



The Commonwealth of Massachusetts

School District Examination Report:



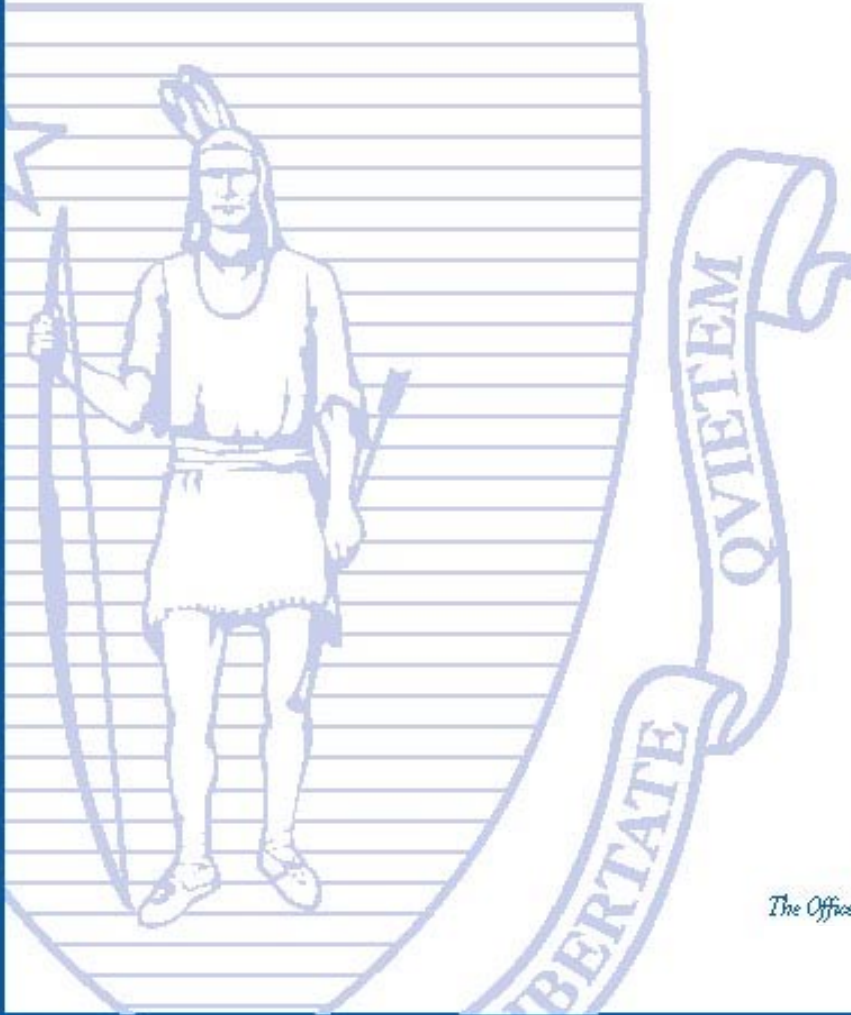
South Middlesex
Vocational-Technical Regional School
District (Keefe Tech)

Technical Report of Revisit

data driven

standards based

learner centered →



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

2002 - 2005

The Commonwealth of Massachusetts
Office of Educational Quality and Accountability

Educational Management Audit Council

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The Educational Management Audit Council accepted this reexamination report at their meeting of December 1, 2006. As a result of the findings presented herein, the district will be removed from the requirements of ‘Watch’, but will continue to be monitored and receive assistance from the Office of Educational Quality and Accountability.

The Office of Educational Quality and Accountability would like to acknowledge the professional cooperation extended to the audit team by the Department of Education; the Superintendent of the South Middlesex Vocational-Technical Regional School District, Peter D. Dewar; the school department staff of the South Middlesex Vocational-Technical Regional School District; and the town officials in Ashland, Framingham, Holliston, Hopkinton, and Natick.

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Executive Summary

The Office of Educational Quality and Accountability (EQA) examined the South Middlesex Vocational-Technical Regional School District (Keefe Technical School) in early February of 2006. During 2002-2005, it was among the 'Low' performing school districts in the Commonwealth. The following provides a summary of the findings of the examination and the district's performance on the 2005 Massachusetts Comprehensive Assessment System (MCAS) test.

Proficiency/Achievement:

- South Middlesex's Average Proficiency Index (API) was 64.3, which was based on the 2005 MCAS results. The state average API among vocational-technical school districts was 75.3 in 2005. This placed South Middlesex among the 'Low' performing school districts, below the state average of vocational-technical school districts in the Commonwealth. In English Language Arts (ELA), the district's ELA Proficiency Index (EPI) was 68.1, and the state average EPI among vocational-technical school districts was 78.4. In math, the district's math Proficiency Index (MPI) was 60.4, and the state average MPI among vocational-technical school districts was 72.3.
- On the MCAS retest administered in the spring of 2005, 97 percent of the South Middlesex class of 2005 earned a Competency Determination (CD), as compared to 94 percent of the statewide class of 2005.
- On the MCAS retest administered in the spring of 2005, 72 percent of the South Middlesex class of 2006 earned a Competency Determination CD, as compared to 90 percent of the statewide class of 2006.
- Less than one third of all students in South Middlesex attained proficiency on the 2004 and 2005 Grade 10 MCAS tests, a lower percentage than the state's on those tests.
- Less than one third of all students in South Middlesex attained proficiency on the 2005 Grade 10 MCAS English Language Arts (ELA) and math tests, a lower percentage than the state's on those tests.
- In 2005, the proficiency gap in ELA was 32 Proficiency Index (PI) points.
- In 2005, the proficiency gap in math was 40 PI points.
- The proficiency gaps in both ELA and math were wider than those of all students in the state.

Equity of Proficiency/Achievement:

- South Middlesex's performance gap in ELA was 58 PI points; in math, the performance gap was 59 PI points.
- For South Middlesex's students with disabilities, the proficiency gap in ELA was wider than that of all South Middlesex students.
- For South Middlesex's students with Limited English Proficiency (LEP), the proficiency gaps in both ELA and math were wider than those of all South Middlesex students.
- Less than one third of students with disabilities and of LEP students in South Middlesex attained proficiency on the 2005 MCAS Grade 10 tests, lower than that of regular education students in South Middlesex on those tests.
- For South Middlesex's African-American students, the proficiency gaps in both ELA and math were wider than those of all South Middlesex students.
- Less than one third of both African-American and Hispanic students in South Middlesex attained proficiency on the 2005 MCAS Grade 10 tests, lower than that of White students in South Middlesex.
- Less than one third of students eligible for free or reduced-cost lunch (FRL/Y) in South Middlesex attained proficiency on the 2005 MCAS Grade 10 tests, lower than that of students not eligible for free or reduced-cost lunch (FRL/N) in South Middlesex.

Improvement:

- In ELA, the proficiency gap was 14 PI points narrower in 2005 than in 2002, for an improvement rate of 30.2 percent.
- In math, the proficiency gap was 21 PI points narrower in 2005 than in 2002, for an improvement rate of 34.0 percent.
- The 28 percent of all South Middlesex students attained proficiency on the MCAS Grade 10 tests, overall and on both the ELA and math tests, was higher in 2005 than in 2002 on each of those tests.
- The 72 percent of all South Middlesex students who scored in the 'Warning/Failing' category on the Grade 10 tests, overall and on both the ELA and math tests, was lower in 2005 than in 2002 on each of those tests.

Equity of Improvement:

- In South Middlesex, the proficiency gap in math for LEP students was 34 PI points wider in 2005 than in 2003, for an improvement rate of negative 88.3 percent.

- In South Middlesex, the proficiency gap in ELA for all students was 7 PI points narrower in 2005 than in 2003, for an improvement rate of 16.3 percent.
- In South Middlesex, the proficiency gap in math for all students was 7 PI points narrower in 2005 than in 2003, for an improvement rate of 14.1 percent.
- The improvement gap in ELA was 5 PI points narrower in 2005 than in 2003 in South Middlesex.
- The improvement gap in math was 10 PI points wider in 2005 than in 2003 in South Middlesex.
- The performance gap in ELA was 2 PI points narrower in 2005 than in 2003 in South Middlesex.
- The performance gap in math was 17 PI points wider in 2005 than in 2003 in South Middlesex.

Participation and Access:

- On the 2005 Grade 10 ELA tests, eligible students participated at required levels in South Middlesex.
- On the 2005 Grade 10 math tests, eligible students did not participate at required levels in South Middlesex.

Summary of Preliminary Findings of Tier II by Domain:

Leadership, Governance, and Communication:

- Student data was generated and disseminated to all staff, and although no formal policies or requirements for the use of data were in place, teachers stated that the data was used to shape instructional delivery.
- During the period under review the communities expended more than the minimum contribution in support of the school as determined by the state in the school budgets.
- Although formal administrative evaluations did not consider student achievement as a prime factor of performance, all administrators considered student achievement as their prime responsibility.
- The school district contracted with Boston College to aid in the aggregating and disaggregating of the MCAS test scores.
- Formal written evaluations did not assign responsibility to administrators for student achievement.

- Formal written evaluations did not require teachers to use student assessment results to improve classroom instructional methods.
- The superintendent reported quarterly to the school committee on progress towards school goals as part of the evaluation process.
- The district administrative team met weekly with the superintendent to assess progress towards school goals.
- Monthly reading assignments were required of all students in all subjects.
- Educational leadership was delegated to the coordinators through the principal.
- Vocational advisory committees met regularly and their recommendations were communicated to the school committee.

Curriculum and Instruction:

- During the period under review, teachers were actively engaged in the process of drafting, writing, and revising Keefe Technical curriculum in ELA and mathematics to align with MA State Frameworks.
- Universal course syllabi were developed in all academic areas.
- Keefe did provide resources necessary to support academic and the vocational curriculum development.
- Appropriate technology was available and used as an integral part of the instructional process.
- Limited evidence was found of display or of high expectation for students' work
- There was no category for expectation listed on the Evaluation form for teachers.
- School leaders did not monitor teachers' instructional practices effectively.
- Formative student assessment data was not used systematically to monitor and improve teaching and learning.
- Differentiated Instruction was evident in the vocational classes but not in academic subjects. Academic teachers did not engage in a variety of instructional practices.
- Assessment and Evaluation:
- The district and school leadership collected, analyzed and used student assessment data on a regular basis.
- Virtually all of its students participated in appropriate assessments.

- The district provided reporting instruments for both academic and vocational skills and used them to report the results of student attainment to students, parents and employers within the community.
- Benchmarks and assessment tools other were regularly used to track student progress and the results were shared with parents and staff in a timely manner.
- The effectiveness of instructional and support programs was determined by the analysis of student performance data.
- The district participated in all appropriate school audits, on both a voluntary basis and as required.
- The district annually reviewed programs and staffing based upon student achievement, and made program and occasionally, staff changes as indicated.
- Evaluation results were regularly used to create, modify, or discontinue instructional and support programs and to improve the effectiveness of instruction.

Human Resource Management and Professional Development:

- The coordinators and the principal made a focused effort to hire the strongest candidates for teaching and administrative positions.
- All professional staff members held appropriate Massachusetts licensure.
- In the event of unfilled positions, staff members were hired on waivers, and all waived teachers were eventually licensed during the period under review.
- The mentoring program for new teachers was largely informal and undocumented and did not meet the requirements of state regulations, specifically 603 CMR 7.12, yet new teachers felt supported and valued.
- The district's professional development program included mandatory training in data analysis skills and the use of those skills to improve curriculum design.
- The district's human resource policies and practices encouraged professional growth and recognition and placed a high priority on retaining and promoting effective teachers.
- Student achievement data, as well as student, staff and administrator needs indicated by program assessments drove the district's professional development program.
- Changes in expectations for programs and practices were monitored and supported by changed supervision practices and by modifications to the professional development plans of the staff.
- The district's evaluation plan for administrators was not linked to student achievement.

- The district's evaluation plan for teachers was aligned with the requirements of education reform, but was not linked to student achievement.
- The district's employment, supervision, and professional development processes were linked and supported by appropriate levels of funding.

Access, Participation, and Student Academic Support:

- Through use of the HSTW structure and the PIM process, Keefe analyzed student data, identified students at-risk, and provided a range of special education, remedial reading, ESL and MCAS support services intended to improve student achievement.
- Keefe did not use formative assessments systematically to measure individual student progress, and improve teaching and learning.
- Although Keefe provided special education replacement classes in English and mathematics, ESL sheltered classes in mathematics and science and MCAS tutoring in ELA and mathematics Keefe special education, ESL, and MCAS support staff lacked certification in the these content areas and were not highly qualified.
- Although half of Keefe special education students were fully included, Keefe lacked sufficient assistive personnel, especially in the vocational areas. Keefe provided neither scheduled consultation time for special and regular education teachers, nor effective training for regular academic teachers in differentiated instruction. According to observations by the EQA examiners, Keefe academic classes were largely teacher-centered with all students engaged in the same activity at the same time.
- Differentiated instruction was evident in observations of vocational classes by The EQA examiners.
- Keefe flexibly accommodated homeless and transient students, provided appropriate orientation and support for students at junctures, and allowed member district and tuition students, including juniors and seniors, to enroll in programs throughout the year.
- The aggregate attendance rate at Keefe improved incrementally, during the period under review, Keefe, but remained below the state average. Chronic absenteeism remained high, particularly for female students. A revision of the attendance policy placing a limit on term absences was ineffective in reducing chronic absenteeism because the limit of five per term was too high.
- Teachers were allowed 17 absences under the provisions of the teachers contract, and teacher absenteeism was high, averaging 14 days in 2004-2005.

- While out-of-school suspensions at Keefe declined by almost 40% since 1999 with use of Saturday Detentions as an alternative, the 2005 out-of-school suspensions rate was 26%, or four-times the statewide average of 6%.

Financial and Asset Management Effectiveness and Efficiency:

- There was evidence of policies and procedures for the development of the district budget to ensure input from all affective staff. The budget process was clear and meaningful
- The district's Chapter 70 aid was 18% of the required net school spending (NSS)..
- There was evidence of direct connection between budget decisions and systematic analysis of student performance data.
- The budget document was clear, complete and understandable and provided historical data and trends. It did not provide complete information from all anticipated fund sources.
- The accountant received and recorded cash into the accounting system.
- School committee policies allow the superintendent to make transfers between line item accounts
- The school committee members received a one-page expenditure summary of the budget on a monthly basis and the staff received monthly balances in the areas of their responsibility.
- The district pursued all appropriate entitlement and competitive local, state, federal and private grants.
- According to the business manager, the district used an accounting system that met the needs of the district.
- The district implemented an evaluation based review process to determine the cost effectiveness of programs, initiatives, and activities. A review of student enrollment resulted in reduction in staff and changes in programs.
- The district did not procure a different independent financial audit firm every five years.
- Although the district did not have a formal preventive maintenance program, the facilities were clean, safe and well lit and conducive in promoting student learning.
- The per pupil cost was \$18,034 for FY 2004 and \$17, 428 For FY 2005
- Each of the district towns exceeded minimum contribution for the period under review.

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

From February 6 to 9 of 2006, the EQA conducted an independent Tier II examination of the South Middlesex Vocational-Technical Regional School District (The Keefe Technical School) for the period 2002-2005. This examination applied the standards related to the EQA's six major standards of inquiry, which include 1) Leadership, Governance, and Communication; 2) Curriculum and Instruction; 3) Assessment and Evaluation; 4) Human Resource Management and Professional Development; 5) Access, Participation, and Student Academic Support; and 6) Financial and Asset Management Effectiveness and Efficiency. The EQA's examination process for school districts involved two tiers of investigation and used 6 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.

The Massachusetts Education Reform Act of 1993 and the provisions of the Federal Elementary and Secondary Education Act (ESEA) reauthorization, as embodied in the No Child Left Behind (NCLB) legislation of 2001, continue to transform vocational-technical high schools in the Commonwealth. In 1906, Massachusetts was the first state to publicly fund industrial education, and became the model for other states and for the provision of federal funds through the Smith-Hughes Act of 1917. The early mission included economic and social components to better provide a skilled workforce to meet the demands of the Industrial Revolution, and to increase the single-digit graduation rate from classical-education high schools. Legislation between 1963 and 1984 reinforced the focus on preparation for highly skilled jobs, added access for the handicapped, at-risk, and adult populations, addressed gender bias in the workplace, and stipulated a closer alignment with general education to enhance post-secondary opportunities. The 1990s emphasized integration of academic and vocational-technical skills necessary for the new workplace, articulation between secondary and post-secondary education, closer links between schools and work, and program assessment and accountability to improve academic and technical performance.

Both the first-generation industrial trade schools and the second-generation vocational-technical schools characteristically use project-based instructional methodology, real-world curricula, and

industry-standard facilities and equipment. On-task time is crucial to acquiring technical skills and knowledge, but the Massachusetts Education Reform Act of 1993 reduced the emphasis on time on-task as a measure of educational quality, focusing instead on outcomes as measured by the Certificate of Occupational Proficiency (COP) and industry credentialing. The first- and second-generation schools differ greatly in their approach to the core academic skills. The mission of vocational-technical schools is to educate and prepare students for gainful employment and continuing education (post-secondary, as well as job-based). This implies that the scope and rigor of their academic courses must match those of traditional academic high schools. The organization and scheduling required to achieve both these outcomes is clearly challenging and can be highly inconsistent.

The student composition of vocational-technical schools differs from that of academic schools in several important ways. Vocational-technical students tend to be more focused on career preparation, to seek relevance in their course of study, and to be experiential, visual, and kinesthetic learners. As a result of the teaching styles used at academic middle schools, these students enter vocational-technical programs appearing less academically successful or more ill prepared than less experiential learners. And, because of legislative mandates to serve special populations and the popular perception that an occupational-preparatory curriculum is less demanding than a college-preparatory one, vocational-technical schools have, on average, at least twice the proportion of special-needs students as found in academic high schools.

Academic standards- and performance-based graduation requirements have had a significant effect on vocational-technical high schools, given their dual mission, distinctive structure, and population traits. The highest performing vocational-technical high schools tend to be measured 'Low Performing' by the recently developed MCAS test proficiency index.

The leadership of vocational-technical high schools and regional districts must address organizational mission, structure, and institutional culture while managing curriculum alignment, the integration of skills and knowledge, student support services, professional development, evaluation, accountability, gathering political agreement and support, and maintaining fiscal stability. A new generation of "career and technical education" students entering these programs with better academic preparation and skills will help administrators meet these challenges.

Administrators must orchestrate the institutional changes needed to make these schools and their students more successful.

South Middlesex is located in the town of Framingham in Middlesex County in eastern Massachusetts. South Middlesex serves students from five member communities: Ashland, Framingham, Holliston, Hopkinton, and Natick. Educational, health and social services and professional, scientific, management, administrative, and waste management services are the largest sources of employment in the member communities, followed by retail trade. According to the 2000 U.S. Census, the member towns have a combined population of 130,183 and a median family income of \$84,657, while the median family income in Massachusetts is \$61,664. The member towns are governed by various Board of Selectmen/Town Meeting forms of municipal government. There is a sixteen-person school committee in South Middlesex. South Middlesex has one school serving grades 9-12. The most recent Massachusetts Department of Education (DOE) figures indicate that there were 717 students enrolled on October 1, 2005. The demographic/subgroup composition in South Middlesex is: 53.4 percent White, 37.2 percent Hispanic, 1.0 percent Asian, 7.4 percent African-American, 0.0 percent Native American, 0.0 percent Native Hawaiian, Pacific Islander, and 1.0 percent Multi-Race, Non-Hispanic; Limited English Proficiency (LEP), 6.0 percent; Low-Income, 40.4 percent; and Special Education (SPED), 41.6 percent.

South Middlesex's Chapter 70 Funding and Net School Spending FY1997 to 2005: For the nine-year period, FY1997 to FY2005, South Middlesex met the state-mandated Net School Spending Requirement. For the period between FY1997 and FY2005, Chapter 70 Aid to South Middlesex decreased 4.7 percent (from \$2,237,022 to \$2,131,644). South Middlesex's Required Local Contribution increased 42.8 percent (from \$6,207,509 to \$8,862,941). Since FY1997, South Middlesex received a total of \$21,619,583 in Chapter 70 Aid and was required to raise locally \$68,530,709. From FY2002 to FY2005, Chapter 70 Aid was \$9,592,398 and the Required Local Contribution was \$34,044,258. For the period between FY1997 and FY2005, South Middlesex's foundation enrollment decreased 3.8 percent and its student headcount increased 2.9 percent. Between FY2002 and FY2005, its foundation enrollment decreased 4.0 percent and its student headcount decreased 2.4 percent.

This report finds South Middlesex to be a ‘Low’ performing school district, marked by student achievement that is ‘Low’ in ELA and ‘Low’ in math on the MCAS tests. Less than a third of all South Middlesex students scored above standard on the 2005 administration of the MCAS test.

Part II: Analysis of Student Achievement Data MCAS

At Tier I, with primary attention paid to the 2005 MCAS tests, the EQA analysis of South Middlesex's MCAS test results (2002-2005) 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 significant 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 2005 MCAS test revealed differences, some significant, 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 performance-level based summary of student achievement in South Middlesex; and 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.

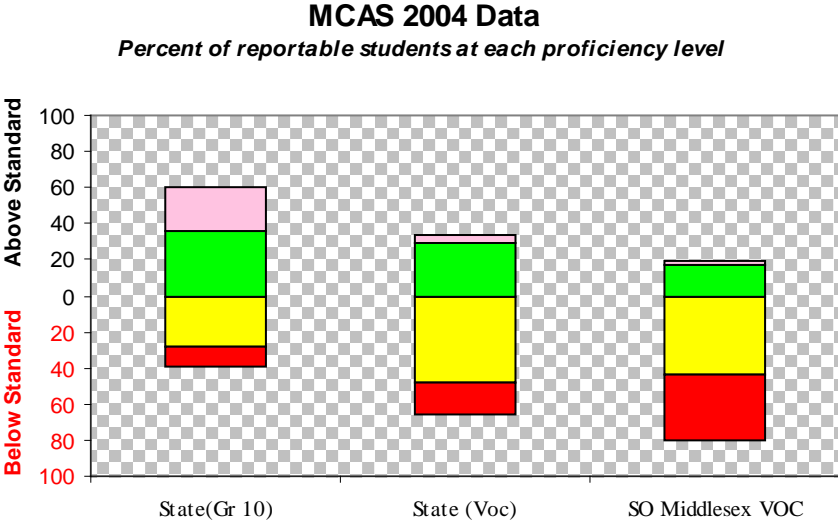
1. Proficiency/Achievement: To what extent is the MCAS test performance of all the district’s students meeting or exceeding state proficiency standards?

Preliminary Finding(s):

- Less than one third of all students in South Middlesex attained proficiency on the 2004 and 2005 Grade 10 MCAS tests, a lower percentage than the state’s on those tests.
- Less than one third of all students in South Middlesex attained proficiency on the 2005 Grade 10 MCAS English Language Arts (ELA) and math tests, a lower percentage than the state’s on those tests.
- In 2005, the proficiency gap in ELA was 32 Proficiency Index (PI) points.
- In 2005, the proficiency gap in math was 40 PI points.
- The proficiency gaps in both ELA and math were wider than those of all students in the state.

Figures/Tables 1 A, B: Student MCAS Test Performance, Overall, 2004 and 2005

A.

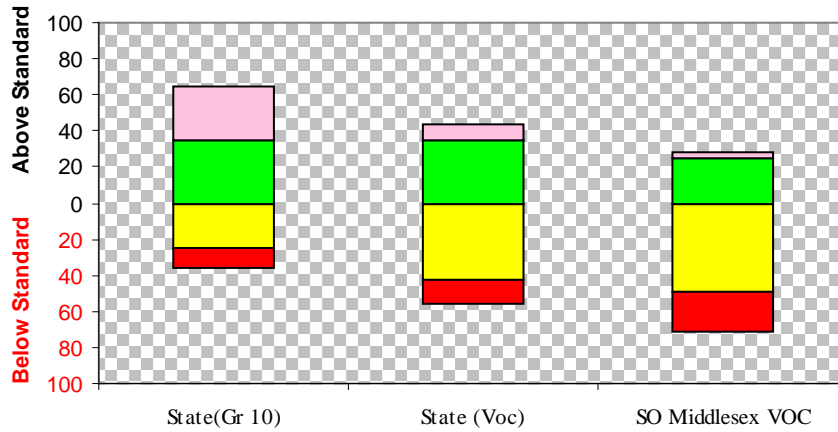


		State(Gr 10)	State (Voc)	SO Middlesex VOC
	Advanced	24	5	2
	Proficient	36	30	17
	Needs Improv.	28	48	44
	Warning/Failing	12	18	37

B.

MCAS 2005 Data

Percent of reportable students at each proficiency level

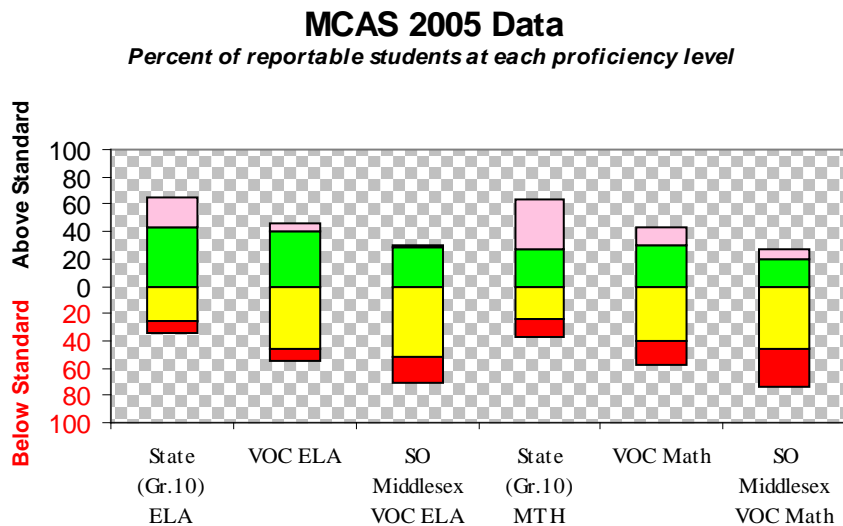


		State(Gr 10)	State (Voc)	SO Middlesex VOC
	Advanced	29	9	4
	Proficient	35	35	24
	Needs Improv.	25	43	49
	Warning/Failing	11	13	23

Analysis of Figures/Tables 1 A, B:

- On the 2004 Grade 10 MCAS tests, 19 percent of South Middlesex students scored in the ‘Advanced’ and ‘Proficient’ categories, 16 percentage points lower than the scores of all vocational students in the state.
- On the 2005 Grade 10 MCAS tests, 28 percent of South Middlesex students scored in the ‘Advanced’ and ‘Proficient’ categories, 16 percentage points lower than the scores of all students in vocational districts in the state on that test.

Figure/Table 2: Student MCAS Test Performance, by Subject, 2005



	State (Gr.10) ELA	VOC ELA	SO Middlesex VOC ELA	State (Gr.10) MTH	VOC Math	SO Middlesex VOC Math
Advanced	23	5	1	36	13	7
Proficient	43	40	29	27	30	20
Needs Improv.	26	46	52	25	40	46
Warning/Failing	9	9	19	13	17	27

Analysis of Figure/Table 2:

- On the 2005 MCAS Grade 10 ELA test, 30 percent of South Middlesex students scored in the ‘Advanced’ and ‘Proficient’ categories, 15 percentage points lower than that of all vocational students in the state on the ELA test and 36 percentage points lower than all students in the state.
- On the MCAS Grade 10 math test in 2005, 27 percent of South Middlesex students scored in the ‘Advanced’ and ‘Proficient’ categories, 16 percentage points lower than that of all vocational students in the state on that test and 36 percentage points lower than all the students in the state.

Table 3: MCAS Proficiency Index, by Vocational-Technical Districts, 2003, 2004, 2005

District	2003 ELA PI	2003 Math PI	2003 API	ELA 2004 CPI	Math 2004 CPI	2004 API	ELA 2005 CPI	Math 2005 CPI	2005 API
Norfolk Agric. Bristol County	89.5	76.8	83.2	88.1	83.7	85.9	92.8	88.8	90.8
Blackstone Val	85.5	79.4	82.5	87.7	88.9	88.3	89.6	87.4	88.5
Shawsheen	77.0	69.6	73.3	84.5	79.9	82.2	83	82.7	82.9
Cape Cod Reg	85.2	73	79.1	82.2	76.4	79.3	84.6	79.2	81.9
North Shore	72.6	54.7	63.7	74.7	67.8	71.3	83	79.9	81.5
South Shore	71.7	63.5	67.6	73.9	69.4	71.6	85.4	77.2	81.3
Old Colony	76.1	68.3	72.2	80.0	75.7	77.9	83	78.1	80.6
Upper Cape	69.2	60.8	65.0	71.9	69.7	70.8	79.4	79.6	79.5
Tri County	74.5	56	65.3	79.7	68.0	73.8	83	72.8	77.9
Bristol-Plymouth	75.2	64.9	70.1	72.9	63.9	68.4	80.9	73.9	77.4
South. Worces	75.8	59.4	67.6	72.9	67.6	70.2	80.6	74	77.3
Minuteman	70.3	59.3	62.8	72.7	66.9	69.8	79	75.6	77.3
Blue Hills	75.9	70.3	73.1	76.2	75.3	75.7	77.8	76.5	77.2
Voc.	72.6	59.4	66.0	75.8	65.6	70.7	77.4	76.4	76.9
Montachusett	70.5	61.7	66.1	75.4	64.4	69.9	79.1	74.7	76.9
Assabet Valley	67.9	52.9	60.4	70.9	63.7	67.3	79	74.6	76.8
Pathfinder Voc.	65.0	60.4	62.7	73.4	63.1	68.2	77.8	74.7	76.3
Voc Average	71.0	60.4	65.6	73.6	66.6	70.1	78.4	72.3	75.3
Whittier Voc.	64.0	47.6	55.8	72.3	64.9	68.6	75.7	72.8	74.3
Franklin Co.	72.5	67.6	70.1	79.3	70.5	74.9	74.4	70.7	72.6
Northern Berks	75.0	62.3	68.7	81.2	72.9	77.1	76.4	67	71.7
Nashoba Valley	63.4	59.3	61.4	68.5	70.0	69.2	75.9	67.5	71.7
Essex Agric.	72.3	53.2	62.8	71.7	52.8	62.3	81.8	60.4	71.1
Gr Fall River	69.5	57.9	63.7	69.2	54.2	61.7	77.6	64	70.8
Northa Smith	60.7	57.7	59.2	63.8	59.7	61.8	72.4	68.6	70.5
NE Metro.	65.7	63.8	64.8	65.0	61.8	63.4	70.8	69.8	70.3
G New Bedford	65.8	48.3	57.1	69.8	59.6	64.7	75.7	64.6	70.2
Southeastern	65.5	49.1	57.3	70.8	61.5	66.1	75.3	62.9	69.1
Greater Lowell	64.5	55.1	59.8	64.8	58.7	61.7	69.5	62.2	65.9
So. Middlesex	61.0	53.3	57.2	60.5	50.6	55.6	68.1	60.4	64.3
Gr Lawrence	54.5	46.5	50.5	59.1	50.1	54.6	61.8	52.4	57.1

Analysis of Figure/Table 3:

NOTE: All calculations below are based upon the Composite Proficiency Index (CPI) as it appears in the Table above. Those values are different from the Proficiency Index (PI), the basis for calculations in all other parts of this report.

