

Scituate Public Schools Equity Audit

Findings and Recommendations

January 2023

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

Equity Audit Framework

What is an Equity Audit?

This slide adapted from the Mid-Atlantic Equity Consortium Equity Audit Toolkit

An equity audit is a study of an institutions policies, programs, and practices from an equity lens.

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

Important Reminder

This equity audit is a tool that provides a starting point in evaluating Scituate's current state regarding equity.

This report and audit provide a snapshot of SPS in this one point in time and is by no means exhaustive.

An Analogy

Service: providing shoes.

Equality: everyone gets a pair of shoes.

Equity: everyone gets shoes that fit.

Equity Audit: determining

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



PCG's Commitment to Educational Equity

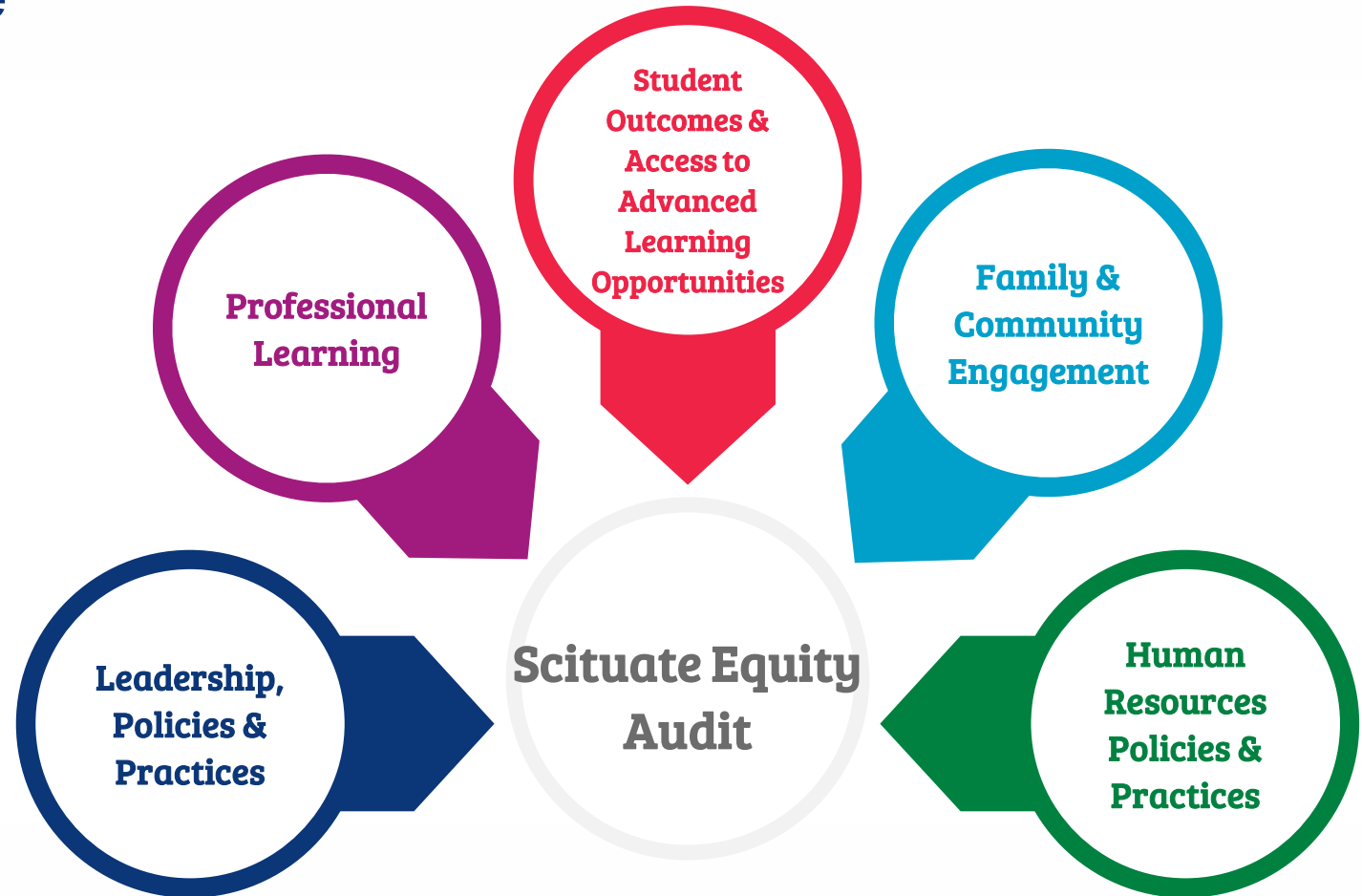
Equity demands we consider the needs of **each student** with a discerning eye; including the students who are **historically marginalized or treated with low expectations**, often due to race, cultural and linguistic diversity, identified disability, or gender identity.



Scituate Equity Audit Scope

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

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



Framework and Guiding Questions

Focus Area	Guiding Question
Leadership, Policies, and Practices	To what extent do the policies, practices, and actions of leadership in SPS promote a diverse, equitable and inclusive district?
Family and Community Engagement	To what extent are the family engagement efforts of SPS inclusive, collaborative, and equitable?
Student Outcomes and Access to Advanced Learning Opportunities	How are student outcomes and program participation patterns linked to student characteristics and demographics?
Professional Learning	How does SPS professional development support equity, diversity, and creating schools free of bias, prejudice, and discrimination?
Human Resources Policies and Practices	How do human resources policies and practices in SPS support hiring and retaining a diverse workforce?



Report Terminology

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

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

BIPOC: Black, Indigenous, and People of Color

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

DESE: Massachusetts Department of Elementary and Secondary Education

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

ES: Elementary School

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

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

HS: High School



Report Terminology, cont.

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

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

MCAS: Massachusetts Comprehensive Assessment System

MS: Middle School

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

PCG: Public Consulting Group LLC

PD: Professional Development

PLC: Professional Learning Community

SPS: Scituate Public Schools

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



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

Equity Audit Methodology

Equity Audit Data Sources

Interviews



10 individual interviews

- District leadership
- School Committee members

Focus Groups



9 community focus groups

- Families
- Students - *Middle and High School, students with Historically Marginalized Identities, and students enrolled in METCO*
- Teaching staff
- Other school- and district-based staff
- School leaders

64 total participants across focus groups

Other Data Sources



Sample of sources reviewed:

- Policies and manuals
- Equity-focused programming information
- MCAS achievement data
- Discipline rates
- IEP assignments
- School and District Profiles
- Professional learning offerings
- Staffing and other human resources data

Email



82 responses to the anonymous feedback form distributed by SPS following the community focus groups



Strategies Analysis at-a-Glance

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

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

Please Note:

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



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

Scituate Public Schools Community

District Commitment to Racial Equity

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

- Love, Inclusion & Trust (LIT) Teams
- Tolerance, Inclusion, Diversity, Equity Student Led Clubs (TIDES)
- Hiring of the Director of Diversity, Equity, and Inclusion in Spring 2021
- Hiring of the Metropolitan Council for Educational Opportunity (METCO) Coordinator to support students at the elementary level
- Programming with School Resource Officers and Scituate Police Department
- Massachusetts Partnership for Youth Membership (2021 onward)

Strong desire from stakeholders to improve and focus on equity-related work. Throughout interviews and focus groups, district stakeholders consistently expressed desire to improve and increase their learning around DEI work. Specifically, staff cited the desire for action steps, goals to work towards, and an implementation plan for equity initiatives.

Student, School, and District Characteristics

Year	N	African American or Black	Asian	Hispanic or Latinx	White	Native American or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	EL	Students with IEPs	Economically Disadvantaged
2019	2,991	3%	1%	1%	93%	<1%	<1%	2%	1%	14%	10%
2020	2,977	2%	1%	2%	93%	<1%	<1%	2%	<1%	14%	10%
2021	2,851	3%	1%	2%	92%	<1%	<1%	2%	<1%	14%	11%
2022	2,772	2%	1%	2%	92%	<1%	<1%	3%	<1%	17%	13%

Source: profiles.doe.mass.edu



Student, School, and District Characteristics



- The district is majority White (92%), 3% Multiracial, 2% Hispanic or Latinx, 2% Black or African American, 1% Asian, less than 1% Native Hawaiian or Other Pacific Islander and less than 1% Native American.
- In 2023, approximately 12% of SPS students are considered low-income. At the state level, 42% of all students are low-income. Of the neighboring districts, Marshfield and Rockland have greater proportions of low-income students than Scituate (18% and 50%, respectively). An additional four nearby districts have lower percentages of low-income students: Cohasset – 7%, Norwell – 6%, Hingham – 7%, Hanover – 11%.
- Approximately 17% of the district's students have an IEP. This rate is similar to the Massachusetts state average of 19%.
- Less than 1% of the district's students are English Language Learners. This rate is significantly lower than the state average of 12%. Of neighboring districts, five have similar rates of English Language Learners (Cohasset – 0%, Norwell - <1%, Marshfield – 2%, Hingham - <1%, Hanover – 1%) and Rockland mirrors the state average at 11%.



METCO Program

- Scituate Public Schools has been a partner in the METCO program since 1968. Currently, the program serves 70 Boston residents who attend schools the Scituate Public Schools.
- METCO is a state-funded educational program designed to eliminate racial imbalance through the busing of children from Boston and Springfield to public systems in surrounding suburban metropolitan communities. The METCO Program is open to all residents of the City of Boston.
- The METCO program at Scituate Public Schools is overseen by the METCO Director and METCO Coordinator

METCO TODAY...



Not just this kind of movement.
More than a busing program.

This kind of movement.
METCO provides equitable educational opportunities, diversity and inclusion for All children can learn together.

GRASSROOTS MOVEMENT, THEN AND NOW

A group of six diverse school children, three girls and three boys, standing in a line outdoors. They are all smiling and wearing backpacks. The image has a blue overlay. The text "Priority Recommendations" is written in white, bold, sans-serif font across the middle of the image.

Priority Recommendations

Priority Recommendations

Based on the findings of this Equity Audit, PCG recommends that Scituate Public Schools prioritizes the following items for immediate implementation and focus

- 1. Embedded Equity Actions and Goals**
- 2. Equity-Aligned Professional Learning Plan**
- 3. Data-Driven Systems and Strategies for Human Resources**

Priority Recommendation:

Embedded Equity Actions and Goals

Ensure that equity actions and goals are explicitly included in the development of the district's new strategic plan.

As SPS begins the process of collectively developing the new strategic plan to guide the next few years of the district, equity should be explicitly and consistently embedded throughout. While it is important to articulate a clear strategic goal for the district in the area of equity, by also embedding equity-focus goals, targets, and expectations across all areas of the strategic plan, SPS will be clearly communicating shared ownership and prioritization.

These actions and goals must include:

- A clear vision and common language for equity across SPS;
- Actionable, measurable, equity-centered goals embedded in each element of the plan;
- Goal setting with equity data targets that have publicly tracked indicators of success;
- Implementation plans specific to equity goals explicitly included in plans across the focus areas of the district.

Priority Recommendation:

Equity-Aligned Professional Learning Plan

Create an equity-aligned Professional Learning Plan to ensure equity and culturally responsive practices are embedded in learning across the district.

This plan should directly align with the priorities for equity determined by SPS and include opportunities for educators to go deeper into key focus areas that will help meet the district's professional learning and equity goals

- It is imperative that teachers hold high expectations for each of their students and believe that each student has the ability to achieve and succeed in their classroom.
- Help all staff to understand implicit bias and learn ways to counter bias in recommending students for advanced learning or programming and in referring and assigning students to IEPs.
- This training should include all staff involved in hiring and evaluation in order to build common language, shared understanding, and skill in identifying and combating bias in hiring processes.
 - This includes the Director of HR and members of the School Committee

Priority Recommendation: *Data-Driven Systems and Strategies for Human Resources*

Develop systems and strategic that use data to guide the work of recruitment, hiring, and retention in the district.

These must include:

- Explicit goals and targets for equity and workforce diversity in SPS and plans for monitoring progress towards said goals;
- Tracking demographic information of all applicants from the point of application through the interview and hiring process;
- Adding additional demographic data collection measures for staff (e.g., additional language fluency);
- Tracking the retention and advancement of staff members by demographics (including exit and stay interviews);
- Regular disaggregation and reporting of recruiting, hiring, and retention data to publicly report progress towards goals.



A photograph of four young children of diverse backgrounds, all smiling and looking towards the camera. The image is overlaid with a semi-transparent purple filter. The children are standing close together, and their expressions are joyful and happy.

Findings and Recommendations

Rules of Engagement for Findings and Recommendations

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

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



Leadership, Policies, and Practices

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

Leadership, Policies, and Practices

Strengths to Build On

Positive intentions and caring from leadership. Many stakeholders shared that they feel like the district is actively striving to be a more equitable and inclusive place.

Demonstrated commitment to equity. Steps cited by stakeholders include:

- Creation of the DEI Director position and expansion of the support team for the METCO program
- Undertaking this equity audit to better understand and address equity issues

Work of the DEI Director. Especially the “This is Our House” initiative.

Stated School Committee focus. The SPS School Committee Goals for the 2022-23 school year include:

“Develop a clear mission, vision and core values to drive district initiatives and honor our prioritizing of SEL and DEI efforts.”

Leadership, Policies, and Practices

Strategies Analysis at-a-Glance

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

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



Leadership, Policies, and Practices

Strategies Analysis at-a-Glance

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



Leadership, Policies, and Practices

Opportunities for Growth

Lack of clarity on the district's equity vision and plans.

Through focus groups, interviews, and the public feedback form stakeholders from across the district shared similar perceptions:

- Stakeholders didn't know what the district's vision is, didn't think there was one, or thought that there were several different visions
 - No vision for equity on SPS website or in prominent vision and mission statements
- Many desire to be more equitable but not a clear or consistent message on how
 - Leadership communicates intentions well, unclear on tangible action plans and goals
- Well-intentioned themes and slogans but a lack of deeper clarity on goals and what it could look like in SPS
- Families shared a lack of understanding of the work being done by the DEI Director
 - Wish to see goals for equity in SPS with regular updates on progress
- Challenging for staff to advocate for SPS' equity work without clear understanding of goals and actions involved.

Policies and decision-making processes do not reflect an equity lens.

- The SPS school committee has five (5) policies that include the words "equity" or "diversity"
- Core decisions are not consistently made with an intentional equity framework or tool
 - Desire from school committee and district leaders to more formally incorporate equity tools in their work but lack understanding of how to do so



Leadership, Policies, and Practices

Opportunities for Growth

Stakeholders perceive lack of firm stance and follow through from the district on equity issues.

