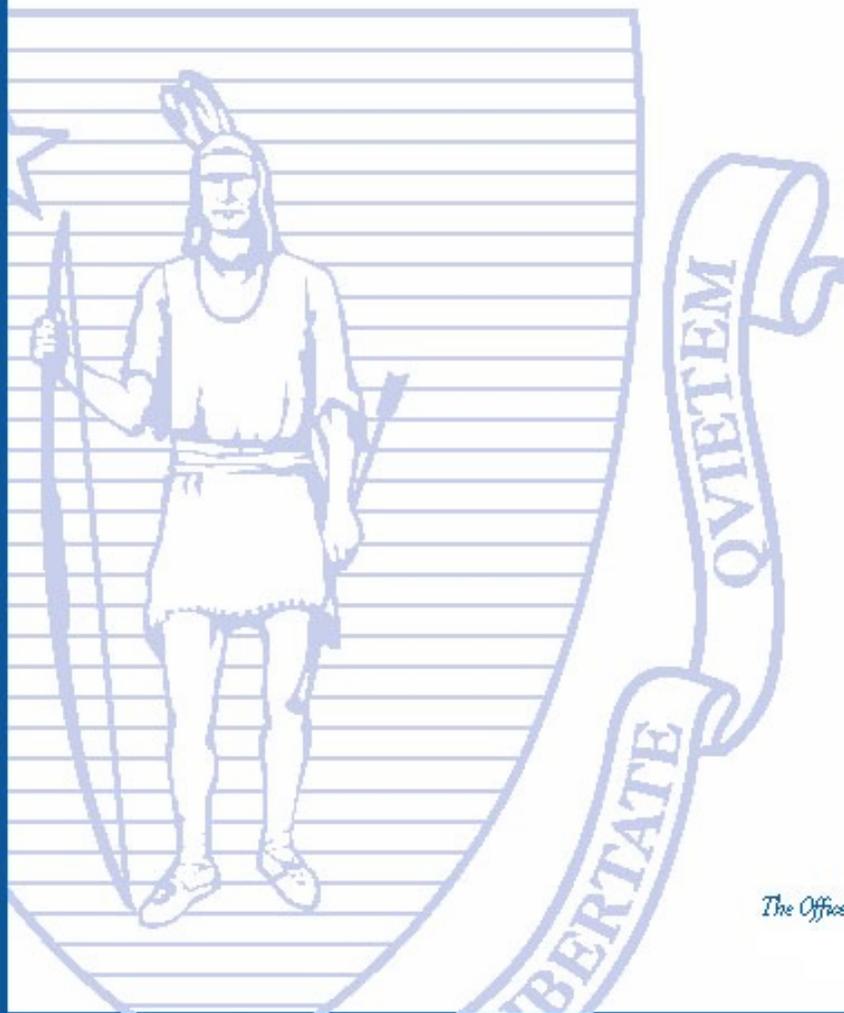The Commonwealth of Massachusetts

School District Examination Report:

**Dennis-Yarmouth
Regional School District**

Technical Report

data driven

standards based

learner centered

QVIETEM

LIBERTATE

The Education Management Audit Council

The Office for Educational Quality and Accountability

2001 - 2004

The Commonwealth of Massachusetts
Office of Educational Quality and Accountability

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The Educational Management Audit Council (EMAC) voted to accept this report and its findings on December 1, 2005.

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Executive Summary

The Office of Educational Quality and Accountability (EQA) examined the Dennis-Yarmouth Regional School District in early-June of 2005. During 2001-2004, it was among the 'Moderate' performing school systems in the Commonwealth. The following provides a summary of the findings of the examination and the district's performance on the 2004 Massachusetts Comprehensive Assessment System (MCAS) test.

Proficiency/Achievement:

- Dennis-Yarmouth's Average Proficiency Index (API) was 79.2, which was based on the 2004 MCAS results. The state average for the API was 77.6 in 2004. This placed Dennis-Yarmouth among the 'Moderate' performing academic school districts in the Commonwealth. In English Language Arts (ELA), the district's ELA Proficiency Index (EPI) was 85.9, and the state average for EPI was 84. In math, the district's math Proficiency Index (MPI) was 72.4, and the state average for MPI was 71.3.

- On the MCAS retest administered in the winter of 2005, 94 percent of the Dennis-Yarmouth class of 2005 earned a Competency Determination (CD), as compared to 92 percent of the statewide class of 2005.

- On the MCAS retest administered in the winter of 2005, 84 percent of the Dennis-Yarmouth class of 2006 earned a Competency Determination, as compared to 77 percent of the statewide class of 2006.

- Approximately half of all students in Dennis-Yarmouth attained proficiency on the 2003 and 2004 MCAS tests. The proportion who attained proficiency on the 2003 MCAS tests was 7.8 percent higher than that of students statewide on those tests; the proportion on the 2004 tests was 1.9 higher than that of students statewide.

- Approximately two thirds of all students in Dennis-Yarmouth attained proficiency on the 2004 MCAS English Language Arts (ELA) subtests, less than half attained proficiency on the math subtests, and more than one third attained proficiency on the science and technology/engineering (STE) subtests. The proportion of students who attained proficiency on the ELA subtests was 6.3 percent higher than that on those subtests statewide; the proportion on the math subtests was the same as that on the math subtests statewide; and the proportion on the STE subtests was 13.6 percent lower than that on the STE subtests statewide. The district-wide gap in ELA was 13.1 percent narrower than the gap in ELA statewide; the district-wide gap in math was 3.8 percent narrower than the gap in math statewide; and the gap in STE was 7.5 percent wider than the gap in STE statewide.

- The percentage of students attaining proficiency on the STE subtests was 43.3 percent lower than that on the ELA subtest in Dennis-Yarmouth. The district-wide gap in math was 98.6 percent wider than that in ELA in Dennis-Yarmouth; the district-wide gap in STE was 127.3 percent wider than that in ELA.

- At each and every grade level the percentages of students attaining proficiency on the 2004 MCAS grade subtests in Dennis-Yarmouth were less than 33.3 percent different than those

on those statewide on those subtests. The gaps at each and every grade level, with the exception of Grade 7 ELA, were also less than 33.3 percent different than those statewide. On the Grade 8 math subtest, the percentage of students attaining proficiency was 50.6 percent lower than that on the Grade 7 ELA subtests. The gap in Grade 4 math was 43.9 percent wider than that in Grade 4 ELA; the gap in Grade 8 math was 287.5 percent wider than that in Grade 7 ELA; and the gap in Grade 10 math was 45.3 percent wider than that in Grade 10 ELA.

Equity of Achievement/Proficiency:

- The proficiency gap in ELA was 49.4 PI points in Dennis-Yarmouth. In math, the proficiency gap was 73.9 points.

- For Dennis-Yarmouth's students with disabilities, the gap in ELA was 166.9 percent wider than that for all Dennis-Yarmouth students in 2004; the gap in math was 101.4 percent wider than that for all students. For Dennis-Yarmouth's students with Limited English Proficiency (LEP), the gap in ELA was 47.5 percent wider than that for all Dennis-Yarmouth students in 2004; the gap in math was 54.9 percent wider than that for all Dennis-Yarmouth students. Less than one third of students with disabilities, and approximately one third of LEP students, in Dennis-Yarmouth attained proficiency on the 2004 MCAS tests. The proportion of students with disabilities was 75.4 percent lower than that of regular education students in Dennis-Yarmouth; the proportion of LEP students was 37.7 percent lower than that of regular education students. The proportion of LEP students who attained proficiency was 123.5 percent higher than those of all LEP students in the state.

- For Dennis-Yarmouth's African-American students, the gap in ELA was 87.8 percent wider than that of all Dennis-Yarmouth students in 2004; the gap in math was 56.3 percent wider than that of all students. Approximately one third of African-American students and more than one third of Hispanic students, in Dennis-Yarmouth attained proficiency on the 2004 MCAS tests. The proportion of African-American students was 45.8 percent lower than that of White students in Dennis-Yarmouth; the proportion of Hispanic students was 33.9 percent lower than that of White students. The proportion of Hispanic students who attained proficiency was 62.5 percent higher than those of all Hispanic students in the state.

- For Dennis-Yarmouth's students eligible for free or for reduced-cost lunch (FRL/Y), the gap in ELA was 48.2 percent wider than that of all Dennis-Yarmouth students in 2004; the gap in math was 36.5 percent wider than that of all students. More than one third of Dennis-Yarmouth's FRL/Y students and students eligible for free lunch (FL) attained proficiency on the 2004 MCAS tests. Both of these proportions were 36.1 percent lower than that of students not eligible for free or reduced-cost lunch (FRL/N) in Dennis-Yarmouth. The proportion of FRL/Y students who attained proficiency was 39.3 percent higher than that of all FRL/Y students in the state; the proportion of FL students was 50.0 percent higher than that of FL students in the state.

Improvement:

- On the MCAS tests, the percentage of all Dennis-Yarmouth students attaining proficiency was 3.9 percent higher in 2004 than in 2001.

- In Dennis-Yarmouth between 2001 and 2004, the ELA Proficiency Index (EPI) increased by 5.5 PI points, a gain in closing the gap of 28.1 percent. The math Proficiency Index (MPI) increased by 2.5 PI points, a gain in closing the gap of 8.3 percent.

- The gap between the EPI and MPI widened by 3.0 points between 2001 and 2004, for a 28.6 percent loss.

Equity of Improvement:
- The proficiency gap in ELA closed by 21.4 PI points between 2002 and 2004 in Dennis-Yarmouth; in math, it closed by 12.3 points.

- For LEP students, the EPI increased by 33.0 PI points from 2002 to 2004, for a gain in closing the gap of 62.5 percent.

- For African-American students, the EPI increased by 20.1 PI points from 2002 to 2004, for a gain in closing the gap of 45.1 percent.

- For Hispanic students, the EPI decreased by 2.7 PI points from 2002 to 2004, for a loss in closing the gap of 12.6 percent. The MPI decreased by 25.4 PI points from 2002 to 2004, for a gain in closing the gap of 53.6 percent.

Participation and Access:
- Overall, eligible students participated in the ELA and math assessments at required levels in Dennis-Yarmouth.

Summary of Preliminary Findings of Tier II by Domain:

Assessment and Evaluation:
- The EQA examiners rated the district as 'Satisfactory' on twenty, 'Poor' on five, and 'Unsatisfactory' on three of the twenty-eight performance indicators in this domain.

- The district endorsed the assessment provisions of the Massachusetts education reform legislation as evidenced by the establishment of internal and external practices for the review and analyses of the MCAS test data, to improve student achievement.

- District teachers assumed responsibility for developing grade-level local benchmarks and aligning district curriculum guides by grade with the State Curriculum Frameworks.

- Student assessment data provided a focus for developing and prioritizing annual budget requests for appropriate staffing and instructional resources across all student groups.

- The district viewed the grades 9-12 dropout rate as a systemic concern, and placed greater focus on student attendance and academic support as students progressed from the elementary grades through the high school.

- The district maintained student records related to chronic absenteeism and withdrawals, but did not formally analyze and assess the data by student population.

- There was no formal system in place that linked student achievement data to the district's evaluation process.

- The evaluation document for teachers did not contain all seven principles of effective achievement, and as a result, the district's evaluation procedure for teachers was not aligned with the requirements of CMR 35.00.

- MCAS test improvement and state comparisons formed the basis of the district's evaluation process.

- The district had no formal evaluation protocol but did assess its programs, services, curricular materials, and resources in terms of improved student achievement.

- The district used student achievement data to determine needs for acquired resources.

- The district was cautious in correlating particular elements of its academic support services, programs, and interventions with improved student achievement.

Curriculum and Instruction:
- The EQA examiners rated the district as 'Satisfactory' on twenty-three, 'Poor' on eight, and 'Unsatisfactory' on one of the thirty-two performance indicators in this domain.

- For the review period, the district had an aligned curriculum drawn directly from the state frameworks. Review of MCAS test data and local benchmarks led to curriculum modification for subgroups in the aggregate, but not necessarily at the individual level, to inform classroom instruction.

- While after-school meetings and professional development days were devoted to data review and modifications of curriculum and programs, the staff was not trained in data analysis, especially in tools such as TestWiz.

- While the district staff attendance rate was average, the district had not evaluated the impact of staff absences on student learning.

- Some buildings in the district had access to databases of student assessments to inform instruction; however, access was inconsistent across the district. The high school did not have access to any electronic assessment data.

- The district implemented practices and initiatives to address the transient/homeless population, but the problem was exacerbated by the housing situation in a seasonal tourist area. No one administrator was responsible for oversight of the programs to ensure that the needs of transient students were met.

- The student handbooks documented policies on discipline, retention, suspension, and dropping out. Counseling programs were established to support students; however, the rates of students in these categories often exceeded the state average during the review period.

- The district acknowledged that the dropout rate had been recognized as a problem in 2001, by adding a statement of concern to the District Improvement Plan (DIP) and the School Improvement Plans (SIPs). Although this statement appeared each year in all SIPs, examiners did not find measurable goals and actions to address the issue, though the high school addressed NEASC issues that touched on dropouts.

- While the district used aggregate and disaggregated data to examine strengths and weaknesses in the curriculum and made modifications, it was only late in the review period that the district used disaggregated subgroup data to inform instruction and planning.

- The district's professional plan was not evaluated for its effectiveness in improving student achievement.

- Few teachers in the district received formal training in the analysis of MCAS data.

- There was unevenness in the way that professional development was offered in the district.

Academic Support Services:
- The EQA examiners rated the district as 'Satisfactory' on ten and 'Poor' on one of the eleven performance indicators in this domain.

- The district provided a range of academic support services for students not meeting state performance expectations, which resulted in a modest increase in aggregate student achievement.

- The district collected and analyzed multiple indicators of student performance which were used to inform decisions about curriculum, support services, instruction, and resource acquisition.

- The district had an established process for identifying students in the 'Warning/Failing' category and a formal protocol for completing, implementing, and monitoring Individual Student Success Plans (ISSPs).

- The district annually collected multiple sources of assessment data which were used to plan the content and scope of the district's academic programs and support services.

- The district's administrators stated that required evaluations and reports for its grants-funded MCAS test success programs were completed. However, the district did not have a formal summative evaluation procedure for interpreting pre- and post-test data, monitoring cohorts of students, or correlating results with program goals or methods.

- The district developed and implemented a wide range of support services and was committed to maintaining services when grant funding was reduced or eliminated.

Leadership, Governance, and Organization:

- The EQA examiners rated the district as 'Satisfactory' on sixteen and 'Poor' on two of the eighteen performance indicators in this domain.

- During the review period, the district translated its mission and vision, originally stated in the 2001 document, "A Strategic Direction," into an action plan by establishing annual school committee goals.

- The district's documentation and reports were extensive and well organized, and in most instances, readily available on the district's website or in written format.

- The SIPs were not comprehensive, and failed to substantially develop links to the components required under education reform or to the annual goals of the DIP and school committee.

- The evaluation of the superintendent contained both a numerical scale and a narrative commentary which included the components of the "Principles of Effective Leadership," but did not substantively comment on student achievement, or provide future direction for district or personal improvement.

- A school committee policy was the basis of the superintendent's delegation of authority to school administrators, particularly in the areas of personnel and budget.

- The district employed certified teachers, and teachers considered highly qualified at a higher rate than the state average.

- In the initial year of the review period, the mentoring program was solid, but it faltered noticeably during the last two years of the review period, in part due to labor negotiations. The school committee included improvement of the mentoring program as an annual goal.

Business and Finance:

- The EQA examiners rated the district as 'Satisfactory' on twenty-seven and 'Poor' on one of the twenty-eight performance indicators in this domain.

- The district had a budget procedure that was consistent throughout the period of review that involved student progress as a key element for the use of resources.

- The superintendent provided a timeline document (containing elements of the financial process) to the school committee for their approval, as required by their bylaws.

- The school community and the municipal representatives developed a liaison group to work in the future as a communication link for the educational and achievement needs of all students.

- Public budget documents made a link to student achievement. However, there were no discussions of the district's dropout rate in the annual reports for each town member or in any of the budget documents available to the EQA.

- The district had accounting and financial reporting procedures that satisfied the need for all stakeholders to be informed of the use of the financial resources. The school committee was informed throughout the year through their public sessions of the state of the budget for all revenue.

- The business office provided site-based reports to school level decision makers in order for them to be aware of the state of the individual budgets. The business manager had authority to control funds and enhance the district's excess and deficiency fund.

- The principals with the support of the central office could have made purchases they deemed necessary to assist with the academic needs of their students. The instructional staff reported their satisfaction with the resources they had available to them.

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

From June 6 through 9, 2005, the EQA conducted an independent Tier II examination of the Dennis-Yarmouth Regional School District for the period 2001-2004. 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 used 15 standards. The report is based on the source documents, correspondence sent prior to the on-site visit, interviews with the representatives from the school committee, the district leadership team, school administrators, and additional documents submitted while in district. The report does not consider documents, revised data, or comments that may have surfaced after the on-site visit.

Dennis and Yarmouth are towns located in Barnstable County along Cape Cod in southeastern Massachusetts. In Dennis and Yarmouth, education, healthcare, and social services are the largest sources of employment, followed by accommodation and food services. According to the 2000 U.S. Census, Dennis has a population of 15,973 people and a median family income of $50,478, and Yarmouth has a population of 24,807 people and a median family income of $48,148, while the median family income in Massachusetts is $61,664. The towns are both governed by a Town Administrator/Board of Selectmen form of municipal government. There is a seven-person school committee in Dennis-Yarmouth. Dennis-Yarmouth has eight schools serving grades PreK-12. The most recent Massachusetts Department of Education (DOE) figures indicate that there were 4,086 students enrolled on October 1, 2004. The demographic/subgroup composition in Dennis-Yarmouth is: 88.9 percent White, 3.3 percent Hispanic, 5.2 percent African-American, 1.5 percent Asian-American, Limited English Proficiency (LEP), 4.5 percent; Low-Income, 32.4 percent; and Special Education (SPED), 15.1 percent.

For the nine-year period, FY1996 to FY2004, Dennis-Yarmouth met the state-mandated Net School Spending Requirement. For the period between FY1996 and FY2004, Chapter 70 Aid to Dennis-Yarmouth increased 35.2 percent (from $4,528,070 to $6,120,344). Dennis-Yarmouth's Required Local Contribution increased 32.9 percent (from $18,578,957 to $24,685,301). Since FY1996, Dennis-Yarmouth received a total of $54,305,656 in Chapter 70 Aid and was required

to raise locally $191,047,785. From FY2001 to FY2004, Chapter 70 Aid was $27,954,302 and the Required Local Contribution was $92,970,713. For the period between FY1996 and FY2004, Dennis-Yarmouth's foundation enrollment decreased 3.3 percent. Between FY2001 and FY2004, its foundation enrollment decreased 3 percent.

This report finds Dennis-Yarmouth to be a 'Moderate' performing school district, marked by student achievement that is 'High' in ELA and 'Moderate' in math on the MCAS tests. More than half of all Dennis-Yarmouth students scored above standard on the 2004 administration of the MCAS test.

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

Tier I: Analysis of Student Achievement MCAS Test Data
Dennis-Yarmouth

At Tier I, with particular attention paid to the 2004 MCAS test, the EQA review of Dennis-Yarmouth's MCAS test results (2001-2004) 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 the MCAS test performance vary among the district's student subgroups?**

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

4. **Equity of Improvement: How has the 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 subjected the most current state and district MCAS test results to a series of analyses to determine whether there were differences between the mean results of district students and those of students statewide or between student subgroups within the district. Descriptive analyses of the results of the 2004 MCAS test revealed differences between students in the district and the average scores of students in Massachusetts.

To highlight those differences the data was then summarized in several ways: a criterion-based summary of student achievement in Dennis-Yarmouth; comparative analyses of district-wide, subject-area, grade, school, and subgroup achievement in relation to that of students statewide, in relation to the district averages, and in relation to other subject areas, grades, and subgroups. A discussion of that summary follows.

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

Preliminary Finding(s):

- Approximately half of all students in Dennis-Yarmouth attained proficiency on the 2003 and 2004 MCAS tests.

- Approximately two thirds of all students in Dennis-Yarmouth attained proficiency on the 2004 MCAS English Language Arts (ELA) tests.

- Less than half of all students in Dennis-Yarmouth attained proficiency on the 2004 MCAS math tests

- More than one third of all students in Dennis-Yarmouth attained proficiency on the 2004 MCAS science and technology/engineering (STE) tests.

- Dennis-Yarmouth's proficiency gap in ELA was 13.9 Proficiency Index (PI) points; in math, it was 27.6 PI points; and in STE, it was 31.6 PI points.

- The proficiency gap in Grade 7 ELA was narrower than that statewide in Grade 7 ELA.

Figures/Tables 1 A-B: Student MCAS Test Performance, Overall, 2003 and 2004

A.

MCAS 2003 Data
Percent of reportable students at each proficiency level
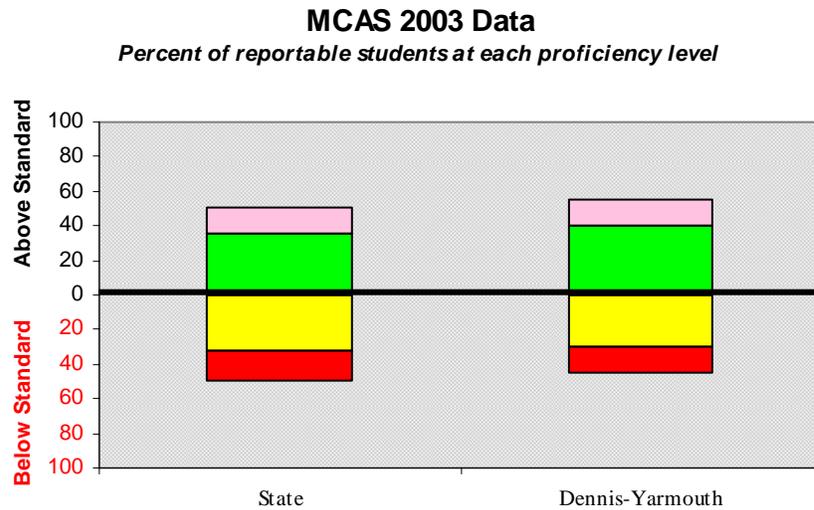
		State	Dennis-Yarmouth
	Advanced	15	15
	Proficient	36	40
	Needs Improv.	32	30
	Warning/Failing	17	15

B.

MCAS 2004 Data
Percent of reportable students at each proficiency level
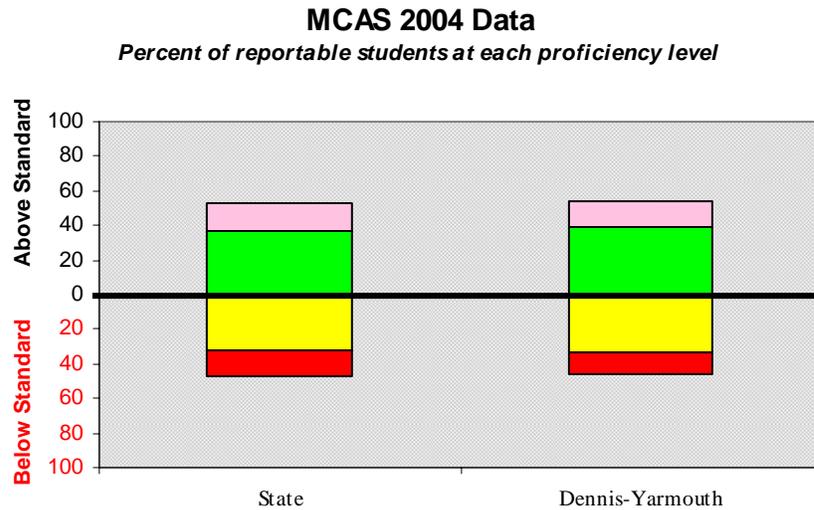
		State	Dennis-Yarmouth
	Advanced	16	14
	Proficient	37	40
	Needs Improv.	32	34
	Warning/Failing	15	13

15

Analysis of Figures/Tables 1 A-B:
- On the 2003 MCAS tests, 55 percent of Dennis-Yarmouth students scored in the 'Advanced' and 'Proficient' categories.
- On the 2004 MCAS test, 54 percent of Dennis-Yarmouth students scored in the 'Advanced' and 'Proficient' categories.

Figure/Table 2: Student MCAS Performance, by Subject, 2004

MCAS 2004 Data

Percent of reportable students at each proficiency level
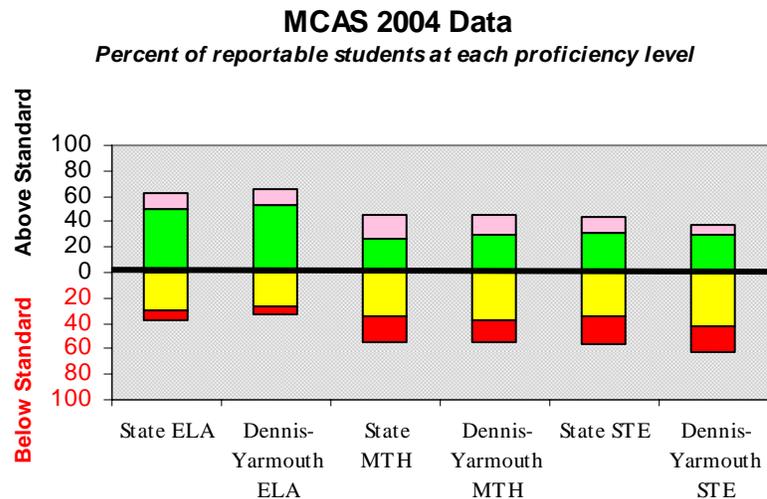
		State ELA	Dennis-Yarmouth ELA	State MTH	Dennis-Yarmouth MTH	State STE	Dennis-Yarmouth STE
🟪	Advanced	13	14	18	15	12	8
🟩	**Proficient**	50	53	27	30	32	30
🟨	**Needs Improv.**	29	27	35	38	35	42
🟥	**Warning/Failing**	8	6	20	17	21	21

Analysis of Figure/Table 2:
- On the 2004 MCAS ELA tests, 67 percent of Dennis-Yarmouth students scored in the 'Advanced' and 'Proficient' categories.
- On the 2004 MCAS math tests, 45 percent of Dennis-Yarmouth students scored in the 'Advanced' and 'Proficient' categories.
- On the 2004 MCAS STE tests, 38 percent of Dennis-Yarmouth students scored in the 'Advanced' and 'Proficient' categories.

Figures/Tables 3/A-F: Student MCAS Test Performance, by Grade, 2004:
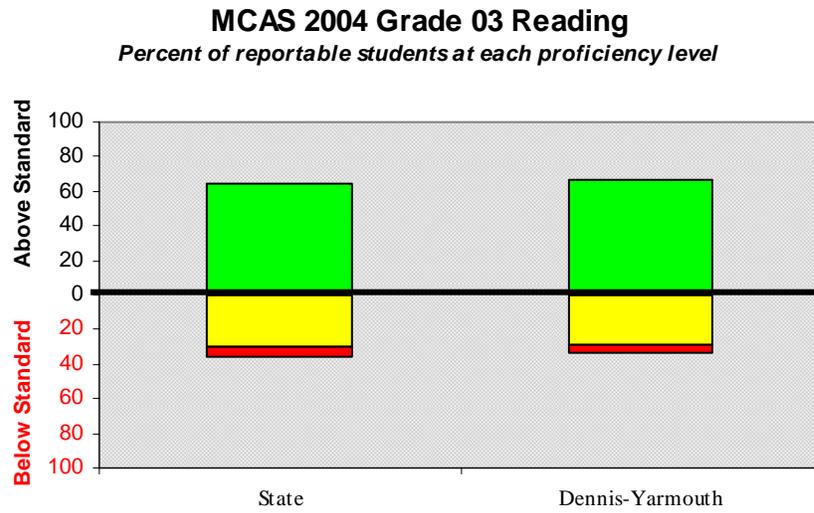
A.

MCAS 2004 Grade 03 Reading
Percent of reportable students at each proficiency level

	State	Dennis-Yarmouth
Proficient	64	66
Needs Improv.	30	29
Warning	6	5

B.

