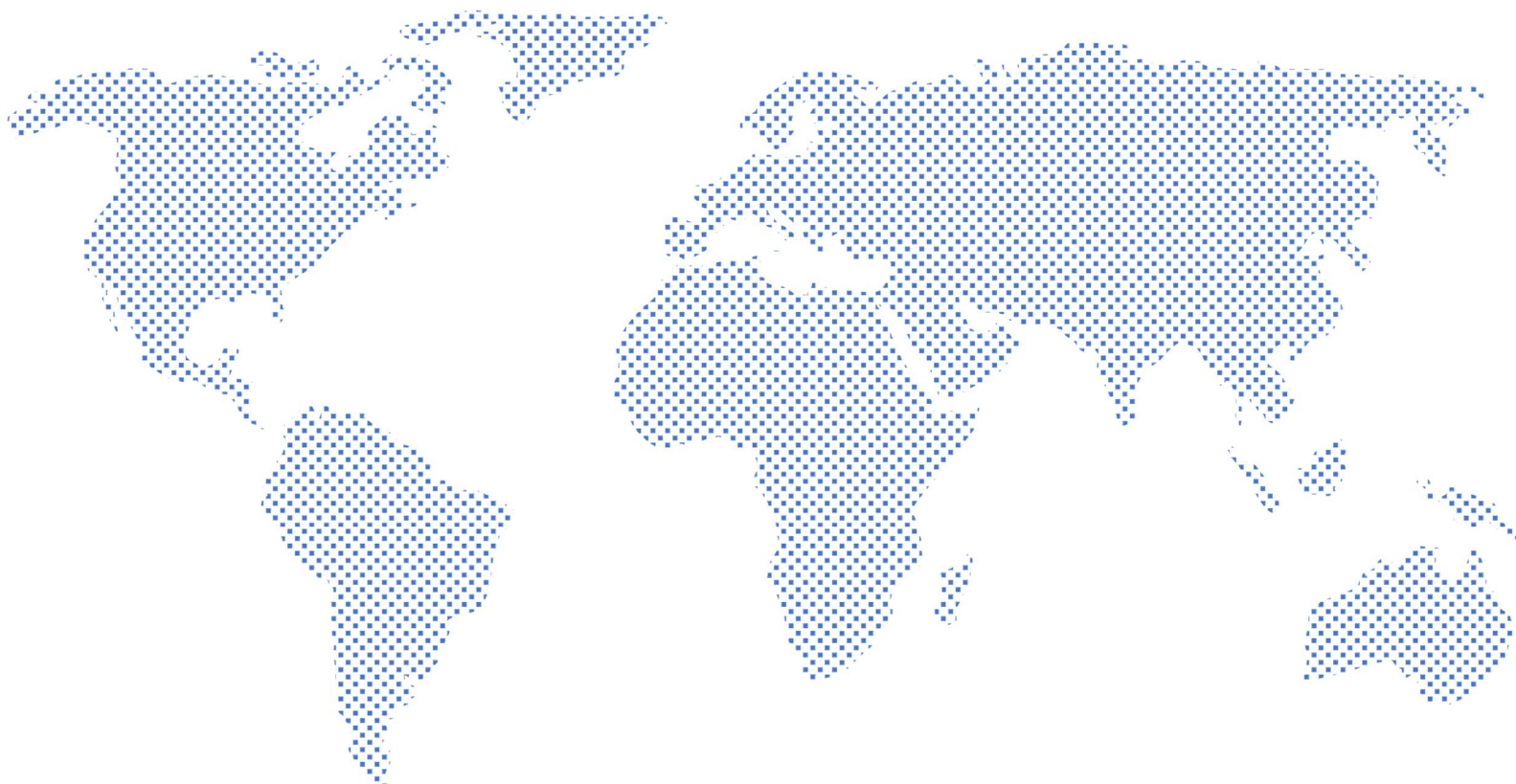


FARMINGTON PUBLIC SCHOOLS

EQUITY AUDIT REPORT

2020/2021 SCHOOL YEAR



WRITTEN & COMPILED BY: US², INC.

In Partnership with Farmington Public Schools Stakeholders

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Overview of Process & Report

Farmington Public Schools (FPS) began its' initial pursuit of an Equity Audit with US² at the start of the 2020/2021 school year. The COVID-19 pandemic pushed many school systems across the country, and the world, toward remote learning for part of the school year. During the school year, the school board approved a proclamation resolution to address diversity issues within the district. The pandemic, in addition to the stress and uncertainty it caused, also highlighted other inequities such as access to technology, the internet, economic hardship, and food insecurity. The district jumped into action to ensure that these challenges could be resolved in support of the students, staff, and community it serves. FPS surveyed all families to meet their needs for remote learning and provided any additional resources they had to support the stakeholders throughout this challenging time.

In November 2020, FPS experienced another challenge: the Superintendent's resignation, Dr. Robert Herrera, and two board members. These simultaneous events undoubtedly created more uncertainty in building upon the past and current work within diversity, equity, and inclusion. In December 2020, Dr. Bobbie Goodrum became the interim Superintendent. Previous to this assignment, she was the Assistant Superintendent of Diversity, Equity, and Inclusion and our main point of contact during the Equity Audit. The Equity Audit was originally scheduled to start in the Fall of 2020; with the pandemic keeping the schools remote, it was decided to push the Audit to the winter; after Dr. Herrera's resignation, we again pushed the Audit later into the school year. During February of 2021, we met with each school to provide logistics of schedules, clarify stakeholder participation, and answered general questions around the process.

In total, we spoke with 623 stakeholders (128 Students, 27 Building Administrators, 365 Staff Members, 80 Parents, 10 Community Members, 6 Board Members, and 7 District Administrators) and received surveys back from 4,707 stakeholders (1,185 K-5 Students, 1,836 6-12 Students, 1,327 Parents, 293 Staff Members, and 66 Community Members)

The school virtual visits were then scheduled for March, April, and May 2021. Due to some other hardships across the district, our visits occurred in March, April, May, and June. We met with the fifteen (15) K-12 schools in the district. During these visits, we met with groups of stakeholders virtually to ask clarifying questions from the surveys as well as additional questions. Information gathered is compiled into the following report (in alphabetical order). Our schedule with FPS was:

- Hillside Elementary School: March 4, 2021



- Farmington STEAM Academy: March 8, 2021
- Wood Creek Elementary School: March 9, 2021
- District Office: March 12, 2021
- Gill Elementary School: March 16, 2021
- Longacre Elementary School: March 18, 2021
- Beechview Elementary School: March 19, 2021
- Forest Elementary School: April 9, 2021
- Lanigan Elementary School: April 13, 2021
- Kenbrook Elementary School: April 16, 2021
- North Farmington High School: May 7, 2021
- East Middle School: May 10, 2021
- Farmington High School: May 14, 2021
- Farmington Central High School: May 18, 2021
- Power Middle School: May 20, 2021
- District Office: June 8, 2021
- Warner Middle School: June 9, 2021

Focus areas that were examined through surveys, focus group interviews, and analysis of documents included in this report are:

- Representation/Policies & Procedures
- Culture
- Family & Community Engagement
- Teacher Leadership
- Instruction/Pedagogy
- Curriculum

After reviewing all information gathered, we compiled a report of findings as well as a summary of recommendations for the district, as an entity. This summary of recommendations can be found after the summary report and before school specific summaries.

In addition to providing a district findings report (inclusive of all schools), we have also included a synopsis of each school included within the report and their raw data from surveys. Please note that each school has a section with three items included:

- Summary of Findings
- Raw Survey Data Compiled (percentages)
- Comments from Surveys (with names and nonsensical comments redacted)



Representation/Policies & Procedures

Representation is an essential component of JEDI (justice, equity, diversity, inclusion) work. Within representation, we evaluated programs, personnel, and curriculum – recognizing that what students are exposed to shapes their perspective and future core beliefs.

When reviewing programs, there was disproportionality found among the honors/AP courses as well as the Special Education courses. Students in the high schools shared that the higher courses typically have much fewer students of marginalized racial identities (specifically Black/African-American and Latinx. Many parents shared that they have voiced their concern about low participation and lack of access to higher classes for Black/African-American students, specifically. It is noted, however, that some of the schools are working with Equal Opportunity Schools specifically to provide access to advanced level courses for more students from racially marginalized groups. Within the Elementary buildings, it was reported that more students assigned male at birth were referred to Special Education. The district also reported working through the MTSS process to ensure Tier I supports are accessible to all students to clearly identify, assess, and refer students to special education in a fair and equitable process. In addition to Academic programming, it is critical to discuss discipline disproportionality. There has been an increase in discipline referrals with students assigned female at birth. At the same time, discipline referrals have historically been disproportionately referring those assigned male at birth. Some ways to address this would be to better understand the referrals and take a close look at the biases staff members might hold when working with groups of students. It would also be critical to expand upon the work the district has been doing within Restorative Practices to promote stronger relationships among all stakeholders. Lastly, within program representation, it is important to note the multitude of clubs offered across the district as a strength. Although every club is not offered in every school, nor do all schools have access to certain programming at the district level, there is a plethora of options across the district, depending upon your attending school. Clubs include a variety of topics/focus areas: academics (i.e., Beta Club, Chess Club), religious (i.e., Jew & Muslim Student Alliances), social justice (i.e., GSA, U Matter, Diversity Club), and ethnic identity (i.e., Pretty Brown Girls, Dream Kings). Stakeholders shared the desire to expand many of these clubs across the district and commented on the positive affects the clubs have on students and their sense of belonging.

When reviewing personnel, it was noted that the staff demographics do not match the student/community demographics. Currently, speaking only of racial identity, the instructional staff breakdown is 87% White, 8% Black/African-American, 1% Native/Indigenous, 1% Latinx, and <1% Asian. The administrative staff breakdown is 67% White, 27% Black/African-American, 2% Latinx, and 2% Native/Indigenous. The



district has a slightly higher number of support staff who identify within a racially marginalized group. Although this is beneficial to have higher numbers, it is critical to recognize the message that might be subconsciously being sent to the community of what roles people within society play and roles people have within our community. It is also critical to note that racial identity is not the only identities for the district to focus on; all identities are important and powerful for students to see within their education environment (specifically individuals with different abilities, family structures, religion, languages, gender, and sexuality). Students, staff, and parents commented on the need for an increase in diversity among the staff. Some students in interviews noted the importance of having staff that look like them as well as understand cultural components of different identity groups, so as not to feel alone. For example, one of the schools had a higher Asian population with no Asian staff while another school only had one non-white teacher and they were assigned to the Special Education classroom – meaning not everyone had the opportunity to interact with them. In schools with higher ELL (English Language Learner) populations (Beechview, East Middle, and Wood Creek), a more diverse staff was noted. When speaking to Administration about hiring practices to obtain a more diverse staff, we were told the “pool wasn’t very diverse” referring to the applicants applying for the positions not being very diverse. Although this is a problem many districts across the country are facing, there are many districts who are not struggling with this issue. When looking to develop a hiring plan, it is critical to evaluate recruitment procedures. Where are you going to find talent? When asking this question, some parents shared their concern about applicants from marginalized groups not getting interviewed because of where the recruiting is taking place (it was reported that many applicants came from the west side of the state). Consider recruiting from more diverse areas and going beyond the metro-Detroit area. It was noted that the staff has become more diverse over the last several years – we encourage this trend to continue. In addition to recruitment, the hiring process itself would benefit from having a diverse panel of interviewers as well as a strong rubric for what is assessed when hiring a new staff member. If representation is important to the district, consider including that aspect in the conversation. Skills can be taught – identity and a sense of belonging cannot. Last, but not least, within personnel, it is important to assess retention of employees. During our interviews, we were told about Black/African-American staff members who chose to leave the district because of not feeling included/valued within the organization. It would be beneficial to look at the recruitment, hiring, and retention policies when reviewing HR practices.

Lastly, within representation, we reviewed curriculum to assess whether different groups were included – specifically in the content of the curriculum. This will be discussed further and in much more detail within the curriculum section.



Representation Recommendations:

- Streamline and provide systematic support for increasing representation of all students, specifically Black/African-American, within honors/AP classes.
- Assess discipline practices and the impact of bias on discipline to reduce the disproportionality within discipline referrals.
- Expand upon the use of Restorative Practices to increase relationships and decrease referrals (specifically those stemming in bias).
- Develop a clear, transparent hiring plan for a variety of identity groups, with a specific focus on racial diversity and gender diversity.
- Establish a hiring committee that is representative of diverse members to aid in the hiring of all staff and provide input.
- Craft a retention plan for all staff to feel more welcomed and included within the district – leading to longer tenure (leading to diverse staff members staying).



Culture

When looking at Culture, we focused on both the classroom culture as well as the district culture. Goal 1 of the District Improvement Plan is to “cultivate a culture in which all stakeholders engage in continuous learning, collaboration, and personal growth where all are included, respected, and feel safe.” Several initiatives the district is currently undertaking have supported growth in the development of creating positive classroom cultures for all schools within the district. The implementation of Restorative Practices (RP) is a key feature in developing the systematic approach (at the secondary level) for reducing overall suspensions including students with disabilities (SWD) – Black/African-American male demographic. The use of Restorative Practices came upon the Michigan Department of Education’s guidance due to FPS being disproportionate with suspensions with the above-mentioned demographic. An RP Coordinator is housed in all secondary schools and is used to build relationships and community amongst the students, staff, and community. The district also utilizes Second Step SEL curriculum to promote core competencies for social-emotional learning. Additionally, the district’s use of counselors, school psychologists, and social workers throughout the district provide meaningful collaboration amongst the staff and students to address mental health issues. The district has also used SEL Check-ins with students during the pandemic to meet their social and emotional needs. Another initiative includes incorporating student-led programming (Leader-In-Me and 7 Habits) to promote character development in students.

Insight into how FPS utilizes the five (5) Critical Practices within Culture are as follows:

Honoring Student Experience is developed when teachers provide safe spaces where students are seen, valued, cared for, and respected. It is important that students have opportunities to learn from one another’s varied experiences and perspectives. (Critical Practices, p.8). Evidence of the district’s approach to honoring student experiences was seen through focus group feedback. Most schools have begun to integrate student voice as an instructional strategy to learn more about student experiences and perspectives with the learning content. The development of building positive relationships was frequently brought up as a priority of the district and schools, especially with the pandemic effects. Schools often listed the initiatives that supported the continual development of relationship building amongst staff-staff, staff-student, student-student, etc. Most students, when surveyed and interviewed, said the classroom environment was welcoming and they felt as if they belonged. Many classrooms have incorporated morning meetings and/or circles to discuss a variety of topics. When asked whether these meetings and resources are systematic across the school and district, many staff members said it is left up to the individual teacher how to incorporate it. School-based Equity Clubs are additionally used across the district to promote student voice and experience focusing on diversity, equity, and inclusion. Documentation and interviews revealed that pre-pandemic, these clubs were getting



started to bring awareness and discussions around JEDI topics. Some schools have more active participants based upon the staff who leads it. When we spoke to teachers regarding the Equity clubs, some staff did not know that the club existed, who was the leader, or what they did.

Thoughtful Classroom Setup and Structure without saying a word sends message about diversity, relationship building, communication, and the roles of teachers and students. (Critical Practices, p.9). Based upon the pandemic and remote learning, most classrooms were reflective of on-line, virtual setups. Teachers commented in interviews they created spaces for students to check-in with them using breakout rooms. Student collaboration was also highlighted to ensure active engagement with the content. Norms for the virtual component of learning was reviewed and modified throughout the year as teachers learned particular methodologies were not equitable for all students. For example, students who did not turn their cameras on during live instruction were not penalized. The spaces teachers developed online were specifically adjusted to ensure equitable learning outcomes for all students. Both teachers and students commented that if, and when, school goes back to face-to-face instruction, they wanted to incorporate more collaborative learning spaces for students to interact with one another. Normal classroom setups within the school building were said to reflect basic design when asked in focus groups. The classroom seating configuration often changed to a circle when restorative practices were active or during SEL check-ins. Students, nor staff, made little mention of any culturally relevant posters, student work, or artifacts that showed diversity. Some schools during interviews spoke of the multicultural signs and posters they used during holiday celebrations that focused on diversity, such as Black History Month or Women's History month. Classroom norms for schools were found to be dependent on the teacher. We found consistent norms around basic rules of the classroom that students follow. Most students during focus groups said that they understood the rules of the classroom and most teachers used them fair and equitably.

Shared Inquiry and Dialogue build upon our differences and how it shapes who we are and what we know. Life, history, society, and power cannot be understood from a single perspective; we need multiple viewpoints to truly see the world. (Critical Practices, p.10). Staff, and students, during interviews also commented on the desire to incorporate more diverse viewpoints within the curriculum that currently only shows one point of view, being very Eurocentric. Teachers additionally commented that outside of English Language Arts, most of the resources they gather for multiple perspectives is curated by themselves. Shared inquiry and dialogue were found to be inconsistent across schools and, often, opportunities to engage in these activities mostly relied on teacher discretion and lesson topic. Community/morning meetings established by each school were also seen to provide shared inquiry and dialogue amongst staff and students. Teachers articulated the use of building student efficacy in listening, respect and building trust with each other when they shared.

Social and Emotional Safety allows students to feel both physically and emotionally safe to learn. This includes safety from stereotype threat, harassment, and exclusion. (Critical Practices, p. 11). FPS has increased its Social/Emotional supports for staff and



students during the 2020-2021 pandemic school year. For students in K-8, schools utilize the Second Step SEL Curriculum to teach the five core competencies of social-emotional learning. Student interviews at all levels addressed their need for more social-emotional support due to remote learning and limited interaction with their peers. Further questioning during interviews focused on the delivery system of SEL supports and found that some staff believe there is a need to unify the supports, provide more proactive measures for student acceptance, and ongoing training. SEL staff additionally commented that most SEL and counseling supports are often for students in special education as this is the department they are funded through. The coordination of SEL supports fall on School Psychologists and Social Workers. In some schools, the RP Coordinator works with these staff members to coordinate different lessons and classroom guidance, as needed. Each school has the autonomy to provide activities that align to districts core belief of building relationships. Some schools utilize town halls, morning meetings, teacher/student mentor programs, or daily classroom check-ins. The main foundation around this programming aims to have students to learn how to respect differences, backgrounds, and stand up to injustices such as bullying. The district also utilizes surveys from multiple sources (LACO/SSRS) to gather data on student mental health issues and analyzes this data to further target supports for at-risk populations. The use of a bullying program through Second Step was also documented as well as the requirement from the State for all 3rd graders in the state of Michigan. Further, bullying is addressed on a case-by-case basis with the SEL staff and followed up upon as needed. Students and staff commented in interviews that there were pockets of bullying in and around their schools. Students additionally spoke on the process that is used to report bullying; although some students said that the bullying is done discreetly and often out of sight of the teacher. Teachers said that there was more cyber bullying rather than face-to-face bullying, possibly due to the pandemic. The perception of bullying at each school level is also unique. Most interviews said that more bullying is prevalent in the upper elementary/middle school level than in other places. Further discussion into bullying also revealed that, at the elementary level, the most common place for students to be picked on is in the lunchroom or on the playground. This is additionally increased due to the noon-day staff at each school that is not consistent on a daily basis. Creating safe spaces is also an initiative a few schools have implemented to promote understanding and respect for differences. During focus groups we learned that certain diversity and inclusion topics such as LGBTQIA+ acceptance, racism, and other forms of discrimination were a part of sharing of student experiences and, depending on the school and the level of comfortability and skill of staff, some found it difficult to navigate through those conversations. Many teachers commented in interviews their desire to dive into more difficult conversations around LGBTQIA+ identities, racism, and other social justice content; although they often felt a lack of support and/or guidance necessary to take on the task. Some schools have created 'Safe Spaces' for students within the LGBTQIA+ community. These spaces are identified through symbols that some of the schools have designated for staff members to put outside their door for students to come. Students that identify as a member of the LGBTQIA+ community, spoke openly about their experiences during our interviews, which have been both positive and negative. The desire to increase awareness and understanding of their identity and support for



dealing with negative experiences was a priority for change. The use of pronouns for transgender and gender-fluid students was another concern for schools in developing safe, respectful environments. Some schools were forward thinking in providing guidance to staff on using student's pronouns of choice. Furthermore, students within the Black/African-American community have voiced their concern regarding specific events that have taken place in the Farmington Community regarding current events of police brutality and protests. In interviews with stakeholders, it was noted that these student concerns were not fully addressed, and students felt that they could not voice their concerns in the classroom, for fear of being singled out.

Values-Based Behavior Management includes ensuring support for safe, inclusive communities by enforcing high standards for respectful interaction; incorporating student-generated discipline policies; teaching conflict resolution; and actively addressing all instances of bias, bullying, exclusion, or disrespect. (Critical Practices, p. 12). FPS uses a district-wide student code of conduct in order to administer policy and procedures for discipline. All schools adhere to the handbook. The district undertook a revamp of their discipline policy and procedures by utilizing Restorative Practices due to the disproportionality designation among Black/African-American males in special education being written up more than their white counterparts. Focus group feedback provided more insight into the disparities around the high discipline referral rate among Black/African-American males within the school district. When it came to discipline, some stakeholders at the secondary level perceived students of color still get written up more than white students. For example, some stakeholders commented that Central Farmington (the alternative school) has a negative association with placing Black/African-American males there because they are 'bad kids.' Others interviewed also referenced Central as a place that students had the choice to go to and wanted to be there due to its smaller size and atmosphere. During interviews, staff also commented on the development of a Positive Culture handbook that would reflect proactive measures and steps for school-wide discipline. The RP Coordinator was discussed in many focus groups as being an integral part of reducing suspensions and systematic processes for repairing relationships and providing equitable disciplinary measures for all students, with a specific focus on students identifying as BIPOC. During interviews, it was noted that before any out of school suspension is administered, the administrator must meet with the RP Coordinator to survey all possible solutions. Restorative Practices and the use of Circles were found to be a common denominator across all secondary schools and some in elementary. The RP Coordinator is additionally used as a resource for navigating through difficult conversations and helps to actively address instances of bias and bullying issues that arise. School-wide expectations were also analyzed during documentation review. Focus group feedback also revealed a lack of a district-wide protocol for what expectations/guidelines are used to develop, monitor, and teach expectations. Most schools identified PBIS as their guidelines for developing school-wide expectations, although only a handful of school's staff and students could verbalize what those expectations were. Most students in interviews said teachers handle most discipline in the classroom and followed the protocol of administration involvement if the infraction went to a higher level.



The overall findings within the district reflected a strength in Culture. The focus on building relationships, SEL supports, and the framework of Restorative Practices have all helped to reduce discipline referrals within the schools, especially amongst Black/African-American males. Additionally, the district is working to develop training and support for navigating through difficult conversations with staff and students. The Equity and Culture clubs, led by students, will support the increase of student voice and the use of an equitable, organized platform for the conversations that are important to them. It is important for the district to analyze the surveys that are currently being administered and synthesize the points students have, in an open, transparent forum. Additionally, more awareness and engagement around the diverse backgrounds/identities the district currently serves may support the improvement efforts the district seeks in a more positive and inclusive environment for all. Students with different religions, races, genders, sexualities, ability levels, etc. have voiced their concerns in recent months/years to the district leadership in cultivating a more inclusive environment. The groundwork for increasing the positive culture within the district hinges on the leadership building trust and transparency among students, staff and community members within the district they serve.

Culture Recommendations:

- Develop a systematic process for integrating student voice and discussions within the instructional framework for both academic and behavioral supports.
- Ensure all clubs and organizations have a systematic protocol for communication, marketing, and transmission of all content related to JEDI (justice, equity, diversity, inclusion) work.
- Consider expanding the use of ‘circles’ throughout the district that reflect the principles of the setup and its’ use to promote active engagement and collaboration for all stakeholders.
- Formalize SEL supports at the district level, providing systematic resources for staff with proper training, including Trauma-Informed Care.
- Streamline data analysis of SEL assessment/outcomes for all schools.
- Develop clear guidelines and supports for navigating difficult conversations around student experiences and current events.
- Develop systematic safe space guidelines for students that identify within the LGBTQIA+ community.
- Review policy and procedures within the student code of conduct for exclusionary policies that may reflect inequitable discipline for students of color.
- Communicate clear guidelines and conditions for students that are sent to Central High, enabling stakeholders to understand the purpose and supports provided by the school.
- Formalize a district wide framework for developing, monitoring, and teaching school-wide expectations at all schools.



Family & Community Engagement

Farmington Public Schools serves over 80 languages and has a diverse population from a multitude of backgrounds. Family & Community Engagement is an area of improvement for the district to continue to build an inclusive environment in which all stakeholders feel welcome and can get involved at every level of the system. Many community partners are active within the district, albeit in pockets and individuals schools, in some cases.

Insight into how FPS utilizes the five (5) Critical Practices within Family & Community Engagement are as follows:

Culturally Sensitive Communication is strong communication between school staff and families. It also demonstrates respect for families with a diverse range of backgrounds and structures. (Critical Practices, p.14). With over 80+ languages spoken within the district, documentation review and focus group feedback revealed a lack of communication artifacts that are provided to parents in various language formats. The district's website does allow for the language translation; although documents that are downloadable are in English only. Parents stated in interviews that communication methods and forms throughout the schools and district are abundant. The communication at various times can be overwhelming, given the sheer number of emails, for example, they receive. Furthermore, parents felt as though their children's schools communicate effectively with notifications, events, and updates. When asked specifically about communication around diversity, equity, and inclusion, limited evidence was provided around plans or current initiatives the district is engaged in. When parents were informed of DEI activities, it was due to them being a part of the meeting or committee. Additionally, in interviews, parents acknowledged the various languages spoken throughout the community and the barriers that exist among the staff and family communication.

Inclusion of Family and Community Wisdom enhances student learning. Students possess tremendous experiential wisdom on issues related to identity, culture, history, and justice. Parents, grandparents, aunts, uncles, friends, cousins, neighbors, and community leaders frequently have stories to share about their lives and perspectives. (Critical Practices, p.15). The district created the Farmington African-American Parent Network (FAAPN), to support Black/African-American parents transitioning to the school system and another way for them to provide input into the district's initiatives. When asked, no other Parent support groups are developed, as of yet. The district additionally surveys parents throughout the system to gauge their needs on an annual basis. Many schools throughout the focus group interviews mentioned wanting to improve the communication with marginalized and less involved parents.

Increased Connections Among Families helps build strong connections and gives families the opportunity to support one another in nurturing their children's identity and values. (Critical Practices, p.16). Connecting with all families, especially ones that



are less involved, is an area of improvement for the district and schools. There are many ways in which the schools connect with parents, including school-based events (PTA meetings, parent-teacher conferences, academic nights), social media, emails, and local media. Parents at the elementary level spoke on the impact the PTA had on connecting with parents and further explained that some schools did a wonderful job of incorporating JEDI activities within the school community. After leaving elementary school, many families felt that the connection with the home and school engagement was very low. There was a common thread of involvement at the secondary level if a student was connected already through a club or athletic sport. One parent commented how the perception of the transition to middle school was a time to “let go.” Both middle and high school staff and leadership recognized the importance of family/community engagement and found the current efforts in need of improvement.

Use of Local Resources allows schools to better utilize resources surrounding them and build a strong network of support (Critical Practices, p.16). Some schools additionally spoke of incorporating more community-based engagements with diverse groups from Farmington. These groups could serve as speakers and presenters to enrich the knowledge and experience base of student learning. Families commented that when schools do have multicultural nights, for example, they are invited and used as resources, although this could be expanded upon more. Prior to the pandemic, some schools were involved in multicultural nights that highlighted the diverse culture and backgrounds of the local community. Stakeholders interviewed additionally spoke of wanting to engage in more of these diverse activities to bring awareness and opportunities that have not been available. Two local resources were highlighted during focus groups specific to supporting BIPOC students: Pretty Brown Girls and Dream Kings. Currently, Hillside Elementary, East Middle, and North Farmington are using Pretty Brown Girls and are trying to implement the Dream Kings as well. Both programs are currently not district led, and schools have requested a district-wide approach to utilizing them.

Engagement with Community Issues and Problems highlights taking action against exclusion, prejudice, and discrimination. (Critical Practices, p.17). The local Farmington community has experienced some recent community issues that were based upon current events happening around the country, specifically the Black Lives Matter (BLM) movement. Parents commented that students from the high schools headed up a BLM movement to address concerns of racism and discrimination. When they wanted to meet with the district to voice their concerns, it was reported the district “just sat on the demands”. Other issues that have risen include the continued treatment of Black/African-American males and how they are disciplined, Central High’s perception of negativity, and LGBTQIA+ acceptance. Stakeholders throughout interviews had varying opinions regarding the district’s handling of such topics and the majority consensus reflected the district’s lack of transparency and communication in handling these situations. Whether race, personnel, or other perceived discrimination issues, some community members believe there is a lack of accountability and a denial of issues that are happening. The LGBTQIA+ topic came up several times within focus groups and parents were divided on the approach the district should take on addressing these concerns. Some parents said they felt they should be the ones to



teach their children “these type of topics”, while others spoke to the increase in students that identify within the LGBTQIA+ community and the need for empathy and understanding. There were students that spoke in focus groups about identifying in the LGBTQIA+ community and/or knowing peers as well. Some schools have taken a proactive approach to addressing these community concerns, such as reaching out to parents and addressing these issues. Within the instruction and curriculum sections, we will dive deeper into this concept.

The overall findings within the district reflected an area for improvement in Family & Community Engagement. While the district surveys its stakeholders annually, little evidence was seen how it connects with all families, especially those in marginalized communities. The demographics and economics of Farmington have changed within the last ten years. More families are now identifying as lower income and minority representation (specifically racially) has increased. Schools have led efforts to reach out to families they serve, although most acknowledged they want to increase parental involvement and engagement at all levels. Working with local leaders from various civic, ethnic, and cultural backgrounds can support the district’s efforts to identify and prioritize needs from the diverse community Farmington has. When active engagement and clear open communication is established within the school system, family and community engagement will thrive.

Family & Community Engagement Recommendations:

- Formalize a district-wide communication protocol that addresses the diverse languages that Farmington serves to reach all families.
- Promote the diverse culture in which the Farmington community serves on the district’s website to become more inclusive and welcoming for all families.
- Develop additional parent network groups to communicate and reach additional diverse families within the district.
- Analyze and use survey data that will help target the vast diverse strengths in each demographic community to enhance the inclusive environment, activities, and initiatives within the district.
- Monitor and analyze the current communication plan to ensure all families within the district are receiving notifications, especially those that are marginalized or found to not engage as much with the school/district.
- Develop a transition plan for incoming 6th and 9th graders to ensure families are provided the support and tools needed for student success at the next level.
- Review/modify the district’s plan and protocol for handling sensitive issues that arise within the community to ensure transparency and timely follow-through of addressing concerns.
- Create a parent advisory committee that is representative of all stakeholder groups to ensure a variety of voices are heard concerning community issues and needs.



Teacher Leadership

Teacher Leadership and Professional Development has been driven by the District Improvement Plan since 2017. The first activity within Strategy 1 is to enhance instructional practices to ensure that teachers are responsive to the identities and cultures of all students they are serving, not just a select group. The groundwork for ensuring cultural relevant teaching and experiences for all students has been activated through school-wide programs, professional development, and resources provided to schools by the district.

Insight into how FPS utilizes the five (5) Critical Practices within Teacher Leadership are as follows:

Self-Awareness and Cultural Competency is the ability to work effectively-and sensitively-across cultural contexts. It involves learning, communicating, and connecting respectfully with others regardless of differences. (Critical Practices, p.19). Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by the district to put a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. Focus group feedback found some schools are doing more reflective work beyond what the district has made available such as participating in bias walks, additional book studies, and contracting with DEI personnel. For example, one school shared their involvement with a consultant focusing on honest conversations and tokenism. Staff commented in interviews that while the district has offered professional development around DEI, it has left little time for follow-up reflection. In another example, some schools showed two videos, 13th and Birth of a Nation, and with little to no follow up discussion or reflection, many staff members felt there was blame casted and finger pointing at them associated with the content. When speaking to teachers about their process for self-reflection, some acknowledged that their experiences as white female teachers was a barrier to teaching BIPOC students. Going through some of the PD work from the district has opened their eyes to understanding how to respect and empathize with students' different backgrounds to connect and engage with them for learning. Other teachers additionally felt that diversity, equity, and inclusion was not an issue and wanted to keep the focus on supporting all students, not dividing them into categories or groups. This mindset, of ignoring, can be very detrimental and elude to a lack of understanding around how different identities are treated within our society. It is encouraged for the district to provide explicit self-reflection activities and facilitated discussions for all staff to recognize their own personal biases as well as the impact of identities within our society.

Speaking Up and Responding to Prejudice, Bias, and Stereotypes are taught by educators as much by example as by following a curriculum. Role-modeling proactive responses to bias, discrimination, exclusion, and bullying is one of the most important



ways teachers can exercise leadership. (Critical Practices, p.20). Speaking up and responding to prejudice, bias, and stereotypes from staff has been an ongoing improvement with training specifically using the Second Step SEL/Bullying Prevention programs. In the K-8 setting, teachers learn a basic level of statements and are given scenarios in which to practice with. During focus groups, most training for speaking up and responding to prejudice, bias, and stereotypes were provided to School Psychologists, Social Workers, and RP Coordinators. Teachers are provided with additional support in handling these types of issues with guidance from the SEL staff. Most students during interviews said teachers stand up for them or others when they are being bullied or when discriminatory statements are being made. Due to most students picking/bullying on others discreetly or outside the classroom, it was hard to say if teachers were able to intervene in more serious matters. As noted within the Culture section, bullying/picking on others often occurs during lunch and on the playground (elementary level). Other staff (noon-staff) supervise these areas and are often not trained to speak up nor intervene in these matters. Most students agreed teachers did get administration involved with issues that were outside of the scope of the teaching being able to correct. In working with a wide variety of backgrounds and identities (race, sexuality, gender, ability, etc.) of students, most felt their teachers were accepting and welcoming. There has been an increase of students asking to use pronouns that vary from their gender assigned at birth; many teachers have been supportive of assimilating the new pronouns of choice for students. One example refuting this was also provided; administration got involved and provided support for that student and staff member. At the same time, although many students felt supported in this topic, many staff members shared their discomfort and overall lack of knowledge around this topic (specific to gender and the gender binary). Speaking to administration at the school level, being able to get trained more in-depth for addressing issues of injustice such as racism and discrimination are being applied within the PD offerings in the future. For example, Upstander training is being developed at the high school level. Overall, this is an area for improvement.

Building Alliances is about working together, giving and receiving support, and creating a sounding board for anti-bias curriculum planning. (Critical Practices, p.20). The district has coordinated with two groups, the Minority Student Achievement Network (MSAN) and Multicultural Multiracial Council of Farmington/Farmington Hills (MCMR) to support JEDI initiatives. Along with the MSAN, the district has worked to provide teachers with training in Culturally Responsive Pedagogy (CRP) and Student Six Engagement strategies. As a district-led initiative, the Student Six Engagement strategies have been used in conjunction with the Culture of Thinking strategies. As noted within the Instruction section, these strategies are left up to the building level in implementation. While allowing for autonomy supports the unique needs for a school, not allowing for a systematic process for instructional strategy implementation can hinder efforts for monitoring and assessing overall effectiveness.

Leading Beyond the Classroom is about educators conducting this work beyond the classroom and embodying the principles of being a socially aware person (Critical Practices, p.21). Professional Learning Communities (PLCs) have been established by each school to work and provide support for teachers/staff with the JEDI initiatives.



Staff within schools commented on the various book clubs they were a part of during the last two summers focusing on anti-racism, led by the district. Some schools also held additional book clubs to further the work; for example, a book club on *Successful Strategies for Boys* (African-American) was hosted at one of the schools. Most schools find their PLCs to be useful, although barriers as stated within the instructional framework such as limited planning time, varying preps, and a lack of same content planning hinder the effectiveness of systematic implementation and follow-through. Teachers, during interviews, commented on their participation in MSAN, including students that were engaging in equity work. Little evidence was found how these programs were communicated to all stakeholders and integrated into the JEDI work being done by the district.

Ongoing Reflection and Learning (Professional Development) in the social justice educational arena means embracing the opportunity for ongoing reflection and growth. Teachers can employ both formal and informal as well as both individual and collective strategies to stay current on social justice issues. (Critical Practices, p.22). Over the past few years, professional development for DEI initiatives have been used to build capacity amongst staff and students. The district and schools have consulted with many organizations and consultants such as Dr. Jay Marks, Dr. Muhammad, and previous staff members (Dr. Aaron Johnson and Dr. Naomi Khalil). Due to the pandemic, most staff commented on the various PD offerings that their district have participated in previously and that most of these were put on hold. Reviewing artifacts and interviews revealed many current initiatives started before the pandemic. Teachers overwhelmingly felt frustrated with the PD offered by the district due to having too broad a focus, little follow-through, and lack of time devoted to building a deeper understanding before moving on. Leadership changes have also affected the professional development and follow-through for training within the district. Interviews revealed several changes in leadership within the DEI position that have caused starts and stops for current and past initiatives. A teacher commented on wanting to ensure that everyone has common, universal definitions of Diversity, Equity, and Inclusion work as a start to building PD in the future. Interviews revealed that many focus groups had varying understanding of what DEI means and how it is implemented. Additional analysis of surveys and interviews found depth of understanding and action with the district's DEI initiatives varied from school to school. Factors that drove these results focused on the school's leadership, teacher competency around DEI, and support from the district. Other PD that was reviewed in supporting DEI initiatives across the district included Trauma Informed Care (TIC). SEL Staff commented on the comprehensive training they received in TIC. They also commented on the lack of training teachers receive and their ability to identify the signs of trauma, especially in marginalized students.

The overall findings within the district reflected Teacher Leadership as an area for growth while also seeing significant effort being made throughout the past several years. The district has built the beginning foundation of professional development in diversity, equity, and inclusion with the leadership and staff of FPS. The consensus among all schools for next steps is to move away from the planning phase to action and being consistent with expectations while allowing time to truly focus on a topic more



in-depth. Ensuring the district provides a streamlined, targeted PD plan that supports the district, schools, and staff needs will benefit the students. While true change takes 3-5 years, the work has been started within FPS. Providing solid expectations and foundational information with clear directives will help all staff members lead effectively and grow as Culturally Responsive Educators.

Teacher Leadership Recommendations:

- Use survey data and other sources to address specific PD that builds upon established initiatives around JEDI work that are systematic and targeted, based upon the needs of each school/staff.
- Provide time for discussion/reflection that will assess results of PD and readiness for the next level of steps in the DEI activities at the school/district level.
- Create and invite deep self-reflection for all staff to recognize their own biases and uncover how they impact our relationships with other stakeholders.
- Develop protocol for supervision/monitoring within lunchroom/playground areas to decrease chances of bullying amongst students.
- Provide training for noon-staff and in-depth training for teachers in speaking up and responding to prejudice, bias, and stereotyping.
- Streamline and prioritize all PD across the district that reflects the current scope and sequence of JEDI initiatives across the schools and community.
- Formalize a comprehensive District-wide Professional Development Plan that includes monitoring, assessing, and follow-up of all activities within JEDI and the District Improvement Plan.
- Include parents and community members within systematic professional development program that aligns with the specific community needs.



Instruction/Pedagogy

Farmington Public Schools currently uses a variety of instructional strategies for content delivery and student engagement through a culturally responsive lens. In 2017, FPS began developing goals around ensuring instructional materials were examined as well as using Culturally Responsive Teaching practices to increase engagement for all students. MTSS integration within the instructional, operational, and organizational structures of FPS saw fit to align all systems to ensure students were provided with supports that met their individual needs. Additionally, the use of Student Six and Cultures of Thinking engagement strategies are used throughout most schools. The district has focused on building student engagement using the Marzano framework; student-centered, authentic task development.

Insight into how FPS utilizes the five (5) Critical Practices within Instruction are as follows:

Critical Engagement with Material requires questioning, forming and challenging opinions, and feeling outrage or inspiration. It is about helping individuals find their voices and learn to trust their instincts. Finally, it is about teaching the value of what students know and encouraging them to use their knowledge in the service of their academic, personal, social, and political lives. (Critical Practices, p.3). The use of Cultures of Thinking, Student Six, IB framework, and Project-Based Learning are used by schools within the district to promote inquiry and questioning for student learning. During interviews, there were some examples of how these instructional strategies are being used in conjunction with the district's strategic plan, although the use was not systematic nor consistent across all schools. Schools additionally spoke on the purpose and language of seeking to engage all students from the diverse backgrounds and using the strategies to do so. The further breakdown of systematic processes for the use of these strategies was divided based upon grade level and/or "theme" of the school. For example, Wood Creek Elementary, East Middle, and Farmington High use the IB framework to engage students with inquiry. Beechview Elementary, Gill Elementary, and Central High focused on using Cultures of Thinking. Kenbrook Elementary, Power Middle, and North Farmington High focused on using the Student Six Engagement strategies. Additionally, in interviews, when asked if there was a systematic process for which engagement strategies to use, it was reported that the decision to use Student Six or Cultures of Thinking is left up to the school. Project-based learning was also a strategy that was discussed at most schools in the relevance of transforming the current teaching model to this format. During middle school interviews, it was noted that the middle schools used to focus heavily on Project-Based learning, but this has decreased in recent years. There was also a push to have East Middle establish an IB Middle Years Program, but a lack of funding stopped its fruition.

Differentiated Instruction supports student success while maintaining the cognitive demand of the curriculum. Additionally, it can normalize differences and highlight



diversity as a positive aspect of the learning process. (Critical Practices, p.4). Differentiation within the district has been a focus for increasing personalized learning for all students. The MTSS approach, using data to support tiered interventions, has been developing over the past few years. When speaking to schools regarding their MTSS approach, there was mention of high disproportionality of BIPOC students that are currently being served with an IEP. Schools are utilizing data to better address student's learning and provide tiered activities based upon the analysis of that data. Further analysis of documents and focus group feedback provided inconsistent practices of differentiation across the district. School staff, along with students, commented how the differentiation practices and resources depended upon the subject and teacher utilizing them. There is currently no central location for resources that each school can pull from to support student's unique learning needs. Another concern of some staff in schools include ensuring students within the ELL population are continually being served with the appropriate supports and resources needed for their success.

Cooperative and Collaborative Learning is utilized through working in small groups, which can help students achieve collaborative goals, deepens their understanding, and foster intergroup relationships. This practice crosses lines of social identity and academic achievement, supports equitable access to content knowledge, and broadens participation. (Critical Practices, p.5). Due to the pandemic, schools utilizing small group instruction was disrupted based upon health and safety guidelines. Staff interviews referenced the practice of having students work in small groups to be used as a part of the instructional framework but has been limited due to remote learning. Currently, within the virtual environment, teachers provided breakout rooms for students to discuss subject area content and provide feedback. Schools that utilize project-based learning also referenced the collaborative learning opportunities students receive to deepen their understanding of content. Student surveys additionally revealed that most of them participate in small groups sometimes. Student interviews also shared that the use of small group instruction and inquiry were mostly active in the higher-level classes where more interactive opportunities often took place.

Real-World Connections helps students connect what they learn to their lives and to the world around them. (Critical Practices, p.6). FPS has tried to incorporate more real-world connections within content by encouraging teachers to infuse more student experiences into daily instruction. Most schools commented that some real-world learning is being utilized by staff to promote this connection. A majority of the subject content focus groups relayed this finding. Through the diversity, equity, and inclusion lens, some subjects reported easier integration of real-world connections due it already being embedded into their standards. Student interviews revealed an inconsistent process for real-world connections based upon the teacher, subject, and/or grade. The district has said this is an area of focus as Farmington STEAM Academy and IB schools focus heavily on real-world connections/project-based learning. The desire to elevate student agency and empower student real-world connection is a priority for the district.



Values-Based Assessment, Evaluation and Grading shape both academic opportunities and student identities. Practices that support collaboration, authentic engagement, and equal opportunity value diverse student learning styles and challenge the widespread tracking of students from different backgrounds. (Critical Practices, p.7). The district began professional development on standard-based grading and common formative assessments during the 2017 school year. Secondary teachers and administrators started this work, as the elementary schools were already utilizing these practices. Interviews from schools provided some evidence that the training is on-going and work is still being done at the secondary level to provide consistency amongst grading practices across like-content areas, teachers, and schools. A review of documentation and further interviews revealed that there is a discrepancy in grading practices from school to school. Most schools are working toward common formative assessments that would align with data analysis for reporting student outcomes of standards. Currently, the data analysis shows achievement gaps that are more reflective of lower achievement levels for BIPOC students (primarily Black/African-American). The use of Professional Learning Communities are becoming effective at closing the achievement gaps through targeting data analysis for the lower performing students. One school, Kenbrook Elementary, is using the PLC model to close the achievement gap and eliminate the predictability of demographics within race and gender. Teachers from the high schools recently went to Chicago Public Schools to learn more about common formative assessments and grading to gain insight into the usage of this practice. A few barriers that have hindered progress of systematic support for evaluation and grading were discussed during interviews, which include teachers not having common planning, multiple preps, and not enough professional learning time devoted to these goals. We found that most schools acknowledge the achievement gap is directly affecting BIPOC students and are implementing strategies to explicitly address the gap.

Overall, the district is making positive strides to ensure the instructional delivery of content is focused on active student engagement and bringing student background experience in the learning process. Using data to drive instructional decisions, especially those that target specific sub-groups that are underperforming will support improved outcomes for content delivery and assessing student learning outcomes. There are pockets of excellence across some schools that are using all five critical practices within instruction to meet student needs from all backgrounds. As the district provides a systematic process to align their instructional framework to guide and support all schools, student learning outcomes will improve for all demographics.

Instruction/Pedagogy Recommendations

- Develop a systematic process to utilize these instructional strategies, along with monitoring and evaluating their effectiveness.
- Develop a systematic data-based approach to analyze formative and summative assessment to inform the planning of differentiation for all students.



- Formalize the process for small group instruction across all schools, utilizing the necessary components of peer-to-peer interaction that align with age-appropriate grouping. Consider focusing specifically on struggling learners to ensure they access the use of small group instruction on a consistent basis.
- Broaden the scope of real-world connection/training to include all schools within the professional development of staff. During curriculum standard review/updates, include universal opportunities to integrate real-world learning opportunities that include local, regional, national, and worldwide connections.
- Align best practices of common formative assessments with all schools, ensuring proper monitoring and evaluation of the process being utilized by the district.



Curriculum

Teaching and Learning is the core foundation for education. A district's curriculum is the glue that supports the driving force for educators to teach a set of standards for students to learn. A curriculum that focuses on justice, equity, diversity, and inclusion builds perspective and experiences that can shape the past, present, and future of learning. The Equity Audit focused on how the district selects, uses, and monitors their curriculum, using the Social Justice Standards as a reference point.

The Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains: Identity, Diversity, Justice, and Action (IDJA). The standards provide a common language and organizational structure. Teaching about IDJA allows educators to engage a range of multicultural social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action.

During the focus group interviews, we were able to speak to the curriculum department and review documentation of district's protocol with selection and review of all curriculum items. Historically, the district had a frameworks committee for adopting content and projects. Quarterly meetings were established for the committee to look at curriculum, programming efforts, and the review process. We found that the selection of committee members, timeline review, and process was informal and inconsistent. For example, curriculum review/adoption has historically taken place only when new standards were being implemented. Additionally, the review committee did not include a diverse group of people that would be able to provide a JEDI lens to the process. In 2019, a Curriculum Management Plan (CMP) was created to align efforts for reviewing all aspects of the curriculum process including MTSS, assessments, and instruction. The curriculum team at the district office is additionally working to align JEDI efforts into all curriculum decisions. For example, the district has been working over the past few years to expand the diverse book selections for K-8 in English Language Arts. In a recent Math curriculum purchase, the district focused on ensuring the names represented in the resources were diverse. We additionally found the support to build capacity with the curriculum and other departments was inconsistent. For example, there have been 3-4 day PD institutes surrounding diversity, equity, and inclusion work but the curriculum team reported that they were not invited.

Insight into how FPS utilizes the four (4) domains within the Social Justice Standards are as follows:



Identity: Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity. The five standards within Identity are:

- 1) Students will develop positive social identities based on their membership in multiple groups in society.
- 2) Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- 3) Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- 4) Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.
- 5) Students will recognize traits of the dominant culture, their home culture, and other cultures and understand how they negotiate their own identity in multiple spaces.

The curriculum for most students within ELA has a unit devoted to “All About Me,” which explores their identities from their cultures, backgrounds, and experiences. Teachers additionally spoke in interviews on the lack of identity groups represented in the current curriculum. Because of this, they often will use student surveys at the beginning of the year to learn about student backgrounds and use that information to incorporate it within the curriculum to allow students to “see themselves” as they learn. This practice was found to be only used in some classrooms and did not show evidence of a consistent framework to follow. Additionally, students that were exposed to the IB curriculum had more opportunities to explore who they are throughout the year based on the Learner Profile and the focus on becoming a global citizen. Resources to supplement the curriculum for identity are often curated by teachers with minimal district direction. Teachers try to include books from a variety of cultures and often look for characters that reflect some of the student identities. Some schools have purchased additional books to supplement their curriculum to address the gaps. The common identity groups we found teachers cover within the curriculum are focused on race, ethnicity, and religion. When asked about other identity groups such as sexuality, gender, and ability, there were very few examples of awareness and inclusion into the curriculum. Within student interviews, there was a specific reference to a lack of representation from Arabic, Asian, and Black/African-American populations. This is especially critical because of the high percentage of these identities within the district. Students also commented on their ability to express themselves during certain activities such as international night and cultural celebrations. While these events are a start, they often are surface level activities due to the time



constraints of being held annually. During staff interviews, there was an overwhelming lack of awareness and a desire to learn more about the LGBTQIA+ communities.

Diversity: Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized. The five standards within Diversity are:

- 6) Students will express comfort with people who are both similar to, and different from, them and engage respectfully with all people.
- 7) Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to, and different from, each other and others in their identity groups.
- 8) Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- 9) Students will respond to diversity by building empathy, respect, understanding, and connection.
- 10) Students will examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.

Diversity within the curriculum is a strength for the district based upon the overall findings. The district has increased reading resources, project-based aspects, and real-world learning resources for students to learn about different perspectives. There also has been a focus on feedback and how to have open discussions from the content being learned that will increase student voice and respect for other viewpoints. Diverse book offerings that complement the curriculum have also been purchased so teachers can include different perspectives in their lessons. Focus group feedback provided more insight into these diverse book offerings. Teachers commented that although the books have been useful for discussions and diverse viewpoints, there was limited guidance on how to use the resources using a JEDI foundation. The district has a goal to have over 50% of text to reflect the student community. As with identity, Teachers currently seek out resources in their content areas to display different people and perspectives. One teacher added that in the numerous years they have been in the district, 2020 was the first time a person of Asian-Indian descent was featured in their curriculum offerings. Teachers also commented that some classes display and discuss diversity more organically due to it being embedded into their curriculum. The use of real-world learning in Fine Arts, for example, breaks stereotypes commonly found in the arts. The social studies resources were found to be outdated and have not been updated in years. One teacher for example, discusses the Armenian genocide with their students because it was relevant to the students and often forgotten. Other examples



of supplementation come from the Math and Technology subjects. Teachers at the secondary level work to support female students in underrepresented industries like Silicon Valley which are typically male-dominated. Students additionally spoke on the lack of diverse curriculum offerings on a consistent basis, including their core and elective classes. Students additionally felt that teachers do provide the opportunity to learn different perspectives, but it is practiced mainly in the advanced placement classes. We found students who were in advanced level classes receive more opportunities for discussion, analysis, and questioning due to being able to go deeper into the content. Students who are behind or are failing multiple classes spent more time trying get caught up. The district provides resources around varying perspectives and exploring diversity although the discussions and how to facilitate meaningful conversations/questioning is lacking. Restorative Practices gives some students and staff the opportunity to engage in these conversations. It is recommended to expand upon this through PD to teach all staff how to effectively implement curiosity around multiple identity groups and the diversity that surrounds us.

Justice: Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized. The five standards within Justice are:

- 11) Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- 12) Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- 13) Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- 14) Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics.
- 15) Students will identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.

The topic of justice is currently being taught within the Second Step SEL programming across the district. Restorative Practices also addresses Justice during classroom guidance or Circle sessions. Teachers believe they need more training around privilege/power and oppression, specifically to navigate and provide a balanced approach to the topics. Outside of SEL, Justice within the curriculum was limited to Social Studies and ELA in specific topics outlined in the curriculum. In Math, teachers reflected that the topic of justice does not come up very often. In science Justice topics will come up during lessons on climate change and natural disasters and who it effects,



economically and socially. During community meetings or SEL check-ins, students will often bring up current events that reflect justice topics. Students voiced their concern in interviews about teachers not allowing them to be able to talk about topics that are divisive and uncomfortable in aspects of Justice. Some of these topics include current events around racism, discrimination, or LGBTQIA+ acceptance, for example. Speaking to teachers about these concerns, they also commented on their lack of training and need for more guidance on navigating difficult conversations. We also found that many of the equity/diversity clubs across the district have spread awareness of current events and used their platforms to promote Justice within their newsletters, projects, and other school-based activities.

Action: Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized. The five standards within Action are:

- 16) Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- 17) Students will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.
- 18) Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- 19) Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- 20) Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Through the building of relationships, teachers are finding ways to help students stand up to unfairness. The use of Restorative Practices within FPS is being used as a catalyst to bring collective action towards repairing relationships and building community among its staff and students. While Restorative Practices is one piece of curriculum that is used in specific areas throughout some of the schools, action is limited within the core curriculum outside of its representation in history and the details surrounding events that enabled action steps against injustice. Deeper analysis into the curriculum also revealed that IB’s curriculum focuses on an “Action Cycle” that gives students opportunities to take action within their local community on a host of topics. The district may benefit from exploring their various curriculum resources they are implementing and sharing these practices across all schools. Teachers commented that they felt students are beginning to understand they have a voice and are using it. Another component that falls within the Action domain is anti-bullying curriculum. Although some schools are further along than others, there is a need for



the district, as a system, to adopt and implement a bullying program with fidelity that supports students in advocating with other students who are mistreated – specifically around identity groups.

Curriculum Recommendations:

- Develop a formalized, systematic process to develop, review, and modify all curriculum content and standards across all subject areas.
- Provide district resources around a variety of identity groups, moving beyond race and gender, and including Ability, Religion, Sexuality, and Family Structure to give students more relevant learning opportunities.
- Develop and maintain a centralized diverse resource database that supports staff ability to identify, use, and share them.
- Continue to build upon the feedback activity within the DIP focusing on supporting staff and students in respectful open discourse throughout the curriculum and other societally difficult/sensitive topics.
- Ensure equitable access to differences/perspectives discourse, especially for at-risk students.
- Embed more inquiry-based, problem-solving projects into the curriculum and across all schools.
- Craft, implement, and hold stakeholders accountable for a sustainable anti-bullying program.



Summary of District Recommendations

Leadership plays a major role in executing the details of this Equity Report. We encourage the Superintendent to work with the key stakeholders in an open, honest environment to ensure that everyone within the FPS community can engage in this work. While there has been public support for and against JEDI work within Farmington, if everyone begins with the end in mind, “Farmington Public Schools, together with our community, will engage in every student in a quality experience, empowering each student to become a thoughtful, contributing citizen in a changing world”, success is achievable.

After reviewing all information, including the survey results, Self-Assessments, and interview findings, recommendations were noted. FPS is on the journey toward becoming a more just, equitable, diverse, and inclusive district. By reviewing and implementing these recommendations, the district will build capacity among its’ internal and external stakeholders for the work to be sustained.

While the pandemic has certainly changed what schools and systems will do in the coming months and years, relationships are of paramount importance. It is important that students, teachers, parents, community members, support staff, and administrators work collaboratively to create a positive learning environment to ensure all students are successful, competent, and productive. As the district vision belief statements share, support the work and, more importantly, support each other.

Below, a truncated version of the recommendations can be found to serve as a reference guide. Note that this is merely recommendations based on analysis of the findings from our team specializing in supporting schools toward a more inclusive environment – they are not necessarily in chronological order and actions should not be seen as more impactful than others listed.

Representation Recommendations:

- Streamline and provide systematic support for increasing representation of all students, specifically Black/African-American, within honors/AP classes.
- Assess discipline practices and the impact of bias on discipline to reduce the disproportionality within discipline referrals.
- Expand upon the use of Restorative Practices to increase relationships and decrease referrals (specifically those stemming in bias).
- Develop a clear, transparent hiring plan for a variety of identity groups, with a specific focus on racial diversity and gender diversity.



- Establish a hiring committee that is representative of diverse members to aid in the hiring of all staff and provide input.
- Craft a retention plan for all staff to feel more welcomed and included within the district – leading to longer tenure (leading to diverse staff members staying).

Culture Recommendations:

- Develop a systematic process for integrating student voice and discussions within the instructional framework for both academic and behavioral supports.
- Ensure all clubs and organizations have a systematic protocol for communication, marketing, and transmission of all content related to JEDI (justice, equity, diversity, inclusion) work.
- Consider expanding the use of ‘circles’ throughout the district that reflect the principles of the setup and its’ use to promote active engagement and collaboration for all stakeholders.
- Formalize SEL supports at the district level, providing systematic resources for staff with proper training, including Trauma-Informed Care.
- Streamline data analysis of SEL assessment/outcomes for all schools.
- Develop clear guidelines and supports for navigating difficult conversations around student experiences and current events.
- Develop systematic safe space guidelines for students that identify within the LGBTQIA+ community.
- Review policy and procedures within the student code of conduct for exclusionary policies that may reflect inequitable discipline for students of color.
- Communicate clear guidelines and conditions for students that are sent to Central High, enabling stakeholders to understand the purpose and supports provided by the school.
- Formalize a district wide framework for developing, monitoring, and teaching school-wide expectations at all schools.

Family & Community Engagement Recommendations:

- Formalize a district-wide communication protocol that addresses the diverse languages that Farmington serves to reach all families.
- Promote the diverse culture in which the Farmington community serves on the district’s website to become more inclusive and welcoming for all families.
- Develop additional parent network groups to communicate and reach additional diverse families within the district.
- Analyze and use survey data that will help target the vast diverse strengths in each demographic community to enhance the inclusive environment, activities, and initiatives within the district.
- Monitor and analyze the current communication plan to ensure all families within the district are receiving notifications, especially those that are marginalized or found to not engage as much with the school/district.



- Develop a transition plan for incoming 6th and 9th graders to ensure families are provided the support and tools needed for student success at the next level.
- Review/modify the district's plan and protocol for handling sensitive issues that arise within the community to ensure transparency and timely follow-through of addressing concerns.
- Create a parent advisory committee that is representative of all stakeholder groups to ensure a variety of voices are heard concerning community issues and needs.

Teacher Leadership Recommendations:

- Use survey data and other sources to address specific PD that builds upon established initiatives around JEDI work that are systematic and targeted, based upon the needs of each school/staff.
- Provide time for discussion/reflection that will assess results of PD and readiness for the next level of steps in the DEI activities at the school/district level.
- Create and invite deep self-reflection for all staff to recognize their own biases and uncover how they impact our relationships with other stakeholders.
- Develop protocol for supervision/monitoring within lunchroom/playground areas to decrease chances of bullying amongst students.
- Provide training for noon-staff and in-depth training for teachers in speaking up and responding to prejudice, bias, and stereotyping.
- Streamline and prioritize all PD across the district that reflects the current scope and sequence of JEDI initiatives across the schools and community.
- Formalize a comprehensive District-wide Professional Development Plan that includes monitoring, assessing, and follow-up of all activities within JEDI and the District Improvement Plan.
- Include parents and community members within systematic professional development program that aligns with the specific community needs.

Instruction/Pedagogy Recommendations

- Develop a systematic process to utilize these instructional strategies, along with monitoring and evaluating their effectiveness.
- Develop a systematic data-based approach to analyze formative and summative assessment to inform the planning of differentiation for all students.
- Formalize the process for small group instruction across all schools, utilizing the necessary components of peer-to-peer interaction that align with age-appropriate grouping. Consider focusing specifically on struggling learners to ensure they access the use of small group instruction on a consistent basis.
- Broaden the scope of real-world connection/training to include all schools within the professional development of staff. During curriculum standard review/updates, include universal opportunities to integrate real-world learning opportunities that include local, regional, national, and worldwide connections.



- Align best practices of common formative assessments with all schools, ensuring proper monitoring and evaluation of the process being utilized by the district.

Curriculum Recommendations:

- Develop a formalized, systematic process to develop, review, and modify all curriculum content and standards across all subject areas.
- Provide district resources around a variety of identity groups, moving beyond race and gender, and including Ability, Religion, Sexuality, and Family Structure to give students more relevant learning opportunities.
- Develop and maintain a centralized diverse resource database that supports staff ability to identify, use, and share them.
- Continue to build upon the feedback activity within the DIP focusing on supporting staff and students in respectful open discourse throughout the curriculum and other societally difficult/sensitive topics.
- Ensure equitable access to differences/perspectives discourse, especially for at-risk students.
- Embed more inquiry-based, problem-solving projects into the curriculum and across all schools.
- Craft, implement, and hold stakeholders accountable for a sustainable anti-bullying program.



Compiled District Data

The data compiled across Farmington Public Schools demonstrates that there is a strong divide currently between community perception, family and student satisfaction, and the importance of equity work from the lens of the district. Many of the community-at-large comments were rooted in discontent around the teaching of anything relating to social justice. However, parents and staff within the district, particularly those who are people of color, are excited for the work being done in the individual school buildings and believe in the efforts that are being made. There is distrust among some of the staff and family respondents regarding the intentions of the district; however, the quantitative data shows that respondents are ultimately glad to be a part of the school district. The divide seems to include a very particular mindset, and ultimately was an outlier to the data, for the most part.

One notable portion of data across the schools is the breakdown of race within each building. Particularly with the elementary schools, the respondents seemed to fall into race categories that were correlated with the school itself. This is not to say that is a direct causation, but the data makes it appear that there is some accidental segregation in the district. Some buildings also report doing very well with fair and equitable discipline, while others show room for improvement. Beyond this, staff and parents alike did not seem to know how to report a person within the district without fear of retaliation.

FPS is ultimately putting their best foot forward to execute the work at hand. There were several comments across various surveys that demonstrated how many individuals we have on hand in the coaching suite, but they have never been able to commit to the cause.

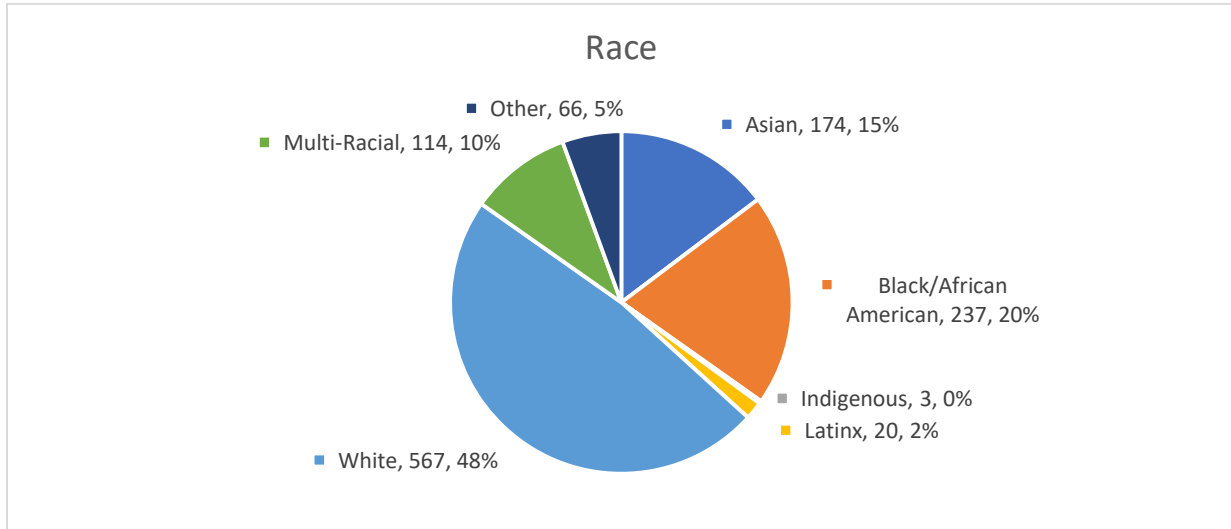
The following section is a compilation of all survey data collected within the Farmington Public Schools Equity Audit. Community member comments not attached to a particular school follow the survey data (with names redacted) with other comments being included after individual school data. Individual school survey data, with corresponding comments, is included within each school summary. Nonsensical comments were redacted; at the same time, all comments can be made available to the district in an excel document.



Student Data – Grades K-5

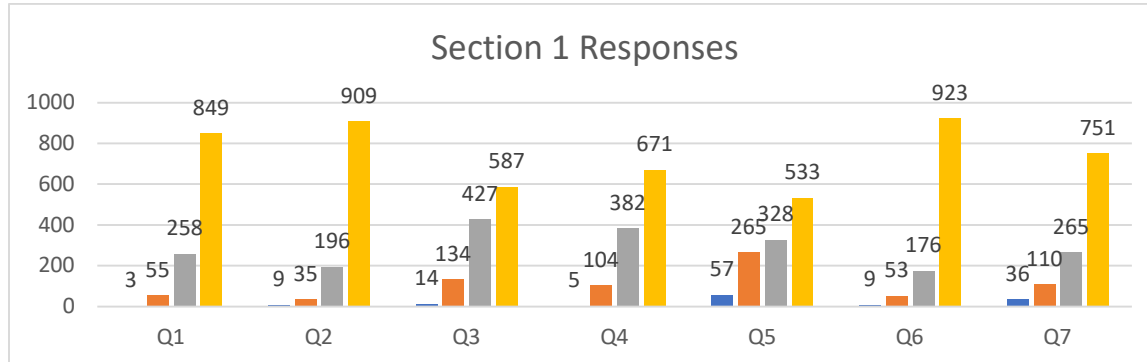
Student Data Respondents: 1185

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

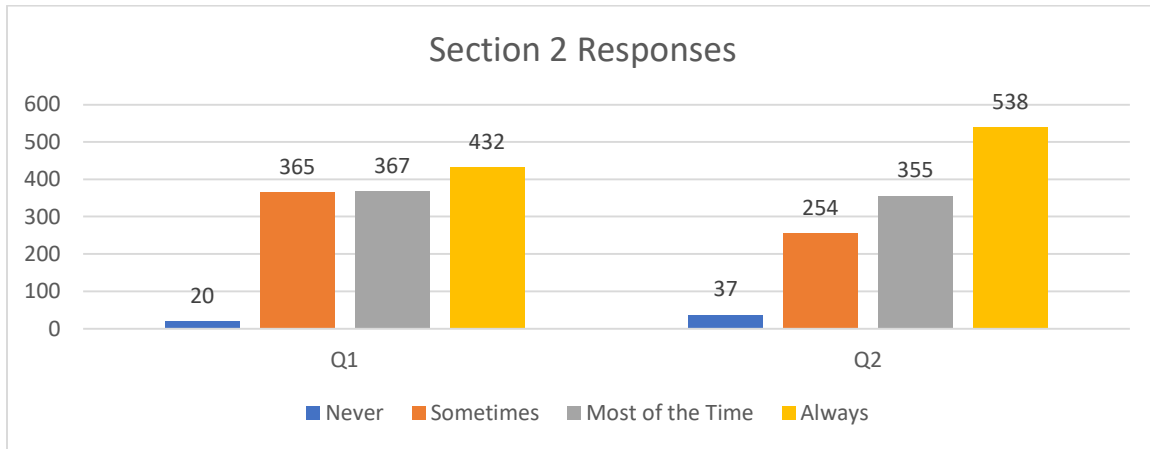
- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	0%	1%	1%	0%	5%	1%	3%
Sometimes	5%	3%	12%	9%	20%	5%	9%
Most of the Time	22%	17%	37%	33%	28%	15%	23%
Always	73%	79%	51%	58%	46%	80%	65%

Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

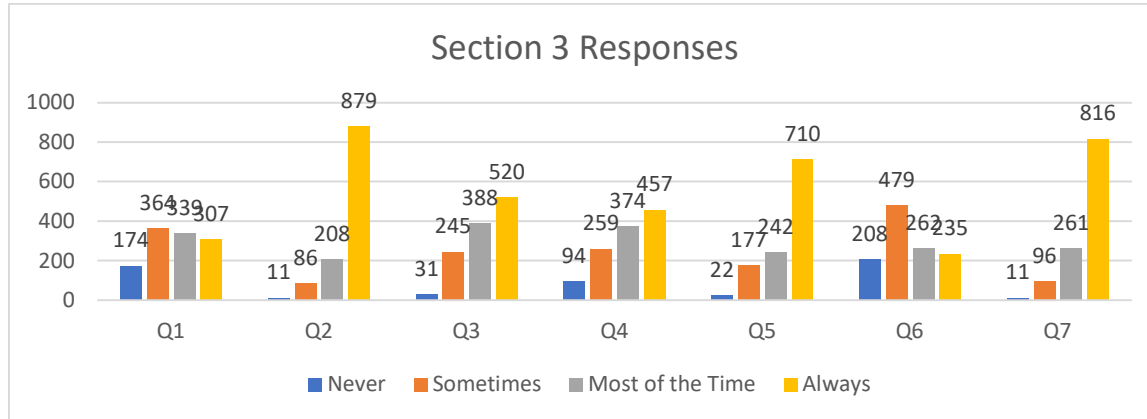


	Q1	Q2
Never	2%	3%
Sometimes	31%	21%
Most of the Time	31%	30%
Always	36%	45%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

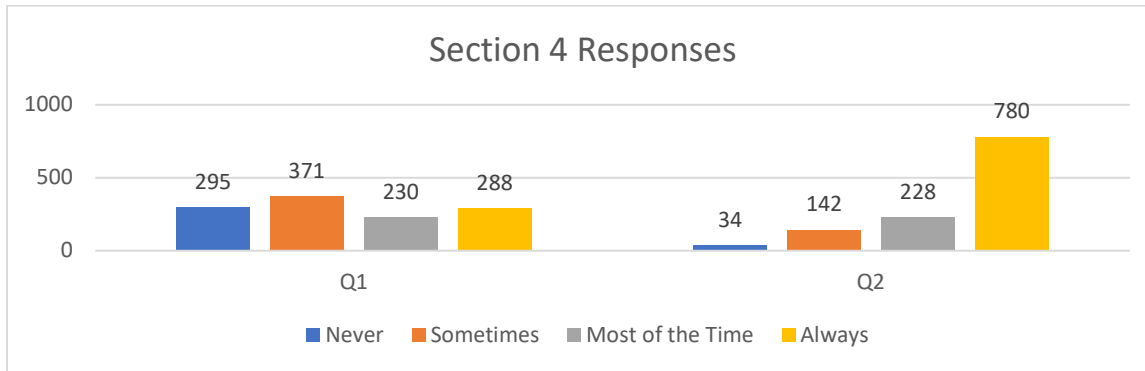


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	15%	1%	3%	8%	5%	18%	1%
Sometimes	31%	7%	21%	22%	15%	40%	8%
Most of the Time	29%	18%	33%	32%	20%	22%	22%
Always	26%	74%	44%	39%	60%	20%	69%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.

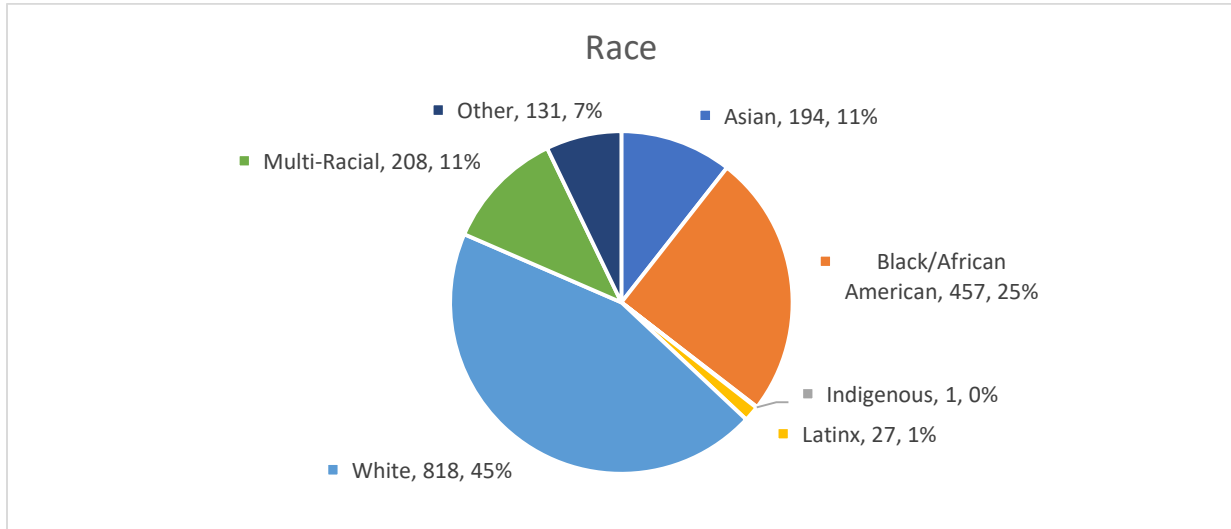


	Q1	Q2
Never	25%	3%
Sometimes	31%	12%
Most of the Time	19%	19%
Always	24%	66%

Student Data – Grades 6-12

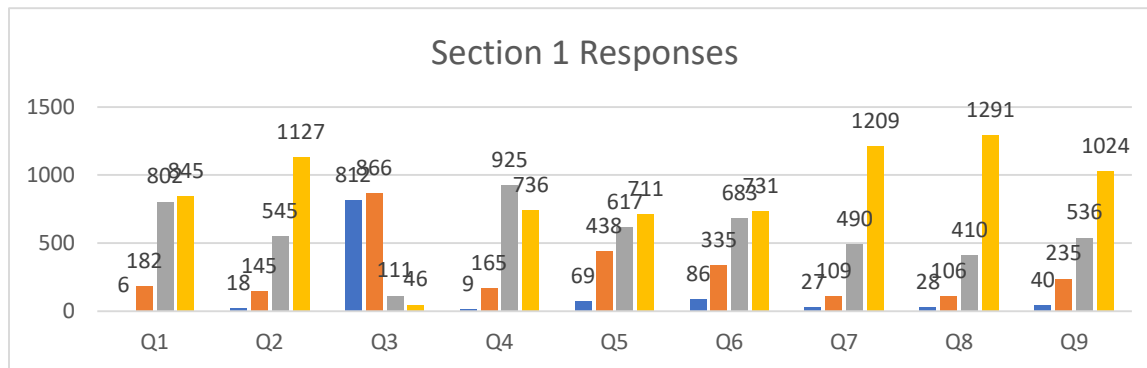
Student Data Respondents: 1836

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.
- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.

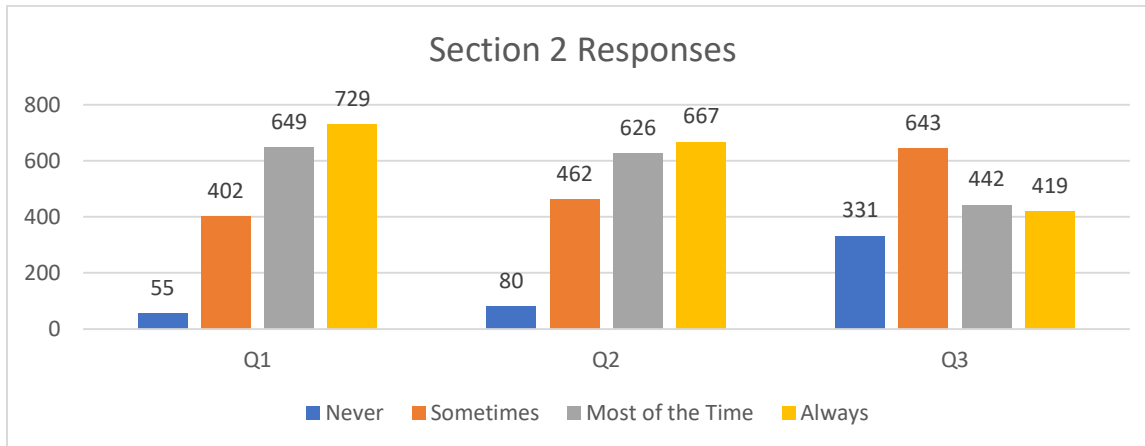


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Never	0%	1%	44%	0%	4%	5%	1%	2%	2%
Sometimes	10%	8%	47%	9%	24%	18%	6%	6%	13%
Most of the Time	44%	30%	6%	50%	34%	37%	27%	22%	29%
Always	46%	61%	3%	40%	39%	40%	66%	70%	56%



Section 2 Questions and Responses

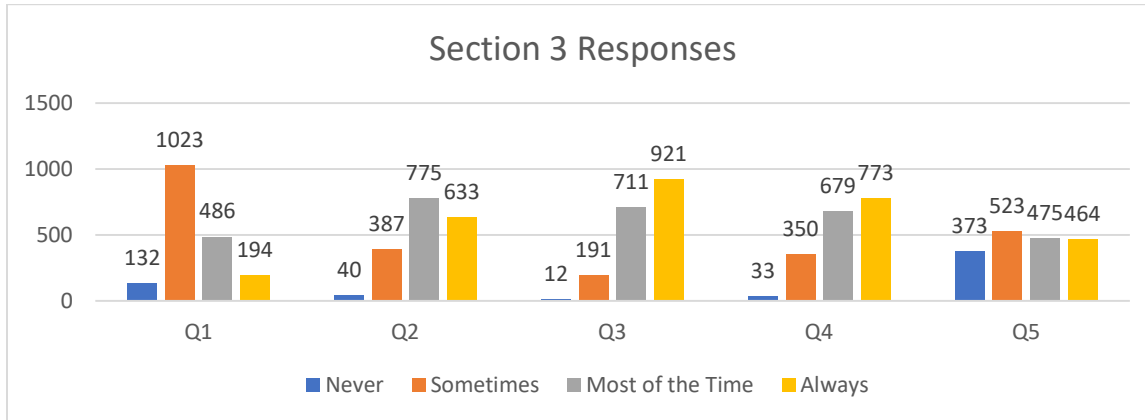
- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people both in and out of school.
- Q3: I am involved with extra-curricular activities.



	Q1	Q2	Q3
Never	3%	4%	18%
Sometimes	22%	25%	35%
Most of the Time	35%	34%	24%
Always	40%	36%	23%

Section 3 Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for work and how it will be graded.
- Q4: I am given support when needed.
- Q5: I am encouraged to be in challenging classes (AP, Honors, etc.).

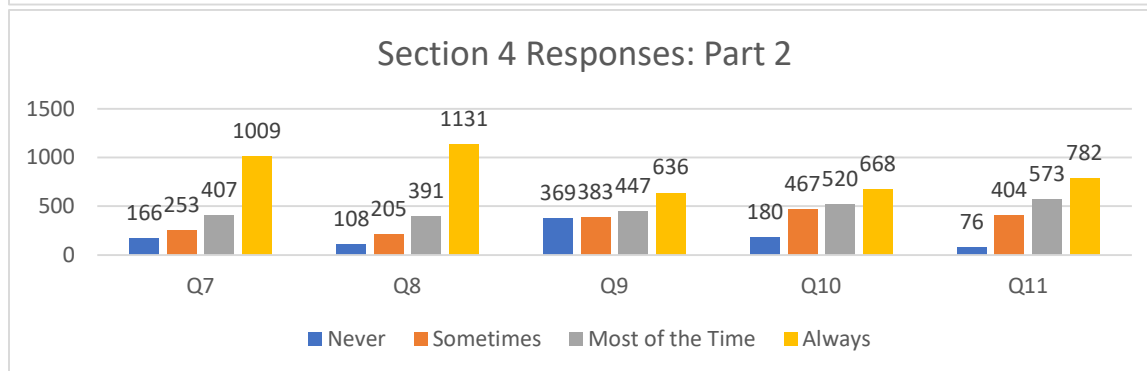
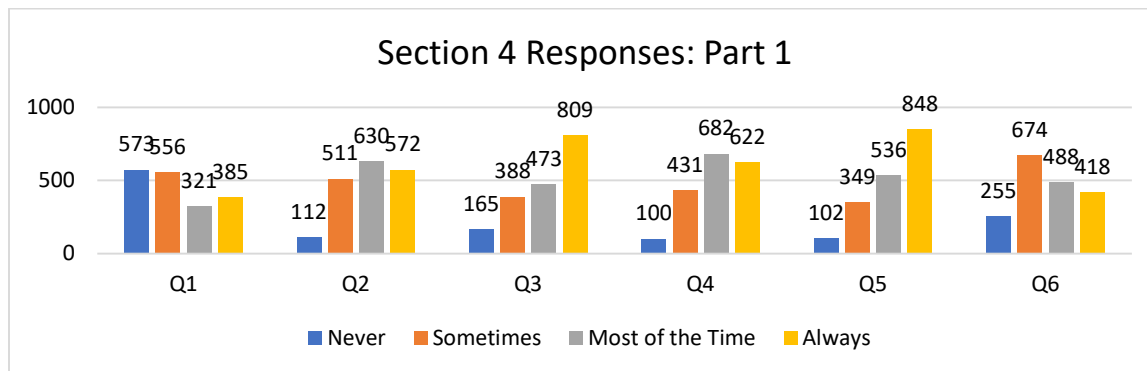


	Q1	Q2	Q3	Q4	Q5
Never	7%	2%	1%	2%	20%
Sometimes	56%	21%	10%	19%	29%
Most of the Time	26%	42%	39%	37%	26%
Always	11%	34%	50%	42%	25%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am proud of who I am and can say that without feeling better than anyone else.
- Q6: I am curious about how people are similar to and different from me.
- Q7: I understand that people are often treated differently based on their identities.
- Q8: I recognize unfairness and injustice (in history and current times).
- Q9: I am aware of advantages I have based on my identities.
- Q10: I am taught skills on how to stand up against injustice.
- Q11: I take responsibility for standing up to injustice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Never	31%	7%	9%	5%	6%	14%	9%	6%	20%	10%	4%
Sometimes	30%	28%	21%	23%	19%	37%	14%	11%	21%	25%	22%
Most of the Time	17%	34%	26%	37%	29%	27%	22%	21%	24%	28%	31%
Always	21%	31%	44%	34%	46%	23%	55%	62%	35%	36%	43%



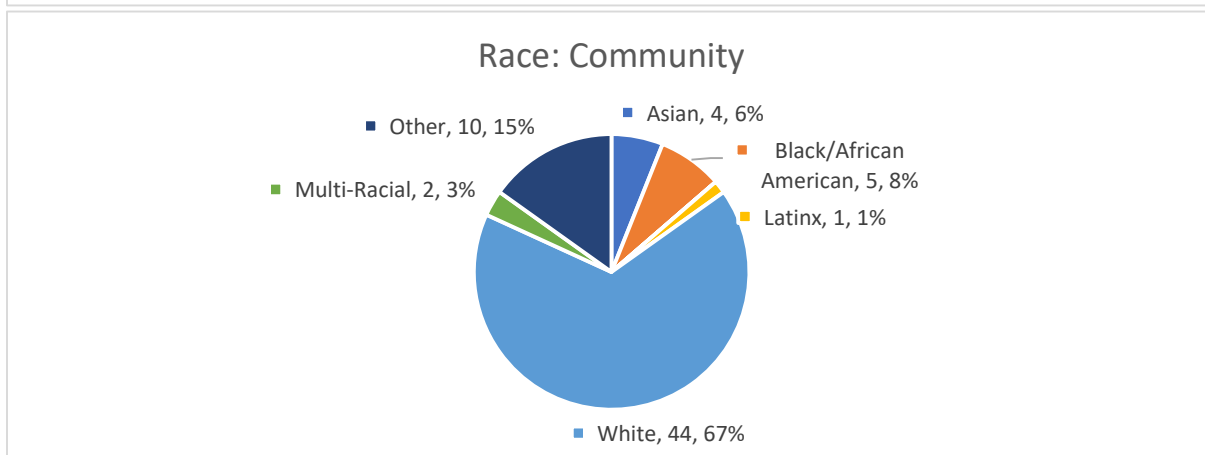
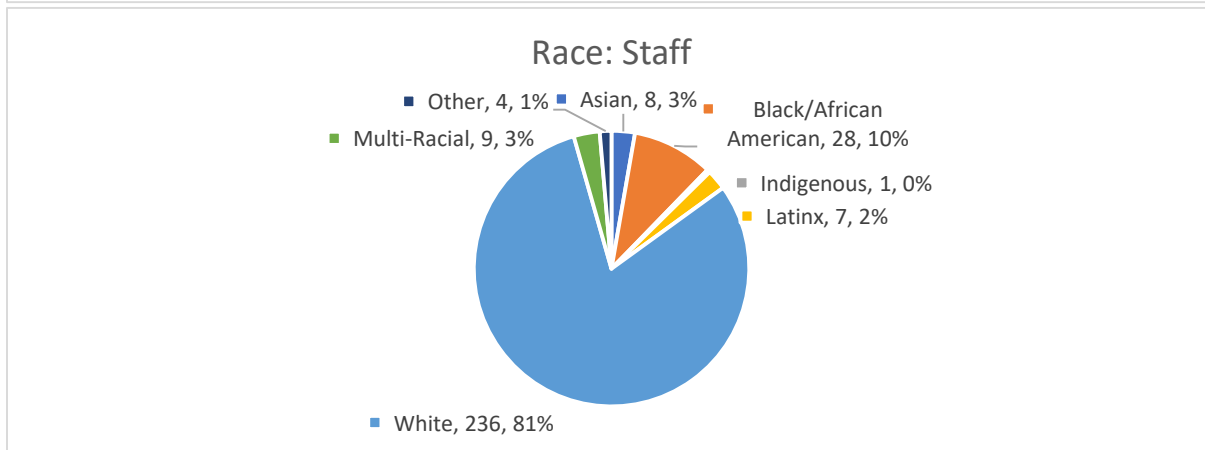
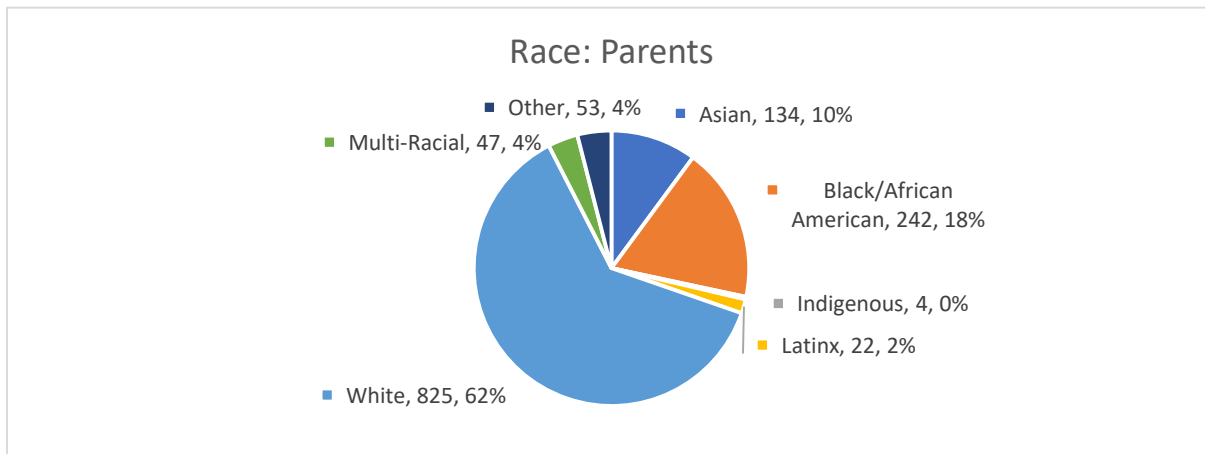
Adult Data

Parent Survey Respondents: 1327

Staff Survey Respondents: 293

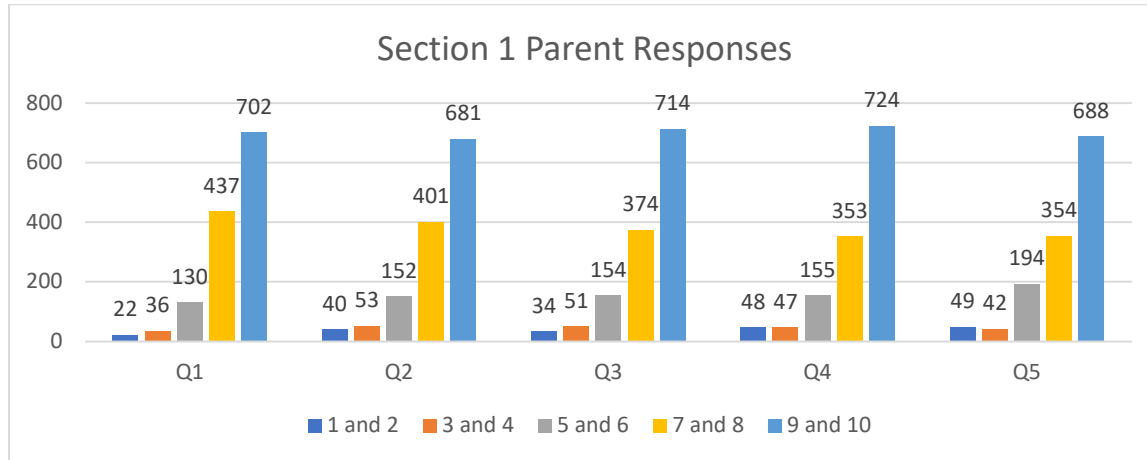
Community Survey Respondents: 66

Race of Respondents: *(Recorded using categories reflecting the US Census)*

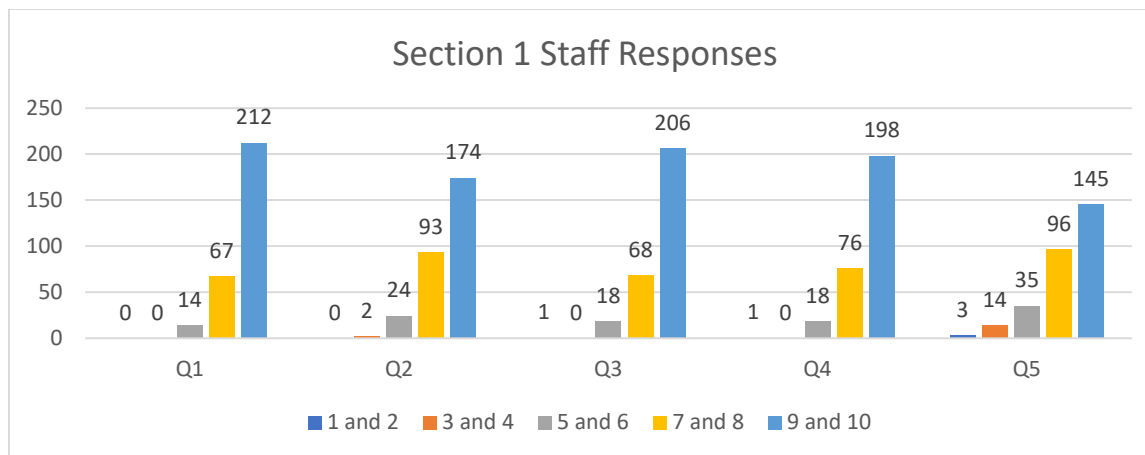


Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.