- Perceived reluctance of district leadership and school-based staff to have difficult conversations or communicate about topics related to equity
 - Belief that this stems from fear of community pushback
- Sense of holding BIPOC students to lower expectations
 - Students and leaders perceived some teachers' reluctance to discipline BIPOC students or hold BIPOC students accountable due to fear of being called racist or discriminatory
- District's response to issues related to equity perceived as being surface-level. Perceptions shared included:
 - Lack of clearly communicated and consistent consequences to incidents of bullying and harassment
 - Lack of response to bullying and harassment reports, especially racially-motivated incidents and those targeting LGBTQIA+ students
 - Students specifically feel a lack of response to bullying of LGBTQIA+ students (also in multiple responses to the open feedback form)
 - *Note: due to student and family privacy laws SPS is not able to, and should not, share details of individual responses to student discipline instances and consequences. This finding is included here to encourage thinking around how to share information to mitigate stakeholder concerns and perceptions within legal confines.*



Leadership, Policies, and Practices

Opportunities for Growth

Community mindsets and lack of understanding of equity concepts are a barrier.

- Lack of understanding of foundational equity concepts and definitions across stakeholder groups
- “Vocal minority” in Scituate discussed in every forum
 - Vocal, anti-equity stances are impacting decisions and actions across the district
- PCG found actively harmful rhetoric expressed by community members (examples below)
 - 30% of feedback form responses (25 out of 82) shared explicitly anti-equity sentiments

We understand that the below statements are harmful and made the decision to share them here to ensure the district’s leadership has a complete picture of the messages and mindsets they will need to recognize in order to move forward.

→ **Use of racially-charged, derogatory terms to describe BIPOC community members, including “thug”**

→ **Many comments expressing that equity work is separate from, and detrimental to, academics. Examples:**

“We must drop this ideology and go back to traditional educational values.”

“The district has gone too far teaching social issues beyond academics...I hope we can get back to excellence in academics.”

“Equity is a path to mediocrity.”

→ **Statements that DEI work takes time away from discussing issues that affect “our kids” and other statements deliberately othering BIPOC students and METCO scholars. Examples:**

“My concern related to diversity, equity, and inclusion is the time it takes from discussing issues that affect our kids daily.”

“Prioritizing equity and inclusion is not what will enable my children to succeed.”

→ **Claims that BIPOC students “self segregate” therefore it is not the district’s problem. Example:**

“Many of the diverse students do not seem open to engaging... They segregate themselves frequently.”

Leadership, Policies, and Practices

Opportunities for Growth

Community mindsets and lack of understanding of equity concepts are a barrier. (Continued)

We understand that the below statements are harmful and made the decision to share them here to ensure the district's leadership has a complete picture of the messages and mindsets they will need to recognize in order to move forward.

→ **Claims that BIPOC students “use racism as an excuse” when they are asked to follow rules/do things they don’t want to do. Example:**

“When some diverse students are asked to follow school rules, they respond with anger and claim racism.”

→ **Consistent denial of the existence of equity issues in Scituate because stakeholders haven’t seen/experienced/heard about any. Examples:**

“There is no equity issues at SPS [sic]. You can ‘find’ equity issues anywhere if you have an agenda.”

“My children’s sense of belonging is more than sufficient.”

“I have not heard examples of inequity so it seems we should be focusing the money and time on educating students in core classes and not DEI.”

→ **Multiple comments about “reverse racism” and “reverse discrimination” against White people and people with conservative ideologies. Example:**

“My son is oppressed as a white male... by all the reverse discrimination that takes place.”

→ **Many arguments that, because Scituate is not very diverse, equity efforts aren’t needed and are “manufacturing issues.” Examples:**

“Scituate is 97% white and mostly Judeo-Christian. You shouldn’t force diversity of races, religions and sexual orientations into our community.”

“I’m hoping nothing changes as a result of this Equity Audit... I hope it will not show problems that don’t exist as a pretext”

“The district is trying to force diversity which is unrealistic given the make up of the town.”

Leadership, Policies, and Practices

Recommendations

1. Set a clear vision and common language for equity across SPS that is embedded throughout the district's strategic plan.

- Define and communicate how existing visions, mission statements, and goals align to a comprehensive equity vision
- While developing the district's new strategic plan, engage a diverse range of stakeholders to contribute to and build the shared vision, including students
- Place the equity vision statement front and center in the district's communications and materials in multiple languages.

2. Ensure that equity actions and goals are explicitly included in the development of the district's new strategic plan.

- Ensure that actionable, measurable, equity-centered goals are included in each element of the plan
- Goal setting should include equity data targets with publicly tracked indicators of success
- Implementation plans specific to equity goals should be explicitly included in plans across the district
- Ensure that efforts made towards equity goals translate into classroom practices through Universal Design for Learning philosophy and framework



Leadership, Policies, and Practices

Recommendations

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

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

4. Expect accountability from all members of the SPS community.

- Working towards the district's equity goals should be an expectation set for all staff members in any position in the district
- While the Director of DEI should lead and coordinate these efforts, there should be no belief that equity is someone else's job - everyone is responsible and held accountable for systemic change
- Could include goal setting or individual performance plans with an equity focus as part of annual review and evaluation processes

Professional Learning

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

Professional Learning

Strengths to Build On

Equity-focused PDs are offered regularly and at varying times. Since the spring of 2021, 15 DEI-focused PDs were offered to staff and community members.

- Both practical and theoretical
- Offered multiple times and at varying schedules (afterschool, during the school day)
- Massachusetts Partnership for Youth PD offerings

Monthly Short Stops. Consistent opportunities for learning in a voluntary setting.

Opportunities for students and the community to participate in learning.

- Weekly lunchtime LIT workshops/meetings for students
- Community learning sessions

Professional Learning

Strategies Analysis at-a-Glance

Desired Outcomes:

- All stakeholders have access to learning content about diversity, equity, inclusion, and belonging.
- All district support staff (district/central offices, food services, administrative personnel, facilities personnel, transportation personnel) and school committee members are proficient in applying practices related to diversity, equity, inclusion, and belonging as applicable to their school role and held accountable for their practice.
- Instructional and school leadership staff are proficient in applying practices related to diversity, equity, inclusion, and belonging as applicable to their school role and held accountable for their practice
- Student and staff data inform professional development offerings

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



Professional Learning

Strategies Analysis at-a-Glance

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



Professional Learning

Opportunities for Growth

Trainings are provided in limited formats and for limited levels of learning.

- Currently trainings are one-time events offered in-person
- Virtual options for observing in-person trainings
- Lack of individualization/customization to individual needs and equity-focused learning gaps

Lack of understanding of the goals and outcomes for equity-focused professional learning.

- Staff members expressed a desire for more clarity and understanding of the strategy and overarching goals of the equity professional learning in the district
- Stakeholders shared examples of trainings that were inconsistent across schools or weren't communicated in a way that felt clear

Not all personnel at SPS are participating in DEI training.

- DEI topics are introduced and discussed at staff meetings, but equity-specific trainings and Monthly Short Stops are not mandatory
- As stated by teacher, leadership, and school committee stakeholder focus group, there is a need for DEI training for all SPS staff from food service workers to school committee members to ensure a shared language and approach to equity in the district
- Staff across the district described the participants in DEI trainings as a self-selecting group and shared concerns that needed learning isn't happening for people who don't opt in



Professional Learning

Recommendations

5. Create a detailed, equity-focused Professional Development plan

- This plan should be a clear visual tool that lays out a roadmap of:
 - On-going and upcoming professional learning
 - Expected short- and long-term outcomes for all equity learning and how those expectations will be demonstrated through student, teacher, staff, and community data
 - Measurable benchmarks for district-wide learning and sources of data for tracking progress towards them
- The plan should be translated into multiple languages, shared widely with staff across the district, and be easily accessible to all stakeholders
- Set measurable goals around professional learning within each district goal area

6. Ensure equity professional learning is data-driven.

- The types of trainings offered, the topics and content covered, and the individuals targeted for learning should be determined by data collected by the district from sources such as surveys or questionnaires from staff



Professional Learning

Recommendations

7. Make foundational equity trainings mandatory for all staff.

- Stakeholders across the district described incidents of microaggressions and harmful behavior from members of the SPS community, including students, teachers, and administrators. Because of this, foundational equity trainings should be mandated for all staff and school committee members. Examples include:
 - Actively combating racism and prejudice
 - Microaggressions and implicit bias
 - Cultural competency
- Ensure mandatory trainings require evidence of learning and practical application
 - All equity trainings should have a formal expectation of collecting evidence of content learned and links to how content learned aligns with and is applied within a Universal Design for Learning framework
 - Could include lesson plans, mini-assessments, student work, or self-reflection journals
 - The district should regularly analyze and use the data collected from participants to determine strengths and improvements needed for attendees
 - This works to ensure lessons learned in equity trainings are implemented with fidelity across classrooms and schools



Professional Learning

Recommendations

8. Offer a greater variety of professional learning formats and individualized levels of learning.

- Consider the use of additional formats like self-paced web-based training or long-term facilitated courses in different SPS departments through PLCs
 - The addition of recorded DEI trainings could increase engagement and participation rates
- The district could partner with external organizations to offer online, independent learning options. Examples:
 - Courageous Conversations about Race
 - YW Boston
 - Continuing and building on existing partnership with MPY
- Develop a coaching or mentorship model for individuals who need more personalized or targeted support in growing their understanding and practice in equity work

9. Offer more role-specific DEI training that is tied to practical application.

- Leaders and teachers expressed the need for additional DEI training with practical applications for their specific roles i.e., district personnel and teachers according to subject matter
- Trainings for role-alike personnel can support and meet each group's individualized needs and provide more opportunities for tangible impact



Student Outcomes and Access to Advanced Learning Opportunities

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

Student Outcomes and Access

Strengths to Build On

Anti-discrimination work

- SPS reviewed student manuals and handbooks with an equity lens
- Starts to set expectations for anti-discriminatory behavior across the district

Importance of data

- District and school leadership is aware of the disproportionality in the discipline data
- Stakeholders shared an understanding of the importance of reviewing and utilizing data, especially with advanced learning opportunities and discipline

Partnership with the Scituate Police Department

- District leadership shared progress made with the SPD in building relationships with students



Student Outcomes and Access to Advanced Learning Opportunities

Strategies Analysis at-a-Glance

Desired Outcomes:

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

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



Student Outcomes and Access to Advanced Learning Opportunities

Strategies Analysis at-a-Glance

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



Student Outcomes and Access to Advanced Learning Opportunities

Strategies Analysis at-a-Glance

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



Student Outcomes and Access to Advanced Learning Opportunities

Strategies Analysis at-a-Glance

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



Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

Perceived inaction and implicit bias from school leaders and staff.

- Students shared instances of school administrators' interactions with BIPOC students that were perceived to be rooted in implicit bias
 - Examples included assumptions that groups of BIPOC students socializing together were ill-intentioned or “causing chaos”
- Students and district leadership spoke of instances in which the adults in schools lacked the knowledge or skills to mediate difficult conversations or address behavior in their classrooms
 - Students expressed the desire for teachers to speak up when there has been an infraction, rather than staying silent in fear of saying the wrong thing

Lack of access to extracurricular and enrichment opportunities.

- Across all stakeholder conversations, the lack of a late bus for METCO students was repeatedly cited as a major barrier to equity and access for students.
- Without free or low-cost access to transportation and programming, the district denies crucial opportunities to many students with high need.



Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

Discipline culture in SPS is perceived as punitive.

- Individuals across stakeholder groups shared the belief that the culture of discipline is punitive, especially for marginalized students
- Teachers and school-based staff shared a lack of training and tools to utilize restorative disciplinary practices

Inequities in discipline district-wide.

- BIPOC students have **5.64 times** the risk of receiving at least one disciplinary referral as all other students
- Students with an IEP have **1.94 times** the risk of receiving at least one disciplinary referral as all other students
- Low-income students have **6.05 times** the risk of receiving at least one disciplinary referral as all other students

Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

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

Student Demographic Subgroup	Percent of Students Taking the SAT
All Students	74%
White Students	74%
BIPOC Students	65%
Female Students	75%
Male Students	72%
Students with IEPs	39%
Low-Income Students	44%

Note: Totals were calculated using the number of students in 11th and 12th grade at SHS. Interpretation: "Out of all 11th and 12th graders at SHS, 74% of them took the SAT, compared to 72% of male 11th and 12th graders at SHS."

Advanced Course Completion by Student Demographics: Scituate High School (2020-21)

Student Demographic Subgroup	Percent of Students Completing Advanced Coursework
All Students	86%
White Students	87%
BIPOC Students	70%
Female Students	89%
Male Students	84%
Students with IEPs	38%
Low-Income Students	65%

BIPOC students, students with IEPs and low-income students took the SATs and completed advanced coursework at significantly lower rates than their peers in 2021 at Scituate High School.



Student Outcomes and Access to Advanced Learning Opportunities

Opportunities for Growth

There are large gaps in MCAS proficiency between student demographic groups:

Student Groups	In Comparison to...	
	All Students, grades 3-8 2020-2021 ELA	All Students, grades 3-8 2020-2021 Math
White Students	+3	+2
Students with IEPs	-38	-37
Economically Disadvantaged Students	-30	-27
Black or African American Students	-38	-42
Hispanic or Latinx Students	-28	-30
Multiracial Students	-5	+1

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

Note: The number of English Learners tested in SPS grades 3-8 was too small to report for the 2021 MCAS Assessment



Student Outcomes and Access to Advanced Learning Opportunities

Findings: MCAS Gap Analysis

Students with IEPs

- Over the 4 years analyzed:
 - 26-29% of students with IEPs were meeting or exceeding expectations on the ELA assessment
 - 18-26% of students with IEPs were meeting or exceeding expectations on the Mathematics assessment
- The proficiency rate for students with IEPs on the ELA assessment was unchanged from 2019 to 2021 (26%)
 - The all-students proficiency rate fell by 7 percentage points in that same time
- The proficiency rate for students with IEPs on the Mathematics assessment fell by 5 percentage points from 2019 to 2021
 - The all-students proficiency rate fell by 9 percentage points in that same time

English Learners *(Note: The number of ELs tested in SPS grades 3-8 was too small to report for the 2021 MCAS Assessment)*

- Over the 3 years analyzed:
 - Only 18-20% of ELs were meeting or exceeding expectations on the ELA assessment
 - Only 20-30% of ELs were meeting or exceeding expectations on the Mathematics assessment
 - The proficiency rate for ELs were, on average, 39 percentage points lower than the all-students rate on the Mathematics assessment

Student Outcomes and Access to Advanced Learning Opportunities

Findings: MCAS Gap Analysis

Black or African American Students *(Note: The number of Black or African American students tested in SPS grades 3-8 was too small to report for the 2021 MCAS Assessment)*

Over the 3 years analyzed:

- The ELA proficiency rates for Black or African American students fell from 47% in 2018 to 26% in 2021
 - The proficiency gap on the ELA assessment between all students and Black students has grown from 25 points in 2018 to 38 points in 2021
- The proficiency rate for Black students on the Mathematics fell from 33% in 2018 to 16% in 2021
 - The proficiency gap between all students and Black students on the Mathematics assessment has grown from 30 points in 2018 to 42 points in 2021

Hispanic or Latinx Students

Over the 4 years analyzed:

- The proficiency rate for Hispanic students on the ELA assessment dropped from 54% in 2017 to 36% in 2021
 - In 2021 there was a 28 percentage points gap in proficiency rates between Hispanic students and all students on the ELA assessment
- The proficiency rate for Hispanic students on the Mathematics assessment had climbed from 31% in 2017 to 50% in 2019
 - From 2019 to 2021, the proficiency rate for Hispanic students fell 22 percentage points (from 50% to 28%)
 - In 2021 there was a 30 percentage points gap in proficiency rates between Hispanic students and all students on the Mathematics assessment



Student Outcomes and Access to Advanced Learning Opportunities

Findings: MCAS Gap Analysis

Asian Students *(Note: The number of Asian students tested in SPS grades 3-8 was too small to report for the 2021 MCAS Assessment)*

- On the ELA assessment, Asian students have been making gains in proficiency, from 63% in 2017 to 84% in 2019.
 - The Asian students ELA proficiency rate was 13 percentage points higher than the all-student proficiency rate of 71% in 2019.
- Similarly on the mathematics assessment, Asian students have been making gains in proficiency, from 68% in 2017 to 83% in 2019.
 - The Asian student's proficiency rate was higher than the all-student proficiency rate over the three years analyzed.