MCAS 2004 Data - Grade 04
Percent of reportable students at each proficiency level
English and Math
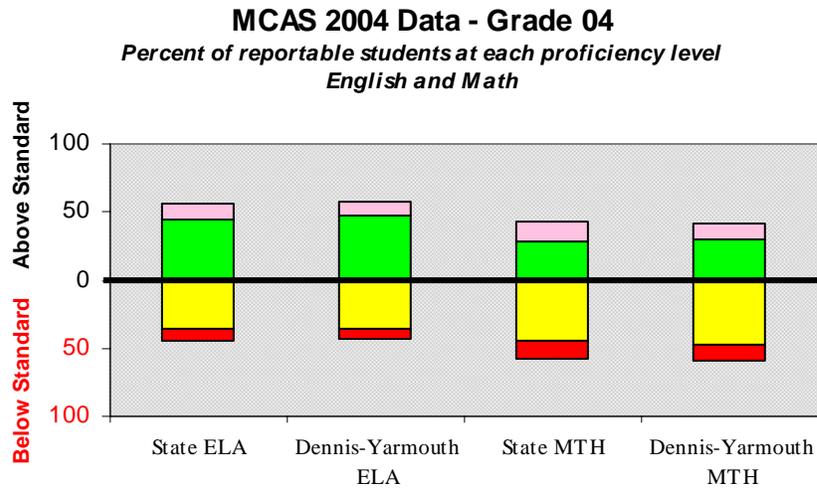
	State ELA	Dennis-Yarmouth ELA	State MTH	Dennis-Yarmouth MTH
Advanced	11	9	14	11
Proficient	45	48	29	30
Needs Improv.	35	36	44	48
Warning/Failing	9	7	13	11

C.

MCAS 2004 Grade 05/08 Science

*Percent of reportable students at each proficiency level for the
Science, Technology and Engineering Test*
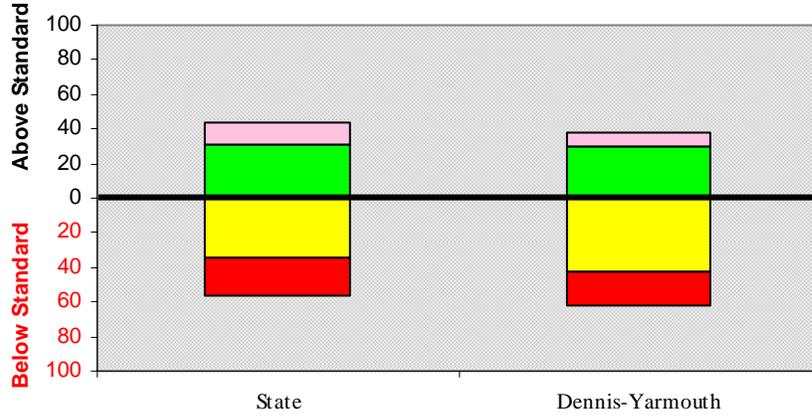
		State	Dennis-Yarmouth
	Advanced	12	8
	Proficient	32	30
	Needs Improv.	35	42
	Warning/Failing	21	21

D.

MCAS 2004 Data - Grade 06

Percent of reportable students at each proficiency level
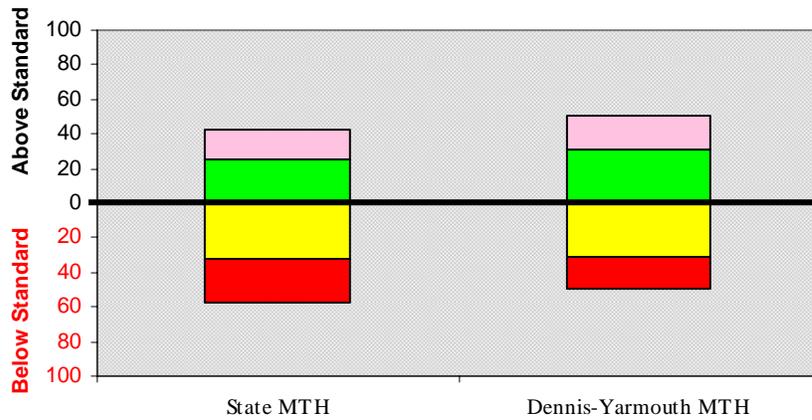
		State MTH	Dennis-Yarmouth MTH
	Advanced	17	20
	Proficient	26	32
	Needs Improv.	33	31
	Warning/Failing	24	18

E.

MCAS 2004 Data - Grade 07/08
Percent of reportable students at each proficiency level
English and Math
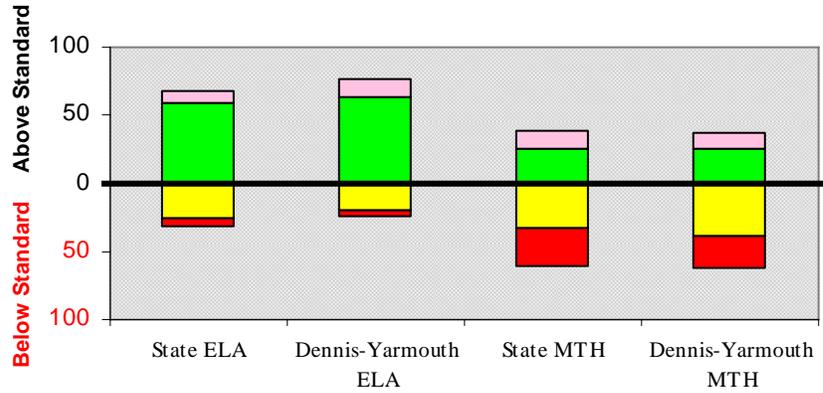
		State ELA	Dennis-Yarmouth ELA	State MTH	Dennis-Yarmouth MTH
	Advanced	9	13	13	12
	Proficient	60	64	26	26
	Needs Improv.	25	20	33	38
	Warning/Failing	6	4	28	25

F.

MCAS 2004 Data - Grade 10
Percent of reportable students at each proficiency level
English and Math
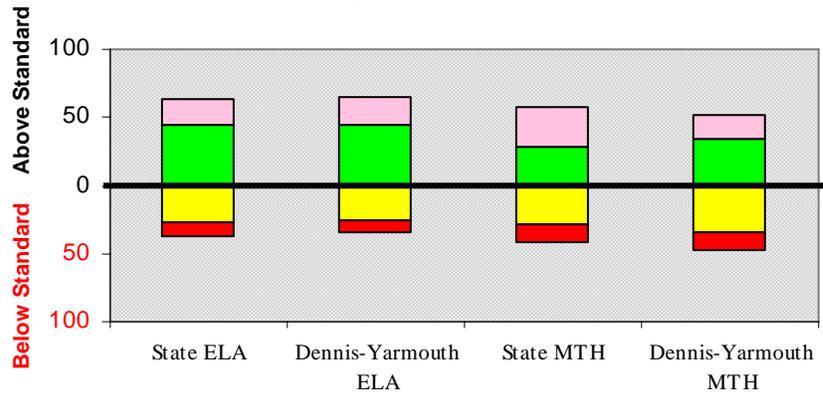
		State ELA	Dennis-Yarmouth ELA	State MTH	Dennis-Yarmouth MTH
	Advanced	19	20	30	18
	Proficient	44	45	28	34
	Needs Improv.	28	25	29	35
	Warning/Failing	9	9	14	13

Figures 4 A, B/Table 4: MCAS Proficiency Index, by Grade, 2004:

A.

Proficiency Index by Grade (ELA)

B.

Proficiency Index by Grade (Math)
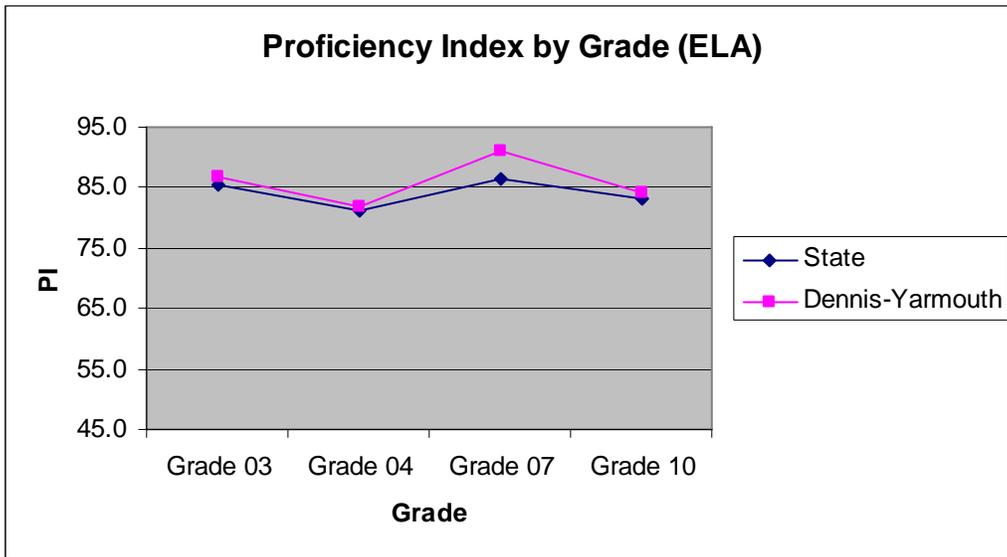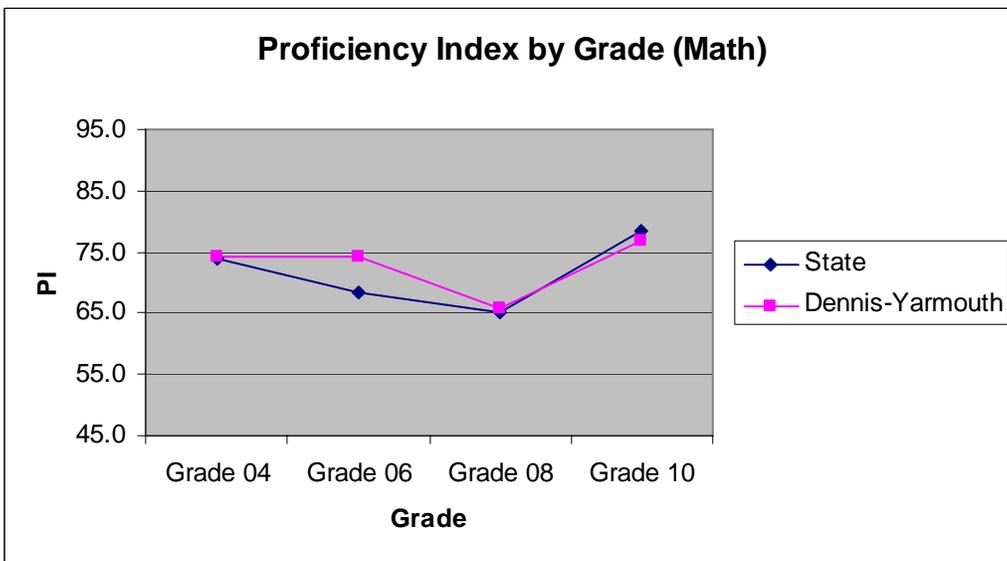
	State ELA	Dennis-Yarmouth ELA	State Math	Dennis-Yarmouth Math	State STE	Dennis-Yarmouth STE
Grade 03	85.5	86.8	NA	NA	NA	NA
Grade 04	81.1	82.0	74.0	74.1	NA	NA
Grade 05	NA	NA	NA	NA	78.7	77.6
Grade 06	NA	NA	68.4	74.3	NA	NA
Grade 07	86.4	91.2	NA	NA	NA	NA
Grade 08	NA	NA	65.2	65.9	62.8	60.2
Grade 10	83.0	84.1	78.6	76.9	NA	NA
All Grades	**84.0**	**86.1**	**71.3**	**72.4**	**70.6**	**68.4**

Analysis of Figures/Table 4:

- Dennis-Yarmouth's proficiency gap in ELA was 13.9 Proficiency Index (PI) points; in math, this gap was 27.6 PI points; and in STE, it was 31.6 PI points.

- In Grade 7 ELA, Dennis-Yarmouth's proficiency gap was 8.8 PI points; the statewide proficiency gap in Grade 7 ELA was 13.6 PI points. .

Figure/Table 5: MCAS Proficiency Index, by School, 2004

ELA vs Math PI (by School)
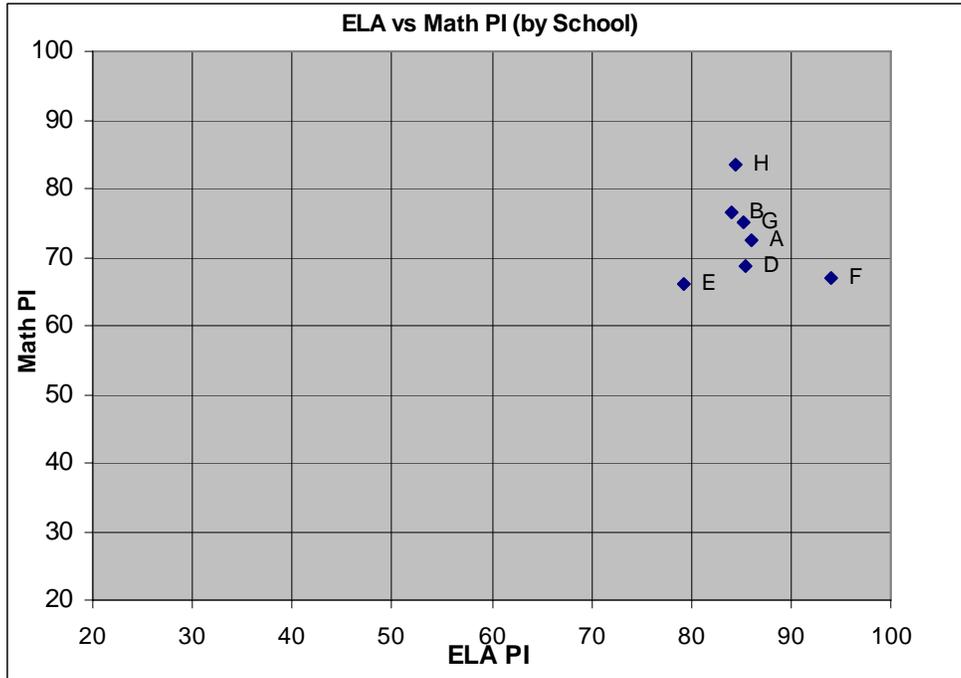
		ELA	Math
A	**Dennis-Yarmouth**	86.1	72.4
B	**DENNIS-YARMOUTH REG**	84.1	76.6
C	**EZRA H BAKER**	88.8	NA
D	**JOHN SIMPKINS**	85.4	68.7
E	**MARGUERITE E SMALL E**	79.3	66.0
F	**MATTACHEESE MIDDLE S**	94.0	67.1
G	**N H WIXON MIDDLE**	85.3	75.2
H	**STATION AVENUE ELEM**	84.4	83.5

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

Preliminary Finding(s):

- The performance gap in ELA was 35.4 PI points in Dennis-Yarmouth. In math, the performance gap was 46.2 points.

- For Dennis-Yarmouth's students with disabilities and students with Limited English Proficiency (LEP), the proficiency gaps in both ELA and math were wider than those for all Dennis-Yarmouth students in 2004.

- Less than one third of students with disabilities and approximately one third of LEP students in Dennis-Yarmouth attained proficiency on the 2004 MCAS tests, both lower than that of regular education students in Dennis-Yarmouth.

- For Dennis-Yarmouth's African-American students, the proficiency gaps in both ELA and math were wider than those of all Dennis-Yarmouth students in 2004.

- Approximately one third of African-American students and more than one third of Hispanic students in Dennis-Yarmouth attained proficiency on the 2004 MCAS tests, lower than that of White students in Dennis-Yarmouth.

- For Dennis-Yarmouth's students eligible for free and reduced-cost lunch (FRL/Y), the proficiency gaps in both ELA and math were wider than those of all Dennis-Yarmouth students in 2004.

- More than one third of Dennis-Yarmouth's FRL/Y students and students eligible for free lunch (FL) attained proficiency on the 2004 MCAS tests, lower than that of Dennis-Yarmouth's students not eligible for free and reduced-cost lunch (FRL/N).

Figure/Table 6: Proficiency Index (MCAS 2004) Free/Reduced lunch Status, Student Status, and Race
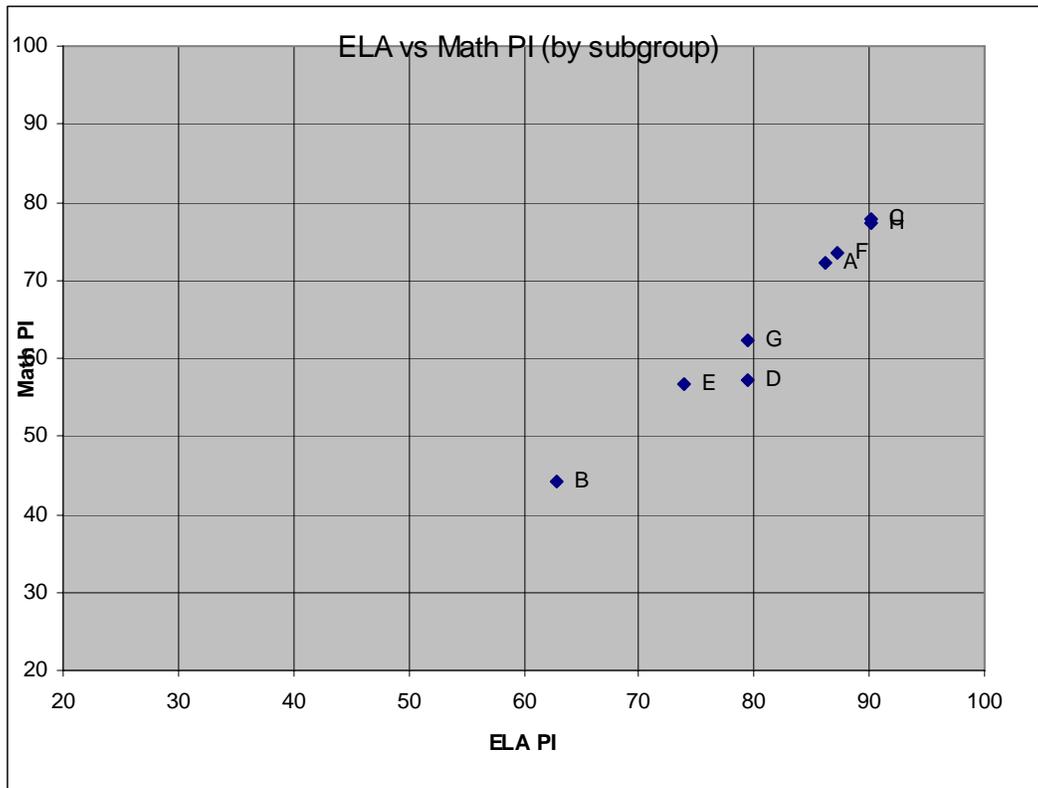
		ELA	Math	# of tests
A	DENNIS YARMOUTH	86.1	72.3	1,981
B	Disability	62.9	44.2	277
C	Regular	90.2	77.9	1,632
D	LEP	79.5	57.1	72
E	African American	73.9	56.7	101
F	White	87.3	73.6	1,765
G	FRL (Y)	79.4	62.2	708
H	FRL (N)	90.1	77.3	1,273

Analysis of Figure/Table 6:

- In Dennis-Yarmouth, the proficiency gap in 2004 in ELA was 13.9 PI points for all students; for students with disabilities this gap was 37.1 PI points; for LEP students it was 20.5 PI points; for African-American students, 26.1 PI points; and for FRL/Y students, 20.6 PI points.

- The proficiency gap in 2004 in math was 27.7 PI points for all students in Dennis-Yarmouth; for students with disabilities this gap was 55.8 PI points; for LEP students, it was 42.9 PI points; for African-American students, 43.3 PI points; and for FRL/Y students, 37.8 PI points.

- The subgroup performance range between the highest ELA Proficiency Index (EPI) for a subgroup and lowest EPI for a subgroup was 27.3 points in Dennis-Yarmouth in 2004. In math, the subgroup performance range was 33.7 points.

- The average of the differences between the EPI of the highest-scoring subgroup and those of the other subgroups (excluding the lowest-scoring subgroup) was 8.2 points in Dennis-Yarmouth. In math, this average subgroup gap was 12.5 points.

- The performance gap in ELA was 49.4 PI points in Dennis-Yarmouth. In math, the performance gap was 73.9 points.

Figures/Table 7/A-D: Student Population by Reportable Subgroups

A.

Students by Status

LEP 4%
Disability 14%
Regular 82%

B.

Students by Race

African American
5%

White
95%

C.

Students by Free Lunch

FRL (Y)
36%

FRL (N)
64%

D.

Student Population Free vs. Reduced

Reduced
6%

Free
30%

Ineligible
64%
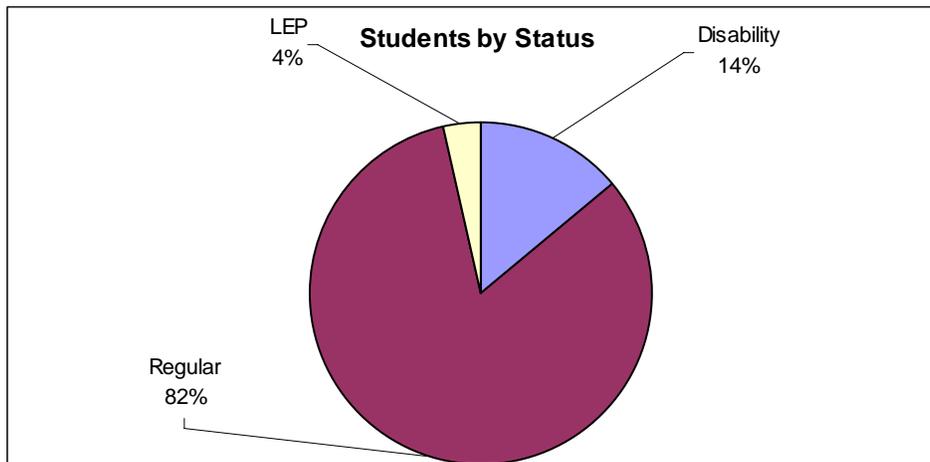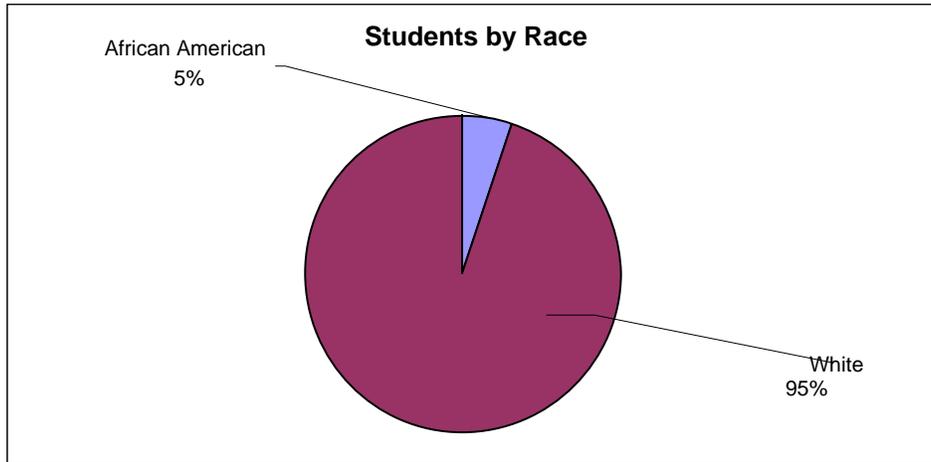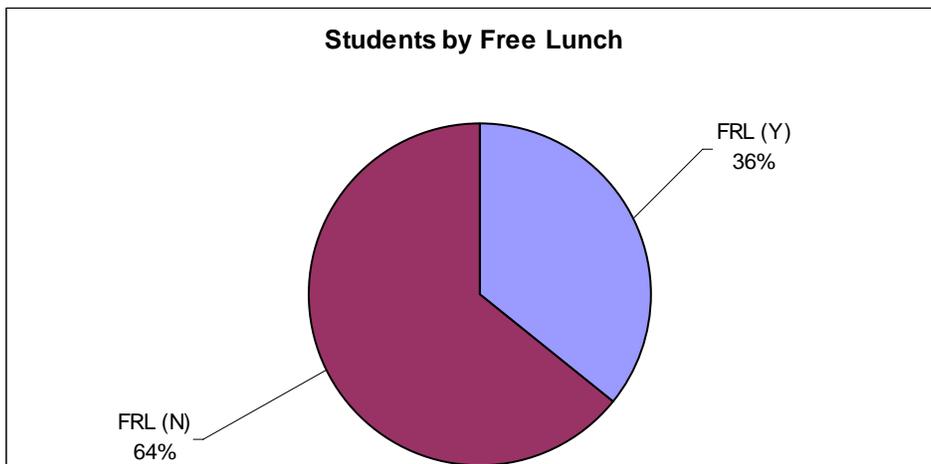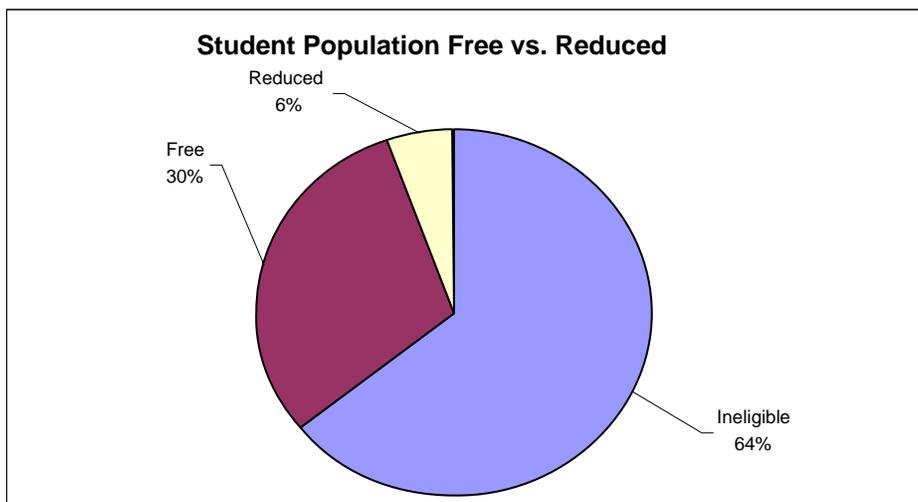
Figure /Table 8: Student Subgroup MCAS Test Performance, by Student Status, 2004

MCAS 2004 Data

Percent of Regular and Disabilites students at each proficiency level
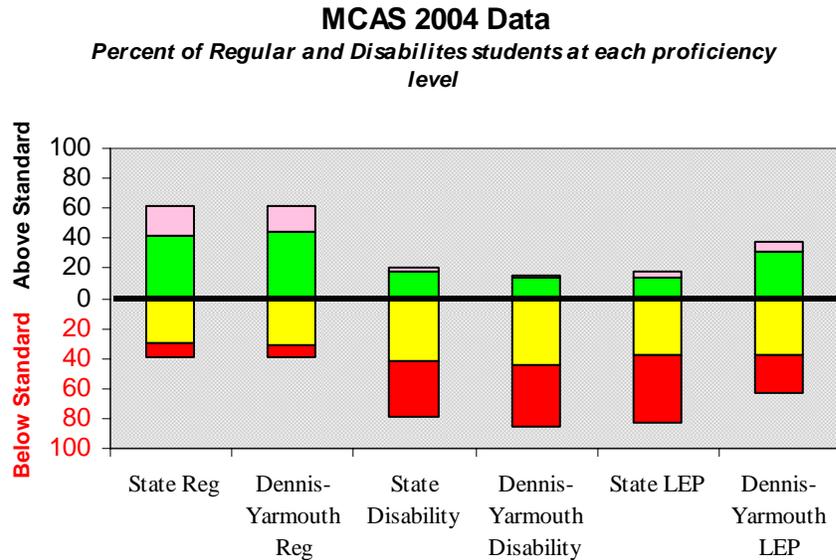
	State Reg	Dennis-Yarmouth Reg	State Disability	Dennis-Yarmouth Disability	State LEP	Dennis-Yarmouth LEP
Advanced	19	17	3	1	3	7
Proficient	42	44	18	14	14	31
Needs Improv.	30	32	41	44	38	37
Warning/Failing	9	7	38	41	44	25

Analysis of Figure/Table 8:

- On the 2004 MCAS tests, 15 percent of the students with disabilities in Dennis-Yarmouth scored in the 'Advanced' and 'Proficient' categories, 46 percentage points lower than that of Dennis-Yarmouth regular education students

- On the 2004 MCAS tests, 38 percent of the LEP students in Dennis-Yarmouth scored in the 'Advanced' and 'Proficient' categories, 23 percentage points lower than that of Dennis-Yarmouth regular education students.

