

# Franklin Public Schools Equity Audit

*Findings and Recommendations*

*October 2022*

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A photograph of four young children of diverse backgrounds smiling and huddled together. The image is overlaid with a semi-transparent purple filter. The children are looking towards the camera and appear to be in a joyful, supportive group.

# Equity Audit Framework

# PCG's Commitment to Educational Equity

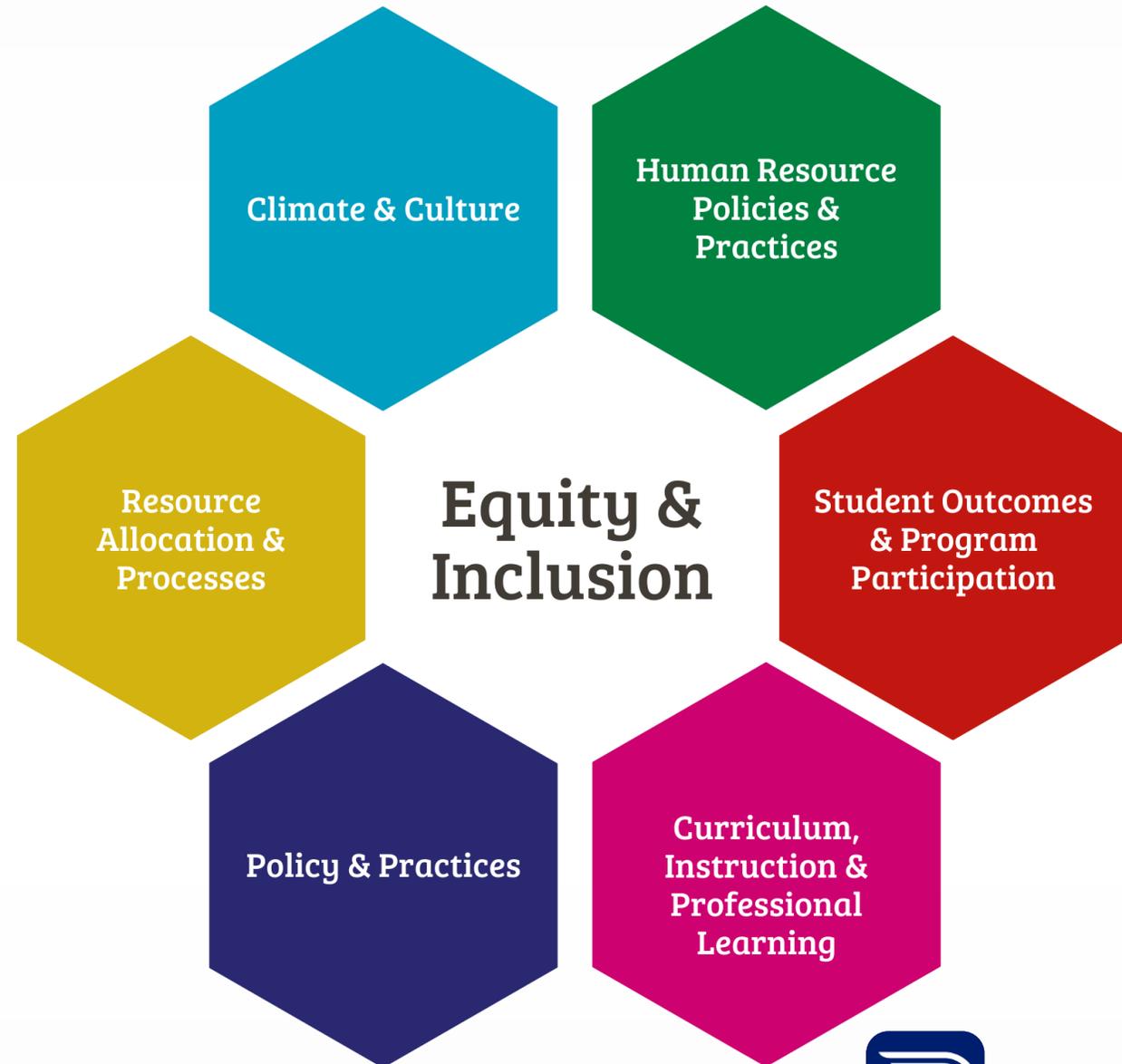
Equity demands we consider the needs of **each student** with a discerning eye; including the students who are **historically marginalized or treated with low expectations**, often due to race, cultural and linguistic diversity, identified disability, or gender identity.



# Equity Audit Framework

## Overarching Guiding Question:

How do the policies, practices, and processes in Franklin Public Schools promote educational equity and where are opportunities for improvement?



# Framework and Guiding Questions

Focus Area	Guiding Question
Policies and Practices	To what extent do <b>policies and procedures</b> in FPS promote a diverse, equitable and inclusive district?
Culture and Climate	To what extent is the <b>culture and climate</b> of FPS welcoming and supportive of all students, families, and staff?
Student Outcomes and Program Participation	How are <b>student outcomes and program participation</b> patterns linked to student characteristics and demographics?
Curriculum, Instruction and Professional Learning	To what extent do <b>curriculum and instructional</b> practices in the district focus on improving academic and social outcomes for <i>each</i> student? How does district support to schools promote positive outcomes for each student? How does district <b>professional learning</b> support DEI practices?
Human Resource Policies and Practices	How do <b>human resource policies and practices</b> in FPS support hiring and retaining a diverse workforce?
Resource Allocation Processes	How are <b>resources distributed</b> across the district? What are the drivers/processes that determine their distribution?



# Report Terminology

There are several terms used throughout this report that require definition and clarification within the FPS context. Some terms that appear throughout the report include:

**Achievement Gap:** The difference in academic performance between different ethnic and racial groups, income levels, gender, and special student groups.

**BIPOC:** Black, Indigenous, and People of Color

**DEI:** Diversity, Equity, and Inclusion

**Economically Disadvantaged:** Student participated in one of the following state-administered programs: SNAP (food stamps); TAFDC (welfare); DCF (foster care); MassHealth (Medicaid) in October, March, or June.

**EL:** Any student in Pre-K to grade 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with: a) the ability to meet the State's proficient level of achievement on State assessments; b) the ability to successfully achieve in classrooms where the language of instruction is English; or c) the opportunity to participate fully in the school setting.

**FPS:** Franklin Public Schools

**FRL:** Students who are eligible for the national free or reduced-priced lunch program (children in households with incomes below 185 percent of the poverty line)

**MCAS:** Massachusetts Comprehensive Assessment System

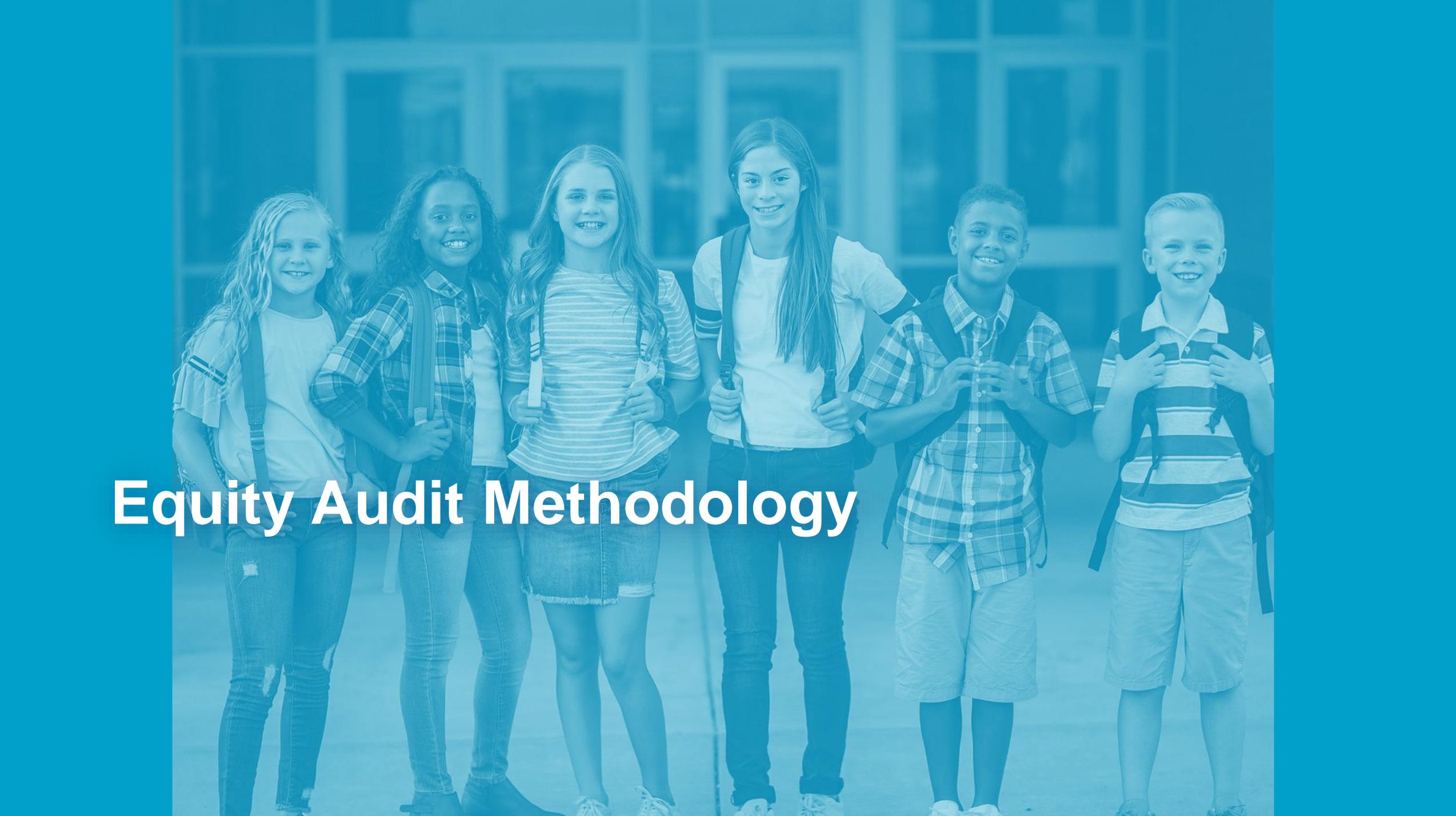
**Opportunity Gap:** The disparity in access to the inputs, experiences, and resources needed for each student to be academically successful.

**PCG:** Public Consulting Group LLC

**PD:** Professional Development

**Students with Disabilities:** Student has an Individual Education Plan (IEP) in the Student Information Management System.



A group of six diverse school children, three girls and three boys, are standing in a hallway. They are all smiling and wearing backpacks. The image is overlaid with a blue tint. The text "Equity Audit Methodology" is written in white, bold, sans-serif font across the middle of the image.

# Equity Audit Methodology

# Data and Document Review

## Sample of Sources Requested

Leadership, Policies & Practices	Climate & Culture	Student Outcomes & Access to Advanced Learning Opportunities	Curriculum, Instruction, & Professional Learning	Human Resources Practices
<ul style="list-style-type: none"><li>• Policies</li><li>• Manuals</li><li>• Handbooks</li><li>• Organizational Charts</li><li>• Previous Reports</li></ul>	<ul style="list-style-type: none"><li>• Previous climate and culture surveys or reports</li><li>• Initiatives designed to create bias-free schools</li><li>• Family engagement information</li></ul>	<ul style="list-style-type: none"><li>• Academic achievement (MCAS)</li><li>• Representation in advanced classes and programming</li><li>• IEP assignments</li><li>• Discipline rates and policies</li></ul>	<ul style="list-style-type: none"><li>• Intervention information</li><li>• Pedagogical practices</li><li>• Support services</li><li>• Professional development and trainings</li></ul>	<p>Data and practices related to:</p> <ul style="list-style-type: none"><li>• Recruitment</li><li>• Applications</li><li>• Interviews</li><li>• Hiring</li><li>• Retention</li><li>• Job descriptions</li></ul>

# Stakeholder Engagement

## Interviews



12 individual interviews

- District leadership
- School Committee members

## Email



PCG also encouraged community feedback via email and received 11 thorough, detailed contributions

## Focus Groups



10 community focus groups

- Families
- Students - Middle and High School levels
- Teaching staff
- Other school- and district-based staff
- School leaders

79 total participants across focus groups



# Methodology Clarifications

## Included in Equity Audit Analysis

### Curriculum

- How do curriculum and instruction staff understand their role and work as it relates to equity?
- What supports are provided to schools and educators related to equitable curricular and instructional practices?
- How do students and families see themselves in the curriculum? How do community members perceive equity as related to the district's curriculum?

### Financial Resources

- How are financial allocation decisions made? Is the focus on equality or equity in making these decisions?
- What are the processes and procedures to secure additional resources in the district?
- What policies and practices are in place to ensure financial resource equity across the district?

## Not Included in Equity Audit Analysis

### Curriculum

- Detailed analysis of curricular materials and content
- Observations of instruction and/or curriculum planning

### Financial Resources

- Quantitative financial analysis/budget audit



A group of six diverse students, three girls and three boys, are standing in a line in front of a school building. They are all smiling and wearing backpacks. The image is overlaid with a blue tint. The text "Franklin Public Schools Context" is centered over the image in white.

# Franklin Public Schools Context

# District Demographics

Year	N	African American or Black	Asian	Hispanic or Latinx	White	Native American or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	EL	Students with IEPs	Economically Disadvantaged
2019	5,198	2%	6%	3%	86%	0%	1%	2%	2%	19%	10%
2020	5,068	2%	6%	4%	85%	0%	1%	2%	1%	19%	10%
2021	4,830	2%	6%	5%	84%	0%	1%	2%	1%	18%	11%
2022	4,764	2%	7%	5%	83%	0%	1%	2%	2%	18%	15%

Source: profiles.doe.mass.edu



# Pre-K and Elementary

Year	N	African American or Black	Asian	Hispanic or Latinx	White	Native American or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	EL	Students with IEPs	Economically Disadvantaged
2019	2,160	2%	5%	4%	85%	0%	1%	2%	3%	19%	12%
2020	2,085	2%	5%	4%	85%	0%	1%	2%	2%	19%	13%
2021	1,951	2%	5%	5%	83%	0%	1%	2%	2%	17%	14%
2022	2,022	2%	6%	6%	82%	0%	1%	2%	2%	19%	17%

Source: profiles.doe.mass.edu



# Middle and High School

Year	N	African American or Black	Asian	Hispanic or Latinx	White	Native American or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	EL	Students with IEPs	Economically Disadvantaged
2019	3,038	2%	6%	3%	87%	0%	0%	2%	1%	17%	8%
2020	2,983	2%	6%	4%	86%	0%	0%	2%	1%	16%	8%
2021	2,879	2%	7%	4%	85%	0%	0%	2%	1%	17%	10%
2022	2,742	2%	7%	5%	84%	0%	0%	2%	1%	16%	13%

Source: profiles.doe.mass.edu



# Franklin Public Schools Context

The population in Franklin is becoming more diverse.

- At the district level, the share of **white students** has fallen by 3 percentage points in the last 4 years. The primary schools and secondary schools seem to be changing at the same rate, with both levels also falling by 3 percentage points in the last 4 years.
- **Hispanic or Latinx** and **Asian populations** have been growing in Franklin. Rising 2 percentage points and 1 percentage point at the district level, respectively, over the last 4 years.
- In the same time period, the share of **economically disadvantaged students** has grown 5 percentage points at the district level. The primary schools and secondary schools seem to be changing at the same rate, with both levels also rising by 5 percentage points in the last 4 years.

A drop in enrollment numbers is mostly attributed to falling numbers in the **secondary schools**. The number of enrolled students in the middle schools and high school in 2019, 3,038 has dropped by 10% in the last 4 years. In the same time period, the primary school enrollment has dropped by 6%.



# Franklin Public Schools Context

**Favorable steps towards equity.** As described by parents, staff, and teachers, several initiatives and action steps have been favorable towards the goal of education equity:

- Anti-Defamation League
- Best Buddies
- Unified Sports
- HS clubs
- Hiring of Heidi Harris, Director of Diversity, Equity, and Inclusion in July 2022
- Diversity, Equity, and Inclusion Committee
- Crafting of DEI vision statement

**Concerns about the return on investment.** Opposing district stakeholders have concerns about the overall benefit of a review of equity practices citing the small number of BIPOC students and a greater need for a review of discipline and school incidents

**Strong desire from the district to improve and focus on equity-related work.** Throughout interviews and focus groups, school and district stakeholders expressed consistent desire to improve and increase their learning around DEI work.





# Franklin Public Schools Equity Action Plan

# Equity Action Plan Development

1. Set a Clear Vision and Shared Language for Equity



2. Form an Equity Taskforce for Strategic Planning



3. Create an Equity Communication Plan



4. Assign Ownership



5. Set Equity Data Targets

# Equity Action Plan

- **Explicit plan** to provide the district with an implementation roadmap for ensuring an equitable education for each student.
- Set a **clear vision and common language** for equity across FPS.
  - Ask various stakeholders to help build a shared equity vision that all can rally around. Student voices should be actively included throughout the process.
  - Place the Equity Vision Statement front and center throughout the district in multiple languages.
- Create an **Equity Communication Plan** to develop key messages to share the vision for equity both internally and externally.
- The Director of DEI should lead this effort, but there should be **no belief that this work is someone else's job**.
  - Adhering to the goals and strategic actions of the Equity Action Plan should be an expectation set for all staff members in any position in the district.
- Develop **equity data targets** and publicly track progress with regular updates made to the School Committee and community.





# **Priority Recommendations: Initial Focus for the FPS Equity Action Plan**

# Top Priority Recommendations

Based on the findings of this Equity Audit, PCG recommends that Franklin Public Schools prioritizes the following two items for immediate implementation and focus in the district's Equity Action Plan.

- 1. Discipline Matrix**
- 2. Awareness Campaigns**

# Top Priority: Discipline Matrix

Creation of a **district-wide Discipline Matrix** with stakeholder input

- Essential Element: **clear and consistent consequences** for bullying and microaggressions
  - Removal of extracurricular privileges (including athletics)
  - Includes training on identifying incidents to respond to
  - Explicit expectations and accountability for consistency of implementation
- Supported by an electronic database in which discipline infractions, complaints against students, and referrals to administration must be logged

**Development of Discipline Team** in alignment with Discipline Matrix

- Members should be representative of the diversity of the student population and include guidance and adjustment counselors, EL educators/support staff, Special Education representatives, and other relevant staff members
- Meet regularly (at least bi-weekly) to review cases and review repeated offenses to help mitigate root causes of poor behavior
- Supplementing (not replacing) the existing prescribed appeals process to ensure mandatory processes are implemented with an equity lens



# Top Priority: Awareness Campaigns

**Awareness Campaigns** in response to the various topics stakeholders were unaware of, felt were underserved, or had a perceived lack of transparency. All campaigns should be advertised on school website, public platforms, and school campuses.

## “Equity at FPS”

- “What does educational equity mean?”
- “Why do we have an equity focus?”
- “Why should I care about equity?”
- Explains and celebrates the hiring of a DEI Director
- Explains the vision of Educational Equity

## Celebrating Diversity at FPS

- Cultural holidays
- Student and staff spotlights
- Student club celebrations with a public and posted calendar of all events (Music, Art, Drama, Athletics, Science, DECA, etc.)

## Anti-Bullying

## Kindness Campaigns

## “Connecting across Franklin”

- Campaign that builds out time for teachers, families, leaders and students to connect in school to build trust and rapport across stakeholder groups
- Highlight SEL efforts like Adjustment Counselors



A group of six diverse middle school students (three girls and three boys) are standing in a hallway, smiling. They are wearing backpacks and casual clothing. The image has a blue overlay. The text "Findings and Recommendations" is written in white, bold, sans-serif font across the middle of the image.