Multiracial Students (Two or more races)

- Prior to Covid-19, multiracial students' proficiency rate on the ELA assessment had surpassed the all-student proficiency rate by 1 percentage point in 2019.
 - These gains were lost between 2019 and 2021. The percentage of multiracial students demonstrating ELA proficiency fell by 13-percentage points, a bigger drop than the all-students decline of 7-percentage points
- On the mathematics assessment, the proficiency gap between multiracial students and all students has been decreasing consistently each year
 - In 2021, 59% of multiracial students demonstrate proficiency on mathematics, mirroring 58% of all-students tested. This is a remarkable increase in proficiency rate for multiracial students, from 37% proficient in 2017.



Student Outcomes and Access to Advanced Learning Opportunities

Recommendations

10. Deepen and consistently utilize Equity-Focused Student Data Reports.

Build on the developing work of district and school leaders by expanding the use of disaggregated student data to inform strategies for improvement across all aspects of student outcomes and access (e.g., achievement, advanced coursework participation, absenteeism, IEP assignments, discipline, extracurricular participation).

- Expand the expectations of staff members who are expected to engage with these reports to include all classroom-based and other student-facing staff.
- Utilize this data to monitor the identification/classification of students as needing an IEP and ensure that no student group is disproportionately represented.
- Explicit expectations and accountability for all staff for consistency of utilization and engagement
- Include a catalogue and analysis of family requests around student placement in advanced courses.

11. Create and implement district-wide discipline guidance. Essential elements:

- Clear and consistent consequences for bullying and harassment
- Training on identifying incidents to respond to
- Explicit expectations and accountability for all staff for consistency of implementation
- Develop and communicate stated codes of conduct with clear expectations and consequences for discrimination, racism, homophobia, transphobia, or any other form of hate speech



Student Outcomes and Access to Advanced Learning Opportunities

Recommendations

12. Provide professional learning on equitable practices for student outcomes and the importance of high expectations.

- It is imperative that teachers hold high expectations for each of their students and believe that each student can achieve and succeed in their classroom.
- Help all staff to understand implicit bias and learn ways to counter bias in recommending students for advanced learning or programming and in referring and assigning students to IEPs.

13. Establish consistent processes for placement in upper-level classes.

- Develop an upper-level course determination process that is grounded in equity and student support and based in established measurements of readiness and success.
- Share the process widely in accessible formats to all families and students.
- Include and communicate a clear process and expectations for advocacy from students and families regarding placement.

14. Lower barriers to access for all students.

- Provide a late bus for both Scituate and Boston residents to allow for more equitable access to enrichment opportunities and academic supports that are currently inaccessible to many students.
- Review before and after school programming at all levels to ensure that all events are available free of cost to qualifying families and transportation is provided.
- Develop a communications strategy specifically for families with historically limited access to ensure information about opportunities is shared clearly and frequently.



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

Risk Ratio Analysis: Disproportionality in IEP Assignments

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

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

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

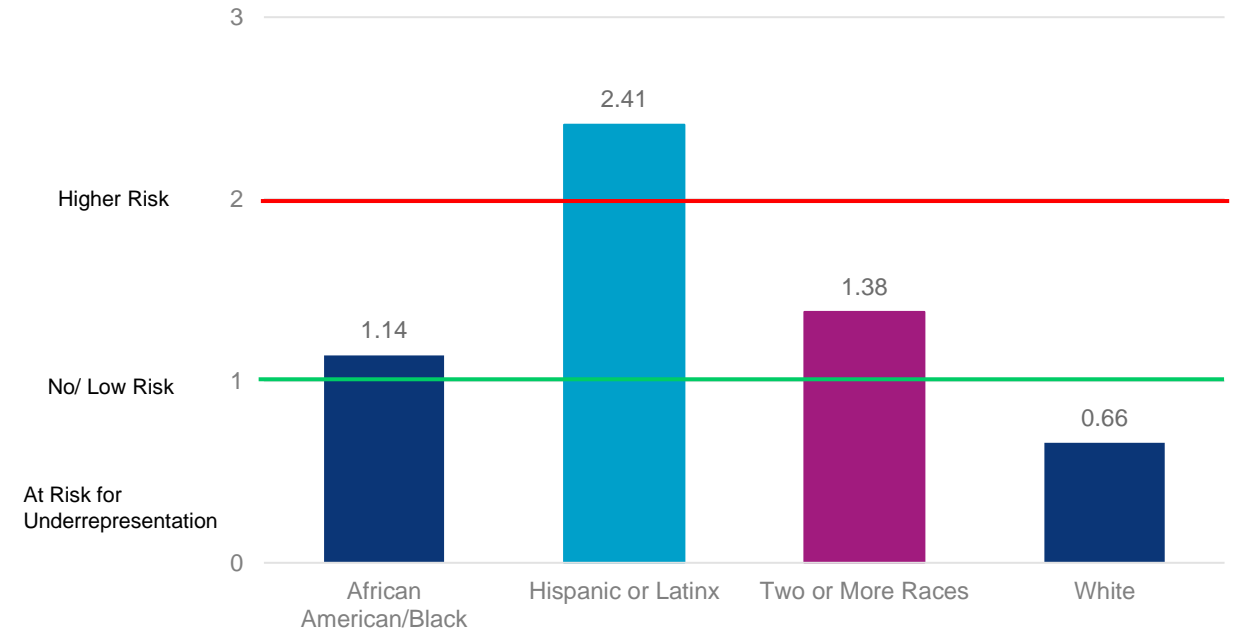
IEP Assignment by Race: District Wide

Race	All Students	Students with IEPs
Black or African American	64	13
Hispanic or Latinx	65	27
Two or More Races	78	19
White	2,559	437
Total	2,788	496

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

- African American or Black students are **1.14 times** as likely to have an IEP as all other students.
- Hispanic or Latinx students are **2.41 times** as likely to have an IEP as all other students.
- Students of two or more races are **1.38 times** as likely to have an IEP as all other students.
- White students are **0.66 times** as likely to have an IEP as all other students.

IEP Assignment Risk Ratio by Race: 2021-22



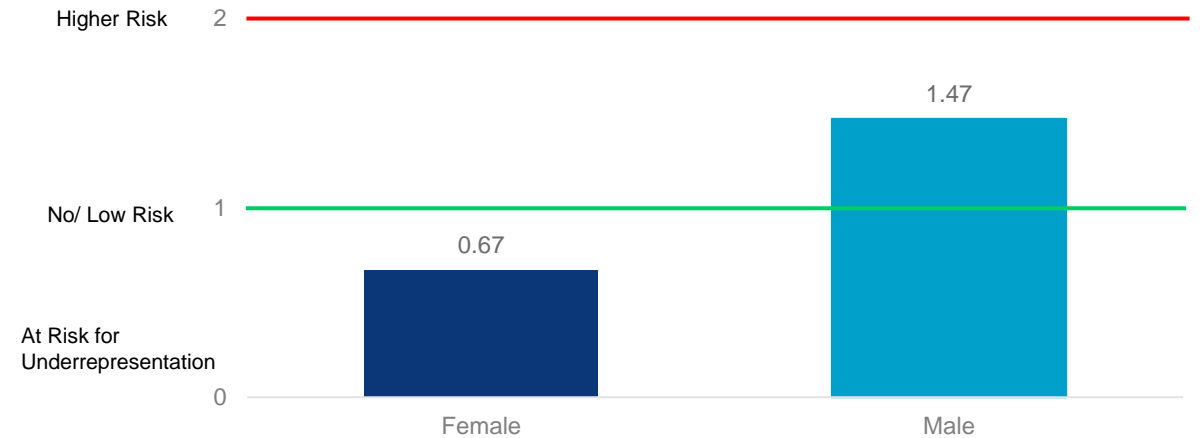
IEP Assignment by Gender: District Wide

Gender	All Students	Students with IEPs
Female	1,373	195
Male	1,408	298
Total	2,788	496

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

- Students identified as male are **1.47 times** as likely to have an IEP as all other students.
- Students identified as female are **0.67 times** as likely to have an IEP as all other students.

IEP Assignment Risk Ratio by Gender: 2021-22

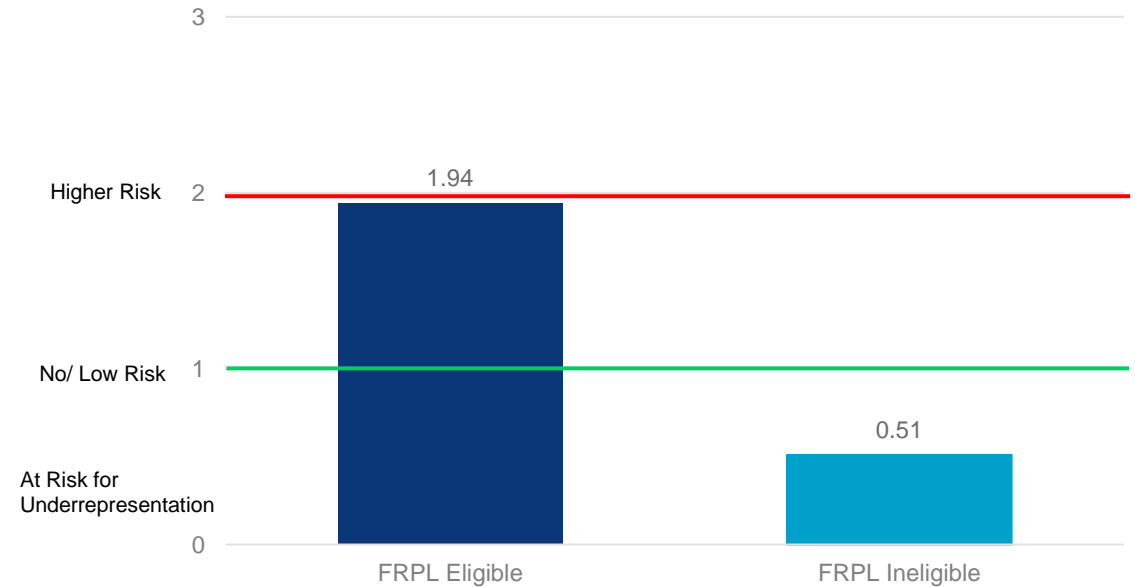


IEP Assignment by Income Status: District Wide

Income Status	All Students	Students with IEPs
FRPL Eligible	289	91
FRPL Ineligible	2,499	405
Total	2,788	496

- FRPL eligible students are **1.94 times** as likely to have an IEP as all other students.
- FRPL ineligible students are **0.51 times** as likely to have an IEP as all other students.

IEP Assignment Risk Ratio by Income Status: 2021-22

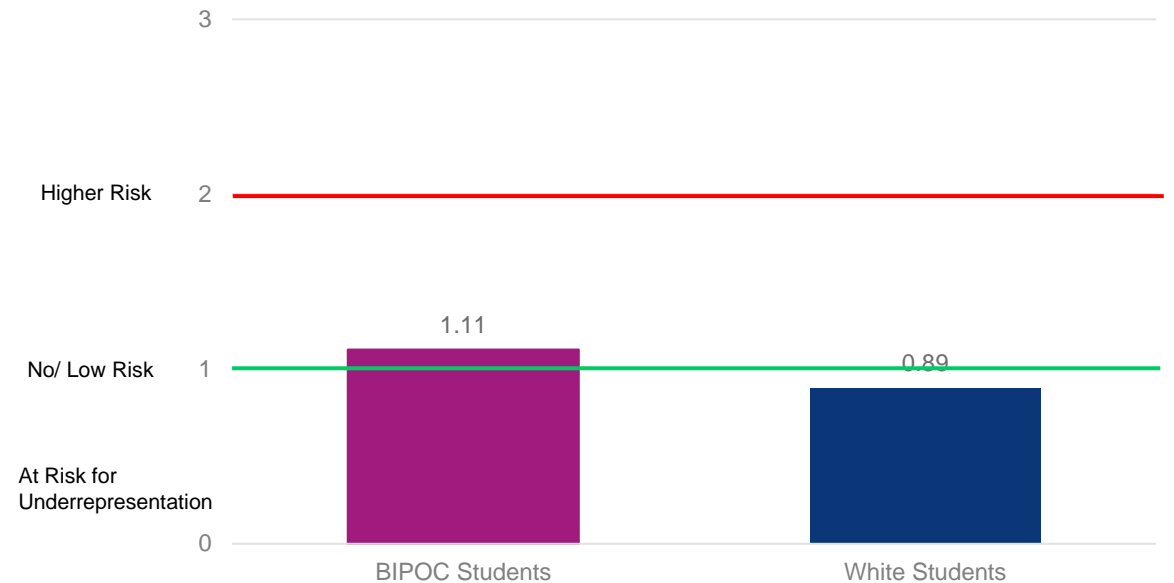


IEP Assignment by Race: Pre-K and Elementary

Race	All Students	Students with IEPs
BIPOC Students	99	22
White	1,238	246
Total	1,337	268

- BIPOC students are **1.11 times** as likely to have an IEP as all other Pre-K and Elementary students.
- White students are **0.89 times** as likely to have an IEP as all other Pre-K and Elementary students.