Figure /Table 9: Student Subgroup MCAS Test Performance, by Race, 2004

MCAS 2004 Data

Percent of students at each proficiency level by Race
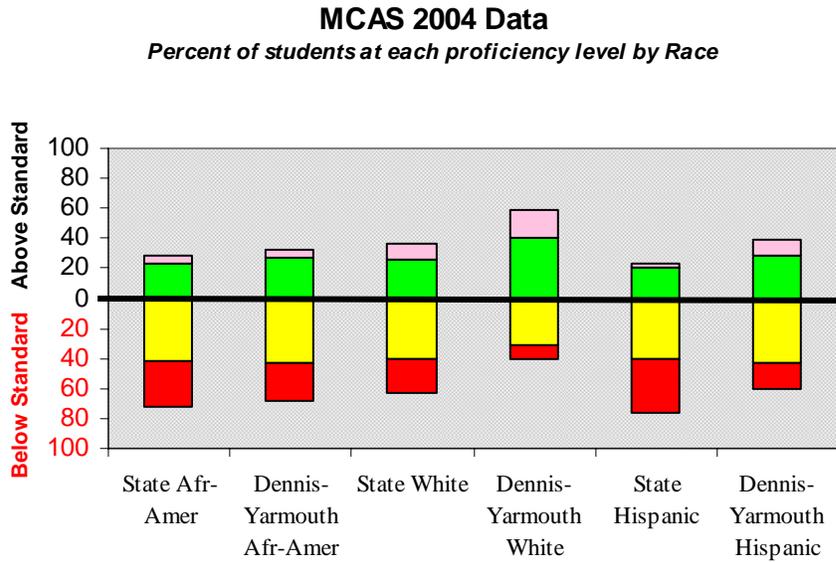
	State Afr-Amer	Dennis-Yarmouth Afr-Amer	State White	Dennis-Yarmouth White	State Hispanic	Dennis-Yarmouth Hispanic
Advanced	4	5	11	18	4	11
Proficient	24	27	26	41	20	28
Needs Improv.	41	43	41	31	40	44
Warning/Failing	31	25	22	10	37	17

Analysis of Figure/Table 9:

- On the 2004 MCAS tests, 32 percent of the African-American students in Dennis-Yarmouth scored in the 'Advanced' and 'Proficient' categories, 27 percentage points lower than that of White students in Dennis-Yarmouth.

- On the 2004 MCAS tests, 39 percent of the Hispanic students in Dennis-Yarmouth scored in the 'Advanced' and 'Proficient' categories, 20 percentage points lower than that of White students in Dennis-Yarmouth.

Figure/Table 10: Student Subgroup MCAS Test Performance, by Free and Reduced Lunch Status, 2004

MCAS 2004 Data

Percent of students by FreeLunch status at each proficiency level
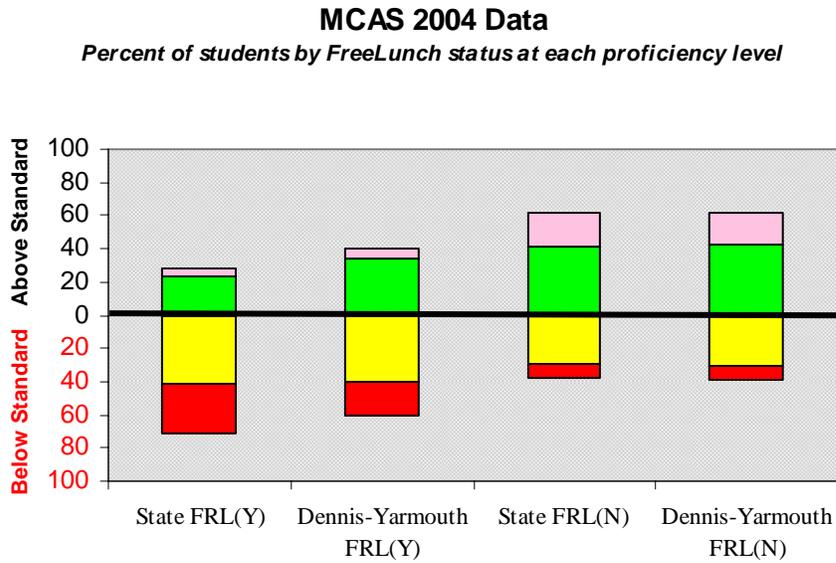
		State FRL(Y)	Dennis-Yarmouth FRL(Y)	State FRL(N)	Dennis-Yarmouth FRL(N)
	Advanced	4	5	20	19
	Proficient	24	34	42	42
	Needs Improv.	42	40	29	30
	Warning/Failing	30	21	9	9

Analysis of Figure/Table 10:

- On the 2004 MCAS tests, 39 percent of the FRL/Y students in Dennis-Yarmouth scored in the 'Advanced' and 'Proficient' categories, 22 percentage points lower than that of FRL/N students in Dennis-Yarmouth.

Figure/Table 11: Student Subgroup MCAS Test Performance, by Free and Reduced Lunch Status, 2004

MCAS 2004 Data

Percent of reportable students at each Free Lunch Subcategory
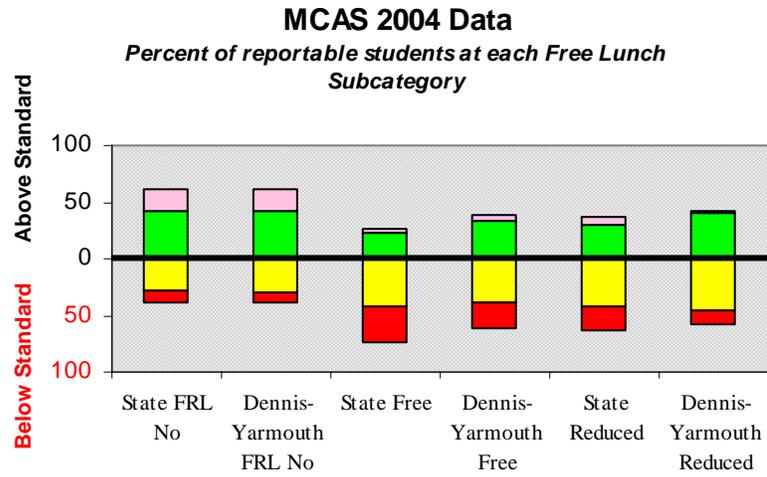
		State FRL No	Dennis-Yarmouth FRL No	State Free	Dennis-Yarmouth Free	State Reduced	Dennis-Yarmouth Reduced
	Advanced	20	19	4	6	7	2
	Proficient	42	42	22	33	30	41
	Needs Improv.	29	30	42	39	42	46
	Warning/Failing	9	9	32	22	22	12

Analysis of Figure/Table 11:

- On the 2004 MCAS tests, 39 percent of the FL students in Dennis-Yarmouth scored in the 'Advanced' and 'Proficient' categories, 22 percentage points lower than that of FRL/N students in Dennis-Yarmouth.

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

Preliminary Findings:

- In ELA, the proficiency gap was 5.5 PI points narrower in 2004 than in 2001, for an improvement rate of 28.1 percent.
- In math, the proficiency gap was 2.5 PI points narrower in 2004 than in 2001, for an improvement rate of 8.3 percent.

Figure/Tables 12: Student MCAS Test Performance, Overall, 2001-2004

MCAS 2001 - 2004 Data
Percent of all students at each proficiency level
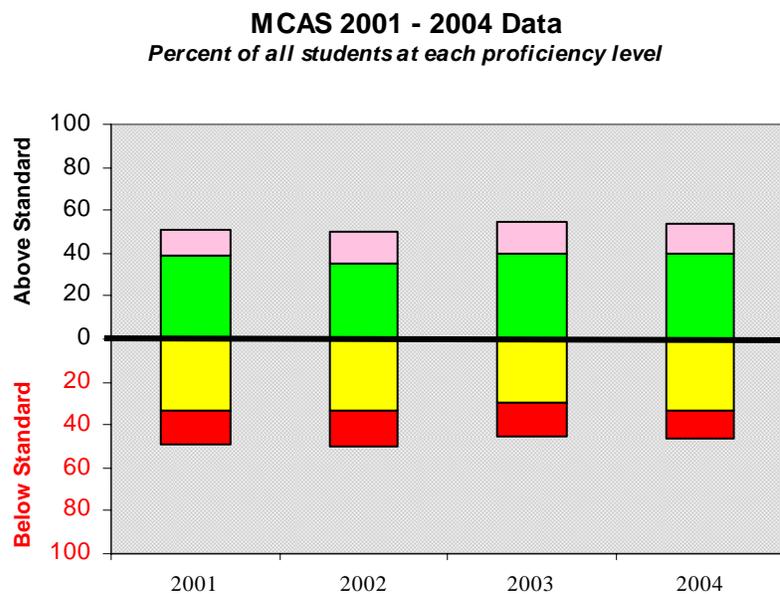
		2001	2002	2003	2004
	Advanced	12	15	15	14
	Proficient	39	35	40	39
	Needs Improv.	33	34	30	34
	Warning/Failing	16	17	15	13

Figure/Table 13: MCAS Proficiency Index Trend Data, by Subject, 2001, 2002, 2003, 2004

Prof. Index Trend Data
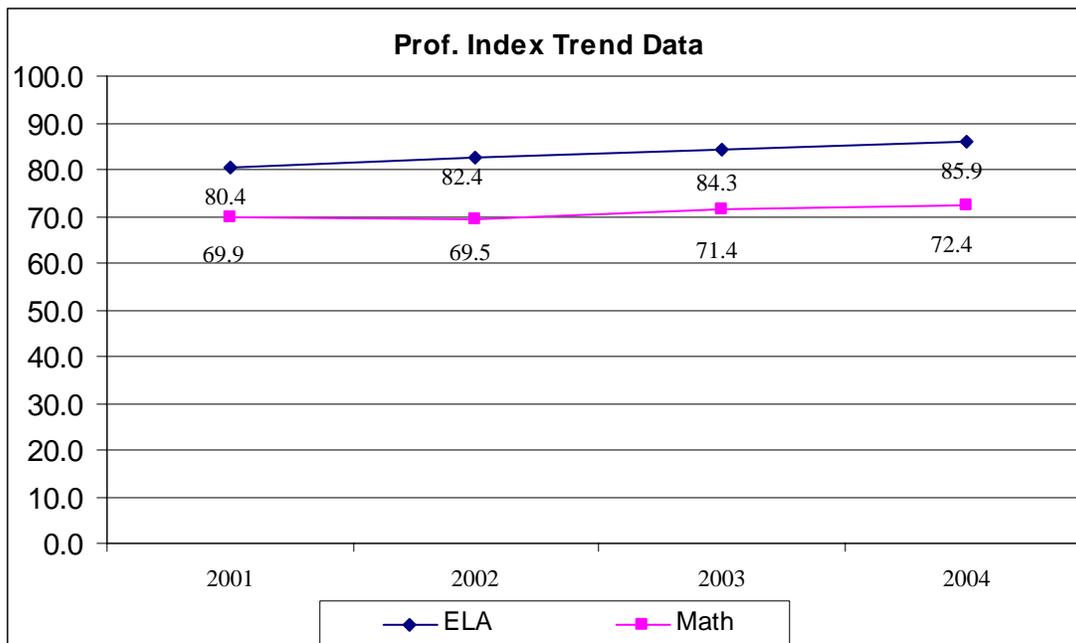
Trend Data MCAS, 2001, 2002, 2003, 2004 (detail)

	ELA				Math			
	2001	**2002**	**2003**	**2004**	**2001**	**2002**	**2003**	**2004**
Advanced	9.2%	12.6%	13.8%	13.7%	15.7%	16.2%	15.7%	14.9%
Proficient	49.6%	47.5%	52.2%	52.8%	27.3%	26.7%	30.5%	30.0%
Needs Improvement	30.3%	31.3%	25.8%	27.3%	36.2%	35.3%	32.9%	38.0%
Warning/Failing	10.9%	8.7%	8.3%	6.2%	20.8%	21.9%	20.9%	17.1%

Analysis of Figure/Table 13:

- In proficiency gap in ELA in 2004 was 5.5 PI points narrower than that in 2001 in Dennis-Yarmouth.

- The proficiency gap in math in 2004 was 2.5 PI points narrower in 2004 than in 2001 in Dennis-Yarmouth.

- In ELA, the percentage of Dennis-Yarmouth students scoring in the 'Warning/Failing' categories on the MCAS tests was 4.7 percentage points lower in 2004 than in 2001.

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

Preliminary Finding(s):

- For LEP students, the proficiency gap in ELA was 33.0 PI points narrower in 2004 than in 2002, for an improvement rate of 62.5 percent.

- For African-American students, the proficiency gap in ELA was 20.1 PI points narrower in 2004 than in 2002, for an improvement rate of 45.1 percent.

- For Hispanic students, the proficiency gap in math was 25.4 PI points narrower in 2004 than in 2002, for an improvement rate of 53.6 percent.

- The improvement gap in ELA was 20.9 PI points narrower in 2004 than in 2002 in Dennis-Yarmouth.

- The improvement gap in math was 12.3 PI points narrower in 2004 than in 2002 in Dennis-Yarmouth.

- The performance gap in ELA was 17.4 PI points narrower in 2004 than in 2002.

- The performance gap in math was 9.4 PI points narrower in 2004 than in 2002.

Figures 14/A-D/Table 14: Student MCAS Proficiency Index, by Subgroup, 2002-2004

NOTE: In the following graphs, the bars represent the individual district's performance; the dots represent the performance of all the schools in the state.

A.

Prof Index by Subgroup (ELA)

B.

Prof Index by Subgroup (Math)

C.

Prof Index by Subgroup (ELA)

D.

Prof Index by Subgroup (Math)
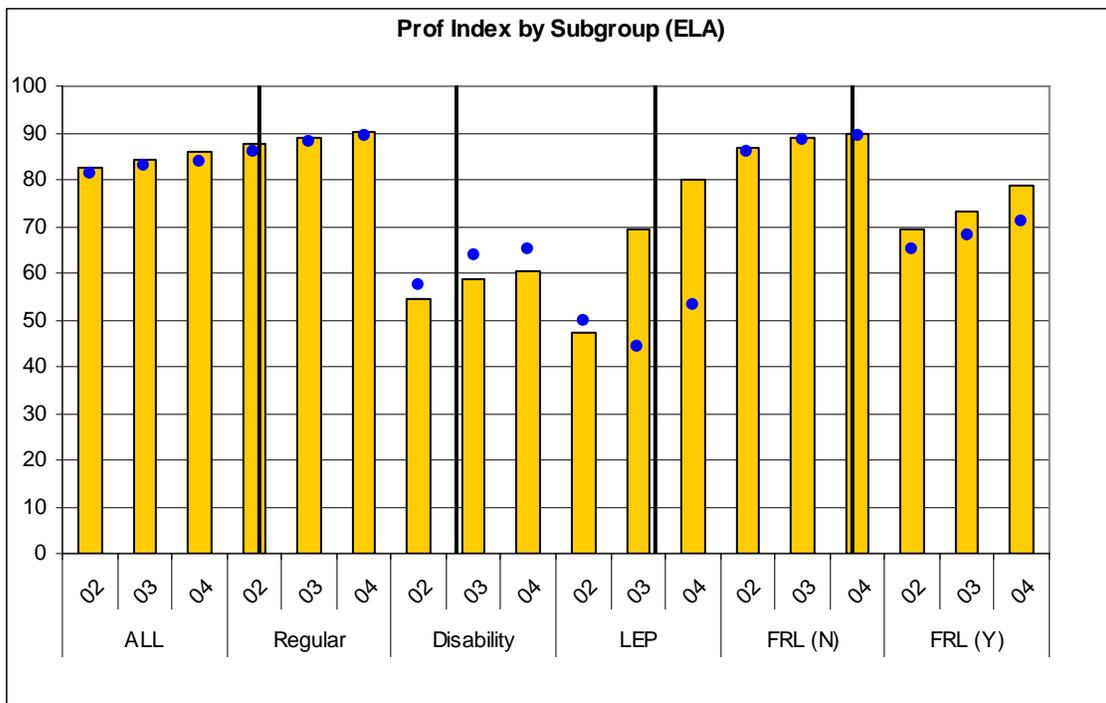
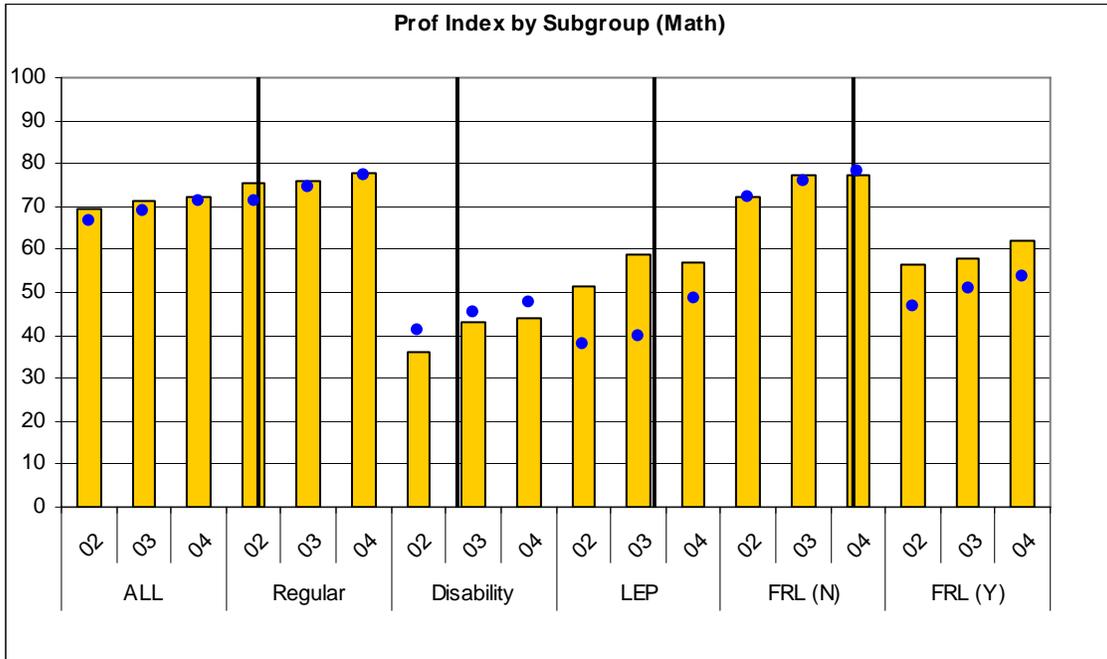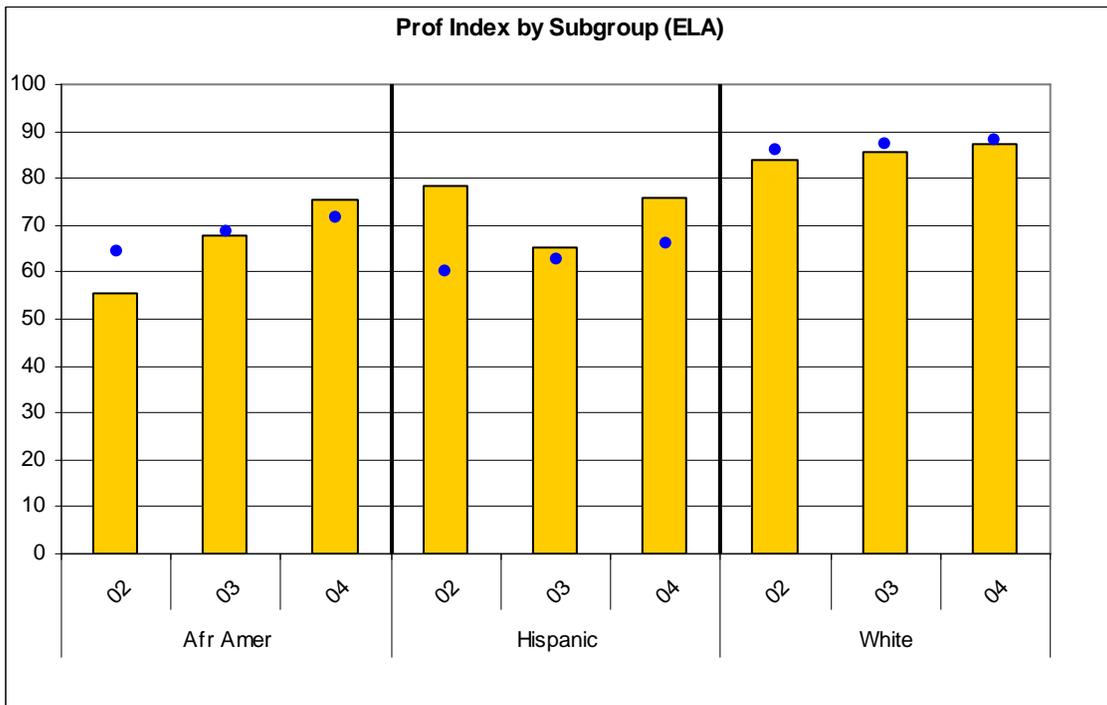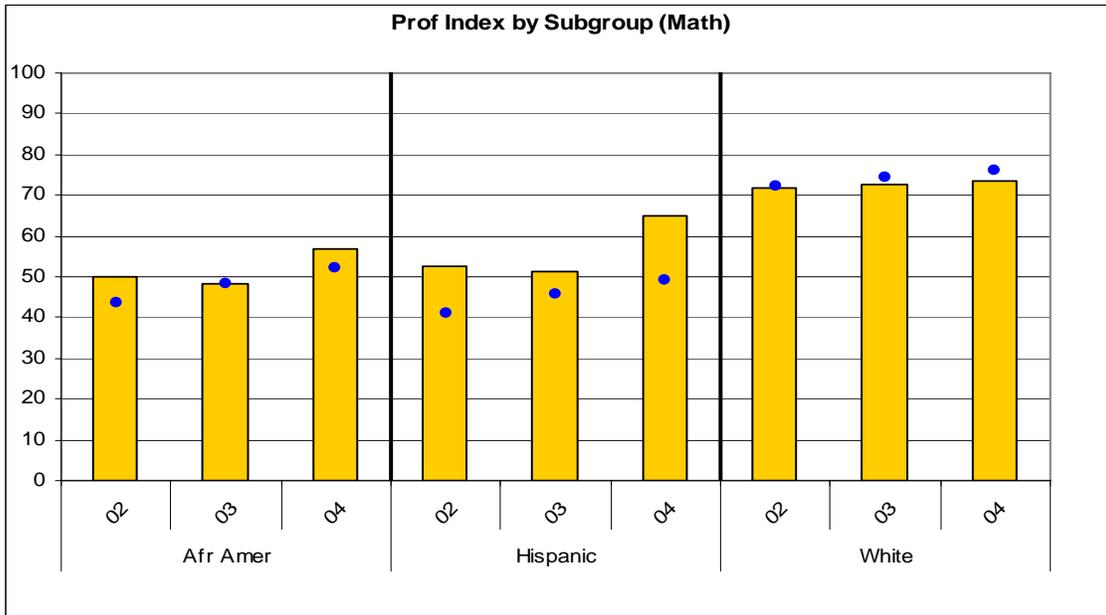| State		ELA	Math	Dennis-Yarmouth		ELA	Math
ALL	02	81.4	66.5	ALL	02	82.4	69.5
	03	82.9	69.0		03	84.3	71.4
	04	84.0	71.3		04	85.9	72.4
Regular	02	85.8	71.4	Regular	02	87.5	75.4
	03	87.9	74.7		03	89.0	75.9
	04	89.4	77.4		04	90.4	78.0
Disability	02	57.4	41.0	Disability	02	54.3	35.9
	03	63.9	45.3		03	58.6	42.9
	04	65.2	47.9		04	60.6	44.2
LEP	02	49.9	37.9	LEP	02	47.2	51.3
	03	44.4	39.6		03	69.4	58.9
	04	53.4	48.4		04	80.2	57.1
FRL (N)	02	85.8	72.0	FRL (N)	02	86.8	72.3
	03	88.5	75.9		03	88.8	77.4
	04	89.3	78.1		04	89.6	77.4
FRL (Y)	02	65.3	46.7	FRL (Y)	02	69.3	56.3
	03	68.2	50.7		03	73.1	57.8
	04	70.9	53.9		04	78.8	62.2
Afr Amer	02	64.2	43.7	Afr Amer	02	55.4	50.0
	03	68.8	48.4		03	67.6	48.3
	04	71.5	52.3		04	75.5	56.7
Hispanic	02	60.1	41.2	Hispanic	02	78.6	52.6
	03	62.9	45.7		03	65.3	51.1
	04	65.9	49.3		04	75.9	65.1
White	02	86.1	72.4	White	02	83.7	71.7
	03	87.5	74.4		03	85.6	72.8
	04	88.2	76.2		04	87.1	73.7

Analysis of Figures 14 A-D/Table 14:

- The proficiency gap for LEP students in ELA was 52.8 PI points in 2002; in 2004, it was 19.8 PI points.

- The proficiency gap for African-American students in ELA was 44.6 PI points in 2002; in 2004, it was 24.5 PI points.

- The proficiency gap for Hispanic students in math was 47.4 PI points in 2002; in 2004, it was 22.0 PI points.

- The proficiency gap in ELA for all students in 2002 was 17.6 PI points; in 2004, it was 14.1 PI points.

- The proficiency gap in math for all students in 2002 was 30.5 PI points; in 2004, it was 27.6 PI points.

- The subgroup performance range in ELA in 2002 was 40.3 PI points; in 2004, it was 29.8 PI points.

- The subgroup performance range in math in 2002 was 39.5 PI points; in 2004, it was 33.8 PI points.

- The average gap in ELA was 16.2 PI points in 2002; in 2004, it was 9.2 PI points.

- The average gap in math was 16.4 PI points in 2002; in 2004, it was 12.6 PI points.

- The performance gap in ELA was 56.5 PI points in 2002; in 2004, it was 39.0 PI points.

- The performance gap in math was 55.9 PI points in 2002; in 2004, it was 46.4 PI points in Dennis-Yarmouth.

- The improvement gap in ELA was 74.1 PI points in 2002; in 2004, it was 53.1 PI points.

- The improvement gap in math was 86.4 PI points in 2002; in 2004, it was 74.0 PI points.

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

Preliminary Finding(s):

- Overall, eligible students participated in the ELA and math assessments at required levels in Dennis-Yarmouth.

Table 15: Student MCAS Test Participation by Subject Area

	ELA	Math
T	99.16%	99.81%
NTA	0.84%	0.19%

Analysis of Table 15:

- In Dennis-Yarmouth, the 99.16 percent student participation rate on the 2004 MCAS ELA test was 4.16 percentage points higher than the state's 95 percent requirement.

- In Dennis-Yarmouth, the 99.81 percent student participation rate on the 2004 MCAS math test was 4.81 percentage points higher than the state's 95 percent requirement.

