

Canton Public Schools Equity Audit

Findings and Recommendations

January 2023

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A group of diverse children, including boys and girls of various ethnicities, are running happily down a school hallway. They are all wearing backpacks and smiling. The hallway has lockers on the left and a door on the right. The image is overlaid with a semi-transparent purple filter.

Equity Audit Framework

What is an equity audit?

An equity audit is a study of an institution's policies, programs, and practices from an equity lens in pursuit of **educational equity**.

An equity audit critically examines policies, programs, and practices that directly or indirectly impact students or staff relative to their race, ethnicity, gender, national origin, language, disability, age, sexual orientation, sexual identity, religion, or other significant demographic factors.

What is educational equity?

Educational Equity means ensuring each student receives what they need for successful academic, emotional, and social outcomes.

Educational Equity is....

- Providing each student with individualized resources
- Providing all necessary support to meet desired expectations
- Demanding academic rigor and necessary resources

Educational Equity is not...

- Removing necessary resources from students
- Lowering expectations
- Reducing academic rigor

An Analogy

Service: providing shoes.

Equality: everyone gets a pair of shoes.

Equity: everyone gets shoes that fit.

Equity Audit: determining

1. who "everyone" is,
2. what constitutes "shoes," and
3. creating decision-making processes for how "fit" is identified and evaluated.



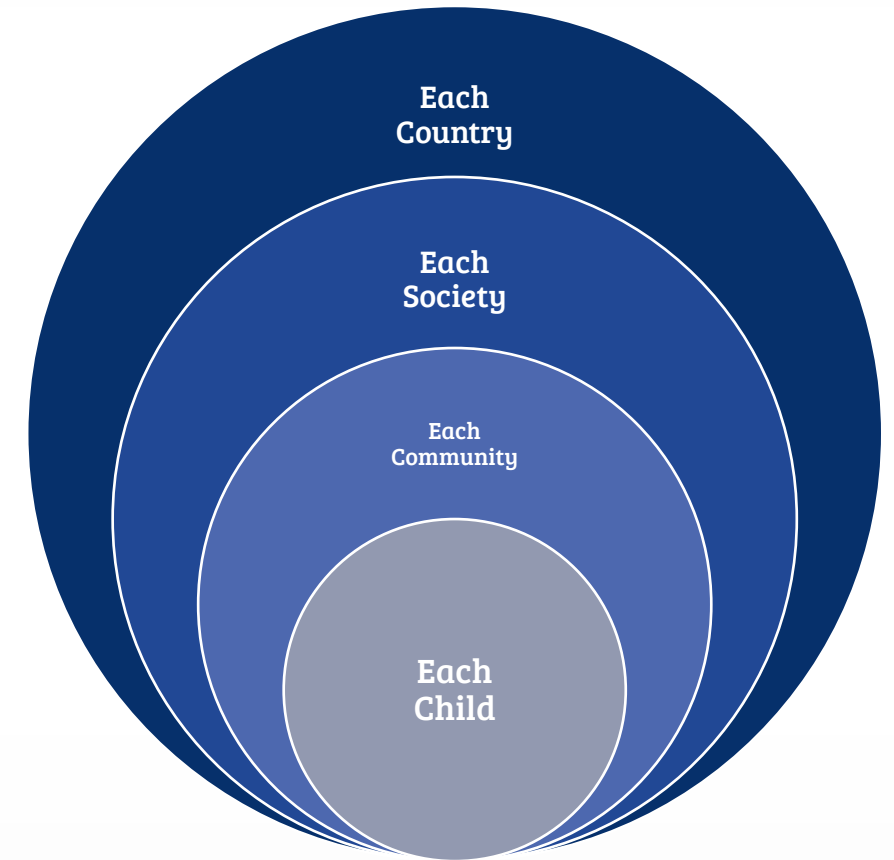
How does educational equity benefit each child, each community, and society as a whole?

The education of a society's population directly correlates to the strength and health of the society.

With educational equity, **each child** has the opportunity for improved academic achievement, leading to improved future opportunities such as careers, income, housing, health, and quality of life.

With educational equity, each community is better positioned to have **more educated members**, leading to improved future opportunities such as a thriving and self-sufficient community.

“The impact of education on society...would be...the impact on the individual – amplified.”



(Sekar, 2018. Medium; Greenstone, et.al, 2012. The Hamilton Project.)

CPS's Commitment to Educational Equity

Core and School Based Equity Team Charter, 2021-2022

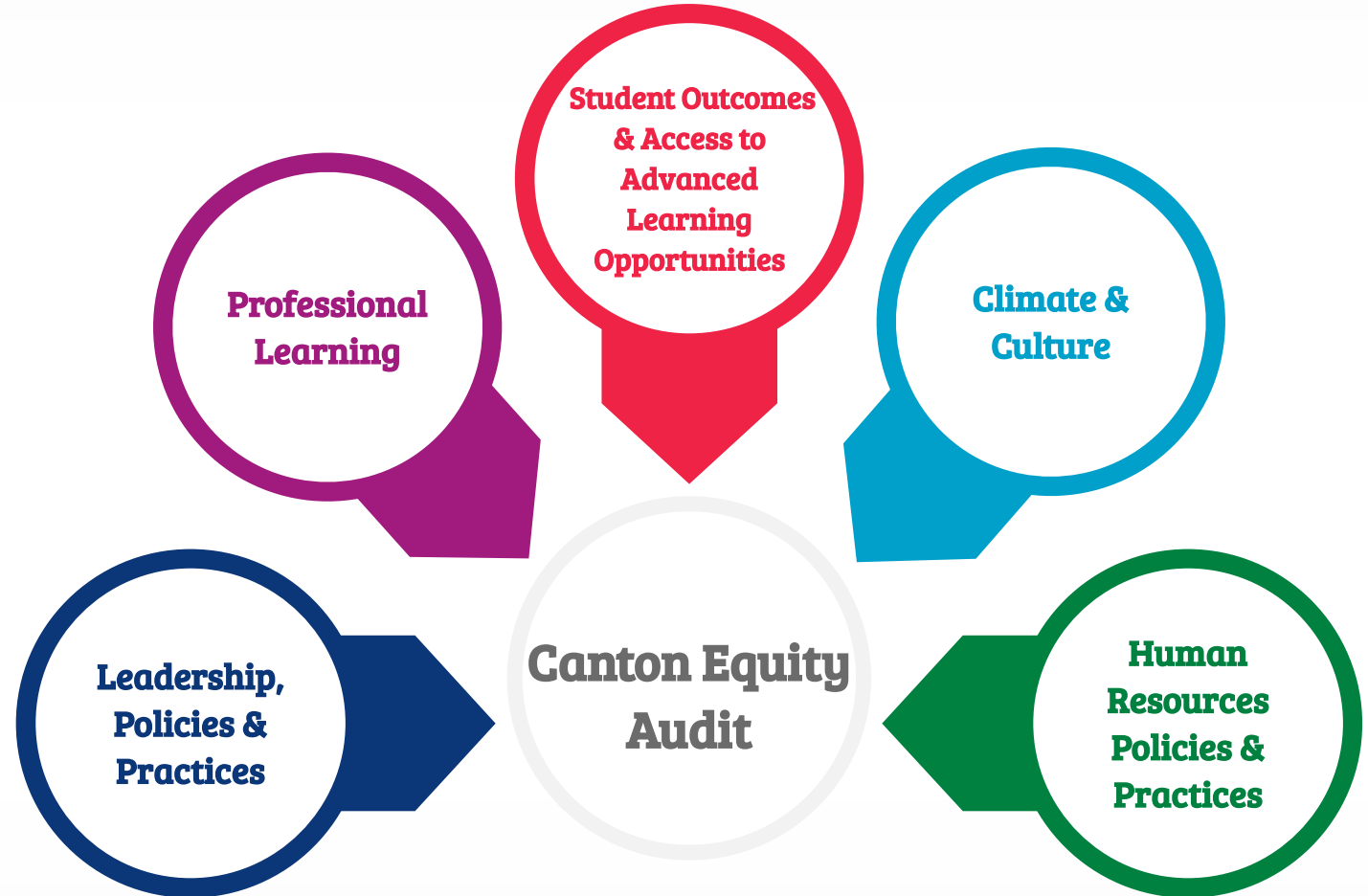
Educational equity is a Strategic Area of Focus within our Strategic Framework, stating its **value** to identify and eliminate obstacles and barriers (ideological, institutional, interpersonal, and internal) **to student learning and growth.**



Canton Equity Audit Scope

The scope for this equity audit in Canton Public Schools includes **five focus areas**, in alignment with PCG's overall equity audit framework:

1. Leadership, Policies, and Practices
2. Professional Learning
3. Student Outcomes and Access to Advanced Learning Opportunities
4. Climate and Culture
5. Human Resources Policies & Practices



Framework and Guiding Questions

Focus Area	Guiding Question
Leadership, Policies, and Practices	To what extent do the policies, practices, and actions of leadership in CPS promote a diverse, equitable, and inclusive district?
Professional Learning	How does CPS professional development support equity, diversity, and creating schools free of bias, prejudice, and discrimination?
Student Outcomes and Access to Advanced Learning Opportunities	How are student outcomes and program participation patterns linked to student characteristics and demographics? Are student discipline practices consistent, transparent, and equitable for all students?
Culture and Climate	To what extent are the family engagement efforts of CPS inclusive, collaborative, and equitable? What are students' experiences of belonging and inclusion at CPS?
Human Resources Policies and Practices	How do human resources policies and practices in CPS support hiring and retaining a diverse workforce?



Report Terminology

There are several terms used throughout this report that require definition and clarification within the Canton Public Schools 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 other special student groups.

BIPOC: Black, Indigenous, and People of Color

CPS: Canton Public Schools

DEI&B: Diversity, Equity, Inclusion, and Belonging

DESE: Massachusetts Department of Elementary and Secondary Education

Economically Disadvantaged: Calculated based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).

ES: Elementary School

FRPL Eligible: Refers to students who qualify for free and reduced-price lunch.

HMI: Students and families of students who hold historically marginalized identities such as BIPOC students, members of the LGBTQIA+ community, students receiving Special Education services, students whose first language is not English, etc.



Report Terminology, cont.

HS: High School

LGBTQIA+: An acronym used to signify Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual, and more people collectively. These terms are used to describe a person's sexual orientation or gender identity.

Low-Income: Defined by DESE as a student who participated in one of the following state-administered programs: SNAP (food stamps); TAFDC (welfare); DCF (foster care); MassHealth (Medicaid) in October, March, or June as well as students identified by districts as homeless and students the district confirmed had met the low-income criteria through the supplemental process and collected the required supporting documentation (SIMS DOE056).

MCAS: Massachusetts Comprehensive Assessment System

MS: Middle School

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

PLC: Professional Learning Community

Students with Disabilities: Student has an Individual Education Plan (IEP) in SIMS.



A young boy with a joyful expression is seated in a wheelchair at a desk in a classroom. He is holding a pencil and looking towards the camera. In the background, other students are seated at desks, some appearing to be working. The entire image is overlaid with a semi-transparent blue filter. The text 'Equity Audit Methodology' is written in white, bold, sans-serif font across the middle of the image.

Equity Audit Methodology

Mixed Methods Research Design

Qualitative Data

Case Study Approach: Researchers use case studies to investigate an unknown, contemporary issue or to find a better understanding of a process in which several variables are pertinent to the case (Glesne, 2010).

Case studies rely “on multiple sources of evidence, with data needing to converge in a triangulating fashion” (Yin, 2003, p.17).

Phenomenological Approach: Researchers use the phenomenological approach to grasp the stakeholder experience and the meaning making of the experience (Creswell, 2013).

In all approaches, due to the topic of equity, “onlyness” is considered.

Onlyness refers to “feeling alone, or feeling like one of few, and centers around a heightened awareness of the self in relation to one’s surroundings”(Ruggiano, p. 56). As such, experiences may be singular in nature, but are nonetheless valid and require further investigation.

Quantitative Data

The analysis of quantitative data in the equity audit is primarily contained to descriptive analyses. This means that we report summary statistics (sums, averages) pertaining to the following pieces of data: MCAS results by student subgroup, district and school student body demographics, participation in advanced coursework and SAT tests, and disciplinary referrals by student subgroup.

To analyze the disproportionality within IEP assignments and disciplinary referrals, we employ a risk ratio analysis to identify subgroups who may be over or underrepresented. The following graphic illustrates how a discipline risk ratio is calculated in the quantitative data analysis. The same formula is followed for students with IEPs.

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

Creswell, J.W. (2013). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
Glesne, C. (2010). *Becoming qualitative researchers: An introduction* (4th ed.). New York, NY: Allyn and Bacon
Ruggiano, C. (2022). Adapt and Serve the Community!: Voices of Families of Youth of Color in Predominantly White, Rural Communities. *The Rural Educator*, 43(1), 54-73
Yin, R.K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Strategies Analysis at-a-Glance

High-level rubric to evaluate the presence of core equity practices, tied to evidence-based strategies.

Desired Outcome: List of desired outcome(s) based on the focus area				
Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome(s)</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No

Please Note:

- Determinations on whether core practices were observed in CPS were made based on the data collected from the district, publicly available sources, and stakeholder engagement efforts over the course of this equity audit.
- A “Yes” designation means that a practice was fully observed or was agreed upon by all stakeholders engaged in data collection.
- A “Partial” designation means that a practice was observed partially, occasionally, inconsistently, or not agreed upon by all stakeholders.
- A “No” designation means PCG did not observe the practice. A “No” designation does *not* definitively mean that a particular practice doesn’t exist in CPS, simply that **PCG did not observe** the practice during this equity audit process.



Data and Document Review

Sources Reviewed in One or More Focus Areas

Leadership, Policies & Practices	Culture & Climate	Student Outcomes & Access to Advanced Learning Opportunities	Professional Learning	Human Resources Practices & Policies
<ul style="list-style-type: none">• Policies• Manuals• Handbooks• Organizational Charts• Previous Reports• CPS Reports, Policies, and Practices• Equity Initiatives• Student Survey	<ul style="list-style-type: none">• Previous climate and culture surveys• School-based activities and events• Focus Groups• Interviews• CPS Website• Student Survey	<ul style="list-style-type: none">• Academic achievement (MCAS)• Representation in advanced classes and programming• IEP assignments• Discipline rates and policies• MA DESE School and District Profiles• CPS School Climate Needs Assessment (2014)• CPS Discipline Dashboard• Student Survey	<ul style="list-style-type: none">• Professional development and trainings offerings• Previous climate and culture surveys• Focus Groups• Interviews• CPS Website• CPS PL 2022-23 Catalog• Student Survey	<p>Data and practices related to:</p> <ul style="list-style-type: none">• Recruitment• Applications• Interviews• Hiring• Retention• Job descriptions



Stakeholder Engagement

Interviews



14 interview participants

- District and school leadership
- School Committee members

Student Survey



1,375 responses to the student survey for students in grades 6-12.

Focus Groups



10 community focus groups

- Families
- Students: Middle and High School, students with Historically Marginalized Identities
- Teaching staff: Elementary, Secondary, staff with Historically Marginalized Identities
- Other school- and district-based staff
- School leaders
- District leaders

63 total participants across groups

PCG received 6 additional contributions via email following focus groups

A photograph of four diverse school children walking together outdoors. From left to right: a young girl with braids and a backpack, a boy with a backpack, a girl with a patterned shirt and backpack, and a boy with a messenger bag. They are all smiling and appear to be walking on a paved area. The image has a purple tint and a white text overlay.

Canton Public Schools Community

District Commitment to Equity

Favorable steps towards equity. As described by students, parents, leadership, staff, and teachers, several initiatives and action steps have been favorable towards the goal of educational equity in CPS:

- Equity teams/opportunities for various stakeholder groups: District-wide Core Equity Team, School Based DEI Teams, Canton Families Embracing Diversity, DEI, Student affinity groups.
- Focus on equity in District's Strategic Plan and several School Improvement Plans.
- Embedding equity-centric tools in instruction & evaluation
- Review of data by student demographics to identify potential disproportionality.
- Offering of equity-centered professional development i.e.; workshops, book studies, external courses.
- Strong desire from stakeholders to improve and focus on equity-related work.
- Steps towards creating a diverse and representative curriculum.
- Continue curricular reviews through an equity lens.
- Further developed equity strategies and actions when compared to districts of similar size and in the region

Student, School, and District Characteristics

Canton Public Schools Demographics (2019-2022)

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	English Learners	Students with IEPs	Economically Disadvantaged
2019	3,272	10%	11%	5%	68%	<1%	<1%	6%	2%	11%	13%
2020	3,297	11%	11%	6%	66%	<1%	<1%	6%	2%	10%	14%
2021	3,164	11%	11%	6%	65%	<1%	<1%	6%	2%	13%	17%
2022	3,228	11%	11%	7%	64%	<1%	<1%	7%	3%	14%	22%

Source:



Student, School, and District Characteristics

- The district is majority White (64%), 11% Asian, 11% Black or African American, 7% Hispanic or Latinx, 7% Multiracial (two or more races), less than 1% Native Hawaiian or Other Pacific Islander and less than 1% Native American or Alaska Native.
- Approximately 22% of CPS students are considered low-income. At the state level, 44% of all students are low-income. Of the neighboring districts, Sharon is the only district with fewer low-income students (13%) than Canton Public Schools (Dedham – 30%, Norwood - 40%, Stoughton – 46%, Randolph – 65%).
- Approximately 14% of the district's students have an IEP. This rate is less than the Massachusetts state average of 19%.
- Three percent of the district's students are English Language Learners. This rate is significantly lower than the state average of 11%. Of the neighboring districts, Sharon is the only district with a similarly low percentage of English Language Learners (3%). Other neighboring districts have higher percentages in their student body of English Language Learners (Dedham – 5%, Norwood – 13%, Stoughton – 8%, Randolph – 16%).





Priority Recommendations

Top Priority Recommendations

Based on the findings of this Equity Audit, PCG recommends Canton Public Schools prioritize the following items for immediate implementation and focus:

- 1. District-Wide Equity Vision**
- 2. Canton Equity Implementation Program**



Top Priority: District-Wide Equity Vision

Set a clear vision and common language for equity across CPS.

- Define and communicate how existing visions, mission statements, and goals align to a comprehensive equity vision.
- Engage a diverse range of stakeholders to contribute to and build the shared vision, including students.
- Place the equity vision statement front and center in the district's communications and materials in multiple languages.
- Include definitions of terms and expectations for how and why they will be used in CPS.

Top Priority: Canton Equity Implementation Program

Create a formal CPS Equity Implementation Program to continue the efforts of the already established Equity Teams

The new equity implementation program will streamline and formalize the analysis of data for the intentional progression of equity goals. At minimum, the program should follow the below steps for equity implementation at **each school site**:

1. Identify 3 core focus areas, i.e., Academic Achievement, School Climate and Culture, Professional Development.
2. Create a SMARTIE goal for each area, i.e., By June 2024, GMS will raise the Math MCAS proficiency rates of EL students by 3% as measured by MCAS scores through the incorporation of additional culturally responsive teaching practices and new family engagement initiatives. Note the use of measurable data and the actions used to reach the goal.
3. Identify baseline data, i.e., Math MCAS proficiency rates of EL students in 2021-2022.
4. Name and implement action steps, i.e., Culturally Responsive Professional Development, Family Engagement Initiatives.
5. Revisit data after action steps.
6. If the goal has been met, create a new goal. If the goal has not been met, incorporate additional action steps until the goal has been met.

Essential to the development of this plan is to establish clear ownership of each element and action involved. While equity should be seen as everyone's job, **PCG recommends hiring a DEI Director** to own the development and implementation of this plan.



A photograph of four young children of diverse backgrounds, all smiling and looking towards the camera. The image is overlaid with a semi-transparent purple filter. The children are dressed in simple, light-colored clothing. The child on the far left is a young boy with short hair. The child next to him is a girl with long dark hair and a white headband. The child in the center is a girl with curly hair and a circular sticker on her cheek. The child on the far right is a girl with dark hair. The overall mood is joyful and positive.

Findings and Recommendations

Rules of Engagement for Findings and Recommendations

Successful equity audits require trust between all parties. PCG assured all CPS stakeholders of the following:

- CPS leadership has hired PCG to enact impactful change for **each stakeholder**.
- CPS leadership understands educational equity is rooted in **one's individual experience**.
- **Anonymity** is respected and protected.
- Regardless 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

To what extent do the policies, practices, and actions of leadership in CPS promote a diverse, equitable, and inclusive district?

Leadership, Policies, and Practices

Strengths to Build On

District leadership has a dedicated commitment to the work of educational equity.

- Stakeholders across CPS agreed that leaders across the district are vocally committed to the work of equity, have the strong desire to work towards equity as a district, and actively strive to make CPS a more equitable and inclusive place.
- Many stakeholders expressed that the CPS Superintendent has done an excellent job of making his values around equity and inclusion clear.
- Other examples of ways in which CPS has shown dedication to this work:
 - The district has an established and active DEI Committee and school-based Equity Teams
 - District leadership has actively championed equity as a priority despite pushback
 - Equity-focused goals and statements are included in district-wide plans and strategies – while these need development and dissemination, their inclusion should be applauded
 - Commitment to this equity audit as a means to better understand and more strategically address equity issues in the district

The district is data-focused.