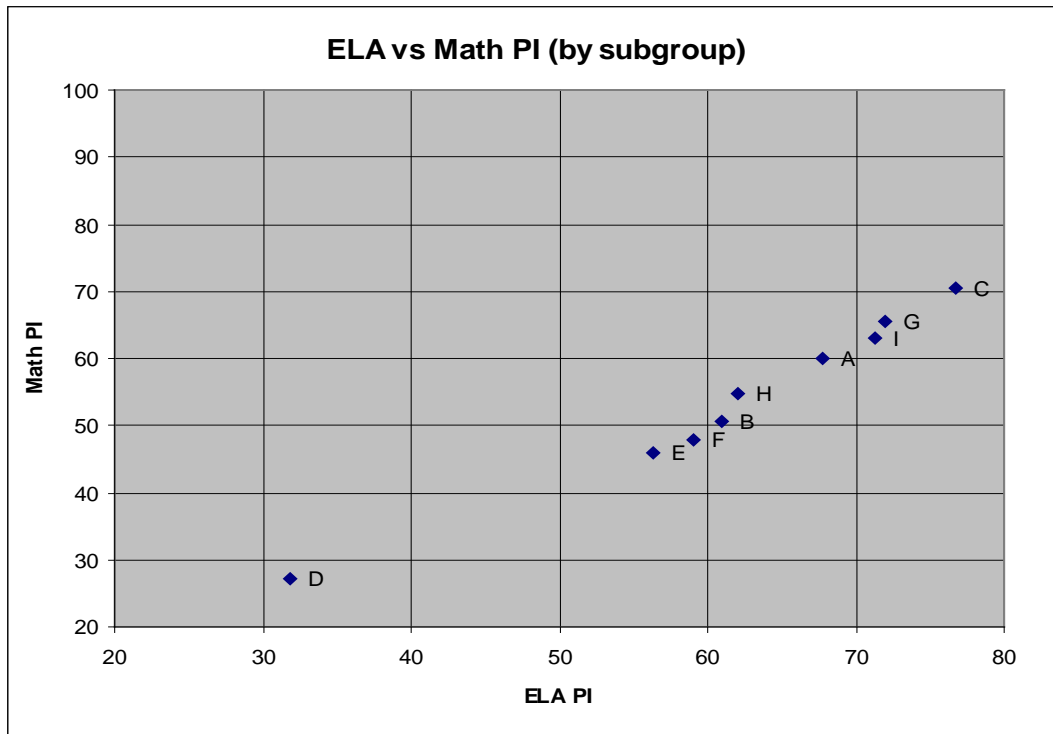
- In 2005, South Middlesex's CPI was 68.1 for ELA, 10.3 CPI points lower than the average for vocational schools.
- In 2005, South Middlesex's CPI was 60.4 for math, 1.9 CPI points lower than the average for vocational schools.
- In 2005, South Middlesex's average CPI (API) for ELA and math was 64.3, 11 CPI points lower than the average API for both subjects.
- In 2005, South Middlesex's proficiency gap in ELA was 31.9 PI points; statewide, the proficiency gap in ELA was 21.6 PI points.
- In 2005, South Middlesex's proficiency gap in math was 39.6 PI points; statewide, the proficiency gap in math was 27.7 PI points.
- In 2004, South Middlesex had the second lowest API among the 30 vocational-technical schools in Massachusetts. In 2005, it also had the second lowest API.

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

Preliminary Finding(s):

- South Middlesex's performance gap in ELA was 58 PI points; in math, the performance gap was 59 PI points.
- For South Middlesex's students with disabilities, the proficiency gap in ELA was wider than that of all South Middlesex students.
- For South Middlesex's students with Limited English Proficiency (LEP), the proficiency gaps in both ELA and math were wider than those of all South Middlesex students.
- Less than one third of students with disabilities and of LEP students in South Middlesex attained proficiency on the 2005 MCAS Grade 10 tests, lower than that of regular education students in South Middlesex on those tests.
- For South Middlesex's African-American students, the proficiency gaps in both ELA and math were wider than those of all South Middlesex students.
- Less than one third of both African-American and Hispanic students in South Middlesex attained proficiency on the 2005 MCAS Grade 10 tests, lower than that of White students in South Middlesex.
- Less than one third of students eligible for free or reduced-cost lunch (FRL/Y) in South Middlesex attained proficiency on the 2005 MCAS Grade 10 tests, lower than that of students not eligible for free or reduced-cost lunch (FRL/N) in South Middlesex.

Figure /Table 4: MCAS Proficiency Index, by Subject and Free/Reduced lunch Status, Student Status, and Race, 2005



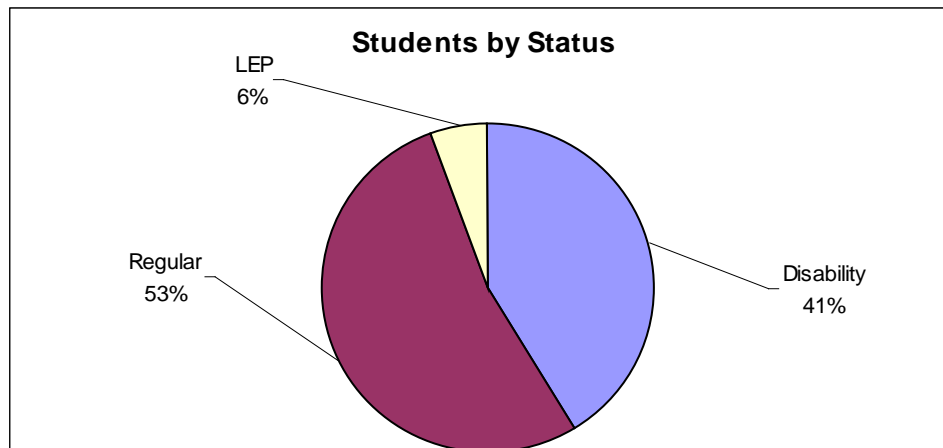
		ELA	Math	# of Tests
A	SO MIDDLESEX VOC TECH	68	60	194
B	Disability	61	51	80
C	Regular	77	71	103
D	LEP	32	27	11
E	African American	56	46	12
F	Hispanic	59	48	49
G	White	72	66	133
H	FRL (Y)	62	55	73
I	FRL (N)	71	63	121

Analysis of Figure/Table 4:

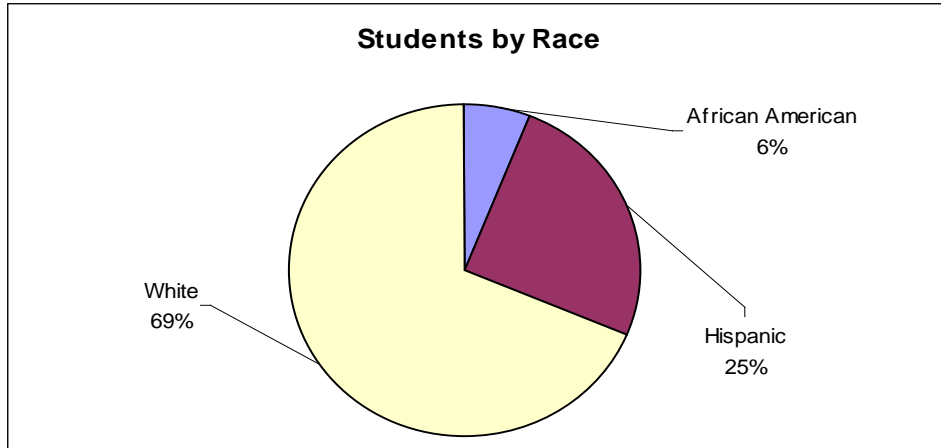
- In South Middlesex in 2005, the proficiency gap in ELA for all students was 32 PI points; for students with disabilities, the proficiency gap in ELA was 39 PI points; for LEP students this gap was 68 PI points; and for African-American students, it was 44 PI points.
- In South Middlesex in 2005, the proficiency gap in math for all students was 40 PI points; for LEP students this gap was 73 PI points; and for African-American students, 54 PI points.
- The performance range between the highest ELA Proficiency Index (EPI) of a subgroup and the lowest EPI of a subgroup was 45 PI points in South Middlesex in 2005.
- In math, the subgroup performance range was 44 PI 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 13 PI points in South Middlesex in 2005. In math, the average subgroup gap was 16 PI points.
- The performance gap in ELA was 58 PI points in South Middlesex. In math, the performance gap was 59 PI points.

Figures 5 A-D: Student Population by Reportable Subgroups

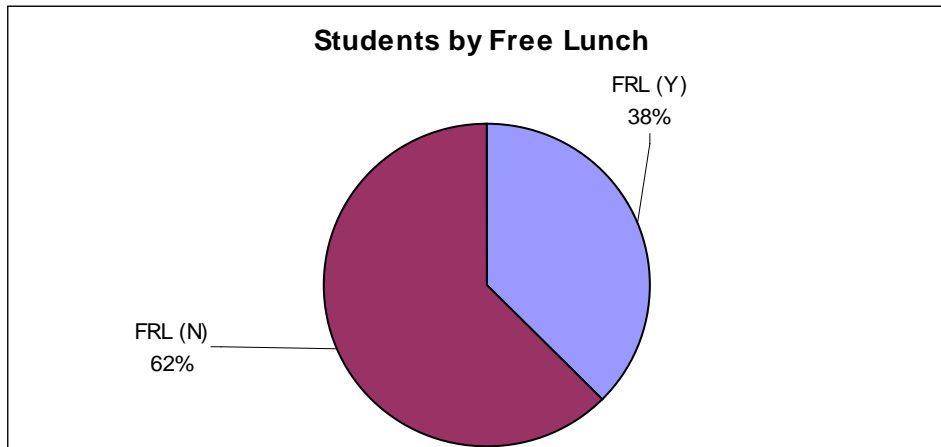
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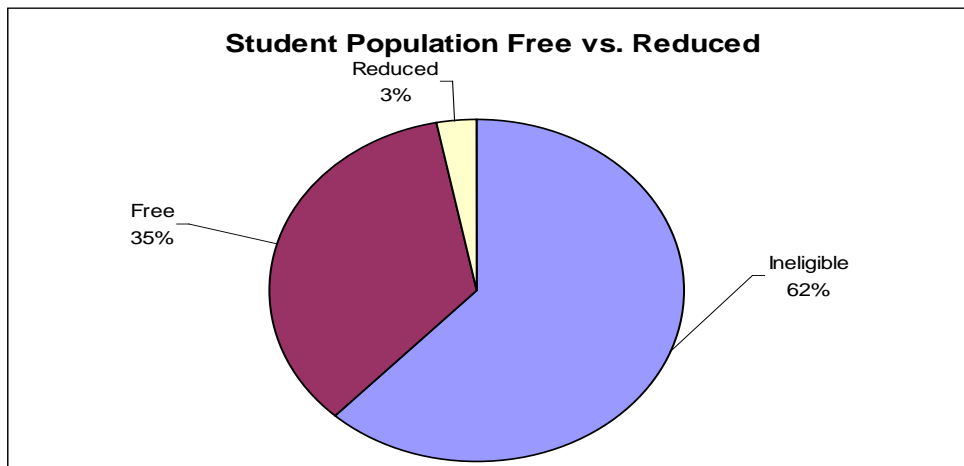
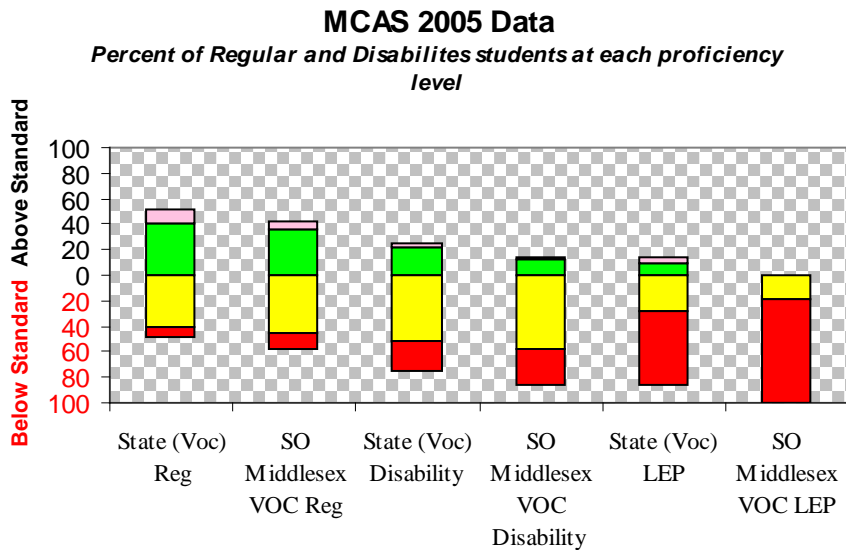


Figure /Table 6: Student Subgroup MCAS Test Performance, by Student Status, 2005

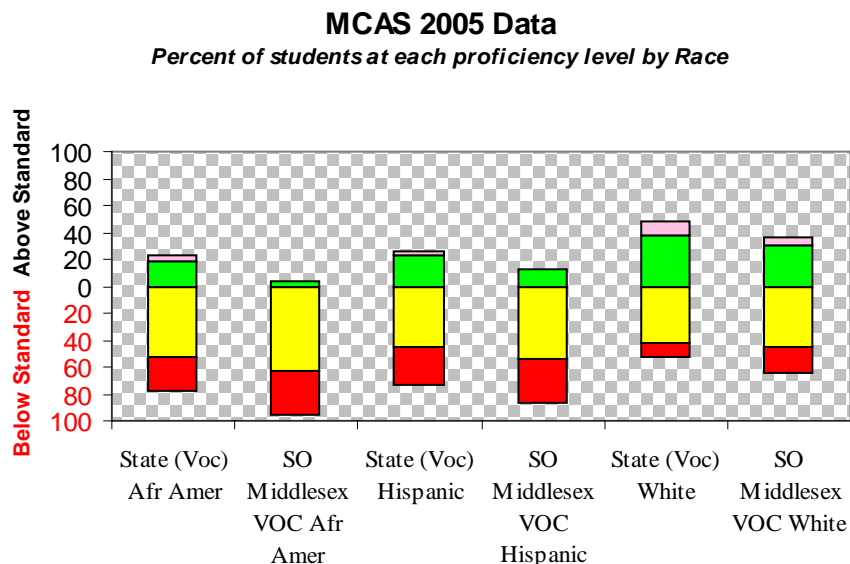


	State (Voc) Reg	SO Middlesex VOC Reg	State (Voc) Disability	SO Middlesex VOC Disability	State (Voc) LEP	SO Middlesex VOC LEP
Advanced	11	6	3	1	4	0
Proficient	40	36	22	13	9	0
Needs Improv.	40	45	51	58	28	18
Warning/Failing	9	12	24	28	58	82

Analysis of Figure/Table 6:

- On the 2005 MCAS Grade 10 test, 14 percent of the students with disabilities in South Middlesex scored in the ‘Advanced’ and ‘Proficient’ categories, 28 percentage points lower than that of South Middlesex regular education students.
- On the 2005 MCAS Grade 10 test, 0 percent of the LEP students in South Middlesex scored in the ‘Advanced’ and ‘Proficient’ categories, 42 percentage points lower than that of South Middlesex regular education students.

Figure /Table 7: Student Subgroup MCAS Test Performance, by Race, 2005

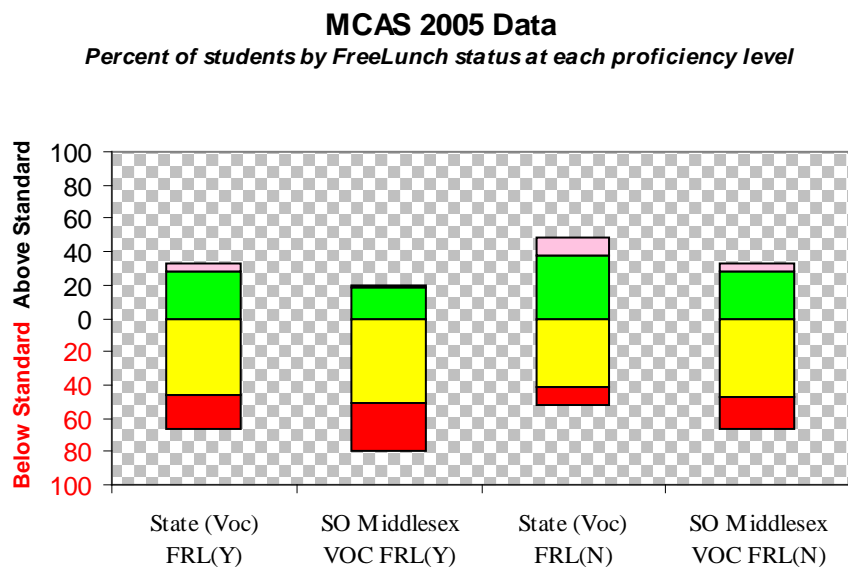


		State (Voc) Afr Amer	SO Middlesex VOC Afr Amer	State (Voc) Hispanic	SO Middlesex VOC Hispanic	State (Voc) White	SO Middlesex VOC White
Advanced		4	0	3	1	10	5
Proficient		19	4	23	12	38	31
Needs Improv.		52	63	46	55	42	46
Warning/Failing		25	33	28	32	10	18

Analysis of Figure/Table 7:

- On the 2005 MCAS Grade 10 test, 4 percent of the African-American students in South Middlesex scored in the ‘Advanced’ and ‘Proficient’ categories, 32 percentage points lower than that of White students in South Middlesex.
- On the 2005 MCAS Grade 10 test, 13 percent of the Hispanic students in South Middlesex scored in the ‘Advanced’ and ‘Proficient’ categories, 23 percentage points lower than that of White students in South Middlesex.

Figure /Table 8: Student Subgroup MCAS Test Performance, by Free and Reduced Lunch Eligibility Status, 2005



		State (Voc) FRL(Y)	SO Middlesex VOC FRL(Y)	State (Voc) FRL(N)	SO Middlesex VOC FRL(N)
	Advanced	5	1	10	5
	Proficient	28	19	38	28
	Needs Improv.	46	51	41	48
	Warning/Failing	21	28	10	19

Analysis of Figure/Table 8:

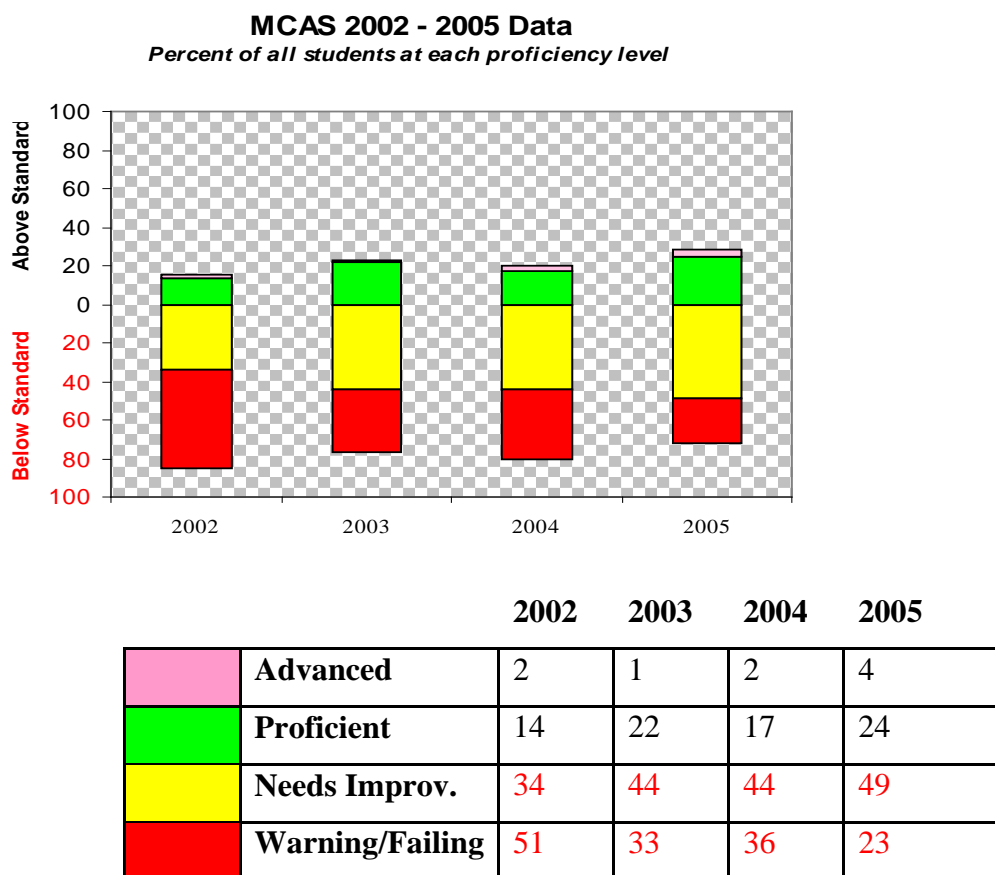
- On the 2005 MCAS Grade 10 test, 20 percent of the FRL/Y students in South Middlesex scored in the ‘Advanced’ and ‘Proficient’ categories, 13 percentage points lower than that of FRL/N students in South Middlesex.

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

Preliminary Findings:

- In ELA, the proficiency gap was 14 PI points narrower in 2005 than in 2002, for an improvement rate of 30.2 percent.
- In math, the proficiency gap was 21 PI points narrower in 2005 than in 2002, for an improvement rate of 34.0 percent.
- The 28 percent of all South Middlesex students attained proficiency on the MCAS Grade 10 tests, overall and on both the ELA and math tests, was higher in 2005 than in 2002 on each of those tests.
- The 72 percent of all South Middlesex students who scored in the ‘Warning/Failing’ category on the Grade 10 tests, overall and on both the ELA and math tests, was lower in 2005 than in 2002 on each of those tests.

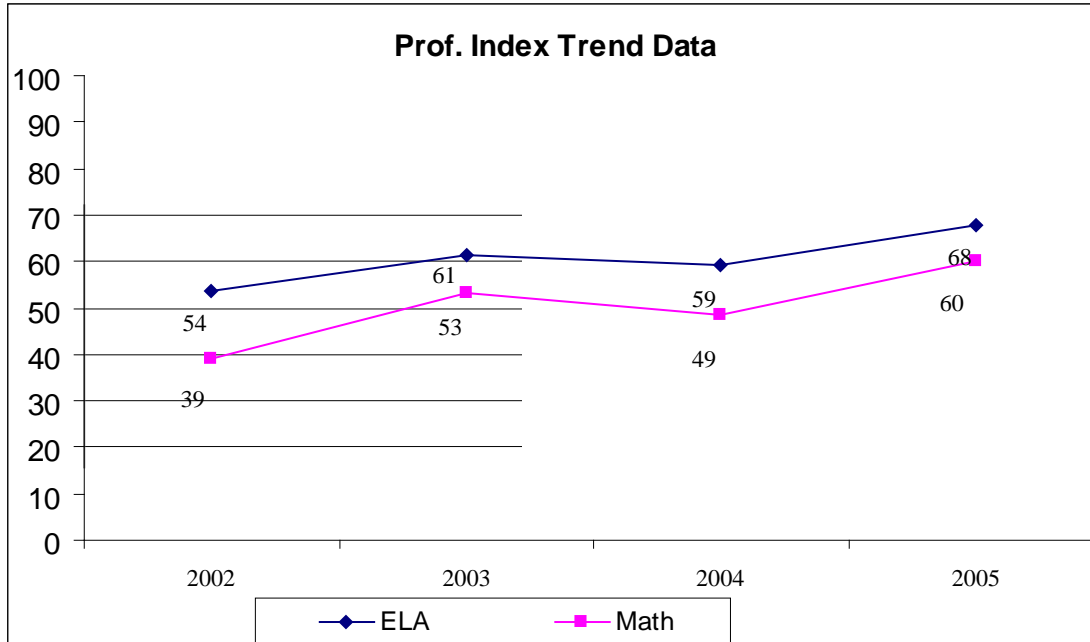
Figure/Table 9: Student MCAS Test Performance, Overall, 2002, 2003, 2004, 2005



Analysis of Figure/Table 9:

- On the 2005 Grade 10 MCAS tests, 28 percent of South Middlesex students scored in the ‘Advanced’ and ‘Proficient’ categories, 12 percentage points higher than on the 2002 tests.
- On the 2005 Grade 10 MCAS tests, 72 percent of South Middlesex students scored in the ‘Warning/Failing’ category, 13 percentage points lower than on the 2002 tests.

Figure/Table 10: Proficiency Index Trend Data MCAS 2002, 2003, 2004, 2005



Trend Data MCAS, 2002, 2003, 2004, 2005 (detail)

	ELA				Math			
	2002	2003	2004	2005	2002	2003	2004	2005
Advanced	2%	0%	1%	1%	1%	2%	4%	7%
Proficient	20%	26%	25%	29%	8%	17%	10%	20%
Needs Improvement	38%	49%	44%	52%	30%	40%	44%	46%
Warning/Failing	40%	25%	31%	18%	61%	41%	42%	27%

Analysis of Figure/Table 10:

The proficiency gap in ELA was 46 PI points in 2002; in 2005, the proficiency gap in ELA was 32 PI points in South Middlesex.

The proficiency gap in math was 61 PI points in 2002; in 2005, it was 40 PI points in South Middlesex.

- The gap between the EPI and MPI was 15 PI points in 2002; in 2005, the gap between the EPI and MPI was 8 PI points.
- On the MCAS Grade 10 ELA test, 30 percent of South Middlesex students scored in the ‘Advanced’ and ‘Proficient’ categories, 8 percentage points higher than on the 2002 test.
- On the MCAS Grade 10 ELA test, 18 percent of South Middlesex students scored in the ‘Warning/Failing’ category, 22 percentage points lower than on the 2002 test.
- On the MCAS Grade 10 math test, 27 percent of South Middlesex students scored in the ‘Advanced’ and ‘Proficient’ categories, 18 percentage points higher than on the 2002 test.
- On the MCAS Grade 10 math test, 27 percent of South Middlesex students scored in the ‘Warning/Failing’ category, 34 percentage points lower than on the 2002 test.

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

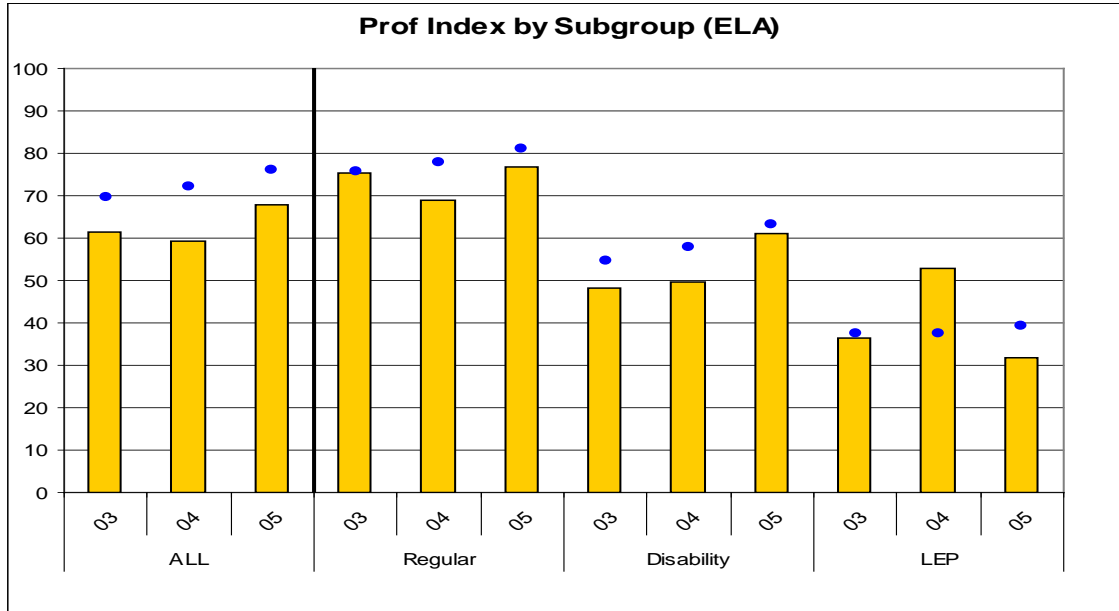
Preliminary Finding(s):

- In South Middlesex, the proficiency gap in math for LEP students was 34 PI points wider in 2005 than in 2003, for an improvement rate of negative 88.3 percent.
- In South Middlesex, the proficiency gap in ELA for all students was 7 PI points narrower in 2005 than in 2003, for an improvement rate of 16.3 percent.
- In South Middlesex, the proficiency gap in math for all students was 7 PI points narrower in 2005 than in 2003, for an improvement rate of 14.1 percent.
- The improvement gap in ELA was 5 PI points narrower in 2005 than in 2003 in South Middlesex.
- The improvement gap in math was 10 PI points wider in 2005 than in 2003 in South Middlesex.
- The performance gap in ELA was 2 PI points narrower in 2005 than in 2003 in South Middlesex.
- The performance gap in math was 17 PI points wider in 2005 than in 2003 in South Middlesex.

