



EXTERNAL REPORT FOR THE SOCIAL JUSTICE COALITION

SPRING 2021

## DIVERSITY, EQUITY, AND INCLUSION SURVEY AND SUMMARY REPORT

Research Team:

Eric Eller, Neely Farren- Eller, Robert Keller, Jim Ott, Ermina Soler



# Research Team

## **ERIC ELLER, PH.D.**

ASSOCIATE PROFESSOR OF FINANCE, LORAS COLLEGE

FOR THIS REPORT:  
SURVEY CO-CREATOR, REPORT EDITOR

## **KATRINA NEELY FARREN-ELLER, PH.D.**

ASSISTANT PROFESSOR OF PUBLIC RELATIONS, LORAS COLLEGE

FOR THIS REPORT:  
SURVEY CO-CREATOR, REPORT CREATOR AND EDITOR

## **ROBERT KELLER, PH.D., MBA**

PROFESSOR OF MATHEMATICS; CHAIR OF DIVISION OF MATHEMATICS,  
ENGINEERING, AND COMPUTER SCIENCE, LORAS COLLEGE

FOR THIS REPORT:  
PRIMARY COMMUNICATION LIAISON, SURVEY CO-CREATOR, PRIMARY DATA  
ANALYST AND DATA VISUALIZATION, REPORT EDITOR

## **JIM OTT, M.S., S.PSY.S**

NATIONAL CONSULTANT FOR AHA! PROCESS, INC.

FOR THIS REPORT:  
SURVEY CO-CREATOR, REPORT EDITOR

## **ERMINA SOLER**

NATIONAL CONSULTANT FOR AHA! PROCESS, INC.; CERTIFICATION AS WORKPLACE  
STABILITY TRAINER

FOR THIS REPORT:  
SURVEY CO-CREATOR, REPORT EDITOR



# Table Of Contents

INTRODUCTION	4
EXECUTIVE SUMMARY AND KEY FINDINGS	7
SUMMARY RESULTS FOR ALL POPULATIONS	21
ANALYSIS OF FACTORS IMPACTING PERCEPTIONS AND OPINIONS	37
APPENDIX A: OPEN COMMENTS FROM SURVEYS	102
APPENDIX B: SURVEY QUESTIONS	119

# Introduction

In 2020, Holy Family committed to looking inward and taking action toward fostering a more socially just climate within our schools and community. We promised to enhance professional development on diversity, equity and inclusion. We also promised strides toward improving and supporting diversity within our faculty, staff and student body. In order to implement these initiatives, we realized that we must first fully understand the diverse experiences and perceptions held among members of our Holy Family community.

Holy Family formed a social justice coalition encompassing school administrators, teachers, staff and students, as well as volunteers from our community, whose aim is to keep these commitments on-task and our Catholic Social Teachings at the core of our focus.

With the guidance of a third-party research group, Holy Family created a diversity, equity and inclusion climate survey in order to gather perspectives from students, families, and staff. This feedback is critical in helping Holy Family shape policies and make plans to fulfill our strategic goals of a stronger, more welcoming, and inclusive teaching and learning environment.

Versions of the climate survey was distributed among students, staff members and families. Participants' answers were anonymous. Data collection and analysis was completed by the third-party research team, ensuring privacy was maintained.

Survey questions were developed around two major categories: diversity and belonging. Subcategories included gender, race, and religious affiliation.

Although climate surveys are often focused primarily on issues of diversity, equity, and inclusion, the research team suggests that there is a need for Holy Family to go beyond these traditional categories and to extend focus on belonging.

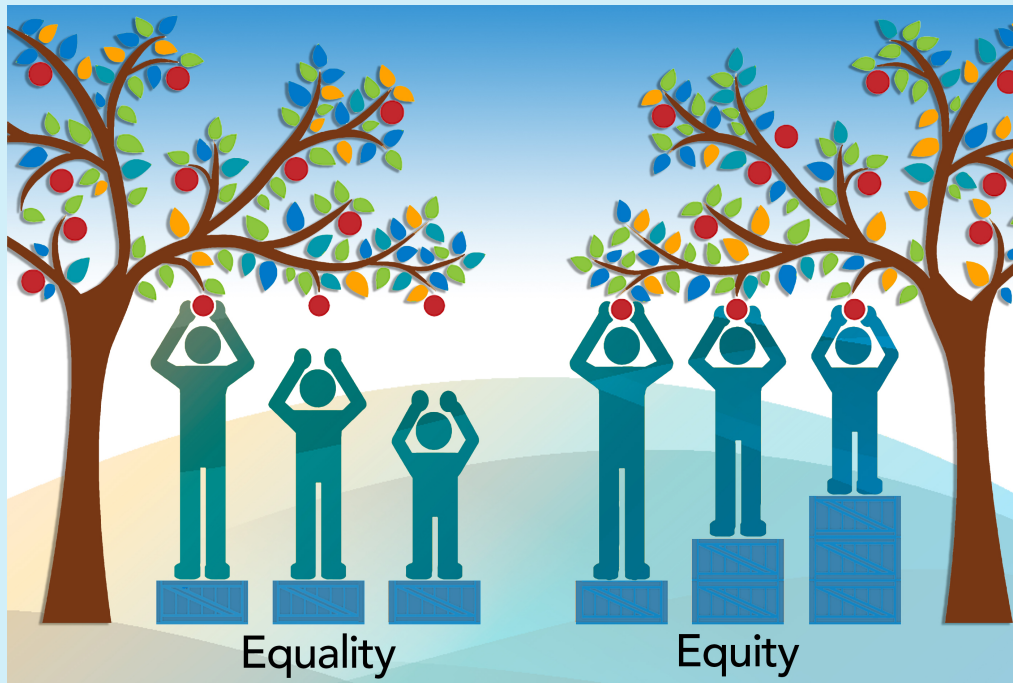
Thus, in developing the survey questions, as well as the survey summary and analysis, the research team used the following definitions<sup>1</sup>:

- ✚ **Equality**: equal treatment, even if outcomes are unequal.
- ✚ **Equity**: interventions allow different, but fair treatment.
- ✚ **Inclusion**: allowing members of traditionally excluded or underrepresented groups to participate in the Holy Family system.
- ✚ **Belonging**: belonging or being fully human means more than having access. It entails being respected at a basic level that includes the right to both co-create and make demands upon the Holy Family system.

1. [belonging.berkeley.edu](https://belonging.berkeley.edu)

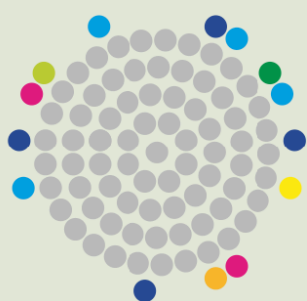


# Equality, Equity, Inclusion, and Belonging

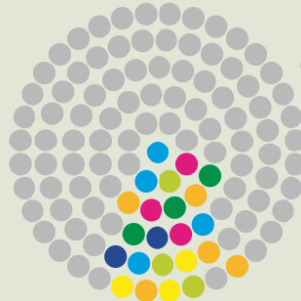


<https://www.nwhu.on.ca/ourservices/PublishingImages/Equity%20Vs%20Equality.jpg>

*Belonging includes the power to cocreate structures and systems.*



Exclusion



Inclusion



Belonging

[belonging.berkeley.edu](http://belonging.berkeley.edu)

# How To Read This Report

This report consists of four major sections: Executive Summary of Key Findings, Summary Results for all Subpopulations, Analysis of Factors Impacting Perceptions and Opinions, and an Appendix containing comments from survey participants, as well as survey questions.

**Executive Summary of Key Findings:** A summary of key findings obtained from the analysis of data collected from surveys of students in grades 3 through 12, staff members, and families and households with children enrolled in Holy Family Schools.

**Summary Results for all Subpopulations:** Summary descriptive statistics for responses from students, families/households, and staff at Holy Family Schools. Responses from survey participants are arranged into groupings of similar items.

**Analysis of Factors Impacting Perceptions and Opinions:** The factors of race, gender, and Catholicity impact student, families and households, and staff perspectives on a wide variety of survey items. In general, groups that are minorities based on these factors (non-Catholics, non-Whites, and those not identifying as female or male) generally perceive a weaker sense of belonging in Holy Family Schools.

**Appendices:** The appendices contain two sections. The first one consists of open and unedited comments (except to protect the identity of the respondent) from Families and Households, Staff, and Students. Comments from this section are also interspersed throughout this report and are edited for grammar, spelling, and to protect the identity of the respondent. The second section contains the survey questions for each population.



## Executive Summary of Key Findings



# Executive Summary of Key Findings

This report summarizes key findings that were obtained from an analysis of data collected from surveys of students in grades 3 through 12, staff members, and families and households with children enrolled in Holy Family Schools. Data was collected from these three subpopulations via five surveys: a different survey for each of elementary students in grades 3 through 5, middle school students in grades 6 through 8, and high school students, as well as separate surveys for families/households and staff members.

All three subpopulations were asked a number of demographic questions and questions relating to diversity, equity, and belonging. On non-demographic items, survey respondents were generally presented with a range of four choices to question items on one of two scales. Scale one contained the choices Strongly Disagree, Disagree, Agree, and Strongly Agree. Scale two contained the four choices Never, Sometimes, Often, and Always.

In terms of demographics, all groups were asked about their gender, race, and Catholicity. These factors figure prominently in this report, because in many instances the factors of gender, race, and Catholicity significantly impact the responses of survey respondents.

Please note the following key for the Executive Summary:

Statistical significance levels: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , \*\*\*\*  $p < 0.0001$

Comment from Families/ Households:

My only suggestion is to STOP focusing about what makes us different and start focusing on what makes us one. No matter what race or religion we are all children of God. We are here to care for and work the land as well as one another. That includes mental health. No 13 year old should be "picking their gender". If they get to 25 and decide that life as the gender they are isn't for them then they are old enough and hopefully mature enough to make a solid decision. However, no teenager possesses that maturity level. They should be provided counseling and emotional support. Not the ability to change your identity every week.





# Executive Summary and Key Findings About Students

A total of 876 students across grades 3 through 12 responded to one of the three surveys, including 248 students who took the elementary level survey, 346 students who completed the middle school survey, and 282 students who completed the high school survey. In general, a majority of all students responded positively on the various survey questions, including those pertaining to student belonging and wellbeing.

At the high school level, more specific questions relating to diversity and inclusion were asked. High school students were overwhelmingly positive on the potential benefits for greater diversity at their school. More than 85% of students Strongly Agree or Agree in the benefits of greater racial diversity and of greater economic diversity. Additionally, more than 3 out of every 4 students perceive merit in greater religious diversity, and nearly seven out of 10 students see benefit in greater sexual orientation diversity.

At the high school level, students are more likely to harass or intimidate other students or hear hurtful comments from teachers/staff about characteristics such as gender/gender identity and sexual orientation than on race, ethnicity, or national origin.

## FACTORS IMPACTING STUDENT PERCEPTIONS AND OPINIONS:

The factors of Catholicity, gender, and race impact student perspectives on a wide variety of survey items. Groups that are minorities based on these factors (non-Catholics, non-Whites, and those not identifying as female or male) generally perceive a weaker sense of belonging in Holy Family Schools.

Comment from Families/ Households:

Stop propagating negative feelings , frustration and disgust by noticing those who truly sacrifice rather than those who have the time and the money as long as your stroke their ego by featuring them or their student in the paper. There are so many stars to be recognized.



# Key Findings About Students: Catholicity

## CATHOLICITY AS A FACTOR: ALL STUDENTS

Of the 876 students responding the surveys administered in grades 3 through 12, 109 (12.4%) identified themselves as non-Catholics. The findings demonstrate that non-Catholic students are more likely to respond negatively regarding their experiences. This is evident from the analysis of student responses across a number of survey items.

Findings concerning all Students	
On the Survey Question:	Non-Catholic students compared with Catholic students are:
<i>I fit in at school.</i>	More than 2 ½ times as likely to respond negatively (Sometimes or Never)****
<i>I am an important part of my class.</i> [ES] <i>I am a valuable member of my school.</i> [MS, HS]	More than 3 times as likely to respond negatively (Sometimes or Never)****
<i>I am an important part of my class.</i> [ES] <i>I feel valued as an individual at my school.</i> [MS, HS]	More than 2 ½ times as likely to respond negatively (Sometimes or Never)****
<i>My teachers expect me to do well.</i>	Nearly 2 ½ times as likely to respond negatively (Sometimes or Never)**
<i>I am treated well by other students.</i>	Almost twice as likely to respond negatively (Sometimes or Never)**
<i>I feel I need to change or hide who I really am to fit in well at school.</i>	Nearly 2 times as likely to respond affirmatively (Often or Always)**
<i>I have a friend at school that really cares about me.</i> [ES] <i>I have a friend at school I can trust and talk to if I have problems.</i> [MS, HS]	More than 2 ½ times as likely to respond negatively (Sometimes or Never)**

Statistical significance levels: \* p < 0.05, \*\* p < 0.01, \*\*\* p < 0.001, \*\*\*\* p < 0.0001



# Key Findings About Students: Catholicity

## CATHOLICITY AS A FACTOR: MIDDLE AND HIGH SCHOOL

Findings concerning Middle and High School Students	
On the Survey Question:	Non-Catholic students compared with Catholic students are:
<i>Teachers notice me and care about me personally</i>	More than twice as likely to respond negatively (Sometimes or Never)*
<i>There is an adult at school that I trust to talk to when I need to.</i>	More than 1 ½ times as likely to respond negatively (Sometimes or Never)**
<i>Students who have difficulty learning are supported by teachers.</i>	More than 1 ½ times as likely to respond negatively (Sometimes or Never)
<i>Students who have mental health challenges have good support at this school.</i>	More than twice as likely to respond negatively (Sometimes or Never)**
<i>Students try to make new students feel welcome in the school.</i>	Twice as likely to respond negatively (Sometimes or Never)*
<i>It would be beneficial if there were more racial diversity at this school.</i>	More than 2 ½ times as likely to respond positively (Strongly Agree) ****

Statistical significance levels: \* p < 0.05, \*\* p < 0.01, \*\*\* p < 0.001, \*\*\*\* p < 0.0001

Comment from Families/ Households:

My wife and I feel strongly about these issues and are glad this is being addressed.  
Thank you!



# Key Findings About Students: Gender

## GENDER AS A FACTOR: ALL STUDENTS

The gender breakdown of the 876 students includes 436 (almost 50%) females, 404 (46%) males, and 36 (just over 4%) who selected “Other” or “I prefer not to say.” Generally, male and female students are positive about their experiences, and there are minimal differences between the perceptions of males and females. Those selecting “Other” or “I prefer not to say” are more critical of their experiences at school, regardless of level.

Findings concerning all Students	
On the Survey Question:	Students selecting “Other”/”I prefer not to say” compared with Female and Male students are:
<i>I fit in at school.</i>	More than four times as likely to respond negatively (Sometimes or Never)****
<i>I am an important part of my class.</i> [ES] <i>I am a valuable member of my school.</i> [MS, HS]	Almost 3 times as likely to respond negatively (Sometimes or Never)**
<i>I am an important part of my class.</i> [ES] <i>I feel valued as an individual at my school.</i> [MS, HS]	Over 3½ times as likely to respond negatively (Sometimes or Never)***
<i>My teachers expect me to do well.</i>	Over five times as likely to respond negatively (Sometimes or Never)****
<i>I am treated well by other students.</i>	Over three times as likely to respond negatively (Sometimes or Never)****
<i>I have a friend at school that really cares about me.</i> [ES] <i>I have a friend at school I can trust and talk to if I have problems.</i> [MS, HS]	More than three times as likely to respond negatively (Sometimes or Never)****
<i>I feel I need to change or hide who I really am to fit in well at school.</i>	Over twice as likely to respond affirmatively (Often or Always)**

Statistical significance levels: \* p < 0.05, \*\* p < 0.01, \*\*\* p < 0.001, \*\*\*\* p < 0.0001



# Key Findings About Students: Gender

## GENDER AS A FACTOR: MIDDLE AND HIGH SCHOOL

Findings concerning Middle and High School Students	
On the Survey Question:	Students selecting “Other” / “I prefer not to say” compared with Female and Male students are:
<i>Teachers notice me and care about me personally</i>	More than three times as likely to respond negatively (Sometimes or Never)****
<i>There is an adult at school that I trust to talk to when I need to.</i>	Approximately twice as likely to respond negatively (Sometimes or Never)
<i>Students who have difficulty learning are supported by teachers.</i>	More than three times as likely to respond negatively (Sometimes or Never)**
<i>Students who have mental health challenges have good support at this school.</i>	More than twice as likely to respond negatively (Sometimes or Never)***
<i>Students try to make new students feel welcome in the school.</i>	Approximately 1 ½ times as likely to respond negatively (Sometimes or Never)**

Findings concerning Middle and High School Students	
On the Survey Question:	Female Students are:
<i>It would be beneficial if there were more racial diversity at this school.</i>	More likely to respond positively (Strongly Agree)***

Statistical significance levels: \* p < 0.05, \*\* p < 0.01, \*\*\* p < 0.001, \*\*\*\* p < 0.0001

Comment from Families/ Households:

Thank you for this survey, we have to remember not all people think one certain way.



# Key Findings About Students: Race

## RACE AS A FACTOR: ALL STUDENTS

When considering race, the vast majority of students – nearly 84% (735 out of 876) – identified as White or Caucasian, while small numbers of students identified as one of the various minority groups. Because of this, those students responding as Black or African American, Hispanic, Asian, Native Hawaiian or Pacific Islander, as well as American Indian or Alaskan Native, were combined into one group called “Other.” As a result, students were classified into three categories: White or Caucasian, Other, and I prefer not to say.

Of the 876 students responding in total: nearly 84% (735) identified as White or Caucasian, 8.8% (77) fell in the other category, and just over 7% (64) preferred not to answer. Students classified into the “Other” category are more negative on a large number of items.

<b>Findings concerning all Students</b>	
<b>On the Survey Question:</b>	<b>Other Races compared with White/Caucasian students are:</b>
<i>I fit in at school.</i>	Nearly 2 ½ times as likely to respond negatively (Sometimes or Never)***
<i>I am an important part of my class.</i> <i>I am a valuable member of my school.</i>	Nearly 2 ½ times as likely to respond negatively (Sometimes or Never)****
<i>I am an important part of my class.</i> <i>I feel valued as an individual at my school.</i>	Nearly 3 times as likely to respond negatively (Sometimes or Never)****
<i>My teachers expect me to do well.</i>	Three times as likely to respond negatively (Sometimes or Never)****
<i>I am treated well by other students.</i>	Nearly 2 times as likely to respond negatively (Sometimes or Never)*
<i>I have a friend at school that really cares about me.</i> [ES] <i>I have a friend at school I can trust and talk to if I have problems.</i> [MS, HS]	Over 1 ½ times as likely to respond negatively (Sometimes or Never)**
<i>I feel I need to change or hide who I really am to fit in well at school.</i>	Nearly 2 times as likely to respond affirmatively (Often or Always)**

Statistical significance levels: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , \*\*\*\*  $p < 0.0001$



# Key Findings About Students: Race

## RACE AS A FACTOR: ELEMENTARY AND MIDDLE SCHOOL

Findings concerning Elementary and Middle School Students	
On the Survey Question:	Other Races compared with White/Caucasian students are:
<i>I learn about people who believe differently than me</i>	Nearly 2 times as likely to respond negatively (Sometimes or Never)*

Statistical significance levels: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , \*\*\*\*  $p < 0.0001$

Comment from Families/ Households:

Any diversity that can be provided is important but I also think it is important to have a clear mission and focus so the diversity is there but doesn't cloud the over arching philosophy and ideals of the school's mission statement.

I have heard hurtful comments from teachers/staff about:

Age.

Comment from Staff:

I enjoy working here, but I strongly believe that Wahlert is soaked in manifestations of white supremacy. We have hardly any staff members of color, very few students of color, and so much of our school culture revolves around whiteness. I realize that Dubuque is a very white city, and that Iowa at large is a very white state, but I'd be lying if I said our lack of racial diversity here doesn't bother me every single day.



# Key Findings About Students: Race

## RACE AS A FACTOR: MIDDLE SCHOOL AND HIGH SCHOOL

Students who identified themselves as being White or Caucasian are more critical than students who responded “I prefer not to say” or as being Other on one single item: the existence of quality support for mental health. In addition, students who identified themselves as being White or Caucasian were most supportive of greater racial diversity.

### Findings concerning Middle and High School Students

On the Survey Question:	Other Races compared with White/Caucasian students are:
<i>There is an adult at school that I trust to talk to when I need to.</i>	Nearly 1 ½ times as likely to respond negatively (Sometimes or Never)
<i>Students who have difficulty learning are supported by teachers.</i>	More likely to respond negatively (Sometimes or Never)**

### Findings concerning Middle and High School Students

On the Survey Question:	White/Caucasian students compared with other students are:
<i>Students who have mental health challenges have good support at this school.</i>	<ul style="list-style-type: none"><li>• Twice as likely than students classified as Other Races to respond negatively (Sometimes or Never)**</li><li>• More likely than those who answered “I prefer not to say” to respond negatively (Sometimes or Never).**</li></ul>
<i>It would be beneficial if there were more racial diversity at this school.</i>	More likely to respond positively (Agree or Strongly Agree)*

Statistical significance levels: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , \*\*\*\*  $p < 0.0001$





# Key Findings About Families and Households

Families and households with children enrolled in Holy Family schools were surveyed on a large number of items. These included demographic questions as well as questions on several dimensions of their own and their children's experiences with Holy Family, including items on student safety and discipline, student success and support for students, communication and engagement, and perceived benefits of different types of diversity.

Overall, there is general satisfaction across these dimensions by families and households with children enrolled in Holy Family schools. However, factors such as annual household income and whether or not the respondent identifies as Catholic do meaningfully impact some items.

For purposes of this analysis, family/household incomes were categorized into one of two levels: up to \$75,000 and above \$75,000. Of the 202 responding households, 40 (20%) reported incomes up to \$75,000 and 162 (80%) reported incomes above \$75,000. Households with lower annual income levels are more critical on several items.

Findings concerning Families and Households	
On the Survey Question:	Households with lower incomes compared to those with higher incomes are:
<i>Teachers at our/my student's school work hard to make sure that students do well.</i>	30 times as likely to respond negatively (Strongly Disagree)**
<i>In our/my experience, teachers at my student's school promote academic success for all students equally.</i>	Nearly 4 ½ times as likely to respond negatively (Disagree)
<i>Our/my student is successful at school.</i>	More than eight times as likely to respond negatively (Disagree)*
<i>Member(s) of our household actively attend nonathletic activities at our/my student's school.</i>	<ul style="list-style-type: none"> <li>• More likely to respond Sometimes or Never**</li> <li>• More than eight times as likely to respond Never**</li> </ul>
<i>In our/my experience, parents and other community members are treated well at the school regardless of race, ethnicity, national origin, gender, age, physical disability, sexual orientation, gender identity, or religion.</i>	Nearly twice as likely to respond negatively (Disagree or Strongly Disagree)

Statistical significance levels: \* p < 0.05, \*\* p < 0.01, \*\*\* p < 0.001, \*\*\*\* p < 0.0001



# Key Findings About Families and Households

Contrastingly, households with higher annual income levels respond less favorably on a small number of items: support for students with academic and mental health challenges and those who are being harassed or intimidated.

## Findings concerning Families and Households

On the Survey Question:	Households with higher incomes compared to those with lower incomes are:
<i>In our/my experience, there is good support for students with academic difficulties.</i>	72% less likely to respond positively (Strongly Agree)*
<i>In our/my experience, there is good support for students with mental health difficulties.</i>	<ul style="list-style-type: none"><li>• More likely to respond Disagree or Strongly Disagree*</li><li>• Nearly 2 ½ times as likely to respond Strongly Disagree*</li></ul>
<i>In our/my experience, there is good support for students who feel like they are being harassed or intimidated.</i>	Over twice as likely to respond negatively (Disagree or Strongly Disagree)

Statistical significance levels: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , \*\*\*\*  $p < 0.0001$

## REGARDING THE PERCEIVED BENEFITS OF TYPES OF DIVERSITY:

Over ¾'s of respondents believe (Agree or Strongly Agree) there is benefit to greater racial and greater economic diversity. Additionally, a majority (54%) of all respondents, including 52% of Catholics and 71% of non-Catholics responding, also believe there is benefit to greater religious diversity.

Comment from Families/ Households:

There is a billboard advertising Holy Family and says financial assistance available and then has a picture of a black child and a Hispanic/Latino child in the photo. Is this to imply to the community that only other ethnic or racial groups need financial assistance??? Seems insulting.



# Key Findings on the Comparisons of Opinions Between Students, Families, and Staff

Noteworthy from the analysis are several results that spotlight key differences of opinion or perception between the groups surveyed. Such differences of opinion or perception are most prominent when considering high school students, their families/households, and staff who work at Wahlert.

While there is general agreement across all three sub-populations that Wahlert High School would benefit from greater racial and economic diversity, when considering religious diversity there are some striking differences. Wahlert students and staff are highly aligned and both robustly in support of the benefits of greater religious diversity at the school. At the same time, families/households of Wahlert students are significantly less likely to perceive merit in greater religious diversity. In particular:

Findings concerning Students, Families/Households, and Staff at Wahlert High School	
On the Survey Question:	Students are:
<i>The school would benefit from greater religious diversity.</i>	Nearly 3 ½ times as likely as are their parents/guardians to support greater religious diversity in the school.***
	Staff are:  Over 4 times as likely as are Wahlert families/households to support greater religious diversity in the school.***

Statistical significance levels: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , \*\*\*\*  $p < 0.0001$

Comment from Families/ Households:

Negative treatment and comments have been experienced due to not being Catholic.



# Key Findings on the Comparisons of Opinions Between Students, Families, and Staff

A further analysis shows that those who Strongly Disagree there should be greater religious diversity also Strongly Disagree there should be greater racial and Strongly Disagree that there should be greater economic diversity. The group of such respondents represents just less than 6% of Wahlert families and students combined.

On three items of particular note, Wahlert High School students are significantly more critical than are their parents/guardians or high school staff. These items pertain to support for mental health challenges and support from teachers and administrators for those who are being harassed or intimidated.

Findings concerning Students, Families/Households, and Staff at Wahlert High School	
On the Survey Question:	Students are:
<i>In our/my experience, there is good support for students with mental health challenges.</i>	Nearly twice as likely as are either their parents/guardians or Wahlert staff to respond negatively (Disagree or Strongly Disagree).****
<i>Teachers address intimidation and harassment effectively and consistently.</i>	Nearly 4 ½ times as likely as are either their parents/guardians or Wahlert staff to respond negatively (Disagree or Strongly Disagree).****
<i>School administrators addresses intimidation and harassment effectively and consistently.</i>	Nearly six times as likely as are either their parents/guardians or Wahlert staff to respond negatively (Disagree or Strongly Disagree).****

Statistical significance levels: \*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$ , \*\*\*\*  $p < 0.0001$

Comment from Families/ Households:

My only disagree is that it seems there is some hesitancy to discipline and enforce rules of behavior at times.



# Summary Results/Responses For All Subpopulations



# Summary Results/Responses For All Subpopulations

This section of the report contains summary descriptive statistics for responses from students, families/ households, and staff at Holy Family Schools. Responses from survey participants are arranged into groupings of similar items.

Comment from Families/ Households:

I attended Catholic school over 30 years ago and have not seen a difference since then. The families who donate money are the only students that matter. Rules are different for them and their families. An example of this is at sporting events where a huge sign is stating masks required and the family with money walks in with no masks and walks past the principal at homecoming game to announce the court and the parent doesn't have a mask on. Seriously?? The same goes on in the school. My child was confronted in front of the whole class by another student screaming at her for what she believes in with no mask on in her face. Another incident one of my children encounter was the assistant principal telling a student who struggles in school "do you want to work at Taco Bell the rest of your life". Luckily the teacher stepped in and said she would help the student. My child was mortified of the scene this person made. Holy Family is not a diverse community. Never has been and never will be due to the families that are the big donors want the school to remain white, so it continues. The Catholic faith means nothing to most students and families. We have taught our children to be kind and to never leave anyone behind. The only reason our children attend Holy Family schools is because my husband felt that since we went to Catholic school, our children should also. The only thing I can say is that our children are have had excellent teachers. Some teachers are questionable but understandable that Holy Family does not pay as well as public schools. I am not sure Holy Family will ever be diverse if you continue to let the money make the decisions. This is not helping our children to be prepared for life after Holy Family.



# Students: Summary Descriptives

## SUMMARY DESCRIPTIVES FOR ITEMS COMMON FROM ELEMENTARY TO HIGH SCHOOL

At all three levels of elementary through high school, a majority of students responded in a positive fashion (usually Always or Often) to the following seven questions. Even though a majority responded positively, on each question a substantial minority responded negatively.

When we disaggregate these data by race, we observe that student perception on these items is dependent on identified race. In particular, on every one of these seven items, students identifying as any one of the minority categories defined above, recategorized as “Other” or responding “I prefer not to say” respond more negatively than do students identifying as “White or Caucasian.” In every case, these differences are statistically significant.

Student perception, especially items regarding perceived fit, value, and treatment, is also dependent on gender. While males and females generally have similar perceptions on such items, those who identify as “Other” or selected “I prefer not to say,” are significantly more pessimistic on these questions.

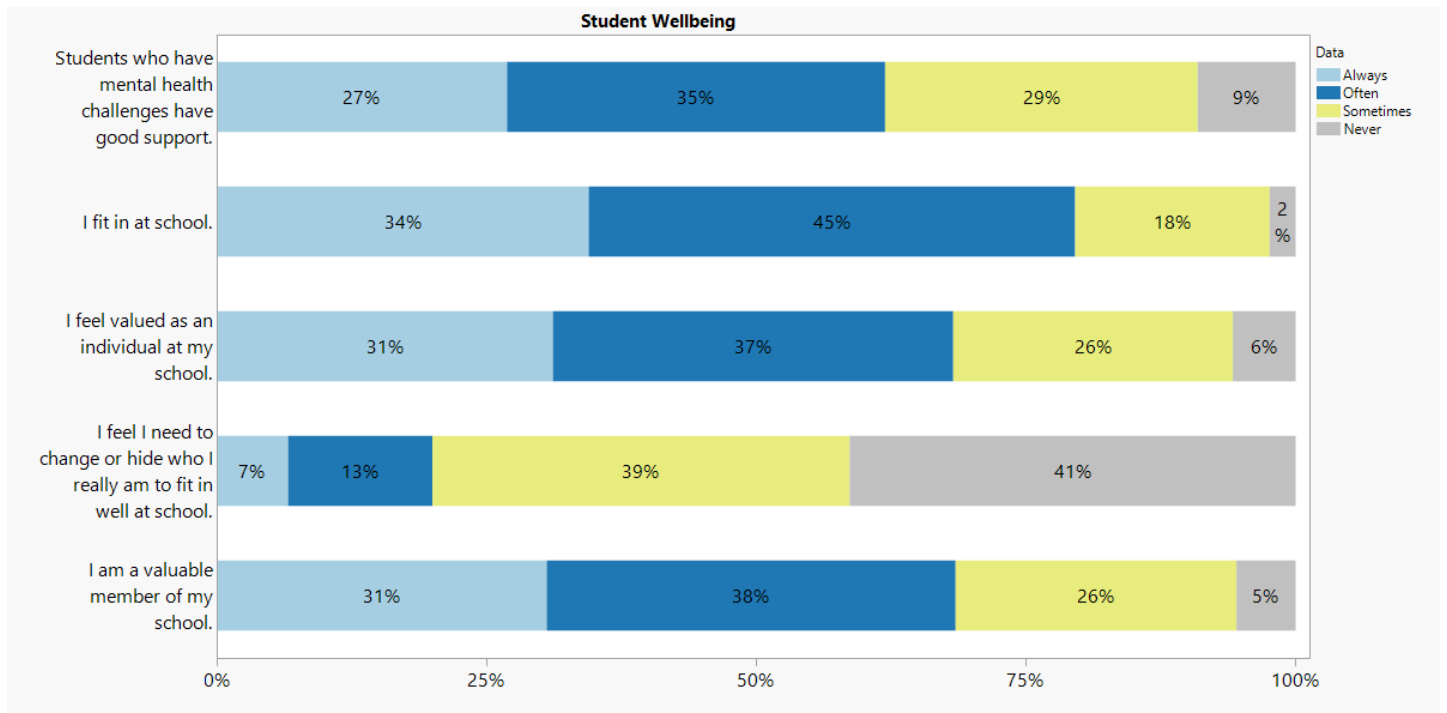
Comment from Families/ Households:

As hispanic parents we would like additional activities for children at home that reinforce the Spanish language. We also consider the supporting versus non-supporting parish tuition fees discriminating against members of catholic parishes outside of Dubuque that would like to send their children to Holy Family Catholic Schools.



