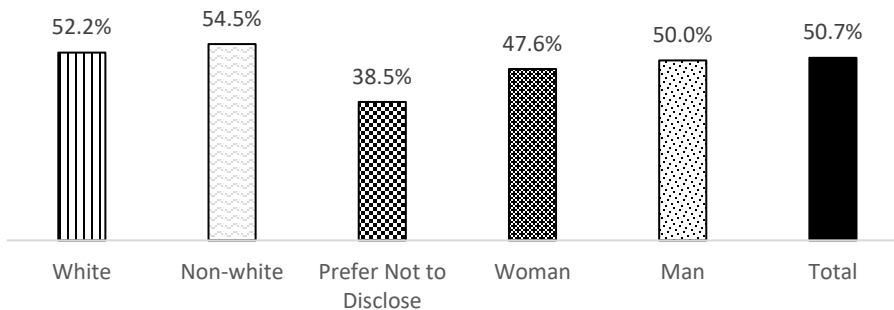
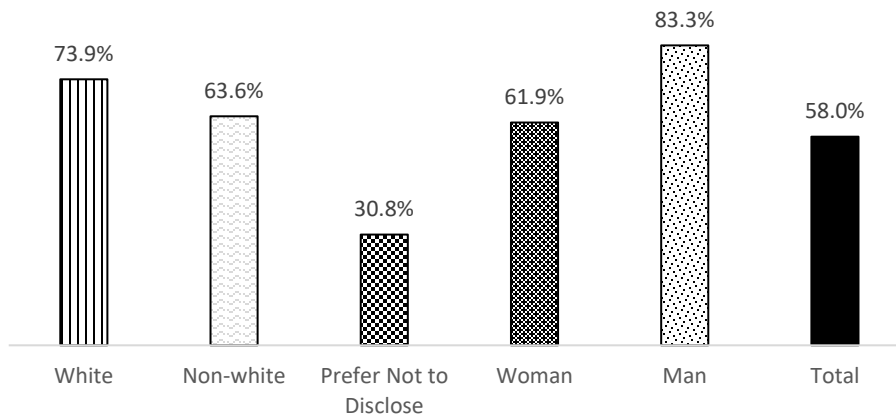**Agreement with A.3**
Administrator Survey
n=8

87.5%

Total

A.4. Voice and perspective from all members of the learning community is valued, treated with dignity, and used to inform school and classroom norms, rules, and expectations. (Representation).

Agreement with A.4 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Percentage
African American/ Black	61.5%
Asian or Pacific Islander	75.0%
Non-Hispanic	57.1%
Hispanic/Latino	70.0%
White	52.9%
Prefer Not to Disclose	14.3%
Man/Boy	53.1%
Woman/Girl	65.8%
Total	53.0%

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Agreement with A.4 by Staff Race and Gender
Staff Survey, n=69

Administrator Agreement with A.4
Administrator Survey
n=8
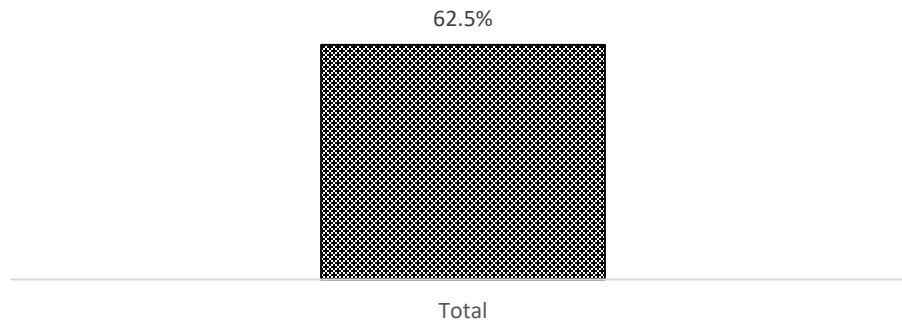
A.5.   Discipline practices limit the removal of students from the learning environment and exclusion from classroom instruction such that no student group/s is over-represented in any category of disciplinary action (Positive Outcomes).
N/A – See the School Data Profile (SDP) (Figure 9)

A.6. The mission and/or vision of the school is posted prominently for all to see and reflects a valuing of equity and appreciation of difference.
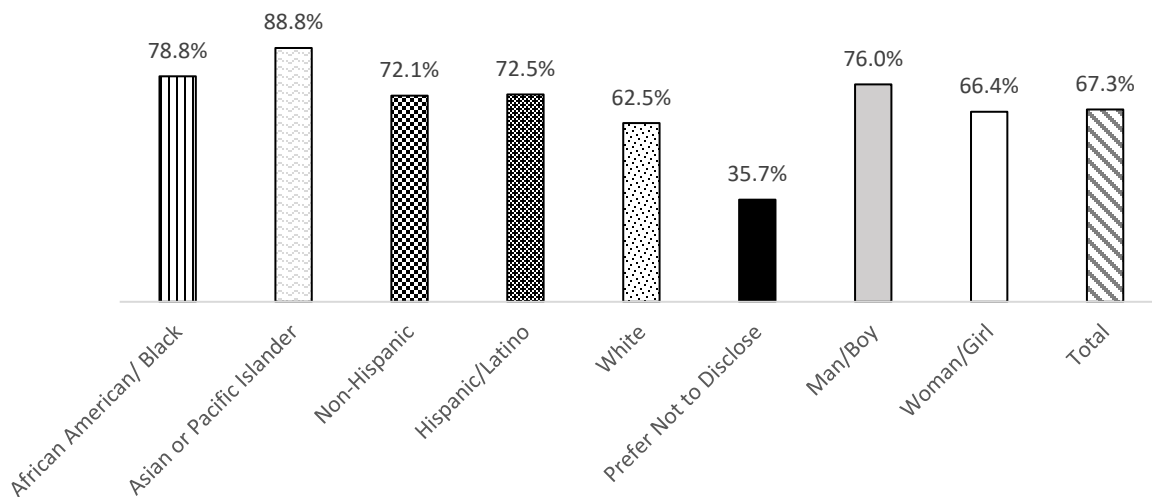N/A – See School Review Report (SRR)

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A.7. School personnel use age/ developmentally appropriate measures to intervene, deescalate, and prevent inappropriate referrals to law enforcement. Positive behavior reinforcement is provided. (Meaningful Participation).

N/A – See School Review Report (SRR)

A.8. Sufficient structures are in place to ensure cultural, socio-emotional, physical, and intellectual safety in the learning community. (Access)

Agreement with A.8 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Percentage
African American/ Black	78.8%
Asian or Pacific Islander	88.8%
Non-Hispanic	72.1%
Hispanic/Latino	72.5%
White	62.5%
Prefer Not to Disclose	35.7%
Man/Boy	76.0%
Woman/Girl	66.4%
Total	67.3%

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A.8 Do you feel unsafe at school because of your race or ethnicity?
Student Diversity Climate Survey n=433, 440
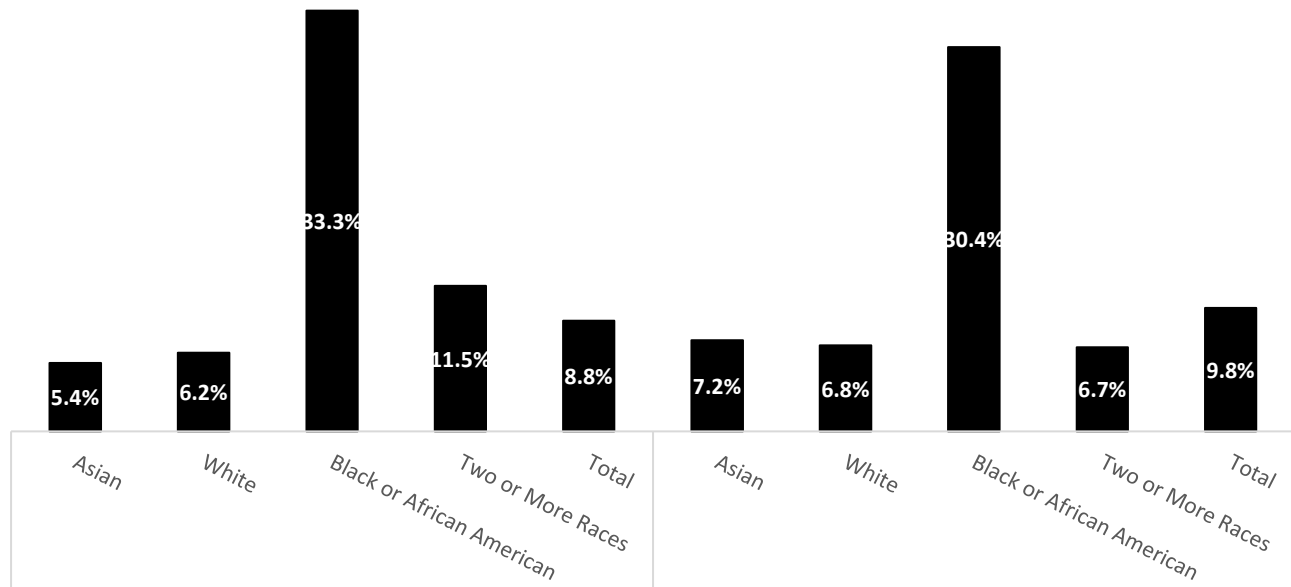
A.8 Do you feel unsafe at school because of your sexual orientation?
2018 & 2019 Student Diversity Climate Survey n=424, n=428
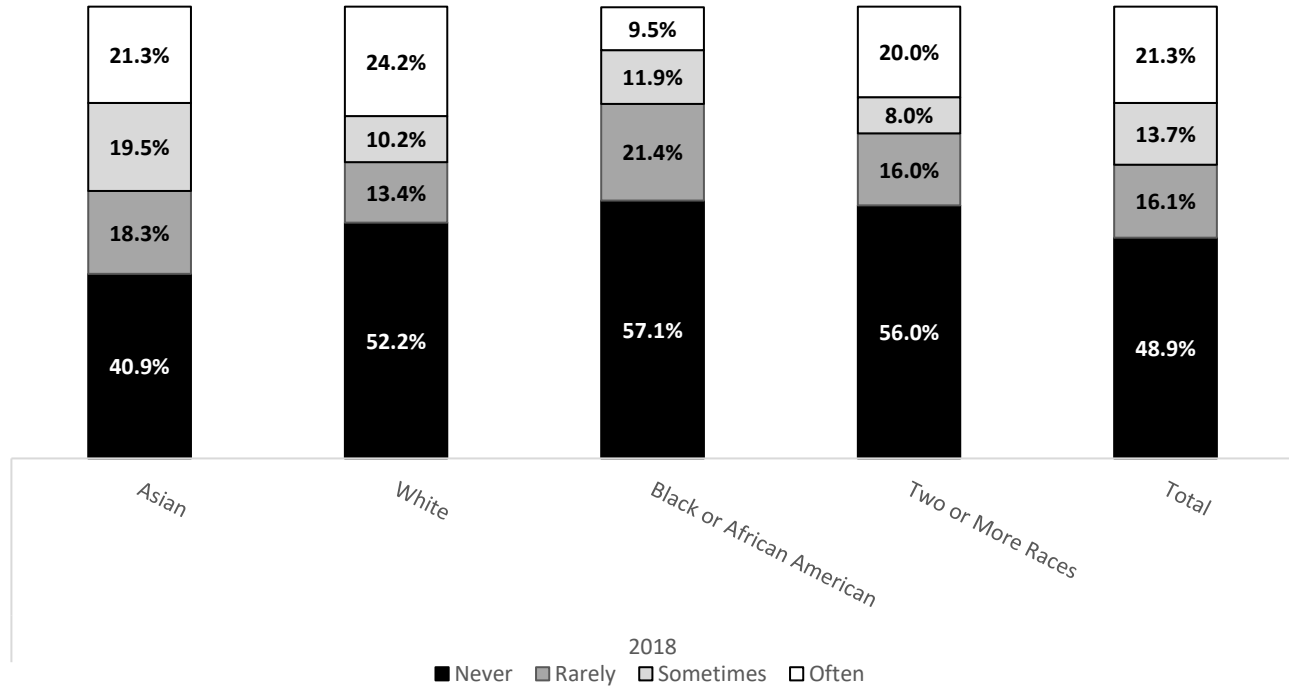
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A.8 When racist remarks are made and a teacher, resident counselor or other school staff person is present, how often does the person intervene?

2018 Student Diversity Climate Survey

n=423

	Asian	White	Black or African American	Two or More Races	Total
Often	21.3%	24.2%	9.5%	20.0%	21.3%
Sometimes	19.5%	10.2%	11.9%	8.0%	13.7%
Rarely	18.3%	13.4%	21.4%	16.0%	16.1%
Never	40.9%	52.2%	57.1%	56.0%	48.9%

2018

■ Never ■ Rarely □ Sometimes □ Often

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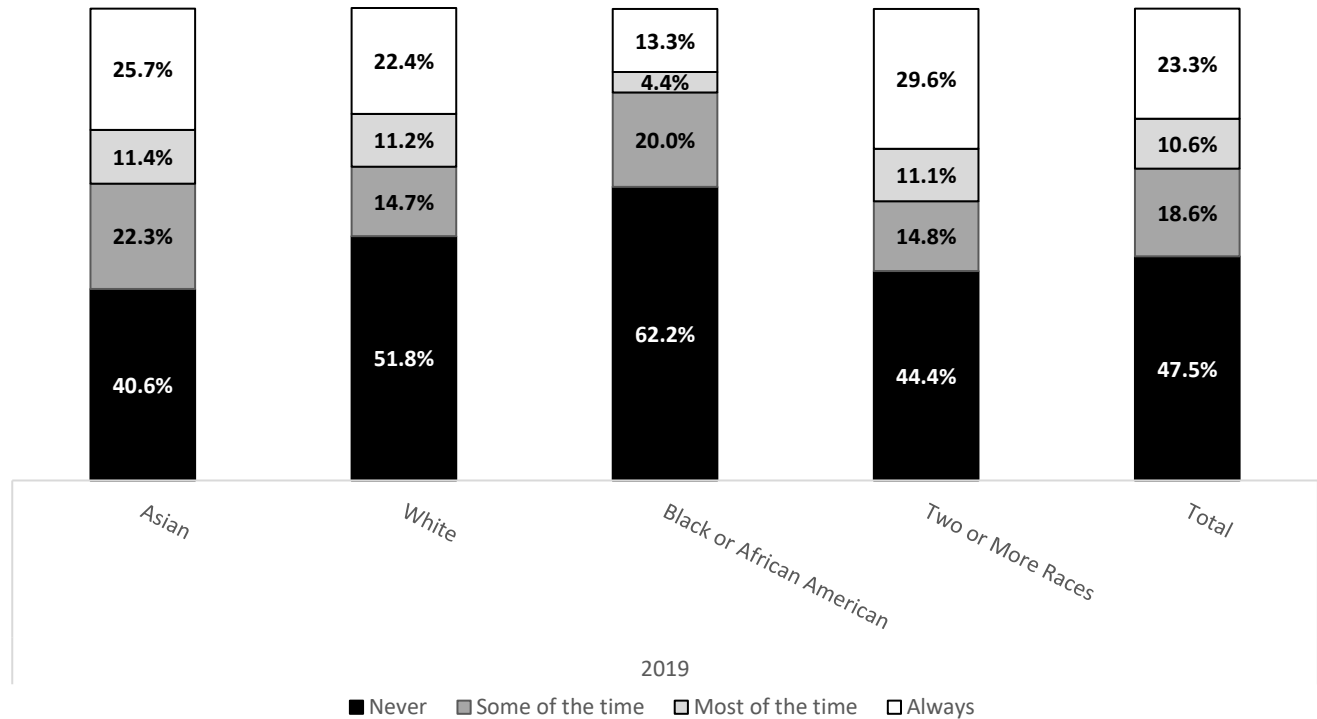INDIANA UNIVERSITY
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A.8 When racist remarks are made and a teacher, resident counselor or other school staff person is present, how often does the person intervene?

2019 Student Diversity Survey

n=425

	Asian	White	Black or African American	Two or More Races	Total
Always	25.7%	22.4%	13.3%	29.6%	23.3%
Most of the time	11.4%	11.2%	4.4%	11.1%	10.6%
Some of the time	22.3%	14.7%	20.0%	14.8%	18.6%
Never	40.6%	51.8%	62.2%	44.4%	47.5%

2019

■ Never　■ Some of the time　□ Most of the time　□ Always

In the figures above, AI/AN respondents were not included as a separate group in the analysis as the number of respondents was less than 10, but they were include in the total.

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A.8 When racist remarks are made and a teacher, resident counselor or other school staff person is present, how often does the person intervene?
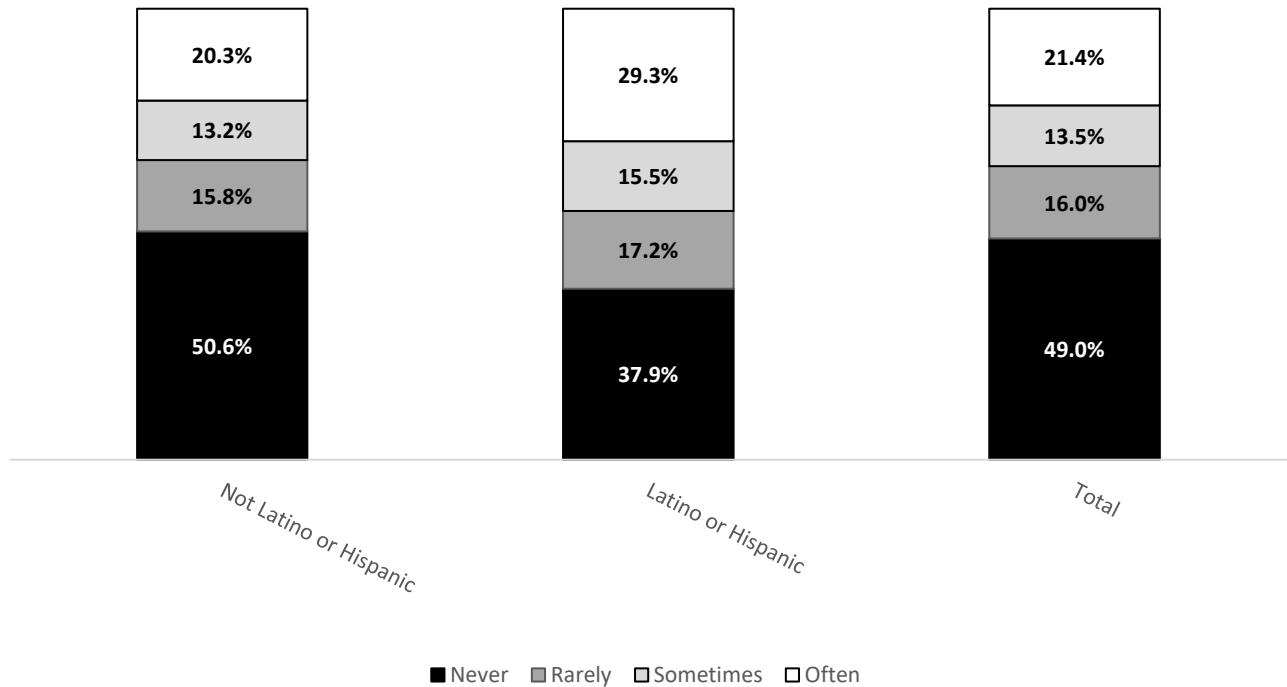
2018 Student Diversity Climate Survey
n=443