# Findings and Recommendations

# Rules of Engagement for Findings and Recommendations

Successful Equity Audits require trust between all parties. PCG ensured all FPS stakeholders of the following:

- FPS Leadership has hired PCG to enact impactful change for **each stakeholder**
- FPS Leadership understands educational equity is rooted in **one's individual experience**
- **Anonymity** is respected and protected
- No matter the number of perspectives heard, **each perspective is important** and included in findings
- The foundation of equity is providing voice to **non-dominant groups** as these voices are historically silenced and devalued

# **Leadership, Policies, and Practices**

# Leadership, Policies, and Practices

## Findings

### *Strengths to Build On*

- FPS is **responsive to suggestions** for changes to systems or procedures for the benefit of students
- There are members of the district administration whom students can **trust**
- Elementary schools use an established **discipline matrix** for behavior infractions
- Marketing and communications coordinator has been a great partner in **communicating with students** and providing ideas and strategies
- The district has been responsive to suggestions for changes to systems or procedures; has shown **willingness to work** top down to make connections and accommodate for students
- There were a lot of students not feeling safe at school, so leadership is trying to create **spaces where students feel heard** and can share their experiences

# Leadership, Policies, and Practices

## Findings

Mixed responses by parents, teachers, and students, include strengths and areas of improvement regarding **communication and responsiveness** from FPS leadership. **Experiences and perceptions** shared with PCG include:

1. The district administration team does a lot of listening with students but doesn't follow up on what they've heard
2. FPS leadership appears to be more concerned about the appearance of equity than the implementation of equity
3. The administration is not transparent or forthcoming regarding issues at FPS
4. As described by parents and students, there has been a **lack of clear responses** to in-school harassment and bullying. **Experiences and perceptions** shared with PCG include:
  - Lack of communication from school and district leadership when instances occur
  - Administration is not proactive but rather reactive to incidents and disturbances
  - Unfair and/or inequitable discipline practices occur in favor of popular students and/or athletes
  - Lack of consistency for handling bullying situations, especially situations involving student athletes
  - Staff is unaware of actions to take in response to slurs and/or homophobic behavior
    - This experience was echoed in staff focus groups as well with participants expressing a desire to learn more about how to intervene and respond in incidents of discrimination, particularly homophobic and transphobic bullying

# Leadership, Policies, and Practices

## Recommendations

Design process/protocol for communicating to students and families **after listening sessions and incidents** utilizing active listening practices (*findings 1, 3, and 4*)

- This is what we heard, this is how we understood it, this is what we are going to do next
- Include explicit explanation regarding things that cannot be shared/updated

**Embed equity** in all district Professional Learning Communities (PLCs) (*finding 4*)

- Have PLCs engage in equity-centric topics with specific actions and follow-up items i.e., reviewing quantitative or qualitative data from an equity lens and discussing findings and potential changes

**Develop a system to share** accessible opportunities for individual learning on a regular, informal basis (*finding 4*)

- Sharing equity-focused webinars, conferences, professional networks, and other opportunities via a website, listserv, or other forum

Create opportunities for **formal mentorship/learning** for teachers across schools (*finding 4*)



# Leadership, Policies, and Practices

## Recommendations

Use an **explicit equity decision-making lens** for all decisions made within FPS (*findings 2, 3, and 4*)

- Adopt an equity decision-making framework through which all decisions are reviewed
- Leaders must consistently apply an equity-lens to every decision; an active shift in mindset away from equality and towards equity
- Necessary to stay true to the vision of equity for the district

Expect **accountability** from all staff (*findings 2, 3, and 4*)

- Adhering to the goals and strategic actions of the Equity Action Plan should be an expectation set for all staff members in any position in the district
- Should be no belief that equity is someone else's job - everyone is responsible and held accountable for systemic change
- Could include goal setting or individual performance plans with an equity focus as part of annual review and evaluation processes

Review and revisit all policies from an **equity lens** (*findings 2 and 4*)

- Religious freedom and respect
- LGBTQIA+ Inclusion, Rights, and Access (bathrooms, lockers, name changes)



# Curriculum and Professional Learning

# Curriculum and Professional Learning

## Findings

### *Strengths to Build On*

- FPS has provided opportunities for **intentional student discourse** in classrooms and diversification of textbooks in curriculum
- More **student discourse** than ever in STEM classrooms, opportunities for collaboration
- There has been an **informal push** to introduce diverse books into libraries and classroom libraries
- The district has a long-term goal of **infusing a DEI lens** into each unit of study.
- **Learning for Justice** resources have been helpful in learning how to interrupt microaggressions and biased based behavior

# Curriculum and Professional Learning

## Findings

**5. Lack of inclusive curriculum practices.** District stakeholders described a need for more inclusive practices in selecting curriculum as well as a need for diverse and inclusive curriculum. Ideas shared included:

- There is a lack of exploration of multiple religions and cultures
- There is no formal, teacher-inclusive process for choosing curriculum
- The curriculum does not include current ideas about gender and diversity
- Curriculum and curriculum support is needed for students of the ESL populations

**6. Desire to learn.** Throughout interviews and focus groups, teachers expressed consistent desire to improve and increase their learning around DEI work.

- Educators stated a desire to learn how to handle situational instances of bias, LGBTQ inclusion, and microaggressions.
- Educators also described a need for lengthened PDs to allow time for deeper understanding and practice of tools and ideas



# Curriculum and Professional Learning

## Recommendations: Curriculum

- Create **standard, equity-based processes** for all aspects of curriculum development and delivery and ensure they are implemented with fidelity across the district (*finding 5*)
  - Curriculum cycle process
    - Transparent process consistently used across the district
    - Incorporate diverse stakeholder voices
  - Curriculum mapping process
    - Include resources (e.g., *Seven Forms of Bias in Instructional Materials* checklist) to ensure equity is at the center of curriculum mapping
  - Decision-making processes
    - Clear, standardized decision-making process for how texts or materials containing sensitive content and language are reviewed and handle

# Curriculum and Professional Learning

## Recommendations: District-Wide Training Needs (*finding 6*)

Throughout interviews and focus groups district leadership, school-based staff, educators, and school leadership expressed consistent desire for deeper understanding in several common areas:

- Foundations of Equity
  - Foundational understanding of equity, DEI terminology and vocabulary, disproportionality, microaggressions, bias, and cultural competency/awareness
- Behavior Management through the adopted Discipline Matrix
  - Ensuring fidelity of implementation for the to-be-developed district-wide Discipline Matrix
- LGBTQIA+ Inclusion
  - Provide baseline understanding of concepts around sexuality, gender identity, language, terminology, and cultural context for LGBTQIA+ students and communities
- Anti-Bullying
  - Focus on understanding all forms and impacts of bullying, social media use, and best practices in application of anti-bullying policies and protocols
- Conflict Mediation
  - Including student- and family-centered conflict mediation and resolution building



# Curriculum and Professional Learning

## Recommendations: Additional Training (*finding 6*)

### District and School Leaders

#### *Culturally Responsive Leadership*

- Series based on the Culturally Responsive School Leadership Framework by Muhammad Khalifa. The series is designed for between 4-8 sessions based on the available time. The four areas of focus include:
  - Self-Reflective Leadership
  - Developing Culturally Responsive Teachers
  - Promoting Culturally Responsive School Environments
  - Engaging Parents, Students, and Indigenous Contexts

#### *The Practice of Equity*

- Materials detailing acts of everyday equity to be used, practiced, and incorporated in the daily activities of students

### Teachers

#### *Culturally Responsive Teaching*

- Course provides practical methods of instruction to include diverse cultures in everyday teaching, curriculum, and school environments

# Culture and Climate

# Culture and Climate

## Findings

### *Strengths to Build On*

- **Deep Franklin heritage and pride** for generations of families who have lived in Franklin for generations.
- Positive work of **DEI Committee**
  - Revising forms (ex: changing Mom/Dad to parent/guardian); revising welcome packets to be more inclusive
  - Reviewed policies and student handbook to make language gender-neutral
  - Working on defining words, what they mean, aligning definitions, trickle it down into schools
  - Regular DEI committee group meetings in which students are equal voting members
- Focus on **supporting student wellness** and allowing for student self-expression.
  - School Wellness Advisory Council, got a wellness coach from DESE
  - Created teams (Newcomer Team, SLIFE team, teams for individual students) to support, help meet SEL needs, language development, tutoring, etc.
  - Over the last 2 years student voice has become elevated and students have been more courageous in sharing their experiences and raising their voices when they are uncomfortable
  - Anti-Defamation League, Best Buddies, Unified Sports, HS clubs, ADL World of Difference, SAGA Gender Awareness club, peer leaders addressing discrimination, No Place for Hate Campaign
- Opportunities for **stakeholders' voices** to be heard.
  - Resource groups at the MS and HS for students to talk about situations of bias and develop their voices and bring that to the faculty
  - Panorama surveys to gauge the culture/climate, Central Office team reviews

# Culture and Climate

## Findings

### ***Strengths to Build On***

**FPS is providing space for students** to understand topics of equity while shining a light on the need of equity in FPS district-wide:

- SEL committee will begin next year with curriculum including, but not limited to, belonging, respect, DEI, and identity
- FPS launched an Equity Audit
- FPS is hiring a DEI Director

### **Students see some positive actions in schools**

- Small things (e.g., teachers posting pride flags/wearing buttons)
- Organized things (e.g., ADL World of Difference, SAGA Gender Awareness club)

**FPS provides opportunities for parents, students and community members to be part of the FPS educational landscape:**

- Student and parent representation on committees and hiring panels
- Students engaged in the hiring process for leadership positions, interact with finalists and seek feedback/input
- Increased time limit in public comment for people who have disabilities or translation needs
- Use of Zoom has helped with accessibility for low-income and non-English speaking parents to be more involved in the schools

# Culture and Climate

## Findings

**7. Lack of understanding of the issues.** Both within schools and across the community, stakeholders feel there is a lack of understanding of issues related to diversity and equity.

- Staff and families expressed questions about whether this focus on DEI is “really necessary” due to the perceived lack of diversity in the community
- Students shared a perception of intentional ignorance from some students and staff regarding the use of pronouns and other issues related to students in the LGBTQIA+ community

**8. Perception of a lack of learning opportunities for students.** FPS staff expressed a desire for wanting equitable access for our students and provide our students with the appropriate opportunities.

- Students shared a lack of trainings or opportunities for learning about issues related to diversity, equity, and inclusion for members of the student community.
- While some student clubs around diverse communities exist, the harassment and bullying shared by students in focus groups has come from students not in those clubs. The students expressed anger at the lack of accountability or expectations for all students to learn more and deepen their understanding of others.

# Culture and Climate

## Findings

**9. Bullying is perceived as a pervasive problem.** The most consistent theme across student and family focus groups was that of bullying in FPS schools and across the community.

- Specific examples of violence, harassment, and/or bullying were shared in each student and family focus group, especially regarding students who are members of the LGBTQIA+ community.
- Homophobia, transphobia, and/or targeting bullying of students in non-dominant groups were experienced or witnessed by 41% of student focus group participants.

**10. Perceived lack of action on the part of the school/district.**

- Roughly 21% of stakeholders across family, student, and teacher focus groups expressed the perceived lack of action from administrators when bullying and discrimination incidents occur.
- School and district leadership shared an extensive process for review and action in these scenarios, but due to legal requirements they are often not allowed to share details.

**11. Perceived lack of support for LGBTQIA+ students.** Students shared incidents of teachers and administrators not using pronouns that had been shared with them, not respecting students' bathroom use, and a lack of intervention when homophobic bullying happens in classrooms.



# Culture and Climate

## Findings

**12. Mixed views of trust and communication between students and staff.** Some students expressed a lack of trust in and challenges in communicating with administrators.

- Several students shared feeling unable to speak up when affected by bullying or discrimination because of the perception that it will only get worse or that nothing will be done.
- Other students shared that they had at least one adult in their school/classroom whom they trusted and could go to for support.
- Some students shared positive, supportive experiences with their assigned Adjustment Counselors, while others shared the opposite. The common perception is that the support you receive and experience you have is dependent on the individual you are assigned to.

# Culture and Climate

## Findings

**13. Preferential treatment of athletes and/or popular students.** Students shared the perception athletes in FPS receive different and preferential treatment from teachers and school and district leaders.

- There is a shared belief among students who participated in the focus groups that athletes do not face repercussions for bullying and discriminatory actions due to their perceived status in the community.
- Similar perceptions were shared about students seen as “popular” – a group which, in focus group conversations, often overlapped with those who were athletes.
  - Several students shared specific examples of sexual harassment and bullying they experienced from FPS athletes that went unaddressed.
  - Students also shared personal observations of athletic coaches using and encouraging the use of homophobic terms and slurs.
  - The preferential treatment perceived by many stakeholders extends to the resources offered to certain teams in comparison to other teams, programs, or groups.

# Culture and Climate

## Findings

**14. Perceptions of family engagement.** Stakeholders shared that families' lack of engagement and participation is often perceived as a lack of interest and systematic support and guidance for staff isn't available.

- District staff shared a desire for guidance on how to engage families living in poverty, families of color, non-English speaking families, etc. in intentional ways.

**15. Lack of intentionality in family engagement.** Families with language barriers will be provided with translators in some circumstances, but these are inconsistent

- Staff shared that the more informal communication with families is a challenge.

**16. Institutional barriers to engagement**

- Some families do not have access to technology or need translation services that are not consistently available
- Transportation barriers
  - Providing bus service for parent teacher conferences seen as a huge win, want more.
- Childcare barriers for school-based engagement

# Culture and Climate

## Findings

### 17. External influences on the district culture and climate beyond the scope and control of FPS leadership with larger consequences.

- Pervasive misperceptions of DEI work and lack of understanding of matters related to equity, and the discrimination against marginalized students (e.g., claiming that the district is teaching CRT, that students are reading inappropriate content, that the gender-inclusive health curriculum is inappropriate)
- On the other end of the spectrum, people saying the district isn't doing enough, the schools are homophobic, racist, etc.
- Publicly disseminated information from other sources are not at all addressed by the high school
- Students will post things on the internet about people they don't like, and everyone can see it, but it's behind their back
- School and district leadership expressed sadness about the impact of outside influence on their ability to make change in schools

# Culture and Climate

## Recommendations: Top Priorities

*Note: PCG's top priority recommendations fall in the Culture and Climate area. Please see the "Top Priority: District-Wide Discipline Matrix" and "Top Priority: Awareness Campaigns" slides for more details.*

### **District-Wide Discipline Matrix** (*findings 9, 10, 11, and 13*)

- Clear and consistent consequences for bullying and microaggressions
- Expectations and accountability for staff members to implement the system with consistency and fidelity

### **Awareness Campaigns** (*findings 7, 8, and 17*)

- Regarding various topics stakeholders were unaware of, felt were underserved, or had a perceived lack of transparency

# Culture and Climate

## Recommendations: Student and Community Learning Needs (*findings 7, 8, and 17*)

Throughout interviews and focus groups students and community members shared the belief that, for true change to happen, **families and students needed learning as well**. Specific recommendations:

- *Foundations of Equity*
  - Foundational understanding of equity, DEI terminology and vocabulary, disproportionality, microaggressions, bias, and cultural competency/awareness
- *Equity-Focused Policies & Practices*
  - Learning/training around any emerging district policies stemming from the equity audit

**Student and community learning** or “trainings” can take many forms:

- School plays
- School field trips and movie nights
  - Followed by facilitated discussions and/or assignments by experts or expert resources in the field
- Webinars
- In-person training
- SEL Campaigns
  - Kindness Campaigns, Character Campaigns, Make a Pledge Campaigns, Incentivized Campaigns



# Culture and Climate

## Recommendations: Trust and Communication (*findings 10, 12, and 13*)

- Create opportunities for teachers and students to build rapport **within the school day** (not only outside of school i.e., through athletics) through intentional scheduling of Homeroom or First hour Flex period. Topics during this time can include:
  - Social Emotional Awareness
  - Conflict Mediation
  - Affinity Group Meetings
  - Mentoring Clubs
- Homeroom or “Flex” period can be used by students who are not able to participate in afterschool activities due to barriers such as transportation or other constraints
- Use annual climate survey with all stakeholders to understand stakeholder concerns and/or appreciation.
- Create clear procedure for ways stakeholders can contact administration and launch complaints with Central Office Staff
- Create clear procedure for ways students and teachers can anonymously report harassment or poor behavior to school administration



# Culture and Climate

## Recommendations: Family Engagement (*findings 14, 15, and 16*)

### “Franklin Family Corner” – A Parent Engagement Campaign

- Parent Bill of Rights
- PCC Membership Process
- PCC Leadership Process

### Explore Family Engagement Strategies

- Create more ways to have parent conferences (phone, email, virtual)
- Reevaluate PCC leadership, election, and membership processes
- Remove barriers for parent engagement in activities like providing childcare and holding events virtually
- Family Groups/Affinity clubs
- Adopt multiple forms of communication with parents, School Messenger, email, text, calls, Class Dojo, etc.
- Hold subject matter nights, i.e., Math night, Science night to describe/display academics
- Family Townhalls with agendas and opportunities for feedback
- Family Nights
- Webinars

### Develop Parent Liaison program

- School staff visit local businesses, churches, events with school information on a consistent basis
- Reach out to all parents, including those new to the district and ELL families, to connect them with opportunities to contribute to their child's academic and personal growth

# Culture and Climate: Discipline Risk Ratios

Additional supporting data for the District-Wide Discipline Matrix priority recommendation

# Risk Ratio Analysis: Disproportionality

The following section examines data on student discipline in Franklin Public Schools disaggregated by student characteristics of race, gender, income status and IEP status. Discipline data was retrieved from the district level 2021-22 conduct reports, this included reports as recent as April 2022. We calculated risk ratios which are used to examine whether students from different subgroups are overrepresented in disciplined students. Risk ratios are calculated using the following formula:

$$\text{Risk Ratio} = \frac{\text{Number of students from a subgroup with a disciplinary referral} \div \text{the total number of students in the data set from that subgroup}}{\text{Total number of students with disciplinary referrals excluding the same subgroup} \div \text{total number of students in the data set excluding the subgroup}}$$

A risk ratio of 1.0 means there is no association between the student's demographic group and their likelihood of having a disciplinary referral. A risk ratio of **1.5 or greater** indicates a risk of overrepresentation in disciplinary referrals, while a risk ratio of **less than 1.0** indicates possible underrepresentation. Student subgroups with fewer than ten (10) students in the data set were excluded from analysis.

# Disproportionality: Research Findings

- When looking at student discipline as a measure of educational equity, disproportionality occurs when students from one racial, gender, or other demographic subgroup are disciplined at markedly higher rates than their peers.
- Many studies have shown over different samples and years that Black students and male students are significantly more likely to be suspended or expelled than their peers.<sup>1</sup>
  - Research by the Indiana Education Policy Center shows that despite the disproportionate rates of disciplinary referral for African American students, there is no evidence that these students act out more frequently than their white peers.<sup>2</sup>
- Disproportionality in disciplinary referrals have significant negative impacts on disciplined students, especially students of color. Teachers may hold negative assumptions about the ability, aspirations, and work ethic of students who are disciplined more often, therefore impacting the students' opportunities for success in the classroom.<sup>3</sup> Similarly, research shows a strong correlation between suspensions and low achievement and dropping out of school.<sup>4</sup>

<sup>1</sup> Rudd, Tom. (2014). "Racial Disproportionality in School Discipline: Implicit Bias is Heavily Implicated." *Kirwan Institute Issue Brief*, 1-8.

<sup>2</sup> Skiba, Russell. (2000). "The Color of Discipline. Sources of Racial and Gender Disproportionality in School Punishment." *Indiana Education Policy Center*, 1-26.

<sup>3</sup> Rudd, Tom. (2014). "Racial Disproportionality in School Discipline: Implicit Bias is Heavily Implicated." *Kirwan Institute Issue Brief*, 1-8.

<sup>4</sup> Ibid.



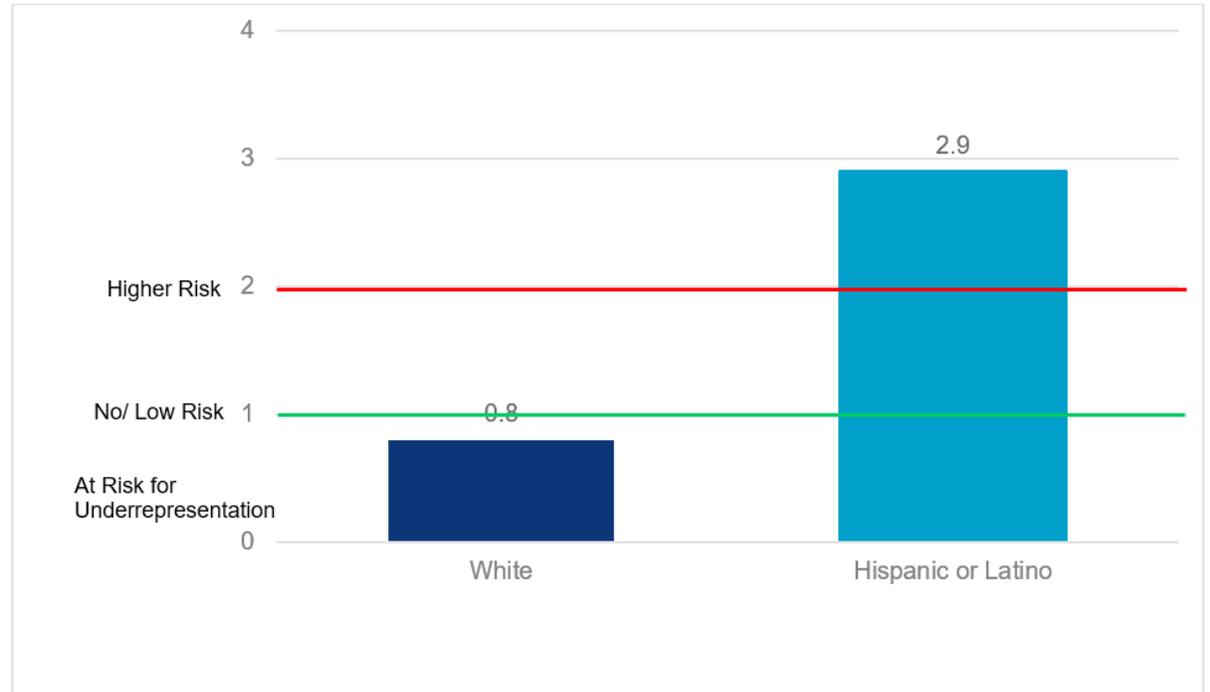
# Disciplinary Referrals by Race / Ethnicity: District Wide

Figure: Number of Students with Disciplinary Referrals by Race: 2021-22

Race	All Students	Students with Disciplinary Referrals
Hispanic or Latinx	278	13
White	3,985	68
<b>Total</b>	<b>4,854</b>	<b>87</b>

*\*Note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are: Black or African American, Asian, Two or more races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander students.*

- Hispanic or Latinx students are **2.9 times** as likely to have been disciplined as all other students.
- White students are **0.8 times** as likely to have been disciplined as all other students.



