

HINGHAM SCHOOL COMMITTEE
June 17, 2024 at 6:30 PM
Central Meeting Room, 2nd Floor, Town Hall
210 Central Street
Hingham, MA 02043

or Remote via Zoom
Dial-in number: 1-929-205-6099
Meeting ID: 886 6973 1809 Passcode: 123082
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order

2. Approval of minutes
 - 2.1 Minutes of the School Committee meeting held on May 6, 2024
 - 2.2 Minutes of the School Committee meeting held on June 3, 2024
 - 2.3 Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on June 11, 2024

3. Questions and Comments

The Hingham School Committee encourages community engagement and welcomes questions and comments as agenda items are discussed at the meeting. In addition, we have set aside up to fifteen minutes at the beginning of this meeting for comments or questions that fall under the purview of the School Committee and are not already on tonight's agenda. If any guests wish to speak, please raise your hand, state your name and address, and address your comments to the Chairperson. Comments will be limited to 3 minutes per speaker and must relate to topics within the scope of responsibility of the School Committee. As established by the Massachusetts General Laws, the responsibilities of the School Committee are to (1) select and to evaluate the Superintendent, (2) review and approve budgets for public education in the district, and (3) establish educational goals and policies for the schools in the district. Speakers are encouraged to present their remarks in a respectful manner and to consider the privacy interests of others. The public comment period is not a time for debate or response to comments by the School Committee. The School Committee is not adopting or endorsing any of the comments made during the public comment period. In addition to this public comment period, the School Committee practice provides time for questions and comments from the public on new business items on the agenda.

4. Superintendent's Report

5. Communications
 - 5.1 Communications Received by the Superintendent
 - 5.2 Student Communications
 - 5.3 Other Communications

6. Unfinished Business
 - 6.1 To discuss Policy BG- School Committee Policy Development (second read) and act as appropriate

- 6.2 To discuss Policy BGC- Policy Revision and Review (second read) and act as appropriate
- 6.3 To discuss Policy BIBA- School Committee Conferences, Conventions, and Workshops (second read) and act as appropriate
- 6.4 To discuss Policy BJ- School Committee Legislative Program (second read) and act as appropriate
- 6.5 To discuss Policy KDC – Community Use of Digital Resources (second read) and act as appropriate
- 6.6 To discuss the removal Policy BEDB-E – Agenda Format (second read) and act as appropriate
- 6.7 To discuss the removal Policy BK- School Committee Memberships (second read) and act as appropriate

7. New Business

- 7.1 To receive recommendation for recall of employees and act as appropriate
- 7.2 To receive an update on the end-of-year MTSS spring data in literacy and math
- 7.3 To receive an update on year one the World Language Program Review
- 7.4 To receive report on Social Studies Program Review and act as appropriate
- 7.5 To receive recommendation naming of the Foster Elementary School library and act as appropriate
- 7.6 To receive summative artifacts for Superintendent's annual evaluation and act as appropriate
- 7.7 To discuss scheduling of the Superintendent's annual evaluation
- 7.8 To approve grants and donations and act as appropriate
- 7.9 To approve surplus and act as appropriate

8. Subcommittee and Project Reports/Warrants Signed

9. Other items as may not reasonably be known 48 hours in advance of the meeting

10. Adjourn to Executive Session not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) for the purposes of:

To approve minutes from the Executive Session held on June 3, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares.

To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on June 11, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares.

To provide an update on negotiations as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To discuss a grievance from the Hingham Education Association unit D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Next School Committee Meetings:

Monday, July 15, 2024 at 6:30 PM; Monday August 5, 2024 at 6:30 PM

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

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- To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on June 6, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares.
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HINGHAM SCHOOL COMMITTEE

May 06, 2024

MEETING MINUTES

Called to Order at 6:35

School Committee Vice-Chair Michelle Ayer called the meeting to order at 6:35 PM, and began by reading the following statement for those participating by zoom:

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

School Committee members present: Chair Nes Correnti, Vice-Chair Jen Benham, Michelle Ayer, Kerry Ni, Tim Miller-Dempsey, Alyson Anderson and Matt Cosman

School Committee members participating remotely: None

School Committee members absent: None

Central Office Members present: Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, Executive Director of Business and Support Services Aisha Oppong, and Interim Executive Director of Student Services Barbara Cataldo.

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom. Harbormedia was also present and recording the meeting.

Visitors present: There were students and families from South Elementary School as well as Principal Mary Eastwood and several other guests.

Remote visitors: There were remote attendees on Zoom.

Election of Chair

On a motion by Michelle Ayer and seconded by Kerry Ni,

- It was **voted** to elect Nes Correnti as Chair of the School Committee for 2024-2025

Election of Vice-Chair

On a motion by Michelle Ayer and seconded by Kerry Ni,

- It was **voted** to elect Jen Benham as Vice-Chair of the School Committee for 2024-2025.

Election of Secretary

On a motion by Michelle Ayer and seconded by Kerry Ni,

- It was **voted** to elect Alyson Anderson as Secretary of the School Committee for 2024-2025.

Approval of Minutes

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to approve the Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on March 25, 2024

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to approve the minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on April 2, 2024

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to approve the minutes of the School Committee meeting held on April 8, 2024

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to approve the Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on April 10, 2024

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to approve the Minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee held on April 30, 2024

Teacher Recognition

Andy Hoey presented June Gustafson with an award from the Massachusetts Council for Social Studies and was recognized by the community for her commitment as an educator.

School Showcase: South Elementary

Mary Eastwood along with teacher Tracy Manning shared a wonderful presentation from South School students about all the happenings at South Elementary School this past year.

Questions and Comments

There was a question from community member and teacher, Ben Louchheim.

Superintendent's Report

Dr. Adams reported that May is Mental Health Awareness month and provided a reminder of available resources. She also shared that she attended the SNAP 10-year Anniversary party and 3 mentors were awarded with scholarships: Jack Renna, Liam Arnold and Reese Pompeo. The Global Citizenship Symposium is being held on May 15th. A thank you was given to the facilities director, department and Joe Andrews (Director of Technology) for helping prepare Hingham High School for Town Meeting. The Visual Arts showcase was held on April 20th showcasing art from grades K-12. The drama club production, Much Ado About Nothing, was held on May 3 and 4 and congratulations were given to all those involved. METCO and Hingham Unity Council held a walking tour of Nubian Square which was attended by Dr. Adams and committee members. Title One is hosting a presentation on Tabletop Math on May 8. DESE visited after April Break for their comprehensive review of the district. An update of all facilities improvements completed over the April break was shared. The School Building Committee will provide an update on the timing of Foster School opening at the May 8th meeting. Finally, it was announced with congratulations to Katie Hartman, the Director of Facilities for the new position within the Town of Duxbury.

Student Communications

None

Other Communications

None

Unfinished Business

Policy Updates

On a motion by Jen Benham and seconded by Matt Cosman

- It was **voted** to approve the updated Policy FF – Naming New Facilities

Memorandum of Understanding with HPD

On a motion by Jen Benham and seconded by Kerry Ni

- It was **voted** to approve the updated Memorandum of Understanding with the Hingham Police Department

New Business

FY25 Budget and Memorandum of Understanding

A discussion was held which included an update on the motion made on the floor of Town Meeting which was subsequently approved and included a transfer of \$2M from fund balance to the FY25 budget. It was clarified that with this influx of funds, the schools could now fund the overages for special education out of district costs and the town would no longer be responsible for providing those funds from fund balance per the terms of the MOU.

Therefore, the remaining amount that could be utilized by the district was approximately \$562,000 to allocate to other budget priorities. The committee focused on finding ways to do so as one-time funds so that it does not cause a fiscal cliff.

Chair Nes Correnti provided a summary of the Memorandum of Agreement. The committee discussed their commitment to the MOU moving ahead.

No vote was required.

Public comments were shared from residents about the discussion and Town Meeting vote.

School Choice

On a motion by Jen Benham and seconded by Kerry Ni

- It was **voted** to withdraw from the state's school choice program for the 2024-2025 school year

Professional Development Plan

Assistant Superintendent Kathryn Roberts gave a presentation reviewing the district's professional development plan focusing on the goals of high quality and universally designed curriculum and instruction; inclusive and culturally responsive practices; safe and supportive school environment; mentoring and leadership development.

Student Services Update

Interim Executive Director of Student Services Dr. Barbara Cataldo gave an update on the Student Services Program.

Policy Updates

The Committee discussed first reads of the following policies:

- Policy AC - Non-Discrimination including Harassment and Retaliation
- Policy GBA - Equal Employment Opportunity;
- Policy GCF - Professional Staff Hiring
- Policy IJ - Instructional Materials.

Spanish Immersion and Enrichment Program fees through KIA

Interim Executive Director of Student Services Dr. Barbara Cataldo and Kids in Action Director Jackie Sansone presented information about proposed after school programs through Kids in Action.

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to approve the Kids in Action after school immersion programs

Grants and Donations

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to accept the METCO 2.0 REI Implementation and grant in the amount of \$15,000, to support continued professional development related to the METCO 2.0 initiative.

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to accept \$152,919 in donations from the Hingham High School rowing Association. The boats will become the property of Hingham Public Schools and will be utilized as part of the rowing program.

Declaration of Surplus

Executive Director of Business and Support Services Aisha Oppong submitted a list of surplus items to the committee.

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to declare as surplus items listed above and to authorize the Executive Director of Business and Support Services to dispose of them at the least cost to Hingham.

Subcommittee Reports/Warrants Signed

- Matt Cosman reported that the Special Education Subcommittee will meet this week and that HEF had a recent casino night fundraiser
- Tim Dempsey reported he will be scheduling an Educational Programming Subcommittee meeting; and thanked METCO for inviting them to the tour of Nubian Square on May 4th and stated that SNAP held a recent 10th anniversary celebration
- Kerry Ni reported that the Middle School Council recently met, and that the D.C. trip was a success. She also reported that Negotiations met with Unit D twice, and had mediation session with Unit A and will meet with them again this week; she also thanked the crew team for inviting them to the recent regatta;
- Michelle Ayer reported that the High School Council met on April 24th.
- Alyson Anderson reported that Plymouth River School Council met recently and that Hingham Arts Alliance met on April 11th. She reported that the Policy Subcommittee met on April 27 and will meet again on May 29th, and that the Climate Action Committee meeting will be tomorrow.
- Jen Benham reported that she attended South School Council met on April 24th.

Other items as may not reasonable be known 48 hours in advance of the meeting

none

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to adjourn to Executive Session at 9:25 PM, not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:

To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on March 27, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares.

To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on April 2, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on April 10, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To approve minutes from the Executive Session held on January 22, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

































































To approve minutes from the Executive Session held on April 8, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To approve minutes of the Salary & Negotiations Subcommittee with participation of the full School Committee Executive Session held on April 30, 2024 as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To provide an update on negotiations with HEA Unit A, B, and D as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Respectfully Submitted By: Alyson Anderson

Documents Included:

 2.3 Minutes of the School Committee meeting held on April 8, 2024.pdf 
 2.4 Minutes of the Salary & Negotiations Subcommittee with participation of the full School 04.10.24 Regular Session Unit A.pdf 
 2.5 Minutes of the Salary & Negotiations Subcommittee with participation of the full School 04.30.24 Regular Session.pdf 
 05.06.2024 Agenda revised.pdf 
 AC - NON-DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION - DRAFT.docx 
 GBA - EQUAL EMPLOYMENT OPPORTUNITY - DRAFT.docx 
 GCF - PROFESSIONAL STAFF HIRING - DRAFT.docx 
 IJ - INSTRUCTIONAL MATERIALS - DRAFT.docx 
 Item 9.2 School Choice Receiving District Status 23-24.pdf 
 Item 1.1, 1.2, 1.3. Ballot 05.06.2024.pdf 
 Item 4.0 South School Showcase 2024.pdf 
 Item 6.0 Director of Facilities Job Description.pdf 
 Item 6.0 Director of Facilities Timeline Memo.pdf 
 Item 6.0 May 6, 2024 Superintendent Report.pdf 
 Item 6.0 May The Monthly Beacon.pdf 
 Item 8.1 FF - NAMING NEW FACILITIES DRAFT-2.pdf 
 Item 8.2 SRO MOU w_ HPS &HPD Approved 4 8 24.docx.pdf 
 Item 9.1 MOU with the Town.pdf 
 Item 9.1 Update Class Size Elementary 2024-2025 .pdf 
 Item 9.1--FY25 Secondary Course Enrollment & Projected Class Sizes (As of 5/1/24).pdf 
 Item 9.2 School Choice Frequently Asked Questions.pdf 
 Item 9.2 School Choice MGL.pdf 
 Item 9.2 School Choice Receiving District Status 22-23.pdf 
 Item 9.3 2023-2025 Professional Development Plan Update--5-9-24.pdf 
 Item 9.3 FY24 Professional Development Plan Update #1.pdf 
 Item 9.3--2023-2025 Professional Development Plan Update--5-9-24.pptx 
 Item 9.4 SC Goals Update 5.6.24.docx.pdf 
 Item 9.9 PILOT KIA After School Immersion Program - Google Docs.pdf 
 Item 9.9 PILOT KIA After School Language Enrichment - Google Docs.pdf 
 Item 9.10 HHSRA - Crew Team Asset Donations.docx - Google Docs.pdf 
 Item 9.10--FY25 METCO 2.0 REI implementation Grant.pdf 
 Item 9.11 Declaration of Surplus Materials - May 6 2024.docx - Google Docs.pdf 

HINGHAM SCHOOL COMMITTEE

June 3, 2024

MEETING MINUTES

Called to Order at 6:30 PM

School Committee Chair Nes Correnti called the meeting to order at 6:30 PM, and began by reading the following statement for those participating by zoom:

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

School Committee members present: Chair Nes Correnti, Vice-Chair Jen Benham, Secretary Alyson Anderson, Kerry Ni, and Tim Miller-Dempsey

School Committee members participating remotely: none

School Committee members absent: Michelle Ayer and Matt Cosman

Central Office Members present: Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, and Executive Director of Business and Support Services Aisha Oppong.
Also present: Executive Assistant Sherry Robertson

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom. Harbormedia was also present and recording the meeting.

Visitors present: HEA President Jacqueline Beaupre

Remote visitors: There were approximately 21 remote attendees on Zoom.

Approval of Minutes

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to approve the minutes of the School Committee meeting held on May 20, 2024

The Committee agreed to table the minutes of the School Committee meeting held on May 6, 2024 until the next meeting.

Questions and Comments

HEA President Jacqueline Beaupre read a statement informing the committee that the HEA members had taken a vote of no confidence in the Nes Correnti, the School Committee Chair.

Superintendent's Report

Dr. Adams provided an update to the School Committee on happenings in the district. Topics mentioned included: information about the last day of school; elementary math awards night; K-5 math program; an upcoming workshop sponsored by the town's Health Department; mock town meetings presented by elementary students; eighth grade civics projects; and dual enrollment.

Strategic Plan Update

Dr. Adams updated the committee on the goals of the Strategic Plan which include Culture of Collaboration and Community; Culture of Responsive Teaching and Learning; Healthy, Equitable, and Inclusive Communities; Capital and Finance; and Human Resource and Leadership.

Subcommittee Assignments

The Committee discussed several changes to the subcommittee assignments.

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to approve the updated subcommittee assignments

Summer Meeting Schedule

The Committee discussed summer meeting dates and agreed to meet on July 15th, August 5th, and August 26th.

Policy Updates

The Committee discussed first reads of the following policies:

- Policy BG- School Committee Policy Development
- Policy BGC- Policy Revision and Review
- Policy BIBA- School Committee Conferences, Conventions, and Workshops
- Policy BJ- School Committee Legislative Program and Policy
- KDC- Community Use of Digital Resources
- Removal of Policy BEDB-E – Agenda Format
- Removal of Policy BK- School Committee Memberships

Grants and Donations

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to accept the FY24 HEF Grant in the amount of \$35,026.96 from HEF for the Pilot Program of Building Thinking Classrooms.

Declaration of Surplus

none

Subcommittee Reports/Warrants Signed

- Nes Correnti stated that the liaison assignments were listed in the meeting packet.
- Tim Dempsey reported that the Educational Programming Subcommittee will meet in the weeks after school ends.
- Kerry Ni gave an update on upcoming Salary and Negotiations meetings; and that the Middle School Council met today, and that she attended today's mock Town Meeting. She also mentioned members attended the Hingham Unity Council Book Club reading of "High Conflict"

- Jen Benham reported that the South School Council recently met and the Finance Subcommittee will meet on the 17th.
- Alyson Anderson reported the PRS School Council met on May 28th and there is a Climate Action Committee meeting on June 5th
- Nes Correnti reported that the Wellness Committee shared completion of pilot class “Science of Wellbeing”

Other items as may not reasonable be known 48 hours in advance of the meeting

none

On a motion by Jen Benham and seconded by Alyson Anderson

- It was **voted** to adjourn to Executive Session at 7:20 PM, not to return to Open Session pursuant to M.G.L. c. 30A, s. 21(a)(3) not to return to Open Session for the purposes of:

































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To hear a grievance from the Hingham Education Association as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

To provide an update on negotiations as an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares

Respectfully Submitted By: Alyson Anderson

Documents Included:

	06.03.2024 Agenda.pdf 
	Item 2.2 05.20.24 Minutes of the School Committee Meeting.pdf 
	Item 4.0 June 3 2024 Superintendent Report.pdf 
	Item 4.0 Massachusetts School Districts Win \$42 ...ding for Clean School Buses _ Mass.pdf 
	Item 7.1 FY24 Hingham Public Schools Strategic Plan Overview Update #3.pdf 
	Item 7.1 Strategic Plan Update #3 FY24.pdf 
	Item 7.2 2024-2025 SC Subcommittee assignments.pdf 
	Item 7.3 SC Summer Schedule.pdf 
	Item 7.4-7.7 Policies BG, BGC, BIBA and BJ DRAFTS.docx 
	Item 7.4-7.7 POLICIES BG, BGC, BIBA, BJ.pdf 
	Item 7.8 POLICY BEDB-E AGENDA FORMAT.pdf 
	Item 7.9 POLICY BK - SCHOOL COMMITTEE MEMBERSHIPS.pdf 
	Item 7.10 KDC - COMMUNITY USE OF DIGITAL RESOURCES DRAFT.docx.pdf 
	Item 7.11 FY24HEF Grant Memo to SC.pdf 
	Item 8.0 Liaisons.pdf 
	Item 8.0 Warrants.pdf 

Minutes of the Salary & Negotiations Subcommittee with participation of the full Hingham School
Committee

Room 103
Hingham High School
17 Union Street, Hingham

June 11, 2024
3:45 PM

Attending: Michelle Ayer, Tim Miller-Dempsey, Kerry Ni, Alyson Anderson, Jen Benham, Nes Correnti, Matt Cosman, Margaret Adams, Kathryn Roberts, Aisha Oppong, Andy Waugh, Carol Gookin, Kristin Burns

1. The meeting was called to order at 3:45 PM.

2. At 3:46, on a motion by Michelle Ayer and seconded by Nes Correnti, the Subcommittee adjourned to Executive Session pursuant to MGL c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, not to return to Open Session, for the purposes of:

- a. Discussing strategy related to collective bargaining negotiations
- b. Conducting collective bargaining negotiations with HEA Unit A (Teachers) regarding successor contract

Michelle Ayer - aye

Tim Miller-Dempsey - aye

Kerry Ni - aye

Alyson Anderson - aye

Jen Benham - aye

Nes Correnti - aye

Matt Cosman - aye

Documents:

6/11/24 Agenda

Hingham Elementary School Project

June 06, 2024 Update



MSBA Grant Increase – PFA Bid Amendment

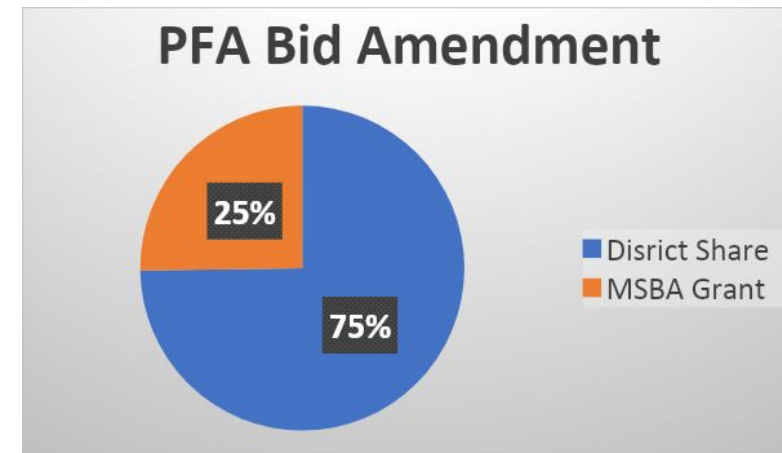
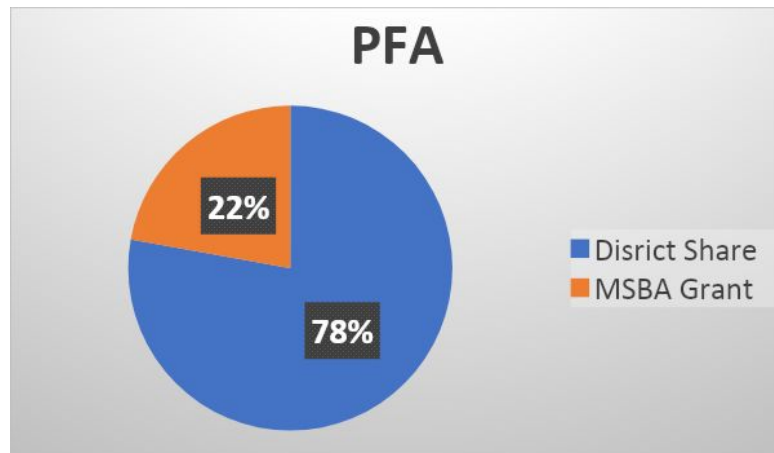
PFA – Bid Amendment Executed May 2024

Estimated Maximum Total Facility Grant Old: \$24,582,732

Estimated Maximum Total Facility Grant New: \$28,053,151

Increase in MSBA Grant of: \$3,470,419

Total Project Budget remains the same at \$113,335,749



Hingham Elementary School Construction Schedule Overview

- June 17, 2024 – Teachers last day on Foster campus
- June 18, 2024 - Take south parking lot, demo/salvage existing Temp Playground
- Jun – Jul – Aug – Phase 2 Temp Access Road, Parking & Site Work
- August 26, 2024 - Teachers return to Foster campus
- September 4, 2024 – First Day of School at Existing Foster campus, revised access
- October/November 2024 – Substantial Completion of New Foster Elementary
- January 2, 2025 – Forecast First Day of School at New Foster Elementary
- January 13, 2025 – Phase 3 Old Foster turned over to contractor for demolition
- September 1, 2025 – Phase 3 – Site Improvements Substantial Completion

Hingham Elementary School

Construction Schedule Overview

- CURRENT CHALLENGES
 - Construction
 - Remaining long lead procurement items
 - Trades Manpower
 - Start-up/Balancing/Commissioning
 - Soils management/moves across site (backfill for existing school demo)
 - New Playground construction for September
 - Site Work/Temporary Parking construction for September

Construction Progress

Phase 1

KR Rezendes Construction Contract Value – \$7,099,000

Billed to Date – \$6,795,145

Percent Complete – 96%

Phase 2

Bacon Construction Contract Value - \$82,580,261

Billed to Date - \$46,255,850

Percent Complete – 56%

Envelope Progress Building Area A



Envelope Progress Building Area B



Rear of Building Progress



**Typical Classroom
Progress Area B**



Mechanical Room Progress



Permanent Transformer Install



Playground Equipment

Equipment Name	Scheduled to be Saved	Scheduled for Demo
P1 Omni Spinner		X
P2 Play Booster		X
P3 Oodle Swing		X
P4 Rock Tunnel		X
P5 Evos Play Structure		X
P6 Bench		X
P7 & P8 Climbing Bars		X
P9 Swing Set	Saved for Reuse	
P10 Gaga Ball Pit	Saved for New Play Area	
P11 Welcome Sign		X
Grass Mats	Saved for Reuse	
Basketball Hoops		X
Wood Board Fence		X



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madams@hinghamschools.org

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Margaret Adams
Superintendent

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Superintendent's Report

Date: June 17, 2024

The following are some updates for the school committee on what is happening in the district.

Summer Hours

Beginning the week of June 17th and ending on August 30th, the Central Office and all school offices will be on summer hours. Full-year employees can opt to spread their hours during the summer break between 4.5 days or four days. Most school offices and the Central Office will have limited staff on Friday. We will have each school post notice on their website and on the school doors hours for the summer months.

Hingham Juneteenth Celebration

Join the Hingham Community at the Bandstand at the Hingham Harbor to celebrate Juneteenth Freedom Day with free family fun. The celebration will include live musical performances, a kids' bounce house and bounce obstacle course, relay races, face painting, balloon art, a sensory station, delicious food for purchase, and more. For more details on the festivities, including a list of vendors, schedule of events, and sponsorship information, please visit the Hingham Unity Council's website.

Seal of Biliteracy

An impressive 94 members of the Class of 2024 received the Seal of Biliteracy. The Massachusetts Seal of Biliteracy recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation. As described by the DESE, the state's vision is to help students recognize the value of their academic success and see the benefits of being bilingual. The State Seal of Biliteracy takes the

form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

School Building Committee

Representatives of the School Building Committee shared an update to the Selectboard on June 5th. The information provided has been shared with the School Committee.

The School Building Committee also awarded the bid for the Plymouth River Schools columns. The bids came back significantly less than expected. The SBC awarded per Habeeb's recommendation to APC Development Group \$535,729. This was significantly less than the original estimates we were expecting. Some funds, remaining funding from the town for the windows and doors project, will cover a portion, and the town will cover the remainder. The work on the columns will be completed over the summer.

Twitter-X

As you likely have heard, Twitter has changed its policies to allow adult content. Last week, on the recommendation of the Director of Technology and many educational technology specialists in the field, we restricted students' access to X. Beginning Monday, we will limit all staff's access to X on the school network. As a district, we had already moved away from using the platform for social media communication several months ago.

Foster's Green Team Award

Foster Elementary School has been honored with a prestigious Green Team Award by the Healey-Driscoll Administration for outstanding environmental stewardship. Foster's Green Team, praised for their hands-on learning and proactive approach to food waste reduction, is one of only five schools in Massachusetts recognized for exemplary efforts. A special thank you to the Foster PTO and Christin Eigenmann, the parent leader of the Green Team.

Summer Assignments

Summer assignments are posted on the district's website. Grades K-3 students are encouraged to read this summer with their families. Students entering grades 4 and 5 are required to read one book. In addition, summer reading requirements for middle and high school are also posted and have been shared with students. Math assignments are optional at all grade spans. Summer assignments for Advanced Placement courses are also posted and shared with students.



June 1, 2024 ENROLLMENT

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total K-5
East	92	3 sections 21;22;22 Total= 65	4 sections 21;21;22;20 Total= 84	4 sections 19;19;21 Total= 78	3 sections 24;24;23 Total= 71	4 sections 19;20;19;19 Total= 77	4 sections 18;18;18;19 Total= 73	448
Foster	*	3 sections 20;22;22 Total = 64	3 sections 21;22;20 Total= 63	3 sections 18;19;18 Total= 55	3 sections 21;23;22 Total= 66	4 sections 19;20;19;21 Total= 79	3 sections 20;22;20 Total= 62	389
Plymouth River	*	3 sections 15;15;14 Total= 44	4 sections 18;18;18;18 Total= 72	3 sections 19;19;19 Total= 57	3 sections 20;20;20 Total= 60	3 sections 22;22;22 Total= 66	3 sections 20;21;20 Total= 61	360
South	*	4 sections 19;19;17;19 Total= 74	4 sections 21;21;22;21 Total= 85	4 sections 23;25;23;23 Total= 94	4 sections 19;18;19;20 Total= 76	4 sections 20;20;20;19 Total= 79	4 sections 22;22;22;21 Total= 87	495
Total - By Grade K-5	92	247	304	284	273	301	283	1692

Hingham Middle School	Grade 6	Grade 7	Grade 8	Total HMS
	292	277	280	849

Hingham High School	Grade 9	Grade 10	Grade 11	Grade 12	Post Grad	Total HHS
	264	286	262	289	1	1102

Group	Total	Change from previous month
PreK	92	No change
K-5	1692	-1
6-8	849	No change
9-12 (Plus Post Grad)	1102	+1
Total	3735	No change

Other:	
Out of District	43
Homeschool	4
Vo-tech/Agricultural	4



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Dr. Margaret Adams
Superintendent of Schools

We are honored to briefly take a moment tonight to honor our retirements for the 2024-2025 school year.

Mary Eastwood-date of hire: 8/31/1978

Ms. Eastwood began her career in the Hingham Public Schools as a middle school social studies teacher in 1978. Later, she became a special education teacher in grades K-6 at South Elementary School and later became a fifth-grade teacher. She rose to the role of principal at South in 2012. She has dedicated 45 years to the Hingham Public Schools. As Ms. Eastwood is often being heard saying to both students and staff, "Be kinder than necessary." Kindness, generosity, and empathy encompass all that Ms. Eastwood has done in her career. She leaves a strong legacy at South and Hingham of exemplifying these core values.

Peter Healey (Math, HHS) date of hire:9/1/1999

Peter Healey has been a pillar of the HHS math department for a full quarter century. Whether teaching algebra, geometry, or anything else under the sun, Peter fills his classroom with warmth, empathy and kindness. He brought the same attributes to the high school's stellar math team, where he helped Hingham mathletes reach for excellence. He will be greatly missed.

Wendy Gillen (Speech/Lang., East) date of hire:9/1/1989

Wendy has been a dedicated member of the Hingham Public Schools for over 30 years and although we're sad to see her go, we are very excited for her next chapter as an official retiree! We know that she's got big plans to travel and be with her three kids. Wendy has been a valued teammate for so many reasons: her ability to help students grow, her knowledge of all things speech, and her consultation and work with our LAHB and CLC programs have been invaluable. Wendy is also bright and positive, always smiling and bringing humor and light to our workplace! She'll be missed!

Anita Levy-Sisk (English, HHS) date of hire:9/1/1993

During a career that included lengthy stints at both the middle and high schools, Anita Levy-Sisk brought passion and energy to both her classroom and the stage. As an English teacher and Drama Club advisor, Ms. Levy-Sisk made an impact that will be remembered throughout the community.

Nancy Swanson (LTS Spanish Teacher, South and PRS) date of hire 9/1/2020

Nancy Swanson has been a tremendous help covering long-term substitute positions in elementary Spanish both at South and Plymouth River. She came to Hingham Public Schools after many years of service as a Spanish teacher in local private schools.

Janet Whitcomb (para/KIA, PRS and East) date of hire: 4/29/1999

Janet Whitcomb was a Kindergarten paraprofessional at PRS. She had so much empathy for every child who walked through the door and treated them as if they were her own. She dedicated her time to the students ensuring that every day at PRS was their best day. Janet also dedicated many years to KIA.

Susan Carey (Admin. Asst., PRS) date of hire: 9/10/2020

Susan came to PRS after some time as a paraprofessional at HMS. During her two-year tenure here at PRS she was a joy to have around and tended to her office with care and confidentiality as you diligently helped to set up IEP meetings and get paperwork out to families. Susan was nice, kind and cared for those she worked with.



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mfoley@hinghamschools.org

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Maryann Foley
Human Resources Coordinator

To: Margaret Adams, Superintendent of Schools
From: Maryann Foley, Human Resources Coordinator
cc: Aisha Oppong, Director of Finances and Operations
Re: Personnel Report
Date: June 17, 2024

The following report represents changes in personnel during the period of May 1, 2024 to June 14, 2024.

Appointments

Name	Position	Location	Hire Date
Carley Allen	Food Service Technician	South Elementary	05/06/2024
William Sanford	Assistant Supervisor of Custodians	Maintenance	5/15/2024
Maryann Foley	Human Resources Coordinator	Central Office	6/1/2024

Resignations/Retirements

Name	Position	Location	Resignation/Retirement Date
Stephanie Danskin	Paraeducator	Middle School	5/1/2024
Jennifer King	Paraeducator	Plymouth River	5/8/2024
Jennifer Cataldo	Administrative Assistant	Central Office	5/10/2024
Paige Silvia	Assistant Teacher	Kids in Action	5/13/2024
Elise Eichner	Assistant Teacher	Kids in Action	5/30/2024
Katie St. Clair	Director of Facilities	District	5/31/2024
Georgina Stacey	Food Services	East	6/14/2024

Transfers

Name	Position	Transfer from	Transfer to	Transfer Date

The following positions are open and posted to be filled:

Position	Location
Administrative Assistant II – Special Education	Central Office
Nurse	Kids in Action
Assistant Teacher (after school)	Kids in Action (Foster)
PreK Teacher – Spanish Immersion	Kids in Action (Foster)
Maintenance	Maintenance
Pre-K Teacher (2 fte)	Foster Elementary
Principal	High School
Paraeducator	Foster Elementary
Food Service Technician	High School
Food Service Technician (2 fte)	District (Elementary)
Paraeducators (multiple)	Elementary & Middle School
Special Education Teacher	Middle School
BCBA	District

File: BG - SCHOOL COMMITTEE POLICY DEVELOPMENT

The School Committee will develop policies and put them in writing so that they may serve as guides for the discretionary action of those to whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the Committee will exercise its leadership in providing for the successful and efficient functioning of the HPS District. Through the study and evaluation of reports concerning the execution of its policies, the Committee will exercise its control over school operation.

The Committee accepts the definition of policy set forth by the National School Boards Association:

"Policies are principles adopted by a School Committee to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance."

The policies of the Committee are framed, and are meant to be interpreted in terms of state law, regulations of the Massachusetts Board of Elementary and Secondary Education, and other regulatory agencies of the various levels of government.

File: BGC - POLICY REVISION AND REVIEW

In an effort to keep its written policies up to date so that they can be used consistently as a basis for School Committee action and administrative decision, the Committee will review its policies on a regular basis.

The Committee will evaluate how the policies have been executed by the school staff and will weigh the results. It will rely on the school staff, students, and the community for providing evidence of the effect of the policies it has adopted.

The Superintendent is given the continuing commission of calling to the Committee's attention all policies that are out of date or appear to need revision.

The Committee directs the Superintendent to periodically recall all policy and regulations manuals for administrative updating and Committee review.

File: BIBA - SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the School Committee encourages the participation of all members at appropriate Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. The Committee shall be made aware of Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the HPS District.
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Committee members for their travel expenses will be in accordance with the Expense Reimbursement Policy.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

LEGAL REF.: M.G.L. [40:5](#)

CROSS REFS.: [BID](#), School Committee Member Compensation and Expenses

[DKC](#), Expense Reimbursements

File: BJ - SCHOOL COMMITTEE LEGISLATIVE PROGRAM

The School Committee, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. If the Committee is to meet its responsibilities to the residents and students of Hingham, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

To this end:

1. The Committee will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.
2. The Committee will work with its legislative representatives (both state and federal), with the Massachusetts Association of School Committees, and other concerned groups in developing an annual, as well as a long-range, legislative program. One of the major objectives of the Committee's legislative program will be to seek full funding for all state and federally mandated programs.
3. The Committee will annually designate a person--who may or may not be a member of the Committee--to serve as its legislative representative. This person will be authorized to speak on the Committee's behalf with respect to legislation being considered by the Massachusetts Legislature or the United States Congress or their respective committees. In all dealings with individual elected representatives, the Legislature or Congress, the Committee's representative will be bound by the official positions taken by the Committee.

COMMUNITY USE OF DIGITAL RESOURCES

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access, including the use of wireless internet access, systems will be available to the community.

Those using the district systems as a member of the community must abide by the district's procedures regarding responsible use.

All guests will be prompted to, and must accept the district's digital use form before accessing the district network.

The Superintendent or designee may revoke such access at any time.

SOURCE: MASC 2023

CROSS REF: INJD ACCESS TO DIGITAL RESOURCES
INJDC INTERNET PUBLICATION

File: BEDB-E - AGENDA FORMAT

At regular meetings, the following will be the customary order of business:

1. Call to order
2. Approval of minutes
3. Questions and Comments
4. Superintendent's Report
5. Communications
6. Unfinished business
7. New business
8. Other items as may not reasonably be known within 48 hours in advance of the meeting
9. Subcommittee and Project Reports
10. Adjournment

File: BK - SCHOOL COMMITTEE MEMBERSHIPS

The Committee may maintain memberships in the national, state and regional School Committees (boards) associations and take an active part in the activities of these groups.

It may also maintain institutional memberships in other educational organizations, which the Chair and Committee find to be of benefit to members and staff.

The materials and benefits of institutional memberships will be distributed and used to the best advantage of the Committee and the staff.



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krobertts@hinghamschools.org

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Kathryn M. Roberts
Assistant Superintendent
of Curriculum & Instruction

TO: Dr. Margaret Adams, Superintendent

FROM: Kathryn Roberts, Assistant Superintendent

DATE: May 2, 2024

RE: 2024-2025 Secondary Course Enrollment; Projected Staffing & Class Sizes

Attached please find a summary of 2024-2025 secondary course requests made by HMS and HHS students as of May 1st, anticipated number of secondary course sections, and projected average class sizes in each content area.

As has been our practice in past years, the K-12 content directors, department coordinators, special education administrators, and principals meet throughout the spring to collaboratively develop the secondary schedule and determine the number of course sections for each discipline for the upcoming school year. This process takes into account variables such as available staffing, class size constraints, and the needs of special education students as determined by Individualized Education Plans (IEPs). The proposed number of course sections and resulting class averages presented in the attached analysis have factored in the staffing cuts approved by the school committee during the budget process. Our collaborative scheduling process attempts, to the degree possible, to honor student choice and preserve the range of course offerings.

Please note that the following analysis is based on data available as of May 1st. Secondary course enrollment numbers and average class sizes will continue to evolve as schedules are finalized. In some cases, scheduling conflicts may necessitate the assignment of a "second choice" course selection. Additionally, enrollment numbers and average class sizes will evolve as families share plans to enroll in or return from private schools.