# Student Summary Responses

## STUDENT WELLBEING:



I have heard hurtful comments from teachers/staff about:

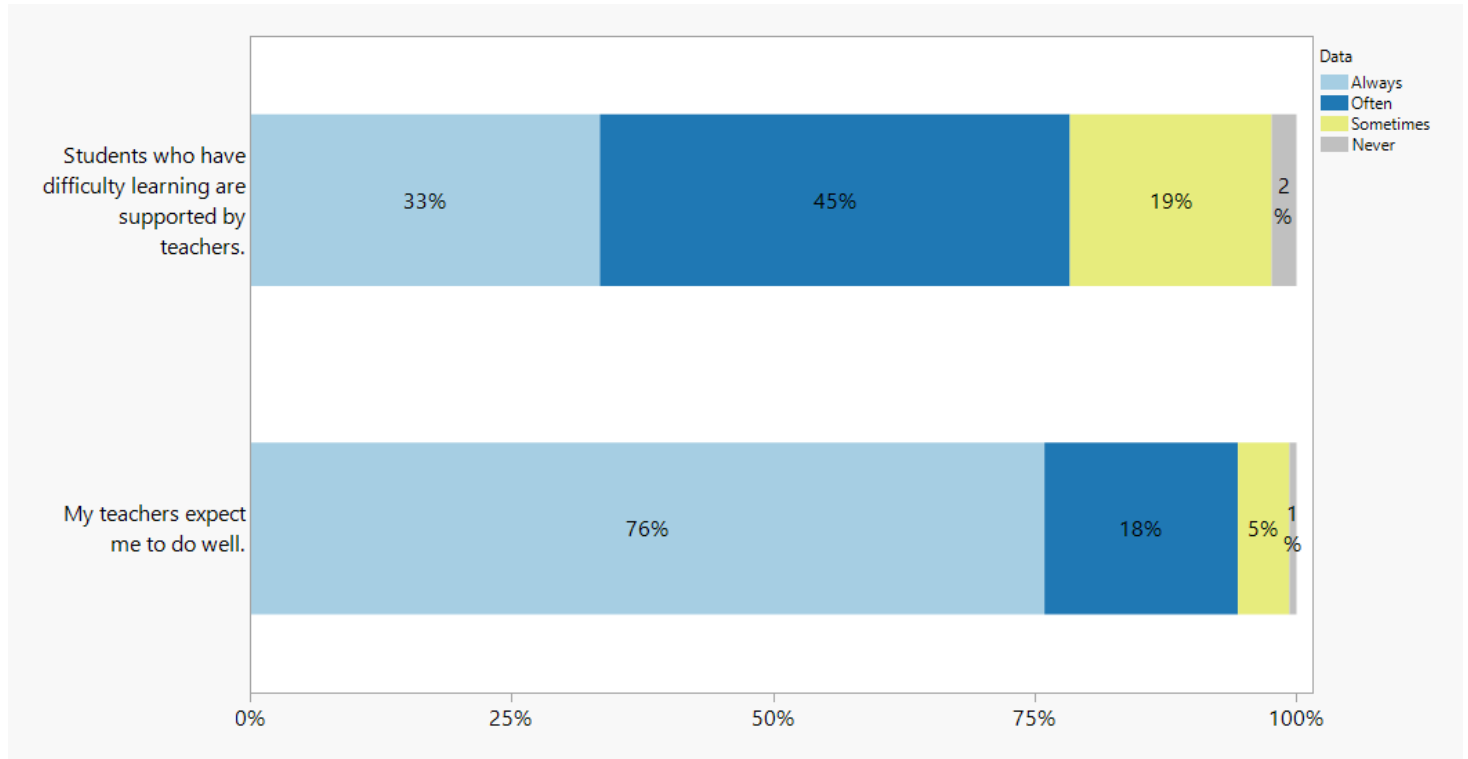
It just seems like some teachers have certain prejudices. I've heard several teachers say offensive things.





# Student Summary Responses

## ACADEMIC SUPPORT:



Comment from Families/ Households:

One of our kids has ADD and I feel like teachers are not as trained on how to work with kids with learning challenges as they could be. I would love to see more diversity in the student body.

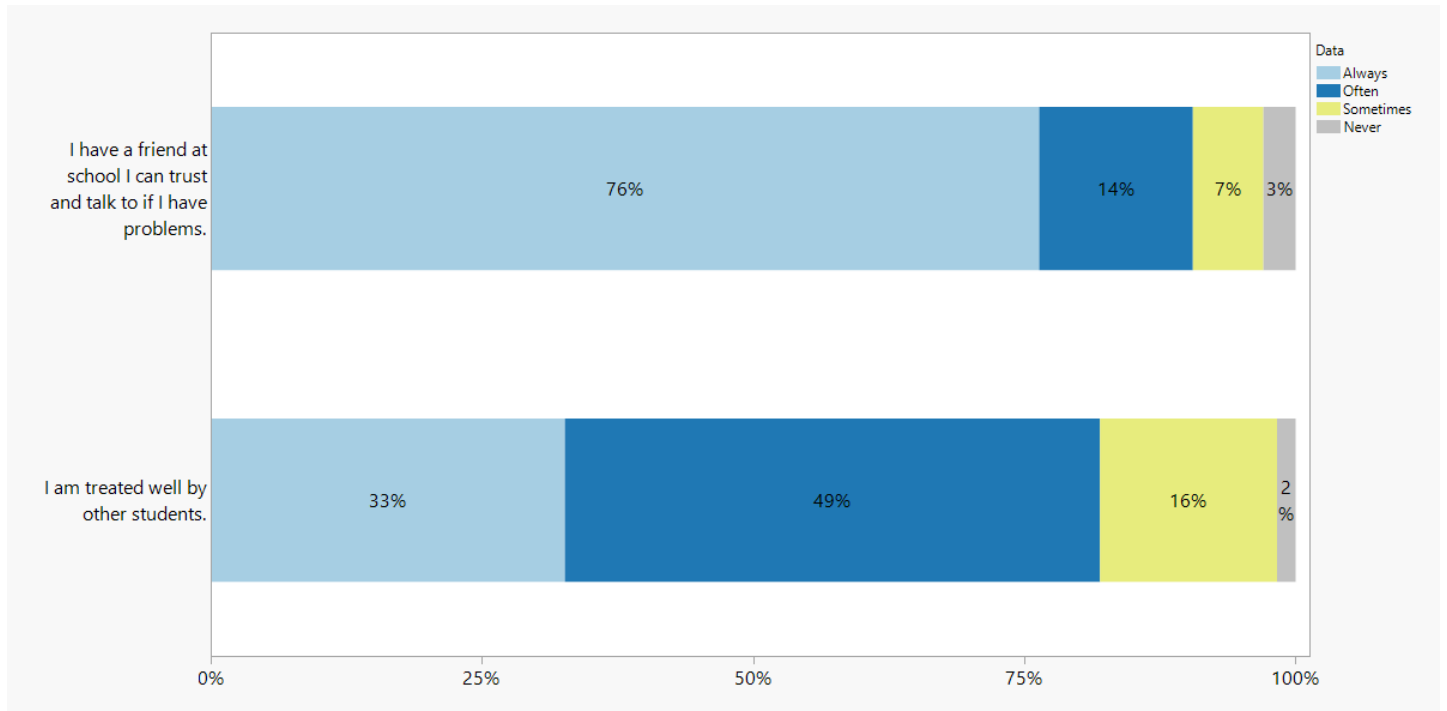
I have heard hurtful comments from teachers/staff about:

A student being irresponsible when they were just confused.



# Student Summary Responses

## DISCIPLINE AND INTERACTION WITH PEERS:



Comment from Families/ Households:

Overall the schools do well. Our biggest obstacle is classroom management and poor and distracting behaviors being tolerated and this is at all schools but most prevalent in the middle and high school levels. The tolerance seems to depend on the family from whom the child comes from and their economic contributions. The entire staff would benefit from district-wide training on classroom management.

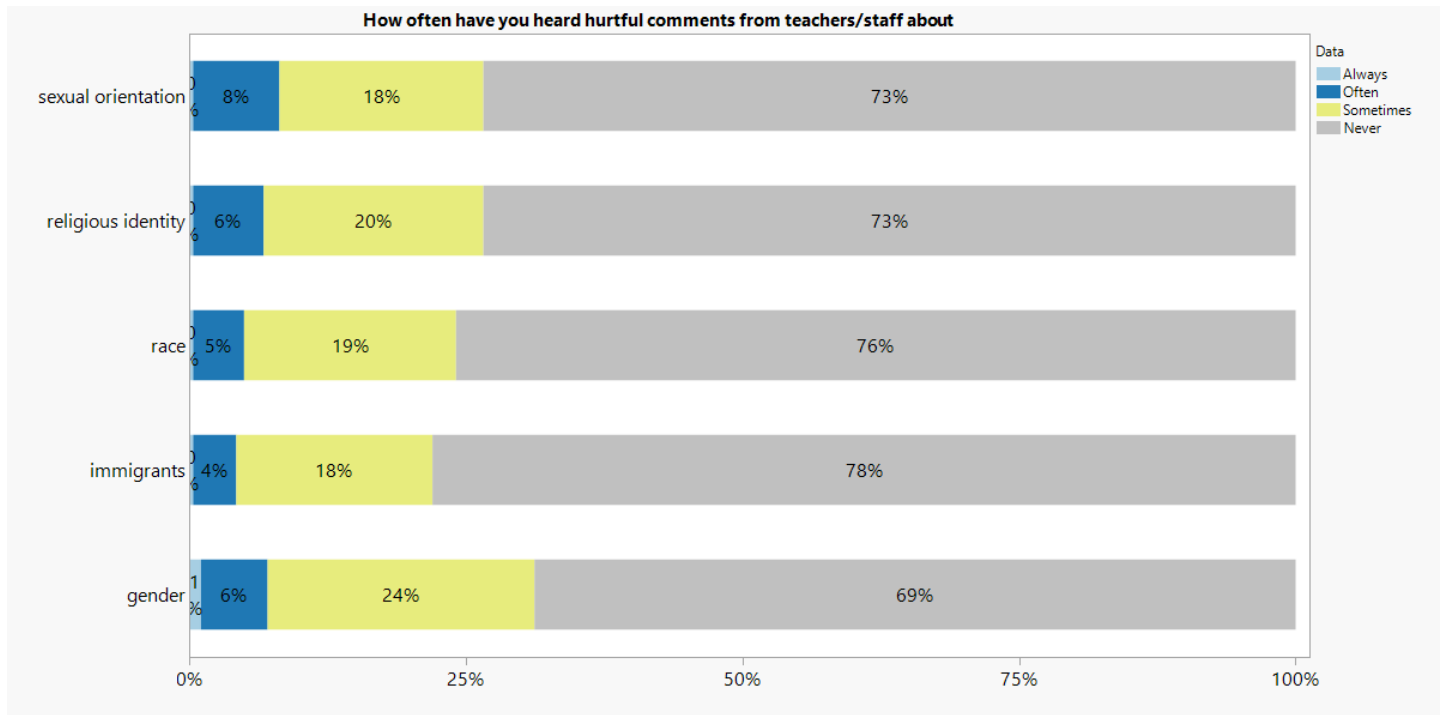
I have heard hurtful comments from teachers/staff about:

Students saying slurs.



# Wahlert Students Summary Responses

## OPINIONS ON DIVERSITY:



Comment from Families/ Households:

I feel we address the sexual orientation issue way to much. It is hard to explain to my children why at a school where they are supposed be getting a religious education there is so much emphasis on this.

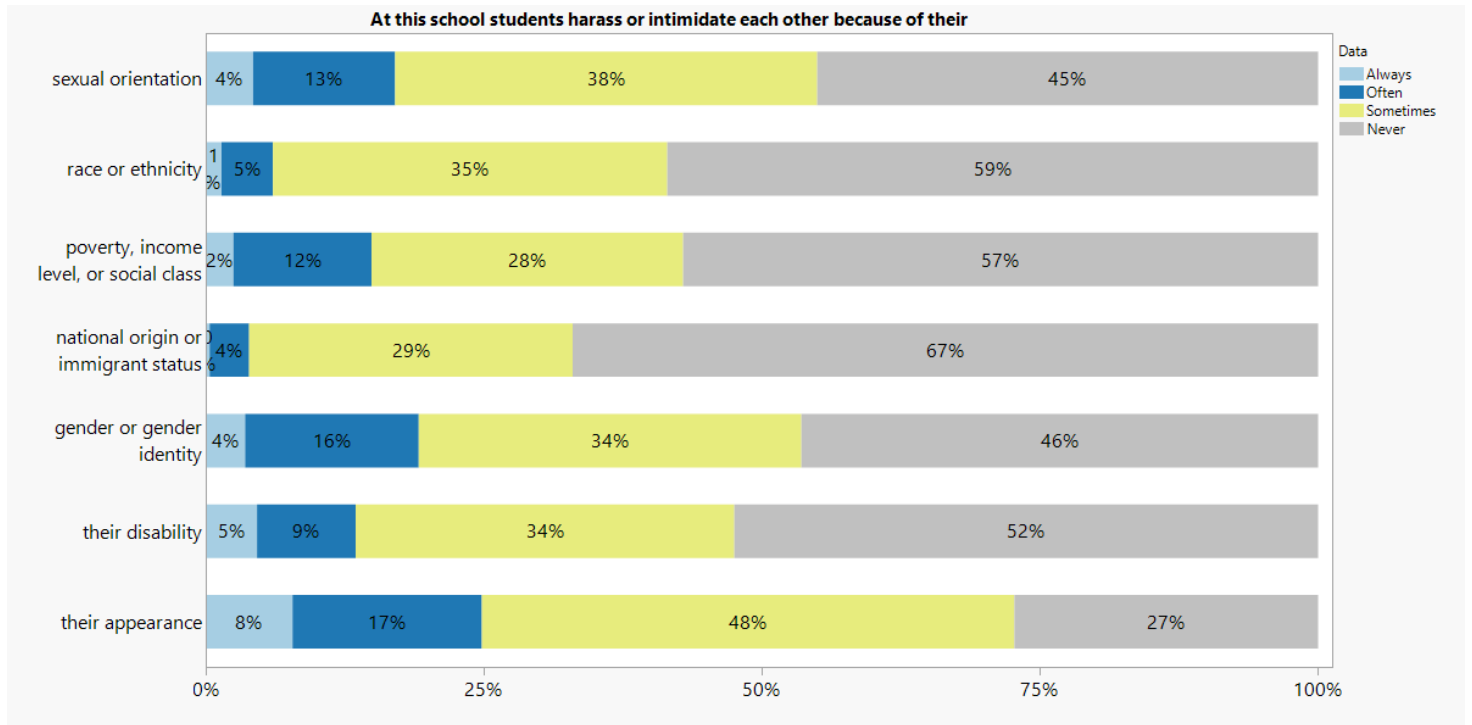
I have heard hurtful comments from teachers/staff about:

Gay people, immigrants.



# Wahlert Students Summary Responses

## OPINIONS ON DIVERSITY:



Comment from Families/ Households:

There appears to be an assumption for this survey that everyone in the household shares the same ethnicity/race which is not the case for my household. I am answering the survey based largely on my own experiences as a white, non Hispanic parent. But my student, who is Hispanic, has an entirely different experience in the school. My student has had incidents involving both students and staff that made assumptions about my student based entirely on ethnicity/race. For the incidents involving staff, I can't say the staff was disrespectful at the time of the incident(s) but more just totally unaware that what they had done could be deemed inappropriate.

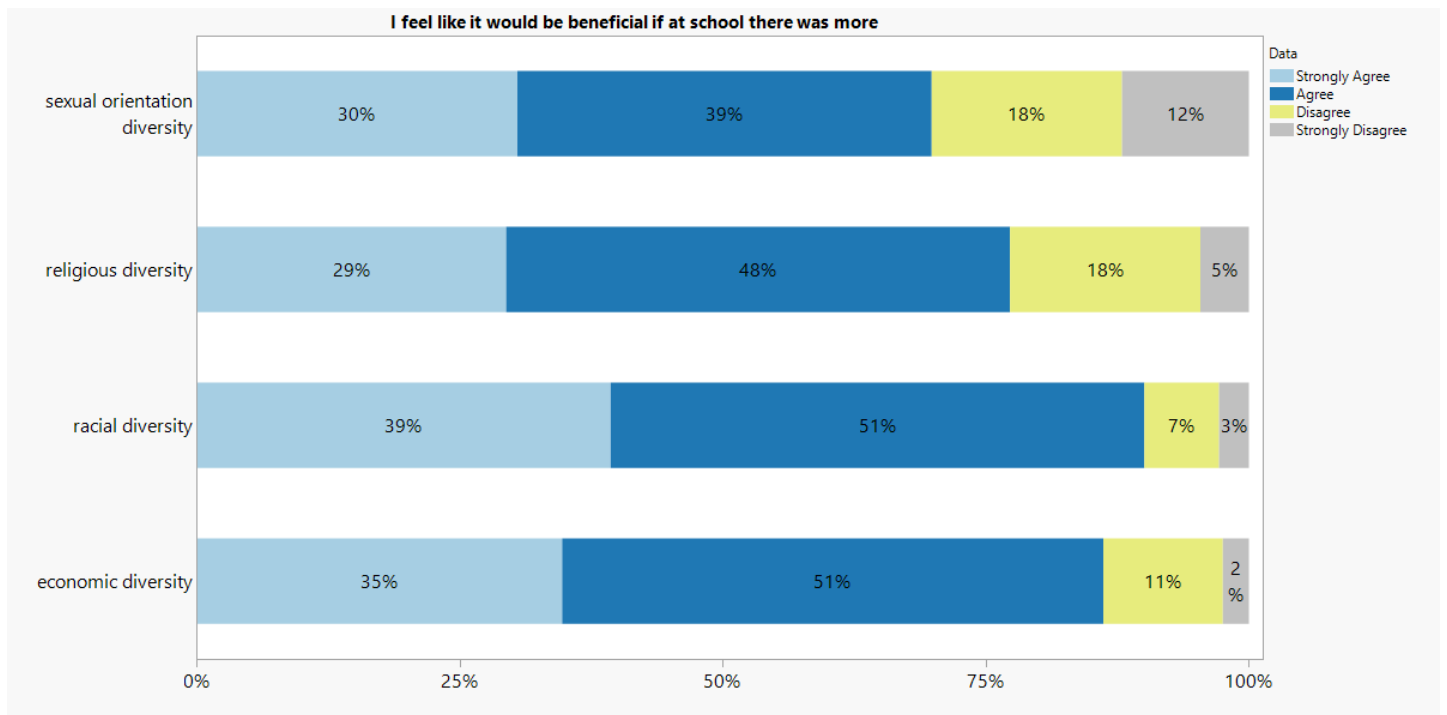
I have heard hurtful comments from teachers/staff about:

Can't support LGBTQ.



# Wahlert Students Summary Responses

## OPINIONS ON DIVERSITY:



Comment from Families/ Households:

I believe there is a perception that only affluent families attend Holy Family. While I believe that isn't so much the case at the elementary level, it is as students get to Wahlert. I've heard extra curriculars can be an issue. I think we need to be conscious of those extra expenses. Regarding racial and religious diversity, I think if those that want to attend should be welcomed, but we shouldn't lose our Catholic identity or recruit solely on these items.

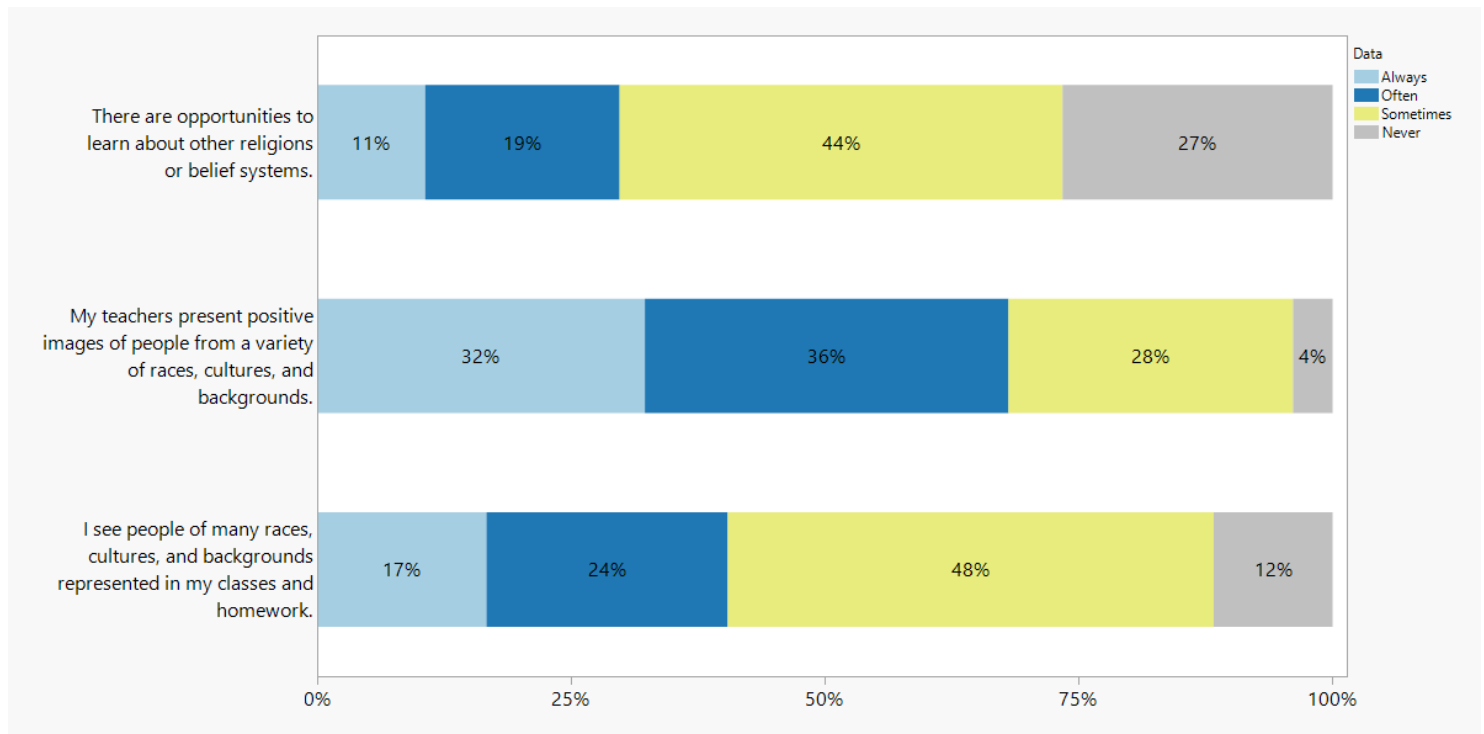
Comment from Staff:

I do not like how students of color do not have to follow the rules. Example of this: one student for the 1st month of school steals lunch and drinks from the lunch room. Also the hair colors. I have also been told that men should get longer bathroom breaks because it's a guy thing.



# Wahlert Students Summary Responses

## OPINIONS ON DIVERSITY:



Comment from Families/ Households:

Adults at school are supportive; however, there are quite a few students who are not kind to people who are not like them. :(

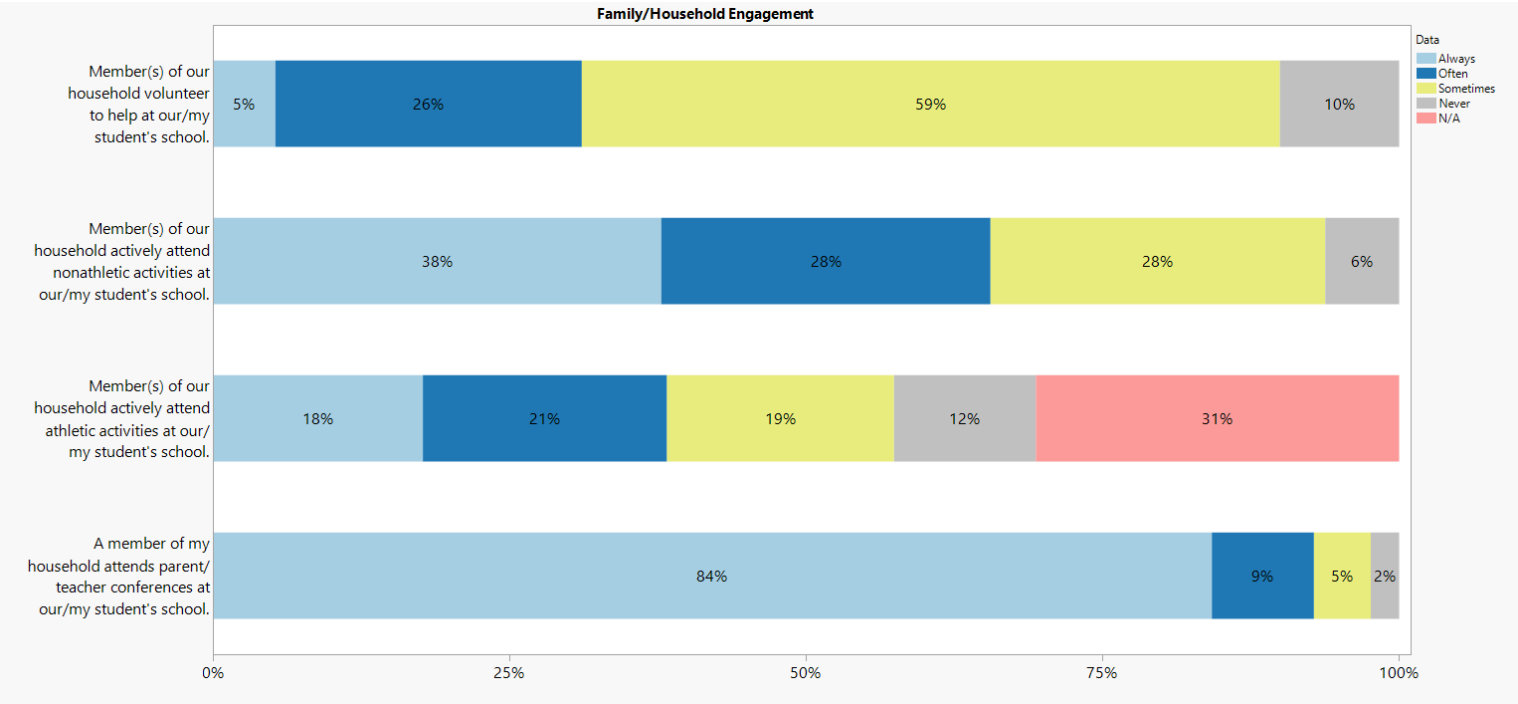
Comment from Staff:

...Our biggest area where we have strong shared opinions from our priest, teachers, parents and other students that are harmful to students is LGBTQ. These students have some friends among students and faculty. But many stay hidden and afraid because of actual teaching in the classroom, student laughter and silence among teachers. I have a student who is LGBTQ and when she talked about using the AIDS crisis and its impact on gay men for evidence in an essay two boys looked at each other and snickered and whispered. This type of thing happens to these students on a daily basis.



# Family/Household Summary Responses

## ENGAGEMENT:



Comment from Families/ Households:

I feel as though we have more religious, ethnic, and sexual orientation diversity at Our Lady than some of the other schools. We would welcome more diversity but aren't disappointed with what's there given the composition of Dubuque and the small classes/ school.

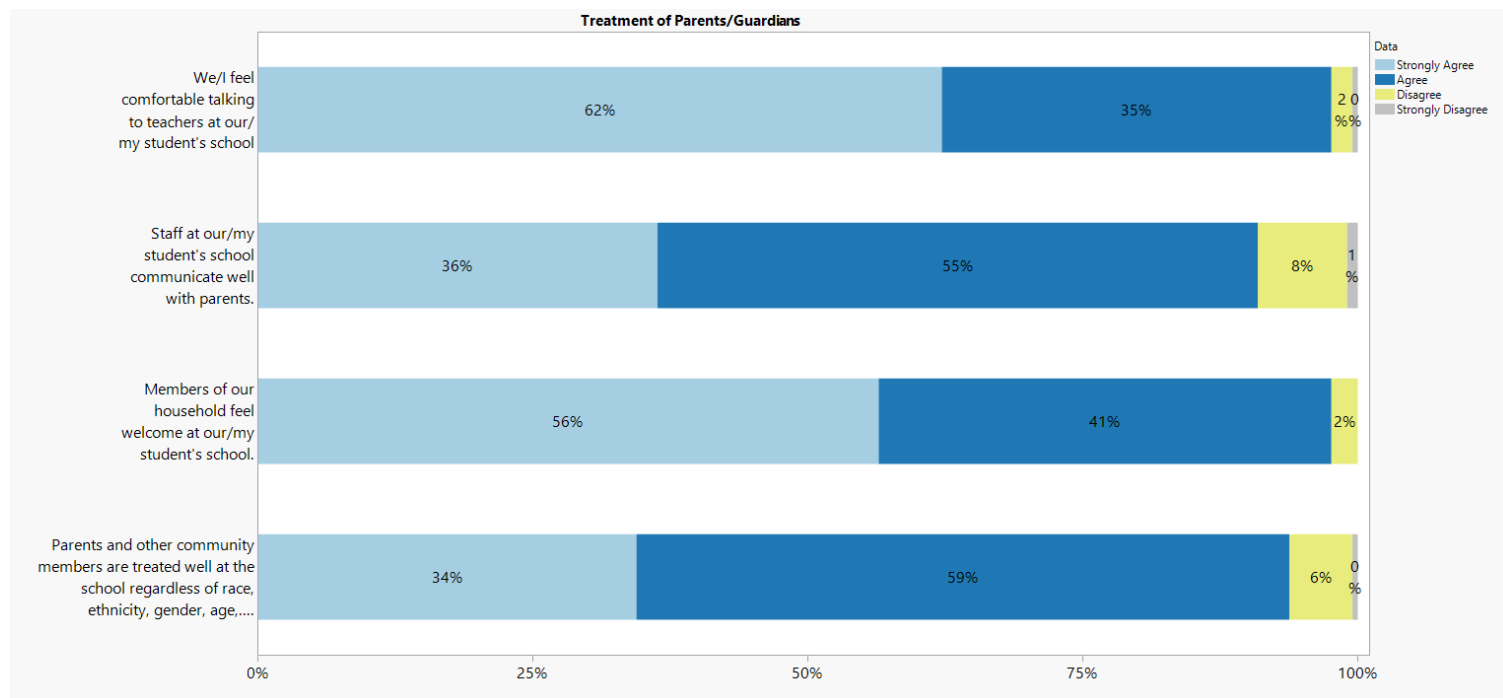
Comment from Staff:

I think for our students to understand the world more appropriately and accurately they need to engage and be exposed to a more diverse student body. Everyone benefits by being surrounded by others who don't look like them or think like them.