- Leaders and staff across CPS discussed the importance of data collection and use to inform the work of the district. Having this mindset and expectation already in place will allow the district to more easily launch the work that comes out of this audit.

Leadership, Policies, and Practices

Strategies Analysis at-a-Glance

Desired Outcome: The district leadership, including the school committee, leads with an equity lens and promotes equity through explicit policies, decision-making, and communications in every aspect of their work.

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No
A clear commitment to equity in district communications, documents, and policies	Equity and inclusion are explicitly stated in the district's mission, vision, and core values		X	
	Official district policies, including school committee policies, include explicit expectations for equity and inclusion		X	
	Equity is included as an expectation in decision-making in all aspects of the district's work		X	
	Stakeholders across the district's community understand and can articulate the district's vision for and commitment to equity		X	
	The district has a stated equity-focused decision-making tool for policies			X



Leadership, Policies, and Practices

Strategies Analysis at-a-Glance

Evidence-Based Strategies	Core Practices	Observed in Canton?		
		Yes	Partial	No
A clear commitment to equity in district staffing, actions, and decisions	District-wide and school-based priorities and action plans are focused on equity		X	
	The district leaders and school committee consistently utilize an equity-focused decision-making tool in all aspects of their work			X
	Staff and leaders across the district are held accountable for progress towards equity benchmarks			X
	The DEI Director, or similar role, is empowered as a leader and decision-maker and has the resources and support to be successful			N/A
	District leaders are able and willing to facilitate hard conversations and stand for equity-focused decisions in the face of pushback		X	
	When conflict or pushback arises, district leaders rely on equity-centered tools and values to make decisions		X	



Leadership, Policies, and Practices

Opportunities for Growth

District leadership is seen as inconsistent and often reactionary

- Stakeholders often shared the perception that equity work looks completely different depending on the building or department.
- Perceived reluctance of district leadership and school-based staff to have difficult conversations or communicate about topics related to equity.
 - Belief that this stems from fear of “saying the wrong thing” and community pushback.
 - An example cited was of a standards-aligned proposal to celebrate cultural and social holidays at the elementary level that was shut down by a former school leader because elementary families weren’t thought to be “ready” to acknowledge LGBTQIA+ awareness month.
- Several participants expressed the perception that the district reacts to incidents as they arise but there is a lack of systemic or strategic actions based on needs or best practice.

No one is owning the work of DEI in Canton

- While it is important that equity is seen as the responsibility of everyone, the lack of focus in the work is evident in the inconsistent nature of much of the efforts to date.
- Without an individual or team whose sole focus is the development and coordination of equity-focused strategies, the district’s ability to move the needle on the work is limited.



Leadership, Policies, and Practices

Opportunities for Growth

Broad desire for more concrete understanding of the district's vision for equity and how to achieve it.

- Many stakeholders shared that the vision for the district is different depending on who you ask or where you look.
- Across stakeholder groups and conversations, district staff want to better understand what equity looks like in day-to-day practice.
 - Shared perception that equity work in the district thus far has been heavily theoretical.
 - Teachers shared a desire to understand what equity looks like in the classroom and for their work.
- Broad agreement on the desire to be more equitable but many stakeholders expressed frustration at the lack of tangible actions to make a difference.
- While many cited the district leadership's engagement with equity in decision-making conversations and commitment to ensuring equity is a part of those decisions as a strength, this was not perceived as connected to the reality of what these decisions look like for students.
- Many school and district leaders shared a desire for more accountability in equity work but stated that this cannot happen without more clear understanding of what progress looks like.



Leadership, Policies, and Practices

Opportunities for Growth

There is a broad lack of understanding of equity concepts and purpose.

- Lack of understanding of foundational equity concepts and definitions across stakeholder groups.
- Many stakeholders invoked “equality” or “fairness” when discussing equity, which is a misunderstanding of the concept.
 - This aligns with the perception of many stakeholders that community members are on board with equity until it is perceived that something is being taken from their students.
- One leader stated in response to a question around what Canton is doing well regarding equity: “As someone who doesn’t need to look for equity, I don’t see the inequities.”
- Families and staff members questioned the need for BIPOC-specific focus groups and affinity spaces.
- Several teachers cited surface-level concepts as defining equity, such as claiming to have an equitable classroom because their students “pick what goes up on the walls.”

School Committee is perceived by stakeholders across the district as a hindrance to moving equity work forward

- Several stakeholders across family, staff, and school leader focus groups and interviews shared the perception that equity work was hindered by members of the school committee.
- Stakeholders shared work that the district leadership had done to develop concrete, clear, explicit goals for equity that included a clearer definition of equity for the district and that this work was shut down by the school committee.
- The School Committee is perceived as bending to the loudest community voices, which are not seen as representing the needs of the broader Canton school community.
- Some members of the School Committee are perceived as actively blocking equity work.



Leadership, Policies, and Practices

Opportunities for Growth

Community mindsets are a barrier to the work.

- Across interviews and focus groups, stakeholders shared concerns about entrenched mindsets in the broader Canton community. Some examples include:
 - Pervasive feelings of resistance, citing “how we have always done it here;” perceptions of desire to be progressive but are stuck in what is comfortable and perceive equity as taking things away from their students.
 - Community value placed on how long you have lived in the town leading to othering and exclusion of families, students, and staff who more recently arrived.
 - Stakeholders shared the perception that the broader Canton community does not see diversity as an asset.
 - One family member shared that it’s “going to take awhile for the community to figure out how to get comfortable with it” in reference to the work of the equity audit.
- Many stakeholders talked about the deep-seated mindsets against equity as being seen as coming from community members who have been in Canton for generations. Linked to this, many also mentioned the perception that Canton’s workforce is unique in the number of staff who have been in the district for a long time, many growing up in the town and having attended CPS themselves.
 - 52% of teacher and school leader focus group participants have been in CPS longer than 15 years.
 - One leader in the district shared that “not all teachers see all kids as their kids” and another shared challenges with teachers not wanting to “deal with that stuff” in reference to equity concepts and issues with race.
- There has been a lot of leadership turnover in recent years which, coupled with the existing mindsets in the town and district, can create deeper entrenchment and lack of trust from longtime community members.



Leadership, Policies, and Practices

Opportunities for Growth

Resources are seen as being able to be used more effectively.

- Canton is a well-resourced district, but several elements related to resources and distribution were raised by stakeholders:
 - Desire to see more resources put behind the SEL elements of learning.
 - Perception that funding and staffing is available to support DEI work, but it's not being used intentionally.
 - Frustration about the loss of funding for some equity programming (one example: ADL World of Difference group).
- Elementary-level teachers shared frustration about feeling overwhelmed and a perceived understaffing in their buildings that leads to student needs not being met.
- Several stakeholders cited the consolidation of all sub-separate classrooms to Hansen Elementary as being a major source of inequity at the elementary level.
- District leaders expressed the need for clear procedures and standardizations of practices in order to communicate and connect families and staff with resources.



Leadership, Policies, and Practices

Recommendations

- 1. Set a clear vision and common language for equity across CPS.**
- 2. Create a formal Canton Equity Implementation Program to continue the efforts of the Core and School-Based Equity Teams.**

See the “Top Priority Recommendations” slides for more detail
- 3. Ensure that equity actions and goals from the Canton Equity Implementation Program are explicitly included in the development of the district’s new strategic plan.**
 - Ensure that actionable, measurable, equity-centered goals are included in each element of the plan.
 - Goal setting should include equity data targets with publicly tracked indicators of success.
 - Implementation plans specific to equity goals should be explicitly included in plans across the district.

Leadership, Policies, and Practices

Recommendations

4. Develop/select and utilize an explicit equity lens and tools for all decisions made in the district.

- 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.
 - Involves development of trainings and guidance for utilization and application of equity tools by all staff members.

5. Set expectations for all members of the CPS community.

- Revise district-level policies and processes to clearly define expectations for the use of data in reviewing and revising practices from an equity lens on an ongoing basis.
- Develop a messaging and communications guide for all members of the CPS community to establish common language and responses.
- Include explicit explanations of how the district expects teachers to handle difficult conversations and the ways in which the district will support teachers in the face of pushback.
- Trainings and learning resources and opportunities should be developed and directly tied to all expectations.



Leadership, Policies, and Practices

Recommendations

6. Undertake a resources-specific equity review.

- CPS needs immediate development and implementation of standard decision-making and process documentation from an equity lens, but in the longer term the district should consider undertaking a full resources-specific equity review. Elements would include:
 - Facilities equity analysis.
 - Facilities quality, quantity, and availability by student subgroup.
 - Student needs analysis by building and classroom.
 - Building and classroom level analysis of student populations, student resource and learning needs, cross-walked with an analysis of financial resources and staff assignments (including staff qualifications and experience).

Professional Learning

How does CPS professional development support equity, diversity, and creating schools free of bias, prejudice, and discrimination?

Professional Learning

Strengths to Build On

CHS provided equity training for role-alike personnel to encourage support and cohort growth.

- CHS engaged in Massachusetts Association of School Superintendents: Initiatives for Developing Equity & Achievement for Students in Spring 2022.
- All school leaders participated in Restorative Justice trainings.
- Many school leaders participated in the Disruptive Equity Education Project (DEEP).

CPS staff and leadership are eager to learn more about DEI&B topics.

- Several members of district leadership, School Committee members, and teachers desire to learn ways to provide equitable support for each student in Canton Public Schools. Having a base of strong interest can help move CPS towards its goal of supporting students equitably.

Professional Learning

Strengths to Build On

PD offerings meet Professional Learning standards.

For example, the school wide restorative justice PD:

- PD offered as a result of student discipline data.
- PD required evidence of learning.
- PD was evaluated via surveys given to participants.

Leadership is committed to professional development with equity experts.

- CPS leaders participated in training with several experts, Project DEEP, MASS IDEAS.
- Continued leadership development will help in the progression towards sustainable actions for equity.

Professional Learning

Strategies Analysis at-a-Glance

Desired Outcomes:

- All stakeholders have access to learning content about diversity, equity, inclusion, and belonging.
- All district staff (including instructional, administrative, and support staff) and school committee members are proficient in applying practices related to diversity, equity, inclusion, and belonging as applicable to their school role and held accountable for their practice.

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No
District offers learning in various methods, times, settings, and communicates options to all stakeholders, where applicable	PD/Learning is offered in several formats, i.e., in-person, webinars, self-paced courses, group activities, book sessions, independent learning, college courses, conferences	X		
	PD/Learning is offered at various and multiple times, i.e., before, during, and after school; lunch, recorded webinar for viewing at any time		X	
	PD/Learning is offered in various settings, i.e., teacher Learning Communities, School Conferences, School PD day, Afterschool Committees, etc.		X	
	CPS markets/communicates equity-centric learning opportunities in various platforms; shares information widely based on the target audience i.e., school website, flyers, bulletin boards, school announcements, emails, meetings, etc.		X	



Professional Learning

Strategies Analysis at-a-Glance

Evidence-Based Strategies	Core Practices	Observed in Canton?		
		Yes	Partial	No
District requires all personnel to have, at minimum, a foundational understanding of diversity, equity, inclusion and belonging topics with the use of accountability measures	All staff are required to participate in foundational DEI&B courses		X	
	Majority of support staff have shown proficiency in foundational DEI&B topics as demonstrated by required accountability measures			X
	Majority of instructional staff have shown proficiency in foundational DEI&B topics as demonstrated by required accountability measures			X
	Majority of instructional staff have shown proficiency in DEI&B topics as related to instructional practices, as demonstrated by required accountability measures such as earning teacher credits or follow-up activities			X
District offers professional development based on student and staff data	District uses benchmarks to determine which staff are required to participate in trainings	X		
	District uses student data to inform the types of PD to offer and require	X		
	District has a district-wide goal of staff participation and proficiency in DEI&B topics			X
	District monitors participation and proficiency rates for all CPS staff		X	



Professional Learning

Opportunities for Growth

There is a need for additional training in culturally responsive practices for teachers.

- Several stakeholder groups (families, teachers, students) expressed a need for more staff training around culturally responsive instructional practices for teachers.
- PD should be subject specific to show teachers how to be culturally responsive in each of their subject areas, i.e.,:
 - Student suggested texts in English classes
 - Allowing students to choose their own type of assessments (oral presentation, written test, song, etc.) in Civics

Mandatory trainings do not consistently require evidence of learning and practical application.

- Evidence of content learned through one or multiple methods:
 - Lesson plans, student work, self-reflection journals, group discussions, etc.
- The district should regularly analyze and use the data collected from participants to determine strengths and improvements needed for attendees.

Professional Learning

Recommendations

7. Build on current equity-focused Professional Development plan.

- Update plan to include:
 - Data used as part of the decision-making process to offer selected PD.
 - Examples include student surveys, academic achievement rates, graduation rates, discipline rates, etc.
 - Expected short- and long-term goals for all equity learning.
 - Short term: 90% of CHS staff will participate in implicit bias trainings between Fall 2023 and Spring 2024 with 80% proficiency in understanding and interrupting bias as measured by self-reporting tool.
 - Long term: 90% of all CPS staff will participate in implicit bias trainings and be proficient in understanding and interrupting bias by Spring 2025 as measured by self-reporting tool.
 - Expected outcomes through student, teacher, staff, and community data.
 - Examples include student surveys, academic achievement rates, graduation rates, discipline rates, etc.
 - Resources needed to support the implementation of plan.
 - Names and roles of persons who will spearhead the PD Plans – district and school-based.



Professional Learning

Recommendations

8. Require additional foundational PDs for all staff.

While CPS has offered foundational, mandatory PD regarding fundamental equity topics at CHS, the PD did not require feedback or follow-up from participants.

- CPS should continue to require staff to participate in deep, reflective learning sessions in recommended courses at varying levels.
 - Suggested topics include implicit bias, anti-bias, social emotional health, family engagement, anti-racism, gender identity, cultural competency, sexual orientation/identity, microaggressions, how to handle harmful student behavior, equitable discipline practices.
- All required PDs should include learning accountability measures.

9. Provide different forms of PD including formats, delivery methods, presenters, etc.

Student led PD and teacher led PDs were named as some of the most impactful PD styles. CPS is in the process of offering teacher-led PDs as a result of teacher survey results.

Professional Learning

Recommendations

10. **Allow informal student-centered and executed PD regarding student identity and culture: “Getting to Know Canton”.**
 - Students and staff members described a need for teachers to understand students and families in a more authentic way, including learning styles and cultures:

“... teachers need to recognize the different ways students learn and offer accommodations and adaptations to suit everyone’s needs.”
 - A suggestion from one student was “...have like a slideshow about students’ basic stuff and the teachers can learn more.” This type of activity can serve two purposes: (1) providing teachers with information that can inform how they teach individual students, (2) give the class a student-centered lesson of cultural identity.
 - Cultural competence is gained over time in small moments of awareness, reflection, and application.
 - Allowing **students to share who they are with others** not only provides context for teachers but also access into other perspectives for students. An initiative of this type can be district-wide entitled, **“Getting to Know Canton”** as an introductory way to share identities and support cultural competence.



Professional Learning

Recommendations

11. Include staff in the PD process from conception to execution.

According to an internal CPS Staff survey, persons expressed interest in delivering PD to their peers.

- Having internal persons lead equity PD may produce more authentic learning due to familiarity.
- Internal PD may lead to more interest and buy-in from other staff members.

12. Learn from CPS families.

As equity varies from family to family, it is important that educators, staff, and leadership understand the unique perspectives of families. Families can be a great resource for explaining what equity and inequity means to their household and experience. Poll families with questions regarding:

- Beliefs about education
- Religious practices and customs
- Household resources and supports for students

Professional Learning

Recommendations

13. Provide role-specific DEI&B training for all staff.

Various staff members described needing additional training on what equity is in their capacity, (i.e., teachers, district support staff, etc.) Persons requested specific information on how to embed equity within their roles. For example,

- Training for Food Services should include review of the menu to ensure different cuisines are available
- Training for Guidance Counselors should include review of the demographics of students who enroll in advanced classes

Provide **teachers with role-specific training on how to handle cultural conflict in the classroom.**

- Oppositional student perspectives are currently in classrooms: “Stop being racist” and “stop focusing on race ... if you hold one type of person in the limelight for a day or month, that time becomes about them... they become more important than the rest of us.”
- Teachers need training, at minimum, on how to discuss race, ethnicity, gender and other cultural identities.
- Currently, teachers are “fearful of not saying the right thing” and as a result, are sometimes saying nothing.

Student Outcomes and Access to Advanced Learning Opportunities

How are student outcomes and access to advanced learning opportunities in CPS linked to student characteristics and demographics?

Are student discipline practices consistent, transparent, and equitable for all students?

Student Outcomes and Access

Strengths to Build On (Learning Opportunities)

Removing barriers to access.

Canton Public Schools has made concerted efforts to promote accessibility to advanced learning and extracurricular opportunities:

- Notably, Canton High School removed the previous pre-requisites and other barriers to entry for advanced courses, i.e., allowing student self-selection.
- Additionally, there have been efforts to eliminate barriers to taking the SAT that include providing transportation, food, and waiving fees. The district also provides several after and before school programs free of cost for qualifying families.
- Canton Public Schools provides a late bus for middle and high school students.
- Several extracurricular activities are offered without cost.
- The district engages in personalized outreach to families who receive free and reduced-price lunch to provide financial support for the SAT.

Data usage.

Following the 2014 Needs Assessment Report, district and high school administrators established a practice of reviewing existing data to identify under and overrepresentation in classes and activities, as well as disproportionate discipline outcomes. This is an important first step for a district to identify areas for improvement and inform strategic, equity-focused decision-making.

Student Outcomes and Access

Strengths to Build On

Differentiated instruction.

CPS has provided the opportunity for staff to participate in an "Engaging All Students with Differentiated Learning" training. This offering was optional for staff.

Emergence of restorative practices.

District leaders identified progress made with regards to student discipline and training on restorative practices for teachers and administrators. Specifically, CPS has partnered with Suffolk University to provide PD offerings on restorative justice practices. The district has been implementing building-based teams to promote the implementation of equitable discipline practices. At CHS, educational assistants provide interventions to students engaged in chronic misbehavior and/or non-serious code of conduct violations in an effort to minimize the likelihood of future misbehavior.

Student Outcomes and Access to Advanced Learning Opportunities

Strategies Analysis at-a-Glance

Desired Outcomes:

- The district is driven by a shared belief system that emphasizes high expectations for all students' academic achievement.
- All students are active participants in their learning experiences and receive the support they need to succeed.
- All students have access to enriching extracurricular opportunities.
- District decision-making is driven by ongoing analysis of student level data.
- The district ensures equity and continuous improvement in applying disciplinary

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No
The district offers professional learning on implicit bias for school staff and administrators to combat potential bias that affects students	School staff and administrators are proficient in recognizing and countering their own implicit biases		X	
	School staff and administrators are proficient in recognizing and countering their colleagues' implicit biases		X	
There is clear communication from the district that there are high expectations for academic achievement from all students	District has explicit language in their strategic plan and other relevant materials affirming the high expectation of academic achievement from all students in the district	X		
The district has strategies to prioritize closing the achievement gaps and opportunity gaps between student subgroups, ensuring that every student has access to supports and services they need	There are no significant gaps between student demographic groups when analyzing performance on the state standardized test			X
The district has strategies to ensure equitable enrollment of students in advanced coursework	Enrollment in advanced classes is representative of the student body			X



Student Outcomes and Access to Advanced Learning Opportunities

Strategies Analysis at-a-Glance

Evidence-Based Strategies	Core Practices	Observed in Canton?		
		Yes	Partial	No
The district has strategies to promote accessible test-prep, fee waivers, and access to college admissions exams	Students who take the SAT are representative of the student body			X
	The district provides support and accessible test-prep, fee waivers, and access to college admissions exams	X		
District policies for IEP assignments follow consistent rubrics developed with an equity lens	No student demographic group is disproportionately represented amongst students with IEPs			X
The district has systems in place for students to share input to inform school and district decision-making/be actively engaged in their education experiences	There are clear, accessible, well-known channels and opportunities for students to give feedback to inform classroom-, school-, and district-level decisions		X	
	School staff routinely engage in PD on effective practices to incorporate student voice into daily classroom instruction			X
	Students are aware of and utilize opportunities to connect with teachers and seek additional support, whether academic or non-academic		X	
The district has strategies to promote equitable access to extracurricular activities	Students from economically disadvantaged families can participate in extracurricular activities at reduced or no cost	X		
	After school transportation is provided to all students participating in after-school enrichment or community activities		X	
	Information about extracurricular activities is shared widely and easily accessible to all stakeholders, including non-English speaking families		X	

Student Outcomes and Access to Advanced Learning Opportunities

Strategies Analysis at-a-Glance

Evidence-Based Strategies	Core Practices	Observed in Canton?		
		Yes	Partial	No
The district has processes in place and a designated data team responsible for analyzing student-level data related to access to advanced coursework, achievement outcomes, and access to extracurricular opportunities	Data team routinely examines data from advanced course enrollment, AP performance, SAT participation, SAT performance and state assessment scores to understand which students are being underserved	X		
	Data team routinely examines data from IEP and 504 assignments to identify disproportionality amongst student subgroups		X	
	Data team routinely examines discipline data to identify disproportionality amongst student subgroups	X		
	Findings from data team are routinely summarized and presented to school and district leadership		X	
The district has discipline policies that are consistent, equitable, and align with restorative justice practices	The district has a discipline matrix that standardizes clear and consistent disciplinary policies			X
	Administrators and teachers are proficient in applying a district-wide discipline matrix			X
	No student demographic groups are disproportionately represented in students who are disciplined			X

Student Outcomes and Access to Advanced Learning Opportunities

Strategies Analysis at-a-Glance

Evidence-Based Strategies	Core Practices	Observed in Canton?		
		Yes	Partial	No
The district creates positive climates and focuses on prevention	All school staff are trained to apply school discipline policies and practices in a fair and equitable manner		X	
	The district uses proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences		X	
	The district provides regular training and supports to all school personnel regarding equitable discipline		X	
	The district prioritizes the use of evidence-based prevention strategies, such as tiered supports		X	
	The district promotes social and emotional learning	X		
	Restorative disciplinary practices are used across the district	X		
The district has clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors	The district sets high expectations for behavior and adopts an instructional approach to discipline		X	
	Families, students, and school personnel are involved in behavioral expectations and are communicated with regularly and clearly		X	
	Clear, developmentally appropriate, and proportional consequences apply for misbehavior		X	
	Discipline policies include appropriate procedures for students with disabilities and due process for all students		X	

Student Outcomes and Access to Advanced Learning Opportunities

Findings: MCAS Gap Analysis

Students with IEPs

- In the 4 years analyzed, students with IEPs have not demonstrated growth in proficiency, ranging from 21% of the subgroup meeting or exceeding expectations in 2019, to 17% in 2021.
- In 2021, students with IEPs were 43-percentage points behind all students on the ELA assessment.
- The proficiency gap between students with IEPs and all students on the mathematics assessment has shrunk from 46-percentage points in 2019 to 31-percentage points in 2021. This is largely attributed to a falling proficiency rate amongst all students.
- In 2021, only 14% of students with IEPs were meeting or exceeding expectations on the mathematics assessment.

