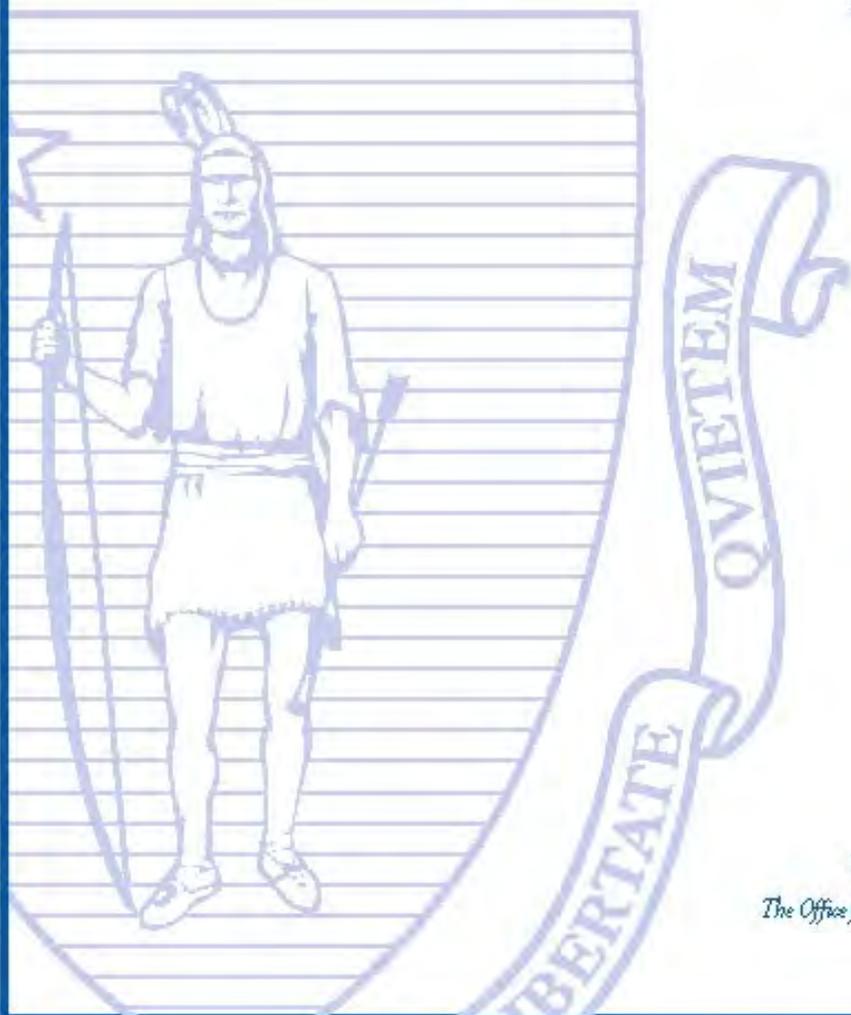




The Commonwealth of Massachusetts

# School District Examination Report: Westford Public Schools



*data driven*

*standards based*

*learner centered* →

*The Education Management Audit Council  
The Office for Educational Quality and Accountability*

**February 13, 2004**

# **The Commonwealth of Massachusetts**

## **Office of Educational Quality and Accountability**

---

### **Educational Management Audit Council**

James A. Peyser, Chairman

Mark Roosevelt, Vice-Chairman

Maura Banta

Jeffrey P. Howard

Kathleen Madigan

Joseph B. Rappa, Executive Director, Office of Educational Quality and Accountability

### **Visiting Panel**

Robert Munnely, Senior Examiner/Chairperson

Dolores Fitzgerald, Associate Examiner

Kevin Harrington, Associate Examiner

Joseph Nigro, Associate Examiner

Amy Sullivan, Examiner/Field Program Coordinator

The Office of Educational Quality and Accountability would like to acknowledge the professional cooperation extended to the audit team by the Department of Education; the Superintendent of the Westford Public Schools, Dr. Stephen Foster; the school department staff of the Westford Public Schools; and the Town of Westford officials.

## **Table of Contents**

Executive Summary .....	4
Part I: Overview of the EQA Review Process and the District .....	9
Part II: Tier I Analysis of Student Achievement and MCAS Data.....	10
Assessment of MCAS Results 2000-2003 .....	12
Part III: Summary and Preliminary Findings by Domain.....	32
Appendix A: Proficiency Index .....	96
Appendix B: Westford Chapter 70 Funding and Net School Spending FY1993-2003 .....	97

## **Executive Summary**

The Office of Educational Quality and Accountability (EQA) examined the Westford Public Schools in early November of 2003. During 2000-2003, it was among the 'Very High' performing school systems in the Commonwealth. The following provides a summary of the findings of the examination and the district's performance on the 2003 Massachusetts Comprehensive Assessment System (MCAS) test.

### **Proficiency/Achievement:**

- Westford's Average Proficiency Index (API) was 92, which was based on the 2003 MCAS results. The state average for the API was 75.7 in 2003. This placed Westford among the higher performing academic school districts in the Commonwealth. In ELA, the district's ELA Proficiency Index (EPI) was 95, and the state average for EPI was 82.2. In math, the district's math Proficiency Index (MPI) was 89, and the state average for MPI was 69.3.
- On the 2003 MCAS test, 80.4% of the students in Westford scored in the 'Advanced' and 'Proficient' categories. This figure was 28.6 percentage points higher than the state average.
- On the 2003 MCAS test, in ELA, 86.3% of the students in Westford scored in the 'Advanced' and 'Proficient' categories, 25.8 percentage points higher than the state average. In math, 74.1% of the students scored in the 'Advanced' and 'Proficient' categories, 31.3 percentage points higher than the state average.
- In 2003, in Westford the Proficiency Indices of 94.8 for ELA and 89.0 for math were 12.6 and 19.7 points higher than the state averages.
- On the MCAS retest administered in the spring of 2003, 97% of the Westford Class of 2003 earned a Competency Determination (CD), as compared to 95% of the statewide Class of 2003.
- On the MCAS retest administered in the spring of 2003, 100% of the Westford Class of 2004 earned a Competency Determination, as compared to 89% of the statewide Class of 2004.

### **Equity of Achievement/Proficiency:**

- On the 2003 MCAS test, 84.9% of the regular education students in Westford scored in the 'Advanced' and 'Proficient' categories, 25.9 percentage points higher than the state average for these regular education students.
- On the same test, 37.7% of Westford's special education students scored in the 'Advanced' and 'Proficient' categories, 16.7 percentage points higher than the state average for special education students.

- On the 2003 MCAS test, 94.6% of the Asian-American students in Westford scored in the ‘Advanced’ and ‘Proficient’ categories, 35.5 percentage points higher than the state average for Asian-American students.
- On the same test, 79.8% of the White students scored in the ‘Advanced’ and ‘Proficient’ categories, 21.0 percentage points higher than the state average for White students.
- On the 2003 MCAS test, special education students in Westford scored lower than the districts’ average PIs in both ELA and math.

**Improvement:**

- In Westford, 7.8% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000, and 2.7% fewer students scored in the ‘Warning/Failing’ category.
- In ELA, performance ratings from 2000-2003 on the Proficiency Index rose by 4.5 points and in math by 3.1 points.
- In ELA, 9.4% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000, and 2.8% fewer students scored in the ‘Warning/Failing’ category.
- In math, 6.0% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000, and 2.4% fewer students scored in the ‘Warning/Failing’ category.

**Equity of Improvement:**

- Between 2000-2003, Westford’s student achievement figures for all students and for regular education, and White students’ results all improved by more than or equal to the state average in both ELA and math.
- Between 2000-2003, Westford’s student achievement figures for special education and Asian-American students’ results all improved by more than the state averages in both ELA and math.

**Participation and Access:**

- Overall, almost all eligible students, particularly regular education attended and participated in all required programs and assessments.

**Summary of Preliminary Findings by Domain:**

**Assessment and Evaluation:**

- The EQA examiners rated the district as ‘Excellent’ on three, ‘Satisfactory’ on sixteen, and ‘Poor’ on two of the twenty-one performance indicators in this domain.
- The percentage of the district’s students in the classes of 2003 and 2004 who earned Competency Determination (CD) was high. Also, both classes in Westford exceeded the state’s average for students earning a Competency Determination for those class years.

- Between 2000-2003, the district did not administer additional standardized tests other than the MCAS test.
- During the period under examination, the district provided a thorough preparation of the MCAS test in accordance with the *Principles of Testing Administration*.
- In Westford, the district conducted a comprehensive analysis of the MCAS test results that were disseminated to staff.
- Since 2000, the district maintained a student MCAS test participation rate between 97% and 100% for all students tested.
- During the period under review, the district regularly monitored student and staff attendance on an individual basis.
- During the period under examination, one third of the district's teacher evaluations reviewed were not completed in a timely manner according to the requirements of the Education Reform Act of 1993.
- Between 2000-2003, while there was no formal evaluation of the district's programs, the district continuously reviewed its programs based on student assessment data, which drove changes to curriculum and contributed to planning in professional development.

**Curriculum and Instruction:**

- The EQA examiners rated the district as 'Excellent' on two, 'Satisfactory' on twenty-two, and 'Poor' on one of the twenty-five performance indicators in this domain.
- Between 2000-2003, written curriculum guides and handbooks were data-driven, reflected the articulated state frameworks, and were available for all grade levels and disciplines.
- During the period under review, the district engaged in a comprehensive curriculum mapping process to align the curriculum with state learning standards.
- For the period under review, the high school did not meet the minimum state requirements for time on learning.
- Between 2000-2003, the district's modifications to instructional programs were based on data driven-decisions.
- During the period under examination, the district had procedures in place to recruit, employ, and retain a qualified staff that was certified in their primary areas of instruction or responsibility.
- Between 2000-2003, the district adopted and enforced a student attendance policy to promote student achievement at all levels.

- In the Westford Public Schools, the district had comprehensive procedures and practices in place for transitioning students between buildings and programs.
- The district established an alternative program at the high school for student dropout prevention.
- For the period under examination, the district's professional development program goals were embedded in the district improvement plan (DIP).
- Between 2000-2003, the Westford Public Schools did not have formal process for reviewing the professional development program. However, evaluative forms for professional development activities were used to determine the success of these activities.
- In the Westford Public Schools, the district exceeded state funding guidelines for professional development during each year under review.

**Student Academic Support Services:**

- The EQA examiners rated the district as 'Satisfactory' on seven of the seven performance indicators in this domain.
- In the Westford Public Schools, the district used the analysis of student data to inform its student academic support services.
- For the period under examination, the district provided comprehensive academic support services at all grade levels.

**Leadership and Governance:**

- The EQA examiners rated the district as 'Excellent' on two, 'Satisfactory' on thirteen, and 'Poor' on one of the sixteen performance indicators in this domain.
- Between 2000-2003, the district leadership provided clear district-wide direction and leadership that was focused on student achievement.
- In Westford, the district did not have a formal evaluation procedure for administrators in place until 2001-2002 academic year.
- For the period under examination, the district maintained both ordered and flexible organizational structures, policies, and procedures that consistently focused on student achievement.

**Business and Finance:**

- The EQA examiners rated the district as 'Excellent' on three, 'Satisfactory' on sixteen, and 'Poor' on one of the twenty performance indicators in this domain.

- Between 2000-2003, the district's financial data was presented clearly using a variety of narrative, graphic, and multi-media formats.
- For the period under review, the budget document provided extensive information regarding current program needs, as well as, historical tendencies.
- In Westford, the district utilized a long-term approach to its financial needs that articulated actual educational needs in the district that were not necessarily tied to revenue availability.
- Between 2000-2003, as a result of long-range planning by the town and schools, the district addressed its building needs and space requirements to ensure a productive learning environment for all students.

## **Part I: Overview of the EQA Review Process and the District**

On November 4-6, 2003, the EQA conducted an independent examination of the Westford Public Schools for the period between 2000-2003. This examination applied the standards related to the EQA's five major domains of inquiry, which include: A, Assessment and Evaluation; B, Curriculum and Instruction; C, Student Academic Support Services; D, Leadership and Governance; and E, Business and Financial Management. The EQA's examination process for school districts involved two tiers of investigation and utilized twelve standards. The basis of this report is the result of the source documents, correspondence sent prior to the on-site visit, interviews with the representative from the school committee, district leadership team, school administrators, and additional documents submitted while in the district. The report does not include documents, revised data, or comments that may have surfaced after the on-site visit.

Westford is a suburban town located in north central Middlesex County in eastern Massachusetts. Manufacturing is the largest source of employment in Westford, followed by education, healthcare, and social services. According to the 2000 U.S. Census, it has a population of 20,754 people and a median family income of \$104,029, while the median family income in Massachusetts is \$61,664. Westford has a Board of Selectmen/Town Manager form of government and a seven-person school committee. The Westford Public Schools have ten schools serving Grades PreK-12. The most recent Massachusetts Department of Education (DOE) figures indicate that there were 4,685 students enrolled in the district in FY2002. The demographic/subgroup composition in the Westford Public Schools is: 91.7% White, 7.1% Asian-American, 0.7% Hispanic-American, 0.4% African-American, Limited English Proficiency (LEP), 0.3%; Free or Reduced Lunch/Yes (FRL/Y), 2.1%; and Special Education (SPED), 8.7%. During the ten years of education reform in Massachusetts, Westford's state Chapter 70 Aid increased by 731% from \$1,242,217 in FY1993 to \$10,325,011 in FY2002. For the fiscal years under review, 2000-2003, Westford received \$6,243,378; \$7,409,012; \$10,325,011; and \$10,615,861 for a total of \$34,593,262 in state Chapter 70 Aid.

This report finds the Westford Public Schools to be a 'Very High' performing school district, which is marked by student achievement that is 'Very High' in English Language Arts (ELA)

and 'High' in math on the Massachusetts Comprehensive Assessment System (MCAS) test. Since 2000, Westford has also demonstrated improvement on its 'Very High' MCAS test scores, and in the 2003 administration of the MCAS test 80.4% of its students scored above standard.

## **Part II: Tier I Analysis of Student Achievement and MCAS Data**

At Tier I, while particular attention was paid to the 2003 MCAS test, the EQA review of Westford's MCAS test results (2000-2003) is framed by the following five essential questions:

- 1. Proficiency/Achievement: To what extent is the MCAS test performance of all of the district's students meeting or exceeding state proficiency standards?**
- 2. Equity of Achievement: How does MCAS test performance vary among the district's student subgroups?**
- 3. Improvement: How has MCAS test performance for all students in the district changed over time?**
- 4. Equity of Improvement: How has MCAS test performance for the district's student subgroups changed over time?**
- 5. Opportunity and Access: Are all eligible students attending and participating in all required programs and assessments?**

In order to respond accurately to these questions, the EQA did several types of analyses on the most current test data: a comparative analysis of the MCAS test data using state and district results by grade, ethnicity, and student category, a school-based analysis, a "performance gap" analysis, and a series of analyses to determine whether the mean responses for students in the district differed significantly from those of the state and between student subgroups within the district. Descriptive analyses of the test results for 2003 MCAS test revealed significant differences between students in the district and the average scores of students in Massachusetts. A discussion of the analyses follows.

**Westford vs. Massachusetts:**

- The aggregate of students in Westford scored *higher* than the aggregate of the state's students.
- The regular education students in Westford scored *higher* than the state's regular education students.
- The special education students in Westford scored *higher* than the state's special education students.
- The Asian-American students in Westford scored *higher* than the state's Asian-American students.
- The White students in Westford scored *higher* than the state's White students.

**Westford's totals vs. Westford's subgroups:**

- The special education students in Westford scored the *lowest* of all other subgroups in Westford.
- The Asian-American students in Westford scored *higher* than White students.

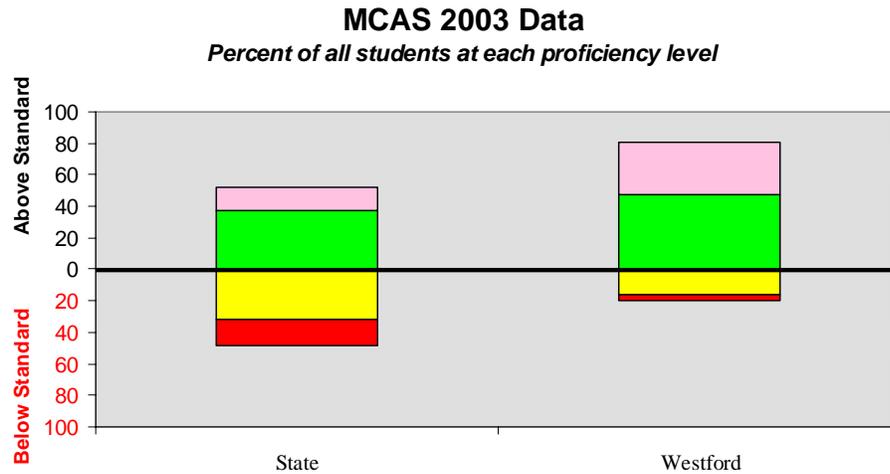
## **Assessment of MCAS Results 2000-2003**

- 1. Proficiency/Achievement: To what extent is the MCAS performance of all the district's students meeting or exceeding state proficiency standards?**

### **Preliminary Finding(s):**

- On the 2003 MCAS test, 80.4% of the students in Westford scored in the 'Advanced' and 'Proficient' categories. This figure was 28.6 percentage points higher than the state average.
- On the 2003 MCAS test, in ELA, 86.3% of the students in Westford scored in the 'Advanced' and 'Proficient' categories, 25.8 percentage points higher than the state average. In math, 74.1% of the students scored in the 'Advanced' and 'Proficient' categories, 31.3 percentage points higher than the state average.
- In 2003, in Westford the Proficiency Indices of 94.8 for ELA and 89.0 for math were 12.6 and 19.7 points higher than the state averages.