■ Never ■ Rarely □ Sometimes □ Often

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A.8 When racist remarks are made and a teacher, resident counselor or other school staff person is present, how often does the person intervene?
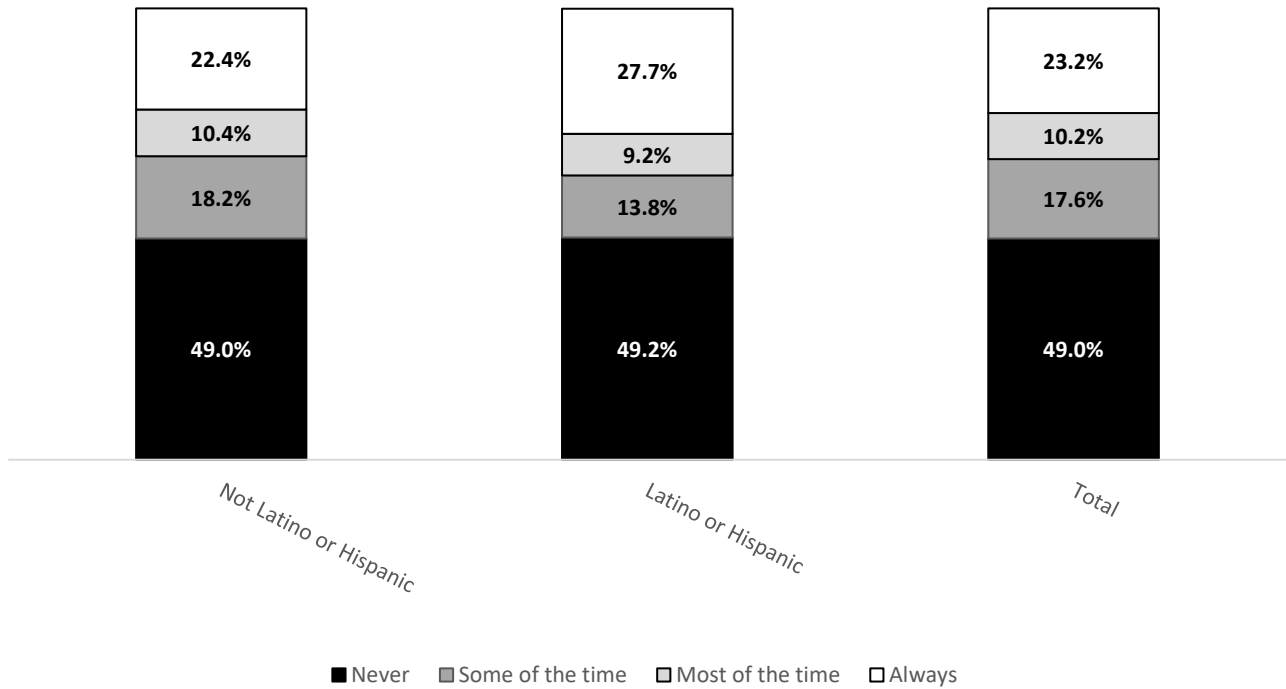
2019 Student Diversity Survey
n=449

	Not Latino or Hispanic	Latino or Hispanic	Total
Always	22.4%	27.7%	23.2%
Most of the time	10.4%	9.2%	10.2%
Some of the time	18.2%	13.8%	17.6%
Never	49.0%	49.2%	49.0%

■ Never ■ Some of the time □ Most of the time □ Always

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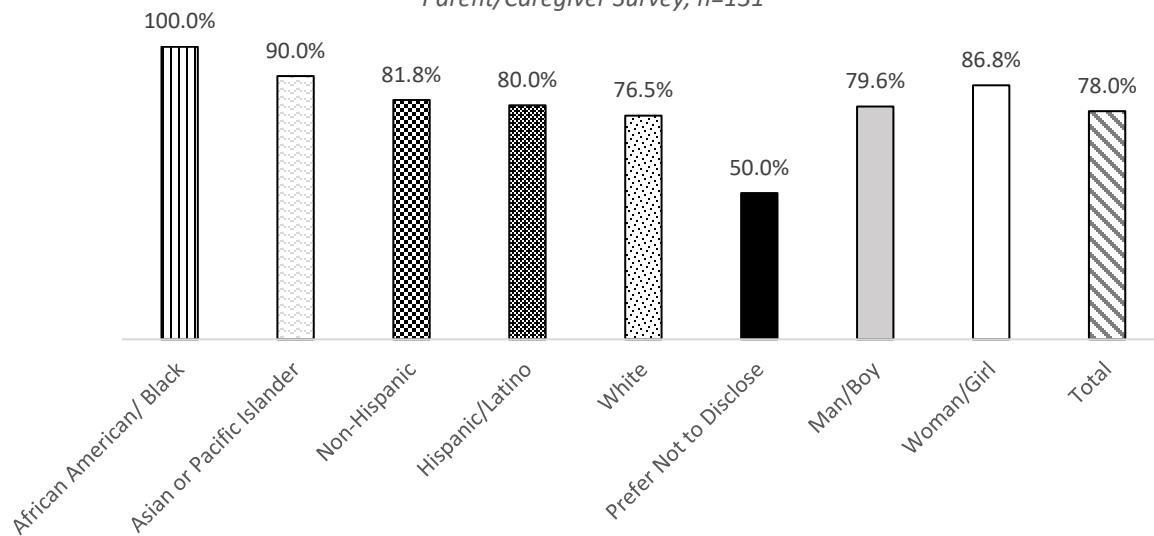
B. ENVIRONMENT & RESOURCES

Resources are distributed equitably and care is taken to ensure authentic representation of diverse people are present in learning spaces and in learning materials, so that students are provided with what they need to benefit from high quality, culturally responsive education opportunities.

B.1 School staff members reflect a broad range of diverse personal identities and lived experiences (e.g., race, gender identity, sexual orientation, and dis/ability) (Representation).

See demographic information above for staff, as well as a comparison of teacher student demographic comparison in the school data report (Figure 1 in the School Data Summary)

B.2 There is a sufficient number of resources available to support instruction in the classroom. Each and every student present has access to the same quality of materials, manipulatives, technology, and/or resources (Access).

Agreement with B.2 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Agreement
African American/ Black	100.0%
Asian or Pacific Islander	90.0%
Non-Hispanic	81.8%
Hispanic/Latino	80.0%
White	76.5%
Prefer Not to Disclose	50.0%
Man/Boy	79.6%
Woman/Girl	86.8%
Total	78.0%

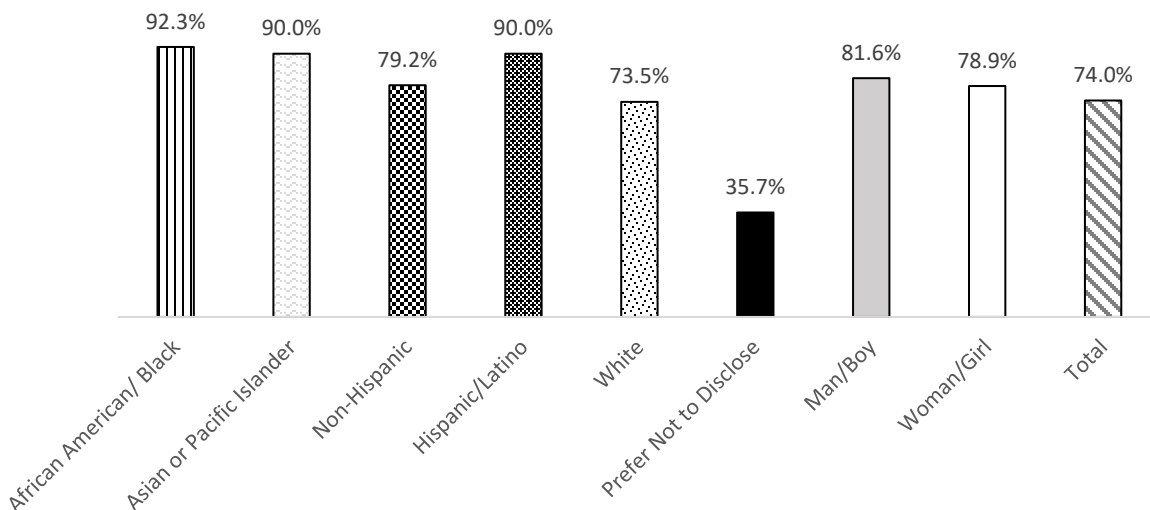May 18, 2020

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B.3 Positive representations of diverse peoples (e.g., lived experiences, personal identities, and world views) are present throughout the school in texts, displays, and materials, and experiences of historically marginalized groups are represented accurately (Representation).

Agreement B.3 by Child Race, Ethnicity and Gender
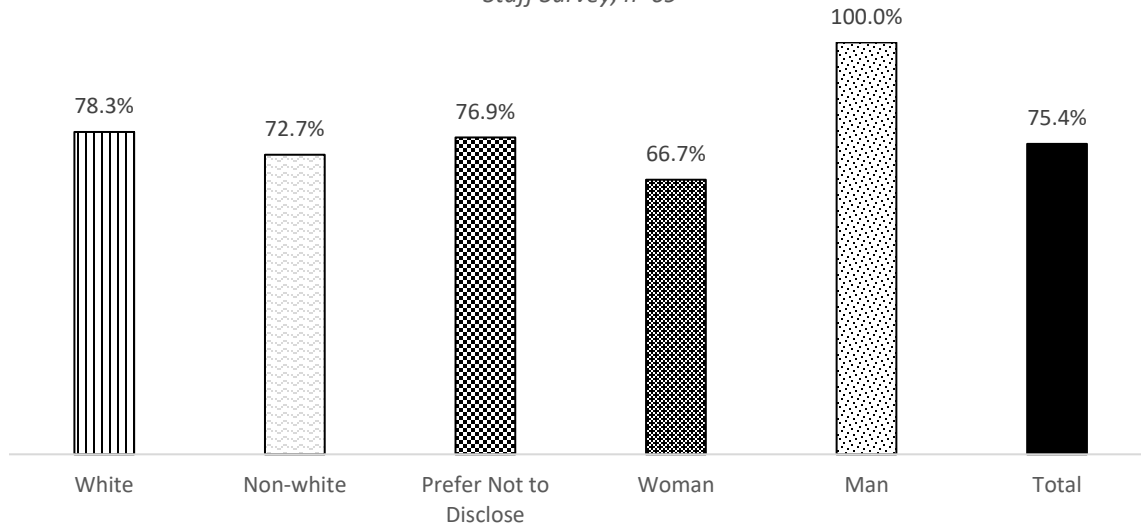Parent/Caregiver Survey, n=131
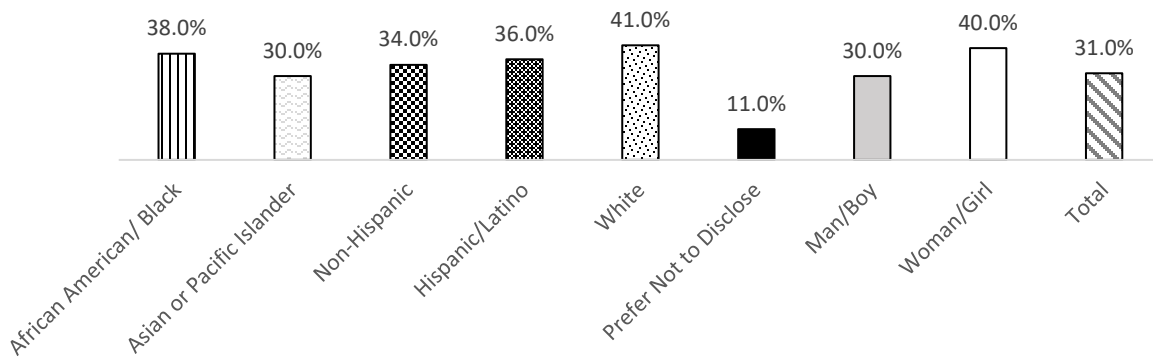
B.4 Learning environments ensure that all students and families meaningfully participate in the learning environment and process regardless of individual linguistic, physical, intellectual, and/or sensory differences (Access).
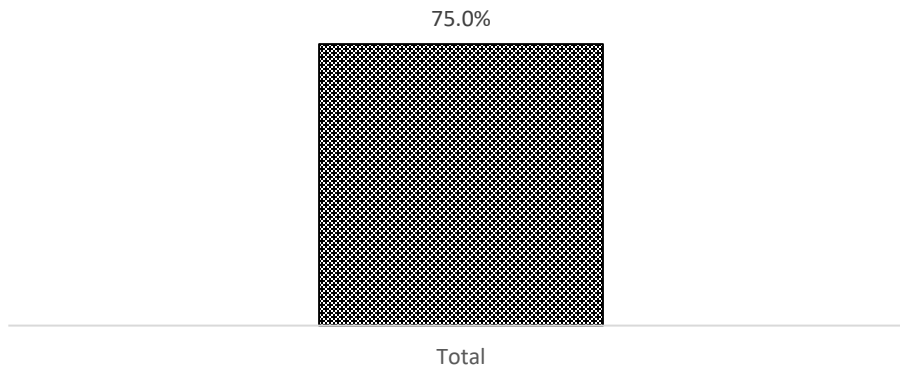
Agreement with B.4 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

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Agreement with B.4 by Staff Race and Gender
Staff Survey, n=69

White	78.3%
Non-white	72.7%
Prefer Not to Disclose	76.9%
Woman	66.7%
Man	100.0%
Total	75.4%

Administrator Agreement with B.4
Administrator Survey
n=8

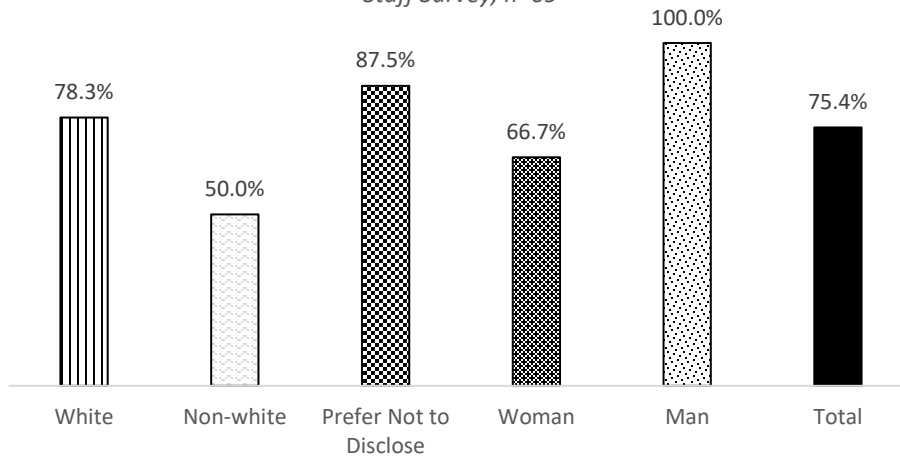|	
Total	75.0%

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B.5 Content standards, learning objectives and language objectives are posted and visible in classrooms.

N/A – See School Review Report

B.6 Members of the learning community believe ensuring students succeed, regardless of race, national origin, religion, sex, gender identity, dis/ability, and economic background, is important in the school.

Agreement with B.6 by Staff Race and Gender
Staff Survey, n=69

White	78.3%
Non-white	50.0%
Prefer Not to Disclose	87.5%
Woman	66.7%
Man	100.0%
Total	75.4%

Agreement with B.6 by Administrator Gender
Administrator Survey
n=8

Total: 80.0%

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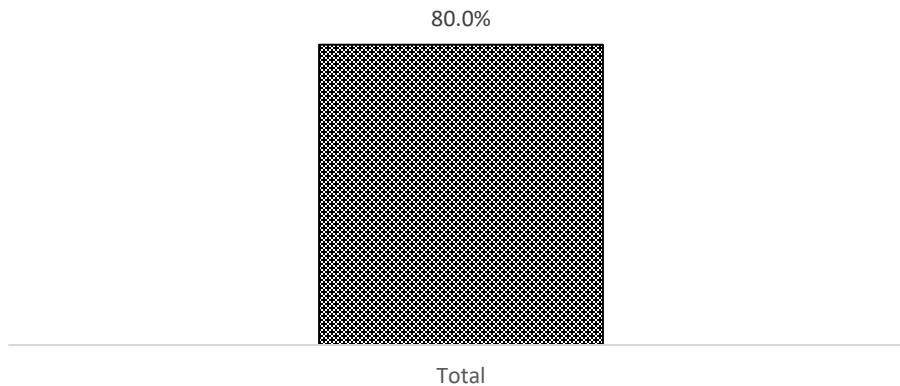
C. LEADERSHIP AND GOVERNANCE

Shared leadership and decision-making structures are present at multiple levels of the school and are organized to ensure participation of diverse stakeholders. There is an expressed and demonstrated focus on addressing systemic inequities.
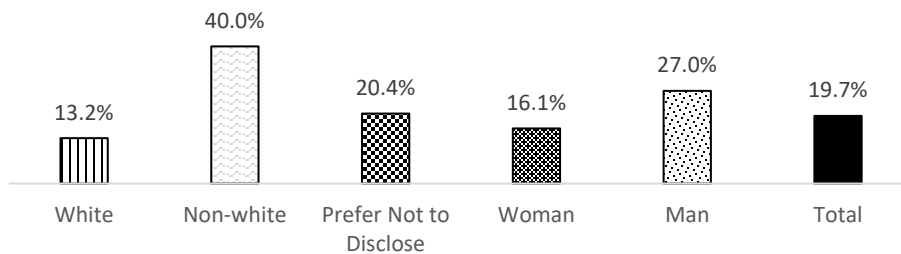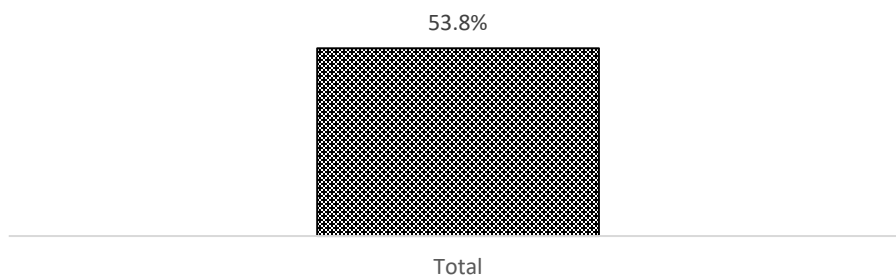
C.1.   Representative teams (e.g. administrators, educators, specialists, family members, students, etc.), at both the building and school level, meet regularly for the purposes of decision making, and to support the implementation, monitoring, and evaluation of strategic plans (Representation).

Agreement with C.1 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
13.2%	40.0%	20.4%	16.1%	27.0%	19.7%

Administrator Agreement with C.1
Administrator Survey
n=8

53.8%

Total

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C.2. Specific efforts are made to include and center voice and perspective from all members of the learning community in decision-making and in the review and modification of policy and procedures (Meaningful Participation).