English Learners

- English Learners suffered significant losses over the pandemic, falling 12-percentage points in 2021 and giving way to a 41-percentage point gap between English Learners and all students on the ELA assessment.
- In 2021, only 19% of English Learners are meeting or exceeding expectations on the ELA assessment.
- On the mathematics assessment, English Learners proficiency rate fell by 16-percentage points from 2019 to 2021. This drop was similar to the all-students rate which dropped 18 percentage points in this time.
- In 2021, only 19% of English Learners were meeting or exceeding expectations on the mathematics assessment, 26-percentage points less than the all-student rate.



Student Outcomes and Access to Advanced Learning Opportunities

Findings: MCAS Gap Analysis

Economically Disadvantaged Students

- Prior to 2021, the gap in proficiency rates between economically disadvantaged students and all students remained relatively stable on the ELA assessment, ranging from 23-percentage points in 2017 to 21-percentage points in 2019.
- From 2019 to 2021, economically disadvantaged students' proficiency fell by 10-percentage points, double the 5-percentage point drop seen in the all-students proficiency rate.
- In 2021, 34% of economically disadvantaged students were meeting or exceeding expectations on the ELA assessment, compared to 60% of all students.
- On the mathematics assessment, economically disadvantaged students' losses over the COVID-19 pandemic mirrored those in the all-students rate, falling 17-percentage points, and 18-percentage points, respectively.
- In 2021 on the mathematics assessment, only 22% of economically disadvantaged students were meeting or exceeding expectations, compared to 38% of economically disadvantaged students in 2017 who were demonstrating proficiency.

Student Outcomes and Access to Advanced Learning Opportunities

Findings: MCAS Gap Analysis

Hispanic or Latinx Students

- Unlike other student subgroups, Hispanic or Latinx students demonstrated gains on the ELA assessment from 2019 to 2021.
- The proficiency rate for Hispanic or Latinx students grew from 51% in 2019 to 57% in 2021, almost matching the all-students proficiency rate of 60% in 2021.
- On mathematics, the proficiency rate for Hispanic or Latinx students has been falling steadily from 54% in 2018 to 36% in 2021.
- In the same time period, the all-students proficiency rate has fallen from 63% to 45%, leaving a 9-percentage point difference between the two groups in 2021.

Black or African American Students

- Prior to the COVID-19 pandemic, the proficiency gap between all students and African American or Black students was at a 3-year low of 20-percentage points in 2019.
- From 2019 to 2021, African American or Black students' proficiency fell from 45% to 38%, similar to the 5-percentage point drop seen in the all-students proficiency rate.
- On the mathematics assessment, the proficiency rate for African American or Black students has been steadily falling from a high of 40% proficiency in 2017 to a low of 22% proficiency in 2021, leaving a 23-percentage point deficit behind the all-students proficiency rate in 2021.



Student Outcomes and Access to Advanced Learning Opportunities

Findings: MCAS Gap Analysis

Asian Students

- Over the past 4 years of the MCAS, Asian students have achieved a higher proficiency rate than the all-student rate on both the ELA and mathematics assessments.
- On the ELA assessment over the COVID-19 pandemic, Asian students demonstrated bigger losses than the all-students rate, falling 10-percentage points in proficiency from 84% in 2019 to 74% in 2021; the all-students proficiency rate fell by 5-percentage points in this time.
- In 2021, the Asian students' ELA proficiency rate was 14-percentage points higher than the all-students proficiency rate.
- Asian students also demonstrated losses over the COVID-19 pandemic on the mathematics assessment, falling by 12-percentage points from 2019 to 2021.
- In 2021, 73% of Asian students are meeting or exceeding expectations on mathematics, 28-percentage points higher than the all-students proficiency rate.

Student Outcomes and Access to Advanced Learning Opportunities

Findings: MCAS Gap Analysis

Multiracial Students

- Multiracial students have demonstrated MCAS proficiency on the ELA and mathematics exams at similar rates to the district average.
- Over the 4 ELA assessments examined, the gap between multiracial students and all students' proficiency rates has been shrinking from 14-percentage points in 2017, to 2 percentage points in 2019 and 2021.
- Mirroring the 5-percentage point loss in the all-students rate from 2019 to 2021, the percentage of multiracial students meeting or exceeding expectations on the ELA assessment fell from 63% in 2019 to 58% in 2021.
- On the mathematics assessment, the proficiency gap between multiracial students and all students has been declining, from 10-percentage points in 2017, to a 1-percentage point difference in 2021, in which multiracial students have a higher proficiency rate.
- In 2021, 46% of multiracial students are meeting or exceeding expectation on the mathematics assessment, and 45% of all students.



Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

This analysis was conducted prior to the release of the 2022 MCAS data. When considering the 2021 MCAS data, it is important to note that results from the test may be skewed due to the pandemic; the 2021 test was administered significantly differently than prior tests with students having the option to take the test from home or from school.

We find that there are large gaps in MCAS proficiency rates between student demographic groups in 2021:

Student Groups	In Comparison to...	
	All Students, grades 3-8 2020-2021 ELA	All Students, grades 3-8 2020-2021 Math
White Students	+3	+0
Students with IEPs	-43	-31
English Learners	-41	-26
Economically Disadvantaged Students	-26	-23
Hispanic or Latinx Students	-3	-9
African American or Black Students	-22	-23
Asian Students	+14	+28
Multiracial Students	-2	+1

Positive numbers indicate the number of percentage points this demographic group scored **higher than all students**.

Negative numbers indicate the number of percentage points this demographic group scored **lower than all students**.



Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

SAT Test Takers by Student Demographics: Canton High School (2021-22)

Student Demographic Subgroup	Percent of 11 th and 12 th Graders Taking the SAT
All Students	74%
Asian	79%
Hispanic or Latinx	48%
African American or Black	48%
Two or More Races	56%
White	77%
Female	75%
Male	69%
Students with Disabilities	36%
Low Income Students	50%

Source: Canton Public Schools Administration.

The table shows that Hispanic or Latinx students, African American or Black students, Multiracial students (two or more races), students with disabilities, and low-income students are underrepresented amongst SAT test takers at Canton High School.

This analysis includes both 11th and 12th graders. PCG did not have access to SAT data by grade level.

Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

Advanced Course Completion by Student Demographics: Canton High School (2021-22)

Student Demographic Subgroup	Percent of 11 th and 12 th Graders Completing Advanced Coursework
All Students	78%
Asian	98%
Hispanic or Latinx	59%
African American or Black	46%
Two or More Races	75%
White	83%
Female	84%
Male	71%
Students with Disabilities	32%
Low Income Students	53%

The table shows that following student subgroups are underrepresented in advanced course completion at Canton High School:

- Hispanic/Latinx students
- African American/Black students
- Male students
- Students with disabilities
- Low Income Students

Source: Massachusetts DESE School and District Profiles

Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

There is a shared perception of disciplinary discrepancies based on student standing and characteristics.

- Students in focus groups shared the perception that teachers give students different consequences for the same action based on whether the teacher likes the given student, the student's reputation, the student's race, gender or sexuality, or subjective judgements of the student.
 - This perception was also shared by staff in focus groups.
- On the student survey, female students shared the perception that there are school-enforced rules that are targeted only at female students, and no school-enforced rules targeted only at male students
- Students expressed the desire for consequences to be enforced fairly across the student population
 - *Note: This has been a known problem in the district for many years; the 2014 Needs Assessment Report done by Cole Civil Rights and Safe Schools Consulting produced several similar findings regarding disproportionality in discipline and BIPOC students feeling targeted by teachers and administrators.*

Students are reluctant to speak up about instances of bullying and harassment for fear of backlash from their peers.

- Students in focus groups shared that they often feel fearful of reporting instances of bullying to adults in the school because they may face backlash from other students and be seen as 'a snitch.'
- Students were unaware of any channels in which they could anonymously report instances.

Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

The district lacks a consistent, clear approach to hate speech and other disciplinary infractions

- Both BIPOC students and White students who completed the Student survey voiced the desire for the district to have a stronger stance against hate speech.
- Students noted the need to provide strict disciplinary consequences for students who are expressing racist, homophobic or transphobic messages, or other forms of hate speech.
 - As expressed by one Black student respondent: *“I feel like their [sic] should be more penalties for kids who say racial slurs like the n word. It makes me so angry that nobody respects my race, and I can't do anything about [it] and I just have to sit there and force myself not to say anything.”*
- District leaders were not familiar with a district-wide discipline matrix that would be used to ensure a standardization of discipline consequences across all students and disciplinary infractions

Students perceive an inability to recognize or address most bullying from teachers and school leaders.

- In the student survey, respondents shared the perception that administrators and teachers often are unable to recognize ‘modern’ bullying and do not have visibility to see instances of bullying that occur on the buses
- Students also noted the desire for instances of bullying to be monitored and appropriately addressed.

Student Outcomes and Access to Advanced Learning Opportunities

Recommendations

14. Provide late buses for the elementary schools.

It is imperative that all students have access to after school extracurricular activities and academic supports, equitably.

- Providing a late bus will allow students to engage with their peers through music, sports and other activities offered and attend supplementary learning opportunities.
- Ensure all before and after school offerings at the elementary, middle and high school level are provided free of cost to qualifying families, and that this is communicated widely.

15. Provide professional learning on implicit bias for teaching staff, school counselors and department leaders.

- Access to advanced learning opportunities in CPS relies heavily on teacher recommendation, which can include implicit biases.
- Stakeholders expressed that there seems to be an archetype of what an AP student in Canton High School looks like.
- Continued professional learning will help staff to understand implicit bias and learn ways to counter bias in recommending students for advanced learning or programming as well as the experiences of some students of color in advanced classes.



Student Outcomes and Access to Advanced Learning Opportunities

Recommendations

16. Continue using data to inform targeted supports for accessing learning opportunities.

District and building level leadership should continue to review enrollment data for advanced courses (PACE and AP) to identify student groups that are underrepresented.

- This data should be disaggregated by:
 - Race and ethnicity
 - English proficiency
 - Free and reduced-price lunch status
 - Disability status.
- To understand disproportionality in access, catalog and analyze family requests for students' to be placed in higher level courses.

17. Review special education services.

- Review the testing/screening policies for special education services through an equity lens to ensure that the process is accessible to all families regardless of family education, resources, and native language.
- Host community forums to hear from families about their experience with utilizing and obtaining special education services to inform areas for improvement in the system.

Student Outcomes and Access to Advanced Learning Opportunities

Recommendations

18. Develop Equity Student Data Reports.

Use data to identify student academic needs and additional supports to close the achievement gaps and opportunity gaps between student subgroups.

- These reports should examine MCAS achievement, participation in supplemental learning opportunities, attendance and student classroom performance.
- Continue to leverage discipline data to inform the district about any need to revisit and revise disciplinary policies and professional learning gaps.
- Communicate findings from the review of discipline infraction and referral data to staff
- Ensure the discipline data dashboard is accessible to district staff.
- Discipline data should continue to be disaggregated by race/ethnicity, gender, socioeconomic status, and learning ability to identify student groups that are over or under-represented in discipline referrals.

19. Use data to monitor the identification/classification of students as needing an IEP.

- Ensure that no student group is over- or under-represented in the assignment of IEPs.
- Regularly disaggregate student-level data by race/ethnicity, gender, EL status, and socio-economic status as feasible and appropriate, to inform decision-making and establish follow-up activities.

Student Outcomes and Access to Advanced Learning Opportunities

Recommendations

20. Create and Implement a Discipline Matrix.

To help address disproportionality in the discipline of students and reduce the perception of unfair treatment of students, create a discipline matrix. At minimum, include the following:

- Clear and consistent consequences for all actions against the code of student conduct.
 - In particular, consequences for hate speech, cyberbullying and infractions that take place on school buses.
- A discipline team, representative of all stakeholder groups, should be convened to create an initial draft.
 - Members should be representative of the diversity of the student population and include guidance counselors, EL educators/support staff, Special Education representatives, and other relevant staff members.
 - Larger stakeholder groups should then be involved with the final crafting and voting of a formal discipline plan.

21. Examine current disciplinary policies and practices from an equity lens to detect for biases and inconsistencies.

Eliminate or revise such policies to promote a clear, fair, and appropriate approach to determining consequences for misbehavior.

Student Outcomes and Access to Advanced Learning Opportunities

Recommendations

22. Offer an anonymous and accessible reporting system for students.

- Providing an easy-to-use tool, like a mobile app with options to report an incident or access resources for help.
- Develop a plan for including anonymous reporting for race-based harassment and incidents of bias in a reporting system.

23. Solicit student input about the current disciplinary system.

Convene students to hear their perspectives about and experiences with the current disciplinary system.

- Include affinity groups and other student groups to participate
- Students are directly impacted by the policies and how they are enforced. Their voices can provide valuable insight into which policies are viewed as unfair or biased, if they feel students of different backgrounds are disciplined more than others, and if there is interest in a shift to a more restorative justice approach.

Student Outcomes and Access to Advanced Learning Opportunities: IEP Assignment Risk Ratios

Risk Ratio Analysis: Disproportionality in IEP Assignments

The following data comes from a risk ratio analysis on students with IEPs in Canton Public Schools for the 2021-22 school year. Disaggregated IEP data was provided by CPS 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 **2.0 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.

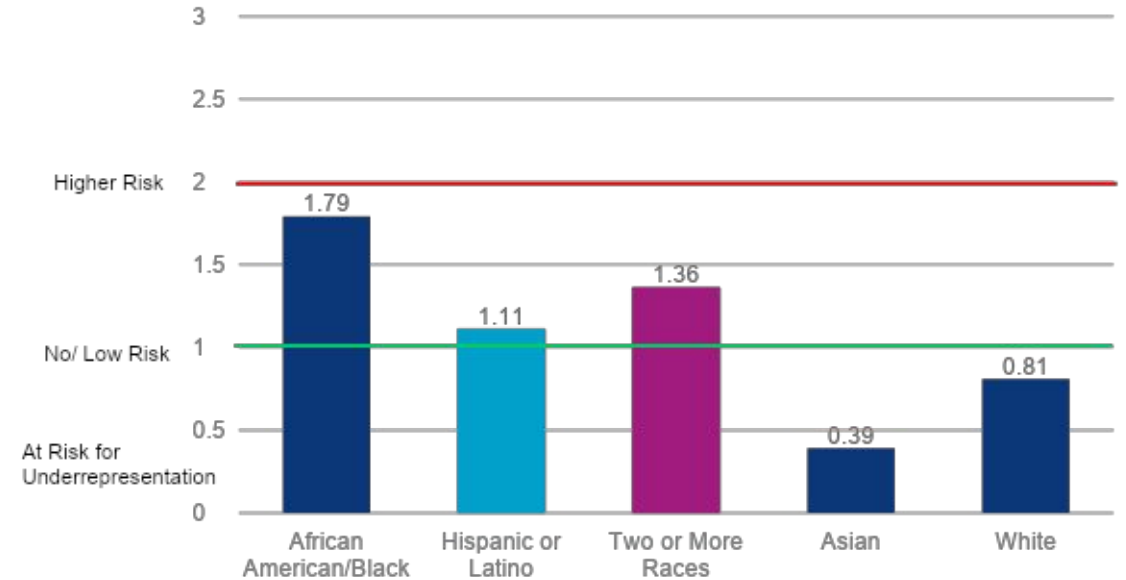
IEP Assignment by Race: District Wide

Race	All Students	Students with IEPs
Black or African American	459	121
Hispanic or Latinx	173	31
Two or More Races	329	70
Asian	396	27
White	2,231	332
Total	3,601	583

Please note: Totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are: Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native students.

- Black or African American students are **1.79 times** more likely to have an IEP as all other students in the district.
- Hispanic or Latinx students are **1.11 times** more likely to have an IEP as all other students in the district.
- Multi-racial students are **1.36 times** as likely to have an IEP as all other students in the district.
- Asian students are **0.39 times** as likely to have an IEP as all other students in the district.
- White students are **0.81 times** as likely to have an IEP as all other students in the district.

IEP Assignment Risk Ratio by Race/Ethnicity: 2021-22



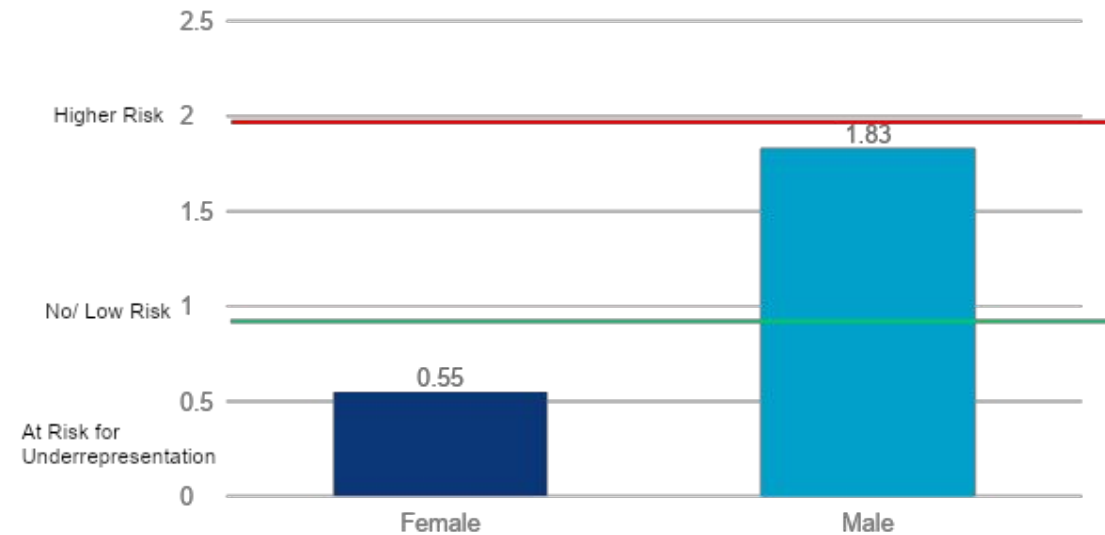
IEP Assignment by Gender: District Wide

Gender	All Students	Students with IEPs
Female	1,796	207
Male	1,801	377
Total	3,601	583

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

- Male students are **1.83 times** more likely to have an IEP as all other students in the district.
- Female students are **0.55 times** as likely to have an IEP as all other students in the district.