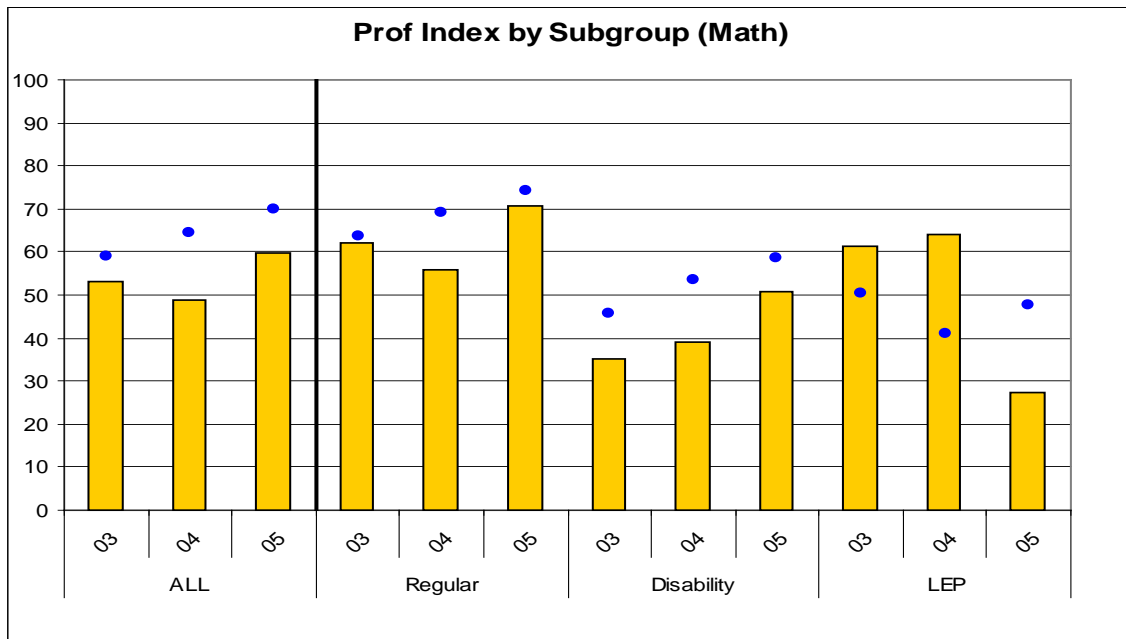
Figures 11 A-D/Table 11: MCAS Proficiency Index, by Subgroup, 2003, 2004, 2005

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

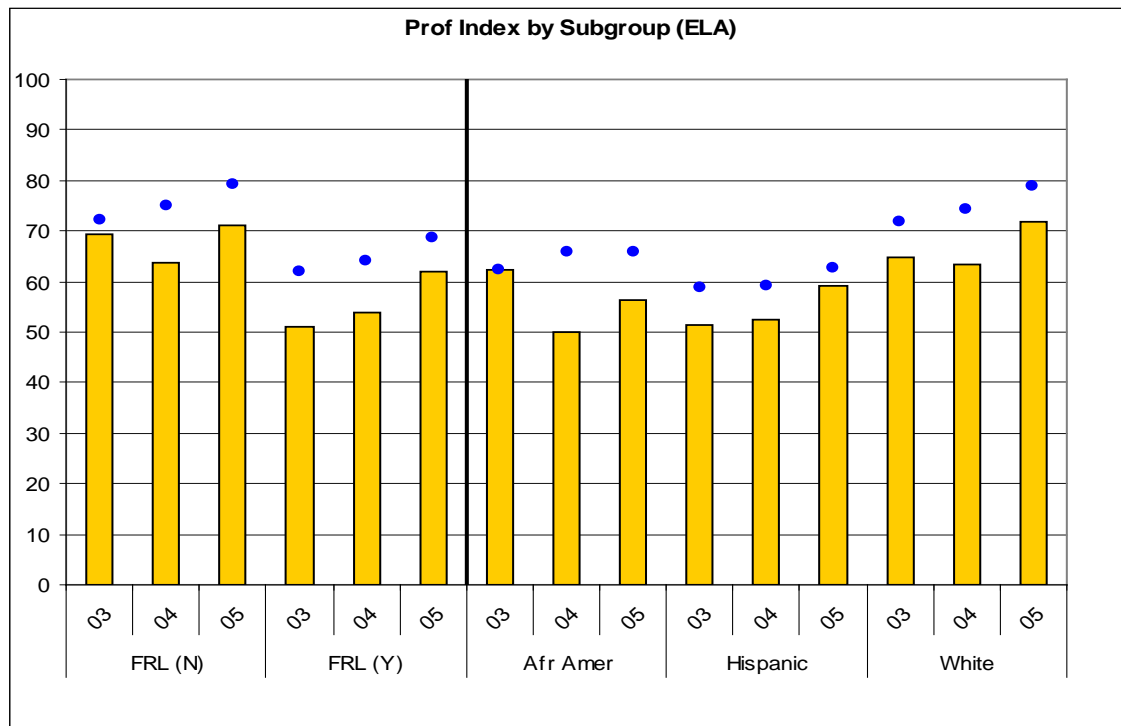
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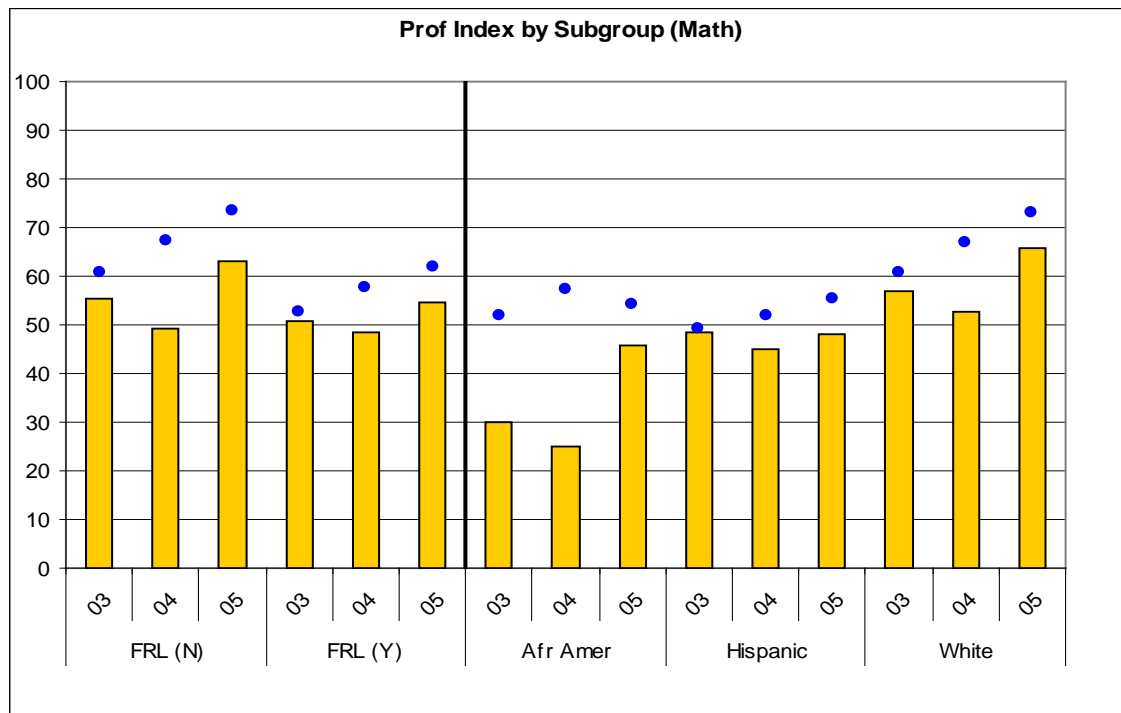
B.



C.



D.



State (Voc)				SO Middlesex VOC			
		ELA	Math			ELA	Math
ALL	03	70	59	ALL	03	61	53
	04	72	65		04	59	49
	05	76	70		05	68	60
Regular	03	76	64	Regular	03	75	62
	04	78	69		04	69	56
	05	81	74		05	77	71
Disability	03	55	46	Disability	03	48	35
	04	58	54		04	50	39
	05	63	59		05	61	51
LEP	03	37	50	LEP	03	36	61
	04	38	41		04	53	64
	05	39	48		05	32	27
FRL (N)	03	72	61	FRL (N)	03	69	55
	04	75	67		04	64	49
	05	79	73		05	71	63
FRL (Y)	03	62	53	FRL (Y)	03	51	51
	04	64	58		04	54	49
	05	69	62		05	62	55
Afr Amer	03	62	52	Afr Amer	03	63	30
	04	66	57		04	50	25
	05	66	54		05	56	46
Hispanic	03	59	49	Hispanic	03	51	49
	04	59	52		04	52	45
	05	63	55		05	59	48
White	03	72	61	White	03	65	57
	04	74	67		04	64	53
	05	79	73		05	72	66

Analysis of Figures 11 AD/Table 11:

- In South Middlesex, the proficiency gap in math for LEP students was 39 PI points in 2003; in 2005, it was 73 PI points.
- In South Middlesex, the proficiency gap in ELA for all students was 39 PI points in 2003; in 2005, it was 32 PI points.
- In South Middlesex, the proficiency gap in math for all students was 47 PI points in 2003; in 2005, it was 40 PI points.
- The subgroup performance range in ELA was 27 PI points in 2003; in 2005, it was 16 PI points.
- The subgroup performance range in math was 32 PI points in 2003; in 2005, it was 44 PI points.
- The average gap in ELA was 17 PI points in 2003; in 2005, it was 13 PI points.
- The average gap in math was 11 PI points in 2003; in 2005, it was 16 PI points.
- In South Middlesex, the performance gap in ELA was 56 PI points in 2003; in 2005, it was 58 PI points.
- In South Middlesex, the performance gap in math was 43 PI points in 2003; in 2005, it was 60 PI points.
- In South Middlesex, the improvement gap in ELA was 95 PI points in 2003; in 2005, it was 90 PI points.
- In South Middlesex, the improvement gap in math was 90 PI points in 2003; in 2005, it was 100 PI points.

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

Preliminary Finding(s):

- On the 2005 Grade 10 ELA tests, eligible students participated at required levels in South Middlesex.
- On the 2005 Grade 10 math tests, eligible students did not participate at required levels in South Middlesex.

Table 12: Student MCAS Test Participation by Subject Area

	ELA	Math
NTO	3.4%	3.4%
T	95.1%	94.6%
ALT	0.0%	0.0%
NTM	1.5%	1.0%
NTA	0.0%	1.0%

T = Tested

NTA = Not Tested, Absent

NTM = Not Tested, Medical

NTO = Not Tested, Other

ALT = Alt. Assessment

Analysis of Table 12:

- In South Middlesex, the 95.1 percent student participation rate on the 2005 MCAS ELA tests was 0.1 percentage points higher than the state's 95 percent requirement.
- In South Middlesex, the 94.6 percent student participation rate on the 2005 MCAS math tests was 0.4 percentage points lower than the state's 95 percent requirement.

Appendix A: N values

1. n Values by Subgroup/Level and by Race

		ELA	Math
SO MIDDLESEX VOC	ALL LEVELS	195	194
	Advanced	2	13
	Proficient	56	39
	Needs Improv	101	90
	Warning/Failing	36	52
Regular	Advanced	2	11
	Proficient	45	30
	Needs Improv	45	49
	Warning/Failing	12	13
Disability	Advanced	0	2
	Proficient	11	9
	Needs Improv	54	39
	Warning/Failing	15	30
LEP	Advanced	0	0
	Proficient	0	0
	Needs Improv	2	2
	Warning/Failing	9	9
Free Lunch (Y)	Advanced	0	2
	Proficient	16	12
	Needs Improv	42	34
	Warning/Failing	17	25
Free Lunch (N)	Advanced	2	11
	Proficient	40	27
	Needs Improv	59	56
	Warning/Failing	19	27
Afr American	Advanced	0	0
	Proficient	1	0
	Needs Improv	8	7
	Warning/Failing	3	5
Hispanic	Advanced	0	1
	Proficient	9	3
	Needs Improv	28	26
	Warning/Failing	13	19
White	Advanced	2	12
	Proficient	46	36
	Needs Improv	65	57
	Warning/Failing	20	28

2. n Values by year:

	2002	2003	2004	2005
Advanced	6	4	7	15
Proficient	49	75	52	95
Needs Improvement	124	151	131	191
Warning/Failing	183	113	109	88
Total	362	343	299	389

3. n Values for NTA, NTM, and NTO by Student Status:

	ELA	Math
T.Disability	80	80
T.Regular	104	103
T.LEP	11	11
NTM.Disability	2	1
NTM.Regular	1	1
NTO.Disability	6	6
NTO.Regular	1	1
NTA.Disability	0	1
NTA.Regular	0	1

T = Tested

NTA = Not Tested, Absent

NTM = Not Tested, Medical

NTO = Not Tested, Other

ALT = Alt. Assessment

Notes:

In 2005, for State vs. District performance charts, only data from ELA 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:

2002: Gr. 4, Gr. 7, Gr. 10

2003: Gr. 4, Gr. 7, Gr. 10

2004: Gr. 4, Gr. 7, Gr. 10

2005: Gr. 3, Gr. 4, Gr. 7, Gr. 10

In calculation for MPI, the following groups were included for each year reported:

2002: Gr. 4, Gr. 8, Gr. 10

2003: Gr. 4, Gr. 8, Gr. 10

2004: Gr. 4, Gr. 8, Gr. 10

2005: 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 four 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 \leq 200 unless otherwise noted.

Rounded differences may result in slight discrepancies.

Definitions:

Proficiency gap: the difference between the Proficiency Index (PI) and the state target PI of 100 in 2014.

Subgroup performance range: the difference between the highest PI of a subgroup and the lowest PI of a subgroup

Average gap: the sum of the differences between the PI of the highest-scoring subgroup and those of the other subgroups (excluding the lowest-scoring subgroup)

Performance gap: the sum of the subgroup performance range and the average subgroup gap.

Improvement gap: the sum of the performance gap and the proficiency gap. \

Part III: Response to Watch Status in South Middlesex Regional Vocational School District

Indicators► Ratings▼	1	2	3	4	5	6	7	8	Total	Total
S1 - Student Assessment									2004	2006
Excellent								N/A		0
Satisfactory	2005	2005	2005	2005		2005	2005	N/A		6
Needs Improvement (2006)					2005			N/A	N/A	1
Poor			2003					N/A	1	0
Unsatisfactory	2003	2003		2003	2003	2003	2003	N/A	6	0

Standard 1. STUDENT ASSESSMENT: District administrators and teachers regularly assess the performance of their students relative to State and local student performance standards, and analyze aggregate and individual assessment results to review and improve curricula, instructional practices, and supplementary remedial programs. The district regularly employs criteria-referenced tests, norm-referenced tests, and other standardized tests in addition to MCAS to assess student progress.

Indicator 1: The district has clear assessment policies and procedures. Administrators and teachers are well informed about the content and purposes of the assessment programs.

EOA rating from 2003: Unsatisfactory

EOA Rating from 2006: Satisfactory

Evidence: In the initial period under review (1998-2003), the district did not have a clear, comprehensive, testing plan.

Since the previous visit, the district began to use assessment to improve curriculum and instruction. The school consulted with the Boston College School of Education who provided staff training in data analysis. In addition, involvement with the High Schools That Work program (HSTW), contracted with the Southern Regional Educational Board and supported by the Department of Education, brought about an increased understanding of the purpose and value of using data in making program and instructional changes.

The district moved administration of the Stanford Diagnostic Test from the fall of Grade 9 to the preceding May during the students' Grade 8 year, in order to expedite the reporting of scores to Grade 9 teachers. A second assessment measure, administered during the Grade 8 year, was used

to ascertain interests and vocational abilities to assist in selection of the students' career majors. Meanwhile, the Grade 8 MCAS test scores were obtained, analyzed, and the results used to select students to participate in summer academic support programs and MCAS tutoring in the fall.

During Grade 10, students prepared for and took the MCAS test. During Grade 11, students who had not passed the MCAS test in Grade 10 repeated the administration of the test. During 2004-05, the Stanford was administered once again to Grade 11 students to provide a cohort analysis with which to determine progress over time, and scanning hardware was purchased to allow for in-house processing of the Stanford scores. As a part of its HSTW initiative, the district also administered the National Educational Assessment Program test to randomly selected students in Grade 12 to determine comparative achievement of graduating Grade 12 students with their national counterparts. In vocational areas, students were assessed for competency attainment, which was tracked electronically. The results of these assessments were tracked using Skills Plus software and were used to determine areas for additional instruction or support, as well as providing a capability to communicate skills attainment to parents.

Indicator 2: Administrators and teachers use test results to improve curricula, instructional practices, and develop targeted support and remedial programs.

EOA rating from 2003: **Unsatisfactory**

EOA Rating from 2006: **Satisfactory**

Evidence: In the initial period under review, the district's use of data varied among departments, and the general expectation held in the district was that lead teachers analyzed data and shared results with their teachers. As a result, data were used to a limited degree to adjust curriculum or make instructional modifications.

During the district's revisit, Keefe Tech had provided professional development in data analysis skills for both teachers and administrators and shifted focus on more assessments and data driven decision making. Test results from the MCAS test as well as other data sources were used to improve curriculum and instructional practices and to develop student support and remedial programs at Keefe Tech. Administrators identified a person who had overall responsibility for making data available to teachers. The staff had received training from the Boston College

School of Education during 2004-05, and ten teachers were further trained as a function of the High Schools That Work (HSTW) program. In addition, most administrators and some teachers received TestWiz training. The HSTW report entitled Benchmarks and School-Based Data Profiles 2003-2004 provided information that led to several changes in programs. The district purchased the Longman's Classic Series as the new literacy program to assist in improving student performance on the long composition section of the MCAS test. Formats of tests in science and social studies were changed to incorporate more writing and multiple-choice items. A new writing across the curriculum program was implemented as well. In alignment with HSTW, three faculty members were identified to work on literacy, writing, and numeracy across the curriculum.

Examiners found that the ELA and math curriculum had been revised and as a result, ELA and math curriculum guides aligned with the Massachusetts State Frameworks were developed. The completed curricula were reviewed and informed by the MCAS test results on an ongoing basis. As part of this process, universal syllabi were developed for all academic subjects. In the vocational areas, the school was currently in the process of developing its curriculum. Vocational frameworks indicating competencies and state standards as well as scope and sequence for each grade level were used in all shop content areas.

Both the Title I and summer tutoring programs used MCAS assessment data and pre- and post-test data to determine progress towards attainment of MCAS proficiency goals. While progress within the district in curriculum modification and support program development and targeted support was positive, it continues to lag on the third component of this indicator, instructional practices. In visits to 39 academic and vocational instructional settings, instructional strategies by teachers in academic classes were observed to be largely teacher-centered. Typically, follow-up questioning by academic teachers was not observed, and examiners rarely noted student group work, project assignments, or other active teaching strategies. The EQA examiners also noted a lack of differentiated instruction among the teachers in the academic classrooms. Instructional practices in the vocational areas differed and included project-based instruction, group work, and more attention to fostering higher order thinking skills.

Indicator 3: Administrators, teachers, students, and parents are well informed of the content, purposes, and benefits of the assessment program.

EQA rating from 2003: **Poor**

EQA Rating from 2006: **Satisfactory**

Evidence: In the initial EQA visit to the district (1998-2002), examiners learned that teachers and administrators received MCAS test scores, and the guidance department included these scores within individual student success plans.

Since the EQA's previous visit, the school committee created a task force of twenty-three educators, business leaders, and community members to develop strategies to address the issues that were brought into focus by the review. The task force issued a report focusing on fifty-nine strategies for improvement based on the EQA report that was adopted in May of 2004 by the school committee.

One of the task force recommendations was to develop a quarterly newsletter to provide "a vehicle for improving and increasing communication with parents and other constituencies." Newsletters were sent home and posted on the school web site. Articles on student assessment were prominently featured in two of the four published reports. The communities received an end of year report on the school's goals and student progress. Under the direction of the superintendent, the principal and both the academic and vocational coordinators presented reports on the MCAS test results to the school committee and to the public through the local newspapers. In addition, reports on student achievement were communicated to teachers through coordinators and lead teachers as part of monthly meetings.

In February of 2004, the district reviewed the comments available for teachers to use in reporting information to parents in conjunction with report card grades. In that revision, forty comments were provided on performance alone from which teachers could select. In addition, they were to be used for mid-term progress reports as well. Of the forty comments, twenty were positive and twenty negative. Other comments were provided as well, including twenty-four for behavior and nineteen for effort. In addition, parents received letters home that informed them of the MCAS test results for their children.

Indicator 4: The district's schools consistently use the results of the MCAS test, other standardized test results, and classroom teacher assessments to improve the curricula and quality of instruction.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Satisfactory**

Evidence: In the initial period under review, the results of the MCAS test, other standardized test results, and classroom teacher assessments were not consistently used to improve curriculum and instruction. Data were primarily used for initial placement in the academic areas, while in the vocation areas data were used more extensively and students were expected to complete competency lists.

Since the initial review period, the district demonstrated a commitment toward the use of standardized student achievement data and classroom teacher assessments to improve curriculum. The commitment came as the result of its involvement in the High Schools That Work (HSTW) program, and from the impetus provided by a 2004 task force report by the district school committee and administration.

Incoming Grade 9 students were administered the Stanford Diagnostic Assessment in the spring of Grade 8. Since 2005, the test had been scored in-house, and the data was provided to Grade 9 teachers as an instructional tool. The information was not used for student placement purposes, since the placement was previously determined based upon academic grades in the middle school and teacher recommendations. The Stanford data was used, however, as a confirmation of placement and as a diagnostic instrument to help determine areas for concentration in the instruction of individual students.

Regular analysis of MCAS test results for each student guided remediation and academic support decisions. Starting in the 2004-2005 school year, a second Stanford administration in Grade 11 was intended for comparison of group achievement, but will eventually be used to demonstrate individual academic growth as well. Administrators stated that the analysis of test results drove curriculum revisions and led to the development of the current ELA and math curriculum guides.

For example, in response to the ELA MCAS test results, the school developed a writing across the curriculum program. As a result of low scores in both ELA and math, Keefe created an MCAS lab in 2003-2004, staffed by a full-time teacher and part time assistant. The curriculum included computer-assisted instruction using PLATO program courseware in reading, writing, math, along with MCAS test practice using released questions. The lab was open during the day and after school, and attendance was voluntary. In addition, an Extended Day Tutorial Program was available to serve students who failed the Grade 10 MCAS test and subsequent retests.

Common mid-term and final assessments were used to provide information on curriculum and instructional program changes. Regular quarterly report card assessments provided data that may lead to mandatory extended day student participation as well. As described earlier, observations by the EQA examiners did not find planned improvement efforts in instruction as yet in widespread practice.

Indicator 5: The district focuses on the participation and the assessment results of all student population sub-groups: minority students, special needs, limited English proficient, and participants in free lunch programs.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial review in 2003, most of the district's attention was focused on the scores of individual students and not on patterns within subgroups. This was especially true with the LEP students. The staff was aware of the performance of these students. There was no evidence that the district analyzed test data specifically for minority students.

During the revisit in 2005, the participation rates of Keefe students in the 2005 MCAS English Language Arts (ELA) and math tests in the aggregate were 99 percent and 98 percent respectively. Subgroup participation ranged from 97 to 100 percent on each test. In interviews with the EQA examiners, administrators stated that they gave parents and students the MCAS test schedule well in advance to ensure that there were no competing activities, and issued reminders in newsletters and bulletins as the testing time approached. In academic and shop classes, teachers told their students that attaining the competency determination was a graduation

requirement and that they must take the test seriously. Counselors stated that the district made outreach efforts to unstable families, including driving students to school on the day of the test.

Documentation and interviews substantiated that during the period under review, Keefe administrators and staff analyzed student achievement data, adjusted instruction and policies for at-risk students, and provided support programs and services intended to improve both their participation and performance levels. In interviews with the EQA examiners, administrators and teachers stated that HSTW created a structure, and Performance Improvement Mapping (PIM) a process, for identifying and providing for students' needs.

Indicator 6: The district pays particular attention to the participation and assessment results of all subgroups: regular education students, minority students, students with disabilities and students with limited English proficiency.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Needs Improvement**

Evidence: During the initial review in 2003, there were some issues about providing accommodations for students taking tests. This problem, according to interviewers, was exacerbated by the very high percentage of special education students in the district.

During the revisit, administrators told EQA examiners that the MCAS and Stanford tests were used to identify students not meeting expectations. The administration of the Stanford was changed for incoming students, from the fall of Grade 9 to the spring of their Grade 8 year. Those scoring in the lowest in reading were further assessed with diagnostic instruments to determine their eligibility for remedial reading services.

Although Keefe provided special education replacement classes in English and math, ESL sheltered classes in math and science, and MCAS tutoring in ELA and math, Keefe special education, ESL, and MCAS support staff lacked certification in the these content areas and were not considered highly qualified.

In 2005, Keefe students met the Adequate Yearly Progress (AYP) targets for participation, improvement, and competency determination attainment in the aggregate and for all subgroups, except for the Hispanic subgroup in math. Since 2003, the percentage of students in the ‘Warning/Failing’ category of the MCAS test had decreased from 32 percent to 21 percent in ELA, and from 46 percent to 30 percent in math.

Indicator 7: Classroom assessment standards and practices are linked with the State Curriculum Frameworks standards. The district regularly disseminates assessment analysis to appropriate staff.

EOA rating from 2003: Unsatisfactory

EOA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the teachers saw the MCAS test scores when they became available. The lead teachers facilitated this process. The data were then kept by the administrators and lead teachers and were available to teachers on request.

During the revisit, additional professional development time of two full days and four half days was added to the teacher schedules for the purpose of disseminating student achievement data and aligning existing instructional practices to the State Frameworks. Academic teachers used MCAS test results to review and revise the curriculum, implementing new math and ELA guides that were aligned with the state frameworks. Specific modifications were made to course syllabi based on data. The State Curriculum Frameworks were reflected and listed on the course syllabi and were used as a basis for teaching and learning. Boston College provided specific curriculum target areas based on the data.

Vocational-technical teachers attended the professional development activities, received student assessment data, and began to link and infuse the State Frameworks to their Vocational Frameworks. In addition, the PIM initiative disseminated assessment data and developed a list of strategies and goals.

Indicators▶ Ratings▼	1	2	3	4	5	6	7	8	Total	Total
S2 - Evaluation									2004	2006
Excellent					N/A	N/A	N/A	N/A		
Satisfactory	2005	2005		2005	N/A	N/A	N/A	N/A		3
Needs Improvement (2006)			2005		N/A	N/A	N/A	N/A	N/A	1
Poor	2003				N/A	N/A	N/A	N/A	1	
Unsatisfactory		2003	2003	2003	N/A	N/A	N/A	N/A	3	

Standard 2. Evaluation: The district employs a system of school, program, and personnel evaluation that focuses on accountability and the improvement of student achievement. There is an ongoing process to monitor the quality and effectiveness of the curriculum and instruction and to implement strategies and action plans to improve leadership, instruction, and student performance.

Indicator 1: The district regularly engages in an evaluation process at all levels that coordinates student assessment data, program, and personnel performance evaluation results. The district incorporates pertinent findings and recommendations from all external evaluations.

EQA rating from 2003: Poor

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, there was no evidence that the district engaged in a systematic evaluation process at all levels that coordinated student assessment data and program and personnel performance evaluation results. The use of evaluation data was not coordinated. The data from either program evaluations or staff evaluations, if collected at all, were not used to inform change. Program data were used to make some changes in the vocational areas.

During the revisit, the district administration had made effective use of the HSTW model to provide guidance, benchmarks, and recommendations that it used to evaluate coordination efforts at all levels. The district began its involvement with HSTW as a grant-funded initiative and continued the contract when state funding was no longer available. The procedures required the annual reassessments of programs, professional development, and the reassessment and re-setting of new performance goals in curriculum, instruction, and assessment, all based up on student achievement data. The schools performance needs improvement in scheduling and

assigning of staff based upon student needs. Through the use of High Schools That Work as a vehicle, the district had demonstrated progress in addressing the findings of external evaluations, particularly the EQA visit of 2003.

Indicator 2: The district formulates strategies to improve leadership, instruction, and student performance as needs arise from evaluations.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial review in 2003, the district looked at both MCAS test data and placement information as well as other test data. It was not clear, however, the degree to which this information informed practice.

During the revisit, through a review of student achievement in ELA and math MCAS results, student literacy and numeracy skills became the improvement focus for administrators' work and for teachers' work. The district negotiated with the union to include "curriculum alignment" as an assessed item in the teachers' performance evaluation procedure. Coordinators expected teachers to be able to show written documentation of the curriculum frameworks or standards being taught during the performance evaluation process. Coordinators checked lesson plans for coherence and alignment to frameworks and made recommendations for professional development to address weaknesses in specified areas. They followed up by checking Individual Professional Development Plans (IPDPs) when requests were made for tuition reimbursement or for awarding Professional Development Points (PDPs) for outside courses to meet recertification requirements. Lead teachers worked with their department faculty to rewrite course syllabi addressing new priorities and aligning curricula with state frameworks in both academic and vocational areas. Math instruction was modified. A team of administrators and teachers participated in the Performance Improvement Mapping initiative (PIM) offered by the Department of Education. Planned professional development programs offered in the district also addressed instructional improvement strategies in literacy and math.

Indicator 3: Through its evaluation system, the district consistently monitors the quality and effectiveness of existing programs and holds administrators and schools accountable for student performance and improvement.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Needs Improvement

Evidence: During the initial review in 2003, district administrators explained that lead teachers were the monitors of quality. However, lead teachers did not consider monitoring the quality of instruction as part of their role. There was no formal program evaluation process on the academic side. In 2001, the school began participating in the HSTW program. However, the district was in the very early stages of implementation. Each of the vocational areas had a Program Advisory Council. They provided the school with data about industry changes and future needs. The school used this information to ensure that programs were kept up-to-date and reflected the needs of potential employers. Additionally, positive placement data were used to show that students were prepared for employment in their selected trade.

During the initial visit in 2003, interviews with administrators as well as a review of all administrators' personnel files and evaluation documents indicated that the evaluation procedure used to assess administrators' performance did not directly address student achievement. It also did not address the effectiveness of existing academic or vocational programs. Administrators were mainly evaluated on a number of administrative and managerial skills. In addition, the evaluation instrument did not include any performance descriptors from two categories described in the Principles of Effective Administrative Leadership: Promotion of Equity and Appreciation of Diversity and Effective Relationships with the Community.

During the revisit, a review of written evaluations for administrators' performance revealed few informative comments with broad and general recommendations. The EQA examiners found no suggestion from interviews or evaluation documents to indicate that compensation or continued employment were linked to evidence of effectiveness as measured by improvement in student performance, program improvements, or other relevant school achievement data.

However, during the revisit, there was evidence that administrators, particularly the academic and vocational coordinators held themselves accountable for improving student achievement. Accountability for student achievement at Keefe Tech was implicit rather than explicit, and while it existed informally it had yet to be formalized into documents or policies.

Indicator 4: The district and each school annually evaluate the accomplishments of established goals and discontinue or change ineffective initiatives.

EOA rating from 2003: Unsatisfactory

EOA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the district did not have a formal program evaluation process on the academic side although the school began participating in the HSTW program. However, the district was in the very early stages of implementation. Each of the vocational areas had a Program Advisory Council. They provided the school with data about industry changes and future needs. The school used this information to ensure that programs were kept up-to-date and reflected the needs of potential employers. Additionally, positive placement data were used to show that students were prepared for employment in their selected trade.

During the revisit, the district conducted annual evaluations to determine progress towards previously announced benchmarks. In addition, the school conducted annual surveys on literacy in 2004 and numeracy in 2005.

The district used other data including student placement to re-evaluate vocational programs annually. Before the revisit, the district chose to eliminate the electronics program from the curriculum as a result of such data. At the time of the revisit, the district was planning to change the Algebra I offering based upon student needs and the requirements of the curriculum frameworks.

During the period under review for the revisit, the district began a process to evaluate the accomplishment of established goals and discontinue or change ineffective initiatives. School improvement goals were aligned with the district's HSTW agenda and the need to improve

student achievement in literacy and numeracy. To meet stated goals, the district modified its math instruction and revised all academic curricula to align with curriculum frameworks and to include timelines, assessments, benchmarks, and teaching resources. Administrators and teachers participated in the Performance Improvement Mapping initiative offered by the Department of Education to begin a more systematic process to address achievement weaknesses by individual students and subgroups. A coherent series of professional development programs were offered onsite to address improvement goals as well. Teachers' Individual Professional Development Plans also addressed improvement priorities. The faculty began an initiative to highlight reading, writing, and numeracy across the curriculum.

Through all of these initiatives, EQA examiners found alignment of leadership and resources to support improvement goals. Most practices had been initiated in the last two years.

Indicators ► Ratings ▼	1	2	3	4	5	6	7	8	Total	Total
S3 – Curriculum									2004	2006
Excellent										
Satisfactory	2005	2005		2005	2005		2003		1	5
Needs Improvement (2006)			2005			2005		2005	N/A	3
Poor			2003			2003			2	
Unsatisfactory	2003	2003		2003	2003			2003	5	

Standard 3. Curriculum: The district and each of its schools have an academically sound, documented curriculum that prepares students to meet state learning standards. All teachers have complete curriculum guides that are aligned with the State Curriculum Frameworks and the local curriculum and are trained in their use. A regular analysis of student assessment data provides a sound basis for review and revision of the curriculum and the development of the district budget and the district, school, and individual improvement plans.