Appendix A: N- values

1. n-Values by Grade

YEAR	GRADE	ELA	Math	STE
2001	**Grade 03**	360	0	0
	Grade 04	352	356	0
	Grade 05	0	0	0
	Grade 06	0	341	0
	Grade 07	368	0	0
	Grade 08	396	401	0
	Grade 10	292	289	0
	All Grades	**1,768**	**1,387**	**0**
2002	**Grade 03**	0	0	0
	Grade 04	347	350	0
	Grade 05	0	0	0
	Grade 06	0	379	0
	Grade 07	340	0	0
	Grade 08	0	381	0
	Grade 10	253	258	0
	All Grades	**940**	**1,368**	**0**
2003	**Grade 03**	344	0	0
	Grade 04	327	333	0
	Grade 05	0	0	0
	Grade 06	0	333	0
	Grade 07	381	0	0
	Grade 08	0	337	0
	Grade 10	296	297	0
	All Grades	**1,348**	**1,300**	**0**
2004	**Grade 03**	317	0	0
	Grade 04	341	344	0
	Grade 05	0	0	331
	Grade 06	0	339	0
	Grade 07	340	0	0
	Grade 08	0	376	376
	Grade 10	265	264	0
	All Grades	**1,263**	**1,323**	**707**

2. n-Values by Subgroup/Level and by Race/Level

		ELA	Math	STE
Dennis-Yarmouth	**ALL LEVELS**			
	Advanced	130	197	53
	Proficient	709	397	212
	Needs Improv	350	503	297
	Warning/Failing	74	226	145
Regular	**Advanced**	127	191	52
	Proficient	650	371	199
	Needs Improv	240	409	237
	Warning/Failing	28	115	80
Disability	**Advanced**	1	3	1
	Proficient	37	18	7
	Needs Improv	95	75	50
	Warning/Failing	41	95	53
LEP	**Advanced**	2	3	0
	Proficient	22	8	6
	Needs Improv	15	19	10
	Warning/Failing	5	16	12
Free Lunch (Y)	**Advanced**	11	29	12
	Proficient	226	102	52
	Needs Improv	169	182	117
	Warning/Failing	45	118	85
Free Lunch (N)	**Advanced**	118	168	41
	Proficient	480	294	159
	Needs Improv	175	317	179
	Warning/Failing	28	108	59
Afr American	**Advanced**	2	4	0
	Proficient	24	10	7
	Needs Improv	32	29	12
	Warning/Failing	10	20	15
Hispanic	**Advanced**	2	6	0
	Proficient	19	9	3
	Needs Improv	14	19	6
	Warning/Failing	4	9	7
White	**Advanced**	122	183	53
	Proficient	654	368	198
	Needs Improv	288	440	269
	Warning/Failing	58	189	117

3. n-values by year:

	2001	2002	2003	2004
Advanced	347	339	342	327
Proficient	1,077	811	921	896
Needs Improvement	928	777	687	761
Warning/Failing	443	381	354	285
Total	**2,795**	**2,308**	**2,304**	**2,269**

5. n-values for NTA, NTM, and NTO by Student Status:

	ELA	Math
T. Disability	**577**	731
T. Regular	3,619	4,539
T.LEP	66	98

T = Tested
NTA = Not Tested, Absent
NTM = Not Tested, Medical
NTO = Not Tested, Other
ALT = Alt. Assessment

Notes:

In 2004, for State vs. District performance charts, only data from English and Math tests for grades 3 through 10 was included unless otherwise noted.

For Proficiency Indicator charts, Grade 3 was included. Grade 3 does not include an "advanced" level and would therefore skew aggregated proficiency level charts.

In calculation for EPI, the following groups were included for each year reported:
2001: Gr. 4, Gr. 7, Gr. 10
2002: Gr. 4, Gr. 7, Gr. 10
2003: Gr. 4, Gr. 7, Gr. 10
2004: Gr. 3, Gr. 4, Gr. 7, Gr. 10

In calculation for MPI, the following groups were included for each year reported:
2001: Gr. 4, Gr. 8, Gr. 10
2002: Gr. 4, Gr. 8, Gr. 10
2003: Gr. 4, Gr. 8, Gr. 10
2004: Gr. 4, Gr. 6, Gr. 8, Gr. 10

Subgroup inclusion was based on the number of students in a district and the number of schools in a district. To be included, a subgroup must have at least 10 times the number of schools in the district to be considered reportable. For example, in a school district with 4 schools, only subgroup categories with 40 or more students from that district in that category were included.

These results include only Students with test status of Tested, ALT, or NTA with a Scaled Score <> 200 unless otherwise noted.

Rounded differences may result in slight discrepancies.

Part III: Tier II Domain Findings and Summary

Domain A: Assessment and Evaluation

Standards ▼ Indicators ►	1	2	3	4	5	6	7	8	Total
Domain A - Assessment & Evaluation									
S1 - Student Assessment									
Excellent	0	0	0	0	0	0	0	N/A	0
Satisfactory	1	0	1	1	1	1	1	N/A	6
Poor	0	1	0	0	0	0	0	N/A	1
Unsatisfactory	0	0	0	0	0	0	0	N/A	0
S2 – Participation									
Excellent	0	0	0	0	0	0	0	N/A	0
Satisfactory	1	1	1	1	0	0	1	N/A	5
Poor	0	0	0	0	0	0	0	N/A	0
Unsatisfactory	0	0	0	0	1	1	0	N/A	2
S3 - Evaluation Processes: Personnel									
Excellent	0	0	0	0	0	0	0	0	0
Satisfactory	0	1	1	0	0	0	0	1	3
Poor	1	0	0	1	0	1	1	0	4
Unsatisfactory	0	0	0	0	1	0	0	0	1
S4 - Evaluation Processes: Programs, Services, & Resource Acquisition									
Excellent	0	0	0	0	0	0	N/A	N/A	0
Satisfactory	1	1	1	1	1	1	N/A	N/A	6
Poor	0	0	0	0	0	0	N/A	N/A	0
Unsatisfactory	0	0	0	0	0	0	N/A	N/A	0

Standard 1. STUDENT ASSESSMENT: For the period of time under examination, district and building administrators carefully administered statewide assessments and teachers regularly assessed the performance of their students relative to state and local student performance standards, and analyzed aggregate and individual assessment results to improve curricula, instructional practices, and supplementary and remedial programs.

Preliminary Finding(s):

- The district endorsed the assessment provisions of the Massachusetts education reform legislation as evidenced by the establishment of internal and external practices for the review and analyses of the MCAS test data, to improve student achievement.
- District teachers assumed responsibility for developing grade-level local benchmarks and aligning district curriculum guides by grade with the State Curriculum Frameworks.
- Student assessment data provided a focus for developing and prioritizing annual budget requests for appropriate staffing and instructional resources across all student groups.

Indicators:
1. The district has utilized assessment policies and practices that resulted in the formal, regular evaluation of student assessment results.

Rating: Satisfactory

Evidence: During the review period, the district used assessment practices on a yearly basis to identify student academic strengths and weaknesses. The assessment data were used in the review and modification of curricula offerings, and to provide supplementary and remedial instructional services to students in English Language Arts (ELA) and math.

The district provided examiners with a listing of K-12 assessment measures which were categorized as either standardized or performance based. In addition to the MCAS exam, other standardized tests administered were the Scholastic Reading Inventory (SRI) in grades 2, 3, and 5-8, and the Stanford Math Achievement Test in grades 5, and 7-9. Performance-based assessments included the Developmental Reading Assessment (DRA) in grades K-2, Benchmarks Books in grades 3-5, and numerous other locally developed benchmark assessments for K-12 in reading, math, and across the curriculum. The district listing of assessment measures included a parent report dissemination section by grade level.

During on-site interviews and focus group discussions, teachers and principals indicated that review and evaluation of student assessment results by district and individual schools received high priority during the review period. During the school year, these results and improvement of student achievement were major agenda topics at building, grade-level, and department meetings.

2. In order to improve achievement for all students, the district used aggregated and disaggregated assessment scores to assess student progress for all populations. This resulted in equitable, sustained improvement in student performance across all subgroups, as indicated by student assessment trend data.
   Rating: Poor

   Evidence: During interviews with district administrators, it was indicated that throughout the review period, the district annually examined the MCAS test reports and data for all student sub-groups, with admittedly more emphasis on the aggregate student population. With the use of TestWiz, and with the assistance of an external consultant to the district, item analyses of the MCAS test data were conducted so that curricula and instruction could be modified to improve student achievement.

   The DOE's 2004 AYP Data Report on the district, presenting combined 2003-2004 data, indicated that the aggregate, low-income, African-American, and White student groups met AYP in both ELA and math. The special education student group did not meet AYP in ELA and math. Trend data for 2001-04 showed that the aggregate student group met AYP for a four-year period. Proficiency Index (PI) trend data provided by DOE showed that for the years 2002-04, sustained improvement in ELA was noted in the aggregate and for a majority of student subgroups, including regular, disability, Limited English Proficient (LEP), African American, White, and those eligible and not eligible for Free/Reduced Lunch, FRL (Y) and FRL (N) respectively. The Hispanic subgroup did not show sustained improvement in ELA. In math, all student subgroups showed sustained improvement between 2002-04.

3. District and building administrators carefully and accurately implemented the "Principles of Test Administration" in their jurisdictions and provided 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.
   Rating: Satisfactory

Evidence: During interviews with district administrators, it was indicated that school principals were responsible for the overall implementation of the "Principles of Test Administration." The DOE test manual and instructions were followed as written, and the district reported no test administration irregularities for the review period.

All schools in the district sent letters to parents informing them of MCAS test dates and student participation requirements. Similar letters were sent to parents regarding the district-wide standardized tests.

The DOE 2004 AYP Data Report indicated that the participation target was met in ELA and math in 2003-04 for all student subgroups, with a participation range of 97 percent to 100 percent.

4. <u>In addition to the MCAS, the district regularly employed the use of standardized tests, local benchmarks, or other assessments to measure the progress of all student populations at regular intervals and used these results to measure the effectiveness of achieving district objectives for student learning.</u>
   Rating: Satisfactory

   Evidence: The district enumerated the standardized and performance-based tests and the internally developed benchmarks on its listing of K-12 assessment measures used during the review period. At the elementary level, the DRA was administered in grades K-2, Benchmark Books in grades 3-5, SRI in grades 2-3 and 5, and Stanford Math in Grade 5. At the secondary level, the SRI and the Stanford Math were administered in grades 6-8 and 7-9, respectively.

   During focus group discussions with teachers, it was indicated that district administrators promoted and endorsed the internal development of curriculum benchmarks, performance-based assessments, and rubrics through teacher common planning time, curriculum meetings, and professional development opportunities. It was indicated that internally developed assessments were not top-down driven, but were developed and reviewed by teachers, in most instances, with both vertical and horizontal articulation.

The district provided a document titled, "K-12 District Level Assessment," which listed all assessments by grade under four categories: (1) the MCAS and Standardized Assessments, (2) Literacy, (3) Math, and (4) Across the Curriculum. Teachers indicated in focus group discussions that district benchmarks, rubrics, mid- and final-year examinations, writing prompts, and writer checklists were examples of internally developed assessments utilized at quarterly intervals to measure student learning.

5. <u>The district engaged in a formal, documented annual review of student assessment data to reallocate staff and prioritize resource distribution to improve achievement for all student populations.</u>
   <u>Rating:</u> **Satisfactory**

   <u>Evidence:</u> Interviews and focus group discussions with district administrators, principals, and teachers indicated that annual review of MCAS and standardized test data and performance-based benchmarks served to guide the direction of curriculum and instruction in the district. Principals indicated that TestWiz was a tool used to identify school strengths and weaknesses through item analyses. Principals also indicated that the district's external consultant provided meaningful data analyses aimed at improving student achievement.

   District administrators indicated that review of student assessment data played a major part in the deliberation of budget requests for staffing and instructional resources. District administrators and school committee members stated the priority of maintaining educationally sound class sizes. During the review period, a literacy coordinator and two social workers were hired. Teachers in focus group discussions indicated that class size was reasonable with the exception of a few classes approaching 30 students at the high school. Teachers indicated that for the most part, they were well provisioned with texts and instructional resources necessary to deliver instruction. Twenty-five special needs teachers in the district were trained in Wilson Reading to assist special needs students. A district administrator interviewed stated that the development of the annual budget was highly influenced by student assessment data. Teachers and principals indicated that the district supported professional development activities, particularly those that addressed student achievement relating to district subgroups.

6. The district and each of its schools disseminated assessment analyses to appropriate staff at regular intervals.
   Rating: Satisfactory

   Evidence: The district routinely disseminated the MCAS and standardized test reports and analyses to its constituents. Annually, the district's central office administrative team convened to review district and school MCAS test trend data. Longitudinal test-item correctness was reviewed by district administrators and an external consultant. Annual reports of the MCAS and standardized tests results were presented by principals to school staff members.

   At least once per year, the superintendent presented reports of test results to the school committee as an agenda item in open session. All school committee meetings were televised by the local cable company. In focus group discussions, teachers indicated that they were not lacking in the receipt of assessment analyses to aid in the delivery of instruction. Teachers indicated that in addition to building principals, subject discipline coordinators and department heads provided assessment analyses specific to the curriculum. The implications for curriculum modifications and the need to provide varied, appropriate instructional methods to increase student achievement were discussed. Administrators mentioned the district's website as a mode of disseminating district MCAS test results.

7. Assessment trend data indicated that classroom assessment standards, practices, and expectations for students were consistently linked with the learning standards articulated in the State Curriculum Frameworks.
   Rating: Satisfactory

   Evidence: District administrators and teachers indicated that the district's assessment practices, the curriculum, and instructional modifications which have been implemented based on student achievement and a commitment to the teaching of learning standards and strands of the State Curriculum Frameworks have resulted in improved proficiency index trend data during the review period.

Proficiency Index Trend Data for 2001-2004 showed improvement for four years in ELA and for three years in math. In ELA, the district PI increased yearly, from 80.4, 82.4, 84.3 and 85.9 respectively. In math during the same years, the PI increased, with the exception of one year, from 69.9, to 69.5, 71.4 and 72.4, respectively.

In ELA, the percentage of district students who scored in the 'Needs Improvement' and 'Warning/Failing' categories decreased from 41.2 percent in 2001 to 33.5 percent in 2004. In math for the same four-year period, the percentage of district students in the 'Needs Improvement' and 'Warning/Failing' categories decreased from 57 percent in 2001 to 55.1 percent in 2004.

During focus group discussions, teachers indicated that district curriculum guides were primarily teacher developed. They indicated that the guides were aligned with the State Curriculum Frameworks and were used to provide the instructional template for their students. Teachers further indicated that the guides were a work in progress, commensurate with instructional changes prompted by the review and analyses of student assessment data, in particular student responses to MCAS test-item questions relating to specific learning standards and strands of the State Curriculum Frameworks.

Standard 2. PARTICIPATION: For the period of time under examination, the district and all of its schools had policies, procedures, and practices that met federal and state participation and attendance standards. Data on participation in state and local tests was were monitored and assessed to ensure participation and opportunity for all students and all subgroups.

Preliminary Finding(s):
- The district viewed the grades 9-12 dropout rate as a systemic concern, and placed greater focus on student attendance and academic support as students progressed from the elementary grades through the high school.
- The district maintained student records related to chronic absenteeism and withdrawals, but did not formally analyze and assess the data by student population.

Indicators:

1. <u>The district and each of its schools had clear management systems in use that required all students to participate in all mandatory and appropriate assessments that resulted in a two- or three-year average participation rate of 95% in the state assessment.</u>
   Rating: Satisfactory

   Evidence: The district's MCAS test participation rate, listed in the DOE 2004 AYP Data Report (2003-04 combined), in the aggregate and for all student subgroups exceeded the rate of 95 percent in the state assessment in both ELA and math. The participation rate for all district subgroups ranged from 97 percent to 100 percent. All student groups met the MCAS test participation target rate for the district for 2003 and 2004, combined.

   District administrators indicated that Rediker School Administration Software was used to send notices to parents about student participation in required assessments. They stated that all schools made telephone calls to the home to track students absent on testing days.

2. <u>The district and each of its schools had systems in use that required all students to participate in district and school-based assessment programs or benchmarks.</u>
   Rating: Satisfactory

   Evidence: The district's document, titled "K-12 Comprehensive Assessment," listed the district's grade-level benchmarks administered in ELA and math, along with the grade levels where parent assessment reports were disseminated. Examples of district benchmarks included the district writing prompt, the district writer's checklist, mid-year and end-of-year math assessments, a developmental reading assessment, a holistically scored writing prompt, and Benchmark Books. All district benchmarks were internally developed by teacher committees, with dissemination upon completion to appropriate grade-level teachers for final review.

   The standardized tests administered in the district were the SRI in grades 2, 3, and 5-8, and the Stanford Math in grades 5 and 7-9. Parents were notified by school newsletter of the testing dates and the importance of student participation. The MCAS test, other standardized test results, and student benchmark assessment results were placed and maintained from grade to grade in each student's cumulative record file. District administrators indicated that the student assessments

administered in the district assisted in the identification of students at risk and helped to formalize supplementary and remedial procedures.

3. <u>The district maintained clear and accurate records on student waivers for LEP and ALT status for MCAS assessment.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> The district's LEP enrollment for 2002-04 encompassed 3 percent, 4 percent, and 4 percent, respectively, of the district's total enrollment of over 4,000 students. Waivers were provided for those LEP students who entered the district with less than three years in the United States. Approximately 70 LEP district students participated in the MCAS assessments in ELA and math as reported in the DOE 2004 AYP Data Report. Waivers for LEP students were appropriately filed and maintained in the guidance office.

   District administrators indicated that approximately five special needs students took alternate assessments on average on a yearly basis. The ALT status records for MCAS assessments were appropriately filed and maintained in the Director of Special Services' office and in the student's cumulative folder. The DOE 2004 AYP Data Report indicated that 97 percent of special education students participated in the MCAS assessment in ELA and 98 percent in the math assessment.

4. <u>The district and each of its schools had clear management systems in place that required all students to attend school, and these systems were actively implemented and resulted in a student attendance rate of 93% or higher or higher.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> A DOE Report of Summary Statistics indicated that for the four-year review period, 2001-04, the attendance rate for the district was 93.1 percent, 93.5 percent, 93 percent, and 93.4 percent, respectively. The district met the target overall student attendance rate of 93 percent during the review period. A review of individual school attendance rates for 2004 indicated that the high school fell below the 93 percent target for 2004, with a rate of 90.9 percent. A review of attendance by grade level indicated that the 93 percent target rate was not met in grades 8-12 for

year 2004. The attendance rates for those grades were 92.8 percent, 90.4 percent, 89.8 percent, 92 percent, and 92 percent, respectively.

During interviews and focus group discussions, district administrators and teachers indicated that monitoring student attendance was a priority in the district. It was indicated that a high student transience rate was a concern, as it related to student attendance. District records indicated that over 100 new students entered the district yearly and almost twice that number left the district before the school year ended. An examination of the student handbooks provided by the district indicated that attendance policies were clearly defined.

5. The district and its schools had and enforced, when necessary, clear consequences for students with chronic absenteeism.
   Rating: **Unsatisfactory**

   Evidence: During three years of the review period, the percentage of district students who were chronically absent did not decrease. The percentage of students in the district chronically absent, defined as being absent more than 10 percent of their days in membership, for years 2002, 2003, and 2004, was 13.9 percent, 19.8 percent, and 19.1 percent, respectively. It was noticeable that the percentage of these chronically absent students increased yearly in each grade from Grade 6 to Grade 12, from 16.3 percent to 31.3 percent. Despite district efforts to establish consequences, such as court referrals processed by attendance officers and social workers, for students with chronic absenteeism, the percentage did not decrease during three years of the review period. The high school used the Phone Master system to inform parents of student absenteeism.

6. The district maintained and used accurate records on attendance, suspensions, discipline, and dropouts by student subgroup populations and frequently analyzed these records to improve participation, involvement, and achievement for all students.
   Rating: **Unsatisfactory**

   Evidence: The district's grades 9-12 dropout rate was twice the state average for 2002-03, 6.9 percent compared to 3.3 percent. In 2001, the dropout rate was 5.5 percent. The retention rate for the same period exceeded the state average, 4.5 percent compared to 2.6 percent. Exclusions

exceeded the state average, 4.5 percent compared to 2 percent. At the high school level, the percentage of exclusions increased over the years 2001-03, at 5.2 percent, 11.1 percent, and 13.2 percent, respectively. In-school suspensions were below the state average and out-of-school suspensions matched the state average.

The district kept accurate student records of attendance, truancy, discipline, and dropouts using internally developed computer software. The district provided no documentation that these data were quantified and analyzed in the aggregate or for subgroup populations. One district administrator indicated that a review of MCAS test data showed that student attendance was a factor in students' failure to reach proficiency.

A high school document titled, "Dropout Analysis and Prevention," listed three key factors contributing to the dropout rate: students with significant skills deficits, particularly in reading (more than three grade levels); personal and family problems; and high absence and transient rates. A withdrawal/deletion form used in exit interviews listed 19 reasons for leaving school. An interviewee stated that there was no report or documentation that these data were analyzed. During the 2003-04 school year, the data showed that 84 students withdrew, 27 females and 57 males.

During the review period, the district implemented initiatives to address chronic absenteeism and the dropout rate. An advisor/advisee system was implemented in which teachers at the high school were assigned to approximately 12 students for the four years. A high school after-school program, 3 to 6 p.m.., was implemented to provide tutoring. Bi-monthly meetings with school personnel, court, and police department officials were held to discuss the attendance and dropout rates. An alternative high school program for approximately 35 students was implemented. The district hired two additional social workers during the review period to work with students and their families. Through a college affiliation, the program Global Institute for Aspirations was implemented at the secondary level to promote cultural understanding and a greater attachment to the school by students.

District administrators and teachers indicated awareness and concern regarding the district's dropout rate and expressed that it was a systemic problem needing to be addressed as students move from grade to grade.

7. <u>The district maintained and used clear and accurate program and individual records of all English language learners (ELLs) to improve student performance during the period under examination.</u>
    <u>Rating:</u> Satisfactory

    <u>Evidence:</u> A DOE Enrollment/Indicators Report showed that the percentage of Limited English Proficiency (LEP) students in the district was 4.5 percent, slightly below the state rate of 5.1 percent for the last year of the review period. Data from DOE reports showed that the LEP student group demonstrated improved, sustained achievement on MCAS tests in both ELA and math from years 2002-04. During visits to schools in the district, several ELL student folders were randomly selected and examined, and found to contain appropriate student and program information.

    <u>Standard 3. EVALUATION PROCESS/PERSONNEL:</u> <u>For the period of time under examination, the district used student assessment data in its development, implementation, evaluation, and analysis of school and district personnel. The evaluation process focused on accountability for administrators, teachers, and instructional support staff, and one of the goals of the process was the improvement of achievement for all students.</u>

    <u>Preliminary Finding(s):</u>
    - There was no formal system in place that linked student achievement data to the district's evaluation process.
    - The evaluation document for teachers did not contain all seven Principles of Effective Teaching, and as a result, the district's evaluation procedure for teachers was not aligned with the requirements of CMR 35.00.

    <u>Indicators:</u>

1. The district and each of its schools implemented systems for the evaluation of personnel performance that were linked to student achievement data and resulted in sustained or continued improvements in the quality of teaching and learning.
    Rating: Poor

    Evidence: In interviews with district administrators and principals, the EQA team was told that, while there was no formal system in place that linked student achievement data to the district's evaluation process, data were certainly a part of the process. Principals said that when they met with teachers to set goals, student achievement was discussed. As one principal said, "As we work with teachers, we are looking at test results to see which teachers are more successful."

    When asked if student data would be used as a specific part of the teacher evaluations, a principal said that, "data would be used in more global terms," and a remark might be made such as, "your students seem to have a weakness in composition."

    Principals said that the superintendent was always, "pushing them toward excellence," and that student achievement data were discussed in both their goal-setting meetings as well as in evaluations. Although, during the review period, principals said that specific increases in student achievement would not be a part of their goals.

2. The district utilized evaluation procedures for administrators that were aligned with the requirements of the MGL Chapter 71, §38 and 603 CMR 35.00.
    Rating: Satisfactory

    Evidence: The evaluation instrument for principals did not specifically mention the Principles of Effective Administration. However, a review of the district administrators' evaluations showed evidence that these principles were embedded in the narrative that the superintendent wrote for each of the administrators. Principals described the evaluation process as being both thorough and conducive to professional growth. The superintendent met with each of the principals in the fall to set goals based on the results of the MCAS exam. These were in turn based on the results of each building's student achievement data. The superintendent visited buildings on a weekly

basis and very often, during these visits, the superintendent and the principals discussed goals and their attainment.

Principals were evaluated yearly, and a review of eight evaluations found all eight to be timely. Also, this review of eight assistant principals' and lead teachers' evaluations showed five of them to be timely.

3. <u>The form and content of the district's evaluation process for administrators was informative, instructive, and used to promote individual professional growth and overall effectiveness.</u>
Rating: Satisfactory

Evidence: As stated previously, the evaluation instrument did not contain specific categories relating to the Principles of Effective Administration. However, these were embedded in the narrative. In interviews with principals, the EQA team was told that their evaluator was "straightforward." One principal said that the superintendent's comments regarding teacher evaluations had helped make the principal a more effective evaluator. Principals said they were supported and encouraged to grow as professionals. Comments were also made that evaluations were "never unfair" and that things that needed to be fixed were identified; principals said they had to be "be on their toes."

4. <u>Administrators in the district were held accountable for student assessment results in their yearly evaluations.</u>
Rating: Poor

Evidence: Student assessment results were discussed between principals and the superintendent during the goal-setting time. In a 2002 memo on administrator evaluations, one of the criteria listed states that student improvement on MCAS and District MCAS results are part of the evaluation and merit pay determinations. In some of the evaluations, there was mention of student achievement data, but it was not an integral part of all evaluations. School committee members said that the superintendent was not held accountable for assessment results in the evaluation.

5. The district utilized an evaluation procedure for teachers that was aligned with the requirements of the MGL Chapter 71, §38 and 603 CMR 35.00.
Rating: Unsatisfactory

Evidence: A review of 66 teacher evaluations found the district out of compliance with the requirements of CMR 35.00. Teachers with professional status were evaluated on an annual basis, but the evaluation document did not contain all seven Principles of Effective Teaching. Instead, a teacher could select usually three of the principles as goals to pursue during the year. At the end of this time, a summative evaluation was completed. However, teachers were not evaluated on each of the seven principles. A review of the evaluations did find that of the 66 evaluations, 16 of them were not timely. During interviews, principals and district administrators said that the district tried to negotiate with the teachers' association to include all seven principles in order to attain compliance. However, during the review period, the association was unwilling to evaluate teachers using all seven of the Principles of Effective Teaching.

6. The form and content of the district's evaluation process for teachers was informative, instructive, and used to promote individual professional growth and overall effectiveness.
Rating: Poor

Evidence: A review of the teacher evaluations also showed that while all 66 evaluations were informative, only 23 contained any recommendations. However, during the EQA team's review of documents submitted by the district, one of the requirements for evaluation, as stated in the document, was the need for evaluators to make specific recommendations in the evaluation if any teacher's performance was rated unsatisfactory. A review of the evaluations did not result in any unsatisfactory ratings for teacher performance.

7. Teachers in the district were held accountable for student assessment results in their respective schools and classrooms. These results were cited in the evaluation process.
Rating: Poor

Evidence: Teachers were not held accountable for student assessment results. In a review of the evaluations, none were found to even mention student assessment data in the narrative.

8. When evaluations were not satisfactory, after following due process, the district had and applied consequences for compensation, advancement, and employment.
   Rating: Satisfactory

   Evidence: Principals said that student performance data were used in determining their compensation. They said that they thought one principal had been terminated as a result of an unsatisfactory evaluation. However, this was not the case with teachers. Teachers who received unsatisfactory evaluations were automatically evaluated during the off year. Principals stressed that during the review period, no teachers with professional status had been terminated. However, principals did say that a few teachers had left the district of their own accord rather than go through the evaluation process each year.

Standard 4. EVALUATION PROCESS/PROGRAMS, SERVICES, AND RESOURCE ACQUISTION: For the period of time under examination, the district used student assessment data in its development, implementation, evaluation and analysis of programs, services, and resource acquisition. The evaluation process focused on accountability for administrators, teachers, and staff, and one of the goals of the process was the improvement of achievement for all students.

Preliminary Finding(s):
- MCAS test improvement and state comparisons formed the basis of the district's evaluation process.
- The district had no formal evaluation protocol but did assess its programs, services, curricular materials, and resources in terms of improved student achievement.
- The district used student achievement data to determine needs for acquired resources.
- The district was cautious in correlating particular elements of its academic support services, programs, and interventions with improved student achievement.

Indicators:

1. The district and each of its schools implemented a data-driven system for the evaluation of programs and services, and resource acquisition that was linked to student achievement data.
    Rating: Satisfactory

    Evidence: The district systematically collected, analyzed, and used student achievement data to assess the effectiveness of its curriculum, academic progress, and instructional resources as required by the Dennis-Yarmouth Regional District School Committee Policy on Curriculum, Section 3.a., dated April 14, 2003. Well-established procedures, in place for the entire review period, assured that student assessment data were centrally collected, analyzed at the district and school levels, reported to the school committee, and used to inform instruction and academic program decision-making. The district used yearly MCAS test comparison scores by grade and subtest, comparisons with the state averages, Annual Yearly Progress status, local standardized and performance testing results to evaluate the effectiveness of their programs, instruction, and resources to identify areas in need of improvement at a district and school level.

