

Equity Needs Assessment Summary

Monomoy Regional School District
School Committee Meeting
June 2026





Who We Are

Center for Education Equity

CEE is a project of MAEC, Inc., in partnership with WestEd and the American Institutes for Research (AIR).

CEE is one of four regional equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964.

A blue-tinted photograph of three students on a school bus. A boy in the foreground is looking out the window, wearing a backpack. A girl is partially visible behind him, and another boy is seen from the back, also with a backpack. The text 'Equity Needs Assessment Overview' is overlaid in white.

Equity Needs Assessment Overview



What is an equity needs assessment?

- An equity needs assessment provides a baseline view of various aspects of equity from an external independent perspective
- An equity needs assessment can include multiple data collections including use of an equity audit tool and surveys
- The Equity Audit Tool is completed by internal members on a school based consensus teams

Why conduct an equity needs assessment?

An equitable school has...

1. An equity-centered mission
2. Inclusive visual and physical environments
3. Collaboration with various identity groups
4. Partnership with families and school community
5. Ongoing, embedded and systematic professional learning opportunities
6. Consistent support for social-emotional well-being of students and families that promotes their cultural assets



<https://maec.org/equity-audit/>



What did we want to learn?

01	Academic Expectations	The extent to which MRSD provides a positive and accessible learning experience
02	Safety, Relationships, & Discipline	The extent to which MRSD maintains a safe and equitable environment
03	Community & Family Engagement	The extent to which MRSD fosters strong partnerships with families and the broader community
04	School Attitudes & Culture	The extent to which MRSD promotes inclusive representation and a positive school culture
05	Professional Learning	The extent to which MRSD supports staff growth through ongoing, relevant, and collaborative professional development that promotes equitable practices



What did we do?

Equity Needs Assessment Data Collections

- Equity Audit Tool completed by school consensus teams
- Climate Surveys
 - **Number of Respondents:**
 - Students: 1,032
 - Staff: 154
 - Families: 252
- Review of district secondary data:
 - 2024-25 Views of Climate and Learning (VOCAL) Survey
 - 2024-25 Student Discipline Data Report



What did we do?

Domains and Respondent Groups for CEE's School Climate Surveys

Group	Academic Expectations	Academic Expectations and Pedagogy	Attitude and Culture	Communication and Family Engagement	Safety and Relationships	Safety, Relationships, and Discipline	Instructional Leadership and Decision-Making
Students	X		X		X		
Families and Caregivers	X		X	X		X	
Instructional Staff		X	X	X		X	
Non-instructional Staff			X	X		X	X (Principals only)



