

Hingham Public Schools

Equity Audit



Margaret Adams, Superintendent of Schools
Katie Roberts, Assistant Superintendent

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Equity Task Force

- **Dr. Margaret Adams**, Superintendent
- **Kathryn (Katie) Roberts**, Assistant Superintendent of Curriculum & Instruction
- **Dr. Suzanne Vinnes**, Executive Director of Student Services
- **Mary Eastwood**, Principal (South School)
- **Erica Pollard**, K-12 World Language Director
- **Nes Correnti**, Hingham School Committee
- **Reena Patel**, HPS Parent & Community Member
- **Kara Roth**, HHS English Teacher
- **Melissa Goldman**, MTSS Coordinator/HMS Reading Teacher
- **Jenna Nelson**, HMS Reading Teacher
- **Lindsey Troy**, HMS Inclusion Facilitator
- **Sarah Cassidy**, HMS Science Teacher



Equity Audit Purposes

- Provide critical reflection of the ongoing efforts required to establish and maintain an exceptional learning environment for all students.
- Examine and address the fundamental question of how to collaboratively develop and implement an equitable education system that is relevant for the present and future.
- Based on research, it is a comprehensive benchmarking tool that assesses, remarks, and provides recommendations to support a more inclusive school environment for all including adults.





Equity Audit Process



- Phase I includes delving into the scope of the project through protocols that allow us to closely examine all written materials such as policies and procedures.
- Phase II includes a series of processes in which we conduct surveys and facilitate discussions with diverse stakeholders/community members.
- Phase III summarizes the process by creating a report that includes findings and recommendations offered to the district.



Datasets Reviewed

- Policies, procedures, and practices
- Handbooks
- District Observation Day – Equity Walk
- Core values of the schools
- Superintendent Entry Plan
- 2022-2025 Strategic Plan
- HPS's Professional Development Plans
- Student data via DESE public profiles
- School Committee meetings via video
- Blind Districtwide evaluation feedback
- Fiscal management and non-instructional operation guide
- Personnel updated sections
- Community vibe (e.g., a sense of belonging) both within and outside of HPS
- Publicly available information from various websites





HPS Structures and Policies

Findings

- The strategic plan is very easy to follow. The plan is heavily based on HPS community expectations as well as HPS community values.
- A Human Resource handbook that included policies that support diversity in the workplace or diversity hiring does not exist. The information that we reviewed was compliance driven by labor laws.

Recommendations

- Create an HR handbook to consist of policies, procedures, and expected practices
- Revise school handbooks to be student centered.





Student Discipline



Findings

- Overall Hingham Public Schools has a very low student discipline rate. Most of the students who are disciplined are identified in the data as “high needs” or students with disabilities (SWD).

Recommendations

- Drill down to understand which students are classified as “high needs”.
- Data entry expanded details for student discipline was inconsistently entered year over year. Create a system of accountability for reporting and record keeping of discipline data.



Equity Walks

Findings

- Core teams visited specific 6 schools to observe practices in classrooms, common spaces (hallways, cafeteria, playground, etc.), and offices.
- The community of elementary schools exhibited a shared commitment to creating calm, welcoming environments that prioritized the social and emotional well-being of students as well as high standards for academics.
- The teams recognized that meaningful learning was taking place in the secondary classrooms of both schools within the HPS system. The emphasis on cultural diversity and the intentional inclusion of various identities and abilities in the educational materials and lessons indicated a commitment to fostering an inclusive and enriching learning environment for all students.





