

## District 65 Research Agenda

### Equity Statement

District 65 recognizes that excellence requires a commitment to equity and to identifying and addressing practices, policies, and institutional barriers, including institutional racism, that perpetuate opportunity and achievement gaps. The district must work proactively to acknowledge racial and cultural biases, and eliminate institutional structures and practices that affect student learning and achievement. For more details, read our full equity statement [here](#).

### Purpose of the research agenda:

District 65 seeks research partners who can conduct research that will inform District efforts to reduce the racial predictability of student achievement.

### Research Areas:

Specifically, District 65 is looking for research in the following areas:

1. **Staff approaches to racial equity:** What is the impact of the District's racial equity-focused training on staff attitudes, skills, and practices?
  - a. Specific areas of interest include: staff approaches to school climate, implementation of school or district policies, family engagement, student identity development, academic outcomes, and engagement.
  - b. *For example: How does participation in Beyond Diversity training impact staff approaches to use of culturally-relevant teaching strategies?*
2. **Root causes of racial inequities:** What are the root causes of disparate academic and non-academic outcomes and experiences for students of color in our system?
  - a. Specific areas of interest include: disparate effects of school climate on student learning (e.g., adult-student relationships); Effect of District policies and practices on student experiences (e.g., discipline policy); Access to programming (e.g., summer learning); Funding and resources (e.g., supplemental staff/aides).
  - b. *For example: What are the root causes and outcomes of disproportionate special education placement in District 65? Or the observed differences in academic growth among students of color (greater growth for Latinx students compared to Black students)?*
3. **Instructional Strategies and programs:** What instructional strategies and programs are most successful in improving schools and decreasing achievement disparities at D65?
  - a. Specific areas of interest include: culturally relevant pedagogy, instructional framework implementation, Multi-Tiered System of Supports, African Centered Curriculum program, reading recovery, algebra de-tracking and support, Two-Way Immersion program.
  - b. *For example: What are the hallmarks of effective implementation of culturally relevant pedagogy and what are its effects on student outcomes?*

4. **Transitions:** How do students and families negotiate important transitions in their academic career?
  - a. Specific areas of interest include: transitions to kindergarten, middle school, and high school.
  - b. *For example: What elementary on-track indicators can be used to predict high school and college outcomes and guide supports? or What improvements can be made in the District's early childhood program to improve kindergarten readiness?*