

Monomoy Regional School District Equity Needs Assessment Bright Spots and Opportunities for Growth by Domain

Academic Expectations

➤ **Bright Spots**

- **Students, families, and staff generally report strong academic expectations and supportive learning environments**, with especially positive ratings from families and elementary/middle school students around teacher support, the value of learning, and high expectations for students.
- **The district has strong foundational systems for student support and access**, including social-emotional and behavioral supports, accommodations for students with disabilities and English Learners, and access to learning materials across schools.
- **Schools reported using student data to inform practice**, including the collection and disaggregation of academic, behavioral, and enrollment-related data and making modifications to specific programs based on those findings.

➤ **Opportunities for Growth**

- **Students across grade levels reported room for growth in classroom comfort and instructional responsiveness**, including asking for support, expressing themselves in class, and receiving instruction that aligns with how they learn best.
- **Instructional staff identified a need for stronger support for engaging all learners**, including reducing pressure tied to standardized testing and increasing support for integrating diverse perspectives into instruction.
- **The Equity Audit suggests a need to deepen inclusive and culturally responsive academic systems**, especially around anti-bias curriculum, accessibility of materials, and more formal structures for equity-focused academic planning and monitoring.

Safety, Relationships, and Discipline

➤ **Bright Spots**

- **Staff, families, and students generally described schools as respectful and welcoming environments**, with positive perceptions of adult-to-adult and adult-to-student relationships, mutual respect, and fair treatment overall.
- **Students across all grade levels report relatively low rates of bullying**. Elementary students reported especially strong trust in teachers and confidence that adults would respond to bullying.
- **The Equity Audit points to strong foundational climate systems**, including restorative and behavioral supports, a culture of professionalism among staff, and generally equitable expectations for student conduct.
- **Discipline Data point to low use of exclusionary practices**, with minimal suspensions and no expulsions or arrests, suggesting a generally supportive rather than punitive approach

➤ Opportunities for Growth

- **Perceptions of safety and peer culture become less positive at the secondary level**, with middle and high school students reporting more concerns related to cyberbullying, students' ability to follow rules, and comfort reporting bullying or harassment.
- **VOCAL findings reinforce a need for focused attention at the high school level**, where students reported the least positive perceptions of safety and bullying compared with younger students.
- **Student experiences related to peer interactions and fair treatment varied across grade levels and racial groups**, with elementary BIPOC students reporting some more positive peer-related perceptions than White peers alongside less positive perceptions of fair treatment based on identity, while middle and high school BIPOC students reported less positive peer-to-peer experiences than White peers on measures such as respect for differences, fair treatment, and sense of value.
- **Analysis of MRSD's discipline data reveals Black/African American students and Students with Disabilities are suspended at more than twice the district average**, presenting an opportunity to refine equitable supports and ensure consistent disciplinary outcomes.

Community and Family Engagement

➤ Bright Spots

- **Families generally report positive relationships with school staff**, especially around communication comfort, trust, and ease of sharing information with educators.
- **Middle and high school students reported positive perceptions of teacher-family interactions**, suggesting students generally perceive communication between school and home positively.
- **The Equity Audit suggests schools have meaningful structures in place to support students and families**, including targeted outreach, student support systems, and some family engagement planning.

➤ Opportunities for Growth

- **Community and Family Engagement emerged as a comparatively weaker area across several respondent groups**, particularly for staff and families, who indicated room for growth in communication, partnerships, and understanding families' lived contexts and experiences.
- **Families reported wanting more meaningful opportunities for partnership and engagement**, especially around providing input on school policy and receiving regular communication about student progress. It is important to note that the district has recently begun implementing a two-way communication tool to strengthen family engagement. While this effort is not reflected in the current data, it represents a promising step toward addressing identified gaps in communication and partnership.
- **The Equity Audit suggests opportunities to strengthen access and representation**, particularly around digital equity, technology navigation support for families, and ensuring that school planning and governance reflect the diversity of the community.

School Attitudes and Culture

➤ Bright Spots

- **Staff and families report a generally positive school culture**, including strong feelings of pride, welcoming environments, and positive perceptions of the overall work and learning climate.
- **The Equity Audit highlights several strengths related to inclusive school climate**, including respectful staff interactions, non-discriminatory conduct and dress expectations, and visual and policy-level efforts to reflect diverse identities and experiences.

➤ Opportunities for Growth

- **Students, especially in middle and high school, reported less positive perceptions of school culture than adults**, particularly around student-teacher relationships, classroom comfort, and ease of joining clubs and activities.
- **Middle and high school students also reported limited ease and interest in joining school clubs and activities**, suggesting an opportunity to strengthen participation in school-based opportunities outside the classroom.

Professional Learning

➤ Bright Spots

- **Training on Instructional Adaptability:** A majority of schools (n=3) self-identified as Established or Advanced in training educators to use varied instructional approaches that meet differing learning preferences, as well as in addressing critical educational issues in ways that do not stereotype or stigmatize particular groups.

➤ Opportunities for Growth

- **Across survey and audit findings, professional learning emerged as an area for improvement in both delivery and accessibility** (e.g., usefulness and access for all staff), and content focus (e.g., culturally responsive practices, restorative approaches, and trauma-informed strategies). Despite significant district investment in professional development, findings suggest an opportunity to strengthen the transfer of learning into day-to-day practice and classroom experiences.

View [StoryMap](#) site or scan the QR code to view the complete district data overview