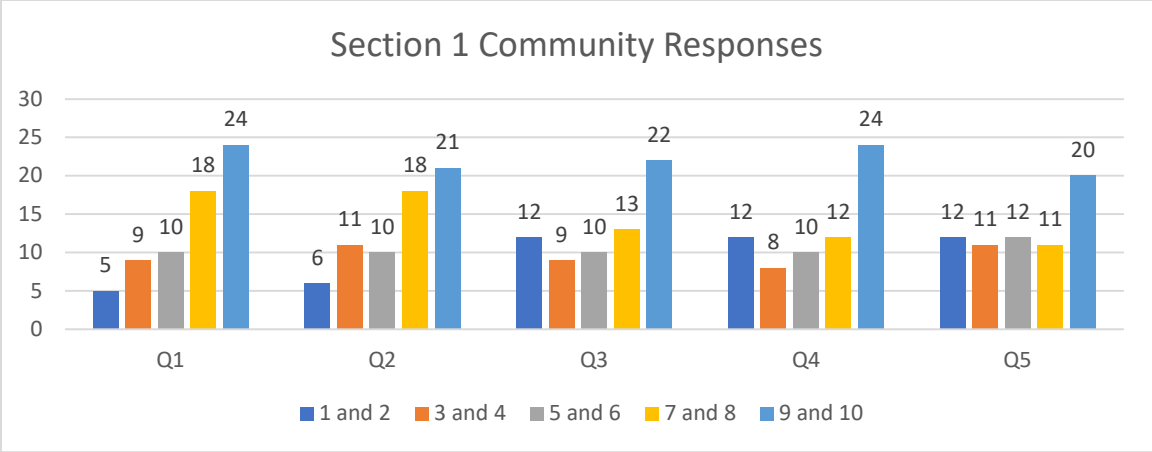


	Q1	Q2	Q3	Q4	Q5
1&2	2%	3%	3%	4%	4%
3&4	3%	4%	4%	4%	3%
5&6	10%	11%	12%	12%	15%
7&8	33%	30%	28%	27%	27%
9&10	53%	51%	54%	55%	52%



	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	1%
3&4	0%	1%	0%	0%	5%
5&6	5%	8%	6%	6%	12%
7&8	23%	32%	23%	26%	33%
9&10	72%	59%	70%	68%	49%



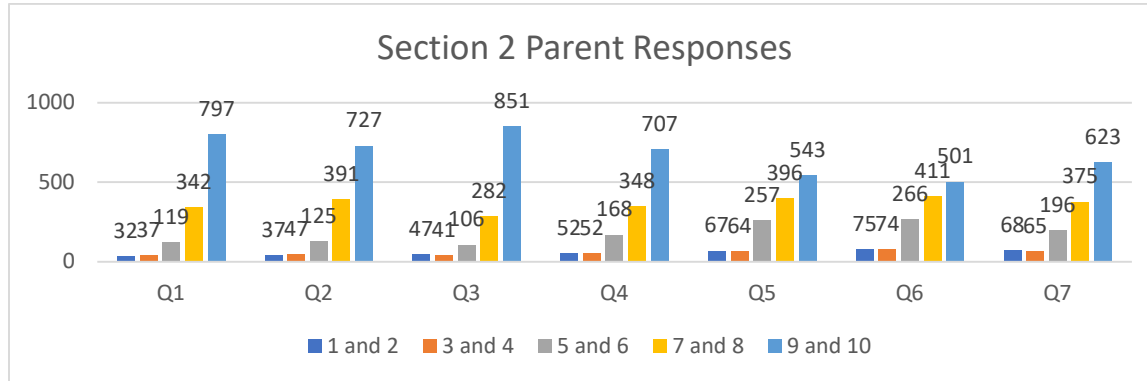


	Q1	Q2	Q3	Q4	Q5
1&2	8%	9%	18%	18%	18%
3&4	14%	17%	14%	12%	17%
5&6	15%	15%	15%	15%	18%
7&8	27%	27%	20%	18%	17%
9&10	36%	32%	33%	36%	30%



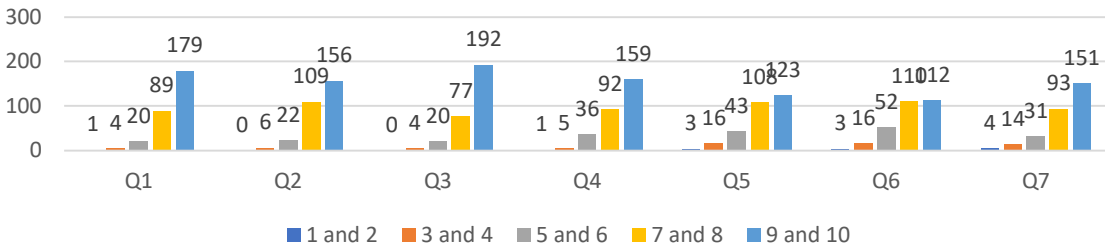
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



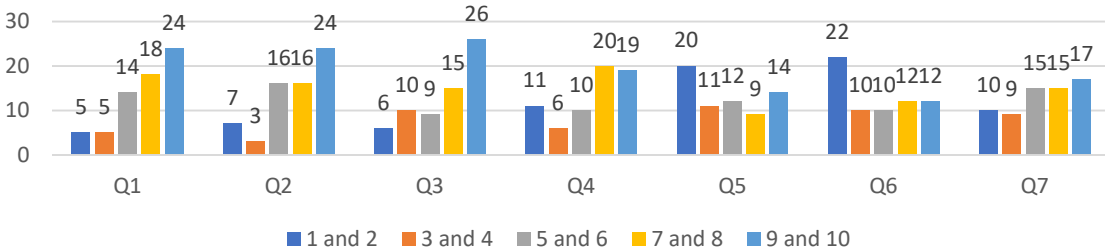
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	2%	3%	4%	4%	5%	6%	5%
3&4	3%	4%	3%	4%	5%	6%	5%
5&6	9%	9%	8%	13%	19%	20%	15%
7&8	26%	29%	21%	26%	30%	31%	28%
9&10	60%	55%	64%	53%	41%	38%	47%

Section 2 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	1%	1%	1%
3&4	1%	2%	1%	2%	5%	5%	5%
5&6	7%	8%	7%	12%	15%	18%	11%
7&8	30%	37%	26%	31%	37%	38%	32%
9&10	61%	53%	66%	54%	42%	38%	52%

Section 2 Community Responses

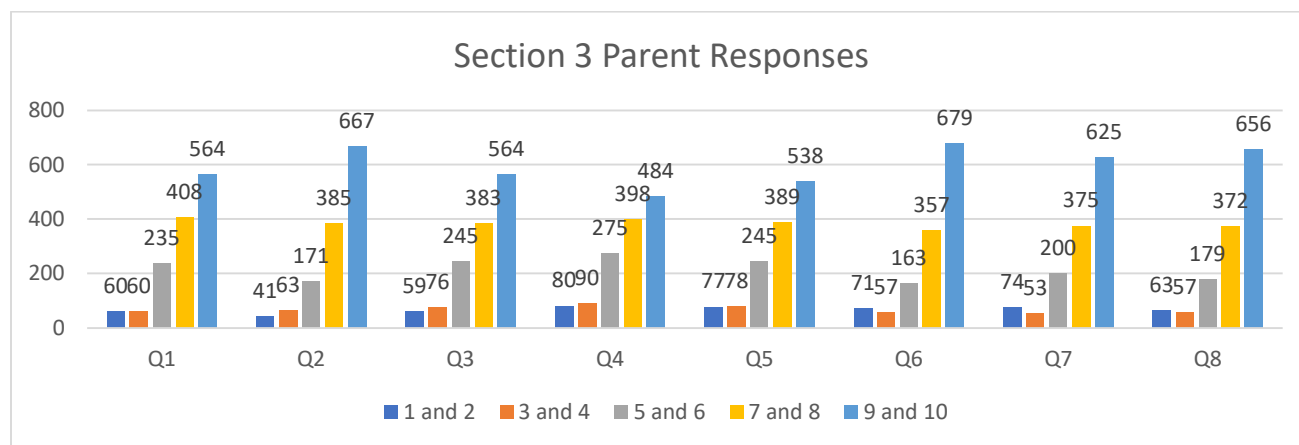


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	8%	11%	9%	17%	30%	33%	15%
3&4	8%	5%	15%	9%	17%	15%	14%
5&6	21%	24%	14%	15%	18%	15%	23%
7&8	27%	24%	23%	30%	14%	18%	23%
9&10	36%	36%	39%	29%	21%	18%	26%



Section 3 Questions and Responses

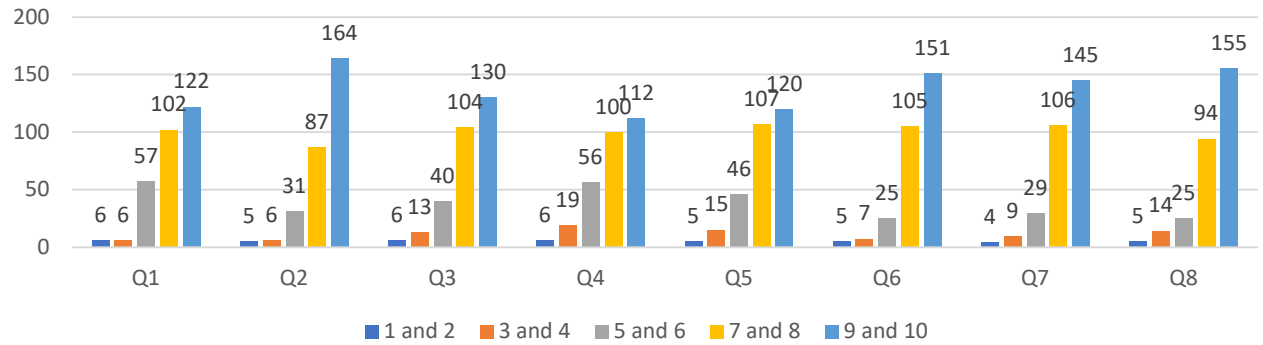
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	5%	3%	4%	6%	6%	5%	6%	5%
3&4	5%	5%	6%	7%	6%	4%	4%	4%
5&6	18%	13%	18%	21%	18%	12%	15%	13%
7&8	31%	29%	29%	30%	29%	27%	28%	28%
9&10	43%	50%	43%	36%	41%	51%	47%	49%



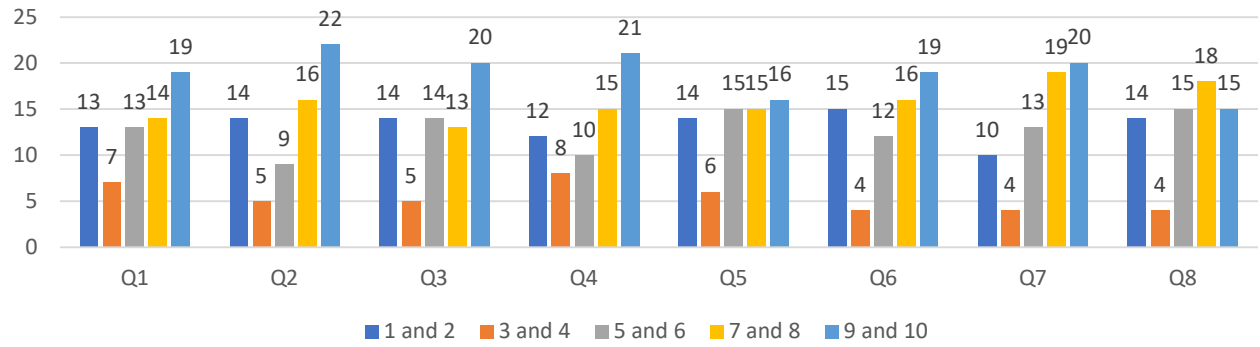
Section 3 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	2%	2%	2%	2%	2%	2%	1%	2%
3&4	2%	2%	4%	6%	5%	2%	3%	5%
5&6	19%	11%	14%	19%	16%	9%	10%	9%
7&8	35%	30%	35%	34%	37%	36%	36%	32%
9&10	42%	56%	44%	38%	41%	52%	49%	53%



Section 3 Community Responses

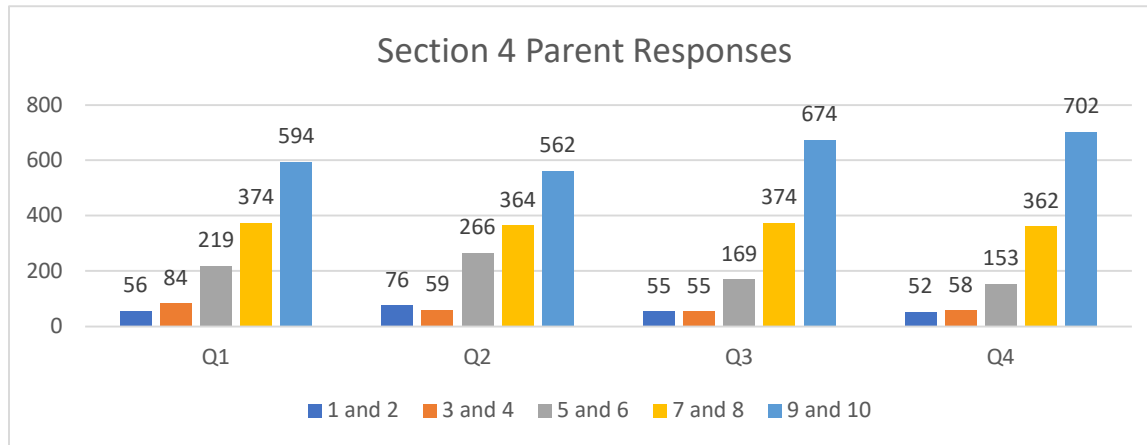


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	20%	21%	21%	18%	21%	23%	15%	21%
3&4	11%	8%	8%	12%	9%	6%	6%	6%
5&6	20%	14%	21%	15%	23%	18%	20%	23%
7&8	21%	24%	20%	23%	23%	24%	29%	27%
9&10	29%	33%	30%	32%	24%	29%	30%	23%

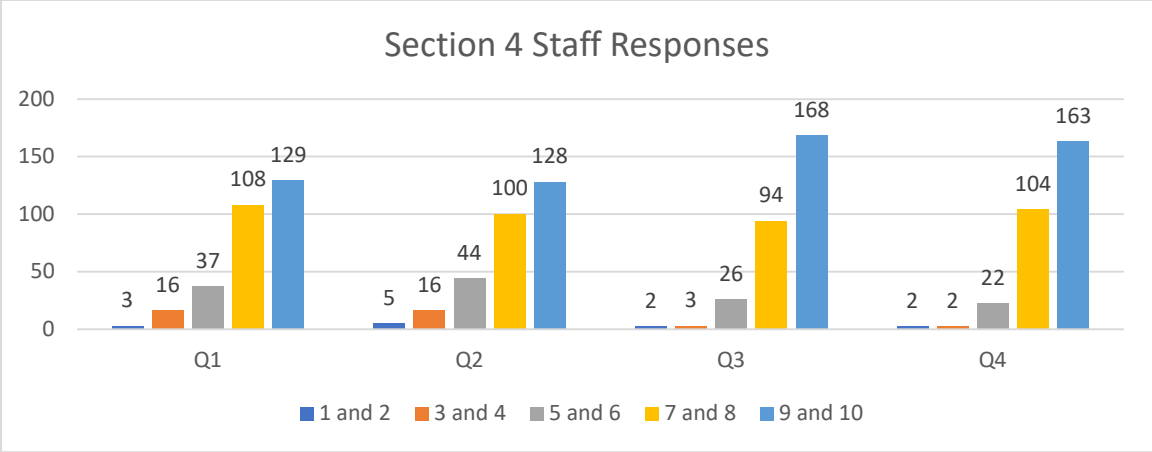


Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



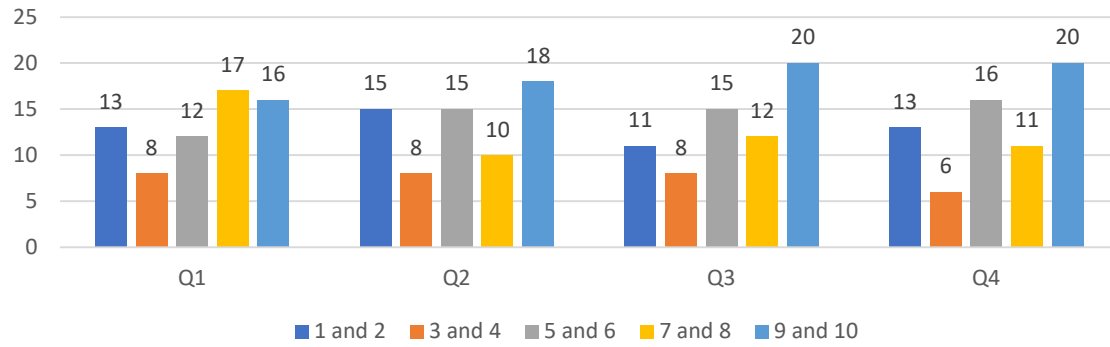
	Q1	Q2	Q3	Q4
1&2	4%	6%	4%	4%
3&4	6%	4%	4%	4%
5&6	17%	20%	13%	12%
7&8	28%	27%	28%	27%
9&10	45%	42%	51%	53%



	Q1	Q2	Q3	Q4
1&2	1%	2%	1%	1%
3&4	5%	5%	1%	1%
5&6	13%	15%	9%	8%
7&8	37%	34%	32%	35%
9&10	44%	44%	57%	56%



Section 4 Community Responses

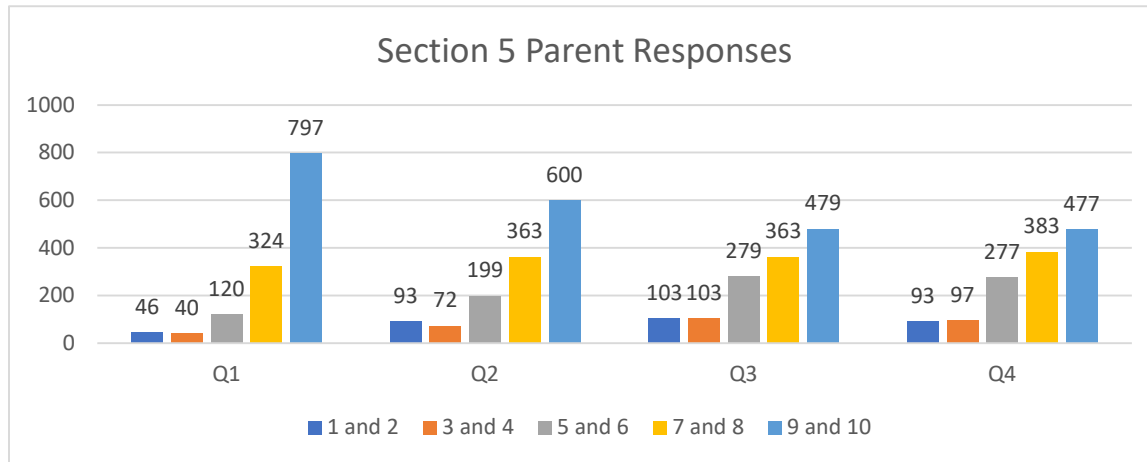


	Q1	Q2	Q3	Q4
1&2	20%	23%	17%	20%
3&4	12%	12%	12%	9%
5&6	18%	23%	23%	24%
7&8	26%	15%	18%	17%
9&10	24%	27%	30%	30%



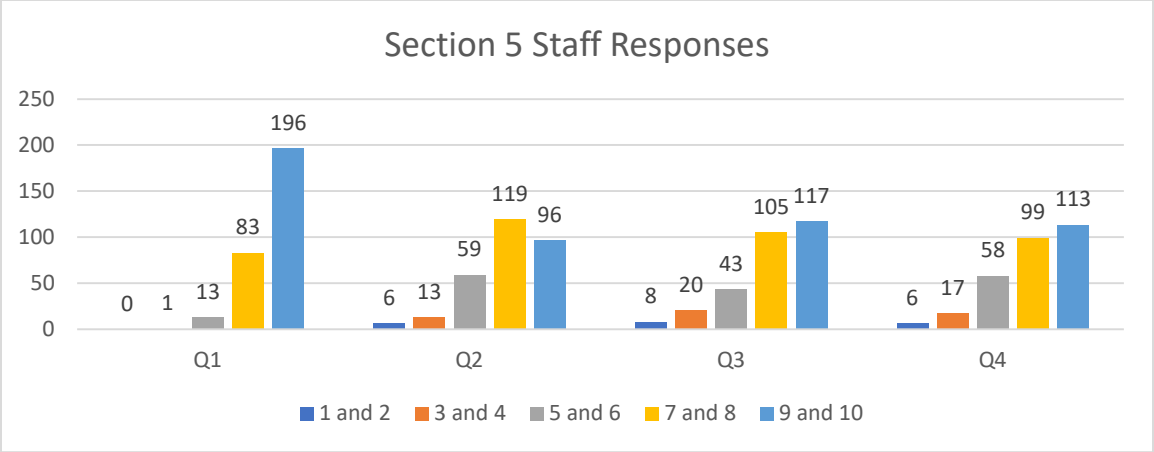
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



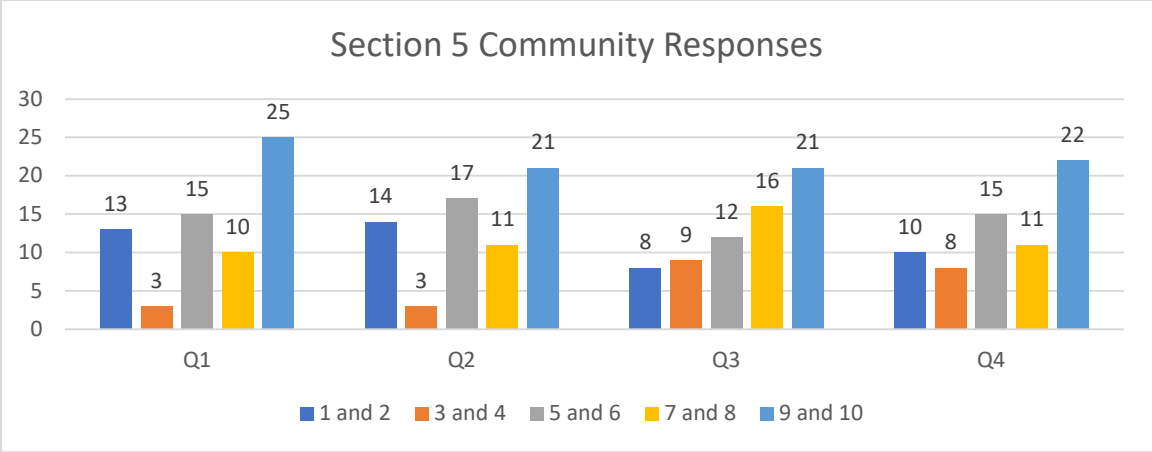
	Q1	Q2	Q3	Q4
1&2	3%	7%	8%	7%
3&4	3%	5%	8%	7%
5&6	9%	15%	21%	21%
7&8	24%	27%	27%	29%
9&10	60%	45%	36%	36%





	Q1	Q2	Q3	Q4
1&2	0%	2%	3%	2%
3&4	0%	4%	7%	6%
5&6	4%	20%	15%	20%
7&8	28%	41%	36%	34%
9&10	67%	33%	40%	39%





	Q1	Q2	Q3	Q4
1&2	20%	21%	12%	15%
3&4	5%	5%	14%	12%
5&6	23%	26%	18%	23%
7&8	15%	17%	24%	17%
9&10	38%	32%	32%	33%



School Summaries

Throughout the equity audit, fifteen (15) buildings were included. The next fifteen sections provide observations noted during the focus groups with stakeholders and a summary of the building data accrued through the surveys administered. Please note that Elementary buildings are listed first, in alphabetical order, followed by STEAM Academy, Middle Schools, and High Schools (in alphabetical order within their respective age ranges).

Each school includes a school-specific summary, quantitative survey data, and respective survey comments (with nonsensical and identifying information redacted).



Beechview Elementary School

US² had the opportunity to meet with 32 people (breakdown below) within the Beechview community on March 19, 2021 between 8:00am-4:30pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrator(s).

- Students: 6
- Parents: 8
- Staff Members: 16
- Administrators: 2

During our conversations, we were able to gather information for all areas identified within the Equity Audit and have synthesized information below, specific to Beechview Elementary School. Applicable information will also be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

Classroom Culture at Beechview is a strength as it welcomes all students and staff to belong and feel like a part of the school community. Each class engages in Morning Meetings and has weekly SEL lessons led by the school social worker. Students believe their teachers are friendly, respectful, and listen to them. School Staff participate in bi-monthly listening circles. Beechview also uses a universal screener, the SSRS, to survey students three times a year on external and internal behavior. This information is compiled and used to provide tiered support based on students' needs. The school also triangulates the data from the LACO survey and teacher feedback to ensure all social and emotional connections are covered. Beyond the mandatory 3rd-grade bullying program, Beechview also addresses student's social and emotional needs through the school-wide implementation of the Second Step program. Student voice is also incorporated into daily classroom instruction through Cultures of Thinking instruction to give students more opportunities to share their thoughts and perspectives around the content being learned.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

Parents, who spoke in interviews, shared how Beechview's leadership makes them feel welcome and a part of the school community through an open-door policy and



constant communication. Beechview hosts many events throughout the year to engage new and existing parents, although work continues to be done to reach all families within the community. The school's multicultural class, exclusive at Beechview, allocates parents' support in welcoming first-year students from other countries to Farmington Public Schools. When asked of additional support the school or district provides outside of these programs, no one could provide examples. A parent did suggest the school or district could provide more communication around resources for parents that address the community's unique needs. Additionally, the leadership wants to improve surveying and to engage with less vocal families to meet their needs.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

In the past few years, the staff at Beechview has been using Cultures of Thinking instructional strategy to provide students with inquiry and open dialogue opportunities. Teachers believe the strategy has helped them with questioning and also integrating the routines into all content areas. Students also acknowledge that teachers help them understand the material they are learning and continuously seek their responses until they understand. The district purchased supplemental content to broaden the curriculum's selections of diversity. Different perspectives are explored in most classrooms to provide students a holistic viewpoint. Due to the pandemic, many of the everyday activities such as group work have been put on hold and replaced with virtual learning. Students said they do engage in group work online for discussions and other cooperative learning. Real-world learning opportunities provide students with practice in sharing their perspectives. Since incorporating Cultures of Thinking over 4 years ago, current 5th graders have shown the ability to facilitate topics of discussion. Prior to the pandemic, the school planned an initiative to teach discourse and how to respectfully engage with differing opinions.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed and helps students recognize how traits of the dominant culture impact their own identity.

Beechview supports student's as they learn who they are early in their educational career. Kindergarten start their curriculum units by addressing "All About Me," exploring their identities from their cultures, backgrounds, and experiences. The math curriculum, for example, developed by the University of Chicago, addresses student's identity through the use of cultural names such as Chan and Maria instead of more European-centric names such as John and Sarah. The teaching staff personalize the content further and incorporate diverse names from other backgrounds that are representative of their student population. Beechview has expanded the work of identity by utilizing various books each month that explore different identities such as



gender, race, ethnicity, and social-economic status. The first six weeks of school are dedicated to learning about student's backgrounds and interests; teachers then take that information and integrate it into the curriculum, so students can "see themselves" as they learn.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, "How are we alike and different?" Within this concept, empathy, as well as curiosity and moving beyond superficial and oversimplified contexts, is emphasized.

Beechview incorporates Diversity within its curriculum through the Cultures of Thinking instructional framework, allowing for diverse perspectives and linking student experience into the content. The school also has a Diversity Club that focuses on raising awareness and celebration of different cultures and backgrounds. The Multicultural Class is a Beechview exclusive program for Farmington Public Schools that provides curriculum and transition support for first-year students new to the US. The class dynamics include Kindergarten to 5th grade and consist of $\frac{1}{3}$ of the first-year students. The parents and teachers of Beechview speak highly of the Multicultural class and praise it as instrumental in helping students gain ESL (English as a Second Language) services. The curriculum within the class supports diverse viewpoints and experiences while shaping students' perspectives within a global context. Additional resources for diversity in the school's curriculum include; 'Person of the Week,' annual holiday and cultural celebrations, and media.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, "Why are some people treated differently?" Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

Justice within the curriculum at Beechview is mainly handled through the Social and Emotional Lessons where they explore why people are treated differently and how to stand up for those who need support. Specifically, the 5th grade standards provide students with exposure to the injustices within history and their background. Students also cover a unit on Social Justice and read two books on the topic as well. The rest of the curriculum speaks to justice from an age-appropriate lens, although is not as directly addressed as the 5th grade.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, "What can I do about unfairness?" Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

The Second Step SEL Lessons provide the advocacy for students to stand up and take action when they see injustice. More details would be needed to see how teachers utilize action on a consistent basis within the curriculum.



Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools to put a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. The PD offerings were limited in participant capacity; for example, the Anti-Racist Institute only allowed eight participants per school. Staff capacity within their understanding and awareness of equity is being developed over time. Beechview and the district is using the LACO Survey data to continue the conversation about inequities and how to close the achievement gap for students of color, specifically African-Americans. Data analysis with specific sub-groups of students are also being analyzed. Additional training is being developed for increasing staff instruction for African-American males and increasing their academic achievement. The teachers also spoke in interviews about their desire to go beyond the surface level of diversity, equity, and inclusion and gain practical tools to use in the classroom.

Representation:

Representation at Beechview is reflective of the district's lack of a diverse staff across the system. Stakeholders within many of the interviews echoed the desire to have more staff that reflect the student and community makeup. Students additionally noted the importance of having staff that look like them so they didn't feel alone. There is currently only one African-American female Math Coach at Beechview. In looking at representation within the curriculum, many of the teachers interviewed spoke about Beechview purchasing diverse resources that would align to the curriculum and allow students to "see themselves" in the content material they learn.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family and Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of Beechview Elementary to have more productive outreach within the community. By intentionally including the diverse parents and community members in which Beechview serves, there is a higher likelihood of active engagement among all represented ethnic and cultural backgrounds.



Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Diversity was noted as a strength while Action was noted as an area for improvement. The Multicultural Classes that Beechview provides raises the level of awareness and implementation of DEI within the school. However, there is minimal attempt to move the students toward action. This work is best infused through project-based and inquiry-based learning.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming are offered to all identity groups.

Quantitative Data Summary:

Beechview Elementary School's statistics reflect supportive and collaborative relationships between students, staff, and family. The scores within Beechview that were most positively reflective involved communication with families, empowering students in personal growth, and fair treatment of students and staff. Student comments included positive feedback about liking the school and fellow students, and even when someone feels alone or bullied that staff is quick to intervene. Comments from adults were mostly positive as well, with several parents feeling their students are supported in their learning and individual identities.

Several of the negative comments from parents involved COVID-19 response, which was outside of the purpose of this survey. A few responses showed a desire for more intentional inclusion of students, such as in staff representation and a centralized method of communication for extracurricular events. When looking at the numerical data, it appears that the school itself is rated well, while district involvement could use improvement.

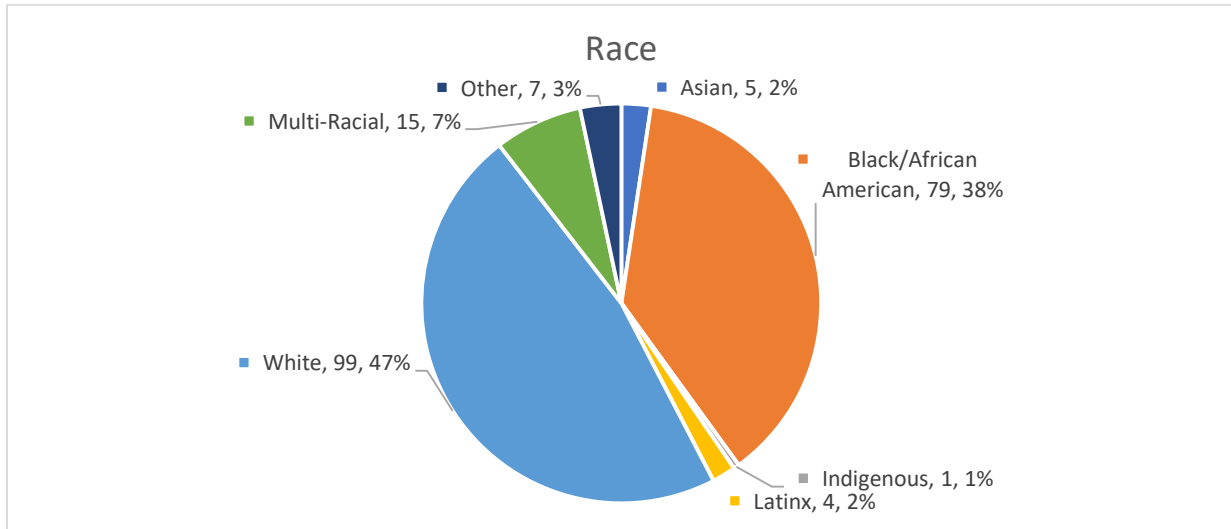


Survey Data Summary for Beechview Elementary

Student Data: Beechview Elementary School

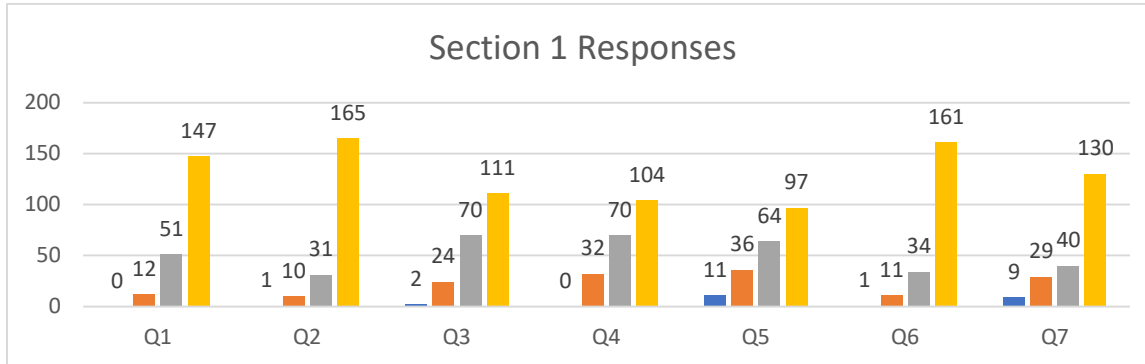
Student Data Respondents: 213

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

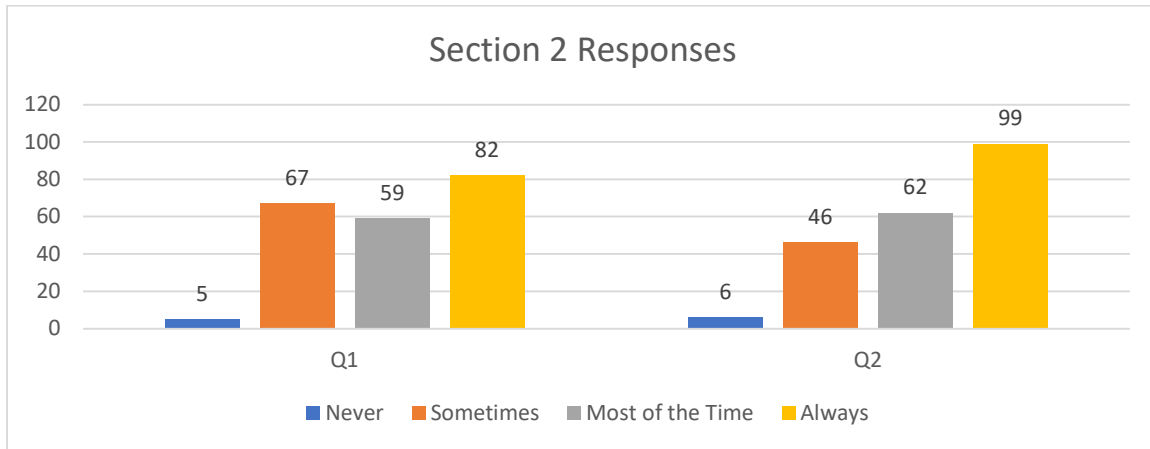


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	0%	0%	1%	0%	5%	0%	4%
Sometimes	6%	5%	12%	15%	17%	5%	14%
Most of the Time	24%	15%	33%	34%	30%	17%	19%
Always	70%	80%	54%	51%	47%	78%	63%



Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

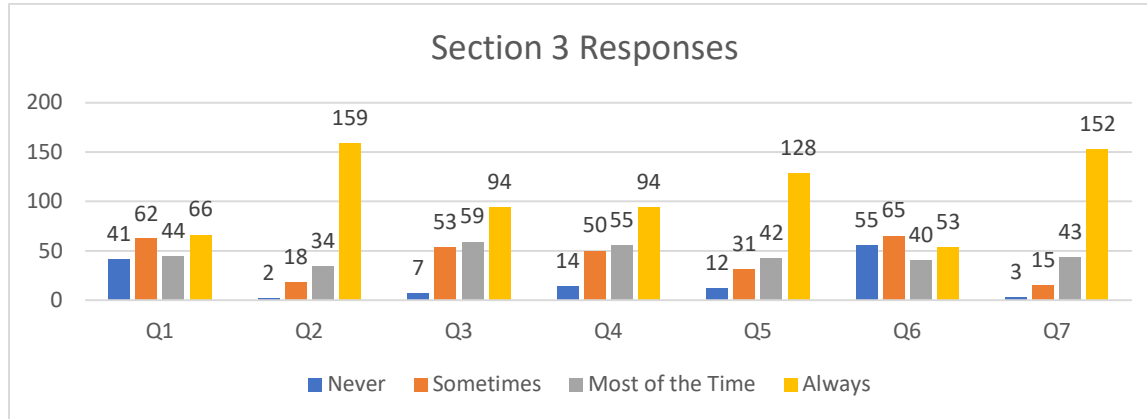


	Q1	Q2
Never	2%	3%
Sometimes	32%	22%
Most of the Time	27%	29%
Always	39%	46%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

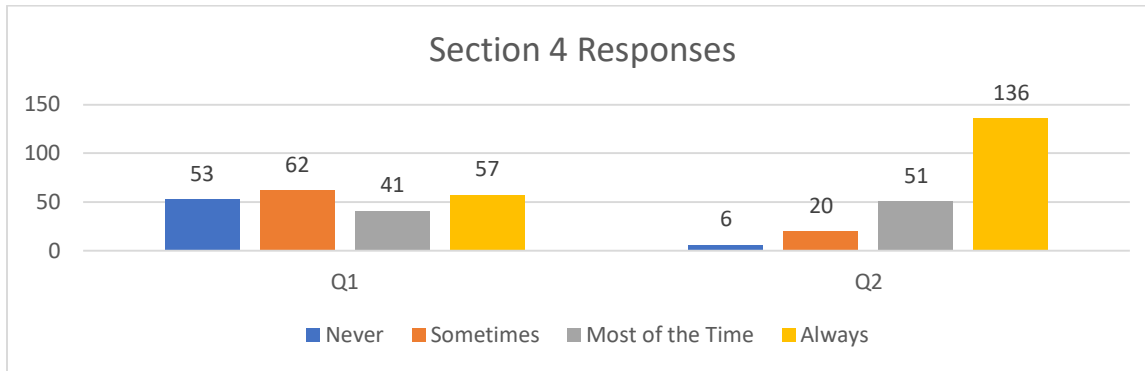


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	19%	1%	3%	7%	6%	26%	1%
Sometimes	29%	8%	25%	24%	14%	30%	7%
Most of the Time	21%	16%	28%	25%	20%	19%	20%
Always	31%	75%	44%	44%	60%	25%	71%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



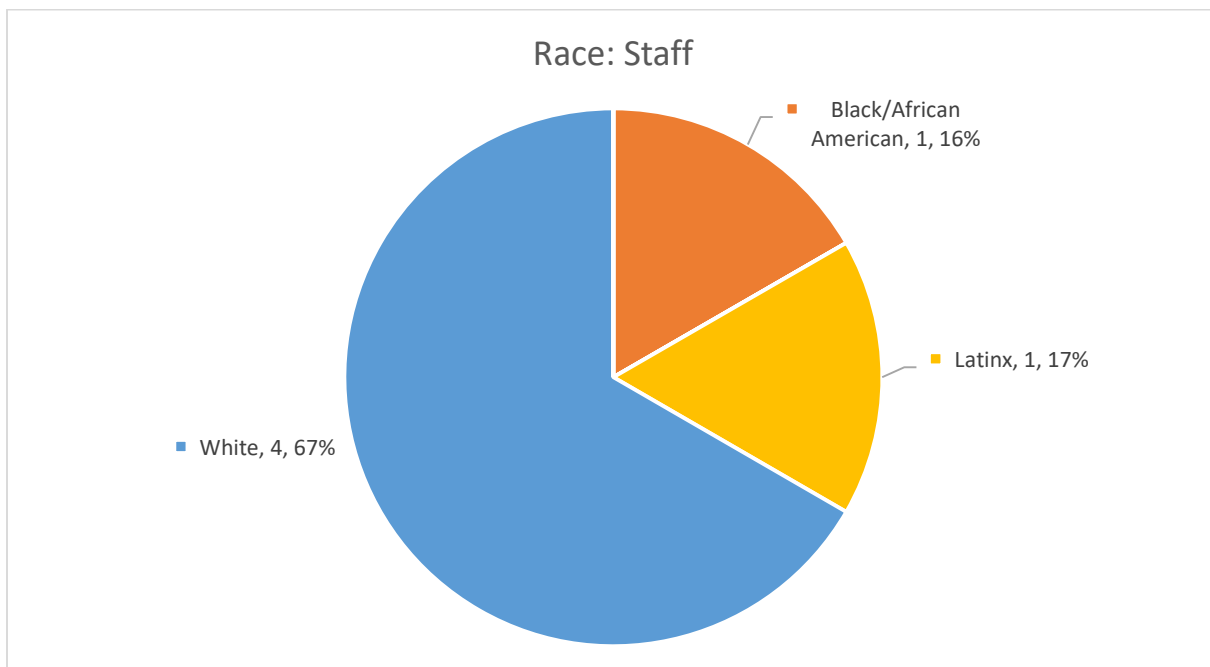
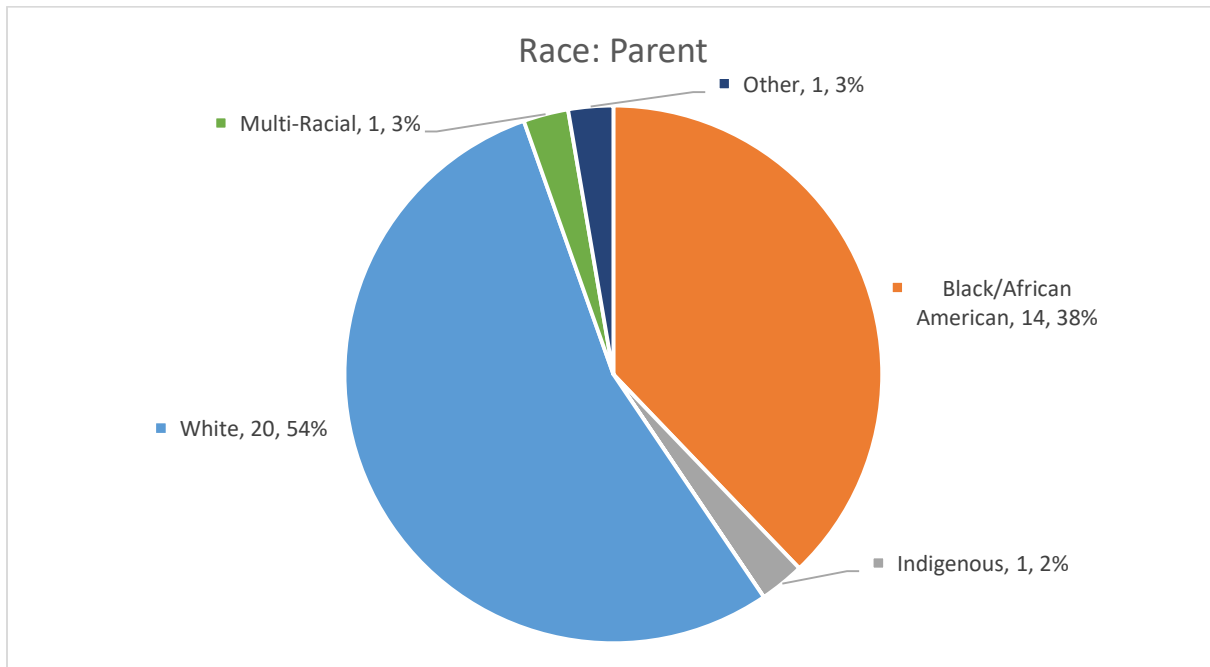
	Q1	Q2
Never	25%	3%
Sometimes	29%	9%
Most of the Time	19%	24%
Always	26%	64%

Adult Data: Beechview Elementary School

Parent Survey Respondents: 39

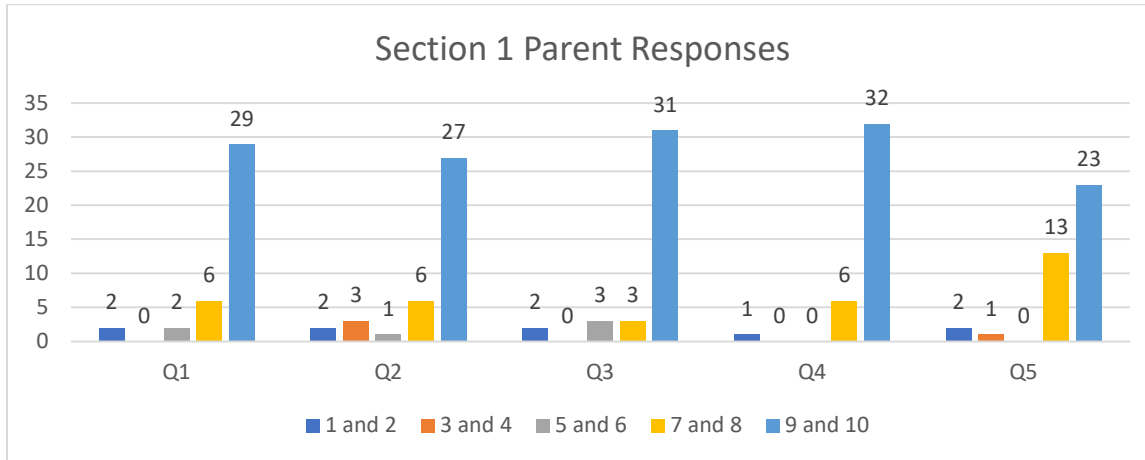
Staff Survey Respondents: 6

Race of Respondents: *(Recorded using categories reflecting the US Census)*



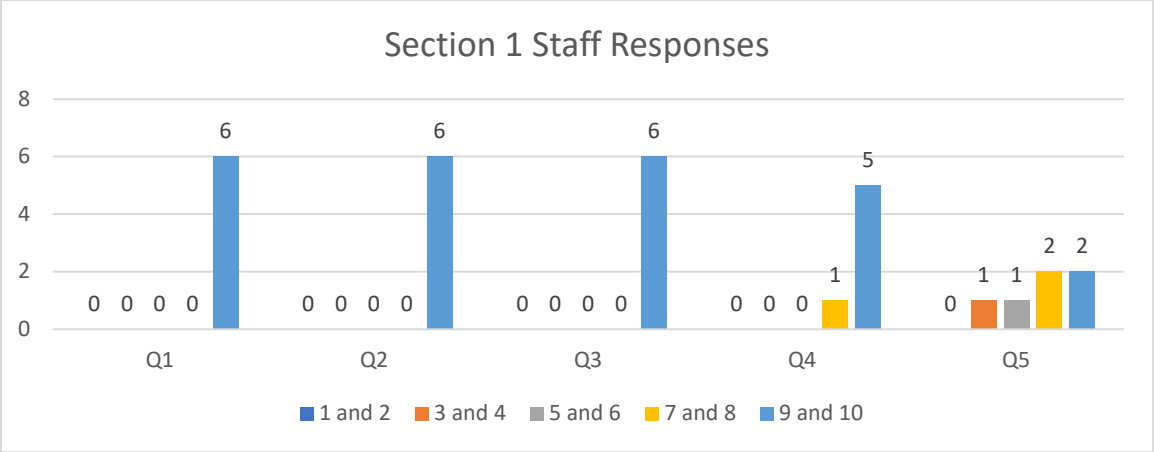
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



	Q1	Q2	Q3	Q4	Q5
1&2	5%	5%	5%	3%	5%
3&4	0%	8%	0%	0%	3%
5&6	5%	3%	8%	0%	0%
7&8	15%	15%	8%	15%	33%
9&10	74%	69%	79%	82%	59%



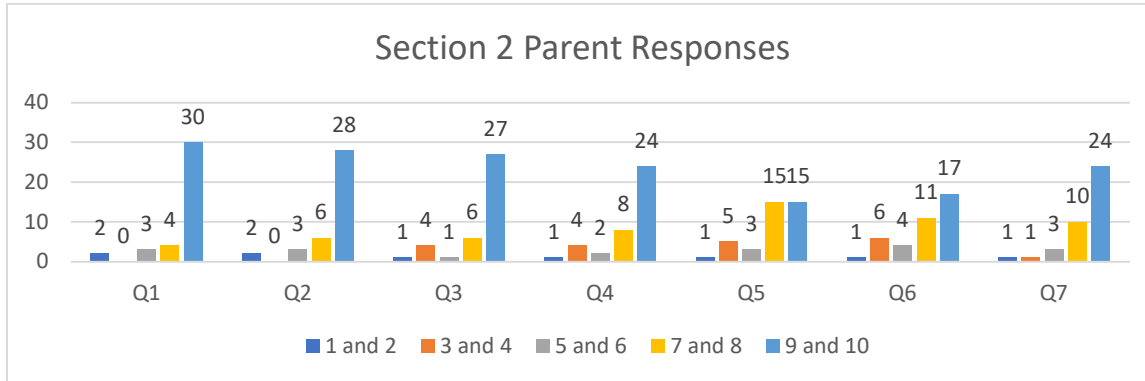


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	17%
5&6	0%	0%	0%	0%	17%
7&8	0%	0%	0%	17%	33%
9&10	100%	100%	100%	83%	33%



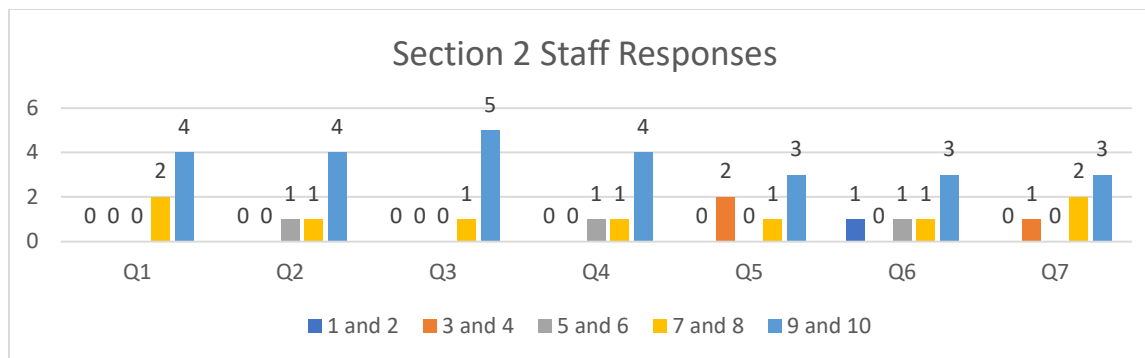
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	5%	5%	3%	3%	3%	3%	3%
3&4	0%	0%	10%	10%	13%	15%	3%
5&6	8%	8%	3%	5%	8%	10%	8%
7&8	10%	15%	15%	21%	38%	28%	26%
9&10	77%	72%	69%	62%	38%	44%	62%



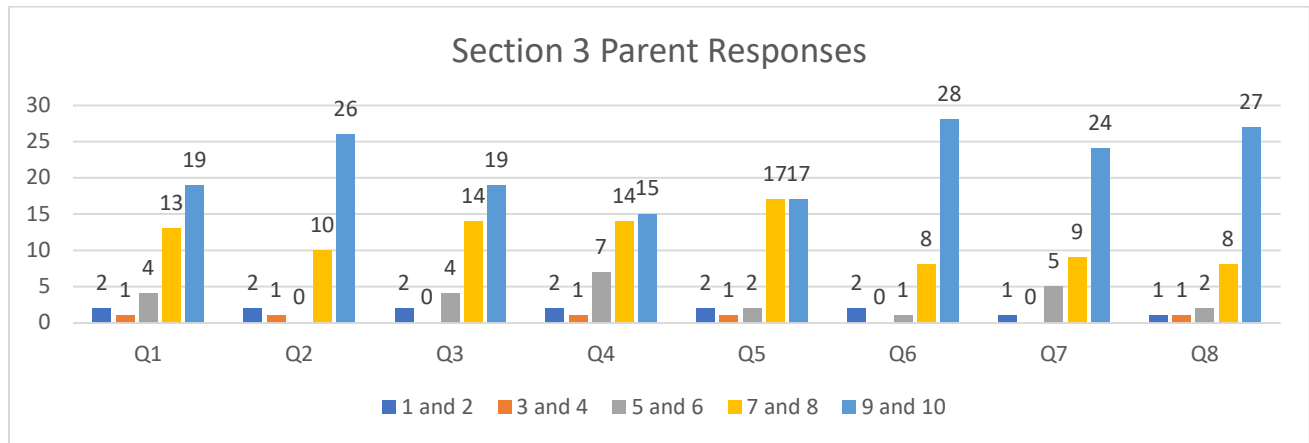


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	17%	0%
3&4	0%	0%	0%	0%	33%	0%	17%
5&6	0%	17%	0%	17%	0%	17%	0%
7&8	33%	17%	17%	17%	17%	17%	33%
9&10	67%	67%	83%	67%	50%	50%	50%



Section 3 Questions and Responses

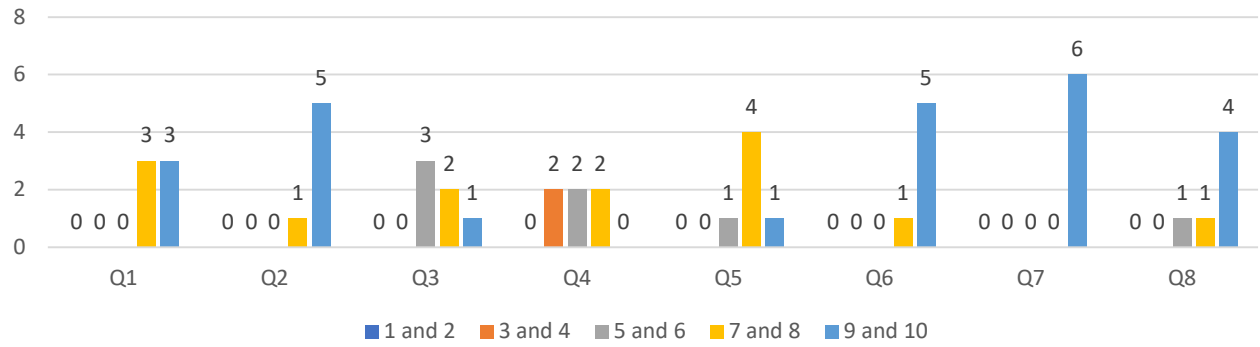
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	5%	5%	5%	5%	5%	5%	3%	3%
3&4	3%	3%	0%	3%	3%	0%	0%	3%
5&6	10%	0%	10%	18%	5%	3%	13%	5%
7&8	33%	26%	36%	36%	44%	21%	23%	21%
9&10	49%	67%	49%	38%	44%	72%	62%	69%



Section 3 Staff Responses

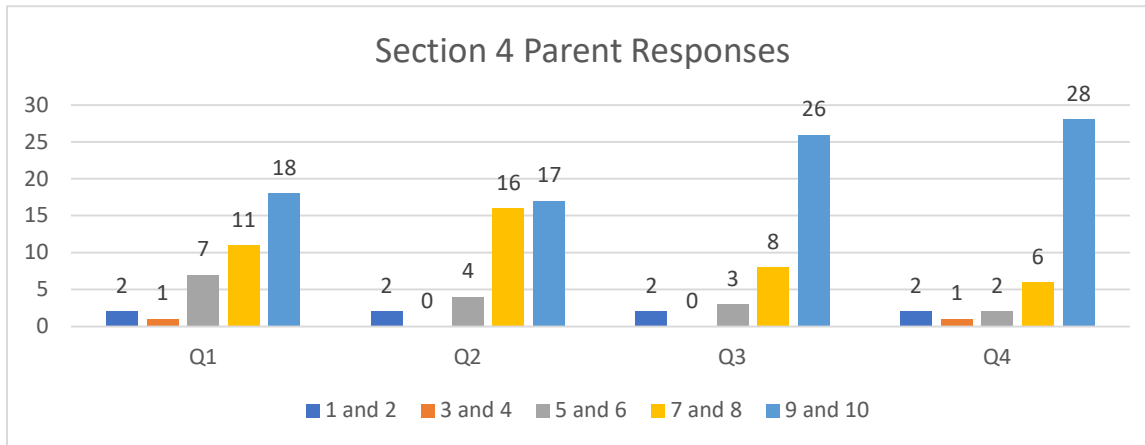


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	33%	0%	0%	0%	0%
5&6	0%	0%	50%	33%	17%	0%	0%	17%
7&8	50%	17%	33%	33%	67%	17%	0%	17%
9&10	50%	83%	17%	0%	17%	83%	100%	67%



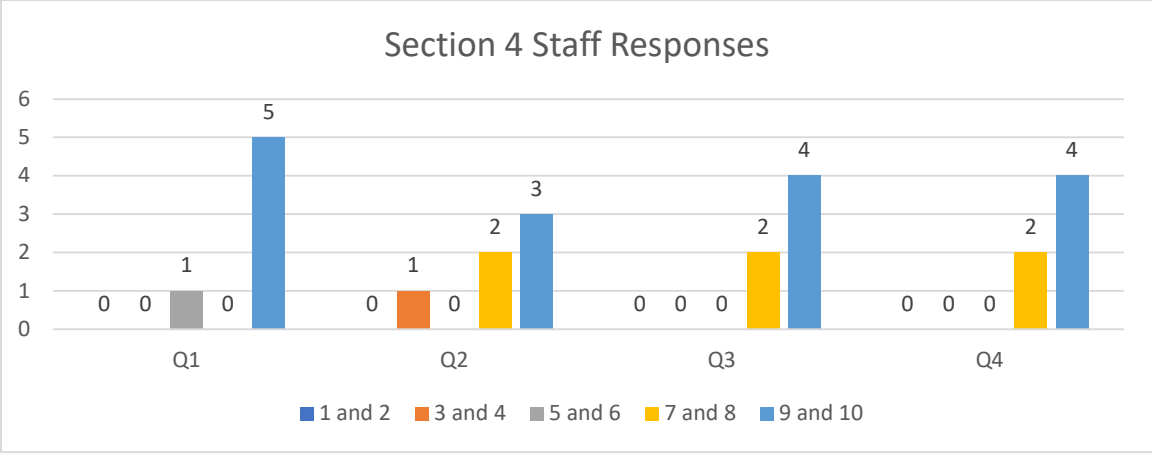
Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



	Q1	Q2	Q3	Q4
1&2	5%	5%	5%	5%
3&4	3%	0%	0%	3%
5&6	18%	10%	8%	5%
7&8	28%	41%	21%	15%
9&10	46%	44%	67%	72%



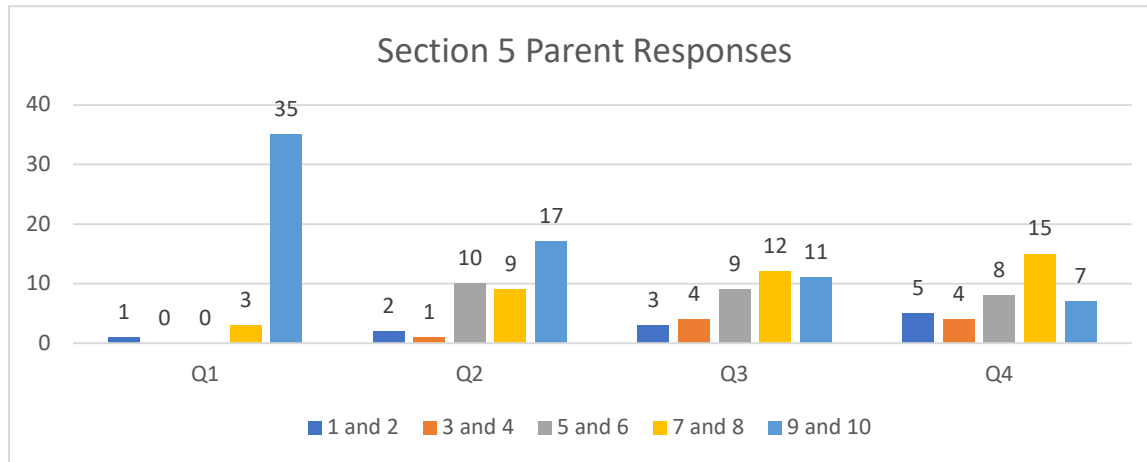


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	17%	0%	0%
5&6	17%	0%	0%	0%
7&8	0%	33%	33%	33%
9&10	83%	50%	67%	67%



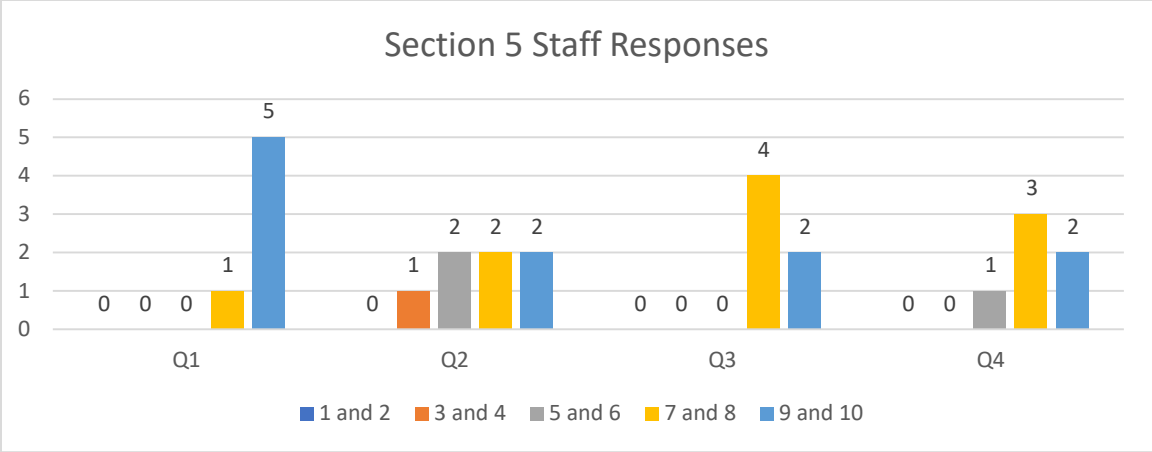
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



	Q1	Q2	Q3	Q4
1&2	3%	5%	8%	13%
3&4	0%	3%	10%	10%
5&6	0%	26%	23%	21%
7&8	8%	23%	31%	38%
9&10	90%	44%	28%	18%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	33%	0%	17%
7&8	17%	33%	67%	50%
9&10	83%	33%	33%	33%



Forest Elementary School

US² had the opportunity to meet with 53 people (breakdown below) within the Forest community on April 9, 2021 between 7:45am-3:15pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrator(s).

- Students: 11
- Parents: 10
- Staff Members: 31
- Administrators: 1

During our conversations, we were able to gather information for all areas identified within the Equity Audit and have synthesized information below, specific to Forest Elementary School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

Within classroom culture, there are both positive and negative aspects at Forest Elementary; often the experience is situational. Students reported that some teachers are very fair and that they enjoy them very much. Other examples brought to light are that some teachers are not necessarily dedicating the time and thought into what rules and consequences may need to look like. When the students were interviewed, several examples of bullying by other students were brought up. Some students also felt as though within the classroom situations where they were not being called on was used as a punishment for poor behavior. The students seemed to understand the importance of consequences and the rules at hand, while also reporting that discipline was not always fair. Within classroom culture, students are encouraged to share their narratives of identity with each other, which does allow for a better understanding of peers and increases the shared inquiry and dialogue. Overall, Forest has good systems in place to create positive classroom culture. The area for improvement is to standardize how things like discipline and bullying are handled.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom,



increased connections among families, use of local resources, and engagement with community issues and problems).

One of the struggles that was identified by many staff members was the communication with parents/families about topics of fixing unfairness within the school walls and within the community. Parents will often go directly to the district or the Board, instead of having conversations with administration. While the families have the right to do this, it leads to frustration among both sets of stakeholders. Parents and families seem to understand what is going on in the schools; however, they do not seem to be overly engaged outside of reading communications and advocating for their students. Parents who were in the small group session made requests for there to be DEI representation on the Board, as well as the potential for a Diversity Committee within the school.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

When speaking with teachers, they shared a need for the district to support their efforts more without being so attached to the district curriculum. At the same time, when asked to provide examples of HOW the content is being taught, the audit team was provided more examples of WHAT was being taught rather than how it was being taught. For example, when asked how JEDI work is explicitly incorporated into instruction, staff members and parents both shared about specific events that were taught rather than how the students are exposed to different information and encouraged to see/utilize multiple perspectives. There seemed to be examples of a variety of historical events shared (Indigenous Americans, underground railroad, slavery); at the same time, we would encourage deeper conversation around events and identities that are not as 'well-known'. We would also encourage much deeper conversation around the approaches being utilized to teach about JEDI concepts.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

In areas such as literature and the sciences, characters in books and example problems are explicitly identified and included to be representative of the student population.



Story problems are written specifically with the students in mind, using their names and descriptions of things they enjoy to keep them engaged in the learning process. Students are very much encouraged to be able to “see themselves” in the curriculum. Staff also mentioned that there is always room for improvements and they are working toward making sure representation is equitable. Another example of positive identity affirmation is that when students are asked to draw themselves, they are provided with the “Colors Around the World” colored pencils from Crayola, so that they can more accurately represent their own skin tone.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized.

The diverse book collection, which was created through the funds provided by the district, was achieved by the staff selecting books that best fit the identities they saw represented in their classroom. It is critical, however, to showcase identities beyond the classroom representation. Whether Forest Elementary is inclusive of specific identity groups, it is important for students to see the diversity within the greater society. Students use these books both for personal exploration and for parts of the curriculum implemented within Forest, and the staff makes sure to select books that will raise discussions around identities that both show students who they are (identity) and also allows for open conversation around how other students may have differences. Students are encouraged to ask questions about representation, while discussion as a class allows the students to explain for themselves what their identities mean to them and why they may exhibit differences from other students. Trauma-informed care and resilience trainings have also taken place in the school, which helps staff navigate these conversations in a healthy and productive fashion.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

Forest Elementary recognizes the different awareness months, such as Black History Month, with their students and incorporates materials around these celebrations to reach their diverse population and to show the ways that some people have been treated differently throughout history. During the interviews, some staff members were honest that there is a need for improvement on this piece – although there is a lot of fear around what parents will say. Forest Elementary has been part of the Social



Justice Alliance Project, where they have received ideas and curriculum pieces to be able to meld with MTSS around topics of bias. The tools are there; however, implementation has been on hold for a few years. Students at Forest Elementary, reportedly, do not receive much specific information around Justice.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

Action is not a piece that is currently well addressed for students of Forest Elementary. Discussions around addressing bullying appear to be the only representations of action within the curriculum at the school at this time. Other options to include Action within the curriculum would be to support students in recognizing their own responsibility in standing up to unfair behaviors.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools to put a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. Forest Elementary has also been focused on staff-wide trauma-informed care training, allowing them to better navigate the needs of their students. Some staff have been more receptive than others in the changes to representation in curriculum and how to address bias. It does seem, though, that the school is adamant about making these changes. With more consistent parent and community support and communication between staff and district, the staff would most likely feel more comfortable with the process of implementing more education around prejudice, bias, and stereotypes.

Representation:

Comparatively to other schools, staff representation at Forest Elementary appears to be more racially diverse. There is still room for improvements – since staff is still very homogeneous in comparison to the student body. One area for improvement that was



identified by students and parents alike is better representation through discussion with staff, of individuals who come from various religious backgrounds. Forest Elementary has a wide range of religious/spiritual identities represented in their student body. At the same time, it is important to recognize how easy it can be to slide backwards on representation and default to the traditionally “Christian” holidays for activities throughout the year.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Instruction was noted as a strength while Classroom Culture was noted as an area for improvement.

While looking at Classroom Culture specifically, it would benefit the stakeholders of Forest Elementary to have more open and transparent conversations with all identity groups. It is critical to remember how we must intentionally include so as not to unintentionally exclude. The largest area for improvement is the lack of a structured anti-bullying program that delivers results. Students reported in both the surveys and the focus groups that staff sometimes ‘held grudges’ with students and, although not consistent with all groups, many students felt unsafe emotionally in the classroom.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Identity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups (mainly race, culture, and language). However, there is minimal attempt to move the students toward action. This work is best infused through project-based and inquiry-based learning - which Forest Elementary is implementing.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming is offered to all identity groups. The staff continuing to use their trauma-informed care training will also help with creating a more equitable building.

Quantitative Data Summary:

Responses from Forest stakeholders were very positive among almost all respondents. The outlying group was the community responses, of which there were two. The community response comments were extremely critical of schools having a focus on social justice. The community responses were highly unreflective of all other



stakeholders, however. Parent and staff response was overwhelmingly positive across all questions and comments, with the issues that were brought up focusing in on COVID-19 response.

Student responses were positive on most questions, with a few outliers. The questions that students had a less positive response, or a more scattered response, include: being able to share words without feeling judged; learning about and seeing people who look like them; being taught about people being treated differently; and working with other students to do work. Representation, according to the data, was unique to Forest, which may play a role in some of these responses. The self-reported race of students and parents had many more “White” responses, and staff had much more diversity in their race responses. From the data, we are unsure if this is reflective of the school, or reflective of who completed the survey.

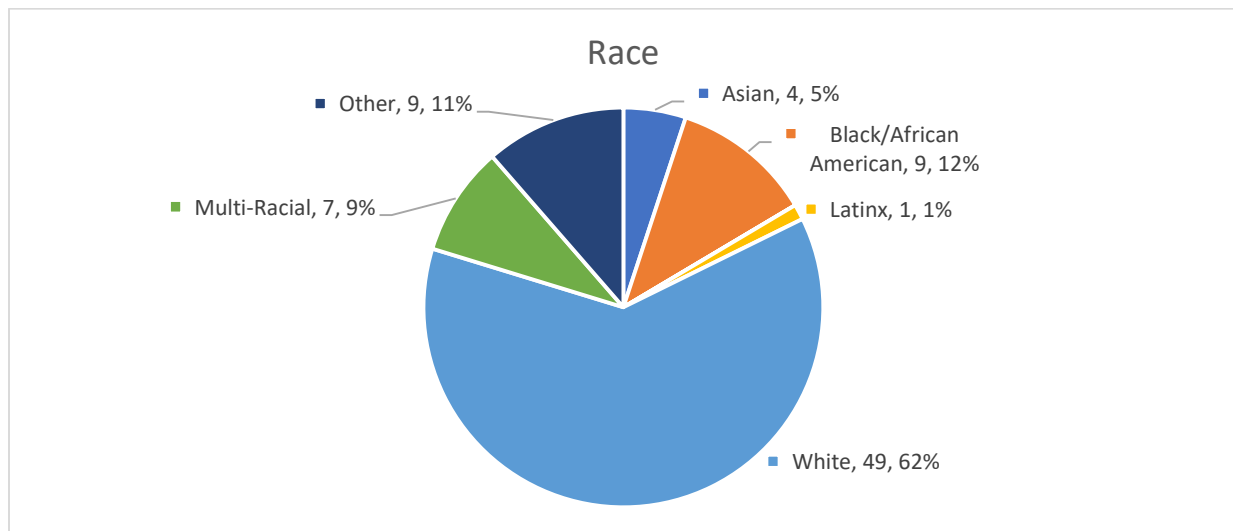


Farmington Public Schools: Survey Data Summary for Forest Elementary

Student Data: Forest Elementary School

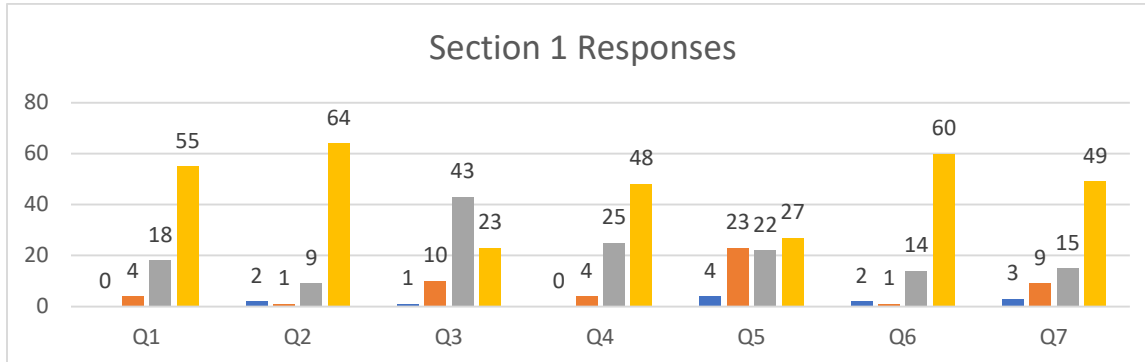
Student Data Respondents: 79

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

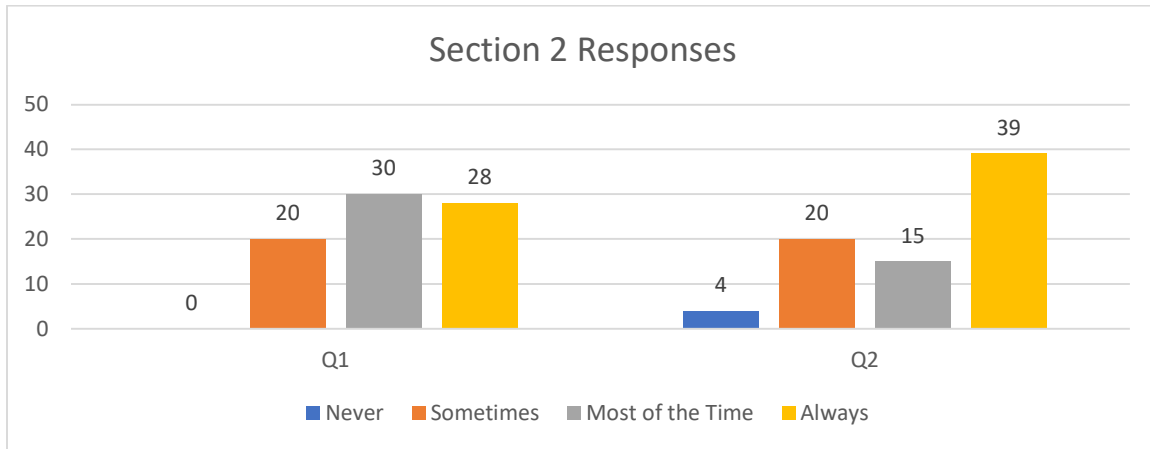


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	0%	3%	1%	0%	5%	3%	4%
Sometimes	5%	1%	13%	5%	30%	1%	12%
Most of the Time	23%	12%	56%	32%	29%	18%	20%
Always	71%	84%	30%	62%	36%	78%	64%



Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

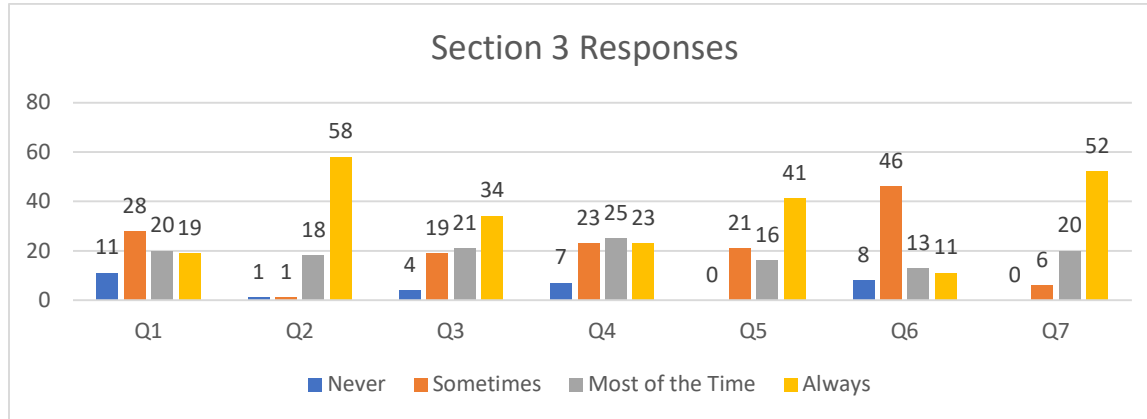


	Q1	Q2
Never	0%	5%
Sometimes	26%	26%
Most of the Time	38%	19%
Always	36%	50%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

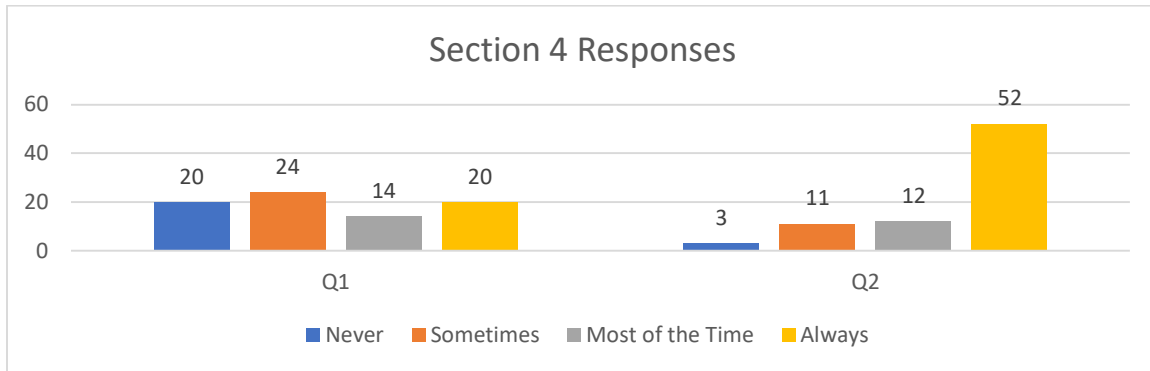


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	14%	1%	5%	9%	0%	10%	0%
Sometimes	36%	1%	24%	29%	27%	59%	8%
Most of the Time	26%	23%	27%	32%	21%	17%	26%
Always	24%	74%	44%	29%	53%	14%	67%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



	Q1	Q2
Never	26%	4%
Sometimes	31%	14%
Most of the Time	18%	15%
Always	26%	67%



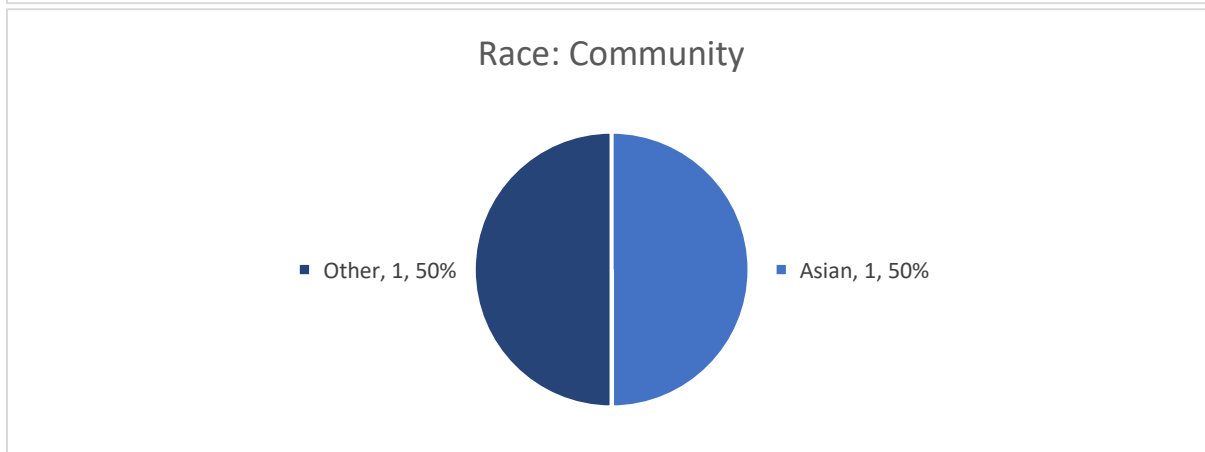
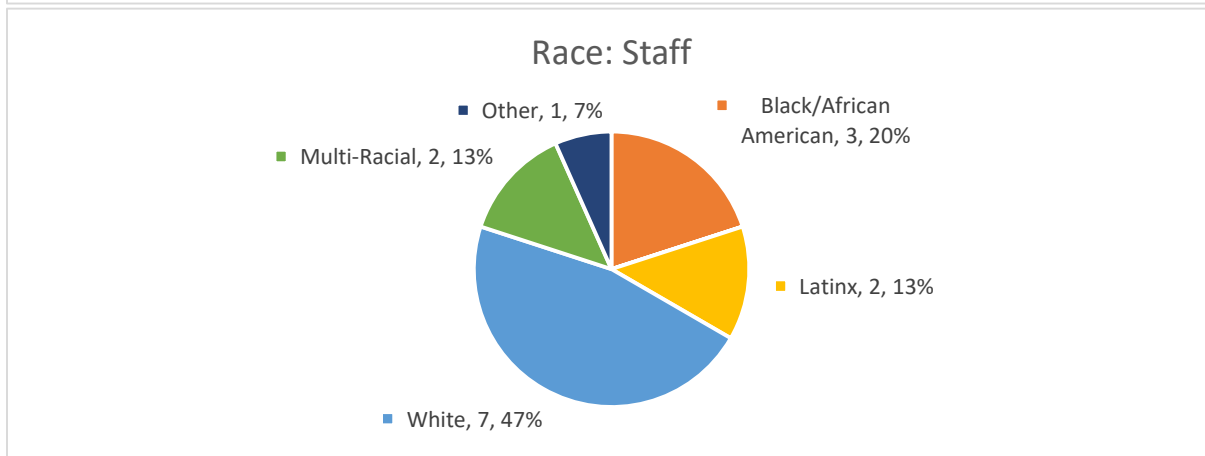
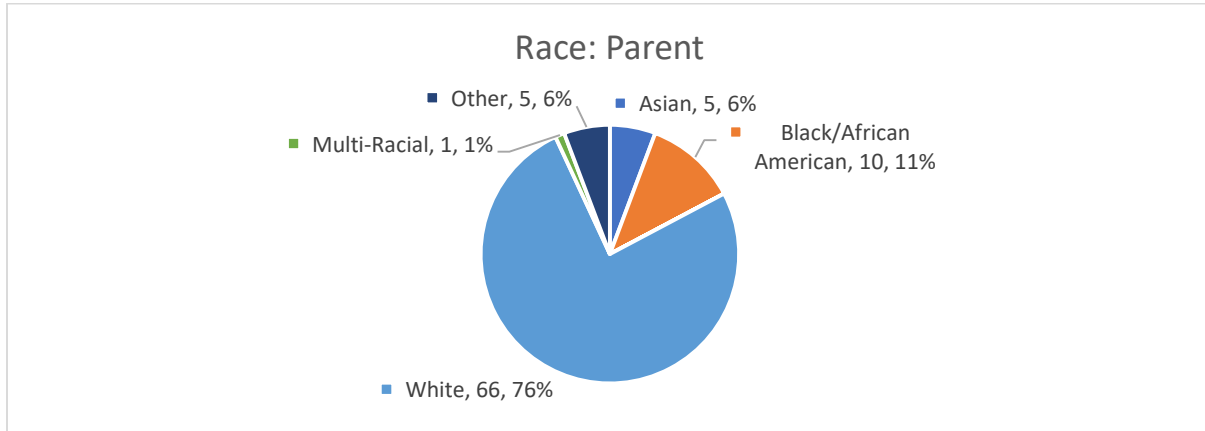
Adult Data: Forest Elementary School

Parent Survey Respondents: 88

Staff Survey Respondents: 15

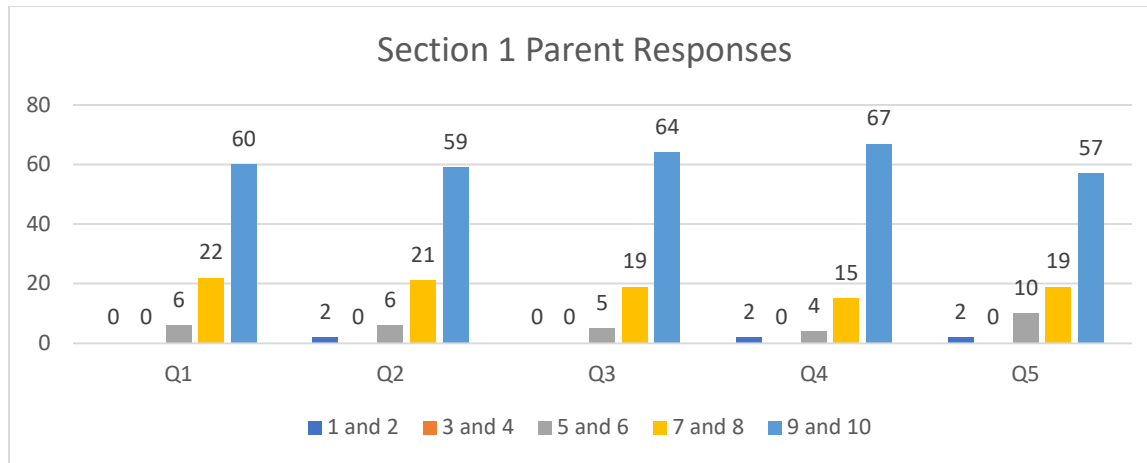
Community Survey Respondents: 2

Race of Respondents: *(Recorded using categories reflecting the US Census)*



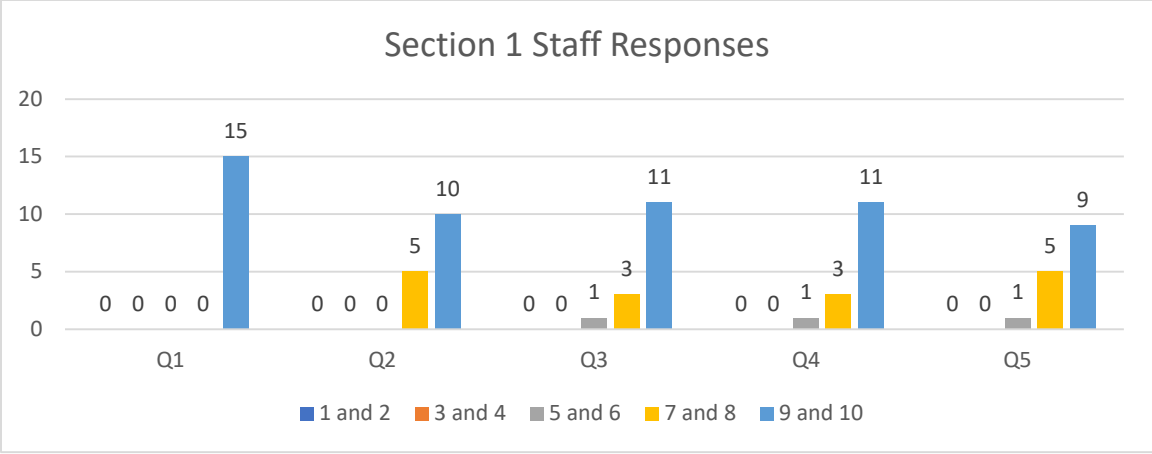
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



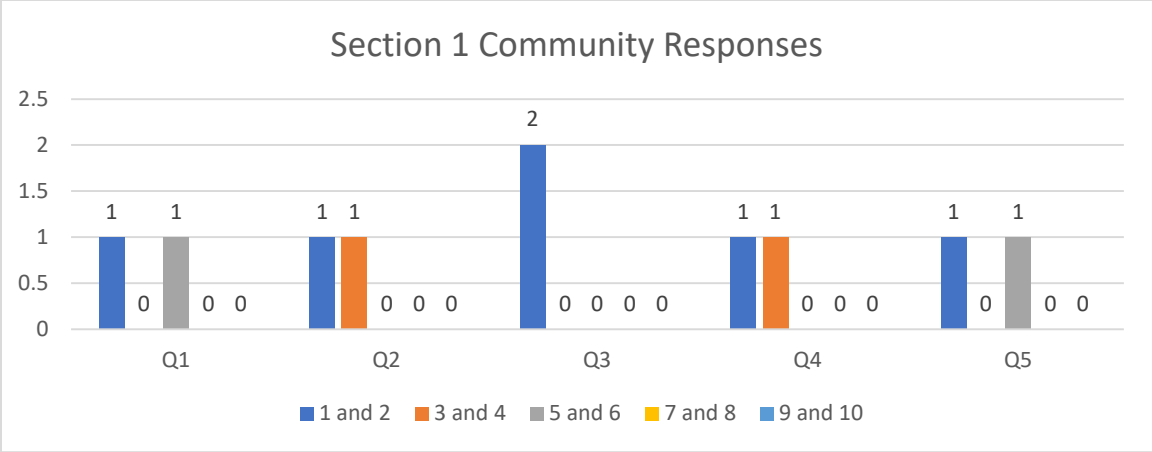
	Q1	Q2	Q3	Q4	Q5
1&2	0%	2%	0%	2%	2%
3&4	0%	0%	0%	0%	0%
5&6	7%	7%	6%	5%	11%
7&8	25%	24%	22%	17%	22%
9&10	68%	67%	73%	76%	65%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	7%	7%	7%
7&8	0%	33%	20%	20%	33%
9&10	100%	67%	73%	73%	60%



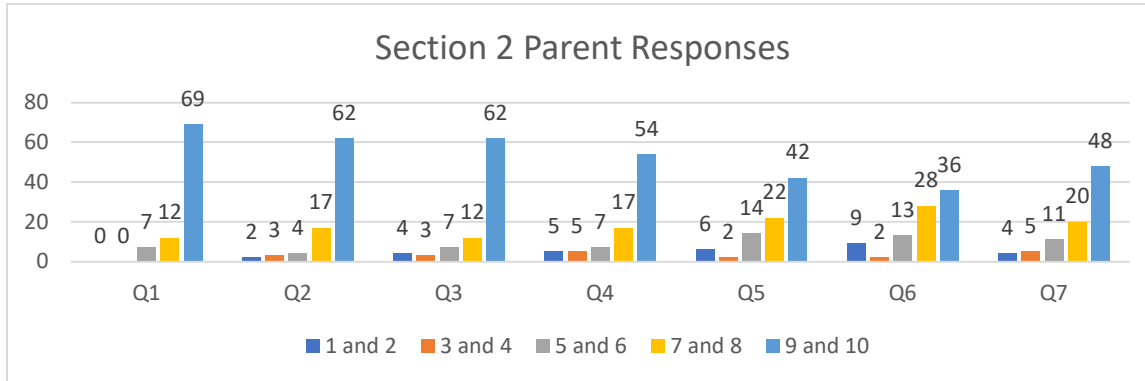


	Q1	Q2	Q3	Q4	Q5
1&2	50%	50%	100%	50%	50%
3&4	0%	50%	0%	50%	0%
5&6	50%	0%	0%	0%	50%
7&8	0%	0%	0%	0%	0%
9&10	0%	0%	0%	0%	0%



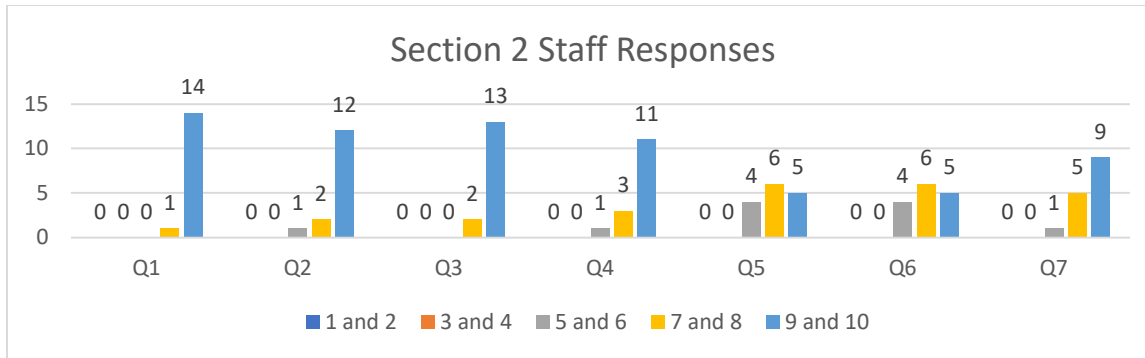
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



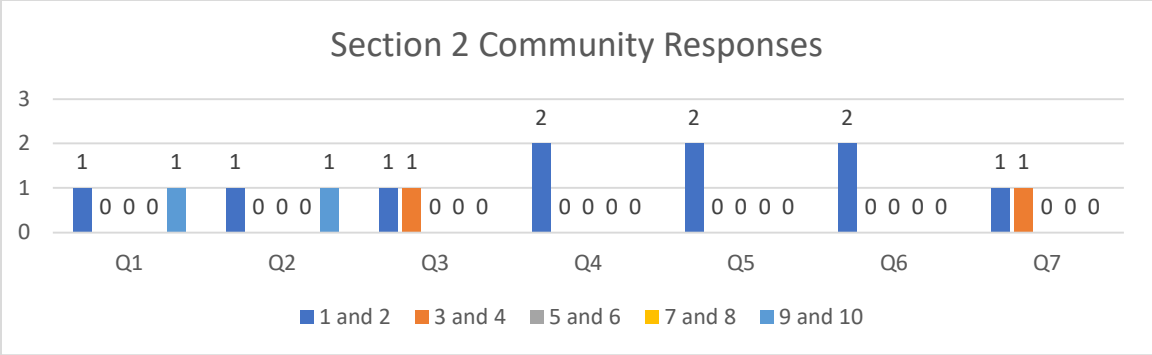
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	2%	5%	6%	7%	10%	5%
3&4	0%	3%	3%	6%	2%	2%	6%
5&6	8%	5%	8%	8%	16%	15%	13%
7&8	14%	19%	14%	19%	27%	32%	23%
9&10	78%	70%	70%	61%	48%	41%	55%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%
5&6	0%	7%	0%	7%	27%	27%	7%
7&8	7%	13%	13%	20%	40%	40%	33%
9&10	93%	80%	87%	73%	33%	33%	60%



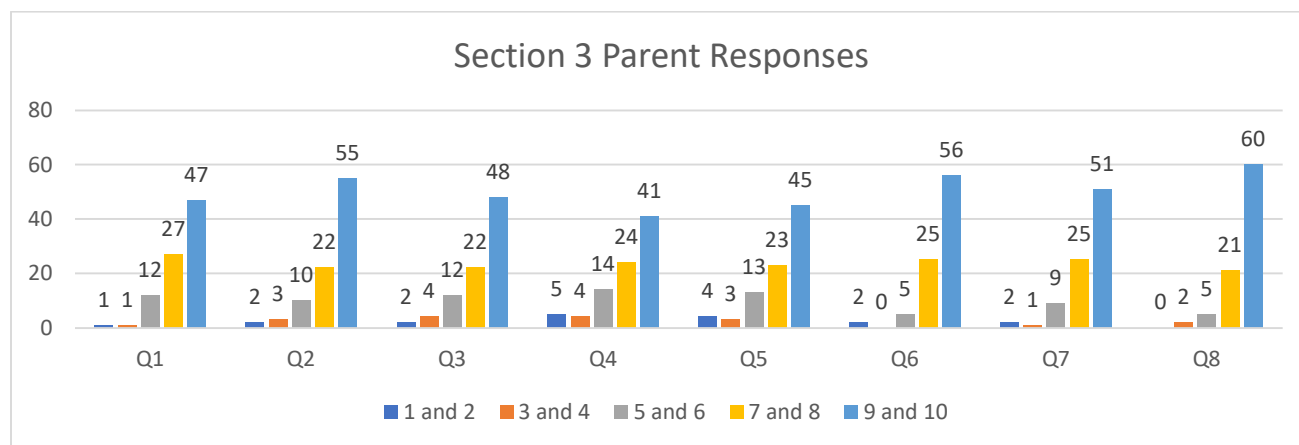


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	50%	50%	50%	100%	100%	100%	50%
3&4	0%	0%	50%	0%	0%	0%	50%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%	0%	0%
9&10	50%	50%	0%	0%	0%	0%	0%



Section 3 Questions and Responses

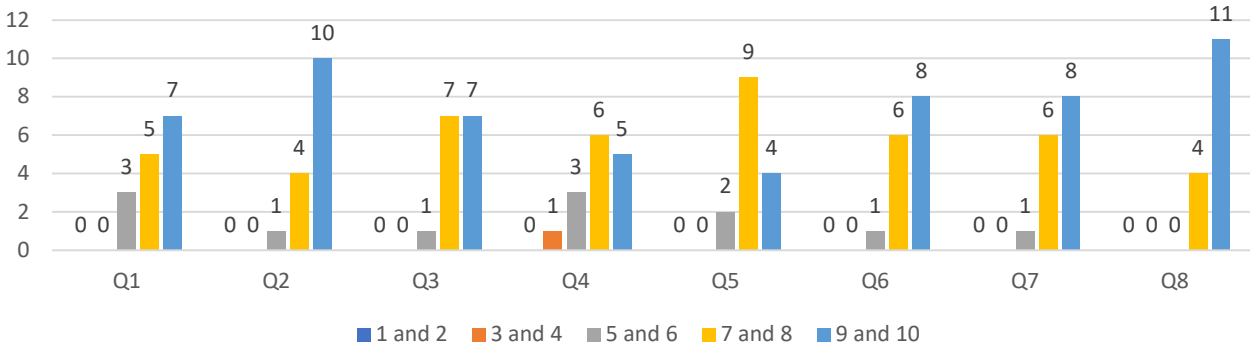
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	1%	2%	2%	6%	5%	2%	2%	0%
3&4	1%	3%	5%	5%	3%	0%	1%	2%
5&6	14%	7%	14%	16%	15%	6%	10%	6%
7&8	31%	25%	25%	27%	26%	28%	28%	24%
9&10	53%	63%	55%	47%	51%	64%	58%	68%

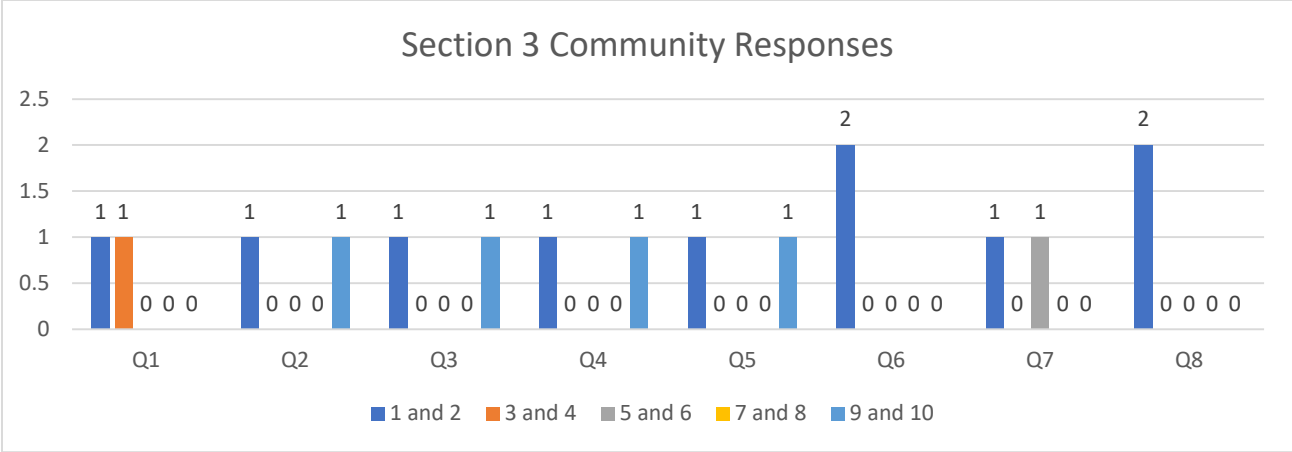


Section 3 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	7%	0%	0%	0%	0%
5&6	20%	7%	7%	20%	13%	7%	7%	0%
7&8	33%	27%	47%	40%	60%	40%	40%	27%
9&10	47%	67%	27%	33%	27%	53%	53%	73%



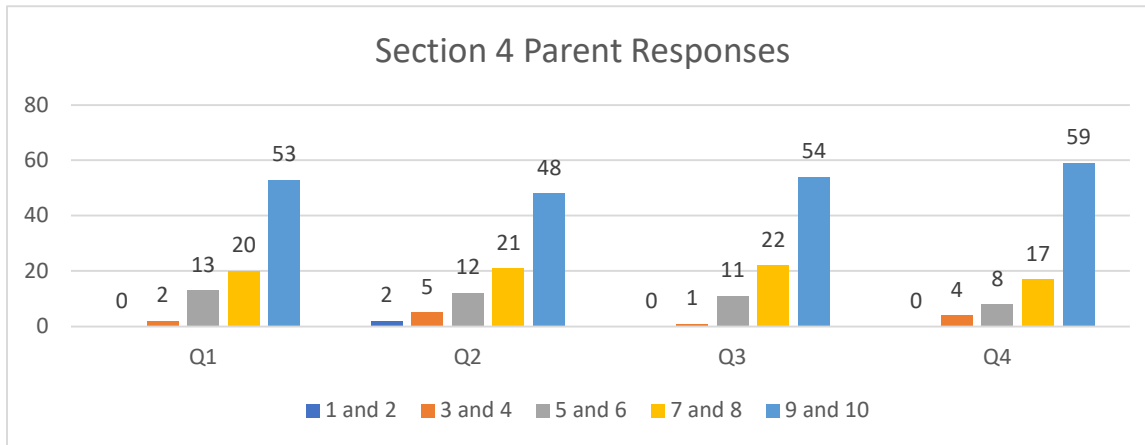


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	50%	50%	50%	50%	50%	100%	50%	100%
3&4	50%	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	50%	0%
7&8	0%	0%	0%	0%	0%	0%	0%	0%
9&10	0%	50%	50%	50%	50%	0%	0%	0%



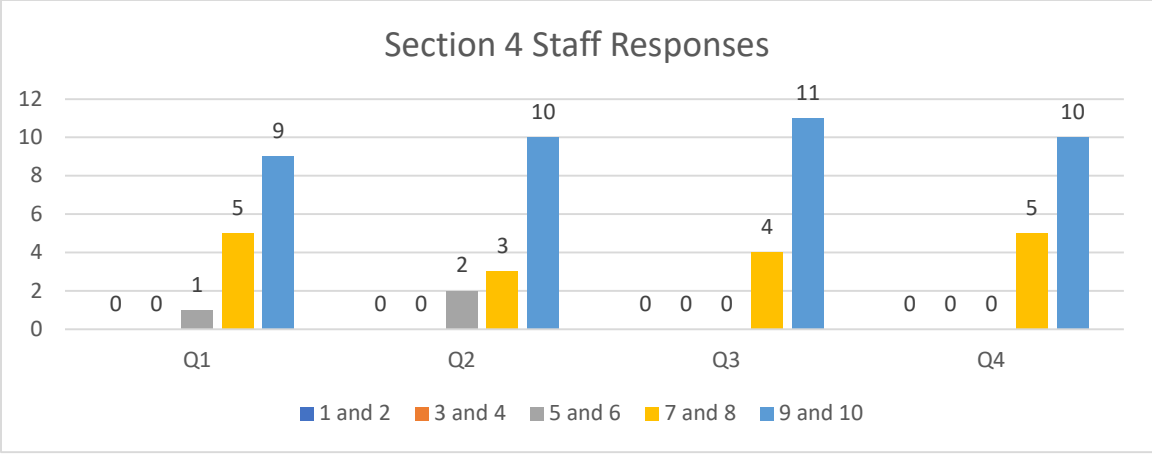
Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



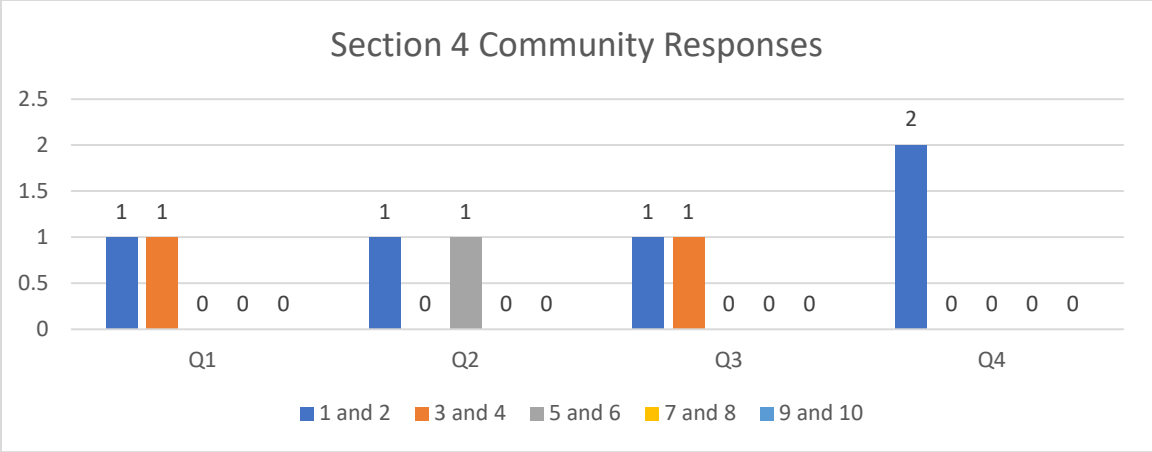
	Q1	Q2	Q3	Q4
1&2	0%	2%	0%	0%
3&4	2%	6%	1%	5%
5&6	15%	14%	13%	9%
7&8	23%	24%	25%	19%
9&10	60%	55%	61%	67%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	7%	13%	0%	0%
7&8	33%	20%	27%	33%
9&10	60%	67%	73%	67%



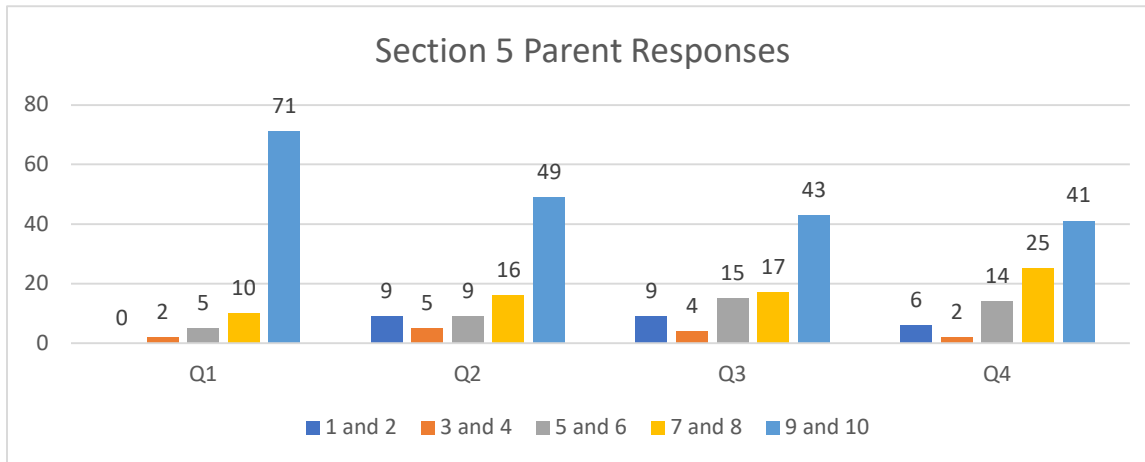


	Q1	Q2	Q3	Q4
1&2	50%	50%	50%	100%
3&4	50%	0%	50%	0%
5&6	0%	50%	0%	0%
7&8	0%	0%	0%	0%
9&10	0%	0%	0%	0%



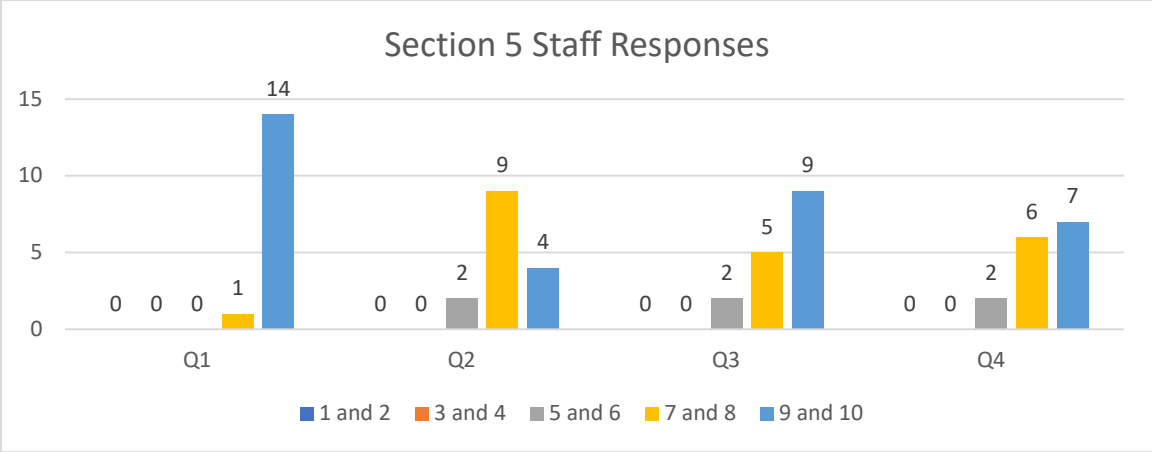
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



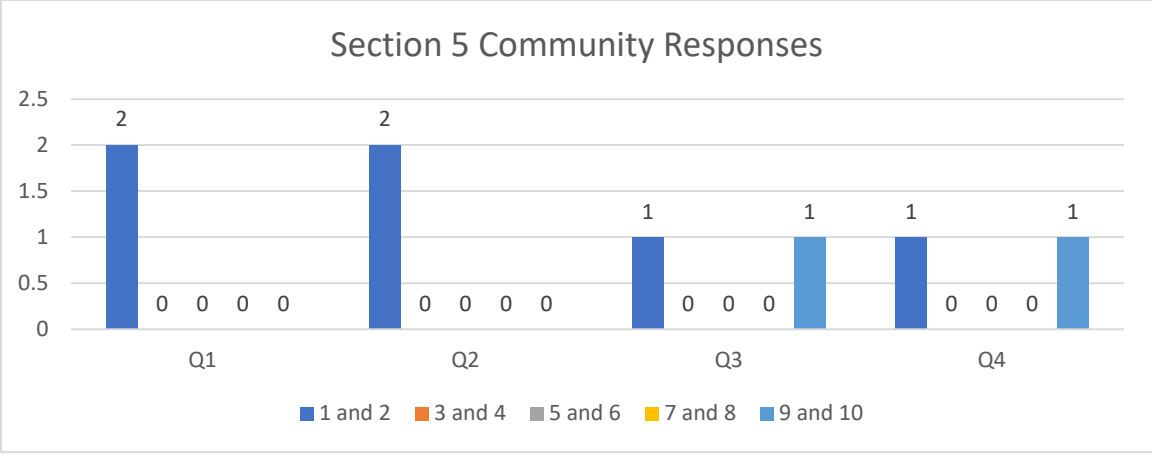
	Q1	Q2	Q3	Q4
1&2	0%	10%	10%	7%
3&4	2%	6%	5%	2%
5&6	6%	10%	17%	16%
7&8	11%	18%	19%	28%
9&10	81%	56%	49%	47%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	13%	13%	13%
7&8	7%	60%	33%	40%
9&10	93%	27%	53%	47%





	Q1	Q2	Q3	Q4
1&2	100%	100%	50%	50%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	0%	0%	50%	50%



Gill Elementary School

US² had the opportunity to meet with 39 people (breakdown below) within the Gill community on March 16, 2021 between 8:00am-3:45pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrator(s).

- Students: 11
- Parents: 7
- Staff Members: 20
- Administrators: 1

During our conversations, we gathered information for all of the areas identified within the Equity Audit and have synthesized information below, specific to Gill Elementary School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

The classroom culture at Gill consists of appropriate structures to provide students a welcoming environment to thrive. Each classroom starts with morning meetings which includes students sharing their feelings (using a mood meter) and a “wishing you well” activity by responding empathetically to a student statement. The classroom structure setup is based upon the PBIS framework, allowing students and staff to communicate and practice school-wide expectations daily. Students interviewed said they felt safe in their classrooms, and the staff is friendly and respectful to each other. In the 2019/2020 school year, Gill Elementary implemented an SEL support system called STABLES. On Fridays, students pair up with different grades, i.e., Kindergarteners paired with 5th graders, and learn about various character-based topics. All 3rd graders receive mandatory bullying training. When asked if there was any school bullying, students said there was little to none observed. In 2021, Gill started a ‘Diverse Book Club’ aligned to the weekly STABLES activities to open up conversation and understanding around diversity. Questioning and open dialogue are common practices at Gill using ‘Cultures of Thinking,’ which promote inquiry among students and teachers. Teachers in interviews explained how the Cultures of Thinking allows them to deepen discussions on various topics and motivate students to see, think, and wonder. Additionally, students said that teachers often call on them, and dialogue is frequent to help with speaking skills.



Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, the inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

Family and community engagement is an area the school wants to improve. While many parents feel welcome, connecting with the school and other families is limited as many parents felt they connect with each other outside the school community during athletic activities. In 2020, the schools' Culture Club implemented a multicultural event that celebrated the various cultures within the community. In interviews, parents acknowledged the various languages spoken throughout the community and the barriers that exist among the staff and family communications. Gill Elementary communicates with parents weekly using various modes like newsletters and social media. The district established an African-American Parent Network that brings important information and support resources for new and existing residents. Other support networks that were discussed included the HEART organization that provides support for classroom resources for teachers. Additionally, Gill has a Resource Center that parents can come to use a computer, check out materials, and find other supports to aid their child's learning.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Instruction at Gill Elementary is based upon the district's implementation of curriculum available through Oakland Schools. In the past year, the school has been using Cultures of Thinking instructional strategy to provide students with more opportunities for inquiry and open dialogue. Teachers believe the strategy has helped them with questioning. Students also acknowledge that teachers help them to understand the material they are learning and will continuously seek their responses until they understand. The district purchased supplemental content to broaden the selections of diversity within the curriculum. Different perspectives are explored in most classrooms to provide students a holistic viewpoint. Due to the pandemic, many of the everyday activities, such as group work, have been put on hold and replaced with virtual learning. Teachers still put students in breakout rooms for discussions and other cooperative learning opportunities. Real world learning opportunities provide students with access to global topics and ideas connected to the curriculum. Parents did express their concern with a lack of current events being discussed in classrooms, as to shelter the students away from what is going on outside. Parents reported wanting to see more age-appropriate topics explored within the curriculum to tie into what they are learning.



Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

Students learn about their identity in class activities, such as reading books and sharing their experiences. Teachers gave little evidence that more identities are discussed other than race and ethnicity. Students learn about certain identities throughout the year during times like Black History Month and Women’s History Month held annually.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy, as well as curiosity and moving beyond superficial and oversimplified contexts, is emphasized.

The school provides students with frequent choice opportunities in their performance tasks that explore different perspectives. Teachers often try and build student efficacy using the Cultures of Thinking instructional strategy for students to learn about the content in more than one way. Teachers additionally spoke in interviews their ability to have freedom within the curriculum to present different perspectives to students. Gill started a Diverse Book club that gave students more exposure to other cultures and backgrounds last year, but this work was primarily accomplished using the STABLES SEL activities. Gill has a large SXI program and a lot of training and understanding is provided to students in the area of empathy and working with students with disabilities.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

There is a lot of talk about Respect at Gill Elementary and supporting students through active listening and sharing of experiences. Each classroom is designated as a “safe spot” for students to share things that may be difficult to talk about. Little evidence was provided as to a protocol and structure for how justice is taught in the curriculum.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

Instruction around bullying prevention at Gill provides staff and students actionable steps to respond appropriately to negative behaviors. While all students gain some



form of lessons on bullying, it is exclusively taught in the 3rd grade. Other action steps to address unfairness is included in the school's STABLE SEL and Leader in Me programs that teach students to problem solve on a broad scale. The student's voices are also incorporated within the class structure to move students to speak up and show care and concern for others.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools, placing a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. The PD offerings were limited in participant capacity; for example, the Anti-Racist Institute only allowed eight participants per school. Staff capacity within their understanding and awareness of equity is being developed over time. Gill Elementary is taking more specific steps to address their specific needs. Activities such as a bias walk, video productions (13th Amendment), and a school-wide monthly diverse read-a-louds have been implemented to give staff more exposure and practice. Data analysis with specific sub-groups of students are also being analyzed. Additional training is being developed for increasing staff instruction for African-American males and increasing their academic achievement.

Representation:

Representation is one area Gill Elementary reported as wanting to improve upon, inclusive of hiring, curriculum, and instruction that will promote a more inclusive environment for the students and community in which they serve. Stakeholders within many of the interviews echoed the lack of diverse staff. The staff acknowledged the need for more diverse staff, including the students who wanted to have staff that looked like them. There is currently only one African-American male teacher at Gill. Some parents were concerned that people of color cannot even get an interview at schools and "most of the hiring is done from the other side of the state". In looking at representation within the curriculum, many of the teachers interviewed spoke about Gill purchasing diverse resources that would align to the curriculum and allow students to "see themselves" in the content material they learn. Interviews also showed a slight divide in the staff's understanding of representation going beyond just the race and ethnic identities and including more marginalized identities such as disability, gender, and family structure.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.



Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family and Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of Gill Elementary to have more productive outreach within the community. By intentionally including the diverse parents and community members in which Gill serves, there is a higher likelihood of active engagement among all presented ethnic and cultural backgrounds.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Diversity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups (mainly race, culture, and language). However, there is minimal attempt to move the students toward action. This work is best infused through project-based and inquiry-based learning - which Gill is working to implement on a more consistent basis.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming are offered to all identity groups.

Quantitative Data Summary:

Data from Gill surveys appears resoundingly positive across all stakeholders. Students reported being mostly happy and positive around their experiences within the school. Representation in staff and in content were two of the data points that were not as resoundingly positive, implying that there could be some work on curriculum and future staffing decisions. Students also reported that they do not have as much experience working with others. This, however, could be a side effect from being virtual for COVID-19 precautions.

Parents, staff, and community are all quite positive in numerical data as well, without any outlying categories. Within the comments, most negative feedback related to the COVID-19 precautions. There were also some respondents that were disagreeing with teaching social justice topics in schools. Some parents also commented on uneven and disorganized communication from the school and the district.

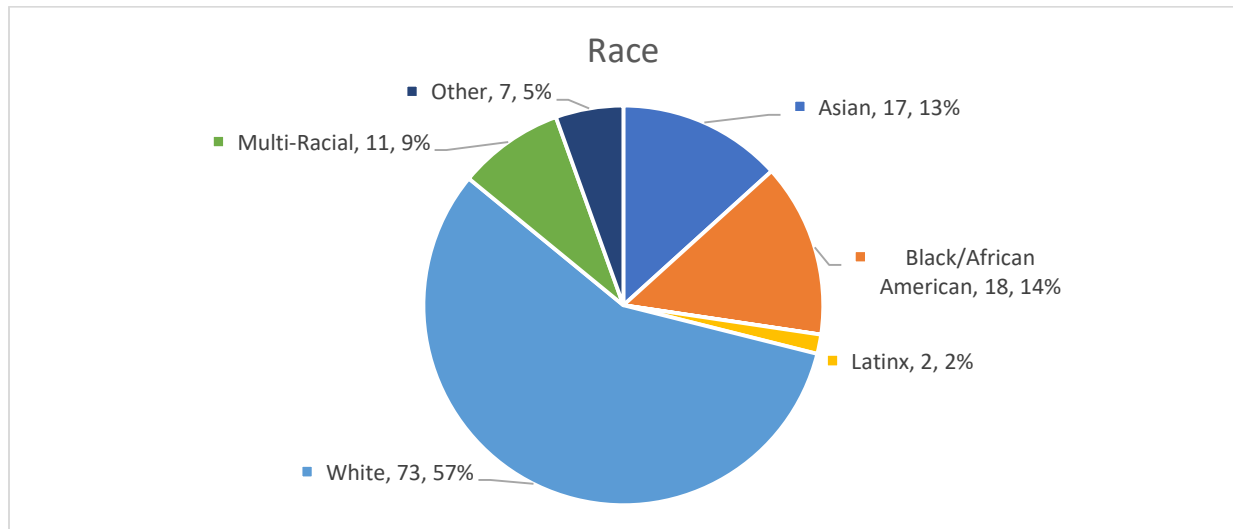


Farmington Public Schools: Survey Data Summary for Gill Elementary

Student Data: Gill Elementary School

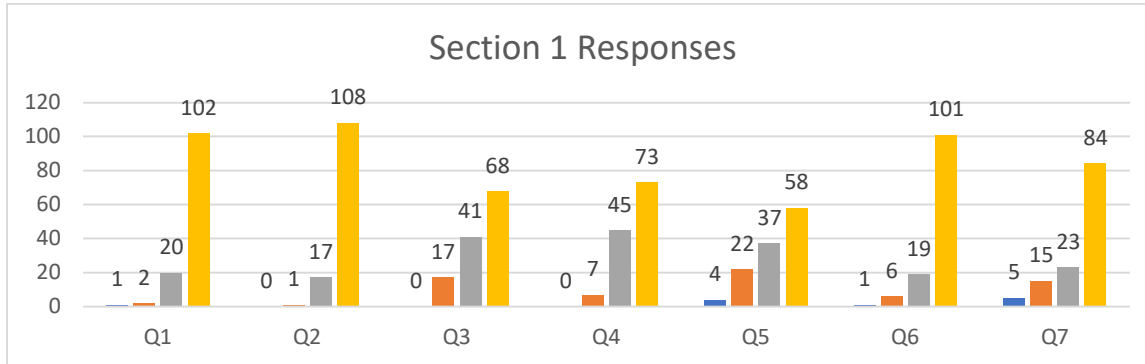
Student Data Respondents: 128

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

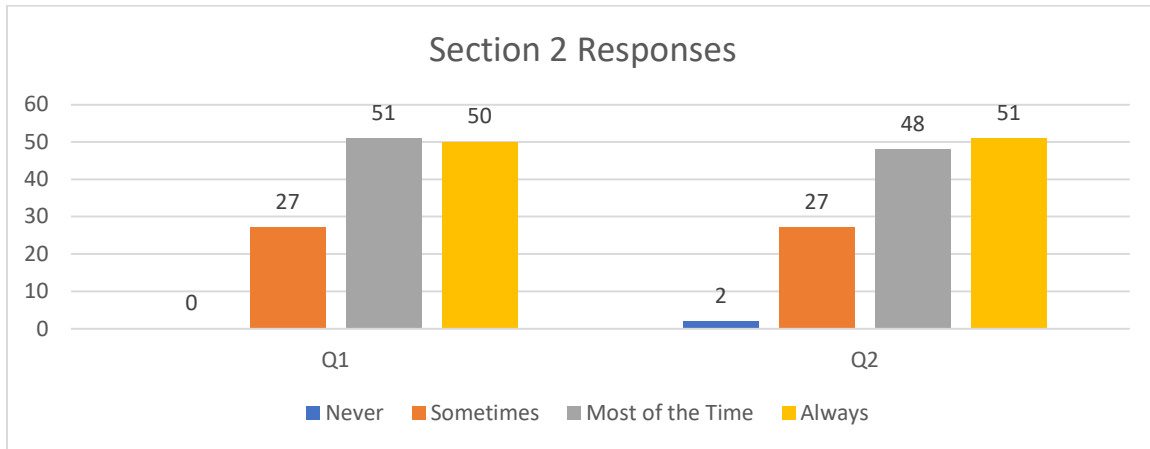


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	1%	0%	0%	0%	3%	1%	4%
Sometimes	2%	1%	13%	6%	18%	5%	12%
Most of the Time	16%	13%	33%	36%	31%	15%	18%
Always	82%	86%	54%	58%	48%	80%	66%



Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

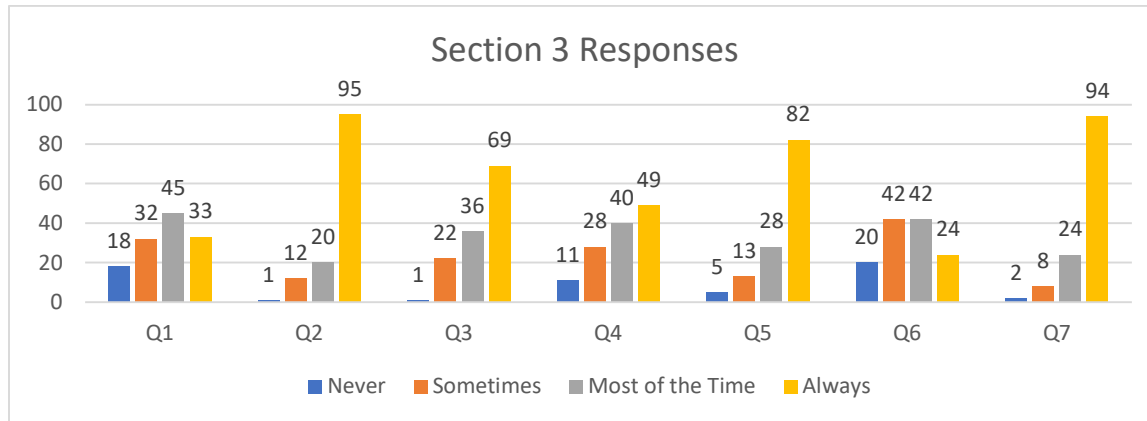


	Q1	Q2
Never	0%	2%
Sometimes	21%	21%
Most of the Time	40%	38%
Always	39%	40%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

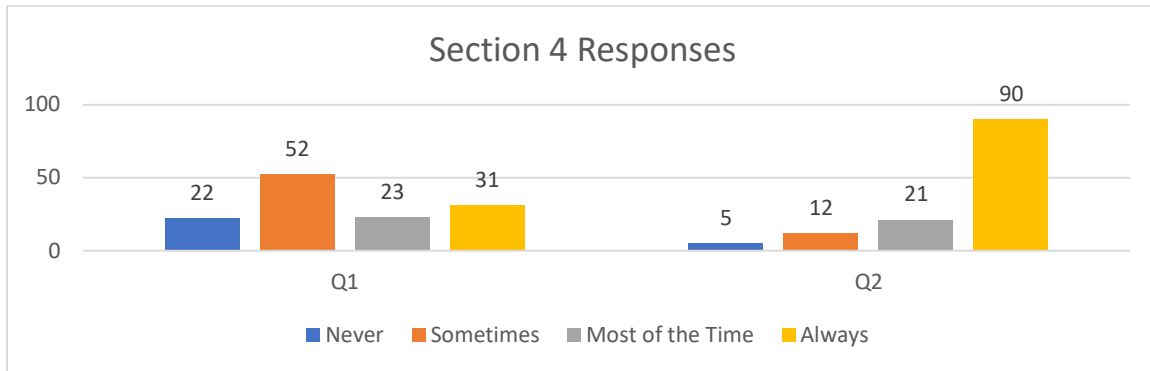


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	14%	1%	1%	9%	4%	16%	2%
Sometimes	25%	9%	17%	22%	10%	33%	6%
Most of the Time	35%	16%	28%	31%	22%	33%	19%
Always	26%	74%	54%	38%	64%	19%	73%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



	Q1	Q2
Never	17%	4%
Sometimes	41%	9%
Most of the Time	18%	16%
Always	24%	70%



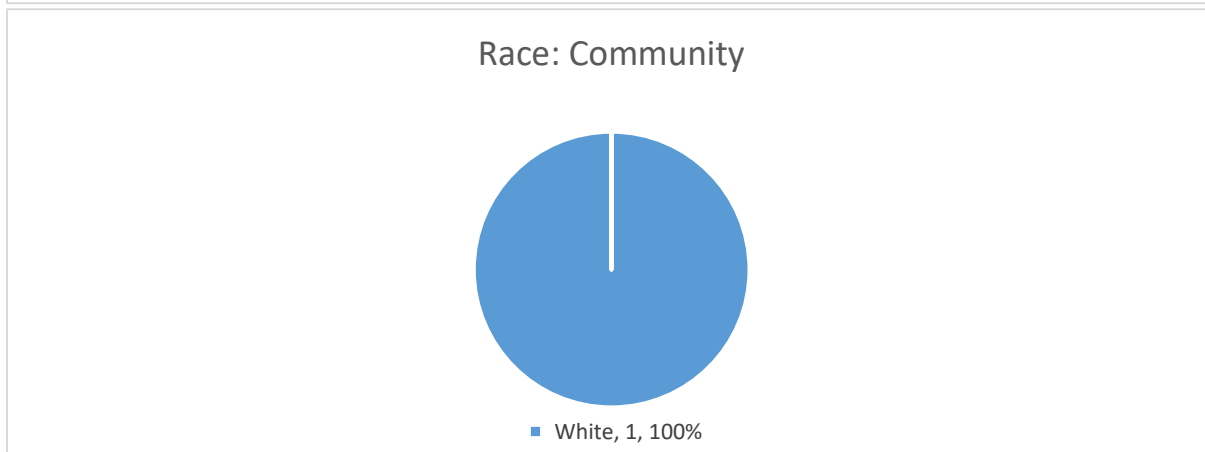
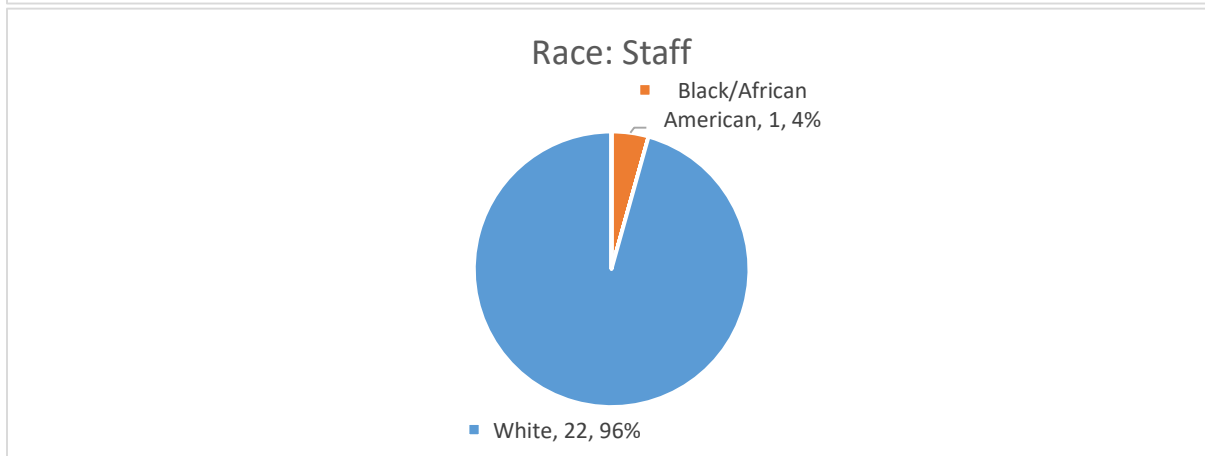
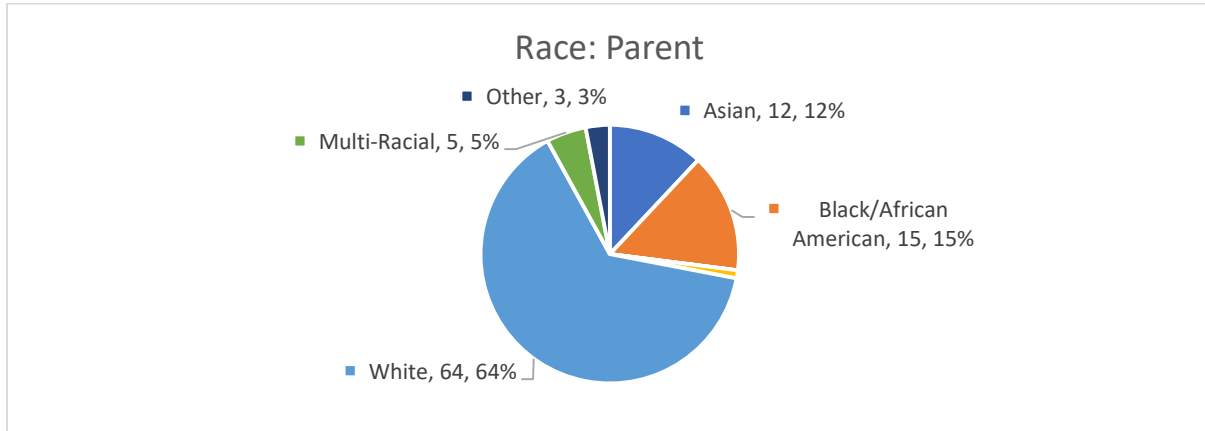
Adult Data: Gill Elementary School

Parent Survey Respondents: 100

Staff Survey Respondents: 23

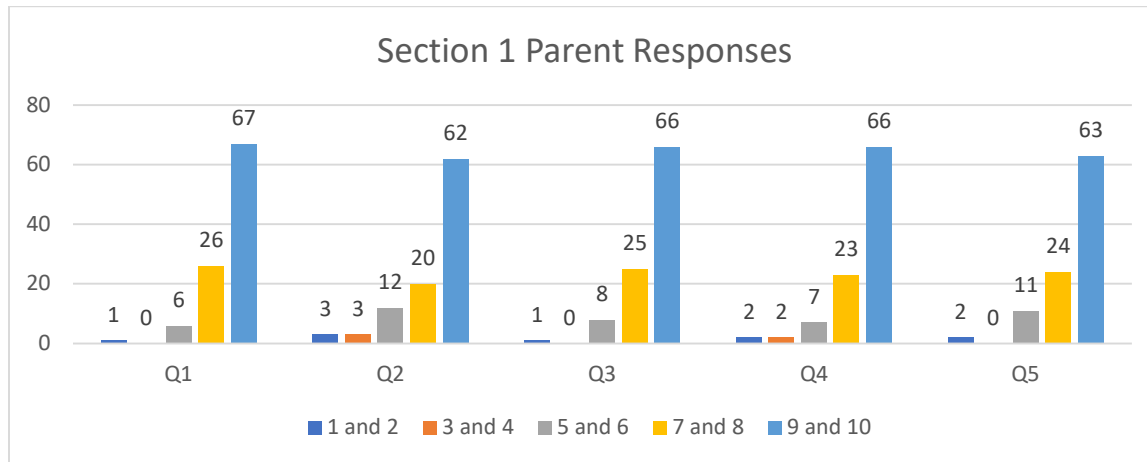
Community Survey Respondents: 1

Race of Respondents: *(Recorded using categories reflecting the US Census)*



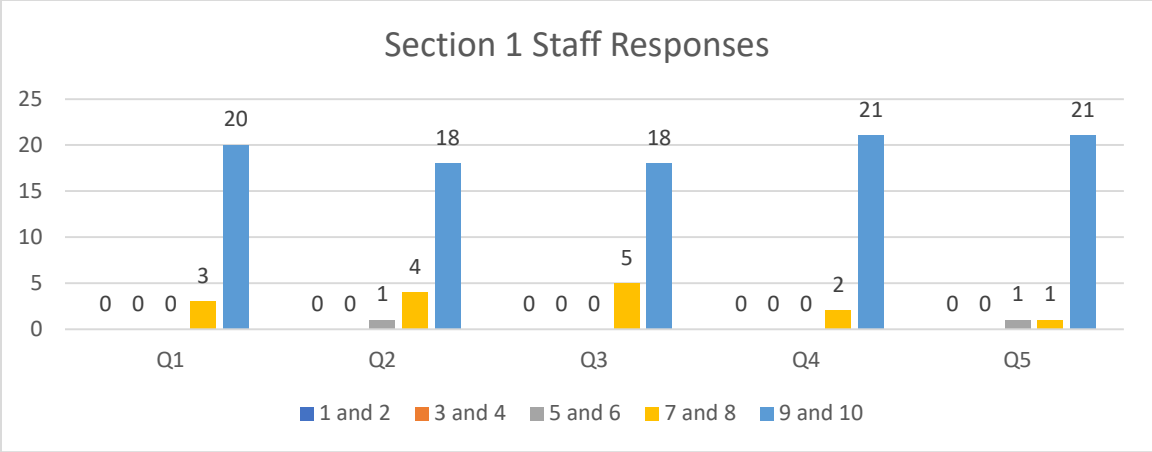
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



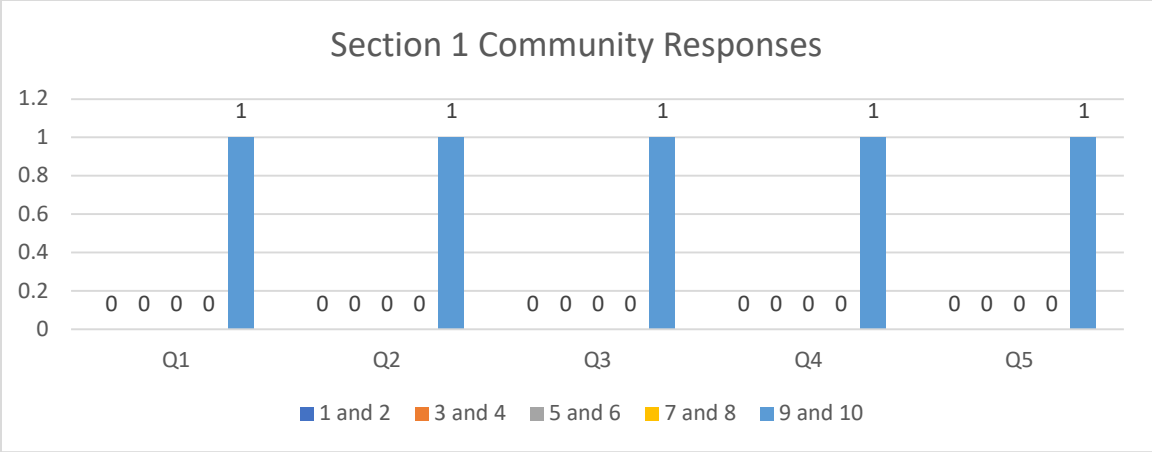
	Q1	Q2	Q3	Q4	Q5
1&2	1%	3%	1%	2%	2%
3&4	0%	3%	0%	2%	0%
5&6	6%	12%	8%	7%	11%
7&8	26%	20%	25%	23%	24%
9&10	67%	62%	66%	66%	63%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	4%	0%	0%	4%
7&8	13%	17%	22%	9%	4%
9&10	87%	78%	78%	91%	91%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%
9&10	100%	100%	100%	100%	100%



Hillside Elementary School

US² had the opportunity to meet with 37 people (breakdown below) within the Hillside community on March 4, 2021 between 7:30am-4:30pm ET. During our focus groups, we met with the School Improvement Team, Community Partners, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrator(s).

- Students: 9
- Parents: 5
- Community Partners: 3
- Staff Members: 19
- Administrators: 1

During our conversations, we were able to gather information for all areas identified within the Equity Audit and have synthesized information below, specific to Hillside Elementary School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

There were many strengths to showcase within classroom culture at Hillside. Honoring student experience was showcased through the use of “Teach Me Your Name” that promoted the importance of pronouncing student names correctly. Due to the high population of Indian students, the faculty proactively sought out ways to ensure they did not misrepresent student names. Within the class, students are often engaged in Morning Meetings that provide an opportunity for all students to share their thoughts and feelings around many topics guided by the teacher. There is no defined structure for these meetings as each classroom dynamics are different via the demographics, experiences, and backgrounds, though the “7 Habits” are used as a guide for each meeting. As unique as each class is, Morning Meetings give students and staff a personalized approach to developing empathy for each person and each other. Students in interviews said their teachers are nice and everyone respects each other. The respect comes from the consistent use of PBIS initiatives by staff and students to create a welcoming environment, both inside and outside the classroom. One teacher commented that the number of referrals that are sent to the front office have decreased over the last few years due to most of the issues being resolved in the classroom. The “Leader in Me” program is additionally used in the classroom to promote leadership skills within students and their personal identity in increasing their self-worth. Many of the stakeholders spoke highly of this program and its core values that align with the school culture. Other programs that are aligned to the PBIS framework and currently in use to promote positive relationship building



includes Restorative Practices and SWIS to target discipline referrals in creating problem solving steps for improvement.

Although there have been less discipline referrals from the classrooms, many of the groups interviewed (including students, staff, and parents) shared that non-classroom areas (specifically the cafeteria, bus, playground, and hallways) were experiencing some behavior management concerns.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

Family engagement has been an important part of Hillside to ensure all families feel welcome. The PTA has established community focus groups to gain a better understanding of the African-American and Indian family experiences and their specific needs. Many parents in interviews additionally felt welcome by the school's actions in orienting to the school's culture. The PTA supports many after-school/enrichment programs, two of which (Dream Kings and Pretty Brown Girls) are local and promote minority students in their growth and development. The district also supports a Black Parent Network in inviting these parents to share knowledge about their student's lives, interests, hopes, and struggles. Hillside engages parents throughout the year, and pre-COVID hosted an International Night and other activities focused on a celebration of diversity. Parents in interviews acknowledged the importance of these events and highlighted their children's involvement in them to celebrate and learn about different cultures and backgrounds within the school and community.

Although there has been a strong focus on incorporating Asian-Indian and African-American families, some of the other ethnic groups reported feeling less engaged. In both the surveys and interviews, students who identified as South Asian felt less engaged with the school community.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Little evidence was shared in the systematic approach teachers used for delivering instruction. The instructional framework for Hillside includes the use of many different leveled readers within the classroom that provide diverse perspectives on many topics. Students shared during interviews that they were often asked to work collaboratively and felt like there was a clear understanding of how the curriculum supported them in the real-world.

While speaking to teachers, there was mention of different perspectives being shared (ie, Columbus and Taino people). It is important to notice, however, that when



speaking to different perspectives, it is critical to do this without oversimplified terms and/or mispronunciation. We encourage staff to dive deeper into a stronger foundation of understanding before introducing terms/concepts. Without a strong foundation of knowledge, those with the best of intentions can often cause harm, albeit unintentionally.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

The incorporation of identity was evident for some identity groups; however, many groups did not feel represented (Asian and LGBTQIA+ populations were specifically missing from identity awareness activities). It is important to note that the addition of programs such as Dream Kings and Pretty Brown Girls has helped promote identity within the BIPOC community; although not all BIPOC students felt welcomed into the groups.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized.

There were many examples of staff members and the PTA offering opportunities to learn about other cultures. Religions, ethnicities, and languages were shared as identity groups that were discussed and included in the celebrations. It is important to broaden diversity to include discussion and explicit inclusion of other identity groups as well, such as sex, gender, and ability (specifically).

When asked to share examples of how different identities are taught, many of the examples that were provided are the ‘go-to’ figures such as Martin Luther King, Jr. and Rosa Parks. Although both examples were powerful people, it is critical to go beyond the names and faces students have been exposed to for much of their educational career. It is also critical to continue the work year-round and to include identities beyond race and ethnicity.

When asking the groups about their ability to embed curiosity into their curriculum and whether they are explicitly taught how to ask questions about people’s identity groups, many people shared that this was not explicitly taught. Although students shared that they feel respected by others, it is important to teach students how to ask questions in a curious way rather than a confrontational approach. By providing tools to do this, it encourages curiosity over being nosy or intrusive.



Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

The staff have started to dive into this domain with professional development offerings and better understanding the dynamics of systemic oppression (specifically racism). However, there has been minimal action of this work with the students. During student interviews, many shared that there are minimal conversations around this topic. It would be beneficial to have explicit conversations around bias and privilege with all age groups, including students.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

All groups interviewed shared that this is an area for improvement. Creating the Student Equity Club as well as having opportunities for affinity groups is a great start to this work and Hillside is encouraged to continue this work through actionable steps in reducing the gap between fairness among identity groups - both within the school setting and beyond.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Hillside has worked over the past couple years to move from cultural competency to responsiveness within the justice, equity, diversity, and inclusion space. Over the past 18 months, Hillside has worked with a consultant from Oakland Schools to increase teacher capacity of self-awareness of their implicit biases, including a book study on White Fragility that was cut short due to the COVID-19 Pandemic. During interviews, teachers acknowledged the work of the school leadership to start the conversation and their ability to begin reflecting upon their own biases and how it impacts teaching and learning. One central theme that came out of the book-study was the understanding that most teachers are white females and their teaching was based from that lens. The staff wanted to begin to incorporate more diversity within teaching and gain strategies on how to include more diversity and student’s identities into the curriculum. The school’s teaching staff are provided many opportunities to expand their leadership training by serving on various committees including the MTSS and School Improvement Team. These committees are tasked with much of the goals outlined in the school improvement plan which includes a focus on DEI. Interviews with the School Improvement Team provided insight into the work around DEI and the staff’s



continual professional development in looking at curriculum, hiring, and inclusive engagement activities.

It is critical to continue this learning and expand beyond racial identity.

Representation:

Representation is one area Hillside reported as wanting to improve upon, inclusive of hiring, curriculum, and instruction that will promote a more inclusive environment for the students and community in which they serve. Stakeholders within many of the interviews echoed the lack of diverse staff at Hillside. It was noted that if someone is more qualified for a position that they would get the job regardless of representation. The staff acknowledged the need for more diverse staff, including the students who wanted to have staff that looked like them. Many of the teachers interviewed spoke about Hillside purchasing diverse resources that would align to the curriculum and allow students to “see themselves” in the content material they learn. These materials would also support the need for more Asian-Indian representation since it is more than 30% of the student population. The self-assessment confirmed this need with a self-reported score of 4/10. Interviews also showed a slight divide in the staff’s understanding of representation going beyond just the race and religion identities and including more marginalized identities such as disability, gender, and family structure.

General Findings around Diversity, Equity, and Inclusion:

Hillside Elementary is becoming a leader in the district around increasing their capacity and understanding in social justice, equity, diversity, and inclusion work. Partnering with the district and local organizations to provide professional development for teachers in cultural competence will continue to support the staff in integrating these practices into the foundation of the school culture. Hillside’s Leadership Team has begun the work around staff self-awareness and bringing in the community support around diversity, equity, and inclusion to ensure it is a clear representation of those being served.

Overall Findings:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Family & Community Engagement was noted as a strength while Instruction was noted as an area for improvement. Hillside’s desire to engage many aspects of the community into the school environment through partnerships with agencies and the strong involvement of the PTA is providing many opportunities for engagement. While looking at Instruction specifically, it would benefit the students of Hillside to have more explicit instruction in the areas of Identity, Diversity, Justice, and Action. By intentionally including all identities and having explicit instruction, there is a higher likelihood of avoiding unintentional exclusion.



Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Diversity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups (mainly race, culture, and language). However, there is minimal attempt to move the students toward action. This work is best infused through project-based and inquiry-based learning - which Hillside is implementing.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming is offered to all identity groups.

Quantitative Data Summary:

Hillside students report being happy to be at school, demonstrating their feelings of emotional safety. Students had mostly positive feedback in all categories. Areas for improvement that were reported revolve around inclusion in curriculum and with staff representation, since students reported they did not always learn about differences in treatment of people who look differently than them and do not see those who look similar to them. Per the self-reported race statistics, there were 46% of participants that reported Asian as their race, while staff had no respondents who reported Asian as their race. Working with other students was also more sporadic, with comments implying this could be due to virtual learning.

Parent comments had a lot of input around ideas to support diverse initiatives, including being excited about Pretty Brown Girls/Black Kings, using the term “grown-up” on forms instead of mom or dad, requests for more teambuilding activities among students, and positive feedback about the efforts toward more intentional representation. Hillside parents and staff did report there being some struggles regarding COVID-19 response.

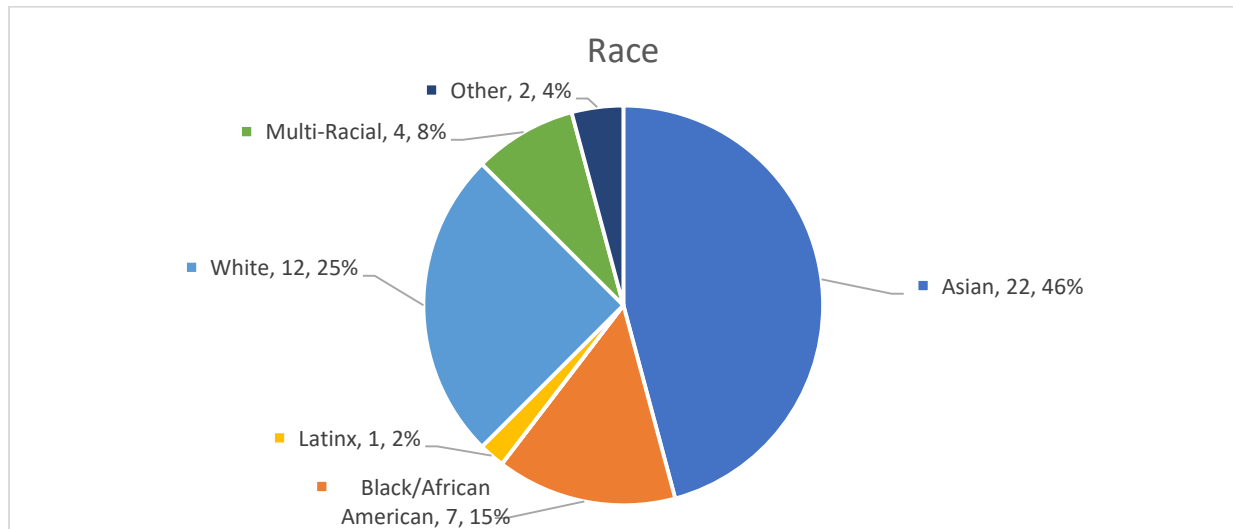


Farmington Public Schools: Survey Data Summary for Hillside Elementary

Student Data: Hillside Elementary School

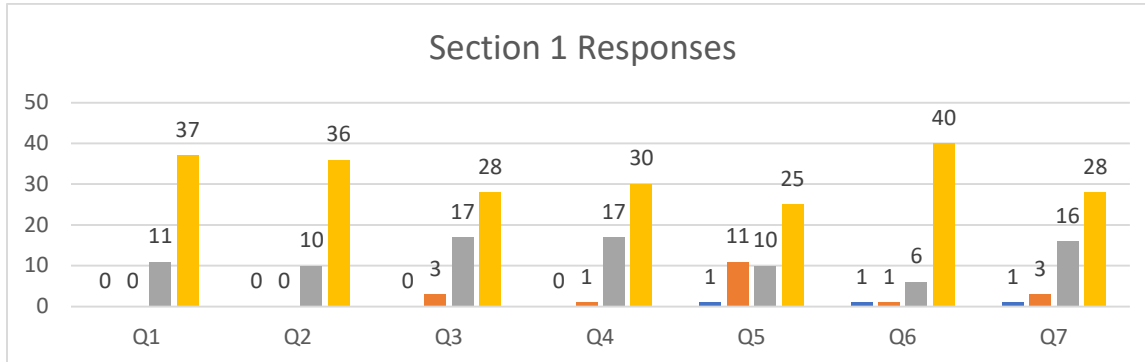
Student Data Respondents: 48

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

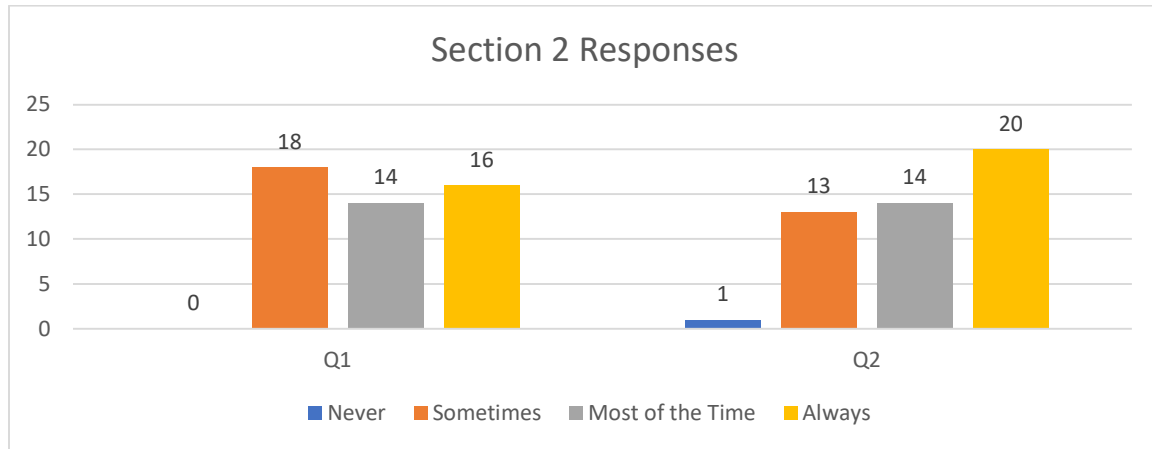


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	0%	0%	0%	0%	2%	2%	2%
Sometimes	0%	0%	6%	2%	23%	2%	6%
Most of the Time	23%	22%	35%	35%	21%	13%	33%
Always	77%	78%	58%	63%	53%	83%	58%



Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

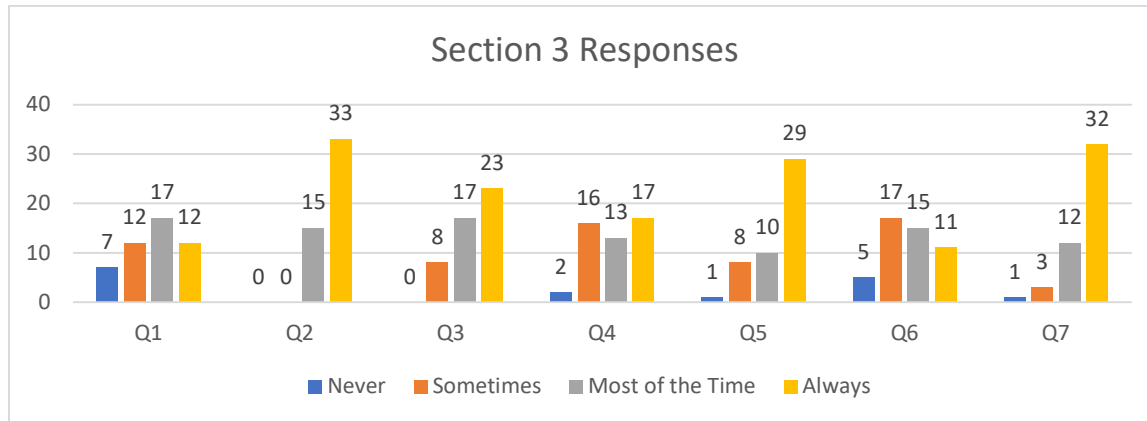


	Q1	Q2
Never	0%	2%
Sometimes	38%	27%
Most of the Time	29%	29%
Always	33%	42%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

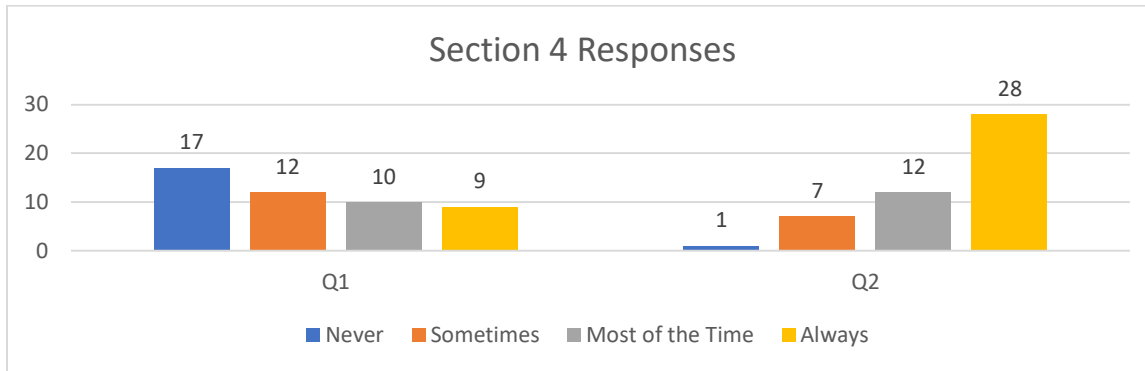


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	15%	0%	0%	4%	2%	10%	2%
Sometimes	25%	0%	17%	33%	17%	35%	6%
Most of the Time	35%	31%	35%	27%	21%	31%	25%
Always	25%	69%	48%	35%	60%	23%	67%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



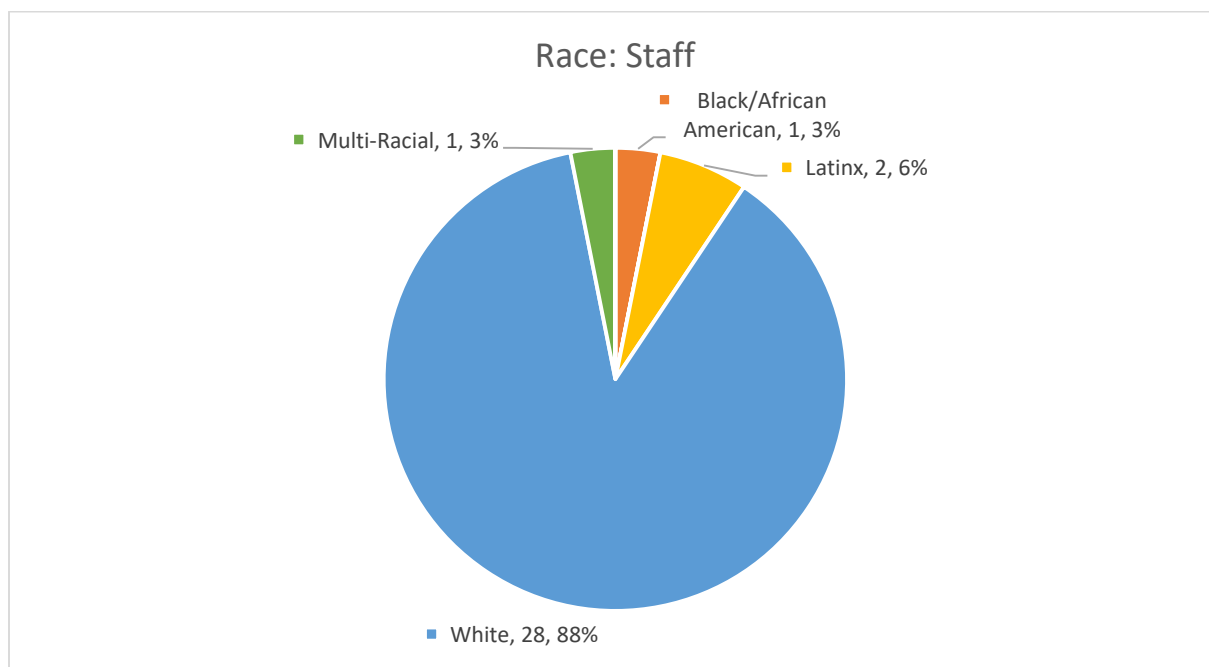
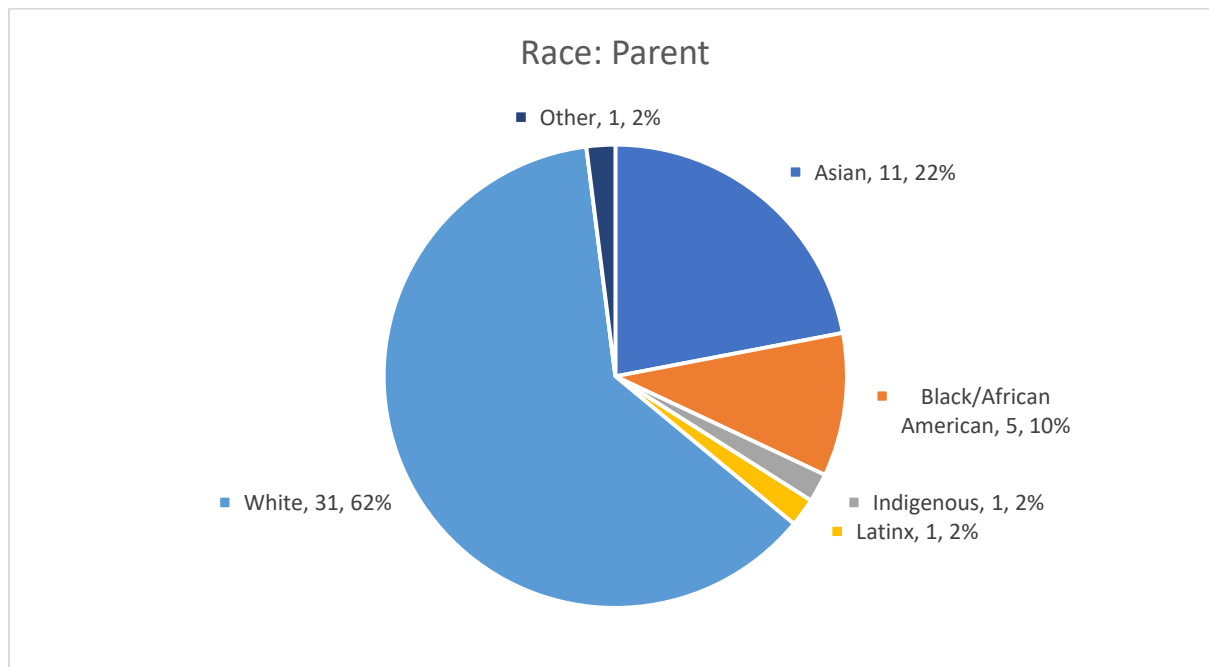
	Q1	Q2
Never	35%	2%
Sometimes	25%	15%
Most of the Time	21%	25%
Always	19%	58%

Adult Data: Hillside Elementary School

Parent Survey Respondents: 49

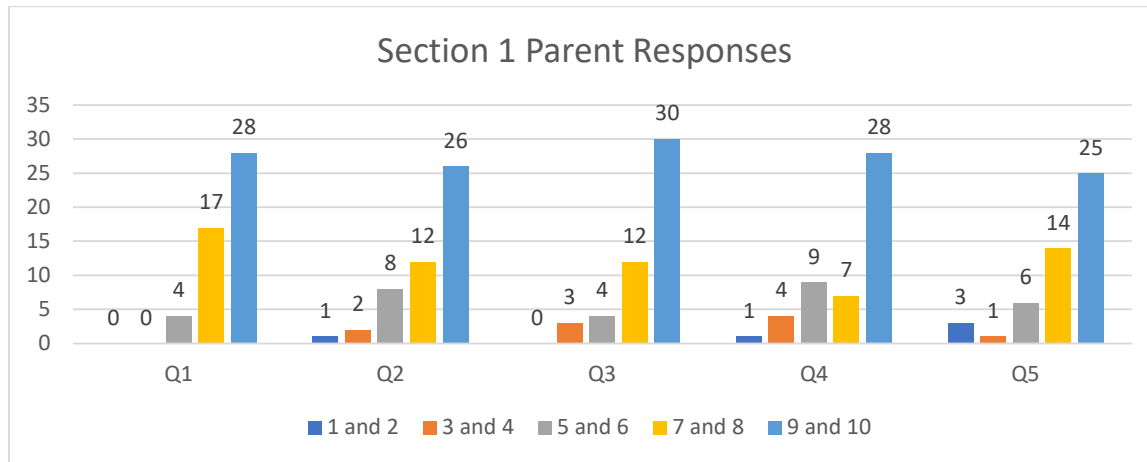
Staff Survey Respondents: 32

Race of Respondents: *(Recorded using categories reflecting the US Census)*



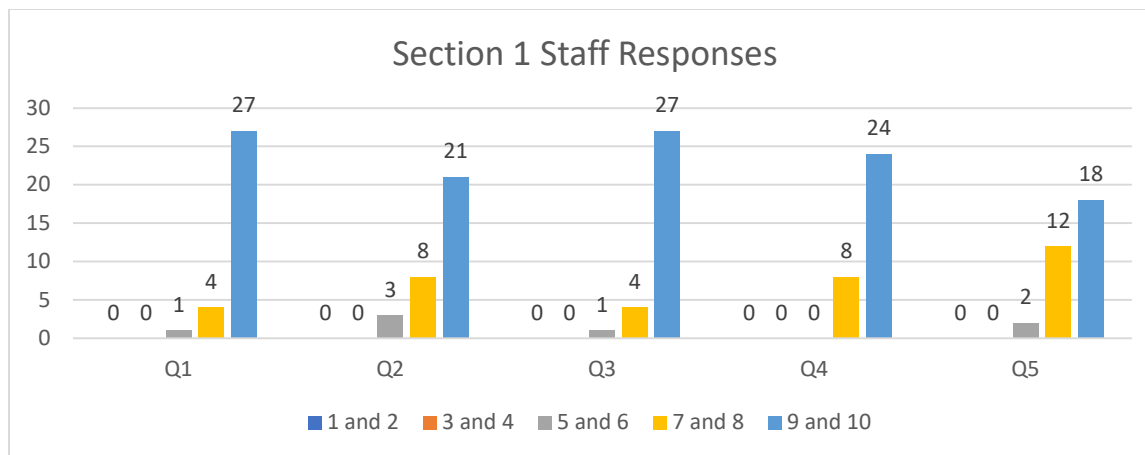
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



	Q1	Q2	Q3	Q4	Q5
1&2	0%	2%	0%	2%	6%
3&4	0%	4%	6%	8%	2%
5&6	8%	16%	8%	18%	12%
7&8	35%	24%	24%	14%	29%
9&10	57%	53%	61%	57%	51%



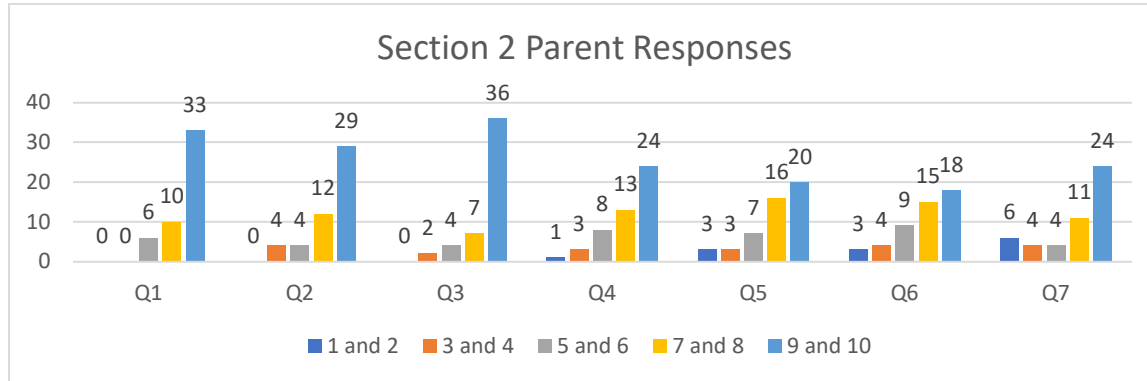


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	3%	9%	3%	0%	6%
7&8	13%	25%	13%	25%	38%
9&10	84%	66%	84%	75%	56%



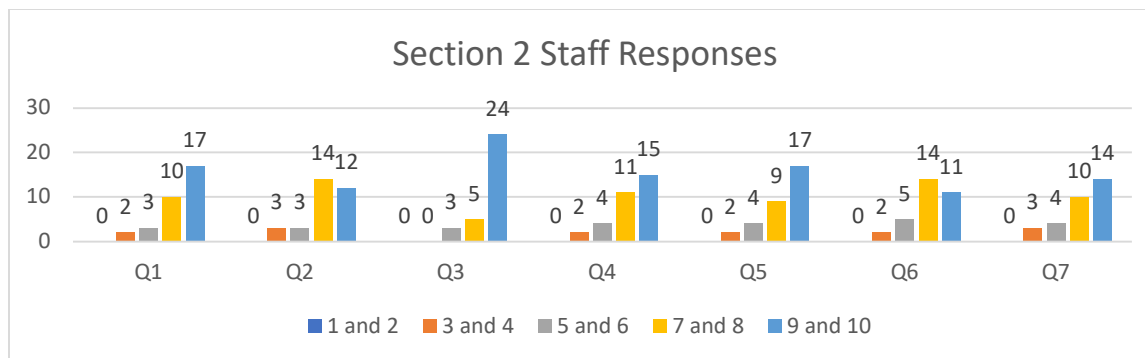
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	2%	6%	6%	12%
3&4	0%	8%	4%	6%	6%	8%	8%
5&6	12%	8%	8%	16%	14%	18%	8%
7&8	20%	24%	14%	27%	33%	31%	22%
9&10	67%	59%	73%	49%	41%	37%	49%



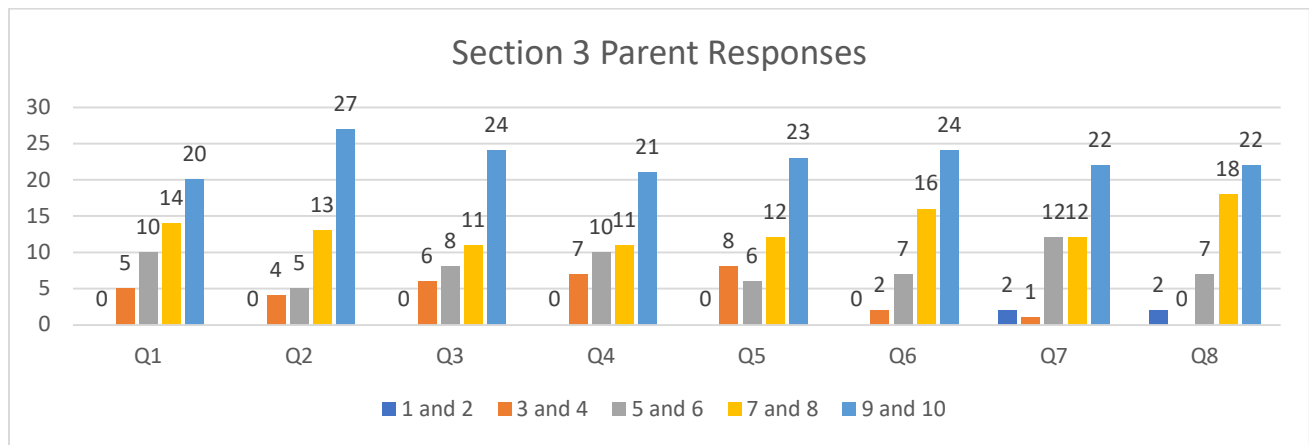


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	6%	9%	0%	6%	6%	6%	9%
5&6	9%	9%	9%	13%	13%	16%	13%
7&8	31%	44%	16%	34%	28%	44%	31%
9&10	53%	38%	75%	47%	53%	34%	47%



Section 3 Questions and Responses

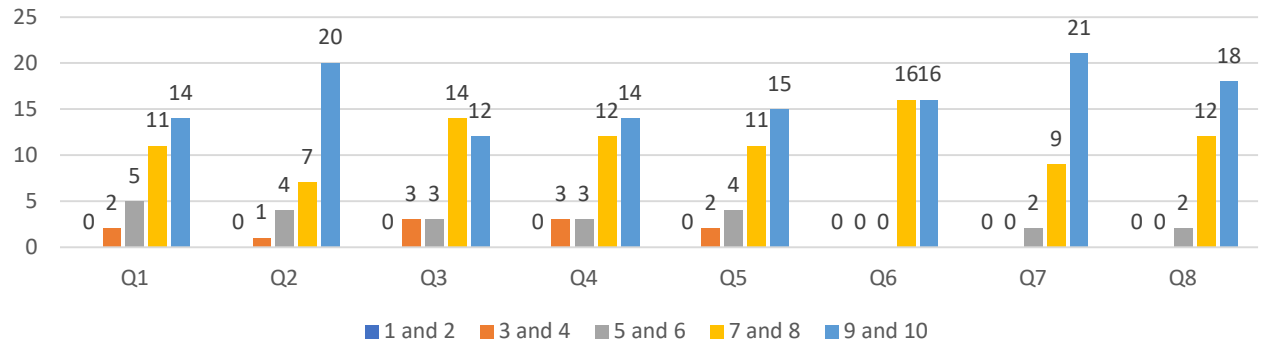
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	4%	4%
3&4	10%	8%	12%	14%	16%	4%	2%	0%
5&6	20%	10%	16%	20%	12%	14%	24%	14%
7&8	29%	27%	22%	22%	24%	33%	24%	37%
9&10	41%	55%	49%	43%	47%	49%	45%	45%



Section 3 Staff Responses

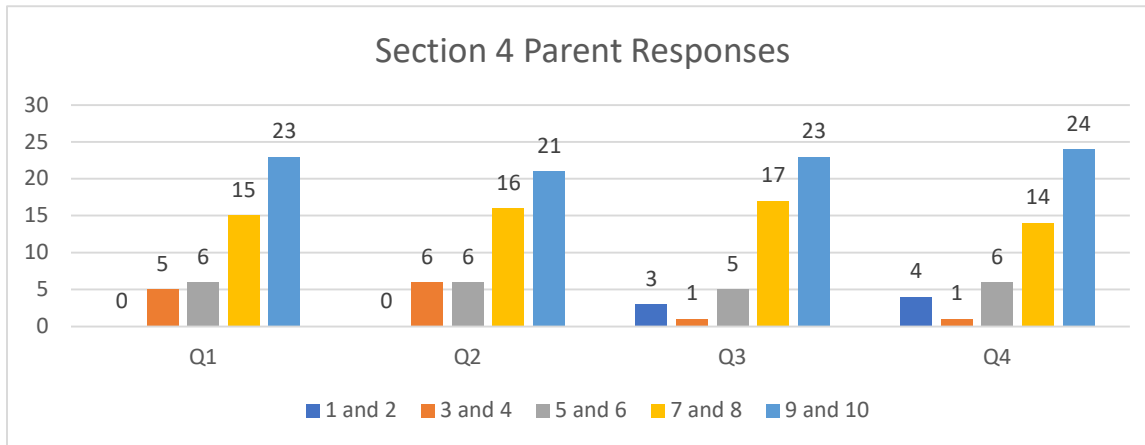


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	6%	3%	9%	9%	6%	0%	0%	0%
5&6	16%	13%	9%	9%	13%	0%	6%	6%
7&8	34%	22%	44%	38%	34%	50%	28%	38%
9&10	44%	63%	38%	44%	47%	50%	66%	56%

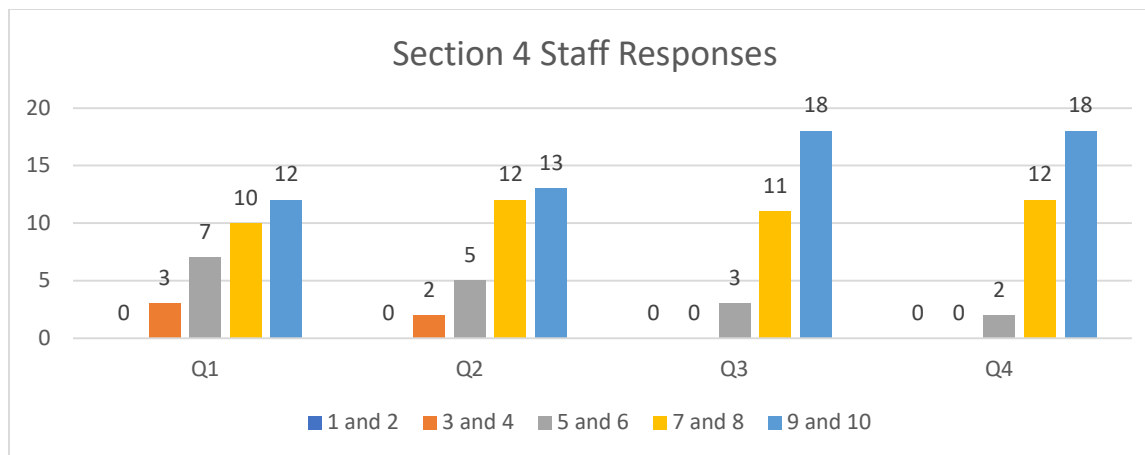


Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



	Q1	Q2	Q3	Q4
1&2	0%	0%	6%	8%
3&4	10%	12%	2%	2%
5&6	12%	12%	10%	12%
7&8	31%	33%	35%	29%
9&10	47%	43%	47%	49%

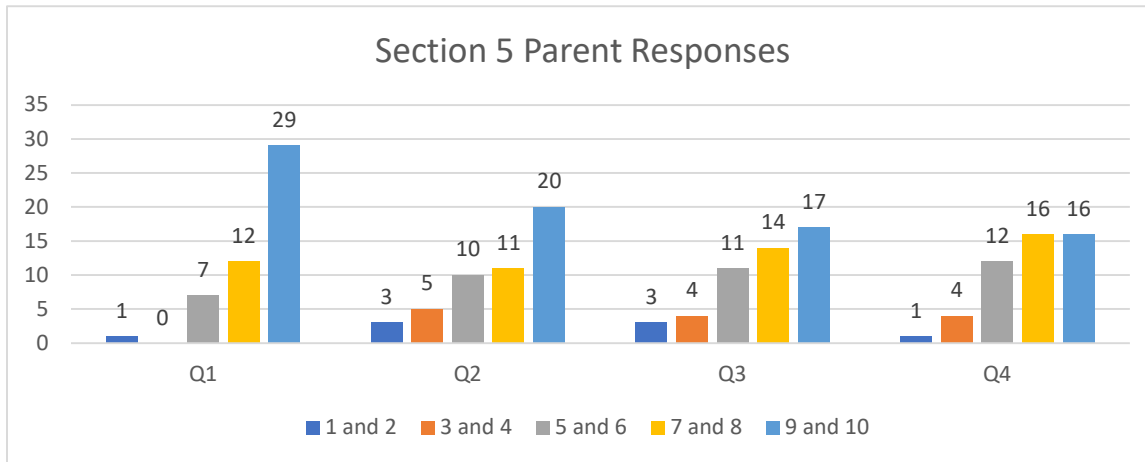


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	9%	6%	0%	0%
5&6	22%	16%	9%	6%
7&8	31%	38%	34%	38%
9&10	38%	41%	56%	56%

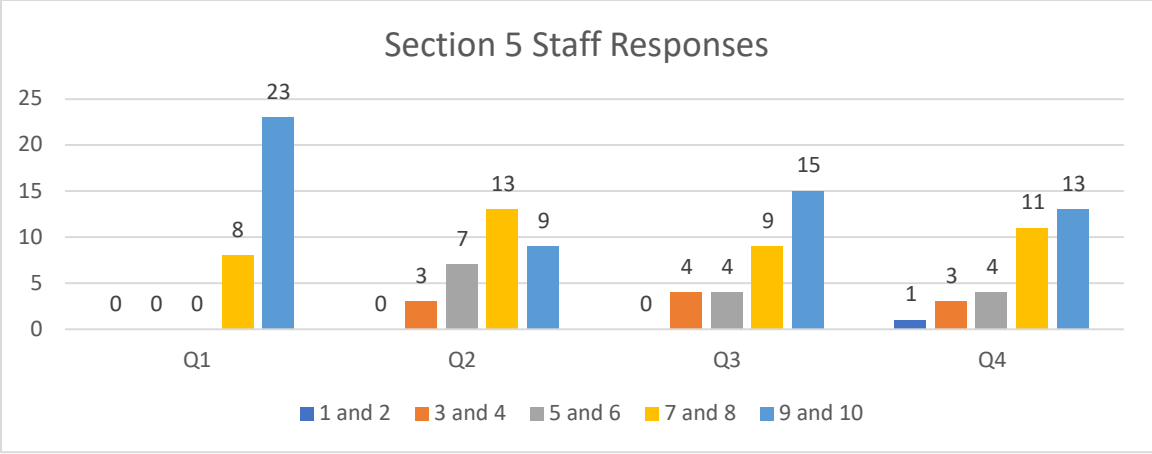


Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



	Q1	Q2	Q3	Q4
1&2	2%	6%	6%	2%
3&4	0%	10%	8%	8%
5&6	14%	20%	22%	24%
7&8	24%	22%	29%	33%
9&10	59%	41%	35%	33%



	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	3%
3&4	0%	9%	13%	9%
5&6	0%	22%	13%	13%
7&8	28%	41%	28%	34%
9&10	72%	28%	47%	41%



Kenbrook Elementary School

US² had the opportunity to meet with 28 people (breakdown below) within the Kenbrook community on April 16, 2021 between 7:45am-3:30pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrator(s).

- Students: 9
- Parents: 3
- Staff Members: 15
- Administrators: 1

During our conversations, we were able to gather information for all areas identified within the Equity Audit and have synthesized information below, specific to Kenbrook Elementary School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

Kenbrook has established a safe and caring environment by allowing students and staff to feel included and providing a sense of belonging for stakeholders. Kenbrook established Community Circles over 5 years ago that provide each student with a caring staff member to engage in relationship building twice a month. During this time, teachers assess students' well-being by checking in with them using a mood meter. Students are able to share in an open and safe environment about their experiences. When particular topics arise from conversations such as religion, family structure, or non-traditional topics, teachers provide an inclusive environment to allow students to share and build understanding in simple formats. Teachers did express a need for more training in learning different skills in approaching these topics. Students additionally feel safe at school and supported by both teachers and peers. A focus on GRIT (Growth, Respect, Integrity, and Teamwork) provides students with opportunities to learn from each other in a positive manner. Kindness is a common value at Kenbrook and was highlighted in student, teacher, and parent interviews. Kenbrook also has an equity team that was formed around 2018, although the activities have been limited due to reported lack of district support. Teachers spoke that once a former DEI administrator departed, many of the activities within this work ceased.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom,



increased connections among families, use of local resources, and engagement with community issues and problems).

The Staff at Kenbrook noted their desire to help connect families more within the school community. Parents commented on the many events and opportunities to connect with Kenbrook, but emphasized that it was “there if you want to participate”. Events that are provided by Kenbrook range from a variety of supports, but not necessarily focused on DEI – other than a multicultural night. Additional feedback focused on the district’s lack of communication with parents in system-wide initiatives that focus on equity and inclusion. Parents could not describe any recent conversations or events tied to DEI within the last 2-3 years. Families at Kenbrook feel the school does a great job in supporting their children and allowing them to feel included, even within programming such as special education.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Kenbrook uses the Student Six Engagement strategies to identify concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships, and increase student engagement in learning. Staff additionally provide students with small group instruction that is tailored to their student’s needs. Professional Learning Communities are used throughout Kenbrook to differentiate instruction from specific data gathered through the formative assessment process. Two math interventionists and one reading interventionist, who are highly trained, work with students on an individual basis to build skills in content areas. Students gain real-world learning through diverse resources taught in instruction. Kenbrook has used this formula to close the achievement gap and eliminate the predictability of demographics within race and gender, by promoting high quality instruction for all students and building relationships. Projects are also used to build student choice in performance tasks to bridge their learning.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

Students learn about “who they are” through multiple examples, including diverse books that feature race, gender, and religion. The books also focus on cultures so students can “see themselves.” The core content subjects, like math, help students learn about identity in word problems. Teachers did recognize that some identities are “easier” than others, and more work can be done to improve identity within the curriculum. They have also used “breakfast around the world” as a discussion topic and used games to show landmarks around the world - healthy kids, learning about



diversity all in one. Teachers try to include books of all cultures and often look for characters that reflect the students.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized.

The district has provided Kenbrook with a diverse book collection that gives teachers access and content to teach a wide variety of identity groups. Such groups identified in interviews included race, gender, ability, and sexuality. The teachers are given the freedom to implement the book offerings based upon their classroom makeup. Contrasting perspectives is also taught within these materials, although students said these concepts are taught mainly in social studies classes. Kenbrook offers a Multicultural Night featuring the diverse cultures within the school community with an emphasis on the common characteristics of each culture. Staff commented on the desire to expand the event to more than one night. In the social studies units, changes have been made to the curriculum to address more diverse topics. Teachers expressed a need for more training in LGBTQIA+ identities and how they can help themselves and students support each other with this effort.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

The topic of justice is currently being taught within the Second Step SEL programming and the Community Circles at Kenbrook. Outside of SEL, Justice within the curriculum was limited to Social Studies and ELA in specific topics outlined in the curriculum. Third through fifth grade were additionally provided more opportunities to learn about Justice than Kindergarten through second grade. Teachers felt the lower grades were more difficult to talk about these types of topics. The 2nd grade teachers are working on using “they” pronouns because they have a non-binary student. They are learning that the dynamics are very different than what they once were. The younger kids accept the non-binary student unconditionally and this has helped the staff become more aware and open to the discussion around gender identity.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

The topic of action is emphasized in the Second Step program and bullying prevention material. Students felt that teachers stood up for others that are picked on. Limited instruction is provided outside of those two areas.



Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools to put a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. The PD offerings were limited in participant capacity; for example, the Anti-Racist Institute only allowed eight participants per school. Teachers commented on their desire to expand the trainings to all staff to build capacity. Teachers at Kenbrook lead beyond the classroom by serving on multiple committees that support the SIP, including an equity team. The Professional Learning Communities structure at Kenbrook supports ongoing learning of building relationships, creating inclusive environments, and developing targeted supports for struggling students).

Representation:

Representation in staff is lacking at Kenbrook. There is only one African-American teacher who has been there for years and has been the only African-American teacher for years. A Special Education teacher also identifies as part of the BIPOC community, but she is not accessible to everyone because of her position. Support staff are more likely to be within the BIPOC identity than instructional roles. Parents have been asking about this, but were told there is “not a big enough pool to pull from”. In addition to a lack of racial diversity, there is also a lack of gender diversity amongst the staff at Kenbrook – with only one male teacher.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family and Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of Kenbrook Elementary to have more productive outreach within the community. By intentionally including the diverse parents and community members in which Kenbrook serves, there is a higher likelihood of active engagement among all presented ethnic and cultural backgrounds.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Diversity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups



(mainly race, culture, and language). However, there is minimal attempt to move the students toward action. This work is best infused through project-based and inquiry-based learning.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming is offered to all identity groups.

Quantitative Data Summary:

Student responses at Kenbrook showed that students feel supported by their staff, being resoundingly positive about having an adult that they can talk to and that they feel valued and engaged by their teachers. Students had decent scores, though a little lower, in other students being nice to them and being able to share without judgement. Students also had a lower score in learning about similarities and differences in people, which could mean there is room for improvement on representation in curriculum. Much like many of the other buildings, Kenbrook scored very low in students being able to work collaboratively, though this may be skewed due to COVID-19 and virtual learning.

Regarding staff and parent feedback, the staff was more critical of their own performance than the parents were of staff performance. This could imply good self-reflection, or it could imply that, as a staff, they can see more going on internally. The differences in this data may be something to explore further. Some parent comments asked for more restorative justice work in discipline and brought up concerns around safety of after-school care. Most parents seemed pleased with the direction of Kenbrook's social justice initiatives.

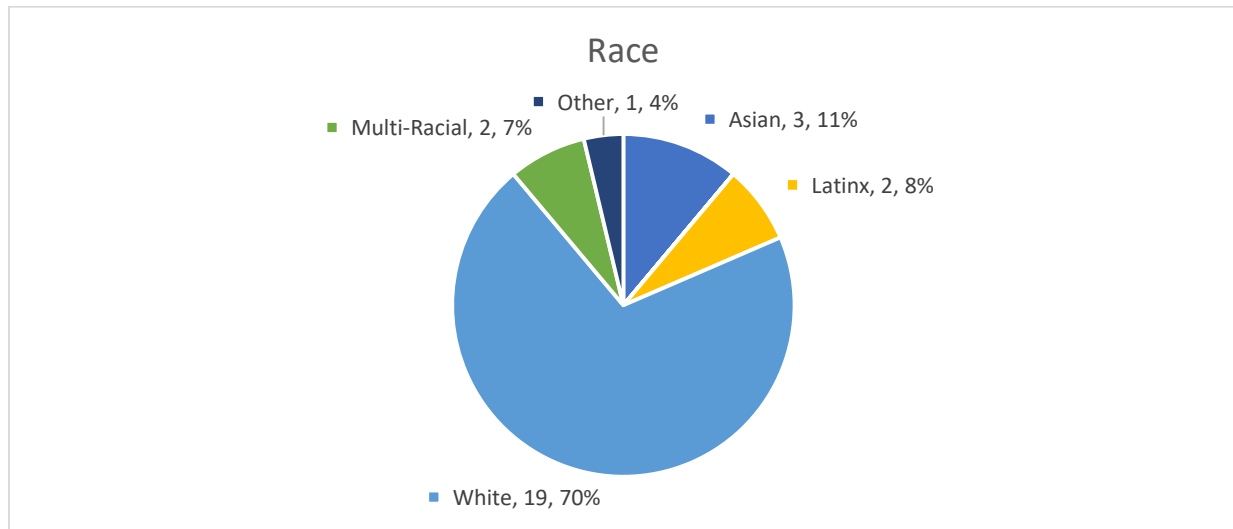


Farmington Public Schools: Survey Data Summary for Kenbrook Elementary

Student Data: Kenbrook Elementary School

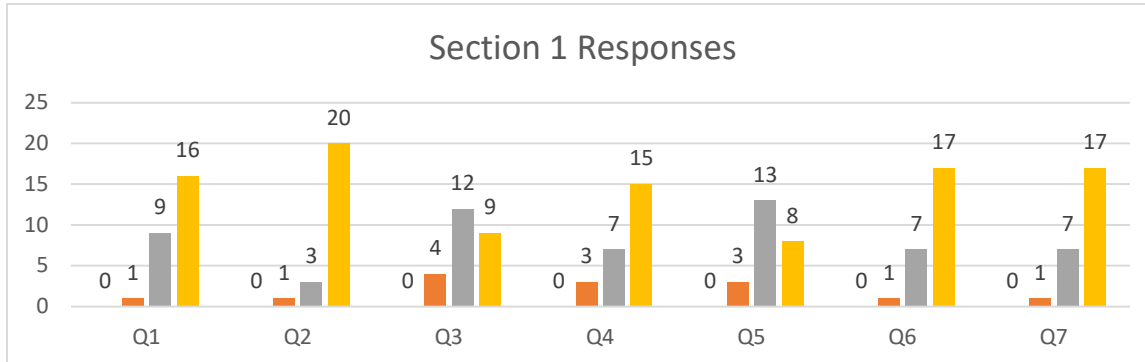
Student Data Respondents: 27

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

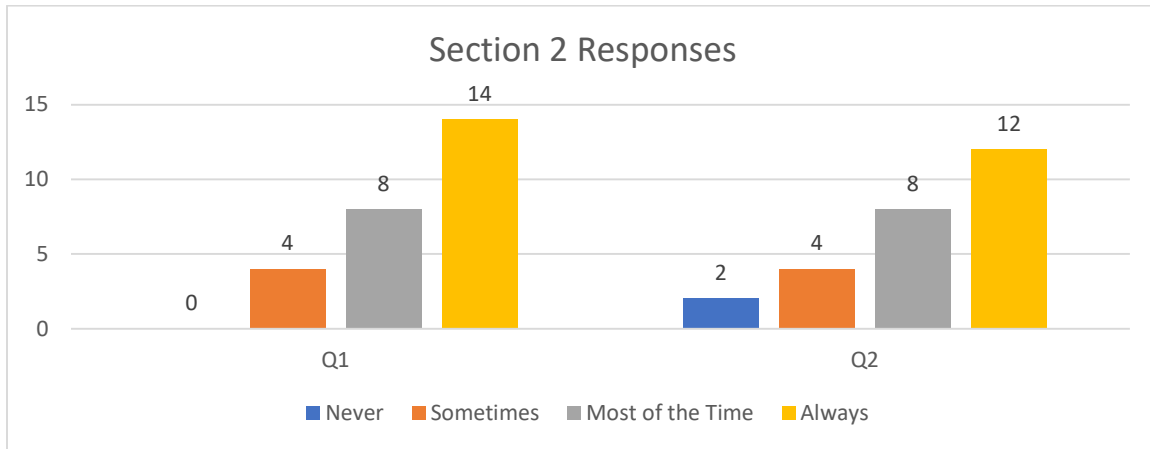


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	0%	0%	0%	0%	0%	0%	4%
Sometimes	4%	4%	16%	12%	13%	4%	4%
Most of the Time	35%	13%	48%	28%	54%	28%	27%
Always	62%	83%	36%	60%	33%	68%	65%



Section 2 Questions and Responses

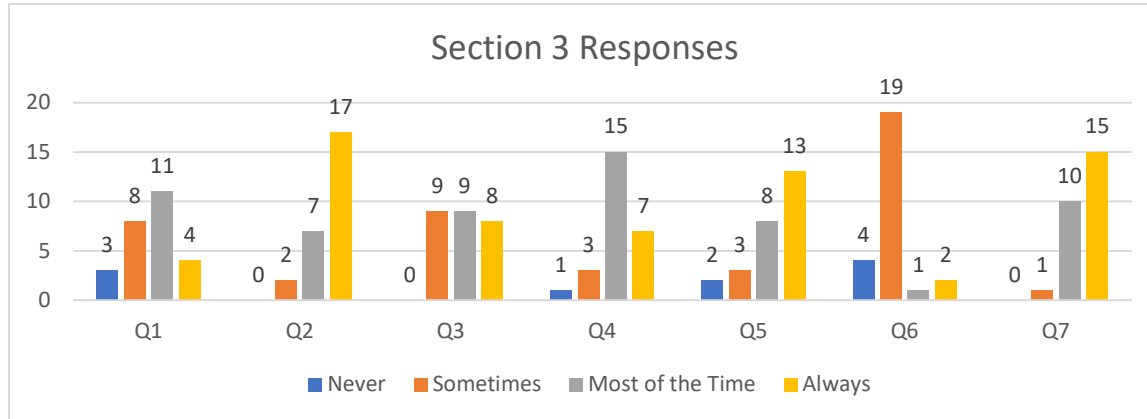
- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.



	Q1	Q2
Never	0%	8%
Sometimes	15%	15%
Most of the Time	31%	31%
Always	54%	46%

Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

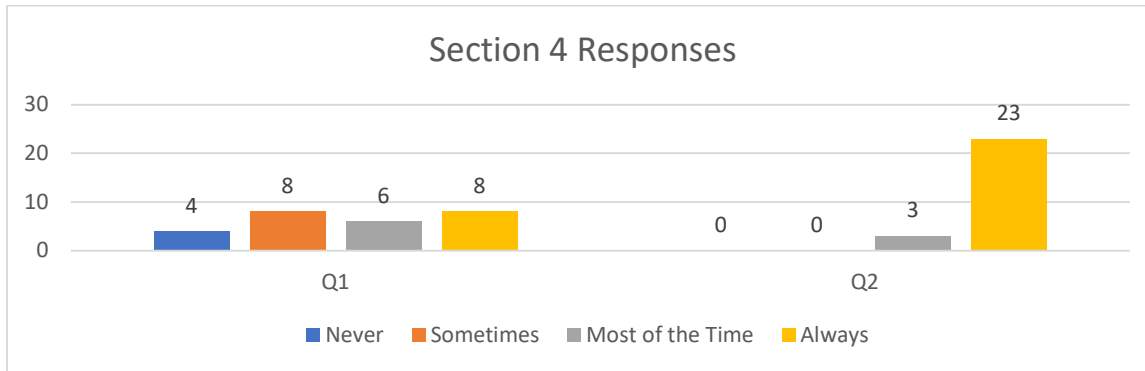


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	12%	0%	0%	4%	8%	15%	0%
Sometimes	31%	8%	35%	12%	12%	73%	4%
Most of the Time	42%	27%	35%	58%	31%	4%	38%
Always	15%	65%	31%	27%	50%	8%	58%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



	Q1	Q2
Never	15%	0%
Sometimes	31%	0%
Most of the Time	23%	12%
Always	31%	88%

Kenbrook Elementary School: Students:

Comments (Classroom Culture):	Comments (Family & Community Engagement):	Comments (Instruction):	Comments (DEI Experience):
i get bullied so i would like that to be noticed and handeld	if you can then maybe get people who you can talk to	i dont reallyu know about some of them	i have my mom :)
<Student> wants to start going to school full time.	I wish there were more options on checking to see what assignments my child needs to complete		



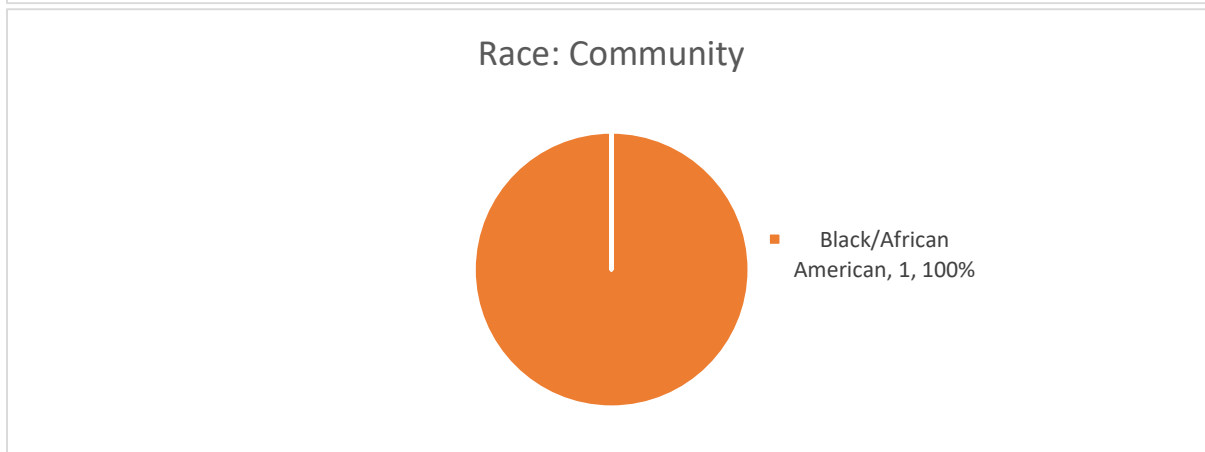
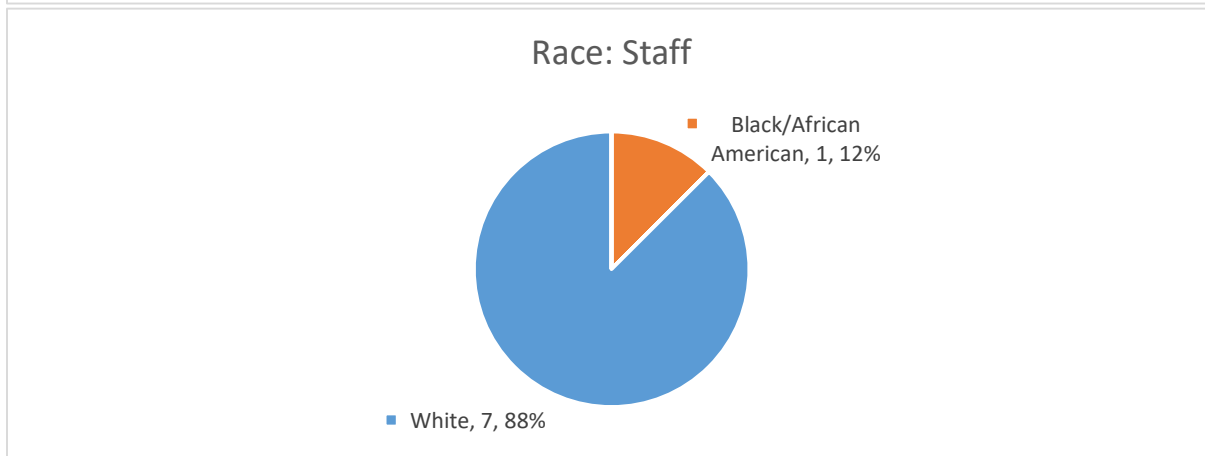
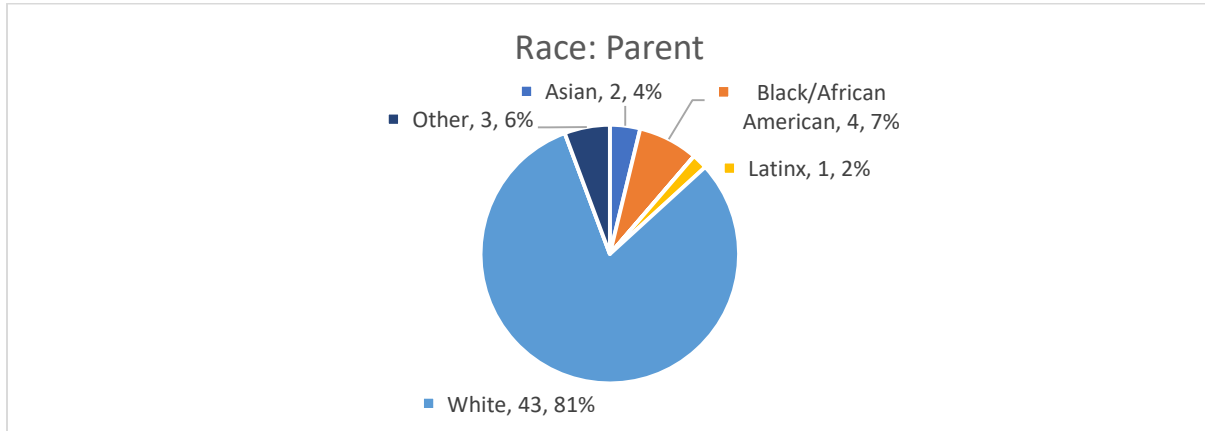
Adult Data: Kenbrook Elementary School

Parent Survey Respondents: 53

Staff Survey Respondents: 8

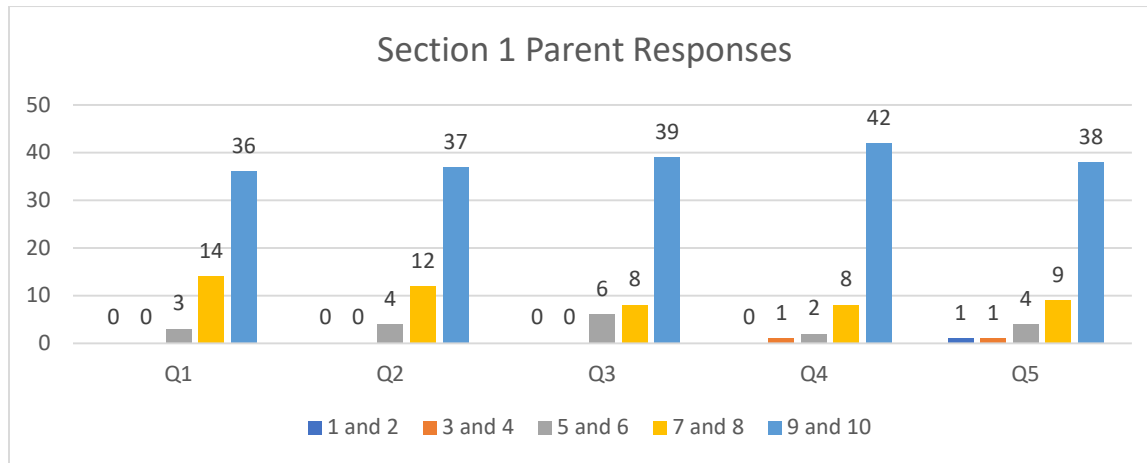
Community Survey Respondents: 1

Race of Respondents: *(Recorded using categories reflecting the US Census)*



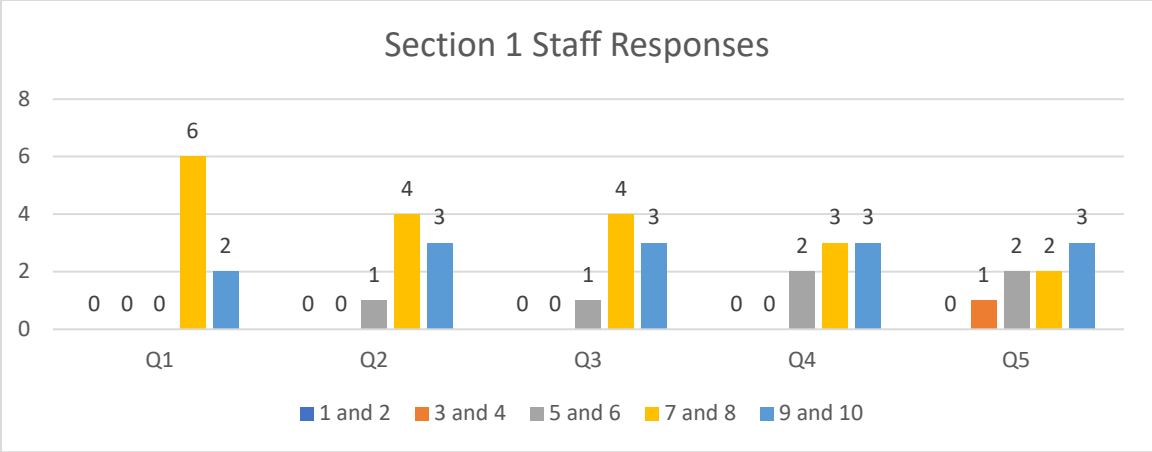
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



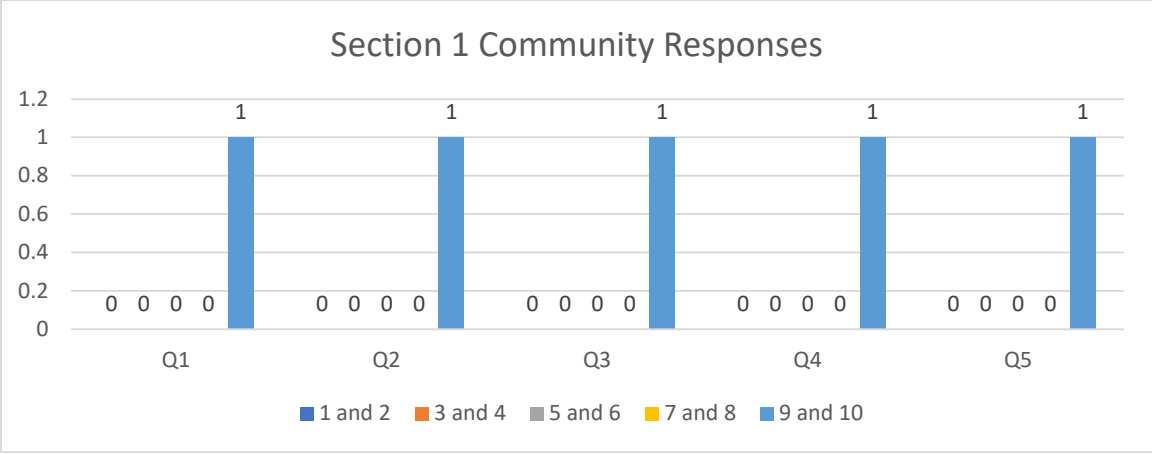
	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	2%
3&4	0%	0%	0%	2%	2%
5&6	6%	8%	11%	4%	8%
7&8	26%	23%	15%	15%	17%
9&10	68%	70%	74%	79%	72%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	13%
5&6	0%	13%	13%	25%	25%
7&8	75%	50%	50%	38%	25%
9&10	25%	38%	38%	38%	38%



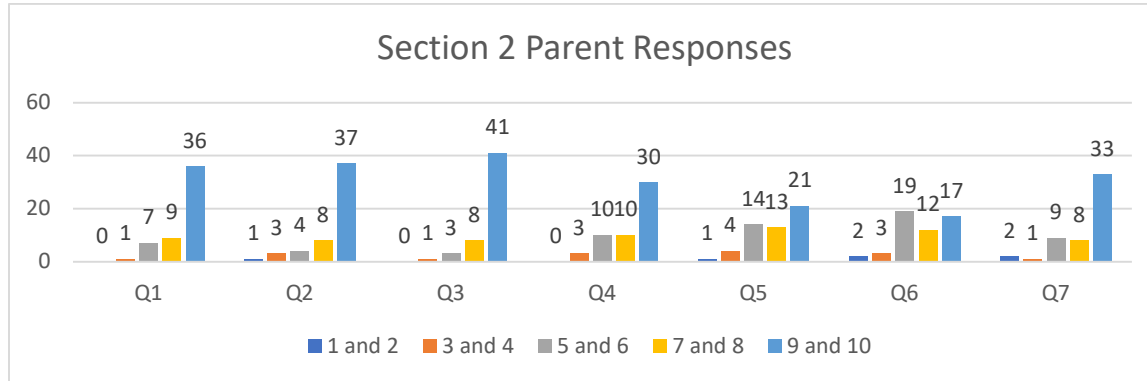


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%
9&10	100%	100%	100%	100%	100%



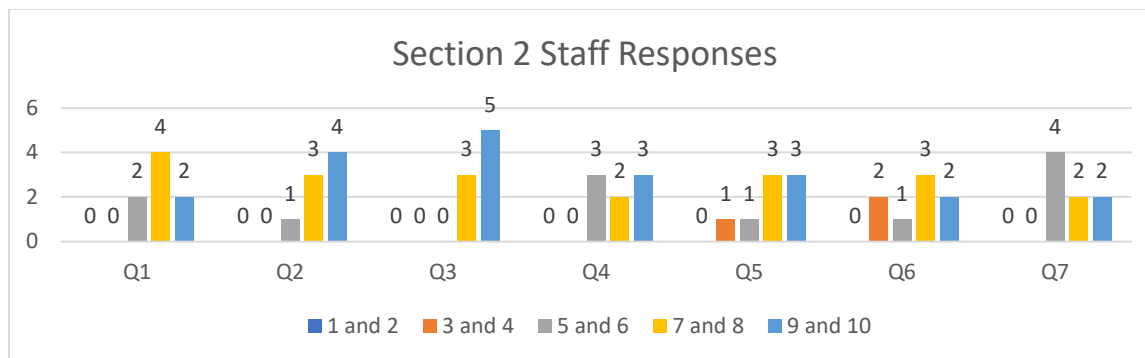
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



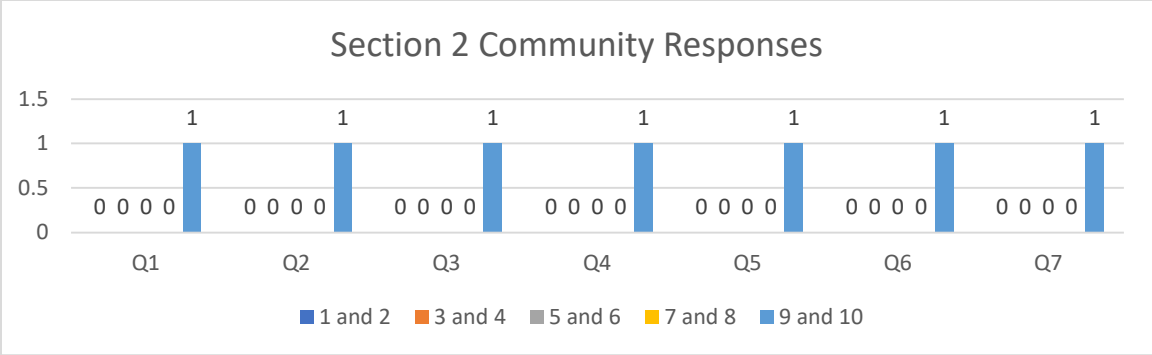
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	2%	0%	0%	2%	4%	4%
3&4	2%	6%	2%	6%	8%	6%	2%
5&6	13%	8%	6%	19%	26%	36%	17%
7&8	17%	15%	15%	19%	25%	23%	15%
9&10	68%	70%	77%	57%	40%	32%	62%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	13%	25%	0%
5&6	25%	13%	0%	38%	13%	13%	50%
7&8	50%	38%	38%	25%	38%	38%	25%
9&10	25%	50%	63%	38%	38%	25%	25%



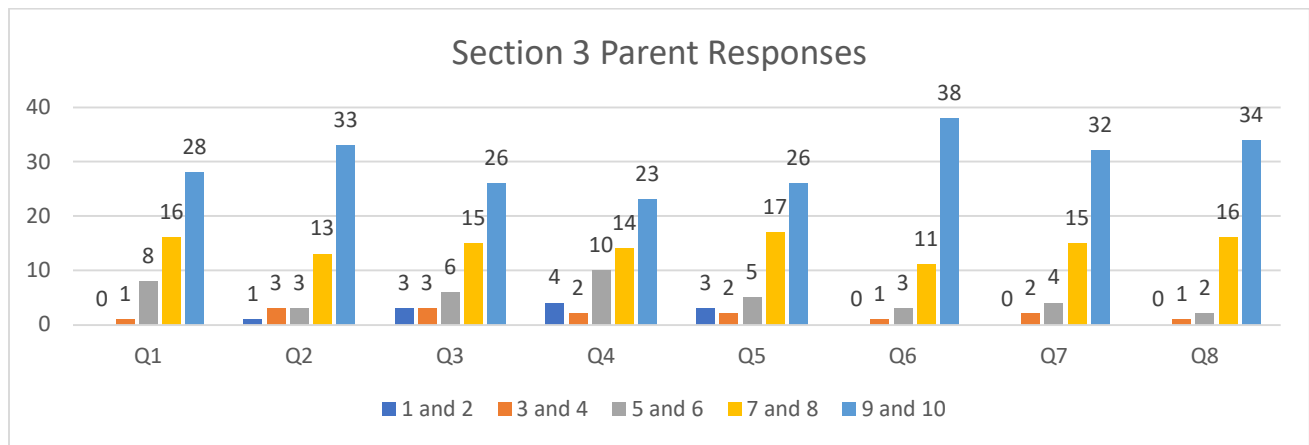


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%	0%	0%
9&10	100%	100%	100%	100%	100%	100%	100%



Section 3 Questions and Responses

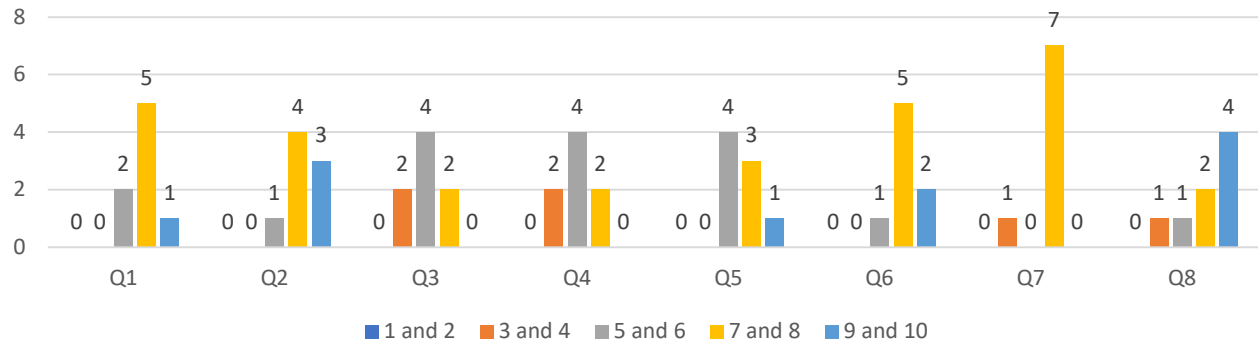
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	2%	6%	8%	6%	0%	0%	0%
3&4	2%	6%	6%	4%	4%	2%	4%	2%
5&6	15%	6%	11%	19%	9%	6%	8%	4%
7&8	30%	25%	28%	26%	32%	21%	28%	30%
9&10	53%	62%	49%	43%	49%	72%	60%	64%

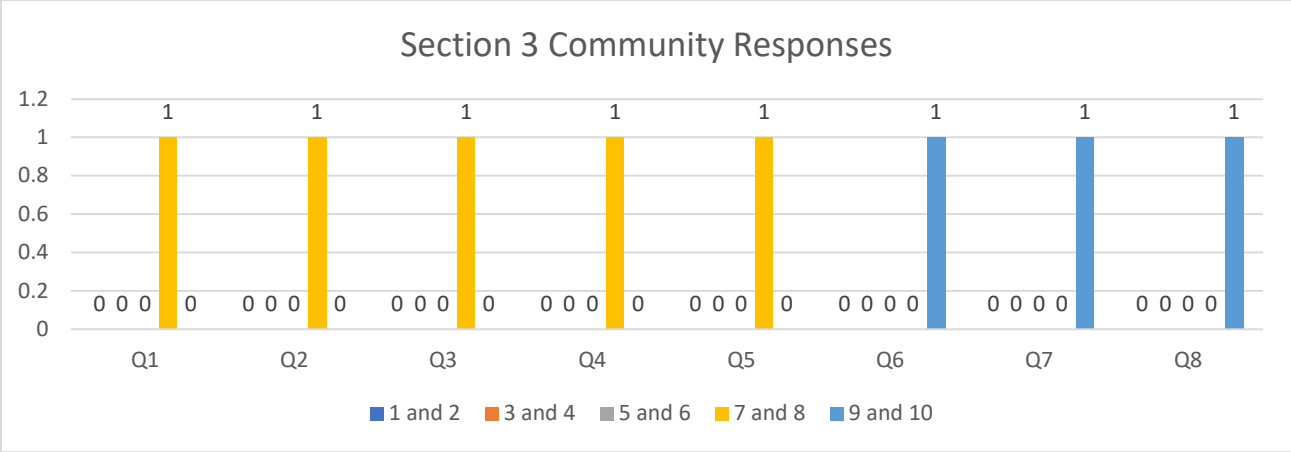


Section 3 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	25%	25%	0%	0%	0%	13%	13%
5&6	25%	13%	50%	50%	50%	13%	0%	13%
7&8	63%	50%	25%	25%	38%	63%	88%	25%
9&10	13%	38%	0%	0%	13%	25%	0%	50%



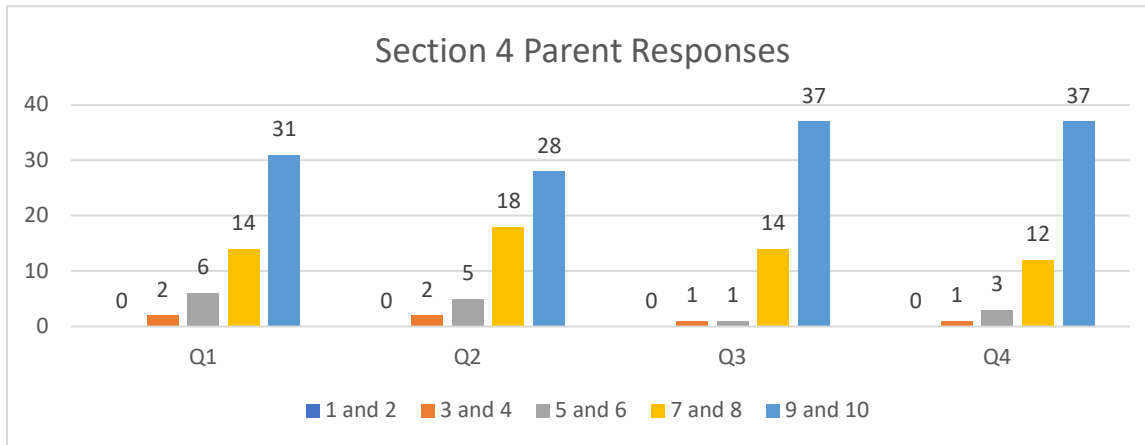


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%	0%
7&8	100%	100%	100%	100%	100%	0%	0%	0%
9&10	0%	0%	0%	0%	0%	100%	100%	100%

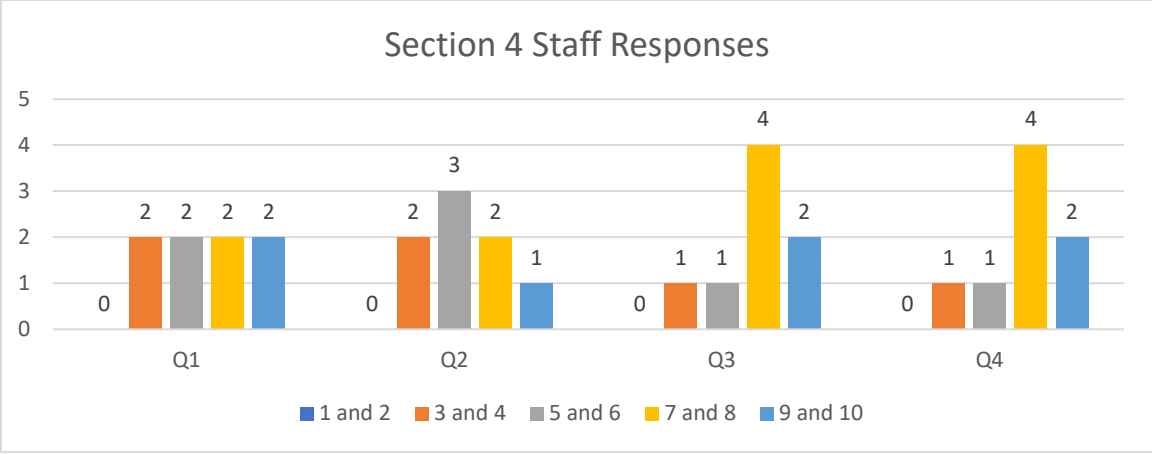


Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.