**Figure/Table 1:**

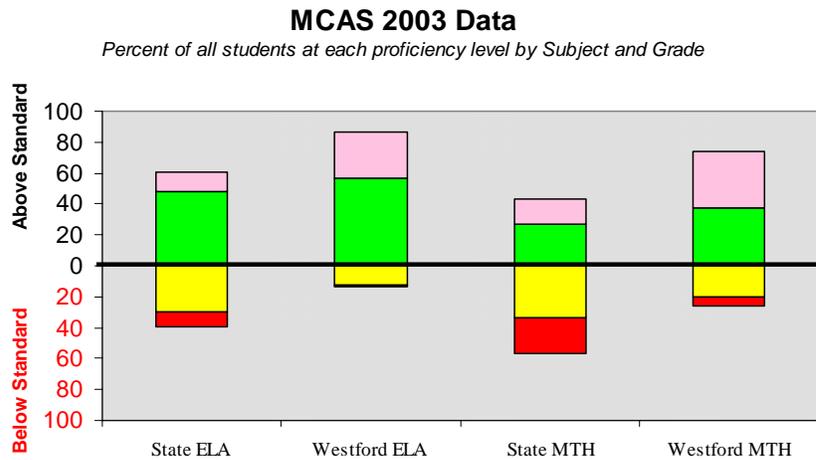


	Advanced	14.2	33.2
	Proficient	37.6	47.2
	Needs Improv.	32.2	16.0
	Warning/Failing	16.0	3.5

**Analysis of Figure/Table 1:**

- Westford had 19.0% and 9.6% more students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s students on the 2003 MCAS test.
- Westford’s percentage of students scoring in the ‘Advanced’ category exceeded that of the state’s students by more than two times, 33.2% to 14.2%.
- Westford had 16.2% and 12.5% fewer of its students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s students on the 2003 MCAS test.
- Westford’s percentage of students scoring in the ‘Warning/Failing’ category, 3.5%, was less than one fourth less than that of the state’s students, 16.0%.

**Figure/Table 2:**



	Advanced	12.1	29.5	15.9	37.0
	Proficient	48.4	56.8	26.9	37.1
	Needs Improv.	30.2	12.0	34.1	20.4
	Warning/Failing	8.9	1.7	23.1	5.5

**Analysis of Figure/Table 2:**

- Westford had 17.4% and 8.4% more students score in the ‘Advanced’ and ‘Proficient’ categories in ELA than the state’s students on the 2003 MCAS test.
- Westford’s percentage of students scoring in the ‘Advanced’ category in ELA exceeded that of the state’s students by more than two times, 29.5% and 12.1%, respectively.
- Westford had 18.2% and 7.2% fewer of its students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories in ELA than the state’s students on the 2003 MCAS test.

- Westford's percentage of students scoring in the 'Warning/Failing' category in ELA was less than one fifth than that of the state's students in ELA, 1.7% and 8.9%, respectively.
- Westford had 21.1% and 10.2% more students score in the 'Advanced' and 'Proficient' categories in math than the state's students on the 2003 MCAS test.
- Westford had 13.7% and 17.6% fewer of its students score in the 'Needs Improvement' and 'Warning/Failing' categories in math than the state's students on the 2003 MCAS test.
- Westford's percentage of students scoring in the 'Warning/Failing' category in math was less than one fourth lower than that of the state's students in math, 5.5% and 23.1%, respectively.

**Table 3:**

**Proficiency Index (MCAS 2003) by Grade:**

	<b>ELA</b>	<b>Math</b>
Westford	94.8	89.0
Grade 04	92.2	87.5
Grade 07	97.0	NA
Grade 08	NA	86.0
Grade 10	95.3	94.4

**Analysis of Table 3:**

- On average, in Westford, the math PI was 5.8 points below that for ELA system-wide. The statewide average for this gap was 12.8 Proficiency Index points.
- In ELA, the Proficiency Indices in Grades 7 and 10 were, respectively, 2.2 and 0.5 points higher than the district average, and in Grade 4 it was 2.6 lower than the district average.
- In math, the Proficiency Index in Grade 10 was 5.4 points higher than the district average, and in Grades 4 and 8 they were 1.5 and 3.0 points, respectively, lower than the district average of 89.

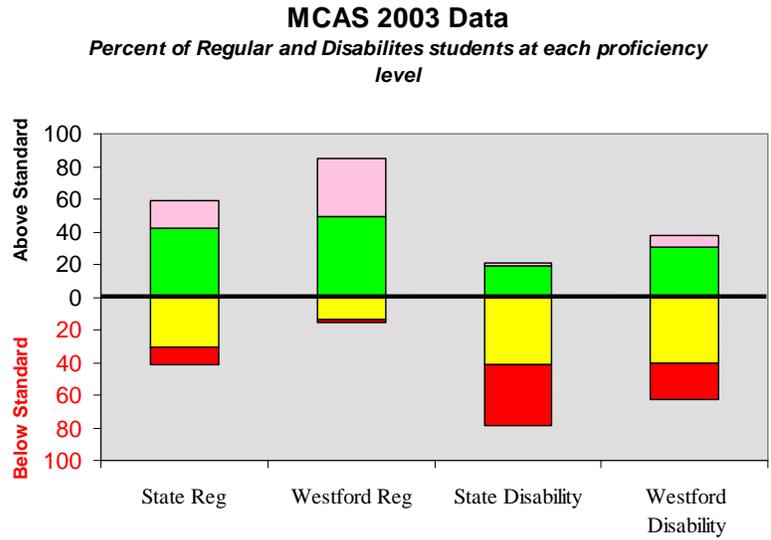
**2. Equity of Achievement: How does a MCAS performance vary among the district's student subgroups?**

**Preliminary Finding(s):**

- On the 2003 MCAS test, 84.9% of the regular education students in Westford scored in the 'Advanced' and 'Proficient' categories, 25.9 percentage points higher than the state average for these regular education students.

- On the same test, 37.7% of Westford's special education students scored in the 'Advanced' and 'Proficient' categories, 16.7 percentage points higher than the state average for special education students
- On the 2003 MCAS test, 94.6% of the Asian-American students in Westford scored in the 'Advanced' and 'Proficient' categories, 35.5 percentage points higher than the state average for Asian-American students.
- On the same test, 79.8% of the White students scored in the 'Advanced' and 'Proficient' categories, 21.0 percentage points higher than the state average for White students.
- On the 2003 MCAS test, special education students in Westford scored lower than the districts' average PIs in both ELA and math.

**Figure/Table 4:**



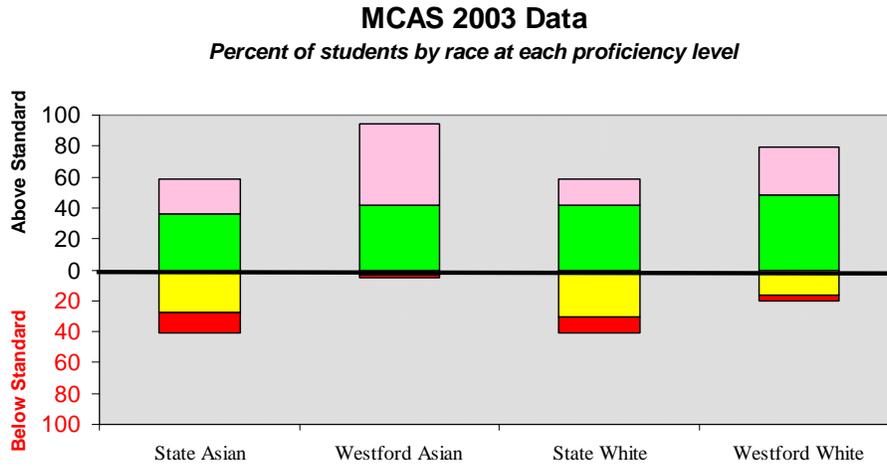
	Advanced	16.8	35.9	2.3	7.1
	Proficient	42.2	49.0	18.7	30.6
	Needs Improv.	30.4	13.5	41.3	40.8
	Warning/Failing	10.7	1.7	37.7	21.4

**Analysis of Figure/Table 4:**

- Westford had 19.1% and 6.8% more regular education students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s regular education students on the 2003 MCAS test.
- Westford’s percentage of regular education students scoring in the ‘Advanced’ category exceeded that of the state’s regular education students by more than two times, 35.9% and 16.8%, respectively.
- Westford had 16.9% and 9.0% fewer of its regular education students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s regular education students on the 2003 MCAS test.

- Westford's percentage of regular education students scoring in the 'Warning/Failing' category was less than one-sixth than that of the state's regular education students, 1.7% and 10.7%, respectively.
- Westford had 4.8% and 11.9% more of its special education students score in the 'Advanced' and 'Proficient' categories than the state's special education students on the 2003 MCAS test.
- Westford's percentage of special education students scoring in the 'Advanced' category exceeded that of the state's special education students by more than three times, 7.1% to 2.3%.
- Westford had 0.5% and 16.3% fewer of its special education students score in the 'Needs Improvement' and 'Warning/Failing' categories than the state's special education students on the 2003 MCAS test.

**Figure/Table 5:**



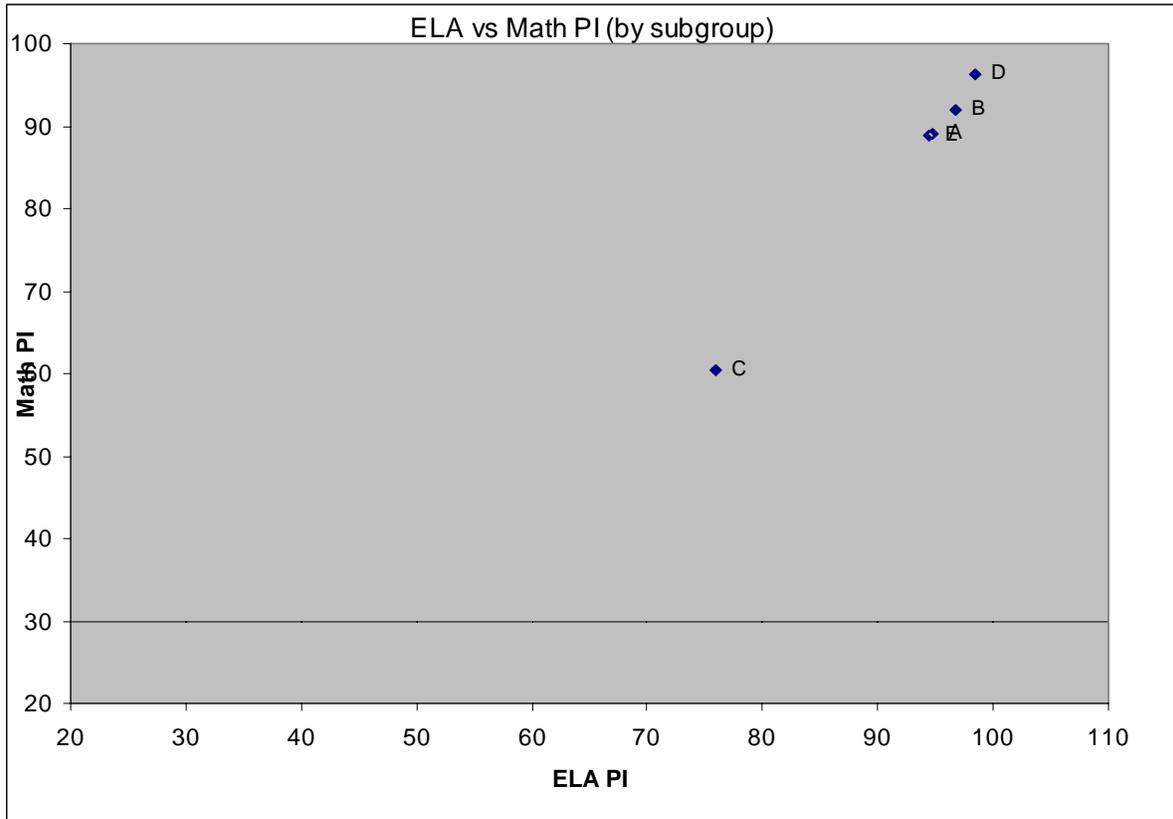
Advanced	23.2	52.7	16.6	31.9
Proficient	35.9	41.9	42.2	47.9
Needs Improv.	27.6	3.4	30.3	16.8
Warning/Failing	13.2	2.0	10.9	3.4

**Analysis of Figure/Table 5:**

- Westford had 29.5% and 6.0% more of its Asian-American students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s Asian-American students on the 2003 MCAS test.
- Westford’s percentage of Asian-American students scoring in the ‘Advanced’ category exceeded that of the state’s Asian-American students by more than two times, 52.7% to 23.2%.
- Westford had 24.2% and 11.2% fewer of its Asian-American students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s Asian-American students on the 2003 MCAS test.

- Westford's percentage of Asian-American students scoring in the 'Warning/Failing' category was one-sixth less than that of the state's Asian-American students, 2.0% to 13.2%.
- Westford had 15.3% and 5.7% more of its White students score in the 'Advanced' and 'Proficient' categories than the state's White students on the 2003 MCAS test.
- Westford had 13.5% and 7.5% fewer of its White students score in the 'Needs Improvement' and 'Warning/Failing' categories than the state's White students on the 2003 MCAS test.
- Westford's percentage of White students scoring in the 'Warning/Failing' category was less than one-third than that of the state's White students, 3.4% to 10.9%.

**Figure/Table 6: Proficiency Index (MCAS 2003) Free/Reduced Lunch Status, Student Status, and Race**



		<b>ELA</b>	<b>Math</b>
<b>A</b>	<b>WESTFORD</b>	94.8	89.0
<b>B</b>	<b>Regular</b>	96.7	92.0
<b>C</b>	<b>Disability</b>	76.0	60.4
<b>D</b>	<b>Asian-American</b>	98.5	96.2
<b>E</b>	<b>White</b>	94.5	88.9

**Analysis of Figure/Table 6:**

- In Westford, Asian-American and regular education students scored 3.7 and 1.9 Proficiency Index points higher on the MCAS test in ELA than the district average 95.

- In Westford, special education and White students scored 18.8 and 0.3 Proficiency Index points lower on the MCAS test in ELA than the district average 95.
- In Westford, Asian-American and regular education students scored 7.2 and 3.0 Proficiency Index points higher on the MCAS test in math than the district average of 89.
- In Westford, special education and White students scored 28.6 and 0.1 Proficiency Index points lower on the MCAS test in math than the district average of 89.

**Table 7:**

**N-values by category**

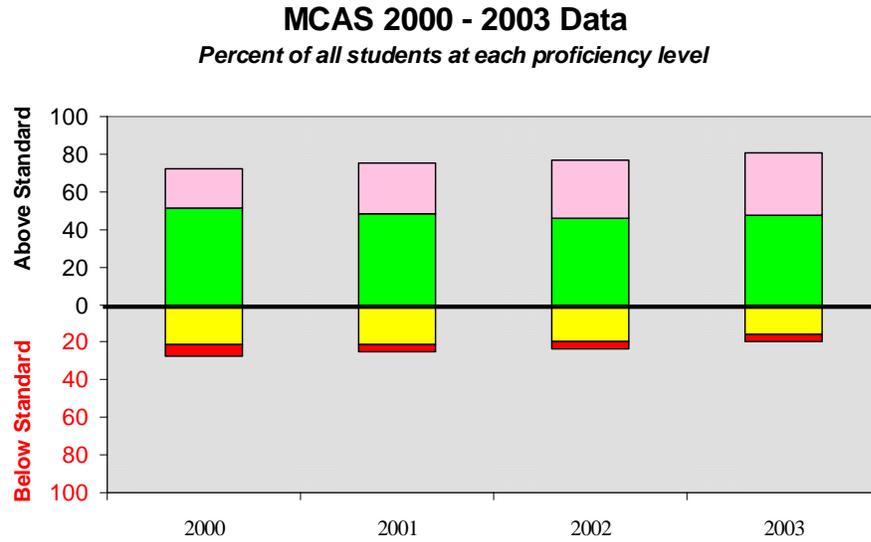
		<b>ELA</b>	<b>Math</b>
<b>Westford</b>	Advanced	321	386
	Proficient	619	387
	Needs Improv	131	212
	Warning/Failing	18	57
<b>Regular</b>	Advanced	316	377
	Proficient	580	366
	Needs Improv	84	176
	Warning/Failing	8	25
<b>Disability</b>	Advanced	5	9
	Proficient	39	21
	Needs Improv	46	34
	Warning/Failing	10	32
<b>Free Lunch (Y)</b>	Advanced	3	4
	Proficient	13	4
	Needs Improv	9	18
	Warning/Failing	2	5
<b>Free Lunch (N)</b>	Advanced	318	382
	Proficient	606	383
	Needs Improv	122	194
	Warning/Failing	16	52
<b>Asian-American</b>	Advanced	40	38
	Proficient	38	24
	Needs Improv	4	1
	Warning/Failing	0	3
<b>Hispanic-American</b>	Advanced	2	3
	Proficient	2	2
	Needs Improv	3	4
	Warning/Failing	0	3
<b>White</b>	Advanced	279	345
	Proficient	576	360
	Needs Improv	124	205
	Warning/Failing	18	49

**3. Improvement: How has MCAS performance for all students in the district changed over time?**

**Preliminary Findings:**

- In Westford, 7.8% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000 and 2.7% fewer students scored in the ‘Warning/Failing’ category.
- In ELA, performance ratings from 2000-2003 on the Proficiency Index rose by 4.5 points and in math by 3.1 points.
- In ELA, 9.4% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000 and 2.8% fewer students scored in the ‘Warning/Failing’ category.
- In math, 6.0% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000 and 2.4% fewer students scored in the ‘Warning/Failing’ category.