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

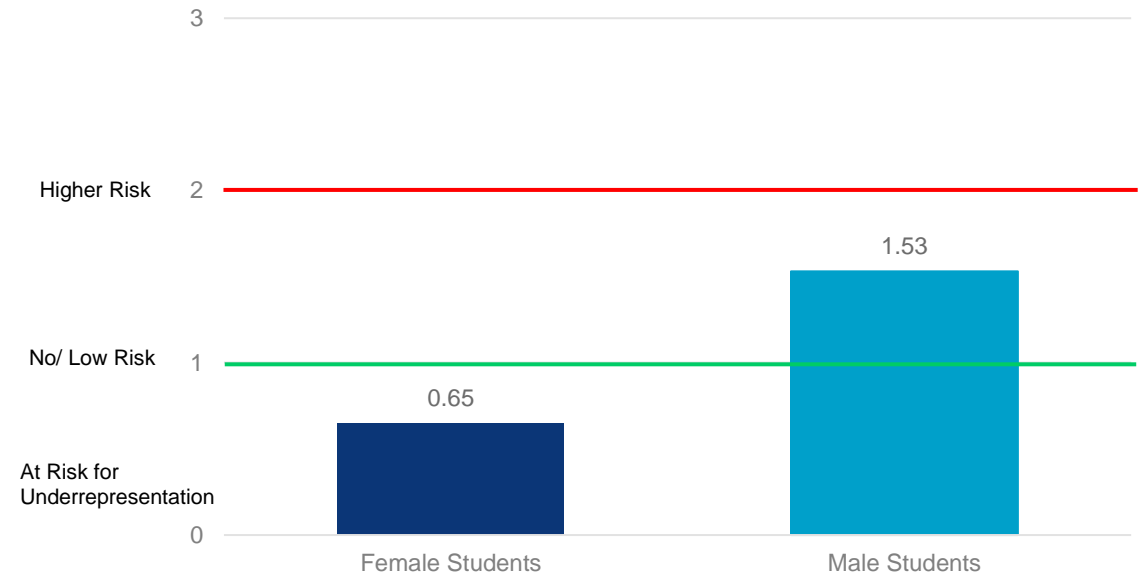


IEP Assignment by Gender: Pre-K and Elementary

Gender	All Students	Students with IEPs
Female	670	106
Male	667	162
Total	1,337	268

- Students identified as male are **1.53 times** as likely to have an IEP as all other Pre-K and Elementary students.
- Students identified as female are **0.65 times** as likely to have an IEP as all other Pre-K and Elementary students.

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

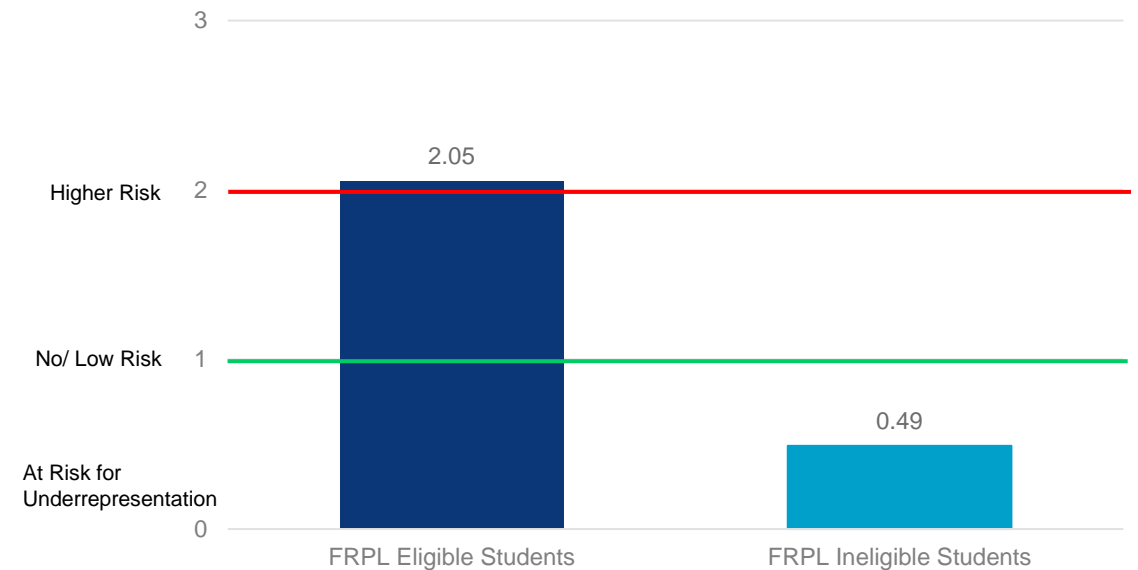


IEP Assignment by Income Status: Pre-K and Elementary

FRPL Status	All Students	Students with IEPs
FRPL Eligible	114	43
FRPL Ineligible	1,223	225
Total	1,337	268

- FRPL eligible students are **2.05 times** as likely to have an IEP as all other Pre-K and Elementary students.
- FRPL ineligible students are **0.49 times** as likely to have an IEP as all other Pre-K and Elementary students.

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

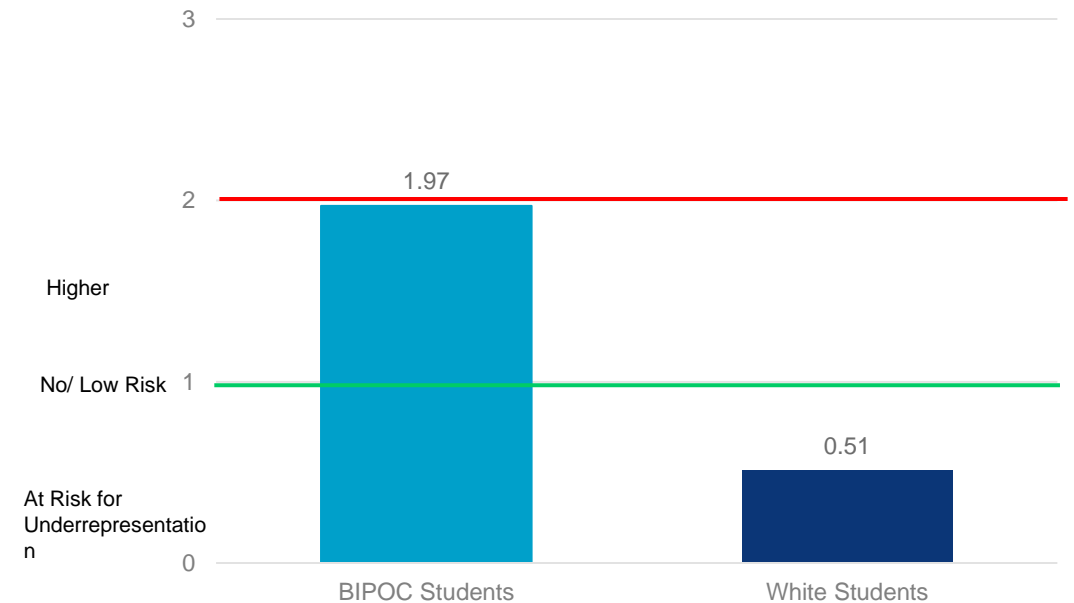


IEP Assignment by Race: Middle and High School

Race	All Students	Students with IEPs
BIPOC Students	130	37
White	1,321	191
Total	1,451	228

- BIPOC students are **1.97 times** as likely to have an IEP as all other Middle and High School students.
- White students are **0.51 times** as likely to have an IEP as all other Middle and High School students.

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



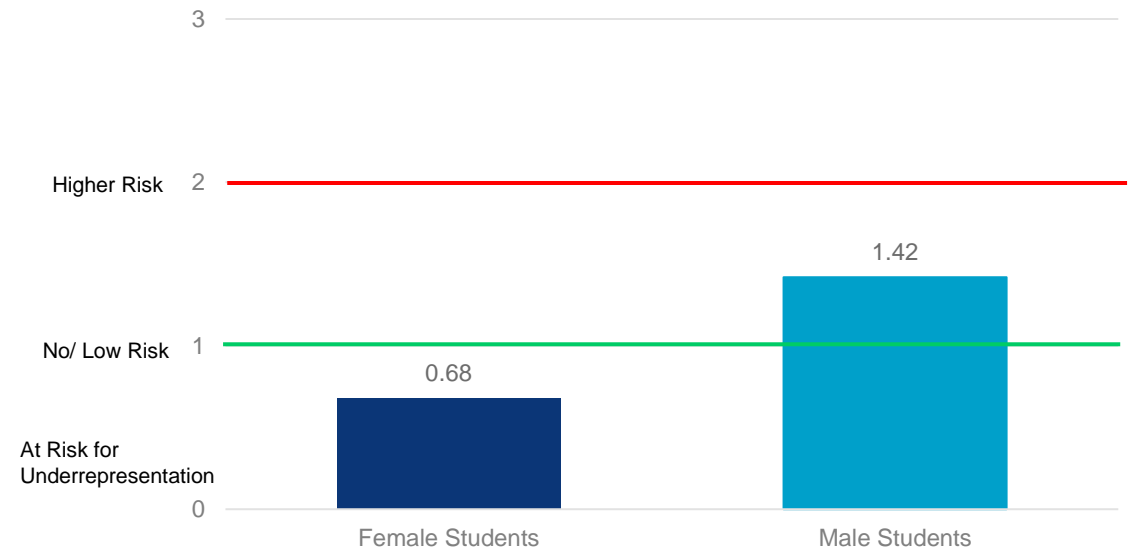
IEP Assignment by Gender: Middle and High School

Gender	All Students	Students with IEPs
Female	703	89
Male	741	136
Total	1,451	228

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

- Students identified as male are **1.42 times** as likely to have an IEP as all other Middle and High School students.
- Students identified as female are **0.68 times** as likely to have an IEP as all other Middle and High School students.

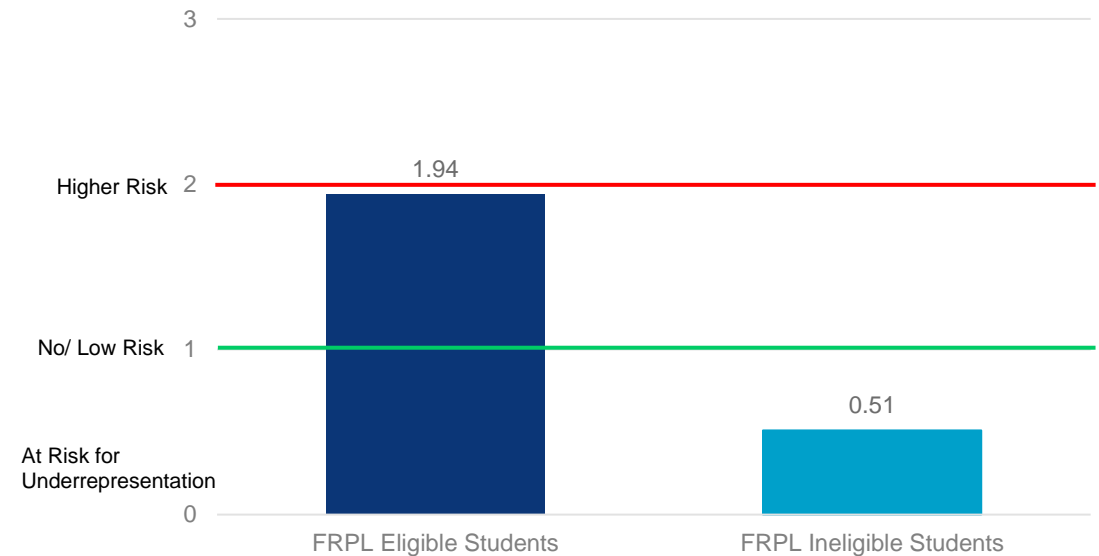
IEP Assignment Risk Ratio by Gender (Middle and High School): 2021-22



IEP Assignment by FRL Status: Middle and High School

FRPL Eligible	All Students	Students with IEPs
FRPL Eligible	175	48
FRPL Ineligible	1,276	180
Total	1,451	228

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



- Economically disadvantaged students are **1.94 times** as likely to have an IEP as all other Middle and High School students.
- Non-economically disadvantaged students are **0.51 times** as likely to have an IEP as all other Middle and High School students.



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

Risk Ratio Analysis: Disproportionality in Student Discipline

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

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

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

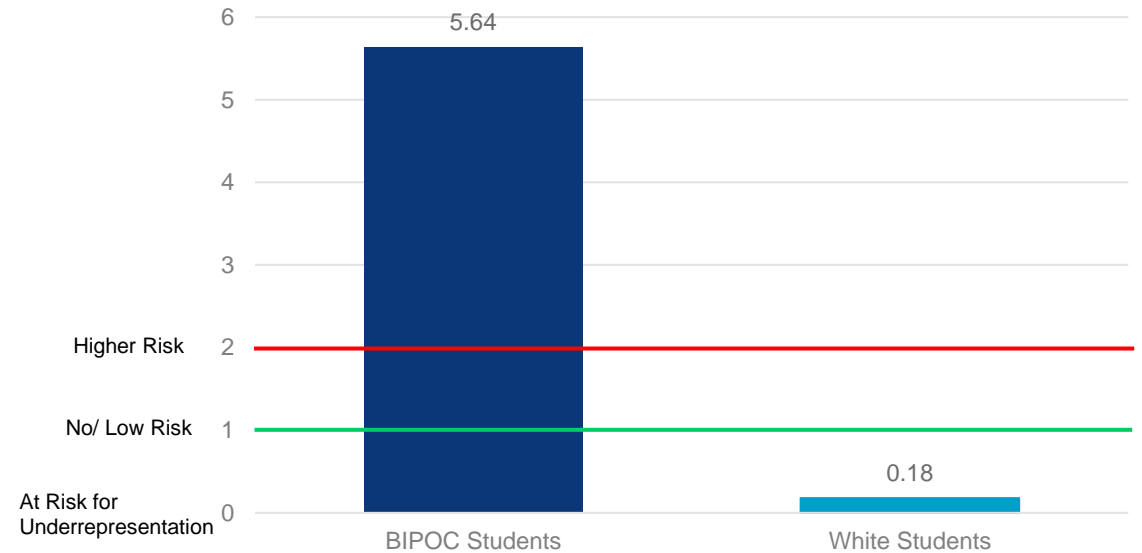
Disciplinary Referrals by Race: District Wide

The data used in this section encompasses all disciplinary referrals collected in the Massachusetts School Safety Discipline Report (SSDR) including, but not limited to, bullying, physical fighting, vandalism, theft, possession of illegal substances or weapons, non-criminal and non-violent offenses.

Race	All Students	Students with Disciplinary Referrals
BIPOC Students	229	12
White Students	2,583	24
Total	2,812	36

- BIPOC students are **5.64 times** as likely to have been disciplined as all other students.
- White students are **0.18 times** as likely to have been disciplined as all other students.