# Family/Household Summary Responses

## TREATMENT OF PARENTS/GUARDIANS:



Comment from Families/ Households:

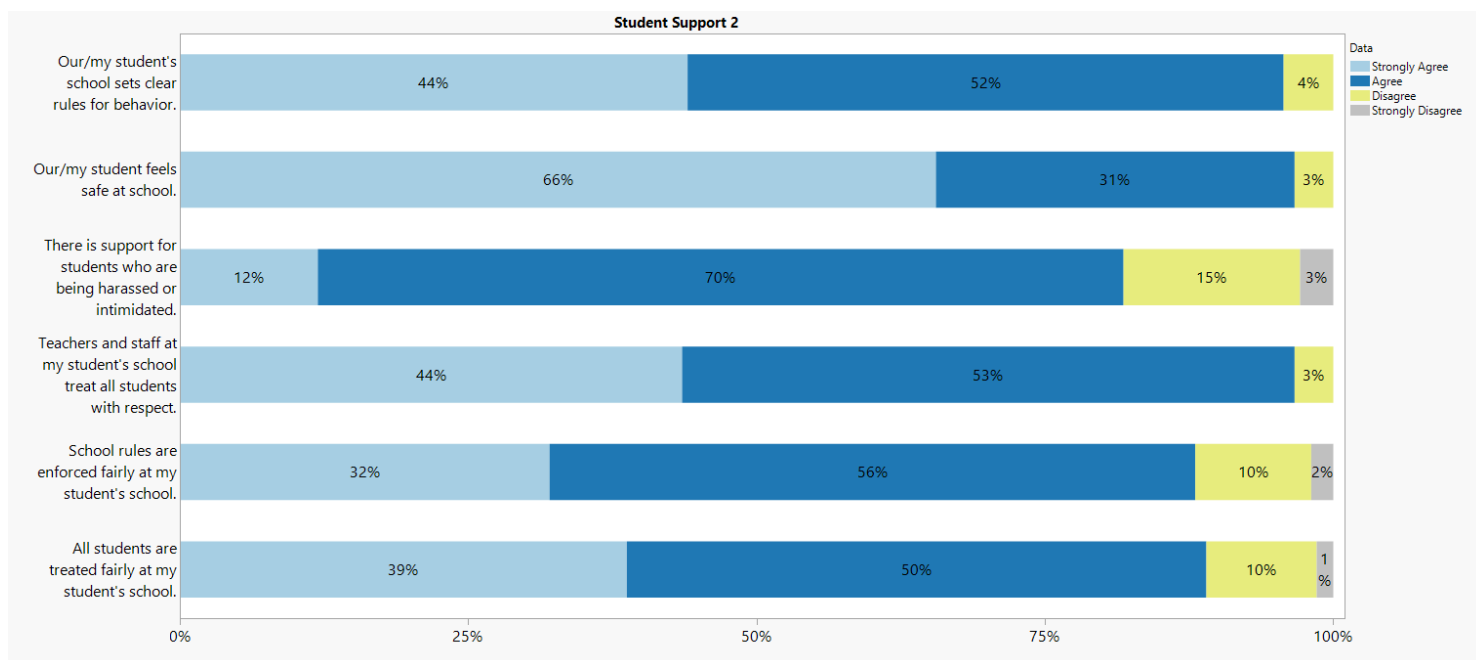
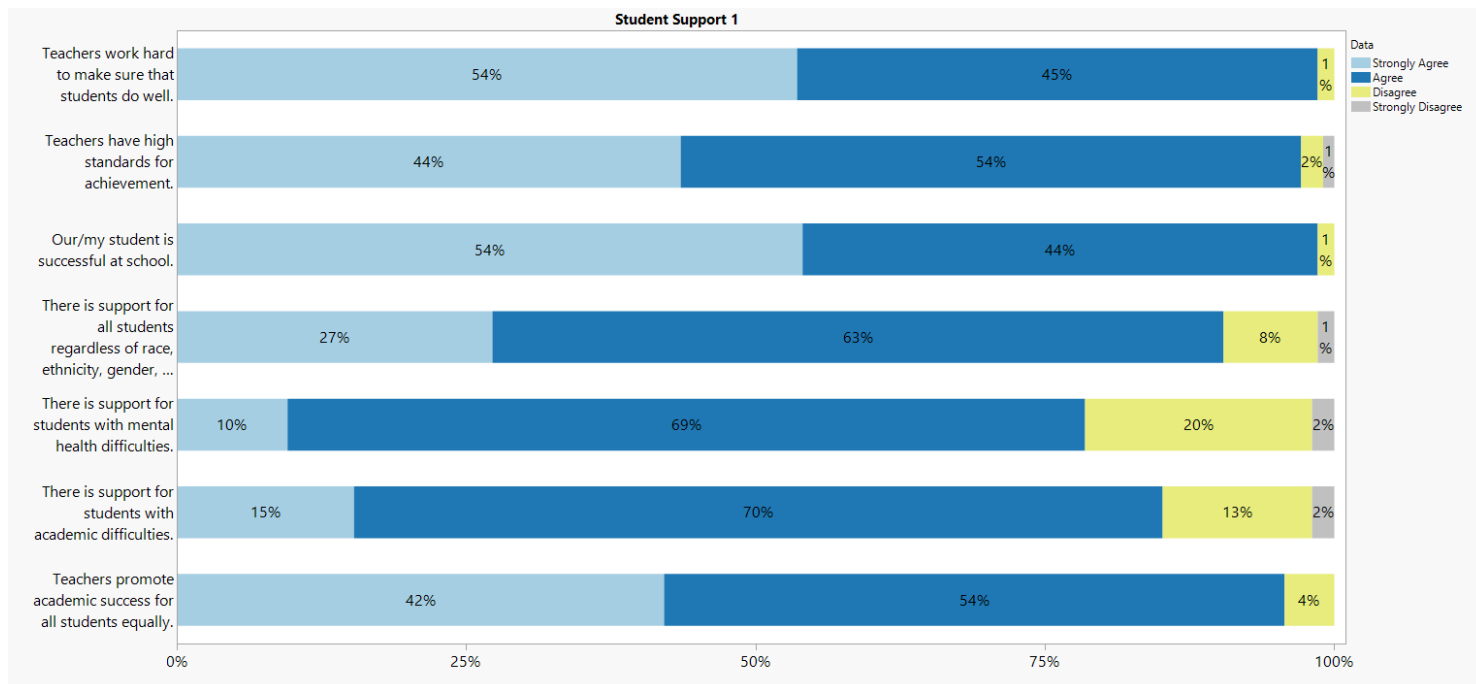
I would like to see Wahlert remain a Catholic school and not a private school as it currently is run like. Need to get back to our Catholic identity. Once that is established again, it won't be a school that only the rich can afford but a place for ANYONE who wants to grow further in their faith throughout the school day has the opportunity to do so. Our Catholic schools should be strengthening our Catholic churches but instead, a majority are not even attending Mass outside of school time. They are not participating in doing more with their parish communities because sports practices have taken away that option away. The focus of our mission needs to be sharpened before any change will happen.





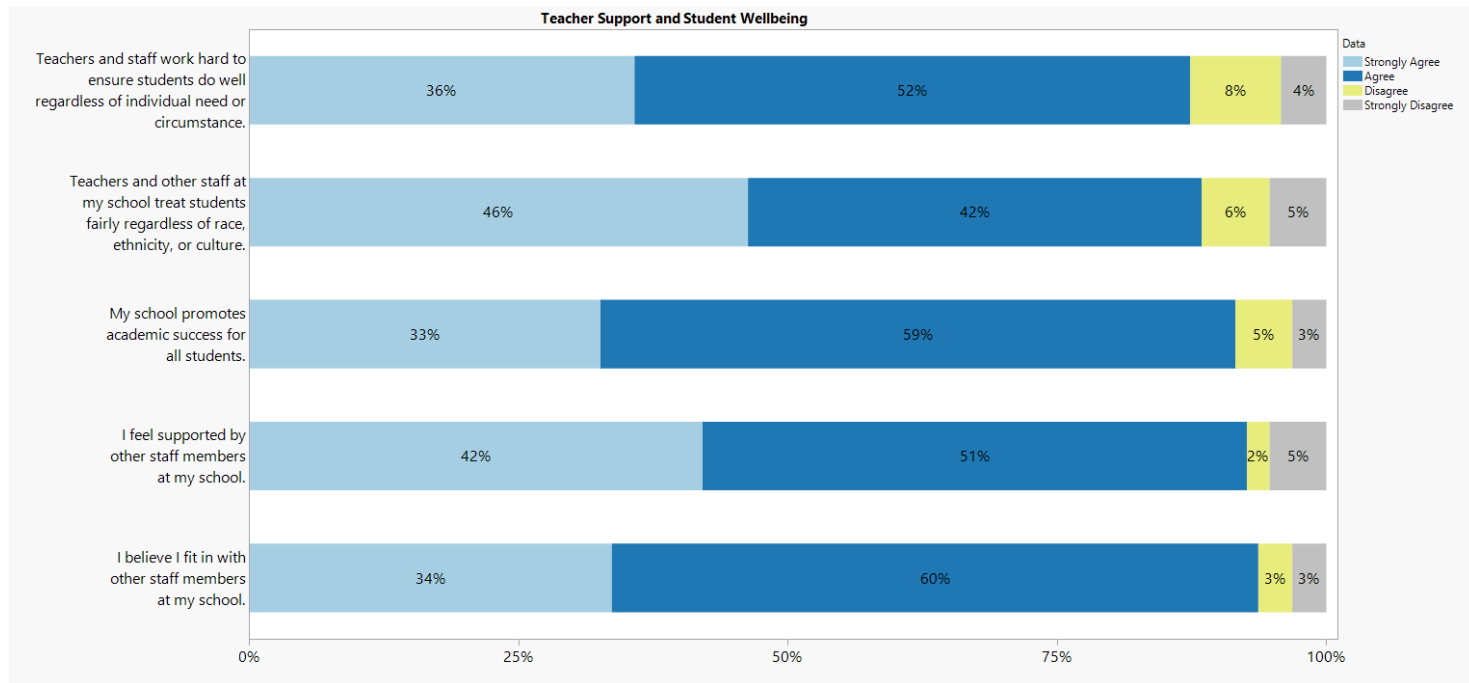
# Family/Household Summary Responses

## STUDENT SUPPORT:



# Staff Summary Responses

## TEACHER SUPPORT AND STUDENT WELLBEING:



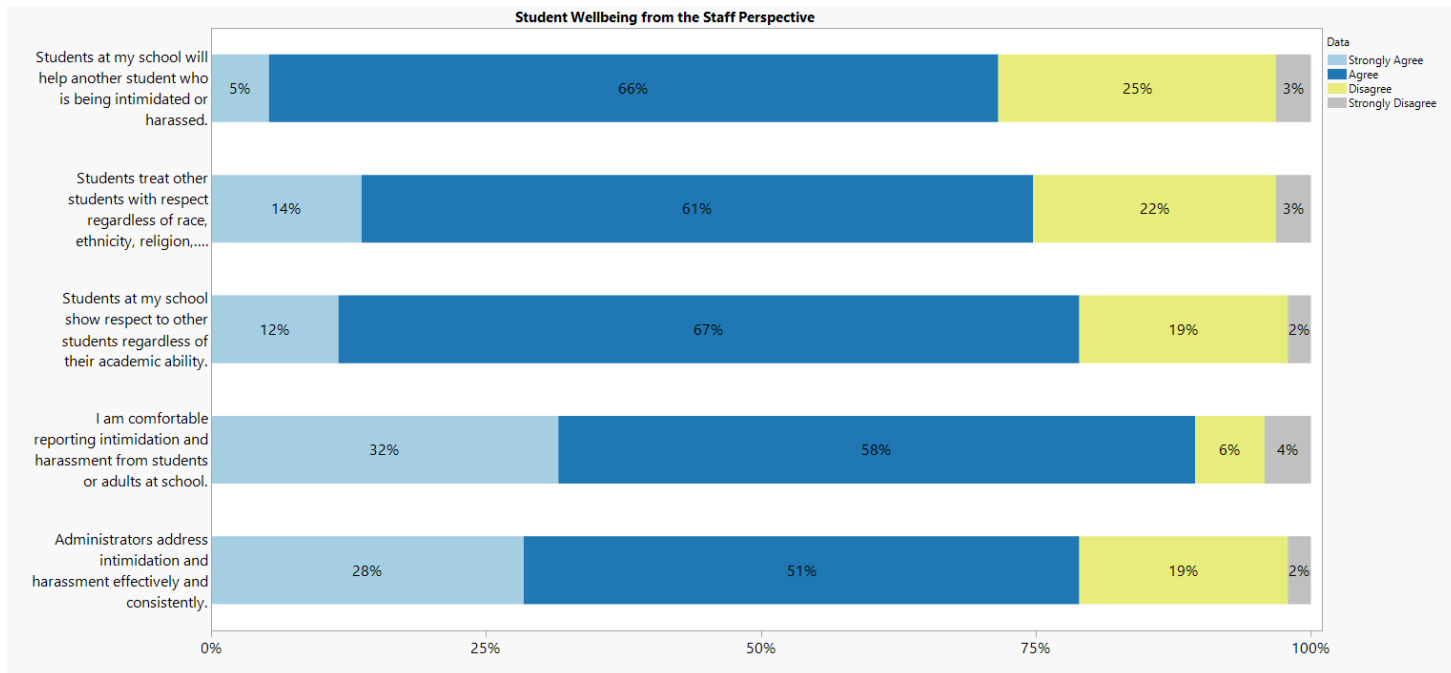
Comment from Families/ Households:

I feel as if students of different sexual orientation are not welcome both by other parents in particular but also other students. I think most teachers handle this orientation respectfully. I think in particular we need to be aware of comments/lectures that Father \_\_\_\_ has made in class presentations to students that were very judgmental and harsh about sexual orientation. These comments and the sanctioning of them using classroom instructional time was a slap in the face to our students who identify with the LGBTQ community. If we are going to add diversity on all levels, this cannot be tolerated regardless of who is doing the teaching- priest, teacher, religious, etc.



# Staff Summary Responses

## STUDENT WELLBEING FROM STAFF PERSPECTIVE:



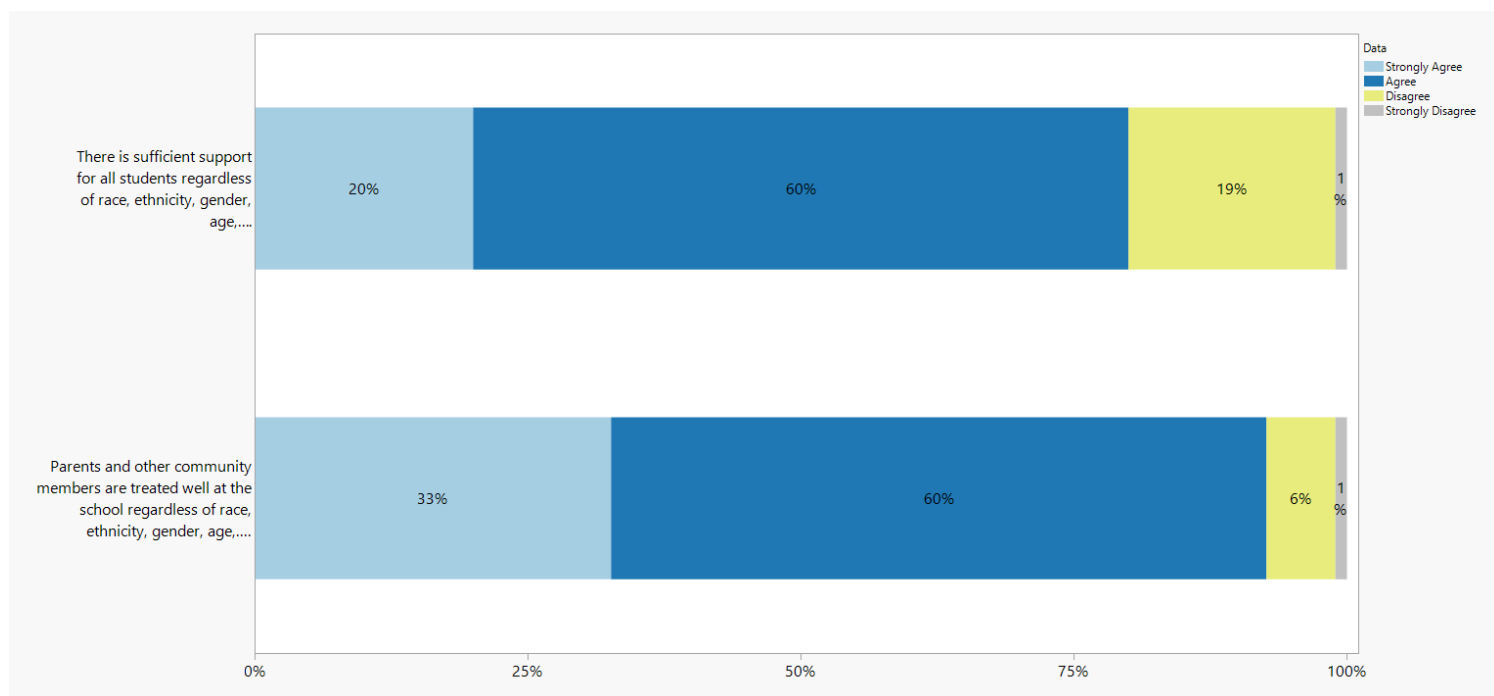
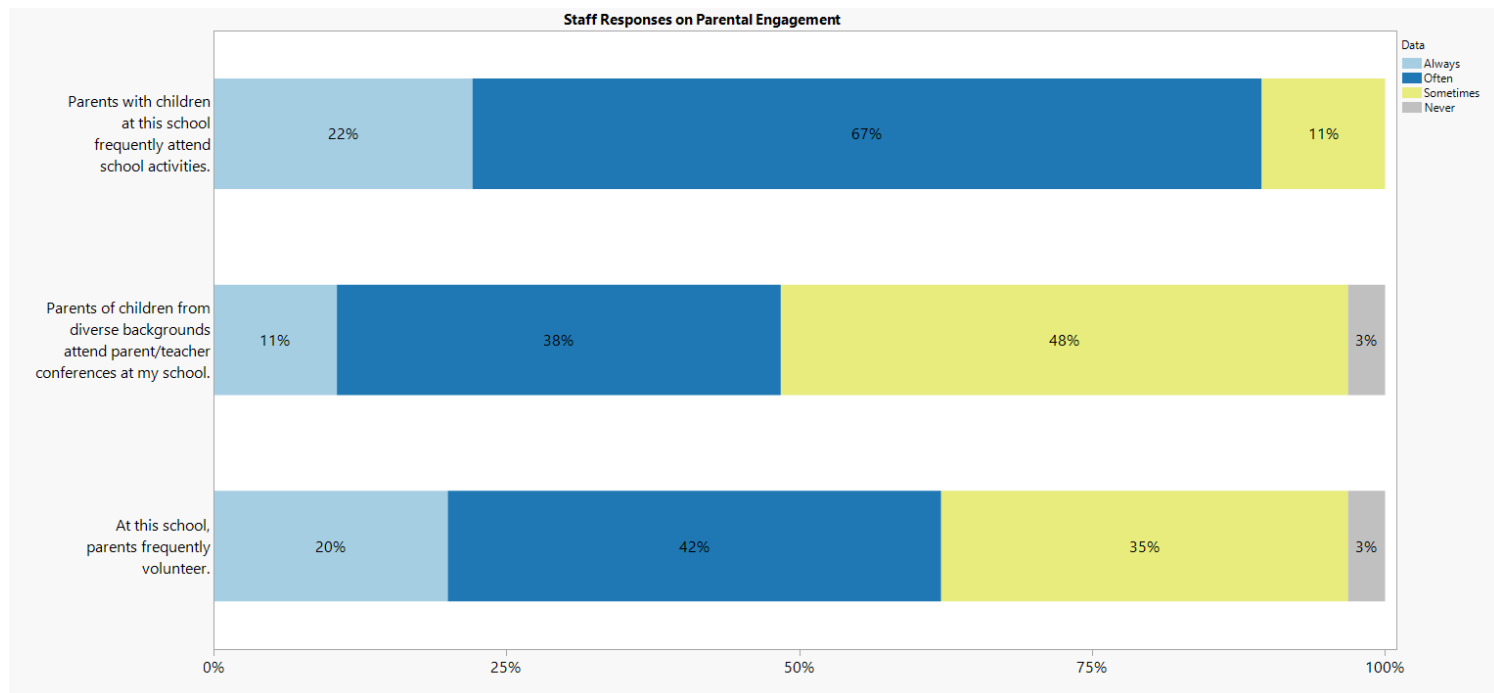
### Comment from Families/ Households:

Our family hasn't dealt with LGBTQ issues directly, but I question how well a person would be welcomed at Holy Family if they identified as LGBTQ. I also think closing Holy Ghost school has given Holy Family an elitist reputation and underrepresented students wouldn't feel comfortable attending Holy Family schools. Overall, we have had a positive experience with Holy Family, but we are also white and do well financially. We "fit the mold" so the curriculum and policies work for us. I'm concerned that this isn't the case for everyone. Ideally, Catholic education would be possible for anyone who wants it for their children.



# Staff Summary Responses

## STAFF RESPONSES ON PARENTAL ENGAGEMENT:



## Analysis of Factors Impacting Perceptions and Opinions



# Analysis of Factors Impacting Perceptions and Opinions

Analysis of Factors Impacting Perceptions and Opinions: The factors of race, gender, and Catholicity impact student, families and households, and staff perspectives on a wide variety of survey items. In general, groups that are minorities based on these factors (non-Catholics, non-Whites, and those not identifying as female or male) generally perceive a weaker sense of belonging in Holy Family Schools.

Comment from Families/ Households:

There seems to be a difference in disciplinary treatment for students who may have lower income levels. There is an atmosphere, also, that as a student, if you have more to bring to Wahlert - for example are extremely good in sports - you can get scholarships and special treatment for example, less harsh punishment for offenses. Finally, this is a CATHOLIC school - please do not stray from STRICT CATHOLIC INSTRUCTION and expectations. As well, when kids falter, as they always will because they are kids, please set up a system of forgiveness and Christian counseling for these children, and be compassionate to their families.



# Demographics and Factor Analysis: Students

The following pages contain data on student demographics, and give a deeper analysis of the survey results and the factors that impact them.

Comment from Families/ Households:

I feel the diversity, equity and inclusion (DEI) movement is a solution looking for a problem at HFCS. Never in my HCFS days or my children's has this been an issue. DEI is indoctrinating our children to look for a problem that does not exist. If you teach respect and Catholic/religious values you don't need something else like DEI because respect, faith and values take care of that. If this is something the school is going to spent my tuition on I would consider pulling my white/male child from the school because he will be discriminated against. The DEI will make children think there is a problem when they may not have thought there was one in the first place.



# Students: Demographics

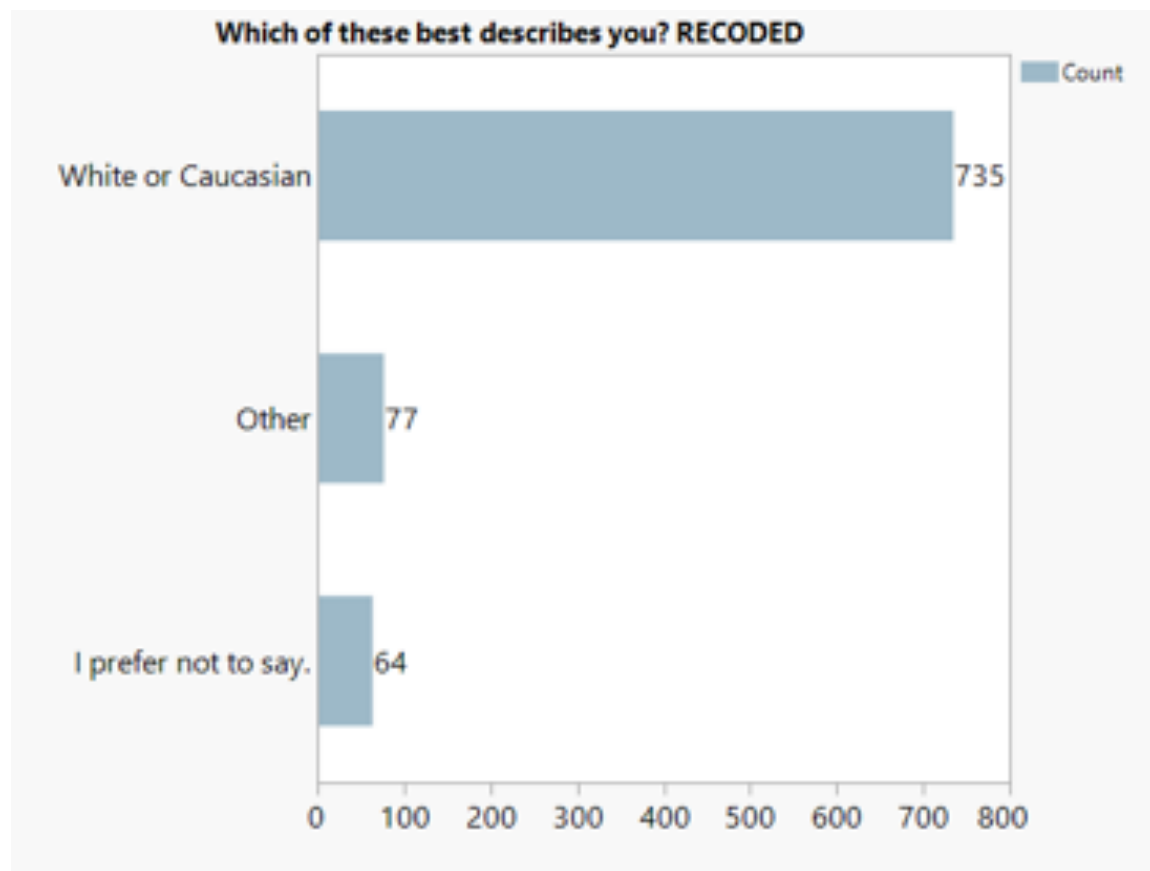
## NUMBER OF STUDENTS:

A total of 876 students across grades 3 through 12 responded to one of the three surveys. The 876 students are comprised of

- ✚ 248 elementary students,
- ✚ 346 middle school students, and
- ✚ 282 high school students

## RACIAL DEMOGRAPHIC OF STUDENTS:

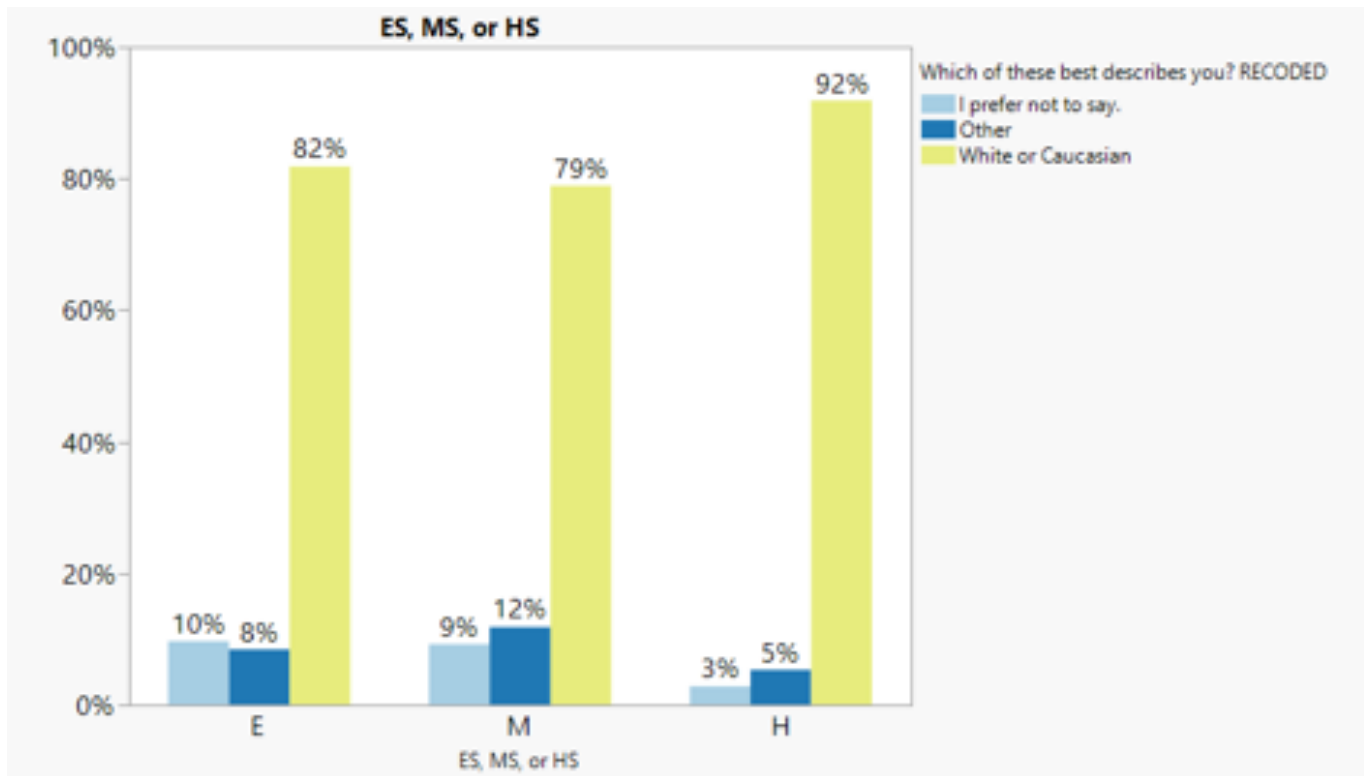
Those responding Black or African American, Hispanic, Asian, Native Hawaiian or Pacific Islander, and American Indian or Alaskan Native were combined into one “Other” category. Of the 876 students responding, nearly 84% (735) identified as White or Caucasian, 8.8% (77) fell in the other category, and just over 7% (64) preferred not to answer.





# Students: Demographics

RACIAL GROUPS DISAGGREGATED BY SCHOOL LEVEL:



Comment from Staff:

Students with special needs are not welcomed at our schools. They are pushed out of our schools because we do not have the support that they need. Teachers do not have enough support either. We are asked to do all of these extra things, but then we are not appreciated or given time to do/prepare for these tasks. It is clear to me that teachers are not valued in this school district and students with special needs aren't either.



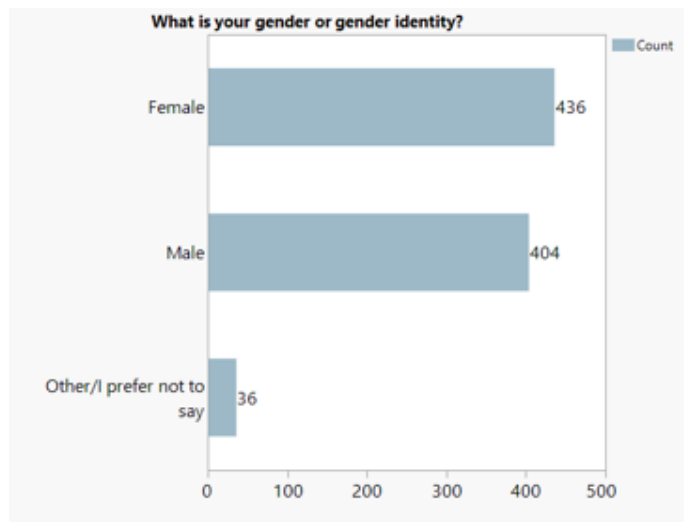
# Students: Demographics

## GENDER BREAKDOWN OF STUDENTS:

The gender breakdown of these 876 students is as follows:

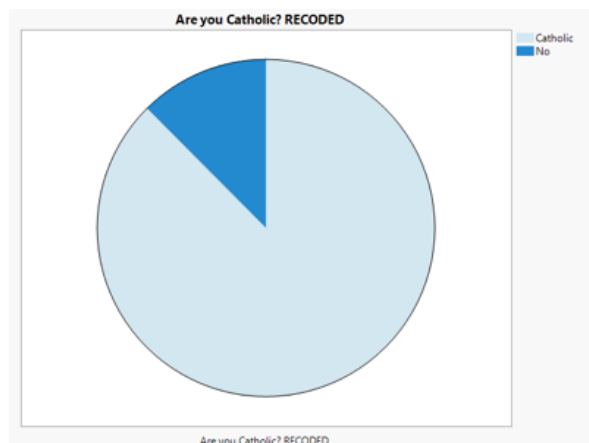
- ✚ 436 female
- ✚ 404 male
- ✚ 36 other or I prefer not to say

The “Other” and “I prefer not to say” categories were in place as options for students in middle and high school but not for elementary school students.



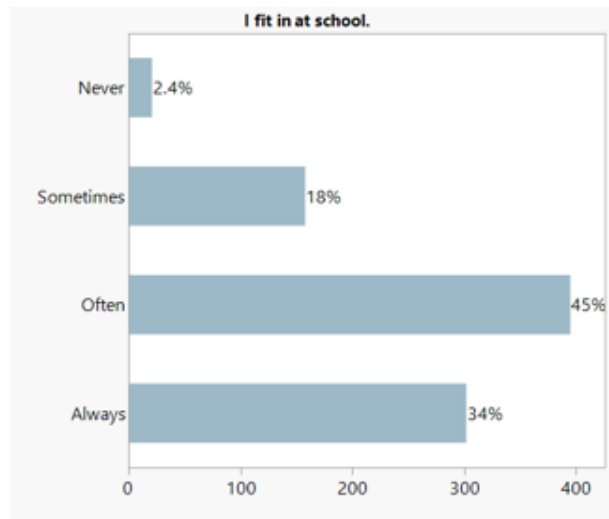
## RELIGIOUS AFFILIATION OF STUDENTS

Of the 876 students, 109 (12.4%) reported as non-Catholic and 767 (87.6%) reported they were Catholic.

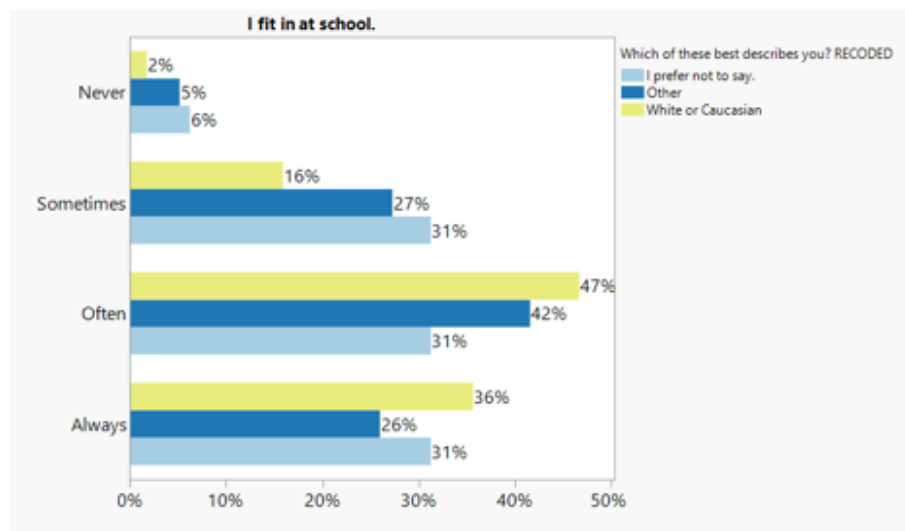


# Factor Analysis of Students: “I feel like I fit in this class/ fit in at this school”

Overall, almost 80% of students responded Often or Always.