**Figure/Table 8:**



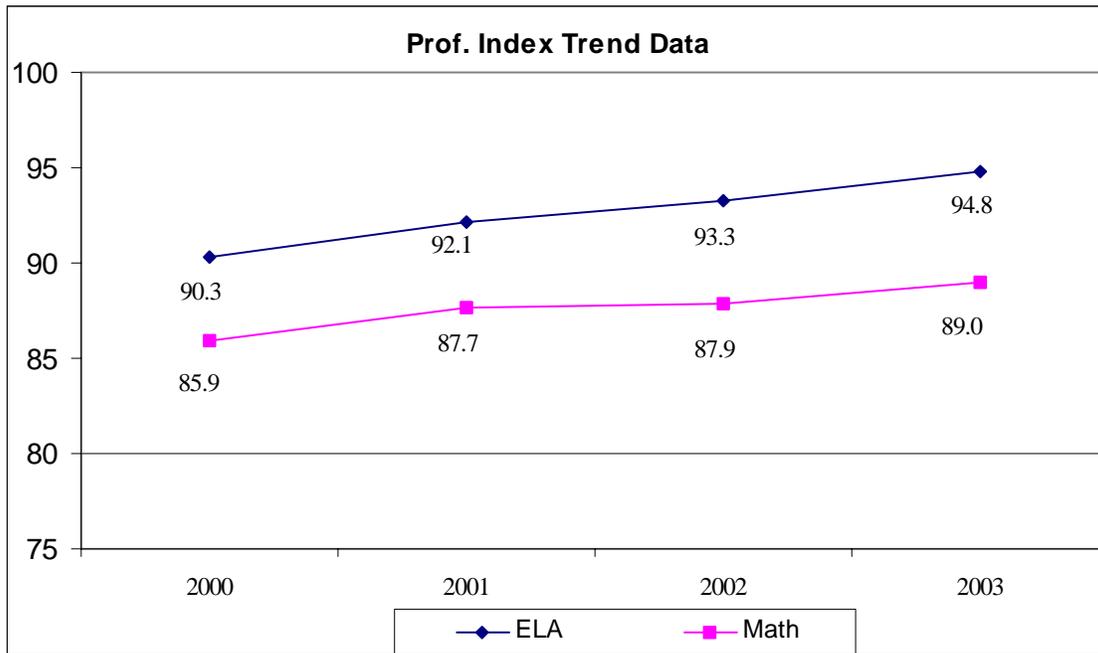
	Advanced	21.5	26.8	31.0	33.2
	Proficient	51.1	48.4	45.8	47.2
	Needs Improv.	21.3	20.9	19.7	16.0
	Warning/Failing	6.2	4.0	3.5	3.5

**Analysis of Figure/Table 8:**

- In 2002, 80.4% of all students scored in the ‘Advanced’ and ‘Proficient’ categories in contrast to 72.6% of all students achieving this level in 2000.
- In 2003, 3.5% of all students scored at the ‘Warning/Failing’ level in 2003 in contrast to 6.2% of all students scoring at this level in 2000.

**Figure/Table 9:**

**Proficiency Index Trend Data MCAS 2000, 2001, 2002, 2003**



	ELA				Math			
	2000	2001	2002	2003	2000	2001	2002	2003
Advanced	11.0	19.9	27.1	29.5	31.9	33.6	35.0	37.0
Proficient	65.9	59.5	55.9	56.8	36.2	37.4	35.8	37.1
Needs Improv.	18.5	18.2	14.7	12.0	24.0	23.5	24.6	20.4
Warning/Failing	4.5	2.4	2.4	1.7	7.9	5.5	4.7	5.5

**Analysis of Figure/Table 9:**

- In ELA, performance ratings from 2000-2003 on the Proficiency Index rose by 4.5 points, from 90.3 to 94.8.
- In math, performance ratings from 2000-2003 on the Proficiency Index rose by 3.1 points, from 85.9 to 89.0.
- In ELA, 86.3% of all students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 in contrast to 76.9% of all students scoring in these categories in 2000.

- In ELA, 1.7% of all students scored at the ‘Warning/Failing’ level in 2003 in contrast to 4.5% of all students scoring at this category in 2000.
- In math, 74.1% of all students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 in contrast to 68.1% of all students scoring in these categories in 2000.
- In math, 31.9% of all students scored in the ‘Needs Improvement’ and ‘Warning/Failing’ categories in 2003 in contrast to 25.9% of all students scored in this category in 2000.

**4. Equity of Improvement: How has MCAS performance for the district’s student subgroups changed over time?**

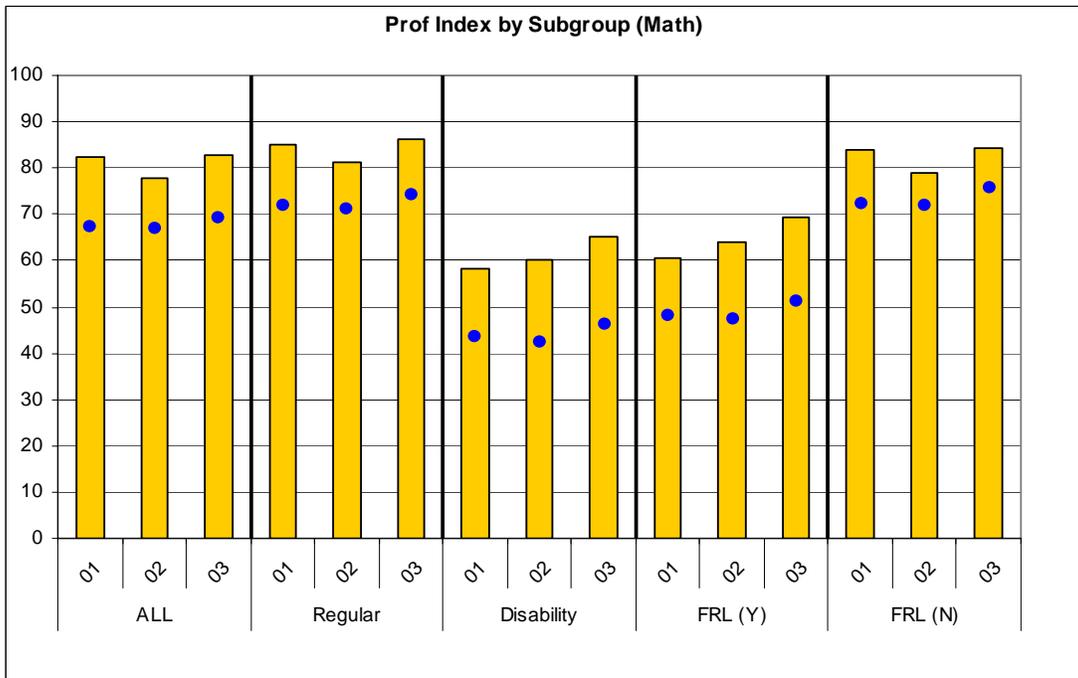
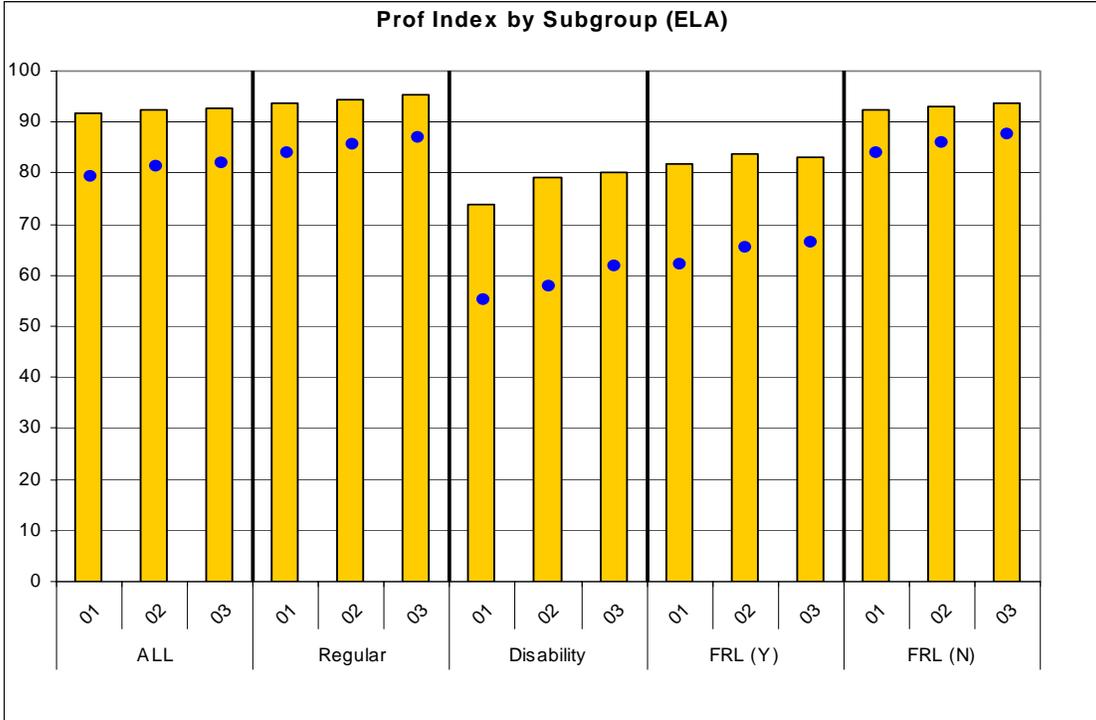
**Preliminary Finding(s):**

- Between 2000-2003, Westford’s student achievement figures for all students and for regular education, and White students’ results all improved by more than or equal to the state average in both ELA and math.
- Between 2000-2003, Westford’s student achievement figures for special education and Asian-American students’ results all improved by more than the state averages in both ELA and math.

**Figures/Tables 10A-D: Proficiency Index Trend Data (by subgroup)**

**MCAS 2001, 2002, and 2003**

**10A-B: GRAPHIC Format: (bars = Westford; dots = State)**



**TABLES 10C-D Format:**

**Trend Data by Subgroup (Westford.)**

		<b>ELA</b>	<b>Math</b>
<b>ALL</b>	'01	92.1	87.7
	'02	93.3	87.9
	'03	94.8	89.0
<b>Regular</b>	'01	94.3	90.3
	'02	95.8	91.0
	'03	96.7	92.0
<b>Disability</b>	'01	64.7	55.3
	'02	68.6	57.0
	'03	76.0	60.4
<b>Asian-American</b>	'01	93.3	91.1
	'02	98.9	98.1
	'03	98.5	96.2
<b>White</b>	'01	92.0	87.5
	'02	93.1	87.6
	'03	94.5	88.9

**Trend Data by Subgroup (State)**

		<b>ELA</b>	<b>Math</b>
<b>ALL</b>	'01	79.5	67.3
	'02	81.6	67.0
	'03	82.2	69.3
<b>Regular</b>	'01	84.1	71.9
	'02	85.8	71.4
	'03	87.2	74.5
<b>Disability</b>	'01	55.3	43.5
	'02	58.1	42.6
	'03	62.0	46.4
<b>Asian-American</b>	'01	78.1	73.5
	'02	81.9	73.7
	'03	81.7	77.4
<b>White</b>	'01	84.3	72.8
	'02	86.4	72.7
	'03	86.9	74.5

**Analysis of Figures/Tables 10A-D:**

- In Westford, between 2001-2003, all students increased by 2.7 Proficiency Index points in ELA and 1.3 points in math, as compared with increases of 2.7 and 2.0 points statewide.
- In Westford, between 2001-2003, regular education students increased by 2.4 Proficiency Index points in ELA and 1.7 points in math, as compared with increases of 3.1 and 2.6 points statewide.
- In Westford, between 2001-2003, special education students increased by 11.3 Proficiency Index points in ELA and 5.1 points in math, as compared with increases of 6.7 and 2.9 points statewide.

- In Westford, between 2000-2003, Asian-American students increased by 5.2 Proficiency Index points in ELA and 5.1 points in math, as compared with increases of 3.6 and 3.9 points statewide.
- In Westford, between 2000-2003, White students increased by 2.5 Proficiency Index points in ELA and 1.4 points in math, as compared with increases of 2.6 and 1.7 points statewide.

**5. Participation and Access: Are all eligible students attending and participating in all required programs and assessments?**

**Preliminary Finding(s):**

- Overall, almost all eligible students, particularly regular education attended and participated in all required programs and assessments.

**Table 11:**

	<b>ELA</b>	<b>Math</b>
<b>Tested</b>	99.2%	99.3%
<b>NTA</b>	0.1%	0.1%
<b>NTM</b>	0.2%	0.2%
<b>NTO</b>	0.6%	0.4%

**Analysis of Table 11:**

- On the 2003 MCAS test, Westford’s student test participation rates in ELA and math were 99.2% and 99.3%, respectively. These figures were 4.2% and 4.3% above the state’s standard for test participation, which is 95%.

## Part III: Summary and Preliminary Findings by Domain

### Domain A. Assessment and Evaluation

Standards ▼	Indicators ►	1	2	3	4	5	6	7	8	9	10	Total
<i>Domain A - Assessment &amp; Evaluation</i>												
<b>S1 - Student Assessment</b>												
Excellent		0	1	0	0	1	0	1	0	N/A	N/A	3
Satisfactory		1	0	0	1	0	1	0	1	N/A	N/A	4
Poor		0	0	1	0	0	0	0	0	N/A	N/A	1
Unsatisfactory		0	0	0	0	0	0	0	0	N/A	N/A	0
<b>S2 - Participation</b>												
Excellent		0	0	0	0	0	0	0	N/A	N/A	N/A	0
Satisfactory		1	1	1	1	1	1	1	N/A	N/A	N/A	7
Poor		0	0	0	0	0	0	0	N/A	N/A	N/A	0
Unsatisfactory		0	0	0	0	0	0	0	N/A	N/A	N/A	0
<b>S3 - Evaluation Processes</b>												
Excellent		0	0	0	0	0	0	N/A	N/A	N/A	N/A	0
Satisfactory		1	1	1	1	0	1	N/A	N/A	N/A	N/A	5
Poor		0	0	0	0	1	0	N/A	N/A	N/A	N/A	1
Unsatisfactory		0	0	0	0	0	0	N/A	N/A	N/A	N/A	0

**Standard 1. STUDENT ASSESSMENT:** District and building administrators carefully administer statewide assessments and teachers regularly assess the performance of their students relative to state and local student performance standards, and analyze aggregate and individual assessment results to improve curricula, instructional practices, and supplementary and remedial programs.

**Preliminary Finding(s):**

- The percentage of the district's students in the classes of 2003 and 2004 who earned Competency Determination (CD) was high. Also, both classes in Westford exceeded the state's average for students earning a Competency Determination for those class years.
- Between 2000-2003, the district did not administer additional standardized tests other than the MCAS test.

- During the period under examination, the district provided a thorough preparation of the MCAS test in accordance with the *Principles of Testing Administration*.
- In Westford, the district conducted a comprehensive analysis of the MCAS test results that were disseminated to staff.

**Indicators:**

1. The district has clear assessment policies and procedures that direct the regular evaluation of classroom, school, district, and state assessment results.

**EQA Rating: Satisfactory**

**Evidence:** The district had a standardized testing policy (P6107), adopted in April 9, 2001. The policy stated that, “the school committee support[ed] the use of standardized tests as one method of assessing its goals relative to the acquisition of the standards of achievement by students of the district. These tests [would] have been used to help establish local achievement levels.” In addition to this policy, the district had procedures in place that guided the administration of assessments at all levels. The MCAS tests were administered in accordance with state requirements and analyzed at three levels (district, school and department) to evaluate curriculum and instruction. The Degrees of Reading Power (DRP) test was administered across the district in grades two through eleven during the fall and spring of each academic year. The Marie Clay Observation Survey and the Developmental Reading Assessment (DRA) were used as a means of classroom evaluation at the primary level. The district also used end-of-the year assessments, departmentalized assessments, end-of-unit assessments, teacher-generated benchmark assessments, and midterms and final exams as evaluation measures.

2. District and building administrators carefully and accurately implement the “Principles of Test Administration” in their jurisdictions and provide complete and accurate information on student status and participation in accordance with the “Principles” in the administration of the MCAS test and system-wide tests.

**EQA Rating: Excellent**

**Evidence:** The MCAS test materials were secured in the principal’s office or the principal’s conference room. The principals and assistant principals were responsible for preparing materials, conducting the MCAS test meetings, and organizing testing schedules. At the high school level, proctor meetings were held every morning of a testing administration day to review and highlight any procedural differences. Materials were tracked using forms and a sign-in and sign-out procedure each day of a testing period. Only faculty members were permitted to administer and proctor the MCAS tests. Special education teachers, guidance counselors, and curriculum coordinators worked with building administrators to ensure that testing accommodations were administered in accordance with students’ IEPs and 504 plans. Student participation in the MCAS test was determined in conjunction with state guidelines for special education and limited English proficient students. During the time under review, the district’s overall participation rate ranged from 97% to 100% at all grades tested.

3. The district regularly employs criterion-referenced tests, norm-referenced tests, or other standardized tests in addition to the MCAS test to assess the progress of all student populations.

**EQA Rating: Poor**

**Evidence:** The district did not administer standardized tests in addition to the MCAS test. At the primary level, the district administered the Developmental Reading Assessment and the Marie Clay Observation Survey to determine the acquisition of early literacy skills. An algebra readiness test was administered to all seventh grade students entering eighth grade. At the high school level, departmentalized midterms and final exams were administered for all courses. The Scholastic Assessment Test (SAT), Preliminary Scholastic Assessment Test PSAT, and Advanced Placement (AP) exams were offered to high school students. The

Degrees of Reading Power (DRP) test was used as a consistent measure of progress for all students in Grades 2-11. Additionally, end-of-unit assessments embedded in adopted curricular programs were administered at all levels in Grades K-12. The district emphasized the use of curricular maps with identified outcomes and benchmarks for all grade levels to assess student progress.

4. Regular analysis of assessment results informs improvements to:
  - a. curricula,
  - b. instructional practices,
  - c. supplementary and remedial programs and services,
  - d. professional development, and
  - e. purchasing and provisioning for improved student achievement.

**EQA Rating: Satisfactory**

**Evidence:** The district established curriculum task committees that were responsible for reviewing and revising programs. These committees analyzed MCAS test scores and discovered a weakness in writing at all levels. The district recognized the need to implement a systemic writing program in the district and decided to implement the *John Collins* writing program.

