



The Commonwealth of Massachusetts

School District Examination Report: Randolph Public Schools



data driven

standards based

learner centered →



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

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The Commonwealth of Massachusetts

Office of Educational Quality and Accountability

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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 Randolph Public Schools, Dr. Arthur Melia; the school department staff of the Randolph Public Schools; and the Town of Randolph officials.

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Executive Summary

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

Proficiency/Achievement:

- Randolph's Average Proficiency Index (API) was 71.8, which was based on the 2003 MCAS results. The state average for the API was 75.7 in 2003. This placed Randolph among the 'Moderate' performing academic school districts in the Commonwealth. In ELA, the district's ELA Proficiency Index (EPI) was 79.6, and the state's average for EPI was 82.2. In math, the district's math Proficiency Index (MPI) was 64.1, and the state's average for MPI was 69.3.
- On the 2003 MCAS test, 56.7% of the students in Randolph scored in the 'Needs Improvement' and 'Warning/Failing' categories. This figure was 8.5 percentage points greater than the state's average percentages.
- On the 2003 MCAS test, in ELA, 47.8% of the students in Randolph scored in the 'Needs Improvement' and 'Warning/Failing' categories, 8.7 percentage points more than the state's average percentages on that test.
- On the 2003 test, in math, 65.9% of the students scored in those categories, 8.7 percentage points more than the state's average percentages on that test.
- In 2003, in Randolph the Proficiency Indices of 79.6 for ELA and 64.1 for math were 2.6 and 5.2 points less than the statewide averages.
- To date, the MCAS performance of all the district's students neither met the state average performance nor exceeded state proficiency standards.
- On the MCAS retest administered in the spring of 2003, 90% of the Randolph Class of 2003 earned a Competency Determination (CD), as compared to 95% of the statewide Class of 2003.

- On the MCAS retest administered in the spring of 2003, 81% of the Randolph Class of 2004 earned a Competency Determination, as compared to 89% of the statewide Class of 2004.

Equity of Achievement/Proficiency:

- On the 2003 MCAS test, 49.7% of the regular education students in Randolph scored in the ‘Needs Improvement’ and ‘Warning/Failing’ categories, 8.6 percentage points more than the state’s average percentages for regular education students.
- On the same test, 90.3% of the special education students in Randolph scored in those categories, 11.3 percentage points more than the state’s average percentages for special education students.
- On the 2003 MCAS test, 69.8% of the FRL/Y students in Randolph scored in the ‘Needs Improvement’ and ‘Warning/Failing’ categories, 3.5 percentage points less than the state’s average percentages for FRL/Y students.
- On the same test, 50.8% of the FRL/N students in Randolph scored in those categories, 11.7 percentage points more than the state’s average percentages for FRL/N.
- On the 2003 MCAS test, 71.0% of the African-American students in Randolph scored in the ‘Needs Improvement’ and ‘Warning/Failing’ categories, 3.6 percentage points more than the state’s average percentages for African-American students.
- On the same test, 35.2% of the Asian-American students in Randolph scored in those categories, 5.6 percentage points less than the state’s average percentages for Asian-American students.
- On the same test, 64.7% of the Hispanic-American students in Randolph scored in those categories, 13.7 percentage points less than the state’s average percentages for Hispanic-American students.
- On the same test, 47.4% of the White students in Randolph scored in those categories, 6.2 percentage points more than the state’s average percentages for White students.
- On the 2003 MCAS test, special education, FRL/Y, African-American, and Hispanic-American students in Randolph all scored below the district average PI in both ELA and math.

- The MCAS performance of all the district's special education, FRL/Y, African-American, and Hispanic-American students varied substantially and in a less than satisfactory manner to the district's regular education, FRL/N, and White students, respectively.

Improvement:

- Between 2000 and 2003, the trend in student performance on MCAS has been marginal to unchanged, with most of the improvement occurring in the 2003 test in the 'Proficient' and 'Advanced' categories. This trend was consistent in both ELA and math.
- In Randolph, 3.8% more students scored in the 'Advanced' and 'Proficient' categories in 2003 than in 2000, and 3.3% fewer students scored in the 'Warning/Failing' category.
- In ELA, performance ratings from 2000-2003 on the Proficiency Index rose by 3.2 points and in math by 1.1 points.
- In ELA, 5.0% more students scored in the 'Advanced' and 'Proficient' categories in 2003 than in 2000, and 4.9% fewer students scored in the 'Warning/Failing' category.
- In math, 1.8% more students scored in the 'Advanced' and 'Proficient' categories in 2003 than in 2000, and 1.2% fewer students scored in the 'Warning/Failing' category.
- The MCAS performance level for in the district improved in the aggregate from 2001-2003.

Equity of Improvement:

- Between 2000-2003, Randolph's student achievement figures for the district's special education and White students' results improved by less than the state average in both ELA and math.
- Between 2000-2003, Randolph's student achievement figures for the district's FRL/N students' results improved by less than the state average in math and more than the state average in ELA.
- Between 2000-2003, Randolph's student achievement figures for the entire district's students, regular education, FRL/Y, African-American, and Asian-American students' results improved by more than the state average in both ELA and math.

Participation and Access:

- All eligible students were participating in math assessments at required levels. However, there were a significant number of students in the category Not Tested Other (NTO) who were special education and Limited English Proficient (LEP).
- All eligible students, particularly special education and LEP students, were not participating in ELA assessments at required levels.

Summary of Preliminary Findings by Domain:

Assessment and Evaluation:

- The EQA examiners rated the district as ‘Satisfactory’ on twelve and ‘Poor’ on nine of the twenty-one performance indicators in this domain.
- During the period under examination, despite recent commitments by the district to use data-driven assessments, this limited use of data was only evident as it related to ELA, but not to math.
- The district identified the need to use additional assessment measures to evaluate their students.
- During the period under review, there was a correlation between the incidence of absenteeism for teachers and students and the level of student performance for those schools that showed a decline in the most recent report of the district’s Cycle II Performance Ratings.
- Between 2000-2003, the district began to use data to determine the effects of tardiness, absenteeism, and achievement.
- For the majority of time under examination, the four-year cycle of evaluation for professional status teachers did not reflect the process as defined by the Massachusetts Department of Education (DOE).
- Between 2000-2003, the four-year cycle evaluation process used to evaluate professional status teachers was not consistently implemented as defined by the contract between the district’s teachers’ association and the district.

Curriculum and Instruction:

- The EQA examiners rated the district as ‘Satisfactory’ on eighteen and ‘Poor’ on seven of the twenty-five performance indicators in this domain.
- Between 2000-2003, the district’s prioritizing of curriculum revision was focused on the alignment of ELA with the state curriculum frameworks.

- For the period under examination, only recently did the district identify the alignment of its math curriculum with the state curriculum frameworks.
- In Randolph, only recently was the horizontal alignment of the curriculum throughout the district made a district-wide priority.
- Between 2000-2003, the instructional expectations of teachers were focused on methodologies for ELA.
- During the period under review, professional development and provisioning for the district's curricula were focused primarily on support for ELA.
- Despite consistently low MCAS test performance ratings in math, the district did not respond in a timely manner with a district-wide plan to address the instructional implications of teaching math.
- Between 2000-2003, there was little evidence that the requisite academic skills necessary for taking courses and/or programs were clearly communicated to the district's students.
- In the Randolph Public Schools, Student Support Teams (SSTs) were an integral part of monitoring student progress from grade-to-grade.
- The district documentation and interviewees reported a high rate of mobility among its students both in and out of the district. However, there was no evidence of a written plan in place to deal consistently with the student mobility that existed within the district.
- For the years under review, the district adopted a professional development plan that was consistent with the district improvement plan (DIP) and balanced in its offering opportunities for teachers, administrators, and support personnel.

Student Academic Support Services:

- The EQA examiners rated the district as 'Satisfactory' on six and 'Poor' on one of the seven performance indicators in this domain.
- For the period under examination, the district was sensitive to and provided financial resources for a wide variance in fluency among the district's students, which were reflected in Individual Student Success Plans (ISSPs).

Leadership and Governance:

- The EQA examiners rated the district as 'Satisfactory' on fourteen and 'Poor' on two of the sixteen performance indicators in this domain.
- Between 2000-2003, the three goals of the district improvement plan (DIP) were recognized by the district leadership and the school committee as the central focus of the district.

- In Randolph, during the period under examination, a review of the performance ratings illustrated low student achievement in math throughout the district.
- For the period under review, there was no evidence that the district's organizational structure helped established high expectations and higher student achievement in math.
- For the period under examination, the district established an affirmative position in improving the balance of ethnicity among its personnel.
- Although the district experienced a high rate of turnover in its professional staff, the district had active recruitment practices for prospective candidates for its open positions.

Business and Finance:

- The EQA examiners rated the district as 'Satisfactory' on nineteen and 'Poor' on one of the twenty performance indicators in this domain.
- Between 2000-2003, the procedures for the development of the district's budget were documented via policies and the supporting developmental budget worksheet.
- For the period under review, within the resources available, the district's budget reflected the necessary provisions to support the educational and achievement needs of its students.
- Between 2000-2003, the district forecasted their expenses for the entire fiscal year including specific contractual, one-time payroll expenses.
- In Randolph, there existed several communication channels between the school and municipal officials, which established a comprehensive understanding of the financial needs among the policy decision-makers.
- The district finance manager of the district and the town accountant worked closely on a daily basis in dealing with the management of the budget and the resolution and/or allocation of indirect costs.

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

On November 12-14, 2003, the EQA conducted an independent examination of the Randolph Public Schools for the period between 2000-2003. This examination applied the standards related to the EQA's five major domains of inquiry, which include: A, Assessment and Evaluation; B, Curriculum and Instruction; C, Student Academic Support Services; D, Leadership and Governance; and E, Business and Financial Management. The EQA's examination process for school districts involved two tiers of investigation and utilized twelve standards. The basis of this report is the result of the source documents, correspondence sent prior to the on-site visit, interviews with the representative from the school committee, district leadership team, school administrators, and additional documents submitted while in the district. The report does not include documents, revised data, or comments that may have surfaced after the on-site visit.

Randolph is a developed town located in east central Norfolk County in eastern Massachusetts. Education, healthcare, and social services are the largest sources of employment in Randolph, followed by retail sales. According to the 2000 U.S. Census, it has a population of 30,963 people and a median family income of \$61,942, while the median family income in Massachusetts is \$61,664. Randolph has a Board of Selectmen/Town Manager form of government and a five-person school committee. The Randolph Public Schools has eight schools serving Grades PreK-12. The most recent Massachusetts Department of Education (DOE) figures indicate that there were 4,034 students enrolled in the district in FY2002. The demographic/subgroup composition in the Randolph Public Schools is: 40.2% White, 38.8% African-American, 13.6% Asian-American, 7.0% Hispanic-American, Limited English Proficiency (LEP), 6.9%; Free or Reduced Lunch/Yes (FRL/Y), 27.6%; and Special Education (SPED), 17.1%. During the ten years of education reform in Massachusetts, Randolph's state Chapter 70 Aid increased by 155% from \$4,412,849 in FY1993 to \$11,260,936 in FY2002. For the fiscal years under review, 2000-2003, Randolph received \$9,796,835; \$10,502,960; \$11,260,936; and \$11,260,936 for a total of \$42,821,667 in state Chapter 70 Aid.

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

‘Low’ in math on the Massachusetts Comprehensive Assessment System (MCAS) test. Since 2000, Randolph has also demonstrated little improvement on its ‘Moderate’ MCAS test scores, and in the 2003 administration of the MCAS test, 56.7% of its students scored below standard.

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

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

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

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

differences between students in the district and the average scores of students in Massachusetts. A discussion of the analyses follows.

Randolph vs. Massachusetts:

- In the aggregate, the students in Randolph scored *lower* than the aggregate of the state's students.
- The regular education students in Randolph and in the state scored *lower* than the state's regular education students.
- The special education students in Randolph scored *lower* than the state's special education students.
- Free and Reduced Lunch programs students in Randolph scored *higher* than the state's FRL/Y students.
- The FRL/N students in Randolph scored *lower* than the state's FRL/N students.
- The African-American students in Randolph scored *higher* than the state's African-American students.
- The Asian-American students in Randolph scored *higher* than the state's Asian-American students.
- The White students in Randolph scored *lower* than the state's White students.

Randolph's totals vs. Randolph's subgroups:

- The FRL/Y students in Randolph scored *lower* than all other subgroups in Randolph except African-American and special education students.
- The special education students in Randolph scored the *lowest of* all subgroups in Randolph.
- The African-American, Hispanic-American, and White students in Randolph all scored *lower* than the Asian-American students in Randolph.

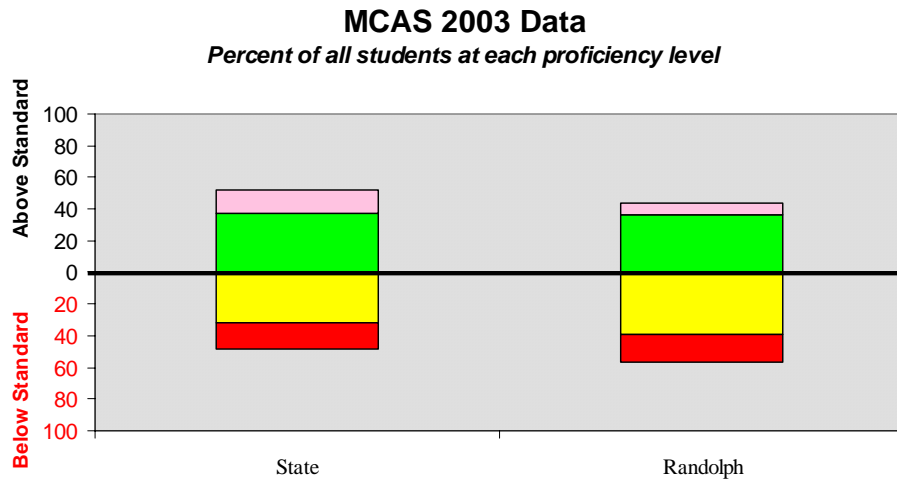
Assessment of MCAS Results 2000-2003

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

Preliminary Finding(s):

- On the 2003 MCAS test, 56.7% of the students in Randolph scored in the 'Needs Improvement' and 'Warning/Failing' categories. This figure was 8.5 percentage points greater than the state's average percentages.
- On the 2003 MCAS test, in ELA, 47.8% of the students in Randolph scored in the 'Needs Improvement' and 'Warning/Failing' categories, 8.7 percentage points more than the state's average percentages on that test.
- On the 2003 test, in math, 65.9% of the students scored in those categories, 8.7 percentage points more than the state's average percentages on that test.
- In 2003, in Randolph the Proficiency Indices of 79.6 for ELA and 64.1 for math were 2.6 and 5.2 points less than the statewide averages.
- In Randolph, the MCAS test performance of all the district's students neither met the state average performance nor exceeded state proficiency standards.

Figure/Table 1:

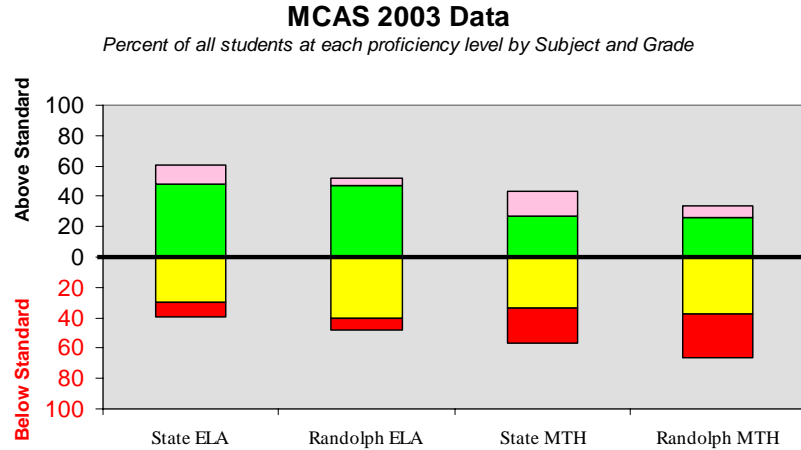


Advanced	14.2	6.8
Proficient	37.6	36.6
Needs Improv.	32.2	39.3
Warning/Failing	16.0	17.4

Analysis of Figure/Table 1:

- Randolph had 7.4% and 1.0% fewer students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s students on the 2003 MCAS test.
- Randolph’s percentage of students scoring in the ‘Advanced’ category was less than one-half that of the state’s students in that category, 6.8% to 14.2%, respectively.
- Randolph had 7.1% and 1.4% more of its students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s students on the 2003 MCAS test.