DISAGGREGATED DATA BASED ON RACE:



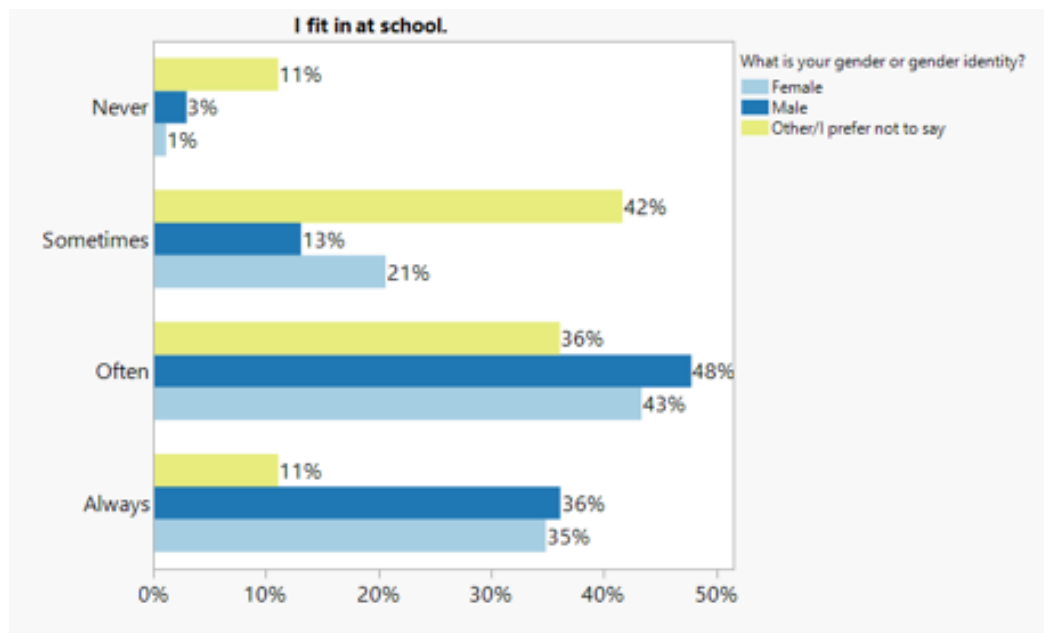
As may be seen, while less than 18% of White or Caucasian students said they fit in Sometimes or Never, over 32% of “Other” students and 37.5% of students who responded “I prefer not to say” said they fit in Sometimes or Never. These differences are highly statistically significant (Chi-square = 24.79,  $P = 0.0004$ ).

Students classified into the Other category are nearly 2 ½ times as likely to respond Sometimes or Never to this item than are White/Caucasian students (OR = 2.44).

# Factor Analysis of Students: “I feel like I fit in this class/ fit in at this school”

## DISAGGREGATED DATA BASED ON GENDER:

If we disaggregate by gender, we also observe significant differences. Males are least likely to respond “Sometimes” or “Never” to this item (about 16%), while Females respond thusly at a slightly higher rate (nearly 22%). However, over half (nearly 53%) of those who identified as “Other” or “I prefer not to say” responded “Sometimes” or “Never” on this item. These differences are highly statistically significant (Chi-square = 40.63,  $P < 0.0001$ ).



From these data, we also obtain the following odds ratios:

- ✚ Students classified as Other/I prefer not to say are nearly six times as likely to respond Sometimes or Never to this item as are male students to respond similarly (OR = 5.83).
- ✚ Students classified as Other/I prefer not to say are four times as likely to respond Sometimes or Never to this item as are female students to respond similarly (OR = 4.01)

I have heard hurtful comments from teachers/staff about:

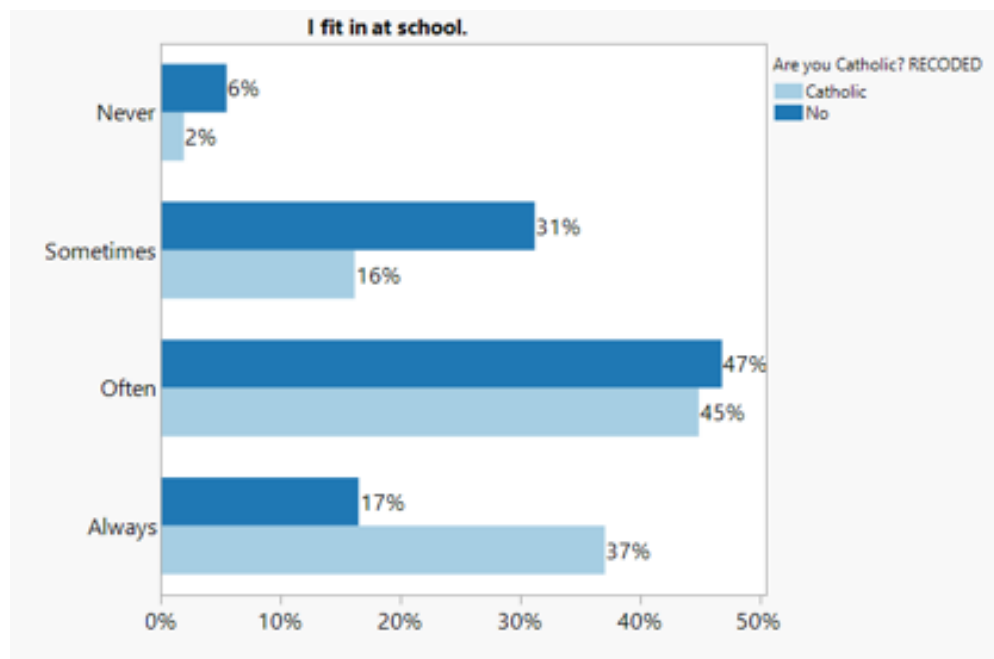
Gender roles and general misogynistic comments.



# Factor Analysis of Students: “I feel like I fit in this class/ fit in at this school”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When we disaggregate by religious affiliation, we observe that non-Catholic students are much more pessimistic on the item “I fit in at school” than are Catholic students. In particular, over 36.5% of non-Catholic students responded Sometimes or Never, while just over 18% of Catholic students responded similarly. These differences are highly statistically significant (Chi-square 28.69,  $P < 0.0001$ ). Non-Catholic students are more than 2 ½ times as likely as Catholic students to respond negatively (Sometimes or Never) to the item I fit in at school (OR = 2.62).



I have heard hurtful comments from teachers/staff about:

Other religions.



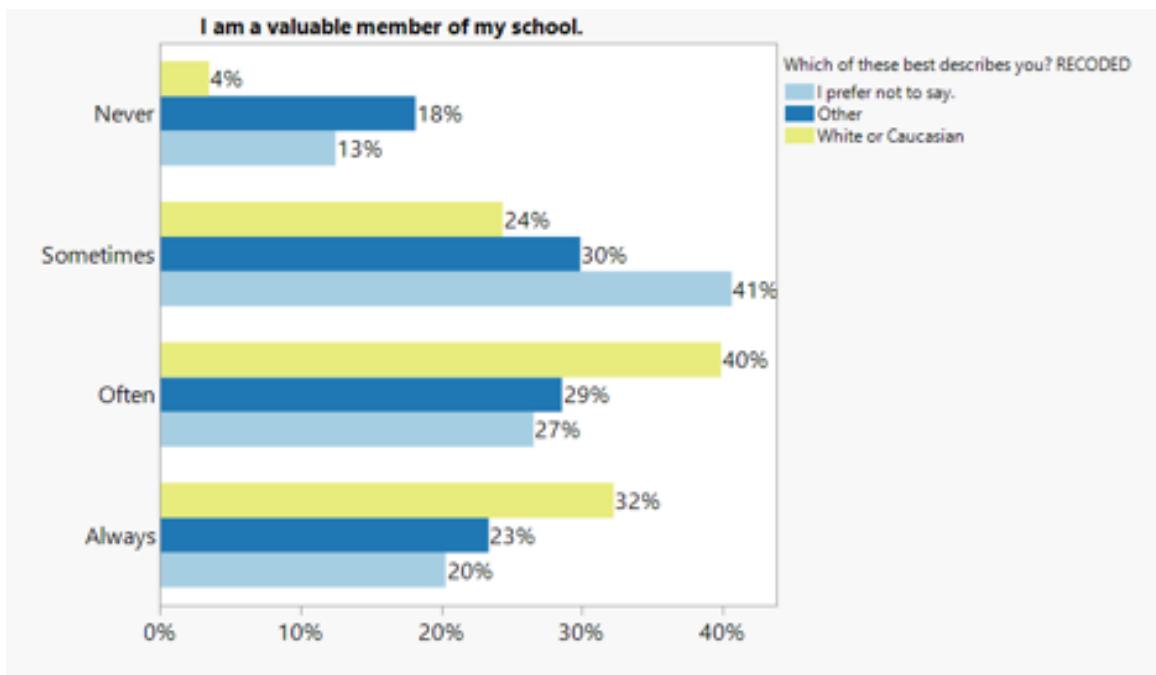
# Factor Analysis of Students:

## “I am an important part of my class/ I am a valuable member of my school”

Overall, just over two out of every three students responded “Often” or “Always.”

### DISAGGREGATED DATA BASED ON RACE:

While less than 28% of White or Caucasian students perceive themselves as valued members of their class/school Sometimes or Never, nearly 50% of “Other” students and over 53% of students who responded “I prefer not to say” responded similarly. These differences are statistically significant (Chi-square = 48.82,  $P < 0.0001$ ).



Students classified into the Other category are nearly 2 ½ times as likely to respond Sometimes or Never to this item than are White/Caucasian students (OR = 2.39).

I have heard hurtful comments from teachers/staff about:

Theater students not being as valued as students in sports. Mr. \_\_\_\_ said he would only attend theater activities if he had nothing else to do.

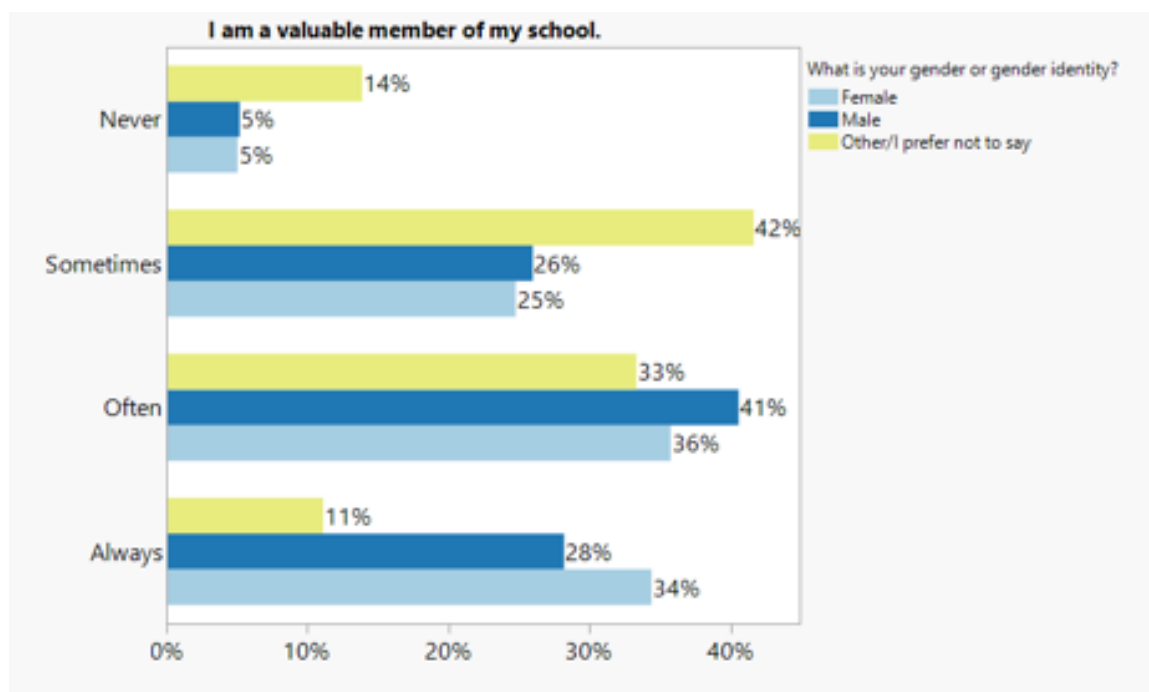


# Factor Analysis of Students:

## “I am an important part of my class/ I am a valuable member of my school”

### DISAGGREGATED DATA BASED ON GENDER:

If we disaggregate by gender, we also observe significant differences. Males and Females respond “Sometimes” or “Never” to this item at similar rates – both about 30%, however, over 55% of those who identified “Other” or “I prefer not to say” responded “Sometimes” or “Never” on this item. These differences are highly statistically significant (Chi-square = 17.27, P = 0.0083).



I have heard hurtful comments from teachers/staff about:

Assigning gender stereotypical roles.

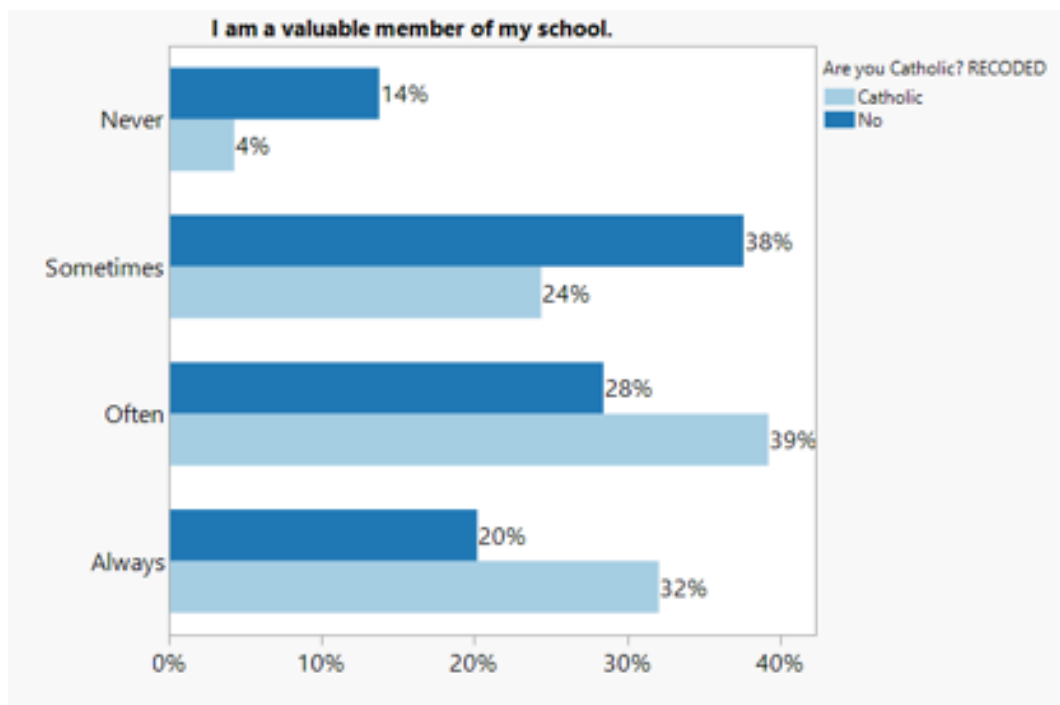


# Factor Analysis of Students:

“I am an important part of my class/ I am a valuable member of my school”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When we examine the role of Catholicity with regard to the item “I am an important part of my class/I am a valuable member of my school,” we observe again that non-Catholic students are much more critical of their perceived value than are Catholic students. In particular, while under 29% of Catholic students responded “Sometimes” or “Never,” over 51% of non-Catholic students responded similarly. These differences are highly statistically significant (Chi-square = 29.35,  $P < 0.0001$ ). Non-Catholic students are more than 2 ½ times as likely to respond negatively (Sometimes or Never) than are Catholic students to this item (OR = 2.63).



I have heard hurtful comments from teachers/staff about:

Reading materials disrespecting other religions.





# Factor Analysis of Students:

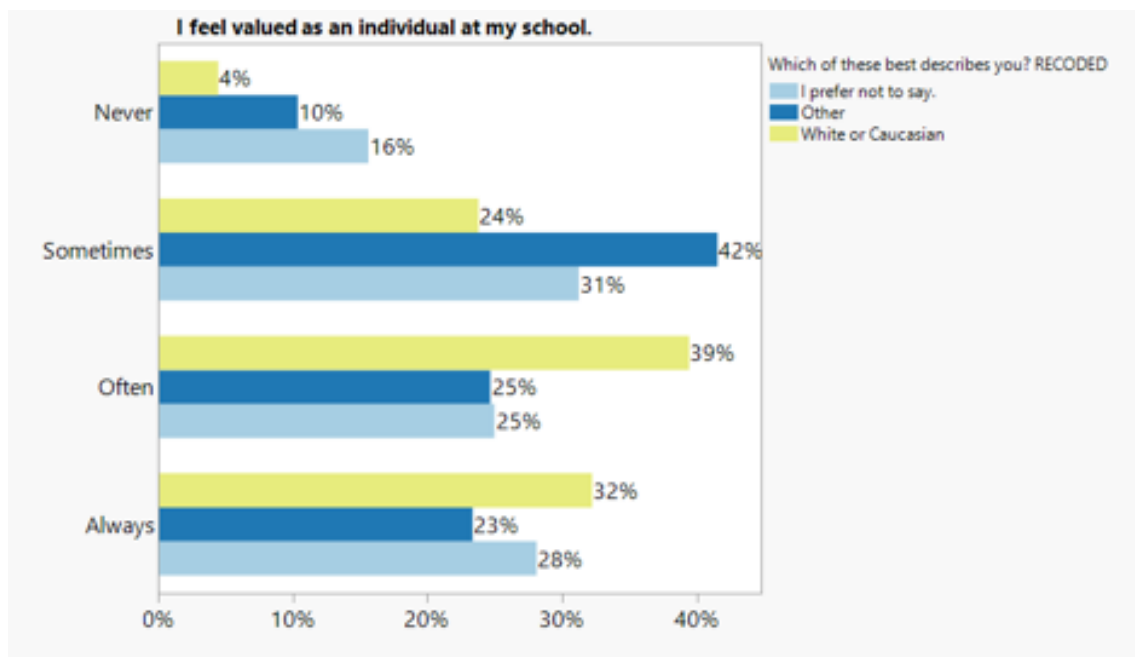
## “I feel valued as an individual at my school”

Students responded similarly to this item compared to the previous one. Again, just over two-thirds of students responded “Often” or “Always.”

### DISAGGREGATED DATA BASED ON RACE:

While less than 29% of White or Caucasian students perceive themselves to be valued as an individual “Sometimes” or “Never,” over 50% of “Other” students and nearly 47% of students who responded “I prefer not to say” responded similarly. These differences are highly statistically significant (Chi-square = 33.59,  $P < 0.0001$ .)

Students classified into the “Other” category are nearly 3 times as likely to respond “Sometimes” or “Never” to this item than are White/Caucasian students (OR = 2.74).



I have heard hurtful comments from teachers/staff about:

There have been hurtful comments about my race in particular. I know they didn't mean to but it still hurt. I'm \_\_\_\_\_, passing white and it hurts to be invalidated and people to assume just because some of my family is from \_\_\_\_\_ and \_\_\_\_\_ my family is 'violent'.

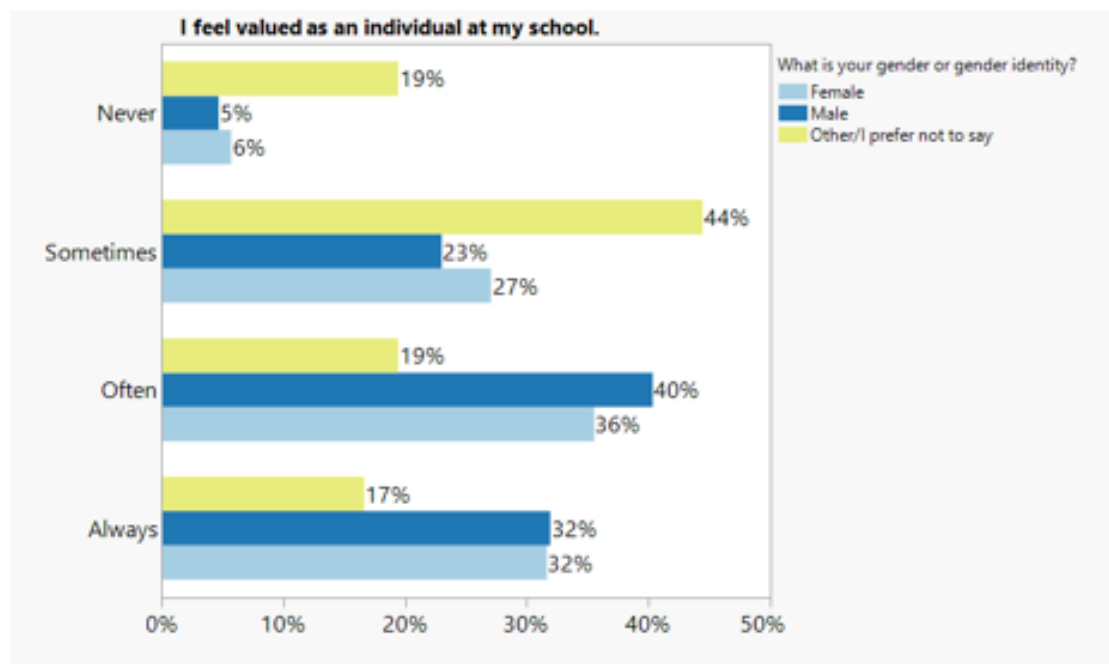


# Factor Analysis of Students: “I feel valued as an individual at my school”

## DISAGGREGATED DATA BASED ON GENDER:

Males are least likely to respond “Sometimes” or “Never” to this item (about 28%), while Females respond thusly at a slightly higher rate (nearly 33%). However, nearly two out of every three (about 64%) of those who identified “Other” or “I prefer not to say” responded “Sometimes” or “Never” on this item. These differences are highly statistically significant (Chi-square = 25.64,  $P < 0.0003$ ).

- ✚ Students classified into the Other/I prefer not to say category are over 4 ½ times as likely to respond Sometimes or Never to this item than are male students (OR = 4.61).
- ✚ Students classified into the Other/I prefer not to say category are over 3 ½ times as likely to respond Sometimes or Never to this item than are female students (OR = 3.63).



I have heard hurtful comments from teachers/staff about:

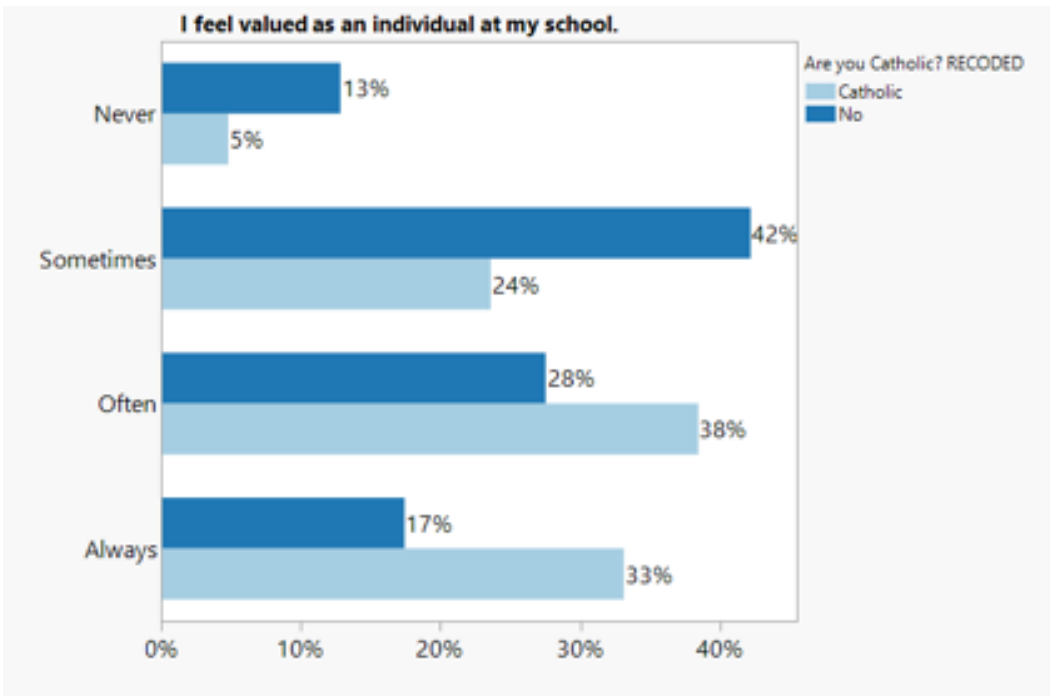
Being a female, being transgender.



# Factor Analysis of Students: “I feel valued as an individual at my school”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When considering the role of Catholicity, we see that once again Catholic students have a much more favorable view of their perceived value as an individual member of the school than do non-Catholic students. Again, less than 29% of Catholic students responded negatively (Sometimes or Never), while over 55% of non-Catholic students responded similarly. These differences are highly statistically significant (Chi-square = 33.90,  $P < 0.0001$ ). Non-Catholic students are more three times as likely as Catholic students to respond negatively (Sometimes or Never) on this item (OR = 3.08).



I have heard hurtful comments from teachers/staff about:

Inappropriate language about race and the complete disregard/forbidding to discuss "controversial" issues such as gender identity and sexuality.

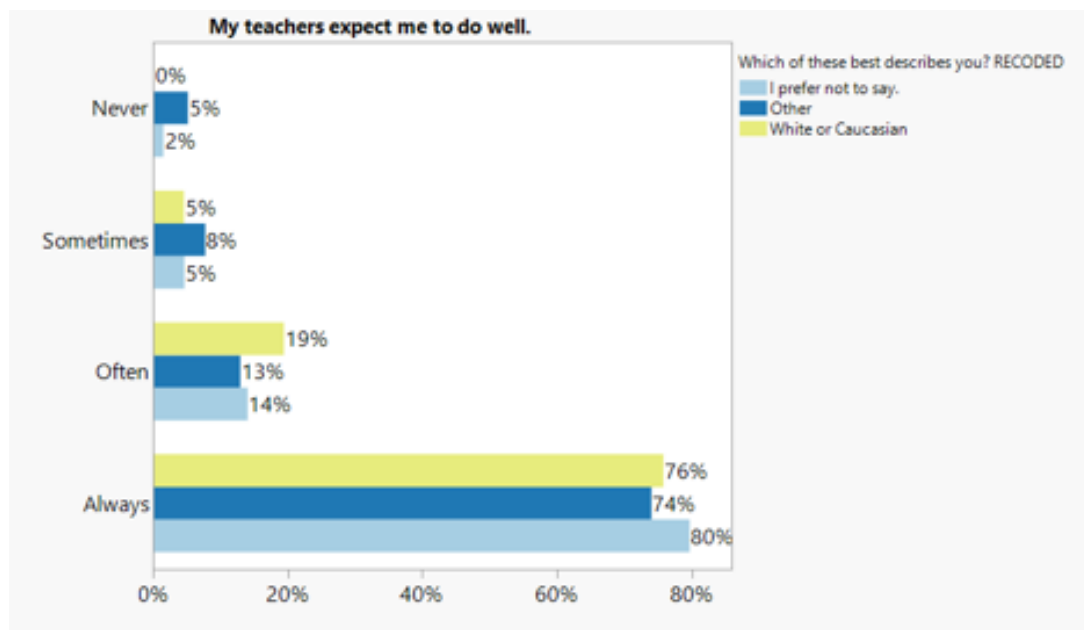


# Factor Analysis of Students: “My teachers expect me to do well”

Nearly 95% of students perceive that their teacher expects them to do well.

## DISAGGREGATED DATA BASED ON RACE:

While less than 5% of White or Caucasian students perceive their teacher expects them to do well Sometimes or Never, about 13% of “Other” students and over 6% of students who responded “I prefer not to say” responded similarly. These differences are highly statistically significant (Chi-square = 30.72,  $P < 0.0001$ ).



I have heard hurtful comments from teachers/staff about:

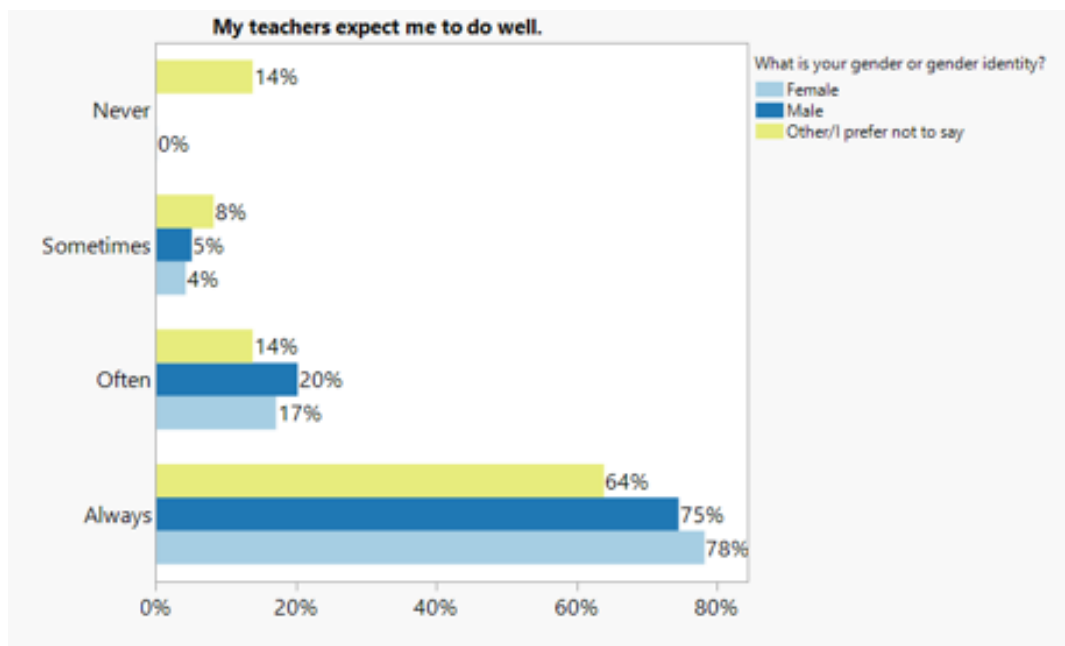
Me being a complete mess and I need to get my life together.



# Factor Analysis of Students: “My teachers expect me to do well”

## DISAGGREGATED DATA BASED ON GENDER:

Males and females are equally likely to respond “Sometimes” or “Never,” but over 22% of those who identified as “Other” or “I prefer not to say” responded the same way on this item. These differences are highly statistically significant (Chi-square = 99.53,  $P < 0.0001$ ).



I have heard hurtful comments from teachers/staff about:

Not trying, not caring. They say we aren't trying or don't care if we don't do well on an assignment instead of thinking they may not be teaching it well. They say if we are virtual we are lazy and don't care but in reality half the time its because we are struggling mentally and need a break. However, they believe if we are virtual we don't do our work when in reality we typically do it better than we would when in person. They also blame everything on COVID when they make a mistake, they refuse to see they aren't perfect. They say hurtful things towards our mental health and just say it is an excuse for lots of people it is a big deal and a very present part of their lives.

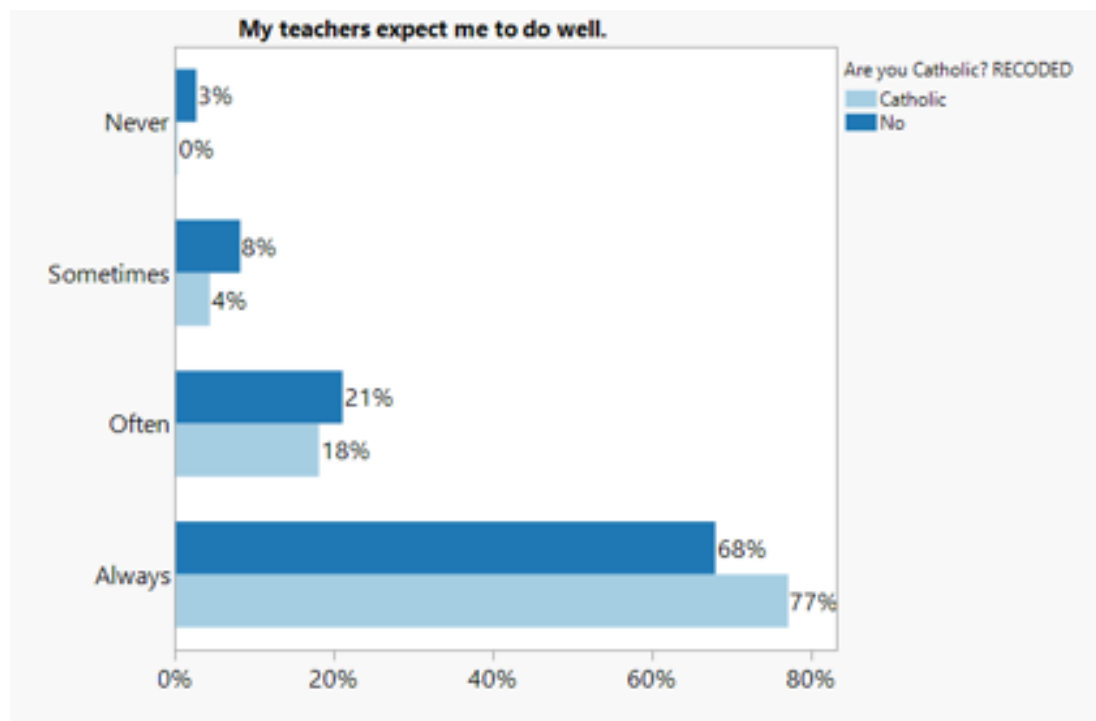


# Factor Analysis of Students: “My teachers expect me to do well”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When we examine religious affiliation and its impact upon students' perception of teacher expectations, we observe that non-Catholic students are more negative than are Catholic students. In particular, while just under 5% of Catholic students respond “Sometimes” or “Never,” just over 11% of non-Catholic students responded similarly to this item. These differences are statistically significant (Chi-square = 12.13,  $P = 0.007$ ).