    Each school in the district used student achievement data analysis, MCAS item analysis, as well as yearly comparison scores to review the appropriateness of its curriculum and services. This was done at regularly scheduled staff meetings facilitated by the school's curriculum leadership team (CLT), members, and administration. Because of the AYP report, the district began to disaggregate data, particularly for the special education and free/reduced lunch students in the last two years of the review period.

    Annually, district administrators, program coordinators and leaders, and CLT members prepared achievement and assessment reports for scheduled presentation to the school committee. Review of several of the English Language Arts and math reports (district and individual schools) showed that there was no standard protocol for interpreting results, and no district criteria or measure for judging success or effectiveness other than improved scores from the previous year. In 2003-04, the district began to keep cohort data for its mid-year and end-of-year common math assessments.

2. District and school administrators used student assessment and other pertinent data to measure the effectiveness of the district's instructional, supplemental, and support programs and services.

Rating: Satisfactory

Evidence: Although the district did not have a documented formal program evaluation protocol for the review period, the district and its schools had a process in place that used student assessment data as a means of examining the appropriateness of its regular education program, academic support programs, and student support services. Annually, the district compiled achievement reports for programs and services such as Advanced Placement, Title I, English Language Arts K – 10, Mathematics K-10, and Holistic Scoring of Writing. The district used improved scores on the MCAS exam, internal common assessments, and MCAS exam scores that exceeded the state average as indicators of success.

In interviews, administrators indicated that they and teachers discussed results from these reports and formative school-year assessments to determine "what's working, and what's not." Results were generally presented as comparisons to the previous year's scores, by school and district, where applicable. Interpretations of the reported data were stated in global terms. For example, in the 2003 English Language Arts report, one school concluded that, "This shows a significant increase in the reading ability at the 4th grade level for this class," based on an 18 percent increase in the numbers of students scoring 'Proficient' on the MCAS test. However, district and school leaders, informally and anecdotally, did draw connections between assessment results and the effectiveness of their programs. In interviews, for example, the EQA team learned that the district attributed improved scores at one elementary school to its adoption of a school-wide Title I program with a co-teaching instruction model. As a result of this analysis, the other district Title I schools, in 2003-04, planned and prepared for a change from targeted-assisted to school-wide programs, implemented in September 2004.

3. The evaluation results of the district's instructional, supplemental, and support programs and services were used to inform decision making and resulted in sustained or continued improvements in the quality of teaching and learning.
   Rating: Satisfactory

   Evidence: The district used student assessment data and informal evaluation to inform instruction, program development, and the design of support services which resulted in modest,

sustained improvement as measured by the aggregate proficiency indices for math and ELA. Tier I assessment data indicated that the ELA Proficiency Index (EPI) improved incrementally each year from 80.4 in 2001 to 85.9, an increase of 5.5 points. In math, the 2004 MPI of 72.4 was an increase of 2.5 points over 2001. In interviews, district administrators stated that the quality of teaching had improved during the review period, based on their observations and the effects of the teaching supports afforded by professional development. The modeling and coaching provided by the Consulting Teachers of Reading from 2003-2004 and the math and ELA coordinators were also cited as catalysts for improvements in the quality of teaching.

Although during the review period, discussions of student achievement data largely led to curriculum and program decisions at the building level for school improvement, there were several district initiatives to improve teaching and learning. As a result of an evaluation of the 2003 and 2004 scores of the district's grades 1-8 Holistic Writing Assessment, the district recommended a minimum of 45-minutes per day of student engagement in the writing process, mini-lesson formatting, and teacher conferencing.

District item analysis of student performance on the open-response question format in math resulted in a district initiative to reduce the number of 0 and 1 scores and improve math vocabulary. At the elementary level, the Everyday Mathematics program was supplemented with locally developed materials to address writing in math. Although the district had no formal plan for measuring the effects of the initiative other than improved MCAS test scores, the 2004 Mathematics Assessment Report stated that, "strength in writing shows in the level of scores in open response" for Grade 8.

The LEAP program for grades 2-4 was developed in 2002-03 with Title II funds, in response to an identified need to move students scoring close to 240 on the MCAS test to the 'Proficient' category. Students who displayed potential to achieve proficiency on local benchmarks received supplementary services such as Junior Great Books and additional process writing. The 2004 evaluation reported the percentage of LEAP students attaining proficiency on the grades 3-4 ELA MCAS test, but stated no conclusion as to whether the program had achieved its goals; it made no recommendations for implementation. In interviews, the administrator with support service responsibilities cited analysis of the special education subgroup math scores, which

indicated the need for improvement. As a result, it was recommended that math goals be added to the Individualized Education Plans (IEPs) and pull-out math students included in regular education math instruction for peer modeling and work on open-response question formats. The Tier I Department of Education MCAS exam results by student status indicated that, in 2004, the district reduced the percentage of special education students scoring in the 'Warning/Failure' category by 12 percentage points in Grade 8 math and by 9 percentage points in Grade 6. Whereas, the Grade 8 percentage is 7 points higher than the state average, the Grade 6 percentage is 16 points lower than the state average.

4. <u>District and school administrators used student assessment and other pertinent data to measure the effectiveness of acquired resources, including capital improvements and projects, equipment, materials, and supplies.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> For the review period, the district used student assessment data to determine the need for and types of resources to be acquired rather than to explicitly evaluate their effectiveness. The district engaged consultant services based on system needs, identified through the analysis of student achievement data or, in the case of professional development, through teacher surveys and principals' and school leaders' observations. During the review period, the district used recommendations from a New England School Development Council report in 2002 as a guide for prioritizing their resource acquisition and facilities improvements. The district was not at a point to evaluate the effects of this long-range undertaking.

   District administrators reported that student data were used in a "general way" in planning the high school renovation project. The high school's major need was for an upgrade of the infrastructure: plumbing, electricity, and handicap accessibility under the American Disabilities Act. Other capital improvement projects in the district were guided by physical plant repair needs more than direct educational needs identified through student assessment data. The administrators stated in interviews that because of the technology upgrades that had been made so far, more infusion of technology in instruction, such as the use of spreadsheets and SMARTBoards could be expected; however, there was no formal evaluation or monitoring plan

during the review period. The EQA team did observe the use of a SMARTBoard during a classroom observation at the high school.

5. <u>The evaluation results of the district's evaluation of acquired resources, including capital improvements and projects, equipment, materials, and supplies, were used to inform decision making and resulted in sustained or continued improvements in the quality of teaching and learning.</u>

<u>Rating:</u> Satisfactory

<u>Evidence:</u> Although the district had no formal plan for measuring the success or appropriateness of its acquired resources, the district used evaluative information gleaned from observations, anecdotal feedback, and overall student performance to inform educational decisions. For example, in interviews, a high school administrator stated that additional PLATO stations, a computer-assisted remediation program, were purchased for the instructional labs based on "indicators that showed success." An analysis of the use of PLATO on a 2000-2001 after-school high school program stated that "we found students excited by PLATO and the time they could spend on the computer." The district did not have a protocol for evaluating the consulting services such as the Data Analysis and Strategic Planning Project (DASPP) but continued to contract the services based on reported usefulness to principals and the school curriculum leadership teams in analyzing student assessment data and setting goals for the School Improvement Plans. In interviews, district administrators stated that the DASSP provided meaningful interpretive data for the district.

Schools selected instructional materials including textbooks and supplementary material that fit the identified learning needs of their students. For example, while reading program materials varied among the elementary schools, all schools were held to common goals and common assessments.

During the review period, the district was generally reluctant to attribute success or improved student achievement to any single intervention, particular curricular materials or instructional support program. Statements to that effect appeared in the district's 2003 annual ELA Assessment Report and were confirmed in interviews with administrators as well as MCAS

support grant applications. Although the district did not explicitly evaluate aspects of its resource acquisitions, the Tier I Proficiency Index trend data for 2001–2004 showed overall improvement in student performance.

6. <u>When evaluations indicated that programs, services, and resource acquisition were not effective and efficient, the district made appropriate modifications and/or changes.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> The district used student achievement data analysis to monitor the effectiveness of its programs, services, and resource acquisition and made curriculum and program modifications, supplements, and changes. The district made such changes in response to high error rates on particular MCAS test items, performances that were below the state average student, a regression in proficiency levels, or an observed inefficiency in service delivery or program structure.

   For example, Read 180, a remedial computer-assisted reading program used in Title I, was discontinued at the elementary level because of the instruction component and the commercially prepared skills materials were not appropriate. Also students needed more than the 60 minutes allotted to work through the stations. It was recommended for continued use in the extended-day middle school programs.

   During the review period, the district began to move to an inclusion service delivery model for special education students as a result of the low number scoring at the 'Proficiency' level on the MCAS tests, local benchmarks, and common assessments. In interviews with administrators, it was indicated that, "Special Education teachers needed to raise expectations." In focus groups, teachers stated that schools used a combination of pull-out and in-class services, which the Tier II classroom observations corroborated.

   The district supplemented its Everyday Mathematics program with locally developed writing lessons when the program was judged deficient in teaching students to communicate their mathematical ideas and problem-solving strategies in writing. The district instituted a computerized literacy database to improve access to student achievement data for monitoring progress, comparative analysis, and trend analysis. The district had procedures in place for

making changes and improvements to the established English, math, science, and history/social science curricula.

Domain B: Curriculum and Instruction

Standards ▼ Indicators ►	1	2	3	4	5	6	7	8	9	Total
Domain B - Curriculum & Instruction										
S5 – Curriculum										
Excellent	0	0	0	0	0	0	0	0	N/A	0
Satisfactory	1	1	1	1	1	0	1	1	N/A	7
Poor	0	0	0	0	0	1	0	0	N/A	1
Unsatisfactory	0	0	0	0	0	0	0	0	N/A	0
S6 - Instruction: Expectations & Policies										
Excellent	0	0	0	0	0	0	0	0	0	0
Satisfactory	1	1	1	1	1	0	1	1	1	8
Poor	0	0	0	0	0	1	0	0	0	1
Unsatisfactory	0	0	0	0	0	0	0	0	0	0
S7 - Opportunity & Access To Quality Education Programs										
Excellent	0	0	0	0	0	0	0	0	N/A	0
Satisfactory	1	1	0	0	1	0	0	1	N/A	4
Poor	0	0	0	1	0	1	1	0	N/A	3
Unsatisfactory	0	0	1	0	0	0	0	0	N/A	1
S8 - Professional Development & Training										
Excellent	0	0	0	0	0	0	0	N/A	N/A	0
Satisfactory	1	0	1	1	0	1	0	N/A	N/A	4
Poor	0	1	0	0	1	0	1	N/A	N/A	3
Unsatisfactory	0	0	0	0	0	0	0	N/A	N/A	0

Standard 5. CURRICULUM: For the period of time under examination, the district, each of its schools, and programs utilized curricula that were aligned with the State Curriculum Frameworks in the core academic subjects of English Language Arts (ELA), mathematics, science and technology (and other tested core academic subjects as added). The curricula were current, academically sound, and clearly understood by all who administered and taught in the district.

Preliminary Finding(s):

- For the review period, the district had an aligned curriculum drawn directly from the state frameworks. Review of MCAS test data and local benchmarks led to curriculum modification for subgroups in the aggregate, but not necessarily at the individual level, to inform classroom instruction.
- While after-school meetings and professional development days were devoted to data review and modifications of curriculum and programs, the staff was not trained in data analysis, especially in tools such as TestWiz.

Indicators:

1. The district had written curricula for all grade levels and tested core content areas that were clearly aligned with the State Curriculum Frameworks.
Rating: Satisfactory

Evidence: The district had written curricula for all grade levels and tested core content areas that were clearly aligned with the State Curriculum Frameworks. Curriculum documents were directly drawn from the frameworks into local guides in 2001. Review and modifications took place through the CLT each year. At the end of the review period, the district developed a new format incorporating local assessments, with cross-references to resources.

2. Each school in the district had a curriculum leader to oversee the use, alignment, quality, currency, and consistency of the district's curricula.
Rating: Satisfactory

Evidence: Interviewees stated that the principal was the curriculum leader who oversaw use, alignment, quality, currency, and consistency of the district's curricula. The CLT worked with the director of teaching and learning, the math and ELA coordinators, and the CLT to use the Data Analysis and Strategic Planning Project (DASPP) analysis of MCAS test scores to determine strengths and weaknesses. That information and analysis was reviewed with the principal for application at that building. The principal and the CLT members worked with the data to determine building strengths and weaknesses, and informed staff. This approach became the basis for curriculum review and modification at the staff meetings and on professional development day. This effort also resulted in modifications in curriculum unique to each

building's needs. The process continued throughout the year as a curriculum review and modification process for students in the aggregate. Use of TestWiz item analysis at the student level to inform instruction was reportedly at different stages. Widespread TestWiz training, for administrators and staff, has not taken place. Analysis of data remained at the aggregate level for subgroups where TestWiz was not used extensively to generate individual data.

3. <u>The district had an established, documented process that involved teachers in the annual review and/or revision of curricula based on the analyses of results of standardized tests.</u>
   Rating: Satisfactory

   Evidence: A review of documents and interviews indicated that the district had an established process reflected in documents that involved teachers in the annual review and revision of curricula based on analysis of standardized test results.

   The analysis of MCAS test results began with raw data received at the Dennis-Yarmouth Regional High School in September. The ELA and math department staff reviewed the data to determine through item-analysis where the strengths and weaknesses were in their curricula. A three-year analysis of questions was performed to determine the skills and areas most commonly assessed through the MCAS test. Teachers examined these areas and added to or moved them within the curriculum to wherever they would be strongest in building students' math skills.

   During the review period, the district worked with a college-related consultant who analyzed the MCAS test data and presented the DASPP report to the district that displayed, through charts and graphs, student performance as a percentage of each subgroup population on individual items. This was disaggregated by subgroup, but not by individual student. Part of the partnership was training and support for the CLT in the overview and analysis of the data. After these sessions, the CLT members brought the data to their building principal where the analysis continued, looking at the data from the building perspective. Once that process was completed, it was brought to the faculty in October to form the basis for staff meetings and professional development days to work on curriculum for the balance of the year.

Interviewees reported that this report, DASPP, did not provide individual student item-analysis to inform instruction at the individual or small-group level. Some principals reported having had introductory training in TestWiz and were using that process for information on students in their classes. They also reported that a few teachers were familiar with using TestWiz.

4. <u>The results of student assessment data (i.e., longitudinal, demographic, disaggregated, diagnostic, and/or surveys) indicated that the district implemented an established process to ensure the scope, sequence, and alignment of learning goals, competencies, and expectations from one grade to the next in grades K-12 in ELA, mathematics, science and technology (and other tested core academic subjects as added).</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> A review of documents and student assessment data indicated that the district implemented a process to ensure the scope, sequence, and alignment of learning goals, competencies, and expectations from one grade to the next in grades K-12 in ELA and math. Initially each year, raw MCAS test data for Grade 10 transmitted to the district in July and August were reviewed by the mathematics and English department heads to begin the curriculum review process and place students in support classes where indicated. The district's CLT initiated the process in September each year by reviewing the DASPP MCAS data report to determine strengths and weaknesses. This analysis was conducted at the school, where the team members and the principal reviewed data as it applied to their building. Individual Student Success Plans (ISSPs) were developed for students in the 'Warning/Failing' category. At the high school, this resulted in placement in a specific course or tutoring.

   Following this process, each building devoted 30 meetings during the school year to curriculum and professional development. Staff reviewed curriculum and identified modifications needed for their student populations. During the review period, the district deemed writing a problem area, especially open-response writing. The district hired a consultant who assisted in developing a consistent writing workshop approach with writing prompts administered and scored regularly. The district used a Holistic Writing Scoring Rubric and developed a writing checklist.

Grade-level meetings were held four times a year, in which staff reviewed curriculum, expectations, and goals, and made modifications, especially after reviewing MCAS test questions to determine skills and concepts necessary to reach proficiency. Mathematics curricula were reviewed by grade and across grade level to ensure horizontal and vertical alignment, elimination of redundancies, and the filling of any gaps.

While curriculum review, alignment, and modification took place, disaggregation at the student level for individual modifications to inform instruction was not prevalent during the review period.

5. <u>The district's curricula in all tested content areas were aligned horizontally to ensure that all teachers of a common grade level addressed specific subject matter following the same time line, and vertically to ensure complete coverage, eliminate redundancies, and close any gaps.</u>
   <u>**Rating:**</u> **Satisfactory**

   <u>**Evidence:**</u> Document review and interviews with administrators and staff revealed that the district's curricula in all tested content areas were aligned horizontally to ensure that all teachers of a common grade level addressed specific subject matter following the same timeline, and aligned them vertically to ensure complete coverage, eliminate redundancies, and close any gaps. Through the CLT, a K-12 committee, a standard practice, and timeline were in place for examining data from both MCAS tests and district common assessments to determine strengths and weaknesses. This data was used to examine and modify curriculum at the district level both horizontally, through grade-level and department meetings, and vertically, with the K-12 CLT meetings. The process then began at the building level to tailor modifications to the needs of that school population.

   During the review period, the district began the process of mapping the curriculum in math to ensure equitable delivery of curriculum across all grades. Mathematics teachers reviewed the curriculum vertically to eliminate redundancies and close any gaps. Teachers were provided common planning time in grades K-9. Grades 10-12 used department time to complete these tasks. All three levels used an investigative mathematics model for their programs, Everyday

Mathematics at grades K-6, Connected Mathematics at grades 7-8, and Core Plus Mathematics at grades 9-10.

The district followed a Balanced Literacy model for literacy in grade K-8. While elementary schools might have had different programs, Scott-Foresman or Houghton Mifflin, all must have met the same standards in assessment for concepts and skills. During the last year of the review period, a Holistic Scoring of District Writing Prompts with rubrics and a writing checklist was implemented. Student prompts were administered regularly. Staff gathered by grade level using some of the thirty staff meetings each year and followed the MCAS test scoring criteria. Training for scoring was led by a staff member who had participated in the summer MCAS test scoring institutes several times.

6. <u>Modifications to the curriculum resulted in improved, equitable achievement for all student populations.</u>
   <u>Rating:</u> Poor

<u>Evidence:</u> Tier I data indicated that curriculum modifications resulted in improved scores for all student populations. However, they did not result in equitable achievement for all student populations. For example, the gap among the special needs, Free and Reduced Lunch (FRL), African-American, and Limited English Proficient (LEP) students in ELA and math remained between 10.2 and 19.8 Proficiency Index (PI) points in ELA and 15.8 and 33.8 PI points in math.

The district made greater gains in closing the achievement gap in ELA than in math. In ELA, regular education students' PI increased from 87.5 in 2002 to 90.4 in 2004. Special needs students' performance increased from 54.3 PI points to 60.6 in the same time period. The gap between special education students and regular education students was 33.2 points in 2002 and 29.8 points in 2004. African-American students' Proficiency Index in ELA increased from 55.4 in 2002 to 75.5 in 2004. The gap for regular education students was 32.1 in 2002 and 14.9 in 2004. For FRL (Free and Reduced Lunch) students in ELA, the PI was 69.3 in 2002, and 78.8 in 2004. The gap for regular education students was 18.2 in 2002 and 11.6 in 2004. LEP students' PI increased from 47.2 in 2002 to 80.2 in 2004, narrowing the gap from 40 points in 2002 to 10.2 in 2004.

In math, the regular education subgroup's PI increased from 75.4 in 2002 to 78.0 in 2004. Special needs students' PI increased from 35.9 in 2002 to 44.2 in 2004. The gap for regular and special education students' performance was 39.5 in 2002 and 33.8 in 2004. African-American students' PI was 50.0 in 2002 and 56.7 in 2004. The gap for regular education students was 25.4 in 2002 and 21.3 in 2004. FRL (Free and Reduced Lunch) students' PI was 56.3 in 2002 and 62.2 in 2004. The gap for regular education students was 19.1 in 2003 and 15.8 in 2004. LEP students' PI was 51.3 in 2002 and 57.1 in 2004. The gap for regular education students was 24.1 in 2002 and 20.9 in 2004.

While its special education students accessed the regular curriculum, the district was using a pull-out and mainstreaming model during the review period, rather than full inclusion. Special needs students' failure rate was 41 percent, compared to 38 percent for the state.

7. <u>Staffing levels were adequate to deliver the district's curriculum to all students, as indicated by equitable rates of improvement for all student populations.</u>
   Rating: Satisfactory

   Evidence: A review of Tier I data, the staff additions from 2001-04, and interviews with administrators and teachers, indicated that staffing levels were adequate to deliver the district's curriculum to all students. All student populations showed improvement, and the gap between regular education students and subgroups was lessened to some degree.

   For the review period, enrollment decreased; however, staffing levels and teacher-student ratios remained appropriate. Between 2001 and 2004, the number of FTE classroom teachers/specialists increased from 298.4 to 320.5. Special education staffing in that period increased from 35.1 to 41.3, while the special education population increased from 761 in FY01 to 693 in FY04. When interviewed, school committee members spoke positively about prioritizing class size. Classroom observations by the EQA examiners confirmed that class sizes were adequate.

During the review period, the district hired a literacy consultant to address an identified need, as a result of data analysis, to improve writing. After two years as a consultant, a full-time position was created to continue the improvements underway. In addition, a math coordinator was hired for grades 7-12 to improve the alignment and pacing of the math programs as well as provide coaching and modeling in the classroom.

8. The district established practices that adequately provisioned for and supported the curriculum and its overall effectiveness in all assessed subject areas and all levels.
   Rating: Satisfactory

   Evidence: Interviewees stated that the district established practices that adequately provisioned for and supported the curriculum and its overall effectiveness in all assessed subject areas, at all levels. Curriculum needs and resources were established during the pre-budget building period using the data analysis completed by the CLT and the buildings. During the budget development process, needs were presented and justified in working toward a final budget. Staff members indicated that they never lacked resources, and small class sizes remained within district guidelines.

Standard 6. INSTRUCTION: EXPECTATIONS AND POLICIES: For the period of time under examination, the district used the analysis of student achievement data to develop policies and documents that expressed high expectations for student achievement and clear expectations for staff in the use of effective instructional methods strategies and practices to teach all students.

Preliminary Finding(s):
- While the district staff attendance rate was average, the district had not evaluated the impact of staff absences on student learning.
- Some buildings in the district had access to databases of student assessments to inform instruction; however, access was inconsistent across the district. The high school did not have access to any electronic assessment data.

Indicators:

1. The district had policies in place that expressed rigorous/high expectations for teachers, their work as professional educators, and the effectiveness of the instructional process.
    Rating: Satisfactory

    Evidence: Rigorous, high expectations for teachers, their work as professional educators, and the effectiveness of the instructional process began with policy in the School Committee Policy Manual. The manual contained a section under the heading "400-Staff" outlining staff conduct and expectations for teachers in the district, and this appeared in the staff handbooks. Administrators stated that the system of walk-throughs, observations, and evaluations supported a culture of rigorous high expectations. Staff meetings were devoted to professional development and based on analyzing data, modifying curriculum, and sharing best practices.

    During the review period, contract negotiations stalled, with one of the issues being staff evaluations. The district wished to bring the evaluation process into compliance with the law. A mediator referred the matter to a newly formed committee to develop a solution by the next contract date of 2006. Under the process used during the review period, teachers chose any three goals from the Principles of Effective Teaching to pursue during the school year. Depending on teacher status, there were observations and a summary evaluation of the satisfactory completion of the goals. Few recommendations appeared in evaluations for specific actions or professional development.

2. The district expected that teachers used current assessment information to plan instruction and provided teachers with support and training in this process. MCAS and other trend data indicated that the district's practices, provisioning, and support for the instructional program were sufficient, as indicated in student achievement that consistently equaled or surpassed the state averages across grade levels.
    Rating: Satisfactory

    Evidence: Interviewees indicated that the district expected that teachers used current assessment information to plan instruction. The CLT received training and support from the Boston College partnership with the DASPP report. The use of TestWiz was sporadic in the district. Some administrators and teachers had received initial training as part of a grant. Staff interviews

showed that training in data analysis had not been conducted at the classroom teacher level. However, teachers regularly used the analyses provided.

An interviewee reported that elementary buildings and one middle school had a literacy database on their server that gave them the ability to review local common assessments and to make decisions for programs and individual students. The plan was for all data to eventually feed into the district's Rediker Program, which would allow staff to track student progress. During the review period, the second middle school did not have a similar program and information did not feed up to the high school in an electronic format.

The MCAS test data and other trend data indicated that the district's practices and support for the instructional program were sufficient. Tier I data reflected that student achievement consistently equaled or surpassed the state averages across grade levels, with the exception of Grade 10 math, with a PI of 76.9 or 1.7 points lower than the state average of 78.6.

Cycle II AYP data indicated that special needs and African-American subgroups did not meet their performance targets in ELA; and special needs and Free and Reduced Lunch subgroups did not meet their performance targets in math. In addition, special needs students did not meet their improvement target. The district was identified for improvement for subgroups only.

3. <u>Instructional time in each assessed content area met or exceeded state requirements in each subject area and at each level.</u>
   Rating: Satisfactory

   Evidence: A review of documents showed that the district met or exceeded state requirements in each subject area at each level. Instructional times were consistent across buildings at each level.

4. <u>The district provided instructional leadership and support for strategies, techniques, and methods that resulted in improved student achievement.</u>
   Rating: Satisfactory

Evidence: Administrator interviews showed that the district provided instructional leadership and support for strategies, techniques, and methods that resulted in improved student achievement. They reported that administrators had taken a professional development leadership course, Leading the Learning. They also pointed to the coaching and modeling format of professional development as the support structure for success. The positions of literacy coordinator K-8 and mathematics coordinator grades 7-12 attested to the support for on-the-job professional development through classroom modeling, peer observation, collegial lesson plan reviews, and finding evidence in student work. The work of these individuals began during the review period. They "go where the need is" to support classroom teachers with strategies, techniques, and methods.

Administrators stated that they devoted 30 afternoon meetings per year to curriculum, instructional strategies, and professional development. Administrative business was handled through electronic mail and other venues.

Tier I data indicated that, during the review period, the district saw improved student achievement for all groups.

5. The district analyzed student achievement data and allocated instructional time in the tested core content areas that resulted in improved rates of proficiency for all students.
   Rating: Satisfactory

   Evidence: A review of Tier I data and interviews with district personnel indicated that the district analyzed student achievement data and allocated instructional time in the tested core content areas that resulted in improved rates of proficiency for all students. The percentage of students who scored in the 'Proficient' and 'Advanced' categories was 3 percentage points higher in 2004 than in 2002. The percentage of those who scored in the 'Warning/Failing' category was 4 percentage points lower.

   During the review period, the high school received grant funds for an evening program, Envision, to address the issue of allocating time that resulted in improved rates of proficiency.

The district sought and received grant funding to expand the program at the end of the review period.

Administrators indicated that as a result of subgroup data analysis and the designation of school-wide Title I at the middle schools, instructional time was reallocated through additional transitioning to a co-teaching inclusion model in one school, and moving students needing reading instruction to additional classes three times a week in place of foreign language.

The EQA examiners' classroom observations reflected a week's agenda with objectives and strategies at the high school. Teachers devoted a minimum of 90 minutes daily to literacy instruction at the elementary level and 60 minutes to math.

6. The district recognized the importance of instructional stability by not only maintaining accurate information on staff attendance but also by evaluating the effects of staff attendance on student achievement.
Rating: Poor

Evidence: A review of documents indicated that the district maintained accurate information on staff attendance. Staff absences, including those for professional development, were 8.8 days per year. When professional development days were factored out, absences averaged 7.2 days. However, the district had not evaluated the effects of staff attendance on student achievement.

7. The district and its schools had consequences, policies, and practices that addressed patterns of staff attendance and chronic staff absenteeism.
Rating: Satisfactory

Evidence: Interviews with administrators indicated that the district had consequences and practices that addressed patterns of staff attendance and chronic staff absenteeism. Administrators indicated that after staff absences were recorded, the records were reviewed periodically for patterns or frequency that might lead to chronic absenteeism. One administrator pointed to a non-professional staff member whose absences were frequent. The administrator

counseled the staff member on several occasions, documented the pattern, and ultimately, absences and other criteria led to the non-renewal of the teacher's contract.

8. <u>Educational technology was available and used as an integral part of the instructional program.</u>
   Rating: Satisfactory

   Evidence: Administrators indicated that technology was available and was used as an integral part of the program. Each classroom was connected to the Internet and supplied with at least one computer in addition to the teacher's. They also indicated that math classes, beginning in Grade 8, were supplied with 25 graphing calculators per room. Several SMARTBoards were in use at the high school by the end of the review period. Each building had at least one computer lab. The middle schools and high school had a lab dedicated to student support and a lab available for teachers to reserve.