Figure/Table 2:



	Advanced	12.1	5.5	15.9	8.2
	Proficient	48.4	46.7	26.9	25.8
	Needs Improv.	30.2	40.6	34.1	37.8
	Warning/Failing	8.9	7.2	23.1	28.1

Analysis of Figure/Table 2:

- Randolph had 6.6% and 1.7% fewer students score in the ‘Advanced’ and ‘Proficient’ categories in ELA than the state’s students, on the 2003 MCAS test.
- In ELA, Randolph’s percentage of students scoring in the ‘Advanced’ category was less than one-half that of the state’s students in that category, 5.5% to 12.1%.
- Randolph had 10.4% more and 1.7% less of its students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories in ELA than the state’s students on the 2003 MCAS test.
- Randolph had 7.7% and 1.1% fewer students score in the ‘Advanced’ and ‘Proficient’ categories in math than the state’s students on the 2003 MCAS test.
- Randolph had 3.7% and 5.0% more of its students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories in math than the state’s students on the 2003 MCAS test.

Figure/Table 3:

Proficiency Index (MCAS 2003) by Grade

	ELA	Math
Randolph	79.6	64.1
Grade 04	76.5	70.5
Grade 07	80.9	NA
Grade 08	NA	52.3
Grade 10	81.4	72.7

Analysis of Figure/Table 3:

- On average, in Randolph, the math PI was 15.5 points below that for ELA system-wide. (The statewide average for this gap was 12.8 Proficiency Index points).
- In ELA, the Proficiency Indices in Grades 7 and 10 were 1.3 and 1.8 points above the district average, and in Grade 4 it was 3.1 points below the district average.
- In math, the Proficiency Indices in Grades 4 and 10 were 6.4 and 8.6 points above the district average, and in Grade 8 it was 11.8 points below the district average.

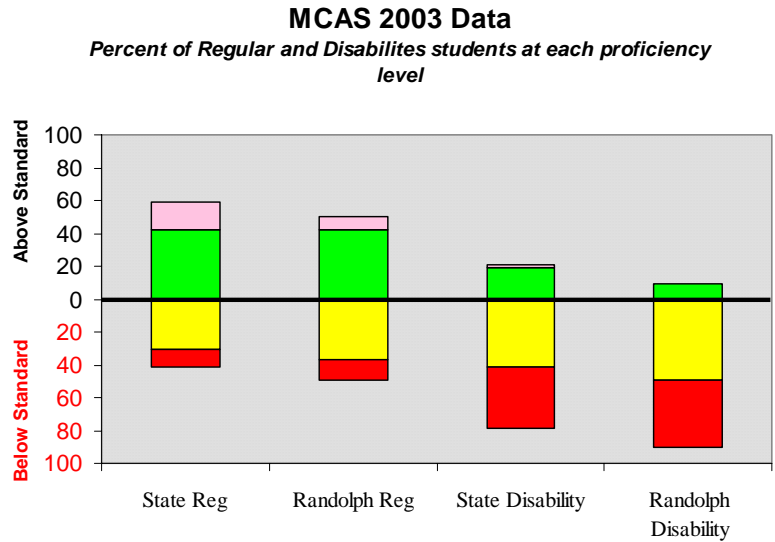
2. Equity of Achievement: How does a MCAS performance vary among the district's student subgroups?

Preliminary Finding(s):

- On the 2003 MCAS test, 49.7% of the regular education students in Randolph scored in the 'Needs Improvement' and 'Warning/Failing' categories, 8.6 percentage points more than the state's average percentages for regular education students.
- On the same test, 90.3% of the special education students in Randolph scored in those categories, 11.3 percentage points more than the state's average percentages for special education students.

- On the 2003 MCAS test, 69.8% of the FRL/Y students in Randolph scored in the ‘Needs Improvement’ and ‘Warning/Failing’ categories, 3.5 percentage points less than the state’s average percentages for FRL/Y students.
- On the same test, 50.8% of the FRL/N students in Randolph scored in those categories, 11.7 percentage points more than the state’s average percentages for FRL/N.
- On the 2003 MCAS test, 71.0% of the African-American students in Randolph scored in the ‘Needs Improvement’ and ‘Warning/Failing’ categories, 3.6 percentage points more than the state’s average percentages for African-American students.
- On the same test, 35.2% of the Asian-American students in Randolph scored in those categories, 5.6 percentage points less than the state’s average percentages for Asian-American students.
- On the same test, 64.7% of the Hispanic-American students in Randolph scored in those categories, 13.7 percentage points less than the state’s average percentages for Hispanic-American students.
- On the same test, 47.4% of the White students in Randolph scored in those categories, 6.2 percentage points more than the state’s average percentages for White students.
- On the 2003 MCAS test, special education, FRL/Y, African-American, and Hispanic-American students in Randolph all scored below the district average PI in both ELA and math.
- The MCAS performance of all the district’s special education, FRL/Y, African-American, and Hispanic-American students varied substantially and in a less than satisfactory manner to the district’s regular education, FRL/N, and white students, respectively.

Figure/Table 4:



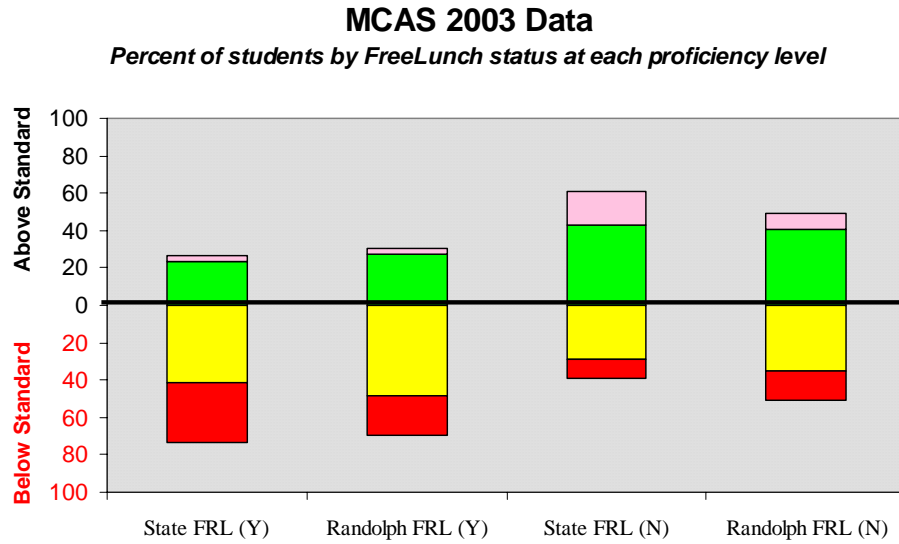
	Advanced	16.8	8.2	2.3	0.4
	Proficient	42.2	42.2	18.7	9.3
	Needs Improv.	30.4	36.8	41.3	49.1
	Warning/Failing	10.7	12.9	37.7	41.2

Analysis of Figure/Table 4:

- Randolph had 8.6% and 0.0% fewer regular education students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s regular education students on the 2003 MCAS test.
- Randolph’s percentage of regular education students scoring in the ‘Advanced’ category was less than one-half that of the state’s regular education students in that category, 8.2% to 16.8%.
- Randolph had 6.4% and 2.2% more of its regular education students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s regular education students on the 2003 MCAS test.

- Randolph had 1.9% and 9.4% fewer of its special education students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s special education students on the 2003 MCAS test.
- Randolph’s percentage of special education students scoring in the ‘Advanced’ category was almost one-sixth that of the state’s students in that category, 0.4% to 2.3%.
- Randolph had 7.8% and 3.5% more of its special education students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s special education students on the 2003 MCAS test.

Figure/Table 5:



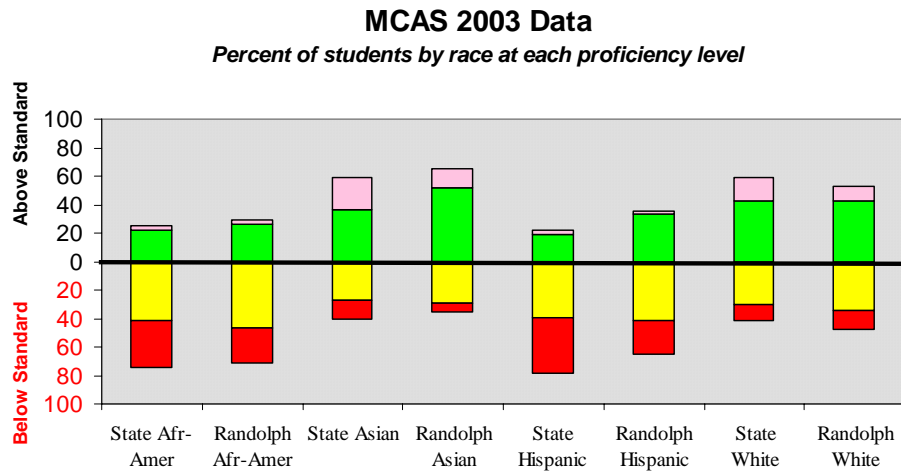
	Advanced	3.6	2.9	18.0	8.5
	Proficient	23.2	27.3	42.9	40.7
	Needs Improv.	41.3	48.7	28.9	35.1
	Warning/Failing	32.0	21.1	10.2	15.7

Analysis of Figure/Table 5:

- Randolph had 0.7% fewer and 4.1% more of its FRL/Y students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s FRL/Y students on the 2003 MCAS test.
- Randolph had 7.4% more and 10.9% less of its students eligible for FRL/Y score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s FRL/Y students on the 2003 MCAS test.
- Randolph had 9.5% and 2.2% fewer of its FRL/N students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s FRL/N students on the 2003 MCAS test.
- Randolph’s percentage of FRL/N students scoring in the ‘Advanced’ category was less than one-half that of the state’s FRL/N students, 8.5% to 18.0%.

- Randolph had 6.2% and 5.5% more of its FRL/N students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s FRL/N students on the 2003 MCAS test.

Figure/Table 6:



Advanced	3.3	2.5	23.2	13.1	2.6	1.7	16.6	10.1
Proficient	22.0	26.6	35.9	51.7	19.0	33.6	42.2	42.4
Needs Improv.	41.4	46.7	27.6	28.8	39.9	41.2	30.3	34.6
Warning/Failing	33.2	24.3	13.2	6.4	38.5	23.5	10.9	12.8

Analysis of Figure/Table 6:

- Randolph had 0.8% fewer and 4.6% more of its African-American students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s African-American students on the 2003 MCAS test.
- Randolph had 5.3% more and 8.9% fewer of its African-American students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s African-American students on the 2003 MCAS test.
- Randolph had 10.1% fewer and 15.8% more of its Asian-American students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s Asian-American students on the 2003 MCAS test.

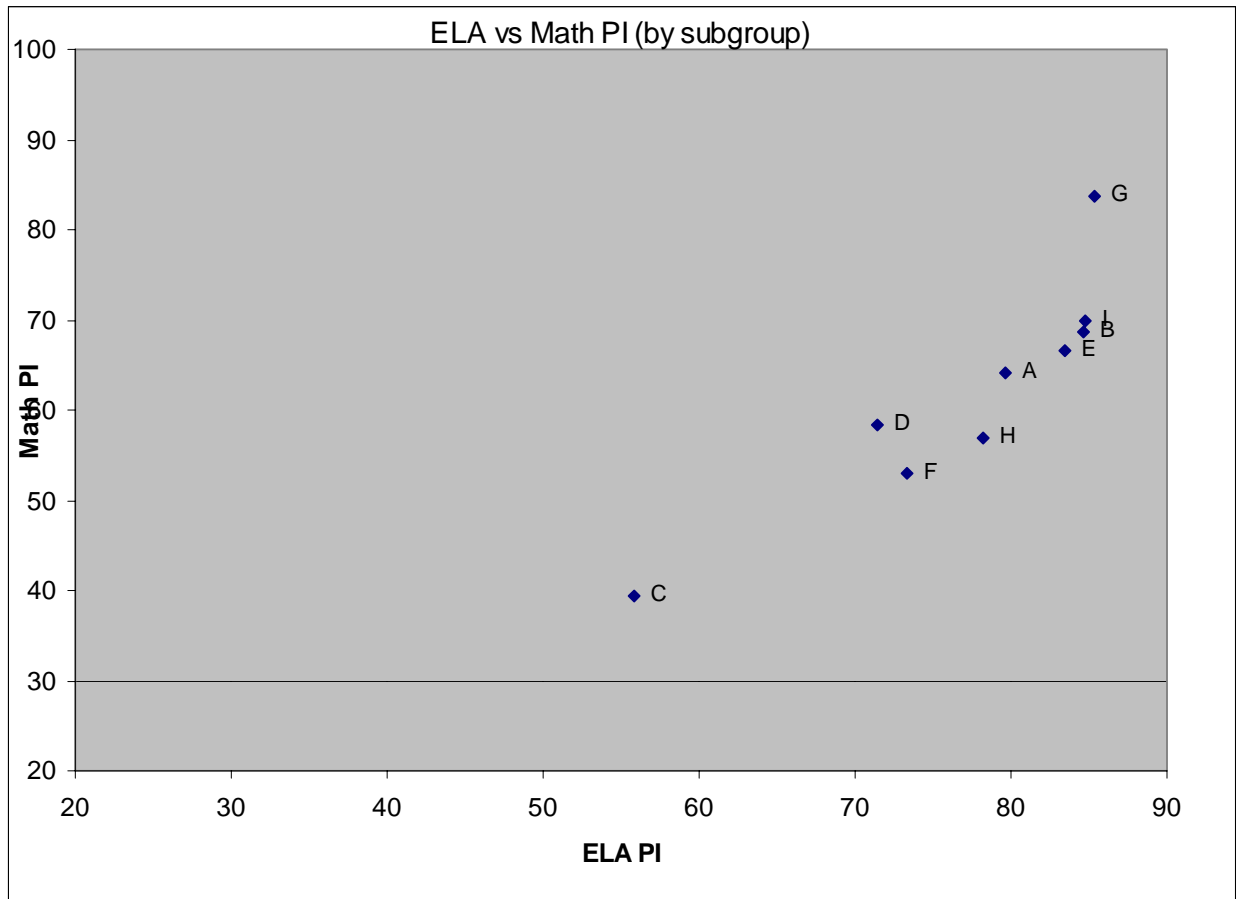
- Randolph had 1.2% more and 6.8% fewer of its Asian-American students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s Asian-American students on the 2003 MCAS test.
- Randolph’s percentage of Asian-American students scoring in the ‘Warning/Failing’ category was less than one-half that of the state’s Asian-American students, 6.4% to 13.2%.
- Randolph had 0.9% fewer and 14.6% more of its Hispanic-American students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s Hispanic-American students on the 2003 MCAS test.
- Randolph had 1.3% more and 15.0% fewer of its Hispanic-American students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s Hispanic-American students on the 2003 MCAS test.
- Randolph had 6.5% fewer and 0.2% more of its White students score in the ‘Advanced’ and ‘Proficient’ categories than the state’s White students on the 2003 MCAS test.
- Randolph had 4.3% and 1.9% more of its White students score in the ‘Needs Improvement’ and ‘Warning/Failing’ categories than the state’s White students on the 2003 MCAS test.