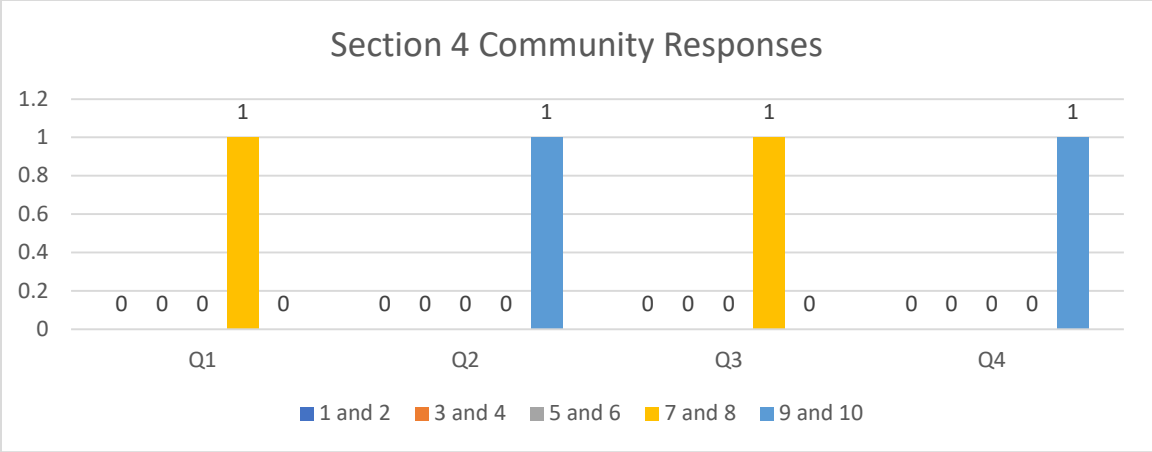


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	4%	4%	2%	2%
5&6	11%	9%	2%	6%
7&8	26%	34%	26%	23%
9&10	58%	53%	70%	70%



	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	25%	25%	13%	13%
5&6	25%	38%	13%	13%
7&8	25%	25%	50%	50%
9&10	25%	13%	25%	25%



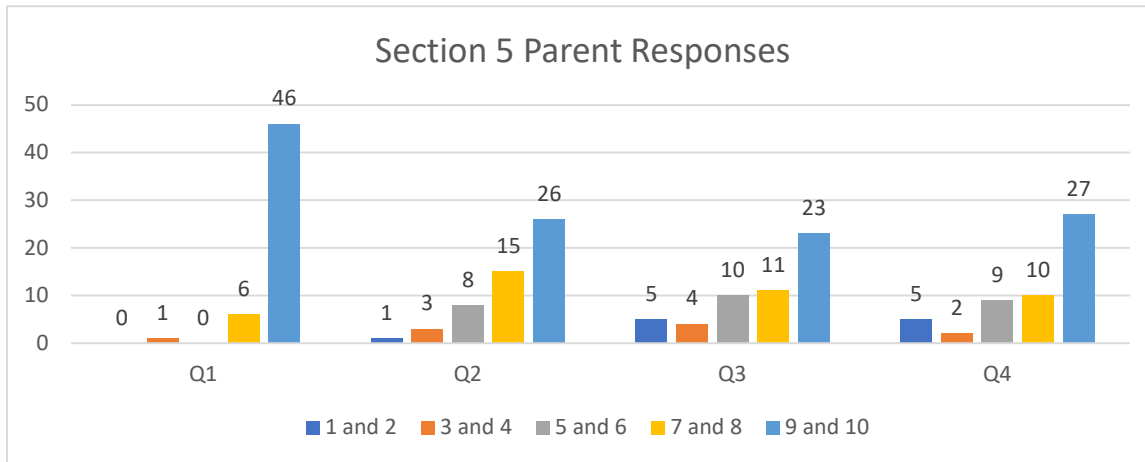


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	100%	0%	100%	0%
9&10	0%	100%	0%	100%



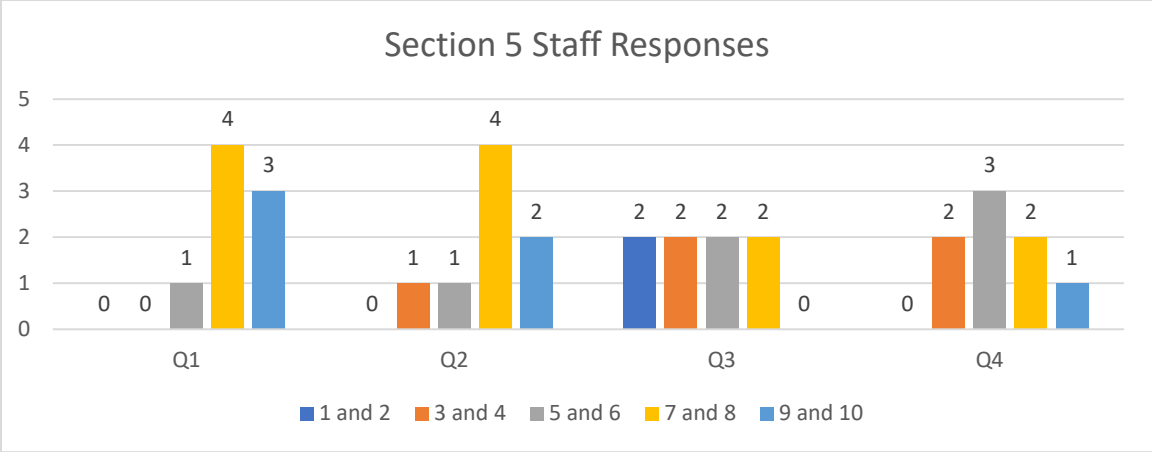
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



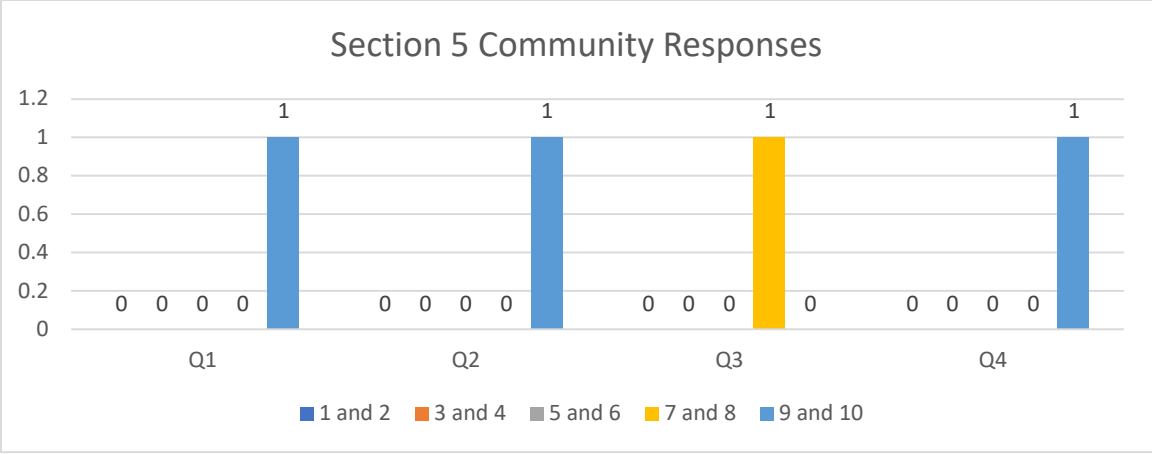
	Q1	Q2	Q3	Q4
1&2	0%	2%	9%	9%
3&4	2%	6%	8%	4%
5&6	0%	15%	19%	17%
7&8	11%	28%	21%	19%
9&10	87%	49%	43%	51%





	Q1	Q2	Q3	Q4
1&2	0%	0%	25%	0%
3&4	0%	13%	25%	25%
5&6	13%	13%	25%	38%
7&8	50%	50%	25%	25%
9&10	38%	25%	0%	13%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	0%	100%	0%
9&10	100%	100%	0%	100%



Lanigan Elementary School

US² had the opportunity to meet with 53 people (breakdown below) within the Lanigan community on April 12, 2021 between 8:00am-4:00pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrator(s).

- Students: 15
- Parents: 5
- Staff Members: 32
- Administrators: 1

During our conversations, we were able to gather information for all areas identified within the Equity Audit and have synthesized information below, specific to Lanigan Elementary School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

Classroom Culture at Lanigan is an area of improvement. The school welcomes most students and staff to belong and feel like a part of the school community. Each class engages in Morning Meetings and has weekly SEL lessons led by the school social worker. At the same time, many of the staff feel this practice should be expanded and more resources allocated for meeting students' specific social and emotional needs. Some staff feel that academic initiatives and monitoring take precedence over student behavioral and/or mental health needs. Most students believe their teachers are very nice and listen to them as well as feel safe while at school. Students also felt as though their peers are generally nice, some are not accepting of others' backgrounds and/or cultures. During staff interviews, shared inquiry and dialogue were inconsistent across classrooms. The opportunity for students to engage in these activities mostly relied on teacher discretion and lesson topic. Lanigan's use of the PBIS framework enables students to receive consistent actions towards discipline. Teachers and students commented on the discipline process and commented that it is handled by staff in most cases.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, the inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).



Family engagement is a strength for Lanigan. Parents are welcomed every year through a curriculum night aimed at resources, supports, and guidance for new and existing families. Parents can additionally serve within the PTA. Parent roundtables are used to gain feedback in ways to provide supports for families and their needs. Lanigan also reported having created several parent events that have been models for other schools within Farmington Public Schools to use. Activities such as curriculum nights, 7 Habits Assemblies, and Multicultural nights serve as useful tools for outreach within the school community. Lanigan also has a parent resource center that houses additional resources that can be checked out such as books, computer software, etc. Parents interviewed also highlighted the school's commitment to dealing with their children on an individual basis and the fair treatment they receive.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Little evidence was shared in the systematic approach teachers used for delivering instruction. Small group instruction is a key feature in Lanigan's improvement plan to improve outcomes for struggling students. Student achievement has increased due to the implementation of small groups including students of color. The instructional framework for Lanigan includes the use of many different leveled readers within the classroom that provide diverse perspectives on many topics. Students shared during interviews that they learn different perspectives but not consistently and it depended on the assignment. Real-world instruction was a highlight for students as they felt the teachers provided learning opportunities for practical application in life.

While speaking to teachers, there was mention of a desire to expand on having more training on how to embed and discuss topics within diversity, equity, and inclusion. We encourage staff to dive deeper into a stronger foundation of understanding before introducing terms and/or concepts. Without a strong foundation of knowledge, those with the best of intentions can often cause harm – albeit unintentionally.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

The incorporation of identity was evident for some identity groups; however, many groups did not feel represented, including Arabic and Asian populations. Teachers also commented on their focus on identity through diverse book selections and cross-curricular projects aimed at expanding more group awareness.



Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy, as well as curiosity and moving beyond superficial and oversimplified contexts, is emphasized.

The district has provided Lanigan with a diverse book collection that gives teachers access and content to teach a wide variety of identity groups. Such groups identified in interviews included race, gender, ability, and sexuality. The teachers are given the freedom to implement the book offerings based upon their classroom makeup. Contrasting perspectives is also taught within these materials. At the same time, students said these concepts are taught based upon the lesson being taught and not on a frequent basis. Lanigan has an International Night that showcases the diverse cultures within the school community, with an emphasis on the common characteristics of each culture. In the social studies units, changes have been made to the curriculum in modernizing the family structure, featuring households such as foster parents, grandparents, and same-gendered parents.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

The topic of justice is currently being taught within the Second Step SEL programming and the Morning Meetings at Lanigan. Teachers believe they need more training around privilege/power and oppression, with a specific focus on how to navigate and provide a balanced approach to the topics. Outside of SEL, Justice within the curriculum is limited to Social Studies and ELA in specific topics outlined in the curriculum.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

The topic of action is emphasized in the Second Step program and bullying prevention material. Limited instruction is provided outside of those two areas and the instruction provided is not explicitly tied to action.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit



bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools to put a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. The PD offerings were limited in participant capacity; for example, the Anti-Racist Institute only allowed eight participants per school. Staff capacity within their understanding and awareness of equity is being developed over time. Lanigan staff additionally participated in training with Dr. Muhammad, a consultant, learning about honest conversations and tokenism. Follow-up has not yet been conducted and support for further development is on hold due to COVID-19. Teachers at Lanigan lead beyond the classroom by serving on multiple committees that support the School Improvement Plan, including an equity team. The teachers also spoke in interviews about their desire to go beyond the surface level of diversity, equity, and inclusion and gain practical tools to use in the classroom.

Representation:

Staff representation at Lanigan is one of the most diverse within the district. Both staff and teachers represent a wide variety of race and ethnic backgrounds. Teachers did acknowledge wanting more males within the teaching staff. Hiring has been frequent at Lanigan; staff acknowledged staff retention rates at Lanigan are low. The diverse staff has come as a result of the leadership's focus on building a diverse teaching staff. Students also commented that they did see only a small sample of Arabic and African-American represented in the staff and wanted to see more. Representation within curriculum and programming at Lanigan continue to expand as the diverse book offerings and instructional strategies focusing on diversity, equity, and inclusion are embedded into the PLC structure.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Family & Community Engagement was noted as a strength while Classroom Culture was noted as an area for improvement.

While looking at Classroom Culture specifically, it would benefit the students of Lanigan to have more consistent support for addressing their social and emotional needs. Providing students more opportunities to share their thoughts and feelings in a consistent format across the school can raise the awareness of support needed to address the group and individual needs.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Identity was noted as a strength while Action was noted as an area for improvement. There are multiple examples of how Lanigan teaches students who they are and includes a variety of identity groups (race, culture, and gender). Expanding Action within the curriculum beyond the SEL programs can help students learn the collective ways of problem-solving. This work is best infused through project-based and inquiry-based learning.



Quantitative Data Summary:

Student feedback for Lanigan was overwhelmingly positive, especially in the areas of self-esteem, empowering students to stand up to bullies, and having a trusted adult to talk to. Fairness, physical safety, and understanding expectations and consequences also had great results. The only two categories that numerically reflected more need for improvement involved students not feeling like they saw or learned about students who look like them and differences that people have and, like many other buildings, there is a lack of not working with other students. Looking at comments, the students are looking forward to being back in person to be able to do so.

There was only one community response, which was all 1's and very negative toward the district on the whole, but with limited feedback as to why the respondent thought the district was failing. Some parent responses showed that disciplinary procedures may not be executed consistently or communicated in a way that parents have known or understood those expectations during virtual learning. Parent comments reflected positively around empowerment and taking action around social justice issues, while staff data had lower feedback scores around these topics.

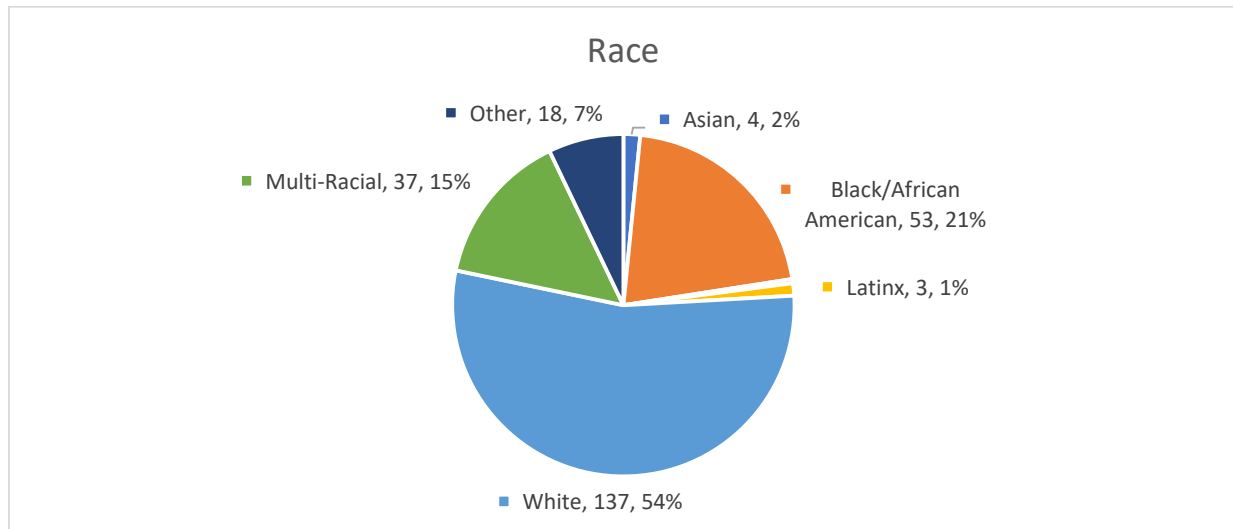


Farmington Public Schools: Survey Data Summary for Lanigan Elementary

Student Data: Lanigan Elementary School

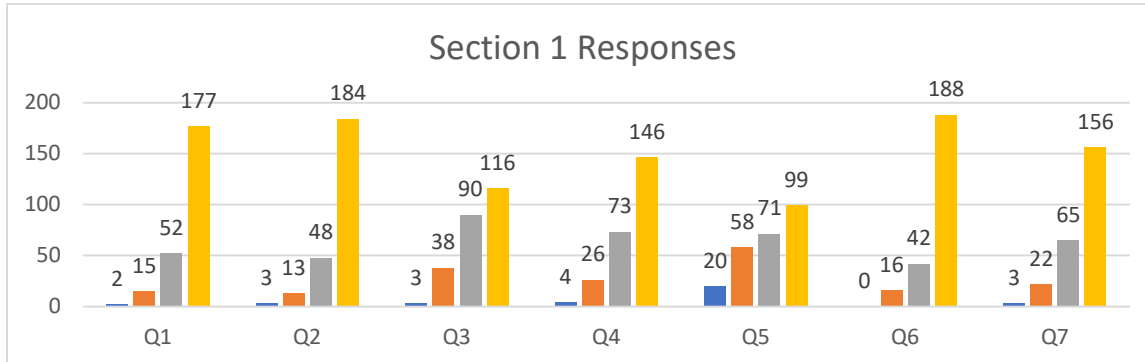
Student Data Respondents: 252

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

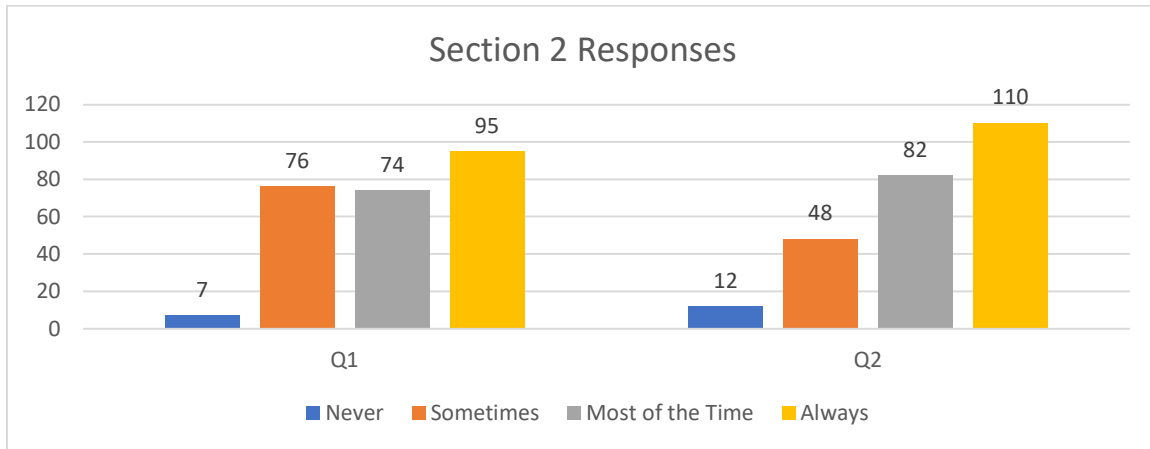


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	1%	1%	1%	2%	8%	0%	1%
Sometimes	6%	5%	15%	10%	23%	7%	9%
Most of the Time	21%	19%	36%	29%	29%	17%	26%
Always	72%	74%	47%	59%	40%	76%	63%



Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

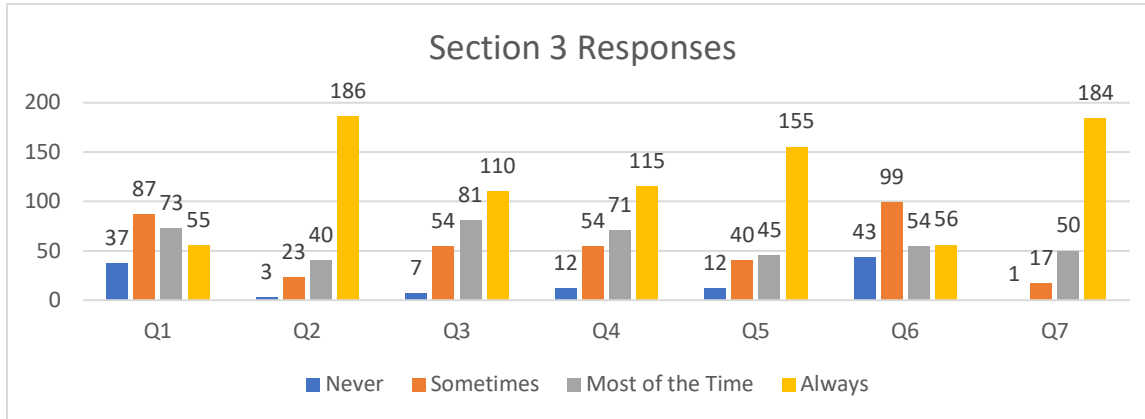


	Q1	Q2
Never	3%	5%
Sometimes	30%	19%
Most of the Time	29%	33%
Always	38%	44%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

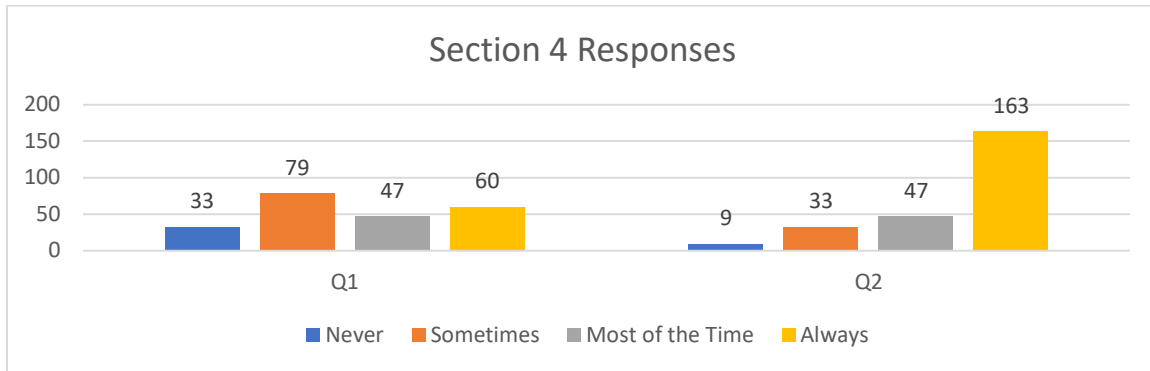


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	15%	1%	3%	5%	5%	17%	0%
Sometimes	35%	9%	21%	21%	16%	39%	7%
Most of the Time	29%	16%	32%	28%	18%	21%	20%
Always	22%	74%	44%	46%	62%	22%	73%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



	Q1	Q2
Never	26%	4%
Sometimes	31%	13%
Most of the Time	19%	19%
Always	24%	65%



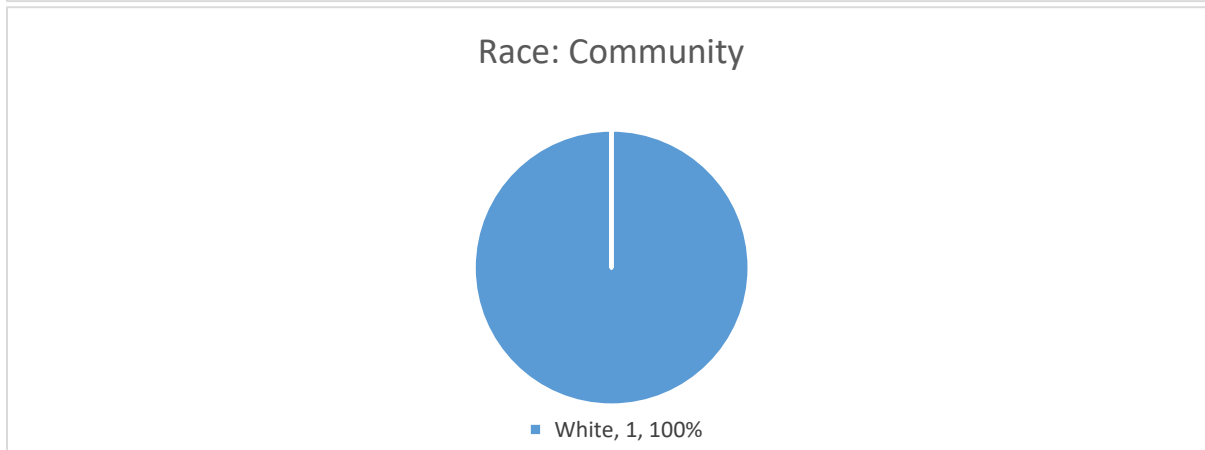
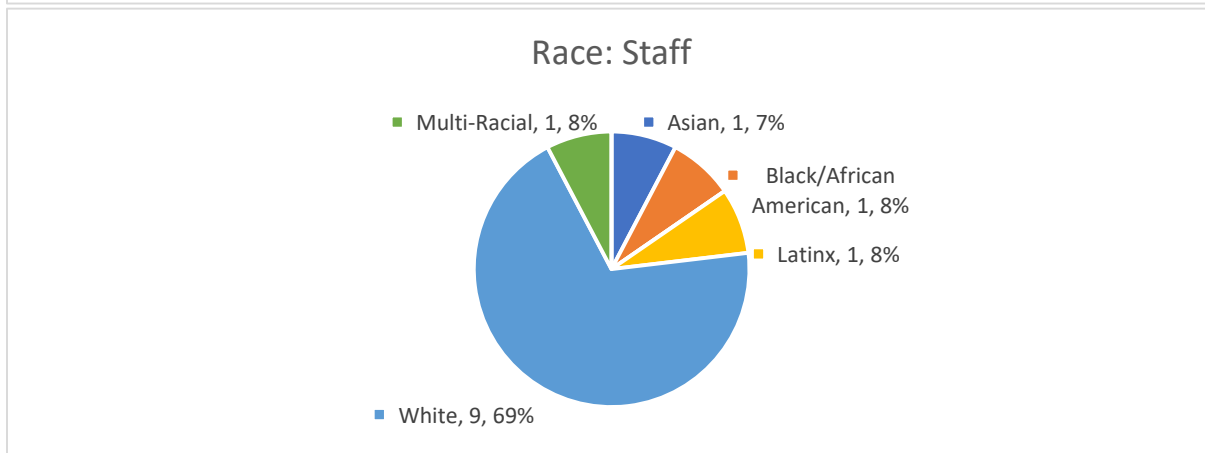
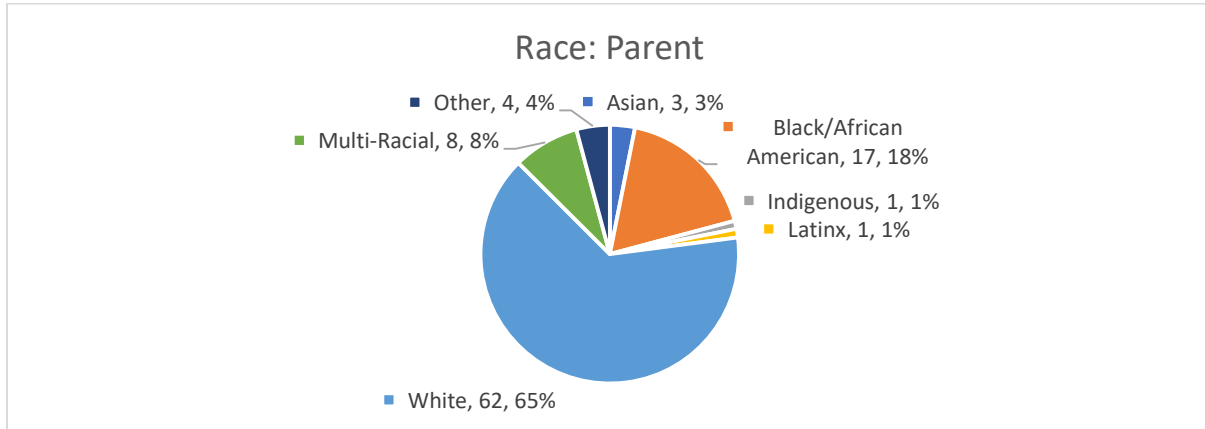
Adult Data: Lanigan Elementary School

Parent Survey Respondents: 96

Staff Survey Respondents: 14

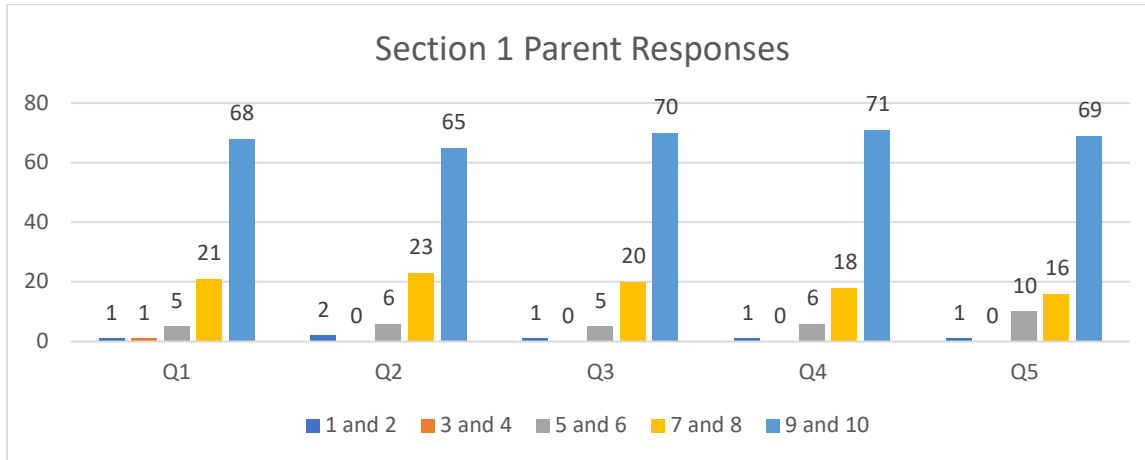
Community Survey Respondents: 1

Race of Respondents: *(Recorded using categories reflecting the US Census)*



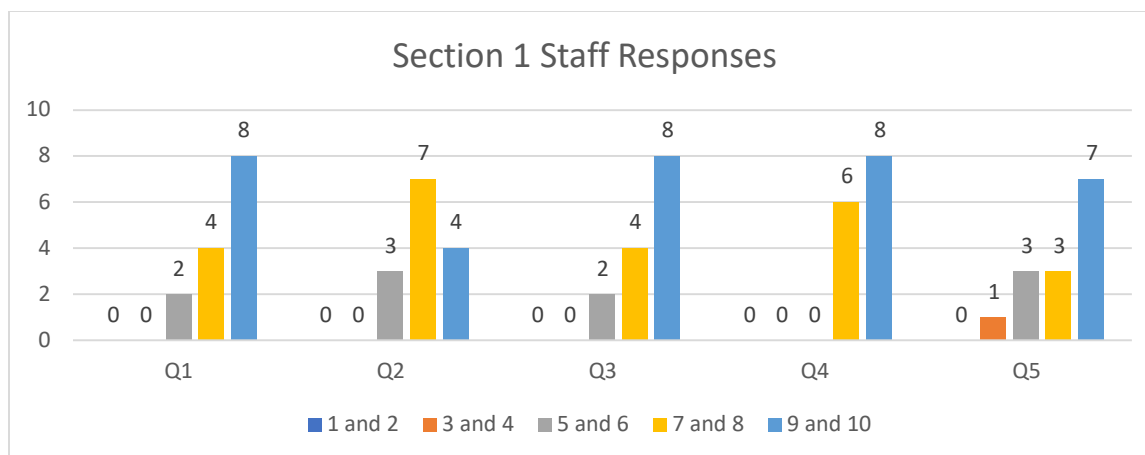
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



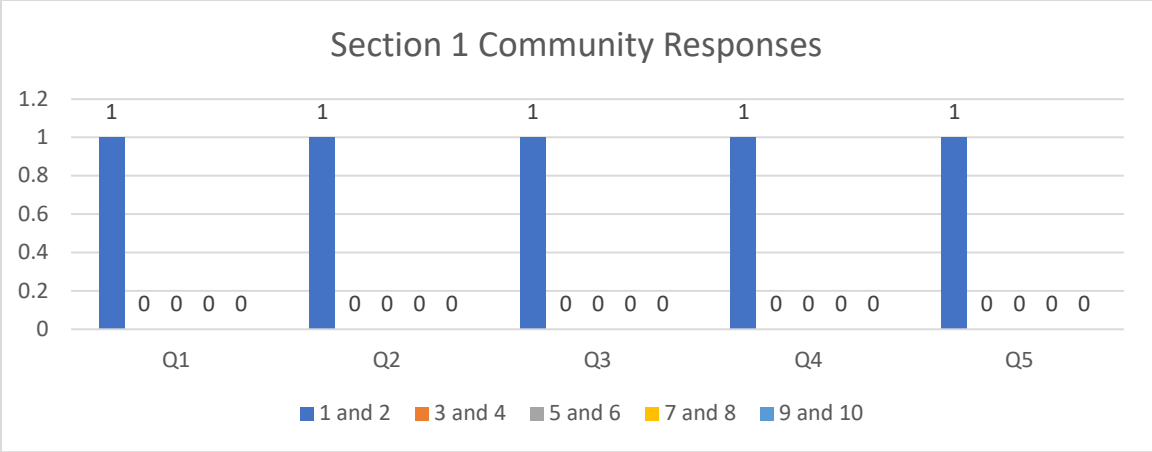
	Q1	Q2	Q3	Q4	Q5
1&2	1%	2%	1%	1%	1%
3&4	1%	0%	0%	0%	0%
5&6	5%	6%	5%	6%	10%
7&8	22%	24%	21%	19%	17%
9&10	71%	68%	73%	74%	72%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	7%
5&6	14%	21%	14%	0%	21%
7&8	29%	50%	29%	43%	21%
9&10	57%	29%	57%	57%	50%



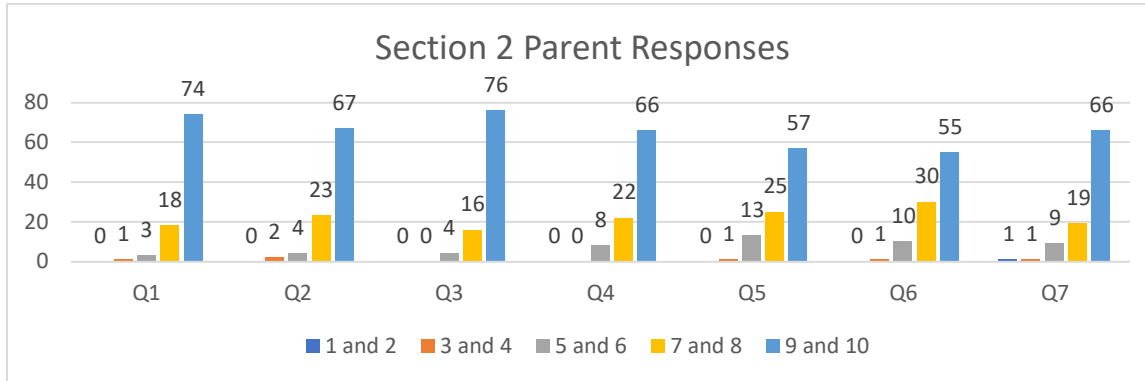


	Q1	Q2	Q3	Q4	Q5
1&2	100%	100%	100%	100%	100%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%
9&10	0%	0%	0%	0%	0%



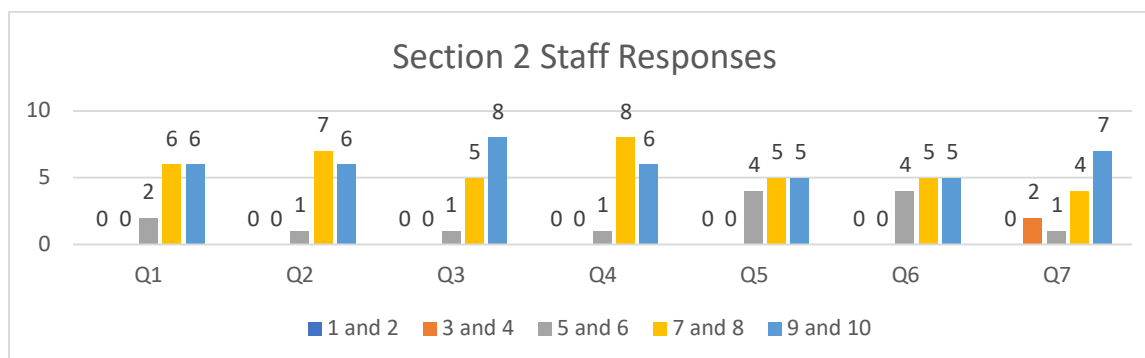
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



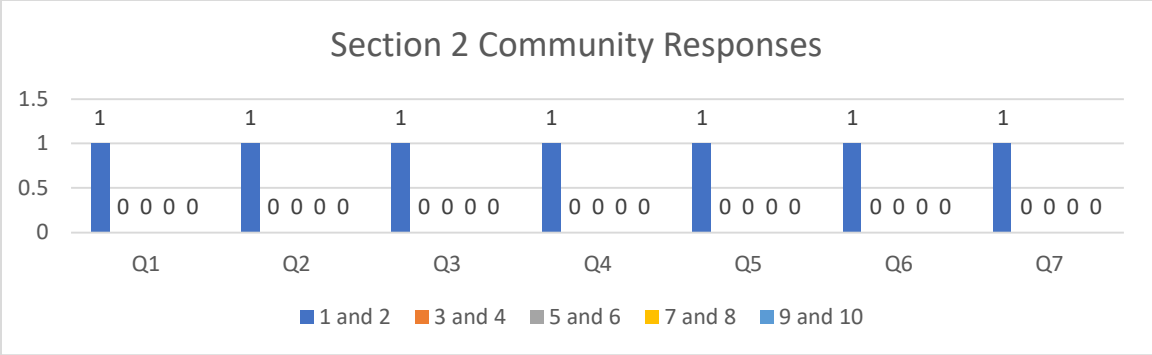
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	1%
3&4	1%	2%	0%	0%	1%	1%	1%
5&6	3%	4%	4%	8%	14%	10%	9%
7&8	19%	24%	17%	23%	26%	31%	20%
9&10	77%	70%	79%	69%	59%	57%	69%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	14%
5&6	14%	7%	7%	7%	29%	29%	7%
7&8	43%	50%	36%	57%	36%	36%	29%
9&10	43%	43%	57%	36%	36%	36%	50%



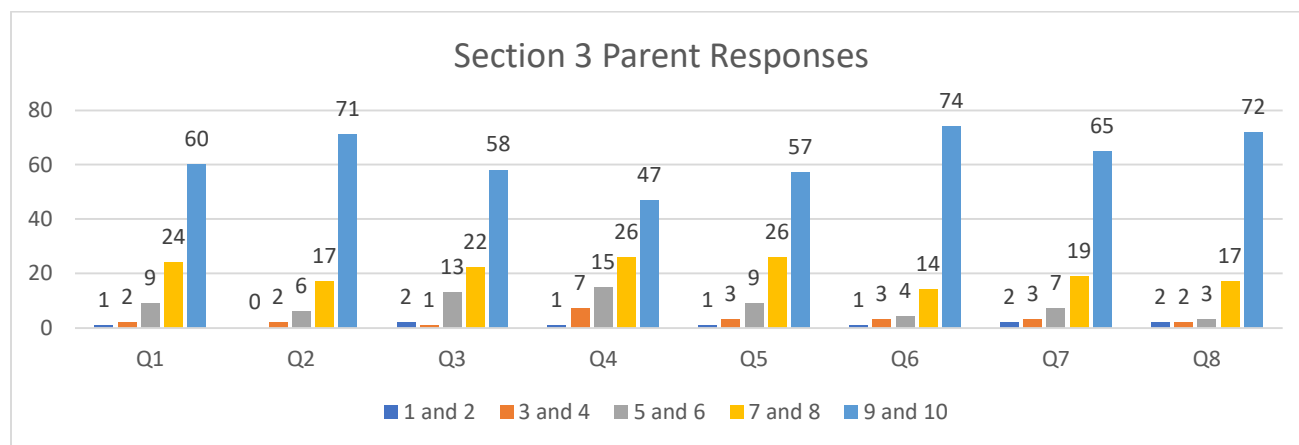


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	100%	100%	100%	100%	100%	100%	100%
3&4	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%	0%	0%
9&10	0%	0%	0%	0%	0%	0%	0%



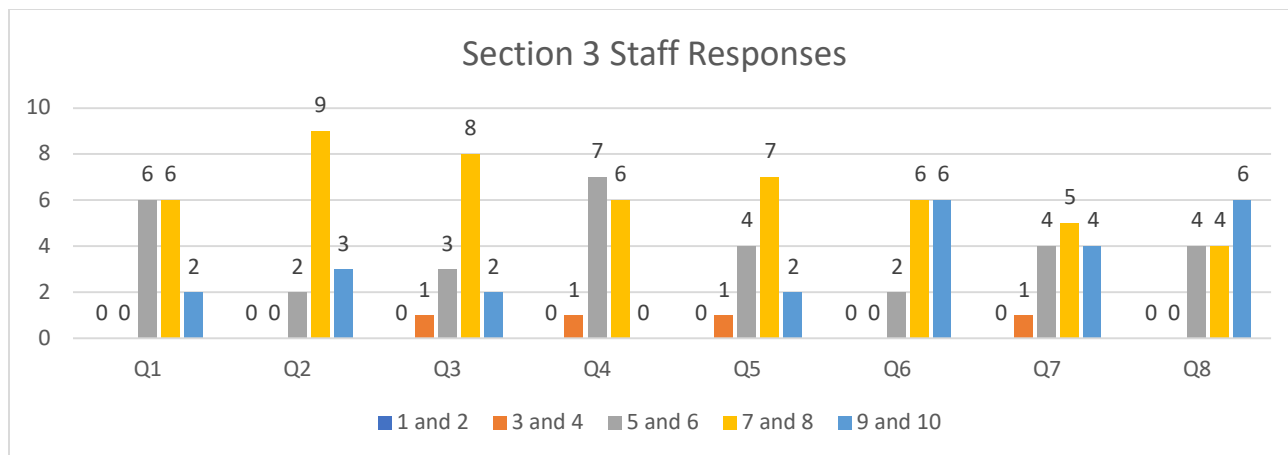
Section 3 Questions and Responses

- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



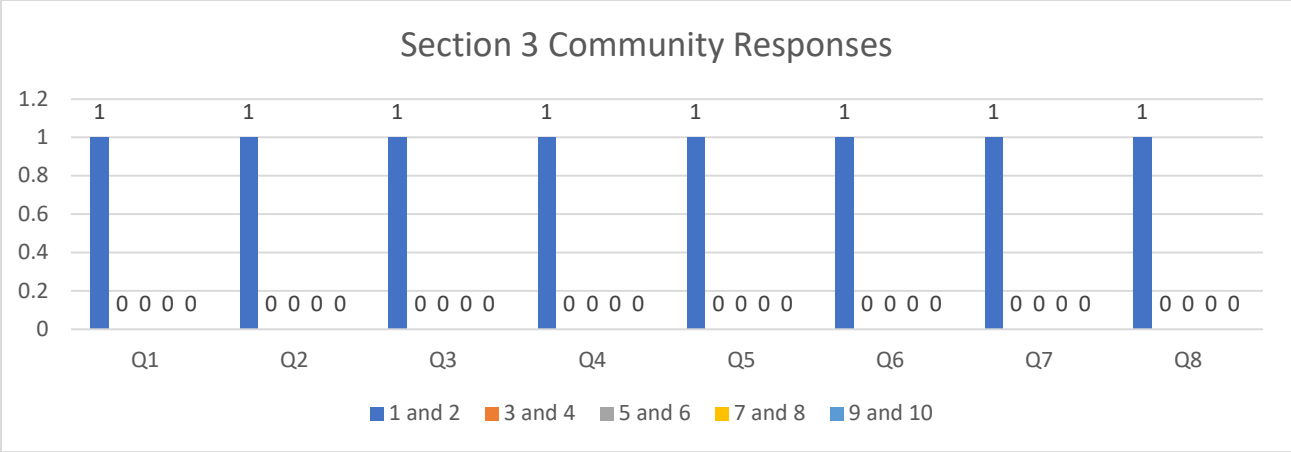
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	1%	0%	2%	1%	1%	1%	2%	2%
3&4	2%	2%	1%	7%	3%	3%	3%	2%
5&6	9%	6%	14%	16%	9%	4%	7%	3%
7&8	25%	18%	23%	27%	27%	15%	20%	18%
9&10	63%	74%	60%	49%	59%	77%	68%	75%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	7%	7%	7%	0%	7%	0%
5&6	43%	14%	21%	50%	29%	14%	29%	29%
7&8	43%	64%	57%	43%	50%	43%	36%	29%
9&10	14%	21%	14%	0%	14%	43%	29%	43%



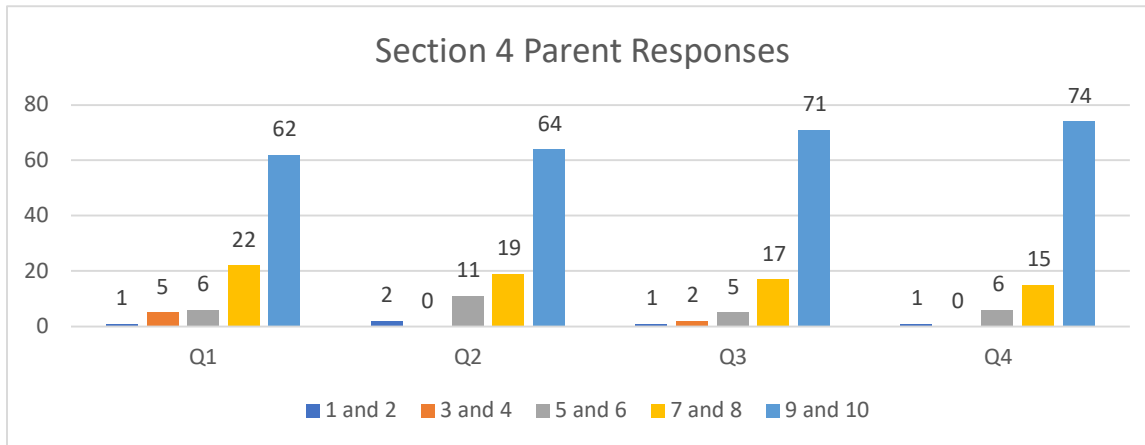


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	100%	100%	100%	100%	100%	100%	100%	100%
3&4	0%	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%	0%	0%	0%
9&10	0%	0%	0%	0%	0%	0%	0%	0%

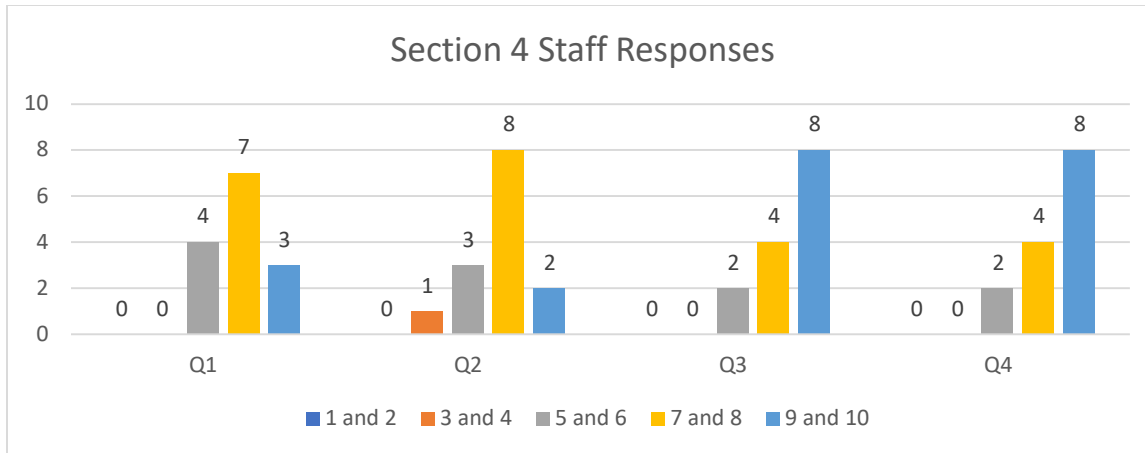


Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.

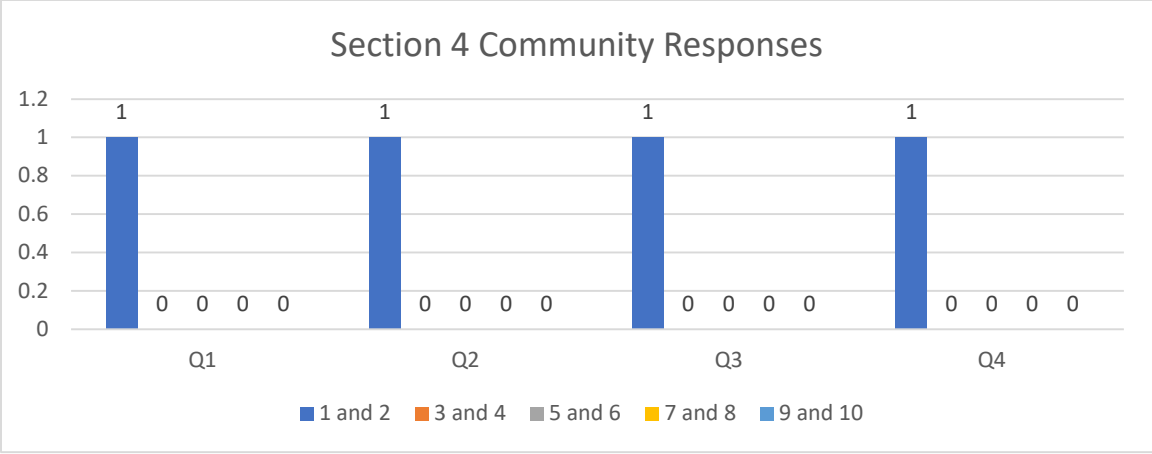


	Q1	Q2	Q3	Q4
1&2	1%	2%	1%	1%
3&4	5%	0%	2%	0%
5&6	6%	11%	5%	6%
7&8	23%	20%	18%	16%
9&10	65%	67%	74%	77%



	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	7%	0%	0%
5&6	29%	21%	14%	14%
7&8	50%	57%	29%	29%
9&10	21%	14%	57%	57%



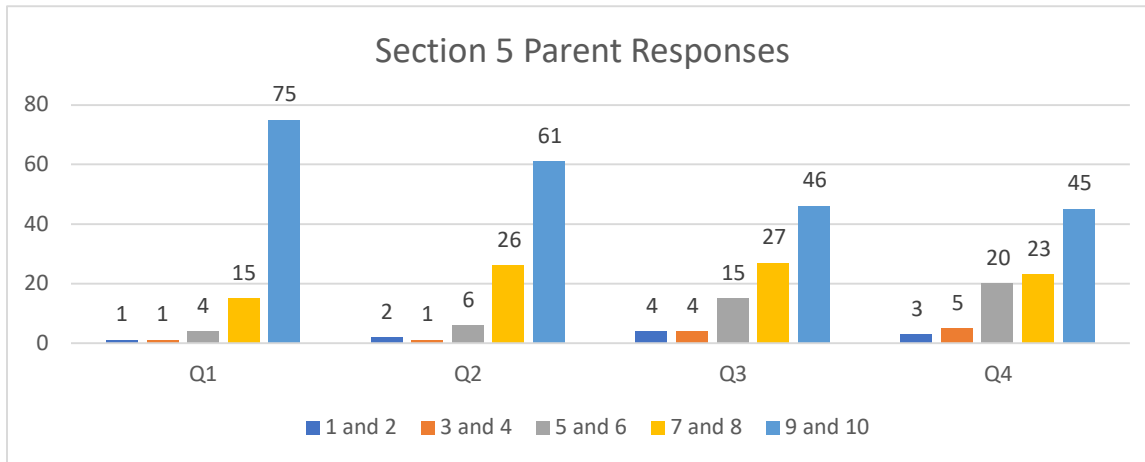


	Q1	Q2	Q3	Q4
1&2	100%	100%	100%	100%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	0%	0%	0%	0%



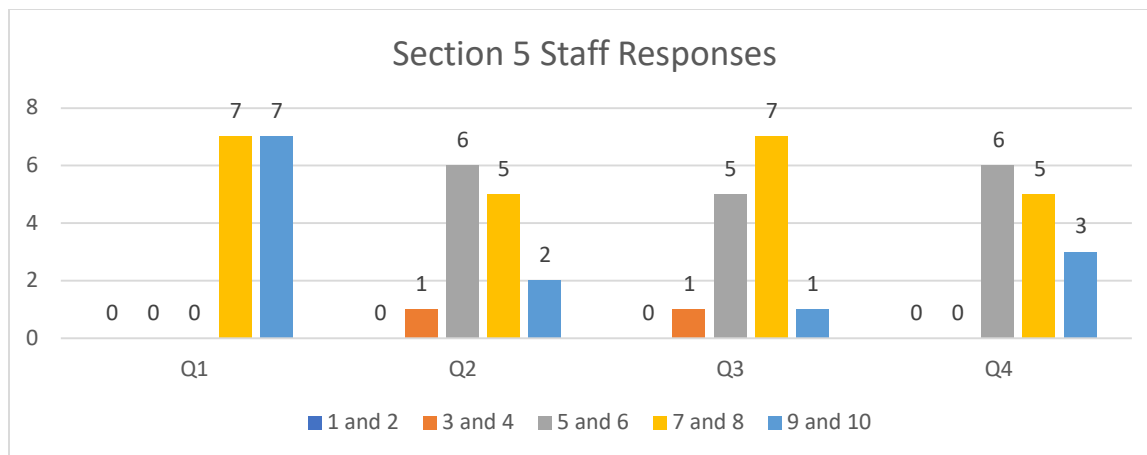
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



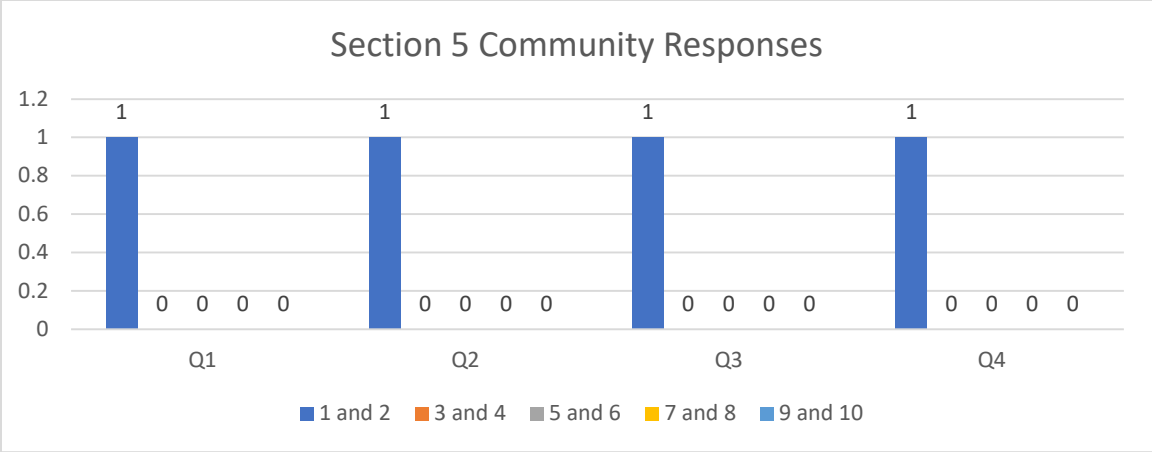
	Q1	Q2	Q3	Q4
1&2	1%	2%	4%	3%
3&4	1%	1%	4%	5%
5&6	4%	6%	16%	21%
7&8	16%	27%	28%	24%
9&10	78%	64%	48%	47%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	7%	7%	0%
5&6	0%	43%	36%	43%
7&8	50%	36%	50%	36%
9&10	50%	14%	7%	21%





	Q1	Q2	Q3	Q4
1&2	100%	100%	100%	100%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	0%	0%	0%	0%



Longacre Elementary School

US² had the opportunity to meet with 62 people (breakdown below) within the Longacre community on March 18, 2021 between 7:30am-4:45pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrator(s).

- Students: 15
- Parents: 15
- Staff Members: 31
- Administrators: 1

During our conversations, we were able to gather information for all areas identified within the Equity Audit and have synthesized information below, specific to Longacre Elementary School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

Longacre expressed a desire to move toward more student dialogue and inquiry while incorporating social/emotional learning into the classrooms. At the same time, there were some inconsistencies with how bullying and behaviors were handled in the classroom. Some staff and parents felt that discipline was not handled consistently while others felt that it was very consistent and deliberate – using a Restorative lens to address behaviors and relationships. While diving deeper into this concept, it was noted that Restorative Justice was used (focusing on the reactive approach to discipline) rather than Restorative Practices (focusing on the proactive work that can be done within classroom culture to promote strong foundational relationships).

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, the inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

Family engagement is a strength for Longacre. While speaking to the parents, many felt that they were included in school activities; at the same time, parents reported not feeling as included in district discussions/activities. Longacre has also implemented a Parent Lighthouse Team as part of the Leader in Me program, which contributes greatly to family and community engagement.



Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Instruction is an area for growth within Longacre. When speaking to staff, there was mention of a lack of district support around instructional materials that covered a variety of identity groups. Some of the more commonly discussed identity groups were included (Black/African-American and Binary Cisgender groupings specifically) with little evidence to show the inclusion of other groups. It was also noted during the focus groups that staff wanted to be able to discuss other identities more confidently, but were not provided professional development/training to do so in an effective manner and/or have the opportunity to practice and feel support from the district. Some of the identities that were mentioned as needing more support were LGBTQIA+, religion, and racial groups outside of Black/African-American.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

As was shared above within the Instruction section, the incorporation of identity was evident for some identity groups while other groups did not feel represented. Teachers also commented on their focus on identity through diverse book selections and cross-curricular projects aimed at expanding more group awareness. Within the diverse book selections, staff mentioned that reading level as well as identities need to be taken into consideration. Staff also mentioned that some conversations are being had with individual students about their personal identity without having whole-class discussions. This concept, albeit helpful for the student receiving the information/being asked to share, defeats the concept of whole class instruction that moves from identity to diversity – the next domain within curriculum.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy, as well as curiosity and moving beyond superficial and oversimplified contexts, is emphasized.

Longacre has made some conscious decisions about how to discuss diversity. At the same time, many of those attempts are superficial in context and do not necessarily provide the opportunity for students to learn about others outside of oversimplified examples. Students also spoke about learning about specific groups at certain times of the year (i.e., learning about Black/African-American people in February during Black History Month but not necessarily during the rest of the year). It is strongly encouraged for the work of learning about others to go beyond the superficial (discussing food, etc.) and to go deeper into what other identities might experience.



Although some students felt as if they learned about other identities, other students shared that many identities were discussed in isolation rather than consistently woven throughout the curriculum.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

Justice is an area of improvement within Longacre. Although stakeholders at Longacre are making conscious efforts to discuss different identities and recognizing that their foundational knowledge is less strong in certain areas, there was minimal evidence to show conscious effort in addressing how people are treated differently. One parent shared in the focus group interview that they want everyone to realize “we are all the same”. Another parent responded by saying that is part of the problem. Having ‘blindness’ on around race (or any other identity) is negative and discourages us from having real conversations.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

Action is another area of improvement within Longacre’s curriculum. Identity and Diversity are typically the easiest and most straightforward to implement while Justice and Action are more difficult and can be more controversial. After speaking to many stakeholders within Longacre’s community, this came across as a concern. Without ample training in WHY and HOW to do this work, Action can be very difficult and operate as ‘triggers’ for many stakeholders. There is a strong desire to be more inclusive; at the same time, it is critical to move beyond talking the talk and take deliberate action steps toward collective action.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Within the focus group interviews, many staff shared a desire to learn more about bias and identity groupings – not just what it is, but how to address these topics, that have been seen as controversial for some parents. Although there were examples provided of being more inclusive with specific groups (i.e., noon staff and students identified as having special needs), there was minimal evidence to support a deeper level of understanding within cultural competency. Another area that the district has shared as a commitment would be to dive deeper into self-reflection work. After hearing some of the comments during staff focus groups, Longacre would benefit from diving deeper into self-reflection work as well. For example, one staff member shared that



they didn't have biases and didn't understand why others are so 'closed-minded'. We all have biases and it is critical to be able to identify them within ourselves before trying to address the concept of bias on a systemic level.

Representation:

Although there are pockets of different identity groups within the Longacre staff, there is still a significant level of segregation; for example, the Indian staff were cited as being the Noon Staff. As shared within curriculum and instruction above, there are also minimal resources for some identity groups. It would be beneficial to remind Longacre that representation is critical for not only the students being served currently, but would be most beneficial if representing the greater community.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Family & Community Engagement was noted as a strength while Instruction was noted as an area for improvement.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Identity was noted as a strength while Action was noted as an area for improvement.

Quantitative Data Summary:

Longacre students responded very positively surrounding topics of self-esteem and teachers helping them succeed academically. While the students responded that there was not much reflection of their identities within the staff at Longacre, they did respond with many compliments toward the staff's support and performance. Some students left comments about being bullied, though the data reflects that the staff may work to intervene on these issues.

Parent and staff data was also quite positive, while similarly to the student comments, the staff is supportive and working hard to empower students; however, there were also comments regarding bullying issues. The parents cited more of these issues than the students did. Parent and staff comments regarding social justice work in the school were encouraging and embracing of the work that is happening at the school level.

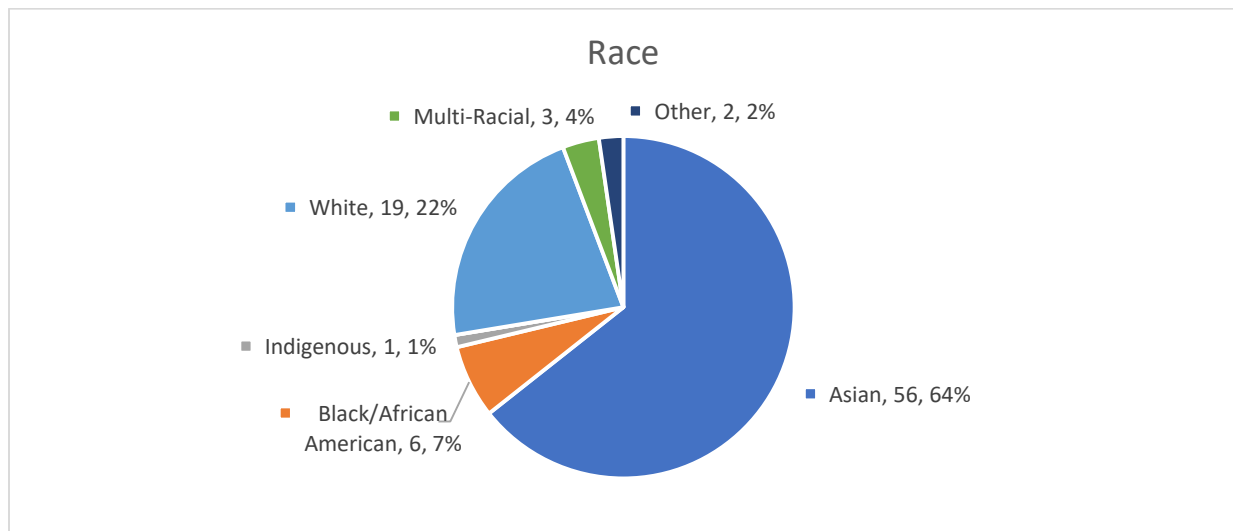


Farmington Public Schools: Survey Data Summary for Longacre Elementary

Student Data: Longacre Elementary School

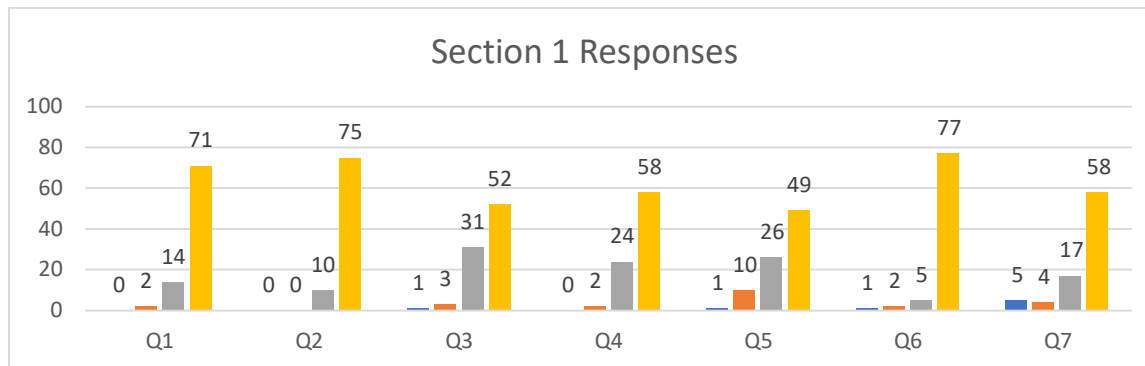
Student Data Respondents: 87

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

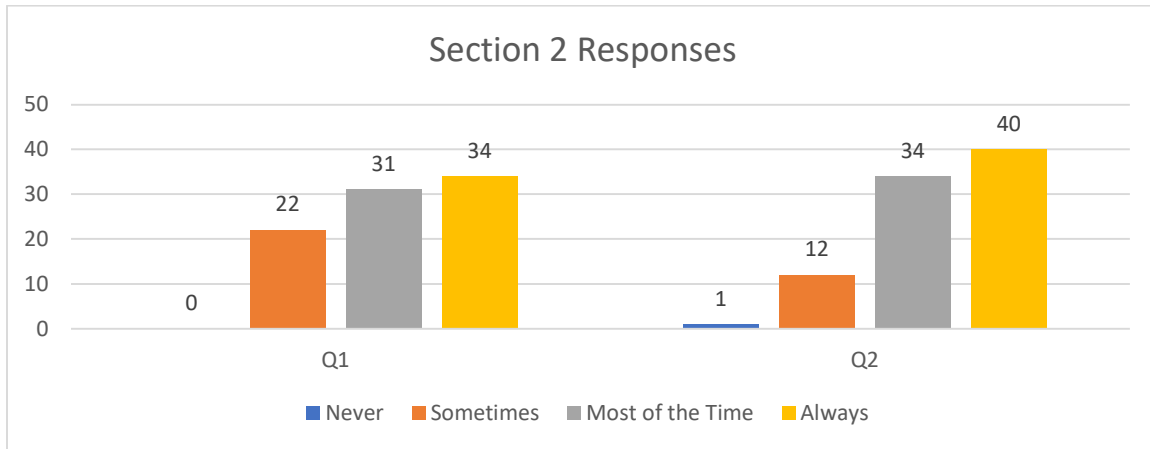


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	0%	0%	1%	0%	1%	1%	6%
Sometimes	2%	0%	3%	2%	12%	2%	5%
Most of the Time	16%	12%	36%	29%	30%	6%	20%
Always	82%	88%	60%	69%	57%	91%	69%



Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

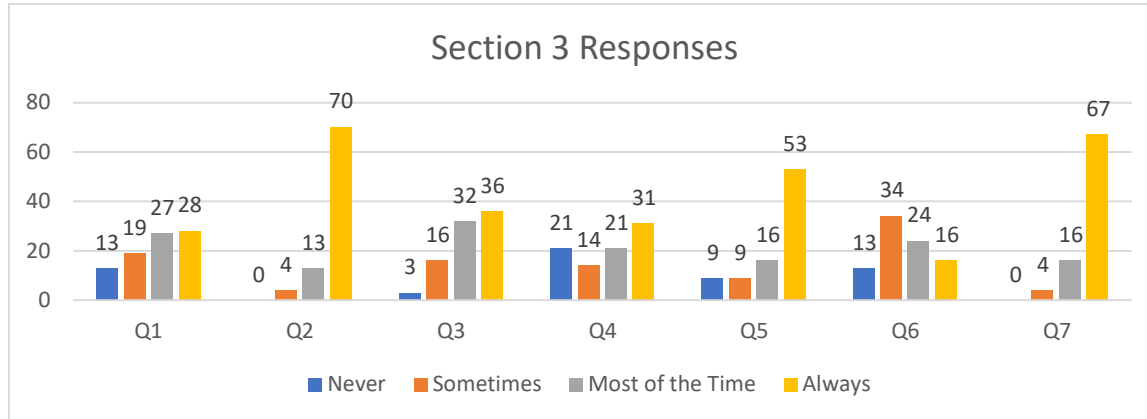


	Q1	Q2
Never	0%	1%
Sometimes	25%	14%
Most of the Time	36%	39%
Always	39%	46%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

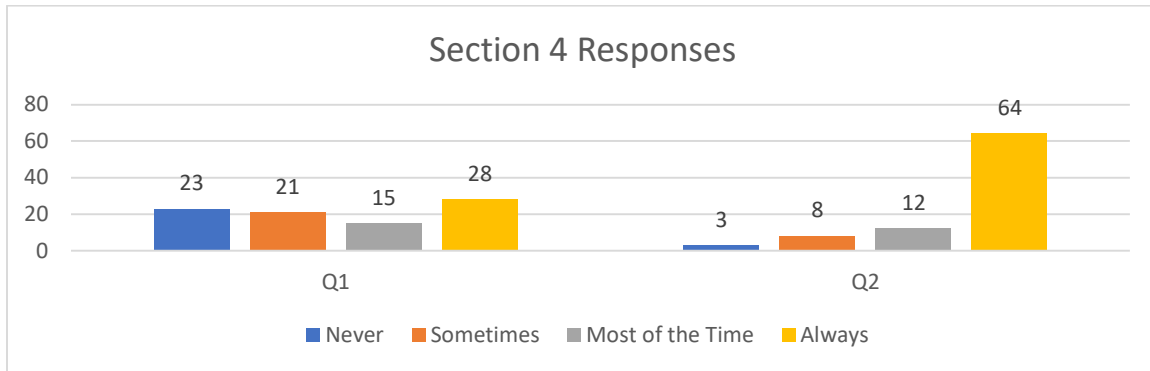


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	15%	0%	3%	24%	10%	15%	0%
Sometimes	22%	5%	18%	16%	10%	39%	5%
Most of the Time	31%	15%	37%	24%	18%	28%	18%
Always	32%	80%	41%	36%	61%	18%	77%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



	Q1	Q2
Never	26%	3%
Sometimes	24%	9%
Most of the Time	17%	14%
Always	32%	74%



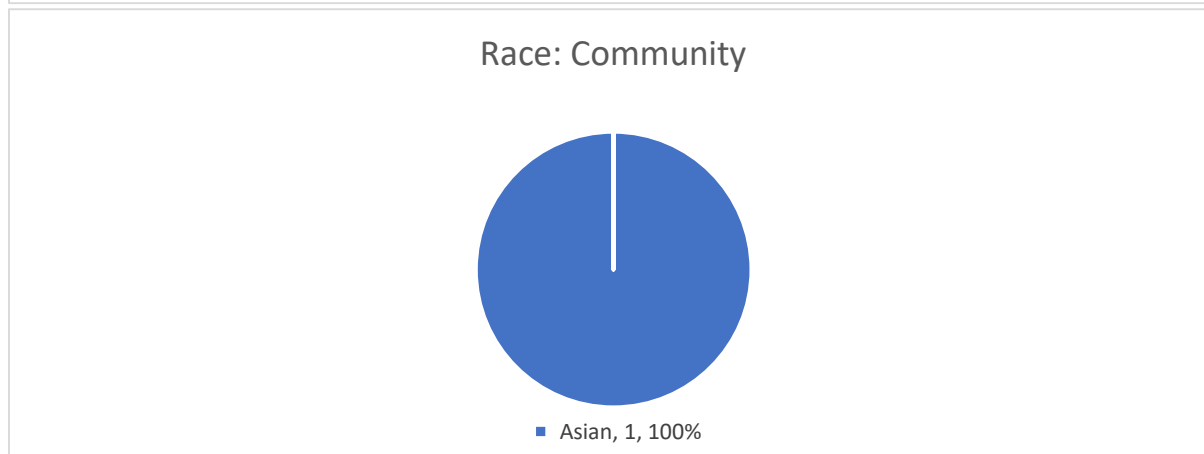
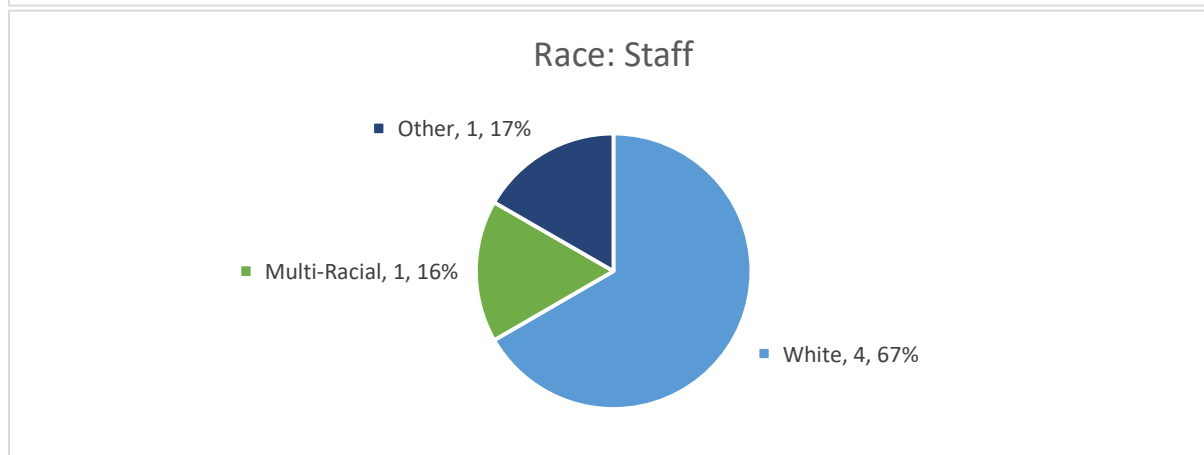
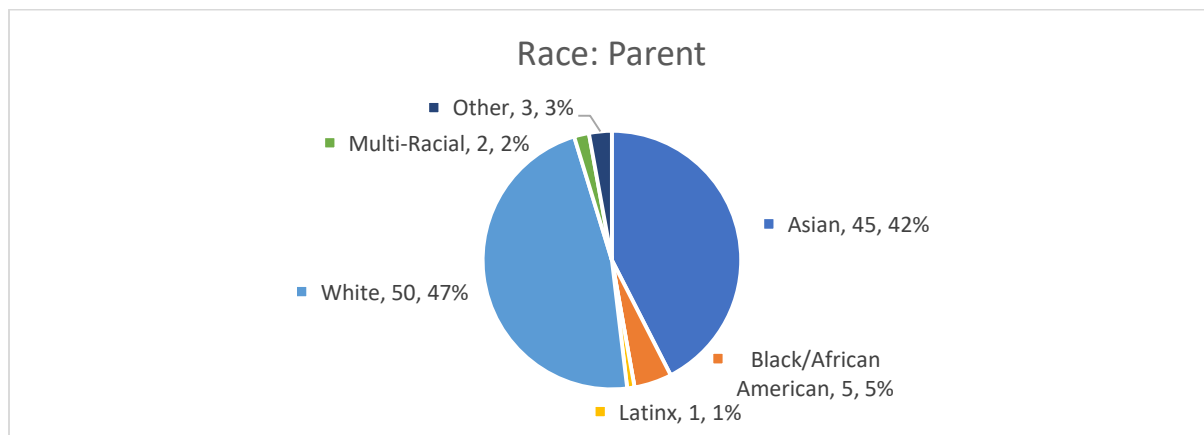
Adult Data: Longacre Elementary School

Parent Survey Respondents: 106

Staff Survey Respondents: 6

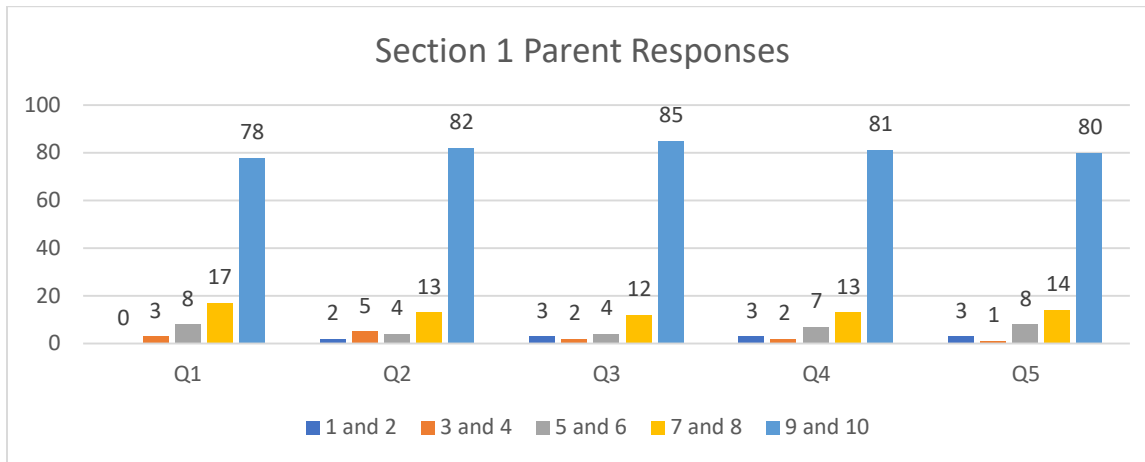
Community Survey Respondents: 1

Race of Respondents: *(Recorded using categories reflecting the US Census)*



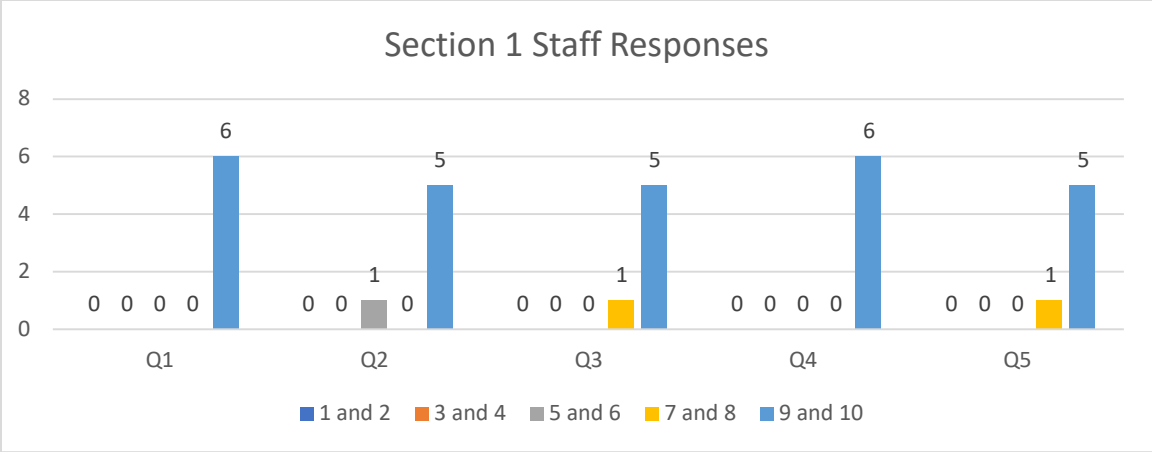
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



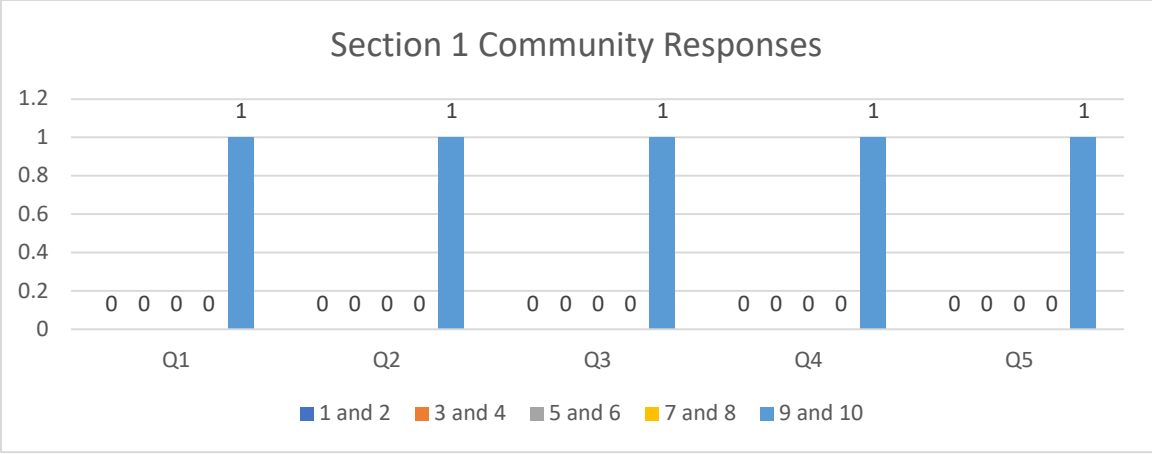
	Q1	Q2	Q3	Q4	Q5
1&2	0%	2%	3%	3%	3%
3&4	3%	5%	2%	2%	1%
5&6	8%	4%	4%	7%	8%
7&8	16%	12%	11%	12%	13%
9&10	74%	77%	80%	76%	75%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	17%	0%	0%	0%
7&8	0%	0%	17%	0%	17%
9&10	100%	83%	83%	100%	83%



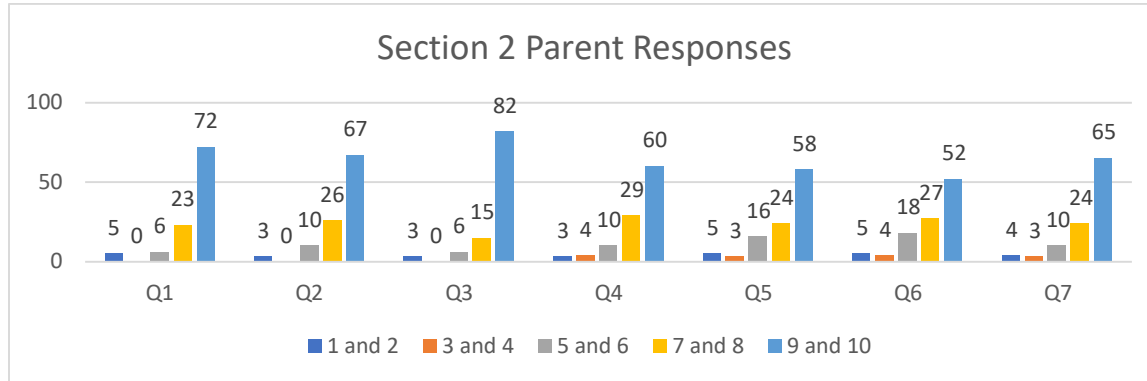


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%
9&10	100%	100%	100%	100%	100%

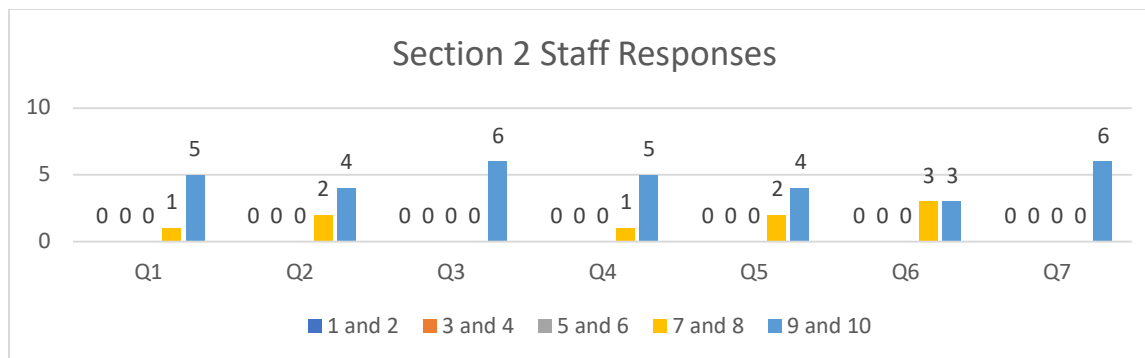


Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.

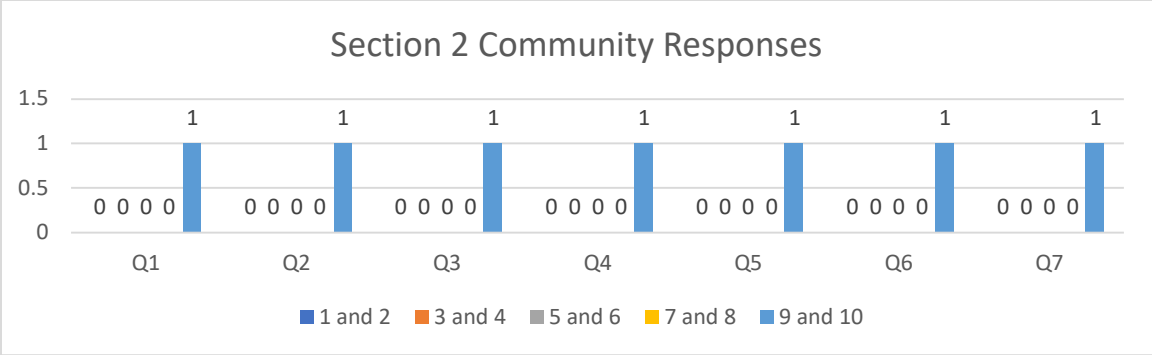


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	5%	3%	3%	5%	5%	5%	4%
3&4	0%	0%	0%	4%	3%	4%	3%
5&6	6%	9%	6%	9%	15%	17%	9%
7&8	22%	25%	14%	27%	23%	25%	23%
9&10	68%	63%	77%	57%	55%	49%	61%



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	17%	33%	0%	17%	33%	50%	0%
9&10	83%	67%	100%	83%	67%	50%	100%



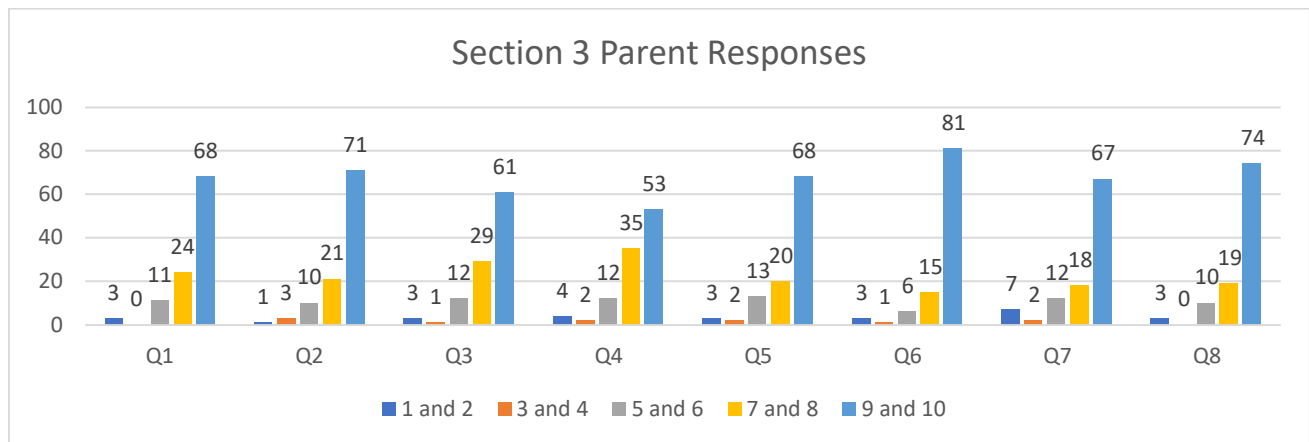


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%	0%	0%
9&10	100%	100%	100%	100%	100%	100%	100%



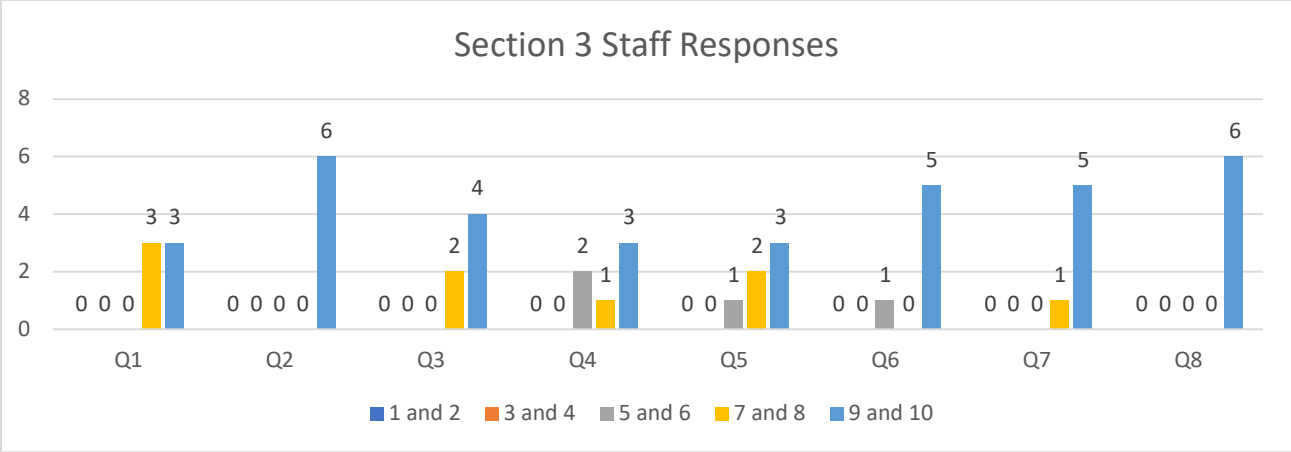
Section 3 Questions and Responses

- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



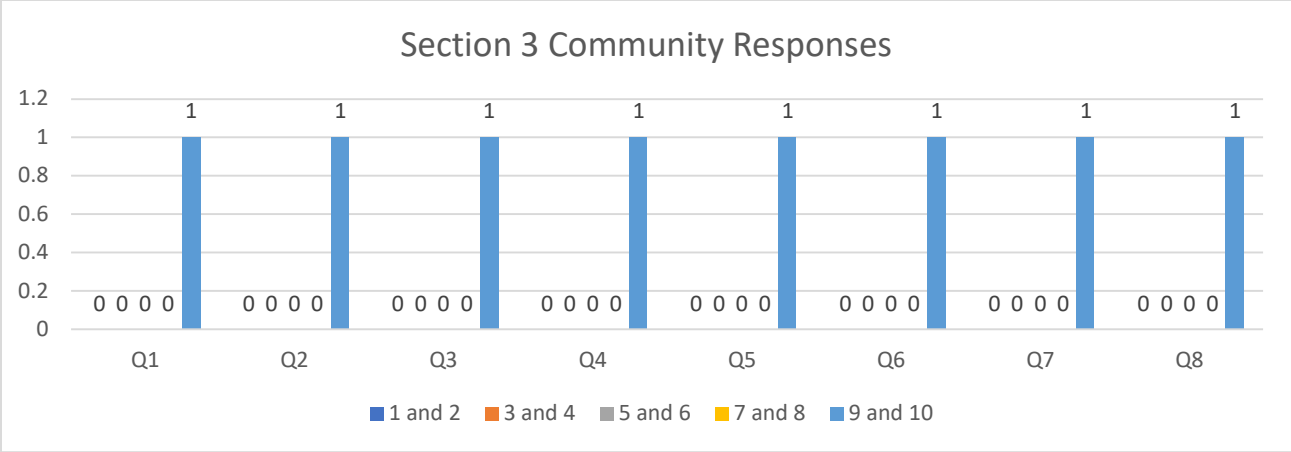
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	3%	1%	3%	4%	3%	3%	7%	3%
3&4	0%	3%	1%	2%	2%	1%	2%	0%
5&6	10%	9%	11%	11%	12%	6%	11%	9%
7&8	23%	20%	27%	33%	19%	14%	17%	18%
9&10	64%	67%	58%	50%	64%	76%	63%	70%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	33%	17%	17%	0%	0%
7&8	50%	0%	33%	17%	33%	0%	17%	0%
9&10	50%	100%	67%	50%	50%	83%	83%	100%



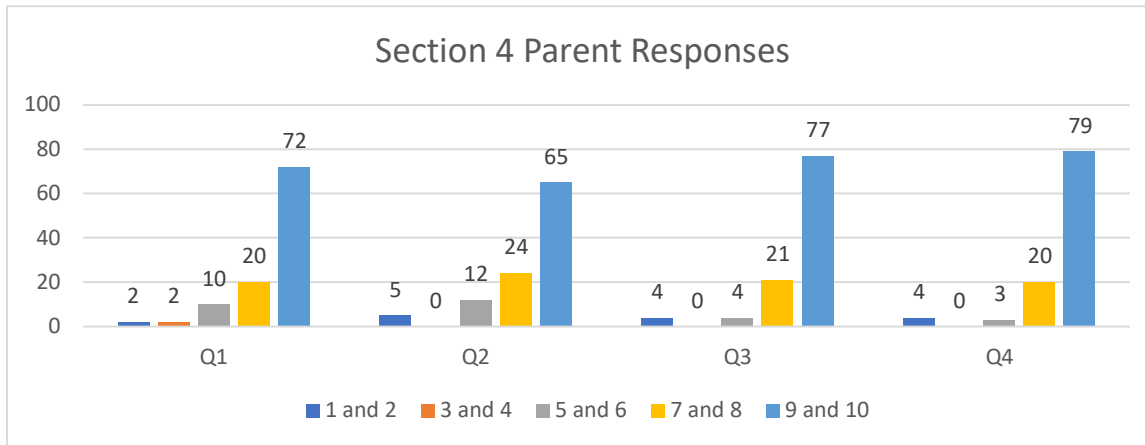


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%	0%	0%	0%
9&10	100%	100%	100%	100%	100%	100%	100%	100%

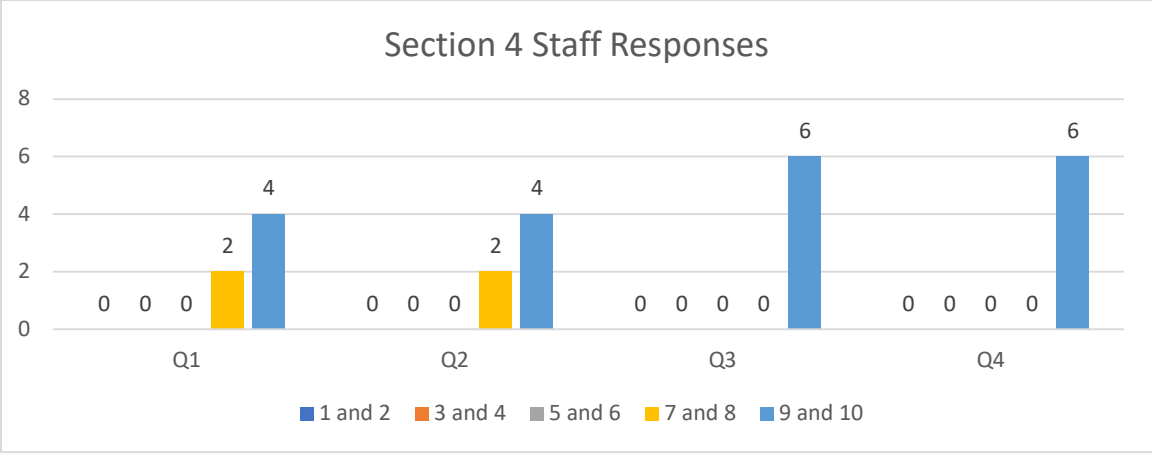


Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.