Agreement with C.2 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Value
African American/ Black	25.0%
Asian or Pacific Islander	22.5%
Non-Hispanic	15.2%
Hispanic/Latino	10.0%
White	6.9%
Prefer Not to Disclose	17.9%
Man/Boy	14.7%
Woman/Girl	15.8%
Total	14.6%
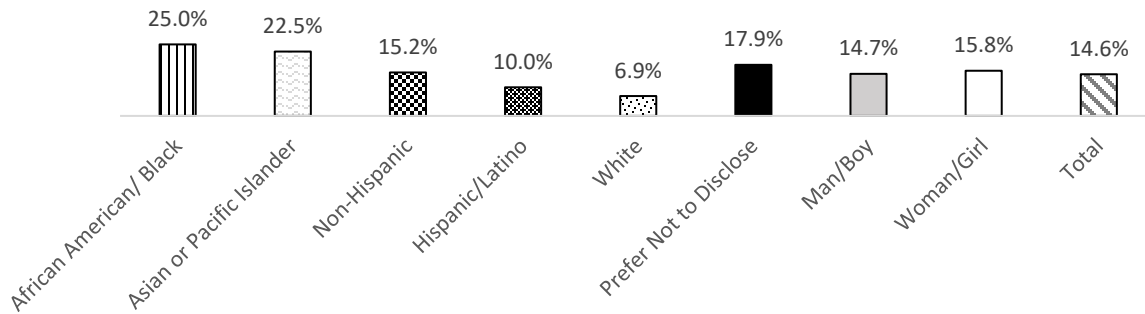
Agreement with C.2 by Staff Race and Gender
Staff Survey, n=69

Category	Value
White	39.1%
Non-white	12.5%
Prefer Not to Disclose	18.8%
Woman	38.1%
Man	16.7%
Total	26.3%

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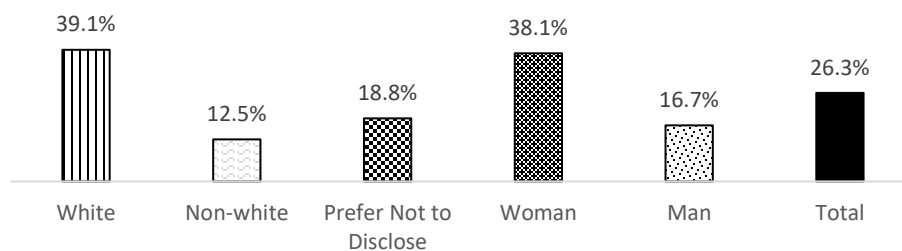
Administator Agreement with C.2
Administrator Survey
n=8

50.0%

Total

C.2 Historically under-represented groups are included as members of leadership teams (Check all that apply)
Staff Survey, n=48

100.0%

79.2%

37.5%

35.4%

10.4%

6.3%

People of Color | People with Dis/abilities | People Living in Dis-invested Communities | People who Identify as LGBTQI+ | Multilingual Speakers | I'm not sure

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C.2 Historically under-represented groups are included as members of leadership teams (Check all that apply)
Adminsitrator Survey, n=8

- People of Color: 87.5%
- People with Dis/abilities: 0.0%
- People Living in Dis-invested Communities: 0.0%
- People who Identify as LGBTQI+: 25.0%
- Multilingual Speakers: 62.5%
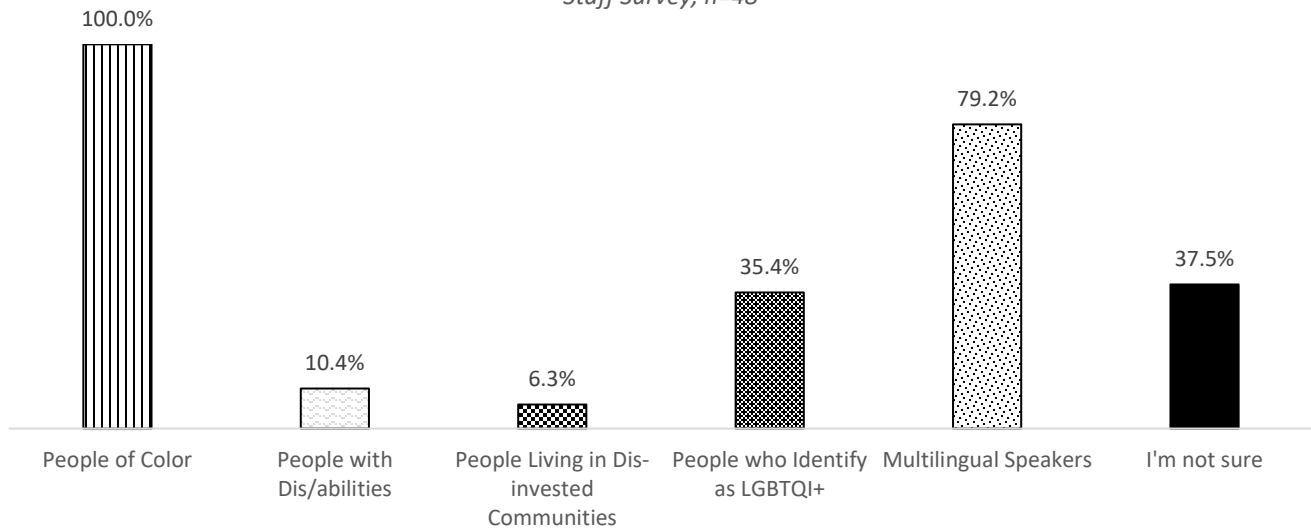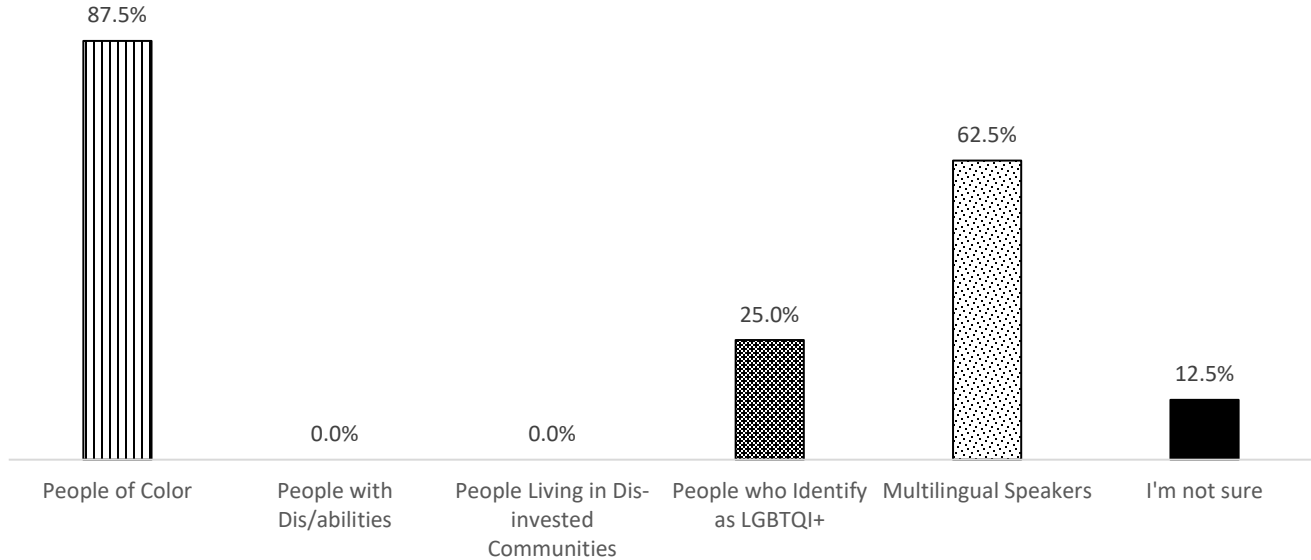- I'm not sure: 12.5%

C.2 Historically under-represented groups are included as members of leadership teams (Check all that apply)
Staff Survey, n=49

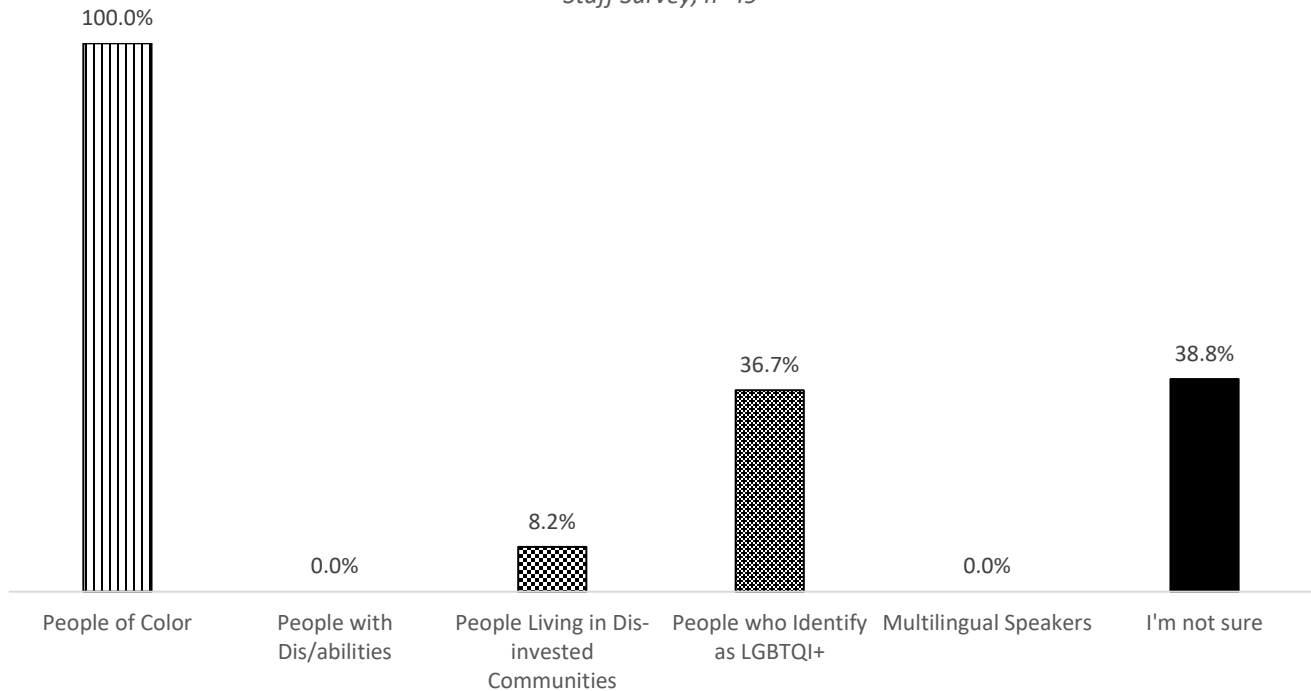
- People of Color: 100.0%
- People with Dis/abilities: 0.0%
- People Living in Dis-invested Communities: 8.2%
- People who Identify as LGBTQI+: 36.7%
- Multilingual Speakers: 0.0%
- I'm not sure: 38.8%

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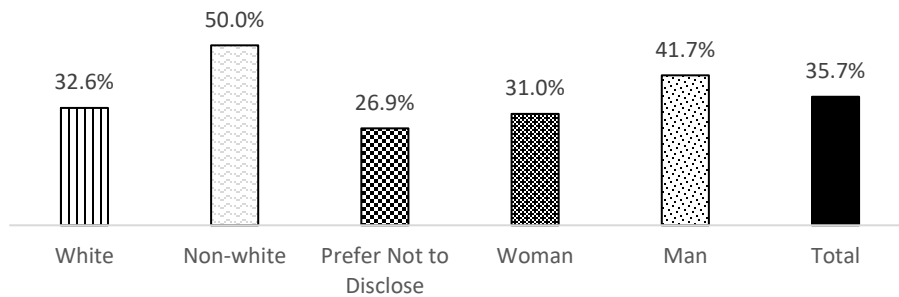SCHOOL OF EDUCATION
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Diversity in Leadership

The open-ended responses in the surveys related to this theme suggested that staff questioned the representation of diverse identities in the leadership teams and the value of the representation in leadership.

C.3.   School and building administrators engage in leadership practices that result in the development of policy, practices, and procedures that promote educational equity. (Positive Outcomes).

Agreement with C.3 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
32.6%	50.0%	26.9%	31.0%	41.7%	35.7%

Administrator Agreement with C.3
Administrator Survey
n=8

50.0%

Total

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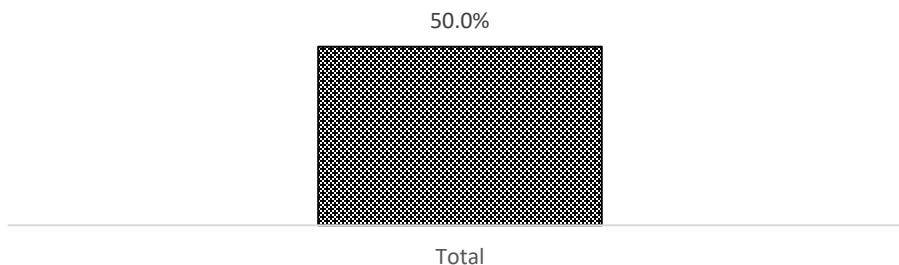
C.4. Policies and procedures for performance reviews and accountability measures reflect educational equity and are aligned with strategic improvement efforts. (Positive Outcomes).

Agreement with C.4 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
32.6%	50.0%	31.3%	31.0%	41.7%	35.7%
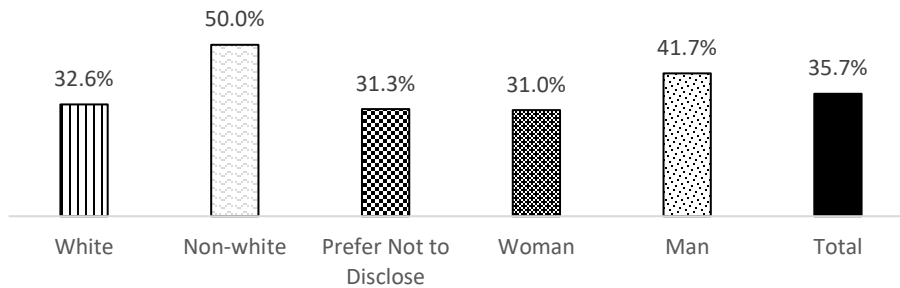
Administrator Agreement with C.4
*Administrator Survey
n=8*

38.0%

Total

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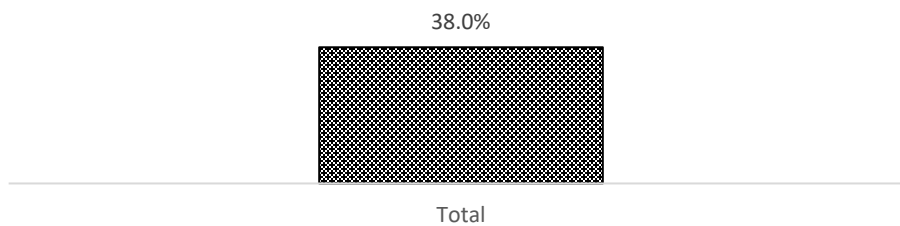
C.5.   Civic, business, and service organizations are leveraged in strategic ways to increase the school leaderships' capacity to lead educational equity efforts. (Representation).

Agreement with C.5 by Staff Race and Gender
Staff Survey, n=69

	White	Non-white	Prefer Not to Disclose	Woman	Man	Total
	8.7%	0.0%	18.8%	9.5%	8.3%	10.5%
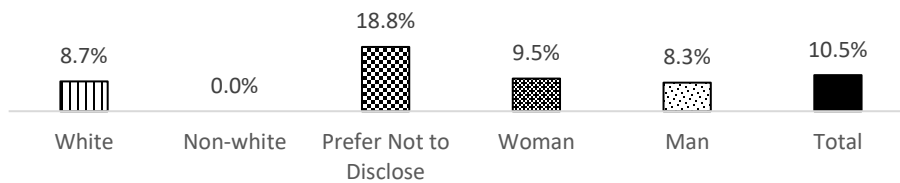
Administrator Agreement with C.5
Administrator Survey
n=8

	Total
	62.5%

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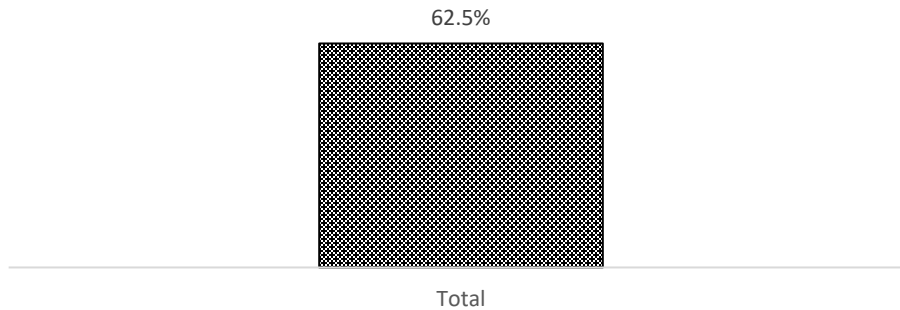
C.6. There is at least one employee designated to coordinate school efforts to comply with and carry out responsibilities under Title IX of the Education Amendments of 1972 (Access).

Agreement with C.6 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Percentage
African American/ Black	25.0%
Asian or Pacific Islander	21.7%
Non-Hispanic	30.7%
Hispanic/Latino	54.5%
White	35.9%
Prefer Not to Disclose	38.9%
Man/Boy	33.3%
Woman/Girl	32.6%
Total	33.6%
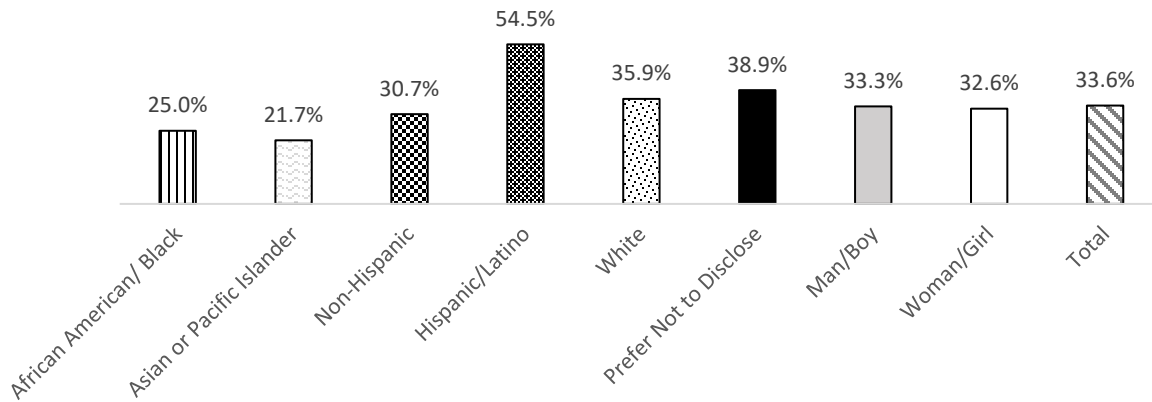
Agreement with C.6 by Staff Race and Gender
Staff Survey, n=69

Category	Percentage
White	39.1%
Non-white	25.0%
Prefer Not to Disclose	0.0%
Woman	33.3%
Man	25.0%
Total	22.0%

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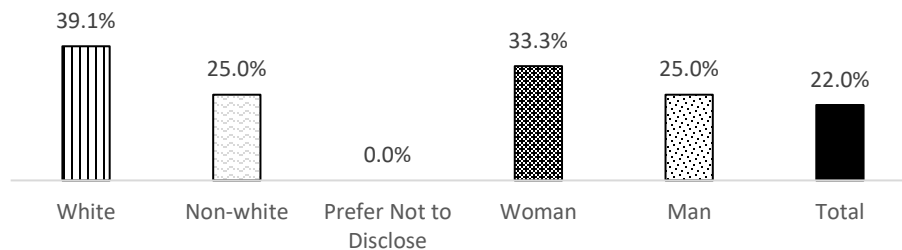
Administrator Agreement with C.6
Administrator Survey
n=8

50.0%

Total
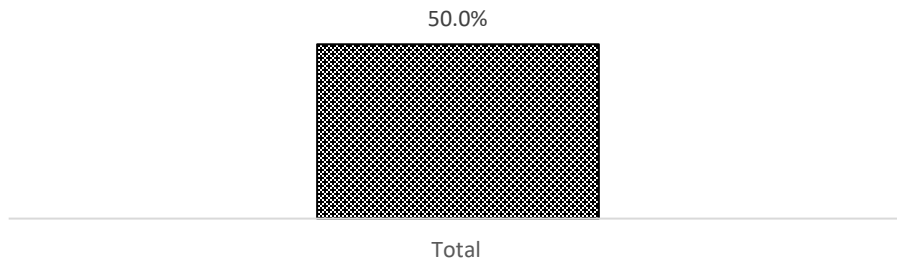
C.7. School structures, processes, and evidence-based support systems are implemented to increase the likelihood of successful implementation of innovations, and are perceived by building leadership and staff to be helpful. (Meaningful Participation).