Projected Average Class Sizes 2024-2025		
SUBJECT	HMS	HHS
ELA		
<i>ELA</i>	18.4	19.5
Math		
<i>Math</i>	18.4	18.6
<i>Computer Sci.</i>	N/A	16.3
Science		
<i>Science</i>	18.8	20.3
Social Studies		
<i>History/Social Studies</i>	19.3	19.3
<i>Business</i>	N/A	19.0
World Language		
<i>French</i>	19.7	14.8
<i>Spanish</i>	15.4	19.2
<i>Chinese</i>	19.0	16
<i>Latin</i>	N/A	14.9
Fine Arts		
<i>Visual Arts</i>	16.3	12.9
<i>Band</i>	36.0	35.5
<i>Chorus</i>	14.5	20.0
<i>Orchestra</i>	21.3	24.0
<i>Music Elective (Other)</i>	N/A	10.4
<i>Drama</i>	11.8	11.5
Tech Engineering		
<i>Tech Engineering</i>	17.8	8.5
Physical Education		
<i>PE</i>	14.3	20.1
Health		
<i>Health</i>	14.3	18.7
Family & Consumer Science		
<i>FACS</i>	18.9	15.1
Library/Media		
<i>AP Sem</i>	N/A	20.7
<i>AP Research</i>	N/A	17.0
<i>TVP</i>	N/A	12.3

PROJECTED ELA CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

HMS-ELA	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size	HHS-ELA	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Grade 6 ELA	283	15	18.9	Gr. 9 ELA (L2)	126	6	21.0
Gr. 7 ELA (L2)	125	6	20.8	Gr. 9 ELA (L3/L4)	151	9	16.8
Gr. 7 ELA. (L3/L4)	155	9	17.2	Gr. 10 ELA (L2)	114	6	19.0
Gr. 8 ELA. (L2)	135	7	19.3	Gr. 10 ELA (L3/L4)	143	8	17.9
Gr. 8 ELA (L3/L4)	131	8	16.4	AP Lang	53	3	17.7
				Gr. 11 ELA (L2)	73	4	18.3
TOTAL/AVERAGES:	829	45	18.4	Gr. 11 ELA (L3/L4)	151	8	18.9
				AP Lit	25	1	25.0
				Film	132	6	22.0
				Disability Life & Lit	31	2	15.5
				Global Issues in Lit	58	2	29.0
				Satire	52	2	26.0
				Detective/Mystery	117	6	19.5
				Reading To Write	82	4	20.5
				Creative Writing	8	N/A	
				TOTAL/AVERAGES:	1308	67	19.5
				HHS-Tier II Literacy Strategies			
				Secondary Lit Strategies I	7	1	7.0
				Secondary Lit Strategies II	6	1	6.0

PROJECTED MATH CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

PROJECTED MATH CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data							
				HHS-Math	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
HMS	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size	Algebra 1 Linear**	51	4	12.8
Gr. 6 Math	283	15	18.9	Algebra I Quadratic	85	5	17.0
Gr. 7 Pre-Algebra (L2)	102	5	20.4	L3 Geometry -Linear**	64	4	16.0
Gr. 7 Pre-Algebra (L3)	69	4	17.3	L3 Geometry -Quadratic	145	7	20.7
Math 7 (L3)	102	6	17.0	L2 Geometry	75	4	18.8
Algebra I	92	5	18.4	L3 Algebra II **	49	3	16.3
Algebra Quadratic (L3)	67	4	16.8	L3 Algebra II w/Trig	144	8	18.0
Math 8	111	6	18.5	L2 Algebra II	56	3	18.7
	826	45	18.4	L3 Pre-Calculus	137	6	22.8
				L3 Intro to Stats	41	3	13.7
				L3 Analysis II	38	2	19.0
				L2 Pre-Calculus	74	3	24.7
				L2 Calculus	43	2	21.5
				AP Calculus AB	37	2	18.5
				AP Calculus BC	17	1	17.0
				AP Statistics	57	3	19.0
				TOTAL/AVERAGE	1113	60	18.6
				HHS-Computer Science			
				Intro to Computing	25	1	25.0
				AP Computer Science	24	2	12.0
				TOTAL/AVERAGES	49	3	16.3
				Tech Squad	5		

PROJECTED SCIENCE CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

HMS				HHS			
	Requests 24-25	Sections 24-5	Average Size		Requests 24-5	Sections 24-5	Average Size
Grade 6 Science	280	15	18.7	Bio (L2)	158	7	22.6
Grade 7 Science (L2)	144	7	20.6	Bio (L3/L4)	122	6	20.3
Grade 7 Science (L3-L4)	147	8	18.4	Chem (L2)	107	5	21.4
Grade 8 Science (L2)	144	8	18.0	Chem (L3)	204	10	20.4
Grade 8 Science (L3-L4)	132	7	18.9	Physics (L2)	73	4	18.3
				Physics (L3)	143	7	20.4
TOTAL/AVERAGES:	847	45	18.8	Env. Sci (L2/L3)	45	2	22.5
				Oceans (L3/L4)	86	4	21.5
				Greenhouse Botany	12	1	12.0
				*Biotech (L2/L3)	16	1	16.0
				*Anatomy (L2)	50	3	16.7
				**AP Bio	55	3	18.3
				**AP Env. Sci.	64	3	21.3
				**AP Chem	24	1	24.0
				**AP Physics	16	1	16.0
				TOTAL/AVERAGES:	1175	58	20.3
				*Dual Enrollment			
				*Note: Additional AP Labs meet 2 days per 6 day cycle			

PROJECTED SOCIAL STUDIES & BUSINESS CLASS SIZES (2024-2025)--Based on 5/1/24 Course Request Data

HMS Social Studies	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		HHS Social Studies	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Grade 6 Social Studies	283	15	18.9		2World Hist I	149	7	21.3
Gr. 7 Soc. St. (L2)	131	6	21.8		3-4World Hist I	130	7	18.6
Gr. 7 Soc. St. (L3/L4)	160	9	17.8		1AP World Hist	10	1	10.0
Gr. 8 Soc. St. (L2)	130	6	21.7		2World Hist II	128	7	18.3
Gr. 8 Soc. St. (L3/L4)	146	9	16.2		3-4World Hist II	125	7	17.9
TOTAL: (Gr. 7-8)	850	45	19.3		1AP US History	49	2	24.5
					2US History	105	6	17.5
					3-4US History	121	7	17.3
					1AP Euro Hist	49	2	24.5
HHS Business	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		2-3-4 Economics	40	2	20.0
Digital Lit	3	N/A			2-3-4 AmPolSys	17	1	17.0
Intro Bus.	67	4	16.75		*2-3-4 Sociology	21	1	21.0
Accounting	4	N/A			*2-3-4 Psych	101	4	25.3
Pers. Finance	66	4	16.5		2-3-4 Intl. Aff.	15	1	15.0
Wall Street	24	1	24		2-3 Sem WWII	65	3	21.7
Marketing	29	1	29		2-3 Sem Am. Culture	37	2	18.5
Bus. Mgmt	17	1	17		2-3 Holocaust	94	4	23.5
Sports Mkt.	18	1	18		Hing. Historical. Internship	18	2	9.0
TOTAL/AVERAGES:	228	12	19.0		TOTAL/AVERAGES:	1274	66	19.3

PROJECTED WORLD LANGUAGE CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

HMS				HHS			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Spanish 6 (every other day)	135	4	16.9	3 Latin 1	17	1	17
Spanish 1A	162	8	20.3	2 Latin 1	14	1	14
Spanish 1B	157	7	22.4	2 Latin 2	25	1	25
TOTAL/AVERAGES:	454	19	19.7	3 Latin 2	27	2	13.5
				2 Latin 3	17	1	17
				3 Latin 3	9	1	9
HMS				HHS			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
French 6 (every other day)	104	4	13.0	*2 Latin 4	18	1	18
French 1A	121	7	17.3	AP Latin	9	1	9
French 1B	83	5	16.6	3 Latin 4	13	1	13
TOTAL/AVERAGES:	308	16	15.4	*Dual Enrollment			
				TOTAL/AVERAGES:	149	10	14.9
HMS				HHS			
	Requests 24-25	Sections 24-5	Average Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Chinese 1	19	1	19.0	French 1A	11	1	11
TOTAL/AVERAGES:	19	1	19.0	French 1B			
				2 French 2	30	2	15
HHS				HHS			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
3/4 Spanish 1A	31	2	15.5	3 French 2	35	2	17.5
3 Spanish 1B	33	2	16.5	2 French 3	30	2	15
2 Spanish 2	85	4	21.3	3 French 3	21	2	10.5
3 Spanish 2	75	4	18.8	2 French 4	18	1	18
2 Spanish 3	62	3	20.7	3 French 4	16	1	16
3 Spanish 3	67	3	22.3	*L2/3 French 5	13	1	13
2 Spanish 4	58	3	19.3	AP French	19	1	19
3 Spanish 4	33	2	16.5	*Dual Enrollment			
3 Spanish 5	26	1	26.0	TOTAL/AVERAGES:	193	13	14.8
2 Spanish 5	44	2	22.0				
AP Spanish Lang	48	3	16.0	World Language & Culture	7	1	7
AP Spanish Lit	15	1	15.0				
TOTAL/AVERAGES:	577	30	19.2				
HHS				HHS			
	Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size		Course Requests 24-25	Proposed Sections 24-5	Anticipated Avg. Class Size
Chinese 1A	17	1	17				
Chinese 1	7	0	6				
Chinese 2	29	2	14.5				
Chinese 3	31	2	16				
Chinese 4	0	N/A					
AP Chinese	12	1	12				
TOTAL/AVERAGES:	96	6	16				

PROJECTED FINE ARTS CLASS SIZES (2024-2025)--Based on 5/1/24 Course Request Data

PROJECTED FINE ARTS CLASS SIZES (2024-2025)--Based on 5/1/24 Course Request Data							
				HHS--Music	Requests 24-5	Sections 24-5	Average Size
HMS	Requests 24-25	Sections 24-5	Average Size				
Art 7	98	6	16.3	Wind Ensemble	42	1	42.0
Art 8	98	6	16.3	Concert Band	29	1	29.0
				TOTAL/AVERAGES:	71	2	35.5
TOTAL/AVERAGES:	196	12	16.3				
				Orchestra	30	1	30.0
				Freshman Orchestra	18	1	18.0
HMS	Requests 24-25	Sections 24-5	Average Size	TOTAL/AVERAGES:	48	2	24.0
Band 7	66	2	33.0				
Band 8	42	1	42.0	Concert/Mixed Chorus	20	1	20.0
				TOTAL/AVERAGES:	20	1	20.0
TOTAL/AVERAGES:	108	3	36.0				
HMS	Requests 24-25	Sections 24-5	Average Size	AP Music Theory	9	1	9.0
Chorus 7-8	58	4	14.5	Intro to Piano	17	2	8.5
				Songwriting	10	1	10.0
				*Guitar (16 max)	16	1	16.0
TOTAL/AVERAGES:	58	4	14.5				
				*26 registered, 16 max			
HMS	Requests 24-25	Sections 24-5	Average Size	TOTAL/AVERAGES:	52	5	10.4
Orchestra 7	38	2	19.0				
Orchestra 8	26	1	26.0				
				Music Appreciation	0	N/A	
TOTAL/AVERAGES:	64	3	21.3	Fundamentals of Music	0	N/A	
HMS	Requests 24-25	Sections 24-5	Average Size	HHS--Drama	Requests 24-5	Sections 24-5	Average Size
Drama 7	58	4	14.5	Acting I & II	23	2	11.5
Drama 8	36	4	9.0	TOTAL/AVERAGES:	23	2	11.5
TOTAL/AVERAGES:	94	8	11.8				
				HHS--Visual Arts	Requests 24-5	Sections 24-5	Average Size
				Drawing and Painting 1	46	3	15.3
				Drawing and Painting 2	21	2	10.5
				Drawing and Painting 3	8	1	8.0
				Ceramics 1 & 2	48	3	16.0
				Wheel Throwing/Avd.Wheel/AP3D	95	7	13.6
				Graphic Design I, II & III	17	2	8.5
				Photography I & II	22	2	11.0
				TOTAL/AVERAGES:	257	20	12.9
				Draw/Paint 4 (Portfolio)	0	N/A	
				AP Studio Art: 2D	0	N/A	
				Mixed Media	6	N/A	

PROJECTED FAMILY & CON. SCI. CLASS SIZES (2024-2025)----Based on 5/1/24 Course Request Data

	Requests 24-25	Sections 24-5	Average Size				
FACS 7	170	10	17.0				
FACS 8	207	10	20.7				
TOTAL/AVERAGE:	377	20	18.9				
	Requests 24-25	Sections 24-5	Average Size				
Global Foods	8	1	8.0				
Foods I	96	6	16.0	(note: 200 requested; 16 max per class)			
Foods II	32	2	16.0	(note: 71 requested; 16 max per class)			
Fashion I & II	33	2	16.5				
Interior Design	26	2	13.0				
Child Dev. I & II	64	4	16.0	(note: 89 requested CD-I & 20 CD-II; 16 max per class)			
TOTAL/AVERAGE:	136	9	15.1				

PROJECTED LMC CLASS SIZES (2024-2025)-----Based on 5/1/24 Course Request Data

HMS	Requests 24-25	Sections 24-5	Average Size		
TVP	0	N/A			
HHS	Requests 24-25	Sections 24-5	Average Size		
AP Sem	62	3	20.7		
AP Research	34	2	17.0		
TVP	37	3	12.3		
<u>TOTAL/AVERAGE:</u>	133	8	16.6		

PROJECTED PHYSICAL EDUCATION/HEALTH CLASS SIZES (2024-2025)----Based on 5/1/24 Cours								
HMS-PE	Requests 24-25	Sections 24-5	Average Size		HMS-Health	Requests 24-25	Sections 24-5	Average Size
Gr. 7-8 PE	571	40	14.3		Gr.7-8 Health	571	40	14.3
TOTAL/AVERAGE:	571	40	14.3		TOTAL/AVERAGE:	571	40	14.3
HHS-PE	Requests 24-25	Sections 24-5	Average Size		HHS-Health	Requests 24-25	Sections 24-5	Average Size
Grade 9 PE	282	12	23.5		Gr. 10 Health	262	14	18.7
Intro to Yoga	31	2	15.5					
Team Sports	48	4	12.0		TOTAL/AVERAGE:	262	14	18.7
TOTAL/AVERAGE:	361	18	20.1					

PROJECTED TECH ENGINEERING CLASS SIZES (2024-2025)--Based on 5/1/24 Course Request Data

	Requests 24-25	Sections 24-5	Average Size	
*Grade 7 Wood Tech	161	10	16.1	
*Grade 8 Tech Eng.	159	8	19.9	
*Year long courses; meet every other day				
TOTAL/AVERAGES:	320	18	17.8	
	Requests 24-25	Sections 24-5	Average Size	
Automotive Engineering	17	2	8.5	
Wood Tech	43	4	10.8	
Power Tech/Adv. Power	11	1	11.0	
Adv. Woodworking	29	4	7.3	
Technical Drawing	7	1	7.0	
Engineering & Robotics	11	2	5.5	(Note: 7 Electronics Students may join, bringing total requests to 18)
**Construction Tech (TRACES)	10	1	10.0	
**3 students=5 credits; 7 Students=10 credits				
TOTAL/AVERAGES:	128	15	8.5	



HINGHAM PUBLIC SCHOOLS

220 Central Street • Hingham, Massachusetts 02043

781-741-1500 VOICE • 781-749-7457 FAX

madams@hinghamschools.org

www.hinghamschools.com

Margaret Adams
Superintendent

To: School Committee

From: Margaret Adams, Superintendent of Schools

Subject: Recommendation on Recall of Staff

Date: June 17, 2024

The following is to recommend to reinstitute the middle school librarian from .5 to 1.0. The total cost of this recall is \$39,417.

I have provided the materials provided early in May to indicate expected enrollment and class sizes at the secondary level and at the elementary level. We will be monitoring through the summer months class sizes in several grades at the elementary level to determine if any additional classes are necessary.

The \$560,000 in additional funding allocated to the schools at the Town Meeting will fund the recall of this position. As you know, town meeting members voted for an additional two million for the FY15 budget. The town has indicated that the increase of 1.4 million needed to cover increased special education costs should be paid from this additional amount.

The remaining \$560,000 was allotted to close gaps in the FY25 budget as a result of the pending approved contractual bargaining agreements as follows:

- \$70,000 for Unit D increase in salaries
- \$400,000 for Unit B, an increase in the per-unit salary
- \$39,417 for the recall of a librarian
- \$50,000 increase in stipends for clubs and coaches in year two of the contract from the budgeted 3% to 3.5%

Motion:

To approve and authorize the superintendent to conduct the recalls of staff as a result of the restatement of the .5 library media specialist position at Hingham Middle School.



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Margaret Adams, Ed.D.
Superintendent of Schools

To: School Committee Members

From: Margaret Adams, Superintendent

Subject: Anticipated Class Size 2024-2025

Date: May 3, 2024

The following numbers are the anticipated numbers for next year for elementary for the 2024-2025 school year.

Total Enrollment by School and Grade for the 2024-2025 School Year

Grade	East	Foster	PRS	South	Total
Kindergarten	60	54	48	76	238
Grade One	72	64	44	76	256
Grade Two	85	63	72	86	306
Grade Three	80	55	57	99	291
Grade Four	68	66	61	80	275
Grade Five	76	79	67	83	305
Total	440	381	360	500	1681

Total Sections by School and Grade for 2024-2025 School Year

Grade	East	Foster	PRS	South	Total
Kindergarten	3	3	3	4	13
Grade One	4	3	3	4	14
Grade Two	4	3	3	4	14
Grade Three	4	3	3	4	14

Grade Four	3	3	3	4	13
Grade Five	4	4	3	4	15
Total	22	19	18	24	83

Average Class Size by School and Grade for 2024-2025 School Year

Grade	East	Foster	PRS	South	Total
Kindergarten	20	18.00	16.00	19.00	18.25
Grade One	18	21.33	14.67	19.00	18.25
Grade Two	21.25	21.00	24.00	21.50	21.94
Grade Three	20	18.33	19.00	24.75	20.52
Grade Four	22.67	22.00	20.33	20.00	21.25
Grade Five	19	19.75	22.33	20.75	20.46
Total	20.15	20.07	19.39	20.83	20.11

For comparison, these are the numbers for the 2023-2024 school year based on October 1st enrollment.

Grade	East	Foster	PRS	South	Total
Kindergarten	21 (3)	21 (3)	14.66 (3)	18 (4)	18.67 (13)
Grade One	21.25 (4)	22 (3)	17.5 (4)	21 (4)	20.43 (15)
Grade Two	19.75 (4)	18 (3)	19 (3)	23.25 (4)	20 (14)
Grade Three	23.33 (3)	22 (3)	19.6 (3)	19.5 (4)	21.11 (13)
Grade Four	19.25 (4)	19.25 (4)	22 (3)	19.75 (4)	20.06 (15)
Grade Five	18 (4)	21.67 (3)	20.67 (3)	17.4 (4)	19.44 (14)
Total	20.9 (22)	21.1 (19)	18.5 (19)	19.6 (24)	19.9 (84)

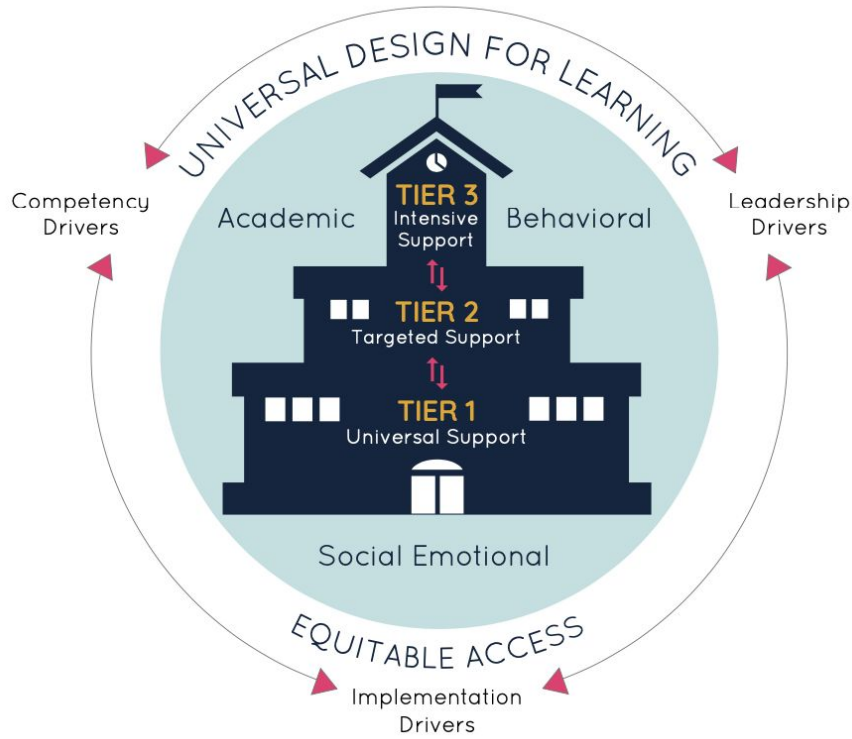


End of Year (EOY) Assessment Data

June 2024

Dr. Margaret Adams, Superintendent
Kathryn Roberts, Assistant Superintendent
Mary Andrews, K-12 ELA Director
David Jewett, K-12 Math Director

Multi-Tiered System of Support (MTSS)





MULTI-TIERED
SYSTEM OF SUPPORT

Through MTSS, we will proactively identify and address the strengths and needs of all students by optimizing:

- data-driven decision-making
- progress monitoring
- evidence-based supports and strategies

MTSS Diagnostic Assessments

What are we using?		How are we using it?	
Diagnostic Tool		Grades	Description
	Acadience Reading Diagnostic (DIBELS Next)	K-3	Acadience provides universal early literacy screening through a series of short, fluency-based probes. Acadience data is supplemented with additional subtests (e.g.--RAN.)
	iReady Reading Diagnostic	Gr. 3-5	iReady Reading diagnostic is an adaptive computer-based test that assesses phonological awareness, phonics, high frequency words, vocabulary and reading comprehension.
	iReady Math Diagnostic	K-6	iReady Math diagnostic is an adaptive computer-based test that assesses in the domains of numbers and operations, algebraic thinking, measurement & data and geometry.

MTSS Intervention Cycles & Next Steps

- The presentation of EOY data completes our second full year-long intervention cycle under the newly restructured MTSS intervention protocols.

MTSS Next Steps:

- Continue to refine MTSS interventions and data protocols for 2024-2025.
- Continue to work with staff during PLCs and department/curriculum meetings to analyze data and adjust instruction accordingly.
- Year 2 of district-wide adoption of a new evidence-based K-5 reading program, *Into Reading*; continued emphasis on early literacy and integration of literacy across the content areas.
- Continue elementary math coaching cycles related to math workshop model and math practices. Continue to research K-5 math programs in 2024-2025 (pilot 2025-2026).
- Year 1 of secondary math professional development initiative “*Building Thinking Classrooms in Mathematics*.”

BOY
Diagnostic

Progress
Monitoring

MOY
Diagnostic

Progress
Monitoring

EOY
Diagnostic



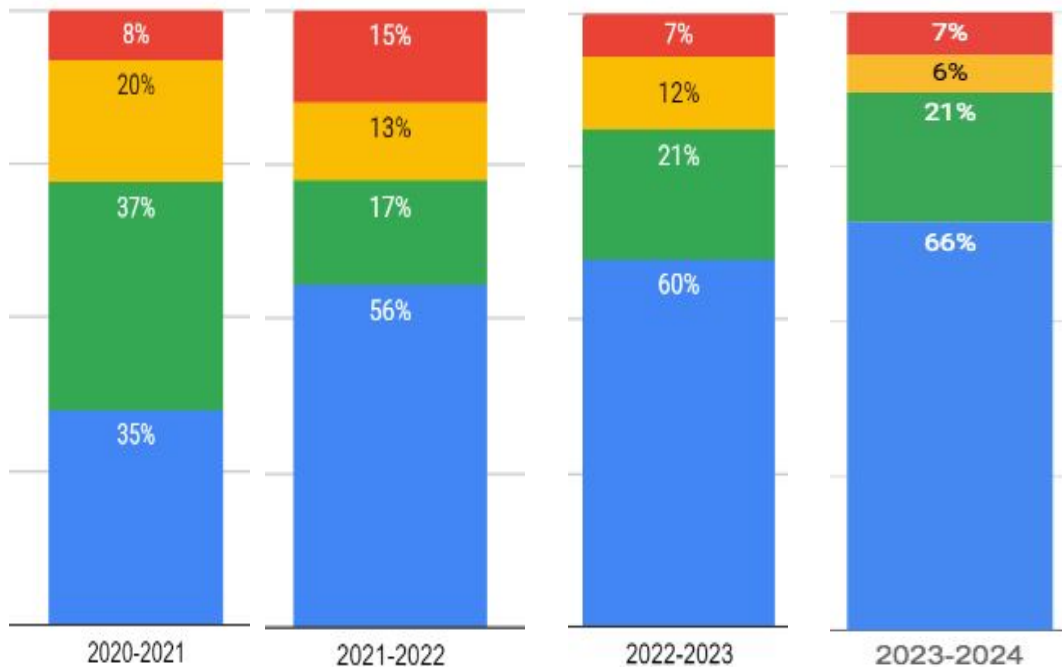
ELA - Reading

Grades K-2 Acadience (DIBELS) Takeaways...

- In following the cohort of kindergarteners who started during the “Covid” year (2020-21) through the current school year (2023-24), it is evident that the MTSS interventions in place are successfully remediating pandemic learning loss.
- Even with the higher performance level score ranges for EOY assessments and the different subtests included, 84% of this year’s kindergartners placed at or above benchmark for the Acadience (DIBELS) composite score.
- Over 3/4 of HPS first graders placed at or above benchmark for the EOY Acadience (DIBELS) composite score despite the increased benchmark cut-offs and varied subtests considered.
- Even with the higher performance level score ranges and varied subtests considered for EOY assessments, over 3/4 of this year’s second graders placed at or above benchmark for the Acadience (DIBELS) composite score.

Tracing Acadience/DIBELS EOY Cohort Progress for the Class of 2033 (K during 2020-2021 COVID year)

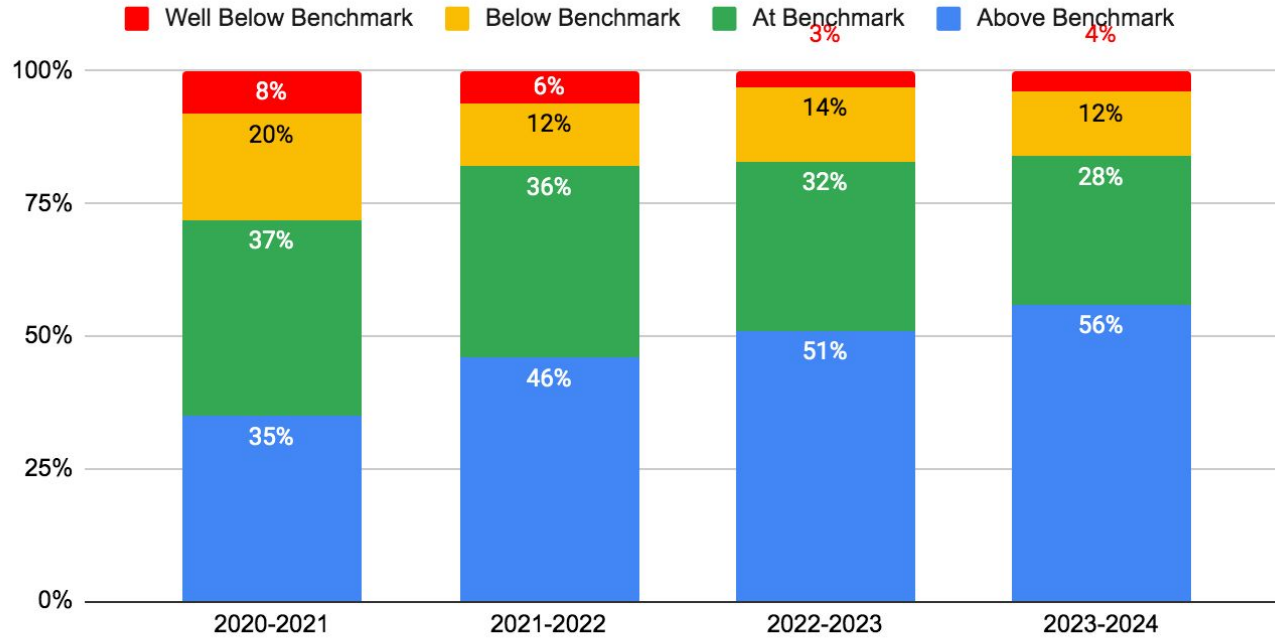
■ Well Below Benchmark
 ■ Below Benchmark
 ■ At Benchmark
 ■ Above Benchmark



	2020-2021	2021-2022	2022-2023	2023-2024
At or Above Benchmark	72%	73%	81%	87%
Below Benchmark	28%	28%	19%	13%

Acadience/DIBELS (Early Literacy Skills)

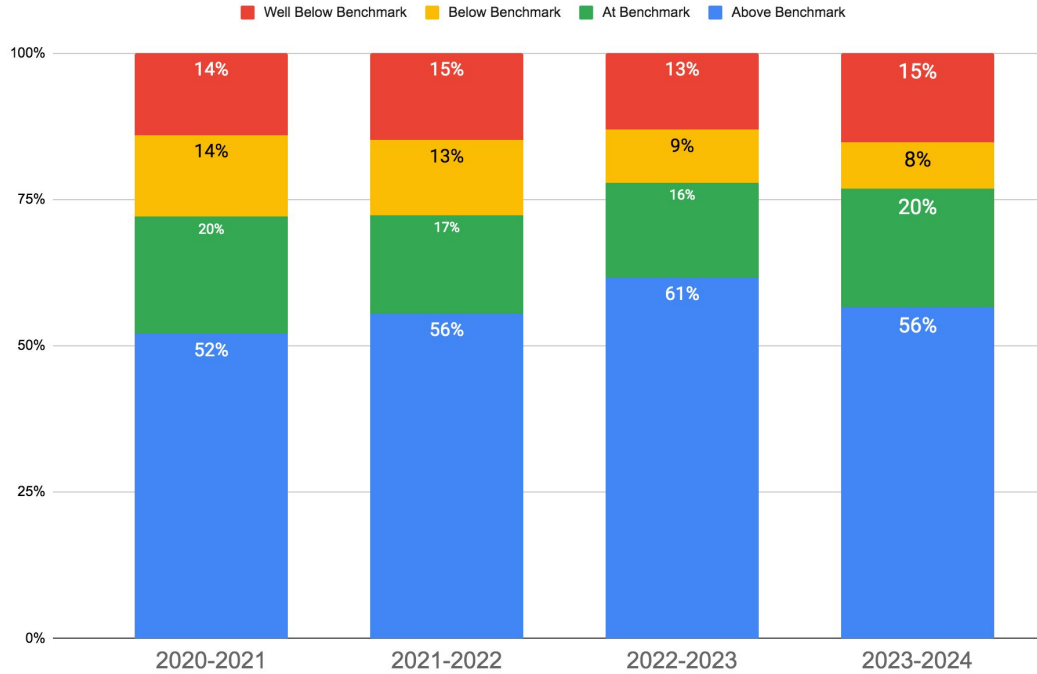
Kindergarten MOY Composite Scores 2021-2024



	2020-2021 (n=220)	2021 - 2022 (n=257)	2022-2023 (n=285)	2023-2024 (n=243)
At or Above Benchmark	72%	82%	83%	84%
Below Benchmark	28%	18%	17%	16%

Acadience/DIBELS (Early Literacy Skills)

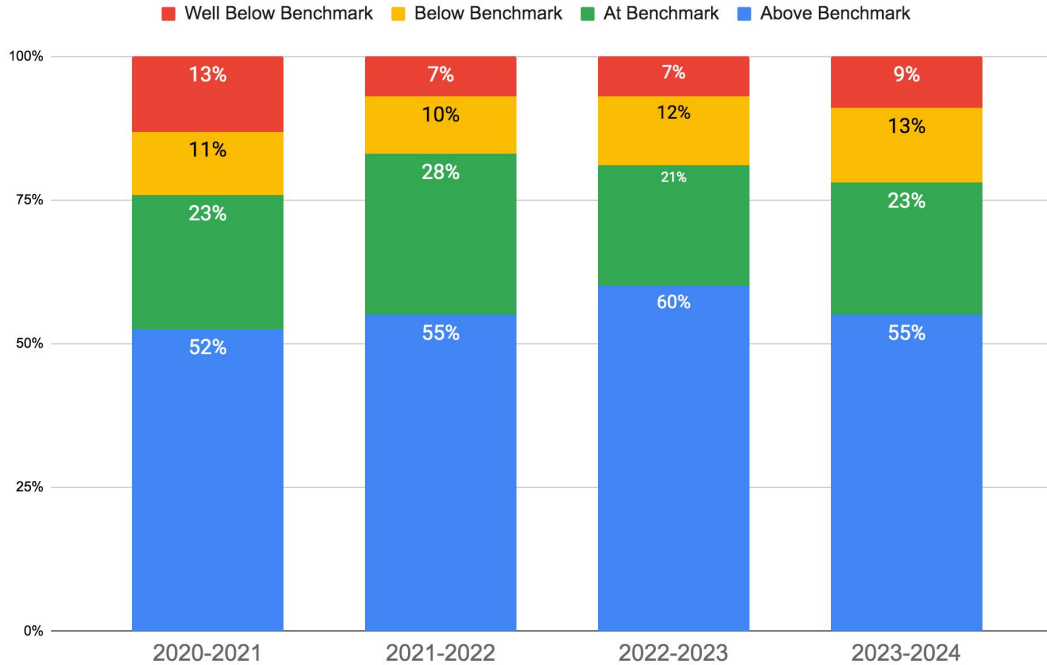
1st Grade EOY Composite Scores 2021-2024



	2020-2021 (n=249)	2021 - 2022 (n=261)	2022-2023 (n=276)	2023-2024 (n=301)
At or Above Benchmark	72%	73%	77%	76%
Below Benchmark	28%	28%	22%	23%

Acadience/DIBELS (Early Literacy Skills)

Grade 2 EOY Composite Scores 2021-2024



	2020-2021* (n=184)	2021 - 2022 (n=301)	2022-2023 (n=262)	2023-2024 (n=279)
At or Above Benchmark	75%	83%	81%	78%
Below Benchmark	24%	17%	19%	22%

*composite score is average of three schools for 2020-2021

RCS

Reading Composite Score

How is it calculated?

Kindergarten

Beginning of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

Acadience Reading Composite Score (add values 1–2) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

PSF Score = _____ [3]

NWF CLS Score = _____ [4]

Acadience Reading Composite Score (add values 1–4) =

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Acadience Reading Composite Score (add values 1–3) =

Do not calculate the composite score if any of the values are missing.

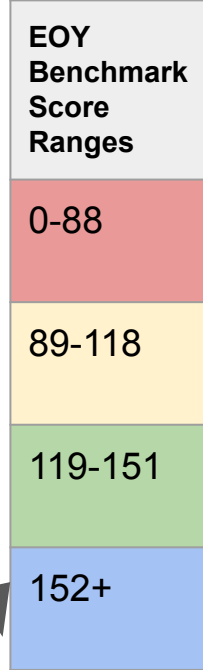
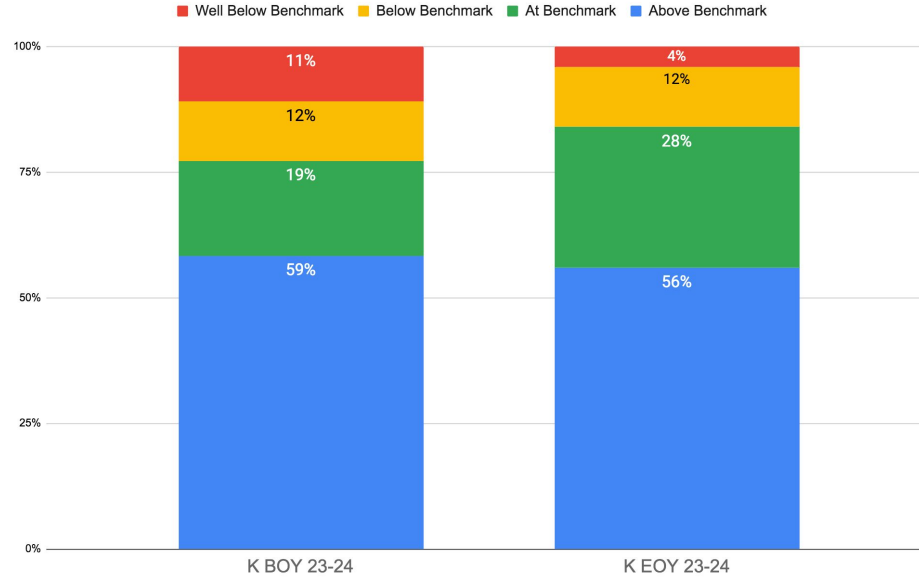
Acadience/DIBELS (Early Literacy Skills): ALL Students

NOTE:

***Unlike iReady,** Acadience/DIBELS benchmark score ranges shift from BOY to EOY.*



Kindergarten Composite Scores BOY and EOY: 2023-2024



	K BOY 23-24	K EOY 23-24
At or Above Benchmark	78%	84%
Below Benchmark	22%	16%

Grade 1

RCS

Reading Composite Score

Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

NWF CLS Score = _____ [1]

NWF WWR Score = _____ [2]

ORF Words Correct = _____ [3]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

Acadience Reading Composite Score (add values 1-4) =

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

NWF WWR Score _____ **x 2** = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

Do not calculate the composite score if any of the values are missing.

How is it calculated?

Middle of Year

ORF Accuracy Percent	Accuracy Value
0% – 49%	0
50% – 52%	2
53% – 55%	8
56% – 58%	14
59% – 61%	20
62% – 64%	26
65% – 67%	32
68% – 70%	38
71% – 73%	44
74% – 76%	50
77% – 79%	56
80% – 82%	62
83% – 85%	68
86% – 88%	74
89% – 91%	80
92% – 94%	86
95% – 97%	92
98% – 100%	98

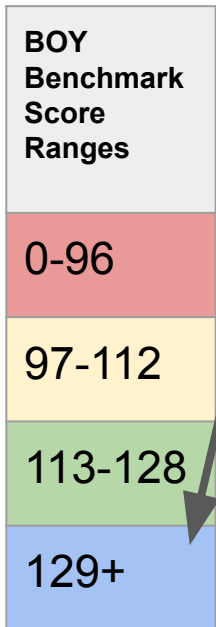
End of Year

ORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

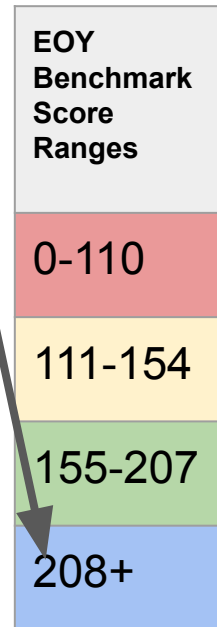
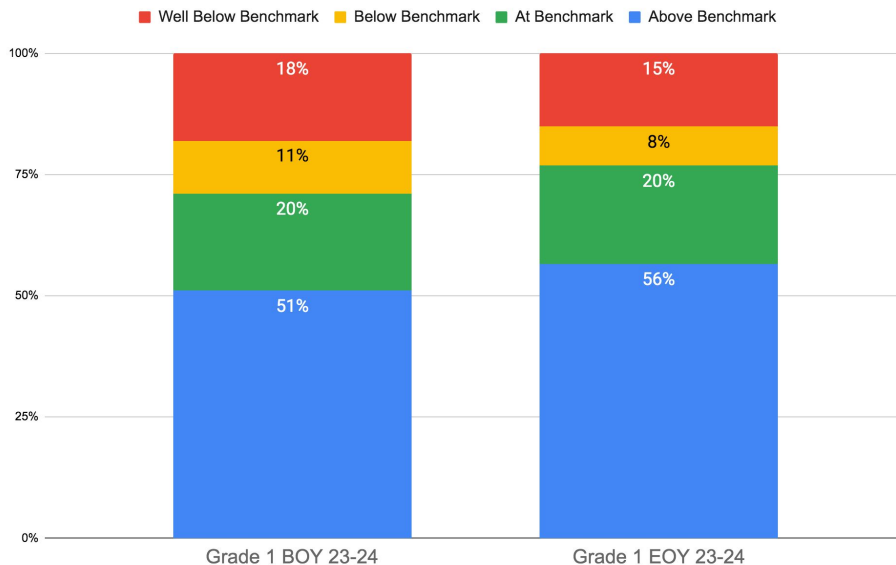
Acadience/DIBELS (Early Literacy Skills): ALL Students

NOTE:

Unlike iReady, Acadience/DIBELS benchmark score ranges shift from BOY to EOY.