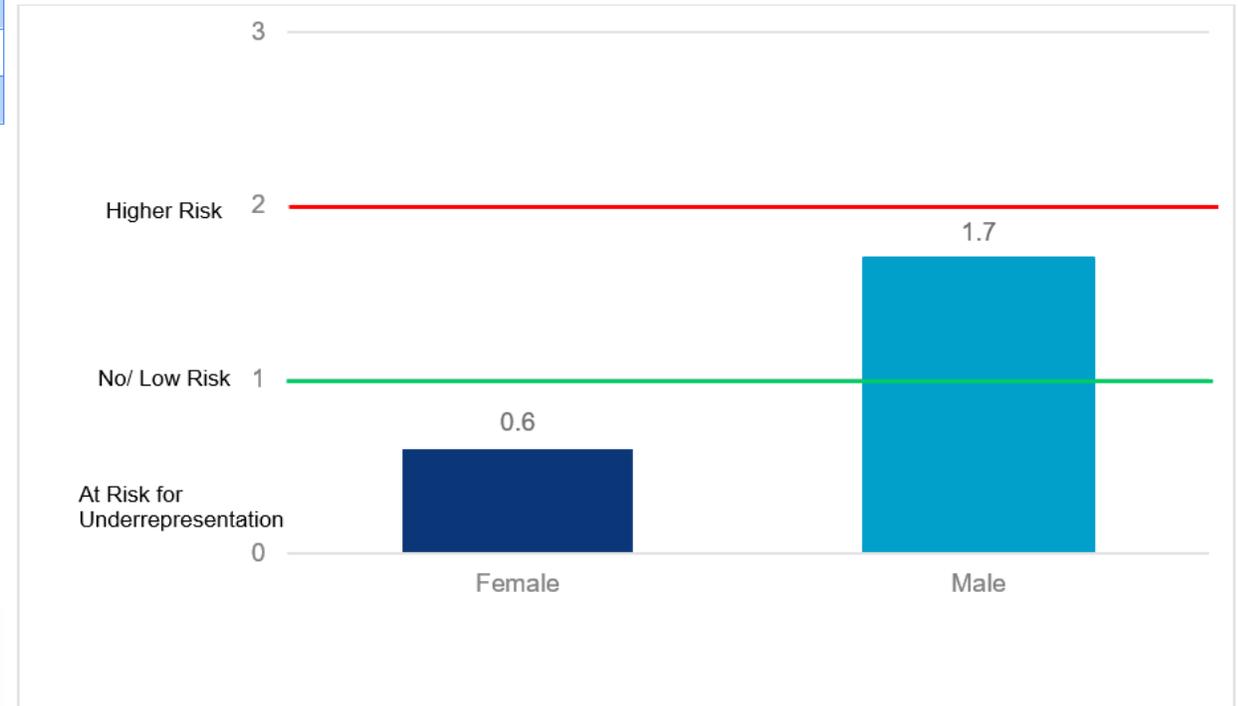
# Disciplinary Referrals by Gender: District Wide

Number of Students with Disciplinary Referrals by Gender: 2021-22

Gender	All Students	Students with Disciplinary Referrals
Female	2,331	31
Male	2,512	56
<b>Total</b>	<b>4,854</b>	<b>87</b>

*\*Note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are gender non-binary students.*

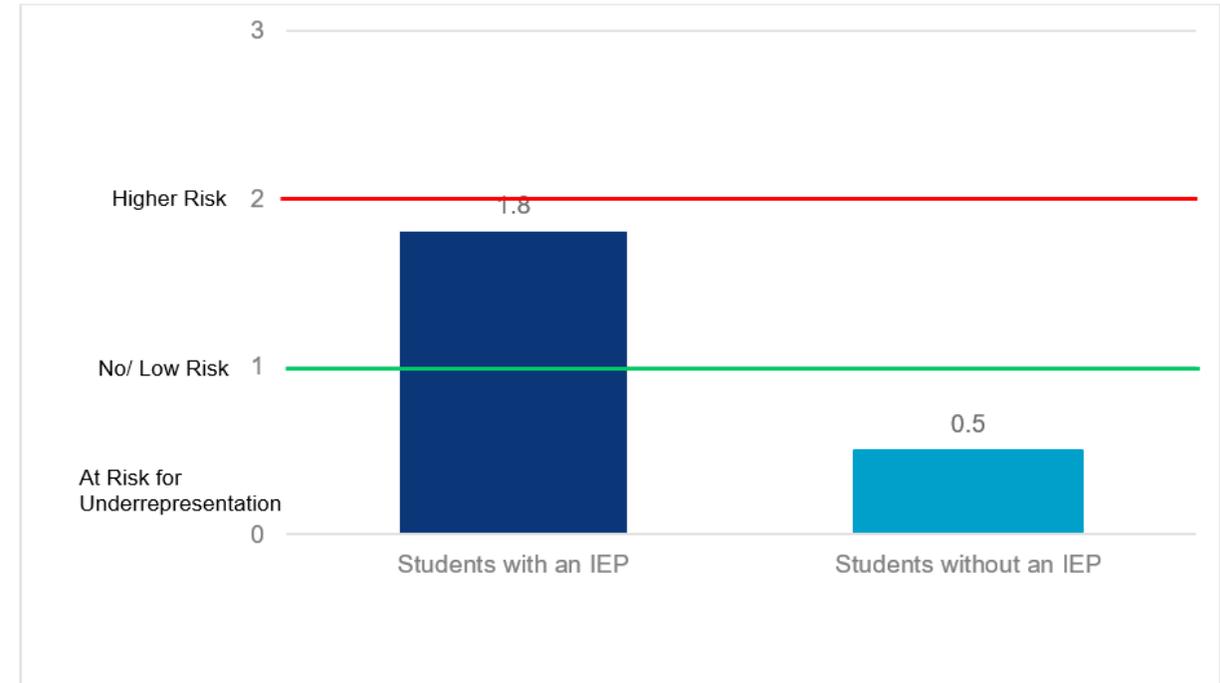
- Female students are **0.6 times** as likely to have been disciplined as all other students.
- Male students are **1.7 times** as likely to have been disciplined as all other students.



# Disciplinary Referrals by IEP Status: District Wide

Number of Students with Disciplinary Referrals by IEP Status: 2021-22

IEP Status	All Students	Students with Disciplinary Referrals
Students with an IEP	881	25
Students without an IEP	3,973	62
<b>Total</b>	<b>4,854</b>	<b>87</b>



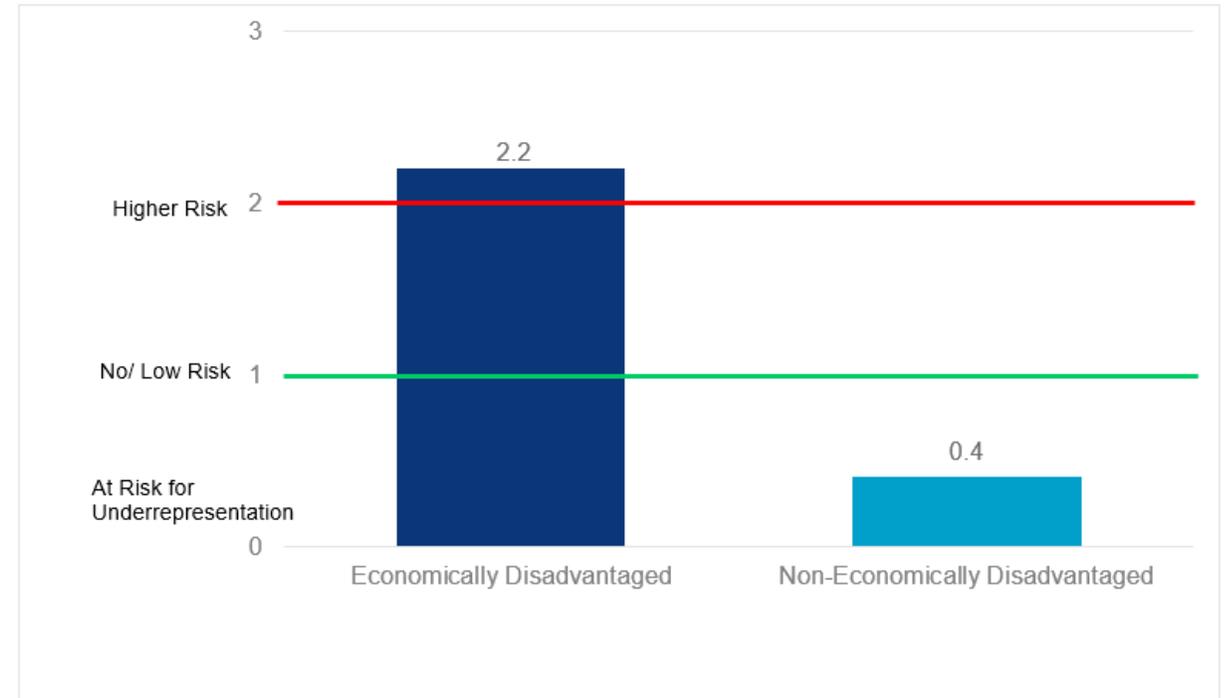
- Students with an IEP are **1.8 times** as likely to have been disciplined as all other students.
- Students without an IEP are **0.5 times** as likely to have been disciplined as all other students.

# Disciplinary Referrals by Income Status: District Wide

Number of Students with Disciplinary Referrals by Income Status: 2021-22

Income Status	All Students	Students with Disciplinary Referrals
Economically Disadvantaged	776	26
Not Economically Disadvantaged	4,078	61
Total	4,854	87

- Economically disadvantaged students are **2.2 times** as likely to have been disciplined as all other students.
- Not economically disadvantaged students are **0.4 times** as likely to have been disciplined as all other students.



# Disciplinary Referrals by Student Demographics: District Wide

Disciplinary Referrals by Student Demographics: District Wide 2021-22

<b>Student Demographic Subgroup</b>	<b>Percent of Student Body</b>	<b>Percent of All Disciplinary Referrals</b>
<b>Economically Disadvantaged</b>	15%	30%
<b>Students with an IEP</b>	18%	29%
<b>Hispanic or Latinx</b>	5%	15%
<b>White</b>	83%	78%
<b>Female</b>	48%	35%
<b>Male</b>	52%	64%

Economically disadvantaged students, students with an IEP, Hispanic or Latinx students and male students are over-represented in disciplined students.



# **Student Outcomes and Access**

# Student Outcomes and Access

## Findings

**18. Inequitable resources distribution.** District and school leadership expressed the perception that a great deal of money and resources are, and have been historically, put towards special education programming and support for students who receive special education services. Within the special education realm there are many processes, supports, committees, and other resources. Because there is less understanding about other elements of equity and need, and because the support in other areas is less prescribed, the same sort of support structures don't exist.

- Students and family shared the perception that certain athletic programs receive significantly more resources than other athletic programs or other school groups/organizations.

**19. Support needed for gifted students.** Several stakeholders shared that gifted/academically accelerated students are a group that they felt were lacking support – some shared the perception that the district doesn't do enough to challenge them in an intentional way.

**20. Access to after school and extracurricular activities.** Access to after school and extracurricular activities is not afforded to all students equally. One program mentioned was the district's only afterschool program, which is not affordable to many families and offers no discount rate even for students for whom the school as determined that the need for after school supervision is vital.

- Another element to this inequitable access is transportation – with no bus transportation available for after school and extracurricular activities, it serves as a barrier to students whose families' work schedules or transportation availability doesn't align.



# Student Outcomes and Access

## Findings: SAT Test Takers

SAT Test Takers by Student Demographics: Franklin High School (2020-21)

Student Demographic Subgroup	Percent of 11 <sup>th</sup> and 12 <sup>th</sup> Graders	Percent of SAT Test Takers
Asian	7%	9%
Hispanic or Latinx	3%	2%
Two or More Races	2%	2%
White	85%	85%
Female	49%	48%
Male	51%	52%
Students with IEPs	15%	6%
Economically Disadvantaged Students	9%	5%

**21. Students with IEPs and economically disadvantaged students** were significantly underrepresented in SAT test takers at Franklin High School in 2021.

# Student Outcomes and Access

## Findings: AP Participation

Advanced Placement Test Takers by Student Demographics: Franklin High School (2020-21)

Student Demographic Subgroup	Percent of 11 <sup>th</sup> and 12 <sup>th</sup> Graders	Percent of Advanced Placement Test Takers
Asian	7%	15%
Hispanic or Latinx	3%	3%
Two or More Races	2%	2%
White	85%	78%
Female	49%	52%
Male	51%	48%
Students with IEPs	15%	1%
Economically Disadvantaged Students	9%	3%

**22. Students with IEPs and economically disadvantaged students** were significantly underrepresented in Advanced Placement participation at Franklin High School in 2021.



# Student Outcomes and Access

## Findings: MCAS Gap Analysis

**23. Students with IEPs** have the largest proficiency gaps out of all subgroups presented, on both Mathematics and ELA scores.

- On the ELA test, the proficiency gap has been slowly shrinking over the previous 4 test years, from 47 pts to 39 pts. The ELA proficiency rate for students with IEPs has risen from 16% in 2017 to 21% in 2021. The 39 pt proficiency gap is the largest out of any subgroup in the 2021 MCAS year.
- The Mathematics proficiency rate for students with IEPs has fallen from 21% in 2017 to 13% in 2021.

**24.** From 2017 to 2021, the proficiency gap for **EL students** on the ELA test grew from 28 pts to 35pts, coinciding with a drop from 35% proficiency in 2017 to 25% proficiency in 2021 for EL students in the district.

- Despite the proficiency gap for EL students on the Mathematics test declining from 37 pts in 2017 to 20 pts in 2021, this is largely attributed to the district wide average falling significantly, from 63% to 47%, given that the EL proficiency rate only increased by 1 percentage point over the time period.

**25.** The proficiency rate for **economically disadvantaged students** on the ELA assessment has remained somewhat stable over the time period, ranging from 37% in 2017 to 42% in 2019. The proficiency gap has fallen from 26 pts to 21 pts over the previous 4 years of testing.

- Despite the proficiency gap for economically disadvantaged students on the Mathematics tests steadily declining from 30 pts to 22 pts over the previous 4 test years, this is largely attributed to the decrease in the district wide average, from 63% to 47%. The proficiency rate for economically disadvantaged students decreased by 8 percentage points over the time period.



# Student Outcomes and Access

## Findings: MCAS Gap Analysis

**26.** The proficiency rate for **Black and African American students** on the ELA test remained relatively stable over the previous 4 testing years, ranging from 42% in 2018 to 37% in 2021. In this time, the proficiency gap between Black and African American students and the district wide average ranged from 22 pts to 29 pts.

- The proficiency rate for Black and African American students on the Mathematics test fluctuated significantly over the time period, ranging from 44% in 2018 to a low of 29% in 2019. The proficiency gap was the smallest in 2021, a result of the district wide average falling from 65% in 2019 to 47% in 2021.

**27.** The proficiency rate for **Hispanic and Latinx students** on the ELA test was steadily increasing in the years ahead of the Covid-19 pandemic. The rate fell significantly in recent years, from a 60% proficiency rate in 2019 to a 36% rate in 2021. Similarly, the proficiency gap between Hispanic and Latinx students and the district average more than tripled in this time, from 7 pts to 24 pts.

- The proficiency gap between Hispanic and Latinx students and the district average on the Mathematic test has been steadily decreasing over the previous 4 test years, from 19 pts in 2017 to 12 pts in 2021. In this time, the Hispanic and Latinx proficiency rate has fallen from 44% in 2017 to 35% in 2021, with a 4 year high of 51% in 2019 prior to the Covid-19 pandemic.

**28.** In both Mathematics and ELA tests, **Asian students, Multiracial students and Native Hawaiian and Pacific Islander** students score above, or not significantly below the district average.



# Student Outcomes and Access

## Recommendations

- Expand access to **extracurricular activities** (*finding 20*)
  - Additional marketing, outreach, and resource support for activities beyond athletics
  - Late/activity-based busses for all students to participate and expanded communication and outreach about the availability
- Provide professional learning on **implicit bias** for school counselors and department leaders (*findings 21, 22, and IEP risk ratio analysis*)
  - Help staff to understand implicit bias and learn ways to counter bias in recommending students for advanced learning or programming and in referring and assigning students to IEPs
- Adopt an **equity-based review process** for all resource distribution decision-making (*findings 18 and 19*)
  - Ensures that resources are being distributed equitably and allows for consistency in decision-making for communications
- **Develop Equity Student Data Reports.** Use data to prioritize closing the achievement gaps and opportunity gaps between student subgroups, ensuring that each student has access to the supports and services they need (*findings 23 through 28*)
  - Regularly disaggregate student-level data by race/ethnicity, EL, and socio-economic status as feasible and appropriate.
  - Use these reports to inform decision-making and establish follow-up activities.

# **Student Outcomes and Access: IEP Assignment Risk Ratios**

# Risk Ratio Analysis: Disproportionality

The following section examines data on IEP assignment in Franklin Public Schools disaggregated by student characteristics of race, gender, income status and EL status. Disaggregated IEP data was provided by FPS for the 2021-22 school year. We calculated risk ratios which are used to examine whether students from different subgroups are overrepresented in IEP assignments. Risk ratios are calculated using the following formula:

$$\text{Risk Ratio} = \frac{\text{Number of students from a subgroup with an IEP} \div \text{the total number of students in the data set from that subgroup}}{\text{Total number of students with IEPs excluding the same subgroup} \div \text{total number of students in the data set excluding the subgroup}}$$

A risk ratio of 1.0 means there is no association between the student's demographic group and their likelihood of having an IEP. A risk ratio of **1.5 or greater** indicates a risk of overrepresentation in IEP assignments, while a risk ratio of **less than 1.0** indicates possible underrepresentation. Student subgroups with fewer than ten (10) students in the data set were excluded from analysis.

# Disproportionality: Research Findings

- When looking at the rates of students who are assigned IEPs as a measure of educational equity, disproportionality occurs when students from one racial, gender, or other demographic subgroup are assigned IEPs at markedly higher rates than their peers.
- Overrepresentation and misidentification of students for IEPs poses a threat to a students' educational opportunities.
  - Students who are misidentified with learning disabilities are likely to be exposed to a less rigorous curriculum, lower expectations from teachers, and will have fewer opportunities to successfully transition to postsecondary education<sup>5</sup>
  - Misidentification can also have social consequences; students may suffer from lower self-esteem<sup>6</sup> and face racial separation in classrooms<sup>7</sup>. Additionally, once a student is misidentified for an IEP, they are unlikely to ever leave the special education program for the remainder of their academic career<sup>8</sup>.

<sup>5</sup> National Education Association. (2007). "Truth in labeling: Disproportionality in special education." Retrieved 2021.

<sup>6</sup> Pavri, S., & Luftig, R. (2001). "The social face of inclusive education: Are students with learning disabilities really included in the classroom?" *Preventing School Failure: Alternative Education for Children and Youth*, 45(1), 8–14.

<sup>7</sup> National Education Association. (2007). "Truth in labeling: Disproportionality in special education." Retrieved 2021.

<sup>8</sup> Ibid.