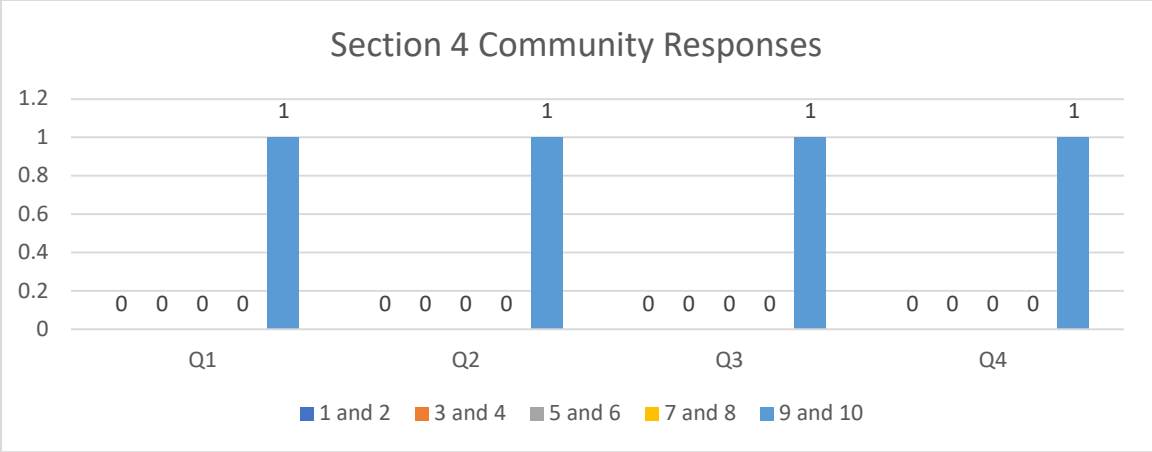


	Q1	Q2	Q3	Q4
1&2	2%	5%	4%	4%
3&4	2%	0%	0%	0%
5&6	9%	11%	4%	3%
7&8	19%	23%	20%	19%
9&10	68%	61%	73%	75%



	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	33%	33%	0%	0%
9&10	67%	67%	100%	100%



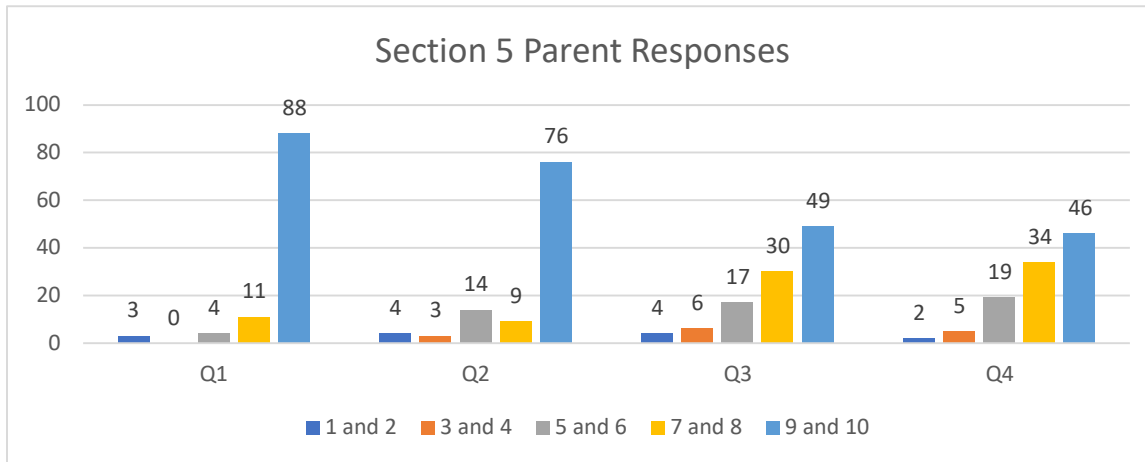


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	100%	100%	100%	100%



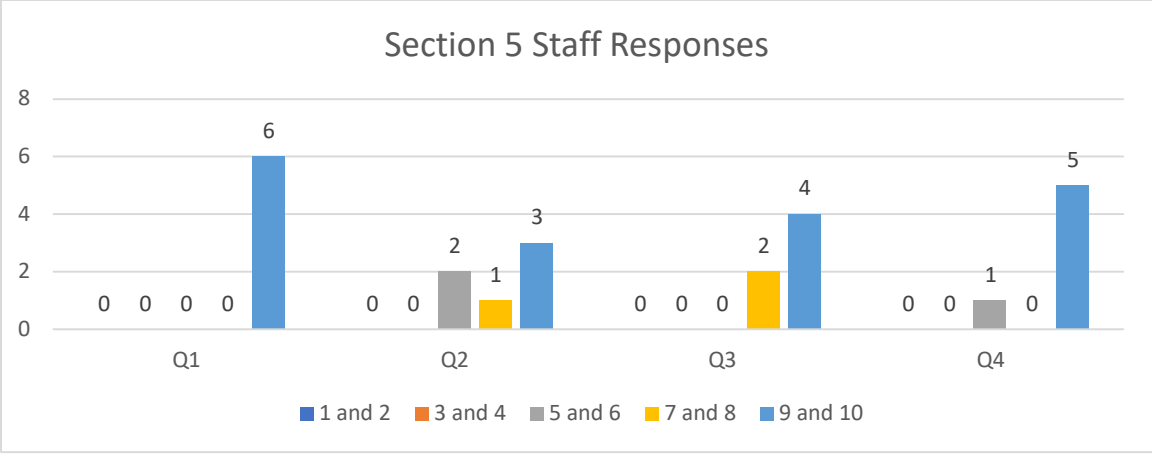
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



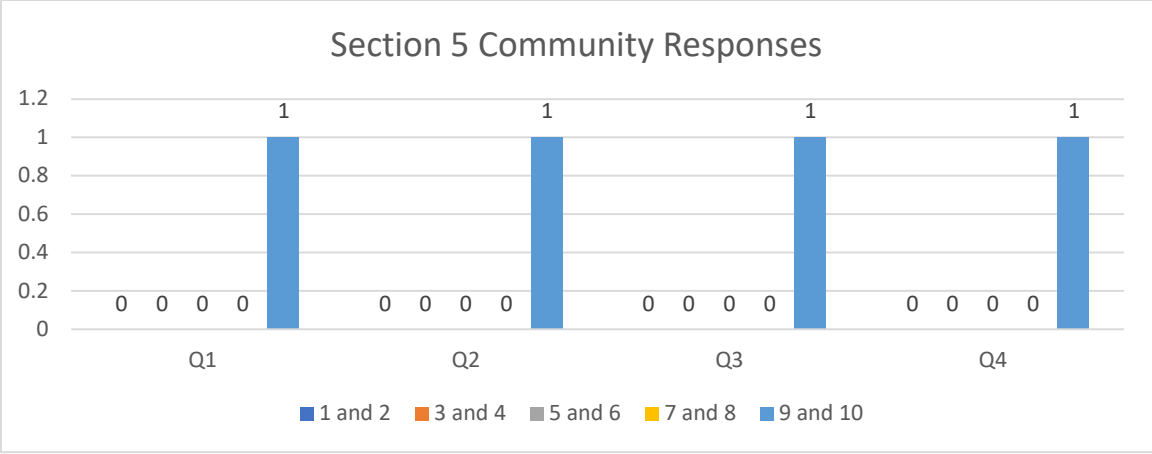
	Q1	Q2	Q3	Q4
1&2	3%	4%	4%	2%
3&4	0%	3%	6%	5%
5&6	4%	13%	16%	18%
7&8	10%	8%	28%	32%
9&10	83%	72%	46%	43%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	33%	0%	17%
7&8	0%	17%	33%	0%
9&10	100%	50%	67%	83%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	100%	100%	100%	100%



Wood Creek Elementary School

US² had the opportunity to meet with 44 people (breakdown below) within the Wood Creek community on March 9, 2021 between 7:30am–4:00pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrators.

- Students: 10
- Parents: 4
- Staff Members: 27
- Administrators: 3

During our conversations, we gathered information for all areas identified within the Equity Audit and have synthesized information below, specific to Wood Creek Elementary School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

The daily classroom culture that exists at Wood Creek is based upon a foundation of the school's IB Learner Profile. The learner profile presents twelve (12) character traits students are asked to display. Each month, one character trait is emphasized along with a book that reflects the diverse nature of the student body and curriculum. Furthermore, the IB Curriculum creates a welcoming environment for diversity by bringing a global viewpoint to content and daily interactions from peer-to-peer and peer-to-adults. Staff provide morning meetings that are unique to their classroom dynamics and include students sharing information about themselves and how they are feeling to promote a sense of belonging. The IB curriculum also encourages students to make connections with their own lives/communities while also praising and celebrating their lives and cultures. Students in 3rd grade are provided a system-wide bullying curriculum through Second Step. Additional social/emotional support is provided by an in-house Social Worker, School Psychologist, and SEL coordinator who work to identify needs of students through a school-wide SEL screener. Student social groups are developed to address unique needs of students in a small setting led by the social worker and psychologist. Parents additionally commented on the work that teacher's implement in creating a welcoming environment on a daily basis. Multiple evidence points showed that everyone is respectful, friendly, and welcoming of the



diverse student population that Wood Creek serves. Restorative Practices are utilized at Wood Creek and building relationships is a hallmark of this work. Discipline is rarely an issue and is mainly handled in the classroom. One parent commented they would rather get a phone call from a teacher than an administrator because they know the teacher will handle the situation accordingly.

The school's leadership has created a "safe place" for faculty, staff, and students to share their experiences and feel welcomed and respected.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, the inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

As a Title I Designee, Wood Creek has worked with families of different backgrounds to support their children's academic and behavioral needs. The pandemic uncovered some equity issues within parent support ability in doing tasks such as getting logged onto computers and working with the curriculum. Some parents have more skills at doing this than others. The school acknowledges they would like to be able to help more parents in this area. Wood Creek usually hosts an annual meeting that gives parents strategies to support their children's academics, although they would like to expand this to more than once per year to meet the increasingly evident need. The PTA at Wood Creek has joined several social media sites to find avenues to communicate with parents along with their standard communication channels. During the focus group interviews, some of the parents commented that Wood Creek's communication activity is very good and they are informed frequently. Wood Creek recently enrolled in the "NextDoor" app to continuously gain feedback and positive interaction amongst the local community.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

The instructional framework that is present at Wood Creek is based upon the IB Curriculum. Teachers have clearly defined procedures to get students to be engaged in their learning through questioning, inquiry, and facilitating tasks. Student motivation for learning is seen through Wonder Walls that are filled in during the start of every unit. Students show what they know and update their wall as they learn new



information. Student interaction is captured through small groups and discussions within the content, promoting critical thinking skills and deeper understanding.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

With the IB Curriculum promoting a global mindset, students are explicitly taught to learn more about themselves and the world around them. One unit called “Express Yourself” teaches students how to express who they are and share it with others in a safe and caring way. In addition to this, students are encouraged to make connections to their personal experiences and community. The teachers also expand on this work daily/weekly to promote students' value/worth through sharing activities and curriculum embedded real-world activities. Identity is especially extended to the Arts as the students show who they are in different ways – both visually, written, and through movement/sound. Students take a lot of pride in celebrating their backgrounds/experiences through the connection in the curriculum.

Diversity within Curriculum:

Within Diversity, the focus is on helping the students answer the question, “How are we alike and different?” Within this concept, empathy, as well as curiosity and moving beyond superficial and oversimplified contexts, is emphasized.

With the IB Curriculum promoting a global mindset, students see themselves within the curriculum being taught using diverse resources from books, articles, and software. The teachers use the diverse resources as primary and supplemental aids for teaching and learning. These resources were carefully selected to provide a wide range of perspectives, backgrounds, and experiences for students to learn from. IB, in and of itself, teaches from a holistic perspective and the teachers believe that within the curriculum and supplemental diverse literature they have purchased, equity across all grades and students accomplishes this.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.



IB Curriculum provides more insight into justice through the real-world, current event topics that are shared throughout the year. Students, especially in humanities, have been learning, more recently, about injustice concerning events in the US and around the world.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

The school uses an IB Curriculum that has Learner Profiles, which focuses on Action steps within each characteristic. The ‘Action Cycle’ is a practice embedded within the curriculum that gives students opportunities to take action within their local community on a host of topics, such as littering. The school also established an Equity Team for students and staff that brings a deeper level of awareness to equity issues.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Wood Creek has worked over the past couple of years to move from cultural competency to responsiveness within JEDI work. After the past 18 months, Wood Creek has worked with Farmington Public Schools in multiple professional development sessions around anti-racist/anti-bias education that was cut short due to the COVID-19 Pandemic. Teachers in focus group interviews acknowledged the work of the school leadership to start the conversation and their ability to begin reflecting upon their own biases and how it impacts teaching and learning. The school’s leadership has made the work of equity and inclusion a priority in building capacity among staff to learn about their own experiences and those of others and how it can be used to build empathy. The IB Curriculum also provides an open door for staff to speak openly about differences with students/staff and the community. Teacher’s want more time devoted to continuing these conversations.

Representation:

Wood Creek wants to increase diversity among the staff in multiple identity groups because of a lack of representation across all identities. The IB curriculum and instruction promote a more inclusive environment for the students and community in which they serve. The teachers in interviews spoke on the details of Wood Creek



purchasing diverse resources that is integrated into the curriculum and used as supplemental material and allow students to “see themselves” in the content material they learn. Wood Creek hosts over 40 languages in the school and surrounding community. The ELL department is diverse in staffing and is bilingual to support multiple languages such as Spanish and Arabic (among the most common). The teaching staff, along with parents and student, feel this is an area that can improve. In addition, they believe the stakeholders have developed a family atmosphere that encourages and celebrates the diversity inherent within the community.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family and Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of Wood Creek Elementary to have more productive outreach within the community. By intentionally including the diverse parents and community members in which Wood Creek serves, there is a higher likelihood of active engagement among all presented ethnic and cultural backgrounds.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Identity was noted as a strength while Action was noted as an area for improvement. There are multiple examples of how Wood Creek teaches students who they are and includes a variety of identity groups (mainly race, culture, and language). Several attempts to move the students toward action are also used within a broad scope. Addressing action from a problem-solving lens would spotlight more concerted efforts in inequities locally, nationally, and globally. This work is best infused through project-based and inquiry-based learning, which Wood Creek is implementing.

Quantitative Data Summary:

Student responses around teacher and principal fairness, fairness and understanding of discipline, staff and parent communication, and self-expression were all very high at Wood Creek. For diversity, students did have lower scores reporting if they learned about people who look like them, are taught about people being treated differently, and working with other students to do work. For student comments, it appears that most of those who wrote comments were assisted by a parent or guardian.



Parent and staff data points were both resoundingly positive. Those who had positive things to say about the school did not seem to leave additional comments; however, those who did leave comments are dissatisfied with the discussion of social justice in schools. Staff responses had lower scores around the perception of social justice conversations from the district level.

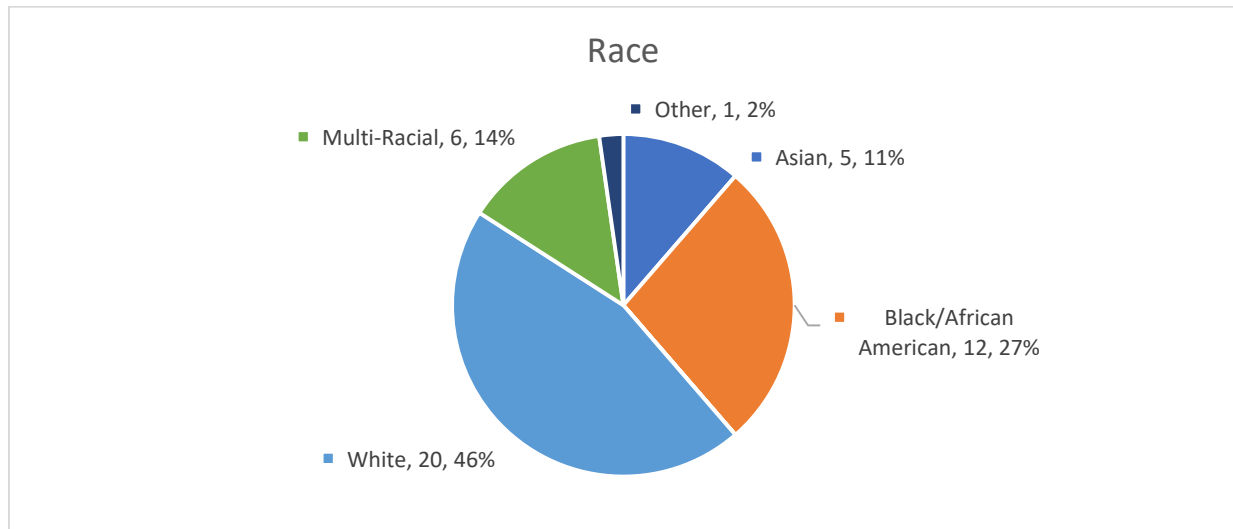


Farmington Public Schools: Survey Data Summary for Wood Creek Elementary

Student Data: Wood Creek Elementary School

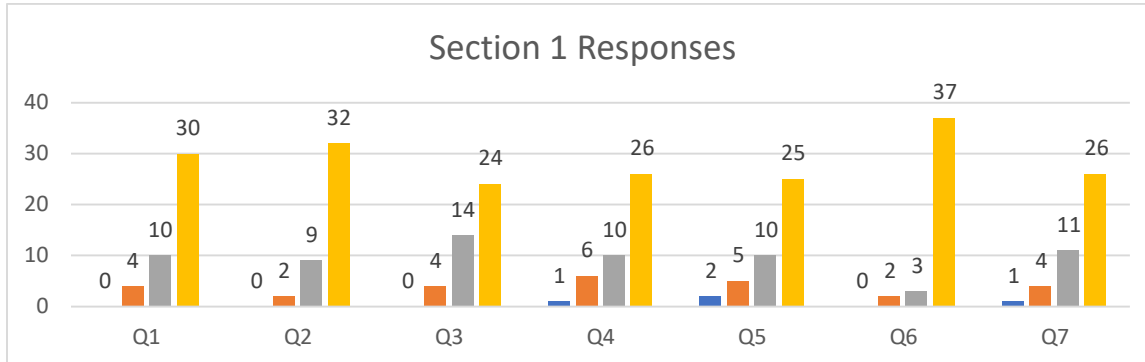
Student Data Respondents: 44

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

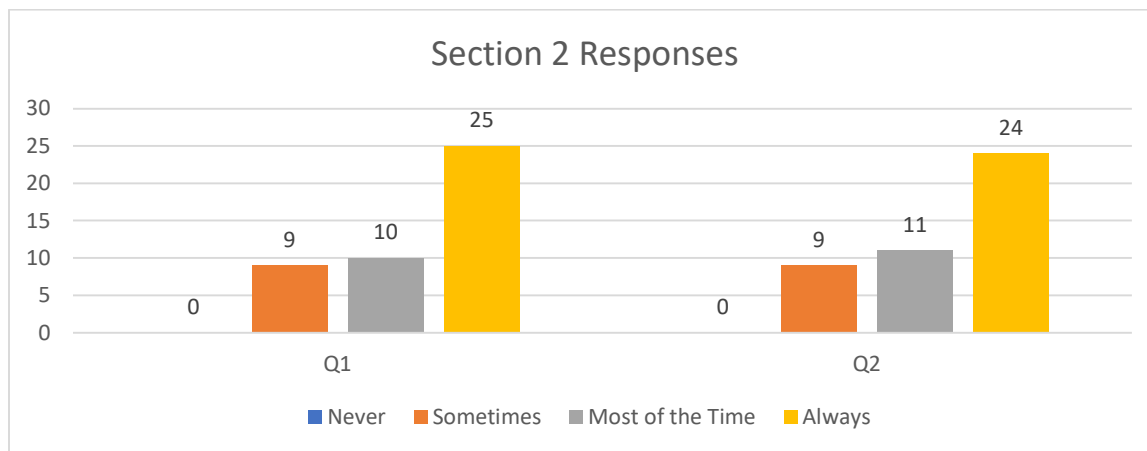


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	0%	0%	0%	2%	5%	0%	2%
Sometimes	9%	5%	10%	14%	12%	5%	10%
Most of the Time	23%	21%	33%	23%	24%	7%	26%
Always	68%	74%	57%	60%	60%	88%	62%



Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

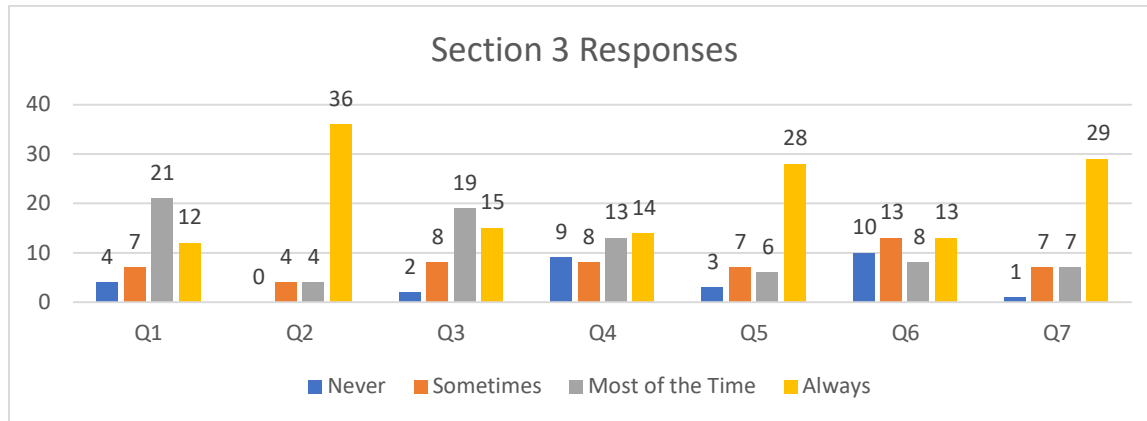


	Q1	Q2
Never	0%	0%
Sometimes	20%	20%
Most of the Time	23%	25%
Always	57%	55%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

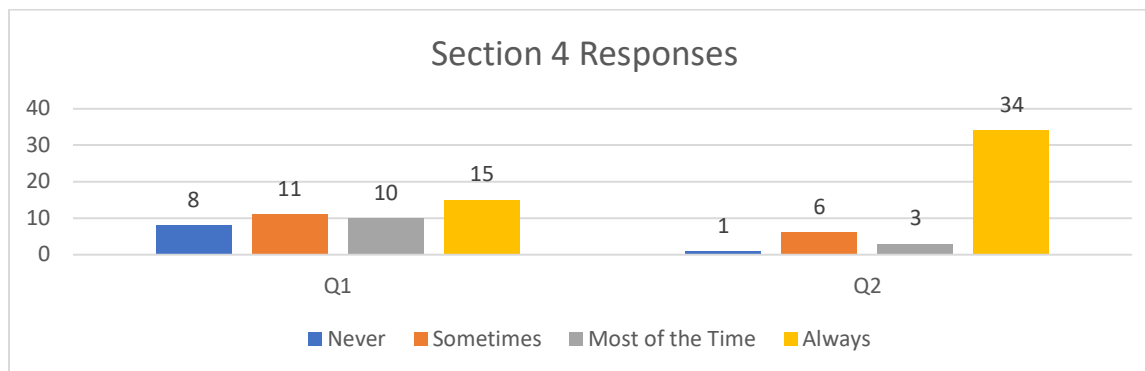


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	9%	0%	5%	20%	7%	23%	2%
Sometimes	16%	9%	18%	18%	16%	30%	16%
Most of the Time	48%	9%	43%	30%	14%	18%	16%
Always	27%	82%	34%	32%	64%	30%	66%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



	Q1	Q2
Never	18%	2%
Sometimes	25%	14%
Most of the Time	23%	7%
Always	34%	77%



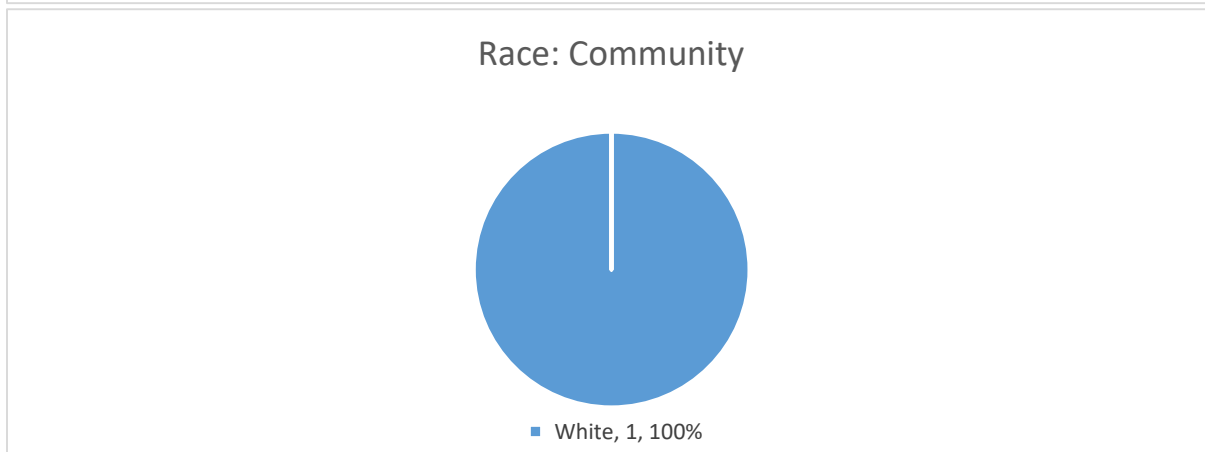
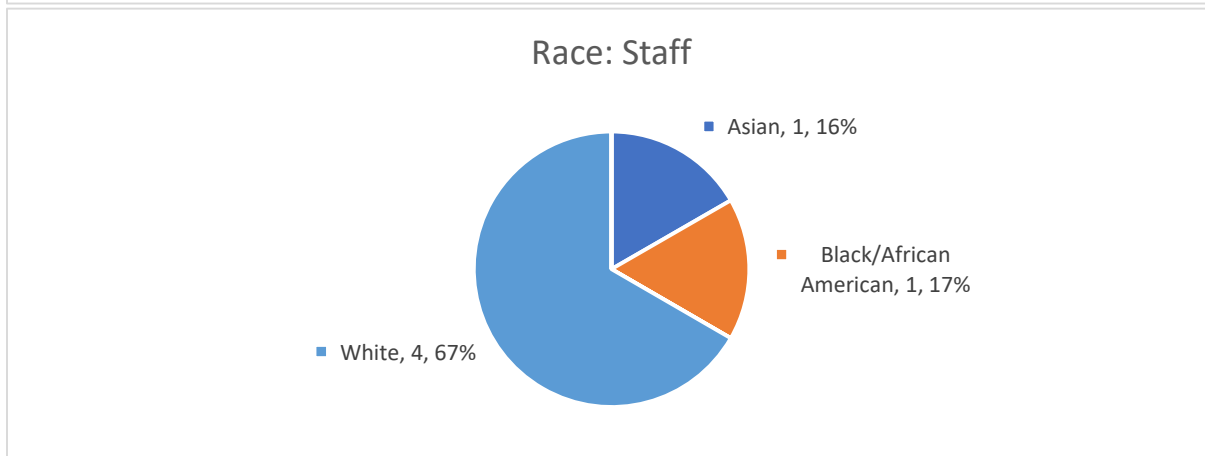
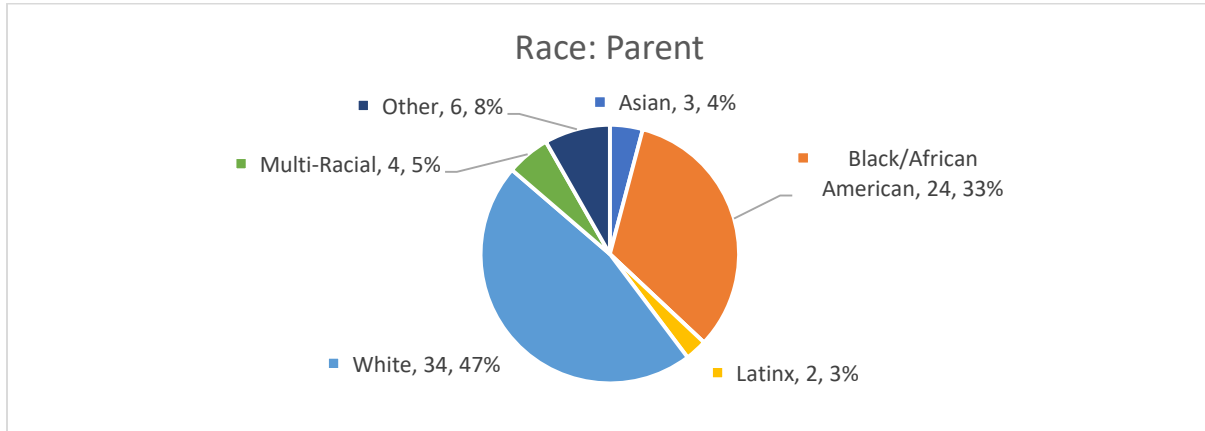
Adult Data: Wood Creek Elementary School

Parent Survey Respondents: 73

Staff Survey Respondents: 6

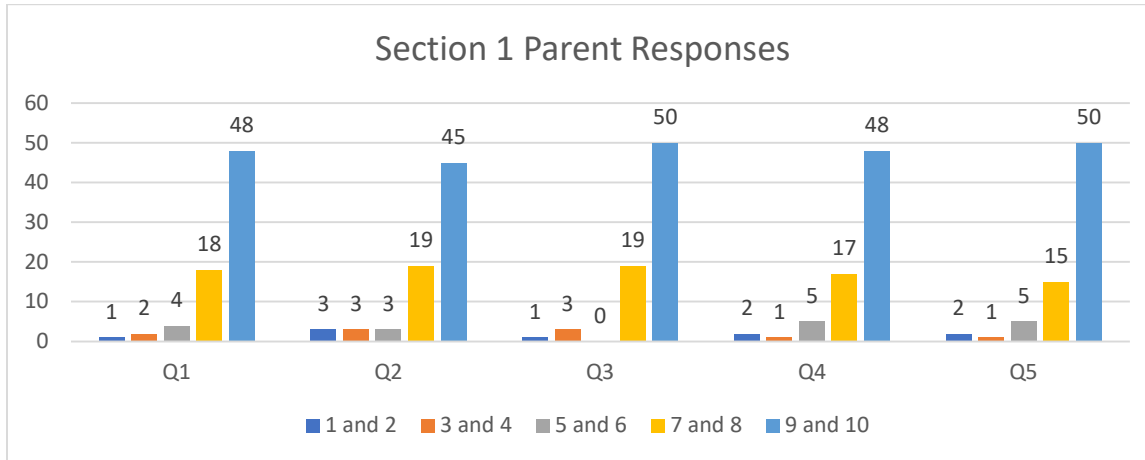
Community Survey Respondents: 1

Race of Respondents: *(Recorded using categories reflecting the US Census)*



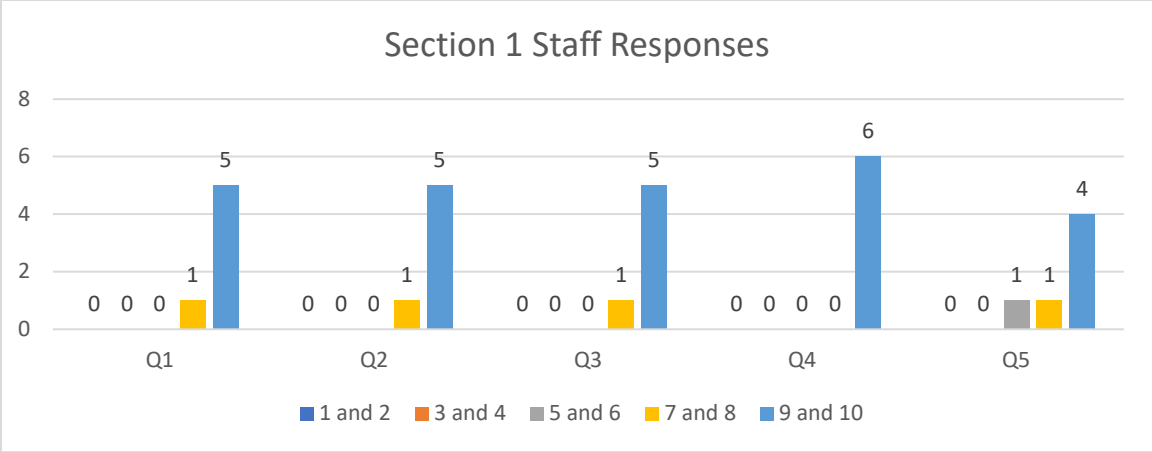
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



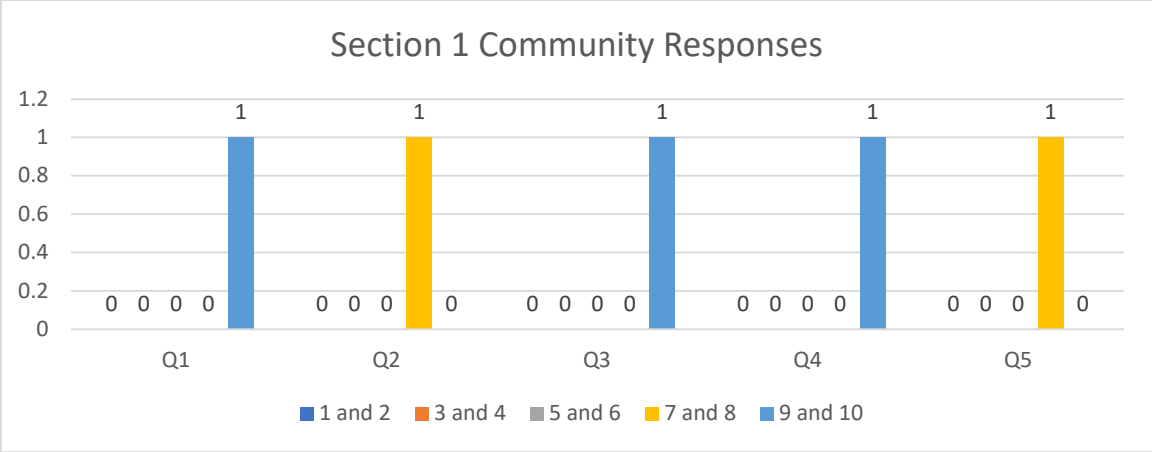
	Q1	Q2	Q3	Q4	Q5
1&2	1%	4%	1%	3%	3%
3&4	3%	4%	4%	1%	1%
5&6	5%	4%	0%	7%	7%
7&8	25%	26%	26%	23%	21%
9&10	66%	62%	68%	66%	68%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	17%
7&8	17%	17%	17%	0%	17%
9&10	83%	83%	83%	100%	67%



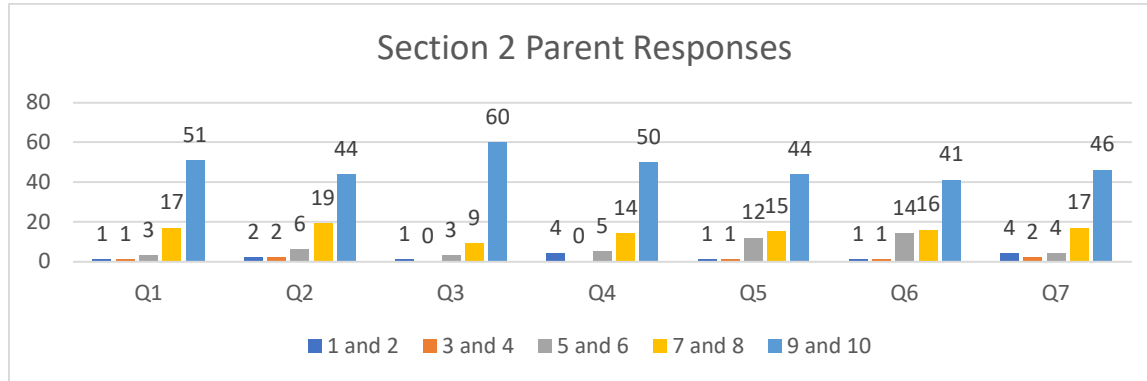


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%
7&8	0%	100%	0%	0%	100%
9&10	100%	0%	100%	100%	0%



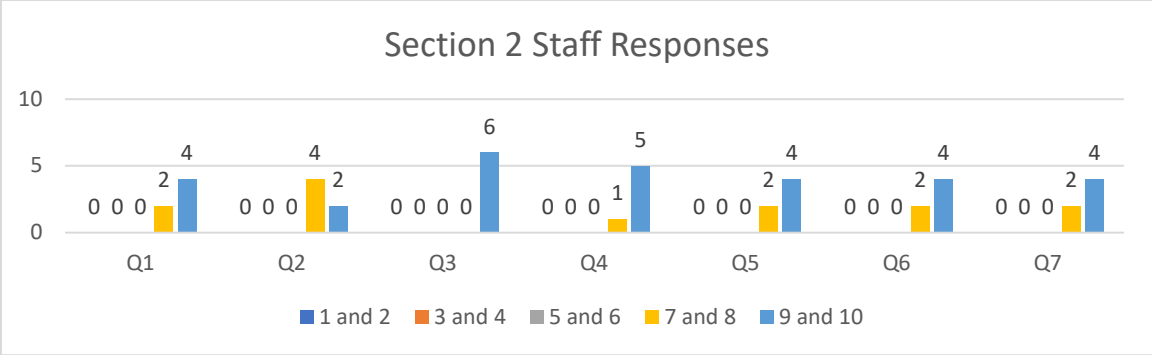
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



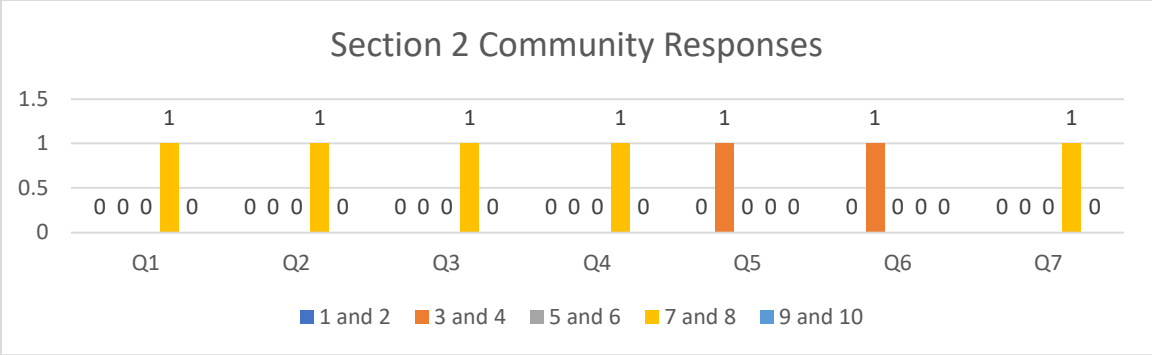
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	1%	3%	1%	5%	1%	1%	5%
3&4	1%	3%	0%	0%	1%	1%	3%
5&6	4%	8%	4%	7%	16%	19%	5%
7&8	23%	26%	12%	19%	21%	22%	23%
9&10	70%	60%	82%	68%	60%	56%	63%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	33%	67%	0%	17%	33%	33%	33%
9&10	67%	33%	100%	83%	67%	67%	67%



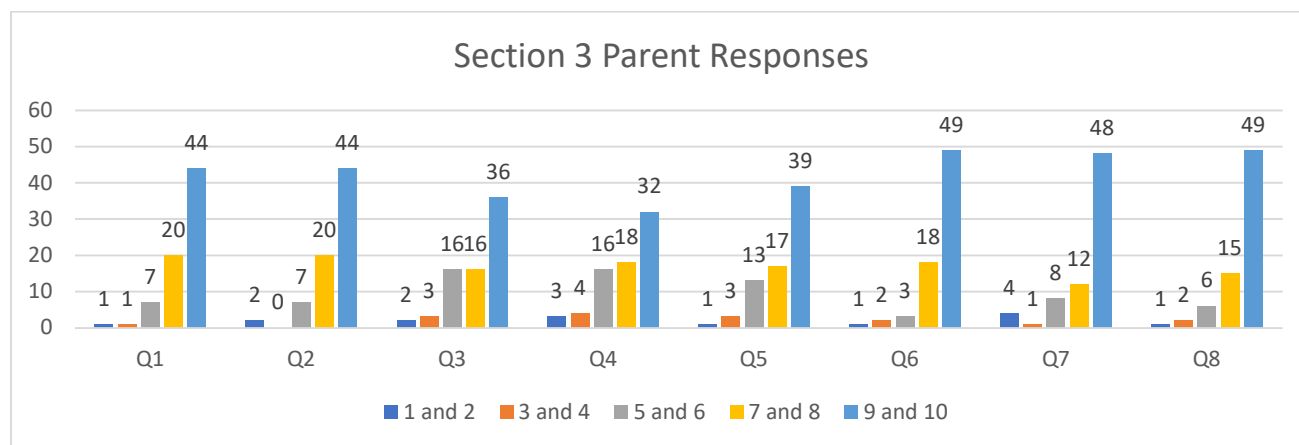


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	100%	100%	0%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	100%	100%	100%	100%	0%	0%	100%
9&10	0%	0%	0%	0%	0%	0%	0%



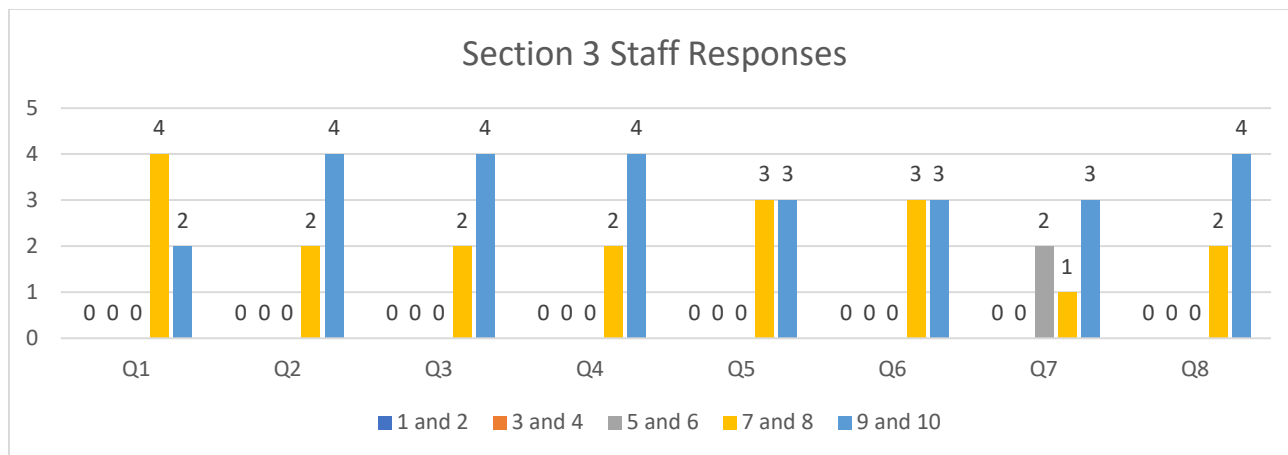
Section 3 Questions and Responses

- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



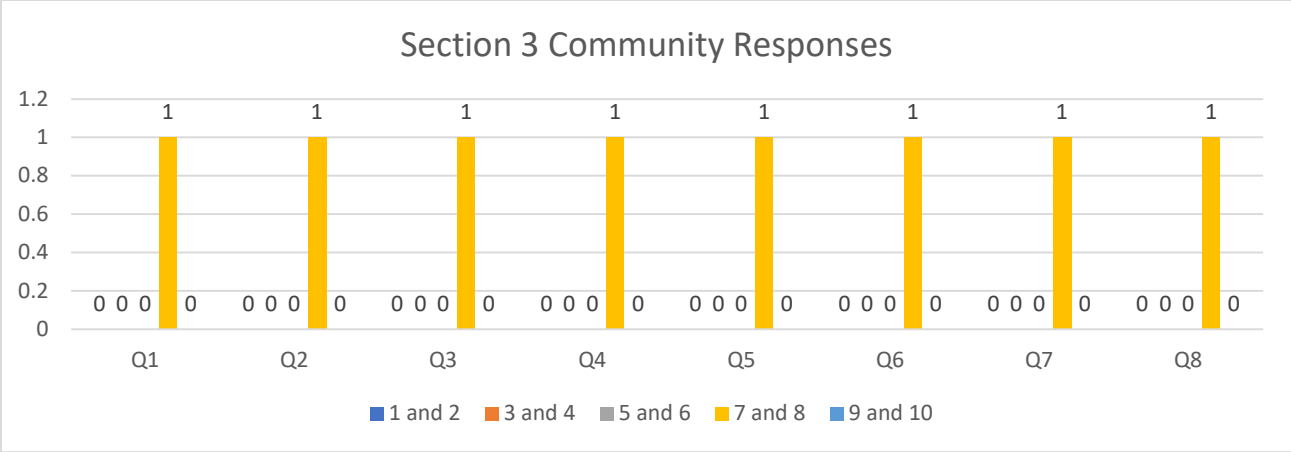
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	1%	3%	3%	4%	1%	1%	5%	1%
3&4	1%	0%	4%	5%	4%	3%	1%	3%
5&6	10%	10%	22%	22%	18%	4%	11%	8%
7&8	27%	27%	22%	25%	23%	25%	16%	21%
9&10	60%	60%	49%	44%	53%	67%	66%	67%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	33%	0%
7&8	67%	33%	33%	33%	50%	50%	17%	33%
9&10	33%	67%	67%	67%	50%	50%	50%	67%



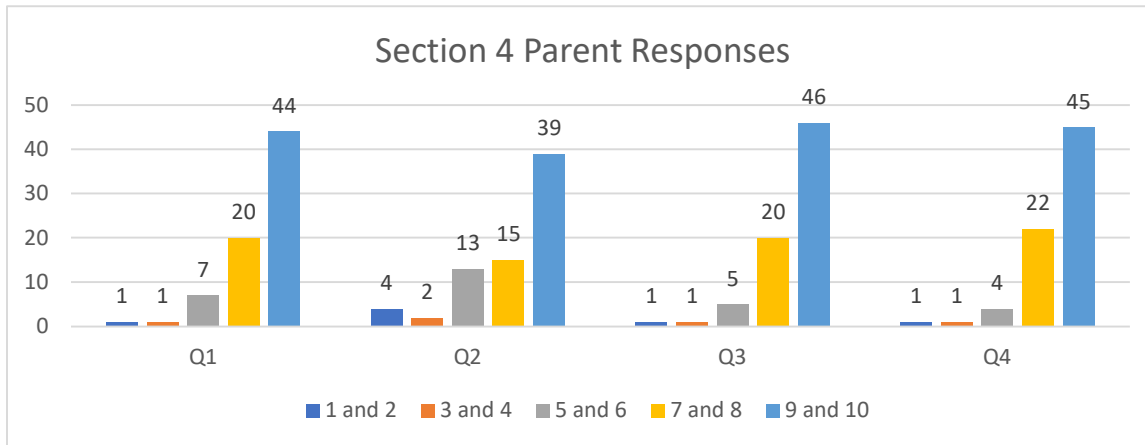


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%	0%
7&8	100%	100%	100%	100%	100%	100%	100%	100%
9&10	0%	0%	0%	0%	0%	0%	0%	0%

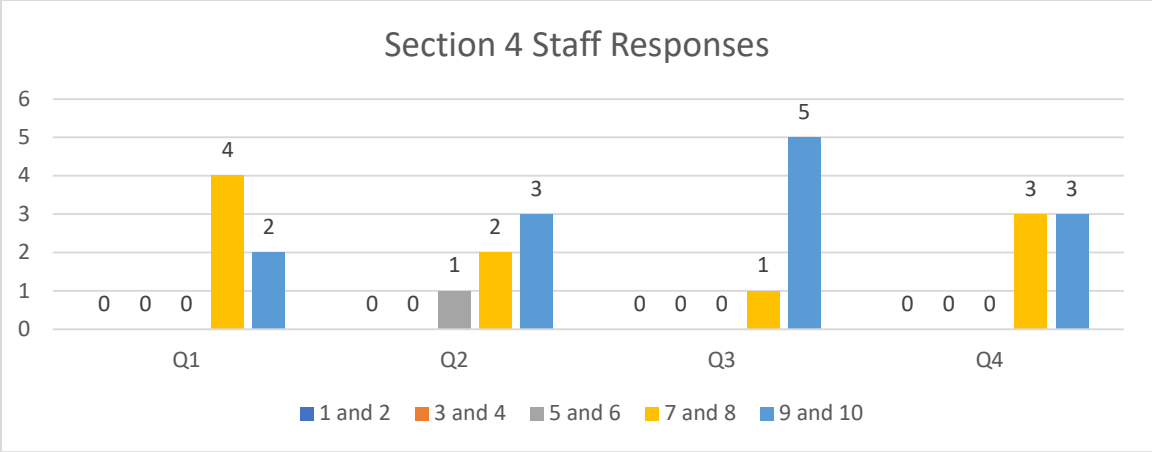


Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.

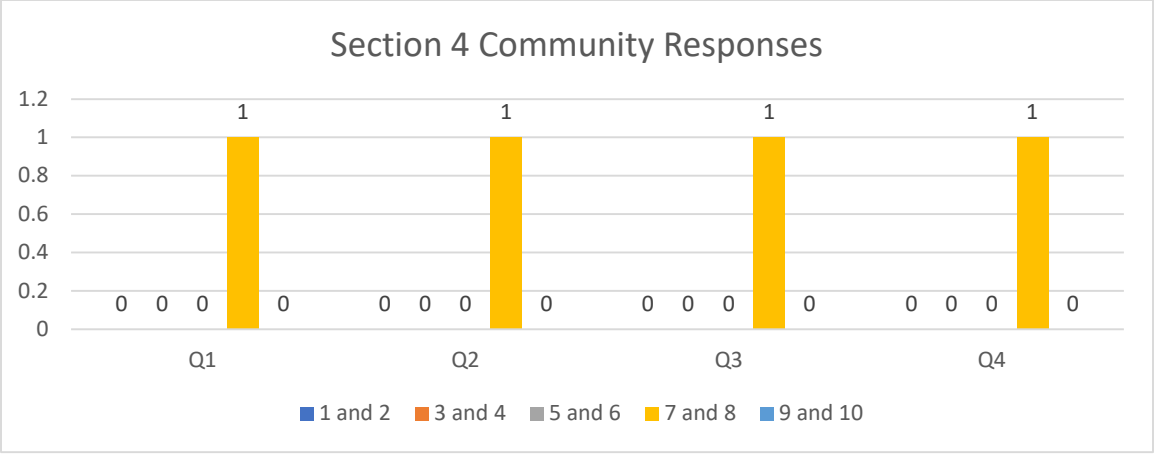


	Q1	Q2	Q3	Q4
1&2	1%	5%	1%	1%
3&4	1%	3%	1%	1%
5&6	10%	18%	7%	5%
7&8	27%	21%	27%	30%
9&10	60%	53%	63%	62%



	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	17%	0%	0%
7&8	67%	33%	17%	50%
9&10	33%	50%	83%	50%



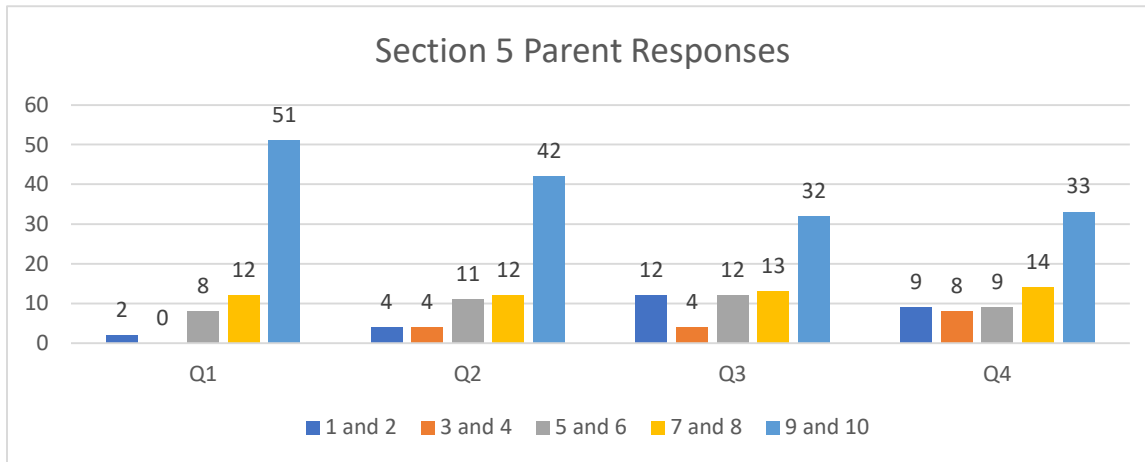


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	100%	100%	100%	100%
9&10	0%	0%	0%	0%



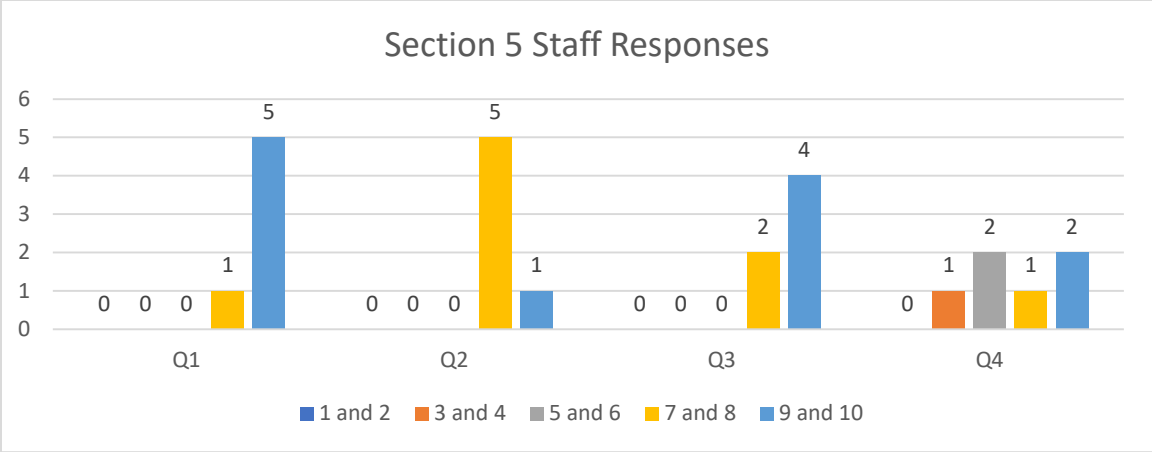
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



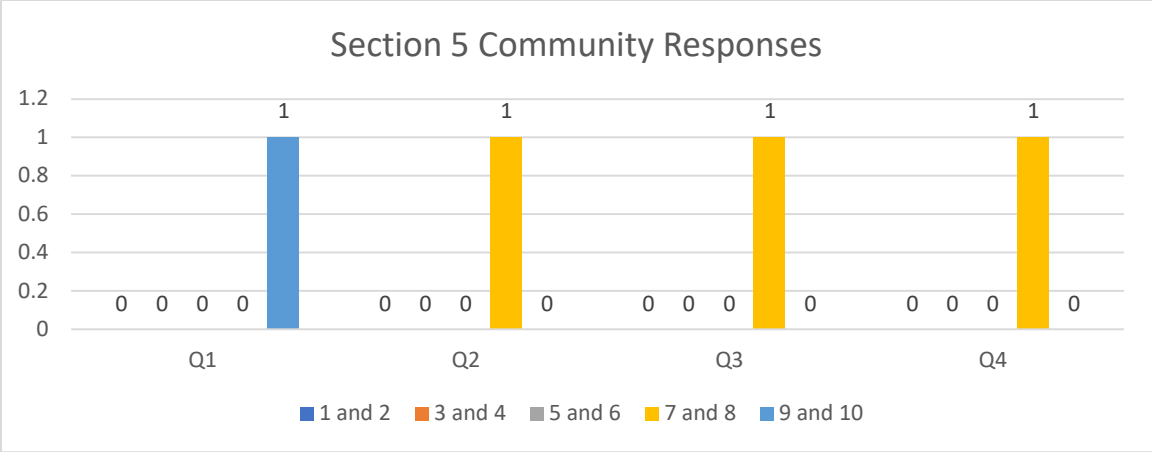
	Q1	Q2	Q3	Q4
1&2	3%	5%	16%	12%
3&4	0%	5%	5%	11%
5&6	11%	15%	16%	12%
7&8	16%	16%	18%	19%
9&10	70%	58%	44%	45%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	17%
5&6	0%	0%	0%	33%
7&8	17%	83%	33%	17%
9&10	83%	17%	67%	33%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	100%	100%	100%
9&10	100%	0%	0%	0%



Farmington STEAM Academy

US² had the opportunity to meet with 30 people (breakdown below) within the Farmington STEAM Academy community on March 8, 2021 between 7:30am–4:30pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrators.

- Students: 5
- Parents: 5
- Staff Members: 18
- Administrators: 2

During our conversations, we gathered information for all areas identified within the Equity Audit and have synthesized information below, specific to Farmington STEAM Academy. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

Teachers have a lot of autonomy within the classroom to create a welcoming environment. A sense of “safety nets” are provided within each classroom to ensure students feel they can voice their experiences in a safe and caring place. Discipline is often handled within the classroom. Teachers revealed they were the first line of defense for maintaining order and a phone call to parents is essential when problems do occur. Restorative Practices/Circles are used to promote a sense of belonging. The staff have worked to develop relationships with students and the programs initiated have been started with this being built as a foundation for student/teacher student/student interaction. FSA additionally uses “town halls” to address certain topics of interest and express concerns students have.

Equity Team/Club has started within the school. Staff don’t really know what it consists of. It is supposed to be student-run and meets bi-weekly. 22 students come consistently. Anti-Racism training from the district also was provided and highly attended by FSA. Student learner profiles are used to drive many SEL supports. Twelve (12) topics, including empathy and cultural awareness are used during these meetings to promote their definition.



Bullying reduction is mainly taught in 3rd/4th grade, with most issues being seen on the playground. The PBIS problem solving framework to address how students can solve problems on their own-started in 2020. Several staff members have been through TIC (Trauma-Informed Care) training and given to staff thereafter. FSA also provides “Freestyle Friday” meetings where students come together and share like-minded conversations. During May/June 2020, students wanted to share their feelings about George Floyd. Students shared, and staff agreed (during focus group interviews), that teachers wanted to keep non-academics off Google Classroom. More work is being done to help students be accepted and feel welcomed. In interviews, students feel welcomed in the school; although when it comes to being accepted and being able to express their unique identities, more work needs to be done. Students also shared that they are often picked on by others and teachers have little knowledge of these actions. When asked why they don’t share with staff, students mentioned staff not having the skills to mitigate bullying behavior.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, the inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

80-100 languages are present within FSA. Supports include ELL teachers that provide multiple languages as supports. The pandemic has created a need for parent support for those who cannot help their children with academic, as well as emotional and social, support. One parent started a HEART organization, which brings resources for students that need additional materials.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Literacy coaches have tried to implement more data-driven decision making looking at using data to provide differentiated instruction for student improvement. Data lab classes were used to drive this work. The PLCs are used to dig deep into student academics. Lessons dealing with SEL are used by School Psychologist and Counselor in the Learner Profiles. Instruction at FSA focuses on student choice and a variety of topics that are related to project-based learning. Students additionally feel that there is little opportunity for engagement of diverse perspectives outside the genius hour and certain electives, including some teachers that allow for those conversations to be had.



Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

FSA uses different resources to provide perspectives of the identities within the classroom curriculum (i.e., pictures of different family structures, holidays, and celebrations). Students express themselves within certain activities (i.e., international nights and celebrations), but student focus group interviews revealed a lack of student comfort expressing who they were outside of the normal stereotypical identities. This is an area of needed improvement as the school and Farmington Public Schools move toward more systematic actions and resources.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy, as well as curiosity and moving beyond superficial and oversimplified contexts, is emphasized.

Teachers explained that they have gathered many resources from the district over the last 18 months, especially with the use of Epic books that show diversity within the literacy and different perspectives. Students additionally spoke on the lack of diverse curriculum offerings on a consistent basis, including all their core and elective classes. The curriculum often is the standard generic versions of History and Literature that have been talked about for a long time. One teacher added that in the numerous years they have been at the school, last year was the first time a person of Asian-Indian descent was featured in their curriculum offerings.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

Student choice books/activities provide insights into privilege and how it is used to guide the actions of others. The current events in the news created professional development around “standing up” and the conversations around standing up for others. Students voiced their concern about teachers not allowing them to be able to talk about topics that are divisive and uncomfortable in aspects of Justice.



Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

Restorative circles are used with counselors when students need support with difficult topics/concerns. There was significant mention of “talk” around action, while one teacher said they want to ensure that it is put into practice through civic activities.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools, placing a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. The PD offerings were limited in participant capacity; for example, the Anti-Racist Institute only allowed eight participants per school. Staff capacity within their understanding and awareness of equity is being developed over time. FSA wants to ensure that more opportunities for all staff are provided in the near future to increase capacity among staff in equity. The staff feel that the work being done is a good first step to tackle a large initiative such as JEDI work. The Leadership team at FSA also echoed the concept of taking “baby steps” into this work. Other activities recently provided include a seminar with DEI practitioners on personal experiences and how they impact an educator’s perspective in teaching. More work is being established to continue the conversations to get a better understanding of next steps, while few action steps are being implemented right now. Teachers also receive training in Restorative Practices although this was not necessarily expanded to all staff members. All literacy coaches have had Anti-Racist training and training on culturally responsive teaching practices, including using data to drive more specific supports. Next steps (action steps) are just now being implemented to expand support to get into these schools.



Representation:

FSA has limited representation throughout the school. Currently the student body is 43% white, 30% Asian and 17% black and the staff consist of 86% white and 8% black. Teacher interviews provided some examples of how they try to provide representation through demographics, curriculum, and programming offerings, but nothing systematic was noted. Representation also includes religious and cultural identities within the Jewish, Muslim, and LGBTQIA+ communities. When asked whether these identities were woven into the curriculum and/or experiences for students and staff, it was reported that few things currently exist, although they have purchased class sets of library resources for exploring diversity, equity, and inclusion. Teachers welcome and would appreciate a more diverse staff. Aside from the sheer disproportionality in staff demographics compared to the student demographics, most of the staff members who identify within a marginalized identity are hourly non-instructional staff, rather than instructional staff. District applications for hiring in the past did not specify background, race, religion.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family and Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of FSA to have more productive outreach within the community. By intentionally including the diverse parents and community members in which FSA serves, there is a higher likelihood of active engagement among all representative identities.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Diversity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups (mainly race, culture, and language). However, there is minimal attempt to move the students toward action. This work is best infused through project-based and inquiry-based learning - which FSA is implementing.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and



ensuring that personnel, curriculum, and programming are offered to all identity groups.

Quantitative Data Summary:

Students at Farmington STEAM Academy at the K-5 level answered very positively about the school environment, having great experiences with their teachers and fairness. The students also seem to feel good about who they are, and they are encouraged to stand up for other students who are being bullied. The students did seem to think there is room for improvement in representation among staff, and most likely due to COVID-19, the students did not feel like they were able to work with other students effectively. Almost all comments from K-5 students spoke positively about the school.

6-8 grade students had very similar responses around consequences and discipline, along with fairness, but they did have lower scores around being encouraged to speak their truths and their emotional safety. Students also seemed to have varied experiences with feeling challenged. Similar to K-5, the older students see room for improvement in staff representation. There are also somewhat lower responses to discussing injustices and advantages within the school compared to the younger students. Some of the comments provided from 6-8 students show that there are some incidents where students may use slurs, though many students state that bullying isn't an issue or teachers are willing to intervene. Some students felt that Black/African-American students were punished more quickly than white students. Dress code being inequitable between female and male students was also brought up in the comments.

The parent data showed satisfaction in the way students are valued and how safe the environment is at FSA. When it came to school and district communications and support, the parents also reported positively, though the spread of data was a little wider than that of internal support of students. Parents were pleased with the materials and support of growth, including around topics of justice and injustice. The staff was also reporting highly satisfactorily in all categories, with the only anomaly being that discipline fairness is good, but seems to be able to have room for improvement. There were also two community respondents, who for the most part reported favorably toward FSA.

The negative answers involved questions directly around community members being encouraged to collaborate with school and district, which showed deep dissatisfaction. There also was negative feedback from community about how diversity within the school is handled. The comments provided in the survey highlighted positive feedback around the staff and administration and the work they are doing. There were also



several comments stating that parents were not sure of how disciplinary practices occurred,, since their student has never had to experience them. There were a few negative comments referencing the school board and district, stating that they had infighting and disagreements.

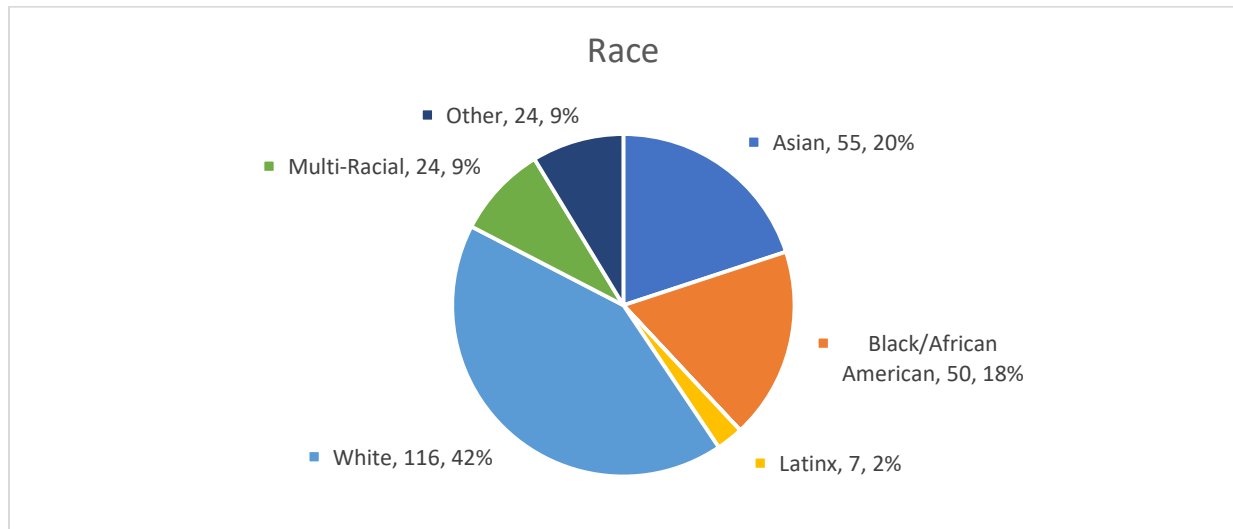


Farmington Public Schools: Survey Data Summary for Farmington STEAM Academy

Student Data – Grades K-5: Farmington STEAM Academy

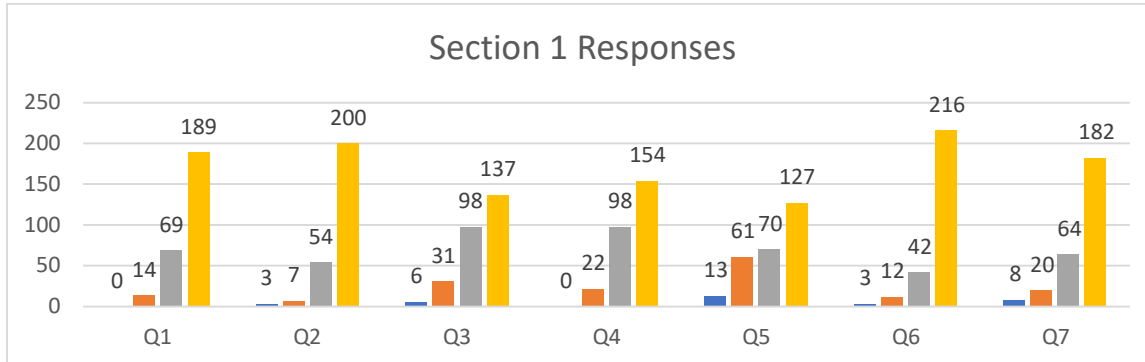
Student Data Respondents: 276

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Other students are nice to me.
- Q4: I can be successful in my classroom/school.
- Q5: I can share my words without feeling judged.
- Q6: I am safe in my school.
- Q7: I know what is expected of me at school and what will happen if I make a bad choice.

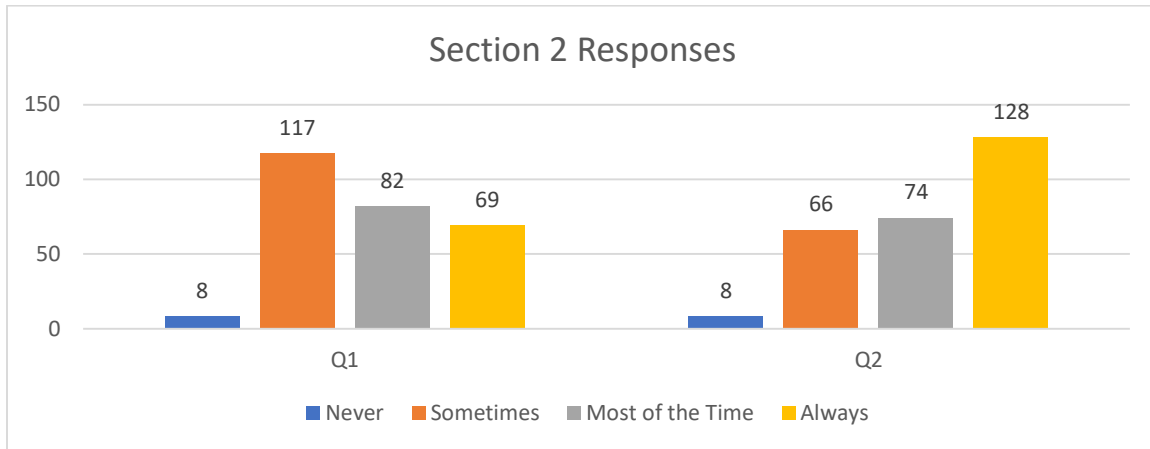


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	0%	1%	2%	0%	5%	1%	3%
Sometimes	5%	3%	11%	8%	23%	4%	7%
Most of the Time	25%	20%	36%	36%	26%	15%	23%
Always	69%	76%	50%	56%	47%	79%	66%



Section 2 Questions and Responses

- Q1: My family and my teachers talk with each other.
- Q2: I feel connected to many people, both in and out of school.

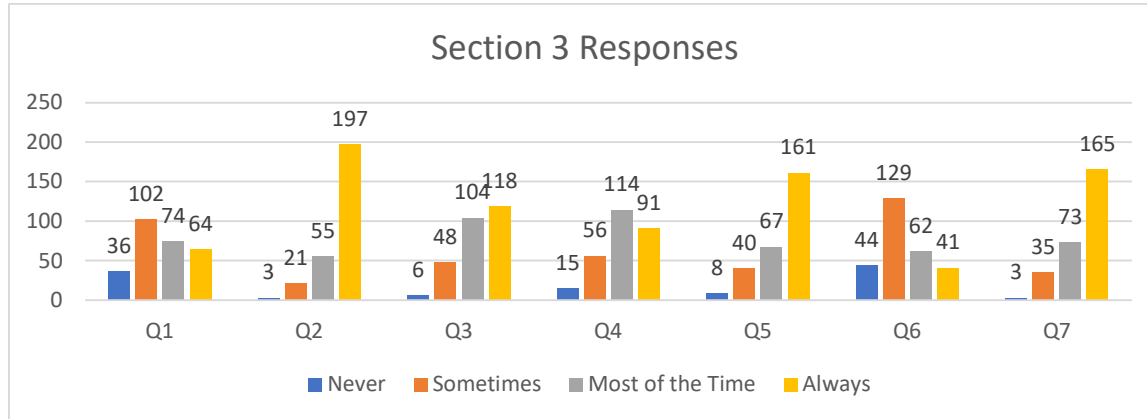


	Q1	Q2
Never	3%	3%
Sometimes	42%	24%
Most of the Time	30%	27%
Always	25%	46%



Section 3 Questions and Responses

- Q1: I learn about people who look like me.
- Q2: I feel good about being who I am.
- Q3: I learn about people who are different than me.
- Q4: I am taught about people being treated differently.
- Q5: I am encouraged to stand up for people who are being bullied.
- Q6: I work with other students to do my work.
- Q7: My teachers help me be successful with my work.

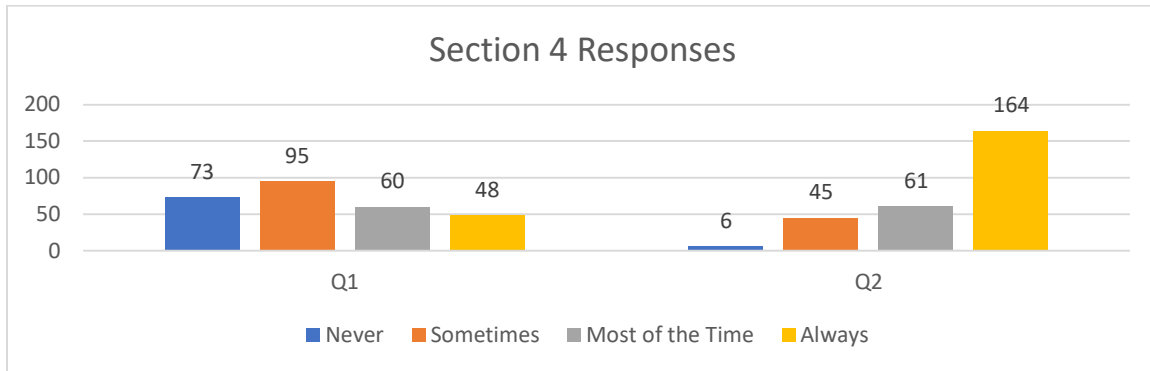


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Never	13%	1%	2%	5%	3%	16%	1%
Sometimes	37%	8%	17%	20%	14%	47%	13%
Most of the Time	27%	20%	38%	41%	24%	22%	26%
Always	23%	71%	43%	33%	58%	15%	60%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have an adult I can talk to if I am having problems.



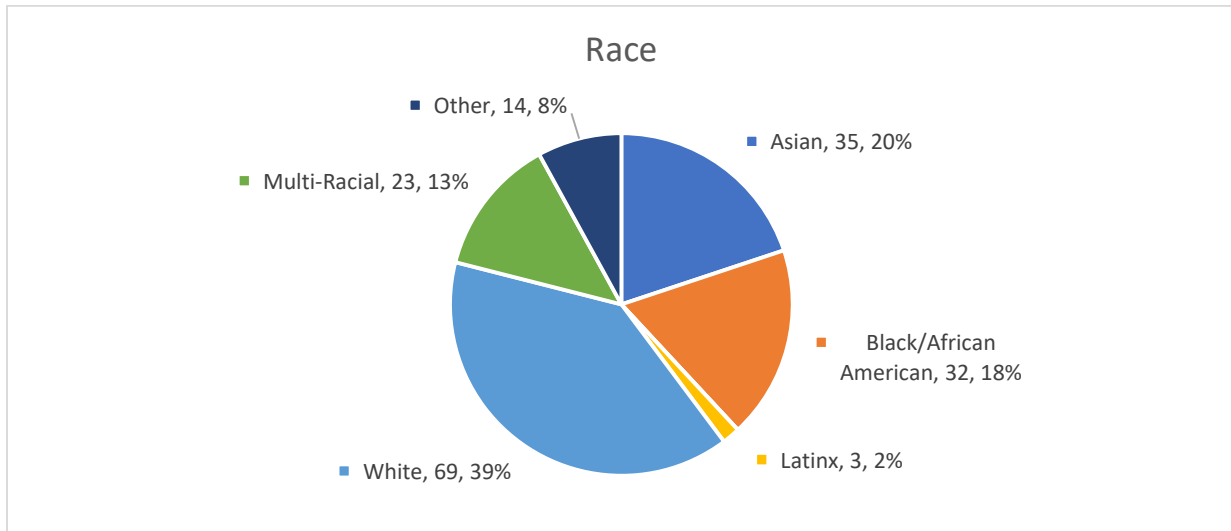
	Q1	Q2
Never	26%	2%
Sometimes	34%	16%
Most of the Time	22%	22%
Always	17%	59%



Student Data – Grades 6-8: Farmington STEAM Academy

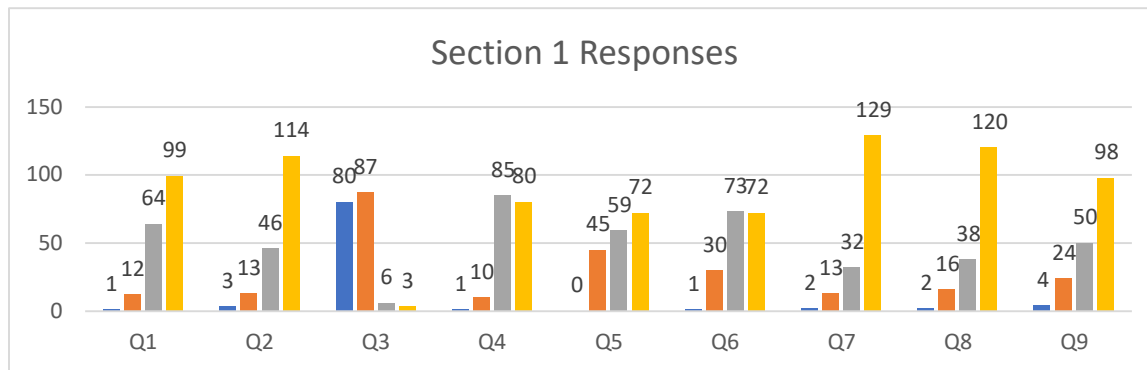
Student Data Respondents: 176

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.
- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.

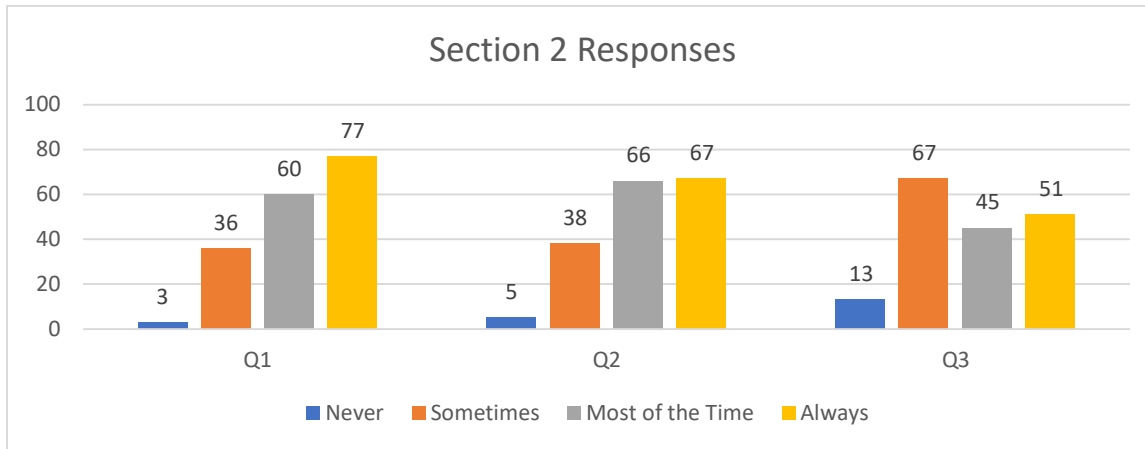


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Never	1%	2%	45%	1%	0%	1%	1%	1%	2%
Sometimes	7%	7%	49%	6%	26%	17%	7%	9%	14%
Most of the Time	36%	26%	3%	48%	34%	41%	18%	22%	28%
Always	56%	65%	2%	45%	41%	41%	73%	68%	56%



Section 2 Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people both in and out of school.
- Q3: I am involved with extra-curricular activities.

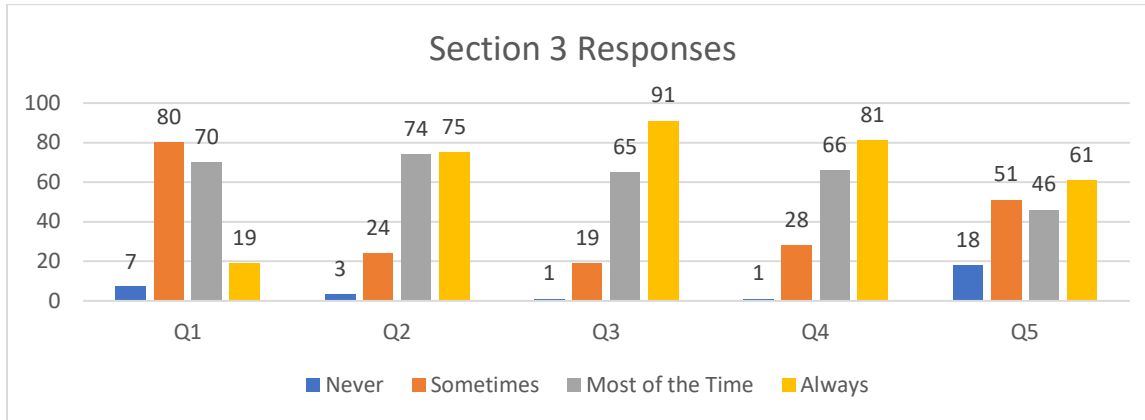


	Q1	Q2	Q3
Never	2%	3%	7%
Sometimes	20%	22%	38%
Most of the Time	34%	38%	26%
Always	44%	38%	29%



Section 3 Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for work and how it will be graded.
- Q4: I am given support when needed.
- Q5: I am encouraged to be in challenging classes (AP, Honors, etc.).

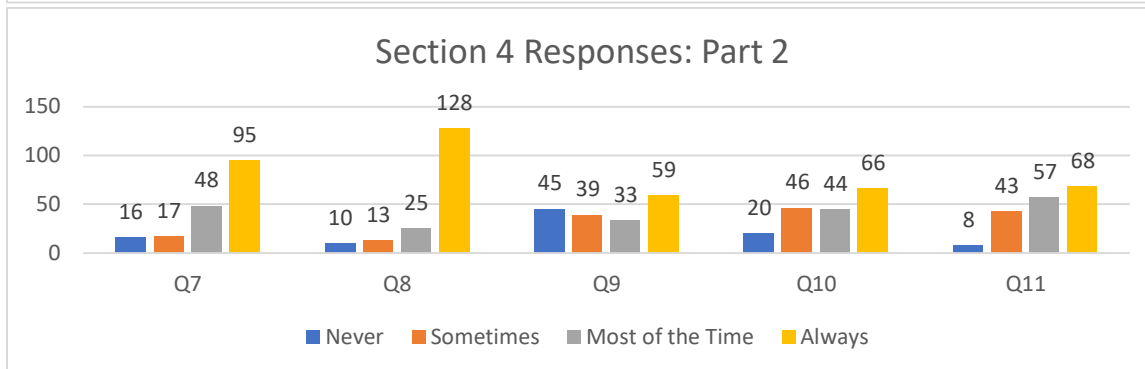
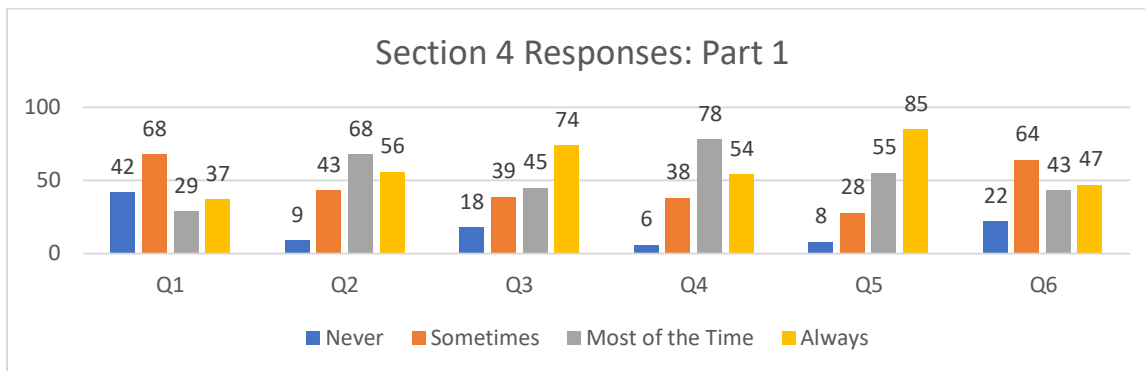


	Q1	Q2	Q3	Q4	Q5
Never	4%	2%	1%	1%	10%
Sometimes	45%	14%	11%	16%	29%
Most of the Time	40%	42%	37%	38%	26%
Always	11%	43%	52%	46%	35%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am proud of who I am and can say that without feeling better than anyone else.
- Q6: I am curious about how people are similar to and different from me.
- Q7: I understand that people are often treated differently based on their identities.
- Q8: I recognize unfairness and injustice (in history and current times).
- Q9: I am aware of advantages I have based on my identities.
- Q10: I am taught skills on how to stand up against injustice.
- Q11: I take responsibility for standing up to injustice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Never	24%	5%	10%	3%	5%	13%	9%	6%	26%	11%	5%
Sometimes	39%	24%	22%	22%	16%	36%	10%	7%	22%	26%	24%
Most of the Time	16%	39%	26%	44%	31%	24%	27%	14%	19%	25%	32%
Always	21%	32%	42%	31%	48%	27%	54%	73%	34%	38%	39%



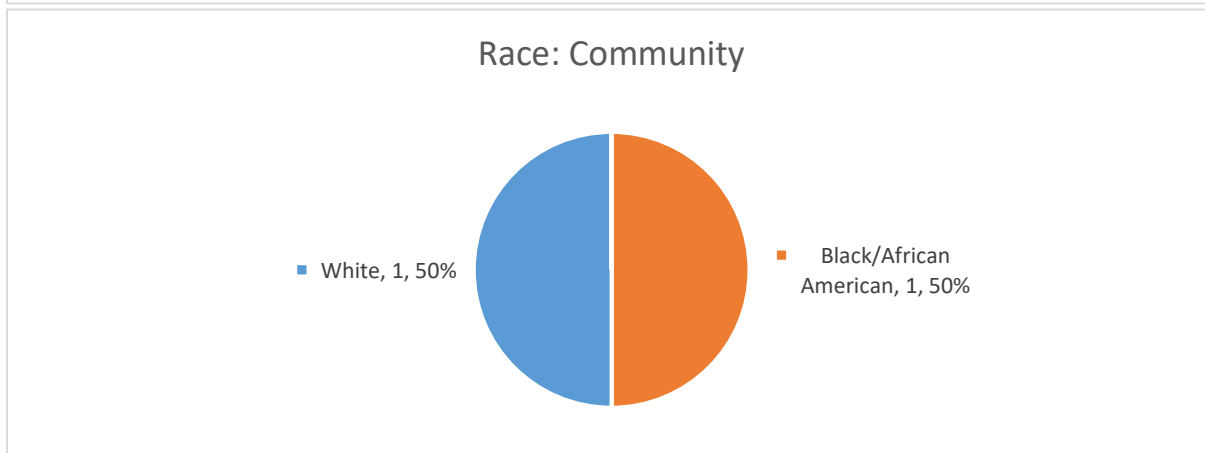
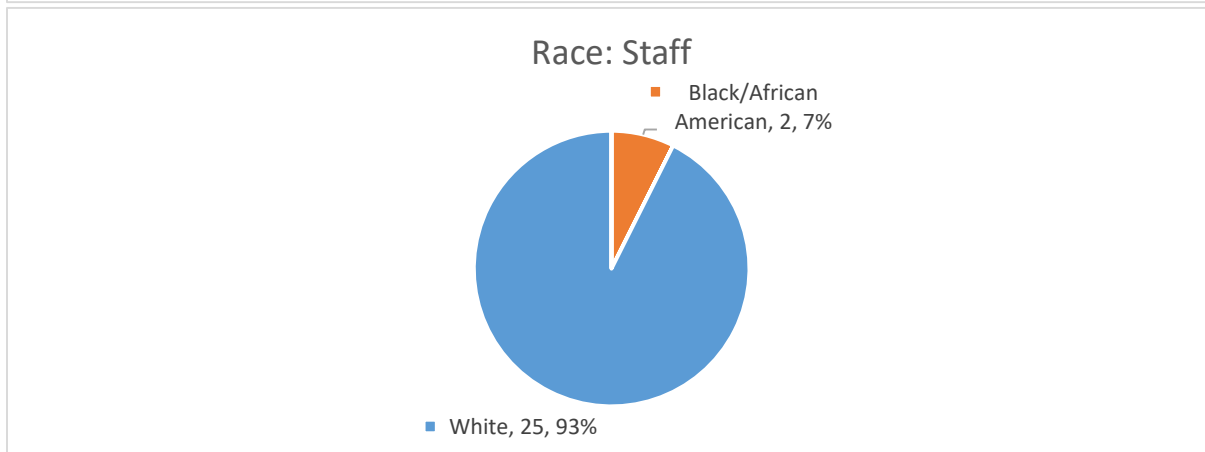
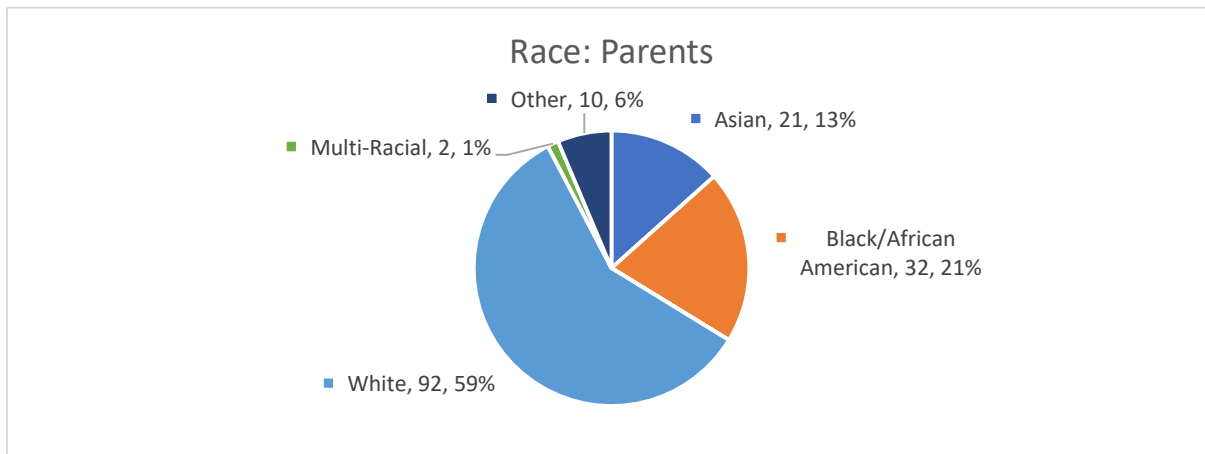
Adult Data: Farmington STEAM Academy

Parent Survey Respondents: 157

Staff Survey Respondents: 27

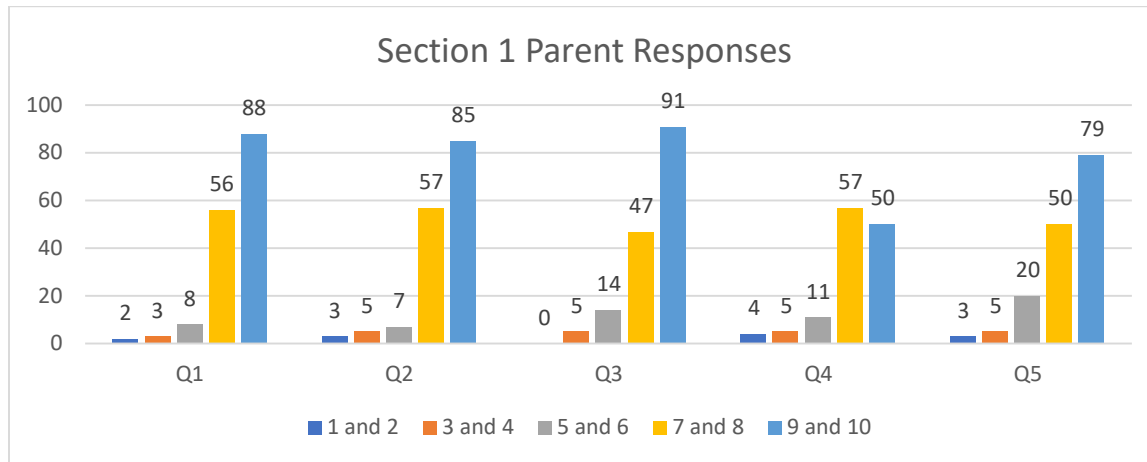
Community Survey Respondents: 2

Race of Respondents: *(Recorded using categories reflecting the US Census)*



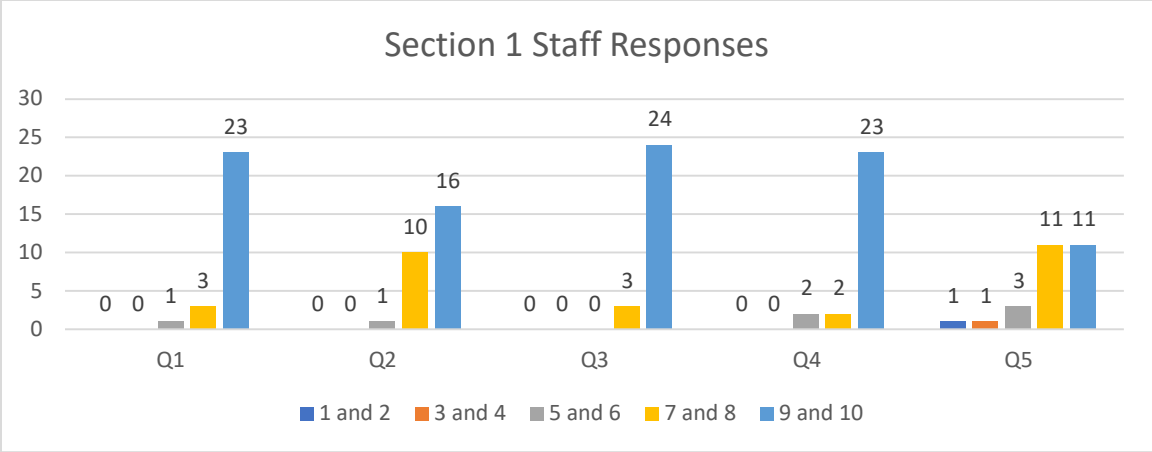
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



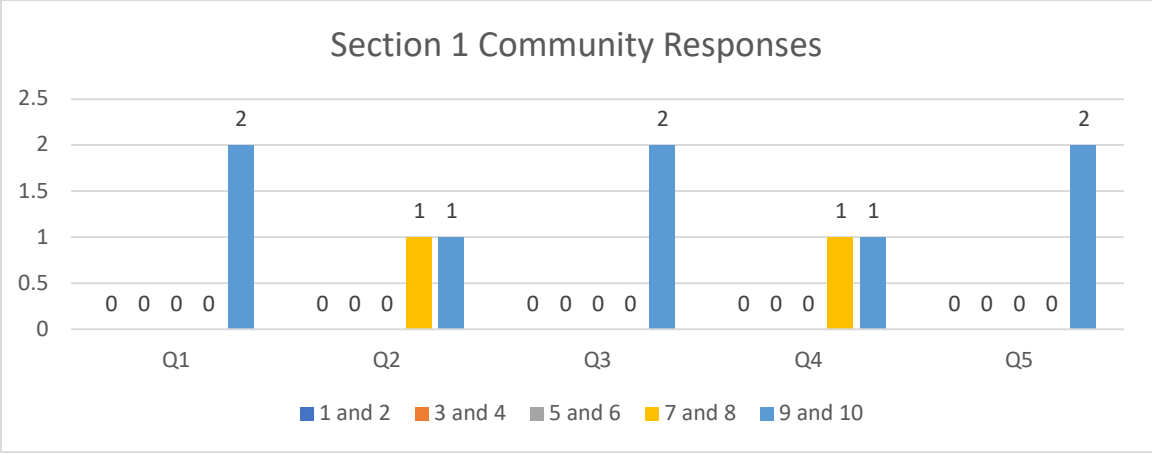
	Q1	Q2	Q3	Q4	Q5
1&2	1%	2%	0%	3%	2%
3&4	2%	3%	3%	3%	3%
5&6	5%	4%	9%	7%	13%
7&8	36%	36%	30%	36%	32%
9&10	56%	54%	58%	51%	50%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	4%
3&4	0%	0%	0%	0%	4%
5&6	4%	4%	0%	7%	11%
7&8	11%	37%	11%	7%	41%
9&10	85%	59%	89%	85%	41%



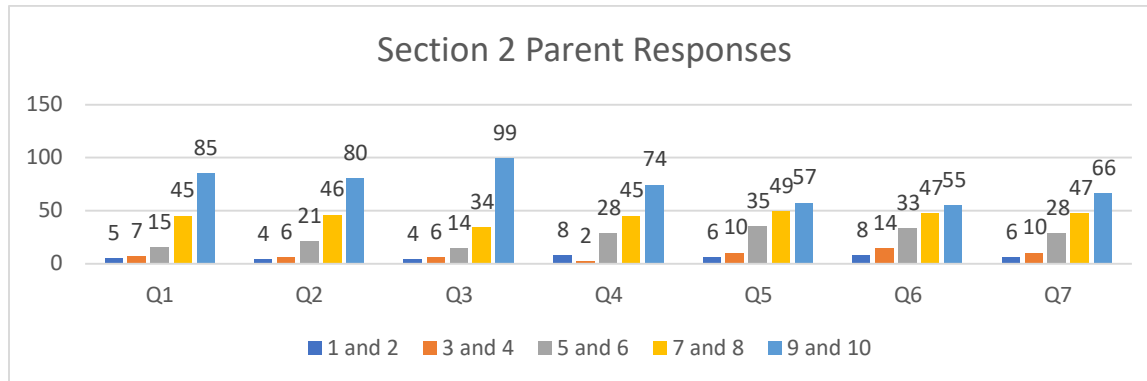


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%
7&8	0%	50%	0%	50%	0%
9&10	100%	50%	100%	50%	100%



Section 2 Questions and Responses

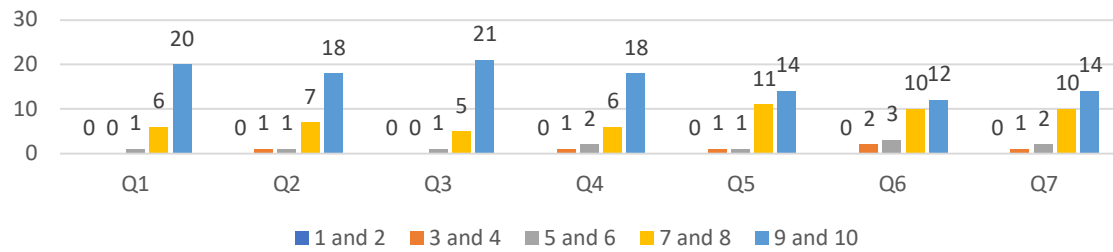
- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	3%	3%	3%	5%	4%	5%	4%
3&4	4%	4%	4%	1%	6%	9%	6%
5&6	10%	13%	9%	18%	22%	21%	18%
7&8	29%	29%	22%	29%	31%	30%	30%
9&10	54%	51%	63%	47%	36%	35%	42%

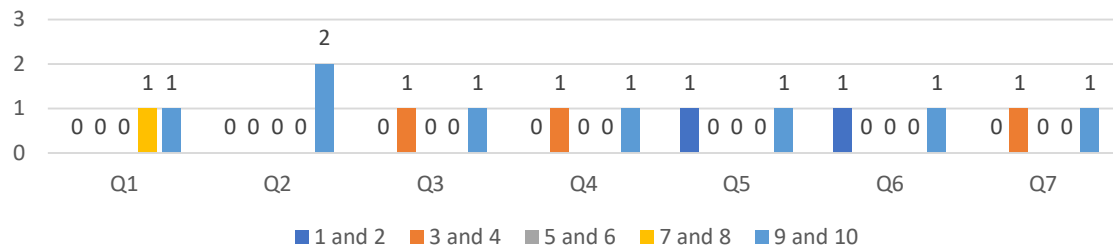


Section 2 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	4%	0%	4%	4%	7%	4%
5&6	4%	4%	4%	7%	4%	11%	7%
7&8	22%	26%	19%	22%	41%	37%	37%
9&10	74%	67%	78%	67%	52%	44%	52%

Section 2 Community Responses

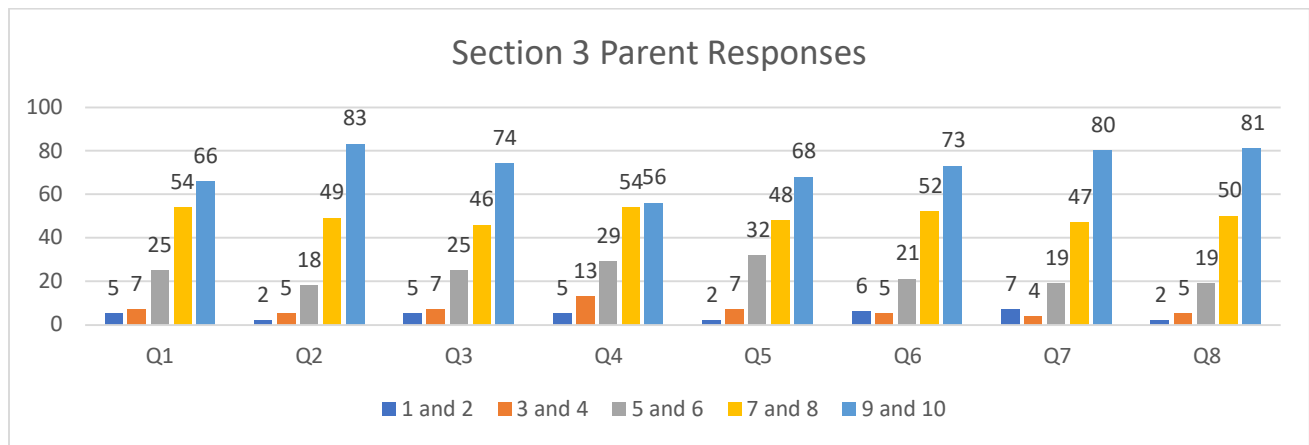


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	50%	50%	0%
3&4	0%	0%	50%	50%	0%	0%	50%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	50%	0%	0%	0%	0%	0%	0%
9&10	50%	100%	50%	50%	50%	50%	50%



Section 3 Questions and Responses

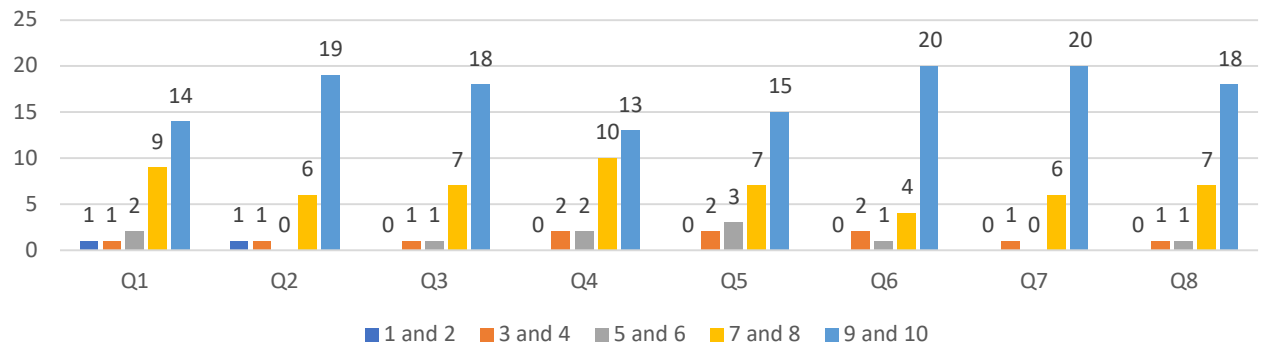
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	3%	1%	3%	3%	1%	4%	4%	1%
3&4	4%	3%	4%	8%	4%	3%	3%	3%
5&6	16%	11%	16%	18%	20%	13%	12%	12%
7&8	34%	31%	29%	34%	31%	33%	30%	32%
9&10	42%	53%	47%	36%	43%	46%	51%	52%



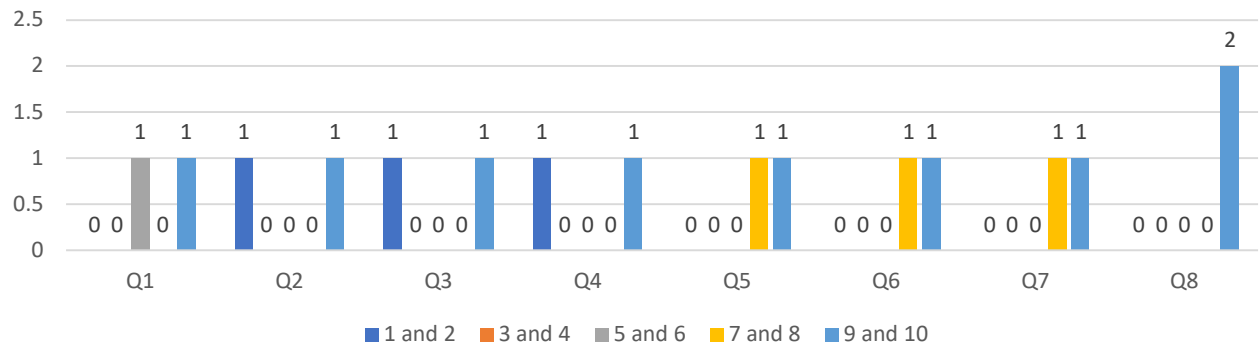
Section 3 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	4%	4%	0%	0%	0%	0%	0%	0%
3&4	4%	4%	4%	7%	7%	7%	4%	4%
5&6	7%	0%	4%	7%	11%	4%	0%	4%
7&8	33%	22%	26%	37%	26%	15%	22%	26%
9&10	52%	70%	67%	48%	56%	74%	74%	67%



Section 3 Community Responses

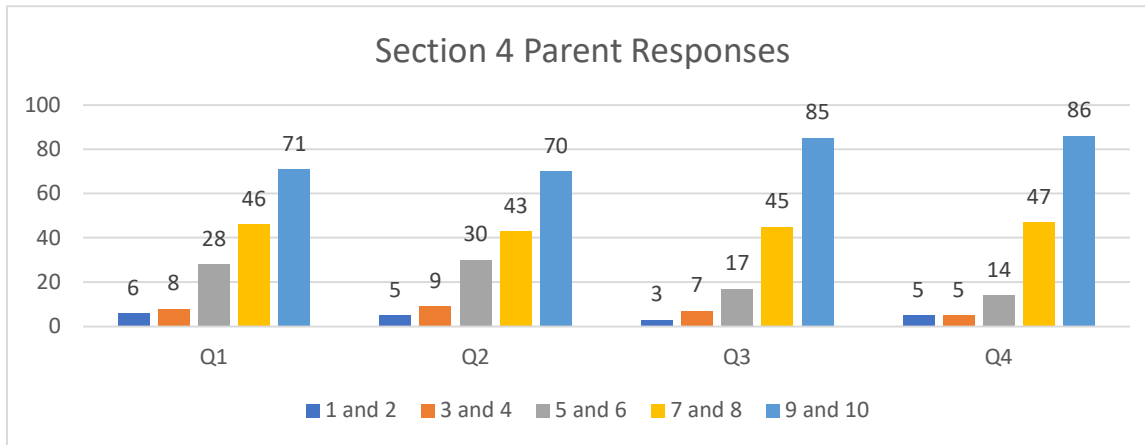


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	50%	50%	50%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%	0%
5&6	50%	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	50%	50%	50%	0%
9&10	50%	50%	50%	50%	50%	50%	50%	100%



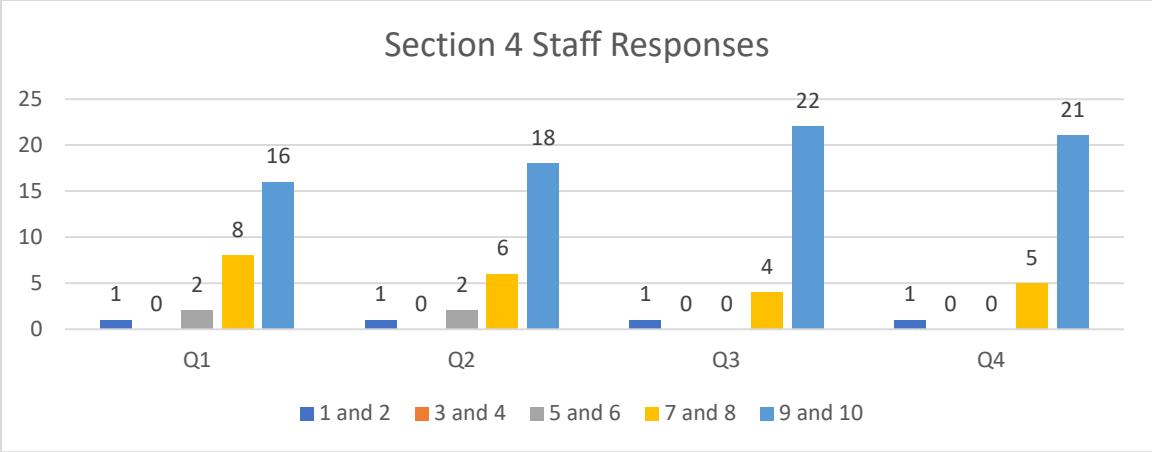
Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



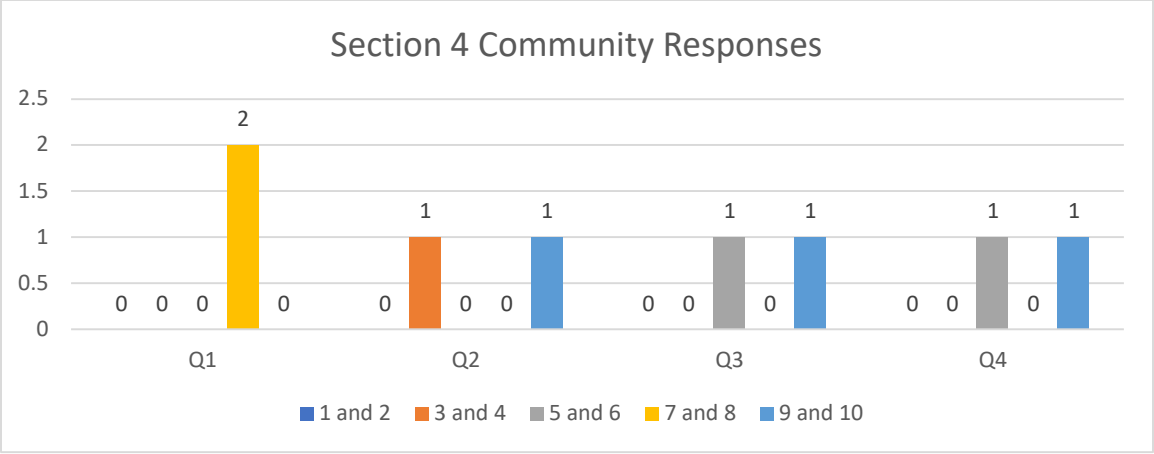
	Q1	Q2	Q3	Q4
1&2	4%	3%	2%	3%
3&4	5%	6%	4%	3%
5&6	17%	19%	11%	9%
7&8	29%	27%	29%	30%
9&10	45%	45%	54%	55%





	Q1	Q2	Q3	Q4
1&2	4%	4%	4%	4%
3&4	0%	0%	0%	0%
5&6	7%	7%	0%	0%
7&8	30%	22%	15%	19%
9&10	59%	67%	81%	78%



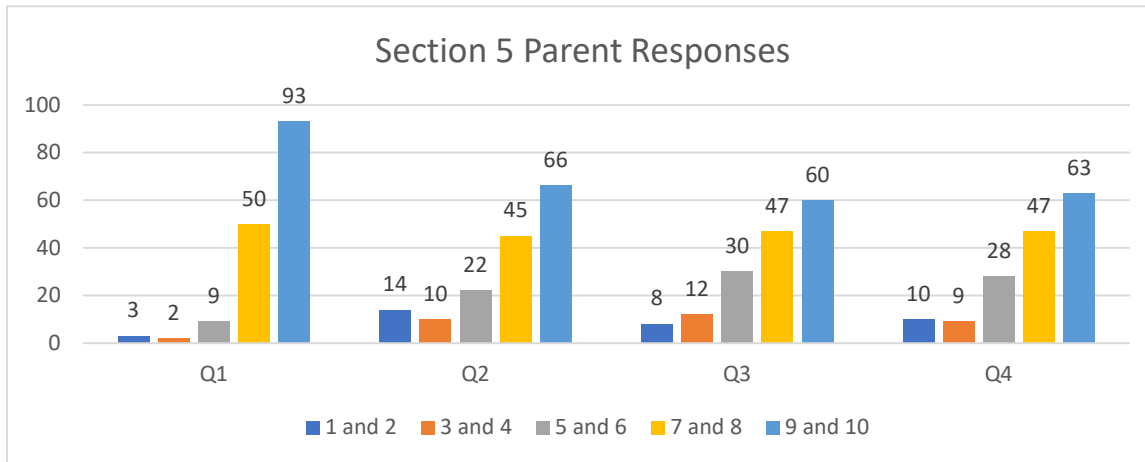


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	50%	0%	0%
5&6	0%	0%	50%	50%
7&8	0%	0%	0%	0%
9&10	100%	50%	50%	50%



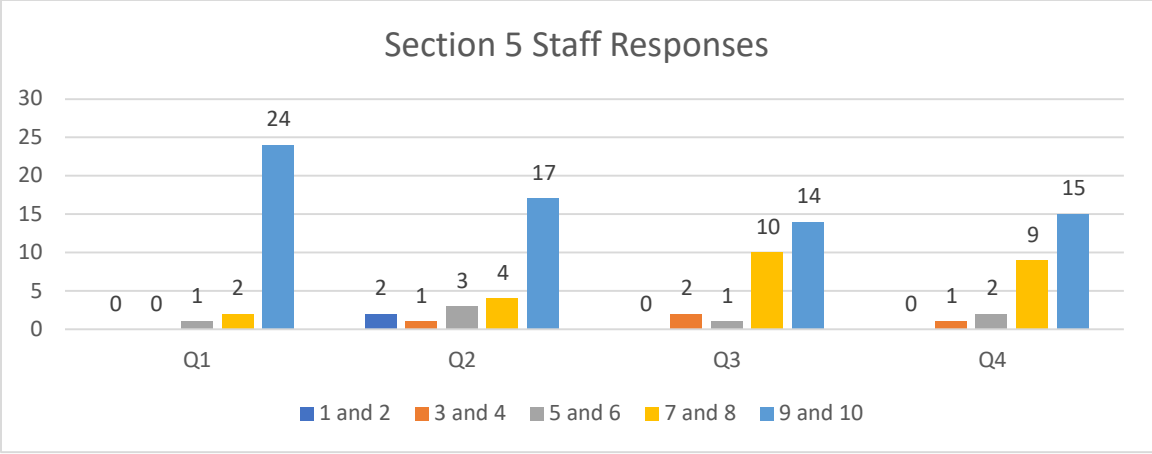
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



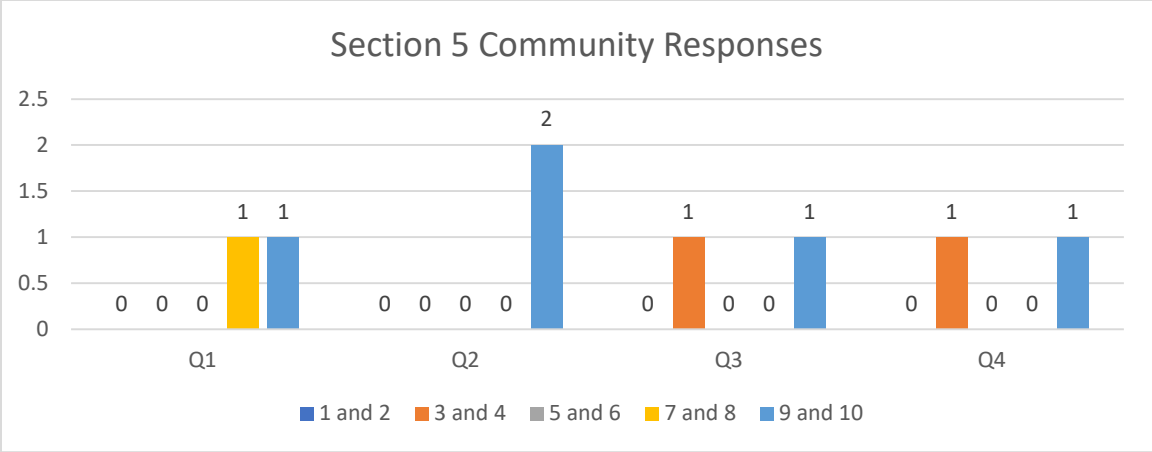
	Q1	Q2	Q3	Q4
1&2	2%	9%	5%	6%
3&4	1%	6%	8%	6%
5&6	6%	14%	19%	18%
7&8	32%	29%	30%	30%
9&10	59%	42%	38%	40%





	Q1	Q2	Q3	Q4
1&2	0%	7%	0%	0%
3&4	0%	4%	7%	4%
5&6	4%	11%	4%	7%
7&8	7%	15%	37%	33%
9&10	89%	63%	52%	56%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	50%	50%
5&6	0%	0%	0%	0%
7&8	50%	0%	0%	0%
9&10	50%	100%	50%	50%



East Middle School

US² had the opportunity to meet with 47 people (breakdown below) within the East Middle School community on May 10, 2021 between 7:00am-3:00pm ET . During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrators.