Disciplinary Risk Ratio by Race: 2021-22



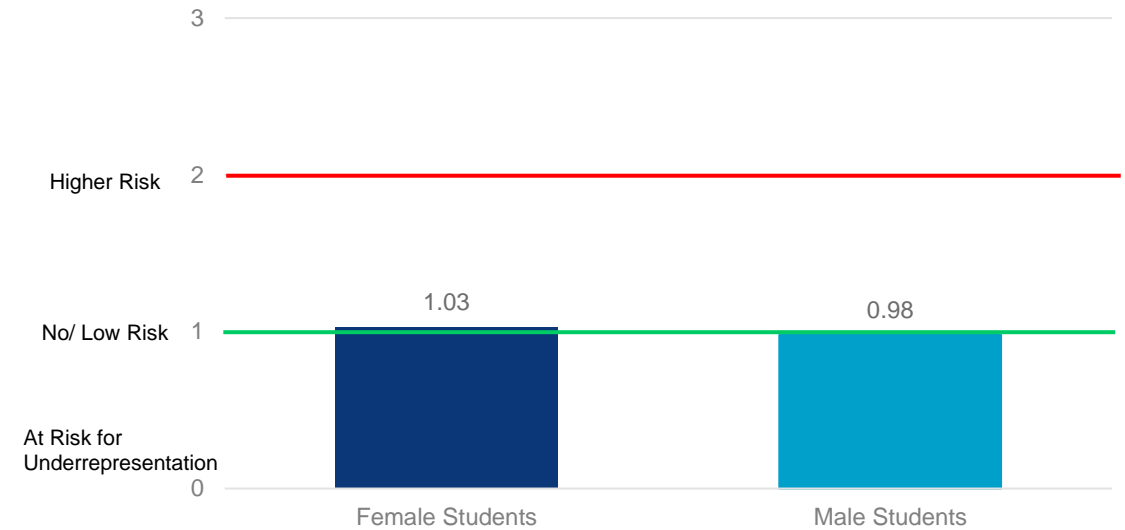
Disciplinary Referrals by Gender: District Wide

Gender	All Students	Students with Disciplinary Referrals
Female	1,385	18
Male	1,419	18
Total	2,812	36

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

- Female students are **1.03 times** as likely to have been disciplined as all other students.
- Male students are **0.98 times** as likely to have been disciplined as all other students.

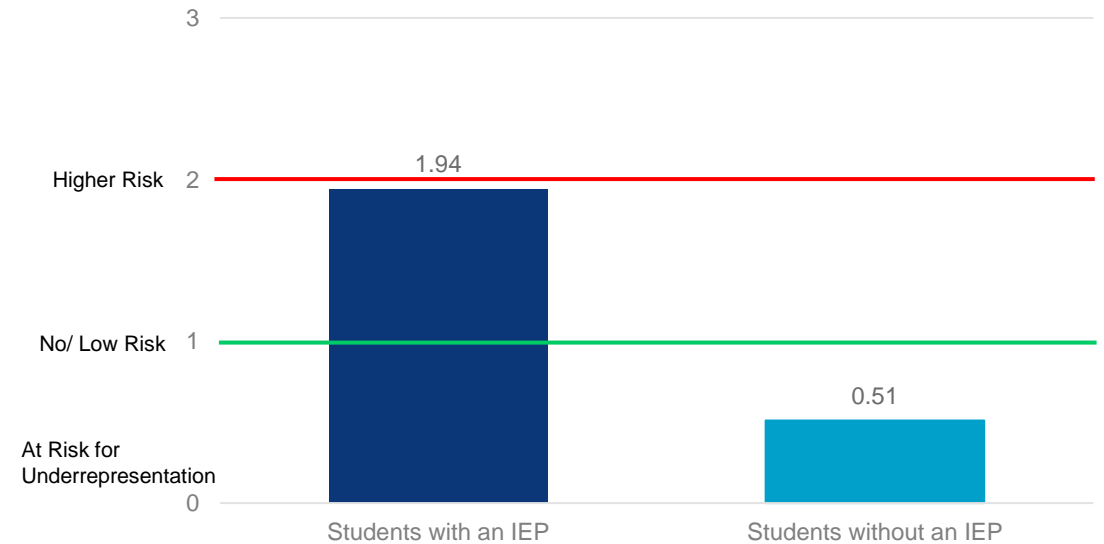
Disciplinary Risk Ratio by Gender: 2021-22



Disciplinary Referrals by IEP Status: District Wide

IEP Status	All Students	Students with Disciplinary Referrals
Students with an IEP	520	11
Students without an IEP	2,292	25
Total	2,812	36

Disciplinary Risk Ratio by IEP Status: 2021-22



- Students with an IEP are **1.94 times** as likely to have been disciplined as all other students.
- Students without an IEP are **0.51 times** as likely to have been disciplined as all other students.

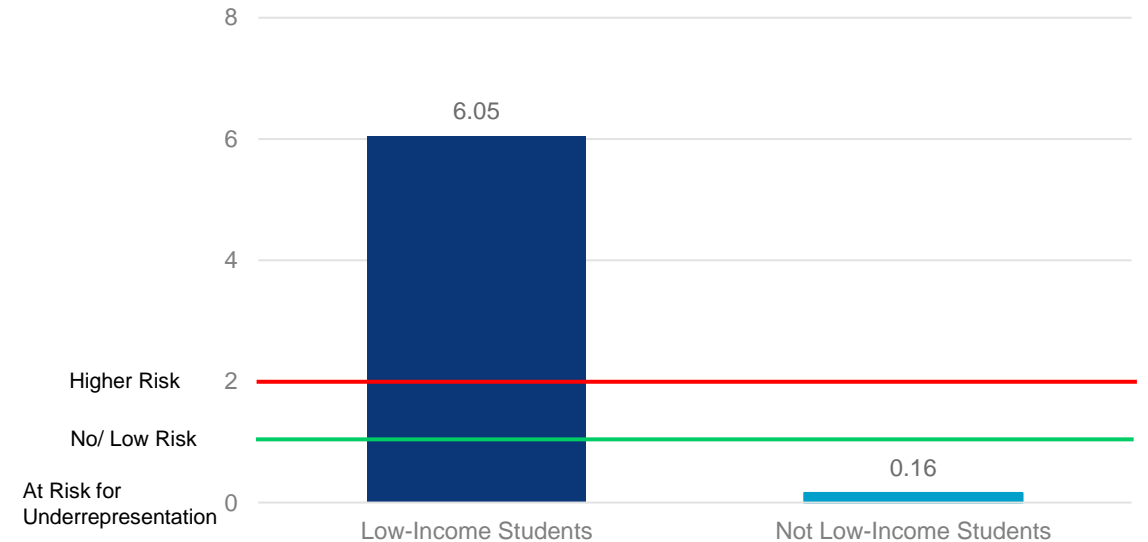


Disciplinary Referrals by Income Status: District Wide

Income Status	All Students	Students with Disciplinary Referrals
Low-Income Students	399	18
Not-Low Income Students	2,413	18
Total	2,812	36

- Low-income students are **6.05 times** as likely to have been disciplined as all other students.
- Not-low-income students are **0.16 times** as likely to have been disciplined as all other students.

Disciplinary Risk Ratio by Income Status: 2021-22



Disciplinary Referrals by Student Demographics: District Wide

Proportion of Total Disciplinary Referrals by Student Demographics: 2021-22

Student Demographic Subgroup	Percent of Student Body	Percent of All Disciplinary Referrals
BIPOC Students	8%	33%
White	92%	67%
Female	49%	50%
Male	51%	50%
Students with IEPs	18%	30%
Low Income Students	14%	50%

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

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

MCAS Gap Analysis

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

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

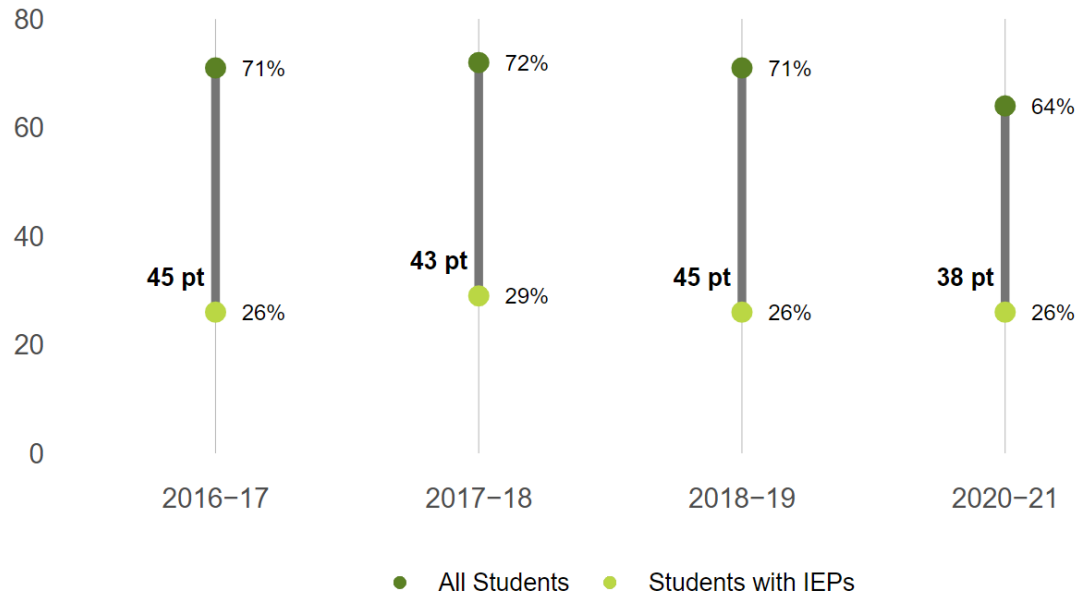
Data was retrieved from profiles.doe.mass.edu and is aggregated across grades 3-8 for the following school years: 2016-17, 2017-18, 2018-19, 2020-21. The MCAS was not administered in 2019-20 due to the Covid-19 pandemic and therefore could not be included in analysis.