Grade 1 Composite Scores BOY and EOY: 2023-2024



	Grade 1 BOY 23-24	Grade 1 EOY 23-24
At or Above Benchmark	71%	77%
Below Benchmark	29%	23%

Grade 2

RCS

Reading Composite Score

How is it calculated?

Beginning of Year Benchmark

NWF WWR Score _____ $\times 2$ = _____ [1]

ORF Words Correct = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ $\times 2$ = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

ORF Words Correct = _____ [1]

Retell Score _____ $\times 2$ = _____ [2]

ORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [3]

Acadience Reading Composite Score (add values 1-3) =

If ORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the Acadience Reading Composite Score. Do not calculate the composite score if any of the values are missing.

Beginning of Year

ORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

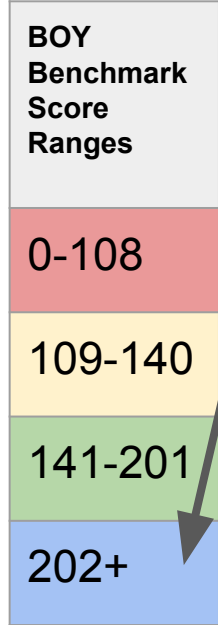
Middle and End of Year

ORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

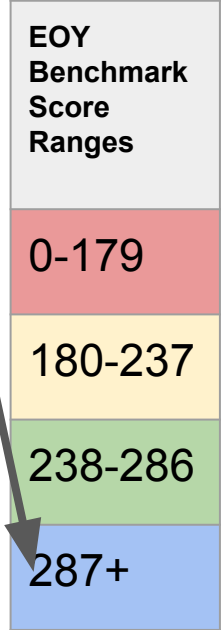
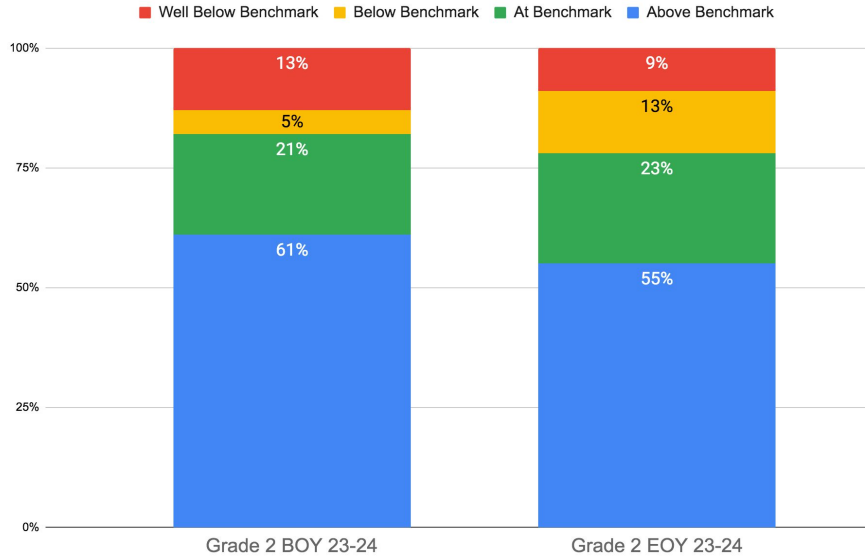
Acadience/DIBELS (Early Literacy Skills): ALL Students

NOTE:

Unlike iReady, Acadience/DIBELS benchmark score ranges shift from BOY to EOY.



Grade 2 BOY 23-24 and Grade 2 EOY 23-24



	Grade 2 BOY 23-24	Grade 2 EOY 23-24
At or Above Benchmark	82%	78%
Below Benchmark	18%	22%



iReady Reading (Gr. 3-5)

Interpretation

NOTE:

- Unlike K-2 Acadience/DIBELS for which we have multiple years of data, longitudinal data cannot be presented for iReady as this diagnostic assessment is a recent adoption.

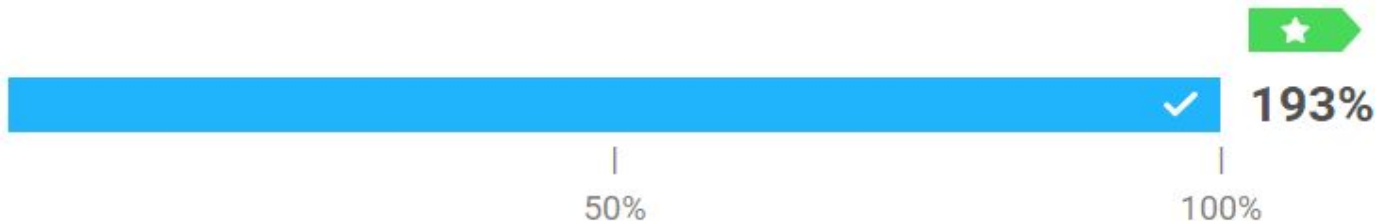
BOY to EOY TRENDS:

- Significant growth in all reading domains across all grade levels
 - Students in Grade 3 moved from 66% on or above grade-level at BOY to 93% at EOY
 - Students in Grade 4 moved from 60% on or above grade-level at BOY to 85% at EOY
 - Students in Grade 5 moved from 63% on or above grade-level at BOY to 85% at EOY
- All three grade levels well exceeded expectations for *Typical Annual Growth*
- Special education cohorts in all three grade levels also well exceeded expectations for *Typical Annual Growth*



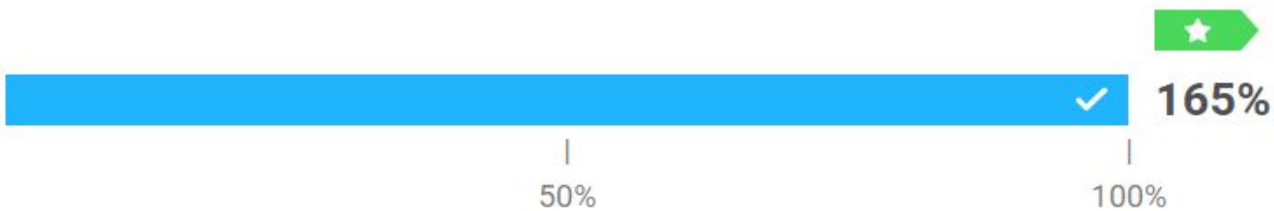
iReady Reading: **ALL Students Grades 3-5** *Progress Toward Annual Growth*

Grade 3



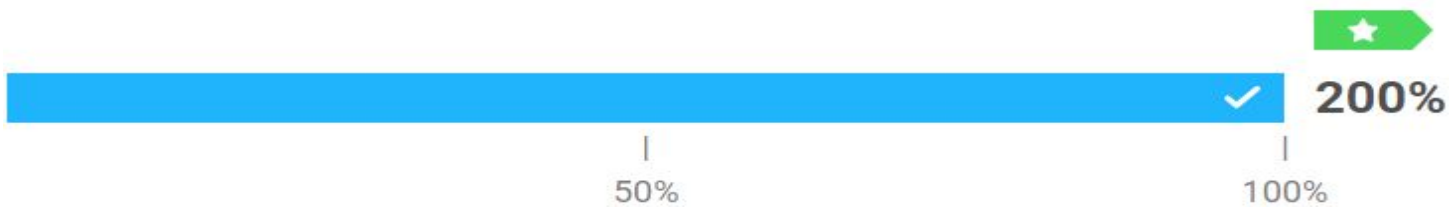
(as compared to 171% last year)

Grade 4



(as compared to 157% last year)

Grade 5



(as compared to 180% last year)



iReady Reading: **Special Education Grades 3-5** *Progress Toward Annual Growth*

Grade 3



Grade 4



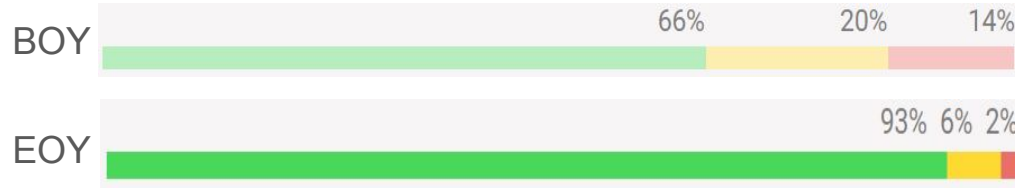
Grade 5





iReady Reading: **ALL Students (Gr. 3-5)** *Placement Distribution*

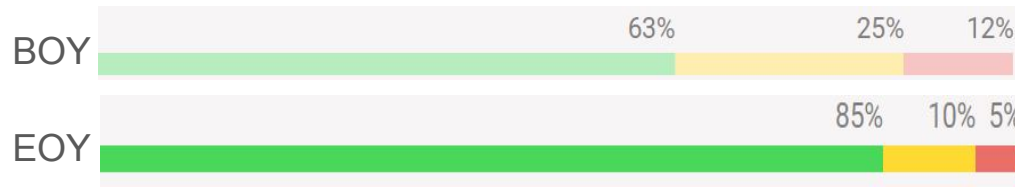
Grade 3



Grade 4



Grade 5



		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 3	BOY	66%	20%	14%
	EOY	93%	6%	2%
Grade 4	BOY	60%	35%	4%
	EOY	85%	12%	2%
Grade 5	BOY	63%	25%	12%
	EOY	85%	10%	5%



iReady Reading: **Students with Disabilities (Gr. 3-5)**

Placement Distribution

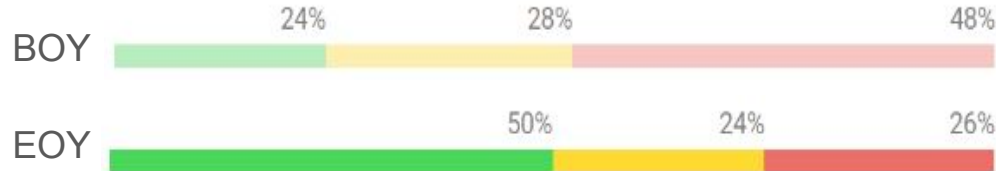
Grade 3



Grade 4



Grade 5



		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 3	BOY	29%	25%	46%
	EOY (48)	67%	25%	8%
Grade 4	BOY	29%	57%	14%
	EOY (70)	71%	19%	10%
Grade 5	BOY	24%	28%	48%
	EOY (46)	50%	24%	26%



Grade 3 iReady

Reading (ALL Students)

Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	74%	96%	9%	2%	16%	2%
High Frequency Words	98%	100%	N/A	N/A	N/A	N/A
Vocabulary	64%	91%	22%	7%	13%	2%
Comprehension-Literature	62%	88%	19%	7%	20%	5%
Comprehension-Informational Text	55%	88%	23%	8%	22%	5%



Grade 3 iReady

Reading (Students with Disabilities)

Domain Comparison

BOY and EOY



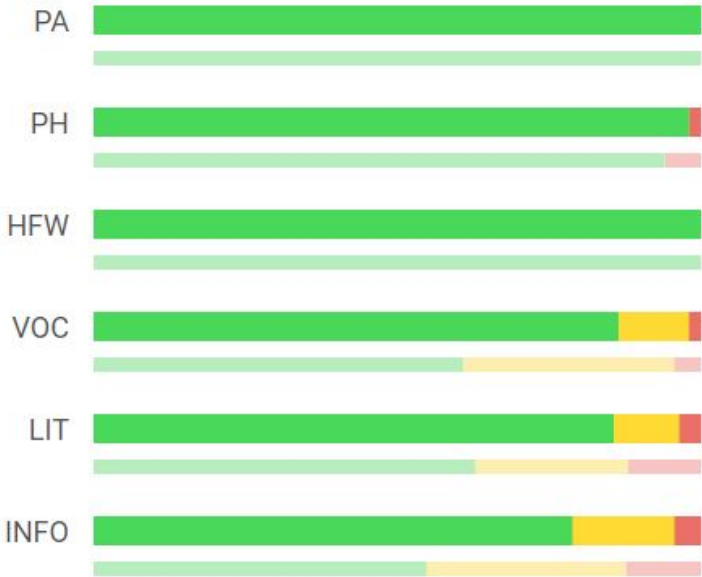
<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	35%	81%	15%	8%	50%	10%
High Frequency Words	92%	98%	4%	0%	4%	2%
Vocabulary	35%	65%	25%	25%	40%	10%
Comprehension-Literature	27%	56%	19%	19%	54%	25%
Comprehension-Informational Text	31%	58%	17%	23%	52%	19%



Grade 4 iReady

Reading (ALL Students)

Domain Comparison BOY and EOY



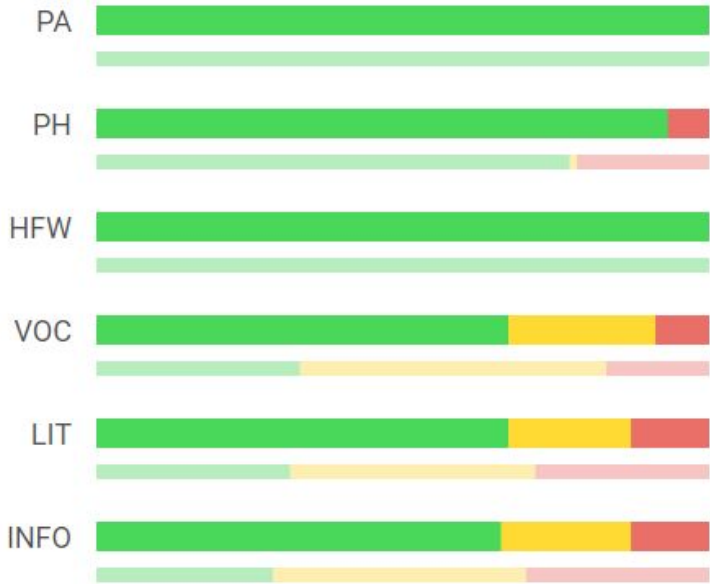
<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	94%	98%	N/A	N/A	6%	2%
High Frequency Words	100%	100%	N/A	N/A	N/A	N/A
Vocabulary	60%	86%	35%	12%	4%	2%
Comprehension-Literature	62%	85%	25%	11%	12%	4%
Comprehension-Informational Text	55%	78%	33%	17%	12%	4%



Grade 4 iReady

Reading (Students with Disabilities)

Domain Comparison BOY and EOY



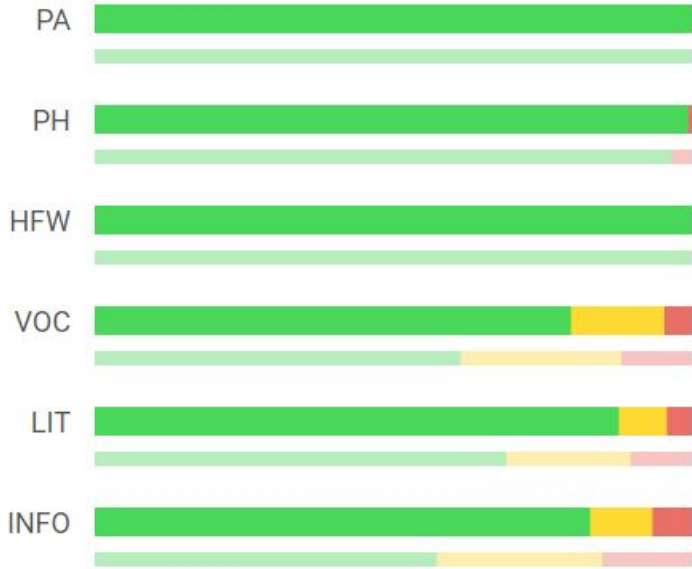
<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	77%	93%	2%	0%	21%	7%
High Frequency Words	100%	100%	N/A	N/A	N/A	N/A
Vocabulary	33%	67%	50%	24%	17%	9%
Comprehension-Literature	31%	67%	40%	20%	29%	13%
Comprehension-Informational Text	29%	66%	41%	21%	30%	13%



Grade 5 iReady

Reading (ALL Students)

Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	96%	99%	N/A	N/A	4%	1%
High Frequency Words	100%	100%	N/A	N/A	N/A	N/A
Vocabulary	61%	80%	27%	16%	12%	5%
Comprehension-Literature	69%	87%	21%	8%	10%	4%
Comprehension-Informational Text	57%	83%	28%	10%	15%	7%



Grade 5 iReady

Reading (Students with Disabilities)

Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two+ Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Phonological Awareness	100%	100%	N/A	N/A	N/A	N/A
Phonics	80%	93%	N/A	N/A	20%	7%
High Frequency Words	100%	100%	N/A	N/A	N/A	N/A
Vocabulary	28%	43%	24%	33%	48%	24%
Comprehension-Literature	33%	54%	26%	24%	41%	22%
Comprehension-Informational Text	20%	46%	35%	24%	46%	30%



Mathematics



iReady Math (Gr. K-6) *Interpretation*

- Grades K-6 are exceeding expectations for *Typical Annual Growth* with a range from 100% -162%.
- Grade K-6 special education students with the exception of kindergarten (88%) are exceeding expectations for *Typical Annual Growth* with a range of 108% - 145%.
- Significant growth into the On or Above Grade Level category for all grades for both special education and non-special education subgroups.
- Significant decrease in the number of students in the Two or More Grade Levels Below category. This is particularly true for special education students where we saw a grade 1 through 5 average shift from 26.6% (BOY) to 5% (EOY).
- EOY data shows more balance in achievement across all four domains with Numbers and Operations and Algebraic Thinking still slightly higher for all students.
- Concerns about test fatigue where students had ELA/Math MCAS (and Grade 5 Science MCAS) as well as iReady ELA testing prior to math EOY assessment.



iReady **Math** (Gr. K-5)

Progress Toward Annual Growth

Kindergarten



Grade 3



Grade 1



Grade 4



Grade 2



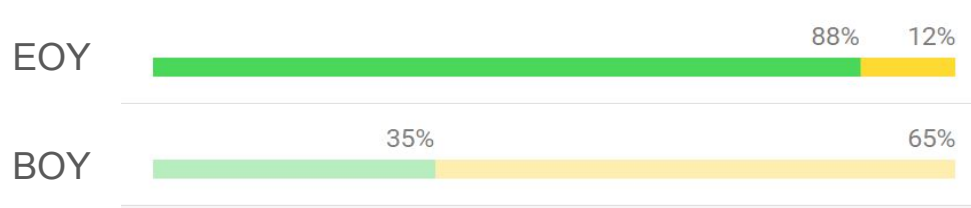
Grade 5





iReady Math (Gr. K-2) *Placement Distribution*

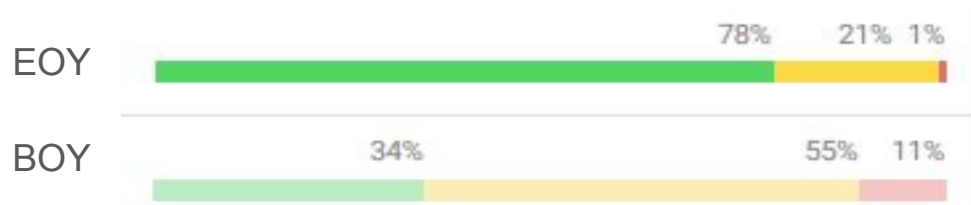
Kindergarten



Grade 1



Grade 2

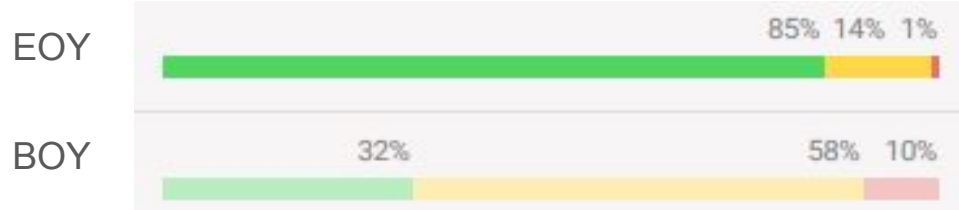


		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Kindergarten	EOY	88%	12%	N/A
	BOY	85%	15%	N/A
Grade 1	EOY	84%	16%	N/A
	BOY	23%	71%	6%
Grade 2	EOY	78%	21%	1%
	BOY	34%	55%	11%

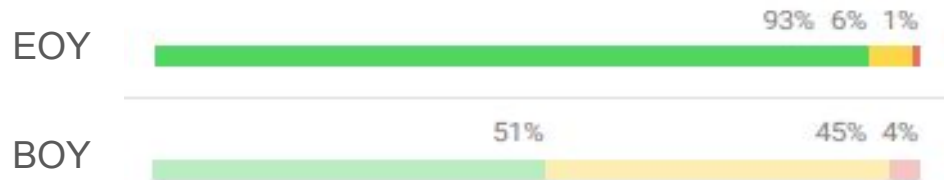


iReady Math (Gr. 3-5) Placement Distribution

Grade 3



Grade 4



Grade 5



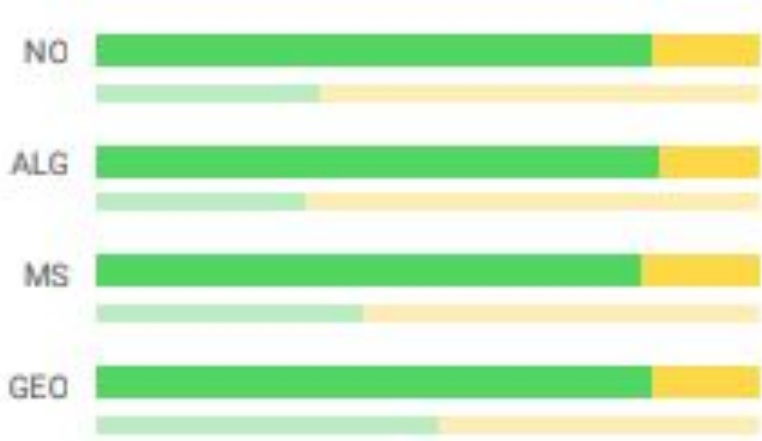
		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Grade 3	EOY	85%	14%	1%
	BOY	32%	58%	10%
Grade 4	EOY	93%	6%	1%
	BOY	51%	45%	4%
Grade 5	EOY	91%	8%	1%
	BOY	65%	28%	8%



Kindergarten iReady

Math

Domain Comparison BOY and EOY

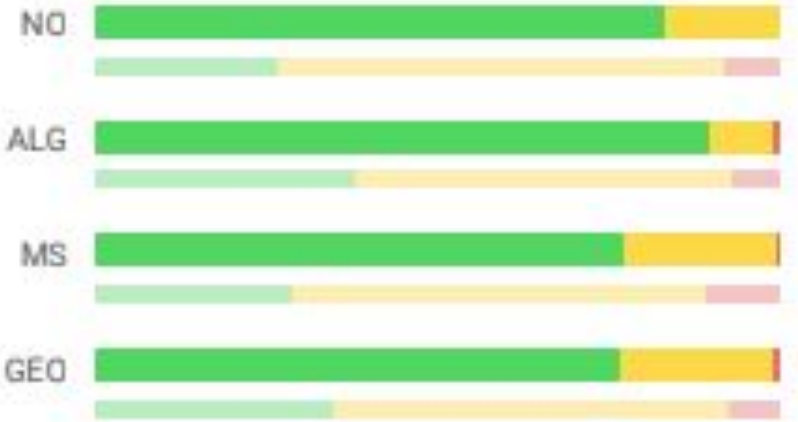


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	33%	83%	67%	17%	N/A	N/A
Algebra & Algebraic Thinking	31%	84%	69%	16%	N/A	N/A
Measurement & Data	40%	82%	60%	18%	N/A	N/A
Geometry	51%	83%	49%	17%	N/A	N/A



Grade 1 iReady Math

Domain Comparison BOY and EOY

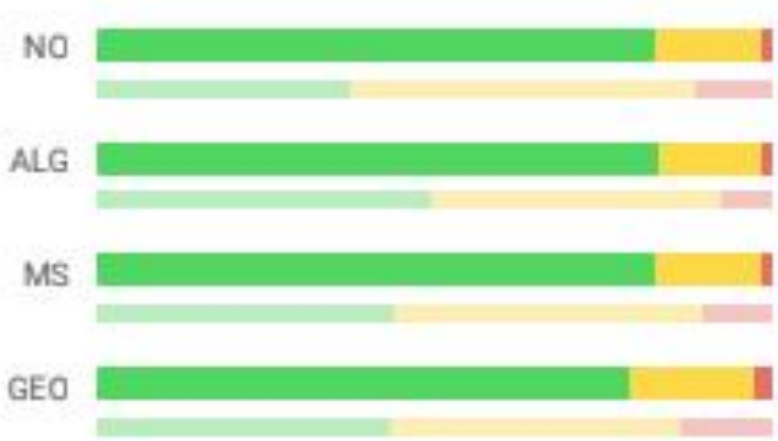


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	26%	83%	65%	17%	8%	0%
Algebra & Algebraic Thinking	37%	89%	56%	9%	7%	1%
Measurement & Data	29%	77%	60%	22%	11%	1%
Geometry	34%	76%	58%	22%	7%	1%



Grade 2 iReady Math

Domain Comparison BOY and EOY

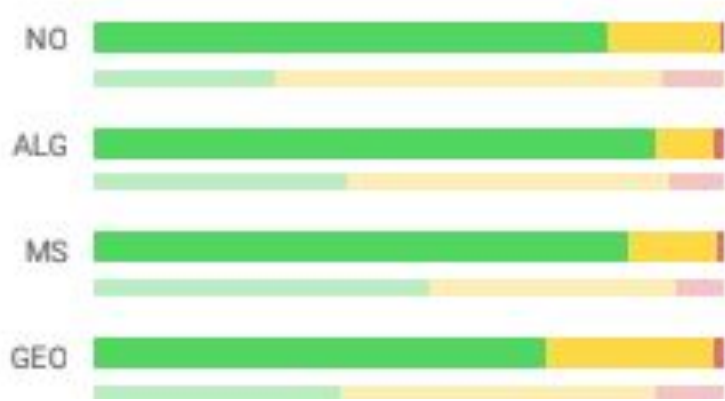


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	37%	82%	51%	16%	12%	2%
Algebra & Algebraic Thinking	49%	83%	44%	15%	8%	1%
Measurement & Data	44%	82%	46%	16%	10%	1%
Geometry	43%	79%	44%	19%	14%	3%



Grade 3 iReady Math

Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	28%	81%	62%	18%	10%	1%
Algebra & Algebraic Thinking	40%	89%	51%	10%	9%	1%
Measurement & Data	53%	85%	39%	14%	8%	1%
Geometry	39%	72%	50%	27%	11%	1%



Grade 4 iReady

Math

Domain Comparison

BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	62%	96%	31%	3%	7%	1%
Algebra & Algebraic Thinking	66%	92%	30%	6%	4%	2%
Measurement & Data	65%	91%	30%	6%	5%	2%
Geometry	39%	78%	44%	20%	17%	3%



Grade 5 iReady Math

Domain Comparison BOY and EOY

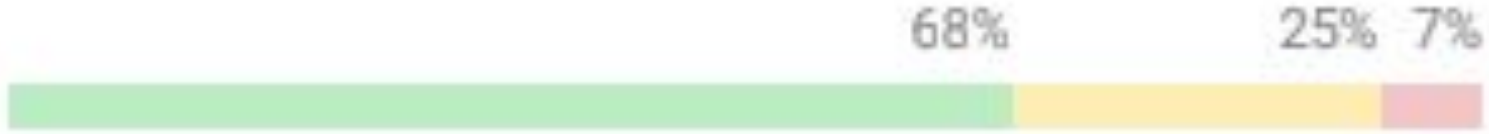


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	66%	91%	30%	8%	3%	1%
Algebra & Algebraic Thinking	66%	88%	29%	11%	5%	1%
Measurement & Data	73%	93%	19%	4%	8%	3%
Geometry	49%	89%	38%	9%	13%	3%



iReady **Math** (Gr. 6) *Placement Distribution*

BOY Placement



EOY Placement

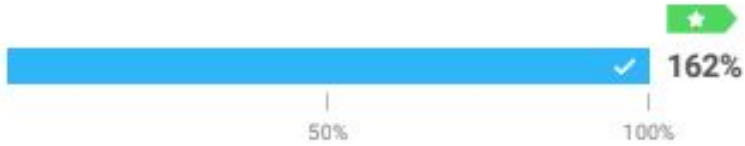


		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>
Grade 6	BOY	68%	25%	7%
	EOY	86%	9%	5%

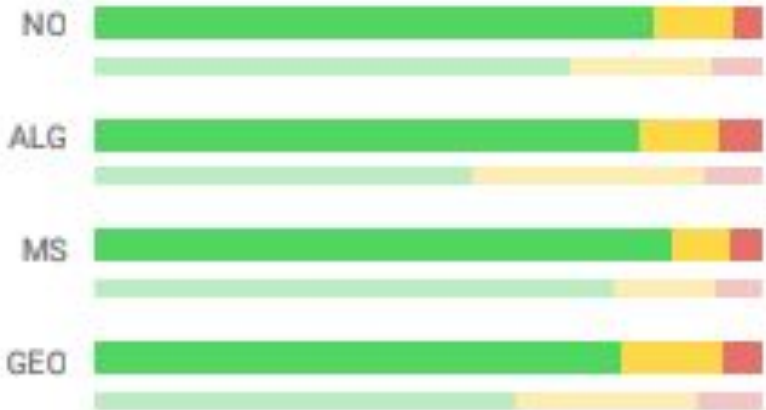


Grade 6 iReady Math

Progress Toward Annual Growth



Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	71%	84%	22%	12%	8%	5%
Algebra & Algebraic Thinking	56%	81%	35%	12%	9%	6%
Measurement & Data	77%	86%	15%	9%	7%	5%
Geometry	63%	78%	28%	15%	10%	6%

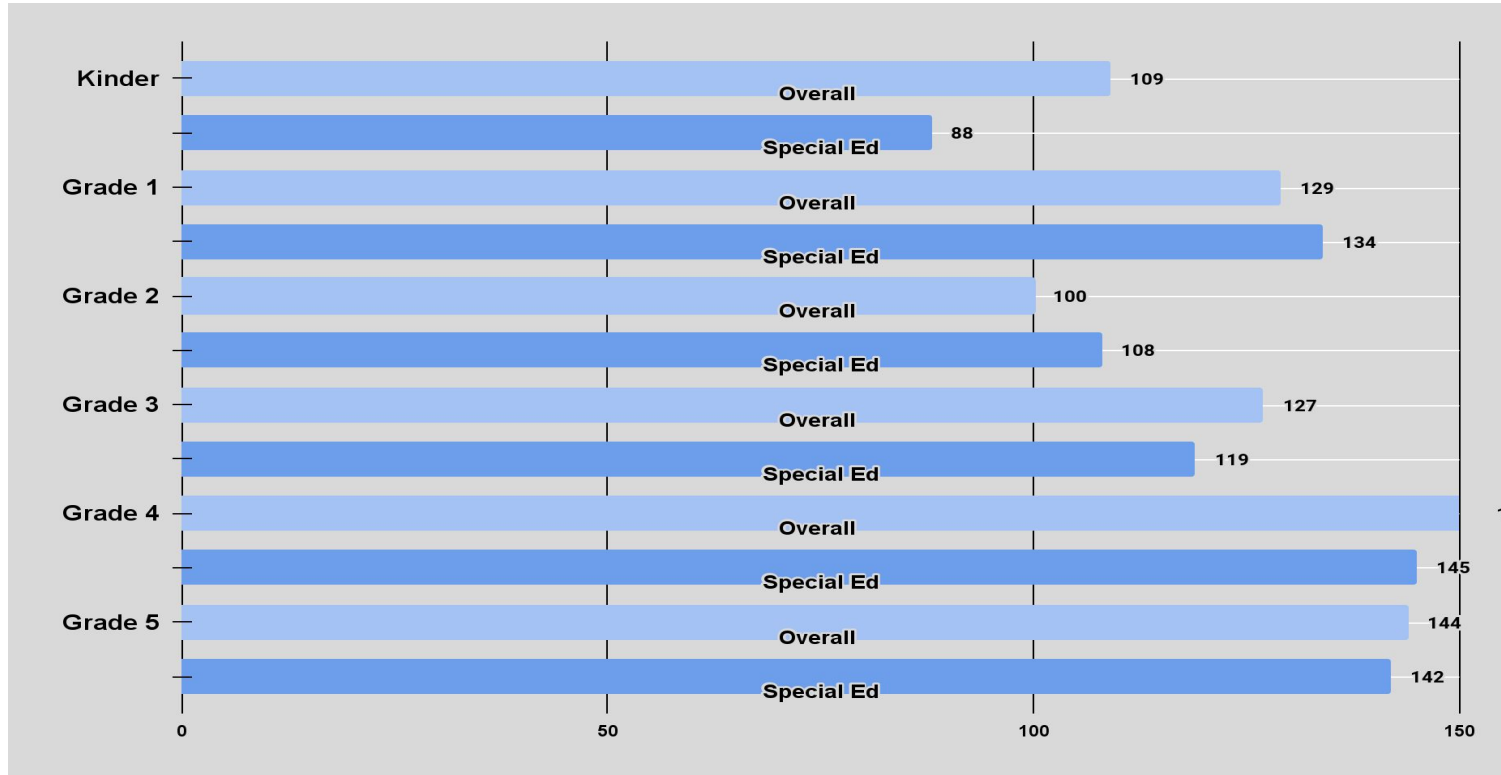


Mathematics
Special Education



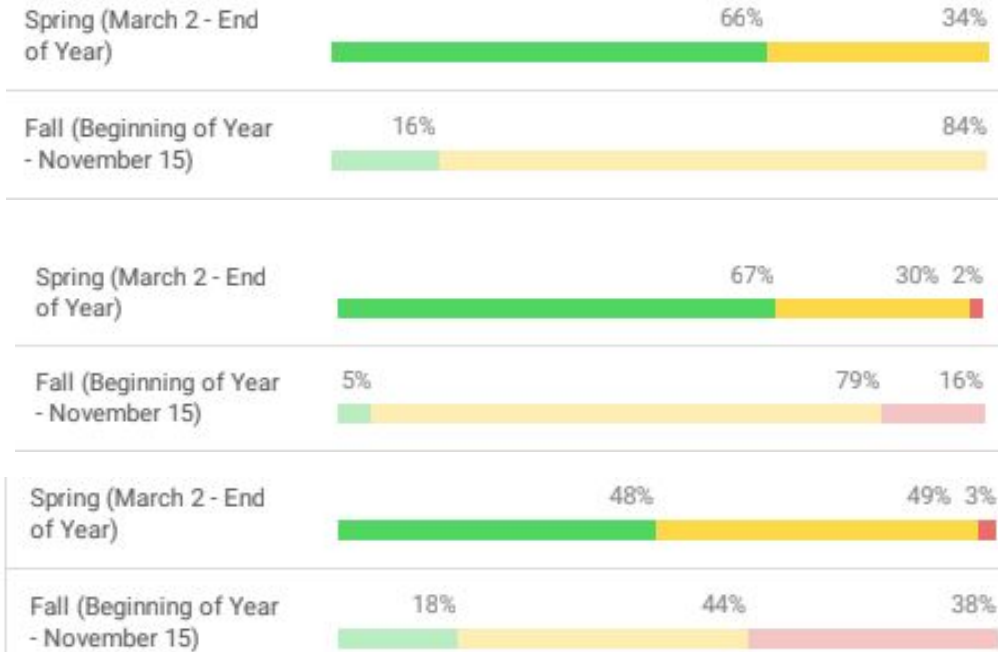
iReady **Math** (Gr. K-5 Special Ed)

Progress Toward Annual Growth





iReady **Math** (Gr. K-2 Special Education) Placement Distribution



		On or Above Grade Level	One Grade Level Below	Two+ Grade Levels Below
Kindergarten	EOY	66%	34%	0%
	BOY	16%	84%	NA%
Grade 1	EOY	67%	30%	2%
	BOY	5%	79%	16%
Grade 2	EOY	48%	49%	3%
	BOY	18%	44%	38%



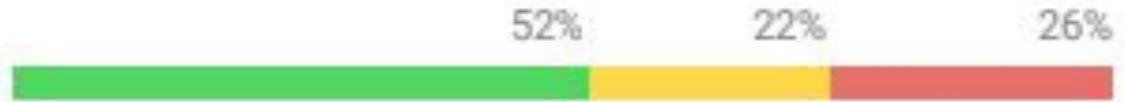
iReady **Math** (Gr. 3-5 Special Education) Placement Distribution

		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>
Grade 3	Spring (March 2 - End of Year)	54%	40%	6%
	Fall (Beginning of Year - November 15)	8%	52%	40%
Grade 4	Spring (March 2 - End of Year)	83%	11%	6%
	Fall (Beginning of Year - November 15)	27%	61%	11%
Grade 5	Spring (March 2 - End of Year)	66%	26%	8%
	Fall (Beginning of Year - November 15)	34%	38%	28%



iReady **Math** (Gr. 6 Special Education) *Placement Distribution*

Spring (March 2 - End of Year)



Fall (Beginning of Year - November 15)



		<i>On or Above Grade Level</i>	<i>One Grade Level Below</i>	<i>Two+ Grade Levels Below</i>
Grade 6	EOY	52%	22%	26%
	BOY	30%	37%	33%



Kindergarten iReady Math SPED Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	19%	60%	82%	39%	N/A	0%
Algebra & Algebraic Thinking	8%	61%	92%	39%	N/A	0%
Measurement & Data	29%	74%	71%	26%	N/A	0%
Geometry	37%	71%	63%	29%	N/A	0%