As a result of the MCAS test analysis and the implementation of the *John Collins* writing program, strategies to develop writing responses to open-ended questions were incorporated into the instruction of all content areas. At the middle and high school levels, summer ELA and math MCAS test enrichment programs and after-school tutorial programs were established to support students who demonstrated weaknesses on state testing.

The district offered professional development to teachers in the *John Collins* writing program after an analysis of the long composition MCAS test scores demonstrated a relative weakness in student achievement when compared with the general district performance in most areas of assessment. Teachers attended conferences instructed by consultants from the *John Collins* writing program. Training was not limited to ELA teachers. Science and math teachers also

participated in the training after recognizing a lack of ability of students to transfer writing concepts to other content areas.

During the time under review, the district allocated funds to purchase a standards-based math program, which better aligned with the state curriculum frameworks. The new math curriculum was purchased to incorporate higher-level problem solving strategies into the math program because the district students were not performing well on test items pertaining to problem solving.

5. The district and each of its schools disseminate assessment analyses to appropriate staff at regular intervals.

**EQA Rating: Excellent**

**Evidence:** During the time under review, the district had a three-pronged approach for analyzing and disseminating assessment results. At the district level, assessment results were disseminated to the leadership team, and analyses were completed by the director of curriculum and instruction and the director of technology, which focused on subtests, learning strands and item analyses. These analyses were disseminated to principals and curriculum coordinators. At the school level, the MCAS test analysis teams generated analyses specific to their schools and shared the results at grade level team meetings and faculty meetings. At the department level, curriculum coordinators were responsible for providing an in-depth item analysis of the assessment results specific to their departments. These analyses were shared at department meetings and grade level team meetings.

6. District administrators, building administrators, and teachers demonstrate that they have the skills to use aggregate and individual test analyses to improve instructional programs and services for all student populations.

**EQA Rating: Satisfactory**

**Evidence:** During the time under review, two central office administrators received formal training in *TestWiz*. The director of technology trained all of the curriculum coordinators in-house on the *TestWiz* software. The curriculum coordinators trained all of the building

principals on assessment analysis and *TestWiz* during a leadership team meeting. All of the administrators served as the conduit for assessment analysis and their skills were transferred to teachers during the MCAS test analysis team meetings, department meetings, grade level meetings, and faculty meetings.

7. The district educates all of its students to meet or exceed the Competency Determination (CD) standard by their senior year.

**EQA Rating: Excellent**

**Evidence:** The Class of 2003 earned a 97% rate of achievement for meeting the Competency Determination standard. The district has already earned a 100% rate in meeting the Competency Determination standard for the Class of 2004.

8. Classroom assessment standards, practices, and expectations for teachers and students are consistently linked with learning standards articulated in the state curriculum frameworks.

**EQA Rating: Satisfactory**

**Evidence:** For the period under review, the district engaged in a comprehensive curriculum mapping process, which aligned the district's curriculum with the learning standards articulated in the state curriculum frameworks. The curriculum maps consisted of learning standards, student expectations, instructional strategies and skills, assessment tools, and resources. Curriculum maps were developed and disseminated for all content areas across all grade levels, kindergarten through grade twelve. Teachers also had access to curriculum handbooks and learning outcomes were aligned with the state curriculum frameworks.

**Standard 2. PARTICIPATION** – The district and all of its schools have documented policies, procedures, and practices that meet federal and state participation and attendance standards. Data on participation in state and local tests are monitored and assessed to ensure participation and opportunity for all students and all subgroups.

**Preliminary Finding(s):**

- Since 2000, the district maintained a student MCAS test participation rate between 97% and 100% for all students tested.
- During the period under review, the district regularly monitored student and staff attendance on an individual basis.

**Indicators:**

1. The district and each of its schools have clear policies, procedures, expectations, and practices that requires all students to attend and participate in all required assessments.

**EQA Rating: Satisfactory**

**Evidence:** Although the district had an adopted school committee policy regarding the use of standardized testing as one measure of student achievement, the policy did not specifically address student participation in required assessments. The district maintained a higher than state average of student participation rate on the MCAS test since 1999. The district had various procedures in place to convey the importance of participation in state testing. District calendars indicating the MCAS test dates for the following year were published and disseminated in April of the preceding year. Building principals communicated student participation expectations through monthly newsletters and in-school meetings with students in a designated testing grade. Parent information sessions that included a power point presentation about the MCAS test were also held. At the high school level, regular correspondence was sent home about the retest dates. When absences occurred during an MCAS testing period, administrators called home to confirm the reason for the absence and scheduled a make-up session within the confines of the testing period.

2. The district and all of its schools regularly monitor and evaluate data on student and staff attendance.

**EQA Rating: Satisfactory**

**Evidence:** For the period under review, the district sustained an average student attendance rate of 95.7%. The district used the MAC system to monitor student attendance. At the high school level, student attendance was taken every morning during personal learning time and sent to the office for the attendance coordinator to compile. An electronic report was generated on a daily basis for all high school staff. The high school assistant principal and dean were responsible for monitoring unexcused absences. However, a district administrator stated that the high school did not call a student's home to confirm an unreported absence. The MAC System allowed administrators to generate an attendance matrix report for students. Regular attendance reports were printed on a quarterly basis and reviewed by building administrators. When a student accrued eight unexcused absences the school resource officer from the local police department was notified. At the middle school level, phone calls home were made on a daily basis to confirm unreported student absences. Six or more absences prompted a written letter home from the principal and a phone call home from the guidance counselor.

The district had established procedures to monitor staff absences. Staff members were required to call the district's substitute teacher placer to report an absence. Each morning the substitute teacher placer placed a phone call to each building office and reported staff absences and substitute coverage to an administrative assistant. Each morning the substitute teacher placer placed a phone call to each building office and reported staff absences and substitute coverage to an administrative assistant. Staff members also had to complete leave request forms that needed to be approved by the building principal and a central office administrator. Monthly reports were generated by each school's office and reviewed by the building principal. In cases of excessive staff absences, the building principal would contact the staff member directly and a conference was held. Often, staff members were reminded of support offered through the employee assistance program.

3. The district maintains accurate records on attendance, suspensions, discipline, and dropouts by student subgroup populations and frequently:
  - a. analyzes these records;
  - b. uses the analyses to improve participation and involvement of all students; and
  - c. tracks students who have ceased to participate in school programs.

**EQA Rating: Satisfactory**

**Evidence:** During the time under review, the district had a high student attendance rate, 0.575% average dropout rate, and a lower-than-state-average suspension rate. The district also had small student subgroup populations. Because of its high participation rates, demographics, and low discipline and dropout rates the district maintained records and analyzed them on an individual basis. The high school tracked attendance and discipline data using the MAC system, which included a category for conduct. These reports were kept with the attendance coordinator and were tabulated and examined on a monthly basis. At all levels, the child study team was used as a resource for students having attendance problems, disciplinary issues, or were at risk for dropping out of school.

4. The district actively encourages student attendance in conformity with their policies and expectations.

**EQA Rating: Satisfactory**

**Evidence:** Student handbooks at every level described attendance policies and expectations. In 1999, the high school instituted an attendance policy. High school students were allowed no more than eight absences of any kind during a semester. On the ninth absence, a student lost credit for a course and was entered into the appeals process. Through the appeals process, criteria were established for restoring credit. In addition, tardiness to class was also a component of the attendance policy. Three ‘tardies’ to a class were documented as a class cut and an unexcused absence. The high school had strict procedures in place that required students to verify an unexcused absence within 24 hours, or the student was considered truant. The high school attendance policy and expectations were also communicated to the students on a regular basis. Handbooks were reviewed and all school assemblies were held at

the beginning of the year to review the policy. Follow-up meetings regarding attendance also occurred during class meetings that were held for each grade at the high school.

5. The district collects and uses data on:
  - a. student attendance and evaluates the effects of student attendance on performance and achievement, and
  - b. staff attendance and evaluates the effects of staff attendance on staff performance and student achievement.

**EQA Rating: Satisfactory**

**Evidence:** The EQA found that during the period under examination, student attendance and class participation constituted a portion of students' grades at the secondary level. In addition, syllabi of expectations that addressed attendance were disseminated to high school students for every course. Guidance counselors and members of the child study team also evaluated student attendance and performance on a case-by-case basis. For the period under review, the district did not collect data on staff attendance and evaluate the correlation between staff attendance and performance with student achievement.

6. The district maintains clear and accurate records on:
  - a. student waivers for LEP and ALT status for MCAS assessment; and
  - b. wavers for staff regarding certification and progress toward certification.

**EQA Rating: Satisfactory**

**Evidence:** During the period under review, the district did not have any LEP students who required waivers. Special education teachers maintained records for special needs students and were responsible for applying for waivers for the Alternate Assessment (ALT). During the 2002-2003 academic year, all of the district's teachers were certified in their primary areas of responsibility. The district had one certified teacher who was teaching out-of-field for one or more periods a day. Of the district's 25 administrators, one was not certified for the job he/she held. Personnel records were maintained in central office.

7. The district focuses on and improves educational outcomes, including English language proficiency for all English language learners (ELL) and:
- a. maintains clear, accurate, program and individual records of all English language learners;
  - b. annually reviews disaggregated data from standardized tests, attendance, suspension, discipline, and dropout records; and
  - c. uses data analyses to review programs and services to English language learners and focuses on areas of needed improvement.

**EQA Rating: Satisfactory**

**Evidence:** For the period under review, the district had a small population of ELL students. The district employed two ELL tutors who provided both in-class and out-of-class support for students. The ELL students were administered the IPT Oral Reading and Writing test, as well as the MELA-O assessment to determine progress towards English proficiency. Individual Student Success Plans were developed for every ELL student in the district. All ELL students' files were kept at one elementary school in the district. Because the district had a small number of ELL students enrolled in the district, it did not review disaggregated data by this subgroup. Rather, all ELL students were monitored on an individual basis. ELL students were treated the same as any other student in the district who received support services. Programs and services were developed on an individual basis and tailored to meet the needs of a specific student.

**Standard 3. EVALUATION PROCESSES:** The district uses student assessment data in its development and usage of school, program, and personnel evaluation. The evaluation process focuses on accountability for administrators, teachers, and staff, and one of the goals of the process is the improvement of achievement for all students.

**Preliminary Finding(s):**

- During the period under examination, one third of the district's teacher evaluations reviewed were not completed in a timely manner according to the requirements of the Education Reform Act of 1993.
  
- Between 2000-2003, while there was no formal evaluation of the district's programs, the district continuously reviewed its programs based on student assessment data, which drove changes to curriculum and contributed to planning in professional development.

**Indicators:**

1. The district employs a system of:
  - a. school evaluation that focuses on accountability for administrators;
  - b. program evaluation that focuses on accountability for administrators and staff; and
  - c. personnel evaluation that focuses on accountability for administrators, teachers, and staff.

**EQA Rating: Satisfactory**

**Evidence:** The superintendent reported that since his arrival to the district three years ago, administrators were evaluated and their evaluation focused on district goals, school goals, and personal growth goals. Embedded in all of these evaluations were the concepts of student achievement and accountability. District administrators received training in John Saphier's *The Skillful Teacher*. Administrators' evaluations contained the components of education reform. In interviews with district administrators, they indicated the evaluation process was fair and equitable.

The superintendent reported that there was a formal process to evaluate programs. However, the district began to develop a process to systematically and consistently evaluate programs, which relied on data and benchmarks for performance. There was an annual review of school

and district improvement plans by the individual school councils, superintendent, and the school committee. During the latter part of time under review, the district's new contract with professional status teachers included a new provision for evaluation, which offered the option of a professional growth plan in lieu of a traditional evaluation. The district improved its evaluation process for professional staff and was on a cycle, which ensured an evaluation was done every two years and incorporated the evaluative requirements of education reform. This new professional/personal growth option was introduced in 2002 and at the time of review, it was unclear if staff would opt for this option rather than the traditional formal evaluation.

2. The results of the district's program evaluation are analyzed and used to inform needed changes or modifications in the district's programs and services that would most likely result in improved student achievement.

**EQA Rating: Satisfactory**

**Evidence:** Throughout the EQA's interview process with district staff, it was stated that the district engaged in a continuous review of assessment data involving district administrators, principals, assistant principals, and curriculum coordinators. Results were used to inform changes to curriculum, assessment, and professional development. The district relied on the curriculum coordinators at the K-5 grade levels as well as those at the 6-12 grade level to provide the analysis interpretation, and dissemination of assessment data. (The K-5 grade coordinators were full-time; the 6-12 grade coordinators taught two classes per day). To effect change at the 3-5 grade level and to increase student performance, the district reviewed its literacy program with the goal of making it more academic and developmental. Changes to the literacy program along with the redistricting of students to open two new schools, made MCAS test scores more equitable in the 3-5 grade schools.

3. There is an ongoing process to:
  - a. monitor; and
  - b. evaluate the quality, adequacy, and effectiveness of the curriculum and instructional programs.

**EQA Rating: Satisfactory**

**Evidence:** The district’s director of curriculum, curriculum coordinators, and principals, continuously reviewed the analyses of assessment data and used the analyses to inform changes to the curriculum and instructional programs. The district analyzed MCAS test results and other locally generated assessment tools. The district used the data from these sources to examine patterns, trends, strengths and weaknesses. For example, the district used the *John Collins* writing program as one means for evaluating the ELA program and students’ ability to write long compositions.

4. The district’s evaluation procedure for administrators complies with the requirements of the Massachusetts Education Reform Act.

**EQA Rating: Satisfactory**

**Evidence:** Prior to the 2001-2002 academic year, most building administrators were not formally evaluated. Since his arrival in 2001, the superintendent reported that he had developed a process to evaluate administrators based upon goals, objectives, and outcomes. The evaluation process for administrators was consistent with the requirements of the Education Reform Act. Prior to the current superintendents’ arrival, the evaluation process for administrators did not take place as required. A random sample of recent (2001-2003) evaluations for administrators determined administrators were completed on an annual basis and adhered to the components of the Massachusetts Education Reform Act.

5. The district’s evaluation procedure for teachers complies with the requirements of the Education Reform Act.

**EQA Rating: Poor**

**Evidence:** For most of the period under review (2000-2002), the district formally evaluated its professional status teachers once every three years. During its on-site visit, the EQA found that one third of the teacher evaluations sampled were not completed in a timely manner.

The district's current (2002-2005) contract with teachers established a process within which teachers with professional status could follow one of two routes. The first route followed the traditional formal evaluation based on a two-year cycle with announced visits and summative and formative reports. The second route allowed teachers with professional status to identify and develop personal growth needs in line with district and school initiatives, which would become the focus of the two-year cycle for review. This new option for professional status teachers, if there were no concerns about performance, allowed for professional/personal growth plans to be developed and evaluated in line with prescribed Education Reform standards and timelines. Professional status teachers could choose to be evaluated by the standard procedure outlined in the agreement or may, if agreed to by his/her evaluator, choose to develop a personal/professional growth plan, which would serve as the basis for the two year review. Both processes had embedded concepts of the *Skillful Teacher* and the *Principles of Effective Teaching*. The majority of evaluation sampled followed the traditional cycle, since the new process had yet to reach the evaluative cycle.

6. In order to improve achievement for all students, the district uses disaggregated assessment scores to:
  - a. evaluate specific aspects of achievement, so that data can be analyzed to identify specific strengths and weaknesses in curriculum and instruction;
  - b. set priorities for professional development; and
  - c. reallocate resources to improve achievement levels for all student populations.

**EQA Rating: Satisfactory**

**Evidence:** Between 2000-2003, the district had a process to analyze data by subgroup, predominantly special education students. The district had strategies in regular education and special education, to address needs of particular students. The student needs were developed individually, student-by-student. The district's evaluation process and instruments helped to identify individual, school, and district professional development needs.

**Domain B. Curriculum and Instruction**

<b>Standards▼</b>	<b>Indicators▶</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>Total</b>
<b>Domain B - Curriculum &amp; Instruction</b>												
<b>S4 - Curriculum</b>												
Excellent		0	1	0	0	0	0	0	N/A	N/A	N/A	1
Satisfactory		1	0	1	1	1	0	1	N/A	N/A	N/A	5
Poor		0	0	0	0	0	1	0	N/A	N/A	N/A	1
Unsatisfactory		0	0	0	0	0	0	0	N/A	N/A	N/A	0
<b>S5 - Instruction: Expectations &amp; Policies</b>												
Excellent		0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	0
Satisfactory		1	1	1	1	1	N/A	N/A	N/A	N/A	N/A	5
Poor		0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	0
Unsatisfactory		0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	0
<b>S6 - Access To Quality Education Programs</b>												
Excellent		0	1	0	0	0	0	N/A	N/A	N/A	N/A	1
Satisfactory		1	0	1	1	1	1	N/A	N/A	N/A	N/A	5
Poor		0	0	0	0	0	0	N/A	N/A	N/A	N/A	0
Unsatisfactory		0	0	0	0	0	0	N/A	N/A	N/A	N/A	0
<b>S7 - Professional Development &amp; Training</b>												
Excellent		0	0	0	0	0	0	0	N/A	N/A	N/A	0
Satisfactory		1	1	1	1	1	1	1	N/A	N/A	N/A	7
Poor		0	0	0	0	0	0	0	N/A	N/A	N/A	0
Unsatisfactory		0	0	0	0	0	0	0	N/A	N/A	N/A	0

**Standard 4. CURRICULUM:** The district and each of its schools and programs utilize curricula that are aligned with the state curriculum frameworks in the core academic subjects of English Language Arts (ELA), mathematics, science and technology, history and social science, and world languages. The curricula are current, academically sound, and clearly understood by all who administer and teach in the district.

**Preliminary Finding(s):**

- Between 2000-2003, written curriculum guides and handbooks were data-driven, reflected the articulated state frameworks, and were available for all grade levels and disciplines.
- During the period under review, the district engaged in a comprehensive curriculum mapping process to align the curriculum with state learning standards.