IEP Assignment Risk Ratio by Gender: 2021-22

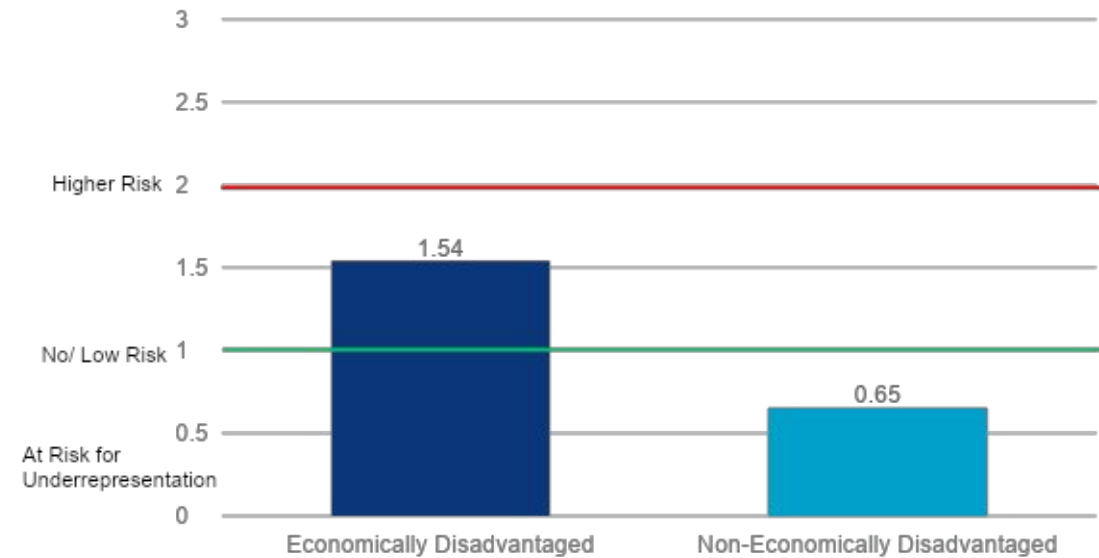


IEP Assignment by Income Status: District Wide

Income Status	All Students	Students with IEPs
Economically Disadvantaged	891	196
Not Economically Disadvantaged	2,710	387
Total	3,601	583

- Economically disadvantaged students are **1.54 times** as likely to have an IEP as all other students in the district.

IEP Assignment Risk Ratio by Income Status: 2021-22

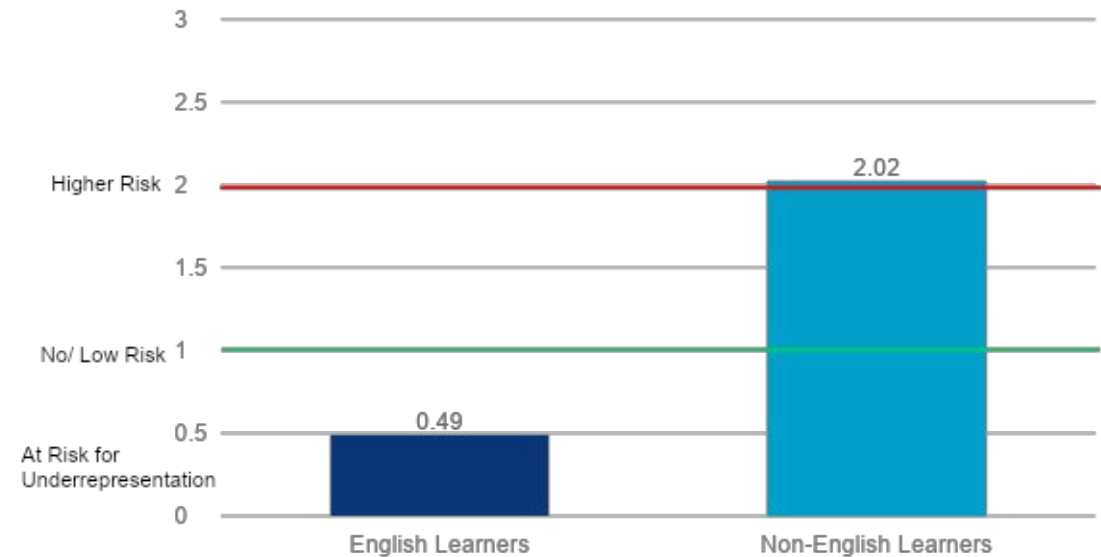


IEP Assignment by EL Status: District Wide

- English Learners are **0.49 times** as likely to have an IEP as all other students in the district.
- English proficient students are **2.02 times** as likely to have an IEP as all other students in the district.

EL Status	All Students	Students with IEPs
English Learner	123	10
Non-English Learner	3,478	573
Total	3,601	583

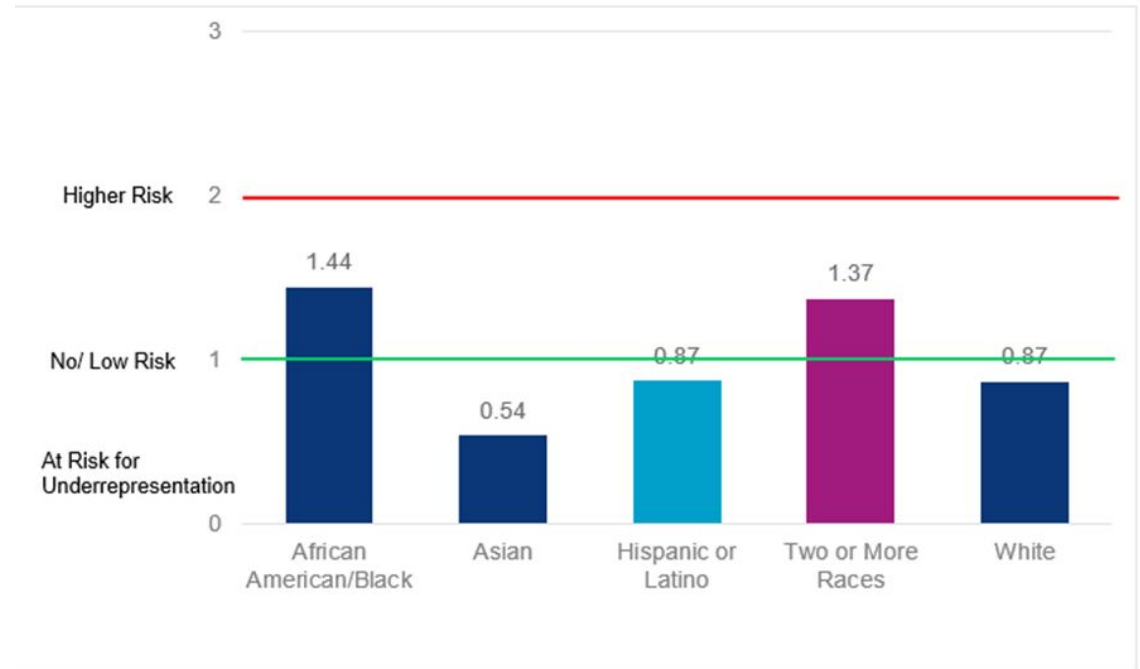
IEP Assignment Risk by EL Status: 2021-22



IEP Assignment by Race: Pre-K and Elementary

- Black or African American students are **1.44 times** more likely to have an IEP as all other Pre-K and Elementary students.
- Asian students are **0.54 times** as likely to have an IEP as all other Pre-K and Elementary students.
- Hispanic or Latinx students are **0.87 times** more likely to have an IEP as all other Pre-K and Elementary students.
- Multi-racial students are **1.37 times** as likely to have an IEP as all other Pre-K and Elementary students.
- White students are **0.87 times** as likely to have an IEP as all other Pre-K and Elementary students.

IEP Assignment Risk by Race/Ethnicity (Pre-K and Elementary, 2021-22)



Race	All Students	Students with IEPs
Black or African American	188	44
Asian	187	18
Hispanic or Latinx	87	13
Two or More Races	183	41
White	1,053	170
Total	1,702	290

Please note totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are: American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander students.

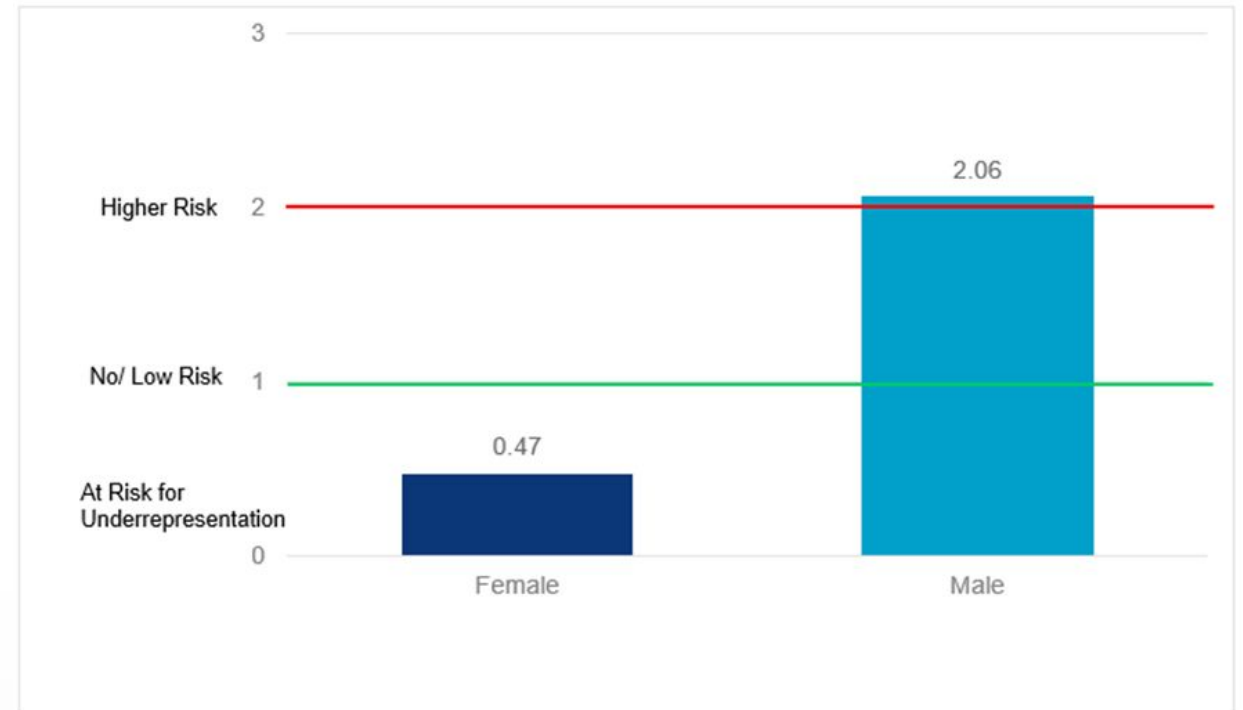


IEP Assignment by Gender: Pre-K and Elementary

- Female students are **2.06 times** as likely to have an IEP as all other Pre-K and Elementary students.
- Male students are **0.47 times** as likely to have an IEP as all other Pre-K and Elementary students.

Gender	All Students	Students with IEPs
Female	791	84
Male	911	204
Total	1,702	290

IEP Assignment Risk Ratio by Gender (Pre-K and Elementary): 2021-22

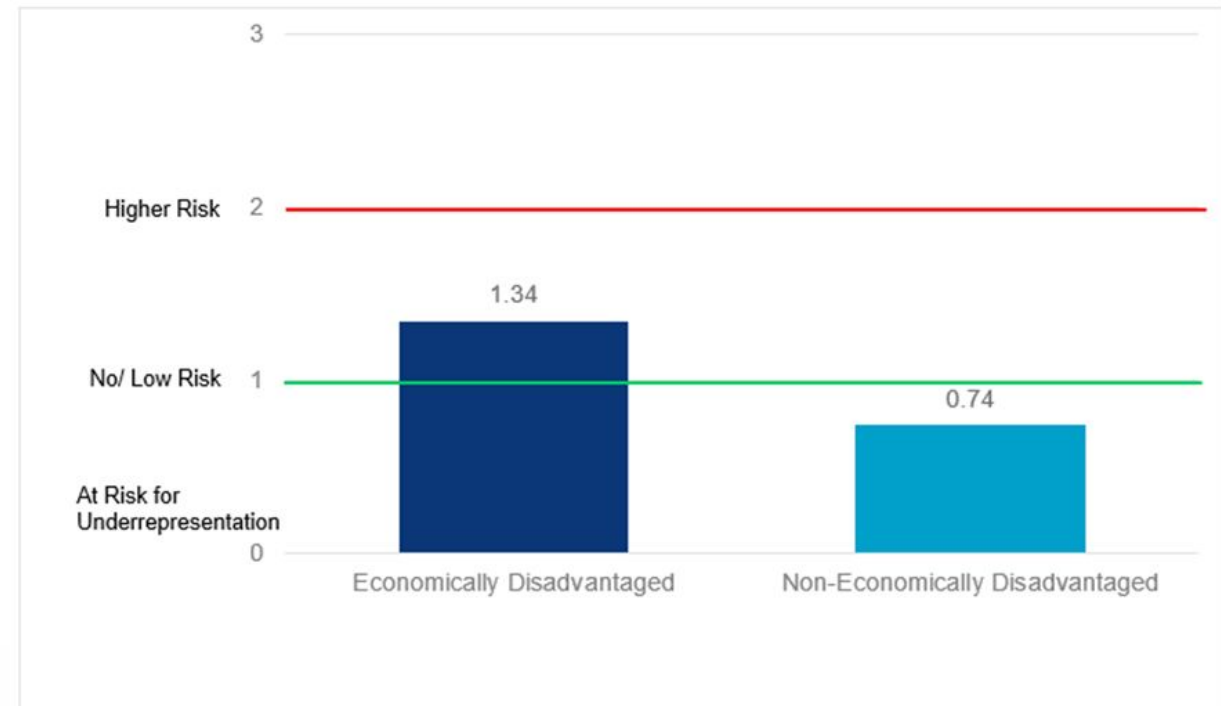


IEP Assignment by Income Status: Pre-K and Elementary

- Economically disadvantaged students are **1.34 times** as likely to have an IEP as all other Pre-K and Elementary students.
- Non-economically disadvantaged students are **0.74 times** as likely to have an IEP as all other Pre-K and Elementary students.

Income Status	All Students	Students with IEPs
Economically Disadvantaged	381	81
Not Economically Disadvantaged	1,321	209
Total	1,702	290

IEP Assignment Risk Ratio by Income Status (Pre-K and Elementary): 2021-22



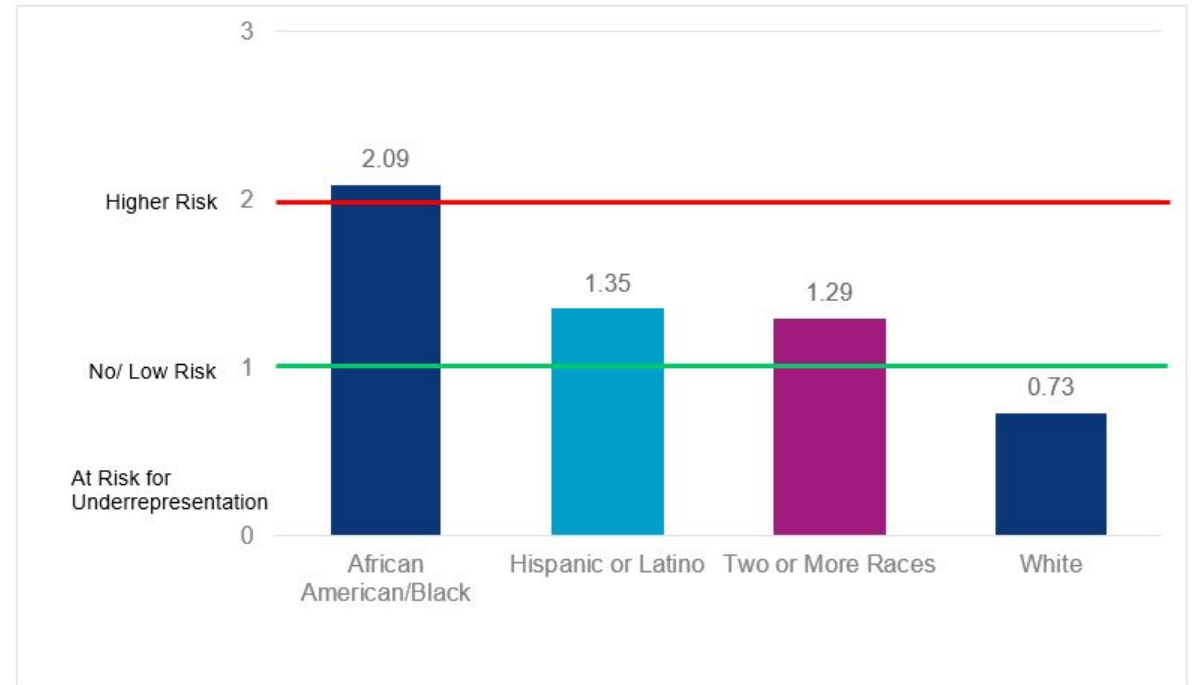
IEP Assignment by Race: Middle and High School

- Black or African American students are **2.09 times** more likely to have an IEP as all other middle and high school students.
- Hispanic or Latinx students are **1.35 times** more likely to have an IEP as all other middle and high school students.
- Multi-racial students are **1.29 times** as likely to have an IEP as all other middle and high school students.
- White students are **0.73 times** as likely to have an IEP as all other middle and high school students.

Race	All Students	Students with IEPs
Black or African American	271	77
Hispanic or Latinx	86	18
Two or More Races	146	29
White	1,178	162
Total	1,899	298

Please 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.

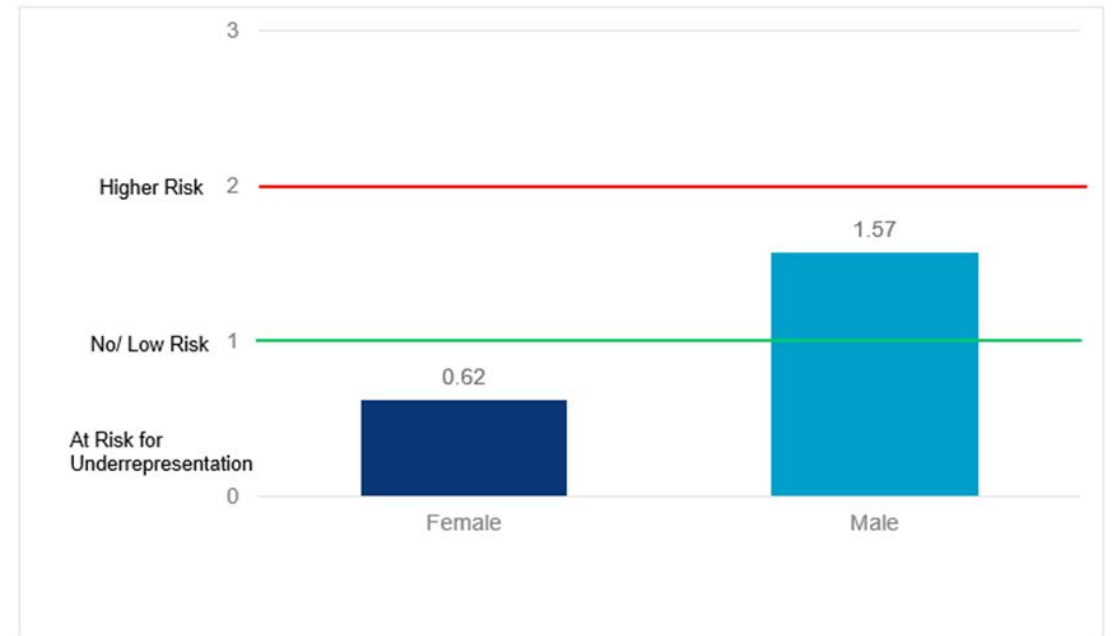
IEP Assignment Risk Ratio by Race (Middle and High School): 2021-22



IEP Assignment by Gender: Middle and High School

- Students identified as male are **1.57 times** as likely to have an IEP as all other middle and high school students.
- Students identified as female are **0.62 times** as likely to have an IEP as all other middle and high school students.

IEP Assignment Risk Ratio by Gender (Middle and High School): 2021-22



Gender	All Students	Students with IEPs
Female	1,005	123
Male	890	173
Total	1,899	298

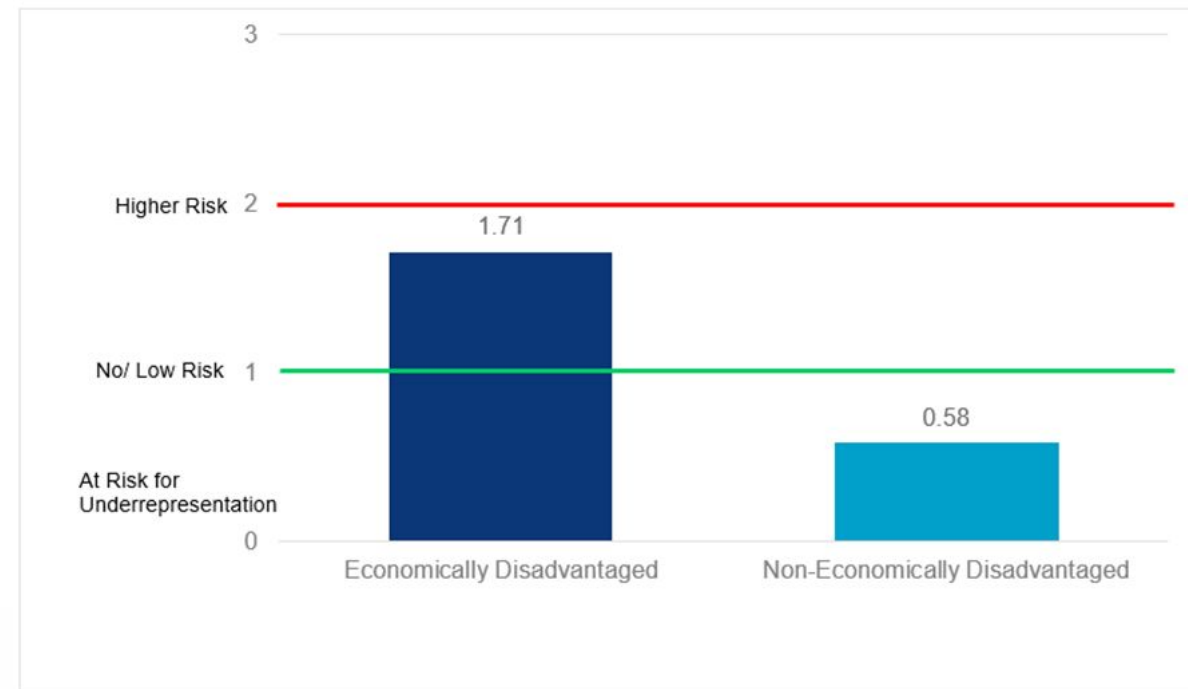
Please note totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are gender non-binary students.