Grade 1 iReady Math SPED Domain Comparison BOY and EOY

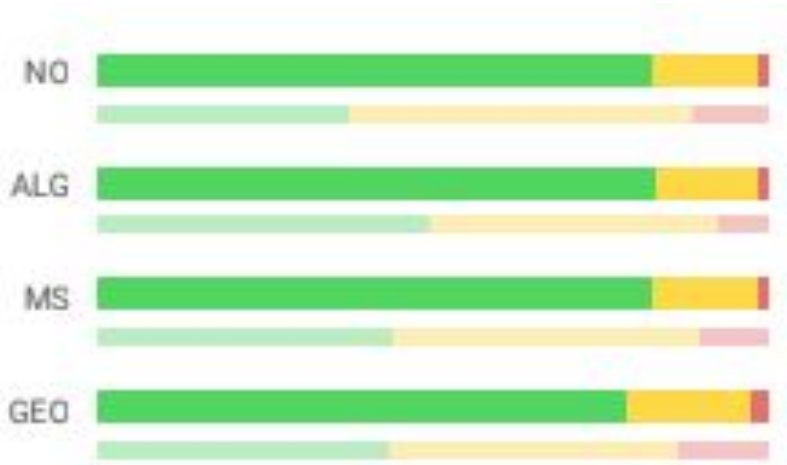


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	9%	70%	70%	30%	21%	0%
Algebra & Algebraic Thinking	16%	84%	58%	9%	26%	7%
Measurement & Data	9%	60%	63%	35%	28%	5%
Geometry	18%	56%	63%	42%	19%	2%



Grade 2 iReady Math SPED

Domain Comparison BOY and EOY

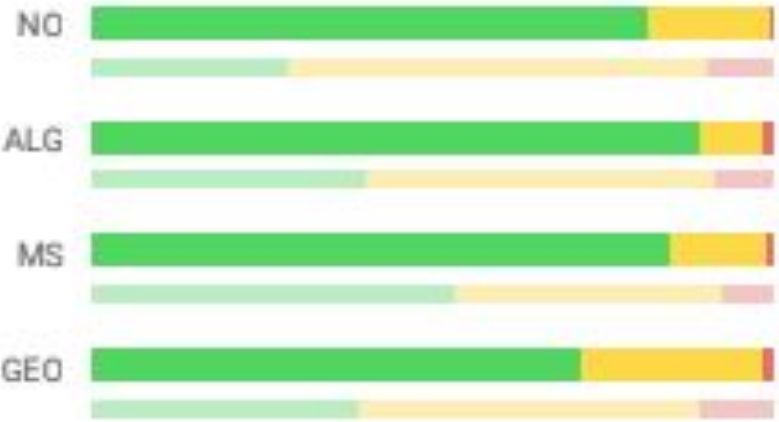


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	19%	57%	49%	36%	31%	7%
Algebra & Algebraic Thinking	20%	59%	56%	34%	25%	7%
Measurement & Data	23%	60%	46%	33%	31%	7%
Geometry	25%	56%	39%	39%	36%	5%



Grade 3 iReady Math SPED

Domain Comparison BOY and EOY

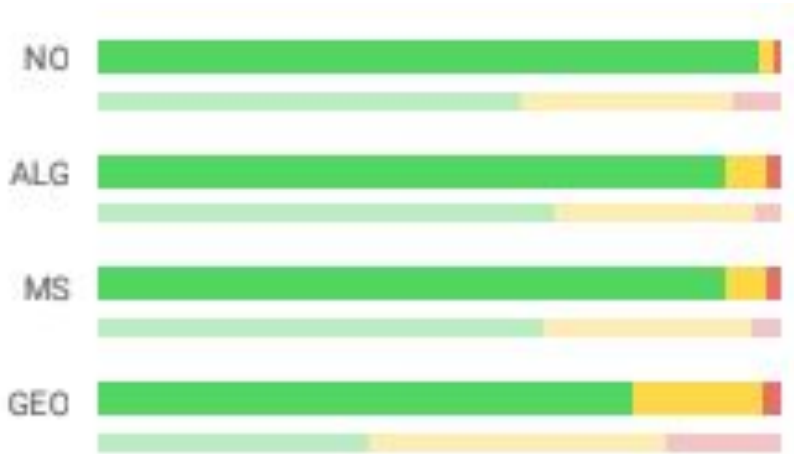


<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	15%	55%	50%	42%	35%	4%
Algebra & Algebraic Thinking	17%	65%	52%	27%	31%	8%
Measurement & Data	28%	58%	48%	35%	25%	6%
Geometry	12%	44%	54%	48%	34%	8%



Grade 4 iReady Math SPED

Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	47%	88%	39%	7%	14%	4%
Algebra & Algebraic Thinking	40%	77%	49%	14%	12%	9%
Measurement & Data	44%	80%	43%	11%	13%	8%
Geometry	26%	62%	44%	30%	30%	9%



Grade 5 iReady Math SPED

Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	38%	68%	48%	26%	14%	6%
Algebra & Algebraic Thinking	44%	64%	36%	32%	20%	4%
Measurement & Data	34%	49%	32%	35%	34%	16%
Geometry	14%	62%	48%	28%	28%	10%



Grade 6 iReady Math SPED

Domain Comparison BOY and EOY



<u>DOMAIN</u>	<i>On or Above Grade Level</i>		<i>One Grade Level Below</i>		<i>Two or More Grade Levels Below</i>	
	BOY	EOY	BOY	EOY	BOY	EOY
Numbers & Operations	39%	50%	30%	28%	31%	22%
Algebra & Algebraic Thinking	17%	42%	46%	30%	37%	29%
Measurement & Data	41%	56%	28%	17%	31%	27%
Geometry	30%	50%	41%	26%	28%	24%



Erica D. Pollard

Director of World Languages

HINGHAM PUBLIC SCHOOLS

17 Union Street • Hingham, Massachusetts 02043

781-741-1560 x2179 VOICE • 781-741-1515 FAX

epollard@hinghamschools.org

www.hinghamschools.com

MEMORANDUM

Date: 6/17/2024

To : Dr. Margaret Adams, Superintendent of Schools
Hingham School Committee

From: Erica Pollard, World Language Department Director

Re: World Language Department Program Review Year 1 Update

The World Language Department began its two-year program review cycle during the 2022-2023 school year.

During the first year of the program review, the department engages in a self-study, comprised of the following steps:

- 1) Develop essential questions to focus the self-study
- 2) Gather curriculum documents, instructional resources, and program data for analysis
- 3) Seek community feedback on program offerings
- 4) Review Program of Studies documents from comparable districts, followed by site visits to select districts and reciprocal site visits to HPS
- 5) Complete a written report summarizing the stages of the self-study.

The second part of the program review involves constructing a written report and developing recommendations and an action plan. The action plan sets the agenda for program development and curriculum updates/changes, identifies professional development needs, and is used in the budgeting process to allocate resources. The program review report and action plan will be presented to the School Committee at the conclusion of Year 2 of the Program Review process and will be implemented during the subsequent four years of the review cycle.

During the 2022-2023 school year, the program review team was assembled of the following staff:

- Erica Pollard, K-12 Director of World Language

- Lora Malerbi, HHS Spanish teacher
- Maria Zade, HHS French teacher
- Chelsea Vangel, Foster Elementary Spanish teacher
- Justin Minihane, HHS Latin teacher
- Danielle Grafton, HHS Spanish teacher
- Chandler Phillips, HHS Spanish teacher
- Cristina Jauregui, East Elementary Spanish teacher
- Karen Shaw, HHS Spanish teacher
- Zachary Bagan, HHS Spanish teacher

The program review committee has completed the following steps to date:

- Developed the following essential questions to guide our self-study:
 - To what extent is our curriculum aligned with the MA World Language Curriculum Frameworks?
 - How do we create more opportunities for all teachers who teach a given language to align/create/collaborate/reflect on their curriculum?
 - How does the program offer different paths to proficiency? Is there an appropriate course for every student?
 - What are “best practices” in World Language teaching? How effectively are those practices in use in this department?
 - Is our curriculum aligned vertically and horizontally?
- Conducted site visits to Milton, Holliston, Mendon-Upton, and Maynard
- Gathered and began to analyze program documents and data

During the 2024-2025 school year, the program review team will

- Complete analysis of the program review documents and data
- Conduct additional site visits
- Develop and administer stakeholder surveys
- Host a visiting team of educators to provide feedback on current programs
- Write the summary report and action plan

We look forward to presenting our findings and action plan in the spring of 2025.



**Social Studies Department
Program Review
June 17, 2024**

**CONTACT
INFORMATION**

Andrew J. Hoey
Director of Social Studies, K-12
Hingham Public Schools
17 Union Street
Hingham, MA 02043
ahoey@hinghamschools.org

INTRODUCTION

The Hingham Public Schools Social Studies Department engaged in a two-year program review cycle from 2022-2024. This is the first department to implement the updated HPS Program Review process, which is now a multi-year, systematic cycle of improvement to ensure a robust curriculum and comprehensive instructional program that are aligned to the district mission and vision. The Social Studies program was last reviewed in 2017.

The objective of the program review is to evaluate the effectiveness of the curriculum, instruction, and assessment in K-12 social studies, as measured by curriculum alignment, instructional practices, student work, student achievement, and internal and external data.

PROGRAM REVIEW PROCESS

The program review process is outlined in the HPS Protocol for Program Review, adopted in the fall of 2022 (see [Appendix 1](#)). The first part of the program review involves a self-study, comprised of the following steps:

- Develop essential questions to focus the self-study
- Gather curriculum documents, instructional resources, and program data for analysis
- Seek community feedback on program offerings
- Review Program of Studies documents from comparable districts, followed by site visits to select districts and reciprocal site visits to HPS

The second part of the program review involves constructing a written report and developing recommendations and an action plan. The action plan sets the agenda for program development and curriculum updates and changes, identifies professional development needs, and is used in the budgeting process to allocate resources. The program review report and action plan is presented to the School Committee at the conclusion of Year 2 of the Program Review process and will be implemented during the subsequent six years of the review cycle.

During the 2022-2023 school year, the program review team was assembled of the following staff:

- Andy Hoey, K-12 Director of Social Studies
- Charlotte Bessoud, Grade 1
- Ali Thompson, Grade 4
- Melissa Hamrock, Grade 5
- Julie McDonough, Grade 6 World Geography & Cultures I
- Kaitlin McDougall, Grade 7 World Geography & Cultures II
- Jennifer Driscoll, Grade 8 U.S. History & Civics
- Patrick Doerr, Grade 9 World History I & Grade 11 U.S. History
- Ron Woolley, Grade 10 World History II & A.P. World History
- Kathryn Black, Grade 12 A.P. European History

The HPS Social Studies program review team then developed the following essential questions to guide the self-study process:

1. To what extent is the program aligned to standards and articulated vertically and horizontally?
2. To what extent does the program foster the development of student skills?
3. To what extent does the program use best instructional practices?
4. To what extent does the program meet the needs of all students?
5. To what extent does the program prepare students for life?
6. To what extent does the program have the necessary resources?

The team gathered and began to analyze documents, as well as developed surveys for students, staff, and community members to be disseminated in the fall of 2023.

During the 2023-2024 school year, the program review team completed the following action steps:

- Completed analysis of the program review documents and data
- Developed and administered stakeholder surveys
- Hosted a visiting team of educators to provide feedback on current programs
- Wrote the summary report and action plan

Documents consulted during the two-year review process included:

- The 2015-2018 Social Studies Department Strategic Plan (developed by K-12 Director of Social Studies, Andy Hoey, and then-Assistant Superintendent Ellen Keane)
- The 2017 Social Studies Program Review report
- The 2018 DESE History & Social Science Curriculum Framework
- All HPS social studies curriculum documents K-12
- Sample unit plans, lesson plans, and student work
- Textbooks, trade books, and other instructional materials and technology
- Information gathered from site visits to Braintree, Duxbury, Needham, Norwell, Plymouth, and Scituate. (These site visits were conducted in early 2020, prior to the Covid-19 shutdown, in anticipation of the previously scheduled 2021 program review.)
- Survey data from students, K-12 staff, and community members
- Information gathered from the external site visit team, which observed classes and spoke with staff members at South Elementary School, Hingham Middle School, and Hingham High School on December 5, 2023

PROGRAM OVERVIEW

As outlined in the HPS Program of Studies, the guiding principles of the Hingham Public Schools Social Studies program are as follows:

“Aligned with the Massachusetts History and Social Science Curriculum Framework, Hingham’s social studies curriculum is designed to prepare students to be active and contributing citizens in the local, regional, national, and international communities. Basic to this goal is the acquisition and processing of knowledge through the development of critical thinking and citizenship

skills. The curriculum emphasizes, through the use of various teaching strategies, the application of factual knowledge to major themes that are essential for all students. Among these themes are those designed to foster an appreciation and respect for human dignity and diversity. Finally, we hope to foster in students the enthusiasm to become lifetime readers and learners in the social sciences in order to enrich their lives.”

In addition to its alignment with the state frameworks, the curriculum was designed to achieve the following goals and objectives of the HPS Social Studies Department:

- High expectations and equal access to curriculum opportunities for all students with an emphasis on essential questions and themes
- Integration of geography, economics, and other social sciences into the study of history
- Sound historical reasoning incorporating the evaluation of sources, construction of causal relationships, balanced interpretations, and comparative analysis
- Civics education through the study of history and government, and the integration of current events, the democratic process, and shared civic values
- An emphasis on the interaction and connections between civilizations that have created an interdependent, global community
- Standards that reflect the ability of children from the earliest grades to learn the meaning of history and the methods of historians
- Utilization of a variety of historical evidence, including written documents, oral traditions, quantitative data, artifacts, art, and music
- Teachers that are knowledgeable and adept in a wide repertoire of teaching techniques in order to meet the range of student learning styles and needs

The elementary social studies program begins at the personal level and gradually looks outward. The K-2 curriculum fosters students’ understanding of home, neighborhood, and community. Exposure to folk tales, holidays, and national symbols develops a student’s early civic identity. Social studies in Grades 3-5 becomes increasingly academic. The 3rd grade focuses on Massachusetts geography and early history. The 4th grade curriculum involves North American geography and history. The 5th grade culminates with an exploration of early American history and government, with connections to the modern civil rights movements.

Grades 6-12 provide six required, full-year courses plus several high school elective courses and three Advanced Placement (A.P.) offerings. Academic leveling begins in Grade 7, when students take courses designated as advanced, upper standard, and standard. Three years of social studies are required in grades 9-12, but approximately 85% of all 12th graders take at least one social studies elective during their senior year. Fifteen credits in social studies is a graduation requirement, and U.S. History is a state mandate. HHS courses are leveled as A.P., honors, college prep, and standard.

The sequence of the Hingham Public Schools K-12 social studies curriculum is as follows:

- K Many Roles in Living, Learning and Working Together
- 1 Leadership, Cooperation, Unity, and Diversity
- 2 Global Geography: Places and Peoples, Cultures and Resources
- 3 Massachusetts: Home to Many Peoples
- 4 North American Geography, History, and Peoples
- 5 United States History to the Civil War and the Modern Civil Rights Movement
- 6 World Geography and Cultures I
- 7 World Geography and Cultures II
- 8 U.S. History & Civics
- 9 World History I
- 10 World History II
- 11 United States History
- 12 Electives in History and Social Sciences
 - A.P. European History
 - American Political System
 - Economics
 - Holocaust & Human Behavior
 - International Affairs
 - Internship at the Hingham Historical Society
 - Psychology
 - Seminar in History (World War II; American History Through Pop Culture)
 - Sociology

ESSENTIAL QUESTION #1: To what extent is the program aligned to standards and articulated vertically and horizontally?

The HPS Social Studies program is well aligned to standards—and often exceeds those standards—with a strong vertical and horizontal articulation from K-12.

Alignment to Standards

In June 2018, the Massachusetts Department of Elementary and Secondary Education released an updated [History and Social Science \(HSS\) Curriculum Framework](#)—the first such update since 2003. This new HSS Framework includes three sets of standards: social studies content standards for core courses at each grade level, seven “practice standards” (i.e. skills) that are consistent for all grade levels, and literacy standards, which are based on the ELA Curriculum Framework. In addition, the HSS Framework provides content standards for electives in U.S. government, economics, personal financial literacy, and news/media literacy. Finally, the eighth of the HSS Framework’s “Guiding Principles” outlines social studies teachers’ responsibility to incorporate current events into their lessons.

Based on the initial review of the new standards in the fall of 2018, the department determined that, in general, the HPS social studies curriculum was already well aligned with the new 2018 standards—and often exceeded them. The most significant changes would be needed in Grades 3-8.

Grade 3, while still covering Massachusetts history, rightfully added new standards to better reflect the diverse peoples of our home state. The Grade 4 standards saw a massive shift, moving away from a simple, geographical “states and regions” approach to one that reflects much more historical content and diverse perspectives. Finally, the new Grade 5 standards also saw a big overhaul, moving some of the 2003 content standards to Grade 4, while adding a new topic called “Slavery, the Civil War, and the Struggle for Civil Rights for All.”

In addition, the 2018 DESE HSS Framework outlined a new, two-year sequence across Grades 6 and 7 covering geography and ancient civilizations, with each grade focusing on different regions of the world. And in the biggest systemic change, a new Civics course was mandated for Grade 8, which also impacted the high school sequence by continuing to outline two years of world history content standards (World History I & II) and two years of U.S. history content standards (U.S. History I & II), with essentially only three years in which to cover those standards in Grades 9-11. Under the previous 2003 Framework, schools covered those four years across Grades 8-11.

The process of updating the HPS social studies curriculum according to these new state standards began immediately in the fall of 2018, following a multi-year plan led by the K-12 Director of

Social Studies (see [Appendix 2](#)). The K-12 curriculum director structure is one of Hingham's long-standing strengths that allows this type of curriculum work to proceed under the unified direction of a content expert with a K-12 perspective.

Through a combination of teacher representatives from each elementary school, as well as monthly elementary curriculum committee meetings, all updated curriculum and unit guides for Grades K-2 were completed just before the Covid-19 school closure in March, 2020. Work on Grades 3-4 began both before and during the pandemic, with the updated curriculum in those grades first being implemented in the 2022-2023 school year. Finally, after delays due to the pandemic (which also delayed the earlier work in updating the 2016 Science and 2017 ELA standards), the updated Grade 5 curriculum is being taught for the first time during this 2023-2024 school year.

Meanwhile, at the secondary level, representatives from each grade used professional development time during the 2019-2020 school year to visit other school districts and review our own social studies sequence in the middle and high schools.

As a result of this internal and external review, a new two-year sequence for Grades 6-7 Geography & World Cultures was developed and launched for the Class of 2028. The HPS sequence is aligned to the DESE standards yet leverages the "flexible options" outlined in the HSS Framework by covering some of the DESE topics for 6th grade in 7th grade and vice versa. The department believes that our HPS sequence provides better spiraling of concepts and themes so that our students can make clearer connections across the world. We also believe that our HPS curriculum exceeds the state standards by providing more connections to the present day, which had been a hallmark of our former Grade 7 Geography course.

At the same time, a new Grade 8 U.S. History & Civics course was introduced for the Class of 2026. Similar to the 6th and 7th grade sequence, the local HPS curriculum meets and exceeds the state standards by providing a fusion of civic learning within a clearer historical context. The department believes that this provides not only a more engaging and meaningful learning experience for our 8th grade students, but it also builds a better bridge to the study of U.S. history at the high school level, which we believe is a weakness of the DESE HSS Framework.

At the high school level, after the internal and external review noted above, the department chose to maintain its existing sequence of World History I and II across Grades 9 & 10 and the U.S. History course in Grade 11. The two-year world history sequence maintains the HHS and HPS focus on global education, and the Grade 10 World History II course provides a global context for the American history topics taught the following year (e.g. imperialism, World Wars, Cold War, etc.). At the same time, the U.S. History course was adjusted to condense some of the early U.S. history content taught in Grade 8; this updated curriculum was launched with the Class of 2024 during the 2022-2023 school year.

Finally, all core social studies curricula are written in updated curriculum and unit guides for elementary, middle, and high school courses. These unit guides reflect the 2018 HSS standards, including “power standards,” key concepts and skills, and essential questions. Courses that are part of a sequence (e.g. Grades 6 & 7, 8 & 11, and 9 & 10) have many “overarching course essential questions” that are identical, which allow students to see transferable themes across the curriculum (see [Appendix 3](#)). In fact, the strong use of essential questions was noted by the external site visit team at both the elementary and secondary levels.

The HPS social studies department is proud of its robust curriculum, as noted in internal survey data. HPS elementary teachers and secondary social studies teachers consistently noted clear alignment to—and surpassing of—state standards. This was corroborated by the external site visit team, which praised the clear curriculum and unit guides with power standards, as well as how those standards were clear within the classroom (e.g. “Everything was recognized as tied to a standard” and “Courses make clear connections between content”).

At the same time, a challenge noted is the enormous amount of content that must be taught, which is heightened by our choice to exceed the state standards by creating what we believe is a stronger program. The downside of this approach is that more content must be taught in a shorter amount of time, a fact that was also noted by the external site visit team.

One other area of growth, as noted by our internal review, is that, while the 2018 DESE HSS Framework implicitly incorporates concepts of social justice, it does not explicitly reflect the Learning for Justice Social Justice Standards, which offer “a road map for anti-bias education at every stage of K-12 instruction.”

As well, while the middle school News/Media Literacy standards are incorporated into the 8th grade U.S. History and Civics course, the high school News/Media Literacy standards—while part of many courses at HHS—are not explicitly referenced in high school social studies courses.

Finally, in addition to the 2018 DESE HSS Curriculum Framework, the Massachusetts State Legislature has in recent years passed two statutes that impact the social studies program. First, On November 8, 2018, Governor Charlie Baker signed Chapter 296 of the Acts of 2018, *An act to promote and enhance civic engagement*. This law requires all public school students to complete a student-led, non-partisan civics action project in 8th grade and again during high school. Thanks to a grant from the Hingham Education Foundation (HEF), all 8th grade social studies teachers received professional development from Generation Citizen and launched the 8th grade civics project in the spring of 2021. The project is now a major component of the Grade 8 curriculum, and this spring all 8th graders will share their work with the community at the second annual HMS Civics Project Showcase. As well, several HMS student groups participated last year in the Massachusetts Civics Project Showcase at the Edward M. Kennedy Institute, with one group being awarded a “Generation Citizen Civics Action Award.” At HHS, the civics project was piloted simultaneously in Grades 10 and 11 in the spring of 2022, before settling on Grade 10 in the 2022-2023 school year. The challenge at the high school level is that,

in the absence of a standalone required course, the project must be completed on a smaller scale within one of the core social studies courses, which further adds to the crunch of content and available time and resources.

The second Massachusetts statute with social studies ramifications was S. 2557, *An act concerning genocide education*, which was passed in December 2021. This law “requires that districts provide instruction about the history of genocide to middle and high school students,” of which the Hingham Public Schools already has a long track record in both the ELA and Social Studies Departments. In fact, Hingham was featured in a January 2024 [Boston Globe article](#) highlighting districts around the state with successful genocide education programs.

Articulation, Coordination, and Balance of the K-12 Program

The K-12 curriculum coordination is a major strength, as is the balance between American and global studies. These qualities give the Hingham Social Studies program a continuity that is lacking in most other school districts. The coordination of the K-12 curriculum is in large measure, as noted above, due to having the K-12 department director structure that allows for ongoing revisions of the curriculum through vertical and horizontal collaboration among teachers. This is unusual on the South Shore (and even statewide), where most department chairs are not responsible for the elementary—nor often the middle school—curricula. This coordination and balance are also due to the social studies staff, whose dedication and professionalism are exemplified by the successful work carried out by our district-wide elementary social studies committee and the various vertical and horizontal curriculum workshops at the secondary level, as explained above.

Of particular note is the social studies department’s vertical articulation of writing expectations and skills at the secondary level. This includes publicly posted documents outlining clearly articulated criteria for Document-Based Question (DBQ) essays, as well as the formal research paper (see Appendices [4](#) & [5](#)).

HPS elementary teachers and secondary social studies reported strengths in articulation and coordination, as seen in survey data. That said, while 100% of the secondary staff agreed or strongly agreed that “the curriculum is clearly designed and documented,” the fact that 26% of K-5 staff disagreed with that statement indicates that greater clarity must be brought to the elementary level.

These strengths in coordination and articulation were corroborated by the external site visit team, which noted both the vertical alignment across the district, as well as “clear horizontal articulation” by “units...being taught differently in different levels.” The site visit team also praised common routines at the elementary level, as well as the clear vertical and horizontal articulation in the 8th and 10th grade civics projects, as well as the National History Day (NHD) project across all levels in 11th grade.

One area for growth noted by the visiting team was to ensure that rubrics were consistent across staff members who taught the same course in order to ensure that student expectations were horizontally aligned.

ESSENTIAL QUESTION #2: To what extent does the program foster the development of student skills?

As a result of the strong alignment and articulation noted above, the HPS Social Studies program provides a strong development in students' reading, writing, speaking, listening, and historical thinking skills.

Commitment to Academic Skills

Writing and literacy have long been major strengths of the Hingham Public Schools, and the social studies curriculum is a major factor in this success. Because the Hingham social studies curriculum goes far beyond the rote memorization of names and dates, students must regularly write to analyze and explain historical content and social science concepts.

This integration of literacy and social studies begins at the elementary level, where social studies is often successfully integrated into literacy activities and assignments. Social studies content, including that of picture books, trade books, and novels, is often the focal point of reading and writing assignments. Elementary social studies unit guides reflect the literacy program, as well as notable trade and picture books relevant to each topic.

Writing—both formal and informal—is a hallmark of Hingham's secondary social studies classes. The Document-Based Question (DBQ) essay and the formal research paper project are the two quintessential formal writing assignments in the social studies. Both require students to simultaneously engage in the full array of historical thinking skills: analyzing and interpreting sources, explaining causation and contextualization, and crafting and supporting an argument with evidence. These thesis-driven writing assignments complement and support students' work in their English Language Arts (ELA) classes and performance on MCAS, SAT, and A.P. tests. In addition to these two formal pieces, social studies writing takes a variety of other forms, such as position papers, reflections, summaries of reading, debates, AP and MCAS-style open-responses, identifications, creative RAFT assignments, journal entries, projects, and open-ended exam questions. As noted above, the publicly posted documents outlining clearly articulated criteria for Document-Based Question (DBQ) essays, as well as the formal research papers, ensure the vertical articulation of these essential student skills (see Appendices [4](#) & [5](#)).

Furthermore, a true strength of Hingham's social studies program is that social studies educators actively and effectively *teach* writing, rather than simply assign writing. For many years, Hingham social studies teachers have used the same writing terminology used by their

colleagues in the English department (e.g. MI, DIs, DDs). This provides a clearer experience for students and helps them to recognize the characteristics of quality writing across disciplines. Students often compose multiple drafts and receive teacher feedback along the way. This active instruction in writing is an uncommon trait of social studies programs and one to be celebrated in the HPS.

In addition, as noted above, the 2018 DESE HSS Framework incorporates “History and Social Science and the Standards for Literacy.” Social studies instruction regularly and explicitly deals with these key literacy skills, such as:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Assess how point of view or purpose shapes the content and style of a text
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

In short, Hingham’s high-quality social studies program ensures that students receive regular practice and development in their reading and writing skills.

Moreover, the social studies curriculum fosters Hingham High School's Expectations for Student Learning. In addition to the focus on reading, writing, communication, and the synthesis and evaluation of information, the Social Studies Department promotes all seven of HHS’s academic and civic expectations. Demonstrating “self respect and respect for others,” working “both independently and cooperatively with others,” and “fulfill[ing] their responsibilities and exercis[ing] their rights as members of local and global communities” are touchstones of HHS social studies courses. Finally, department-sponsored clubs and programs, such as the Debate Team, Mock Trial, and Model United Nations, also cultivate these goals and learning expectations.

Survey data especially noted the program’s strengths in the development of these essential skills. Internal HPS data across all ages of students and their families saw clear majorities believing that social studies developed their academic skills, making them better readers, writers, communicators, researchers, and collaborators. Clear majorities of students also reported that their social studies classes helped them with organizational and note-taking skills for their academic success (see [Appendices 6-9](#)).

This was corroborated by the external site visit team, which praised the development of literacy skills seen in K-5 classrooms—from cutting and counting in kindergarten to reading, annotating, and note-taking in the upper elementary grades. Similarly at the secondary level, the visiting team noted the focus on reading, writing, oral presentations, and document-based questioning through a variety of sources and perspectives, as well as a “clear connection to skills embodied in the 2017 ELA Framework and the 2018 HSS Framework.”

Emphasis on Critical Thinking

For many years the social studies department has emphasized critical, historical thinking through its key components of essential questions, student-centered pedagogy, and authentic assessments. Essential questions drive the curriculum for each course; these essential questions promote inquiry and help students uncover enduring and transferable understanding about the course content and the world around them. This approach lends itself to a theme-driven curriculum in which the textbook is only one source of information used to help students actively work with historical content; the textbook does not dictate the curriculum.

Based on these essential questions, teachers use a variety of student-centered pedagogical approaches that challenge students to research, analyze, discuss, and evaluate history and the social sciences. Instructional approaches include primary source document analysis, student-led discussions, simulations, performances, and cooperative learning. These instructional practices reflect not only current research in teaching and learning but also the philosophy, standards, and practices advocated by many leading educational theories and approaches.

Finally, the social studies curriculum features authentic assessments that reflect student knowledge and a variety of learning styles. DBQ essays and other written assessments are a regular feature of the curriculum, as essential questions demand analytical and evidence-based answers. Teachers also utilize a wide range of performance-based assessments, such as debates, projects, media productions, and skits, all of which go to the heart of enduring, transferable understanding.

The majority of families who responded to the survey believed the social studies program offered an appropriate amount of rigor, while 15% of families responded that their children were “overwhelmed with the workload in social studies.” The visiting team also highlighted an appropriate increase in the onus for learning put on students as the ages of the students increased, as well as the development of historical thinking, collaboration, and historical empathy. The civics projects and NHD program were particularly praised by the site visit team. Finally, clear majorities of the students themselves said that their social studies classes made them better thinkers and helped them better evaluate the credibility of sources (see [Appendices 6-9](#)).

ESSENTIAL QUESTION #3: To what extent does the program use best instructional practices?

The social studies program uses a variety of instructional practices that effectively engage students and develop their skills and content knowledge.

Pedagogy

Elementary classrooms are heterogeneously grouped, but differentiation occurs to meet the needs of the wide range of student abilities and achievement levels that typically exist. Because of the variation in reading levels and learning styles, lessons are presented in various forms, and teachers use a variety of techniques to meet the needs of all students in their classrooms. Many social studies activities and projects are hands-on and collaborative. MTSS and supplemental reading may be done at appropriate levels for enrichment, as well as for remediation. By integrating language arts and writing across the curriculum, assignments can be further tailored to meet this variety of needs.

As noted in the first two sections above, the secondary social studies program provides an equal focus on content acquisition, along with the development of reading, writing, speaking, listening, and critical thinking skills; this is achieved through a strong variety of instructional practices, which are not only self-reported by the teaching staff but also viewed daily by the department director and corroborated by student survey data and the external site visit team.

As seen in the above explanation of the multipronged DESE HSS standards, HPS staff are required to teach an enormous amount of content and find a balance between breadth and depth, between teacher-led “coverage” and student-led “uncovering.” As such, social studies classrooms offer a mix of teacher-led lecture/explanation, student-led inquiry, and a variety of methodologies that spark student interest, engagement, and exploration—such as debates, student-led discussions, and creative projects.

Students were surveyed on ten different instructional practices (e.g. teacher-led lecture/explanation, group work, student-led discussions, projects, etc.). In reflecting on their social studies experiences from elementary to high schools, students rated all ten of those practices as being “helpful for my learning processes and understanding,” with clear majorities selecting “strongly agree” or “agree.” (see [Appendices 6-8](#)). It is not surprising, then, that strong majorities of all ages of students reported that their social studies classes were “interesting” and “enjoyable”—and that 71% of families reported that social studies “fostered intellectual curiosity in my children” and 76% of families noted that their children “discussed social studies topics at home” (see [Appendix 9](#)).

In addition to engaging with content, HPS social studies pedagogy focuses especially on historical thinking skills: the analysis and evaluation of primary sources, causality and chronology, patterns of periodization, and evidence-based historical writing. These approaches

will not only allow students to more actively and authentically do the actual work of historians, but they also further develop students' reading, writing, and critical thinking skills, as well as prepare them for the application-based assessments the experience at all levels of schooling (e.g. MCAS, SAT, ACT, and College Board A.P. exams).

The effective instructional practices are especially seen in the amount of writing in which Hingham's social studies students engage. With its commitment to higher-order thinking, Hingham's social studies program requires that students regularly write to clearly explain their thinking and reasoning. These informal and formal pieces of writing take a variety of forms, such as research papers, DBQs, position papers, reflections, summaries of reading, debates, MCAS-style open-responses, identifications, creative RAFT assignments, journal entries, projects, and open-ended exam questions. The staff focuses not only on the historical facts expressed in written work, but they also teach the writing process and provide thoughtful feedback so students can improve their writing skills. This is especially seen in the important DBQ and research assignments discussed above. With a mix of direct instruction, individual feedback, and several scaffolded checkpoints, students at all levels accomplish these high-level tasks. Social studies teachers also collaborate with special education teachers and librarians to support our students in these high-level tasks—although, as noted below, teachers report challenges in gaining adequate time to collaborate, especially across departments.

The external site visit team was also highly complimentary of the observed instructional methods, from elementary (e.g. “a variety of methods”), to middle school (e.g. “We were so impressed with the time on task” and “strong emphasis on collaboration for kids”), to high school (e.g. “We saw strong student-centered discourse”). The visiting team further noted that “student engagement was amazing” and that “[o]bserved lessons and materials featured content and activities that could be accessed visually, auditorily, and kinesthetically. Lessons also allowed students to show their understanding in a variety of ways.” One area for future growth, as noted by the visiting team, was to cultivate additional avenues for student choice, which was consistent with data from student surveys (see [Appendices 6-8](#)).

Technology Integration

The growing use of technology has dramatically changed education over the past several years. This is especially true in social studies; in an age when information is constantly at one's fingertips, the teacher's role as a disseminator of information has begun to change. In some ways, technology can allow students to research and process information much more efficiently than in the classrooms of yesterday; on the other hand, the overabundance of information—and misinformation—can, ironically, make learning much more difficult. The skills that are hallmarks of social studies instruction—research, evaluating sources, recognizing bias, and synthesizing various viewpoints—are increasingly vital in this digital era.

As such, the integration of technology is a regular occurrence in social studies instruction. Students regularly collaborate via the HPS Google Apps for Education (GAFE) suite. Teachers and students utilize other Web 2.0 tools, such as Kahoot, Socrative, Quizlet, and Sutori. Social

studies teachers use Google Classroom to engage students and provide “24/7” access to course materials for students and families. As well, there continues to be a close relationship between the social studies department and the library and technology staff and for many projects in all courses. In addition to formal research papers, ready access to technology allows students to engage in more informal, “in-the-moment” research for in-class activities and projects.

However, while 89% of middle school social studies teachers agreed or strongly agreed that they “have the necessary technology to teach the curriculum effectively,” that percentage dropped to 52% at the elementary level (who seek additional digital resources on par with those available for science) and 46% for high school social studies teachers (who, as explained in Section 6 below, seek equitable access to district-owned 1:1 devices).

Assessment

Assessments at the elementary level are administered by the classroom teacher and take both traditional and project-based formats. Students experiencing difficulty in social studies may be identified through classroom assessments, standardized tests, and teacher observation. As needed, differentiated assignments and supplemental resources may be used.

As noted above, secondary social studies teachers must teach a large amount of content each year, so they must constantly assess and provide feedback to their students. In order to balance the content demands with our commitment to critical thinking, assessment goes beyond the memorization of names and dates, measured only by multiple choice and fill-in-the-blank questions, and also focuses on higher-order thinking and open-ended assessments that develop vital literacy, analytical, and citizenship skills. As such, a review of student work and data from the visiting team revealed an effective blend of assessment methods. Formative assessments included short-term checks on homework reading and comprehension, class discussions, exit tickets, and a variety of informal writing pieces. Summative assessments included essays, creative projects, debates, student-led discussions, and exams featuring multiple choice questions, open-response questions, long-form essays, and document contextualization. The visiting team observed that “many teachers were consistently providing individualized feedback to students in multiple ways.”

Use of Data

In order to compensate for the lack of MCAS data in its discipline, the social studies department has developed common assessments that allows teachers to use internal data to inform its instruction and assessment practices. Secondary teachers use common assessment questions from unit tests, midyear exams, and final exams to collaborate and analyze data. Results from these assessments are used to identify students who need additional support in social studies. While this internal data collection is effective to a point, a much more promising option is the use of web-based, data dashboard tools, which the HPS Leadership Team has been piloting this year. More dynamic and analytical than Aspen, this digital data dashboard will allow the social studies department (and HPS staff elsewhere) to better evaluate gaps between subgroups (see [Appendix 11](#)). In addition, this year’s field test of a Grade 8 Civics MCAS signals a potential

source of statewide data for social studies, since the previous HSS MCAS plans were scrapped in 2009. At the elementary level, however, common assessments are not yet present across the district and social studies report card standards are vague, which represents an area of future growth for the K-5 social studies program.

Student Achievement & Advanced Placement Scores

Success of students, the level of participation in elective courses and activities, student grades, and A.P. test results reflect a successful social studies instructional program. A.P. scores in World History, U.S. History and European History are outstanding and far above state and national averages (see [Appendix 12](#)). This is a testament to the work of the students and their A.P. teachers, but also to the entire social studies staff, which works with all students in Grades 6-12 on the historical thinking skills and assignment types (such as the DBQ) demanded by the A.P. curricula. Success in National History Day competitions also reflects a degree of excellence. Since its initial participation in 1985, Hingham's students have dominated National History Day competitions at the regional and state levels, and HHS has sent at least one student to compete at the national level in eight of the past nine years.

Social Studies-Related Enrichment

The many social studies-related extracurricular and enrichment opportunities in the HPS also enhance the instructional program. At the elementary level, students participate in a range of field trips from K-5 (see Section 6 below), as well as school-based speakers and programs funded by school PTOs. As well, elementary students engage in various community service activities that vary by school.

At Hingham Middle School, the HMS History Hunters is a club that takes students on history-related outings. Grade 7 participated for many years in the National Geographic Bee, and has continued their own version of the program after the national contest shut down. In Grade 8, teachers and students have run mock primary and presidential elections for the entire Hingham Middle School. Finally, the Grade 8 class trip to Washington, D.C. in recent years has brought the civics curriculum to life, but it is a voluntary program that depends on chaperone availability and other logistical factors.