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

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

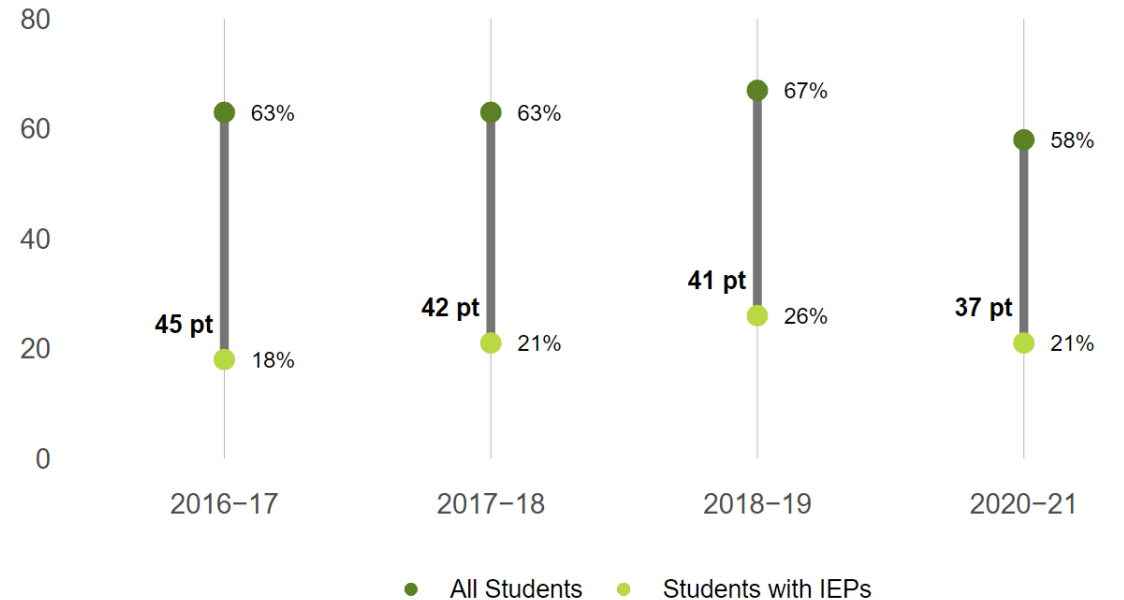
MCAS Gap Analysis: Students with IEPs

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



Source: profiles.doe.mass.edu

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

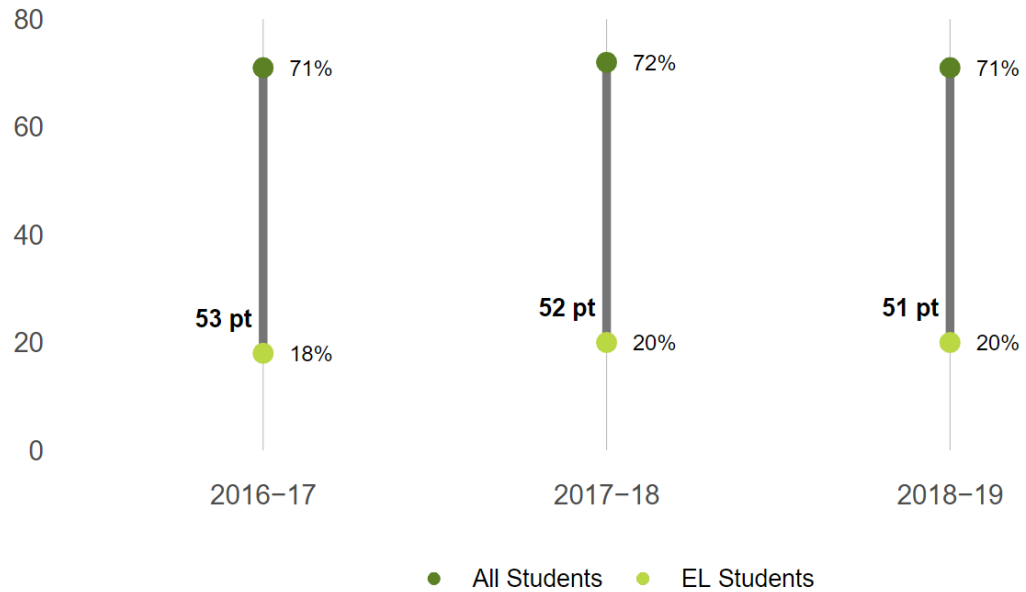


Source: profiles.doe.mass.edu



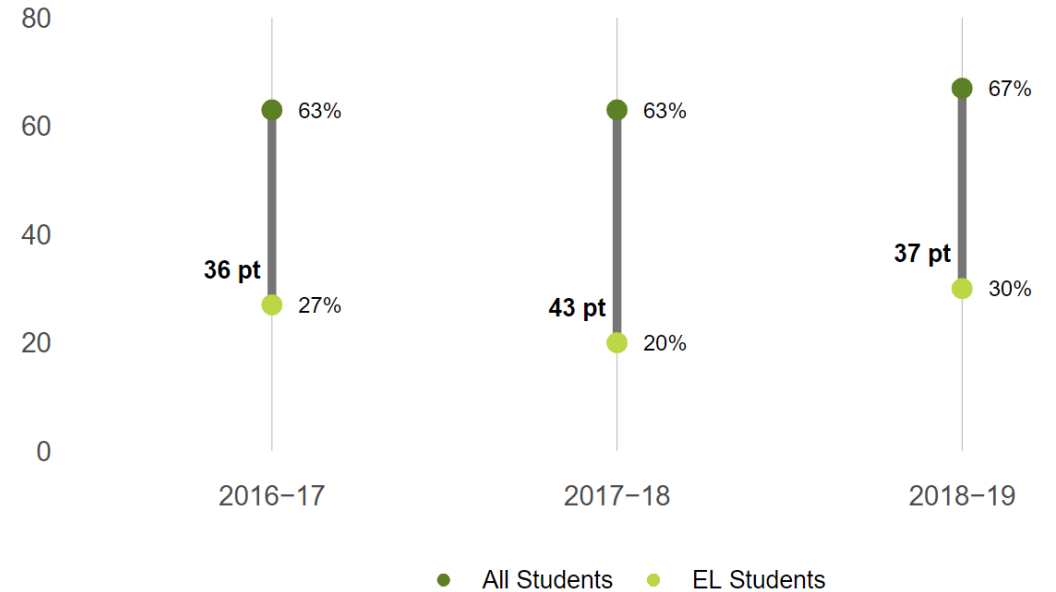
MCAS Gap Analysis: EL Students

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



Source: profiles.doe.mass.edu

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

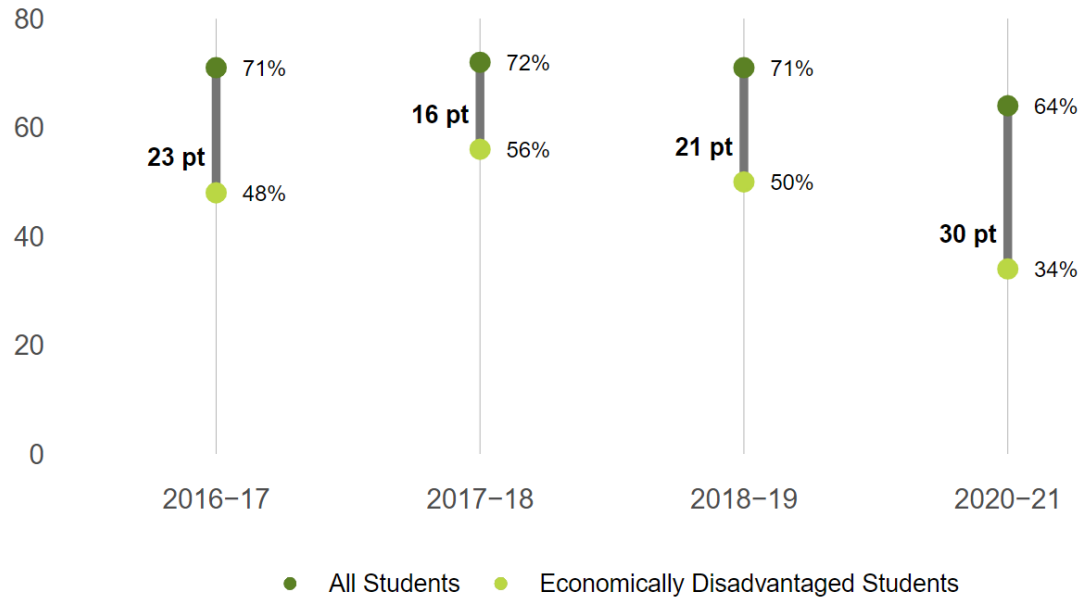


Source: profiles.doe.mass.edu



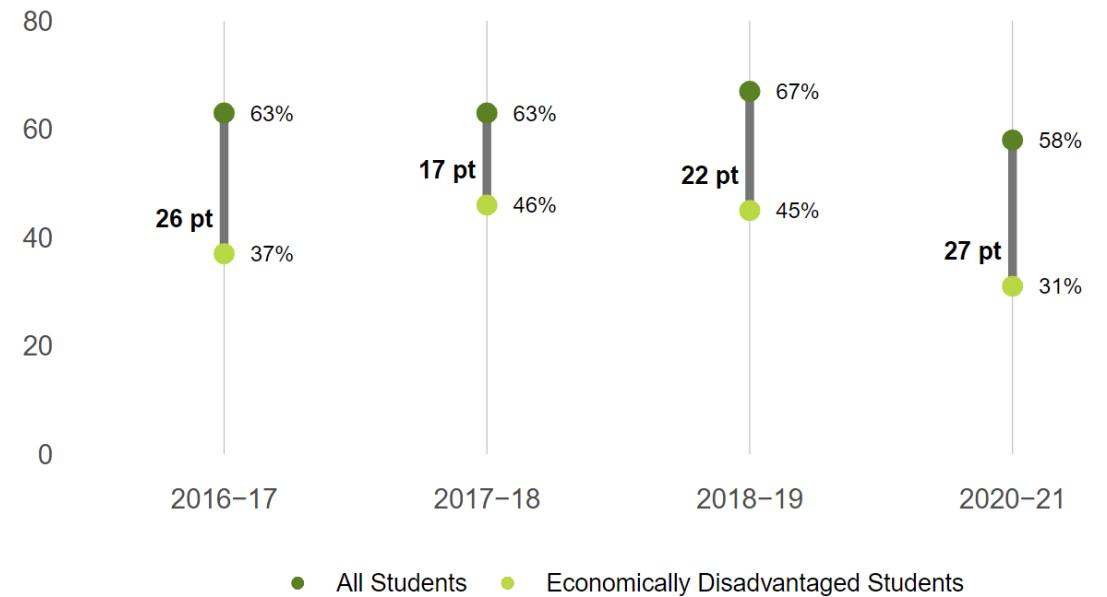
MCAS Gap Analysis: Economically Disadvantaged Students

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



Source: profiles.doe.mass.edu

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

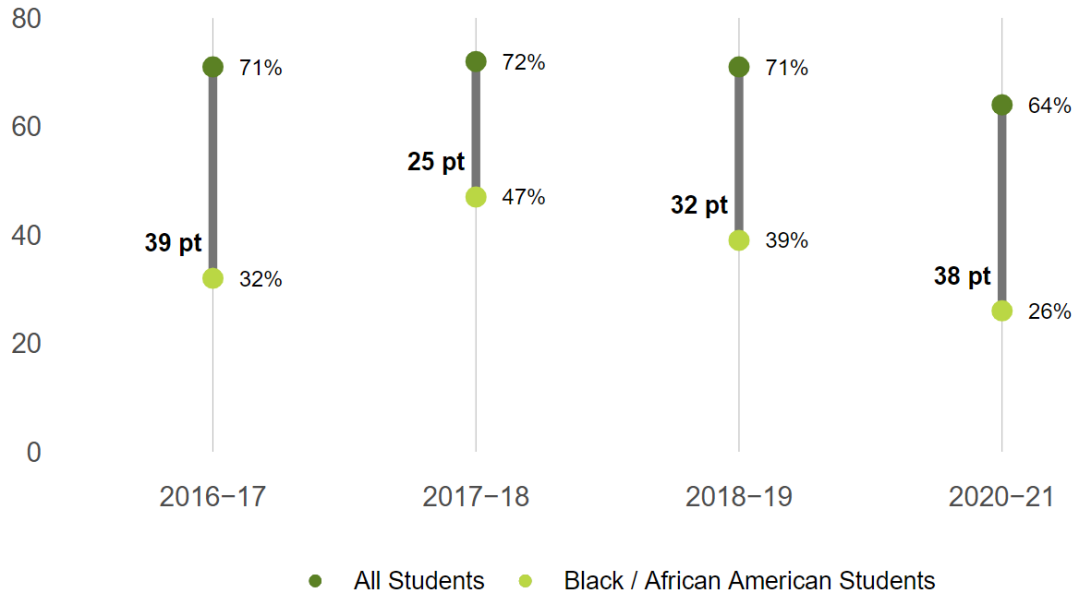


Source: profiles.doe.mass.edu



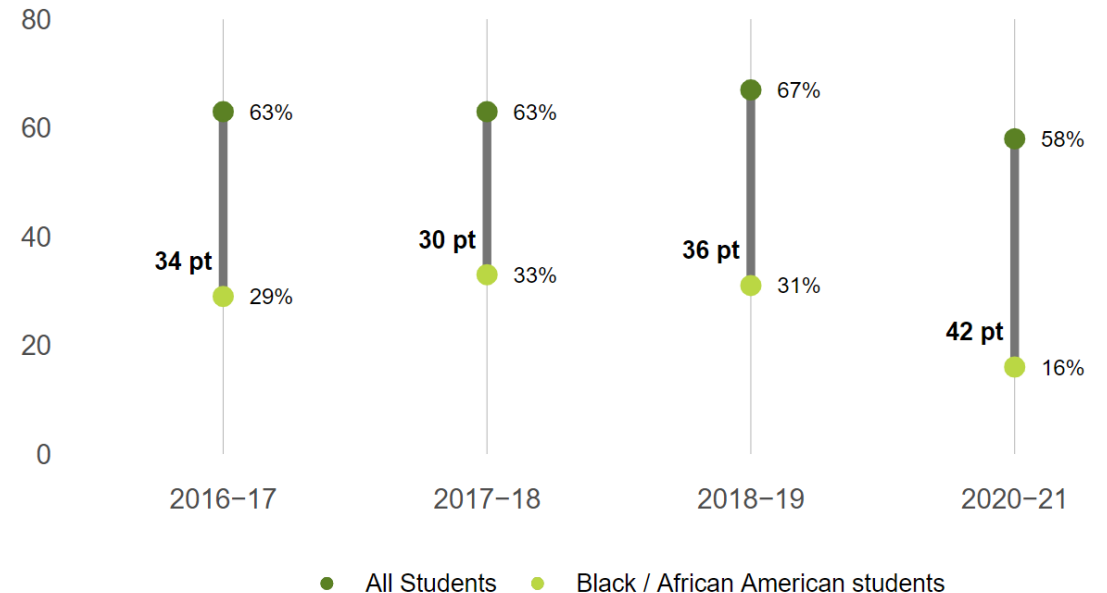
MCAS Gap Analysis: Black and African American Students

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



Source: profiles.doe.mass.edu

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

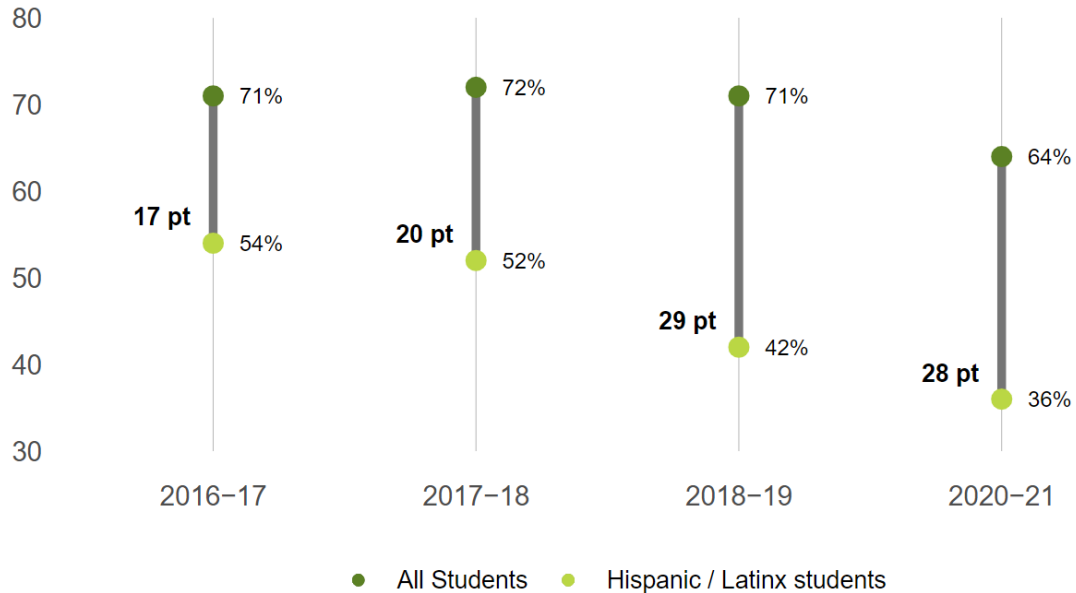


Source: profiles.doe.mass.edu



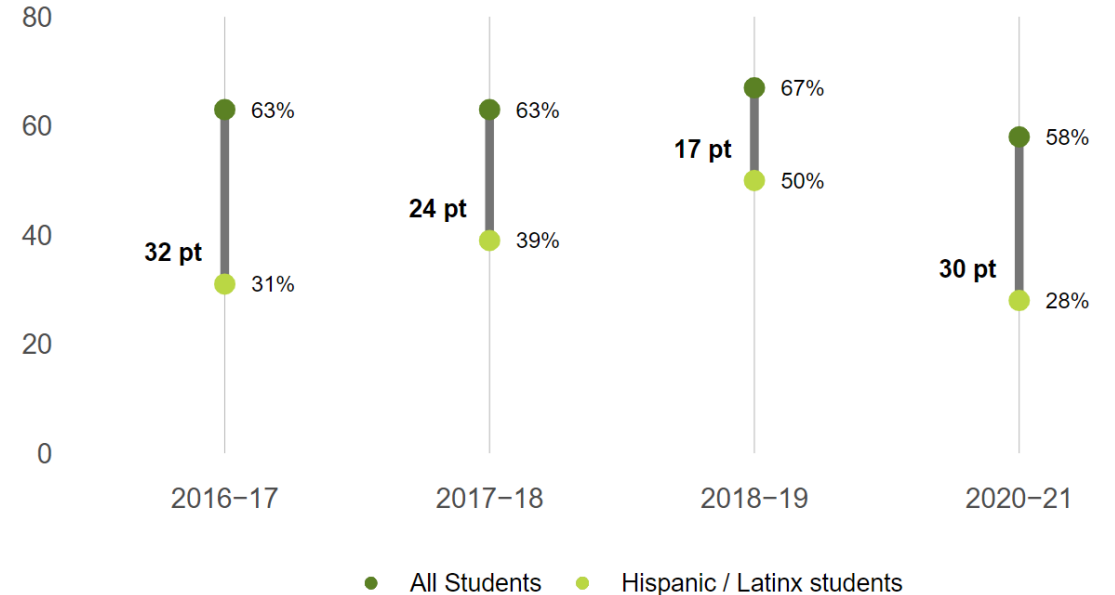
MCAS Gap Analysis: Hispanic and Latinx Students