IEP Assignment by Income Status: Middle and High School

- Economically disadvantaged students are **1.71 times** as likely to have an IEP as all other middle and high school students.
- Non-economically disadvantaged students are **0.58 times** as likely to have an IEP as all other middle and high school students.

Income Status	All Students	Students with IEPs
Economically Disadvantaged	510	115
Not Economically Disadvantaged	1,389	183
Total	1,899	298

IEP Assignment Risk Ratio by Income Status (Middle and High School): 2021-22



Student Outcomes and Access to Advanced Learning Opportunities: Student Discipline Risk Ratios

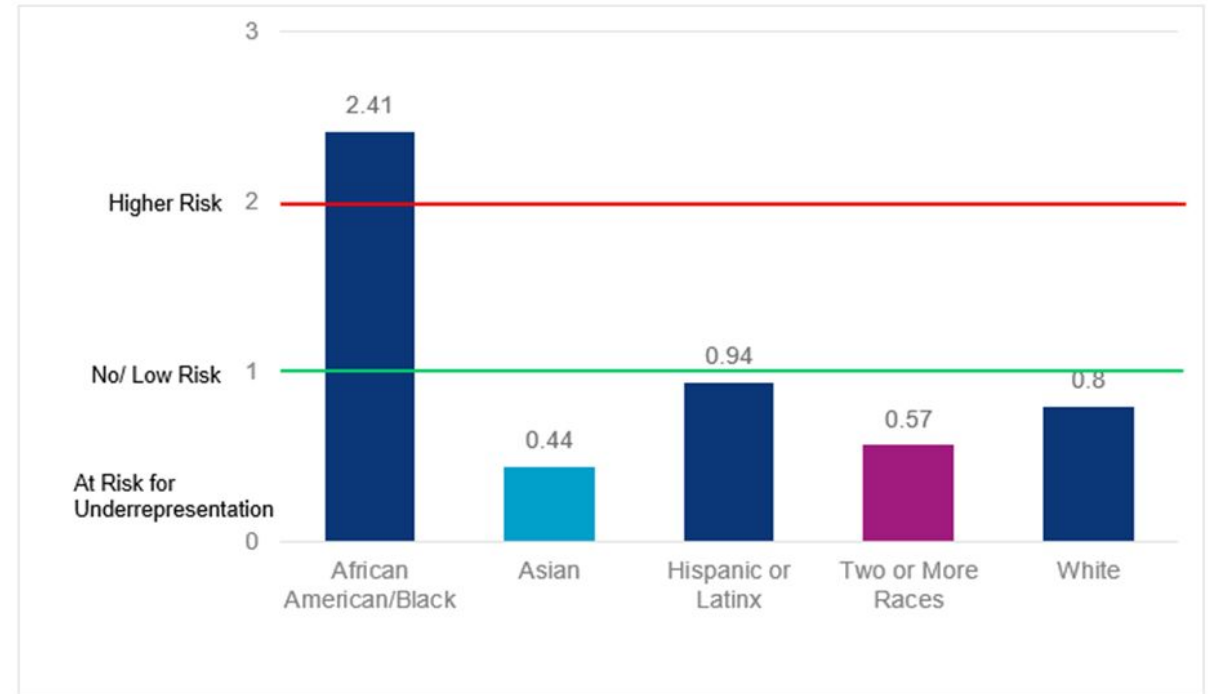
Disciplinary Referrals by Race: District Wide

- African American or Black students have **2.41 times** the risk of receiving at least one disciplinary referral as all other students in the school.
- Asian students have **0.44 times** the risk of receiving at least one disciplinary referral as all other students in the school.
- Hispanic or Latinx students have **0.94 times** the risk of receiving at least one disciplinary referral as all other students in the school.
- Multiracial students (two or more races) have **0.57 times** the risk of receiving at least one disciplinary referral as all other students in the school.
- White students have **0.8 times** the risk of receiving at least one disciplinary referral as all other students in the school.

Race	All Students	Students with Disciplinary Referrals
African American or Black	459	86
Asian	396	17
Hispanic or Latinx	173	15
Two or more races	259	14
White	2,231	187
Total	3,601	330

Please note totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are: American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander students.

Disciplinary Risk Ratio by Race: 2021-22



The data was retrieved from [Canton Public Schools](#) for school year 2021-22 and encompasses Canton High School, Galvin Middle School, Luce Elementary, JFK Elementary and Hansen Elementary.



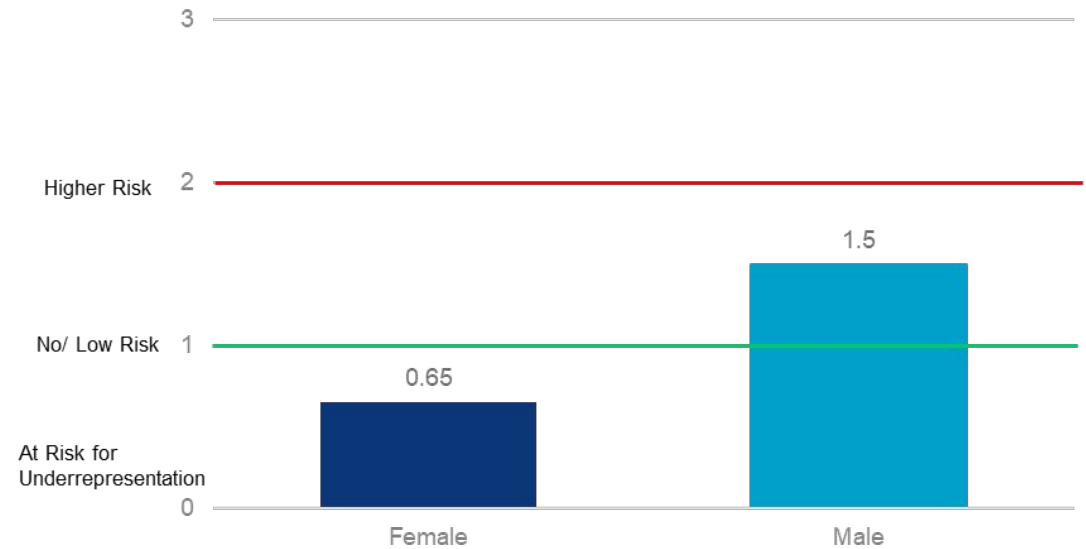
Disciplinary Referrals by Gender: District Wide

- Male students have **1.5 times** the risk of receiving at least one disciplinary referral as all other students in the school.
- Female students have **0.65 times** the risk of receiving at least one disciplinary referral as all other students in the school.

Gender	All Students	Students with Disciplinary Referrals
Female	1,797	130
Male	1,802	198
Total	3,601	330

Please note totals include students from subgroups not reported due to small numbers. Additional subgroups included in the totaled values are gender non-binary students.

Disciplinary Risk Ratio by Gender: 2021-22

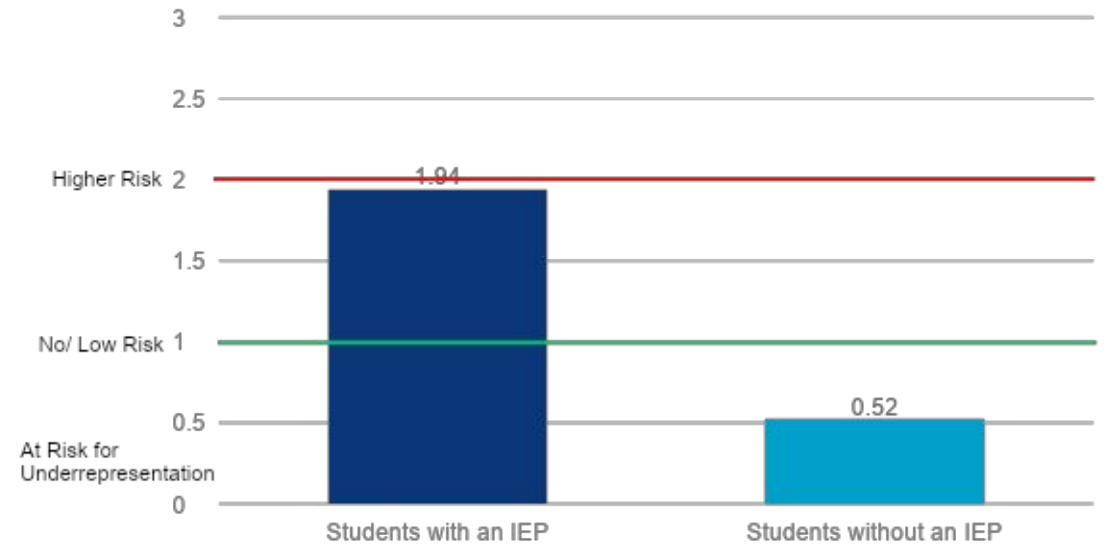


Disciplinary Referrals by IEP Status: District Wide

- Students with an IEP are **1.94 times** as likely to have been disciplined as all other students.
- Students without an IEP are **0.52 times** as likely to have been disciplined as all other students.

IEP Status	All Students	Students with Disciplinary Referrals
Students with an IEP	584	90
Students without an IEP	3,017	240
Total	3,601	330

Disciplinary Risk Ratio by IEP Status: 2021-22

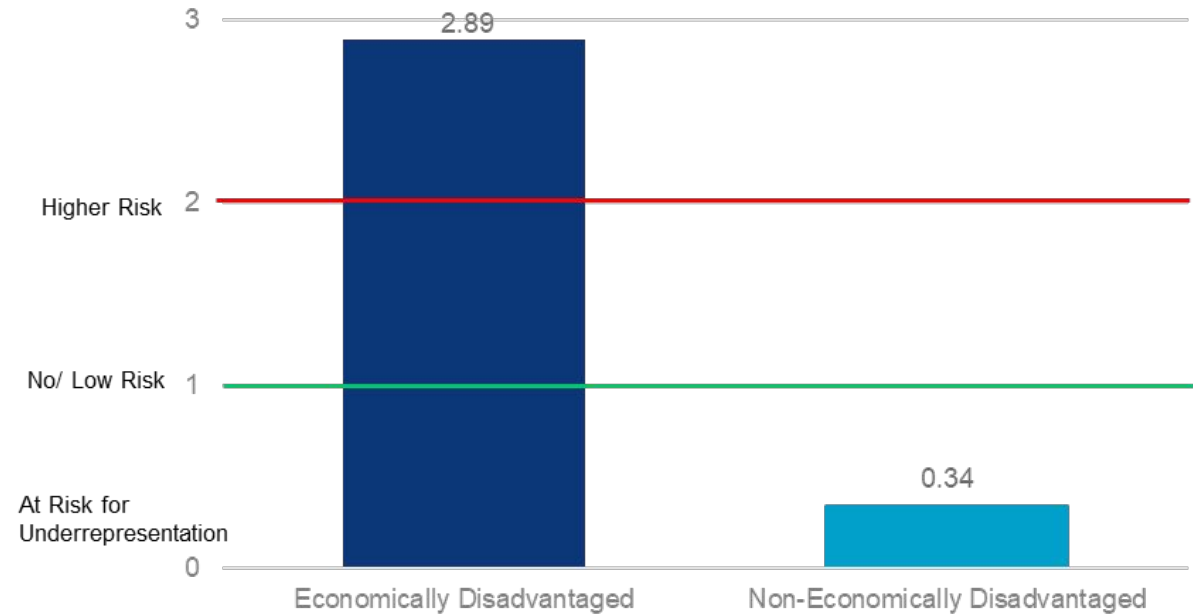


Disciplinary Referrals by Income Status: District Wide

- Economically disadvantaged students are **2.89 times** as likely to have been disciplined as all other students.
- Not economically disadvantaged students are **0.34 times** as likely to have been disciplined as all other students.

Income Status	All Students	Students with Disciplinary Referrals
Economically Disadvantaged	892	161
Not Economically Disadvantaged	2,709	169
Total	3,601	330

Disciplinary Risk Ratio by Income Status: 2021-22



Disciplinary Referrals by Student Demographics: District Wide

Disciplinary Referrals by Student Demographics: District Wide 2021-22

Student Demographic Subgroup	Percent of Student Body	Percent of All Disciplinary Referrals
Asian	13%	5%
Hispanic or Latinx	6%	4%
African American or Black	12%	26%
Two or More Races	4%	4%
White	63%	57%
Female	55%	39%
Male	45%	60%
Students with IEPs	9%	27%
Economically Disadvantaged Students	19%	49%

Black students, male students, economically disadvantaged students, and students with an IEP are over-represented in the population of disciplined students.



Student Outcomes and Access to Advanced Learning Opportunities: MCAS Gap Analyses

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

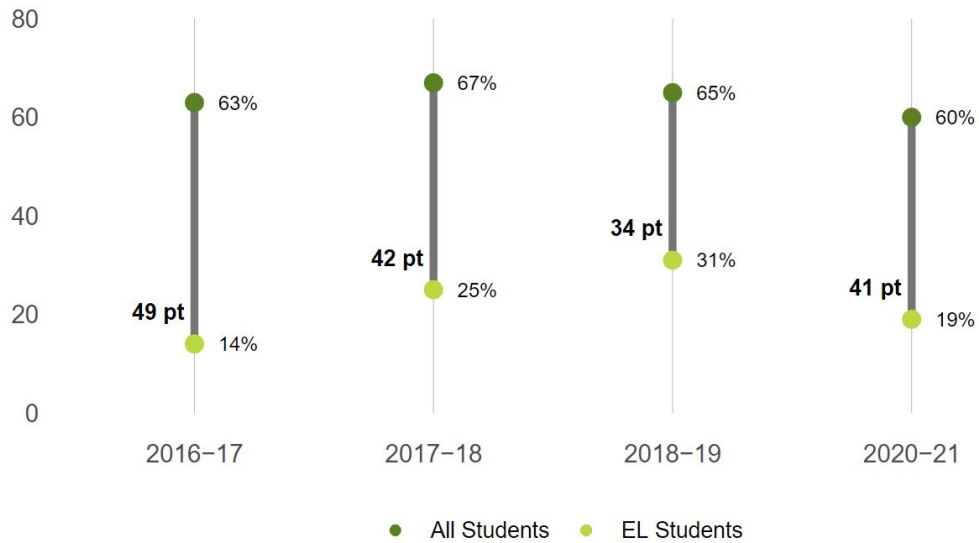
Data was retrieved from profiles.doe.mass.edu and is aggregated across grades 3-8 for the following school years: 2016-17, 2017-18, 2018-19, 2020-21. The MCAS was not administered in 2019-20 due to the Covid-19 pandemic and therefore could not be included in analysis.

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).

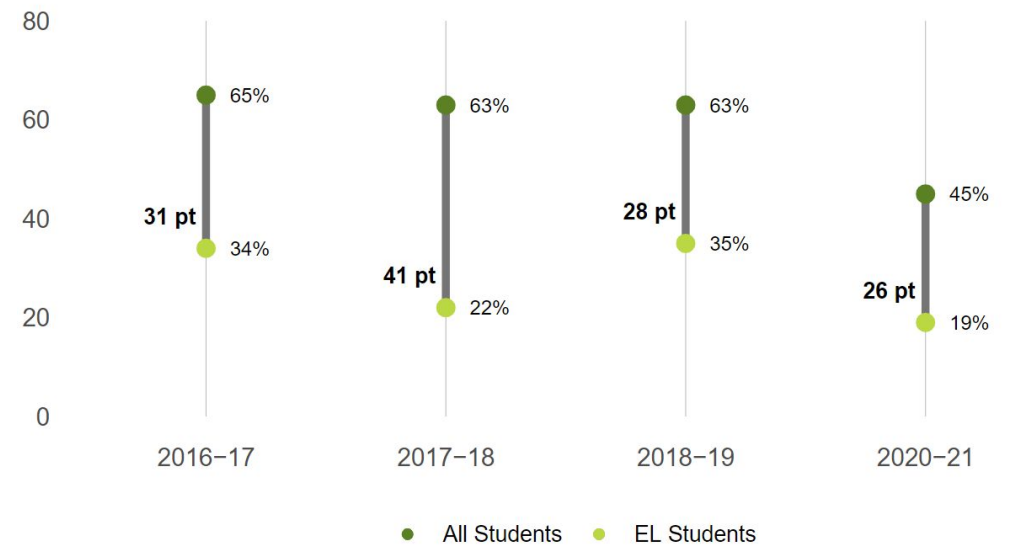
MCAS Gap Analysis: EL Students

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



Source: profiles.doe.mass.edu

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

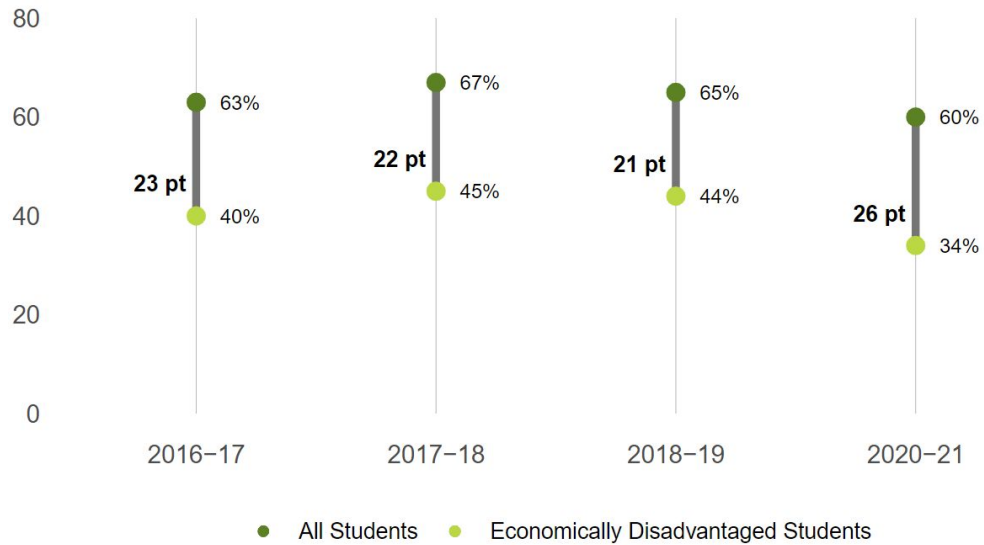


Source: profiles.doe.mass.edu



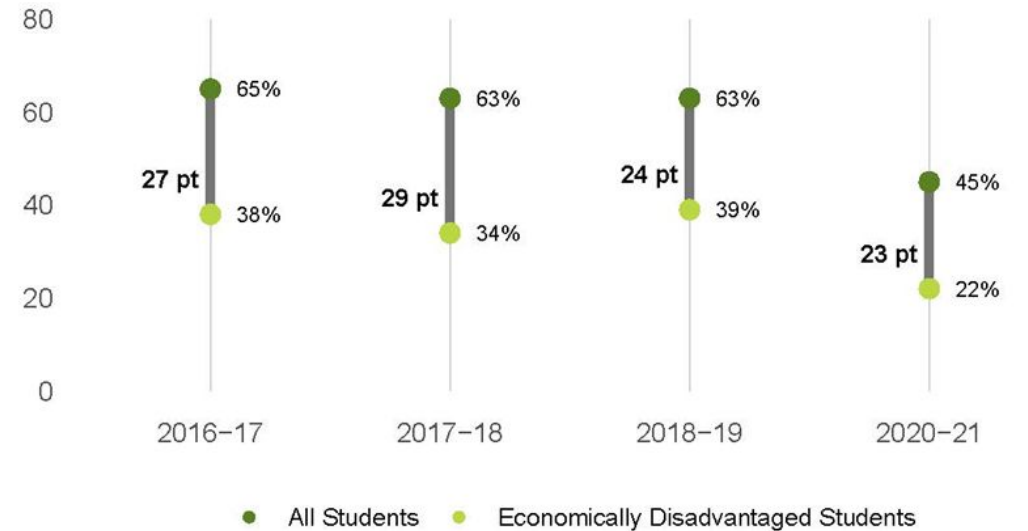
MCAS Gap Analysis: Economically Disadvantaged Students