Agreement with C.7 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
43.5%	12.5%	56.3%	38.1%	50.0%	42.0%

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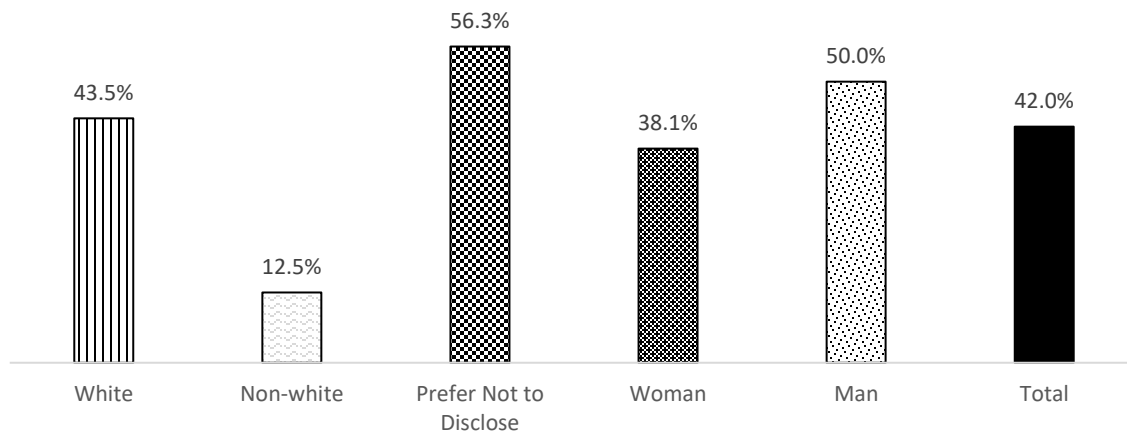
Administrator Agreement with C.7
Administrator Survey
n=8

33.3%

Total

**C.7 The following elements are in place in the school to support the
implementation of systemic improvement efforts (Check all that apply)**
Staff Survey, n=9

100.0%

55.6%   55.6%   55.6%

22.2%   33.3%   33.3%

| Strong Leadership Guidance | Clear Steps in Place to Achieve Goals | Leadership Teams to Guide Implementation | Data Systems and Supports | Systems for Monitoring Plan Implementation | Systems for Monitoring Plan Impact | Professional Development and Supports aligned to Action Plans |

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C.7 The following elements are in place in the school to support the implementation of systemic improvement efforts (Check all that apply)
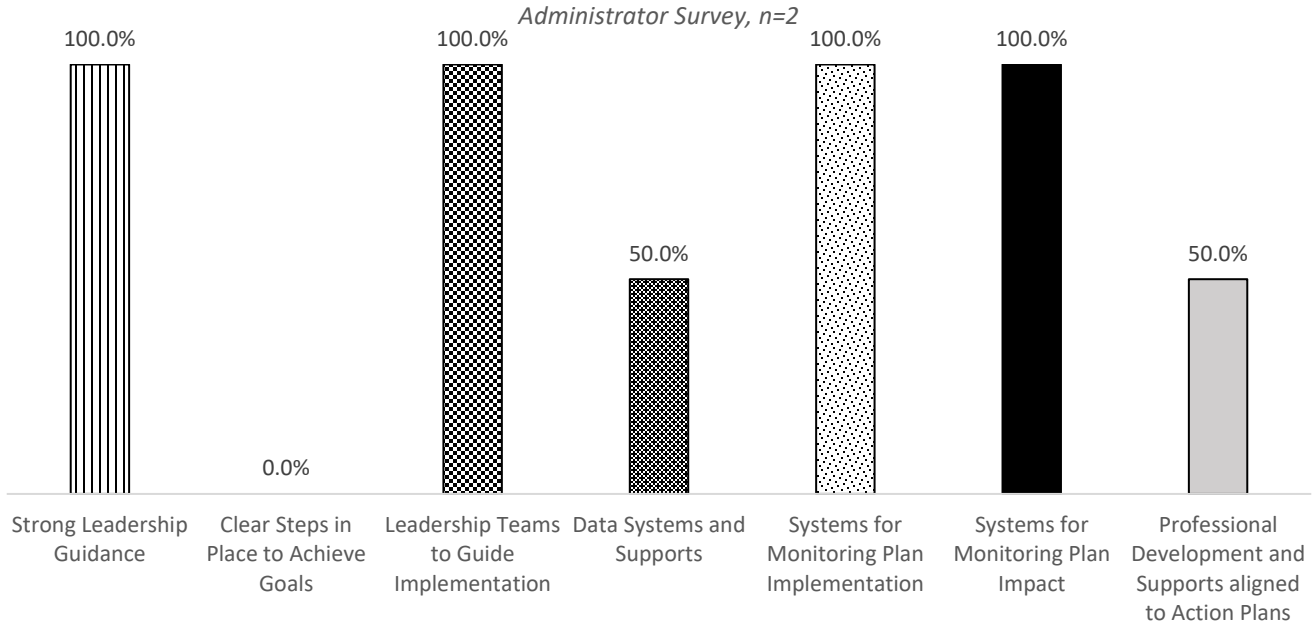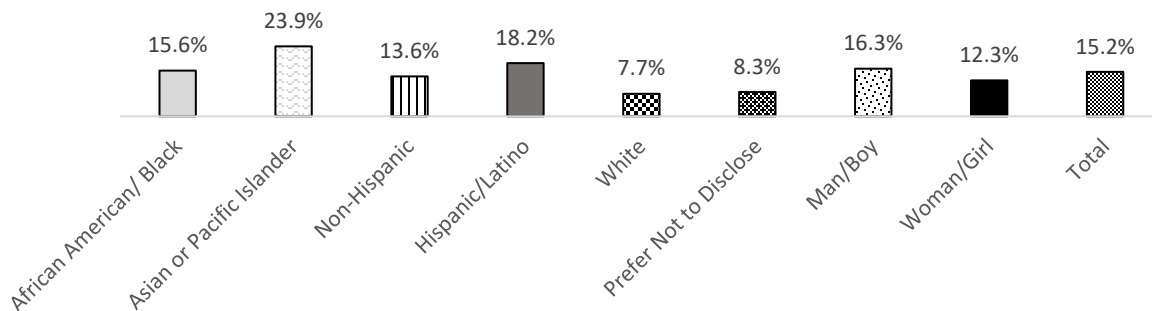
Administrator Survey, n=2

100.0%	0.0%	100.0%	50.0%	100.0%	100.0%	50.0%
Strong Leadership Guidance	Clear Steps in Place to Achieve Goals	Leadership Teams to Guide Implementation	Data Systems and Supports	Systems for Monitoring Plan Implementation	Systems for Monitoring Plan Impact	Professional Development and Supports aligned to Action Plans

C.8. Leadership development and growth opportunities are available to all school staff members and parent/caregivers with an emphasis on ensuring that historically under-represented groups participate in and benefit from those opportunities (Access).

Agreement with C.8 by Child Race, Ethnicity and Gender

Parent/Caregiver Survey, n=131

African American/ Black	Asian or Pacific Islander	Non-Hispanic	Hispanic/Latino	White	Prefer Not to Disclose	Man/Boy	Woman/Girl	Total
15.6%	23.9%	13.6%	18.2%	7.7%	8.3%	16.3%	12.3%	15.2%

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Administrator Agreement with C.8
Administrator Survey
n=8
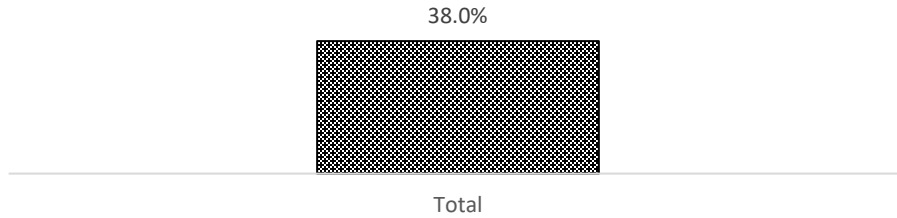
38.0%

Total

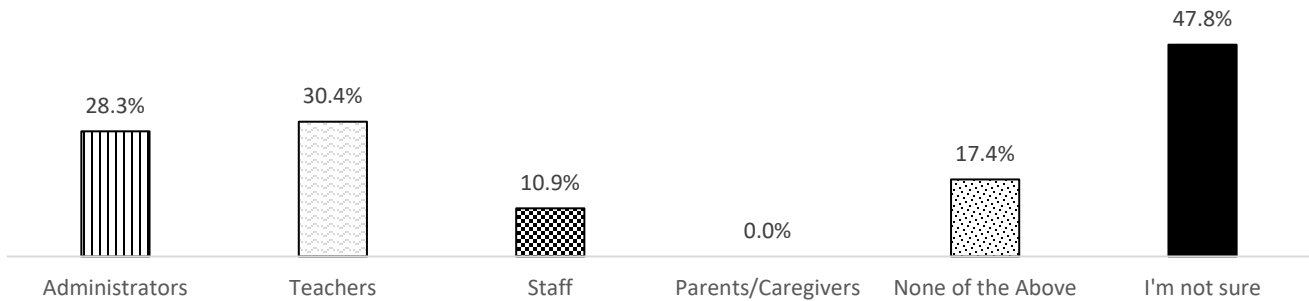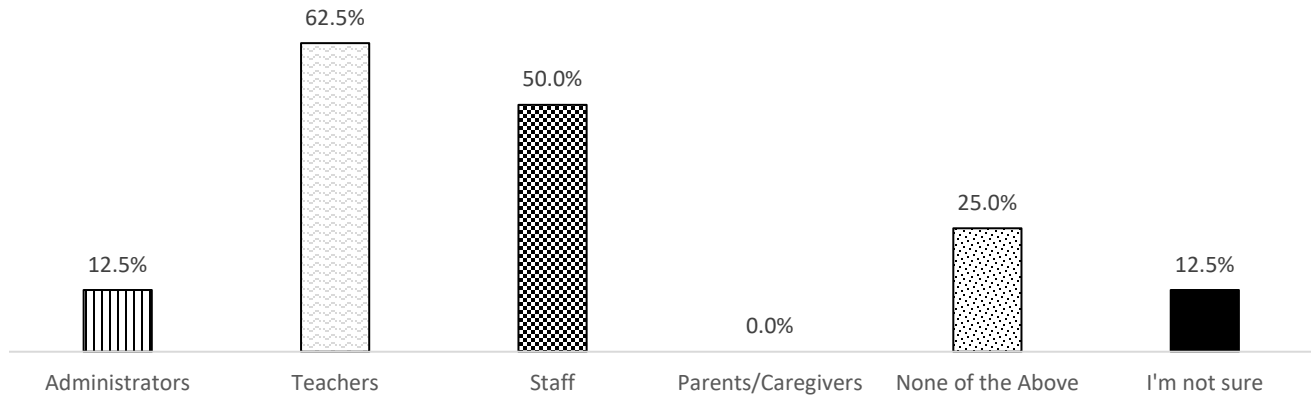## Are leadership mentoring programs for the following groups available at the school? (Check all that apply)
Staff Survey, n=46

Administrators	Teachers	Staff	Parents/Caregivers	None of the Above	I'm not sure
28.3%	30.4%	10.9%	0.0%	17.4%	47.8%

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Are leadership mentoring programs for the following groups available at the school? (Check all that apply)

Administrator Survey, n=8

Chart showing: Administrators 12.5%, Teachers 62.5%, Staff 50.0%, Parents/Caregivers 0.0%, None of the Above 25.0%, I'm not sure 12.5%
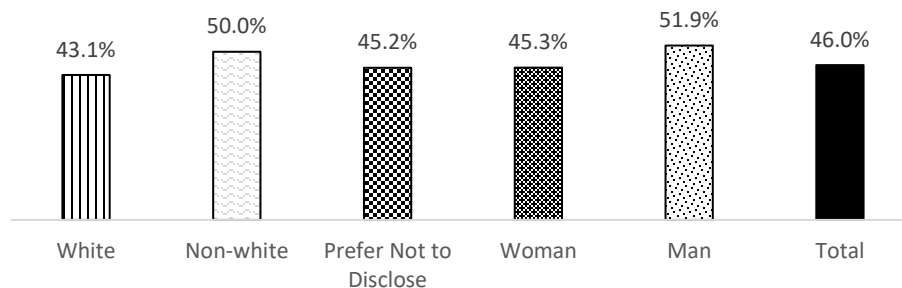
Opportunities for Leadership and Growth

In open-ended comments, staff primarily reported there were opportunities for leadership growth and professional advancement for some, but not all school staff.

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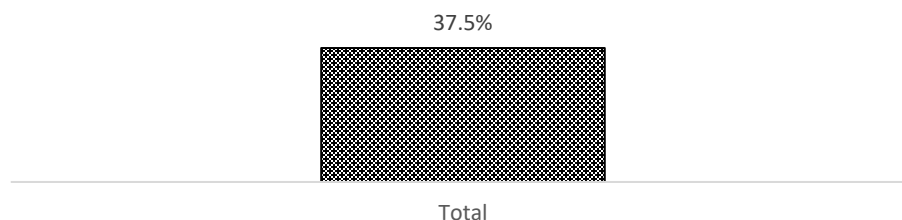## D. CONTINUOUS IMPROVEMENT AND INQUIRY

The school engages in inquiry using multiple types of data to make explicit the links between student outcomes, policy and adult practice. Data-informed inquiry and continuous improvement processes are used to determine who is not benefiting from current policies, practices and structures, and on improving learning opportunities and outcomes for all students, with particular attention to addressing inequities faced by historically marginalized students (Friere, 1970; Kozleski & Thorius, 2013; Thorius, 2014).

D.1. There is ongoing support for professional learning and growth for all educators, staff members and administrators that is aligned with strategic improvement efforts, is job-embedded, and includes coaching and mentoring (Access).

Agreement with D.1 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
43.1%	50.0%	45.2%	45.3%	51.9%	46.0%

Administrator Agreement with D.1
Administrator Survey
n=8

Total
37.5%

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D.2.   Professional learning experiences are collaborative and center perspectives across grade and content teams, grade-levels, and schools (Meaningful Participation).

Agreement with D.2 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
52.2%	50.0%	33.3%	40.0%	66.7%	45.8%
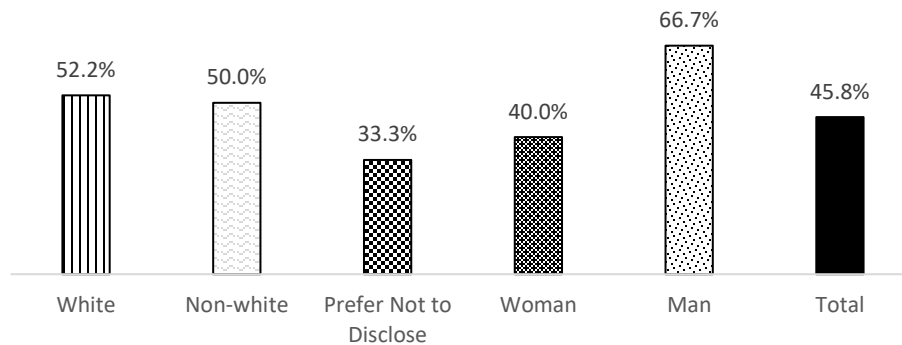
Administrator Agreement with D.2
Administrator Survey
n=8

62.5%

Total

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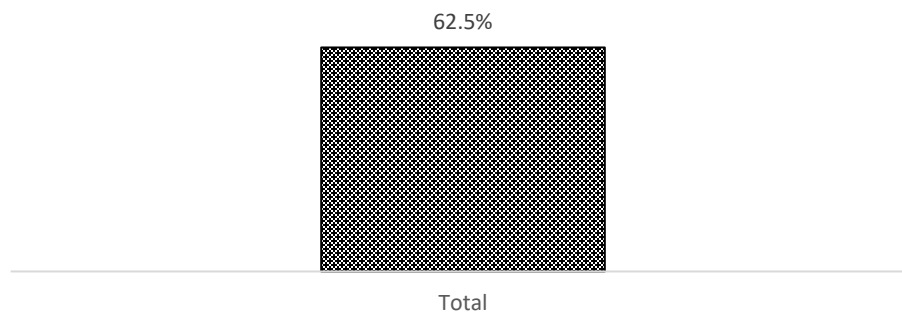
D.3.   Educational equity is centered as a cross-cutting tenet in all professional learning experiences (i.e., across content and topic areas) (Representation).

Agreement with D.3 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Value
African American/ Black	38.5%
Asian or Pacific Islander	50.0%
Non-Hispanic	45.5%
Hispanic/Latino	70.0%
White	47.1%
Prefer Not to Disclose	21.4%
Man/Boy	40.8%
Woman/Girl	55.3%
Total	44.0%
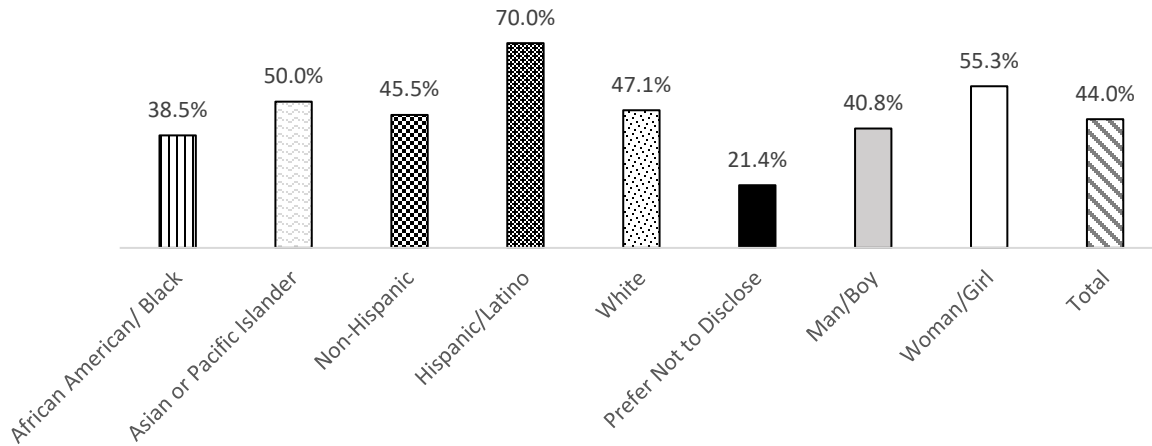
Agreement with D.3 by Staff Race and Gender
Staff Survey, n=69
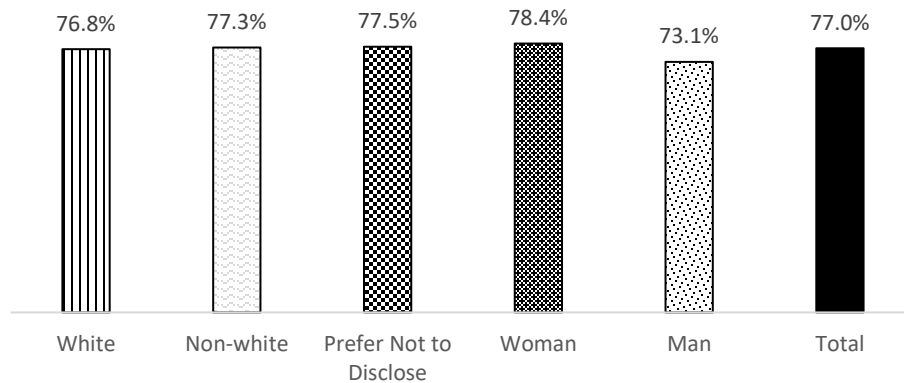
Category	Value
White	76.8%
Non-white	77.3%
Prefer Not to Disclose	77.5%
Woman	78.4%
Man	73.1%
Total	77.0%

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Administrator Agreement with D.3
Administrator Survey
n=8
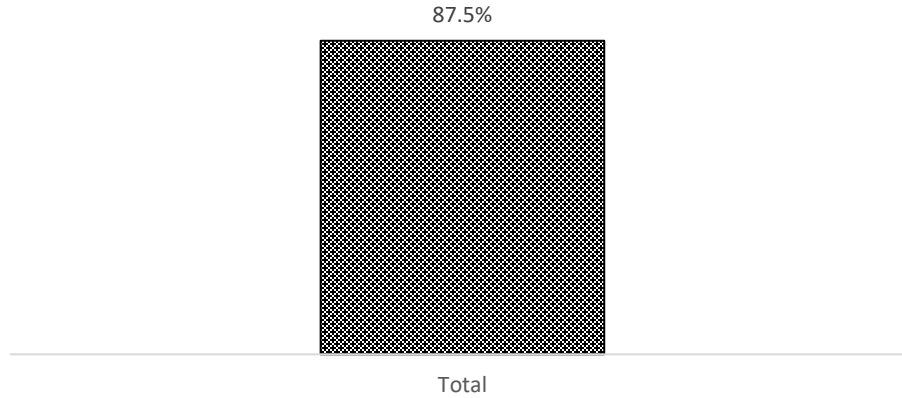
87.5%

Total

D.3 Reported Frequency of Equity-Focused Professional Learning
Staff Survey, n=34

	No Sessions	1-3 Sessions	4 or More Sessions	I'm not sure
LGBTQI+/Homophobia		76%	9%	15%
Integration	32%	21%	3%	44%
Inclusion	9%	56%	12%	24%
Implicit Bias	6%	79%	6%	9%
Educational Equity	12%	56%	12%	21%
Diversity		62%	32%	6%
Culturally Responsive Teaching/Practices	18%	44%		38%
Civil Rights/Anti-discrimination	12%	53%	12%	24%
Bullying and Harassment Prevention	15%	71%	0%	15%