At Hingham High School, extracurricular programs include Debate and Model United Nations; a Mock Trial team ran for a few years but is not currently active. And at both middle and high schools, PTO mini-grants have allowed the social studies department to fund enrichment programs from "Historia Antiqua," a South Shore-based organization that specializes in interactive presentations on ancient Egyptian, Greek, and Roman art and culture.

ESSENTIAL QUESTION #4: To what extent does the program meet the needs of all students?

The social studies program meets the academic and social-emotional needs of all students, but additional curriculum, instructional materials, and collaboration time could further enhance the program's ability to do so.

Academic Needs

As noted above, elementary classrooms are heterogeneously grouped, and teachers differentiate their instruction to meet the needs of all students. One challenge is that some of the core academic texts (e.g. the Grade 3 Massachusetts History textbook) are written at a level that is too high for many students, so additional leveled texts would be helpful. HPS's Multi-Tiered Systems of Support offers another opportunity for leveled social studies reading, but that is not an explicit goal of the MTSS structure. Another concern is that some students might miss social studies instruction altogether if they are pulled for individualized services (e.g. speech and language).

At the secondary level, 6th grade social studies classes are heterogeneously grouped. Academic leveling begins in 7th grade with Level 2 (Advanced), Level 3 (Upper Standard) and Level 4 (Standard). These three levels continue in high school, where they are known as Honors, College Prep, and Standard. In addition, three Level 1 (Advanced Placement) courses are offered at the high school: World History (Grade 10), United States History (Grade 11), and European History (Grade 12). Since taking the equivalent of a college-level course can be particularly challenging for 10th graders, the number of students enrolling in A.P. World History has historically been a single, relatively small section. On the other hand, A.P. European History is an open-enrollment elective to any 12th grader who wishes to experience college-level rigor during senior year. Taking the A.P. exam in May is a requirement for all A.P. students.

There are no established prerequisite grades for course levels. Rather, teachers in Grades 6-11 are asked to make course level recommendations based on a departmental rubric. These recommendations reflect the current teacher's assessment of the most appropriate placement for each student for the next year. Appropriate placement is intended to maximize the ability of each student to be productively engaged, motivated, organized, and successful (see [Appendix 13](#)). While not a requirement, students' level recommendations in Social Studies are typically identical to those in English, given the similar skill sets required for success in both disciplines. As noted in sections above, academic expectations are high in all social studies courses, especially given the emphasis placed on research, writing, and critical thinking. This was corroborated by the external visiting team, which noted that they observed "strong emphasis on writing skills, literacy, and research, regardless of [student] level" and that "executive functioning was embedded" into the lessons they observed. The visiting team further noted: "Observed lessons and materials featured content and activities that could be accessed visually,

auditorily, and kinesthetically. Lessons also allowed students to show their understanding in a variety of ways.

At the middle and high schools, Level 4 students are integrated into Level 3 classes, rather than placed in a separate Level 4 section, which had been the norm prior to 2010 and was changed due to staffing limitations. While there are positive benefits to this arrangement, as student needs have increased in recent years, coupled with a decline in the number of co-teaching arrangements and paraeducator support, teachers have expressed added challenges in meeting the unique needs of all of their students as effectively as they would like. Nevertheless, the visiting team praised the “tremendous scaffolding for Level 3 and Level 4 to help students engage” and “a lot of MLL [multi-language learner aka ELL] learning techniques” that they observed. The visiting team further noted that “students in mixed-level courses appeared to access content appropriately and there were no “observable” differences that would set groups of students apart from one another. Surely, that is due to the work teachers have done to differentiate and include all learners.”

Student interest in social studies electives is extremely high, as enrollment figures indicate. Elective courses, which afford students opportunities to pursue further study in history and the social sciences, are designed primarily for seniors and those juniors who have room in their schedules. Elective courses, with the exception of A.P. European History, are semester courses and heterogeneously grouped, with Levels 2, 3, and 4 in the same classrooms. Electives allow social studies educators to teach in-depth, relevant, and contemporary courses that introduce students to disciplines that they may wish to pursue in college. All electives allow the students who take these courses to develop the civic and citizenship skills necessary in a democratic society. HHS does not currently offer some of the other A.P. courses that area high schools do (e.g. A.P. Economics, Government, or Psychology), but during the 2024-2025 school year, HHS will offer through Quincy College dual enrollment in Psychology and Sociology. Continuing to explore such offerings will be a future goal of the department.

Finally, high school Social Studies and English courses continue to offer well aligned content: Grade 9 World History I and Humanities; Grade 10 World History II and World Literature, and Grade 11 U.S. History and American Literature. This allows teachers in both departments to make explicit connections between the historical time periods and literary texts, although teachers noted that these crossovers could be more formally connected.

As noted in Section 3 above, the continued use of data will allow the department to best support the academic needs of all students. The analysis of 2023 HHS social studies grade data using a new digital dashboard showed disparities among subgroups for midyear exam, final exam, and final grade data ([see Appendix 11](#)). This is a powerful new tool, and it will be a priority of the department to continue to leverage it to routinely monitor and analyze the data, collaborate with each other, and devise plans to support students (both as individuals and as subgroups as a whole) while closing achievement gaps.

Social-Emotional Needs

In addition to academic needs, the 2018 DESE HSS Curriculum Framework’s tenth Guiding “[a]n effective history and social science education develops social and emotional skills” which “are also practical civic skills that students need to engage effectively with others in the public problem solving of civic and democratic life.” The Framework notes that social studies teachers “support the development of these skills by:

- helping students understand how their own unique experiences and ideas influence their perceptions of and feelings about history and current situations (self-awareness);
- encouraging students’ own power to take thoughtful action (self-management);
- increasing students’ understanding of others’ fundamental needs and human and civil rights (social awareness);
- increasing students’ capacity to participate in dialogue across differences and to take on the perspectives of others whose experience and position in the world differs from their own (dialogue and perspective-taking);
- encouraging students to collaborate respectfully with diverse peers (relationship skills);
- providing opportunities for students to define and make informed choices when participating in democratic practices (responsible decision making); and
- creating opportunities for students to work together on projects that aim to promote a public good beyond the classroom, in the school, or in the larger community (civic action)”

Program review data bears out these claims, with clear majorities of students at all grade levels expressing that their social studies classes gave them “a greater understanding of national/world events” and “helped me work well with others.” As well, clear majorities of students at all levels reported that “I was able to develop and share my opinions” in their social studies classes and “my teachers were caring” (see [Appendix 6-8](#)).

Cultural Proficiency

Hingham’s social studies program continues to exhibit its historically strong commitment to global history. While over the years many Massachusetts school systems have reduced or cut world history, Hingham’s emphasis on world history throughout the K-12 curriculum supports the HPS focus on global education for the 21st century. This international approach also gives balance to the curriculum, as students need to appreciate, comprehend, and make connections between global cultures, as well as foster a healthy respect for diversity. From the K-1 “Holidays Around the World” programs, to the two-year studies of world history at the middle and high schools, the HPS social studies program is committed to ensuring Hingham’s students are equipped for the global age in which they live.

Especially important to the department is that all HPS students can see their identity and culture reflected in the curriculum, with additional professional development work in recent years—both before and after the 2018 Framework update—dedicated to further increasing the variety of perspectives seen in lessons and instructional materials from K-12. Survey data revealed that

most students agreed/strongly agreed with the statement, “I was able to see my identity/culture represented in the curriculum” (62% of the Class of 2030, 58% of the Class of 2027, and 78% of the Class of 2024). The external visiting team corroborated this sentiment, noting that the observed social studies classes were “beautiful and welcoming in all places” with “windows and mirrors for students even though it’s a pretty homogenous school system.”

That being said, a clear goal of the department is to increase those percentages across all student demographics. As [Appendix 14](#) shows, relatively equal numbers of African American, Asian, and Hispanic students agreed and disagreed with that statement, while Indigenous students agreed with the statement. Regarding gender, female members of the Classes of 2024 and 2027 were slightly more apt to disagree with that statement, and data from non-binary students varied across the graduating cohorts.

ESSENTIAL QUESTION #5: To what extent does the program prepare students for life?

The social studies program clearly prepares students with the knowledge, skills, and dispositions necessary for life, yet the department can clarify for students and families how it does so.

Support of Hingham Mission Statements and Expectations for Student Learning

The Hingham Social Studies Department directly supports the fulfillment of several key parts of the district’s mission. The HPS mission seeks to “empower all students to contribute to their local and global community,” and the HHS mission is to “graduate students with the academic, civic, social, and personal skills necessary to become productive, responsible members of a democratic and ever-changing global society.” With direct instruction on American civics, government, and history, as well as diverse, global cultures, the social studies curriculum plays a vital role in the achievement of these missions. As well, the study of historical decisions and trends promotes character education, as students are challenged to wrestle with their own ideas of morals, justice, and leadership. And in today’s global society, history courses promote the appreciation for diverse cultures and the interconnectedness of all the planet’s peoples.

Achievement of this mission begins at the elementary level, as the study of history allows students to develop empathy and their early “civic identity.” Later through the secondary social studies sequence, the curriculum fosters Hingham High School’s Expectations for Student Learning. In addition to the focus on reading, writing, communication, and the synthesis and evaluation of information, the Social Studies Department promotes all seven of these academic and civic expectations. Demonstrating “self respect and respect for others,” working “both

independently and cooperatively with others,” and “fulfill[ing] their responsibilities and exercis[ing] their rights as members of local and global communities” are hallmarks of HHS social studies courses, especially given the department’s promotion of global understanding discussed above. Finally, department-sponsored clubs and programs, such as the Debate Team, Model United Nations, and the former Mock Trial club also cultivate these goals and learning expectations.

As such, clear majorities of teachers and families agreed that the social studies program “prepares students for their role as a citizen” (see [Appendices 9-10](#)). Majorities of current 12th and 9th graders also agreed with this statement, and 46% of current 6th graders agreed (see [Appendices 6-8](#)).

Life After High School

As noted above, the department takes a balanced approach to content and skills. Research, document analysis, essay writing, and oral communication skills are integrated into meaningful instruction and authentic assessments that tie into the essential themes of the various disciplines. Students must be able to use writing and oral communication to construct and support claims and opinions, demonstrating an understanding of the content while analyzing historical events. By reading texts in history and the social sciences, students build a foundation of knowledge that will give them the background to be better readers in all content areas. The Social Studies program is thus an important component in building a solid foundation for college and career readiness, as well as for civic life.

This is again corroborated by the data from teachers, who agreed/strongly agreed with the statement that the social studies program “prepares students for the real world,” and by families, who agreed that “social studies prepared my child(ren) for the next level of schooling and/or life after high school.” The external visiting team also observed that teachers “asked students to make real world and current connections between studied phenomena and current events or their own lives.” That said, the percentage of students who agreed that social studies “prepared me for the real world” ranged from the high 30 to low 40 percent and 29% of families reported “unsure/no basis for evaluation.” At the same time, majorities of all levels of students agreed that their social studies classes gave them greater understanding of local, national, and world events, as well as the key academic skills noted above, indicating a need to better show for students and families how these understandings and skills translate into the “real world.”

ESSENTIAL QUESTION #6: To what extent does the program have the necessary resources?

The social studies program boasts mostly updated instructional resources, powerful community partnerships, and highly effective professional staff, with some gaps remaining in some instructional and technology resources, as well as challenges in providing sufficient time for elementary social studies and collaboration/preparation time to the K-12 staff.

Instructional Materials

The HPS social studies program generally has adequate, uniform textbooks and core instructional materials, but there are some gaps at certain grade levels. At the elementary level, major K-5 social studies texts, trade books, maps, and globes are updated and equitable across the four schools. In recent years, the elementary curriculum committees and school-based representatives have explored and piloted new texts and materials that are more engaging, student-centered, and technologically up-to-date. This has led to updated textbooks in Grades 3-5, as well as optional access to materials for K-2. Unlike secondary courses, there are fewer options for elementary social studies, especially at the lower grades, and much of the instructional materials are teacher-created and curated from a variety of sources, resulting in only 44% of K-5 teachers agreeing that they “have the necessary texts/materials to teach the curriculum effectively” (see [Appendix 10](#)). That said, this spring Grade 5 teachers have been piloting a free, open-source curriculum from DESE called Investigating History, which is providing positive early feedback from teachers and students alike, and HPS has applied for participation in a statewide pilot of this program in Grades 3 and 4 next year. As well, elementary social studies unit guides provide lists of relevant picture and trade books that connect to the standards of each topic. Thanks to purchases through the HPS social studies budget, as well as generous grants from sources such as DESE and the Hingham Education Foundation, the department has been adding to its inventory of texts and trade books that reflect a diversity of cultures, identities, and perspectives—and this work will continue in future years.

At the secondary level, each required course includes a core textbook, but the philosophy of the department is that these textbooks are simply one of the resources a teacher can use; the textbook supports the curriculum but does not serve as the curriculum itself. The latest textbook updates have been adopted to support the new course sequence in Grades 6-8, as well as the updated Grade 11 U.S. History sequence. The copyright dates of textbooks at the secondary level range from 2009 to 2023. (See [Appendix 15](#) for the complete list of all major K-12 social studies texts.) Similar to the elementary level, secondary social studies teachers continue to curate sources—especially primary documents—that reflect a range of diverse perspectives throughout time and across the country and world.

Technology Resources

As noted above, social studies teachers have embraced many recent technology developments. This includes access to grade-level iPads and Chromebooks at the elementary level, the 1:1 Chromebook environment at HMS, and the BYOD policy at HHS. The continued progress on the HPS Technology Plan will ensure that social studies teachers are able to stay at the forefront of current and future student-centered and project-based pedagogical trends and to provide more real-time feedback on digital student work. The external visiting team praised that “teachers were observed skillfully leading students through hyperdocs, digitized graphic organizers—they are clearly working diligently to incorporate technology where appropriate.”

High school teachers have expressed the need for district-owned 1:1 devices at HHS, to mirror the program at HMS, which would allow high school teachers to better leverage digital assessment platforms and ensure that students remain on task with schoolwork while in class. The lack of district-provided technology, note high school teachers, is also an issue of equity that must be addressed. This concern was echoed by the visiting team, which asked, “In a BYOD environment, how do you ensure educational/resource equity? How do you monitor devices for safe use by students? Are you able to purchase and deploy a program, such as GoGuardian, so teachers can monitor online behavior and redirect students appropriately?”

Another technological innovation is the use of online textbooks and other digital ancillary materials. Several textbook programs offer digital components that, in addition to providing an online version of the text, allow students to listen to the text, create digital notes and flashcards, and play online review games.

Community Resources

The HPS social studies department is extremely fortunate to exist in a community that offers an abundance of resources—both financial and historical. As noted above, the Hingham Education Foundation has offered many grants to augment the efforts of the department. Recent grants have supported the purchase of updated elementary picture and trade books, professional development for teachers’ civic education, and workshops for curriculum development. And at both middle and high schools, PTO mini-grants have allowed the social studies department to fund enrichment programs from “Historia Antiqua,” a South Shore-based organization that specializes in interactive presentations on ancient Egyptian, Greek, and Roman art and culture.

Another generous source of grant funding is the Rabbi Shira Joseph Holocaust Studies Fund, established in 2017, which has paid for HPS teacher professional development through organizations such as Facing History and Ourselves, as well as student field trips and teacher training programs both domestic and international.

Finally, the HPS social studies department has been awarded four DESE state grants in the past two years, which have funded curriculum and professional development in civics, genocide education, and elementary social studies.

Meanwhile, to teach social studies in such a historical area provides an unparalleled professional experience. The HPS social studies department enjoys a robust and mutually beneficial partnership with the Hingham Historical Society. This is especially seen through HHS's Internship at the Hingham Historical Society. While earning course credit, interns work under the supervision of members of the HHS Social Studies Department and the staff of the Hingham Historical Society. Projects include working with historical documents and artifacts, writing newsletter articles, and managing social media accounts. The internship is an excellent opportunity for hands-on, real-world experience for students interested in fields such as history, journalism, technology, marketing, and library sciences. As well, the Historical Society has for several years supported the HHS National History Day program by hosting the school-based contest and providing judges for the competition. In addition, HMS participates in the Lincoln Day Essay Contest, and the student winners are honored at the annual Lincoln Day Ceremony in February. Finally, the Historical Society has hosted several field trips for all levels of students, as well as teacher professional development—including at the the Hingham Heritage Museum, the Old Ordinary, and "sneak peeks" of the Major General Benjamin Lincoln House—while also partnering with Old Ship Church for a mock town election for all HPS 3rd graders.

In addition, one of the most rewarding community connections has been with Hingham's veterans. Hingham's elementary schools have several veteran-themed activities, such as assemblies for Veterans and Memorial Days and collections for troops abroad. As well, for the past fifteen years, all HHS sophomores have traveled to the Grand Army of the Republic (GAR) Hall and learned about Hingham's military history through the artifacts on display and the personal stories of Hingham's heroes. Students then write letters of thanks to these veterans. In addition, students in the senior Seminar in History: World War II course take field trips to Hingham Shipyard and Bare Cove Park.

Finally, the department leverages other local historical and cultural sites for the benefit of our students, such as the John Adams House, the Boston Tea Party Ship Museum, the Massachusetts State House, Plimoth Patuxet Museums, the Peabody Essex Museum, the Museum of Fine Arts, the Harvard Art Museum, and the Isabella Stewart Gardner Museum, just to name a few. The rich historical and community resources in the town of Hingham—and beyond—are major assets to the social studies program.

Time

At the elementary level, time on learning for social studies still varies significantly across schools and grade levels, as reported by teachers. While Hingham's K-5 teachers do an excellent job of teaching social studies with the resources they have available, many have continuously expressed the challenges in teaching the entirety of the social studies curriculum given the many other demands on class time (see [Appendix 10](#)). New frameworks and programs in literacy, mathematics, and science have engendered a growing gap in time on learning in social studies, and available resources tend to be prioritized for MCAS-tested subjects. Nevertheless, the many high-interest topics in social studies can boost both student interest and engagement with school in general while increasing students' knowledge and skills, as noted in recent educational

[research](#) and [articles](#). In the meantime, administrators and teachers will need to work collaboratively to ensure that social studies, given its vital importance in developing literacy and civic competencies—not to mention the upcoming Grade 8 Civic MCAS—is given its due place at the academic table. As one elementary teacher explained:

It has been really challenging to fit social studies in when the district appears to have an extreme tunnel vision focus on TMI, TRI, and MCAS....Science and social studies have taken a massive hit because there has been such a push to teach to the test. There is a lot of pressure on the teachers to have the students do well on standardized testing, not teaching them the valuable lessons and content knowledge that can be gained from our social studies and science curriculum.

Meanwhile, collaboration for elementary social studies tends to be driven by individual teaching teams, but recent school-based PLC structures offer an additional opportunity. Monthly district-wide elementary curriculum committee meetings provide an additional avenue for collaboration, but those are shared among the three other “core” academic disciplines. That said, the HPS Assistant Superintendent and elementary principals have fully supported social studies-related in-district workshops and outside professional development to achieve social studies curriculum development and projects. As well, the HPS Writing Specialist has been instrumental in integrating social studies content and skills into writing projects around the district. Finally, continued work on elementary unit guides will also drive future opportunities to make explicit interdisciplinary connections.

At the secondary level, social studies courses meet every day based on the HMS and HHS schedules. And while the high school staff enjoys the benefits of a common planning period, this does not exist at the middle school, which is built on the team model rather than academic discipline. While creative workarounds are feasible, these involve teachers volunteering outside time and/or hiring substitutes for professional workshop days. Additional department-based early release professional development days have been extremely helpful in achieving the updated curriculum work described above, but additional, consistent time built into the school year would undoubtedly benefit the social studies program. It is worth noting that several external site visit team members remarked that HPS secondary social studies teachers have far less time—both individual preparatory time, as well as collaborative time—compared to their home districts.

Human Resources

While the social studies curriculum and materials are indeed robust, they are only as effective as the educators who teach it. One of the strongest elements in the social studies program is the high quality of teachers in the department. The HPS has hired and retained outstanding social studies educators. They promote high standards for their students, for themselves, and for each other—and as noted above, their commitment and skill in writing instruction and assessment greatly augments Hingham students’ success in English Language Arts.

In addition to the normal professional expectations of the staff, department members have always been willing to put in extra efforts in a variety of ways. They regularly spearhead curriculum enrichment projects, such as mock elections, field trips (including to Washington, D.C.) and National History Day competitions. Social studies teachers are involved in numerous professional workshops, conferences, and meetings—not only as participants but also as presenters. It is also clearly evident that the social studies staff is highly involved in numerous teams and extra-curricular clubs. They are well represented as coaches, advisers, and chaperones, and they play a major part in the out-of-class experiences of our students at both the middle and high school. They also volunteer their time in offering extra help and in writing many thorough college letters of recommendation for students. Most impressive is the collegiality they exhibit, as they freely share with one another their knowledge, skills, lessons, activities, and best practices. This benefits all of Hingham’s students.

It is not surprising, then, that current HPS social studies teachers have won a variety of awards and recognition, including one award from the MIAA, three awards from the Massachusetts Council for the Social Studies, and a statewide award for Massachusetts History Teacher of the Year.

Data from students at all grade levels corroborates the strength of the teaching staff, with strong majorities of students agreeing/strongly agreeing that their social studies teachers were knowledgeable (88-96%), caring (75-88%), and unbiased in their presentation of content (82-89%) (See [Appendices 6-8](#)).

The external site visit team was also highly complimentary of the teaching staff, from elementary (e.g. “We saw the entire school supporting social studies skills K-5” and “warm and welcoming”), to middle school (e.g. “We couldn’t stop smiling” and “You guys do a great job”), to high school (e.g. “We saw a lot of expert teachers,” and “Incredibly clear routines and structures”).

Challenges Facing Educators

As noted in Section 1 above, the job of a social studies teacher is extremely important and challenging. This starts with the 2018 DESE HSS Framework, which as noted above, includes three sets of required standards, as well as standards on civics, economics, personal finance, and media literacy—all of which are expected to be embedded throughout the curriculum. What’s more, the 2018 state legislation *An Act to Promote and Enhance Civic Engagement* mandated two major student-led civic action projects: one in 8th grade and another at some point in high school. Teachers also note that, contrary to the popular misconception that history is “old” and “static,” new content is added with each passing day, and new scholarship and historiography engender a constant dynamism to the discipline.

At the same time, as the Guiding Principles of the 2018 DESE HSS Framework outlines, social studies teachers are to embed into their classes an ongoing discussion of current events—and indeed, as teachers attest, their students at all levels regularly turn to them for explanation and

assurance following major events at the local, national, and international levels. In the past few years alone, social studies teachers have guided informed and delicate conversations around increased political polarization, a global pandemic, social and racial upheaval, a riot at the U.S. Capitol, countless mass shootings at home, and complicated wars abroad. Social studies teachers then, in addition to their normal lesson planning and grading, need to stay abreast of the news and current events and be prepared to face their students' new questions at any time. Simultaneously, the political polarization of recent years has found its way into social studies education, with intense scrutiny on the topics, pedagogy, and curriculum materials used in history classes—not to mention the teachers themselves.

It is no wonder then, that the previous social studies program review report—as well as those of other academic departments—alluded to the sense of “overload” that was being felt among teachers. One way that sense of overload was addressed after the 2017 social studies program review report was the eventual addition of 2.0 FTE for high school social studies. That budget priority reflected the fact that the Hingham Social Studies curriculum goes far beyond the memorization of names and dates measured only by multiple choice and fill-in-the-blank questions and instead focuses on higher-order thinking and open-ended assessments that develop vital literacy and citizenship skills. That increase in staffing was successful in appropriately lowering class sizes, as the HHS social studies department's class average decreased from 21.7 in FY18 to 18.2 in FY23. The HHS social studies department's class average was 16.4 in FY24, and with the cut of 2.0 FTE in the FY25 budget, the average is slated to increase to 19.4. As a result, it is a priority of the department to continue to monitor staffing needs in order to preserve class sizes that best allow social studies educators to do the complicated and important work required by the content area.

Adding to the challenges are the myriad changes at the local, state, and national levels, the heightened academic and social-emotional needs of students, and the increased amount of communication with parents have all increased since the last program review. It is telling that significant numbers of teachers at all grade levels disagreed/strongly disagreed that they have enough time to collaborate with their colleagues (31-64%) (see [Appendix 10](#)). Most concerning, the percentages of teachers who disagreed/strongly disagreed with the statement, “I have enough time during the school day to effectively do my job as a teacher” ranged from 44% at the elementary level, 56% at HMS, and 77% at HHS (see [Appendix 10](#)). Managing these many demands, while ensuring that teachers have adequate time to focus on the most important aspects of their jobs, remains an ongoing priority.

CONCLUSION

Overall the Hingham Public Schools social studies program is in excellent shape. It provides quality curricula with a proven track record of success. The department boasts an outstanding staff who are dedicated to their profession and their students. The HPS Social Studies Department will maintain its traditions of excellence while continuing to improve forward through the action plan outlined below.

ACTION PLAN

Goal 1: Elementary Social Studies			
Elevate elementary social studies through consistent and dedicated instructional time, updated materials, and common assessments.			
	Action Steps	Staff Responsible	Timeline
1.1	Review the allocation of time for K-5 social studies and explore consistent social studies block for Grades 3-5	K-12 Director of Social Studies Elementary Principals Assistant Superintendent	September 2024-June 2025
1.2	Explore departmentalization of social studies in Grades 3-5 in order to develop additional content expertise	K-12 Director of Social Studies Elementary Principals Assistant Superintendent	September 2024-June 2025
1.3	Pilot Investigating History curriculum in Grades 3 & 4	K-12 Director of Social Studies Elementary Principals Assistant Superintendent Grade 3 & 4 IH pilot teachers	September 2024-June 2025
1.4	Implement Investigating History curriculum in Grade 5	K-12 Director of Social Studies Elementary Principals Assistant Superintendent Grade 5 teachers	September 2024-June 2025
1.5	Develop common assessments and rubrics for Grades 3-5 social studies	K-12 Director of Social Studies Elementary Principals Assistant Superintendent Grades 3-5 teacher representatives	September 2025-June 2026
1.6	Explore, select, and pilot updated K-2 social studies materials	K-12 Director of Social Studies Elementary Principals Assistant Superintendent Grades K-2 teacher representatives	September 2026-June 2027
1.7	Develop common assessments and rubrics for Grades K-2 social studies	K-12 Director of Social Studies Elementary Principals Assistant Superintendent Grades K-2 teacher representatives	September 2027-June 2028

Goal 2: Secondary Social Studies

Enhance secondary social studies through exploring content distribution, formally aligning news/media literacy standards, and increasing use of common assessments.

	Action Steps	Staff Responsible	Timeline
2.1	Explore opportunities for content overlap/reduction and adjust curriculum and unit guides as needed	K-12 Director of Social Studies Secondary Social Studies Teachers	September 2024-June 2025
2.2	Determine where News/Media Literacy standards will be formally taught (in social studies courses and/or other departments, as per DESE HSS Framework)	K-12 Director of Social Studies K-12 Library Coordinator Secondary Principals Assistant Superintendent K-12 Curriculum Directors Secondary Social Studies Teachers	September 2024-June 2025
2.3	Implement adjusted World History and/or U.S. History sequences (as needed based on outcome of Action Step 2.1)	K-12 Director of Social Studies Secondary Social Studies Teachers	September 2025-June 2027
2.4	Review use of common assessments/rubrics and adjust based on upcoming NEASC and/or Portrait of the Graduate work	K-12 Director of Social Studies Secondary Social Studies Teachers HHS Principal	September 2025-June 2027
2.5	Leverage digital data dashboard tools to routinely analyze grade data in order to close subgroup achievement gaps	K-12 Director of Social Studies Secondary Social Studies Teachers Assistant Superintendent School Principals	September 2024-June 2030

Goal 3: College-Level Coursework

Explore additional opportunities for high school students to access college-level social studies coursework.

	Action Steps	Staff Responsible	Timeline
3.1	Explore opportunities for students to access college-level coursework via A.P. courses and/or dual enrollment courses	K-12 Director of Social Studies K-12 Director of School Counseling High School Principal Assistant Superintendent Quincy College Dual Enrollment Secondary Social Studies Teachers	September 2024-June 2026
3.2	Survey HHS students regarding interest in dual enrollment and A.P. courses	K-12 Director of Social Studies K-12 Director of School Counseling High School Principal	September 2024-June 2026

Goal 4: Student-Centered Social Studies

Enhance students' experiences by increasing opportunities for student choice and continuing to develop curriculum and instructional materials regarding diverse perspectives, identities, and cultures.

	Action Steps	Staff Responsible	Timeline
4.1	Provide professional development in AAPI history and Massachusetts history	K-12 Director of Social Studies Assistant Superintendent Speakers from Bridgewater State, UMass Boston, and Massachusetts Tribe	September 2024-June 2025
4.2	Provide continued professional development in UDL	K-12 Director of Social Studies Assistant Superintendent HPS UDL Fellows	September 2025-June 2027
4.3	Continue to build library of texts, trade books, and instructional materials reflecting diverse perspectives, identities, and cultures	K-12 Director of Social Studies K-12 Library Coordinator Elementary Principals Secondary Principals Assistant Superintendent	September 2025-June 2027
4.4	Survey students and compare vs. 2023 data to measure progress on the extent to which students see diverse voices in the curriculum	K-12 Director of Social Studies Secondary Social Studies Teachers	Fall 2027

Goal 5: Life After High School

Clarify for students and families how the social studies program prepares students for life after high school, especially in civic engagement

	Action Steps	Staff Responsible	Timeline
5.1	Explore alternate means of implementing high school student-led civic action project and update Program of Studies as needed	K-12 Director of Social Studies High School Principal K-12 Curriculum Directors Secondary Social Studies Teachers	September 2024-June 2025
5.2	Implement updated high school civic action project per result of Action Step 5.1	K-12 Director of Social Studies Secondary Social Studies Teachers	September 2025-June 2026
5.3	Add into unit guides and lessons "connections to today"	K-12 Director of Social Studies Secondary Social Studies Teachers	September 2024-June 2026
5.4	Survey students and compare vs. 2023 data to measure progress on the extent to which students believe their social studies classes prepare them for life after high school	K-12 Director of Social Studies Secondary Social Studies Teachers	Fall 2027
5.5	Increase promotion of social	K-12 Director of Social Studies	September 2024-June 2030

	studies program to families via school and district newsletters, website	School Principals Communications Specialist	
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Goal 6: Resources

Collaborate with other HPS departments to enhance curriculum, collaboration, and resources.

	Action Steps	Staff Responsible	Timeline
6.1	Research, budget, and pilot updated social studies texts and instructional materials to ensure standards alignment, best instructional practices, and access for all students	K-12 Director of Social Studies K-5 Director of Special Education 6-12 Directors of Special Education Executive Director of Student Services	September 2024-June 2026
6.2	Explore schedule shift to provide for department-based common planning time at HMS	K-12 Director of Social Studies Middle School Principal Assistant Superintendent K-12 Curriculum Directors	Summer 2024
6.3	Explore ways to provide for common planning time between high school social studies and special education teachers and paraeducators	K-12 Director of Social Studies 6-12 Director of Special Education High School Assistant Principals	September 2024-June 2025
6.4	Collaborate with the ELA Department on cross-curricular content and writing expectations, especially at the middle school level	K-12 Director of Social Studies K-12 Director of ELA Assistant Superintendent School Principals	September 2025-June 2027
6.5	Collaborate with Technology Department to better leverage instructional/assessment technology in social studies at the high school level	K-12 Director of Social Studies Director of Technology Assistant Superintendent School Principals	September 2025-June 2027
6.6	Continue to monitor social studies staffing needs at the secondary level	K-12 Director of Social Studies Assistant Superintendent Director of Business & Support Svcs. School Principals	September 2024-June 2030



William L. Foster Elementary School

55 Downer Avenue
Hingham, MA 02043

Phone: (781) 741-1520
Fax: (781) 741-1522

Matthew Scheufele, Principal

Jennifer Newell, Assistant Principal

To: Margaret Adams, Superintendent

From: Mr. Scheufele, Principal

Date: June 13, 2024

RE: Recommendation for the naming of the library

Members of the Foster School Community met with Mr. Scheufele requested that the new Foster School Library be named after Camilla Roundtree. Mrs. Ruundtree was the first coordinator of the METCO program and was the coordinator for the Hingham program for over 40+ years. She was selected by the Hingham Journal's Citizen of the year in 2001. In the course of vetting this there have been numerous stories shared with us about the wonderful person she was and how much she meant to the community.

The recommendation comes to you with two unanimous votes, from the Foster PTO and the Foster School Council. As a community, we are asking that you move forward with the approval of naming the Foster Library in honor of one of "Hingham's Finest", Camilla Lee Roundtree.



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

The Massachusetts Model System for Educator Evaluation

Evaluating Superintendents and District- Level Administrators

August 2019

[Massachusetts Department of Elementary and Secondary Education](#)

75 Pleasant Street, Malden, MA 02148-4906

Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Overview

Purpose of this Guide

This guide supports school committees, districts and superintendents to implement the Model System for Superintendent Evaluation in accordance with the requirements set forth in the Massachusetts educator evaluation regulations ([603 CMR 35.00](#)). School committees and school districts can adopt the Model System, adapt the Model System, or revise their own evaluation system to align with the regulations. Further detail on district-level systems and structures to support the educator evaluation process can be found in the [Massachusetts Educator Evaluation Framework: Overview](#).

This guide:

- Outlines the requirements of the regulations as well as the principles and the priorities that underlie the educator evaluation framework;
- Describes the roles, responsibilities, and process embedded in the Model System for Superintendent Evaluation; and
- Shares resources and best practices supporting effective implementation.

This guide focuses on the evaluation of superintendents and other district-level administrators. Guidance particular to implementation of this process for teachers can be found in [Evaluating Teachers and Specialized Instructional Support Personnel](#) and for principals in [Evaluating the Principal and School-Level Administrators](#). Lessons from the field have been incorporated throughout the Model System.

This guide includes three major sections:

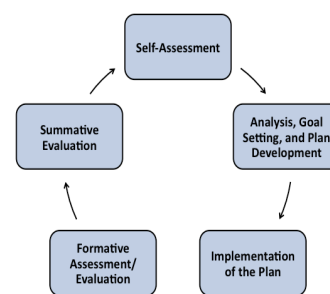
1. The **Overview** includes information about the Massachusetts Educator Evaluation Framework; the 5-Step Cycle for Superintendents; and considerations for Organizing the Process of superintendent evaluation;
2. The **5-Step Cycle** provides detail about each step, as well Conditions for Effective Implementation including important knowledge, capacity, systems, and recommended resources based on best practices; and
3. **Step-Specific Resources** include regulatory requirements and deeper dives into key features of the cycle, such as SMART goal setting, measures of student learning, and staff feedback.

*Note: While this guide provides sufficient information to support the evaluation of superintendents and district-level administrators, the most in-depth recommendations for a meaningful 5-Step Cycle--applicable to *all* educators—are available in *Evaluating Teachers and Specialized Instructional Support Personnel*.

Overview

Five-Step Cycle of Continuous Improvement for Superintendents

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar¹ includes the following steps (a description of the steps in a typical two-year cycle appears as Appendix B):



Late Spring/Summer	<p>Step 1: Self-Assessment. The superintendent conducts a <u>self-assessment</u> using the performance Standards and <u>rubric</u>, data about student learning, past progress on the district improvement plan and goals (when available), the prior year’s evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee’s assessment of performance on the Standards.</p>
Summer/Early Fall	<p>Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators.² In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent’s Annual Plan.³ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.</p>
Throughout School Year	<p>Step 3: Plan Implementation and Collection of Evidence. The superintendent implements the Superintendent’s Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.</p>
Mid-year	<p>Step 4: Formative Assessment/Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent’s Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.</p>
Late Spring/Summer	<p>Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the superintendent’s performance against the Standards.</p>

¹ School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

² Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

³ The Superintendent’s Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent’s annual plan also may appear in the district plan, but the superintendent’s plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent’s plan identifies the two to four goals that will carry the most weight in assessing the superintendent’s performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Organizing the Process for Superintendent Evaluation

The Massachusetts Educator Evaluation Framework applies to all educators, from teachers to school leaders to district administrators and superintendents. The superintendent is in the unique position, however, of having to be evaluated by a collective body, rather than a single evaluator, comprised of individuals from a variety of backgrounds and expertise oftentimes unrelated to education. And unlike other educators, whose performance evaluations are confidential, the superintendent's evaluation is conducted in public pursuant to open meeting laws. These factors require added attention to the process in order to ensure that the evaluation is fair and transparent. When done well, the superintendent evaluation process serves as a foundation for strategic planning within the district as a whole, a roadmap for implementation supports, and a critical mechanism for ongoing communication between the superintendent and the school committee.

VIDEO HIGHLIGHT

Organizing the Process

In this [video](#), you will learn how superintendents and school committees in five MA districts organized subcommittees, revised calendars, and maintained ongoing communication in order to promote effective evaluation cycles and focus on continuous improvement.

While the high-level process is articulated via the 5-Step Cycle, individual school committees determine the specific process by which the cycle is enacted. School committees and superintendents should put time aside at the outset of each evaluation cycle (or during Step 2 at the latest) to organize the process they will use, focusing on timelines, the number of goals and focus Indicators, forms to be used, and the criteria and process for making and reporting decisions. The recommendations that follow reflect several best practices in establishing a transparent, efficient, and fair process for evaluating the superintendent.

- **Timeline**, e.g.: Will this be a one-year to two-year evaluation cycle? When does the evaluation cycle start and conclude? When will the mid-cycle check-in take place? How often should the superintendent update the committee?
 - ✓ A one-year cycle for superintendents in their first three years is important; at the committee's discretion, it may be extended to two years for superintendents working under extended contracts, although annual goals are still strongly recommended.
 - ✓ At a minimum, there need to be three public meetings each year dealing with evaluation:
 - At the start, meet to establish goals and focus Indicators
 - In the middle, meet to examine progress on goals and make mid-course adjustments if needed
 - At the end, meet to assess whether goals have been achieved and performance on the related focus Indicators and determine performance ratings
 - ✓ Regardless of the number of meetings devoted formally to superintendent evaluation, both school committee members and superintendents report that ongoing, two-way communication about perceptions of the superintendent's performance and progress on goals is critical to smooth process.
 - ✓ Many committees have shifted from an evaluation cycle governed by the local election cycle to one that matches the school year cycle with goals established in late summer or very early fall and summative evaluation done in late spring or early summer.