Figure/Table 7:

N-values by category		ELA	Math
Randolph	Advanced	51	71
	Proficient	432	224
	Needs Improv.	376	328
	Warning/Failing	67	244
Regular	Advanced	50	71
	Proficient	411	213
	Needs Improv.	271	273
	Warning/Failing	28	163
Disability	Proficient	20	8
	Needs Improv.	95	47
	Warning/Failing	39	80
LEP	Advanced	0	0
	Proficient	2	3
	Needs Improv	10	8
	Warning/Failing	0	1
Free Lunch (Y)	Advanced	5	11
	Proficient	100	49
	Needs Improv.	158	108
	Warning/Failing	29	86
Free Lunch (N)	Advanced	46	60
	Proficient	332	175
	Needs Improv.	218	220
	Warning/Failing	38	158
African-American	Advanced	9	9
	Proficient	140	55
	Needs Improv.	196	147
	Warning/Failing	41	137
Asian-American	Advanced	8	23
	Proficient	68	54
	Needs Improv.	37	31
	Warning/Failing	3	12
Hispanic-American	Advanced	1	1
	Proficient	27	13
	Needs Improv.	23	26
	Warning/Failing	4	24
White	Advanced	33	37
	Proficient	193	101
	Needs Improv.	119	121
	Warning/Failing	18	71

Table 8:

Proficiency Index (MCAS 2003) Free/Reduced lunch Status, Student Status, and Race



		ELA	Math
A	RANDOLPH	79.6	64.1
B	Regular	84.7	68.7
C	Disability	55.8	39.3
D	FRL (Y)	71.4	58.4
E	FRL (N)	83.4	66.5
F	African-American	73.3	53.0
G	Asian-American	85.3	83.8
H	Hispanic-American	78.2	57.0
I	White	84.8	69.8

Analysis of Figure/Table 8:

- In Randolph, Asian-American, White, regular education, and FRL/N students scored 5.7, 5.2, 5.1 and 3.8 Proficiency Index points higher on the MCAS test in ELA than the district average of 79.6.
- In Randolph, special education, FRL/Y, African-American, and Hispanic-American students scored 23.8, 8.2, 6.3, and 1.4 Proficiency Index points lower on the MCAS test in ELA than the district average of 79.6.
- In Randolph, Asian-American, White, regular education, and FRL/N, students scored 19.7, 5.7, 4.6 2.4 Proficiency Index points higher on the MCAS test in math than the district average of 64.1.
- In Randolph, special education, African-American, Hispanic-American, and FRL/Y students scored 24.8, 11.1, 7.1, and 5.7 Proficiency Index points lower on the MCAS test in math than the district average of 64.1.

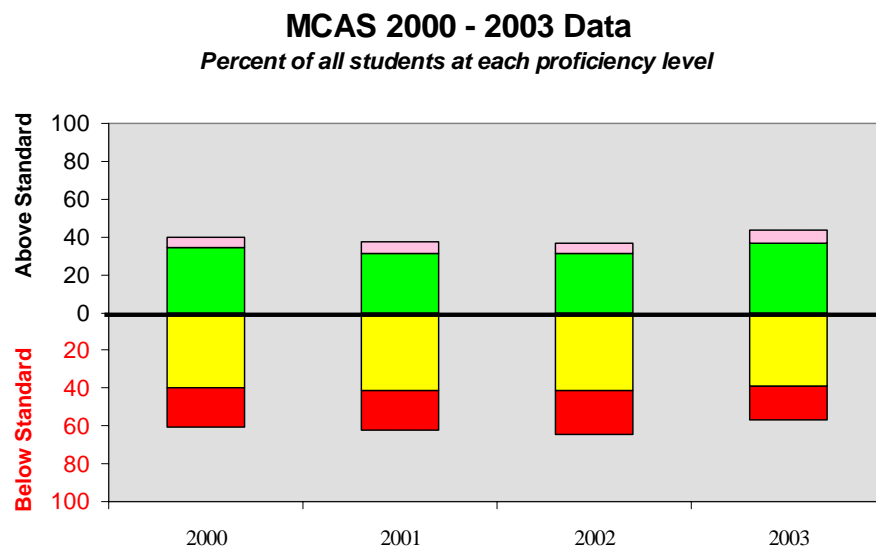
3. Improvement: How has MCAS performance for all students in the district changed over time?

Preliminary Findings:

- Between 2000 and 2003, the trend in student performance on MCAS has been marginal, to unchanged, with most of the improvement occurring in the 2003 test in the ‘Proficient’ and ‘Advanced’ categories. This trend was consistent in both ELA and math.
- In Randolph, 3.8% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000, and 3.3% fewer students scored in the ‘Warning/Failing’ category.
- In ELA, performance ratings from 2000-2003 on the Proficiency Index rose by 3.2 points and in math by 1.1 points.

- In ELA, 5.0% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000, and 4.9% fewer students scored in the ‘Warning/Failing’ category.
- In math, 1.8% more students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003 than in 2000, and 1.2% fewer students scored in the ‘Warning/Failing’ category.
- The MCAS performance level for in the district improved in the aggregate from 2001-2003.

Figure/Table 9:



Advanced	5.3	6.7	5.2	6.8
Proficient	34.3	30.9	31.2	36.6
Needs Improv.	39.7	41.4	41.2	39.3
Warning/Failing	20.7	21.0	23.4	17.4

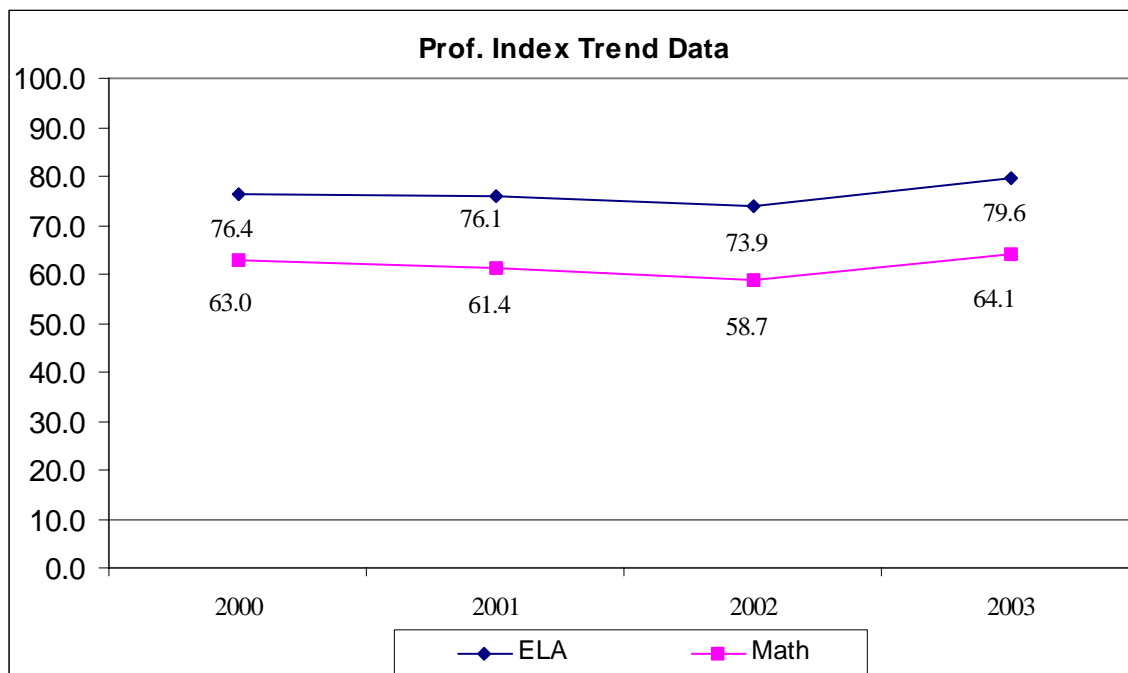
Analysis of Figure/Table 9:

- In Randolph, 6.8% and 36.6% of all students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003, in contrast to 5.3% and 34.3% of all students achieving in these categories in 2000.

- In Randolph, 39.3% and 17.4% of all students scored at the ‘Needs Improvement’ and ‘Warning/Failing’ categories in 2003, in contrast to 39.7% and 20.7% of all students scoring at these categories in 2000.

Figure/Table 10:

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



	ELA				Math			
	2000	2001	2002	2003	2000	2001	2002	2003
Advanced	2.6	4.9	3.3	5.5	8.0	8.5	7.0	8.2
Proficient	44.6	41.8	39.6	46.7	24.2	20.1	20.7	25.8
Needs Improv.	40.8	41.8	43.0	40.6	38.6	41.0	39.4	37.8
Warning/Failing	12.1	11.4	14.1	7.2	29.3	30.4	32.9	28.1

Analysis of Figure/Table 10:

- In ELA, performance ratings from 2000-2003 on the Proficiency Index rose by 3.2 points, from 76.4 to 79.6.
- In math, performance ratings from 2000-2003 on the Proficiency Index rose by 1.1 points, from 63.0 to 64.1.

- In ELA, 52.2% of all students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003, in contrast to 47.2% of all students achieving these categories in 2000.
- In ELA, 7.2% of all students scored in the ‘Warning/Failing’ category in 2003, in contrast to 12.1% of all students scoring in that category in 2000.
- In math, 34.0% of all students scored in the ‘Advanced’ and ‘Proficient’ categories in 2003, in contrast to 32.2% of all students scoring in these categories in 2000.
- In math, 28.1% of all students scored in the ‘Warning/Failing’ category in 2003, in contrast to 29.3% of all students scoring in that category in 2000.

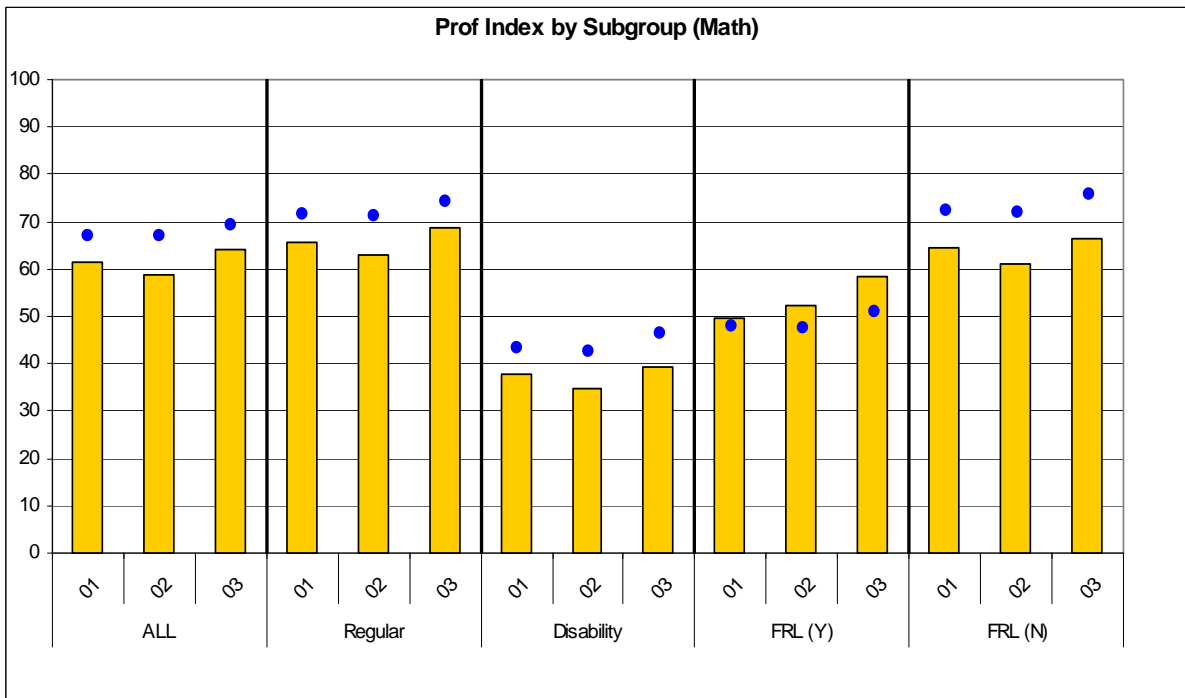
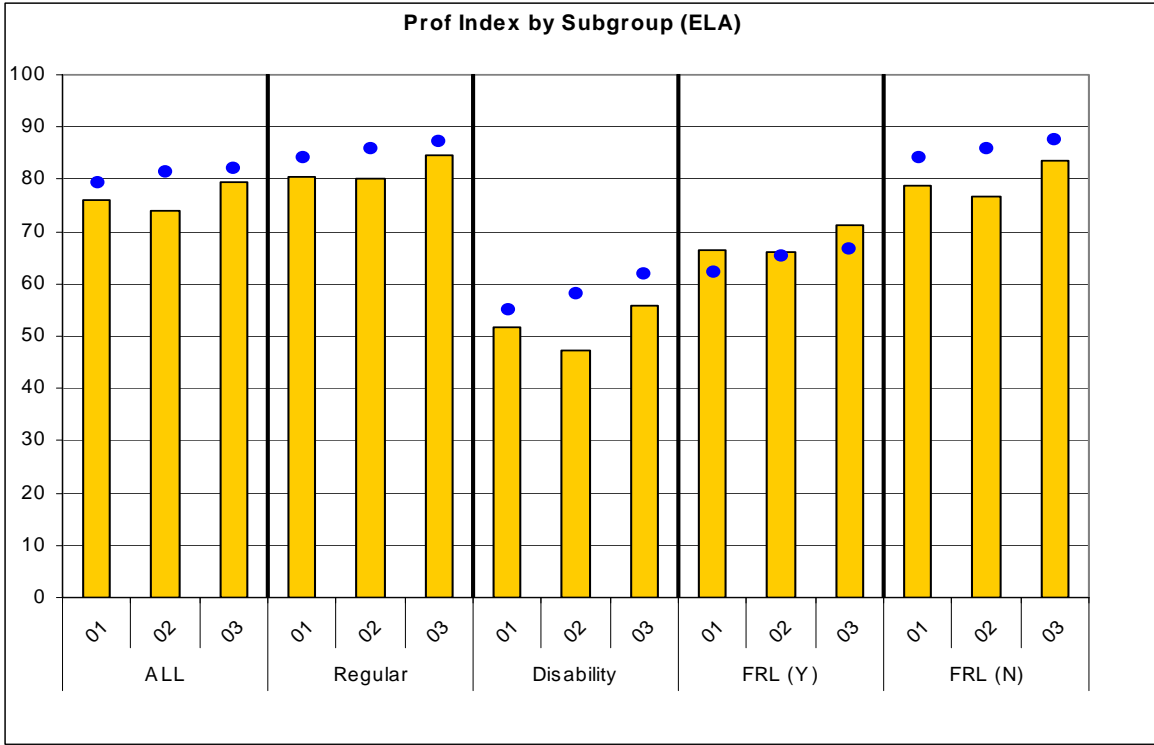
4. Equity of Improvement: How has MCAS performance for the district’s student subgroups change over time?