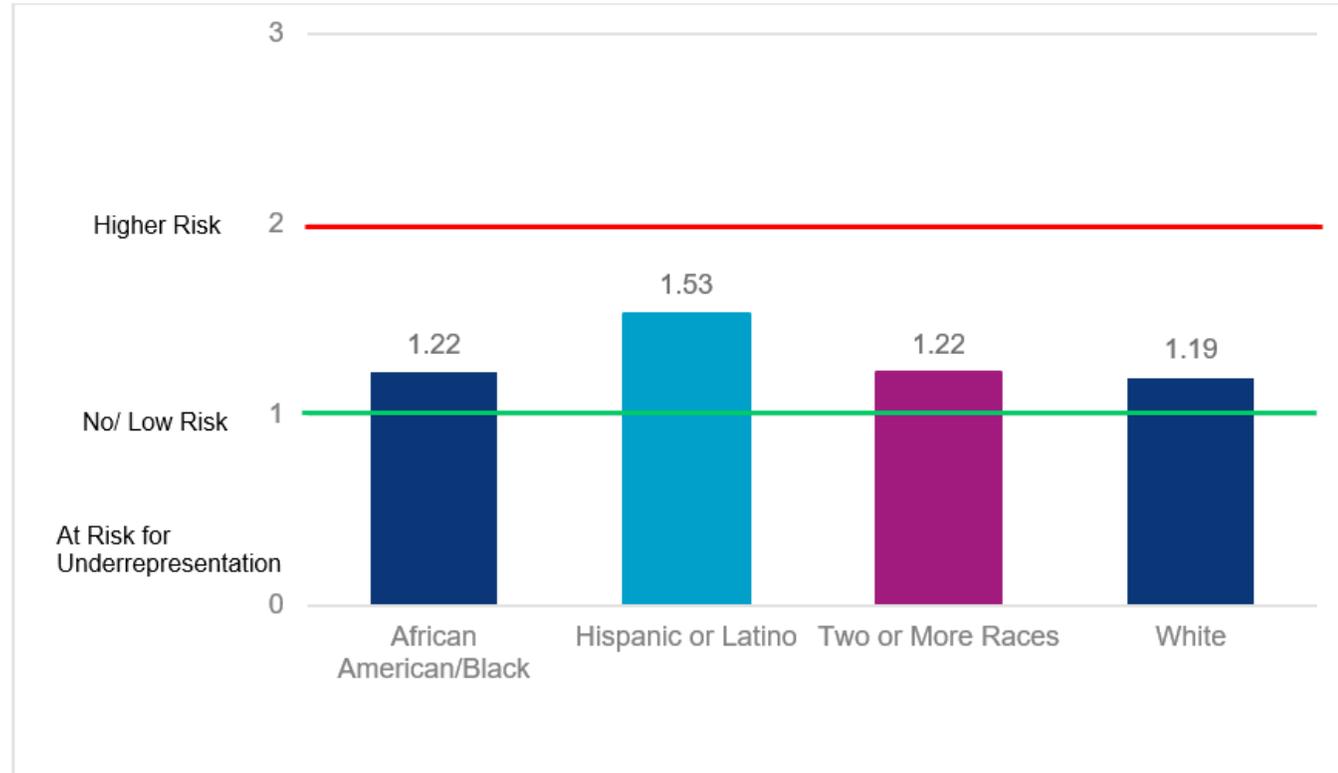


# IEP Assignment by Race / Ethnicity: District Wide

Race	All Students	Students with IEPs
Black or African American	105	22
Hispanic or Latinx	257	66
Two or More Races	100	21
White	3,949	700
<b>Total</b>	<b>4,764</b>	<b>821</b>

*\*Note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are: Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander students.*

- African American or Black students are **1.22 times** as likely to have an IEP as all other students.
- Hispanic or Latinx students are **1.53 times** as likely to have an IEP as all other students.
- Students of two or more races are **1.22 times** as likely to have an IEP as all other students.
- White students are **1.19 times** as likely to have an IEP as all other students.

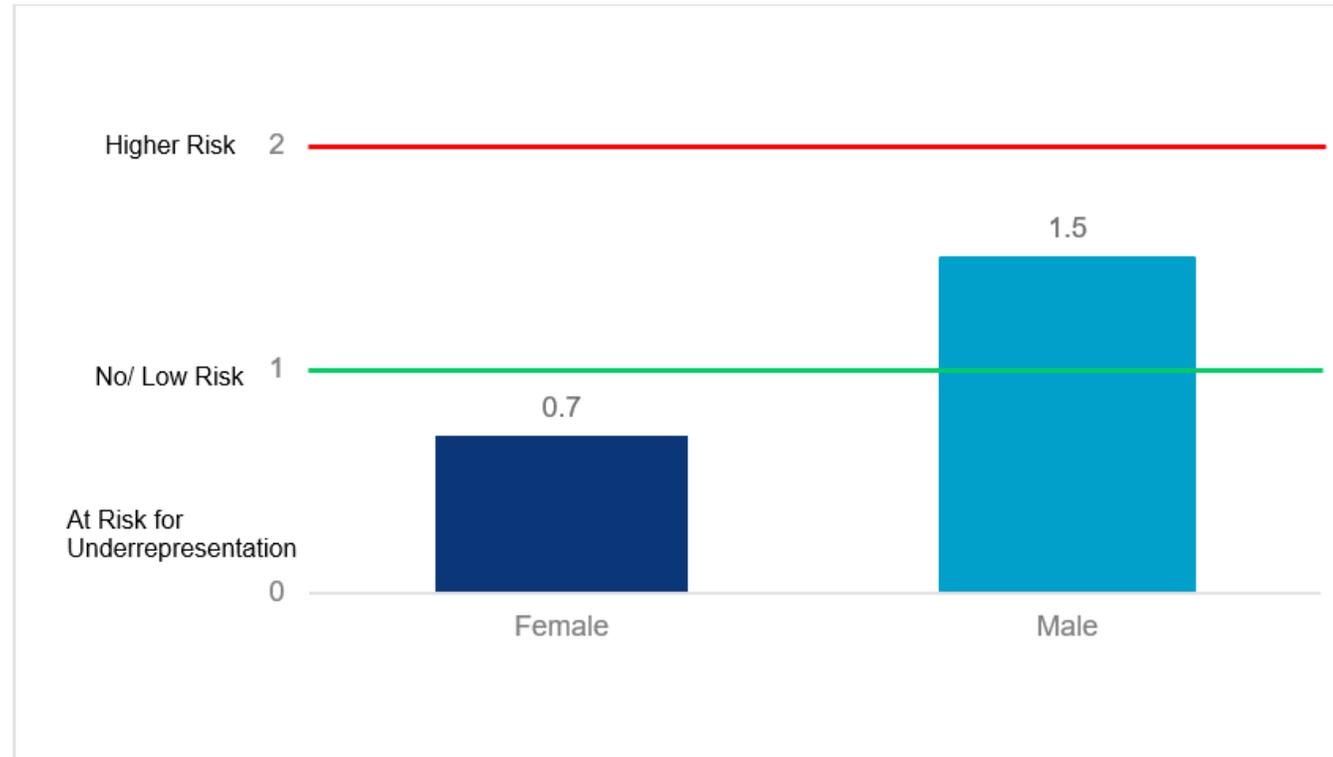


# IEP Assignment by Gender: District Wide

Gender	All Students	Students with IEPs
Female	2,295	316
Male	2,460	501
<b>Total</b>	<b>4,764</b>	<b>821</b>

*\*Note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are gender non-binary students.*

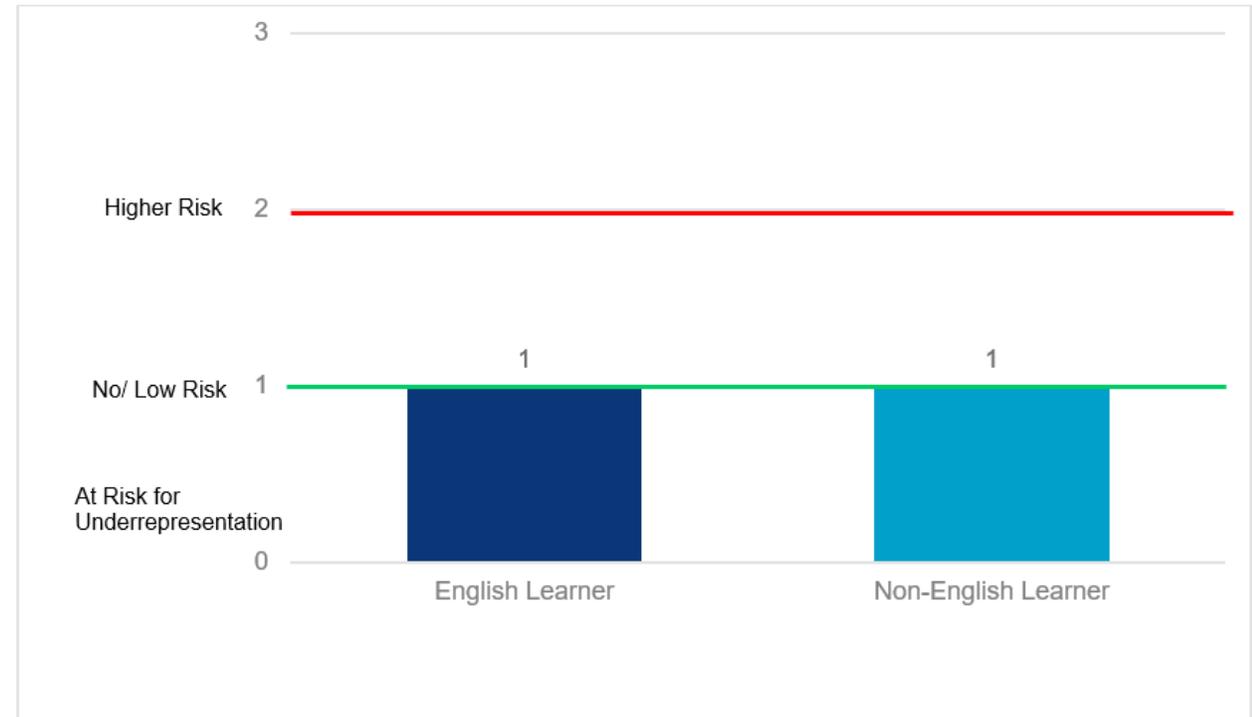
- Students identified as male are **1.5 times** as likely to have an IEP as all other students.
- Students identified as female are **0.7 times** as likely to have an IEP as all other students.



# IEP Assignment by EL Status: District Wide

ELL Status	All Students	Students with IEPs
EL	81	14
Not EL	4,683	807
<b>Total</b>	<b>4,764</b>	<b>821</b>

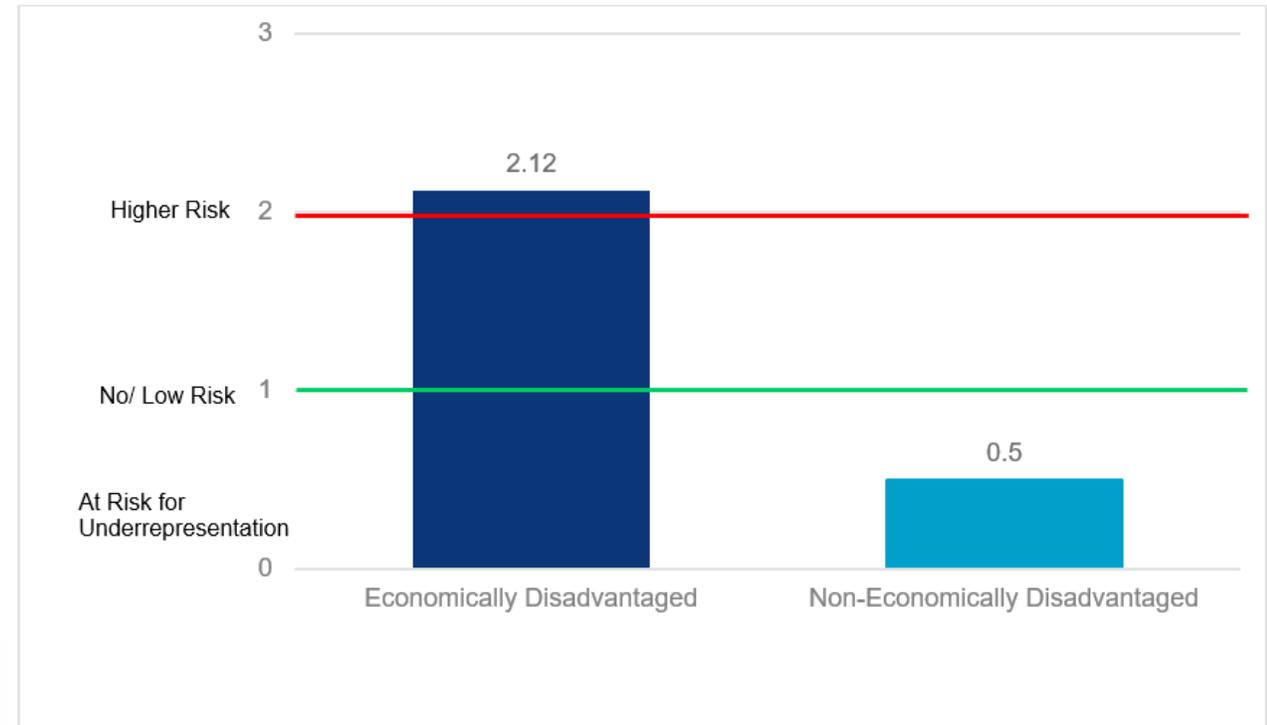
- There is no disproportionality in IEP assignment by English Learner status.



# IEP Assignment by Income Status: District Wide

Income Status	All Students	Students with IEPs
Economically Disadvantaged	705	221
Not Economically Disadvantaged	4,059	600
<b>Total</b>	<b>4,764</b>	<b>821</b>

- Economically disadvantaged students are **2.12 times** as likely to have an IEP as all other students.
- Non-economically disadvantaged students are **0.5 times** as likely to have an IEP as all other students.

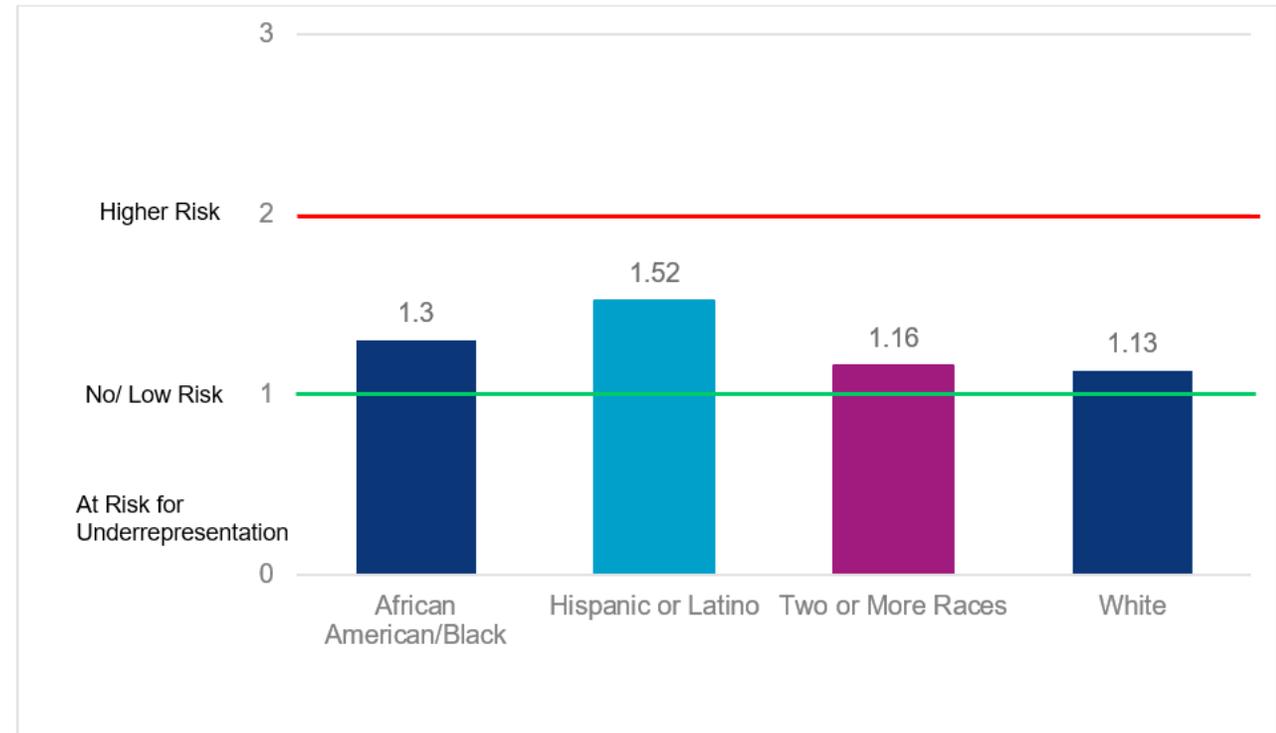


# IEP Assignment by Race / Ethnicity: Pre-K and Elementary

Race	All Students	Students with IEPs
Black or African American	46	11
Hispanic or Latinx	120	33
Two or More Races	51	11
White	1,654	314
<b>Total</b>	<b>2,022</b>	<b>376</b>

*\*Note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are: Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander students.*

- African American or Black students are **1.3 times** as likely to have an IEP as all other students.
- Hispanic or Latinx students are **1.52 times** as likely to have an IEP as all other students.
- Students of two or more races are **1.16 times** as likely to have an IEP as all other students.
- White students are **1.13 times** as likely to have an IEP as all other students.

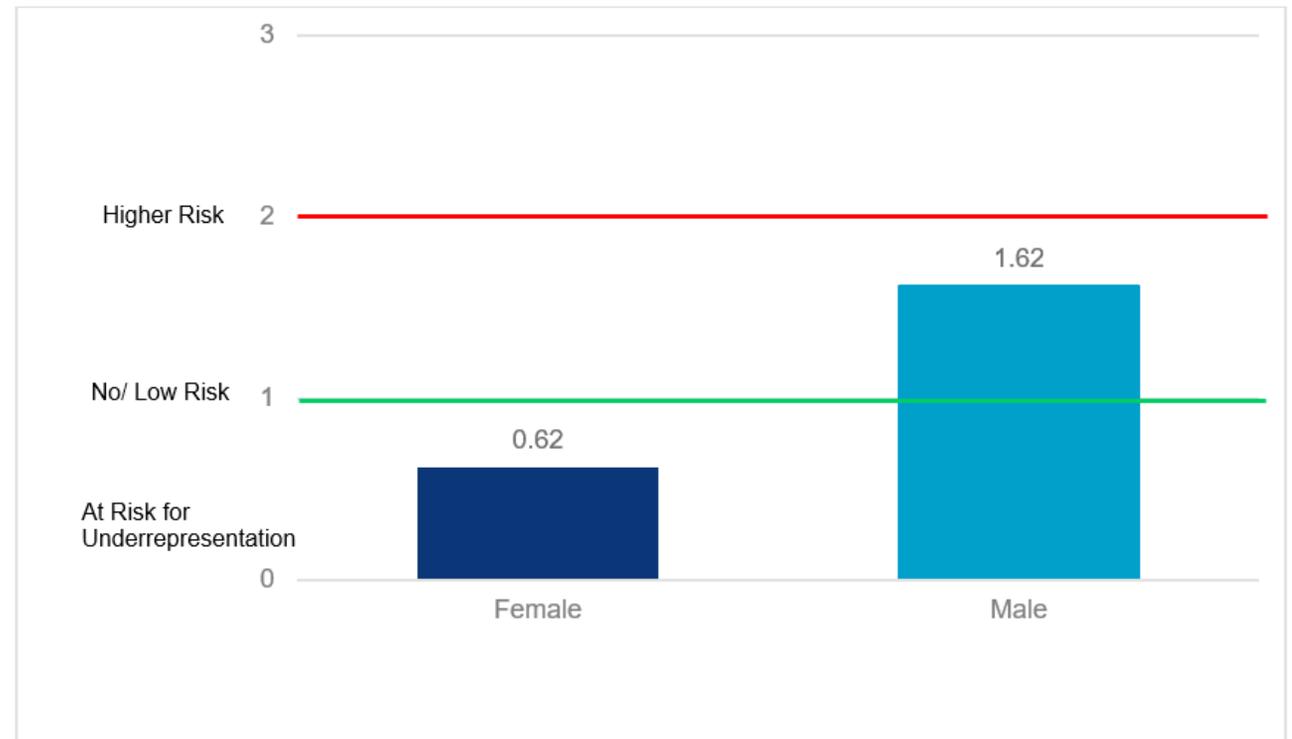


# IEP Assignment by Gender: Pre-K and Elementary

Gender	All Students	Students with IEPs
Female	950	133
Male	1070	243
<b>Total</b>	<b>2,022</b>	<b>376</b>

*\*Note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are gender non-binary students.*

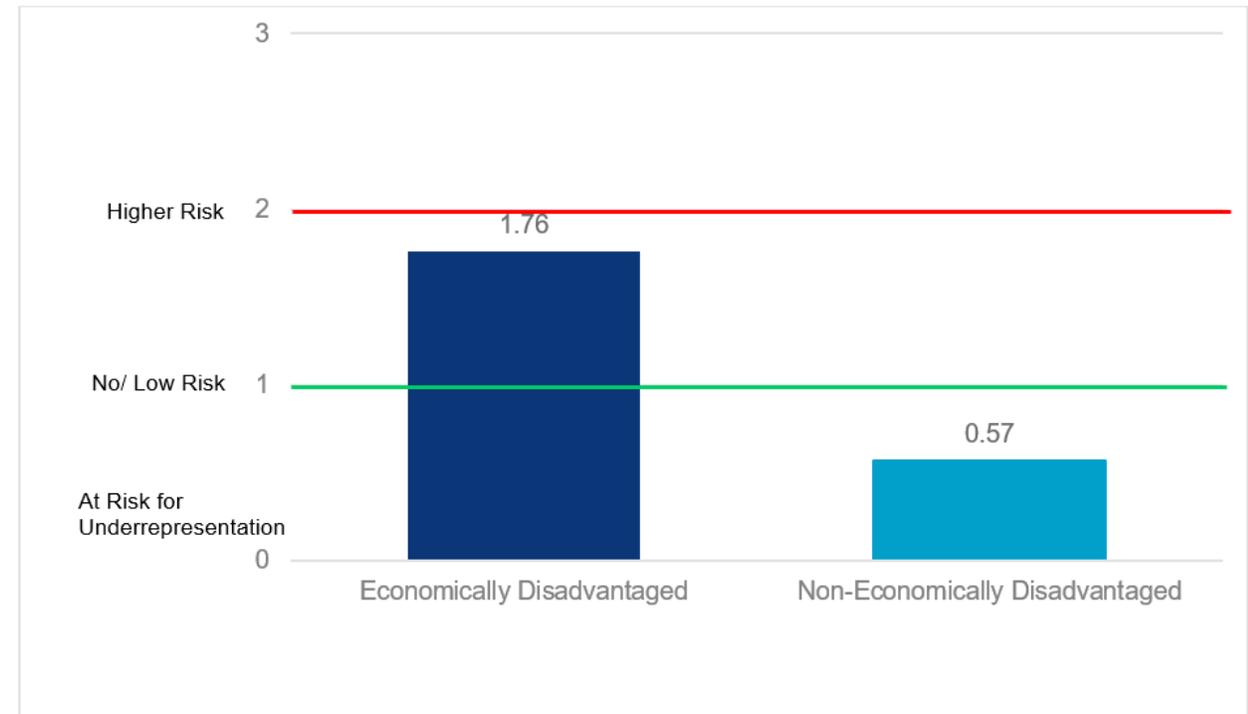
- Students identified as male are **1.62 times** as likely to have an IEP as all other students.
- Students identified as female are **0.62 times** as likely to have an IEP as all other students.