- **Number of goals and focus Indicators**, e.g.: Will there be a maximum number of goals or focus Indicators? Will each goal be tied to one or more focus Indicators? Will there be any focus Indicators not associated with one or more goals?
 - ✓ Effective superintendent evaluation processes often emulate best practices for teacher and principal evaluation: each evaluation cycle focuses on a limited number of goals and a limited

Overview

- number of related Indicators. In this way, the evaluation process can be supportive of the kind of attention and focus that is critical for both improvement and impact.
- ✓ Three to six goals with a total of six to eight related focus Indicators generally permits the level of focus needed yield necessary district improvement.
 - ✓ Identifying at least one focus Indicator for each Standard that is aligned to a goal permits both goal progress and performance on focus Indicator(s) to inform overall performance on that Standard.
 - ✓ If a concern arises during that cycle related to a different Indicator, school committee members may note it and include it as a focus Indicator for the next cycle.
- **Forms**, e.g.: How will the superintendent report their self-assessment and proposed goals, mid-cycle goal progress, and end-of-cycle goal progress and performance on focus Indicators? How will individual committee members report their summative ratings on each Standard and overall? How will they offer written feedback beyond ratings?
- ✓ Regular reporting by the superintendent on progress on district improvement goals – as a consistent and frequent element of school committee meetings – is a common characteristic of evaluation processes reported to be both fair and useful.
 - ✓ Both committee members and superintendents see value in the superintendent preparing a written end-of-cycle narrative report with links to existing documents and evidence that points committee members to relevant evidence of progress on goals and focus indicators.
- **Criteria for Assessing Performance**, e.g., how will school committee members and the superintendent know what evidence will be deemed sufficient to determine that a goal has been met or a priority Indicator performed at a proficient level? Do they have a shared understanding of the difference between performance at the “needs improvement,” “proficient,” or “exemplary” levels?
- ✓ When superintendent goals approved by the school committee include key action steps and benchmarks for both progress and outcomes, superintendents and committee members have a clearer shared picture of what it will take to agree that a goal has been achieved.
 - ✓ Some committees agree in advance that when a goal is achieved, its related focus Indicator(s) will be presumed to have been performed at a proficient level; others look for additional evidence related to each focus Indicator.
- **Compiling ratings**, e.g.: how will individual ratings be aggregated? Will the final rating represent the predominant rating made by individual members? Will it be a mathematical average of individual ratings? Will the range of ratings be displayed? If so, how?
- ✓ Many committees report the preponderance of ratings, sometimes adding a display of the number of individual ratings at each performance level. However, numerical averages can be the least reflective of a superintendent’s performance because outlier scores can skew the average. See “Decision-making process” below for recommendations on synthesizing ratings.

VIDEO HIGHLIGHT

Putting Goals at the Center

In this [video](#) you will learn how superintendents and school committees in five MA districts have developed collaborative processes to establish and monitor goals that are meaningful, measurable, and attainable.

VIDEO HIGHLIGHT

Deciding and Reporting Ratings

In this [video](#) you will learn how superintendents and school committees in five MA districts develop shared expectations around and clear processes for determining summative performance ratings.

Overview

- **Decision-making process**, e.g.: Will individual members submit their individual ratings and comments to a designated member of the committee in advance who will compile and present a composite at a public meeting? Or will members present their individual ratings and comments publicly and then the committee as a whole deliberates and votes on the summative ratings at the same meeting? Will a designated person(s) prepare a synthesis of individual ratings for full committee review? If so, who? Will individual ratings and/or comments be presented publicly and discussed? Or will only a composite or synthesis?
 - ✓ Designating a person or subcommittee to prepare a synthesis of individual ratings and comments for full committee review and discussion results in a process described by both committee members and superintendents as efficient, fair and transparent.

Subcommittees

Many school committees choose to develop an evaluation subcommittee to assume various levels of responsibility over the superintendent's evaluation. In districts with relatively large school committees, or where there are multiple school committees responsible for evaluating one superintendent, the establishment of an evaluation subcommittee can help clarify and facilitate the process of evaluating the superintendent. A subcommittee may be tasked with one or both of the following:

- Recommending the process to be used;
- Ensuring that committee members and the superintendent follow the process; and/or,
- Compiling and/or synthesizing performance ratings to share with the committee as a whole.

A subcommittee may also be charged with conducting the actual evaluation of the superintendent and making a recommendation to the committee as a whole. In this case, the subcommittee may be responsible for one or all of the following:

- Approving Goals, Focus Indicators and the Annual Plan;
- Collecting and assessing evidence related to goal progress and performance against Standards;
- Collecting, compiling and synthesizing performance ratings from individual committee members; and/or,
- Determining performance ratings to recommend to the school committee.

Considerations for Superintendents Evaluated by Multiple School Committees

School committees and superintendents need to consider how to adapt the process for superintendents who serve more than one school committee. If the goal-setting process outlined in Step 2 is completed independently by each school committee, the resulting set of goals from each committee may prove unwieldy: there may be too many goals and they may be too fragmented or disconnected. A similar problem can occur when committees establish focus Indicators and the relative weight that goal attainment will play in the evaluation process. If done separately by each committee, this process can leave the superintendent addressing competing, and possibly conflicting, priorities.

Overview

For both of these reasons, school committees and superintendent should consider establishing a process through which the committees—all members or designated members of each—meet publicly as a committee of the whole to establish the four to six goals and focus indicators that will guide the evaluation process. Some committees may conclude that it also makes sense to join together to conduct Step 5 of the process (End-of-Cycle Summative Evaluation) as well. Some committees have found merit in agreeing on a set of common goals and focus Indicators and then adding one or two that may be unique to one or a subset of the committees.

Continuous Improvement

As school committee members and/or superintendents change, it is important to provide regular opportunities to familiarize all individuals with the roles, responsibilities, and processes involved in an effective superintendent evaluation. School committees and superintendents should always conduct an (re)orientation process either before launching Step 1 of the 5-Step evaluation cycle, or at the outset of Step 2. The (re)orientation is used to (a) introduce new individuals to the process, and (b) confirm and/or adjust the process, when needed. All committee members and the superintendent can benefit from the opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved. The school committee and superintendent may also consider engaging in regular workshops (annual and/or biannual) to reflect upon and improve the process. A growing number of districts have found the workshop facilitation services of the Massachusetts Association of School Committees (MASC) related to organizing the evaluation process and goal setting instructive and helpful.

SUPERINTENDENT EVALUATION IN MASSACHUSETTS: A 5-PART VIDEO SERIES

This [series of five short videos](#) profiles the experiences of school committees members and superintendents from five districts as they developed, implemented, and continue to refine the superintendent evaluation process. Each has gone beyond compliance to develop practical approaches that help both the school committee and superintendent focus their work on actions that can, and will, make a real difference for students.

1. ***Making the Most of the Opportunity***
2. ***Organizing the Process***
3. ***Putting Goals at the Center***
4. ***Assessing Progress and Performance***
5. ***Deciding and Reporting Ratings***

Step 1: Self-Assessment

Step 1: Self-Assessment

The first step of the Educator Evaluation cycle is self-assessment and goal proposal. In this step:



1. The superintendent completes the self-assessment.

Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and related Indicators. The superintendent examines a wide range of evidence, including appropriate measures of student learning and feedback from school committee members. They also consult with the district's administrators and principals to determine focus areas and priorities.

2. The superintendent identifies professional practice and student learning goals.

The superintendent uses the self-assessment to identify goals to propose to the school committee. At least one of the goals is related to improving student learning, and one is related to improving the superintendent's own professional practice. For each goal, the superintendent identifies key actions, timelines, and benchmarks related to both progress and outcome(s) that will be used to assess progress in achieving the goals.

3. The superintendent drafts 2 to 4 district improvement goals.

In consultation with others, and informed by the district improvement plan, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out committee perceptions of district needs and priorities in advance of drafting district improvement goals.

4. The superintendent identifies six to eight Indicators from the Standards for Effective Administrative Leadership that are closely associated with the goals to serve as focus Indicators for assessing performance on Standards.

The superintendent reviews the rubric and identifies six to eight Indicators that will be in evidence in pursuing the student learning, professional practice and district improvement goals. The superintendent should identify at least 1 to 2 Indicators from each Standard to ensure coverage of all four Standards. Successful completion of the goals will provide much of the evidence of effective performance in the focus Indicators.

5. The superintendent combines the goals and associated focus Indicators into a draft Superintendent's Annual Plan to propose to the school committee.

In addition to the professional practice, student learning, and district improvement goals, the plan includes key actions, benchmarks of progress, and sources of evidence. The focus Indicators associated with each Goal may also be articulated in the Annual Plan.

Step 1: Self-Assessment

Conditions for Effective Implementation

A guiding principle of the Model System is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment process empowers superintendents to shape the initial conversation with the school committee around meaningful, actionable goals that address important needs of the district, reflect what they think their strengths are, and address the areas on which they want to focus and supports they need. When done well, a goal-driven evaluation process creates an important roadmap that everyone can follow and understand.

Aligning Calendars and Goals. In order to meaningfully center a superintendent's evaluation around individual and district-aligned goals, it is important to schedule the process accordingly. Ensuring the evaluation cycle corresponds with the work of the district facilitates more meaningful goal-setting, implementation support, progress monitoring, and summative determinations. School committees and superintendents will often launch the evaluation cycle in late summer or early fall to align to district improvement planning, engage in regular communications throughout the year to monitor implementation efforts, and conclude the evaluation cycle at the end of the school year or early summer.

Establishing the District Improvement Plan. Having a clear district improvement plan in place prior to the superintendent's self-assessment is critical in ensuring the throughline between the evaluation process and the district improvement work. While not every goal embedded within the district improvement plan will be incorporated into the superintendent's annual action plan, the superintendent should select those that are actionable, measurable, and relevant to their leadership for inclusion in the annual plan.

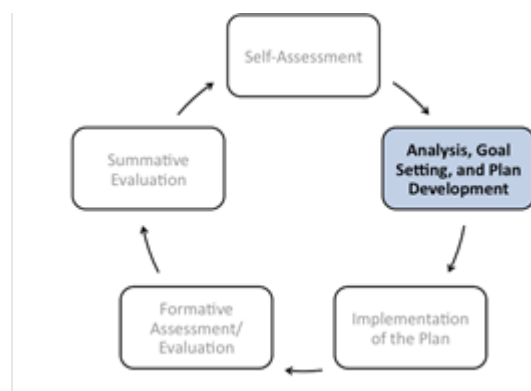
Step 2: Analysis, Goal Setting, and Plan Development

Step 2: Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle is goal setting and plan development. Each of the following steps takes place at a public meeting.

1. The superintendent and school committee⁴ review the rubric that describes the Standards and Indicators for Effective Superintendent Practice as well as the draft goals.

The purpose of this joint review is to help the superintendent and school committee members clarify expectations; develop shared understanding of focus Indicators for the evaluation cycle; and ensure alignment between the proposed goals and focus Indicators.⁵



In collaboration with the superintendent, the committee asks and answers the following questions:

- Which six to eight Indicators will be a focus for the year? Which goal(s) best reflect performance in those Indicator(s)?
- Are there any Standards or Indicators that will be weighted more heavily than others by the committee in rating the superintendent's performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the chair or superintendent should make appropriate annotations on the End-of-Cycle Summative Evaluation Report Form to reflect the decisions made about focus Indicators and related goals.

2. The superintendent presents the proposed annual plan to the school committee.

The superintendent meets with the school committee to present the proposed goals as well as the key actions, timelines, benchmarks of progress and outcomes, as well as sources of evidence.

3. The school committee decides on the Superintendent's Annual Plan.

Following discussion of the superintendent's proposed goals, the school committee approves the superintendent's annual plan which includes the following:

- the professional practice, student learning, and district improvement goals;
- key actions, timelines, and benchmarks of progress and outcomes;
- the evidence that will be used to monitor goal progress and determine the superintendent's performance ratings on each Standard and overall, including [student learning measures and anticipated student learning gains](#) that will be considered as evidence of the administrator's contributions towards student learning, growth, and achievement; and
- Resources and supports needed to be successful.

⁴ Depending on the structure selected by the school committee for the evaluation of the superintendent, "school committee" may also mean "subcommittee" and "school committee chair" may be "subcommittee chair."

⁵ Some committees may prefer to conduct the review of the rubric during a planning and orientation meeting.

Step 2: Analysis, Goal Setting, and Plan Development

Conditions for Effective Implementation

The process of developing the Superintendent's Annual Plan is designed to ensure that the superintendent and school committee can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain focus Indicators is considered significantly more important performance in others, this is also the time for committee members to offer feedback and make those expectations clear. The chair or superintendent should annotate the End-of-Cycle Summative Evaluation Report Form to reflect these priorities.

When making a final determination around goals, it is important for the superintendent and school committee members to consider the following:

- *Distinguishing between individual and district-wide goals.* A district's improvement plan is comprised of several goals. It is important to distinguish between goals that are specific to the individual superintendent (such as their professional practice goal) and goals that reflect a district-wide priority, and the relative weight each might have with respect to the superintendent's performance evaluation.
- *Identifying progress and outcome metrics.* Developing goals that can be assessed is critical to a meaningful evaluation of a superintendent's progress and impact. Identifying concrete progress and outcome metrics at the outset will support focused and transparent reporting throughout the year. See "[Setting SMART Goals](#)" for more information on drafting SMART Goals.
- *Connecting goals to Standards and Indicators.* Associating goals with specific Indicators from the rubric helps to ensure that the evaluation process is focused on and driven by action-oriented goal progress.

Establishing priorities among Standards. The regulations place a priority on Standard I: Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I. That said, a superintendent and school committee may identify specific focus Indicators and/or additional Standards as areas of focus depending the needs of the district.

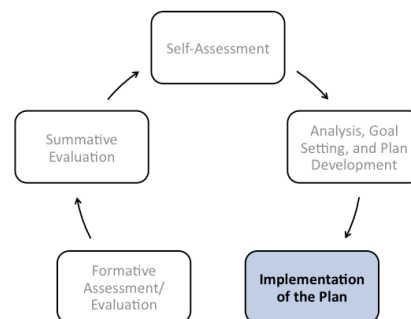
Multiyear goals: School committees and superintendents often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Superintendent's Annual Plan.

Step 3: Plan Implementation

Step 3: Plan Implementation

The third step of the evaluation cycle is Implementation of the Superintendent's Plan. For superintendents and school committees, activities in this step include:

- 1. The superintendent implements the plan.** The superintendent, in collaboration with the school committee, implements the plan.
- 2. The superintendent and school committee members regularly communicate around progress on goals and share relevant evidence.** Evidence should communicate progress toward professional practice, student learning, and district improvement goals, impact on student learning in relation to anticipated student learning gains on identified measures, and practice related to focus Indicators.



Conditions for Effective Implementation

Establishing regular communications to track progress. School committee members and the superintendent should discuss goal progress throughout the year. Incorporating progress updates into regularly scheduled public meetings allows the superintendent to keep committee members up to date on agreed upon priorities related to district improvement, student learning, and leadership development, and share relevant information and artifacts aligned to key actions and benchmarks. Regular, focused updates around goal progress also allow the superintendent and school committee to make any necessary adjustments to goals or activities, and to keep the community apprised of progress toward district improvement efforts. Regular communications around goal progress keep the evaluation process focused and help to ensure that there are no surprises at the end of the evaluation cycle.

Step 4: Formative Assessment/Evaluation

Step 4: Formative Assessment/Evaluation

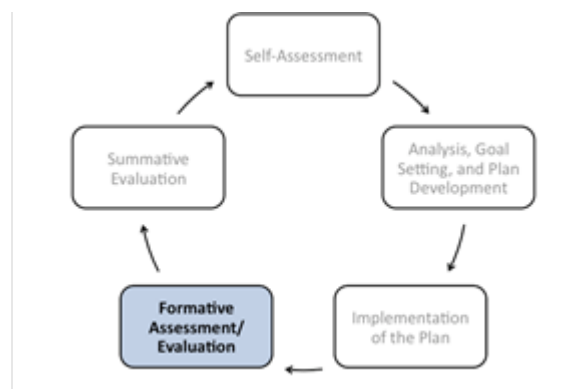
The fourth step of the educator evaluation cycle is Formative Assessment or Evaluation, which serves as a mid-cycle opportunity to take stock of progress, provide the superintendent with feedback, and make adjustments as needed. A *Formative Assessment* occurs at the midpoint of the evaluation cycle, during which evaluators assess progress toward goals and/or performance on Standards.⁶ In this step:

1. The superintendent prepares a progress report.

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent's Annual Plan to present to the school committee for review. When available, this report should include evidence of progress towards the anticipated student learning gains associated with the identified student learning measures. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.

2. The school committee and superintendent review the progress report at a public meeting.

The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.



Conditions for Effective Implementation

Collecting and Sharing Evidence. Collecting and sharing evidence of goal progress ideally happens throughout the year, but the mid-cycle formative assessment is an opportunity to assess the evidence collected to date in accordance with what was outlined in the Superintendent's Annual Plan, as well as the three types of evidence required in the [regulations](#):

- Multiple measures of student learning, growth, and achievement;
- Judgments based on observations and artifacts of professional practice, including observations of practice; and
- Additional evidence relevant to one or more Performance Standards, including feedback from staff.

Sharing evidence of goal progress and performance related to focus Indicators with school committee members on a regular basis helps the superintendent establish a comprehensive picture of practice that

⁶ Formative ratings on each Standard and overall are only required for superintendents on 2-year self-directed growth plans and may default to the prior Summative Evaluation Ratings unless significant evidence demonstrates otherwise. This acknowledges the expertise of experienced, proficient superintendents and eases the burden of developing *new* ratings at the Formative Evaluation stage unless absolutely necessary.

Step 4: Formative Assessment/Evaluation

reflects evidence from each of the three categories. Examples of the evidence that may be most useful for superintendents and/or committee members may include:

- School committee agendas, reports, and minutes
- Observations of the superintendent “in action” at school committee meetings, in forums with parents, at meetings with municipal officials, and in community events
- Student outcome data from statewide, common, and/or classroom assessments (more information on student learning measures is available [here](#))
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- District and school improvement plans
- Recruitment, hiring, and retention analyses
- External reviews and audits
- Superintendent’s analysis of professional practice and student learning goals
- Superintendent’s reflection on staff feedback
- Samples of leadership team agendas
- Reports about student and staff performance

Important Note: Any evidence collected by or shared with a school committee as part of the superintendent’s evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

Step 5: Summative Evaluation

Step 5: Summative Evaluation

The final step of the cycle is the Summative Evaluation. In this step:

1. The superintendent submits an End-of-Cycle Progress Report and school committee members each draft a Summative Evaluation Report.

The superintendent prepares and submits to the school committee an assessment of progress on the goals and performance on each of the Standards based on performance on the focus Indicators, including relevant evidence from all three categories of evidence.

2. Each committee member reviews the evidence and report prepared by the superintendent.

School committee members review the report, alongside any other relevant evidence, for the purpose of arriving at an assessment of progress on goals, a rating of the superintendent's performance on each of the Standards based on progress on goals and the focus Indicators related to that Standard, and an overall rating of the superintendent's performance.

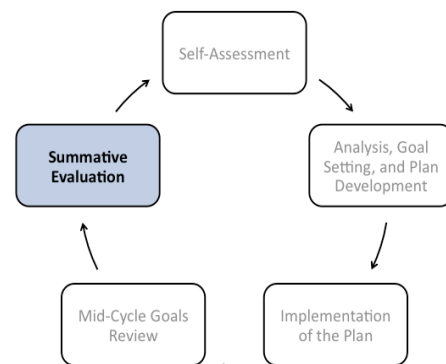
3. The school committee chair drafts a Summative Evaluation Report.

The school committee chair compiles the Summative Evaluation Reports prepared by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The school committee adopts a final Summative Evaluation Report.

At a regular or special meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts a Summative Evaluation Report.

The Summative Evaluation completes a full evaluation cycle. The meaning behind this step does not lie in the end of one cycle, however, but in the beginning of the next. A thoughtful Summative Evaluation offers feedback for improvement, providing the superintendent with valuable information as they continue through the improvement cycle with Step 1: Self-Assessment and Goal Proposal.



Step 5: Summative Evaluation

Conditions for Effective Implementation

Sufficient evidence collection. At this stage, a school committee should have multiple data points for each Standard and focus Indicator, including multiple measures of student learning, evidence of the superintendent's practice (including artifacts and observations), feedback from staff, and other evidence related to performance Standards as determined at the outset of the evaluation cycle.

The Role of the End-of-Cycle Summative Evaluation Report. The [End-of-Cycle Summative Evaluation Report form](#) is used at six points in the evaluation cycle:

- The superintendent and/or chair record the goals established in the Superintendent's Annual Plan and align each to focus Indicators from the four Standards of performance.
- The superintendent and/or chair annotate the Summative Evaluation Report to reflect goals, Standards, and focus Indicators which may be considered priorities by the School Committee.
- Individual committee members use it to complete their individual Summative Evaluation Reports.
- The school committee chair or designee uses it to draft a composite Summative Evaluation Report
- The school committee chair or designee record the Summative Evaluation Report adopted by the school committee.

In addition, the superintendent may use the report to record key components of his or her End-of-Cycle Progress Report.

Evidence-Based Performance Ratings. There are no numbers or percentages that dictate ratings on Standards, the assessment of educator goal attainment, or the overall Summative Performance Rating for a superintendent. That said, a holistic approach to evaluation does not equate to a "black box" from which school committee members can determine a performance rating. Members must adhere to the process articulated at the outset of the evaluation (see [Organizing the Process](#)), and use the evidence collected and presented to drive their assessment of administrator's practice.

Regular collaboration and calibration with committee members and the superintendent around expectations of effective leadership practice is also critical to ensuring that evidence-based performance assessments are reinforcing a shared vision of effective leadership.

Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Summative Evaluation Report that the superintendent prepares for Step 5 is the core of the self-assessment required for Step 1. Together with the school committee's End-of-Cycle Summative Evaluation Report and the discussion that led to its adoption, the superintendent has critical feedback needed to begin to consider the goals he or she will propose to the school committee for Step 2 of the next evaluation cycle. Of course, it is not all of the information the superintendent will want to consider. For example, reviewing evidence about progress on school and district goals with district administrators, principals, teachers and others will yield essential information. So, too, will thoughtful reflection of his or her own performance against key Indicators in the rubric. That said, a carefully prepared End-of-Cycle Progress Report and thoughtful development of the school committee's End-of-Cycle Summative Evaluation Report are keys to ensuring that the dream of continuous improvement becomes a reality.



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Deep Dives

- **Setting S.M.A.R.T. Goals**
 - **Student Learning Measures & Anticipated Student Gains**
 - **Student & Staff Feedback**
-

Deep Dive: Setting S.M.A.R.T. Goals

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This S.M.A.R.T. Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	Specific and Strategic
M	=	Measurable
A	=	Action Oriented
R	=	Rigorous, Realistic, and Results-Focused (the 3 Rs)
T	=	Timed and Tracked

Goals with an action plan and benchmarks that have these characteristics are S.M.A.R.T.

A practical example some of us have experienced in our personal lives can make clear how this S.M.A.R.T. goal framework can help turn hopes into actions that have results.

First, an example of *not* being S.M.A.R.T. with goals: *I will lose weight and get in condition.*

Getting S.M.A.R.T.er: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It's Specific and Strategic	= 10 pounds, 1 mile
It's Measurable	= pounds, miles
It's Action-oriented	= lose, run
It's got the 3 Rs	= weight loss and running distance
It's Timed	= 10 weeks

S.M.A.R.T. enough: To make the goal really S.M.A.R.T., though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

Deep Dive: Setting S.M.A.R.T. Goals

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For Process, maintaining a daily record of calorie intake and exercise
- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

Below are more details on the characteristics of S.M.A.R.T. goals as they apply in schools and districts.

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

Deep Dive: Student Learning Measures & Anticipated Student Gains

Massachusetts educator evaluation regulations require that evaluators incorporate evidence of an educator's impact on student learning into performance ratings. For district administrators, evidence of their impact on student learning informs their performance rating for Standard I: Instructional Leadership (Indicator I-F: Student Learning). Evaluators and administrators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Identifying Types of Measures. Identifying appropriate measures for the administrator is the first step. Evidence from the following types of assessments may be used to inform an administrator's evaluation:

- For administrators with direct responsibility for overseeing instruction of academic content assessed by statewide testing, **statewide student growth measures** must be one of the measures used to determine impact on student learning.
- Administrators with direct responsibility for overseeing instruction of academic content in non-tested grades and subjects should use **common assessments** that are used across the district or multiple classrooms. Common assessments may be measures of learning, growth, or achievement. They should be comparable within grades or subjects and aligned to the MA Curriculum Frameworks or other relevant frameworks.
- Where no common assessments are available, they should use data from **classroom assessments** as evidence of impact on student learning.
- For administrators whose role and/or key responsibilities are not directly related to the instruction of students, direct measures may focus on social, emotional, behavioral, or skill development. Indirect measures of impact may also be most appropriate, such as a measure related to student suspension or chronic absenteeism rates. Many administrators may use an indirect measure of student learning along with other direct measures.

Each type of assessment provides unique information that administrators can use to improve leadership practice and evaluators can use to provide administrators with meaningful feedback about their impact.

Determining Anticipated Student Learning Gains. Anticipated student learning gains are expectations for student performance established during the development of the educator plan for each assessment, against which actual results will be measured. While it may be challenging to determine anticipated learning gains at the beginning of the evaluation cycle, doing so sets up a richer conversation when administrators and evaluators reflect on student results during the later stages of the cycle.

The relationship between the actual and anticipated gains on a given measure is ultimately what the evaluator and administrator examine when considering the administrator's impact on student learning. Administrators and evaluators therefore must have a shared understanding of the anticipated student learning gains associated with these measures.

- **DESE determines anticipated student learning gains for statewide growth measures.** Evaluators must consider student growth percentiles (SGP) for educators who have 20 or more students who have taken statewide assessments. The anticipated student learning gain associated with statewide assessments is a mean SGP between 35-65. A mean SGP of 65 or above exceeds expected growth, and a mean SGP of 35 or lower does not meet expected growth.

Deep Dive: Student Learning Measures & Anticipated Student Gains

- **Districts are responsible for determining anticipated student learning gains for common assessments.** These anticipated student learning gains should be consistent across the district.
- When classroom assessments or indirect measures are used as evidence of an administrator's impact on students, **the educator and the evaluator should agree upon the anticipated learning gains.**
 - More tips and resources for identifying appropriate measures and determining anticipated student learning gains are available on DESE's [Educator Evaluation website](#).

Deep Dive: Staff and Student Feedback

The Massachusetts Educator Evaluation Framework is designed to include information about educator practice from a wide and representative range of sources. Student and staff feedback, which is a required type of evidence, offers a unique and important perspective on educator effectiveness. When taken together with other information sources, student and staff feedback helps to provide a more accurate and detailed picture of an educator's practice.

Student feedback informs teachers' evaluations, and staff feedback informs administrators' evaluations. Educators may incorporate student and/or staff feedback into the evaluation process at any point in time, including the self-assessment and goal-setting phase, or via reflection and analysis at the formative or summative phase. By including student and staff feedback in the evidence that educators will collect, the Massachusetts' educator evaluation framework ensures that this critical perspective is used to support professional growth and development.

Identifying Feedback Instruments

Districts have flexibility in the identification of feedback instruments for educators. They may choose to utilize district-wide feedback instruments, such as student or staff surveys, or they may create processes by which educators and evaluators can identify feedback instruments at the individual educator level. These approaches are not mutually exclusive, and leaders may settle on a combination of district-wide and educator-specific instruments in order to best meet the needs of all educators.

The following principles offer best practices for districts to consider when making decisions about student and staff feedback instruments; they are intended to be applicable regardless of the method for collecting student and/or staff feedback.

- Feedback should be aligned to one or more [MA Standards and Indicators for Effective Teaching Practice](#) or [Administrative Leadership](#) so that it yields information that is relevant to an educator's practice.
- Feedback should be informative and actionable.
- Instruments must be accessible to all potential respondents so that the information they provide allows educators to draw valid conclusions.

Incorporating Feedback into the 5-Step Cycle of Evaluation

There is no point value or numerical weight associated with feedback in an educator's evaluation. Districts have the flexibility to determine how staff feedback informs an administrator's Summative Performance Rating. Staff feedback may be gathered at multiple points in the 5-step evaluation cycle and considered formatively, summatively, or both.

Deep Dive: Staff and Student Feedback



The most meaningful and actionable ways an administrator may incorporate staff or student feedback into the evaluation cycle is through their self-assessment, as a tool to shape his or her goal-setting process, and/or as a means to demonstrate changes in leadership practice over time.

A. Key Messages

- **Feedback should be meaningful and actionable.**
- **Feedback collection tools can take many forms (not just surveys).**
- **Feedback is one component of an evaluation framework that draws on many different types of evidence.**
- **There are no weights or formulas associated with feedback.**

DESE's Model Feedback Surveys

DESE's [model feedback surveys](#) are designed to assist districts in this work. Student feedback surveys for classroom teachers are available for grades 3-12 in standard, short, and mini forms. Staff surveys for school-level administrators are available in standard and short forms. The staff surveys may be modified for use by district-level administrators, including a superintendent.

The surveys were designed in accordance with the same key principles of effective feedback outlined above and give districts a feasible, sustainable, cost effective tools for educator to use. Districts may adopt or adapt these surveys, and/or choose to use other feedback instruments.

More information on student and staff feedback in educator evaluation, including examples of feedback methods and uses, is available on DESE's Staff and Student Feedback [webpage](#).



Appendices

Appendix A: The MA Educator Evaluation Framework

Educator Evaluation is designed to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability ([603 CMR 35.00](#)).

The MA educator evaluation framework applies to every educator. School committees evaluate superintendents using the MA educator evaluation framework; superintendents apply the same framework when they evaluate assistant superintendents, principals and other district administrators; and principals, in turn, apply the framework when they evaluate teachers, SISP, and school-level administrators.

There are six key features of the Massachusetts educator evaluation framework:

1. **Statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.** The Standards and Indicators for both administrators and teachers establish a statewide understanding about what effective administrative leadership and teaching practice looks like.⁷ Each Standard is broken down into 3-6 core Indicators.

Standards for Administrators

Instructional Leadership

Management and Operations

Family and Community Engagement

Professional Culture

Standards for Teachers

Curriculum, Planning and Assessment

Teaching All Students

Family and Community Engagement

Professional Culture

2. **Role-specific rubrics define the Standards and Indicators.** The Standards and Indicators are “translated” into rubrics that describe practice in detail at different levels of proficiency ([603 CMR 35.06](#)). Educators and evaluators use the rubric most appropriate to the role of the educator as a foundation for self-assessment, formative assessment and summative evaluation. Rubrics give substance to the Standards and Indicators. Each Indicator⁸ is broken down into elements that are in turn described at four levels. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They prompt careful analysis and foster constructive dialogue about those expectations and how to improve practice. Detailed information about rubrics can be found in the [Guide to Model Evaluation Rubrics](#).

3. **Three Categories of Evidence.** To assess educator performance on the Standards and Indicators, the regulations require use of three types of evidence ([603 CMR 35.07\(1\)](#)):

Multiple measures of student learning, growth, and achievement, including classroom assessments, common assessments comparable across grade or subject district-wide, and state-wide growth measures where available, including the MCAS Student Growth Percentile (SGP) and ACCESS for English Learners.

Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and

⁷ The regulations define the Standards and Indicators for Effective Teaching Practice and for Administrative Leadership Practice ([603 CMR 35.03](#) and [603 CMR 35.04](#)).

⁸ The Student Learning Indicator (I-F for administrators and II-C for teachers) is the only Indicator without corresponding elements or descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by an evaluator when determining a performance rating for that Standard.

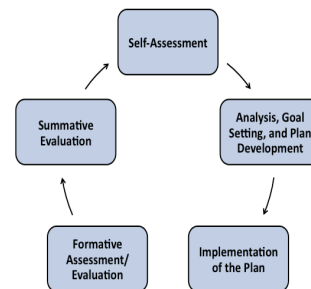
Appendices

Additional evidence relevant to one or more Performance Standards, including student feedback as a source of evidence when evaluating teachers, and staff feedback as a source of evidence when evaluating administrators ([603 CMR 35.07\(1\)](#)).

4. **Statewide Performance Rating Scale.** The performance of every educator is rated against the Performance Standards described above. All educators earn one of four ratings: Exemplary, Proficient, Needs Improvement, or Unsatisfactory. Each rating has a specific meaning:
 - *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance that is of such a high level that it could serve as a model.
 - *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance; demanding, but attainable.
 - *Needs Improvement* indicates performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.
 - *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.
5. **Four Educator Plans.** The regulations define four different Educator Plans differentiated for educators by both career stage and performance. The following three plans apply only to “experienced” educators (defined as a teacher with Professional Teacher Status (PTS)) or administrators with more than three years in an administrative position in the school district:
 - The *Self-Directed Growth Plan* applies to experienced educators rated Proficient or Exemplary and is developed by the educator. Evaluators apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.
 - The *Directed Growth Plan* applies to experienced educators rated Needs Improvement and is a plan of one school year or less, developed by the educator and the evaluator.
 - The *Improvement Plan* applies to experienced educators rated Unsatisfactory and is a plan of no less than 30 calendar days and no longer than one school year, developed by the evaluator.
 - The *Developing Educator Plan* applies to teachers without PTS, an administrator in the first three years in a district, or an educator in a new assignment (at the discretion of an evaluator). This plan is developed by the educator and the evaluator and is for one school year or less.
 - New educators are automatically placed on Developing Educator Plans, independent of their performance rating, in recognition of their initial growth and development within a new role.
6. **Five-Step Evaluation Cycle.** The 5-Step Evaluation Cycle is the centerpiece of the evaluation framework and designed to have all educators play an active, engaged role in their professional growth and development. Every evaluation begins with a Self-Assessment and concludes with a Summative Evaluation. It is a continuous improvement process in which evidence from the Summative Evaluation becomes important information for the educator’s next Self-Assessment and subsequent goal setting.

Appendix B: 2-Year Evaluation Cycle for a Superintendent

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still strongly recommended. A typical two-year cycle includes the following steps:



Late Spring/Summer	<p>Step 1: Self-Assessment. The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on the district improvement plan and goals (when available), the prior year’s evaluation (when available), input from the administrative leadership team, administrator feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee’s assessment of performance on the Standards. Note: the superintendent may propose 1- or 2-year goals depending on the nature of the goals.</p>
Summer/Early Fall	<p>Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators.⁹ In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent’s Two-Year Plan.¹⁰ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.</p>
Over 2 School Years	<p>Step 3: Plan Implementation and Collection of Evidence. The superintendent implements the Superintendent’s Two-Year Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.</p>
Year 1 Spring/Summer	<p>Step 4: Formative Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent’s Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.</p>
Year 2 Spring/Summer	<p>Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals from Years 1 and 2, as well as the superintendent’s performance against the Standards.</p>

⁹ Per Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation must take place in a public meeting.

¹⁰ The Superintendent’s Two-Year Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent’s two-year plan also may appear in the district plan, but the superintendent’s plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent’s plan identifies the two to four goals that will carry the most weight in assessing the superintendent’s performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	<small>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

Appendix D: Sample District and Superintendent SMART Goals

Please note that these goals are not yet “SMART” because they do not have key actions and progress or outcome benchmarks attached to them that will make clear how they will be accomplished and measured.

District Improvement Goals

Goal 1: Professional Learning Communities. By June 20__, at least half of our teachers will be working in a professional learning community that is supporting them to improve their practice.

Goal 2: Social Emotional Learning. By June 20__, the district will have adopted a SEL framework, piloted programming in at least three grades, and implemented professional development that teachers report is relevant and useful.

Goal 3: Student-Centered Learning. By June 20__, at least 20% of 9th and 10th grade students will have completed at least one project based learning experience that they report was challenging and stimulating.

Goal 4: College & Career Readiness. By June 20__, increase the percentage of students who graduate having completed the MassCORE graduation requirements by five percent.

Goal 5: Goal Setting. By December 1, 20__, all principals and department heads will be pursuing a school or district improvement goal that has all of the attributes of a SMART goal including progress and outcome benchmarks

Student Learning

Goal 1: Achievement Gap. By September 20__, the gap in math achievement between white students and students of color as evidenced by the percentage of students earning proficient scores in the mathematics MCAS will be reduced by __ percent

Goal 2: College Readiness. By June 20__, the percentage of students taking advanced placement tests will grow by at least __ percent, and the percentage earning scores of 3 or higher on advanced placement tests will increase by __ percent.

Goal 3: Student Growth. The median MCAS Student Growth Percentile (SGP) score in 20__ for mathematics will increase by __ percent in at least four of six grade levels.

Educator’s Professional Practice

Goal 1: Meeting Leadership. I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

Goal 2: School Visits. I will manage my time more effectively in order to increase the frequency and quality of school visits from one one-hour visit per week, on average, to two two-hour visits per week.

Goal 3: Assessing Teaching Practice. I will improve my skills at debriefing classroom observations done jointly with principals by including my assistant superintendent and a content specialist in at least one quarter of my classroom observations and follow-up debriefs with principals.

Appendix E: What Changes in the Process and Timelines Should Be Considered for New Superintendents?

The evaluation process for superintendents who are new to the district or who have been promoted from within need not be substantially different from the process used for superintendents who have served more than one year in the district. One modification related to goal setting is worth considering.

Most new superintendents in Massachusetts will be participating in the three-year New Superintendent Induction Program (NSIP). Launched in 2010 by ESE and MASS in collaboration with MASC, NSIP supports superintendents to be effective instructional leaders, build strong relationships with their school committees and union leaders, and develop high-functioning leadership teams of district administrators and principals. They are supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the superintendent's first year need to take into account the timetable for that work and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school and district levels.

To that end, the following three goals can serve as starting points for the superintendent and school committee as they collaborate to develop the goals to be included in the Superintendent's Annual Plan for the superintendent's first year.¹¹ The first two are district improvement goals. The third is a goal related to the superintendent's own professional practice.

Goal 1: Effective Entry and Direction Setting. By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress.

Key Actions

1. By mid-August, present to the school committee a written **Entry Plan**, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, (d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.
2. By February, complete and present a **Report of Entry Findings** that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By May, launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support.

Benchmarks

1. Presentations completed on schedule (process).
2. Strategy Development process launched (process).
3. Results of spring survey of key leaders including administrators, teacher leaders, school committee, and union leaders) demonstrate awareness (90 percent) and engagement (75 percent) in the entry process and confidence (75 percent) that the Report of Entry Findings captured important insights about the state of the district and the issues that most require attention.

Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions

1. By October 15, review and establish student learning, professional practice and district/school improvement goals with all principals and district administrators.
2. By March 1, complete Formative Evaluation conferences with each principal and district administrator the superintendent supervises.
3. By late spring, conduct at least three school visits to each school .¹²
4. By June 30, analyze progress on goals and complete Summative Evaluation Reports for all supervisees.

Benchmarks

1. Completed Educator Evaluation Plans (process).
2. Log or notes demonstrating at least three visits per school (process).
3. Analysis of Summative Evaluation Reports demonstrates "meets" or "exceeds" rating on 75 percent of principal and district administrator goals (outcome).