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



Source: profiles.doe.mass.edu

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

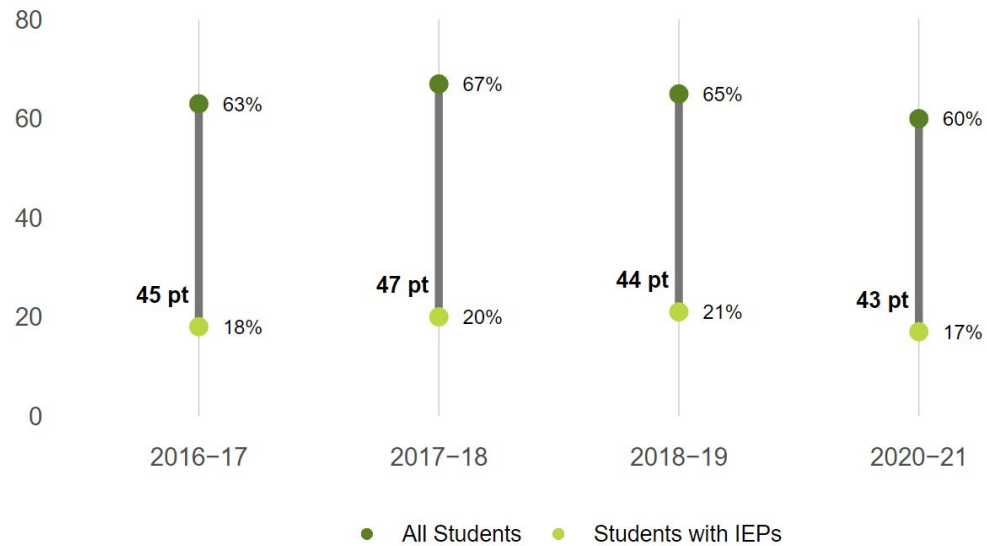


Source: profiles.doe.mass.edu



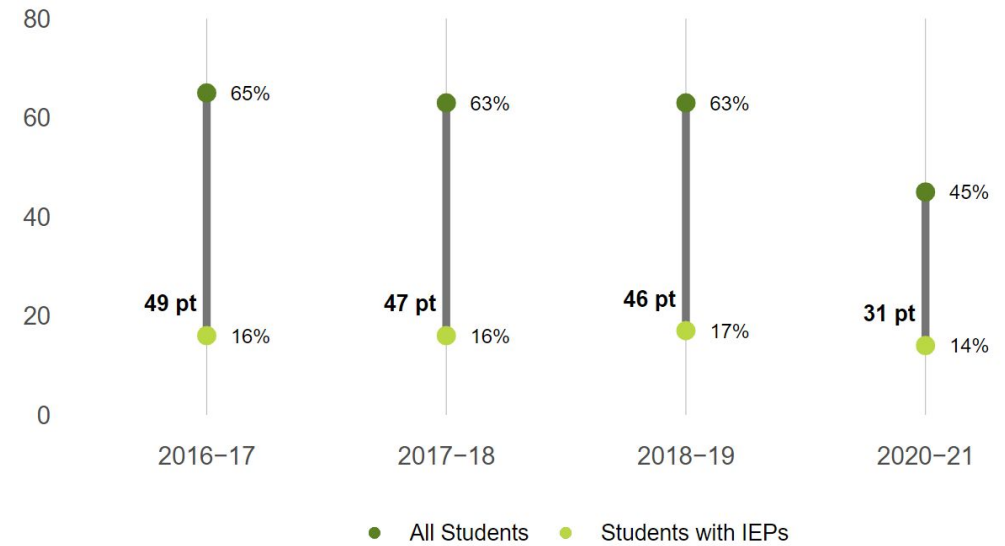
MCAS Gap Analysis: Students with IEPs

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



Source: profiles.doe.mass.edu

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

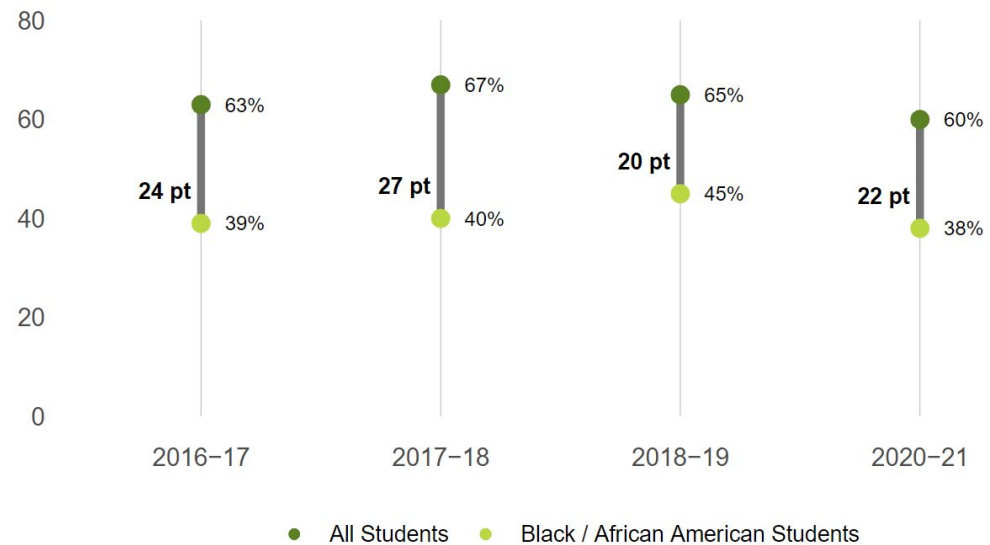


Source: profiles.doe.mass.edu



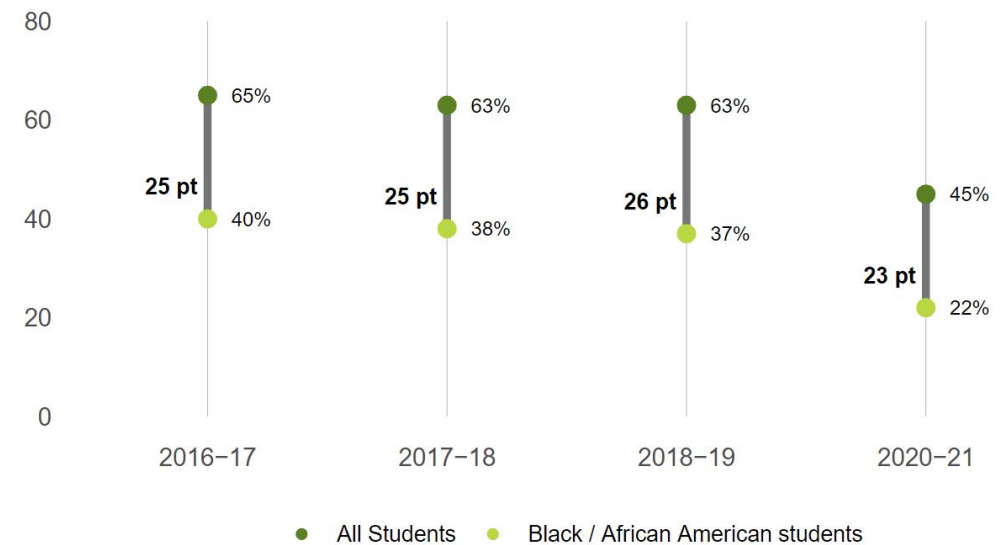
MCAS Gap Analysis: Black and African American Students

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



Source: profiles.doe.mass.edu

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

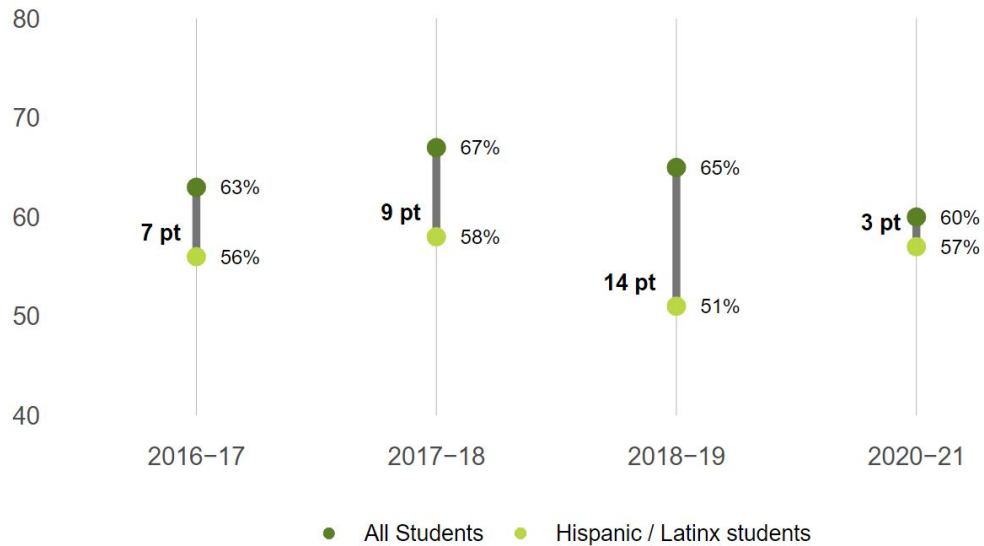


Source: profiles.doe.mass.edu



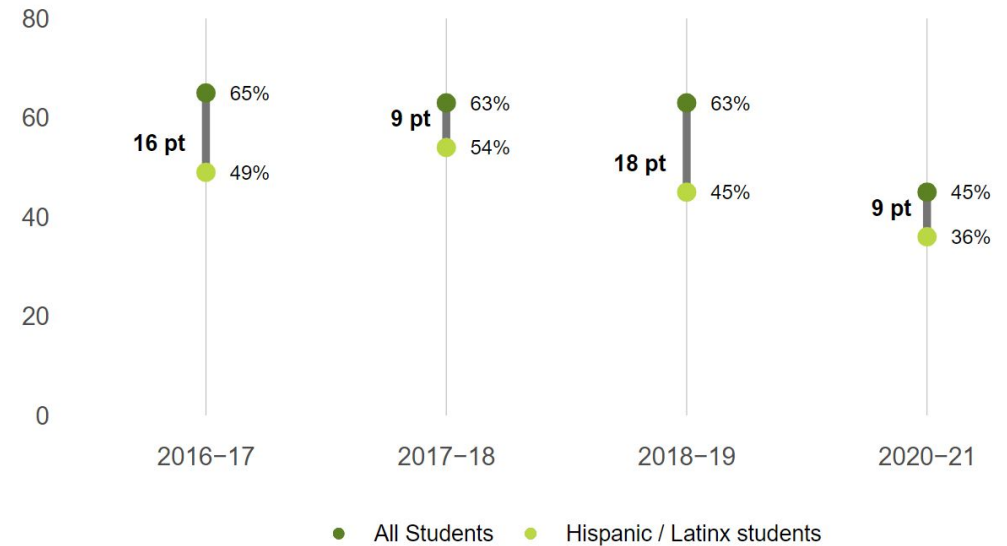
MCAS Gap Analysis: Hispanic and Latinx Students

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



Source: profiles.doe.mass.edu

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

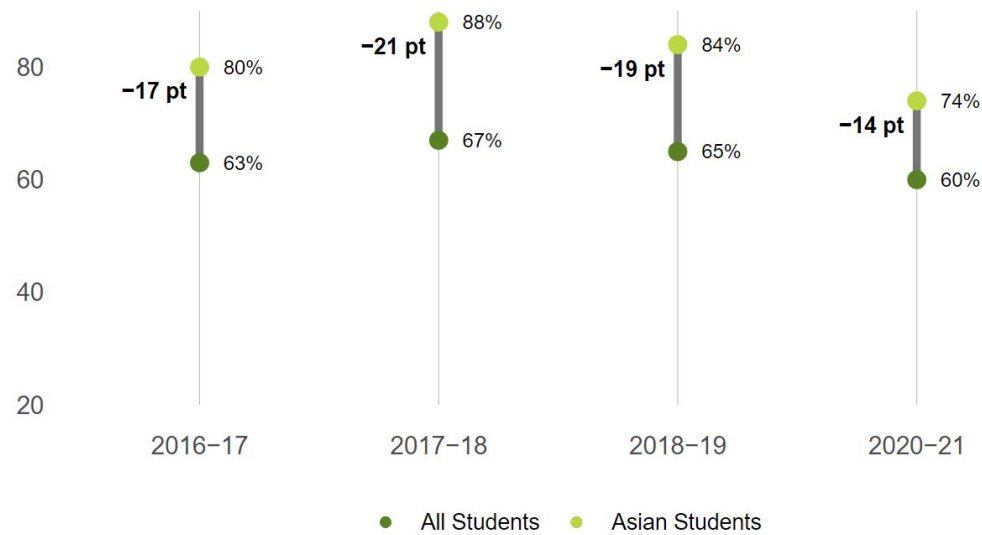


Source: profiles.doe.mass.edu



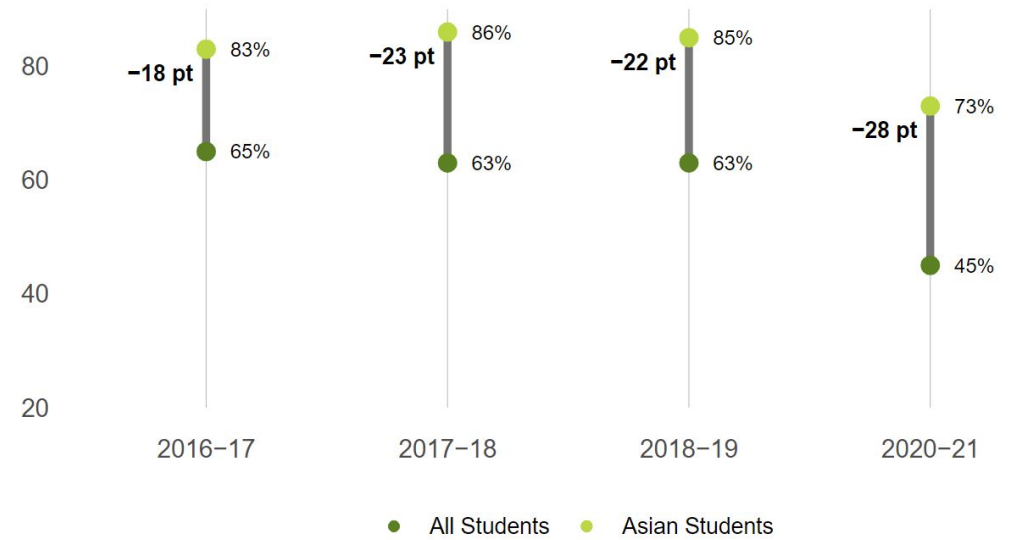
MCAS Gap Analysis: Asian Students

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



Source: profiles.doe.mass.edu

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

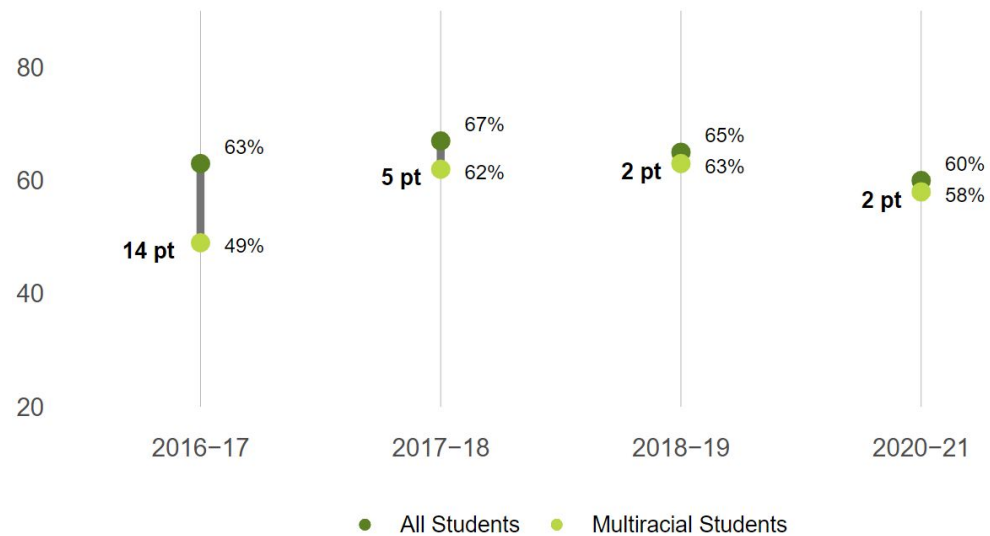


Source: profiles.doe.mass.edu



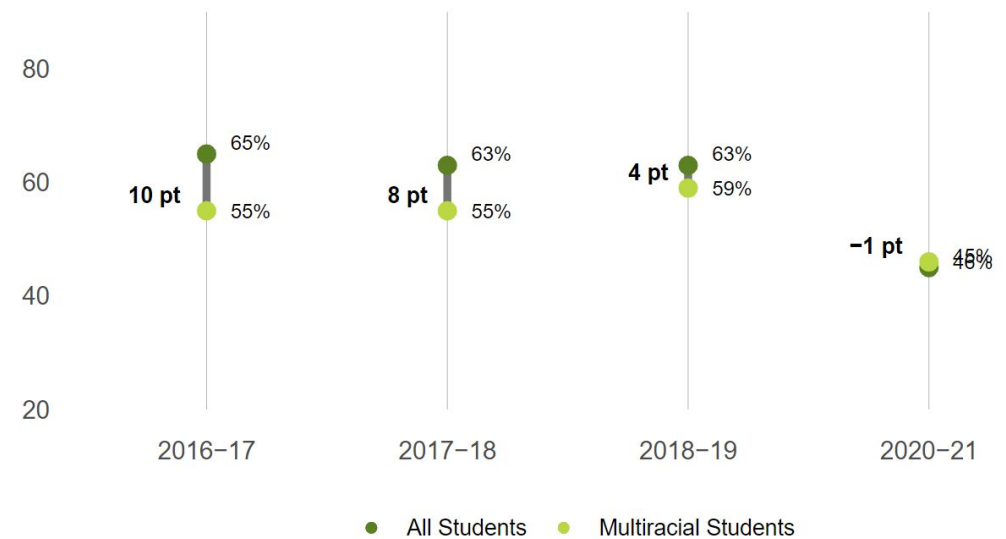
MCAS Gap Analysis: Multiracial Students

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



Source: profiles.doe.mass.edu

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



Source: profiles.doe.mass.edu



Climate and Culture: Family and Student Engagement

To what extent are the family engagement efforts of CPS inclusive, collaborative, and equitable?

What are students' experiences of belonging and inclusion at CPS?

Family Engagement

Family Engagement

Strengths to Build On

CPS Staff have made efforts to recognize and include families' cultures in CPS school experiences.

- Surveys of family language and culture have been sent to families to better understand and represent the diverse cultures of CPS students and families.
- Events representing student culture have occurred such as Cultural Heritage Night and the celebration of holidays.

CPS offers practices and programs that reduce or eliminate financial costs.

- Examples include school loaner program for instruments, CHS Testing Day, participation in clubs and extracurricular activities at a reduced cost.
- All meals are free for all students in Canton Public Schools during the current school year.

The majority (75%) of CPS families view CPS as upholding its core values of inclusive and engaged community.

- Families have opportunities to engage with CPS through each school's annual open house, parent orientation, teacher-parent conferences.
- Families can also participate in several volunteer roles and school committees, such as Canton Association of Parents and Teachers (CAPT), DEI committee, and School Council.

Family Engagement

Strengths to Build On

Additional modes of communication and accessibility are helpful in maintaining family engagement.

- Examples include website translations, live Zoom meetings, recorded Zoom meetings with subtitles, and live interpreters for the CPS population with over 35 spoken languages.
- Building leaders also communicate with families via surveys, weekly bulletins, phone calls (live and automated) and scheduled meetings, both virtually and in person.

There are **several family roles** active in Canton Public Schools.

- **Families as Learners:** Opportunities include parent orientation, parent teacher conferences (virtually or in person), educational nights for new curriculum.
- **Families as School Volunteers:** Opportunities include several school events, room parents, and field trip chaperones.
- **Families as Collaborators:** Opportunities include Canton Families Embracing Diversity who helped CPS in implementing hiring initiatives, DEI Team, parent teacher organization, and school council.
- **Families as Resources:** Opportunities to educate school leadership and staff through surveys and individual conversations.

Family Engagement

Strategies at-a-Glance

Desired Outcome: CPS offers equitable family engagement through inclusive engagement activities and collaborative systems between CPS and families.

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No
District has a family engagement system that fosters supports, flexible engagement options, shared input, and coordination between families and schools.	There is transparency and flexibility from school staff regarding communication and collaborative efforts with families to support learning and success		X	
	CPS views family engagement as an asset, i.e. families' home culture and home language are valued by the school district	X		
	District engage families in several roles including co-creators of knowledge, resources, participants, collaborators; i.e., families are involved in providing input into making important decisions within the school district		X	
	Families feel included, welcomed, and valued at school and at school-sponsored events		X	
	Culturally responsive messaging, and practices are used to engage families		X	
	Family engagement is viewed as a core element of equitable education practices	X		
	Family engagement efforts are sustained with resources and systems	X		
	District seeks participation of prospective parent leaders who are representative of their diverse families, including all forms of diversity, such as socio-economic, racial/ethnic, cultural, linguistic, and gender identity		X	

Family Engagement

Opportunities for Growth

There are varying levels of family, student, and teacher connections.