# IEP Assignment by FRL Status: Pre-K and Elementary

FRL Status	All Students	Students with IEPs
FRL Qualifying	345	100
Not FRL Qualifying	1,677	276
<b>Total</b>	<b>2,022</b>	<b>376</b>

- Economically disadvantaged students are **1.76 times** as likely to have an IEP as all other students.
- Non-economically disadvantaged students are **0.57 times** as likely to have an IEP as all other students.

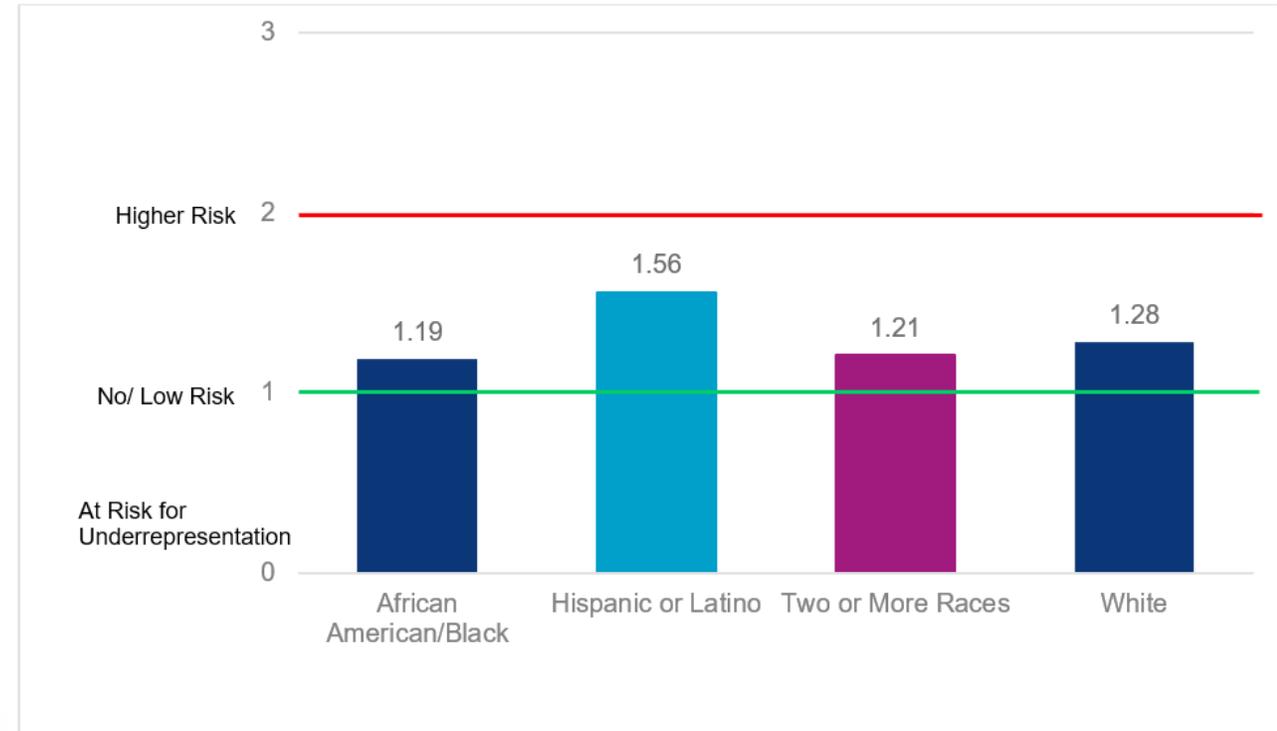


# IEP Assignment by Race / Ethnicity: Middle and High School

Race	All Students	Students with IEPs
Black or African American	57	11
Hispanic or Latinx	134	33
Two or More Races	51	10
White	2,293	386
<b>Total</b>	<b>2,742</b>	<b>445</b>

*\*Note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are: Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander students.*

- African American or Black students are **1.19 times** as likely to have an IEP as all other students.
- Hispanic or Latinx students are **1.56 times** as likely to have an IEP as all other students.
- Students of two or more races are **1.21 times** as likely to have an IEP as all other students.
- White students are **1.28 times** as likely to have an IEP as all other students.

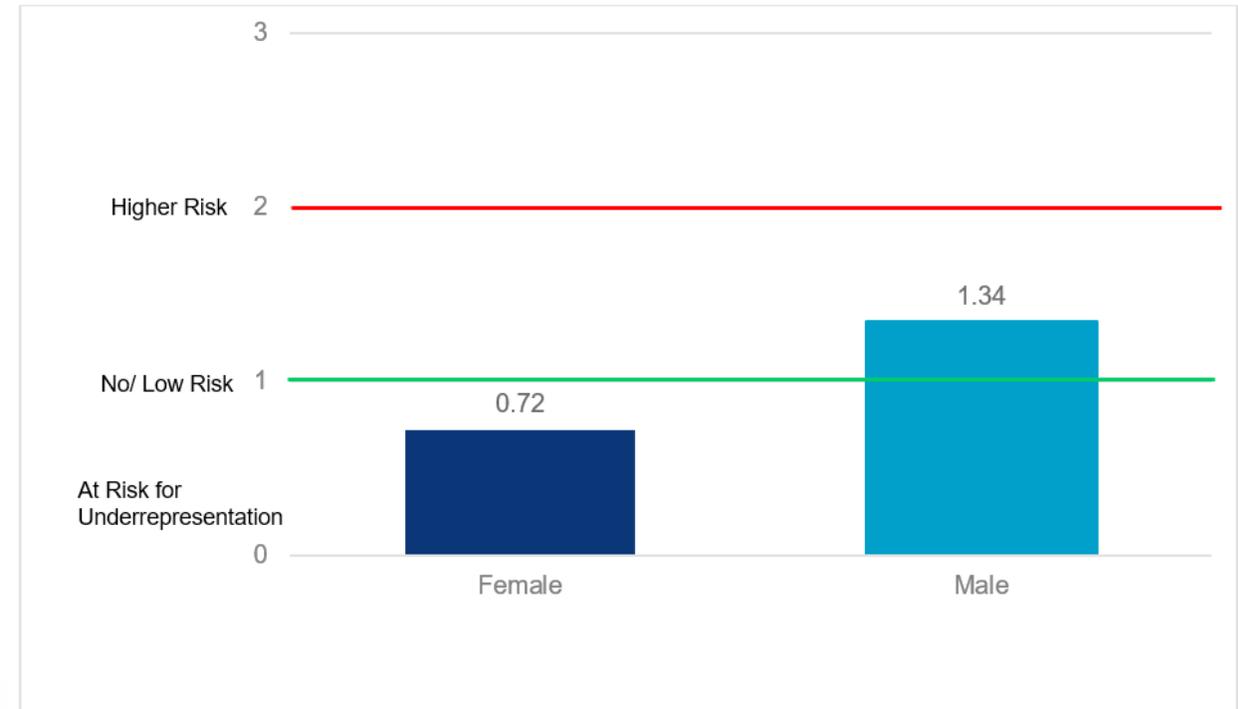


# IEP Assignment by Gender: Middle and High School

Gender	All Students	Students with IEPs
Female	1,345	183
Male	1,390	258
<b>Total</b>	<b>2,742</b>	<b>445</b>

*\*Note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are gender non-binary students.*

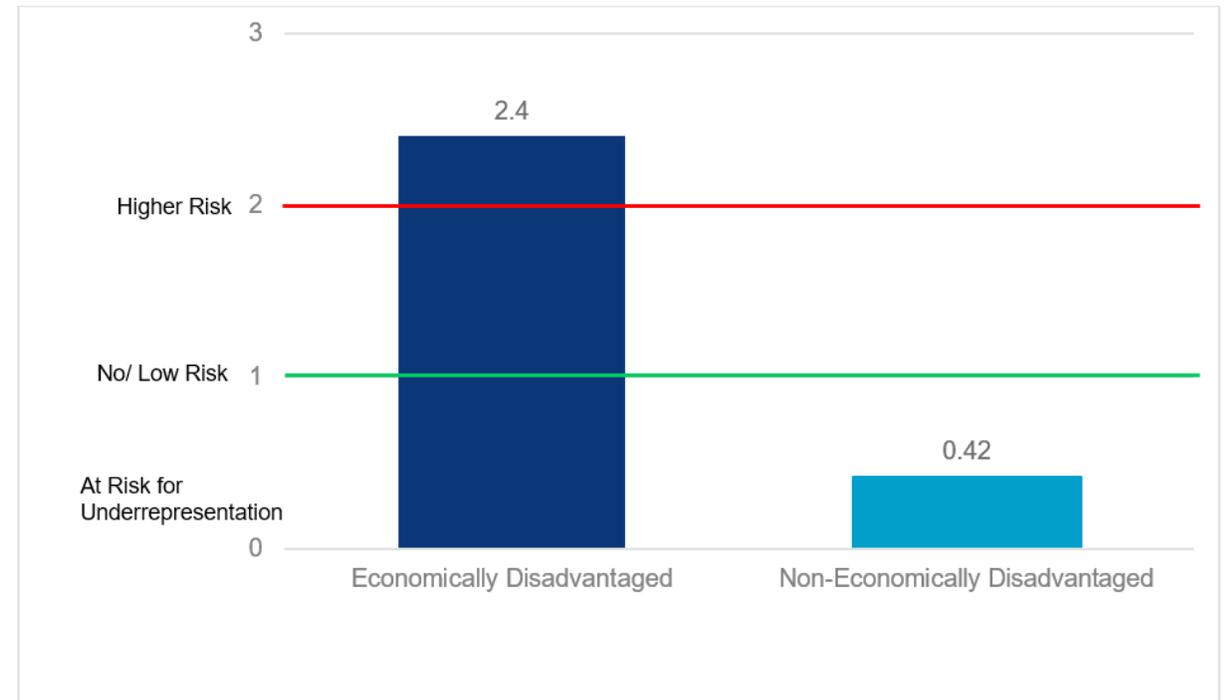
- Students identified as male are **1.34 times** as likely to have an IEP as all other students.
- Students identified as female are **0.72 times** as likely to have an IEP as all other students.



# IEP Assignment by FRL Status: Middle and High School

FRL Status	All Students	Students with IEPs
FRL Qualifying	358	118
Not FRL Qualifying	2,384	327
<b>Total</b>	<b>2,742</b>	<b>445</b>

- Economically disadvantaged students are **2.4 times** as likely to have an IEP as all other students.
- Non-economically disadvantaged students are **0.42 times** as likely to have an IEP as all other students.



# **Student Outcomes and Access: MCAS Gap Analysis**

# MCAS Gap Analysis

The following section examines differences in MCAS proficiency rates and gaps across the following subgroups:

- Students with IEPs
- EL students
- Economically disadvantaged students
- Black and African American students
- Hispanic and Latinx students
- Asian students
- Multiracial students
- Native Hawaiian and Pacific Islander students

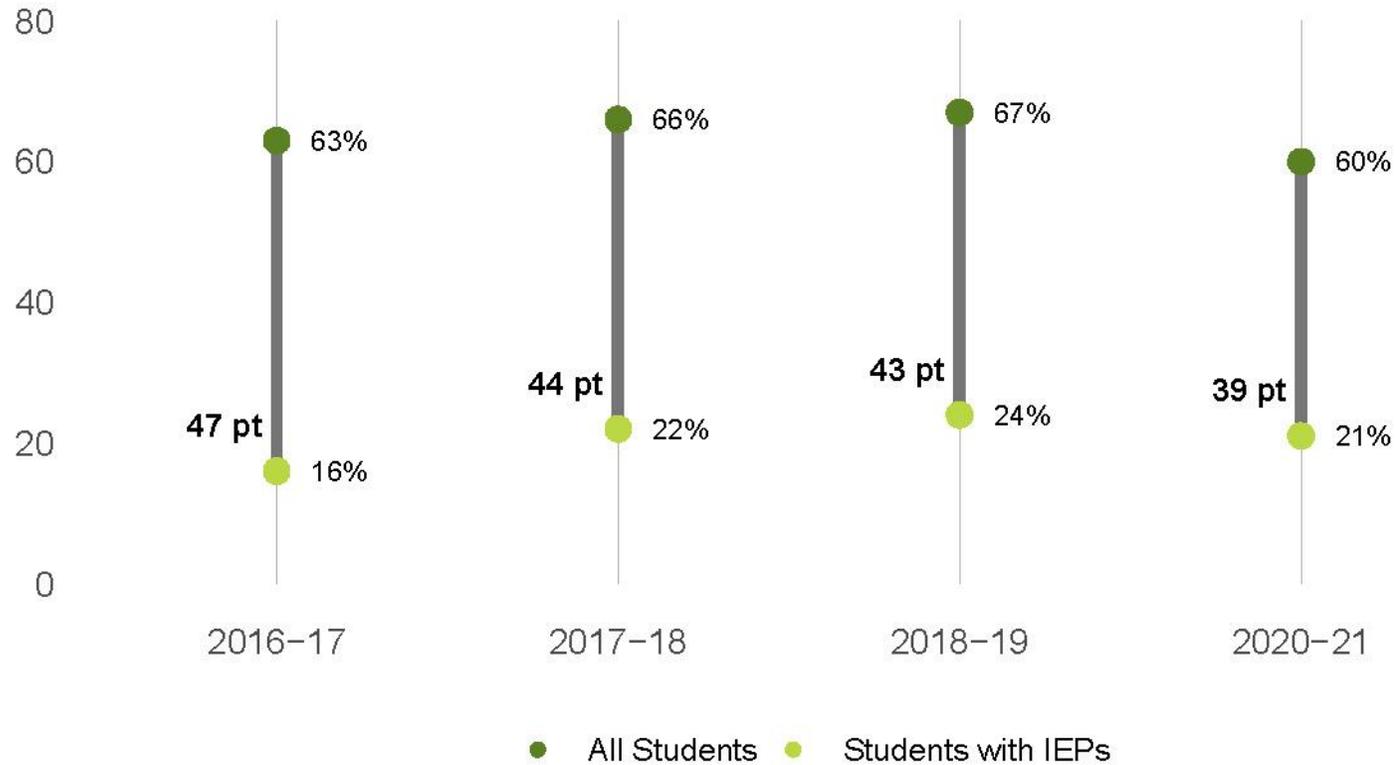
Data was retrieved from [profiles.doe.mass.edu](https://profiles.doe.mass.edu) and is aggregated across grades 3-8 for the following school years: 2016-17, 2017-18, 2018-19, 2020-21. The MCAS was not administered in 2019-20 due to the Covid-19 pandemic and therefore could not be included in analysis.

**Proficiency Rates** are subsequently defined as the percentage of students *Exceeding Expectations* or *Meeting Expectations* on the MCAS.

**Proficiency Gaps** are subsequently defined as the difference between the proficiency rate of the identified subgroup and the proficiency rate of the entire analytic dataset (all student test takers grade 3-8).

# MCAS ELA Gap Analysis: Students with IEPs

Proficiency gap between students with IEPs and all students:  
MCAS ELA 2017–2021, grades 3–8

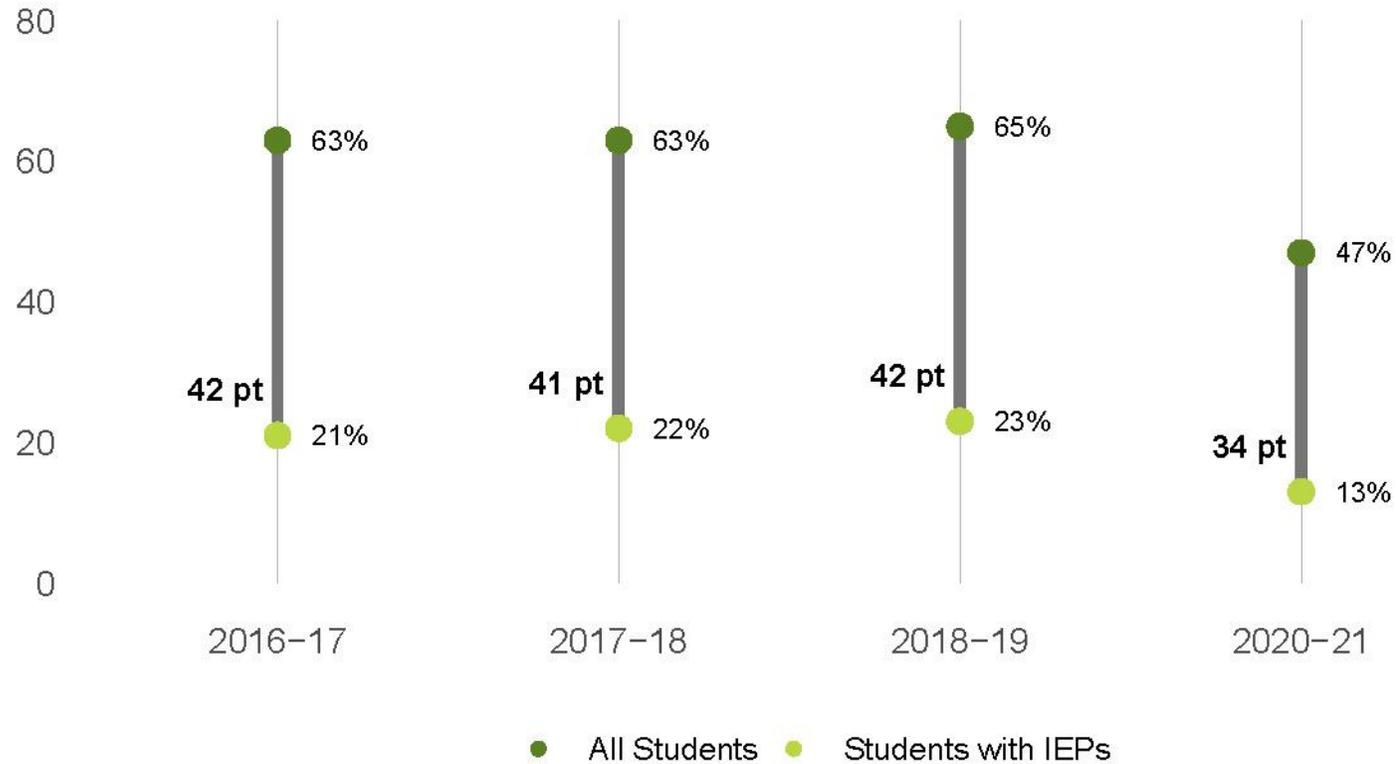


Source: profiles.doe.mass.edu



# MCAS Math Gap Analysis: Students with IEPs

Proficiency gap between students with IEPs and all students:  
MCAS Mathematics 2017–2021, grades 3–8

