

THE EQUITY PROCESS

Hingham School District Hingham, MA Equity Audit Report

June 2023



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Humanity

Politics TM

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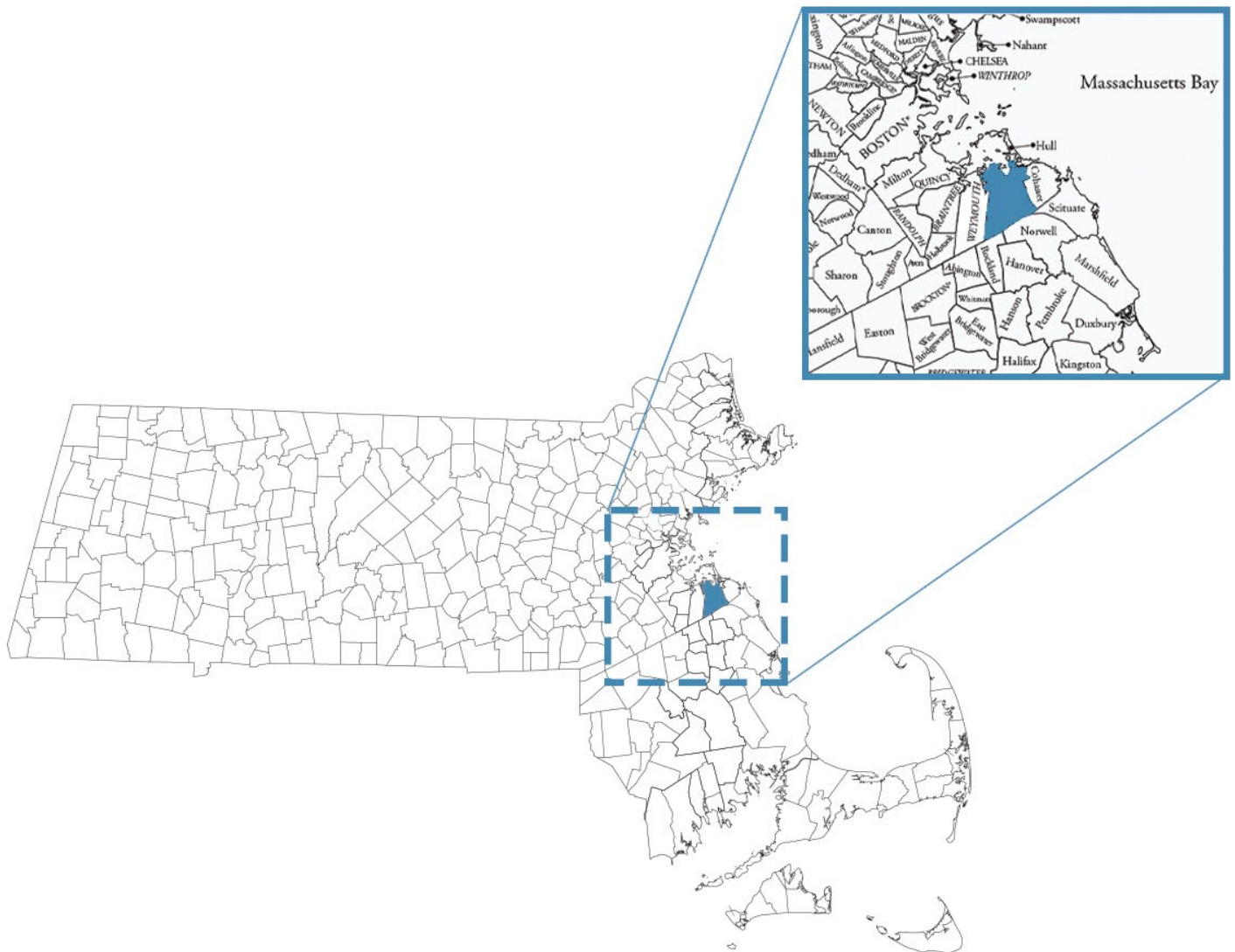
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WELCOME TO HINGHAM MASSACHUSETTS

Home of Hingham Public Schools:

East Elementary School, Foster Elementary School, Plymouth Elementary School, South Elementary School, Hingham Middle School, and Hingham High School



ACKNOWLEDGEMENTS

This Equity Audit serves as a critical reflection of the ongoing efforts required to establish and maintain an exceptional learning environment for all students, particularly in the context of the knowledge and understanding of those who are often marginalized by others. It aims to 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. The collaborative process involved Superintendent Dr. Margaret Adams, her leadership team, the Equity Taskforce (ETF), and various stakeholders who actively contributed to the creation of this Audit. Their participation reflects a strong commitment to advancing equity and inclusion within the Hingham Public Schools (HPS) and the broader Hingham community.

Throughout the course of our time together, members of the Hingham School Committee, students, parents/guardians, staff, and community members played an integral role in identifying ways to enhance the culture of equitable learning and practices within HPS. The findings and recommendations presented in this Equity Audit are rooted in the needs expressed by the community and supported by relevant data. The collaborative nature of this endeavor demonstrates a shared commitment to meaningful progress and an unwavering pursuit of meeting the core excellence grounded in a sense of belonging.

The Equity Process sincerely acknowledges and appreciates the courage, candor, support, and hospitality demonstrated by all participants. Their commitment to fostering an equitable learning environment has made this Audit possible. The opportunity to engage in this transformative work is deeply valued. The collective dedication to achieving greatness for all students, in ways that also matter to them, is highly admired.

Moving forward, the insights and recommendations outlined in the Equity Audit will serve as a guide for the next steps in ongoing efforts to strengthen equity in action within the Hingham community. By continuously learning, growing, and working together, HPS is poised to create an education system that empowers all students to thrive in the 21st Century and beyond.

EXECUTIVE SUMMARY

“Courage is resistance to fear, mastery of fear – not absence of fear.” ~ Mark Twain

In the school year of 2021 Harvard University’s RIDES Program and Hingham Public Schools began to examine the presence of equity within the school system. By the end of the examination there was a strong recommendation that the community of HPS work closely together to strengthen its relationships through the art of having courageous conversations with its stakeholders. Upon the arrival of The Equity Process, it was desired by the Equity Task Force that the conversations become a part of the living culture of the HPS community. The

Equity Process and Hingham Public Schools committed to carrying forth the processes of this Audit with courage, compassion, humility, and intention as a result.

During the collaborative Equity Audit experience, The Equity Process (TEP) and Hingham Public Schools (HPS) embarked on an enlightening journey. Together, they co-created a process that would not only result in the completion of the Equity Audit but also empower HPS to continue leading its equity and inclusion work in the future.

TEP acknowledged the importance of maintaining objectivity and reliability throughout the process. To achieve this, they devised a method incorporating three phases of the Audit, with the support of the Equity Task Force(ETF). Utilizing TEP's RECIII Philosophy© and Framework©, along with the guidance of The Ladder of Inference, the teams were able to make observations, gather evidence, and provide recommended suggestions based on data analysis, and overall findings. These processes were integral to the entire Audit.

The coach-like approach adopted by TEP provided an opportunity for HPS leadership staff to receive training in the RECIII tools and techniques. This approach allowed them to use the tools within HPS and train others in the future. Throughout the Audit, RECIII tools were utilized to deeply examine policies, conduct an Equity Walk Day, and stimulate various discussions. TEP and HPS collaborated to create a survey, which allowed staff, students, and families to express their perspectives. Going forward, HPS plans to continue using the some RECIII tools in their internal processes.

A unique aspect of HPS's involvement was the active participation of the Equity Task Force(ETF), consisting of teachers, parents, community members, a School Committee member, and members from the leadership team. The ETF played an instrumental role in every phase of the Audit. During Phase I, they reviewed selected policies identified as crucial by TEP and provided valuable feedback based on their lived experiences both within and beyond HPS. They shared their views on the impact of the policies and offered recommended suggestions. The ETF participated with trust, confidentiality, and the understanding that the final recommendations would be ultimately determined by TEP.

In Phase II, the ETF engaged in RECIII-driven discussions, received feedback from the Equity Walk Day, and demonstrated equity in action through a case study developed with the support of an ETF member. Members of the ETF conveyed profound experiences and shared their key takeaways from these experiences.

During Phase III, the ETF reviewed and provided their final thoughts on the Draft Audit. They offered pivotal feedback, made corrections, challenged and agreed with findings, shared their experiences of the process, discussed next steps, and provided suggested recommendations and questions for further consideration. Their voices are represented in the final Audit.

Through the coach-like approach, the ETF ensured that TEP remained aligned with HPS's priorities and needs throughout the Audit. By utilizing this approach, the executive leadership

team of HPS will be able to integrate RECIH tools into their daily practices and explore opportunities for longitudinal information gathering.

This collaborative effort between TEP, the HPS community, and the ETF has resulted in a comprehensive Equity Audit reflecting the voices and experiences of diverse stakeholders. It lays the foundation for continued progress and the sustained implementation of equity and inclusion focused practices within Hingham Public Schools. The Audit offers a compassionate and culturally-inclusive path forward.



Do you ever need a little pick-me-up? Well, Kindness Rocks can be found in the main office of Hingham High School. They are great mood motivators for students, staff, and guests. Also, they are personally designed by students.

ABOUT THE EQUITY PROCESS, LLC

Our Why

Ubuntu, the Zulu word for HUMANITY, and its principles will sustain us during our most celebrated and challenging times while we journey together. Here at The Equity Process, we believe in Umoja and Ujima/Ujamaa, the Swahili words for Unity, Collective Work, and Responsibility! These two principles center our work. We aim to create awareness and disrupt unkind, non-compassionate and biased practices and policies that create inequities in common spaces. We are here because we believe in your community and you do, too!

Our Mission

Through social and academic discourse, coaching, leadership and the implementation of research and evidence-based practices, our mission is to create a symbiotic relationship between equity and cultural inclusivity in all communities that we serve.

We focus on incorporating systems and structures that allow our clients to foster positive relations and relationships with people of all races, cultures, ethnicities, ages, socioeconomic backgrounds, (dis)abilities, genders, and sexual orientations to create learning environments wherein all people feel valued and welcomed. Equity is not simply about access. It is also about honoring and celebrating each other as humans in the most compassionate, mindful, and humble ways.

Project Team Members

This audit was conducted and led by the following team members of The Equity Process:

Cyndi Weekes Bradley - Auditor, Author, Founder, and CEO

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HPS Collaborative Participants – The Equity Task Force

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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



What Should You Know About the Equity Audit?

The Equity Process is dedicated to incorporating structures that allow our clients to foster positive, safe, brave, courageous, and intellectual relationships with people of all races, cultures, ethnicities, ages, socioeconomic backgrounds, (dis)abilities, genders, and sexual orientations. It is our objective to co-establish environments where all people feel valued and welcomed to benefit all stakeholders with an emphasis on students' needs.

An equity audit is informed by research and evidence-based tools used specifically to gather data on the School District's community at large. It can be a partial (department, school, policies, etc.) or complete District Audit. The time it takes to complete the Audit ranges from 96 to 180 days. Through our work, we will be able to discover and uncover information regarding both equitable and inequitable practices within our clients' school system. We do so by working through a series of Phases and by using vetted tools.

Phase I includes, but is not limited to, 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, but is not limited to, 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. All our Phases are conducted through the lens of our **RECI Philosophy®**.

The **RECI Philosophy®**, focused on relationships, engagement, challenges, impact, instruction, and inclusion, is equity in compassionate, mindful, and humble action for K-20/K20 education systems. It is one of the frameworks used to conduct our Equity Audits, Equity Walks, Equity Surveys, and Facilitated Discussions. The framework is student and community centered and measures transferable skills across datasets, human behaviors, observations, and interactions. It also helps to maintain a core objective and global lens. We believe that building sustainable and authentic relationships with students fosters trust, which in turn leads to their active engagement. This engagement and trust empower students to develop confidence and the desire to rise to the challenges present in their classrooms. It also helps to build student leaders. It provides valuable data to educators leading to increased awareness, intentionality, and the best impactful, instructional, and socioemotional practices. Consequently, leading to an environment for authentic and culturally inclusive success for each student in the community.

During an Audit, The Equity Process collects data and information by working closely with the district's superintendent and designees. In summary, the Equity Audit is a comprehensive benchmarking tool that assesses, remarks, and provides recommendations to support a more inclusive school environment for ALL including adults. It has a strong focus on compassion, mindful awareness, justice, equity, diversity, and inclusion for school communities. While we recognize that many outcomes of strong Belonging, Justice, Equity, Diversity, and Inclusion (B-JEDI) work can't necessarily be measured or quantified, we do believe that there are key

metrics throughout our research and evidence-based processes that serve as reliable indicators for progress in areas of concern and/or point to directional trends.

Key Equity Driven Vocabulary

It is important to recognize and understand that there is diversity and individual experiences within any ethnic or racial group, and to avoid generalizations or assumptions based on stereotypes.

All - 100% of Hingham's stakeholders or students depending upon context.

Belonging - The ongoing culture created to have all community members feel welcome across differences by honoring, celebrating, and accepting those differences.

BIPOC - Black, Indigenous, and People of Color

Cultural Inclusivity - A pedagogy grounded in mutual awareness, acceptance, and actions of bringing together people of all ages and levels of society both in and out of the classroom.

Culturally Responsive Practices - Formulated practices derived from asset-based pedagogies that include, own, honor and celebrate students' cultural identities and lived experiences into the classroom as tools for effective instruction. They center the knowledge of marginalized communities in classroom instruction. As a result of CRP, all students are empowered to become lifelong learners and critical thinkers.

DEI - Diversity, Equity, and Inclusion

Diverse Learning Communities - Learning communities that support collaborative partnerships between students and staff to restructure curriculum to address structural barriers to educational excellence. They are inclusive of all races, ethnicities, genders, creeds, sexual orientations, and abilities.

Diversity - The practice or quality of including or involving people from a range of different social, racial, and ethnic backgrounds, genders, sexual orientations, abilities, etc.

Diversity Hiring - Hiring based on merit with exceptional care taken to ensure procedures have reduced biases related to a candidate's age, race, gender, religion, sexual orientation, and other personal characteristics that are unrelated to their job performance.

Equity - The quality of being fair and impartial to all while having the wherewithal needed to gain and or offer access and entry to opportunities without barriers against abilities, races, genders, ages, sexual orientations, religions, etc.

Equality - The state of being equal, especially in status, rights, and opportunities.

Global Lens - The practices, understanding and outlook of belonging, diversity, equity, and inclusion that fosters a mutual respect across cultures locally, nationally, and internationally to focus on the unique authenticity of deepening our connections to the current and future world.

Inclusion - The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.

Micro-aggression - Indirect, subtle, or unintentional discrimination against members of a marginalized group.

Racial Equity - A process and outcome. As an outcome, we achieve racial equity when race no longer determines one's socioeconomic outcomes; when everyone has what they need to thrive, no matter the color of their skin. As a process, we apply racial equity when those most impacted by structural racial inequities are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

RECIH[®] - Relationship Building, Engaging, Challenging, Impact, Instruction, and Inclusion

SEL (Social Emotional Learning) - According to **CASEL**, SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Please see their website for more information and deeper understanding of SEL.

Traditions - The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way. (Source: Oxford Dictionary)

Equity Vocabulary Specifically Selected For HPS

Bystander - A person who is present at an event or incident but does not take part. (Source: Oxford Dictionary)

Cultural Appropriation - The offensive, unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society. (Source: www.britannica.com)

Mirrors, Windows, and Sliding Doors - A metaphor dubbed by Dr. Roudine Sims Bishop that promotes life, cultural inclusivity, and belonging through literature. A mirror allows us to see ourselves in the context of our own lives. A window allows us to gain an understanding and value for people and places that are different than us. A sliding door allows us to form connections to others grounded in humility, humanity, empathy, and compassion.

Model Minority - Refers to a demographic group, typically an ethnic or racial minority that is perceived to have achieved a higher level of success or socioeconomic status compared to other minority groups or even the majority population. The stereotype originated in the United States and has often been applied to Asian Americans.

Representation - Includes, but is not limited to, the basic idea that images, media, writing, and or music should be reflected in a body of diverse works and populations. The act of

representing many can create safe and inclusive environments where ideas are diverse, perspectives are varied, and everyone feels valued, included, and a sense of belonging.

Up-stander - A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied. (Source: Oxford Dictionary)

Values - 1. The regard that something is held to deserve; the importance, worth, or usefulness of something 2. A person's principles or standards of behavior; one's judgment of what is important in life. (Source: Oxford Dictionary)

Datasets Requested

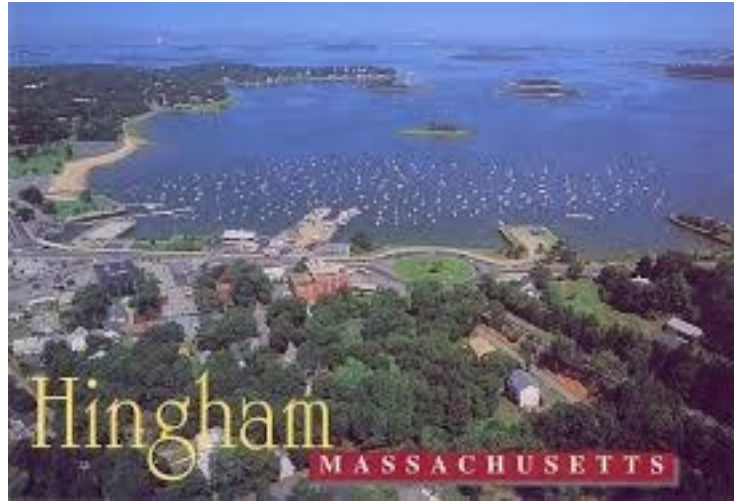
- Policies, procedures, practices, and plans
- Handbooks
- School websites
- HPS - Opportunity to visit in-person.
- Opportunity to engage stakeholders with District support
- Mission, vision, core values, and theory of action of the schools and District
- HPS's Professional Development Plan
- Blind Districtwide evaluation feedback
- Community vibe (e.g., a sense of belonging) both within and outside of HPS

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

HINGHAM, MA COMMUNITY OVERVIEW

Hingham is a coastal community in Plymouth County about 18 miles southeast of Boston, Massachusetts. According to the 2020 US Census there were 24,061 people living in Hingham. Census results report 95.2% white, 2% African American, 2.2% Hispanic/Latino, 0.2% Asian, and 2.1% two or more races. 81.8% of residents own their homes, and the median value of homes is \$1.020 million, and the median household income is \$206,384. 98.6% of residents are high school graduates, and 76.8% hold a bachelor's degree or higher.



Source: [Massachusetts Census Data](#)

Source: [US Census](#)

HINGHAM PUBLIC SCHOOLS

Hingham Public Schools educate 3,864 students in six schools serving grades pre-k through 12. The district includes four elementary schools (East, South, Plymouth River, and Foster Elementary one of which houses the integrated preschool, and three of which offer integrated full-day kindergarten), Hingham Middle School (grades 6-8) and Hingham High School (grades 9-12). There are also 5 private schools located in Hingham.