Indicator 1: The district has developed functional, high quality curriculum guides in all content areas that include the requisite information.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, curriculum guides varied widely in content and quality. Some referenced alignment with State curriculum frameworks, but failed to indicate strands, specific standards, scope, sequence, instructional strategies, or assessments. Most guides offered a course outline and relevant strands or standards, but did not attempt to identify a connection between them.

During the revisit, comprehensive curriculum guides and universal syllabi were developed in all major academic areas. The completed academic curriculum was aligned with the Massachusetts frameworks. An examination of the guides in the academic areas revealed that they contained a timeline, subject content, teaching resources, and sample measurable benchmarks based on the state framework standards and strands. While the academic curriculum was largely complete at Keefe Tech, the process was still underway in the vocational area, and the curricula were currently being developed by staff. Vocational frameworks were currently being used in the shop classes.

Indicator 2: Every teacher has full access to the curriculum guides, is trained in their use, and employs them in the classroom.

EOA rating from 2003: Unsatisfactory

EOA Rating from 2006: Satisfactory

Evidence: During the initial visit, teachers interviewed had curriculum guides in their classrooms. There was no formal or informal training in their use. With the exception of mathematics, teacher lesson plans were not explicitly linked to the local curriculum, state curriculum frameworks, or student achievement data.

At the time of the revisit, all teachers received training in curriculum development through department meetings and professional development days. Walkthroughs were conducted on a weekly basis by the academic and vocational-technical coordinators in their respective areas. In addition, lead teachers conducted informal walkthroughs and meetings of staff and reported back to the coordinators the information they had gathered. The district did not maintain documentation of the walkthroughs, but interviews with academic and vocational teachers

confirmed that both the coordinators and lead teachers' presence was felt and, additionally, they felt supported.

Indicator 3: There is a comprehensive District Curriculum Articulation Plan that addresses the diverse student learning needs. The curriculum is modified to increase the success rate of all populations, including ELL, vocational education students, and students with disabilities.

EQA rating from 2003: Poor

EQA Rating from 2006: Needs Improvement

Evidence: During the initial visit, the district did not have a curriculum articulation plan.

At the time of the revisit, Keefe had developed a District Curriculum Accommodation Plan (DCAP) but this plan did not contain many of the required components. In interviews, the EQA examiners established that some undocumented components were in place in practice. For example, there was a teacher mentoring program in place, but it was highly informal and generally undocumented.

In addition, Keefe provided direct and systematic instruction in reading through remedial reading classes, and augmented reading services in 2003-2004 with the purchase of the Kurzweil 3000 reading program. This program provided computer-assisted reading instruction and audio narration of scanned texts, including shop manuals for students with reading disabilities. To improve services for students whose behavior may interfere with learning, the district disbanded its substantially separate program for disaffected students with behavioral and emotional problems, and served this population in mainstream academic and vocational classes with augmentative counseling and tutoring services.

Although nearly half of Keefe students under special educational management were fully included in regular academic and vocational classes there was a lack of professional development to help teachers analyze and accommodate student needs. According to observations by the EQA examiners, Keefe academic classes were largely teacher-centered with students engaged in the same activity at the same time.

Indicator 4: The district has a process involving teachers in the annual review and revision of curriculum.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial visit, teachers worked together within their departments either after school during the spring months, or during the summer to review and revise their curriculum. The department's lead teacher organized this process. Use of standardized test data to inform decisions regarding necessary curriculum changes or adaptations was inconsistent. Curriculum reviews were not conducted annually in each department. Teacher involvement in the review and revision of the curriculum was strictly voluntary.

During the revisit in 2005, administrators and teachers indicated in interviews that through in-service time, early release days, departmental meetings, and the High Schools That Work initiative, the curricula was reviewed yearly to identify remediation needs for students and for curriculum changes. Lead teachers at Keefe Tech were largely responsible for curriculum development during the review period. For example, lead teachers in the academic areas held formal monthly meetings with their departments that resulted, among other things, in the common unit and end of course assessments for all of the departments.

Indicator 5: A curriculum leader guides every school in the district.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial review, although there was an administrator assigned to the role of assistant principal/curriculum coordinator for the academic subjects, there was little evidence to suggest that this position was providing curriculum leadership to the teachers. This person focused primarily on organizing and coordinating submissions for the printed Program of Studies, checking informally with lead teachers to see if they have the instructional materials they needed, conducting teacher observations, and orchestrating standardized testing days and sites.

During the revisit, the district had clearly defined curriculum leadership. The academic and vocational coordinators met monthly with their lead teachers and occasionally with each department to discuss, review, and monitor curriculum. In addition, lead teachers met weekly with department members to report on the lead teachers' meetings with the coordinators. Under the direction of the coordinators, the lead teachers guided and acted as a resource to classroom teachers in the specific curriculum areas on a daily basis.

Indicator 6: Instructional time in each content area meets the State requirements and the educational needs of students as determined through an analysis of student performance.

EQA rating from 2003: Poor

EQA Rating from 2006: Needs Improvement

Evidence: During the initial visit, Five years ago, Keefe Technical conducted an analysis of the master schedule to determine if the school was meeting State requirements for time on learning. According to the assistant principal/curriculum coordinator, this analysis had not been done, because “the master schedule has not changed.” There was no evidence that instructional time in each content area was meeting the educational needs of students as determined through overall MCAS test levels of achievement and an analysis of student performance.

During the revisit, although a review of Attachment E1 (Report of Student Learning Time) indicated that Keefe Technical met the state requirements for instructional time, the educational needs of the students had only begun to be met. The master schedule remained unchanged from 2003. While some progress was made by scheduling MCAS remediation courses on a pull-out basis for students who failed the MCAS test, the regular instructional time in each of the MCAS tested areas had not been increased and remained disproportionate to need.

In the 2005-06 school year, additional one-semester courses will be offered in the area of math and ELA MCAS review.

Indicator 8: Instructional program articulation exists across Grades PreK-12 and is aligned with the State curriculum frameworks.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Needs Improvement

Evidence: During the initial visit, instructional articulation did not exist across all Grades 9-12. Teachers did not have shared planning time within their departments or with teachers from other departments teaching students at the same grade level or across grade levels. Academic teachers did not have shared planning time with vocational, bilingual, special education, or academic support teachers. Lead teachers did not meet with teachers from the two local middle schools or any of the teachers from the five participating high schools in the area to discuss curriculum.

During the period of the revisit, in the 2004-05 school year, additional two full and four half days of professional development provided teachers with the time to facilitate instructional articulation between grades 9-12. However, there still remains a strong articulation need for Keefe Tech and the middle schools in the district.

Some collegial effort had been made to reach out to the sending middle schools in terms of holding a guidance counselor breakfast and sharing recruitment information. However, no substantial effort to share curriculum concerns, alignment, or articulation was evident. For example, next year all Grade 9 students will take Algebra 1, but the nine sending schools had not yet been informed of this change.

Indicators ▶ Ratings ▼	1	2	3	4	5	6	7	8	9	Total	Total
S4 - Professional Development										2004	2006
Excellent							N/A	N/A	N/A		
Satisfactory	2005	2003	2005	2003	2005	2005	N/A	N/A	N/A	2	6
Needs Improvement (2006)							N/A	N/A	N/A	N/A	0
Poor							N/A	N/A	N/A	0	0
Unsatisfactory	2003		2003		2003	2003	N/A	N/A	N/A	4	0

Standard 4. Professional Development: Administrators and teachers in the district collaboratively develop professional development programs and activities that will increase their knowledge and skills and the quality of the learning environment of students. The school committee and the community demonstrate support of sound professional development programs as vital to school reform and improvement of student learning.

Indicator 1: The district has implemented a professional development plan based on the analysis of student assessment, MCAS data, district and school improvement plans, observations, and program evaluations.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Satisfactory

Evidence: During the initial review, the professional development offerings for the period indicated that they were abundant and covered a broad range of topics including training in the use of technology in the classroom and teaching strategies to meet the needs of a diverse student population. Such examination further indicated that the district was not using student achievement data, the school improvement plan, program evaluations, or teacher evaluations to identify areas where professional development was needed. The professional development plan was not reviewed annually to determine its effectiveness.

During the period of the revisit, based on interviews with teachers and administrators and a review of documents, the overarching focus of professional development for teachers and administrators in the district was to improve students' literacy and numeracy skills, principally defined as higher proficiency rates in ELA and math MCAS scores. Given this context, professional development was linked to (1) the content of the instructional program in the core-tested subjects; (2) student, teacher, and administrator needs as indicated by program assessments; (3) research-based practices; (4) staff evaluation; and (5) student achievement data. The district's High Schools That Work (HSTW) reform model also informed professional development by identifying the use of student assessment and program evaluation data as key practices to advance a culture of continuous improvement. To reach these goals, teachers and administrators had dedicated time and resources for professional development inside and outside of the school.

For professional development, experts from Boston College worked with faculty during released time to help them learn to use data to understand student achievement in math and reading and to apply those insights to change topic coverage, pacing, and pedagogy. The EQA examiners also learned that Simmons College evaluated the reading program, and subsequently worked with the staff to improve reading strategies and provide professional development to the staff. In the last year under review, eleven staff members participated in the Performance Improvement Mapping (PIM) process offered by the Massachusetts Department of Education to learn how to utilize data better in planning strategies to improve achievement with individual students or subgroups. Team members finalized a list of strategies and goals since the end of the last year of the review period and intend to share knowledge, skills, and expertise with colleagues. In summation, the district has begun the systematic use of student achievement data to fuel decisions for changes in planning for professional development that meet designated school improvement plans.

Indicator 3: The district and schools assist teachers to identify professional development needs and facilitate access to in-service programs, university courses, and professional conferences.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, there was little evidence to suggest that the district assisted teachers to identify their individual or collective professional development needs. There was a heavy reliance on the teachers' ability to identify their own weaknesses and select professional development to address them.

During the period of the revisit, policies and practices that encouraged professional growth included provisions in the contract for each teacher to develop a five-year Individual Professional Development Plan (IPDP). The IPDP's format and processes were developed by a Professional Development Committee consisting of three teachers and three administrators and negotiated with the union prior to the period under review. Guided by the goals described in the IPDPs, the coordinators planned for professional development programs onsite and monitored teachers' selections for professional development courses taken off-site. Administrators also pursued activities that would strengthen their leadership and knowledge of school improvement

strategies by attending conferences sponsored by professional associations in the administrative and vocational areas. Fifteen staff members attended the 2005 MAVA Summer Conference, and the academic coordinator and the HSTW coordinator and several teachers attended HSTW conferences related to those school improvement efforts.

Financial incentives for professional growth by taking courses or attending conferences off-site included funds negotiated in the contract to reimburse tuition or conference costs of \$900 for each teacher and \$2500 for each administrator. In addition, the district earmarked funds in the budget and also received a number of grants (Perkins, Title I, reading, and special education) that could be used to support onsite professional development. In the last year under review, the district approved setting aside two full days for onsite professional development and four half days for school-wide professional development, to begin in the current school year. For the current school year, the district allocated over \$75,000 for professional development, apart from tuition reimbursement funds.

Other action to promote professional growth occurred when the district selected one teacher each year under review to attend the Vocational Leadership Institute sponsored by the Massachusetts Association of Vocational Administrators (MAVA) and one teacher to attend the leadership-training institute offered by the Massachusetts Secondary School Administrators Association (MSSAA).

Indicator 5: Administrators and teachers take an active part in professional organizations and committees that relate to improving education in the district.

EOA rating from 2003: Unsatisfactory

EOA Rating from 2006: Satisfactory

Evidence: During the initial visit, there was little evidence to indicate that administrators and teachers took an active part in professional organizations and committees that related to improving all aspects of education in the district. However, most teachers interviewed indicated they were members of the local and state teachers' unions, a few stated that they were members of the Massachusetts Foreign Language Association, and others indicated they had recently joined a committee for High Schools That Work.

During the revisit, there was evidence that administrators and teachers took an active part in professional organizations and committees that related to improving education in the district. The district selected one teacher each year under review to attend the Vocational Leadership Institute sponsored by the Massachusetts Association of Vocational Administrators (MAVA) and one teacher to attend the leadership-training institute offered by the Massachusetts Secondary School Administrators Association (MSSAA). Senior administrators were members of state and national associations in both administration and vocational education.

The faculty formed a Literacy and Numeracy across the Curriculum Committee to advance the school's principle improvement goals in each classroom in both academic and vocational courses.

Indicator 6: The district offers incentives to staff for continued professional development and training. The professional development plan is assessed annually to ensure that the most useful and beneficial programs are included.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the district offered to pay for most requests for continued professional development, including university coursework and teacher conferences, as well as no-cost options for programs and courses required for re-certification. Many of the professional development offerings were conducted on site and at various times during the day, week, and year to encourage teacher participation. Using teacher surveys to plan professional development in order to assess these program plans failed to consider whether students' needs were being met.

During the revisit, administrators and teachers stated that professional staff tended to spend their full careers at the school, and cited the opportunities for professional development and the recognition gained from promotion to an administrative post as reasons for long-term employment at the school. In fact, all current administrators were once teachers at Keefe Tech.

The greatest incentive of all for staff to continue to seek professional development and training was they believed that their growth could help their students grow and achieve at higher levels.

Financial incentives also existed for the staff to take courses or attend conferences off-site. These included funds negotiated in the contract to reimburse tuition or conference at costs of \$900 for each teacher and \$2,500 for each administrator. In addition, the district earmarked funds in the budget and also received a number of grants (Perkins, Title I, reading, and special education) to support onsite professional development. In the last year under review, the district approved setting aside two full days for onsite professional development and four half days for school-wide professional development, to begin in the current school year. In the current school year, the district had allocated over \$75,000 for professional development, apart from tuition reimbursement funds.

In addition, there was strong clarity of purpose and vision from the High Schools That Work reform agenda and from the district's School Improvement Plan. Each informed professional development programs that the district offered during released time to all faculty. Those sessions targeted activities to improve student achievement in literacy and numeracy and the use of student assessment data. Faculty from a number of universities in the Boston area gave courses onsite to meet improvement goals in literacy and numeracy and data use. Also, the district's administrators annually assessed each teacher's Individual Professional Development Plan (IPDP) to ensure that the most useful and beneficial programs were included to meet needs drawn from performance evaluations and conversation with lead teachers. Before approving tuition reimbursement for offsite professional development and before allocating Professional Development Points for recertification, administrators verified alignment with goals set out in teachers' IPDPs.

Indicators► Ratings▼	1	2	3	4	5	6	7	8	Total	Total
S5 – Academic Support Services									2004	2006
Excellent		N/A					N/A	N/A		
Satisfactory		N/A		2003	2003	2003	N/A	N/A	3	3
Needs Improvement (2006)	2005	N/A	2005				N/A	N/A	N/A	2
Poor	2003	N/A	2003				N/A	N/A	2	0
Unsatisfactory		N/A					N/A	N/A	0	0

Standard 5. ACADEMIC SUPPORT SERVICES: The district provides academic support services in all core content areas for students who are not meeting grade level performance expectations. A comprehensive analysis of results from student performance assessments determines the content and scope of support services that are offered.

Indicator 1: The district uses data from classroom teachers and standardized tests for Grades K-12 to identify students who are not meeting grade level performance expectations and provides them with supplementary and remedial services.

EQA rating from 2003: Poor

EQA Rating from 2006: Needs Improvement

Evidence: During the initial review in 2003, the district used data available from standardized tests, the Stanford reading diagnostic test, or the Language Assessment Scales (LAS) to identify all students who, upon admission, were not meeting grade level performance expectations. The district provided the students supplementary and/or remedial services for students scoring below grade level. The district did not use data from classroom teachers for this purpose. However, classroom teachers referred students to supplementary and/or remedial services.

During the revisit in the spring of 2005, the district began to re-administer the Stanford to Grade 11 students as a post-test. According to administrators, the scores were used primarily to measure the progress of the cohort rather than to determine individual student progress and needs. The school had plans to use the data in the future as a measurement of individual student growth and progress. Administrators stated that teachers would administer parts of the Stanford periodically as a formative measure to check on intermediate progress prior to the eleventh grade re-administration, but this was not done during the period under review.

During the latter part of the period under review, Keefe administered common unit and term examinations in English and math to determine mastery of skills. There was, however, no system in place for tracking this information to identify students in academic difficulty.

Indicator 3: The district has developed a well-staffed, comprehensive support services program at all levels to address the needs of under-performing students.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Needs Improvement**

Evidence: During the initial visit, the district had not developed well-staffed support services at all levels to address the needs of under-performing students. The use of aides was limited, and district spending for support services was below the State average as a percentage of the Foundation budget.

At the time of the revisit, approximately one-half of the students under special educational management at Keefe were fully included in regular education academic and vocational classes. When asked how these students were supported, administrators stated that each special educator was assigned a caseload and served as liaison with the regular and vocational educators for the students assigned. The caseloads ranged between twenty and twenty-five students. In interviews, teachers stated that conversations with special educators on included students occurred “whenever they could be fitted in.” Administrators confirmed that there was no provision in the schedule for regular consultation.

Most fully-included students at Keefe were enrolled in supplemental tutorial support classes. A recent external evaluation of the special education program stated that many support tutors were not appropriately certified. Administrators told the EQA examiners that special education replacement classes in English and math were instructed by special education generalists lacking certification in the content areas. Similarly, ESL staff and administrators stated that while one teacher of ESL sheltered classes was certified in social studies, the district had not been able to engage ESL teachers dually certified in math or science. The MCAS lab instructor was certified in technology rather than English or math, and the part-time lab assistant lacked certification.

During the period under review for the revisit, the proportion of students under special educational management at Keefe rose from 35 percent to 41 percent and half of these students were fully enrolled in regular education academic and vocational classes. The district increased the number of aides from four to seven. Administrators stated that Keefe employed only one aide to facilitate mainstreaming in the fourteen vocational areas. Similarly, one aide was specifically assigned to assist in math classes on a rotating schedule, and two others were available in other classes as needed. Administrators told the EQA examiners that funds for assistive personnel were limited, and scheduling the few available was a “juggling act.”

Indicators ▶ Ratings ▼	1	2	3	4	5	6	7	8	Total	Total
S6 - Participation, Safety, and Discipline									2004	2006
Excellent				N/A						
Satisfactory	2003	2003		N/A		2003	2005	2003	4	5
Needs Improvement (2006)			2005	N/A	2005				N/A	2
Poor			2003	N/A	2003		2003		3	0
Unsatisfactory				N/A					0	0

Standard 6. PARTICIPATION, DISCIPLINE, AND SAFETY: The district has documented attendance, absenteeism, mobility, retention, dropouts, codes of conduct, and school safety practices and ensures consistent and effective implementation in all district schools. Codes of conduct and school safety rules are reviewed with all students and made available to parents and other interested parties. The staff stresses that in order to succeed, students must be present, participate, and have a safe learning environment. All must share responsibility to achieve that goal.

Indicator 3: Schools have well-documented and well-planned programs to encourage attendance and participation.

EQA rating from 2003: Poor

EQA Rating from 2006: Needs Improvement

Evidence: During the initial review in 2003, the schools documented attendance and teachers talked to students about attending school. The recently implemented in-school suspension

programs had helped students stay in school. However, administrators still perceived attendance as a problem.

During the revisit, the Keefe attendance rate in 2005 was 91.5 percent versus the statewide average of 94.7 percent. During the period under review, the district made incremental improvements in its attendance rate against a baseline of 90.9 percent in 2003. According to district data, the attendance rate rose to 92.0 percent during the interval from September 2005 through early February 2006.

Nevertheless, the rates of chronic absenteeism at Keefe were high, averaging 32.1 percent in the aggregate in 2005. The rate for female students was especially high, averaging 37.1 percent. In 2004-2005, Keefe revised its attendance policy limiting class absences to five per term, and students were required to make up absences in excess of five after school. In interviews with the EQA examiners, administrators stated that this policy did not have the intended effect of improving attendance. This was because the allowance of five absences per term amounted to twenty per year, two absences in excess of the definition of chronic absenteeism.

The district 2005 Perkins Plan Update stated that Keefe identified entering students with high absenteeism in grades seven and eight in order to “intervene early with these students and their parents.” The data showed, however, that attendance at Keefe grew progressively worse. The lowest rates of attendance and highest rates of chronic absenteeism were in grades eleven and twelve.

Indicator 5: The district maintains accurate records on attendance, suspension, discipline, and dropouts and analyzes these records to improve participation and involvement of all students.

EQA rating from 2003: Poor

EQA Rating from 2006: Needs Improvement

Evidence: During the initial review, the district maintained accurate records on attendance, suspension, discipline, and dropouts. There was no evidence that these records were analyzed to improve participation and involvement of all students.

During the revisit, the out-of-school suspension rate at Keefe for 2005 was 26.6 percent versus the statewide average of 6.0 percent. Keefe out-of-school suspension rate increased by nearly 7 percent in 2005 from 19.7 percent in 2004. In 2005, the rates for Black and Hispanic students at Keefe were higher than the Keefe aggregate out-of-school suspension rate, at 32.7 and 30.9 percent respectively. Keefe did not analyze data on disciplinary actions by subgroup to determine overrepresentation. According to documentation, the district used a software program to track offences and actions by grade, teacher, and student. The software did not have fields for gender, race, ethnicity, or status.

According to data provided by the district, out-of-school suspension rate at Keefe decreased by nearly 40 percent since the institution of the Saturday program in 1998-1999. Nevertheless, the 2005 rate of out-of-school suspension at Keefe was four times the statewide average.

According to both district and Department of Education records, the annual number of dropouts at Keefe during the period under review ranged between 5 and 8 students. In 2004, the Keefe dropout rate was 1.8 percent versus the statewide vocational school average of 2.0 percent.

Indicator 7: The district makes a concerted effort to involve parents in the discipline of their children.

EQA rating from 2003: Poor

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the district involved parents in the discipline process only to the extent that they attempted to call them on the telephone to arrange a conference, according to district administrators.

During the revisit, administrators stated that when a student accumulated eight demerits under the current disciplinary policy, the student's parents were informed by letter and invited to meet with the assistant principal or a guidance counselor to identify and solve problems. Administrators sent warning letters to the parents of frequently absent students at five-week intervals during the school year. The EQA team reviewed samples of these letters.

In interviews, administrators stated that counselors and the school psychologist met with potential dropouts and their parents to determine the reasons and intentions of students, to make accommodations including modifications of requirements, and also to make arrangements for academic and personal support. The EQA team reviewed process notes from several of these meetings.

Indicators ► Ratings ▼	1	2	3	4	5	6	7	8	Total	Total
S7 - Vision and Planning									2004	2006
Excellent										
Satisfactory	2003	2003	2005	2005	2005	2005	2005	2005	2	8
Needs Improvement (2006)									N/A	0
Poor			2003				2003		2	0
Unsatisfactory				2003	2003	2003		2003	4	0

Standard 7. VISION AND PLANNING: The district and each of its schools have clear, credible, and academically sound improvement plans that are based on a detailed analysis of student performance data and reflect the district Vision Statement. The results achieved through implementation of these plans are shared annually with the staff, school committee, and community.

Indicator 3: The district and its schools have an inclusive, comprehensive planning process.

EQA rating from 2003: Poor

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the development of school improvement strategies primarily emanated from lead teachers’ meetings with their respective academic and vocational-technical program administrators, as witnessed through the *HSTW* Action Plan development process. However, this process had been implemented only within the last school year. This was reinforced in interviews with the superintendent, principal, and business manager.

During the revisit, the district had developed a School Improvement Plan with input from the school council, school committee members, administrators, faculty members, and parents. Progress on this plan was discussed at weekly administration meetings to assess progress and make adjustments.

Indicator 4: The District Improvement Plan (DIP) and the School Improvement Plans (SIPs) reflect the District Vision and are linked to the analysis of student data that drives development, implementation, and change of educational strategy.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the 2002-2003 School Improvement Plan was a document that only stated the district's philosophy, goals, and listed activities. There was no accountability or specificity on activities necessary for school improvement as well as no use of student data.

During the period under review for the revisit, the district developed a School Improvement Plan (SIP), which served as the District Improvement Plan, as this was a single school district. The SIP contained goals pertaining to improvement of student achievement and methods were extracted in large part from the goals put together with the High Schools That Work (HSTW) technical assistance team. Input from analysis of student achievement, completed with the contracted help of Boston College, was included in the school's goals. In interviews with administrative staff, it was explained to the EQA examiners that student achievement data from assessments, including the MCAS test results, were used to develop goals included in the SIP. For example, modifications in the teaching of English and math were instituted as goals in the SIP, and implementations were planned during the last year of the review period.

The SIP was communicated to the school council along with the MCAS test results. Input from the school council was fed to the administration through the school principal. After giving their input, the plan was approved by the school committee.

Indicator 5: Based on an analysis of student performance assessments, administrators, and staff evaluate progress on the DIP and SIP goals of each school. Necessary changes are made.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, there was no evidence that interim progress on district goals was evaluated throughout the year based on student performance assessment.

During the revisit, in interviews with administrators and confirmed in an examination of school committee minutes, evidence was found that the district's leadership regularly reported to the school committee, as to the attainment of goals as outlined in the District/School Improvement Plan. These reports were part of the bi-monthly superintendent's report and were supplemented at different times by PowerPoint and other presentations by the academic and vocational directors. The DIP/SIP contained goals pertaining to improvement of student achievement, such as modifying the teaching of English and math, and implementations were planned during the last year of the review period as a result of student assessment data analyses. Budget considerations as related to instructional changes were also discussed, and changes were made through administrative consensus.

Indicator 6: Job accountabilities are established for the administrators and teachers in implementing the goals in district and school action plans.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, there was no accountability plan for carrying out goals that had been established in the School Improvement Plan, and the HSTW Action Plan had not yet been developed.

During the revisit, the EQA examiners reviewed evaluations for the superintendent, principal, assistant superintendent for business, and program directors for the period under review. The examiners found no formal written criteria in the evaluations that referenced student achievement data. A review of administrator evaluations found that although the formal evaluations for the district leaders did not list responsibility for student achievement, in interviews all administrators stated that they considered student assessment and achievement to be their prime responsibility.

A review of teacher evaluations found the evaluation instrument in use identified strengths, weaknesses, and areas in need of improvement in the form of broad and general

recommendations. In the last year of the period under review, this commentary was more specific and targeted toward stronger practices to improve student learning. While improvements to evaluations continued throughout the period under review, there was still no clear indication that the evaluation alone held staff responsible for implementing school action plans. In interviews, the examiners were told that all staff felt responsible for school goals and student achievement and believed they were held responsible by the school committee.

Indicator 7: The district provides annual accountability and progress reports on district and school plans to the school committee and community.

EQA rating from 2003: **Poor**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial review in 2003, district school committee members felt that they were involved in planning, in that they were aware of what was happening. For example, the school committee understood the administrative organizational structure and the *HSTW* program. They were also briefed at the January 6, 2003, school committee meeting on regulation changes and *NCLB*. In addition, they were presented with the FY 2004 Budget Subcommittee Report. They recognized that they were highly dependent on the superintendent because the school committee trusted the superintendent. There was little formal accountability beyond the budget process.

During the revisit, documents examined and interviews with administrators confirmed that reports from administrators were presented to the school committee every other meeting, alternating with students reporting on school activities. The reports were made through PowerPoint presentations, printed material, and verbal question and answer opportunities. Administrator reports provided the school committee information on the progress of district/school goals as well as updates on student achievement. A free school newspaper was developed and sent home to students and parents and also made available to the community. In addition, annual reports were sent to all of the communities in the district detailing information on school and student achievement and progress.

Indicator 8: The school committee is highly involved in the planning process and gives high priority to the goals of the district and school improvement plans in the annual budget.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial review in 2003, the school committee had accepted that their role, according to Education Reform of 1993, was limited to their involvement in budget, policy, and interacting with the superintendent. Also, the school committee thought that they were involved in planning and were aware of the current status of the district. However, there was little evidence of the school committee’s involvement in the district’s planning process.

During the revisit, there was evidence that the district had policies and procedures in place for the development of the district budget to ensure input from all appropriate staff and stakeholders, including school committee members. Administrators gave regular presentations to the school committee in regard to funds needed to implement school plans for each of the departments’ requests and concerns, as determined by an analysis of student achievement. The superintendent and school committee members advocated, in meetings with community finance committees and at town meetings, to have the communities vote monies to improve services to students based upon needs ascertained through the analysis of student achievement data.

Additional monies were allocated into the budget to help increase student achievement as a result of reports provided to the school committee on the MCAS test scores. In addition, the school committee allocated local resources to continue the MCAS after-school and summer remediation classes, after the Commonwealth stopped funding these programs for those students who had not yet passed the MCAS test.

Indicators▶ Ratings▼	1	2	3	4	5	6	7	8	Total	Total
S8-Academic Support Services									2004	2006
Excellent										
Satisfactory	2005	2003	2005	2005	2003			2003	3	6
Needs Improvement (2006)						2005	2005		N/A	2
Poor	2003		2003	2003			2003		4	0
Unsatisfactory						2003			1	0

Standard 8. ORGANIZATIONAL STRUCTURES, POLICIES, AND PRACTICES: The district has an organizational structure that has clear lines of authority and responsibility promotes efficient operations and facilitates accomplishment of the goals of the district and schools to improve student achievement. An ongoing analysis of student performance data and the improvement of the curriculum and instruction are the focal points of the district leadership.

Indicator 1: The superintendent, in meetings with senior administrators and members of the school committee, develops a coherent vision statement and District Improvement Plan (DIP) designed to achieve it.

EQA rating from 2003: Poor

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the superintendent met weekly with the administrative staff. The meetings were primarily informational for the superintendent to provide latest information, i.e., the EQA visit, DOE memoranda, the school committee's actions. Administrators each provide verbal reports on what was happening in their areas. General minutes were taken. However, there was little evidence of the development of a district improvement plan.

During the revisit, examiners found through a review of documents submitted and interviews with administrators that the superintendent held weekly meetings with the administrative staff, every Monday, to define the district vision and evaluate input from other district stakeholders. Input came from the school council meetings, the High Schools That Work team meetings, parent meetings, and teachers. These meetings were all part of the development of the School Improvement Plan. In interviews with administrative staff, it was explained to the EQA examiners how student achievement data from assessments, including the MCAS test results, were used to develop goals included in the SIP. For example, modifications in the teaching of English and math were instituted as goals in the SIP, and implementations were planned during the last year of the review period as a result of student assessment data analyses performed with training provided by Boston College and additional training provided throughout the review period. Input and presentations went before the school committee, who added their concerns, and then approved the School Improvement Plan.

Indicator 3: The district leadership ensures that all principals have an opportunity to discuss published policies and district improvement plans. The district uses system-wide and inter-site communication systems to keep all staff well informed and to provide avenues for response.

EQA rating from 2003: Poor

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the primary means of communication among administrators was the weekly Tuesday morning meeting. The staff was provided with a summary of the school committee meeting actions. The weekly administrative meetings provided both an opportunity for insuring administrative coherency and an informational exchange. No evidence was found that the improvement plans were discussed on a consistent basis.