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



Source: profiles.doe.mass.edu

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

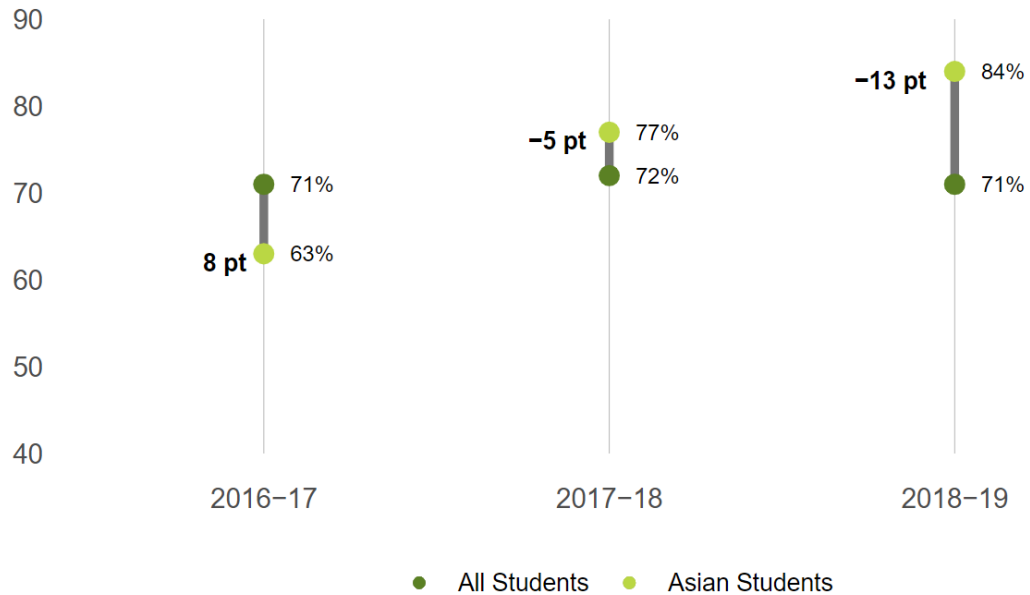


Source: profiles.doe.mass.edu



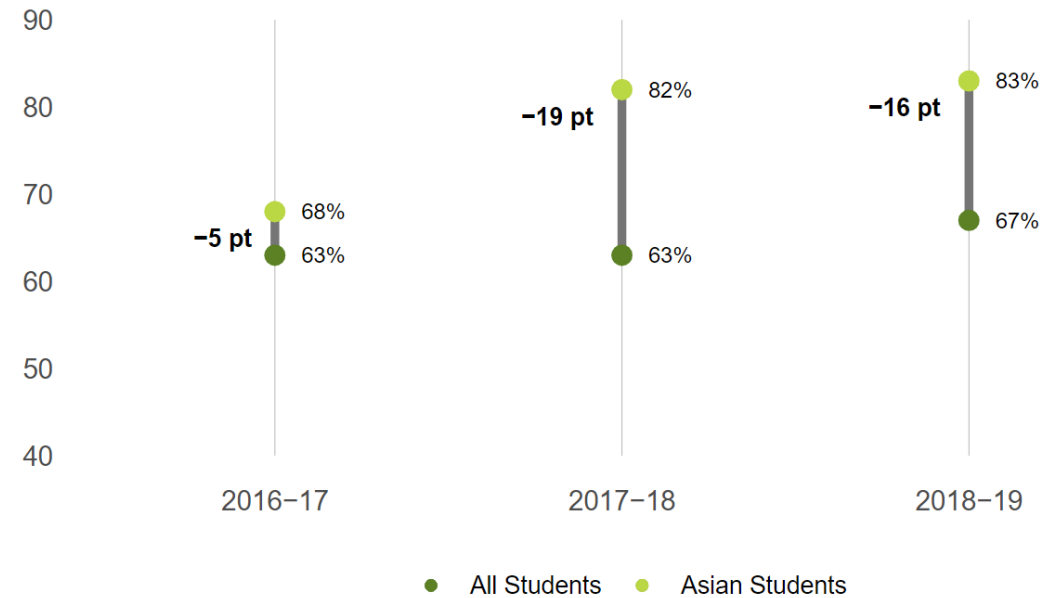
MCAS Gap Analysis: Asian Students

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



Source: profiles.doe.mass.edu

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

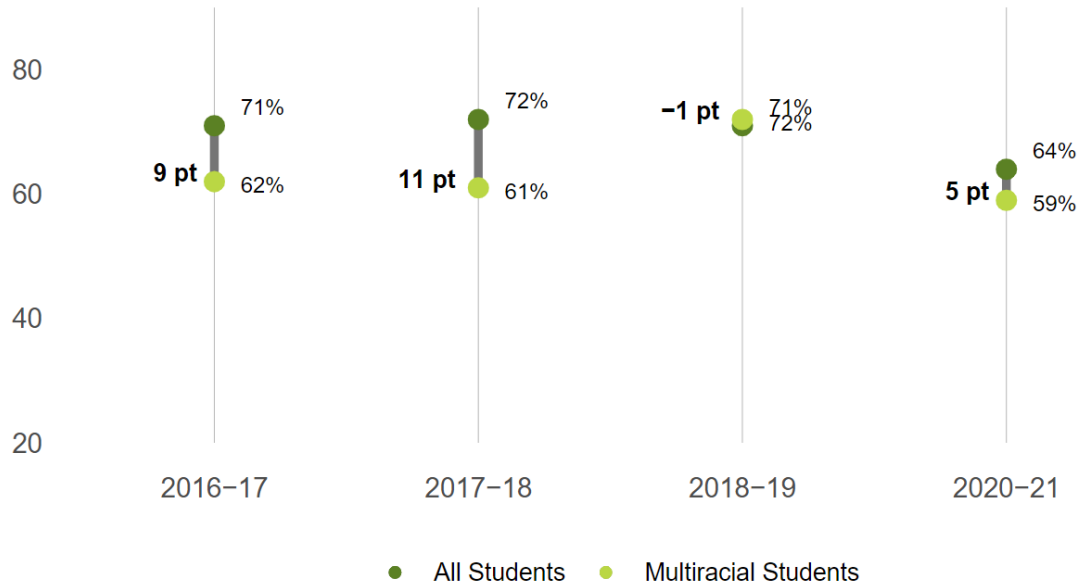


Source: profiles.doe.mass.edu



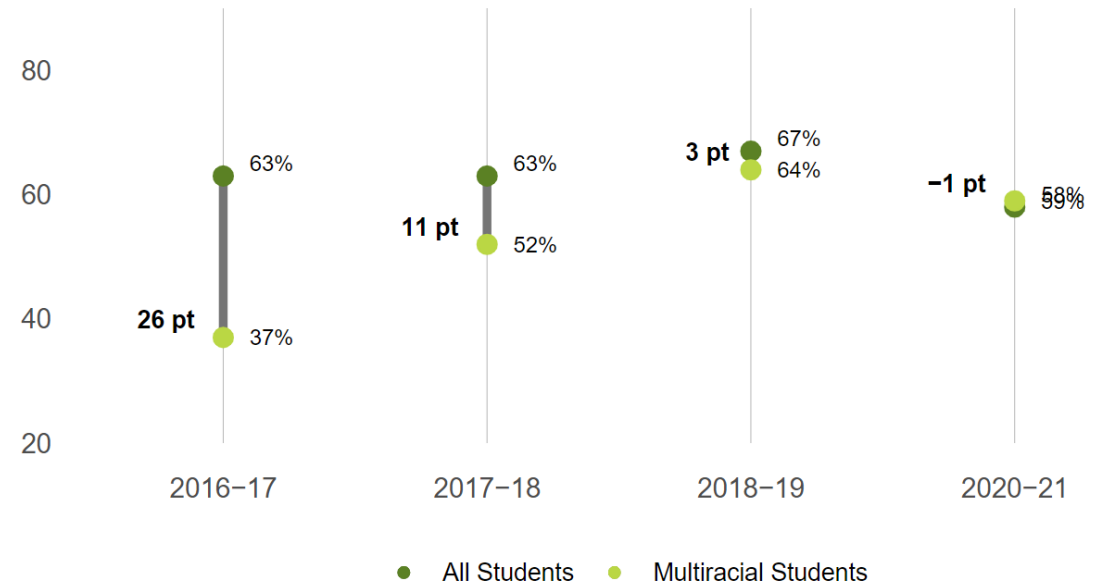
MCAS Gap Analysis: Multiracial Students

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



Source: profiles.doe.mass.edu

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



Source: profiles.doe.mass.edu



Family and Community Engagement

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

Family and Community Engagement

Strengths to Build On

Families feel welcomed at SPS.

- According to family focus group participants, families feel encouraged to be part of the SPS school community and are encouraged to attend SPS activities and school events

Cultural events and activities provide opportunities for families to engage with SPS and one another.

- “This is Our House” is a welcome back event to celebrate students and their uniqueness. Participation provides families an opportunity to learn about other cultures while highlighting their own cultural identity
- Additional inclusive community events include PRIDE Month Open Mic contest and the Juneteenth celebration
- Further, in-school cultural activities also provide families with more cultural awareness such as “Cultural Cuisine,” an addition to the school dining options to include various types of cuisine

SPS provides several means of communication.

- SPS currently communicates with families via the Superintendent’s monthly newsletter, direct phone calls, SPS website (ADA compliant), text applications, weekly cable show, school committee meetings, community events, podcasts, LIT line, and principal newsletters
- Teachers and guidance counselors also connect with families through parent conferences and open house events

Family and Community Engagement

Strengths to Build On

SPS offers translation services.

- SPS currently offers translation services for various forms of communication e.g., letters from schools, website, text messaging
- SPS sent a home language survey to families asking for languages spoken at home to begin compiling services needed for families. SPS now has a list of families who require and are provided translation services.

Families participate in various roles in SPS.

- Roles families shared include: volunteers, collaborators in various committees such as School Council and school-based parent teacher organizations.

Families can provide input as sources of knowledge and not passive recipients of information.

- Family membership in certain groups allow families to provide information on their experiences and thoughts which helps to create trust between families and SPS
 - School PTOs request parent's thoughts in planning school activities
 - LITPAG asks parents to "provide perspective and insight" to DE&I within SPS
- Parents as co-creators allows for more opportunities for parent-voice.

Family and Community Engagement

Strategies at-a-Glance

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

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



Family and Community Engagement

Opportunities for Growth

- Families **perceive resistance when attempting to or inquiring about special education services or student data** such as academic or SEL progress.
- Families desire **more two-way communication** with SPS leadership. According to families, while opportunities exist to provide and receive information, the current platforms are often one-sided in which the families are either given information without an opportunity for dialogue, i.e., district newsletters or families provide feedback without the opportunity for SPS to respond, i.e., school committee meetings.
- **Additional opportunities are needed for engagement at different times** to meet the needs of **families with 2-working parent households**. Family focus groups respondents mentioned a desire to engage in activities but were not able to because of work constraints. Specific suggestions included offering events on a rotational basis, i.e., Coffee Chats in the morning one month, and then in the evening the next month.
- **New methods for engaging families to the district**. Stakeholders mentioned several methods of engagement, such as volunteering at community events, but are in need of new ways to engage families who are new to the district and community.

Family and Community Engagement

Recommendations

15. Create more awareness for DEI and equity concepts at SPS. Because SPS provides extensive communication regarding DEI initiatives, family concerns regarding a lack of understanding of “what the DEI Director does” may be rooted in a lack of understanding of how DEI work affects families and their students.

- As described by school leadership, an SPS area of improvement is to “do a better job communicating to families what is being done because work can be misinterpreted.”
 - Specific information can be provided on the school website to describe how DEI is infused in all aspects of Scituate
 - Teachers and all other staff should include equity in all information and communications e.g., curriculum, SEL practices, supports offered, and classroom learning
- Awareness campaigns can help families see how equity is part of all aspects of SPS and understand its importance. Potential topics could include explaining and celebrating the district’s equity vision and celebrating the diversity of the SPS community
- The district could launch projects and events across schools for families to highlight their own cultural identities and open dialogue in a more open setting
 - Could work to mitigate the fear or feelings of being uncomfortable talking about race that were shared in stakeholder focus groups

Family and Community Engagement

Recommendations

16. Increase accessibility to SPS staff and information.

- Create two-way communication systems for more direct and intentional communication between families and teachers
- SPS should create spaces in which families can provide information, knowledge, and feedback to SPS directly and ensure this feedback is discussed and responded to in a timely manner. Some examples:
 - Teachers can send home a survey asking questions about students' non-academic characteristics, i.e., hobbies, learning styles, interests, pet-peeves, etc. to help families and students educate teachers as well as create greater connections between teachers and students.
 - The survey can be revisited and updated quarterly and used during parent/caregiver conferences to foster relationships between teachers, families, and students
 - Family participants mentioned a former practice of an open Q&A in which families were provided an opportunity for two-way communication.
 - SPS Q&A sessions can be reinstated with additional parameters, i.e., specific topics are discussed in smaller settings
 - Limit the number of families per meeting to ensure voices are heard

Family and Community Engagement

Recommendations

17. Continue and expand opportunities for families to participate at their preferred level of engagement.

Families shared the perception that currently family engagement in the district caters to families with one working parent/caregiver and one stay at home parent/caregiver and several stakeholders mentioned work and time as a barrier to engagement.

- The district should offer self-scheduled family engagement opportunities that allow for parent voice in different forms and venues
 - Surveys and forms
 - Two-way communication and feedback platforms
- The district should explore additional methods to reaching all parents/caregivers
 - Community events at local spaces such as malls and community centers
 - Partnering with sporting events and other community events for information sharing

18. Create an accessible electronic dashboard of academic and SEL info

- Teachers can add information quarterly about children's academic and SEL status including teachers' observations and instructional practices used to meet students' needs
 - Provides information to families and an opportunity for two-way communication with teachers
 - Can inform teachers' preparation for new school years/new classes of students