Mission, Vision, Core Values and Theory of Action

Strategic Plan | 2022-2025

HINGHAM
PUBLIC SCHOOLS

Hingham Together
Navigating Our Future

Our Mission
Together with students, staff, families and community, we cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community

Our Vision
All students will embark on a lifelong learning journey to flourish with empathy and confidence

Our Core Values

Strategic Objectives

- Spoke #1:** Culture of Collaboration and Community
- Spoke #2:** Culturally Responsive Teaching and Learning
- Spoke #3:** Healthy, Equitable, and Inclusive Communities
- Spoke #4:** Capital and Finance
- Spoke #5:** Human Resources and Leadership

Community Well-being

Student Centered

Innovative Learning

Inclusivity and Belonging

Lifelong Learning

Personal Excellence

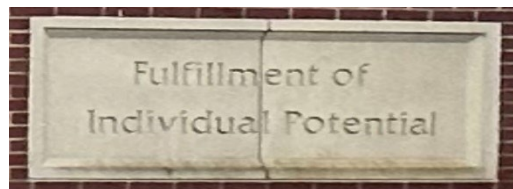
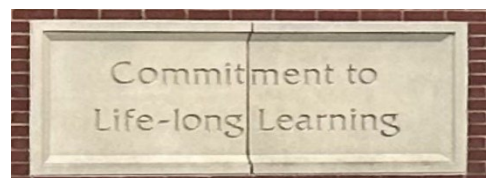
Civic and Global Responsibility

Hingham Public Schools | 220 Central Street, Hingham, MA 02043 | (781) 741-1500 | www.hinghamschools.org

THEORY OF ACTION

Through effective collaboration, two-way communication to ensure an inclusive culture and a sense of belonging, aligned, high-quality PK-12+ curriculum, innovative research-based practices, data-informed instruction, and strong leadership, equitable and inclusive environments, funding to provide effective, safe, and modern facilities, and a system of resources and support to ensure consistency in leadership, and a diverse staff that reflects the student, we will cultivate an equitable, inclusive, innovative learning environment that empowers all students to contribute to their local and global community.

Pictures Taken by TEP at HMS:



HPS STRUCTURES AND POLICIES

Purpose

The Equity Process examined various structures, policies, and procedures through a RECI® lens. Our goal was to investigate, interrogate, and capture evidence of alignment and misalignment of systems that support the district’s mission statement, core verbalized values and practices that support learning and teaching. Areas examined included the school committee, employee evaluations, employee manual, and student handbooks.

Summary

A short summary represents some notices made during our review of the included documents listed in this section. Bullets will offer our suggested recommendations for each category.

School Handbooks and Policies

HIGH SCHOOL HANDBOOK:

- Did not notice a welcome statement for students and families.
- The mission, core values, beliefs about learning, and expectations for student learning did not share a student-centered approach, appeared outdated, and not directly aligned to the most recent Strategic Plan.
- Limited SEL and or restorative language is embedded within the “CODE OF DISCIPLINE”.
- The philosophy statement in the athletics section of the handbook has language targeted SEL and student support language more than other parts of the handbook.

MIDDLE SCHOOL HANDBOOK

- The mission statement is on the cover.
- Begins with a welcome letter and states that translation is available.
- Page 3, family-school partnership is spelled out using inviting language.
- Limited evidence of equity and inclusion language throughout.

ELEMENTARY SCHOOL HANDBOOK

The elementary school handbook appears to be a base model for welcoming others, striving for committed behaviors over compliant ones, and aligned to district expectations. However, the use of the word “respect” can be subjective.

Recommendations:

- Create a districtwide Code of Conduct and Student Support that covers PK-12 (Example: [Syracuse, NY](#). This is an opportunity for the district to operationalize Spoke 1 of the Strategic Plan in a way that will be inclusive and rewarding.)
- The word equity itself does not appear in any of the handbooks. However, equity is a huge part of the strategic plan. Handbooks should be aligned with the strategic plan.

- The **Harassment Policy** is not specific and only reads that it will be “handled appropriately by the Administration. Wording should reflect the recommendation made in the previous audit that references that there is a *“Perception that when issues relative to bias arise, they are not dealt and swept under the rug and that there is a need for a systematic way to address incidents of bias within our schools.”*”
- What are the appropriate measures? Terms such as violations, enforcement, penalties, disciplinary, misconduct and offenses are used as opposed to “code of conduct infractions. Note: the term “disrespectful” is subjective.
- *Excessive parent conferences can minimize the attention given to students.* Parents should feel welcome to have access to the educators without limitations.
- “Extreme dress or appearance which is disruptive to the educational environment” This can be problematic when addressing Black girls and hair styles or pieces.
- Additional PD in restorative practices /further work on **Chapter 177 of the Acts of 2022** , which required alternative remedies prior to suspensions and expulsions.
- Ensure that all handbooks include a welcoming statement that directly addresses students and families in an effort to recognize them as a part of HPS’ collaborative community.
- Ensure the mission, core values, beliefs about learning, and expectations for student learning are clear, comprehensible, and aligned to that of the district’s in all handbooks
- Consider rewording policies to embody socio-emotional learning, culturally responsive, and compassionate practices.
- HHS should consider using the philosophy statement in the athletics section of the handbook for language that targets SEL and student support as a model for other parts of the handbook.

Human Resources

At the time of request, there was not a formal Human Resource handbook that included policies that support diversity in the workplace or diversity hiring. The information that we reviewed was compliance driven by labor laws. However, during our time in HPS, the processes for the handbook were under design as listed below.

- In progress of developing a strong system
- Recreating a system of management, resources, and inclusive hiring practices
- Redefining the system of equity by moving beyond regulations and towards building a culture of belonging grounded in celebrating differences and successes with a focus on sustainability and inclusivity
- Exploring best practices to improve the current operational practices and school-based hiring practices

Recommendations:

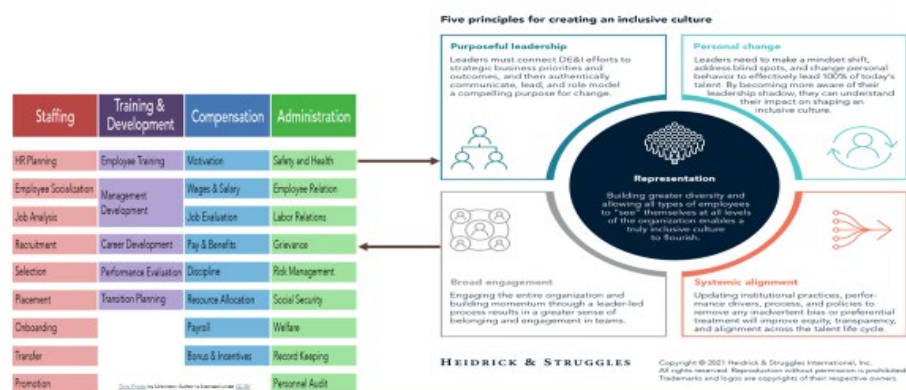
Create an HR handbook to consist of policies, procedures, and expected practices that include but are not limited to:

- Consider including language in the handbook to support the district's goals surrounding teacher quality, equity, and expectations in making sure the district staff reflects the student body.
- Consider incorporating language of anti-discrimination or equal opportunity statements.
- Review the Ed Trust Report: [Is Your State Prioritizing Diversity](#) and compare Massachusetts to the states who are finding success in diversifying their workplace. Then find more information and evidence of what works, to see if you can use others' best practices to inform your policies and practices.
- Include a diversity statement that speaks to the environment HPS will create (see most recent strategic plan) to support, empower, and celebrate members of the district's minority groups. The statement should not be buried within the policies but distinctly highlighted and explicitly state your intentions on the matter.
- Include statements and processes on values, performance management, talent development, retention, confidentiality, constructive/cooperative discipline, dress code, the evaluation process at all staffing levels, clear and transparent expectations of reciprocal communication between HR and staff and name how you will celebrate and incentivize achievements, milestones, and uniqueness.
- Ensure up-to-date and relevant job descriptions are created.
- Create a hiring handbook with common practices and strategies to guide school-based leaders and all who support the HR hiring process.

The below images offer an opportunity to envision the shift needed as you take a deeper dive into strengthening your HR Department:

Human Resources For The 21st Century

(Both boxes matter!)



(Sources: [Lumen Learning](#) and [Heidrick & Struggles](#))

Strategic Objectives

The Strategic Plan suggests to co-create, grow, and sustain a system of belonging for all through the following:

- Sustaining a culture of collaboration and community
- Practicing culturally Responsive Teaching and Learning
- Operating as healthy, equitable, and inclusive communities
- Ensuring structured, practical, and responsible fiscal management through capital and finance planning and operations
- Rebranding and supporting a strong human resources department
- Co-creating, implementing, and growing innovatively within 21st Century leadership practices for all leaders
- 26 Strategic Initiatives
- Budget/ Priority needs, capital needs — should go towards professional development
- Working to improve teaching, learning, and safe and supportive schools

The strategic plan is very easy to follow. The plan is heavily based on HPS community expectations as well as HPS community values.

QUESTIONS FOR HINGHAM TO CONSIDER

As the district continues to work toward the implementation of the Strategic Plan, the district and school leadership can consider how the plan is leveraged to support equity and inclusion of all students. Questions to consider include but are not limited to:

1. How does the implementation of the objectives in the plan disrupt inequity where it exists?
2. What is Hingham's vision of equity in action? What does the vision look like in practice?
3. How are incidents of bias addressed systemically, individually, and with follow-up?
 - a) During our time in Hingham, we heard dialogue centered on belonging. We did not observe sufficient alignment to the expectation in actionable ways - (Note: The Strategic Plan is new and was created by the current Superintendent, et al).
4. What does inclusion mean to Hingham? Who or what demographics are being left out? How do you know (where's the data)?
 - a) We noticed a persistent disparity in academic performance among student groups/ student subgroups. (it's suggested to be racial as Black students continuously seem to struggle almost 40% more than White or Asian students – see MCAS data)
 - b) We wonder if any disparities in academic performance also have to do with how students are grouped? Seminal research by organizations such as the National Education Association (NEA), ASCD, and **Wright Psych** indicate that leveling students increase the achievement gap and further promote inequities.

STUDENT DISCIPLINE

Purpose

The Equity Process reviewed publicly available data on student discipline to understand how disciplinary policies affect students. TEP reviewed 10 years of data going back to when they first began reporting in the 2012-13 school year. This data can be found on the MA DESE website.

Summary

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

Recommendations:

- It is important to drill down to understand which students are classified as “high needs” and identify specifically what is meant by that label. Even though the district reports low numbers of students who are disciplined, it is important to make every effort to keep every student in class.
- Overall, it appeared that the 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.

FACILITATED DISCUSSIONS

Purpose

The Equity Process conducted a series of facilitated discussions with Hingham Public School’s teachers, parents, school committee members, school-based leaders, and district leaders. This was done using our equity tool RECIII® to gauge each individual's perception and experiences in the district. Additionally, this step was necessary to take notice of the community’s perceptions through a system’s lens.

Summary

The questions were prepared for both school and district leaders. The questions were designed to address key areas, which included but were not limited to the following: years worked within/with the district, evidence of equitable practices, support, and capacity to execute potential next steps by using the **RECIII Framework**®.

The prepared questions focused on leadership, teaching, and learning practices within Hingham Public Schools. The data that has been collected represents the perspectives of the participants.

TEP will not share personal information about those who participated. Below you will find a sampling of responses from various participants.

The Full Complement of RECI® Based Questions

Relationship Building

- In what ways do adults set the tone for positive energy to foster and balance openness towards learning? How is it manifested in the classroom?
- What opportunities exist for students to build relationships with each other in classes?

Engaging

- How are students' interests incorporated into the curriculum and/or teaching methods? Do students have voice and choice in their learning opportunities?

Challenging

- In what ways do the curriculum and teaching methods create opportunities for students to use critical thinking and higher-order learning skills on a regular basis?

Impact

- How do you know that the lessons/curriculum taught in your school have the targeted impact on student learning at each grade level? Do they support students' needs based on the Portrait of a Graduate?

Instruction

- Do teachers and instructional staff receive adequate support to use the latest instructional strategies?
- How can you know that teachers are using instructional techniques that allow for student interaction and expression?

Inclusion

- How do you know that all your students feel a sense of belonging in their classes and within the wider school community?
- Do you feel that the classroom environments and public areas in your school are a warm, welcoming, and safe space for 100% of your community members?

THE FOLLOWING RESPONSES CAME FROM SCHOOL-BASE LEADERS AND DISTRICT LEADERS

In what ways do adults set the tone for positive energy to foster and balance openness towards learning? How is that manifested in the classroom?

- "Haven't observed."
- "Rules of the road: Respect, Kind staff/leadership does a good job of upholding the rules. Staff, model behavior in the classrooms and for kids."
- "Through respectful interactions together leading by example and bringing in positive energy."
- "Set the example. Part of the issue is everyone has their own biases when any biases are unchecked and not known it affects students. If they address these biases, then they won't come out in the classroom."

- “Celebrating routines, learning about students, creating co-created commitments, student small groups, reaching out to families, relationships between home and school, inviting parents in, students and staff work together to ensure students feel like they belong here.”
- “All of us have an open-door policy and offer multiple ways to maintain an open line of communication.”
- “Communication. Inquiring about their days and their feelings. Also just allow yourself to be open with students and share your life with them.”
- “Teachers start off trying to get to know students as individuals, learn who they are, about their experiences, and the things they like. Teachers also make appropriate connections outside of school.”
- “Group culture all school events, ‘One book, one student, one read’ , and Toolbox curriculum.”
- “Evidence of a growth mindset, Teachers work hard for students to understand that anyone can achieve, and skills can be built. It can also be seen through posters on the walls, scaffolding, Mantras, UDL (tier 1 intervention), and open mindedness.”
- “First thing comes to mind: Yes, we want history, but we really want some good and nice people. Who have a well-rounded personality; but love working with kids and developing positive groups of collaborative-ness.”
- “Primarily through modeling the expectations. Teachers are expected to model respect, care, maturity, and helping to grow and build the community.”

What opportunities exist for students to build relationships with each other in classes?

- “Group time (recess, lunch, think/peer/share) Especially Superhero of the week which students share everything about themselves and be the leader for the week.”
- “Depends on the school level. Elementary kids have recess, after school programs. But a lot of those programs cost money. In middle school and the High school, it is harder to say. Perhaps they have the time on their way to school, lunchtime, and sports.”
- “Opportunity lies a little further than the Rules of the Road. Kindness is good but we don't have a sense of others and that leads us to understand all.”
- “80% sports, extracurriculars/clubs, day to day classroom group work or paired work”
- “Different clubs and groups students have. Not sure how adults create the atmosphere for this though.”

How are students' interests incorporated into the curriculum and/or teaching methods? Do students have voice and choice in their learning opportunities?

- “Teachers are piloting UDL (foundations) for example math games, work partners, alone work, small groups. An American Indian (Indigenous) Research Project where students have more of a choice of the direction, they want to go in following a rubric.”
- “Not sure if they are incorporate. Maybe being able to pick their projects but it's definitely more teacher led. Perhaps they have more choices in the gym? But from my understanding its mainly teacher led.”
- “Recently, very recently, students have had a voice and choice within the last year (pathways). Previously the district was focused on athletics and academics.”
- “Students have a fair amount of choice in the building of their schedules. Teachers do a good job with integration in the classroom (sitting, partner, individual work, small groups, using the protectors)”
- “They have a choice in what they can produce after 12th grade.”
- “Asking students to think about identity and think about easy to take action.”
- “Based on current events, including today's civics.... Choice is offered through course selection.”
- “I don't know a ton about that, but students can have a choice.”
- “Enrichment activities, new ways, new ideas, and new clubs etc.”

In what ways do the curriculum and teaching methods create opportunities for students to use critical thinking and higher-order learning skills on a regular basis?

- “Math: Using math in a workshop model where students have productive struggles. ELA/Reading: Productive struggle with teachers - which reading program do teachers want to go with looking at student pilot gaps and learning.”
- “In homework maybe? In history class students lead discussions that help with critical thinking. Also, on different levels of reading books etc. It's hard because the curriculum really doesn't call for it.”
- “I think for the strong academically leading students we are. It's selective. We have not channeled our SWF, METCO, or BIPOC.”
- “Strong in that area, there is room for growth, right along with culture and climate. The Promotion across disciplines where teachers are focused on higher order thinking beyond content and memorization.”
- “Essential questions guide our work. Lots of writing as young as 6th grade working with documents. Different writing styles like debating, research, and Socratic summaries etc.”
- “Finding the joy in teaching and having high standards.”

How do you know that the lessons/curriculum taught in your school have the targeted impact on student learning at each grade level? Do they support students' needs based on the Portrait of a Graduate?

- “Looking at what's being taught.”
- “They do support student needs. From a parent’s perspective my middle school has progressed because of the curriculum even though it's very hard. They have progressed because I see their interest in the school changing which means that the impact is there.”
- “Test results and all of that but I measure it by how kids feel after they've left and what did they do after they've left.”
- “The methods of assessments being used, and the variety of different assessments being used.”
- “See if goals are met based on IEP’s.”

Do teachers and instructional staff receive adequate support to use the latest instructional strategies?

- “Sure, in house PDS are very focused.
- “As of late, yes, things are changing. The culture is also changing and becoming more inclusive than it has been in the past.”
- “PDs could be a lot stronger and offer a commitment to ‘see a big improvement’.”
- “We have over the last few years enabled teachers to have a high degree of choice in PD (in service time). Lots were a result of teacher leadership.”
- “Varies based on my department. What’s a place where we can move our instruction? Where teachers get observed, support, from general leadership and content leadership.”
- “Not always, in the past there were a number of offerings and staff would select. In the present the choice has been completely lost.”

How can you know that teachers are using instructional techniques that allow for student interaction and expression?

- “Based on talks with my kids.”
- “You would see it from the vibe of the classroom: are they smiling? Are they happy? Are they joyful or playful?”
- “Based on regular observations.”
- “Sometimes it’s just a feeling of knowing that I get when I walk into a classroom or get asked a question by a teacher.”

How do you know that all your students feel a sense of belonging in their classes and within the wider school community?

- “For my own kids I see it because they are interested, they have friends, they feel that they are heard but that is not the case for everybody.”
- “I think you know it when you see the smiles and joy within the kids. Are they happy? Are they off by themselves? How are we celebrating differences of others that do not look like the majority?”

Do you feel that the classroom environments and public areas in your school are a warm, welcoming, and safe space for 100% of your community members?

- “100% we make sure that everyone feels like they belong. Look at our library, a very diverse set of books with messaging in mind. The classrooms have birthday walls, Superhero of The Week and Gratitude board.”
- “Not for everybody but for some.”
- “Not 100% but for many, yes, but not for all. We do not have enough representation in all areas. We need to do more, especially around holidays. Adding more accessibility for students for instance a ramp should be added to the outdoor stage.”
- “No, there's a vision about where we are and what we want. Keep trying to get there but it's hard.”
- “No, there are some very safe and welcoming spaces but not 100%. There is lots of talking about this kind of work but not a lot of doing.”
- “Physically all are safe. However, Adults don't receive students with that attitude; it more so happens at the secondary level.”
- “A lot of veteran teachers want kids to mold into the box that they have built.”
- “No, no excitement shown toward teaching and learning. Staff does not have transparency during the process to include students.”
- “No but I think that we made great grains.”