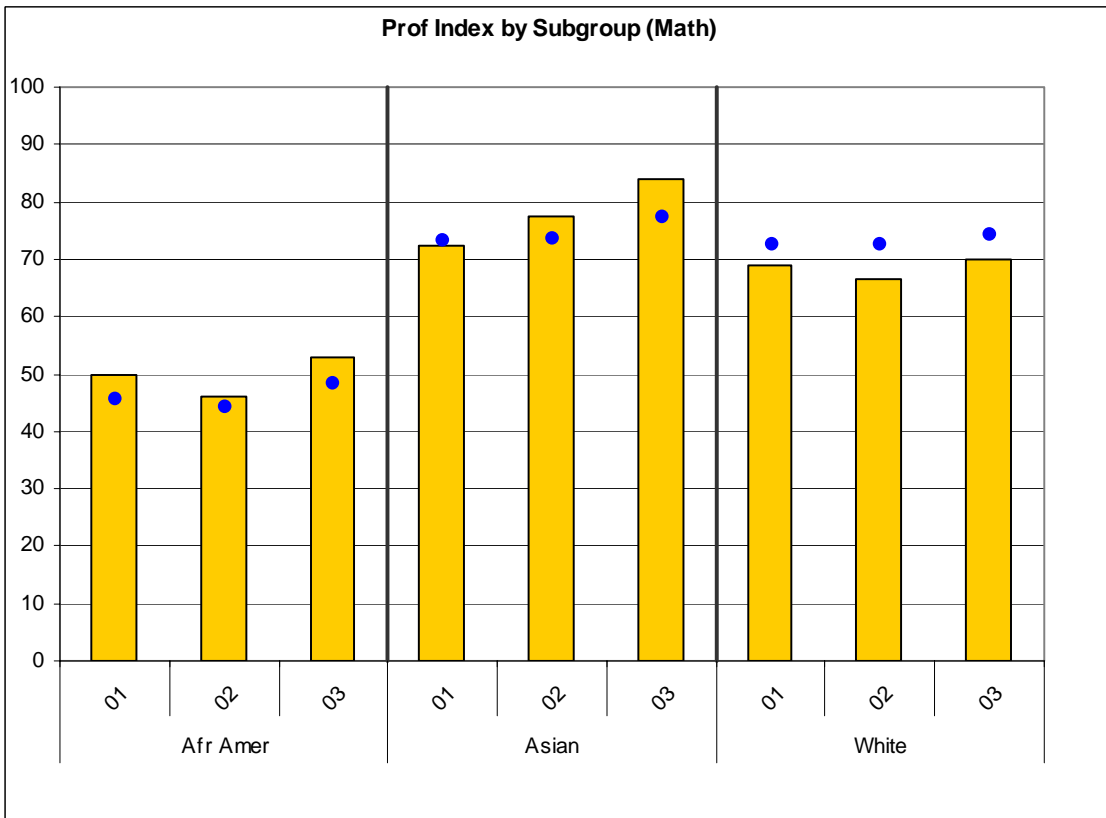
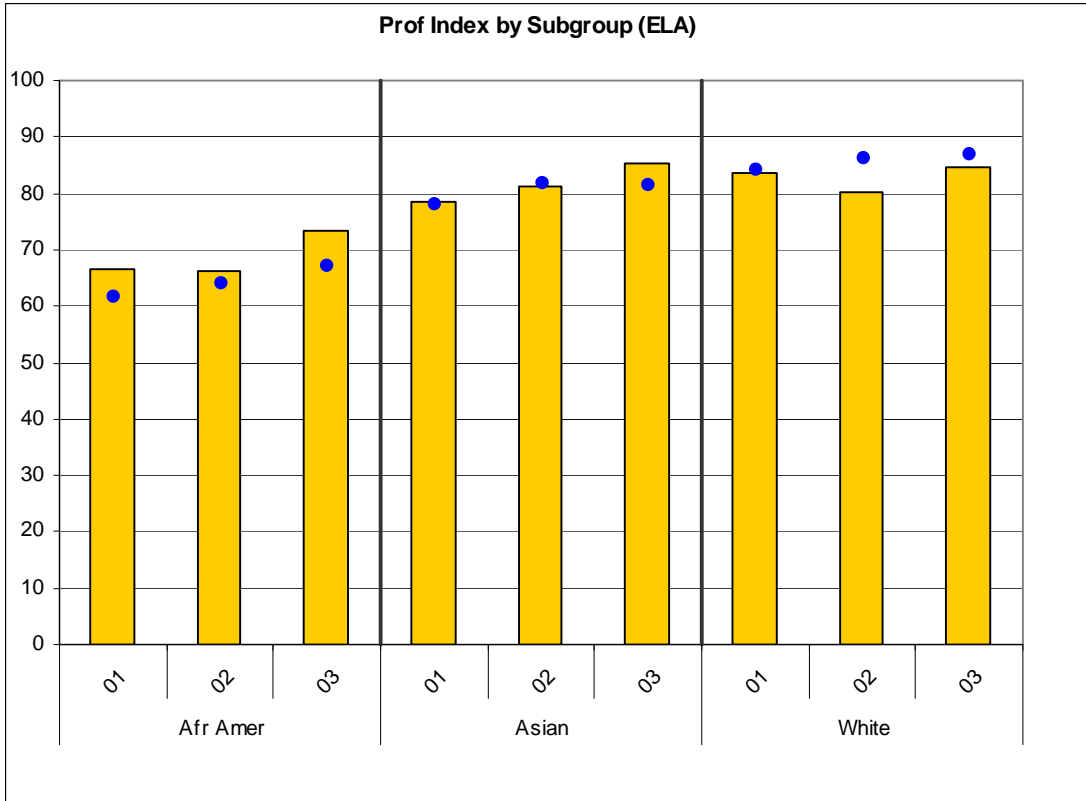
Preliminary Finding(s):

- Between 2000-2003, Randolph’s student achievement figures for the district’s special education and White students’ results improved by less than the state average in both ELA and math.
- Between 2000-2003, Randolph’s student achievement figures for the district’s FRL/N students’ results improved by less than the state average in math and more than the state average in ELA.
- Between 2000-2003, Randolph’s student achievement figures for the entire district’s students, regular education, FRL/Y, African-American, and Asian-American students’ results improved by more than the state average in both ELA and math.

Figures 11A-D:

Proficiency Index Trend Data (by subgroup) MCAS 2001, 2002, and 2003.





Tables 11A-B:

Trend Data by Subgroup (Randolph.)

		ELA	Math
ALL	'01	76.1	61.4
	'02	73.9	58.7
	'03	79.6	64.1
Regular	'01	80.5	65.6
	'02	80.2	63.0
	'03	84.7	68.7
Disability	'01	51.7	37.7
	'02	47.4	34.6
	'03	55.8	39.3
FRL (Y)	'01	66.3	49.5
	'02	66.2	52.4
	'03	71.4	58.4
FRL (N)	'01	78.7	64.5
	'02	76.7	61.1
	'03	83.4	66.5
African-American	'01	66.6	49.8
	'02	66.2	46.1
	'03	73.3	53.0
Asian-American	'01	78.4	72.5
	'02	81.2	77.5
	'03	85.3	83.8
White	'01	83.6	69.1
	'02	80.3	66.5
	'03	84.8	69.8

Trend Data by Subgroup (State)

		ELA	Math
ALL	'01	79.5	67.3
	'02	81.6	67.0
	'03	82.2	69.3
Regular	'01	84.1	71.9
	'02	85.8	71.4
	'03	87.2	74.5
Disability	'01	55.3	43.5
	'02	58.1	42.6
	'03	62.0	46.4
FRL (Y)	'01	62.4	48.1
	'02	65.5	47.6
	'03	66.7	51.3
FRL (N)	'01	84.1	72.6
	'02	86.0	72.2
	'03	87.8	75.8
African-American	'01	61.8	45.6
	'02	64.2	44.4
	'03	67.1	48.6
Asian-American	'01	78.1	73.5
	'02	81.9	73.7
	'03	81.7	77.4
White	'01	84.3	72.8
	'02	86.4	72.7
	'03	86.9	74.5

Analysis of Figures/Tables 11A-D:

- In Randolph, between 2001-2003, all students increased by 3.5 Proficiency Index points in ELA and 2.7 points in math, as compared with increases of 2.7 and 2.0 points statewide.
- In Randolph, between 2001-2003, regular education students increased by 4.2 Proficiency Index points in ELA and 3.1 points in math, as compared with increases of 3.1 and 2.6 points statewide.

- In Randolph, between 2001-2003, special education students increased by 4.1 Proficiency Index points in ELA and 1.6 points in math, as compared with increases of 6.7 and 2.9 points statewide.
- In Randolph, between 2001-2003, FRL/Y students increased by 5.1 Proficiency Index points in ELA and 8.9 points in math, as compared with increases of 4.3 and 3.2 points statewide.
- In Randolph, between 2001-2003, FRL/N students increased by 4.7 Proficiency Index points in ELA and by 2.0 points in math, as compared with increases of 3.7 and 3.2 points statewide.
- In Randolph, between 2001-2003, African-American students increased by 6.7 Proficiency Index points in ELA and by 3.2 points in math, as compared with increases of 5.3 and 3.0 points statewide.
- In Randolph, between 2001-2003, Asian-American students increased by 6.9 Proficiency Index points in ELA and by 11.3 points in math, as compared with increases of 3.5 and 3.7 points statewide.
- In Randolph, between 2001-2003, White students increased by 1.2 Proficiency Index points in ELA and 0.7 in math, as compared with increases of 2.6 and 1.7 points statewide.

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

Preliminary Finding(s):

- All eligible students were participating in math assessments at required levels. However, there were a significant number of students in the category Not Tested Other (NTO) who were special education and Limited English Proficient (LEP).
- All eligible students, particularly special education and LEP students, were not participating in ELA assessments at required levels.

Tables 12A-B:

	ELA	Math
Tested	94.5%	95.4%
NTA	0.1%	0.0%
NTM	0.4%	0.2%
NTO	5.0%	4.4%

N-values for NTA, NTM, and NTO by Student Status

		ELA	Math
Tested	Regular	759	720
	Disability	154	135
	LEP	12	12
NTA	Regular	1	0
	Disability	1	0
NTM	Regular	3	2
	Disability	1	0
	LEP	6	6
NTO	Regular	21	13
	Disability	22	21
	LEP	6	6

NTA = Not Tested, Absent
 NTM = Not Tested, Medical
 NTO = Not Tested, Other

Analysis of Table 13:

- On the 2003 MCAS test, Randolph’s student test participation rates in ELA and math were 94.5% and 95.4%, respectively. These figures were 0.5% below and 0.4% above the state’s standard for test participation, which is 95%.

- In Randolph, 96.8%, 87.0%, and 66.7% of regular education, special education, and LEP students participated in the 2003 MCAS test in ELA.
- In Randolph, 98.0%, 86.5%, and 66.7% of regular education, special education, and LEP students participated in the 2003 MCAS test in math.
- In Randolph, 2.7%, 12.4%, and 33.3% of regular education, special education, and LEP students did not participate for other reasons in the 2003 MCAS test in ELA.
- In Randolph, 1.8%, 13.5%, and 33.3% of regular education, special education, and LEP students did not participate for other reasons in the 2003 MCAS test in math.

Part III: Summary and Preliminary Findings by Domain

Domain A. Assessment and Evaluation

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

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

Preliminary Finding(s):

- During the period under examination, despite recent commitments by the district to use data-driven assessments, this limited use of data was only evident as it related to ELA, but not to math.
- The district identified the need to use additional assessment measures to evaluate their students.

Indicators:

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

EQA Rating: Satisfactory

Evidence: In Randolph, the school committee did not maintain a policy to guide district-wide assessment. However, there was clear evidence that procedures were in place to direct periodic student assessments during the course of the school year. At the preschool level, screenings were reviewed on a weekly basis to address the individual needs of students. The preschool program implemented the second year of a DOE grant to align their curriculum with the state curriculum frameworks. The district's practice was to use portfolio assessment at the preschool level, which was then transferred with the student to Kindergarten. At the Kindergarten level, the Developmental Reading Assessment (DRA) was administered in the fall and the spring to track student progress. The results of this assessment informed the evaluation of the classroom practices. The DRA was used in grades K-3, and was reported by the district to be the most significant measure of student progress and classroom instructional practices. The district was revisiting the use of a nationally norm-standardized test to provide additional measures of assessment.

The MCAS test results were analyzed district-wide across all levels and disciplines. The results were shared at both department meetings and monthly curriculum meetings at each building. As a result of conducting an item analysis for the Grade 10 MCAS test, the curriculum was revised to include more algebraic questions, which aligned better with the state standards and frameworks. The district had procedures in place to administer assessments that were embedded in their adopted curriculum programs at the elementary level. At the high school level, teacher generated tests were administered. In 2003, high school teachers were in the process of developing departmental tests and rubrics to use as guidelines for assessing student work.

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

EQA Rating: Satisfactory

Evidence: At the high school level, the MCAS test preparation and the distribution of testing materials was managed by the high school administration and guidance department. All staff administering the MCAS test met by department in small groups to review testing procedures. All special education and ELL students participating in the MCAS test were shown the testing area prior to the testing period to help facilitate their familiarity and comfort levels. Students receiving accommodations were appropriately identified through their Individual Education Plans (IEPs) and in documentation sent to the DOE.

At the elementary level, the principal was responsible for preparing and securing all test materials. Although the test practices at the elementary levels were consistent with the “Principles of Test Administration” there was also evidence that attention was not given to the methods of distributing test materials to ensure security.

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

EQA Rating: Satisfactory

Evidence: The district regularly administered the Developmental Reading Assessment in grades K-3, as well as the Marie Clay Observation Survey at the Kindergarten level. For the time under review, the Terra Nova was administered at various grades in the elementary and middle schools. The district reported that during the 2003-2004 academic year, the Terra Nova was to be administered in grades 2-8. During the time under review, the district also administered the Social Studies Critical Thinking test in Grade 8 and the Test of Logical Thinking (TOLT) in grades 8 and 9 to qualify students for honors biology. The district used

the IDEA assessment to determine the proficiency of its ELL students until the 2002-2003 academic year when the district began administering the MELA-O for oral proficiency and the LAS-R test.

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

EQA Rating: Poor

Evidence: Assessment results were analyzed at monthly curriculum meetings, faculty meetings, departmental meetings, and grade-level team meetings. When the results of the Marie Clay Observational Survey were analyzed, the district demonstrated strengths in letter identification and dictation. However, students showed a weakness in ‘concepts about print’ at the Kindergarten level. Therefore, Kindergarten and Grade 1 teachers incorporated more lessons that were focused on ‘concepts about ‘print’ into their lessons.

The district recognized a weakness in students’ responses to open-ended questions. Therefore, teacher expectations changed to include more time to develop skills-related, open-ended questions. When teachers reflected on their instructional practices, they found that many of these tasks were taught, but in cooperative small group situations. Due to this analysis, teacher expectations shifted from mastery level in a small-group situation to mastery at the individual level.

All of the district’s students scoring below 230 on the MCAS test were required to take an MCAS test review/preparatory class in addition to their regular ELA and math courses. The review class was offered three times during the six-day cycle. In addition, a six-week summer program was offered for Grade 1 students who scored below the grade-level expectation on the DRA. Teachers and their building administrators attended writing

conferences to learn how to develop open-ended questions as a means to improving student achievement.

Beginning in 1998, there was clear evidence that the district, through the collaborative effort of curriculum directors, administrators, and teachers, started to align its curriculum with the state curriculum frameworks. In 1999, the district further supported this initiative by funding the participation of administrators and teachers and the standards-based program offered through the DOE's PALMS initiative. Nevertheless, there was also evidence that the district did not develop a parallel implementation plan that would have aligned its programs and services with the curriculum frameworks.

Only recently, however, did weak math scores prompt the adoption of the Connective Math Program (CMP) at the middle school level. Math in grades 6, 8, and 10 on the 2003 MCAS test were lower than the state's mean. Grade 4 math scores were equal to the state. This information was reported at the administrative team meeting on Sept 18, 2003. However, at the time of the on-site visit, there was no formal written plan in place to address the low district-wide math scores.