■ No Sessions   ■ 1-3 Sessions   ▢ 4 or More Sessions   ▢ I'm not sure

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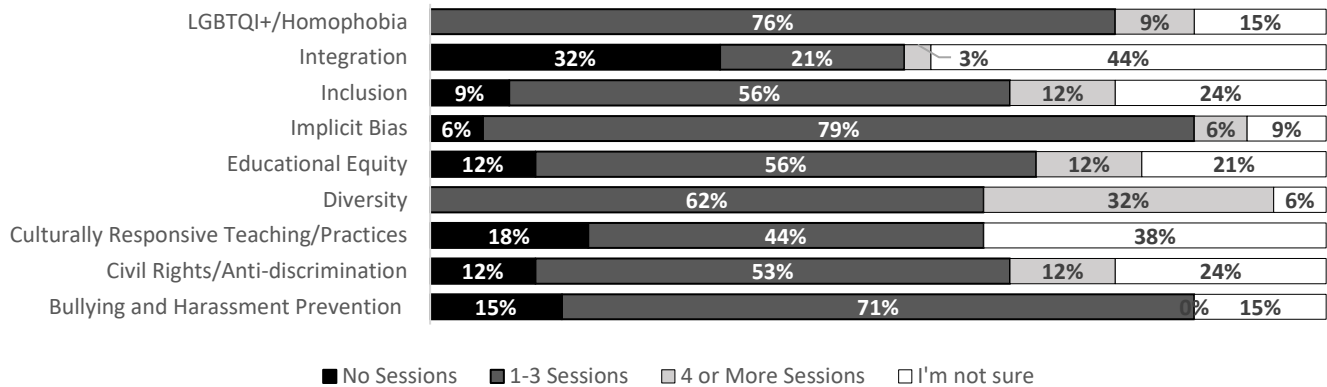
D.3 Reported Frequency of Equity-Focused Professional Learning
Administrator Survey, n=5

Category	No Sessions	1-3 Sessions	4 or More Sessions	I'm not sure
LGBTQI+/Homophobia	20%	80%		
Integration	60%			40%
Inclusion	20%	60%		20%
Implicit Bias		60%		
Educational Equity		40%	20%	20%
Diversity		40%	60%	
Culturally Responsive Teaching/Practices		40%	20%	20%
Civil Rights/Anti-discrimination	20%	80%		
Bullying and Harassment Prevention		100%		

■ No Sessions   ■ 1-3 Sessions   ☐ 4 or More Sessions   ☐ I'm not sure

D.3 Reported Effectiveness of Equity-Focused Professional Learning
Staff Survey, n=34

Category	Not Effective	Somewhat Effective	Effective	Very Effective
LGBTQI+/Homophobia		63%	37%	
Integration		63%	38%	
Inclusion	17%	57%	26%	
Implicit Bias	4%	63%	26%	7%
Educational Equity	13%	57%	26%	4%
Diversity	7%	67%	22%	4%
Culturally Responsive Teaching/Practices	24%	53%	18%	6%
Civil Rights/Anti-discrimination	20%	60%	15%	5%
Bullying and Harassment Prevention	13%	65%	17%	4%

■ Not Effective   ■ Somewhat Effective   ☐ Effective   ☐ Very Effective

D.3 Reported Effectiveness of Equity-Focused Professional Learning
Adminsitrator Survey, n=5

Category	Not Effective	Somewhat Effective	Effective	Very Effective
LGBTQI+/Homophobia		75%	25%	
Inclusion		100%		
Implicit Bias		100%		
Educational Equity	67%	33%		
Diversity		100%		
Culturally Responsive Teaching/Practices	67%	33%		
Civil Rights/Anti-discrimination	25%	75%		
Bullying and Harassment Prevention		75%	25%	

■ Not Effective   ■ Somewhat Effective   ☐ Effective   ☐ Very Effective

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D.3 School professional development about educational equity increased:

_____:

Staff Survey, n=34

Item	SD	D	N	A	SA
My colleagues' ability to lead others in demonstrating equitable…	9%	9%	71%	12%	
My ability to lead others in demonstrating equitable practices	12%	38%	38%		
My colleagues' ability to lead others in learning about equitable…	9%	12%	59%	18%	3%
My ability to lead others in learning about equitable practices	21%	35%	32%	3%	
My colleagues' ability to demonstrate equitable practices	15%	65%	18%	3%	
My ability to demonstrate equitable practices	15%	29%	53%	3%	
My colleagues' understanding about equitable practices	12%	62%	24%	3%	
My understanding about equitable practices	3%	35%	53%	9%	
My colleagues' awareness of equitable practices	12%	62%	26%		
My awareness of equitable practices	24%	62%	9%		

■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ▨ Agree ☐ Strongly Agree

D.3 School professional development about educational equity increased:

_____:

Administrator Survey, n=5

Item	SD	D	N	A	SA
My colleagues' ability to lead others in demonstrating equitable…		20%	60%	20%	
My ability to lead others in demonstrating equitable practices		40%	20%	20%	20%
My colleagues' ability to lead others in learning about equitable…		40%	60%		
My ability to lead others in learning about equitable practices		40%	20%	20%	20%
My colleagues' ability to demonstrate equitable practices		20%	40%	40%	
My ability to demonstrate equitable practices		40%	20%	20%	20%
My colleagues' understanding about equitable practices		20%	40%	40%	
My understanding about equitable practices		40%	20%	20%	20%
My colleagues' awareness of equitable practices		40%	60%		
My awareness of equitable practices		40%	20%	20%	20%

■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree/ I don't know ▨ Agree ☐ Strongly Agree
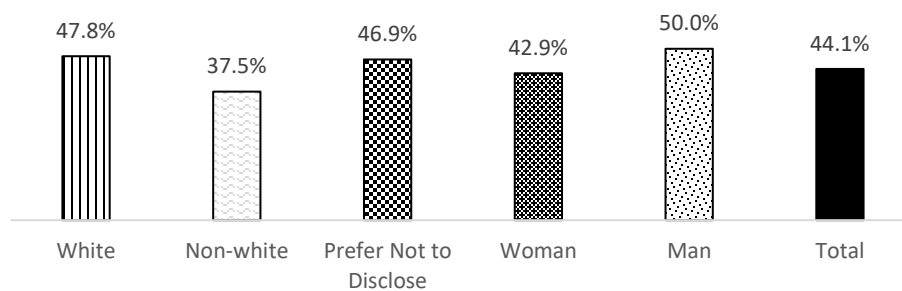
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D.4. Multiple, relevant data sources and types are regularly shared, reviewed, and used in classrooms, and in team, building, school, and community meetings (Meaningful Participation).

Agreement with D.4 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

African American/ Black	Asian or Pacific Islander	Non-Hispanic	Hispanic/Latino	White	Prefer Not to Disclose	Man/Boy	Woman/Girl	Total
33.3%	52.6%	20.8%	50.0%	38.9%	0.0%	43.6%	37.3%	34.6%
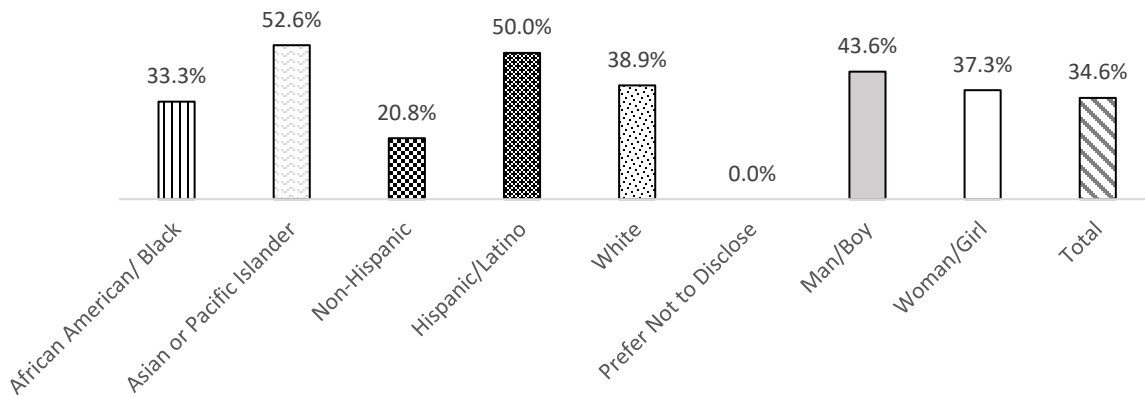
Agreement with D.4 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
47.8%	37.5%	46.9%	42.9%	50.0%	44.1%

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Administrator Agreement with D.4

Administrator Survey

n=8

37.5%

Total

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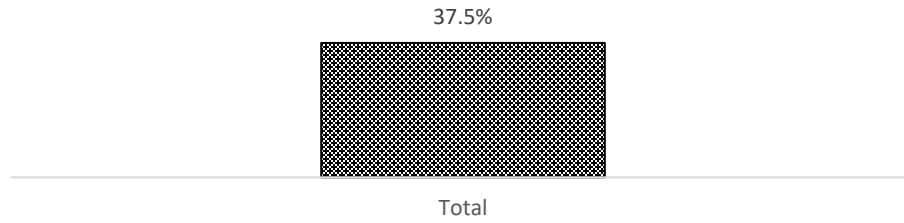
D.5. **What counts as data is broadly defined by diverse stakeholder groups to include both student and systems data, with an emphasis on centering historically marginalized groups. (Representation) (See D.6 as well)**

Agreement with D.5 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
70.3%	40.0%	50.0%	52.9%	81.3%	56.3%
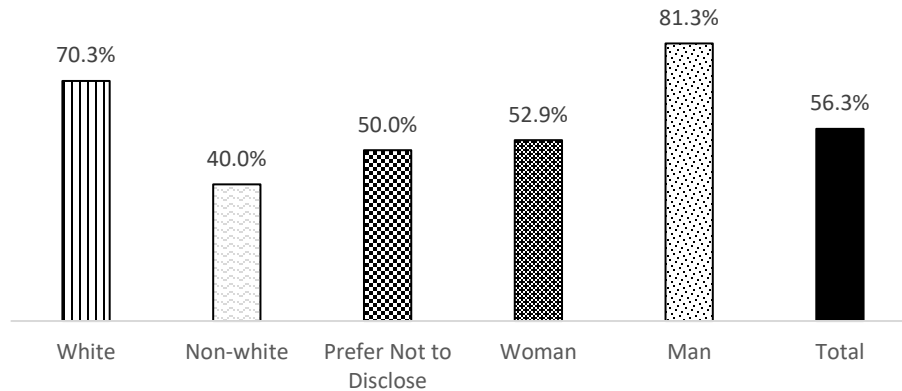
Administrator Agreement with D.5
Administrator Survey
n=8

75.0%

Total

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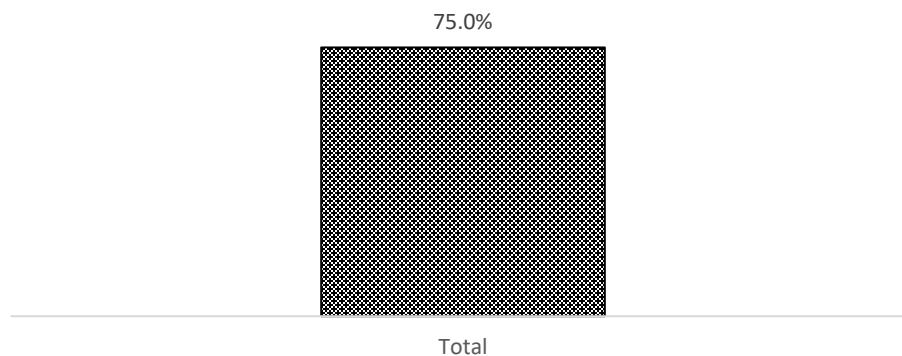
D.6. **Data are routinely disaggregated by student groups (e.g., race/ ethnicity, ability, gender etc.) to reveal indicators of inequity in classrooms, schools, and across the school (Representation).**

Agreement with D.6 by Staff Race and Gender
*Staff Survey, n=69*

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
8.7%	8.3%	20.8%	6.3%	13.9%	12.0%
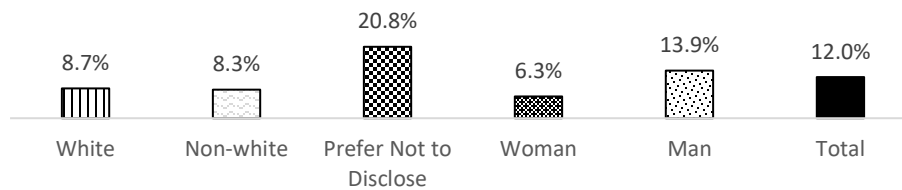
Administrator Agreement with D.6
Administrator Survey
n=8

Total
25.0%

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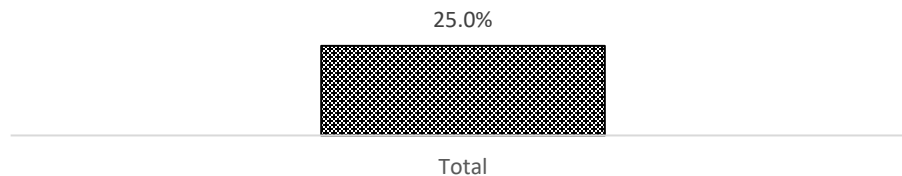
D.7.   The selection of improvement strategies is the result of collaborative inquiry processes and data-informed decision making (Positive Outcomes).

Agreement with D.7 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
70.3%	40.0%	50.0%	52.9%	81.3%	56.3%
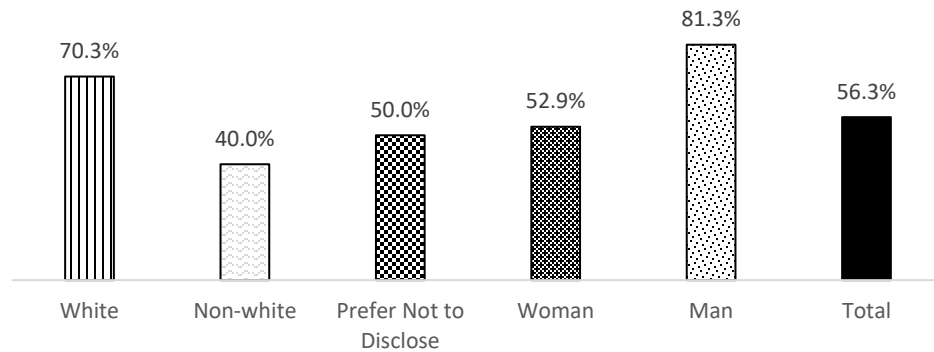
*Of the administrators that answered questions related to D.7, none expressed agreement that these processes are occurring.

D.8.   School improvement efforts focus on changing policies, systems, and adult practices to better support students rather than 'fixing' students, and are coordinated such that efficiencies are optimized and redundancies are minimized.
(Positive Outcomes).

Agreement with D.8 by Child Race, Ethnicity and Gender
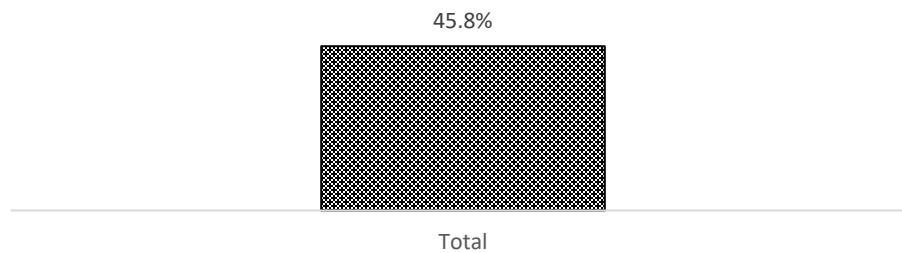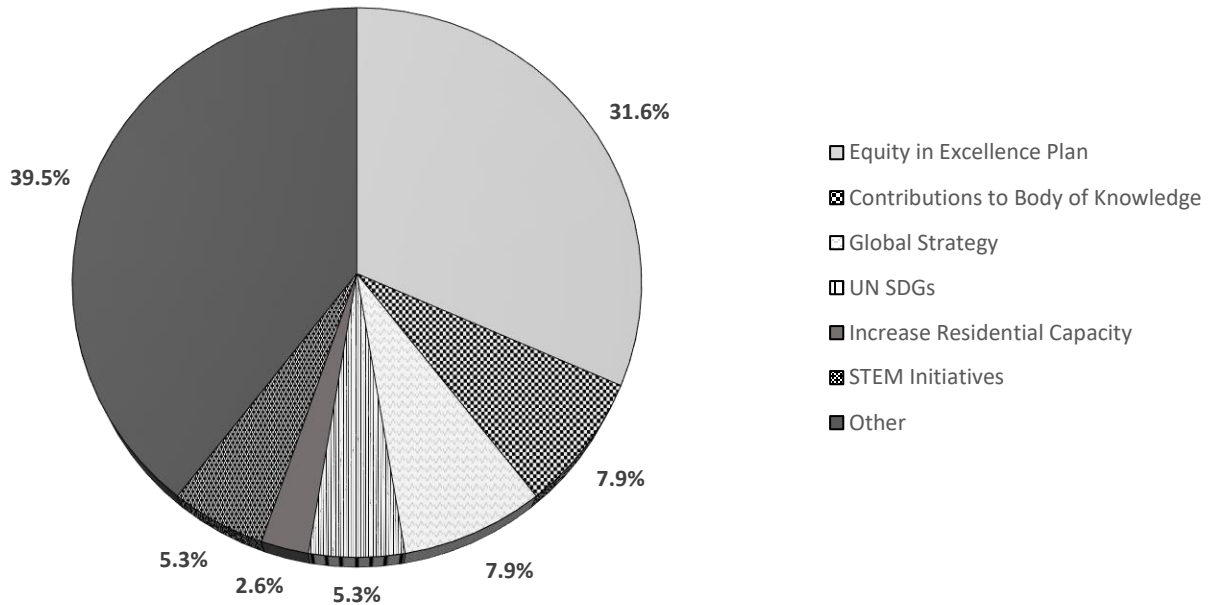*Parent/Caregiver Survey, n=131*

African American/ Black	Asian or Pacific Islander	Non-Hispanic	Hispanic/Latino	White	Prefer Not to Disclose	Man/Boy	Woman/Girl	Total
21.9%	23.9%	25.0%	13.6%	23.1%	13.9%	17.5%	26.7%	21.8%

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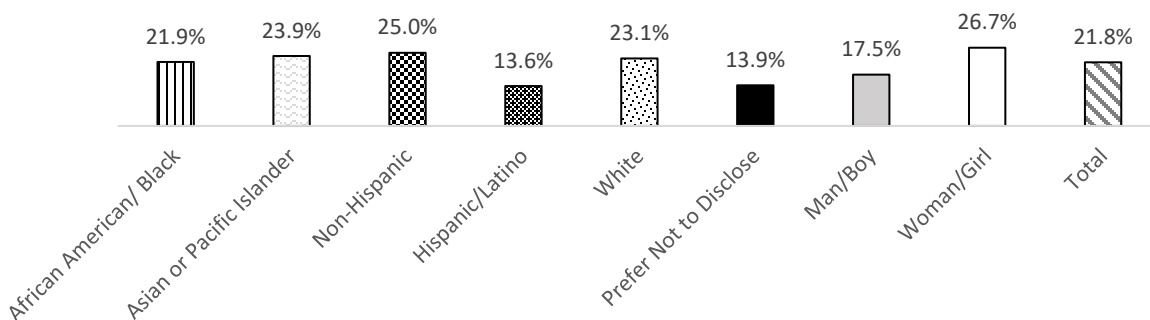
Agreement with D.8 by Staff Race and Gender
Staff Survey, n=69

White	27.3%
Non-white	36.7%
Prefer Not to Disclose	29.4%
Woman	45.9%
Man	31.1%
Total	50.0%
	36.8%
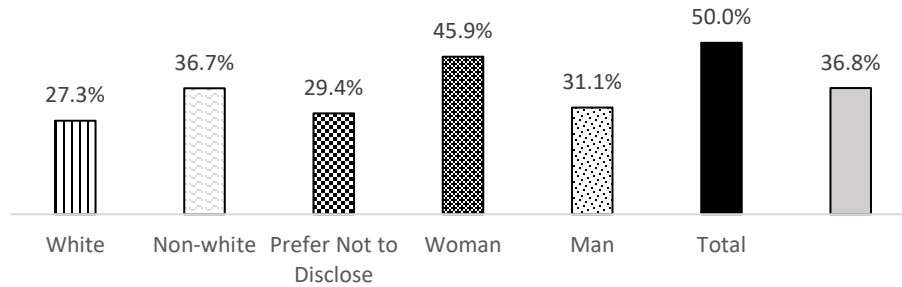
Administrator Agreement with D.8
Administrator Survey
n=8

45.8%

Total

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D.8 Top-Identified School Initiatives
Administrator Survey, n=8