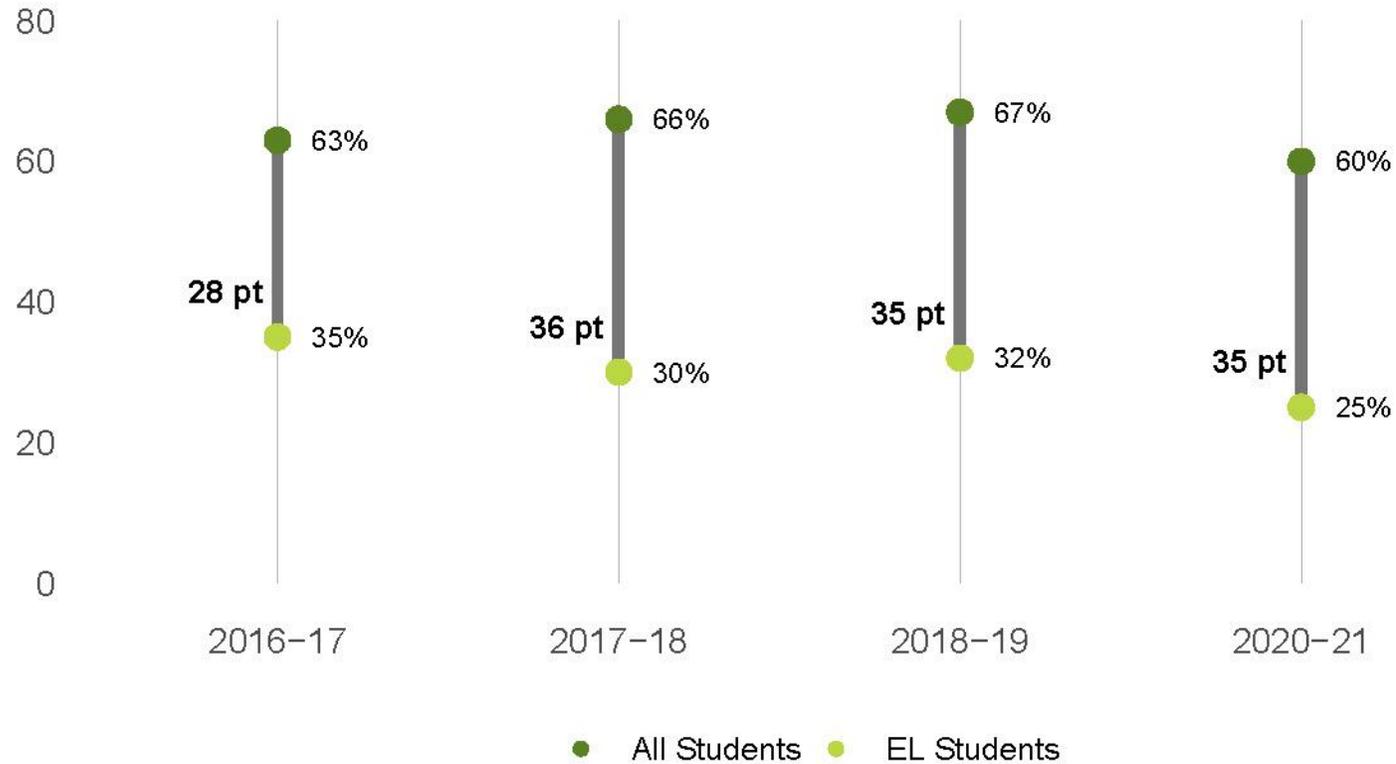


Source: profiles.doe.mass.edu



# MCAS ELA Gap Analysis: EL Students

Proficiency gap between EL students and all students:  
MCAS ELA 2017–2021, grades 3–8

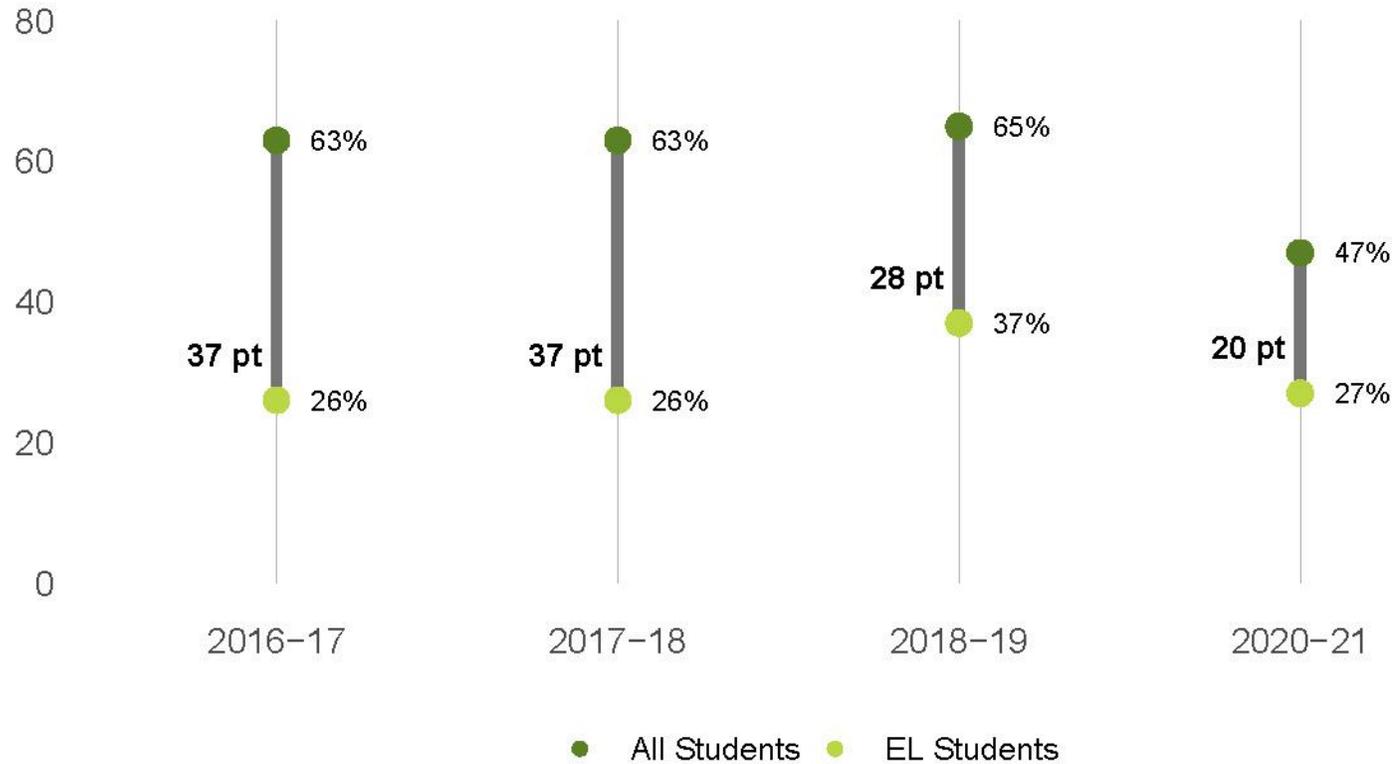


Source: profiles.doe.mass.edu



# MCAS Math Gap Analysis: EL Students

Proficiency gap between EL students and all students:  
MCAS Mathematics 2017–2021, grades 3–8

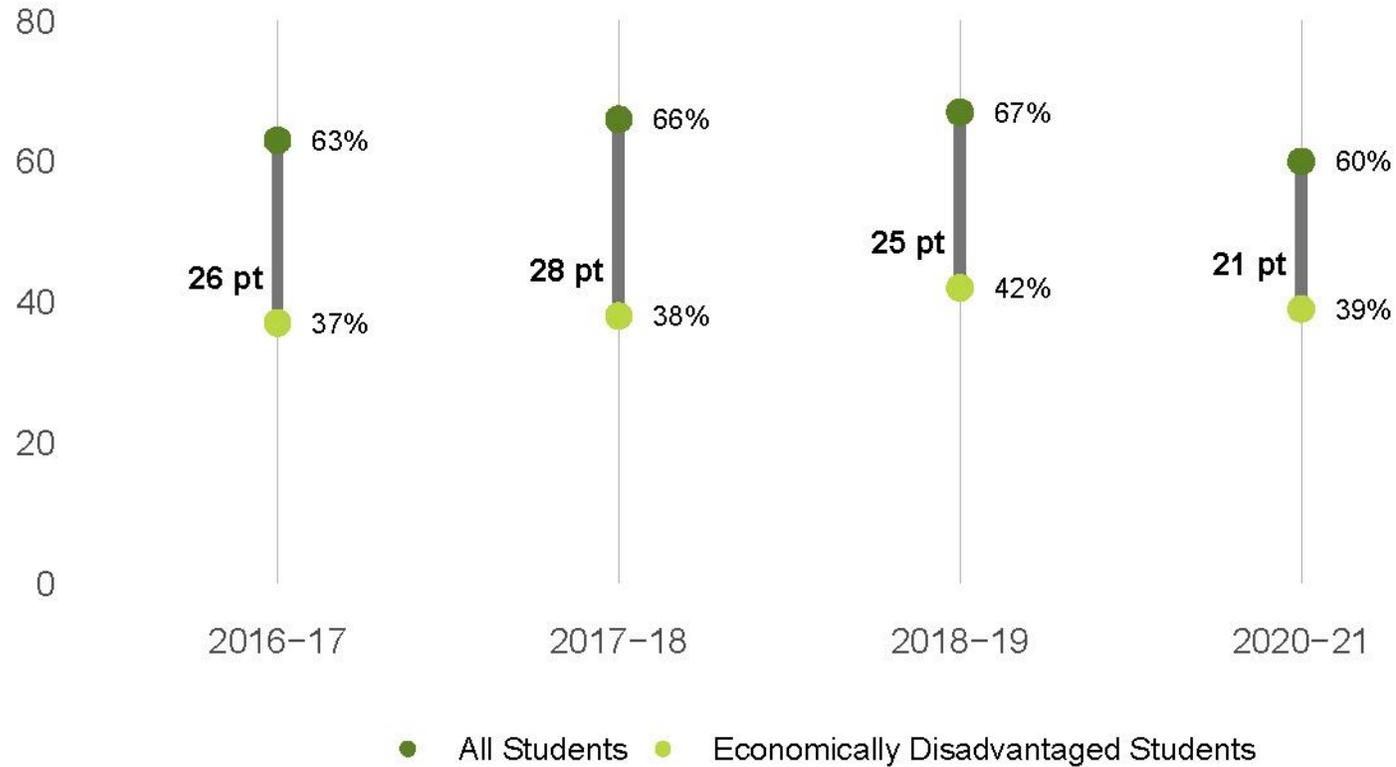


Source: profiles.doe.mass.edu



# MCAS ELA Gap Analysis: Economically Disadvantaged Students

Proficiency gap between economically disadvantaged students and all students: MCAS ELA 2017–2021, grades 3–8

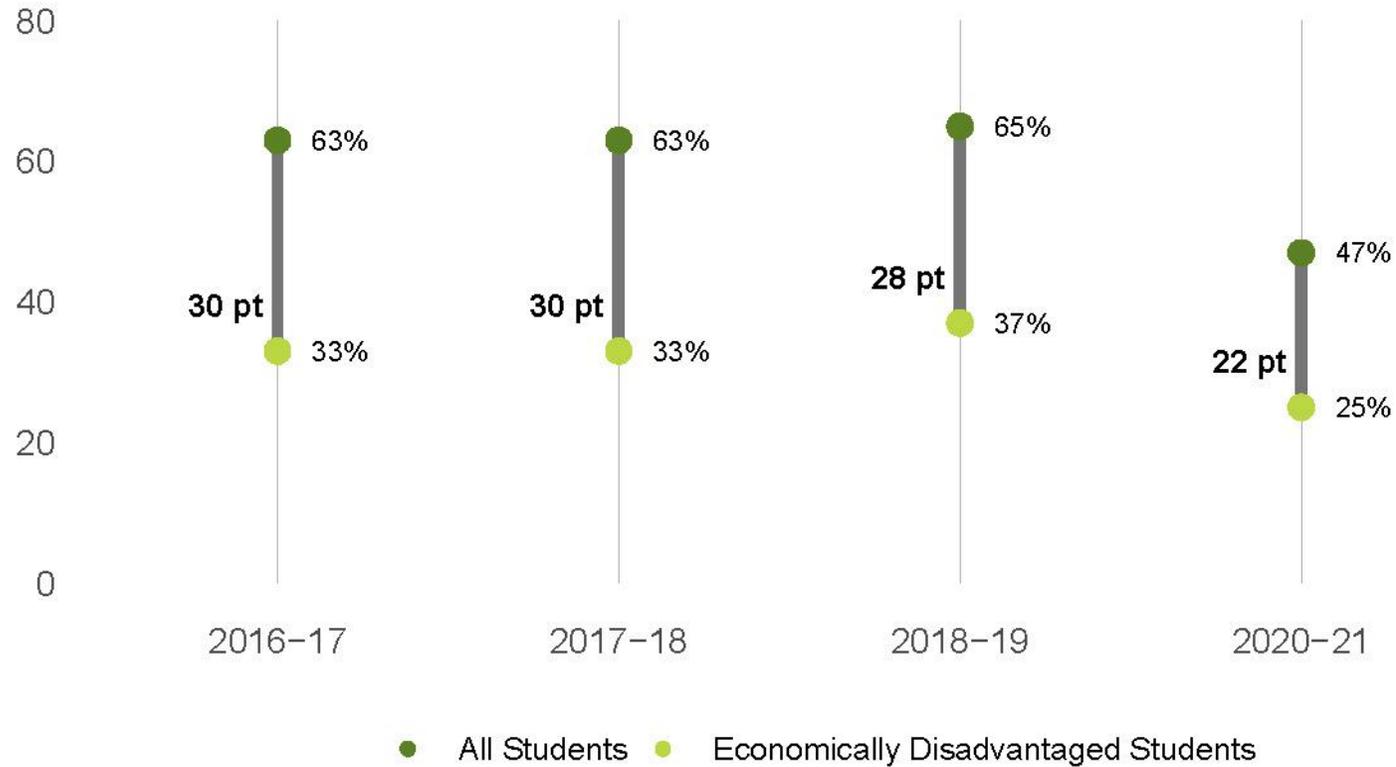


Source: profiles.doe.mass.edu



# MCAS Math Gap Analysis: Economically Disadvantaged Students

Proficiency gap between economically disadvantaged students and all students: MCAS Mathematics 2017–2021, grades 3–8

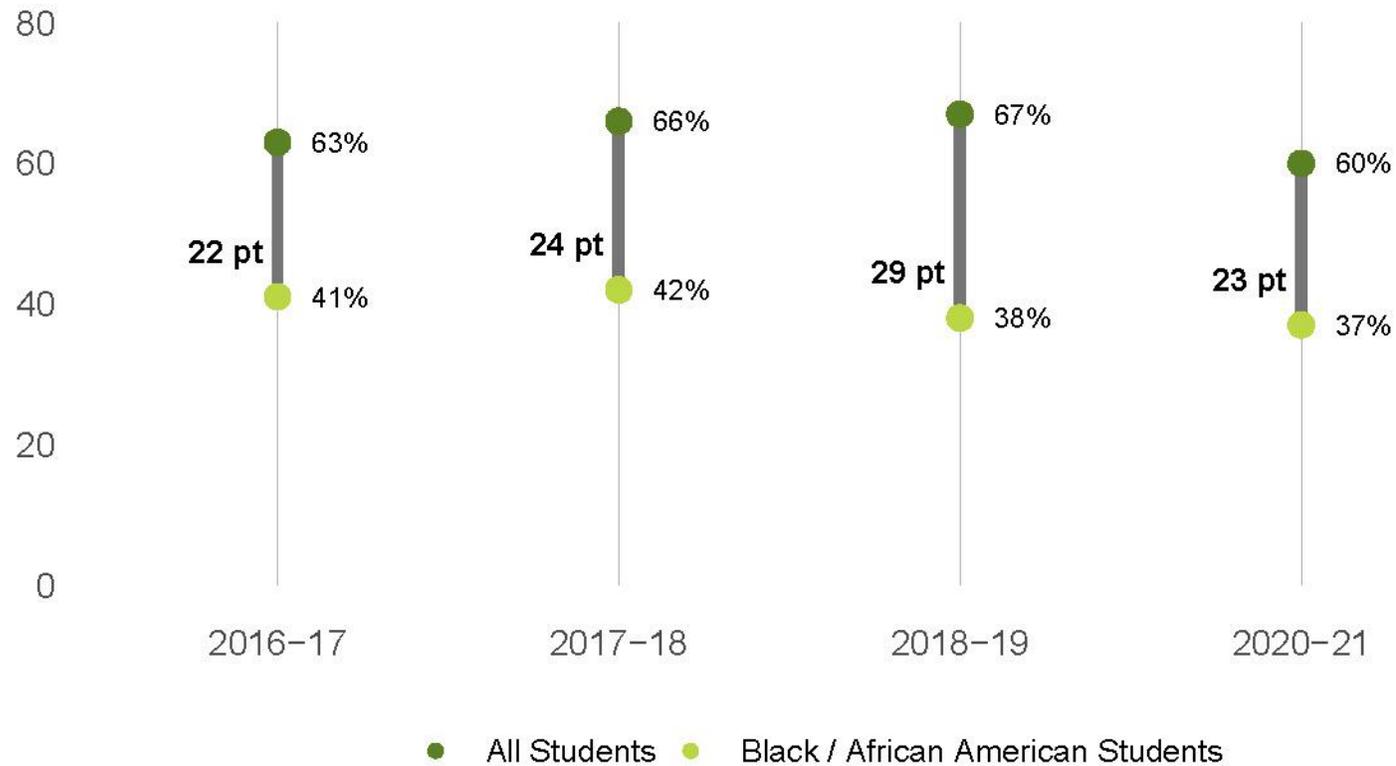


Source: profiles.doe.mass.edu



# MCAS ELA Gap Analysis: Black and African American Students

Proficiency gap between Black and African American students and all students: MCAS ELA 2017–2021, grades 3–8

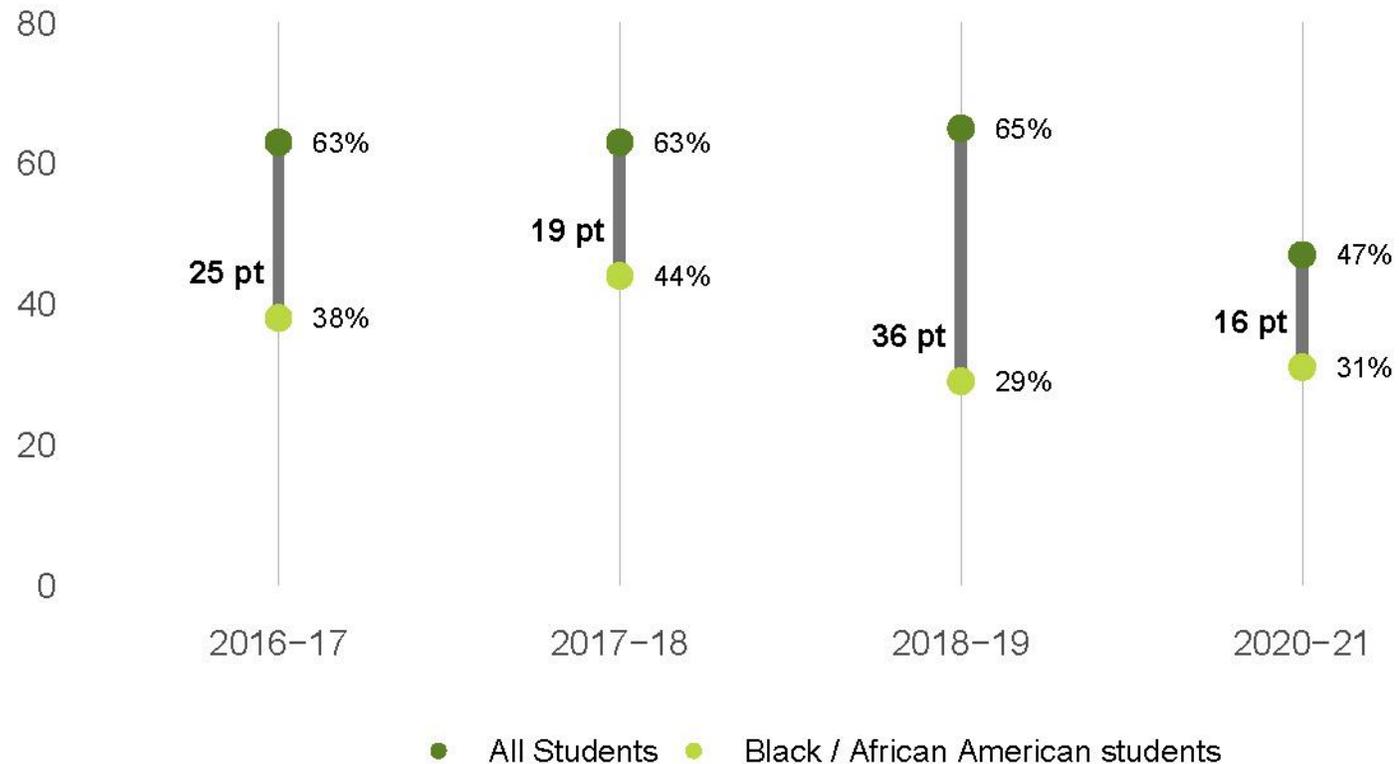


Source: profiles.doe.mass.edu



# MCAS Math Gap Analysis: Black and African American Students

Proficiency gap between Black and African American students and all students: MCAS Mathematics 2017–2021, grades 3–8