During the revisit, the district has an effective means of communication and discussion in place to keep staff well informed and to provide an flow of communication within the school community. The administrators met weekly with the superintendent; the two curriculum coordinators followed these meetings up with monthly lead teachers' meetings. The lead teachers' meetings were followed-up within two weeks at a monthly department meeting. Lead teachers also met weekly with their respective departments. Each meeting provided for an opportunity to discuss student achievement, leadership initiatives, or bottom-up recommendations, which are then discussed and acted upon at the appropriate level meeting during the next month, or sooner if the occasion warrants. Teachers describe additional opportunities for both formal and informal communications, at lunch, "in the hallways," and by e-mail.

Indicator 4: The district publishes and makes available to all staff a current organizational chart that indicates lines of responsibility and job descriptions.

EQA rating from 2003: Poor

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, the current organizational chart indicated lines of responsibility. There was a division of responsibilities in place. However, these distinctions only became clear to the EQA after discussions with the two assistant superintendents.

During the revisit, the organizational chart was published in the district policy manual and indicated clear lines of responsibility. In addition, job descriptions were available. For example, as noted by both coordinators, the school's organization chart listed coordinators for both the academic program and the vocational technical program who had separate responsibility for the use, alignment, quality, currency, and consistency of Keefe's academic and vocational-technical curricula. Interviews with both teachers and administrators indicated without discrepancy that teachers and administrators uniformly understood the job duties of each person in the school. Both teachers and administrators identified the same person as being responsible when questioned about various functions ongoing in the school building. It was readily apparent that, in practice, the divisions of responsibility were clear to all.

Indicator 6: The superintendent is evaluated annually using the District Improvement Plan (DIP) as one set of criteria and receives a written report that identifies strengths and weaknesses. This report serves as a basis for subsequent improvement goals and professional development plans.

EOA rating from 2003: Unsatisfactory

EOA Rating from 2006: Needs Improvement

Evidence: During the initial review in 2003, the superintendent's evaluation instrument did not include criteria on district improvement, the planning process, or student achievement.

For the period under review of the revisit, 14 of the 16 school committee members evaluated the superintendent on a timely basis. The evaluation instrument was composed of categories that included school committee relations and community relations. The superintendent's formal written evaluations were based upon goals provided by the superintendent, not including student achievement. However, during an interview with the school committee, it was stated that the quarterly reports related to school performance were required of the superintendent and were a

substantial part of the evaluation process; these reports considered student achievement data. A review of those documents by the EQA examiners confirmed those statements.

Indicator 7: School leaders organize the structure and schedules of their schools such that instructional practices are improved.

EQA rating from 2003: **Poor**

EQA Rating from 2006: **Needs Improvement**

Evidence: During the initial review in 2003, the MCAS test remediation classes were conducted during the summer, afternoons after school, and during school. There were scheduled times in place of physical education, some academic classes, and, on a few occasions, vocational-technical instruction. The organizational structure provided for staff to be responsible for the major areas of the district's mission, i.e. academic instruction, vocational instruction, student services, etc. An imbalance existed in that the administrator of vocational studies was an assistant superintendent, and the administrator of academic studies was a curriculum coordinator. Both the different administrative titles and the relative position on the organizational chart suggested an imbalance of authority.

During the revisit, while additional help in math and English were provided to students during the review period on a pull out system, the school's master schedule had not changed since the 2003 EQA review. Only students who failed the MCAS test were taken out of physical education and some related technology periods to participate in an extended skill learning opportunity before taking the re-test. The district had planned changes in the master schedule for 2006-2007.

In addition, the EQA examiners noted few examples of active instructional practices and differentiated instruction in observations of 29 academic classrooms. Professional development in the area of differentiated instruction was also not evident.

Indicators► Ratings▼	1	2	3	4	5	6	7	8	Total	Total
S9 - Budget Planning and Development									2004	2006
Excellent							N/A	N/A		
Satisfactory	2003	2005	2003	2005	2005	2003	N/A	N/A	3	6
Needs Improvement (2006)							N/A	N/A	N/A	0
Poor				2003			N/A	N/A	1	0
Unsatisfactory		2003			2003		N/A	N/A	2	0

Standard 9. BUDGET PLANNING AND DEVELOPMENT: The district has a budget planning and development process that ensures effective use of available resources for district and school improvement initiatives. The school committee, the superintendent, teachers, parents, and members of the community all have varying degrees of responsibility to ensure that the school budget meets the educational needs of all students.

Indicator 2: Relevant budget decisions are premised on a systemic analysis of student performance data as well as other pertinent information.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial review in 2003, data were not generally used to inform the budget decision-making process. There was no evidence of a connection between budget decisions and student performance data analysis. In an interview, the superintendent indicated he is not “a data person.” He reported that he did not review test data and was not proficient in its analyses. The School Improvement Plan had goals; however, there was little specificity and no evidence of student data use in the plan.

During the revisit, budget decisions were based on a systemic analysis of student performance data as well as other pertinent information. The district funded the HSTW program when federal funding was terminated, providing the school with continued emphasis on academic program enhancement. As a result of an analysis of the MCAS test scores, a budget decision was made to appropriate funding for the after school MCAS remediation and a six-week summer MCAS support program. Boston College Graduate School of Education did an item analysis of MCAS

initial test and retest with follow-up staff development in math and language arts department. As a result, modifications were made to the course syllabi based on data.

Indicator 4: The district allocated its resources to accomplish targeted initiatives and objectives at the district and school levels to improve student achievement.

EQA rating from 2003: **Poor**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial review in 2003, there was no evidence that resources were allocated to improve student achievement. There was no evidence of a rationale to determine the amounts allocated for either instructional materials or textbooks. The administrators, lead teachers, and teachers stated they had all of the materials and texts they needed.

During the revisit, the district allocated its resources to accomplish targeted initiatives to improve student achievement. The district purchased the Kurtzweil 1000 reading program, a research-based Wilson program provided for students with diagnosed reading disabilities. Professional development time was increased by two full days and four part time days at no additional cost. In addition, 35 percent of federal Perkins's monies were allocated for professional development.

Indicator 5: The district employs a cost-effectiveness process in evaluating all of its programs, initiatives, and activities as part of the budget process.

EQA rating from 2003: **Unsatisfactory**

EQA Rating from 2006: **Satisfactory**

Evidence: During the initial review in 2003, the district was unable to produce any evidence of the use of any evaluative process other than mandated evaluations for the purposes of grants. District administrators stated evaluative practices, such determining cost-effectiveness, were not used, and they were not trained in the implementation of such processes.

During the period under review for the revisit, the district had a review process to determine cost effectiveness of programs initiatives and activities. The superintendent stated that the process was based on student enrollment and student achievement. The vocational advisory committees

were involved in making recommendations during the budget process. In reviewing student enrollment, one instructor was reduced in the science department and the graphic arts department was reduced from three instructors to two instructors and one assistant. An outside agency, Simmons College, was hired to review the reading program to determine its effectiveness and make recommendations. Teacher workshops were conducted on differentiated instruction, curriculum, and assessment as a result. In addition, the district was in the process hiring Siemens to improve the schools infrastructure and energy system.

Indicators ► Ratings ▼	1	2	3	4	5	6	7	8	Total	Total
S10 - Financial Accounting and Reporting									2004	2006
Excellent								N/A		
Satisfactory	2003	2003	2003	2003	2005	2003	2003	N/A	6	7
Needs Improvement (2006)								N/A	N/A	0
Poor								N/A	0	0
Unsatisfactory					2003			N/A	1	0

Standard 10. FINANCIAL ACCOUNTING AND REPORTING: The district maintains adequate accounting and financial reporting procedures to inform district-level and school-level decision-making, ensure effective managerial control over the use of funds and facilitate public accountability.

Indicator 5: The district reviews student achievement data and such reviews are reflected in its financial decisions.

EQA rating from 2003: Unsatisfactory

EQA Rating from 2006: Satisfactory

Evidence: During the initial review in 2003, interviews with the district leadership and the school business administrator provided no evidence or documentation that the district regularly reviewed student achievement data at the administrative or school committee level and used that information to develop budget recommendations, policies, or financial decisions.

During the revisit, in interviews with the superintendent and the principal stated that because of the diversity of the students and because students were in multiple subgroups, student assessment was analyzed as a whole and the budget was developed and resources allocated to improve

academic achievement for all students. The district did not look at subgroup performance although not all subgroups had attained AYP in 2005. Examples of the use of student achievement data in the district's budget decisions included: the reallocation of financial resources to send ten staff members to a conference on HSTW. In addition, 35 percent of Perkins monies were allocated for out of state professional development. In an effort to continue to improve student achievement, the district allocated local funds after state funding was cut to continue to support MCAS remediation programs during the day, after school, and during the summer.

Part IV: Tier II Domain Findings and Summary for 2005

I. Leadership, Governance, and Communication: School committee, district leadership, and school leadership established, implemented, and continuously evaluated the cost effectiveness and efficiency of policies and procedures that were standards-based, focused on student achievement data and designed to promote continuous improvement of instructional practice and high achievement for all students. Leadership actions and decisions related to the attainment of district and school goals were routinely communicated to the community and promoted public confidence, financial commitment and community support needed to achieve high student and staff performance.

Standard Rating: Satisfactory

Summary:

Using input from the school council, administrators, teachers, and the school committee, the district developed a School Improvement Plan that incorporated input from the High Schools That Work team and from the analysis of student assessment data. The School Improvement Plan served as the District Improvement Plan as this was a single school district. The district collected student data, aggregated and disaggregated the data with the help of training provided by Boston College, and distributed it to all administrators and teachers.

School committee members were knowledgeable of their responsibilities under the Education Reform Act through attendance at the Massachusetts Association of School Committee's workshops and a packet of information members received from the superintendent. The committee annually approved and advocated for budgets above the state mandated minimum contributions. Administrative staff provided bimonthly reports to the school committee on progress towards school goals and student achievement and the superintendent, as part of the evaluation process, provided them with quarterly reports.

Requirements for the use of student assessment and achievement results to improve instruction were not systematic or regular and were not made part of the formal evaluation instrument for teachers or administrators. As a result of analyses from student achievement data, changes were made to programs, policies, and services. These modifications included the assigning of MCAS remediation teachers, the institution of monthly reading assignments to all courses and classes,

and a change in the cooperative employment requirement policies. In addition, the school's attendance policy was modified, a new reading program adopted, and a writing across the curriculum program implemented as a result of MCAS test data. Administrators told the EQA examiners that Individual Student Success Plans (ISSPs) were written for all students failing the MCAS tests. The EQA examiners reviewed a sample of these plans, and found that each contained a listing of areas of weakness and designated support programs. The district provided a six-week MCAS support program during the summers of 2003 through 2005. The district administrators stated that the subpopulations of the school were so intertwined that they had difficulty targeting services to those subgroups. Many of the subgroups attained AYP, but one subgroup did not in 2005. The superintendent was held responsible for student achievement through quarterly reports to the school committee.

The district had an active vocational advisory committee system, cooperative agreements with Massachusetts Bay Community College and, during the period under review, had developed a culture of collaboration throughout the staff.

Preliminary Finding(s):

- The district had a District/School Improvement Plan in place that incorporated both school/district goals and student achievement data.
- Student achievement data was generated and disseminated to all staff, and although no formal policies or requirements for the use of data were in place, teachers stated that the data were used to shape instructional delivery.
- During the period under review, the communities expended more than the minimum contribution in support of the school as determined by the state in the school budgets.
- Although formal administrative evaluations did not consider student achievement as a prime factor of performance, all administrators considered student achievement as their prime responsibility.
- The school district contracted with Boston College to aid in aggregating and disaggregating of the MCAS test scores.
- Formal written evaluations did not require teachers to use student assessment results to improve classroom instructional methods.

- The superintendent reported quarterly to the school committee on progress towards school goals and improved student performance as part of the evaluation process.
- The district administrative team met weekly with the superintendent to assess progress towards school goals.
- Monthly reading assignments were required of all students in all subjects.
- Educational leadership responsibilities were delegated to the coordinators through the principal.
- Vocational advisory committees met regularly, and their recommendations were communicated to the school committee.

Indicators:

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

Evidence: During the period under review, the district developed a School Improvement Plan (SIP), which served as the District Improvement Plan, as this was a single school district. The SIP contained goals pertaining to improvement of student achievement and methods were extracted in a large part from the goals put together with the High Schools That Work (HSTW) technical assistance team. Input from analysis of student achievement, completed with the contracted help of Boston College, was folded into the school's goals. In interviews with administrative staff, it was explained to the EQA examiners how student achievement data from assessments, including the MCAS test results, were used to develop goals included in the SIP. For example, modifications in the teaching of English and math were instituted as goals in the SIP, and implementations were planned during the last year of the review period as a result of student assessment data analyses performed with training provided by Boston College and additional training provided throughout the review period.

2. School committee members were informed and knowledgeable about their responsibilities under the Education Reform Act, and relied on student achievement data and other educationally relevant data as the foundation of their policy-making and decision-making.

Evidence: For the period under review, the school committee members were informed and knowledgeable about their responsibilities under the Education Reform Act. School committee members regularly attended conventions and workshops to update their knowledge in this area. In an interview with school committee members it was stated to examiners that new committee members also received a packet of information from the superintendent to inform them as to duties and responsibilities.

In a review of school committee meeting minutes for the review period, several examples of policy changes and decisions based upon student achievement data were examined. For example, changes were made in the school's cooperative education policy after a report on students MCAS test scores led to the conclusion that a requirement to pass the MCAS test and better attendance and class grades would lead to improved student performance. When state funding for MCAS remediation programs were cut in 2003, the school committee added budget monies to continue the MCAS after school classes and summer program for the period under review. This decision came partly as a result of information gained from analyses of the student MCAS scores.

3. The district was highly effective at data selection, data generation, data gathering and

Evidence: In interviews with administrators, the EQA examiners learned that during the period under review the district collected data on student attendance, quarterly grades, student suspensions and expulsions, Individual Education Plans (IEPs), the MCAS test, and the results of special MCAS remediation programs. The district contracted with Boston College to receive training in analysis of aggregate and disaggregated MCAS test scores. This training was provided in a two-day presentation to help teachers interpret the educational implications of the results of the MCAS tests. Most but not all administrators and some teachers underwent TestWiz training to learn how to interpret and analyze student achievement data. Ten teachers were further trained as a function of the High Schools That Work (HSTW) program. Information from

student achievement data was communicated to teachers in department meetings and in school wide professional development release days.

When state funding for MCAS remediation programs were cut in 2003, the school committee added budget monies to continue the MCAS after school classes and summer program for the period under review. This decision came partly as a result of information gained from analyses of the student MCAS scores. Also based upon assessment results during the last year of the review period, plans were formulated to change delivery of the ELA and math curriculum. For example, a new reading series was purchased and a writing across the curriculum program implemented. In addition, the district offered additional services to help support students such as an after-school program, an MCAS lab, and a six-week MCAS support program in the summer.

The school's attendance policy was also changed based upon information interpreted from data collected by the school and communicated to the school committee. The new policy limited class absences to five per term; students were required to make up absences in excess of five after school. Other changes included Saturday detentions in lieu of out-of school suspensions for students accumulating fifteen demerits for minor offences, and required attendance in the after-school program for students failing a class for the term.

4. Each school used an approved School Improvement Plan (SIP) that was aligned with the DIP and was based on the analysis of student achievement data. (Only for multi-school districts)

Evidence: This is a district comprised of one school. The School Improvement Plan serves as The District Improvement Plan.

5. The district leadership promoted equity by treating schools' populations and allocations differently and allocating more and better resources to their students and schools with greater needs.

Evidence: In interviews with administrators, the EQA examiners were told that the school's populations were extensively intermingled. Students in the Hispanic population, for example, were also heavily represented in the special needs and free and reduced lunch categories. With

over 46 percent special needs students in the school, special education students were heavily represented in all of the other subgroups. The superintendent and the principal revealed that because of the diversity of the students and because students were in multiple subgroups, student assessments were analyzed as a whole and the budget was developed and resources allocated to improve academic achievement for all students. However, the Hispanic subgroup did not attain AYP in math in 2005.

The school committee allocated local resources to continue the MCAS after-school and summer remediation classes, after the Commonwealth stopped funding these programs, for those students who had not yet passed the MCAS test.

6. The superintendent annually recommended and the school committee annually approved educationally sound budgets based primarily on the analysis of student achievement data and advocated for these budgets with the appropriating authority and community.

Evidence: For the period under review, an examination of school committee minutes and an examination of the budget documents revealed that the committee annually voted budget expenditures over the minimum contribution figures provided by the state.

Staff members submitted budget requests to the lead teacher for review and recommendations, followed by a review of department requests by the coordinators. The superintendent then received the entire department request and reviewed them with the principal and business manager for finalization. In interviews with district staff and school committee members and in documents provided by the district, it was indicated that student achievement data were used to build an educationally sound budget. This data included reports of student performance to the school committee.

The superintendent and school committee members advocated, in meetings with community finance committees and at town meetings, to have the communities vote monies to improve services to students based upon needs ascertained through the analysis of student achievement data. As stated in the above indicator, because Keefe Tech subgroups were highly intertwined with one another, student assessments were analyzed as a whole and the budget was developed

and resources allocated to improve academic achievement for all students, according to the superintendent and principal even though subgroup performance was not equal and the Hispanic subgroup had not attained AYP in math in 2005.

7. The leadership periodically reported to the school committee, staff, and community on the extent of its attainment of the goals in the DIP and the SIPs, particularly regarding student achievement.

Evidence: In interviews with administrators and in an examination of school committee minutes, evidence was found that the district's leadership regularly reported the attainment of goals as outlined in the District/School Improvement Plan to the school committee. These reports were part of the bi-monthly superintendent's report and were supplemented at different times by PowerPoint and other presentations by the academic and vocational directors. The DIP/SIP contained goals pertaining to improvement of student achievement, such as modifying the teaching of English and math, and implementations were planned during the last year of the review period as a result of student assessment data analyses.

As a part of the superintendent's evaluation process, he presented quarterly reports to the school committee on his and the school's progress on goals and achievement. In addition, the communities received an end of year report on the school's goals and student progress. Under the direction of the superintendent, the principal and both the academic and vocational coordinators presented reports on the MCAS test results to the school committee and to the public through the local newspapers.

Reports on student achievement were communicated to teachers through coordinators and lead teachers as part of monthly meetings. In turn, the lead teachers communicated this information to the teachers through department meetings and in school wide professional development release days.

8. District and school leadership used and effectively implemented practices that required all staff to regularly use aggregated and disaggregated student assessment data to improve instructional programs and services for all student populations.

Evidence: Examiners found that no administrators had the formal written responsibility to require staff to use student assessment data to improve instructional programs and services for all student populations. This was confirmed through document reviews and interviews with administrators and teachers. The EQA examiners found that data from student assessments were generated, collected, interpreted, and disseminated to all staff in the district. In addition, training in data analysis skills and interpretation was provided to teachers during the review period. In interviews with administrators, examples of use of student assessment data to change or add programs were given; however, these efforts were not systematic or regular.

In interviews, teachers stated that while they received the MCAS test results, there was no written evaluation requirement to use that data. While teachers modified teaching methods as a result of student assessment data, there were no administrative requirements or established practices that were in place that required them to make such changes.

9. District and school leaders monitored student achievement data throughout the year, considered the goals identified in the DIP and the SIPs, and implemented or modified programs, policies, and services as required.

Evidence: For the period under review, the examiners found through a review of documents and interviews with administrators that student achievement data were monitored throughout the school year through grades and progress reports and through review of the MCAS test results. The school's administrators gave bi-monthly reports to the school committee on progress towards DIP/SIP goals and student achievement. In addition, the superintendent, as part of his evaluation process, gave quarterly reports to the school committee on school progress.

Administrators reviewed student achievement data and correlated it with goals in the School Improvement Plan. As a result of analyses from student achievement data, changes were made to programs, policies, and services. These modifications included the assigning of MCAS remediation teachers, the institution of monthly reading assignments to all courses and classes, and a change in the cooperative employment requirement policies. In addition, the school's attendance policy was modified, a new reading program adopted, and a writing across the

curriculum program implemented as a result of MCAS test data. Administrators told the EQA examiners that Individual Student Success Plans (ISSPs) were written for all students failing the MCAS tests. The EQA examiners reviewed a sample of these plans, and found that each contained a listing of areas of weakness and designated support programs. The district provided a six-week MCAS support program during the summers of 2003 through 2005.

10. The performance of the superintendent, administrators, and principals was annually evaluated based on MCAS results, other student achievement data, and the attainment of the goals in the

Evidence: The EQA examiners reviewed evaluations for the superintendent, principal, assistant superintendent for business, and program directors for the period under review. The examiners found no formal written criteria in the evaluations that referenced student achievement data.

Although the school committee members stated that they understood their responsibilities in regard to evaluating the superintendent, the superintendent's formal written evaluations were based upon goals provided by the superintendent, not including student achievement. However, during an interview with the school committee, it was stated that the quarterly reports related to school performance were required of the superintendent and were a substantial part of the evaluation process; these reports considered student achievement data.

The principal's evaluation was, in part, based upon attainment of goals outlined in the School Improvement Plan and in part upon supervision of the administrative staff. A review of administrator evaluations showed that there were no citations of student improvement data or other assessment data. Evaluations identified strengths, weaknesses, and areas in need of improvement in the form of general recommendations. The evaluation form listed twenty-two items that described general administration and management skills such as "Planning: Careful planning is done before action is taken" and "Initiative: Originates and develops constructive ideas and actions." Information seeking evidence of instructional leadership and organizational leadership in an educational setting was present only in the first item, "Knowledge: Possession of current information and knowledge needed to function as an educational leader." To evaluate administrators, the evaluator would check one of five blocks titled "Strong," "More than

Satisfactory,” “Satisfactory,” “Improvement Suggested,” and “Not Applicable” for each of the twenty-two items.

For the period under review, evaluations were consistently completed annually for the entire leadership team of Joseph P. Keefe Technical School. Although the formal evaluations for the district leaders did not list responsibility for student achievement, in interviews all administrators stated that they considered student assessment and achievement to be their prime responsibility.

11. The superintendent effectively delegated the educational and operational leadership of the schools to the principals and program directors and used student achievement data to assess the success of their leadership.

Evidence: Administrators confirmed in interviews with the EQA examiners that the superintendent effectively delegated the educational and operational leadership of the school to the principal, and the principal then delegated additional responsibilities to both the academic and vocational-technical curriculum coordinators. The principal was seen as the school leader and the academic and vocational coordinators provided leadership in their respective areas.

The superintendent stated that the success of the leadership delegation was assessed through formal and informal evaluations, observation of the school’s climate, the safety and security of the school, and meetings with the administrative staff. No formal use of student achievement data to assess leadership performance and success was found in administrator’s evaluations. Although the examiners, through interviews with administrative staff and teachers, found evidence that administrative meetings were held weekly and discussed progress toward goals, and methods of improving student achievement, and administrative responsibilities towards that progress. While the district leaders were not formally held accountable for student achievement, in interviews all administrators stated that they considered student assessment and achievement to be their prime responsibility.

12. The school committee and superintendent created a culture of collaboration and developed contracts and agreements which encouraged all stakeholders to work together to support and sustain improved student achievement.

Evidence: Vocational advisory committees were encouraged and met regularly as required by regulations. The school committee and superintendent received reports on the committees' discussions and suggestions.

The teachers' association had not filed any grievances during the period under review. The district had built low cost housing in collaboration with the sending communities. The school had contracts and memoranda of agreement with several colleges about advanced credit for district students, and Massachusetts Bay Community College taught the health course for students from which they became accredited as Emergency Medical Technicians.

II. Curriculum and Instruction: The curricula and instructional practices in the district were developed and implemented to attain high levels of achievement for all students. They were aligned with components of the state curriculum frameworks and revised to promote higher

Standard Rating: Satisfactory

Summary:

During the period under review, staff members at the Joseph P. Keefe Technical High School were engaged in the process of writing and revising the curriculum in ELA and math that led to the development of ELA and math curriculum guides aligned with the Massachusetts State Frameworks. The developed curricula were reviewed and informed by the MCAS test results on an ongoing basis. As part of this process, universal syllabi were developed for all academic subjects. In the vocational areas, the school was in the process of developing its curriculum. Vocational frameworks indicating competencies and state standards as well as scope and sequence for each grade level were used in all shop content areas.

The district employed a coordinator of academic programs and a coordinator for vocational-technical programs whose primary responsibilities involved overseeing curriculum development, instructional programs, analysis of assessments, and supervision/evaluation in their respective areas. Lead teachers in every academic and vocational content area were in place during the review period and supported both the academic and vocational-technical coordinators in their roles. Lead teachers had informal responsibility for curriculum oversight, while their jobs focused primarily on curriculum development instead of the actual classroom instructional practices and degree of curriculum implementation. Lead teachers did not have evaluation responsibility based on contractual limitations. Thus, the academic and vocational-technical coordinators were responsible to review over 30 teachers each year.

The EQA examiners found traditional classroom instruction despite alignment to the state frameworks and ongoing curriculum revision. Most academic classes were teacher-centered with little variety in instructional methods; vocational classrooms, however, evidenced practices of differentiated instruction. In most of the 23 academic classes visited by the EQA examiners, the same lesson was taught to every student with the same book, on the same page, with same

instructions and assignment. During classroom observations, the EQA found that appropriate technology was available and was used as a part of the instructional process.

The district used student assessment data to modify curriculum and skills covered in instruction. The staff met to analyze student achievement data and to identify students with failing MCAS test scores. During the period under review, while extra help in math and English were provided to students on a pullout system, there were no additional regular classes added to the master schedule. The master schedule for the school had not changed since the 2003 EQA review.

Preliminary Finding(s):

- During the period under review, teachers underwent a process of drafting, writing, and revising Keefe Technical School’s curriculum in ELA and math that resulted in curriculum guides aligned with the Massachusetts State Frameworks, and universal course syllabi in all academic areas.
- In the vocational area, the process of curriculum development was still underway and had not yet resulted in completed curriculum guides.
- The district provided the resources necessary to support curriculum development and implementation for the academic and vocational areas.
- Appropriate technology was available and used as an integral part of the instructional process.
- During the EQA observations, limited evidence was found or displayed to articulate high expectations to students for students’ work .
- School leaders did not monitor teachers’ instructional practices effectively.
- Formative student assessment data were not systematically used to monitor and improve teaching and learning.
- Differentiated instruction was evident in the vocational classes but not in academic subjects, for the academic teachers did not engage in a variety of instructional practices.

Indicators:

1. The district implemented curricula for all grade levels in tested core content areas that clearly addressed all components of the state curriculum frameworks. The curriculum document

contained at a minimum, components that addressed: objectives, resources, instructional strategies, timelines, articulation maps, and measurable outcomes or assessments.

Evidence: During the period under review, Keefe Technical had written curriculum guides in ELA and math that aligned with the Massachusetts State Frameworks for all grade levels. An examination of the guides in the academic areas revealed that they contained a timeline, subject content, teaching resources, and sample measurable benchmarks based on the state framework standards and strands. Lead teachers in the academic areas held formal monthly meetings with their departments that resulted in the common unit and end of course assessments for all of the departments.

While the academic curriculum was largely complete at Keefe Tech, the process was still underway in the vocational area, and the curricula were currently being developed by staff. A review of the vocational frameworks used in the shop content areas indicated that competencies and state standards existed as well as a scope and sequences for each grade level.

2. The district's curricula were aligned horizontally and vertically.

Evidence: During the period under review, the academic curriculum guides were aligned both horizontally and vertically. A review of the ELA and math guides indicated that there were no redundancies, that subject content matched grade level expectations, and they were also aligned with the state frameworks. The ELA and math departments also developed common exams for end of the unit and end of the year measures for each subject to ensure that the same skills were taught among the classrooms. For example, the same test was used for all Algebra I sections across the school.

In the vocational areas, Keefe Technical used the vocational frameworks as standards and competencies. The vocational programs did not need vertical alignment because students attained competency at their own rates and their progress was recorded on a system called Skills Plus.

During interviews, it was indicated in the academic and vocational areas that through regularly scheduled department meetings, and that the adequacy, effectiveness, and currency of the

curriculum were major topics of discussion. The coordinators held monthly meetings with the lead teachers and in turn, the lead teachers held meetings with their respective departments. The lead teachers indicated that their monthly meetings and informal weekly conversations promoted communication with teachers about the delivery of the aligned curriculum.

3. Each school in the district had a curriculum leader who oversaw the use, alignment, consistency, and effectiveness of delivery of the district's curricula that focused on improvement for all of its students.

Evidence: The school's organization chart listed coordinators for both the academic program and the vocational technical program who had separate responsibility for the use, alignment, quality, currency, and consistency of Keefe's academic and vocational-technical curricula, as noted by both coordinators. Their job descriptions supported these separate responsibilities: overseeing curriculum development, instructional programs, analysis of assessments, and supervision/evaluating of staff. In addition, the academic and vocational technical coordinators noted that the lead teachers for both the academic and vocational areas had informal responsibility for curriculum oversight and helped to support the coordinators in their roles.

The academic and vocational-technical coordinators stated that they conducted at least weekly walkthroughs of each academic classroom and shop area. Lead teachers' jobs focused more on curriculum development than classroom instructional practices and degree of curriculum implementation. During the time under review, the coordinators met weekly with the lead teachers who in turn relayed the discussed information to their teachers. Lead teachers in the academic areas also held formal monthly meetings with their departments that resulted, among other things, in the common unit and end of course assessments for all of the departments. They were helpful in supplying their respective teachers with instructional strategies and resource materials. Lead teachers also conducted informal walkthroughs in both areas, mostly on a daily basis. During interviews, it was indicated that the scope of the walkthroughs varied from a collegial hello to looking at what was on the board in each classroom.

During classroom observations, several vocational teachers said that their lead teachers and the vocational technical coordinator were visible on a regular basis and that they were helpful and

supportive in the delivery of inclusive instruction. By contract limitations, lead teachers did not have evaluation responsibility. Thus, the academic and vocational-technical coordinators were responsible to review over 30 teachers each year.

During the review period, students at Keefe Technical School showed improvement over time with an increase in those scoring at or above the 'Proficient' level and a decrease in those scoring at the 'Warning/Failing' level. In 2005, 26 percent of all students scored 'Advanced' and 'Proficient,' an increase from 16 percent in 2002. Correspondingly, 51 percent of the students scored in the 'Warning/Failing' category in 2002 and dropped to 23 percent in 2005.

4. Each school provided active leadership and support for effective instructional strategies, techniques, and methods grounded in research and focused on improved achievement for all students.

Evidence: During the period under review, although both the coordinators and lead teachers provided leadership to the teachers in their respective areas, the degree of support for effective instructional strategies was limited.

The coordinators held monthly meetings with the lead teachers and in turn, the lead teachers held meetings with their respective departments. These meetings resulted, among other things, in the common unit and end of course assessments for all of the academic departments that helped to ensure horizontal alignment. The academic and vocational-technical coordinators stated that they conducted weekly walkthroughs of each academic classroom and shop area. Lead teachers also conducted informal walkthroughs in both areas, generally daily. During interviews, it was indicated that the scope of the lead teachers' walkthroughs varied from a collegial hello to looking at what was on the board in each classroom. These interactions added visibility and some opportunity to discuss instructional strategies and available resources with teachers. As a result of the High School That Works process, universal syllabi, common departmental tests, and some exposure to instructional methods grounded in research were evident.