- Equity in Excellence Plan
- Contributions to Body of Knowledge
- Global Strategy
- UN SDGs
- Increase Residential Capacity
- STEM Initiatives
- Other

31.6%
39.5%
7.9%
7.9%
5.3%
2.6%
5.3%

D.8 Top-Identified School Initiatives
Staff Survey, n=69

- Equity in Excellence Plan
- Year of Inquiry
- Global Strategy
- UN SDGs
- Increase Residential Capacity
- Attract non-illinois students
- 1000 Admission Applications
- Other

20.8%
2.0%
3.0%
7.9%
2.0%
11.9%
4.0%
48.5%

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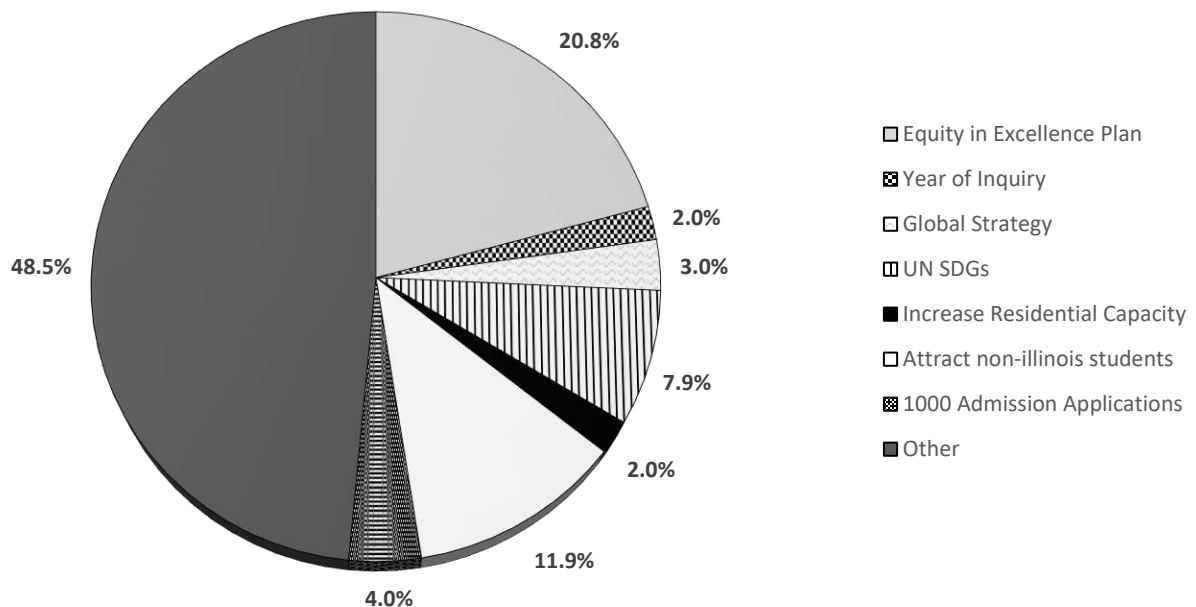
D.8 To What Extent are the Top-Identified School Intiatives Equity-Centered?
Administrator Survey, n=8

13.8%

27.6%

20.7%

37.9%

☐ To a Great Extent
☐ To Some Extent
▥ Not at All
▨ I'm not sure
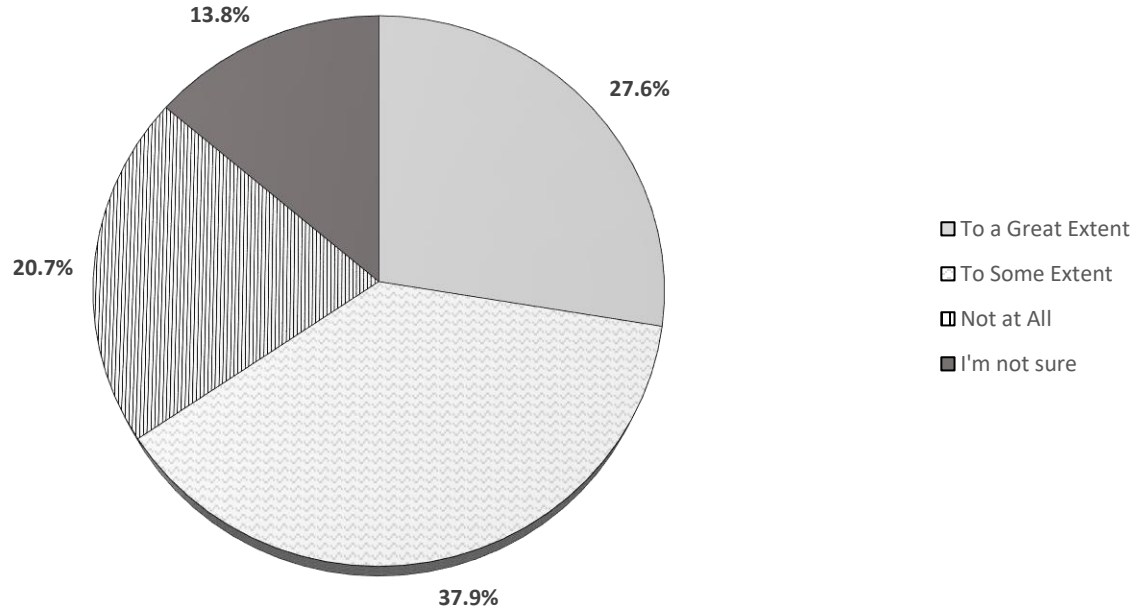
D.8 To What Extent are the Top-Identified School Intiatives Equity-Centered?
Staff Survey, n=69

12.4%

9.0%

47.2%

31.5%

☐ To a Great Extent
☐ To Some Extent
▥ Not at All
■ I'm not sure

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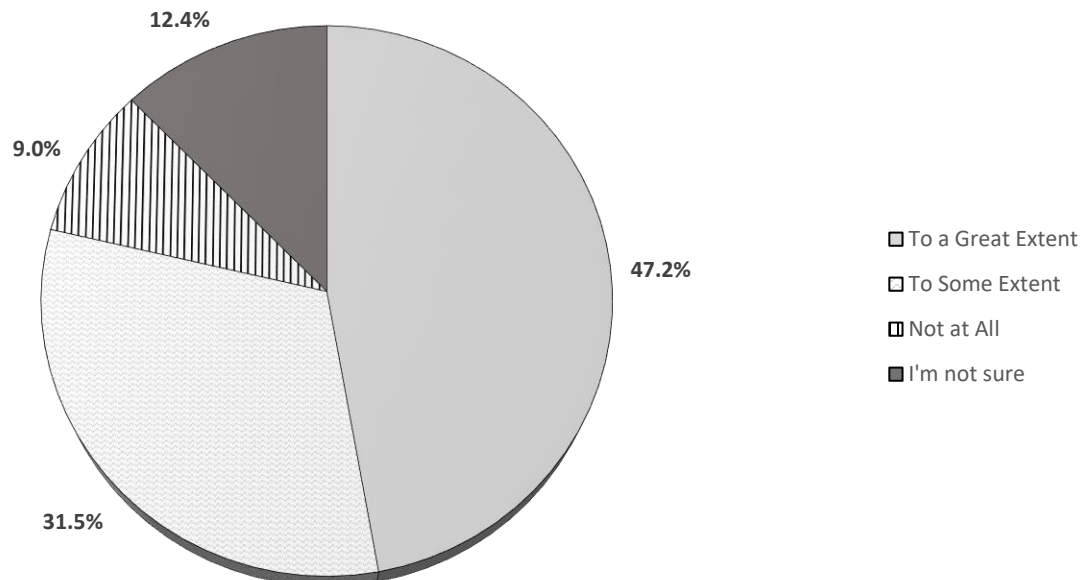
D.9. There are standard monitoring and assessing processes and procedures that are used to inform and enhance school improvement efforts (Meaningful Participation).

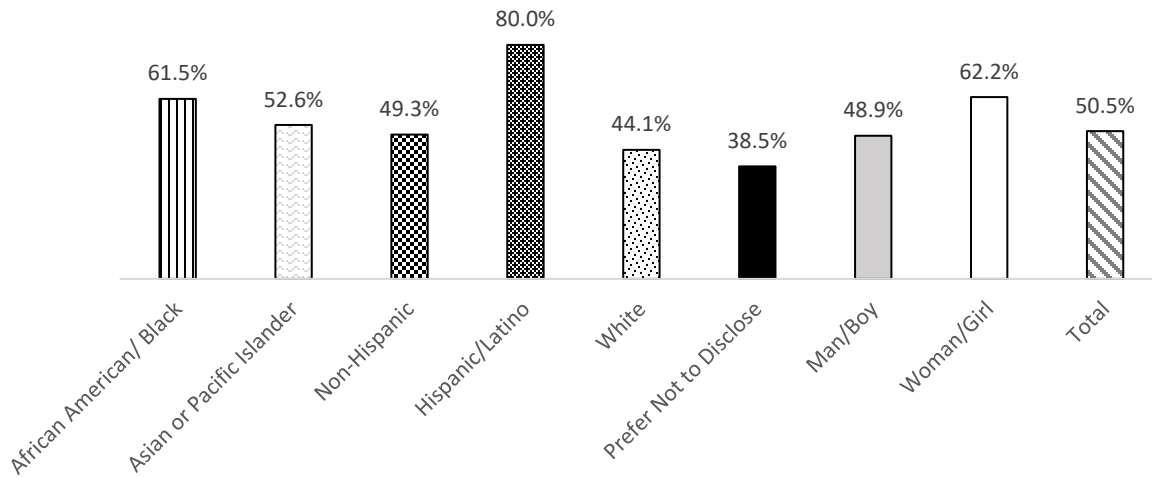**Agreement with D.9 by Staff Race and Gender**
Staff Survey, n=69

White	Prefer Not to Disclose	Woman	Man	Total
25.0%	20.0%	33.3%	0.0%	27.3%
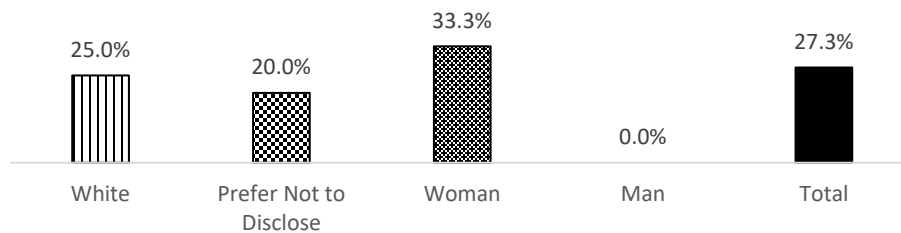
Administrator Agreement with D.9
Administrator Survey
n=8

25.0%

Total

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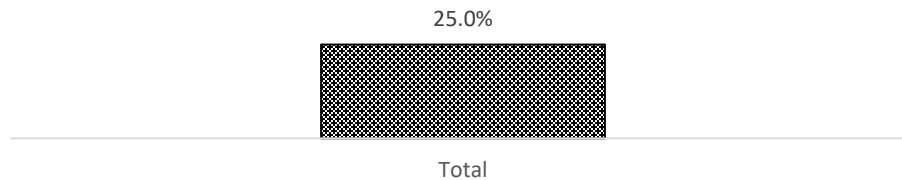
D.10. Data summaries and annual reports are readily available and accessible to every stakeholder in the learning community (Access).

Agreement with D.10 by Child Race, Ethnicity and Gender
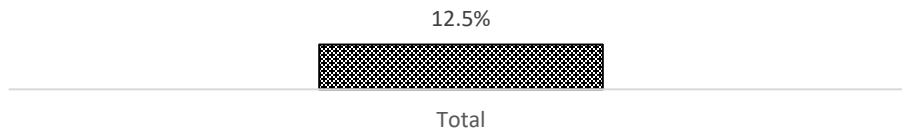*Parent/Caregiver Survey, n=131*

Category	Percentage
African American/ Black	61.5%
Asian or Pacific Islander	52.6%
Non-Hispanic	49.3%
Hispanic/Latino	80.0%
White	44.1%
Prefer Not to Disclose	38.5%
Man/Boy	48.9%
Woman/Girl	62.2%
Total	50.5%

Agreement with D.10 by Staff Race and Gender
Staff Survey, n=69

Category	Percentage
White	50.0%
Non-white	0.0%
Prefer Not to Disclose	50.0%
Woman	0.0%
Man	50.0%
Total	50.0%

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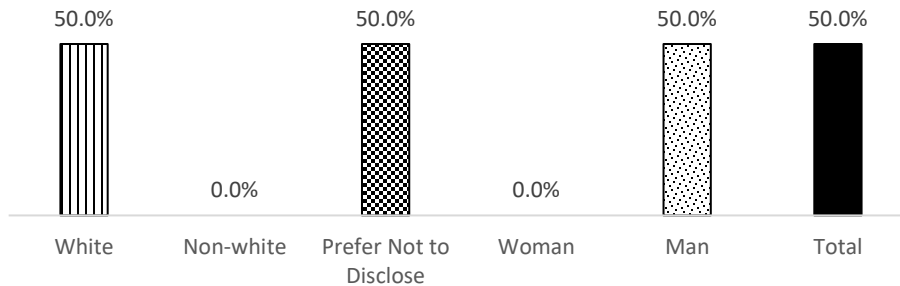
Administrator Agreement with D.10
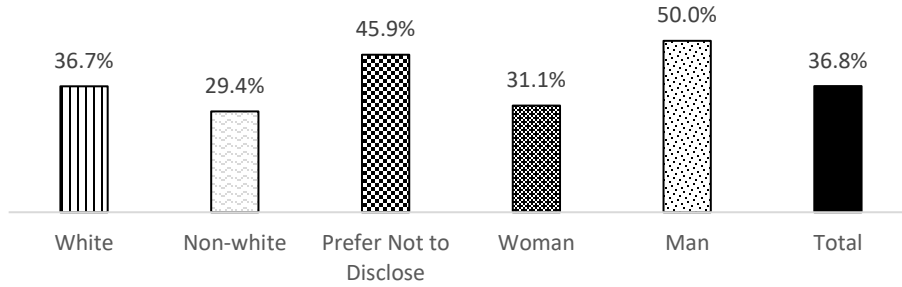
Administrator Survey

n=8

12.5%

Total

D.11. **There are multiple opportunities for stakeholders to ask questions about and process data and reports to allow for independent and alternative interpretations (Meaningful Participation).**
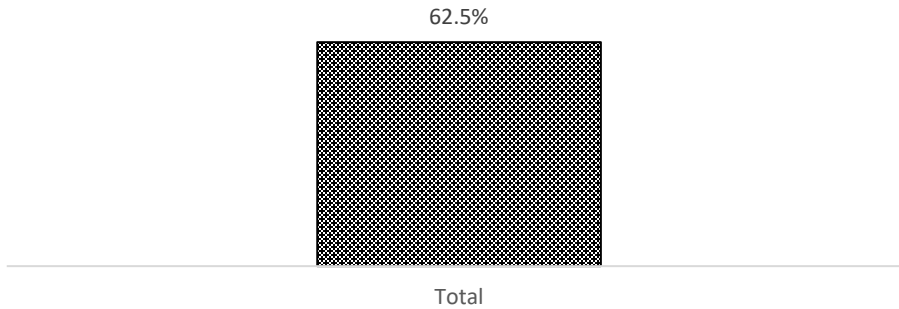
Agreement with D.11 by Child Race, Ethnicity and Gender

Parent/Caregiver Survey, n=131

African American/ Black	Asian or Pacific Islander	Non-Hispanic	Hispanic/Latino	White	Prefer Not to Disclose	Man/Boy	Woman/Girl	Total
53.8%	47.4%	33.3%	43.3%	21.6%	12.8%	32.6%	36.9%	31.3%

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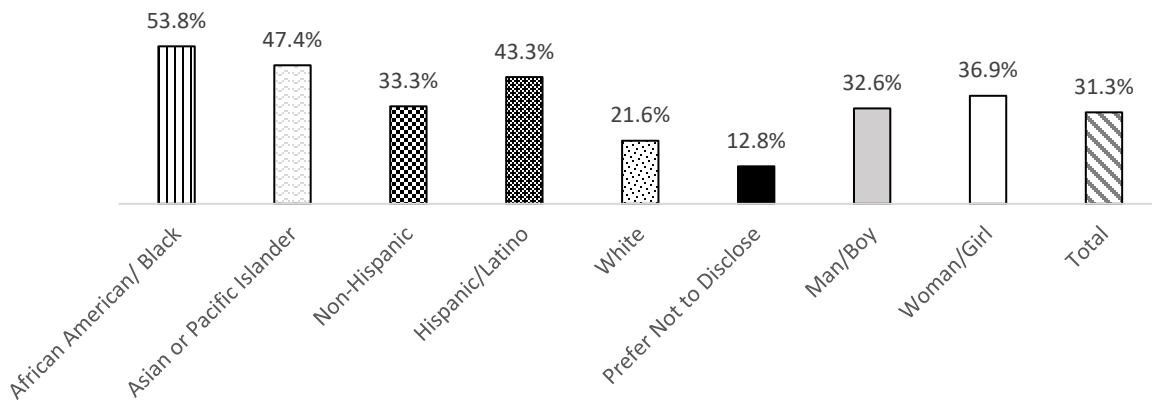
Agreement with D.11 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
36.7%	29.4%	45.9%	31.1%	50.0%	36.8%

Administrator Agreement with D.11
Administrator Survey
n=8

62.5%

Total

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E. INSTRUCTION AND ASSESSMENT

Curriculum, instruction, and assessment practices support all students in identifying and using tools and knowledge resources from multiple communities for critiquing the status quo and empowering students to make decisions that will lead to social change towards more just communities in and out of school (Stovall, 2006; Gay, 2010; Aronson & Laughter 2015). Instruction is differentiated to facilitate use of various modalities for acquisition and generation of knowledge or skills through experience and study.