- Student focus group participants mentioned teachers will communicate with families regarding students grades as well as student progress. “Some teachers genuinely care,” noted a student. However, student focus group participants also said some teachers will only reach out to families out of necessity or failing grades. Families mentioned **a need for teachers to have greater connection with their student.**

There is a need for more conversations about equity with families.

- Families mentioned a desire to learn more about equity topics like the academic gap to assist others and the school community at large.

CPS leadership described a need for making information more accessible and easier for families to view.

- CPS has introduced several forms of communication: email, social media, blogs, newsletters, phone calls. Families expressed a need for different forms of communication beyond emails. The abundance of emails sometimes proves difficult to manage for families resulting in emails being buried among the overflows.

Family Engagement

Opportunities for Growth

Families would like greater transparency and inclusion in the information received.

- Specifically, families and/or CPS staff asked for more information on the following: academic gap, curriculum, discipline policies, neurodiversity, advanced placement courses and process to take advanced placement courses, and incidents that occur on campus.

There are **additional opportunities to include families in the student experience** at CPS in ways that are beneficial to students and families. Examples include:

- **Families as co-creators and collaborators**
 - Families want to participate in the process of education but are unclear about their role: “School council didn’t seem like a parent thing.”
 - According to family focus group participant, “I don’t feel very connected with the teacher. She sends notes but does not make efforts to connect and learn more about my child and her background.” Parents can collaborate with teachers to provide information about their students’ academic and social development.
- **Families as Sources of Knowledge:**
 - Families asked for several information sessions on topics such as discipline, neurodiversity, and equity. There may be members of the community who have had experience in these areas or can provide insight to other families. According to family focus group participants, parents know about resources and how to advocate through informal networks (football games, events, conversations, etc.).

Family Engagement

Recommendations

24. Ensure all members of CPS staff have an asset-based view of family engagement.

- CPS should provide professional development for staff regarding:
 - the role of family beyond volunteers to integral parts of the CPS landscape.
 - mindsets about family engagement shifting from the sole responsibility of families to a shared responsibility of families and schools.
- Lack of family engagement does not definitively mean one who is not involved in their child's education but may be one who does not see the benefits of trying to engage with their child's school or feels unwelcomed.
- During interviews, several members of CPS described the importance of family engagement and named barriers such as unwelcoming community members or a lack of diverse participants. As a result, it is imperative each CPS staff member understands their role and importance of family engagement.

25. Create a protocol/process for welcoming families across all schools and sites in the district.

- Families mentioned feeling welcomed in several schools but also *unwelcomed* by others, dependent upon the location and staff member of CPS.



Family Engagement

Recommendations

26. Increase accessibility to CPS staff and information

- Create two-way communication systems for more direct and intentional communication between families and teachers.
 - For example, teachers can send families a survey asking questions about students' non-academic characteristics, i.e., hobbies, learning styles, interests, pet-peeves, etc. to help families and students educate teachers as well as create greater connections between teachers and students.
 - The survey can be revisited and updated quarterly and used during parent/caregiver conferences to foster relationships between teachers, families, and students.
- CPS can create an electronic dashboard of academic and SEL information.
 - Teachers and support staff can add information quarterly regarding students' academic and SEL status including teachers' observations and instructional practices used to meet students' needs.
 - Families can review this information with teachers and add their ideas to support their child on an as needed basis.
 - The database can be used every year to provide upcoming teachers with vital student information, i.e.; student's SEL history and learning characteristics for each subject.

Family Engagement

Recommendations

27. Create communication systems to provide timely responses to family feedback.

- CPS has provided families opportunities to voice their opinions and ideas, i.e. surveys, school committee meetings. However, **families are unclear about how their feedback is received and/or acted upon**. As a result, families may be more hesitant to participate and engage with CPS if they feel their thoughts and opinions are not heard or valued. CPS can:
 - Respond to feedback via email, phone call, committee meeting notes, and explicitly explain if family feedback was included and/or acted upon.
 - As mentioned by one Canton survey respondent: “Feedback is not acted upon. I have served on several school councils and diversity committees and change is miniscule.”

28. Provide multiple methods of collaboration.

- Families in focus groups mentioned their desire to participate in decision making, even while working full time jobs and being unable to participate in person. A possible solution is to use more surveys in which people can provide their thoughts, votes, and opinions. PCG recommends allowing families to vote after the meeting has occurred to ensure the inclusion of all voices.

Family Engagement

Recommendations

29. Solicit more family feedback through surveys with an option of anonymity.

As stated in a family focus group, “Canton is a community that values its social connections, so people are not going to come out in public and criticize something strongly.”

- If the community is uncomfortable with public dissent, a possible solution is anonymity.
- Surveys can be offered for families to participate in voting and providing ideas without the consequence of divulging identities to increase family engagement.

30. Consider the greater use of text applications.

Texting and text apps may be beneficial as the additional form of communication between families and CPS.

- Social media and blogs are not the current focus of families, as indicated by the CPS family survey.
- Text messaging can provide access to voting, surveys, and other pertinent school information.

Family Engagement

Recommendations

31. **Continue and expand opportunities for families to participate at their preferred level of engagement.**
 - Families mentioned work and time as a barrier to engagement.
 - The district should explore additional methods to reaching all parents/caregivers.
 - Community events at local spaces such as malls and community centers.
 - Partnering with sporting events and other community events for information sharing.
 - Seek different times of the year to engage families, like summer break in which families may be more open to learning more and participating in CPS activities and initiatives.
32. **Increase the recognition, celebration, and education of family cultures** including race, ethnicity, nationality, sexual orientation, and gender expression **to foster inclusion**. As described by student survey respondents: “The school can do awareness days for religious, cultural, and ethnic reasons to help everyone feel more included.”

Family Engagement

Recommendations

- 33. Families need to see the “how” of equity to help families understand how equity affects all students.**
- Specific information can be provided on the school website to describe how DEI is infused in all aspects of Canton and its link to academic achievement, sense of belonging, critical thinking, and diversity of thought.
 - Teachers and all other staff should include equity in all information and communications e.g., curriculum, SEL practices, supports offered, and classroom learning.
 - The “how” can also mitigate the concern of the lack of transparency around equity initiatives felt by some families.
 - Ensuring families see how equity is part of all aspects of CPS can support leadership’s role in supporting all members of the CPS community vs seeing DEI as a separate entity and initiative.
 - Awareness campaigns re: the “how” can help families see how equity is part of all aspects of CPS and understand its importance.

Family Engagement

Recommendations

34. Engage families in additional roles, beyond volunteering and collaborators.

- **Additional family roles** include:
 - Providers of knowledge in parent led seminars.
 - Once vetted, families can provide information to other families about common concerns and questions.
 - Resources of social capital.
 - Networks can be leveraged to bring in other families as described by leadership “in an authentic way.”
 - Supporters to gain momentum behind initiatives.
 - Families can be powerful resources to encourage the participation and support from others.
 - Co-creators of initiatives.
 - Families can help create programs and extracurricular initiatives.
 - Investors and partners to host summer internships students and/or experiences.
 - Local Canton business owners can provide learning opportunities for CHS students.

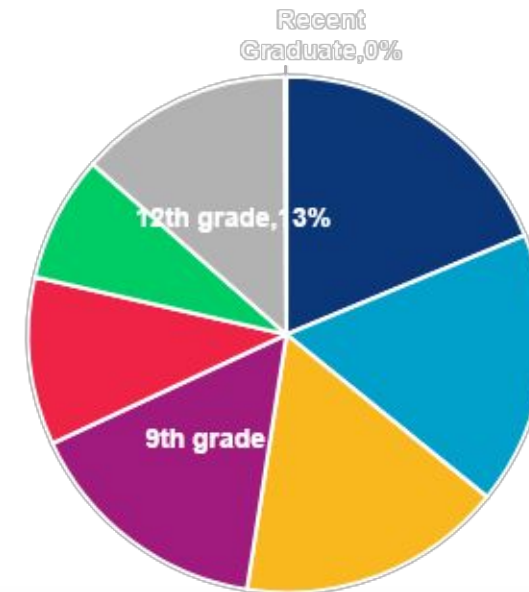
Student Engagement

Student Engagement

Contextual Analysis

PCG also developed a web-based student survey to solicit input from students. Items in the survey were designed to acquire data from survey respondents regarding their perceptions of diversity, equity, and inclusion in Canton Public Schools. PCG received over 1375 responses with the following demographic breakdowns:

Student Survey Demographics	
Race/Ethnicity	Percentage
African American or Black	12.6%
American Indian	0.6%
Asian	10.8%
Hispanic or Latinx	4.6%
Native Hawaiian/Pacific Islander	0.4%
Prefer Not to Respond	5.3%
Two or More Races	7.5%
White	58.1%
Gender Identity	Percentage
Female	47.4%
Male	50.3%
Nonbinary/Other	2.3%



Student Engagement

Strengths to Build On

- 80% of students agreed with the statement “I feel most of my teachers are able to teach me in a way I understand.”
 - *“I like how most teachers treat us like actual adults, and how they often strive to create a comfortable environment for learning.”*
 - *“I like my teachers a lot, and I feel valued in the class. Teachers encourage me to pursue extracurricular activities that align with my strengths.”*
- Students reported positive feelings regarding administrators and staff, curriculum, X Block, clubs and extracurriculars (including the arts, sports, leadership, and writing), and socialization opportunities:
 - *“I like the many opportunities CHS provides for people of many different interests. I feel like it is a mostly positive environment and I feel safe with most of my teachers and peers.”*
 - *“I like that people with disabilities can have classes like normal.”*

Student Engagement

Strengths to Build On

- When asked what students liked best about their schools, many students emphasized the overall environment and sense of community with their peers:
 - *“What I like best about this school is that I feel like I belong and everyone [accepts] who I am”*
 - *“I like that my school is a safe environment where I get to learn and be myself. I also like how there are so many after school clubs so I can mingle and banter with new friends. I also like the academic activities they give us.”*
 - *“It’s a place, where you can really be yourself. You really don’t have to change and there’s going to be a lot of places where you can fit in.”*
- 90.5% of all students, 86.6 % of BIPOC and HMI students, and 92.7% of White students agree teachers in my school value the diverse perspectives, experiences, and cultures of their students.
- Similarly, 90.9% of all students, 88.8 % of BIPOC and HMI students, and 92.4% of White students agree “The administrators in my school value the diverse perspectives, experiences, and cultures of their students.”



Student Engagement

Strategies at-a-Glance

Desired Outcome: Students of Canton have a sense of belonging, feel welcomed and included in classes, on the broader school campuses, and at school-sponsored events.

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No
District maintains a positive school climate for students with mechanisms in place for continued improvement.	Affinity clubs are made available and sponsored at all schools, where age appropriate	X		
	A variety of school-sponsored social events are offered and accessible to all students	X		
	Students feel welcomed at school and at school-sponsored events		X	
	Participation in extra-curricular activities is accessible to all students		X	
	Students' sense of belonging is encouraged and supported, i.e., respectful relationships with teachers and other students		X	
	Students feel included at school and at school-sponsored events		X	
	Students feel physically and psychologically safe at school and school-sponsored activities		X	

Student Engagement

Opportunities for Growth

- Students were asked to describe **biggest challenges** in school, many students described a desire for inclusion and belonging:
 - *“Sometimes I wish that there are more people of my ethnic group.”*
 - *“Feeling accepted by others.”*
 - *“...not exactly fitting in.”*
 - *“Connecting with people culturally.”*
- Additional challenges students described included racism and the lack consequences for harmful behavior
 - *“I feel like their [sic] should be more penalties for kids who say racial slurs like the n word. It makes me so angry that nobody respects my race and I can't do anything about and I just have to sit there and force myself not to say anything. Of course punishing someone won't stop them from saying racial slurs entirely but it's the principle of the matter.”*
 - *Biggest challenge is “Being Black.”*

Student Engagement

Opportunities for Growth

- When asked what can the school do to better include everyone, many students emphasized the desire to end or punish racist or bias behavior:
 - *“Have harsher punishments for racist remarks.”*
 - *“Stop being racist.”*
 - *“...Being strict about those who are being racist, homophobic, or disrespectful about differences in general.”*
- Several students also requested more opportunities to include and learn about other cultural identities:
 - *“be more inclusive with pronouns and identity.”*
 - *“I think that every race and religion should be incorporated, for example at ...prom,...songs from all the different cultures that are present in the school should be considered.”*
 - *“Provide more opportunities for inclusivity and diversity and talk more about it.”*
- When surveyed, 23% of all students strongly agreed/agreed students are picked on about their racial or ethnic identity, nationality, religion, or first language. The rate is higher for BIPOC and HMI students at 28.3%.
- When surveyed, 36.7% of all students strongly agreed/agreed students are picked on about their sexual identity. The rate is higher for BIPOC and HMI students at 39.3%.

Student Engagement

Recommendations

35. Provide spaces for students to anonymously report poor adult behavior.

- In open student responses, students mentioned harmful adult and student behavior such as slurs and microaggressions.
 - Students need a location to safely and anonymously report these behaviors, such as:
 - Text applications.
 - Anonymous web-based forms.

36. Hold all persons accountable for racist and homophobic behavior.

- Create and implement a discipline matrix inclusive of consequences and action steps for harmful behavior from students.
- Make families and students aware of their right to report harmful adult behavior and potential consequences of poor adult behavior.

37. Include voices of all student groups in more CPS activities and events.

- Students from **all demographic groups can** provide input for student activities including:
 - Dances, heritage events, spirit week.
- Incorporate different cultures into music, food, and clothes during school events on a continual basis, not only during celebratory months.



Student Engagement

Recommendations

38. Introduce teaching and learning styles into routine classroom practices.

- While 80% of all students agreed with the statement “I feel most of my teachers are able to teach me in a way I understand,” 20% of students do not feel teachers teach in a way they understand.
 - Several inventories exist to help students understand their metacognitive profile, i.e., multiple intelligence tests, learning styles test, etc.
 - Both students and teachers can participate in these assessments to learn how they learn and how they teach to better meet students’ learning needs.

39. Provide opportunities for diverse community partners to engage with HMI and BIPOC students.

- BIPOC and HMI students stated a desire for more culturally diverse faculty and staff. In addition to hiring diverse staff, CPS can partner with culturally diverse organizations to mentor and support students:
 - Fraternities and Sororities such as the Divine Nine or Asian and Pacific Islander sororities.
 - National CARES Mentoring Movement (local chapter in Boston is available).

Student Engagement

Recommendations

40. To create more awareness and acceptance of cultural identities of the CPS community:

- CPS can launch a district-wide campaign of “We are Canton”:
 - Families create projects about cultural identity to be displayed and discussed to encourage cultural appreciation.
 - CPS to host cultural awareness field trips such as museums, plays, movies, and festivals.

41. Create space and empower marginalized groups:

- Continue affinity clubs in CHS and GMS
- Empower these clubs as part of the decision-making teams for CPS:
 - Hiring committee
 - School spirit week
 - Year long cultural events
 - Student feedback
 - School lunch menus

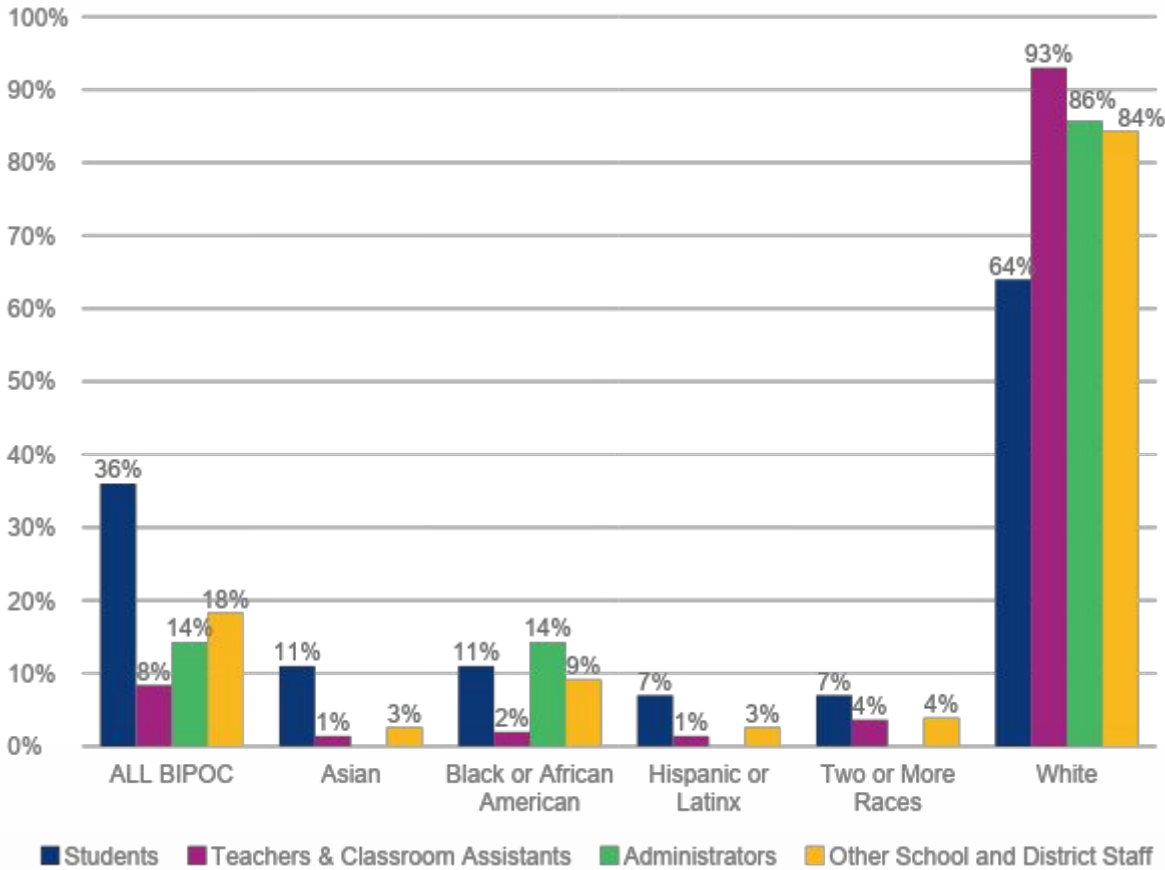
Human Resources Practices

How do CPS policies and human resources practices support hiring and retaining a diverse workforce?

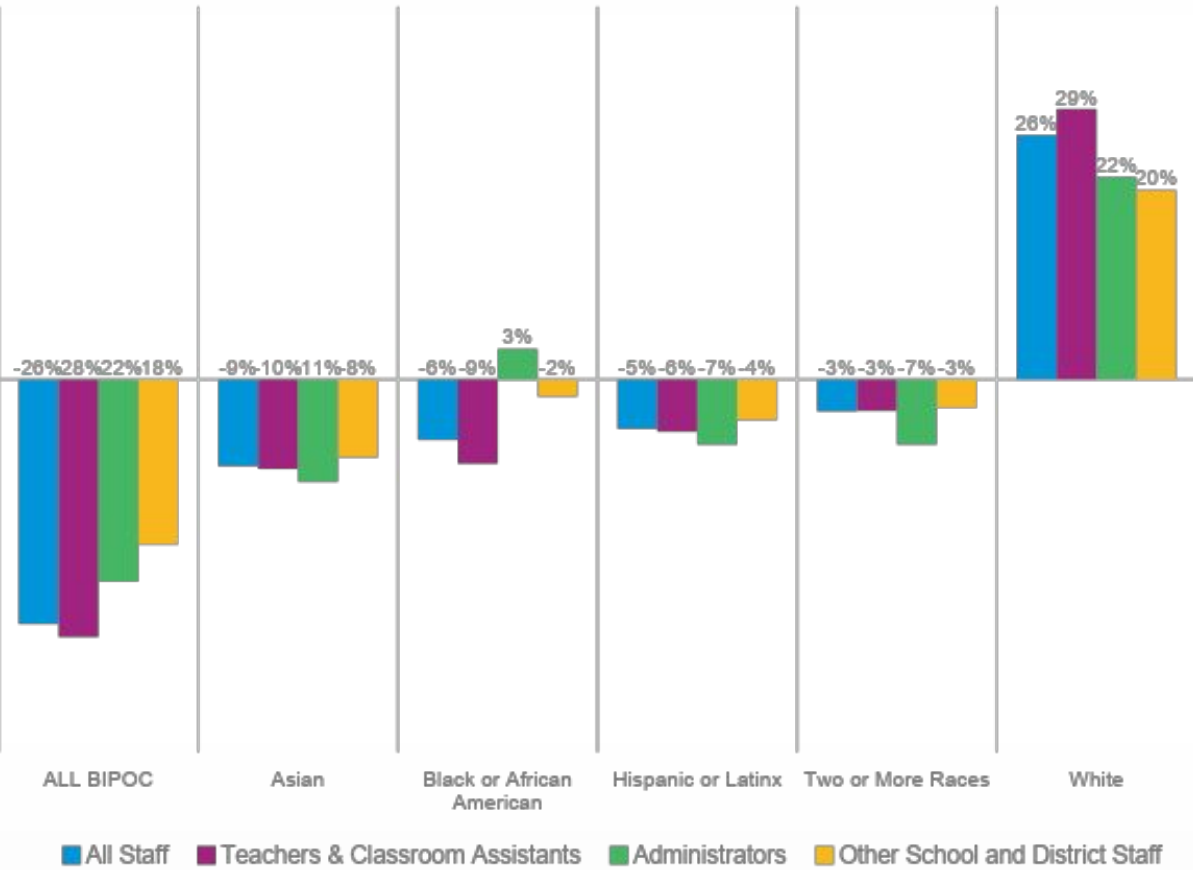
Human Resources Practices

Contextual Analysis

Districtwide Student Enrollment and Staff by Role and Race (2021-22)



Percentage Point Gap Between Student Enrollment and Staff Role by Race (2021-22)



Student enrollment data retrieved from <https://profiles.doe.mass.edu>. Staff data provided by CPS.