Equity Walks



Recommendations

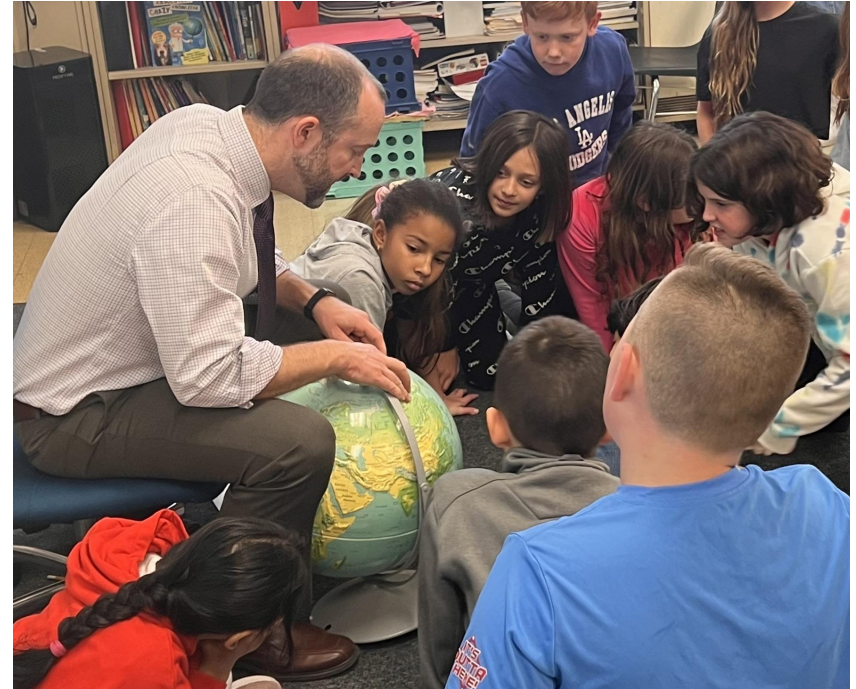
- Allow visual displays to provide opportunities to mirrors, windows, and sliding doors for all in your community.
- Explore ways that HPS could engage students in collaboratively developing classroom spaces.
- Support opportunities for collaborative learning and student-led engagement can enhance social interaction and foster independent thinking and problem-solving skills.
- Create a sense of community where all staff carefully monitor spaces to ensure any hurtful language and actions are immediately.



Surveys

Findings

- Students and families still report feeling that there are opportunities for strengthening the relationships between students and staff.
- When it comes to engagement, HPS elementary staff self-responded with nearly similar rating at all school levels. There is a noticeable decline within the responses towards voice and choice, based students' responses at the middle and high school levels.
- When it comes to challenging content and academia, teachers and staff indicate they are helping students to develop critical thinking skills. Families and students did not agree at the same rate with the statements as teachers and staff.
- The impact of lessons and curriculum scored highly across the board as rated by teachers, staff, and students.
- Some concern expressed by students in regard to public spaces in the middle and high school per responses





Data Review



Findings

- Black student sub-group consistently had the lowest percentage of students meeting or exceeding expectations on the ELA MCAS from 2019 to 2022.
- Math performance varied greatly depending on student group.
- Students with disabilities consistently had among the lowest percentage of students meeting or exceeding expectations across MCAS exams.
- Each year from 2020 to 2022, a substantially higher percentage of students completed advanced courses in math than ELA, both when looking at all students and when looking across each student group.
- Certain student groups—including Hispanic/Latino students, Black students, and students with disabilities—were particularly less likely to complete advanced courses in ELA.



Surveys

Recommendations

- Considering other internal data to which Hingham has access, what does ELA, math, and science performance look like at the primary level versus the secondary level.
- Black students showed an impressive increase in growth on the ELA MCAS from 2021 to 2022. What efforts were taken to support and accelerate ELA growth among Black students? What can be done to sustain these efforts over time?
- Consider specific actions and steps to encourage and support the completion of advanced courses among Black, Latino/Latinx/Hispanic and including high needs students.





Next Steps



- Plan for year long training of Leadership Team to facilitate equity and inclusion in their school and department.
- Implement Inclusion Fellows to support the development of teacher leaders who can foster and support best practices in their classrooms and share with colleagues.
- Support strengthening of efforts for recruitment, hiring, and retention of staff.
- Develop a plan with short term and long term goals to address equity audit funding and recommendations.