- For the period under review, the high school did not meet the minimum state requirements for time on learning.

**Indicators:**

1. A curriculum leader is assigned to and active in every school in the district.

**EQA Rating: Satisfactory**

**Evidence:** The organizational charts at each school demonstrated an integrated structure in the monitoring, implementing, and modifying revisions to the curriculum. At every level, the building principals were the instructional leaders in their buildings.

The director of curriculum and instruction oversaw the alignment of curriculum in all subject areas. The curriculum coordinators and building administrators supervised the implementation of curriculum. Curriculum coordinators worked with teachers to deliver the curriculum and provide appropriate instructional strategies. Job descriptions for curriculum coordinators were documented and detailed.

For the beginning of the period under review, curriculum leadership was provided through lead teachers in Grades K-8 and department heads in Grades 9-12. For the latter period under review, the district had curriculum coordinators for the core disciplines in Grades K-5 and 6-12. In addition, the district had established curriculum coordinators in Grades 6-12 in ELA, math, science, and social studies, as well as, a K-12 curriculum coordinator in health/physical education/wellness. There were no curriculum coordinators in history/social science in Grades K-5. In this instance, full-time teachers were assigned as grade level facilitators for history/social science and served on the history and social science task committee. Also, the director of curriculum served as the arts and music curriculum coordinator for Grades K-12.

2. Teachers in all of the district's schools:
  - a. have access to the current curriculum;
  - b. are trained in their use; and
  - c. are expected to use them in planning and delivering instruction.

**EQA Rating: Excellent**

**Evidence:** For the period under examination, curriculum guides were available for all teachers at all levels. Teachers were given copies of the curriculum guides for the levels and grades they were responsible for, and they also had access to all curriculum guides electronically. Subject matter handbooks were available for teachers to use in lesson preparations.

The curriculum guides reflected the frameworks document. During 2001-2002, teachers completed curriculum mapping for content areas to establish a pattern for teacher instruction. For 2002-2003, curriculum mapping was expanded to include information on alignment of frameworks, what students should know, teaching strategies and skills, assessment tools, and resources.

The director of curriculum and instruction had electronically stored data of each teacher's curriculum map, which served as a source of information for the curriculum task committee. This committee planned to use this information to generate outcomes in the form of benchmarks for each level.

Curriculum coordinators met with new teachers to brief them on how to integrate the information in the curriculum guides into their lesson plans. In addition, the district provided formal training for teachers before instruction begins in subject matter units. A two and one half hour training was conducted for teachers as a preparation for teaching subject matter units. This training was offered during school hours.

Building administrators monitored teachers' use and implementation of curriculum guides through observations of daily classroom activities. However, other means used by administrators to measure adherence to curriculum guides included monitoring the use of library/media resources by students and computer programs. At the high school, the future use of standard mid-term and final exams in the core subjects would also serve as a monitoring tool. Teachers were expected to keep up-to-date plan books. Although building

administrators did not collect and/or evaluate plan books, they reserved the right to examine them.

3. The district has an established, well-documented process involving teachers in the annual review and/or revision of curriculum based on the analyses of results of standardized tests.

**EQA Rating: Satisfactory**

**Evidence:** The district had a practice of annually reviewing its curriculum on an informal, on-going basis. In addition to the MCAS test, Degrees of Reading Power (DRP) in Grades 2-11, the IOWA Aptitude Test (IAAT) in Grades 7-8, PSAT, SAT, and AP Tests were administered and discussed at K-12 curriculum task committee meetings. District-wide analyses of DRP results were shared by principals and coordinators with teachers.

Included within the action plan of the Westford Public School Blueprint (October 2002) was a commitment to expand membership on the curriculum task committee to include a teacher from each grade level and school to ensure representation from all disciplines, levels and buildings in the district.

4. Modifications and/or revisions to curricula are:
  - a. evaluated for their effectiveness in improving equitable student achievement for all student populations; and
  - b. revised as necessary and disseminated to staff.

**EQA Rating: Satisfactory**

**Evidence:** Between 2000-2003, the district focused on student achievement and success at all grade levels using test results. Throughout the time under review, several changes to curriculum programs were made. A district administrator indicated that a review of ELA assessment results showed a relative weakness in non-fiction reading. In response to this, the district implemented the *John Collins* writing program across all disciplines. A district administrator stated that the district showed significant improvement in their open-ended writing assessment after the implementation of the program.

During EQA interviews, curriculum coordinators indicated that they attended faculty meetings on a regular basis to disseminate information about curricular changes. Written copies of curriculum changes were added to the curriculum handbooks and posted on the curriculum web page. Coordinators also attended team meetings during which they provided data to teachers for analysis in improving instructional strategies and student achievement.

The district examined MCAS test scores on a group and individual basis. Strengths and weaknesses were identified for each student in the needs improvement and failure categories. At the high school level, the district established a freshman fundamentals course for Grade 8 students who scored in the ‘Needs Improvement’ or ‘Failing’ categories on the MCAS tests administered at the Grade 7 and 8 levels. The course was designed to improve students’ performance levels, remediate their skills and enter them back into the mainstream academic courses. The high school offered an alternative education program for students who were academically capable, but were experiencing difficulty with the regular high school program due to social and emotional issues.

5. The district regularly implements an established, well-documented process to ensure:
  - a. horizontal instructional program articulation throughout the system; and
  - b. alignment with the state curriculum frameworks across all Grades PreK-12.

**EQA Rating: Satisfactory**

**Evidence:** An aligned Grade K-12 curriculum was articulated in the district. The MCAS test results were used to monitor alignment with state frameworks. Weekly and monthly meetings involving building administrators and teachers focused on the Grade K-12 curriculum. Curriculum mapping in all content areas was an on-going process in Grades K-12 and served as a monitoring tool for curriculum articulation across the district. Curriculum task committees worked on creating common assessments and establishing benchmarks for all grades that reflected the state curriculum frameworks.

6. Instructional time in each content area:

- a. meets state requirements at each level; and
- b. meets the educational needs of students as determined through an analysis of student achievement data.

**EQA Rating: Poor**

**Evidence:** Instructional time in the academics met the state requirements of 900 hours per year at the elementary school level and 990 hours per year at the middle school level. At the high school level, instructional time per year was approximately 976 hours, which was approximately 14 hours less than the state requirement of 990 hours per year.

The MCAS test item analyses were used to make decisions on time allocations in content areas. The need for more content coverage and/or improving learning skills was a factor in adjusting instructional time. At the time of the on-site review in November 2003, the high school was exploring different model for increasing instructional time and utilizing instructional time more efficiently. Students who scored in the MCAS test ‘Warning’ and ‘Needs Improvement’ categories at the high school and middle school levels, took core classes and worked with tutors during elective periods before and after school to reinforce their exposure to the curriculum. At the elementary level, math time was adjusted to fifty minutes per week to accommodate the district’s newly adopted math series.

7. Staffing levels are adequate to deliver the district’s curriculum to all students and student subgroups.

**EQA Rating: Satisfactory**

**Evidence:** According to interviews with district officials, the district had a school committee policy that was committed to keeping a student to teacher ratio of 22:1 at the elementary level and 25:1 at the middle and high school levels. Class size and staff levels were priority issues in the district’s blueprint to maximize the effectiveness of instruction and curriculum articulation among levels/schools. Scheduling was also a major consideration in the district’s attempt to keep class size low. For example, Grade K-5 curriculum coordinators in the past

were responsible for overseeing eight buildings when they were considered Grade K-8 lead teachers. In the 2002-2003 school year, the lead teachers were reassigned to be Grade K-5 curriculum coordinators who were responsible for six buildings instead of eight. The rescheduling was based on an attempt to improve curriculum articulation among the buildings in the district. Also, a new reorganization at the middle school level improved student to teacher ratios by the creation of four academic teams, instead of three.

**Standard 5. INSTRUCTION: EXPECTATIONS AND POLICIES:** The district uses the analysis of student achievement data to develop policies and documents that express high expectations for student achievement, the employment of quality faculty and staff, and clear expectations of the use of effective instructional methods strategies and practices to teach all students.

**Preliminary Finding(s):**

- Between 2000-2003, the district's modifications to instructional programs were based on data driven-decisions.
- During the period under examination, the district had procedures in place to recruit, employ, and retain a qualified staff that was certified in their primary areas of instruction or responsibility.

**Indicators:**

1. The district has implemented instructional programs that:
  - a. are designed to meet the assessed needs of its students; and
  - b. include the practices, resources, and procedures needed to support the instructional programs.

**EQA Rating: Satisfactory**

**Evidence:** Between 2000-2003, the district implemented instructional programs and curriculum modifications that reflected data analysis of MCAS test results. In both math and ELA, the district had in place the means to track students and assess their needs. Curriculum

task committees played a major role in the decision-making process that impacted on the implementation of instructional programs.

In math, unit benchmark assessments in Grades K-5 were used to determine student progress. Portfolios were set up for each student in Grades K-5, which followed them from grade to grade. All students in Grades 4 and 5 participated in the Continental Math League competition to test their skills and knowledge.

In the area of reading, the DRP and DRA were two of a variety of programs and assessments administered in the district to monitor performance and progress. A profile and portfolio were created for each student and followed each student from grade to grade. The documentation of a student's weaknesses and strengths was available for teachers to make instructional adjustments and for guidance in the area of student placement in the curriculum. For example, DRP data was useful for placement recommendation of students in regular or honors English at the high school. The practice of evaluating instructional programs was ongoing in the district. The MCAS test, Iowa Algebra Aptitude Test (IAAT), PSAT, SAT, and AP exams were used as measures for the evaluation process.

2. Improving and/or sustaining student achievement is the shared responsibility of:
  - a. the district;
  - b. each of its schools;
  - c. the students;
  - d. their parents; and
  - e. the community.

**EQA Rating: Satisfactory**

**Evidence:** The District Curriculum Accommodation Plan (DCAP) listed extensive supports and resources for programs, students, staff, and community involvement. For example, in the area of student support, the MCAS test analysis of data revealed a need for students to improve their answers to open response items. As a result, the *John Collins* writing program

was implemented in grades five through twelve to help students enhance their skills in this area.

The district used staff surveys, the district improvement plan, school improvement plans, and collaboration with the DOE to provide staff with professional development programs. A professional development task committee was established and served a major role in providing staff with opportunities to improve their knowledge and skills.

The school improvement plans reflected the goals of the district improvement plan, which focused on instructional strategies and student achievement. The continued emphasis on establishing benchmark assessments and rubrics to allow students to monitor their performance and progress from grade to grade was ongoing in the district.

The district provided the means for parents to share in the area of student achievement. School newsletters and websites provided information to parents. Parental surveys and a variety of parent information nights/orientations (e.g. parent literacy night) enabled parents to play an active role in the school environment.

The community provided support to the district's schools through many proactive venues. For example, the community, through special town meeting action, voted to add funding to support the construction for the center of performing arts at the high school. Community organizations, such as the West Net Organization and the Westford Educational Foundation, also provided support to the district. The West Net Organization was a fundraising group that provided teachers with mini-grants for special projects. The Westford Educational Foundation supported school initiatives not funded through the budget and focused on professional development.

3. The district has allocated sufficient instructional time in the core content areas to promote academic achievement and a level of proficiency for all students.

**EQA Rating: Satisfactory**

**Evidence:** The district used MCAS test data analysis to make time allocation decisions. For example, at the elementary level, time spent in math instruction varied among teachers in Grades 3-5. In order to improve math scores, time on learning in math in grades three through five was adjusted to 50 to 60 minutes per day. Prior to 2003, math instruction at the middle school level was 45 minutes per day. In response to the MCAS math test data analysis, the instructional time in math was increased to one hour at the middle school level. This resulted in better alignment with the district's middle school math program and lesson timelines. Samples of grade level handbooks at the elementary level revealed that timelines for specific lessons in math were documented and used as guidelines in instruction and the learning process.

4. The district employs highly qualified faculty that are certified in the area(s) of their primary assignment or responsibility.

**EQA Rating: Satisfactory**

**Evidence:** The district's teacher certification survey reported that all 382 teachers were certified. Twenty-four of the district's 25 administrators were certified for the job they held. The district's math tutors and reading resource facilitators were all four-year college graduates. The qualifications of other paraprofessionals were not available for examination. There was no personnel director in the district, which made compiling up-to-date staff profile information a difficult task. Also, the district had implemented a mentoring program and training in the *Skillful Teacher* for new and provisional teachers.

5. District employment policies and practices identify, and encourage skilled, highly qualified personnel to be appointed to and remain in the district's employ.

**EQA Rating: Satisfactory**

**Evidence:** The district had a highly detailed and thorough staff hiring policy that was designed to attract the most qualified candidates. The hiring process was a uniform, step-by-step process that was rigorous and, for a variety of positions, involved screening committees, which included school and community representatives.

Also, the district had adopted practices that included advertising, website postings, and an annual job fair to attract potential candidates. Administrators and coordinators participated in the job fair, and potential applicants were given the opportunity to register online. The teacher contract offered incentives for teachers to remain in the district. For example, the district reimbursed approved course work to teachers in a master's degree program for up to \$750.00 per year and \$500.00 per course for teachers not involved in a master's program. In addition, a longevity payment plan was in effect for veteran teachers.

The district administrators indicated that the district's mentoring program and the *Skillful Teacher* program for new and provisional teachers were two reasons that attributed to retaining teachers and helping them to improve their instructional skills. Also, the District's Blueprint (2002 edition) cites the existence of a professional development newsletter and website to provide professional development opportunities as a means for faculty to communicate with each other. The district had no exit policy or uniform practice in place to monitor/compile information on why teachers left the district. The turnover rates in the numbers of staff were not available. Except for years of service, the district had no special teacher recognition or awards program for outstanding achievement or performance by teachers.

**STANDARD 6. ACCESS TO QUALITY EDUCATION PROGRAMS:** District and school policies and practices require all faculty, staff and students to be in attendance. Retention, suspension, transition management, and dropout prevention policies and programs encourage and support equitable participation in quality educational programs for all students.

**Preliminary Finding(s):**

- Between 2000-2003, the district adopted and enforced a student attendance policy to promote student achievement at all levels.
- In the Westford Public Schools, the district had comprehensive procedures and practices in place for transitioning students between buildings and programs.
- The district established an alternative program at the high school for student dropout prevention.

**Indicators:**

1. District and school policies and practices require all staff and students to be in attendance.

**EQA Rating: Satisfactory**

**Evidence:** The district’s procedures for staff absences included completing a leave form prior to the date of absence. The leave form required approval from a building-based administrator and the superintendent’s office. Staff members were also required to call the district substitute teacher placer to report absences and state the reason for their absence. At all levels, staff absences were compiled daily by office staff and a list of absences and substitutes was generated for the principals and distributed to all staff. If problems of excessive staff absences arose, principals (at all levels) and department coordinators (at the high school level only) requested a meeting with the staff members to discuss their attendance. The district maintained a policy, which stated, “No request for personal leave will be submitted so as to extend a holiday or vacation periods without a statement of reasons. Such requests may be granted at the sole discretion of the superintendent.” Issues of

staff absences were also discussed during leadership team meetings with the superintendent, central office administrators, curriculum coordinators, and building principals.

The district had clear student attendance policies and procedures in place at all levels. The policies were well documented in all of the student handbooks for each building. At the elementary and middle school levels, parents were required to call the attendance line at the school to report a student's absence. If a phone call was not received, school staff called home to confirm the absence. At the middle school level, a student had to be present at least half a day to be recorded as present. Although it was noted that excessive absenteeism would affect a student's grade, this policy was not clearly written.

The district high school attendance policy became effective during the 1999-2000 academic year. A district administrator indicated that prior to the establishment of the high school attendance policy, student absences, 'tardies' and class cuts were more frequent. If a high school student was absent, parents were required to call the school, and an administrator may have called home to confirm the absence. When students returned to school, they were required to report to the office and obtain an absence verification slip. If an absence was not verified within 24 hours, a student was considered truant. Eight or more absences of any kind during one marking period resulted in no credit for the course. The high school established an appeals process for restoring credit once students had shown significant improvement in their attendance for subsequent terms. A district administrator indicated that the high school attendance policy was enforced and that students were made aware of the attendance policies and procedures through their handbooks and school assemblies when principals reinforced the policy.

2. The district has well-documented policies and practices that support equitable participation in quality educational programs for all students. The policies, procedures and practices address:
  - a. transition management; and
  - b. dropout prevention.

**EQA Rating: Excellent**

**Evidence:** Between 2000-2003, the district maintained Grade K-2 and 3-5 schools at the elementary level. Because of this divide, the district was cognizant of managing its students between schools. Orientation days were scheduled for second grade students entering third grade and for fifth grade students entering sixth grade. Elementary and middle school teachers also met with the teachers at the next grade level to discuss incoming students. Second grade teachers visited the Grade 3-5 schools to observe classes in the spring. Guidance counselors and special education teachers also had meetings for each student who received support services. Student profiles were also shared electronically between grades. In addition, parents had the opportunity to provide input on surveys for all students who were moving from building to building. Schools also held parent information nights to orientate families to new buildings.

The high school provided a comprehensive approach for the transition of middle school students to the high school. In February of a student's eighth grade year, guidance counselors visited the middle school to provide an overview of the high school experience and offerings. Later in the spring, eighth graders were matched up with peer leaders for a visit to the high school. A parent information night was also held in the spring. Close attention was also given to the development of students' IEPs for high school. In particular, students' plans were amended to better align with a high school schedule and high school guidance counselors, and special education staff were required to attend all incoming middle school students' IEP meetings in the spring prior to their freshman year.

Freshmen orientation occurred during a full day in September prior to the first day of school for returning upperclassmen. Freshmen had opportunities to meet teachers, guidance counselors, review their schedules, attend student activities information sessions, and meet other students during a cookout. New upperclassmen who entered the high school at the start of the academic year were also invited to attend this orientation. Later in the fall, guidance counselors visited freshmen health classes to provide workshops on transition activities and conduct lessons about depression. Transfer students to the high school were assigned a peer leader to shadow during their first day of school, and the peer leader would follow up with

the transfer student by placing a phone call home to the student to ask about his/her experience.