While observations of the vocational-technical classrooms exhibited examples of differentiated instruction, the EQA examiners observed teacher-centered instruction in all of the academic

classroom observations. In observations of the academic classrooms, the examiners noted that there were few opportunities for differentiated instruction. In one of the 23 academic classrooms, the examiners observed “the teacher engaged in a variety of instructional techniques such as differentiated instruction.” In contrast, all but one of the 16 vocational-technical teachers observed used differentiated instruction.

5. The district had an established, documented process for the regular and timely review and revision of curricula that was based on valid research, the analysis of the MCAS test results, and other assessments, and focused on improved achievement for all subgroups.

Evidence: During the interview process, administrators and teachers indicated that through in-service time, early release days, departmental meetings, and the High Schools That Work initiative, the curricula was reviewed yearly to identify remediation needs for students and for curriculum changes.

Administrators stated that the analysis of test results drove curriculum revisions and led to the development of the current ELA and math curriculum guides in the academic area. For example, in response to the ELA MCAS test results, the school developed a writing across the curriculum program. In each academic subject as well as vocational area, there was a weekly open-ended response question and writing experience for students. As a result of low scores in both ELA and math, Keefe created an MCAS lab in 2003-2004, staffed by a full-time teacher and part time assistant. The curriculum included computer-assisted instruction using PLATO program courseware in reading, writing, math, and MCAS test practice using released questions. The lab was open during the day and after school, and attendance was voluntary. In addition, an extended day tutorial program was available to serve students who failed the Grade 10 MCAS test and subsequent retests.

Currently underway in the district was planning in place for next year, based on a best practice from High Schools That Work, for all Grade 9 students to take Algebra 1 and for all students to be encouraged to take as many high level courses (college preparatory) as possible.

6. The district analyzed student achievement data and allocated instructional time in the tested core content areas that focused on improved rates of proficiency for all students.

Evidence: While additional help in math and English were provided to students during the review period on a pull out system, the school's master schedule had not changed since the 2003 EQA review. Only students who failed the MCAS test were taken out of physical education and some related technology periods to participate in an extended skill learning opportunity before taking the re-test. The decision was made during 2005-2006, after the period under review, to move instruction in Related Technologies from the academic week to the vocational week to allow for additional MCAS instruction. No additional regular classroom opportunities were allocated in the master schedule to improve rates of proficiency for students.

During interviews, administrators and teachers indicated that annual analyses of the MCAS test and Stanford test data were conducted in an effort to strengthen curriculum and instruction and to improve achievement for students. As a result of such analyses, the school initiated a writing across the curriculum program. In each academic subject as well as shop area classes, there was a weekly open-ended response question and writing experience. In addition, in 2005-06, an extra semester course was planned in math and English for students who failed the MCAS test in grades 10-12. The time will come from the eight periods presently allocated for shop-related coursework.

7. Appropriate educational technology was available and used as an integral part of the instructional process.

Evidence: Educational technology was visible in almost every classroom during the review period, and the School Improvement Plan indicated that technology was used as an educational tool. There was a Technology Plan in place that contained student competencies and a list of technology skills for infusion and integration into the classroom, such as keyboarding, project based units, process writing, and Internet research.

On average, each classroom and shop area contained two to three computers and one printer. All math classrooms had graphic calculators for each student. There was one computer lab and 20

computers in the library/media center. A mobile lab with 24 laptop computers was available to teachers on a request basis. The senior project, assigned in the freshman year of 2004 included a research paper, a product, an electronic portfolio and a presentation, used technology as an integral part of the instructional process.

8. District and school leaders actively monitored teachers' instruction for evidence of practices that reflected high expectations for students' work and mastery.

Evidence: The academic and vocational-technical coordinators were responsible for monitoring teachers' instruction. Each coordinator was responsible for evaluating and reviewing approximately 30 teachers annually. In addition to formal evaluations, the academic and vocational-technical coordinators stated that they conducted at least weekly walkthroughs of each academic classroom and shop area. Lead teachers also conducted walkthroughs in both areas, mostly on a daily basis. During interviews, it was indicated that the scope of the walkthroughs varied from a collegial hello to looking at what was on the board in each classroom. There was no student work displayed in the academic classrooms. In the vocational-technical classes, the coordinator reviewed weekly Skills Plus printouts that indicated the degree of student mastery and used this information to determine areas for additional instruction or support and to communicate skills attainment to parents.

Both teachers and administrators did state that the teacher evaluation instrument was revised to include a category entitled "Curriculum Alignment," but there was no category for "Expectations for Student Work."

9. Through the ongoing use of formative and summative student assessment data, the district monitored the effectiveness of teachers' instruction and provided resources, professional development, and support to improve and maintain high levels of instructional quality and delivery.

Evidence: Although a review of the professional development offerings and agendas for the in-service days indicated many listings for formative and summative data analysis, there were few

opportunities for differentiated instruction. In addition, none of the professional development trainings and workshops offered during the review period were mandated for staff.

There was little evidence that the training and results of formative student assessment data were translated into actual classroom instructional practices that were monitored by school leadership. In almost all of the academic classrooms visited, the EQA examiners observed that there were few opportunities for differentiated instruction and that teachers were not engaged in a variety of instructional techniques.

During interviews, it was reported that students with low MCAS test scores were pulled out of physical education and some shop related classes to attend remediation classes. Administrators told the EQA examiners that Individual Student Success Plans (ISSPs) were written for all students failing the MCAS tests. The EQA examiners reviewed a sample of these plans, and found that each contained a listing of areas of weakness and designated support programs.

Planning was in place to identify and apply target curriculum and instructional practice areas through the Performance Improvement Mapping (PIM) process and the structure of High Schools That Work (HSTW). In addition, the “Data Analysis & Strategic Planning” report dated January 2006 stated as its rationale “to provide a summary analysis that would expedite modification in curriculum, instruction and/or assessment practices in targeted areas.”

10. Random observations of classrooms revealed that teachers used a variety of effective techniques and strategies to address differences in learning style, and that instruction was student-focused, reflected high expectations, and called for engaged learning and participation on the part of students.

Evidence: The EQA team observed 39 random classrooms during the on-site visit, including 23 classrooms in the academic area and 16 classrooms in the vocational-technical shop area. A comparison of the academic and vocational-technical areas indicated that a higher average of best practices was observed in the vocational area classrooms for all five categories: classroom management; instructional practices; high expectations; student activity and behavior; and classroom climate.

In both the academic and shop classes, examiners observed that almost all were “orderly and conducive to learning” and that “interactions between students and teachers were positive and respectful.” In one of the 23 academic classrooms, examiners observed, “the teacher engaged in a variety of instructional techniques such as differentiated instruction.” In contrast, all but one of the 16 vocational-technical teachers observed used differentiated instruction.

The EQA examiners observed the most dramatic difference between the academic and vocational instructional techniques in the category of expectations. In only 29 percent of the academic classrooms were practices that reflected high expectations for student’s work and mastery observed. In the shop area, 77 percent of the vocational-technical teachers were observed to be engaged in developing high expectations for students. In addition, there was no display of student work in 22 out of the 23 academic classrooms; and in the shop area, 12 out of the 16 classrooms displayed student work.

In most of the academic and vocational-technical classrooms, the EQA examiners observed students exhibiting awareness and understanding of the lesson objectives. In addition, students used available technology appropriately. However, EQA examiners noted that most of the academic classrooms were teacher-centered. The “climate” category had the smallest disparity between academic and shop classes observed, fifteen percent. In almost all of the classes throughout the school, the EQA examiners observed characteristic behaviors such as active listening, courtesy, fairness, and mutual respect. However, particularly in the academic area, there was little evidence of the use of multiple resources for student learning to address diverse learning styles.

SUMMARY OF CLASSES OBSERVED

	ELA	Math	Other	Total classes	Total computers	Computers For student use	Average Computers per class	Total students	Average Class Size
Academic	7	6	10	23	27	6	1.2	287	12.5
Vocational			16	16	86	72	4.5	275	17.5

Items per Category	4			9			4			6			3		
Category	Classroom Management			Instructional Practice			Expectations			Student Activity and Behavior			Climate		
**	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O
Academic Total Checks	24	1	65	86	2	115	58	7	27	52	14	68	20	0	49
Max. Possible	92	92	92	207	207	207	92	92	92	138	138	138	69	69	69
<u>Vocational</u>	N	A	O	N	A	O	N	A	O	N	A	O	N	A	O
Total checks	2	0	62	13	7	122	9	6	49	11	9	76	4	3	4
Max. Possible	64	64	64	144	144	144	64	64	64	64	96	96	96	96	96
Average in %	3	0	97	10	5	85	14	9	77	11	9	80	8	6	86

** N=not Observed, A= Not Applicable, O=Observed

III. Assessment and Program Evaluation: The district and school leadership used student assessment results, local benchmarks, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

Standard Rating: Satisfactory

Summary:

South Middlesex Regional Vocational School District made many substantive changes during the period from 2003 through 2005. During that time, the district made an institutional decision to become data driven and made progress towards that goal. Almost all of its students participated in assessments from their acceptance as students within the district through Grade twelve. Reporting instruments in both academic and vocational areas were provided by the district and reported to parents and community members when appropriate. Student achievement was regularly monitored and reported to parents on a regular and effective basis.

The district used student achievement data to gauge the effectiveness of its instructional and support programs. In addition, the use of student achievement data was used to inform program and staffing decisions. The district voluntarily participated in outside program audits where available, and cooperated with all required state audits as well. Results of audits, student data, and evaluations were used to maximize the efficiency of instruction, and create, modify, or discontinue instructional and support programs as indicated. During the past two years, the institutional character of the district had been substantially changed.

Preliminary Finding(s):

- The district and school leadership collected, analyzed, and used student assessment data on a regular basis.
- On the 2004 MCAS test, the district's participation rates were 99 percent among regular education and disabled students in ELA, and 99 percent and 97 percent among regular education and disabled students in math.
- The district provided reporting instruments for both academic and vocational skills and used them to report the results of student attainment to students, parents, and employers within the community.

- In addition to the MCAS test, benchmarks and assessment tools were regularly used to track student progress and the results were shared with parents and staff in a timely manner.
- The effectiveness of instructional and support programs was determined by the analysis of student performance data.
- The district participated in all appropriate school audits, on both a voluntary basis and as required.
- The district annually reviewed programs and staffing based upon student achievement data and made program and occasionally, staff changes as indicated.
- Evaluation results were regularly used to create, modify, or discontinue instructional and support programs and to improve the effectiveness of instruction.

Indicators:

1. District assessment policies and practices were characterized by the continuous collection, analysis, and use of student assessment results by district and school leadership.

Evidence: Practices were in place for the collection, analysis, and use of student assessment results in the school during the review period. In addition, the school had shifted its focus to the importance and use of assessments and student achievement data. The district consistently collected, analyzed, and used student assessment results in a process that began before the students actually entered the Keefe Technical School and that continued through spring of Grade 12. The district contracted with Boston College to receive training in the analysis of MCAS test scores. This training was provided in a two-day presentation to help teachers interpret the educational implications of the results of the MCAS tests. Most but not all administrators and some teachers underwent TestWiz training to learn how to interpret and analyze student achievement data. Ten teachers were further trained as a function of the High Schools That Work (HSTW) program. Information from student achievement data was communicated to teachers in department meetings and in school wide professional development release days.

The first assessment was the Stanford Diagnostic Test, administered during the spring of Grade 8 to students who had been accepted to the school for Grade 9. The district used this information to confirm previously made placement decisions, and as a diagnostic aid for students experiencing academic problems during the year. A second assessment measure, administered during the

Grade 8 year, was used to ascertain interests and vocational abilities to assist in selection of the students' career majors. Meanwhile, the Grade 8 MCAS test scores were obtained by the school, were analyzed, and the results were used to invite students to summer academic support programs and the MCAS tutoring in the fall.

During Grade 10, students prepared for and took the MCAS test. After the MCAS test results were obtained by the school, they were used to identify students who were likely matches for Title I extended day support classes, or MCAS summer skills programs. During Grade 11, students who had not passed the MCAS test in Grade 10 repeated the administration of the test. Also, in Grade 11 the Stanford had been administered as a post test beginning in May of 2005. This test was used last year as "an apples-to-apples comparison" for students. Students were compared simply to indicate that a growth of 3.1 academic years occurred over the period in the entire group of tested students. Further use of this assessment opportunity was planned for the future, to determine the extent of individual student progress since Grade 9.

During Grade 12, students were randomly selected to take the National Assessment of Educational Progress (NEAP) test. The NEAP was used to obtain a national perspective of student progress and to enable nation-wide comparisons. This assessment was conducted in coordination with the High Schools That Work program. In addition, during grades 10 through 12, students were being assessed according to their industry standards, with the data going to pursue accreditation by industry credentialing groups such as the National Automotive Technical Education Foundation (NATEF) and the American Culinary Federation (Access ACF). In vocational areas, students were assessed for competency attainment, which was tracked electronically. The results of these assessments were tracked using Skills Plus software and were used to determine areas for additional instruction or support, as well as providing a capability to communicate skills attainment to parents.

2. District and school leadership required all students to participate in all appropriate assessments.

Evidence: In the 2004 administration of the MCAS test, the district attained a participation rate of 99 percent among regular education and disabled students in ELA, and rates of 99 percent and

97 percent among regular education and disabled students in math respectively. Of the six students who were reported as ‘not tested – other,’ five were documented as having transferred out of the district during the year and one left school “to seek employment.” The 2004 MCAS participation rates for Keefe Technical School exceeded the state’s requirement of 95 percent.

3. Through the use of district-generated reporting instruments and report cards, district and school leaders implemented assessment systems to measure the attainment of goals, progress, and effectiveness. These assessment reports were focused on student achievement and were communicated to all appropriate staff and community members.

Evidence: The school district used reporting systems in both the academic and vocational programs to measure the attainment of goals, progress, and effectiveness of students and programs. In the academic areas, the district report card system, driven by Tenex school administrative software, listed course grades and provided space for a maximum of three comments from the ample list customized by the district. Report cards were both hand carried home by the students and mailed to parents. Report card distribution dates were provided on the school calendar, which was also sent home with the summer mailing. In addition, parents received letters home in the mail, separate from report cards that relayed individual scores on the MCAS tests.

Within the vocational programs, teachers used Skills Plus software and in general, Skills Plus was provided to track student competencies and was most commonly used to generate competency reports for parents, teachers, and administrators. Teachers reported that, at this time, the reports provided were used to generate a competency profile that was distributed to graduating seniors as an indication of the competencies they had attained during their high school career. Teachers also reported that they used the information provided to improve their curriculum by tracking student learning over time and using that information to modify tasks presented or projects assigned in the shop area. Teachers also indicated that the proposed linkage of the vocational and academic frameworks using the Skills Plus program “would be huge for us.”

The communities received an end of year report on the school's goals and student progress. Under the direction of the superintendent, the principal and both the academic and vocational coordinators presented reports on the MCAS test results to the school committee and to the public through the local newspapers. In addition, reports on student achievement were communicated to teachers through coordinators and lead teachers as part of monthly meetings.

4. In addition to the MCAS test, the district and school leadership regularly used local benchmarks and other assessment tools to measure student progress and analyzed and disseminated the results in a timely manner to appropriate staff.

Evidence: The district's endorsement of the High Schools That Work (HSTW) program for its fifth consecutive year provided a model by which local benchmarks and other assessment tools were used to measure student progress. Results from these assessments were analyzed and presented to teachers on a regular basis, during school wide professional development days and department meetings. Administrative meetings were held regularly and both MCAS and other assessment results were discussed during these meetings. The week after administrative meetings, the principal regularly met with lead teachers to share information on the latest assessment results as well as other information that may have been discussed by the administration. The lead teachers then met with their department members to complete the cycle of information and analysis. The HSTW professional development committee trained ten faculty members in data analysis skills. The analyses they conducted were shared with department members at the regular meetings when appropriate.

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Students who had not passed the MCAS test in Grade 10 re-took the test during the following school year. In Grade 11 was the post-test administration of the Stanford, beginning in May of 2005. This test was used last year as “an apples-to-apples comparison” for students. Students were compared simply to indicate that a growth of 3.1 academic years occurred over the period in the entire group of tested students. Further use of this assessment opportunity was planned for the future, to determine the extent of individual student progress since Grade 9.

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5. The district and school leadership used student assessment results and other pertinent data to measure the effectiveness of instructional and support programs.

Evidence: The district’s use of student assessment information regularly resulted in changes to student instructional and support programs. Administrators cited the common final examinations in math and ELA as annual efforts to inform modifications and changes to school programs. Results of each examination were used to modify instructional techniques and curriculum for the following year. The administration of the Stanford Diagnostic Test during the spring of 2005 to Grade 11 students was a clear effort not only to determine learning gains of Grade 9 students who took the test in the summer of 2002, but also to provide feedback on the effectiveness of instruction provided by the school district. Grade 11 students showed an aggregate 3.1 grade level increase in performance over the previous Grade 9 administration. Modifications also included the assigning of MCAS remediation teachers, the institution of monthly reading

assignments to all courses and classes, and a change in the cooperative employment requirement policies. In addition, the school's attendance policy was modified, a new reading program adopted, and a writing across the curriculum program implemented as a result of MCAS test data.

6. The district and school leadership regularly engaged in internal and external audits or assessments to inform the effectiveness of its program implementation and service delivery systems. The data from these assessments were provided to all appropriate staff.

Evidence: The district hosted a Coordinated Program Review (CPR) by the Department of Education during February 4-8, 2002. The CPR, a compliance review, assessed the district's compliance with a myriad of federal and state regulations, including the Individuals with Disabilities Education Act (IDEA-97), Chapter 71 B (Chapter 766 of the Acts of 1972), the Americans with Disabilities Acts, Safe and Drug-Free Schools Act, and others. The district complied with all requirements identified during the visit and filed compliance plans in a timely fashion, all of which were ultimately approved by the Department of Education. At the end of 2003, the district participated in a Department of Education audit of its Perkins funds, resulting in a compliance plan being accepted by the Department on August 15, 2003. In addition, the district contracted with an outside reviewer to conduct an audit of special education programs in 2003 and 2004. During March of 2004, the High Schools That Work technical assistant visit took place, assessing the state of the district programs and providing assistance in setting goals and responding to assessment findings. Over the period from February 2005 through December 2005, teachers and administrators participated in the Department of Education Performance Improvement Mapping (PIM) process, highlighting areas needing improvement and planning strategies to attain that improvement. In addition, the EQA examiners learned that Simmons College was used to evaluate the reading program, and subsequently improve reading strategies and provide professional development to the staff.

The EQA examiners also found in documents in November of 2004 the district contracted with Tetra Data, a consultant group for data-based decision making.

7. The district and school leadership annually reviewed student assessment results and other pertinent data to maximize effectiveness in assigning staff, prioritizing goals, and allocating time and resources.

Evidence: There was no evidence that the district used more than rudimentary analysis of student data to assign staff, prioritize goals, or allocate time and resources. Administrators were able to identify one case where a particular teacher whose students showed consistently poor performance results in one section of the MCAS test was reassigned. This, however, appeared to be a unique event. Administrators reported that normally, as long as a teacher did not ask to be reassigned, and had the appropriate licensure, no changes in teaching assignments were made. Review of both the district policy manual and the teachers' collective bargaining agreement revealed no impediments to such reassignments if the administration felt it was necessary.

While additional help in math and English were provided to students during the review period on a pull out system, the school's master schedule had not changed since the 2003 EQA review. Only students who failed the MCAS test were taken out of physical education and some related technology periods to receive additional tutoring in math and ELA. The decision was made during 2005-2006, outside the period under review but still notable, to move instruction in Related Technologies from the academic week to the vocational week to allow for additional MCAS instruction. No additional regular classroom opportunities were allocated in the master schedule to improve rates of proficiency for students.

8. District and school leadership routinely used program evaluation results to initiate, modify, or discontinue programs and services to continuously improve the delivery of instruction and student achievement.

Evidence: During 2004-05, the decision was made to move to two courses in Biology to different grade levels primarily in response to MCAS testing requirements. The one-year course in U.S. History was split into two years to allow for increased instructional time. Review of student results on the MCAS US History assessment would be reviewed to determine the effect of this program modification, if any. Changes in literacy, numeracy, and writing were made

across the curriculum in both academic and vocational classes to improve instructional quality and student assessment results.

In addition, the decision was made to change the child care program from an extended unit of study within the health services program into a separate program requiring its own Chapter 74 approval. This change was based upon student interest, an analysis of occupational data within the community, and programmatic support within the vocational technical curriculum frameworks. Before the period under review, the electronics program was discontinued based upon placement results and student interest as indicated by a pattern of low student choices following the exploratory program. The decision was made during 2005-2006, after the period under review, to move instruction in Related Technologies from the academic week to the vocational week to allow for additional MCAS instruction.

IV. Human Resource Management and Professional Development: The district identified, attracted and recruited effective personnel, and structured its environment to support, develop, improve, promote and retain qualified and effective professional staff who were successful in advancing achievement for all students.

Standard Rating: Satisfactory

Summary:

The academic and vocational-technical coordinators took the lead in hiring new teachers while the principal led the effort to hire new administrators. Both the principal and the coordinators forwarded their final hiring recommendations to the superintendent for approval. The administrative assistant to the business manager provided logistical support for the hiring process. All professional staff members in regular education were certified to teach in their areas; however, teachers who worked with special education students in pullout classes did not hold dual content certification. Each year, only a few teachers worked on waivers, mainly vocational teachers, and all eventually were certified. The teacher turnover rate for the school was low, and most teachers spent their entire careers at the school. Reasons cited for long-standing employment were ample opportunities for professional growth and a positive school culture. The district had a mentoring program that was more informal than formal, and it did not meet requirements of 603 CMR 7.12.

Since being placed on watch status, the district held mandatory professional development sessions for all teachers, including new and old teachers, on the importance of improving student achievement, particularly ELA and math MCAS test scores, and on the assessment and use of student data. Most administrators developed stronger applied data analysis skills, including the use of item analysis and disaggregated data. Professional development sessions on the importance of using data to drive improvement aligned with the school's priorities as a school on watch and with the district's High Schools That Work improvement agenda. At the time of the revisit, expertise in data analysis was not broadly and deeply embedded across all professional staff, but there was evidence of a strong start in this area and a shift in school culture.

The school implemented a school-wide emphasis on literacy and numeracy across the curriculum, and offered professional development courses that linked data analysis and teaching

strategies in literacy and numeracy to improve student achievement. As a result, lead teachers in the tested content areas of ELA and math worked with their departments to analyze MCAS test data and the results of end-of-the-year department exams. They applied lessons learned to revise and rewrite course syllabi linked to curriculum frameworks. Vocational teachers analyzed the results of Skills Plus to track student competencies in vocational topics and administered and analyzed assessment data from the System of Assessment and Group Evaluation (SAGE). In addition to professional development, programs offered onsite, the district had contract provisions to reimburse teachers and administrators for courses taken off-site.

The procedure for evaluating administrators aligned with provisions in the Education Reform Act of 1993 (ERA) in terms of process, but was not aligned in terms of the substance of Principles of Effective Administrative Leadership. The procedure for evaluating teachers was also aligned with the Education Reform Act in terms of process and was somewhat aligned in terms of including most indicators from Principles of Effective Teaching. However, teachers and administrators took the performance evaluation process seriously, and both groups were focused on improving student achievement in the tested content areas, even though their written evaluations were not linked to nor made specific references to student achievement data or student performance.

Preliminary Findings:

- The coordinators and the principal made a focused effort to hire the strongest candidates for teaching and administrative positions.
- All professional staff members held appropriate Massachusetts licensure.
- In the event of unfilled positions, staff members were hired on waivers, and all waived teachers were eventually licensed during the period under review.
- The mentoring program for new teachers was largely informal and undocumented and did not meet the requirements of state regulations, specifically 603 CMR 7.12, yet new teachers felt supported and valued.
- The district's professional development program included mandatory training in data analysis skills and the use of other skills necessary to improve curriculum design.
- The district's human resource policies and practices encouraged professional growth and recognition and placed a high priority on retaining and promoting effective teachers.

- Student achievement data, as well as student, staff, and administrator needs indicated by program assessments drove the district’s professional development program.
- Changes in expectations for programs and practices were monitored and supported by changed supervision practices and by modifications to the professional development plans of the staff.
- The district’s evaluation plan for administrators was not linked to student achievement.
- The district’s evaluation plan for teachers was aligned with the requirements of education reform, but was not linked to student achievement.
- The district’s employment, supervision, and professional development processes were linked and supported by appropriate levels of funding.

Indicators

1. The district’s policies and practices for the identification, recruitment, and selection of professional staff resulted in the employment of an effective teaching force that advanced student achievement.

Evidence: Evidence from interviews with administrators indicated that during the period under review, the academic and vocational coordinators initiated and managed the hiring process for new teachers with logistical support from the assistant to the business manager. In policy, final hiring decisions rested with the superintendent; but in practice, the coordinators identified and recommended final candidates to hire. The district used a similar practice to hire administrators, with the principal instead of the coordinators taking the lead role in consultation with the superintendent and consulted with the academic and vocational coordinators when appropriate.

The hiring procedure for new teachers began with the coordinators reviewing staffing needs in respective areas with the lead teachers. Vacancies were then communicated to the superintendent and the administrative assistant to the business manager who posted the position. Postings were done internally, at the Department of Education, and advertisements were placed in the *Middlesex News* and the *Boston Globe*. The administrative assistant to the business manager received and then sent applications to the coordinators, who screened applications and identified candidates to interview. Coordinators then conducted the interviews, usually involving lead teachers or other administrators. No faculty members were involved in the interview process. The coordinator then checked references and recommended the final candidate to the principal,

who sometimes interviewed candidates to confirm the coordinator's decision, and then recommended the final candidate to the superintendent.

After an administrative position opened, the vacancy was posted and applications the administrative assistant to the business manager received and then sent applications to the principal. After the principal screened applications and conducted interviews, he forwarded his hiring recommendations to the superintendent for approval. In addition, the district had some discretion in placing newly hired professional staff on the salary scale based on the coordinator's judgment of professional experience, particularly in the vocational area. The school used this to its advantage to sign highly desirable candidates.

Several new personnel practices occurred during the period under review to strengthen leadership and diversity at the school. In 2004, the position of director of pupil and personnel services was divided into two positions: a director of guidance and admissions and a director of special education. Two in-house people were appointed to fill those roles. In the last year of the review period, an Ad Hoc Hiring Committee on Diversity was formed, to explore ways to increase the diversity of the professional staff. The committee submitted an initial report to the school committee in the spring of 2005.

The EQA examiners noted, however, that the needs of the portion of the student body requiring special services were not fully met by the qualifications and expertise of the staff. Currently, 15 percent of the current student body was non-English speaking; and over 40 percent of the students had special needs. Those students were served mainly in a pullout model with replicate courses taught by teachers who were not dually certified in content areas. In addition, the MCAS support program was taught by two individuals who were not certified.

During the period under review, student achievement had advanced as measured by MCAS test scores. In 2005, Keefe Tech ranked second in the state in improvement rate in MCAS test results with 62 percent of sophomores passing the MCAS test the first time; an increase from 46 percent passing in 2004. Only one member of the class of 2006 had not passed the MCAS test.

2. All professional staff had appropriate Massachusetts licensure.

Evidence: The district certification data reported on Document #6, EQA Attachment B, “School District Teacher Licensure Survey,” indicated that all of the district’s 96 teachers and nine administrators were licensed. A review of 41 teacher personnel files revealed that 14 teachers or 34 percent, mostly vocational teachers, did not have up-to-date licenses. One administrator explained that licenses for vocational teachers were good until their birthday in 2008; another claimed that there were backups and delays at the Department of Education in renewing licenses for vocational teachers. In addition, teachers who taught students in the pullout model were not dually certified in content areas.

3. In the event of unfilled positions, professional staff were hired on professional waivers and were provided mentoring and support to attain the standard of substantial annual progress toward appropriate licensure.

Evidence: Interviews with administrators indicated that during the period under review, only one or two teachers were hired on professional waivers in the vocational subjects. Eventually these teachers were certified. When teachers were hired on waivers, the administrative assistant to the business manager provided logistical support to help these individuals gain licensure. The academic and vocational coordinators and the principal also remained up to date on teachers’ progress toward licensure.

4. The district provided teachers and administrators who were new to the district or their assignments with coaches or mentors in their respective roles and included an initial orientation which addressed the importance of the assessment and use of student data.

Evidence: During the review period, based on a review of documents and interviews with teachers and administrators, a mentoring program existed at the school that was characterized by administrators as “informal” while teachers characterized it as “formal.” The mentoring program in place did not meet the requirements of Department of Education Regulations (603 CMR 7.12). Generally speaking, the lead teachers served as the mentors for new teachers but the coordinators were also known to have chosen mentors from among volunteers within the teaching staff; they

based their choices for mentors on “personality” and potential for success. No formal curriculum or agenda existed for the mentoring program and no formal training was provided for mentors

In general, several staff members interacted with newly hired teachers to help acculturate and orient them into the district. A one-day orientation session prior to the start of school introduced new teachers to school-wide administrators and offered them information about school rules, regulations, and procedures. The academic and vocational coordinators held a workshop for new teachers in late September. Topics included a review of school opening, teacher evaluation process, contract language and procedures, performance criteria, school philosophy and goals, individual professional development plan, approval forms, and contractual benefits. Lead teachers worked with new teachers in their departments to ensure they had the necessary texts and materials and understood their teaching assignments and professional responsibilities. The coordinators referred to the lead teachers as “mentors” for new teachers. The previous year’s “rookie” teachers also met with newly hired teachers to share experiences and offer suggestions.

In the last year of the review period, the district held mandatory professional development sessions for all teachers, including teachers new to the district, on the importance of improving student achievement, particularly MCAS test scores, and on the assessment and use of student data. The EQA examiners found that the school had begun the process of learning the importance and use of student achievement data. This focus aligned with its school improvement priorities and also with its goals as a participant in the High Schools That Work (HSTW) reform model.

5. The district’s professional development programs included development of data analysis skills and the use of item analysis and disaggregated data to address all students’ achievement.

Evidence: Since being placed on watch status in 2003, a number of efforts were made for administrators and teachers to develop stronger data analysis skills, including the use of item analysis and disaggregated data, to address all students’ achievement. Through participation in HSTW, ten staff members were trained in data analysis. The district contracted with Boston College to help teachers interpret the educational implications of the results of the MCAS tests. Some teachers had received training in TestWiz as well during the review period. Lead teachers in the tested content areas had also worked with their department staffs to analyze MCAS test

data, the results of the Stanford Diagnostic (post-test) test, and departments' end-of-year exams. Data were examined looking at the aggregate population, item analysis, and disaggregated data to assess where progress was evident and where improvements were needed. In addition, vocational teachers analyzed the results of Skills Plus to track student competencies in vocational topics.

During the last two years of the review period, experts from Boston College worked with faculty during released time to help them learn to use data to understand student achievement in math and reading and to apply those insights to change topic coverage, pacing, and pedagogy. The EQA examiners also learned that Simmons College was used to evaluate the reading program and subsequently improve reading strategies and provide professional development to the staff. In the last year under review, eleven staff members participated in the Performance Improvement Mapping (PIM) process offered by the Massachusetts Department of Education to learn how to better utilize data in planning strategies to improve achievement with individual students or subgroups. Team members have worked to finalize a list of strategies and goals since the end of the last year of the review period and intend to share knowledge, skills, and expertise with colleagues. In summation, the district has begun the systematic use of student achievement data to fuel decisions for changes in program, teaching strategies, and planning for improvement.