   Dennis-Yarmouth Regional High School began extensive renovations that were incomplete during the review period. As a result of the renovations, the school had upgraded some technology.

   The EQA examiners observed Alpha Smart word processing technology in several classrooms at the elementary level. Examiners also observed an instance of a new ELL student's use of computer-assisted instruction.

   A review of ELL folders at buildings revealed appropriate testing data and surveys.

9. <u>Student achievement data indicated that the district provided effective instruction, programs, and services to all English language learners.</u>
   Rating: Satisfactory

   Evidence: A review of Tier I data showed that ELL students, with the exception of ELA in 2002, scored significantly above the state average. In 2002, the PI for LEP students across the state was 49.9, and in Dennis-Yarmouth, it was 47.2. The PI in 2003 was 44.4 in the state and 69.4 in the district; in 2004, it was 53.4 in the state and 80.2 in the district.

The MPI in 2002 for LEP students was 37.9 in the state, and 51.3 in Dennis-Yarmouth; in 2003, the MPI was 39.6 in the state and 58.9 in the district. In 2004, the MPI was 48.6 in the state and 57.1 in the district.

Standard 7. OPPORTUNITY AND ACCESS TO QUALITY EDUCATION PROGRAMS:

For the period under examination, district and school policies, practices, procedures, and programs encouraged and supported equitable access to and participation in high quality educational programs for all students.

Preliminary Finding(s):

- The district implemented practices and initiatives to address the transient/homeless population, but the problem was exacerbated by the housing situation in a seasonal tourist area. No single administrator was responsible for oversight of the programs to ensure that the needs of transient students were met.

- The student handbooks documented policies on discipline, retention, suspension, and dropping out. Counseling programs were established to support students; however, the rates of students in these categories often exceeded the state average during the review period.

- The district acknowledged that the dropout rate had been recognized as a problem in 2001, by adding a statement of concern to the District Improvement Plan (DIP) and the School Improvement Plans (SIPs). Although this statement appeared each year in all SIPs, examiners did not find measurable goals and actions to address the issue, though the high school addressed NEASC issues that touched on dropouts.

- While the district used aggregate and disaggregated data to examine strengths and weaknesses in the curriculum and made modifications, it was only late in the review period that the district used disaggregated subgroup data to inform instruction and planning.

Indicators:

1. All of the students in the district graduated in their senior year. All senior students met or exceeded the state's Competency Determination.

Rating: Satisfactory

Evidence: In 2002, 191 students graduated in their senior year. An additional seven graduated later, for a total of 201 graduates. In 2003, 267 graduated in their senior year, with four additional later for a total of 271. In 2004, 221 graduated in their senior year with seven additional for a total of 228 students. Administrators indicated the Envision, or evening, program, the Alternative Learning Program (ALP), and school-day tutoring supported students remaining beyond their senior year to graduate. In the 2002-03 school year, 95 percent of the students met the Competency Determination; in 2004, 96 percent earned it.

2. The district had documented policies, practices, or procedures that addressed and supported students in transition from one level to another, one program to another, one school to another (intra district), and students entering the district after the start of school (inter district), tracked dropouts and maintained these data over time (3 years).
   Rating: Satisfactory

Evidence: Interviewees stated that while the district did not have documented policies that addressed and supported students in transition, it did have established practices and procedures. These supported students in their transitions between the Early Childhood Program to Kindergarten, elementary to middle school, and middle school to high school. There were also established practices and procedures for inter- and intra-district transitions and intake procedures for ELL students. Dropouts went through an exit interview process that informed them of options available such as the evening program, ALP, J Tech (a vocational component), and enrolling at the community college. An exit form listing 19 reasons for dropping out was completed and filed.

Administrators stated that screening and testing were done in Kindergarten for all students. Schools were notified of needs found in order to prepare support with instructional aides and resources. At the end of the K-2 level, students went to their new building for an orientation program. All students visited middle school for transition. Special needs students visited their programs. Lists of ELL students were provided to the middle school.

High school guidance counselors delivered a presentation to Grade 8 students, and the counselors returned to the middle school for course scheduling. Middle school students interested in vocational school visited Cape Cod Tech. During the summer, there was an orientation to the high school. Thirty students attended an Academic Leadership Institute. They brought new students on tour to familiarize them with the building. Principals and the CLTs discussed grades 7-9 curriculum matters, both their weaknesses and strengths. Each level was required to communicate with the next level. Written reports and Individual Education Plans (IEPs) were shared. Staff met with the next level to discuss student needs and academic and emotional groupings.

According to administrators, intra- and inter-district transience was minimal. Student records were sent to the receiving school. Students could learn from new materials at the receiving school; however, administrators indicated that the skills and concepts in the balanced literacy approach were consistent.

The district had several practices for students moving into the district. The district had at least 120 known homeless students during the review period. The high school deployed social workers, parents, case workers, bus drivers, and other students to help identify homeless students in order to provide them support, track their needs, and make accommodations through offerings such as Homework Club and snacks. Expectations for these students were not lowered.

The district's DOE profile showed that the Grade 9 dropout rate was twice the state average for 2002-03, shifting from 6.9 percent to 3.3 percent. Eighty-four students withdrew in 2004, including 57 males and 27 females. The district tracked dropouts using internally developed computer programs and recovered several students with alternative support programs. Administrators stated they were experiencing success with several initiatives and programs. The high school had an Alternative Program for grades 9-12 with 26-30 students. Six students graduated from that program in 2004. Additionally, there was a late afternoon and evening program called Envision for about 12 students, grades 11-12. The schedule, 3-7 p.m., allowed students to work in the morning and continue pursuing a diploma in a supportive setting. Other initiatives, such as the support group, "Girls Gone Good," were pursued in response to a

particular group of students with attendance issues. According to interviewees, and a review of the dropout data submitted to the EQA team, some dropouts did return to high school and ultimately graduated. Administrators pointed to these programs as successful in graduating a portion of these students. However, the dropout rate of 6.9 percent remained above the state average of 3.3 percent. District administrators indicated that they needed to conduct more analysis regarding dropout rates by subgroup.

3. Disaggregated trend data (minimum of 3 years) indicated no significant differences or disproportionate rates of discipline referrals, retentions, suspensions, exclusion, or dropout rates among students of all subgroup populations.

   Rating: Unsatisfactory

   Evidence: A review of disaggregated trend data (of retention, suspension, and dropout rate) showed that African-American and Hispanic students' rates of out-of-school suspension nearly doubled that of White students.

   A review of Tier I data showed a rise in the retention rate, from 1.8 in 2002 to 4.0 in 2003, and down to 1.2 in 2004. The out-of-school suspension rate during the same period climbed from 5.3 in 2002 to 6.8 in 2003, and 8.1 in 2004, while the exclusion rate went from 1.8 in 2002 to 5.8 in 2003, to 4.5 in 2004.

   Tier I data indicated that African-American students were suspended out of school at higher rates than White students, at 14.3 and 7.8, respectively. These figures represented 29 African-American students and 292 White students. For Hispanic students, the rate was 12.1 compared to 7.8 for White students; these figures represented 17 Hispanic students and 292 White students.

   In 2001, the district's dropout rate was 5.5 percent. For 2002-03, the rate had risen to 6.9 percent. This district was one of 23 in the Commonwealth whose dropout rate exceeded 5 percent.

4. The district used aggregated and disaggregated student achievement data on participation and achievement to adjust instruction and policies for populations at risk and evaluated the effectiveness of these adjustments.

Rating: Poor

Evidence: Administrators and other interviewees indicated that the district used aggregate and disaggregated achievement data and analysis to adjust instruction for populations at risk. Interviews with district personnel indicated that the CLT analyzed the MCAS test results. Curriculum and programs were modified for populations at risk as a group.

Reviewing the results of classroom assessment and district benchmark tests for individual students both qualitatively and quantitatively was a building-based effort with principals and administrative teams meeting with department heads and teachers to review the test results.

As a result of such analysis of data, the district trained 25 teachers in the Wilson Fundations program, designed to improve phonics and reading. The district had Teacher Assistance Teams (TATs) that met regarding at-risk students in order to discuss and implement strategies for them and evaluate their success. More manipulatives were added to the elementary math program to assist at-risk students.

The district began to disaggregate data for special needs students, especially at the individual level, later in the review period. The district used the 2003-04 school year to plan changes to special needs programs including movement to expand a more inclusive co-teaching model begun in 2003-04.

5. <u>Enrollment data indicated equitable participation in higher level, advanced, and AP-type courses in all assessed grade levels and programs.</u>
Rating: Satisfactory

Evidence: Interviews with district administrators and guidance staff indicated that students were offered higher level courses, such as honors and AP at the regional high school. An open-door policy was in place for students who expressed an interest in enrolling in AP courses; however, recommendations were required for honors courses, unless a parent insisted on admission. AP teachers were required to complete a two-week summer training.

A review of data showed that enrollment in AP courses had increased from 94 students in 2001-02 to 134 in 2003-04. These numbers for 2003-04 included one special needs student, and two low-income students. In addition, up to 20 students each semester were able to take a course through the Virtual High School.

6. <u>The district had documented policies and practices to respond to student behavior and support student needs in an equitable manner. The collective district policies, procedures, and practices addressed issues in the areas of discipline, retention, suspension, exclusion, and dropout recovery.</u>
   Rating: Poor

   Evidence: During the review period, the district's policies on discipline, retention, suspension, and dropping out were documented in student handbooks. The school committee policy manual included policies on promotion. A review of DOE data on retentions in grades 9-12, out-of-school suspensions in 2003-04, exclusions in 2001, and dropouts, showed the district exceeded the state averages.

   Each SIP beginning with 2001 contained a statement recognizing dropouts as a problem in the district; however, the plans did not contain any goals or actions to be taken with regard to the dropout rate.

   The district had an advisor-advisee program at the high school and Grade 8. At the high school, the program took place at the beginning of the school day. All staff were involved, creating a homeroom of 12-15 students who remained together with their advisor throughout their four years of high school. This initiative was aimed at responding to student needs in an equitable manner.

7. <u>The district had policies and programs in place to address the needs of transient or mobile students. These policies and programs promoted transient student involvement in quality, challenging programs and extra curricular activities.</u>
   Rating: Poor

Evidence: Interviewees stated to the EQA team that a policy to address the needs of transient and mobile students, while not written, was based on past district practices. Interviewees also stated to the EQA team that the district followed the requirements of the McKinney-Vento Act. However, the Director of Student Service had been responsible since 2002 for oversight of programs to ensure that the needs of transient students were met. Practices and efforts were in place to address these students, but some were not as effective as the district had hoped. During the review period, more than 120 homeless children transitioned to the district. Social workers went out to gather addresses of motels, etc., where homeless students might be housed in order to help identify them and provide support services. Frequently, students moved into the district during the school year. Availability of rental housing and placements for the homeless were concerns in this seasonal tourist area. Housing became available after September 15 or October 1 in cottages and motels, and then had to be vacated between May 1 and June 15.

The district provided letters to transient/homeless families with students' schedules. Social workers assisted in providing translation services where needed. A "Welcome New People" pack provided students with a backpack and basic student supplies. Assistance with transportation was arranged if needed following the McKinney-Vento Law. Students received equitable opportunities to participate in quality, challenging programs and extracurricular activities.

Interviewees stated that when a student transitioned to the district during the school year, records were obtained from the sending district, and an evaluation of student needs was performed. The district contacted the student's parents. A team meeting was held and an assessment performed, with referral for special education services, if necessary.

8. The district had policies and practices that assigned faculty to students and courses that maximized all faculty talents and skills and promoted high levels of student achievement.
Rating: Satisfactory

Evidence: The agreement between the Dennis-Yarmouth Regional District and the Dennis-Yarmouth Regional Education Association contained the negotiated language on voluntary and involuntary assignment of staff.

Administrators indicated that staff had both moved from the high school to the middle school and middle to high school on a voluntary basis. Involuntary transfers were not used. Administrators stated that, at the high school, department heads had to teach one lab course, special needs support/tutoring, each year, and that while teachers generally remained with a particular schedule for three years, they might be reassigned based on building needs and teacher strengths with an emphasis on student needs. At the elementary schools, assignments were based on teacher certification.

Standard 8. PROFESSIONAL DEVELOPMENT AND TRAINING: For the period of time under examination, the district adopted and implemented a Professional Development Plan developed through the analyses of data for all administrators, teachers, and other professional staff, paraprofessionals, and professional support teams.

Preliminary Finding(s):
- The district's professional plan was not evaluated for its effectiveness in improving student achievement.
- Few teachers in the district received formal training in the analysis of MCAS data.
- There was unevenness in the way that professional development was offered in the district.

Indicators:

1. The district had an annually approved professional development plan for all administrative and instructional staff employed by the district.
   Rating: Satisfactory

Evidence: The district had a Professional Development Five Year Plan and Handbook, dated 2000-2005. Its introduction stated that the plan "complements the district's strategic plan," and that one goal of the plan was to ascertain "what staff needs to know and be able to do to achieve the mission of the school system." The plan discussed research in professional development as well as the purpose of the district's professional development. The plan's first purpose was to

"ensure that all students learn at high levels as a result of effective teaching and learning experiences." The plan was last updated in 2002, and according to interviews with district administrators, it had not been updated since that time. During interviews with district staff, in response to a question regarding the viability of the plan, administrators said that it outlined a process, offered options, and explained the professional development point (PDP) system for recertification. While the plan included no specific workshops offered to teachers, administrators, or paraprofessionals, interviewees indicated that administrators were provided with professional development in the Saphier Model, as well as workshops with topics relating to the "Dropout Rate" and Professional Learning Communities. Paraprofessionals were offered training in the Responsive Classroom Model, and teachers were provided with a variety of professional development activities throughout the year. Principals, teachers, and district administrators agreed that much of the professional development in the district was generated through individual SIPs, and as a result, much of the professional development was offered at the school level rather than the district level. A review of documents provided to the EQA team identified most professional development as taking place at the building level, with only some at the district level, such as release days devoted to the MCAS test analysis and other district workshops such as LINKS, Standards-Based Teaching, Understanding by Design, Using Technology in the Classroom, and Mathematics Assessment Organizer.

2. <u>The district's plan met or exceeded state requirements for resources committed to professional development, and the plan was evaluated for its effectiveness in advancing student performance.</u>
   Rating: Poor

   Evidence: The district met its required spending for professional development during the period under review. During this time, the district provided three full days yearly for professional development activities. In addition, the contract provided for 30 hours of after-school meetings. In interviews with district administrators, the EQA team was told that while there was no formal policy in place regarding any evaluation of the plan, there were informal ways to determine if the professional development in the district was effective. Some of these ways included the use of evaluation forms which the teachers completed after their professional development activities. A review of the Professional Development Plan stated there were two ways to evaluate professional development. One was through the use of evaluation forms, but that, "Ultimately, the most

important vehicle for assessing the quality of professional development is student achievement." Administrators did note that the district did not have a formal policy in place to evaluate the plan, and added that there "was no real explanation as to why there was no policy." However, they did cite the fact that during the last two years of the review period, there had been administrator turnover in the district, resulting in some "unevenness" in the quality of the professional development offered.

The EQA team was also told that during the review period, the high school staff had been a "minimal participant" in the district's Professional Development Committee. In interviews and during focus groups, teachers said that the quality of professional development was high and they confirmed that they completed all evaluation forms after each professional development offering. However, the district did not offer any analysis of these evaluation forms. District administrators said that they were now engaged in trying to identify the role and direction of the Professional Development Program, particularly of individual and school needs rather than the district goals. District administrators said that the district had greatly reduced their professional development programs this year and had become more dependent on the Cape Collaborative to provide professional development activities.

3. The district's Professional Development program was informed by all of the following: evaluation results of personnel, programs, and services (i.e., teacher evaluations, curriculum alignment, instruction, assessment results, MCAS remediation needs), student assessment data by student subgroups, and district and school improvement plans and goals.
   Rating: Satisfactory

Evidence: Interviewees told EQA that teacher evaluations were not directly used to inform professional development, but that some professional development was offered as a result of goals that had been identified in teachers' personal professional plans. Also, teachers did say that during the evaluation process a principal might informally recommend a particular workshop or course that would be helpful for the teacher's professional development. Generally, that was not mentioned in the teacher evaluation document. However, there were a few cases where specific courses were mentioned. District administrators cited as examples workshops offered in math, vocabulary, and technology. However, district administrators identified the SIPs, the DIP, and

school committee goals as being the main sources used to plan professional development. Some mentioned that professional development in the Responsive Classroom had been offered to fulfill the SIP goal of promoting and improving school climate. As an example of professional development derived from the DIPs, administrators cited workshops in Comprehension Strategies, Understanding by Design, and Five Easy Steps.

Moreover, while each school's SIP made reference to the high dropout rate in the district, there were no formal workshops available for teachers that were devoted specifically to this issue either in the district or at a school site. As a result of the evaluation of the reading and writing programs, interviewees said that teachers received training in DIBELS, Running Records, and developmental math. While it was not being offered during the time under review, interviewees mentioned the extensive professional development that was currently taking place in the science area.

In focus groups, teachers said that instructional needs were discussed in a collegial manner during grade-level meetings, and that this constituted a form of professional development that to them was effective. As a result of the examination of student achievement data, courses were offered to teachers in Wilson Fundations in order to not only meet the needs of regular education students but also those of the ELL and special education subgroups.

4. <u>The district's professional development programs included 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.</u>
Rating: Satisfactory

<u>Evidence:</u> In interviews with district administrators, principals, and teachers, all said that curriculum frameworks had been a part of professional development offerings through the years. Teachers also commented that the curriculum frameworks were embedded in most of their curricular discussions. And while the district did not offer any direct professional training in participatory decision making, administrators said that teachers received informal training through their participation in many of the district's committees.

School council members received an informal orientation from the building principals before assuming their roles on the school council. Principals said that at one time there was formal district training for school council members, but during the past few years the training was site-located and of an informal nature.

5. <u>The district's programs included: data analysis skills for staff, the use of item analysis, and disaggregated data to address all students' achievement, accommodations for diverse styles of learning, and skill building in curriculum development, delivery, and instructional techniques.</u>
   <u>Rating:</u> Poor

   <u>Evidence:</u> All Title I teachers received training in TestWiz as well as some of the principals in the district. Administrators said that while there was no formal training in data analysis, teachers knew how to analyze data as a result of a yearly day-long professional day that was devoted exclusively to the examination of MCAS test data. A review of the documents presented to the EQA confirmed that the district had provided these days. In focus groups, teachers also said that while most of them had had no formal training in data analysis, they felt adept at analyzing assessment results because there had been so much discussion over the years about student assessment results, in team meetings as well as building meetings. They also mentioned that data analysis was always the major topic of an all-day workshop attended by all staff, whose main goal was the analysis of the previous year's MCAS test scores.

   Teachers had received some training in differentiated instruction, but district administrators indicated that more training needed to be offered in ways to accommodate diverse learning styles. Teachers had been offered professional development in understanding by design, which they stated was effective in curriculum development.

6. <u>Administrators and teachers advanced their knowledge and skills on a regular basis by enrolling in courses that were directly related to their professional assignments.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> The district provided opportunities for staff to attend workshops, though administrators expressed concern about the fact that graduate courses were difficult to access on

the Cape. However, the district had been working to provide more professional development through the Cape Cod Collaborative. In focus groups, teachers said that they applied on a regular basis to attend workshops, and none could recall being refused permission to attend them. The procedure for workshop attendance required completion of a form designating the workshop to be attended, and its relationship to the teacher's role. Building principals were able to give permission for teachers to attend them. It was not necessary for principals to submit requests to the central office.

7. <u>Teachers were involved in the development, implementation, and assessment of the district's professional development program.</u>
   <u>Rating:</u> Poor

   <u>Evidence:</u> There was a professional development committee in the district until 2003. In interviews, administrators said that the committee had been dissolved due to staff turnover. There had been minimum participation by the high school staff on the professional development committee. When asked who was in charge of district professional development, administrators said that there was no one particular person in charge. However, the central office did send out a yearly survey to teachers in order to determine their professional development needs. Both principals and teachers said that professional development was generally offered through the buildings, with teachers and other staff suggesting professional development needs through an informal process. And while there was no formal evaluation of the professional development program, teachers completed a workshop evaluation form. These forms may have been informally analyzed, and they were not used as a formal evaluation of the professional development plan.

Domain C: Academic Support Services

Standards ▼ Indicators ▶	1	2	3	4	5	6	Total
Domain C - Academic Support Services							
S9 - Student Academic Support: Programs							
Excellent	0	0	0	0	0	0	0
Satisfactory	1	1	1	1	1	1	6
Poor	0	0	0	0	0	0	0
Unsatisfactory	0	0	0	0	0	0	0
S10 - Student Academic Support: Program Management & Evaluation							
Excellent	0	0	0	0	0	N/A	0
Satisfactory	1	1	0	1	1	N/A	4
Poor	0	0	1	0	0	N/A	1
Unsatisfactory	0	0	0	0	0	N/A	0

Standard 9. STUDENT ACADEMIC SUPPORT PROGRAMS: For the period under examination, the district provided appropriate academic support services in ELA, math, and other core content areas for students who were not meeting state performance expectations.

Preliminary Finding(s):

- The district provided a range of academic support services for students not meeting state performance expectations, which resulted in a modest increase in aggregate student achievement.
- The district collected and analyzed multiple indicators of student performance which were used to inform decisions about curriculum, support services, instruction, and resource acquisition.
- The district had an established process for identifying students in the 'Warning/Failing' category and a formal protocol for completing, implementing, and monitoring Individual Student Success Plans (ISSPs).

Indicators:

1. <u>The district monitored student progress through the assessment of individual student performance data and provided students who were not proficient with additional programs and support to assist their progress.</u>

   <u>**Rating:**</u> **Satisfactory**

   <u>**Evidence:**</u> The district monitored individual student performance and targeted supplemental academic support for those students not scoring in the 'Proficient' category on the MCAS test and local benchmarks, as well as those who were at risk for academic failure. Individual progress in addition to MCAS performance was assessed and monitored through local Benchmark books, the Developmental Reading Assessment (DRA), the Dynamic Inventory of Basic Early Literacy Skills (DIBELS), the Scholastic Reading Inventory (SRI), local writing prompt scores and checklist, the Stanford 9 Achievement Test, mid-year and end of year common math assessments, and the English portfolio at the high school. Copies of the K-8 assessments were kept in a cumulative individual assessment folder, referred to as a portfolio. Scores for the ELA assessments were entered into a literacy computer database. Beginning in 2002-03, both the central office and the Title I programs used TestWiz for item analysis of individual students, from which learning needs were derived. Principals, school staff, and support personnel, responsible for working with these students, had access to this assessment information.

   For the review period, the district offered a variety of these support services at all levels, through local and grant funding. Examples of these included: the Early Childhood Program, Title I targeted assistance programs, special education resources and in-class services, small group instruction, remedial tutoring, Reading Recovery, MCAS test preparation classes, summer school, extended-day programs, homework help, Learning Enhanced Academic Program (LEAP), a tutoring program targeted to those students with potential to score in the 'Proficient' category, alternative education programs, and tutorial labs at the high school .

   The district offered services to students in need, even for the small number that would not or could not participate in programs beyond the school day, by arranging tutoring sessions at recess or lunch.

2. The district adopted and implemented a District Curriculum Accommodation Plan (DCAP) as a component of the District Improvement Plan (DIP) to assist principals in ensuring that all efforts were made to meet students' needs in regular education.
   Rating: Satisfactory

   Evidence: The district submitted a copy of its 2002 DCAP for the Tier II document review which was in effect during the review period and included all required components, except parent involvement. In interviews, administrators indicated that parents were contacted and invited to meetings when their child was recommended for curriculum or behavioral accommodations. In addition, school-based, broadly stated curriculum accommodations and goals for students with diverse learning needs were part of each school's MCAS test success plan and were incorporated into the School Improvement Plans.

   The administrator of special services monitored the work of each school's Child Study Team (CST) which provided support and assistance to regular education teachers in identifying student needs, selecting and implementing appropriate accommodations, and monitoring progress. In interviews, administrators stated that the DCAP made a difference in the district because it required options for support services in the regular education program. Interviewees also stated that the general education program took responsibility for program modifications for students who were not identified as being in need of special education services. One district school published an Inclusion Strategies Handbook which outlined ways to meet the needs of diverse learners with modifications in organization, grouping, assessment, and materials.

3. Components of the DCAP included the following:
   a. direct and systematic instruction in reading;
   b. provision of services to address the needs of students whose behavior may have interfered 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.

   Rating: Satisfactory

Evidence: During the review period, the district provided student services, teacher assistance, professional development, parent involvement, and direct reading instruction as the DCAP required.

The district's reading program was a balanced literacy approach, with guided reading instruction using leveled text, pre- and post- testing, and continuous assessment of reading progress with the DRA. During the last two years of the review period, two schools adopted anthologies and purchased reading series, including Scott Foresman and Houghton Mifflin, to supplement their programs. The district used Explode the Code and Waterford Links. Specialized reading at the middle and high school for struggling students was provided by Wilson tutors and the Lexia computer-assisted program.

The district had the Responsive Classroom Program, and provided professional development for effective implementation. Each school was staffed with a social worker responsible for follow-up on classroom behavior, accommodations for students experiencing self-control and other school-related behavioral problems, as well as dealing with issues such as homelessness and bullying. School psychologists provided small ad hoc social skills groups. Some schools had a crisis intervention center staffed by a behavioral specialist.

In addition to the New Teacher Induction mentoring program, the district supported and provided for colleague visits and lesson observations during the school day. Teachers had scheduled weekly planning time in K-8 and weekly meetings with department heads at the high school for peer collaboration and consultation. The district promoted parent involvement through Title I parent workshops with childcare provided, literacy nights, the preschool program bookmobile, and the Title I parent educator/liaison. School social workers conducted parent groups around social and behavioral issues.

Each of the schools' CSTs provided support for teachers in understanding the needs of and selecting appropriate accommodations for individual students. The district provided voluntary courses and workshops in differentiated instruction as well as training in meeting the needs of special populations such as English Language Learners (ELL).

4. At each grade level, the district used data available from classroom teachers, standardized tests, and local benchmarks to identify all students who are not meeting grade-level performance expectations and provided these students with sufficient supplementary and/or remedial services.
    Rating: Satisfactory

    Evidence: For the review period, the district identified all students in the 'Warning/Failing' category of MCAS performance at the central office and notified the schools. In addition, the consulting teachers of reading and Title I teachers monitored student performance on local benchmarks and common assessments to identify those students at risk for academic failure. The district completed an ISSP for all students in the 'Warning/Failing' category and most students in the 'Needs Improvement' category at the elementary level. The district had completed ISSPs for all students in the 'Warning/Failing' category since first required by the Department of Education in the spring of 2002. The district had an established protocol outlining the procedures and timeline for completion and use of ISSPs. Review of the district's ISSP form indicated that all required components were addressed. The district used the success plans of students who participated in a grant-funded school day, extended day, and/or summer school academic support to set instructional priorities and content for the programs.

    In interviews, district administrators stated that the district had examined, during the review period, its school services and programs to ensure they were meeting the identified academic needs as well as the numbers of students needing academic support. During the review period, the district experienced changes in the needs of its student population with an increase in the number of children living in poverty and the ELL students. The district responded to this by increasing its ELL staff and in the spring of 2004 began a comprehensive plan for its Sheltered English Immersion (SEI) programming and training.

    Review of Tier I proficiency index trend data for the years 2002-2004 showed continuous improvement in ELA in all subgroups with the exception of the Hispanic group. All these groups showed sustained improvement in math for the same period. The 2004 AYP report data indicated that, for the aggregate, low-income, African-American, and White groups, students met AYP in ELA and math. However, the special education subgroup did not.

5. Early intervention reading programs in literacy were provided at the primary level to ensure that by the end of Grade 3 students were reading at the 'Proficient' level on the MCAS test. *

    *This indicator is not applicable to secondary and Vocational schools and districts.