During the time under review, the district had an Alternative Program (ALT) at the high school for dropout prevention. The Alternative Program was designed as a therapeutic program for students with high ability but emotionally fragile and at risk for dropping out. Although the Alternative Program was an option for both regular and special education students, the majority of the students who were enrolled in the program were regular education students. The Alternative Program had a low student to teacher ratio where students worked one-on-one with a teacher or in groups smaller than six students at any given time. Students in the Alternative Program were guided according to their own individual progress and worked towards a point system for reentry into the high school. The curriculum that students were exposed to in the Alternative Program was similar to their high school courses, but the pace was slower and the instruction was differentiated to meet their needs. Once students were successful in attaining enough points to reenter the high school, meetings with guidance counselors and teachers were held to discuss transition for the student. If a student decided to dropout, the special education office was notified and a letter was sent home offering the option of an evaluation for the student. Guidance counselors also provided students with an exit packet, including specific information about obtaining a G.E.D.

3. The district has well-documented policies and practices that support equitable participation in quality educational programs for all students that address:
  - a. high expectations for all students;
  - b. participation in challenging courses;
  - c. support for students to remain in and succeed in quality programs; and
  - d. equitable participation in advanced and AP-type courses.

**EQA Rating: Satisfactory**

**Evidence:** A district administrator indicated that students entering the high school had the mindset that it was a college preparatory high school. Student expectations were clearly listed

in the high school handbook and were posted on the website. The expectations were divided into the categories of social and academic expectations for students, as well as, school expectations. The principal reinforced these expectations during grade level assemblies. Teachers were also required to provide students with expectation sheets at the beginning of every course. All expectation sheets were signed and returned by the students. All students at the high school were enrolled in a college preparatory program which included: four years of ELA, three years of math, three years of science, and three years of social studies. The majority of students also participated in foreign language classes.

The district offered a tutorial center at the high school that was staffed with professional teachers and National Honor Society students. The tutorial center was also opened after school and a late bus was provided for students. High school students had directed learning times built into their schedules when teachers were available to offer support and guidance. At the middle school level, academic coaches were provided for students who needed additional support. Reading Resource Facilitators were available for students in grades six and seven, and a homework club was offered after school. At the elementary level, reading recovery was offered to Grade 1 students, reading resource facilitators provided support for students in grades two through five, and math tutors were available for students in grades three through five.

During the time under review, the district did not have established honors and advanced placement courses for all disciplines and grade levels. A district administrator indicated that the honors and advanced placement courses were offered for some courses were a blend of the two, and the current initiative was to establish pure advanced placement and honors courses for each discipline at every level. The procedure for identifying students for advanced placement courses included teacher recommendations and the results of end-of-the-year and leveled assessments. Parents were allowed to override the district's recommendations and act as an advocate for their child to participate in honors courses. The district was considering having parents sign a contract stating that their child would not be allowed to drop out of an honors or advanced placement course if they were placed in the course because of a parent's request.

4. The district has well-documented policies and practices that respond to student behavior and support student needs in an equitable manner. The policies, procedures, and practices address issues in the areas of:
  - a. retention; and
  - b. suspension/exclusion.

**EQA Rating: Satisfactory**

**Evidence:** High school students had to pass 25 credits of coursework to qualify for promotion to the next grade level. All students were required to earn 111 credits to graduate. If students were in danger of falling short of the number of credits needed to be promoted to the next grade level, teachers were required to send a warning notice by the end of the third quarter to notify the student that he/she was in danger of failing. This notice would also indicate if the student would or would not be eligible to participate in summer school. If a student successfully completed summer school, a meeting was arranged in August with a guidance counselor to adjust credits and assign a new homeroom, which reflected promotion to the next level. When retention occurred in the ninth grade, the guidance office developed a program that included the necessary courses needed to ensure a timely graduation. A district administrator indicated that retentions had decreased in recent years due to the competency determination for grade ten students.

The district had well-documented policies and practices regarding suspension of regular and special education students listed in the student handbooks. At the high school level, the policy for in-school and out-of-school suspensions was clearly listed in the student handbook, as well as, a list of offenses that result in suspensions. A district administrator stated that the deans were responsible for keeping track of suspensions and disciplinary issues at the high school level. Additionally, the high school student handbook stated that student suspensions could range from one-day in-school suspensions up to ten days out-of-school suspensions.

The middle school and elementary school handbooks had documented policies addressing student exclusions for health-related concerns and student expulsions in alignment with the requirements of Massachusetts Education Reform Act of 1993. Each middle school and elementary school also had a written code of conduct, which was included in the handbook or disseminated to students and parents under a separate cover. There were no written policies in the elementary and middle school handbooks that addressed suspension.

5. The district has policies and programs in place to address the needs of transient or mobile students, which promotes their involvement in high quality and challenging programs.

**EQA Rating: Satisfactory**

**Evidence:** During the time under review, the district had a small number of transient students; therefore, the district addressed the needs of transient students on a case-by-case basis. All transient students were registered and placed in classes based upon previous school records and any additional testing administered by the district to determine the level of support and programming needed. In one instance, the district provided transportation to homeless student residing in hotels. The director of special education served as the homeless coordinator during the time under review.

6. The district has policies and practices that assign faculty to students and courses that maximize all faculty talents and skills and promote high levels of student achievement.

**EQA Rating: Satisfactory**

**Evidence:** In the Westford Public Schools, the process for assigning high school faculty to students and courses was initiated by departments and was overseen by the curriculum coordinators and department heads. Once schedules were developed at this level, they were sent to the guidance department for review and approval. The director of guidance examined the schedule to determine staff equity and the appropriateness of both teacher and student assignments. A district administrator described the process as a child-centered event in which counselors reviewed student and teacher assignments to determine if there was a good match between the two. At times, changes were made to schedules that were in students' best interests. For example, one year the class size of English grade 10 classes was smaller than

the class size of English grade 11 classes. Due to the teacher workload and the number of college recommendations that English grade 11 teachers were responsible for, the guidance department asked an English grade 10 teacher to teach an English grade 11 course in order to maintain equity.

**Standard 7. PROFESSIONAL DEVELOPMENT AND TRAINING:** The district has adopted and implemented a Professional Development Plan developed through the analyses of data for all administrators, teachers, and other professional staff, paraprofessionals and teacher assistants, and professional support teams

**Preliminary Finding(s):**

- For the period under examination, the district’s professional development program goals were embedded in the district improvement plan (DIP).
- Between 2000-2003, the Westford Public Schools did not have formal process for reviewing the professional development program. However, evaluative forms for professional development activities were used to determine the success of these activities.
- In the Westford Public Schools, the district exceeded state funding guidelines for professional development during each year under review.

**Indicators:**

1. The district ensures that every school in the district has identified its professional development needs. The district has developed and implemented a professional development plan to address these identified needs for all:
  - a. principals;
  - b. Teachers; and
  - c. other professional staff, including paraprofessionals and teacher assistants.

**EQA Rating: Satisfactory**

**Evidence:** Every school in the district had a school improvement plan that was developed by the school council. Principals received input from staff regarding their needs through surveys as well as input from the curriculum coordinators. Principals also identified needs through walk-throughs and information contained in the Individual Teacher Professional Development Plans (IPDP). The district's professional development program goals were embedded in the district improvement plan and in this case the district's blue print of goals. The director of curriculum and instruction was responsible for the development of the district's professional development plan. Input for the program was obtained at the administrative leadership meeting where principals discussed professional development needs. There was also a professional development task committee with teacher representatives.

The method of identifying professional development needs of principals was through conversations with the superintendent and principals. During the 2000-2003 school year, at a administrative leadership meeting, principals expressed the need for training in how to implement the new teacher evaluation document. Also, if the superintendent believed there was a need for professional development for a particular principal, that individual was provided with opportunities, usually at attendance at out-of-district workshops. Principals and other administrators also had the opportunity to bring forward their professional development requests for the upcoming year at leadership team meetings.

The district did not survey other staff such as paraprofessionals to determine professional development needs, as the district believed that since all staff interacted with students, there was no need for differentiation. However, in the case of library aides, district librarians provided training. Also, the content coordinators trained the math tutors and the reading resource facilitators. The special education department also provided training for both regular and special education teachers.

2. The district updates its Professional Development Plan annually and sets forth a budget for professional development within the confines of the foundation budget.

**EQA Rating: Satisfactory**

**Evidence:** The district did not have a formal process for reviewing the professional development program. However, the director of curriculum and instruction used a variety of methods to update offerings including staff surveys, e-mails to all 400 staff members, and input from the district-wide professional development committee. After receiving input from the various groups, the director of curriculum and instruction, by June first of each year, developed a release-day calendar for the upcoming year that listed various topics. The director of curriculum and instruction was responsible for preparing the professional development budget. Professional development was always funded in the district's main budget. The director of curriculum and instruction also provided a small amount of money for each school to facilitate its own professional development goals. The district exceeded its annual required professional development spending level required by the state for the entire time under review.

3. The district's Professional Development program is informed by the following:
  - a. analysis of student assessment data disaggregated by student subgroup populations;
  - b. evaluation results of programs and services; and
  - c. evaluations of professional staff and administrators.

**EQA Rating: Satisfactory**

**Evidence:** Interviews with leadership team members indicated that the district relied heavily on the MCAS test data disaggregated by student subgroup populations in order to develop professional development activities. An example cited was that the training was offered to special education staff in ways to modify the curriculum. The district had a professional development task committee, which provided a means for informal evaluation of programs and services through agenda topics, discussions and the analysis of data at their meetings. It was unclear whether the district had a formal practice of using the evaluations of its

professional staff and administrators to inform professional development. However, some principals stated that they used the evaluations to make professional development recommendations for staff members.

4. The district's Professional Development programs include training in the teaching of the curriculum frameworks, participatory decision-making, community and parental involvement, and other skills required for the effective implementation of education reform.

**EQA Rating: Satisfactory**

**Evidence:** In the Westford Public Schools, the district coordinators and mentors provided training to teachers in the use of the district's curriculum guides. The district provided two and one half hours of training for teachers before a new curriculum unit was introduced to students. A district-wide workshop was provided for all new school council members each year. This workshop included a dinner and a presentation informing new members of the roles and responsibilities of school council members.

5. The district's Professional Development Plan and programs include: data analysis skills for staff, accommodations for diverse styles of learning, and are aligned with the District Curriculum Accommodation Plan.

**EQA Rating: Satisfactory**

**Evidence:** For the time under review, the district did not provide formal training for all staff in data analysis. However, the district used the "Train the Trainer" model by providing curriculum coordinators and principals with training. The district offered some training in differentiated instruction. However, a district administrator indicated that differentiated instruction was embedded into the district culture and the curriculum. For part of the time under review, the district had a differentiated instruction coordinator, but the district thought that the model classes that were created were not being observed, so the position was eliminated. The curriculum coordinators were now responsible for overseeing differentiated instruction at their various grade levels.

6. Administrators and teachers advance their knowledge and skills on a regular basis by enrolling in courses that are directly related to their professional assignments.

**EQA Rating: Satisfactory**

**Evidence:** The director of curriculum and instruction sent out a survey via e-mail to determine staff needs that aligned with the district goals and professional assignments. Once the survey information was gathered, a second e-mail was generated with professional development offerings. Teachers who wished to participate in courses were required to get the approval of principals and curriculum directors for course enrollment. Administrators discussed their professional development needs at leadership team meetings and set individual professional development goals with the superintendent on an annual basis.

7. The district's Professional Development Plan is implemented to address and sustain the goals identified in the District Improvement Plan and individual School Improvement Plans.

**EQA Rating: Satisfactory**

**Evidence:** For much of the period under review, the district's professional development program focused on technology beginning in 2001. Prior to that, a district blueprint existed that was developed using student data. As each school had a representative on the professional development committee, members brought their own school improvement goals into the discussion, which provided opportunity for the school improvement plan goals to be included in the district's professional development program.

**Domain C: Student Academic and Support Services**

<b>Standards▼</b>	<b>Indicators▶</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>Total</b>
<b>Domain C - Academic Support Services</b>												
<b>S8 - Student Academic Support Services</b>												
Excellent		0	0	0	0	0	0	0	N/A	N/A	N/A	0
Satisfactory		1	1	1	1	1	1	1	N/A	N/A	N/A	7
Poor		0	0	0	0	0	0	0	N/A	N/A	N/A	0
Unsatisfactory		0	0	0	0	0	0	0	N/A	N/A	N/A	0

**Standard 8. STUDENT ACADEMIC SUPPORT SERVICES:** The district provides appropriate academic support services in ELA, math, and other core content areas for students that are not meeting state performance expectations. The district engages in a comprehensive analysis of the results from student performance assessments and student needs in order to determine the content and scope of academic support services that are offered.

**Preliminary Finding(s):**

- In the Westford Public Schools, the district used the analysis of student data to inform its student academic support services.
- For the period under examination, the district provided comprehensive academic support services at all grade levels.

**Indicators:**

1. The district has adopted and is implementing a District Curriculum Accommodation Plan (DCAP), which may be a component of the District Improvement Plan (DIP), to assist principals in ensuring that all efforts have been made to meet students’ needs in regular education.

**EQA Rating: Satisfactory**

**Evidence:** The leadership team under the direction of the director of curriculum and instruction developed a District Curriculum Accommodation Plan (DCAP) in 2001. The plan lists all the services that were available in the district. The plan was implemented district-wide with principals and other building personnel helping with implementation.

2. The district has a DCAP that is designed to assist the regular classroom teacher in:
  - a. analyzing and accommodating diverse learning styles of all students in the regular classroom; and
  - b. providing appropriate services and support within the regular education program.

**EQA Rating: Satisfactory**

**Evidence:** In 2003, child study teams composed of a number of specialists were available to offer assistance in analyzing and designing services to accommodate diverse learning styles. Classroom teachers could also use special education staff to help identify learning styles of regular education students. The district provided a variety of support services throughout all levels. At the elementary level, reading recovery, math tutors, and reading resource facilitators provided support. At the middle school level, math tutors, reading resource facilitators, and assistance from the homework club were available to the students. At the high school level, there was an alternative education program for both regular and special education students. This program addressed a myriad of student needs, including low performance and behavioral issues. There was flexibility within the program that allowed for students to spend parts of a day or even a longer time in the program. There was a teacher in the classroom that conferred with content teachers regarding curriculum for these students.

In Westford Public Schools, there was also an academic directed learning period at the high school that provided support for short periods of time for students who self-selected to come to this classroom to receive help from a classroom teacher. The district also provided the MCAS test support during and after school for those students who needed this assistance. Also, at the high school level, students who had been identified by eighth grade teachers were enrolled in a fundamentals of ELA program. The ELA core curriculum was used for instruction, but instruction was based on fundamentals.

3. Components of the DCAP include the following:
  - a. direct and systematic instruction in reading;
  - b. provision of services to address the needs of students whose behavior may interfere with learning;
  - c. provisions encouraging teacher mentoring and collaboration and parental involvement; and
  - d. assistance to classroom teachers, such as professional development, to help them analyze and accommodate the needs of students.

**EQA Rating: Satisfactory**

**Evidence:** Reading recovery was available for first graders in Westford. Also, reading resource facilitators provided direct and systematic instruction in reading. At the elementary level, guided reading was also employed. There was also a reading support team available to offer assistance. There was a formal mentoring program in the system, which assigned mentors to new teachers for a period of two years. Mentors received formal training, and curriculum coordinators were also available to assist new teachers.

A behavioral consultant was available for Kindergarten through grade five. Also, guidance counselors and adjustment counselors were available in all schools to provide services to students exhibiting behavior problems. Special education staff members were also available to observe students and devise management plans with individual teachers. In addition, the Alternative Education program provided support at the high school level.

All teachers and administrators were trained in *The Skillful Teacher* course. As a basis for employment, new teachers were required to enroll in this course. This course provided teachers with strategies for accommodating the needs of students. Also, professional development was provided in differentiated instruction. In addition, curriculum coordinators provided training prior to the implementation of curriculum units for all teachers.

4. The district engages in a formal, comprehensive analysis of the results from student performance assessments and student needs to determine the content and scope of academic support services that are offered.

**EQA Rating: Satisfactory**

**Evidence:** Between 2000-2003, various assessments were used throughout the district to provide staff with information regarding student performance. Some of these assessments included: the DRP (Degrees of Reading Program), the DRA (Development Reading Assessment), and math assessments. These assessments were used to determine support services that were needed for students on an individual basis. The district also employed math tutors, reading resource facilitators, and reading recovery teachers to work with students who needed more academic support as the result of performance assessments. The district also established the extended day programs as additional academic support services to students beyond the regular school day. These programs, the Medal and LEAP programs, were grade-level programs in ELA and math which were offered to students who had been identified as needing extra help based on assessment results and teacher recommendations.

5. Beginning at the Kindergarten level, the district uses data available from classroom teachers and standardized tests to:
  - a. identify all students who are not meeting grade-level performance expectations; and
  - b. provide these students with sufficient supplementary and/or remedial services.

**EQA Rating: Satisfactory**

**Evidence:** Assessments used at the Kindergarten level to identify students who were not meeting grade-level performance included: the DRA, phonemic awareness, phonics letter identification, and a Kindergarten profile sheet compiled by the teacher. At grade one, the Marie Clay Observation Survey was used in addition to the DRA. End-of -year benchmarks also provided information regarding grade level expectations. Using the data gleaned from these assessments, the district provided services that ranged from reading recovery, reading resource facilitators, and math tutors.

6. Early intervention reading programs are provided at the primary level to ensure that by the end of Grade 3 students are reading at the Proficiency level on the MCAS test.

**EQA Rating: Satisfactory**

**Evidence:** During the period under examination, all elementary schools in the district had reading recovery in place at the grade one level and guided reading was used as the primary method for reading instruction. At the third grade level, reading resource facilitators provided additional support for students demonstrating difficulty in achieving grade level proficiency.