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

EQA Rating: Satisfactory

Evidence: During the time under review, assessment analyses were disseminated at faculty, curriculum, department, and grade-level team meetings. Teachers also received individual student reports for their previous and current year students. The superintendent did a preliminary analysis of the MCAS test scores that was then disseminated to the principals and curriculum directors for more in-depth analysis.

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

EQA Rating: Poor, but Improving

Evidence: During the time under review, administrators utilized the *TestWiz* software to analyze test data and prepare reports. During the 2002-2003 academic year, a consultant provided further training to principals, which aligned individual test analysis with the state learning standards. The elementary principals distributed these analyses to teachers along with copies of the MCAS test questions. This was used as a basis for discussion around curriculum and instruction. Despite the district's efforts, between 2000-2003, student achievement on the MCAS test in the district was both low and did not improve significantly with the exception of students who had been in the district for several consecutive years.

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

EQA Rating: Poor

Evidence: The Class of 2003 earned a 90% rate of achievement for meeting the Competency Determination standard. The district had already earned an 81% rate in meeting the Competency Determination standard for the Class of 2004.

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

EQA Rating: Satisfactory

Evidence: During the 2002-2003 school year, the district received a DOE grant to align their pre-school curriculum with the state frameworks. The district's curriculum, with the exception of social studies, had been aligned with the state frameworks and was included in the curriculum binders with objectives, grade-level expectations, course expectations, and learning strands.

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

Preliminary Finding(s):

- During the period under review, there was a correlation between the incidence of absenteeism for teachers and students and the level of student performance for those schools that showed a decline in the most recent report of the district’s Cycle II Performance Ratings.
- Between 2000-2003, the district began to use data to determine the effects of tardiness, absenteeism, and achievement.

Indicators:

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

EQA Rating: Satisfactory

Evidence: Student handbooks clearly stated expectations for student attendance. In the event of absences or tardiness, interviewees reported that letters were sent home to parents reminding them of expectations for attendance. Early in the school year, parents were notified of the MCAS testing dates by letter. Prior to last year, 2001-2002 school year, the district had a large number of ELL students who were eligible for exemptions and a number of special education students who took the alternative the MCAS test. During the latest administration of the MCAS test in 2003, the district focused attention on testing more of its ELL students.

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

EQA Rating: Satisfactory

Evidence: For the period under review, the average district level student attendance rates were approximately 95%. The building principals were responsible for monitoring attendance levels in their respective buildings. Student attendance policies were clearly articulated in student handbooks. In addition, letters were sent home to parents across all levels when students had excessive tardiness and/or absences. The high school used an automatic call system to notify parents. Student attendance was closely monitored using the IPASS program, where student attendance was recorded on paper and by computer into a central database. The number of days absent, present, and incidents of tardiness were recorded on student report cards each term, as well as totals for the year. Notwithstanding all the district's student attendance practices in place, according to the DOE's data, in the 2001 school year over 16% of the total student population was absent between 11 and 20 days and an additional 8% of the student population was absent for more than 20 days.

Contrary to evidence on teacher absenteeism, one district administrator reported studying data on a possible relationship between teacher attendance and student achievement and determined that there was no connection. District administrators stated that teacher absenteeism was not an issue in the district. All employees were informed of their accumulated sick and personal days early in the school year. The district recognized teachers who had used two or fewer sick days by awarding them an additional personal day. In addition, the district had a buy-back option for teachers retiring from the system.

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

EQA Rating: Poor

Evidence: During the time under review, district administrators reported that all schools tracked student attendance on a school-wide database. District administrators reported that they had reviewed data on suspension, discipline, and dropouts by subgroups. The district discovered that their ELL population had better attendance on average than other students.

The district discovered that the problem with tardiness was district wide and more serious than first suspected. To address this concern, the district moved the homeroom period at the high school to second period, because data suggested that some parents and students had the perception that if students were late for first period, it was “only for homeroom.” According to principals, this resulted in diminished tardy rates.

The district had a credit-pending policy at the high school where students who were absent more than seven times in one quarter could have had credit denied. When this was the case, students were referred to the Student Intervention Team (SIT). Further, letters were sent to the parents of students who had ceased to participate in school programs. Despite these efforts, the district did not realize improvement in attendance and reduction of suspensions and discipline referrals for all students. The evidence provided by the district did not indicate a systemic approach in addressing student attendance and other behavior-related issues throughout the system.

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

EQA Rating: Satisfactory

Evidence: The district began to address the importance of attendance at the Kindergarten level. District-wide newsletters at all levels stressed the importance of attendance and the relationship between attendance and student achievement. The district collected and studied student assessment data to determine if there was a relationship between tardiness and absenteeism and student achievement. District administrators determined that tardiness had more of a negative effect on achievement than absenteeism. The district publicly recognized perfect attendance for students across all levels. Students received an attendance medal, and letters were sent home to parents. At the high school, the district recognized perfect student attendance for one, two, three, and four years.

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

EQA Rating: Poor

Evidence: Principals in every school building were responsible for monitoring staff attendance and indicated in interviews that if the district had problems with teacher absenteeism, it was most likely to have been with a few individual teachers. District administrators also reported that according to the district's contract with teachers, there was a process to follow in the case of excessive absences for teachers.

District administrators reported collecting and analyzing data on student absenteeism and tardiness and determined that tardiness had more of a negative effect on student achievement than absenteeism did. Building administrators reported that the district reviewed data on teacher absences and believed that there was no relationship between teacher absenteeism

and the student achievement in the schools that indicated a decline in their performance rating, as stated in the Cycle II Report.

The data provided by the district indicated that the rate of teacher absenteeism was 6.5 absences per teacher per year. The district's attendance average was slightly less than 94%. This reflected all contractually recognized leaves, including professional development. The rate of absenteeism for students was 9.9 absences per year. Of the schools that demonstrated a decline in their improvement rating, as indicated on the Cycle II report for the district, the average rate of teacher absence was 11.6 absences.

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

EQA Rating: Satisfactory

Evidence: During the period under review, principals maintained the records of students eligible for the alternative (ALT) MCAS test, and the recommendation for the alternative MCAS test was determined by the Student Study Teams (SSTs) and documented in the students' IEPs. Records for students determined to be eligible for LEP status were also maintained at the building level and in students' cumulative files kept at the central office, as were records for ELL students.

District administrators reported that for the time under review, the district had some turnover in staff. The District Report Card for the 2001-2002 school year cited that 93% of the district's staff was licensed, and 88% were characterized as "highly qualified" by the state and federal definitions. Approximately 24 of teachers were on waivers, most of them were serving in special education roles. Approximately six to seven teachers had no certification, and twelve were waiting for the DOE to process their paperwork.

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

EQA Rating: Poor

Evidence: For the period under review, all records for ELL students were maintained at central office. There was no evidence as to a periodic or annual review of disaggregated data for students who were in this category. A review of a random sampling of Individual Student Success Plans (ISSPs) indicated that attendance was tracked as one indicator in reference to their academic performance.

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

Preliminary Finding(s):

- For the majority of time under examination, the four-year cycle of evaluation for professional status teachers did not reflect the process as defined by the Massachusetts Department of Education (DOE).
- Between 2000-2003, the four-year cycle evaluation process used to evaluate professional status teachers was not consistently implemented as defined by the contract between the district's teachers' association and the district.

Indicators:

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

EQA Rating: Satisfactory

Evidence: The district employed a system of evaluation that focused on the accountability of administrators. The principals worked under the concept of site-based management. Not only were they responsible for the day-to-day operation of managing their schools, but also they were expected to serve as the curriculum and instructional leaders within their schools. They were also accountable for the horizontal coordination among the schools by working collaboratively with other principals. Although the contract addressed to a performance review based on annual goals, it was not specific as to what the measures would be other than stating that, "inadequate performance consistent with good cause standard shall be cause for termination of this agreement."

The building principal, his/her designee, or the directors of content areas clearly articulated their understanding as to their role in implementing curriculum initiatives and providing the necessary professional development to support the teaching staff. However, the extension of administrative accountability to the classroom was not clearly articulated using specific measures.

The performance evaluation dealing with the teaching staff included the following: self-evaluation, supervisor-initiated observation, and teacher-initiated observations. School committee policies had the expectation that these evaluations would be specific in terms of the person's strengths and weaknesses. Administrators responsible for evaluations were expected to adhere to the standards for effective teaching; however, the substantive measures specific to their accountability of curriculum implementation through appropriate instructional practices was not clear.

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

EQA Rating: Satisfactory

Evidence: The building-level principals, directors, and designated administrators at the secondary level were clear in their understanding as to what benchmarks had to be established and the implications these benchmarks would have on changes and/or modifications in the curriculum. The transition from the earlier reading program to the current guided reading is an example of how the district used benchmarks to determine a change in the approach of teaching reading in the elementary schools.

The high school placed a great deal of emphasis on the New England Association of Schools and Colleges (NEASC) report and used it as its benchmark to move forward and dealing with the implementation of alternative assessments and specifically the use of rubrics for evaluation. A further example was the development of the writing process implemented at the elementary level and the evolution of the need to have a handwriting program at the primary level in grades PreK-3 in order for students to develop a self-awareness of the

importance of penmanship and writing. Despite the fact that 2000-2003, the district's aggregate scores on the MCAS test were both low and changed little, the district provided trend data indicated that the longer the students stayed in the district, the better the students performed in relation to the state.

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

EQA Rating: Poor

Evidence: For the time under review, the principals who were interviewed about the reading program understood the specific achievement levels that students should have reached by the grade levels. The same was true when they were discussing curriculum areas at the secondary level. The example that was presented was regarding open response questions. A director was able to clearly identify how the process evolved and was being monitored within the jurisdiction of his/her position. However, the district lacked specific measures that would ensure consistency within and among schools.

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

EQA Rating: Satisfactory

Evidence: The principal's contract had a performance review, which was consistent with the guidelines of the *Principles of Effective Administrative Leadership*. Although the principals' salaries were fixed within their three-year contracts, their performance review was on an annual basis. Additional compensation was based on the degree of achievement of their annual goals. There was no direct relationship stated in the contract with the school improvement plans for their buildings. Administrators were evaluated using a four-year cycle process. Starting with identifying the goals, the first two years dealt with professional development activity that was specific to the goals and the educational leadership

requirements of their schools. The third year was a self-evaluation or reflection of what has been accomplished in the prior two years. The final year served as the formal evaluation.

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

EQA Rating: Poor

Evidence: The district school committee maintained a policy to assure high quality teaching performance. Within the policy, it was stated that the performance standards developed through negotiations would be consistent with the components of the Education Reform Act.

The evaluation defined in the contract between the district and the district's professional status teachers defined evaluation as a four-cycle process. Starting with identifying the goals, the first two years dealt with professional development activities that were specific to the goals and the educational leadership requirements of their schools. The third year was a self-evaluation or reflection of what was accomplished in the prior two years. The final year served as the formal evaluation.

There was evidence that the evaluation components reflected the components required for the evaluation of professional status teachers, as cited in the Massachusetts Education Reform Act. Further, there was evidence that demonstrated a meaningful understanding of the implementation of the *John Saphier* model in which all district administrators were trained. However, a random sample of 25 evaluations of professional status teachers indicated that 10 of the 25 files did not contain documentation to demonstrate where those teachers fell in terms of the evaluation cycle, as cited in the contract.

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

EQA Rating: Satisfactory

Evidence: Between 2000-2003, the superintendent of schools provided data that reflected an analysis of the ethnic distribution of the students within the district for the past three years. Further analysis was done on the growth of the ethnic populations, which reflected a significant increase in the African-American population with a corresponding decrease in the white population from 1999 to 2003. Professional development included diversity training, as well as multiculturalism, reading achievement, and instructional practices that would most likely enhance student achievement. Resources were reallocated to include more instructional time in ELA and math.

Domain B. Curriculum and Instruction

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

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

Preliminary Finding(s):

- Between 2000-2003, the district’s prioritizing of curriculum revision was focused on the alignment of ELA with the state curriculum frameworks.
- For the period under examination, only recently did the district identify the alignment of its math curriculum with the state curriculum frameworks.

- In Randolph, only recently was the horizontal alignment of the curriculum throughout the district made a district-wide priority.

Indicators:

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

EQA Rating: Satisfactory

Evidence: From June 1999-2003, the district had the position of assistant superintendent for curriculum and instruction for grades K-12. In 2003, there was curriculum leadership in every school in the district. Elementary principals were responsible for curriculum and instruction at their own school level. There was a non-teaching director of math, science, and technology for grades 7-12 and a non-teaching director of ELA and social studies for grades 7-12. In addition, there were high school department chairpersons with teaching responsibilities. Elementary principals evaluated staff without professional status, as well as staff with professional status. The same was true for the two grade 7-12 directors. The high school department chairs handled materials, equipment and supplies, and assisted in budget preparation.

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

EQA Rating: Satisfactory

Evidence: For the period under examination, the district utilized professional development opportunities, monthly school meetings, grade level meetings, and summer curriculum workshops to revise curriculum guides K-12 by aligning them to the curriculum frameworks. Teachers were given complete copies of state curriculum frameworks for use in curriculum revisions. The former director of elementary education, a position no longer in existence, provided leadership and supervision for the re-alignment of curriculum for grades K-6. The two grade 7-12 curriculum directors initiated the process of curriculum alignment for grades

7-12. During the interview process, it was indicated that all teachers in the district had copies of both the state frameworks and the current curriculum guides.

Principals and curriculum directors indicated that new teachers and veteran teachers participated in monthly school/departmental meetings where the focus was most consistently directed to the review of the current curriculum and changes indicated by MCAS test scores. An orientation was provided for all new teachers relative to teaching and delivering instruction according to curriculum guides.

During the interview process, administrators indicated that plan books were collected and reviewed monthly. In addition, copies of teacher-constructed tests were reviewed. Administrators observed teachers at least twice during the school year. The *Saphier* model, including pre-conferencing, observation and post-conferencing, was utilized. This evaluation format was used system wide. The district's mentoring program provided for eight peer observation sessions designed to assist the newly hired teachers. In addition, an orientation program was implemented for new teachers for two days prior to the opening of school. *Teaching to the Curriculum* and *Student Achievement Expectations* were topics covered in this orientation program. During the interview process, it was indicated that curriculum guides at the elementary level were not written using a standardized grade PreK-6 format, but they were aligned to the framework.

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

EQA Rating: Poor

Evidence: The district received the annual MCAS test results from the superintendent at an administrative team meeting. System-wide results were discussed for each year of administration and reports were then given to each principal. Principals conducted an analysis by school and reviewed the item analysis data, the results of which were then presented to the faculty and discussed in relation to standards and the need for curriculum changes. Interviews indicated that the district recognized the need to establish another

baseline of student achievement in addition to the MCAS test. The district also administered the Terra Nova prior to the period of review and reestablished the administration of this nationally norm-referenced measure, effective in the 2003-2004 school year in grades 3-9. Teachers provided input to the professional development committee relative to training, or skills necessary to assist in the improvement of student achievement based on MCAS test review. However, they were not authorized to have significant input in the annual review and revision of the curriculum.

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

EQA Rating: Poor

Evidence: For the past two years under examination, the district prioritized reading, literacy skills, and reading comprehension. Literacy was established as a curriculum priority for the system for grades Pre-K-6. At the end of the 2004 school year, all teachers will have been trained in the Guided Reading Program. At the elementary level, instruction in literacy was provided 2.5 hours daily in grades 1-3. Principals and teachers together were trained using the Guided Reading approach as a consistent instructional process in the teaching of ELA. In addition, the DRA assessment was utilized consistently in the elementary level, and all teachers were to be trained in grades PreK-6 by June 2004. The district recognized that reading skills were essential as a basic skills requirement in all curriculum areas as students' progressed upward through the school system. Title I support services in reading were available at each elementary school. One Title I teacher was assigned to one building. In addition, ELL support staff was available to assist classroom teachers on a referral basis. However, a parallel procedure was absent for math. As curriculum revisions were made on an annual basis, subsequent information was disseminated to staff for inclusion in the curriculum guide booklet.