6. The district's human resources policies and practices encouraged professional growth and recognition and placed high priority on retaining effective professional staff and on creating promotional opportunities for effective teachers.

Evidence: During the period under review, policies and practices that encouraged professional growth included provisions in the contract for each teacher to develop a five-year Individual Professional Development Plan (IPDP). The IPDP's format and processes were developed by a Professional Development Committee consisting of three teachers and three administrators and negotiated with the union prior to the period under review. Guided by the goals described in the IPDPs, the coordinators planned for professional development programs onsite and monitored teachers' selections for professional development courses taken off-site. Administrators pursued activities that would strengthen their leadership and their knowledge of school improvement strategies by attending conferences sponsored by professional associations in the administrative

and vocational areas. For example, fifteen staff members attended the 2005 Massachusetts Association of Vocational Administrators (MAVA) Summer Conference, and the academic coordinator and the HSTW coordinator and several teachers attended HSTW conferences related to those school improvement efforts.

Financial incentives for professional growth included funds negotiated in the contract to reimburse tuition costs of \$900 per teacher and \$2,500 per administrators for courses taken off-site. In addition, the district earmarked funds in the budget and also received a number of grants (Perkins, Title I, reading, and special education) to support onsite professional development. In the last year under review, the district approved setting aside two full days to onsite professional development and four half days to school-wide professional development, to begin in the current school year. In the current school year, the district allocated over \$75,000 for professional development, apart from tuition reimbursement funds.

The district placed high priority on retaining effective professional staff and on creating promotional opportunities for teachers. As noted earlier, administrators and teachers stated that professional staff tended to spend their full careers at the school. They cited the opportunities for professional development and the recognition gained from promotion to an administrative post as reasons for long-term employment at the school. In fact, all current administrators were once teachers at Keefe Tech. However, although lead teachers were appointed for one year in both academic and vocational programs, rarely did the lead teachers' position ever change. New appointments to lead teacher positions happened when a lead teacher either left the district or retired.

Other action to promote professional growth occurred when the district selected one teacher each year under review to attend the Vocational Leadership Institute sponsored by the Massachusetts Association of Vocational Administrators (MAVA) and one teacher to attend the leadership-training institute offered by the Massachusetts Secondary School Administrators Association (MSSAA). In the past few years, a number of these newly trained teachers have left the system to become administrators elsewhere.

7. The district's professional development program was informed by most or all of the following: the instructional program content; student, teacher, and administrator needs as indicated by program assessments; research-based practices; the staff evaluation process; and student achievement data.

Evidence: During the period under review, based on interviews with teachers and administrators and a review of documents, the overarching focus of professional development for teachers and administrators in the district was to improve students' literacy and numeracy skills, principally defined as higher proficiency rates in ELA and math MCAS scores. Given this context, professional development was linked to the content of the instructional program in the core-tested subjects; student, teacher, and administrator needs as indicated by program assessments, research-based practices, staff evaluation, and student achievement data. The district's High Schools That Work (HSTW) reform model also informed professional development by identifying the use of student assessment and program evaluation data as key practices to advance a culture of continuous improvement. To reach these goals, teachers and administrators had dedicated time and resources for professional development inside and outside of the school.

During the past academic year, the district invited faculty members from Simmons College to offer professional development workshops to improve reading strategies, particularly for low-achieving students, in both regular and special education. Those faculty members and other experts offered workshops with online components on differentiated instruction; assessment, curriculum and development of IEPs; technology for reading and writing; reading and writing strategies; and inclusion strategies. Attendance was voluntary and, to meet recertification needs, PDPs were awarded to participants who completed all of the workshop requirements. Administrators and a review of documents indicated that 12-15 teachers attended most workshops. In the case of differentiated instruction, according to administrators interviewed and classroom observations, there was little or no evidence of differentiated instruction in classroom teaching.

Faculty from Boston College also worked with both the mathematics and ELA/ELL teachers to increase data analysis skills during the period under review. Each department revised its course syllabus using a template derived from HSTW and informed by newly gained data analysis

skills. The new syllabi reflected changes in course content, assessment, and pacing. Interviews with lead teachers and a review of the revised documents indicated that the new syllabi were considered as works-in-progress, and changes would continue to be made based on analyses of student achievement. Lead teachers also identified the development of rubrics for student assessment as a “next step.”

The faculty also implemented a new commitment to emphasize reading, writing, and numeracy across the curriculum as a way to reinforce important skills as well as to relate academic and vocational content. Professional development was offered to understand “numeracy across the curriculum.” Evidence from classroom observations and interviews indicated that teachers made a concerted effort to implement this goal. For example, an English class computed the circumference of King Arthur’s Round Table, and a social studies teacher stopped a video in class to offer percentage increases over several years for data points cited by the video’s narrator.

Based on interviews and documents reviewed, teachers and administrators considered professional growth an important outcome of the teacher evaluation process. A review of performance evaluations indicated that the academic and vocational coordinators included general recommendations for improvement when writing performance evaluations. Teachers and administrators addressed these recommendations in follow-up conferences and in approving requests for tuition reimbursement or PDPs for professional development courses. In addition, teachers’ responses to evaluation recommendations were reflected in their IPDPs. Lead teachers also informally and conversationally followed-up on recommendations, particularly with non-professional-status teachers.

8. Changes in the expectations for programs and practice were monitored and supported by changed supervision and evaluation standards and in the professional development plans of professional staff.

Evidence: During the period under review, interviews with professional staff and an examination of the school’s professional development plans and teachers’ IPDPs offered evidence that the district changed expectations for practices based on student achievement data and identified several priorities for improvement in the academic program. In addition, the

district monitored progress in meeting new expectations through supervision, evaluations, and the professional development plans of professional staff.

A key expectation for improvement was to increase student proficiency in literacy and numeracy and to use data-driven decisions to improve math and ELA programs and teaching practices. Academic coordinators and lead teachers supported those goals through their work as supervisors and evaluators. For example, through negotiation with the union, the performance evaluation instrument for teachers was modified to include a category on “curriculum alignment.” The coordinators expected teachers to show written documentation of the curriculum frameworks or standards being taught during performance observations. Coordinators were more assiduous in checking lesson plans for coherence and alignment to frameworks and made recommendations for professional development to address weaknesses. They followed-up by checking IPDPs when requests were made for tuition reimbursement or for awarding PDPs for outside courses.

During the period under review, the lead teachers guided their departments in developing new syllabi addressing new priorities and aligning curricula with state frameworks in both academic and vocational areas. Course syllabi at Keefe Tech became living documents that could be revised and improved, as more and more information was forthcoming from achievement tests and teaching/learning experiences in the classroom.

9. The district’s evaluation procedure for administrators’ performance was aligned with the requirements of the Education Reform Act and was informative and instructive, and used to promote individual growth and overall effectiveness. Compensation and continued employment were linked to evidence of effectiveness, as measured by improvement in student performance

Evidence: Interviews with administrators, a review of all administrators’ personnel files and evaluation documents for the review period indicated that the evaluation procedure used to assess administrators’ performance was aligned with the requirements of the Education Reform Act of 1993 in terms of process but failed to align with the Principles of Effective Administrative Leadership in terms of substance.

With respect to the process of conducting evaluations, administrators' evaluations were timely; they were communicated orally and in writing; and they identified strengths, weaknesses, and areas in need of improvement in the form of general recommendations. Substantively, the descriptors used in the evaluation instrument were not drawn from the Principles of Effective Administrative Leadership. Rather, the evaluation form listed twenty-two items that mainly described general administration and management skills, such as: "Planning: Careful planning is done before action is taken;" and "Initiative: Originates and develops constructive ideas and actions." Information seeking evidence of instructional leadership and organizational leadership in an educational setting was present only in the first item, "Knowledge: Possession of current information and knowledge needed to function as an educational leader." The evaluation instrument did not include any performance descriptors from two categories in the Principles of Effective Administrative Leadership, Promotion of Equity and Appreciation of Diversity, and Effective Relationships with the Community. To evaluate administrators, the evaluator would check one of five blocks titled "Strong," "More Than Satisfactory," "Satisfactory," "Improvement Suggested," and "Not Applicable" for each of the twenty-two items.

A review of written evaluations revealed minimal informative and instructive comments, and only a few sentences in support of all twenty-two items were present. The evaluations revealed a few sentences that most often merely expressed broad and general recommendations. The EQA examiners found no suggestion from interviews or evaluation documents to indicate that compensation or continued employment were linked to evidence of effectiveness, as measured by improvement in student performance and other relevant school data. There was no citation of student improvement data or other assessment data in any written evaluation for administrators.

10. The district's evaluation procedure for teachers' performance was aligned with the requirements of the Education Reform Act and was informative and instructive and used to promote individual growth and overall effectiveness. The district provided opportunities for additional professional development and support to struggling teachers. After following due process, the district took action against persistently low-performing teachers.

Evidence: Interviews with the administrators and a review of documents indicated that the teachers' performance evaluation procedure was somewhat aligned with the requirements of the

Education Reform Act for the period under review. The EQA examiners reviewed 41 randomly selected personnel files and found that evaluations for 35 teachers, or 85 percent, were conducted in a timely manner. The academic and vocational coordinators were responsible for teachers' evaluations and communicated performance evaluations orally and in writing. The evaluation instrument identified strengths, weaknesses, and areas in need of improvement in the form of broad and general recommendations. In the last year of the period under review, this commentary was more specific and targeted toward stronger practices to improve student learning.

Substantively, the instrument used to evaluate teachers consisted of 12 topics that summarized 42 descriptors detailed in Article XVI of the union contract. The 42 descriptors were somewhat similar to indicators in the Principles of Effective Teaching, although many of these indicators were not included in teachers' evaluations. Additionally, the evaluation instrument only minimally included two performance categories from the Principles of Effective Administrative Leadership, Promotion of Equity and Appreciation of Diversity, and Effective Relationships with the Community. Each was included as one of the 42 descriptors, but not rated as individual items. To evaluate teachers, the coordinators rated the teacher's performance in each of the 12 topics on a Likert Scale of 1-5. For example, the instrument collapsed nine descriptors for Classroom Instruction into one item and asked for a single numerical score. Likewise, teachers were evaluated with one numerical score on the use, analysis, and development of assessments, which was covered by five descriptors.

A review of evaluation documents indicated that written evaluations of teachers' performance gave minimal information to synthesize effective or ineffective teaching. Most commentary, described activities taking place in the observed classroom and classroom management. Only a few sentences or phrases qualified the evaluation's numerical ratings, and only a few sentences or phrases offered instructive suggestions. These comments were mainly in the form of very general recommendations for improvement such as, "continue to improve student achievement." In the last year of the review period, the comments became more directive and instructive. Based on interviews with administrators and lead teachers and evidence found in IPDPs, teachers and administrators took the evaluation process seriously and teachers were held accountable during the entire review period for following through with recommendations for improvement.

Lead teachers and coordinators were mainly responsible for coaching struggling teachers and each described new teachers as those most often fitting the description of “struggling.” In addition, the coordinators and the principal discussed the performance of struggling teachers. The EQA examiners learned in interviews that the district did not hesitate to take action to dismiss under-performing non-professional status teachers and that several instances had occurred during the period under review. However, administrators interviewed had no recollection of non-renewals of contract for under-performing professional status teachers.

11. Administrators in the district were held accountable for improving student achievement in their respective assignments as reflected in performance reviews and for the implementation of an effective staff supervision program that considered student performance and student achievement data.

Evidence: During the period under review, when Keefe Tech was operating under a watch status, there was no evidence based on evaluation documents, job descriptions, or other documents, that administrators, particularly the academic and vocational coordinators were formally held accountable for student achievement. However, there was evidence that they held themselves accountable. After the initial EQA review in 2003, the analysis of student achievement data and stronger student performance in key tested content areas became the core motivators for improvement strategies in both vocational and academic programs. Evidence of this was detailed in interviews and also found in the School Improvement Plan. In addition, this commitment was noted in the professional development programs offered and in those approved in teachers’ IPDPs, in evaluations, in supervisory activities, and in the High Schools That Work planning documents. Staff supervision and evaluations were driven by the need to improve student achievement, even though the administrators’ and the teachers’ evaluation instruments made no specific mention of achievement data describing student performance.

In addition to conducting formal teacher evaluations, the coordinators, and sometimes the principal, conducted Learning Walks to observe, but not evaluate, teaching and learning in the classrooms or shops. From interviews, observations, and document reviews, the EQA examiners believed that there has been a culture shift at Keefe Tech since the school was put on watch that existed informally and had not been translated to policy and practice at all levels.

12. The district's employment (human resources), supervision, and professional development processes were linked and supported by appropriate levels of funding.

Evidence: During the period under review, based on a review of documents and interviews with administrators and teachers, appropriate levels of funding existed in the district to maintain coherent processes for employment (i.e., hiring), supervision, and professional development. The district targeted hiring the best professional staff it could for both academic and vocational programs during the period under review. Coordinators explained that the district could offer financial incentives in the form of higher placement on the salary scale in order to hire the best candidate from a pool of applicants.

Administrators aligned supervision and professional development processes with the school's focus on achieving higher proficiency in literacy and numeracy for all students, especially on MCAS test results during the last year under review. In addition, the district supported its work with the High Schools That Work reform model with appropriate supervision and coordination by appointing a teacher to be the HSTW site coordinator. Moreover, the district offered professional development opportunities to the HSTW site coordinator and to a number of other teachers to meet the requirements of the HSTW agenda. In the current academic year, over \$75,500 drawn from budgeted monies and grants was allocated for professional development. This figure was in addition to the \$900 allotted per teacher and \$2,500 allotted per administrator for tuition reimbursements for courses and conferences that took place outside the school setting.

V. Access, Participation, and Student Academic Support: The district provided quality programs for all students that were comprehensive, accessible and rigorous. Student academic support services and district discipline and behavior practices addressed the needs of all students. The district was effective in maintaining high rates of attendance for students and staff and retained the participation of students through graduation.

Standard Rating: Needs Improvement

Summary:

Documentation and interviews substantiated that during the period under review, Keefe Tech administrators and staff analyzed student achievement data, adjusted instruction and policies for at-risk students, and provided support programs and services intended to improve both participation and performance. In interviews with the EQA examiners, administrators and teachers stated that the High Schools that Work (HSTW) program created a structure and that the Performance Improvement Mapping (PIM) process helped the school to identify students' needs and provide appropriate services.

The district did not use other formative assessments to improve teaching and learning. Although almost one-half of the special education students were fully included in regular education classrooms, there was no scheduled collaboration time between regular and special educators. Support staff lacked proper certification to teach special education replacement classes in ELA or math, ESL sheltered classes in math and science, and MCAS tutoring. In addition, the EQA examiners observed little evidence of differentiated instruction in the academic classroom to support the needs and learning differences of all students.

According to documentation and confirmed in interviews with the EQA examiners, the HSTW leadership team and steering committee analyzed data on student absenteeism, progress, and behavior and revised school attendance, failure, and disciplinary policies and procedures to improve student participation and performance. The suspension rate, while steadily declining since 1999, was still four times the statewide average. While the attendance rate improved during the period under review, it remained below the state average. Chronic absenteeism was high, particularly among female students at Keefe Tech during the review period. In addition, teacher absence was also high.

Keefe offered College Preparatory (CP) courses in the academic disciplines of English, math, social studies, and science, and there were no explicit prerequisites or criteria for CP courses in the Program of Studies. Administrators stated that motivated students with high aspirations were encouraged to elect CP courses, even when not recommended by their prior teachers. Parental requests for CP placements were always granted. Guidance personnel stated to the EQA team that the school was attempting to raise student achievement under HSTW guidelines and wished to challenge students at the highest level.

While the district did not keep data on the proportionate representation of subgroups in CP classes, documentation through the PIM process showed that the enrollments of the Hispanic and African American subgroups in CP classes increased by 30 percent at Keefe Tech during the period under review.

Preliminary Finding(s):

- Through use of the HSTW structure and the PIM process, Keefe Tech analyzed student data, identified students at-risk, and provided a range of special education, remedial reading, ESL, and MCAS support services intended to improve student achievement.
- Keefe did not use formative assessments systematically to measure individual student progress and improve teaching and learning.
- Although Keefe provided special education replacement classes in English and math, ESL sheltered classes in math and science, and MCAS tutoring in ELA and math, Keefe special education, ESL, and MCAS support staff lacked certification in these content areas and were not “highly qualified” based on No Child Left Behind criteria.
- Although half of the school’s special education students were fully included in regular education classrooms, Keefe Tech lacked sufficient assistive personnel, especially in the vocational areas, to support these students. Keefe Tech provided neither scheduled consultation time for special and regular education teachers, nor effective training for regular academic teachers in differentiated instruction.
- According to observations by the EQA examiners, Keefe Tech academic classes were largely teacher-centered with all students engaged in the same activity at the same time. In contrast, differentiated instruction was evident in EQA team observations of vocational classes.

- Keefe flexibly accommodated homeless and transient students, provided appropriate orientation and support for students at junctures, and allowed member district and tuition students, including juniors and seniors, to enroll in programs throughout the year.
- The aggregate attendance rate at Keefe Tech improved incrementally during the period under review, but remained below the state average. Chronic absenteeism remained high, particularly for female students. A revision of the attendance policy placing a limit on term absences was ineffective in reducing chronic absenteeism because the limit of five per term was too high.
- Teachers were allowed 17 absences under the provisions of the teacher's contract, and teacher absenteeism was high, averaging 14 days in 2004-2005.
- While out-of-school suspensions at Keefe declined by almost 40 percent since 1999 with the use of Saturday Detentions as an alternative, the 2005 out-of-school suspensions rate was 26 percent, or four-times the statewide average of 6 percent.

Indicators:

1. The district administration and staff used aggregated and disaggregated student achievement data on student participation and achievement to adjust instruction and policies for at-risk populations and provided additional programs and supports to assist their progress and academic achievement.

Evidence: Documentation and interviews substantiated that during the period under review, Keefe Tech administrators and staff analyzed student achievement data, adjusted instruction and policies for at-risk students, and provided support programs and services intended to improve both their participation and performance. In interviews with the EQA examiners, administrators and teachers stated that High Schools That Work (HSTW) created a structure, and Performance Improvement Mapping (PIM) a process, for identifying students' needs and providing services and programs to help increase student achievement.

To assist staff and administration with data analysis and strategic planning, Keefe Tech engaged a consultant from Boston College to help teachers interpret the educational implications of the results of the MCAS tests. In addition to the MCAS test, the district administered Stanford Achievement tests to identify students not meeting expectations. When these results consistently

showed that many Keefe Tech students were skill deficient in reading, the district engaged a university reading specialist in the spring of 2005 to help design a reading-across-the-curriculum program. Keefe Tech submitted a proposal based on this collaborative work and was awarded a Secondary School Reading Improvement grant for the 2005-2006 school year. As a result, the Longman's Classic series was purchased. Through the PIM process that began in April 2005, English and math faculty committees identified specific student weaknesses and were in the process of developing corresponding improvement strategies and goals in 2005-2006.

According to documentation and confirmed in interviews with the EQA examiners, the HSTW leadership team and steering committee analyzed data on student absenteeism, progress, and behavior and subsequently, revised school attendance, failure, and disciplinary policies and procedures to improve student participation and performance. The Keefe attendance policy was revised in 2003-2004 and limited class absences to five per term; students were required to make up absences in excess of five after school. Other changes included Saturday detentions in lieu of out-of school suspensions for students accumulating fifteen demerits for minor offences, and required attendance of the after-school program for students failing a class for the term.

During the period under review, approximately 40 percent of Keefe Tech students were under special educational management. Most were identified in their schools of previous attendance and came to Keefe with Individualized Educational Plans (IEPs) already in force. The Keefe special education staff convened TEAM meetings to review the IEPs of these students in order to ensure continuity of service provision. Administrators told the EQA examiners that initial referrals of regular education students at Keefe were rare. When parents or teachers made student referrals, the Student Assessment and Resource Team (START) that was chaired by the school psychologist, received and acted upon these referrals.

In interviews with the EQA examiners, special education, English as a second language (ESL), and guidance staff and administrators described a range of programs and services for students under special educational management, second language learners, and students yet to attain the competency determination on the MCAS tests. Special education services included replacement classes in English and math for students unable to benefit from instruction in the regular education program and supplemental tutoring to sustain the enrollment of special education

students in regular education academic classes. Remedial reading services using the research-based Wilson program were provided for students with diagnosed reading disabilities. Keefe augmented reading services in 2003-2004 with the purchase of the Kurzweil 3000 reading program. This program provided computer-assisted reading instruction and audio narration of scanned texts, including shop manuals, for students with reading disabilities.

According to administrators and staff, the low MCAS test results of Keefe students under special educational management were attributable in part to lack of access to a curriculum based on the state frameworks. In the summer of 2003-2004, Keefe special educators met with their counterparts in English and math to develop curricula for special education replacement and tutorial classes. The new curricula were implemented in 2004-2005. The EQA examiners reviewed the curriculum documents and substantiated that they were based on the state frameworks.

During the period under review, approximately 15 percent of Keefe students spoke a first language other than English. Spanish was the predominant first language followed by Portuguese. In interviews with the EQA examiners, staff described programs and services for this population, including ESL classes, and sheltered classes in math, history, and science. Eligible students were assigned to 18-week classes at the beginning, early intermediate, high intermediate, and advanced levels based on an assessment of their language capabilities and needs by appropriately certified district staff using approved instruments. ESL staff stated in interviews and records confirmed that students transitioned to regular program academic and vocational classes within two years. As a safeguard, these students were rendered follow-up support tutoring in reading and writing during the succeeding year.

Administrators told the EQA examiners that Individual Student Success Plans (ISSPs) were written for all students failing the MCAS tests. The EQA examiners reviewed a sample of these plans, and found that each contained a listing of areas of weakness and designated support programs. The district provided a six-week MCAS support program during the summers of 2003 through 2005. Students who had failed the Grade 10 MCAS test were given priority for these programs, although some freshmen enrolled on a space available basis. The summer programs

were funded with grants augmented by district funds, and round-trip transportation was provided between home and school.

The Job Entry Program (JET) jointly administered by Keefe and the ACCEPT Collaborative since 2001 was a substantially separate program providing academic, daily living, and vocational skills instruction for students diagnosed with cognitive limitations. Most students enrolled in this program received extended educational services through the ACCEPT Collaborative from the ages of eighteen through twenty-two after attending the component based at Keefe. Administrators and staff told the EQA examiners that data analysis led to two changes in the JET program during the period under review: the academic curricula in English and math were aligned with the state Frameworks and possibilities for integrating the students in Keefe's academic and vocational programs were maximized. Keefe records showed that some JET program students progressed to less restrictive Keefe administered special education programs, and regular academic and vocational classes. In interviews, Keefe academic and vocational teachers confirmed that JET students attended their classes.

In 2003-2004, Keefe created an MCAS lab staffed by a full-time teacher and part time assistant. The curriculum included computer-assisted instruction utilizing PLATO program courseware in reading, writing, math, and MCAS test practice using released questions. The lab was open during the day and after school, and attendance was voluntary. Based on concerns about the MCAS re-test failure rates, Keefe mandated an MCAS-retest preparatory course for grades eleven and twelve students who had not attained the competency determination in 2003-2004. Taught by the MCAS lab instructor, this course was scheduled daily during academic weeks in lieu of physical education and related classes, and three times during vocational weeks.

In interviews, vocational teachers and administrators stated that the loss of vocational time did not interfere with licensing requirements since even with the full 1,500 hours students were unable to accrue the number required for a license in most trades. They went on to say that they supported MCAS tutoring because competency in literacy and numeracy were critical to success in any vocational field.

During the period under review, Keefe provided an after-school program staffed by academic, vocational, ESL, and special education teachers three days each week, and in 2005-2006, the program was shortened to two days. Administrators told the EQA examiners in interviews that students attended this program for one or two hours, and transportation home was provided for students. Through this program, students made up time for excessive class absences, rectified failing term grades, and received extra support in academic subjects as well as related vocational instruction.

2. At each grade level, the district used formative assessments and summative data to identify all students who did not meet expectations and provided these students with supplementary and/or remedial services that resulted in improved academic achievement and MCAS test proficiency.

Evidence: In interviews, administrators told the EQA examiners that the MCAS test and the Stanford were used to identify those students not meeting expectations. The Stanford was administered to entering students in the spring of their Grade eight year, a shift from the previous administration in the fall of Grade 9. Those scoring in the lowest ten percent in reading were further assessed with diagnostic instruments to determine their eligibility for remedial reading services. In the spring of 2005, the district began to re-administer the Stanford to juniors as a post-test, but according to administrators, the scores were used primarily to measure the progress of the cohort rather than to determine individual student progress and needs.

In the latter part of the period under review, Keefe administered common unit and term examinations in English and math to determine mastery of skills. Students were required to earn a minimum score of 80 percent to demonstrate mastery, and those not achieving this standard could not move on until they scored 80 percent on a re-take. There was, however, no system in place for tracking this information to identify students in academic difficulty. Administrators stated that the START team reviewed data on student achievement, attendance, and behavior, and targeted students in need of intervention. In a review of a sample of START team agendas and attachments, the EQA examiners found that the focus was primarily on excessive absenteeism rather than poor academic progress.

During the period under review, the proportion of students under special educational management at Keefe rose from 35 percent to 41 percent. Half of these students were fully enrolled in regular education academic and vocational classes. When asked how these students were supported, administrators stated that each special educator was assigned a caseload and served as liaison with the regular and vocational educators for the students assigned. The caseloads ranged between twenty and twenty-five students, and the special educators were afforded one period during the day for communicating with parents and writing IEPs and reports. This period was also used for consultation with regular program teachers. Often, however, the special educator's free period did not coincide with the intended regular education teacher's availability. In interviews, teachers stated that conversations with special educators related to the included students occurred "whenever they could be fitted in." Special educators told the EQA examiners that they consulted with academic and vocational teachers in the hallways and in the lunch and faculty rooms during the day, as well as before and after school. Administrators confirmed that there was no provision in the schedule for regular consultation.

Although administrators and teachers told the EQA examiners that regular education teachers were trained in providing for individual differences and instruction was differentiated to meet individual learning needs, the EQA examiners saw mainly teacher-centered instruction in regular education academic classes in which the whole class was working on the same activities at the same time and pace. Differentiated instruction was more evident, however, in the vocational areas. In addition, during the period under review, some district support personnel were not appropriately certified. Administrators told the EQA examiners that special education generalists lacking certification in the content areas instructed special education replacement classes in English and math. Similarly, ESL staff and administrators stated that while one teacher of ESL sheltered classes was certified in social studies, the district had not been able to engage ESL teachers dually certified in math or science. The MCAS lab instructor was certified in technology rather than English or math, and the part-time lab assistant lacked certification.

In addition, most fully included students at Keefe were enrolled in supplemental tutorial support classes. A recent external evaluation of the special education program stated that many support tutors held neither special education nor content area certificates, and lacked the expertise to help students achieve success. The report also noted that teachers did not always share their weekly

plans with the tutors, causing them to rely upon the students themselves for this information. In addition to tutorial support, the district increased the number of aides from four to seven during the review period. Three were assigned to the substantially separate JET program. Administrators stated that Keefe employed only one aide to facilitate mainstreaming in the fourteen vocational areas. Similarly, one aide was specifically assigned to assist in math classes on a rotating schedule, and two others were available in other classes as needed. Teachers scheduled their services based on the complexity of the lesson, and the needs of the learners. In interviews, regular teachers confirmed that aides were occasionally in their classes. Administrators told the EQA examiners that funds for assistive personnel were limited, and scheduling the few available was a “juggling act.”

Administrators stated that in the early 1990’s Keefe had attempted a co-teaching model under which a regular education content specialist and a special educator shared responsibility for a class composed of special and typical learners. They went on to say that despite professional development on the co-teaching model, the special educator often was relegated to serving as an assistant to the regular educator teacher. Administrators told the EQA examiners that the co-teaching model was finally abandoned because the special educator was not treated as a full partner with equal responsibility for planning, instructing, and evaluating student progress. They went on to state that they believed that the pull-out model was preferable to co-teaching because it reduced class sizes in both regular and special education, and gave special education students advantage of specially designed individually appropriate instruction. The model that the district has chosen does not meet the criteria of the five inclusion models recommended by the Department of Education.

Although Keefe offered an after-school program, district data showed that little more than half of the students had attended one or more sessions in the current year. One administrator estimated that during the period under review, approximately 20 percent of students took advantage of the program, and concluded that participation “could be better.” To increase accountability and achievement through HSTW, Keefe mandated that students who exceeded the absence limit or failed a course attend the after school program, but administrators told the EQA examiners that this requirement was impossible to enforce.

In 2005, Keefe students met the Adequate Yearly Progress (AYP) targets for participation, improvement, and competency determination attainment in the aggregate and for all subgroups, except for the Hispanic subgroup in math. During the review period, the percentage of students in the ‘Warning/Failing’ category of the MCAS test based on DOE numbers decreased in ELA from 32 percent in 2003 to 21 percent in 2005, and from 46 percent in 2003 to 30 percent in 2005. Nevertheless, Keefe students had not met the AYP performance targets in ELA or math in the aggregate or for any subgroup and Keefe students continued to score significantly below both the state and the state vocational averages in ELA and particularly in math. In addition, the performance of all subgroups at Keefe was below the aggregate at Keefe as well as the state and state vocational subgroup averages.

3. Early intervention programs in literacy were provided at the primary education level to ensure that all students were reading at the ‘Proficient’ level on the MCAS test by the end of Grade 4.

Evidence: This standard is not applicable to a regional vocational-technical school district.

4. District administration and staff helped all students make effective transitions from one school, grade level, or program to another. This assistance was focused on maintaining or improving levels of student performance.

Evidence: In interviews with the EQA examiners, district administrators and guidance personnel described how assistance was provided to students at the different transition stages. The process began in January prior to students entering Keefe Tech, when counselors and Keefe students visited middle schools in member districts to present information to Grade 8 students about the programs offered at Keefe. Subsequently, students and their parents were notified of the admissions process in a mailing and were invited to the Annual Pancake Breakfast Open House in early February. At the Open House, students and parents visited all of the vocational programs, and teachers answered questions. While in prior years only interested students and their parents toured the school, the guidance department arranged a visit for all Natick Grade 8 students to visit Keefe Tech in 2006 because of concerns about declining subscription of Keefe programs by students from Natick.

Students filing an application for admission were assessed in reading and math with the Stanford assessment in late April to help determine their needs and skills for the following school year. Entering Grade 9 students were enrolled in the full-year Career Exploration Program. During the first term, they explored all of the vocational technical programs offered at Keefe and were assessed with the System of Assessment and Group Evaluation (SAGE), which compares their interest and aptitude scores to those of workers successively employed in a trade. This information was used to help students make informed choices.

During the second and third terms, Grade 9 students explored the four shops of greatest interest to them. By the end of the third term, students chose the shop they intended to enroll in as sophomores, and attended on a trial basis during the fourth term. A final decision on shop placement was made at the end of the freshman exploratory experience. Students were usually accorded their first choice of vocational major, except in rare instances when it was either inadvisable, or fully subscribed.

Students entering Keefe in grades ten or eleven were also administered the Stanford assessment as well as the SAGE, introduced to rules and expectations, and given a tour of the facility. Guidance personnel focused primarily on their choice of vocational major. The students attended a number of shops on visitation days to narrow their choices prior to making a final decision. Students who transferred from other vocational schools were immediately accommodated in their major field, or in rare instances, the most comparable program. Again, guidance counselors assisted them with planning and course selection, and monitored their adjustment to their new school.