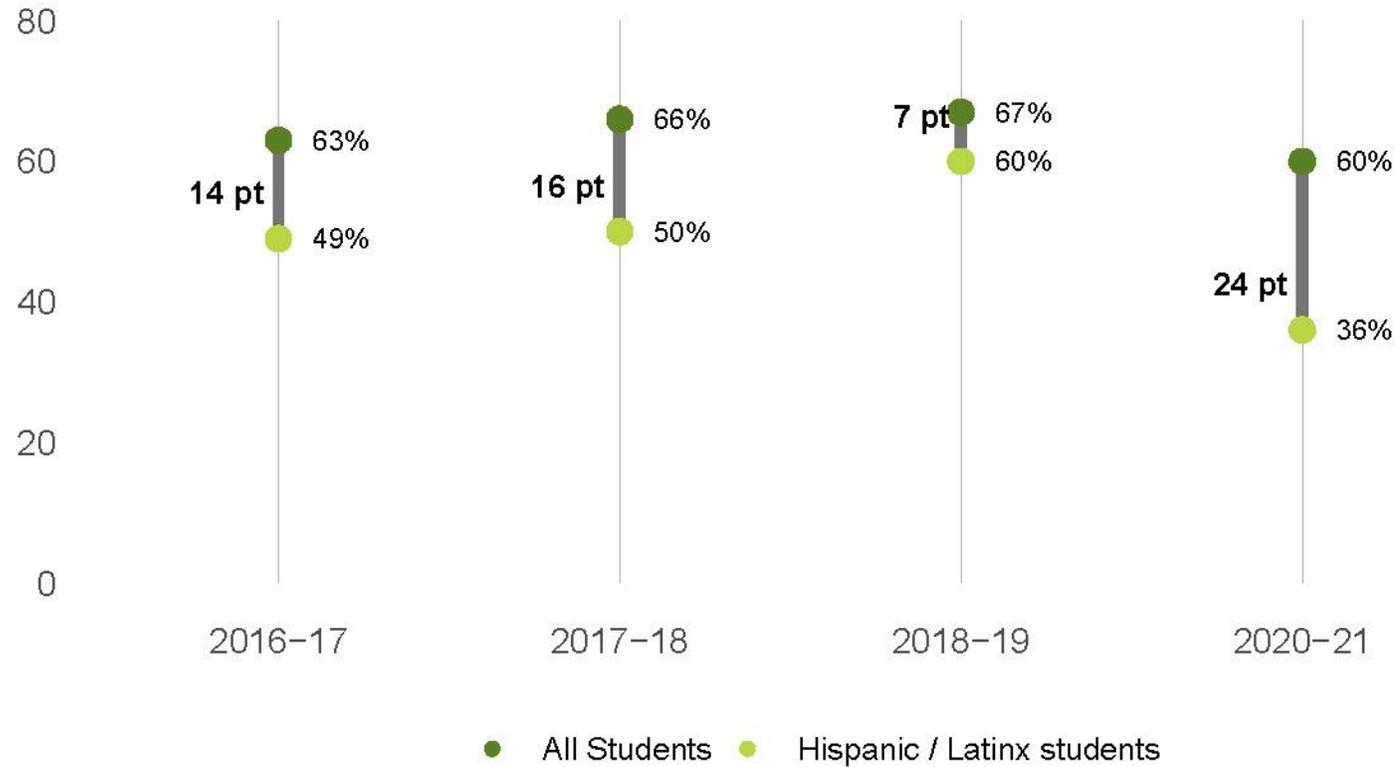


Source: profiles.doe.mass.edu



# MCAS ELA Gap Analysis: Hispanic and Latinx Students

Proficiency gap between Hispanic / Latinx students and all students:  
MCAS ELA 2017–2021, grades 3–8

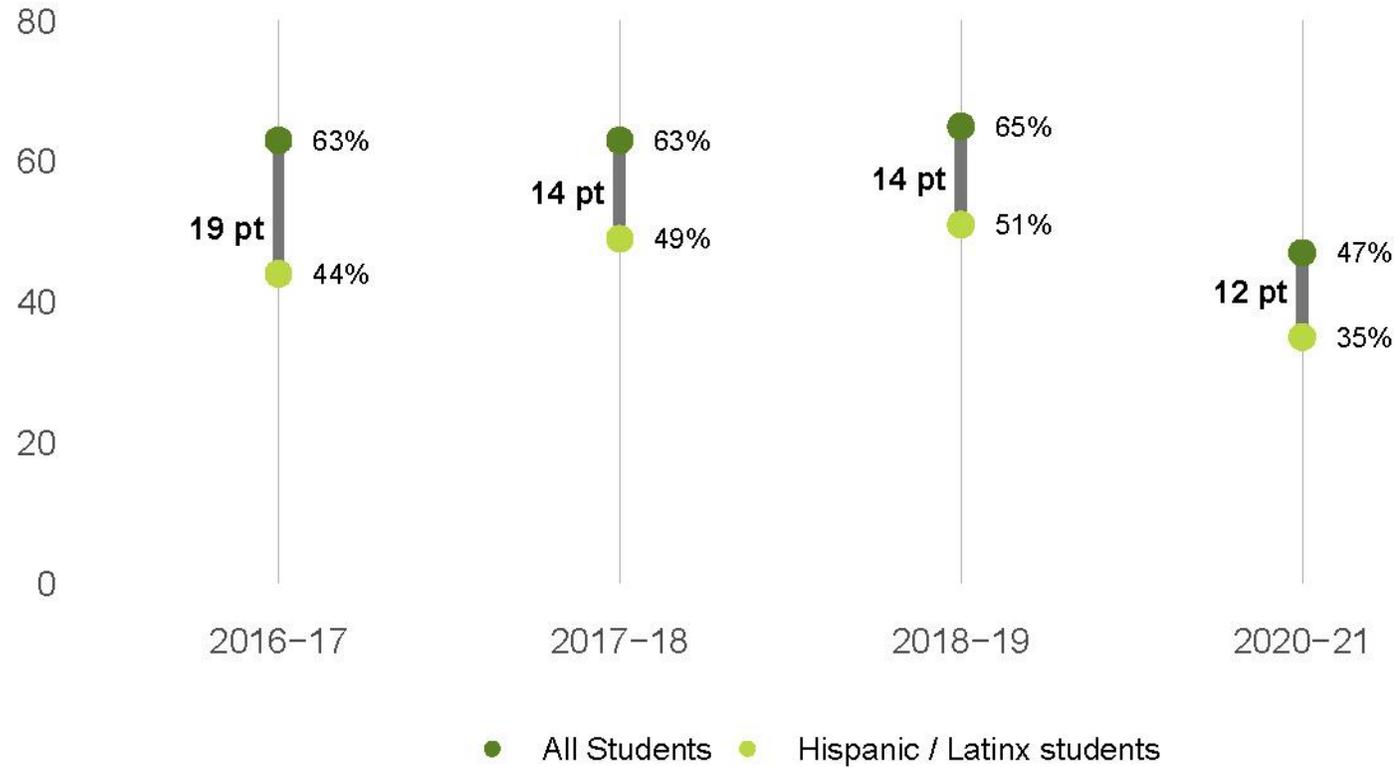


Source: profiles.doe.mass.edu



# MCAS Math Gap Analysis: Hispanic and Latinx Students

Proficiency gap between Hispanic / Latinx students and all students:  
MCAS Mathematics 2017–2021, grades 3–8

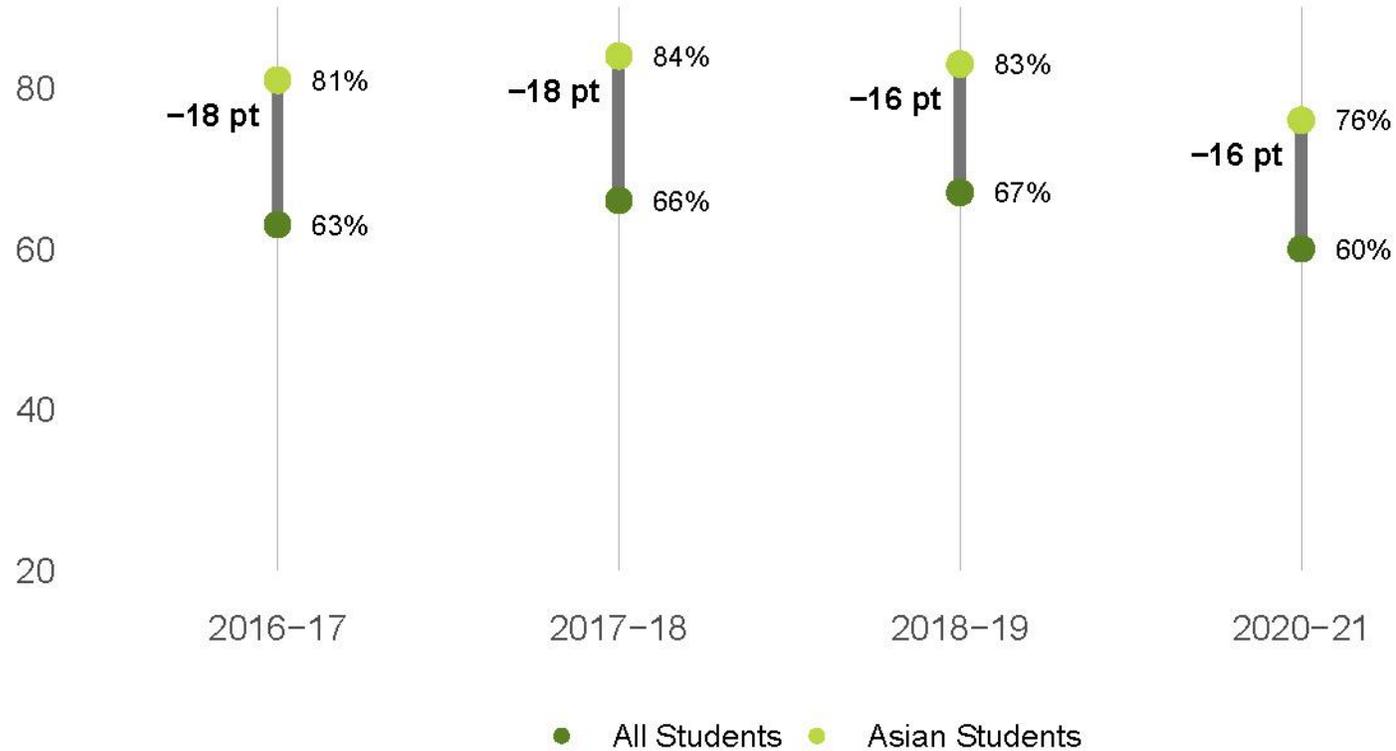


Source: profiles.doe.mass.edu



# MCAS ELA Gap Analysis: Asian Students

Proficiency gap between Asian students and all students:  
MCAS ELA 2017–2021, grades 3–8

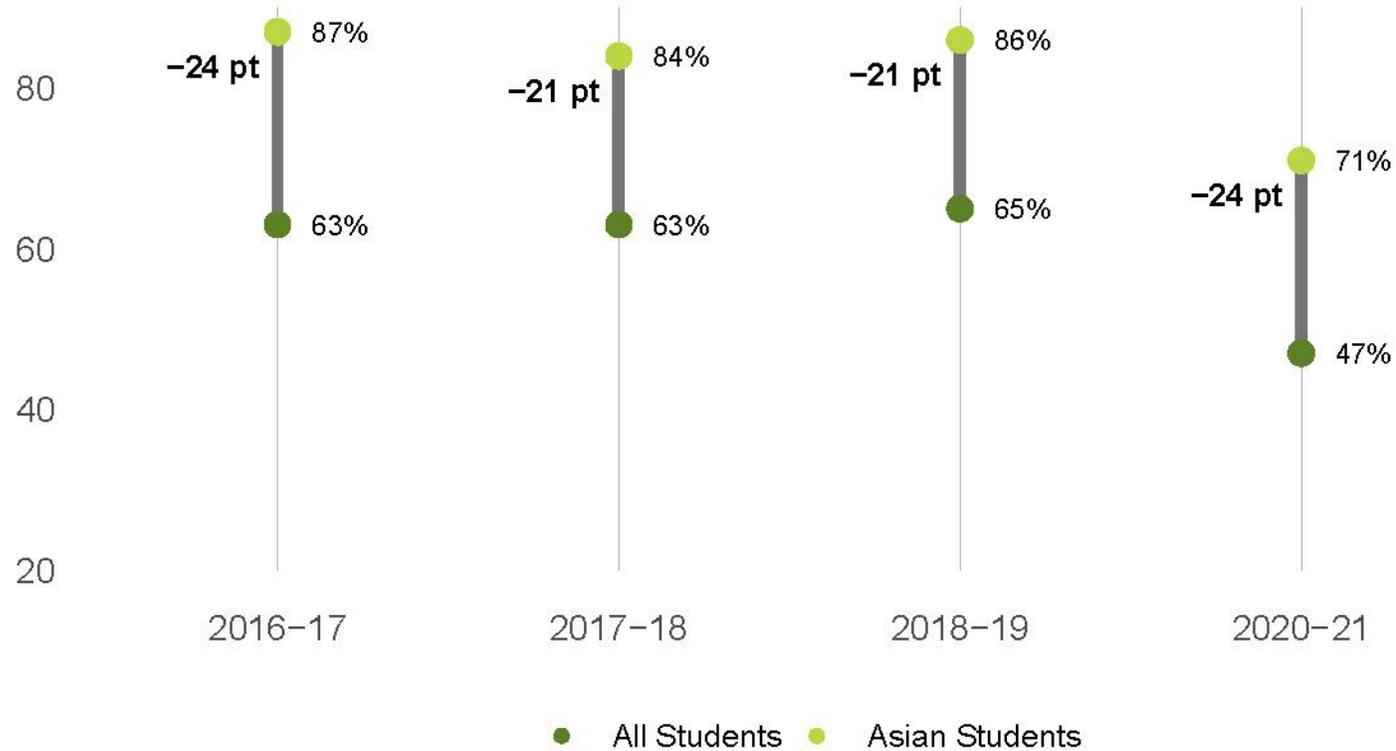


Source: profiles.doe.mass.edu



# MCAS Math Gap Analysis: Asian Students

Proficiency gap between Asian students and all students:  
MCAS Mathematics 2017–2021, grades 3–8

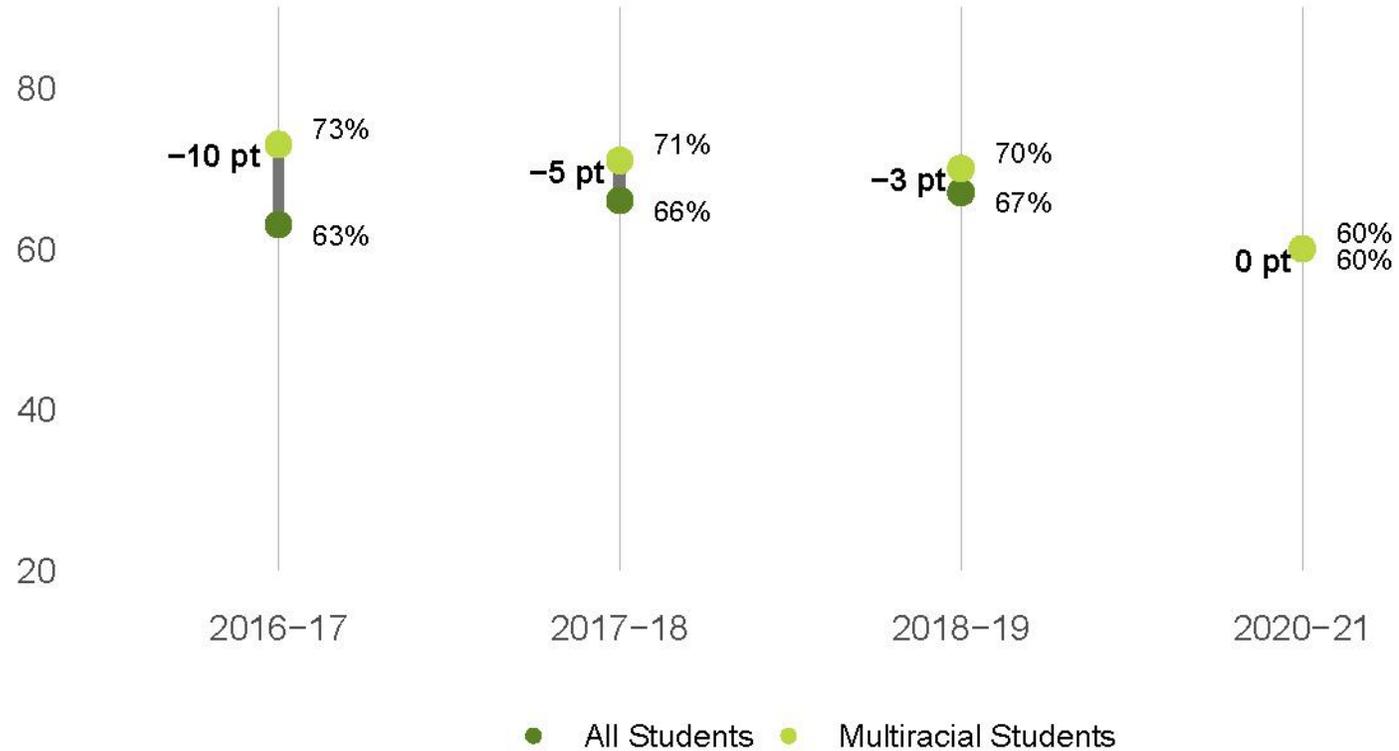


Source: profiles.doe.mass.edu



# MCAS ELA Gap Analysis: Multiracial Students

Proficiency gap between Multiracial students and all students:  
MCAS ELA 2017–2021, grades 3–8

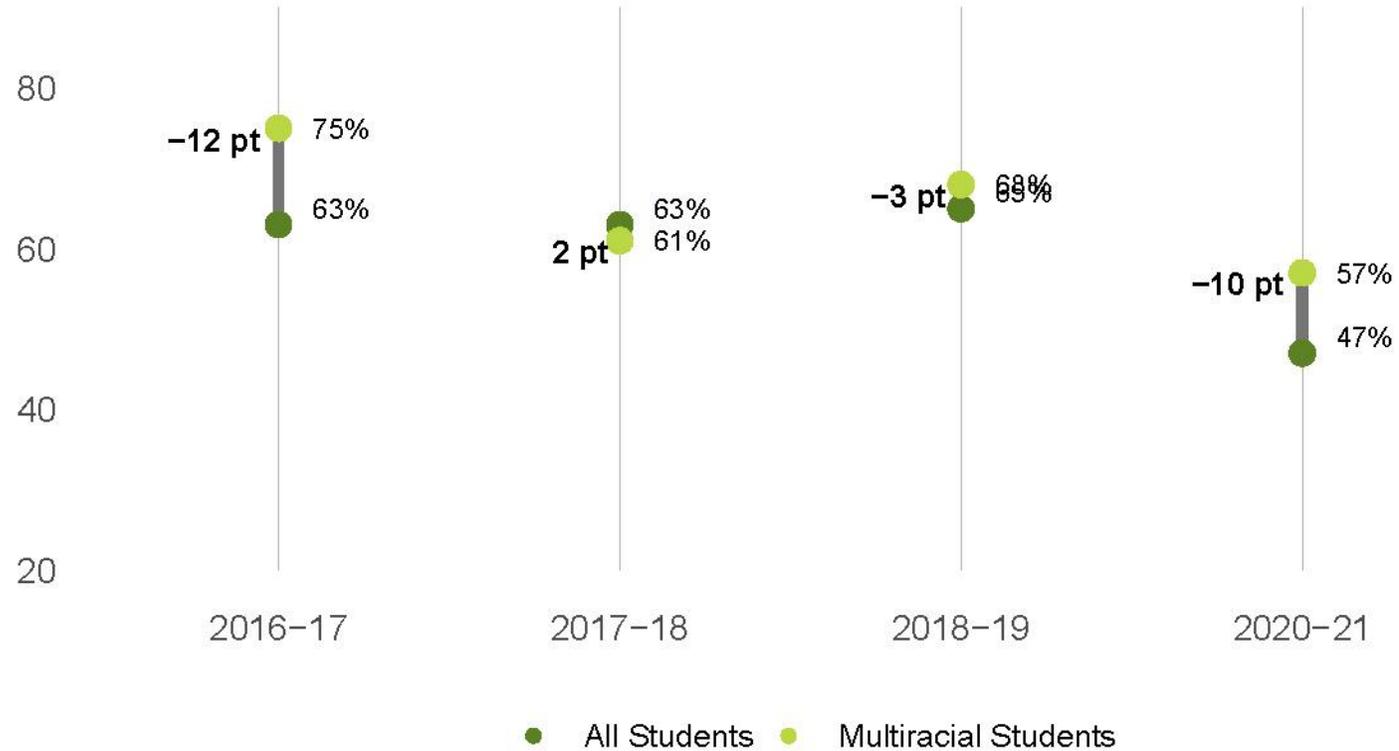


Source: profiles.doe.mass.edu



# MCAS Math Gap Analysis: Multiracial Students

Proficiency gap between Multiracial students and all students:  
MCAS Mathematics 2017–2021, grades 3–8