Goal 3: (Professional Practice) New Superintendent Induction Program. Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.

Key Actions

1. Attend eight day-long sessions.
2. Complete all NSIP assignments.
3. Meet with assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).
2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).

Appendix F: How Do the Open Meeting and Public Records Laws Affect the Superintendent Evaluation Process?

The Attorney General has issued guidance in the form of responses to frequently asked questions concerning superintendent evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009).

1. May a public body perform an evaluation of an employee in executive session?

No. Deliberations conducted for the explicit purpose of evaluating the professional competency of an individual may not occur during an executive session. See G.L. c.30A, s.21(a)(1). While conclusions drawn from deliberations about professional competency may be part of a deliberation for another executive session purpose, the evaluation of professional competency, itself, must occur during open session. For example, as part of the discussion in preparation for renegotiating a superintendent's contract, a school committee may wish to consider the results of an annual professional competency evaluation. The evaluation results may be considered as part of deliberations about strategy held in executive session, however, only after deliberations about professional competency were held during a previously convened open session.

2. Are individual evaluations completed by members of public bodies public records?

Yes. The Open Meeting Law carves out an exception from the Public Records Law for "materials used in a performance evaluation of an individual bearing on his professional competence," that were created by members of a public body and used during a meeting. See G.L. c. 30A, s.22(e). Individual evaluations created and used by members of a public body for the purpose of evaluating an employee are public records. Comprehensive evaluations that aggregate the individual public body members' evaluations are also public records if they are used during the course of a meeting. However, evaluations conducted by individuals who are not members of public bodies are not public records. For example, the individual evaluations created by municipal employees in response to a request for feedback on the town administrator are not public records, provided the employees completed the evaluations are not also members of the public body tasked with evaluating the town administrator's professional competency.

3. May the individual evaluations of an employee be aggregated into a comprehensive evaluation?

Yes. Members of a public body may individually create evaluations, and then submit them to an individual to aggregate into a master evaluation document to be discussed at an open meeting. Ideally, members of the public body should submit their evaluations for compilation to someone who is not a member of the public body, for example, an administrative assistant. If this is not a practical option, then the chair or other designated public body member may compile the evaluation. However, once the individual evaluations are submitted for aggregation there should be no deliberation among members of the public body regarding the content of the evaluations outside of an open meeting, whether in person or over email.

4. May a public body discuss issues relative to the salary of a public employee in executive session?

It depends. Discussions of salary issues may only occur in executive session as part of a contract negotiation. See G.L. c.30A, s.21(a)(2), (3). Other discussions related to salary, such as a discussion about whether an employee's job performance merits a bonus or salary increase, must be conducted in open session.

Appendix G: What's Required in the Regulations

Step 1: Self-Assessment

The regulations on educator evaluation require that educators conduct a self-assessment addressing the Performance Standards and Indicators defined in [603 CMR 35.03](#) or [35.04](#), and any additional local standards established through collective bargaining or included in individual employment contracts as per [603 CMR 35.06\(2\)](#). During this phase of the evaluation cycle, each educator is responsible for gathering and providing to the evaluator information on his or her performance, which is to include:

- an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
- an assessment of practice against Performance Standards; and
- proposed goals to pursue to improve practice and student learning, growth, and achievement, which include
 - a minimum of one individual or team **professional practice goal** to improve the educator's professional practice tied to one or more statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards, and
 - a minimum of one individual or team **student learning goal** to improve the learning, growth and achievement of the students under the educator's responsibility.

The educator provides this information to the evaluator in the form of a self-assessment at the point of goal setting and plan development.

Step 2: Goal Setting & Plan Development

The regulations on educator evaluation require that each educator have an Educator Plan as per [603 CMR 35.06\(3\)](#).

An Educator Plan outlines a course of action that an educator will take to pursue goals. Educator Plans must include a minimum of one individual or team goal to improve the educator's professional practice tied to one or more Performance Standards and a minimum of one individual or team goal to improve the learning, growth, and achievement of the students under the educators' responsibility. Evaluators have final authority over goals.

The Plan must outline actions that educators will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

Educator Plans must be aligned with Statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards; they must be consistent with school and district goals; they must be designed to provide educators with feedback for improvement, professional growth, and leadership; they must be designed to ensure educator effectiveness and overall system accountability.

There are four types of Educator Plan. The type, duration, and developer of each Plan is established according to status and performance as follows:

- **Developing Educator Plan** (developed by the educator and the evaluator)
This plan is for an administrator with less than three years of experience in a district; an educator without Professional Teacher Status (PTS); or an educator in a new assignment (at the discretion of the evaluator). This plan is for one school year or less.
- **Self-Directed Growth Plan** (developed by the educator)

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This plan is for an “experienced” educator (defined as an administrator with more than three years in an administrative position in the school district or a teacher with Professional Teacher Status) with an Exemplary or Proficient performance rating on the previous Summative Evaluation. Evaluators will apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.

- **Directed Growth Plan** (developed by the educator and the evaluator)
This plan is for an experienced educator rated as Needs Improvement on the previous Summative Evaluation. This plan is for one school year or less.
- **Improvement Plan** (developed by the evaluator)
This plan is for an experienced educator rated as Unsatisfactory on the previous Summative Evaluation. This plan is for no less than 30 calendar days and no longer than one school year.

Step 3: Plan Implementation

The regulations on educator evaluation require the following **categories of evidence** to be used in evaluating each educator as per [603 CMR 35.07](#):

For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:

1. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
2. Measures of student progress on learning goals set between the educator and evaluator for the school year;
3. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment.
4. Common assessments of student learning, growth, and achievement.

For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement are set by the district.

Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration;

Additional evidence relevant to one or more Performance Standards, including, but not limited to:

1. Evidence compiled and presented by the educator including:
 - a. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture;
 - b. Evidence of active outreach to and ongoing engagement with families.
2. Student feedback (with respect to teachers and support personnel) collected by the district.
3. Staff feedback (with respect to administrators) collected by the district.
4. The Department shall research the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation.
5. Any other relevant evidence from any source that the evaluator shares with the educator.

Step 4: Formative Assessment/Evaluation

Appendices

The educator evaluation regulations require every educator to have a Formative Assessment or a Formative Evaluation. The regulations differentiate between a “Formative Assessment” and a “Formative Evaluation” (as per [603 CMR 35.02](#) and [35.06\(5\)](#)) in the following way:

- A **Formative Assessment** is the process used to assess progress towards attaining goals set forth in Educator Plans, performance on performance Standards, or both. While Formative Assessment is ongoing and can occur at any time during the evaluation cycle, it typically occurs at least mid-cycle.
- A **Formative Evaluation** is an evaluation at the end of year one for educators on two-year Self-Directed Growth Plans used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on performance Standards, or both.
 - An experienced educator on a Self-Directed Growth Plan (rated Proficient or Exemplary in the last Summative Evaluation) will maintain the same overall rating in the subsequent Formative Evaluation, unless there is evidence of a significant change in performance.

In rating educators on Performance Standards for the purposes of Formative Assessment or Formative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

The educator shall have the opportunity to respond in writing to the Formative Assessment or evaluation.

Changing the Plan. If an educator receives performance ratings during the Formative Assessment or Formative Evaluation that differ from the most recent Summative Performance Ratings, the evaluator may place the educator on a different Educator Plan, appropriate to the new rating.

Minimum standards for Proficiency. The regulations ([603 CMR 35.08\(4\)](#)) specify minimum standards for overall Proficient ratings. Administrators must be rated Proficient or Exemplary in Standard I: Instructional Leadership to be eligible for an overall Proficient rating.

Step 5: Summative Evaluation

Every educator has a Summative Evaluation per 603 CMR 35.06. The Summative Evaluation is used to arrive at a rating on each Standard, determine an overall rating, and serve as a basis for making personnel decisions. Every educator must be rated as Exemplary, Proficient, Needs Improvement, or Unsatisfactory. In rating educators on performance Standards for the purposes of Summative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

- To be rated Proficient overall, an administrator must have been, at a minimum, rated Proficient on the Standard 1: Instructional Leadership as defined in [604 CMR 35.04](#).
- The Summative Evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a Summative Evaluation rating.
- Evidence and professional judgment shall inform the evaluator’s rating of performance standards and the overall rating.

Educators have the opportunity to respond to the Summative Evaluation in writing.

Hingham Public Schools

2023-2024

Formative Artifacts



By Margaret Adams, Superintendent of Schools

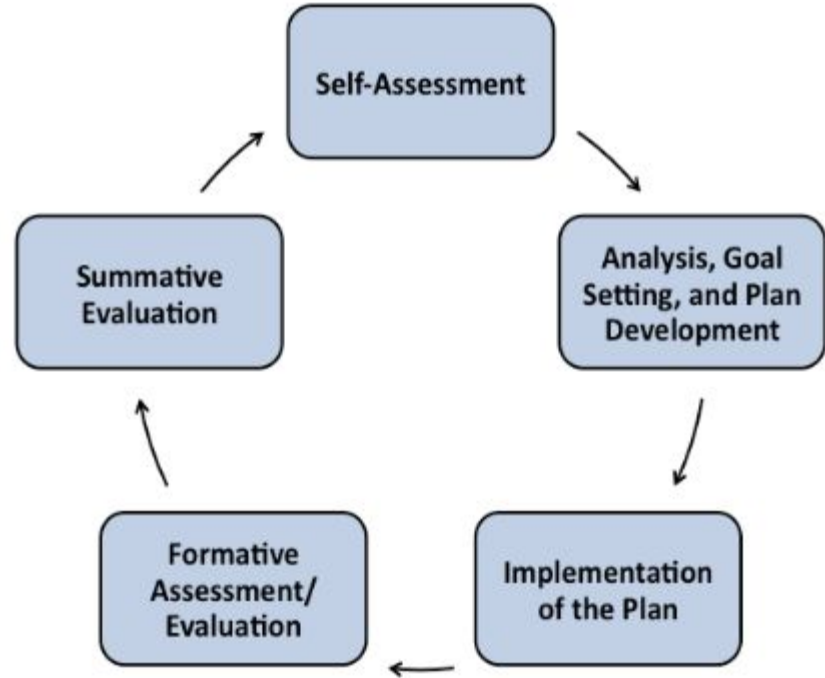
June 17, 2024



Evaluation Process

Summative Evaluation

- The superintendent prepares and submits to the school committee an assessment of progress on the goals and performance on each of the Standards based on performance on the focus Indicators, including relevant evidence from all three categories of evidence.





Goal 1: Effective Entry and Direction Setting

By June 2024, to ensure the district's continuous improvement, provide leadership for implementing comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

- Implement year two of the Strategic Plan.
- Implement year one of the two-year Professional Development Plan.
- Implement year one of the three-year Technology Plan.
- Develop and implement year one of equity goals based on the Equity Audit.
- Develop and implement the second year of the Communication Plan.
- Continue to strengthen MTSS implementation in grades K-12.
- Create opportunities to amplify student voices.



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- Strategic Plan Update #1 ([Presentation](#) and [Overview](#)), #2 ([Presentation](#) and [Overview](#)), and #3 ([Presentation](#) and [Overview](#))
- [Communication Plan](#) and [Sample Screenshots of Mock New Website](#)
- [MTSS Update Fall Benchmark](#), [MTSS Update Winter Benchmark](#), [MTSS Update Spring Benchmark](#) and Sample [Open Architect Reports](#)
- [Wellness Committee Agendas](#) examples from the first half of the year and an [example from spring](#)
- [SEL Task Force Notes](#) Sample Meeting
- [Example District Communication](#)
- Sample [Superintendent's Update](#) and [Sample Leadership Team Memo](#)



Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention

To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.

- Create a hiring guide for all hiring managers to utilize consistently throughout the hiring process for educators and administrators in all schools and programs.
- Develop materials to distribute to prospective applicants.
- Revise the process for hiring substitutes and establish quarterly substitute training.
- Create a system for paraprofessional training.
- Provide training for hiring managers on the role of bias in hiring.
- Strengthen partnership with the Massachusetts Diversity in Education network.
- Track data for recruitment and retention, including experiencing data of the recruitment and onboarding processes.



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- [Table of Contents of Faculty Handbook](#)
- [Table of Contents for Hiring Guide](#) from Fall-[Updated Hiring Guide](#) and [Overview of Presentation](#) to Hiring Managers
- [Revised Substitute Handbook](#) and [created training materials](#)
- [Table of Contents Paraprofessionals Handbook](#)



Goal 3: Comprehensive Program Evaluation of Student Services

To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.

- Complete program evaluation of special education.
- Enlist community stakeholder input in program evaluation.
- Create short and long-term goals for student services.
- Collaborate with Interim Executive Director of Student Services to ensure transition for the 2024-2025 school year.



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- [Special Education Program Evaluation Interview Schedule](#)
- [Table of Contents of District Curriculum Accommodation Plan](#)
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- [Student Services Update #2](#), [Student Services Update #3](#)
- [Special Education Program Evaluation](#) and [Presentation](#)
- [Preschool/PreK Open House](#)



Goal 4: Professional Practice

To ensure the district's continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan

- Attend content sessions provided by NISP.
- Complete all outlined NSIP assignments, including implementation updates on the strategic plan.
- Meet with the assigned NISP coach at least monthly.
- Seek out additional coaching opportunities through various networks, including meeting with other mentors, which will enhance my role as district leader in developing strong relationships with key stakeholders, including leadership -both district and municipal — faculty and staff, and the community.



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- [NISP Cohort 13 Schedule](#)
- [Coaching Meeting Dates](#)

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By June 2024, to ensure the district’s continuous improvement, provide leadership for implementing comprehensive plans that identify the district’s most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

Benchmarks

- Updates on progress towards Professional Development Plan, Technology Plan, Communication, and Strategic Plan.
- Develop and implement year one of the Equity and Inclusion Plan.

Standards Addressed

- I-E-Data-Informed Decision Making
- II-E-Fiscal Systems
- III-A-Engagement
- IV-C-Communication
- IV-E-Shared Vision

Key Actions

- Implement year two of the Strategic Plan.
- Implement year one of the two-year Professional Development Plan.
- Implement year one of the three-year Technology Plan.
- Develop and implement year one of equity goals based on the Equity Audit.
- Develop and implement the second year of the Communication Plan.
- Continue to strengthen MTSS implementation in grades K-12.
- Create opportunities to amplify student voices.

Artifacts

- Strategic Plan Update #1 ([Presentation](#) and [Overview](#)), #2 ([Presentation](#) and [Overview](#)), and #3 ([Presentation](#) and [Overview](#))
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- [Wellness Committee Agendas](#) examples from the first half of the year and an [example from spring](#)
- [SEL Task Force Notes](#) Sample Meeting
- [Example District Communication](#)
- Sample [Superintendent’s Update](#) and [Sample Leadership Team Memo](#)

The district continued to work on the implementation of MTSS structures this year. These efforts were bolstered by the implementation of PLCs at the elementary level. These ongoing meetings throughout the year allowed grade-level teams to continue to support the use of data to support the instructional needs of students. Further, the addition of team leaders at the

middle school will help further strengthen the implementation of tiered supports there. The middle school made further progress with some meeting structures to review student data. These should continue next year.

We began using a data platform, OpenArchitect, and expanded its use as the school year continued. At the beginning of the year, we used the platform to review student attendance to identify students in need of additional supports. We added course grades for the middle and high school at the mid-point of the year as a way to also identify students at risk and look at the performance of subgroups. At the end of the year, we added a platform to help us track IEPs, including the date of reevaluations and number of initial referrals. Moving the use of the dashboard to other teacher leaders will be an important next step for MTSS efforts especially at the secondary level.

We continue to take advantage of grants and opportunities to provide additional opportunities in honor of the district's strategic plan. This includes PRS and East's participation in the Inclusive Academy. Foster also applied for the DESE Tiered Literacy Academy this spring, which will provide embedded professional development to support early literacy. In addition, the district participated in two METCO 2.0 professional development grants that will help continue the district's discussions around equity and inclusion.

The district continued to increase efforts to improve communication. In the middle of the school year, I added a written superintendent's report to every school committee meeting. An enormous amount of time was spent preparing materials to inform the community on the status of contract negotiations and the budget process. For the past two years, I have begun each week with a weekly update to the Leadership Team. I have included an example. Each includes expressions of gratitude to members of the team on various efforts including their collaboration on various efforts related to the Strategic Plan, professional development resources, and other updates.

It has been a challenging year as the impact of negotiations has stretched district resources and also impacted the culture of our schools and community. As we officially begin the summer months, rebuilding our school and district community will be imperative. The work a few years ago on restorative circles is an important way for us to begin to reconnect as a community. I will need to lead this work with our district and school leaders. We will begin this summer with the principals planning for a return to school with them. We will continue in August with our teachers and school-based leaders.

Next Steps:

- We will need to further define the MTSS at the secondary level for both SEL and academics. The Wellness Committee spent much of the year considering how to provide more access to SEL to high school students. We'll need to restart this work next year and move it forward. We will plan an update on the spring YRBS in September for the School Committee.
- In addition, next year will be the third year of the strategic plan. In the spring, we will need to begin a process to develop a new plan responsive to the district's current needs.
- The SEL Task began some work in the spring of this school year. It will be important to continue considering how we develop and strengthen in-district special education programming for students struggling with emotional disabilities. Additional spaces at the new Foster Elementary School will provide opportunities to build and strengthen opportunities to retain students in district programming.
- Present at the July meeting update on communication goals for the year. Support the migration of the website including professional learning and communication with the community.
- We will also plan in July an update on the goals of the Equity Plan.

Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention

To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.

Benchmarks:

- A hiring guide was created to support consistent processes.
- New training materials created.
- Create a district faculty manual.
- Implement standard practices for teacher and staff evaluation.

Standards Addressed

- I-D-Evaluation
- II-B-Human Resources Management and Development
- II-D-Laws, Ethics, and Policies
- II-E-Fiscal Systems

Key Actions

- Create a hiring guide for all hiring managers to utilize consistently throughout the hiring process for educators and administrators in all schools and programs.
- Develop materials to distribute to prospective applicants.
- Revise the process for hiring substitutes and establish quarterly substitute training.
- Create a system for paraprofessional training.
- Provide training for hiring managers on the role of bias in hiring.
- Strengthen partnership with the Massachusetts Diversity in Education network.
- Track data for recruitment and retention, including experiencing data of the recruitment and onboarding processes.

Artifacts

- [Table of Contents of Faculty Handbook](#)

	<ul style="list-style-type: none"> • Table of Contents for Hiring Guide from Fall-Updated Hiring Guide and Overview of Presentation to Hiring Managers • Revised Substitute Handbook and created training materials • Table of Contents Paraprofessionals Handbook
<p>We have had some starts and stops to this goal. We completed the Hiring Guide and shared it this month with hiring managers as a way to introduce the summer hiring season. We expect the guide to continue to grow and develop further over time. We were able to generate some drafts and beginning documents for the paraprofessionals' handbook and the faculty handbook. We will work to complete these documents for the beginning of the school year.</p> <p>We did offer several times during the year a half day substitute orientation. We will need to get in a regular cadence of offering a session every month for new substitutes.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • We'd like to complete two documents this summer, the Paraprofessionals Handbook and the Faculty Handbook. • This summer, we'd also like to plan professional development for paraprofessionals. We'd especially like to plan how we onboard paraprofessionals, including a program and materials or orientation. • Reinstitute monthly personnel reports for the School Committee. 	
<p><u>Goal 3: Develop a Comprehensive Program Evaluation of Student Services</u></p> <p>To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.</p>	
<p>Benchmarks</p> <ul style="list-style-type: none"> • Program evaluation completed. • Short and long-term goals identified for student services. • Transition plan in place for 2024-2025 school year. <p>Standards Addressed</p>	<p>Key Actions</p> <ul style="list-style-type: none"> • Complete program evaluation of special education. • Enlist community stakeholder input in program evaluation. • Create short and long-term goals for student services. • Collaborate with Interim Executive Director of Student Services to ensure transition for the 2024-2025 school year. <p>Artifacts:</p>

- I-E-Date-Informed Decision Making
- III-A-Engagement
- III-B-Sharing Responsibility
- IV-E-Shared Vision

- [Special Education Program Evaluation Interview Schedule](#)
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Earlier this year, we were able to share the results of the special education program evaluation. We have begun drafting an action plan to respond to the needs identified in the evaluation. We will present the plan at the July meeting of the School Committee. Steps were taken to provide more preschool/pre-K programming in the district. The expansion provides more full-day options for students with disabilities. In addition, we were able to increase the number of peers. By starting the registration process even earlier next year, we can be a competitive opportunity for early childhood programming for families in the community.

One area that we began to plan for is strategies to support social-emotional and behavioral health needs in grades K-12. We began a needs assessment that included collecting information from principals on current students' needs. The group visited several other surrounding districts in the area to learn more about SEL programming for students with emotional disabilities. We outlined some partners to help us begin this work in the fall, including identifying strategic partners to provide embedded coaching for school teams on responding to the students' challenging behaviors. We began some work at Foster in May and June to help set the stage for next year.

Next Steps:

- Present draft of the plan in response to Special Education Program Evaluation.
- Present the final revision of the District Curriculum Accommodation Plan to the School Committee in July.
- Plan to reconvene the SEL Task Force in the fall. The team in conjunction with other leaders will need to identify recommendations along with the impact on the FY26 budget.

Goal 4: (Professional Practice) New Superintendent Induction Program

To ensure the district's continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan.

<p>Benchmarks</p> <ul style="list-style-type: none"> • Calendar documents attendance and contact with the assigned coach. • Verification from NSIP that the superintendent actively engaged in the first year of the program. • Updates on the implementation of the strategic plan. <p>Standards Addressed</p> <ul style="list-style-type: none"> • I-E-Data-Informed Decision Making • IV-D-Continuous Learning of Administrator • IV-E-Shared Vision 	<p>Key Actions</p> <ul style="list-style-type: none"> • Attend content sessions provided by NISP. • Complete all outlined NSIP assignments, including implementation updates on the strategic plan. • Meet with the assigned NISP coach at least monthly. • I will seek out additional coaching opportunities through various networks, including meeting with other mentors. This will enhance my role as district leader in developing strong relationships with key stakeholders, including leadership—both district and municipal—faculty and staff, and the community. <p>Artifacts:</p> <ul style="list-style-type: none"> • NISP Cohort 13 Schedule • Coaching Meeting Dates with updated dates
<p>I have welcomed the opportunity to meet continuously with mentors and long-time superintendents. These opportunities have provided opportunities to continue to develop strategies and support short-term and long-term planning as they arise in the district. As I enter into my third year, it will be important to seek out opportunities to build connection with local superintendents. We can explore ways to collaborate further around similar needs including facilities, transportation, professional development, and special education.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Seek out other opportunities to continue to grow in my role as superintendent. 	

EVALUATING THE SUPERINTENDENT

AN EXPLANATION AND GUIDE TO A MEANINGFUL AND MANAGEABLE EVALUATION PROCESS



Massachusetts Association of School Committees

One McKinley Square, Boston, MA 02109

masc.org

December, 2019

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INTRODUCTION

In 2010, the Massachusetts Legislature passed *An Act Relative to the Achievement Gap*. The objective of the legislation, along with enabling Massachusetts to qualify for Race to the Top federal funding, was to focus resources and efforts on improving the educational outcomes for all students and close persistent gaps in achievement between student cohorts.

Because a rigorous evaluation can be a valuable tool for helping teachers and administrators be effective educators, the law authorized the Massachusetts Board of Elementary and Secondary Education (BESE) to establish an educator evaluation model which is now used to evaluate all licensed educators, including teachers, administrators and superintendents throughout the Commonwealth.

The purposes of the evaluation are multifold and include:

- Linking the work of educators to the goals of the district;
- Creating a consistent set of standards throughout the state to measure educator performance;
- Connecting the evaluation to the impact an educator has on student achievement;
- Assisting educators in developing their own professional skills and improving their performance.

MASC was closely involved in developing the general outline for the model system, as well as in revising the Standards and Indicators of Effective Administrative Leadership in 2019. MASC has trained many school committees on implementing the new evaluation model system since its inception and guided school committees in the development of processes and practices that provide for an objective and fair evaluation of the superintendent in a thorough, yet effective manner.

For many, particularly school committee members and others unfamiliar with the model system, it can seem quite daunting. However, when broken into its component parts, it becomes much more manageable. This guide describes the components of the model system and guides the reader through the superintendent evaluation process and cycle to make it approachable and understandable.

The guide also advises school committees on the important tasks to accomplish at each stage of the evaluation cycle. While the Massachusetts model system for educator evaluation can seem more complex than the tools many committees used in the past, when done well, it has the advantage of being more objective and less subjective than past tools.

The Big Picture – District Goals

Before delving into the evaluation of the superintendent, it's important to take a step back and understand how the work of the superintendent fits in to the big picture of the district. In broad terms, the superintendent guides the district in achieving the district's mission, vision and goals. As school committees work with the superintendent to determine the goals and standards on which the superintendent will be evaluated, this big picture should inform and guide the work.

THREE COMPONENTS OF THE EVALUATION SYSTEM

COMPONENT ONE: TWO-PART TOOL

The model system for educator evaluation consists of two parts: Goals and Standards.

GOALS:

The evaluation model is GOAL FOCUSED. It is intended to foster growth on the part of the individual educator and, for the superintendent, keep the focus on improvement in student growth and achievement in the district. Keeping the focus on the goals makes the evaluation a tool that is unique to the individual educator and to the school district. In the regulations for educator evaluation, superintendents are required to have one Professional Practice goal, related to their individual professional growth and one Student Learning goal, related to their impact on student achievement. It is also recommended that they have two to four District Improvement goals that relate to the work necessary to drive the district forward.

STANDARDS:

The Department of Elementary and Secondary Education (DESE) has defined the Standards and Indicators of Effective Administrative Leadership in a document referred to as the rubric. The Standards and Indicators are defined in the regulations and are the same for all educators with a similar role throughout the state.

There are four standards for superintendents: Instructional Leadership, Management and Operations, Family and Community Engagement and Professional Culture. Standards are broad categories of knowledge, skills and performance relative to the work of the superintendent.

Standards are further broken down into Indicators. Indicators define more specific knowledge, skills and performance for each of the four Standards.

And then, Indicators are broken down even further into Elements, which define even more specific aspects of practice. Each element has four (4) descriptors, which describe the practice when implemented at an Unsatisfactory, Needs Improvement, Proficient or Exemplary level. To better understand the framework of the Rubric, refer to the Appendix. The full rubric for superintendents has the four (4) Standards, twenty (20) Indicators and thirty-nine (39) Elements.

IMPORTANT - NEW FOR 2019

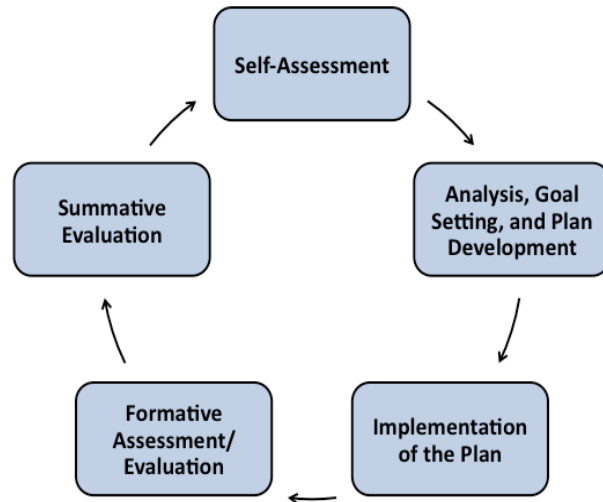
DESE has introduced a pilot rubric for superintendents which has only the four (4) Standards and twenty (20) Indicators. Each Indicator has descriptors for what that Indicator looks like at different levels of practice. The Elements are not included in the pilot rubric.

This new rubric better addresses the role of the school committee as evaluator and allows the school committee to: maintain its governance role by focusing on the results of the work, make the process more manageable when multiple people contribute to the evaluation, and help make the evaluation more understandable to the public,

The regulations for Educator Evaluation specifically define each of the Indicators. So, the regulatory language for each Indicator has become the description of Proficient in the rubric.

COMPONENT TWO: 5-STEP CYCLE

DESE defines a 5-step cycle for educator evaluations, including those of superintendents. It's important to understand that, for the process to proceed smoothly and be of value, attention needs to be paid to every step in the cycle.



Graphic supplied by MA Department of Elementary and Secondary Education. August, 2019

STEP 1. Self-Assessment

The evaluation process both starts and ends with a self-assessment. One can think of the self-assessment as a recap of the work done and progress made during the previous evaluation cycle. It answers the basic questions of “what has been accomplished in the past year and what work needs to be done?” As part of the self-assessment, the superintendent will provide evidence to support the conclusions of work on the goals and standards. It will also become the basis for informing the goals and standards for the next cycle.

STEP 2. Analysis, Goal Setting and Plan Development

Taking the information and evidence from the self-assessment, the superintendent will recommend, for approval by the school committee, a plan for the upcoming cycle. In this phase, the superintendent and school committee (evaluatee and evaluator) will discuss the work to be accomplished in the cycle, how it supports the work of the district and identify the priorities to be addressed. The plan will include goals that the superintendent will work to achieve, as well as limited selection of Indicators from the rubric (referred to as Focus Indicators) that demonstrate effective practice. The discussion should leave everyone with a clear understanding of the steps that will be taken and the work to be done to accomplish the plan.

According to DESE, goals should be SMART: Specific and Strategic; Measurable, Attainable; Rigorous, Realistic and Results-Focused, and Timed and Tracked. SMART goals also have key actions and benchmarks, which define when actions will happen and measurements of progress. Goals should clearly define an outcome that is understood by all.

STEP 3. Implementation of the Plan

Once the goals are set, it's time to get to work. For the most part, this is the work of the superintendent. There may, of course, be support the school committee must provide to enable the work. For example, certain initiatives might require budget allocations to be successfully implemented. In addition, it is helpful for the superintendent to keep the school committee apprised of progress throughout the cycle.

STEP 4. Formative Assessment

Approximately half-way through the cycle, the superintendent provides the school committee with an update on the progress of the plan. This is not a written evaluation, but rather an agenda item at a school committee meeting. It provides the opportunity for the school committee, as well as the community, to hear about the status of the plan. It gives the school committee the opportunity to ask any questions or voice any concerns it may have. If there is a need to make any adjustments to the goals in the plan, this would be the time to do it. While the Formative Assessment is important, ideally updates on implementation of the plan are occurring throughout the cycle, not just at the time of the Formative Assessment.

STEP 5. Summative Evaluation

At the end of the cycle, the superintendent presents the self-assessment, along with evidence to support the work done to achieve the goals and meet the standards agreed upon at the beginning of the cycle. Individual committee members consider this information, and, along with their own observations, evaluate the superintendent. Most commonly, the individual evaluations are compiled by a member of the committee into a composite evaluation. This composite evaluation is then discussed and voted upon as the final evaluation of the superintendent. In Massachusetts, this is a public process, conducted at a school committee meeting.

COMPONENT THREE: RATING SYSTEM

Lastly, the regulations define a rating system for the evaluation.

At the time of the Summative Evaluation, the superintendent will receive a rating for each Goal.

The possible ratings are:

- Exceeded
- Met
- Significant Progress
- Some Progress
- Did Not Meet

The superintendent will receive a rating on each Standard. The possible ratings are:

- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Each rating for the Standards is broadly defined as follows:

Exemplary: A level of performance that exceeds the already high standard of Proficient. Reserved for performance that is of such a high level that it could serve as a model for leaders regionally or statewide.

Proficient: Performance is understood to be fully satisfactory. This is a rigorous expected level of performance. It is a demanding, but attainable level of performance.

Needs Improvement: Performance that is below the requirements of a Standard, but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Unsatisfactory: The rating is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate or both.

The ratings on the Goals and the Standards are combined into an over-all summative rating of Unsatisfactory to Exemplary.

There are a couple items to keep in mind about the rating system:

- A superintendent must be rated on each of the four Standards.
- In order to receive an overall rating of Proficient, the superintendent must receive a rating of at least Proficient on the Instructional Leadership standard.

HOW DOES THIS ALL WORK? (Implementing the Model Process)

At every stage of the 5-step cycle, there are tasks to be completed by both the superintendent and school committee. Keep in mind that paying significant attention to the tasks in the Goal Setting and Plan Development stage will reap benefits later in the cycle by ensuring everyone has the same understanding of expected outcomes.

GOAL SETTING AND PLAN DEVELOPMENT

First, set the goals. Remember, this is a Goal-Focused Evaluation. Keeping the focus in the goals keeps the focus on what is important for YOUR district's growth and improvement. Therefore, setting the goals first ensures that you keep this focus.

Using the self-assessment from the prior cycle, along with the district plan, the superintendent will work with the school committee to agree on goals for the coming cycle. If the superintendent is new to the district, this assessment would address the priorities the superintendent identifies upon reviewing the status of the district. The goals should, on the whole, describe the work that the superintendent will do to implement the district plan and goals, and to drive the district forward. As the district vision and plan is implemented, some goals may not change significantly from cycle to cycle, but the action plans should represent the next step in implementing the over-all district plan.

Goals should be SMART:

- Specific & Strategic
- Measurable
- Action-oriented
- Rigorous, Realistic and Results-Oriented
- Timed and Tracked

When a school committee and superintendent take the time to have a thorough discussion about what the goals mean and what they intend to accomplish, the remainder of the evaluation cycle can go much more smoothly. This can also help ensure that, at the end of the cycle, the ratings for the superintendent from the individual members of the school committee are more closely aligned.

At this point, a discussion of the goal OUTCOMES can be extremely beneficial in aligning expectations of everyone on the committee. Some questions to help ensure that the goal adequately describes the outcomes to be accomplished are:

- What is the outcome expected from implementation of this goal?
- How will the district be different a year from now if this goal is accomplished?

A discussion of expected outcomes will help ensure that the goal has a positive impact on the district, rather than being a list of tasks to complete that, in the end, have little or no impact.

Next, consider the Standards. Once the goals are set, then consider the second part of the two-part tool, The Standards and Indicators of Effective Administrative Leadership – the rubric.

While there are 20 Indicators, (and, if the committee is using the longer rubric, nearly 40 Elements) the committee should not use all the Indicators (or Elements) in the evaluation of the superintendent. Rather, pick a limited number of Focus Indicators (DESE recommends 6-8) that most closely relate to the goals you have set, or that you agree need attention. A limited number will help streamline the end of the process. And, again, it will help ensure that the ratings of individual school committee members are more closely aligned.

However, keep in mind that the superintendent must be evaluated on every Standard. So, in your choices, ensure that at least one Indicator from each Standard is selected.

Discuss the evidence. At this point it is very helpful to discuss the evidence that the superintendent might provide to show progress on the goals and implementation of the Standards. This serves a couple of purposes. First, it helps the superintendent consider the types of evidence that may be provided to the committee. Most importantly, it's another check to ensure everyone is viewing the goals and standards, and what will be accomplished during the cycle, through the same lens. Again, at the time of the summative evaluation, this can help keep the ratings of all the individual evaluators aligned more closely than they might be otherwise.

It should be noted that, especially when the goals and standards are aligned with each other, there are not necessarily two sets of evidence that the superintendent must provide, one for the goals and one for the standards. The same pieces of evidence will likely suffice for both. It's important to consider the evidence that truly supports the work, rather than expecting a large body of evidence that may or may not be relevant to the goals and standards.

Once the goals are set, Focus Indicators identified and evidence discussed, the school committee and superintendent can create a plan to monitor progress. One of the most effective ways to accomplish this is to create a year-long agenda for presentations at school committee meetings. This provides the opportunity for both the school committee and community to hear about the progress that's been made. It provides the opportunity for the school committee to provide feedback, lessening the chances of surprises at the end of the evaluation cycle. It also means that members are building an understanding of progress as the plan is implemented. So, at the end of the cycle, the review of evidence is just that, a review of information that's been conveyed all year rather than a "data dump" to be absorbed all at once.

Some superintendents and school committees have also found it beneficial to create a tool, such as a Google Docs or Dropbox folder where evidence related to goals and standards can be placed as it becomes available. This can help streamline the work of the superintendent in gathering the evidence as well as help school committee members build an understanding of progress during the entire evaluation cycle.

FORMATIVE ASSESSMENT

Part-way through the evaluation cycle, somewhere near the half-way point, there should be a formative assessment, a check-in on progress. This is not intended to be a written assessment, but rather a chance to discuss accomplishment to that point in time. The formative assessment takes place at a school committee meeting. It would generally be listed as an agenda item. The superintendent reports on progress and answer questions that the committee may have. It's an opportunity to keep the committee apprised of progress and to verify that the committee has a common understanding of the goals. Should there be a need to adjust the goals for any reason, this would be the time to do so. As noted above, while the Formative Assessment is beneficial, it is also wise to be monitoring progress throughout the entire evaluation cycle.

SMART goals delineate the actions that will be taken to complete them. Often, there are dependencies that must be in place for the goal to be achieved. There could be instances where a change in circumstances mean that the goal can't be accomplished as anticipated. In this case, it would be appropriate to revise the goal to fit the new circumstances. For example, if a goal was written in anticipation of receiving a grant, and the grant did not come through, the goal may need revision to adjust to the new circumstances.

SUMMATIVE EVALUATION

The summative evaluation is the public evaluation of the superintendent. The superintendent has only one evaluator, the committee as a whole and, therefore, only one evaluation. The final evaluation of the superintendent is intended to provide feedback that will help the superintendent know where the committee believes the superintendent has been successful and where improvement may be warranted. To serve the district and the superintendent well, the summative evaluation should provide objective feedback. It should also be limited to the goals and standards agreed upon at the beginning of the cycle and limited to the timeframe of the cycle.

Completion of the final summative evaluation generally takes place over several meetings. The superintendent will first provide a self-assessment to the committee, recapping the work completed and progress made during the cycle. Evidence to support the assessment will be presented and/or reviewed. This presentation allows members to ask the superintendent any clarifying questions as they prepare to complete the evaluation.

The process for preparing the committee's evaluation, often referred to as the Composite Evaluation can be accomplished in different ways, depending on committee preference. Most commonly, all members complete an individual evaluation which is collected by one compiler, usually the chairperson or a designee. Some committees may use a subcommittee to create the composite evaluation and some committees utilize someone outside the committee, such as a school committee administrative assistant. Alternatively, some committees forego the creation of individual evaluations and discuss and create the composite together at a public meeting.

Whatever process is utilized, however, it can be very beneficial to make sure everyone is clear on the process before it begins. This prevents surprises and potential contention at the end of the process, when the focus should be on the content of the evaluation itself.

After the superintendent's self-assessment is presented, committee members will have the material needed to complete individual evaluations. They will have the self-assessment, the evidence presented and the form to complete the evaluation. Everyone should also be clear on the deadline for returning the individual evaluation to whoever will compile the Composite Evaluation. Enough time should be allowed for individual committee members to ask the superintendent or chairperson any questions that arise as they complete their evaluations. And, of course, enough time should be allowed for the composite to be drafted.