E.1. **Instruction and assessments are differentiated and adjusted to address a continuum of student learning rates, interests, funds of knowledge, and assets (Access).**
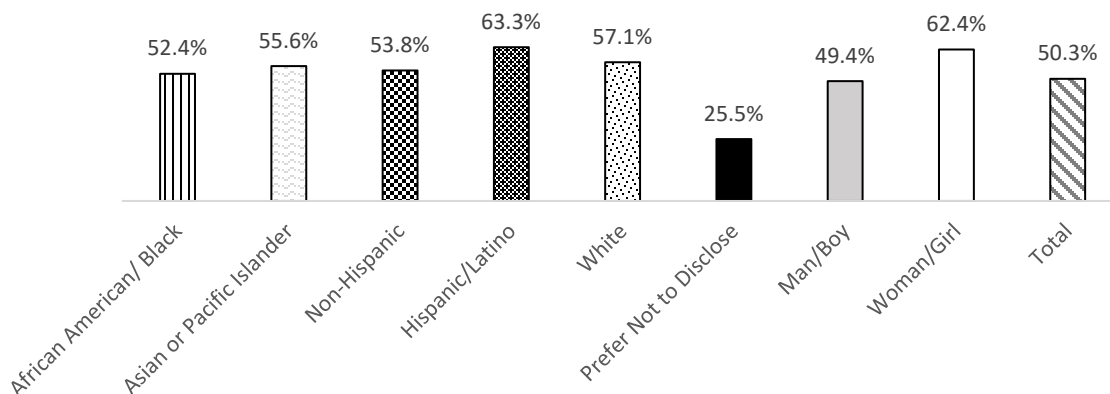
Agreement with E.1 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Bar chart values: African American/Black 78.6%, Asian or Pacific Islander 88.9%, Non-Hispanic 74.6%, Hispanic/Latino 83.3%, White 64.8%, Prefer Not to Disclose 43.1%, Man/Boy 74.4%, Woman/Girl 74.4%, Total 70.1%
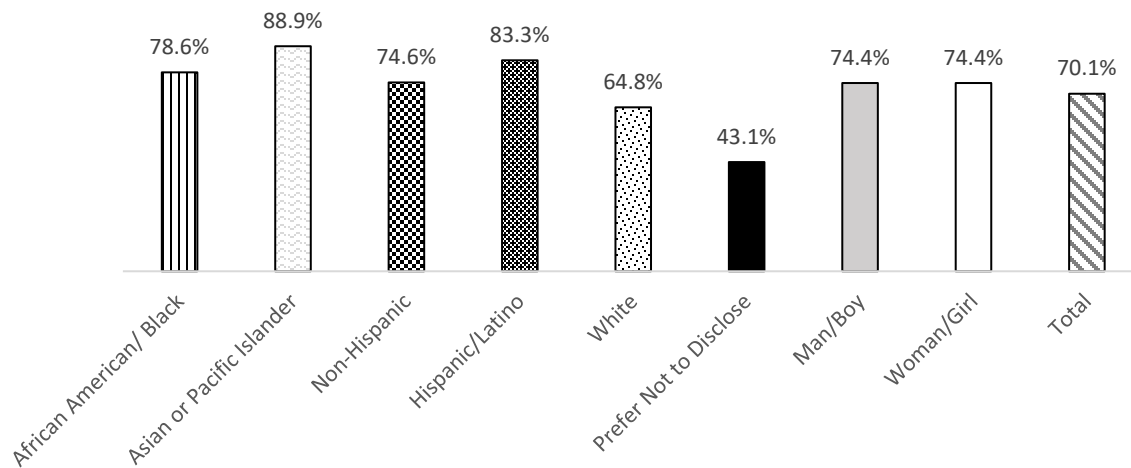
E.2. **Instruction is relevant to and representative of students' lived experiences and personal identities, and builds upon students' prior knowledge (Representation).**
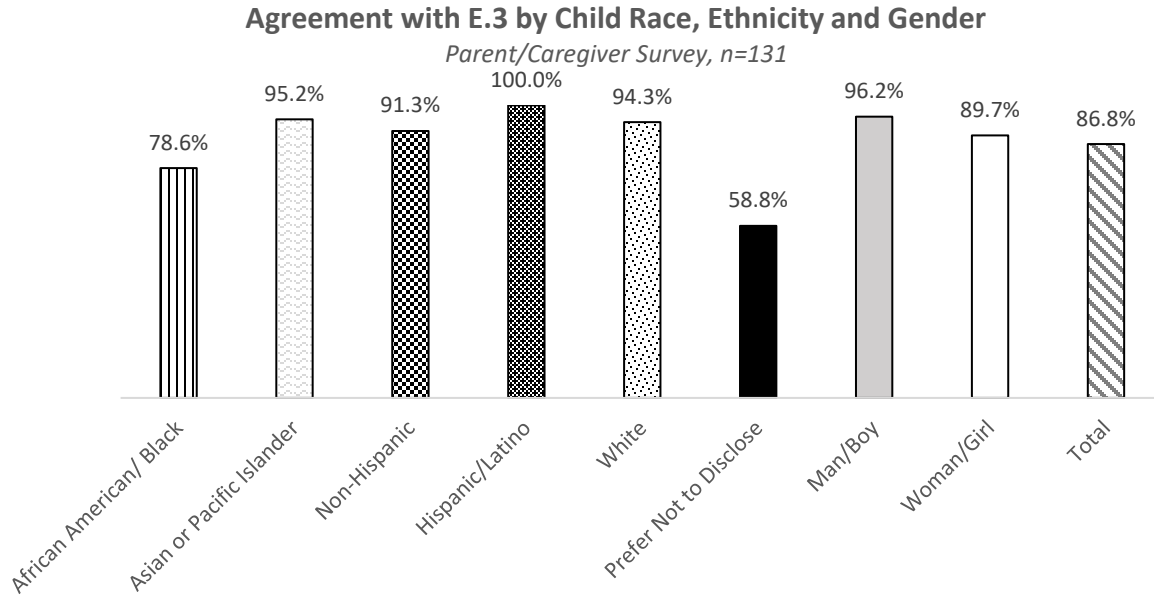
Agreement with E.2 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Bar chart values: African American/Black 52.4%, Asian or Pacific Islander 55.6%, Non-Hispanic 53.8%, Hispanic/Latino 63.3%, White 57.1%, Prefer Not to Disclose 25.5%, Man/Boy 49.4%, Woman/Girl 62.4%, Total 50.3%

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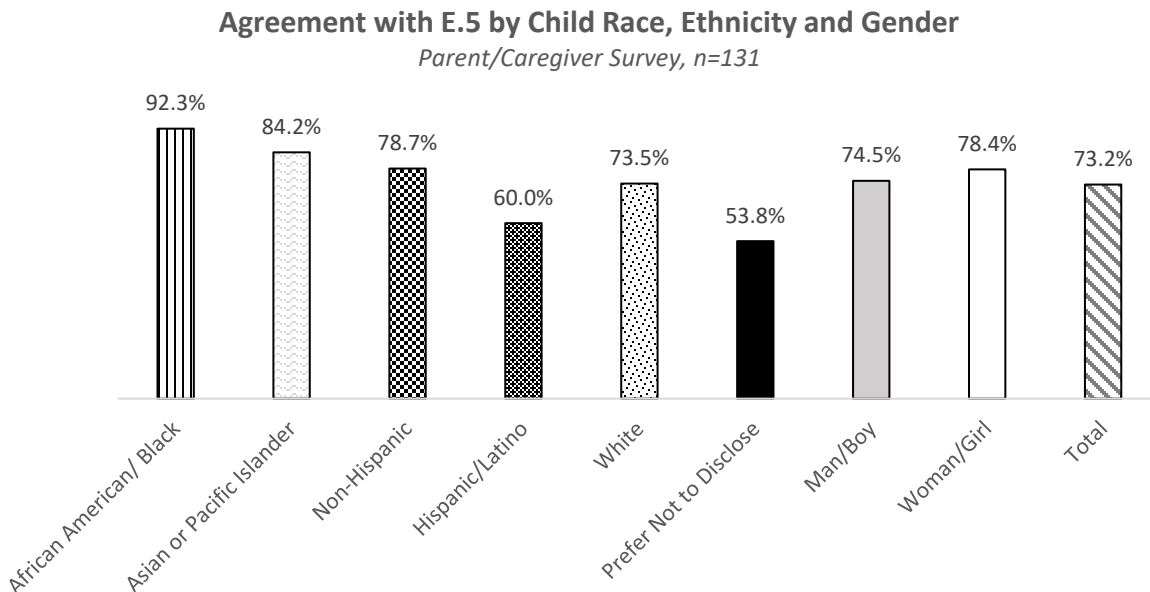SCHOOL OF EDUCATION
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E.3. **High expectations for learning are evident for every student; instruction is rigorous and promotes critical thinking (Meaningful Participation).**

Agreement with E.3 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

African American/ Black	78.6%
Asian or Pacific Islander	95.2%
Non-Hispanic	91.3%
Hispanic/Latino	100.0%
White	94.3%
Prefer Not to Disclose	58.8%
Man/Boy	96.2%
Woman/Girl	89.7%
Total	86.8%

E.4. **Formative and summative assessments guide adjustments to instruction (Access).**
N/A – See School Review Report

E.5. **Formative and summative assessment results are shared with parents and students (Meaningful Participation).**

Agreement with E.5 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

African American/ Black	92.3%
Asian or Pacific Islander	84.2%
Non-Hispanic	78.7%
Hispanic/Latino	60.0%
White	73.5%
Prefer Not to Disclose	53.8%
Man/Boy	74.5%
Woman/Girl	78.4%
Total	73.2%

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E.6. Curricular materials foster an understanding and appreciation of students own cultural histories and practices, as well as those of groups different from themselves (i.e., cultural pluralism) (Representation).

N/A – See School Review Report

E.7. Lessons are co-planned with special education and English language teachers, and other specialists in order to design instruction for students with dis/abilities, English learners, and students who could benefit from specific learning supports (Access).

Agreement with E.7 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
12.5%	0.0%	50.0%	0.0%	25.0%	36.4%
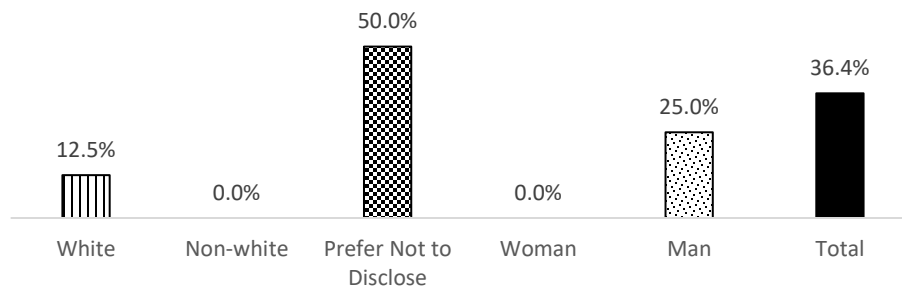
E.8. Educators are provided real-time feedback, oversight, and support on lesson plans, assessments, and classroom instruction (Access).

Agreement with E.8 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man
13.0%	0.0%	14.0%	33.0%	0.0%

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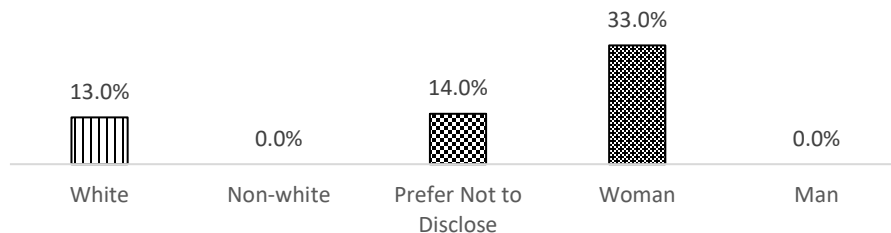
F. STUDENT ENGAGEMENT & OUTCOMES

All students are active participants in their own learning and are engaged in high quality and rigorous learning opportunities. Students' academic, social, and personal growth all are deemed important outcomes (Whiteman, Thorius, Skelton, & Kyser. 2015).

F.1. Participation in higher level coursework by student group is proportional to overall enrollment (Representation).

N/A – See School Data Profile (SDP)

F.2. All students appear to engage meaningfully in learning experiences and regularly participate in academic dialogue (i.e., adults do not dominate discussions) (Meaningful Participation).

N/A – See School Review Report (SRR)

F.3. All students appear to reach appropriate levels of conceptual development about subject matter content and make real-world applications (Positive Outcomes).
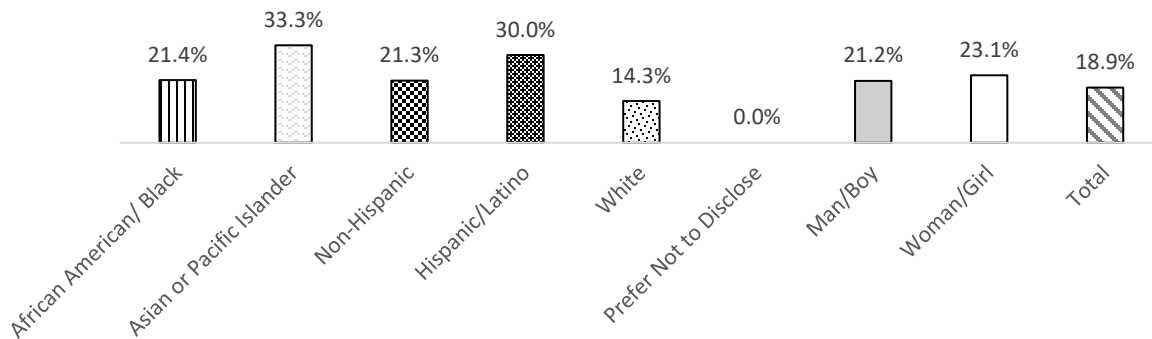
N/A – See School Review Report (SRR)

F.4. Students are encouraged and given opportunities to participate in activities that facilitate social critique (Meaningful Participation).

Agreement with F.4 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Agreement
African American/...	84.6%
Asian or Pacific...	65.0%
Non-Hispanic	72.7%
Hispanic/Latino	90.0%
White	79.4%
Prefer Not to Disclose	28.6%
Man/Boy	75.5%
Woman/Girl	73.7%
Total	68.0%

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F.5. Students critically reflect on and connect to their personal histories, identities and cultures as part of meaning making (Meaningful Participation)

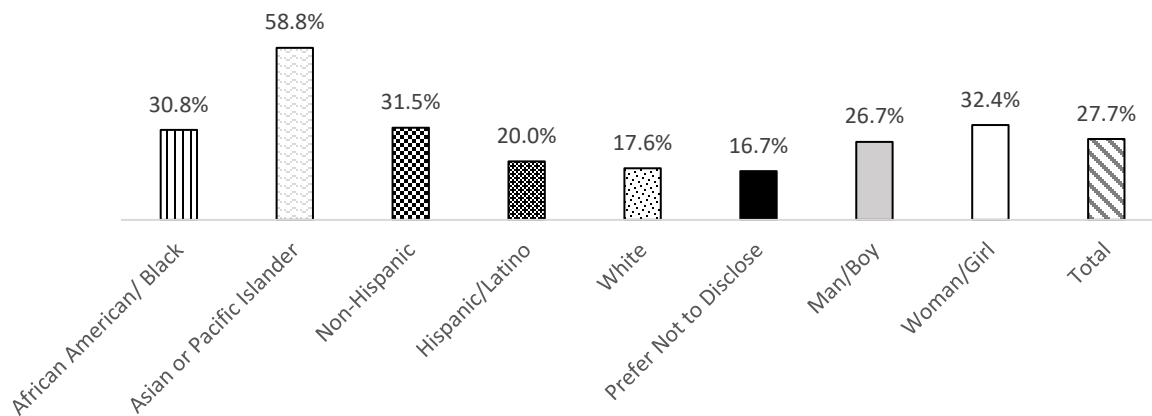### Agreement with F.5 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Category	Percentage
African American/ Black	21.4%
Asian or Pacific Islander	33.3%
Non-Hispanic	21.3%
Hispanic/Latino	30.0%
White	14.3%
Prefer Not to Disclose	0.0%
Man/Boy	21.2%
Woman/Girl	23.1%
Total	18.9%

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G. FAMILY AND COMMUNITY PARTNERSHIPS

The school cultivates and maintains mutually beneficial relationships with community members, parents/caregivers and community-based organizations, specifically those representing historically marginalized groups to ensure that school and school decisions represent and incorporate the knowledge and resources of all those they serve (Kozleski & Thorius, 2013; Thorius, 2014).

G.1. Community-based locations are utilized for classroom projects, presentations, and instruction (Representation).

Agreement with G.1 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

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Agreement with G.1 by Staff Race and Gender
Staff Survey, n=69

White	Non-white	Prefer Not to Disclose	Woman	Man	Total
87.0%	62.5%	75.0%	81.0%	75.0%	76.3%
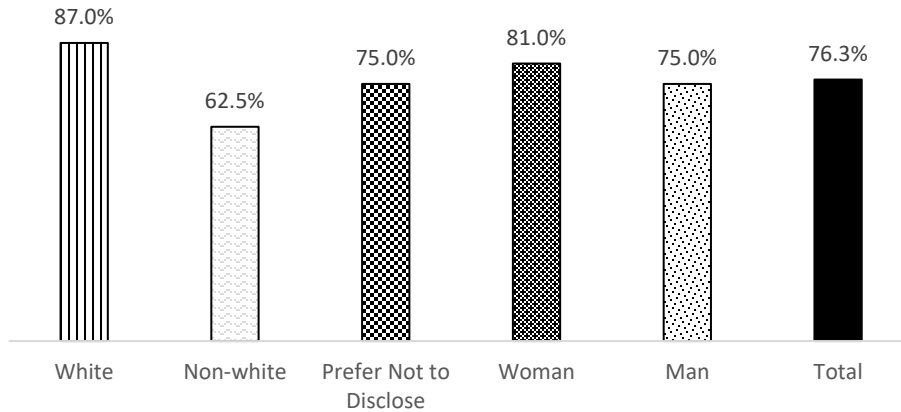
Administrator Agreement with G.1
Administrator Survey
n=8

60.0%

Total

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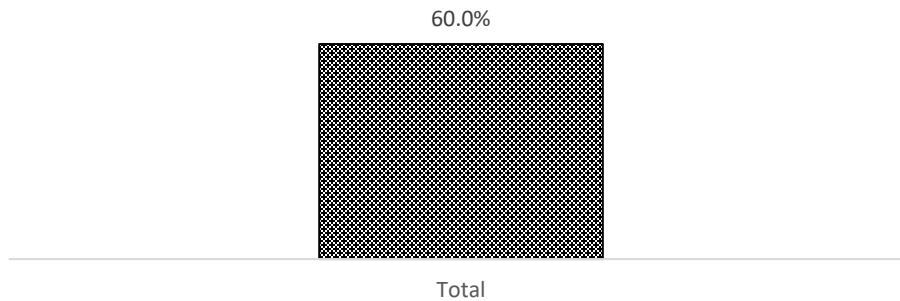
G.2. Information about students' families and communities is routinely gathered and used to make learning experiences more relevant (Representation).

Agreement with G.2 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

| | 14.3% | 14.3% | 7.5% | 10.0% | 2.9% | 0.0% | 3.8% | 12.8% | 6.6% |
| African American/ Black | Asian or Pacific Islander | Non-Hispanic | Hispanic/Latino | White | Prefer Not to Disclose | Man/Boy | Woman/Girl | Total |
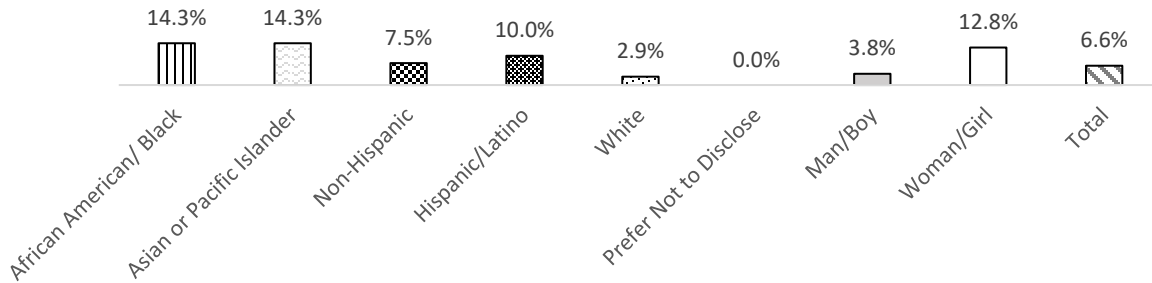
Agreement with G.2 by Staff Race and Gender
Staff Survey, n=69

| White | Non-white | Prefer Not to Disclose | Woman | Man | Total |
| 56.5% | 37.5% | 25.0% | 42.9% | 58.3% | 40.0% |

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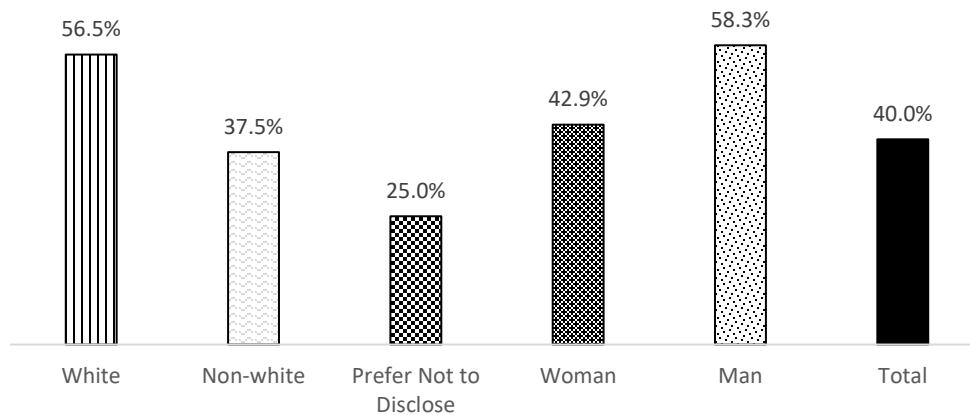
Administrator Agreement with G.2
Administrator Survey
n=8