Non-Catholic students are nearly 2 ½ times as likely as Catholic students to respond negatively (Sometimes or Never) to the item My teachers expect me to do well (OR = 2.44).



I have heard hurtful comments from teachers/staff about:

Not being good at school.



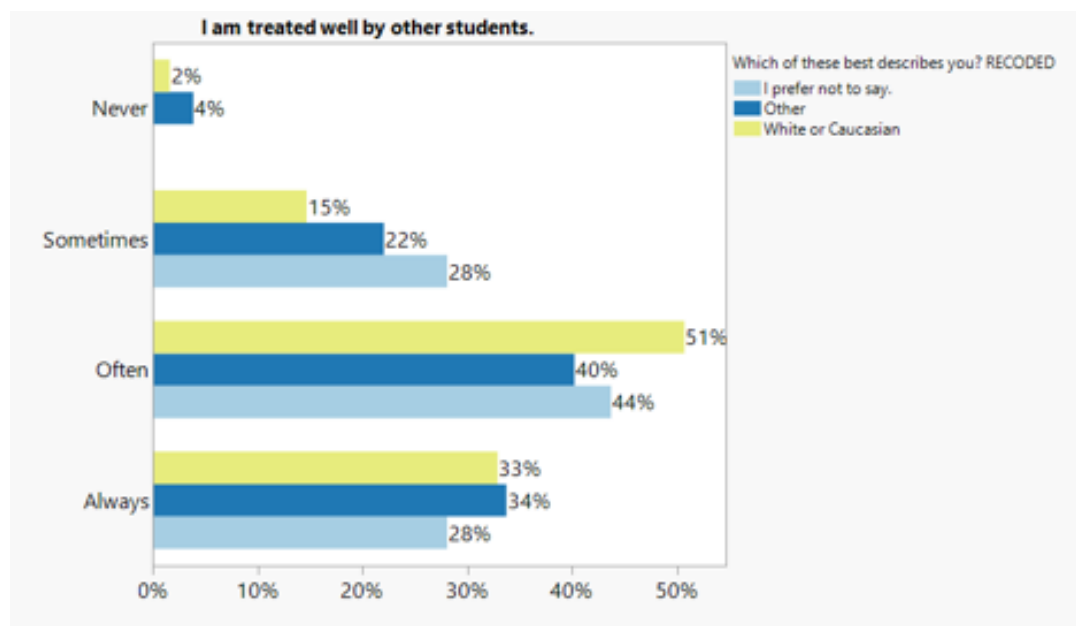
# Factor Analysis of Students: “I am treated well by other students”

About 82% of all students believe they are treated well by others.

## DISAGGREGATED DATA BASED ON RACE:

While just over 16% of White or Caucasian students perceive they are treated well by other students (Sometimes or Never), over 25% of “Other” students and over 28% of students who responded “I prefer not to say” responded similarly. These differences are statistically significant (Chi-square = 13.92,  $P = 0.03$ ).

Students classified into the Other category are nearly 2 times as likely to respond Sometimes or Never to this item than are White/Caucasian students (OR = 1.80).



I have heard hurtful comments from teachers/staff about:

It's more so not doing anything when students say these things.

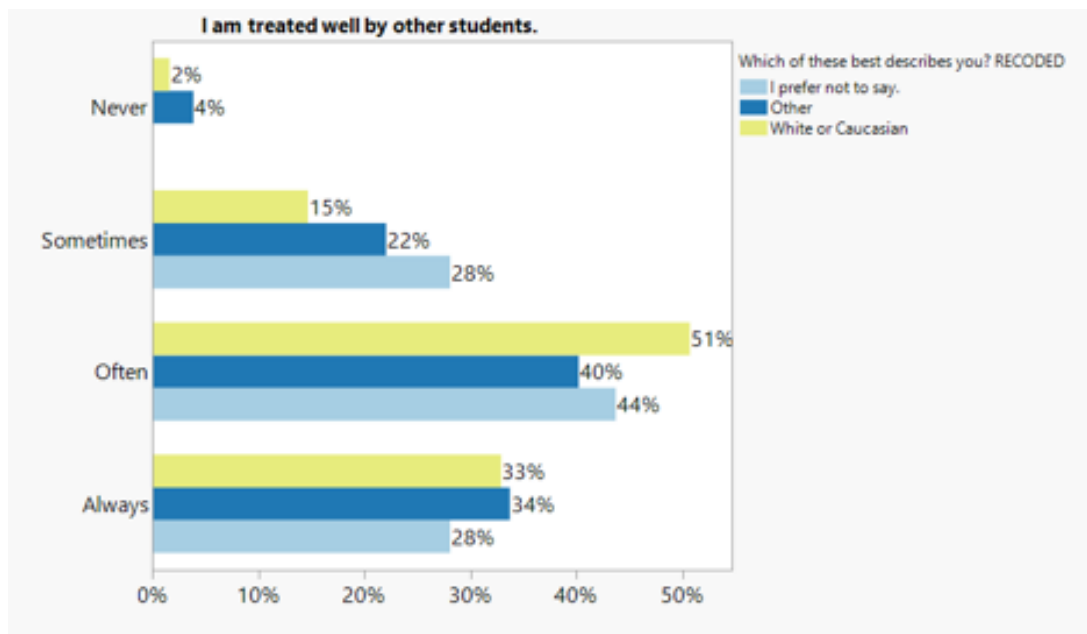


# Factor Analysis of Students: “I am treated well by other students”

## DISAGGREGATED DATA BASED ON GENDER:

Males are least likely to respond “Sometimes” or “Never” to this item (about 13%), while Females respond thusly at a slightly higher rate (just over 20%). However, nearly 44.5% of those who identified as “Other” or “I prefer not to say” responded “Sometimes” or “Never” on this item. These differences are highly statistically significant (Chi-square = 37.52,  $P < 0.0001$ ).

- ✚ Students classified into the Other/I prefer not to say category are over 5 times as likely to respond Sometimes or Never to this item than are male students (OR = 5.19).
- ✚ Students classified into the Other/I prefer not to say category are over 3 times as likely to respond Sometimes or Never to this item than are female students (OR = 3.16).



I have heard hurtful comments from teachers/staff about:

How smart people are, and how good they are at a physical activity.

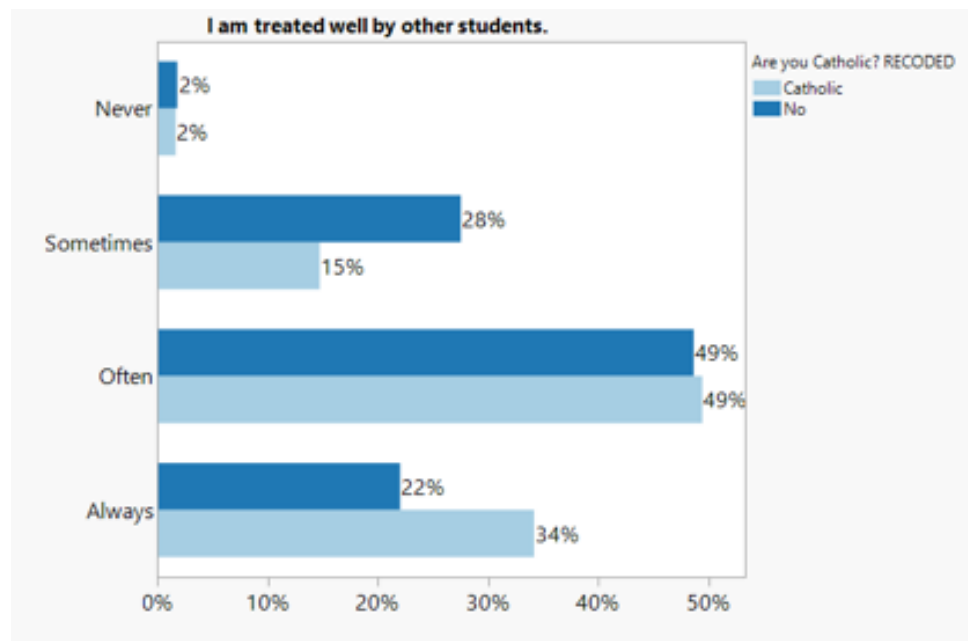




# Factor Analysis of Students: “I am treated well by other students”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

Once again the impact of religious affiliation upon student perception relative to the item I am treated well by other students is significant. Non-Catholic students are more likely to be more pessimistic on this item than are Catholic students. In particular, while just over 16% of Catholic students responded Sometimes or Never, nearly 30% of non-Catholic students responded in the same manner. These differences are statistically significant (Chi-square = 13.90,  $P = 0.0031$ ). Non-Catholic students are close to twice as likely as Catholic students to respond negatively (Sometimes or Never) to the item I am treated well by other students (OR = 1.78).



Comment from Staff:

There are a good number of students who do not realize how well off they are and are given anything they want so when they are told to do something they don't like, they constantly question or are disrespectful about it. If they were exposed to more socioeconomic diversity, they may start to realize their privilege.



# Factor Analysis of Students:

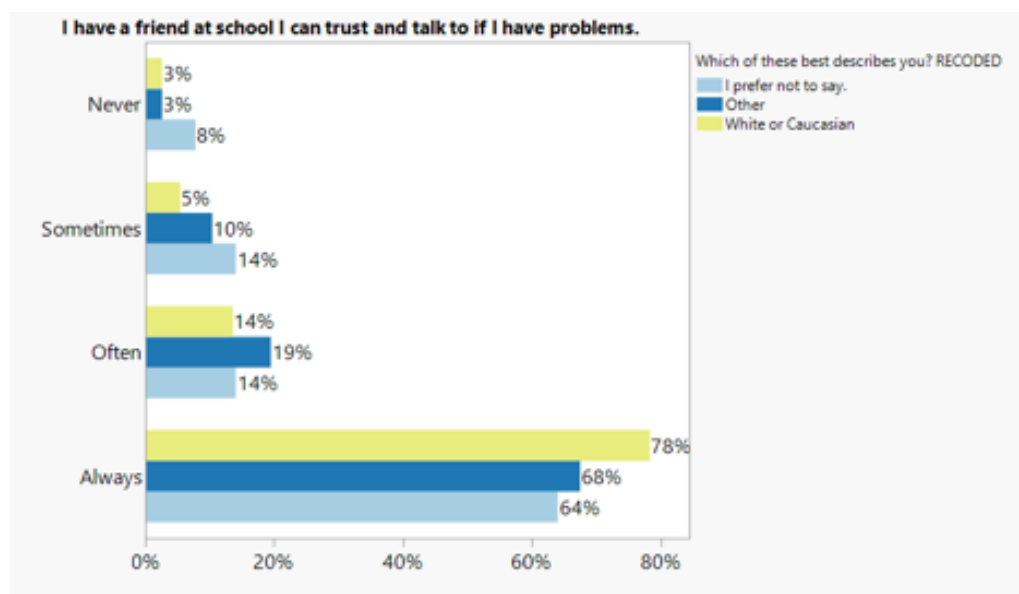
## “I have a friend at school that really cares about me/ I can trust and talk to if I have problems”

On the whole, 90% of students believe they have a friend at school to trust Often or Always.

DISAGGREGATED DATA BASED ON RACE:

While just about 8% of White or Caucasian students have a friend they can confide in Sometimes or Never, about 13% of “Other” students and almost 22% of students who responded “I prefer not to say” responded similarly. These differences are statistically significant (Chi-square = 18.28, P = 0.005).

Students classified into the Other category are over 1 ½ times as likely to respond Sometimes or Never to this item than are White/Caucasian students (OR = 1.71).



Comment from Staff:

We need to teach diversity as well as experience diversity.



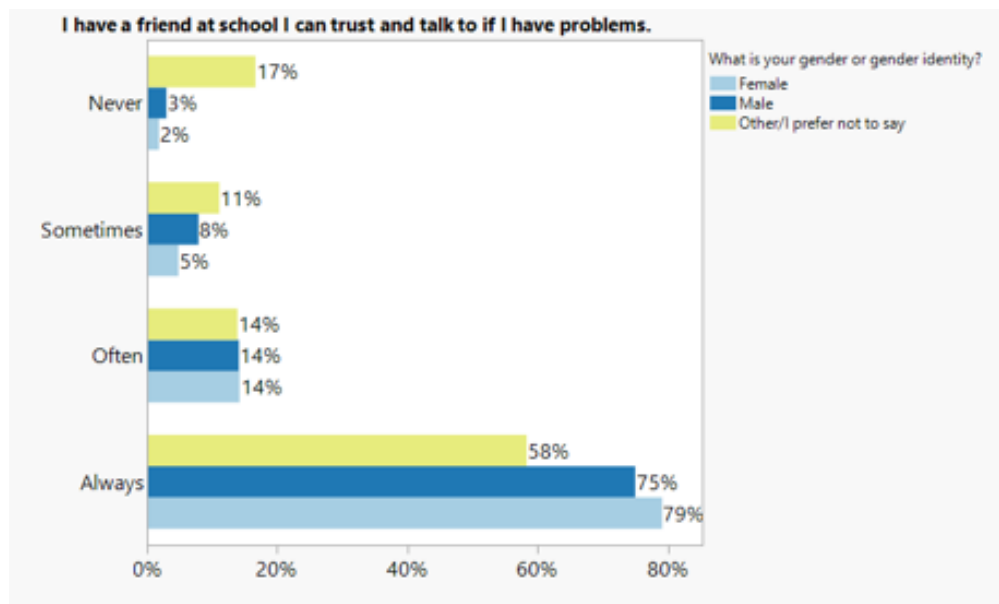
# Factor Analysis of Students:

“I have a friend at school that really cares about me/ I can trust and talk to if I have problems”

## DISAGGREGATED DATA BASED ON GENDER:

Females are least likely to respond Sometimes or Never to this item (under 6%), while Males respond thusly at a slightly higher rate (just under 10%). However, nearly 28% of those who identified Other or I prefer not to say responded Sometimes or Never on this item. These differences are highly statistically significant (Chi-square = 31.05,  $P < 0.0001$ ).

- ✚ Students classified into the Other/I prefer not to say category are over 3 times as likely to respond Sometimes or Never to this item than are male students (OR = 3.15).
- ✚ Students classified into the Other/I prefer not to say category are nearly 5 ½ times as likely to respond Sometimes or Never to this item than are female students (OR = 5.40).



I have heard hurtful comments from teachers/staff about:

Republicans.

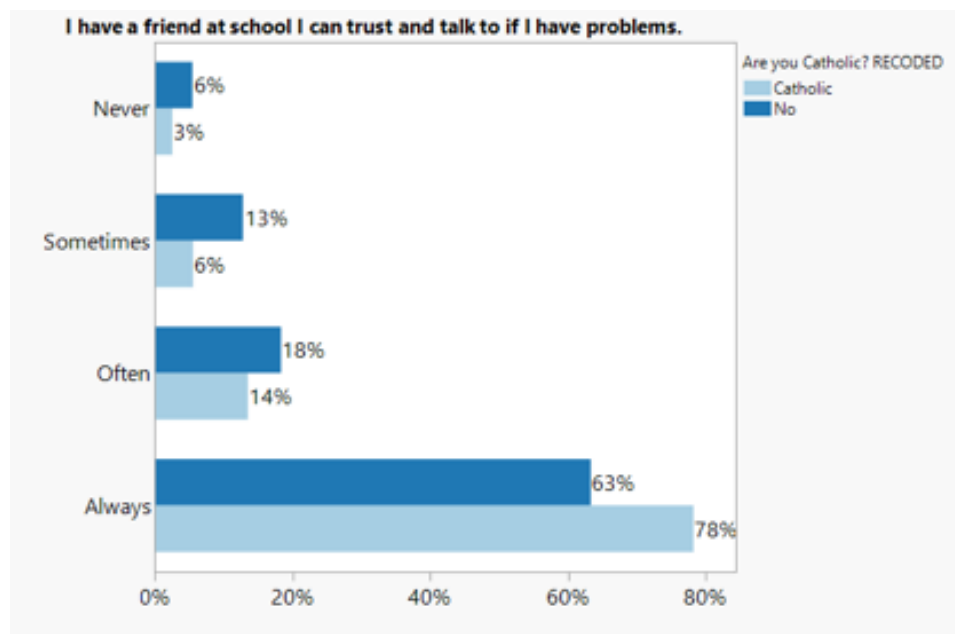


# Factor Analysis of Students:

“I have a friend at school that really cares about me/ I can trust and talk to if I have problems”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

The impact of religious affiliation significantly impacts how strongly a student feels they have a trusted friend at school. Just over 8% of Catholic students responded negatively (Sometimes or Never) while over 18% of non-Catholic students responded similarly to this item. These differences are statistically significant (Chi-square = 14.71,  $P = 0.0021$ ). Non-Catholic students are more than 2 ½ times as likely as Catholic students to respond negatively (Sometimes or Never) to the item I have a friend at school I can trust to talk to if I have problems (OR = 2.51).



Comment from Families/ Households:

The staff at Resurrection is wonderful and inclusive. However, my first grade child has overheard other kids say insensitive comments about race and gender regarding our current vice president, thus making others feel uncomfortable. I would like to see more workshops/lessons at school to help promote a "culture of kindness." It's really needed.



# Factor Analysis of Students:

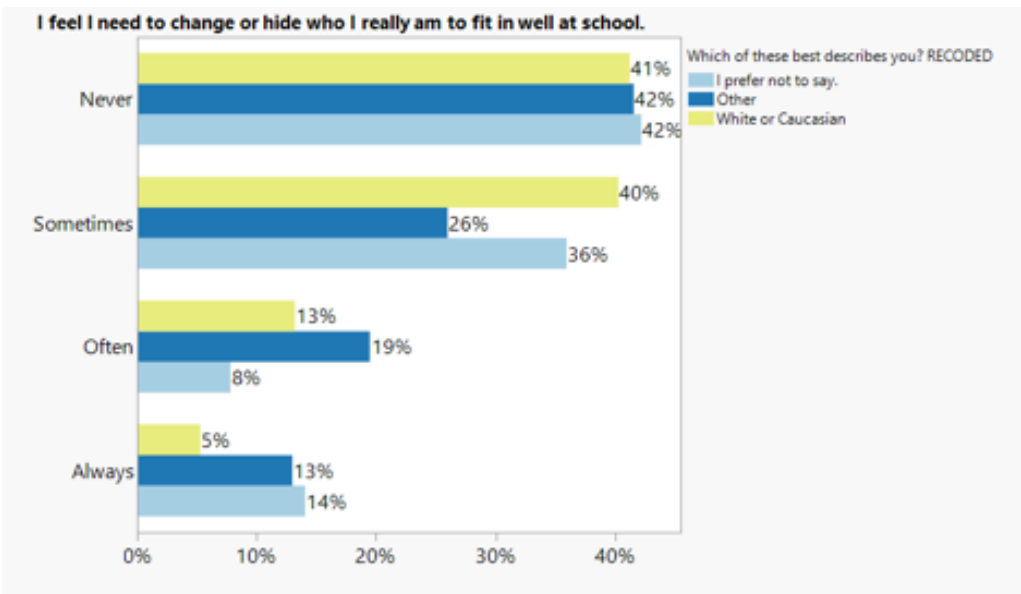
## “I feel I need to change or hide who I really am to fit in well at school”

About 80% of students Never or only Sometimes believe they need to change or hide to fit in at school.

### DISAGGREGATED DATA BASED ON RACE:

While just about 18.5% of White or Caucasian students feel they have to change or hide who they are to fit in Often or Always, about 32.5% of “Other” students and almost 22% of students who responded “I prefer not to say” responded similarly. These differences are statistically significant (Chi-square = 19.47, P = 0.0034).

Students classified into the Other category are over twice as likely to respond Often or Always to this item than are White/Caucasian students (OR = 2.12).



I have heard hurtful comments from teachers/staff about:

Assumptions about people of color and gender discrimination.



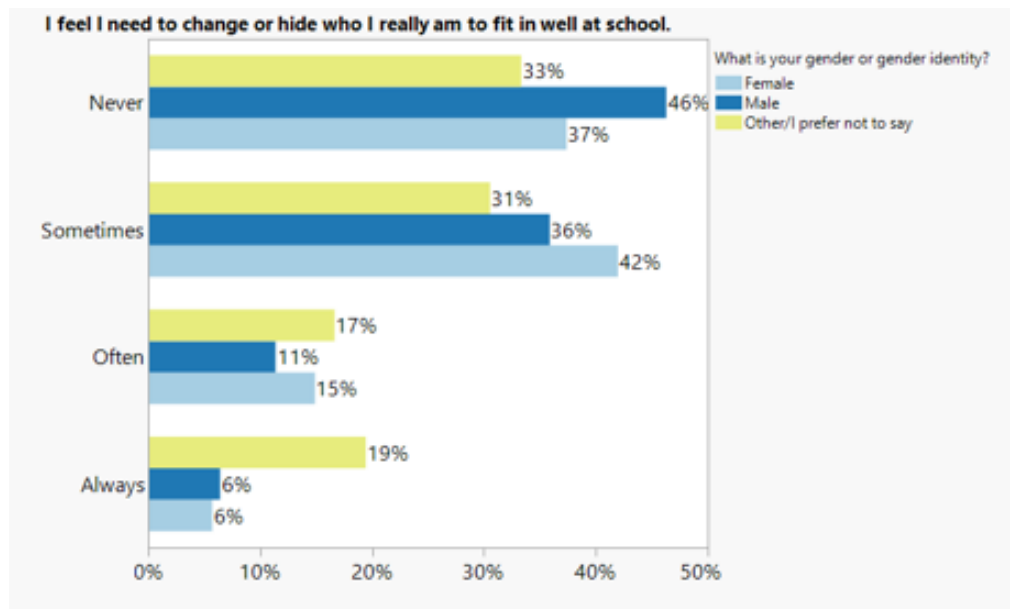
# Factor Analysis of Students:

## “I feel I need to change or hide who I really am to fit in well at school”

### DISAGGREGATED DATA BASED ON GENDER:

When we disaggregate by gender, a disparity in perception becomes evident. While just about 20% of males and females feel they need to Often or Always change or hide who they are to fit in, nearly 36% of those who chose Other or I prefer not to say responded in the same manner. These differences are statistically significant. (Chi-square = 18.98,  $P = 0.0042$ ).

- ✚ Students classified into the Other/I prefer not to say category are over 2 ½ times as likely to respond Sometimes or Never to this item than are male students (OR = 2.61).
- ✚ Students classified into the Other/I prefer not to say category are over twice as likely to respond Sometimes or Never to this item than are female students (OR = 2.17).



I have heard hurtful comments from teachers/staff about:

Gender and race.

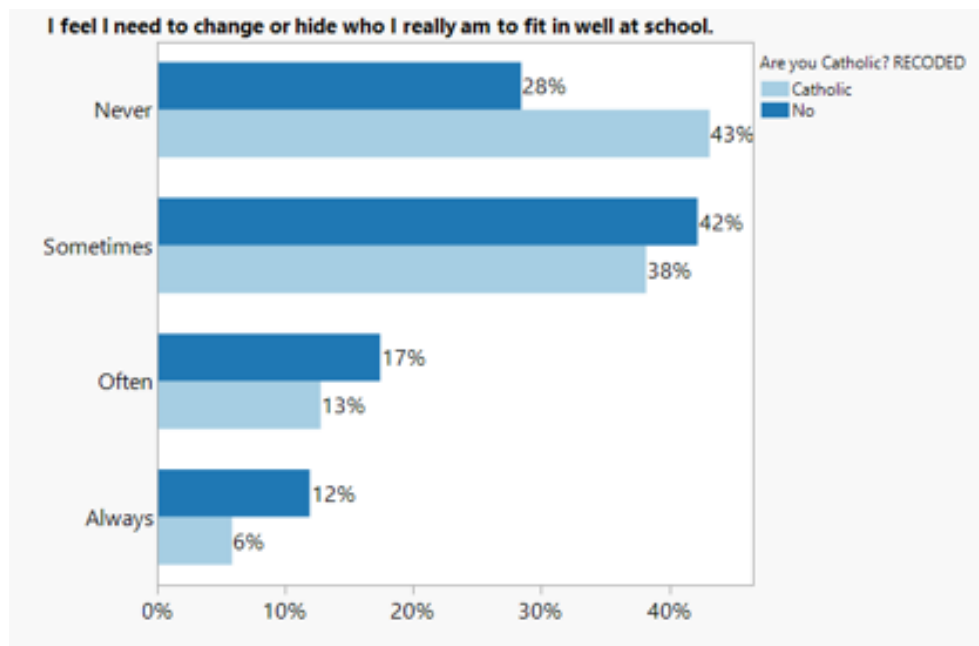


# Factor Analysis of Students:

“I feel I need to change or hide who I really am to fit in well at school”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION

Approximately 18.5% of Catholic students Agree or Strongly Agree that they feel they need to change or hide who they really are to fit in at school, while over 29% of non-Catholic students Agree or Strongly Agree. These differences are statistically significant (Chi-square = 12.24,  $P = 0.0066$ ). Non-Catholic students are nearly twice as likely as Catholic students to feel they need to change or hide who they really are in order to fit in at school (OR = 1.81).



I have heard hurtful comments from teachers/staff about:

LGBTQ+. \_\_\_ saying the n word. Students saying slurs.

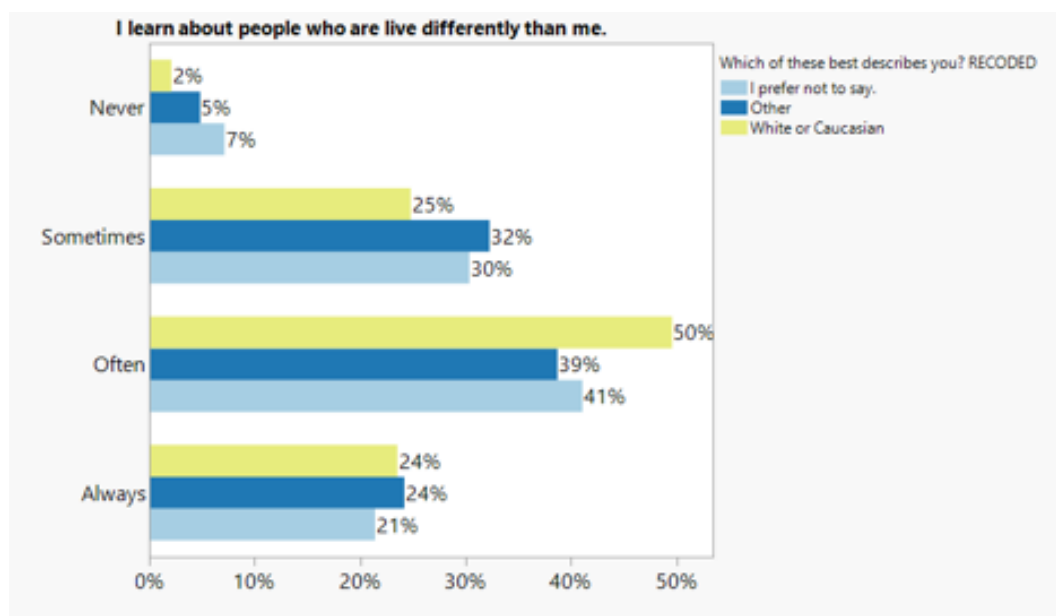


# Factor Analysis of Elementary and Middle School: “I learn about people who are different/live differently than me”

Just over 70% of elementary and middle school students responded that they perceive they Often or Always learn about people who are different/live differently than me.

## DISAGGREGATED DATA BASED ON RACE:

When these data are disaggregated by race, students who identify as a race classified into the “Other” category and those students who responded “I prefer not to say” are more negative in their responses. While less than 27% of white/Caucasian students responded Sometimes or Never on this item, over 37% of “Other” and “I prefer not to say” responded similarly. These differences are not statistically significant (Chi-square = 8.96,  $P = 0.176$ ).



I have heard hurtful comments from teachers/staff about:

Teachers often get to opinionated on things they maybe shouldn't share.

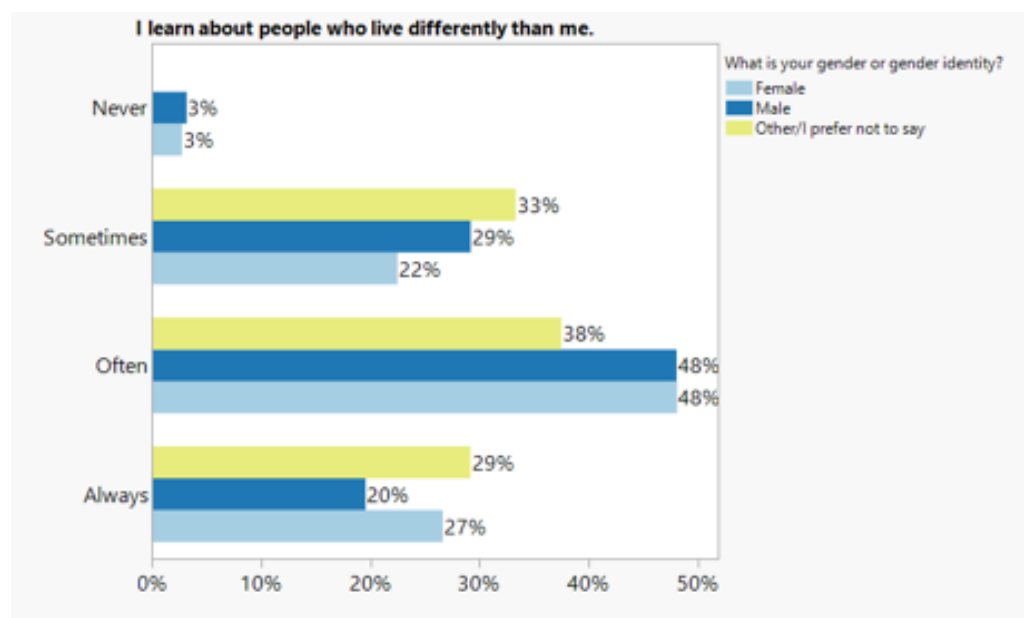




# Factor Analysis of Elementary and Middle School: “I learn about people who are different/live differently than me”

## DISAGGREGATED DATA BASED ON GENDER:

When disaggregated by gender, we observe that males are least positive on this item. Only 2/3's of male students responded Often or Always, with less than 20% choosing the later. Those students who selected I prefer not to say, are only slightly more positive; while 2/3's of these students responded Often or Always as with males, a larger percentage (nearly 30%) selected Always. Female students were most positive. These differences are not statistically significant (Chi-square = 7.96,  $P = 0.24$ ).



Comment from Families/ Households:

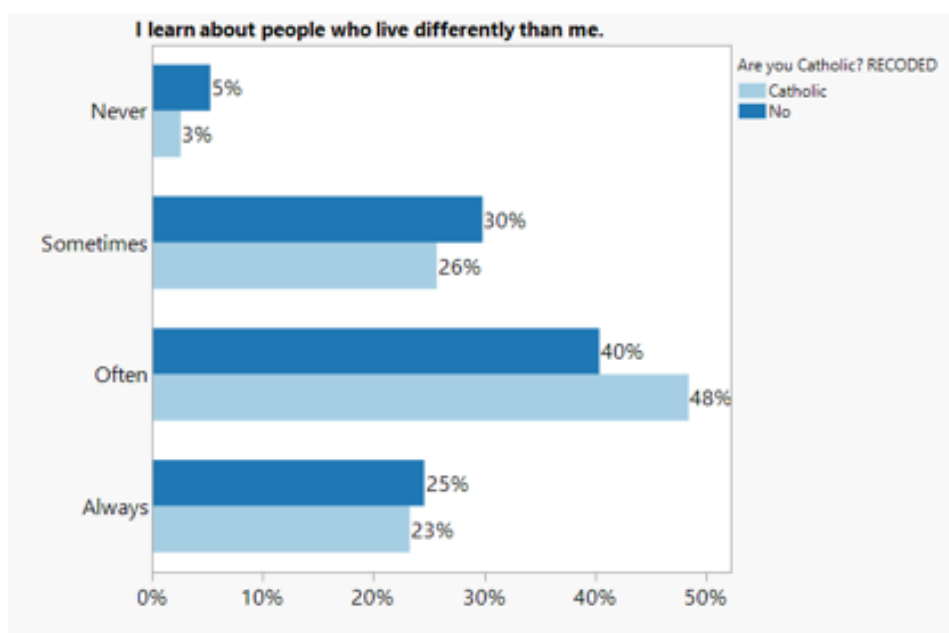
What heavily concerns me as a parent is the lack of diversity education at my school. In 3 years, not once have I heard of any events surrounding Black History Month or at the very least, the attempt to raise awareness about Black contributions. The percentage of BIPOC students at my school is extremely low. The fact that there is not one Black teacher at my school is disappointing and concerning. Representation matters. It only doesn't to those who have been heavily represented. Show all of our children that they matter and so does their history.



# Factor Analysis of Elementary and Middle School: “I learn about people who are different/live differently than me”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When these data are disaggregated by religious affiliation, we find that there are important differences. Catholic students are more likely to say they Sometimes or Never “learn about others who believe differently than me” (about 34.5%) versus non-Catholics (about 24.5%). These differences however are not statistically significant.



Comment from Staff:

The students would benefit from more diversity, yet they also need to be taught about diversity and willing to learn about other cultures. Religion class and middle school can open a world of issues that could come up and middle school may not have the tactful nature to ask questions without seeming accusatory.