7. The district develops Student Success Plans for all students who qualify for them, and the Plans contain the components required by statute.

**EQA Rating: Satisfactory**

**Evidence:** According to the EQA's interviews with building principals, they indicated that they were responsible for developing the plans and that, while the number of students requiring them were low, they were monitored on a timely basis in conjunction with guidance counselors. The district had established a district student success plan process that identified procedures and components for developing Individual Student Success Plans. A review of Individual Student Success Plans submitted to the EQA included the identification of supportive services provided to students, classroom interventions, and item analysis of most recent test performance. These MCAS test remediation plans were developed at the building level with input from grade level teams, reading resource facilitators, guidance counselors, classroom teachers, math tutors, and principals. Guidance counselors were responsible for keeping records of the plans and updating them when needed.

**Domain D: Leadership and Governance**

Standards ▼	Indicators▶	1	2	3	4	5	6	7	8	9	10	Total
<b>Domain D - Leadership, Governance, &amp; Organization</b>												
<b>S9 - Organizational Leadership: Direction, Goal Setting, Policies &amp; Planning</b>												
Excellent		0	1	0	0	0	0	0	0	N/A	N/A	1
Satisfactory		1	0	1	1	1	1	1	0	N/A	N/A	6
Poor		0	0	0	0	0	0	0	1	N/A	N/A	1
Unsatisfactory		0	0	0	0	0	0	0	0	N/A	N/A	0
<b>S10 - Organizational &amp; Human Resource Management</b>												
Excellent		1	0	0	0	0	0	0	0	N/A	N/A	1
Satisfactory		0	1	1	1	1	0	1	1	N/A	N/A	6
Poor		0	0	0	0	0	1	0	0	N/A	N/A	1
Unsatisfactory		0	0	0	0	0	0	0	0	N/A	N/A	0

**Standard 9. ORGANIZATIONAL LEADERSHIP: DIRECTION, GOAL SETTING, POLICIES AND PLANNING:** The district and each of its schools and programs implement improvement plans that are based on the analysis of recent and long-range student performance data. The district provides and maintains thorough, complete, and informative documentation on past and current initiatives, practices, policies, procedures, and achievements of the district and its students. District leaders provide clear direction for student, school, and district performance. Implementation of improvement plans is consistently assessed and modified based on ongoing analyses of student achievement data.

**Preliminary Finding(s):**

- Between 2000-2003, the district leadership provided clear, district-wide direction and leadership that was focused on student achievement.
- In Westford, the district did not have a formal evaluation procedure for administrators in place until 2001-2002 academic year.

**Indicators:**

1. The district provides and maintains thorough, complete, and informative documentation on past and current initiatives, practices, policies, procedures, and achievements of the district and its students. This documentation is accessible and well organized.

**EQA Rating: Satisfactory**

**Evidence:** For years under examination, the school committee, with broad input from parents, community, and staff, reviewed and updated policies and related regulations between 2000-2002. Since then the school committee created several new policies that engaged parents and staff in discussions over several months before formally voting to adopt the policies. All policies and regulations were published on the school district's website and were easily available to all interested parties. School handbooks included information for parents and students about key policies and practices.

Collective bargaining with employee groups had been carried out with an eye to student achievement. Major negotiations with the teachers' union led to a new teacher evaluation process, which complied with all state guidelines, and at the same time, addressed improvement activities in the district's strategic plan and embedded personalized teacher growth and development in its processes. This policy was put into practice in the middle of the 2002-2003 school year. Previous to this time, evaluations of staff were conducted on a tri-annual basis.

2. The District Improvement Plan (DIP) incorporates the district's vision and mission statement, and the analysis of student achievement data drives the development, implementation, and modification of educational programs, services, and practices.

**EQA Rating: Excellent**

**Evidence:** In Westford, the district had a strategic plan entitled, *A Blueprint for the Westford Public School*, which guided all stakeholders in the management and improvement of education. The plan was developed through a participatory process involving: citizens, parents, school committee members, professional staff, and the district management team. Through a well-documented, open process, the new superintendent carried out an entry

study, which had sharpened the focus of the latest version of the blueprint, dated October 2002. During the EQA's interviews, district administrators indicated that the blueprint was updated regularly since 1991. The plan had a clear mission statement and objectives to guide and focus educators in the district. Action plans for improved student performance were included in the blueprint for the district. This document served as the district improvement plan (DIP) and was adopted as such by the school committee.

The district recognized the importance of analyzing data on student performance and adopted analytical processes as a significant aspect of the educational activities of its staff. The superintendent made data-driven decision-making a priority concern. The superintendent's annual goals included references to data compilation and analysis. The financial management aspect of the district related budget decisions to student performance improvement needs. The school committee's priorities had been to keep class sizes as low as possible to enhance student achievement.

3. The school improvement plan (SIP) for every school is aligned with the district's mission statement and the analysis of student achievement data drives the development, implementation, modification of educational programs, services, and practices.

**EQA Rating: Satisfactory**

**Evidence:** Between 2000-2003, all schools developed school improvement plans (SIPs) through the leadership of the school councils. All of the SIPs were linked to the district's blueprint, which was the district improvement plan, by references to curriculum and instruction initiatives, student support initiatives, and professional development initiatives as well as community involvement. All SIPs were presented by the school councils at the school committee meetings for discussions and votes of approval. These discussions included review of goal attainment during the previous year. School improvement plans were available to the public via the district's website.

4. District leaders monitor student achievement data throughout the year, considering the goals identified in the DIP and individual SIPs and implements programs, policies, and services that are most likely to result in improved student achievement.

**EQA Rating: Satisfactory**

**Evidence:** For the time under examination, the monitoring of student achievement data was continuous from the superintendent's district goals to individual school goals and on to budget development. The major source of student achievement data was the MCAS test results, which were disaggregated by school and grade and further analyzed through the utilization of the *TestWiz* and other software programs. Teams of teachers, coordinators and other educational service providers further explored the MCAS test data. In addition to MCAS test, school-based teams at all levels reviewed and made decisions about curriculum effectiveness and modifications of instructional programs and strategies.

5. All of the district's administrators are appropriately certified in their area(s) of responsibility.

**EQA Rating: Satisfactory**

**Evidence:** In the 2001-2002 academic year, all professional staff had to present up-to-date certification data for the specific assignment for which they were employed. All of the professional staff completed the full review and were deemed in compliance at the completion of the review. All professional teaching staff was certified in their area of responsibility. At the time of review, one certified teacher was teaching out-of-field for one or more periods a day. One of the district's 25 administrators was not certified for the job he/she held.

6. The leadership reports annually to the school committee, staff, and community concerning the extent to which the implementation of the DIP and SIPs have or have not resulted in improved student achievement.

**EQA Rating: Satisfactory**

**Evidence:** In Westford, the district's school committee and the superintendent of schools scheduled time at school committee meetings for reports and discussion on the

implementation and progress of the district improvement plan and each of the school improvement plans. Each school committee member had one school council for which he/she was a liaison between the school community and school committee. The superintendent met monthly with a representative body of all Parent Teacher Organizations (PTOs) from each school in the district to discuss and report on goal attainment and student performance results.

7. The superintendent is evaluated annually on the districts state assessment results and implementation of the DIP. This performance evaluation serves as the basis for improving the future job performance of the superintendent.

**EQA Rating: Satisfactory**

**Evidence:** For the entire time under review, the school committee maintained a formal process for the evaluation of the superintendent. The superintendent had annual goals, which were presented at public meetings to the school committee. The superintendent's performance on these goals, as well as a rating on leadership responsibilities informed the formal evaluation. The superintendent's compensation and contract renewal was dependent on the results of this annual evaluation process.

8. Principals are evaluated annually on school state assessment results and the implementation of their respective SIPs. These performance evaluations serve as the basis for improving future job performance of the principals.

**EQA Rating: Poor**

**Evidence:** For the period under examination, each principal was evaluated by the superintendent on the implementation of their school improvement plans, as well as, the state standards of the *Principles of Effective Administrative Leadership*. The overall performance evaluations were summarized in writing and were related to decisions about renewal of contract. While the new superintendent had made significant, positive changes in the principals' evaluation procedure, principals were not evaluated through a formal, comprehensive, written process prior to his arrival in 2001.

**Standard 10. ORGANIZATIONAL AND HUMAN RESOURCE MANAGEMENT:** The district has organizational structures, policies, collective bargaining agreements, procedures, and practices with clear lines of authority, responsibility, and accountability. Teacher retention/turnover rates are within reason. Together, these elements promote efficient and effective district operation and facilitate achievement for all students.

**Preliminary Finding(s):**

- For the period under examination, the district maintained both ordered and flexible organizational structures, policies, and procedures that consistently focused on student achievement.

**Indicators:**

1. The superintendent, in regular meetings with administrators and members of the school committee, develops a coherent vision statement and DIP designed to achieve it.

**EQA Rating: Excellent**

**Evidence:** Between 2000-2003, the superintendent met with the district leadership team including principals at a minimum of three formal, agenda driven meetings per month. During the summer the superintendent convened a three-day, off-site retreat with this group. The district leadership team was the mechanism for developing and implementing policies and practices for the school sites and developing the central beliefs and action plans, which guided the school programs. Working with the school committee and the local school councils, the superintendent organized and updated the district improvement plan, entitled *Blueprint for the Westford Public Schools*.

The Westford School Committee and the superintendent met in public session weekly to carry out their public responsibilities. The organizational team was challenged in recent years by the enormous growth in the number of pupils enrolled in the district. To meet the need of a growth spike of 180 pupils per year, the district added three new schools, three principals,

and hired over 100 teachers. Major redistricting of pupils, along with the clear communications, which were necessary for a successful shift of pupils, happened every year for the time under review. A key operating principle of the organization was to keep a small town feel to the schools of a district growing larger every day.

2. The superintendent delegates the educational and operational management of the schools to the building principals and program directors.

**EQA Rating: Satisfactory**

**Evidence:** Interviews with district and school officials indicated that the lines of authority and responsibility between the district leadership and the building principals were well understood. Principals were the educational leaders of their schools. The responsibilities delegated by the superintendent included: the hiring of staff, the supervision and evaluation of teachers and other educational providers, the administration of the building, and the leadership of the school community. Oversight of these responsibilities was laid out in a series of organizational charts.

3. The district leaders ensure that:
  - a. all principals have an opportunity to discuss published policies and district improvement plans; and
  - b. the district uses system-wide and intra-district communication systems to keep all faculty and staff well informed and to provide avenues for response.

**EQA Rating: Satisfactory**

**Evidence:** The district principals played a central role in the development of policies adopted by the school committee. Principals and assistant superintendents established regulations to instruct staff on how to implement the policies. All policies, including district and school improvement plans, were available to the wider community on the district's website. The website also offered, through hyperlinks, other news and information about the district. The schools were connected to the Internet and had their own website, so that two-way communications, such as e-mail and chat rooms were available to staff.

4. The district publishes a current organizational chart that indicates clear lines of responsibility. Job descriptions for all personnel on the organizational chart are published and available to all faculty and staff.

**EQA Rating: Satisfactory**

**Evidence:** The district schools had a series of organization charts, which laid out the authority and responsibility for all district services. In addition, job descriptions were prepared for the use and information of staff and the general public.

5. The district has a process for the recruitment and hiring of staff, which involves appropriate administrative and staff participation. The process is perceived as fair and open and focuses on identifying and acquiring the most qualified individuals for each position.

**EQA Rating: Satisfactory**

**Evidence:** While the district did not have a full-time personnel officer, the district administrators divided the usual personnel responsibilities in a manner that addressed personnel issues with care and attention. For example, the school committee had a policy on hiring staff (policy 4105). To implement this policy, the district leadership developed a regulation (R4105), which set out detailed instructions on the hiring of new teaching staff. This detailed regulation consisted of instructions on how and when to establish a screening committee, suggested interview questions, suggestions for checking references, and when to inform the superintendent and school committee about decisions. The regulations also extended to principals some freedom to diverge from the guidelines when there was a late summer resignation.

6. The district ensures that all personnel records are carefully compiled, maintained, and available to all appropriate faculty and staff.

**EQA Rating: Poor**

**Evidence:** Personnel records were accessible and maintained in a timely way by a part-time clerk in the district office. Payroll records were also kept by a clerk in the business office and could be accessed by staff in a prompt manner. However, given the lack of a director of personnel the district's records were not as well maintained as possible.

7. The district actively undertakes efforts to provide teachers new to the district and to the profession with coaches and mentors in their respective roles.

**EQA Rating: Satisfactory**

**Evidence:** The district had an active program of mentoring for teachers new to the district. All mentors were experienced teachers who had been trained in accordance with state guidelines. The principals regarded the program as helpful to new teachers.

8. The district routinely recognizes the accomplishments of its professional and support staff and has low rates of employee turnover, especially among qualified staff with professional status.

**EQA Rating: Satisfactory**

**Evidence:** In recent years, the district had to hire many new teachers in order to meet the growth in student enrollment. The district recruited new staff by hosting a job fair, which allowed prospective candidates to be briefed on the quality and expectations sought by the district. This pre-application process helped to identify the most promising candidates who then were guided through the district's screening process. This process led to good personnel matches, which benefited both the teachers and the district. The district maintained high teacher morale and a low turnover rate. District administrators believed that most turn over was attributed to retirements and spousal relocation.

While there was no formal recognition program, teachers were acknowledged for honors and accomplishments at school-based meetings of PTOs, and the school committee and the superintendent praised teachers for major distinctions at the opening of public school committee meetings. Often the local newspapers that covered school committee meetings turned these acknowledgements into feature stories.

**Domain E: Business and Financial Management**

<b>Standards▼</b>	<b>Indicators▶</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>Total</b>
<b>Domain E - Business &amp; Financial Management</b>												
<b>S11 - Budget Preparation &amp; Development</b>												
	Excellent	0	0	1	0	0	1	0	0	0	0	2
	Satisfactory	1	1	0	1	1	0	1	1	1	1	8
	Poor	0	0	0	0	0	0	0	0	0	0	0
	Unsatisfactory	0	0	0	0	0	0	0	0	0	0	0
<b>S12 - Financial &amp; Capital Asset Management</b>												
	Excellent	0	0	0	0	0	0	0	0	0	1	1
	Satisfactory	1	1	1	1	1	1	1	1	1	0	9
	Poor	0	0	0	0	0	0	0	0	0	0	0
	Unsatisfactory	0	0	0	0	0	0	0	0	0	0	0

**Westford’s Chapter 70 Funding and Net School Spending FY1993 to 2003:** For the 11-year period since the Massachusetts Education Reform Act, FY1993 to FY2003, Westford met the state mandated Net School Spending Requirement. For the period between FY1993 and FY2003, Chapter 70 Aid to Westford increased 754.6% (from \$1,242,217 to \$10,615,861.) Westford’s Required Local Contribution increased 63.7% (from \$12,722,364 to \$20,832,027). However, Westford’s Actual Local Contribution to meet the Net School Spending Requirement for the same time period increased 247.2% (from \$12,722,364 to \$31,447,888). For the period since the Education Reform Act, Westford received a total of \$50,229,553 in Chapter 70 Aid and was required to raise locally \$164,216,351. From 2000 to 2003, Chapter 70 Aid was \$34,593,262 and the Required Local Contribution was \$76,373,180. For the period between FY1993 and FY2003, Westford’s foundation enrollment increased 55.1% and its student headcount increased 62.5%. Between FY2000 and FY2003, its foundation enrollment increased 15.9%, and its student headcount increased 11.8%.

**Standard 11. BUDGET PREPARATION AND DEVELOPMENT:** The district has a budget preparation and development process that ensures full consideration and effective use of available resources essential for district and school operations focused on student achievement. The school committee, superintendent, administrators, faculty, staff, parents, and members of the community meet their responsibility to ensure that the school budget and appropriation meet the educational and achievement needs of all students.

**Preliminary Finding(s):**

- Between 2000-2003, the district's financial data was presented clearly using a variety of narrative, graphic, and multi-media formats.
- For the period under review, the budget document provided extensive information regarding current program needs, as well as, historical tendencies.
- In Westford, the district utilized a long-term approach to its financial needs that articulated actual educational needs in the district that were not necessarily tied to revenue availability.

**Indicators:**

1. There are clear, well-documented procedures for the development of the district's budget to ensure input from all staff.

**EQA Rating: Satisfactory**

**Evidence:** The district's school committee policy manual specifically policies #P3100 and #P3200, established district requirements, processes, and responsibilities for the annual budget. The district, through the superintendent and the assistant superintendent, established a budget schedule and calendar. In addition, the school committee and the superintendent established budgetary goals and priorities for the district, which provided the direction upon which budgets should be developed. The district's blueprint served as the master-planning document for the articulation of budget priorities and annual goals. The district used a process within which the chairs of the finance committee, the board of selectmen, and the school committee, along with the town manager, superintendent, and assistant superintendent examined revenue projections for the budget year along with overall community goals for the

year, and shepherded the budget process through Town Meeting in a cooperative and collegial manner. In interviews with district leaders, there was a sense that the educational needs of the community were addressed in an equitable and consistent manner. The district's principals and directors were responsible for the development and justification of any additional spending within each building and program. There was evidence as demonstrated by the school committee's and superintendent's goals and through district interviews that maintaining core classroom needs, including teachers and supplies as well as maintaining low class size, has been a predominant focus of school budget spending during the time under review.

2. Relevant budget decisions are premised on a clear, well-documented, systemic analysis of student performance data as well as other pertinent information.

**EQA Rating: Satisfactory**

**Evidence:** It was clear, as demonstrated in the district's budget documents that data and the analysis of data, in particular enrollment and MCAS test results, played a significant part in budgetary decision-making. Further, there was a clear use of historical data, in particular revenue, spending, and state aid over an extended period of time that was used to portray spending needs, priority spending areas, and performance of students. There was a tendency, exhibited by school committee policy and practice and supported by the administration, that class size be maintained low enough to provide individualized academic attention, and supplemented with adequate supports where needed. The superintendent produced budget requests for the school committee that was centered on data analysis and spending trends over a five-year period.