    Rating: Satisfactory

    Evidence: For the review period, the district provided early literacy intervention programs and monitoring of student literacy development in order to ensure that students would read at the 'Proficient' level by the end of Grade 3. It had a comprehensive outreach program to identify at-risk students for pre-K intervention. Students enrolled in the Early Childhood Program were exposed to a print-rich environment, language development, and read-alouds. The program's bookmobile brought books and literacy opportunities to the students in their own neighborhoods. The consulting teacher of reading, in collaboration with the classroom teacher, monitored the progress of at-risk readers to assure that additional services were appropriate and sufficient. A student's progress was measured by the DRA, benchmark book levels, DIBELS, and running records. ELL students were assessed by the use of the oral Massachusetts English Language Assessment (MELA-O) and the Massachusetts English Proficiency Assessment (MEPA). The district provided Reading Recovery for the most at-risk students in Grade 1 and Title I small group instruction, which gave students a "double-dose" of reading instruction.

    In 2004, 66 percent of all the district's Grade 3 students scored in the 'Proficient' category on the MCAS reading test. For three of the four MCAS test years during the review period, the percentage of the district's students attaining proficiency, as measured by the Grade 3 MCAS reading test, exceeded the state average by a range of one to four points. The dip in the percentage of students scoring 'Proficient' was eight points lower than the state average. In interviews, district leaders attributed the decrease in scores to a misconception around terminology in one of the reading passages affecting responses to several test questions. The district tracked the progress of Grade 1 students enrolled in the Reading Recovery program. In 2003-04, 50 percent of the students who had completed the program in Grade 1 scored in the 'Proficient' category on the MCAS Grade 3 reading test; compared to 59 percent and 66 percent respectively for Grade 3, and 19 percent for the special education subgroup.

6. The district's MCAS success plan was approved by the Department of Education, implemented the way it was designed to be, and contained the elements articulated in MGL Chapter 69, §11 (in applicable districts only).
   Rating: Satisfactory

   Evidence: The district submitted the necessary documents.

Standard 10. STUDENT ACADEMIC SUPPORT: PROGRAM MANAGEMENT AND EVALUATION: For the period under examination, the district engaged 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 were offered.

Preliminary Finding(s):

- The district annually collected multiple sources of assessment data which were used to plan the content and scope of the district's academic programs and support services.
- The district's administrators stated that required evaluations and reports for its grant-funded MCAS test success programs were completed. However, the district did not have a formal summative evaluation procedure for interpreting pre- and post-test data, monitoring cohorts of students, or correlating results with program goals or methods.
- The district developed and implemented a wide range of support services and was committed to maintaining services when grant funding was reduced or eliminated.

Indicators:

1. The district engaged in a documented, formal, comprehensive analysis of the results from student performance assessments and student needs to determine the content and scope of academic programs and support services offered.
   Rating: Satisfactory

   Evidence: In interviews, administrators indicated that the district used a process for annually analyzing student achievement data and identifying student needs to "set up what was needed" in terms of the content, type, and range of academic programs and support services offered.

Documents submitted by the district provided evidence of the data collection and analysis of MCAS test results, local assessments, and other standardized test data. Schools received initial comparative data, item analysis, and starting in 2002, subgroup analysis information from the central office and an external consultant engaged by the district in 2002. Curriculum leadership teams, in district and site meetings, determined academic goals and initiatives for the regular programs as well as support services. These were based on data and their own subsequent analyses, some of which were recorded in the School Improvement Plans. For example, while the district and all its schools focused on improving a student's skill in answering open-response questions, individual schools identified areas for improvement, unique to their data analysis results, such as vocabulary development or acquisition of materials for English Language Learners.

The district and each of its schools identified all students scoring in the 'Warning/Failing' category of the MCAS test and used this information in the ISSPs, to plan the content of academic support programs for students. The administrator of special services reported that the Title I program, a targeted-assistance program, with the exception of one elementary school in 2003-04, used student assessment data results in determining the need for adding small group instruction in math to its services and expanding the grade levels that needed to receive services.

2. The district used MCAS grant funds to develop or enhance academic support programs for students scoring in 'Warning/Failing' and 'Needs Improvement' categories.
Rating: Satisfactory

Evidence: For the review period, the district used its MCAS test grant funds (Fund Code 632 and 625) for extended-day tutoring, small group instruction, and tutoring services during the school day and summer school programs for students scoring in the 'Warning/Failing' and 'Needs Improvement' categories, as evidenced in documents submitted for review prior to the EQA team's on-site interviews. For the entire period, the high school offered small-group tutoring sessions during the school day, after school, and on Saturday mornings. In 2003-04, the district used local funds to continue support for Grade 9 when the MCAS grant funds had been restricted to grades 10-12. For one year during the review period, the MCAS grants were sufficient to fund the extended-day program at the middle and elementary levels. In a focus

group, a secondary level principal noted that when MCAS grant money was reduced, the district used local funds to retain the extended-day program.

According to a chart of academic support services programs and confirmed in interviews with administrators, the district used MCAS grants to fund summer school for grades 6-8 for the review period, with the exception of 2004. The middle school summer program used Read 180 for ELA and the Prentice-Hall Math Skills program. The MCAS grant funds provided additional summer services for grades 4-5 in two of the years under review, which enhanced the summer school programs at the elementary level provided by the Title I grant.

Participation in the MCAS test support programs was voluntary; however, district staff actively recruited eligible students and made efforts to ease transportation problems by arranging full-day options for students in need at the elementary level.

3. <u>District and/or school administrators evaluated the overall effectiveness of its grant-funded MCAS success program.</u>
   Rating: Poor

   Evidence: For the review period, district administrators were of the opinion that the grant coordinators had completed the required evaluations of its MCAS grant programs. Documents reviewed before the on-site interviews contained general evaluation statements and program analysis information regarding the previous year's program in a section of the grant application form. In response to the EQA team's request for copies of individual student data sheets, submitted electronically to the Department of Education at the end of the grant period, the district submitted two reports, one for the 2001-2002 ELA after-school elementary and middle school program and one for the 2003-2004 math and ELA program for grades 10-12. Similarly, requests for copies of the narrative report on the overall effectiveness of the academic support program and an MCAS report required in July for the school year program and in September for summer programs, the district submitted two undated reports; each attached to Part B of the same undated grant application. One report was an evaluation of the FY02 programs, including strengths and areas for improvement. Data were not used to support conclusions except for a statement regarding the percentage of students who participated at the high school level,

"upwards of 90 – 95 percent," as an indicator of the success of their recruitment efforts. The other report described the 2003-04 academic support programs at the high school and did not constitute an evaluation. District administrators noted that some staff that were responsible for oversight of some MCAS support grants, had left the system.

The alternative learning program at the high school assessed the effectiveness of the MCAS academic support program for their students by the number that graduated and passed the MCAS test. It was also reported that the ELL coordinator collected data on the English Language Learners who received services in the academic support programs.

Despite the district's data collection and pre- and post-testing of students in the academic support programs, there was little summative evaluation based on student achievement in these programs. The district did not have a formal, cohesive plan to determine the effectiveness of its academic support programs in moving students to the 'Proficient' level, in meeting the academic goals identified in student success plan, or in improving the achievement of subgroups.

4. <u>The district used a range of supplemental support programs to advance student performance for those students in need. These programs were designed to address a variety of learner needs and styles in the assessed content areas.</u>
   <u>**Rating:**</u> **Satisfactory**

   <u>**Evidence:**</u> Document reviews and administrator interviews indicated that the district offered a range of supplemental support programs in terms of grades served, including pre-K to high school, duration (extended day or summer school), and service delivery (computer-assisted instruction, work-study, individual, or small group) for regular education, special education, and English Language Learners. During the last two years of the review period, the high school addressed, in its instructional approach, the motivational needs and learning styles of students living in poverty. A variety of education programs at the secondary level were designed to meet the learning styles of at-risk students such as the Joint Education Venture program, which allowed several students to attend a hands-on vocational shop class at Cape Cod Tech, or the Envisions program in which students attended school between 3:00 p.m. and 7:00 p.m., while having a real-life work experience during the day.

The district's supplemental and academic support programs used flexible grouping, personalized instruction, small-group, teacher-directed instruction, and computer-assisted instruction to meet learner needs and styles. One school published a pamphlet for staff use containing strategies for accommodating a range of learner needs. In interviews, district administrators stated that teachers were "absolutely" familiar with differentiated instruction. They reported that differentiated instruction was applied in the academic support and supplemental programs by staff, and that through workshops, meetings, and discussions, support staff did change instruction to meet a variety of learner needs and styles. One administrator noted that there was a need for more teacher familiarity with Sheltered English Immersion, despite having undergone "a lot of training."

5. <u>Evaluations of academic support programs indicated that overall programs were efficient, managed effectively, and resulted in moving students from 'Warning/Failing' and 'Needs Improvement' to the 'Proficient' category.</u>
   Rating: Satisfactory

   Evidence: Although the district did not formally evaluate the effectiveness of the management of its support program, administrators indicated that there were procedures and practices in place that ensured that programs were monitored for student selection and attendance, and that attendance records, provisioning of materials, data collection, and professional development, if needed, occurred. Review of documents, however, indicated a lack of effectiveness in evaluating the district's overall academic support programs. For the review period, it did not track the progress of student cohorts, with the exception of Grade 1 in the Reading Recovery program, to determine if students who received services in these programs had improved and shifted to 'Proficient' performance.

   A review of the Department of Education's Annual Comparisons indicated the percentage of students scoring in the 'Advanced' and 'Proficient' categories increased from 2001 to 2004 on six MCAS test administrations: Grade 10 ELA, 62 percent to 64 percent; Grade 7 ELA, 61 to 75; Grade 6 math, 47 to 50; Grade 4 ELA, 42 to 57; Grade 4 math, 35 to 41; Grade 3 reading, 63 to 66. The percentage of students decreased over the review period in Grade 10 math, from 52 to

51, and in Grade 8 math, from 40 to 37. Furthermore, Grade 7 and Grade 4 ELA results indicated continuous, sustained improvement for each of the years under review.

MCAS test performance for all students in the district improved for the review period. The percentage of students scoring in the 'Advanced' and 'Proficient' categories was two points higher in 2004 than 2001. The percentage of students in the 'Warning/Failing' category in 2004 was three percentage points lower than in 2001. The district as a whole had made small gains in moving students to 'Proficient' performance.

Domain D: Leadership, Governance, and Organization

Standards ▼ Indicators ►	1	2	3	4	5	6	7	8	9	Total
Domain D - Leadership, Governance, & Organization										
S11 - Organizational Leadership: Direction, Goal Setting, Policies, & Planning										
Excellent	0	0	0	0	0	0	0	0	0	0
Satisfactory	1	1	1	0	1	1	1	1	1	8
Poor	0	0	0	1	0	0	0	0	0	1
Unsatisfactory	0	0	0	0	0	0	0	0	0	0
S12 - Organizational & Human Resource Management										
Excellent	0	0	0	0	0	0	0	0	0	0
Satisfactory	1	1	1	1	1	1	0	1	1	8
Poor	0	0	0	0	0	0	1	0	0	1
Unsatisfactory	0	0	0	0	0	0	0	0	0	0

Standard 11. ORGANIZATIONAL LEADERSHIP: DIRECTION, GOAL SETTING, POLICIES AND PLANNING: For the period under examination, the district, each of its schools, and programs implemented improvement plans that were based on a comprehensive vision or mission, clear priorities for student achievement, and the analysis of recent and long-range student performance data. The district maintained organized, accessible, thorough, and complete documentation on past and current initiatives, practices, policies, procedures, and achievements of the district and its students. The implementation of improvement plans was consistently assessed and modified based on the ongoing analysis of student achievement data.

Preliminary Finding(s):
- During the review period, the district translated its mission and vision, originally stated in the 2001 document, "A Strategic Direction," into an action plan by establishing annual school committee goals.
- The district's documentation and reports were extensive and well organized, and in most instances, readily available on the district's website or in written format.

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- The SIPs were not comprehensive, and failed to substantially develop links to the components required under education reform or to the annual goals of the DIP and school committee.

- The evaluation of the superintendent contained both a numerical scale and a narrative commentary which included the components of the "Principles of Effective Leadership," but did not substantively comment on student achievement, or provide future direction for district or personal improvement.

Indicators:

1. The district had a clearly understood vision and/or mission, goals, and priorities included in the District Improvement Plan (DIP). The plan and the analysis of student achievement data drove the development, implementation, and modification of educational programs, services, and practices.

Rating: Satisfactory

Evidence: The district's mission, vision, and DIP action plan consisted of two primary documents. One, adopted in 2001, was called, "A Strategic Direction," and this provided the philosophical statement, while the annual school committee goals supplied the action plan areas. Approximately 150 people participated in the planning stages in 2001.

The action plans presented as school committee goal statements listed critical issues, timetables, responsible administrators, and projected outcomes. The superintendent indicated that these goals had been developed jointly with the school committee and district administrators during the summer each year. And during the school year, continuous reports to the school committee on the outcomes were presented in written form.

An additional "Long Range Planning Committee" was formed in 2004 to assess the facility needs of the school buildings in the two towns. As a result, proposals for expenditures were developed to maintain and/or update the school buildings.

2. School Committee members were informed and knowledgeable about their responsibilities under Education Reform, and relied on student achievement and other data as the foundation of their policy making and decision making.
   Rating: Satisfactory

   Evidence: The school committee consisted of seven total members, four from Yarmouth and three from Dennis, elected to staggered, three-year terms. During the review period, only two members held seats for all four years. The new members had attended the orientation session of eight hours offered by the Massachusetts Association of School Committees.

   The school committee met twice per month, including summer months, and the agendas included numerous reports to update the committee. These reports generally included substantive references to student achievement data.

   Additionally, there was a system of subcommittees, approximately fourteen, which included three school committee members who kept other members informed and knowledgeable about main topic areas. The subcommittees included such topics as curriculum, policy review, negotiations, fiscal planning, and capital planning.

3. The district maintained organized, accessible, thorough, and complete documentation on past and current initiatives, practices, policies, procedures, and achievements of the district and its students.
   Rating: Satisfactory

   Evidence: Documents describing district policies, practices, and initiatives were manifold. They included an annual school district report, policy manual, school handbooks, school committee agendas and minutes, annual school committee goals and documents, and school improvement plans.

   The district provided access to the documents in several ways. A comprehensive website included almost all major written documents such as the policy manual and goal statements.

School newsletters, usually published twice monthly when school was in session, informed parents. Major documents, such as the school budget, were available upon request.

4. <u>An approved School Improvement Plan (SIP) for every school, aligned with the district's plan, was in use and based on the analysis of student achievement data.</u>
   Rating: Poor

   Evidence: The schools had School Improvement Plans for each of the years under review, but the SIPs' compliance to state regulations and the relationships of the SIPs to the District Improvement Plan was not completely clear and missing on most levels. The SIPs did have a common format design, and each SIP had a mission or vision statement and common demographic information. For instance, all of the SIPs included the same descriptive paragraph about dropouts; however, each SIP did not have a clear plan of action with measurable outcomes.

   Moreover, generally the SIPs had the same three goals for each year. Also, multiple schools often had the same goals. It was not clear from the documents if the goals were derived at the school level or the district level. With the exception of one school, action steps were often generalized with few real outcomes beyond providing reports. Sometimes, as was the case was for the 2004 high school SIP, the action item about New England Association of Schools and Colleges (NEASC) was a restatement of the goal, and the outcome was not explicitly stated. On the other hand, in the same goal area, the second action item about home-school relationships had three very clear, anticipated outcomes.

5. <u>District administrators, building administrators, and teachers demonstrated that they had the skills to use aggregate and individual test analyses to inform and assess the effectiveness of the planning process, and to improve instructional programs and services for all student populations.</u>
   Rating: Satisfactory

   Evidence: The district offered training in test data analysis to administrators and other staff members. The result was data analysis conducted at various levels by principals, department administrators, and program supervisors. This resulted in multiple reports at the school and

district level. Additionally, the district contracted with a local university to analyze MCAS test data when it was received.

There was an administrative job description component that referenced the "use of multiple sources of data as diagnostic tools to assign, identify, and apply instructional improvement." In each interview session, including focus groups of teachers and principals, there was reference to the extensive analysis of test data and many types of reporting. Union leadership indicated that teachers had access to and utilized much of the test data analysis.

6. District leaders monitored student achievement data throughout the year, considered the goals identified in the DIP, and individual SIPs, and implemented programs, policies, and services that were most likely to result in improved student achievement.
   Rating: Satisfactory

   Evidence: The district had extensive annual analysis reporting on both state and local testing. During the latter years of the review, the district had established specialty positions such as the elementary reading consultant who provided both leadership in the district and instruction to students. The district had also established specialty programs to provide remedial services after school and during the summer months.

   During the school year, student progress was monitored. The district tracked the progress of students who had not met the Competency Determination in ELA and/or math and offered programs to prepare these students for additional retesting. All students were assessed during the school year through a number of methods that included mid-year examinations, benchmarks, and writers' checklists. The use of rubrics to assess writing prompts created a common base for ongoing assessment.

7. All of the district's administrators were appropriately certified.
   Rating: Satisfactory

   Evidence: The district had 20 administrative positions requiring certification. Documentation indicated that one administrator was not certified. The on-site review determined that this was an

assistant principal who had applied for certification to the DOE, and the application had not been fully processed. This administrator had passed the MTEL in the spring of 2004 and the DOE had already credited this administrator with a Master's Degree in school administration. From the district's perspective, this administrator had completed all of the requirements for a certificate and was simply caught in the backlog at the DOE, a situation they stated that they were powerless to resolve.

8. <u>The leadership reported annually to the school committee, staff, and community concerning the extent to which the implementation of the DIP and SIPs did/did not result in improved student achievement.</u>
<u>Rating:</u> Satisfactory

<u>Evidence:</u> The superintendent communicated to the school committee, staff, and community; and his efforts were recognized in each of his evaluations. The 45-plus page "Annual Report and Town Meeting" was very comprehensive, and included narrative reports by central office administrators and principals, test results, student and staff information, and annual school committee goals. The superintendent also developed a list of documents and reports which were presented to the school committee each month during the school year. These correlated to the school district goals.

These efforts greatly aided the establishing of an annual focus and direction for the schools and provided periodic evaluations of district pupil performance results. The annual development of the DIP (school committee goals) provided primary direction to the principals for the development of the SIPs. District leadership, including the school committee and administration, drafted the annual DIP. It was available for review at the teacher level, as represented by the union leadership, but they rarely made comment on the goals as a practice. The SIPs were less comprehensive and did not fully credit the actions that actually were undertaken at the school level.

9. <u>The superintendent's performance was evaluated annually based on the district's state assessment results and implementation of the DIP. This evaluation served as the basis for setting compensation and improving the future job performance of the superintendent.</u>

Rating: Satisfactory

Evidence: The superintendent's contract required an annual evaluation, and for the review period, those evaluations were conducted in the late spring of each year. The contract also required that the superintendent and school committee meet jointly to discuss the evaluation, and this was conducted in public session. The evaluation was coordinated by the school committee chairperson who compiled the individual results of completed evaluation forms by each of the school committee members into a single document.

The evaluation format had a three-point rating scale on seven dimensions consistent with the Principles of Effective Leadership. The final evaluation document included a summative narrative. With one exception, in one year the narratives did not include specific recommendations for improved performance by the superintendent. And as written, they provided little future direction to the superintendent.

Standard 12. ORGANIZATIONAL AND HUMAN RESOURCE MANAGEMENT: For the period under examination, the district had organizational structures, policies, collective bargaining agreements, procedures, and practices with clear lines of authority, responsibility, and accountability. Teacher retention/turnover rates were within reason. Together, these elements promoted efficient and effective district operation and facilitated achievement for all students.

Preliminary Finding(s):
- A school committee policy was the basis of the superintendent's delegation of authority to school administrators, particularly in the areas of personnel and budget.
- The district employed certified teachers, and teachers considered highly qualified, at a higher rate than the state average.
- In the initial year of the review period, the mentoring program was solid, but it faltered noticeably during the last two years of the review period, in part due to labor negotiations. The school committee included improvement of the mentoring program as an annual goal.

Indicators:

1. The superintendent effectively delegated the educational and operational management of the schools to the building principals and program directors.

    Rating: Satisfactory

    Evidence: A policy at the school committee level defined the delegation of authority from the school committee to the superintendent. This policy set the stage for the superintendent to delegate authority to members of the administration. In personnel matters, the superintendent was technically the overseer of the personnel office as outlined in the organization chart, but a personnel office with an administrative assistant and clerical support provided most of the day-to-day organizational coordination.

    During hiring periods, the district posted openings that included job descriptions. For hiring teachers, the building principals established their own formats and included different people depending on grade level and subject matter. The secondary schools had access to department heads and the elementary schools were more likely to involve teachers during the interviews. The superintendent completed the process during an interview to determine salary and benefits. It would be extremely rare for the superintendent not to hire a teacher candidate recommended by a principal. For district personnel serving multiple schools such as art and music, a district administrator organized the same basic process as the principals.

    The superintendent allowed the principals to develop a budget without restrictions. The principals did indicate that they understood the overall fiscally conservative nature of school funding and developed budgets from their perspectives that were realistic and were not "wish lists."

    The superintendent met with the 12-member administrative core twice per month, and once per month added eight additional administrators (e.g., assistant principals) to the core group. Their meetings extended through the summer months, and included open agendas and minutes.

2. The district leaders ensured that:

a. all principals were aware of and understood published policies and district improvement plans, and

b. the district used system-wide and intra-district communication systems to keep all faculty and staff informed and to provide avenues for response.

Rating: Satisfactory

Evidence: The school committee had a "policy distribution" policy which was intended to inform principals and others of policy issues. Principals would normally review a policy proposal at their bimonthly meetings with the superintendent. Principals could also attend policy subcommittee meetings to comment on policies under consideration. One of the items distributed and discussed would be the annual school committee goals. Additionally, the principals included pertinent policies in their school handbooks for staff and parents. The entire policy manual was available to all on the district website.

The superintendent made daily use of an electronic mail format to inform principals and other administrators, and two-way response was an option. Principals used regular, at least monthly, newsletters to inform the school community. The extensive school committee subcommittee system had as many as twelve working groups at one time, though not all met regularly and some did not meet at all in a particular year.

3. The district was organized in a manner that addressed all aspects of administrative actions and had lines of responsibility. Job descriptions for all personnel were current, published, and available to all faculty and staff.
Rating: Satisfactory

Evidence: The organizational chart submitted for review reflected clear lines of authority. During the review period, there had been minor changes in the organization as positions were added and deleted or reorganized. Each of the schools also had organization charts that were relatively typical, including assistant principals and department heads if they were available.

It was only at the time of vacancies or reorganization that job descriptions were reviewed and updated. During the review period, the assistant superintendent position was not filled, but a

redefinition of assignments resulted in a new position, director of teaching and learning. During the spring of 2004, the district created district department head positions in areas such as art and music.

4. <u>The district had practices for the recruitment and hiring of staff that involved administrative and staff participation. The process was perceived as fair and open and focused on identifying and acquiring the most qualified individuals for each position.</u>
Rating: Satisfactory

Evidence: The superintendent delegated the hiring of staff, consistent with education reform, during the entire review period. Recruitment originated in the personnel office where the advertising and organizing of applicant files took place. Principals then organized their own search and interview methods dependent upon position. Elementary recruiting and interviews often included other teachers as part of the interview process but there was no set format. Principals did organize the selection process based on their own perspectives and interviews during summer months, and might involve only the principal if others were not available.

The district had certain basic policies such as "Affirmative Action" and "CORI Reports" to guide the process in an open and fair manner. No preference was given to any special group, such as district residents. Union leadership indicated a belief that the system was open and fair, as did principal focus groups.

5. <u>The district employed qualified teachers who were certified in the area(s) of their primary assignment or responsibility.</u>
Rating: Satisfactory

Evidence: The DOE profile for 2004-05 indicated that the district 97.7 percent of the district's teachers were licensed, which was 3.8 percent higher than the state average of 93.9 percent. Documentation indicated that only 7 of 404 teachers were teaching out of the field of primary licensure, and that occurred primarily at the middle school level when teachers with general licenses, such as elementary teachers, were teaching specific subjects exclusively in a team setting.

The same DOE profile indicated that the 97.4 percent of the district's teachers were highly qualified, and this figure was 4.4 percent higher than the state average of 93.0 percent. The administration was not aware of any teacher who had achieved national licensure in his or her field. The superintendent indicated that his directive was to employ the best possible teachers, perhaps surpassing the federal definition of "highly qualified" in terms of experience and match in the district. The administrators interviewed did concede that there was an informal salary cap when employing new teachers, which was approximately mid-range in the salary guide.

6. <u>The district maintained waivers for staff regarding certification and progress toward certification.</u>
   <u>**Rating:**</u> **Satisfactory**

   <u>**Evidence:**</u> According to district documentation, 18 teachers were listed as not certified, not including the seven teachers teaching out of the field of their primary certificate. Of the 18 without certificates, 14 met all of the requirements for certification to the district's satisfaction, but the DOE was unable to process the applications in a timely manner, as long as a year. In reaching this conclusion, the district required of the teacher copies of MTEL passing results, degrees acquired, courses completed, and proof that payment to the DOE had been made and collected, such as canceled checks or credit card statements.

   The personnel office monitored teachers who had not completed the requirements for certification. In some cases, there was a need to pass one or more sections of MTEL, and others needed specific coursework. There was no absolute deadline for completion. As long as DOE approved a waiver, the teacher was generally employed, though interviewees mentioned examples of non-renewal.

7. <u>The district actively undertook efforts to provide teachers new to the district and to the profession with coaches and mentors in their respective roles.</u>
   <u>**Rating:**</u> **Poor**

   <u>**Evidence:**</u> There was a Mentoring Induction Plan first written in 2001 and subsequently revised in 2002 and 2003 and was in effect from 2001 through 2005. Its purpose was to define roles and

responsibilities of both the mentors and the new teachers. Later in the review period, the school committee goals of 2004 referred to a need to engage staff in professional development and mentoring/induction.

During the EQA team's interviews, however, teachers and administrators generally described a substantial need to improve the mentoring program. A focus group of principals rated the program as less than optimal. It was noted that the revisions stopped at about the same time as labor negotiations in the district became confrontational. At that time it was difficult to get staff to volunteer as mentors. The formal mentoring program had broken down. Focus groups of administrators and teachers indicated that a less structured professional obligation to new teachers was maintained.

The sense that mentoring was problematic was confirmed during the settlement of the last teacher contract in 2003, which required a mediator. The agreement at that time required the formation of study groups to address three unresolved issues, and teacher mentoring was one of them. The results of those study groups would form the basis of the mentoring program during the next contractual cycle.

8. <u>The district ensured that all personnel records were carefully compiled, maintained, and available to all appropriate faculty and staff.</u>
   Rating: Satisfactory

   Evidence: This regional school district kept all of the personnel records in the school personnel and business offices. That is, there was no municipal involvement in a regional structure regarding such things as payroll, health insurance, or other issues that might have required record-keeping outside the district offices. File systems were developed in the latter part of the review period that included consistent information gathering for each new employee, such as transcripts, references, and certifications.

   A recent reorganization of the personnel function established administrative assistant positions for personnel and secretary. This office reported directly to the superintendent. During the EQA team's review of records related to evaluation and licensure, it was clear that a very specific

format of organization into color-coded subfolders allowed for an easy review of personnel information. Additionally, CORI reports were kept in a separate locked file consistent with regulation.

9. <u>District employment policies and practices identified and encouraged skilled, qualified personnel to be appointed to and remain in the district's employ, which resulted in a low rate of teacher and administrative turnover among qualified staff.</u>
<u>Rating:</u> Satisfactory

<u>Evidence:</u> During the review period, teacher and administrator turnover was the result of several factors. Retirement and non-renewal were the most common reasons for leaving the district's employ. Relocation was also a constant issue, as it had become apparent that housing costs, for new teachers in particular, were a significant drawback.

Working conditions and salaries were rarely viewed as a reason to relocate except as they related to the aforementioned housing costs. That is, staff rarely moved from one Cape school district to another, but left the Cape region altogether when relocating. During the review period, there were no formal exit interviews and no record keeping for analysis.