PLEASE NOTE THAT THE ABOVE WAS FOR YOUR INFORMATION. THERE ARE NO RECOMMENDATIONS FOR THE SECTION.

FOCUS GROUPS

Purpose

One of the most important things we do when conducting an equity audit is to actively listen and learn from the people in the community. TEP held facilitated focus group discussions with a cross-section of stakeholders in the HPS community. These groups included:

- The Equity Committee (subgroups included staff, parents/guardians, and families, plus students)
- The METCO Program's middle and high school parents

Focus questions centered on the culture and climate in schools, student-connectedness, opportunity, equity, and safety. Asking and exploring the questions helped TEP to understand the lived experiences of students, staff, families, stakeholder engagement, and the wider community surrounding HPS.

Summary

We met with focus groups to gain their unique perspectives of life within HPS. Within this section you will notice a few specific findings, generalized findings, and information on how participants perceive their experiences within HPS.

The full complement of questions asked and their responses for the METCO Program and Equity Task Force Focus Groups:

Name some things that are going well.

METCO Program Parents:

- "I am impressed by a principal's attentiveness and intentionality, but at times he appears to be indecisive"
- "The awareness of hate and disrespect is swiftly handled and communicated by the schools."
- "Teachers have been very good at emotional support."

Equity Task Force:

- "I want to see autistic students receive services with a good transition; expressive language, well known positivity, and embracing the differences."
- "METCO Advocacy Day a few days ago was great. I saw students were standing up for themselves in ways that would improve their time here in HPS."
- "GSA at the middle school has shifted to students feeling safer, more seen, more comfortable. I'd say that they are finding a stronger sense of community in the general population."

What might you want to improve if you could?

METCO Program Parents:

- “After-school is difficult. We need a bus and perhaps try host families.”
- “Increased representation in teaching staff with other people of color or perhaps a motivational speaker who is BIPOC can speak to our kids on a monthly basis.”
- “Would love to see ongoing monthly (Not Black History Month) workshops for students. They need to see BIPOC greatness too.”
- “I would like for parents who have SWD to have more intimate updates that go beyond generalizations. I think a stronger family involved process can help build stronger and sustainable systems of reciprocal relationships and two-way communication.”
- “Because we are a METCO family, maybe just take the time to build stronger relationships with the METCO community.”

Equity Task Force:

- “Improvement in principal communication at the elementary level.”
- “Would love to see a more diverse staff in HPS.”
- “More staff should explore why this work is important.”
- “An improved and broadened understanding of SPED and its purpose would benefit the entire community.”
- “I want to see the middle school become more of a community.”
- “Wishing grades were not the only measure. An adoption of a more equitable grading system and practices.”
- “Cultivate a professional culture of growth, be a staff that is happy, growing and learning.”
- “A schedule that allows us to be human.”
- “Look closely at PLC so that we can be together more and grow from each other.”

How do your child/children feel about school from your perspective?

METCO Program Parents:

- “I think that my child is finding their way, NOW (implying that there were some initial challenges).”
- “It seems like a one-way street. It’s hard to articulate.”
- “That they are still Black no matter where they go.”

Equity Task Force:

- “Pressure to perform well vs buying into the learning process. I want them to grow their internal love for learning and their journey.”
- “Having a good time and are excited about the electives and different options offered this year.”
- “Some days kids have good things and some days there's room for growth.”
- “Elementary students are stressed out with MCAS. It's like how do we support their journey and not just the results?”
- “Happy, up and down, stressed.”

Tell me more about your experience in Hingham.

METCO Program Parents:

- “I wish more METCO parents would show up to meetings.”
- “It’s all the same ecosystem just different zip codes.”

Equity Task Force:

- “I’ve worked here 10+ years and I feel stressed but supported.”
- “I’m a better person because of the leaders I work with.”

How would you like to enhance unity in Hingham?

METCO Program Parents:

- “Students gather both ways; The City is beautiful. There are transportation systems. It's vibrant, diverse, has great food, a lot of sightseeing, and embraces a true picture of diversity.”
- “Have three mandatory meetings a year and add the dates to the school calendar.”
- “If we had better connections to Boston and in Boston.”
- “Create a survey to send out and ask what the needs of the parents are, those who have kids in METCO.”
- “Build stronger systems for Boston families to connect with other Boston families. Allow other METCO students to be intentionally engaged with other METCO students outside of the buses.”

Equity Task Force:

- “Look at best practices to see how we can make things better. ‘Building a better system with them in mind.’”

- “Look deeply at the wear and tear of the staff. How do we as a whole manage with being ripped to shreds or burn out?”
- “A program to visit other schools. Maybe ‘teacher for a day’ or a ‘visiting program.’”
- “Shifting to an understanding of intentions vs impact through clarity, understanding, openness, visibility, values, and our mission.”
- “Trust, creating more authentic partnerships and sustaining cultural practices.”
- “Take on a culture of ‘anti-racism’ with a strong stance.”

PLEASE NOTE THAT THE ABOVE WAS FOR YOUR INFORMATION. THERE ARE NO RECOMMENDATIONS FOR THE SECTION

EQUITY WALK DAY

Purpose

The Equity Process spent a day observing classrooms and common spaces within Hingham Public Schools. We used an observation tool called **RECIII**®. TEP believes The Framework is necessary to promote and document equitable practices observed in classrooms with a powerful sense of academic excellence and social engagement for all. Each member of the observation team has been trained on **RECIII**’s® tools prior to the day of observations. They were also trained in how to calibrate observations with relevant feedback to the school community which was observed.

Summary

Core teams including TEP consultants joined HSD leaders and staff to visit specific schools. On January 13, 2023, they visited 6 schools. They observed practices in classrooms, common spaces (hallways, cafeteria, playground, etc.), and offices. Using the **RECIII**® protocol, they recorded observations for each school and then conferenced to calibrate the observations, as well as offer feedback to school based leaders.

ELEMENTARY SCHOOLS

24 classrooms were officially visited: 6 classrooms at each school, while many others were unofficially visited and or observed from the doorway. During the visits to the elementary schools, there was an overall theme noticed. The theme encompassed exceptional care given to student development and growth.

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. Teachers across the schools addressed their students as “friends” or “warmly by name”, fostering a sense of inclusivity and belonging. Handicap accessible lockers were available at one school, ensuring accessibility for students with diverse needs. Sensory movement breaks were implemented along the hallways and in classrooms

visited, recognizing the importance of accommodating students' developmental, physical, and sensory requirements.

The schools collectively emphasized diversity and inclusivity through their book collections in both classroom libraries and main school libraries. Students openly shared their voice and had the autonomy to make many independent and collaborative choices. Students had access to a wide range of books that represented different cultures, backgrounds, and perspectives, promoting a broader understanding of the world. Lessons across the schools were culturally relevant, integrating significant historical events, various cultures, and individuals into the curriculum.

Evidence of teacher support and student confidence was apparent through goal-setting assignments displayed in classrooms. Some classrooms proudly displayed LGBTQIA+ flags, demonstrating support and acceptance for LGBTQIA+ students within the community. Artwork and classwork produced by students were thought-provoking and encouraged critical thinking, reflecting the community's commitment to challenging conventional thinking.

Student manipulative used within classrooms were diverse and inclusive, ensuring that all students felt represented and valued. Visitors to the schools were warmly invited to sit with the students, displaying a curiosity and openness that mirrored the community's commitment to strive for acceptance and belonging.

While each school had its unique attributes, the community as a whole strived to foster inclusive atmospheres that valued acceptance and promoted the social and emotional well-being of all students. During our visits, efforts were made to create engaging environments that supported students' growth and provided equal opportunities for participation and success. Collectively, the community of schools aimed to create a positive and inclusive educational experience for all students within their care on a systems level.

SECONDARY SCHOOLS

8 classrooms were officially visited: 4 classrooms at each school, while many others were unofficially visited and or observed from the doorway. During the visits to the secondary schools, there was an overall theme noticed. The theme encompassed a regard for rigorous instruction and learning.

At both secondary schools, teams observed bookshelves in the classrooms that celebrated and honored diverse cultures, races, various genders, religions, and abilities. These bookshelves showcased a shared commitment to inclusivity and provided students with the opportunity to learn about and explore cultures and ethnicities beyond those represented in their immediate environment.

The implementation of lessons in the secondary classrooms demonstrated a clear focus on promoting cross-cultural understanding and appreciation. Teachers led students in learning

experiences that expanded their knowledge of different cultures and encouraged them to explore diverse perspectives. It was evident that the schools' objective is to foster an environment where students could develop a global mindset and appreciate the richness of diversity.

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.

It was noticed that students were appropriately engaged in the social aspects of learning within the secondary classrooms. However, there was an observation made in 3 out of 4 classrooms in both schools where social engagement or collaborative engagement seemed to be primarily led or inspired by the adults in the room. This indicated a potential imbalance in the opportunities for students to take the lead in their own collaborative learning experiences.

In addition, the seating arrangements in these classrooms featured more rows of desks rather than collaborative clusters. This layout limited the opportunities for students to engage in deep learning through collaborative consultations with their peers. The arrangement of desks also seemed to create a dynamic where students relied more heavily on teacher support, potentially limiting their opportunities for productive struggle and independent problem-solving.

*To gain a broader sense of the seating arrangements at the secondary level, the teams informally looked into every classroom whose doors were opened as they passed. Those observations led to a microcosmic perspective, which indicated that there was a trend towards similar seating arrangements throughout the secondary level in many rooms. These observations shed light on the potential need for the district to reevaluate and reconsider the seating arrangements at the secondary level.

The kindness factor was evident at the secondary level in both schools. Spirited leaders played a crucial role in creating a positive and supportive atmosphere. They made a point to recognize students by name in the hallways and subtly during classroom visits, fostering a sense of personal connection and acknowledgement.

We observed many students with cheerful expressions, radiating confidence and displaying a strong sense of engagement. The classrooms were filled with vibrant energy as learners actively participated by eagerly raising their hands and demonstrating enthusiasm. These observations strongly suggested that the majority of students felt valued and supported in their learning environment.

In one of the schools, the main office had a basket filled with "kindness rocks," which likely served as a reminder of the importance of kindness and compassion within the school community. Additionally, during a school lunch period, the team was greeted by the district's support dog and her caretaker, further enhancing the warmth and positive atmosphere of the

school. These gestures demonstrated a desired commitment to creating a nurturing and inclusive environment for students.

Lastly, the teachers in both schools exuded energy and were seen smiling and laughing with students in ways that were infectious and appropriate. This positive interaction between teachers and students fostered a strong sense of connection and rapport, contributing to a positive and supportive learning environment.

Overall, the secondary schools displayed a desired commitment to kindness, warmth, and supportive relationships. The spirited leaders, presence of a support dog, and engaging teachers all played a role in creating a positive and joyful atmosphere where students felt valued, supported, and motivated to learn.

* NOTE: It was later shared that some classrooms are shared amongst staff. i.e., some teachers do not have a permanent classroom.

Recommendations:

- Allow visual displays to provide opportunities to mirrors, windows, and sliding doors for all in your community.
- The district should further assess its own capacity in understanding the concept of mirrors, windows, and sliding doors and its direct connection to global and civic engagement grounded in confidence and a sense of belonging.
- The district should further assess its curriculum to align through the lens of mirrors, windows, and sliding doors.
- Collaboratively create a process that extends to a seating policy for classroom set-up, especially for shared classrooms. Offer PD to staff on the benefits of collaborative seating for students and shared space(s). We suggest that district work with school-based leaders to create a districtwide plan that supports classroom space sharing goals and shared expectations. The plan must not negatively impact teaching and learning.
 - Creating more opportunities for collaborative learning and student-led engagement can enhance social interaction and foster independent thinking and problem-solving skills. It may be beneficial to explore alternative seating arrangements that promote a more interactive and collaborative learning environment in secondary schools.
- Create a sense of community where all staff carefully monitor spaces to ensure any hurtful language and actions are immediately addressed. (*Note: The district should see student comments in Student Survey for further context.*)

TEACHING AND LEARNING: SURVEYS

Purpose

The purpose of the surveys was to gain deeper knowledge about the Hingham School District and the values of varying stakeholders using the **RECI Framework®**. Survey respondents answered a series of brief statements centered around community values through relationship building, level of engagement, challenging experiences, the impact of teaching and learning, the school community, the level of global instruction and a strong sense of belonging to an inclusive environment.

Summary

Survey questions focused on **RECI®** areas of **Relationship Building, Engagement, Challenge, Impact, Instruction, and Inclusion**. Please see the following pages in this section for the full complement of questions that were administered among participants. Three stakeholder groups were surveyed. There was a total of 1,589 participants including 287 staff some of which were teachers, 1,227 students, and 75 parents/guardians and families from across the district. This portion of the report includes notable findings from stakeholder responses.

The charts shared in this section represent areas in which participants have a slight to significant difference. The responses showed a difference in the perceptions of the participants.

Survey Key

Survey Response Color	Representation
Blue	Strongly Agree
Red	Agree
Orange	Neutral
Green	Disagree
Purple	Strongly Disagree

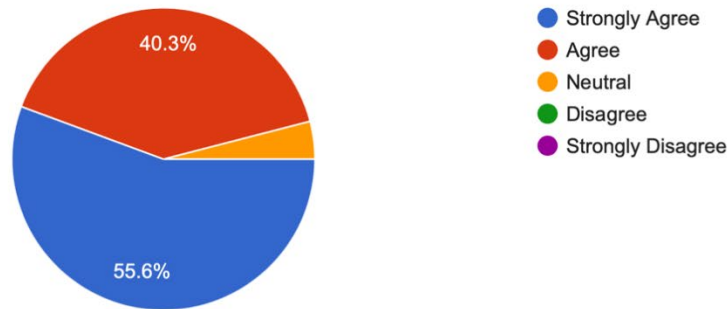
Relationship Building

The vast majority of staff and teachers in elementary schools believe there is a school culture that fosters a positive climate that fosters openness to learning, and opportunities for students to build relationships. There is a noticeable shift in perception at the middle and high school levels. With that, students and families still report feeling that there are opportunities for strengthening the relationships between students and staff.

ELEMENTARY SCHOOL TEACHERS AND STAFF

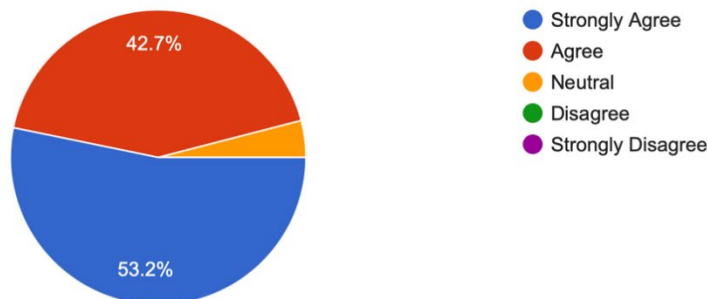
Relationship Building: Our school culture promotes a positive climate that fosters openness towards learning.

124 responses



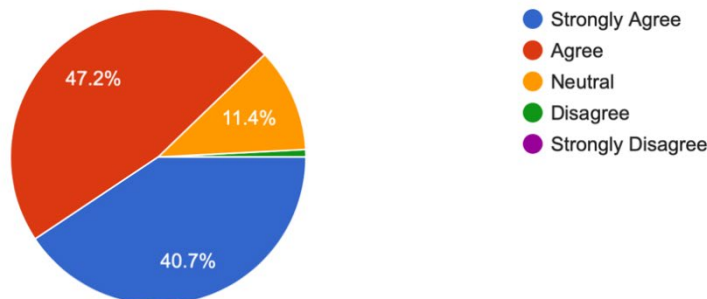
Relationship Building: Do you believe that at least 80% of students in our school have a trustworthy adult to confide in?

124 responses



Relationship Building: Opportunities exist for students to build relationships within our school community.

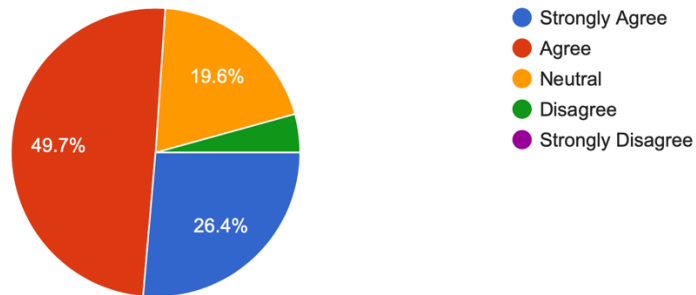
123 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

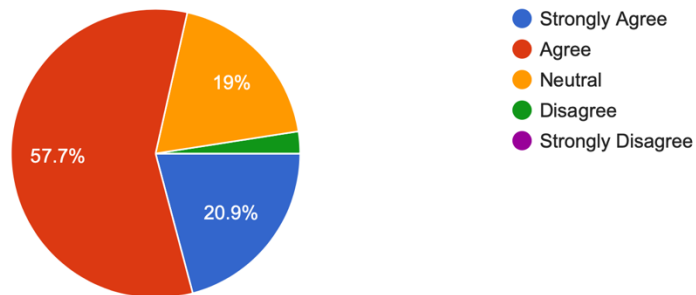
Relationship Building: Our school culture promotes a positive climate that fosters openness towards learning.

163 responses



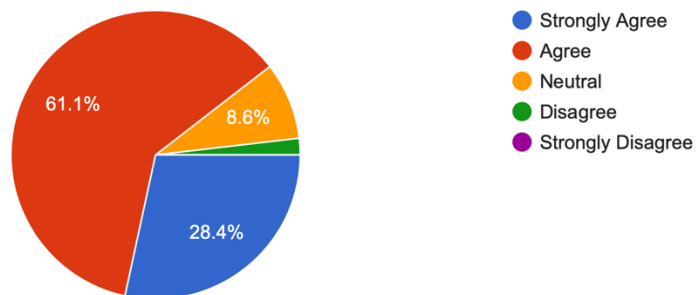
Relationship Building: Do you believe that at least 80% of students in our school have a trustworthy adult to confide in?

163 responses



Relationship Building: Opportunities exist for students to build relationships within our school community.

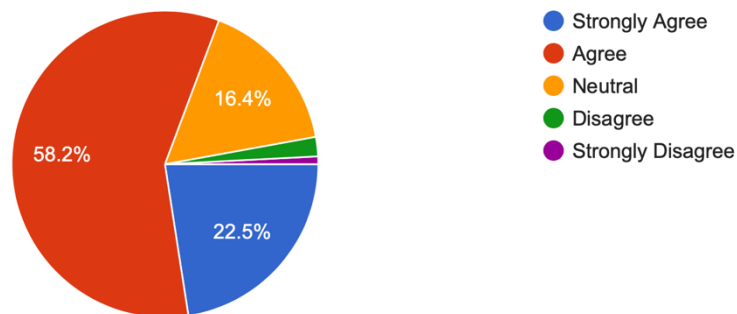
162 responses



MIDDLE AND HIGH SCHOOL STUDENTS

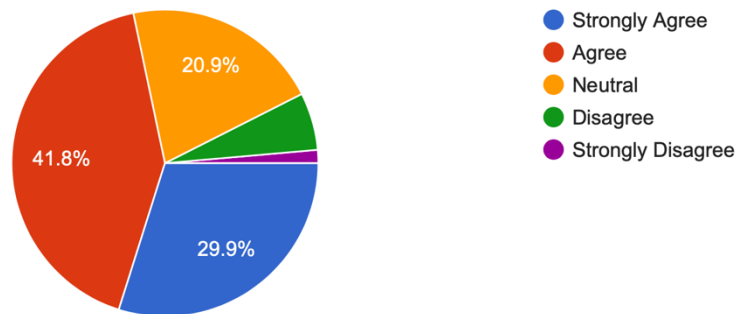
Our school culture promotes a positive climate that fosters openness towards learning.