3. The district's budget process is clear and well--documented and integrates district and school improvement plans, long-term goals, and action plans.

**EQA Rating: Excellent**

**Evidence:** The district's school committee policy was the document that described the district's budget process. The community used a process within which the chairmen of the finance committee, board of selectmen, and school committee along with the superintendent

and town manager met to discuss and review revenue, spending, and priorities for the upcoming budget year. These forums helped to shape the operational and capital needs of the community. The budget process began in October, when following a town-wide meeting with municipal managers, the superintendent provided guidance and instruction to department heads and principals articulating the goals of the district for the budget year. The district utilized a process entailing annual inputs (enrollment, SIP's) as well as budget drivers to help articulate budget needs and annual priorities. There was a close correlation between the district's blueprint, annual goals, and spending levels. The school committee and superintendent collaborated to develop the district's budget priorities for the upcoming year.

Principals completed their individual budget in line with district goals. Principals also received per pupil allocation for their school, which was inserted into their respective budget. School committee minutes reflected thoughtful discussion and deliberation and approval of annual goals. The superintendent was responsible for presenting budgets to the school committee. The district's budget presentation used data to display spending history, trends, and patterns to help articulate budget needs. The budget was not an incremental budget; rather the district utilized a long-term approach that articulated actual educational needs within the district, not tied to revenue availability. The school committee, working closely with municipal government officials then provided a recommended budget to the finance committee outlining school department spending for the upcoming year. District administrators and town employees indicated there was a high community expectation of the district and its students.

4. The district allocates its resources to accomplish targeted initiatives and objectives at the district and school levels to improve student achievement for all student populations.

**EQA Rating: Satisfactory**

**Evidence:** The district's budget was clear and concise. Data was developed centrally, (specifically, enrollment needs, staffing requirements to meet class size expectations) and was used to provide a thorough examination of finances available to support the district's budget request. In interviews with central office directors and principals, it was consistently stated that there were sufficient resources available for instruction and classroom activities.

Per pupil allocations were consistent and equitable at all levels. The allocation of educational supplies was equitable by grade or program, specifically: \$151.58 per pupil for Grades 9-12, \$121.46 per pupil for Grades 6-8, and \$112.67 per pupil for Grades 1-5. There was a per - pupil allocation for special education, as well as district specialists, art, music, and physical education. Professional development was funded at the required levels in all fiscal years under review.

5. The district, as part of its budget process, implements a review process to determine the cost effectiveness of all of its programs, initiatives, and activities.

**EQA Rating: Satisfactory**

**Evidence:** The district conducted reviews of its programs on a regular basis, through the school improvement plan as well as the district improvement planning process. There was evidence to suggest that the district also reviewed specific programs to determine their effectiveness. For example, the district reviewed its purchase of the world history textbooks to help improve student learning in that subject area.

6. The district's budget document is clear, complete, current, and understandable and provides accurate information on all fund sources as well as previous history and trends.

**EQA Rating: Excellent**

**Evidence:** The district's budget documents were clear and understandable and provided a history of prior fiscal year spending. The district's informational budget booklet for town meeting was full of charts, graphs, and presentations regarding enrollment growth, Chapter 70 Aid, as well as other statistical indicators of spending. This document provided the community with significant information regarding school revenue and spending. The district's budget contained a tremendous amount of charts and graphs highlighting spending patterns over a five-year period.

7. The budget and district's expenditures are adequate to provide for appropriate levels of staffing, professional development, materials, supplies, and equipment.

**EQA Rating: Satisfactory**

**Evidence:** The district's budget provided adequate levels of staffing as demonstrated by its consistent commitment to maintaining low class size. The district's budget grew significantly during the period of review primarily through increases in Chapter 70 funding. The following demonstrates this increase: FY1998, \$2.8 million; FY1999, \$3.8 million; FY2000, \$6.2 million; FY2001, \$7.4 million, FY2002 \$10.3 million, and FY2003, \$10.6 million. This additional revenue provided the district with the capability of enhancing its programs, maintaining class size, and maintaining core services. The district provided required spending for professional development. Based on interviews with school principals, there was a consensus that spending levels for supplies and materials was adequate and equitable. There was a practice of working closely and collaboratively with the town government to ensure equity in revenue distribution and a willingness to share resources as demonstrated by the initiative involving information services systems. The community established a commission on efficient town government, an internal committee made up of representatives of the school department, municipal government, and the community. This commission was charged with examining areas that may generate operational efficiencies as well as increase revenue.

8. The community provides sufficient financial resources to ensure an educational program of quality, as evidenced by a sufficient district revenue levy.

**EQA Rating: Satisfactory**

**Evidence:** Since 1993, the district exceeded its net school spending requirements. The community, as evidenced by district interviews, had high expectations and financial support for the district and its educational programs. Due to the high expectations of the community for its educational system and student achievement, there was ample participation and commitment to programs and services. As a component of municipal spending, the distribution of operational funds had historically been approximately 65% for schools and 35% for the general government. Over the past five years, the community provided funding, through debt exclusion votes, to upgrade and renovate several of its buildings and facilities, and to construct three new schools, two elementary and one additional middle school. Further, the community had supported an operational override of \$2.5 million in 2000. The district participated with the town's capital program, and through discussion with district and

municipal officials, there was a consensus that school concerns and needs were provided for equitably in relation to other municipal departments. The town maintained a reserve of 5% of its operating budget.

9. Financial and audit reports are prepared and submitted in a timely manner to appropriate agencies.

**EQA Rating: Satisfactory**

**Evidence:** Annually, the district completed all financial and independent audit requirements in accordance with the school committee policies. Independent audit findings were addressed on a timely basis, and the district had used Melanson & Heath to conduct its annual audit. At the time of the review in November 2003, the town and district were working to execute a written agreement regarding the town's methodology for calculating indirect costs. There was agreement regarding these charges, and the district used a percentage formula to ensure its proper and reasonable assignment of municipal costs.

10. Decisions resulting in changes in budget appropriations are made based on the analysis of student data to maximize the opportunities for the achievement of all students.

**EQA Rating: Satisfactory**

**Evidence:** In a review of documents as well as interviews with district leadership, it was consistently reinforced that student assessment and achievement for all students guided spending and that data was consistently being analyzed in order to improve student performance.

**Standard 12. FINANCIAL AND CAPITAL ASSET MANAGEMENT:** The district maintains adequate accounting and financial reporting procedures. This is done to inform district-level and school-level decision-makers to ensure effective and efficient managerial control over the use of all funds, to acquire and efficiently manage supplemental funding, and to promote student achievement and accountability to the public. The condition, management, and maintenance of facilities encourage public support for education and are conducive to promoting high levels of student achievement.

**Preliminary Finding(s):**

- Between 2000-2003, as a result of long-range planning by the town and schools, the district addressed its building needs and space requirements to ensure a productive learning environment for all students.

**Indicators:**

1. School committee policies and administrative procedures are clear regarding the processes and expectations for expenditures, transfers, and investment of funds with the district's budget and the expenditure of any district funds.

**EQA Rating: Satisfactory**

**Evidence:** As evidenced by school committee policy and school committee meeting minutes, the district ensured procedures were in place regarding budgetary transfers and processing of appropriations and grant funding. The district's assistant superintendent's office oversaw the expenditure of district funds. The district's financial management software, MUNIS, provided levels of thresholds for expenditure and safeguards for the transfer of funds.

2. Regular, timely, accurate, and complete financial reports are made to the school committee and the public.

**EQA Rating: Satisfactory**

**Evidence:** Financial reports were provided quarterly to the school committee and monthly to building principals, and annually to the community at the town meeting as part of the

district's budget request at town meeting. Further, the district made extensive use of its website to allow the public accessibility to any and all reports generated by the district and its individual schools.

3. Required local, state, and federal financial reports and statements are filed in a timely and accurate manner.

**EQA Rating: Satisfactory**

**Evidence:** School committee policy provided guidelines for submitting financial reports and statements. If any items were identified for corrective action in annual independent audits they were addressed within the annual audit cycle. All required financial reports were submitted in a timely manner. The district had a strong working relationship with the town's financial departments and had good communication methods and practices in place to ensure constant dialogue between school and town agencies. The town's finance director met monthly with the district's assistant superintendent and his staff to ensure all financial matters affecting the town/district were dealt with in a timely manner. A previous audit suggested the district staff receive training regarding the management of student activity accounts. This training was conducted and well received by district staff involved with the management and processing of student activity accounts.

4. The district uses efficient accounting technology that integrates district-level financial information with the financial information of each school, and allows financial managers and principals to accurately track spending against the budget on a regular basis.

**EQA Rating: Satisfactory**

**Evidence:** The district's financial management system, MUNIS, was in place in the district for the past eight years. It provided the district and the town with reporting and monitoring capabilities, as well as, online access for principals and directors. There were, however, two separate charts of accounts, one for schools, one for the municipality, which made reconciliation more difficult and untimely. In interviews with school and municipal officials, it was indicated that there was an ongoing process to develop one common chart of accounts to remedy this problem. It is anticipated this will be completed for July 2004.

5. The district reviews student achievement data and the reviews are reflected in its financial decisions.

**EQA Rating: Satisfactory**

**Evidence:** There was evidence throughout the district to suggest that student achievement and performance was constantly and actively analyzed and addressed. Further, the district examined student assessment and achievement gaps and has allocated resources to address and correct these issues. In addition, in the budget submissions, there was evidence that student achievement and identifying the accompanying resources necessary in order to achieve high levels of student performance was in practice in this district.

6. The district regularly employs:
- a. certified business officials,
  - b. purchasing agents with MCPPO credentials,
  - c. appropriate independent financial auditing services and implements their recommendations to ensure efficient and quality financial systems.

**EQA Rating: Satisfactory**

**Evidence:** The assistant superintendent for finance, who has held this position for 17 years, held a Massachusetts' business manager certificate. The Town's chief procurement officer designated the district's assistant superintendent the procurement officer for the school district. The district's financial software and policy established thresholds for purchasing in accordance with MGL, Chapter 30B. The district employed Melanson & Heath to conduct its annual audit and findings.

7. The district uses reliable forecast mechanisms and control procedures to ensure that spending is within fiscal budget limits.

**EQA Rating: Satisfactory**

**Evidence:** The school committee policy outlined procedures for budgetary controls through ongoing reporting requirements. The school committee reviews quarterly financial reports for

trends and variances. Through strong collaboration with town financial officials, annual revenue projections, and spending limits were developed in accordance with the joint chairs committee through cooperation and collaboration.

8. The district has a system in place to:
  - a. ensure that that state bidding laws are followed;
  - b. monitor special revenue funds, revolving accounts, and fee structures related to them to ensure that they are well-managed and efficiently used;
  - c. monitor and track instructional assets such as texts, materials, supplies, and equipment to ensure efficient and maximum utilization; and
  - d. track its assets in accordance with GASB No.34.

**EQA Rating: Satisfactory**

**Evidence:** The district's assistant superintendent served as procurement officer for the district. The district's financial management system allows for the capacity to track expenditures and spending. All special revenue funds, revolving accounts, and fee-generated revenue were segregated and managed properly and consistently with appropriated accounts. The assistant superintendent along with the Town's accounting department tracked all assets in accordance with GASB No. 34.

9. The district implements preventive maintenance programs for buildings and equipment that are reviewed on a regular basis and are related to the district's long-term capital needs.

**EQA Rating: Satisfactory**

**Evidence:** There was evidence that the district's support of spending for school-related maintenance items was equitably delivered. Additionally, the Town's Capital Improvement Program included school district capital needs, which were treated in a fair and equitable manner. The Town conducted and was implementing a comprehensive facility master plan, which addressed its building needs and space requirements. Available revenue, free cash, and debt exclusion votes funded the Capital Improvement Program. Over the past several years, the Town provided funding, through debt exclusion and bonding, to upgrade and construct three new school facilities, (one middle school and two elementary). Based on the

recommendation of the joint chairs committee, a vote at the 2003 town meeting provided \$1 million to replace windows at one elementary school. The district was able to use a modular school to provide flexibility for building projects in response to increased enrollment without detriment to student learning. The Town had a permanent school building committee, which had the responsibility of overseeing the construction and renovation of school buildings. This long-standing committee had expertise and longevity, which helped to guide building projects to a successful completion.

10. Educational and program facilities are of adequate size, clean, safe, well-lit, well--maintained, and conducive to promoting the learning process.

**EQA Rating: Excellent**

**Evidence:** The EQA's visits to schools at all levels, high school, middle school, and elementary schools, revealed facilities were clean, well maintained, and free of vandalism. The high school's fine arts center served as a showcase for the district's music program. The district had a policy regarding the use of school buildings by outside groups, as well as internal regulations regarding fees and usage of the buildings. Classroom space and large areas of assembly were adequate and furnished appropriately. Equipment and supplies appeared ample during the site visits to the middle school and high school.

## Appendix A: Proficiency Index

The Proficiency Index is a metric used to measure and compare all schools and school districts regarding their performance on each of the MCAS tests. There are three indices: The Average Proficiency Index (API), the English Language Arts Proficiency Index (EPI) and the Math Proficiency Index (MPI). The index is developed as follows:

The Proficiency Index is a measure of the level of achievement a district, school, grade, or subgroup has made in relation to the proficiency achievement level on the annual MCAS test. The Proficiency Index is calculated as follows:

Percentage of students scoring 200-208 on test	x	0	=	A
Percentage of students scoring 210-218 on test	x	25	=	B
Percentage of students scoring 220-228 on test	x	50	=	C
Percentage of students scoring 230-238 on test	x	75	=	D
Percentage of students scoring 240 or more on test	x	100	=	E

The Proficiency Index (PI) equals the sum of  $A + B + C + D + E = PI$

Example: The Governor Ambrose High School had the following results for the 2001 MCAS test:

12% of all students scored 200-208; therefore,	12%	x	0	=	0
15% of all students scored 210-218; therefore,	15%	x	25	=	3.75
21% of all students scored 220-228; therefore,	21%	x	50	=	10.5
34% of all students scored 230-238; therefore,	34%	x	75	=	25.5
18% of all students scored 240 or more; therefore,	18%	x	100	=	18.0

The Proficiency Index is calculated by adding:  $0 + 3.75 + 10.5 + 25.5 + 18 = 57.75$

The Proficiency Index for the Governor Ambrose High would be: 57.75  
The MPI would use the same calculation for all students taking the math exam.  
The EPI would use the same calculation for all students taking the ELA exam.

The 100 point Proficiency Index is divided into six Proficiency Categories as follows: 90-100 is 'Very High' (VH), 80-89.9 is 'High' (H), 70-79.9 is 'Moderate' (M), 60-69.9 is 'Low' (L), 40-59.9 is 'Very Low' (VL), and 0-39.9 is 'Critically Low' (CL).

**Appendix B: Westford Chapter 70 Funding and Net School Spending FY1993-2003**

FY	Foundation	Pct	Foundation	Pct	Required	Pct	Chapter 70	Pct	Required	Pct	Actual	Dollars	Pct	
	Enrollment	Chg	Budget	Chg	Local	Chg	Aid	Chg	Net School	Chg	Net School	Over/Under	Over/	
					Contribution					Spending(NSS)		Spending	Requirement	Under
FY93	2,898		14,931,800		12,722,364		1,242,217		13,964,581		13,964,581	0	0	
FY94	2,929	1.1	14,996,309	0.4	13,261,271	4.2	1,520,166	22.4	14,781,437	5.8	14,579,343	-202,094	-1.4	
FY95	3,061	4.5	16,109,383	7.4	13,389,035	1	1,735,549	14.2	15,124,584	2.3	15,808,513	683,929	4.5	
FY96	3,142	2.6	16,919,578	5	14,016,704	4.7	1,945,027	12.1	15,961,731	5.5	16,387,145	425,414	2.7	
FY97	3,336	6.2	18,388,738	8.7	15,020,529	7.2	2,465,293	26.7	17,485,822	9.5	17,280,907	-204,915	-1.2	
FY98	3,516	5.4	19,851,030	8	15,151,604	0.9	2,852,538	15.7	18,004,142	3	19,119,044	1,114,902	6.2	
FY99	3,712	5.6	21,945,737	10.6	15,761,811	4	3,875,501	35.9	19,637,312	9.1	21,559,156	1,921,844	9.8	
FY00	3,878	4.5	23,110,262	5.3	17,180,978	9	6,243,378	61.1	23,424,356	19.3	24,151,912	727,556	3.1	
FY01	4,179	7.8	25,862,038	11.9	18,453,026	7.4	7,409,012	18.7	25,862,038	10.4	29,403,441	3,541,403	13.7	
FY02	4,442	6.3	30,232,160	16.9	19,907,149	7.9	10,325,011	39.4	30,232,160	16.9	34,502,058	4,269,898	14.1	
FY03	4,495	1.2	30,833,684	2	20,832,027	4.6	10,615,861	2.8	31,447,888	4	34,260,796*	2,812,908	8.9	

97

FY	Dollars per Foundation Enrollment			Percentage of Foundation		Chapter 70 Aid as Pct of Actual NSS
	Fnd Budget	Ch 70 Aid	Actual NSS	Ch 70 Required NSS	Actual NSS	
FY93	5,152	429	4,819	8.3	93.5	93.5
FY94	5,120	519	4,978	10.1	98.6	97.2
FY95	5,263	567	5,164	10.8	93.9	98.1
FY96	5,385	619	5,216	11.5	94.3	96.9
FY97	5,512	739	5,180	13.4	95.1	94
FY98	5,646	811	5,438	14.4	90.7	96.3
FY99	5,912	1,044	5,808	17.7	89.5	98.2
FY00	5,959	1,610	6,228	27	101.4	104.5
FY01	6,189	1,773	7,036	28.6	100	113.7
FY02	6,806	2,324	7,767	34.2	100	114.1
FY03	6,860	2,362	7,622	34.4	102	111.1