- Students: 17
- Parents: 3
- Staff Members: 25
- Administrators: 2

During our conversations, we gathered information for all areas identified within the Equity Audit and have synthesized information below, specific to East Middle School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

The classroom culture at East Middle as described by students and staff include a welcoming, caring environment where most students feel they belong. East has some students that identify within the LGBTQIA+ community. Safe spaces, hanging a rainbow flag outside of their door, adopting student's pronouns, and accepting student name change requests are some examples to showcase the school providing an inclusive environment for all students. The pandemic has affected student belonging by being virtual most of the year. Students acknowledged when they were face-to-face, they felt more connected with each other and with the teaching staff. Students' experiences are honored within the school structure during SEL check-ins established during WIN time, a morning meeting time to build relationships among the teachers and students. Building administration and teachers did mention the desire to improve students' voices and make it easier for students to voice their concerns regularly. Overall, the students feel they are safe in the school and believe that the teachers respect them. There are opportunities for improvement within the realm of student-to-student respect as interviews revealed some students are picked on and cyberbullied. East has worked to integrate PBIS school-wide expectations within their behavior framework. When asked what the expectations consist of, students were unable to repeat them. Restorative Practices are a major component of the discipline



process within East and are used to provide support for students in need of repairing relationships and reflection on student code of conduct violations. The school has seen a decrease in overall student referrals and a positive impact of the Restorative Practices Coordinator's involvement with behavior.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

East houses the Multicultural Newcomer program within their EL department. Parents are supported through services that include orientation and translation of school-related documents for their children. Interviews revealed a need for more integrated support for the newcomer parents, such as welcoming them into the school environment and navigating through the education process. Additionally, parents felt discouraged from being involved in the middle school years, as orientation for 6th graders is a time for them to "let go." Building administration spoke of the need to improve this area and provide a balanced approach to welcoming and sustaining parental involvement during the middle school years. Before the pandemic, the school provided various events for parents to participate in. However, parents felt the need to bring more diverse offerings to the school, such as a multicultural night to highlight the school and district's diverse population. The school has a diversity club, and when asked if the parents knew of it, only one parent knew what it was based upon their child being asked to be a part of it. The rest of the parents only knew of its existence, but not what the club does nor promotes.

Communication is a strength throughout the district with keeping parents informed of events and information about each school. However, parents during interviews said that it is overwhelming due to the massive amounts of emails they receive a day. Additionally, the parents perceive the over-communication to be compliance-driven and not meaningful for all stakeholders.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Instruction is based upon an IB foundation where inquiry and dialogue are embedded into the instructional framework. East underwent a comprehensive process to become



IB certified although the process stopped due to a lack of funding. Many teachers still use best practices from IB to develop student inquiry and critical thinking practices. An innovation team continues to pilot approaches from IB to integrate Project-Based Learning into all content areas. Learning targets and “I Can” statements are additional instructional practices East uses to engage students with the material and support learning. Real-world learning is a part of the instructional framework teachers use to make the content relevant for students. Students believe the relevant learning experiences depend on the subject that is taught. Additionally, they desire to learn more valuable things. Differentiation is implemented through continuous monitoring of student learning and providing students with representative resources aimed to fit their learning needs.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

Identity in the curriculum at East is explored throughout the units built in the core academic subjects. In English Language Arts, students write and read about different cultural views allowing them to connect with themselves. In US History, teachers focus on critical thinking and topics that bring in the “Who Am I” concept. The newly purchased Connected Math program uses a variety of race and gender identities within the math curriculum. All Science lessons begin with the same experience and allow students to start the conversations to identify themselves within the background. Teachers commented on how US History features more real-world experiences of the dominant culture and how it impacts student identities from the past versus the other subjects.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized.

Diversity is often embedded into the curriculum of all subjects, although teachers provide more context specific to their subject matter for the differences of how people are alike and different. For example, in history class, one teacher commented on how they teach the stereotype of the nursing field being only for women and used to be a male-dominated field, back as early as the civil war. Another example, in English Language Arts, students read the book Refugee, which allowed the teacher to dispel



Muslim stereotypes. Reading assignments and real-world learning further open up learning opportunities to teach students how they are alike and different. In the Special Education realm, the staff commented how the curriculum supports diversity within its content through showcasing all ability levels, race, and gender.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power and oppression (at both the individual and systemic levels) are emphasized.

Justice within the curriculum is covered within the four academic subject areas. Stories within English/Language Arts and History tend to bring up topics of justice and implemented solutions. Teachers commented on their process to include additional information in events in history due to the current curriculum leaving out critical details from different perspectives. The Science curriculum also highlights injustice within real-world experiences through climate change and natural disasters and how groups of people are affected, both economically and socially. Additionally, when these topics come up either through planned instruction or organically, teachers find it challenging to navigate through the discussions and would like more training.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

As covered within the Justice topic, teachers use real-world learning opportunities to highlight collective action people have used to stand up to unfairness. As East embeds more inquiry-based lessons and problem-solving projects into the curriculum, they will support students to find solutions to these issues.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools, placing a collective focus on diversity, equity, and inclusion. Activities



within the equity lens started through conversations centered around important questions for self-reflection. The PD offerings were limited in participant capacity; for example, the Anti-Racist Institute only allowed eight participants per school. Staff capacity within their understanding and awareness of equity is being developed over time.

Some teachers acknowledged that the professional development offered by the district provided little time for reflection. The training focused on sharing personal information, and some teachers were not ready to engage in that level of participation. Support personnel (school psychologists, social workers, and counselors) believe they receive comprehensive training in diversity, equity, and inclusion topics, but felt that teachers are often not exposed to the same offerings to build capacity.

Representation:

Representation at East is reflective of the district's lack of a diverse staff across the system. Many stakeholders echoed the desire to have more staff that reflect the student and community makeup. Students commented that the diversity within the school personnel is mostly reflected in the non-certified staff versus the certified staff. A teacher commented that there have been many meetings based upon hiring, but not many actions have been taken to increase diversity among the district personnel. Additionally, according to one teacher, East had twelve (12) Black/African-American teachers at one point; now there are only two – showing a significant decline in representation for Black/African-American certified staff members. Representation for curriculum and programming at East reflects an increase of boys within the special education population, including African-Americans. There are currently no advanced level courses provided at East, although staff indicated their desire to support these programs for all students.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family and Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of East Middle to have more productive outreach within the community. By intentionally including the diverse parents and community members in which East



serves, there is a higher likelihood of active engagement among all represented identities.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Diversity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups (mainly race and culture). However, there are pockets of attempts to move the students toward action that should be expanded throughout all content areas. This work is best infused through project-based and inquiry-based learning. East is currently exploring these topics through their innovations committee.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming are offered to all identity groups.

Quantitative Data Summary:

East Middle School shows a need for improvement around bullying and emotional safety. On the other hand, physical safety had overwhelmingly positive results. Looking through student comments, examples of bullying and discrimination involve racial differences and religious differences, with students distancing themselves from those who look different than them. Students, staff, and parents alike all responded that there are not many adults who visually reflect the students in the school. Parent comments and data reflect some frustration around the way social justice issues are handled, and there is a definite disconnect between those who believe there needs to be more explicit conversations and those who do not believe school is a place for those conversations.

East Middle School's data does show positive feedback around communicating consequences and fairness of discipline. Even though there may be room for improvement on bullying intervention, when discipline is required, it appears the staff is doing well at making sure it is equitable.

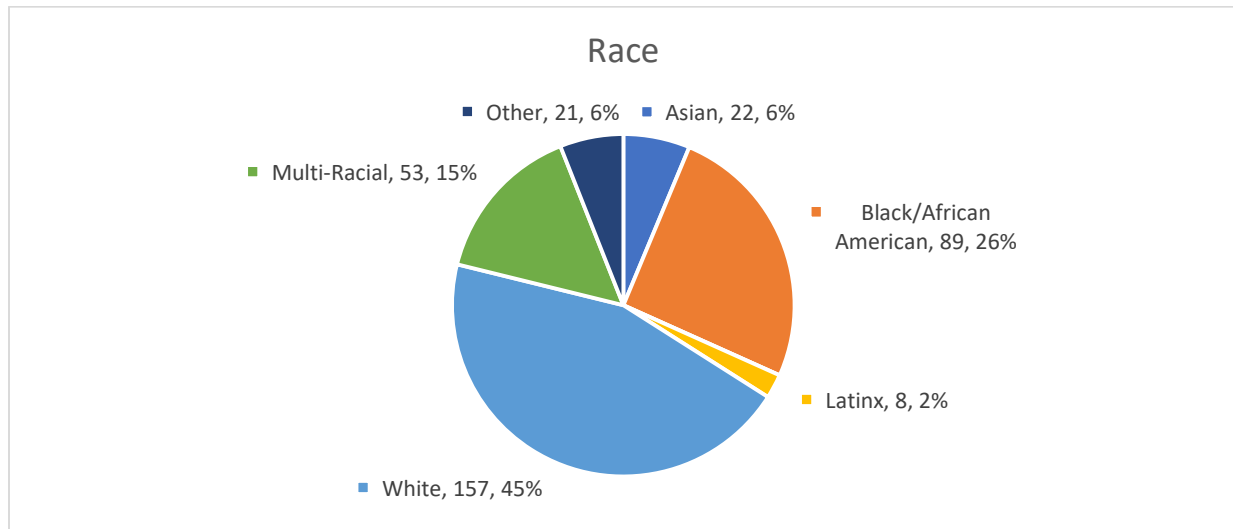


Farmington Public Schools: Survey Data Summary for East Middle School

Student Data: East Middle School

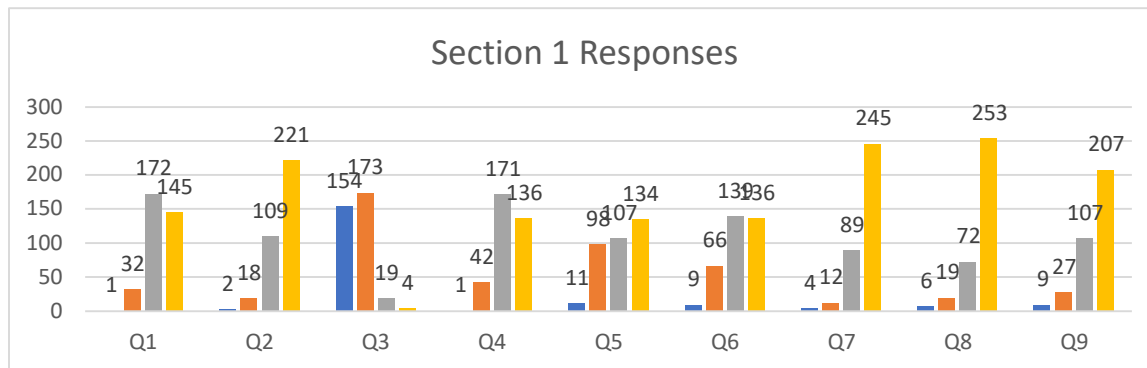
Student Data Respondents: 350

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.
- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.

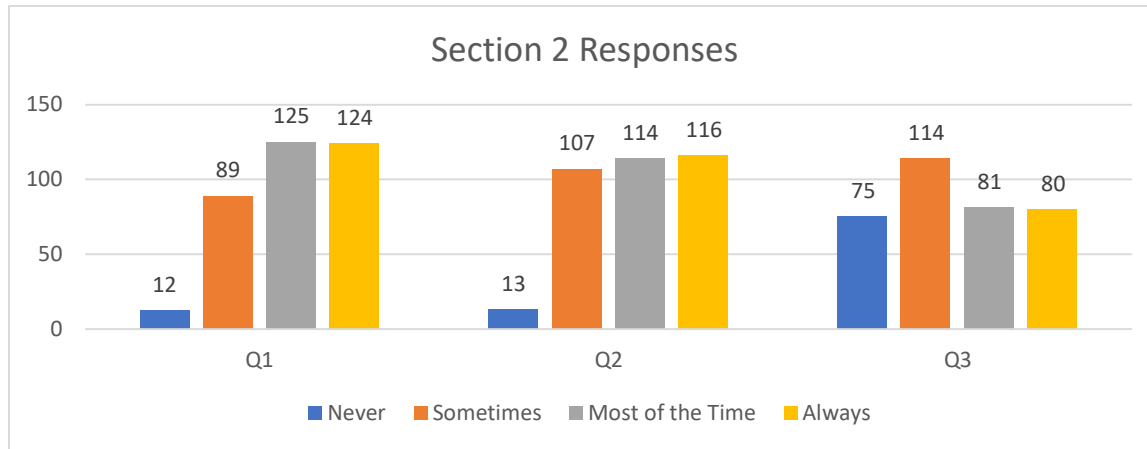


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Never	0%	1%	44%	0%	3%	3%	1%	2%	3%
Sometimes	9%	5%	49%	12%	28%	19%	3%	5%	8%
Most of the Time	49%	31%	5%	49%	31%	40%	25%	21%	31%
Always	41%	63%	1%	39%	38%	39%	70%	72%	59%



Section 2 Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people both in and out of school.
- Q3: I am involved with extra-curricular activities.

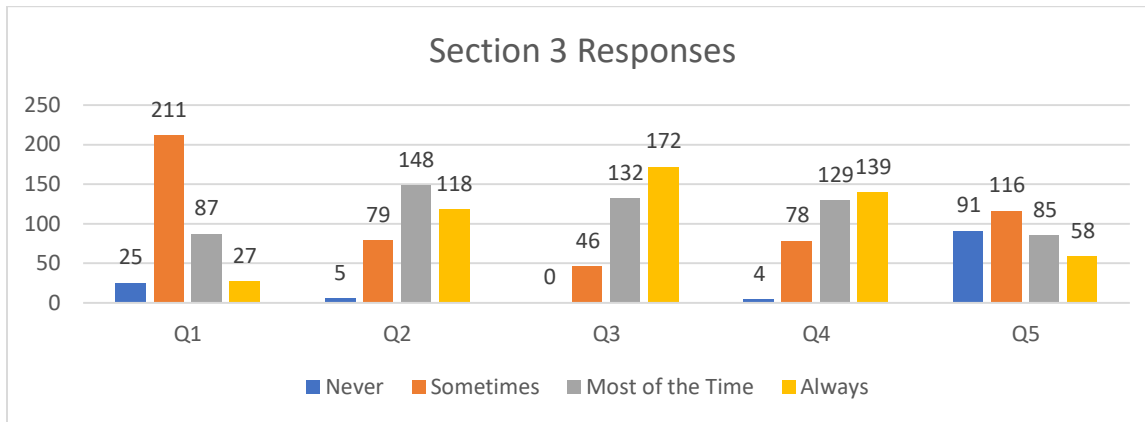


	Q1	Q2	Q3
Never	3%	4%	21%
Sometimes	25%	31%	33%
Most of the Time	36%	33%	23%
Always	35%	33%	23%



Section 3 Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for work and how it will be graded.
- Q4: I am given support when needed.
- Q5: I am encouraged to be in challenging classes (AP, Honors, etc.).

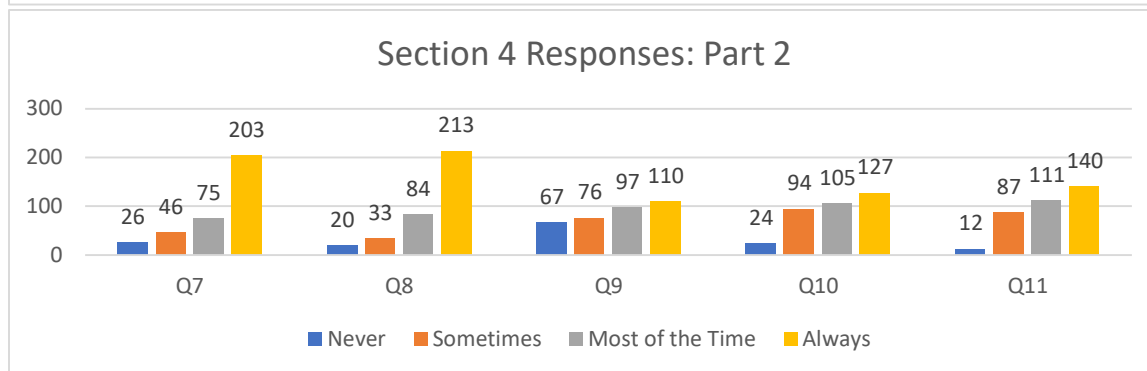
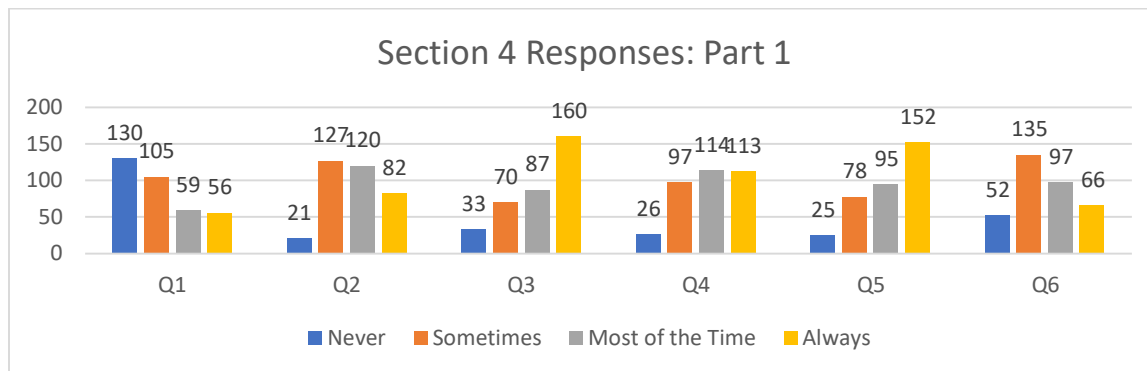


	Q1	Q2	Q3	Q4	Q5
Never	7%	1%	0%	1%	26%
Sometimes	60%	23%	13%	22%	33%
Most of the Time	25%	42%	38%	37%	24%
Always	8%	34%	49%	40%	17%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am proud of who I am and can say that without feeling better than anyone else.
- Q6: I am curious about how people are similar to and different from me.
- Q7: I understand that people are often treated differently based on their identities.
- Q8: I recognize unfairness and injustice (in history and current times).
- Q9: I am aware of advantages I have based on my identities.
- Q10: I am taught skills on how to stand up against injustice.
- Q11: I take responsibility for standing up to injustice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Never	37%	6%	9%	7%	7%	15%	7%	6%	19%	7%	3%
Sometimes	30%	36%	20%	28%	22%	39%	13%	9%	22%	27%	25%
Most of the Time	17%	34%	25%	33%	27%	28%	21%	24%	28%	30%	32%
Always	16%	23%	46%	32%	43%	19%	58%	61%	31%	36%	40%



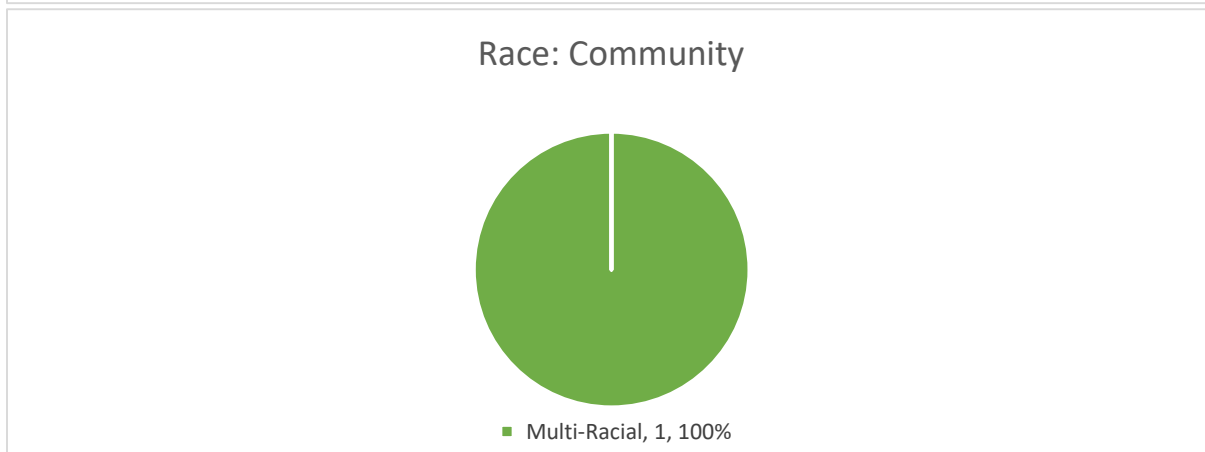
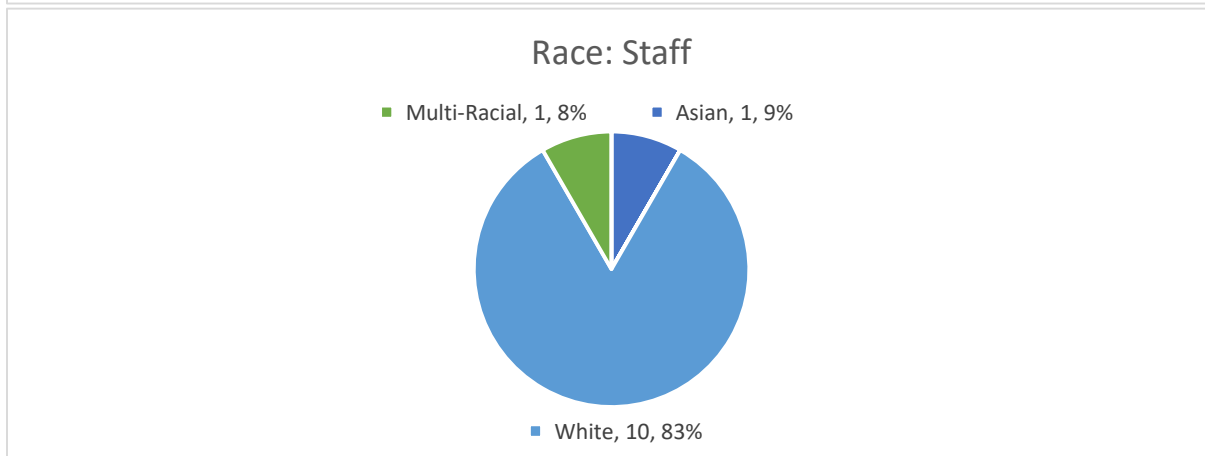
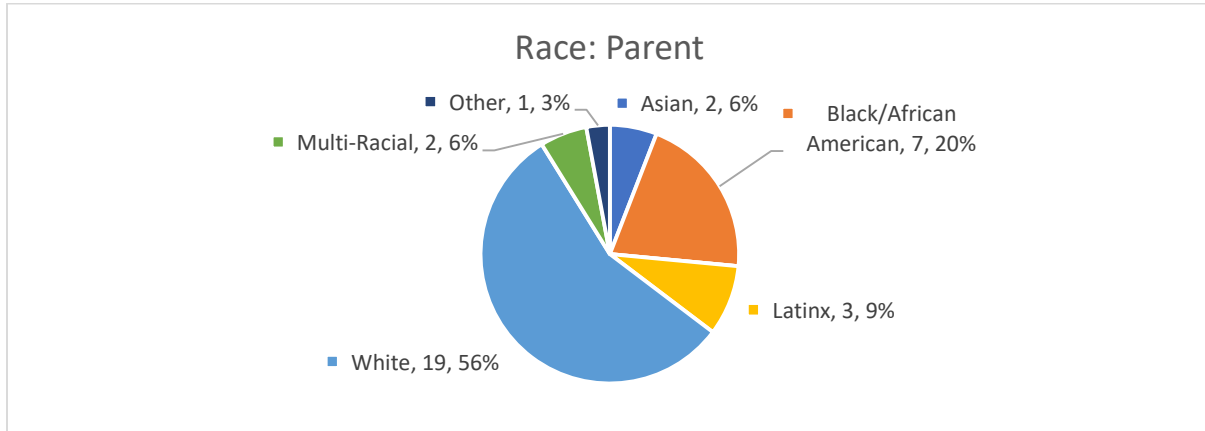
Adult Data: East Middle School

Parent Survey Respondents: 34

Staff Survey Respondents: 12

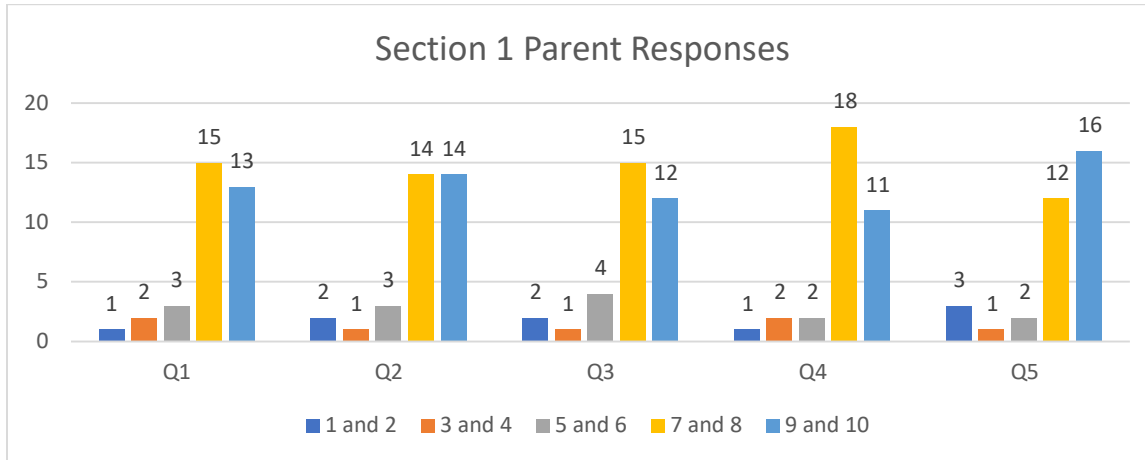
Community Survey Respondents: 1

Race of Respondents: *(Recorded using categories reflecting the US Census)*



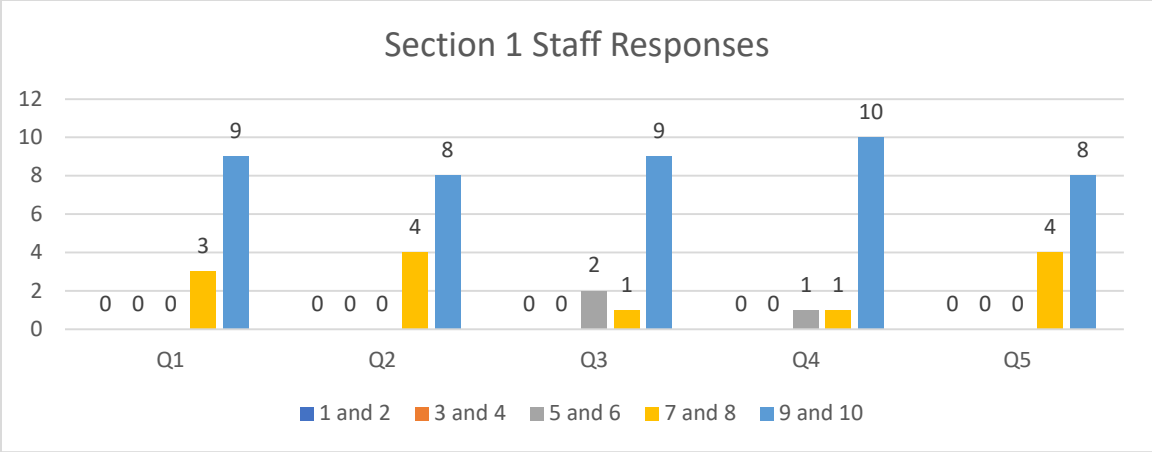
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



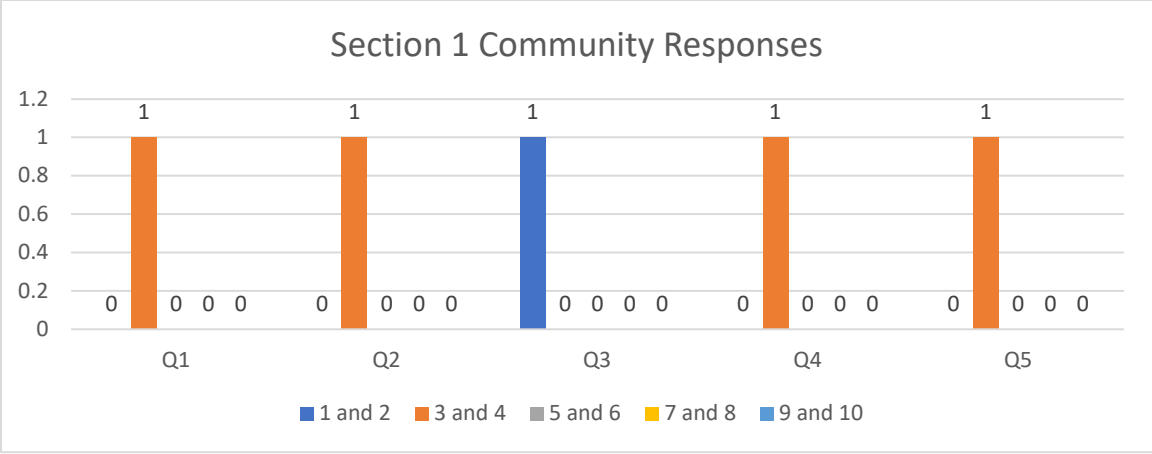
	Q1	Q2	Q3	Q4	Q5
1&2	3%	6%	6%	3%	9%
3&4	6%	3%	3%	6%	3%
5&6	9%	9%	12%	6%	6%
7&8	44%	41%	44%	53%	35%
9&10	38%	41%	35%	32%	47%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	0%	17%	8%	0%
7&8	25%	33%	8%	8%	33%
9&10	75%	67%	75%	83%	67%



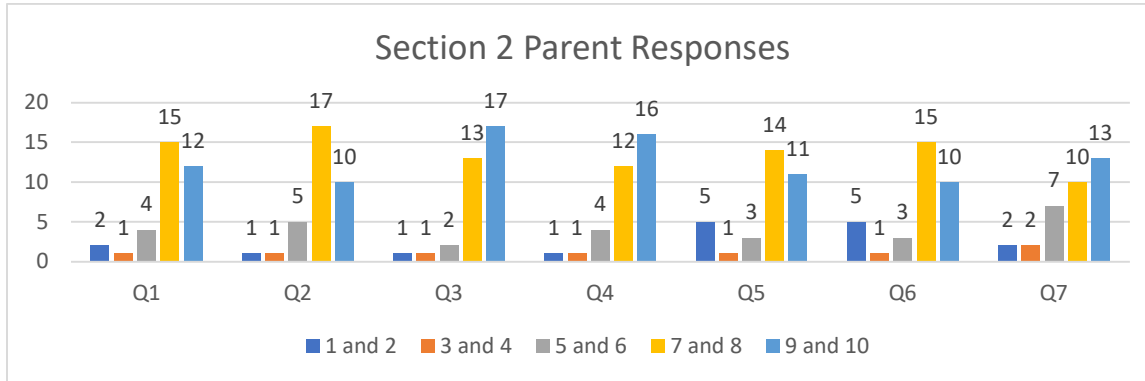


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	100%	0%	0%
3&4	100%	100%	0%	100%	100%
5&6	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%
9&10	0%	0%	0%	0%	0%



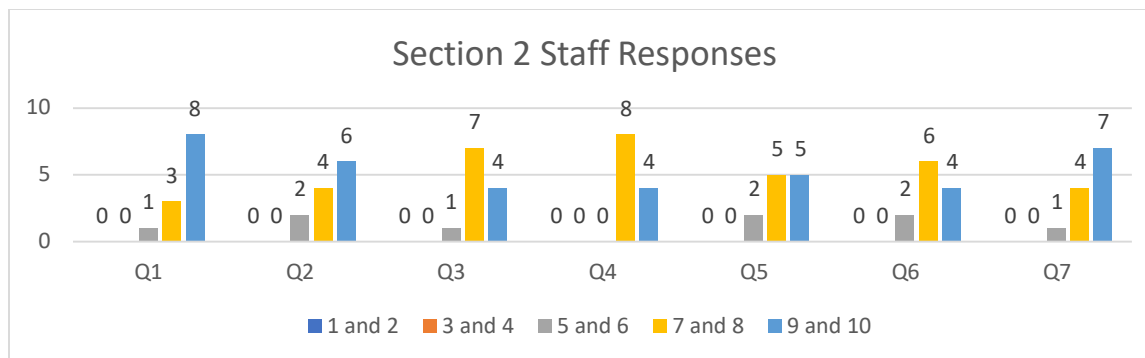
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



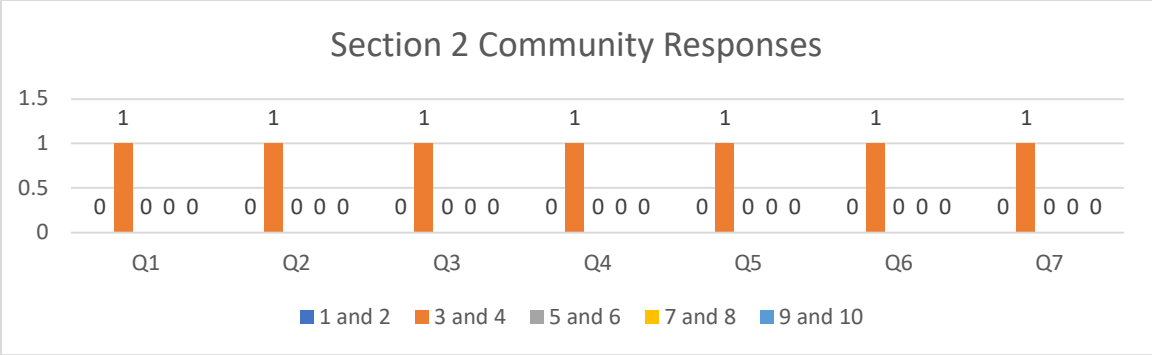
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	6%	3%	3%	3%	15%	15%	6%
3&4	3%	3%	3%	3%	3%	3%	6%
5&6	12%	15%	6%	12%	9%	9%	21%
7&8	44%	50%	38%	35%	41%	44%	29%
9&10	35%	29%	50%	47%	32%	29%	38%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%
5&6	8%	17%	8%	0%	17%	17%	8%
7&8	25%	33%	58%	67%	42%	50%	33%
9&10	67%	50%	33%	33%	42%	33%	58%



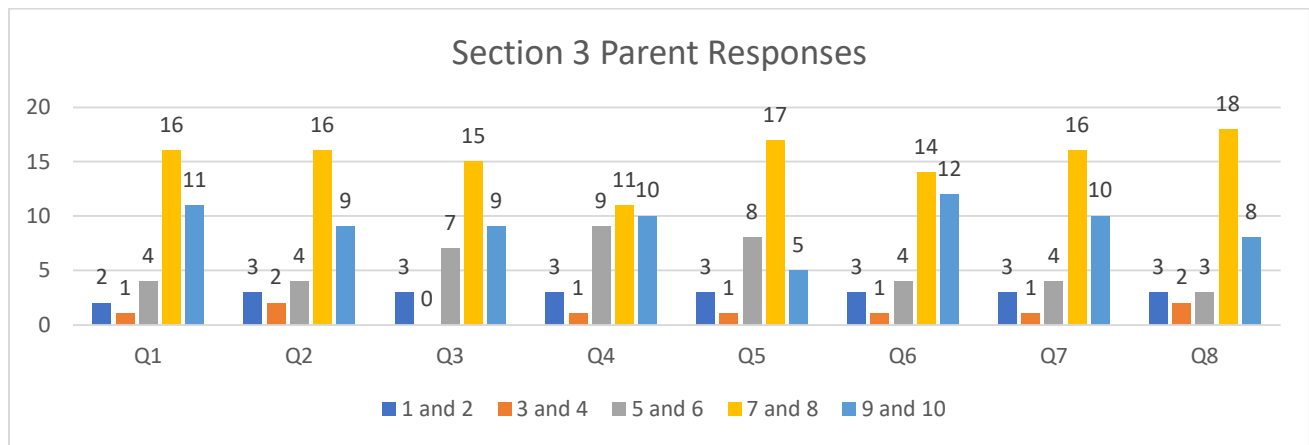


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	100%	100%	100%	100%	100%	100%	100%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%	0%	0%
9&10	0%	0%	0%	0%	0%	0%	0%



Section 3 Questions and Responses

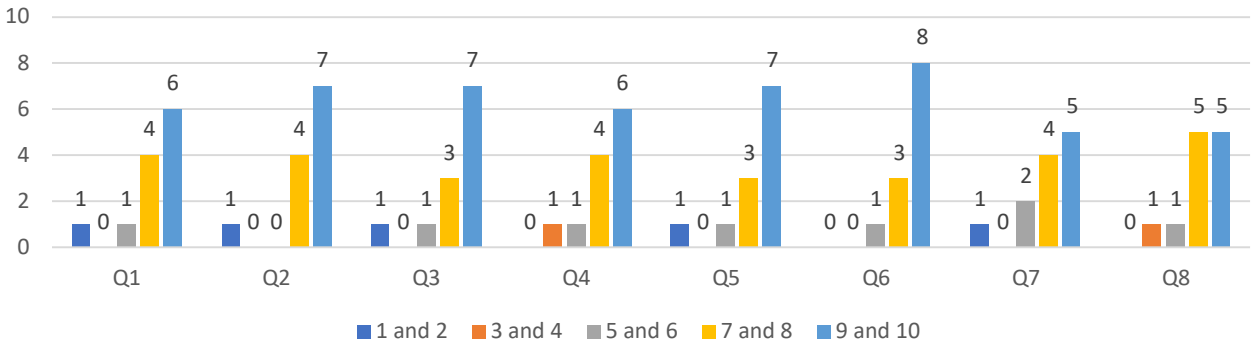
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	6%	9%	9%	9%	9%	9%	9%	9%
3&4	3%	6%	0%	3%	3%	3%	3%	6%
5&6	12%	12%	21%	26%	24%	12%	12%	9%
7&8	47%	47%	44%	32%	50%	41%	47%	53%
9&10	32%	26%	26%	29%	15%	35%	29%	24%

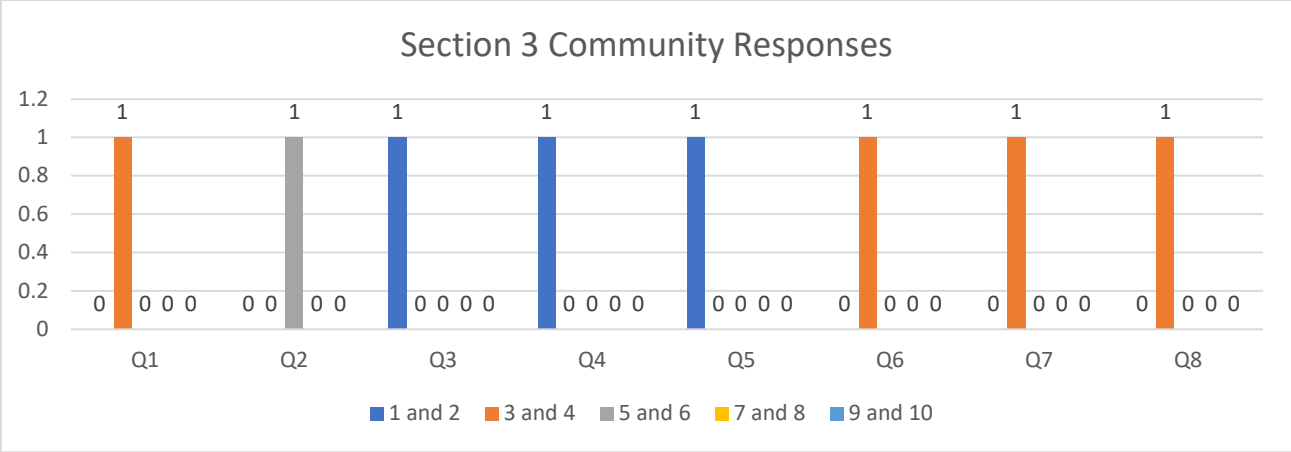


Section 3 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	8%	8%	8%	0%	8%	0%	8%	0%
3&4	0%	0%	0%	8%	0%	0%	0%	8%
5&6	8%	0%	8%	8%	8%	8%	17%	8%
7&8	33%	33%	25%	33%	25%	25%	33%	42%
9&10	50%	58%	58%	50%	58%	67%	42%	42%



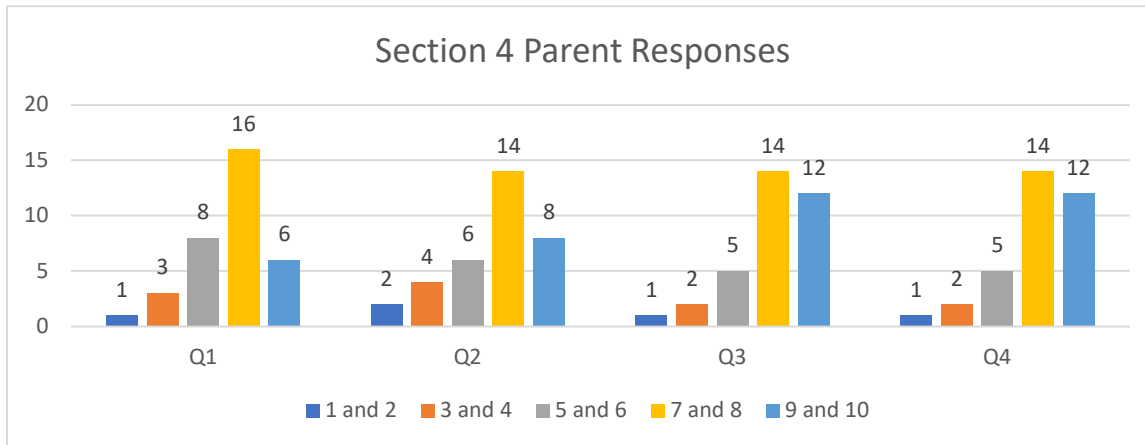


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	100%	100%	100%	0%	0%	0%
3&4	100%	0%	0%	0%	0%	100%	100%	100%
5&6	0%	100%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%	0%	0%	0%
9&10	0%	0%	0%	0%	0%	0%	0%	0%



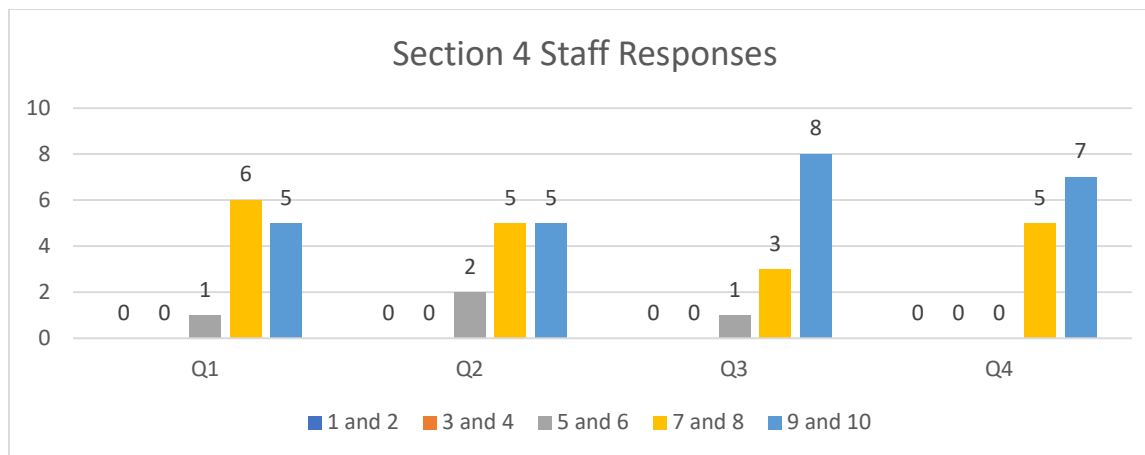
Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



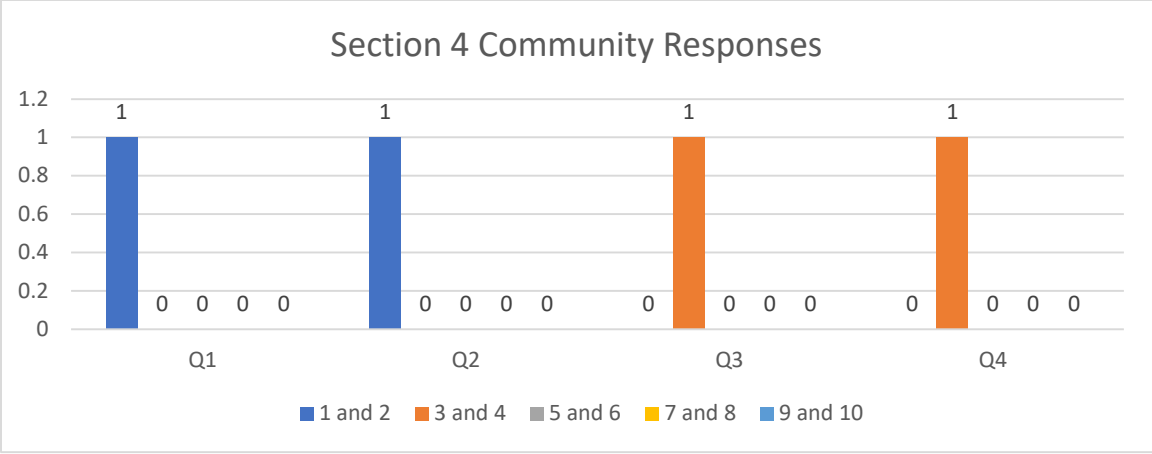
	Q1	Q2	Q3	Q4
1&2	3%	6%	3%	3%
3&4	9%	12%	6%	6%
5&6	24%	18%	15%	15%
7&8	47%	41%	41%	41%
9&10	18%	24%	35%	35%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	8%	17%	8%	0%
7&8	50%	42%	25%	42%
9&10	42%	42%	67%	58%



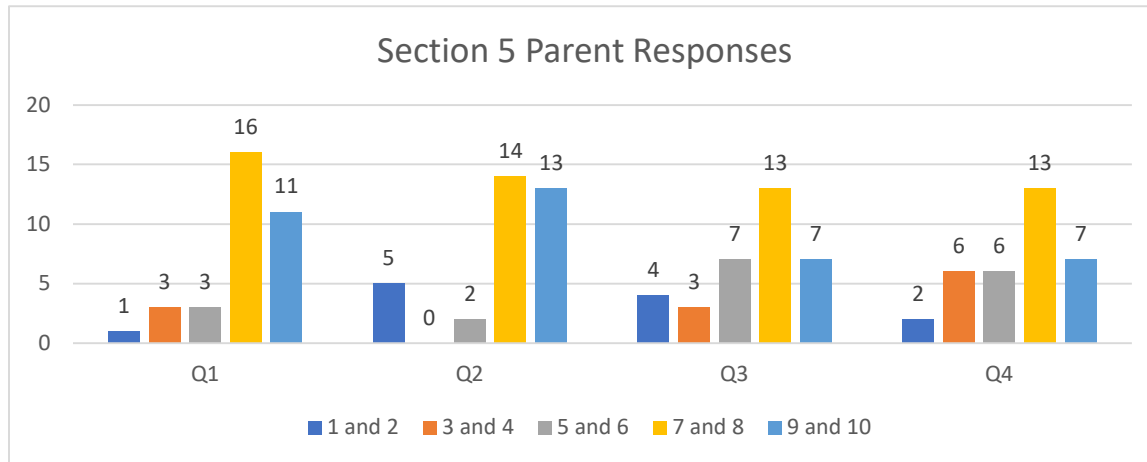


	Q1	Q2	Q3	Q4
1&2	100%	100%	0%	0%
3&4	0%	0%	100%	100%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	0%	0%	0%	0%



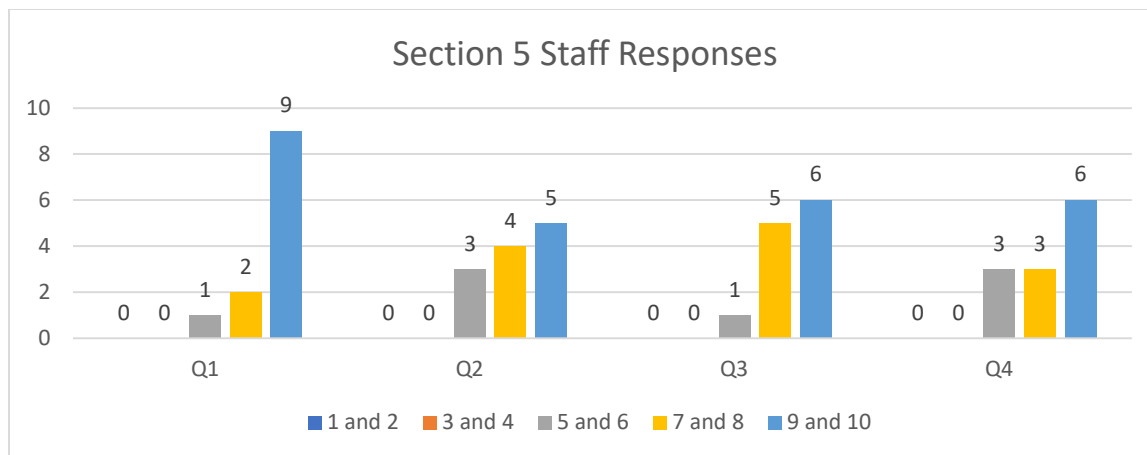
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



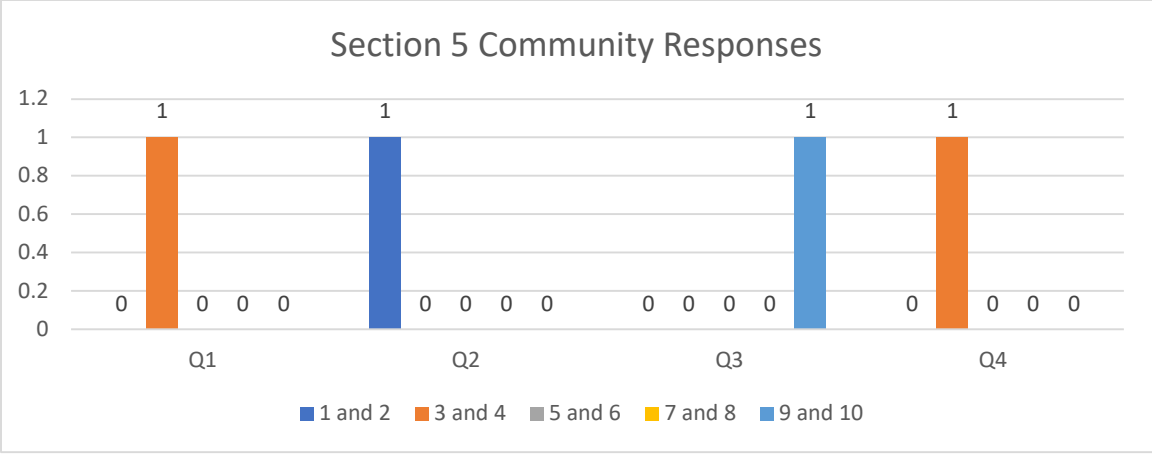
	Q1	Q2	Q3	Q4
1&2	3%	15%	12%	6%
3&4	9%	0%	9%	18%
5&6	9%	6%	21%	18%
7&8	47%	41%	38%	38%
9&10	32%	38%	21%	21%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	8%	25%	8%	25%
7&8	17%	33%	42%	25%
9&10	75%	42%	50%	50%





	Q1	Q2	Q3	Q4
1&2	0%	100%	0%	0%
3&4	100%	0%	0%	100%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	0%	0%	100%	0%



Power Middle School

US² had the opportunity to meet with 31 people (breakdown below) within the Power community on May 20, 2021 between 7:00am-3:30pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrators.

- Students: 3
- Parents: 5
- Staff: 21
- Administrators: 2

During our conversations, we gathered information for all areas identified within the Equity Audit and have synthesized information below, specific to Power Middle School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

The classroom culture at Power is described by students, staff, and administration as an environment that is safe and everyone feels like they belong. Power focuses on building relationships with students and allowing their voices to be heard in multiple ways, such as Morning Meetings, SEL check-ins, and a question of the day. During Morning Meetings, many topics are explored including student's personal experiences. The administration has worked to provide support for teachers in navigating through these conversations, which include recent events around racism and LGBTQIA+ acceptance. Power has some students that identify within the LGBTQIA+ community and both teachers and students acknowledged that they can share their opinions and have learned to respect other's views/opinions. For SEL check-ins, the 4th block hour is extended for 10 minutes so teachers can use this time for social/emotional lessons. Overall, the students feel they are safe in the school and believe that the teachers respect them. Power has worked to integrate PBIS school-wide expectations within their behavior framework. Students were able to recite the school-wide expectations of Respect, Integrity, and Perseverance. The administration felt using the acronym RIP would allow for students to easily remember the expectations, but also allow it to reflect in their daily actions. Restorative Practices are a major component of the



school's discipline process and are used to provide support for students in need of repairing relationships and reflection on student code of conduct violations. The Restorative Practices Coordinator and Counselor often meet with students in need and support teachers in facilitating Restorative conversations with students. Areas of improvement for Power is classroom culture; included within this is ensuring the SEL components become more systematic and becoming more proactive. The school is currently working on the Kindness Project where they will infuse a version of the Leader-in-Me program to support student voice and leadership opportunities.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

Family & Community Engagement is an area of strength for Power, which they believe to be something they do well. The school provided many examples of how parents are informed and participate in activities that promote school and student achievement. Some examples include partnering with Farmington Youth Assistance, volunteering in the community, and the school counselors' meetings with parents to provide community resources based upon need. Power did acknowledge the desire to bring in more families into the school environment whether for help or community-related events. This improvement goal was echoed by parents that said parental involvement is not where it should be and is more accessible in elementary schools. Additionally, there is not much support for the Asian-Indian population. Power has become proactive with communicating with their families when conflicts arise, such as the administration sending out a statement of commitment towards supporting the Black Lives Matter initiatives and providing more LGBTQIA+ support for students and parents around pronoun usage. Parents additionally believe their children are respected by their teachers and are treated fairly.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Instruction at Power is focused on providing student-centered learning opportunities. Teachers use the Student Six Engagement strategies that promote and identifies concrete behaviors for staff to be culturally responsive to all students, develop meaningful relationships, and increase student engagement in learning. A question of



the day is incorporated in most classrooms to provide inquiry and dialogue within the content being learned. Additionally, teachers have been engaging in professional learning with effective discourse strategies to improve discussions among the staff and students. Staff and students commented that they have been able to dive into more sensitive topics due to the learning of listening and respecting others' opinions. Real-world learning is an area of improvement the school wants to change. Currently, it depends on the subject and teacher providing the resources. Students said they did feel they learn about the real world, but it was focused on more values-based content versus infusion within the curriculum. Project-based learning used to be a focus at all middle schools, but then it stopped. Power additionally uses standards-based grading and formative assessments to gauge student learning and understanding of content.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

Power has focused their efforts for helping students see themselves in the curriculum by encouraging student voice and conversations around their identities and others within the school and society. Students specifically gain opportunities to explore their identity through book choices in ELA, the use of whiteboards to display their individual answers in science, and use of the design thinking process for product development. Each of these practices, teachers believe, provide individuality for students and how they can express themselves within the content in various ways. Many teachers spoke that they desired to be able to infuse more identity, diversity, justice, and action within the curriculum, although it does not lend itself to do that. Most resources around identity are currently gathered by teachers on a case-by-case basis; there was minimal evidence that this work is being on a systematic basis. The newest edition of the school's equity club promotes education and learning opportunities for students around identities such as race, gender, religion, and LGBTQIA+. A monthly newsletter created by students and sent out to all faculty, staff, and families.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, "How are we alike and different?" Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized.



Diversity is promoted and taught in multiple ways at Power through the curriculum and resources. The PBIS framework embeds empathy lessons which students are exposed to before gaining a better understanding of those who are the same and different from them. One example of religious diversity students learn is through the school's social studies religions studies. Students volunteer to go to other religious services different from their own. One student commented that they visited a religious service and was able to connect their learning from school to what they were exposed to. Additionally, students said they regularly receive exposure to other cultures, backgrounds, and religions, especially since the school is a diverse population. Within the curriculum content, Math and Technology provided details on their approach to support female students in underrepresented industries like Silicon Valley and mathematics performance, which are typically male-dominated. Teachers also reported the positive impact of providing different perspectives and looking in-depth at both sides of an issue. One student commented that there often is an error in the curriculum and they have had to correct it from a cultural perspective due to their direct experience and knowledge of the content.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, "Why are some people treated differently?" Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

The topic of Justice is often seen through the implementation of Restorative Practices at Power. Teaching students about injustices and why people are treated differently comes up within the circles that are used to repair relationships. Also, during WIN time, these conversations of justice are discussed, but mainly within the core teachers' classrooms. In Math, teachers reflected that the topic of justice does not come up very often. The school's equity team does provide content around justice within their monthly newsletters as well. This is an area for continued improvement.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, "What can I do about unfairness?" Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

As covered within the Justice topic, Restorative Practice strategies are used to help students take positive action against injustice. The school's PBIS framework additionally supports the use of collective action toward treating each other with respect and showing empathy. Limited evidence is embedded within the curriculum content around action. In the science curriculum, teachers provide students with a



conflict resolution training to learn how to work with each other and provide skills for listening with those that they disagree with. Power believes this is an area of improvement and would like more systematic, collective teaching around action.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools and serves as a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. Power has additionally provided training to teachers around cultural competence for two years, which allowed teachers to explore who they were and gain further development in diversity, equity, and inclusion. Other professional development offerings have been through discourse, student feedback, and building positive relationships. Building administration wants to improve teacher leadership through continuing professional development with cultural competency and the use of systematic strategies for current topics that are sensitive in nature. Teachers are highlighted as an area of strength for taking charge with building their capacity in the diversity, equity, and inclusion practices as the building administration provide the support to engage in these activities.

Representation:

Representation for the staff at Power is higher than the district's lack of diverse staff across the system. Many Stakeholders echoed the desire to have more staff that reflect the student and community makeup. Students commented that the diversity within the school personnel is fairly balanced. Some teachers believe representation on the staff could improve, for example, there is one Asian-American on staff and four women are in the Special Education department. One teacher commented that the maintenance staff always seems to be African-American, evidence of low representation on the teaching staff. Within the programming, such as honors classes, one teacher commented they mainly reflect mostly white and Indian students. Additionally, the building administration has looked at the disproportionate numbers of African-American students in special education and ways they want to ensure it is improved through instructional support at tier 2 and 3 levels of RTI.



General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family & Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of Power Middle to have more productive outreach within the community. By intentionally including the diverse parents and community members in which Power serves, there is a higher likelihood of active engagement among all presented ethnic and cultural backgrounds.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Diversity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups (race, religion, culture, and gender). However, there is minimal attempt to move the students toward action. This work is best infused through project-based and inquiry-based learning - which Power is in the process of implementing.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming is offered to all identity groups.

Quantitative Data Summary:

Students at Power Middle School feel mostly challenged and supported in their success, though there could be room for improvement. Students understand consequences and discipline is fair, according to the statistical data. Power Middle scored highly with emotional and physical safety, as well as fairness from teachers and the principal. The students also seemed reasonably content with social justice initiatives in curriculum and support from the staff, even though there is a lack of representation among the staff. Parent responses were more critical, though still quite positive in most results. The staff responses were comparable by percentage to the parents.

In comments, several students reported experiencing some level of bias, with issues involving racism, ableism (physical and intellectual), sizeism (height and weight), and saneism (mental health) being reported. Bullying seems to happen more than the numerical data reports, based on the comments that were then provided by students.



There are many different descriptions of what this bullying looks like within the school. Several of the adult comments mention not knowing enough about the school and what happens to answer the survey properly, but it is unclear if this is based on communication from the school itself or parents not participating in or paying attention to information from the school. There were a variety of comments disagreeing with discussing social justice and racial differences with students, citing it as an agenda being pushed by the school.

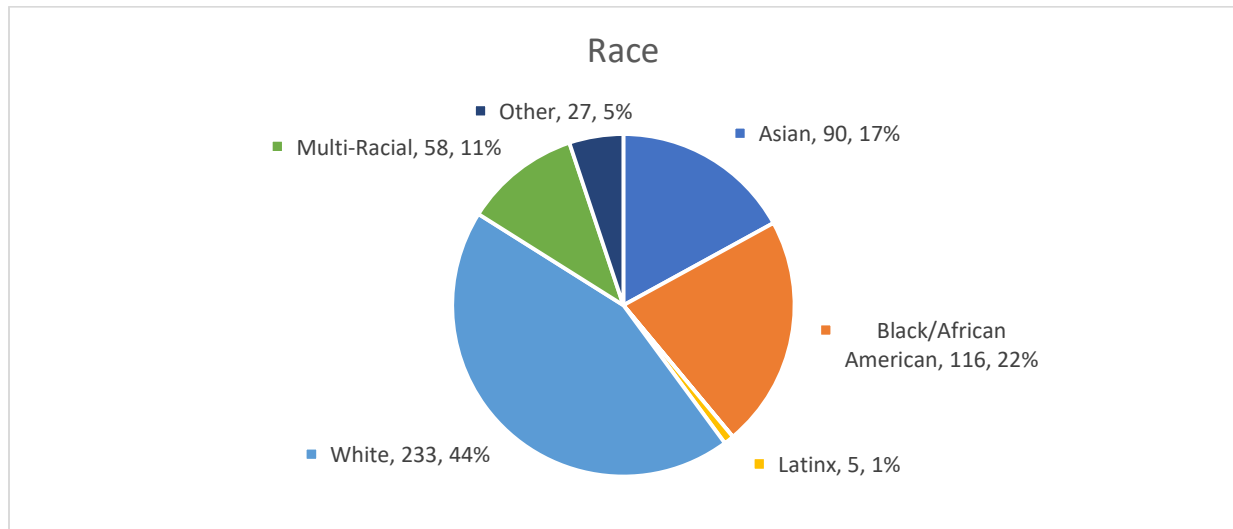


Farmington Public Schools: Survey Data Summary for Power Middle School

Student Data: Power Middle School

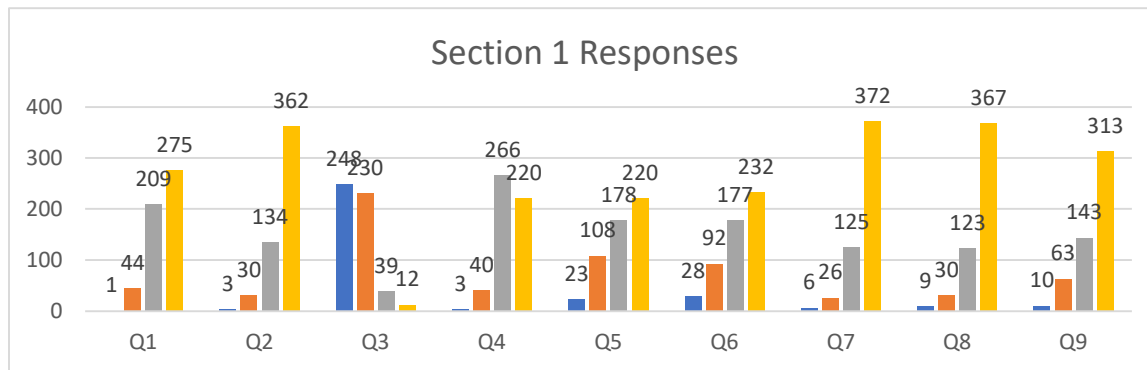
Student Data Respondents: 529

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.
- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.

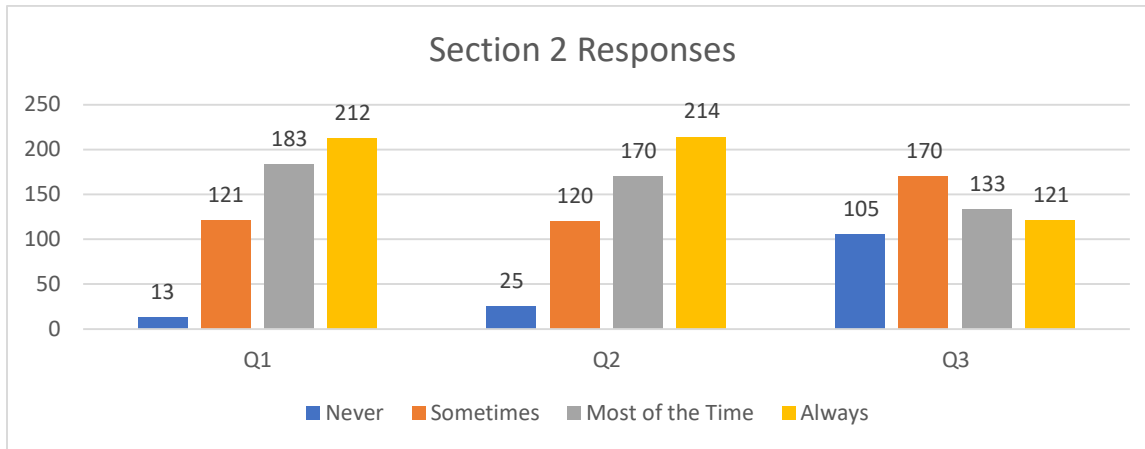


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Never	0%	1%	47%	1%	4%	5%	1%	2%	2%
Sometimes	8%	6%	43%	8%	20%	17%	5%	6%	12%
Most of the Time	40%	25%	7%	50%	34%	33%	24%	23%	27%
Always	52%	68%	2%	42%	42%	44%	70%	69%	59%



Section 2 Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people both in and out of school.
- Q3: I am involved with extra-curricular activities.

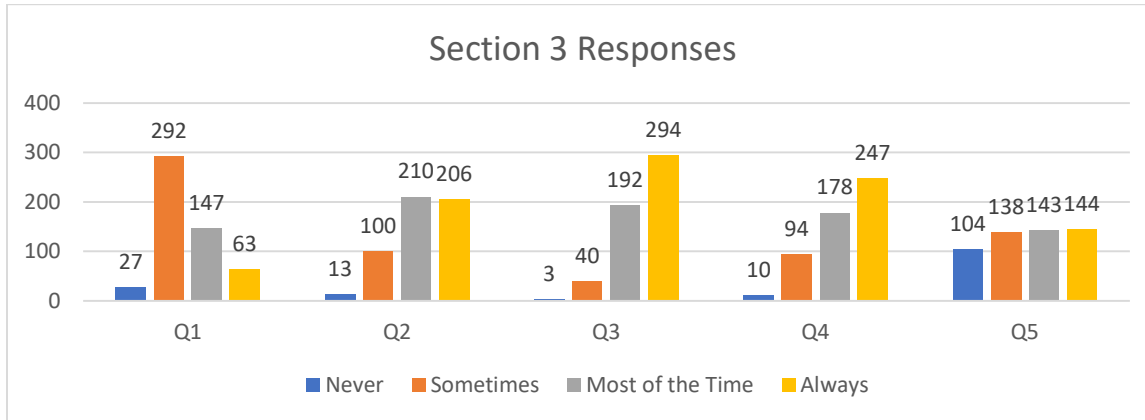


	Q1	Q2	Q3
Never	2%	5%	20%
Sometimes	23%	23%	32%
Most of the Time	35%	32%	25%
Always	40%	40%	23%



Section 3 Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for work and how it will be graded.
- Q4: I am given support when needed.
- Q5: I am encouraged to be in challenging classes (AP, Honors, etc.).

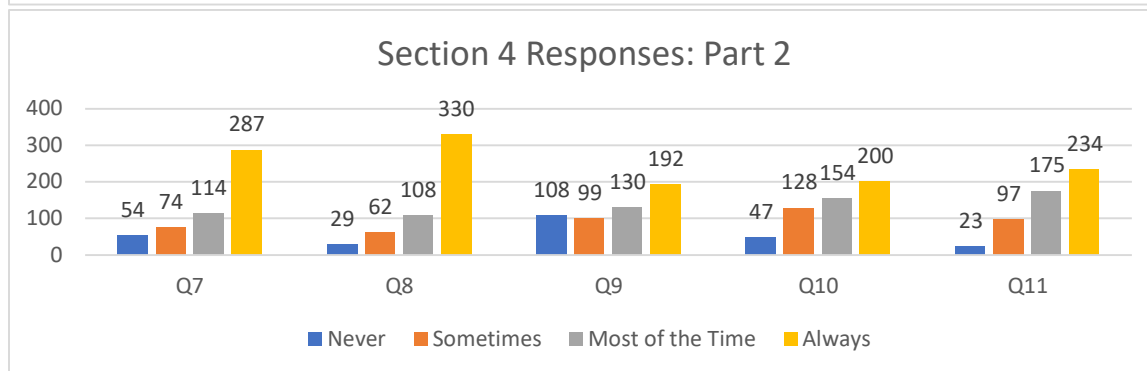
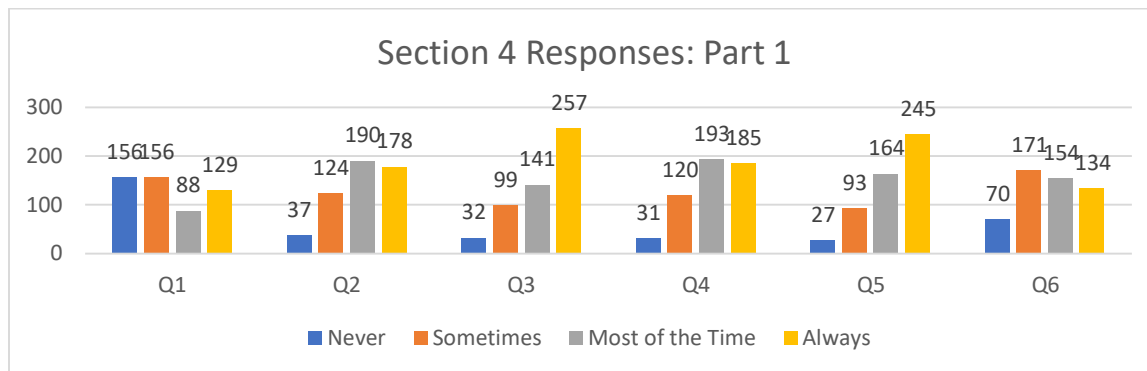


	Q1	Q2	Q3	Q4	Q5
Never	5%	2%	1%	2%	20%
Sometimes	55%	19%	8%	18%	26%
Most of the Time	28%	40%	36%	34%	27%
Always	12%	39%	56%	47%	27%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am proud of who I am and can say that without feeling better than anyone else.
- Q6: I am curious about how people are similar to and different from me.
- Q7: I understand that people are often treated differently based on their identities.
- Q8: I recognize unfairness and injustice (in history and current times).
- Q9: I am aware of advantages I have based on my identities.
- Q10: I am taught skills on how to stand up against injustice.
- Q11: I take responsibility for standing up to injustice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Never	29%	7%	6%	6%	5%	13%	10%	5%	20%	9%	4%
Sometimes	29%	23%	19%	23%	18%	32%	14%	12%	19%	24%	18%
Most of the Time	17%	36%	27%	36%	31%	29%	22%	20%	25%	29%	33%
Always	24%	34%	49%	35%	46%	25%	54%	62%	36%	38%	44%

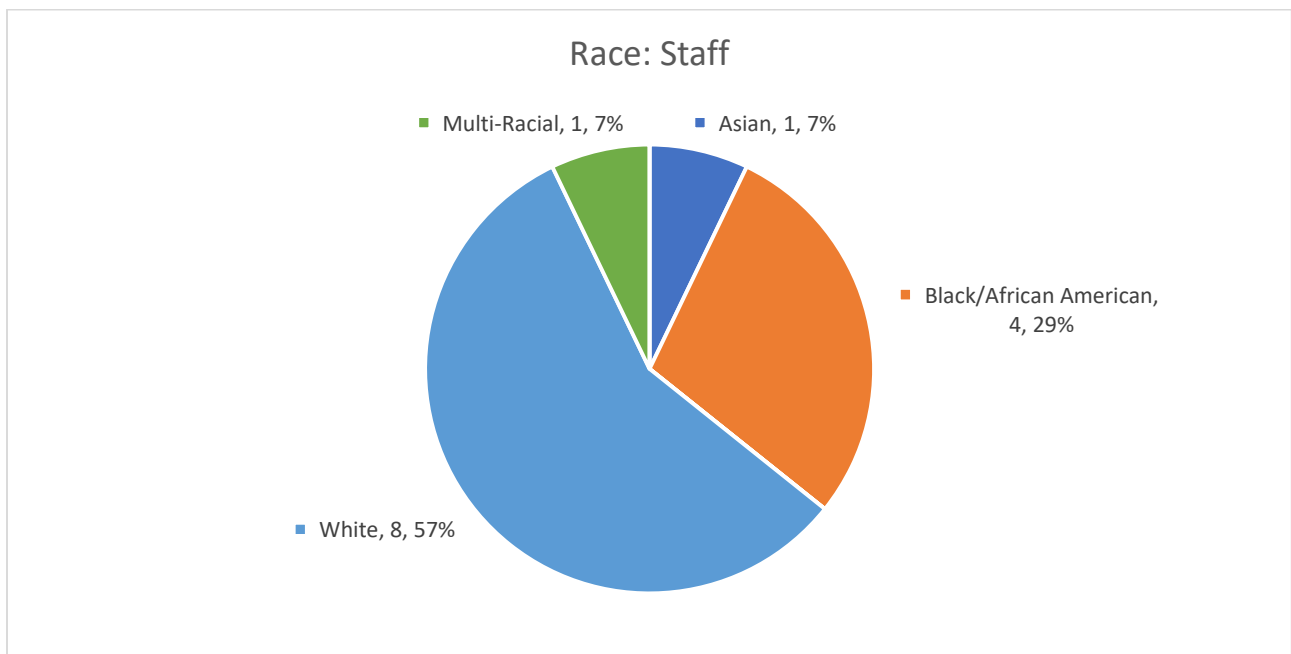
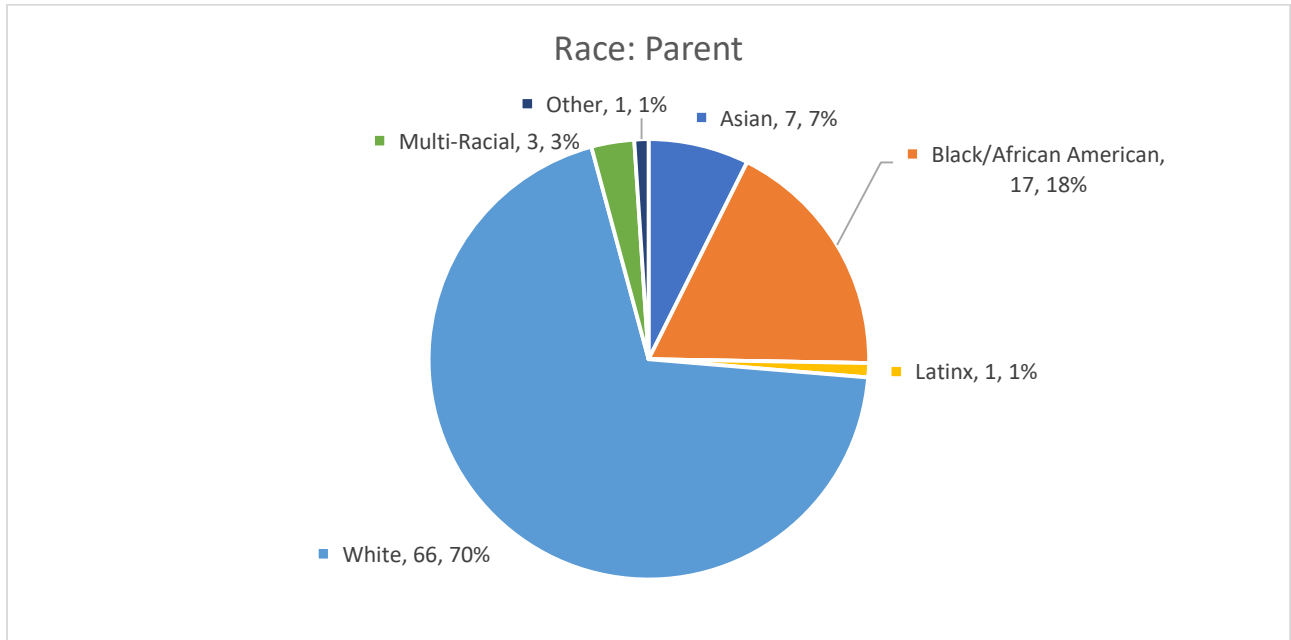


Adult Data: Power Middle School

Parent Survey Respondents: 94

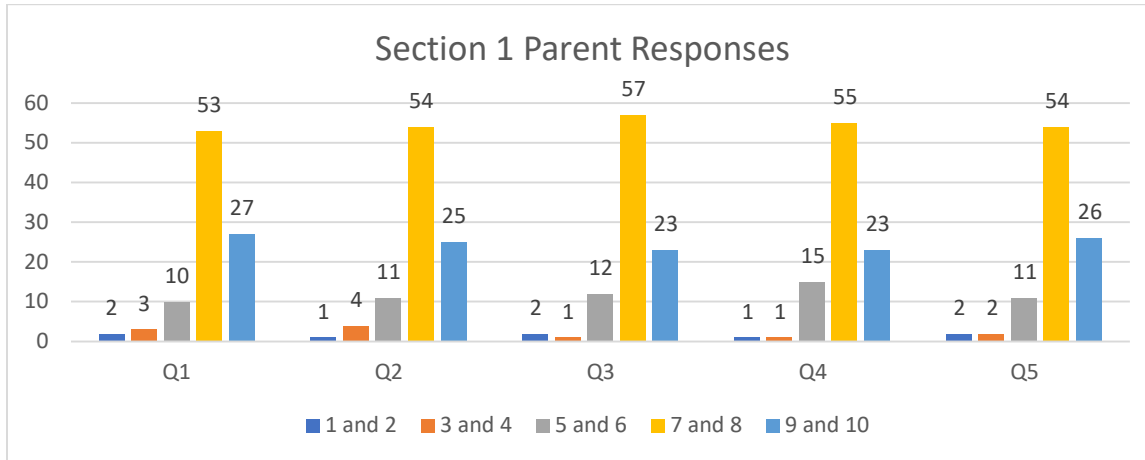
Staff Survey Respondents: 14

Race of Respondents: *(Recorded using categories reflecting the US Census)*



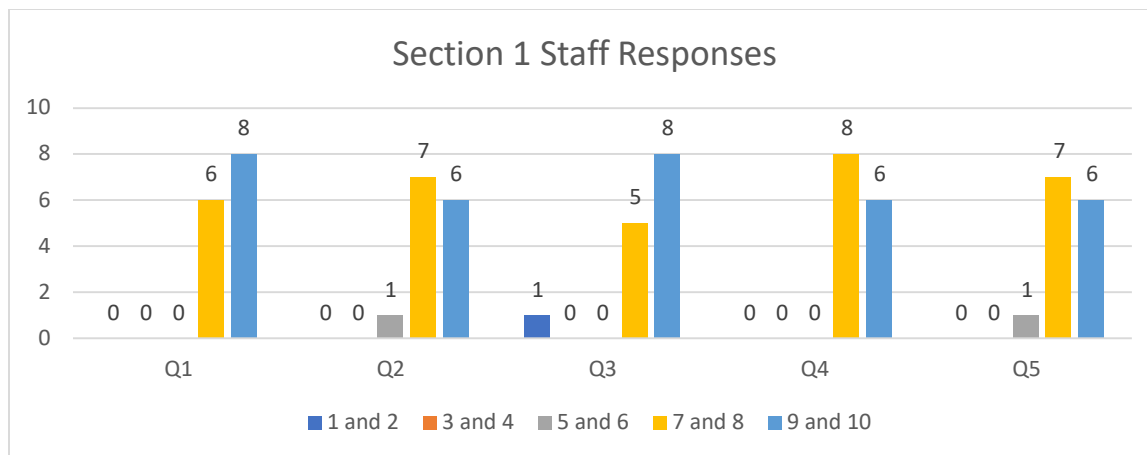
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



	Q1	Q2	Q3	Q4	Q5
1&2	2%	1%	2%	1%	2%
3&4	3%	4%	1%	1%	2%
5&6	11%	12%	13%	16%	12%
7&8	56%	57%	60%	58%	57%
9&10	28%	26%	24%	24%	27%



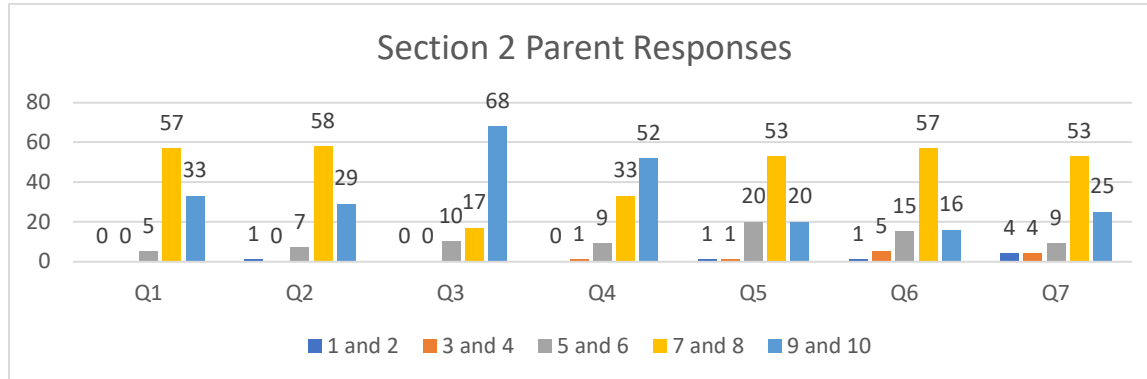


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	7%	0%	0%
3&4	0%	0%	0%	0%	0%
5&6	0%	7%	0%	0%	7%
7&8	43%	50%	36%	57%	50%
9&10	57%	43%	57%	43%	43%



Section 2 Questions and Responses

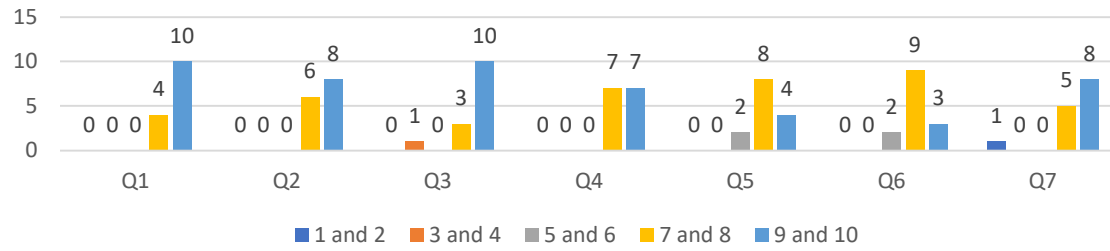
- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	1%	0%	0%	1%	1%	4%
3&4	0%	0%	0%	1%	1%	5%	4%
5&6	5%	7%	11%	9%	21%	16%	9%
7&8	60%	61%	18%	35%	56%	61%	56%
9&10	35%	31%	72%	55%	21%	17%	26%



Section 2 Staff Responses

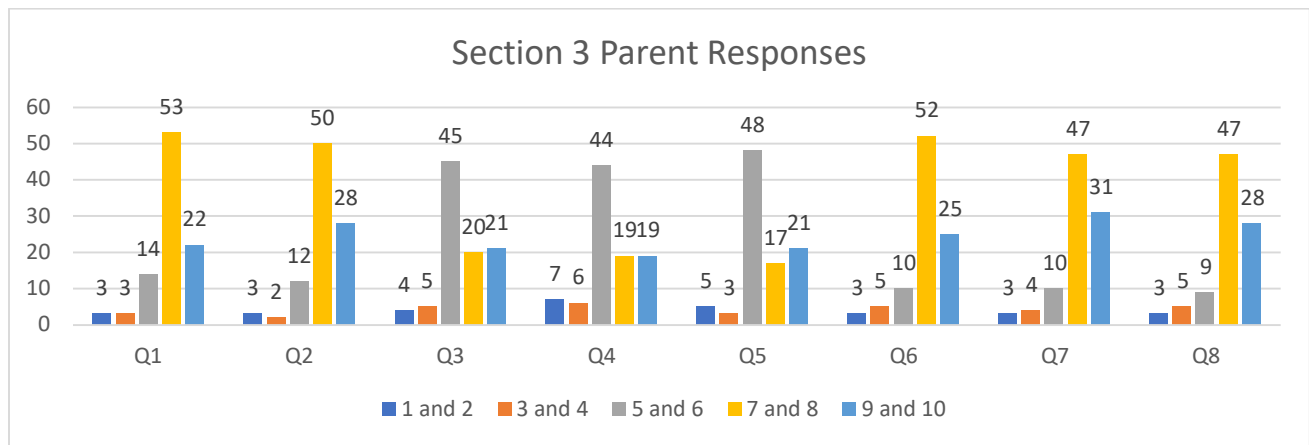


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	7%
3&4	0%	0%	7%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	14%	14%	0%
7&8	29%	43%	21%	50%	57%	64%	36%
9&10	71%	57%	71%	50%	29%	21%	57%



Section 3 Questions and Responses

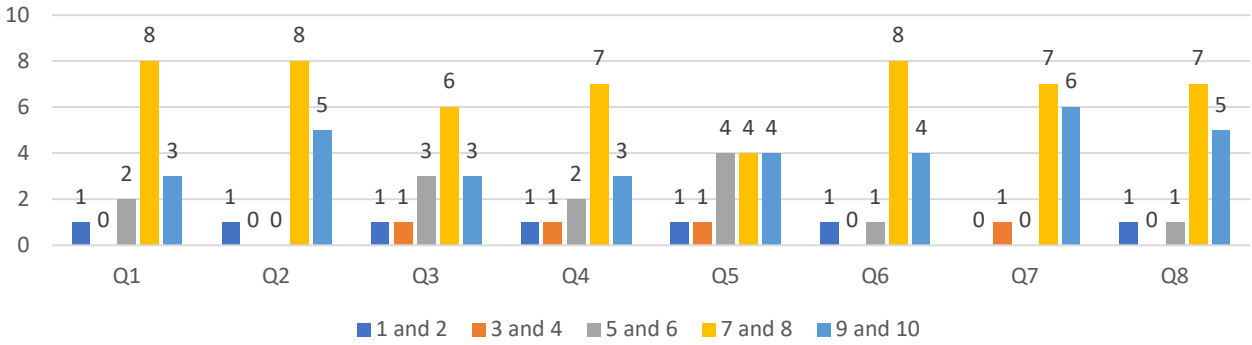
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	3%	3%	4%	7%	5%	3%	3%	3%
3&4	3%	2%	5%	6%	3%	5%	4%	5%
5&6	15%	13%	47%	46%	51%	11%	11%	10%
7&8	56%	53%	21%	20%	18%	55%	49%	51%
9&10	23%	29%	22%	20%	22%	26%	33%	30%



Section 3 Staff Responses

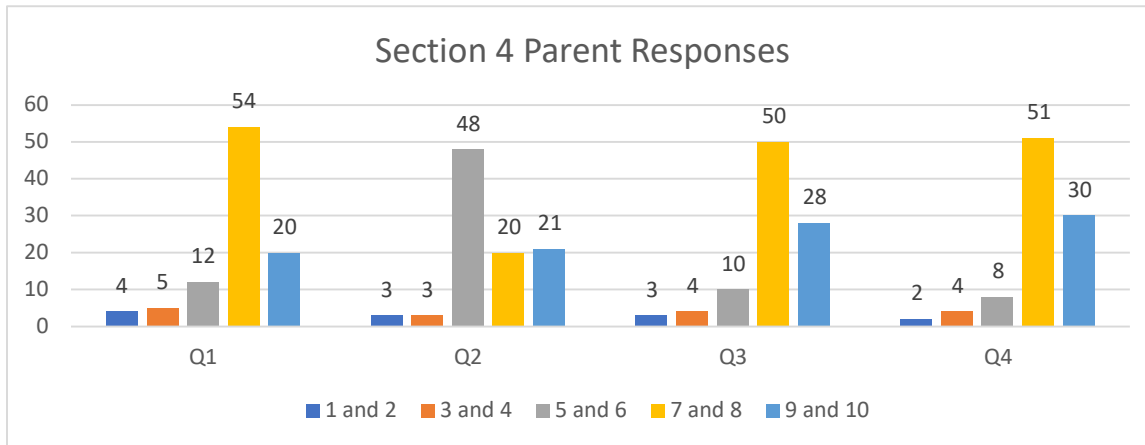


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	7%	7%	7%	7%	7%	7%	0%	7%
3&4	0%	0%	7%	7%	7%	0%	7%	0%
5&6	14%	0%	21%	14%	29%	7%	0%	7%
7&8	57%	57%	43%	50%	29%	57%	50%	50%
9&10	21%	36%	21%	21%	29%	29%	43%	36%



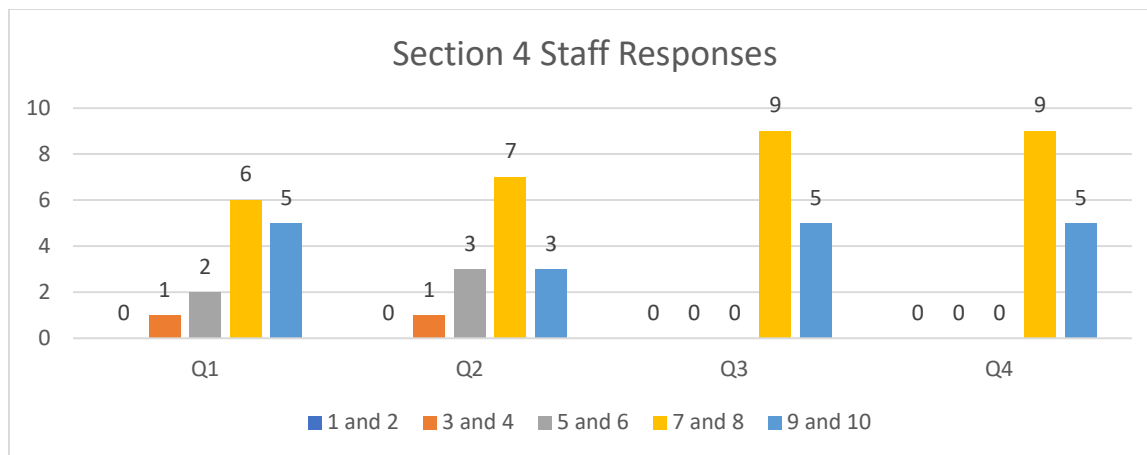
Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



	Q1	Q2	Q3	Q4
1&2	4%	3%	3%	2%
3&4	5%	3%	4%	4%
5&6	13%	51%	11%	8%
7&8	57%	21%	53%	54%
9&10	21%	22%	29%	32%



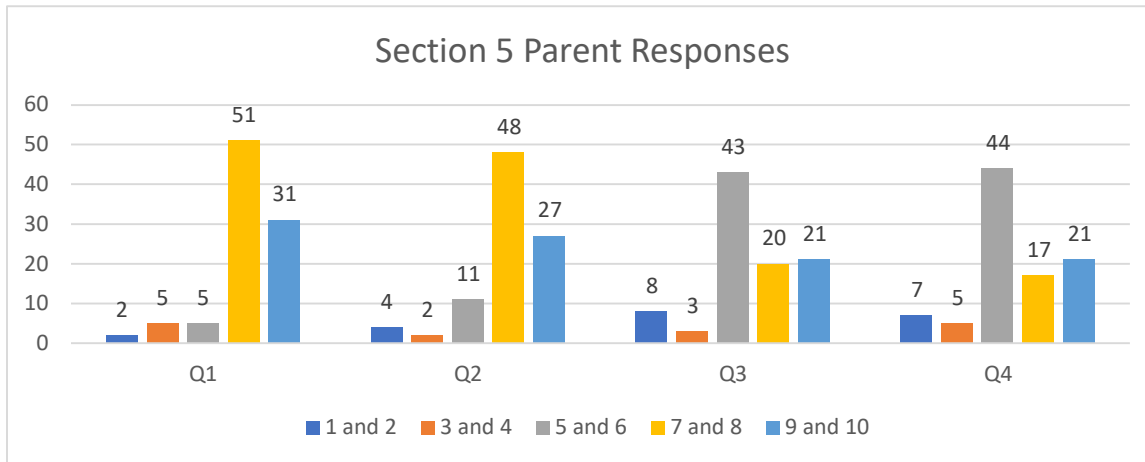


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	7%	7%	0%	0%
5&6	14%	21%	0%	0%
7&8	43%	50%	64%	64%
9&10	36%	21%	36%	36%



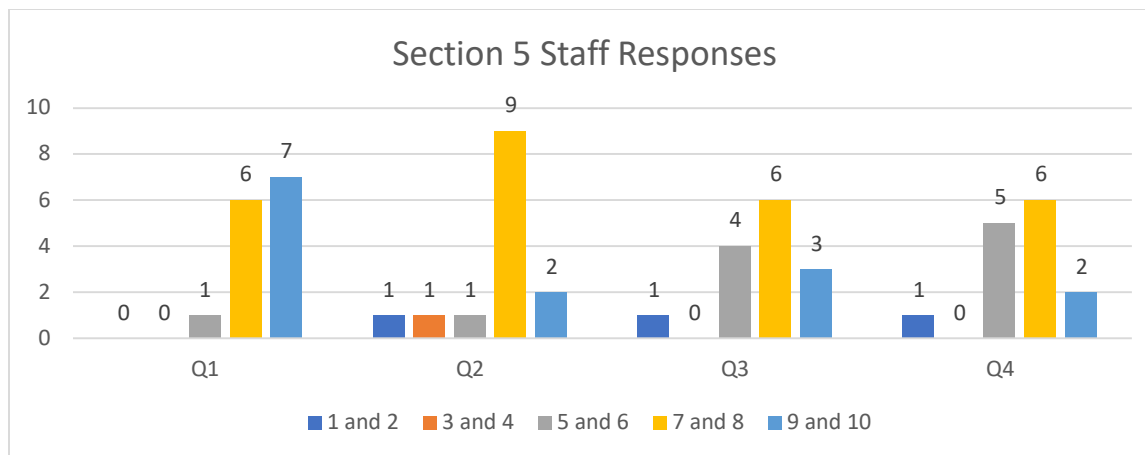
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



	Q1	Q2	Q3	Q4
1&2	2%	4%	8%	7%
3&4	5%	2%	3%	5%
5&6	5%	12%	45%	47%
7&8	54%	52%	21%	18%
9&10	33%	29%	22%	22%





	Q1	Q2	Q3	Q4
1&2	0%	7%	7%	7%
3&4	0%	7%	0%	0%
5&6	7%	7%	29%	36%
7&8	43%	64%	43%	43%
9&10	50%	14%	21%	14%



Warner Middle School

US² had the opportunity to meet with 38 people (breakdown below) within the Warner community on June 9, 2021 between 9:00am-3:00pm ET. During our time with Warner Middle School, we held open ‘office hours’ and provided an opportunity for stakeholders to meet with us on a more informal basis due to extenuating circumstances with tragic events that occurred during the last few months of the 2020/2021 school year.