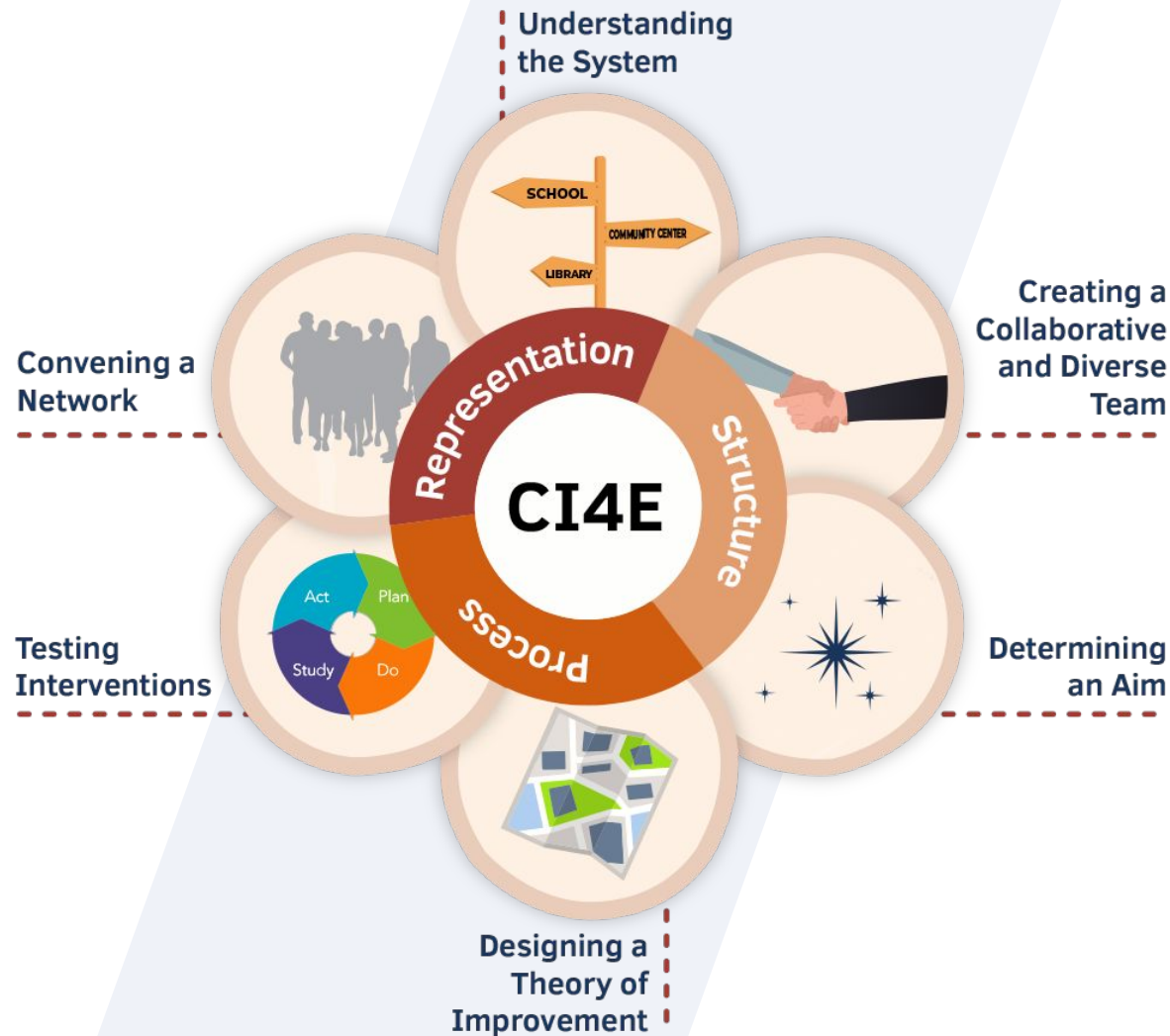
Needs Assessment Timeline

Fall 2025	Winter 2025	Spring 2026	Summer 2026
• Climate surveys administered • Equity audit tool completed by school-based consensus teams	• Data analysis • Storymap report creation • Data meetings with MRSD district leadership	• Administrator data meeting • School-level data meetings • School committee meeting • District level data shared with families & community	• School and district level action planning • Stage work for the next 2-3 school years • Prepare to roll out stage 1 in fall 26-27



How do we conduct our work?

Continuous Improvement for Equity



What did we learn?
District-level Takeaways

District-Level

Bright Spots

- Students, families, and staff generally report **strong academic expectations** and supportive learning environments
- **Staff, families, and students** generally describe schools as **respectful, inclusive, and welcoming**
- Schools self-identified as consistently **training educators** to use **varied instructional approaches** to meet different learning needs, and **addressing critical educational issues** in ways that **do not stereotype or stigmatize** particular groups

Opportunities for Growth

- Stronger **supports for** engaging **all learners**
- Deepen **inclusive** and culturally responsive **academic systems**
- Strengthen **consistency of discipline** and restorative practices

District-Level

Next Steps

- **Supports for all learners:** District will prioritize Universal Design for Learning (UDL), starting with purposeful planning to provide access for all students
- **Family and community engagement:** Support consistent implementation of classroom and school-level family engagement practices

What did we learn?
School-Level Takeaways

Chatham Elementary School

Bright Spots

- A well-established **culture of care and respect**
- **Strong** adult-to-adult and student-to-adult **relationships**
- **High academic expectations**

Opportunities for Growth

- **Student-to-student relationships** and student comfort in sharing emotions with peers
- Opportunities for **staff and caregivers to inform school policies and procedures**

Chatham Elementary School

Next Steps

- **Strengthen SEL programming:** Expand weekly whole-class emotional literacy and increase peer-relationships in small groups
- **Mobilize stakeholder engagement:** Proactively recruit staff and community members for School Council and PTO leadership

Harwich Elementary School

Bright Spots

- **High** academic **expectations**
- Respectful **teacher-to-caregiver relationships**
- **Strong sense of belonging** and **teacher trust** among students

Opportunities for Growth

- Student **safety**, fighting, and **bullying intervention**
- Administrative responsiveness and **opportunities for staff and caregivers to inform school policies**
- **Care beyond the classroom** and student emotional comfort

Harwich Elementary School

Next Steps

- **Student safety:** Improve education on bullying definitions and protocols
- **Family and community engagement:** Identify ways to include all stakeholders in school policies and practices

Monomoy Regional Middle School

Bright Spots

- Strong **alignment across stakeholder groups**, suggesting shared perceptions of both strengths and areas for growth
- **High ratings in academic expectations** reflect a strong level of trust from caregivers and stakeholders
- Non-instructional and instructional staff rated very positively in attitude and culture domain reflecting an **inclusive and positive culture among staff**

Opportunities for Growth

- **Students rated lower in school attitude and culture** than other stakeholder groups
- **Opportunities for staff and caregivers to inform school policies and to strengthen partnerships**, communication, and connections between school and home

Monomoy Regional Middle School

Next Steps

- **School culture:** Dig deeper into student perceptions of attitude and culture through **advisory discussions and continuing to analyze the survey data** to better understand trends and identify areas for growth

Monomoy Regional High School

Bright Spots

- Staff and caregivers generally feel the **school environment is respectful, welcoming, and supportive**
- Administrators and caregivers feel that **teachers have high expectations for student learning** and trust their expertise
- **Caregivers feel comfortable speaking with teachers** about their children and value their feedback
- **Staff have a strong sense of pride in their schools** and feel that administration is supportive

Opportunities for Growth

- **Students say online bullying is an area of concern** for them and that they are **hesitant to share feelings** with their teachers
- **Caregivers** want **more frequent communication** from educators about their students' progress
- Staff and caregivers want **more opportunities to give input on school policies**
- Students want **access to more clubs and activities** that match their interests

Monomoy Regional High School

Next Steps

- **Family engagement:** Establish a frequent communication protocol between home and school
- **School culture:** Audit the many school clubs and activities offered for inclusivity

Contact Information

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Questions, comments?
Engage with us!



Thank you!