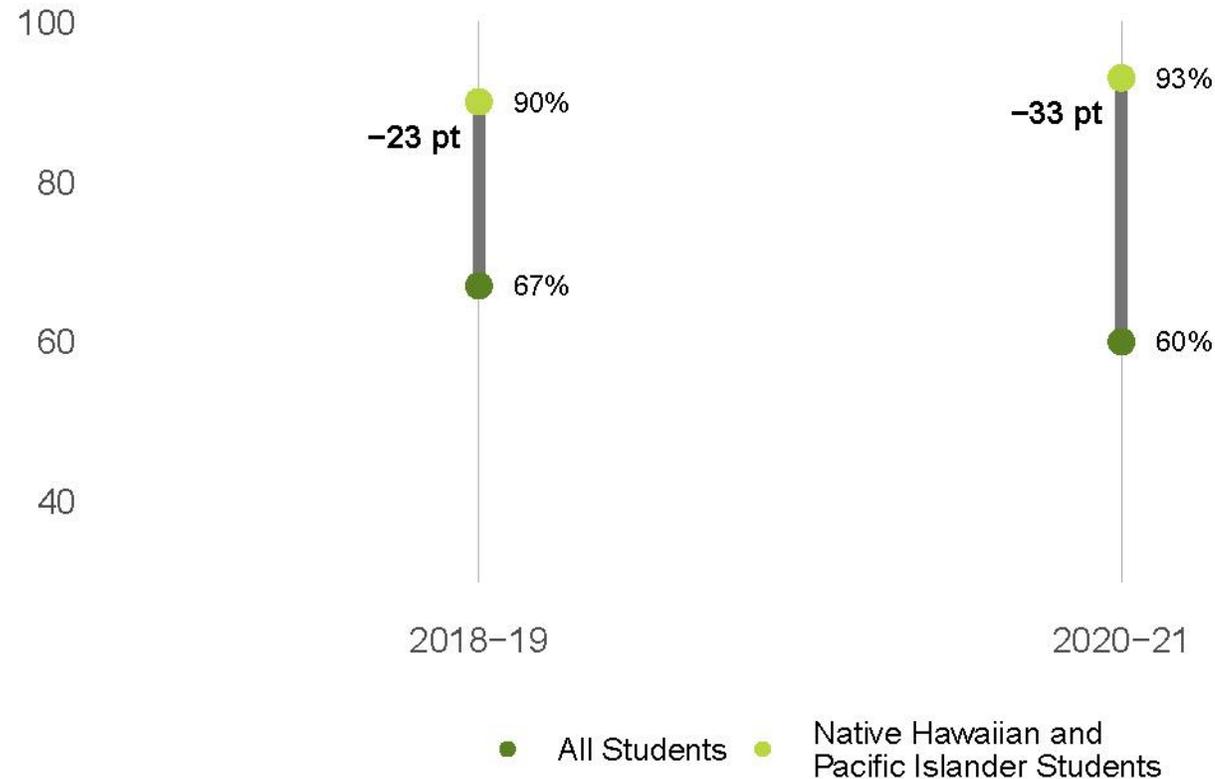


Source: profiles.doe.mass.edu



# MCAS ELA Gap Analysis: Native Hawaiian and Pacific Islander Students

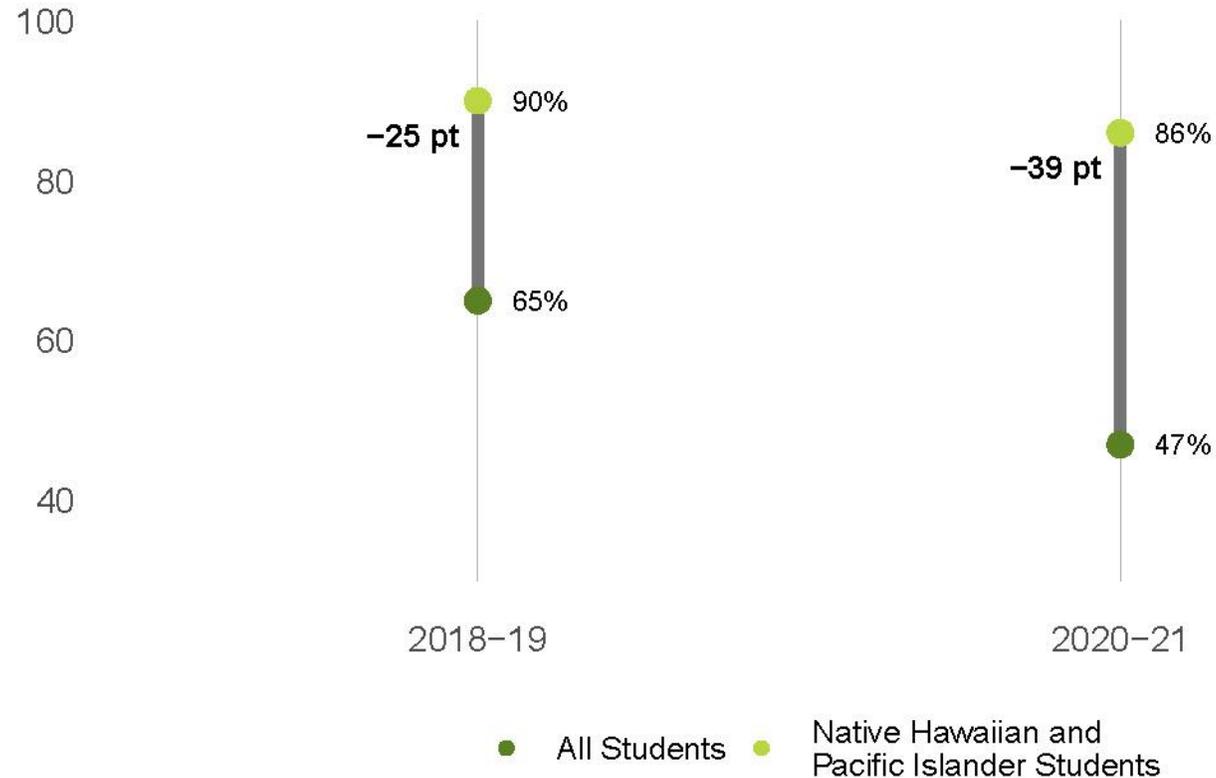
Proficiency gap between Native Hawaiian and Pacific Islander students and all students: MCAS ELA 2019–2021, grades 3–8



Source: profiles.doe.mass.edu

# MCAS Math Gap Analysis: Native Hawaiian and Pacific Islander Students

Proficiency gap between Native Hawaiian and Pacific Islander students and all students: MCAS Mathematics 2019–2021, grades 3–8



Source: profiles.doe.mass.edu



# Human Resources Practices

# Human Resources Practices

## Findings

### Strengths to Build On

Franklin Public Schools has taken several tangible steps towards communicating a district-wide focus on **equity in hiring**:

- This year, the district added a question to the FPS job interview process about equity and inclusion.
- Most job descriptions for open positions in the district now include an equity statement:

*“We understand that our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the FPS community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. We are committed to reflecting that diversity in our staff. We strive to have the most diverse applicant pool possible; to that end, we encourage individuals of all backgrounds to apply for any position at Franklin Public Schools.”*

- Franklin has a data system in place that captures demographics with reports easily pulled to facilitate disaggregation of data and allows for the capture of snapshot and longitudinal data on the district’s workforce diversity.

# Human Resources Practices

## Findings

**29.** While most job descriptions include the new equity statement, there is **no other language** around expectations and mindsets regarding diversity and equity.

**30.** The school committee's policy manual on Professional Staff Hiring states: "The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience." There is **no further guidance or expectation** communicated around workforce diversity in the district.

**31.** The **lack of specific, equity-focused language** in FPS human resources policies limits the district's ability to set goals and prioritize the recruitment and hiring of diverse educators and staff.

**32.** There is **no district-wide system or protocol** in place for documenting or tracking applications, interviews, or other phases of the hiring process. School leaders hire for open positions independently of one another.



# Human Resources Practices

## Findings

**33.** The district has, and continues to, experience **challenges in recruiting educators of color.**

- There have been attempts to diversify the district's candidate pool through participation in a MA Diversity in Education Group and broadening of job posting platforms, but several stakeholders expressed frustration in the results and in not knowing of other avenues to pursue.

**34.** School and district leaders and families all expressed the **need for a workforce that reflects the students** in Franklin, with several mentioning the growing South Asian population in particular.

- One family member shared: “My children have never had a teacher that looked like them.”

**35.** Many stakeholders expressed a **desire and need for training around equity in recruitment and hiring.**

- Specifically, topics such as defining key terms and understanding implicit bias and what it looks like in hiring were mentioned multiple times.

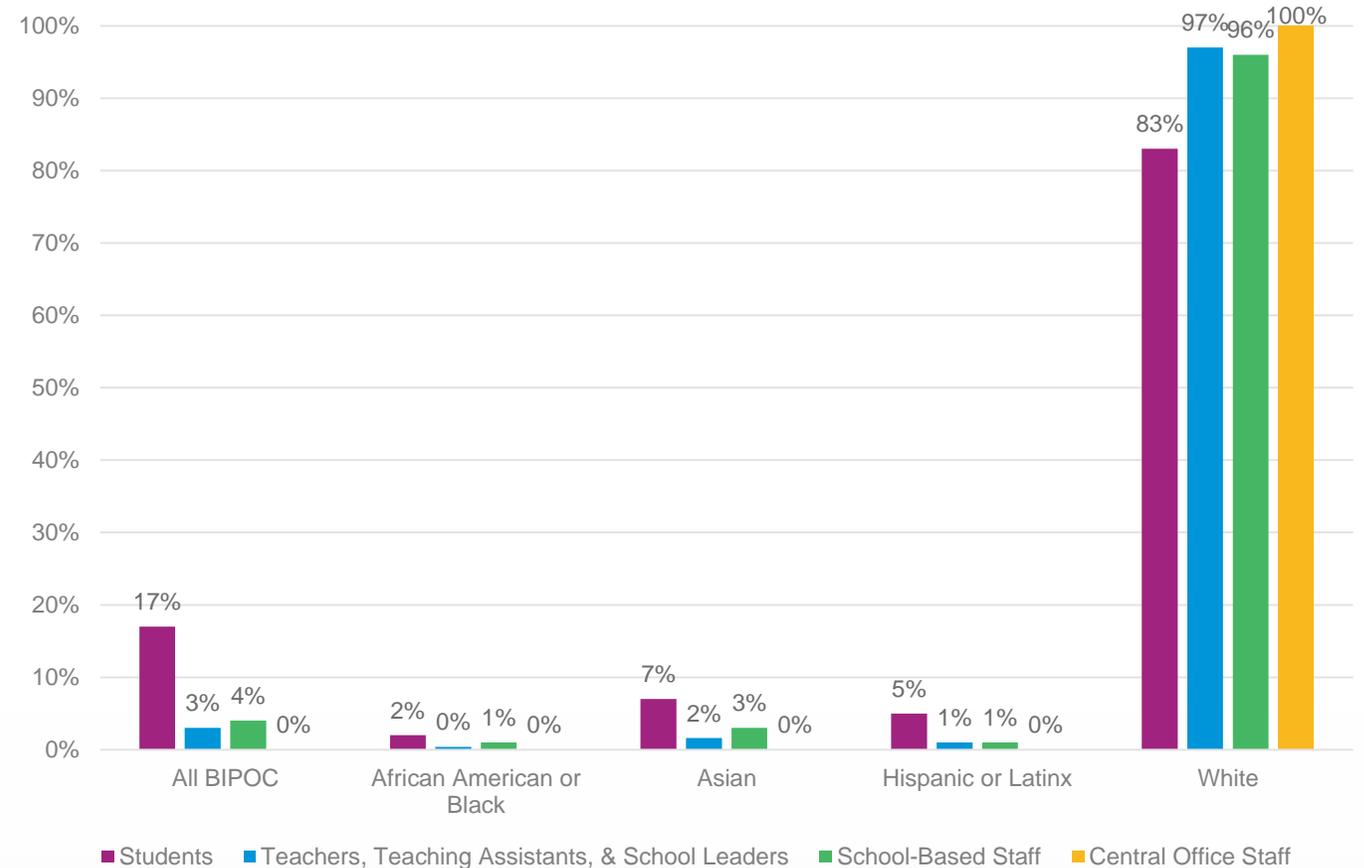
# Human Resources Practices

## Findings

**36.** Both the personnel data retrieved from the state database and supplied by the district and the anecdotal data collected from stakeholders show that there are wide gaps in representation between the student body and the staff of the district.

- District staff and school leaders all stressed the importance of workforce diversity and the desire to increase the diversity of Franklin’s staff.

Districtwide Student Enrollment and Staff by Role and Race/Ethnicity by Full-Time Equivalents (2021-2022)



# Human Resources Practices

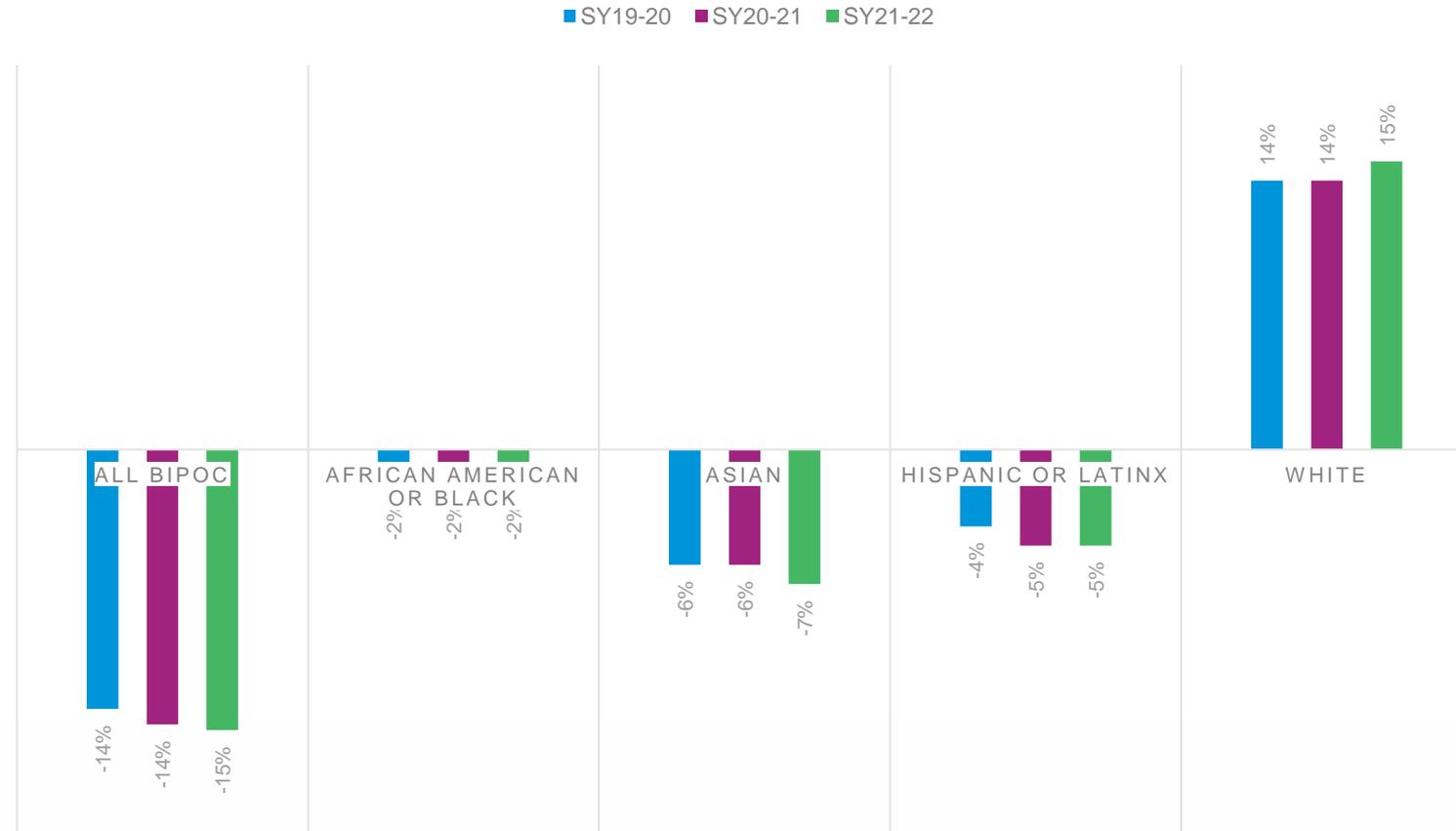
## Findings

**37.** Gaps in representation between students and teachers, teaching assistants, and school leaders have remained relatively consistent over the last three school years.

- The largest representation gaps are between Asian students and teachers, teaching assistants, and school leaders. This gap is closely followed by that between Hispanic or Latinx students and teachers, teaching assistants, and school leaders.

Data were retrieved from <https://profiles.doe.mass.edu>. The “Teachers, Teaching Assistants, and School Leaders” category is counted as any FTE whose position is classified as Teacher, Co-Teacher, Assistant Teacher, Principal/Headmaster/Headmistress/Head of School, or Deputy/Vice/Associate/Assistant-Principal in the MA DESE School and District Profiles database.

Percentage Point Gap Between Student Enrollment and Teachers, Teaching Assistants, and School Leaders by Full-Time Equivalents Over Three Years (2019-2020 through 2021-2022)



# Human Resources Practices

## Findings

**38.** The percentage of FTEs across the district by race/ethnicity has remained stable over the last three years. It is important to note that, with an overall FTE count between 479 and 498 (depending on the year), a 0.2% change represents 1 FTE.

- Due to the small numbers of BIPOC FTEs in the district, a single hire or resignation has an oversized impact on retention rates. Because of this, we were unable to conduct a retention and attrition proportionality analysis.

Data were retrieved from <https://profiles.doe.mass.edu>. The “Teachers, Teaching Assistants, and School Leaders” category is counted as any FTE whose position is classified as Teacher, Co-Teacher, Assistant Teacher, Principal/Headmaster/Headmistress/Head of School, or Deputy/Vice/Associate/Assistant-Principal in the MA DESE School and District Profiles database.

Teachers, Teaching Assistants, and School Leaders Percentage Point Change Between School Years by Race/Ethnicity and Full-Time Equivalents (2019-2022)

	African American or Black		Asian		Hispanic or Latinx		Native American or Alaska Native		White	
<b>SY19-20</b>	0.4%	--	1.0%	--	0.0%	--	0.0%	--	98.5%	--
<b>SY20-21</b>	0.2%	-0.2	1.3%	+0.3	0.2%	+0.2	0.0%	±0	98.3%	-0.2
<b>SY21-22</b>	0.4%	+0.2	1.6%	+0.3	0.2%	±0	0.2%	+0.2	97.6%	-0.7



# Human Resources Practices

## Recommendations

Communicate **expectations and responsibilities** regarding equity in every job description, all recruitment materials, and in staff evaluation documentation (*findings 29 and 31*)

Set **explicit, measurable, value-aligned goals** around the diversity of the FPS workforce (*findings 30, 31, 34, 36, and 37*)

- Communicates a district-wide commitment to increasing the diversity of the workforce

Develop **systems and strategies that use data** to guide the work of recruitment, hiring, and retention in the district (*findings 32 and 33*)

- Track demographic information of all applicants from the point of application through the interview and hiring process
- Track demographic makeup of the staff at each school against the demographics of the communities of the schools
- Track the retention and advancement of staff members by demographics

Hire and/or re-assign **additional team members** under the new DEI Director (*findings 34 and 35*)

- Put in place the capacity to fully execute the plans developed out of this audit (e.g., implementing the systems and strategies and coordinating trainings)

# Human Resources Practices

## Recommendations

- **Increase the scope** of teacher recruitment. Prioritize job postings in sites and communities that are targeted at teachers of color and develop partnerships with local educator preparation programs with diverse student bodies (*findings 33 and 34*)
  - Diversity in Ed
  - Nemnet Minority Recruitment
  - National Alliance of Black School Educators
  - National Alliance for Bilingual Education
  - Black Educators Alliance of Massachusetts
- Engage in **implicit bias training** for all staff involved in hiring and evaluation (*finding 35*)
  - Build common language and shared understanding and skill in identifying and combating bias in hiring processes
- Develop **community building and support opportunities** specifically aimed at BIPOC staff members (*findings 33 and 38*)
  - Designed to increase retention
  - Explore cohort models for staffing educators of color in schools.
  - Stipend a teacher leader to coordinate regular opportunities for BIPOC educators to gather, network, and connect.





# Conclusion and Next Steps

# Next Steps – Implementation Planning

## Fall 2022

- Share the audit with the School Committee and FPS community
- Assemble a representative District Team to dive deeply into the findings and recommendations
  - Review, reflect, and prioritize the recommendations
  - Determine any immediate actions that can be taken
- Leverage the priority areas identified in the audit and aligned with the findings
  - For use in district and school strategic planning
  - Plan and engage in professional learning on topics identified in the Equity Audit
  - Develop an equity-focused communication plan

## 2022 – 2023 School Year

- Develop a multi-year Action Plan to continue FPS' commitment to equity, integrated with any and all other district plans and goals
  - Identify short-, medium-, and long-term goals
  - Determine measured outcomes
  - Use as baseline data to inform district strategy



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