Domain E: Business and Financial Management

Standards ▼ Indicators ►	1	2	3	4	5	6	7	8	9	10	Total
Domain E – Business & Financial Management											
S13 – Budget Preparation & Development											
Excellent	0	0	0	0	0	0	0	0	0	0	0
Satisfactory	1	1	1	1	1	1	1	1	1	1	10
Poor	0	0	0	0	0	0	0	0	0	0	0
Unsatisfactory	0	0	0	0	0	0	0	0	0	0	0
S14 - Financial Asset Management											
Excellent	0	0	0	0	0	0	0	0	0	N/A	0
Satisfactory	0	1	1	1	1	1	1	1	1	N/A	8
Poor	1	0	0	0	0	0	0	0	0	N/A	1
Unsatisfactory	0	0	0	0	0	0	0	0	0	N/A	0
S15 – Supplemental, Capital, & Facilities Asset Management											
Excellent	0	0	0	0	0	0	0	0	0	N/A	0
Satisfactory	1	1	1	1	1	1	1	1	1	N/A	9
Poor	0	0	0	0	0	0	0	0	0	N/A	0
Unsatisfactory	0	0	0	0	0	0	0	0	0	N/A	0

Standard 13. BUDGET PREPARATION AND DEVELOPMENT: For the period under examination, the district had a budget preparation and development process that ensured 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 met their responsibility to ensure that the school budget and appropriations met the educational and achievement needs of all students.

Preliminary Finding(s):

- The district had a budget procedure that was consistent throughout the period of review that involved student progress as a key element for the use of resources.
- The superintendent provided a timeline document (containing elements of the financial process) to the school committee for their approval, as required by their bylaws.

- The school community and the municipal representatives developed a liaison group to work in the future as a communication link for the educational and achievement needs of all students.

- Public budget documents made a link to student achievement. However, there were no discussions of the district's dropout rate in the annual reports for each town member or in any of the budget documents available to the EQA examiners.

1. <u>There were clear, documented policies and procedures for the development of the district's budget to ensure input from all staff.</u>
<u>Rating:</u> Satisfactory

<u>Evidence:</u> The administration submitted a school committee policy book to the EQA staff. This policy book did not contain a policy for budget development. However, the bylaws section delineated the school committee responsibilities. The school committee delegated to the superintendent the responsibility to prepare a timetable for development of the budget that they would then vote on. The district had a detailed job description for their director of fiscal affairs that delegated the ". . . responsibility for budget development and long range financial planning" to that director.

The superintendent provided the EQA office copies of timetables developed during the period of review. The superintendent's timeline provided the deadlines for all parts of the district's budget: staff listings with salaries, debt service, fringe benefits, energy, grants, food services, principals' budgets, etc. For fiscal years 2003, 2004, and 2005, the persons responsible for various functions were listed on the timetable.

The superintendent referred to the budgetary process during an interview with the EQA as being a hybrid between top down and bottom up. The building administrators discussed budgets with special education, maintenance, and curriculum leaders, and referred to these discussions during interviews with the EQA team.

However, the administration did not submit written procedures for budget development by their staff to the EQA. The director of fiscal affairs provided the EQA examiners with a memo sent to

principals, secretaries, and the complex supervisor and dated September 22, 2004. The memo's subject was "Budget Worksheets for FY06."

2. <u>Relevant budget development decisions were premised on a clear, documented systemic analysis of student performance data as well as other pertinent information.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> The central office administrators submitted a list of many assessments that were completed to review and analyze student performance for planning. The superintendent reported that student performance was central to budget development. A principal during an EQA interview described the response to student analysis with a proposal for summer remediation. A second principal reported on a request for science kits. The staff was aware that they needed to increase the sophistication of their students' knowledge in a related science curriculum due to analyses of student performance.

   The superintendent reported further that the MCAS test data was their foundation. When the superintendent presented the budget, there was always a reference to the MCAS presentations done weeks before. The superintendent described the student performance analysis as "systemic." He provided the school committee the data as soon as possible. An interviewee discussed a program added in the summer of 2004 to improve academic performance for male students as being evidence to the kind and depth of analysis the district did..

   During an interview with the EQA, the participants discussed the district's use of a consultant to assist with the ELA program; and the consultant moved to a full time position the following year. The staff developed the LEAP program, and described it as being a program that was designed to move students who hovered close to the 'Proficient' or 'Needs Improvement' levels over the line to the higher standard. The school committee, despite during difficult economic times, were committed to maintaining class size at a minimum. The district's budget page, shared with town meeting members, reflected the class size for the year:

Average Class Size – Pupils

Year	Elementary	School Middle	High School	District Enrollment	* FTE Classroom Teachers/Specialists
2005	22	23	23	4144	
2004	21	23	21	4382	320.5
2003	20	23	20	4505	312.7

The special education FTE classroom teachers/specialists moved from 36.7 in 2003 to 41.3 in 2004, an increase of 4.6. **The SPED student population moved from 630 in 2003 to 693 in 2004. For the entire period of review, the FTE classroom teachers/specialists reported on Schedule 13 of the DOE EOY moved from 298.4 in 2001 to 320.5 in 2004. Special education staffing in that same period moved from 35.1 to 41.3.

Special education student population for the entire period of review moved from 761 in 2001 to 693 in 2004.

The superintendent, with his budget page, provided the standings of the Dennis-Yarmouth students in the MCAS testing.

The superintendent reported that student achievement and performance was central to the budget process. The officials for the school department reflected in their reports to residents through the towns' annual report that student achievement was a central feature to their planning for the schools. The superintendent reported that concentrated work was done to minimize the harm to their program with the loss of state aid that became a serious problem in year 2003. Residents responded with Proposition 2.5 overrides for budget year 2004.

The DOE's Tier 1 analysis for the period of review showed that the district's proficiency index for both math and ELA had moved upward. (ELA gained 5.5 PI points and math gained 2.5 PI points.)

*DOE EOY Schedule 13

**DOE EOY Schedule 11

3. The district's budget development process was clear, documented and integrated district and school improvement plans, long-term goals, and action plans.
   Rating: Satisfactory

   Evidence: At an interview with the EQA team, a principal reported that his building worked from the school committee goals, and the District Improvement Plan reflected these goals for both long term and short term. The principals reported further that the School Improvement Plans were aligned with the district's plans, and would be reflected in the budget. The superintendent was asked if notes were taken during these pre-planning sessions done by administration before the budget was presented to the school committee. The superintendent reported on "informal notes" that could be referred to if needed. The school committee goals were the focus for the district leaders and were shared on the web site and on school committee agendas. The administrators reported the DIP as an "active document." The school committee reiterated its interests in student assessments being completed throughout the school year.

4. The district allocated its resources based on the ongoing analysis of student assessment data in the aggregate and disaggregated by student subgroups to improve achievement for all student populations.
   Rating: Satisfactory

   Evidence: The interviewees, made up of principals and central administrators, reported that the disaggregated assessments were done by the principals for each building while the special education director looked at the district's disaggregated numbers. They also reported the involvement of team leaders for literacy and math, coordinators, and child study teams. These teams then planned professional development days around these assessments. The staff that attended these professional development programs reported back to other staff members. The staff then developed action plans. The director of special services reported that he increased the number of social workers in the district to assist with the demographics of the district. The staff

in the district felt that a stronger connection between school and home could be made with this expertise.

5. <u>The district, as part of its budget process, implemented a review process to determine the cost effectiveness of all of its programs, initiatives, and activities.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> An administrator reported that the staff at his building was not satisfied with student progress with the reading program, Read 180. The teaching staff had used this program for two years. They then reviewed eight different reading programs and chose Houghton Mifflin.

   Another administrator reported his staff's review of Everyday Math. Their assessments determined that the program was successful. The superintendent then reported his recommendation to eliminate an AP course for Art, since only 27 percent of the students were successful in receiving college credits. Also reported was that he had looked at the faculty costs and decided that the returns were not sufficient to continue with the program. The district also reported a very successful Energy Management program.

6. <u>The district's budget document was clear, complete, current, and understandable and provided accurate information on all fund sources as well as previous history and trends.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> The superintendent reported good feedback from the school committee about the budget presentations. The business office provided budget information in varied formats to satisfy those who enjoyed reviewing details and those who tended to appreciate a one page format. The district's budget reflected a site-based format. Its grant information was also reported by site. The historical analysis was detailed and trends could be assessed quickly.

7. <u>The budget and district's expenditures were adequate to provide for appropriate levels of staffing, professional development, materials, supplies, and equipment.</u>
   <u>Rating:</u> Satisfactory

Evidence: During the period of review, per the DOE End of Year Reports, the district had assessed its two communities greater than the minimum net school spending requirement. At a teacher focus group, it was unanimous that the classrooms had all of the materials necessary to teach their students. During a walk through of one of the school buildings, one of the EQA examiners was able to report that the classrooms appeared well stocked with equipment and materials. Other of the EQA examiners reported inconsistencies in materials and equipment among the buildings. However, this was not substantiated during focus groups. For year 2002 professional developments required were $546,250; actual expenditures were $665,194 reported in Schedule 8 of the DOE EOY report. The required amount for year 2003 was $549,875; actual expenditures were $668,661 as also reported in Schedule 8.

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

Evidence: During the period of review, the district assessment increased by 24 percent. The district's capital and debt expenditures increased by 23 percent. For year 2004 there were two district overrides. One was operational; one was debt exclusion. The district had approved a renovation project for its high school. The town meeting body approved expenditure in excess of $33,400,000 for the project. For fiscal year 2004, the town meeting body increased its allotment by 11 percent to minimize the impact of state reductions that were 19 percent.

9. The school committee:
   a. reviewed and approved a budget for education in the district according to the process and timeline developed with the superintendent,
   b. worked to ensure that necessary funds were appropriated for the district, and
   c. maintained the balance between needs and resources in the distribution of monies, and oversaw the operation of the annual school budget.

   Rating: Satisfactory

Evidence: The administration reported its focus to adhere to the budget timetable with sufficient time for discussion by school committee members. There had been no budget years where there was failure to present the schools' budgets to the members of the town finance committees.

The meeting with town officials reported a positive change in the relationship between the two towns over the period of review. They credited the present superintendent with the change in atmosphere. The school committee and town officials developed liaison positions that assisted with communication between the two functions throughout the year. This process allowed a venue for discussions related to the funds necessary for the school district.

The treasurer reported the state of the budget at public school committee sessions monthly. The treasurer met with the director of fiscal affairs to discuss any issues that might be reflected in the financial reports. There was an assistant treasurer who reported to the treasurer in the business office, and whose duties were to oversee the cash receipts of the district from all sources. The treasurer was a school committee member; the position was unpaid. The assistant treasurer was a paid position.

10. The district and its leadership actively pursued and developed community partnerships to expand interest and involvement in the educational system and to support the educational needs of the students and the financial needs of the system.
    Rating: Satisfactory

    Evidence: The administrators during an interview reported their partnership with Cape Cod Five, a community banking service. They also reported that the bank set up a location at the high school, and high school students worked at the bank to develop experiences in a work setting. They reported Pirates Cove as another organization that had a relationship with the school staff. The superintendent was a board of director member for Cape Cod Community College. This institution offered courses for professional development to their staff. The annual report cited the participation in the D.A.R.E. program, the local Fire Department's presentation of a Freddie the Fire Engine Program, as well as winter Ice and Water Safety programs. There was a town scholarship committee that raised funds from residents as well as charitable funds for student scholarships.

In the towns' annual reports the superintendent discussed the transfer of the Werner Schmidt Astronomical Observatory from the Cape Cod Astronomical Foundation to the district. The Cape Cod Regional Technical High School built the facility for this equipment. The superintendent reported the importance of this gift to the promotion and support of the study of physical sciences, mathematics, computer use, and astronomy.

Standard 14. FINANCIAL ASSET MANAGEMENT: For the period under examination, the district maintained adequate accounting and financial reporting procedures. This was done to inform district-level and school-level decision-makers, to ensure effective and efficient managerial control over the use of all funds, and to improve achievement for all students.

Preliminary Finding(s):

- The district had accounting and financial reporting procedures that satisfied the need for all stakeholders to be informed as to the use of the financial resources. The school committee was informed throughout the year through their public sessions as to the state of the budget for all revenue.
- The business office provided site-based reports to school level decision makers in order for them to be aware of the state of the individual budgets. The business manager had authority to control funds and enhance the district's excess and deficiency fund.
- The principals with the support of the central office could have made purchases they deemed necessary to assist with the academic needs of their students. The instructional staff reported their satisfaction with the resources they had available to them.

Indicators:

1. School committee policies and guidelines, and administrative procedures were clear regarding the processes and expectations for expenditures, transfers, and investment of funds.
   Rating: Poor

   Evidence: The auditor for year 2004 cited the lack of school committee policies in a management letter as having been a problem, especially for financial controls and purchasing.

Further, he said that there could be problems in the future, since Dennis-Yarmouth Regional School's business office administrative staff were long term personnel who had worked with and developed many of the systems in that office. Establishing written policies would be of assistance to any new staff. The district's job description for the director of fiscal affairs was clear and specific as to the responsibilities for this position. These responsibilities included purchasing, long range financial planning, managing a program of accounting and reporting for financial affairs of the district, and supervising a program of budget control. However, this document lacked school committee signature or acknowledgement. The school committee bylaws did state that the superintendent was responsible for the financial affairs of the district, both budgeting and financial management.

At an interview, the principals reported that there were guidelines available to them for expenditures. However, the central administrators did not provide them to the EQA for the document review process or the on- site visit. The principals also reported that they were aware of the process for budget transfers.

The business manager reported to the EQA that the school committee's assistant treasurer managed all of the cash receipts and the investment choices with the treasurer (a school committee member who was not paid for performing this service).

2. The district exercised appropriate controls to ensure accuracy of local, state, and federal financial reports.
   Rating: Satisfactory

Evidence: The business manager maintained a grant-control sheet for each school year that showed a history of the grants received by the district. This report showed grant awards, carryovers from previous years, the administrator responsible, and amounts as well as the date received. The business manager provided this report to the school committee for their monthly financial review and for inclusion in each year's budget documents. The business office had a person assigned to the management of salaries, invoices, and contract services delivered through the grant. The grants administrator was responsible for progress reports.

3. Regular, timely, accurate, and complete financial reports were made to the school committee and the public.

Rating: Satisfactory

Evidence: The business manager reviewed the state of the budget with the treasurer each month. The treasurer (a school committee member) presented the financial reports to the school committee during their public sessions. As mentioned previously, the business office had long term, experienced staff and thus there was no problem with accurate reporting.

4. Required local, state, and federal financial reports and statements were filed in a timely manner.

Rating: Satisfactory

Evidence: The business manager had to request waivers for the years within the review period. He cited 2004 as a particularly difficult year because of the construction work that had begun as well as software issues.

5. The district used efficient accounting technology that integrated district-level financial information with the financial information of each school and program, and the district used forecast mechanisms and control procedures to ensure that spending was within fiscal budget limits.

Rating: Satisfactory

Evidence: The business office used an efficient accounting system that accomplished what was necessary. However the district's system was not networked among the various sites and the business office provided site-based budget documents as well as monthly financial reports. In their reporting, the business office also allocated grants to sites. The business manager projected the payroll out when the treasurer reported monthly to the school committee. In 2004, the business manager enacted a purchasing freeze which occurred in late winter after all of the essential classroom purchasing was completed. The principals reported that they experienced no negative impact to their programs during this freeze, and that the business office allowed for exceptions when requested and deemed necessary. The business manager felt this freeze was essential so that the district could begin to build a healthier excess and deficiency fund. At the

end of 2004, through the towns' annual reports, the business manager reported $1,504,759 as the district's excess and deficiency amount; this was 3.8 percent of the budget. The DOE does not allow an excess amount greater than 5 percent. In FY03, the business manager reported, through the towns' annual reports, that the district had an increase of $142,476 for their excess and deficiency account and the administrators saved $837,137 in expenditures.

6. <u>District administrators were able to accurately track spending and other financial transactions on a regular basis.</u>
   Rating: Satisfactory

   Evidence: The district business office staff provided monthly financial reports to each administrator responsible for a program budget. The business manager reported that this staff had no difficulty in reading or understanding the report. The business office provided training to new principals. The building administrators were able to enter purchase orders into the system.

7. <u>The district reviewed student achievement data and the reviews were reflected in the district's financial decisions.</u>
   Rating: Satisfactory

   Evidence: In 2002, the school committee directed the administrators through the superintendent to report on program reviews and program initiatives. The superintendent reported on the MCAS test results in the fall. In interviews with the EQA team, the superintendent said that the school committee received extensive reports on student achievement prior to budget development. The superintendent provided information on their "virtual high school" program; the staff's work with LEAP – a program that assisted students moving from one MCAS level to the next; and a middle school pilot program in advanced math (which needed to be terminated due to lack of success). Also reported was that the school committee focused on class size and adjusted class size during the budget year when deemed necessary.

   The towns' annual reports reflected commentary from the school committee chair on the continual review of program needs with a discussion of the MCAS as well as other assessment tools, and stated: "We have identified many areas of strengths and some weaknesses." In this

same report the superintendent described the "pockets" of excellence in the MCAS testing. Also in the report, the district's director of learning and teaching described the kindergarten's full day pilot program and its benefits regarding progress in math, literacy, and general learning skills, while noting that the district monitored the program throughout the year. In the annual reports for 2003, the director of instruction said that the district met its goal in at least half of the sixteen areas tested. English Language Arts was listed as being stronger in performance than math.

The superintendent and the district business manager provided town meeting members with a budget page that showed the district's program dollars with text or outlines that discussed student achievement and the district's standing compared to other districts in the state.

8. The district regularly employed:
   a. certified business officials,
   b. purchasing agents with MCPPO credentials,
   c. independent financial auditors and implemented their recommendations to ensure efficient and quality financial systems, and
   d. objective and independent treasurers and a separate auditor.*
   *This portion of indicator 8 is applied to regional academic and vocational school districts.

Rating: Satisfactory

Evidence: The business manager was certified by the DOE. The business manager and one of the administrative support staff in the business office received MCPPO certification. The business manager planned to return to complete the construction bid part of the certificate.

The audit was reported to the school committee at a public session meeting by the independent auditor who reported no material deficiencies, although there were corrective actions that needed to be taken. The school committee was aware of these recommendations.

9. The district had a system in place to:
   a. ensure that state bidding laws were followed;

      b. monitor special revenue funds, revolving accounts, and fee structures related to them to ensure that they were managed and used efficiently; and,

      c. monitor and track instructional assets, such as texts, materials, supplies, and equipment to ensure efficient and maximum utilization.

      d. regularly, at least every five years, competitively procure independent financial auditing services

Rating: Satisfactory

Evidence: The district provided memos, from the business manager, to the EQA examiners for the document review process reminding staff of the state bidding laws. The business office required evidence for quotes received for purchases over $999. For purchases over $4,999 the business manager and his staff were responsible for the invitation to bid or request for a proposal process.

The business manager reported that athletic fees were collected at the school level and the paper work was processed quickly and was accurate. He also reported that the principals had checking accounts for their student activities accounts and that the district had adopted the Massachusetts Association of School Business Officials guidelines; it was the assistant treasurer's responsibility to review these accounts throughout the year. The state of these accounts was reported to the school committee. The business manager talked of the day care program at each school, and said that they were all sufficiently funded.

The business manager fulfilled GASB34 requirements; there were no negative comments in the auditor's management letter related to GASB34. The business manager reviewed purchases back three years to assess the inventory report. The districts competitively bid for auditor services every five years.

Standard 15. SUPPLEMENTAL, CAPITAL, AND FACILITIES ASSET MANAGEMENT: For the period under examination, the district maintained adequate accounting and financial reporting procedures and used them to acquire and efficiently manage supplemental funding and to promote student achievement and accountability to the public. The

condition, management, and maintenance of facilities encouraged public support for education and were conducive to promoting high levels of student achievement.

Preliminary Finding(s):

- The district's business office worked with an accounting system that provided the tools to properly record invoicing, payroll, and other payments with a specific and detailed structure.

- The district, through the leadership of the superintendent, reported frequently the state of the budget, including all supplemental funds, during the school year to the school committee at public sessions.

- The district reported student achievement as their primary goal; and in their public documents, such as the annual report and budget presentations for town representatives and town meeting, student achievement was discussed. The student MCAS test standing was presented along with the school department's requested budget requirements.

- The members of the towns approved a high school renovation project. In 2002, the district received two reports, NEASC and NESDEC, that encouraged the school department to proceed with the long range capital planning that had begun previously.

Indicators:

1. Educational and program facilities were of adequate size, clean, safe, well-lit, maintained, and conducive to promoting the learning process.
Rating: Satisfactory

Evidence: The buildings at the district were in good condition. The district was moving ahead with a major renovation at the high school that was supported by the town meeting body with approval for a debt exclusion of $33.4 million. The business manager was responsible for facilities management. He described a 75-year-old building that "looked terrific." The superintendent also reported on the Simpkins building, constructed in 1931. The business manager obtained the services of an energy management organization that provided software, programs, and policies that assisted the school department in savings over the review period. The EPA awarded the school district for leadership in "providing good indoor air quality in your school."

2. The district had a long-term capital plan that was reviewed regularly and revised as needed with input from all appropriate stakeholders.

Rating: **Satisfactory**

Evidence: The business manager provided the EQA team with a memo that had been presented to the school committee for discussion at their public session on July 19, 2004. In this memo the business manager with the maintenance department representative listed the activities that would be occurring to manage the facilities. In the memo, the officials informed the committee that the items were from the long range facilities plan. The business manager reported this kind of activity as being a tradition for the district. Principals reported to the EQA that they worked closely with representatives from maintenance for budget planning and work activity. The officials reported the long range capital committee that was in place beyond the period of review. The school committee minutes for December 8, 2003 reported that the long range planning focus moved from being building-based to being district-based. The district contracted with the New England School Development Council (NESDEC) for a complete facilities study. This study was available for the EQA team during the document review period and was dated January 2002.

3. The district implemented formal preventive maintenance programs for buildings and equipment.

Rating: **Satisfactory**

Evidence: The business manager provided the EQA with a list of summer projects for the current year as an example of the kind of preventive maintenance to which the district was committed. The lists showed painting, retiling, replacing metal stalls, toilets, seats, and flushometers, as well as remodeling six bathrooms. This list was organized by school building. The district had an electrician, a plumber, and a carpenter with two generalists that were scheduled to begin work each day at noontime and end their shift at 8:00 p.m. The business manager reported the system's belief that these hours made for more productive work scheduling, since 50 percent of the specialists' time were spent while the school was inactive. The maintenance department also had two to eight custodians per building, averaging 20,000 square feet of building each. A school administrator, during a tour of her building, reported a

work order system that allowed her to place her request electronically. This system also allowed the administrator to view all of the work scheduled so that priorities could be anticipated.

The business manager also provided the EQA examiners with the various vendor services the district utilized to keep the building safe and operating, this included: alarms, boilers, boiler water treatment, HVAC, clocks and intercoms, elevators, gym equipment, roofing inspections and repairs, sewage, and septic systems.

4. The district spent at least 50% of its combined foundation maintenance and extraordinary maintenance targets each fiscal year during the period under examination. (See 603 CMR 38.14).
   Rating: Satisfactory

   Evidence: The business manager reported that the district's maintenance department would be likely to spend 80 percent of the foundation budget for maintenance. The DOE EOY for 2002 reported a foundation budget for maintenance at $1,354,595; the district reported an expenditure of $1,061,531 for that year. The district reported maintenance expenditures for FY03 as $1,082,428; and for FY04 $1,030,513.

5. The district tracked its capital assets in accordance with GASB No. 34.
   Rating: Satisfactory

   Evidence: The business manager reported reviewing purchases for the last three years to establish a foundation for tracking its capital assets per GASB No. 34. The officials purchased the services of an auditor. The auditor did not cite the district for not being in compliance with GASB No. 34.

6. The district implemented procedures for the appropriate expenditure of monies from all supplemental sources of revenue, goods, services, endowments, foundations, and donations.
   Rating: Satisfactory

   Evidence: The business manager reported that his office kept a firm line on expenditures for all funds. The auditor cited the district for "timeliness" for depositing student activity funds by one

school building manager. The business office worked with the manager and improved that circumstance. The school committee had a policy for fundraising management, as well as the application process. It required that fundraising be approved by them, and that the purpose and expenditures for the funds were appropriate to the educational program and policies of the district. The business office's accounting software was sufficient to keep accurate records of expenditures by specific accounts. The business manager reviewed all invoicing and purchase orders, as well as payroll. During an interview with the EQA examiners, the business manager discussed the day care funds which had a surplus amount; The Business Manager did not spend these dollars for any other uses but day care.

7. <u>The district implemented a critical review process to assess the effectiveness and appropriateness of supplemental expenditures to ensure that they were used for the purpose intended and to improve student achievement.</u>
   Rating: Satisfactory

   Evidence: The business office prepared the financial reports for grants; the grant administrator provided the program evaluations. The superintendent reported that every grant obtained by the district was spent on student achievement and improvements. The school committee was aware of the supplemental expenditures and of their purposes. They reported through their treasurer on the state of all accounts at public sessions.

8. <u>In addition to entitlements, the district obtained competitive grants to supplement and support its efforts to improve academic achievement for all students.</u>
   Rating: Satisfactory

   Evidence: The business manager's grant control sheets reported the various grants received with notation as to their being competitive or entitled. The competitive grants had grown from two in 2001 to ten 2004. These grants were for GAAD, Enhancing Education through Technology, Early Intervention Literacy Grant, Alternative Education Grant, After School Programs Safe-T, Special Education Electronic Portfolio Grant, SEMAC Mini Grant, Cape Cod Community Foundation, English Proficiency Assessment, Cape Cod Economic Development Council,

School Support Grant, Reading First, Grant-Baystate Reading, Title I Support School Achievement Grant, and Cabot-Wellington Grant.

9. <u>The district coordinated the management and use of grants in an efficient manner.</u>
   <u>Rating:</u> Satisfactory

   <u>Evidence:</u> The business office had one person assigned to grants management. Each grant was assigned an administrator who was responsible for the program. The director of learning as well as the director of special education was frequently named as a grants administrator with teaching staff.

Appendix A: Proficiency Index (PI)

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 percent of all students scored 200-208; therefore, 12 percent x 0 = 0
15 percent of all students scored 210-218; therefore, 15 percent x 25 = 3.75
21 percent of all students scored 220-228; therefore, 21 percent x 50 = 10.5
34 percent of all students scored 230-238; therefore, 34 percent x 75 = 25.5
18 percent of all students scored 240 or more; therefore, 18 percent 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: Dennis-Yarmouth's Chapter 70 Funding and NSS FY1996-2004

FY	Foundation Enrollment	Pct Chg	Foundation Budget	Pct Chg	Required Local Contribution	Chapter 70 Aid	Pct Chg	Required Net School Spending(NSS)	Pct Chg	Actual Net School Spending	Pct Chg	Dollars Over/Under Requirement	Pct Over/Under
FY96	4,428		23,466,055		18,578,957	4,528,070		23,107,027		25,155,280		2,048,253	8.9
FY97	4,413	-0.3	23,894,876	1.8	18,779,087	4,881,580	7.8	23,660,667	2.4	24,738,664	-1.7	1,077,997	4.6
FY98	4,386	-0.6	24,350,069	1.9	19,468,176	5,175,458	6	24,643,634	4.2	26,694,830	7.9	2,051,196	8.3
FY99	4,408	0.5	25,152,780	3.3	20,309,629	5,553,348	7.3	25,862,977	4.9	28,728,673	7.6	2,865,696	11.1
FY00	4,397	-0.2	25,335,458	0.7	20,941,223	6,212,898	11.9	27,154,121	5	30,031,271	4.5	2,877,150	10.6
FY01	4,416	0.4	26,842,667	5.9	21,739,859	6,985,698	12.4	28,725,557	5.8	31,007,494	3.3	2,281,937	7.9
FY02	4,370	-1	28,439,988	6	22,760,784	7,424,130	6.3	30,184,914	5.1	32,665,657	5.3	2,480,743	8.2
FY03	4,399	0.7	30,721,268	8	23,784,769	7,424,130	0	31,208,899	3.4	33,267,256	1.8	2,058,357	6.6
FY04	4,284	-2.6	30,805,645	0.3	24,685,301	6,120,344	-17.6	30,805,645	-1.3	34,925,457	5	4,119,812	13.4

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	
FY96	5,299	1,023	5,681	19.3	98.5	107.2	18
FY97	5,415	1,106	5,606	20.4	99	103.5	19.7
FY98	5,552	1,180	6,086	21.3	101.2	109.6	19.4
FY99	5,706	1,260	6,517	22.1	102.8	114.2	19.3
FY00	5,762	1,413	6,830	24.5	107.2	118.5	20.7
FY01	6,079	1,582	7,022	26	107	115.5	22.5
FY02	6,508	1,699	7,475	26.1	106.1	114.9	22.7
FY03	6,984	1,688	7,562	24.2	101.6	108.3	22.3
FY04	7,191	1,429	8,153	19.9	100	113.4	17.5