Human Resources Practices

Contextual Analysis

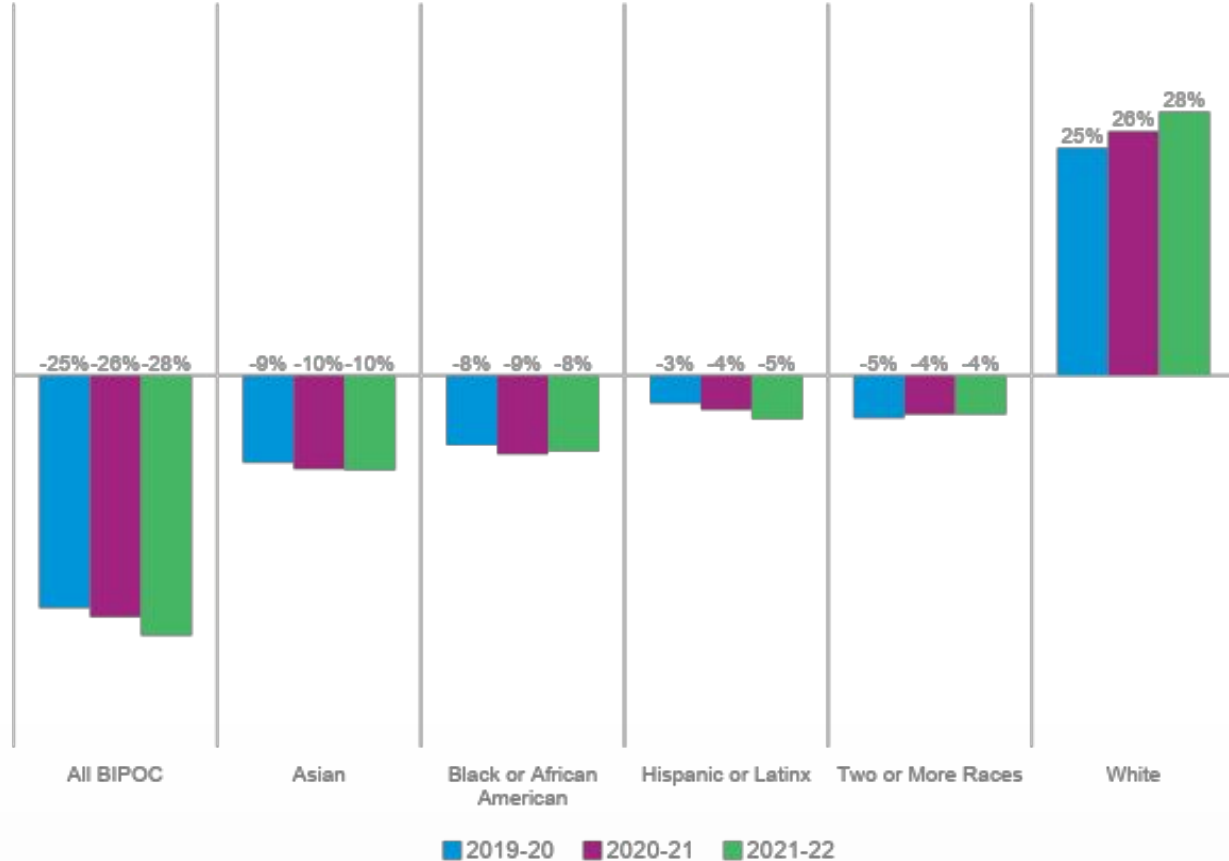
District Staff Percentage Point Change Between School Years by Race and Full-Time Equivalents (2018 - 2022)

	Asian		Black or African American		Hispanic or Latinx		Two or More Races		White	
SY18-19	1.4%	--	2.5%	--	1.7%	--	1.1%	--	93.3%	--
SY19-20	1.6%	+0.2	2.5%	±0	2.0%	+0.3	1.4%	+0.3	92.5%	-0.8
SY20-21	0.9%	-0.7	2.5%	±0	2.3%	+0.3	1.8%	+0.4	92.3%	-0.2
SY21-22	0.8%	-0.1	2.8%	+0.3	1.3%	-1.0	1.8%	±0	93.4%	+1.1

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

With an overall FTE count between 393 and 442 (depending on the year), a 0.1% change represents approximately 0.3 - 0.5 FTE.

Percentage Point Gap Between Student Enrollment and Staff Role by Race and Full-Time Equivalent (2019-2022)



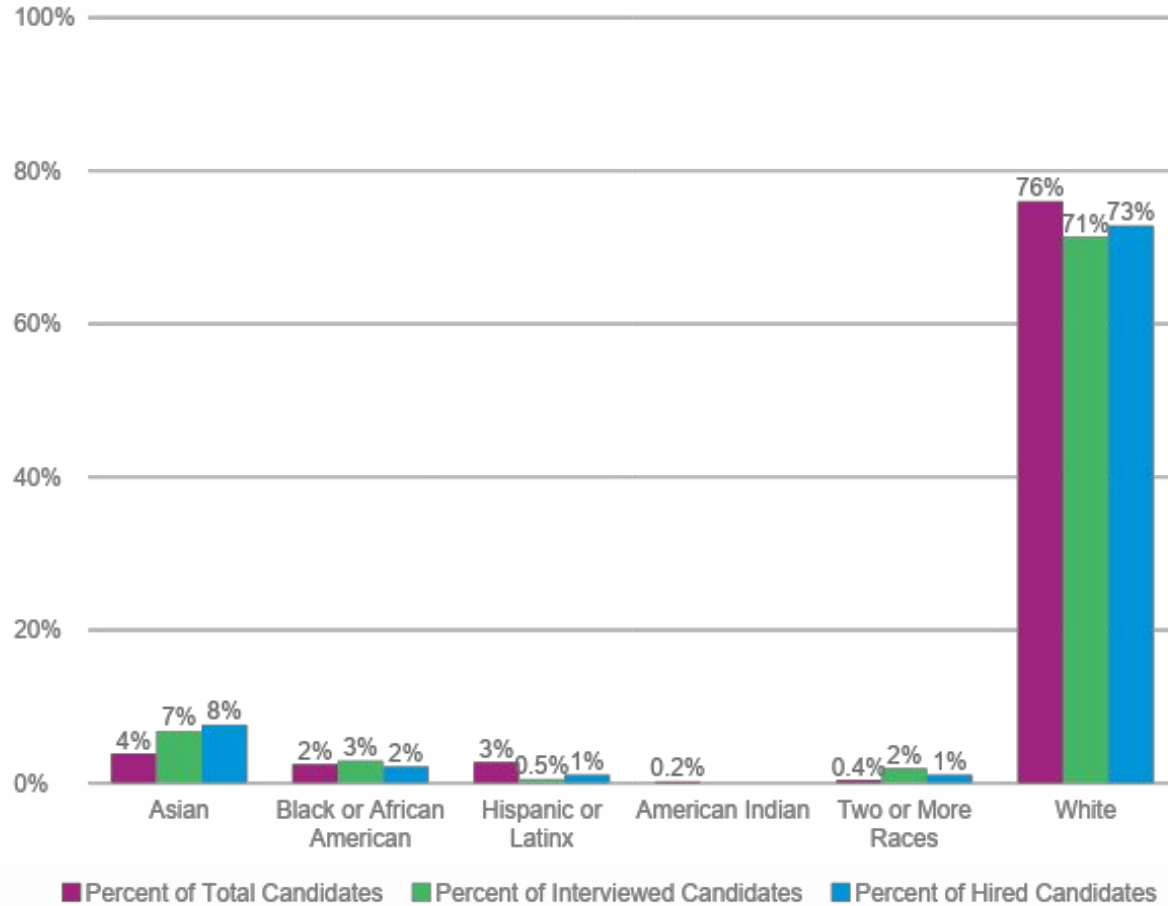
Data retrieved from <https://profiles.doe.mass.edu>. MA DESE School Profile data are reported as counts of FTEs – these data represent percentages of FTEs and not individual staff members.



Human Resources Practices

Contextual Analysis

Applicant Progress Through the Hiring Process by Race (2021-22)



Data provided by CPS. Data includes applications to all positions in the district excluding those designated as "Summer Position".

Educator & Building Administrator Positions	All Candidates		Interviewed Candidates		Hired Candidates	
Total	1206	--	153	--	59	--
Asian	39	3%	14	9%	7	12%
Black or African American	20	2%	1	0.7%	1	2%
Hispanic or Latinx	26	2%	1	0.7%	1	2%
American Indian	3	0.2%	0	0%	0	0%
Two or More Races	5	0.4%	4	3%	1	2%
White	937	78%	106	69%	39	66%
Decline to Identify	176	15%	27	18%	10	17%
All Other Positions (Non-Summer)	All Candidates		Interviewed Candidates		Hired Candidates	
Total	243	--	53	--	33	--
Asian	17	7%	0	0%	0	0%
Black or African American	16	7%	5	9%	1	3%
Hispanic or Latinx	14	6%	0	0%	0	0%
American Indian	0	0%	0	0%	0	0%
Two or More Races	1	0.4%	0	0%	0	0%
White	164	67%	41	77%	28	85%
Decline to Identify	31	13%	7	13%	4	12%



Human Resources Practices

Strengths to Build On

Commitment to Diversifying the District's Workforce

- Across interviews and focus groups with school and district leaders, participants consistently expressed a **desire** to increase the diversity of the Canton workforce and an acknowledgment of the lack of diversity among CPS staff as a **crucial issue** in the district.
- The district has publicly named HR practices and increasing the diversity of the Canton workforce as a priority area in its equity action planning and discussions to date.
- CPS is a member of the Mass Partnership for Diversity in Education (MPDE) and has participated in a past MPDE job fair.

Workforce Data

- Canton has a **data system** in place that captures staff racial, ethnic, and gender demographics with reports easily pulled to facilitate disaggregation of data and allows for the capture of snapshot and longitudinal data on these elements of the district's workforce diversity.
- The district has a **similar data system** that captures demographic information about applicants to the district and can track their progression through the interview and hiring process.

Human Resources Practices

Strategies at-a-Glance

Desired Outcome: CPS employs evidence-based, equity-centered recruitment, hiring, and retention strategies that yield a workforce that is representative of the diverse identities of the student population.

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No
Equity-focused, district-wide recruitment strategy	Job postings and recruitment materials are posted in a variety of places, especially places targeted at diverse educators		X	
	Language in job descriptions has an explicit equity/workforce diversity focus		X	
	Partnerships with local educator preparation programs/institutes of higher education		X	
	Partnerships with alternative certification programs (e.g., Teach for America, AmeriCorps)			X
	District-led pipeline programs (e.g., Grow Your Own programs, "TA to "BA" programs, internal alternative certification programs)			X
	Utilization of existing internal networks and individuals in recruitment		X	
	Half of the district's new staff is hired at least a month before the end of the prior school year			X

Human Resources Practices

Strategies at-a-Glance

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No
Data-driven, targeted recruitment strategies	Explicit goals around workforce diversity and hiring		X	
	Data tracking systems that include demographic information for applicants and hires	X		
	Data is consistently analyzed and used to inform recruitment and hiring strategies and practices			X
	Consistent tools/processes and protocols for application review, interviews, and hiring decisions			X
	Equity-focused questions and expectations for applicants		X	
Actively counter implicit bias in recruitment and hiring	Training for hiring and recruitment teams on implicit bias			X
	Application and interview materials that are explicitly anti-bias (e.g., rubrics, interview questions)			X
	Diverse voices and participation in interview and selection processes (clear roles for families and students)			X
Intentionality in staff placements and deployment	Equity-centered policies around deployment decision making			X
	Intentional placement of diverse educators in communities			X

Human Resources Practices

Strategies at-a-Glance

Evidence-Based Strategies <i>Strategies needed to effectively move towards the desired outcome</i>	Core Practices <i>Examples of a district's effective use of the evidence-based strategy</i>	Observed in Canton?		
		Yes	Partial	No
High-quality indication and early support for new staff	Consistent, robust, role-focused onboarding practices and procedures for all new staff			X
	Support groups for new staff			X
	Mentorship programs that pair trained, qualified colleagues with new staff			X
	Intentional pairing of mentors and mentees among diverse staff			X
Improving working conditions for diverse staff	PDs for school leaders explicitly focused on building their capacity to improve working conditions and identify and address microaggressions and discriminatory language and actions among staff			X
	Transparent opportunities for leadership roles and training, especially for staff of color			X
	Affinity groups for all staff including groups by role/job alike groups and affinity groups by personal identity			X
	Clear and consistent policies and practices for addressing discriminatory behaviors among staff			X
	Formal structures and systems for requesting funding/resources for external learning and development opportunities			X



Human Resources Practices

Opportunities for Growth

Commitment to Diversifying the District's Workforce

- While the desire to increase the diversity of Canton's workforce was a theme throughout conversations with school and district leaders, the district lacks clear and transparent language and expectations for what this looks like in action.
- One stakeholder shared: *"I would love a diversity of candidates, but at the moment we just have to take what we get."* Others echoed this. Another shared: *"I don't recruit because I don't have time – I just pick from the resumes I get."*
- District and school leaders expressed a lack of direction from district administration to seek out diverse candidates and a lack of ability to collaborate with Canton's HR in a systemic way to try to move the needle.
- No retention strategies were mentioned during stakeholder interviews and focus groups. One staff member mentioned an informal, social support group among educators of color that had organically formed but no intentional or formal connection or retention efforts similar exist in the district.

Human Resources Practices

Opportunities for Growth

“Color Blindness” in the Hiring Process

- Several school and district leaders touted the use of a “blind” application, interview, and hiring process. Many used this process of removing potentially identifiable information about a candidate when reviewing applications as an example of a strong step towards workforce diversity. However, without pairing this type of process with explicit implicit bias training and equity-focused tools, it often serves the opposite of its intended purpose and makes hiring committees rely heavily on internalized preferences and biases.
 - Multiple interviews and focus groups brought up the perceived conflict between a diverse candidate pool and a qualified candidate pool with several school and district leaders expressing that diverse candidates would be positive but that their priority is hiring “qualified” people or “the best” people – statements steeped in implicit bias
- When looking at the hiring data for all positions in the district other than those labeled “Educator” or “Building Administrator” (excluding summer positions), CPS disproportionately hires candidates indicated as White in the hiring system (67% of all applicants but 85% of all hires)



Human Resources Practices

Opportunities for Growth

Equity Focus in Recruitment and Hiring Materials and Policies

- When reviewing job descriptions currently posted on TalentEd for CPS, the inclusion of equity was inconsistent and surface level. Many job postings, including one for a High School Special Education Teacher, did not mention equity or diversity at all. Others included a mention of wanting a candidate who “values equity”. A few of the job postings, such as one for a School Aide, were only three sentences long. Of those that did mention equity, there was no further explanation of expectations around equity for staff members in the district.
- Outside of general statement of expectations around recruitment, there is no guidance or expectations around workforce diversity communicated in school committee policies. The lack of specific, equity-focused language in CPS human resources policies limits the district’s ability to set goals and prioritize the recruitment and hiring of diverse educators and staff.
- Several school and district leaders shared the understanding that the district seeks to diversify the workforce but had no concrete plans or actions for how to achieve that goal.

Training and Learning Needs

- Almost every stakeholder expressed a desire and need for training around equity in recruitment and hiring. Topics such as defining key terms and understanding implicit bias and what it looks like in hiring were mentioned multiple times.
- Many school and district leaders expressed feeling at a loss with how to move the needle on workforce diversity in Canton.

Human Resources Practices

Opportunities for Growth

Hiring Practices and Processes

- There is no clear or standard process for candidate recruitment, screening, and selection in the district. Individual school leaders and department heads are responsible for their own hiring processes and there is no consistency of process, tools, or materials across schools or central office.
- School leaders hire for open positions independently of one another and shared that they were unaware of how their colleagues across the district approach recruitment and hiring.

Recruitment Reach

- 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 a broadening of job posting platforms and past engagement with MPDE resources, but several stakeholders expressed frustration in the results and in not knowing of other avenues to pursue.
- The district does not have dedicated Human Resources staff, and HR functions are sourced through the town of Canton. Without an HR team, the CPS' ability to both increase its recruitment reach and strategically target its efforts is limited.
- While CPS has attempted to partner with local educator preparation programs for recruitment, the discussed partner (Curry College) had 159 students enrolled in 2021 and only 7% of those students were identified as BIPOC.



Human Resources Practices

Recommendations

- 42. Communicate expectations and responsibilities regarding diversity and equity in every job description, all recruitment materials, and in staff evaluation documentation.**
 - This includes a clear definition of the district's vision and goals for equity and the expectations and responsibilities for each position in helping to reach them.
- 43. Set explicit, measurable, value-aligned goals around the diversity of the CPS workforce in order to both communicate a district-wide commitment and to build accountability into this work.**
 - The superintendent and school committee have started this process through including this language in plans and goals documents – it's imperative that clear, measurable, and publicly tracked goals are developed and shared in order to move the work forward.
 - Using current representation gaps as baseline data to track progress towards a CPS workforce that reflects the diversity of the student body.
- 44. Develop systems and strategies that use data to guide the work of recruitment, hiring, and retention in the district.**
 - CPS is already tracking a wealth of information about applicants and staff members – to make this data more effective in the effort to diversify the district's workforce, CPS needs to set up systems and expectations for the use of this data and actively use it to inform recruitment strategy.

Human Resources Practices

Recommendations

- 45. 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.**
- Sample job boards and organizations:
 - Diversity in Ed
 - Nemnet Minority Recruitment
 - National Association of Black School Educators
 - National Alliance for Bilingual Education
 - Black Educators Alliance of Massachusetts
 - The Teachers Lounge
 - Massachusetts educator preparation programs with greater diversity of student body:
 - Harvard Graduate School of Education (118 students, 38% BIPOC)
 - UMass Boston (299 students, 28% BIPOC)
 - Boston College (471 students, 25% BIPOC)
 - Cambridge College (459 students, 24% BIPOC)

Human Resources Practices

Recommendations

46. Engage in implicit bias training for all staff involved in hiring and evaluation.

- Build common language, shared understanding, and skill in identifying and combating bias in hiring processes.
- This includes members of the school committee and every individual involved in developing job postings, screening applications, and the interviewing process.

47. Develop community building and support opportunities specifically aimed at BIPOC staff members to increase retention.

- Explore cohort models for hiring and staffing educators of color in schools.
- Stipend a teacher leader to coordinate regular opportunities for BIPOC educators to gather, network, and connect.

Human Resources Practices

Recommendations

48. Hire an internal CPS HR Director and team.

- CPS needs to put in place the capacity to fully execute the plans developed out of this audit (e.g., implementing and tracking the systems and strategies and coordinating trainings).
- **Alternatively:** if the district's HR functions must remain under the town's HR department, CPS needs to hire its own recruitment team. This team would liaise frequently with the town's HR department but would ideally report directly to senior leadership in CPS and/or to a newly hired DEI Director. This team would be responsible for:
 - Developing and executing district-wide recruitment strategy for all positions in the district.
 - Setting and tracking recruitment and hiring benchmarks and indicators in working towards the district's workforce diversity goals.
 - Supporting school leaders and other hiring managers in sourcing and selecting candidates for positions.
 - Developing and facilitating trainings on equitable hiring practices.
 - Creating and executing a district-wide retention strategy.



Conclusion and Next Steps

Conclusion and Next Steps

In PCG's review of CPS, PCG recognizes the tremendous amount of work and effort CPS leadership, staff and families have put forth to make CPS more equitable.

CPS has demonstrated the following:

- Commitment to achieving educational equity as demonstrated in the district's Strategic Plan and leadership team actions.
- Planning and preparation of equity-centric teams through action planning, awareness building, and information sharing.
- Capacity to work towards educational equity through school and district-based teams and district-wide initiatives.
- Persistence in understanding experiences of each student and family of CPS through several surveys and opportunities for feedback and dialogue.

At this time, PCG recommends and believes CPS is ready begin to implement many of the plans initiated by CPS and the recommendations shared in this audit.



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