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

EQA Rating: Poor

Evidence: The district, within the last two years, recognized the need to have horizontal curriculum articulation on a grade PreK-12 basis, so that teachers would be aware of curriculum content required for student mastery for purposes of continuity. For the past two years, departmental, grade meetings, and professional development activities were directed to further align the frameworks with the Randolph curriculum. English language arts, was a priority. However, math was not identified as a priority until recently and the district planned to address math curriculum articulations and revision this year. There was a concerned effort to relate literacy competencies to other disciplines, such as social studies, science and math.

6. Instructional time in each content area:
 - a. meets state requirements at each level; and
 - b. meets the educational needs of students as determined through an analysis of student achievement data.

EQA Rating: Satisfactory

Evidence: During the interviews administrators indicated that schools were meeting 900 hours of instructional time on the elementary level and 990 on the secondary level. During the past two years, an analysis of the MCAS reading test scores prompted in an increase of instructional time in grades 1-3 in literacy instruction (2.5 hours daily). At the high school level in Grade 10, based on Grade 8 test scores, additional instructional time (as a component of students schedules) was provided for all students who failed the ELA and math portions of the MCAS test. These two MCAS test support programs were provided three days out of a six-day cycle. The district hired former teachers in ELA and math to provide individual and small group tutoring during the day, so that student could work with them instead of attending study halls. At the elementary level, for two days a week (before school and on

Saturdays) the district provided MCAS test preparatory classes at the middle school level. Administrators in the central office and in school level teams reviewed the MCAS test data by individual scores, identified individual students at-risk, and sent letters home to parents, which notified parents of students' at-risk status and program options.

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

EQA Rating: Satisfactory

Evidence: All administrators indicated that during the period of review class size levels were adequate to meet the needs of all students and student subgroups. Interviewees indicated that support-staffing levels were adequate, specifically as they related to Title I and ELL staff members.

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

Preliminary Finding(s):

- Between 2000-2003, the instructional expectations of teachers were focused on methodologies for ELA.
- During the period under review, professional development and provisioning for the district's curricula were focused primarily on support for ELA.
- Despite consistently low MCAS test performance ratings in math, the district did not respond in a timely manner with a district-wide plan to address the instructional implications of teaching math.

Indicators:

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

EQA Rating: Poor

Evidence: The district prioritized literacy and reading as a major focus over the past two years. As a result of the MCAS test data analysis, the DRA (Developmental Reading Assessment) was administered annually in grades PreK-6. By June 2004, the district expected that all teachers in grades 1-6 would be trained in the Guided Reading Program. Once the program is fully implemented, the district's expectation was that the MCAS test scores in ELA would improve.

The district acknowledged that it was necessary to re-implement the Terra Nova assessment and was doing so this academic year in grades 2-9. Administrators expect that the data provided by this nationally norm-referenced instrument would also assist in the improvement of the MCAS test results in future years. Programs recently implemented in the district as a result of defined student needs have included the following: *Telian Phonics* in the primary levels, *Writing Across the Curriculum* in the elementary and middle school levels, *Foss Science* in grades seven and eight, pre-algebra instruction in Grade 8, and the Connected Math Program (CMP) at the middle school level. In addition, algebra in Grade 9 and geometry in Grade 10 were revised and strengthened to align with the state curriculum frameworks. At the Grade 10, in the areas of ELA and math, students were scheduled for additional instructional time three days out of a six-day cycle for supplementary instructions based upon Grade 8 MCAS test results. Follow-up communications with the NEASC board of directors relative to the 1997 on-site evaluation indicated that students who failed to meet proficiency on MCAS assessments were provided with tutoring during the school day, after the school day, and on Saturdays.

At all grade levels, the district utilized Student Study Teams (SSTs) to identify academic support services needed to improve instruction. District-wide, these teams met on a weekly or bi-monthly basis, as indicated in the District Professional Development Plan. Also, at all grade levels, individual Student Success Plans (ISSP) were developed for all students who scored below 220 on the ELA and math MCAS assessments. The District Curriculum Accommodation Plan (DCAP) indicated that these plans were shared with parents and receiving teachers each year. Other student support programs included: Title I at each elementary school in Grades PreK–2, Reading Recovery in Grade 1 (for the time under review, with the exception of the current school year), and ELL support assistance at all levels in Grades PreK-12. In-class support was provided during the literacy block in grades K-2 through collaboration among the regular classroom teachers, Title I teachers, and special education teachers. It was indicated that during the EQA interview process that test data, attendance data, and teacher assessment data were consistently reviewed to improve student performance. At the high school level, the Mainstream Alternative Program had an enrollment of approximately thirty-one students with a cadre of three teachers. District administrators and principals indicated that this program served as a viable resource in dropout prevention. Despite the district’s lack of improvement in math scores only recently did the district identify the next priority, particularly at the elementary and middle school levels, as the need to review and revise the math curriculum.

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

EQA Rating: Satisfactory

Evidence: The district established the goal of improving student achievement in their district improvement plan (DIP). In addition, this goal was reinforced in the district’s mission statement, which was approved by the school committee. Interviews and a review of the

district's documents indicated that every school in the district communicated the importance of improving student achievement as the primary goal of the district.

School newsletters and parent information meetings consistently addressed improving and sustaining student achievement. During the EQA interview process, principals indicated that monthly faculty meetings, monthly curriculum meetings, grade-level team meetings and professional development activities all promoted and encouraged the improvement of student achievement as an overarching theme.

An array of parent activities promoted the message of attainment of student performance expectations. Such programs included: monthly PTO meetings, school council meetings, open houses, back-to-school nights, family math nights, parent-teacher conferences, school newsletters and Title I parent volunteer programs. The superintendent held monthly community-based councils, which were open to the public with varied monthly agenda items. The community was able to hear what was occurring in the district in terms of curriculum offerings, technology, instructional strategies, and budget procedures. The superintendent invited education leaders in the district to present at this council. Town-wide, the cultural arts council held open houses relative to ethnic programs, such as; multi-cultural themes that included ethnic foods, music, and customs. At the high school level, all seniors were required to complete 60 hours of community service as a graduation requirement.

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

EQA Rating: Satisfactory

Evidence: During the EQA interview process, district administrators indicated satisfaction with class sizes, resource allocation, and support programs related to instructional time in the core content areas. Student performance indicators, particularly MCAS test results, were used to identify when additional instructional time was needed. Examples included the 2.5-hour literacy block in grades PreK-2 and the ELA and math MCAS test review program in grade 10. Nevertheless, despite the district's allocation of additional instructional time, 56.7% of the district's students did not meet proficiency on the 2003 MCAS test, but the district

provided trend data indicated that for the students who remained in the district at least four consecutive years scored at or above the state average in ELA and math on the MCAS test.

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

EQA Rating: Satisfactory

Evidence: District administrators indicated that one of the priorities they considered in regards to prospective staff members was certification. Each teacher under consideration completed a writing sample as part of the application procedure. District administrators acknowledged that in some discipline areas, certified teachers were difficult to recruit. As a result, the district applied for waivers for teachers already teaching in those areas without certification, but with the condition that teachers would seek appropriate certification.

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

EQA Rating: Satisfactory

Evidence: During the EQA interview process, district administrators indicated that teachers applied for positions in the district and were encouraged to remain in the district's employment as a result of the following factors: (1) a well-established district mentoring program, (2) the maintenance of class sizes within reasonable limits, (3) the availability of student support services, (4) the diversity of the community and school district, and (5) a well-established and comprehensive professional development program.

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

Preliminary Finding(s):

- Between 2000-2003, there was little evidence that the requisite academic skills necessary for taking courses and/or programs were clearly communicated to the district's students.
- In the Randolph Public Schools, Student Support Teams (SSTs) were an integral part of monitoring student progress from grade-to-grade.
- The district documentation and interviewees reported a high rate of mobility among its students both in and out of the district. However, there was no evidence of a written plan in place to deal consistently with the student mobility that existed within the district.

Indicators:

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

EQA Rating: Satisfactory

Evidence: The policy for staff attendance was well documented in the teacher handbook. Teachers were responsible for contacting the district's substitute caller the evening before or the morning of the absence. The substitute caller maintained a log of daily absences, assigned substitute coverage, and reported the absences to the school offices. Administrative assistants at each building re-recorded the lists of teacher absences and substitutes and submitted them to the building principals for their signatures. This form was then sent to bookkeeping at central office and a copy was provided to the superintendent for his review. Teachers were also required to complete a leave request form for conferences, bereavement, and personal days. Leaves were approved at three levels: first, by the teacher's immediate supervisor; second, by the building supervisor; third, by the superintendent.

The student attendance policies were well documented in the student handbooks. The high school had a credit-pending policy that was directly linked with student absences and incidents of tardiness. If a student accrued more than seven unexcused absences during one quarter, the student received no credit and was assigned a “credit pending” grade. The high school student handbook clearly listed what constituted excused and unexcused absences. If a student received “credit pending,” the Principal’s Advisory Council all cases individually and procedures were discussed for the restoration of credit.

Prior to the 2003-2004 school year, the district used the SIMS program to monitor student attendance. Teachers had access to this database in each of their classrooms, and attendance was entered during the homeroom period. Beginning this year, the district implemented the IPASS program that allowed teachers to track student attendance and tardiness from period to period during the school day. Eventually, the district planned that parents would also have the capability to access this program.

The district also employed a supervisor of attendance who was responsible for determining residency issues and for providing outreach to parents and students over matters of attendance. Attendance was also discussed at monthly class meetings and reinforced by the teachers in their classes.

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

EQA Rating: Satisfactory

Evidence: Beginning at the pre-school level, the district conducted a spring open house for incoming pre-school students and their parents. One district administrator indicated that the pre-school open house was well attended. A fall orientation was also held for new parents and students from private day schools who were entering the pre-school program. Meetings were held with parents, teachers, and special education staff for students under the age of

three who were involved in the early intervention program and who were transitioning into the preschool program. Kindergarten orientation was held for parents and students three times during the year. One open house was held before the school year began. One was held for special education students, and one was held for students coming from private preschool settings.

Students entering in Grade 1 were invited to a “Move-Up Day” to visit their new elementary school. An evening orientation program was also held for parents in the spring prior to the Grade 1 year. This orientation was scheduled in conjunction with the last PTO meeting of the school year as a means of increasing parental involvement. Kindergarten and Grade 1 teachers also met in the fall and spring to review Kindergarten screening results and discuss the transition of students.

Students transitioning from Grade 6 to the middle school visited the middle school in the spring with their class and teachers. During their visit, they met with the guidance, principals to review rules and building layout. The guidance counselors also visited the Grade 6 classes in the spring to give an overview of the middle school experience. Reading teachers visited the elementary schools to explain and assign summer reading assignments. The Developmental Reading Assessment Scores (DRA) and math assessments were used to assign students to courses at the middle school. Teacher recommendation and parent input were also taken into consideration.

The process of transitioning students from Grade 8 to the high school began in January when the program of studies booklet was published. At this time, guidance counselors visited the middle schools along with freshmen and sophomore student representatives to discuss the course selection process. Assessment, parental input, and teacher recommendations are used to place students in courses. Schedule verifications were sent home for the students and parents/guardians to review and sign. If a discrepancy of opinion arose between a parent and a school recommendation for the level of a course that the student had been assigned, parents were required to sign a release form indicating that they acknowledged that this was against the school’s recommendation. In the spring, students and parents were invited to a high

school orientation to learn about academics and extra-curricular programs. During the summer, the district invited groups of students to tour the school and pick up their schedules.

New students entering the district registered at the parent information center where students' records were reviewed to determine placement. Once registered, a meeting was set with the guidance counselor, parent, and student. New students entering at the beginning of the school year were invited to new family orientation days at the elementary school.

Attendance was monitored closely at the high school level as a proactive approach for dropout prevention. Guidance and nurses placed phone calls home to determine reasons for extended absences. Home tutoring was offered as a support for students who required this service. Students perceived to be at-risk of dropping out were referred to the Student Intervention Team (SIT) that met weekly. This team was chaired by the principal and included social workers, teachers, and other staff members.

During the period of review, the district offered a Mainstream Alternative Program (MAP) that primarily targeted Grade 9 students, both regular and special education students, who were experiencing difficulty in the high school program. The MAP was staffed with a social worker, classroom teacher, and two aides. It maintained a relatively low student-to-teacher ratio. When a dropout occurred, the vice principal contacted the student and family to identify support people, explain the dropout ramifications, and the educational alternatives other than the high school program.

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

EQA Rating: Poor

Evidence: The school committee did not maintain district-wide policies and procedures for students that would raise the system's level of expectation for student participation. Furthermore, the district demonstrated that while there were isolated examples of student participation these were not present district-wide. Although the information contained in the course and/or program materials examined during the review had the expectations that teachers would use to hold students accountable, the process of communicating these expectations to the students was not clear. Only recently did the district begin developing rubrics as guidelines for student expectations at the high school level for course outcomes. The district focused their efforts on enrolling all students in courses not lower than level two (standard level) whenever possible.

Students who required additional support to remain in quality programs could receive tutoring through the guidance office and through the members of the National Honor Society. This occurred after school hours. According to a district administrator, Advanced Placement (AP) classes were offered when enrollment made it feasible. The AP classes were well balanced, with the exception of those with ELL students who had recently entered the high school.

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

EQA Rating: Satisfactory

Evidence: At the elementary level, teachers monitored student achievement and progress towards grade-level expectations throughout the year. Teachers notified the principal of students at-risk for retention by January of each academic year. A referral was made to the Student Support Teams (SSTs) and the parents were notified. Between January and May the students were closely monitored. A final decision was made in May concerning retention. The decision was based on assessment results and teacher and parental input. Ultimately the

decision to retain a student was agreed upon by the teacher, principal, and parent. Student retentions were documented by a letter home to parents and a copy placed in the student's cumulative folder.

At the high school level, the credit system clearly dictated promotional requirements. Students were to have earned 24 credits by their senior year as a graduation requirement. Progress reports were sent home mid-year which the principal reviewed to target students who failed two or more courses. In these instances, letters were sent home to notify the parents and student that they were in jeopardy of promotion. Summer school was provided as an option to successfully complete the needed credits.

Suspensions at the elementary level were low during the period of review. When they did occur, principals informed the superintendent. At the high school level, the student handbook enumerated the offenses that resulted in suspension or exclusion. Teachers were required to complete incident report forms for violations of the code of conduct. The assistant principal was responsible for assigning and monitoring in-school and out-of-school suspensions. A Saturday program was offered as an alternative to suspensions. The principal oversaw long-term suspensions or exclusions, which often resulted in school committee's involvement.

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

EQA Rating: Poor

Evidence: The district had a high level of student transience during the period of review. On average, the district experienced an influx of 700 newly enrolled students each year, as well as a loss of approximately 700 students each year. In order to address the needs of the transient student, social workers were assigned to each school. Student intervention teams were also formed to determine appropriate student support services. Guidance was responsible for providing outreach to the family. A thorough review of records occurred, and the DRA was given to determine placement. The district did not have a written plan to deal effectively with its transient student population.

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

EQA Rating: Satisfactory

Evidence: In the Randolph Public Schools, the district made an effort to hire teachers certified in their primary area of teaching responsibility. When this was not possible, teachers were sought and were granted waivers from the DOE and were assigned to areas where they had knowledge and expertise of the subject matter. The district offered training for teachers to enhance their knowledge of their content area. Department heads assigned teachers to courses for their department. All high school teachers had a balanced teaching schedule. When new courses were offered, the teachers were surveyed for their interest in teaching the new offering(s). The district also provided paid opportunities for teachers to design and write the curricula for elective courses during summer workshops.

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

Preliminary Finding(s):

- For the years under review, the district adopted a professional development plan that was consistent with the district improvement plan (DIP) and balanced in its offering opportunities for teachers, administrators, and support personnel.