1,224 responses



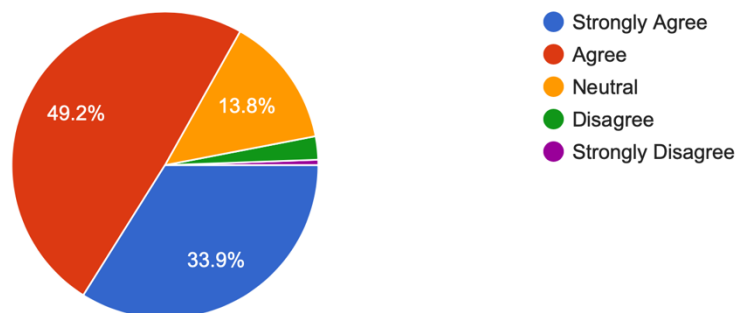
I have a trustworthy adult at school to confide in.

1,222 responses



Opportunities exist for me to build relationships with other students in our classes.

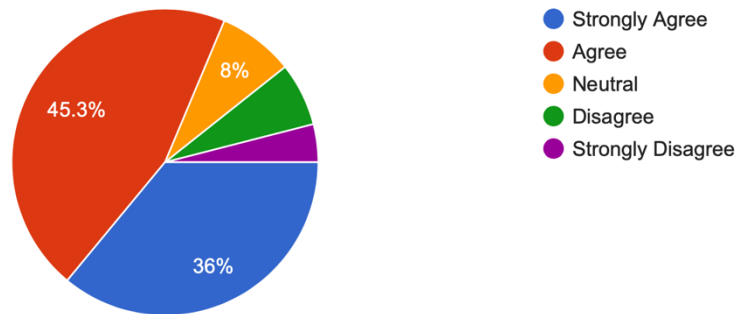
1,223 responses



PARENTS/GUARDIANS AND FAMILIES

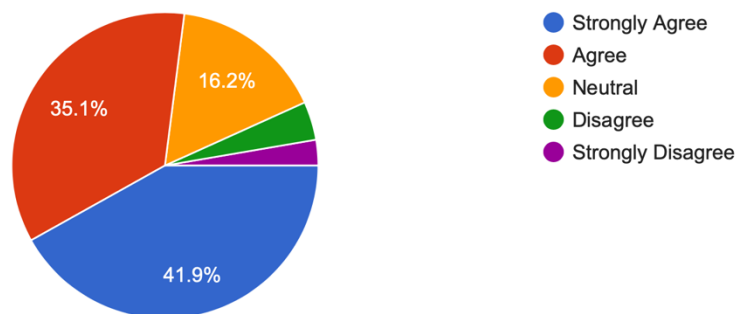
Relationship Building: My child's school fosters a positive and supportive learning environment.

75 responses



Relationship Building: Do you believe that your child has a trustworthy adult at school that they can depend on?

74 responses



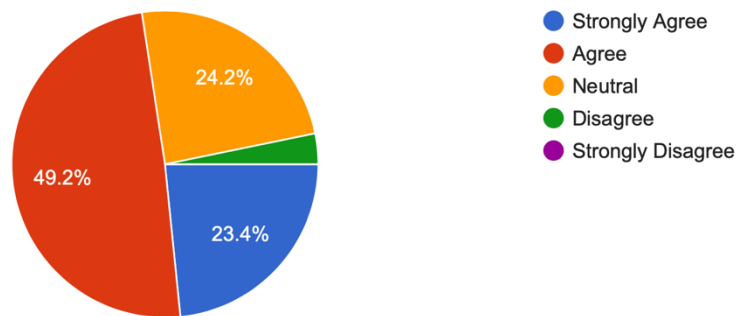
Engaging

When it comes to engagement, HPS elementary staff self-responded with nearly similar ratings 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.

ELEMENTARY SCHOOL TEACHERS AND STAFF

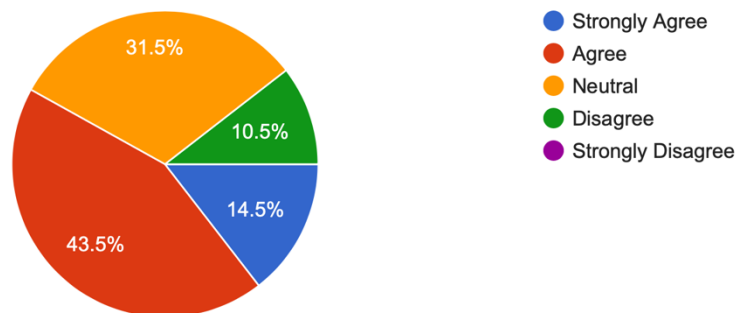
Engaging: Students' interests are incorporated into the curriculum and/or instructional practices used in our building.

124 responses



Engaging: Students at our school have voice and choice in their learning.

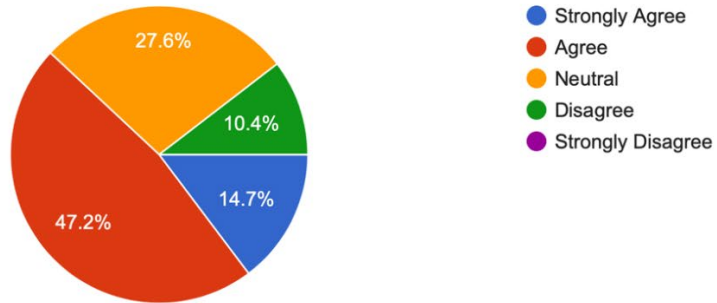
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

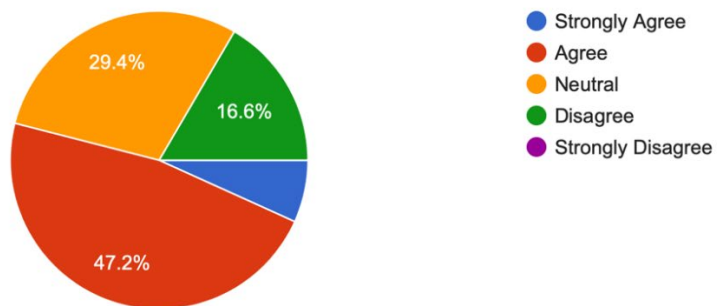
Engaging: Students' interests are incorporated into the curriculum and/or instructional practices used in our building.

163 responses



Engaging: Students at our school have voice and choice in their learning.

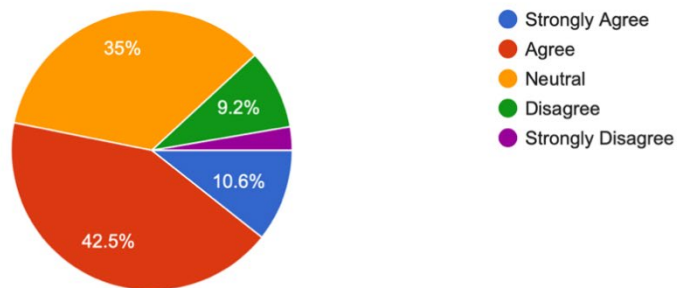
163 responses



MIDDLE AND HIGH SCHOOL STUDENTS

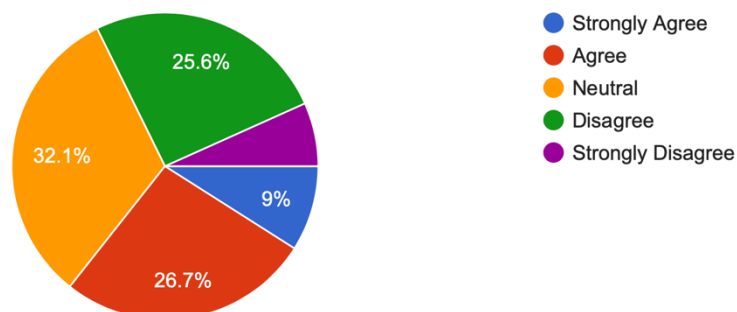
My interests are incorporated into the curriculum and/or teaching methods used in our classes.

1,221 responses



I have a voice and a choice in how I learn in my classes (for example, a voting process to choose projects/literature/topics that matter to students).

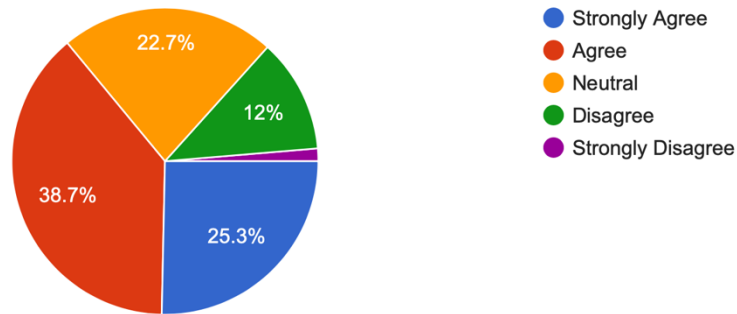
1,223 responses



PARENTS/GUARDIANS AND FAMILIES

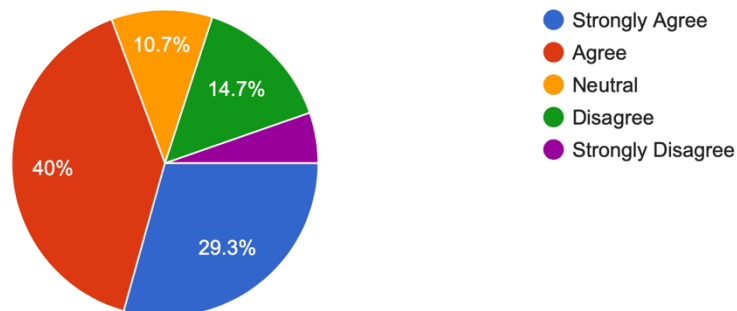
Engaging: My child has opportunities to pursue their interests through the school's curriculum.

75 responses



Engaging: I believe that my child has choices and opportunities to express their needs and opinions in class(es).

75 responses



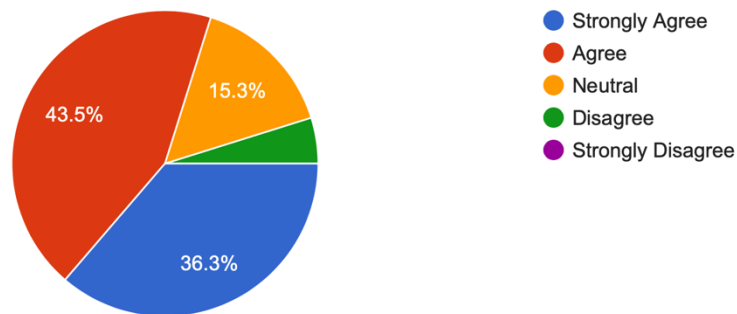
Challenging

When it comes to challenging content and academia, teachers and staff indicate they are helping students develop critical thinking skills. Families and students did not agree at the same rate with the statements as teachers and staff.

ELEMENTARY SCHOOL TEACHERS AND STAFF

Challenging: The curriculum and instructional practices used in our school create opportunities for students to apply critical thinking skills and engage in higher-order learning on a regular basis.

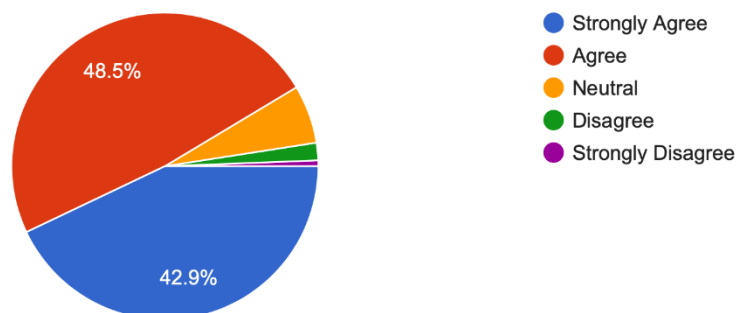
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

Challenging: The curriculum and instructional practices used in our school create opportunities for students to apply critical thinking skills and engage in higher-order learning on a regular basis.

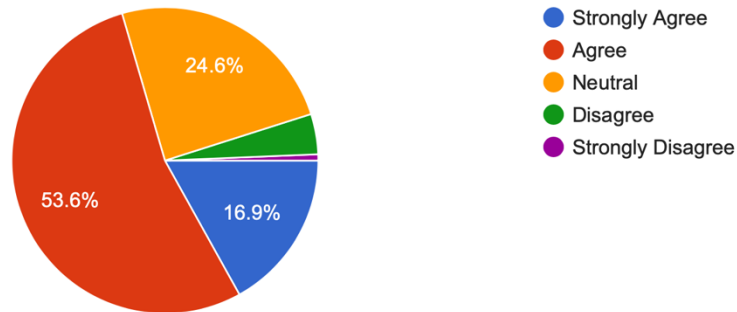
163 responses



MIDDLE AND HIGH SCHOOL STUDENTS

The curriculum and teaching methods used in my classes create opportunities for students just like me to use critical thinking.

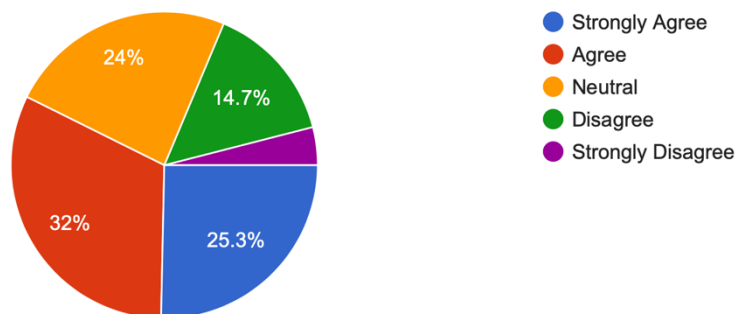
1,223 responses



PARENTS/GUARDIANS AND FAMILIES

Challenging: The curriculum and teaching methods used in my child's classes create opportunities for students to use critical thinking.

75 responses

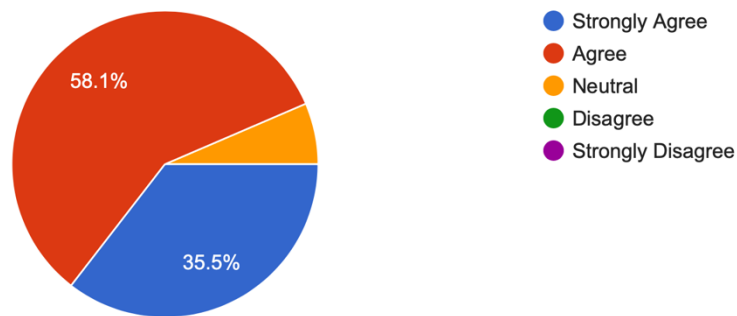


Impact

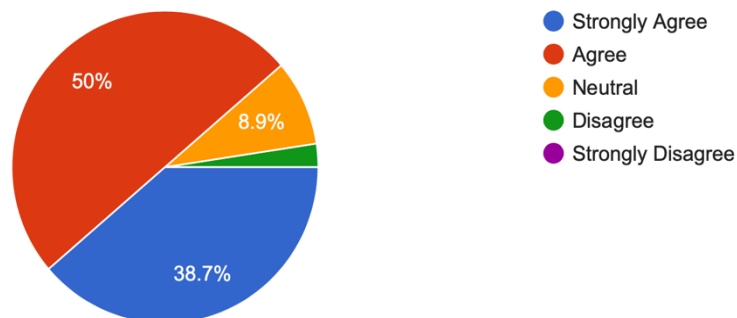
The impact of lessons and curriculum scored favorably across the board as rated by teachers, staff, and students.

ELEMENTARY SCHOOL TEACHERS AND STAFF

Impact: The lessons/curriculum taught in our school have the intended impact on student learning.
124 responses



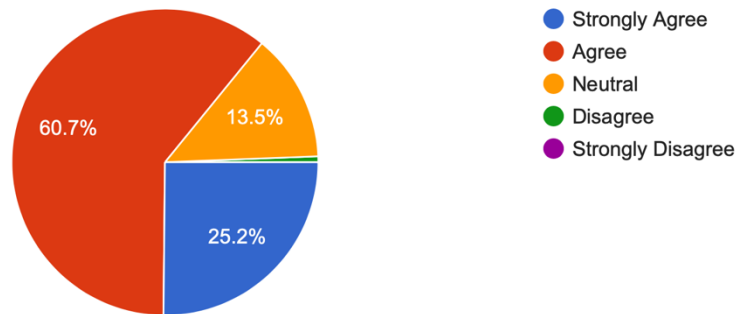
Impact: The curriculum and teaching methods used in our school support students' future paths.
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

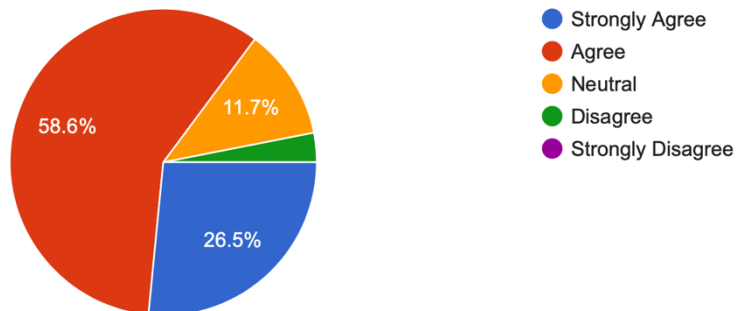
Impact: The lessons/curriculum taught in our school have the intended impact on student learning.

163 responses



Impact: The curriculum and teaching methods used in our school support students' future paths.

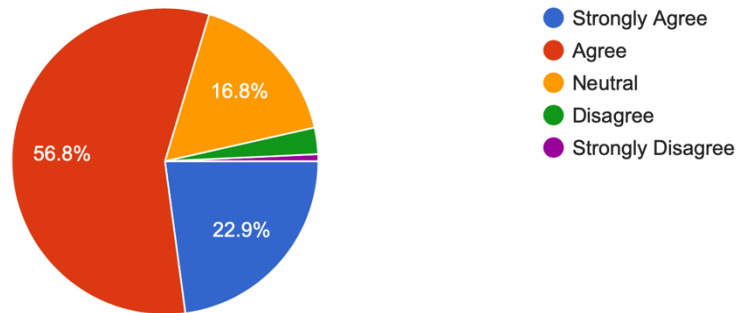
162 responses



MIDDLE AND HIGH SCHOOL STUDENTS

The lessons/curriculum taught in my classes have helped me to grow and advance my learning.