- Students: 7
- Parents: 2
- Staff Members: 27
- Administrators: 2

During our conversations, we were able to gather information for all areas identified within the Equity Audit and have synthesized information below, specific to Warner Middle School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

Warner has a growing Restorative Practices (RP) program. They have several trained RP facilitators within the building, and these facilitators are brought in for both proactive and reactive situations. Using Restorative Practices regularly in the classroom gives students the ability to have a voice, see their value to the classroom, ask questions, and experience a better understanding around rules and discipline within the school. Students raised some concerns around the bullying that takes place among students, citing religious differences and homophobia as two of the reasons this occurs. Teachers sometimes do not seem responsive to the bullying, but students are unsure if this is because students will make sure the teachers don’t hear or see it, or if it is because there are some teachers that are more accepting than others. Staff and administration have gone through many trainings around diversity, equity, and inclusion, and as those trainings are implemented within the classrooms, students will most likely start to see an improvement in this trend.



Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).

The parents interviewed from Warner expressed that they appreciate the committees that they are a part of at the district level. They are also glad to see that the district is starting to take their opinions on curriculum into account; however, the parents also feel that the district rushes into curriculum changes without giving staff proper training or solid communication of these changes to the families, which sometimes leads to a disconnect of the changes feeling more like an afterthought, instead of something urgent and important to get right. The parents were pleased with how Warner is handling diversity issues within their own walls, and they would like to see the district follow suit.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Due to the structure of the focus group interviews being less formal, very little evidence was provided around how the pedagogical practices reflect an inclusive environment. When speaking to the students, they felt as if some of the teachers provide opportunities for collaboration with their peers. When speaking to the staff, differentiated instruction was discussed when working with students identified within Special Education and minimal differentiation for students in the classroom who were receiving Tier I (core) instruction. There were discussions among many of the stakeholders around grading practices and equitable assessments; at the same time, there was minimal evidence to show either a strength or area of improvement.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

Students at Warner who come from diverse backgrounds rely on the curriculum to open the conversations around identity and pride. Based on the family dynamics of



some of the students, there are several who are less open to JEDI work based on what they hear from their parents. Students are given the opportunity to receive mentorship and tutoring through the school, which can help them achieve while meeting needs individually, and this can also make sure students do not feel “othered” when they learn differently than other students. In subjects like science and English, teachers are attempting to pay attention to social nuances in story problems and learning examples and try to bring in information around cultures that are seen in Farmington Public Schools. Providing positive role models and obtainable achievement markers lets students be themselves. Warner also has their own bathroom policy around gender identity that allows students to use the bathroom that best matches with their identities, which can help embrace students in a way that allows them to better focus on the curriculum.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized.

Warner Middle School has a diversity club for its students with a fair amount of participation. Within this diversity club, called “U Matter,” students explore their similarities and differences to students from various backgrounds and cultures. “U Matter” also works together to put on diversity events within the school. For curriculum, specifically, parents are seeing positive changes, and teachers are asking for the ability to make more of those changes. Some teachers found that remote learning over the last year made embracing diversity difficult, because navigating things like language barriers on the internet made it exceptionally hard to reach students for whom English is not their first language. Staff was also unsure of how to implement changes to curriculum during COVID-19, though they were able to work with the RP coordinators to give students opportunities to demonstrate where they need support and to understand their strengths and weaknesses. RP is implemented into most aspects of curriculum at Warner, and this, in itself, will assist in exploring diversity.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.



Within topics of Justice, some teachers and students pointed out that there still appears to be disproportionality in discipline, leading to the assumption that Justice is not addressed as much as it could be within the school walls. Student use what they see in differences as a way to attack other students, and the students are not always equipped to understand why they are receiving discrimination, nor do they have the resources to do something about it. Restorative Practices is one area where Justice can be seen at Warner, because their implementation of Restorative Justice helps demonstrate a healthy way to navigate power and privilege, while still seeing the oppression that can be caused by disproportionality.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

Action was a topic that was not well-addressed by the interview points. Other than having a diversity club and working with students to meet them where they are at, there were not many areas identified that could be considered action within curriculum.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Teachers at Warner have undergone several trainings around anti-racism efforts and navigating bias. Because of the pandemic, teachers have been struggling to implement the things they have learned. As students come back to school, some of the teachers will be excited and ready to deliver on this new knowledge, while there are some others that do not seem as thrilled about taking their curriculum in a different direction. It is important that all staff demonstrates a level of tolerance, understanding, and love toward someone who is different than them, because the students at Warner are ready and willing to repeat whatever was said. It would be beneficial for staff to be mindful that bullying is an issue, especially verbal/emotional bullying, and that should they hear or see this occurring, interventions can be demonstrated to show other students that teachers are supportive of diverse identities and follow Restorative Justice principles when discipline is needed.



Representation:

Representation was identified as an ongoing issue at Warner, with students, parents, administration, and staff all saying that it is a district-wide issue that needs specific focus around recruitment strategies as new staff are brought on board. Currently, Warner staff is primarily white, and primarily female, which is common for suburban educational systems. Students and families are hoping that the staff starts diversifying, so that students can see themselves not only in the curriculum, but within the classroom walls, too. Of staff who responded to the survey, 85% identified themselves as white.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Family & Community Engagement was noted as a strength while Teacher Leadership was noted as an area for improvement.

While looking at Instruction specifically, it would benefit the students of Warner Middle to have more explicit instruction in the areas of Identity, Diversity, Justice, and Action. By intentionally including all identities and having explicit instruction, there is a higher likelihood of avoiding unintentional exclusion. From the reports given by the students, there are major influencing factors into bias and discrimination from situations at home, which leads to explicit bias within the classroom that is not always caught by staff. Including all four concepts, especially improving on Justice and Action, will help begin the conversations as to why bullying and discrimination are no longer welcome in the school.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Diversity was noted as a strength while Action was noted as an area for improvement. A notable piece about Warner is that they were mourning a loss as a community at the time of the audit, and because of this, we, as an organization, limited our time and engagement to allow the community the space that they needed. Based on the information we collected, Action was not a piece that was being addressed much, with justice not being far behind. Students have the ability to embrace themselves and their differences, though they don't always have the tools to move beyond that discussion.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, including continuing discussions around Restorative Practices and advancing the work around Justice and Action.



Quantitative Data Summary:

Warner Middle School students are very aware of the consequences for their actions and feel as if they are reasonable and equal to that of other students. However, the students also reported slightly lower scores for the teachers being fair. Student data showed that seeing adults who look like them in the school, being taught multiple perspectives, and staff members speaking up around fairness may also have room for improvement. Student comments reflected a lot of positivity around the school. Awareness of advantages over other students was ranked very low in comparison, though this could be if the students read this as advantages over each other, or on the level of systemic privilege. Some comments mentioned that bullying does occur, based on who is seen as popular and the way people look.

Parent data was mostly positive responses. Categories ranked fairly high on average, other than students being engaged with material and being taught multiple perspectives. Staff members speaking up around unfairness also had room for improvement. The staff responses were overwhelmingly positive, and seemingly not in line with the students or parents. The community response was extremely negative, and there was only one respondent for that category of stakeholders. Parent and community comments revolved a lot around covid decisions impacting student learning, some in support and some against the way the school handled things. There was also feedback regarding the way the district communicated information about the Capitol riots and Black Lives Matter that made them uncomfortable. There were several parent comments around needing improvement on communication methods.

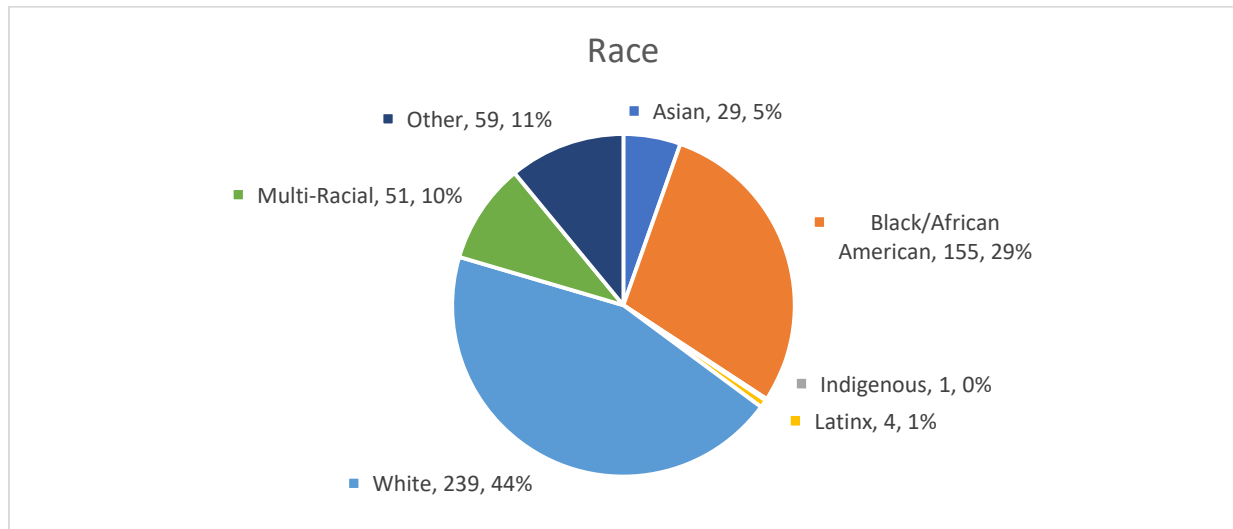


Farmington Public Schools: Survey Data Summary for Warner Middle School

Student Data: Warner Middle School

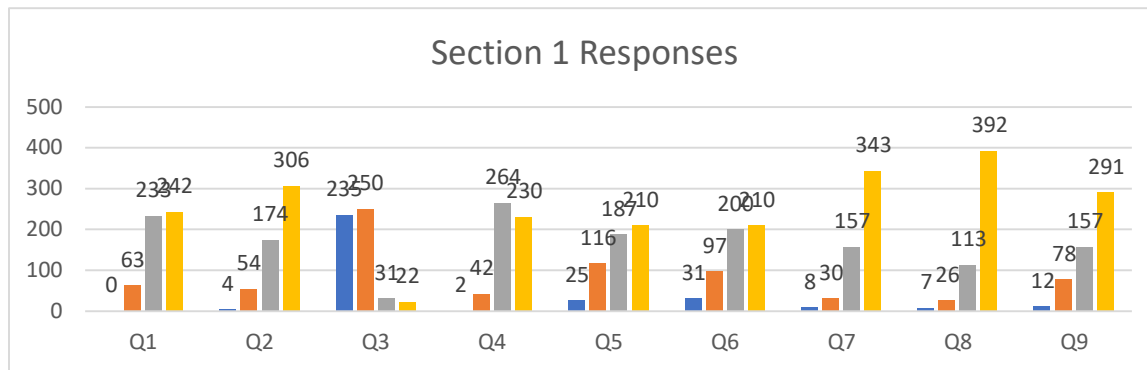
Student Data Respondents: 537

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.
- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.

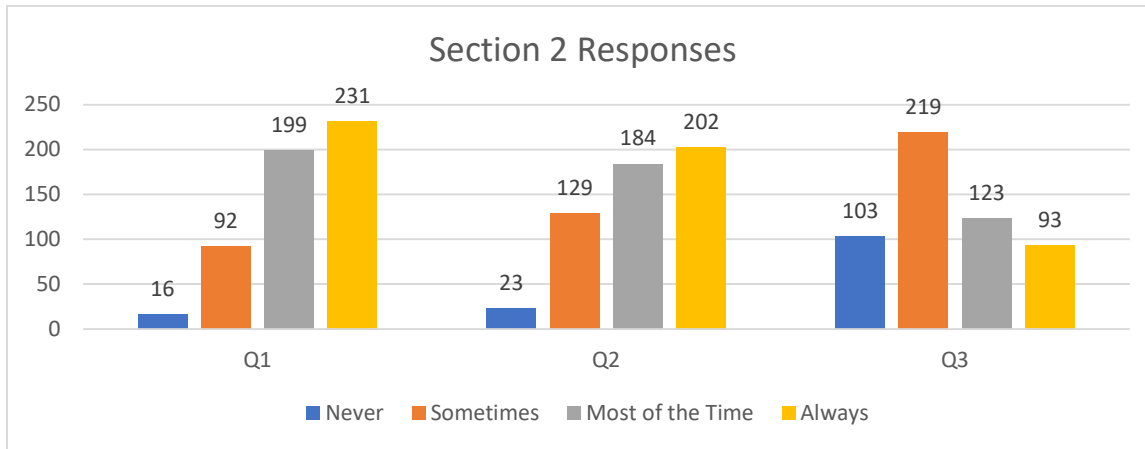


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Never	0%	1%	44%	0%	5%	6%	1%	1%	2%
Sometimes	12%	10%	46%	8%	22%	18%	6%	5%	14%
Most of the Time	43%	32%	6%	49%	35%	37%	29%	21%	29%
Always	45%	57%	4%	43%	39%	39%	64%	73%	54%



Section 2 Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people both in and out of school.
- Q3: I am involved with extra-curricular activities.

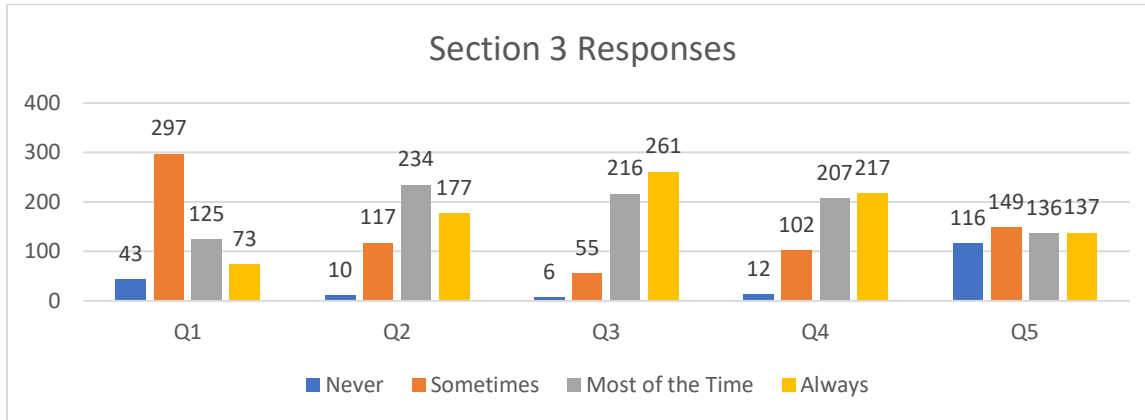


	Q1	Q2	Q3
Never	3%	4%	19%
Sometimes	17%	24%	41%
Most of the Time	37%	34%	23%
Always	43%	38%	17%



Section 3 Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for work and how it will be graded.
- Q4: I am given support when needed.
- Q5: I am encouraged to be in challenging classes (AP, Honors, etc.).

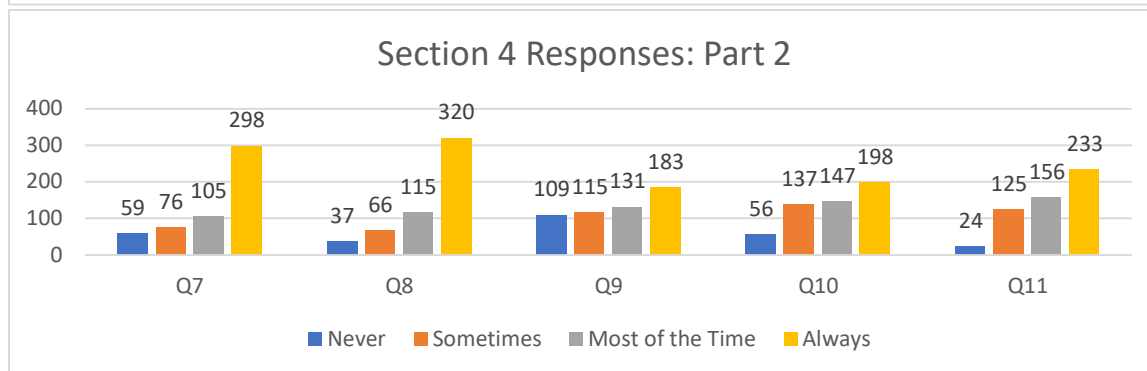
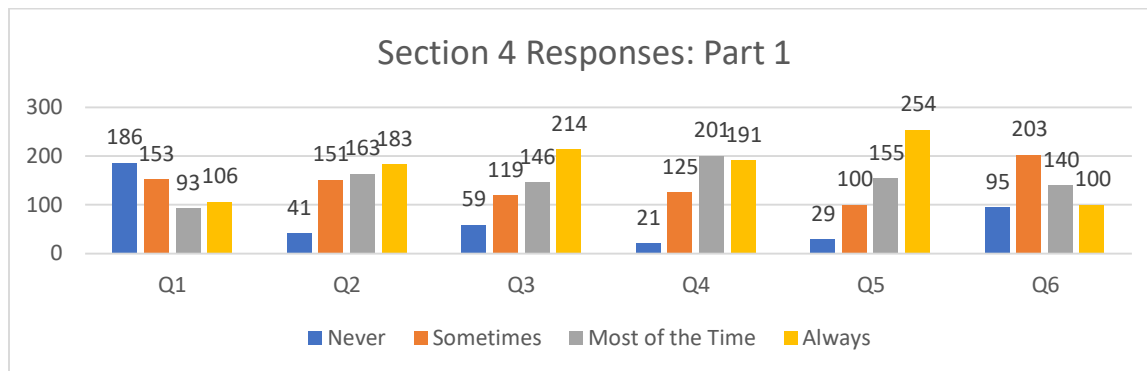


	Q1	Q2	Q3	Q4	Q5
Never	8%	2%	1%	2%	22%
Sometimes	55%	22%	10%	19%	28%
Most of the Time	23%	43%	40%	38%	25%
Always	14%	33%	49%	40%	25%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am proud of who I am and can say that without feeling better than anyone else.
- Q6: I am curious about how people are similar to and different from me.
- Q7: I understand that people are often treated differently based on their identities.
- Q8: I recognize unfairness and injustice (in history and current times).
- Q9: I am aware of advantages I have based on my identities.
- Q10: I am taught skills on how to stand up against injustice.
- Q11: I take responsibility for standing up to injustice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Never	35%	8%	11%	4%	5%	18%	11%	7%	20%	10%	4%
Sometimes	28%	28%	22%	23%	19%	38%	14%	12%	21%	25%	23%
Most of the Time	17%	30%	27%	37%	29%	26%	20%	21%	24%	27%	29%
Always	20%	34%	40%	36%	47%	19%	55%	59%	34%	37%	43%



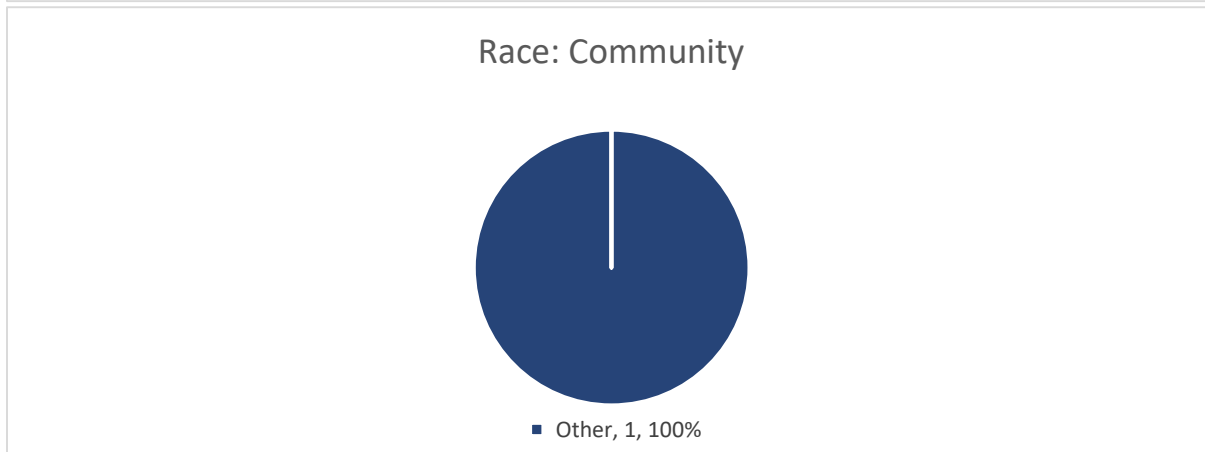
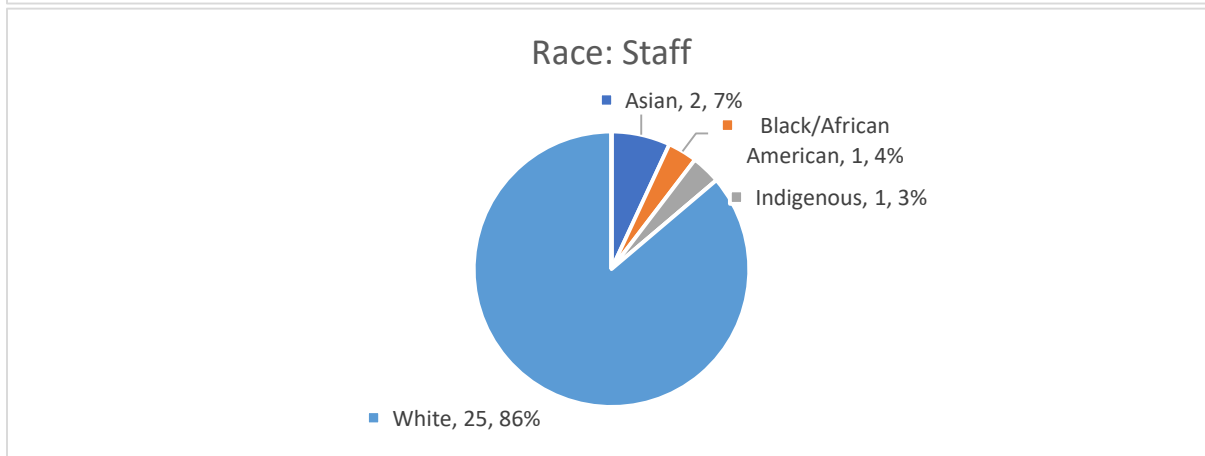
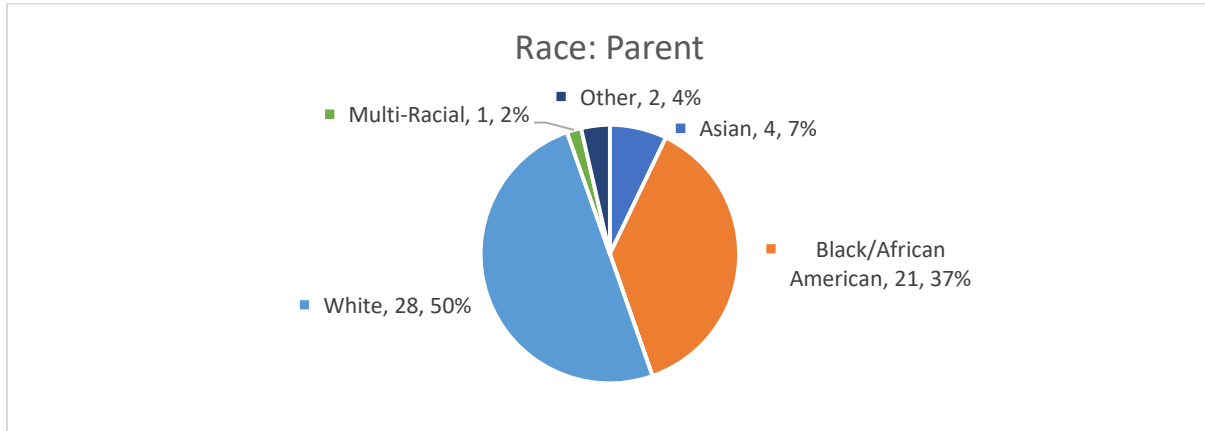
Adult Data: Warner Middle School

Parent Survey Respondents: 56

Staff Survey Respondents: 29

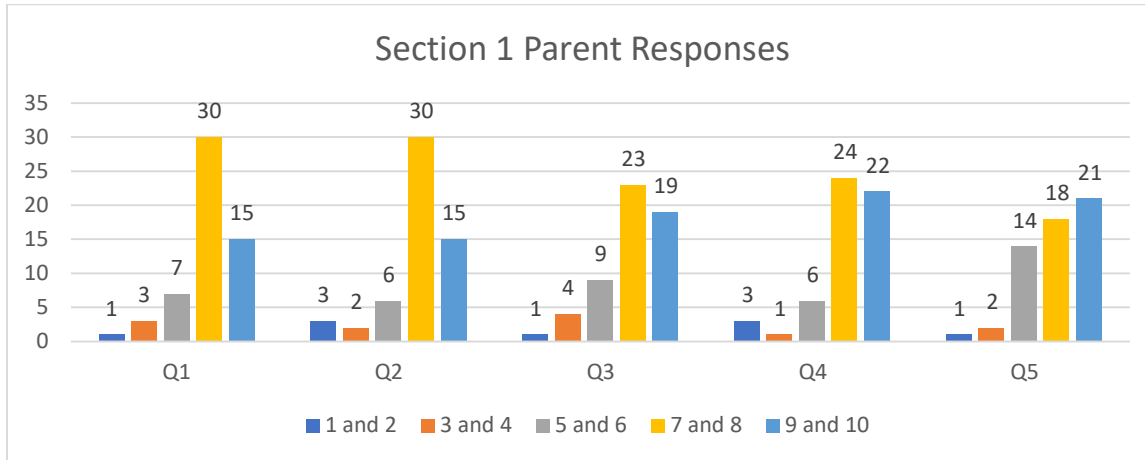
Community Survey Respondents: 1

Race of Respondents: *(Recorded using categories reflecting the US Census)*



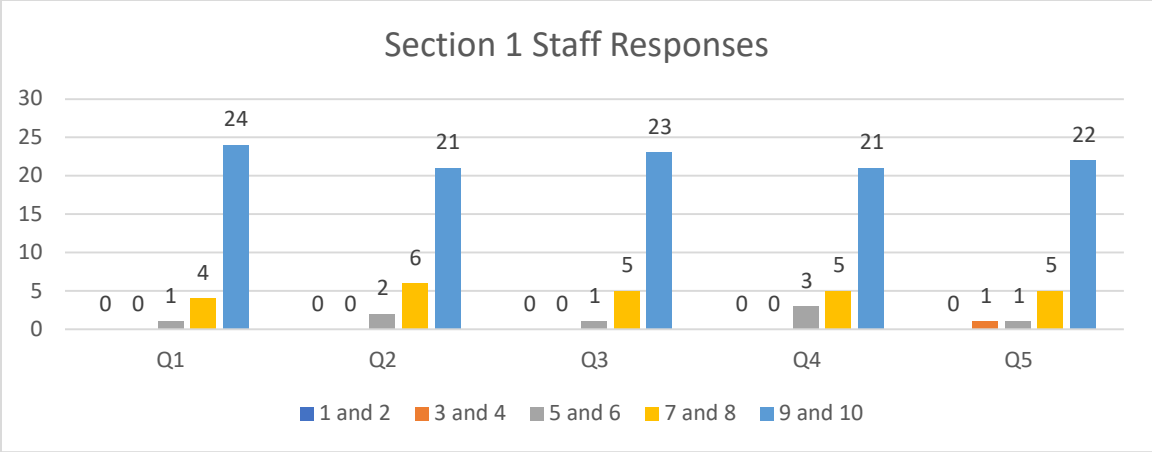
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



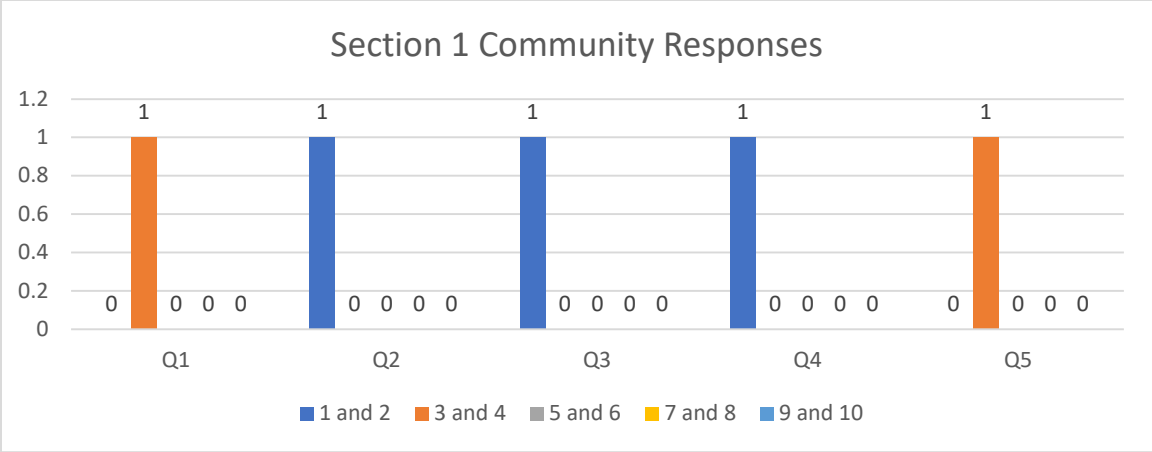
	Q1	Q2	Q3	Q4	Q5
1&2	2%	5%	2%	5%	2%
3&4	5%	4%	7%	2%	4%
5&6	13%	11%	16%	11%	25%
7&8	54%	54%	41%	43%	32%
9&10	27%	27%	34%	39%	38%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	3%
5&6	3%	7%	3%	10%	3%
7&8	14%	21%	17%	17%	17%
9&10	83%	72%	79%	72%	76%



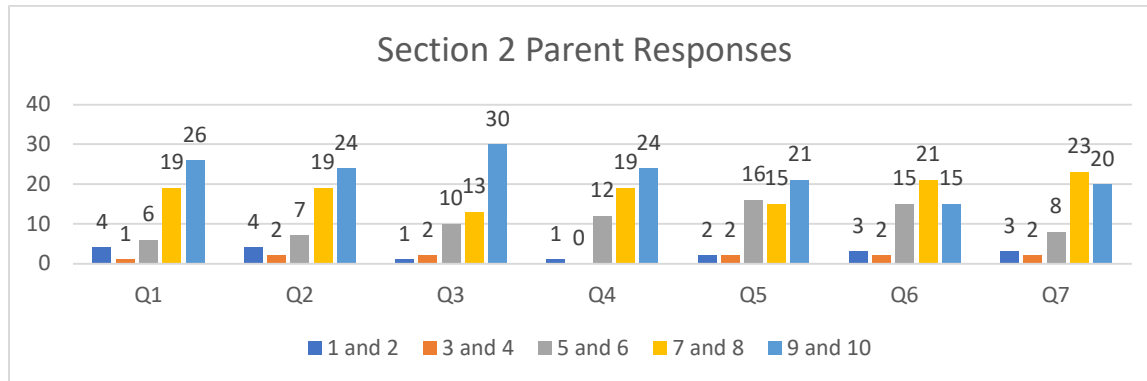


	Q1	Q2	Q3	Q4	Q5
1&2	0%	100%	100%	100%	0%
3&4	100%	0%	0%	0%	100%
5&6	0%	0%	0%	0%	0%
7&8	0%	0%	0%	0%	0%
9&10	0%	0%	0%	0%	0%



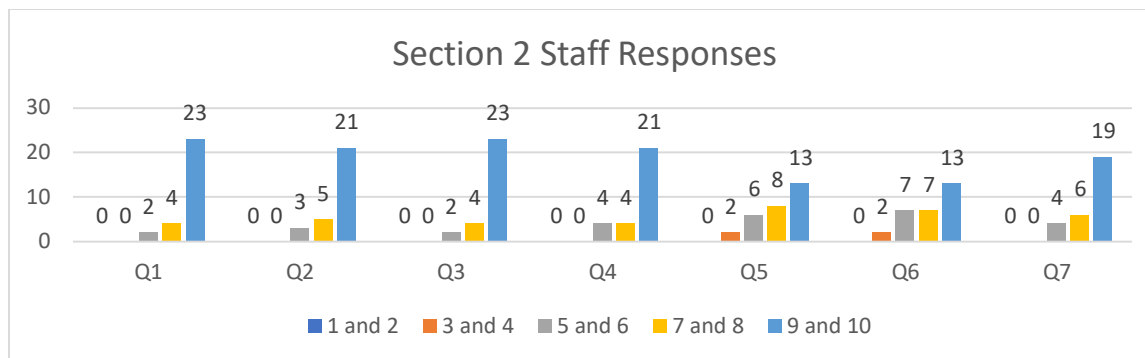
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



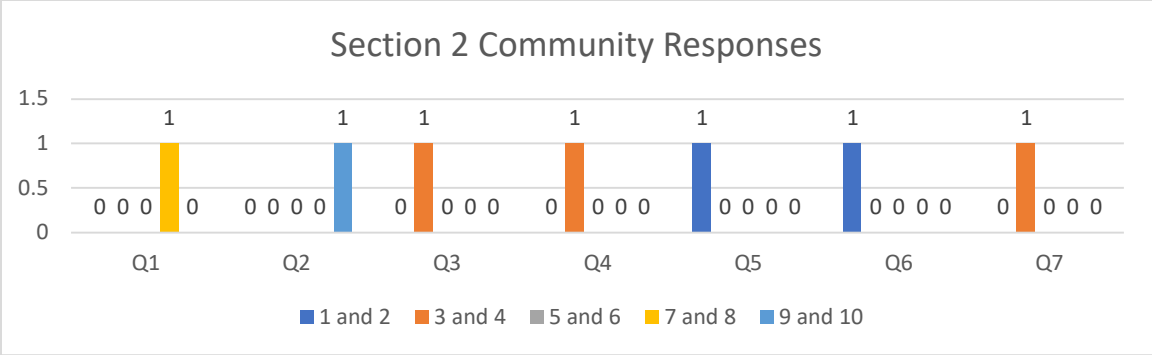
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	7%	7%	2%	2%	4%	5%	5%
3&4	2%	4%	4%	0%	4%	4%	4%
5&6	11%	13%	18%	21%	29%	27%	14%
7&8	34%	34%	23%	34%	27%	38%	41%
9&10	46%	43%	54%	43%	38%	27%	36%





	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	7%	7%	0%
5&6	7%	10%	7%	14%	21%	24%	14%
7&8	14%	17%	14%	14%	28%	24%	21%
9&10	79%	72%	79%	72%	45%	45%	66%



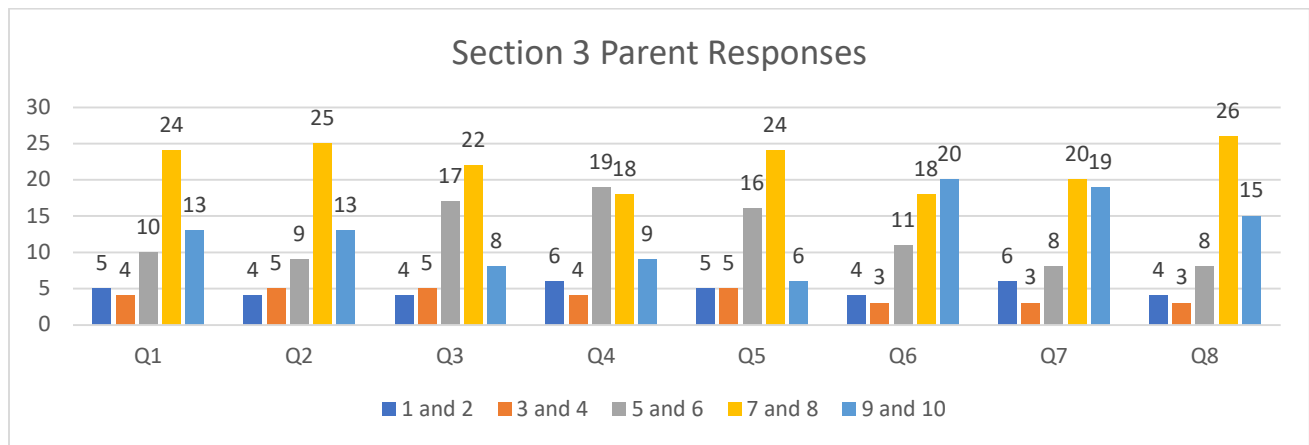


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	100%	100%	0%
3&4	0%	0%	100%	100%	0%	0%	100%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	100%	0%	0%	0%	0%	0%	0%
9&10	0%	100%	0%	0%	0%	0%	0%



Section 3 Questions and Responses

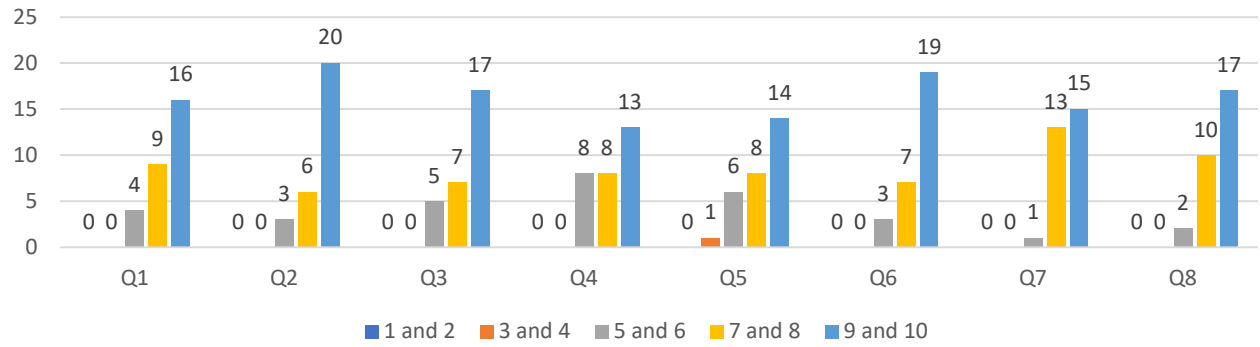
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	9%	7%	7%	11%	9%	7%	11%	7%
3&4	7%	9%	9%	7%	9%	5%	5%	5%
5&6	18%	16%	30%	34%	29%	20%	14%	14%
7&8	43%	45%	39%	32%	43%	32%	36%	46%
9&10	23%	23%	14%	16%	11%	36%	34%	27%

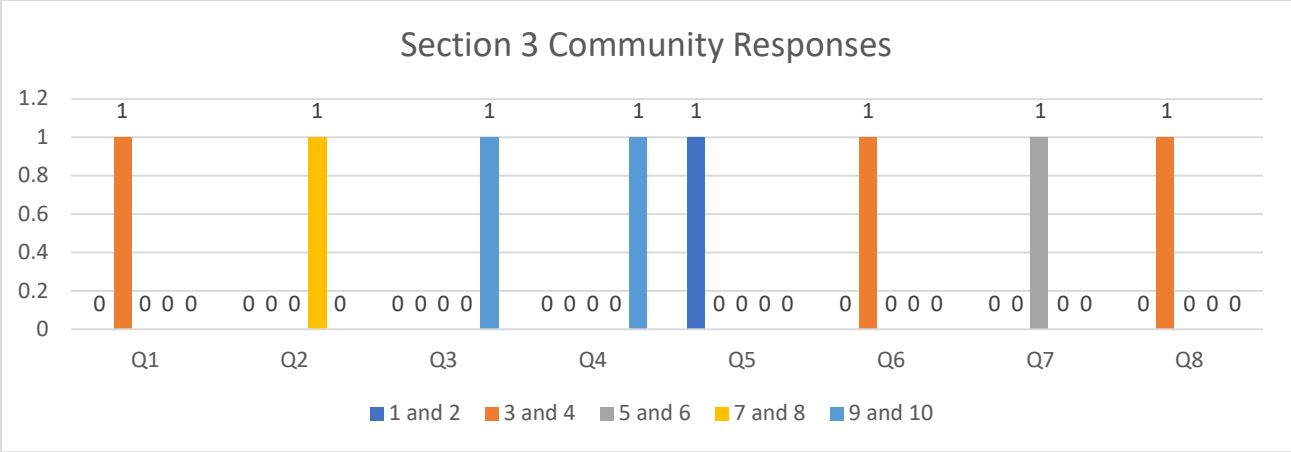


Section 3 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	3%	0%	0%	0%
5&6	14%	10%	17%	28%	21%	10%	3%	7%
7&8	31%	21%	24%	28%	28%	24%	45%	34%
9&10	55%	69%	59%	45%	48%	66%	52%	59%



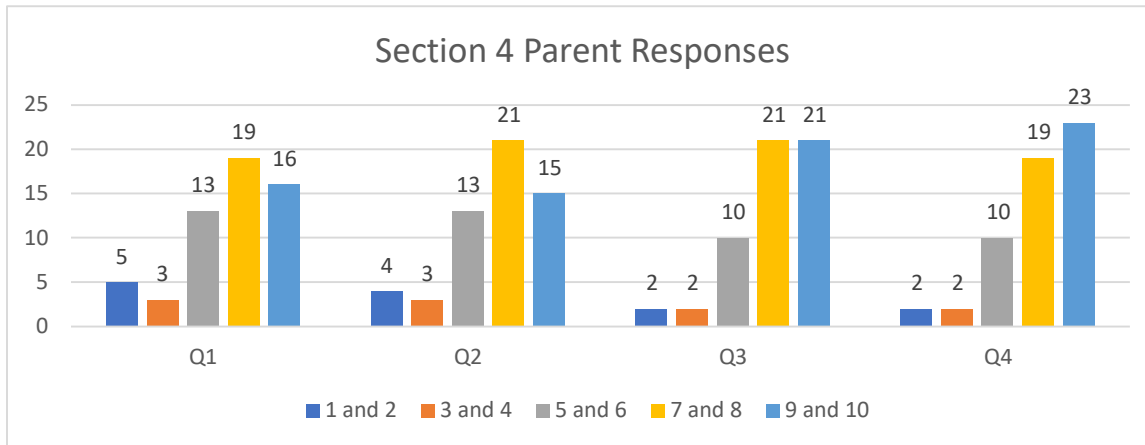


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	100%	0%	0%	0%
3&4	100%	0%	0%	0%	0%	100%	0%	100%
5&6	0%	0%	0%	0%	0%	0%	100%	0%
7&8	0%	100%	0%	0%	0%	0%	0%	0%
9&10	0%	0%	100%	100%	0%	0%	0%	0%

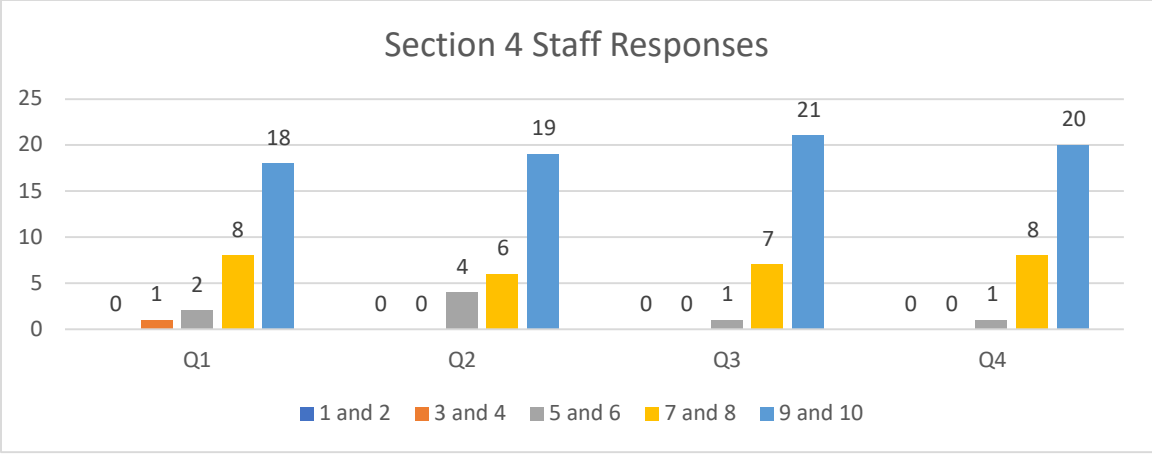


Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.

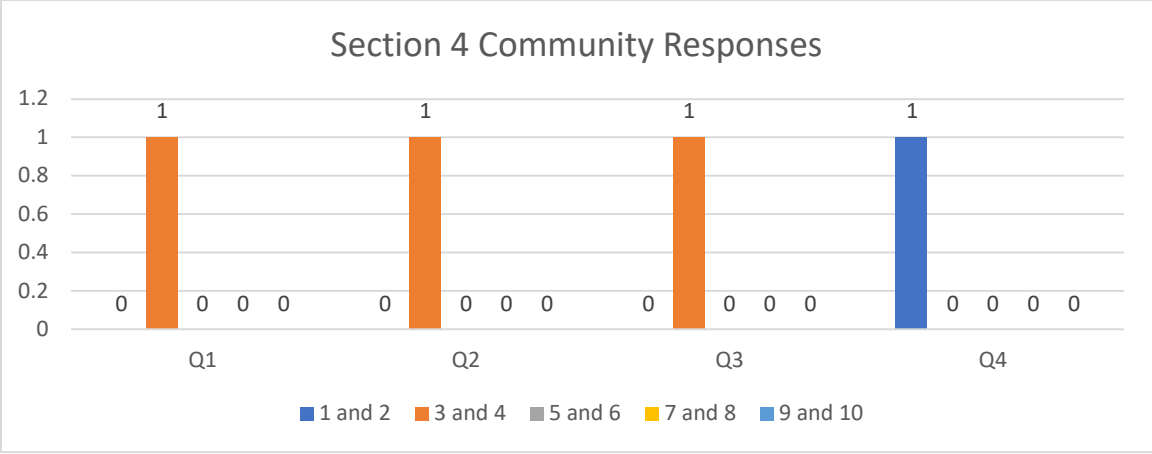


	Q1	Q2	Q3	Q4
1&2	9%	7%	4%	4%
3&4	5%	5%	4%	4%
5&6	23%	23%	18%	18%
7&8	34%	38%	38%	34%
9&10	29%	27%	38%	41%



	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	3%	0%	0%	0%
5&6	7%	14%	3%	3%
7&8	28%	21%	24%	28%
9&10	62%	66%	72%	69%



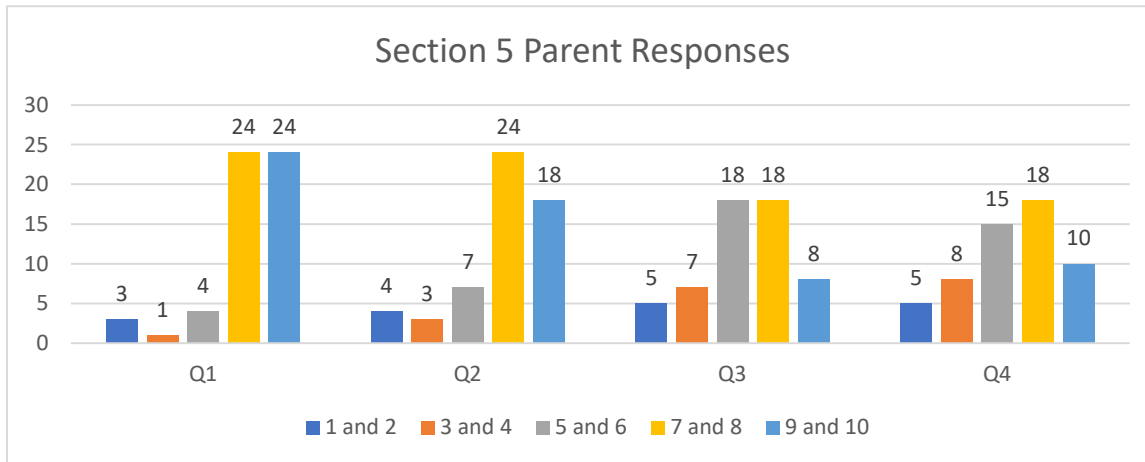


	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	100%
3&4	100%	100%	100%	0%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	0%	0%	0%	0%



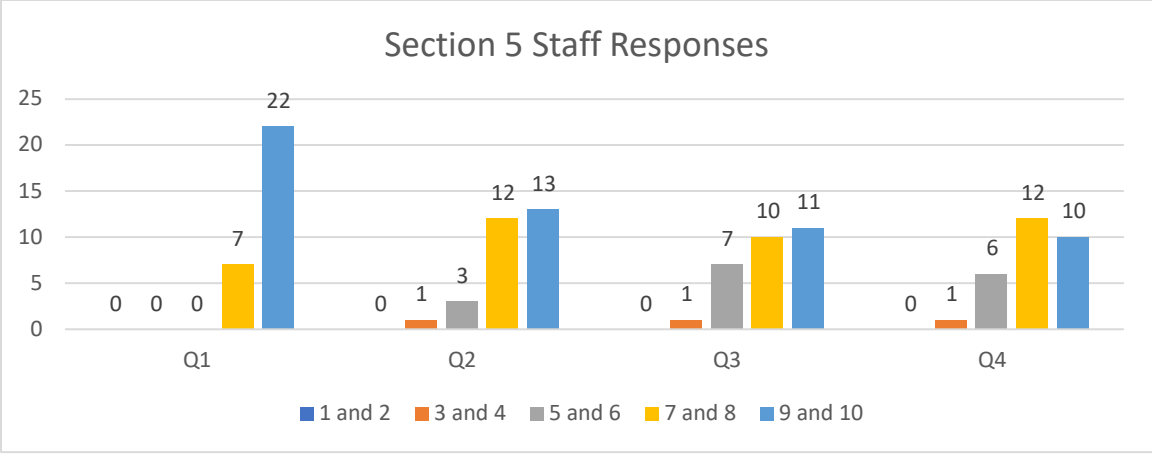
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



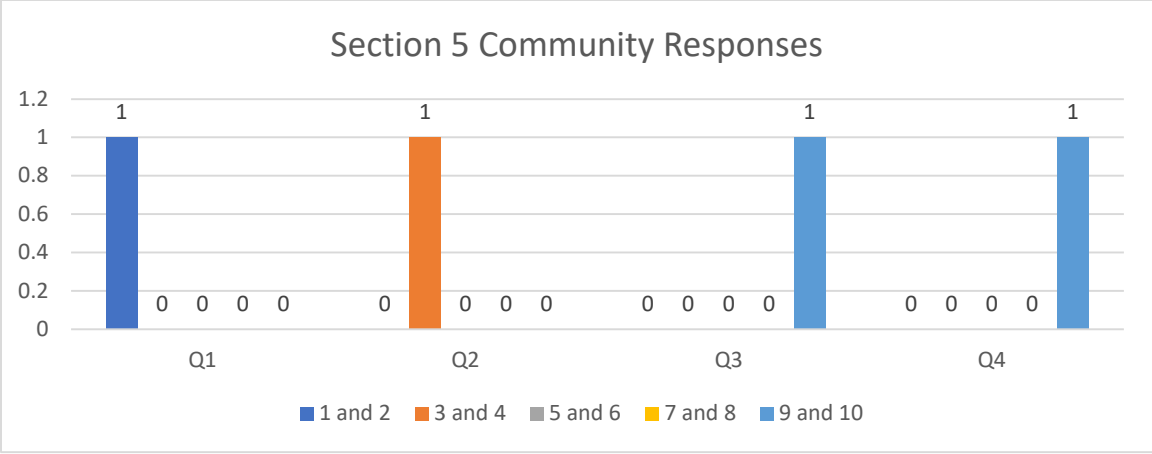
	Q1	Q2	Q3	Q4
1&2	5%	7%	9%	9%
3&4	2%	5%	13%	14%
5&6	7%	13%	32%	27%
7&8	43%	43%	32%	32%
9&10	43%	32%	14%	18%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	3%	3%	3%
5&6	0%	10%	24%	21%
7&8	24%	41%	34%	41%
9&10	76%	45%	38%	34%





	Q1	Q2	Q3	Q4
1&2	100%	0%	0%	0%
3&4	0%	100%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	0%	0%	100%	100%



Central High School

US² had the opportunity to meet with 15 people (breakdown below) within the Central Farmington High School community on May 18, 2021 between 8:30am-11:45pm ET. During our focus groups, we met with a cross-section of stakeholder groups.

- Students: 5
- Parents: 1
- Staff Members: 8
- Administrator: 1

During our conversations, we were able to gather information for all areas identified within the Equity Audit and have synthesized information below, specific to Central High School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

Developing relationships at Central is a vital part of the school community. PLUS is one program that Central uses to accomplish this goal by providing mentors (teachers) to all students. The class sizes are small with an 8:1 student:teacher ratio. Students additionally spoke that they feel welcomed and belong in the school. Student's voice is incorporated into the classroom through various opportunities for discussion and feedback sessions whether it is inside or outside of the content. Teachers commented that real-world topics often come up through organic conversations that engage them in current events. Social/emotional support is also provided to students through the use of the PBIS framework and Restorative Practices circles (when needed). The RP Coordinator, Social Worker, and Psychologist work together to meet with students who are at-risk and/or falling behind in their school-work.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).



Central is in the process of improving its family and community engagement. Parents are regularly contacted through the district's listserv and email communications. The school desires to develop a structured parent feedback process at least three times yearly. Parent-Teacher conferences are also held annually. Central does not have a PTA, but is looking to incorporate one in the future. There are limited resources currently being utilized at Central, nor are they involved in any voluntary programs in the community. Parent interviews and surveys believe the discipline at Central is fair and equitable. Two different perceptions of Central are present within the community. Some stakeholders feel Central is a place that targets African-American males due to behavior, others see Central as an opportunity to have smaller class sizes and meet students' needs as an alternative to the other high schools. One parent from Central commented that the school was significantly better because there was no bullying and it was smaller. The administration has been working to try and change the perception of Central so that it's one of many opportunities for all students who come and explore.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Instruction at Central is centered around the Cultures of Thinking strategies. The school is currently working on establishing more project-based learning that focuses on real-world lessons and performance tasks. Because of the small numbers within each class, the teacher provides more one-on-one support for students along with collaboration amongst the students in discussions and projects. Teachers additionally bring in student interests into the lessons to connect the content with their experience. Feedback is solicited by the teachers often to gauge their understanding. The school additionally is working towards building standards-based grading and common formative assessments to gauge student learning. Trauma-informed instruction is also an area that the school is providing for students so teachers use specific strategies that support students learning that have been impacted by trauma. Other instructional models that are currently being used include the PBIS Framework and using behavior improvement plans for students that need additional assistance in managing their social/emotional well-being.



Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

Identity at Central is a highlight through the PLUS program that provides students with opportunities to see who they are. Students also have surveys at the beginning of the year to help teachers understand who they are as individuals. Teachers will often integrate current events and real-world projects to allow students to see themselves in the content. One student, for example, wrote about LGBTQIA+ issues based upon the teacher integrating an overview of pronouns within the instruction. The administration also recognizes how trauma has impacted students, so they have integrated trauma-informed practices within the curriculum to address these needs.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy, as well as curiosity and moving beyond superficial and oversimplified contexts, is emphasized.

Diversity is depicted through many forms within Central, such as the PLUS program that helps students to learn how to respect others’ differences and within the History and English Language Arts curriculum. The events of the past and present are used to help students understand the world around them; for example, they have discussed the Armenian genocide because it was relevant to the students and sometimes often forgotten. Race, gender, and LGBTQIA+ identities are often topics of discussion. Different perspectives are explored within the classroom through discussions aimed at showing them how events impact both sides of an issue. Students also believe that teachers deviate from the textbook more often and have deeper discussions due to the small class sizes.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

Justice is often talked about/covered in the school’s law classes. Students are exposed to many events and they analyze and learn different perspectives from a Justice lens. For example, students learned how Gandhi and Dr. King were connected with the Black Lives Matter organization and the impact non-violent protests has on a movement.



The administration also commented on how certain students within the Farmington Public Schools have a focus on Social Justice work.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

Action is an area of improvement that the administration and staff are working towards. One way of doing this is building more student service projects to support the local community around the specific needs of the Farmington area. One teacher commented on the excitement students came back from summer break with, after participating in local protests. The administration also wants to build a stronger pathway to community outreach and impact.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools to put a collective focus on diversity, equity, and inclusion. Staff at Farmington are focusing their attention on Trauma-Informed Care and cultural competency training to ensure they are inclusive in their instructional practices.

Representation:

Representation within Central’s staff is higher than the district’s representation of identities within staff across the system. Students felt the staff at Central looks more like them and it helps them to feel more comfortable. Additionally, parents felt that the school is multicultural and is reflective of a diverse population. From a programming standpoint, the school wants to be able to provide more authentic support for students that achieve at a higher level. A program called STRIKE was developed to provide more awareness and information around vocational fields available for all students, but some people perceived it as being just for black students. The administration wants to ensure that certain groups are not shut out from accessing information and opportunities when they arise.



General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family & Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of Central Farmington High to have more productive outreach within the community. By intentionally including the diverse parents and community members in which Central serves, there is a higher likelihood of active engagement among all represented identities.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Identity was noted as a strength, while Action was noted as an area for improvement. There are multiple examples of how Central teaches students who they are and includes a variety of identity groups (race, culture, and gender specifically). However, there is limited evidence to move the students toward action. This work is best infused through project-based and inquiry-based learning - which Central is beginning to implement.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming are offered to all identity groups.

Quantitative Data Summary:

Central received mostly positive results from students and staff. Analysis from parents is limited because there were only two parent responses to the survey. The size of Central Farmington High may have been a reason for the low respondent rate. Students were mostly satisfied with the school, notably with the lack of bullying, physical and emotional safety, and understanding consequences. The student results did reflect a need to encourage out-of-school support and participation, with most students not feeling as connected to others outside of school and there being a lack of participation in extracurricular activities. Most of the lower scores involve self-confidence and peer-to-peer interaction.



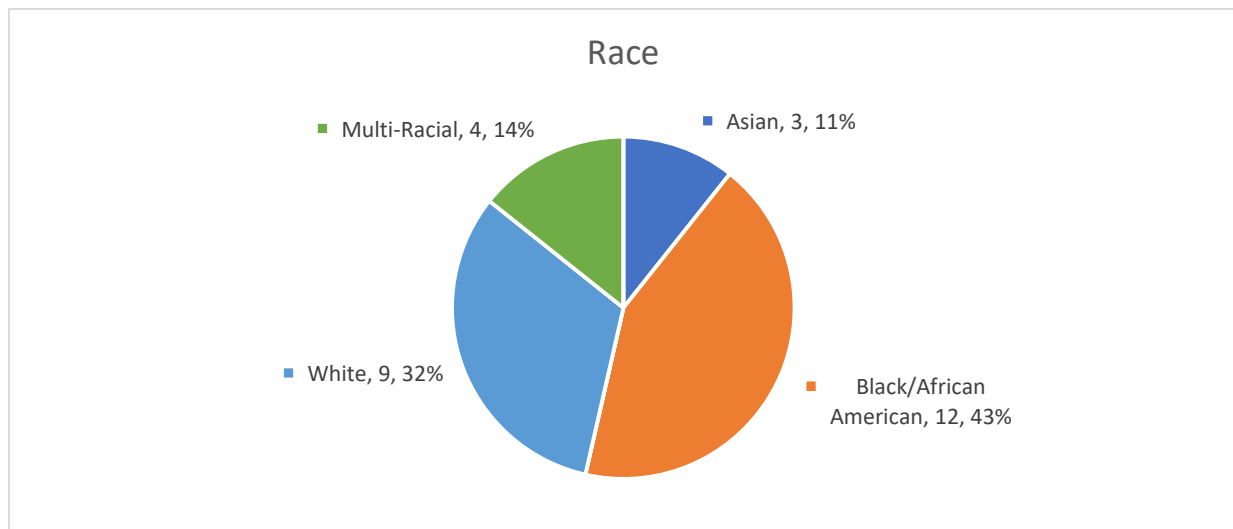
Staff responses were overwhelmingly positive in almost all categories. One question that reflects similarly between students and staff include empowering students to take action around social justice issues. For both students and staff, this question had varied results. Staff results also reflect there being a need to improve explicit conversations around social justice within both the school and the district alike.

Survey Data Summary for Farmington Central High School

Student Data: Central High School

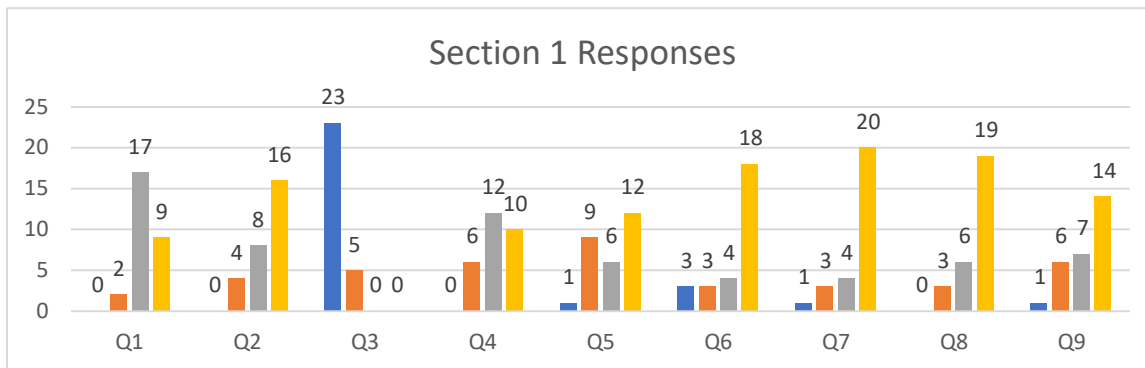
Student Data Respondents: 27

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.
- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.

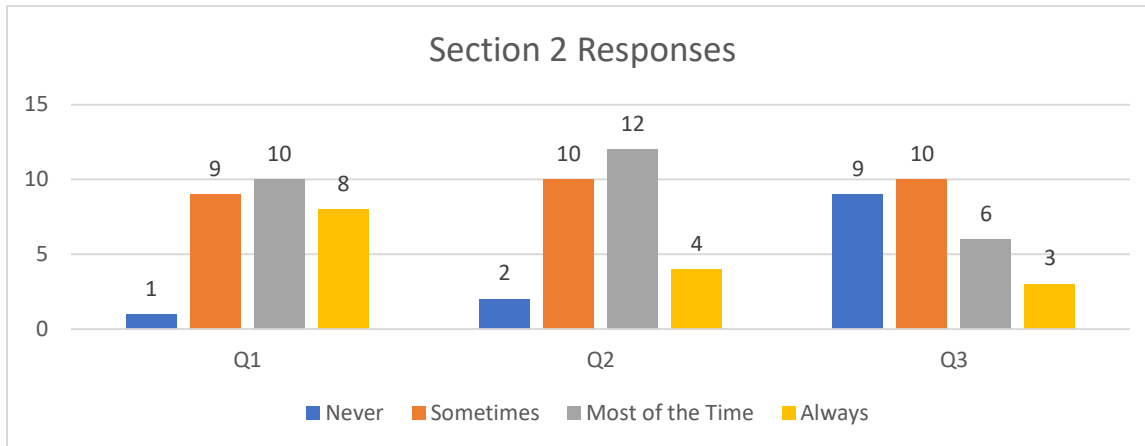


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Never	0%	0%	82%	0%	4%	11%	4%	0%	4%
Sometimes	7%	14%	18%	21%	32%	11%	11%	11%	21%
Most of the Time	61%	29%	0%	43%	21%	14%	14%	21%	25%
Always	32%	57%	0%	36%	43%	64%	71%	68%	50%



Section 2 Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people both in and out of school.
- Q3: I am involved with extra-curricular activities.

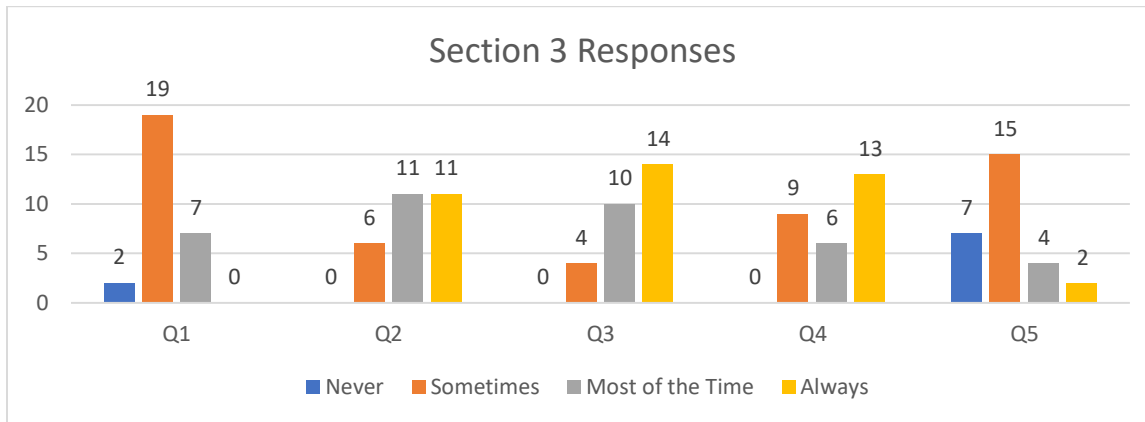


	Q1	Q2	Q3
Never	4%	7%	32%
Sometimes	32%	36%	36%
Most of the Time	36%	43%	21%
Always	29%	14%	11%



Section 3 Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for work and how it will be graded.
- Q4: I am given support when needed.
- Q5: I am encouraged to be in challenging classes (AP, Honors, etc.).

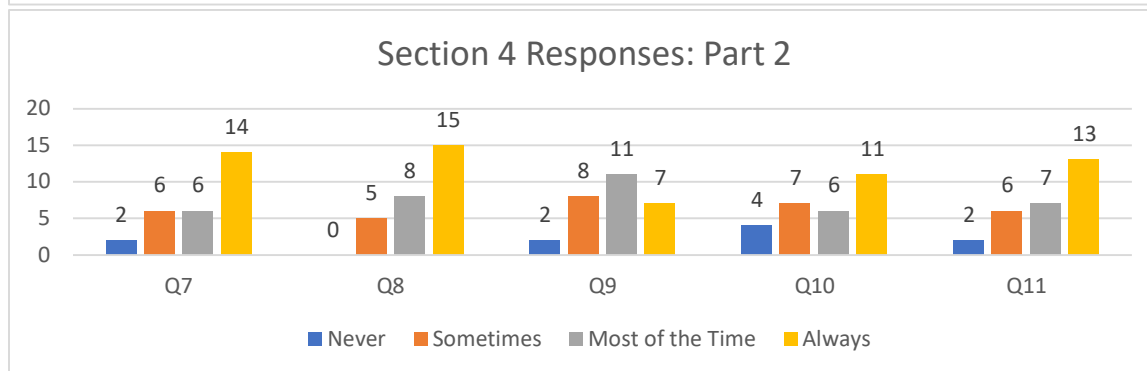
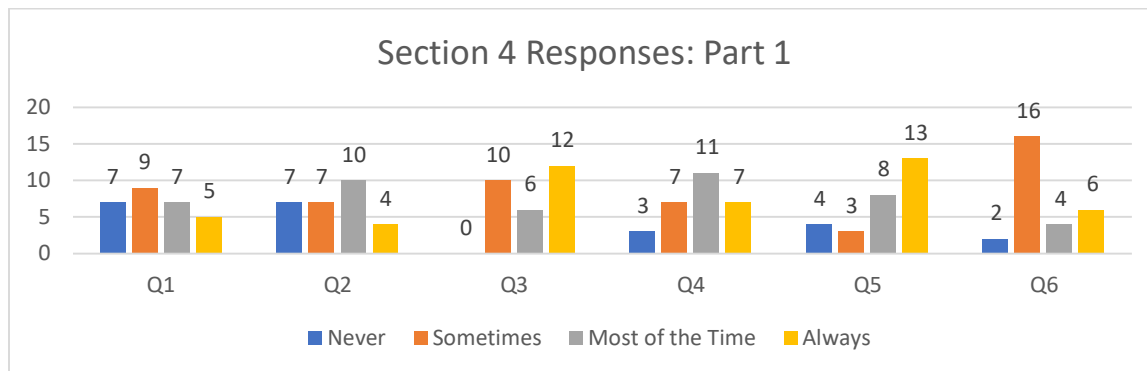


	Q1	Q2	Q3	Q4	Q5
Never	7%	0%	0%	0%	25%
Sometimes	68%	21%	14%	32%	54%
Most of the Time	25%	39%	36%	21%	14%
Always	0%	39%	50%	46%	7%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am proud of who I am and can say that without feeling better than anyone else.
- Q6: I am curious about how people are similar to and different from me.
- Q7: I understand that people are often treated differently based on their identities.
- Q8: I recognize unfairness and injustice (in history and current times).
- Q9: I am aware of advantages I have based on my identities.
- Q10: I am taught skills on how to stand up against injustice.
- Q11: I take responsibility for standing up to injustice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Never	25%	25%	0%	11%	14%	7%	7%	0%	7%	14%	7%
Sometimes	32%	25%	36%	25%	11%	57%	21%	18%	29%	25%	21%
Most of the Time	25%	36%	21%	39%	29%	14%	21%	29%	39%	21%	25%
Always	18%	14%	43%	25%	46%	21%	50%	54%	25%	39%	46%

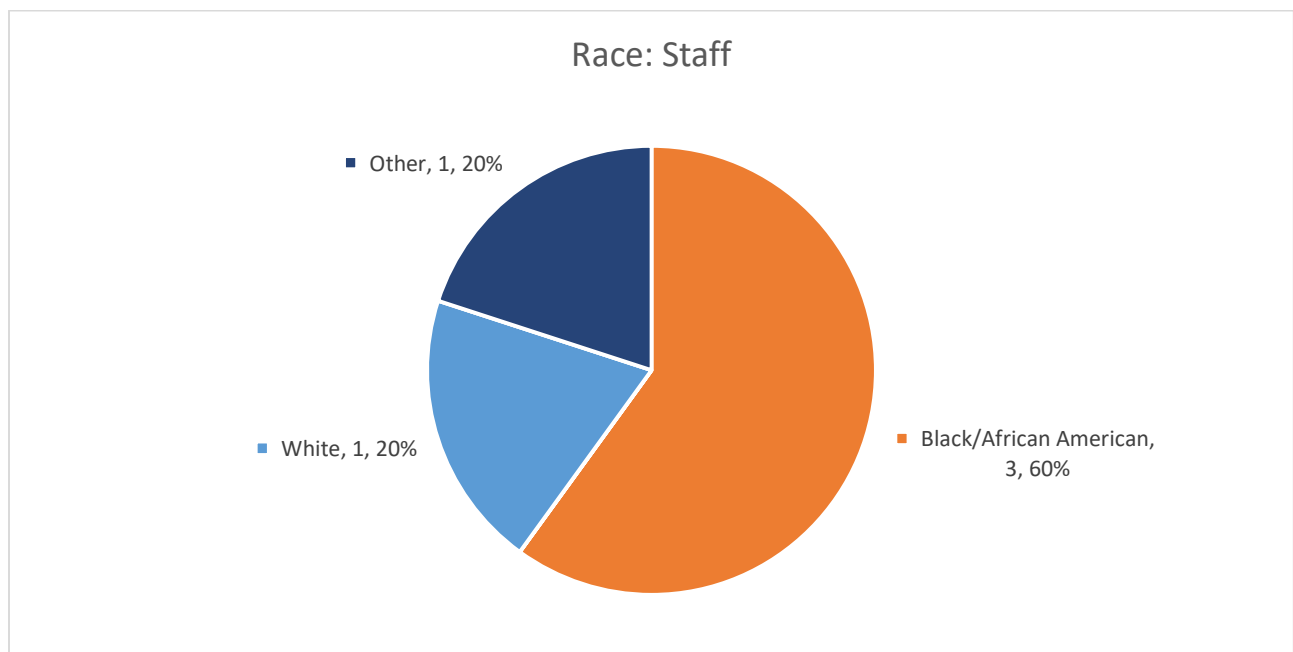
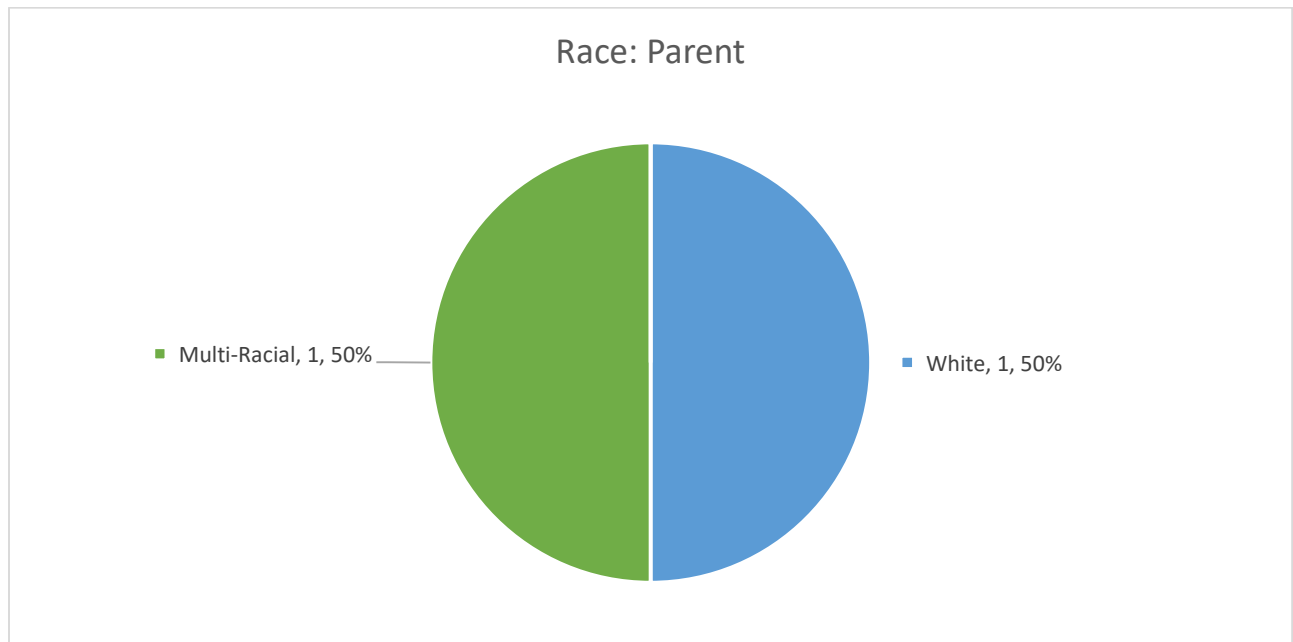


Adult Data: Central High School

Parent Survey Respondents: 2

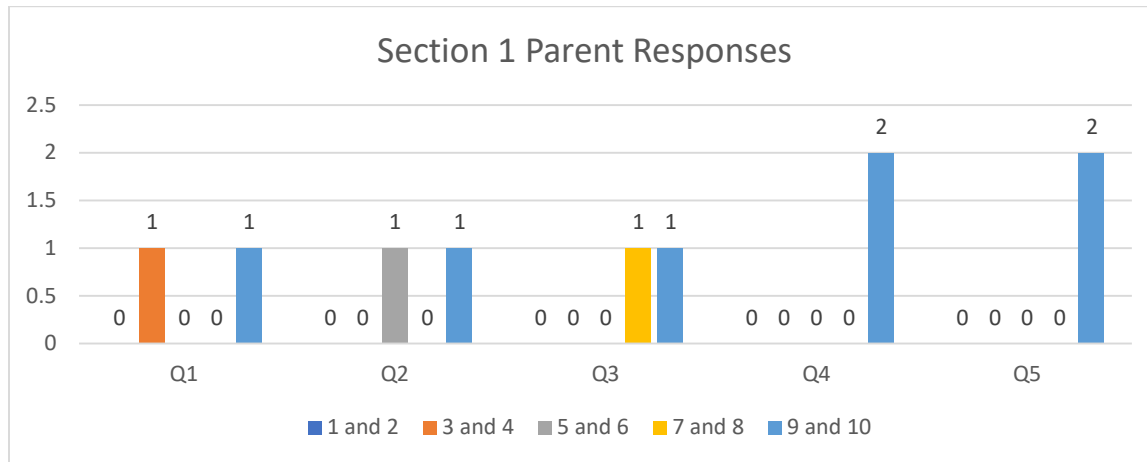
Staff Survey Respondents: 5

Race of Respondents: (Recorded using categories reflecting the US Census)



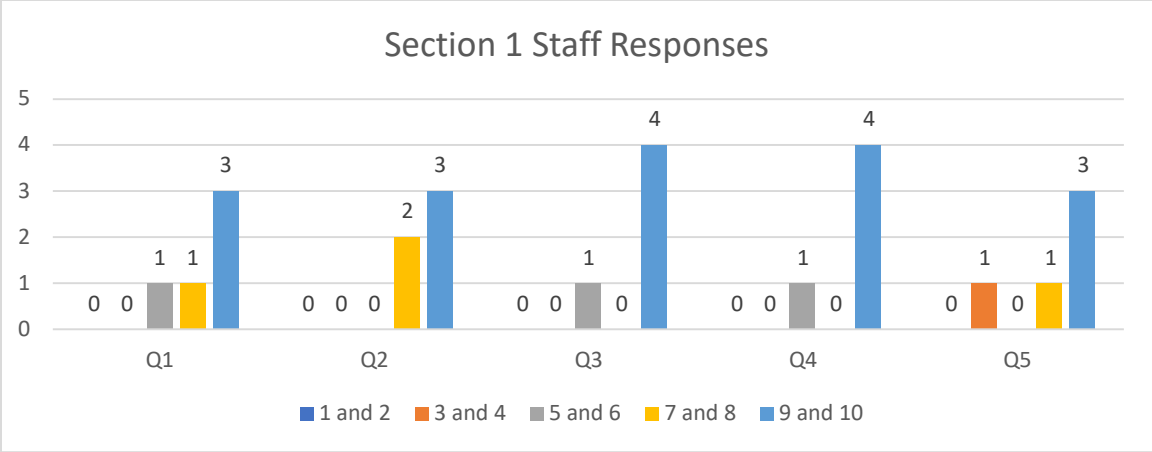
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	50%	0%	0%	0%	0%
5&6	0%	50%	0%	0%	0%
7&8	0%	0%	50%	0%	0%
9&10	50%	50%	50%	100%	100%



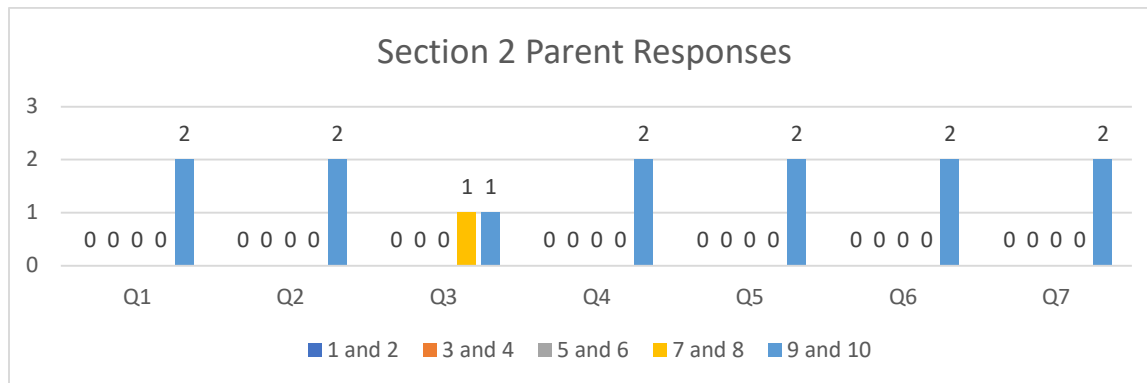


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	20%
5&6	20%	0%	20%	20%	0%
7&8	20%	40%	0%	0%	20%
9&10	60%	60%	80%	80%	60%



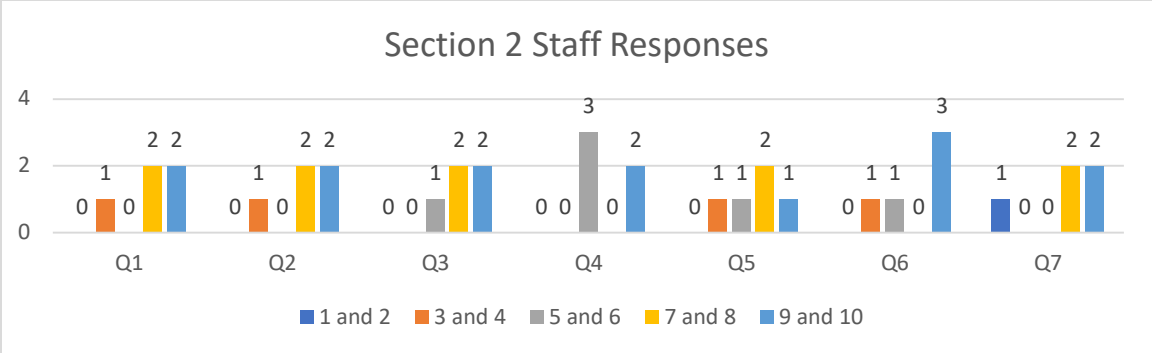
Section 2 Questions and Responses

- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%
7&8	0%	0%	50%	0%	0%	0%	0%
9&10	100%	100%	50%	100%	100%	100%	100%



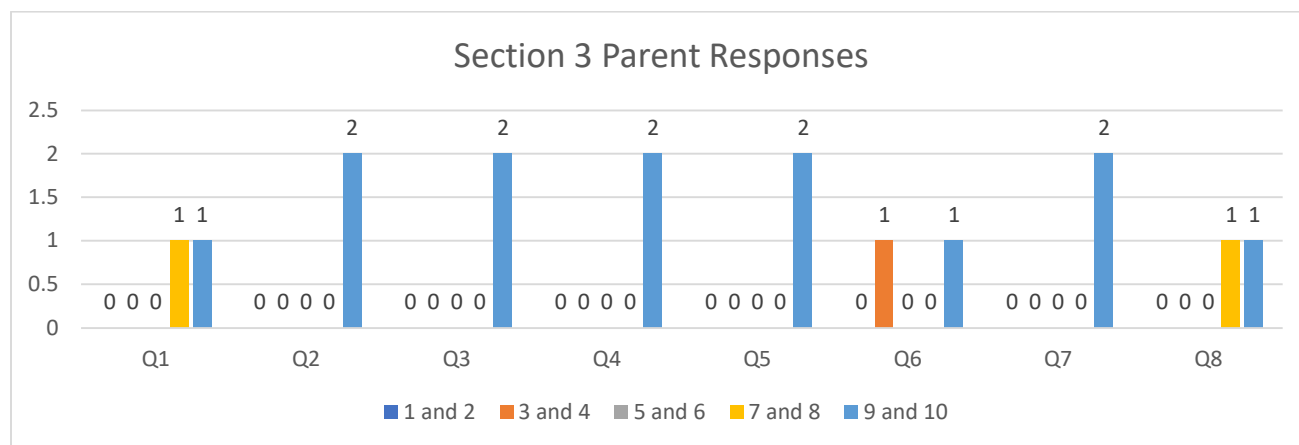


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	0%	0%	20%
3&4	20%	20%	0%	0%	20%	20%	0%
5&6	0%	0%	20%	60%	20%	20%	0%
7&8	40%	40%	40%	0%	40%	0%	40%
9&10	40%	40%	40%	40%	20%	60%	40%



Section 3 Questions and Responses

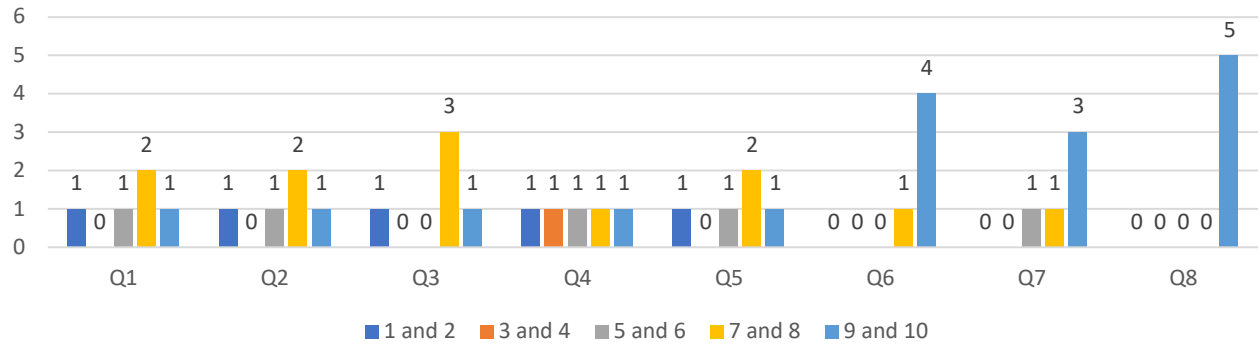
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	0%	0%	0%	0%	0%	0%
3&4	0%	0%	0%	0%	0%	50%	0%	0%
5&6	0%	0%	0%	0%	0%	0%	0%	0%
7&8	50%	0%	0%	0%	0%	0%	0%	50%
9&10	50%	100%	100%	100%	100%	50%	100%	50%



Section 3 Staff Responses

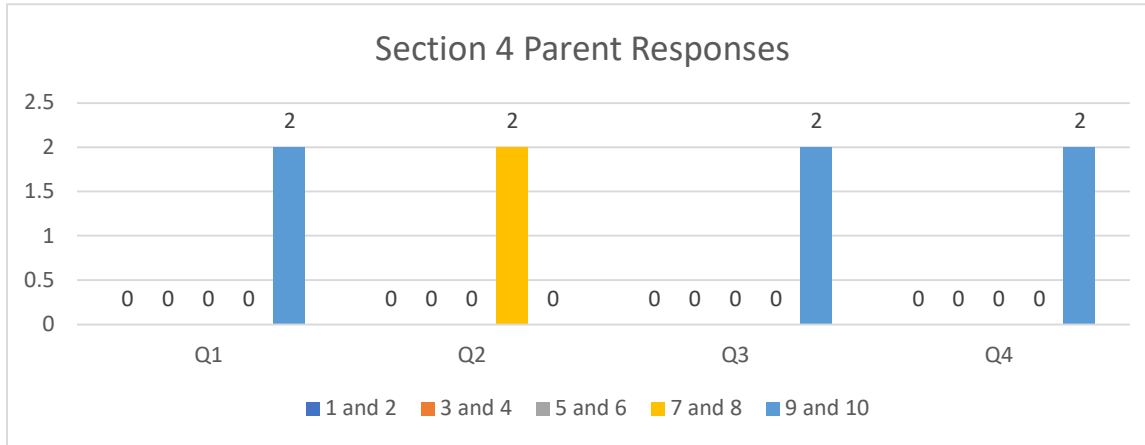


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	20%	20%	20%	20%	20%	0%	0%	0%
3&4	0%	0%	0%	20%	0%	0%	0%	0%
5&6	20%	20%	0%	20%	20%	0%	20%	0%
7&8	40%	40%	60%	20%	40%	20%	20%	0%
9&10	20%	20%	20%	20%	20%	80%	60%	100%



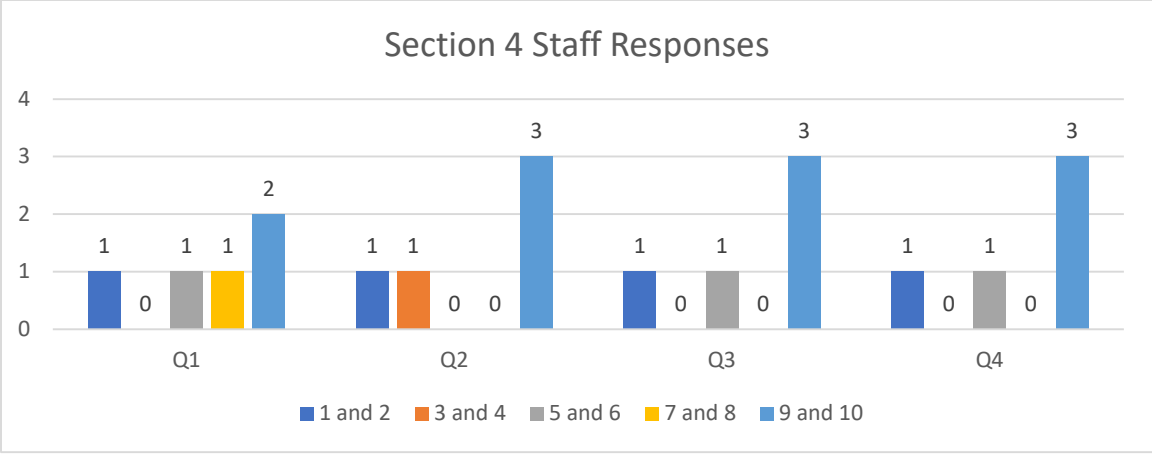
Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	0%	0%
5&6	0%	0%	0%	0%
7&8	0%	100%	0%	0%
9&10	100%	0%	100%	100%



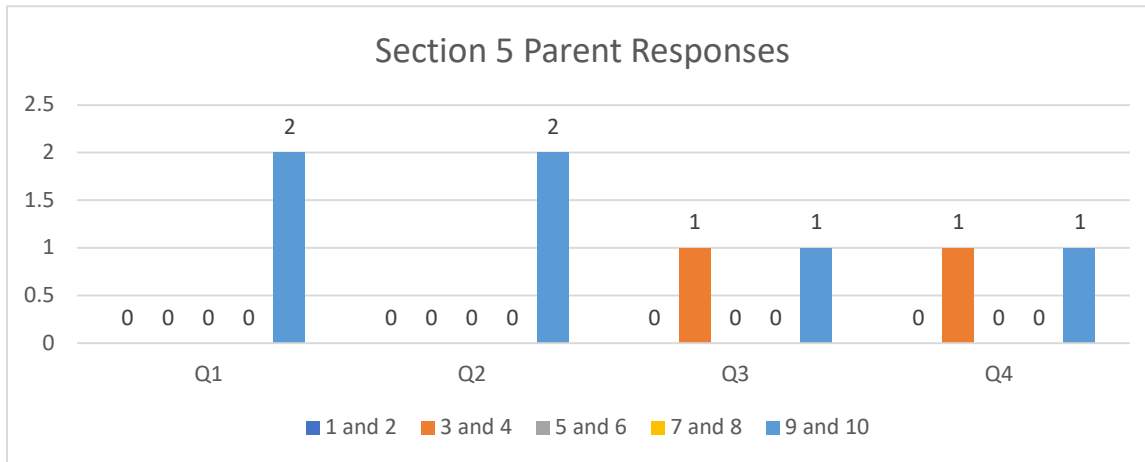


	Q1	Q2	Q3	Q4
1&2	20%	20%	20%	20%
3&4	0%	20%	0%	0%
5&6	20%	0%	20%	20%
7&8	20%	0%	0%	0%
9&10	40%	60%	60%	60%



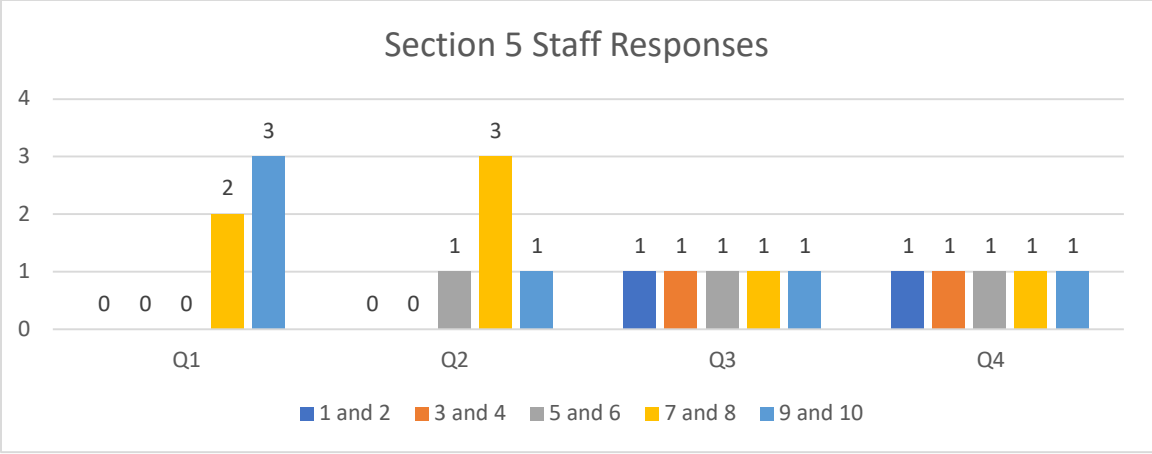
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	0%	0%	50%	50%
5&6	0%	0%	0%	0%
7&8	0%	0%	0%	0%
9&10	100%	100%	50%	50%





	Q1	Q2	Q3	Q4
1&2	0%	0%	20%	20%
3&4	0%	0%	20%	20%
5&6	0%	20%	20%	20%
7&8	40%	60%	20%	20%
9&10	60%	20%	20%	20%



Farmington High School

US² had the opportunity to meet with 38 people (breakdown below) within the Farmington High community on May 14, 2021 between 7:00am-4:00pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrators.

- Students: 3
- Parents: 4
- Staff: 27
- Administrators: 4

During our conversations, we gathered information for all areas identified within the Equity Audit and have synthesized information below, specific to Farmington High School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

The classroom culture at Farmington High centers around building positive relationships with students. Since the pandemic began, each classroom has incorporated SEL Check-ins at the beginning of each class period and also surveyed students three times this year to better understand student's mental health needs. Teachers were provided SEL resources through a toolkit that was developed by the school. Students commented they felt they belong in the school, but the pandemic has made it hard, especially online. While there is no official bullying program, bullying is addressed on a case-by-case basis and includes the Social Worker, Psychologist, and Restorative Practices Coordinator. Farmington High's school-wide expectations are not widely known. The rules of the school are in the front of the code of conduct book, but not necessarily executed outside of the code of conduct book. When speaking to the students, no evidence was provided to show that students understood behavior expectations. The RP Coordinator did make mention of a revamping of the code of conduct to a Positive Culture Handbook to reinforce proactive steps in the rules of the school. Restorative Practices is used at Farmington High to repair relationships and build community with teachers and students. Many of the stakeholders in interviews praised the efforts of the RP Coordinator and the implementation of proactive measures for student discipline.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, inclusion of family and community wisdom,



increased connections among families, use of local resources, and engagement with community issues and problems).

Family engagement with Farmington High is a highlighted area of improvement. While there is an active PTSA, the levels of connection between the parents and school depend heavily on whether or not the student is connected through school-based programs, clubs, or sports. One parent commented that some parents do not know where to go or what to do. Most parents will come to a parent conference then go back home. More outreach is needed to include and support all families within the Farmington High community. Parents did acknowledge the variety of student groups at Farmington High which include Jewish Student Association, Muslim Student Association, Gay/Straight Alliance, etc. help to get students involved. Parents additionally wanted to find ways to bring the groups together to better understand inclusion and learn how each group can support each other. A community issue that was raised during interviews was the perception of many African-American males being sent over to Central Farmington High, the district's alternative school. There is a negative connotation of the school itself and its' impact on a certain student demographic. Comments also included the perception of students wanting to go due to a smaller setting and receiving more one-on-one support.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

Farmington High is an International Baccalaureate (IB) and Advanced Placement (AP) School, with an emphasis on developing their students into global citizens. Teachers use a lot of questioning strategies to engage students with the content. Student voice is incorporated into the learning environment through the Reading Apprenticeship Training – a questioning strategy that leads with students' voice. Students are encouraged to bring their experience into the learning environment to coincide with real-world content. Differentiation is embedded through student design. Relationship building is a key essential in delivering the content being taught. Many teachers believe developing relationships is first and foremost to having students learn the content. Grading practices was an area deemed in need of improvement. Teachers recently went to Chicago Public Schools to learn about common formative assessments and grading to gain more insight into this best practice. Currently, Farmington High has a few barriers that are keeping them from full implementation of common grading and assessing, which include teachers not having the same content planning, multiple preps, and not enough professional learning time devoted to these goals.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, "Who am I?" Within this concept, intersectionality (multiple identities combined making us who



we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

Identity within the curriculum at Farmington High is explored through both the core academic and elective courses. In ELA, students learn more of “who they are” through journal writing and personal narratives that are explored through the units. Social Studies additionally use the theory of knowledge to explore the dialogues of diversity. Further discussions and course content is explored in other elective courses, although students have little scheduled time to participate due to graduation requirements. STEAM classes also explore identity within the units. For example, Biology uses a “Creative Curriculum” that uses culturally diverse scientists that students can relate to. Teachers commented that the Math curriculum is a challenge to infuse identity; at the same time, math resources are used to show different cultural names in word problems and money types. The Fine Arts teachers reported using a lot of student interests and self-expression through their various mediums to help students learn more about who they are.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized.

Diversity within the ELA curriculum is open and broad to include different perspectives in the resources used, like poems and required readings. Teachers within the department felt as though the ELA text shows we are almost the same, but use those resources to expand on diversity. Other topics within emphasizing diversity include food, culture, and music. Diversity additionally is discussed in IB classes due to it integrating the global mindset within the standards. Teachers within the STEAM classes, specifically the medical class, reported that diversity discussions are easy due to the ability to bring in background knowledge of history and go beyond superficial context. For example, the Health Sciences teacher shared the history of EMS personnel being male dominated, but is becoming more balanced due to more women wanting to pursue a career in the field. Fine Arts, as with Identity, provides the continual build within diversity as the teachers use real-world examples to break the stereotypes most commonly found in the arts. The work to expand diversity within the curriculum across all content areas is a work in progress.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

Justice taught within the core subjects is dependent on the text in which it is being taught. More specifically, IB provides more opportunities for students to learn about Justice when the topics are centered around politics, although nothing in the curriculum specifically addresses power or privilege. In World History, it was noted that the current curriculum is written from the dominant perspective, and more



resources are needed around the marginalized perspective. In Math, real-world solutions are taught that focus on how students can help with particular situations that arise in word problems. Teachers feel they have more time to explore these concepts with students in the IB program since they have them for four (4) semesters.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

Through the building of relationships, teachers are finding ways to help students stand up to unfairness. Farmington High’s use of Restorative Practices is being used as a catalyst to bring collective action towards repairing relationships and building community among its’ staff and students. While Restorative Practices is one piece of curriculum that is used in specific areas throughout the school, action is limited within the core curriculum outside of its representation in history and the details surrounding events that enabled action steps against injustice. Teachers commented that they felt students are beginning to understand they have a voice and are using it.

Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools to put a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. The PD offerings were limited in participant capacity; for example, the Anti-Racist Institute only allowed eight participants per school. Staff capacity within their understanding and awareness of equity is being developed over time. Teachers at Farmington High believe they talk about a lot of things and have had various conversations around diversity, equity, and inclusion. More action towards follow-up steps is needed and desired among the staff. Also, to have universal definitions of diversity, equity, and inclusion so everyone can be on the same page would be an added benefit. The administration additionally noted that they have gotten ‘stuck’ in the implementation stage and there is a desire to move the conversations, not just with the staff, but, with the students.

Representation:

Representation at Farmington High is reflective of the district’s lack of a diverse staff across the system. Stakeholders within many of the interviews echoed the desire to have more staff that reflect the student body and community makeup. Students reflected on the fact that there is only one Southeast Asian and a few Black/African-



American teachers. They also felt it was important to have both diverse peers and staff because of the different lived experiences. For programming, Farmington High has partnered with Equal Opportunity Schools to work on getting more students from marginalized backgrounds in advanced level courses. Teachers feel there is not much support for the students of color after they get in, an area of improvement administration say they are working on. The goal is to build capacity among the staff and students to ensure support is provided throughout the entire process.

General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family and Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of Farmington High to have more productive outreach within the community. By intentionally including the diverse parents and community members in which Farmington High serves, there is a higher likelihood of active engagement among all presented ethnic and cultural backgrounds.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Identity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups (mainly race, gender, sex, and culture), which also includes providing programming for multiple student groups to thrive in. However, there are pockets of attempts to move the students toward action that should be expanded throughout all content areas. This work is best infused through project-based and inquiry-based learning.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming are offered to all identity groups.

Quantitative Data Summary:

Farmington High had positive student responses with a lack of bullying reported, as well as students perceiving their understanding of discipline and consequences to be positively reflected. At the same time, there is some reported disagreement around the execution of discipline with it not always being seen as fair, especially regarding race and ability. Fairness at the principal level is reported positively, though there is room for improvement among staff. Classroom success and emotional safety have lower scores, and some comments show that students do not always feel equipped for success. Flexibility in meeting student needs also scored low for the students, which may play a part in students reporting to not having the tools to succeed.



In responses for students, staff, parents, and community alike, Farmington High has mixed responses about representation and social justice involvement. Some students seem satisfied with the opportunities for discussing social justice topics, while others feel more needs to be done to develop equitable spaces. Parent responses reflected both sides, along with a few community and parent responses that were in active disagreement about the district's decisions around social justice initiatives. There may be a lack of understanding within these outer circles to the school as to what the initiatives look like, because there was also critical feedback regarding the district's role in the schools.

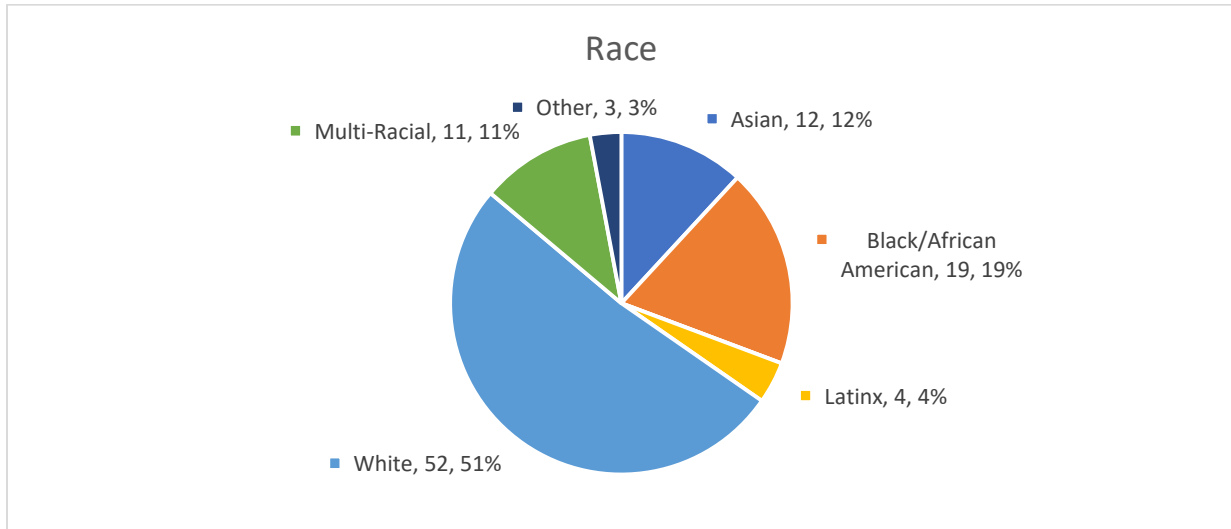


Survey Data Summary for Farmington High School

Student Data: Farmington High School

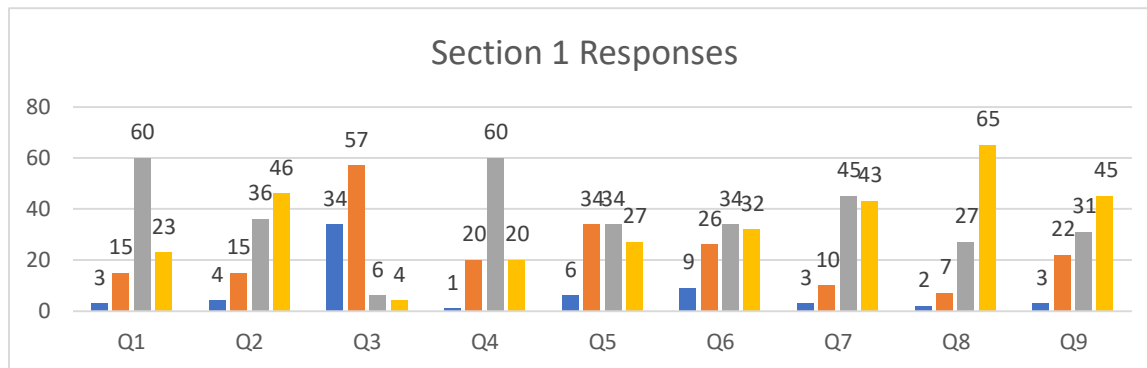
Student Data Respondents: 101

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.
- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.

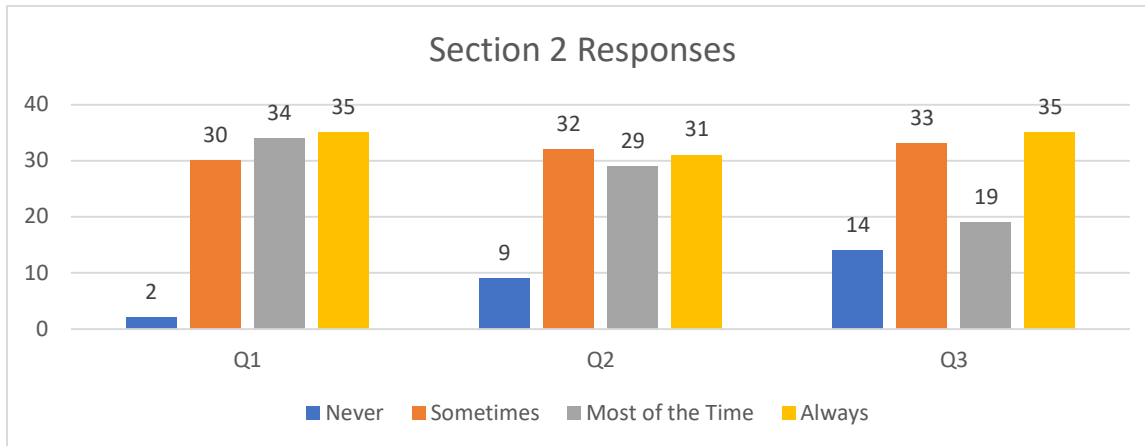


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Never	3%	4%	34%	1%	6%	9%	3%	2%	3%
Sometimes	15%	15%	56%	20%	34%	26%	10%	7%	22%
Most of the Time	59%	36%	6%	59%	34%	34%	45%	27%	31%
Always	23%	46%	4%	20%	27%	32%	43%	64%	45%



Section 2 Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people both in and out of school.
- Q3: I am involved with extra-curricular activities.

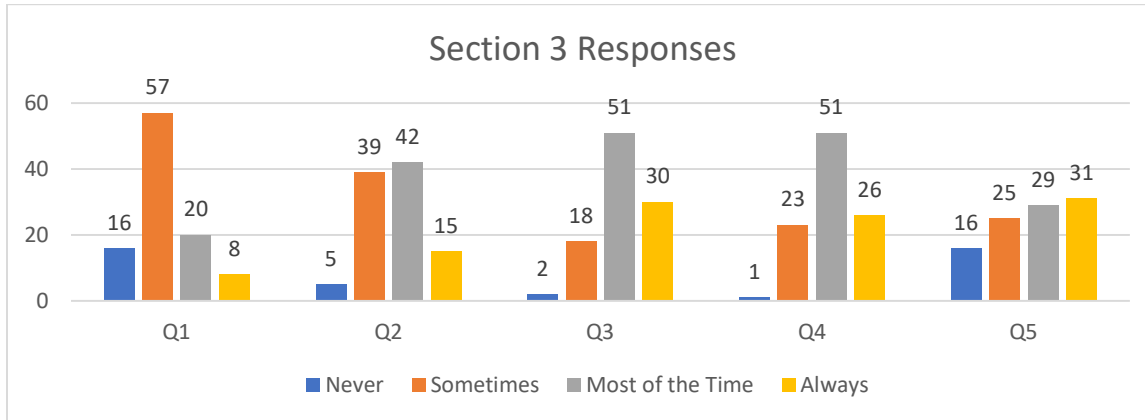


	Q1	Q2	Q3
Never	2%	9%	14%
Sometimes	30%	32%	33%
Most of the Time	34%	29%	19%
Always	35%	31%	35%



Section 3 Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for work and how it will be graded.
- Q4: I am given support when needed.
- Q5: I am encouraged to be in challenging classes (AP, Honors, etc.).

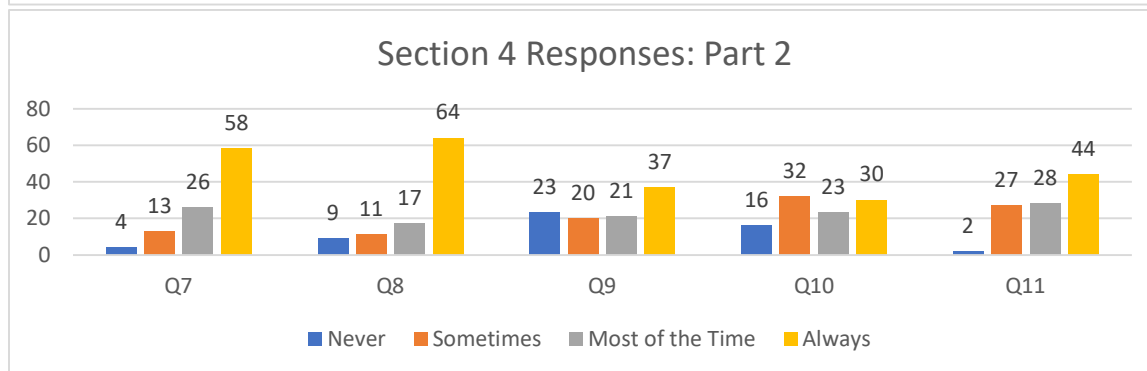
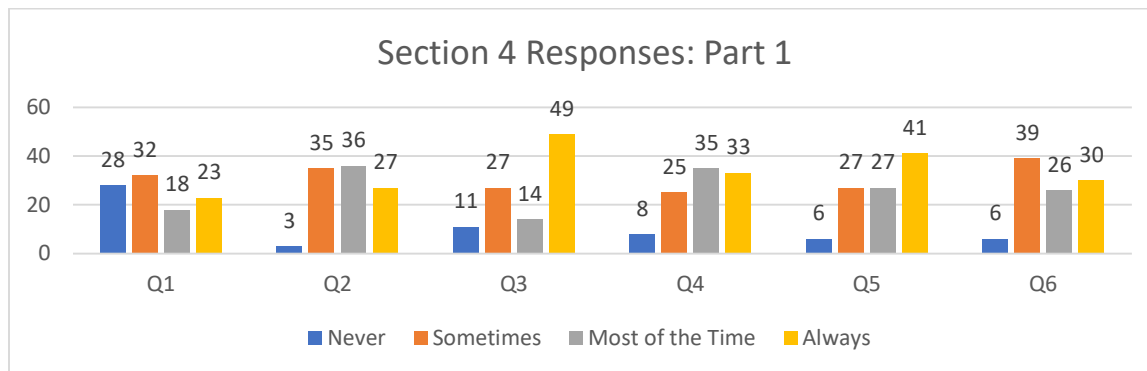


	Q1	Q2	Q3	Q4	Q5
Never	16%	5%	2%	1%	16%
Sometimes	56%	39%	18%	23%	25%
Most of the Time	20%	42%	50%	50%	29%
Always	8%	15%	30%	26%	31%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am proud of who I am and can say that without feeling better than anyone else.
- Q6: I am curious about how people are similar to and different from me.
- Q7: I understand that people are often treated differently based on their identities.
- Q8: I recognize unfairness and injustice (in history and current times).
- Q9: I am aware of advantages I have based on my identities.
- Q10: I am taught skills on how to stand up against injustice.
- Q11: I take responsibility for standing up to injustice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Never	28%	3%	11%	8%	6%	6%	4%	9%	23%	16%	2%
Sometimes	32%	35%	27%	25%	27%	39%	13%	11%	20%	32%	27%
Most of the Time	18%	36%	14%	35%	27%	26%	26%	17%	21%	23%	28%
Always	23%	27%	49%	33%	41%	30%	57%	63%	37%	30%	44%



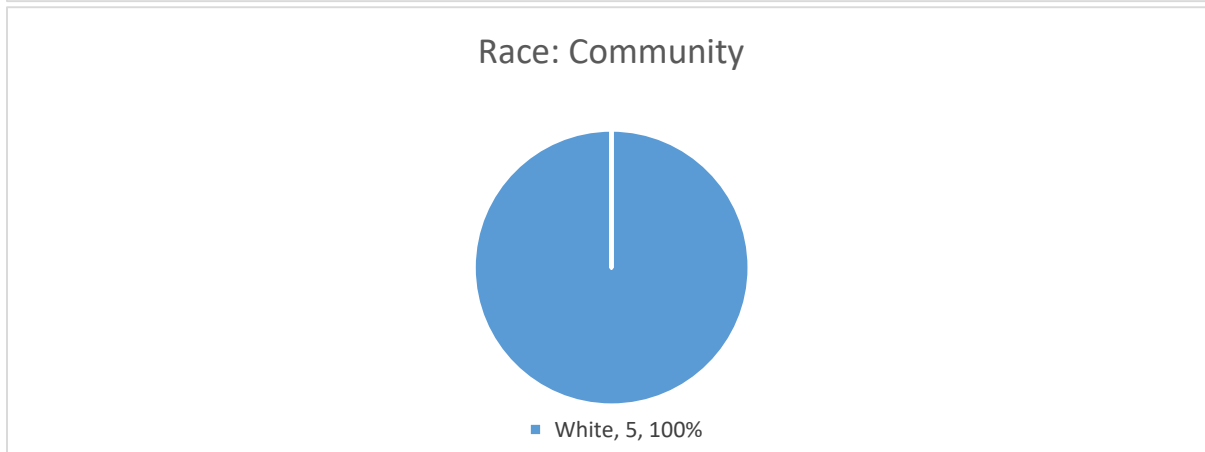
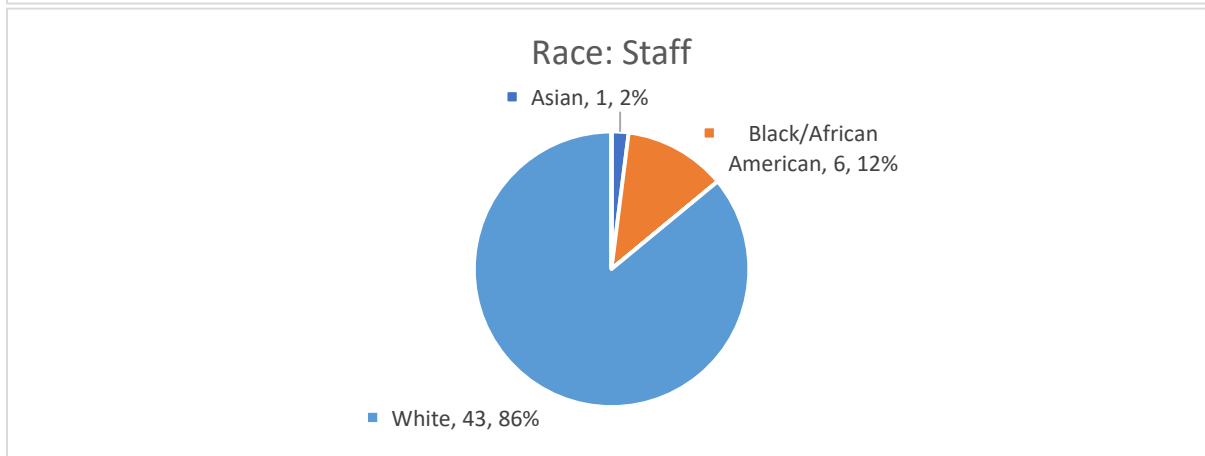
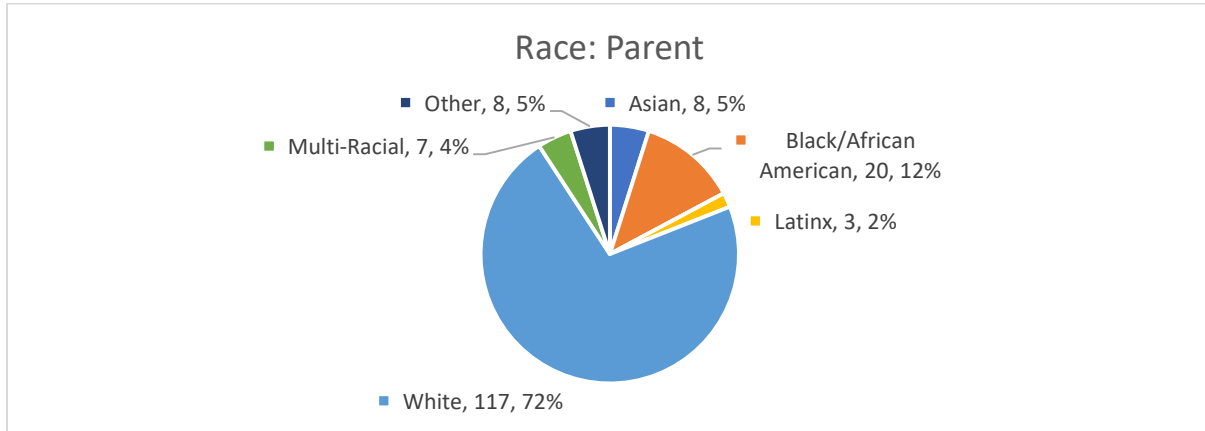
Adult Data: Farmington High School

Parent Survey Respondents: 163

Staff Survey Respondents: 50

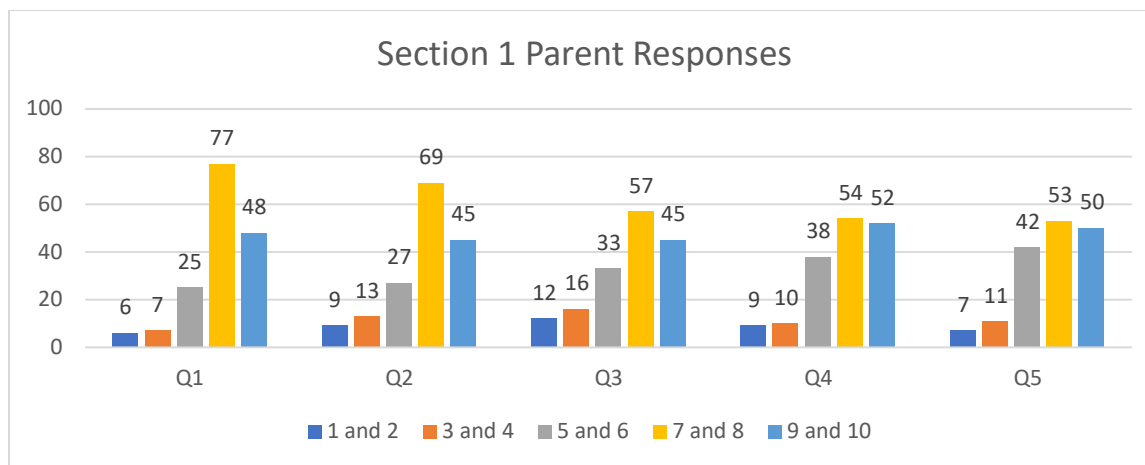
Community Survey Respondents: 5

Race of Respondents: *(Recorded using categories reflecting the US Census)*



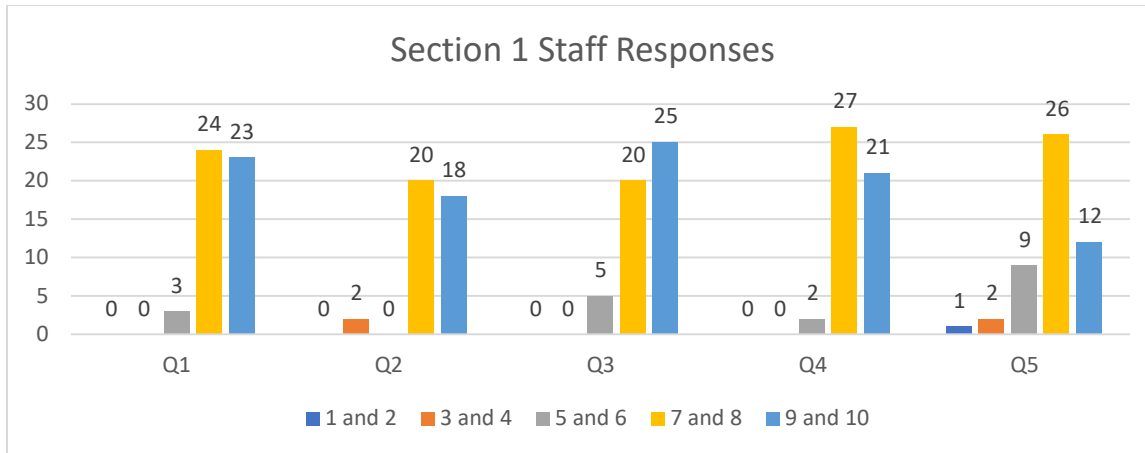
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



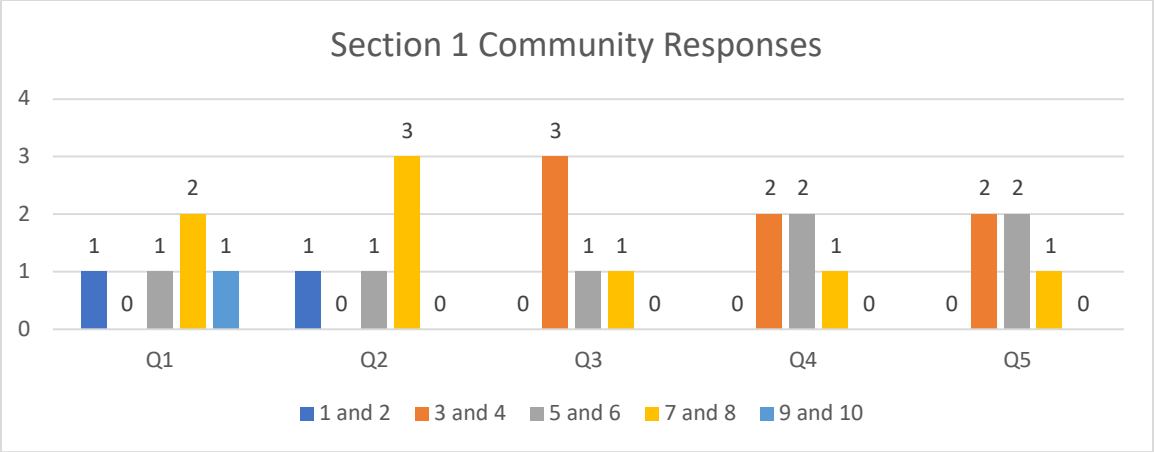
	Q1	Q2	Q3	Q4	Q5
1&2	4%	6%	7%	6%	4%
3&4	4%	8%	10%	6%	7%
5&6	15%	17%	20%	23%	26%
7&8	47%	42%	35%	33%	33%
9&10	29%	28%	28%	32%	31%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	0%	2%
3&4	0%	4%	0%	0%	4%
5&6	6%	20%	10%	4%	18%
7&8	48%	40%	40%	54%	52%
9&10	46%	36%	50%	42%	24%



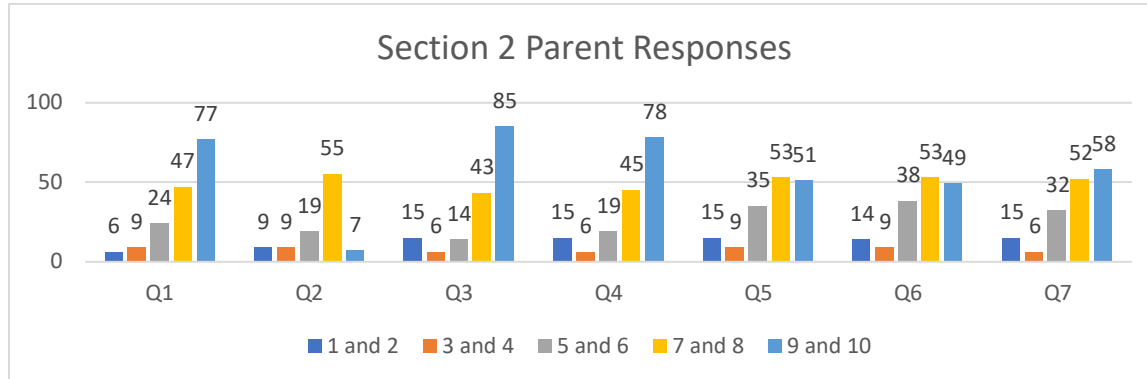


	Q1	Q2	Q3	Q4	Q5
1&2	20%	20%	0%	0%	0%
3&4	0%	0%	60%	40%	40%
5&6	20%	20%	20%	40%	40%
7&8	40%	60%	20%	20%	20%
9&10	20%	0%	0%	0%	0%



Section 2 Questions and Responses

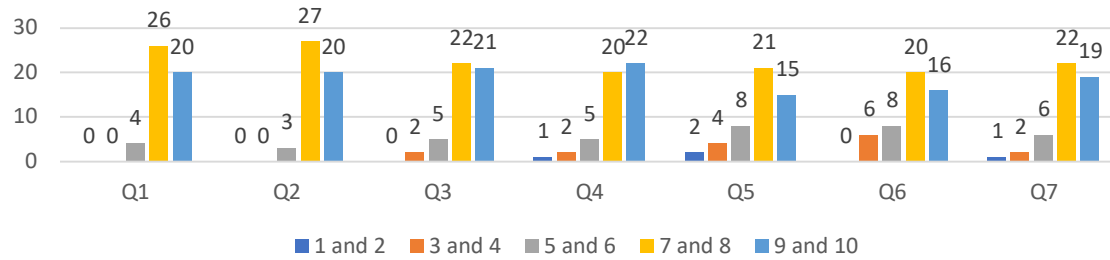
- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	4%	6%	9%	9%	9%	9%	9%
3&4	6%	6%	4%	4%	6%	6%	4%
5&6	15%	12%	9%	12%	21%	23%	20%
7&8	29%	34%	26%	28%	33%	33%	32%
9&10	47%	44%	52%	48%	31%	30%	36%

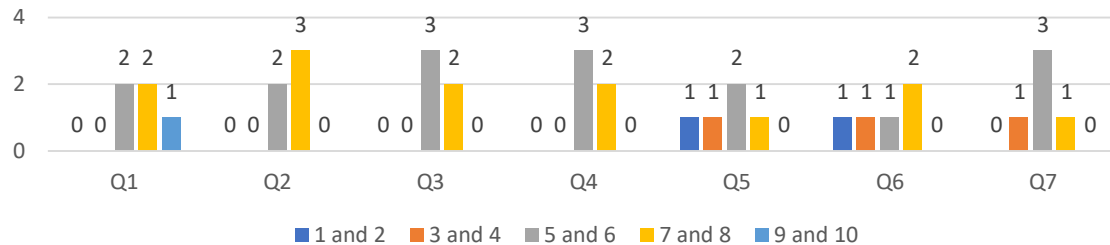


Section 2 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	2%	4%	0%	2%
3&4	0%	0%	4%	4%	8%	12%	4%
5&6	8%	6%	10%	10%	16%	16%	12%
7&8	52%	54%	44%	40%	42%	40%	44%
9&10	40%	40%	42%	44%	30%	32%	38%

Section 2 Community Responses

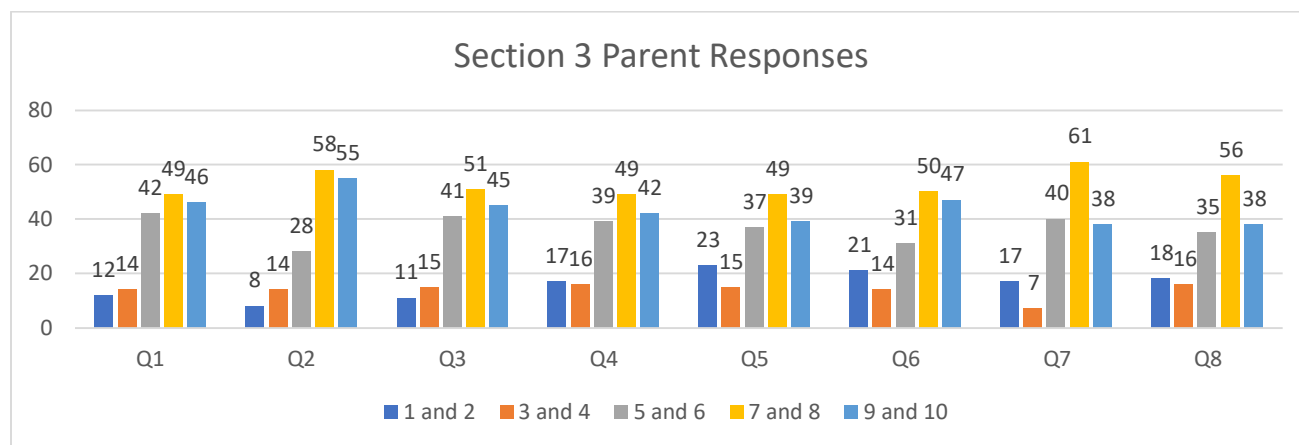


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	20%	20%	0%
3&4	0%	0%	0%	0%	20%	20%	20%
5&6	40%	40%	60%	60%	40%	20%	60%
7&8	40%	60%	40%	40%	20%	40%	20%
9&10	20%	0%	0%	0%	0%	0%	0%



Section 3 Questions and Responses

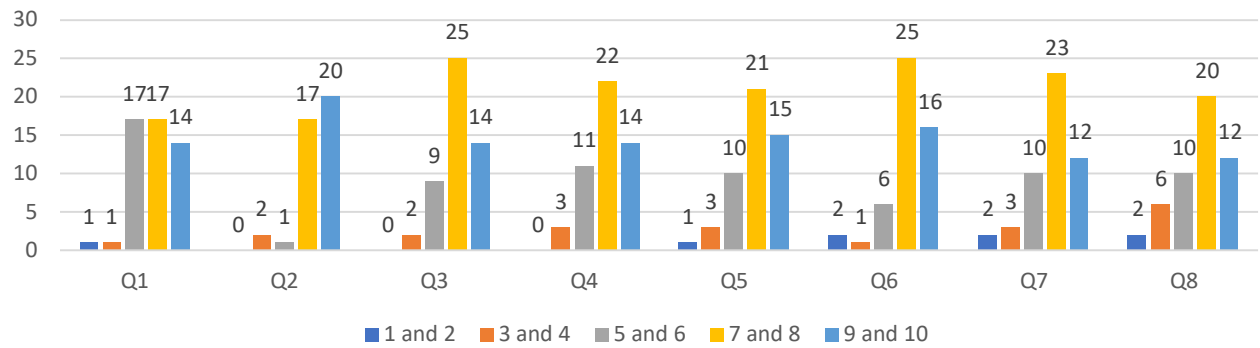
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	7%	5%	7%	10%	14%	13%	10%	11%
3&4	9%	9%	9%	10%	9%	9%	4%	10%
5&6	26%	17%	25%	24%	23%	19%	25%	21%
7&8	30%	36%	31%	30%	30%	31%	37%	34%
9&10	28%	34%	28%	26%	24%	29%	23%	23%



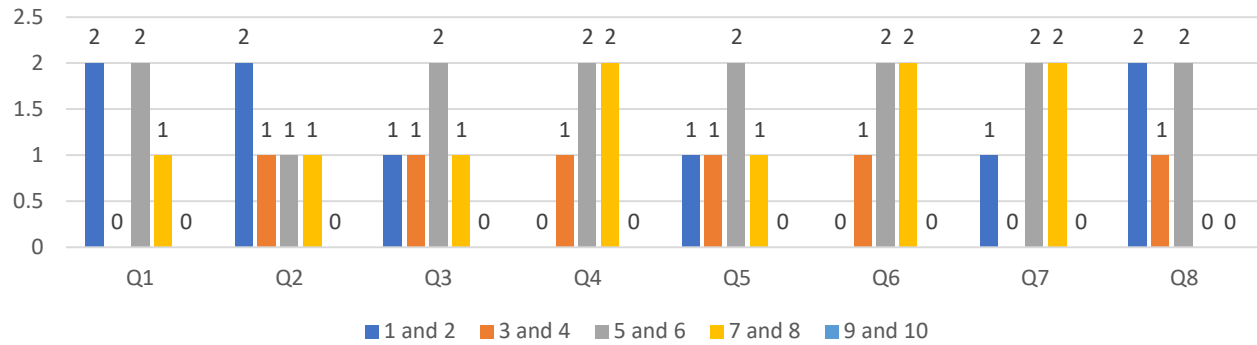
Section 3 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	2%	0%	0%	0%	2%	4%	4%	4%
3&4	2%	4%	4%	6%	6%	2%	6%	12%
5&6	34%	22%	18%	22%	20%	12%	20%	20%
7&8	34%	34%	50%	44%	42%	50%	46%	40%
9&10	28%	40%	28%	28%	30%	32%	24%	24%



Section 3 Community Responses

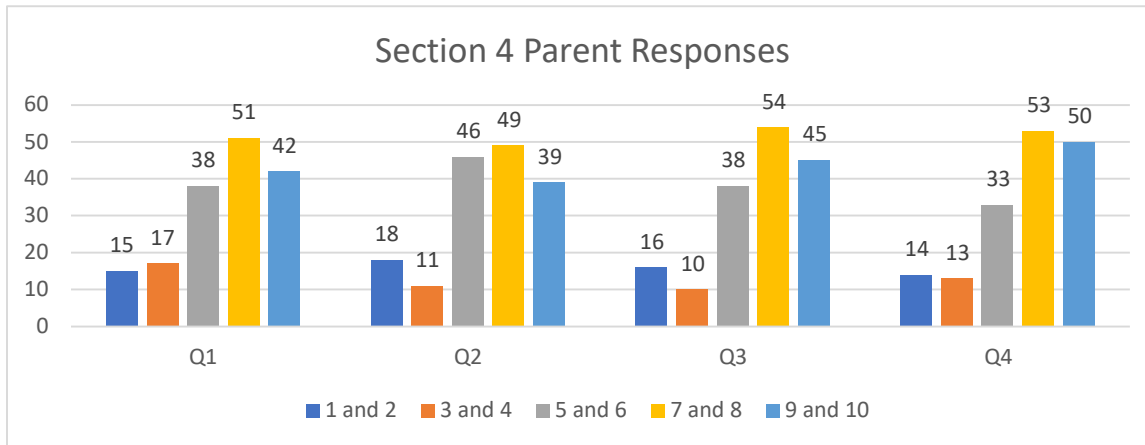


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	40%	40%	20%	0%	20%	0%	20%	40%
3&4	0%	20%	20%	20%	20%	20%	0%	20%
5&6	40%	20%	40%	40%	40%	40%	40%	40%
7&8	20%	20%	20%	40%	20%	40%	40%	0%
9&10	0%	0%	0%	0%	0%	0%	0%	0%



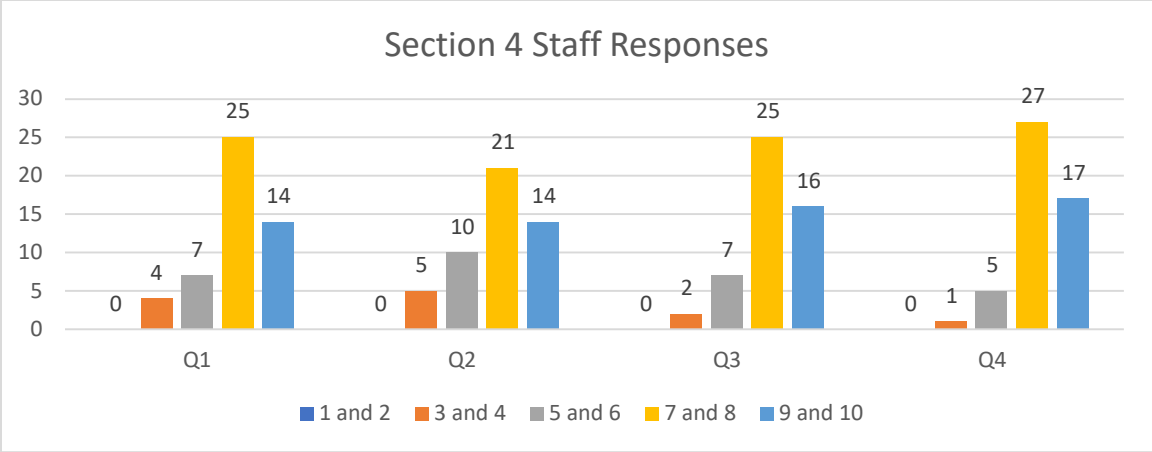
Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



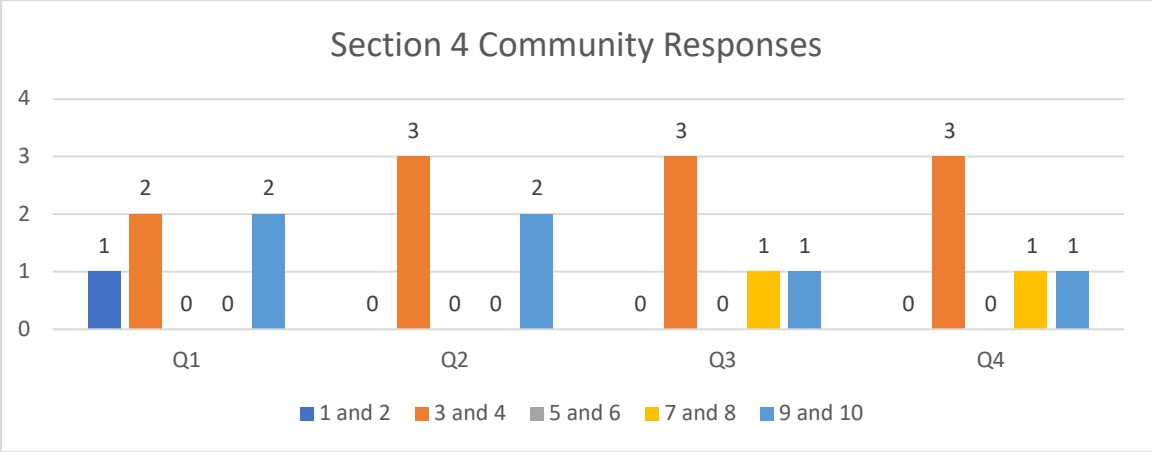
	Q1	Q2	Q3	Q4
1&2	9%	11%	10%	9%
3&4	10%	7%	6%	8%
5&6	23%	28%	23%	20%
7&8	31%	30%	33%	33%
9&10	26%	24%	28%	31%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	8%	10%	4%	2%
5&6	14%	20%	14%	10%
7&8	50%	42%	50%	54%
9&10	28%	28%	32%	34%



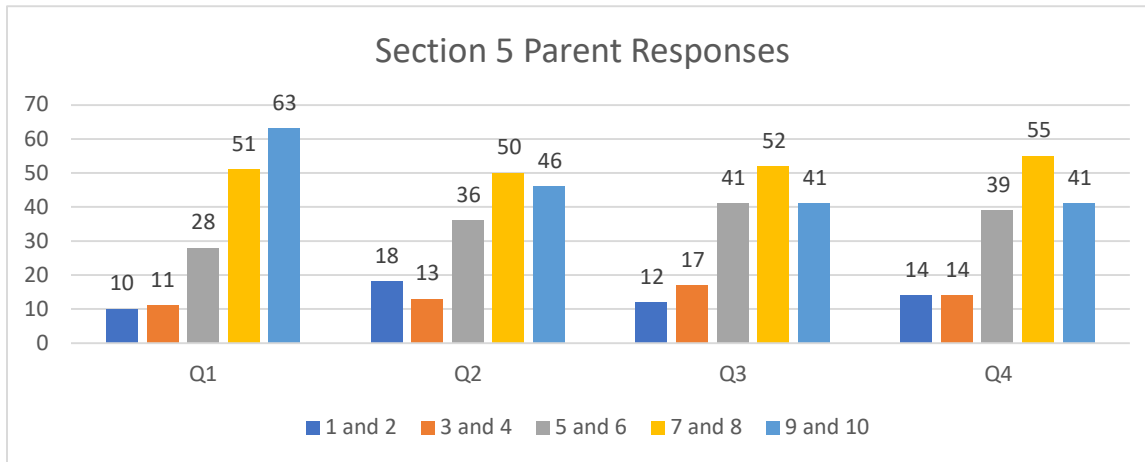


	Q1	Q2	Q3	Q4
1&2	20%	0%	0%	0%
3&4	40%	60%	60%	60%
5&6	0%	0%	0%	0%
7&8	0%	0%	20%	20%
9&10	40%	40%	20%	20%



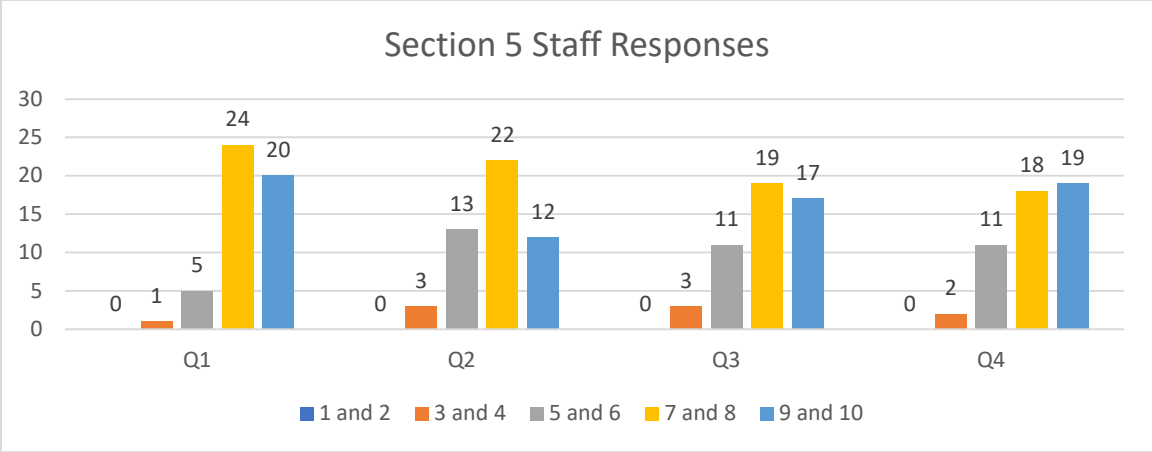
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



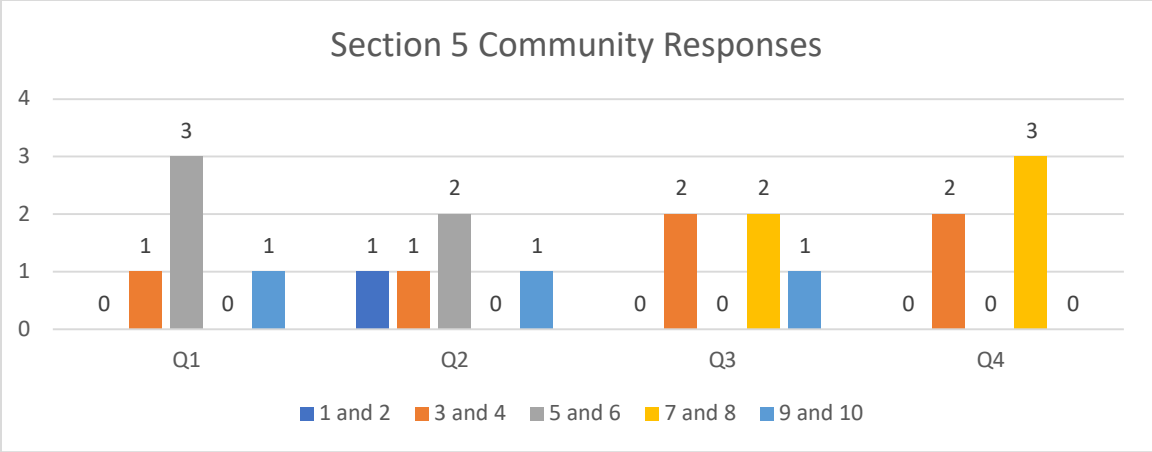
	Q1	Q2	Q3	Q4
1&2	6%	11%	7%	9%
3&4	7%	8%	10%	9%
5&6	17%	22%	25%	24%
7&8	31%	31%	32%	34%
9&10	39%	28%	25%	25%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	2%	6%	6%	4%
5&6	10%	26%	22%	22%
7&8	48%	44%	38%	36%
9&10	40%	24%	34%	38%





	Q1	Q2	Q3	Q4
1&2	0%	20%	0%	0%
3&4	20%	20%	40%	40%
5&6	60%	40%	0%	0%
7&8	0%	0%	40%	60%
9&10	20%	20%	20%	0%



North Farmington High School

US² had the opportunity to meet with 34 people (breakdown below) within the North Farmington community on May 7, 2021 between 7:30am-4:00pm ET. During our focus groups, we met with the School Improvement Team, Students, Parents, Academic Supports, Curriculum Teams, Social/Emotional Learning Teams, Support Services, and Administrators.

- Students: 2
- Parents: 3
- Staff Members: 26
- Administrators: 3

During our conversations, we gathered information for all areas identified within the Equity Audit and have synthesized information below, specific to North Farmington High School. This information will be included in the District Equity Audit Report of Findings.

Classroom Culture:

Within Classroom Culture, there are five main concepts that we look for (honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based behavior management).

The classroom culture at North provides students a safe place to be themselves and to feel accepted. Students commented that the atmosphere in the school and classroom is not toxic and students and teachers are kind to each other. Prior to the pandemic, the daily focus was on the academic core. Currently, teachers spend more time questioning students at the beginning of class to meet their social and emotional needs. The questioning has opened the opportunity for students to voice their experiences and concerns in the classroom. Other ways that teachers have supported student voices include listening circles, organic conversations on specific topics, and getting to know students. Teachers additionally have made students feel safe by becoming allies for students in the LGBTQIA+ community and allowing students access to someone to talk to at any time. Restorative Practices are embedded into the behavior management system. Students must go through the RP Coordinator before any suspension is handed out to ensure there is restoration within the conduct in question. North uses the PBIS framework for expectations although when students were asked what the school-wide expectations consisted of, they did not know.

Family & Community Engagement:

Within Family & Community Engagement, there are five main concepts that we look for (culturally sensitive communication, the inclusion of family and community wisdom, increased connections among families, use of local resources, and engagement with community issues and problems).



Family and community engagement is an area North wants to improve. While parents feel that communication of events and things that are happening at the school is abundant, there is still some opportunity to get more parents to participate, such as the PTA. Additional resources the district provides include the African American Parent Network and Community support through Pretty Brown Girls – a local non-profit organization that supports girls within the BIPOC community. Academically, the parents want to see an increase in Advanced Placement enrollment of marginalized students, an initiative that the school is working on through Equal Opportunity Schools. Most parents that become involved at North are initiated from a sport or club. One parent suggested the school can provide more resources and target freshman parents as they transition from the 8th grade. In the Summer of 2020, there was a student rally and some parents felt that their voices were not heard and felt negatively impacted by the experience.

Instruction:

Within Instruction, there are five main concepts that we look for (critical engagement with the material, differentiated instruction, cooperative and collaborative learning, real-world connections, and values-based assessment, evaluation, and grading).

North uses a variety of instructional strategies to engage students within the content and learning objectives defined by the district. North utilizes the Student Six Engagement strategies to identify concrete behaviors for staff to be culturally responsive to students. One strategy, “connection to students’ lives”, aims to make the link between classroom content and student experiences and perspectives, allowing for real-world application. Teachers embed opportunities for students to have discourse and collaboration as a regular part of instruction and learning experiences. Common assessments were developed in the fall of 2019 to allow teachers to assess data and target students’ needs to guide and improve instruction. Administration also commented in interviews the need to continue to build relationships with students and allow students to share their specific needs to address learning loss, especially due to the pandemic. Common rubrics are also being used with content subjects to align grading and assessment practices and provide inter-rater reliability within evaluation by the administration. North is additionally moving towards Standards Based Grading.

Identity within Curriculum:

Within Identity, the focus is on helping students answer the question, “Who am I?” Within this concept, intersectionality (multiple identities combined making us who we are) and pride is addressed as well as helping students recognize how traits of the dominant culture impact their own identity.

Identity at North is explored through specific units within the curriculum, including “all about me”. Most content areas focus on Identity at the beginning of the year as students describe themselves and give background information to the teachers. In Fine Arts classes, students are able to express themselves through the various lessons incorporated throughout the year. The current curriculum is sparse with representation of different identities from which students can draw on. STEAM



teachers acknowledge some units are composed of women, and racially diverse scientists, although this is an area that can be improved. Some teachers serve as allies for LGBTQIA+ students and provide them a safe space to be able to talk and discuss issues that affect them. Additionally, some teachers have started to incorporate pronouns and name usage within the syllabi to help students feel comfortable and welcome within the learning environment.

Diversity within Curriculum:

Within Diversity, the focus is on helping students answer the question, “How are we alike and different?” Within this concept, empathy as well as curiosity and moving beyond superficial and oversimplified contexts is emphasized.

There is a need to improve diversity within the curriculum from the district level. There are limited resources that are being used. Teachers currently seek out resources in their content areas to display different people and perspectives on their own. Teachers also commented that some classes discuss diversity more organically due to it being embedded into their curriculum, like ELA, Healthcare, arts and science classes. Students felt that teachers do provide the opportunity to learn different perspectives, but it is practiced mainly in the advanced placement classes.

Justice within Curriculum:

Within Justice, the focus is on helping students answer the question, “Why are some people treated differently?” Within this concept, privilege/power as well as oppression (at both the individual and systemic levels) are emphasized.

In the Humanities classes, the topic of justice is discussed frequently. Within the historical context and current events, teachers have organic conversations around why certain people and/or groups are treated differently. Teachers commented that these conversations that naturally spring up engage students more and they are able to have quality discussions around these topics. Discussions are also had with expressing how different communities experience privileges depending on their social and cultural identities. STEAM classes also dive into the topics of justice such as historical studying of human bodies as well as gender and race disparities.

Action within Curriculum:

Within Action, the focus is on helping students answer the question, “What can I do about unfairness?” Within this concept, recognizing self-responsibility in carrying out collective action is emphasized.

Action in the curriculum is emphasized in the real-world connections teachers bring from the content. Some students participated in a “Students Demand Action” group to voice their concerns around the Parkland shooting, although not many teachers knew of its’ existence or further developments. Teachers acknowledged that they try and support students to speak up and address their concerns to those in leadership. The building administration are supportive of these actions and are looking into incorporating Upstander training to increase student action.



Teacher Leadership:

Within Teacher Leadership, there are five main concepts that we look for (self-awareness and cultural competency, speaking up and responding to prejudice, bias, and stereotypes, building alliances, leading beyond the classroom, and ongoing reflection and learning).

Professional learning for staff in developing self-awareness and cultural competency has occurred in the district over the past few years. Training in anti-racism, implicit bias, crucial conversations, and data analysis have all been initiated by Farmington Public Schools to put a collective focus on diversity, equity, and inclusion. Activities within the equity lens started through conversations centered around important questions for self-reflection. The PD offerings were limited in participant capacity; for example, the Anti-Racist Institute only allowed eight participants per school. Staff capacity within their understanding and awareness of equity is being developed over time.

Some teachers acknowledged that the professional development offerings by the district provided little follow-up for them to reflect. For example, two videos (“13th” and “Birth of a Nation”) were shown during optional trainings, but there was no meaningful follow-up or discussion – leaving many staff members to feel they were to blame or there was finger pointing. The building leadership acknowledged that some of the staff feel disenfranchised around this work and they need to have a safe space to be able to feel valued and heard. Teachers additionally participating in the Student Six Engagement strategies are learning ways to increase their cultural competence with students.

Representation:

Representation at North is reflective of the district’s lack of a diverse staff across the system. Stakeholders within many of the interviews echoed the desire to have more staff that reflect the student and community makeup. Students additionally noted the importance of having staff that look like them so they didn’t feel alone. One teacher commented that the diversity has increased among the staff in recent years, although they would have students come to their classroom just to see them because there was a lack of Black/African-American teachers. In programming, North has worked extensively with Equal Opportunity Schools to increase Black/African-American representation in Advanced Placement classes. North has a wide variety of clubs that offer students a place to belong within their identity group including: CASA, Pretty Brown Girls, Desi Girls, Jewish Student Alliance, Muslim Student Alliance, Gay Straight Alliance/Glisten, etc.



General Findings around Diversity, Equity, and Inclusion:

After reviewing all information, including the survey results, Self-Assessment, and interview findings, strengths and areas for improvement were noted.

Within Critical Practices (Classroom Culture, Family & Community Engagement, Instruction, and Teacher Leadership), Classroom Culture was noted as a strength while Family and Community Engagement was noted as an area for improvement.

While looking at Family and Community Engagement specifically, it would benefit the families of North Farmington to have more productive outreach within the community. By intentionally including the diverse parents and community members in which North serves, there is a higher likelihood of active engagement among all presented ethnic and cultural backgrounds.

Within the four domains of Instruction (Identity, Diversity, Justice, and Action), Identity was noted as a strength while Action was noted as an area for improvement. There are multiple attempts to include a variety of identity groups (mainly race, gender, sex, and culture). However, there are pockets of attempts to move the students toward action that should be expanded throughout all content areas. This work is best infused through project-based and inquiry-based learning.

There has been much work started around conversations - the next step is to implement many of the strategies discussed, particularly around representation and ensuring that personnel, curriculum, and programming are offered to all identity groups.

Quantitative Data Summary:

The data recorded from North Farmington is in contrast to most of the other schools' responses. The student data contains the largest amount of "never" and "sometimes" responses when compared to the other buildings. Fairness and emotional/physical safety, along with knowing rules and consequences, as well as equitable delivery of consequences, have about a 50/50 split between students who responded "always" or "most of the time" and those that answered "never" and "sometimes." This leads to questions around how education and discipline are being delivered by staff and administration. The data also seems to imply that some students feel encouraged and supported, while equally as many do not get their needs met. Within the social justice topics, students are also very split about how the school handles teaching and embracing diverse identities. Student comments highlight perceptions of racial inequalities in punishments, though others state they do not witness disproportionality.

The numerical data for parents demonstrates a higher external opinion of the school. Staff also had responses similar to the parents. This may raise the question if there is an image portrayed, intentionally or unintentionally, that is not being experienced by



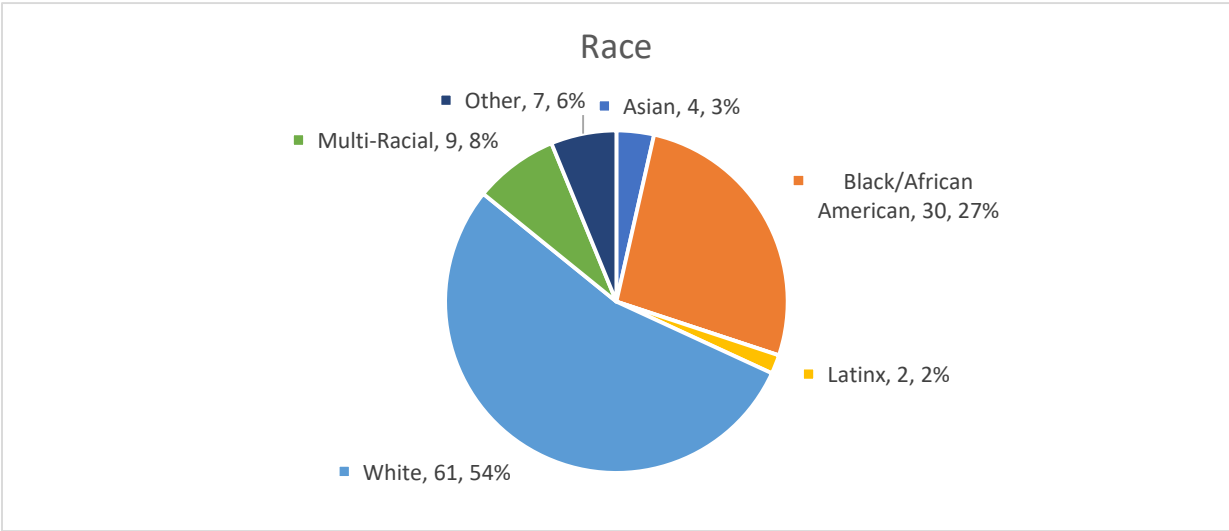
all students. Parent and community comments address feelings of inequality from two different angles - being of color and being discriminated against in support and discipline, and feeling that social justice work is dividing the school district. There were several comments that related equity discussions to forcing a political agenda. A stark divide in viewpoints on equity and diversity is evident in the qualitative responses.

Survey Data Summary for North Farmington High School

Student Data: North Farmington High School

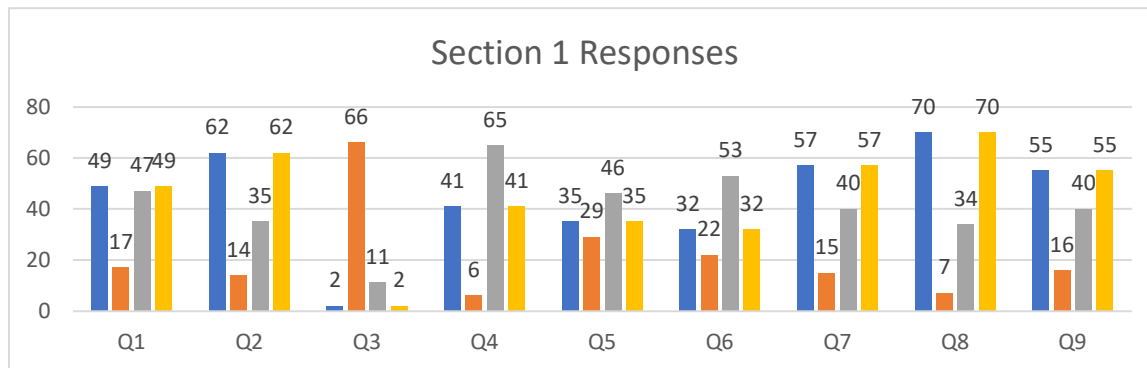
Student Data Respondents: 113

Race of Respondents: *(Recorded using categories reflecting the US Census)*



Section 1 Questions and Responses

- Q1: My teachers are fair.
- Q2: My principal is fair.
- Q3: Bullying is present in the school.
- Q4: I can be successful in my classroom/school.
- Q5: I am encouraged to speak my truth and share my thoughts.
- Q6: I am emotionally safe at school.
- Q7: I am physically safe at school.
- Q8: I know the rules and consequences if I break the rules.
- Q9: The consequences for my actions are reasonable and equal to other students.

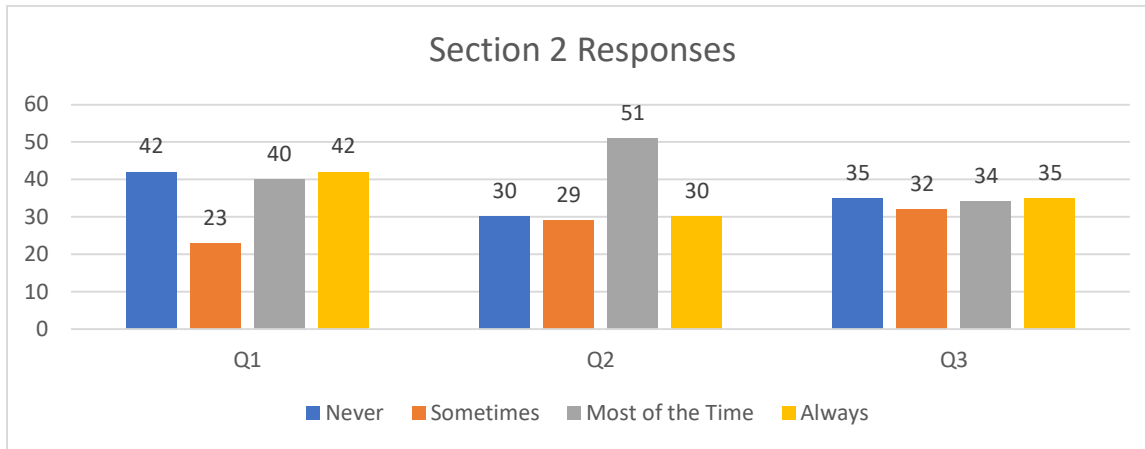


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Never	30%	36%	2%	27%	24%	23%	34%	39%	33%
Sometimes	10%	8%	81%	4%	20%	16%	9%	4%	10%
Most of the Time	29%	20%	14%	42%	32%	38%	24%	19%	24%
Always	30%	36%	2%	27%	24%	23%	34%	39%	33%



Section 2 Questions and Responses

- Q1: I work with my family, community, and teachers to support me in school.
- Q2: I feel connected to many people both in and out of school.
- Q3: I am involved with extra-curricular activities.

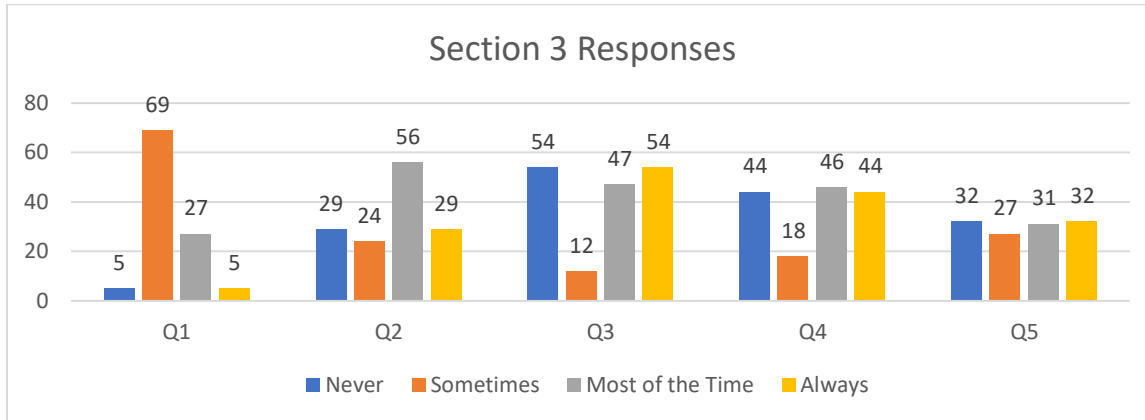


	Q1	Q2	Q3
Never	29%	21%	26%
Sometimes	16%	21%	24%
Most of the Time	27%	36%	25%
Always	29%	21%	26%



Section 3 Questions and Responses

- Q1: I work in groups with other students to accomplish my tasks.
- Q2: My teachers are flexible with meeting my needs as a learner.
- Q3: I understand what is expected for work and how it will be graded.
- Q4: I am given support when needed.
- Q5: I am encouraged to be in challenging classes (AP, Honors, etc.).

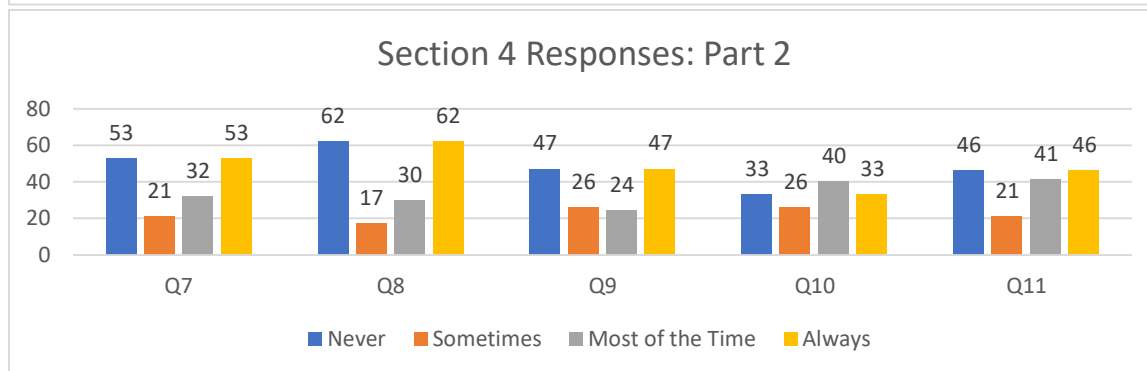
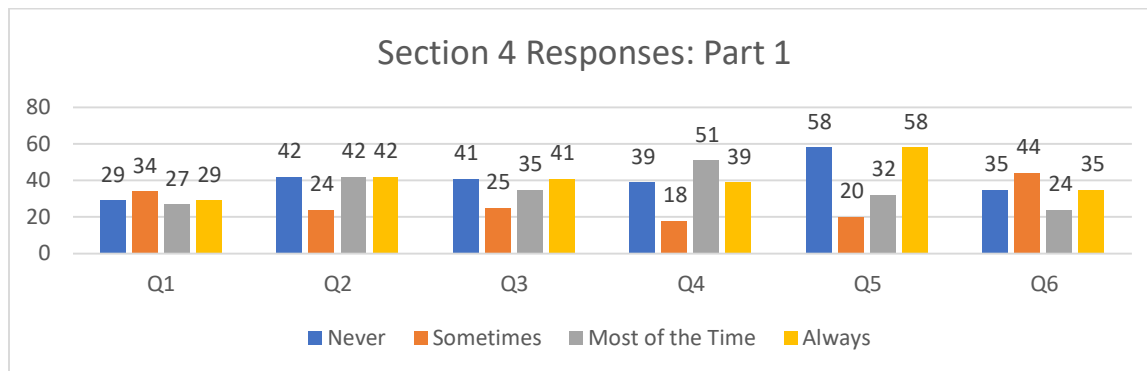


	Q1	Q2	Q3	Q4	Q5
Never	5%	21%	32%	29%	26%
Sometimes	65%	17%	7%	12%	22%
Most of the Time	25%	41%	28%	30%	25%
Always	5%	21%	32%	29%	26%



Section 4 Questions and Responses

- Q1: I see adults who look like me in my school.
- Q2: I have other students I can relate to at school.
- Q3: I have an adult I can talk to if I am having problems.
- Q4: I have a positive view of myself.
- Q5: I am proud of who I am and can say that without feeling better than anyone else.
- Q6: I am curious about how people are similar to and different from me.
- Q7: I understand that people are often treated differently based on their identities.
- Q8: I recognize unfairness and injustice (in history and current times).
- Q9: I am aware of advantages I have based on my identities.
- Q10: I am taught skills on how to stand up against injustice.
- Q11: I take responsibility for standing up to injustice.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Never	24%	28%	29%	27%	35%	25%	33%	36%	33%	25%	30%
Sometimes	29%	16%	18%	12%	12%	32%	13%	10%	18%	20%	14%
Most of the Time	23%	28%	25%	35%	19%	17%	20%	18%	17%	30%	27%
Always	24%	28%	29%	27%	35%	25%	33%	36%	33%	25%	30%



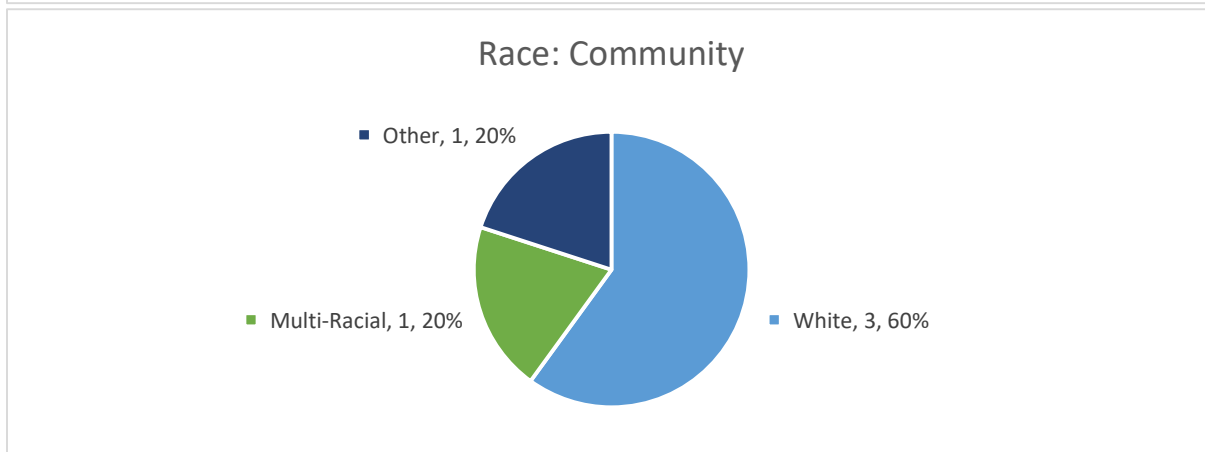
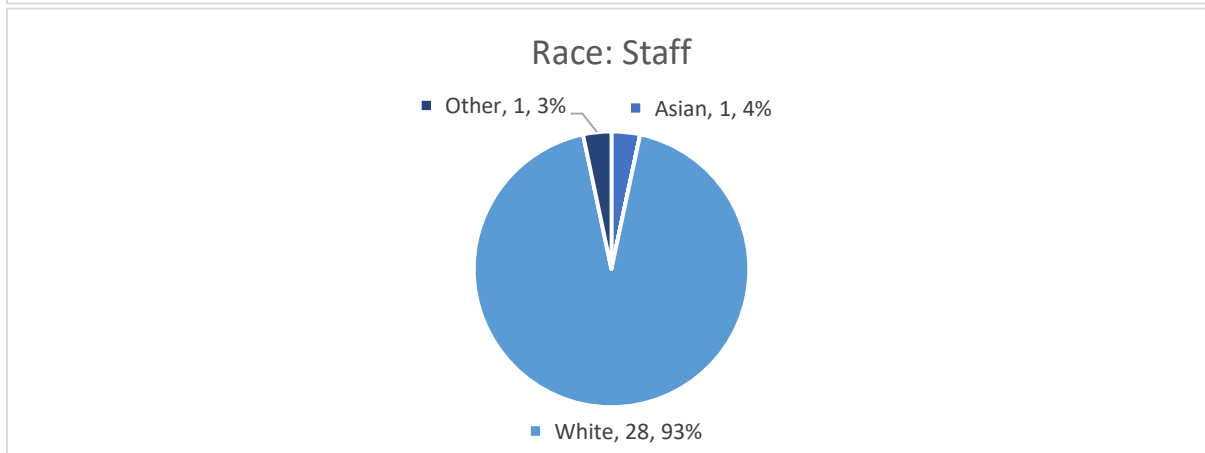
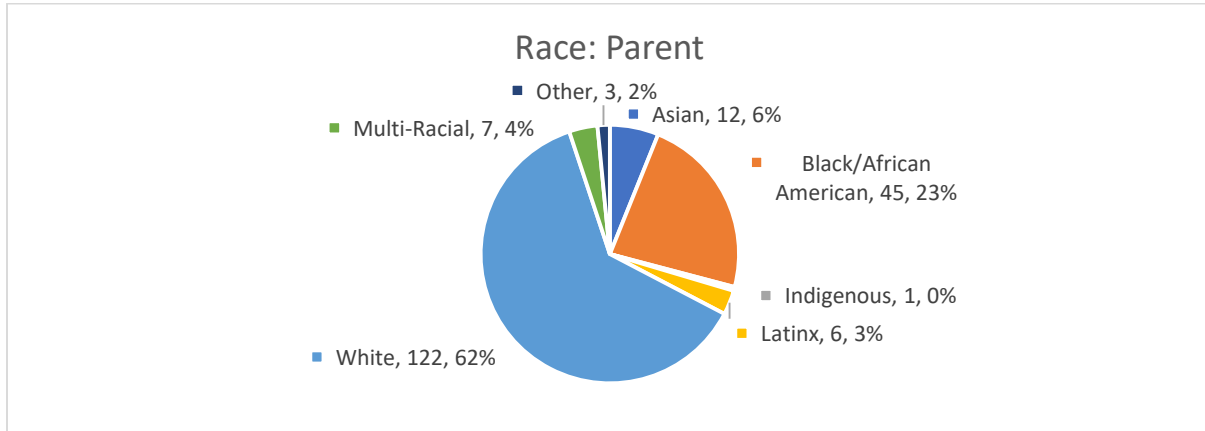
Adult Data: North Farmington High School

Parent Survey Respondents: 196

Staff Survey Respondents: 31

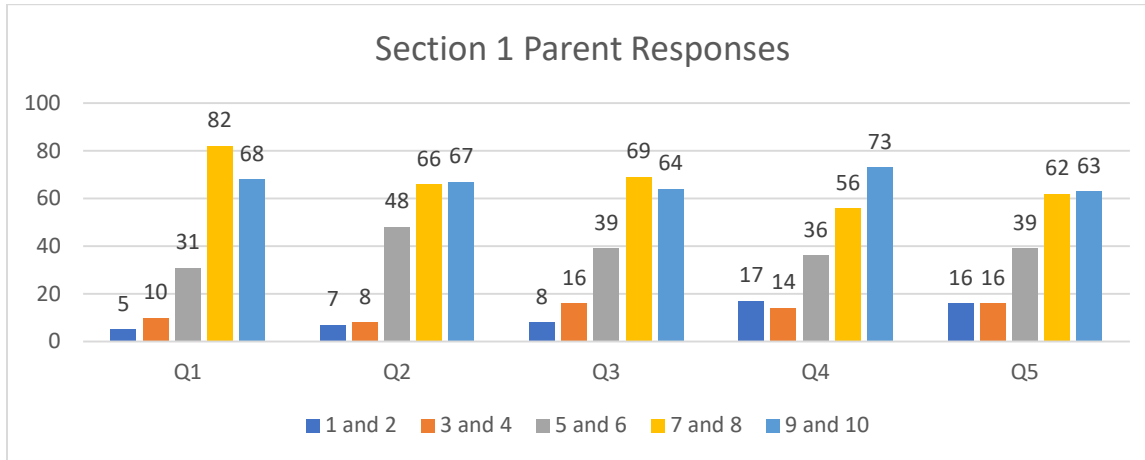
Community Survey Respondents: 5

Race of Respondents: *(Recorded using categories reflecting the US Census)*



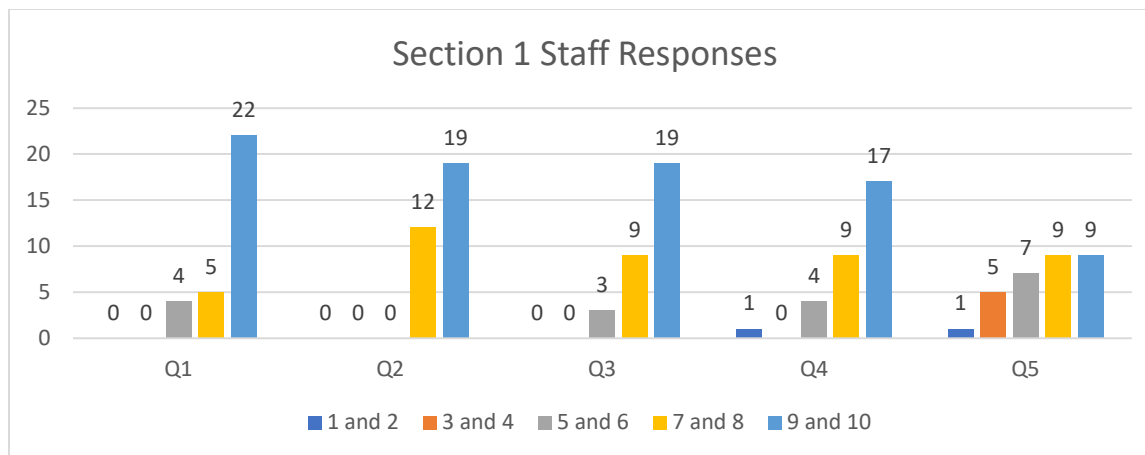
Section 1 Questions and Responses

- Q1: Students are valued as unique individuals.
- Q2: Classrooms are set up in a way to provide access to student success.
- Q3: Students are encouraged to share their thoughts/opinions without judgment.
- Q4: The school provides a safe environment, both physically and emotionally.
- Q5: The school disciplines fairly and appropriately.



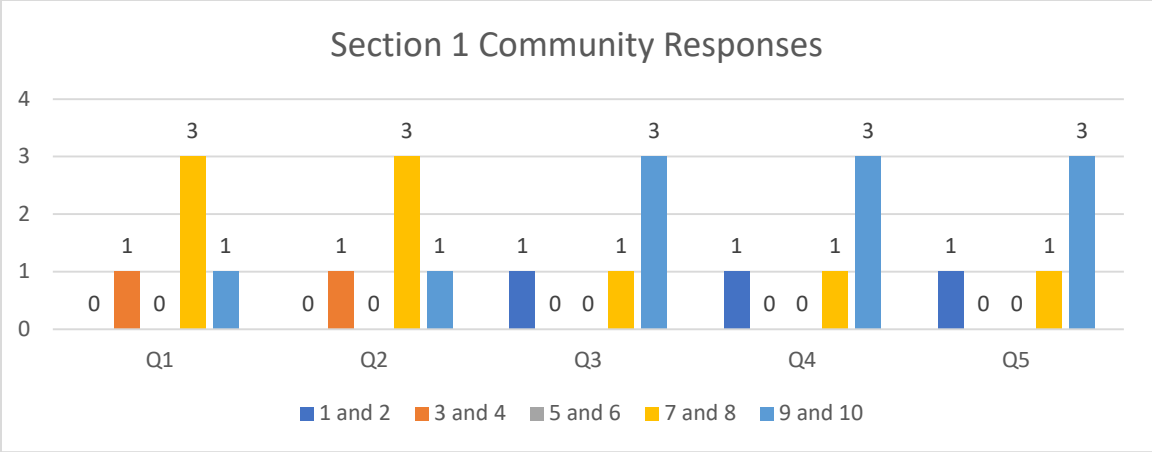
	Q1	Q2	Q3	Q4	Q5
1&2	3%	4%	4%	9%	8%
3&4	5%	4%	8%	7%	8%
5&6	16%	24%	20%	18%	20%
7&8	42%	34%	35%	29%	32%
9&10	35%	34%	33%	37%	32%





	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	0%	3%	3%
3&4	0%	0%	0%	0%	16%
5&6	13%	0%	10%	13%	23%
7&8	16%	39%	29%	29%	29%
9&10	71%	61%	61%	55%	29%



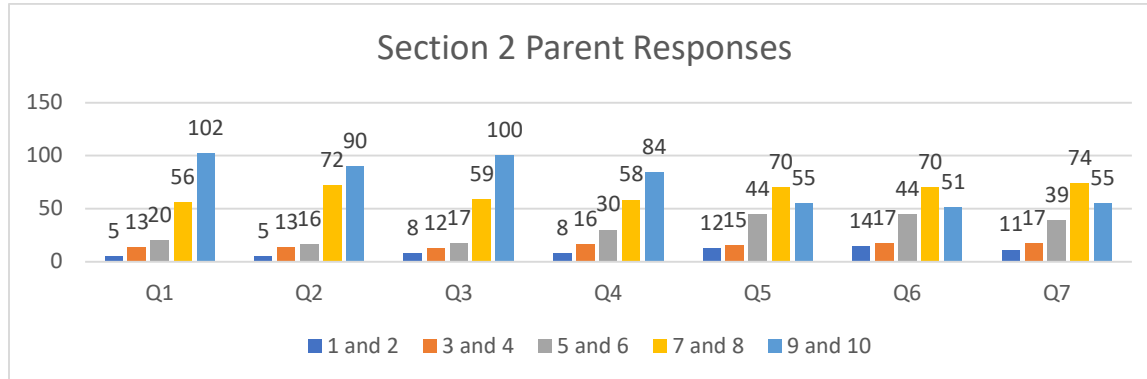


	Q1	Q2	Q3	Q4	Q5
1&2	0%	0%	20%	20%	20%
3&4	20%	20%	0%	0%	0%
5&6	0%	0%	0%	0%	0%
7&8	60%	60%	20%	20%	20%
9&10	20%	20%	60%	60%	60%



Section 2 Questions and Responses

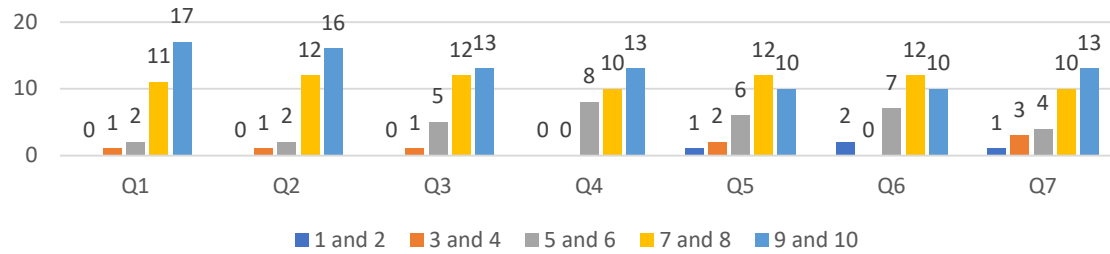
- Q1: Communication sent from the school is inclusive and sensitive to different family dynamics.
- Q2: District-level communication is inclusive and sensitive to different family dynamics.
- Q3: Families are encouraged to participate in school activities.
- Q4: Families are encouraged to participate in district-level activities.
- Q5: Community members are encouraged to collaborate with the school on projects.
- Q6: Community members are encouraged to collaborate with the district on projects.
- Q7: There is a support system in place for families.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	3%	3%	4%	4%	6%	7%	6%
3&4	7%	7%	6%	8%	8%	9%	9%
5&6	10%	8%	9%	15%	22%	22%	20%
7&8	29%	37%	30%	30%	36%	36%	38%
9&10	52%	46%	51%	43%	28%	26%	28%

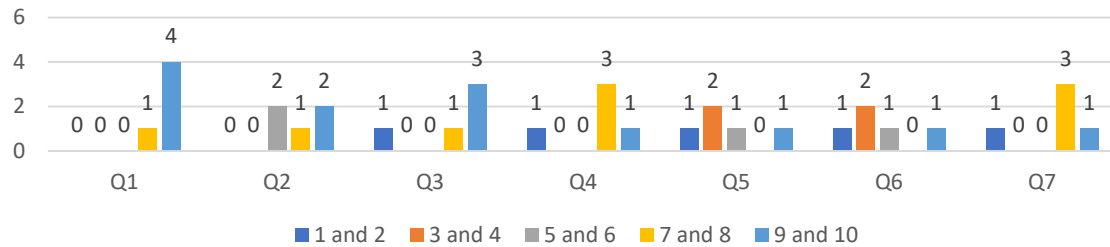


Section 2 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	0%	0%	3%	6%	3%
3&4	3%	3%	3%	0%	6%	0%	10%
5&6	6%	6%	16%	26%	19%	23%	13%
7&8	35%	39%	39%	32%	39%	39%	32%
9&10	55%	52%	42%	42%	32%	32%	42%

Section 2 Community Responses

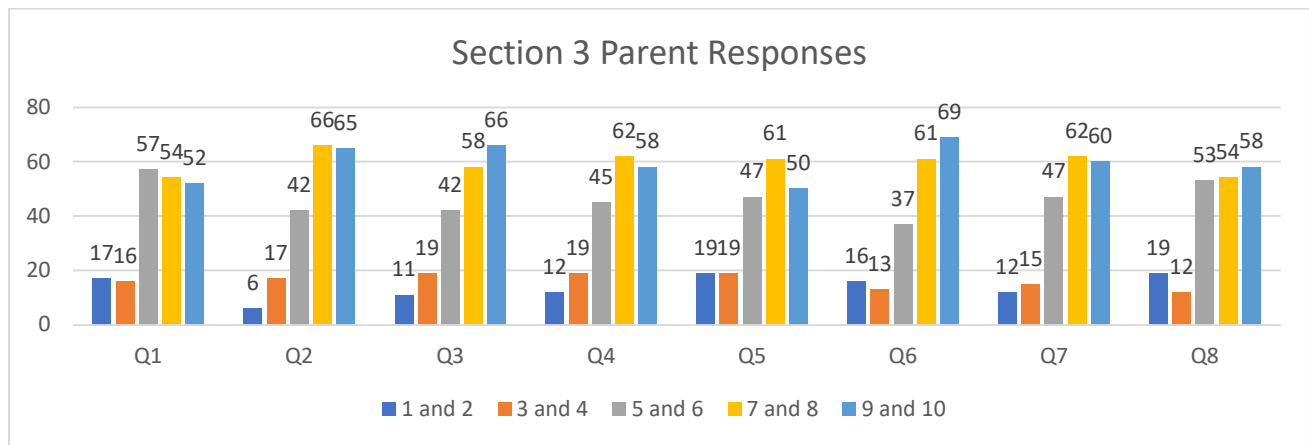


	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1&2	0%	0%	20%	20%	20%	20%	20%
3&4	0%	0%	0%	0%	40%	40%	0%
5&6	0%	40%	0%	0%	20%	20%	0%
7&8	20%	20%	20%	60%	0%	0%	60%
9&10	80%	40%	60%	20%	20%	20%	20%



Section 3 Questions and Responses

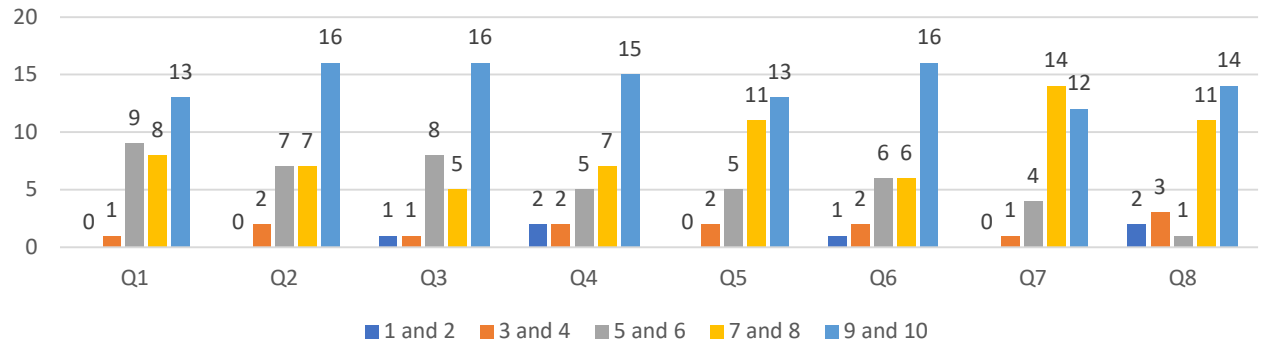
- Q1: Students are provided the opportunity to see themselves in the curriculum.
- Q2: Students are provided the opportunity to understand how people are alike and different.
- Q3: Students are taught concepts around justice and injustice.
- Q4: Students are empowered to take action around social justice issues.
- Q5: Students are engaged with material and taught from multiple perspectives.
- Q6: Students are given the opportunity to learn at their level and given supports when necessary.
- Q7: Students work together in a collaborative environment.
- Q8: Students are assessed in terms of growth.



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	9%	3%	6%	6%	10%	8%	6%	10%
3&4	8%	9%	10%	10%	10%	7%	8%	6%
5&6	29%	21%	21%	23%	24%	19%	24%	27%
7&8	28%	34%	30%	32%	31%	31%	32%	28%
9&10	27%	33%	34%	30%	26%	35%	31%	30%



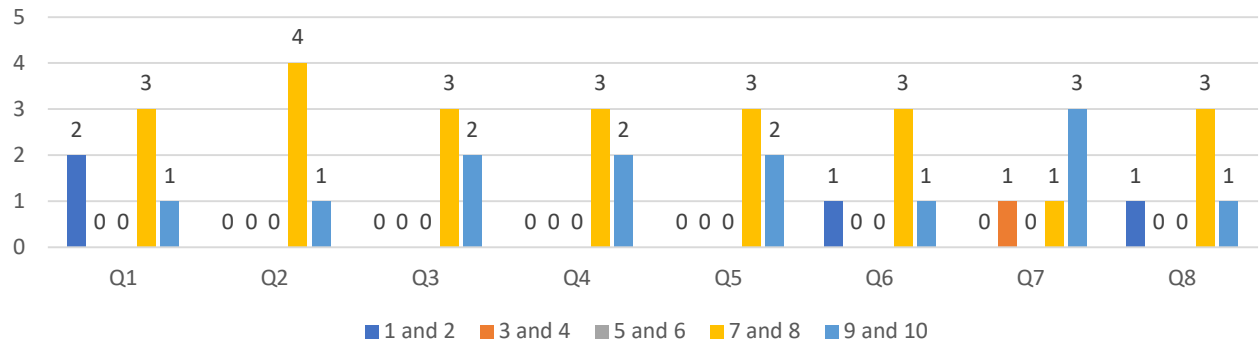
Section 3 Staff Responses



	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	0%	0%	3%	6%	0%	3%	0%	6%
3&4	3%	3%	3%	6%	6%	6%	3%	10%
5&6	29%	23%	26%	16%	16%	19%	13%	3%
7&8	26%	23%	16%	23%	35%	19%	45%	35%
9&10	42%	52%	52%	48%	42%	52%	39%	45%



Section 3 Community Responses

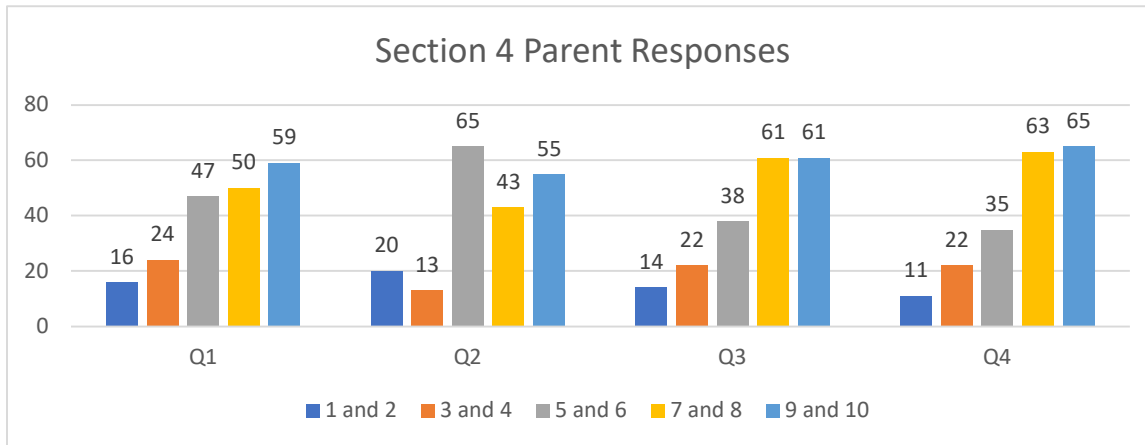


	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1&2	20%	0%	0%	0%	0%	20%	0%	20%
3&4	0%	0%	0%	0%	0%	0%	20%	0%
5&6	0%	0%	0%	0%	0%	0%	0%	0%
7&8	60%	80%	60%	60%	60%	60%	20%	60%
9&10	20%	20%	40%	40%	40%	20%	60%	20%



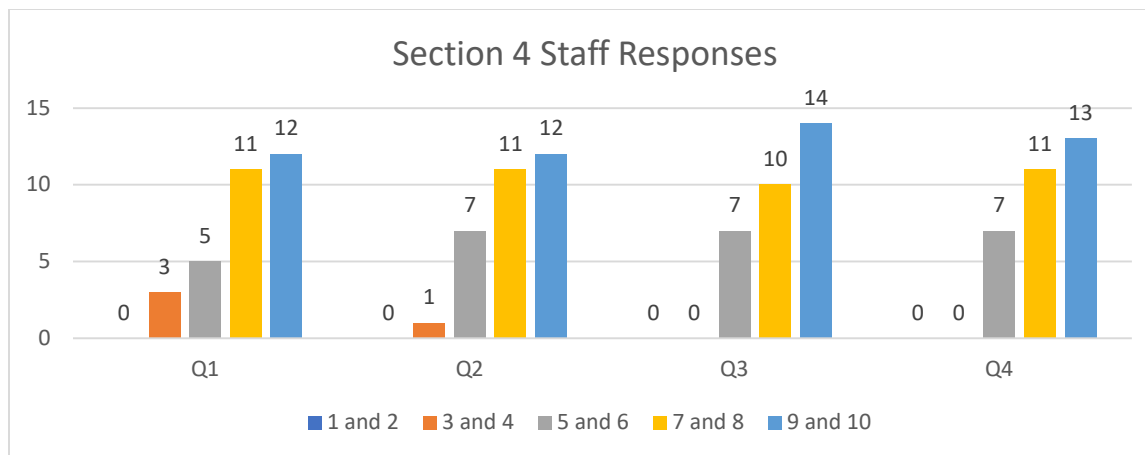
Section 4 Questions and Responses

- Q1: Staff members are open-minded and aware of personal/systemic biases.
- Q2: Staff members speak up when witnessing acts of unfairness.
- Q3: Staff members treat students fairly.
- Q4: Staff members treat families fairly.



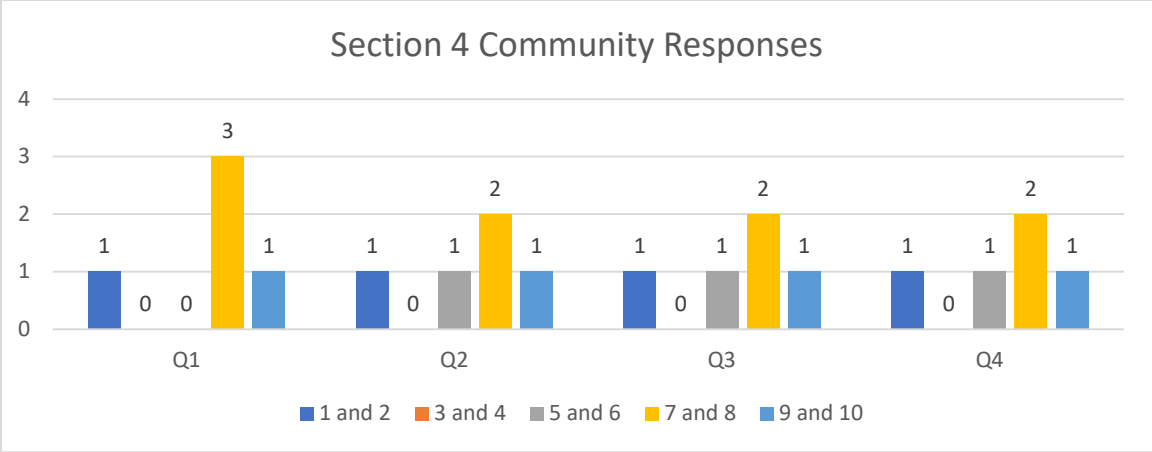
	Q1	Q2	Q3	Q4
1&2	8%	10%	7%	6%
3&4	12%	7%	11%	11%
5&6	24%	33%	19%	18%
7&8	26%	22%	31%	32%
9&10	30%	28%	31%	33%





	Q1	Q2	Q3	Q4
1&2	0%	0%	0%	0%
3&4	10%	3%	0%	0%
5&6	16%	23%	23%	23%
7&8	35%	35%	32%	35%
9&10	39%	39%	45%	42%



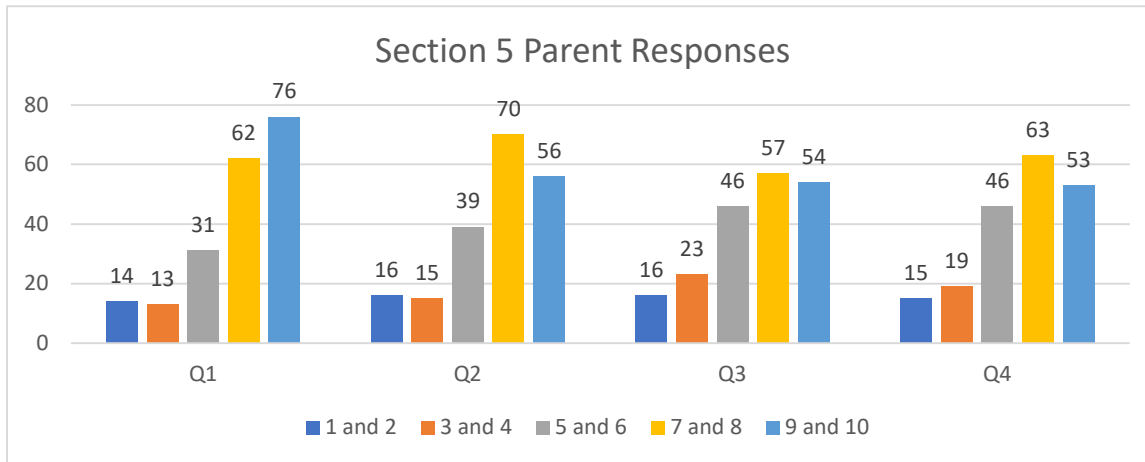


	Q1	Q2	Q3	Q4
1&2	20%	20%	20%	20%
3&4	0%	0%	0%	0%
5&6	0%	20%	20%	20%
7&8	60%	40%	40%	40%
9&10	20%	20%	20%	20%



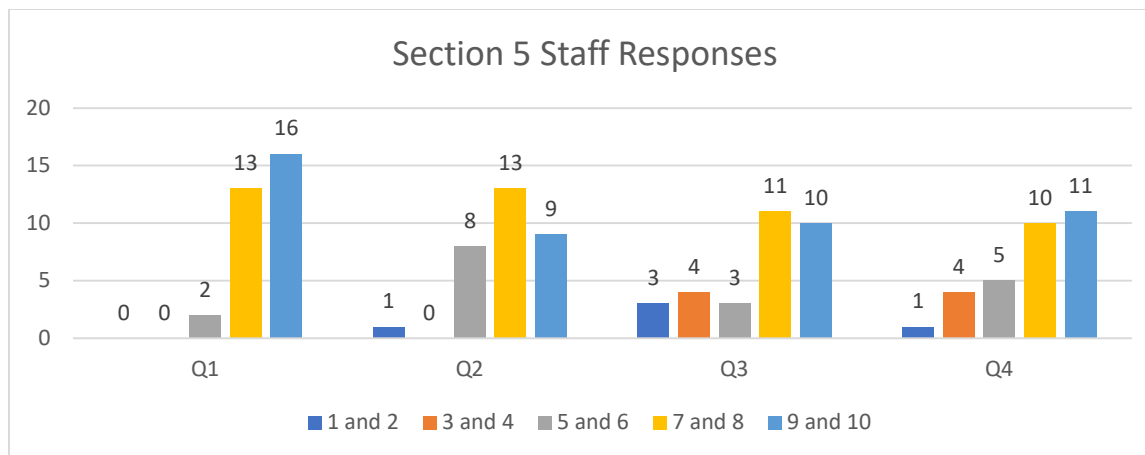
Section 5 Questions and Responses

- Q1: The school provides a safe place for its students.
- Q2: The district provides direction and support for its schools.
- Q3: There are explicit conversations around social justice within the school.
- Q4: There are explicit conversations around social justice within the district.



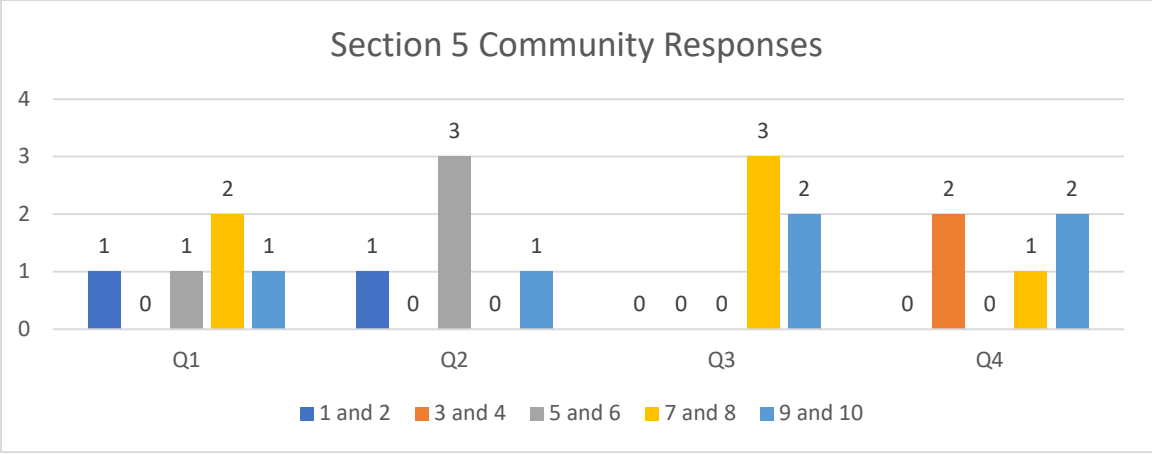
	Q1	Q2	Q3	Q4
1&2	7%	8%	8%	8%
3&4	7%	8%	12%	10%
5&6	16%	20%	23%	23%
7&8	32%	36%	29%	32%
9&10	39%	29%	28%	27%





	Q1	Q2	Q3	Q4
1&2	0%	3%	10%	3%
3&4	0%	0%	13%	13%
5&6	6%	26%	10%	16%
7&8	42%	42%	35%	32%
9&10	52%	29%	32%	35%





	Q1	Q2	Q3	Q4
1&2	20%	20%	0%	0%
3&4	0%	0%	0%	40%
5&6	20%	60%	0%	0%
7&8	40%	0%	60%	20%
9&10	20%	20%	40%	40%