In discussing preparation of the Composite Evaluation, committee members should be clear on the process for determining ratings and for drafting the narrative portion of the document. For the ratings, it's important to remember that, since the superintendent has only one evaluator, at the end there is only one rating for each goal, for each standard and for the overall summative rating. Therefore, the compiler must have a method for arriving at the composite rating. This should be more than assigning a number to each rating descriptor, adding them up and taking an average. The final composite rating should reflect a preponderance of the individual ratings. (Note that, however, committees can certainly present the individual ratings when discussing the evaluation in public.) Again, this is where a thorough discussion of the expected goal outcomes and the expectations for the standards back at the beginning of the evaluation cycle can make preparation of the composite much easier.

The process for preparing the composite narrative, a summary of member comments, should also be discussed in advance. Particularly in the comment section of the evaluation, the compiler has the challenge of creating one document that reflects the entire committee, but ensures that every individual can hear their voice reflected in the comments. Often, members agree that at least two members must make a similar comment for it to be reflected in the composite. Should a member feel an important comment was left out, they have the

opportunity to persuade their fellow committee members to include the comment during the public discussion of the evaluation.

Whatever process a committee uses to arrive at the composite evaluation of the superintendent, the final piece of the process is the public evaluation. According to the Open Meeting Law, discussions of professional competence - which is what the evaluation is - take place in public. In addition, employees of public boards are evaluated in public. So, whether individual evaluations are compiled into a draft composite, or whether the committee creates the document jointly, there is a public discussion and vote on the final evaluation. This may be the chairperson simply reading the composite or it may be a more extensive discussion. Completing the evaluation of the superintendent, however, lets the community know that the school committee is fulfilling one of its most important responsibilities and is monitoring and evaluating progress of both the superintendent and the district.

FREQUENTLY ASKED QUESTIONS

How does the evaluation relate to the superintendent's contract?

This is left to the discretion of the committee and superintendent. The evaluation can be used to determine a salary increase, bonus and/or contract extension. Some specifics of the evaluation, such as the timetable for the evaluation, the process for aggregating feedback from individual members may be in the contract. There may also be provisions about which school committee members are allowed to participate in the evaluation. Some contracts specify that members must be on for a specific amount of time before contributing to the evaluation.

Some contracts also call for a “mutually agreeable” process, timetable and tool. Others may require that school committees “confer and consult” with the superintendent regarding the evaluation. While the regulations are clear that the evaluator has the final decision on the goals in an evaluation, this does leave room for discussion and potential disagreement on other parts of the evaluation content and process. To avoid potential stalemates, MASC recommends “confer and consult” language in the contract.

What is the timing of the evaluation cycle?

The timing of the evaluation cycle is left to local discretion. As the new goal-focused evaluation model becomes established, many committees are adjusting the cycle to fit with the goal setting and planning that occurs in the rest of the district. The superintendent is evaluated at the end of the school year, with planning occurring over the summer and goals set no later than early fall.

Some committees may tie the evaluation cycle to the municipal elections, or to the release of state test scores, as they may be a piece of evidence for the evaluation. The rationale for tying the cycle to elections is to ensure that the committee sitting at the time the evaluation document was created is the same committee that completes the summative evaluation.

When committees choose a cycle that does not coincide with elections, it is useful to consider what happens if the composition of the committee changes during the cycle. Members stepping off the committee can prepare an individual evaluation that cover the period up until the point they leave the committee and this can become part of the composite. Members that join the committee part-way through may contribute to the evaluation based on the time they have been on the committee. They may choose not to participate, depending on how up-to-speed they feel. Or, they may decide to participate in part or fully participate. Of course, as members of the committee at the time of the actual evaluation, they are fully able to vote on the final evaluation if they choose.

How long is an evaluation cycle?

In the past, DESE defined an annual cycle for superintendents. With the new guidance in 2019, the Department now defines a two-year cycle for experienced superintendents. Simply put, the entire process spans two years rather than one. The formative, mid-cycle review would occur at the end of year one of the cycle and the summative evaluation would occur at the end of the year two.

An experienced superintendent is a superintendent who has been in the role for three years or longer and/or in the district for three years or longer. The decision to use a one-year or two-year cycle for an experienced superintendent is at the discretion of the school committee. Defining the length of the cycle in contract language, in this case, could be helpful.

Are the evaluations of individual members public?

Yes. If the individual evaluations are used in the creation of a composite document, they are considered public records.

Here is the answer from the Open Meeting Law Division of the Attorney General's office:
Yes, if those evaluations are used by the public body during an open meeting. The Open Meeting Law states that "materials used in a performance evaluation of an individual bearing on his professional competence," that were created by members of a public body and used during a meeting are public records, and cannot be withheld from public disclosure. See G.L. c. 30A, §22(e). Thus, employee evaluations that members of a public body create and then use during an open meeting to evaluate an employee are public records. Comprehensive evaluations that aggregate the individual public body members' evaluations are also public records if they are used during the course of a meeting. <https://www.mass.gov/info-details/frequently-asked-questions-about-the-open-meeting-law#frequently-asked-questions-about-evaluations->

What is the Supreme Judicial Court ruling regarding evaluations that is sometimes mentioned?

The SJC ruling refers to the release of the composite evaluation of the superintendent to the public. The Court determined that the composite evaluation contains the opinion of the individual members of the committee. As such, it rises, in the Court's eyes, to the level of deliberation. Therefore, as soon as the composite evaluation is available to the committee members, it must also be available to the public. This is to meet the requirements of the Open Meeting Law that deliberation by a public body is to occur in public. If the composite evaluation is made available to the committee in advance of the meeting, it must also be made available to the public through posting on a website and be available in paper form if requested.

APPENDIX

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Superintendent Evaluation Procedural Steps Worksheet

<u>Task</u>	<u>Date</u>
1. Establish Goals and Focus Indicators <ul style="list-style-type: none"> • Determine process to establish: <ul style="list-style-type: none"> ○ Superintendent recommendation to full committee? ○ Superintendent work with subcommittee? • Discuss criteria to assess performance: <ul style="list-style-type: none"> ○ Key actions and benchmarks ○ Ensure goals are SMART ○ Examples of evidence that could be provided 	_____
2. School Committee vote to approve Goals and Focus Indicators	_____
3. Committee and superintendent discuss Formative (mid-cycle) Assessment <ul style="list-style-type: none"> • Agenda item, not written assessment 	_____
4. Superintendent provides end-of-cycle report	_____
5. Committee members receive evaluation form <ul style="list-style-type: none"> • Insert agreed-upon Goals into evaluation form • Highlight agreed-upon Indicators • Provide copy of rubric • Discuss: <ul style="list-style-type: none"> ○ Who will compile? ○ How will ratings be determined? ○ How will ratings be presented? ○ How will narrative be composed? ○ Will individual evaluations be shared with committee? 	_____
6. Committee members submit completed individual evaluations <ul style="list-style-type: none"> • Allow enough time to ask clarifying questions 	_____
7. Compiler creates composite evaluation	_____
8. Final evaluation presented, discussed and voted in a public meeting	_____

DRAFT Indicator Rubric for Superintendent Evaluation

*The **Indicator Rubric for Superintendent Evaluation** is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.*

Designed around the 21 Indicators from the [Standards of Effective Administrative Leadership](#) (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent’s practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee’s role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as “evaluator” is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent’s work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent’s evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

The 2019-2020 Rubric Pilot. DESE is supporting a **year-long pilot of the draft Indicator Rubric** to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*
- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

DESE will collect input from pilot districts through a qualitative survey and interview process. For more information on participating as a pilot district, please contact Claire Abbott at cabbott@doe.mass.edu.

STANDARD I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C: Assessment	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student’s learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators’ efforts and successes in this area. Models this practice for others.
I-D: Evaluation	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: <ul style="list-style-type: none"> • Administrators’ goals are neither SMART nor aligned to school and/or district goals, and/or • Administrators rarely provide quality supervision and evaluation to other staff; and/or • Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice. 	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: <ul style="list-style-type: none"> • Some administrator goals may not be SMART or aligned to school and district priorities; and/or • Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or • Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific. 	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> • Support to all administrators in developing SMART goals aligned to school and district priorities, • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and • Frequent observations of and feedback to administrators on effective leadership practice. 	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> • Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; • Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent’s own evaluation process and goals.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E: Data-Informed Decision Making	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district’s strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district’s strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
I-F: Student Learning	<p>Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p>			

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	<p>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and safe and supportive learning environments for all students. 	<p>Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and safe and supportive learning environments for all students. <p>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.</p>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B. Human Resources Management & Development	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice , as evidenced by districtwide systems that support: <ul style="list-style-type: none"> • Hiring and retaining a diverse workforce; • Comprehensive induction supports for new educators; • Job-embedded professional development aligned with district goals; and • Distributed leadership opportunities to support educator career growth. 	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district’s mission and meet the learning needs of all students, as evidenced by: <ul style="list-style-type: none"> • comprehensive induction supports for all new educators; • job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and • formalized distributed leadership and career growth opportunities. Empowers all administrators to implement these systems consistently.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C. Scheduling and Management Information Systems	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	<p>Uses systems to ensure optimal use of time for teaching, learning, and collaboration, as evidenced by:</p> <ul style="list-style-type: none"> school schedules that maximize student access to quality instructional time and minimize school day disruptions; and regular opportunities for administrators to collaborate. 	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.
II-D. Laws, Ethics and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines, and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E. Fiscal Systems	Develops a budget that does not align with the district’s goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district’s vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district’s vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

STANDARD III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	Invites families to participate in the classroom and school community , but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that welcome and encourage every family to actively participate in the classroom and school community , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B. Sharing Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school , as evidenced by: <ul style="list-style-type: none"> the collaborative identification of each student’s academic, social, emotional, and behavioral needs; and connecting families to the necessary resources and services within the school and the community to meet students’ learning needs. 	Empowers all administrators to regularly collaborate with families to address each student’s academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.
III-C. Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families’ home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance , that is provided in multiple formats and reflects understanding of and respect for different families’ home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families’ home languages, culture, and values.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	Addresses family concerns in an equitable, effective, and efficient manner , and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> 1. a failure to develop or articulate the district’s mission or core values; and 2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters. 	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> 1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making. 2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making. 	<p>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters. 	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making. 2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. <p>Models this practice for others.</p>

<p>IV-B. Cultural Proficiency</p>	<p>Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.</p>	<p>Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.</p>	<p>Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected, as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.</p>	<p>Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.</p>
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	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C. Communications	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	Demonstrates strong interpersonal, written, and verbal communication skills , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D. Continuous Learning	<p>Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.</p>	<p>Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.</p>	<p>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and Engaging in their own continuous learning to improve leadership practice. <p>Models these behaviors in their own practice.</p>	<p>Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E. Shared Vision	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. ¹	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.
IV-F. Managing Conflict	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.	Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities , while maintaining a commitment to decisions that are in the best interest of all students.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.

¹ The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes *examples* of common types of evidence² associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<p>A. Curriculum Indicator</p> <ul style="list-style-type: none"> ✓ Curriculum maps ✓ Example unit plans <p>B. Instruction Indicator</p> <ul style="list-style-type: none"> ✓ Aggregated classroom walkthrough/observation data ✓ Aggregated student feedback <p>C. Assessment Indicator</p> <ul style="list-style-type: none"> ✓ Report on district assessments ✓ Aggregated classroom walkthrough/observation data ✓ Report of data team meetings and/or protocols <p>D. Evaluation Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of educator goals ✓ Analysis of school and classroom observation data 	<p>A. Environment Indicator</p> <ul style="list-style-type: none"> ✓ Analysis of safety and crisis plan elements and/or incidence reports ✓ Analysis of student support systems, structures, or programs <p>B. Human Resources Management and Development Indicator</p> <ul style="list-style-type: none"> ✓ Staff hiring and retention data ✓ School and district PD plans ✓ Annual Induction and Mentoring report <p>C. Scheduling and Management Information Systems Indicator</p> <ul style="list-style-type: none"> ✓ Analysis of master schedules and time on learning ✓ Report on common planning time and professional development opportunities <p>D. Law, Ethics, and Policies Indicator</p> <ul style="list-style-type: none"> ✓ Relevant leadership team meeting agenda items ✓ Policies and protocols governing 	<p>A. Engagement Indicator</p> <ul style="list-style-type: none"> ✓ Family and community engagement/participation rates and trends ✓ Examples of outreach to community stakeholders and organizations ✓ Example communications to representative cultural groups <p>B. Sharing Responsibility Indicator</p> <ul style="list-style-type: none"> ✓ Reports of family participation in district/school services ✓ Compilation of family referrals to and use of outside services ✓ Compilation of parent feedback <p>C. Communication Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of survey results from parents/community stakeholders ✓ District website and newsletters ✓ Example agendas for Back-to-School Night and similar events <p>D. Family Concerns Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of parent feedback ✓ Observations of superintendent at school committee meetings 	<p>A. Commitment to High Standards Indicator</p> <ul style="list-style-type: none"> ✓ Example leadership team meeting agenda items and analysis ✓ School-site walkthrough data and follow-up reports <p>B. Cultural Proficiency Indicator</p> <ul style="list-style-type: none"> ✓ Implementation updates for relevant policies/practices ✓ Compilation of student/staff feedback on learning environments ✓ Related PD descriptions and/or feedback analysis <p>C. Communications Indicator</p> <ul style="list-style-type: none"> ✓ Memos/newsletters to staff and public ✓ Compilation of procedures and protocols to communicate effectively with the School Committee <p>D. Continuous Learning Indicator</p> <ul style="list-style-type: none"> ✓ Professional development for principals/administrators ✓ Report on professional

² Any evidence collected by or shared with a school committee as part of the superintendent’s evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<ul style="list-style-type: none"> ✓ Analysis of student and staff feedback data E. Data-Informed Decision-Making Indicator ✓ District/school improvement plans ✓ Examples of status updates and other reports for school committee F. Student Learning Indicator ✓ Statewide assessment data ✓ Common assessment data ✓ Analysis of other performance data 	<p align="center">confidentiality and district code of ethics</p> E. Fiscal Systems Indicator ✓ Budget analyses and monitoring reports ✓ Budget presentations	<p align="center">and other public settings</p>	<p align="center">development/continuous learning for superintendent</p> E. Shared Vision Indicator ✓ Example leadership team meeting agenda items and analyses ✓ District communications with staff, families, and community F. Managing Conflict Indicator ✓ Compilation of feedback from staff, parents, and/or other community members ✓ Observations of superintendent at public meetings

Model Guidance on the Superintendent Evaluation Process is available at

www.doe.mass.edu/eval/model/

Deleted Date	Title	Author	Standard Number	Published	Call Number	Barcode	Acquisition Reason	Last Circulation Date	Disposal Method	Total Circulations
#####	Angela's air	Munsch, R	ISBN: 1-55	1988	E Mun	00007490	##### Infrequent	#####	Donation	10
#####	The boy in	Munsch, R	ISBN: 0-92	1986	E Mun	00007491	##### Infrequent	#####	Discard	8
#####	David's fat	Munsch, R	ISBN: 0-92	1983	E Mun	00007964	##### Infrequent	#####	Discard	6
#####	The fire sta	Munsch, R	ISBN: 1-55	1991	E Mun	00006510	##### Infrequent	#####	Discard	13
#####	Jonathan cl	Munsch, R	ISBN: 0-92	1981	E Mun	00003078	##### Infrequent	#####	Discard	3
#####	Millicent ar	Munsch, R	ISBN: 0-92	1984	E Mun	00003167	##### Infrequent	#####	Discard	2
#####	Moira's bir	Munsch, R	ISBN: 0-92	1987	E Mun	00005902	##### Infrequent	#####	Discard	17
#####	Murmel, M	Munsch, R	ISBN: 0-92	1982	E Mun	00003178	##### Infrequent	#####	Donation	3
#####	The paper l	Munsch, R	ISBN: 0-92	1980	E Mun	00000700	##### Infrequent	2/8/2017	Discard	18
#####	A promise i	Munsch, R	ISBN: 1-55	1988	E Mun	00000701	##### Infrequent	#####	Discard	6
#####	Show-and-i	Munsch, R	ISBN: 1-55	1991	E Mun	00004845	##### Infrequent	#####	Donation	9
#####	Something	Munsch, R	ISBN: 1-55	1990	E Mun	00007646	##### Infrequent	#####	Discard	15
#####	Violet, vert	Munsch, R	ISBN: 1-55	1992	E Mun	00004913	##### Infrequent	#####	Discard	17
#####	Babar's littl	Brunhoff, L	ISBN: 0-39	1988	PB E BRU	T 201480	##### Duplicate c	#####	Donation	30
#####	Clifford the Barkly,	Bob	ISBN: 0-43	2001	PB E BAR	T 201483	##### Duplicate c	#####	Donation	39
#####	I am snow	Marzollo, J	ISBN: 0-59	1998	PB E 551M	T 201477	##### Duplicate c	#####	Donation	14
#####	Jamie O'Ro	De Paola, T	ISBN: 0-39	1992	PB E DEP	T 201479	##### Duplicate c	#####	Donation	21
#####	Rise and sh	Tomioka, C	ISBN: 0-59	1992	PB E TOM	T 201513	##### Duplicate c	#####	Donation	18
#####	Who Move				FIC JOH	T 204573	##### Duplicate c	#####	Donation	5
#####	Abigail Ada	Wallner, Al	ISBN: 0-82	2001	92 ADA	T 58514	##### Duplicate c	#####	Donation	10
#####	The Boxcar	Warner, Ge			PB FIC WAF	T 200792	##### Duplicate c	#####	Donation	7
#####	The lion an	Kishida, Eri		1973	E Kis	00009160	##### Outdated	#####	Donation	1
5/6/2024	Aliens for b	Etra, Jonatl	ISBN: 0-39	1988	BD FIC Etr	T 95001	##### Infrequent	#####	Discard	20
5/6/2024	Cut-n-paste	Thomson, I	ISBN: 1-56	2002	PB 745.5	TIT 200905	##### Infrequent	5/1/2024	Discard	21
5/6/2024	The minstr	Skurzynski,	ISBN: 0-39	1988	BD FIC Sku	T 95052	##### Infrequent	#####	Discard	1
5/6/2024	The secret	Stanley, Ge	ISBN: 0-67	1999	BD FIC Sta	T 95069	##### Infrequent	1/9/2012	Discard	4
5/6/2024	Tooter Pep	Spinelli, Jer	ISBN: 0-67	1995	BD FIC SPI	T 50093	##### Infrequent	#####	Discard	13
5/3/2024	Amelia Bed	Parish, Peg	ISBN: 0-88	1966	BD E PAR	00007375	##### Duplicate c	#####	Discard	7
5/3/2024	Amelia Bed	Parish, Peg	ISBN: 0-88	1966	BD FIC PAR	00009660	##### Outdated	#####	Discard	10
5/3/2024	And it rain	Raskin, Elle	LCCN: 69	1969	BD E RAS	00001278	##### Infrequent	#####	Discard	2
5/3/2024	The Cobble	Rylant, Cyn	ISBN: 0-68	1998	BD FIC RYL	T 50458	##### Outdated	#####	Discard	9
5/3/2024	Crackle Cre	Monsell, M	ISBN: 0-68	1990	BD E MON	00000796	##### Duplicate c	1/3/2013	Discard	10
5/3/2024	Detective	Quackenbu	ISBN: 0-68	1976	BD E QUA	00007000	##### Infrequent	2/7/2008	Discard	13

5/3/2024	Escape! : th Fleischman	ISBN: 0-06-2008	92 HOU	000090088	#####	Duplicate c	9/3/2021	Discard	12
5/3/2024	Farmers & Shuter, Jan	ISBN: 1-571-1999	355 SHU	T 67025	#####	Infrequent	#####	Donation	5
5/3/2024	The gollywog	Rockwell, A ISBN: 0-02-1974	BD E ROC	00007380	#####	Outdated	#####	Discard	3
5/3/2024	How to steal	O'Connor, M ISBN: 0-371-2007	FIC OCO	000090101	#####	Duplicate c	4/9/2024	Donation	43
5/3/2024	Lies (people)	Sussman, S ISBN: 0-801-1987	590 SUS	00009595	8/4/2009	Infrequent	#####	Discard	6
5/3/2024	The Littles	Peterson, J ISBN: 0-591-1967	BD F PET	000090001	9/8/1998	Outdated	#####	Discard	35
5/3/2024	The Littles	Peterson, J ISBN: 0-591-1991	BD F PET	000090036	9/8/1998	Outdated	#####	Discard	57
5/3/2024	The Littles	Peterson, J ISBN: 0-591-1968	BD F PET	000090016	9/8/1998	Outdated	#####	Discard	39
5/3/2024	The Littles	Peterson, J ISBN: 978-1-1968	BD FIC PET	000090002	9/8/1998	Outdated	#####	Discard	44
5/3/2024	Lulu goes to	O'Connor, J ISBN: 0-06-1987	BD E OCo	00000585	#####	Infrequent	#####	Discard	46
5/3/2024	Lulu goes to	O'Connor, J ISBN: 0-06-1987	BD E OCO	00009661	8/4/2009	Duplicate c	#####	Discard	39
5/3/2024	Spider King	Osborne, M ISBN: 0-671-1999	FIC Osb	T 95082	#####	Outdated	#####	Discard	16
5/3/2024	Timothy T.	Rockwell, A ISBN: 0-02-1978	BD E ROC	00004756	#####	Outdated	#####	Discard	1
5/3/2024	What happens	Venino, Su ISBN: 0-871-1982	E 574.5 VEIT	107376	8/4/2009	Duplicate c	#####	Discard	18
5/3/2024	You would	Matthews, ISBN: 0-531-2007	355.00935 T	501183	#####	Duplicate c	#####	Discard	4
5/2/2024	No fighting	Minarik, El LCCN: 58-1958	BD E Min	00003436	#####	Duplicate c	#####	Discard	8
5/2/2024	No fighting	Minarik, El LCCN: 58-1958	BD E MIN	00009588	8/4/2009	Duplicate c	#####	Discard	3
5/2/2024	No fighting	Minarik, El LCCN: 58-1958	BD E MIN	T 103761	8/4/2009	Duplicate c	4/1/2005	Discard	3
5/1/2024	Adventures	ISBN: 0-871-1988	353 Adv	00005763	#####	Infrequent	#####	Discard	4
5/1/2024	All in a day	Johnson, N LCCN: 89-1989	331.7 Joh	00003168	#####	Infrequent	#####	Discard	1
5/1/2024	The Attorney	Hamilton, J ISBN: 1-561-1993	353.5 HAMT	60003	#####	Outdated	#####	Discard	3
5/1/2024	Big Max.	Platt, Kin. ISBN: 0-06-1965	BD E PLA	00001088	#####	Outdated	#####	Discard	33
5/1/2024	The Bill of	Stein, R Co ISBN: 0-511-1992	342.73 STE	T 70221	#####	Infrequent	#####	Discard	1
5/1/2024	The Congress	Gourse, Le ISBN: 0-531-1994	328.73 GOIT	70162	9/3/1998	Infrequent	1/5/1999	Discard	2
5/1/2024	The Constitution	Prolman, N ISBN: 0-511-1995	342.73 PRCT	70217	#####	Infrequent		Discard	0
5/1/2024	Disappearance	Challand, H ISBN: 0-511-1992	333.91 Cha	00000393	#####	Outdated		Discard	0
5/1/2024	Ellis Island	Jacobs, Wil ISBN: 0-681-1990	304.87 Jac	00002200	#####	Duplicate c	5/1/2024	Donation	7
5/1/2024	Endangered	ISBN: 0-831-1996	333.7 END	T 85025	#####	Infrequent	#####	Discard	7
5/1/2024	Exploiting	t Penny, Mal ISBN: 0-531-1991	333.91 Pen	00006364	#####	Infrequent	#####	Discard	1
5/1/2024	Farming an	Manci, Will ISBN: 0-831-1993	333.76 MA	T 85011	#####	Infrequent		Discard	0
5/1/2024	Farming an	Manci, Will ISBN: 0-831-1993	333.76 MA	T 113780	8/4/2009	Infrequent	#####	Discard	1
5/1/2024	Food safety	Patten, Bar ISBN: 0-861-1996	363.19 PATT	35020	#####	Infrequent	#####	Discard	2
5/1/2024	The home	ev Lexau, Joar LCCN: 66-1966	BD LEX	00003721	#####	Outdated	4/1/2019	Discard	34
5/1/2024	Houndsley	Howe, Jam ISBN: 978-1-2018	E HOW	T 800220	#####	Infrequent		Discard	0

5/1/2024	I hate Red	Lexau, Joar	ISBN: 0-525-1979	BD LEX	00004762	#####	Outdated	#####	Discard	16
5/1/2024	The joy boy	Byars, Bets	ISBN: 0-385-1996	BD FIC BYA	T 50043	#####	Outdated	2/2/2010	Discard	12
5/1/2024	Julian, dre	Cameron, J	ISBN: 0-675-1990	BD FIC CAM	T 50044	#####	Infrequent	#####	Discard	18
5/1/2024	Julian, dre	Cameron, J	ISBN: 0-675-1990	BD FIC Cam	T 95109	#####	Duplicate c	#####	Discard	8
5/1/2024	Julian, secr	Cameron, J	ISBN: 0-394-1988	BD FIC Cam	T 95042	#####	Infrequent	#####	Discard	9
5/1/2024	Julian's glo	Cameron, J	ISBN: 0-394-1987	BD FIC CAM	T 50045	#####	Infrequent	#####	Discard	10
5/1/2024	Julian's glo	Cameron, J	ISBN: 0-394-1987	BD FIC Cam	T 95043	#####	Duplicate c	#####	Discard	11
5/1/2024	Lila's little	Chanel, W	ISBN: 1-558-1994	BD E HAN	T 50052	#####	Duplicate c	#####	Discard	20
5/1/2024	Little Chief,	Hoff, Syd,	ISBN: 0-06-1961	BD E Hof	00006841	#####	Outdated	2/9/2023	Discard	12
5/1/2024	Local gover	Feinberg, B	ISBN: 0-531-1993	320.8 FEI	T 70164	9/3/1998	Infrequent	#####	Discard	2
5/1/2024	Loose-toot	Jensen, Pat	ISBN: 0-761-1998	BD FIC JEN	T 50357	#####	Duplicate c	#####	Discard	10
5/1/2024	Louise take	Krensky, St	ISBN: 0-803-1998	BD FIC KRE	T 50359	#####	Infrequent	#####	Discard	17
5/1/2024	Meet my gi	McElroy, Li	ISBN: 0-761-2000	328.73 MC	T 33030	#####	Infrequent	#####	Discard	2
5/1/2024	The most b	Cameron, J	ISBN: 0-394-1988	BD FIC CAN	00007815	#####	Outdated	#####	Discard	10
5/1/2024	The nation:	Feinberg, B	ISBN: 0-531-1993	320.973 FE	T 70165	9/3/1998	Infrequent	#####	Discard	1
5/1/2024	National Pa	Albright, H	ISBN: 0-883-1987	353.008 All	00000601	#####	Infrequent	#####	Discard	1
5/1/2024	Places of r	Patent, Do	ISBN: 0-895-1992	333.95 Pat	00002335	#####	Infrequent	#####	Discard	1
5/1/2024	The rejects	Aaseng, Na	ISBN: 0-821-1989	338 Aas	00002069	#####	Infrequent	#####	Discard	1
5/1/2024	Rights and	Shuker-Hai	ISBN: 0-811-1993	320.473 Sh	T 80039	5/7/1998	Infrequent	#####	Discard	1
5/1/2024	The Secret:	Hamilton, J	ISBN: 1-562-1993	353.1 HAM	T 60048	#####	Outdated		Discard	0
5/1/2024	Small hand	Weiner, Sa	ISBN: 0-394-1970	331.6 Wei	00006800	#####	Infrequent	#####	Discard	1
5/1/2024	Snowshoe	Levinson, N	ISBN: 0-06-1992	PB BD LEV	T 200267	#####	Outdated	2/8/2022	Discard	7
5/1/2024	The Supren	Coy, Harol	ISBN: 0-531-1981	347.73 Coy	00004928	#####	Infrequent	#####	Discard	2
5/1/2024	The Titanic	Donnelly, J	ISBN: 0-394-1987	BD 387.2 D	00003072	#####	Outdated	#####	Discard	79
5/1/2024	The United	Woog, Ada	ISBN: 1-560-1994	341.23 Wo	00008644	#####	Outdated		Discard	0
5/1/2024	The vote :	Scher, Lind	ISBN: 0-811-1993	324.973 Sc	T 80040	5/7/1998	Infrequent	#####	Discard	3
5/1/2024	Walter the	Hautzig, De	ISBN: 0-675-1996	BD FIC HAL	T 50130	#####	Outdated	4/3/2015	Discard	31
5/1/2024	We laugh,	Bergman, T	ISBN: 1-555-1988	362.3 Ber	00000856	#####	Outdated	#####	Discard	1
5/1/2024	West Point	Hughes, Li	ISBN: 0-875-1992	355 Hug	00002516	#####	Infrequent	#####	Discard	5
#####	Babe, the s	Worth, Bor	ISBN: 0-675-1999	BD E Wor	T 95003	#####	Outdated	#####	Discard	5
#####	Binky brot	Lawrence, .	LCCN: 75-1970	BD E LAW	00001525	#####	Outdated	#####	Discard	5
#####	Brigid bew	Leverich, K	ISBN: 0-675-1995	BD FIC LEV	T 50007	#####	Outdated	#####	Discard	34
#####	Brigid, bew	Leverich, K	ISBN: 0-675-1994	BD E LEV	T 50008	#####	Outdated	1/9/2019	Discard	26
#####	The case of	Berends, P	ISBN: 0-394-1989	BD FIC Ber	T 95019	#####	Outdated		Discard	0

##### The deer at Caldwell, El LCCN: 66-1966	BD E CAL 0000459	##### Outdated	##### Discard	10
##### Emmett's p Stolz, Mary LCCN: 58-1959	BD E STO 0000942	##### Outdated	##### Discard	5
##### The great E Sabin, Fran ISBN: 0-89-1982	BD E SAB 00004976	##### Outdated	##### Discard	11
##### Here come Kessler, Lex ISBN: 0-06-1978	BD E KES 00007907	##### Outdated	##### Discard	35
##### The long w Sandin, Joa ISBN: 0-06-1981	BD E SAN 00007590	##### Outdated	##### Discard	5
##### Lucky stars Adler, Davi ISBN: 0-67-1996	BD FIC ADL T 50055	##### Outdated	##### Discard	40
##### Nibble, nib Conford, El ISBN: 0-31-1993	BD FIC CON T 50067	##### Outdated	4/7/2008 Discard	32
##### No help at Baker, Bett ISBN: 0-68-1978	BD E BAK 00004580	##### Outdated	##### Discard	7
##### Onion sunc Adler, Davi ISBN: 0-67-1994	BD E ADL T 50073	##### Outdated	##### Discard	42
##### Shadow of Whelan, Gl ISBN: 0-67-1997	BD FIC Whe T 95071	##### Outdated	##### Discard	3
##### Silver Whelan, Gl ISBN: 0-39-1988	BD FIC Whe T 95075	##### Outdated	##### Discard	17
##### Teach us, A Parish, Peg ISBN: 0-68-1977	BD E Par 00005980	##### Outdated	##### Discard	24
##### The toad h Chenery, J LCCN: 66-1967	BD E Che 00003762	##### Outdated	##### Discard	6
##### Clever Kate Shub, Elizal ISBN: 0-02-1973	BD E Shu 00002735	##### Duplicate c	##### Discard	2
##### Emily Smile Mulford, Pl ISBN: 0-81-	PB FIC MULT 120998	##### Outdated	##### Discard	11
##### Emily Smile Mulford, Pl ISBN: 0-81-1998	PB FIC MULT 120126	##### Outdated	##### Discard	11
##### Explore a s Cortesi, We ISBN: 0-87-1978	E 574.5 CO T 104647	8/4/2009 Outdated	##### Discard	72
##### The fall of t Diaz del Ca LCCN: 65-1965	972 Glu 00000443	##### Outdated	##### Discard	11
##### A ghost in t Wright, Bel	PB FIC WRI T 120112	##### Outdated	##### Discard	10
##### Good hunti Parish, Peg ISBN: 0-06-1989	BD E Par 00008001	##### Duplicate c	##### Discard	14
##### Keep the liq Roop, Pete ISBN: 0-87-1985	PB 92 BUR T 105253	##### Duplicate c	##### Discard	7
##### King Roost, Lobel, Anit ISBN: 0-68-1975	BD E LOB T 120885	8/4/2009 Duplicate c	5/5/2006 Discard	5
##### Little Runn, Baker, Bett ISBN: 0-06-1962	BD E Bak 00009810	8/4/2009 Outdated	##### Discard	3
##### Marvin Rec Sachar, Lou ISBN: 0-67-1993	BD FIC SAC T 50060	##### Outdated	##### Discard	27
##### Mitch and , Cleary, Bev	PB FIC CLE T 110064	##### Outdated	##### Discard	17
##### Tales from Aardema, \ LCCN: 60-1960	398.2 Aar 00003476	##### Outdated	Discard	0
##### 100 best b Silvey, Anit ISBN: 0-61-2004	011.62 SIL T 59555	##### Outdated		0
##### Angel in th Lathrop, D LCCN: 47-1947	FIC Lat 00007280	##### Infrequent	#####	2
##### Are those a Cutchins, Ji ISBN: 0-68-1984	069.5 Cut 00005120	##### Outdated	#####	6
##### Astrology; Kettelkam, ISBN: 0-68-1973	133.5 Ket 00007753	##### Outdated	1/9/2020	3
##### Baboushka Robbins, Ri ISBN: 0-39-1960	E ROB 00009740	8/4/2009 Infrequent	#####	1
##### Bear's Chri D'Allance, I ISBN: 0-68-2000	E DAL T 58348	2/5/2002 Infrequent	#####	32
##### Becky's Chr Tudor, Tas LCCN: 61-1961	FIC Tud 00003519	##### Infrequent	#####	14
##### The big ma Jortberg, Cl ISBN: 1-56-1997	004.1 Jor T 60103	9/9/1997 Infrequent	5/4/2016	9

##### The Birds' (Wiggin, Kat LCCN: 41-1941	FIC WIG	T 121050	8/4/2009	Infrequent	0
##### Books your Hepler, Sus ISBN: 0-81(2003	028.5 HEL	T 202278	#####	Infrequent	0
##### The Christn McCandles LCCN: 01-1962	FIC McC	00002665	#####	Infrequent	1
##### Christmas c Hays, Wilm LCCN: 56-1956	FIC HAY	T 104970	8/4/2009	Infrequent	4
##### Christmas t Patent, Do ISBN: 0-39(1987	635.97 Pat	00005518	#####	Infrequent	5
##### Cross your Schwartz, A ISBN: 0-39(1974	001.9 Sch	00004313	#####	Infrequent	8
##### Dionysos a Translated LCCN: 76-1970	292 Pro	00004623	#####	Infrequent	4
##### Emmet Ott Hoban, Rus ISBN: 0-81(1971	E HOB	T 113616	8/4/2009	Infrequent	7
##### The first Th Barksdale, LCCN: 42-1942	394.26 Bar	00000869	#####	Infrequent	13
##### Georgie's F Bright, Rob LCCN: 58-1958	E Bri	00007372	#####	Infrequent	51
##### The Internε Jortberg, Cl ISBN: 1-56(1997	004.6 Jor	T 60105	9/9/1997	Outdated	13
##### Internet Koehler, Lo ISBN: 0-51(1995	004.6 Koe	00008855	#####	Outdated	2
##### Internet Vander Hor ISBN: 1-88(1999	004.67 VAN	T 10010	#####	Outdated	1
##### Jewish holi Becker, Joy ISBN: 0-88(1977	745.5 Bec	00004672	#####	Infrequent	10
##### Jewish holi Morrow, B LCCN: 67-1967	296.4 Mor	00006617	#####	Infrequent	8
##### The jolly C Ahlberg, Ja ISBN: 0-31(1991	E AHL	T 104577	#####	Infrequent	39
##### Karin's Chri Pearson, S ISBN: 0-44(1980	E Pea	00004899	#####	Infrequent	28
##### Let's celebr Roop Peter	PB E ROO	T 112224	#####	Infrequent	69
##### The Littles Peterson, J ISBN: 0-59(1994	BD F PET	000090025	9/8/1998	Infrequent	68
##### The minico Jortberg, Cl ISBN: 1-56(1997	004.16 Jor	T 60106	9/9/1997	Outdated	5
##### Mousekin's Miller, Edn ISBN: 0-13-1967	E Mil	00000292	#####	Infrequent	24
##### Museums : Sandak, Ca ISBN: 0-53(1981	069 San	00003230	#####	Outdated	1
##### A new look Siegel, Bea ISBN: 0-80(1977	973.22 Sie	00004610	#####	Infrequent	4
##### Nine days t Ets, Marie I ISBN: 0-67(1959	E ETS	T 110736	8/4/2009	Infrequent	9
##### Phaethon Pollack, Mε LCCN: 66-1966	292 Pha	00001136	#####	Infrequent	2
##### Plum pudd Kahl, Virgin LCCN: 56-1956	E Kah	00000929	#####	Infrequent	3
##### The prince Serage, Na LCCN: 66-1966	294.3 Ser	00002765	#####	Infrequent	2
##### Robbers, bε compiled b ISBN: 0-20(1978	152.4 Rob	00004678	#####	Infrequent	2
##### The story o Espeland, F ISBN: 0-87(1981	292 Esp	00000529	#####	Infrequent	1
##### The telltale Mann, Peg ISBN: 0-02-1976	137 Man	00004573	#####	Outdated	1
##### The Tower Wiesner, W LCCN: 68-1968	221.9 Wie	00001227	#####	Infrequent	0
##### Turkeys, Pi Barth, Ednε ISBN: 0-81(1975	394.2 Bar	00008654	#####	Infrequent	7
##### Who move Johnson, S ISBN: 978-(2002	155.2 JOH	T 201485	#####	Infrequent	0
##### Who move Johnson, S ISBN: 978-(2002	155.2 JOH	T 201670	4/5/2012	Infrequent	0

3/4/2024 Once upon Cooper-MU ISBN: 0-8051998 028.5 COO T 202281 ##### Infrequent ##### Donation 1

Declaration of Surplus Materials

Approval needed at School Committee Meeting dated June 17, 2024

Details of items to declare as surplus:

- Books from the Foster Library

Reasons for declaring the items as surplus:

- The library books attached include books in poor condition - mold, broken spines, or other conditions which make them unable to continue to be circulated, outdated copyright years, or poor circulation for the past ten years.

Motion:

To declare as surplus library books from the South Library listed and to authorize the Library Coordinator to dispose of them at the least cost to Hingham.