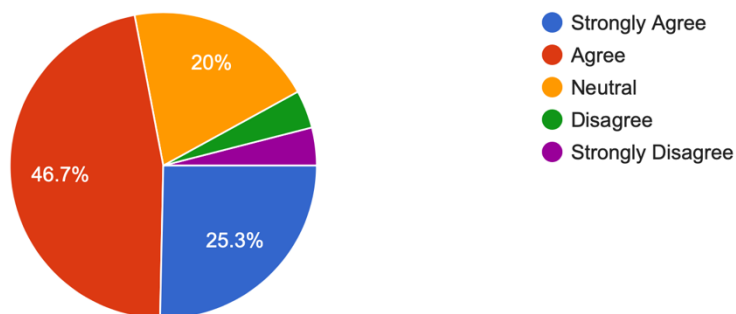
1,220 responses



PARENTS/GUARDIANS AND FAMILIES

Impact: The lessons/curriculum taught in my child's classes have helped them to grow personally and progress academically.

75 responses



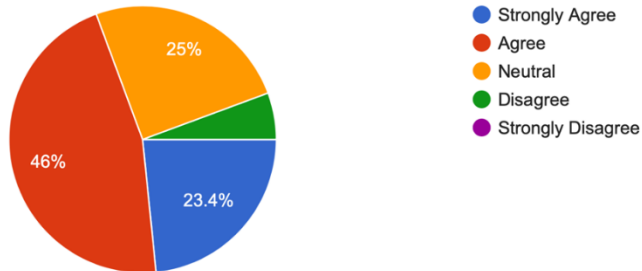
Instruction

Teachers indicated that they need more support to implement best practices and desire more input on professional development offerings and opportunities.

ELEMENTARY SCHOOL TEACHERS AND STAFF

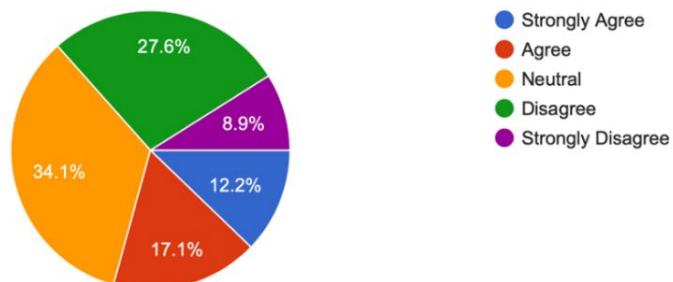
Instruction: Teachers and instructional staff in my school receive adequate support in the implementation of best instructional practices.

124 responses



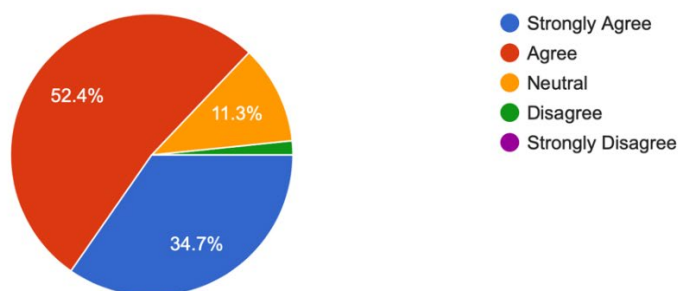
Instruction: Teachers and instructional staff in my school have input on the professional development offered in our district.

123 responses



Instruction: Instructional techniques are employed in our school that allow for student interaction and expression.

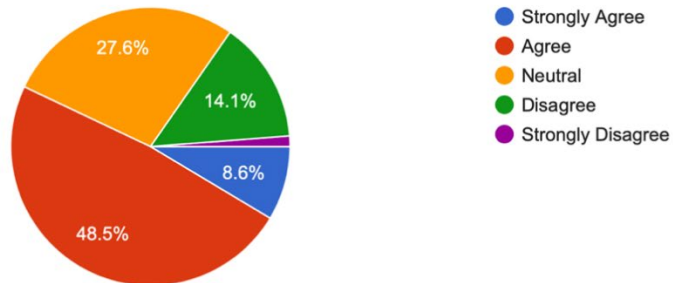
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

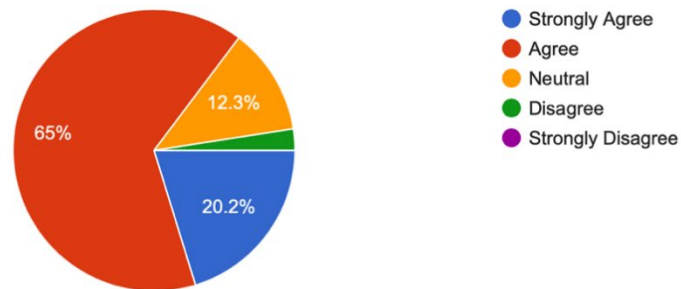
Instruction: Teachers and instructional staff in my school receive adequate support in the implementation of best instructional practices.

163 responses



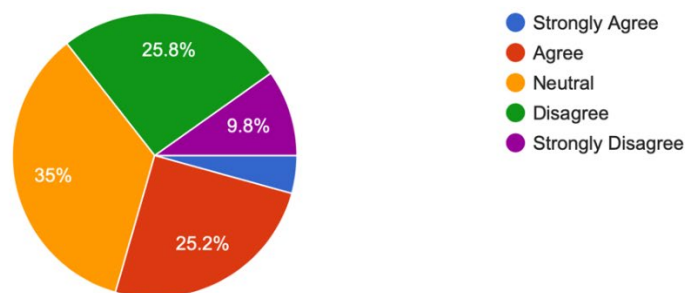
Instruction: Instructional techniques are employed in our school that allow for student interaction and expression.

163 responses



Instruction: Teachers and instructional staff in my school have input on the professional development offered in our district.

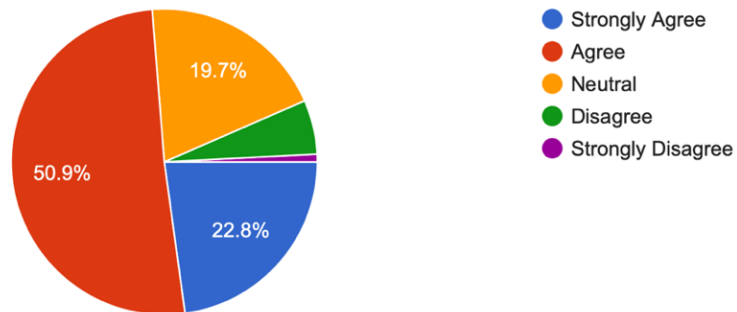
163 responses



MIDDLE AND HIGH SCHOOL STUDENTS

During my classes I have opportunities for interaction with other students and opportunities to express my ideas.

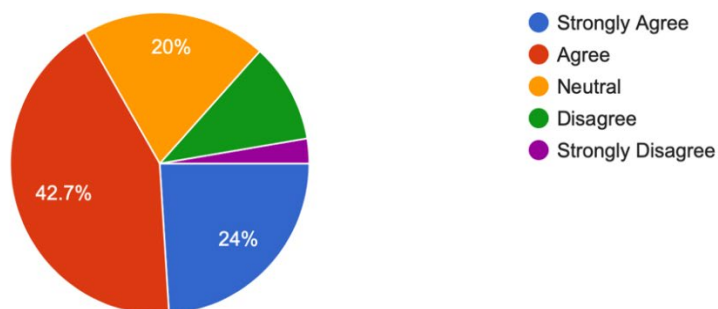
1,222 responses



PARENTS/GUARDIANS AND FAMILIES

Instruction: The instructional strategies used in my child's school allow for student interaction and expression.

75 responses



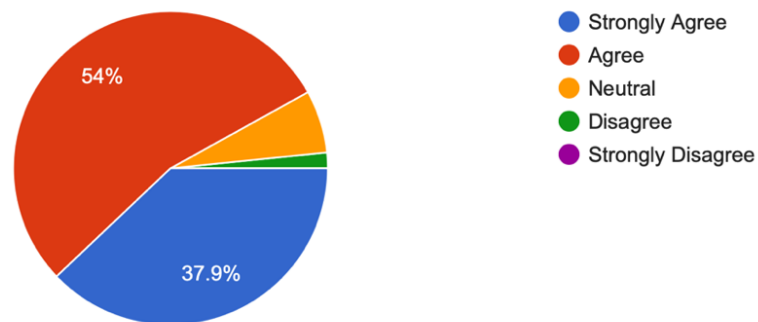
Inclusion

Some concern was expressed by students in regard to public spaces in the middle and high school per responses. Also, this was noticed in the narrative responses *not* shared in this Audit but reported to the Senior Leadership Team of HPS.

ELEMENTARY SCHOOL TEACHERS AND STAFF

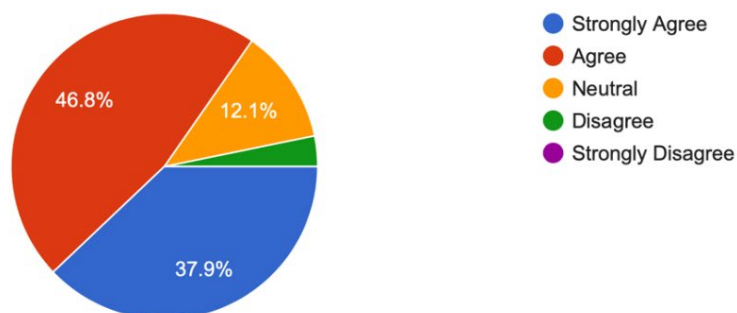
Inclusion: Students in our school feel a sense of belonging in their classes and within the wider school community.

124 responses



Inclusion: The classroom environments and public areas in our school are warm, welcoming, and safe spaces for 100% of our community members.

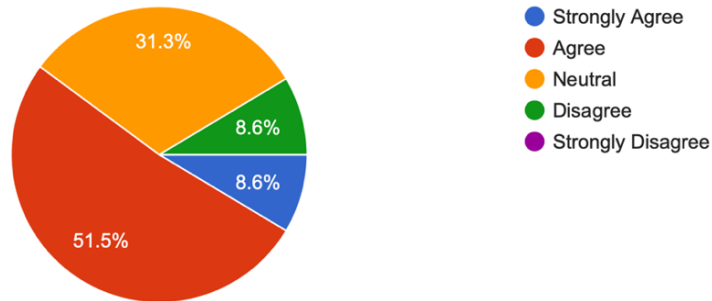
124 responses



SECONDARY (MIDDLE AND HIGH) SCHOOL TEACHERS AND STAFF

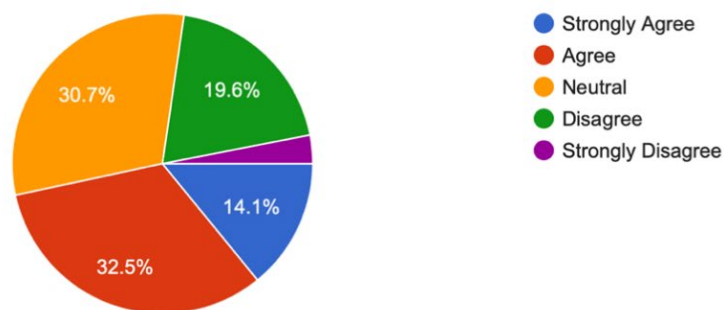
Inclusion: Students in our school feel a sense of belonging in their classes and within the wider school community.

163 responses



Inclusion: The classroom environments and public areas in our school are warm, welcoming, and safe spaces for 100% of our community members.

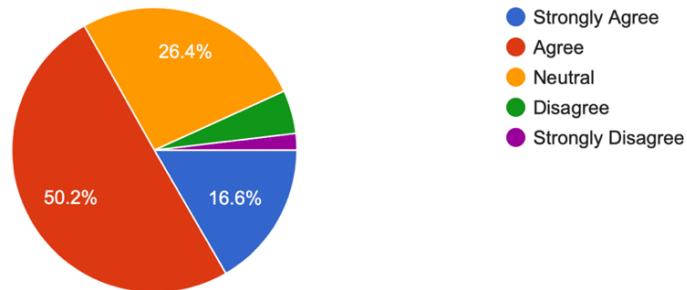
163 responses



MIDDLE AND HIGH SCHOOL STUDENTS

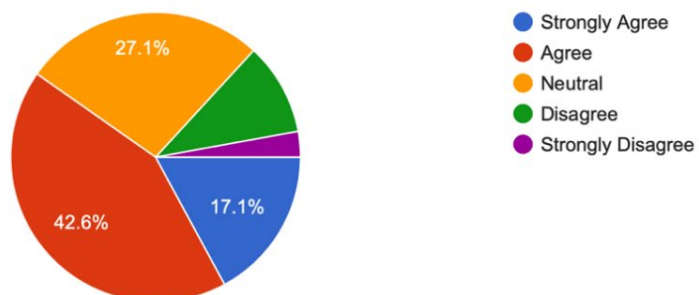
My fellow students and I feel a sense of belonging in our classes and within the wider school community.

1,221 responses



The classroom environments and public areas in my school are a warm, welcoming safe space for 100% of our community members.

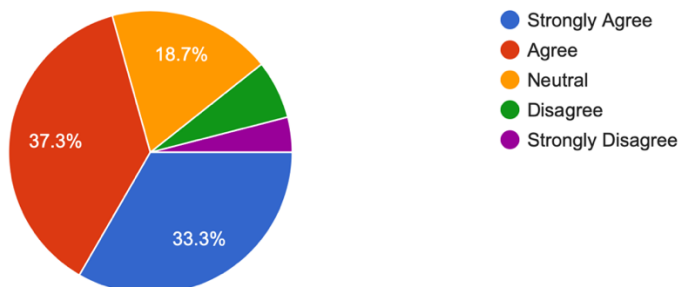
1,222 responses



PARENTS/GUARDIANS AND FAMILIES

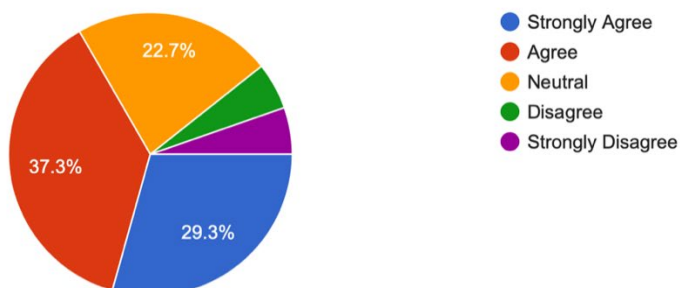
Inclusion: My child feels a sense of belonging within their classes and the wider school community.

75 responses



Inclusion: The classroom environments and public areas in my child's school are warm, welcoming, and safe spaces for all community members.

75 responses



Recommendations:

The following recommendations are based on the findings of the surveys and feedback from HPS administrators.

- The town did an ADA compliance audit of HPS buildings. Please see it here. In addition to the Town Audit, consider a physical accessibility revaluation. Some instructional spaces may be inaccessible to the general public and may be challenging to people with mobility challenges. The district is aware of these needs and is working toward addressing these physical plan concerns. However, funding for larger capital projects is a concern for the district.
- Q: We wondered if every member of the classroom community is able to reach the supplies or the bathroom pass?
- Assess and identify accessibility to technology. Text-to-speech and speech-to-text is directly written into IEPs and 504 plans (and should be a part of UDL practices).

- Consider how technology can be used to provide equal access and reduce barriers for all students.
- To further form a stronger sense of belonging, offer both students and adults opportunities to intentionally develop and or enhance active listening skills through a compassionate and empathetic lens. Sample Resource: [Positive Psychology](#)
- Explore the use of restorative practices as a tool to build empathic listening and enhance positive interactions. Restorative justice is a means to strengthen the community, support a culture and create a sense of belonging. It can also serve as a means to repair harm when it occurs in a community.
 - Use restorative practices as a tool for exploring concerns that deny students of their opportunities to access [physical space, technology, curriculum, learning, communicating, joy, etc.].
- TEP believes that it would be amazing to hear about students' lived experiences with both physically accessing the building; and with technology that can help them. Consider a short survey given to students that explores the concept of disabilities and how they are impacted.
- In the narrative section of the Student Survey, several students indicated feeling isolated and bullied in the middle and high schools, particularly those that do not participate in sports. Examine this more deeply. HPS has stated their commitment towards fostering a sense of belonging. We also noticed their commitment to action during our time in HPS. Please continue to center your students who feel othered and or invisible.
- Consider an annual student, staff, and family survey to collect data to inform the district and schools' efforts on a sense of belonging.

Hingham Data Review

Student Performance by Race

From 2019 to 2022, there were fewer than 10 Black, Asian, Hispanic/Latino, and/or multi-race students enrolled at each grade level in Hingham (i.e., some grade levels had fewer than 10 Black students, some had fewer than 10 Asian students, etc.). Because MCAS achievement level percentages are **only calculated for groups with 10 or more students**, grade-by-grade comparisons of student performance by race could not be made. Instead, data was compared at the aggregate level for students across grades 3-8 for ELA and math, and for students in grades 5 and 8 for science.

MCAS Acronym Key

SGP	Student Growth Percentile
EL	English Learners
SWD	Students with Disabilities

ELA MCAS

As Figure 1 shows, the Black student group consistently had the lowest percentage of students meeting or exceeding expectations on the ELA MCAS from 2019 to 2022. In 2022, only about half of Black students met or exceeded expectations. In contrast, the Asian student group consistently had the highest percentage of students meeting or exceeding expectations. In 2022, over 80% of Asian students met or exceeded expectations.

While there was a slight decrease in performance for all racial/ethnic groups in 2022, multi-race students and white students had the biggest decline in the percentage of students meeting or exceeding expectations. In 2022, 69% of multi-race students met or exceeded expectations, compared to 86% in 2019. Similarly, in 2022, 73% of white students met or exceeded expectations, compared to 84% in 2019.