66.7%

Total
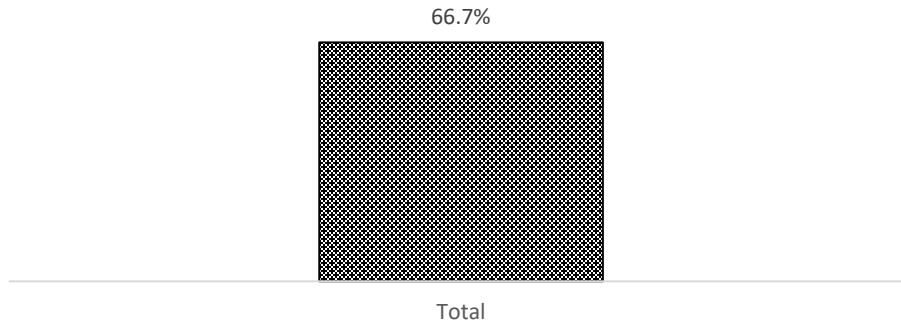
G.3. Opportunities are provided to intentionally connect parents/caregivers and educators in the community (Representation).
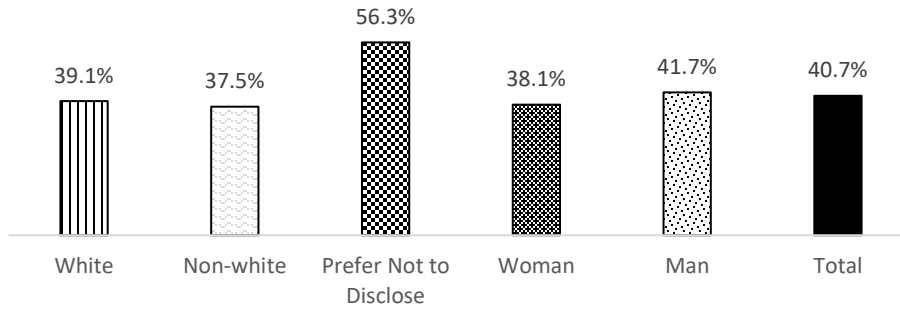
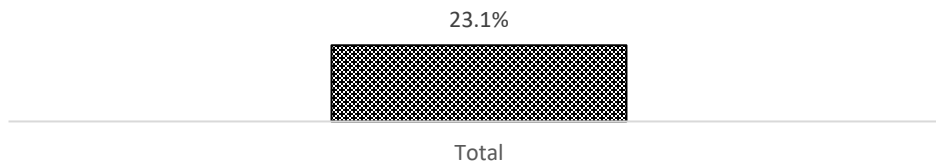**Agreement with G.3 by Child Race, Ethnicity and Gender**
Parent/Caregiver Survey, n=131

African American/ Black	Asian or Pacific Islander	Non-Hispanic	Hispanic/Latino	White	Prefer Not to Disclose	Man/Boy	Woman/Girl	Total
79.5%	70.6%	63.5%	76.7%	55.9%	27.8%	62.2%	66.7%	59.9%

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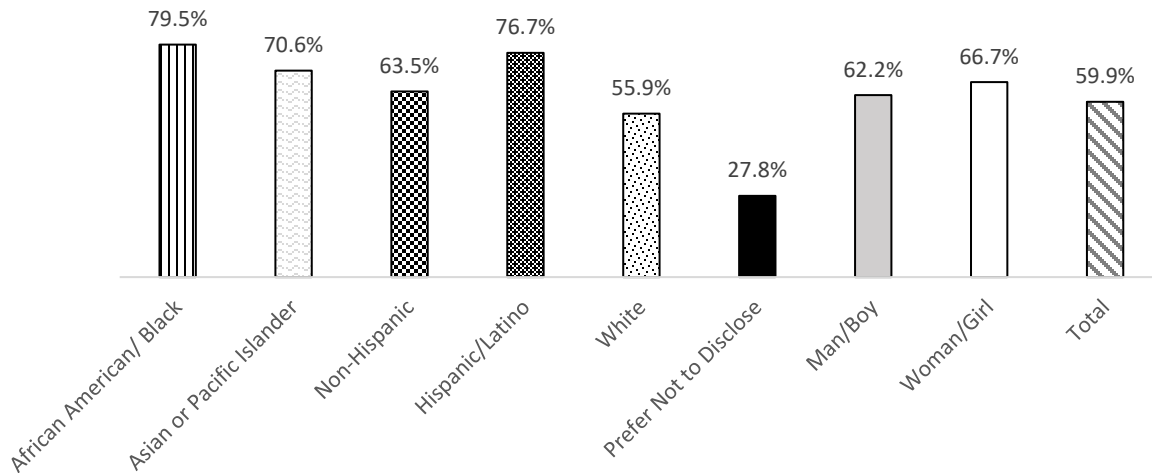
Agreement with G.3 by Staff Race and Gender
Staff Survey, n=69

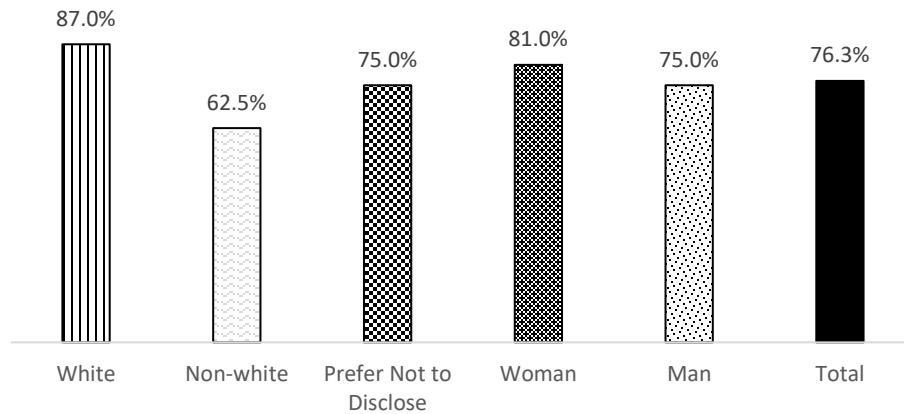**Aaministrator Agreement with G.3**
Administrator Survey
n=8

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G.4. Accurate connections to and about local community histories are incorporated into school events and environment. (Representation).

Agreement with G.4 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131
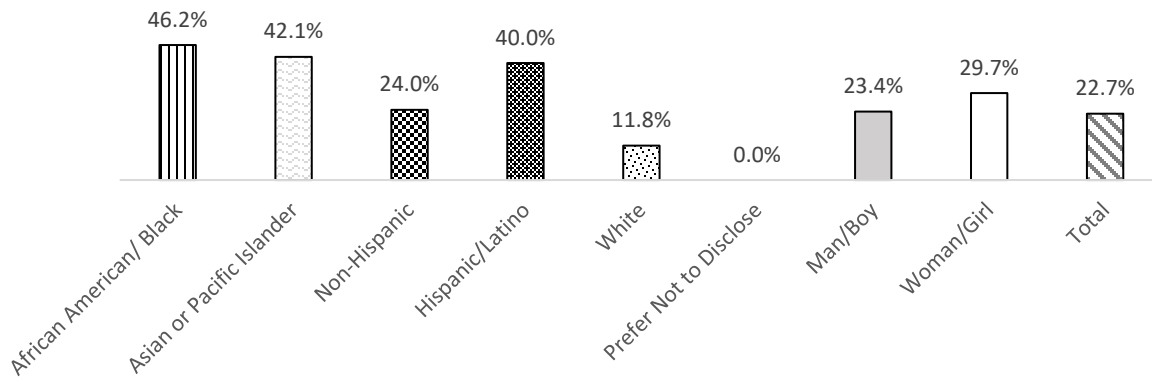
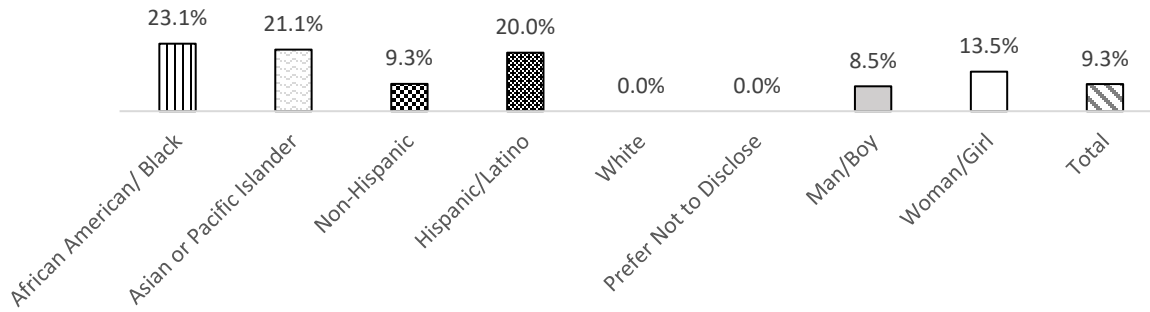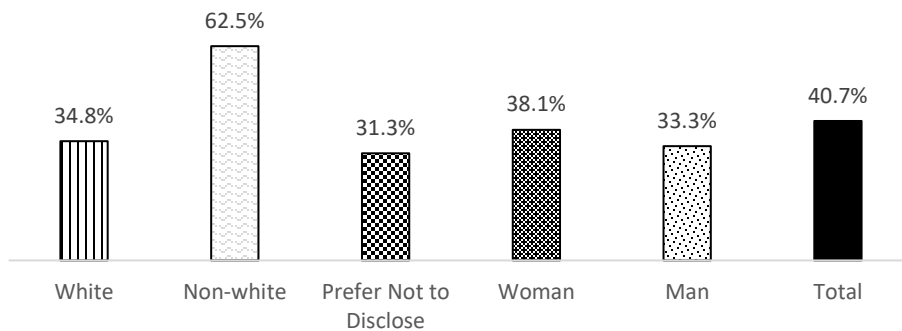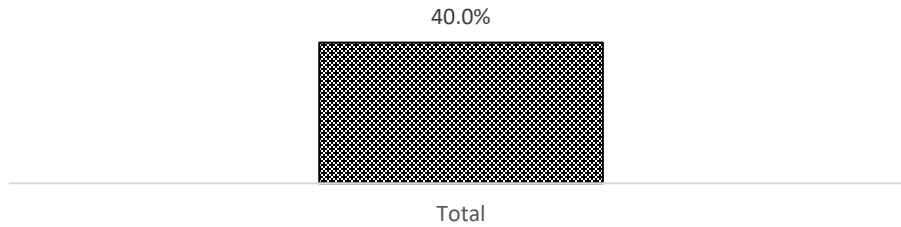**Agreement with G.4 by Staff Race and Gender**
Staff Survey, n=69

*No administrators that answered questions pertaining to G.4 agreed with statements concerning G.4.

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G.5. School educators are consistently involved in community activities and events. (Meaningful Participation)

Agreement with G.5 by Child Race, Ethnicity and Gender
Parent/Caregiver Survey, n=131

Bar chart values:
- African American/Black: 23.1%
- Asian or Pacific Islander: 21.1%
- Non-Hispanic: 9.3%
- Hispanic/Latino: 20.0%
- White: 0.0%
- Prefer Not to Disclose: 0.0%
- Man/Boy: 8.5%
- Woman/Girl: 13.5%
- Total: 9.3%

Agreement with G.5 by Staff Race and Gender
Staff Survey, n=69

Bar chart values:
- White: 34.8%
- Non-white: 62.5%
- Prefer Not to Disclose: 31.3%
- Woman: 38.1%
- Man: 33.3%
- Total: 40.7%

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Administrator Agreement with G.5

Administrator Survey
n=8

40.0%

Total

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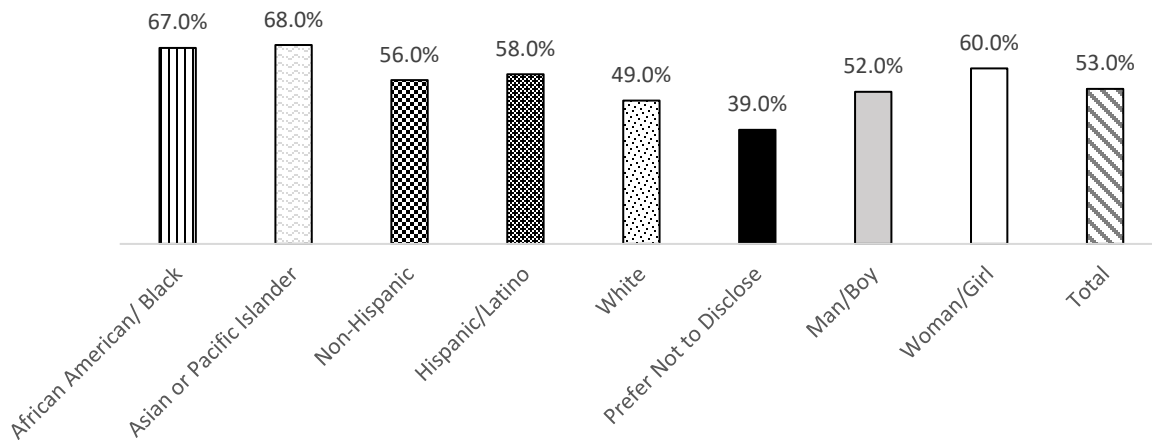**The Illinois Math and Science Academy**
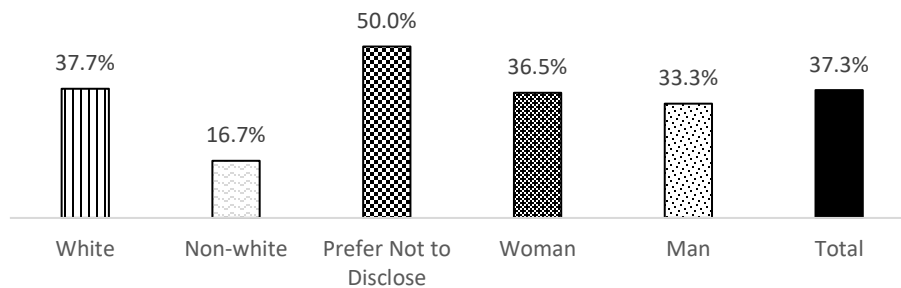
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G.6. Structures, supports, and systems are in place to facilitate, support and sustain the participation of family and community members in school activities, with a particular emphasis on those who face the most significant barriers to active participation. (Meaningful Participation)

Agreement with G.6 by Child Race, Ethnicity and Gender
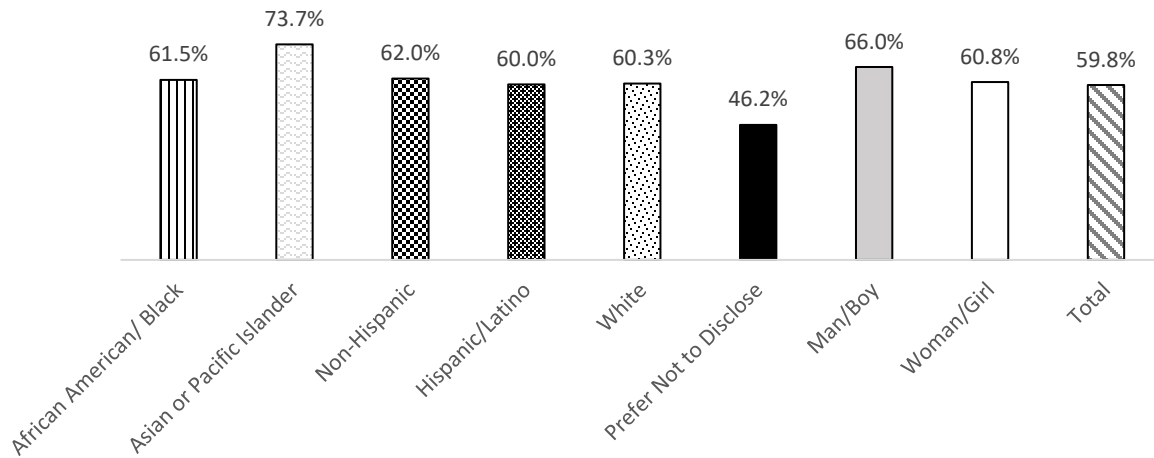*Parent/Caregiver Survey, n=131*

Agreement with G.6 by Staff Race and Gender
Staff Survey, n=69

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G.7. Community members from historically marginalized groups routinely participate in school opportunities to support learning. (Positive Outcomes)
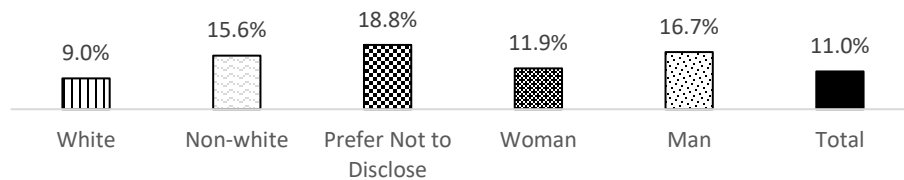
Agreement with G.7 by Child Race, Ethnicity and Gender
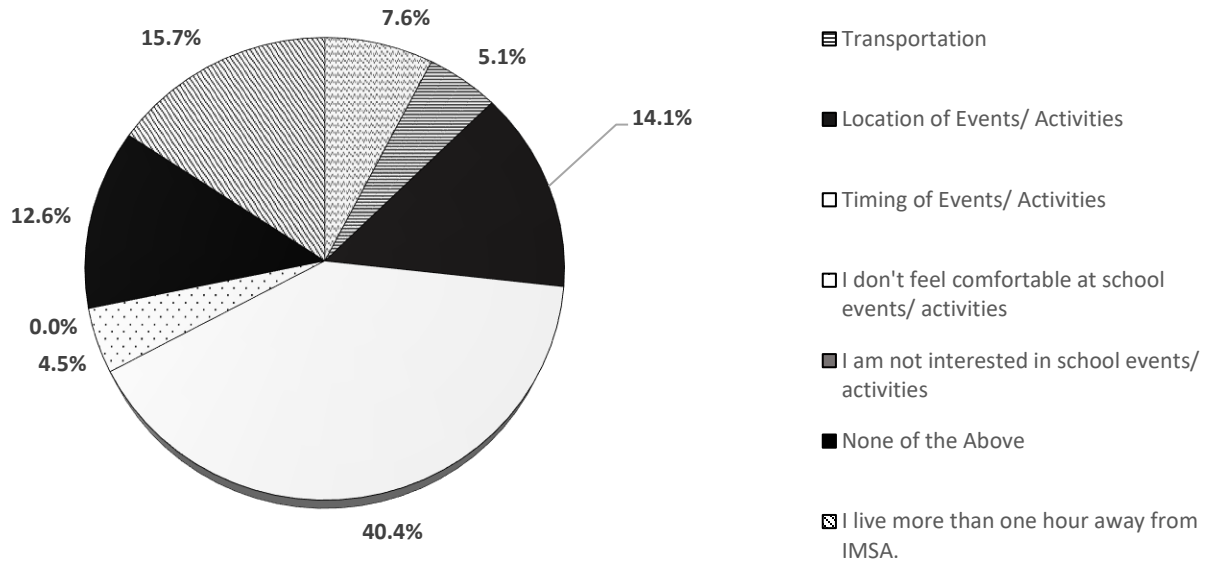
Parent/Caregiver Survey, n=131

Agreement with G.7 by Staff Race and Gender

Staff Survey, n=69

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G.7 Please indicate which, if any, of the following factors prevent you from participating in school events and activities (Select All that Apply)

Parent/Caregiver Survey, n=198

⊠ Lack of Information

☰ Transportation

■ Location of Events/ Activities

□ Timing of Events/ Activities

□ I don't feel comfortable at school events/ activities

▣ I am not interested in school events/ activities

■ None of the Above

⊠ I live more than one hour away from IMSA.

Pie chart values: 7.6%, 5.1%, 14.1%, 15.7%, 12.6%, 0.0%, 4.5%, 40.4%

For open-ended comments related to G.7, the parents/caregivers primarily reported there were issues with work and proximity that prevented them from participating in school events and activities. For those parents who do live close to the school, they reported communication was an issue for them to participate.

- *It is a residential closed campus*

- *Frequent work related travel*

- *Distance and traffic.*

- *Cost, i.e. gasoline, hotels and etcetera*

- *Work hours*

- *A lot of times its work conflict (travel) etc*

- *I live close by but the communication is hard to keep track.*

- *I applaud IMSA for using WebEx for some of its events so that those of us who can't make it in person can still participate. However, the audio quality is not great for most of these WebExes.*

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There have been times I've given up on an event because I can't hear well enough. I'm guessing something as simple as having the presenter mute all of the participants' mics (rather than leaving it up to the participants to remember to do this) will help some, but additional steps may be necessary.

- *Short notification of events*

A couple of parent/caregiver comments reported on the distance and travel required to participate at the school under general comments:

- *We live 45 minutes away from IMSA and have two younger children, so it is hard to attend IMSA sponsored events.*

- *For working parents that live around an hour or more away from IMSA, it is very difficult to participate in most events.*

- *We live 4 1/2 hours away. To attend any school function requires an overnight stay.*

- *Living 4+ hours away makes it difficult to be involved.*

A few comments from parents/caregivers comment on specific situations addressed a lack of communication from the school.

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