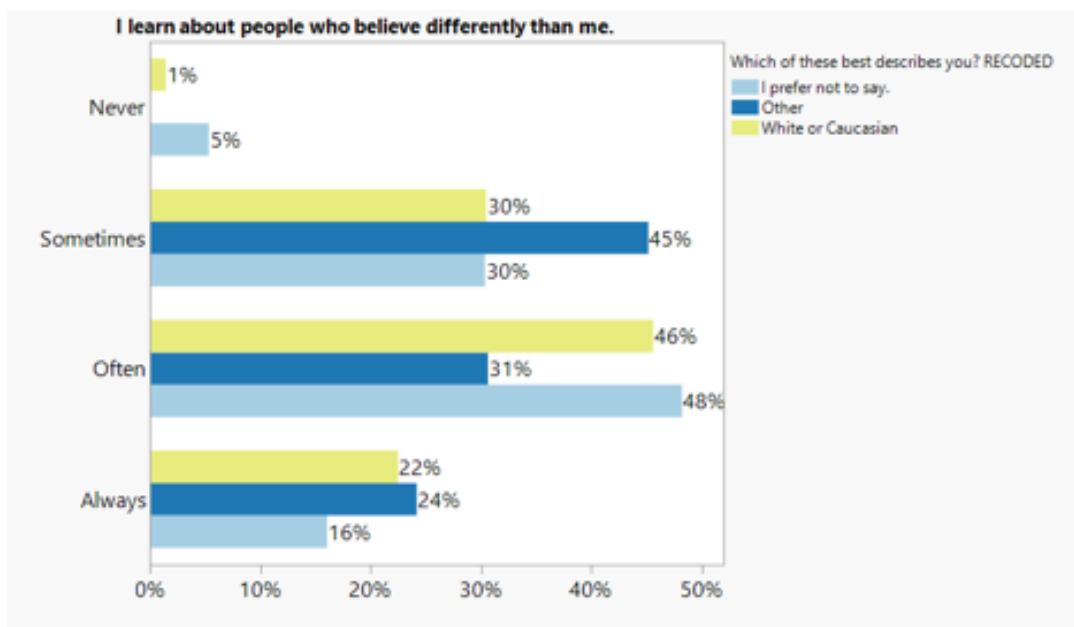


# Factor Analysis of Elementary and Middle School: “I learn about people who believe differently than me”

Two out of every three elementary and middle school students perceive they Often or Always learn about people who are different/believe differently than me.

## DISAGGREGATED DATA BASED ON RACE:

When these data are disaggregated by race, we find that students classified in the “Other” race category are significantly more negative when responding to this item than are other students. In particular, over 45% of “Other” students responded Sometimes on this item, while under 36% of the remaining students felt similarly. These differences are statistically significant (Chi-square = 13.43,  $P = 0.037$ ).



Comment from Staff:

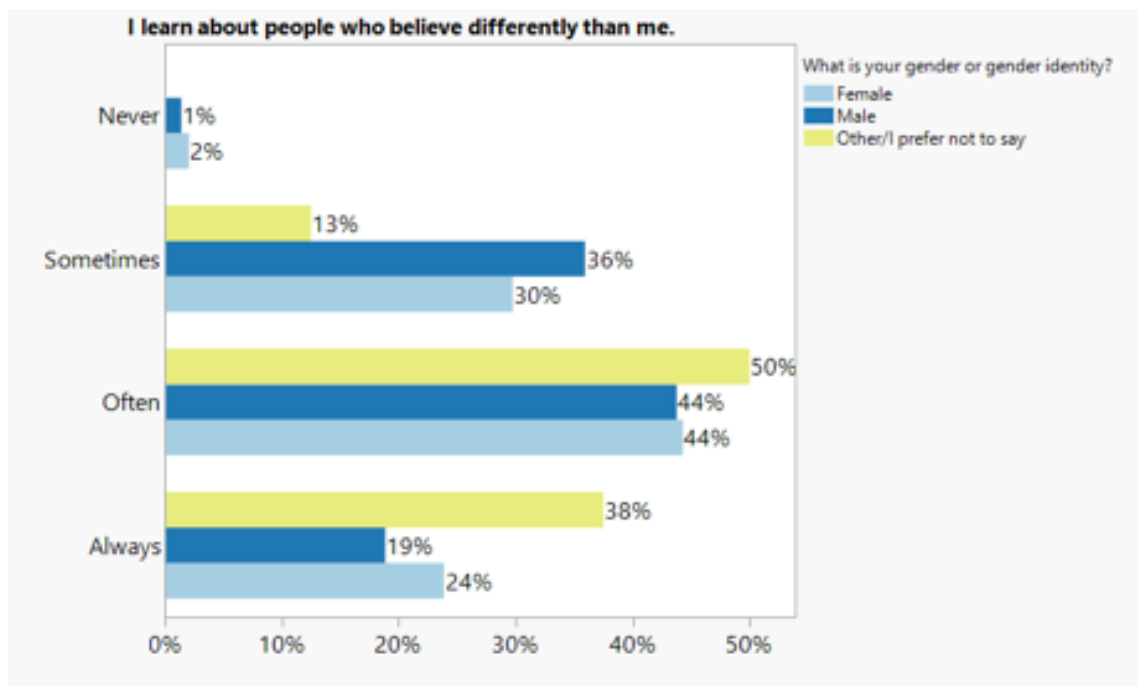
There are many great families and students in Holy Family. There is also a large number of students who have a sense of entitlement and that carries over to the level of respect they show to others; classmates and adults.



# Factor Analysis of Elementary and Middle School: “I learn about people who believe differently than me”

## DISAGGREGATED DATA BASED ON GENDER:

Males are least positive on this item. Just over 60% of male students responded Often or Always, while over 68% of females and 88% of those students who selected I prefer not to say responded Often or Always. Moreover, less than 20% of males chose Always, while 24% of females and 37.5% of those selecting I prefer not to say responded Always. These differences are not statistically significant (Chi-square = 10.14,  $P = 0.12$ ).



Comment from Families/ Households:

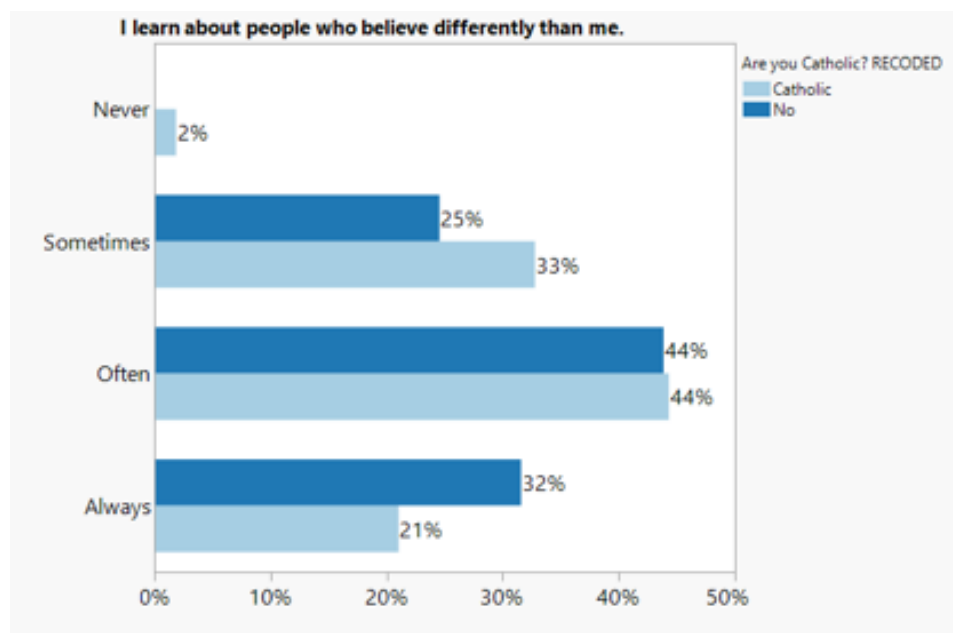
I am not sure what type of diversity the school is looking to incorporate. However, I would say that support groups for LGBTQ students shouldn't be incorporated, as this is a Christian school and those are not living in the way of God.



# Factor Analysis of Elementary and Middle School: “I learn about people who believe differently than me”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When disaggregated by religion, there are differences, but they are not statistically significant (Chi-square = 4.74,  $P = 0.192$ ). Non-Catholics are more likely to feel they Always learn about people who believe differently.



Comment from Families/ Households:

Outside/transfer students are not treated well by Resurrection and St. Columbkille's students. They are not welcomed into their clicks and is why we lose so many outside students from the system every year.

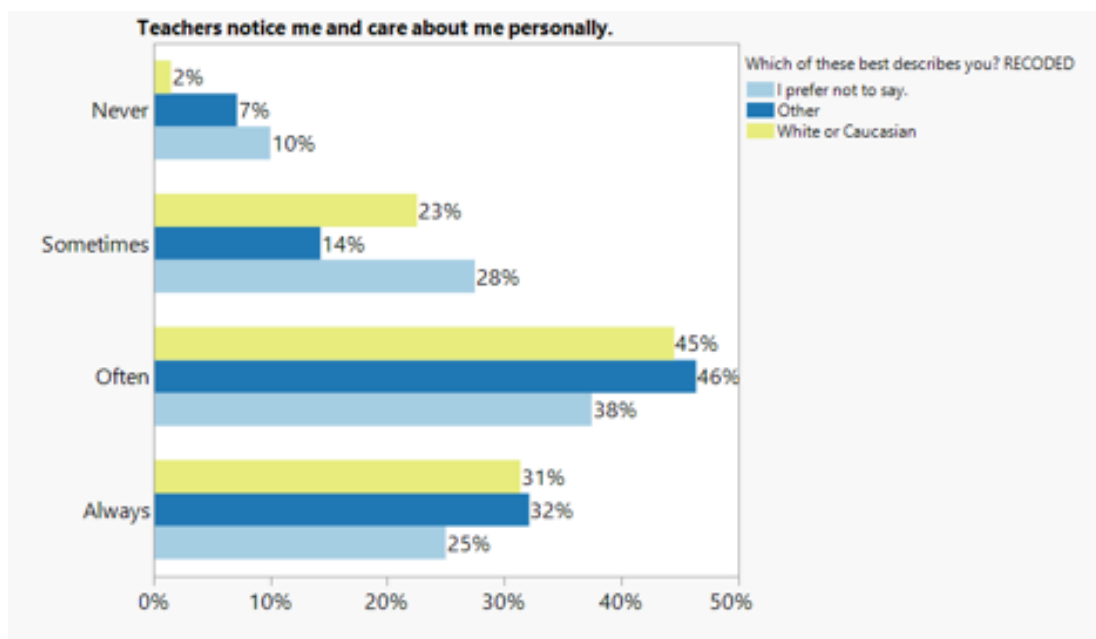


# Factor Analysis of Middle and High School: “Teachers notice me and care about me personally”

Three out of every four students perceive they Often and Always are notice and cared for by teachers.

## DISAGGREGATED DATA BASED ON RACE:

When disaggregated, we see that students whose race falls in the Other category are slightly more likely to perceive that teachers notice and care Often or Always than are White/Caucasian students. However, those who responded “I prefer not to say” are less likely to perceive that teachers notice and care Often or Always than are White/Caucasian students. These differences are statistically significant (Chi-square 18.75,  $P = 0.0046$ .)



Comment from Families/ Households:

My kid gets bullied, and nothing is done.

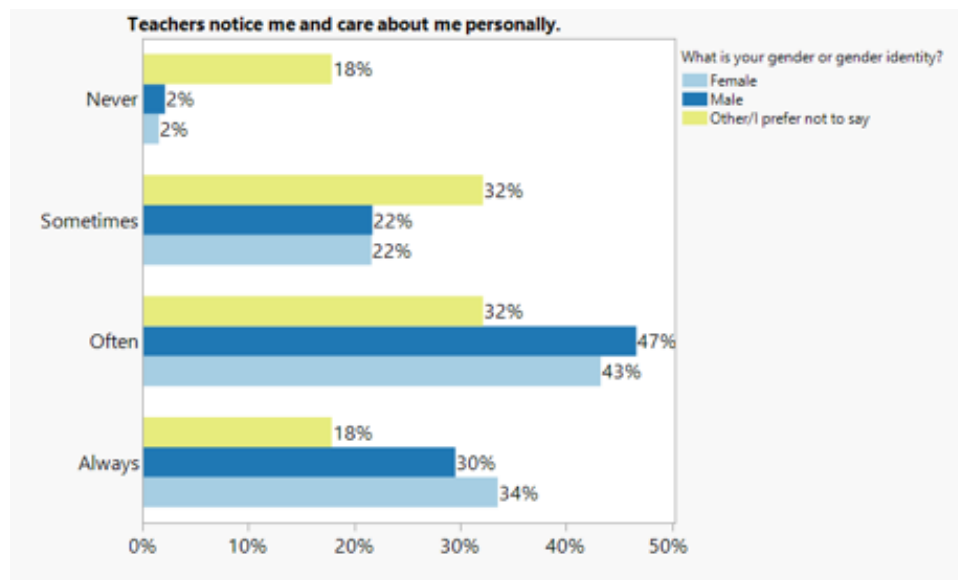


# Factor Analysis of Middle and High School: “Teachers notice me and care about me personally”

## DISAGGREGATED DATA BASED ON GENDER:

If we disaggregate these data by gender, we find that while male and female students respond similarly, those who chose I prefer not to say are much more negative on this item. While less than one-quarter of male and female students responded Sometimes or Never, nearly half of those who chose I prefer not to say responded Sometimes or Never. These differences are highly statistically significant (Chi-square = 32.25,  $P < 0.0001$ ).

- ✚ Those selecting Other or I prefer not to say are more than three times as likely to respond negatively (Sometimes or Never) to the item Teachers notice me and care about me personally than are male students (OR 3.19).
- ✚ Those selecting Other or I prefer not to say are nearly 3 ½ times as likely to respond negatively (Sometimes or Never) to the item Teachers notice me and care about me personally than are female students (OR 3.31).

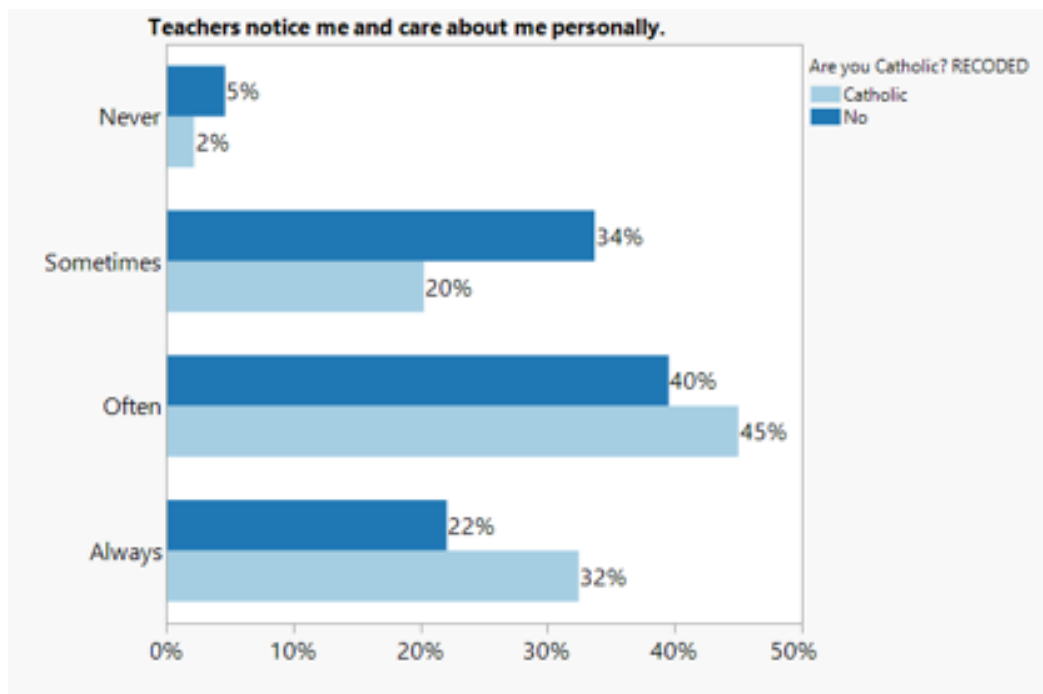


# Factor Analysis of Middle and High School: “Teachers notice me and care about me personally”

## DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

Non-Catholics are less positive on this item than are Catholic students. About 22.5% of Catholics responded Sometimes or Never while almost 38.5% of non-Catholics responded the same. These differences are statistically significant (Chi-square = 10.85,  $P = 0.0125$ ).

Non-Catholic students are over twice as likely to respond negatively (Sometimes or Never) to the item Teachers notice me and care about me personally than are Catholic students. (OR = 2.14)



I have heard hurtful comments from teachers/staff about:

I don't really know, I don't really pay attention enough to confidently answer.



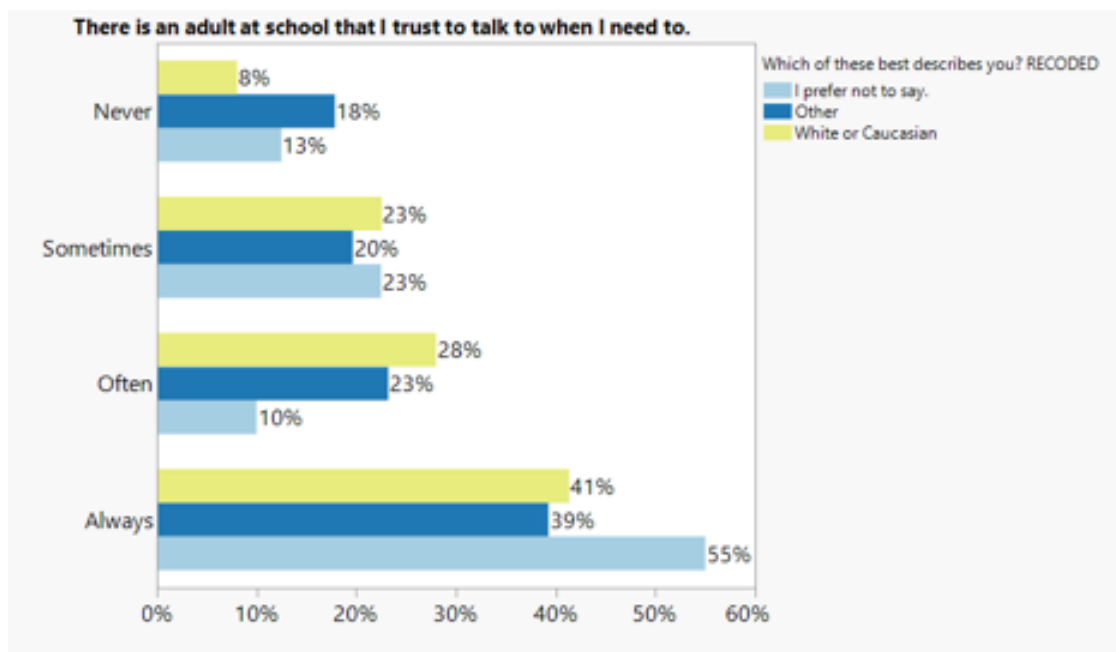


# Factor Analysis of Middle and High School:

## “There is an adult at school that I trust to talk to when I need to”

### DISAGGREGATED DATA BASED ON RACE:

While just over 30.5% of white/Caucasian students respond that they Sometimes or Never have a trusted adult at school, 35% of students responding “I prefer not to say” and over 37.5% of “Other” students feel similarly. These differences are very nearly statistically significant (Chi-square = 12.49,  $P = 0.052$ ).



Comment from Families/ Households:

My brother who is gay attended Wahlert and struggled terribly. There was no support from administration. A counselor suggested speech therapy to make him sound 'less gay.' He was teased and harassed on a daily basis and no administrator or teacher or counselor made any effort to help him through a difficult time. While many parents and their students don't feel they are racist at Wahlert, they are also blind to white privilege and can't seem to empathize with people of color. A large portion of the population in our area would benefit from some form of diversity understanding/bias understanding.



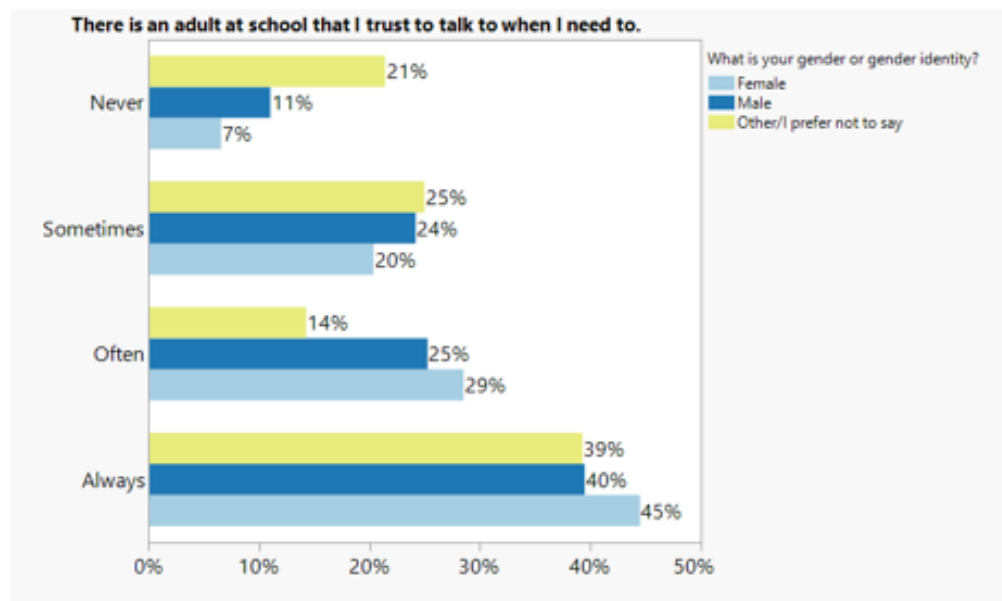
# Factor Analysis of Middle and High School:

## “There is an adult at school that I trust to talk to when I need to”

### DISAGGREGATED DATA BASED ON GENDER:

When considering gender, we find that females are most positive on this item, males slightly less, and those who chose I prefer not to say were least positive. Just less than 27% of females responded Sometimes or Never, but 35% of males and 46% of those who chose I prefer not to say responded Sometimes or Never. These differences are nearly statistically significant (Chi-square = 12.18,  $P = 0.058$ ).

- Those selecting Other or I prefer not to say are more than 1 ½ times as likely to respond negatively (Sometimes or Never) to the item There is an adult that I trust to talk to than are male students (OR 1.59).
- Those selecting Other or I prefer not to say are nearly 2 ½ times as likely to respond negatively (Sometimes or Never) to the item There is an adult that I trust to talk to than are female students (OR 2.35).

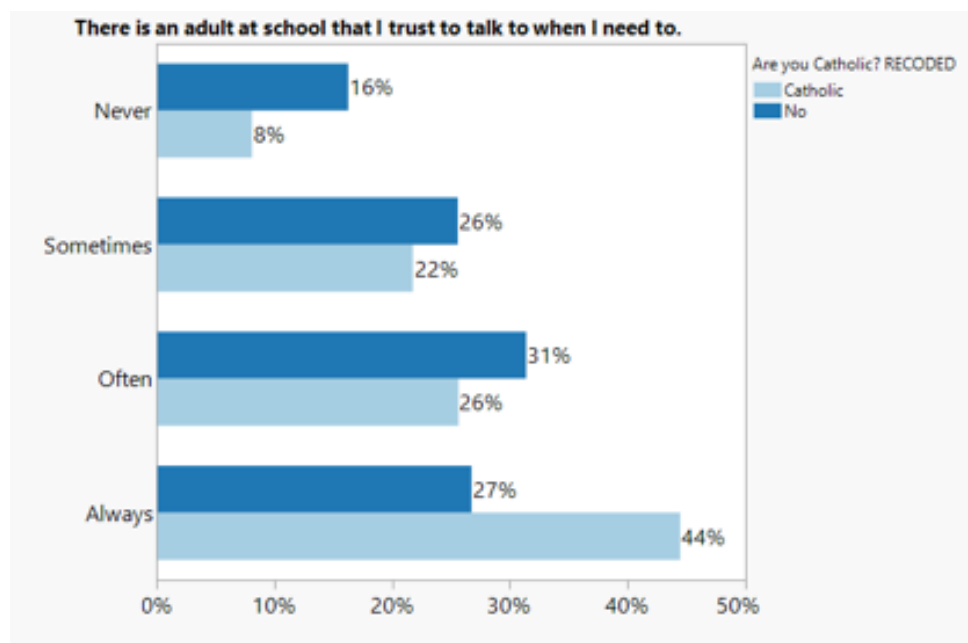


# Factor Analysis of Middle and High School:

## “There is an adult at school that I trust to talk to when I need to”

### DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When considering religious affiliation, we find that non-Catholic students respond more negatively on this item than do Catholic students. Nearly 42% of non-Catholic students responded Sometimes or Never, while less than 29% of Catholic students responded similarly. These differences are statistically significant (Chi-square = 12.31,  $P = 0.0064$ ). Non-Catholic students are over 1 ½ times as likely to respond negatively (Sometimes or Never) than are Catholic students to the item There is an adult that I trust to talk to when I need to (OR = 1.69).



I have heard hurtful comments from teachers/staff about:

When reading books that involve the N-word.



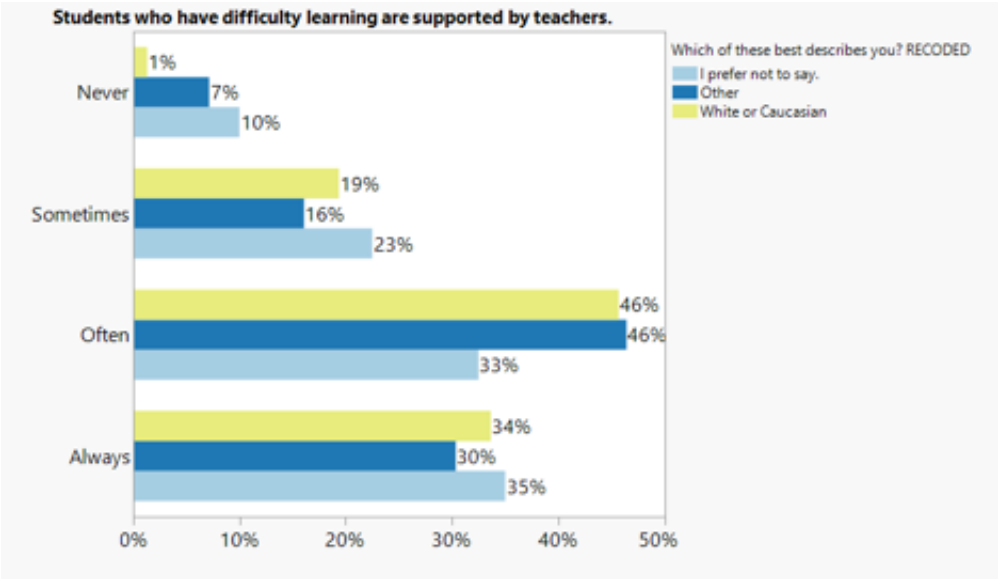
# Factor Analysis of Middle and High School:

## “Students who have difficulty learning are supported by teachers

Overall, nearly 80% of students say they Often or Always believe students who have learning challenges are supported by teachers.

### DISAGGREGATED DATA BASED ON RACE:

Just about 20.5% of white/Caucasian students perceive that students Sometimes or Never have needed support for learning challenges. These rates are higher for students responding “Other” (just over 23%) and “I prefer not to say” (32.5%). These differences are statistically significant (Chi-square = 19.75, P = 0.003).



I have heard hurtful comments from teachers/staff about:

A students education ability and a teacher made awful comments to someone with Tourette Syndrome.



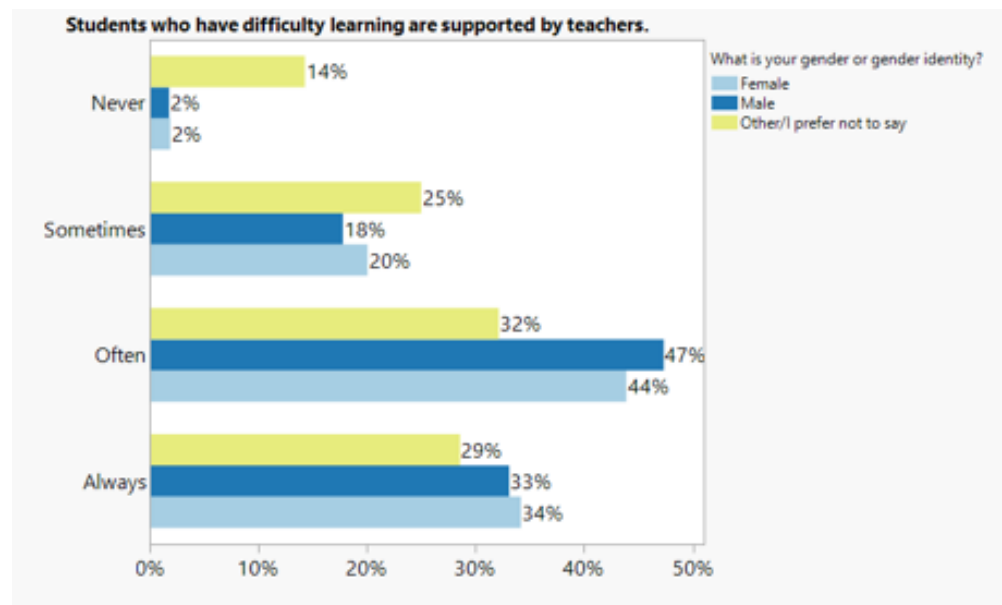
# Factor Analysis of Middle and High School:

## “Students who have difficulty learning are supported by teachers

### DISAGGREGATED DATA BASED ON GENDER:

When we consider gender, we find that male and female students respond similarly, but that those who chose I prefer not to say are much more negative on this item. Roughly 20% of males and females responded Sometimes or Never, while nearly twice as many (over 39%) of those who chose I prefer not to say responded thusly. These differences are statistically significant (Chi-square = 19.99,  $P = 0.0028$ ).

- ✚ Those selecting Other or I prefer not to say are more than 3 ½ times as likely to respond negatively (Sometimes or Never) than are male students to the item Students who have difficulty learning are supported by teachers (OR 3.56).
- ✚ Those selecting Other or I prefer not to say are more than three times as likely to respond negatively (Sometimes or Never) than are female students to the item Students who have difficulty learning are supported by teachers (OR 3.08).



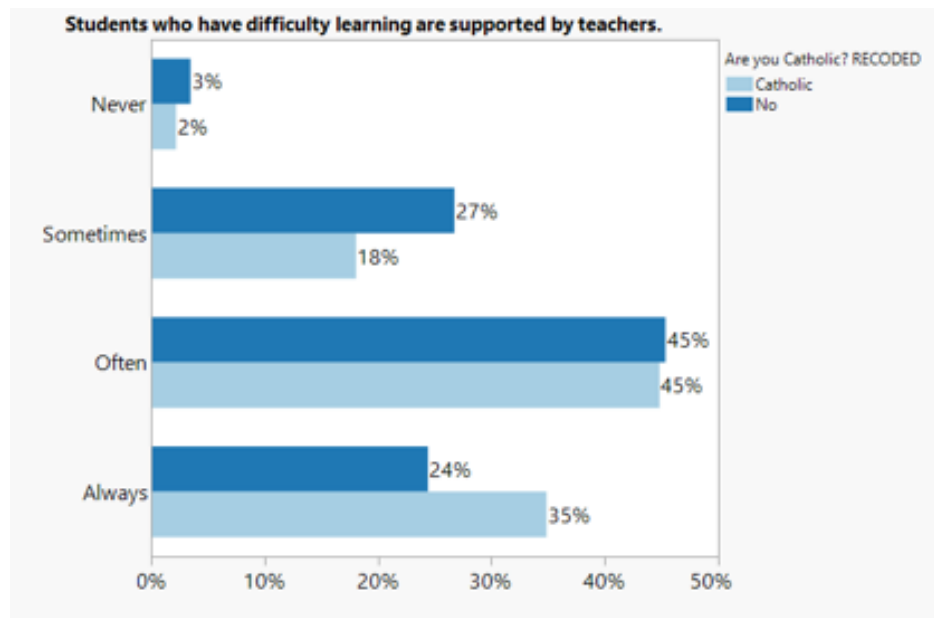
# Factor Analysis of Middle and High School:

## “Students who have difficulty learning are supported by teachers

### DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When considering whether students identify as Catholic or not, we see that about 20% of Catholic students responded negatively (Sometimes or Never) while about 30% of non-Catholic students felt similarly. These differences are not statistically significant (Chi-square = 5.83,  $P = 0.12$ ).

Non-Catholic students are more than 1 ½ times as likely to respond negatively (Sometimes or Never) than are Catholic students to the item Students have difficulty learning are supported by teachers (OR = 1.70).



I have heard hurtful comments from teachers/staff about:

Student learning disabilities.