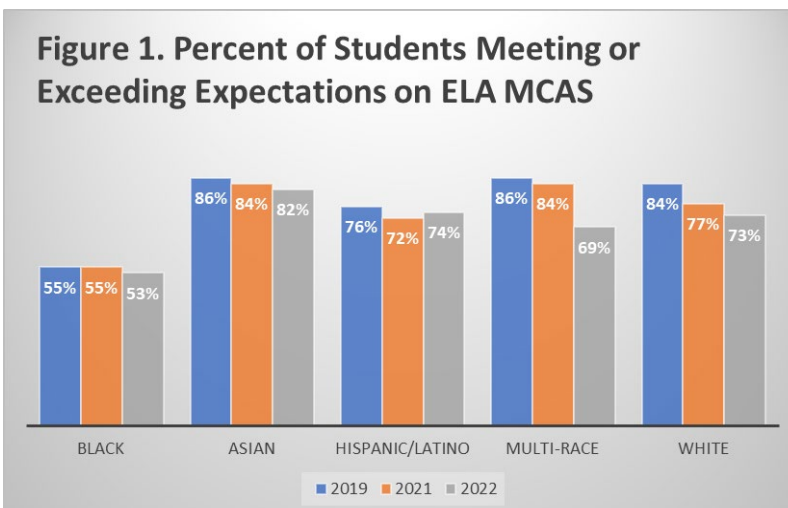
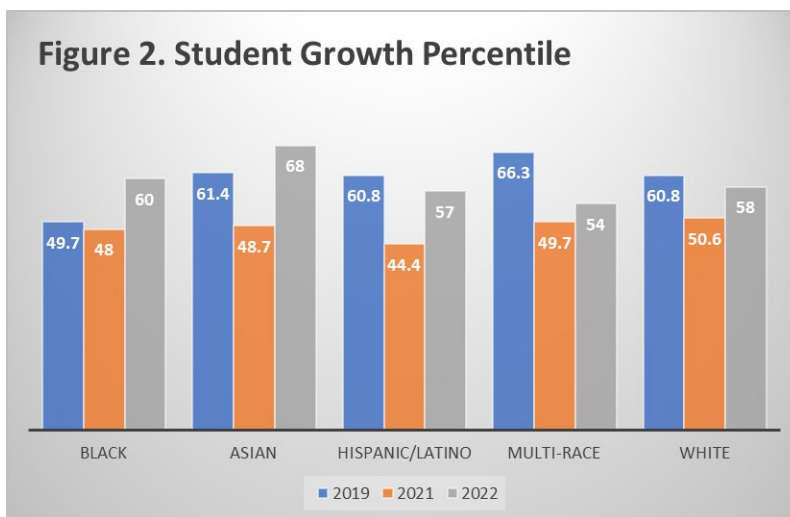


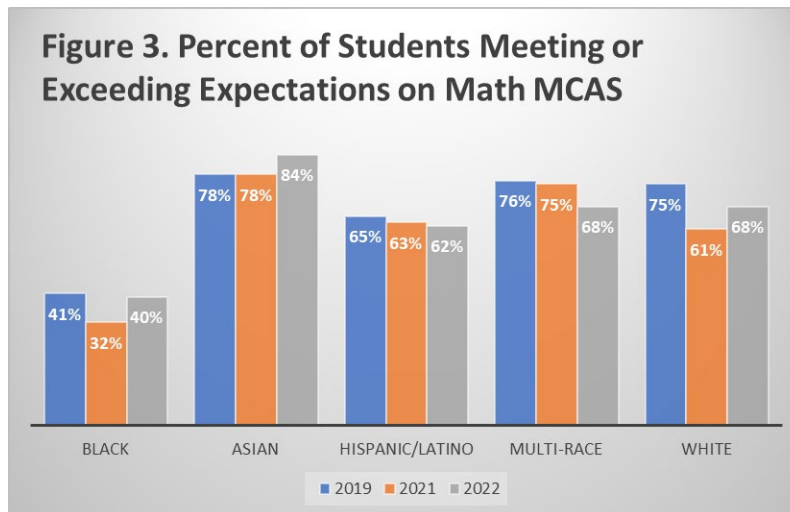
Figure 2 shows that Black students and Asian students are the only student groups who had a higher average student growth percentile (SGP) in 2022 than in 2019. In 2022, Asian students had the highest average SGP at 68—meaning that Asian students in Hingham showed more improvement between 2021 and 2022 than 68% of students with similar MCAS score histories statewide. Black students had the second-highest average SGP at 60—meaning that Black students in Hingham showed more improvement between 2021 and 2022 than 60% of students with similar MCAS score histories statewide. This SGP is a large increase from 2019 when Black students had the lowest SGP of all racial/ethnic groups in Hingham at 49.7.



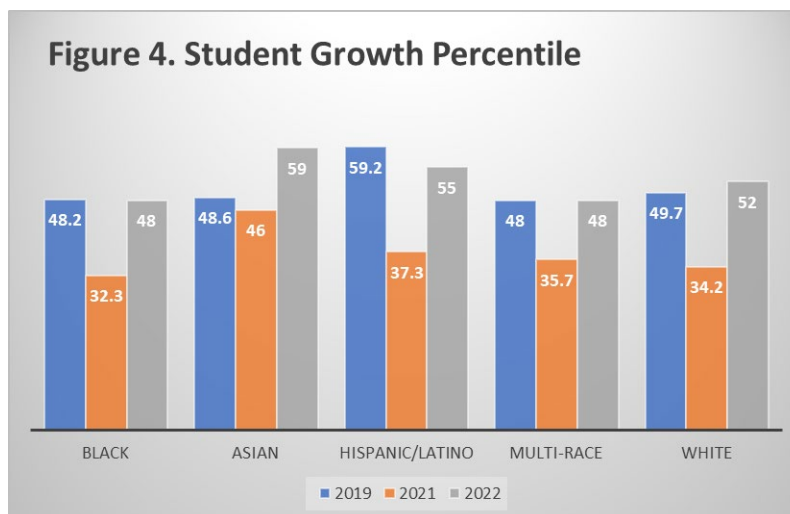
Math MCAS

As with the ELA MCAS results, the Black student group consistently had the lowest percentage of students meeting or exceeding expectations on the math MCAS from 2019 to 2022 (see Figure 3). Fewer than half—40%—of Black students met or exceeded expectations on the math MCAS in 2022. Additionally, the gap between the percentage of Black students meeting or exceeding expectations and the percentage of students of other racial/ethnic groups meeting or exceeding expectations is larger in math than in ELA.

Once again, the Asian student group consistently had the highest percentage of students meeting or exceeding expectations across the three years. In 2022, over 80% of Asian students met or exceeded expectations on the math MCAS. Asian students were also the only group to not experience a drop in performance at any point between 2019 and 2022.



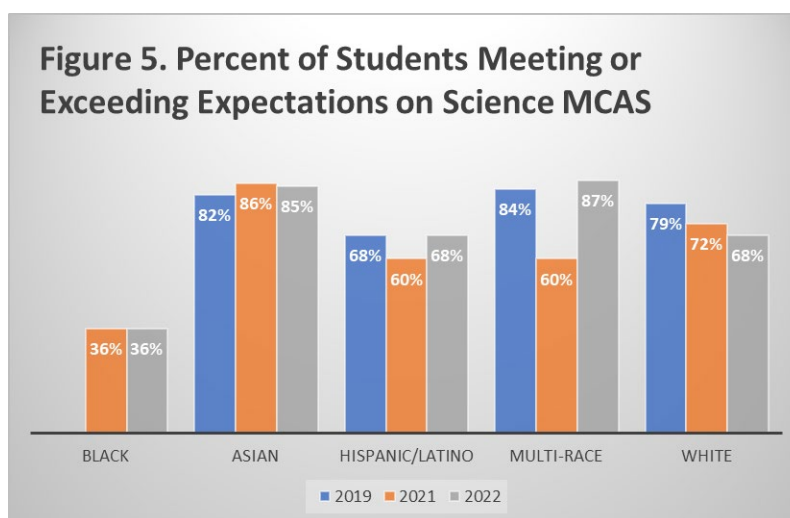
The drop in performance between 2019 and 2021—indicative of the pandemic—was greatest for Black students and white students. This drop was specific to math and was not seen on the ELA MCAS. By 2022, a similar percentage of Black students met or exceeded expectations as in 2019. For white and multi-race students, however, their 2022 performance remains notably lower than their 2019 performance.



Unlike what was seen on the ELA MCAS—where Black students had one of the highest SGPs in 2022—Black students consistently had the lowest or near lowest average SGP in math from 2019 to 2022 (see Figure 4). Asian students again had the highest average SGP in 2022 with 59. All racial/ethnic student groups returned to their pre-pandemic SGPs in math in 2022, with the exception of Hispanic/Latino students.

Science MCAS

When analyzing science MCAS data, it is important to remember that each year's results are different groups of students (i.e., the students in grades 5 and 8 in 2019 are not the same students as those in grades 5 and 8 in 2021). It is for this reason that we do not have SGP data for the science MCAS: students are not taking the science MCAS year after year. However, in the case of the data shown in Figure 5, some students represented in the 2022 results will indeed be the same as some students in the 2019 results. Namely, students who were in grade 5 in 2019 were in grade 8 in 2022.



Looking at Figure 5, the Black student group once again had the lowest percentage of students meeting or exceeding expectations on the science MCAS each year (note that there were fewer than 10 students in grades 5 and 8 in 2019, so data is not reported). Just over a third of all Black students met or exceeded expectations in both 2021 and 2022. The Asian student group once again had among the highest percentage of students meeting or exceeding expectations. In 2022, the only student group that had a higher percentage was the multi-race student group. A substantially higher percentage of multi-race students met or exceeded expectations on the science MCAS in 2022 than in 2021: 87% compared to 60%. Lastly, the white student group saw a consistent decline in students meeting or exceeding expectations over the three years.

Questions for Consideration:

- 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?
- Math performance seemed to be particularly affected by the pandemic/remote year, especially for Black students. What efforts were made between 2021 and 2022 to

accelerate math learning for all students? For Black students specifically? How can these efforts be expanded and/or sustained?

- The disparity between the percentage of Black students meeting or exceeding expectations and the percentage of students of other races/ethnicities meeting or exceeding expectations was largest on the science MCAS. Why might that be? Are there supports, practices, resources, etc. that are provided in ELA and math that are not provided in science?
- 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? Are there differences in practices and/or achievement worth exploring?

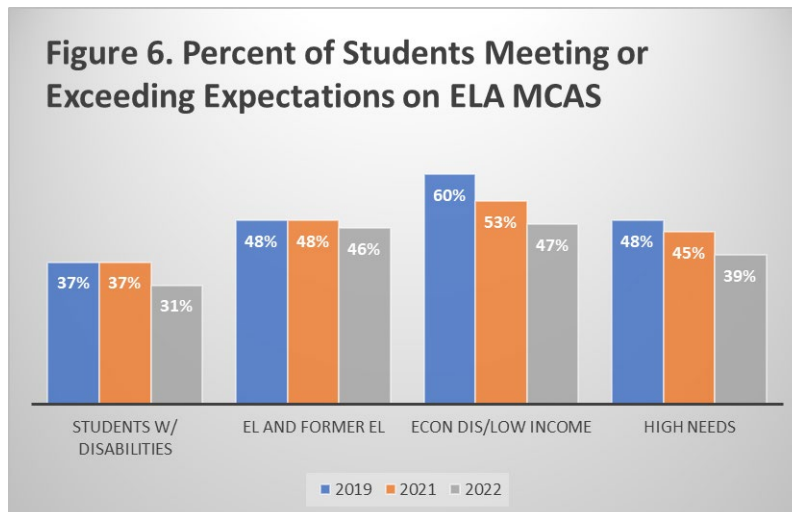
Student Performance by Selected Populations

From 2019 to 2022, there were fewer than 10 EL and former EL students enrolled at each grade level in Hingham. Because MCAS achievement level percentages are **only calculated for groups with 10 or more students**, grade-by-grade comparisons of student performance for the selected populations could not be made. Instead, data were compared at the aggregate level for students across grades 3-8 for ELA and math, and for students in grades 5 and 8 for science (with the exception of EL and former EL students, who had fewer than 10 students in grades 5 and 8 each of the three years).

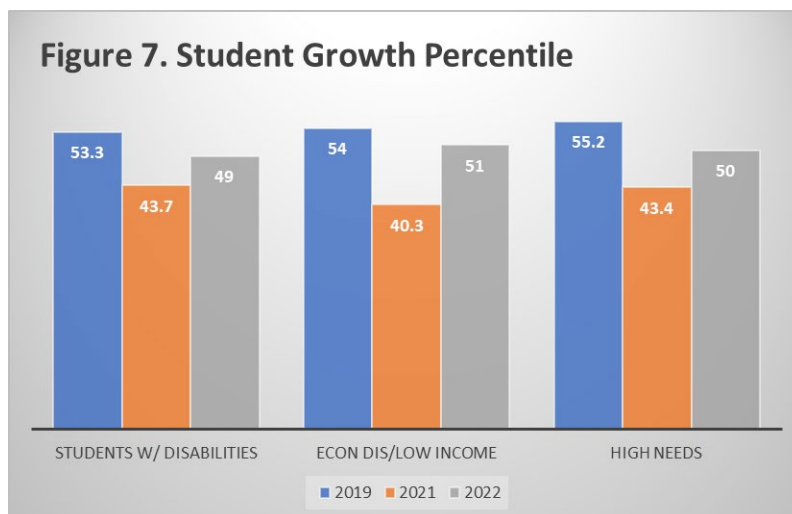
Additionally, there were fewer than 20 EL and former EL students who could be included in the SGP calculation each year. Because SGP is **only calculated for groups with 20 or more students**, SGP for EL and former EL students was not reported and cannot be compared.

ELA MCAS

In 2022, fewer than half of students in any of the student groups met or exceeded expectations on the ELA MCAS (see Figure 6). Students with disabilities had the lowest percentage of students meeting or exceeding expectations from 2019 to 2022. In contrast, the low-income student group had the highest percentage of students meeting or exceeding expectations, but this percentage dropped notably each year. EL and former EL students performed the most consistently across the three years.



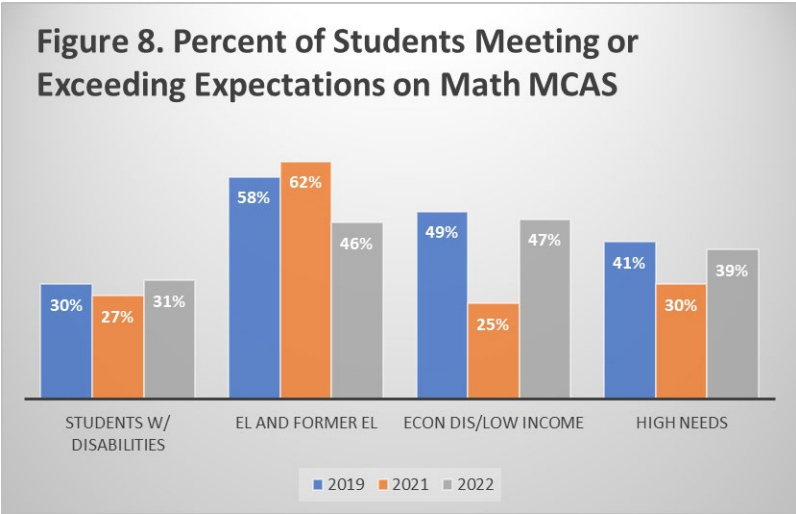
Looking at Figure 7, students with disabilities and low-income students had similar growth each year, with both groups showing a near average growth (an SGP of around 50). In other words, students with disabilities and low-income students in Hingham showed more growth than about half of students with similar MCAS histories across the state.



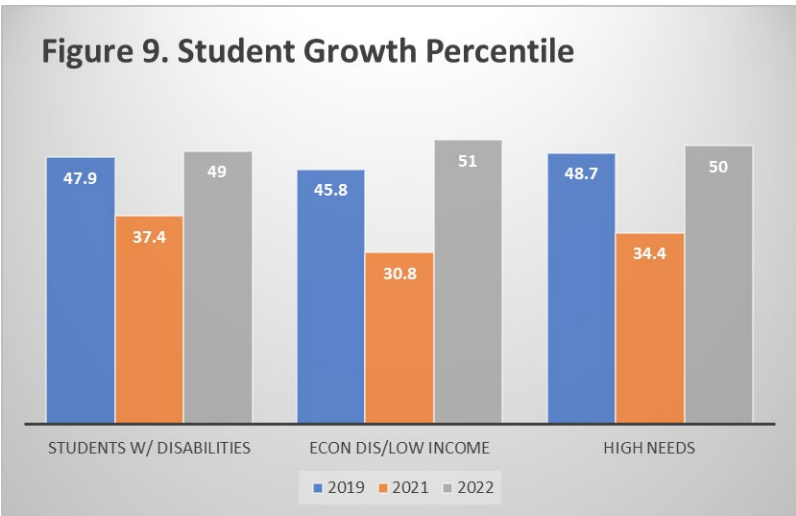
Math MCAS

Figure 8 shows that once again, students with disabilities had the lowest percentage of students meeting or exceeding expectations on the math MCAS, with the exception of 2021, when low-income students had a slightly lower percentage. Also in ELA, the performance of students with disabilities stayed relatively consistent across the three years. This consistency was not the case for EL and former EL students and low-income students. The percentage of EL and former EL

students meeting or exceeding expectations on the math MCAS increased from 2019 to 2021, only to decrease notably in 2022. In contrast, the percentage of low-income students meeting or exceeding on the math MCAS decreased by over 25 percentage points from 2019 to 2021, only to increase back to near 2019 levels in 2022.

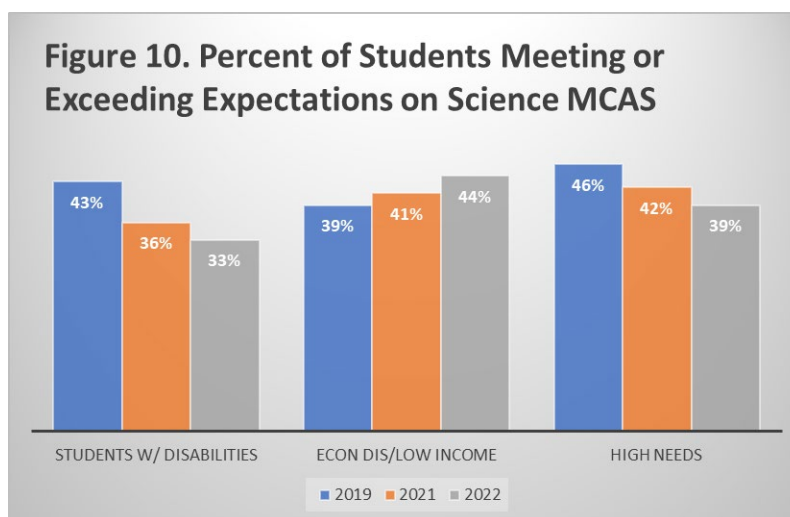


As with the ELA MCAS, students with disabilities and low-income students saw relatively similar growth year to year on the math MCAS (see Figure 9). Both groups showed a nearly average growth compared to students with similar MCAS histories across the state.



Science MCAS

Students with disabilities and low-income students had opposite performance trajectories from 2019 to 2022 on the science MCAS (see Figure 10). Whereas the percentage of students meeting or exceeding expectations decreased year to year for students with disabilities, the percentage of students meeting or exceeding expectations increased year to year for low-income students.