Guidance personnel told the EQA examiners that the district provided career guidance, supervised work placements, and access to higher education to help students make the transition from school to work or post-secondary education. Counselors began meeting with students individually and in small groups late in their junior year with the goal of helping them enact their career plans. According to the guidance director, counselors were able to devote more time to post-secondary education advisement because nearly half of the graduating students took initial employment. In 2003, approximately 49 percent of Keefe graduates enrolled in two or four year

colleges or other institutions, 42 percent entered the world of work, and 5 percent joined the military.

During the period under review, seniors and some juniors participated in the cooperative education program which offered eligible students paid employment related to their field in an approved area business under the joint supervision of the employer and the district coop coordinator. Special education liaisons developed Chapter 688 Transition Plans for students under special educational management requiring continued assistance from the adult human services network at graduation, or upon turning twenty-two.

5. The district had fair and equitable policies, procedures, and practices to reduce discipline referrals, grade retention, suspension, and exclusion.

Evidence: The Keefe discipline procedure, described in the student handbook, was based on a weighted demerit system, and weights were assigned to a range of school offences. For example, leaving class without permission had a weight of 2.5 demerits, while truancy had a weight of 10 demerits. Administrators told the EQA team once a student accumulated eight demerits, the student's parents were informed by letter and invited to meet with the assistant principal or a guidance counselor to identify and solve problems. If the offences accumulated to 15 demerits, the student received out-of-school suspension for serious infractions such as fighting or insubordination, or assigned to the Saturday Detention Work Program as an alternative to out-of-school suspension. This program was considered appropriate for minor infractions such as failure to report to an after-school detention or class truancy. Saturday detentions were not counted as suspensions and did not deprive students of the benefits of classroom instruction. Since 2004, the START team monitored the progress of students with eight demerits, and planned interventions including referrals to outside agencies.

The out-of-school suspension rate at Keefe for 2005 was 26.6 percent, compared to the statewide average of 6.0 percent. Keefe out-of-school suspension rate increased by nearly 7 percent in 2005, from 19.7 percent in 2004. According to data provided by the district, out-of-school suspensions at Keefe Tech decreased by nearly 40 percent since the institution of the Saturday program in 1998-1999. Nevertheless, the 2005 rate of out-of-school suspension at Keefe was

four times the statewide average. In 2005, the rates for Black and Hispanic students at Keefe were higher than the Keefe's aggregate out-of-school suspension rate at 32.7 percent and 30.9 percent respectively. According to documentation, the district used a software program to track offences and actions by grade, teacher, and student. The software did not have fields for gender, race, ethnicity, or status. As a result, Keefe Tech did not analyze data on disciplinary actions by subgroup to determine overrepresentation.

6. The district had policies, procedures, and practices to prevent or minimize dropping out, and to recover dropouts and return them to an educationally appropriate placement.

Evidence: According to both district and Department of Education records, the annual number of student dropouts at Keefe Tech during the period under review ranged between five and eight students. In 2004, Keefe's dropout rate was 1.8 percent, compared to the statewide vocational school average of 2.0 percent. In interviews with the EQA examiners, Keefe Tech administrators stated that the dropout population happened too infrequently for meaningful statistical analysis.

Administrators told the EQA examiners that HSTW and district guidance office examined the results of HSTW, and guidance office surveys showed that students were happy at Keefe Tech and intended to graduate. Students reported that there was at least one adult who took personal interest in them at school, and often this person was their vocational instructor. Administrators stated that teachers' voluntary mentoring of struggling students prevented problems from escalating within the student body.

Counselors and the school psychologist met with potential dropouts and their parents to determine the reasons, make accommodations including modifications of requirements, and make arrangements for academic and personal support. Counselors furnished information to dropouts on the Keefe adult evening program and GED programs, and helped them develop a plan for the future. There was an exit interview with an administrator, and included the student's parents; administrators stated that the school's door was always open to dropouts, but most did not return to school. Keefe did not follow-up on dropouts since legal responsibility for them reverted to their towns of residence.

7. The district implemented policies and programs that addressed the needs of transient and homeless students and provided them with timely and equitable access to quality programs.

Evidence: Administrators told the EQA examiners that the guidance director served as the Homeless Coordinator and that the director worked in close cooperation with the special education director. The district provided transportation for homeless students living in shelters in order to continue their enrollment at Keefe. When transportation was not feasible, Keefe provided interim tutorial instruction at the shelter, and arranged for a smooth transition to the nearest vocational school. Administrators stated and documentation confirmed that Keefe provided services promptly to these students to prevent loss of instruction.

Keefe Tech also accommodated students who left school and re-entered during the year. Often these students were returning from visits to their countries of origin. Guidance personnel told the EQA examiners that transient students were enrolled in the after school and summer programs to make up work. Making up work in the vocational areas was difficult, depending on the extent of the absence. Consequently, students were sometimes enrolled in academic courses at one grade level and the vocational courses at a lower grade level until they developed sufficient vocational competencies to move on. Administrators stated and teachers agreed that Keefe Tech was flexible in meeting the needs of transient students. They re-entered immediately and were not required to apply for re-admission or defer attending until the beginning of the next school year.

8. District and school policies and practices promoted the importance of student attendance, and attendance was continuously monitored, reported, and acted upon.

Evidence: The EQA examiners reviewed the student handbook that, according to administrators, was distributed to students and discussed at an assembly during the first week of school and during Grade 9 orientation. Students and parents endorsed receipt of the handbook. Although Keefe revised its attendance policy for the 2004-2005 school year, the revision was not in the current handbook, and administrators stated that it was to be included in the 2006-2007 edition.

The Keefe attendance rate in 2005 was 91.5 percent, compared to the statewide average of 94.7 percent. During the period under review, the district made incremental improvements in its

attendance rate against a baseline of 90.9 percent in 2003. According to district data, the attendance rate rose to 92.0 percent during the interval from September 2005 through early February 2006.

Nevertheless, the rates of chronic absenteeism at Keefe were high, averaging 32.1 percent in the aggregate in 2005. The 2004-2005 revision to Keefe's attendance policy limited class absences to five per term. Students were required to make up absences in excess of five after school. In interviews with the EQA examiners, administrators stated that this policy did not have the intended effect of improving attendance, however. This was because the allowance of five absences per term amounted to twenty per year, two absences in excess of the definition of chronic absenteeism. In addition, the district 2005 Perkins Plan Update stated that Keefe Tech identified entering students with high absenteeism in grades seven and eight in order to "intervene early with these students and their parents." The data showed, however, that attendance at Keefe grew progressively worse. The lowest rates of attendance and highest rates of chronic absenteeism were in grades eleven and twelve.

The rate for female students was especially high, with an average absence rate of 37.1 percent. Administrators attributed the higher chronic rates for female students to pregnancy and care of siblings when parents were unable to take time from work. Low-income students constituted approximately 40 percent of the Keefe population. According to surveys conducted by the school, many low-income students worked to subsidize family income, some for as many as forty hours each week. According to administrators, some of these students took days off from school to rest from work.

Administrators also told the EQA team that some Keefe students reported as chronic absentees were actually undeclared transfer students. The district carried these students on the rolls as absent while attempting to determine their status, and did not remove them retroactively once their status was ascertained. District documentation for the 2004-2005 school year showed five students that carried absences for lengthy periods. Administrators finally determined that two had moved to their countries of origin and three were attending school in their towns of residence.

Administrators told the EQA examiners that administrators sent warning letters to the parents of frequently absent students at five-week intervals. The Town of Framingham attendance officer, whose office was located at Keefe, made home visits when truancy was suspected. Administrators noted to the EQA examiners that the school did not have legal recourse when students sixteen years of age or older were absent from school, and the Department of Social Services did not have a mandate to serve students of school-leaving age.

9. District and school policies and practices promoted and tracked the importance of staff attendance and participation, and appropriate provisions were made to ensure continuity of the instructional program.

Evidence: Article X, Section A of the Keefe teachers' contract permitted seventeen absences each year. The days, characterized as "allowable absences" accumulated to a maximum of 183. Article X Section A, 4 stated that a teacher might be required to furnish a reason for any consecutive five-day absence. According to an analysis of data provided by the district, the average amount of days a Keefe Tech teacher was absent for any reason during the 180-day school year was 14 days for the 2004-2005 school year. Discounting planned absences for professional days, the average teacher absentee rate was 12 days; and discounting both planned absences for professional days and long-term illness the average decreased to 10 days.

In interviews with the EQA examiners, both administrators and teachers attributed the high rate of teacher absenteeism to the contract provisions. They stated that during the prior negotiations, a former administrator melded personal, professional, and sick leave into a single category of "allowable absences" to eliminate judgments on the legitimacy of requests. As a result, some teachers took the full number of absent days annually because they were entitled to them. There was no buy-back incentive for accumulating the days. Article X Section D prohibited use of absent days preceding and following holidays and vacations without the consent of an administrator. The EQA examiners found letters from administrators requesting justification of days taken without prior approval in a sample of teacher personnel files.

Administrators stated that the business office kept monthly cumulative tallies of teacher absences by individual and department. Academic and vocational coordinators received copies and

discussed sick leave usage with lead teachers. Coordinators and central administrators stated that they were kept aware of individuals and departments exceeding the norm, but could not question usage within the limit.

The district employed three full-time and two-half-time permanent substitutes. These substitutes were familiar with the curriculum and provided continuity of instruction when teachers were absent. According to administrators, the rate of teacher absenteeism was higher in the vocational than in the academic areas, and it was often difficult to find qualified substitutes for vocational teachers.

In separate interviews with the EQA examiners, teachers and administrators stated that they expect to renegotiate the contract language on absences within the next contract in 2007.

10. District and school leadership implemented policies, procedures, and practices to increase proportionate subgroup representation in advanced and/or accelerated programs, in order to close the achievement gap.

Evidence: Keefe offered College Preparatory (CP) courses in the academic disciplines of English, math, social studies, and science. There were no explicit prerequisites or criteria for CP courses in the program of studies, and administrators stated that the student's counselor made the ultimate decision on placement in consultation with the student. Stanford assessment results were used as a check on the appropriateness of decisions for Grade 9 placement in CP level classes, but not as a basis for placement. Prior teacher recommendations and grades were considered, but a student's goals and motivation were the most important factors.

Administrators stated that motivated students with high aspirations were encouraged to elect CP courses, even when not recommended by their prior teachers. Parental requests for CP placements were always granted. Guidance personnel went on to say that the school was attempting to raise student achievement under HSTW guidelines and wished to challenge students at the highest level.

While the district did not keep data on the proportionate representation of subgroups in CP classes, documentation through the PIM process showed that the enrollments of the Hispanic and African American subgroups in CP classes increased by 30 percent at Keefe during the period under review.

VI. Financial and Asset Management Effectiveness and Efficiency: The district engaged in a participative, well-documented, and transparent budget process that used student achievement as a factor in the overall budget. The district acquired and used financial, physical, and competitive capital resources to provide for and sustain the advancement of achievement for all students enrolled in the district. The district regularly assessed the effectiveness and efficiency of its financial and capital assets and had the ability to meet reasonable changes and unanticipated events.

Standard Rating: Satisfactory

Summary:

Prior to the employment of the current superintendent in FY 2003, student assessment data were not used as a resource to improve student achievement. Since FY 2003, the superintendent focused on the need to improve MCAS test scores and developed the budget to improve student achievement by allocating funds in math, English, and science as well as in professional development. The financial resources of the school provided adequate resources for the school to sustain its mission to improve student achievement.

The budget development process was an open process with input from all effective stakeholders. The budget consisted of historical data and details of each line item. Discussions with school committee members and town officials indicated satisfaction with the budget process. The budget document did not have information from all anticipated fund sources.

The Department of Education data showed that the district exceeded Net School Spending and minimum contribution for the period under review. The district maintained an accounting system that met the needs of the school system by providing an efficient processing of purchases of supplies and equipment. A review of the document showed a partial encumbrance system. The district received annual audits, which did not show any significant exceptions.

For the period under review, the superintendent performed a cost effectiveness analysis of programs, initiatives, and activities. Based on a review of enrollment, staffing levels were adjusted when deemed appropriate. For the period under review, the district pursued federal, state, and local grants, of which 43 percent were competitive grants.

The district did not have a formal preventive maintenance program in place during the review period. Based on a walkthrough by the EQA examiners, the facilities were found to be clean, safe, well lit, and well maintained. The district, as part of its capital plan, was in the process of contracting with Siemens for facility infrastructure upgrades and modernization, which would be paid by the utilizing energy and operating savings.

Preliminary Findings:

- The district had policies and procedures for the development of the district budget to ensure input from all appropriate staff and stakeholders. The EQA team found that the budget process was clear and meaningful.
- The district's Chapter 70 aid was 18 percent of the required net school spending (NSS).
- There was evidence that a direct connection between budget decisions and systematic analysis of student performance data existed as part of the budget development process.
- The budget document was clear, complete, and understandable and provided historical data and trends. It did not provide complete information from all anticipated fund sources.
- The accountant received and recorded cash into the accounting system.
- School committee policies allowed the superintendent to make transfers between line item accounts.
- The school committee members received a one-page expenditure summary of the budget on a monthly basis and the staff received monthly balances in the areas of their responsibility.
- The district pursued all appropriate entitlement and competitive local, state, federal, and private grants.
- According to the business manager, the district used an accounting system that met the needs of the district.
- The district implemented an evaluation based review process to determine the cost effectiveness of programs, initiatives, and activities. A review of student enrollment resulted in reduction in staff and changes in programs.
- The district did not procure a different independent financial audit firm every five years.
- Although the district did not have a formal preventive maintenance program, the facilities were clean, safe, well lit, and conducive to promoting student learning.
- The per pupil cost was \$18,034 for FY 2004, and \$17, 428 For FY 2005

- Each of the district towns exceeded minimum contribution for the period under review.

Indicators:

1. The district's budget was developed through an open, participatory process, and the resulting document was clear, comprehensive, complete, current, and understandable. The budget also provided accurate information on all fund sources, as well as budgetary history and trends.

Evidence: School committee policies (DG) and the district agreement indicated that the timeline for budget preparation and deliberation was from September to December. The superintendent commenced discussion with the administrative staff on the budget in September, followed by the distribution of the budget packet in October to the staff members. Staff members submitted budget requests to the lead teacher for review and recommendations, followed by the coordinators' review of department requests. The superintendent then received the entire department request and reviewed them with the principal and business manager for finalization. The budget document consisted of prior year actual spending, last year's budget, current recommended budget, and percent change. The superintendent's budget was submitted to the budget subcommittee of the school committee. After three or four budget subcommittee meetings, a motion was made to submit their recommendations to the full committee for approval. Once the school committee approved the budget in December, a public hearing was held in January and voted on by the full school committee. The superintendent met with town finance committees and other town officials prior to town meeting, and gave presentations, but did not include assessment since revenue was not known at this time. Sometime in June, final assessments were determined based on the receipt of the cherry sheet. The treasurer certified the final assessment for submittal to the towns. The budget document included a status report of current grants but did not include information from all fund sources.

2. The budget was developed and resources were allocated based on the ongoing analysis of aggregate and disaggregated student assessment data to assure the budget's effectiveness in supporting improved achievement for all student populations.

Evidence: In interviews with the superintendent and the principal it was indicated that because of the diversity of the students and because students were in multiple subgroups, student

assessment were analyzed as a whole and the budget was developed and resources allocated to improve academic achievement for all students even though not all subgroups succeeded equally and one subgroup had not attained AYP in math. While the School Improvement Plan listed goals, there was no evidence that these goals were transferred to budget decisions. Examples of the use of student achievement data in the district's budget decisions included: the reallocation of financial resources to send ten staff members to a conference on HSTW. In addition, 35 percent of Perkins monies were allocated for out of state professional development. In an effort to continue to improve student achievement, the district allocated local funds after state funding was cut to continue to support MCAS remediation programs during the day, after school, and during the summer.

3. The district's budget and supplemental funding were adequate to provide for effective instructional practices and to provide for adequate operational resources. The community annually provided sufficient financial resources to ensure educationally sound programs and facilities of quality, as evidenced by a sufficient district revenue levy and level of local spending for education.

Evidence: In interviews with the superintendent, it was stated that the district budget and supplemental funding (grants, private funds, revolving accounts) provided for effective instructional practices and adequate financial resources for Keefe Technical School. Most of the towns were at their maximum tax levy and provided funding that exceeded minimum contribution. The per-pupil cost for FY 2004 was \$18,034, and in FY 2005 was \$17,838. Instructional costs in FY 2004 were \$7,114,615, and for FY2005 were \$7,123,974, a 0.13 percent increase. The budget increased by 1 percent in FY 04, decreased by 1.5 in FY 05, and increased by 3 percent in FY 06. Significant increases occurred in fixed costs, such as heat, electricity, and health insurance, for the period under review. The district had been able to reduce town assessments by use of revenue from tuition from out of district students, excess and deficiency, and miscellaneous revenue. In interviews with the teaching staff, it was indicated that there were adequate supplies, materials, and equipment present during the review period.

4. The district, as part of its budget development, implemented an evaluation-based review process to determine the cost effectiveness of all of its programs, initiatives, and activities. This process was based, in part, on student performance data and needs.

Evidence: During the period under review, the district had a review process to determine cost-effectiveness for programs initiatives and activities. The superintendent stated that there was a process that evaluated the cost effectiveness of instructional programs and practices based on student enrollment and student achievement data. The vocational advisory committees were involved in making recommendations during the budget process. In the review of enrollments, the science department was reduced by one instructor and graphic arts department was reduced from three instructors to two instructors and an assistant. An outside agency, Simmons College, was contracted to review the reading program to determine its effectiveness and make recommendations for improvement. The district is in the process of hiring Siemens to improve the efficiency of the energy system and infrastructure based on a performance-based contract.

5. The district and community had appropriate written agreements and memoranda related to 603 CMR 10.0 that detailed the manner for calculating and the amounts to be used in calculating indirect charges levied on the school district budget by the community.

Evidence: This standard is not applicable to a regional vocational-technical school district.

6. The combination of Chapter 70 Aid and local revenues, considering justified indirect charges, met or exceeded the Net School Spending (NSS) requirements of the education reform formula for the period under examination.

Evidence: The district exceeded the NSS requirements each of the years for the period under review. For FY 2005 the district exceeded the required NSS by \$1,251,945, an 11.4 percent increase from FY 2004. For FY 2004, the district exceeded the required NSS requirement by \$736,743, a 6.8 percent increase from FY 2003. Local contribution requirements decreased from \$2,664,555 in FY 2003 to \$2,131,644 in FY 2005, for a 20 percent reduction.

7. Regular, timely, accurate, and complete financial reports were made to the school committee, appropriate administrators and staff, and the public. In addition, required local, state, and federal financial reports, and statements were accurate and filed on time.

Evidence: The superintendent stated that financial reports were submitted to the school committee and the appropriate administrators and staff in a regular and timely manner. The school committee members received a one-sheet non-salary expenditure summary report as part of the monthly agenda. Administrators, directors, and lead teachers received a detailed non-payroll report listing year-to-date expenditures and available balances of their respective departments. In addition, they were able to view financial information on-line and could track expenditures by account and vendor against their budget. At the end of the fiscal year, the school committee members received financial reports on all revolving funds and on federal and state grants. Annual financial audit reports noted findings that were addressed by the district. The business manager stated that all local, state, and federal financial reports were accurate and submitted in a timely manner. The public and town official received the superintendent's annual report that included financial information.

8. The district used efficient accounting technology that integrated the district-level 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. District administrators were able to regularly and accurately track spending and other financial transactions.

Evidence: For the period under review, the district used an IBM 400 with Tenex software. The business manager stated that the system provided the forecasting and control procedures to ensure that the budget was within budget limits. The administrators received monthly non-salary financial reports. According to the business manager, salaries were encumbered along with purchase orders. Purchase orders were prepared manually and imputed into the accounting system. The accountant received all cash and recorded into the accounting system. Based on school committee policy, the superintendent was authorized to make transfers within accounts without school committee approval.

9. The district had a system in place to pursue, acquire, monitor, and coordinate all local, state, federal, and private competitive grants and monitored special revenue funds, revolving accounts, and the fees related to them to ensure that they were managed efficiently and used effectively for the purposes intended.

Evidence: The superintendent stated that the district actively pursued all state, federal, and private grants which included competitive grants. The grants coordinator was responsible for preparation and acquiring of grants. In FY 2005, the district received \$1,304,054 of state and federal grants, of which \$565,955 was competitive or 43 percent. In addition, the district received two private grants: \$555,256 in school to work and \$36,950 from the South Middlesex Foundation. The district used the financial accounting system to ensure that they were managed efficiently and used for the purposes intended. This was confirmed by a review of the financial documentation submitted to the DOE. The student lunch program was partially subsidized by the district, and the cost for lunch had not increased for several years. In interviews with school committee members, it was stated that Keefe Tech students could not afford to pay more for their lunch because of the demographics of the students. Keefe Tech participated in the free and reduced lunch program.

10. The district had a system in place to ensure that state procurement laws were followed, that appropriate staff had MCPPO credentials, and that all assets and expenditures were monitored and tracked to insure efficient and maximum effective utilization. The district also competitively procured independent financial auditing services at least every five years, shared the results of these audits, and consistently implemented their recommendations. All procurement, tracking, monitoring systems, and external audits were accurate, current and timely.

Evidence: The district employs a business manager who had MCPPO credentials. The district's policies and procedures required compliance with the provisions of Chapter 30. Audit reports indicated that the district's assets were in compliance with GASB-34 for items over \$1,000. The department heads monitored all inventory. The district did not procure the services of an independent financial auditing firm every five years. The current provider had been employed for a substantial number of years according to the superintendent. A review of documentation and interviews with the superintendent and business manager indicated that all procurement, tracking

(encumbrance system), monitoring systems, and external audits were accurate, current, and timely.

11. The district had a formal preventative maintenance program to maximize and prolong the effective use of the district's capital and major facility assets, to ensure that educational and program facilities were clean, safe, well-lit, well-maintained, and conducive to promoting student learning and achievement.

Evidence: While there was no formal preventive maintenance program for the district, the school was well maintained and the maintenance program consisted of three maintenance personnel and contracted services for the heating, ventilating, air conditioning system, and other activities. A survey by HSTW revealed that 93 percent of the respondents felt that the school facilities indicated that (1) the instructional and service areas were furnished with the furniture and equipment necessary for the maximum benefit of the students and implementation of the program; and (2) there was a variety of educational equipment available to carry out instructional programs. A walk through by the EQA examiners of the school's facilities indicated that the facilities were clean, safe, well lit, well maintained, and conducive to promoting student achievement

12. The district had a long-term capital plan that clearly and accurately reflected the future capital development and improvement needs, including educational and program facilities of adequate size. The plan was reviewed and revised as needed with input from all appropriate stakeholders.

Evidence: The district did not have a formal long-term capital plan. The district submitted a list of projects to the EQA examiners that would be implemented during the next five-year period. The superintendent, who was hired in FY 2003, stated that there was a five-year plan in the process of being developed. The district, through the budget process, provided for adequate equipment and improvement of program facilities. The district would employ Siemens for a performance-based contract to improve the facilities and infrastructure of the school. Siemens guaranteed the savings needed to make this project a budget neutral program. The capital plan

included but was not limited to a review and upgrading of the HVAC system, water conservation, security, building controls, building envelope, waste management, and lighting.

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 $\times 0 = A$

Percentage of students scoring 210-218 on test $\times 25 = B$

Percentage of students scoring 220-228 on test $\times 50 = C$

Percentage of students scoring 230-238 on test $\times 75 = D$

Percentage of students scoring 240 or more on test $\times 100 = E$

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 $\times 0 = 0$

15 percent of all students scored 210-218; therefore, 15 percent $\times 25 = 3.75$

21 percent of all students scored 220-228; therefore, 21 percent $\times 50 = 10.5$

34 percent of all students scored 230-238; therefore, 34 percent $\times 75 = 25.5$

18 percent of all students scored 240 or more; therefore, 18 percent $\times 100 = 18.0$

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: South Middlesex's Chapter 70 Funding and NSS FY1997-2005

FY	Foundation	Pct	Foundation	Pct	Required	Chapter	Pct	Required	Pct	Actual	Pct	Dollars	Pct	
	Enrollment	Chg	Budget	Chg	Local	70	Chg	Net School	Chg	Net	Chg	Over/Under	Over/	
					Contribution	Aid		Spending(NSS)		School		Requirement	Under	
										Spending				
FY97	730		6,607,057		6,207,509			2,237,022		8,444,531		9,003,035	558,504	6.6
FY98	803	10	7,570,272	14.6	6,564,050		2,297,247	2.7		8,861,297	4.9	9,660,189	798,892	9
FY99	787	-2	7,573,396	0	6,872,376		2,375,947	3.4		9,248,323	4.4	10,072,948	824,625	8.9
FY00	780	-0.9	7,723,775	2	7,256,793		2,492,947	4.9		9,749,740	5.4	10,611,110	861,370	8.8
FY01	749	-4	7,733,658	0.1	7,585,723		2,624,022	5.3		10,209,745	4.7	10,592,052	382,307	3.7
FY02	731	-2.4	7,765,489	0.4	8,001,814		2,664,555	1.5		10,666,369	4.5	11,550,361	883,992	8.3
FY03	754	3.1	8,105,608	4.4	8,532,898		2,664,555	0		11,197,453	5	11,727,281	529,828	4.7
FY04	736	-2.4	8,080,480	-0.3	8,646,605		2,131,644	-20		10,778,249	-3.7	11,514,992	736,743	6.8
FY05	702	-4.6	8,029,977	-0.6	8,862,941		2,131,644	0		10,994,585	2	12,007,649	1,013,064	9.2
FY	Dollars	per	Foundation	Percentage of Foundation				Chapter	70					
	Enrollment							Aid as						
								Pct of Actual						
								NSS						
	End	Ch	Actual NSS	Ch 70	Required	Actual					Student			
	Budget	70			NSS	NSS					Headcount			

Aid

FY97	9,051	3,064	12,333	33.9	127.8	136.3	24.8	721
FY98	9,427	2,861	12,030	30.3	117.1	127.6	23.8	716
FY99	9,623	3,019	12,799	31.4	122.1	133	23.6	730
FY00	9,902	3,196	13,604	32.3	126.2	137.4	23.5	707
FY01	10,325	3,503	14,142	33.9	132	137	24.8	722
FY02	10,623	3,645	15,801	34.3	137.4	148.7	23.1	760
FY03	10,750	3,534	15,553	32.9	138.1	144.7	22.7	766
FY04	10,979	2,896	15,645	26.4	133.4	142.5	18.5	732
FY05	11,439	3,037	17,105	26.5	136.9	149.5	17.8	<u>742</u>

Appendix C 1 & 2: EoY Financial Report Function Code Analysis, FY 2002-05

C1: Schedule 1 Expenditures (Net School Spending Accounts ONLY):

Function Code:	Description:	Fiscal Year 2002	Increase Decrease:	Fiscal Year 2003	Increase Decrease:	Fiscal Year 2004	Increase Decrease:	Fiscal Year 2005	FY02 to FY04 Incr/Decr:	FY02 to FY05 Incr/Decr:
1000 - School 1000 - City	Administration	926,545		878,123		982,116				
TOTAL ADMINISTRATION:		926,545	-5%	878,123	12%	982,116	-100%	-	6%	-100%
156 2000 - School 2000 - City	Instructional Services	7,324,440		7,061,086		7,114,615				
TOTAL INSTRUCTIONAL SERVICES:		7,324,440	-4%	7,061,086	1%	7,114,615	-100%	-	-3%	-100%
3000 - School 3000 - City	Other School Services	363,323		379,488		378,619				
TOTAL OTHER SCHOOL SERVICES:		363,323	4%	379,488	0%	378,619	-100%	-	4%	-100%

4000 - School 4000 - City	Operation & Maintenance	1,911,224		2,286,574		1,958,463				
TOTAL OPERATION & MAINTENANCE:		1,911,224	20%	2,286,574	-14%	1,958,463	-100%	-	2%	-100%
5000 - School 5000 - City	Fixed Charges	1,215,918		1,325,110		1,717,970				
TOTAL FIXED CHARGES:		1,215,918	9%	1,325,110	30%	1,717,970	-100%	-	41%	-100%
9000 - School 9000 - City	Programs With Other Districts	-		1,900		5,000				
TOTAL PROGRAMS WITH OTHER DISTRICTS:		-		1,900	163%	5,000	-100%	-	#DIV/0!	#DIV/0!
TOTAL SCHEDULE 1 NSS EXPENDITURES:		11,741,450	2%	11,932,281	2%	12,156,783	-100%	-	4%	-100%

C2: Schedule 1 Expenditures (Non Net School Spending Accounts INCLUDED):

Function Code:	Description:	Fiscal Year	Increase	Fiscal Year	Increase	Fiscal Year	Increase	Fiscal Year	FY02 to FY04	FY02 to FY05
		2002	Decrease:	2003	Decrease:	2004	Decrease:	2005	Incr/Decr:	Incr/Decr:
1000 - School	Administration	926,545		878,123		982,116		-		
1000 - City		-		-		-		-		
TOTAL ADMINISTRATION: 158		926,545	-5%	878,123	12%	982,116	-100%	-	6%	-100%
2000 - School	Instructional Services	7,324,440		7,061,086		7,114,615		-		
2000 - City		-		-		-		-		
TOTAL INSTRUCTIONAL SERVICES:		7,324,440	-4%	7,061,086	1%	7,114,615	-100%	-	-3%	-100%
3000 - School	Other School Services	846,961		856,103		857,058				
3000 - City		-								
TOTAL OTHER SCHOOL		846,961	1%	856,103	0%	857,058	-100%	-	1%	-100%

SERVICES:											
4000	-	Operation & Maintenance									
School			1,911,224		2,286,574		1,958,463		-		
4000	-	Operation & Maintenance									
City			-		-		-		-		
TOTAL OPERATION & MAINTENANCE:											
			1,911,224	20%	2,286,574	-14%	1,958,463	-100%	-	2%	-100%
5000	-	Fixed Charges									
School			1,215,918		1,325,110		1,717,970				
5000	-	Fixed Charges									
City											
TOTAL FIXED CHARGES:											
			1,215,918	9%	1,325,110	30%	1,717,970	-100%	-	41%	-100%
6000	-	Community Services									
School									-		
6000	-	Community Services									
City											
TOTAL COMMUNITY SERVICES:											
			-								
7000	-	Acquisition & Replacement									
School			136,390		17,706						

7000	-	Fixed Assets									
City											
TOTAL ACQ & REPL FIXED ASSETS:			136,390	-87%	17,706	-100%	-	!	-	-100%	-100%
8000	-	Debt									
School											
8000	-	Retirement & Service									
City											
TOTAL DEBT RETIREMENT SERVICE:			-								
9000	-										
School			-		1,900		5,000		-		
9000	-	Programs With Other Districts									
City			-		-		-		-		
TOTAL PROGRAMS WITH OTHER DISTRICTS:			-		1,900	163%	5,000	-100%	-	#DIV/0!	#DIV/0!
TOTAL SCHEDULE 1 EXPENDITURES:			12,361,478	1%	12,426,602	2%	12,635,222	-100%	-	2%	-100%