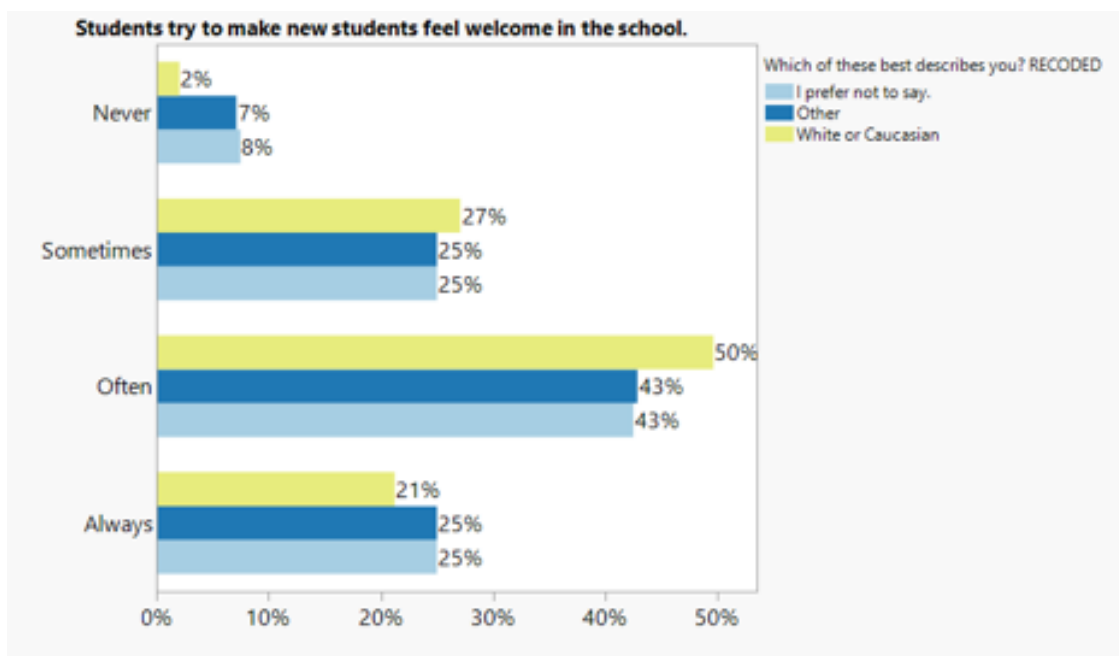
# Factor Analysis of Middle and High School:

## “Students try to make new students feel welcome at the school”

About 71% of respondents believe that students Often or Always help to make new students feel welcome.

### DISAGGREGATED DATA BASED ON RACE

Those students who responded “I prefer not to say” or “Other” respond slightly less positively than do White/Caucasian students on this item. These differences are not statistically significant (Chi-square = 9.2,  $P = 0.16$ ).



I have heard hurtful comments from teachers/staff about:

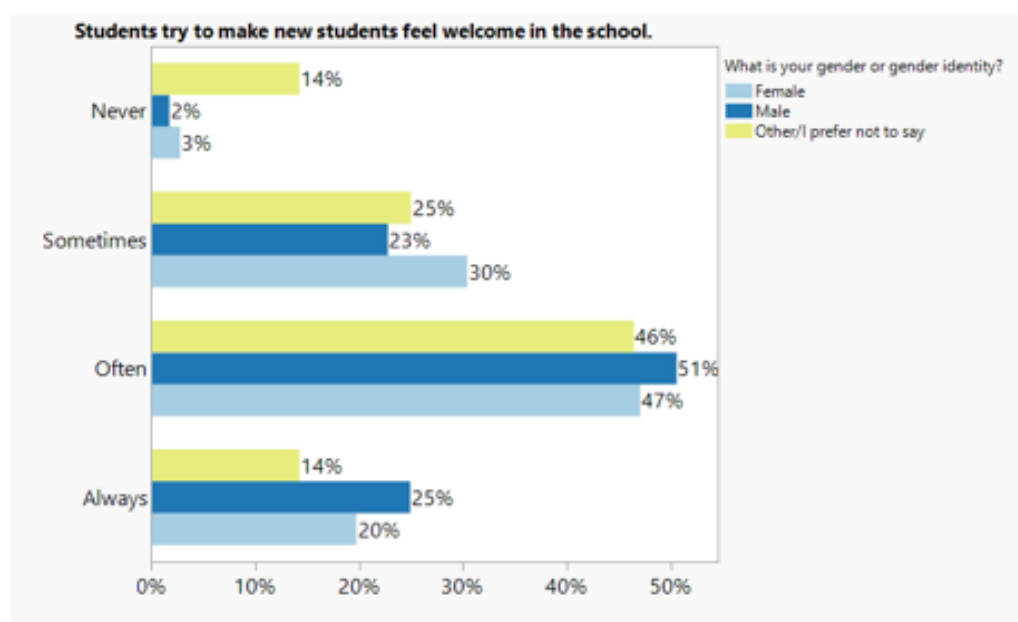
Sexism to the max.



# Factor Analysis of Middle and High School: “Students try to make new students feel welcome at the school”

## DISAGGREGATED DATA BASED ON GENDER:

Considering gender, males are most positive on this item, females slightly less so, and those who chose I prefer not to say are most negative. Less than one-quarter of males selected Sometimes or Never, but one-third of females and close to half of those who chose I prefer not to say responded in the same manner. These differences are statistically significant (Chi-square = 20.18,  $P = 0.0026$ ).



Comment from Families/ Households:

I REALLY hope we do not water down Wahlert's Catholic identity to try to attract more students. That would be awful. We need to have people with a vision running the show to bring in more students. If they are of different backgrounds, that's great. But not at the expense of our Catholic identity.



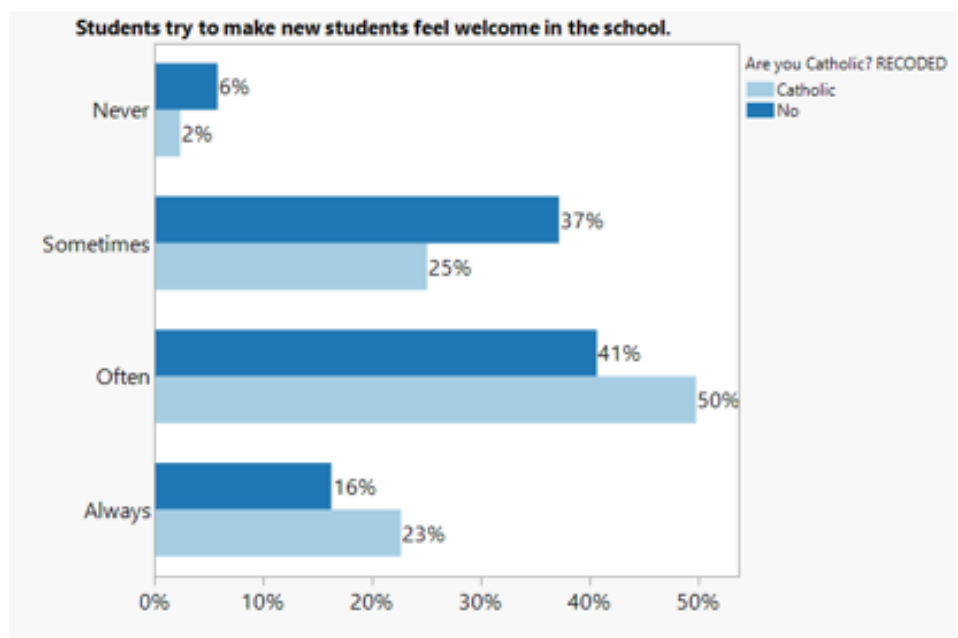


# Factor Analysis of Middle and High School:

## “Students try to make new students feel welcome at the school”

### DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When disaggregated these data by religious affiliation, we find that non-Catholic students are more negative on this item. About 43% of non-Catholic students responded Sometimes or Never while about 27.5% of Catholic students responded similarly. These differences are statistically significant (Chi-square = 9.77,  $P = 0.021$ ). Non-Catholic students are twice as likely than Catholic students to respond negatively to the item Students try to make new students feel welcome in the school (OR = 1.99).



Comment from Families/ Households:

I love HFCS, but I'm very concerned that we are becoming white and elitest. Our schools are a great gift and I want them to be shared with families of various racial and economic backgrounds. However, I don't think the teachers at our school are equipped to handle children who do not "fit the mold" that they expect.



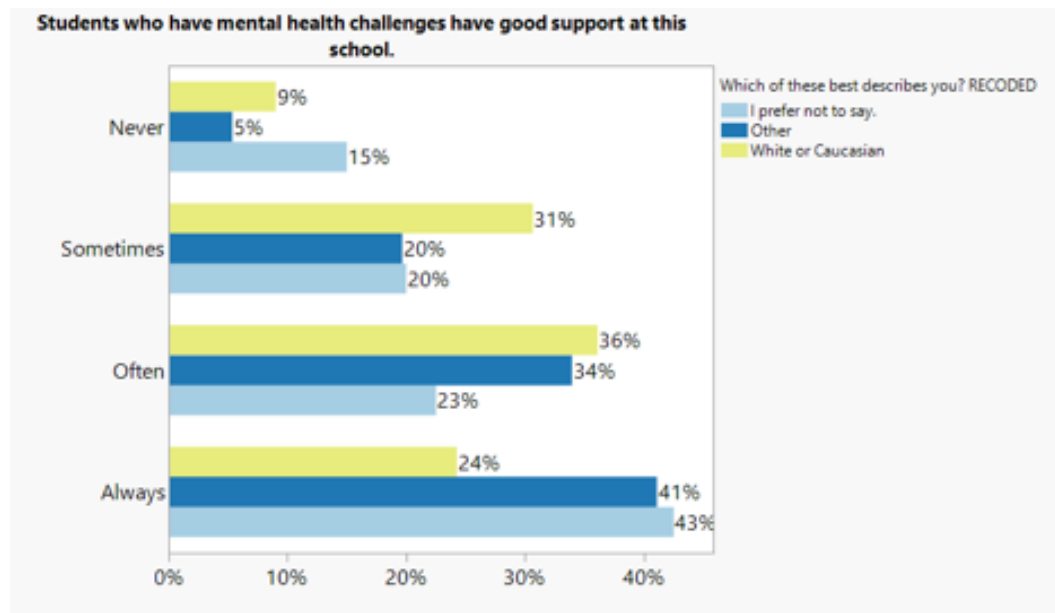
# Factor Analysis of Middle and High School:

## “Students who have mental health challenges have good support at this school”

Just over 60% of students believe there is good support for those with mental health difficulties.

### DISAGGREGATED DATA BASED ON RACE:

White/Caucasian students rate support for mental health lowest of all subgroups. Those who identified a race classified as “Other” were least negative, with only 25% of students responding that they believe there is good support Sometimes or Never. These differences are statistically significant (Chi-square = 16.87,  $P = 0.0098$ ).



I have heard hurtful comments from teachers/staff about:

People with mental disabilities.



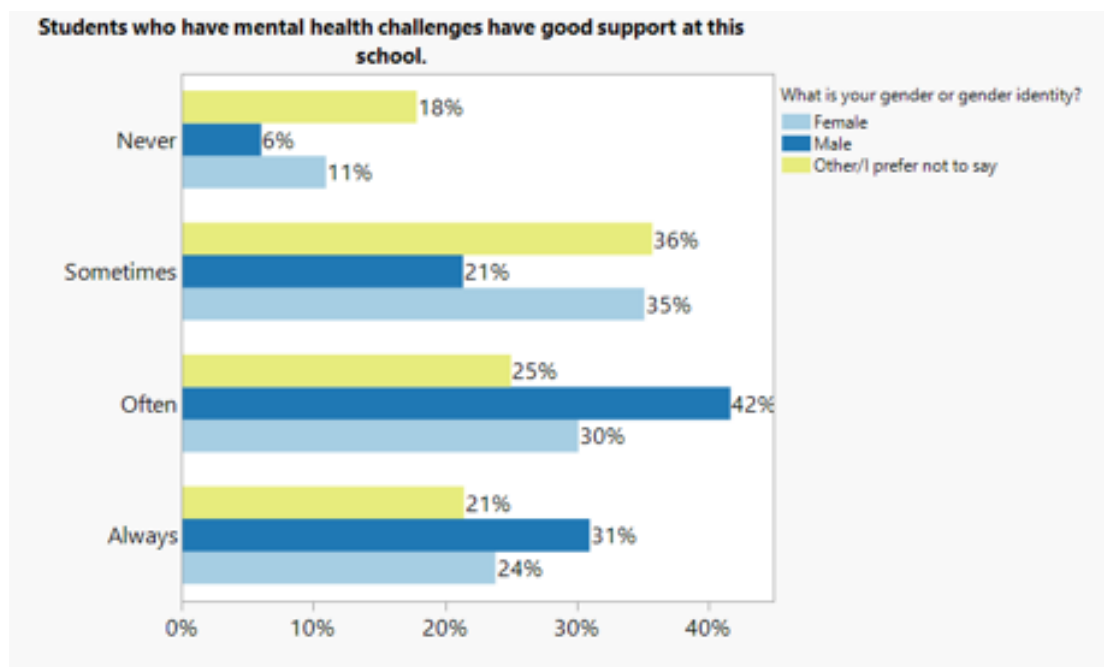
# Factor Analysis of Middle and High School:

## “Students who have mental health challenges have good support at this school”

### DISAGGREGATED DATA BASED ON GENDER:

Considering gender, males are most positive on this item, while females and those who chose I prefer not to say are substantially more negative than males. Just over one-quarter of males selected Sometimes or Never, but nearly half of females and just over half of those who chose I prefer not to say responded in the same manner. These differences are highly statistically significant (Chi-square = 26.37,  $P = 0.0002$ ).

- ✚ Females are more than twice as likely to respond negatively than males to the item Students who have mental health challenges have good support at this school (OR = 2.26).
- ✚ Those who selected Other or I prefer not to say are three times as likely to respond negatively than males to the item Students who have mental health challenges have good support at this school (OR = 3.06).



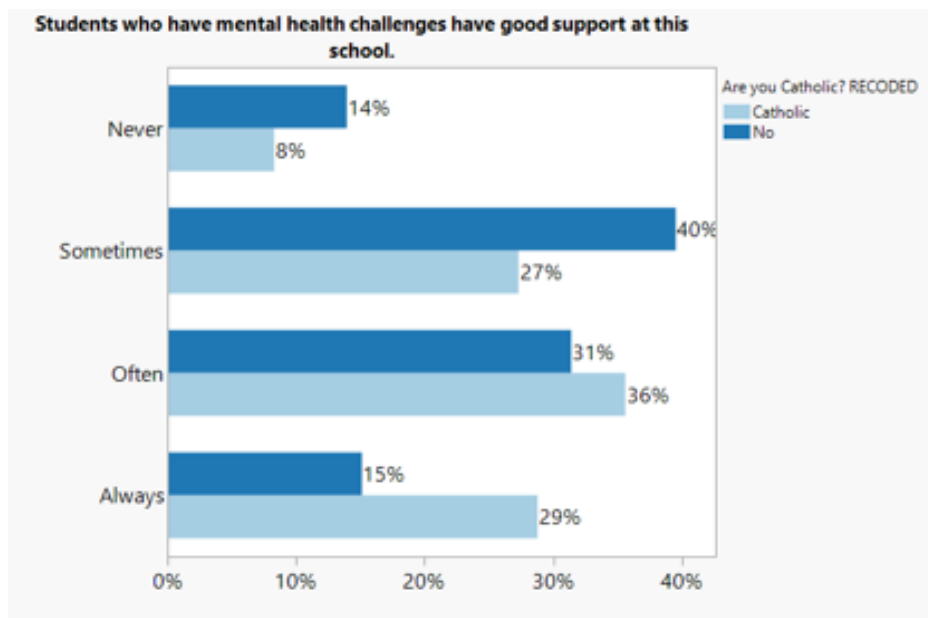
# Factor Analysis of Middle and High School:

## “Students who have mental health challenges have good support at this school”

### DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When we examine the role of Catholicity, we find that non-Catholic students are more pessimistic regarding the level of support for those with mental health challenges than are Catholic students. While just over 35% of Catholic students believed there is only Sometimes or Never good support, over half (53.5%) of non-Catholic students responded similarly. These differences are statistically significant. (Chi-square = 11.97,  $P = 0.0075$ ).

Non-Catholic students are more than twice as likely to respond negatively than are Catholic students to the item Students who have mental health challenges have good support at this school (OR = 2.08).



I have heard hurtful comments from teachers/staff about:

It's not as much the actual comment but the tone they have about it and the things that can be inferred.



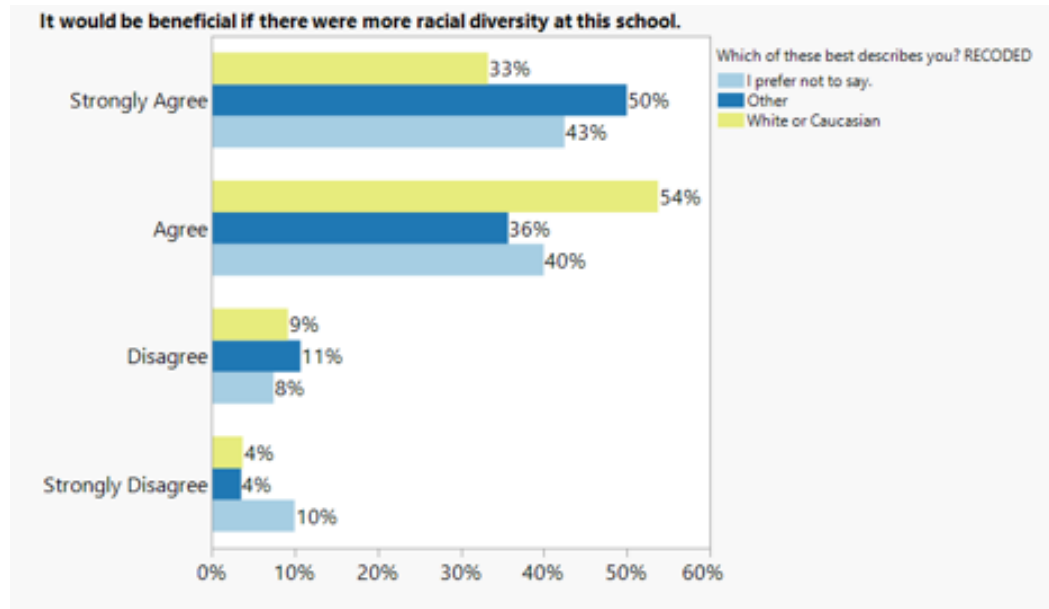
# Factor Analysis of Middle and High School:

## “It would be beneficial if there were more racial diversity at this school”

There is strong support for greater racial diversity, with 86% of students responding Agree or Strongly Agree.

### DISAGGREGATED DATA BASED ON RACE:

Support for greater diversity is strongest from students identifying as White/Caucasian. Interestingly, there is slightly less support amongst students identifying a race reclassified as “Other” or responding “I prefer not to say.” These differences are statistically significant (Chi-square = 12.72,  $P = 0.048$ ).



I have heard hurtful comments from teachers/staff about:

I have heard the n word from a teacher and other various racial slurs that I believe to be incredibly hurtful.

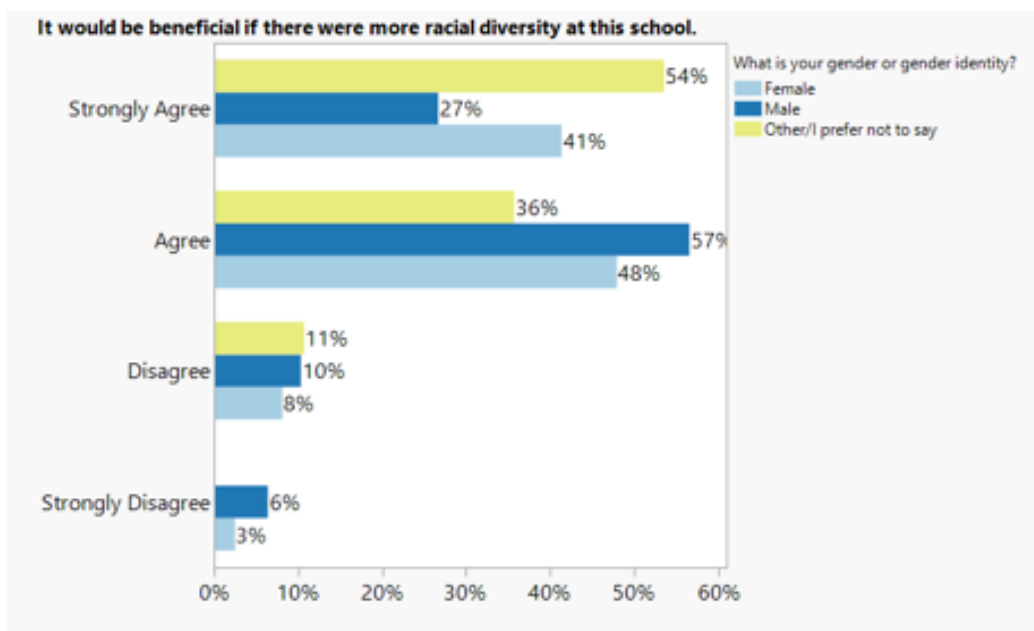


# Factor Analysis of Middle and High School:

## “It would be beneficial if there were more racial diversity at this school”

### DISAGGREGATED DATA BASED ON GENDER:

Considering gender, males are least positive on this item, while females and those who chose I prefer not to say are similar and substantially more positive than males. Just under 17% of males selected Disagree or Strongly Disagree, while about 10.5% of females and those who chose I prefer not to say responded in the same manner. These differences are highly statistically significant (Chi-square = 22.95,  $P = 0.0008$ ).



I have heard hurtful comments from teachers/staff about:

It's not so much that there are hurtful comments, but a lack of education on diversity. I feel that it's disrespectful to gloss over.

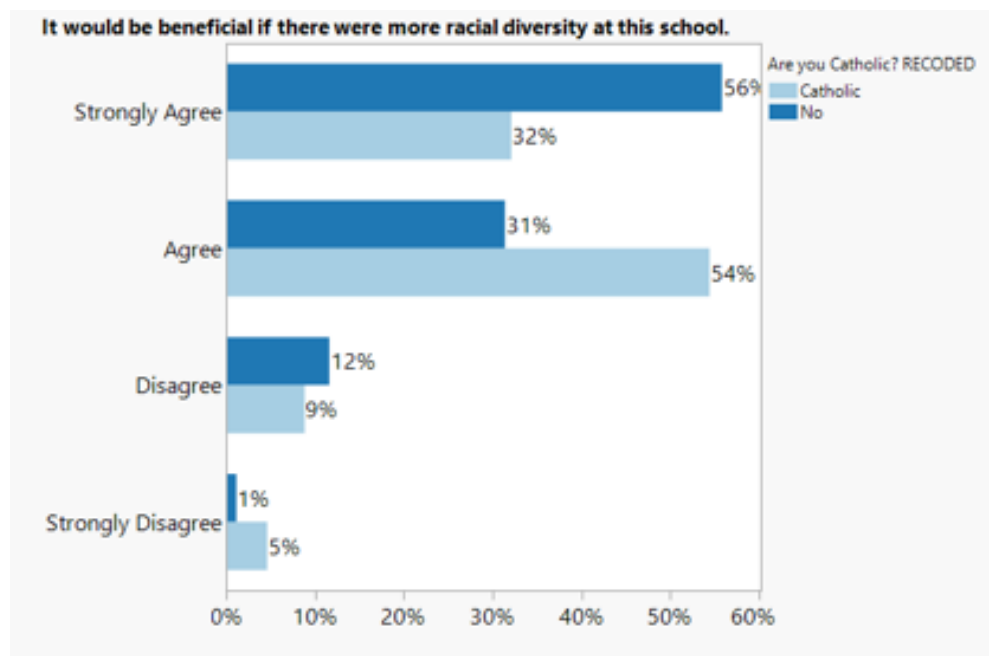


# Factor Analysis of Middle and High School:

## “It would be beneficial if there were more racial diversity at this school”

### DISAGGREGATED DATA BASED ON RELIGIOUS AFFILIATION:

When considering the role of religious affiliation, we find that non-Catholic students are stronger supporters for greater racial diversity than are Catholic students. In particular, non-Catholics are far more likely to have responded Strongly Agree and are less likely to Strongly Disagree to this item. These differences are statistically significant (Chi-square = 22.24,  $P < 0.0001$ ).



I have heard hurtful comments from teachers/staff about:

Racist Events (George Floyd).



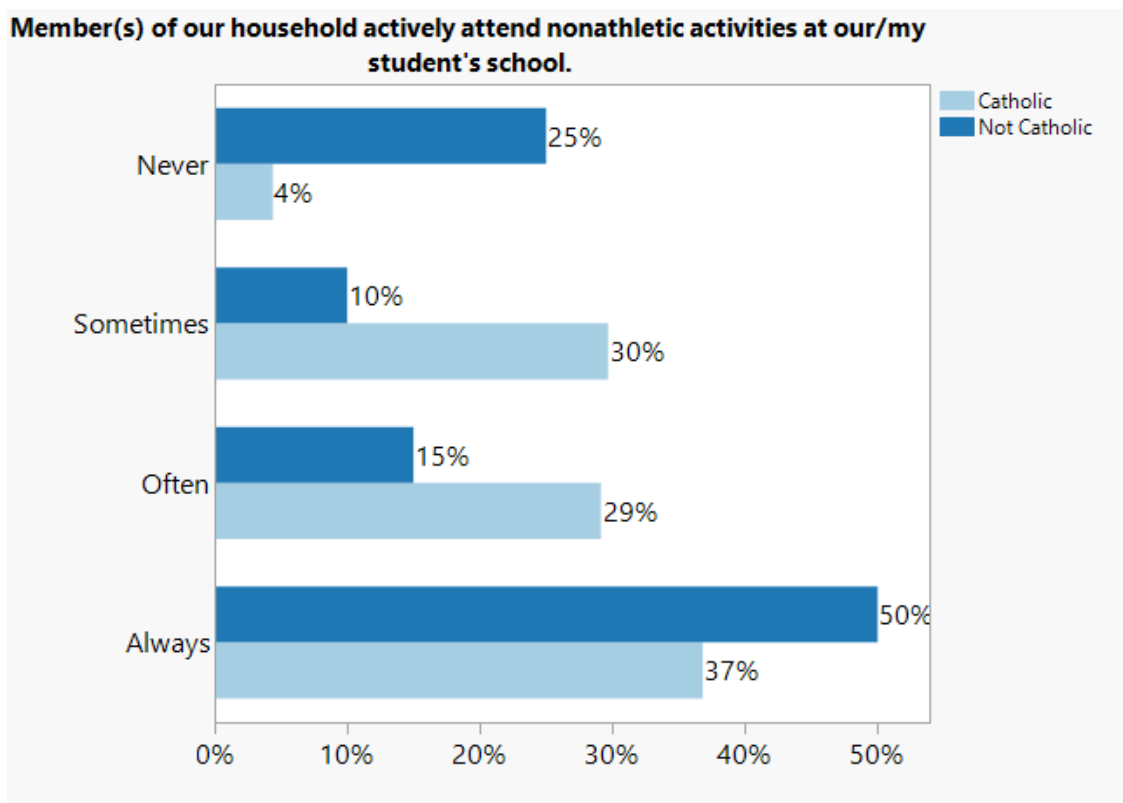
# Factor Analysis of Families and Households

## CATHOLICITY AS A FACTOR:

- ✚ Catholicity does not meaningfully impact perceptions of Safety and Discipline.
- ✚ Catholicity does not meaningfully impact perceptions of Student Support.

## CATHOLICITY AS IT IMPACTS ENGAGEMENT AND WELCOMING NATURE:

- ✚ Non-Catholics are more likely than Catholics never to attend or always attend nonathletic events.








# Factor Analysis of Families and Households

## CATHOLICITY AS IT IMPACTS BELIEVES REGARDING INCREASING DIVERSITY:

The relevant analyses are contained within the analysis of items common to Wahlert families, staff, and students.

## RACE AS A FACTOR:

The racial breakdown for families/households responding is the following:

-  3 Black or African American
-  13 I prefer not to say
-  186 White or Caucasian

Because the first two categories are so small, any insights potentially gained from exploring race as a factor would be highly suspect.

Comment from Families/ Households:

My biggest area of concern with respect to DEI at Holy Family is support for staff who are LGBTQ (which then extends to students). Because the system is under the umbrella of the church it can't openly accept/support LGBTQ staff. It makes me very uncomfortable (it's not a very Christian way to behave, in my opinion). I would like to see Holy Family stand up to the archdiocese and say we are taking a different approach to this.



# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR:

This analysis was completed with annual income binned as follows:

- \$0 to \$75,000
- Above \$75,000

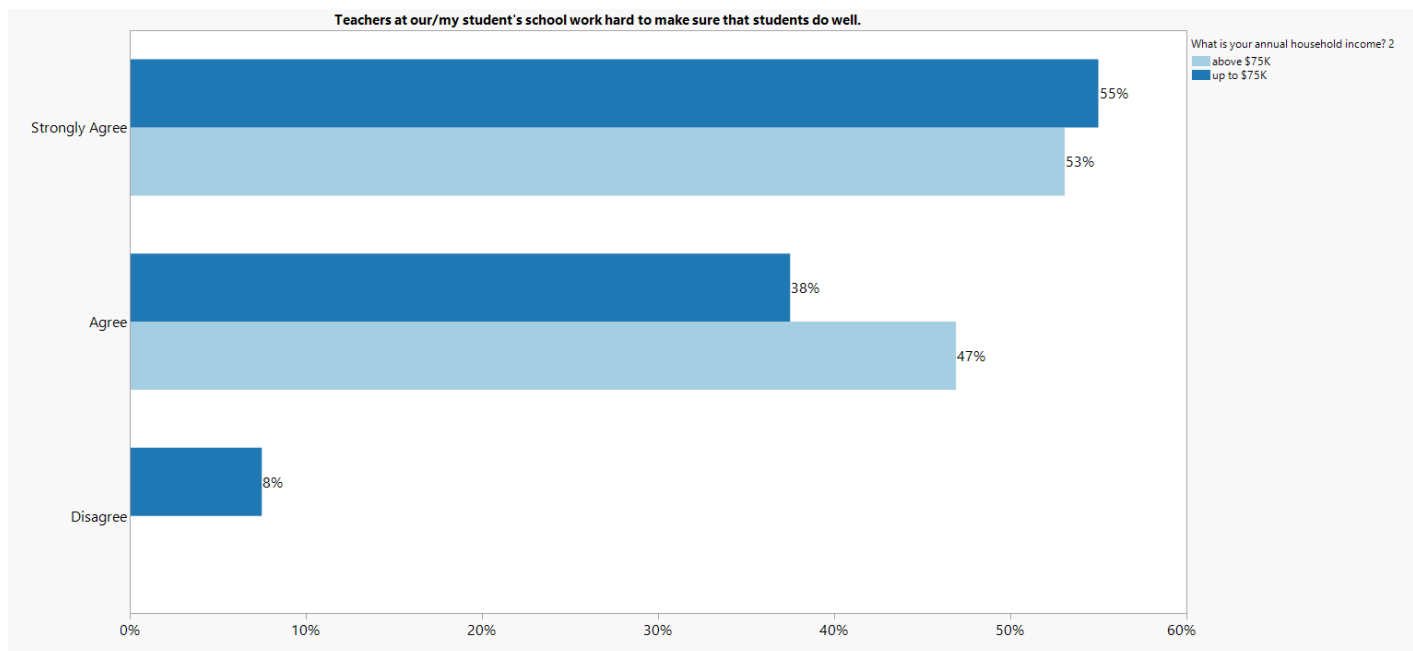
## SES/ANNUAL INCOME AND ITS IMPACT ON SAFETY AND DISCIPLINE:

SES/Annual income does not meaningfully impact perceptions of Safety and Discipline

## SES/ANNUAL INCOME AS A FACTOR IMPACTING PERCEPTIONS ON STUDENT SUPPORT:

Families with lower income are more critical on this item. These differences are statistically significant (Chi-square = 12.80,  $P = 0.0017$ ). Families with lower income are 30 times as likely as families with higher annual income levels to respond Disagree to the item Teachers at our/my student's school work hard to make sure that students do well (OR = 30.03 with Haldane Anscombe correction applied).

*Survey question:* Teachers at our/my student's school work hard to make sure that students do well.