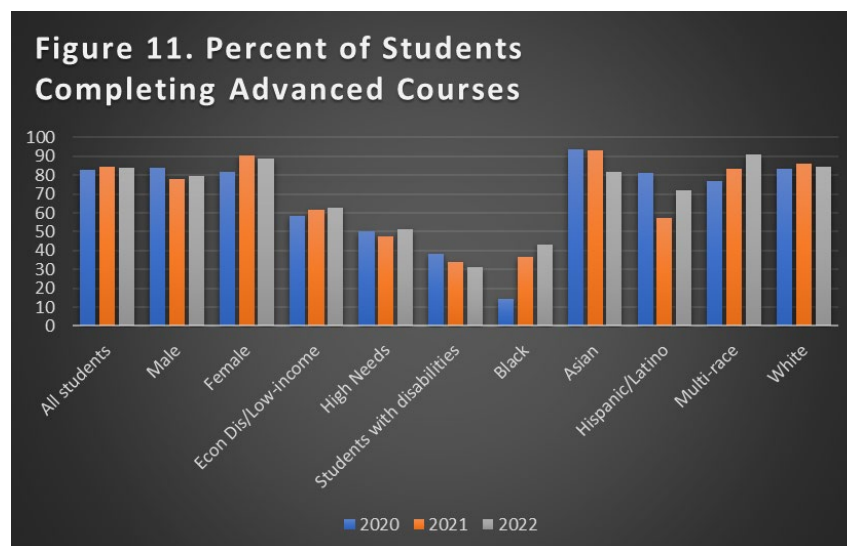
Questions for Consideration:

- For students with disabilities and EL and former EL students, there was little change in the percentage of students who met or exceeded expectations on the ELA MCAS during the pandemic/remote year (i.e., the same percentage of students met or exceeded expectations in 2021 as in 2019). However, students with disabilities, EL and former EL students, and low-income students all saw a decline in the percentage of students meeting or exceeding expectations in 2022. What additional supports were provided between 2019 and 2021 that were no longer provided in 2022, if any? What new supports could be provided to accelerate ELA learning for these groups of students?
- Math performance varied greatly depending on student group. Considering the math supports and practices implemented over the past few years, what may account for these differences? Additionally, what supports and practices used in 2022 might have accelerated math learning for low-income students, and could these practices and supports be provided to all students?
- Students with disabilities consistently had among the lowest percentage of students meeting or exceeding expectations across MCAS exams. What practices and policies can

be reviewed to determine the root cause of this lower performance? What additional supports can be provided?

*Advanced Course Completion Data

As Figure 5 shows, the overall percentage of students completing advanced courses stayed relatively the same from 2020 to 2022. Black students and students with disabilities had the lowest percentage of students completing advanced courses over all three years. Fewer than half of all Black students and students with disabilities completed advanced courses. Notably, though, the percentage of Black students completing advanced courses consistently increased over time—most substantially between 2020 and 2021—whereas the percentage of students with disabilities consistently decreased.



While the Asian student group had the highest percentage of students completing advanced courses in 2020, this percentage dropped quite a bit from 2021 to 2022. Instead, in 2022, multi-race students and females were among those with the highest percentage of students completing advanced courses, with the percentage for multi-race students consistently increasing year over year.

Hispanic/Latino students saw the biggest drop in the percentage of students completing advanced courses between 2020 and 2021. This percentage increased in 2022.

Complete Results

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 (see tables with full student group data over three years below). For example, in 2022, 83% of all students completed advanced courses in math, compared to only 14.5% completing advanced courses in ELA. This 14.5% is a notable increase from 2020, though, only 9.8% of all students completed advanced courses in ELA. Certain student groups—including Hispanic/Latino students, Black students, and students with disabilities—were particularly less likely to complete advanced courses in ELA. For example, no students with disabilities completed advanced courses in ELA in any of the three years.

2022

Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject							Ch 74 Secondary Cooperative Program
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects	
All Students	636	533	83.8	14.5	83.0	24.8	1.4	6.6	1.9	11.2	0.0
Male	344	273	79.4	7.3	78.8	22.4	2.0	6.1	2.3	9.0	0.0
Female	291	259	89.0	23.0	88.0	27.8	0.7	7.2	1.4	13.7	0.0
High needs	103	53	51.5	5.8	51.5	5.8	2.9	1.0	1.0	1.9	0.0
English learner (EL)	1										
Students with disabilities	61	19	31.1	0.0	31.1	0.0	1.6	0.0	0.0	0.0	0.0
African American/Black	7	3	42.9	14.3	42.9	0.0	0.0	0.0	0.0	0.0	0.0
Asian	22	18	81.8	22.7	77.3	40.9	13.6	4.5	4.5	9.1	0.0
Hispanic or Latino	25	18	72.0	4.0	72.0	24.0	0.0	4.0	0.0	8.0	0.0
Multi-race, non-Hispanic or Latino	22	20	90.9	22.7	86.4	36.4	0.0	18.2	9.1	18.2	0.0
White	560	474	84.6	14.3	84.1	24.1	1.1	6.4	1.6	11.3	0.0
Low income	56	35	62.5	10.7	62.5	10.7	1.8	1.8	1.8	3.6	0.0

2021

Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject							Ch 74 Secondary Cooperative Program
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects	
All Students	639	539	84.4	14.6	83.6	26.9	0.2	5.0	2.5	17.1	0.0
Male	311	243	78.1	9.6	77.2	24.1	0.3	4.2	1.6	10.9	0.0
Female	328	296	90.2	19.2	89.6	29.6	0.0	5.8	3.4	22.9	0.0
Economically Disadvantaged	55	34	61.8	3.6	58.2	10.9	1.8	1.8	3.6	10.9	0.0
High needs	105	50	47.6	1.9	45.7	6.7	1.0	1.0	1.9	5.7	0.0
English learner (EL)	1										
Students with disabilities	62	21	33.9	0.0	33.9	0.0	0.0	0.0	1.6	0.0	0.0
African American/Black	11	4	36.4	0.0	36.4	0.0	0.0	9.1	0.0	0.0	0.0
Asian	14	13	92.9	28.6	92.9	50.0	0.0	0.0	0.0	28.6	0.0
Hispanic or Latino	21	12	57.1	14.3	57.1	19.0	0.0	0.0	0.0	14.3	0.0
Multi-race, non-Hispanic or Latino	18	15	83.3	22.2	83.3	38.9	0.0	0.0	0.0	27.8	0.0
White	575	495	86.1	14.3	85.2	26.8	0.2	5.4	2.8	16.9	0.0

2020

Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject							Ch 74 Secondary Cooperative Program
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects	
All Students	624	516	82.7	9.8	82.2	21.0	1.4	6.3	2.1	12.5	0.0
Male	301	252	83.7	6.0	82.7	19.3	2.3	7.0	2.3	6.0	0.0
Female	323	264	81.7	13.3	81.7	22.6	0.6	5.6	1.9	18.6	0.0
Economically Disadvantaged	43	25	58.1	7.0	55.8	7.0	0.0	2.3	4.7	4.7	0.0
High needs	96	48	50.0	3.1	49.0	3.1	0.0	2.1	2.1	2.1	0.0
English learner (EL)	1										
Students with disabilities	60	23	38.3	0.0	38.3	0.0	0.0	1.7	0.0	0.0	0.0
African American/Black	7	1	14.3	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0
Asian	16	15	93.8	18.8	93.8	43.8	0.0	12.5	0.0	6.3	0.0
Hispanic or Latino	21	17	81.0	4.8	81.0	23.8	0.0	0.0	4.8	28.6	0.0
Multi-race, non-Hispanic or Latino	13	10	76.9	0.0	76.9	7.7	0.0	0.0	0.0	15.4	0.0
White	567	473	83.4	10.1	82.9	20.8	1.6	6.5	2.1	12.2	0.0

Questions for Consideration:

- What actions or steps have been taken, if any, to encourage and support the completion of advanced courses among Black, Latino/Latinx/Hispanic and including high needs students? How can these actions be sustained and expanded over time?
- What supports are in place, if any, to encourage and allow students with disabilities to complete advanced courses? What further support(s) can be provided, or actions be taken to ensure students with disabilities have access to advanced courses?
- What challenges or barriers exist when it comes to students completing advanced coursework in ELA/Math? For all students? For specific student groups?
- What strengths, skills, supports, etc. can be leveraged to support the completion of advanced coursework in ELA/Math?

Process for Course Enrollment

The process for course enrollment occurs in five steps, starting from teacher recommendations—which are considered the default/priority—and ending with guidance counselor review and confirmation. Hingham’s secondary schools’ [2022-2023 Program of Studies](#) describes the process as follows on page 7:

Teacher recommendations for level placement and realistic assessments of ability and work habits should be considered seriously by students and parents during the course selection process. These recommendations and assessments are intended to place students in courses where the pace, expectations and standards are appropriate to their needs and abilities, thereby allowing students to learn, grow and succeed in an optimal fashion. As students formulate their course registration plans, attention to the Program of Studies is essential because it contains statements of prerequisites, course recommendations, and course expectations.

The Course Selection Procedure:

1. *Students and counselors discuss the overall course selection process.*
2. *The current teacher makes course recommendations for the next year (for leveled courses only).*
3. *Students and parents discuss program choices for the following year, review specific language in the Program of Studies, and review the student’s report card.*
4. *The student and parent review the teacher recommendations, choose the courses using the Program of Studies, and make their selections through the Aspen X2 portal.*
5. *Guidance Counselors review the course selections of the students.*

As noted, teacher recommendations are considered the default/priority. When guidance counselors review course selections made by students and parents, any disparities between teacher recommendations and student selections must undergo a formal resolution process, also described on page 7:

In academic courses where there is a disparity between teacher recommendation and the course the student wishes to select, the level recommended by the teacher will be recorded. In order to resolve the disparity, the student and parent will follow the Placement Review Process.

Placement Review Process: *Teachers carefully consider their level recommendations for each student. It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher recommendation differs from the level that the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the student and parent are encouraged to talk with the teacher and, if necessary, the appropriate department head. If the decision is to override the teacher's recommendation, the parent/student will select the original course recommended on the Aspen X2 portal and then request a Parent Override Form from the student's counselor.*

Once classes are selected and the school year begins, students can change levels under certain circumstances. That process is described on page 8 of the Program of Studies:

Level Changes:

- *Students in academic courses are assigned levels on the basis of ability and past achievement. Any questions regarding levels may be directed to the counselor.*
- *In the case of full-year classes, level changes may not occur after the first five weeks of terms one and two; no level changes may occur after mid-year. For semester courses level changes may not occur after the first five weeks of the course.*
- *No level changes nor course withdrawals may occur without teacher input and department chair approval.*
- *All level changes will require a discussion involving the student, parent, teacher, counselor, and department chair. Parents must provide written approval for changes.*
- *If a level change does occur, the grade received in the prior level will be adjusted up or down by ten points for the purposes of calculating the student's GPA.*

- *No new course may be added to a student's schedule after the first two weeks of either semester without the permission of the principal.*

Questions for Consideration:

- Which district level protocols are in place to remove biases from the course recommendation process?
- How are teachers expected to name and check their biases before making course recommendations for students, especially for SWD, students who are BIPOC, and all students with high needs?
- What “assessments of ability and work habits” do teachers use to ensure bias-free recommendations?
- When considering “ability and past achievement,” in what ways do teachers consider the extent to which students have been historically misplaced?
- How do teachers determine expectations that are “appropriate to [students'] needs and abilities”?

**Please note that advanced course data is impacted by how the Massachusetts Department of Elementary and Secondary Schools of Education determines courses that count as advanced. More information can be found by accessing the link below:*

[List of Advanced Courses for Accountability Reporting](#)

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THE NORTH STAR

The Equity Process has assembled recommendations based on the results of the Equity Audit. The audit was conducted through a detailed process to gather information and evidence including 1:1 interviews, surveys, and a review of current policies, processes, and procedures, including a visit to District schools and ongoing meetings with District leaders. TEP reviewed publicly available data on student demographics, staffing, MCAS/Accountability, and discipline. TEP held facilitated discussions with stakeholders to understand how equitable and inequitable practices present themselves and affect students. During research, observations, meetings, interviews, and conversations, stakeholders were actively engaged in discussions around the changes that needed to occur within HPS. As a result, we noticed opportunities to sustain best practices.

The Equity Process Makes the Following Recommendations Based on HPS' Shared and Perceived Values:

TEP believes that core values can be the pulse of an organization. As a growing district that desires to ensure it meets the needs of all students and adults, it is important to name the values that can help you pause, center, embrace all and move forward together. We recommend that you honor, celebrate, and use your core values to guide all future work, create and update policies and procedures, and implement best practices as well as evaluate them. We further recommend that you continue to deeply engage with stakeholder groups and co-create an integrated system of practices, policies, and procedures that sustain 21st Century civic and global learning that centers a deep level of belonging for ALL; especially those who often feel “othered” within your community. In addition to intentionally committing to the objectives in your Strategic Plan, TEP suggests that the Superintendent along with a group of stakeholders meld the list of the below values. Living your HPS Core Values, *while incorporating those that the community/TEP has shared, along with operating in ways that support the actualization of your strategic objectives shall assist you in achieving your desired outcomes.

From the HPS Mission Statement, HPS Theory of Action, words etched into the outside brick of HMS, survey response, and feedback from various facilitated discussions, the following core values are aligned to the desired hopes and aspirations for co-creating the best possible spaces that foster an authentic sense of belonging, academic engagement, civic and global understanding, and growth, and includes all outcomes that benefit all members of the Hingham Public Schools:

- Inclusivity and belonging
- Community wellbeing
- Lifelong learning
- Student centered
- Personal excellence
- Innovative learning

- Civic and global responsibility
- *Strong leadership
- *Informal instruction
- *Research based practices
- *TEP would also like to add evidence base practices
- *TEP would also like to add equitable and unbiased hiring practices
- *TEP would also like to add lived experiences: *“Lived experience refers to representation and understanding of an individual’s human experiences, choices, and options and how those factors influence one’s perception of knowledge” based on one’s own life.* (Source: [US Department of Health and Human Services](#))

Furthermore, TEP highly encourages HPS to take a deeper dive into the operations of the Human Resources Department. For your information on a full complement to our recommendations please refer back to pages 17-18. Your objectives and commitment to civic and global engagement, prompts TEP to **STRONGLY** suggests that the district further assesses its communication, curriculum, policies, and best practices to match the opportunities outlined in the theory and practices of **mirrors, windows and sliding doors** to create a real sense of belonging for ALL.

TEP offers the visual on the next page as an additional way for readers to visualize the narrative above, as well as sum up the first 68-pages of the Audit’s information including its recommendations.



Appendix A: Complete MCAS Results

ELA

2022

GRADES 03 - 08 - ENGLISH LANGUAGE ARTS																			
Student Group	District									State									
	Students Included	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	
	#	%	E	M	PM	NM				#	%	E	M	PM	NM				
Accountability Subgroups																			
Students w/ Disabilities	332	99	5	26	54	16	490		49	256	84,925	97	1	11	43	46	475	42	61,507
EL and Former EL	22	100	5	41	45	9	498			17	73,143	99	2	18	46	34	481	48	54,496
Low Income	159	99	10	37	41	12	498	51		113	184,908	98	2	22	48	28	484	47	139,477
High Needs	445	99	7	32	49	13	495	50		337	232,868	98	2	22	48	28	485	47	175,462
African Amer./Black	36	100	22	31	39	8	504	60		27	37,458	99	2	23	47	27	485	49	28,319
Asian	54	100	39	43	17	2	518	68		42	29,552	99	15	48	29	8	507	59	22,866
Hispanic/Latino	73	100	11	63	19	7	507	57		59	91,696	99	2	20	47	31	483	46	69,057
Multi-Race, Non-Hisp./Lat.	60	100	22	47	28	3	511	54		48	17,742	98	8	39	38	14	498	52	13,361
White	1,517	99	19	54	24	3	512	58	1,210	222,288	99	7	42	40	11	498	50	173,859	
Other Subgroups																			
Male	890	99	17	51	27	5	509	57		705	205,647	99	4	32	43	20	491	48	157,934
Female	851	98	23	56	20	1	515	60	681	194,096	99	8	39	40	14	497	52	150,252	
Title 1	41	100	7	37	44	12	496	54	24	187,443	99	3	26	47	24	487	48	138,134	
Non-Title 1	1,699	99	20	53	23	3	512	59	1,362	212,524	99	8	44	37	11	500	51	170,264	
Non-Disabled	1,408	99	23	60	17	0	517	61	1,130	315,055	99	7	42	41	9	499	52	246,891	
Non-Low Income	1,581	99	21	55	22	2	513	59	1,273	215,061	99	9	47	36	8	503	53	168,923	
EL	5									3	38,836	98	0	6	42	53	470	42	25,023
Former EL	17	100	6	41	47	6	501		14	34,308	99	4	33	50	13	493	53	29,473	
Ever EL	32	100	13	44	38	6	502	63	27	83,354	99	3	21	45	31	483	49	63,922	
Foster	3									3	3,051	95	1	15	46	39	478	42	2,196
Homeless	4									4	7,660	98	1	14	44	41	477	44	5,186
Military	5									2	3,878	98	4	37	45	14	495	48	2,846
All Students																			
2022	1,741	99	20	53	24	3	512	59	1,386	400,101	99	6	35	42	17	494	50	308,424	

2021

GRADES 03 - 08 - ENGLISH LANGUAGE ARTS																		
Student Group	District									State								
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	322	99	7	30	50	13	495.3	43.7	181	80,423	93	1	15	43	41	478.1	31.5	47,693
EL and Former EL	21	100	19	29	48	5	504.1		10	71,291	96	3	21	44	32	482.8	33.9	37,208
Economically Disadvantaged	134	97	10	43	36	11	500.8	40.3	79	156,726	94	3	24	45	28	485.2	30.8	92,652
High Needs	418	99	9	36	44	11	499.3	43.4	241	213,387	94	3	25	45	27	485.9	32.1	125,843
African Amer./Black	38	100	13	42	42	3	504.7	48.0	24	36,997	95	3	25	45	27	486.4	32.4	22,073
Amer. Ind. or Alaska Nat.	1								1	852	96	4	31	43	21	490.7	35.6	553
Asian	55	100	33	51	11	5	519.0	48.7	34	29,229	98	17	48	27	8	508.5	43.3	17,694
Hispanic/Latino	71	100	21	51	27	15	513.2	44.4	47	88,599	94	3	23	45	29	484.3	30.6	51,539
Multi-Race, Non-Hisp./Lat.	69	99	29	55	14	15	519.0	49.7	37	16,795	94	10	41	35	14	499.7	36.5	10,136
White	1,592	99	26	51	20	3	516.6	50.6	1,002	222,854	96	9	45	36	10	501.3	37.2	143,741
Other Subgroups																		
Male	936	99	22	49	25	4	512.9	49.7	582	203,493	96	6	35	40	19	493.4	34.3	125,834
Female	889	98	30	53	16	15	519.9	50.7	562	192,080	95	10	41	36	13	499.9	37.4	120,017
Title 1	116	100	12	48	36	3	505.0	50.3	69	179,969	95	4	29	44	23	488.9	31.5	100,203
Non-Title 1	1,710	99	27	51	20	2	517.1	50.2	1,076	215,694	96	11	46	33	10	502.9	38.7	145,749
Non-Disabled	1,504	99	30	56	14	0	520.7	51.4	964	315,256	96	10	44	36	10	501.0	36.8	198,259
Non-Economically Disadvantaged	1,689	99	27	52	19	2	517.5	50.9	1,066	238,660	96	12	47	33	8	503.9	38.8	153,288
EL	5								1	36,247	95	0	8	43	49	471.5	30.2	12,300
Former EL	16	100	25	31	44	0	512.4		9	35,044	96	5	35	45	14	494.3	35.7	24,908
Ever EL	31	100	19	32	42	6	504.8		19	81,782	96	3	24	43	29	484.9	34.3	46,593
Foster	5								2	2,876	92	1	18	48	33	481.5	31.0	1,667
Homeless	4								1	7,812	92	2	16	44	39	478.1	29.2	3,821
Military	3								1	3,624	96	7	41	40	12	497.8	36.5	2,027
All Students																		
2021	1,826	99	26	51	21	3	516.3	50.2	1,145	395,744	95	8	38	38	16	496.5	35.8	245,966