Indicators:

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

EQA Rating: Satisfactory

Evidence: A professional development committee existed in the district for approximately 11 years. Approximately 15 faculty members representing administrators and faculty comprised the committee. This committee met annually and conducted a survey to solicit identified needs from principals, teachers, paraprofessionals, and teacher assistants. Topics receiving priority were established as part of the professional development plan with the proviso that they be related to the district's goals and mission statement, particularly directed to the improvement of student achievement. Released time for staff included one full day and four half days, outside conference attendance was another option. The teachers' requests were approved by the appropriate administrator, and the conference needed to be related to the teacher's assignment and the system goals included in the DCAP. College courses were also available for teachers, in accordance with the negotiated contract that specified partial reimbursement for coursework.

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

EQA Rating: Satisfactory

Evidence: The district's faculty development program was developed annually and was approved by principals and the superintendent. An annual budget was established to support the program offerings. During the period of review, the district's budgets were comprised within the foundation budget. As part of the professional development plan (PDP), the district offered summer curriculum workshop opportunities for teachers. Teachers were able to provide input to the committee to define the areas of concern relative to curriculum, learning styles, curriculum frameworks and assessment of the MCAS test results.

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

EQA Rating: Poor, but Improving

Evidence: The district began reviewing data disaggregated by student subgroup in 1999. In order to improve proficiency in reading, the district added professional development in Telian Phonics. Several years later the district added a Guided Reading program and subsequently added flexible grouping to all students to move within ability groups to avoid tracking by subgroup. In addition, the district hired an outside consultant to provide training to principals and teacher in data analysis.

Interviewees from both the district office and the school committee indicated that there was ongoing discussion at both school staff meetings and grade-level meetings to determine whether the district was teaching standards related to the frameworks and whether changes in pedagogy and methodology were necessary to increase student proficiency levels on the MCAS test. During the interview process, administrators also indicated that the Terra Nova standardized assessment would be administered this current school year in order to provide additional student assessment data in the basic skills area of reading, math and ELA in grades 3-9.

An identified need to improve reading and literacy skills at the elementary school level was an impetus to offer professional development programs in Guided Reading over the past two years. District administrators and principals indicated that revising the math curriculum at the elementary was a priority. During the interview process, the administrators raised concerns about the low achievement of students on the MCAS assessment. Administrators indicated that the district did not strive for Randolph students to be only at the Massachusetts MCAS test average, but wanted them to achieve at levels higher than the state average. Principals were able to define the needs relative to the discussions. Principals indicated that for the past

six years (since 1998), the district was utilizing the *John Saphier* evaluation model for classroom observations and pre-conferences and post conferences.

The district's evaluation procedure for teachers consisted of a four-year cycle, so that teachers were only formally evaluated every four years. Therefore, the evaluations of professional staff could not have regularly informed professional development during the period under review.

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

EQA Rating: Satisfactory

Evidence: In the Randolph Public Schools, the professional development program included training in teaching the curriculum frameworks, mentoring, and time blocks established to review and revise curriculum guides and offerings at all levels. Participatory decision-making and community and parental involvement originated through the work of the school advisory councils. The system-wide council chaired by the superintendent, strategic planning groups, and focus groups established at various schools were examples of participatory decision-making involving community members and parents.

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

EQA Rating: Satisfactory

Evidence: Over the past two years in Randolph, the professional development plan provided data analysis skills for teachers and principals. This training was defined as the system's priority related to the improvement of student learning. In addition, during the period of review, training and course offerings were a part of the ongoing plan utilizing outside consultants and establishing and supporting workshops both within and outside of the

district. The professional development plan clearly related to the district improvement plan (DIP) in establishing the improvement of student achievement as major goal of the district.

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

EQA Rating: Satisfactory

Evidence: For the first two years of the period under review, the negotiated teachers' contract provided for partial reimbursement for teachers to enroll college courses related to their professional assignments. A sampling of the teachers' personnel files indicated that this professional development opportunity was offered by the district and utilized by teachers.

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

EQA Rating: Satisfactory

Evidence: For the period under review, the highest priority in the DIP was the district's goal of improving student achievement. The presence of this goal was evidenced throughout the program offerings in the district's professional development plan, as well as in the individual SIPs for all schools in the district. Interviews with principals and district administrators verified that the goal of improving student achievement was one that was unified throughout the school system.

Domain C: Student Academic and Support Services

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

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

Preliminary Finding(s):

- For the period under examination, the district was sensitive to and provided financial resources for a wide variance in fluency among the district’s students, which were reflected in Individual Student Success Plans (ISSPs).

Indicators:

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

EQA Rating: Satisfactory

Evidence: For the time under review, the district wrote a DCAP that was implemented across all of its schools. The Student Study Teams (SST) were comprised of principals, classroom teachers, social workers, ELL teachers, and, in some cases, liaisons. The goals identified in the DCAP included the following: assistance to regular education teachers for analyzing and accommodating for student learning needs, behavioral support services available through the regular education model, direct and systemic instruction in reading, teacher mentoring and collaboration, parental involvement, adjustments to school schedules

to accommodate all learners, a process for reviewing and aligning curriculum to state learning standards, a process for reviewing school policies and discipline codes, consultation for behavioral issues in literacy development, and the identification of after school programs.

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

EQA Rating: Satisfactory

Evidence: During the time under review, each school in the district had an established Student Study Team comprised of principals, classroom teachers, ELL teachers, special education teachers, social workers, and guidance counselors, which was designed to assist teachers in accommodating students with diverse learning styles in the regular education classroom. Interviewees indicated that the DCAP was used as a reference and resource at these meetings to identify appropriate support services offered in the district. Between 2000-2003, training was provided during professional development days in differentiated instruction and research-based methods of teaching and assessing writing through the laboratory program at Brown University. Mandated professional development time was provided to achieve this goal. The Cooperative Inclusion Program (CIP) in grades K-6 included two teachers in each classroom and an aide. New teams formed were offered five days of training in the summer.

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

EQA Rating: Satisfactory

Evidence: For the time under review, Guided Reading and a Literacy Block were used in grades 1 and 2 for 2.5 hours daily in an uninterrupted program. The Development Reading Assessment was used in grades K-3, and training was provided this year in grades 4-6. Project Read, Telian Phonics, Wilson Reading, Orton Gillingham, were resources utilized in reading. Ninety-five percent of the elementary teachers were trained in Guided Reading through the professional development program. The ELA curriculum guides were revised in the past two years for alignment with the state frameworks. Leveled Literacy Closets (LLCs) existed in all elementary schools. The district maintained its literacy program despite budget cuts.

Eleven social workers and four psychologists preformed student interventions. These interventions were mostly present among transient student population where there were some discipline problems. There was a suicide/homicide protocol to provide assistance for students. At the K-6 grades, open circle, a classroom management program, was provided for 15 minutes daily. All faculty members were trained by the Stone Center at Wellesley College. The district had a mentoring/induction program that involved every new teacher and paid a stipend of \$1,500 for the mentors. There was a one-day training session followed by monthly meetings and peer observations. Bridgewater College provided training for mentors during the summer.

The district had active Parent Teacher Associations (PTAs) and student councils. In addition, Title I, school orientation, parent meetings were held. All schools had voice mail to enhance communication. Every school held an annual information night, as well as specialized meetings to address volunteer groups and ELL parent's night. All the schools had a document "translation stamp," which included five languages: Haitian, Creole, Portuguese, Chinese, Vietnamese, and French. Professional development for classroom teachers was required to align the district goals with a priority given to raise student achievement. Course reimbursements were matched for courses if connected with district goals. Workshops attended by faculty were aligned with district goals and those listed in the DCAP.

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

EQA Rating: Satisfactory

Evidence: Between 2000-2003, the MCAS results were reviewed by the superintendent who conducted a formal analysis, distributed this to the administrative team, and conducted a presentation to the school committee members. Principals received the reports and presented them to the faculty. Curriculum meetings and grade-level meetings were held at each individual school. Principals had access to *TestWiz*, and, when reviewing results, they were expected to consider if teachers were teaching the subject, and then if it was determined that they were, and scores were poor, then teaching pedagogy would be reviewed.

However, the district's CDs for the classes of 2003 and 2004, the district's aggregate math scores on the MCAS test, the district's MCAS test scores for special education students, and the percentage of students in the district scoring below proficiency levels on the MCAS test all indicated the need to review the content and scope of academic support services that were provided by the district. Nevertheless, the district provided trend data indicated that the longer the students stayed in the district, the better the students performed in relation to the state.

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

EQA Rating: Satisfactory

Evidence: All students who did not meet grade-level performance expectations were identified. The DRA for grades K-3, and the Terra Nova for grades 3-9 were administered to assist in the analysis of student performance in basic skill areas. The district provided students with sufficient supplementary and/or remedial services, such as: an Annual Proficiency Test, the Harcourt Brace math series, district-generated and theme-based tests, supplementary learning activities, and Reading Recovery Learning activities. The district provided trend data indicated that the longer the students stayed in the district, the better the students performed in relation to the state. The district also had school-based student support teams that were chaired by principals that met weekly to discuss students at-risk and plan appropriate remedial services and interventions.

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

EQA Rating: Poor, but Improving

Evidence: During the period under examination, the early intervention reading program was Guided Reading. Teachers were trained, and literacy centers and closets were established and integrated into the reading program. Interviewees indicated that the district was dedicated to literacy, particularly in grades 1-2 and was utilizing the Guided Reading Program, in which 95% of teachers were trained. The use of the literary block was initiated two years ago in 2001. Reading support was available through Title I and ESL teachers.

Three-year results indicating reading proficiency at the end of Grade 3 (60%, 61%, and 66%) did not reflect the impact of the Guided Reading Program that was in its second full year of

implementation at the time of the on-site review. Interviewees indicated that the district hoped to increase the proficiency level in future years as a result of the Guided Reading Program. Literacy was established as the highest of district priorities. The results of the DRA in grades K-3 were utilized to track reading levels.

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

EQA Rating: Satisfactory

Evidence: In Randolph, the district's Student Success Plan (SSP) and Individual Student Success Plans (ISSPs) were developed for any student who scored at level two or below on the MCAS tests in ELA and math. The components of the Individual Student Success Plans included information about recent test scores, current services, areas of strengths and weaknesses, strategies for remediation, student attendance for the current school year, and other teacher recommendations.

During the interview process, the ESL administrator and the special education administrator indicated that there was a 25% change in the student population. An example provided was that in any given school year, approximately 700 students entered and 700 students left the district. These administrators indicated that the district was moving ahead in more analysis of data based on the MCAS test results and student sub-groups, including students moving in and out of the district, and the fluency range of approximately 42 languages. An initial statistical review by the district indicated the challenge to educate students in a school district where fluency, ethnicity, and mobility were major factors. As part of an initial review of Grade 10 MCAS test scores, it was indicated that students who resided in the community on a long-term basis met the Proficiency level on the MCAS test. It was indicated that the district became more involved in data analyses. The budget had an impact on class sizes and remedial support services. The ebb and flow of students in the district was a factor beyond the control of school personnel. During the interview, it was indicated that the district needed to develop and revise curriculum based on data analysis in a manner that would provide horizontal articulation in grades PreK-12.

Domain D: Leadership and Governance

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

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

Preliminary Finding(s):

- Between 2000-2003, the three goals of the district improvement plan (DIP) were recognized by the district leadership and the school committee as the central focus of the district.
- In Randolph, during the period under examination, a review of the performance ratings illustrated low student achievement in math throughout the district.
- For the period under review, there was no evidence that the district’s organizational structure helped established high expectations and higher student achievement in math.

Indicators:

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

EQA Rating: Satisfactory

Evidence: For the years under examination, the district leadership reported that the demographics of the district had changed dramatically over the past 10 years. During the time under review, the district implemented several improvement initiatives and reviewed and analyzed data on these various initiatives. In addition, the district collected information on the improvement initiatives and presented it for the team's review. The district monitored the demographic changes that occurred within the community. Students attended schools based on the geographic boundaries of the town. Over the past three years, since 2000, the district tracked the issue with student transience and its impact on the district. The documentation requested by EQA for the on-site review was carefully assembled and presented in good order.

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

EQA Rating: Poor

Evidence: Interviewees indicated that the district informed all the stakeholders of the value of providing opportunities for all students to achieve. The district leadership identified challenges by asking different groups of stakeholders how close the school was to reaching its stated vision. Rapid changes in demographics and a delayed response to the effect that education reform had on curriculum, instruction, and assessment in math narrowed the focus of the district vision to issues of discipline, attendance, and truancy. The district improvement plan focused on three main improvement goals: student achievement, safety, and communication. Since the first administration of the MCAS test, the superintendent routinely reviewed and prepared an annual analysis of student achievement and presented the analysis to the school committee, principals, and staff. The stated goals in the DIP withstood

the changes, but the vision of the district had not been adjusted to reflect the influence of the changing school culture over time. The district, in the attempt to improve student assessment scores, addressed the problem with high rates of transience, provided equity of improvement, and administered the Development Reading Assessment (DRA) to all elementary-level students entering the district.

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

EQA Rating: Satisfactory

Evidence: Between 2000-2003, three main goals provided the focus for the DIP and for the individual SIPs. The superintendent met with all administrators as a group and each principal individually to ensure that all district and building administrators remained focused on the three main improvement goals. Decisions were informed through the use of the Developmental Reading Assessment (DRA), the MCAS test, the Terra Nova (for grades 3 and 5), parent and community surveys, and anecdotal evidence from teachers. For the period under review, the district experienced a high rate of transience, but it did review Terra Nova assessment results for a cohort group of Grade 3 and grade 5 students. Approximately 63% of the students from grades 3 and 5 were part of the original cohort group. The district noted measurable improvement in the assessment results of the cohort group. However, 37% of the original cohort group became transience students.

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

EQA Rating: Satisfactory

Evidence: For the time under examination, the district leadership thought that principals were aware of the high rate of transience. Student achievement was routinely monitored through the district's testing program, feedback from teachers, grade-level meetings, and school-wide meetings. The district leadership reported, and a review of the documents

indicated, that the district's professional development program focused on opportunities that would likely result in improved student achievement.

The principals were identified as the key individuals of the leadership team responsible for shaping the underlying values, norms, and beliefs in their schools. Interviews and a review of school improvement plans indicated that although the school improvement plans were aligned to the district's plan, closing the achievement gap between different socio-economic groups became a compliance process rather than a commitment.

For the time under review, the district had a curriculum that was aligned with the state curriculum frameworks. In addition, the district adopted common texts for their ELA and math programs to help ensure the consistency of the curriculum. A review of student assessment scores at the elementary level and the desire to facilitate consistency in instruction prompted the district to provide training to its elementary principals and all elementary staff for grades 1-6 in Guided Reading. The district also monitored the housing developments occurring within the community that would increase the number of low-income housing, which would, in turn, impact on the district's enrollment.

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

EQA Rating: Satisfactory

Evidence: The district reported that there were 18 administrators employed in the district, four of whom held 'Provisional' certification with 'Advanced Standing' as documented in information provided by the office of the superintendent. Two of the four administrators were principals, and two were assistant principals at the high school and middle school levels.

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

EQA Rating: Satisfactory

Evidence: In Randolph, annually, the superintendent reviewed the test results from the MCAS test and prepared a district analysis of scores to present to the school committee, principals, and staff. School committee meetings were also publicized on the local cable channel. There was also a district website with the District Report Card for 2000-2001 and parent newsletters.

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

EQA Rating: Satisfactory

Evidence: For the entire time under review, the school committee expected the superintendent to maintain his professional growth and clearly indicated that the majority of his time should be devoted to the business of the district. Although not referred to in the superintendent's contract, interviews with the school committee representatives indicated that the superintendent as a minimum, was evaluated annually against the three main goals in the district improvement plan: safety, communication, and improved student performance.