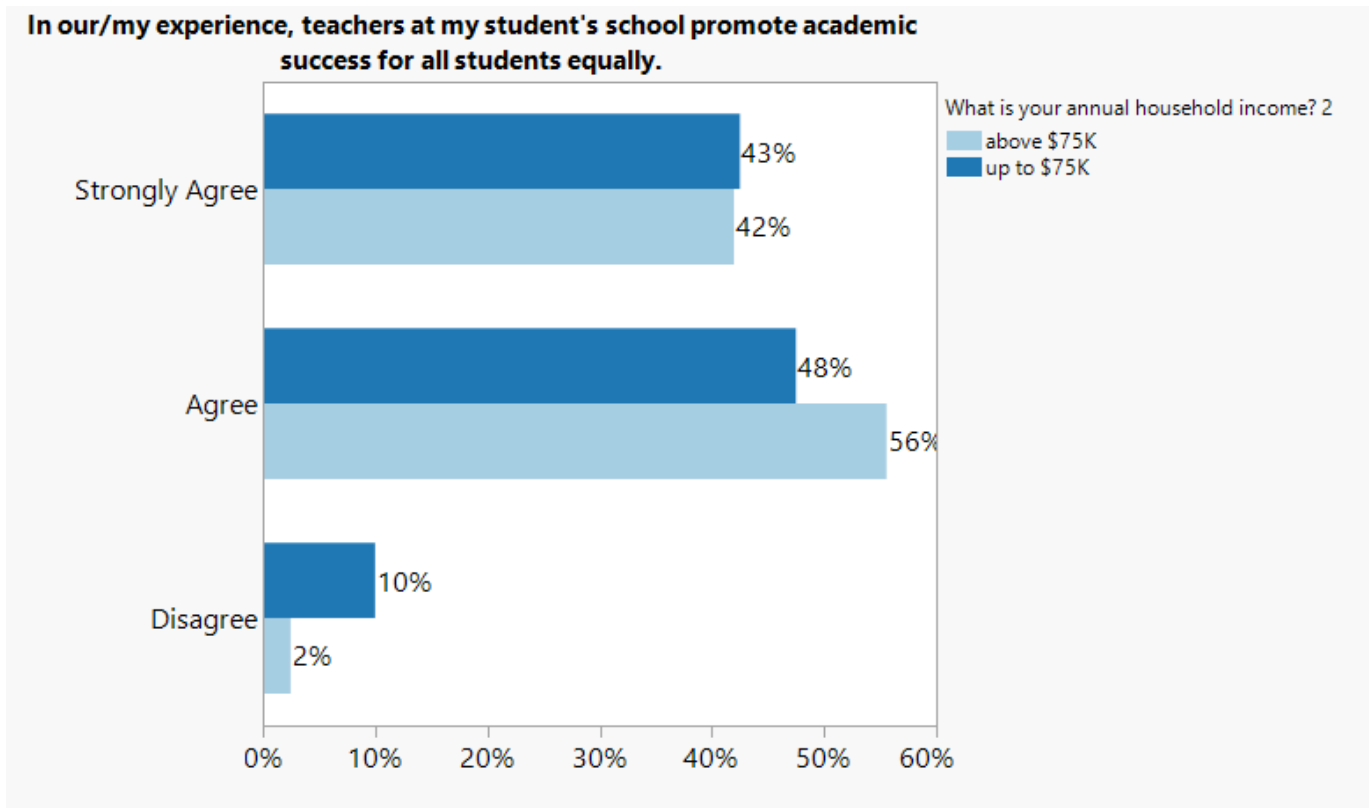


# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR:

*Survey question:* In our/my experience, teachers at my school promote academic success for all students equally.

Families with lower income are more critical on this item. These differences are not quite statistically significant (Chi-square = 4.98,  $P = 0.083$ ). Families with lower income are almost 4 ½ times as likely as families with higher annual income levels to respond Disagree to the item In our experience, teachers at my student's school promote academic success for all students equally (OR = 4.39).

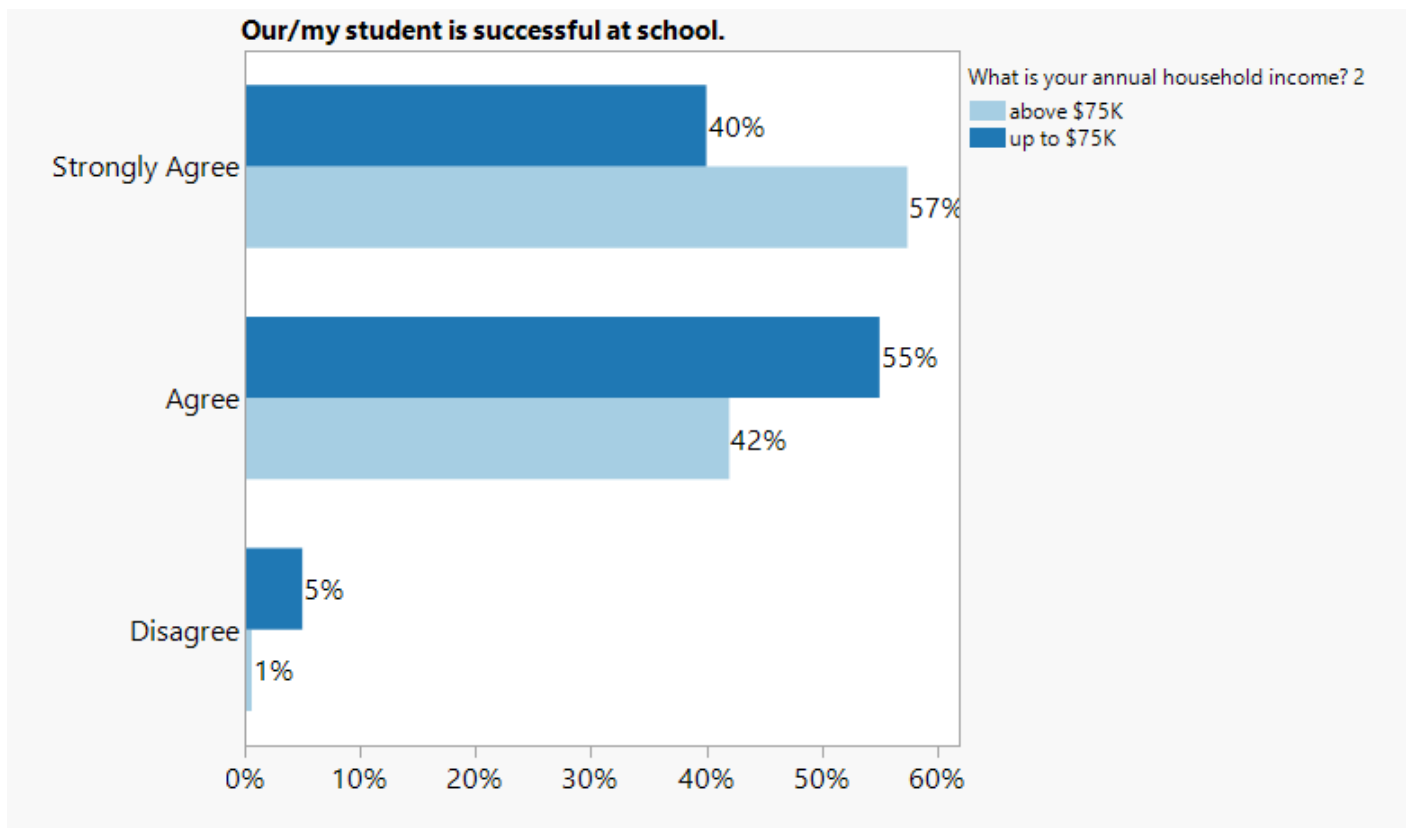


# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR:

*Survey question:* Our/my student is successful at school.

Families with lower income are more critical on this item. These differences are statistically significant (Chi-square = 7.17,  $P = 0.0277$ ). Families with lower income are almost 8 ½ times as likely as families with higher annual income levels to respond Disagree to the item Our/my student is successful at school (OR = 8.47).

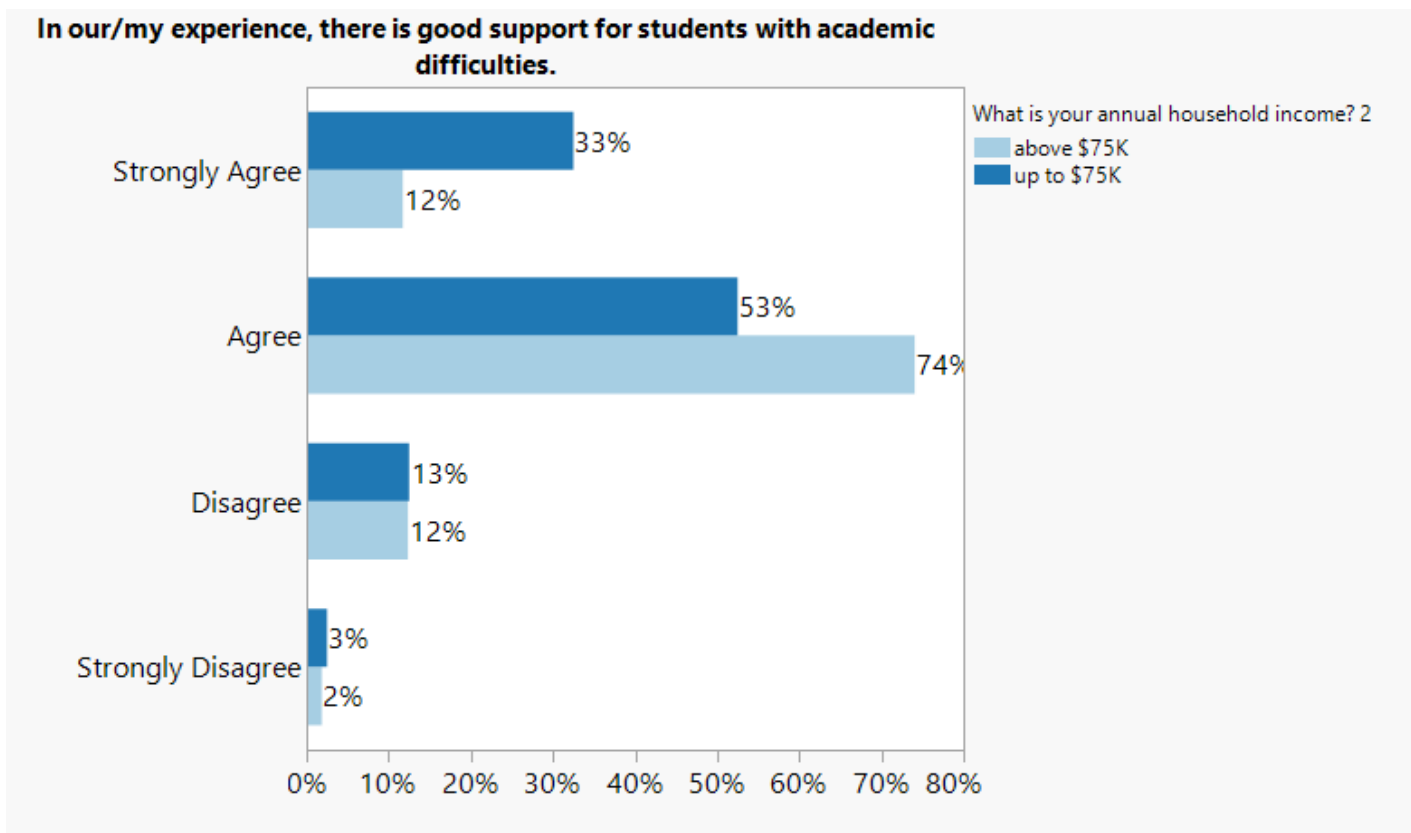


# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR:

*Survey question:* In our/my experience, there is good support for students with academic difficulties.

Families with higher income are less positive on this item. These differences are statistically significant (Chi-square = 10.95,  $P = 0.012$ ). Families with lower income are over 3 ½ times as likely as families with higher annual income levels to respond Strongly Agree to the item In our/my experience, there is good support for students with academic difficulties (OR = 3.62).



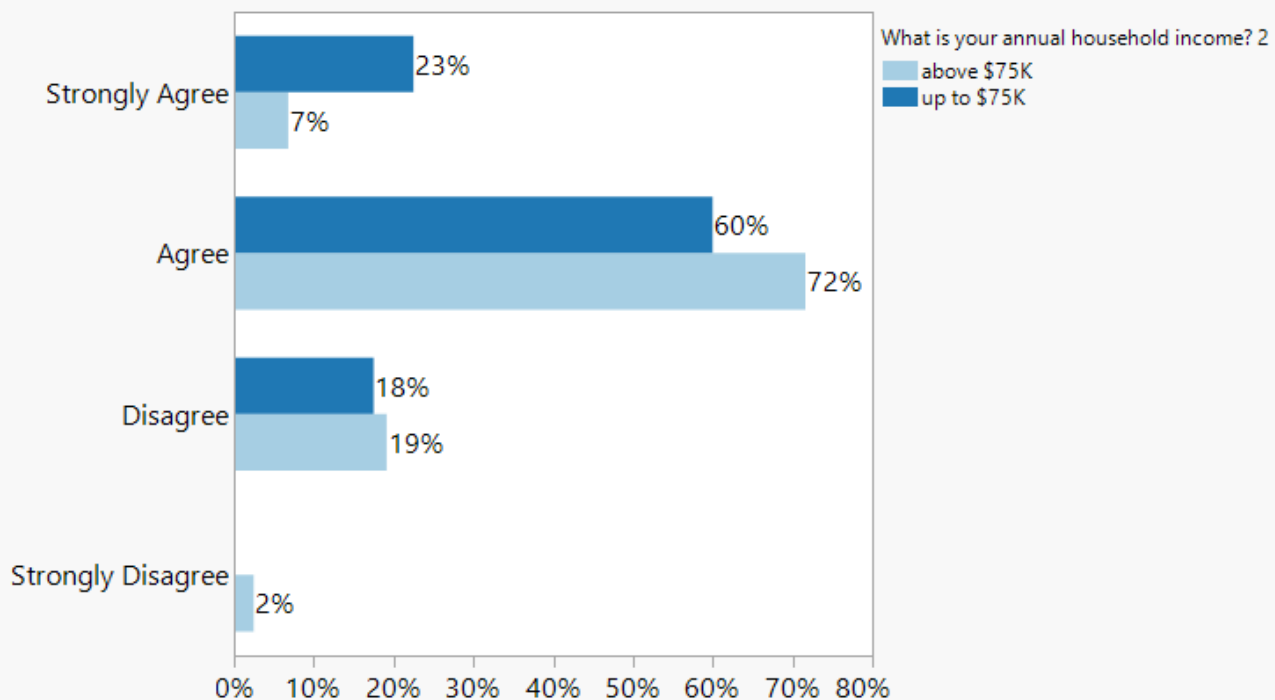
# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR:

*Survey question:* In our/my experience, there is good support for students with mental health difficulties.

Families with higher income are less positive on this item. These differences are statistically significant (Chi-square = 9.65,  $P = 0.0218$ ). Families with lower income are nearly 4 times as likely as families with higher annual income levels to respond Strongly Agree to the item In our/my experience, there is good support for students with mental health difficulties (OR = 3.98). Families with higher incomes are nearly 2 ½ times as likely as low income families to respond Strongly Disagree to the item In our/my experience, there is good support for students with mental health difficulties (OR = 2.30 with Haldane Anscombe correction applied).

**In our/my experience, there is good support for students with mental health difficulties.**



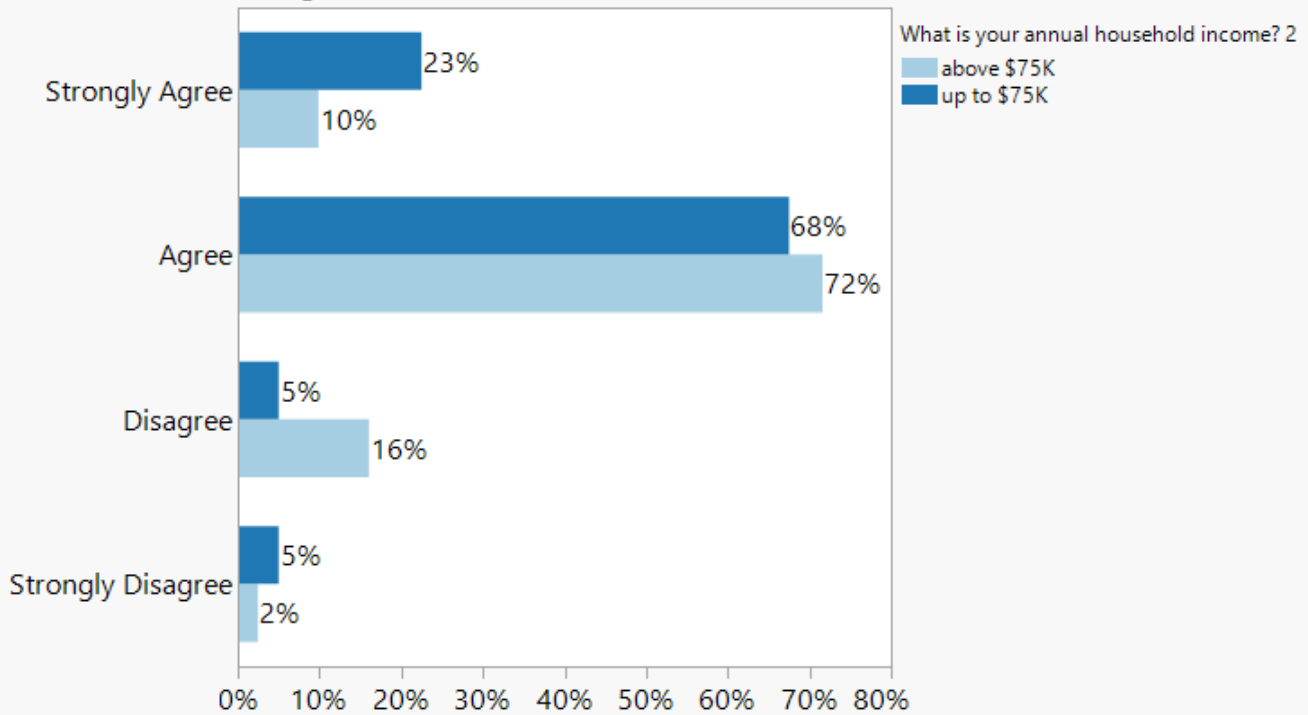
# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR:

*Survey question:* In our/my experience, there is good support for students who feel like they are being harassed or intimidated.

Lower income households are more extreme in their views on this item. They are more critical, responding Strongly Disagree more regularly, and simultaneously more approving, responding Strongly Agree more often, than are higher income households. These results are nearly statistically significant (Chi-square = 7.72,  $P = 0.052$ ).

**In our/my experience, there is good support for students who feel like they are being harassed or intimidated.**



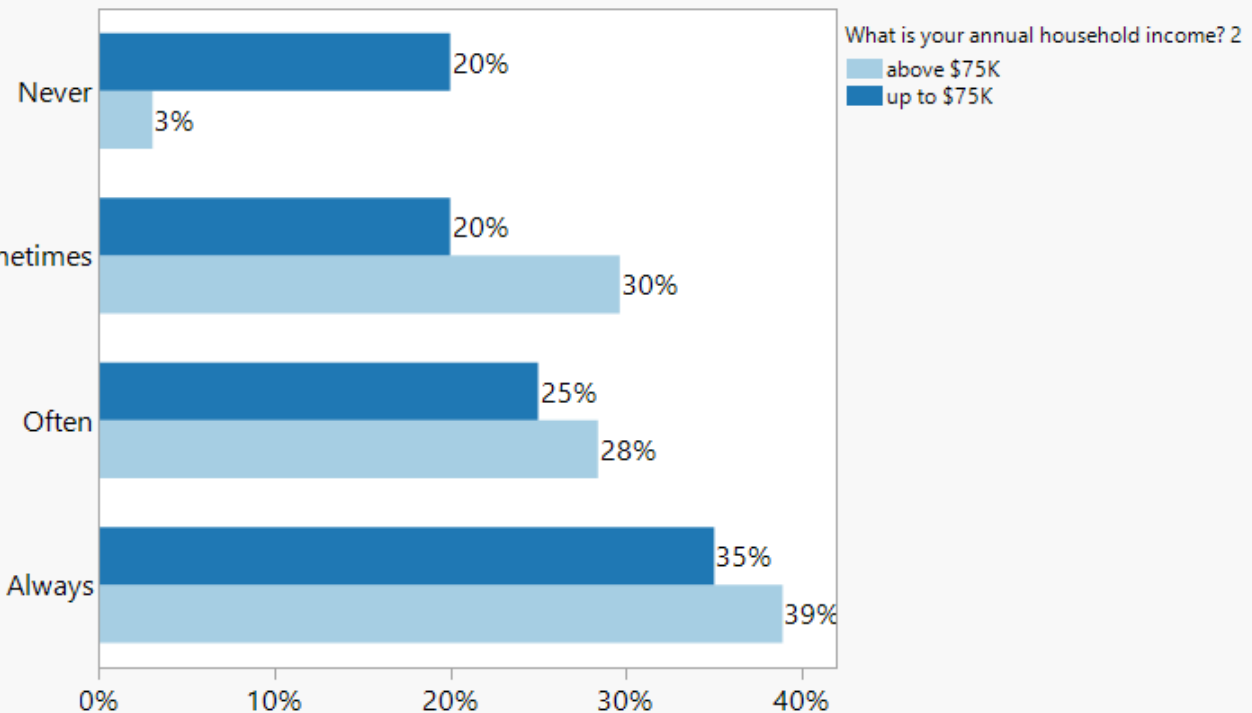
# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR IMPACTING PERCEPTIONS OF ENGAGEMENT, FEELING WELCOME:

*Survey question:* Member(s) of our household actively attend nonathletic activities at our/my school.

Families with lower income are more critical on this item. These differences are statistically significant (Chi-square = 15.59,  $P = 0.0014$ ). Families with lower income are nearly 1 ½ times as likely as families with higher annual income levels to respond Sometimes or Never to the item Member(s) of our household actively attend nonathletic activities at our/my student's school (OR = 1.37). Families with lower income are also nearly 8 times as likely as families with higher annual income levels to respond Never to the item Member(s) of our household actively attend nonathletic activities at our/my student's school (OR = 7.85).

**Member(s) of our household actively attend nonathletic activities at our/my student's school.**





# Factor Analysis of Families and Households

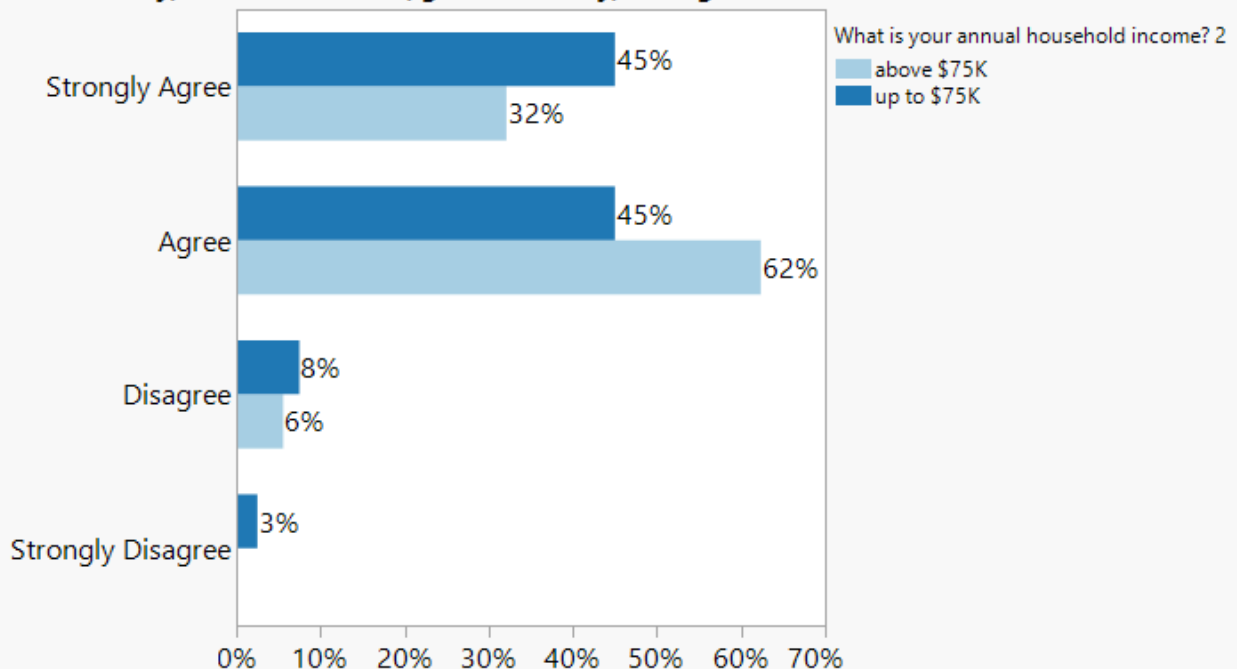
## SES/ANNUAL INCOME AS A FACTOR IMPACTING PERCEPTIONS OF ENGAGEMENT, FEELING WELCOME:

*Survey question:* In our/my experience, parents and other community members are treated well at the school regardless of race, ethnicity, national origin, gender, age, physical disability, sexual orientation, gender identity, or religion.

Lower income households are more extreme in their views on this item. They are more critical, responding Disagree or Strongly Disagree more regularly, and simultaneously more approving, responding Strongly Agree more often, than are higher income households. These results are nearly statistically significant (Chi-square = 7.43,  $P = 0.059$ ).

Families with lower income are nearly twice as likely as families with higher annual income levels to respond Disagree or Strongly Disagree to the item In our/my experience, parents and other community members are treated well at the school regardless of race, ethnicity, national origin, gender, age, physical disability, sexual orientation, gender identity, or religion (OR = 1.89). Families with lower income are also over 1 ½ times as likely as families with higher annual income levels to respond Strongly Agree to this same item (OR = 1.73).

**In our/my experience, parents and other community members are treated well at the school regardless of race, ethnicity, national origin, gender, age, physical disability, sexual orientation, gender identity, or religion.**

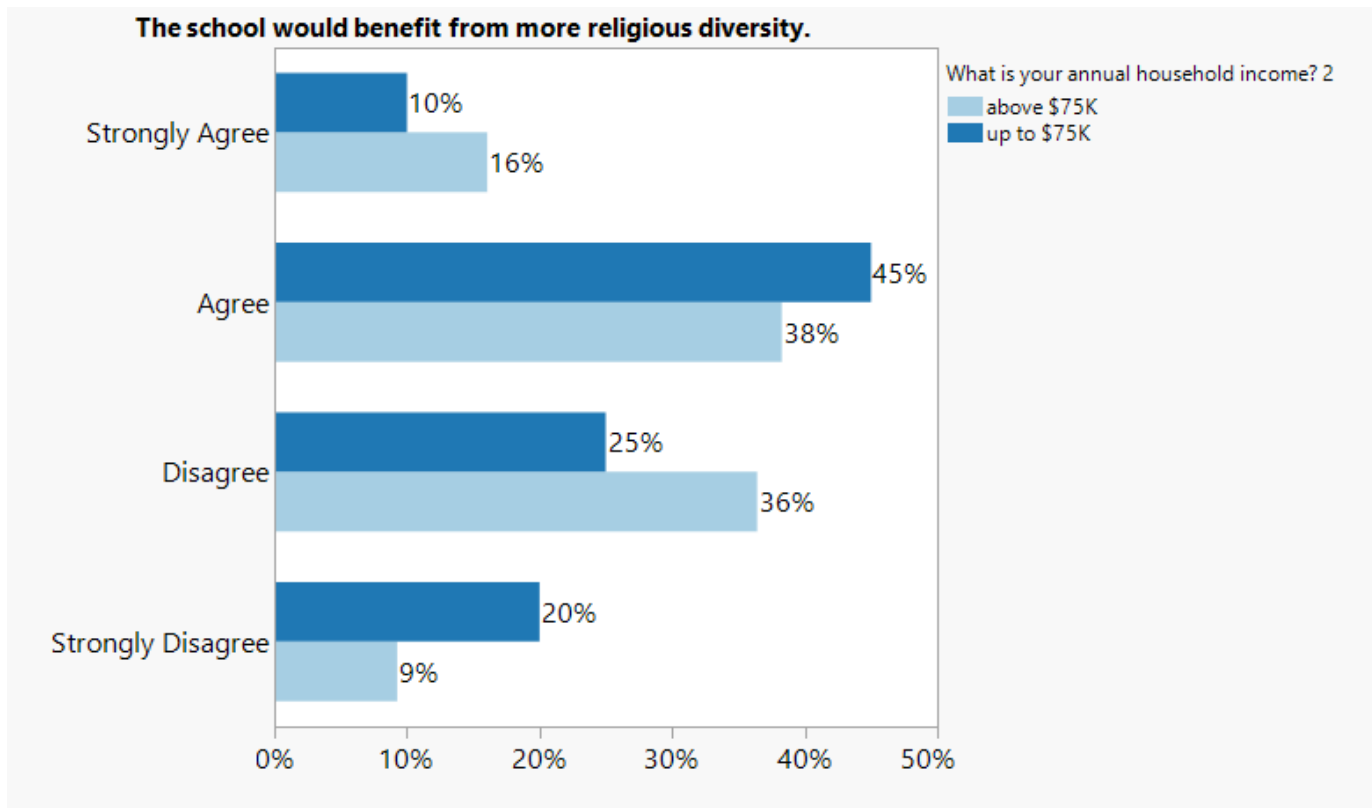


# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR IMPACTING BELIEFS REGARDING INCREASING DIVERSITY:

*Survey question:* The school would benefit from more religious diversity.

Lower income households are less supportive of greater religious diversity than are higher earning households. 20% of lower income households Strongly Disagree there is benefit to greater racial diversity, while just over 9% of higher income households feel similarly. Both groups have the same proportion of respondents who Disagree or Strongly Disagree to this item. These differences are not statistically significant.

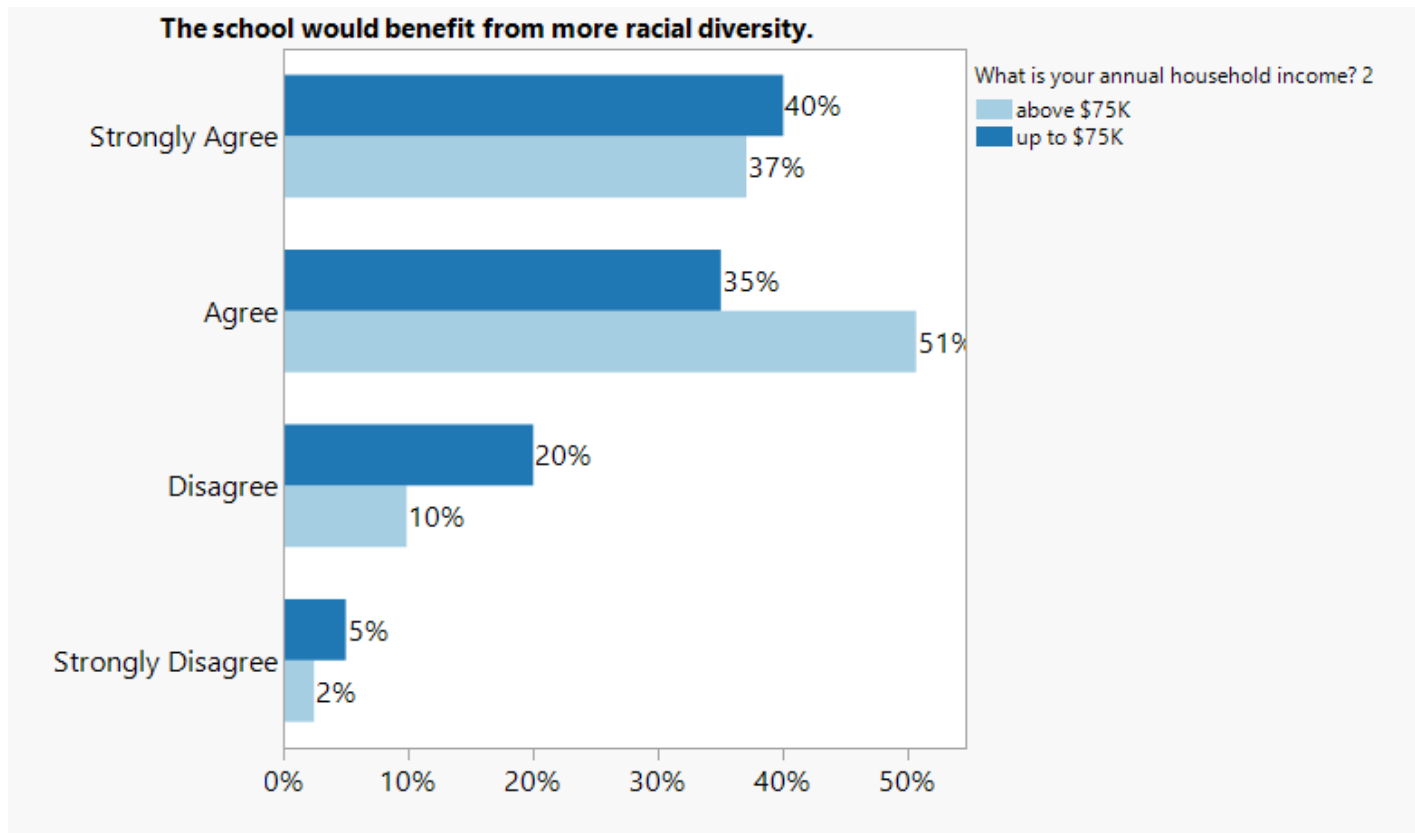


# Factor Analysis of Families and Households

## SES/ANNUAL INCOME AS A FACTOR IMPACTING BELIEFS REGARDING INCREASING DIVERSITY:

*Survey question:* The school would benefit from more racial diversity.

Lower income households are less supportive of improving racial diversity than are higher earning households. While 75% of lower income households believe it would be beneficial if there were greater racial diversity, nearly 88% of higher income households feel similarly. These differences are not statistically significant.



# Factor Analysis of Families and Households

SES/ANNUAL INCOME AS A FACTOR IMPACTING BELIEFS REGARDING INCREASING DIVERSITY:

*Survey question:* The school would benefit from more economic diversity.

There is strong support for greater economic diversity regardless of level of income.