2019

GRADES 03 - 08 - ENGLISH LANGUAGE ARTS																		
Student Group	District								State									
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP
	#	%	E	M	PM	NM			(#)	#	%	E	M	PM	NM			(#)
Accountability Subgroups																		
Students w/ Disabilities	309	100	4	33	50	13	495.8	53.3	224	85,469	98	1	15	49	35	481.1	44.4	63,657
EL and Former EL	19	100	16	32	53	0	502.3		13	71,206	99	4	28	46	22	489.3	50.4	52,071
Economically Disadvantaged	119	98	11	49	29	11	504.4	54.0	95	154,184	99	4	29	47	20	490.6	46.7	117,961
High Needs	397	100	7	41	42	10	500.6	55.2	299	217,919	99	4	29	47	20	490.7	47.4	166,706
African Amer./Black	27	96	11	44	33	11	501.6	49.7	21	38,596	99	4	30	47	19	491.2	47.7	29,581
Asian	58	100	29	57	12	2	522.9	61.4	47	29,315	99	21	51	23	5	512.8	56.6	22,891
Hispanic/Latino	61	100	20	56	25	0	512.6	60.8	47	88,599	99	4	29	46	21	490.6	47.7	67,811
Multi-Race, Non-Hisp./Lat.	65	100	37	49	14	0	524.1	66.3	51	16,649	99	12	44	35	9	503.6	50.1	12,935
White	1,795	99	28	56	15	2	519.3	60.8	1,457	249,542	99	11	48	34	7	504.9	50.2	202,046
Other Subgroups																		
Male	1,049	99	22	55	20	3	515.1	59.0	846	217,855	99	7	39	40	14	497.3	48.1	171,717
Female	957	99	34	55	10	1	523.5	62.9	777	206,142	99	13	46	33	8	505.3	51.8	164,558
Title 1	68	100	3	59	37	1	503.9	58.3	50	179,578	99	5	34	45	16	494.4	48.2	135,286
Non-Title 1	1,938	99	28	55	14	2	519.7	60.9	1,573	244,408	99	13	49	31	7	506.2	51.0	201,012
Non-Disabled	1,697	99	32	59	9	0	523.2	62.1	1,399	338,520	100	12	49	34	5	505.9	51.2	272,641
Non-Economically Disadvantaged	1,887	99	29	56	14	1	520.1	61.3	1,528	269,802	99	13	50	31	6	507.2	51.6	218,337
EL	4									38,235	98	1	14	50	36	479.0	48.2	23,293
Former EL	15	100	20	33	47	0	504.4		13	32,971	100	7	44	41	7	501.0	52.2	28,778
Ever EL	38	100	13	45	37	5	503.8	58.2	32	79,509	99	5	30	45	21	490.8	50.6	60,081
Military	2								1	3,335	100	7	43	40	9	500.3	49.1	2,474
All Students																		
2019	2,006	99	28	55	15	2	519.2	60.8	1,623	424,052	99	10	42	37	11	501.2	49.9	336,316

Math

2022

GRADES 03 - 08 - MATHEMATICS																		
Student Group	District									State								
	Students Included	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	332	99	3	29	53	15	491	51	254	84,748	98	1	11	43	45	475	43	61,283
EL and Former EL	22	100	14	50	27	9	506		17	73,199	99	2	19	47	32	482	49	54,479
Low Income	157	98	3	38	46	13	494	48	111	184,811	98	1	19	50	29	483	46	139,175
High Needs	444	99	4	34	50	12	494	50	334	232,740	98	2	20	50	28	484	47	175,075
African Amer./Black	35	97	6	34	46	14	496	48	25	37,470	99	1	18	50	31	482	47	28,299
Asian	53	98	26	58	15	0	520	59	41	29,589	100	23	46	25	6	512	60	22,890
Hispanic/Latino	71	97	10	52	31	7	506	55	57	91,697	99	1	17	50	32	481	46	68,960
Multi-Race, Non-Hisp./Lat.	60	100	18	50	28	3	511	48	48	17,696	98	9	35	40	16	497	51	13,308
White	1,518	99	12	56	29	3	508	52	1,210	222,085	99	6	41	42	11	498	50	173,380
Other Subgroups																		
Male	890	99	15	53	27	4	510	54	704	205,639	99	6	34	41	18	494	50	157,731
Female	848	98	9	57	32	3	507	50	677	193,940	99	5	33	46	17	493	50	149,827
Title 1	39	95	0	31	59	10	492	54	22	187,325	99	2	23	49	25	485	48	137,882
Non-Title 1	1,698	99	12	56	29	3	509	52	1,359	212,443	99	9	42	38	10	501	52	169,885
Non-Disabled	1,405	99	14	61	24	1	512	52	1,127	315,035	99	7	39	44	10	498	52	246,484
Non-Low Income	1,580	99	13	57	28	2	510	53	1,270	214,959	99	10	46	38	7	503	53	168,594
EL	5								3	38,940	99	0	9	44	47	473	44	25,060
Former EL	17	100	18	47	29	6	509		14	34,260	99	5	31	51	14	493	52	29,419
Ever EL	32	100	19	44	31	6	508	58	27	83,410	99	4	21	46	29	484	49	63,913
Foster	3								3	3,059	96	0	11	45	44	475	41	2,202
Homeless	3								3	7,669	98	1	11	46	42	475	44	5,155
Military	5								1	3,885	99	3	34	48	14	493	49	2,848
All Students																		
2022	1,738	99	12	55	29	3	508	52	1,381	399,938	99	6	33	43	17	493	50	307,794

2021

GRADES 03 - 08 - MATHEMATICS																		
Student Group	District									State								
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	321	98	3	24	53	20	488.5	37.4	181	80,299	93	1	9	40	50	472.5	29.9	47,582
EL and Former EL	21	100	10	52	29	10	501.2		10	71,333	96	2	15	43	40	477.8	29.2	37,281
Economically Disadvantaged	133	96	3	22	55	20	488.6	30.8	77	156,651	94	1	13	48	38	477.4	26.1	92,681
High Needs	415	98	4	26	54	16	490.8	34.4	238	213,275	94	1	15	47	36	479.0	27.8	125,815
African Amer./Black	37	97	0	32	43	24	487.0	32.3	23	37,051	95	1	14	47	38	477.3	26.8	22,147
Amer. Ind. or Alaska Nat.	1								1	846	95	2	19	52	27	483.2	28.8	548
Asian	55	100	22	56	18	4	514.9	46.0	34	29,250	98	19	44	28	8	508.6	42.2	17,737
Hispanic/Latino	70	99	10	53	36	15	505.3	37.3	46	88,597	94	1	13	47	40	476.5	25.4	51,575
Multi-Race, Non-Hisp./Lat.	68	97	16	59	21	4	511.0	35.7	37	16,789	94	7	31	42	20	492.1	31.2	10,120
White	1,587	98	10	51	35	4	505.9	34.2	998	222,533	96	5	35	46	14	494.3	31.2	143,479
Other Subgroups																		
Male	930	99	12	50	34	5	506.4	34.9	577	203,462	96	5	29	43	23	489.9	29.9	125,862
Female	887	98	10	52	34	4	505.6	34.5	561	191,855	95	4	28	46	21	489.4	30.9	119,860
Title 1	116	100	0	28	63	9	490.7	42.4	69	179,914	95	2	18	48	33	480.8	26.0	100,280
Non-Title 1	1,702	98	11	52	32	4	507.0	34.2	1,070	215,490	96	7	38	42	13	497.0	33.3	145,545
Non-Disabled	1,497	98	12	57	30	1	509.6	34.2	958	315,121	96	6	34	46	15	493.8	30.5	198,243
Non-Economically Disadvantaged	1,682	98	11	53	32	3	507.4	35.0	1,062	238,469	96	7	39	43	11	497.6	32.9	153,135
EL	5								1	36,318	95	0	6	36	58	467.4	28.5	12,364
Former EL	16	100	13	56	31	0	507.1		9	35,015	96	4	25	51	20	488.3	29.6	24,917
Ever EL	31	100	10	42	39	10	500.6		19	81,830	96	3	17	43	37	479.8	29.5	46,676
Foster	5								2	2,890	93	0	8	44	47	472.5	27.3	1,681
Homeless	4								1	7,811	91	1	7	41	51	470.4	25.4	3,828
Military	2								1	3,613	96	3	28	50	18	489.4	30.0	2,022
All Students																		
2021	1,818	98	11	51	34	4	506.0	34.7	1,139	395,490	95	5	29	45	22	489.7	30.4	245,839

2019

GRADES 03 - 08 - MATHEMATICS																		
Student Group	District								State									
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP
	#	%	E	M	PM	NM			(#)	#	%	E	M	PM	NM			(#)
Accountability Subgroups																		
Students w/ Disabilities	309	99	4	26	56	14	492.7	47.9	222	85,456	99	1	14	47	38	479.5	45.0	63,572
EL and Former EL	19	100	16	42	42	0	505.5		13	71,286	100	4	27	46	22	489.3	50.2	52,235
Economically Disadvantaged	119	98	6	43	39	13	496.8	45.8	93	154,175	99	3	26	49	22	488.1	46.7	117,971
High Needs	396	99	6	35	49	11	496.2	48.7	295	217,926	99	3	26	49	21	488.8	47.6	166,684
African Amer./Black	27	96	15	26	52	7	496.0	48.2	21	38,588	100	2	25	50	22	487.8	47.9	29,564
Asian	58	100	26	52	21	2	516.7	48.6	47	29,338	100	28	48	20	4	516.4	58.3	22,940
Hispanic/Latino	60	100	10	55	32	3	508.8	59.2	45	88,693	100	3	26	49	22	488.2	47.6	67,933
Multi-Race, Non-Hisp./Lat.	66	100	24	52	21	3	514.7	48.0	51	16,654	99	12	39	38	11	500.8	50.2	12,929
White	1,798	99	17	58	23	2	512.3	49.7	1,458	249,451	99	10	46	37	8	502.7	50.1	201,856
Other Subgroups																		
Male	1,051	100	19	54	24	3	512.5	49.5	846	217,919	99	9	39	38	13	499.0	49.2	171,764
Female	958	99	15	60	23	2	511.7	50.3	776	206,118	99	8	41	41	10	499.4	50.7	164,467
Title 1	67	100	1	42	57	0	498.0	53.5	49	179,652	99	4	31	47	17	492.0	48.4	135,356
Non-Title 1	1,942	99	18	57	22	2	512.6	49.8	1,573	244,362	99	12	46	34	8	504.5	51.0	200,896
Non-Disabled	1,700	99	20	62	18	0	515.5	50.2	1,400	338,561	100	11	47	37	5	503.8	51.1	272,680
Non-Economically Disadvantaged	1,890	100	18	58	23	2	513.1	50.1	1,529	269,840	100	12	48	34	6	505.5	51.7	218,281
EL	4									38,333	100	1	16	49	34	480.1	47.5	23,464
Former EL	15	100	20	33	47	0	506.1		13	32,953	100	8	41	43	8	499.9	52.4	28,771
Ever EL	38	100	13	39	45	3	504.8	49.2	32	79,591	100	5	29	45	21	490.8	50.5	60,235
Military	2								1	3,320	99	5	40	44	11	497.3	49.1	2,462
All Students																		
2019	2,009	99	17	57	24	2	512.1	49.9	1,622	424,089	99	9	40	39	12	499.2	49.9	336,270

Science

2022

GRADES 05 & 08 - SCIENCE AND TECH/ENG																		
Student Group	District								State									
	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
			E	M	PM	NM						E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	112	96	3	30	52	15	493	N/A	N/A	28,316	96	1	13	41	44	477	N/A	N/A
EL and Former EL	4							N/A	N/A	23,228	99	2	16	45	37	479	N/A	N/A
Low Income	45	98	2	42	44	11	497	N/A	N/A	62,038	97	2	21	47	30	483	N/A	N/A
High Needs	140	97	3	36	49	13	496	N/A	N/A	77,737	98	2	22	47	29	484	N/A	N/A
African Amer./Black	11	100	0	36	55	9	487	N/A	N/A	12,723	98	1	19	48	31	482	N/A	N/A
Asian	20	95	35	50	10	5	519	N/A	N/A	9,916	99	17	48	27	8	508	N/A	N/A
Hispanic/Latino	25	96	8	60	24	8	508	N/A	N/A	30,893	98	2	19	46	33	481	N/A	N/A
Multi-Race, Non-Hisp./Lat.	23	96	30	57	13	0	519	N/A	N/A	5,754	98	9	38	37	15	498	N/A	N/A
White	509	98	14	54	29	3	510	N/A	N/A	75,759	98	8	44	38	10	500	N/A	N/A
Other Subgroups																		
Male	317	99	15	52	29	4	509	N/A	N/A	69,711	98	7	36	38	19	495	N/A	N/A
Female	271	96	15	56	26	2	511	N/A	N/A	65,680	98	6	35	42	16	494	N/A	N/A
Non-Title 1	588	98	15	54	28	3	510	N/A	N/A	75,780	98	10	45	35	11	501	N/A	N/A
Non-Disabled	476	98	18	59	22	1	514	N/A	N/A	107,175	98	8	42	40	10	499	N/A	N/A
Non-Low Income	543	98	16	55	26	3	511	N/A	N/A	73,450	99	10	48	34	7	504	N/A	N/A
EL	2							N/A	N/A	11,176	98	0	4	36	60	467	N/A	N/A
Former EL	2							N/A	N/A	12,052	99	3	28	53	15	491	N/A	N/A
Ever EL	7							N/A	N/A	28,120	99	3	20	45	32	483	N/A	N/A
Foster	1							N/A	N/A	1,025	94	1	15	41	44	476	N/A	N/A
Homeless	2							N/A	N/A	2,549	97	1	14	43	43	476	N/A	N/A
Military	1							N/A	N/A	1,309	98	6	40	41	13	497	N/A	N/A
All Students																		
2022	588	98	15	54	28	3	510	N/A	N/A	135,538	98	6	36	40	18	495	N/A	N/A

2021

GRADES 05 & 08 - SCIENCE AND TECH/ENG																		
Student Group	District								State									
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM			
Accountability Subgroups																		
Students w/ Disabilities	99	99	6	30	41	22	494.5	N/A	N/A	24,317	91	2	14	43	42	478.4	N/A	N/A
EL and Former EL	9							N/A	N/A	18,811	94	2	16	44	38	479.4	N/A	N/A
Economically Disadvantaged	44	100	7	34	43	16	494.4	N/A	N/A	43,344	92	2	19	47	32	482.2	N/A	N/A
High Needs	133	99	7	35	41	18	496.1	N/A	N/A	60,239	92	2	20	47	30	483.6	N/A	N/A
African Amer./Black	11	100	0	36	55	9	493.5	N/A	N/A	10,333	93	1	18	48	33	481.4	N/A	N/A
Amer. Ind. or Alaska Nat.	1							N/A	N/A	252	95	5	24	51	20	488.9	N/A	N/A
Asian	21	100	24	62	10	5	515.4	N/A	N/A	7,788	97	17	45	29	9	506.8	N/A	N/A
Hispanic/Latino	23	100	17	43	30	9	504.8	N/A	N/A	24,135	92	2	18	47	34	481.1	N/A	N/A
Multi-Race, Non-Hisp./Lat.	27	100	30	30	33	7	509.6	N/A	N/A	4,772	92	10	37	38	15	498.0	N/A	N/A
White	516	99	21	51	24	4	512.0	N/A	N/A	70,617	95	9	41	39	11	499.9	N/A	N/A
Other Subgroups																		
Male	304	100	25	46	24	6	512.8	N/A	N/A	61,165	94	8	35	39	18	495.2	N/A	N/A
Female	294	98	16	54	27	3	509.8	N/A	N/A	56,778	94	7	34	42	16	494.5	N/A	N/A
Title 1	27	100	7	52	37	4	500.6	N/A	N/A	46,720	92	3	23	46	28	485.2	N/A	N/A
Non-Title 1	572	99	21	50	24	5	511.9	N/A	N/A	71,266	95	10	42	37	10	501.1	N/A	N/A
Non-Disabled	500	99	24	54	22	1	514.5	N/A	N/A	93,673	95	9	40	40	11	498.8	N/A	N/A
Non-Economically Disadvantaged	554	99	22	51	24	4	512.7	N/A	N/A	74,582	95	11	44	37	9	502.0	N/A	N/A
EL	2							N/A	N/A	8,798	93	0	4	35	6	466.9	N/A	N/A
Former EL	7							N/A	N/A	10,013	95	4	27	51	18	490.1	N/A	N/A
Ever EL	13	100	8	31	54	8	496.9	N/A	N/A	22,625	94	3	19	44	34	481.9	N/A	N/A
Foster	1							N/A	N/A	796	89	2	13	46	39	478.3	N/A	N/A
All Students																		
2021	599	99	21	50	25	5	511.4	N/A	N/A	118,009	94	7	34	41	17	494.8	N/A	N/A

2019

GRADES 05 & 08 - SCIENCE AND TECH/ENG															
Student Group	District							State							
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level			
	#	%	E	M	PM	NM				#	%	E	M	PM	NM
Accountability Subgroups															
Students w/ Disabilities	106	98	8	35	37	20	499.2			28,229	98	2	15	47	36
EL and Former EL	4									22,018	99	2	20	49	28
Economically Disadvantaged	41	95	5	34	41	20	495.6			50,646	99	2	24	50	24
High Needs	131	98	9	37	38	16	501.0			71,151	99	3	25	50	23
African Amer./Black	4									12,897	99	2	22	52	25
Asian	29	97	34	48	10	7	521.3			9,834	100	19	48	27	6
Hispanic/Latino	19	95	21	47	32	0	513.0			29,139	99	2	23	50	25
Multi-Race, Non-Hisp./Lat.	19	100	21	63	11	5	513.7			5,330	99	11	39	38	11
White	641	99	19	60	19	3	514.7			84,897	99	10	46	36	7
Other Subgroups															
Male	391	99	20	56	20	4	514.0			73,220	99	9	39	38	14
Female	321	98	19	62	17	2	515.6			69,320	99	8	39	42	11
Title 1	8									56,318	99	4	29	48	20
Non-Title 1	704	99	20	59	19	3	514.8			86,226	99	11	46	35	8
Non-Disabled	606	99	21	63	16	0	517.2			114,317	99	10	45	38	6
Non-Economically Disadvantaged	671	99	20	60	18	2	515.9			91,898	99	12	48	35	6
Former EL	4									11,012	100	5	34	52	10
Ever EL	18	100	17	33	39	1	502.9			26,594	99	3	23	48	25
All Students															
2019	712	99	20	59	19	3	514.7			142,567	99	8	39	40	12

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