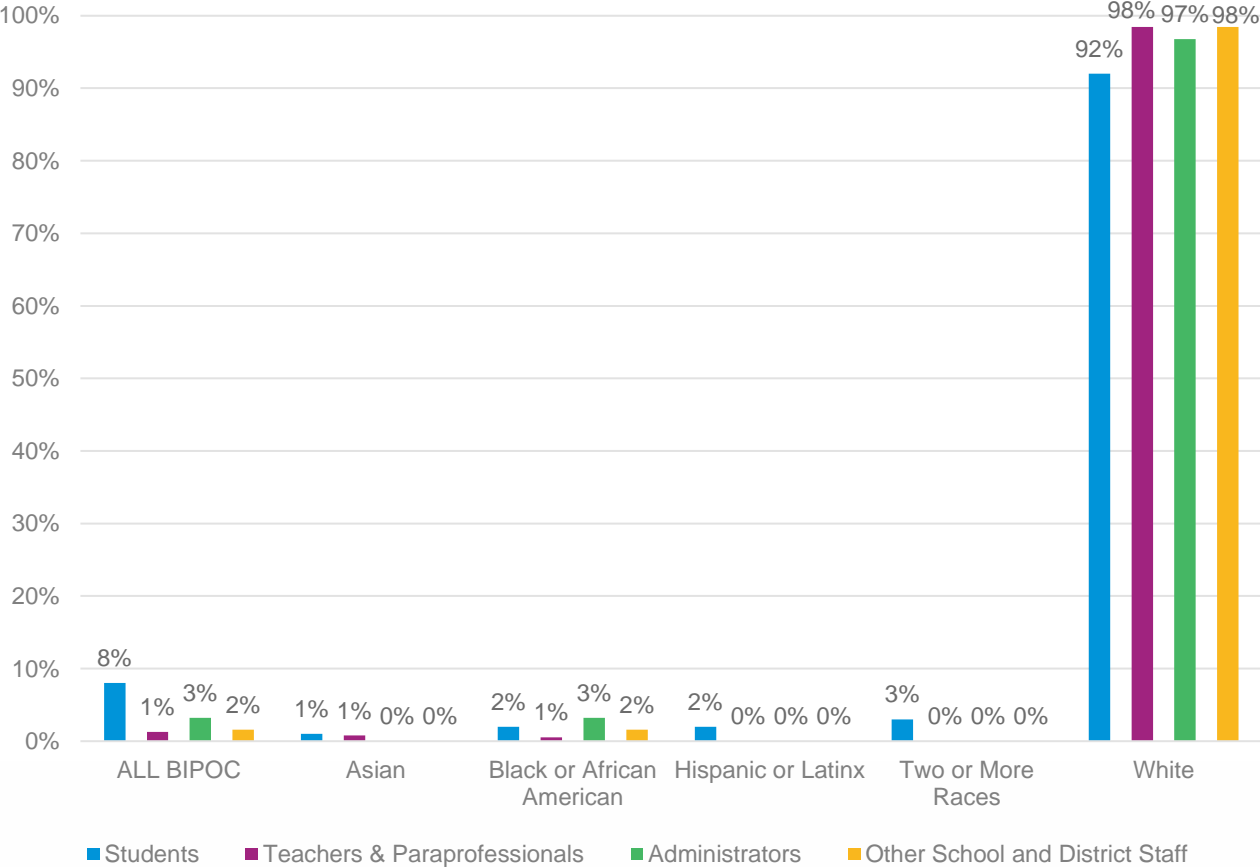
Human Resources Practices

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

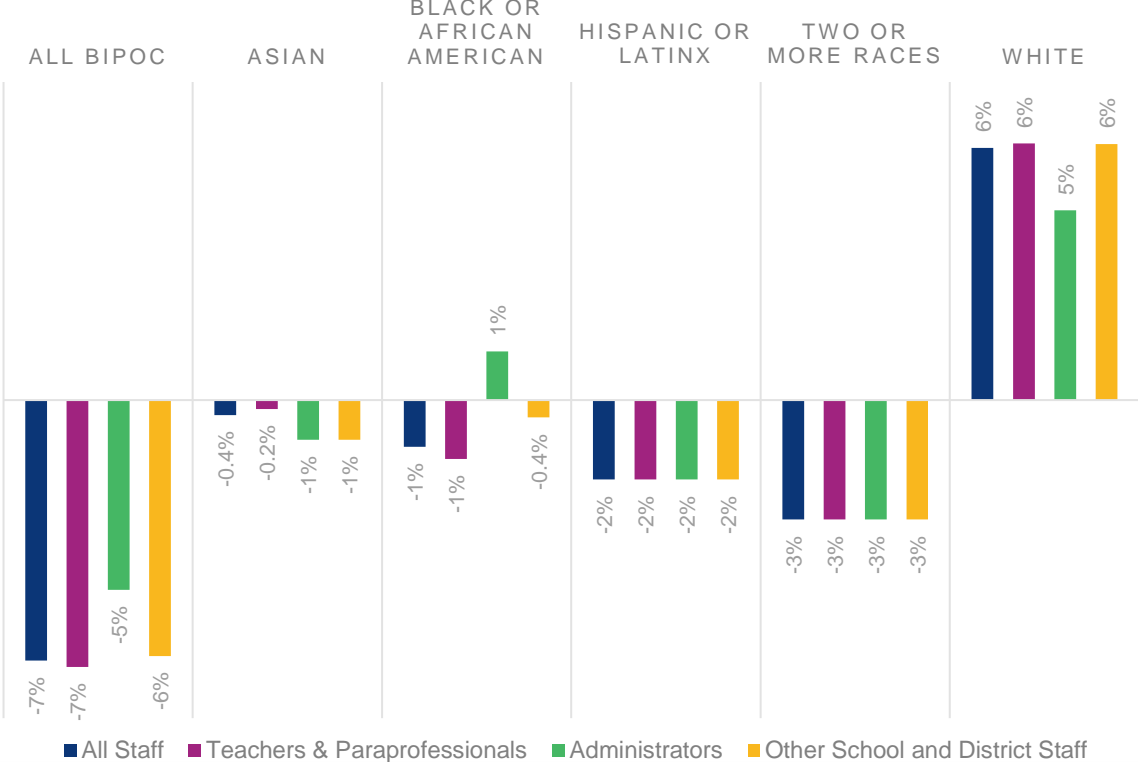
Human Resources Practices

Contextual Analysis

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



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



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



Human Resources Practices

Contextual Analysis

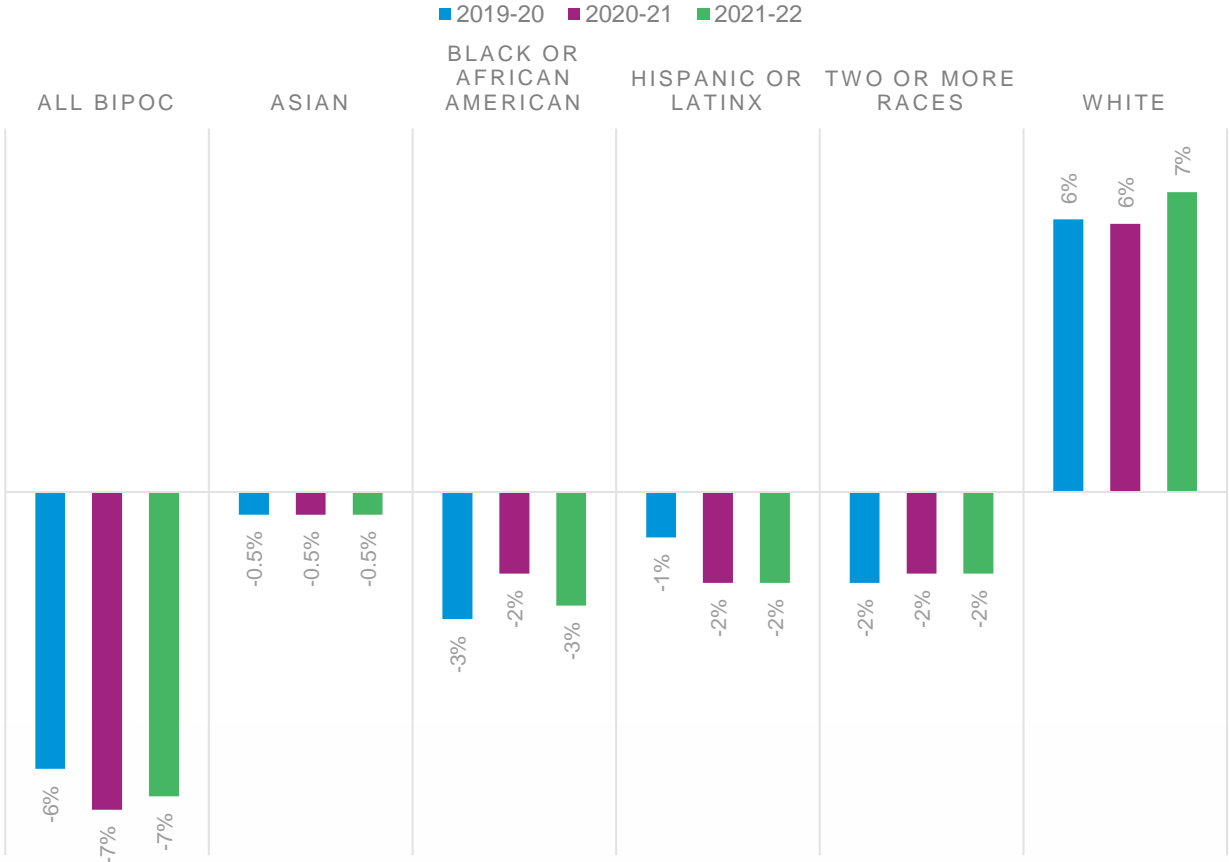
District Staff Percentage Point Change Between School Years by Race and Full-Time Equivalents (2018 - 2022)

	Asian	Black or African American	Hispanic or Latinx	Native Hawaiian or Pacific Islander	Two or More Races	White
SY18-19	0.7%	--	0.2%	--	0%	--
SY19-20	0.5%	-0.2	0.2%	--	0%	±0
SY20-21	0.5%	±0	0.5%	+0.3	0%	±0
SY21-22	0.5%	±0	0.7%	+0.2	0%	±0

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

With an overall FTE count between 405 and 413 (depending on the year), a 0.1% change represents approximately 0.5 FTE.

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



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



Human Resources Practices

Strengths to Build On

Commitment to Diversifying the District's Workforce

- Across interviews and focus groups with school and district leaders, participants consistently expressed a **desire** to increase the diversity of the Scituate workforce and an acknowledgment of the lack of diversity among SPS staff as a **crucial issue** in the district.
- Families and district staff members all cited the hiring of the district's DEI Director and the expansion of the team supporting METCO scholars as **evidence of the district's commitment** to moving equity work forward.

Workforce Data

- Scituate has a **data system** in place that captures staff racial, ethnic, and gender demographics with reports easily pulled to facilitate disaggregation of data and allows for the capture of snapshot and longitudinal data on these elements of the district's workforce diversity.

Human Resources Practices

Strengths to Build On

Equity Focus in Recruitment and Hiring Materials and Policies

- In Section G of the Scituate School Committee’s manual (Personnel) the district contains language around expectations for the recruitment of staff: *“[The search for good teachers and other professional employees] will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.”*
- Job descriptions, and the district’s Human Resources website, contain a strong Equal Opportunity Employer statement:

“The Scituate Public Schools have a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, religion, homeless status or disability are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.”

The SPS Human Resources website and one of the 10 currently posted job descriptions contain an additional explicit sentence: *“Candidates who have a strong commitment to active antiracism are encouraged to apply.”*



Human Resources Practices

Strategies at-a-Glance

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

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



Human Resources Practices

Strategies at-a-Glance

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



Human Resources Practices

Strategies at-a-Glance

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



Human Resources Practices

Opportunities for Growth

Commitment to Diversifying the District's Workforce

- While the desire to increase the diversity of Scituate's workforce was a theme throughout conversations with school and district leaders, the district lacks clear and transparent language and expectations for what this looks like in action.
- One stakeholder shared: *"When I am looking at a candidate pool, I am not at all looking for diversity, I am looking for the most qualified candidate."* Others echoed this and expressed a lack of direction from district administration to seek out diverse candidates and a lack of collaboration with HR in a systemic way to try to move the needle.
- Efforts to approach hiring with an equity lens are inconsistent and haphazard. A stakeholder shared that, when they are aware that a candidate has an element of diversity in their background, they highlight that candidate for consideration. While these individual efforts are a positive step, without systemic ways of tracking elements of candidate diversity these efforts are inconsistent across individual hiring managers in the district.
- The only retention strategy mentioned during interviews and focus groups involved "retention through benefits"

Recruitment and Hiring Focused Systems

- There is no district-wide system or protocol in place for documenting or tracking applications, interviews, or other phases of the hiring process. Without this data, SPS is unable to analyze and utilize data to adjust and focus its recruitment efforts.
- In the staffing data provided by SPS there was no indication of staff language fluency, which is another important aspect of diversity.



Human Resources Practices

Opportunities for Growth

Equity Focus in Recruitment and Hiring Materials and Policies

- While the reviewed job descriptions included the strong EEO statement, there is no other language around expectations and mindsets regarding diversity and equity and 9 of the 10 reviewed job descriptions did not include the additional sentence with explicit language around antiracism.
- Outside of the general statement of expectations around recruitment, there is no further guidance or expectations around workforce diversity communicated in district policies. The lack of specific, equity-focused language in SPS human resources policies limits the district's ability to set goals and prioritize the recruitment and hiring of diverse educators and staff.
- Section G of the school committee's manual states the following:
"The administrator responsible for the hiring of a staff member ... is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision."

Having a diverse, representative group of voices involved in the hiring process is a key strategy towards equity. However, stakeholders shared that this "direction" from the school committee manual is not enforced consistently and there is no consequence for not doing so.

Training and Learning Needs

- Almost every stakeholder expressed a desire and need for training around equity in recruitment and hiring. Specifically, topics such as defining key terms and understanding implicit bias and what it looks like in hiring were mentioned multiple times.



Human Resources Practices

Opportunities for Growth

Hiring Practices and Processes

- There is no clear or standard process for candidate recruitment, screening, and selection in the district. Individual school leaders and department heads are responsible for their own hiring processes and there is no consistency across schools or central office.
- School leaders hire for open positions independently of one another and shared that they were unaware of how their colleagues across the district approach recruitment and hiring.
- One school leader shared frustration at the lack of equity-focused recruiting processes and stated that there is currently a reliance on the few BIPOC staff in the district to inform recruitment and retention efforts.

Recruitment Reach

- The district has, and continues to, experience challenges in recruiting educators of color. There have been attempts to diversify the district's candidate pool through a broadening of job posting platforms and past engagement with METCO resources, but several stakeholders expressed frustration in the results and in not knowing of other avenues to pursue.
- Many school and district leaders cited Scituate's location, accessibility, and lack of diversity as seemingly unchangeable reasons for the difficulty in recruiting more diverse staff.
- The district's HR Director is the sole staff member whose focus is exclusively on this work. Without additional capacity, the SPS' ability to increase its recruitment reach and efforts is limited.



Human Resources Practices

Recommendations

19. Communicate expectations and responsibilities regarding diversity and equity in every job description, all recruitment materials, and in staff evaluation documentation

20. Set explicit, measurable, value-aligned goals around the diversity of the SPS workforce in order to both communicate a district-wide commitment and to build accountability into this work

21. Develop systems and strategies that use data to guide the work of recruitment, hiring, and retention in the district

- Track demographic information of all applicants from the point of application through the interview and hiring process
- Add additional demographic data collection measures for staff (e.g., additional language fluency)
- Track the retention and advancement of staff members by demographics (including exit and stay interviews)

22. Hire and/or re-assign additional team members under the HR Director

- Put in place the capacity to fully execute the plans developed out of this audit (e.g., implementing the systems and strategies and coordinating trainings)
- Being explicitly focused on workforce diversity would allow for them to support recruitment and hiring efforts under the HR Director as well as retention and district-wide learning efforts under the DEI Director

Human Resources Practices

Recommendations

23. Increase the scope of teacher recruitment. Prioritize job postings in sites and communities that are targeted at teachers of color and develop partnerships with local educator preparation programs with diverse student bodies

- Diversity in Ed
- Nemnet Minority Recruitment*
- National Alliance of Black School Educators
- National Alliance for Bilingual Education
- Black Educators Alliance of Massachusetts

24. Engage in equitable hiring practices training for all staff involved in hiring and evaluation

- Build common language, shared understanding, and skill in identifying and combating bias in hiring processes
- This includes the Director of HR and members of the school committee

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

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

*SPS currently utilizes Nemnet as a job posting site, it is included here as an additional example
www.publicconsultinggroup.com





Conclusion and Next Steps

Conclusion and Next Steps

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

SPS has demonstrated the following:

- Commitment to achieving educational equity by district leadership and school committee.
- Capacity to work towards educational equity through school-based teams and district-wide initiatives.
- Persistence in understanding experiences of each student and family of SPS through this equity study and opportunities for feedback and dialogue.

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



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