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

EQA Rating: Satisfactory

Evidence: For the period under examination, the district's principals were on a three-year contract, but the district evaluated the principals yearly. For the period under examination,

the district improvement plan and all school improvement plans had three common goals: promoting student achievement, clear communication, and a safe and orderly environment. EQA examiners reviewed principals' evaluations and found that all addressed the district's goal promoting student achievement. All contained linkage that connected improving the job performance of principals and improving student achievement.

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

Preliminary Finding(s):

- For the period under examination, the district established an affirmative position in improving the balance of ethnicity among its personnel.
- Although the district experienced a high rate of turnover in its professional staff, the district had active recruitment practices for prospective candidates for its open positions.

Indicators:

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

EQA Rating: Satisfactory

Evidence: Between 2000-2003, the superintendent of schools described his leadership team as including the director of personnel, the finance manager, the management information services director, the assistant to the superintendent for student services, the coordinator of special education, the director of ELL, the content-specific directors, and the early childhood, elementary, middle, and high school principals.

The district leadership team met on a monthly basis to discuss issues and concerns regarding curriculum, assessment, financial support, and professional development. The elementary

school principals met on a monthly basis and focused on specific content issues that were pertinent to their levels. Each elementary school principal met weekly with grade-level teachers. The middle school and the high school met monthly and informally with the content area directors on issues regarding curriculum and instruction. The content area directors communicated with the elementary level principals with the purpose of providing articulation. The duties of professional development were the responsibility of the assistant to the superintendent of schools for student services.

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

EQA Rating: Satisfactory

Evidence: The organizational chart reflected a delegation of responsibilities from central office staff to the building level principals. The superintendent of schools relied heavily on the principals to ensure that curriculum and instructional initiatives supported by the district's DCAP and professional development plan were implemented.

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

EQA Rating: Satisfactory

Evidence: Monthly meetings with the superintendent met the needs of the members of the district leadership team. Among this leadership group there was no inability to discuss any issue related to a policy, a plan of action, or the operation of the schools. The district's communication was reported to be a primary goal of the DIP; the communication between the superintendent and the district leadership team was viewed as equal to the importance of having clear and accurate communication between the school committee and the finance

committee within the community. The district leadership team reported that a high level of communication between principals and teachers was necessary for educational changes to be effectively implemented.

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

EQA Rating: Satisfactory

Evidence: The district maintained a current organizational chart, which reflected the duties of the district leadership team, which was defined by the superintendent of schools. Carefully written job descriptions in the district were an integral part of the contracts and expected responsibilities the administrative positions in Randolph.

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

EQA Rating: Satisfactory

Evidence: The students of color in the district comprised approximately 60% of the student body and approximately 8% to 10% of teachers (26-30). The district belonged to the Affirmative Action Recruitment Consortium, the Rhode Island Consortium, and several other organizations, which concentrated on recruiting minority staff members. Annually, the district also participated in a number of job fairs, posted job openings in a number of minority newspapers, and recruited through the Internet and on-campus sites.

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

EQA Rating: Satisfactory

Evidence: The district had a central office position that was assigned with the role of appropriately maintaining records, including but not limited to, employment, licensure status,

and evaluations. The EQA found that these records and documentation were well organized and maintained.

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

EQA Rating: Satisfactory

Evidence: Interviews determined that the office of personnel was sensitive to seeking out the reasons why newly hired teachers chose to remain in the district. When recruiting for teachers of color, tuition reimbursement and a mentoring program were cited as significant factors in retaining new hires. The mentoring program established a relationship within each school between a master teacher and a protégée, providing the new teacher with the support and comfort that was necessary to ensure a successful year. The tuition reimbursement served as an incentive for new teachers too not only remain in the district, but also to advance in skills, proficiency, and compensation.

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

EQA Rating: Poor

Evidence: In the past, the district recognized teachers who demonstrated outstanding teaching qualities; however, at the time of the on-site visit, there was no formal recognition program in place. A result of the mentoring program for the master teachers serving as mentors was that these teachers developed a positive morale about their ability to assist new teachers in acclimating themselves to the district. The program served as a means of recognizing competent master teachers. The office of personnel indicated that there was a turnover of staff as the demographics of the community changed. For example, in 1997, as reported in the NEASC report for the district's high school, 75% of the professional staff was considered to be veteran teachers with experience of ten or more years. In 2002, 50% of the professional staff had experience of less than three years. (At the time of the report writing the district had not provided updated data on staff retirement and turnover rates.)

Domain E: Business and Financial Management

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

Randolph’s Chapter 70 Funding and Net School Spending FY1993 to 2003: For the 11-year period since the Massachusetts Education Reform Act, FY1993 to FY2003, Randolph met the state mandated Net School Spending Requirement. For the period between FY1993 and FY2003, Chapter 70 Aid to Randolph increased 155.2% (from 4,412,849 to \$11,260,936). Randolph’s Required Local Contribution increased 28.0% (from \$14,282,481 to \$18,277,701). However, Randolph’s Actual Local Contribution to meet the Net School Spending Requirement for the same time period increased 106.8% (from \$14,282,481 to \$29,538,637). For the period since the Education Reform Act, Randolph received a total of \$86,956,138 in Chapter 70 Aid and was required to raise locally \$173,760,141. From 2000 to 2003, Chapter 70 Aid was \$42,821,667 and the Required Local Contribution was \$69,966,848. For the period between FY1993 and FY2003, Randolph’s foundation enrollment increased 10.8% and its student headcount decreased 0.8%. Between FY2000 and FY2003, its foundation enrollment decreased 1.6% and its student headcount decreased 4.1%.

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

Preliminary Finding(s):

- Between 2000-2003, the procedures for the development of the district’s budget were documented via policies and the supporting developmental budget worksheet.
- For the period under review, within the resources available, the district’s budget reflected the necessary provisions to support the educational and achievement needs of its students.

Indicators:

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

EQA Rating: Satisfactory

Evidence: Early in the fall, the school administration submitted the yearly budget to the administrative team. The administrative team then submitted the developmental budget worksheets for each new program and initiative with detailed budgets salaries and supplies. The schools were given a predetermined dollar amount for their respective building budgets based on a per-pupil basis. The school committee policy handbook had policies related to budget development timelines and school councils.

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

EQA Rating: Satisfactory

Evidence: Student achievement data was a significant component in budget decisions. The MCAS test analysis that was done at the district level resulted in middle school and high

school MCAS test preparation courses. The school committee placed an emphasis on maintaining reasonable class sizes, specifically at the elementary level. The assistant superintendent did the analysis of student data and the SIP policy referenced the analysis of student data in developing the SIPs.

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

EQA Rating: Satisfactory

Evidence: The developmental budget worksheets required a reference to the district goal, which was related this proposal. The school council policy and SIP policy referred to the budget process. The capital plan was addressed each year, but the capital was delayed due to budget constraints.

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

EQA Rating: Satisfactory

Evidence: The developmental proposals were prioritized based on the funding available. The school committee provided input and then the superintendent and assistant superintendent communicated the financial picture to the administrative team.

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

EQA Rating: Satisfactory

Evidence: In the Randolph Public Schools, a cost benefit analysis of programs occurred on a case-by-case basis. For example, programs were developed in the district to bring back students who had been tuitioned-out to outside programs. Cost benefit analysis was required in the developmental budget proposal worksheets, and was done district-wide. The school lunch program and athletics were reviewed for fee increases and user fees. Once a new program was in place, it became a part of the district's base budget for the following years.

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

EQA Rating: Satisfactory

Evidence: The district's budget document was complete and current. It only provided the current year budget and the proposed fiscal year budget. Other funding sources, such as grants and revolving accounts were not included and neither were the personnel expenses funded by grants.

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

EQA Rating: Poor

Evidence: Staffing levels were adequate, as well as supplies and materials. This year was the last year in which staffing cuts were avoided without an impact on the education. The capital needs were the area in which the majority of the cuts were made. However, the district did not meet the professional development requirement in fiscal years 2000 and 2001, but these figures were currently under dispute between the district and the DOE.

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

EQA Rating: Satisfactory

Evidence: Randolph met the required Net School Spending (NSS) and the Required Minimum Contribution (RMC) for the years under review. Town meeting was generally supportive of the district's budget. The school committee and the finance committee met regularly during the budget development period to increase the understanding of the schools' needs. The superintendent attended town-wide monthly department-head meetings. Fiscal Year 2003 was the first year they needed to make cuts. They made capital improvements in the early childhood center and built and renovated the Randolph Community Middle School in fiscal year 1999.

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

EQA Rating: Satisfactory

Evidence: In one year, FY2001, the district's financial audit was conducted late, but submitted within the extension timeline allowed by the state. However, during the other years under examination, the district met the state's deadline for submitting financial reports and they were completed in an accurate manner.

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

EQA Rating: Satisfactory

Evidence: In the Randolph Public Schools, once the budget was approved, the school committee and superintendent then revised the budget once new financial information became available over the summer. These changes were often informed by the use of student assessment data.

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

Preliminary Finding(s):

- Between 2000-2003, the district forecasted their expenses for the entire fiscal year including specific contractual, one-time payroll expenses.

- In Randolph, there existed several communication channels between the school and municipal officials, which established a comprehensive understanding of the financial needs among the policy decision-makers.
- The district finance manager of the district and the town accountant worked closely on a daily basis in dealing with the management of the budget and the resolution and/or allocation of indirect costs.

Indicators:

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

EQA Rating: Satisfactory

Evidence: The school committee had policies regarding purchasing, developing the budget, the fiscal management goals, intra-district transfers, and payment procedures. There was a minor issue regarding the clarity of the procedures, because the financial manager sent a memorandum to administrators and secretaries regarding the use of purchase orders. The school department was also cited in two consecutive fiscal years on minor procedural steps concerning purchases. These issues were resolved in a timely manner and to the satisfaction of the Town's budget officials.

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

EQA Rating: Satisfactory

Evidence: The school committee had a policy, which required quarterly financial reports to be made to the school committee. These reports were made and presented as requested by the school committee and the Town's finance committee.

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

EQA Rating: Satisfactory

Evidence: Between 2000-2003, the Town had its audits completed by December, and, in most instances, the district met the financial reporting responsibilities that were mandated by the local, state, and federal government. The only exception was FY2001, when the district applied for and received an extension for filing a financial report to the state.

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

EQA Rating: Satisfactory

Evidence: The school district used a SIMS financial accounting system. The district's payroll was processed through the Town via the Internet and on-line services. The principals and other financial managers got monthly reports from the district's business office.

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

EQA Rating: Satisfactory

Evidence: The student achievement data for the MCAS and Terra Nova tests, among others, were analyzed and took priority over any new proposals in the developmental budget proposals. Consequently, student assessment data was utilized to inform budget decisions in the Randolph Public Schools.

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

EQA Rating: Satisfactory

Evidence: The district's financial manager had an established professional development plan in relation to the roles and responsibilities of the business office. The district was audited as a part of the Town of Randolph's audit. Randolph's state-required End-of-the-Year and Pupil and Financial Report were conducted by the same auditing firm as was employed by the Town. However, for the period under review, the financial manager was not certified as a school business official. However, both the superintendent and the personnel director had certifications as the school business officials, but no administrator was a Massachusetts certified public purchasing official.

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

EQA Rating: Satisfactory

Evidence: The district's payroll was encumbered and planned based on the pay schedules afforded the staff. One-time payments related to longevity and un-used sick time were mapped out based on contractual payment schedules. In sum, the Randolph Public Schools used the appropriate and necessary financial forecasts and controls to ensure the proper spending limits in the district.

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

EQA Rating: Satisfactory

Evidence: Between 2000-2003, the EQA that the district observed the state's guidelines and regulations related to bidding, contracting of services, and fees. The Town and the district took the necessary steps to meet all the GASB No. 34 requirements, including the appropriate needs of the schools and students. The Randolph Public Schools also monitored, tracked, and documented the district's resources, including textbooks, materials and supplies.

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

EQA Rating: Satisfactory

Evidence: The school district had a capital plan that was revised and revisited each year. The Town had a town-wide capital projects plan, which included the school department. From 2000-2003, capital work was delayed in order to concentrate on operating expenses. The superintendent and the facilities manager developed a preventative maintenance schedule.

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

EQA Rating: Satisfactory

Evidence: The school district's middle school was renovated and expanded in 1999. The EQA found that the schools were clean, safe (some were equipped with camera monitors),

and well lit. In Randolph, space was not an issue because the district experienced declining enrollments of 4.5% from FY2001 to FY2003.

Appendix A: Proficiency Index

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

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

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

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

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

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

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

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

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

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

FY	Foundation	Pct	Foundation	Pct	Required	Pct	Chapter 70	Pct	Required	Pct	Actual	Dollars	Pct	
	Enrollment	Chg	Budget	Chg	Local	Chg	Aid	Chg	Net School	Chg	Net School	Over/Under	Over/	
					Contribution				Spending(NSS)			Spending	Requirement	Under
FY93	3,618		19,498,447		14,282,481		4,412,849		18,695,330		18,695,330	0	0	
FY94	3,629	0.3	19,636,550	0.7	14,031,918	-1.8	4,729,392	7.2	18,761,310	0.4	18,462,847	-298,463	-1.6	
FY95	3,785	4.3	21,085,371	7.4	14,109,781	0.6	5,357,839	13.3	19,467,620	3.8	19,687,151	219,531	1.1	
FY96	3,765	-0.5	21,766,324	3.2	14,684,665	4.1	5,886,696	9.9	20,571,361	5.7	20,793,900	222,539	1.1	
FY97	3,826	1.6	22,716,331	4.4	14,902,317	1.5	6,766,525	14.9	21,668,842	5.3	21,562,617	-106,225	-0.5	
FY98	3,918	2.4	24,064,456	5.9	15,615,549	4.8	7,840,293	15.9	23,455,842	8.2	23,973,710	517,868	2.2	
FY99	4,020	2.6	25,569,304	6.3	16,166,582	3.5	9,140,877	16.6	25,307,459	7.9	25,598,023	290,564	1.1	
FY00	4,075	1.4	26,342,279	3	16,903,465	4.6	9,796,835	7.2	26,700,300	5.5	27,565,338	865,038	3.2	
FY01	4,035	-1	27,276,297	3.5	17,114,560	1.2	10,502,960	7.2	27,617,520	3.4	29,333,145	1,715,625	6.2	
FY02	4,055	0.5	28,464,173	4.4	17,671,122	3.3	11,260,936	7.2	28,932,058	4.8	30,583,197	1,651,139	5.7	
FY03	4,008	-1.2	28,735,693	1	18,277,701	3.4	11,260,936	0	29,538,637	2.1	31,264,574*	1,725,937	5.8	

100

FY	Dollars per Foundation Enrollment			Percentage of Foundation			Chapter 70 Aid as Pct of Actual NSS
	Fnd Budget	Ch 70 Aid	Actual NSS	Ch 70 Required NSS	Actual NSS		
FY93	5,389	1,220	5,167	22.6	95.9	95.9	23.6
FY94	5,411	1,303	5,088	24.1	95.5	94	25.6
FY95	5,571	1,416	5,201	25.4	92.3	93.4	27.2
FY96	5,781	1,564	5,523	27	94.5	95.5	28.3
FY97	5,937	1,769	5,636	29.8	95.4	94.9	31.4
FY98	6,142	2,001	6,119	32.6	97.5	99.6	32.7
FY99	6,361	2,274	6,368	35.7	99	100.1	35.7
FY00	6,464	2,404	6,765	37.2	101.4	104.6	35.5
FY01	6,760	2,603	7,270	38.5	101.3	107.5	35.8
FY02	7,020	2,777	7,542	39.6	101.6	107.4	36.8
FY03	7,170	2,810	7,801	39.2	102.8	108.8	36